

Lifestyle Medicine Toolkit

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Family Action

Family Action Plan
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Improving Mood
Improving Depression

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Keep Moving

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Be Present

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Keep Calm

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Love People

Improve Social
Connections

Adolescent Mental Health

Introduction

Adolescence is a transitional stage of physical and psychological development taking place between 10 to 19 years old. It can be an exciting yet challenging time as adolescents try to cultivate their sense of self, determine their place in the larger world, and face difficult choices about school, friendships, gender identity, sexuality, and substance use. Adolescents are especially vulnerable to mental health problems when exposed to adverse experiences and risk factors.

Approximately 50% of all lifetime mental illnesses develop by age 14.¹ Globally, between 10-20% of adolescents experience mental health conditions. Mood, attention, and behavior disorders are the most common mental health conditions in adolescents.² In regards to mood disorders, adolescents can experience depression, anxiety, and irritability. According to the World Health Organization, depression is the fourth leading global cause of illness and disability among adolescents aged 15–19 years and fifteenth for those aged 10–14 years. Anxiety is the ninth leading global cause of illness for adolescents aged 15–19 years and sixth for those aged 10–14 years. In the United States, depression is the most common mental health disorder and affects nearly one in eight adolescents and young adults annually.³ Over 6% and 10% of adolescents struggle with depression and anxiety, respectively.⁴ Protecting mental health and promoting well-being during the formative years of adolescence can foster a better transition from childhood to adulthood.

In response to the growing burden of mood disorders in adolescents, the Pediatrics and Adolescent Member Interest Group (MIG) of the American College of Lifestyle Medicine (ACLM) developed the “Lifestyle Medicine Toolkit for Adolescent Mental Health.” The purpose of this resource toolkit is to provide education on different lifestyle components related to mood disorders and help adolescents incorporate lifestyle interventions in the prevention and treatment of mental health conditions. Resources are available for both patients and their families as well as providers. Patient resources have been organized according to each of the six lifestyle medicine pillars (i.e., nutrition, physical activity, stress management, sleep hygiene, substance cessation, social relationships). Provider resources have been organized to provide an archive of relevant research articles, recommendations for motivational interviewing and behavior change, and screening tools for mood symptoms. All materials included in this toolkit are based on the latest scientific evidence related to lifestyle medicine and adolescent mental health.

- 1 <https://pubmed.ncbi.nlm.nih.gov/15939837/>
- 2 <https://www.acog.org/clinical/clinical-guidance/committee-opinion/articles/2017/07/mental-health-disorders-in-adolescents>
- 3 https://www.hhs.gov/ash/oah/adolescent-development/mental-health/adolescent-mental-health-basics/index.html#_ftn4
- 4 <https://www.cdc.gov/childrensmentalhealth/data.html>

Authors/Contributors

- **Michelle Dalal, MD, FAAP, DipABLM** | Associate Professor Pediatrics, U Mass Memorial Medical School, Pediatrician, Reliant Medical Group, Milford, MA
- **Neeta Agarwal, MD, FAAP** | Assistant Professor of Internal Medicine/Pediatrics, Indiana University School of Medicine Staff Physician | Internist/Pediatrician, Eskenazi Medical Group, Indianapolis, IN
- **Shinji Yasugi, MD** | Child and Adolescent Psychiatrist, Pine Rest Christian Mental Health Services, Grand Rapids, MI | Clinical Assistant Professor of Psychiatry, Michigan State University
- **Cherie Chu, MD, FAAP, DipABLM** | Pediatrician, Sharp Rees-Stealy Medical Group, San Diego, CA
- **Matthew Badgett, MD, DipABLM** | Internal Medicine and Pediatric Physician, Cleveland Clinic Foundation, Cleveland, OH
- **Liliane Mavridara, MA, CYT, CSMP, CWHF** | Mind-Body Health and Lifestyle Medicine Professional, Author, Community Educator, Arlington, VA
- **Paresh Atu Jaini, DO** | Resident Physician, Psychiatry, John Peter Smith Health Network, Fort Worth, TX

GENERAL LIFESTYLE RESOURCES FOR MOOD

- Family action plan:** The purpose of this handout, developed by Families for Depression Awareness, is to help families identify challenges and manageable steps to address them. **4**
<http://familyaware.org/actionplan/>
- SMART Goals:** Help adolescents choose a SMART goal and track their progress towards that goal over a month or two at subsequent visits. **5**
- Improving Mood:** This infographic reviews ways to treat and/or prevent mood issues through lifestyle medicine interventions. **6**
- Manage Depression:** This infographic reviews ways to treat and/or prevent mood issues as well as manage depression through lifestyle medicine interventions. **7**

EAT PLANTS.

- ACLM Whole Food- Plant Based Plate:** Help adolescents and their families visualize ideal portions in a plant based plate and see Tips to move towards a whole, food plant based diet. **9**
- Hydration:** Highlight how hydration improves mood and provide tips on improving mood. **10**
 Urine colour chart: <https://www.healthdirect.gov.au/urine-colour-chart>
- Mindful Eating:** Provide tips on eating mindfully to help increase enjoyment of food and encourage healthier eating https://www.workstride.org/wp-content/uploads/2019/10/DigOnlyClient-Johns_Hopkins_Work_Stride_MindfulEatingInfographic.pdf. **11**

KEEP MOVING.

- Improving Mood: Increasing Physical Activity:** Provide tips on how to increase physical activity **12**

SLEEP WELL.

- Ways to Sleep Well For Teens:** Provide tips on and encourage healthy sleep. **13**
- Sleep diary:** Help teens keep track of sleeping habits and identify ways to make changes. https://www.choc.org/wp/wp-content/uploads/2016/04/Teenager-Sleep-Diary-Vers_2.pdf

BE PRESENT.

