

The Zoom Interface

The screenshot shows a Zoom Webinar interface. The main content area displays the TTC logo (Technology Transfer Centers, Funded by Substance Abuse and Mental Health Services Administration) and a message: "Thank you for joining us today! You will not be on video during today's session". A "Question and Answer" window is open, showing a test question: "This is a test question!". The Q&A window has tabs for "All questions (1)" and "My questions (1)". A text input field at the bottom of the Q&A window says "Type your question here...". A "Zoom Webinar Chat" window is also open, showing a "To:" field set to "All panelists" and a message: "Your text can only be seen by panelists".

Annotations in the image include:

- A box pointing to the "Enter Full Screen" button: "Click here to maximize your session view".
- A box pointing to the "All questions (1)" and "My questions (1)" tabs: "You can switch between questions you've asked and those asked by others using these buttons."
- A box pointing to the Q&A window: "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above."
- A box pointing to the chat window: "The chat feature will allow you to talk with other people in today's webinar."
- A box pointing to the "To:" field in the chat window: "The To field will tell you who will receive your message. Be mindful of who you are chatting to."
- A box pointing to the "Leave" button: "Click here to leave the session".
- A box pointing to the "Audio Settings" button: "Click Here to adjust your audio settings".

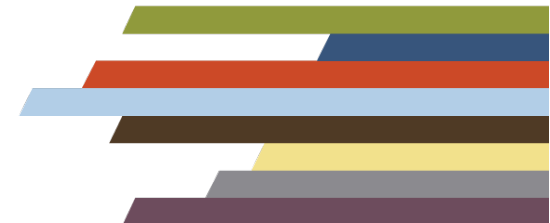
**All attendees are muted. Today's session will be recorded.
A link to the presentation slides and a recording of the webinar will be emailed.
Certificates of Attendance will be emailed.**



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Mental Health in the Wake of COVID-19

PJ Wenger, LPC, MFT, NCC



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About Us ...

The Northeast and Caribbean MHTTC provides 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

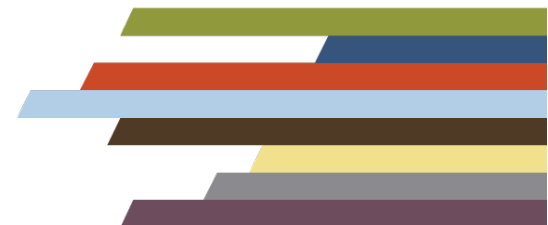
Supplemental funding to work with school teachers and staff to address student mental health.



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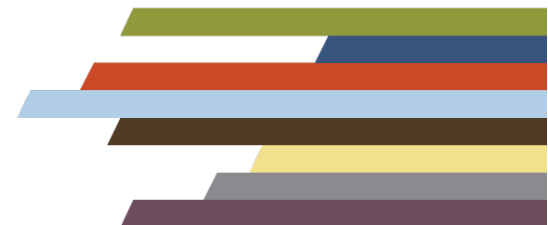
<https://bit.ly/2mpmpMb>



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We Want Your Feedback!

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

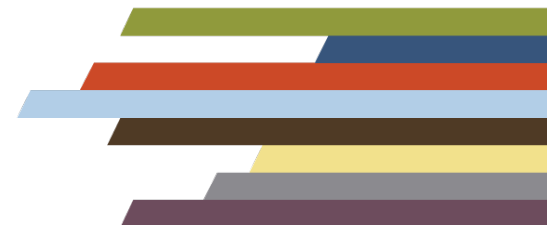
Feedback about this training will assist us in developing trainings that are relevant to your current professional needs. Therefore, your feedback counts!



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Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Be aware: your question is visible to all participants.

Chat and Polls

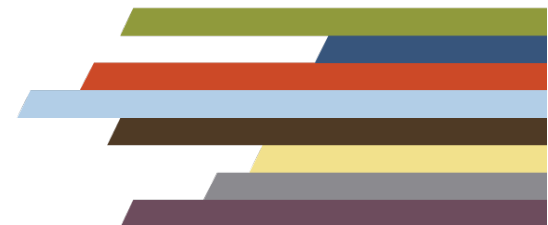
- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.



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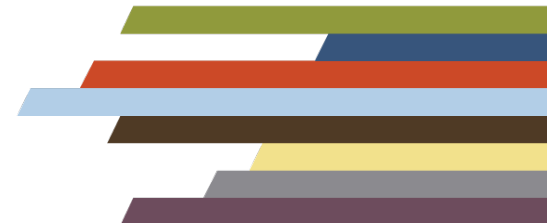
This presentation will be recorded and posted on our website. At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the presenters, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.



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Our Presenter:



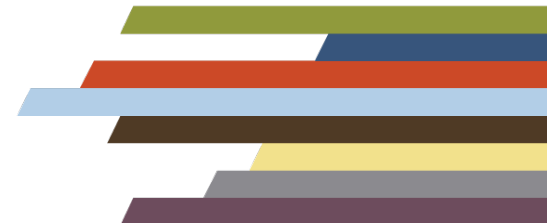
PJ Wenger LPC, NBCC, MFT, Ed.S., MA, M.Ed.



