

Teens and supportive adults

Ten original resources for More Than Therapy. Choose a page that fits the client's priorities and review the clinical notes before use. The materials support professional care and are not validated assessments.

TEN01 Choose Your Support Team

Worksheet | 10 to 15 minutes

TEN02 Make a School Stress Plan

Worksheet | 10 to 15 minutes

TEN03 Practice Asking for Support

Worksheet | 10 to 15 minutes

TEN04 Notice Your Digital Choices

Worksheet | 10 to 15 minutes

TEN05 Notice When You Need Help

Worksheet | 10 to 15 minutes

TEN06 Make a Repair After Mistakes

Worksheet | 10 to 15 minutes

TEN07 Support a Teen Who Opens Up

Handout | 10 to 15 minutes

TEN08 Explain Privacy and Invite Choice

Clinician script | 10 to 15 minutes

TEN09 Build One Support Request

Session guide | 50 minutes

TEN10 Write in Your Own Voice

Journal prompts | 10 to 15 minutes

Fillable responses work in compatible PDF readers. Save each completed worksheet separately in an approved record system.

Clinical notes

Teens and supportive adults

TEN01 Choose Your Support Team

Do not assume a caregiver is safe or available. Review confidentiality limits in developmentally appropriate language. When risk is present, complete clinical assessment and a collaborative response instead of relying on this worksheet.

TEN02 Make a School Stress Plan

Explore learning needs, disability access, housing, caregiving demands, and discrimination. Coordinate with school or caregivers with appropriate consent and confidentiality protections. This page does not determine eligibility for formal accommodations.

TEN03 Practice Asking for Support

Rehearse in the teen's own language without rewarding adult-sounding compliance. Consider communication access and cultural norms. If the concern involves abuse or danger, explain required actions accurately and preserve choice wherever possible.

TEN04 Notice Your Digital Choices

Treat this as a collaborative habit experiment, not a diagnostic screen for addiction. Explore cyberbullying, surveillance, access needs, and online identity support. Avoid blanket device removal when it would isolate the teen.

TEN05 Notice When You Need Help

Do not use responses to assign a risk level. Ask direct, developmentally appropriate follow-up questions when safety concerns arise. Complete indicated assessment and involve supports according to clinical need and applicable confidentiality requirements.

TEN06 Make a Repair After Mistakes

Avoid using accountability exercises to make a teen accept blame for abuse, bullying, or adult misconduct. Separate responsibility from shame. Match repair expectations to developmental capacity and actual control.

TEN07 Support a Teen Who Opens Up

Give this to an adult the teen identifies as appropriate when feasible. Consider whether joint discussion could expose the teen to retaliation. This handout does not replace a safety assessment or jurisdiction-specific confidentiality guidance.

TEN08 Explain Privacy and Invite Choice

Verify consent and record-access rules before using this script. Do not imply that choice removes mandatory duties. Offer accessible language, interpreters when appropriate, and repeated opportunities to ask questions privately.

TEN09 Build One Support Request

Do not require the teen to approach an unsafe adult or disclose identity information involuntarily. Assess risk as indicated and coordinate care with appropriate consent and confidentiality protections.

TEN10 Write in Your Own Voice

Do not demand disclosure, identity labels, or a completed journal. Ask about safe storage, literacy, and communication preferences. Attend to discrimination, family expectations, disability, and belonging without imposing your own explanation.

Choose Your Support Team

Teens and supportive adults | Teens 13+ | 10 to 15 minutes

Identify people and services you could approach for different kinds of help.

You do not have to tell every person everything. A support team can include people who listen, people who help solve problems, and professionals who know what to do when things feel unsafe. Choose support based on how people actually treat you.

Match the person to the need

Think about a friend, relative, coach, school professional, community member, or clinician. Who respects your boundaries? Who follows through? Someone can be good company without being the right person for a serious concern.

Practice the first sentence

Try: "I need someone to listen before giving advice," or "Something is happening that I do not feel safe handling alone." Ask a professional what they can keep private and when they must involve others.

Have a backup

If the first person is unavailable or dismisses you, choose another safe adult or service. In the United States, call or text 988 for a mental health or suicide crisis. For immediate danger or a medical emergency, call 911.

Someone I can approach for listening

Someone who can help with a practical problem

My first sentence and a backup person

How I can reach help if I feel unsafe

Make a School Stress Plan

Teens and supportive adults | Teens 13+ | 10 to 15 minutes

Break one school concern into an action and a request for support.

School stress can involve assignments, friendships, safety, transportation, expectations, or things happening outside school. Pick one concern that matters today. You do not need to solve the whole semester on this page.

Name the exact pressure

Describe when the problem happens and what makes it difficult. "I cannot finish the essay" may mean the instructions are confusing, the space is distracting, or there is no quiet time at home. Different barriers need different support.

Separate action from support

Choose one small action you can try and one thing another person could help change.

Example: open the assignment and write one question, then ask the teacher to explain the first step. Help is not something you must earn by struggling longer.

Make the request concrete

Decide who can help, when you will ask, and the words you want to use. If bullying, discrimination, or safety is involved, include a safe adult rather than treating the concern only as a time-management problem.

