



TEENAGE PROBLEMS



TEENAGE PROBLEMS

- in process of "finding themselves"
- not always aware of their problems
- "self" is now a very complex entity
- their world (perceived) is radically different from ours
- their quality world is radically different
- they have an extra limb in the shape of a mobile phone
- they have grown up and live in a techno-society
- their family trees can be very complex
- their relationships include the real, the virtual and the digital
- they are genetically programmed to reject cabbage and adults
- they experience "adult" challenges in the early teens
- they see on TV the inhumanity and stupidity of adults
- they see political disasters and disastrous politics
- they have ringside seats at all of the world's wars and atrocities
- their future is overshadowed by climate change
- they already experience the "psychiatrification" of human problems
- they are no longer "protected" by religion, authority or censorship
- there are drugs everywhere
- many spend most of their childhood in external control education

TEENAGE PROBLEMS

If we think
we understand
their world
**we are
WRONG**

The Well-Being of Teenagers

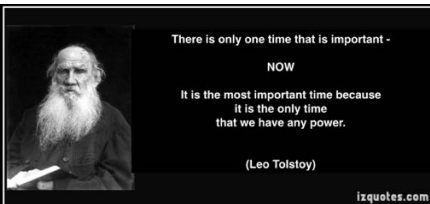
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TEENAGE PROBLEMS



The Well-Being of Teenagers

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There is only one time that is important -

NOW

It is the most important time because
it is the only time
that we have any power.

(Leo Tolstoy)

izquotes.com



It's being here now that's important.
There's no past and there's no future.
Time is a very misleading thing. All there
is ever, is the now. We can gain
experience from the past, but we can't
relive it; and we can hope for the future,
but we don't know if there is one.

— George Harrison —

AZ QUOTES

NOW



Today is the oldest you've ever
been, and the youngest you'll ever
be again.

— Eleanor Roosevelt —

AZ QUOTES

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TOMORROW is important
but only because it will
become another

NOW

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TOMORROW

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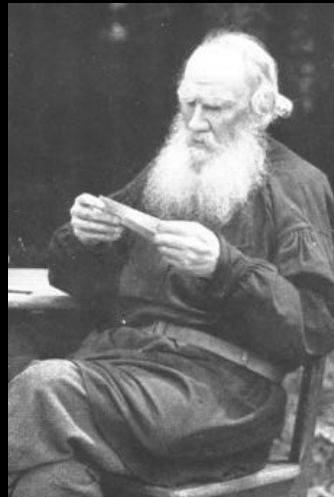
“We all have two lives. The second one starts when we realize that we only have one”



If you want
to be
happy,

be

Leo Tolstoy



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Teenagers need help

NOW

to be happy

NOW

and to get ready
for every future

NOW

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Choice Theory psychology

- ★ easy to understand
- ★ immediately applicable to life
- ★ not in any way eccentric
- ★ uses plain language
- ★ makes sense to teenagers
- ★ is fully respectful of human dignity and rights
- ★ offers a basic psychology of human life and happiness



Choice Theory psychology

Some Typical Applications

PERSONAL WELL-BEING

STRESS

ANGER

BULLYING

DRUGS

PERSONAL WELL-BEING

What is Personal Wellbeing?



When I was 5 years old, my mom always told me that happiness was the key to life. When I went to school, they asked me what I wanted to be when I grew up.

I wrote down "happy".

They told me I didn't understand the assignment and I told them they didn't understand life.



Reality Therapy

Fitzgeorge Peters



“this is almost like
a way of life”

Happiness or mental health is



FUN

enjoying the life you are choosing to live,

LOVE & BELONGING

getting along well with the people near and dear to you,

POWER

doing something with your life you believe is worthwhile,

FREEDOM

and not doing anything to deprive anyone else of the same chance for happiness you have.

