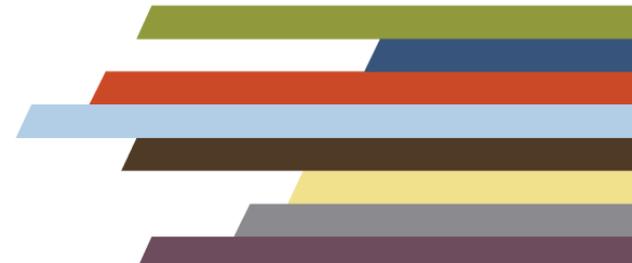


**3-PART WEBINAR SERIES**

**Supporting Latinx Students and  
Caregivers Emotional and Mental  
Health Well-being during the  
COVID-19 Pandemic  
Part 2**



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED  
AND HOPEFUL

INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES

HEALING-CENTERED/  
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS

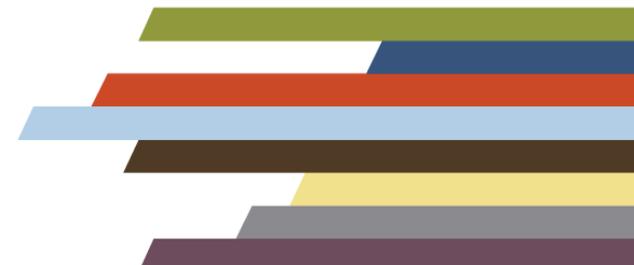
PERSON-FIRST AND  
FREE OF LABELS

NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

Adapted from: [https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide\\_2019ed\\_v1\\_20190809-Web.pdf](https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf)





National Hispanic and Latino

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# **Strategies for managing emotions in children, adolescents, and caregivers during COVID-19 pandemic**

Patricia L. Landers Santiago, MEd, PsyD

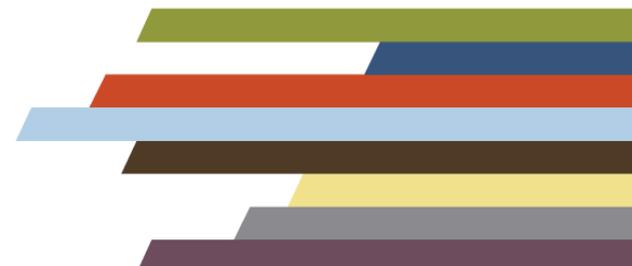
September 22, 2020

1:00 PM

**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration

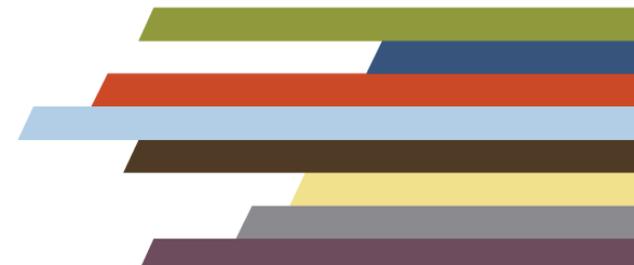
**UCC**  
UNIVERSIDAD CENTRAL DEL CARIBE

**IRESA**  
INSTITUTE OF RESEARCH,  
EDUCATION  
AND SERVICES IN ADDICTION



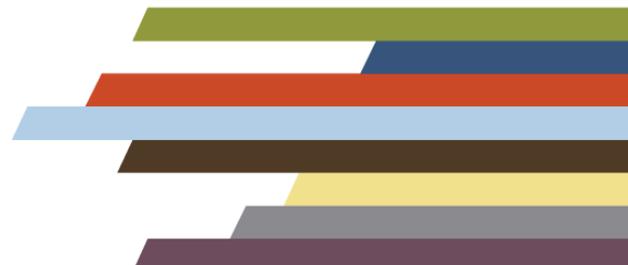
# Authors Disclose Conflicts of Interest

I declare no conflict of interest in this presentation.



# Objectives

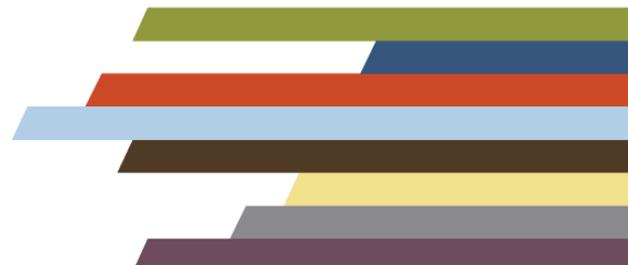
- Identify the main emotions and their manifestations.
- Recognize emotions as a natural response that everyone experiences.
- Provide strategies for managing emotions in children, adolescents and adults.



