

If you suspect your child is depressed, here are 10 tips for supporting them from [Young Minds](#):



- **Talk to them** in a caring and non-judgemental way; let them know that you've noticed they don't seem very happy
- **Listen and provide emotional support** without asking too many questions or trying to solve their problems. Let them know they can talk to you anytime and for as long as they need to.
- **Try again another day** if they don't want to talk; let them know you're there when they're ready to talk.
- **Think together** about whether there's anything in particular that's making them feel this way. Are there changes that could be made at home or school that would make things easier?
- **Encourage them to speak to someone else** if they can't talk to you – while reassuring them that you'll still be there.



- **Support them to keep routines**, activities and connections with other people going as much as possible, and encourage them to do the things they enjoy – whether that’s exercising, listening to music, doing something creative like colouring or drawing, watching a favourite film, reading a favourite book, or going for a walk with you.
- **Help them with their daily routine**. This includes getting enough sleep and getting up at a regular time, eating regular meals, doing exercise, drinking water, spending quality time with loved ones.
- **Reassure them**. Let them know you love them, these feelings won’t last forever, and that you can find support to help things feel better.
- **Don’t ignore worrying signs**, hoping they’ll go away.  
Trust your gut feeling – you know when something’s just not right.
- **Seek professional help** if you’re worried about your child’s mental health. Some young people will need professional and specialist help to feel better. They may benefit from a specific diagnosis or a treatment. Start by contacting your GP.



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## Self Harm

“Your worst enemy cannot harm you as much as your own unguarded thoughts.”

-Buddha-





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The idea that your child wants to hurt themselves on purpose is very difficult for many parents to understand. The impulse can be equally frightening for the children that do it. There is a myth that self harm is an attention seeking behaviour, but most young people go to great lengths to hide it from their loved ones.



36%

of 16-25 year-olds in Britain have  
self-harmed at some point in their lives....

According to a [survey](#) commissioned by [Alumina](#) (formerly Self Harm UK), [The Mix](#) and [YoungMinds](#).

The survey defined self-harm as “*when someone intentionally damages or injures their body*”. This can include scratching, cutting, burning, pinching or hitting, self-poisoning, misusing alcohol or drugs, self-starvation, binge eating and excessive exercise.

Young people turn to self harm when they are experiencing feelings that they can't process any other way. Sometimes it's the result of feeling [anxious](#), [depressed](#), or stressed, but it could also happen as a result of trauma such as abuse, [bullying](#), bereavement, or friend or family conflict. Self harm may bring temporary relief, but it does not get to the root of the emotions fueling it.

If you suspect (or know) that your child is self harming, try not to freak out or get angry - it will add fuel to their feelings of shame and guilt. Instead, stay as steady, calm, and non-judgmental as possible and listen with empathy to what's bothering them.

### Possible signs of self harm:

- Unexplained cuts and bruises
- Wearing long sleeved clothes, especially in warm weather
- Keeping knives or razor blades (or these going missing in the home)
- Unexplained blood stains on clothes or towels
- Becoming more withdrawn and closed off
- Negative changes in their mood and behaviour



### Remember:

- Don't try to have a conversation when you (or they) are upset.
- Listen and try not to judge or offer 'solutions' - it may make them even more secretive.
- If you don't know what to say, be honest about it. Being truthful about your own feelings may encourage them to do the same.
- If they won't talk to you, encourage them to talk to someone they feel comfortable with.
- Don't check their arms every five minutes or ask about it every day - give them space and time and accept that recovery is a process.
- Focus on safety: keeping cuts clean and bandaged, for example.



Many charities exist to support young people with their mental health including those who self harm. Young people can also seek specialty support from [Alumina](#) (formerly Self Harm UK) who offer a free 7 week online course for young people ages 14-19 struggling with self-harm.





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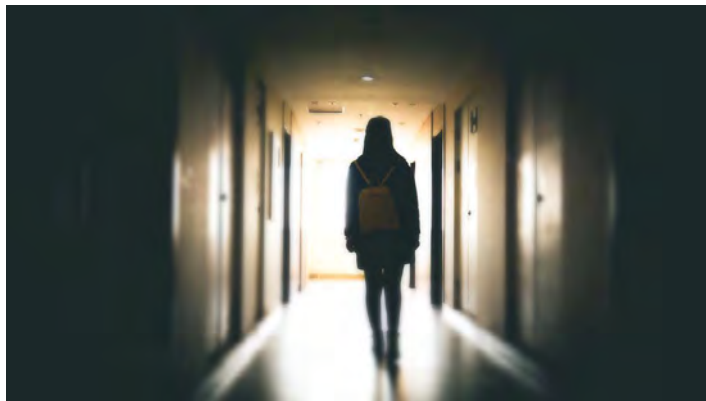
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Suicide

“Even the darkest  
night will end and  
the sun will rise.”

