



CHAPTER

5

Mental and Emotional Problems

Lesson 1

Dealing with Anxiety and Depression

BIG Idea Anxiety and depression are treatable mental health problems.

Lesson 2

Mental Disorders

BIG Idea Gaining an understanding of mental health disorders builds insight and empathy.

Lesson 3

Suicide Prevention

BIG Idea Professional intervention and support from friends and family can often help prevent suicide.

Lesson 4

Getting Help

BIG Idea Mental health professionals and related agencies provide treatment and support for people with mental health problems.

Activating Prior Knowledge

Using Visuals Some mental health professionals recommend art therapy as one strategy for coping with problems. Why do you think creating art might help an individual deal with difficult emotions?



Chapter Launchers

Health in Action

Discuss the **BIG** Ideas

Before beginning this chapter, think about how you would answer these questions:

- ▶ What are some reasons that teens might feel anxiety?
- ▶ What mental health disorders can you name?
- ▶ What are some sources of help for people with mental health disorders?

Watch the **Health eSpotlight** Video Series



Signs of Trouble

If a friend was suffering from depression or suicidal thoughts, what would you do?

Assess Your Health



Visit glencoe.com and complete the Health Inventory for Chapter 5.



LESSON 1



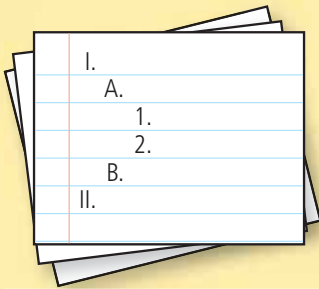
GUIDE TO READING

BIG Idea Anxiety and depression are treatable mental health problems.

Before You Read

Create an Outline.

Look through the lesson to find the headings and subheadings. Write down the headings to make an outline. As you read, fill in details beneath each heading or subheading.



New Vocabulary

- ▶ anxiety (p. 114)
- ▶ depression (p. 115)
- ▶ apathy (p. 116)

Review Vocabulary

- ▶ emotions (Ch.3, L.3)



Dealing with Anxiety and Depression

Real Life Issues

Difficult Times. Tony's parents are separating. He's not surprised because they have been arguing a lot lately. However, he still feels hurt by their decision. Tony is also worried about how his family will get by financially without both of his parents living at home. The constant feelings of sadness and uncertainty are starting to affect other aspects of his life. Tony is tired all the time, has withdrawn from his friends, and has lost his appetite. All he wants to do is stay home alone and sleep.



Writing Write a dialogue between you and Tony, as if you were Tony's friend. In your conversation, show him empathy and support during this difficult time. What advice might you give him?

Understanding Anxiety

Main Idea Occasional anxiety is a normal, manageable reaction to many short-term, stressful situations.

Experiencing difficult emotions is a normal part of life. They occur for a variety of reasons, including hormonal changes, relationship issues, grief, or stress. A common feeling is **anxiety**, the condition of feeling uneasy or worried about what may happen. You may, for example, feel anxious about an important class presentation.

Occasional anxiety is a natural response to life events. Brief feelings of worry, insecurity, fear, self-consciousness, or even panic are common responses to stress. Usually, once the stressful situation is over, so is the anxiety it created.



■ **Figure 5.1** Depression can cause a person to withdraw and suffer alone. *Why might this symptom be dangerous?*

Coping with Anxiety

Knowing that anxiety is common doesn't make it easier to manage. Think about the situations that have caused you to be anxious in the past. What can you do in the future to plan ahead so that stress will not build and cause anxiety. The stress-management techniques described in Chapter 4 can help reduce anxiety. Some people use substances such as alcohol or drugs to escape from anxiety. These substances produce a temporary, false sense of relaxation, but can cause other physical, mental/emotional, social, or legal problems.



READING CHECK

Identify What is the benefit of using stress management techniques to manage anxiety?



Listen to the Health Podcast, *The Facts About Depression*, at glencoe.com



Understanding Depression

Main Idea Depression can linger or be severe enough to disrupt daily activities.

Depression is a prolonged feeling of helplessness, hopelessness, and sadness. Feelings of sadness affect everyone, but depression usually lasts longer and may produce symptoms that do not go away over time. Depression is a serious condition that may **require** medical help. Almost 15 percent of all teens will display some signs of depression. It's one of the most common mental health concerns among teens. Types of depression include *major depression*, which is intense and can last for weeks or months. *Mild depression* has less severe symptoms, but can last for years. *Adjustment disorder* is a reaction to a specific life event. For example, a person may have trouble reaching closure when grieving.

Academic Vocabulary

require (verb): to demand as necessary



Figure 5.2

Warning Signs of Depression

Five or more of these symptoms must persist for two or more weeks before a diagnosis of major depression is indicated.

- ▶ Persistent sad or irritable mood
- ▶ Loss of interest in activities once enjoyed
- ▶ Significant change in appetite or body weight
- ▶ Difficulty sleeping or oversleeping
- ▶ Physical signs of nervousness
- ▶ Loss of energy
- ▶ Feelings of worthlessness or inappropriate guilt
- ▶ Difficulty concentrating
- ▶ Recurrent thoughts of death or suicide

Causes and Effects of Depression

Depression can be caused by physical, psychological, or social reasons. A medical condition or illness may cause depression. It may also be caused by psychological reasons, such as surviving a traumatic life event. Finally, social or environmental factors, such as living in poverty or in a physically or emotionally harmful environment may cause depression. **Figure 5.2** lists warning signs of depression. Other symptoms include the following:

- **Changes in thinking.** People who are depressed may have trouble concentrating and making decisions. They may have self-destructive thoughts.
- **Changes in feelings.** People who are depressed may experience **apathy**, or a *lack of strong feeling, interest, or concern*. They may not feel pleasure in things they once enjoyed. They may be sad, or irritable and angry.
- **Changes in behavior.** People with depression may become emotional, and they may begin eating too little or too much. The person may have trouble sleeping and may seem tired. The person might also neglect basic hygiene and withdraw from social situations.



