

**Supporting  
Mental Health  
in Challenging Times  
INTRODUCTION**





# Introductions

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1-800-565-2575 call or text



# Visit the RCCMHC website



The screenshot shows the homepage of the Ramsey County Children's Mental Health Collaborative (RCCMHC). At the top left is the RCCMHC logo, which consists of stylized figures in green, yellow, and red. To the right of the logo is the text "Ramsey County Children's Mental Health Collaborative" and the tagline "Working across systems and with families to support children's mental health." Below this is a search bar with the placeholder text "Search Site". Under the search bar is the contact information "Call or Text (800) 565-2575". A navigation menu is located below the contact information, with links for "Home", "Calm Room", "Bulletin Board", "Resources", "Families", "Providers", "Collaborate!", "About Us", and "Calendar". The "Calm Room" link is highlighted. Below the navigation menu is a large banner image of a virtual calm room, which is a peaceful outdoor setting with a hammock, a wooden table, and a sofa. The text "Virtual Calm Room" is overlaid on the image. Below the banner is a section titled "Mental Health Disorders Are Common!". This section features a photograph of a young boy sitting on the ground, leaning against a brick wall, looking down. To the right of the photograph is a graphic showing five silhouettes of children holding hands, with an upward-pointing arrow below them. Below the graphic is the text "1 out of 5 youth has a mental health disorder".

**Ramsey County Children's Mental Health Collaborative**  
Working across systems and with families to support children's mental health.

Call or Text (800) 565-2575

Search Site

Home Calm Room Bulletin Board Resources Families Providers Collaborate! About Us Calendar

**Virtual Calm Room**

**Mental Health Disorders Are Common!**

1 out of 5 youth has a mental health disorder

<https://www.rccmhc.org/>



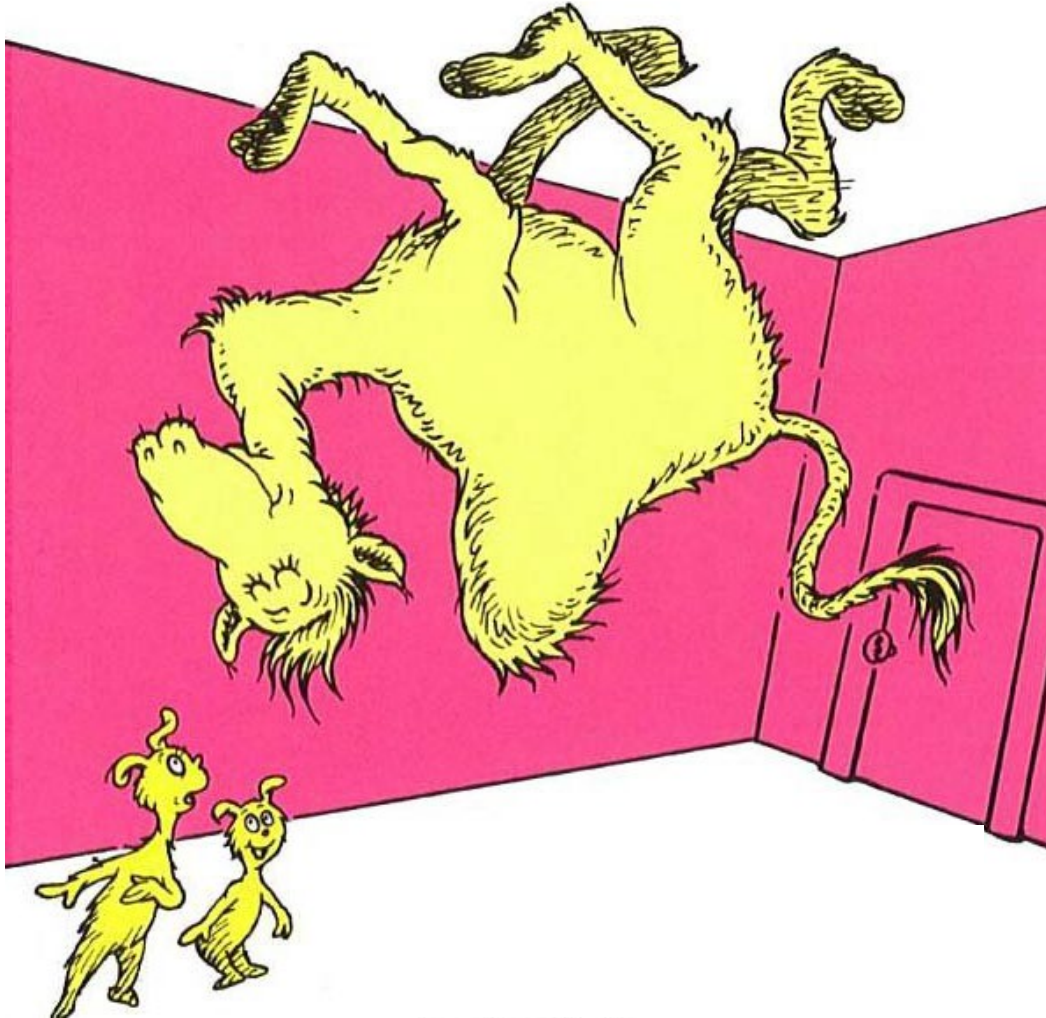
# RCCMHC's Training Film

Children's Mental Health: The Whole Story is a locally-produced, documentary-style training film about children's mental health and trauma. Narrated by a teen with mental illness, this film uses real stories from families and providers across multiple systems. It offers a down to earth and holistic look at challenges, strengths, and opportunities for intervention. It also talks about policy- what works and what is needed.




<https://www.rccmhc.org/whole-story>

BIG C,  
little c,  
what begins with C?



**In Minnesota,  
we have  
“collaboratives”  
and  
“Collaboratives”**



**In Minnesota,  
Collaboratives are more than  
just a coalition of partners who  
“collaborate” together.**

**In 1993, the Minnesota Legislature approved a set of laws to  
create COLLABORATIVES as special districts in our state.**

### **Special Districts**

- **Local government units created or authorized by state law to perform specific duties or to provide specific services in a limited scope.**
- **Ex. public schools**



**There are  
90  
Collaboratives  
in  
Minnesota**

<https://www.revisor.mn.gov/statutes/?id=245.493>

- **12 Children's Mental Health Collaboratives**
  - Address the multi-system needs of families who have a child with a MH disorder
  - Only 1 per county
- **47 Family Services Collaboratives**
  - Address the health, developmental, educational, and family-related needs of children and youth
  - Can have more than 1 per county
- **31 Integrated CMH and FS Collaboratives**

[http://www.dhs.state.mn.us/main/idcplg?IdcService=GET\\_DYNAMIC\\_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id\\_001475](http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id_001475)



**Partnerships, Policy and  
Collaboration**



**Youth, Family and  
Community Engagement**



**Capacity Building and  
Professional Training**



**Cross-System Services  
and Supports**



**Community Defined/Driven  
and Data-Informed  
Decision Making**



**Resource Sharing &  
Development**

# RCCMHC

RCCMHC works with...

1. Systems Leaders
2. Community Agencies
3. Families

Today, we'll focus on Youth,  
Family & Community Engagement!



## 1. Understand Youth Mental Health and Trauma

- New mental health impacts since COVID
- Symptoms, red flags & warning signs
- Youth/family experiences



## 2. Mindful Engagement

- Self Healing Communities
- 3 R's of mindfulness to increase engagement and manage our own personal stress reactions
- Impact on the Family System



## 3. Strengthening Families

- Tools-- Strengths questionnaire, Eco Map, parent-guided Resource Navigation, RCCMHC website resources, online Family Care Organizer, CALM Room, free services and how to refer

# Training disclaimer #1

This is a “101” workshop. The information in this training can NOT be used to diagnose yourself or someone else.

**This is a doctor.**  
We are not doctors. You are not doctors.

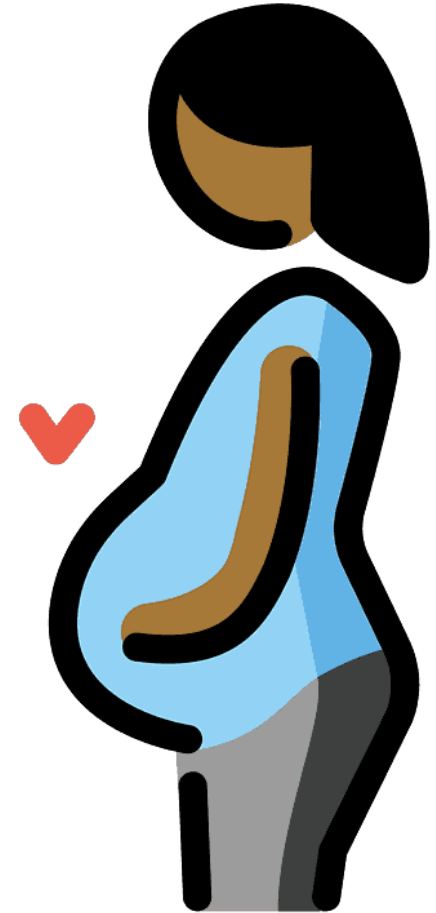
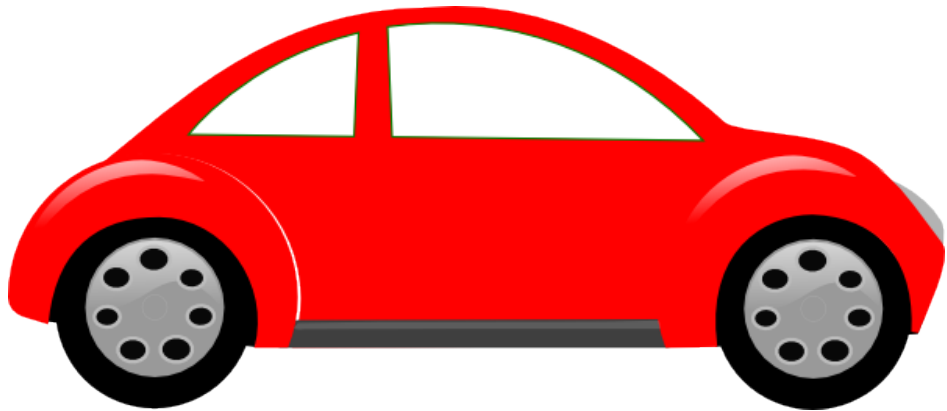


# Training disclaimer #2

## Frequency bias and the Baader-Meinhof phenomenon

Be careful not to “see disorders everywhere”!

When we learn something new or if we are thinking about something a lot, our brains will start to notice it more often. Example: you find out that you are pregnant and suddenly you start seeing more pregnant women or babies. Or you decide to buy a red car and suddenly you notice it everywhere. But there are NOT suddenly more babies or red cars in the world...





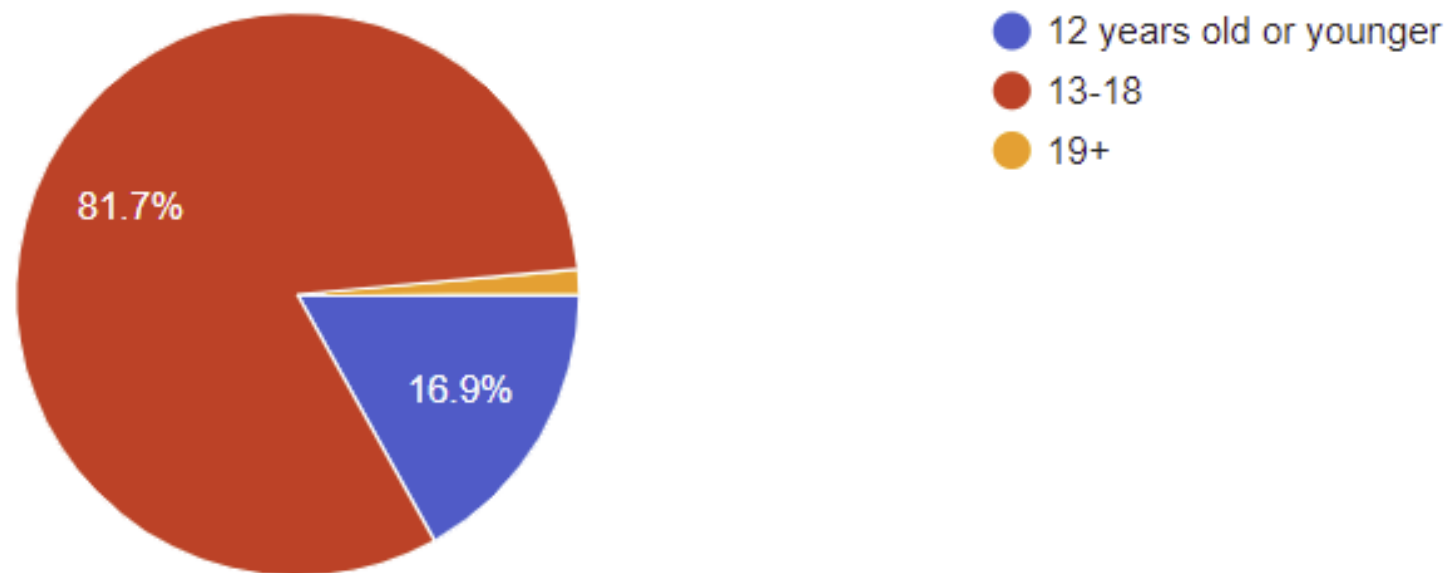
# 1. Understanding Youth Mental Health & Trauma

# RCCMHC Youth Survey

January 15 to February 15, 2021

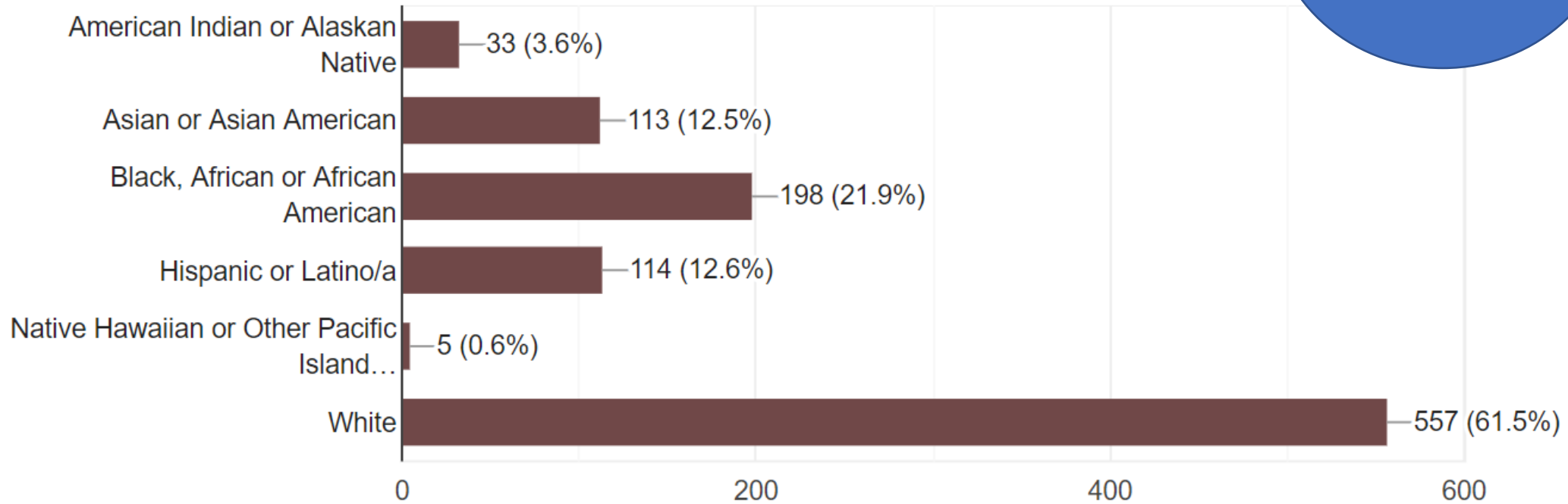
How old are you?