# Starting Points

- Feelings of uncertainty are particularly heightened for communities and families struggling to understand and cope with hate-based violence, discriminatory or threatening actions or speech, and shifting policies that are causing new uncertainties for specific populations.
- Schools across the country are welcoming and serving students from diverse backgrounds. Each student brings their unique cultures and individual backgrounds. Students from diverse groups that have experienced marginalization may be especially vulnerable to stressors.

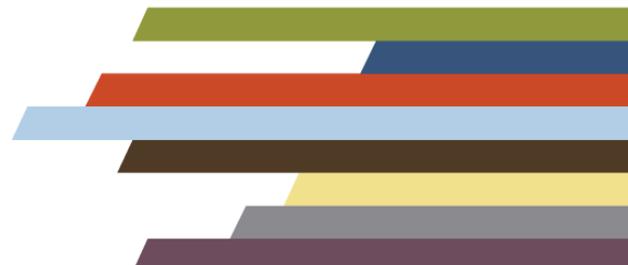
(National Association of School Psychologists)



# Starting Points

- Extreme stress, adversity, and trauma can impede concentration, cognitive functioning, memory, and social relationships. Additionally, stress can contribute to both internalized symptoms-such as hypervigilance, anxiety, depression, grief, fear, anger, isolation-and externalized behaviors-such as startle responses, reactivity, aggression, and conduct problems.
- Schools might see absences, distracted behaviors, withdrawal, irritability, and other changes in students who may feel that they, their family members, or their friends have been targeted in conversations and events around them.

(National Association of School Psychologists)



# Starting Points

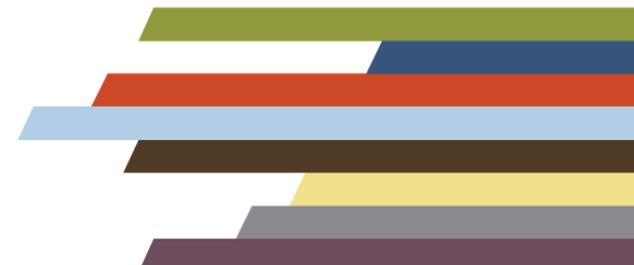
- Helping students develop the ability to self-regulate behaviors, emotions, and attention; supporting student success in academic and nonacademic areas; and promoting physical and emotional health
- **Be sensitive to family stressors.** Parents and other family members are also dealing with the stress of the current climate. This may include financial or employment uncertainty, housing or food insecurity, concerns about deportation, concerns about harassment or violence, loss of access to public benefits or healthcare, distrust of public authorities, and general uncertainty about the future. Just as for children, stress for marginalized adults can be cumulative, which can lead to increased risk for a range of negative outcomes for their children.

(National Association of School Psychologists)

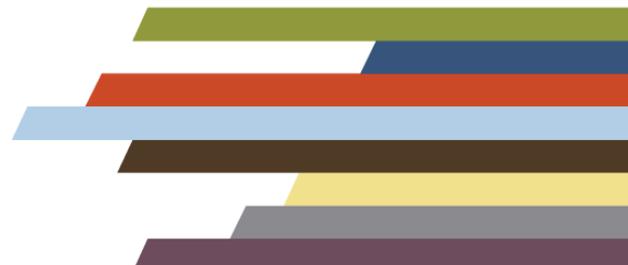
# Starting Points

- Many cultures may have different conceptualizations of mental illness, and in some cultures and faith communities, mental health problems may be stigmatized. Some cultures may view emotional distress as a weakness in character as opposed to a natural response to change, stressors, and adversity. Understanding these differences is an essential first step to comforting and engaging students and their families and ultimately building the trust necessary to provide effective services and supports.