- Foundation for a Drug-Free World:** Provide education regarding drugs and encourage adolescents to stay away from risky substances. <https://www.drugfreeworld.org/download/education.html#youth-drug-free-pledge-large-format> **15**
- More information: <https://www.drugfreeworld.org/download/education.html>

KEEP CALM.

- My Personal Stress Plan:** Develop a plan to reduce stress. https://www.healthychildren.org/English/Documents/BR3_My_Personal_Stress_Plan.pdf **16**
- Calm Kit Instructions** **17**

LOVE PEOPLE.

- Improving Mood: Increasing Social Connections:** Provide tips on how to increase and strengthen social connections to improve mood. **19**

PROVIDER RESOURCES

- Motivational Interviewing:** Provide tips on how to conduct motivational interviewing, which is an important approach to increase intrinsic motivation in individuals. <http://med.stanford.edu/content/dam/sm/peds/documents/Program%20Information/coaching/MIArticleGold%20and%20Kokotailo%2C%202007.pdf> **20**
- Screening Tools:** This resource from the American Academy of Pediatrics is to help identify tools which can be used in the office to screen patients for mood symptoms. **22**
<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Mental-Health/Pages/Addressing-Mental-Health-Concerns-in-Primary-Care-A-Clinicians-Toolkit.aspx>
<https://crafft.org/get-the-crafft/>
<https://www.mcpap.com/pdf/S2BI%20Toolkit.pdf>

Set SMART Health Goals

_____ Date

Pick one or more achievable goal per month. For example: “By the end of April, I will exercise 30 minutes per day or I will eat fruit twice a day for the next 2 weeks.”

My SMART Goal:								
Check each day you complete your goal!	Sun	Mon	Tue	Wed	Thu	Fri	Sat	What made it easy to reach this goal?
Week 1								What made it hard to reach this goal?
Week 2								
Week 3								
Week 4								



Lifestyle Goals:

- Stay Active
- Stay Connected
- Avoid Harmful Substances
- Eat Healthy
- Sleep Well
- Manage Stress

SMART Goals

- S- Specific**
- M- Measurable**
- A- Achievable**
- R- Realistic**
- T- Timely**

6 Tips to Improve Mood: For Teens

There are many things you can do to lift your mood!

CONNECT

- Make a list of people you can talk to and spend time with.
- Make plans to do things that are enjoyable with your loved ones.
- Let your loved ones help you when you need it. They care about you!
- Don't isolate yourself.
- Limit screen time. Too much social media can worsen your mood.

KEEP MOVING

- Think about activities you enjoy and can maintain (eg. walking, running, team sports, biking).
- Get moving! Start small if you need to - even 10 minutes per day can make a big difference! Work toward exercising 60 minutes each day. Do things you enjoy and can maintain.
- Do moderate (eg. brisk walking) to vigorous activity (eg. jogging, biking) three days a week.
- Exercise or play sports with other people.

SLEEP WELL

- Aim for 8-10 hours of sleep every night.
- Take a nap in the day if you need, but make it less than 30 minutes.
- Create a good night time routine (like listening to music, showering, journaling).
- Make your room dark, quiet and cool.
- Be active during the day.
- Avoid caffeine, especially after noon.
- Turn off devices 60-90 minutes before bed because screens emit a stimulating blue light that will disrupt your sleep pattern.

BE PRESENT

- Avoid using substances like cigarettes, vape, alcohol and marijuana.
- Don't "self-medicate" with substances. They can make your mood worse.

Sometimes life feels too hard and you might feel like not doing anything. Be kind to yourself! Talk to your support persons or healthcare professional for help.



EAT PLANTS

- Don't skip meals!
- Choose more fruits and vegetables, whole grains, legumes.
- Choose less dairy and meats.
- Avoid added sugars, processed foods, soft drinks and fats.
- Drink plenty of water during the day.

KEEP CALM

- Practice your favorite stress management skills regularly.
- Learn new coping skills (like music, drawing, walking, prayer).
- Learn mindfulness.
- Learn relaxation techniques (like breathing, muscle relaxation).
- Be outside in natural light.

6 Tips to Manage Depression: For Teens

Many teens with significant depression reach out for help. You are not alone. Make sure you ask for support when you need it! There are also many things you can do to help manage depression.

CONNECT

- Make a list of people you can talk to and spend time with.
- Make plans to do things that are enjoyable with your loved ones.
- Let your loved ones help you when you need it. They care about you!
- Don't isolate yourself.
- Limit screen time. Too much social media can worsen your mood.

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Sometimes life feels too hard and you might feel like not doing anything. Depression can make you unmotivated. Be kind to yourself! Talk to your support persons or mental health professional for help.