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State of Mental Health

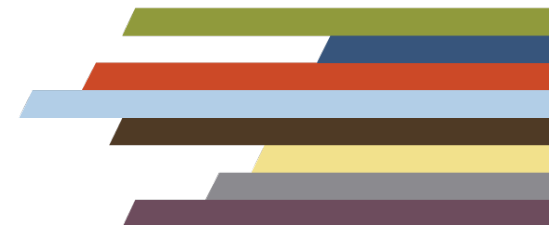
- ❖ 78% increase in anxiety
- ❖ 55% increase is stress
- ❖ 66% sleeping difficulties
- ❖ 65% report lonely
- ❖ 65% report depression
- ❖ 53% more RX for anxiety
- ❖ 25% increase of RX for anti-depressants
- ❖ 53% financial worries
- ❖ Increased substance abuse/addiction



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Student Experiences

- Trauma
- Psychological trauma
- Death
- Isolation
- Fear/Anxiety
- Perception of threat
- Uncertainty
- Reduced activities



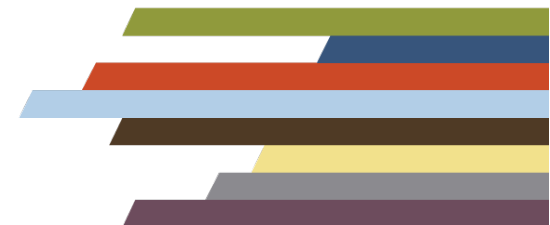
(Danese, A. & Smith, P. 2020)



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Student Experiences

- Family stressors
- Domestic Violence
- Parental mental illness
- Economic hardship
- Abuse/neglect
- Complicated/traumatic bereavement
- Racial inequities



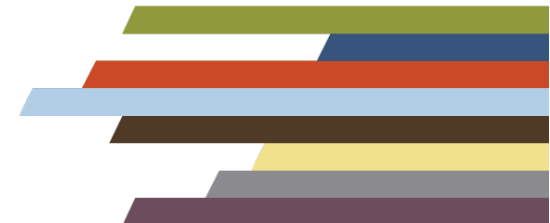
(Danese, A. & Smith, P. 2020)



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Effects of Trauma

- Biological
- Emotional
- Behavioral
- Cognitive
- Physical
- Interpersonal Difficulties
- Change in perception of self/world



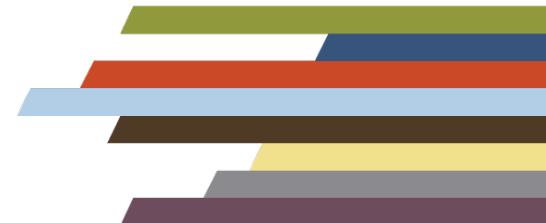
(Cohen, J.A., Mannarino, A.P., & Deblinger, E., (2017)



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Biological Trauma Symptoms

- Structural changes in the brain
- Smaller Intercranial volume
- Smaller corpus collosum
- Physiological changes



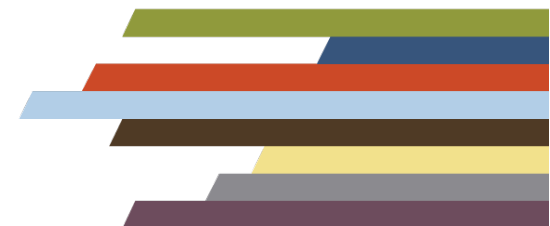
(Perry, B.D., 2008)



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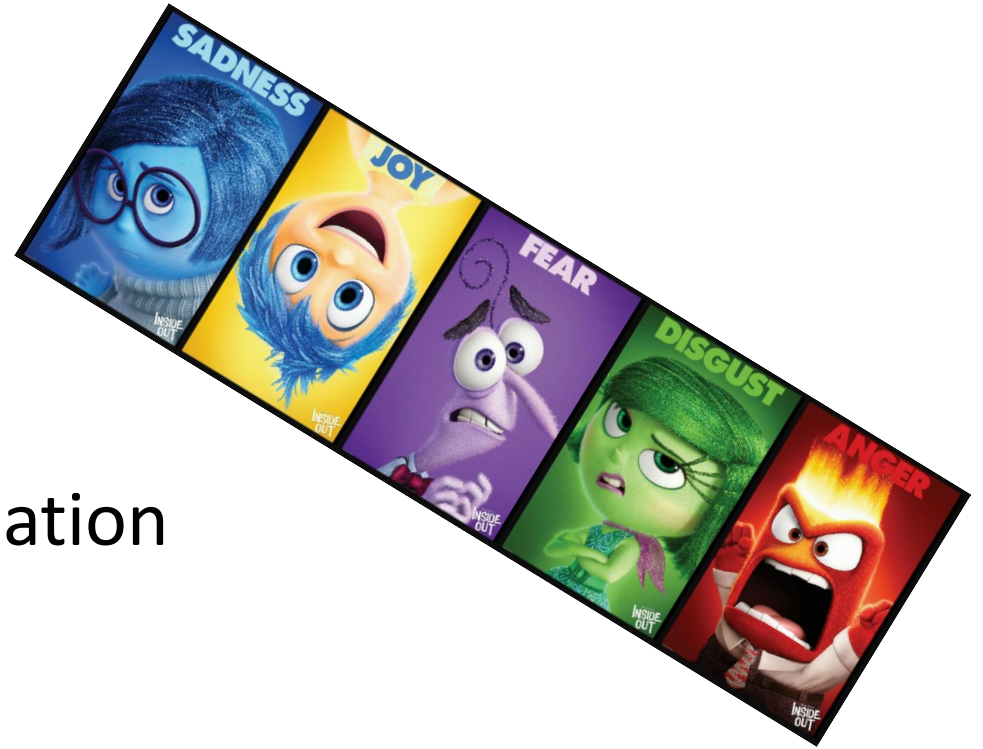
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Emotional Effects

