SUICIDE PREVENTION AND PARENT CHILD RELATIONSHIP

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ACKNOWLEDGEMENT

- Mental health 360 project at CCACC Pan Asian Volunteer Health Clinic (Dr. Xiaoping Shao, Ms. Kate Lu. http://en.pavhc-dc.org/mental-health.html)
- Asian American Health Initiative in Montgomery County (http://aahiinfo.org/)
- Bullying Prevention and Mental Health Promotion Research Team at UMD
  - Cixin Wang, Jia Li Liu, Julia Barlis, Kristen Frese, Ana Ross, Kate Sullivan, Lydia HaRim Ahn, Jocelyn Yao, Qianyu Zhu, Xinyi Zhang, Mazneen Havewala
- Asian American Studies Program at UMD
- Community leader: Yuyan Zhou
- Please send me your email in chat (private message) and I will share the PPT and future resources
希望波城举办“青少年心理健康急救员培训”

Posted By y092 on June 27, 2019

严露西赵春英

“青少年心理健康急救员培训课程”在希望中文学校进行

“焦虑症？抑郁症？哦，这些太遥远，与我无关。”可能有很多人是这么想的。但是你可能不知道，你身边的人，甚至你的亲人，你的家人，你的孩子，正在遭受抑郁症，焦虑症的折磨。因为对抑郁症不了解，认识不足，所以，即使亲人正在忍受抑郁症的折磨，自己可能还一无所知，甚至还在用语言伤害正在遭受抑郁症折磨的亲人或者朋友。

马里兰大学学生心理专业的王慧欣教授和亚裔研究项目的Jia Li Liu博士，在美京华人活动中心心理健康360项目和美国亚裔健康联盟（AAHI, Asian American Health Initiative, AAHI）支持下，从4/27日到6/1日在希望中文学校波城校区，连续开设了十小时的青少年心理健康急救员培训课程(Youth Mental Health First Aid)，帮助亚裔家长了解青少
CULTURALLY RESPONSIVE PARENTING WORKSHOPS FOR ASIAN AMERICANS

REDUCING BULLYING AND DEPRESSION IN CHILDREN

Parenting can be stressful, especially for immigrant parents. Immigrant parents often feel caught between the conflicting values of the two cultures, which can affect their parenting, and in turn, the child's development and well-being.

This 7-session workshop series covers the latest research in child development that will help you:
- Learn ways to bridge the cultural & generational gap
- Walk away with concrete strategies to communicate with your child
- Learn effective strategies to help your child deal with bullying and other difficulties, and promote overall psychological well-being

While each session is independent, parents are strongly encouraged to attend all sessions as each session builds on the previous one.

04/25 to 06/06
6:30-8:30 PM

<table>
<thead>
<tr>
<th>Session 1 (April 25)</th>
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<tbody>
<tr>
<td>Brain development and stress</td>
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<td>How to communicate so children will listen</td>
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<td>How to move beyond &quot;Tiger Parenting&quot;</td>
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<td>How to solve common parent-child conflicts</td>
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<table>
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<td>How to prevent bullying</td>
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<table>
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<tr>
<th>Session 7 (June 6)</th>
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<tr>
<td>How to work effectively with schools</td>
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Recommended for Asian American families with elementary, middle and high school students.
Connect! is a newsletter published biannually by the Calvin J. Li Post-doctoral Fellow which translates research into digestible and practical resources for Asian American parents and families. This newsletter covers relevant topics such as bullying, discrimination, and acculturation.

Issue 4, Spring 2019 - Fostering Positive Communication and Effective Problem-Solving Among Asian American Parents and Youth

Issue 3, Spring 2018 - Acculturation and Stress withing Asian/Asian American Immigrant Families
AGENDA

- Know the warning signs and symptoms

Action plan
1. Understand challenges for Asian American youth
2. Listen non-judgmentally
   Show empathy and unconditional love
3. Assess the risk
4. Give reassurance, information, instill hope
5. Seek professional help
6. Teach and model Coping Strategies

Parent questions: how to get teens to talk to me? What to do if my child refuses to see a psychologist? How to help kid to play less computer game?
THANK YOU FOR ATTENDING THIS TALK

- Parents are under a lot of stress
- You are so important for your children’s health
- You care deeply about your child
- THANK YOU!!

