Each Mind Matters Webinar for Educators
June 23, 2020

Mental Health Strategies to Support Students
Welcome!

**Housekeeping Items**

- This Zoom webinar call is being recorded.
- Type questions using the Chat feature and they will be answered during the Q&A section.
- A link to the recorded webinar and presentation slides will be made available after this webinar.
Introductions

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Sacramento County

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Alameda County

Emily Bender (she/her)
Sacramento County

Victoria Flores (she/her)
Sacramento City Unified School District
Today’s Objectives

- Provide an overview of how COVID-19 has caused trauma for school-age children and how to identify trauma symptoms
- Review Each Mind Matters resources for educators and self-care tips
- Share case study presented by Sacramento City Unified School District
- Q&A
Each Mind Matters is California’s Mental Health Movement. We are millions of individuals and thousands of organizations working to advance mental health.

Learn more at www.EachMindMatters.org
Walk In Our Shoes

Hello! Are you curious about what it's like to be in someone else's shoes? Do you want to learn about other people's lives? Curiosity and learning are great, so lace up, strap on, or slip on your sneakers and let's learn about mental health. Learning about other people can help you understand that they're still a lot like you — they're just on a journey in different shoes.
View Scarlett's Story Here:
https://walkinourshoes.org/our-stories/scarlett
COVID-19 Trauma and School-age Children
Impact Of Traumatic Events On Mental Health

Age

- 18-29: 4% in 2018, 38% in 2020
- 30-44: 4% in 2018, 37% in 2020
- 45-59: 4% in 2018, 37% in 2020
- 60+: 2% in 2018, 9% in 2020

Living with children under 18

- Yes: 3% in 2018, 37% in 2020
- No: 4% in 2018, 22% in 2020

Chart: Elijah Wolfson for TIME • Source: 2018: 2018 National Health Interview Survey; 2020: Luc.id/San Diego State University • Created with Datawrapper
Racial and Ethnic Disparities

Percentage of Blacks, Latinos, and People of Color by State Population, COVID-19 Cases, and COVID-19 Deaths
(Kaiser Family Foundation, CDC, US Census Bureau)

- California, Latinos: 39% (Covid-19 Deaths), 45% (Covid-19 Cases), 39% (State Population)
- North Carolina, Blacks: 21% (Covid-19 Deaths), 37% (Covid-19 Cases), 59% (State Population)
- Washington, DC., Blacks: 14% (Covid-19 Deaths), 33% (Covid-19 Cases), 41% (State Population)
- Michigan, Blacks: 32% (Covid-19 Deaths), 48% (Covid-19 Cases), 56% (State Population)
- Louisiana, Blacks: 45% (Covid-19 Deaths), 48% (Covid-19 Cases), 70% (State Population)
- Illinois, People of Color: 39% (Covid-19 Deaths), 48% (Covid-19 Cases), 56% (State Population)

Source: Double Jeopardy: COVID-19 and Behavioral Health Disparities for Black and Latino Communities in the U.S.
Toxic Stress

POSITIVE STRESS
Mild/moderate and short-lived stress response necessary for healthy development

TOLERABLE STRESS
More severe stress response but limited in duration which allows for recovery

TOXIC STRESS
Extreme, frequent, or extended activation of the body’s stress response without the buffering presence of a supportive adult

Intense, prolonged, repeated and unaddressed

Social-emotional buffering, parental resilience, early detection, and/or effective intervention

Source: www.centerforyouthwellness.org
Adverse Childhood Experiences (ACEs)

WHAT ARE ACES?
AND HOW DO THEY RELATE TO TOXIC STRESS?

“ACEs” stands for “Adverse Childhood Experiences.” These experiences can include things like physical and emotional abuse, neglect, caregiver mental illness, and household violence.

The more ACEs a child experiences, the more likely he or she is to suffer from things like heart disease and diabetes, poor academic achievement, and substance abuse later in life.

Source: https://developingchild.harvard.edu/
Know The Signs campaign engages Californians to learn how to recognize warning signs, to talk to someone at risk, and to find local resources.