- Fear
- Sadness
- Depressive symptoms
- Anger
- Severe affective dysregulation
- Anxiety
- Negative self-image



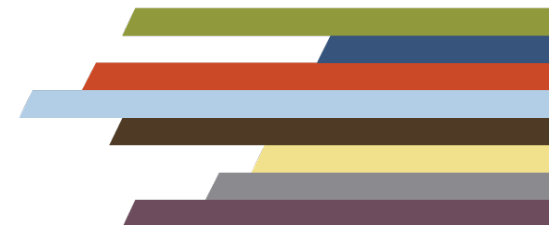
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Behavioral Trauma Symptoms

- Avoidance
- Modeling
- Self-injury
- Traumatic Bonding(Stockholm)
- Avoid healthy age-appropriate peers
- Over-functioning/parentification
- Tantrums/rages



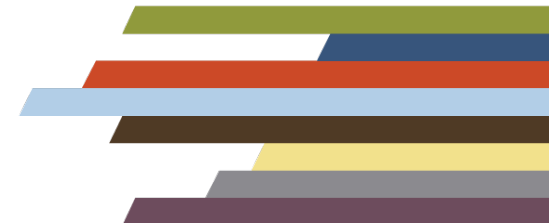
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Cognitive Trauma Symptoms

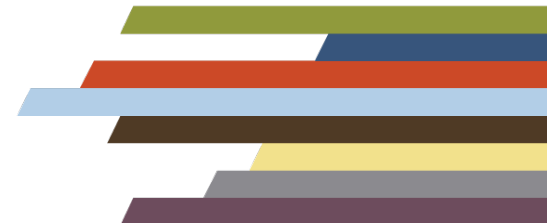
- Inaccurate cognitions
- Irrational cognitions
- Loss of faith
- Unhealthy relationships



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Interpersonal Trauma Symptoms

- Withdrawal from peers
- Difficulty enjoying activities
- Difficulty establishing relationships
- Affiliation with high-risk peers



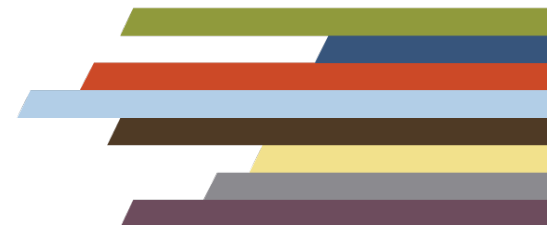
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Changes in Perceptions Self/World

- Belonging
- Loss of hope
- Good/Bad
- Opportunity
- Scary
- Unpredictable
- Helpful



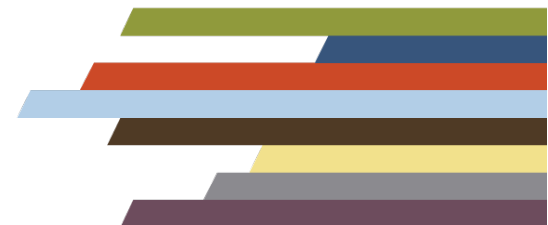
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Trauma Survivors Account

“I remember crying in the night. I found it difficulty to hear Mrs. Patterson when she spoke in the classroom. I felt as if she were speaking from beneath tumbling waters. Or from the end of a long tunnel. She assumed I was daydreaming. I stopped imagining that I might one day be a teacher....No longer did my imagination dance me through the leaves. The sound of ringing church bells irritated me. Mostly I felt ashamed different.”

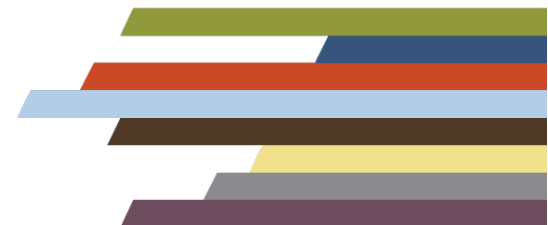
(Horsman, J., 2000)



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3 E's of Trauma

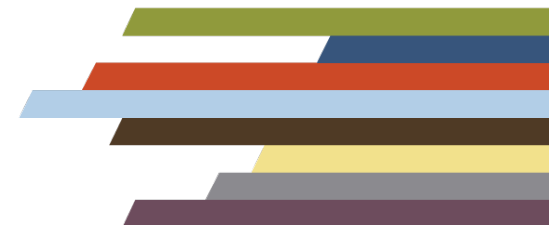
- Event
- Experience of the event
- Effects of the event



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Using a Trauma-Sensitive Approach

What is that?

