

# The Zoom Interface

The screenshot shows the Zoom Webinar interface. At the top, it says "Zoom Webinar" and "You are viewing David Terry's screen". Below that, there's a "View Options" dropdown and a "Click here to maximize your session view" button. The main content area displays the TTC logo (Technology Transfer Centers, Funded by Substance Abuse and Mental Health Services Administration) and a large message: "Thank you for joining us today! You will not be on video during today's session".

Callouts and annotations include:

- A "Click here to maximize your session view" button pointing to the top right.
- An "Enter Full Screen" button pointing to the top right.
- A "Question and Answer" window with "All questions (1)" and "My questions (1)" tabs. A callout explains: "You can switch between questions you've asked and those asked by others using these buttons." Another callout explains: "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." Below this is a text input field "Type your question here...".
- A "Zoom Webinar Chat" window on the right with a callout: "The chat feature will allow you to talk with other people in today's webinar." Below it, another callout: "The To field will tell you who will receive your message. Be mindful of who you are chatting to." At the bottom of the chat window, it says "To: All panelists" and "Your text can only be seen by panelists".
- A "Select a Speaker" dropdown menu with options: "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...". A callout points to it: "Click Here to adjust your audio settings".
- At the bottom, there are buttons for "Audio Settings", "Chat", "Raise Hand", "Q&A", and "Leave". A callout points to the "Leave" button: "Click here to leave the session".

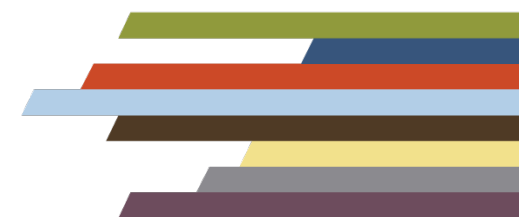
**All attendees are muted. Today's session will be recorded.  
A link to the presentation slides and a recording of the webinar will be emailed.  
Certificates of Attendance will be emailed.**



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# Helping Students Cope with Stress

*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.

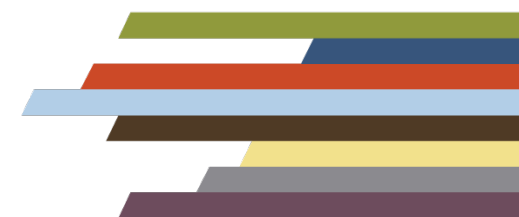
Supplemental funding to work with school teachers and staff to address student mental health.



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# Grow Your Knowledge and Skills

Keep up with the latest effective practices, resources, and technologies!

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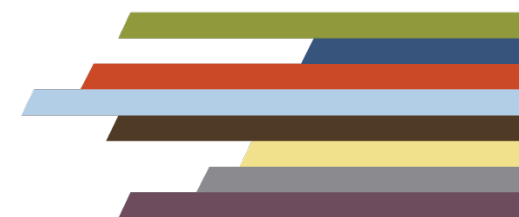
<https://bit.ly/2mpmpMb>



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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.

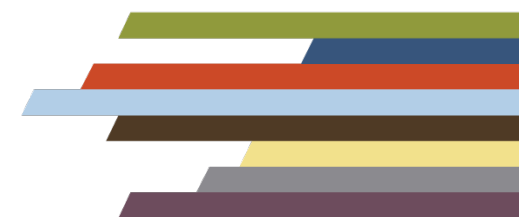
Feedback about this training will assist us in developing trainings that are relevant to your current professional needs. Therefore, your feedback counts!



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# Video Recording Information

## ***Please Note:***

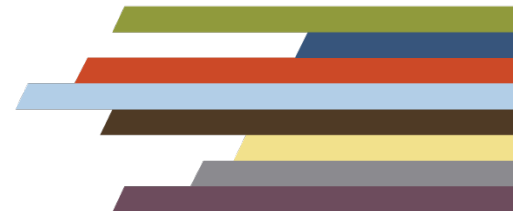
We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.



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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

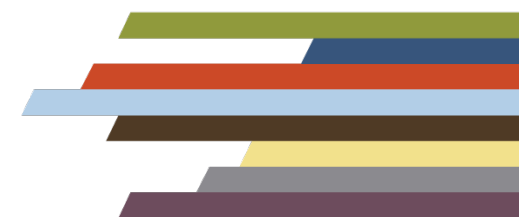
- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.