-Victor Hugo-

Suicide is the ultimate form of self-harm. Talking about it with your child can provoke strong feelings of panic or alarm, and throw you into 'rescue mode.' Though the impulse to act quickly is completely understandable, the distressed young person actually needs calm and understanding.



**If you are concerned that your child is having thoughts of suicide, what should you do?**

- First, **be direct** - ask them if they are having thoughts of ending their life. Suicidal thoughts don't necessarily mean there is an imminent risk. Feelings of despair, frustration or failure can cause a young person to feel suicidal temporarily. They may cycle through such feelings and yet have no intention of acting on them.
- Second, **do not panic** if they are feeling suicidal - it may push them away and make them less likely to open up. Stay steady and use empathy to let them know that you have heard them and understand that they are struggling. This may be hard, so take your time, keep breathing, and acknowledge your own distress.
- Third, **seek professional support** - speak to your GP or access guidance from the many charities that exist to support suicidal ideation. (See the resources page in this booklet).



**Here are some useful questions for taking about suicide:**

- How long have you been feeling this way? (Is this a new feeling?)
- Are you feeling like this all the time or only sometimes?
- What is worrying you the most at the moment to make you feel this way?
- Have you made plans to end your life? (What? When? Where? What might stop you?)
- What would you like me to do now you have told me?
- If your child is reluctant or afraid to speak to you, encourage them to speak to someone else. The Samaritans hotline (116 123) is available 24/7 for both you and your child.



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## Alcohol & Drug Use

“In youth we learn.  
In age we  
understand.”

-Marie von Ebner-Eschenbach-

Taking risks and learning about personal boundaries is a key factor in adolescence. For some this means experimenting with drugs and alcohol. The good news is, today's teenagers are less likely to take drugs, to smoke, or to drink alcohol than the generation before them (view statistics [here](#).) The bad news is, plenty of young people still do experiment with alcohol and drugs and there are risks for doing so.



Being 'under the influence' can have serious effects on a young person's developing brain and body. It also exposes them to potentially risky situations as the effects of substance use lowers their inhibitions and impairs their ability to make sound judgements.

There are many [reasons](#) that Teenagers use drugs and alcohol, including what they learn from observing the adults in their life. (Remember, you are their number one role model!) They may engage in substance misuse as a temporary distraction from pressure or worries of life thinking it is a way to help them cope, or they may be influenced by peer pressure and what they see going on around them.



**If you are worried about your child, here are some tips for talking to them about alcohol or drugs:**

- Sit down and have an honest conversation when you are both calm. (You can use a 'hook' such as something you've both watched on TV as a conversation starter.)
- Ensure it is a conversation and not a lecture!
- Listen as much as you talk.
- Try to talk about the dangers of substance misuse before they are likely to be interested in experimenting.
- Make sure your teenager knows they can come to you with any problems.
- Let them know substance misuse is never a solution to a problem and that there are always other ways to cope.
- If your child comes home under the influence, ensure they are safe and tell them you will talk about it the next day





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## Eating Disorders

“I cannot stress this  
enough - eating  
disorders do not  
have a look.”

-Nyla Booras-

Eating disorders are not about trying to lose a bit of weight - they are a complex mental health issue that can quickly take over one's life. Although they are most common amongst teenage girls, anyone can develop an eating disorder regardless of age or gender.



People go to great lengths to disguise their unhealthy eating patterns, but if your child is obsessed with their appearance, weight, or body shape to the point where they control or restrict their food intake, or exercise fanatically - pay attention. Unhealthy behaviours such as these can cause all manner of long-term psychological and physical problems. They can even be fatal.

### Common eating disorders:

**Anorexia** - Severe food restriction to complete starvation and/or 'purging' behaviours such as vomiting after eating, taking laxatives, or over-exercising. Anorexics have a distorted body image ([body dysmorphia](#)), believing they are fat when they are not.

**Bulimia** - Eating a lot of food in one sitting (bingeing) and then vomiting, taking laxatives or exercise excessively to get rid of the calories consumed (purging).

**Binge Eating Disorder (BED)** - Like bulimia (binge eating) but without the purging behaviours.



25%

of dieters will progress to an eating disorder

Statistic quoted from [The Emily Program](#)

Most teens will [hide their eating disorder](#). There is an [extensive list](#) of signs and symptoms to be aware of - here are just a few to watch out for:

- Being preoccupied with weight, food, calories, fat grams, and dieting, or developing strange rituals around eating such as cutting food into tiny bites or excessive chewing.
- Dramatic weight loss
- Lying about how much or when they have eaten, or how much they weigh
- Eating a lot of food very fast
- Going to the bathroom a lot after eating
- Excessively or obsessively exercising
- Avoiding eating with others and withdrawing from friends or activities
- Wearing loose or baggy clothes to hide their weight loss
- Difficulty concentrating, dizziness, or sleep problems



If you think your child has an eating disorder, talk to them and take them seriously, even if you don't understand why. (Chances are, they don't either.) Seeking professional help is essential - talk to your doctor. In the meantime, stop mentioning diet, body shape or weight - either yours, theirs, or other's - and don't talk about food.