(National Association of School Psychologists)

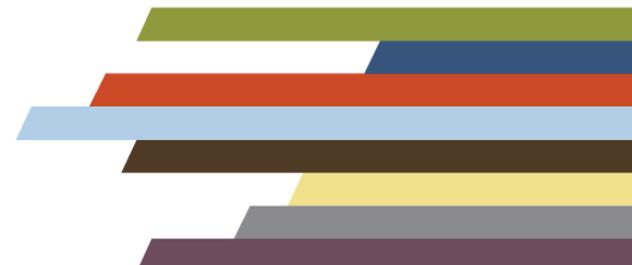


# What are emotions?



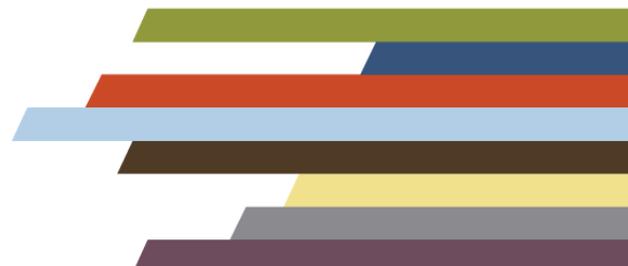
# Emotions

- Psychological responses
  - Innate
- Physiological responses
- Impact
  - Mind
  - Body
- Not classified as good nor bad



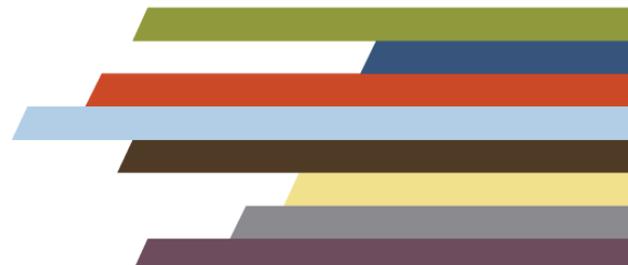
# Understanding Emotions

- Energy that moves and/or guides all of our actions.
- All emotions are important and necessary.
- The ways emotions are experienced vary from person to person.
- The level of intensity in which emotions are felt does not necessarily mean that there's something wrong.

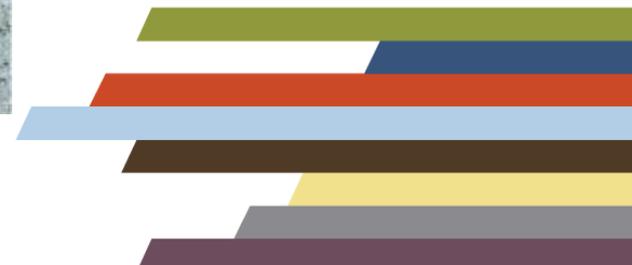


# Understanding Emotions

- Emotions arise in different ways and are identified differently.
- Emotions do not depend on individual needs being met or not.



# Understanding Emotions



# Types of Basic Emotions



**1. Happiness**



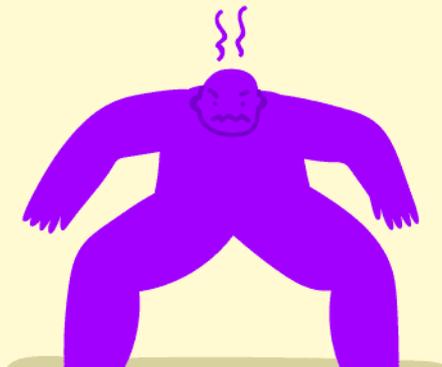
**2. Sadness**



**3. Fear**



**4. Disgust**



**5. Anger**



**6. Surprise**

# Understanding Emotions

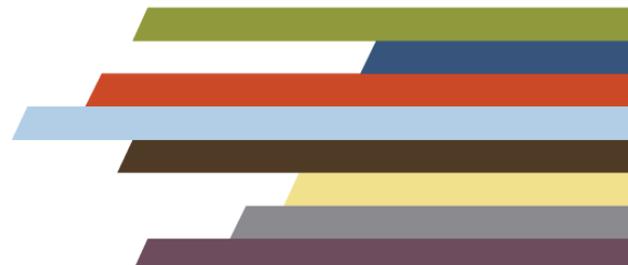
What I feel...

What I do...