- The intent is NOT to blame parents
- Provide alternative ways to think about mental health and parenting
- Share some research supported strategies
SELF-CARE MENU

- take a few deep breaths ................................ 5 MINS
- stretch your body ....................................... 5 MINS
- listen to your favourite song ........................ 5 MINS
- meditate on your purpose .............................. 15 MINS
- read a chapter of a book .............................. 15 MINS
- journal out your thoughts ............................. 15 MINS
- take a walk outside .................................... 30 MINS
- get crafty .................................................. 30 MINS
- cook a new recipe ...................................... 30 MINS

@thefabstory

"You, yourself, as much as anybody in the entire universe, deserve your love and affection."  
Buddha
### TABLE 2 Lifetime Prevalence of DSM-IV Disorders by Sex and Age Group and Severe Impairment in the National Comorbidity Survey–Adolescent Supplement (NCS-A)

<table>
<thead>
<tr>
<th>DSM-IV Disorder</th>
<th>Female</th>
<th>Male</th>
<th>13-14 y</th>
<th>15-16 y</th>
<th>17-18 y</th>
<th>Total</th>
<th>Adolescents with Severe Impairment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Mood disorders</td>
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<td></td>
<td></td>
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<tr>
<td>Major depressive disorder or dysthymia</td>
<td>15.9</td>
<td>7.7</td>
<td>8.4</td>
<td>12.6</td>
<td>13.3</td>
<td>15.4</td>
<td>14.1</td>
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<tr>
<td>Bipolar I or II</td>
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<td>2.6</td>
<td>1.9</td>
<td>3.1</td>
<td>0.3</td>
<td>4.3</td>
<td>0.7</td>
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<tr>
<td>Any mood disorder</td>
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<td>14.1</td>
<td>10.5</td>
<td>11.1</td>
<td>10.5</td>
<td>1.3</td>
<td>15.5</td>
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<td></td>
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<td></td>
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<tr>
<td>Agoraphobia</td>
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<td>1.4</td>
<td>0.3</td>
<td>2.5</td>
<td>0.4</td>
<td>2.5</td>
<td>0.4</td>
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<td>Generalized anxiety disorder</td>
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<td>1.5</td>
<td>0.3</td>
<td>1.0</td>
<td>0.3</td>
<td>2.8</td>
<td>0.6</td>
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<td>0.3</td>
<td>7.7</td>
<td>0.6</td>
<td>9.7</td>
<td>0.7</td>
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<td>Specific phobia</td>
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<td>1.1</td>
<td>16.7</td>
<td>0.9</td>
<td>21.6</td>
<td>1.6</td>
<td>18.3</td>
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<td>Panic disorder</td>
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<td>0.3</td>
<td>0.3</td>
<td>1.8</td>
<td>0.4</td>
<td>2.3</td>
<td>0.3</td>
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<td>Posttraumatic stress disorder</td>
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<td>5.1</td>
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<td>Separation anxiety disorder</td>
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<td>0.6</td>
<td>6.3</td>
<td>0.5</td>
<td>7.8</td>
<td>0.6</td>
<td>8.0</td>
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<td>Any anxiety disorder</td>
<td>38.0</td>
<td>1.4</td>
<td>26.1</td>
<td>0.8</td>
<td>31.4</td>
<td>1.9</td>
<td>32.1</td>
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<td>Behavior disorders</td>
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<td>1.0</td>
<td>8.8</td>
<td>0.9</td>
<td>8.6</td>
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<td>0.9</td>
<td>13.9</td>
<td>1.2</td>
<td>12.0</td>
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<td>12.6</td>
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<td>Conduct disorder</td>
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<td>7.9</td>
<td>1.2</td>
<td>4.4</td>
<td>1.2</td>
<td>7.5</td>
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<td>Any behavior disorder</td>
<td>15.5</td>
<td>1.2</td>
<td>23.5</td>
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<td>Substance use disorders</td>
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<td></td>
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<tr>
<td>Alcohol abuse/dependence</td>
<td>5.8</td>
<td>0.5</td>
<td>7.0</td>
<td>0.6</td>
<td>1.3</td>
<td>0.3</td>
<td>6.5</td>
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<tr>
<td>Drug abuse/dependence</td>
<td>8.0</td>
<td>0.8</td>
<td>9.8</td>
<td>0.8</td>
<td>3.4</td>
<td>0.6</td>
<td>9.7</td>
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<tr>
<td>Any substance use disorder</td>
<td>10.2</td>
<td>0.9</td>
<td>12.5</td>
<td>0.8</td>
<td>3.7</td>
<td>0.6</td>
<td>12.2</td>
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<td>Other</td>
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<td>Eating disorders</td>
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<td>0.4</td>
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<td>0.3</td>
<td>2.4</td>
<td>0.4</td>
<td>2.8</td>
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<td>Any class</td>
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<td>48.1</td>
<td>1.6</td>
<td>45.3</td>
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<td>49.3</td>
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<td>1.8</td>
<td>29.4</td>
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<tr>
<td>2 classes</td>
<td>12.6</td>
<td>0.9</td>
<td>12.1</td>
<td>1.2</td>
<td>9.2</td>
<td>1.0</td>
<td>13.0</td>
</tr>
<tr>
<td>3 or 4 classes</td>
<td>8.1</td>
<td>1.1</td>
<td>5.7</td>
<td>0.6</td>
<td>5.0</td>
<td>1.1</td>
<td>6.9</td>
</tr>
</tbody>
</table>