### Leading Cause of Death in the United States (2017)

Data Courtesy of CDC

<table>
<thead>
<tr>
<th>Rank</th>
<th>Select Age Groups</th>
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<tbody>
<tr>
<td></td>
<td>10-14</td>
</tr>
<tr>
<td>1</td>
<td>Unintentional Injury 860</td>
</tr>
<tr>
<td>2</td>
<td><strong>Suicide 517</strong></td>
</tr>
<tr>
<td>3</td>
<td>Malignant Neoplasms 437</td>
</tr>
<tr>
<td>4</td>
<td>Congenital Abnormalities 191</td>
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Toxic Stress and Trauma During COVID-19

- Loss of loved ones
- Increase in domestic violence/abuse
- Financial hardship
- Stressed or unavailable parents/adults
- Illness/hospital stays
- Separation from friends
- Loss of routine
- Food scarcity
- Isolation
- Lack of physical exercise, light, nature
- Disruption to developmental needs
- Substance use or mental health challenges
- Missing out on celebrations, milestones
The Importance of Social Emotional Training

**Key Trauma-informed SEL Practices**

- Create predictable routines
- Build strong & supportive relationships
- Empower students' agency
- Support the development of self-regulation skills
- Provide opportunities to explore individual and community identities

[Image: transforming education logo]
The Need for Self-care

Teachers are working in the midst of a pandemic, racial oppression, civil unrest, traumatic events in personal lives, and uncertain/constantly changing work environments.

Working with individuals who have experienced a traumatic event can make someone more susceptible to secondary traumatic stress.
Secondary Traumatic Stress

Symptoms can include:

- withdrawing from friends and family
- feeling inexplicably irritable, angry, or numb
- inability to focus
- blaming others
- feeling hopeless, isolated, guilty about not doing enough
- struggling to concentrate
- being unable to sleep
- overeating or not eating enough
- continually and persistently worrying about students, even outside of school.

Source: Lander (2018)
Each Mind Matters
Resources for Educators & Self-care Tips
Each Mind Matters Websites

www.EachMindMatters.org  www.EMMResourceCenter.org
Walk In Our Shoes

MYTHS VS FACTS

**MYTH**
Kids can't get depression and anxiety disorders, only adults can.

**FACT**
Kids can develop a mental illness, like depression and anxiety disorders. This can happen to anyone at any age.

**MYTH**
Kids only get a mental illness because they have bad parents.

**FACT**
Mental illness is not caused by doing something wrong. Also, you can't cause someone else to have a mental illness. Doctors think that mental illness is caused by a mix of what's going on in your body and what's happening around you.

**MYTH**
Mental illness is the same as being mentally disabled (sometimes incorrectly called mental retardation).

**FACT**
Mental illness has nothing to do with how smart you are. A mental disability is a cognitive disability which means it's a

www.WalkInOurShoes.org
www.PonteEnMisZapatos.org
The Directing Change Program is an evaluated education program that can easily be integrated into classroom, club, or extracurricular activities.

- By category
- By diverse community
- By county
- View and download: Vimeo

www.DirectingChangeCA.org/films

**Circling Stigma**
Marin County, Navato High School
Students in a support group discuss the stigma surrounding mental illness.
https://youtu.be/Ch3rcFDUjkK

**More Than a Mental Illness**
Sonoma County, Montgomery High School
A film that reminds youth that you are not defined by your mental illness and encourages standing up for those experiencing a mental health challenge.
https://youtu.be/pT6fxf69kaw

**If We All Speak Loud Enough**
Orange County, Canyon High School
This creative film highlights how speaking up helps to end the silence on mental illness and reduce stigma.
https://youtu.be/8TirhNtBuvg

**Real Life Super Hero**
Del Norte County, Redwood Voice
This inspiring film teaches youth that anyone can be a super hero by supporting a friend experiencing a mental health challenge.
https://youtu.be/kMbFbq4yKHE

**Naivete**
Orange County, Canyon High School
This clever film discusses societal stigmas associated with mental illness and why no one should be treated differently.
https://youtu.be/iBw1uQ2YYQ
Mental Health Activities: Grades K-12 & Colleges

Mental Health Short Video Activity

This activity is designed to increase students’ mental health awareness and empower them to seek help if needed. The following films are short, 60-second public service announcements created by youth through Directing Change, a program that supports statewide efforts to prevent suicide, reduce stigma and discrimination related to mental illness and to promote the mental health and wellness of students.

To get started, choose ONE short film from the list below. Watch the film together and then have a dialogue about what they saw, learned and felt when watching the film about mental health. Discussion questions to facilitate dialogue have been provided below. Choose a different short film and repeat. Compare the two films and have a dialogue to determine if this has helped them better understand mental health.