William Glasser - Warning: Psychiatry can be hazardous to your Mental Health, 2003
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POWER



FREEDOM



ICE-CREAM



LOVE & BELONGING



FUN

Happiness is like a butterfly;
the more you chase it,
the more it will elude you,
but if you turn your attention
to other things, it will
come and sit softly
on your shoulder.

“Being happy doesn't mean that
everything is perfect. It means
that you've decided to look beyond
the imperfections.”

happiness

How?

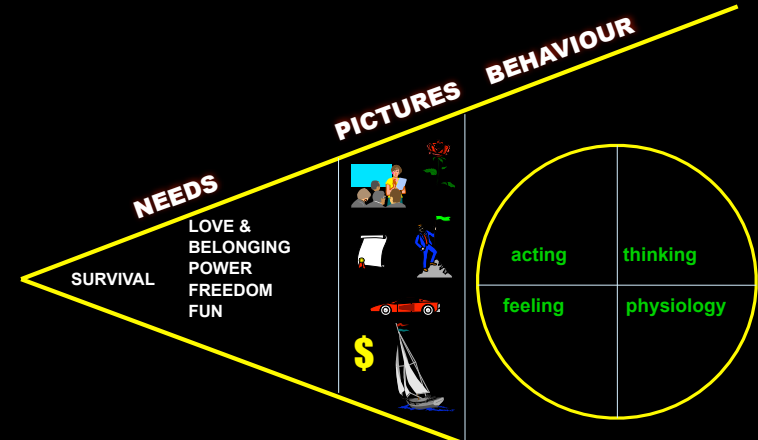


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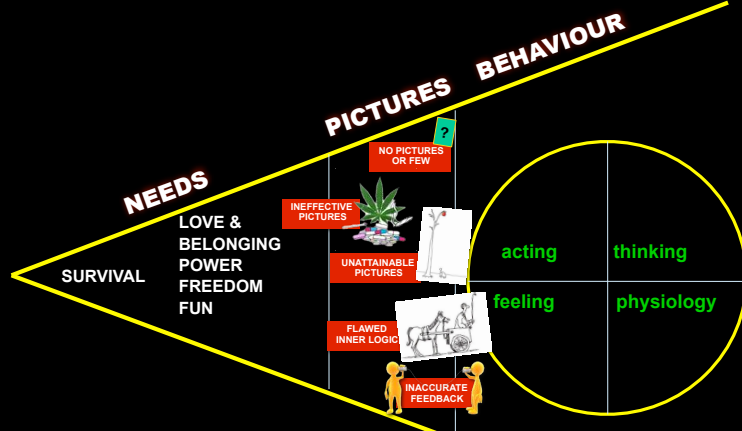
What is NOT Personal Wellbeing?



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NO PICTURES
OR FEW

- Education and more exposure to effective pictures.
- Opportunities to sample new experiences.
- Exposure to people with strong interests, passion.
- Options for "no hope" situations.

INEFFECTIVE
PICTURES

- Importance of having a basic set of truly need satisfying pictures.
- Exposure to effective pictures to reduce resorting to poor substitutes.
- Need to be cared for, connectedness, relationship with good adult model.

UNATTAINABLE
PICTURES

- General Life Skills
- Relationship skills, negotiation. The seven effective habits.
- Assertiveness.
- Problem-solving skills.
- Decision skills.
- Planning skills.
- Time-management skills.
- Determination, try and try again! Ability to delay gratification.
- Distinguish between ideal and quality worlds, sense of priorities.

FLAWED
INNER LOGIC

- Thinking, discussion, removal of external control psychology.
- Challenging of cognitive myths.
- Opportunities to debate and discuss, to think in community.
- Understanding internal control, choice (Choice Theory psychology).
- Understanding that personal distress is not an illness.
- Understanding anxiety, stress, depression, distress.
- Less reliance on external solutions.

INACCURATE
FEEDBACK

- Understanding of Total Behaviour.
- Replacing sense with science.
- Understanding the signalling aspect of feelings.