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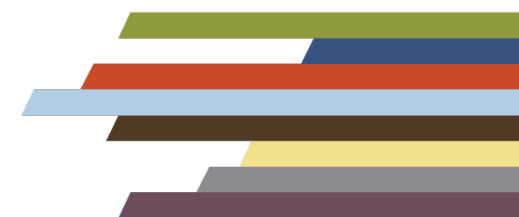
This presentation will be recorded and posted on our website. At the time of this presentation, Elinore F. McCance-Katz served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the presenters, and do not reflect the official position of the Department of Health and Human Services (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:



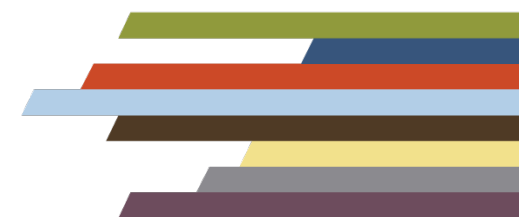
**PJ Wenger LPC, NBCC, MFT, Ed.S.**



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# Objectives

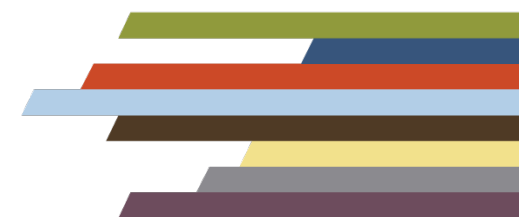
- Define stress and how it manifests in children
- Look at how COVID affects stress
- Recognize the parallel between stress and mental health
- Identify how we can help children deal with stress
- Identify what we as teachers can do
- Provide concrete strategies and resources



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# Is it Stress?

## **Stress** defined:

....A state of mental or emotional strain or tension 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.

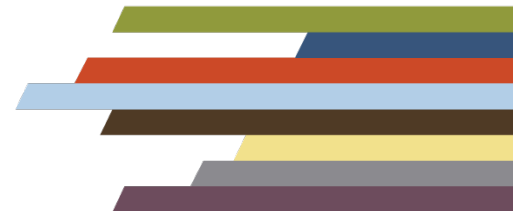
Chronic stress-Stress that is prolonged over a period of time. Degenerative.



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# What We Are Seeing Secondary to COVID



- Crisis Text Line
- Top 3 hot topics on the rise via the Crisis line
- More conversations re: domestic and substance abuse
- Increases in conversations about job loss, grief, and racism
- Shift towards people over 35 having anxiety because they're not sure how they're going to support their families.
- More people on the front lines. There's an overall feeling of "What's next?" The fear, the hopelessness. It's such a stressful time for everybody.
- LatinX community texters are mentioning significantly higher rates of recent discrimination or racism, financial issues, recent loss of a loved one, or difficulty caring for a loved one versus the other texters we're seeing. And they're significantly more likely to have a parent that is an essential worker.
- Asian-Americans are experiencing three times higher rates of racism and discrimination compared to other texters.
- African-Americans are experiencing loss of a loved one two times the rate of other texters.

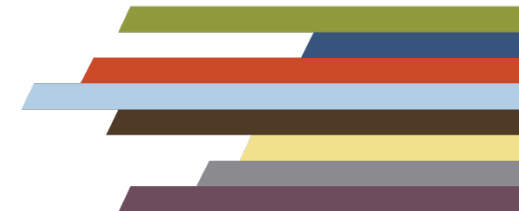
(Interview with Jen James, Crisis Text Line Founding Supervisor [Web.md.com](http://Web.md.com))



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# Stress and COVID-19

Stress during an infectious disease outbreak can sometimes cause the following:

- Fear and worry about your own health and the health of your loved ones, your financial situation or job, or loss of support services you rely on.
- Changes in sleep or eating patterns.
- Difficulty sleeping or concentrating.
- Worsening of chronic health problems.
- Worsening of mental health conditions.
- Increased use of [tobacco](#), and/or [alcohol and other substances](#).
- Young children may be regressing and are in need of age appropriate explanations about COVID-19
- Teenagers may be experiencing more depression as the result of physical distancing or missing events.
- Children of all ages are vamping off of the adults who are around them and their reactions.



