

**CONANT HIGH
SCHOOL**

PARENT INFORMATION NIGHT 10.16.18

WELLNESS

TYPE OF WELLNESS

- **Emotional Wellness-** emotionally well person can identify, express and manage the entire range of feelings and would consider seeking assistance to address areas of concern.
- **Social Wellness-** network of support based on interdependence, mutual trust, respect and has developed a sensitivity and awareness towards the feelings of others.
- **Physical Wellness-** physically well person gets an adequate amount of sleep, eats a balanced and nutritious diet, engages in exercise for 150 minutes per week.
- **Intellectual Wellness-** intellectually well person values lifelong learning and seeks to foster critical thinking, develop moral reasoning, expand worldviews and engage in education for the pursuit of knowledge.

TYPICAL ADOLESCENT DEVELOPMENTAL MILESTONES

Stage	Biological	Psychological	Social
Early Adolescent	Early puberty	Concrete thinking but early moral concepts	Emotional separation from parents; start of strong peer identification; early exploratory behaviors
Middle Adolescent (typically the high school years 14-17)	Mid-late puberty	Abstract thinking, but self still seen as “bullet proof”; growing verbal abilities; identification of law with morality	Emotional separation from parents; strong peer identification; increased health risk; romantic peer interest; early vocational plans
Late Adolescent	End of puberty	Complex abstract thinking; identification of difference between law and morality; increased impulse control	Development of social autonomy; intimate relationships; development of vocational capability



WHAT STRESSES YOUR KIDS OUT?



ANXIETY SYMPTOMS

BODY: FATIGUE, RESTLESSNESS OR SWEATING

BEHAVIOR: HYPERVIGILANCE OR IRRITABILITY

COGNITIVE: RACING THOUGHTS OR WORRY THOUGHTS

OTHER COMMON SYMPTOMS

TREMBLING	EXCESSIVE WORRY	FEELING OVERWHELMED
FEAR	NAUSEA	POOR CONCENTRATION
INSOMNIA	SHORTNESS OF BREATH	INCREASED HEART RATE

DEPRESSION SYMPTOMS

- **NOT ENJOYING THINGS PREVIOUSLY ENJOYED**
- **A SAD OR IRRITABLE MOOD FOR MOST OF THE DAY**
- **MARKED CHANGE IN EATING or SLEEPING (TOO MUCH OR LITTLE)**
- **WITHDRAWAL FROM FAMILY AND FRIENDS – ISOLATION**
- **DIFFICULTY FOCUSING AND MAKING CHOICES**
- **ACHES AND PAINS WHEN NOTHING IS WRONG**
- **FREQUENT THOUGHTS OF DEATH, SUICIDE AND HOPELESSNESS**



****THESE BEHAVIORS CAN OCCUR IN CHILDREN WHO ARE NOT DEPRESSED. HOWEVER, WHEN SEEN TOGETHER, ALMOST DAILY, THEY ARE RED FLAGS FOR DEPRESSION AND SHOULD BE ADDRESSED.***

COPING STRATEGIES Suggestions

- **Take a time-out, focus on yourself**
- **Take a step back**
- **Eat well-balanced meals**
- **Abstain from alcohol and caffeine**
- **Get enough sleep**
- **Get daily exercise**
- **Identify triggers**
- **Practice breathing exercises**
- **Acknowledge that you're doing your best**
- **Welcome humor**
- **Get involved**
- **Seek out support**
- **Get comfortable being uncomfortable**



PARENT ADVOCACY & FOSTERING INDEPENDENCE

What does it mean to you?



CONNECTING WITH YOUR ADOLESCENT: Tips to balance closeness and independence

- **Set limits:** In a world that can seem too hectic for adults and adolescents alike, limits provide structure and security.
- **Be clear:** Most young teens respond best to specific instructions, which are repeated regularly.
- **Give reasonable choices:** Choices make young teens more open to guidance.
 - Ex. You may tell your 15-year-old daughter that she can't hang around the movie theater with her friends on Saturday night, but she CAN have a group of friends over to your house to watch a movie. She then has a choice to invite her friends over OR stay at home without her friends.



CONNECTING WITH YOUR ADOLESCENT: Tips to balance closeness and independence

- **Grant independence in stages:** The more mature and responsible a young teen's behavior is, the more privileges parents can grant.
 - Ex. You might first give your young teen the right to choose which sneakers to buy within a certain price range. Later you can let him make other clothing purchases—with the understanding that price tags won't be removed until you approve the items. Eventually, you can give him a clothing allowance to spend as he likes.
- **Health & safety come first!**
 - Your most important responsibility as a parent is to protect your child's health and safety. Your child needs to know that your love for her requires you to veto activities and choices that threaten either of these.

Effective Communication

- **Realize that no one recipe exists for successful communication**
 - Every child is different. Not every child responds to sitting down at the dinner table and discussing their concerns. Find their interest and allow them to feel comfortable about communicating in different ways (i.e. drawing, art, poetry, music, working on machines).
- **Listen**
 - Spend time NOT talking and pay close attention. Often, allowing them to talk it aloud allows them to clarify their concern and problem-solve on their own. This allows them to feel success with your encouragement and support.



Effective Communication

- **Talk over the differences while remaining calm**
 - When differences arise, telling your child your concerns firmly but calmly can prevent differences from becoming battles. Your message has more meaning when you are able to be calm.
- **Provide options**
 - It's how you say it: "it's your choice vs. you have to"
 - "What do you think you can do?" Versus "You'll be fine let me solve this for you."