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• Education and more exposure to effective pictures.

• Opportunities to sample new experiences.

• Exposure to people with strong interests, passion.

• Options for "no hope" situations.

HAPPINESS
is not simply
a **COURSE**
within education!



• Importance of having a basic set of truly need satisfying pictures.

• Exposure to effective pictures to reduce resorting to poor substitutes.

• Need to be cared for, connectedness, relationship with good adult model.



• General Life Skills

• Relationship skills, negotiation. The seven effective habits.

• Assertiveness.

• Problem-solving skills.

• Decision skills.

• Planning skills.

• Time-management skills.

• Determination, try and try again! Ability to delay gratification.

• Distinguish between ideal and quality worlds, sense of priorities.

HAPPINESS
is the very
CORE
of education!



• Thinking, discussion, removal of external control psychology.

• Challenging of cognitive myths.

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Choice Theory psychology

Some Typical Applications

PERSONAL WELL-BEING

STRESS

ANGER

BULLYING

DRUGS

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Choice Theory psychology

STRESS

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TYPICAL ADVICE ABOUT STRESS

Take deep
breaths

smile

do
exercise

keep a
journal

learn to
relax

meditate

imagine
being on
a beach

The Well-Being of Teenagers Brian Lennon 2018

Feelings are **SIGNALS** about how you are running your life!

Your life would be in a real mess without them!

Negative feelings are negative, not BAD!

Feelings are NOT ILLNESSES!

Feelings are not disorders!



sad
lonely
bored
trapped
helpless
terrified
depressed
shattered

worried
anxious
afraid
stressed

confused
unsure

content
calm
cool

happy
delighted
thrilled
free
amazed
joyful
ecstatic
confident



The Well-Being of Teenagers

Brian Lennon 2018



Feelings are **SIGNALS** about how you are running your life!



LONELINESS

ANXIETY

STRESS

WORRY

INSECURITY

NERVOUSNESS

DEPRESSION



SIGNALS
for
ACTION

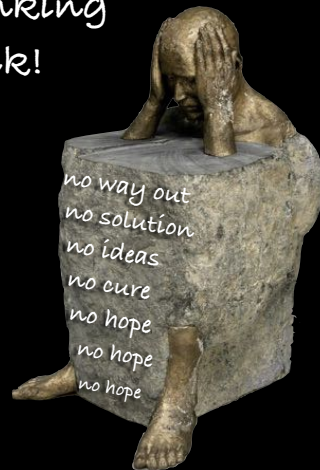


The Well-Being of Teenagers

Brian Lennon 2018

I've done a lot of thinking
and I think I'm stuck!

When times
get tough
it's time
to talk!



The Well-Being of Teenagers

Sculpture by Byron Draper
Brian Lennon 2018

SUMMARY

1. Attend to your feeling signals.
2. Learn how to manage your time.
3. Learn how to make good plans.
4. Have healthy relationships.
5. Learn how to learn effectively.
6. Respect your sleep.
7. Have emergency strategies.
8. Keep your needs in balance.
9. Talk to somebody!
10. Enjoy your sameness;
rejoice in your difference!

Typical
problem
areas

Choice Theory psychology

ANGER

COOL ANGER MANAGEMENT

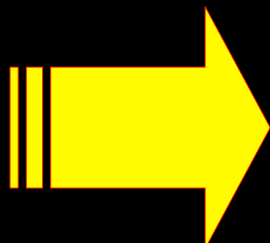
is about ...

- Improving the choice you have over your anger.
- Knowing what your anger is telling you.
- Using anger constructively.



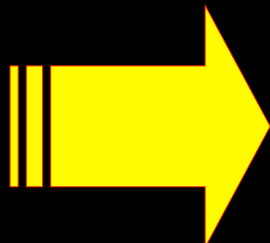
Aspects of ANGER

PROBLEM
ASPECT



PROBLEM
SOLVING

HABIT
ASPECT



SELF
MANAGEMENT



SELF
MANAGEMENT

Helping people
manage their

ANGER



ANGER

THE STORY

QUALITY WORLD
PICTURES

SELF-EVALUATION

QUALITY WORLD
PICTURES

How do you want to be?