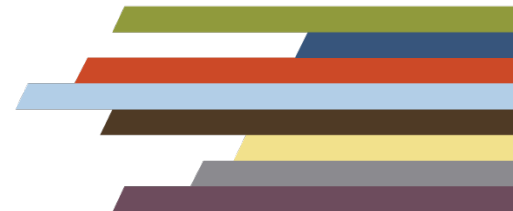
(cdc.gov)



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# Stress of COVID

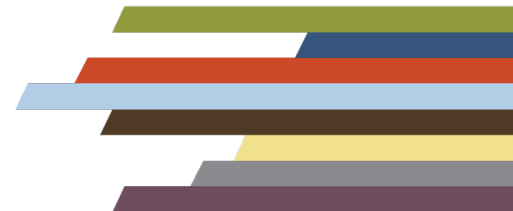
- Fear/Worry
- Financial
- Employment
- Support systems
- Parent/teacher roles
- Changes:
  - Appetite
  - Sleep
  - Routines



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# Identifying Signs of COVID Stress

- “Fear has immobilized me”
- ”I feel trapped”
- “I’m frozen”
- “I can’t/I don’t want to move”
- “I feel like a hostage”
- “I just can’t.....”
- “I’m freaking out”
- “I’m losing it”
- “I’m barely keeping it together”
- ”The day goes by-I don’t do anything but lay on the couch and watch TV”



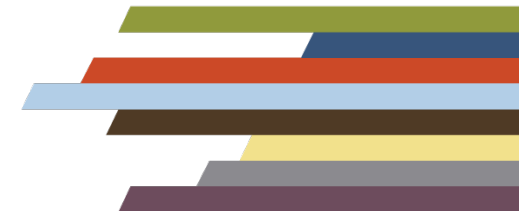
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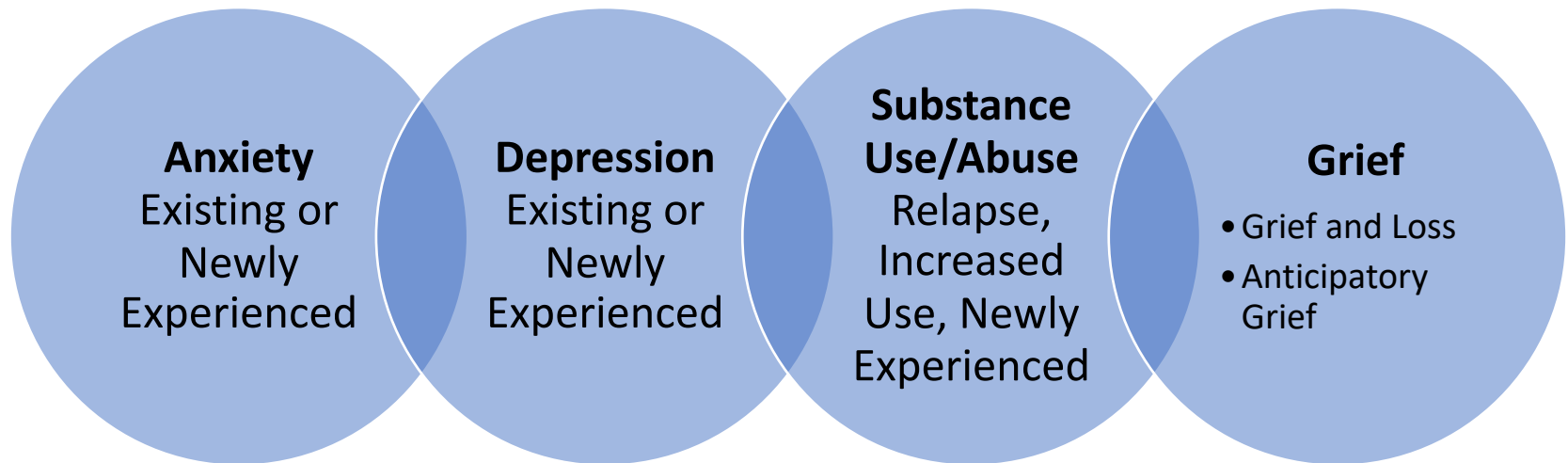
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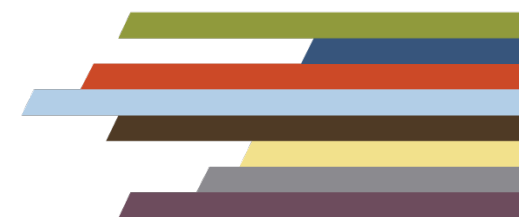
# Mental Health Issues That We May See or Experience