917 responses



## How do you describe yourself? (Mark all that apply)

905 responses

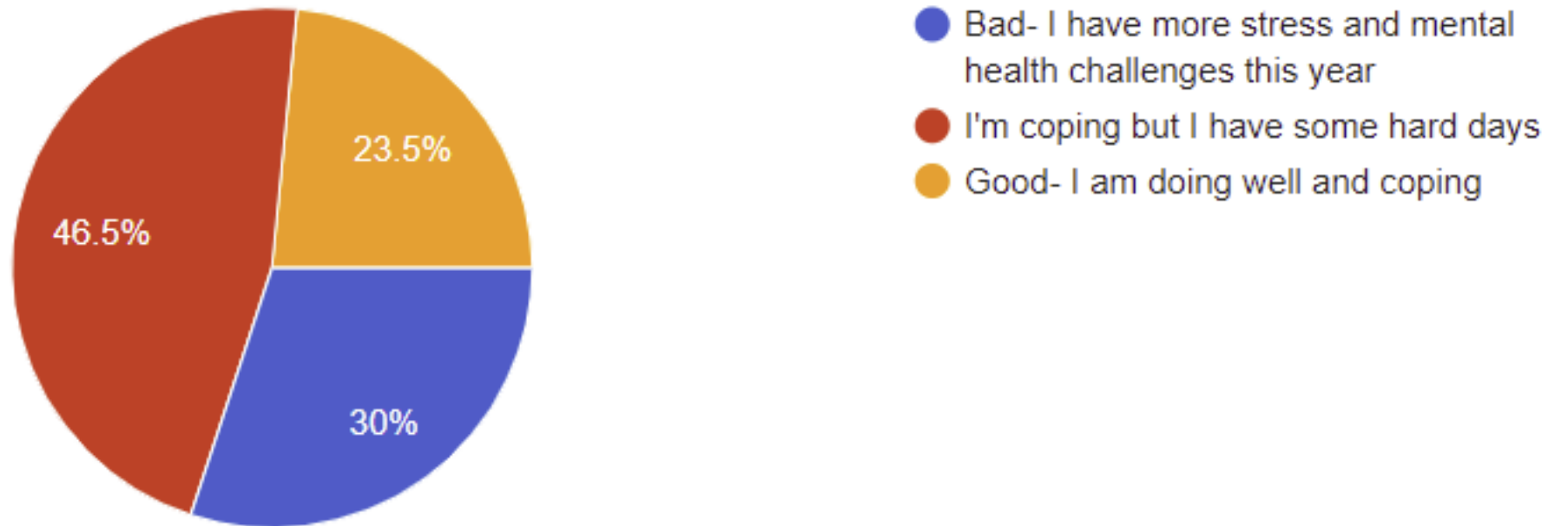


48% youth respondents self-identify as BIPOC

469 youth selected white only

## How has your stress/ mental health been this year?

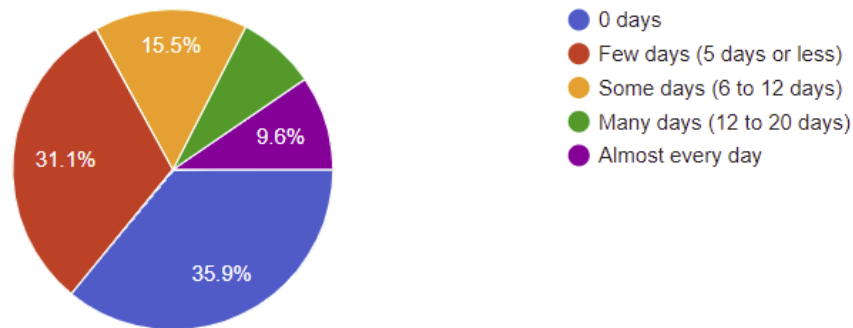
912 responses



**Only 23.5% of surveyed youth say they are doing well and coping.**

IN-PERSON: In the last month (30 days), how often do you get together with other kids through sports, community programs, clubs, or just "hanging out"?

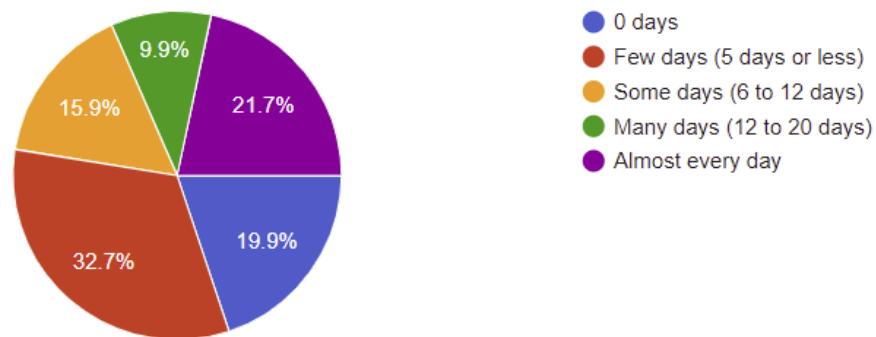
858 responses



**Most youth are engaging with other youth IN PERSON for 5 days or less each month.**

VIRTUAL: In the last month (30 days), how often do you get together with other kids through online clubs or virtual activities, texting, or phone calls (do NOT count time posting on social media)

900 responses



**HALF of the youth who responded are not even engaging with other youth VIRTUALLY.**

**179 youth answered that they spent ZERO DAYS getting together with other kids through online clubs or virtual activities, texting or phone calls in the last month.**

## We asked surveyed youth: Please describe how you are feeling

827 Youth Replied

|   |            |
|---|------------|
| <b>Stressed out; overwhelmed</b>                | <b>544</b> |
| <b>Bored</b>                                    | <b>542</b> |
| <b>Anxious; afraid; worried; nervous</b>        | <b>472</b> |
| <b>Tired; not interested in doing anything</b>  | <b>471</b> |
| <b>Sad; depressed; feeling down; hopeless</b>   | <b>400</b> |
| <b>Sleeping too much or not sleeping enough</b> | <b>398</b> |
| Isolated; feeling alone                         | 352        |
| Fidgety; restless; can't sit still              | 331        |
| Angry; short temper; fighting                   | 239        |
| Feeling sick a lot; stomachaches or headaches   | 142        |
| Nightmares; trouble sleeping                    | 132        |

“NO youth will be returning to school unfazed. If 100% of your kids are affected by something, you don't need an expert; you've got to become the expert.”

David Johnson, Co-Director of the Post Traumatic Stress Center  
and associate clinical professor at Yale University School of Medicine; department of psychiatry.)



**CHAT:** What do you feel like you need to know in order to “become the expert”?



The film can be accessed here: <https://www.rccmhc.org/whole-story>



'Safiya'

“Just because you see something on the outside, you don’t know what’s going on in the inside- you don’t know the in-depths of the family that’s involved- all you’re seeing is the action of a person or a child you don’t see what’s going on internally or why that child is the way he is.”



**What do you think Safiya means?**

**How can you apply this understanding to your work with youth/families?**

**EMOTIONS**

**BEHAVIOR**

**THINKING**

**PHYSICAL SYMPTOMS**

## **Categories of Common Disorders**

Anxiety Disorders

Bipolar and Related Disorders

Depressive Disorders

Disruptive, Impulse-Control, and Conduct Disorders

Neurodevelopmental Disorders

Obsessive Compulsive and Related Disorders

Schizophrenia Spectrum and Other Psychotic Disorders

Substance-Related and Addictive Disorders

Trauma and Stressor-Related Disorders

**The diagnosis doesn't matter as much as the symptoms and the intervention.**





The film can be accessed here: <https://www.rccmhc.org/whole-story>



# **DANGER**

## **ELECTRICAL HAZARD**



In this presentation, we use the terms “Red Flags” (pay attention!) and “Warning/Danger Signs” (take action NOW- there could be a safety issue.)

# Emotions



Mood change that lasts at least 2 weeks

Intense feelings or mood swings

Inability to cope; Worry or stress that interferes with daily activities

Frequent nightmares

Difficulty dealing with changes to routine

# Behavior



Behavior changes

Frequent fighting, temper tantrums , severe agitation

Difficulty concentrating, hyperactivity, impulsivity, risk-taking, talking rapidly

"BabyTalk" or younger behavior

**Self-injury and/or suicidal thoughts or statements**

Withdrawal from friends

Substance Abuse

Poor eye contact and communication



# Body



Unexplained weight loss;  
Frequent vomiting or use of laxatives

Physical complaints-  
headaches, stomachaches

Changes in appetite or sleep

Extreme energy or lack of energy

Oversensitive or under sensitive to light, sound, touch

# Thinking



**Confused thinking or difficulty thinking**



**Detachment from reality (delusions), paranoia or hallucinations**



Difficulty reading other people's emotions

# WARNING SIGNS (danger/safety)



Always pay attention to warning signs that indicate a child may hurt himself or others. Confused thinking, excessive anger, strange ideas, and difficulty completing daily tasks are also signs that something more serious may be going on.

- Talking about killing self or saying he/she wants to die
- Sudden interest in ways/methods to die (guns, hanging etc.)
- Depression/sadness symptoms, hopelessness, feeling isolated
- Talking about being in unbearable pain/ feeling trapped
- Unexplained cuts or bruises
- Talking about being a burden to others
- Increased use of drugs or alcohol
- Confused thinking, “talking crazy”
- Taking unusual risks or acting recklessly
- Changes in sleep patterns
- Extreme mood swings
- Rage or seeking revenge
- Withdrawing (from home/friends/activities)
- Making plans to die (Giving away possessions., writing a suicide note, planning how to do it.)

**CALL 911: DANGER**

**CALL 651-266-7878**

**Ramsey County Crisis Response**

24/7 mobile response

24/7 phone intervention

De-escalate before crisis

Non-emergency transport

Stabilization after crisis

Assessments, resource connections

# Ages/Stages & Mental Health Expression



Ages & stages impact how mental health is expressed. For example:

**YOUNG CHILD:** whining, clingy (separation anxiety), more stomach aches/constipation/diarrhea, tantrums, hitting. A child who is potty trained might start bedwetting, thumbsucking, using baby-talk .

**OLDER CHILD:** mood changes, conflicts with friends/family, behavior changes, pulling away from friends or family, loss of interest in activities they used to enjoy, changes in sleep/eating, problems with memory/thinking/attention



# Learn more about: Mental Health Crisis

Youth mental health warning signs, suicide warning signs, crisis plans & crisis management.

## Mental Health Crisis Planning for Families

<https://vimeo.com/313212936>



<https://www.rccmhc.org/crisis->

# Learn More: supporting families & keeping youth safe



## Supporting Families in Challenging Times



Contact Wendy for more information: [wendy@rccmhc.org](mailto:wendy@rccmhc.org) Call or Text (800) 565-2575



Increased stress and isolation are leading to increased mental health, substance use, and maltreatment issues... so more families are experiencing crises and need support.

At the same time, there are less resources available, agencies are under-staffed, and "helpers" are overwhelmed.

You are not alone! Scroll through this list of resources. Each guide has links to extended learning and training videos. If you are still feeling stuck, please let us help. We can brainstorm with you and connect you/ your client with local services and supports.

Need a quick break to manage your OWN stress? Visit the [Calm Room](#).

### Navigate Ramsey County Services

Use this chart to figure out who to call for a mental health crisis, emergency, suspected abuse/neglect, caregiver support, coordination, respite, or resources etc.

[Download](#)

### Supporting Youth & Families through Challenging Times

for School Staff & Family Service Providers

Increased stress and isolation are leading to increased mental health, substance use, and maltreatment issues. Please use this flow chart and the attached "Closer Look" pages to better understand Ramsey County and community-based options for supporting youth and families through challenging times. Ramsey County Children's Mental Health Collaborative is here to help too! We offer trainings, resources, family support, and community connections. For more info on RCMHC, please email [rgg@rccmhc.org](mailto:rgg@rccmhc.org) or call 612-489-1121

| Emotion or Behavior Concerns   | Immediate Safety Concerns, Danger or Fire   | Maltreatment & Safety Concerns   | Parenting Support & Resources  | Assessment, Coordination & Respite  |
|--|---|--|--|---|
| Parent/child conflict<br>Suicidal ideation, threats to self or others (no plan/means)<br>Behavior changes, severe agitation, rapid mood swings, mania, depression, confused or irrational thinking, psychosis, isolating<br>Resource connections<br>***In person, virtual or phone intervention, make crisis team, professional consultations, emergency transport, and... | Youth is in immediate danger and may need physical interventions (ie, running in traffic)<br>Youth is injured and may need medical attention (ie, ingested medications, significant lacerations on arms)<br>A fire, smoke, or gas leak is suspected.<br>A crime has occurred or needs to be reported. | Suspected Sexual Abuse<br>Suspected Neglect<br>Suspected Physical Abuse<br>Suspected Mental Injury<br>Threatened Injury<br>Runaway or "kicked out"<br>Need for immediate placement/ shelter (safety)<br>***Professional consultations for Mandated Reporters | Temporary placement needed: Caregiver is incapacitated (ie, primary caregiver has COVID and is too ill to care for children)<br>Resource connections to technology, food, basic needs support, meals...<br>Info and referrals for community based parenting support, informal respite, kinship care, and volunteer host homes.<br>***Professional consultations for Mandated Reporters does NOT result in an "open case" | Short term screening, assessment, arrangement of ongoing services (Project Assist)<br>Referral for specialized mental health services<br>Intervention and coordination of ongoing services for youth with serious MH needs<br>Formal respite services for youth with serious mental health needs. |



## A Closer Look: Keeping Youth Safe During COVID19

Call 651-266-4500 to talk to a Ramsey County screener.

Research shows that family violence, child abuse and neglect can increase during times of great stress. As many of our interactions with youth and families have shifted to virtual platforms, we need to rethink how we assess and engage. In many ways, nothing has changed. For example- unexplained bruises are still a warning sign. But in other ways, everything has changed! For example- how do we interpret body language through zoom? Or, how do we create trusted connections via telehealth? The ideas and links below can help you to navigate our "new normal."



### Increased Risks

- Past or current case with Child Protection
- Isolation; reduced connections
- Illness
- Financial distress; job loss
- Addiction/ substance use
- Mental health disorder or trauma history
- Family or community violence
- Cyber exploitation, bullying and "sextortion"
- [Increased Risks & Recommendations \(AAP\)](#)



### Red Flags you might see/hear virtually

- Change in behavior, energy, speech, focus
- A caregiver using harsh physical discipline
- A dangerous object (ie, an unsecured gun)
- Unexplained bruises or marks on youth
- Talk about sex that is not age appropriate
- Young child caring for siblings/ left alone
- Weight loss or other health concerns
- Seems jumpy around caregiver
- Talk of suicide, sadness, anxiety



### Connections & Questions

- Who is taking care of you? How are they doing?
- How is everyone getting along with each other? Is anyone having a hard time?
- What things do you like to do at home? What don't you like to do?
- [List of Sample Questions](#)
- [Building Rapport with Youth During Telehealth](#)

Help youth create a private space to talk (shutting door or using chat.) Remember that questions are not connections. To be a trusted adult, you need to listen and respond.

### Most youth & families are stressed out!

It's important to remember that some signs are NOT related to abuse/neglect.

- An absent student may need support with technology or internet access
- A disengaged caregiver may need interpreter services.
- Emotional or behavioral changes may indicate an emerging or underlying mental health issue related to feelings of isolation, anxiety, or grief and loss.
- A child's clothing or home may seem dirty or disheveled because the caregiver is now juggling work, child care and online school.
- A distracted, tired, or overwhelmed teen may be taking on extra obligations because a parent is sick or out of work.

A screener can help identify the best way to support the youth/family.