[Beat Eating Disorders](#) is a UK charity with lots of practical guidance (including a useful helpline and online support), and the Priory group have a handy [digital guide](#) for parents/carers.





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# Psychotic Disorders

“We need, ultimately, to be able to view mental health with the same clear-headedness we show when talking about physical health.”

-Matt Haig-



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As scary as the word 'psychotic' is, in this context it refers to "*a group of serious illnesses that affect the mind... and make it hard for someone to think clearly, make good judgments, respond emotionally, communicate effectively, understand reality, and behave appropriately.*" ([WebMD.com](https://www.webmd.com/mental-health/psychosis))



Psychosis isn't a condition in itself – it's triggered by other conditions such as:

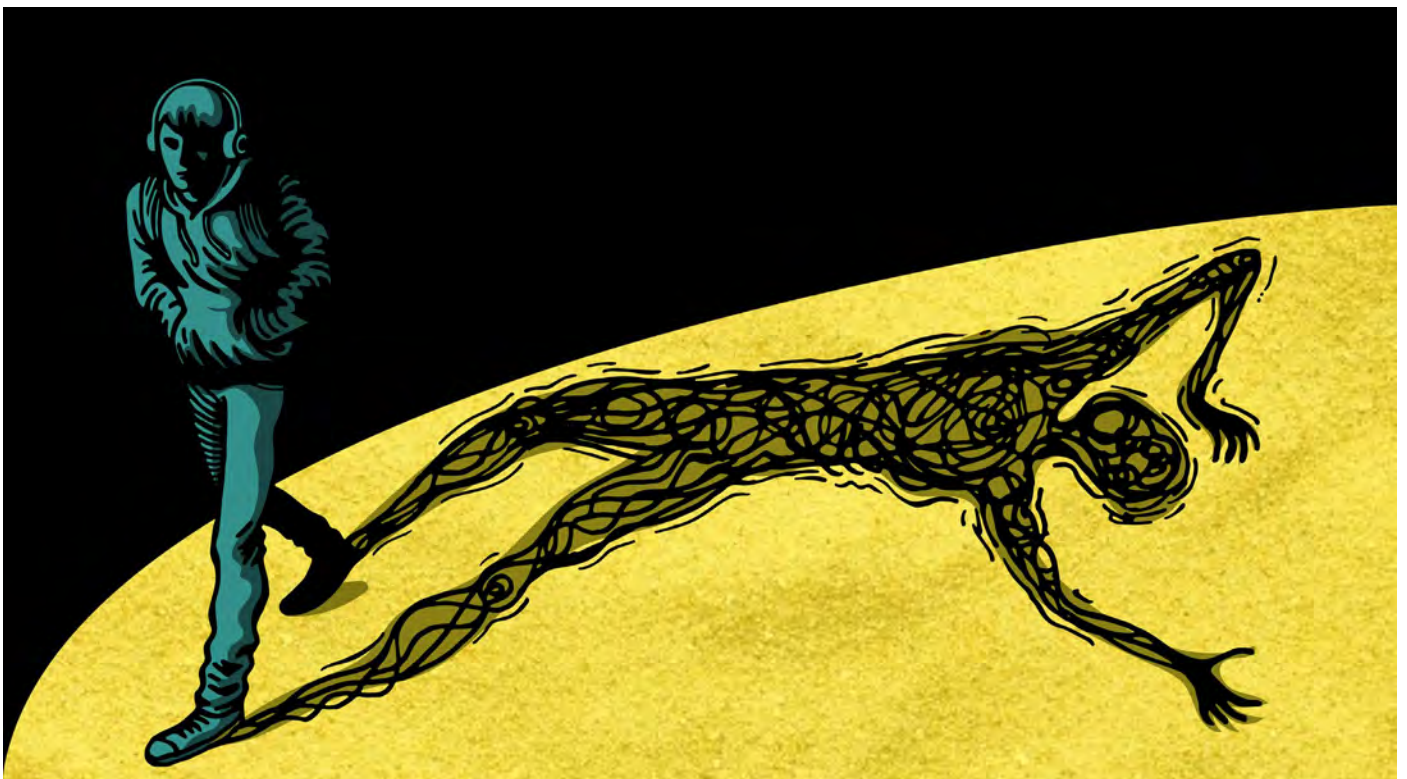
**Schizophrenia** – a condition that causes a range of psychological symptoms, including hallucinations and delusions

**Bipolar Disorder** – a mental health condition that affects mood; a person with bipolar disorder can have episodes of depression (lows) and mania (highs)

**Severe depression** – some people may have symptoms of psychosis when they're very depressed

Psychosis can also be triggered by traumatic experiences, stress, or physical conditions such as Parkinson's disease (in adults), a brain tumour, or as a result of drug or alcohol misuse. People with psychotic disorders have trouble staying in touch with reality and often are unable to handle daily life. Less than 1% of the population will be affected by psychotic disorders, and they usually start in late adolescence or early adulthood. (They very rarely develop before the age of 10.)