49.5% - symptoms
22.2% - severe impairment
STUDENTS IN HIGH-ACHIEVING SCHOOLS ARE NOW NAMED AN “AT-RISK” GROUP

“Facing record-low acceptance rates at top colleges, many students feel tremendous pressure to achieve and résumé-build in all aspects of their young lives. In the pressurized ecosystem of high-achieving schools, driven students must out-compete each other for few coveted spots, whether it’s a seat in AP calculus or a spot on the debate team. Even activities that once were stress-reducers, like playing a musical instrument or a sport, have become a means to an end, that end being a spot at one of the country’s most competitive colleges and then on to a prestigious, high-paying career.”

“Our job as parents is to help our children feel unconditionally loved so their self-esteem doesn’t rest on the splendor of their accomplishments” Dr. Suniya Luthar

Report by National Academies of Sciences, Engineering and Medicine

“Competition at TJ was more intense than medical school” - Dr. Justin Chen, medical director at Outpatient psychiatry at Massachusetts General hospital. We need to ask us:

- What are the most important things in life?
- What are the cost for this success?

How to support your child academically without putting too much pressure on them?
Mental Health Effects of School Closures during COVID-19

- **YoungMinds**, survey with 2111 participants with a mental illness history in the UK, 83% said the pandemic had made their mental health conditions worse.

- A survey with college students at UMD in April: >40% of students reported moderate-severe levels of depressive/ anxiety symptoms.

- In a survey among 8079 Chinese adolescents aged 12–18, Zhou et al. reported a high prevalence of symptoms of depression (43%), anxiety (37%) during the COVID-19 outbreak.

- Increase suicide among youth in Shanghai, Beijing...
MENTAL HEALTH PROBLEM AMONG ASIAN AMERICAN

- 2016 Vital Statistical Reports (Heron, 2018): suicide is the first leading cause of death among Asian American adolescents ages 15-19, and the suicide death rate among Asian American adolescents is 9.3 per 100,000 population, higher than non-Hispanic Black (6.1), and Hispanic (6.8) youth.

- Second generation Asian Americans have higher instances of mental health disorders (depression and anxiety) compared with non-immigrant (3+ generation) non-Hispanic Whites (OR= 2.51; 95% CI = 1.22-5.17, Georgiades et al., 2018).

- Mental illness can be treated
LOW RATES OF HELP SEEKING

Asian Americans are less likely to receive mental health services at school compared with their non-Asian peers (Bear et al., 2014; Wang et al., 2019...)

- Why?
- Low mental health literacy
- Attitudinal barriers (e.g., stigma)
- Structural/practical barriers (e.g., lack of culturally competent mental health providers, confidentiality concerns),
- Lack of parental support and communication about help seeking (Wang et al., 2019).
**Symptoms for Depression**

- **Affective**: depressed or sad mood, irritability (moody), feeling hopeless, decreased interest or pleasure in activities.

- **Cognitive**: negative cognitive styles and negative attributions, cognitive distortions, low self-esteem

- **Negative cognitive triad**
  - I am a burden to my parents.
  - I had failed my parents.
  - My parents spent so much time and energy on me, but I am such a failure. They will be better off without me.
• **Behavior**: lack of attention and concentration, anhedonia (decreased interest), irritability/mood disturbance (fighting, arguing), social withdrawal (e.g., lock self in the room), somatic complaints, changes in eating and sleeping.

• **Interpersonal**: lack of social skills and social interactions.

https://aahiinfo.org/aahi-resources/
Lack of Sleep and Brain

How many hours of sleep does your child need vs. get each night?

Teens need 9-9.5 hours of sleep, but on average only get 7-7.25 hours.

After dinner, Sofia finds herself unable to sleep. Instead, she binge-eats to bring herself some comfort and goes online.

Sofia @sofainvolleywood!
OH MY GOD I am so overwhelmed and I just can’t focus on anything!

