The Well-Being Series

Connections During COVID-19:
Mental Wellness Webinars for Families & Educators

Presented by:

Disclaimer: The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).
THE WELL-BEING SERIES

Connections During COVID-19: Mental Wellness Webinars For Families & Educators

All sessions are FREE and being recorded.
Additional supports for parents, educators, and kids to be announced shortly.

A collaboration between the Forefront Suicide Prevention Center, Northwest MHTTC, University of Washington SMART Center, DBT in Schools, NWPBIS Network, and WellEducator.

Website (Registration, Materials, Recordings):

Questions: Megan Lucy
mlucy@uw.edu

Upcoming Events

- Educator Wellness Webinar Series
- School Leader Webinar Series
- DBT in Schools Lessons for Parents and Live Q&A with Drs. Jim and Lizz Dexter-Mazza
- Ambiguous Loss: Grieving in the Time of COVID-19
- Psychological First Aid

This work is supported by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration
Mental Health Technology Transfer Center (MHTTC) Network

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Visit the MHTTC website at https://mhttcnetwork.org/
Email: kelcey1@uw.edu and mlucy@uw.edu

Websites:
• MHTTC: https://tinyurl.com/nwsmh
• UW SMART Center: https://depts.washington.edu/uwsmart/

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• This webinar is being recorded and will be posted in a few days.
• Participants are muted with videos off.
• Use Q&A feature to ask questions.
• Chat feature only allows you to communicate with presenters.
Creating Trauma-Responsive Schools

Webinar Series

Webinar #6:
Psychological First Aid:
Listen, Protect, Connect, Model, & Teach

May 13, 2020
Creating Trauma-Responsive Schools
2019 – 2020 FREE! Webinar Series

- **Webinar #1: Trauma-Informed Skills for Educators (TISE) - Part 1 (of 2): Trauma 101**
  Date: November 13, 2019
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- **Webinar #5: Supports for Teachers Affected by Trauma (STAT)**
  Date: April 15, 2020
- **Webinar #6: Psychological First Aid: Listen, Protect, Connect, Model, & Teach (PFA-LPC)**
  Date: May 13, 2020

Webinar Series Page with Registration Links and Recorded Webinars
https://mhttcnetwork.org/centers/northwest-mhttc/new-webinar-series-creating-trauma-responsive-schools
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• Used to inform, refine, & enhance future events/activities
• Helps communicate the need for this type of support
• Voluntary and anonymous
• Very important! We will end a few minutes early and ask that you please take a few moments to complete.
Today’s Speakers

Vivien Villaverde, LCSW, PPSC
Clinical Associate Professor in the Field Education Department of the University of Southern California Suzanne Dworak-Peck School of Social Work and a member of the Treatment and Services Adaptation Center for Schools

Pamela Vona, MA, MPH
Program Manager at Treatment and Services Adaptation Center for Resilience, Hope and Wellness in Schools
Treatment and Services Adaptation Center
for Resiliency, Hope, and Wellness in Schools

USC
Suzanne Dworak-Peck
School of Social Work

RAND Corporation

UCLA

SAMHSA

NCTSN
The National Child Traumatic Stress Network
Psychological First Aid:
Listen, Protect, Connect, Model, & Teach
PSYCHOLOGICAL FIRST AID
Listen Protect Connect
Model & Teach

With Permission:
Marleen Wong, Ph.D., LCSW, PPSC
Senior Associate Dean and Clinical Professor
University of Southern California School of Social Work
USC/RAND/UCLA Trauma Services Adaptation Center for Resilience,
Hope and Wellness in Schools and Communities, NCTSN
Why is PFA Important? Where there is a Crisis: There is community disruption and emotional injury

What are some things that PFA can help provide?