- **Circling Stigma** - Students in a support group discuss the stigma surrounding mental illness. [https://youtu.be/Chk-CDJUpKK](https://youtu.be/Chk-CDJUpKK)
- **More Than a Mental Illness** - A film that reminds youth that you are not defined by your mental illness and encourages standing up for those experiencing a mental health challenge. [https://youtu.be/D17q6ms33aw](https://youtu.be/D17q6ms33aw)
- **Not Alone** - With the help of his basketball team, an African American youth is reminded of his own strength, that he is not alone, and that there is help. [https://youtu.be/8B6xFwD2wLM](https://youtu.be/8B6xFwD2wLM)
- **Friend in Need** - Chinese with English captions. A story of how friends can show support to those who are experiencing a mental health challenge and are not alone, no matter the circumstance. [https://youtu.be/mk40P376sh0](https://youtu.be/mk40P376sh0)
- **A New Tomorrow** - When one friend begins showing warning signs, notices and seeks the help of a school counselor. [https://www.youtube.com/watch?v=FFFwUNQFQ](https://www.youtube.com/watch?v=FFFwUNQFQ)

**Inside Out:**

[https://www.youtube.com/watch?v=azZJ29kQ1cY](https://www.youtube.com/watch?v=azZJ29kQ1cY)
Length: 95 min. (PG)

Riley is an 11-year-old who has felt a lot of Joy in her life until her family moves away from their hometown. Riley’s emotions are characters who reveal the Sadness, Anger, Fear, and Disgust that she sometimes feels as she grieves the life she knew before and struggles to adapt to the new life she must come to know.

**The Perks of Being a Wallflower:**

Length: 103 min. (PG-13)

Reeling from the loss of his best friend, introverted high school freshman, Charlie (Logan Lerman) is taken under the wings of two seniors, free-spirited Sam (Emma Watson) and her gregarious stepbrother, Patrick (Ezra Miller). Together, they welcome Charlie to a world of friendship, joy, and love.
May is Mental Health Matters Month

Social Media Activity

Gardening Activity

Sidewalk Art

Wall Art Installation

EachMindMatters.org/May2020
LGBTQ+ Youth & Young Adults
A wide range of mental health and suicide prevention educational resources are available for diverse communities across the lifespan:

- African American
- API youth
- Armenian
- Chinese
- Farsi
- General public
- Hmong
- In crisis
- Khmer
- Korean
- Lao
- Latinx/Hispanic
- LGBTQ
- Middle-aged men
- Native families
- Punjabi
- Tagalog
- Vietnamese
- Russian

www.suicideispreventable.org
www.elsuicidioesprevenible.org
The online activation kit includes:

- Virtual Activity Guide
- Proclamation template
- Social media posts
- Suicide Prevention Week poster
- Digital banners
- Drop-in articles
- Daily email blasts
- Links to helpful resources & messaging
- Know the Signs link to resources
- Suicide Prevention 101 slides
- COVID-19 mental health resources

www.eachmindmatters.org/SPW2020/
Suicide Prevention Activities

Virtual Trivia

Trivia is a recognized social game in which teams are asked questions about different topics and they have to get as many correct answers and points as possible. Utilize this trivia game as part of events, parties or with a group of friends and family virtually!

What’s in the Game:
- Instructions
- Trivia PowerPoint

What You’ll Need:
- Download Zoom or other video conferencing platform
- 1 – 2 people to act as the Trivia Judge and/or Score Keeper
- Piece of paper and writing utensil to keep track of each person’s score
- Timer or clock to keep track of the time between questions
- (Optional) Prize for the winner

How to Play:
- The Trivia Judge, will need to be the host or presenter of the meeting, as they will be in charge of moving the Trivia PowerPoint along, and reading of questions and answers.
- To keep score, the Trivia Judge and/or Score Keeper (if you have one) will write out each participant name onto a piece of paper. Each trivia question that is read, has a corresponding number that denotes how many points that question is worth (e.g. 100, 200, 300, 400 and so on).
- The Trivia Judge will need to have the Trivia PowerPoint up on the first slide and share their screen with participants. The Trivia Judge will read through slides 1 – 3, which go over the instructions, rules and technical pointers.
- When ready, the Trivia Judge will set their timer or clock to 60 seconds and read off the first question on slide 4. Participants have 60 seconds to submit their answers in a private chat message to either the Trivia Judge or the Score Keeper.
- Once the time has passed, the Trivia Judge will call TIME, at this point all participants must have submitted their answers via private chat to either the Trivia Judge or Score Keeper. The Trivia Judge will read off the question one more time, along with the answer and description.
- Before moving on to the next question, the Trivia Judge or the Score Keeper will record each participant’s score on their piece of paper.

