

## Practice Makes Perfect:

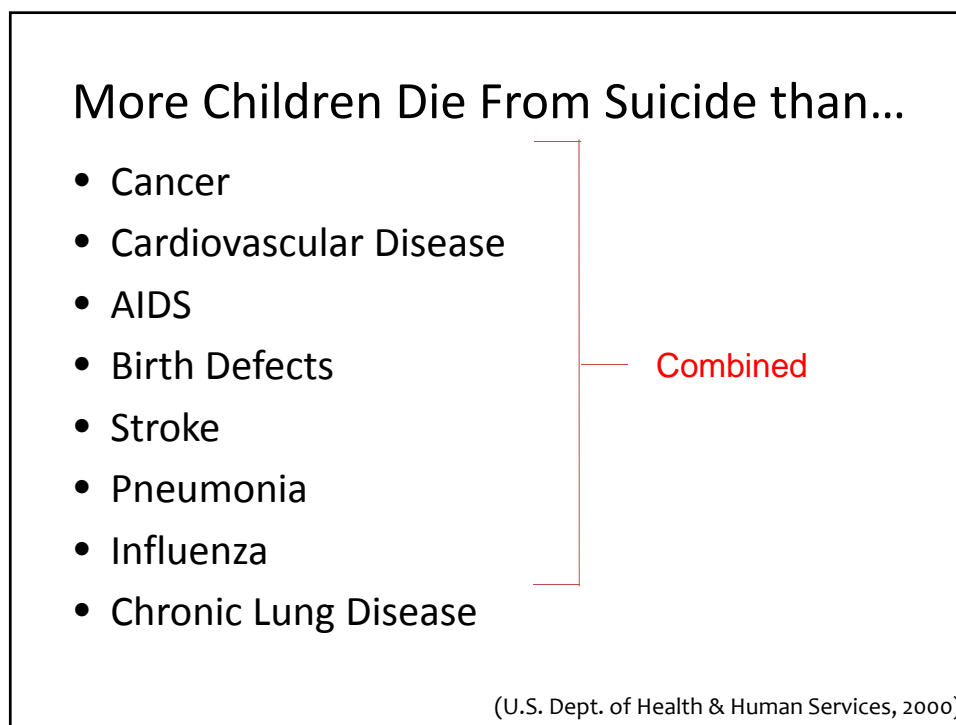
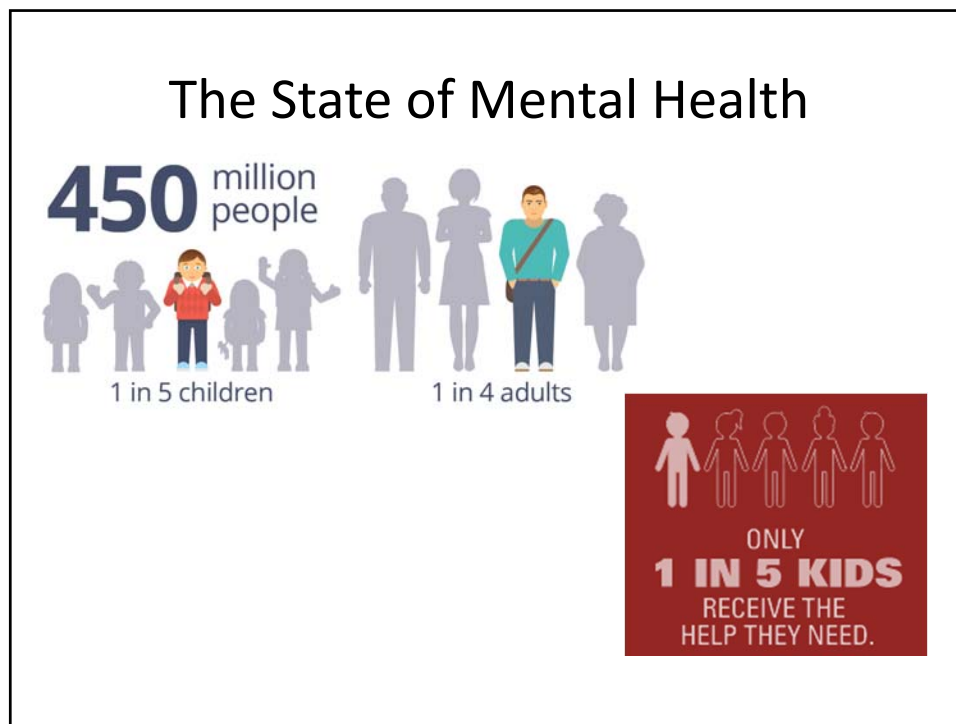
Building confidence in talking to athletes about mental health topics and suicide