.....**Realizing** the widespread impact of trauma and understanding potential paths for recovery

.....**Recognizing** the signs and symptoms of trauma in students, families, staff and others involved in the system

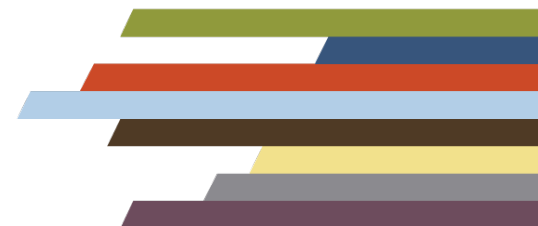
.....**Responding** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeing to actively **resist re-traumatization.**



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Status of Our Students

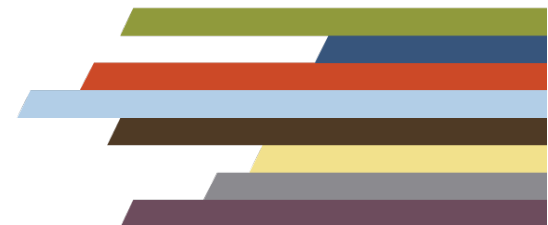
- Mental health
- Lockdown situation
- Health of family/friends
- Coping strategies
- Routine/schedules
- Grief (persons/events)
- Academic



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Student Vulnerability Status

Internal Factors

- Coping style
- Pre-existing MH
- Emotion regulation
- Trauma history
- Self-efficacy
- Powerlessness
- Self-esteem

External Factors

- Family living with
- Parenting exposure
- Dysfunctional family
- Economic status
- Social support
- Adult models
- Coping strategies of adults

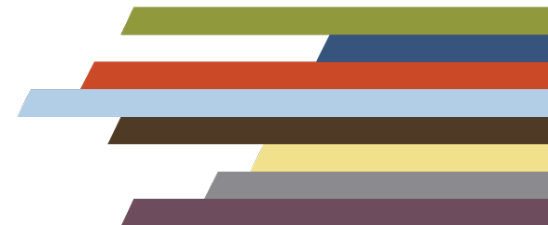
(Colford, J.E., 2020)



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Opening the Conversation

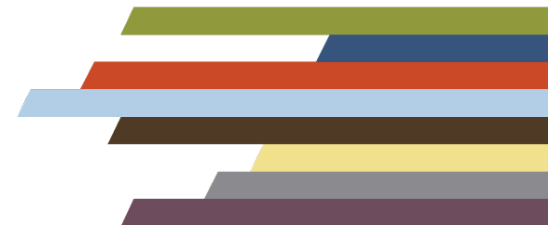
- The COVID-19 Crisis/Meaning
- Effect on Students(Individually/Collectively)
- School start
- Absence from school
- Things you enjoyed being away
- Things that felt scary being away
- Good/best thing you did being away
- Hardest thing during your time
- Ask about family/home situation
- Feelings about return



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Opening the Conversation-In Person

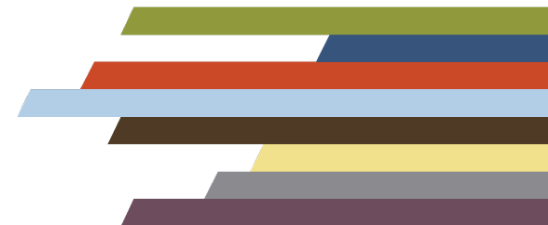
- Students feelings of safety
- How we can establish safety
- What do students need
- Pros/cons



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Is it Stress, Trauma, or Mental Health?

Stress Defined:

....A state of mental or emotional strain or tensions resulting from adverse or very demanding circumstances

Episodic Stress-occurs when we take on too many tasks, become overwhelmed by the demands with an inability to meet those demands.

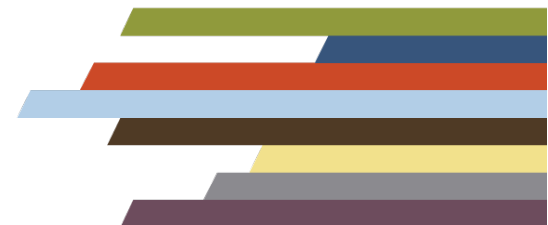
Chronic stress-Stress that is prolonged over a period of time. Degenerative.



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Stress in Young Children

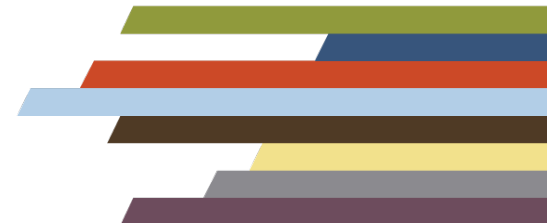
- Difficulty concentrating
- Behavioral changes
- Fears
- Development of nervous habits
- Withdrawal
- School refusal
- Problematic behaviors
- Somatic complaints
- Sleep/appetite



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Stress in Adolescents

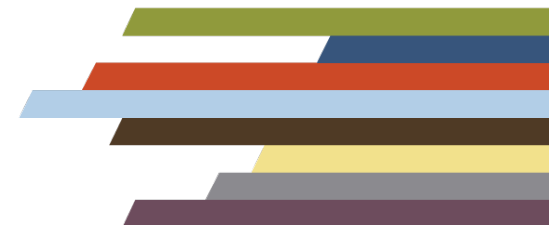
- Somatic complaints
- Withdrawal/shutting down
- Irritability/anger
- Increased emotional responses
- Academic performance
- Hopelessness
- Sleep/appetite changes
- Difficulty concentrating
- Self-medicating



