



Building Resilient Communities

Mental Health Forum

June 2, 2021

Introduction

Panelists:

- **Michelle Cain, Ed.S, NCSP** - School Psychologist
- Christiana Vikings Campus
- **Teri Lawler, Ed.D., LPCHM** - Education
Associate, Trauma-Informed Practices and Social
and Emotional Learning, DDOE
- **Kevin Pinkett, M.A., Ed.S.** - School Psychologist
- Brader Elementary School
- **Ryan Pommerening, Ed.S., NCSP** - School
Psychologist - The Bancroft School
- **Annie Slease, M.Ed.**, Director, NAMI Delaware

Objectives

1. Learn how to promote mental wellness within your household
2. Identify possible thinking & behavior patterns of children experiencing mental health needs (depression & anxiety)
3. Identify resources in school & community
4. Develop tips for supporting children & youth to encourage resilience

Promoting Mental Wellness through Social Emotional Learning

Social and Emotional Learning (SEL) is the vital framework through which people of all ages acquire skills in working towards their own unique goals, comprehending and managing their emotions, nurturing positive relationships, making informed choices, and feeling and exhibiting empathy. Learning SEL provides students and young people with the abilities required to succeed in life, both within their school and beyond. <https://www.positiveaction.net>

Why the need for including SEL into your child's educational curriculum?

- Students have had less opportunities for social interaction.
- Families experienced obstacles that hindered access to services (counseling therapy, medication).
- Students experienced higher levels of disruption and stressors.
- Some are experiencing greater levels of anxiety and depression.
- School refusal behaviors are more common. There is a need to teach and model to our children effective ways to deal with their anxiety and uncertainty.

Social Emotional Learning involves:

Self Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

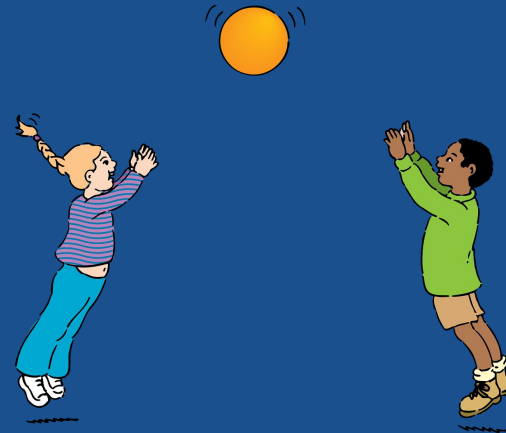
Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

When it comes to social emotional learning (SEL), practice matters. When kids play and interact, they are practicing social and emotional habits that will stick.



Four websites parents can visit to encourage social emotional learning

- Pathway 2 Success
- The Art of Education University
- GoNoodle
- Journal writing- journalbuddies.com and [thriving parents.net](http://thrivingparents.net)

Pathway 2 Success

Ten SEL activities parents can try at home

Pathway 2 Success website: <https://www.thepathway2success.com/10-sel-activities-for-home/>

1. Empathy in Action (Empathy, Perspective-Taking)
2. Acts of Kindness Challenge (Kindness, Empathy)
3. Just Chat! (Self-awareness, Conversation Skills, Relationships)
4. Mindful Breathing (Mindfulness, Coping Skills, Managing Emotions)
5. Mindful Scavenger Hunt (Mindfulness, attention)
6. Kindness Share (Kindness, Confidence)
7. Organize It (Planning, Organization)
8. 5-4-3-2-1 (Mindfulness, Coping Skills, Self-Regulation)
9. Optical Illusions (Perspective-Taking)
10. SEL Read Alouds (All SEL Skills depending on the book)

The Art of Education University

50 Activities That Support Social-Emotional Learning

The Art of Education University website:

<https://theartofeducation.edu/2020/10/27/50-activities-that-support-social-emotional-learning/>

- 15 Art activities that involve SEL
- 25 Books to read with students addressing SEL
- 10 Games to play that involve SEL

GoNoodle

Join THE GOOD ENERGY MOVEMENT

GoNoodle® engages and inspires millions of kids every month to channel their boundless energy—getting them up, moving and becoming more mindful. Created by child development experts, you can join for free at school, home, and everywhere kids are!