• Create a compassionate environment for everyone
• Assess what someone may need at the moment
• Provide immediate support to those in stressful situations
• Help others cope in the face of stressful events
The Goals of PFA

• Establish physical and emotional safety

• Stabilize emotions and behaviors

• Ultimately, support the return to an improved mental and emotional state - ready to resume education, their respective roles, and re-engage in work/family life
Impact of Disasters on Communities
Effects of Disaster

- Disrupted social and communication infrastructures
- Diminished coping resources and social supports
- Depleted or destroyed households
- Temporary and long-term threats to physical and mental health and safety
- Increased community conflicts
- Creation of new problems that interfere with help-seeking and evacuation
- Schools are the first institutions to resume operation

Citation: Wells et al., 2013; Neria & Galea, 2008; North & Pfefferbaum, 2013
Phases of Disaster

- Pre-Disaster
- Threat
- Warning
- Inventory
- Event
- Honeymoon (community cohesion)
- Heroic
- Disillusionment
- Working Through Grief (coming to terms)
- Reconstruction (a new beginning)
- Trigger Events and Anniversary Reactions

Time
1 to 3 days
1 to 3 years
Impact of Disasters on Individuals
Expect Distress Reactions

Distress reactions happen to everyone and can be brief or can be longer-lasting: *Think of distress reactions you have encountered with student and colleagues alike...*

- Trouble sleeping
- Sadness, anger, irritation
- Trouble listening and concentrating
- Trouble or inability to complete tasks
- Hypervigilance
- Getting more emotional than usual for that person
- Emotional numbness and isolation
- Problems at work or school
Common Reactions in Children

- Worry about separation
- Fear of recurrence
- Difficulty sleeping
- Trouble listening and concentrating
- Becoming emotional more easily
- Withdrawal from others
- Adolescents: high-risk behaviors
Four Types of Trauma Symptoms

• Cognitive
• Emotional
• Behavioral
• Physical

Image Source: http://clipart-library.com/clipart/1374651.htm
Vulnerabilities & Risk Factors

• Death of a family member/friend
• Losing a pet
• Previous experience with serious illness or death
• Having past traumatic experiences
• School/learning difficulties
• Health/mental health issues
• Dealing with financial burdens

• Having to relocate and changing schools or neighborhoods
• Suffering an injury/illness related to the disaster
• Worrying about becoming sick
• Getting hurt or becoming sick due to the disaster
• Feeling extreme panic, and fear that your life or that of loved ones was/is in danger
• Losing your home, job, and/or belongings
Expect Coping!

Individuals can respond positively to distress:

• Becoming actively involved in the helping process
• Self-care is especially important when people become helpers or responders
• Culture and personal history will also influence how distress is expressed
• Growth can occur
Resilience

Resilience is defined as “the ability to effectively cope with, adapt to, and overcome adversity, stress, and challenging experiences”
Protective Factors

Assets
✓ Intelligence
✓ Talents (athletic, artistic, etc.)
✓ Temperament
✓ Self-Esteem

Resources
✓ Relationship with a trusted adult
✓ Consistent and predictable roles, routine and rituals
✓ Having a sense of purpose
Relationships

• Positive, supportive social relationships can serve as an “antidote” to trauma.
• Communicate to students that they are safe and that they belong in the academic community.
• Help re-sculpt brain architecture by helping students turn down their survival brain.
• Model safe, trusting relationships.
Understanding Effects of a Crisis

• Although everyone is affected, not everyone is affected by a crisis or disaster in the same way
• Expect different people to have different reactions to crisis
• What makes coping more difficult for people after a crisis?
...Building school and community resilience one student or colleague at a time

When crisis strikes, YOU are the first and best ones to help!

• Distress is common after emergencies and psychological first aid can help

• Psychological First Aid means:
  — Supporting people by listening to immediate concerns and needs
  — Helping where you can
  — Connecting people to other resources in and out of school
General Guidelines for Addressing Mental Health Needs in the School Environment:

PFA is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.
There are five steps to provide Psychological First Aid after Crises and Disasters

1. Listen
2. Protect
3. Connect
4. Model
5. Teach
1 Listen

Listen is the first step of Psychological First Aid. Before helping someone, being willing to listen is important to understand what they are concerned about and what they may need most right now.

In your opinion, how do we begin to LISTEN to someone who is in Distress?