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Mental Health

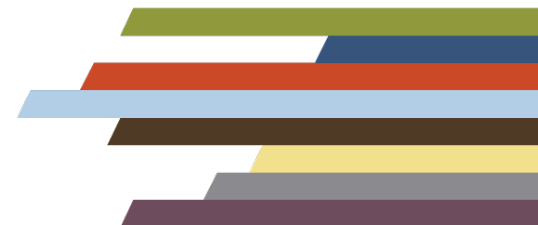
- Depression
- PTSD
- Anxiety
- Substance Abuse



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Mental Health Ages 6-12

DEPRESSION

- Frequent sadness
- Hopelessness
- Decreased interest in activities
- Persistent boredom
- Social isolation
- Low self-esteem
- Irritability
- Poor concentration
- Sensitivity to rejection/failure
- Somatic complaints
- Suicide

ANXIETY

- Difficulty concentrating
- Sleep/appetite problems
- Irritability
- Outbursts
- Constant worry
- Tense/fidgety
- Crying
- Clingy
- Somatic complaints

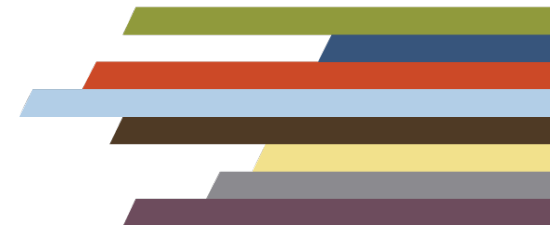
(www.nhs.uk)



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PTSD in Children Ages 6-12

- Preoccupation with event
- Recurring dreams and/or nightmares
- Avoiding reminders
- School refusal
- Argumentative
- Sleep/appetite changes
- Sadness
- Irritability
- Despair
- Hopelessness
- Isolation
- Somatic complaints
- Fixation on event
- Questioning beliefs
- Inability to process the event

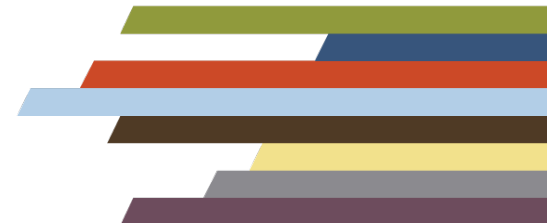


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(thewholechild.org)



Depression in Adolescents

- Unusually sad mood
- Loss of enjoyment
- Lack of energy
- Feeling worthless
- Thinking about death
- Difficulty concentrating
- Difficulty making decisions
- Becoming agitated
- Sleep/appetite changes
- Complaints of tiredness
- Withdrawal
- Spending lots of time in room
- Snapping/irritable
- Avoiding discussion of events
- Academic performance
- Failure to engage
- Writings/drawings
- Use of substances

(YMHFA.org)

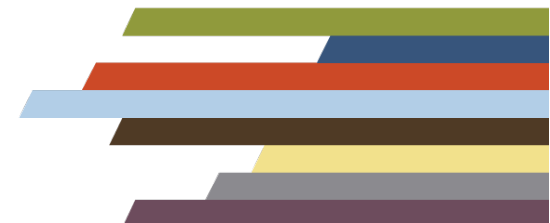


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(thewholechild.org)



Anxiety in Adolescents

- Unrealistic fear/worries
- Concentration difficulties
- Memory difficulties
- Indecisiveness
- Irritability
- Somatic complaints
 - Increased heart rates
 - Sweating
 - Dizziness
 - Headaches
 - Stomach pains
 - Nausea, vomiting
 - Muscle aches & pains
- Impatience
- Anger
- Confusion
- Sleep/appetite changes
- Feeling on edge
- Avoidance
- Compulsive behaviors
- Demand constant reassurance
- Demanding extra attention
- Become quiet
- Academic performance changes

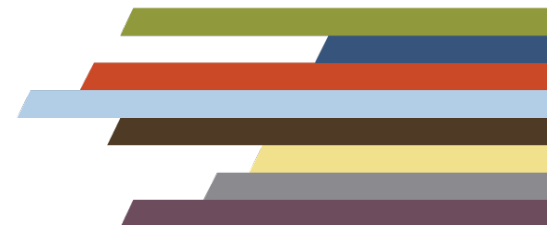


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(YMHFA.org)



PTSD in Adolescents

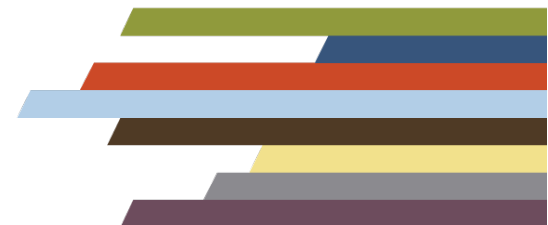
- Re-experiencing events
- Nightmares
- Flashbacks
- Intrusive memories
- Avoidance
- Hypervigilance
- Depression
- Negative outlook
- Physical reactions



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Substance Abuse in Adolescents

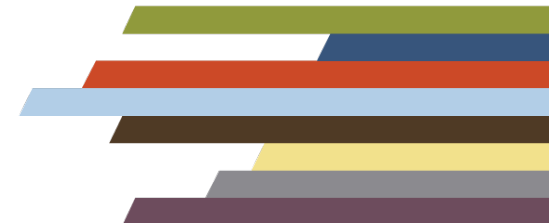
- Increasingly secretive
- Decline in academics
- Difficulty focusing/concentrating
- Avoidance/withdrawal
- Change of friends
- Anti-social behaviors
- Aggressive behaviors
- Suicide/self-injury