Visit glencoe.com and complete the Student Web Activity on recognizing the signs of depression, and dealing with anxiety.



Getting Help for Depression

Main Idea Depression is a treatable illness.



READING CHECK

Identify Who can a depressed teen ask for help?

If you recognize signs of depression in yourself or a friend, discuss your concerns with a trusted adult. Depression is serious, but it is treatable. If a friend asks you not to tell anyone that he or she is depressed, it's okay to break that promise. Health professionals can develop a plan to treat depression that may include taking medication, making changes in the home or school environment, or counseling. Treating depression takes time, persistence, and patience.



Health Skills Activity

Accessing Information

Recognizing Reliable Resources

"Hey, Con, how's it going?" Devin asked his close friend Connor as they met up in the hallway. Connor smiled slightly at Devin. "I'm feeling better, thanks," he replied. "I met with my family doctor last week. He was concerned that I was depressed."

"Yeah?" Devin looked interested. "What did he say?"

"He prescribed some medication, and I'm meeting with a mental health specialist tomorrow. This doctor does counseling, so I may be seeing him regularly for a while."

"Good thing you talked to your doctor," said Devin, patting Connor on the shoulder. "See you later."

Still concerned, Devin decided to learn more about depression. He also wanted to find out if there was anything he could do—or shouldn't do—to help his buddy.



Writing List sources of information for depression and its treatment that Devin might use to help Connor. Evaluate the information using the criteria listed below.

1. What are the qualifications of the authors?
2. Is the material backed by a nationally recognized and respected mental health organization?
3. Can the information be confirmed by other sources?



LESSON 1



ASSESSMENT

After You Read

Reviewing Facts and Vocabulary

1. Define the term *anxiety*.
2. What are the causes of depression?
3. Describe changes in thinking that might be effects of depression.

Thinking Critically

4. **Analyze.** Explain the difference between "feeling down or depressed" and "having depression." Provide examples to show the difference.
5. **Synthesize.** If you believe a friend might be depressed, what can you do to help?

Applying Health Skills

6. **Analyzing Influences.** Divide a sheet of paper into three columns. Label the columns "Family," "Friends," and "School." Use this chart to describe how depression can affect each aspect of your life.

Writing Critically

7. **Expository.** Write a paragraph discussing why it is important for someone with depression to get professional help.



Visit glencoe.com and complete the Interactive Study Guide for this lesson.



LESSON 2

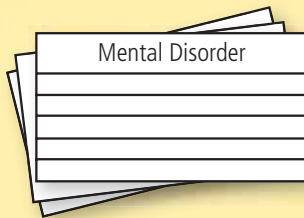


GUIDE TO READING

BIG Idea *Gaining an understanding of mental health disorders builds insight and empathy.*

Before You Read

Create Vocabulary Cards. Write each new vocabulary term on a separate note card. For each term, write a definition based on your current knowledge. As you read, fill in additional information related to each item.



New Vocabulary

- ▶ mental disorder (p. 118)
- ▶ stigma (p. 118)
- ▶ anxiety disorder (p. 119)
- ▶ mood disorder (p. 120)
- ▶ conduct disorder (p. 121)

Mental Disorders

Real Life Issues

Perceptions of Mental Problems.

Jan was in study hall, sitting next to her friend Kim. Kim looks over at a classmate who is sitting by himself. “Brady is really weird,” Kim whispers. “He’s always alone, and he never talks to anyone. Once I even saw him mumbling to himself. He really creeps me out.” Jan knows Brady is coping with some difficult issues and thinks Kim is being insensitive.



Writing *If you were Jan, how would you respond? Write a dialogue in which Jan asks that Kim be more respectful of people showing symptoms of mental problems.*



Understanding Mental Disorders

Main Idea Mental disorders are medical conditions that require diagnosis and treatment.

Each year, approximately 57.7 million people in the United States are affected by some form of **mental disorder**—an illness of the mind that can affect the thoughts, feelings, and behaviors of a person, preventing him or her from leading a happy, healthful, and productive life. That’s about one in every four Americans. Many do not seek treatment because they feel embarrassed or ashamed. Others worry about the stigma associated with mental disorders. A **stigma** is a mark of shame or disapproval that results in an individual being shunned or rejected by others.

Many people don’t understand that mental disorders are medical conditions, and require diagnosis and treatment just like any physical illness or injury. Learning about mental and emotional problems will help erase the stigma associated with these disorders, and will help encourage people to seek medical help early. Many times, mental and emotional problems cannot be solved without professional help.



Types of Mental Disorders

Main Idea Mental disorders can be identified by their symptoms.

Mental disorders are medical conditions that can begin as early as childhood. Many times, these problems require help from health professionals.

Anxiety Disorders

An **anxiety disorder** is a condition in which real or imagined fears are difficult to control. It is one of the most common mental health problems among children and teens. Reports have shown that as many as 13 **percent** of children between ages 9 and 17 experience an anxiety disorder each year. People with anxiety disorders try to avoid situations that make them feel anxious or fearful. **Figure 5.3** describes five types of anxiety disorders.

Academic Vocabulary

percent (noun): one part in a hundred

Impulse Control Disorders

People with impulse control disorders cannot resist the urge to hurt themselves or others. Impulse control disorders may begin in childhood or the teen years, and can continue into adulthood. People with this disorder may cause physical harm to themselves and others. They may also cause financial harm by overspending and gambling. People with impulse control disorder may also behave in ways that cause them to lose friends. **Figure 5.4** on page 120 provides examples of these disorders.