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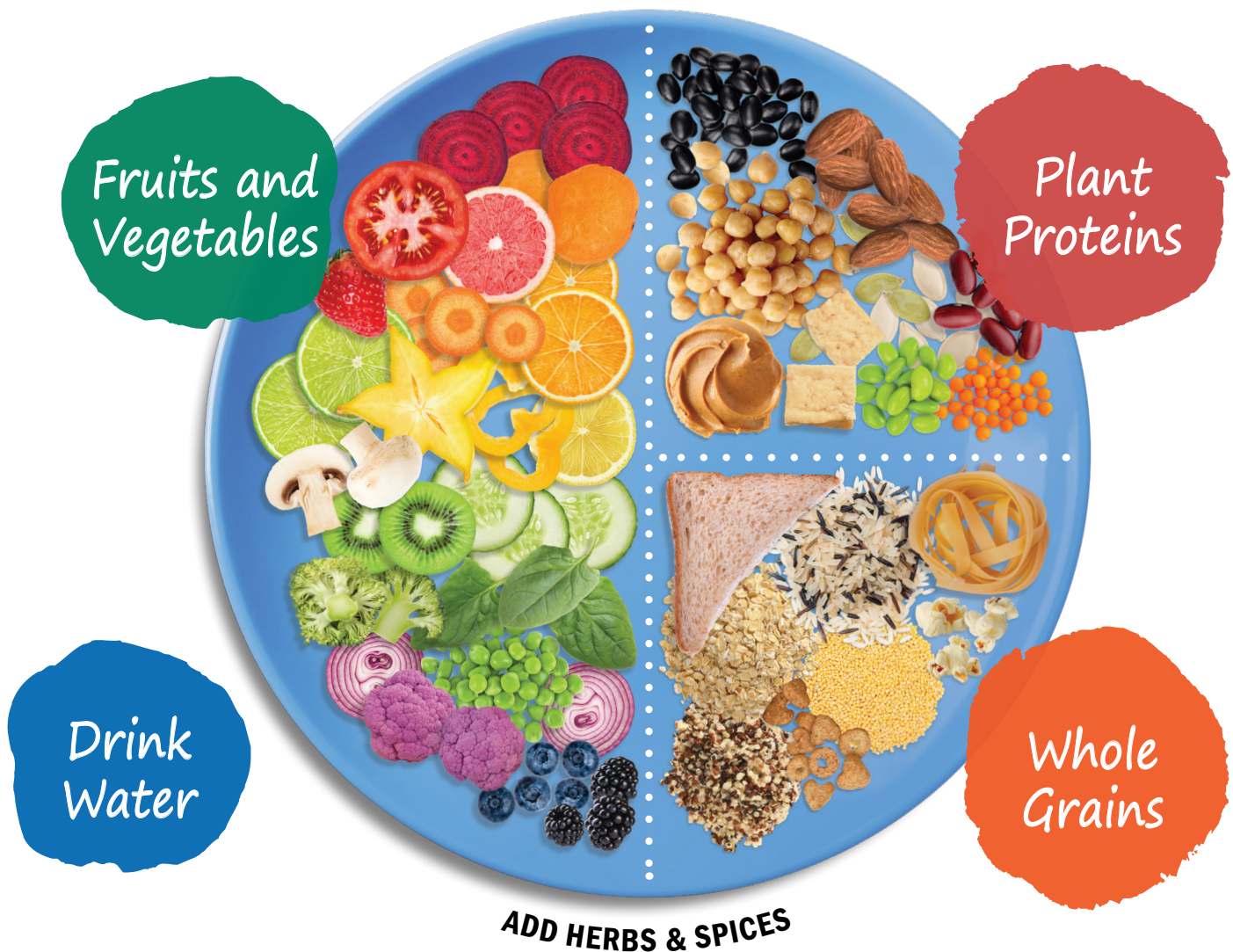
KEEP CALM

- Practice your favorite stress management skills regularly.
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- Learn relaxation techniques (like breathing, muscle relaxation).
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A Whole Food, Plant-Based Plate for Children, Tweens and Teens

Healthy Beginnings for a Lifetime of Health

Eating a whole food, plant-based diet early in life will help your child develop healthy habits that can help them lead a lifetime of health. The American College of Lifestyle Medicine (ACLM) recommends that you serve up a minimally processed eating plan that is predominantly fruits, vegetables, whole grains, legumes, nuts and seeds.



Include a wide array of fiber-filled, nutrient-dense, antioxidant-rich whole plant foods at every meal. Use herbs and spices as flavor enhancers.

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- **Focus on whole fruits and vegetables and eat a rainbow of color.**

Vegetables: Dark leafy greens (spinach, kale, arugula, etc.), broccoli, squash, zucchini, carrots, tomatoes, beets, peppers, mushrooms, onions, celery, cauliflower, cucumbers, white & sweet potatoes, green peas, cabbage, whole plant fats (avocados, olives), and more.

Fruits: Apples, bananas, grapes, citrus fruit, berries, peaches, pears, pineapple, kiwi, plums, watermelon, starfruit, mangoes, just to name a few.

- **Drink water for hydration.**

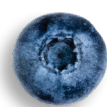
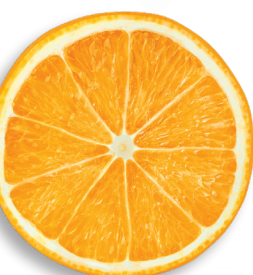
- **Eat a variety of plant protein.**

Legumes: Peas and beans, including kidney beans, pinto beans, white beans, black beans, lima beans, black-eyed peas, garbanzo beans (chickpeas), split peas and lentils, edamame, tofu.

Nuts and seeds: Almonds, pistachios, walnuts, nut butters, pumpkin/sunflower/chia/flax seeds and more.

- **Choose whole grains.**

Amaranth, barley, brown rice, buckwheat, bulgur, millet, popcorn, rye, quinoa, whole oats, whole grain bread/tortillas/cereals/flours to name a few.



Kid-Friendly Tips to Move Towards a Whole Food, Plant-Based Eating Plan

Take your family's journey to a healthy lifestyle step-by-step.

- Identify plant-based foods your family already enjoys like apple slices or bean burritos, and serve them more often.
- Gradually introduce your family to new foods by pairing them with familiar favorites.

Make the healthy choice the easy choice.

- Keep fresh produce in a bowl on the counter and at eye-level in the fridge so it is the first thing you and your kids reach for when wanting a snack.
- Stock your pantry with staple ingredients that can be assembled into a quick meal.



Get your children involved.

- Allow children to pick a new fruit or vegetable to try each week.
- Start a tomato plant on the porch and have children water and take care of it.
- Assign age-appropriate kitchen tasks to everyone in the family.

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Have fun!