GoNoodle benefits kids' physical wellness, academic success, and social-emotional health

Website: <https://www.gonoodle.com/>

Journal Writing

Journal writing provides a non-threatening way for children to explore different thoughts, ideas, topics and feelings. It can give children a judgment free space to self-explore and find their creative voice.

- Journal writing tips for children:

<https://www.journalbuddies.com/journaling-resources/top-10-journal-writing-tips-for-kids/>

- Tips for journaling with your child:

<https://thrivingparents.net/how-to-journal-with-your-child-to/>

SEL Resources for Parents and Teachers

Click on the link below for a comprehensive list of resources for:

- Outpatient mental health services (i.e. assessment and crisis hotlines)
- State and agency interventions and supports (i.e. DOE Dept of Ed, DE PBS, PIC)
- SEL resources to teach and practice coping skills, social skills, self regulation and executive functioning skills (i.e. planning, organizing, concentrating, taking initiative to complete a task).
- Mindfulness exercises and trauma-informed practices; Online social and emotional storybooks, and more!

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:b6af238d-83d6-4a7f-ba76-bd1c3bf05041>

School Resources

-<https://www.christinak12.org/>

- Schools and Programs Directory
- Find your child's school

-Keep handy a list of support staff contact names, phone numbers, email addresses.

Teachers

- SEL instruction Tier 1
- Student conferences
- Communication with parent and MTSS Team

Counselor

- Individual and group counseling
- Join team meetings to help develop 504 plans and communicate interventions
- Collaborate with parents and outpatient services

Nurses and Wellness Center Staff

Family Crisis Therapists and Social Workers

- Crisis Counseling
- Direct and consultative services and supports for family therapies.
- Service coordination
- Facilitate parent mastery and independence

School Psychologist

- Parent and Team meetings
- Assessment
- Assist with IEP and 504 Development
- FBA/Behavior Plans
- Data based decision making

Educational Diagnosticians

Communicate with parents about 504 and IEP data from MTSS Teams

IEP Development

Deans

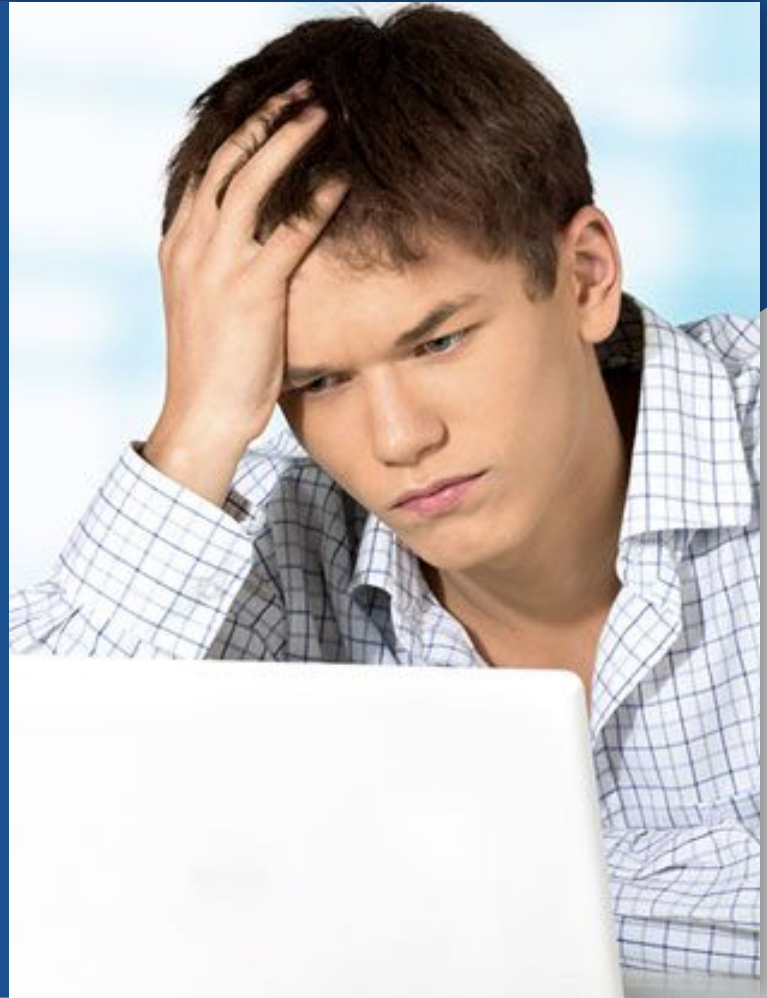
Join team meetings to help develop 504 plans and communicate interventions