Early Intervention in Psychosis (EIP) teams operate across the UK and are instrumental in managing this illness. These teams provide day-to-day support and [treatment](#) to both the family and the affected young person for up to three years after their first episode of psychosis. In some areas you can make a direct referral to your local EIP team; in others you must go via your GP.



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## Neurodiversity and Mental Health

“The advantage is that my brain sees and puts information in my head differently, more interestingly than if I saw like everyone else.”

-Whoopi Goldberg-



Neurodiversity is a term that refers to the natural differences between people in the way their brains are 'wired'. Between 30% and 40% of the population are thought to be neurodiverse; The remaining majority are neurotypical.



### Statistics for people in the UK:

Up to **1%**

have Tourette's  
syndrome

Up to **10%**

have dyslexia

Up to **3%**

of the population  
have generalised  
intellectual  
disability

Up to **1%**

have an autistic spectrum  
condition

Up to **6%**

have dyscalculia

Up to **8%**

have ADHD

Up to **8%**

have dyspraxia

Statistics from: [ADHD Aware, Neurodiversity and other conditions](#)

Being neurodiverse is not a mental health condition! However, there seems to be a [link](#) between neurodiversity and mental health, which is most-likely caused by societal factors. For example, it can be stressful to try and 'fit in' to a world that seems to be at odds with the way some young people filter it. Also, being sensitive to stimuli like loud working environments, difficulty in reading other people, and so forth, can cause anxiety.



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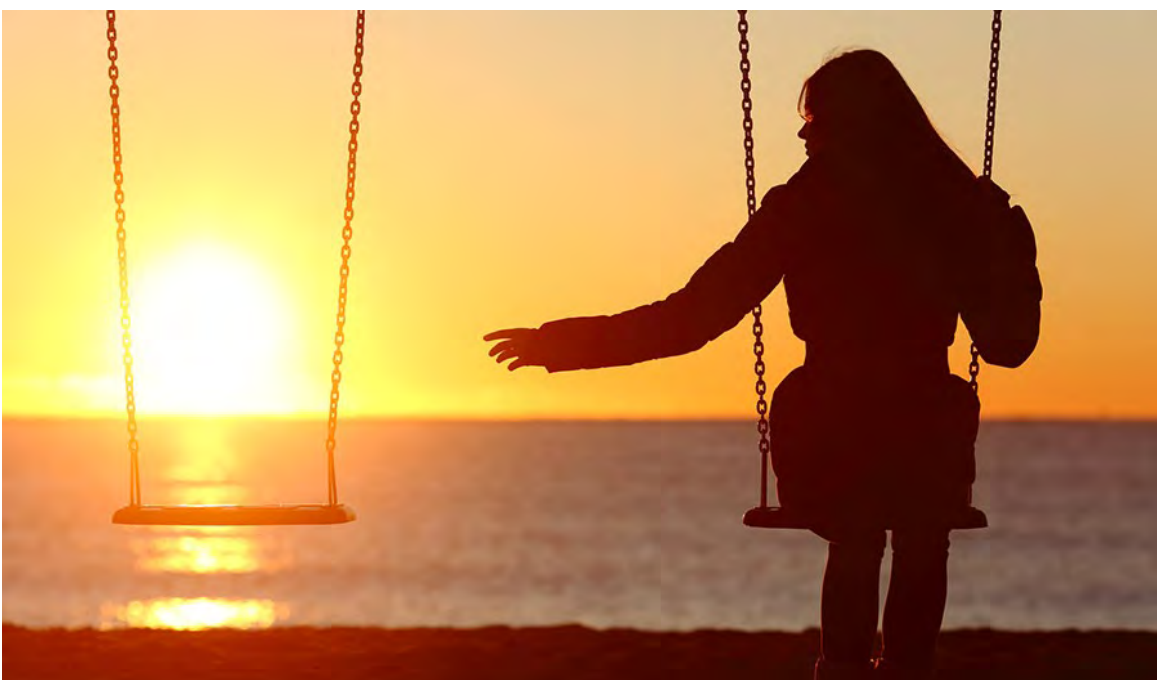
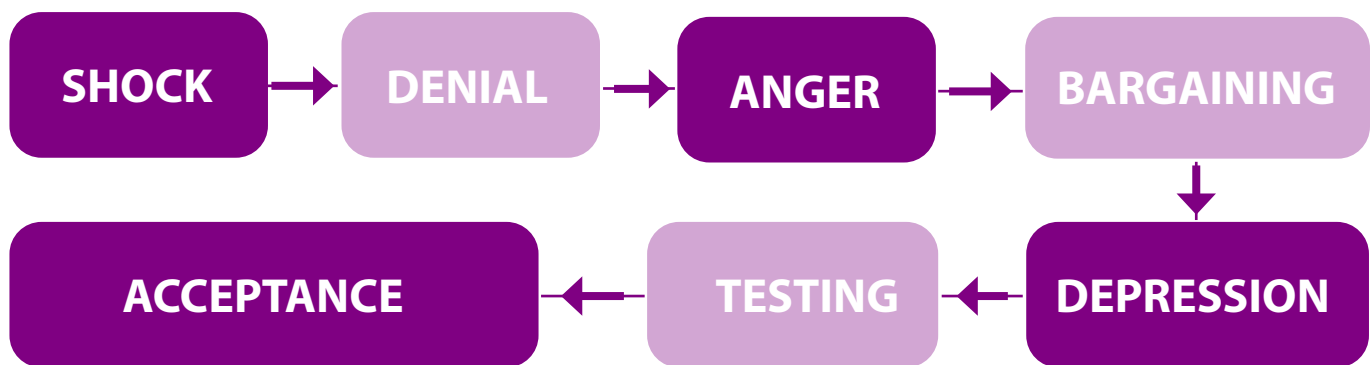
## A Word About Bereavement