The specific school pressure and when it happens

The main barrier I notice

One small action I can take

The support I want and how I will ask

Practice Asking for Support

Teens and supportive adults | Teens 13+ | 10 to 15 minutes

Prepare a request that describes what is happening and what would help.

Asking for support can be uncomfortable, especially if people have misunderstood you before. You can prepare your words, write them down, or ask someone to sit with you. A request does not have to sound polished to deserve attention.

Choose a safe audience

Think about who has listened respectfully before. Decide whether a spoken conversation, message, note, or clinician-supported discussion would work best. You can ask about privacy before sharing details.

Use three useful pieces

Describe what is happening, how it is affecting you, and the help you want. Example: "Lunch has been difficult because I keep getting teased. I am avoiding the cafeteria. Can you help me find a safer plan?"

Prepare for different answers

If the person says yes, agree on a next step. If they do not understand, repeat the main need or ask another safe person. You do not have to keep explaining to someone who is threatening or mocking you.

The person and communication method I choose

What is happening and how it affects me

The help I want to request

My next step if this person cannot help

Notice Your Digital Choices

Teens and supportive adults | Teens 13+ | 10 to 15 minutes

Observe one digital habit and test a change that supports your priorities.

Phones, games, and social spaces can offer connection, fun, learning, and stress. This page helps you notice one pattern without labeling you or deciding that all screen time is the same. Choose a change you actually want to test.

Observe one situation

Think about the last time you opened an app or game automatically. What was happening before? What did you hope to get: company, a break, information, distraction, or something else? How did you feel afterward?

Keep what helps and change one friction point

Choose one small experiment. Examples include silencing one notification during homework, charging the phone outside arm's reach during a chosen activity, or leaving a group that feels hurtful. Keep necessary access for safety and support.

Review rather than punish

Try the change once or twice. Notice whether it helped your chosen priority and what it cost. Adjust it with your clinician or trusted adult. A difficult experiment provides information; it is not proof that you lack self-control.

The digital situation I want to understand

What I hoped for and what happened afterward

One change I choose to test

When I will check whether it helped

Notice When You Need Help

Teens and supportive adults | Teens 13+ | 10 to 15 minutes

Recognize personal signs of strain and connect each one to a useful response.

People show stress in different ways. You may get quieter, more restless, more irritable, or find ordinary tasks harder. This page helps you notice your own changes and decide when to involve support. It is not a test or a diagnosis.

Start with your usual pattern

Describe what a fairly manageable day looks like for you. Then notice changes in sleep, concentration, connection, appetite, energy, or activities. Include what other people might miss, especially when you look fine from the outside.

Match the signal to a response

For an early signal, choose a realistic step: eat something, take a brief break, ask for clearer instructions, or contact someone safe. If the problem continues or interferes with daily life, tell a trusted adult or clinician.

Know when to seek immediate support

If you might hurt yourself or someone else, cannot stay safe, or face immediate danger, get help now. In the United States, call or text 988 for crisis support; call 911 for a medical emergency or immediate danger.

What a manageable day usually looks like

Two changes that tell me I need support

A response that may help when I first notice them

Who I will contact if things worsen or feel unsafe

Make a Repair After Mistakes

Teens and supportive adults | Teens 13+ | 10 to 15 minutes

Respond to a mistake with accountability and a realistic repair action.

A mistake can need attention without defining your entire character. Choose a manageable situation, such as missing an agreement or snapping at someone. The goal is to understand your action, repair what you can, and plan for the next time.

Describe the action without a label

Write what you did rather than "I am a terrible person." Notice the context without turning it into an excuse. For example, being overwhelmed may explain why you snapped, but the other person may still have been hurt.

Identify what can be repaired

You might apologize, replace something, clarify information, or change a future action. Ask what would be helpful without making the other person responsible for making you feel better. They do not have to forgive immediately.

Build a next-time plan

Choose a cue and a small response: "When I notice I am about to send an angry message, I will save it as a draft and ask for a break." Get adult help if the situation involves threats, coercion, or safety.

What I did and the impact I understand

Context I need to understand without excusing the behavior

A repair action I can offer

My cue and a different response for next time

Support a Teen Who Opens Up

Teens and supportive adults | Adults | 10 to 15 minutes

Help a supportive adult respond with curiosity, clarity, and practical follow-through.

When a teen shares something difficult, your first task is to understand what they are telling you. You can be calm and honest without pretending to have every answer. The conversation may need more than one sitting.

Listen before organizing a solution

Try: "Thank you for telling me. What has this been like for you?" Reflect what you heard and ask whether they want listening, help deciding, or practical action. Avoid immediate comparisons, lectures, or demands for every detail.

Be accurate about privacy

Do not promise to keep every secret. Explain when safety concerns may require involving someone else, and discuss what will be shared when possible. Ask the teen who feels supportive and what makes an adult feel safe or unsafe to approach.

Agree on a useful next step

Choose one action together: contacting a clinician, asking for school support, changing an overwhelming demand, or checking in at a chosen time. Notice whether the concern persists or disrupts daily life. Professional assessment can clarify what support is needed.