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# Stress in Young Children

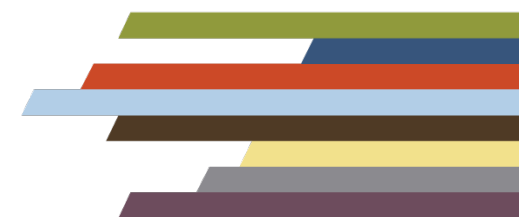
- Difficulty concentrating
- Behavioral changes
- Fears
- Development of nervous habits
- Withdrawal
- School refusal
- Problematic behaviors
- Somatic complaints
- Sleep/appetite



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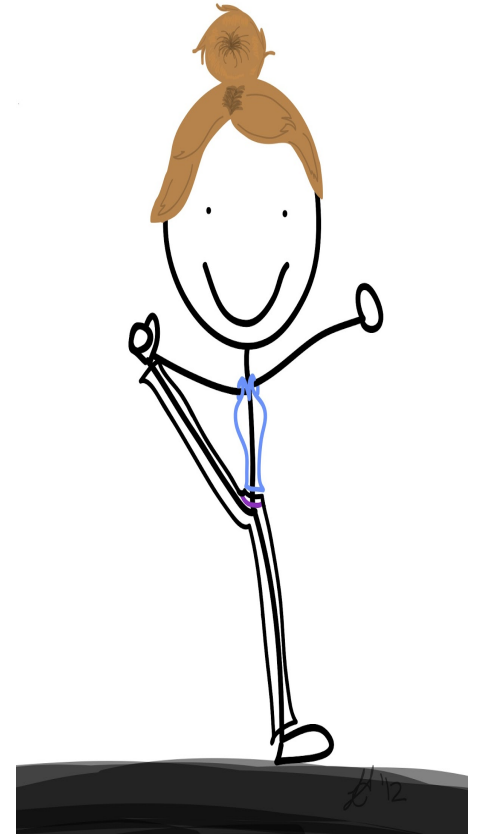
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# Interventions

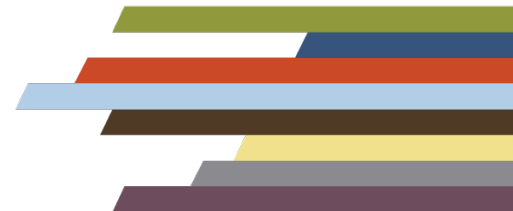
- Make a comic strip
- Directed art
- First Aid Kits
- Body movement-Yoga, exercise
- Show and tell
- SEL interventions
  - Morning meetings
  - Check-in
  - Check-out



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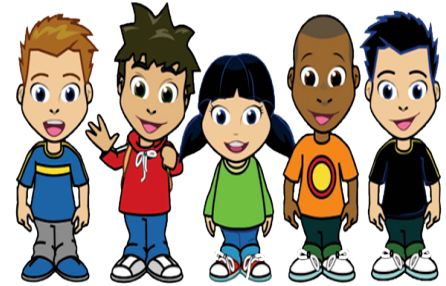
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# Helping Children Ages 10-13

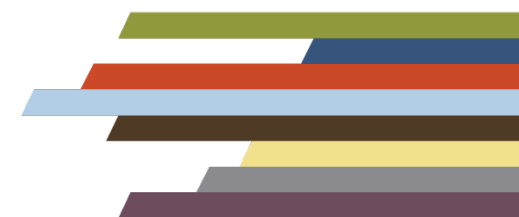
- Develop a schedule-VERY IMPORTANT
- Realistic expectations about schoolwork
- Encourage good sleep and hygiene
- Acknowledge the time spent of school whether they finish one or all their assignments.
- Validate how hard this is for this age group
- Share how hard it is for you and what areas you are struggling with
- Suggest doing things together to manage stress



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# Resources

- Fun Brain <https://www.funbrain.com>
- Books for PreK-thru Teenagers  
<https://www.newyorkfamily.com/books-pre-k-to-teenagers-during-coronavirus-new-york/>
- Kids Learn to Cook <https://kidscookrealfood.com>

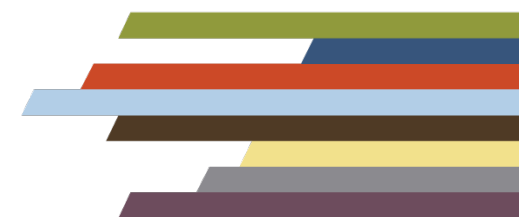
\*\*\*\*Resources can be obtained from the 7-10 list or the 13-17 list depending on the maturity level of the child.



