

Supporting Mental Health in Children

William Rainey Harper School

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OhioGuidestone

WHERE NEW PATHS BEGIN

Hello!

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OhioGuidestone
WHERE NEW PATHS BEGIN



STRESS

- Adolescents and Stress
- Not all stress is harmful
- Varying degrees of stress throughout the day
- Can initiate changes in motivation and behaviors
- Ranges from:
positive – tolerable – toxic



CONSIDER THE STRESS

Positive Stress

- Short-lived
- Brief increases in heart rate or mild changes in body's hormone levels
- Essential to normal and healthy development
- ***Stressful events can be positive with necessary support to help develop sense of mastery**

Tolerable Stress

- Generally, occurs over limited periods of time
- Longer increases in heart rate and hormonal levels
- Can impact normal development
- ***Supportive relationships necessary to make stressful events tolerable rather than toxic**

CONSIDER THE STRESS

Toxic Stress

- Often chronic
- Can change the body's stress response system (hormones and brain architecture)
- Responds to lower threshold to events that might not be stressful to others
- **Events that are chronic, uncontrollable, and/or that are experienced without caring support**

CONSIDER THE STRESS

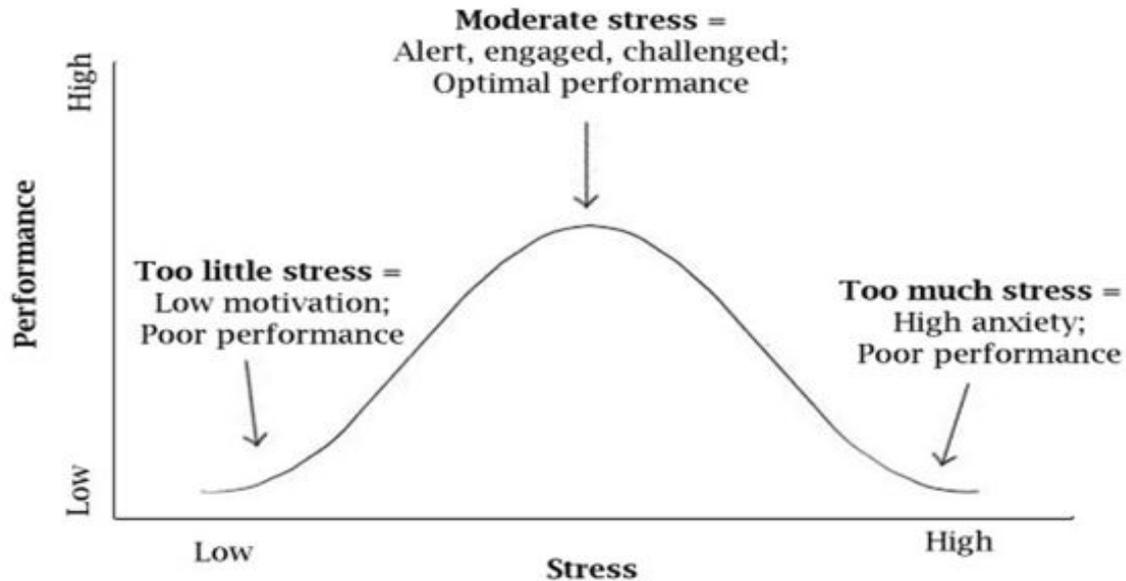
Pandemic Stress*

- Occurs over uncertain amount of time
- Experience can be disorientating
- Impacts social connectedness
- Countless "unknowns"