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The Road Back

- Foster safety*
- Foster equity
- Build community trustworthiness*
- Collaborate (all stakeholders)*
- Support student mental health
- Screening
- Empowerment*
- Cultural, historical considerations*
- Respond to grief
- Routine
- Connection*
- Self-regulation
- Vision for future



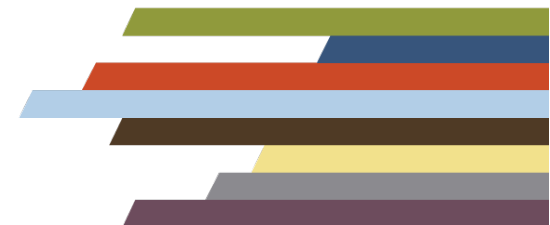
(New England MHTTC, 2020)



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Fostering Safety

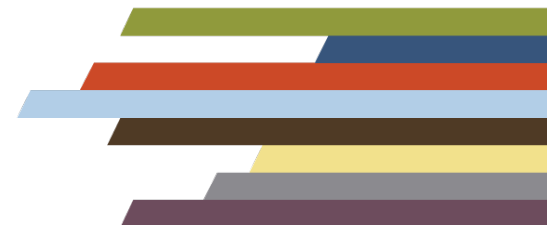
- Physical/Psychological
- Build relationships
- Foundation of cultural competence, justice, and equity
- Provide information
- Create culture of joy
- Establish routines
- Acknowledge fears/concerns
- Empower self-care



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Building Community

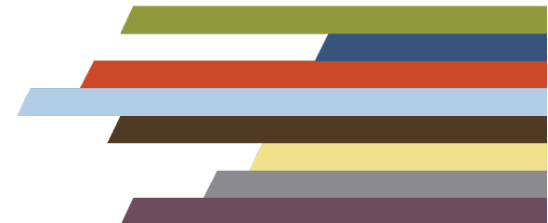
- Relationship building
- Create belonging
- Emphasize purpose/ideals
- Provide service opportunities
- Facilitate cooperative activities
- Provide opportunities for autonomy.
- Provide opportunities for influence
- Be aware of MH supports/resources



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Empowerment All Stakeholders

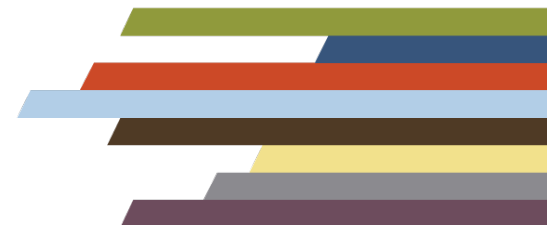
- Joint decision making
- Multiple modes of learning
- Skill development
- Student strengths
- Shared decision making
- Shared goal setting
- Provide cultural sensitive activities



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Responding to Grief

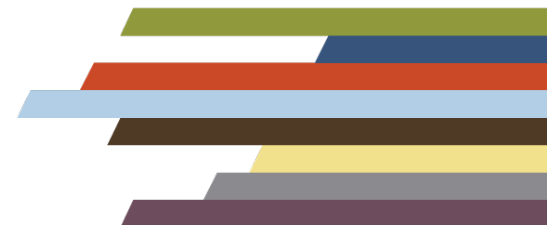
- COVID
- Friends/Family
- Feelings
- Coping strategies
- Rituals
- Honoring
- Feelings of guilt
- Check-ins



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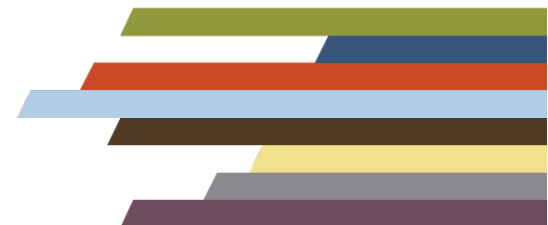
Creating Visions



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Interventions Ages 6-12

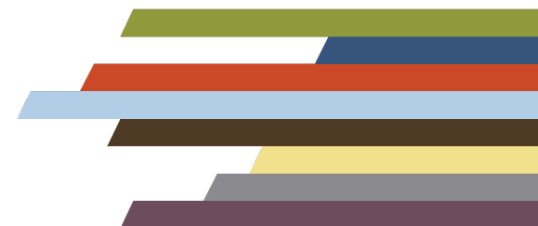
- Reinforce safety
- Give concrete examples
- Listen
- Reassure feelings are okay
- Validate feelings
- Be calm
- Answer questions
- Expect academic difficulties



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Interventions Ages 6-12

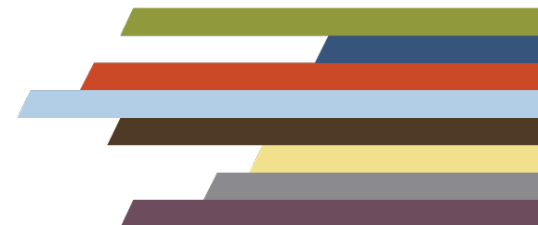
- Maintain contact
- Encourage healing tasks
- Be aware of personal reactions
- Let children's questions be the guide
- Be honest.