- Share the plate illustration with kids, and help them assemble their plate to match.
- Come up with fun, creative names for foods, like “power peas,” “dinosaur tree broccoli,” “x-ray vision carrots.”

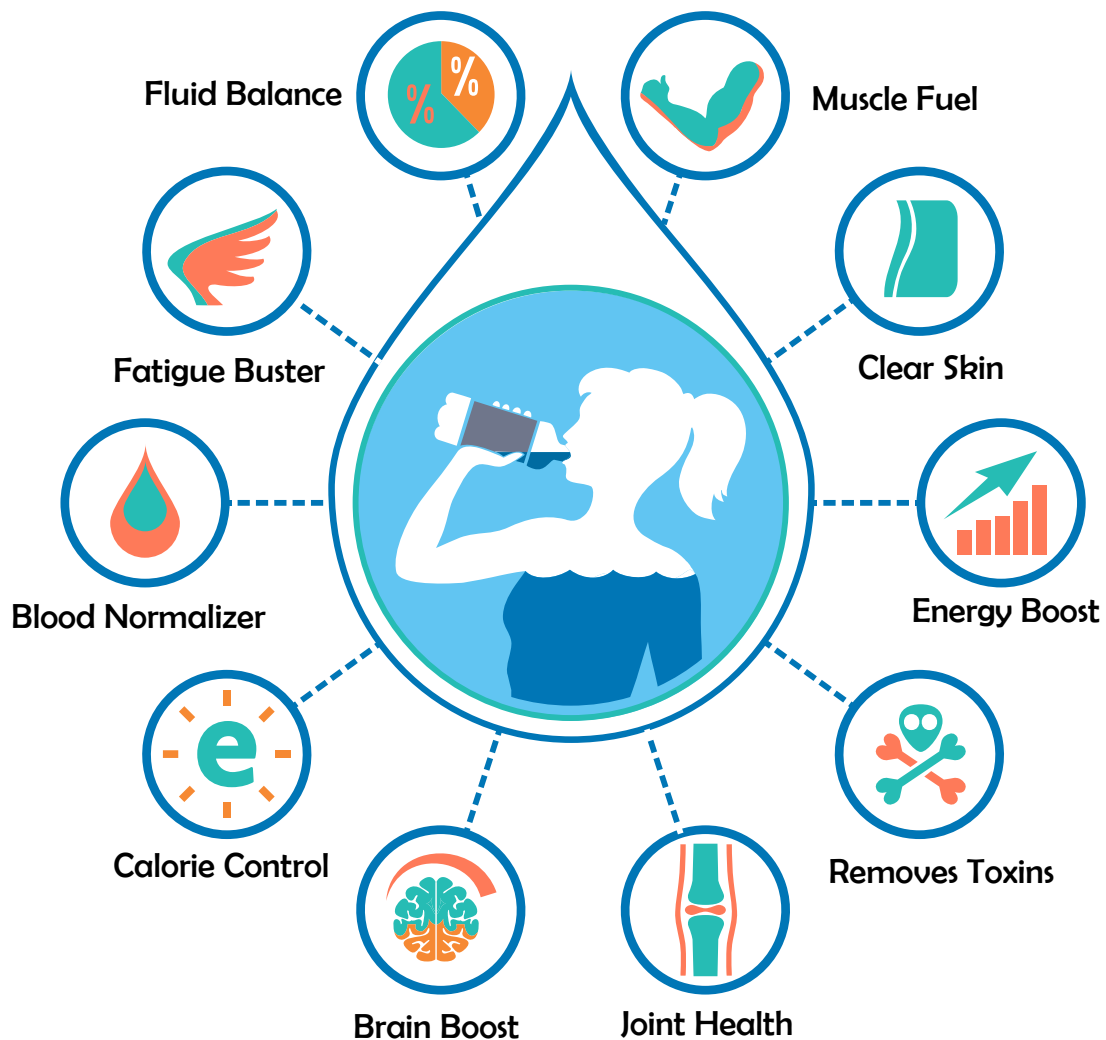
Lead by example.

- All eyes are on you! If children see you trying and eating certain foods, they will be more likely to try them too.
- Turn off screens and put away electronic devices during meals to make it a calmer environment and a time to reconnect about the days activities.

Work with a Registered Dietitian to understand how to adopt a plant-predominant dietary lifestyle-one that's optimal for growing bodies that sets the course for a health-filled lifetime.



HYDRATION



MOOD TRIGGERS & WATER

Weight

As a replacement for high-calorie, high-fat drinks, water has no calories, no sugar, and acts as an appetite suppressant.

Fatigue

Being dehydrated not only makes you feel tired, without energy to be at your best, but it can cause actual muscle fatigue, dizziness and headaches—sapping your attitude even more.

Complexion

Drinking water can improve acne, fine lines, rosacea, dry skin and dark circles, giving you a healthy glow.

Digestion

Our digestive system needs a good amount of water to work properly. Water may help with stomach acid and constipation. Water also flushes toxins and waste through the liver and kidneys.

The Human Body is 70% Water

**DRINK
WATER
WITH EVERY
MEAL**

**CARRY A
REFILLABLE
BOTTLE**

**AVOID SALT, ALCOHOL,
AND CAFFEINE**

7

TIPS FOR MINDFUL EATING

Controlling how you eat can be as important to your health as what you eat. Here are seven tips for eating mindfully, which has been shown to cause weight loss, reduce binge eating and improve a general sense of well-being.

3 Notice what is on your plate:

Not being aware of what you eat can lead to overeating and weight gain. Notice the colors, textures and amount of food on your plate. Pay attention to the food's smell, taste and feel as you eat.

4 Chew thoroughly:

Chew slowly, chewing each bite of food approximately 20 times. Enjoy the bursts of flavor in your mouth. Think about how the food makes you feel.