Go to glencoe.com and complete the Student Web Activity on social phobia and overcoming the fear of social situations.

Figure 5.3

Anxiety Disorders

Phobia	A strong, irrational fear of something specific, such as heights or social situations.
Obsessive-Compulsive Disorder	Persistent thoughts, fears, or urges (obsessions) leading to uncontrollable repetitive behaviors (compulsions). For example, the fear of germs leads to constant hand washing.
Panic Disorder	Attacks of sudden, unexplained feelings of terror. "Panic attacks" are accompanied by trembling, increased heart rate, shortness of breath, or dizziness.
Post-Traumatic Stress Disorder (PTSD)	A condition that may develop after exposure to a terrifying event. Symptoms include flashbacks, nightmares, emotional numbness, guilt, sleeplessness, and problems concentrating.
Generalized Anxiety Disorder (GAD)	Exaggerated worry and tension for no reason. People with GAD startle easily and have difficulty concentrating, relaxing, and sleeping.

**Figure 5.4**

Impulse Control Disorders

Chris Cheadle/Getty Images

Kleptomania	Unplanned theft of objects
Cutting	Repetitive cutting on parts of the body that can be hidden
Pyromania	Setting fires to feel pleasure or release tension
Excessive Gambling	Continuing to gamble despite heavy losses
Compulsive Shopping	Spending money on items that you can't afford and don't need

Eating Disorders

Eating disorders commonly occur during the teen years. As teens reach puberty, body changes and media images may cause some teens to put pressure on themselves to look a certain way. These teens may develop symptoms of anorexia nervosa, bulimia nervosa, or binge eating disorder. Eating disorders are more common among girls, but can affect boys too. Eating disorders can lead to unhealthy weight loss and death. You will learn more about eating disorders in Chapter 11.

Mood Disorders

A **mood disorder** is an illness that involves mood extremes that interfere with everyday living. These extremes are more severe than the normal highs and lows everyone experiences. Mood disorders include depression and bipolar disorder. *Bipolar disorder*, or manic-depressive disorder, is marked by extreme mood changes, energy levels, and behavior.

■ **Figure 5.5** Post-traumatic stress disorder may occur in the aftermath of a crisis. *What can community members do to support one another during a crisis?*





Conduct Disorder

Children and teens with **conduct disorder** engage in *patterns of behavior in which the rights of others or basic social rules are violated*. Examples include stealing, cruelty, lying, aggression, violence, truancy, arson, and vandalism. Treatment includes learning to adapt to the demands of everyday life.

Schizophrenia

Schizophrenia (skit-suh-FREE-nee-uh) is a mental disorder in which a person loses contact with reality. Symptoms include delusions, hallucinations, and thought disorders. Schizophrenia affects about one percent of the population. The disease affects both men and women.

People with this disorder behave unpredictably. Professional help and medication are needed to treat the illness successfully.

Personality Disorders

Teens with personality disorders are unable to regulate their emotions. They may feel distressed in social situations or may behave in ways that are distressing to others. The cause of personality disorder is unknown.



READING CHECK

List What are examples of conduct disorder?



LESSON 2



ASSESSMENT

After You Read

Reviewing Facts and Vocabulary

1. Define the term *stigma*. How can a stigma affect your health?
2. Identify the five types of anxiety disorders.
3. Which mental disorder can cause a person to have hallucinations?

Thinking Critically

4. **Evaluate.** Explain why mental disorders should be viewed like any other physical illness. Why is it important not to stigmatize someone with a mental disorder?
5. **Analyze.** Why are eating disorders both a mental health problem and a physical health problem?

Applying Health Skills

6. **Advocacy.** Teens suffering from mental disorders often feel confused, isolated, scared, or ashamed. Create a poster promoting awareness of and empathy toward mental illnesses. Focus on specific ways to be supportive, patient, and understanding.

Writing Critically

7. **Expository.** Choose one of the mental disorders you read about in this lesson. Explain why you chose this particular disorder, and how you would learn more about it



Visit glencoe.com and complete the Interactive Study Guide for this lesson.

LESSON 3



GUIDE TO READING

BIG Idea Professional intervention and support from friends and family can often help prevent suicide.

Before You Read

Create a K-W-L Chart.

Make a three-column chart. In the first column, list what you know about the prevention of suicide. In the second column, list what you want to know about the topic. As you read, use the third column to summarize what you learned.

K	W	L



New Vocabulary

- ▶ alienation (p. 122)
- ▶ suicide (p. 122)
- ▶ cluster suicides (p.123)

Suicide Prevention



Real Life Issues

Helping a Friend. Nick's friend Ryan has been feeling down lately. Even though Ryan is a good student, he failed several important tests. As a result, he was suspended from the baseball team. To make matters worse, his girlfriend broke up with him. To Nick, Ryan seems depressed all the time and doesn't care about anything anymore. When Nick tries to talk with him, Ryan says he just wants to get away from it all.



Writing Write a brief paragraph describing how you might respond to Ryan if you were in Nick's position.



Knowing the Facts About Suicide

Main Idea Certain risk factors increase thoughts of suicide and suicide attempts.

Most people learn to manage stress in a healthful way. For some people, however, stress can cause **alienation**, *feeling isolated and separated from everyone else*. These people may be unable to cope with difficult life experiences. They may lack the support from family and friends, and be unable to access community resources for help. They may seek to escape from the pain and consider ending their lives.

Suicide is *the act of intentionally taking one's own life*. It is the third leading cause of death for teens ages 15 to 19. Each year, 17 percent of all teens in this age group will consider suicide. More than half will actually attempt it.