Do you want to change?

ANGER

AFFIRMATION

AFFIRMATION

ANGER

Positive
aspects

Negative
aspects

ACKNOWLEDGE BOTH OF THESE

FRUSTRATION

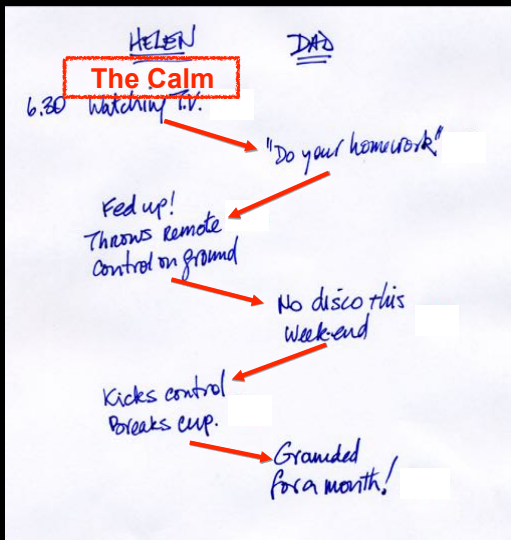
Anger management deals in part with helping the person insert the element of choice into a narrow psychological space between ALARM and ACTION, between the SPARK and the FLAME.

ANGER

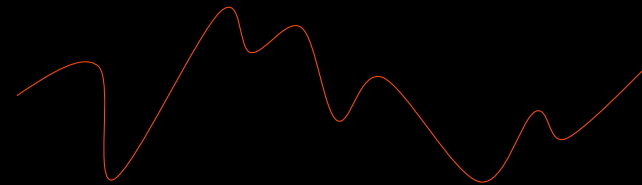


INCIDENT ANALYSIS

- Helping the client become self-aware in the relaxed atmosphere of the counselling office.
- Helping the client do an "action-replay" of a recent incident in slow motion.

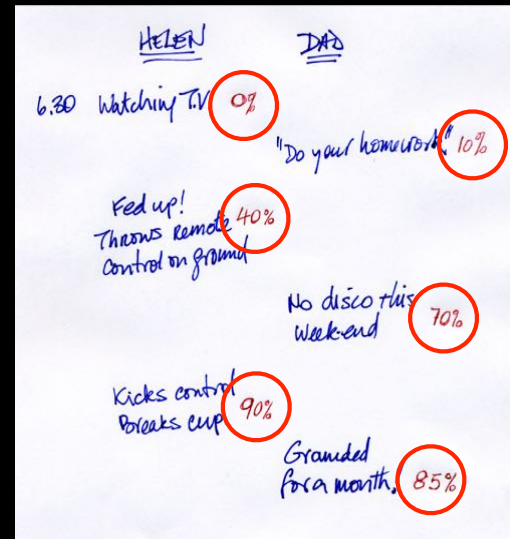


ANGEROMETER



0% = perfect calm
100% = full-blast rage

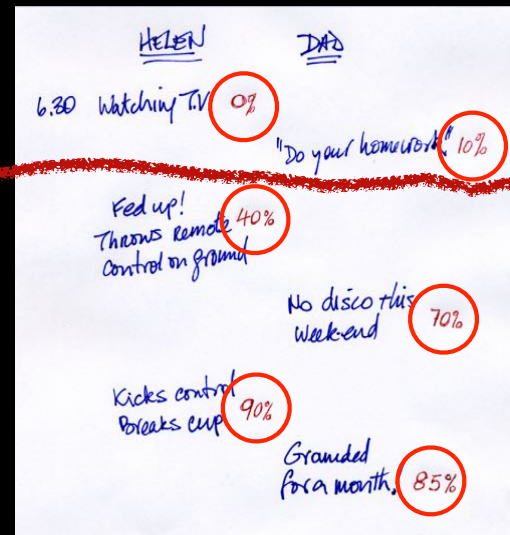
What would your own Angerometer reading be right now?