5 Eat slowly:

Enjoy what you eat and improve digestion by not rushing through your meal. Digestion begins with chewing, and chewing and swallowing are the only parts of the digestion process you can control.

2 Breathe and relax:

Sit comfortably, take a few deep breaths and take a moment to be thankful for the food you're about to eat. This prepares the body for the rest-and-digest phase.

STOP

6 Stop when you are full:

It takes the brain about 20 minutes to recognize that you've had enough—another good reason to not rush through your meal.

1 Prepare to eat:

Emotions are tied to eating, so try to recognize them and how they affect your food choices.

7 Make eating a separate activity:

Eating while working, reading or watching TV can cause you to overeat and make poor food choices. Treat eating as a part of your day when you can nourish not just your body but your mind and spirit. Consider it another form of meditation.

Improving Mood: Increase Physical Activity

Moving Improves:

- Depression
- Anxiety
- Fatigue
- Self-esteem
- Ability to decrease stress and substance use

Positive effects on mood have been found with light AND moderate to vigorous activity. Physical activity sometimes depends on your mood-so do what you can!

Activity Types

Get moving! Start small if you need to - even 10 minutes can make a big difference! Work toward exercising 60 minutes each day. Do things you enjoy and can maintain. Here are some activity ideas:

Aerobic or endurance activities include biking, swimming, dancing, walking your dog, soccer, skateboarding.

Muscle Strength or resistance activities include body weight exercises like planks and push ups, pull ups, monkey bars.

Bone Strength activities include walking, jogging, running, climbing, jumping, jump roping.

What activities do you enjoy?

What could you start doing?



Sleep for Teens

Why is sleep important?

- Improves attention and concentration
- Improves mood
- Helps to manage weight

How much sleep do I need?

- 8-10 hours per 24 hours for ages 13-18
- Naps should be less than 30 minutes

How do I get better sleep?

- Practice calming and mindfulness activities before bed (i.e. meditation or spiritual practice, shower, journaling).
- Exercise regularly in the daytime, ideally outdoors.
- Getting daytime exposure to sunlight helps with sleep at night.
- Keep the room quiet, dark, and cool, ideally 65-70 degrees.
- Keep screens including TV, phone, and other devices preferably outside of the bedroom at night.
- Turn off screens 60-90 minutes before bed.
- Avoid late night snacking and high salt foods close to bed.
- Avoid caffeine after noon.
- Stay hydrated throughout the day.
- Keep a consistent sleep schedule 7 days a week (i.e. 10 PM-7 AM daily would give you 9 hours of sleep).

Why do I have to turn off my screen?

- Screens give off blue light.
- Blue light increases your body temperature. Your body needs to cool to fall asleep.
- Blue light increases a stress hormone in your body called cortisol. Cortisol needs to decrease to fall asleep.
- Blue light decreases the release of melatonin. Melatonin needs to increase to fall asleep.
- It's not just the color of the light but the strength of the light affects your ability to sleep. Blue light from a phone or tablet is stronger when it is closer to your face.
- The effect of blue light is worse when you don't get sun exposure in the daytime.



Teenager's Sleep Diary

Complete in Morning							
Start Date: _/_/____	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day of the Week: ____							
I got into bed last night at:	PM/AM	PM/AM	PM/AM	PM/AM	PM/AM	PM/AM	PM/AM
Last night I fell asleep:							
Easily:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After some time:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With difficulty:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I woke up during the night:							
# of times							
# of minutes							
I got out of bed today at:	AM/PM	AM/PM	AM/PM	AM/PM	AM/PM	AM/PM	AM/PM
Last night I slept a total of:	Hours	Hours	Hours	Hours	Hours	Hours	Hours
My sleep was disturbed by: noise, lights, temperature, pets, allergies, nightmares, discomfort, stress, pain etc.							
When I woke up for the day, I felt:							
Rested:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat rested:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tired:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes: Record any other factors that may affect your sleep							

*Modified from National Sleep Foundation and adapted for Teenagers

Complete at the End of the Day							
Day of the week:	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
I consumed caffeinated items in the: (M)orning, (A)fternoon, (E)vening, (N/A) (e.g., soda, tea, coffee, energy drinks, chocolate)							
M/A/E/NA							
How much?							
I exercised at least 20 minutes in the: (M)orning, (A)fternoon, (E)vening, (N/A)							
M/A/E/NA							
I took these medications today:							
Took a nap? (circle one) Yes No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
If yes, for how long?	No	No	No	No	No	No	No
During the day, how likely were you to nod off or even fall asleep while performing daily tasks: No chance (NC), Slight chance (SC), Moderate chance (MC), High chance (HC) NC/SC/MC/HC							
Throughout the day, my mood was... Very pleasant (VP), Pleasant (P), Unpleasant (UP), Very unpleasant (VUP)							
V/P/UP/VUP							
In the hour before going to sleep, my bedtime routine included: List activities including reading a book, taking a bath, doing relaxation exercises, etc.							
In the hour before going to sleep, I used electronics (e.g., cell phone, iPad/tablet, Computer, TV, Video games)							

*Modified from National Sleep Foundation and adapted for Teenagers

PLEDGE

YOUTH DRUG-FREE WORLD PLEDGE

I pledge to lead the way by:

- Living a drug-free life.
- Showing my friends that a drug-free life is more fun.
- Learning more about how drugs really harm people.
- Telling people the truth about the harmful effects of drugs.
- Helping my family and friends be drug-free.
- Working with others to help spread the truth about drugs so together we create a drug-free _____.
(name of school or community)

