

***Are You Ready* For The Mental Health Tsunami?**



OUR PRESENTERS



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TRAUMA INFORMED APPROACHES

Be able to
recognize the
warning signs

What are the things
you need to watch
out for?

- School Staff
- Parents
- Students

Lots of
uncertainties, a
new “normal”



THE CONSEQUENCES OF TRAUMA AND UNCERTAINTY (CHILDREN)

We need to try to normalize these symptoms:

- General lack of energy/interest in activities
- Strained family relationships
- Decline in school performance, school avoidance
- Maladaptive coping
- Low self-esteem, negative self talk
- Regression in behaviors


THE CONSEQUENCES OF TRAUMA AND UNCERTAINTY (ADULTS)

Secondary Traumatic Stress (STS)

Common Compassion Fatigue Symptoms:

- Lowered concentration
- Rigid thinking
- Perfectionism
- Guilt, anger
- Helplessness, withdrawal
- Preoccupation with trauma





Understanding what is being expressed
through actions and/or words

Providing safe spaces to articulate fears
and anxieties

Acknowledge, Accept, Plan

Validate, validate, validate

Modeling for staff & students

**REDUCE STIGMA
RAISE AWARENESS
& ACCEPTANCE**



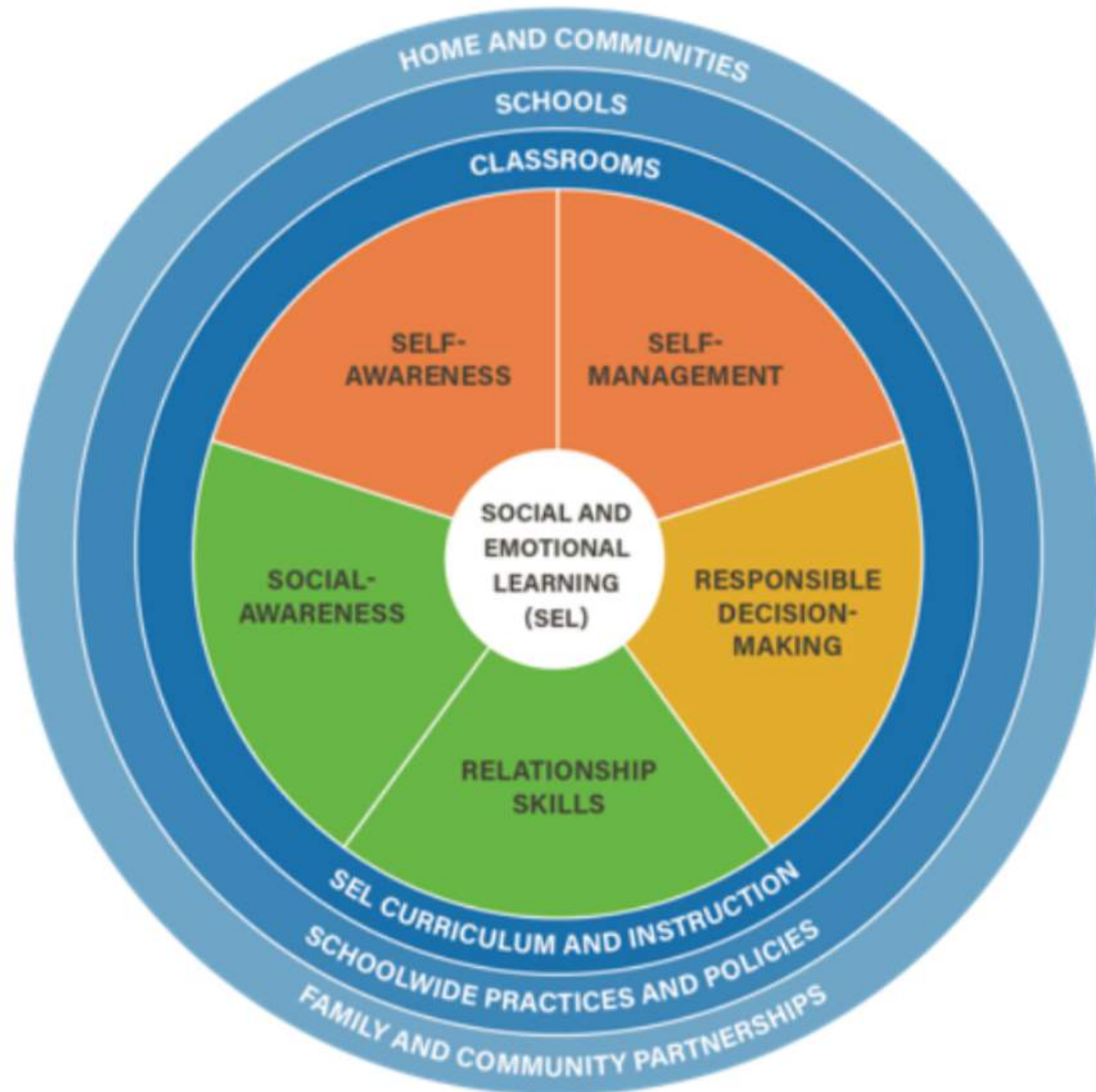
PROACTIVELY ASSESS MENTAL HEALTH NEEDS

- Assess staff members (for need and development of groups)
- Student Assessment
- Assemble task forces and groups for interventions
- Mental Health & SEL focus

UTILIZING EXISTING STRUCTURES

- PLCs
- SMART goals
- Trained Staff
- Crisis Plans
- Community supports
- PTA/PTO/SEPAG





CONSEQUENCES OF TRAUMA (CHILDREN)

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY





SEL PLAN CONSIDERATIONS

- NOT Just for the students Explicit v
- Embedded
- “Morning” meetings
- Morning with staff
- Student led, Staff led, Admin led
- Always with purpose Manufactured to institutionalized Continuum of understanding



MASLOW'S HIERARCHY OF NEEDS

From Maslow to Bloom

RESOURCES

<https://casel.org/>

<https://www.nctsn.org>

<https://www.cdc.gov>