The Listen Steps:
1. Hearing
2. Non-Verbal cues
3. Observations as to how they act/behave
Listen: You want to convey your interest and empathy. How do we convey interest and empathy?

Where were you when this crisis happened?

What do you remember about that day?
2 Protect

PROTECT means....

• Helping individuals around you cope
• Providing reassurance, support, and encouragement
• Determining how you can realistically help now
• Pitching in directly to help where you can

PROTECTing helps people to “bounce back” faster
“Protect” During a Crisis or Disaster

• Help out with basic needs first and pitching in:
  ▪ Food and water
  ▪ Shelter
  ▪ Clothing, supplies,
  ▪ Other “basic” needs
  ▪ Emergency funds

• You may need to provide or arrange for first aid, CPR, or to get additional help

• Answer questions about what happened

• Get and share updated information including key public health, school official, and/or community emergency information
Protect

...How to Protect...

• Maintain structure, establish safety measures, and stability. Re-establish predictable routines, clear expectations, consistent rules
• Keep environment free of anything that could re-traumatize
• Validate the individual’s life experience
• Assure them they are not to blame
Protect

• What’s the most difficult thing for you to deal with right now?
• Are you worried about how you are reacting?
• Are you worried about your safety?...
  — Around other students?
  — Around other people?
  — At certain times of the day or night?
3 Connect

• Connect means...
  — Encouraging interaction and activities with trusted individual
  — Making new connections to others
  — Talking to a mental health professional
  — Reaching out to resources in the community
More Connecting...

• Locate and connect to resources in the community for on-going needs – food, water, shelter, health and mental health care, transportation, information
• Help locate missing family members and contact or communicate with them
• Help individuals reach out to their faith community
• Identify disaster “systems of care,” including new places where one can go for protection and shelter
Making Connections

- Keep communication open with those who are important to the individual:
  - Teachers
  - Friends
  - Coaches
  - Health care providers
  - Other important individuals (relatives, friends, etc.)
- Help them to return to their routine and activities
Connect

• Check-in on a regular basis
• Encourage interaction, activities with friends and make contact with resources/supports on campus
• Keep track of and comment on what's going on in their lives
• Share positive feedback! Give Affirmations
Connect Questions

CONNECTing helps students and colleagues figure out what’s next and provides them with what they need to recover and heal

- What would make things easier to cope with?
- What can I do to help you right now?
- What can your teachers do to help?
- What can your friends do to help?
- What can your family do to help?
4 Model

...Model Calm and Optimistic Behavior...

• Maintain level emotions and reactions
  – Stay in the middle – no highs or lows – to help them achieve balance
• Take constructive actions to assure the individual safety
• Express positive thoughts for the future
• Help the individual to cope with day to day problems
5 TEACH

...About Normal Stress Symptoms and How to Cope

Acknowledge the normal changes that can occur in people who are traumatized or grieve

- Physical Changes
- Emotional Changes
- Cognitive Changes
- Changes in Spiritual Beliefs
- Coping Skills
- Problem Solving
Normalize Reactions...

- About Changes: Normalize
  - Physical Changes
  - Emotional Changes
  - Cognitive Changes
  - Changes in Spiritual Beliefs
Teach How to Problem Solve...

- How to come to work/school everyday.
- How to stay at school everyday.
- How to manage and organize everyday tasks.
There are five steps to provide Psychological First Aid after Crises and Disasters: COVID 19

1. Listen
2. Protect
3. Connect
4. Model
5. Teach
Listen

• Tell me how you have been affected by the stay at home orders during the Corona Virus?

• What’s your schedule like from Monday through Friday?

• How do you spend your weekends?