Suicide Risk Factors

Among those who commit suicide, two risk factors are common. More than 90 percent are suffering from depression or another mental disorder, or have a history of abusing alcohol or other drugs. Sometimes, both risk factors are present.



■ **Figure 5.6** The Centers for Disease Control and Prevention has asked the media to report fewer details about suicide attempts. *How might this effort help reduce the number of suicides?*

Some people use alcohol or other drugs to relieve their depression. Alcohol and drugs, however, have a depressant effect and lower one's inhibitions, making self-destructive behavior more likely. These people usually have more than one risk factor, such as a stressful situation or loss; previous suicide attempts; family history of mental disorders, substance abuse, or suicide; and access to guns.

Exposure to other teens who have died by suicide is a risk factor that can lead to **cluster suicides**, *a series of suicides occurring within a short period of time and involving several people in the same school or community*. Cluster suicides account for about 5 percent of all teen suicides. Some cluster suicides result from pacts made among peers. In other cluster suicides, the teens may not know one another, but may share an environmental stressor, such as a tragic event in their school or community. Some teens may learn of suicides through the news media.



READING CHECK

Describe What are some behaviors that might indicate a person is thinking about suicide?



Strategies to Prevent Suicide

Main Idea Recognizing the signs of suicide may help prevent it.

Most suicidal thoughts, behaviors, and actions are expressions of extreme distress. The warning signs of suicide are described in **Figure 5.7** on page 124. A person **displaying** only a few signs may not necessarily be considering suicide. When someone talks about committing suicide—whether it's done in a serious, casual, or even humorous way—*take it seriously*. Any discussion or suggestion about suicide requires immediate attention. Never agree to keep a secret if a friend says he or she is considering suicide. Tell an adult without delay.

Academic Vocabulary

display (verb): to make evident

**Figure 5.7**

Recognizing the Warning Signs of Suicide

The warning signs of suicide should be taken seriously. The more signs exhibited, the more likely it is that the person is thinking about suicide.

- ▶ Direct statements such as “I wish I were dead.”
- ▶ Indirect statements such as “I can’t take it anymore.”
- ▶ Writing poems, song lyrics, or diary entries that deal with death
- ▶ Direct or indirect suicide threats
- ▶ An unusual obsession with death
- ▶ Withdrawal from friends
- ▶ Dramatic changes in personality, hygiene, or appearance
- ▶ Impulsive, irrational, or unusual behavior
- ▶ A sense of guilt, shame, or rejection; negative self-evaluation
- ▶ Deterioration in schoolwork or recreational performance
- ▶ Giving away personal belongings
- ▶ Substance abuse
- ▶ Complaints about physical symptoms, such as stomachaches, headaches, and fatigue
- ▶ Persistent boredom and indifference
- ▶ Violent actions, rebellious behavior, or running away
- ▶ Intolerance for praise or rewards

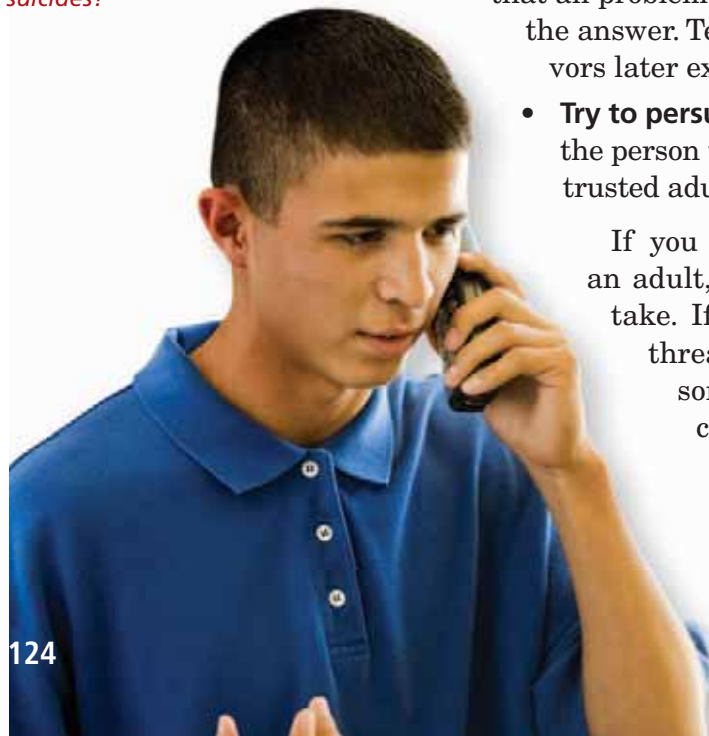
Sources: American Academy of Child and Adolescent Psychiatry; National Mental Health Association



READING CHECK

Describe What steps can you take to help someone who may be considering suicide?

■ **Figure 5.8** Suicide survivor support groups are available in most communities. *How might such support groups prevent suicides?*



How You Can Help

People who are considering suicide often believe that their death will not matter to anyone. Showing empathy when talking with that person will let him or her know you are concerned. If someone you know may be considering suicide, that person needs help. Try the following:

- **Initiate a meaningful conversation.** Show interest, compassion, patience and understanding. Don’t respond by saying “You really don’t want to do that,” or “Everyone feels sad sometimes.”
- **Show support and ask questions.** Remind the person that all problems have solutions, and that suicide is *not* the answer. Tell your friend that most suicide survivors later express gratitude that they did not die.
- **Try to persuade the person to seek help.** Encourage the person to talk with a parent, counselor, or other trusted adult. Offer to go with him to get help.

If you believe a friend may be suicidal, tell an adult, and find out what steps the adult will take. If the adult doesn’t seem to believe the threat is serious, talk to other adults until someone takes action. You can also contact community resources, such as a crisis center or suicide hotline. You will learn more about community resources in Lesson 4.