Karie @keepcalm&karieon
@sfoainvolleywood! LOL me too 3:05 AM

Jim @Jimbo_Dandy7!
@sfoainvolleywood! But you’re obviously so smart Sofia. Why are you freaking out? 3:05 AM
Chronical stress is very detrimental to teenager brain. When one is under stress for a long period of time, dopamine levels go down the tubes over time. It is harder to want to do something, and as a result, you lose your motivation or your drive to do things.
Why Is My Child Depressed?

Biopsychosocial model of mental illness

- Biological factors: genetics...
- Psychological- personality, temperament, thinking pattern (pessimistic)
- Social factor: stressful life events, cultural factors
- Symptoms may look different for different adolescents, vs. adults.
  - Teens may look fine outside, but inside emotionally they may be really struggling (example from a psychologist).

- Need to seek professional diagnosis
- Parent-child relationship is the key
INDICATORS OF EMOTIONAL CRISIS

Most often, gradual changes in ordinary behaviors, such as:

- Neglect of personal hygiene.
- Dramatic change in sleep habits.
- Weight gain or loss.
- Decline in performance at school.
- Pronounced changes in mood, such as irritability, anger, anxiety or sadness.
- Withdrawal from routine activities and relationships.

If you believe something is wrong, you’re probably right. It is time to seek help.
RISK FACTORS FOR SUICIDE

- Significant loss
- Prolonged stress (e.g., COVID)
- Unrelieved symptoms of mental health problems (especially depression and hopelessness)
- Noticeable changes in personality or lifestyle
- Substance abuse
- Impulsivity

- Social isolation
- Loss of interest in activities
- Direct or indirect statements about suicide or hopelessness
- Preoccupation with death
- Making a plan or other preparations
- History of previous suicide attempt(s)
WATCH FOR SIGNS

- Significant differences in appearance or mood (positive or negative)
- Extreme withdrawal
- Increase in risky behavior (including alcohol/drug use)
- Decreased interest in things they used to enjoy
- Direct or indirect statements about suicide
- Making a plan or other preparations
  - Giving away possessions, pets...
ASSESS THE RISK:

Ask the question directly “I noticed you have been very sad recently. I am very worried about you. Are you thinking about killing yourself?”

If yes, ask if the person has a plan:

- “Have you decided how you would kill yourself?”
- “Have you decided when you would do it?”
- “Have you taken any steps to secure the things you would need?”
- “Have you been using alcohol or other drugs?”
- “Have you made a suicide attempt in the past?”

How does the screening work?

1. **Select**
   Select the statement that fits how your child has been behaving.

2. **Answer**
   Answer the brief set of questions about your child.

3. **Understand**
   Get comprehensive explanations about your child’s moods and behaviors.

4. **Explore**
   Access informational materials about what you can do to help your child.

Signs of Suicide screening for parents
https://screening.mentalhealthscreening.org/sos
IMMEDIATE ACTIONS TO KEEP YOUTH SAFE

- Do not leave your child alone.
- Seek professional help
  - Develop a safety plan
  - Be specific and accessible. E.g., including warning signs, coping strategies...
- Resources:
  - National suicide hotline: 800-273-8255 (TALK)
  - Text 'ACT' to the Crisis Text Line at 741741 24/7 for free, confidential support.
  - 1-800-662-HELP (4357) SAMHSA's National Helpline: free and confidential information for individuals and family members facing substance abuse and mental health issues.
  - Local resources
**Actions to Keep Youth Safe**

“Dr. Wang, my son again refused to go to hospital after he left therapist’s office? We had to drive home. What shall I do now? We are now sitting in the car for him to make a decision. I am scared that I may say something wrong and it may trigger him again.”

Do NOT use shame, guilt, or threats to prevent suicide.

- How can you be depressed? You have everything you need (Ipad, video games...)
- How can you think of suicide? You are bringing shame to the family. You are so selfish.

**Empathy and validate:** Thank you for telling me this. I am sorry you are feeling this way. It must be so hard to feel this way, to live this way.

Suicidal thoughts are common. But you do need to act on these thoughts. Can you tell me more about this?

Together we can figure out a way to keep you safe.
ACTION PLAN

- Understand challenges for Asian American youth
- Listen non-judgmentally
  - Empathy, warmth, support, unconditional love
- Assess the risk
- Give reassurance and instill hope
- Seek professional help
- Encourage coping strategies
WHAT ARE SOME CHALLENGES ADOLESCENTS EXPERIENCE?

- Biological
- Psychological
- Social
- Emotional
- Family
- School
- ......
When Does Our Brain Reach Full Maturity?