“Bereavement is a  
universal and integral  
part of our experience  
of love.”

- C.S. Lewis-

Death and birth may be the inevitable bookends on our experience of life, but losing someone or something (a job, a relationship, a pet, a home) we love is tough. It is normal to experience a range of emotions when we are bereaved.

### **The seven stages of grief are often described as:**







You may have lost loved ones to the pandemic. Many students are also grieving the loss of exams - something anticipated as a right of passage - or just being in school. It's appropriate for them to feel upset about loss of exams, routines, access to friends, and perhaps a different future than they hoped for. Talk to them and allow them the opportunity to express their grief or anger or whatever they are feeling.

Bereavement is sometimes equated with the ocean - it arrives as waves, some that just lap at the shore and remind us of our loss, and some that crash and knock us back for a time. It is an unpredictable process. If you feel that you are stuck and can't move forward after a loss, it is recommended that you talk to someone. Many organisations exist just to help with grieving. See the list of resources at the end of this booklet.

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## Managing Long Covid

“Uncertainty is the  
most stressful  
feeling.”

- Sonya Teclai-

People learning to deal with a long-term illness face many challenges. The uncertainty of what might lie ahead can be stressful, while the impact of an illness on family, friends, careers, future plans and dreams can leave you frustrated and despondent.

Long Covid is a term to describe the effects of Covid-19 that continue for weeks or months beyond the initial illness. The health watchdog NICE defines long Covid as symptoms lasting for more than 12 weeks.

## NICE

National Institute for  
Health and Care Excellence

Symptoms may include:

- Fatigue
- Breathlessness
- Anxiety and depression
- Palpitations
- Chest pains
- Joint or muscle pain
- Not being able to think straight or focus ('brain fog')



From a mental health perspective, adjusting to life with an uncertain future takes courage. Facing your fears is much braver than avoiding them, so familiarize yourself with your symptoms and possible treatments or lifestyle changes that could help. Accept that adjustments to the way you live your life may be inevitable.

If you are struggling with Long Covid or any other long-term illness, try not to “personalise” it by saying, “my diabetes” or “my heart disease”. Don’t let the state of your health define you.



Here are some tips for tending your mental health with any long-term illness:

- Be prepared that some days will be worse than others so that you don't get knocked back when one arrives.
- Reach out to family and friends - supportive relationships make us feel good, but they can't help if they don't know you need it.
- Stick to a daily routine as much as possible - it can enhance your mood and give you a sense of stability.
- Keep active and move your body as much as you can. 'Happy hormones' known as endorphins are released when you exercise and improve your mood.





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## What Makes a 'Good Enough' Parent?

“Strive to be a ‘good enough’ parent, not a great one. It can make everyone in the family relax and paradoxically make life richer.”

- Wendy Mogel-

There is much advice about how to be a good parent. You may feel swamped with expectations both from yourself and others. Luckily, parenting is a messy, complicated undertaking that no one gets completely right. And in fact, it's okay to just be 'good enough.'