Ask "Would you want things to turn out the same again?"

Ask "Where could you have taken control **if you knew how?**"

This procedure forms part of a slow-motion action replay of the incident where the client now has time to think about that space between the spark and the flame!



PERSONAL PLAN

EMERGENCY PLAN	
S	<i>Put on the brakes</i>
T	<i>"Time out"</i>
Q	<i>Strategies: distraction, postpone, self-talk, walk, do something different</i>
P	<i>What to do, when, how, where? Put strategy into action.</i>
P	<i>Rehearse what you will do.</i>

Choice Theory psychology

BULLYING

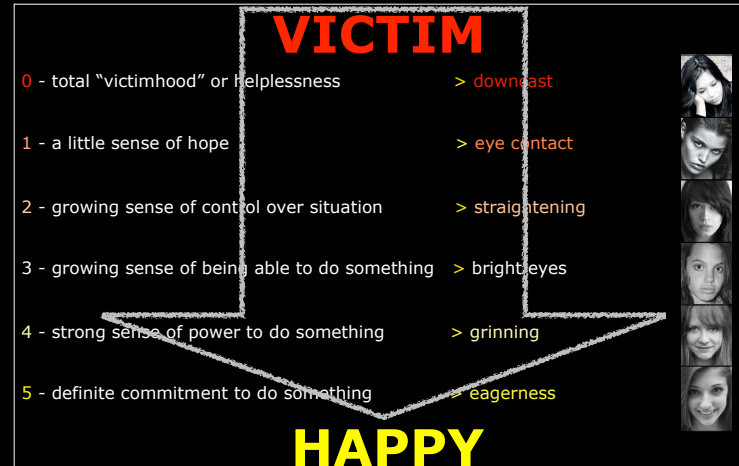
BULLYING

Victim or Bully?

EXPLORE PERCEIVED WORLD

- elicit the words or phrases used
- use these terms in the session
- deal directly with attacks on appearance
- later ask "what is the worst they have called you?"

PERSONAL STRENGTH



EXPLORE BULLY'S BEHAVIOUR

- explore the bully's motivation

Hurt
Anger
Trouble
Entertainment

SELF-EVALUATION

- speak about "control"
- "Does the bully get what he wants?"
- "Do you want it to be like this?"
- "Who controls the buttons?"
- Do you want the bully to control you?

ROLE-PLAY

- "Would you like to see different ways of dealing with the bully?"
- For this I need YOU to call me a name!

- 1 - **A**voidance, ignoring
- 2 - **R**etaliation, aggression, revenge
- 3 - **C**hange the subject, distraction
- 4 - **H**umour, going with the story

PROCESSING THE ROLE-PLAY

- "What did you see me do in each of the four?"
- "In which of these did the bully get what he/she wants?"

CHOICE - PLAN

- "Which of these ways would **YOU** like to use if you knew how?"
- "How would you do it in your own words?"
- "Is there a friend who can help you work this out?"
- Check for sabotage, e.g., use of cynicism.
- Rehearse the chosen plan.
- Later, follow-up on how the plan worked.