Game Rules:
- Participants must type their answers in a private message to whoever has been designated to keep score, either the Trivia Judge or the Score Keeper, do not call out answers.
- Participants have 60 seconds to come up with their answer.
- Participants are only allowed to submit one answer response, or for the questions that ask for three or four answers, three or four answer responses. Submitting more than the asked for answer responses or providing general descriptions will be scored as incorrect.
- You are not allowed to utilize your cellphones, computers, or tablets.

www.eachmindmatters.org/SPW2020/
“During times of change and uncertainty it is ever more important to incorporate self-care and structure into your schedule. And while your typical self-care routine may no longer be available, there are ways to stay healthy and remain connected. Every day take a moment (or more) to take care of yourself.”

This resource is available in the following languages:

- Armenian
- Arabic
- Chinese
- Farsi
- Hmong
- Punjabi
- Russian
- Khmer
- Korean
- Lao
- Spanish
- Tagalog
- Vietnamese
Additional Self-Care Tips & Resources

The National Child Traumatic Stress Network

- **Taking Care of Yourself**

- **Coping in Hard Times: Fact Sheet for School Staff**

- **Trauma – Tips for Educators**
Featured Guest: Sacramento City Unified School District
SCUSD Virtual Calming Room

www.calmingroom.scusd.edu

Virtual Calming Room

Sounds & Music - Guided Mediations - Visual Relaxation - Support
Yoga - Live Animal Cameras - Coloring & Creativity – Mindfulness – Exercise - Smartphone Apps - Puzzles & Games - SCUSD Resources
Virtual Calming Room – Sharing Creativity
Wellness Warmline

- Single phone number to reach a number of support providers
- Live-answer
- 9-3pm daily
- Staff are able to answer remotely
- Responsive & supportive listening
May is Mental Health Month

#StayHomeSaveLivesBeWell

Celebrate May is Mental Health Month!

- Connect with Loved Ones
- Move Your Body
- Seek Mental Health Care
- Practice Mindfulness
- Eat Healthy Food

Shelter in place does not mean suffer alone. Take care of yourself & reach out for help when you need it. We are all in this together!

Need to Talk?
Text HOME to 741-741

Need Self-care Tips?
Visit the California Surgeon General’s Playbook

Need Something Else?
Visit SCUSD’s Online Support Center

Need to talk? You are not alone!

If you or someone you know is struggling, help is available 24/7:

- **The Source**: Call or Text 916-SUPPORT (916-787-7678)
- **Crisis Text Line**: Text HOME to 741-741
- **Suicide Prevention Hotline**: Call (916) 368-3111

¿Necesitas hablar? ¡No estás solo!

Si usted o alguien que conoce tiene dificultades, hay ayuda disponible las 24 horas, los 7 días de la semana:

- **The Source**: Llama o envía un mensaje de texto a 916-787-7678
- **Linea directa de prevención de suicidios**: Llama al 1-888-628-9454
SEL Lessons During Distance Learning

- Class discussion express feelings
  - Ex: What do you do when you are happy?
- As students hare feeling – have them color in a letter.
- By the end all the letters are colored in!

Mindfulness
Sitting Frog – calming class ending
https://www.youtube.com/watch?v=EOckRqCdG0
Sign Up for Our Newsletters!

Each Mind Matters Newsletter
The Each Mind Matters Newsletter is a monthly newsletter created for anyone interested in supporting the mental health movement in California. Each edition includes a recap of the top headlines in mental health and a wealth of resources to help spread the word about mental health.
Subscribe here: http://www.eachmindmatters.org/get-involved/subscribe/

Insider Newsletter
The Each Mind Matters Insider Newsletter is a monthly newsletter created specifically for service providers. It includes information about relevant resources, upcoming events, and opportunities for providers to get involved in California's Mental Health Movement.
Subscribe here: http://emmresourcecenter.org/subscribe-newsletter
Stay Connected on Social Media

Each Mind Matters Social Media Channels

Campaign Hashtags: #EachMindMatters #SanaMente

Instagram: Instagram.com/EachMindMatters
Facebook: Facebook.com/EachMindMatters
Twitter: @EachMindMatters
Q&A
Contact Us

For additional support and technical assistance, please contact Emily Bender: Emily@TheSocialChangery.com

Thank you for joining us!

EachMind MATTERS
California’s Mental Health Movement