### Signs of Child Abuse & Neglect

- [Childwelfare.gov](https://www.childwelfare.gov/)
- [Mayo Clinic](https://www.mayo.edu/clinics/)

### Signs of Violence at Home/ Domestic Violence

- [National Child Traumatic Stress Network](#)
- [Trauma Tips for Teachers \(OJDP\)](#)

### Youth Safety in a Virtual Environment

- [Best Practices \(ASCA\)](#)

### Resources for Parents and Caregivers

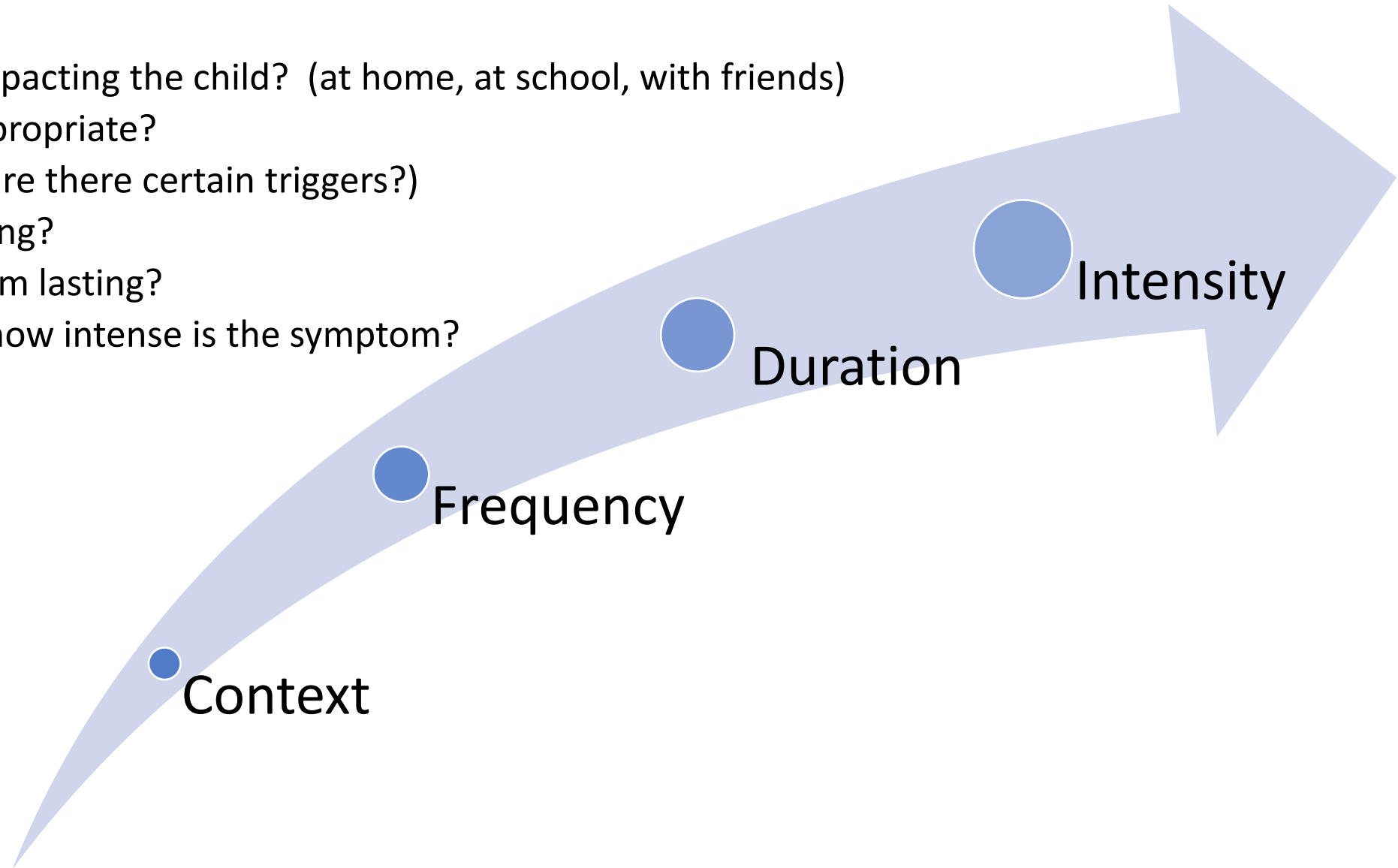
- [Parenting in a Pandemic \(AAP\)](#)
- [Keeping Kids Safe Online During COVID19](#)

This document was prepared by Ramsey County Children's Mental Health Collaborative  
[www.rccmhc.org](http://www.rccmhc.org)

<https://www.rccmhc.org/families-in-crisis>

## Parents/caregivers should watch for signs that their child may need to be evaluated by a professional.

- How is the symptom impacting the child? (at home, at school, with friends)
- Is the symptom age-appropriate?
- When is it happening (are there certain triggers?)
- How often is it happening?
- How long is the symptom lasting?
- On a scale of 1 to 10... how intense is the symptom?



# Example: frequency, duration, intensity...

Depression is a sad mood that lasts for at least 2 weeks. It affects school, home and friends. Youth who are depressed might have stomach aches, headaches, or muscle pain (somatic complaints.) Some children don't have the words to describe their mood- they might need to draw a picture or use a book or movie character to explain how they feel.



“Many children have times when they are sad or down. Occasional sadness is a normal part of growing up. However, if children are sad, irritable, or no longer enjoy things, and this occurs day after day, it may be a sign that they are suffering from major depressive disorder, commonly known as depression.”

The American Academy of Child and Adolescent Psychiatry, 2019

# Try a behavior/mood tracker...



- What happened BEFORE the behavior?
- What exactly did your child DO or SAY? Hear and see what your child is saying.
- What happened AFTER the behavior?
- How long has this been going on?
- Are these “new” behaviors?

Parents may want to try a behavior/mood tracker to see if they can discover any patterns or triggers.

<https://www.rccmhc.org/all-in-one-place>

| Behavior/Mood Tracker |                        |                       |                      |                     |
|-----------------------|------------------------|-----------------------|----------------------|---------------------|
| My Child's Name _____ |                        |                       |                      |                     |
| Day/Time              | Describe Behavior/Mood | How Long Did It Last? | What Happened BEFORE | What Happened AFTER |
|                       |                        |                       |                      |                     |
|                       |                        |                       |                      |                     |
|                       |                        |                       |                      |                     |
|                       |                        |                       |                      |                     |
|                       |                        |                       |                      |                     |





# Family Care Organizer

<https://www.rccmhc.org/all-in-one-place>

## Don't forget to look at the **WHOLE** child



Some symptoms may be caused by a mental health disorder. But they could also be caused by a physical health problem or another reason (migraines, headaches, eating and digestion problems, allergies, medication not working, thyroid conditions, drug use, stress...)

Encourage parents to make an appointment with their child's doctor or other medical professional.

In addition to using a BEHAVIOR/MOOD TRACKER, suggest the parent talk to the child's teacher, close friends or loved ones, or other caregivers to see if they've noticed any changes in your child's behavior. They can share this information with the child's doctor, too.

# Learn More: Questions to Ask the Doctor/ Mental Health Professional



- ☐ What is your experience working with children who have behaviors/emotions like my child?
- ☐ What is your approach or philosophy?
- ☐ Are you aware of effective treatments for my child's issues?
- ☐ How involved will I be in treatment?
- ☐ How will you keep me informed of my child's progress?
- ☐ Will I be able to help set goals for treatment?
- ☐ How will I know if my child is getting better?
- ☐ How long does treatment typically take?
- ☐ How will I know when my child has finished treatment?
- ☐ What should I do if my child has a crisis between treatment sessions?
- ☐ What should I be doing at home to help support my child's treatment?



# Learn More: Questions to Ask About Medications



Treatment with psychiatric medications is a serious matter for parents, children, and adolescents. Parents should ask questions before their child or adolescent starts taking psychiatric medications. Parents and children/adolescents need to be fully informed about medications.

Click on the link below to see a checklist of questions. If, after asking these questions, parents still have serious questions or doubts about medication treatment, they should ask for a second opinion by a child and adolescent psychiatrist.

[https://www.aacap.org/AACAP/Families and Youth/Facts for Families/FFF-Guide/Psychiatric-Medication-For-Children-And-Adolescents-Part-III-Questions-To-Ask-051.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Psychiatric-Medication-For-Children-And-Adolescents-Part-III-Questions-To-Ask-051.aspx)

# Learn more about all those letters...

Do you feel like you need a secret decoder book to understand what all those letters stand for?  
ADHD... ODD.. PTSD... OCD... SED...



<https://macmh.org/programs/certified-family-peer-specialist/acronyms-related-to-childrens-mental-health-and-special-education/>

# Learn more: Is this just a stage?



## Children and Mental Health Is This Just a Stage?

### Points to Remember

- ▶ Always seek immediate help if a child engages in unsafe behavior or talks about wanting to hurt him or herself or someone else.
- ▶ Seek help when a child's behavior or emotional difficulties last for more than a few weeks and are causing problems at school, at home, or with friends.
- ▶ A thorough evaluation can help determine if treatment is necessary, and which treatments may be most effective.
- ▶ Early treatment can help address a child's current difficulties and can also help prevent more serious problems in the future.

### When to Seek Help

Even under the best of circumstances, it can be hard to tell the difference between challenging behaviors and emotions that are consistent with typical child development and those that are cause for concern. It is important to remember that many disorders like anxiety, attention deficit hyperactivity disorder, and depression, do occur during childhood. In fact, many adults who seek treatment reflect back on how these disorders affected their childhood and wish that they had received help

sooner. In general, if a child's behavior persists for a few weeks or longer, causes distress for the child or the child's family, and interferes with functioning at school, at home, or with friends, then consider seeking help. **If a child's behavior is unsafe, or if a child talks about wanting to hurt him or herself or someone else, then seek help immediately.**

Young children may benefit from an evaluation and treatment if they:

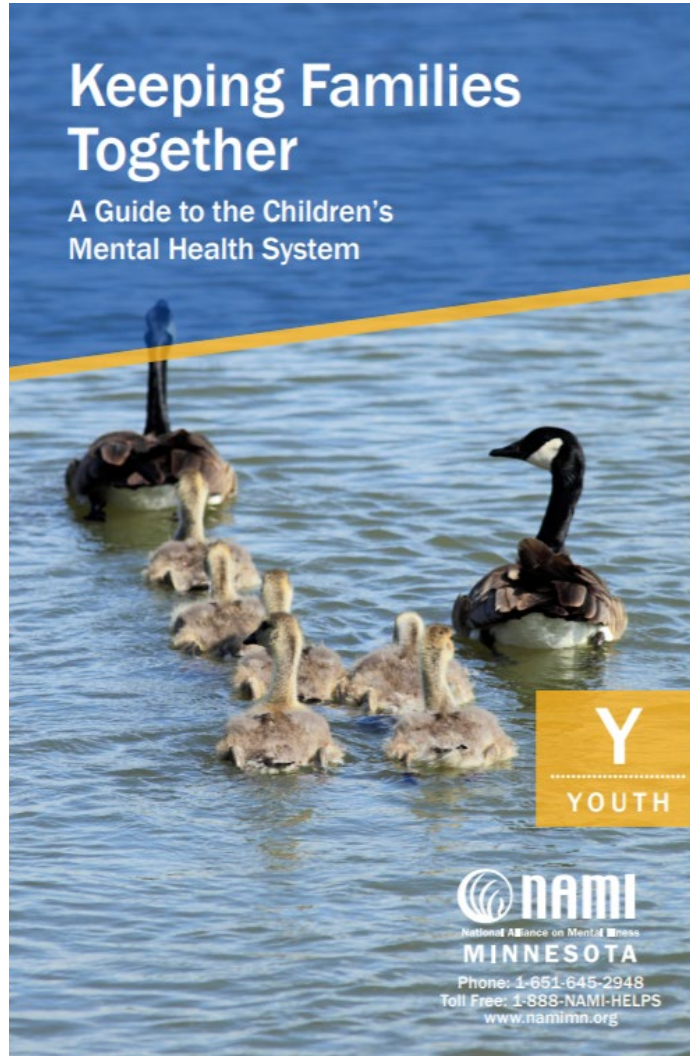
- ▶ Have frequent tantrums or are intensely irritable much of the time
- ▶ Often talk about fears or worries
- ▶ Complain about frequent stomachaches or headaches with no known medical cause
- ▶ Are in constant motion and cannot sit quietly (except when they are watching videos or playing videogames)
- ▶ Sleep too much or too little, have frequent nightmares, or seem sleepy during the day
- ▶ Are not interested in playing with other children or have difficulty making friends
- ▶ Struggle academically or have experienced a recent decline in grades
- ▶ Repeat actions or check things many times out of fear that something bad may happen.



- When to seek help
- Where to start
- Understanding evaluations
- Treatment options
- Choosing a mental health professional
- Working with the school

[https://www.nimh.nih.gov/health/publications/children-and-mental-health/20-mh-8085-childrenmenthealth\\_157169.pdf](https://www.nimh.nih.gov/health/publications/children-and-mental-health/20-mh-8085-childrenmenthealth_157169.pdf)

# Learn more about treatment options

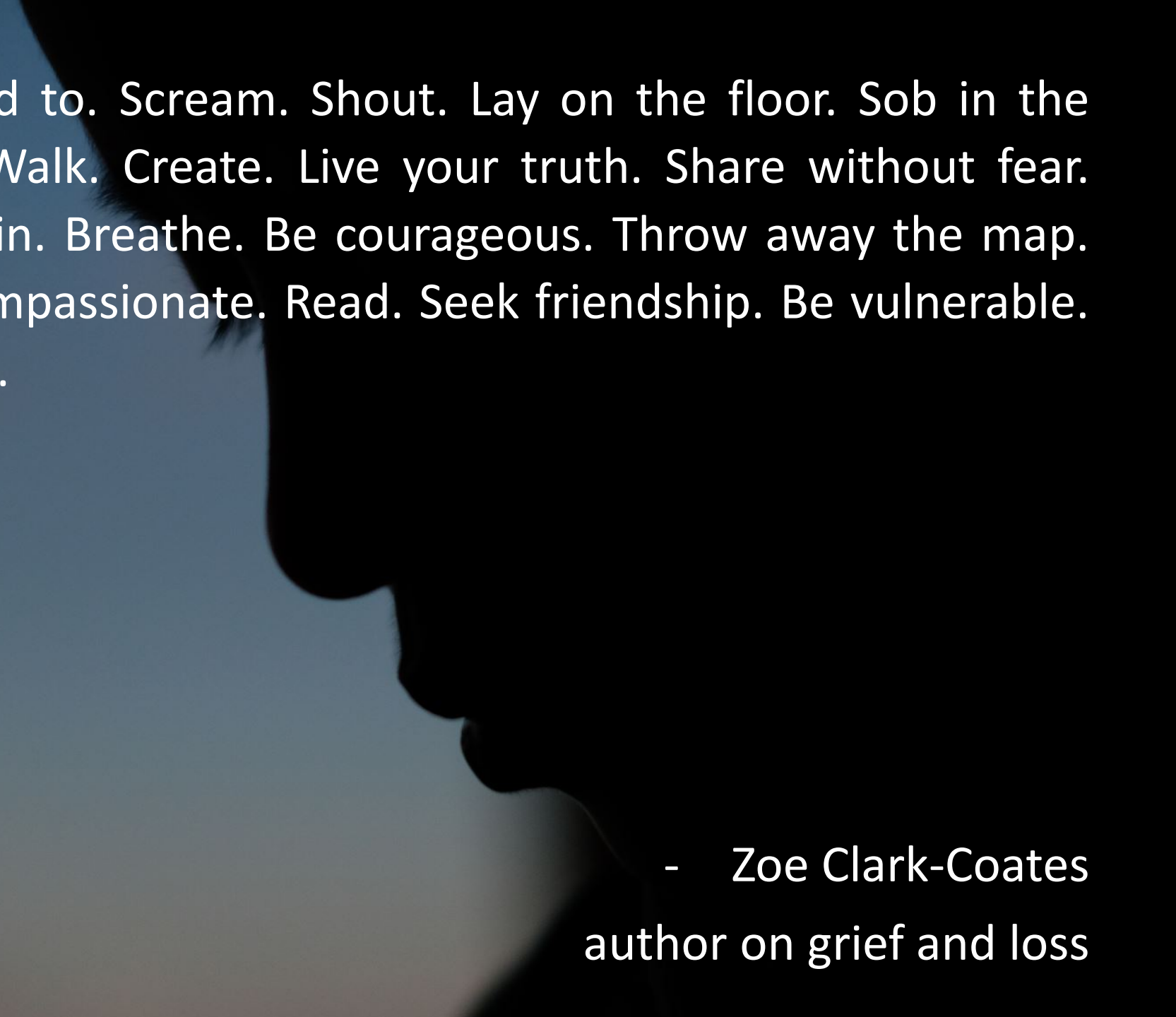


<https://2a392k31wksy2wkejf1y03dp-wpengine.netdna-ssl.com/wp-content/uploads/sites/188/2019/06/NAMI-KeepingFamTogether-Revised5-19-FINAL-NoTrim.pdf>



# Family Library

<https://www.rccmhc.org/family-library>

A silhouette of a person's head in profile, facing right, set against a dark blue background. The silhouette is dark and occupies the right half of the image. The text is overlaid on the left side of the image.

Cry whenever you need to. Scream. Shout. Lay on the floor. Sob in the shower. Be still. Run. Walk. Create. Live your truth. Share without fear. Listen. Release your pain. Breathe. Be courageous. Throw away the map. Wander. Be real. Be compassionate. Read. Seek friendship. Be vulnerable. Don't fear being broken.

- Zoe Clark-Coates  
author on grief and loss

# Grief and Loss



**RCCMHC Library Resources on Grief & Loss:** <https://www.rccmhc.org/family-library>

## **The Center for Grief and Loss-- Family Means**

651-641-0177

<https://www.griefloss.org/>

## **Children's Hospital Bereavement Services**

612-813-7216

<https://www.childrensmn.org/services/family-services/bereavement/>

## **For School Staff**

- This website offers videos and downloadable grief support modules for school personnel. <https://grievingstudents.org/>
- Sample scripts & videos: <https://www.schoolcrisiscenter.org/resources/covid-19-pandemic-resources/>
- Coping with a parent's suicide: <https://childmind.org/article/coping-with-a-parents-suicide/>
- Traumatic grief: <https://www.nctsn.org/what-is-child-trauma/trauma-types/traumatic-grief>
- Supporting Children with Traumatic Grief: What Educators Need to Know <https://tfcbt.org/wp-content/uploads/2014/07/SPI4008271.pdf>
- Supporting Students after the Death of a Family Member or Friend  
<https://www.esc3.net/cms/lib/TX00001506/Centricity/Domain/14/SupportingYourStudents2013%20AFT.pdf>

# Survival Brain: “alarm system”... fight, flight, freeze



# The Brain, Body & Toxic Stress

Over time... the body stays in a constant state of inflammation.