British paediatrician and parent-infant therapist [D. W. Winnicott](#) coined the phrase 'good enough parent' back in 1953. He recognised that perfection was not only unhelpful, but undesirable. The things we get wrong as parents (and humans) are often the things we learn the most from. Acknowledging this lets yourself off the hook and also protects your kids from unrealistic ideals of perfectionism which are not healthy for you or them. (This [video](#) explains it well.)

To raise resilient, healthy children, they need to feel [competent](#), [confident](#), [connected](#), develop [character](#), feel that they [contribute](#) and can [cope](#) with life, and have [control](#) over their [choices](#).

Apart from the basics of care (safety, nourishment, routine, love, etc.), here are some tips for being a 'good enough' parent:

- Provide opportunities for your child to be heard, acknowledged, and accepted.
- Acknowledge feelings and allow expression of emotions, even the uncomfortable ones. (This will strengthen your relationship and they will be more likely to come to you when they are struggling.)
- Help your children to understand their reactions and feelings by talking with them when they are calm, particularly about fears, anxieties, and feelings of guilt, frustration, and anger.
- Be patient, and apologise when you are not. A 'good enough' parent will admit when they're wrong, and take the blame when they mess up, make mistakes, or lose their temper.
- Provide empathy, reassurance and comfort, rather than trying to solve their problems.
- Allow questions to be asked, and answer them openly and honestly.



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## Motivating Your Child

“There is nothing in  
a caterpillar that tells  
you it’s going to be a  
butterfly.”

-Buckminster Fuller-



Keeping your child motivated can be difficult at the best of times, and near impossible during a pandemic. You may cycle between ‘the carrot and the stick’ without much luck either way. But basic psychology tells us that when there’s a sufficient ‘why’, we can find the ‘how.’



With teenagers in particular, if they do not understand what a task has to do with them (their well-being, their future, etc.,) they will struggle to carry it out.

Teenagers want to feel significant and to demonstrate to themselves, to their families, and the world that they matter and are capable of making a difference. When tasks are linked to supporting these feelings they will naturally feel more motivated.

**1) What's in it for me?** If your child understands the value to them of a task, you will have little problem motivating them to do it. Getting schoolwork done is necessary for a teen who wants to get into university, or be considered for their dream job one day; Finding a part time job is needed if they want to have money.

**2) Let them have a say.** If your teenager feels like all they are being asked to do is to fit into your agenda, your timetable, your way of doing things, they are not going to be terribly motivated. Developmentally, teenagers are seeking to establish themselves as their own person, independent from their parents. Give them a say in what and how things are done and they will be much more motivated.

**3) Let them learn from failure.** When parents constantly rescue their kids from failing they undermine their ability to grow up. No parent wants to see their kids fail, but it is through failure that we grow and learn to improve. Preventing your child from experiencing failure robs a task of its significance, and kills their motivation to do better next time.





**4) Help them to remember.** Sometimes motivation is not the reason that teenagers don't do things - they simply forget. Teenagers' brains are still developing making them more prone to distraction and forgetfulness. They may need help to remember and to get organized. Constant nagging is not the solution. Instead agree non-verbal reminders (texting, post-it notes, etc,) teach them how to be organised, and help them develop their own methods of remembering.

**5) Make it achievable.** Sometimes teens simply don't know where to start on a task. If you think this might be the case, ask them! Does the task seem too big? Do they know where to start? Do they feel like they will never be able to do it so can't be bothered starting? Maybe they feel scared about failing? Whatever the reason, helping them think through a process for getting the job done by breaking it into smaller parts could be just the thing they need.

**6) Provide incentives.** By offering rewards for effort, improvement, or participation, you reinforce in your teenager the values of trying and perseverance, rather than rewarding the act of giving up or resigning. Knowing what type of incentive your teen will respond best to (encouraging words, gifts, quality time, physical affection, etc.,) will increase their motivation and responsiveness.

**7) Make it fun.** Fun is the key ingredient to getting teens motivated and cooperative. Figure out what they enjoy (remember, what you enjoy may not be what they enjoy), show an interest, and value whatever it is that they consider interesting and fun. Teenager's often respond to competition. No matter how menial the task, any job can be transformed if there is a competitive aspect, whether it's against others or just their own efforts.

**D O N O T G I V E U P**

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## Getting Support

“Even if you’re on the right track, you’ll get run over if you just sit there.”

-Will Rogers-









Good outcomes for mental health and emotional well-being rely on good support. Contact your GP, your child's school, or some of the many helplines and organisations listed below.