Sample Family Contract

1. **Identify patterns of behavior**
2. **Increase self-awareness: *How do you contribute to the situation?***
3. **Be consistent and have structure**
4. **Identify goals to be achieved as a result of the contract**
5. **Identify and strategize obstacles to following family contract or meeting goals**
6. **Evaluate progress and obstacles regularly-*Provide reinforcement for success!***

Expectations	Privileges
<ul style="list-style-type: none">· Attend school· Be on time· Complete chores· Complete homework· Get involved in the community	<ul style="list-style-type: none">· 2 hours of screen time· Going out on the weekends with friends· Allowance· Cell phone· Driver's license

WELLNESS @ CHS

- **PRIDE**
- **Team Room Model**
- **Student Readiness Plan**
- **Mental Health Fair**
- **Health and Wellness Fair**
- **SOS**
- **Classroom Outreach/Guidance Curriculum**
- **Support Groups**
- **Collaboration with Community Supports**
- **Morning Mindfulness**
- **Wellness Program**



Wellness Program

The goal of the D211 wellness program is for students to acquire the knowledge and skills necessary to attain and maintain healthy levels of well-being. The interrelationship of physical, intellectual, emotional, and social health of our students is the foundation.



Wellness Areas of Focus

- DECISION MAKING
- NUTRITION
- FITNESS
- SOCIAL & EMOTIONAL LEARNING (SEL)



Student Readiness Plan

Wellness Print Goals

My Junior Goals

*Counts towards your Wellness Completion

Personal Wellness Assessment Completed*

[EDIT THIS GOAL](#)

Suicide Awareness and Prevention Activity Completed*

[EDIT THIS GOAL](#)

School Connections*

D211 Minimum Benchmark: Student will attend at least two (2) school events not associated with membership on a team or club/activity.

Event <input type="text"/>	Date <input type="text"/>	EDIT THIS GOAL
Type of Event <input type="text"/>		
Event <input type="text"/>	Date <input type="text"/>	
Type of Event <input type="text"/>		

+ ADD ANOTHER EVENT

Personality Profile Completed*

[EDIT THIS GOAL](#)

Trusted Adults*

D211 Benchmark: Student will identify at least three (3) adults they consider to be "trusted adults"; two(2) of whom are school staff members and one (1) of whom is a family member or community member.

Trusted Adults Name <input type="text"/>	EDIT THIS GOAL
Relationship <input type="text"/>	
Trusted Adults Name <input type="text"/>	
Relationship <input type="text"/>	
Trusted Adults Name <input type="text"/>	
Relationship <input type="text"/>	

+ ADD ANOTHER TRUSTED ADULT

School Attendance*

D211 Benchmark: Student will be present at least 91% of all school days.

School Days Present: 42 | # School Days Absent: 1 | # School Days Elapsed: 43

0% 25% 50% 75% 100%

Current Progress: 97.67% | District 211 Benchmark: 91%

Junior Digital Citizenship Program Completed*

[EDIT THIS GOAL](#)

FitnessGram*

D211 Benchmark: Student must meet or exceed the benchmark for each of the five FitnessGram assessments to meet this goal.

Age: | Gender:

20m PACER (aerobic capacity)

0 laps 70+ laps

Current Progress: 0 | My Goal: 0 | District 211 Benchmark: 0 | Assessment Date:

[EDIT THIS GOAL](#)

Sit-Up (muscular endurance)

0 reps 50+ reps

Current Progress: 0 | My Goal: 0 | District 211 Benchmark: 0 | Assessment Date:

[EDIT THIS GOAL](#)

Push-Up (muscular strength)

0 reps 50+ reps

Current Progress: 0 | My Goal: 0 | District 211 Benchmark: 0 | Assessment Date:

[EDIT THIS GOAL](#)

Sit & Reach - right (flexibility)

1 inches 20+ inches

Current Progress: 0 | My Goal: 0 | District 211 Benchmark: 0 | Assessment Date:

[EDIT THIS GOAL](#)

Wellness Goal Definitions

Health Relationships and Social Awareness Activity
All freshmen students participate in activities to build their awareness of bullying prevention strategies and the development of healthy relationships.

Suicide Awareness and Prevention Activity
Each year of high school, students participate in activities designed to build their awareness of signs that an individual may be in danger of self-harm.

FitnessGram
FitnessGram assessments are completed twice per school year through participation in Wellness/Physical Education classes.

School Connections
All students are encouraged to attend school events not associated with the student's membership on a specific team or club.

Trusted Adult
A trusted adult is a person over the age of 21 whom the student can rely on for support, guidance, and assistance. The person may be a school staff member, family member, or community member.

Community Resources
During senior year, students will take part in an activity to learn how to access support services and other resources within their community, on a college campus, or in their workplace.

School Attendance
School attendance is calculated using the parameters defined for Harper Promise Scholarship eligibility. Any school day during which the student is not in school for more than 50% of the day is considered a full day of absence. Excused and unexcused tardies status is not considered in making these calculations. Additionally, three individual tardies to the student's first scheduled class period are equivalent to one full day of absence.

Digital Citizenship
All freshmen, sophomores, and juniors will be encouraged to complete a set of online activities designed to help them be a safe, active, and contributing presence in the digital world within which they live.

Wellness Goal Definitions



[READ MORE](#)

Physical Wellness



[READ MORE](#)

Emotional Wellness



[READ MORE](#)

Social Wellness



[READ MORE](#)

QUESTIONS/DISCUSSION