Can you feel  
COVID19 stress in  
your body?

Prefrontal cortex ("thinking brain") shuts down and limbic system ("survival brain") takes over.



Thyroid reduces output to keep  
body cooler



Cortisol released. Blood pressure and blood sugar  
increase. Immune system decreases.



Liver releases glucose for  
muscle fuel/energy.



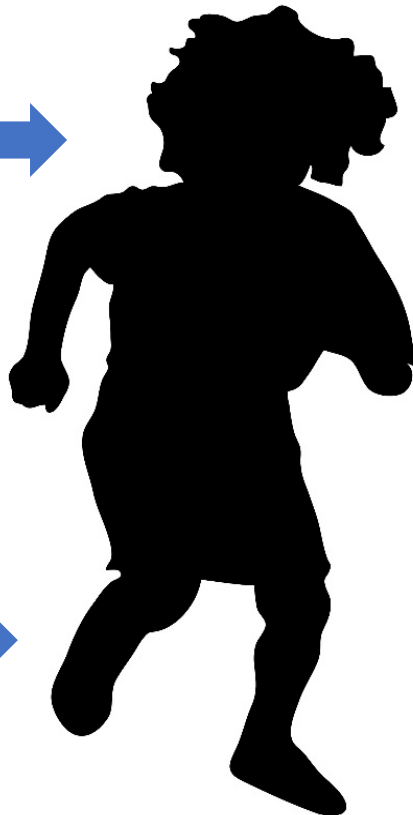
Adrenaline released to increase strength for  
Fight/Flight. Increased alertness and reaction time.  
(Sleep turned off)



Oxygen, nutrients, and blood flow  
pushed to muscles. Muscles tighten.



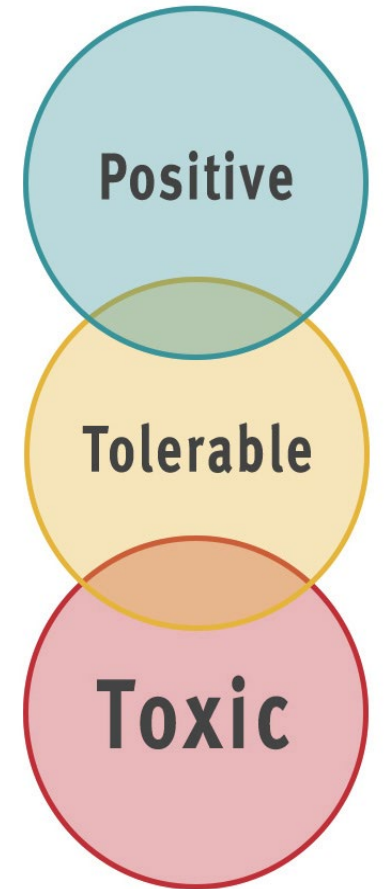
Digestion and urine slows or stops.





Dr Nadine Burke Harris is an expert on Toxic Stress, ACEs and Resilience.

<https://youtu.be/Wbn9YiSrh9U> (show 10:09 to 20:00)



# STRESS

# Learn more about inflammation



[https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2020/08/InflammationInfographic\\_FINAL.pdf](https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2020/08/InflammationInfographic_FINAL.pdf)

## WHAT IS INFLAMMATION?

### AND WHY DOES IT MATTER FOR CHILD DEVELOPMENT?

The immune system defends the body against infection and other challenges that can cause harm. One of the most important parts of the immune system's response is inflammation.

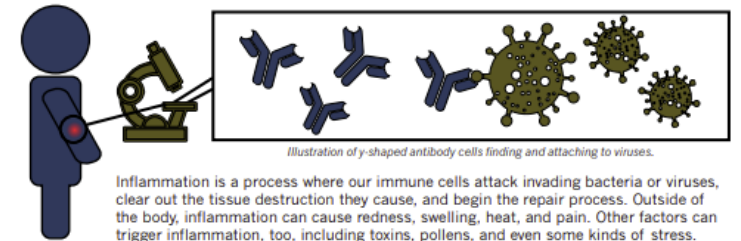
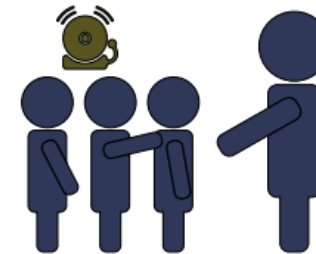


Illustration of y-shaped antibody cells finding and attaching to viruses.

Inflammation is a process where our immune cells attack invading bacteria or viruses, clear out the tissue destruction they cause, and begin the repair process. Outside of the body, inflammation can cause redness, swelling, heat, and pain. Other factors can trigger inflammation, too, including toxins, pollens, and even some kinds of stress.

### SHORT-TERM VS. LONG-TERM INFLAMMATION

An "acute" inflammatory reaction is short-term, and can be triggered by an infection, or by experiencing, witnessing, or perceiving an immediate threat. This short-term response causes immune cells to "go to their battle stations." We need this reaction to survive.



"Acute" inflammation is similar to a fire drill. Brief activation of stress response systems, followed by a return to balance, builds resilience. For a baby, this kind of reaction could be caused by hearing a sudden loud noise, a scare, or noticing the absence of a caregiver who soon returns to soothe. It's like a fire drill that prepares children for an emergency but then restores order after a short time.

"Chronic" inflammation may be experienced over an extended period of time in environments that cause prolonged stress. Imagine if a child heard fire alarms nonstop for days, weeks, or months.

This prolonged physiological reaction puts inflammatory substances in constant contact with multiple organs, which can disrupt them over time. Ongoing abuse or neglect, deep poverty, the stresses of systemic racism, or long-term exposure to pollution can lead to chronic inflammatory responses. And these responses can lead to or worsen conditions such as cardiovascular disease, diabetes, depression, and asthma.



# Toxic Stress

- Hard to learn; memory problems
- Hard to focus/ hard to solve problems
- Hard to communicate
- Hard to control impulses
- Sleeping problems (too much/too little)
- Hard to manage pain
- Eating problems (too much/too little)
- Hard to regulate emotions- short-tempered, anxious, fidgety, aggressive, moody
- Frequent colds or flu
- Stomach aches, headaches, chest pain
- Using alcohol, cigarettes/drugs to relax
- “Spaced out”/ in a daze or dizzy
- Grinding teeth; clenched jaw
- Muscle tightness; hard to relax
- Diarrhea or constipation; upset stomach
- Clumsy; accident-prone; feeling distracted



Too much stress for too long can disrupt the brain’s “wiring” and negatively impact the whole body.

## **But we can protect kids’ brains/bodies with...**

1. A caring adult
2. Coping skills
3. Brain-body health promotion

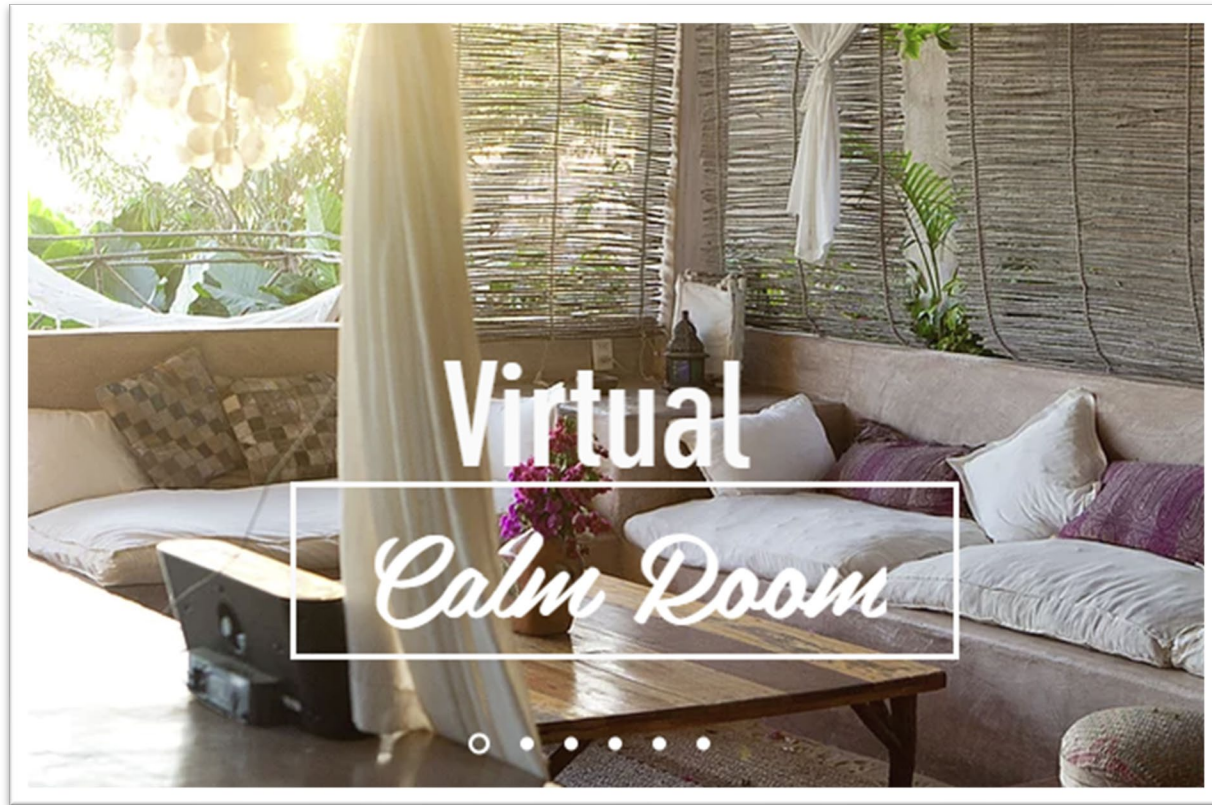
<https://youtu.be/KdTiPGVZNes> (9:37 min)



### 3 Trauma

The film can be accessed here: <https://www.rccmhc.org/whole-story>

# Learn more: Virtual CALM Room & Coping Skills



60+ free calm down strategies  
for adults and youth

<https://www.rccmhc.org/breathe>

# Autonomic Arousal



1 minute video teaches physiological sigh

<https://youtu.be/HbFtryuhh54>



The Science of Stress, Calm and Sleep with Andrew Huberman, neuroscientist and tenured professor in the Department of Neurobiology at the Stanford University School of Medicine (3 min)

<https://youtu.be/Ft9N2-CEPzc?t=1930>



## 2. Mindful Engagement

# Youth & Family Engagement



Josue Pena-Juarez, Family Resource Navigator (2 min)

<https://youtu.be/E7JccnhyUQY>



Engagement is the strengths-based process through which individuals with mental health conditions form a healing connection with people that support their recovery and wellness within the context of family, culture and community.

Engagement: A New Standard for Mental Health Care NAMI, 2016

Is this a good example of parent engagement? Why? What is Josue doing RIGHT?

# RCCMHC's approach

RCCMHC's approach to engagement was developed by local families/community: **"Whole Family Wellbeing"**



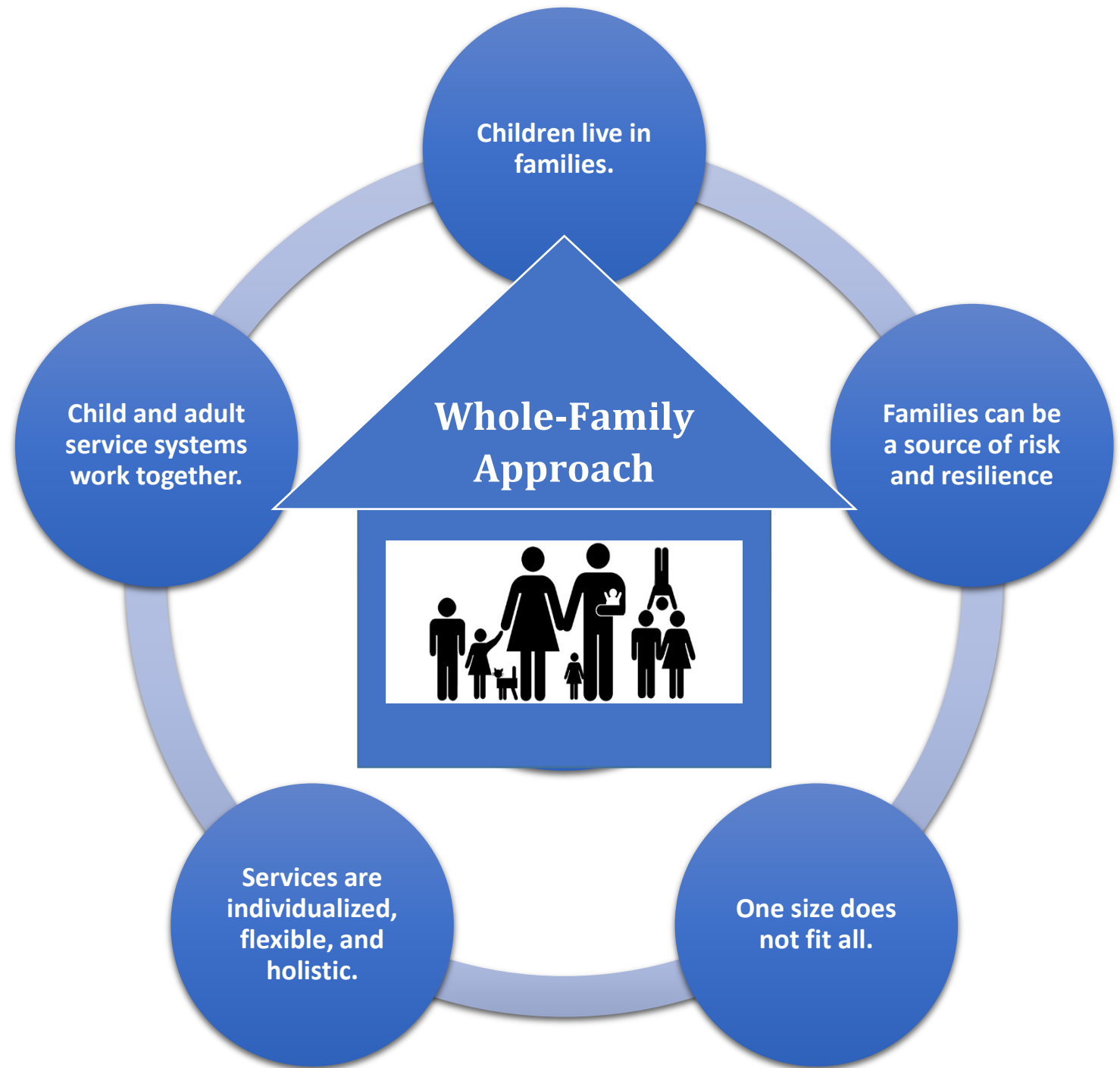
## Strengthening Families Framework

1) the two-generation approach, 2) consideration of culture, 3) the strengths-based perspective, 4) the biology of stress, 5) resilience theory, 6) a focus on well-being, and 7) the nature of risk and protective factors.

## Self Healing Communities Model

Empowering families and communities to recognize their own ability to make change and create spaces for healing, belonging, and hope.

**A multi-generational  
service approach  
built on the  
understanding that  
children live, grow,  
and thrive in  
families.**





## Whole Family Approach

The film can be accessed here: <https://www.rccmhc.org/whole-story>



I want people to take a helicopter view on a person's life because there could be some roots that are deeper than you could ever even imagine. You don't know what's going on mentally, physically, emotionally, spiritually, financially, so there's a **WHOLE** person there that I don't think people are looking at.