Real World CONNECTION

Depression and Suicide

Despite the fact that depression is treatable, untreated depression is the leading cause of suicide. As you read in this lesson, people who consider suicide feel that they don't matter to others.

People who appear to have a mental health problem and may be considering suicide need to be encouraged repeatedly to seek help. Among adolescents, nearly 5 percent of 9- to 17-year-olds are believed to have experienced major depression. As many as 7 percent of teens who experience major depression may commit suicide in their young adult years.

What can you, as a friend, do to help prevent suicide? Should you tell someone that a friend has mentioned suicide, even if that friend asked you to keep the information private? What can people in the community do to help prevent suicides?

Activity

Reading / Writing

In small groups, create a poster or a printed public service announcement urging teens who may be depressed and considering suicide to seek help. Your poster or public service announcement should provide the following information:

1. Make a clear statement encouraging teens to get help.
2. Remind them that all problems can be solved and that depression is treatable.
3. Encourage them to talk to a parent, teacher, or other trusted adult.
4. Provide contact information for local crisis centers and suicide hotlines.



LESSON 3



ASSESSMENT

After You Read

Reviewing Facts and Vocabulary

1. Define the term *alienation*.
2. What two risk factors have the strongest association with suicide?
3. Name five warning signs of suicide.

Thinking Critically

4. **Synthesize.** Make a list of three direct statements and three indirect statements that could indicate a teen is considering suicide.
5. **Explain.** Define the term *cluster suicides* and explain why they happen.

Applying Health Skills

6. **Decision Making.** Imagine that you have a friend who is always making negative comments about herself. Use the six steps of decision making to determine what actions to take.

Writing Critically

7. **Descriptive.** Write a note to a teen who has exhibited some suicidal warning behaviors. Use the suggestions listed in the lesson to help the teen rethink his or her situation.



Visit glencoe.com and complete the Interactive Study Guide for this lesson.



LESSON 4



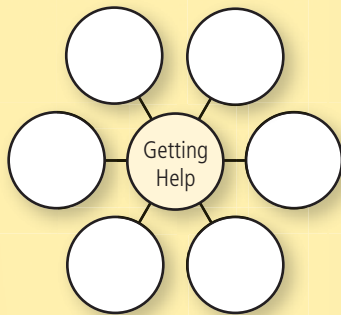
GUIDE TO READING

BIG Idea Mental health professionals and related agencies provide treatment and support for people with mental health problems.

Before You Read

Create a Cluster Chart.

Draw a circle and label it "Getting Help." Use surrounding circles to identify professionals in the community who can help individuals with mental health problems. As you read, continue filling in the chart with more details.



New Vocabulary

- ▶ psychotherapy (p. 128)
- ▶ behavior therapy (p. 128)
- ▶ cognitive therapy (p. 129)
- ▶ family therapy (p. 129)
- ▶ group therapy (p. 129)
- ▶ drug therapy (p. 129)

Getting Help

Real Life Issues

No One to Turn To. Angie is desperate. She manages to get through each day, but inside she feels as though her life is spiraling out of control. She's confused and tries not to let her fears and frustrations show. Angie knows she needs help, but doesn't know who to ask. She's afraid of what the person will think of her.



Writing Write a letter to Angie encouraging her to talk to a trusted adult and ask for help. Make sure the tone of your letter is understanding and considerate.



When Help Is Needed

Main Idea The first step to getting help for a mental health problem is being aware that help is needed.

Many teens with mental health problems do not recognize the seriousness of their condition, or understand that help is available. In fact, most adult mental health disorders have their roots in untreated childhood and adolescent problems. More than half of suicidal youths had symptoms of a mental disorder for more than a year prior to their deaths.

Mental health influences every aspect of a person's life. No one should ever feel embarrassed to talk with someone about mental or emotional problems. Teens should seek help if they experience any of the following:

- Feeling trapped or worrying all the time
- Feelings that affect sleep, eating habits, schoolwork, job performance, or relationships
- Becoming involved with alcohol or other drugs
- Becoming increasingly aggressive, violent, or reckless

Often, friends and family are the first to recognize that a problem is affecting the teen's life and relationships. Their concern may encourage the individual to seek help.



Overcoming the Stumbling Blocks

Main Idea The benefits of treatment encourage people to overcome a reluctance to get help.

Seeking help for mental health problems can be difficult. However, these problems are *not* easily managed without help. Initially, talking about problems may make a person feel more vulnerable. When asking for help, remember these facts:

- Asking for help is a sign of inner strength. It shows responsibility for one's own wellness.
- Serious disorders, compulsions, and addictions are complex and require professional intervention.
- Sharing your thoughts with an objective, helpful individual can be a great relief.
- Financial help to pay for care may be available.



READING CHECK

Explain What does asking for help from a mental health professional show?



Where to Go for Help

Main Idea People in your community are available to help.

It takes courage to confront a problem and try to solve it. Talking with a trusted adult, such as a parent, guardian, teacher, or school nurse, can get you started.

Many teens receive help for a mental health problem at school. A counselor or the school nurse can identify and contact support services. Other options for community help are talking with the clergy, and crisis hotlines. Crisis hotlines allow people to talk anonymously. The workers are trained to deal with difficult mental and emotional situations.

Treatment for mental health problems is unique to each individual. Sometimes, a treatment plan may not work. If that happens, talk to someone else. It may be necessary to try several different treatments. People with mental health problems should continue to seek help until they feel better.



■ **Figure 5.9** Adults working at a crisis hotline are usually volunteers motivated by the desire to help people who are suffering. *How might a person who is caring and yet objective be helpful during an emotional crisis?*



READING CHECK

List Name some people who can help teens with mental health problems.