Name

Date



THE
TRUTH
ABOUT **DRUGS**



Calm Kit Instructions



De-Stress Ball

- Items in kit: 2 balloons & water beads — Items needed not in kit: water, scissors, empty disposable water bottle
- Put water beads in empty water bottle and then fill it with water
- Let the water beads sit for at least 6 hours- they will grow
- Dump out extra water but keep the water beads in the water bottle
- Put a balloon around the opening of the water bottle
- Turn the water bottle upside down and squeeze the bottle so the water beads go in the balloon
- Remove the balloon from the water bottle and tie it off
- Cut the very end of the 2nd balloon off and have a friend stretch this 2nd balloon open
- Push the water bead filled balloon into the 2nd balloon so that there are two layers of balloon material around the beads

How it helps: De-stress balls can be squeezed and relaxed which becomes a repetitive and sometimes subconscious movement. The tension built up can be redirected to the ball, thus helping to symbolize transferring the stress to another object. When you squeeze the ball, notice how your muscles in your hand are tensing. Notice the difference when you relax your hand muscles. When we are stressed, we often tense many muscles. Progressive muscle relaxation involves tensing various muscle groups and holding that tension for several seconds, and then relaxing the muscles. You can find YouTube videos on progressive muscle relaxation for more information.

Flick-Up Beads

- Items in kit: pony beads & paracord string — Items not in kit: scissors
- Slide 1 bead to the middle of the Paracord string
- Take one end of the paracord string and put it through a 2nd bead
- Take the other end of the string and put it through the opposite side of the 2nd bead (where the first end just came out)
- Pull both ends of the paracord string so that the 2nd bead is resting on top of the 1st bead
- Continue to do this with beads 3 – 10 until you have 10 beads in a row
- Leave a couple inches of open paracord on both ends of the string and then tie the ends of both strings together in a knot
- Have fun fidgeting with your flick-up beads, moving them up and down the string

How it helps: Flick-up beads are a form of distraction tool or fidget toy. For some people, using fidget toys such as this can help them to focus and stay alert. They can also be used for meditation by watching the bead move from side to side. Some people may choose to repeat a meaningful calming word or phrase as they move each bead up and down. Distraction tools can also be used to help distract someone from mild pain or discomfort. It doesn't take away the pain completely, but it may help to focus on this activity rather than the pain.

Galaxy Jar

- Items in kit: Plastic container with lid- pre-filled ½ way with corn syrup plus one drop of dish soap, glitter/objects
- Items not in kit: water, scissors, paper towel
- Open the top of the clear container that is filled with clear liquid
- Cut off a corner of the bag containing the glitter/objects and carefully dump the glitter/objects into the plastic container
- Add water to the container so that it is filled almost all of the way to the top
- Screw or snap on the lid so that it is very tight

How it helps: Imagine that the glitter pieces are your thoughts and emotions. When we are stressed or upset, we often feel like our thoughts and emotions are racing or swirling out of control. Shake the galaxy jar and notice how the glitter pieces are jumbled up and moving in all different directions. Now set the jar down and focus on the glitter. Slowly the pieces will settle to the bottom, move slower, and the jar will become calm. This is what typically happens to our thoughts and emotions over time when we are dealing with something that is very stressful. If we can take time to focus on our breathing, do some self-care, or talk with someone about what is going on, often the glitter will settle and we will return to being calm once again.

Scented Relaxation Eye Pillow

- Items in kit: fabric bag, rice scented with vanilla extract & ribbon — Items not in kit: scissors and glue (optional)
- Fill the fabric bag with the scented rice until it is as full as you want it to be
- If you have glue, put glue where you will be tying the bag to help prevent rice from falling out
- Tie the ribbon tightly around the bag in a few knots so that it doesn't come untied

How it helps: The scented eye pillow can help you with mindfulness. If you are comfortable with it, lay down and close your eyes, and put the pillow over them. Or you can just lay it by you too. Oftentimes we get so busy during the day that we forget to slow down and notice what is going on around us. It can help us deal with stress, when we become mindful of our senses throughout the day. Think about your senses. Look at the eye pillow. Notice the color and shape. Next close your eyes and feel the pillow. Notice the texture of the bag, ribbon, and how the rice feels inside. Can you hear the rice inside the bag or the sound of your fingers on the fabric? Next smell the eye pillow and notice the vanilla scent. Think of ways that you can be mindful throughout your day and focus on your senses as you experience everyday things.

These kits were made to address the injustice of the lack of support and education regarding stress and pain management in high school students through funding from a peace first mini grant. To learn more, visit <https://www.peacefirst.org/project/calm-kits>

Scented Relaxation Eye Pillow

- Items in kit: pinwheel straw (pink) with yellow extension and red/brown plastic fastener, pinwheel metallic foil and mini flower foil
- Remove the red/brown plastic fastener from the yellow extension. Keep yellow and pink pieces together.
- Put the tip of the yellow extension through the center hole of the pinwheel metallic foil pieces (leave stapled together)
- Pick one of the points of the metallic foil and insert the tip of the yellow extension through the peripheral point's hole. In a clockwise fashion, repeat this with each of the metallic foil points until the pinwheel takes shape. You will alternate colors back and forth. Do not skip any points of the metallic foil pinwheel.
- When you are done, put the tip of the yellow extension through the mini foil flower.
- Then put the red/brown plastic fastener back on the yellow extension as it was when you took it out of the bag.
- Practice deep breathing with your pinwheel.

How it helps: Breathing is one of the easiest ways to calm our body. We always have our breath with us, and at any time, we can focus on our in breath and our out breath. When we are anxious we often take fast, shallow breaths. We can slow down, even in the midst of stress, and take slower and deeper breaths, and help ourselves be in a more calm state of mind. You can use the pinwheel to help you work on taking deep in breaths and then fully exhaling as you see how long you can keep the pinwheel spinning. You can use the pinwheel as a reminder to focus on your breath when you are stressed, or need help calming down.