**Think about some of the youth or parents that you work with.**

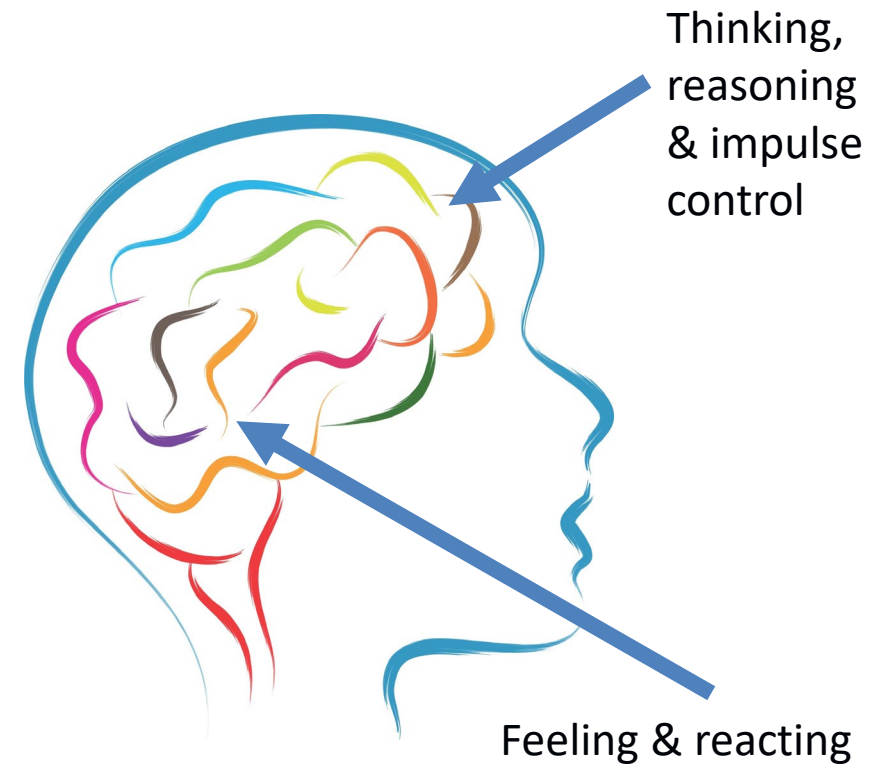
- How much do you know about them as “whole people” or “part of whole families”?
- Discuss ways that you might talk or interact with youth or parents to let them know that you are “taking a helicopter view.”



- |            |                     |                           |
|------------|---------------------|---------------------------|
| 1. Relax   | ] Mindful Parenting | 6. Routines               |
| 2. Reflect |                     | 7. Relationships          |
| 3. Respond |                     | 8. Resources              |
| 4. Rules   |                     | 9. Realistic Expectations |
| 5. Rituals |                     | 10. Resilience            |



<https://youtu.be/nX7NaD-Uu4w> (3 min)



### Teach It:

Mindful Parenting helps kids feel safe, seen, soothed, and secure. This wires their brains in ways that improve mental health, emotional regulation, decision making, behavior etc.



**#1 rule of mindfulness...**  
**Don't flip your lid.**

### **Use It:**

The 3 R's can help grown ups too--- it helps us turn off our automatic “fight flight or freeze” limbic system reactions and turn on our rational brain/cortex so that we can respond (instead of reacting.)

# 1. Relax

(verb): to make or become less tense or anxious.

Get your self ready to listen with awareness, openness, and acceptance.

- Take a moment to calm and center yourself.
- Manage distractions.
- Activate your cortex--thinking brain.

Empathy feels  
like a calm body  
and an open heart



# Shake It Off

It may feel silly at first but give it a try. ...



- Think of yourself as an Etch A Sketch.
- You can do this in your mind, or you can shake your hands and arms, roll your neck, and give your head a gentle shake.
- Clear your mind. Count to 10.
- Let go and start fresh so you can give your child your full attention.

# Empathy: A sacred space to feel WITH others



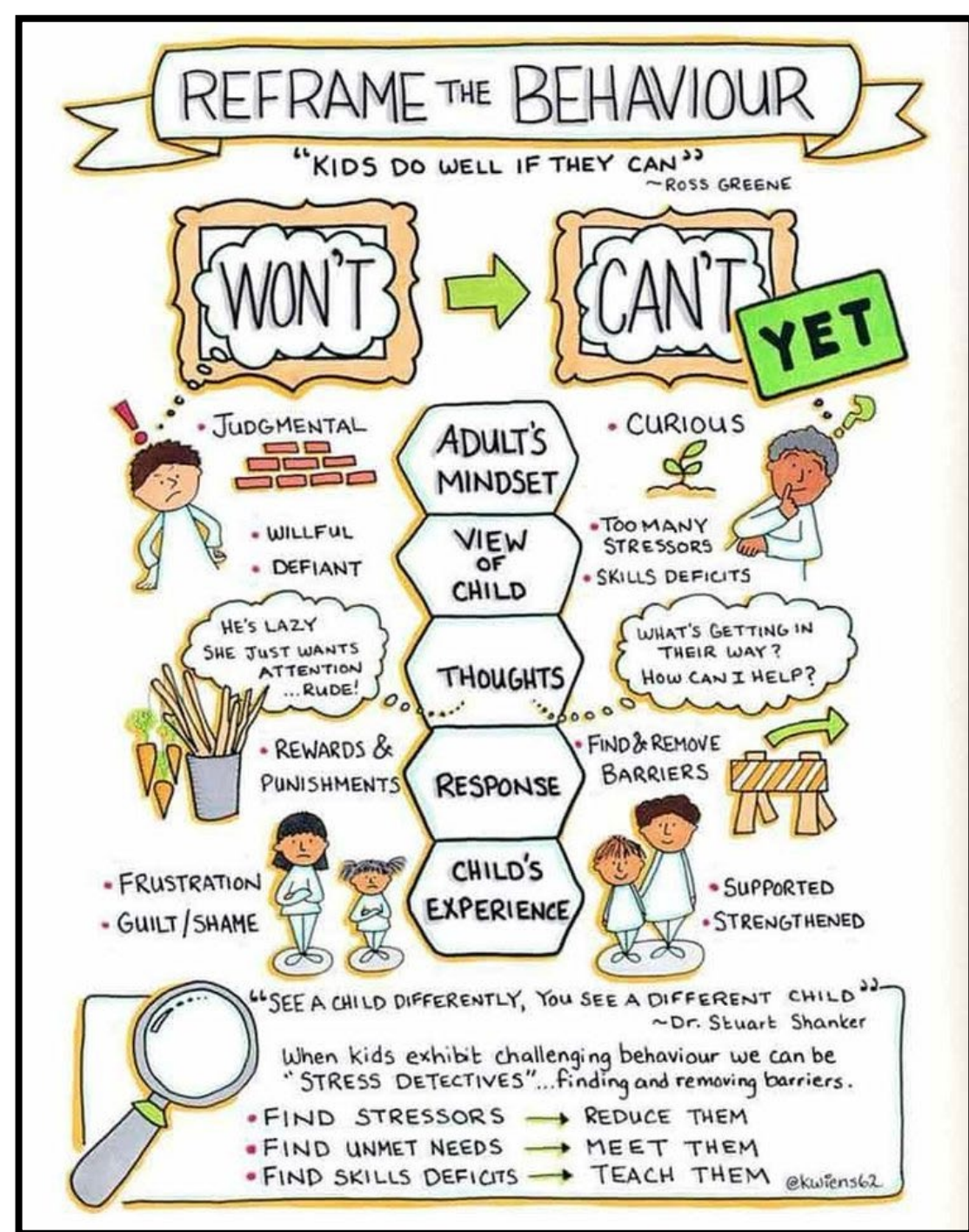
<https://youtu.be/1Ewgu369Jw>

(3 minutes)

# Re-frame with empathy glasses

*When you see a child differently, you see a different child.*

-Dr. Stuart Shanker



# Empathy, shared experience... and boundaries.



**Jump in the hole.  
But know the way out first.  
Practice self-compassion.**

<https://youtu.be/VM56KXM4y4c?t=26> (1 min)

## (...a SIDE TANGENT about self compassion)

### Self Care Through Self Compassion: A Balm for Burnout (Coaston, 2017.)

*Self-compassion can be understood as being touched by and open to one's own suffering, not avoiding or disconnecting from it, generating the desire to alleviate one's suffering and to heal oneself with kindness.*

*Self-compassion.... is characterized by gentleness with oneself when faced with a perceived sense of inadequacy or failure.*

<https://files.eric.ed.gov/fulltext/EJ1165683.pdf>

The Professional Counselor

Volume 7, Issue 3, Pages 285–297



# 1) Scan

Using your mindfulness skills, you can ask-- “What does my body need in this moment?”

- How is your body feeling?
- Do you hurt anywhere?
- Are you hungry or thirsty?
- Name your emotion(s) What does your mind/spirit need?
- Monitor your adrenaline and watch for warning signs such as pounding heart, fast breathing, tight muscles, headaches, feeling jittery/ nervous...

*...actively seeking awareness of one's own signs and symptoms that indicate suffering can not only help counselors recognize burnout, it also can provide clues toward the first step in soothing. (Coaston, 2017.)*

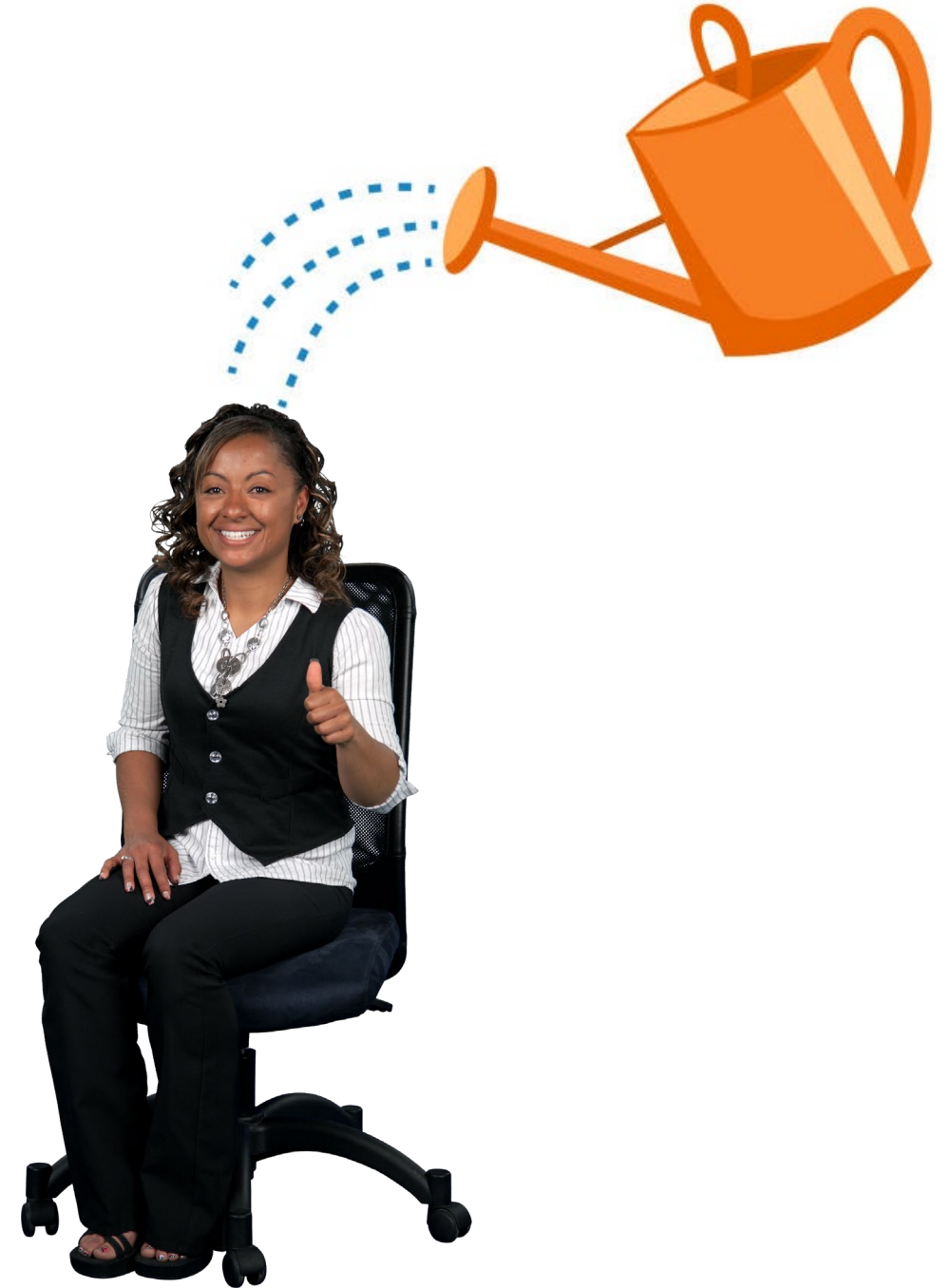


## 2) Fill

*"Self-care can be defined as an activity to 'refill and refuel oneself in healthy ways' (Coaston, 2017.)*

- Do unto YOURSELF as you do for others.
- Choose the right “fuel” from your unique list of self-healing ideas.

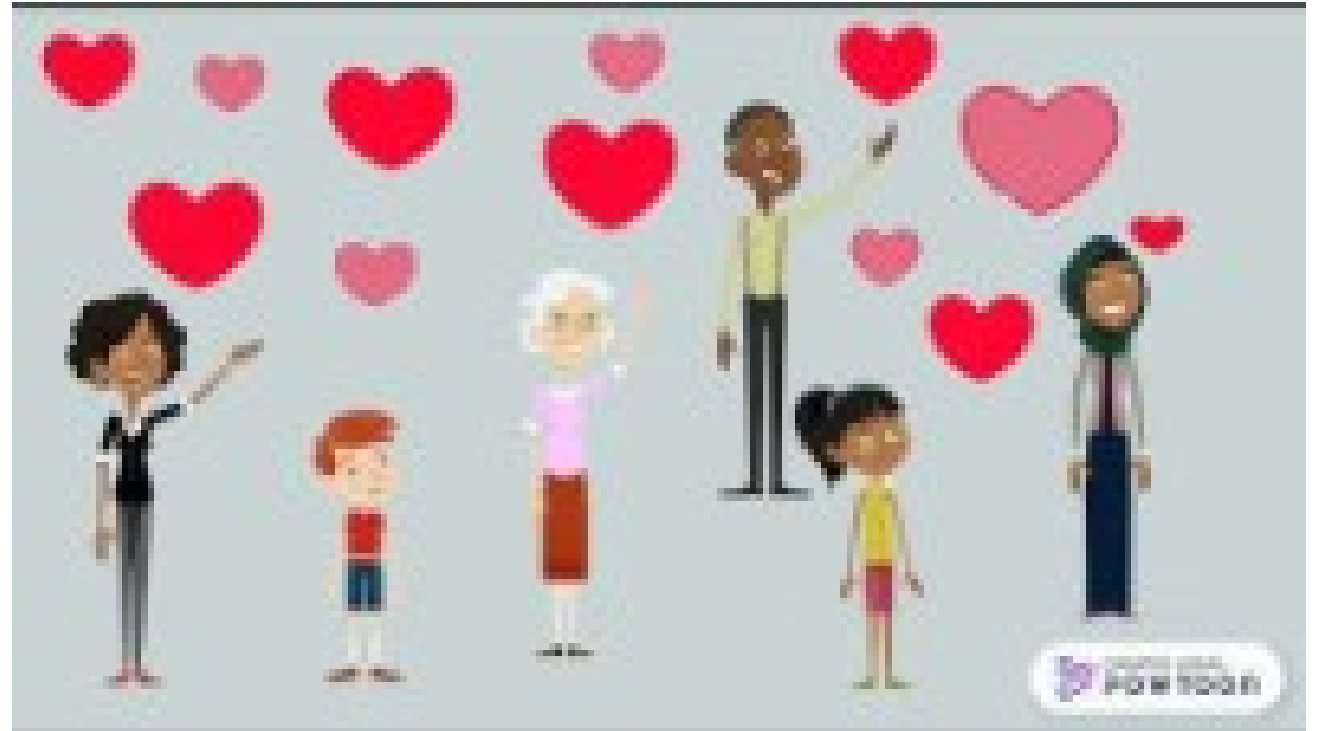
<https://www.rccmhc.org/post/self-care-isn-t-selfish>



# Are you experiencing compassion fatigue?

Loss of productivity, depression, intrusive thoughts, jumpiness, tiredness, feelings of being on edge or trapped, or inability to separate personal and professional life.

<https://www.apa.org/topics/covid-19/compassion-fatigue>



<https://youtu.be/TRnficQElWg>

*Compassion fatigue is "an occupational hazard of any professionals who use their emotions, their heart."*

-Charles R. Figley, PhD, founder of the Traumatology Institute at Tulane University

**WARNING:** Don't be a boiling frog



<https://youtu.be/128fp0rqfbE> (watch the first 1 min)

# Ideas for your self-healing list

<https://www.rccmhc.org/post/self-care-isn-t-selfish>

- Keep positive/uplifting memories close by
- Write a self-care prescription
- Nurture your spirit
- Get some vitamin D- sunshine, fresh air, green plants
- Journal and write it out
- Take a break when you need it-- try a hot (or cold) wash cloth on your face or neck
- Break your day into “chunks”
- Create your own calm down space/ “happy place”
- Cuddle/touch/massage
- Watch a show or read something not related to WORK---inspiring, funny , or fantasy
- Clean, organize or de-clutter
- Get creative with crafts, knitting, music, dance, cooking, photography...
- Get moving and be physical
- Say no; let go; give yourself “office hours” even if working from home
- Check in with colleagues, family & friends
- Laugh! (even fake laughing can improve stress.)