Mental Health Professionals

Help is available from a variety of professionals who work in your community's schools, clinics, hospitals, and family agencies. These specialists are trained to help people with mental and emotional problems, and include the following:

- **Counselor**—a professional who handles personal and educational matters
- **School psychologist**—a professional who specializes in the assessment of learning, emotional, and behavioral problems of schoolchildren
- **Psychiatrist**—a physician who diagnoses and treats mental disorders and can prescribe medications
- **Neurologist**—a physician who specializes in physical disorders of the brain and nervous system
- **Clinical psychologist**—a professional who diagnoses and treats emotional and behavioral disorders with counseling. Some can prescribe medications.
- **Psychiatric social worker**—a professional who provides guidance and treatment for emotional problems in a hospital, mental health clinic, or family service agency



Treatment Methods

Main Idea Several methods can be helpful in treating a mental problem.

Mental health professionals may use several treatments depending on their expertise and the needs of the patient. The following are the most commonly used therapy methods.

- **Psychotherapy** is an ongoing dialogue between a patient and a mental health professional. The dialogue is designed to find the cause of a problem and devise a solution.
- **Behavior therapy** is a treatment process that focuses on changing unwanted behaviors through rewards and reinforcements.

■ **Figure 5.10** A mental health specialist respects a patient's concern for confidentiality. *What are other benefits of seeking help from a mental health specialist?*





- **Cognitive therapy** is a treatment method designed to identify and correct distorted thinking patterns that can lead to feelings and behaviors that may be troublesome, self-defeating, or self-destructive.
- **Family therapy** focuses on helping the family function in more positive and **constructive** ways by exploring patterns in communication and providing support and education. Family therapy is most successful when every member of the family attends the sessions.
- **Group therapy** involves treating a group of people who have similar problems and who meet regularly with a trained counselor. Group members agree that whatever is said in the group is private. They agree not to discuss information heard during the group with others.
- **Drug therapy** is the use of certain medications to treat or reduce the symptoms of a mental disorder. It is sometimes used alone, but is often combined with other treatment methods such as those listed above.

Sometimes a mental health problem is serious enough to require hospitalization. In a hospital, a patient can receive intensive care and treatment from doctors, nurses, and a variety of mental health specialists. When someone is receiving care after being hospitalized, these specialists are available 24 hours a day.

Academic Vocabulary

constructive (adjective):
promoting improvement
or development



READING CHECK

Explain What types of treatment methods can help those with a mental disorder?



LESSON 4



ASSESSMENT

After You Read

Reviewing Facts and Vocabulary

1. What is *behavior therapy*?
2. Which mental health professional treats physical disorders of the brain?
3. Who might a teen reach out to at school about a mental health problem?

Thinking Critically

4. **Analyze.** What protective factors do you have or can you develop to help you deal with stress in your life?
5. **Synthesizing.** How does developing a positive outlook strengthen your resiliency?

Applying Health Skills

6. **Accessing Information.** Compile a list of local resources for mental health problems. Include mental health professionals, school counselors, hospital emergency rooms, and hotlines.

Writing Critically

7. **Persuasive.** Write an editorial about the importance of seeking help for mental health problems. Include strategies for getting help.



Visit glencoe.com and complete the Interactive Study Guide for this lesson.



What's on a LABEL

Not everyone agrees with warning labels on pills to treat depression

People who take pills to treat depression are seeing warning labels on their drugs: The pills might increase the risk of suicide among some users. The warning is there because some experts believe the drugs could actually increase the risk of suicidal behavior in children and teens.

Not everyone agrees with this conclusion, saying that there is not enough evidence to require the warning labels. But those in favor of the labels point to a 2004 Columbia University study. The study reports that out of more than 4,000 children and teens, ages 6 to 18, who took antidepressants, 52 percent were more likely to attempt suicide than their peers who weren't taking medication. In adults, however, no such link was discovered.

What the Study Means

The numbers sound dramatic, but researchers warn that their findings need to be carefully considered. For one thing, the group of patients was a small number on which to make sweeping conclusions. It's also unclear whether the suicidal urge is related more to the medication or to the young person's depression.

Some experts point to other studies that show that the benefits of taking antidepressants outweigh the risks and help to prevent suicides. The debate may continue for years.



Be Aware

Teens just starting to take antidepressants need to be aware of any unusual behavior, especially in the early stages. People on antidepressants should never change or stop treatment without speaking with a doctor. And, most importantly, patients must let doctors know if they are taking any other medications or have any physical or mental illnesses besides depression. ■

TIME
to **THINK...**

About Treating Depression

Some researchers believe meditation may help people with depression by lowering levels of cortisol, a hormone released during stress. Using the Internet or your school's media center, investigate cortisol. Report your findings to the class.



To download quizzes and eFlashcards to your PDA, go to glencoe.com and click on the Study to Go icon.

LESSON 1**Dealing with Anxiety and Depression****Key Concepts**

- ▶ Seek help if thoughts, emotions, or behaviors affect daily life.
- ▶ Causes of depression include stressful life events, unhappy family environments, social conditions, and illness.
- ▶ Depressed people need treatment from a medical or mental health professional.

Vocabulary

- ▶ anxiety (p. 114)
- ▶ emotions (p. 114)
- ▶ depression (p. 115)
- ▶ apathy (p. 116)

LESSON 2**Mental Disorders****Key Concepts**

- ▶ Education can overcome the stigma of mental illness.
- ▶ If left untreated, many mental disorders that begin in childhood or adolescence can continue into adulthood.
- ▶ Anxiety disorders are common disorders that teens experience.