- Increased myelination
- Pruning
- Increased Synapses formation
- Increased Activities in the Frontal Lobes
Brain Development in Adolescent Years

- Some researchers estimate that frontal-lobe development continues until age 25 to 30.
- The region in the frontal lobe which are responsible for judgement, planning, assessing risks and decision making are the last area to finish developing.
Striatum functions as part of the reward system. Developed first, then PFC.

**Adults are capable of top-down regulation of behavior, but not adolescents**
What are Some Challenges Facing Asian American Youth and Parents in our Community?

39 essays submitted
Chinese, Vietnamese, Indian, Thai, Korean, Pakistani
http://en.pavhc-dc.org/hear-me-out.html
CHALLENGES: HIGH EXPECTATION AND PRESSURE

- **High Expectation and perfectionism** 家庭完美主義
  - Definition of “success”: All As, no A-  [“We are Asian, not Bsian”]
  - “When you brought home a test with a 99% score, I focused on the 1% you missed.”

- **Competition & Comparison**
  - “In your eyes, I was not good enough.”
  - “Comparing me with others at such moments makes me feel anxious, disoriented, and extremely awkward.”
**Activity**

- A: “I got a promotion today. I will be the director of my unit and it comes with a $1,000 bonus.”
- B: “Only $1,000? I heard Amy got a $5,000 bonus.”

- How does it make A feel?
- What can B say instead?
ACTIVITY

- Child: “My swimming score improved by 2 seconds!!!”
- Parent: “Good. But I saw Tom’s score improved by 5 seconds. Tom is always doing better than you. You have to try harder.”

- What will the Child feel?
- What can the Parent say instead?
ACTIVE LISTENING

Request from Asian American Youth from “Hear Me Out” essay contest:

- “What we really starve for from our parents is a listening and understanding heart, accepting us and appreciating the way we are, products of this society they chose to raise us in.”

- “Both my parents and I need to know how to compromise on topics we don’t agree on.”
**Skill: Listen non-judgmentally**

- You can show your active listening by **briefly paraphrasing/repeating** the main point of what your child has said.

- Try to paraphrase what your child seems to be **feeling or thinking** about a situation, and **validate** that it’s okay for them to feel this way:
  - “I can understand why this makes you so upset.”
  - “You seem pretty disappointed by this news.”
  - “It’s okay if you’re angry right now.”
Child: Mom, Derik’s parents got a divorce. He has been skipping school this week.

Mom: I told you to not hang out with Derik. He is a trouble maker. Hang out with Tom. He is a good student.

What can Mom say instead?
Child: Mom, Derik’s parents got a divorce. He has been skipping school this week.

Mom: Really? It sounds like you are worried about him. Derik must be really sad. What can we do to help him?
SKILL: THINK

- True
- Helpful
- Inspirational
- Necessary
- Kind

- Be aware of your feeling and think about how you feel
- Helpful: Is my yelling serving my kids or myself?
- Do not take things **personally**
CHALLENGE 2. EVERYONE FEELING THE PRESSURE

Parents feel anxiety & the pressure to fulfill their responsibilities

- “I want so much for you to have the best, to be the best, to have the most opportunities available to you…”
- “Better that you suffer now because I pushed too hard, then you spend the rest of your life regretting that I did not push hard enough…”

Parenting: “Tough love”, “First sour, later sweet”

- Being raised in a different time period, socioeconomic status, and country
  - “In the old country, in my time,...[t]he road to success started and ended with academic excellence...But this is not the old country and times have changed.”
  - “Our disparities in upbringing, location, and generational values drastically strained our relationship”

Children feel the pressure from parents & stress from school (Model Minority Myth)

- “I live in constant anxiety of screwing my life up.”
- “I am a disappointment to you in many ways.”
MODEL MINORITY MYTH

- Hard work is overshadowed by ethnicity.
  - “You get A because you are Asian”
- "When I was in high school, I didn't feel proud of anything," said Qiao, "Because people will say like, 'Oh, you aced all tests? It's because you're an Asian.' Then what are you supposed to be proud of?"


- When Asian students' academic achievement is not being acknowledged and recognized at school, and Asian parents do not praise them at home, how can Asian American youth find their confidence and identity?
CHALLENGE 3 “MORE THAN JUST STRESS”
LET’S TALK ABOUT MENTAL HEALTH

“"It is vital that Asian parents become aware that mental health is of equal importance to physical health, and dialogue should incorporate emotional wellbeing instead of solely physical symptoms.”

Dealing with “taboo” topics
- “My conflicting emotions of stress, frustration, and loneliness were a forbidden topic in our weekly family dinners.”
- “Depression is not in my head...No one wants to live with depression.”