### Helplines & Support Organisations

	<a href="#">Anxiety UK</a> (anxiety advice)	Text: 07537 416 905 Helpline: 03444 775 774
	<a href="#">Beat</a> (eating disorders)	<b>Helpline:</b> 0808 801 0677 <b>Studentline:</b> 0808 801 0811 <b>Youthline:</b> 0808 801 0711
	<a href="#">CALM - Campaign Against Living Miserably</a> (male suicide prevention ages 15+)	0800 58 58 58
	<a href="#">Childline</a> (advice & support for any issue) <a href="https://childline.org.uk">childline.org.uk</a>	0800 1111
	<a href="#">Cruse</a> (bereavement care & support)	0808 808 1677
	<a href="#">Drinkline</a> (advice about your own or another's drinking)	0300 123 1110
	<a href="#">FRANK</a> (info & advice about drugs)	0300 123 66 00



## Helplines & Support Organisations

	<a href="#">Kooth</a> (online mental well-being support)	<a href="http://www.kooth.com">www.kooth.com</a>
	<a href="#">Mermaids</a> (Supporting trans-gender, non-binary, and gender diverse young people since 1995; helpline 9-9, M-F)	
	<a href="#">The Mix</a> (Essential support for anyone aged 12-25.)	0808 808 4994 or text THEMIX to 85258
	<a href="#">Muslim Youth Helpline</a> (MYH is a registered charity which provides pioneering faith and culturally sensitive services to Muslim youth in the UK.)	0808 808 2008
	<a href="#">National Association for Children of Alcoholics</a> Providing information, advice and support for everyone affected by a parent's drinking	0800 358 3456
	<a href="#">NSPCC</a> - National Society for the Prevention of Cruelty to Children (abuse, neglect, domestic violence)	0800 1111








## Helplines & Support Organisations

 <b>PAPYRUS</b> PREVENTION OF YOUNG SUICIDE	<a href="#"><u>Papyrus</u></a> (youth suicide prevention)	0800 068 4141
 <b>RAPE CRISIS</b> England & Wales	<a href="#"><u>Rape Crisis</u></a> (Confidential support for women and girls who have experienced sexual violence.)	0808 802 9999
 <b>Refuge</b>	<a href="#"><u>Refuge</u></a> (free 24-hour national domestic abuse helpline)	0808 2000 247
 <b>relate</b> the relationship people	<a href="#"><u>Relate</u></a> (UK's largest provider of relationship support; many resources available on their website)	
 <b>SAMARITANS</b>	<a href="#"><u>Samaritans</u></a> (distress, despair, suicide prevention)	116 123
 <b>shout</b> for support in a crisis	<a href="#"><u>Shout</u></a> (crisis support)	Text 'SHOUT' to 85258
 <b>Switchboard</b> LGBT+ helpline	<a href="#"><u>Switchboard</u></a> (LGBT+ helpline)	0300 330 0630
 <b>VICTIM SUPPORT</b>	<a href="#"><u>Victim Support</u></a> (crime & traumatic events support)	0808 16 89 111

## Helplines & Support Organisations

 Giving hope to grieving children	<a href="#">Winston's Wish</a> (children's bereavement support)	08088 020 021
 fighting for young people's mental health	<a href="#">YoungMinds</a> (info & advice about mental health)	Text 'YM' to 85258

## Resources

<div>Parenting During A Pandemic</div> <div>              </div>	<a href="#">Parenting Teens in Times of Uncertainty</a> (webinar - 54:00)
	<a href="#">Supporting your Teenager with Lockdown</a> (webinar - 30:00)
	<a href="#">Staying well during the pandemic</a> (website link)
	<a href="#">Explaining coronavirus</a> (website link)
	<a href="#">Returning to school or college</a> (website link)
	<a href="#">Coronavirus   Dealing with anxiety &amp; mental health during a pandemic</a> (video)
	<a href="#">Covid-19 Resource Hub</a> (website link)





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## Resources

Parenting Misc		<a href="#">RelateForParents</a> (YouTube channel)
		<a href="#">ParentChannelTV</a> (YouTube channel)
		<a href="#">How to spot the signs of mental illness</a> (video)
		<a href="#">The Impact of Social Media on Children, Adolescents &amp; Families</a> (article)
		<a href="#">Being With and 'Shark Music'</a> (video)
		<a href="#">Good Enough is Good Enough</a> (video)
Parental Well-being		<a href="#">Adult talking therapies: Croydon, Lambeth, Lewisham, Southwark</a> (website)
		<a href="#">Adult Talking therapies: Wandsworth</a> (website)
		<a href="#">What is good mental health?</a> (video)
Alcohol & Drugs		<a href="#">Parents Guide to Drugs &amp; Alcohol</a> (article)
		<a href="#">Talk to frank: Honest Information About Drugs</a> (website)
		<a href="#">Drugs Webinar Daniel Spargo-Mabbs Foundation</a> (webinar)
		<a href="#">Dealing with Addictions</a> (video)
		<a href="#">Drinkaware Home   Drinkaware</a> (website)
		<a href="#">Understand Why Children Drink Alcohol</a> (article)