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# Helping Children Age 13-17

- Assist in connecting this age with their peers.
- Acknowledge their losses- Multiple levels.
- Don't minimize their feelings
- Listen with non-reactivity
- Allow this age group to have time alone but intervene if all they do is stay in their room.
- Monitor for changes in behavior and mood that could indicate depression or anxiety.
- Provide options for this age group to connect with their peers i.e. play social video games, eating on zoom, going for a walk or a bike ride
- Consider on line therapy if needed.



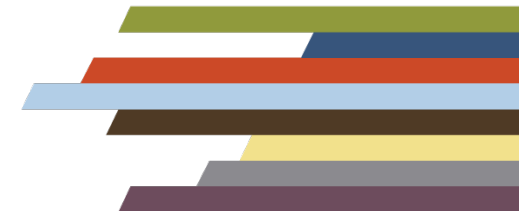
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# Resources

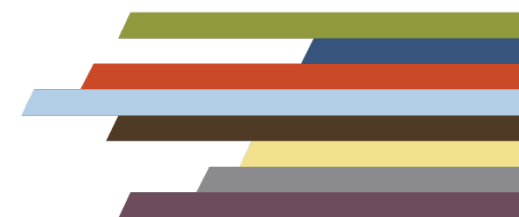
- Youth Service America YSH Youth helping community  
<https://ysa.org/covid/>
- EntertainmentCalendar.com has multiple activities for teens to participate in every day.  
<https://rochester.kidsoutandabout.com/content/1000-things-do-during-covid-19-online-activities-kids-teens-families-and-adults>
- The Times is working with Verizon to provide high schools with three free months of digital access— helping students stay connected to the world, even as they learn remotely.  
<https://www.nytimes.com/initiative/highschoolaccess>



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# Resources

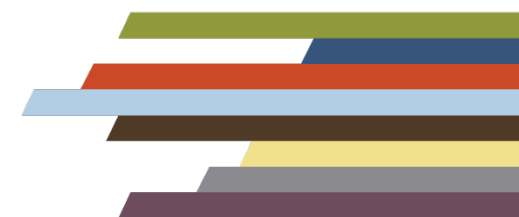
- Atlas is a wellness journaling app dedicated to helping you live the good life. Atlas guides you through day-to-day stress of relationship drama, dealing with fake friends, family problems, school work, and getting enough sleep. Helps you with the big picture too: pursuing purpose, finding connectedness, knowing your authentic self, and navigating an uncertain future. <https://www.atlasmh.com>
- Google Arts & Culture <https://artsandculture.google.com>
- Audible-provides entertainment and stories <https://stories.audible.com/start-listen>
- Duolingo-Learning a new language <https://www.duolingo.com>



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# Stress in Adolescents

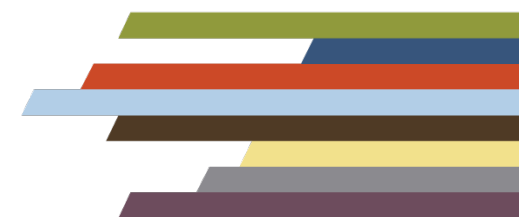
- Somatic complaints
- Withdrawal/shutting down
- Irritability/anger
- Increased emotional responses
- Academic performance
- Hopelessness
- Sleep/appetite changes
- Difficulty concentrating
- Self-medicating



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# Adolescent Interventions

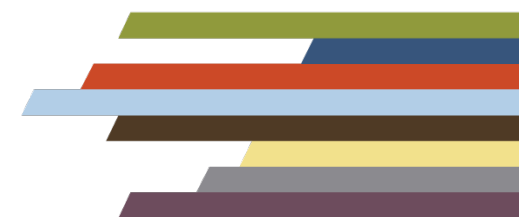
- Awareness of feelings
- Awareness of suicide conversations
- Utilize self-disclosure
- Good discussion endings
- Class specific activities
- You're not "crazy"
- Monitor feelings of "hate"
- Answers questions
- Be honest
- Stay calm



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# Adolescent Interventions

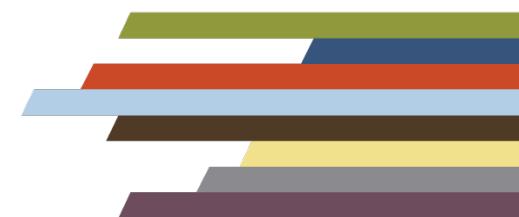
- Monitor extreme emotions
- Comfort/support
- Substance abuse
- Monitor personal hygiene
- Absent from school
- Monitor changes
- Watch for exacerbation of pre-existing conditions
- Refer