## Emotions vs Actions

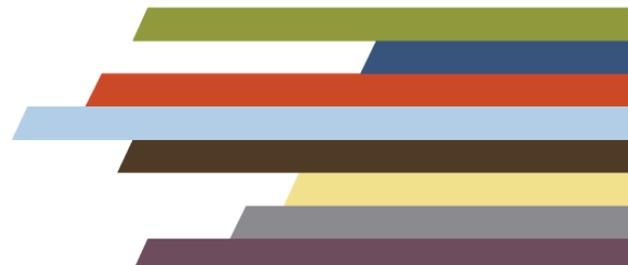
# Managing Emotions

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# Emotional Resilience

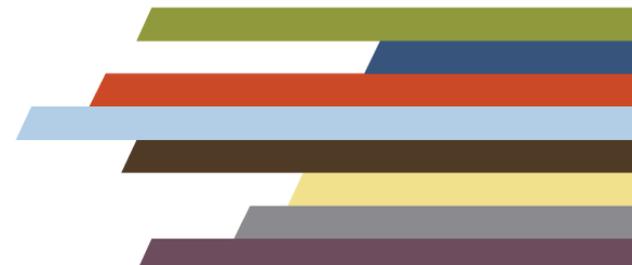
- Ability to adapt to stressful situations.
  - (Scott, 2018)
- Ability to adapt to stressful situations and to deal with life's ups and downs.
  - (University of Warwick (podcast))
- Effective management and adaptation in difficult and/or adverse moments.
  - (Collins, 2008)





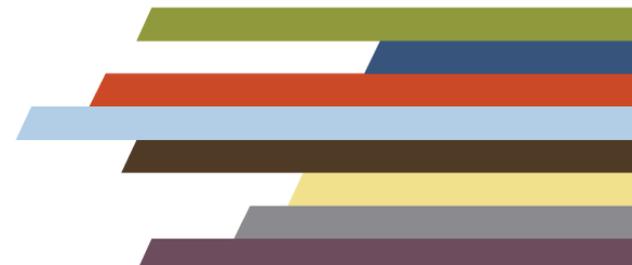
# Emotional Resilience

Being resilient does not eliminate difficulties, but it does help face them.

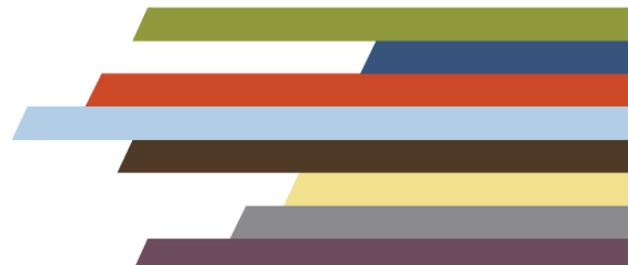


# Strategies for Managing Emotions

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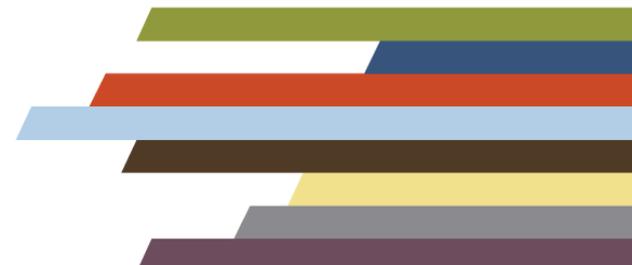


# AKNOWLEDGE WHAT/HOW I'M FEELING



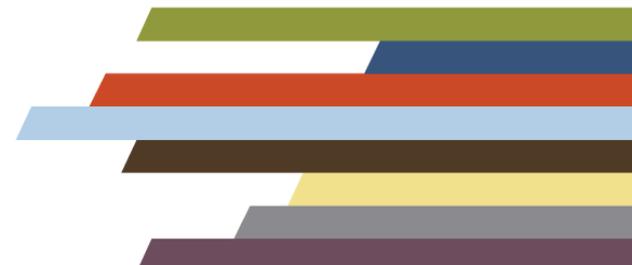
# Self-awareness

- Recognize emotions when they arise both in ourselves and in others (children, adolescents).
- This will help answer the following objectively:
  - What and/or how am I feeling?
  - What made me feel this way?
  - What am I doing?
  - Why am I doing it?



# Then...

**IDENTIFY A SPACE/TIME  
TO REFLECT ON WHAT  
YOU'RE FEELING.**







**STOP** and take the time to think about what you're going to do. What is the worst thing that could happen?



**THINK** about how you're going to do it. Is it the safest way? If not, how can you do it better? Do I have the right tools, training and equipment?