Vocabulary

- ▶ mental disorder (p. 118)
- ▶ stigma (p. 118)
- ▶ anxiety disorder (p. 119)
- ▶ mood disorder (p. 120)
- ▶ conduct disorder (p. 120)

LESSON 3**Suicide Prevention****Key Concepts**

- ▶ The two risk factors most associated with suicide are depression and abusing alcohol or other drugs.
- ▶ Most suicidal thoughts, behaviors, and actions are expressions of extreme distress.
- ▶ A suicidal teen needs immediate adult intervention.

Vocabulary

- ▶ alienation (p. 122)
- ▶ suicide (p. 122)
- ▶ cluster suicides (p. 123)

LESSON 4**Getting Help****Key Concepts**

- ▶ Help for mental health problems may be available at school or through community resources.
- ▶ The reluctance to get help can be overcome by recognizing the benefits of treatment.
- ▶ Mental health professionals can diagnose a mental health problem and devise an appropriate treatment plan.

Vocabulary

- ▶ psychotherapy (p. 128)
- ▶ behavior therapy (p. 128)
- ▶ cognitive therapy (p. 129)
- ▶ family therapy (p. 129)
- ▶ group therapy (p. 129)
- ▶ drug therapy (p. 129)



LESSON 1

Vocabulary Review

Use the vocabulary terms listed on page 131 to complete the following statements.

1. Prolonged feelings of helplessness, hopelessness and sadness can be a sign that you are suffering from _____.
2. Feelings of unease or worrying about what may happen are signs of _____.
3. A lack of strong feeling, interest, or concern is called _____.

Understanding Key Concepts

After reading the question or statement, select the correct answer.

4. Which of the following is *not* a change in behavior one might expect with depression?
 - a. Trouble sleeping
 - b. Eating too much
 - c. Eating too little
 - d. Running alone
5. Which of the following is *not* a warning sign of depression?
 - a. Boredom
 - b. Increased interest in life
 - c. Poor concentration
 - d. Increased irritability
6. What can you do if you think that you may be depressed?
 - a. Start an exercise plan.
 - b. Talk to a trusted adult to ask for help.
 - c. Change your eating plan.
 - d. Start reading about the topic.

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

7. **Identify.** What are three feelings you may experience when you are depressed?

8. **Explain.** How might depression affect your sleep?
9. **Analyze.** How might community violence cause someone to become depressed?
10. **Discuss.** While being treated for depression, what else can you do to help the healing process?

LESSON 2

Vocabulary Review

Choose the correct term in the sentences below.

11. Illnesses that involve mood extremes that interfere with everyday living are called *mood disorders / stigma*.
12. Patterns of behavior in which the rights of others or basic social rules are violated are typical of a *mental disorder / conduct disorder*.
13. Conditions in which real or imagined fears are difficult to control are called *stigma / anxiety disorder*.



Understanding Key Concepts

After reading the question or statement, select the correct answer.

14. Which is *not* an anxiety disorder?
 - a. Phobia
 - b. Pyromania
 - c. Panic disorder
 - d. Post-traumatic stress disorder
15. Kleptomania is
 - a. an anxiety disorder.
 - b. a mood disorder.
 - c. an impulse control disorder.
 - d. a conduct disorder.



16. Bipolar disorder is
- a conduct disorder.
 - a personality disorder.
 - an anxiety disorder.
 - a mood disorder.

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

17. **Explain.** Describe how misconceptions of mental illness can be overcome.
18. **Analyze.** Explain why some people with a mental disorder may not seek help for their problem.
19. **Describe.** Identify several examples of anxiety triggers for teens.
20. **Infer.** Consider the types of problems that people with impulse control disorders have. Explain what problems people with this disorder may face before getting treatment.

LESSON 3

Vocabulary Review

Correct the sentences below by replacing the italicized term with the correct vocabulary term.

21. The act of intentionally taking one's own life is called *alienation*.
22. A series of suicides occurring within a short period of time and involving several people in the same school or community is referred to as *suicide*.

Understanding Key Concepts

After reading the question or statement, select the correct answer.

23. Suicide is the _____ leading cause of teen deaths.
- | | |
|----------|-----------|
| a. first | b. second |
| c. third | d. fourth |

24. Of the following risk factors for teen suicide, which should probably be of most concern?
- A stressful situation or loss
 - Substance abuse
 - Family history of mental disorders
 - Exposure to other teens who have died by suicide



25. Which is *not* a warning sign of suicide?
- Withdrawal from friends
 - An overwhelming sense of guilt
 - Persistent indifference
 - Preoccupation with buying new things

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

26. **Analyze.** Explain why drinking alcohol is not an effective way to try to relieve depression.
27. **Describe.** What are five warning signs of suicide?
28. **Explain.** Why might cluster suicides occur in a community where the individuals may not even know one another?
29. **Evaluate.** Explain why it is important never to keep secret a person's threat to commit suicide.

LESSON 4

Vocabulary Review

Use the vocabulary terms listed on page 131 to complete the following statements.

30. A treatment method designed to identify and correct distorted thinking patterns is known as _____.
31. The use of certain medications to treat symptoms of a mental disorder is called _____.



Assessment

Understanding Key Concepts

After reading the question or statement, select the correct answer.

32. A mental health professional who handles personal and educational matters is a
- counselor.
 - school psychologist.
 - psychiatrist.
 - neurologist.
33. A treatment method that uses ongoing dialogue between a patient and a mental health professional is
- family therapy.
 - cognitive therapy.
 - psychotherapy.
 - group therapy.



34. Which is *not* true regarding crisis-hotline workers?
- They are trained to deal with difficult mental/emotional situations.
 - They are usually volunteers.
 - They know about your personal situation.
 - They allow you to remain anonymous.

Thinking Critically

After reading the question or statement, write a short answer using complete sentences.