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# Interventions

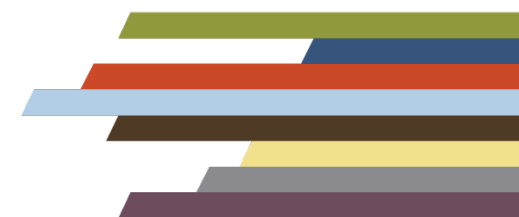
- Journaling
- Blogging
- First Aid Kits
- Phone Apps project
- Include music
- Create humorous moments
- Incorporate relaxation techniques
- Create a challenge
- Take a new skill/hobby/task



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# The Stress Toolkit

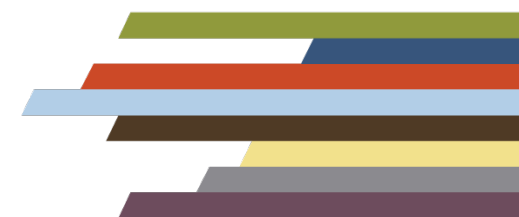
- Reframe Stress
- Shift from fixed to growth mindset
- Stop catastrophic thinking
- Practice problem solving
- Try stress management techniques



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# Monitoring Our Own Stress

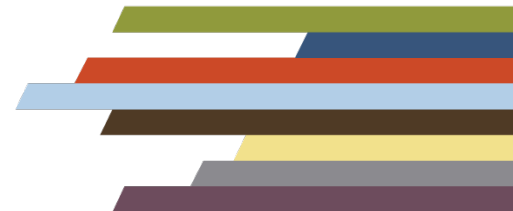
- Are we stressed?
- How are we dealing with stress?
- What does our stress look like?
- What are the tools we are modeling?



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# Helping with Mental Health Issues During COVID-19

- Limit the amount of exposure to social media; the news, websites and your personal social media if it is not helpful.
- Acknowledgement of feelings around the virus.
- Take a breather-Do something out of the ordinary.
- Exercise, eat healthy and get plenty of sleep.
- Use aromatherapy and/or light a candle.
- Reduce caffeine intake
- Journaling
- Gratitude practice
- Develop a body practice- Yoga, Tai Chi, Pilates
- Develop a new meditative skill such a knitting, crochet, painting.
- Develop a tool box (more later)

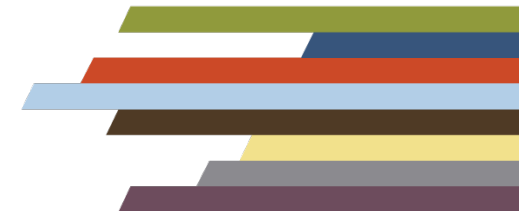


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# COVID CARE

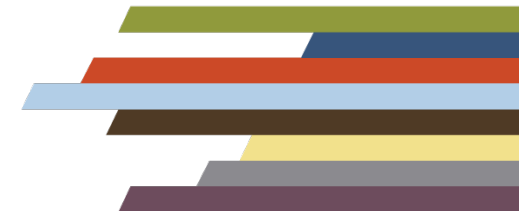
- Eat healthy
- Get enough sleep
- Exercise
- Stay connected
- Let the “light” in
- Monitor media consumption
- Practice some relaxation techniques
- Be kind to yourself
- Try something new
- Practice boundaries
- Create a vision



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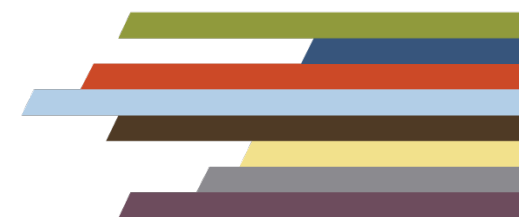
# Q and A



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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.

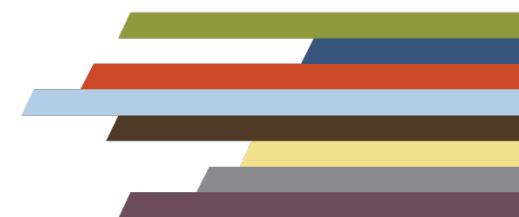
Please take a moment to complete a **brief** survey about today's training.



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# Connect With Us!

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**Phone:** (908) 889-2552

**Email:** [northeastcaribbean@mhttcnetwork.org](mailto:northeastcaribbean@mhttcnetwork.org)

**Website:**

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

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