Depression is common among teens & college students (>40%)

Teens can recover from depression and mental illness
- Evidence-based treatments are available
SHOW EMPATHY

- You must feel so ________________ (helpless, hopeless, frustrated, happy, etc.)
- I wish you didn’t have to go through this.
- Oh, wow, that sounds terrible.
- You probably felt really ________________ (fill in the emotion)!
- No wonder you’re upset.
- I’d feel the same way you do in your situation.
- That would scare me, too.
- That sounds so embarrassing.
- You must have felt like sinking through the floor.
- How annoying!
SKILL. RECOGNIZE THEIR EFFORTS AND ACCOMPLISHMENTS

- When was the last time you praised your child and what did you praise him/her for?

- Anything you experience as rewarding - winning a match, getting recognition by parents/peers → sense of accomplishment, a higher level of dopamine → drive/motivation.

- Suggested Positive: Negative interaction = 5:1
- Praise the process and efforts, NOT final product
Be specific and genuine; describe the behavior

<table>
<thead>
<tr>
<th>General 太宽泛</th>
<th>Specific praise is BETTER 更具体</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’re such an amazing writer.</td>
<td>I am impressed by your hard work researching for the essay. Your curiosity is fun for me to see.</td>
</tr>
<tr>
<td>You’re the best musician!</td>
<td>You worked hard to master that piece you’ve been practicing. You must be so proud of your improvement!</td>
</tr>
<tr>
<td>Good writing!</td>
<td>I liked the way your essay started by describing the problem and explaining why it’s important.</td>
</tr>
<tr>
<td>You’re a good reader.</td>
<td>When you read, you read with so much emotion. I really feel like I’m a part of the story.</td>
</tr>
</tbody>
</table>
POSITIVE INTERACTION

- What shall I do if I cannot find anything to praise?
- 每个孩子身上都有闪光点！

孩子弹钢琴总有好的地方
- “孩子你看这么难的曲子，你都坚持练了一个多星期了，我特别佩服你这种毅力。”

不会弹钢琴的爸爸，每次孩子弹琴时就靠在旁边，用既羡慕又崇拜的眼光看着孩子，然后说“你弹的真好！”孩子就可喜欢弹钢琴了。
UNCONDITIONAL LOVE

“I can tell my parents everything. They love me no matter what.”

Do your child know that you love them unconditionally?

Will you still love your son/daughter if they want to flip a burger, work in a bakery…?

“We almost all get here through school. That’s because the doors at this country are for us to go to school. For children, school is not their primary way to change their lives. Whether or not to go to a Ivy League school is not that important. There are so many areas to excel. If you observe American kids, they don’t have that heavy Ivy League mentality. They are relaxed because they know there are 9,999 other ways to shine. Don’t bring our kids to the path we walked on. We had to walk on that path that was not what our kids were supposed to walk on.”
Challenge 4: Acculturative Stress

- Differences in Asian cultural values vs. mainstream U.S. values
  - “Don’t question, just follow.” vs. “Must question, don’t just follow.”
  - Importance of independence in U.S. culture
  - “I grew up very self-conscious and confused...Why can’t I be like every other kids.”
  - “Why can’t my parents be like my American friends’ parents?”
  - “My children struggled through cultural conflicts all alone, and I did not understand their struggles.”
  - “I have not idea the girls can be so mean in middle school.”

- Do you know your kids’ friends and their parents?
- How to share your culture with your colleagues or your kids’ friends (who are not Asian Americans)?
孩子：“我完成作业后应该有权利自由支配自己的时间，比如打游戏。可是我妈老觉得这是浪费时间。她总是想要控制我，要我按她的方式来安排时间。”

Teen: “I am not addicted to social media. I am addicted to my friends.”

https://www.youtube.com/watch?v=Dhxkcx9eEu8
父母師長不可能防止小孩電遊成癮，因為你們是業餘防止成癮，我們是專業研究如何成癮。你們唯一能做的不是禁止，而是引導他們了解跟管理人生。」

- 电游设计者

https://mp.weixin.qq.com/s/6MCmyoBeezb5Wy4jpPzU3w
We need to have fun now. Playing video game is FUN (Wii Sports). Children want parents to be proud of them. Autonomy and relationships are both important.