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## Resources

<b>Anxiety</b>		<a href="#">Supporting your Teenager with Anxiety</a> (video)
		<a href="#">How to Avoid Passing Your Anxiety to Your Kids</a> (article)
		<a href="#">Managing Anxiety in your Teens</a> (video)
		<a href="#">How to Manage Rumination and Overthinking</a> (video)
		<a href="#">Stress, Worry and Anxiety</a> (website link)
		<a href="#">Superpowered: Transform Anxiety Into Courage, Confidence, and Resilience</a> (book)
		<a href="#">NHS Guide: Stress, Anxiety &amp; Depression</a> (website link)
		<a href="#">Anxiety - a Short Film</a> (video)
<b>Bereavement &amp; Loss</b>		<a href="#">Phobias - What are you so scared of?</a> (article)
		<a href="#">Bereavement and Loss</a> (website link)
		<a href="#">5 Things About Grief No One Really Tells You</a> (video)
		<a href="#">How do you support a grieving friend?</a> (video)
<b>Depression</b>		<a href="#">How Grief Affect Your Brain</a> (video)
		<a href="#">5 Signs of Teenage Depression</a> (video)
		<a href="#">I'm Fine - Teenage Depression</a> (video)

## Resources

<b>Eating Disorders</b>		<a href="#">Dealing with and Eating Disorder</a> (video)
		<a href="#">Eating and Body Dysmorphic Disorders: Crash Course Psychology</a> (video)
		<a href="#">What is an Eating Disorder and When to Worry</a> (article)
<b>Dealing with Long Term Illness</b>		<a href="#">Long-term effects of coronavirus (long COVID) - NHS</a> ( <a href="http://www.nhs.uk">www.nhs.uk</a> )
<b>Mental Health Stigma</b>		<a href="#">There's no shame in taking care of your mental health - Sangu Delle</a> (video)
		<a href="#">We all Have Mental Health</a> (video)
<b>Motivation</b>		<a href="#">6 Ways to Motivate Your Kids</a> (article)
		<a href="#">The 7 Secrets of Motivating Teenagers</a> (article)
<b>Neurodiversity</b>		<a href="#">ADDitude Magazine</a> (website)
		<a href="#">Neurodiversity is a Super Power</a> (video)
		<a href="#">Amazing Things Happen - National Autism Society</a> (video)
<b>Nutrition &amp; Mental Health</b>		<a href="#">How does nutrition impact our mental health?</a> (podcast)
		<a href="#">Food for Thought: Does What My Children Eat Affect Their Mental Health?</a> (article)



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## Resources


Self Harm		<a href="#">Turning to Self Harm</a> (video)
		<a href="#">Seeing the Scars - Teenage Self Harm</a> (video)
		<a href="#">How Parents Should Talk to Their Kids About Self-Harm</a> (video)
Sleep		Improving your Child's Sleep <a href="#">Part 1</a> (7 mins), <a href="#">Part 2</a> (12 mins), <a href="#">Part 3</a> (12 mins) (Webinars from the SW London & St George's Trust)
		<a href="#">Improving your Teenager's Sleep</a> (webinar - 11 mins)
		<a href="#">Relaxation Strategies for a Better Night's Sleep</a> (video)
		<a href="#">Getting a Good Night's Sleep: Top Tips for Teens</a> (video)
		<a href="#">Sleep: Top Tips for Teens - Relaxation</a> (video)
Teenage Brain		<a href="#">Evolutionary Advantage of the Teenage Brain</a> (video)
		<a href="#">Why do we lose control of our emotions?</a> (video)
		<a href="#">Teenage Brain Development - Dr Andrew Curran</a> (video)
Trauma		<a href="#">Trauma and Addiction: Crash Course Psychology</a> (video)
		<a href="#">How Childhood Trauma Affects Health Across a Lifetime</a> (video)





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## Action For Happiness



**10 Days of Happiness**

Free online coaching program for challenging times

[Join The Program](#)



<https://10daysofhappiness.org/>



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Anna Freud National Centre of Children & Families (<https://www.annafreud.org/>)  
Beat Eating Disorders (<https://www.beateatingdisorders.org.uk/>)  
Befriending Networks (<https://www.befriending.co.uk/>)  
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NHS (<https://www.nhs.uk/>)  
The National Institute of Mental Health (<https://www.nimh.nih.gov/index.shtml>)



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Together All (<https://togetherall.com/en-gb/>)

Understanding Teenagers (<https://understandingteenagers.com.au/>)

Very Well Mind (<https://www.verywellmind.com/>)

Vocendi (<https://vocendi.com/>)

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## Photo Acknowledgements





"A diamond is merely a lump  
of coal that did well under  
pressure."

-Unknown-