Respond to danger directly

Take statements about self-harm, suicide, abuse, or immediate danger seriously. Seek prompt professional or emergency help according to the situation. In the United States, 988 offers crisis support; use 911 for medical emergencies or immediate danger.

One phrase and one action I want to practice

Explain Privacy and Invite Choice

Teens and supportive adults | Clinicians | 10 to 15 minutes

Explain confidentiality accurately and help a teen choose a useful starting point.

Adapt this script to your setting, consent arrangements, records access, and applicable law before use. Give a concrete explanation of privacy instead of an absolute promise. Return to these questions as the teen's circumstances and understanding change.

Explain what happens to information

Clinician: "Before you decide what to share, I want you to understand privacy here. I will explain what usually stays between us, what may be in your record, who may access it, and the situations when I must involve someone else." Describe the actual rules in plain language and invite questions.

Check understanding without testing

Clinician: "What would you want to know before trusting an adult with something personal?" If the teen asks, "Will you tell my parent?" respond with the specific limits for this setting. Do not offer reassurance that the rules cannot support.

Offer a starting choice

Clinician: "We could talk about what brought you here, something that has been hard lately, or what you want adults to understand. You can also tell me what you do not want to start with." If they say "I do not know," offer a quiet minute, writing, or a simple choice.

Close the first exchange

Clinician: "What would make these meetings more useful or less uncomfortable? If we need to involve someone for safety, I will explain what I can and include you in the process as much as possible." Confirm a small next step.

The setting-specific privacy explanation I need to give

Build One Support Request

Teens and supportive adults | Clinicians | 50 minutes

Help a teen rehearse one support request and identify a safe next step.

Offer speaking, writing, drawing, or passing. Begin with the teen's priorities and an accurate review of privacy. The session outcome is a request in the teen's own words, with a chosen recipient and backup plan.

Minutes 0 to 8

Check current concerns, safety, and what the teen wants from the meeting. Review confidentiality and offer a starting choice using TEN08. Address urgent concerns before proceeding.

Minutes 8 to 18

Use TEN02 to identify one specific pressure and separate the teen's possible action from support or environmental change that is needed.

Minutes 18 to 28

Use TEN01 to identify an appropriate recipient. Ask what the teen knows about this person's reliability and whether approaching them could create problems.

Minutes 28 to 40

Use TEN03 to write and rehearse the request. Practice a helpful response and an unhelpful response. Let the teen choose the wording and whether actual outreach is appropriate.

Minutes 40 to 46

Plan when, where, and how to ask. Choose a backup person or a clinician-supported alternative. Confirm what information the teen wants help sharing and the limits that apply.

Minutes 46 to 50

Invite feedback about the session. Ask the teen to describe the next step in their own words. Confirm follow-up and how to reach support if safety concerns arise.

Chosen request, recipient, and backup plan

Write in Your Own Voice

Teens and supportive adults | Teens 13+ | 10 to 15 minutes

Explore identity and support through questions the teen can choose or skip.

You can answer one prompt, draw, make a list, or leave a question blank. This page is not a test of insight or honesty. Choose a way to reflect that feels useful and safe, and decide whether you want to share any part.

Make room for more than one part of you

You may act differently at home, at school, online, or with friends. Some differences reflect choice; others reflect pressure or safety. Notice what matters to you without deciding that one situation tells the whole story.

Include your surroundings

Think about the people, rules, opportunities, and expectations that affect your choices. Your experience is shaped by more than motivation. It is okay to want practical changes as well as personal coping tools.

End with a choice

Select one thought to keep, one question to bring to therapy, or one person who could support you. If writing could be read by someone unsafe, choose a private conversation or another method instead.

When do I feel most like myself?

What do people misunderstand about what I am dealing with?

What matters to me even when other people do not notice?

What support or small change would make this week easier?

Clinical foundations

These sources inform the general clinical concepts. The original resources in this collection are not validated instruments or publisher-endorsed protocols. Links checked October 26, 2026.

S04 Doing What Matters in Times of Stress An Illustrated Guide

World Health Organization | 2020

Stress coping, present moment awareness, values, and kindness. Original exercises in this library are separate from the WHO guide.

<https://www.who.int/publications/i/item/9789240003927>

S05 TIP 57 Trauma Informed Care in Behavioral Health Services

Substance Abuse and Mental Health Services Administration | 2014

Trauma informed principles, cultural context, choice, collaboration, and prevention of retraumatization.

<https://library.samhsa.gov/product/tip-57-trauma-informed-care-behavioral-health-services/sma14-4816>

S11 Children and Mental Health Is This Just a Stage

National Institute of Mental Health | n.d.

Developmentally appropriate assessment and care, skills practice, and caregiver involvement when appropriate.

<https://www.nimh.nih.gov/health/publications/children-and-mental-health>

S16 988 Crisis Support and Suicide Prevention

SAMHSA and the 988 Suicide and Crisis Lifeline | n.d.

U.S. crisis contact guidance and urgent help for immediate danger.

<https://www.samhsa.gov/mental-health/suicidal-behavior/prevention>

<https://988lifeline.org/get-help/>