

Above depicts a sense of switching from summer to school season, leaving in the morning, and life after a diagnosis feels.

**Stress-busting matrix**

Tips for stress reduction

|  |  |
| --- | --- |
| 1. Problems of stress |  |
| 1. Normalizing asking for help |  |
|  |  |

Choices considered in stress reduction and resilience

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| --- | --- | --- |
| Stress-busting Strategies: | Promotive and Protective Factors: | Opportunities |
| Supportive Relationships | Social Connections | [fill in] |
| Mindfulness Practices | Social Emotional Competence | [fill in] |
| Mental Healthcare | Resilience | [fill in] |
| Balanced Nutrition | Concrete Supports | [fill in] |
| Quality Sleep | Concrete Supports | [fill in] |
| Physical Activities | concrete supports and social connections | [fill in] |
| Experiencing Nature | Concrete supports and social connections | [fill in] |
| Family Schedules | Concrete supports and social connections | [fill in] |
| Medical Advocacy | Knowledge of parenting, child and adolescent development & Concrete supports and social connections | [fill in] |
| Educational Attainment | Knowledge of parenting, child and adolescent development & Concrete supports and social connections | [fill in] |
| Children’s Development milestones | Knowledge of parenting, child and adolescent development | [fill in] |
| Parenting Resources | Concrete Supports | [fill in] |

**Tips for families who feel frantic adjusting to schedules or transitions from home to school**

* *Place tips to choose from here*
* Consider a score card or dash board
* Pre-pack the vehicle
* Large, centrally located
* Rules
* Reward/punishment ratio of 2:1
* Schedule most difficult activities in the AM (chores on the weekend)
* Chore chart
* Post reminders, cues, prompts, and other key pieces of information at critical points in the environment to remind the child how hat must bne done (turn off lights, flush, lock the door, etc.)
* Use timers, clocks, or other devices that show time as something physical whenever there are time limits to completing tasks
* Etc.

Everyone says children do not come with manuals yet not all parents ask for help. Sometime it is in therapy or treatment.

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|  | Information | Next steps |
| Behavioral Intervention | * Home Behavior * School Behavior (IEP, 504 plan, SAT) * Behavioral supports * Behavioral Resources * Behavioral Assessments * Identify problems of inhibition and attention * Insurance * Planning for care giver support | * Schedule your next behavioral health appointment * Discuss diagnoses * What options are available |
| Accidents | * Insurance * ER or urgent care * Equipment |  |
| Chronic Conditions | * Medications * Timing of appointments * Support groups * Social opportunities * Home adaptations * Creating support teams |  |
| Medication | * Stimulant medication options * Medication management and behavioral intervention |  |
| Other needs | * Sandwich generation support * Others? |  |