School Problem-Solving Teams

Screen-Intervene-Monitor Progress

- Multi-Tiered Systems of Support (MTSS)
- Teams assess and look at data and behavior strengths and needs in order to develop intervention plans that address a child's social and emotional and behavior needs.
- Team members communicate with parents for their input to help understand the needs of the whole child and to create effective interventions. Coordinate services and interventions across the professionals and family members working with the child.
- Teams collect progress monitoring data to determine if the interventions are effective. Data-based decisions guide need for different or more intense interventions and strategies.

Understanding More Complex Needs



Depression

- Children and adolescents can show signs of depression in their thoughts, behaviors, and physiologically (lack of sleep, too much sleep, headaches, nausea)
- Many symptoms can be easily mistaken for behavior problems associated with academic or social difficulty
- Typical age of onset of depressive disorders: **11 to 14 years**
- If about **10%** of adolescents suffer from significant depression, roughly **3 students in a class of 30** would be affected.

What Can Depression Look Like?

Thinking

“All or nothing” thinking
Catastrophizing
Memory problems
Concentration problems
Attention problems
Feeling of a loss of control
Negative view of self, world,
and future
Automatic thinking
Negative affect
Negative thought style
Feelings of hopelessness
Feelings of helplessness
Difficulty making decisions

Behavior

Depressed mood
Social withdrawal
Does not participate in
activities
Shows limited effort
Decline in self-care of
personal appearance
Decreased school
performance
Appears detached from others
Crying for no apparent reason
Inappropriate responses to
events
Irritability
Apathy
Uncooperative

Physical

Somatic complaints (headaches,
tired, feeling sick
Poor appetite or overeating
Inability to sleep
Too much sleep
Low energy or fatigue

What Can You Do At Home?

- Familiarize yourself with the signs
- Try to keep conflict at home minimal (avoid the little battles)
- Destress together
- Help your child shift their negative thinking by modeling it yourself
- Consider mindfulness strategies
- Develop a healthy lifestyle
- Help your child manage their activities or extracurriculars
- Ask for help from outside resources

Anxiety

Children and adolescents can show signs of anxiety through their thoughts, behaviors, and physical reactions.

Children (up to about age 8) tend to have anxiety related to a specific thing or event. As children age, worries tend to become more abstract. They may worry about friends, being accepted, or their future.

All humans experience anxiety. To separate a potential disorder from normal worry, you might ask . . .

1. Is the worry excessive and/or developmentally inappropriate?
2. Is the worry excessive for the situation on a frequent basis?
3. Has this occurred for several weeks or months?

What can anxiety look like?

Thinking

Concentration problems
Memory problems
Attention problems
Problem-solving
difficulties
Worry

Behavior

Restlessness
Fidgeting
Task avoidance
Rapid speech
Irritability
Withdrawal
Perfectionism
Lack of participation
Failing to complete tasks
Seeking easy tasks

Physical

Stomach discomfort
Rapid heart rate
Flushing of the skin
Perspiration
Headaches
Muscle tension
Sleeping problems
Nausea

What Can You Do at Home?

- Be consistent in how you handle problems and administer discipline.
- Be patient and be prepared to listen.
- Avoid being overly critical, disparaging, impatient, or cynical.
- Maintain realistic, attainable goals and expectations for your child.
- Do not communicate that perfection is expected or acceptable.
- Maintain consistent but flexible routines for homework, chores, activities, etc.
- Accept that mistakes are a normal part of growing up and that no one is expected to do everything equally well.
- Praise and reinforce effort, even if success is less than expected. Practice and rehearse upcoming events, such as giving a speech or other performance.
- Teach your child simple strategies to help with anxiety, such as organizing materials and time, developing small scripts of what to do and say to himself or herself when anxiety increases, and learning how to relax under stressful conditions.
- Do not treat feelings, questions, and statements about feeling anxious as silly or unimportant.
- Often, reasoning is not effective in reducing anxiety. Do not criticize your child for not being able to respond to rational approaches.
- Seek outside help if the problem persists and continues to interfere with daily activities

Most Importantly - Don't
forget to take care of yourself!