Image from: By 4C Medical Group

Stress & Performance



To be Human.... To have a brain & body

A VIEW INTO NEUROBIOLOGY AND NEUROSCIENCE

- PARTS OF THE BRAIN
- NERVOUS SYSTEM
- THE BODY



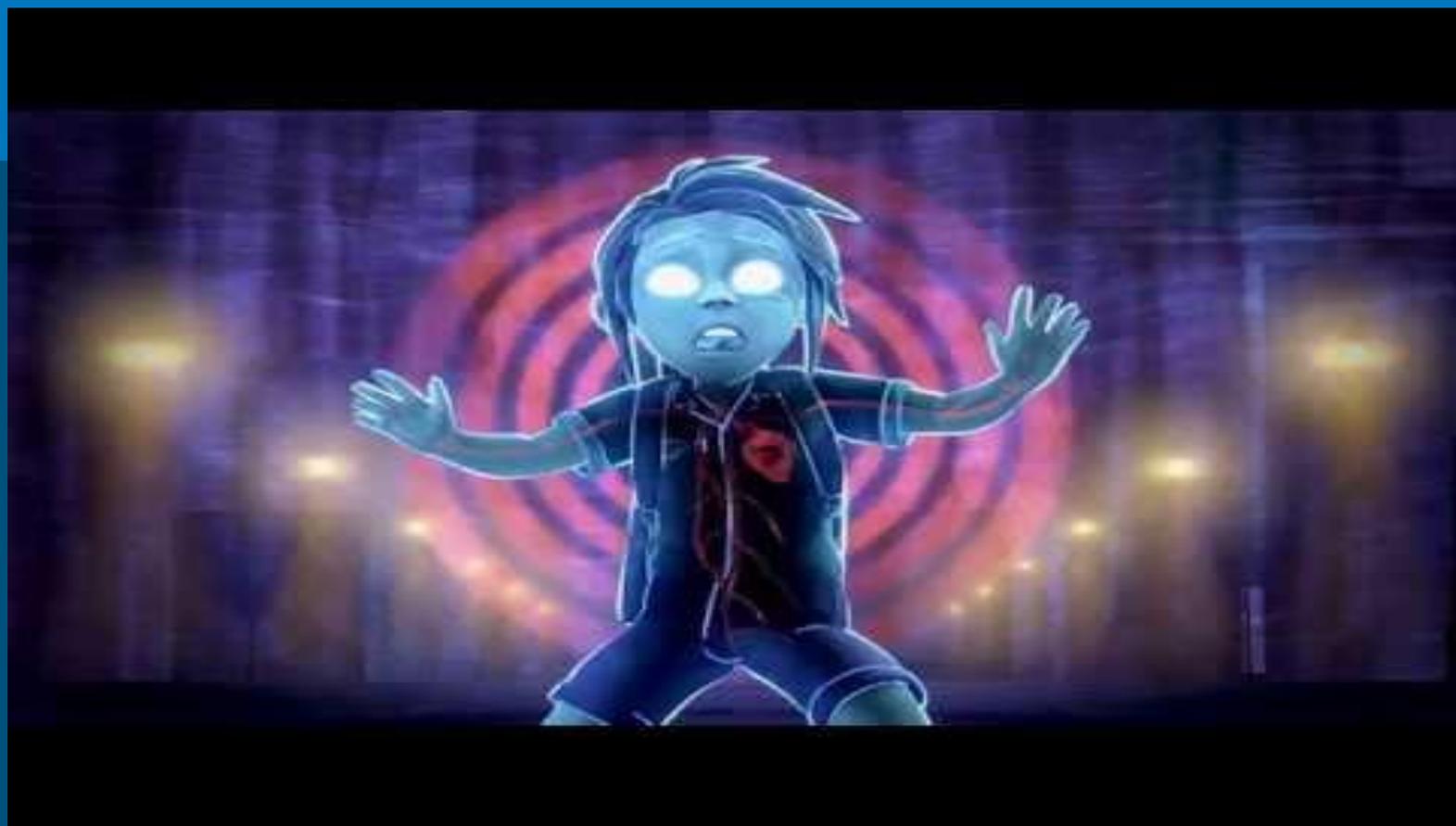
“Our bodies are the texts that carry the memories and therefore remembering is no less than incarnation.”

-Katie Cannon

FIGHT, FLIGHT, FREEZE



Image from BBC article



A child's behavior is NOT always what it seems

What we see: Behavior

What we don't see:
What's under the surface

SOCIAL SKILLS
BASIC NEEDS
SECURITY
HUNGER
POWER
ATTENTION
SELF-ESTEEM
NEED FOR ATTENTION
PHYSICAL SAFETY
THOUGHTS
SLEEP
SENSORY NEEDS
DEVELOPMENTAL LEVEL
NEED TO BELONG
EXECUTIVE FUNCTIONING
ATTACHMENT
NEED FOR CONNECTION
EMOTIONS
ANGER
SADNESS
FEAR



PARENTS
with confidence

So, what do we do about it?



Knowledge is Power

*Explore and consider:

What happened to them vs.
What's wrong with them

*Know yourself!

*Pause to Respond vs. React

The 3 R's

REGULATE

RELATE

REASON

WAYS TO HELP



- LISTEN TO HEAR
 - GIVE YOUR CHILD PERMISSION TO EXPRESS THEIR FEELINGS
 - EDUCATE AND PROVIDE RESOURCES
 - USE CALMING AND COPING STRATEGIES WITH YOUR CHILD
 - PRACTICE SELF-CARE AND MODEL COPING STRATEGIES
 - SPEND TIME WITH YOUR CHILD
- SEEK OUT PROFESSIONAL SUPPORT
-

Important Considerations:

- The goal isn't to eliminate anxiety, but to help a child manage it
- Don't avoid things just because they make a child anxious
- Express positive - but realistic expectations
- Respect their feelings, but don't empower them
- Don't ask leading questions

Important Considerations continued:

- Don't reinforce the child's fears
- Encourage the child tolerate their anxiety
- Try to keep the anticipatory period short
- Think things through with the child
- Try to model healthy ways of handling anxiety

Coping Strategies

Coping Strategies Every Child & Teen Should Know

Pathway
2 SUCCESS

Clipart by Sarah Pecorino & Kate Hadfield

www.thepathway2success.com



Practicing Mindfulness



Exercising



Checking in with Feelings



Reading



Coloring & Drawing



Making a Plan



Talking with Someone



Practicing Deep Breathing



Writing in a Journal



Listening to Music



Unplugging from Technology



Using Positive Self-Talk

Builds Confidence



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Benefits of Teaching Coping Strategies

Helps Manage Emotions



Improves Independence



Helps Manage Stress



Improves Behaviors



Improves Self-Regulation



Helps Work Through Challenges



Clipart by Sarah Pecorino, Kate Hadfield, & Teachers Revere's Farm

DISCUSSION AND QUESTIONS