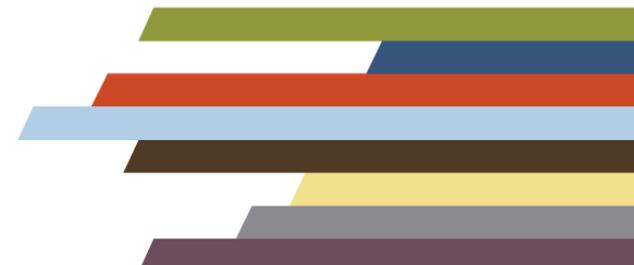
**ACT** in the safest way possible. Follow proper procedures, don't rush, and **STOP** if it can't be done safely!

# ASK FOR TIME OUT (BREAK)

Children

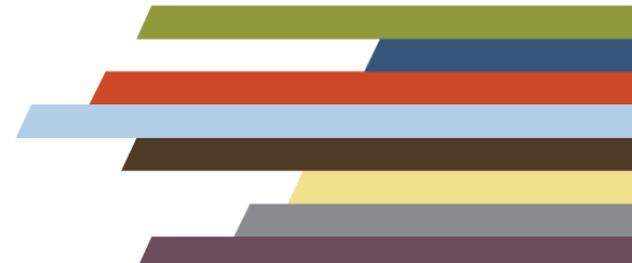
Adolescents

Adults



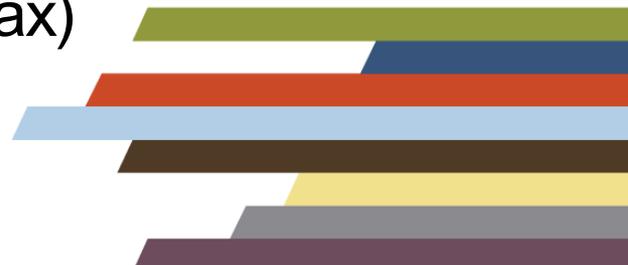
# ASK FOR TIME OUT (BREAK)

Everyone  
is entitled  
to a  
break.



# Practice Relaxation

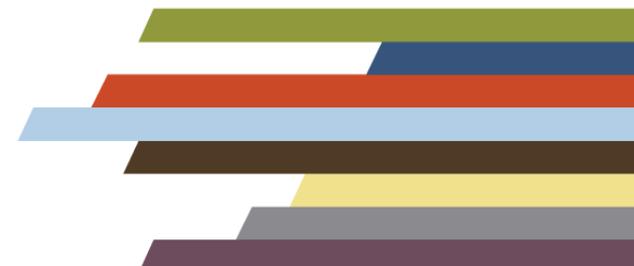
- Breathing exercises
  - Breath in – hold for 5 to 10 seconds – breathe out
  - Deep breathing exercises
- “Calming corner” or “safe place”
- Listen to music
- Keep quiet for a minute (no thinking at all)
- Self instructions (it’s ok, calm down, relax)



# A funny note...

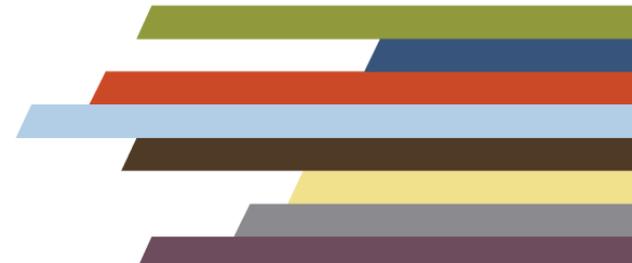
“Anyone can feel furious... that’s easy. But, being furious at the correct person, with the correct intensity, in the correct moment, in the correct way, for the correct reason... that surely isn’t easy.

“(Aristóteles, “Ética de Nicómaco”)



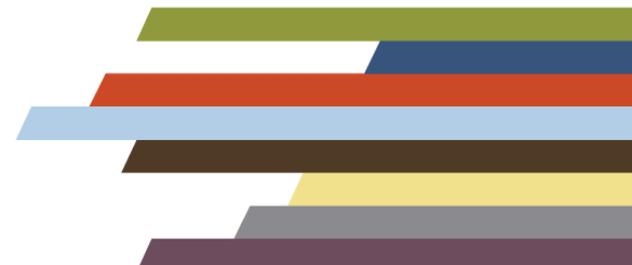
# Dealing with Children and Adolescents

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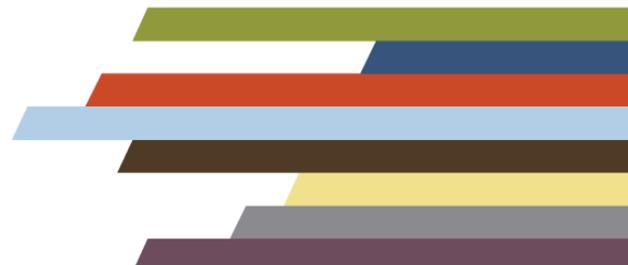
# Managing Emotions