## Some Ideas for Your Self-Healing List...



**Remember the Positive--** There's a reason that hospitals post photos of healthy grown up kids in their NICU preemie ward--- it's a powerful and hopeful reminder of past successes. You can try that too! Make a memory jar or scrap book of positive memories, success stories, thank you notes, professional compliments etc.



Write yourself a **Self-Care Prescription**. Add it to your daily To Do list and make it just as important as your work tasks.

By the way-- checking things off on a to-do list can help us feel better too! I use this one: <https://todoist.com>



**Nurture Your Spirit** with gardening, tai chi, yoga, prayer or meditation. Take a digital detox- turn off technology one day per week or during certain hours each day.



**Go Green and get some Vitamin D--** soak up some sunshine and breathe fresh air. MN winter getting you down? Bring some greenery indoors. Add plants to your work space. Or try some virtual outdoor adventures!



**Writing--** Get the ideas out of your head. Use a journal if you want to save and read it later. Or- just type and delete. Try [Penzu](#), a free online journal.



**Take a Relaxing Break--** Have some herbal tea, try a face mask or some pampering, take a nap or a warm bath. Try aromatherapy. Even just holding a hot, wet washcloth on your face can feel nice. Who says this has to wait until bedtime or Sunday afternoon. If you are working virtually, carve out 30 minutes and try it now.



**Try Chunking---** Ok so this doesn't really have anything to do with pizza. "Chunking" means breaking your work day into "slices" of time to accomplish specific tasks. Break large tasks into

# Self-Compassion Guided Meditations

[Self-Compassion for Caregivers](#) [Video - 9 minutes]

[Compassionate Friend](#) [18 minutes]

[Giving and Receiving Compassion](#) [20 minutes]

[Affectionate Breathing](#) [21 minutes]

[Compassionate Body Scan](#) [24 minutes]

[Loving-Kindness Meditation](#) [20 minutes]

[Self-Compassion/Loving-Kindness Meditation](#) [20 minutes]

[Noting Your Emotions](#) [18 minutes]

[Soften, soothe, allow: Working with emotions in the body](#) [15 minutes]

[Self-Compassion Break](#) [5 minutes]



## Self-Compassion Exercises

[How would you treat a friend?](#)

[Self-Compassion Break](#)

[Exploring self-compassion through writing](#)

[Supportive Touch](#)

[Changing your critical self-talk](#)

[Self-Compassion Journal](#)

[Identifying what we really want](#)

[Taking care of the caregiver](#)

# Mindful Body Scan for Relaxation & Focus



<https://youtu.be/q7OAlcyE5M8>



# Heal the Healer (Dr. Aja King)



<https://www.rccmhc.org/recorded-trainings-professional>

# 1. Relax

(verb): to make or become less tense or anxious.

Get your self ready to listen with awareness, openness, and acceptance.

- Take a moment to calm and center yourself.
- Manage distractions.
- Activate your cortex--thinking brain.

Tangent over.

We were talking about the 3 R's of mindfulness "Relax, Reflect, Respond"

Empathy feels  
like a calm body  
and an open heart

## 2. Reflect

Be fully present. Be aware of your thoughts and feelings.

“Control your face” so you avoid seeming judgemental. Be aware of your body.

You may need to check in with yourself a few times to ask, “how is this information affecting me emotionally and in my thought process?)

- If you or your client are feeling triggered by the discussion it's OK to pause for a moment and use a calming strategy.

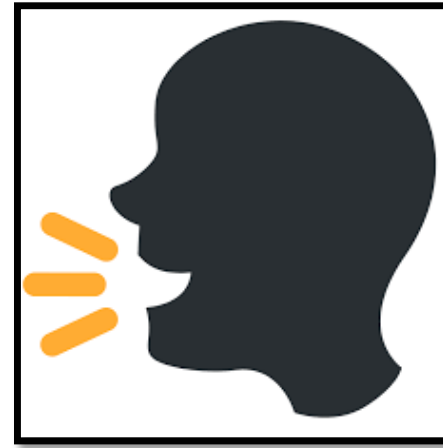
Use your “active listening” and “detective skills.”



# Be aware of NOISE that disrupts communication



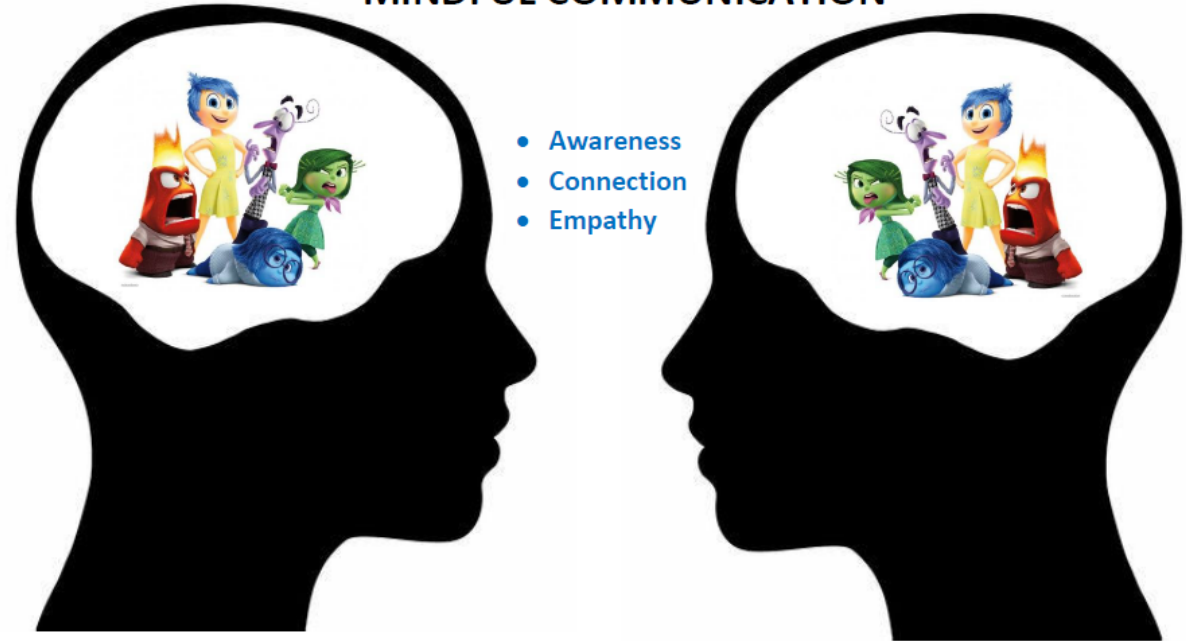
**Psychological Noise**  
**Physiological Noise**  
**Physical Noise**  
**Semantic Noise**



Our “baggage” of past experiences, stereotypes, assumptions  
Our body’s distractions- being hungry, tired etc.  
Actual noise in the environment- TV, child crying, dog barking  
Words or phrases are misunderstood; the meaning is not clear

# “Feeling Felt”

## MINDFUL COMMUNICATION



- Awareness
- Connection
- Empathy

ASK: What emotions are talking in MY brain?

ASK: What emotions are talking in YOUR brain?

# NO “mind-reading” or “future-telling”

Don't assume that you know...

- what someone else is thinking
- what someone else is feeling
- why someone is acting the way they are
- what someone is going to say or do in the future



**Always ASK to clarify your understanding.**

# CULTURAL HUMILITY

Never finish learning. Practice self-awareness and ask if you don't know.

Share the power. Youth and families are the experts in their own lives, challenges, and strengths.

Listen to each person's story. Youth and families are unique and multidimensional .



# Reminder: Look for the the behavior CLUES...

- What happened BEFORE the behavior?
- What exactly did the child DO or SAY? Hear and see what the child is saying.
- What happened AFTER the behavior?
- How long has this been going on?
- Are these “new” behaviors?



Use a behavior/mood tracker to see if you can discover any patterns or triggers.

<https://www.rccmhc.org/all-in-one-place>

| Behavior/Mood Tracker |                        |                       |                      |                     |
|-----------------------|------------------------|-----------------------|----------------------|---------------------|
| My Child's Name _____ |                        |                       |                      |                     |
| Day/Time              | Describe Behavior/Mood | How Long Did It Last? | What Happened BEFORE | What Happened AFTER |
|                       |                        |                       |                      |                     |
|                       |                        |                       |                      |                     |
|                       |                        |                       |                      |                     |
|                       |                        |                       |                      |                     |
|                       |                        |                       |                      |                     |



# Have there been recent changes or stress?



## Recent Family Changes or Stress

Are there any recent changes or stressors in your family that might affect your child's emotions, behaviors, or physical health?

| Change or Stress   | How this affects my child | How we are managing the change/stress |
|--|---------------------------|---------------------------------------|
| <input type="checkbox"/> Change in financial situation                                 |                           |                                       |
| <input type="checkbox"/> Change in job duties  |                           |                                       |
| <input type="checkbox"/> Child starting a new school or program                        |                           |                                       |
| <input type="checkbox"/> Death of family member or close friend                        |                           |                                       |
| <input type="checkbox"/> Divorce/separation or relationship problems                   |                           |                                       |
| <input type="checkbox"/> Moving to a new home  |                           |                                       |
| <input type="checkbox"/> A new family member (new baby, foster child, new spouse etc.) |                           |                                       |
| <input type="checkbox"/> Parent beginning or leaving a job                             |                           |                                       |
| <input type="checkbox"/> Pregnancy (parent or teen)                                    |                           |                                       |
| <input type="checkbox"/> Trouble at school or bullying                                 |                           |                                       |
| <input type="checkbox"/> Death or loss of a pet  |                           |                                       |
| <input type="checkbox"/>   |                           |                                       |
| <input type="checkbox"/>   |                           |                                       |



<https://www.rccmhc.org/all-in-one-place>

# Active Listening

- Listen with full attention.
- Make eye contact and use your body language to show interest (lean forward, nod your head...)
- Avoid interrupting.
- Ask questions that build on what you hear.
- Seek to understand and name the emotion without judgement (their perspective is their truth.)
- Pause and reflect on the meaning behind what you are seeing and hearing.
- Summarize what you heard & ask if you understood. (This will also help YOU to internalize & process the information.)



**We have 2 ears, but only 1 mouth.  
Listen more. Talk less.**



Try to remember a personal detail  
(take notes) so that you can mention it  
the next time you talk.

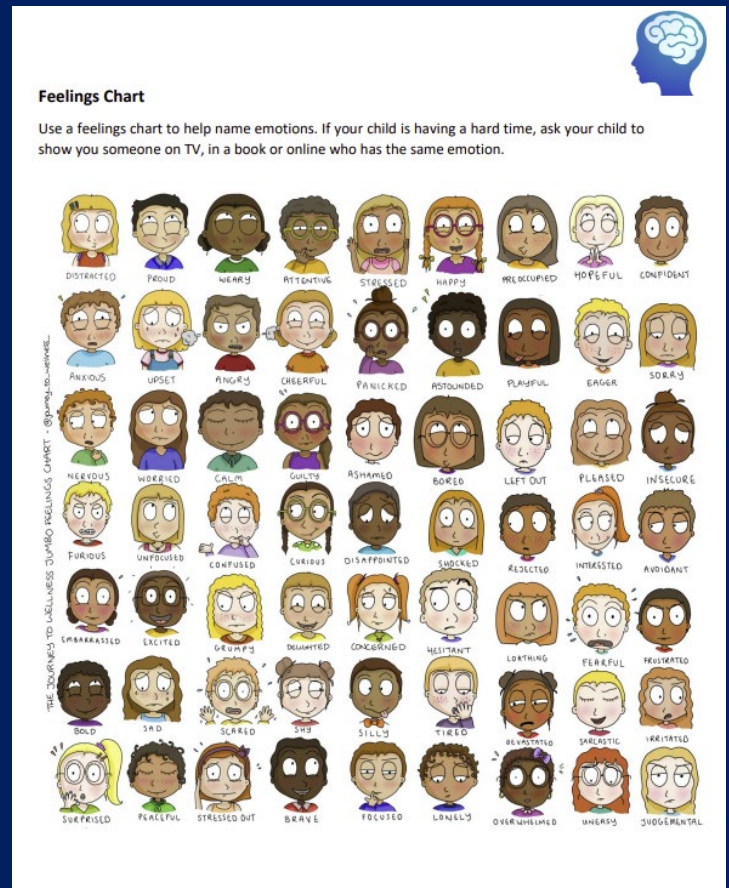
# Example: Active listening & reflecting



**Example:** “You seem like you’re feeling overwhelmed because you don’t think you can catch up on the school work you’ve missed. Is that right? Do you feel overwhelmed?”



**Practice:** What else could be going on in this photo? Fill in the blanks with other words or phrases.



**NOTE:** If a child is struggling to describe emotions, it can be helpful to use a Feelings Chart . Or you could ask the child to draw a picture or write a letter to you about how they feel.

<https://www.rccmhc.org/all-in-one-place>





## Practice active listening & reflection



“It looks like you’re feeling \_\_\_\_\_ because \_\_\_\_\_.

Is that right? Do you feel \_\_\_\_\_?

# Practice active listening & reflecting



**Jennifer (Mom) is talking to a Resource Navigator.**

“Ben is failing 10<sup>th</sup> grade. I can’t MAKE him log in to do his homework. And I think he’s depressed. He’s sleeping a lot and never wants to do anything anymore and he can’t hang out with his friends. When he’s not sleeping he spends all his time drawing. I don’t know what to do. Naomi and Daniel are in online school too and then I have Sarah who isn’t in school yet but she needs attention all the time. I can’t even focus on your questions because she is crying in the background.

“It looks like you’re feeling \_\_\_\_\_ because \_\_\_\_\_.

Is that right? Do you feel \_\_\_\_\_?



### 3. Respond (don't react)

After you relax and reflect, you will be ready to respond.



<https://youtu.be/SsNgZ47o2l4>


(2 min)

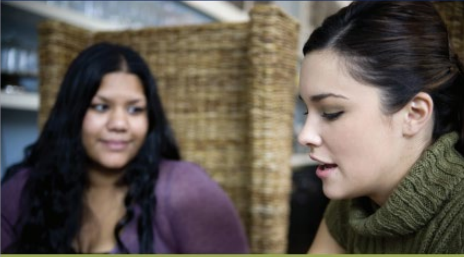
#### Some Key Elements of Motivational Interviewing

- ☐ You are not the expert
- ☐ You do not have to “fix” your clients
- ☐ Listen more than talk
- ☐ Stay sensitive and open to the client’s issues, whatever they may be.
- ☐ Invite clients to talk about and explore their own ideas (instead of jumping to conclusions or possible solutions.)
- ☐ Seek to understand
- ☐ Summarize what you are hearing
- ☐ Value the client’s opinion more than your own
- ☐ Remind yourself that clients are capable of making their own choices.
- ☐ Be a GUIDE

# Download a Motivational Interviewing Reminder Card



**MOTIVATIONAL  
INTERVIEWING**  
*an evidence-based treatment*



## Encouraging Motivation to Change Am I Doing this Right?

Motivational Interviewing encourages you to help people in a variety of service settings discover their interest in considering and making a change in their lives (e.g., to manage symptoms of mental illness, substance abuse, other chronic illnesses such as diabetes and heart disease).

**REMIND ME**  
Use the back of this card to build self-awareness about your **attitudes, thoughts,** and **communication style** as you conduct your work. Keep your attention centered on the people you serve. Encourage *their* motivation to change.

**CENTER FOR  
EVIDENCE-BASED  
PRACTICES**

Build Trust  
Improve Outcomes  
Promote Recovery

## Encouraging Motivation to Change Am I Doing this Right?

- ✓ **Do I listen more than I talk?**  
✗ Or am I talking more than I listen?
- ✓ **Do I keep myself sensitive and open to this person's issues, whatever they may be?**  
✗ Or am I talking about what I think the problem is?
- ✓ **Do I invite this person to talk about and explore his/her own ideas for change?**  
✗ Or am I jumping to conclusions and possible solutions?
- ✓ **Do I encourage this person to talk about his/her reasons for *not* changing?**  
✗ Or am I forcing him/her to talk only about change?
- ✓ **Do I ask permission to give my feedback?**  
✗ Or am I presuming that my ideas are what he/she really needs to hear?
- ✓ **Do I reassure this person that ambivalence to change is normal?**  
✗ Or am I telling him/her to take action and push ahead for a solution?
- ✓ **Do I help this person identify successes and challenges from his/her past *and* relate them to present change efforts?**  
✗ Or am I encouraging him/her to ignore or get stuck on old stories?
- ✓ **Do I seek to understand this person?**  
✗ Or am I spending a lot of time trying to convince him/her to understand me and my ideas?
- ✓ **Do I summarize for this person what I am hearing?**  
✗ Or am I just summarizing what I think?
- ✓ **Do I value this person's opinion more than my own?**  
✗ Or am I giving more value to my viewpoint?
- ✓ **Do I remind myself that this person is capable of making his/her own choices?**  
✗ Or am I assuming that he/she is not capable of making good choices?