Alexandra Laramée, LCSW  
1140-1240



## A short (fictional) story





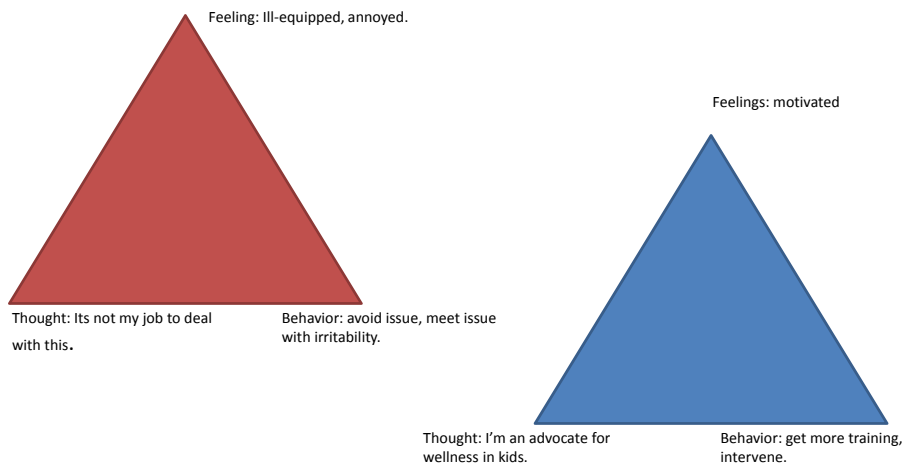
## Point 1: The issue doesn't have to be diagnostic to matter

- Early intervention is key in any chronic illness.
- Delay in services and diagnoses are common.

Changing the way you think about this, changes the way you behave. (CBT)

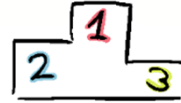


## I Can Think This Way Or That Way (a mini CBT lesson)



## Point 2: Focus on the Good

- Build on successes, not failures
- Encourage (even small) commitment to positive outlets
- Make a study of those who are resilient



Finding the GOOD I sometimes REALLY  
HARD



Jump.avi

But it works ☺

### Point 3: Mental Health diagnoses cloud our lens



<https://www.youtube.com/watch?v=QQRWyE5qOIA>

### We Can Help Clear the Clouds By Normalizing AND LISTENING....

- “When some of the other kids I talk to....”
- “The last time my friend upset me, I didn’t know what to do either BUT then I....”
- “It really helped me/another student when they talked to X/did Y, do you think that would help in your situation?”
- “Sometimes when I have a bad day, I notice...”

Point 4: You matter more than you think....  
So be a good role model

- Social Learning Theory
- Some kids have NOT SO GOOD models .....



Children\_See\_Children\_Do\_HIGH\_QUALITY.mp4

Be a better one!

Remember it only takes one person...



(Christopher) Jason Witten,  
Former Tight End, Dallas Cowboys

## How To Takeaways

- Mental Health Diagnoses are common.
- Its all of our jobs to be aware of warning signs and respond to warning signs.
- One way to respond is by seeing the good in a kid and speaking to that.
- Another is by normalizing the “cloudy lens.”
- Remember that kids are learning from the behavior you’re modeling.
- Don’t expect perfect outcomes.

## Vignettes

James, a track runner on your team, says the following: “I cant believe I came in third in the race. I’ve been working so hard. Joe doesn’t put in as much effort as me but always comes in first.”

What might we say to focus on the good and validate James?

## Vignettes

- Jessica is a swimmer who you are concerned about. Over the past several months she's become increasingly withdrawn, no longer attends team events or dinners and keeps to herself. You've noticed that during her interactions with teammates she is uncharacteristically short and cold.

What normalizing statement might you say to Jessica to inquire about her mental wellness?

## Handouts

Teen CARE Handouts



SOCIAL/EMOTIONAL DEVELOPMENT

**Children's Mental Health: Information for Educators**

*Ensuring a healthy start. Promoting a bright future.*

By Peter Wehling, Ph.D., NCSP; Marketa Kratochvil, Ph.D. (Schools); Rachel G. "Coco" Cook, Ph.D., NCSP; New York University

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Although children's mental health has been raised through the use of mental illness (e.g., depression, schizophrenia, bipolar disorder), we have come to recognize that good mental health is not simply the absence of illness but also the presence of skills and abilities that support a child's overall well-being. These skills include the ability to regulate emotions, solve problems, and build positive relationships. Children's mental health is not only about the absence of illness but also about the presence of skills and abilities that support a child's overall well-being. These skills include the ability to regulate emotions, solve problems, and build positive relationships. Children's mental health is not only about the absence of illness but also about the presence of skills and abilities that support a child's overall well-being. These skills include the ability to regulate emotions, solve problems, and build positive relationships.

**Building Protective Factors**

We can influence protective factors in elementary school that help establish children's long-term capacity for positive behavior, social competence, academic achievement, and emotional well-being. It is important to build these factors early, during the formative years of childhood. A child's mental health is not only about the absence of illness but also about the presence of skills and abilities that support a child's overall well-being. These skills include the ability to regulate emotions, solve problems, and build positive relationships.

Protective factors include: positive family relationships, strong connections to school, positive relationships with teachers and peers, and a child's own skills and abilities. These factors can help build a child's resilience and ability to cope with stress and adversity. Children's mental health is not only about the absence of illness but also about the presence of skills and abilities that support a child's overall well-being. These skills include the ability to regulate emotions, solve problems, and build positive relationships.

Source: Wehling, P., Kratochvil, M., Kratochvil, M., Kratochvil, M., Kratochvil, M., Kratochvil, M., Kratochvil, M., Kratochvil, M., Kratochvil, M., Kratochvil, M.

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