- Observe
- Listen
- Ask if something is going on
  - **DO NOT ASSUME**
- Guide them through the identification process.
- Provide space



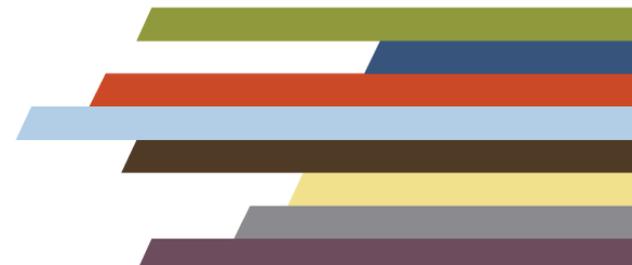
# Managing Emotions

- Validate emotions
  - “I understand your anger”  
instead of  
“don’t be angry for that”
  - “I can only imagine how sad this must be”  
instead of  
“you don’t have to cry”

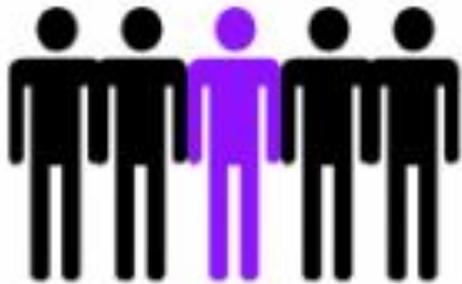


# Managing Emotions

- No confrontation.
- Self awareness of emotional responses in others that bother me.
- Seek assistance from peers, friends, colleagues, etc.

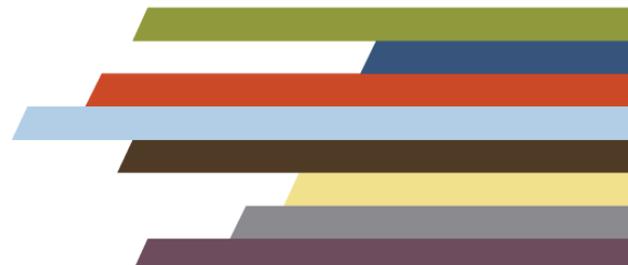


# Important Facts



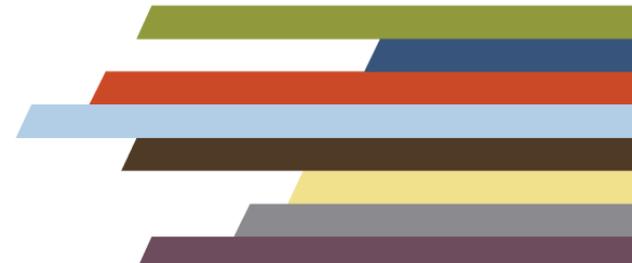
Only **1 in 5 Latinos** with symptoms of a **psychological disorder** approach a doctor.

Only **1 in 10 Latinos** approach a mental health professional.



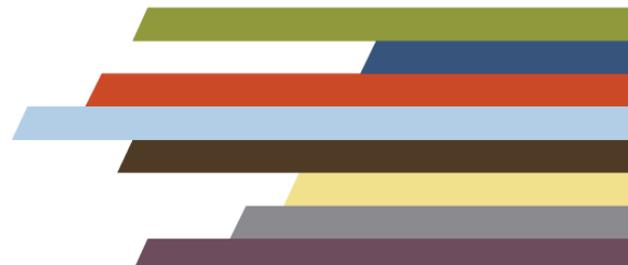
# ASK FOR HELP

- It's okay to seek for help
- Identify available resources
  - Family
  - Friends
  - Coworkers
  - Other parents
  - Peers
  - Support groups
- Mental health professionals
- Main physician
- Crisis hotline



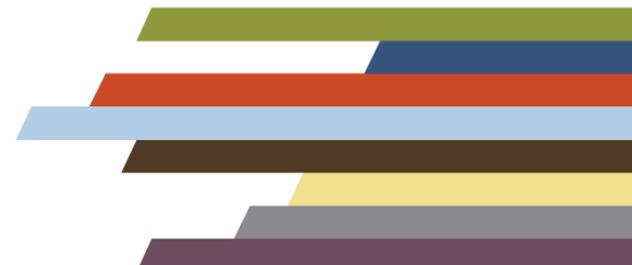
# QUESTIONS?