<https://www.centerforebp.case.edu/client-files/pdf/miremindercard.pdf>

# Now, practice “ be a guide and respond”



**Jennifer (Mom) is talking to a Resource Navigator.**

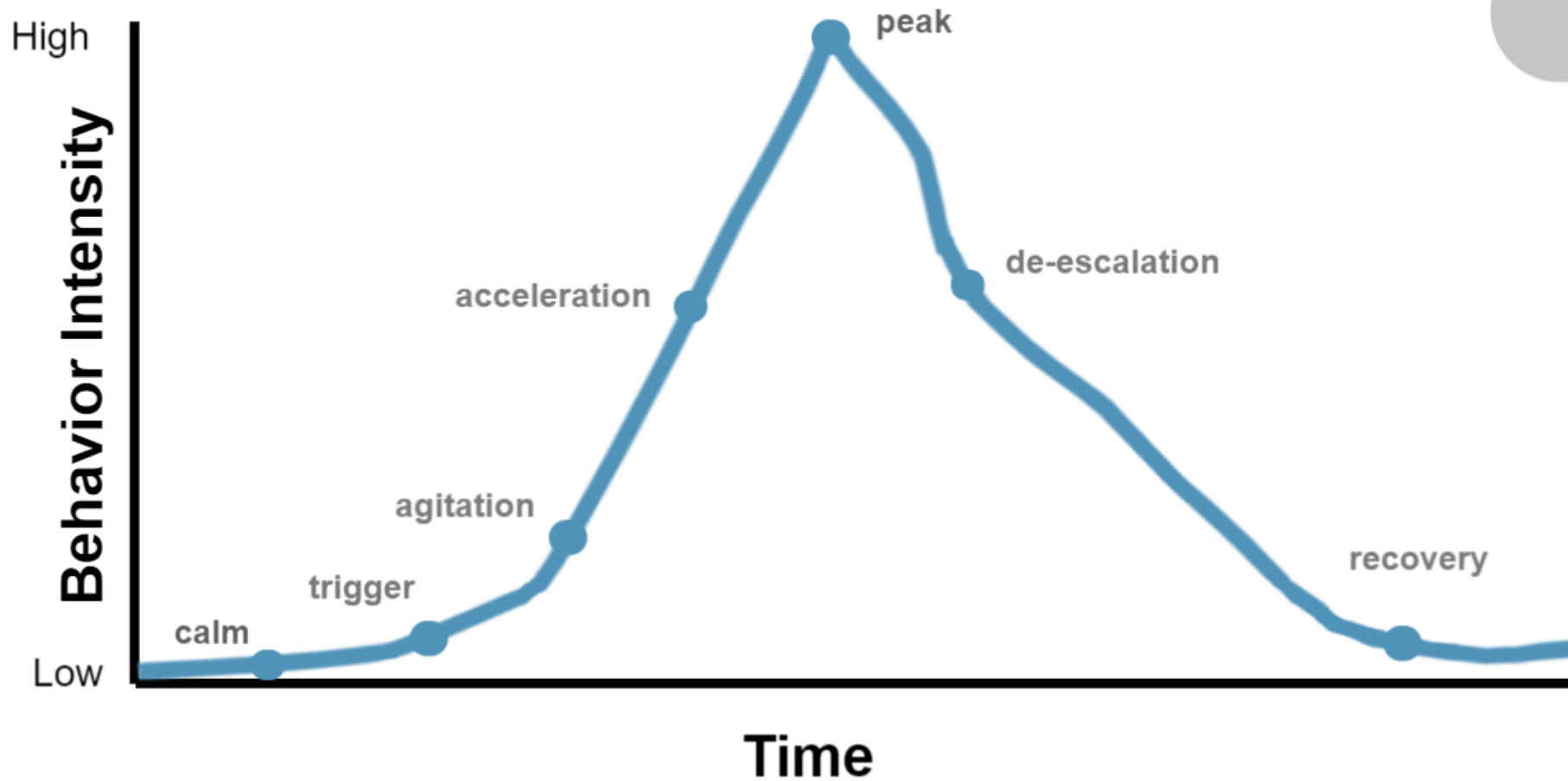
“Ben is failing 10<sup>th</sup> grade. I can’t MAKE him log in to do his homework. And I think he’s depressed. He’s sleeping a lot and never wants to do anything anymore and he can’t hang out with his friends. When he’s not sleeping he spends all his time drawing. I don’t know what to do. Naomi and Daniel are in online school too and then I have Sarah who isn’t in school yet but she needs attention all the time. I can’t even focus on your questions because she is crying in the background.



- Ask questions to build on what you hear.
- Summarize what you are hearing.

- Value the client’s opinions.
- Connect with the “feeling brain.”
- Be a guide.

# The Escalation Cycle



# Calm



## Focus on PREVENTION

- Have realistic expectations
- Make sure the child is comfortable (not too hungry, tired, over-stimulated etc.)
- Create a kid-friendly environment & make it fun
- Direct the child with simple communication
- Focus on the positive
- Teach the child new skills; problem-solving
- Give logical consequences
- Offer a choice
- Re-direct
- State the rule or the agreed upon plan
- Use rituals and routines
- Give 100% attention
- Offer to help if-needed
- Encourage coping strategies/use a calm down space
- Ignore the behavior (if child is safe)

# Triggers

- Being told 'no', power struggles
- A bad day at school; bullying
- Frustration from a learning disability
- Fights over possessions or territory with siblings
- Friend/ boyfriend/girlfriend relationship issue
- Anything that makes children feel vulnerable, threatened or treated unfairly
- Family stress, family violence
- Getting in the child's face, nagging, or yelling
- Cornering the child, tugging or grabbing at the child
- A sound, smell, phrase, action etc. that reminds the child of a bad memory



# Ages/ Stages & Realistic Expectations

(Babies can't walk... so they don't run marathons. )

Brains have different abilities at each age/stage of life. So kids will act, feel, and learn differently as their brains grow.

Mental health disorders, developmental delays, trauma, learning disorders may also impact how a child acts, feels, or learns.

Health, hunger, stress, tiredness, and pain affect how we act, feel, or learn too -no matter how old we are!  
(for example, think about living through COVID!)

Personality plays a role too! Everyone is UNIQUE.



# Use Realistic Expectations

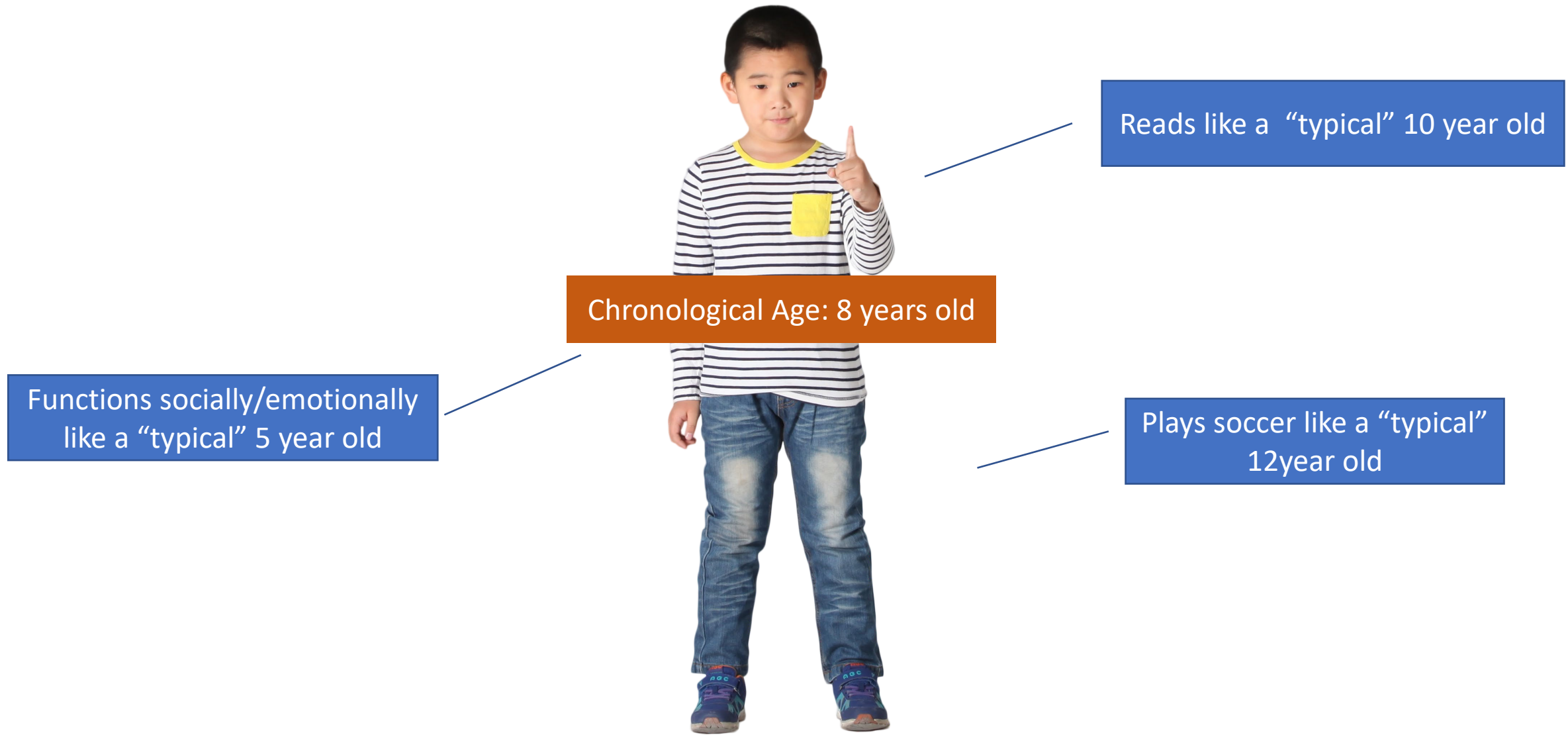
Before you respond to a child or teen's behavior, ask yourself...



- Why do I have this expectation? Where did it come from?
- Does it fit the child's age/stage, abilities, personality & background?
- Is it based on the child's needs? Have I considered health, hunger, stress, tiredness, and pain?
- What purpose does it serve?
- Am I being reasonable?

# Everyone is unique and has unique abilities

What does typical mean? What about youth who have experienced trauma, toxic stress, adoption/foster care, learning disorders, mental health disorders... ?



# Create a kid-friendly environment

- Provide a safe, calm down space and tools
- Reduce distractions or upsetting stimuli (try headphones, replace bright lights)
- Keep the child's things where they are easy to access (to increase independence and reduce melt-downs)
- Be organized. Provide structure and consistency. Use rules/rituals/routines.
- Try a timer or kid-friendly transition reminders.
- Offer help (or be available to help)
- Set up the room so you can visualize youth relationship interactions and intervene if-needed
- Simplify a task; break into "chunks"; use visual supports; allow breaks. Prepare activity ahead of time. Make the task "fun"



"In every job that must be done, there is an element of fun. Find the fun...and snap! The job's a game!"

– Mary Poppins

# Direct with SIMPLE communication

- Make eye contact (if this is helpful for the child/teen)
- Give only one direction at a time
- Give the direction as a statement (Example- Say: "Put away the toys now" instead of using a question like- "Will you put away the toys now?")
- Use a calm but firm voice
- Give warning about transitions or changes (use countdown timers, calendars or schedules)

Simple communication is VERY important if behavior is escalating or if a child/teen is experiencing a mental health crisis.



Some children have a hard time making eye contact. They may even say that it "hurts." Ask the child/teen if you think this is an issue. You can agree on a different way to show that you are paying attention.



### A negative “do not” statement

No! Stop throwing your cars.

### A positive “DO” statement

Keep your cars on the floor.



## Focus on the positive

Our brains are hardwired to respond to DO statements instead of DO NOT statements.

Plan activities, tasks, and consequences with a child’s strengths in mind.

Use praise when the child does something well (catch them being good.)

Even problematic behavior can have positive intent.

- So, ask the child “what happened” or “how did you get here?”
- If you can find a part of the non-functional behavior that you can praise, you will help the child feel heard/ understood and you will build relationship.

# Teach a new skill to replace the challenging behavior

## Teach younger children how to

- Share or ask for a turn
- Ask for an object/ an activity
- Ask for help
- Use their words (“Say no, Say I don’t like it.”)
- Use coping skills (“let’s try our calm breathing.”)

## Teach older kids how to

- Make a choice (try a pro/con chart)
- Problem solve (“Let’s break this job into smaller chunks.”)
- Follow a schedule
- Choose coping strategies on their own
- Make and follow a crisis plan



# Help a child/teen identify helpful coping strategies



## Coping Strategies

### What can your CHILD/TEEN do:

- ☐ Play an instrument; ex: harmonica
- ☐ Watch a TV show or Read
- ☐ Paint, art, coloring book
- ☐ Wrap in a blanket; weighted blanket
- ☐ Exercise, stretch, yoga
- ☐ Use a heat pack or cold pack
- ☐ Write in a journal; write a letter
- ☐ Talk on the phone (friend/family)
- ☐ Take a medication
- ☐ Go outside- run, bike, hike...
- ☐ Do a hobby \_\_\_\_\_
- ☐ Go to a support group
- ☐ Talk with a provider
- ☐ Pray, meditate, take deep breaths
- ☐ Use a fidget
- ☐ Pace or repeat movements
- ☐ Listen to music
- ☐ Hold a favorite stuffed animal
- ☐ Take a bath or shower
- ☐ Use headphones or ear plugs
- ☐ Chew something (gum, fidget)
- ☐ Stick to a routine (meals, sleep etc.)
- ☐ Play a game, do a puzzle or Legos
- ☐ Snuggle or pet an animal
- ☐ Eat a protein snack
- ☐ Drink water or Gatorade etc.
- ☐ Take a nap
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### WHO helps your child feel better?

- ☐ Parents
- ☐ Brothers, Sisters
- ☐ Grandparents/ other family
- ☐ Teachers or Coaches
- ☐ Providers
- ☐ Friends
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### HOW can other people help?

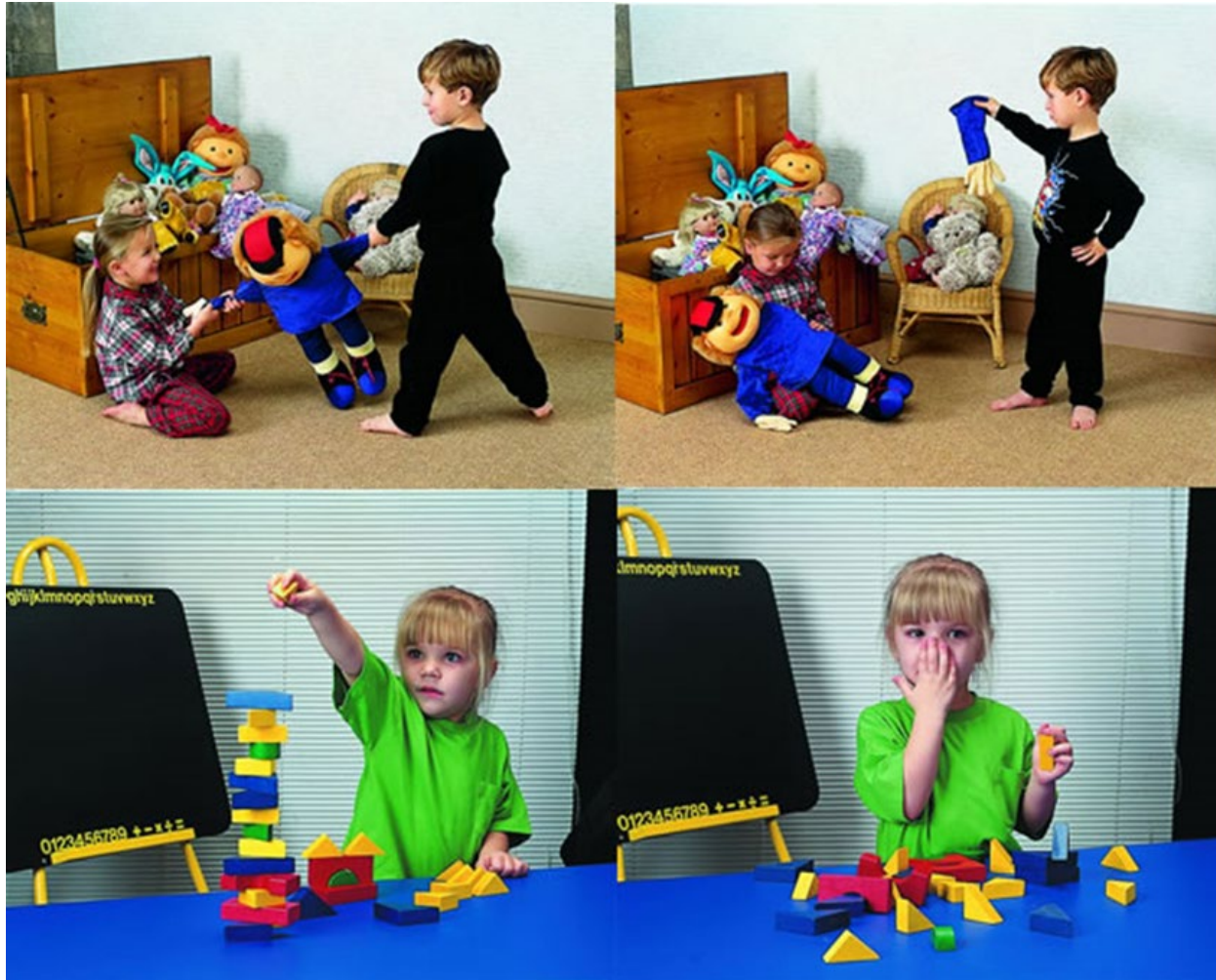
- ☐ Listen without giving advice
- ☐ Give a hug or hold tightly
- ☐ Go on a walk together
- ☐ Give things to draw or paint
- ☐ Don't talk
- ☐ Give a medication
- ☐ Play a movie
- ☐ Give encouragement
- ☐ Let them rest
- ☐ Give a massage; play with hair
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

- WHAT helps to calm or redirect?
- WHO helps the child/teen feel better?
- HOW can other people help?