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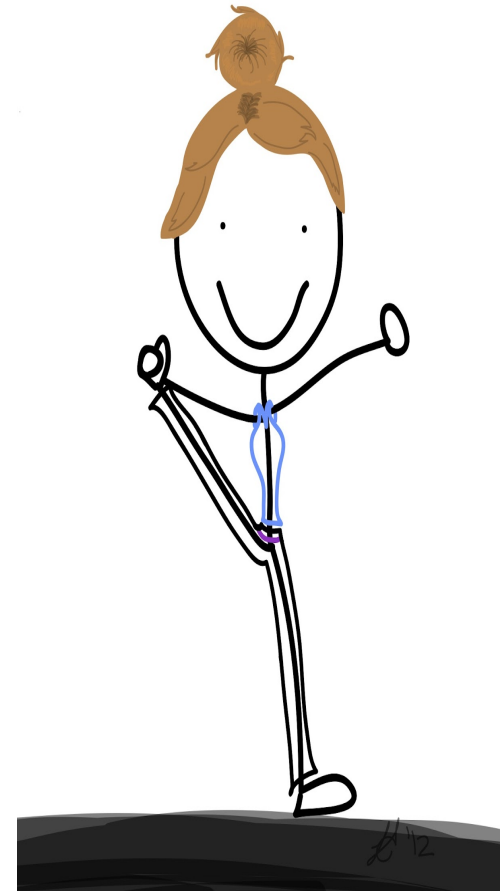
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Interventions

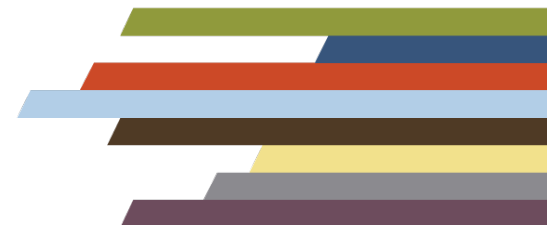
- Make a comic strip
- Directed art
- First Aid Kits
- Body movement-Yoga, exercise
- Show and tell
- SEL interventions
 - Morning meetings
 - Check-in
 - Check-out



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Adolescent Interventions

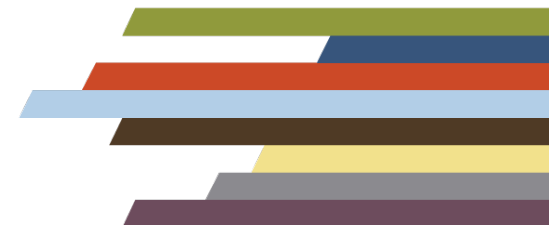
- Awareness of feelings
- Awareness of suicide conversations
- Utilize self-disclosure
- Good discussion endings
- Class specific activities
- You're not "crazy"
- Monitor feelings of "hate"
- Answers questions
- Be honest
- Stay calm



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Adolescent Interventions

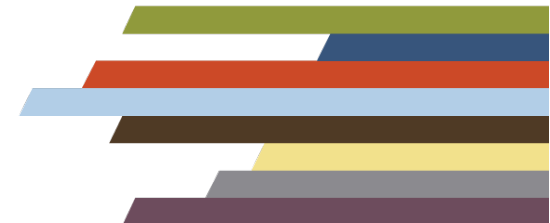
- Monitor extreme emotions
- Comfort/support
- Substance abuse
- Monitor personal hygiene
- Absent from school
- Monitor changes
- Watch for exacerbation of pre-existing conditions
- Refer



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Interventions

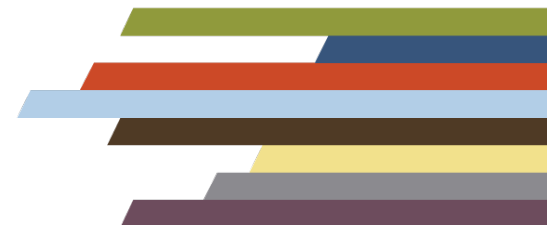
- Journaling
- Blogging
- First Aid Kits
- Phone Apps project
- Include music
- Create humorous moments
- Incorporate relaxation techniques
- Create a challenge
- Take a new skill/hobby/task



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Staff Self-Care

What is your status?

ACE

<https://acestoohigh.com/got-your-ace-score/>

ProQOL

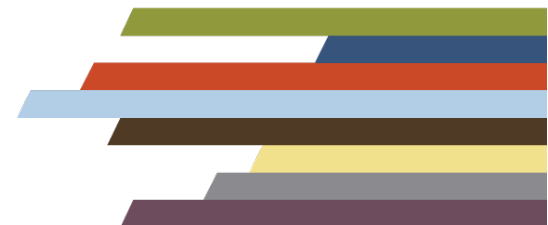
https://www.proqol.org/uploads/ProQOL_5_English_Self-Score_3-2012.pdf



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Are You At Risk?

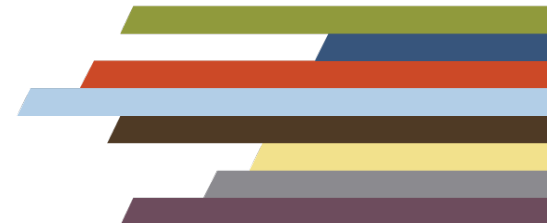
- Do you find yourself more critical, cynical, or sarcastic?
- Have you lost the ability to experience joy
- Do you drag yourself to work and have trouble getting started when you are there
- Have you become more irritable and less patient?
- Do you feel like you face insurmountable barriers at work



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Are You At Risk?