Choice Theory psychology

DRUGS

DRUGS

I. Why do some people START to take drugs?

FUN

feel great
have more fun
get a buzz

LOVE & BELONGING

others are doing it
peer pressure
impress friends

POWER

able to do more
more confident
less shy

FREEDOM

forget problems
get spaced out
hide the pain

SURVIVAL

DRUGS

1. Why do some people START to take drugs?
2. What in your opinion is wrong with drugs?

FUN

feel great
have more fun
get a buzz

hangover
downers

LOVE & BELONGING

others are doing it
peer pressure
impress friends

drug pushers
lose real friends

POWER

able to do more
more confident
less shy

feel useless
zombie
doing stupid things

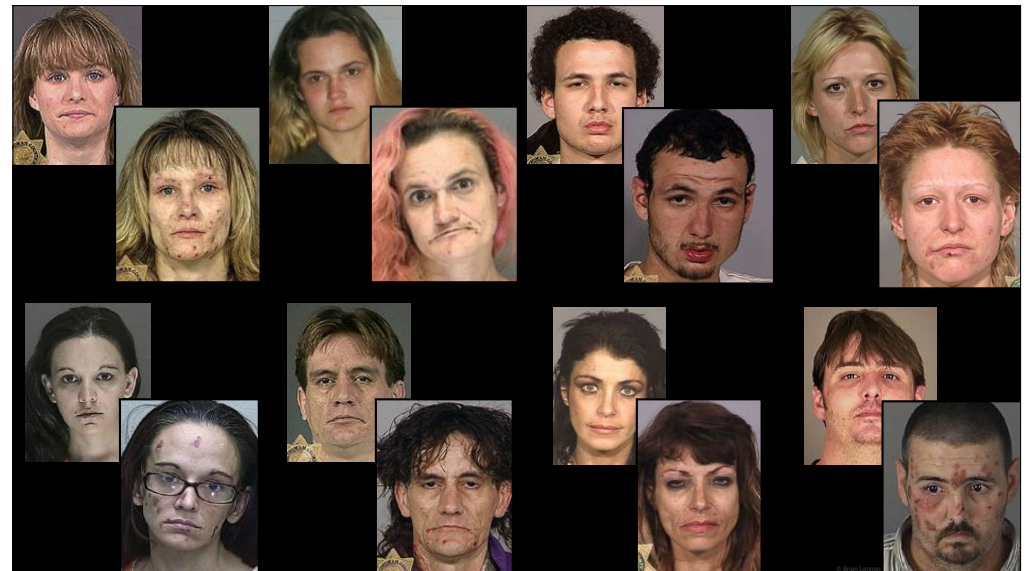
FREEDOM

forget problems
get spaced out
hide the pain

problems with law
jail
debt

SURVIVAL

bad health
death





DRUGS

1. Why do some people START to take drugs?
2. What in your opinion is wrong with drugs?
3. What can we do to help people avoid drugs?

THE INEFFECTICACY OF PSYCHIATRIC DRUGS



February 2008

THE DANGER OF PSYCHIATRIC DRUGS

Heather Ashton

Fred Baughman

Peter Breggin

William Glasser

Donal Gould



Ivor Browne

David Healy

Tony Humphreys

Terry Lynch

Joe Kosterich

Malcolm Lader

R. D. Laing

Charles Medawar

Dorothy Rowe

Thomas Szasz

Mark Rapely

Irving Kirsch

Professor of Psychopharmacology
Fellow of American Academy of Neurology
Psychiatrist/Psychopharmacologist
Psychiatrist
Professor of Physiology
Professor of Psychiatry
Director of Centre for Psychological Medicine
Psychologist
Medical Doctor now Psychotherapist
Chairman of Australian Medical Association
Professor of Psychopharmacology
Psychiatrist
Social Audit of Health Care
Psychologist
Professor of Psychiatry Emeritus
Professor of Clinical Psychology
Professor of Psychology
2003

Suicide & Depression

When you don't know what to do,
when there is no solution, no hope,
why not
TALK TO SOMEONE!

TALK TO SOMEONE!

Choice Theory psychology

- ✓ can be applied to whole-school planning
- ✓ can be taught directly to teenagers
- ✓ can be applied to a host of teenage problems



IN THE DRIVING SEAT



Responsible Behaviour
- The Key to Happy Relationships

RESOURCES



www.gethappier.net