Gratitude Notes

- Items in kit: sticky notes — Items not in kit: pen or pencil
- On each sticky note, write a note about who or what you are thankful for
- Think of ways to share your gratitude with others (friends, teachers, parents, etc.)
- Example: "Thank you for being an awesome friend!" Stick it on your friend's backpack, locker, or place they will see it

How it works: We often get so focused on what is going wrong in our lives, that we don't take time to focus on all of the good things in life. There is a lot of research in the field of positive psychology that focuses on how gratitude may help emotional wellbeing. You can also write down a few good things that have happened to you today and also write down why you think these good things happened. If you want, you can take these gratitude activities a step further and share these thoughts with others. You may want to start a gratitude journal where you write down what you are thankful for on a daily basis.

*This information is not to be used as medical or mental health advice. The content and Calm Kit were produced as part of a Peace First project. If you have a medical problem, are in pain, or feel very stressed, please talk to a trusted adult, counselor, doctor, or medical professional. **Safety: Small items should not be used by young children. No items should be put in or near the mouth. Do not put water beads down a drain.***

School and Family Connections in Adolescence Linked to Positive Health Outcomes in Adulthood

YOUTH EXPERIENCE RISKS

17% of students considered attempting suicide

19% have been bullied at school

14% misuse prescription pain medicine



SCHOOL & FAMILY CONNECTIONS HELP PROTECT YOUTH

Adults who experienced strong connections as youth were

48%-66% LESS LIKELY TO:

Have mental health issues
—
Experience violence
—
Engage in risky sexual behavior
—
Use substances

SCHOOLS, FAMILIES, & PROVIDERS CAN HELP



SCHOOLS can implement positive youth development programs



PARENTS can have frequent & open conversations



PROVIDERS can discuss relationships & school experiences

SOURCE: Steiner RJ, et al. Adolescent Connectedness and Adult Outcomes. Pediatrics. 2019;144(1):e20183766
<https://doi.org/10.1542/peds.2018-3766>
CS 306049-A

www.cdc.gov/healthyouth

Improving Mood: Improving Social Connections

Connecting with Others at Home, School, and Within the Community Makes a Difference!

Connectedness means being socially close, interrelated, or sharing resources. When connections are not made, one might feel lonely, isolated and disconnected. This can affect mood.

Improving Connectedness = Improved Mood

Ways to Connect:

- Volunteer. Helping others improves health, increases happiness and allows you to meet new people; Help at a local animal shelter
- Join a club, sport or group-if there isn't one you like, start one!
- Start a conversation!
- Strength Social Connections:
- Try connecting with people you see a lot during the week- smile, wave or start a conversation! Body language matters!
- When possible, stay positive while connecting with others
- Share new experiences
- Make and spend time with others
- Be there for those who need you
- Be flexible, supportive and excited about what others are doing in their lives

Social Media and Depression:

While technology can improve social connectedness in some cases, research finds that those who use social media the most are at a higher risk for depression. Be mindful of how you use technology to support social connections in your life.

Motivational Interviewing Quick Reference Sheet

On a scale from 0 to 10, how ready are you to _____ [behavior change]?



Building Relationships
 Reflective listening to demonstrate understanding and acceptance
 Affirmations to appreciate the patient

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Reflect Resistance/ Demonstrate Acceptance

- It sounds like you are not ready to _____.
- This is pretty overwhelming

Affirm

- You are a thoughtful person.
- You want to consider all your options.

Explore reasons

- What would it take for you to move from X to X+1?

Provide information or advice with permission

- What do you already know about starting [BEHAVIOR]?
- May I give you some additional information about [BEHAVIOR]?
- May I tell you what some other people in your situation have done?
- What do you make of that?

(or)

- Where does that leave you?

Do no harm

- That is, don't push so much you trigger resistance.
- End on a good note.
- Ask for permission to revisit at another meeting.

Elicit Motivation, Explore Ambivalence

- Why are you at X and not at 9 or 10?
- Tell me more. Reflect, reflect, summarize.
- What would need to happen for you to get from X to X+1?
- Tell me more. Reflect, reflect, summarize.
- If you decided to change, how confident are you that you would succeed?
- On a scale from 0 to 10, what number would you give yourself?

Strategic open questions

- What are the good things (or advantages) of not starting [BEHAVIOR] right now? Reflect, reflect, summarize.
- What are the not so good things about not starting [BEHAVIOR] right now? Reflect, reflect, summarize.
- Summarize both sides (On one hand..., On the other hand...)
- Where does this leave you?

Moving toward action with key question

- Summarize both sides focusing on change talk. Ask a key question: Where does this leave you now? What is the next step? What, if anything, are you willing to do at this point?

If they cannot come up with anything, you may ask permission to give advice

- Give menu of options (include status quo). Have them choose; "no change" should be an option.

Do no harm

- That is, don't push so much you trigger resistance. End on a good note. Ask for permission to revisit at another meeting.

Action Planning: SMART Goals

- **Specific:** What are you going to do? What would it look like?
- **Measurable:** How often? How much?
- **Attainable:** How confident are you that you can do this? What could help?
- **Realistic:** What barriers might make this tough? What can you do?
- **Timely:** What day and time of day are you going to do this?

Jointly provided by



Motivational Interviewing

Motivational Interviewing (MI) is a clinical approach that helps people with mental health and substance use disorders and other chronic conditions such as diabetes, cardiovascular and asthma make positive behavioral changes to support better health.

The approach upholds four principles — expressing empathy and avoiding arguing, developing discrepancy, rolling with resistance and supporting self-efficacy (client's belief they can successfully make a change). The MI skills presented are flexible and can be used by the clinician as needed.

Motivational Interviewing

The goal is to avoid creating resistance — no arguments, shaming, persuasions, warnings or unsolicited advice giving. It is important to get the patient to **elicit their own self-motivating statements** as to why this change is important to them.

