



When things start to wobble

With **all of us** in mind.

**Don't let the
wobble become
the story**



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It's ok if you're having a wobble

Some days we will be on good form and other days we won't.

The secret is being kind to yourself as you move between the two.

We are all just muddling through the best that we can.....

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**Typical
Adolescent
Behaviour**



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Typical Adolescent Behaviour

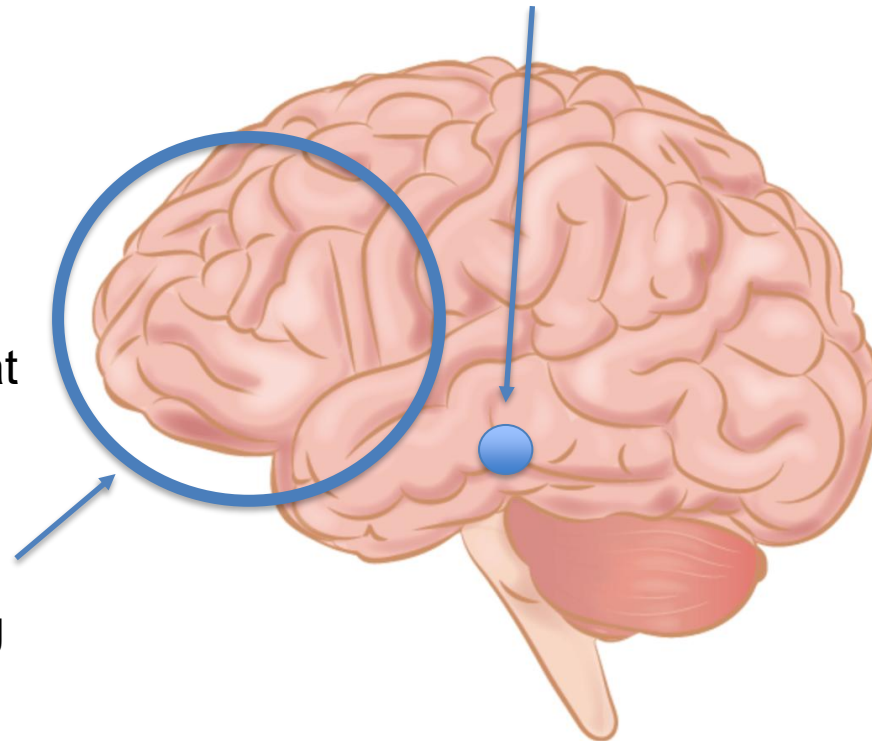
- Increase in moodiness
- Messy room
- Increased parent-adolescent conflict
- Experimentation with drugs alcohol or cigarettes
- Increased sense of invulnerability (could lead to increased risk taking)
- Stressful transitions to high school
- Increased arguments, being opinionated
- Increased desire for privacy
- Sleep cycle shifts (night owl and sleep in late)

With **all of us** in mind.

**Why do these
changes happen?**

Brain changes during adolescence

- During this time, the different functions of the brain develop at different speeds.
- The thinking brain / cerebral cortex is at the very front of your brain.
- The thinking brain develops much slower than the emotional brain during this period of change.
- The emotional brain rapidly develops during this period of change and is very active.



Ability to Manage Emotions

Serotonin – a chemical in the body that manages moods is at an all-time low during the teenage years.

This means it is common for teenagers to feel more stressed and overwhelmed.

Teenagers may feel really angry or sad and not really know why.

As the emotional brain is more active than the thinking brain, teenager's emotions can be bigger and more prominent than their decision-making ability, so it is harder to manage emotions!



**The impact of
brain changes on
relationships**

Relationship/Identity development

As the brain changes and develops, our preferences and personality changes and develops.

This means that it is likely that friendships may break down, people grow apart and make new friends.

The activity of the emotional brain increases the drive towards friendships and romantic relationships over things like school work.

This may also bring about some confusion around identity.

Young people may experience low self-esteem and compare themselves to others.



Teenagers and sleep

Sleep pattern changes in teenagers

Our brains release the sleep hormone *melatonin* as a signal that allows us to fall and stay asleep.

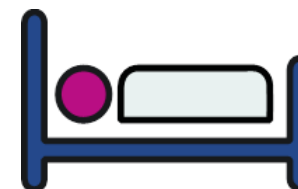
In adolescence, the release of melatonin is flexible and variable, and sleep timings are genetically based.

The timing is different in adolescence, as it is related to puberty.

During adolescence, the secretion of melatonin changes.

It starts about 10:45 p.m. and continues until about 8 a.m. This means that most teenagers want to fall asleep later and struggle to wake up in a morning.

This goes back to the pre-teen sleep timings when puberty is over.



The Impact of sleep on daily functioning



Academic Performance

Quality sleep is essential for optimal cognitive function, including attention, problem-solving, and decision-making abilities in adolescents.

Memory Consolidation

Adequate sleep supports the consolidation of learning and memory, enhancing academic performance and information retention.



Concentration and Focus

Improved sleep quality is associated with better concentration and focus, leading to enhanced learning outcomes.

Emotional Well-being



Stress Less

Quality sleep contributes to stress reduction and emotional resilience, enabling adolescents to better cope with the challenges of school and social interactions.



Mood Regulation

Proper sleep hygiene is linked to improved mood regulation, reducing the risk of mood disorders and emotional disturbances in secondary school children.



Behavioural Implications

Inadequate sleep can lead to irritability, impulsive behaviour, and difficulty in managing emotions among adolescents.

**Having difficult
conversations
without making
things bigger**



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- Lead with connection, not concern. “How have things been for you lately?” instead of “I’m worried about your mental health.”
- Describe what you’ve noticed without diagnosing. “I’ve noticed you’ve been staying in your room more and seem tired” is less threatening than “I think you’re depressed.”
- Listen before giving advice. Try to understand their experience before suggesting solutions. Sometimes people just want someone to listen to them.
- Don’t make every conversation about mental health. Everyday conversations matter to.
- Avoid minimizing or catastrophising. Replace a stream of questions with “Tell me what you think is going on.”
- Focus on next steps instead of solving everything
- Keep the relationships bigger than the problem. Your child still needs to know they are your child- not a mental health problem you’re trying to fix.
- Think about the timing and location of your conversations. Situations where you are side by side such as in the car or walking can be easier.

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Visit our website for further resources and organisations that can help you

www.kirklees-keep-in-mind@nhs.uk



www.youngminds.org.uk

[How to talk to young people about mental health |
Young Minds](#)



connect.kooth.com/soluna-in-the-uk-key-info

Young people can use this service to text chat to someone online when you want to talk about how you are feeling. There are also loads of resources on their website.



www.teensleephub.org.uk
Information and resources



www.teenbrain.info

Information about the teen brain

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Any Questions?



Thank you for listening!