35. **Describe.** Identify the behaviors that help you recognize that a friend needs help.
36. **Analyze.** What are the possible consequences of not getting help for an adolescent mental disorder?
37. **Synthesize.** What criteria would be important to you when choosing someone to talk with about a mental health problem?



Project-Based

ASSESSMENT

Phobias

Background

A phobia is a strong fear of something specific. For example, *arachnophobia* is a fear of spiders. Other phobias include *agoraphobia*, the fear of being in an open space, or *claustrophobia*, the fear of being in a closed space. Some mental health professionals believe that some phobias are caused by childhood experiences.

Task

Conduct research to learn about different types of phobias. Prepare a poster and oral presentation.

Audience

Students in your class

Purpose

Develop awareness of one kind of mental illness that affects many children, teens, and adults.

Procedure

- 1 Conduct research at the library or on the Internet to learn more about phobias.
- 2 Select three to four phobias that you will report on to the class.
- 3 Identify the kinds of professional help and solutions available for treating specific phobias.
- 4 Write a summary of each type of phobia, giving as much information as possible.
- 5 Research and write about what might occur if a person's activities should put him or her near the object or situation that is the source of the phobia.
- 6 Prepare a poster as part of an oral presentation of your research.

Math Practice

Understand and Apply. Read the paragraph below, and then answer the questions.

Nearly everyone is mildly depressed at some time, but 16 percent of the U.S. population will suffer from major depression in a lifetime. A study was conducted on more than 9,000 people ages 18 and older. Fifty-seven percent of those who had major depression sought help. This rate is almost 40 percent higher than the rate reported 20 years before the study. Even though the number of patients treated is increasing, it is estimated that only 21 percent are receiving adequate care.

- If the size of the general population is 200 million people, how many people will experience major depression at some time during their lives?
A. 32 million C. 75 million
B. 42 million D. 92.8 million
- What function can be used to find the number of people who are seeking help for depression if you know the size of the population with depression? (Hint: The variable N is the number of people seeking help, and P is the size of the population.)
A. $N = P$ C. $N = 0.57P$
B. $N = (0.57)(0.16)P$ D. $P = 0.16N$
- Examine the percentages reflecting how many people have major depression, how many of these people seek help, and how many who seek help receive adequate care. Of 20,000 people, how many people would you expect to be receiving adequate care for major depression? Justify your answer.



For more test practice, visit glencoe.com and complete the Online Quizzes for Chapter 5.

Reading/Writing Practice

Analyze and Infer. Read the passage below, and then answer the questions.

John F. Nash, Jr., is known for his work as a creative mathematician. He is also an example of how one person can succeed in his chosen field even if he is battling a difficult mental health challenge: paranoid schizophrenia.

While working at Princeton University in the 1950s, Nash made great strides in a field of mathematics called game theory. This research later earned him a share in the 1994 Nobel Prize in Economics. However, soon after completing this work, he began to suffer what was later diagnosed as paranoid schizophrenia. After taking a break for nearly 30 years, Nash returned to mathematics and now continues to do research and write at Princeton.

- What information supports the claim that Nash is successful?
A. Nash was born in West Virginia.
B. Nash has paranoid schizophrenia.
C. Nash stopped his research for 30 years.
D. Nash won a Nobel Prize in Economics.
- Why did the author write this passage?
A. To cite examples of famous people with various mental disorders
B. To describe how a mathematician came up with his prize-winning research
C. To explain how schizophrenia affects mental and physical health
D. To show how a person can be successful in spite of a mental disorder
- Write a paragraph describing the effects of schizophrenia on a person's mental and emotional health.

National Education Standards

Math: Number and Operations, Problem Solving
Language Arts: NCTE 3, NCTE 4



TEENS

*Speak Out***Are Teens Overscheduled?**

The high school years can bring many different kinds of stress. Teens today are busier than ever as they try to balance school, athletics and other extracurricular activities, part-time jobs, friendships, dating relationships, and family responsibilities. All these demands can cause a great deal of stress, possibly leading to health problems. Do teens have too many responsibilities? Are they overscheduled? Should parents help teens include free time in their schedule to pursue interests such as reading, art, or just relaxing? Read on to find out two teens' viewpoints about this issue.





Benefits of a Full Schedule

Having a full schedule of different activities can help teens develop new interests and skills because they're always trying new things. Many of these skills, such as multitasking, may help them succeed in college and in the work world. Meeting the challenges of a full schedule can also give teens a sense of accomplishment and build self-esteem.

“I have a busy schedule, and I like it that way. It keeps me challenged, and I don't feel bored. Juggling school, baseball, a job, and time with family and friends also helps prepare me for the real world. It can get stressful sometimes, but that's part of life.”

—Jeff Z., age 17



Benefits of a Relaxed Schedule

Having a more relaxed schedule allows teens to devote attention to a few important activities that they really enjoy instead of stretching themselves too thin. A relaxed schedule can help them manage their stress level and avoid stress-related health problems. Also, by not overloading their schedules, teens can better explore their creative interests.

“Some of my friends are stressed all the time because they're trying to do too much. After trying to keep up with schoolwork, studying for SATs, being on sport teams, holding down jobs, and doing chores at home, they don't have any time for themselves. It's important to keep a balance so you don't burn out.”

—Alison R., age 16



Activity

Beyond the Classroom

1. **Summarize** your thoughts on this issue. Do you think some teens are overscheduled? Why do you think they are trying to do so much? How might this affect their mental and emotional health?
2. **Synthesize** your ideas. Imagine that you are a columnist at a teen magazine. Write an article about balancing responsibilities and activities. Discuss

how teens can tell if they are overscheduled, and provide strategies for maintaining an appropriate activity load.



For more information about teens and stress, go to glencoe.com.