Getting Help

Immediate Assistance:

- DE 24-Hour Mobile Response Stabilization Service Hotline: 1-800-969-4357 (HELP)
- Emergency Response: 9-1-1
- Crisis Text Line: Text DE to 741747

**Any police department, hospital, or walk-in clinic can call mobile crisis

Communicate with school

In-patient Support

Outpatient Support: individual counseling, family counseling, group counseling, substance use

Tips for Supporting Youth and Encouraging Resilience

- Ask open ended questions and listen without judgment
- Validate their disappointment or their frustration
- Avoid minimizing their feelings or trying to “fix” their problems
- Be realistic and acknowledge limitations, adapt and collaborate
- Having a trusted adult is important, but it doesn’t have to be you
- Seek opportunities to show gratitude and help others
- Model prioritizing your overall wellness by practicing self-care and self-compassion
- Seek out additional mental health training and/or support via support groups or counseling

Local Resources

<http://www.namidelaware.org/>

<http://www.unlockthelight.com/seanshouse/seans-house/>

<http://www.helpisherede.com/>

<http://mentalhealthde.com/>

CRISIS Services 24/7

Child Crisis: 1-800-969-HELP (4357)

Adult Crisis Intervention

Northern DE: 800-652-2929

Southern DE: 800-345-6785



Setting the Stage for Social and Emotional Learning

with the

Collaborative for Academic, Social, and Emotional Learning

Quarterly Convening of the Delaware SEL Collaborative

July 20, 2021
9:30 – 11:30 a.m.

Register at Eventbrite: <https://deselsummerconvening2021.eventbrite.com>



Delaware
Department of Education

Behavioral Health Matters

Social isolation and loneliness are significant risk factors for:

internalizing &
externalizing
behaviors

difficulty forming
connected &
stable
relationships

adjustment difficulties

poorer physical health

challenges with
social &
emotional
development

Depression and anxiety symptoms are risk factors for:

decrease in
academic
performance

increase in school absenteeism or drop out rates

harm to self or others

poor physical health

bullying or
victimization

SAMHSA Project AWARE Grant



Project DeIAWARE is a collaborative effort between the Delaware Dept. of Education, the Dept. of Prevention and Behavioral Health Services, The Delaware PBS Project (UD), the Center for Drug and Health Studies (UD), and three local school districts – Colonial School District, Capital School District, and Indian River School District. This project is funded through a 5-year federal grant from SAMHSA.

Project DeIAWARE was designed to integrate mental health supports into the existing Multi-Tiered System of Support within the schools and strengthen/create relationships with outside providers. Our project is using evidence-based mental health services and screening tools to assess the needs of our youth along with a reduce the stigma social media campaign.



SAMHSA Project AWARE Grant



Others might feel or act different from you. Instead of judging them or excluding them, be patient, be kind, and don't be afraid to have a conversation. You never know who might be struggling with a mental health challenge. Choose to save a life.



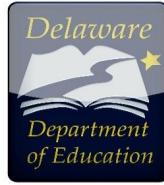
Mental health challenges aren't a choice. But talking about them is. When we talk and listen, we can overcome the shame, fear, and guilt that prevent those struggling from getting help. Start the conversation. Choose to save a life.



Mental health challenges can affect anyone. Experiencing them isn't a choice. By talking about them together, we can overcome the shame, fear, and guilt that prevent those struggling from getting help. Start the conversation. Choose to save a life.



Trauma Recovery Demonstration Grant



DIRECT SUPPORTS

85%

Trauma-Specific
Recovery
Services

Public
Private
Homeschool

INDIRECT SUPPORTS

Systems
Integration

Advisory Group
Program Evaluation
Awareness Campaign
Billing Specialist to
Support DOE Provider
Network

INDIRECT SUPPORTS

Training
Institute

Neuro Logic
Classrooms

Whole Child
Network

#ProjectTHRIVE

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Question & Answer





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