EXAMPLE: "I don't feel as well as I used to since I gained weight."

Create a discrepancy between current behavior and the patient's goals and values.

EXAMPLE: "Smoking keeps me from being as involved with my grandkids as I would like."

Elicit change talk

EXAMPLES:

- "Tell me what you know about _____."
- "What concerns do you have about your _____?"
- "What would be the best thing that could happen if you changed _____?"

Listen and Reflect. Restate the patient's change talk from above, helping them feel understood and heard.

MI Tip Sheet: <https://pmhealthnp.com/wp-content/uploads/2019/10/motivation-tip-sheet.jpg>

What to do when using MI

Express empathy. Listen and reflect on what the patient said.

Develop discrepancies. "EXAMPLE: On the one hand, you have trouble breathing when you smoke. On the other hand, you want to go to the park with your kids."

Avoid arguments. You never want to be arguing for change while the patient is arguing against the change.

Roll with patient's resistance to the plan of care, treatment or behavior change.

Support the patient's self-efficacy to change.

What to avoid when using MI

- The patient OUGHT and/or WANTS to change.
- The patient's health is the primary motivating factor for him or her.
- If the patient does not decide to change, the provider has failed.
- A "tough love" approach is always best.
- I'm the expert — the patient MUST follow my advice.
- Negotiation is always the best.

Screening tools for mood disorders.

The PHQ-A and GAD-7 to screen for depression and anxiety are attached for immediate download. For additional information on pediatric mental health resources, please visit The [American Academy of Pediatrics Mental Health Toolkit](#).

Two additional links include the 1) [CRAFFT screening tool](#) to be used for assessment of adolescent substance use and the 2) [SBIRT Toolkit](#) - As per the toolkit, the “goal is to provide up-to-date guidance on research-informed practices to address substance use, including providing anticipatory guidance, accurate brief medical advice, brief motivational interventions, and successful referrals.

PHQ-9 modified for Adolescents (PHQ-A)

Name: _____ Clinician: _____ Date: _____

Instructions: How often have you been bothered by each of the following symptoms during the past two weeks ? For each symptom put an “X” in the box beneath the answer that best describes how you have been feeling.				
	(0) Not at all	(1) Several days	(2) More than half the days	(3) Nearly every day
1. Feeling down, depressed, irritable, or hopeless?				
2. Little interest or pleasure in doing things?				
3. Trouble falling asleep, staying asleep, or sleeping too much?				
4. Poor appetite, weight loss, or overeating?				
5. Feeling tired, or having little energy?				
6. Feeling bad about yourself – or feeling that you are a failure, or that you have let yourself or your family down?				
7. Trouble concentrating on things like school work, reading, or watching TV?				
8. Moving or speaking so slowly that other people could have noticed? Or the opposite – being so fidgety or restless that you were moving around a lot more than usual?				
9. Thoughts that you would be better off dead, or of hurting yourself in some way?				

In the past year have you felt depressed or sad most days, even if you felt okay sometimes? <input type="checkbox"/> Yes <input type="checkbox"/> No
If you are experiencing any of the problems on this form, how difficult have these problems made it for you to do your work, take care of things at home or get along with other people? <input type="checkbox"/> Not difficult at all <input type="checkbox"/> Somewhat difficult <input type="checkbox"/> Very difficult <input type="checkbox"/> Extremely difficult

Has there been a time in the past month when you have had serious thoughts about ending your life? <input type="checkbox"/> Yes <input type="checkbox"/> No
Have you EVER , in your WHOLE LIFE, tried to kill yourself or made a suicide attempt? <input type="checkbox"/> Yes <input type="checkbox"/> No

***If you have had thoughts that you would be better off dead or of hurting yourself in some way, please discuss this with your Health Care Clinician, go to a hospital emergency room or call 911.*

Office use only: _____ **Severity score:** _____

Generalized Anxiety Disorder 7-Item (GAD-7) Scale

Name: [Click here to enter text.](#) **Date:** [Click here to enter text.](#)

Over the last 2 weeks, how often have you been bothered by the following problems?

	Not At All	Several Days	Over Half the Days	Nearly Every Day			
1. Feeling nervous, anxious, or on edge	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
2. Not being able to stop or control worrying	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
3. Worrying too much about different things	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
4. Trouble relaxing	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
5. Being so restless that it's hard to sit still	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
6. Becoming easily annoyed or irritable	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
7. Feeling afraid as if something awful might happen	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3			
Add Scores for Each Column	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>	+	<input type="checkbox"/>
Total Score (Sum of Column Scores)	<hr/>						

If any of the above problems were identified, how difficult have these made it for you to do your work, take care of things at home, or get along with other people?

Not Difficult At All Somewhat Difficult Very Difficult Extremely Difficult

GAD-7 Important Notes and Scoring

The GAD-7 is based on the diagnostic criteria for GAD described in DSM-IV. However, the GAD-7 is also sensitive to severity of symptoms of social phobia, post-traumatic stress disorder, and panic disorder.

Please note: This questionnaire is designed for use by a health professional. Since the questionnaires rely on patient self-report, all responses should be verified by the clinician and a definitive diagnosis made on clinical grounds, taking into account how well the patient understood the questionnaire, as well as other relevant information from the patient (e.g., presence of DSM-IV GAD symptoms). A diagnosis of Generalized Anxiety Disorder should not be made based on GAD-7 scores alone.

A score of 10 or greater indicates that further evaluation is required.

Scoring Criteria: Total score (adding all the numbers) provides a possible score from 0-21.

GAD-7 Total Score Symptom Range

- 0-4 Minimal Anxiety
- 5-9 Mild Anxiety
- 10-14 Moderate Anxiety
- 15-21 Severe Anxiety

References:

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