<table>
<thead>
<tr>
<th>Love &amp; Belonging</th>
<th>Power</th>
<th>FUN</th>
<th>Survival</th>
<th>Freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ belonging</td>
<td>✓ recognition</td>
<td>✓ enjoyment</td>
<td>✓ health</td>
<td>✓ choices</td>
</tr>
<tr>
<td>✓ being loved</td>
<td>✓ success</td>
<td>✓ laughter</td>
<td>✓ relaxation</td>
<td>✓ independence</td>
</tr>
<tr>
<td>✓ being respected</td>
<td>✓ importance</td>
<td>✓ learning</td>
<td>✓ sexual</td>
<td>✓ freedom from</td>
</tr>
<tr>
<td>✓ friendship</td>
<td>✓ achievement</td>
<td>✓ change</td>
<td>✓ activity</td>
<td>✓ freedom to</td>
</tr>
<tr>
<td>✓ sharing</td>
<td>✓ skills</td>
<td></td>
<td>✓ food</td>
<td></td>
</tr>
<tr>
<td>✓ cooperation</td>
<td></td>
<td></td>
<td>✓ warmth</td>
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</tr>
</tbody>
</table>
- Ask your child for FUN ideas
- Family dance party (gonoodle.com)
- Family Trivia game

COVID provides an opportunity for us to be creative and have FUN together as a family.
Identify Other FUN Things to do as a Family

Ask your children for other FUN ideas...

https://thefamilydinnerproject.org/
Research shows that kids and adults who are more familiar with family stories are more resilient, probably because of the sense of belonging.

Many of us have ancestors who lived through some of the worst moments in history: war, economic hardship, immigration, and even other outbreaks of disease. Their stories can be particularly helpful right now, and could give everyone in the family much-needed perspective on how to get through hard times.

Maybe remembering Great-Grandma’s struggles will be just what you need to get through the COVID-19 pandemic.

https://thefamilydinnerproject.org/
亚裔历史：https://www.pbs.org/show/asian-americans/
Success = Health, Wealth, and Happiness

By Paul Tough
CHILDREN SUCCEED WITH CHARACTER, NOT TEST SCORES

- Grit（坚毅）
- Self-control（自控力）
- Zest（热忱）
- Social Intelligence（社交智能）
- Gratitude（感恩）
- Optimism（乐观）
- Curiosity（好奇心／求知欲）

Supportive, warm, but firm parents have children that are:

- happy
- considerate/empathic
- sociable
- independent, self-reliant
- well-behaved
- academically successful
- emotionally healthy

Why?
Your son’s grades are slipping and his concerned teacher called home to request a parent-teacher conference. You are embarrassed and you storm into his room and yell,

“Do you not know shame?! We immigrated here so that you could have a good education. I would have a much better life in China, if not for you. And for what? What university would take a disobedient, lazy student like you?”

What is problematic about this mother’s response?

How do you think her child feels?

What would be a more productive response?
Shaming is a parenting practice used to invoke shameful feelings in children who have misbehaved.

Shaming includes:
- criticism
- threats of abandonment
- negative social comparison to others

“How could you be so lazy?” versus “I feel frustrated because I had a tough day at work and came home to the dirty dishes which you agreed to do.”

“If you do not stop crying, I will leave you behind and replace you for a child who is well-behaved” versus “I am disappointed when you cry like this in the store.”

“B is for bad! When your sister did this project last year, she got an A” versus “I am upset because I believe you are more capable than this grade shows.”
**Find a Mental Health Provider**

- Pediatrician (screening, referral, diagnosis)
- School psychologist and school counselors (screening, referral)
- Mental health provider under your health insurance plan (psychiatrist, licensed psychologist, licensed professional counselor, marriage and family therapist, clinical social worker)
- Find quality treatment options close to home using Substance Abuse and Mental Health Service Administration's (SAMHSA) confidential and anonymous online treatment locator: [http://findtreatment.samhsa.gov](http://findtreatment.samhsa.gov).
- Find a psychologist through American Psychological Association [https://locator.apa.org/](https://locator.apa.org/)
- Dialectical Behavioral Therapy program for students with suicidal thoughts and behaviors: [https://www.pbshealthcare.com/dbt-overview](https://www.pbshealthcare.com/dbt-overview)
SEEK PROFESSIONAL MENTAL HEALTH SERVICES

- Free, confidential 24/7 supports available related to suicidal thoughts and behaviors:
  - PRS CrisisLink: 703-527-4077 or text "CONNECT" to 855-11
  - National Suicide Prevention Lifeline: 800-273-TALK (8255), Textline 741741
  - SAMHSA National Helpline: 800-662-HELP (4357)
  - Children's Regional Crisis Response (CR2): 844-NCrisis (627-4747) in English
  - Hopeline: Chat at http://www.hopeline.com or call 800-784-2433
  - Signs of Suicide website: risk factors, warning signs, and a depression screener. https://sossignsofsuicide.org/parent/spot-signs
Teach and model Coping Strategies

Belly breathing

Positive self-talk: “Cixin, you can do this.”