Thank you!!!



# References

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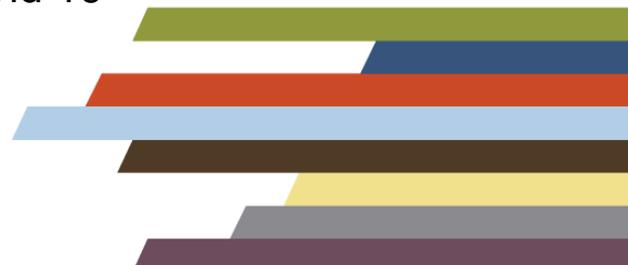
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Santana, Z., Fefer, S., Stoothoff, J., Gordon, K., Boykin, S. *A Review of School-Based Interventions to Promote Equity for Latinx Students*. <https://apps.nasponline.org/resources-and-publications/resources/virtual-posters/viewer.aspx?ID=2127>

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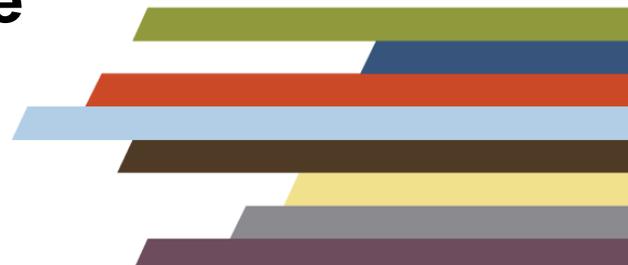


# Next in the series



## Part 3 Grieving process: Dealing with loss during the Pandemic

September 29th  
1:00-2:30 PM Eastern Time





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## El bienestar emocional y de salud mental de los estudiantes hispanos y latinos y sus cuidadores durante la pandemia de COVID-19

- Octubre 13: Distanciamiento social: manejo de los efectos emocionales de estar lejos de los demás
- Octubre 20: Estrategias para manejar las emociones en niños, adolescentes y cuidadores durante la pandemia de COVID-19
- Octubre 27: Proceso de duelo: lidiar con las pérdidas durante una pandemia



Recurso:

Patricia L. Landers Santiago, MEd., PsyD.

1:00-2:30 PM hora del este  
Matrículete para los tres eventos  
<https://bit.ly/3iOytPq>

*Separe las fechas* 



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Promoting culturally responsive  
mental health services for  
Latino agricultural workers who  
bring food to our table.

*Hispanic Heritage Month*

*September 15 - October 15, 2020*

## UPCOMING WEBINAR

**October 2nd - The Evolution of Latino Identities and Mental Health  
1:00-2:30 PM Eastern Time**



Promoviendo servicios de salud  
mental culturalmente sensitivos  
dirigidos a trabajadores  
agrícolas latinos que llevan la  
comida a nuestra mesa.

*Hispanic Heritage Month*

*septiembre 15 - octubre 15 de 2020*

## SAVE THE DATES

### Institutional Racism and How it Impacts the Latinx Experience as it Relates to Behavioral Health TTC Series

2:00 pm EST

- **SEPTEMBER 17- NATIONAL HISPANIC AND LATINO MHTTC**
- **OCTOBER 1- NATIONAL HISPANIC AND LATINO ATTC**
- **OCTOBER 8- NATIONAL HISPANIC AND LATINO PTTC**
- **OCTOBER 15- NATIONAL HISPANIC AND LATINO MHTTC**

**CELEBRATING HISPANIC HERITAGE MONTH  
SEPTEMBER 15 - OCTOBER 15**



National Hispanic and Latino

**ATTC**

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



National Hispanic and Latino

**MHTTC**

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



National Hispanic and Latino

**PTTC**

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

National Latino Behavioral Health Association **NLBHA**



**IRESA**

INSTITUTIONAL RACISM EDUCATION SERVICES AND TRAINING



**UCC**

UNIVERSITY CENTER FOR CARE

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