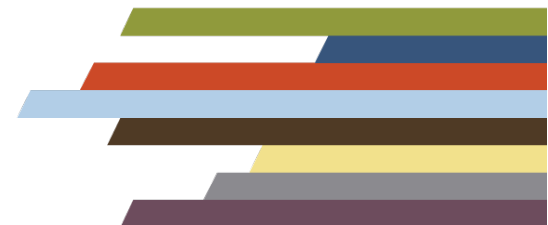
- Do you feel disillusioned about your job?
- Do you no longer feel satisfaction from your achievements?
- Do you feel like you have no energy?
- Has your productivity declined?
- Do you have a hard time laughing at yourself?
- Are you tired of your co-workers asking if you are okay?
- Are you self-medicating with substances?
- Have your sleep/appetite patterns changed?
- Are you trouble by somatic complaints?



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Helpful Suggestions

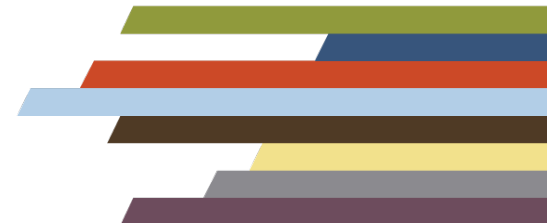
- Have a meeting with your self each day
- Establish a gratitude practice
- Have a recap daily
- Meet with co-worker or supervisors in available
- Don't forget the work you do
- Seek out a therapist
- Don't try to change everything at once



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Resources

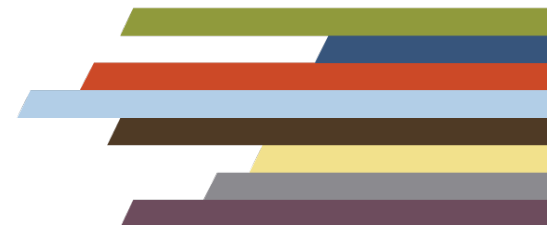
- <https://www.thewholechildmatters.org>
- <https://www.thewholechild.org>
- https://polaristeen.com/?gclid=Cj0KCQjwv7L6BRDxARIsAGj-34rIfuCMfuha-UyJfGEf4eYnUAW783Ab7TSPa4Q9GVHWPYhsDGwAMi8aAgZvEALw_wcB
- <https://casel.org>
- <https://schoolguide.casel.org/essentials>



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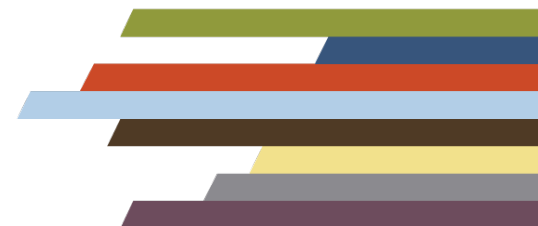
Q and A



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Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

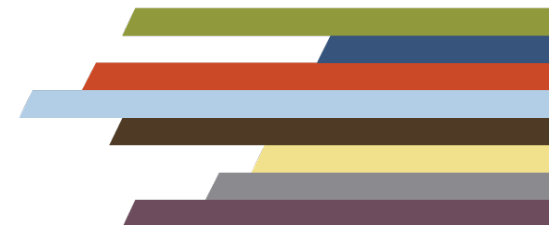
Please take a moment to complete a brief survey about today's training.



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Connect With Us!

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Website:

<https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

Like and follow us on social media!

Facebook: Northeast & Caribbean MHTTC

Twitter: @necmhttc

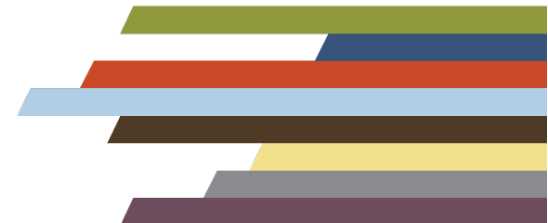
LinkedIn: @Northeast and Caribbean MHTTC



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References

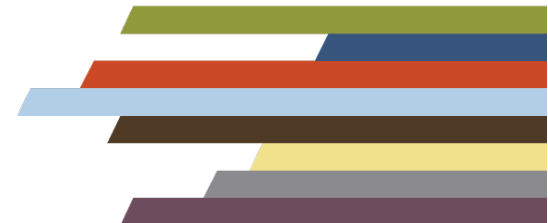
- Asby, D., Farrise, K., Mason, C., Sumski, A., Crocker, J., Santa, R., Staeheli, M., (2020) *Back to school after COVID-19: supporting student and staff mental health*. SAMHSA Publication through New England MHTTC.
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- Graves, G. (2020, Sept). The hidden toll of COVID-19. *Health*, 34(7), 92-95.
- Kluwer, W. (2020). The ripple effects of the pandemic. *American Journal of Nursing*, 120(7), 14-15.



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References

- New England MHTTC. (2020). *Back to school after COVID-19:supporting student and staff mental health.*
<https://mhttcnetwork.org/centers/new-england-mhttc/product/c-tlc-back-school-after-covid-19-supporting-student-and-staff>



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