Looking at the situation through a different lens

- “Cixin, you’re following all CDC guidelines to stay safe.”
- What will you say to your best friend?

https://www.youtube.com/watch?v=8UE2mWPPj0k&t=
https://www.youtube.com/watch?v=aaTDNYjk-Gw&t=107s

https://www.youtube.com/watch?v=cDKyRpW-Yuc
TEACH AND MODEL COPING STRATEGIES

- Are developmental
- **Must be taught**
- **Require practice:** Strategies have to become healthy habits.
- Need to be evaluated and refined: is the strategy working for me now?
- Need a tool box (you need a Plan B, C…)
- Effective coping strategies are specific to:
  - Emotion, personality, family background, culture, situation & relationship.

Online FREE Social Emotional Learning (SEL) lessons:
[https://www.secondstep.org/covid19support](https://www.secondstep.org/covid19support)
[https://www.youtube.com/channel/UCjT99EwssFElpBSpToxgxnw/videos](https://www.youtube.com/channel/UCjT99EwssFElpBSpToxgxnw/videos)
[https://www.youtube.com/watch?v=8UE2mWPPj0k&t=](https://www.youtube.com/watch?v=8UE2mWPPj0k&t=)
SELF-CARE MENU

- take a few deep breaths ......................... 5 MINS
- stretch your body ................................. 5 MINS
- listen to your favourite song .................. 5 MINS
- meditate on your purpose ....................... 15 MINS
- read a chapter of a book ....................... 15 MINS
- journal out your thoughts ..................... 15 MINS
- take a walk outside ............................. 30 MINS
- get crafty ......................................... 30 MINS
- cook a new recipe ............................... 30 MINS

@thefabstory
如何减少抑郁症的复发：专家认可的方法

- 运动和体育锻炼
- 养成良好的睡眠习惯
- 睡眠有规律
- 做自己喜欢的事情
- 每天都花时间做一些有意义的事情
- 列出以前帮助自己抑郁好转的事情，并作这些事情
- 做一件让你感觉有成就感的事情
- 找一位朋友或者家人帮助你从家里走出去并做一些活动
- 确保你每天都出门一段时间，不要把自己闷在家里
- 当你达到一个小目标的时候给自己一些奖励
- 学习放松的方法
- 和一个支持你关心你的人来讨论问题或者情绪
- 让你的家人和朋友了解你的感受，让他们了解你正在经历什么
- 吃健康和平衡的饮食
FINAL REMARK

“Never lose the opportunity of a crisis!”
Rahm Emanuel

“永远不要失去危机带来的机会！”
COVID - The Opportunity to Get Your Priority Straight
**RESOURCES**

- Signs of Suicide intervention website has a parent portal that has some information for risk factors, warning signs, and a depression screener. They have a COVID-19 section as well with parent handouts (attached)  [https://sossignsofsuicide.org/parent/spot-signs](https://sossignsofsuicide.org/parent/spot-signs)

- Free parenting workshops
  - [https://pepparentonline.org/p/parenting-support-coronavirus](https://pepparentonline.org/p/parenting-support-coronavirus)
**Parenting Resources**

- “How to talk to teens will listen and listen so teens will talk” (Faber & Kazdin)
- “Nonviolent communication” (Rosenberg)
- “How children succeed” (Tough)
- “The Kazdin method for parenting the defiant child” (Kazdin)
- “The whole brain child” (Siegel)
- PET Parent Effectiveness Training.
RECOMMENDED BOOKS

- The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind by Daniel Siegel & Tina Payne Bryson
- Feeling Good: The New Mood Therapy and The Feeling Good Handbook by David Burns

For younger children <12
- What to do when you feel [too shy, worry too much; grumble too much...] self-help book series by Magination Press (from American Psychological Association)
RESOURCES

- **Tips for positive parenting of teens:**
  http://www.ahaparenting.com/ages-stages/teenagers/parenting-teens

- **Conversation starters:**
  http://www.ahaparenting.com/parenting-tools/communication/family-discussions

- **30 ways to connect with your teen:**
  http://www.ahaparenting.com/ages-stages/teenagers/tips-bond-close-teen

- **Books on parenting teens:**
  http://www.ahaparenting.com/ages-stages/teenagers/Best-books-parenting-teens
QUESTIONS:
CIXIN WANG, PH.D.
cxwang@umd.edu

THANK YOU!