Welcome to Session 4

Supporting Student Mental Health Through Uncertain Times

Session Guide:

- You are muted and your video is turned off.
- Please enter your questions to the host or presenters in the Q&A window only.
- Use the Chat to talk with other people in the session and share resources.
Thank you for joining us today!

You will not be on video during today’s session
Supporting Student Mental Health Through Uncertain Times

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School Mental Health Resource and Training Center
Mental Health Association in New York State, Inc.
Mental Health Association in New York State, Inc.

Mission Statement

Mental Health Association in New York State, Inc. (MHANYS) improves the lives of individuals, families, and communities by raising mental health awareness, ending stigma and discrimination, and promoting wellness and recovery.

THIS PRESENTATION IS BROUGHT TO YOU BY MHANYS’:
A Common Understanding of Mental Health
“There is no health without mental health”

Health is a state of complete physical, mental and social well-being and not merely the absence of disease.

(World Health Organization)
We all have Mental Health
Mental Health Disorders

- Preventable and manageable
- Impacts thinking, mood, and behavior
- Qualifier: mild, moderate, severe

How do we know...
Mental Health Disorders

Disrupts 3 R’s –

• Responsibilities
• Relationships
• Recreation

*Substance Use Disorder*: recurrent use of alcohol and/or drugs that lead to same disruption as above
Lifetime Prevalence of Mental Illness Among 13 to 18 Year Olds

Most common
- Anxiety Disorders: 32%
- Mood Disorders: 14%
- Substance Use Disorders: 11%

Based on diagnostic interview data from National Comorbidity Survey Adolescent Supplement

www.NIMH.NIH.gov
One major concern is the delayed or lack of treatment for mental health disorders.

- 50% of all disorders begin by age 14
- 75% of all disorders begin by 24

Mental health problems often present as challenges in the classroom as early as elementary school but its often 8-10 years before they get appropriate help.

www.NIMH.NIH.gov
Co-Occurring Disorders are Common Among Children

- 75% with depression also have an anxiety disorder
- 50% with depression half also have a behavior disorder
- 65% of adolescents with substance abuse disorder, also have a mental health disorder
Anxiety and Depression top list of problems teens see among their peers.

The graph to the right shows the % of teens that say each of the following problems is a concern among people their age in the community where they live.

Note: Share of respondents who didn’t offer an answer not shown. Source: Survey of U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018. “Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers”

PEW RESEARCH CENTER
“I have anxiety!”
What are students saying?
Everyday Stress vs. Anxiety

Everyday stress is:
• the body’s reaction to a trigger or threat
• generally short-term
• positive (eustress) or negative (distress)
• May be rational, healthy and helpful
Everyday Stress vs. Anxiety

Anxiety is:

• a diagnosable mental health disorder
• can be triggered by stress
• doesn’t end when threat is addressed
• causes significant impairment
The Impact of Covid-19

- early research increase in moderate-to-severe self-reported depressive and anxious symptoms
- nearly half of US adults reported harm to MH (KFF)
- existing vulnerabilities and risk are increasing
Risk Factors for Mental Health Problems

Social
- On going stress & anxiety
- Learned behavior
- Social media
- Multiple transitions
- Sudden/profound loss
- Cultural norms

Individual
- Genetics
- Medical condition
- Side effects of medication
- Disability (physical or learning)
- Substance misuse/sensitivity
- Previous episode or existence or another mental illness

Environmental
- Adverse Childhood Experiences (ACE’s)
- Exposure to trauma
- Homelessness
- Poverty
- Seasonal changes

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Protective Factors for Mental Health Problems

**Social**
- Community Involvement
- Positive Relationships
- Early intervention
- Support network
- Clubs and organizations

**Individual**
- Self regulating skills
- Healthy lifestyle choices
- Interpersonal coping skills
- A variety of self care activities
- Sense of self-worth
- Secure Identity
- Meaning and Purpose
- Spirituality

**Environmental**
- Clear Expectations
- Safe Community
- Structure
- Availability of recreation
- Economic Security
At-Risk Populations: Black Youth

• Suicide rate among Black youth is increasing faster than any other racial or ethnic group.
• Black youth under 13 are twice as likely to die by suicide than their white counterparts.
• Black adolescents who report a history of trauma are 5 times more likely to attempt suicide than those without a history of trauma.