• I am ready to listen when you are ready to share.
Protect

- Are you worried about your safety? Or the safety of others?
- What are you most worried about right now?
Connect

- Have you ever had to confront a situation like this when you couldn’t go outside your home when you wanted to?
- What can your family members do to help?
- What can your friends do to help?
- What do you think you can do to make things better?
- What has been helpful to you in the past when you’ve faced a crisis?
Model

- Thank you for the courage you’ve shown and for sharing your concerns with me.
- Let’s talk about some things you can do to re-connect with family and friends outside your home while you continue to protect yourself from this disease.
- Let’s brainstorm some of the ways that other students and adults are coping
Teach

• What you experienced is very stressful. It’s a health crisis that everyone across the world is facing. Sometimes people feel like they are ‘going crazy’ because they can’t leave their homes, go to school or work or see friends. But during quarantine conditions when all family members have to keep at a distance from others, it’s normal to have a difficult time creating a new schedule such as regular times for sleeping, eating or concentrating or even controlling emotions. Are you experiencing any of these common changes?

• Until the stay at home orders are ended and you can return to school, creating a new ‘regular’ routine is the best thing you can do. It will take extra effort and some self-discipline but it will pay off in relieving your stress.
Ending PFA Statement

Just know that there are people here who care about you and who want to help. I want to support you any time you want to talk.

(provide information about official school online chat rooms, blogs, twitter accounts, counseling services, etc.,)

I really look forward to the time when we all return to school. Take good care of you and your family.
Addressing Educator Stress

• Primary Stressors
  ▪ Transition to virtual learning
  ▪ Concern about loved one’s health
  ▪ Financial Stressors
  ▪ Life Balance (work/family)

• Secondary Stress
  ▪ Concern about student safety
  ▪ Hearing about student abuse and/or neglect
Self-Care Domains

- Physical
- Intellectual
- Environmental
- Occupational
- Emotional
- Spiritual
Self-Care Barriers & Facilitators

• Guilt
• Motivation – choice, knowledge, persistence
• Time
• Contract
• Virtual Support and Groups
• Realistic Goals
Key Components of a Trauma-Responsive School

Community and Family Supports

Whole School Safety and Prevention Planning & Staff Support

Whole School Trauma Programming

Classroom-Based strategies

Early Interventions for Trauma

Targeted Interventions for Trauma

Safety

Trust & Transparency

Peer Support

Collaboration & Mutuality

Empowerment, Voice & Choice

Cultural Humility
PFA-LPC & School Safety and Crisis Response Planning

LAUSD: A Guide to Crisis Response

LAUSD Resources:
https://achieve.lausd.net/Page/16559#spn-content

CA Department of Education: School Safety and Crisis Response Plan Resources
https://www.cde.ca.gov/nr/el/le/yr13ltr0125attach.asp

US Department of Education: Practical Information on Crisis Planning Brochure
https://www2.ed.gov/admins/lead/safety/crisisplanning.html
Hello,

During the Stay-at-Home order, School Mental Health services will continue. The District is implementing a temporary School Telehealth Program to accommodate students while they are at home.

We will follow up with you during our regularly scheduled hours: 7:30 AM – 4:00 PM. For the most up to date food distribution locations click on this link: [https://www.auhsd.us/district/index.php](https://www.auhsd.us/district/index.php)

Other resources: [https://sites.google.com/auhsd.us/familyresources](https://sites.google.com/auhsd.us/familyresources)

If this a life-threatening emergency please call 911 or go to your nearest emergency room.

NEED CRISIS SUPPORT?

If you or your child needs someone to talk to during difficult times, make a call or send a text to:

- [National Suicide Prevention Lifeline: 1-800-273-8225](https://www.crisis的步伐.com)
- [NAMI HelpLine: 1-800-950-NAMI (6264) or email info@nami.org](https://www.nami.org)
- [Crisis Text Line: Text NAMI to 741-741](https://www.crisistextline.com)
- [Didi Hirsch Mental Health 24-hour Crisis Line: 1-877-727-4747](https://www.didihirsch.org)

Source: Anaheim Union High School District
Discussion / Questions / Feedback
Contact Information

Vivien Villaverde, MS SW, LCSW
Clinical Associate Professor,
Field Education
USC Suzanne Dworak-Peck
School of Social Work
213.821.7068
villaver@usc.edu

Pamela Vona, MA, MPH
Program Manager
Treatment Services Adaptation
Center for Schools
213.821.4398
pamelayo@usc.edu
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