From Ring the Alarm: the Crisis of Black Youth Suicide in America
At-Risk Populations: Latinx Youth

- Suicide rates among Latinx youth has increased by 50% in the last decade; greatest increase is among Latinx youth who identify as female.
- 22% of Latinx youth have depressive symptoms; highest rate of all minority populations.
- The 2015 Youth Risk Behavior Survey indicated that Latinx youth (grades 9-12) were more likely to report seriously considering suicide, making a plan, and attempting suicide than their non-Latinx peers.

From www.salud-America.org
At-Risk Populations: LGBTQ+ Youth

• LGB youth contemplate suicide 3x more than heterosexual peers
• 40% of transgender adults reported suicide attempt, with 92% of those before age 25
• LGB youth from highly rejecting families, more than 8x more likely to attempt suicide than those with families that were low or no rejecting
• In nationwide survey, 39% of LGBTQ youth reported feeling sad or hopeless for at least 2 wks in the past year

From www.thetrevorproject.org
Youth Suicide and Suicide Behaviors

- Suicide rate of 10 to 17 year olds increased by 70% between 2006 and 2016.

According to Youth Risk Behavior Survey:
- 1 in 12 HS students attempt suicide
- 1 in 6 HS students seriously consider suicide

From www.CDC.org

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Strategies for the School Environment

TOOLS FOR YOUR TOOLBOX:
LESSONS AND ACTIVITIES FOR THE CLASSROOM AND VIRTUAL SETTING
Collaboration is Key

- Form grade level or schoolwide teams to collaborate on goals for SEL, mental health education (platforms like jamboard)
- Offer PD opportunities to learn more about mental health and promote staff wellness
- Share lesson ideas related to student wellness
- Invite administrators, staff and community members into your class or virtual setting
The Big Picture

- Lead with Social-Emotional Learning
- Survey students and family members
- Provide opportunities for personal reflection
- Allow yourself to be open and vulnerable
- Know your audience; be culturally responsive
- Adopt a growth mindset when setting academic and SEL goals for students
- Discuss current events and mental health
Building Social Connections

- Class meetings or virtual circles
  - topics: empathy, positive thinking, gratitude, forgiveness, conflict-resolution, self-care
  - discussions, stories, role plays
- Project-based learning
- Community Service Projects
Making Personal Connections

- Hold one-on-one meetings with students
- For students who may be reluctant to share when alone, meet with small groups or pairs
- Connect with parents/caregivers through phone calls, email or virtual meetings
Incorporate Mindfulness & Movement Breaks into the Day

- stretches/exercises
- yoga
- dances
- games

- breathing exercises
- guided imagery
- meditation (Inner Explorer, Tide)

Create personal bags for students to use to help manage anxiety (stress balls, pipe cleaners, play-doh, doodle paper/markers, other manipulatives)
Wellness Activities

- Self-Compassion Break
- Gratitude Journal or Personal Journal
- SMASH Book
- Wellness Board
Self-Awareness: use a Mood Tracker

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<thead>
<tr>
<th>Time of Day</th>
<th>How are you feeling?</th>
<th>What does it feel like?</th>
<th>What happened?</th>
<th>What skill will help?</th>
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Empowering Learning/Relieving Stress in the Virtual Classroom

● Be tech savvy
● Assess the tech access and knowledge of your students
● Record a welcome message before school; daily videos
● Develop a virtual routine
● Host a classroom chat or discussion board
● Capture the audience’s attention; be interactive
● Build in brain breaks
● Host office hours; establish virtual boundaries
Promoting Mental Health Outside the Classroom:

Supporting Mental Health and Wellness for Students Beyond the School Day
Provide Tips for Parents/Caregivers

- Establish routines at home
- Help children become independent learners
- Set boundaries between home/school
- Participate in your child’s learning
- Reinforce mindfulness/meditation with apps (Calm, Headspace)
- Promote self-care options (individual or family)

*These tips can be provided to families through classroom newsletters, email, conferences, etc.*
Self-Care

Sleep and dream
Listen to music
Turn off the news, phone
Call an old friend
Watch a funny movie
Write in a journal
Learn to say “No”
Give up on perfectionism
Mindfulness/Meditation
Smile and laugh

Eat well
Drink lots of water
Exercise, take a long walk
Go to a museum
Play like a kid
Declutter
Spend time with a pet
Take a bath
Color, doodle, be creative
Thank you!

MHANYS and its affiliate network have a long and rich history offering support to youth, adults, families, schools, and communities across NYS.

To learn more about MHANYS visit:

www.MHANYS.org

Also visit our:

School Mental Health Resource Training Center

www.mentalhealthEDnys.org

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