<https://www.rccmhc.org/all-in-one-place>

# Use consequences

Natural and logical consequences result from choices children/teens make about their behavior.



Teach young kids about CAUSE and EFFECT when tensions are low so that the concept makes sense when it needs to be used as a behavior intervention.

When a toy breaks because of misuse, this is a natural consequence.

Logical consequences are imposed by the adult. The adult can let the child know in advance what will happen if they break a rule. "When you \_\_\_\_\_, then \_\_\_\_\_."

# Ignore the behavior

If the child is safe and not hurting self or others.



Kids /teens engage in challenging behavior because **IT WORKS.**

- Whining
- Begging
- Temper tantrums
- Throwing or slamming things
- Yelling

(Side Note) The “ignoring strategy” can be difficult to do without help because it usually gets **WORSE** before it gets **BETTER**.

# Agitation and Acceleration

Clenched fist or teeth  
A nervous twitch or pacing  
Rolling their eyes, frowning, glaring  
Verbal threats  
Unfocused; off task  
Intense feelings or mood swings.  
Inability to cope; worry or stress interferes  
with activities  
Frequent nightmares  
Fighting, temper tantrums  
Impulsivity, risk-taking , talking rapidly  
Withdrawal/ isolation  
Substance abuse



Use the child's crisis plan.  
Keep it simple.  
Make arrangements for help.

**CALL 651-266-7878**  
**Ramsey County Crisis Response**

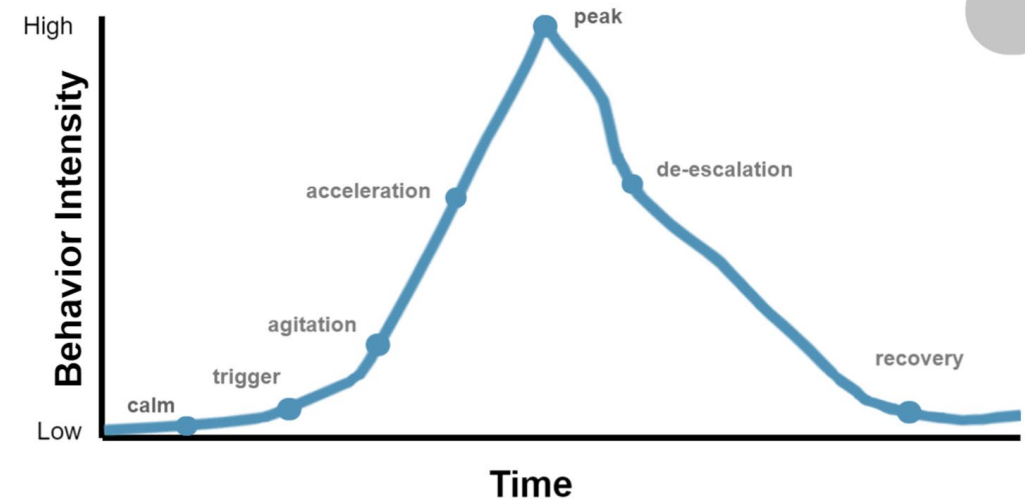
# Sometimes, it's more of a rollercoaster than a mountain...

Youth do not always follow this order or hit every level.

Example: a child might jump straight from agitation to peak. Sometimes, a crisis builds for a few days or weeks.



## The Escalation Cycle



# Getting to CALM: de-escalation and recovery

hint: DON'T SAY CALM DOWN



[https://youtu.be/pghxPFKA\\_tE](https://youtu.be/pghxPFKA_tE) (3 min)

- Focus on safety; remove objects that can be unsafe
- RELAX & REFLECT to manage your own response.
- Get rid of the audience (other kids or adults)
- Use a respectful tone of voice.
- Don't engage with power struggles/ fights
- Move slowly. Use less eye contact. Give space.
- Use the person's name.
- Connect with the "feeling brain."
- Try a coping skill/ re-direct to a place to calm down.  
Turn the lights down a bit; lower the noise level
- Use yes/no questions, express support, offer options.
- Seek support from a colleague with expertise in mental health; contact Crisis Response team

## Co-regulation

1. Connect with the "feeling/reacting" brain ( it needs to feel safe, seen, soothed, and secure.)
2. After the person is calm and feels safe, you can talk to their "thinking" brain and use open ended questions

# Peak



## **FIGHT, FLIGHT, FREEZE**

This phase includes serious behaviors that may pose a safety threat to the child or others. Youth may destroy or seriously damage property, attack others, hurt themselves, run away or shut down.

# WARNING SIGNS

Always pay attention to warning signs that indicate a child may hurt himself or others. Confused thinking, excessive anger, strange ideas, and difficulty completing daily tasks are also signs that something more serious may be going on.



- Talking about killing self or saying he/she wants to die
- Sudden interest in ways/methods to die (guns, hanging etc.)
- Depression/sadness symptoms, hopelessness, feeling isolated
- Talking about being in unbearable pain/ feeling trapped
- Unexplained cuts or bruises
- Talking about being a burden to others
- Increased use of drugs or alcohol
- Confused thinking, “talking crazy”
- Taking unusual risks or acting recklessly
- Changes in sleep patterns
- Extreme mood swings
- Rage or seeking revenge
- Withdrawing (from home/friends/activities)
- Making plans to die (Giving away possessions., writing a suicide note, planning how to do it.)

**CALL 651-266-7878**

**Ramsey County Crisis Response**

24/7 mobile response

24/7 phone intervention

De-escalate before crisis

Non-emergency transport

Stabilization after crisis

Assessments, resource connections

**CALL 911: DANGER**

# Practice: getting to CALM



Mateo is 17 years old. Today, his teacher asked for his homework and he didn't have it. She expressed frustration that this has been happening too often. Mateo got upset and walked out of the classroom. As he walked out the door, another boy accidentally bumped him. Mateo punched him in the stomach. The teacher yelled at Mateo to stop and the class ran out into the hallway as Mateo and the other boy started to fight. After the boys were separated, Mateo was brought into an empty classroom. He continued to yell, knock over chairs and pound his fist on desks. YOU need to help Mateo get to CALM.



- Connect with the “feeling brain.”
- Use active listening/ reflect. It looks like you're feeling \_\_\_\_\_ because \_\_\_\_\_. Is that right?

- Use yes/no questions, express support
- Offer options; how can we fix this; let me help...
- Ask what happened/ how did you get here?



## Empathy & Hope

The film can be accessed here: <https://www.rccmhc.org/whole-story>

**Many people who seek mental health care drop out.**

**70% that drop out do so after their first or second visit.**

**The first moments of interaction between a service provider and a person seeking care for a mental health condition can set the tone and course of treatment.**

- **National Alliance on Mental Illness (NAMI)**

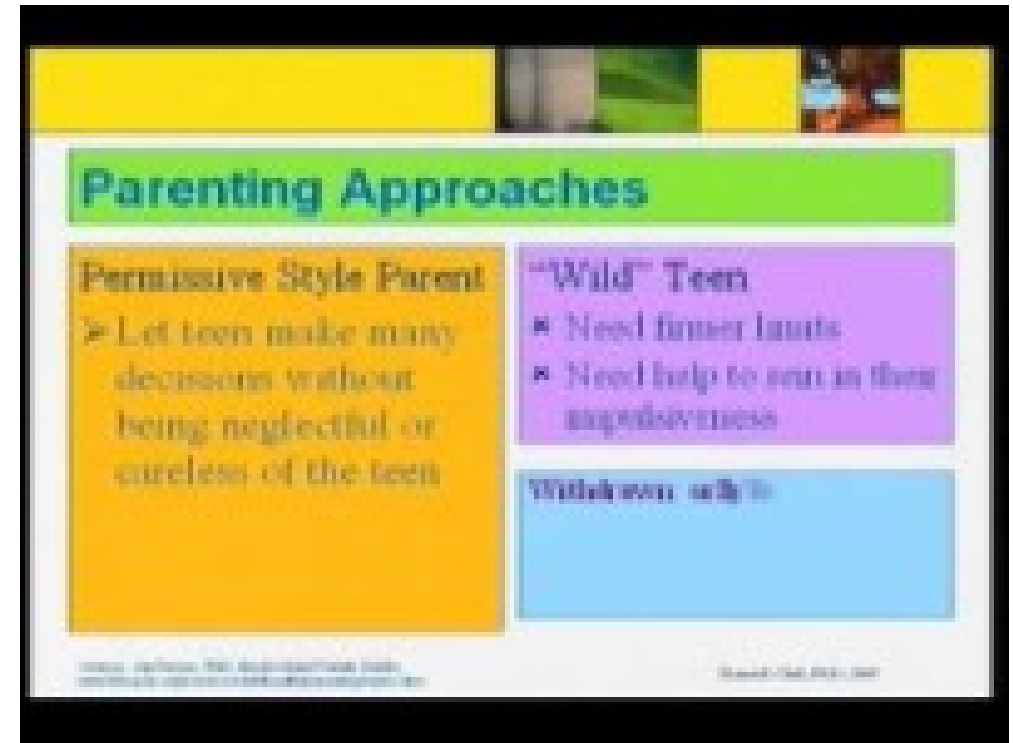
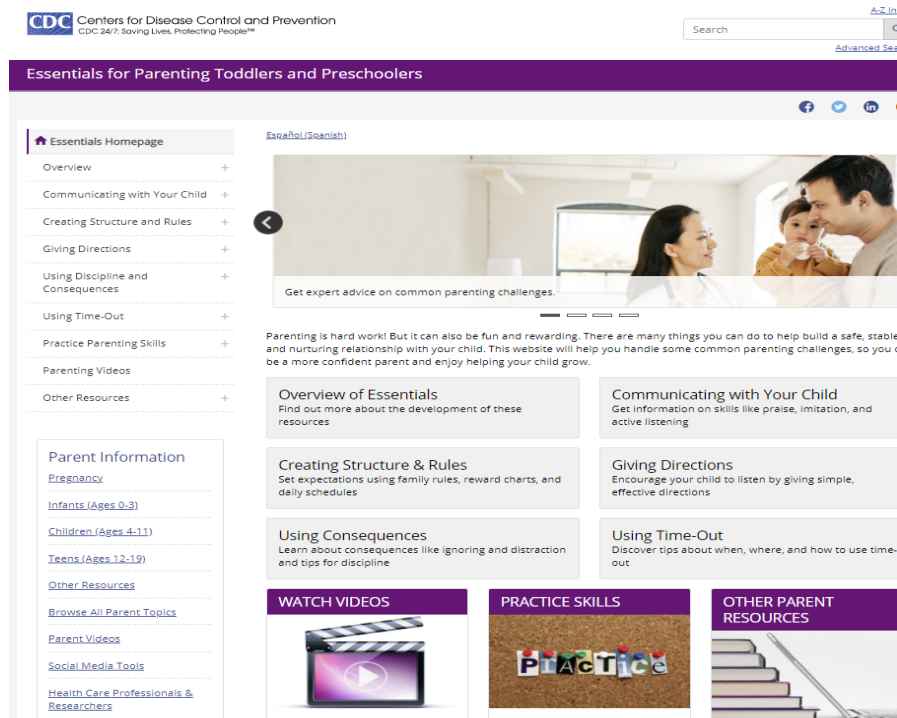


**Understanding**

**Empathy**

**Hope**

# Learn more mindful parenting skills



For younger kids

<https://www.cdc.gov/parents/essentials/index.html>

For older kids/teens

<https://youtu.be/cPDI-rTgrxE>

# Watch these active listening examples



<https://youtu.be/tbQWpx-H0ms>

<https://youtu.be/4VOubVB4CTU>



### 3. Strengthening Families



**Families are SYSTEMS  
of interconnected and  
interdependent  
individuals.**

**To better understand  
the youth, we must  
understand the whole  
family system.**

**-Bowen's Family Systems  
Theory**

# Family #1



'Abigail' (12 yrs)

“Abigail” (12yrs) says that most people do not like her mom and brothers. She says that she takes her friends into her room when the fighting and arguing starts.



'Alex' (13 yrs)

'Rashaan' (10 yrs)

“Rashaan” (10 yrs) says it’s hard to live with his brother and he doesn’t like it when he hurts their mom.

## Family #2

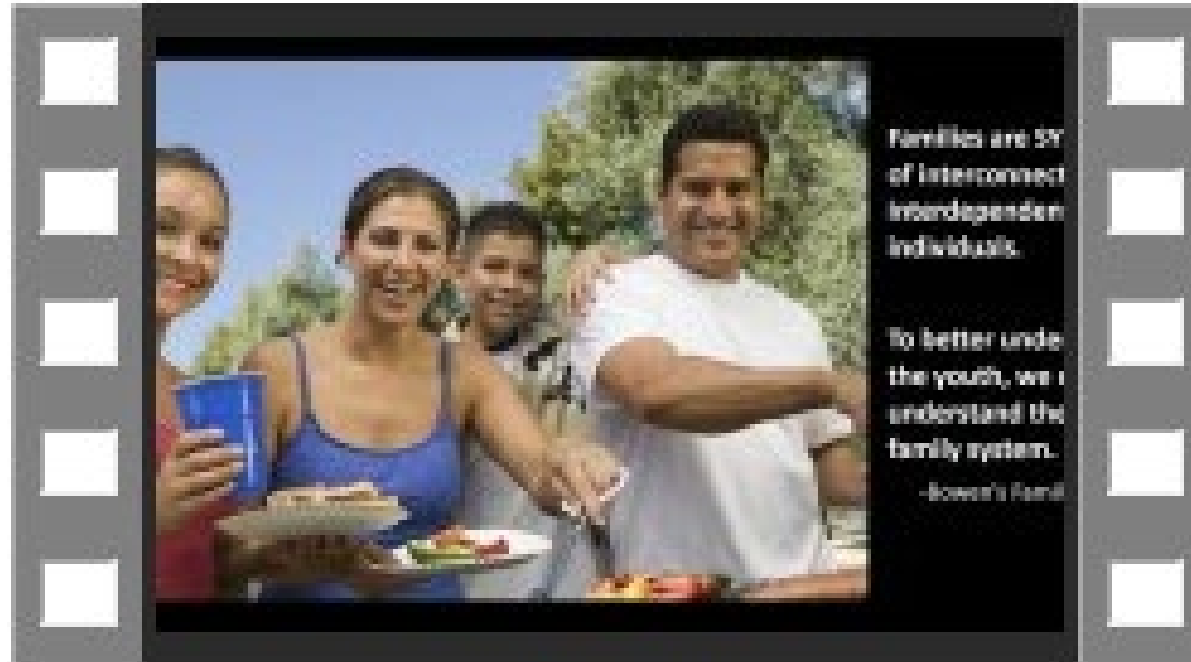


“Rita” explains that she is a Native American Grandmother and that between her own children and the grandchildren that she is fostering... “life at home can get pretty chaotic.”

“Some of the kids are from 4 to 17 and there’s just a lot of outbursts and there’s not enough room in the house.” She says that “They probably assume that we are just a dysfunctional family. And a lot of people don’t realize that we’re dealing with mental health issues.”

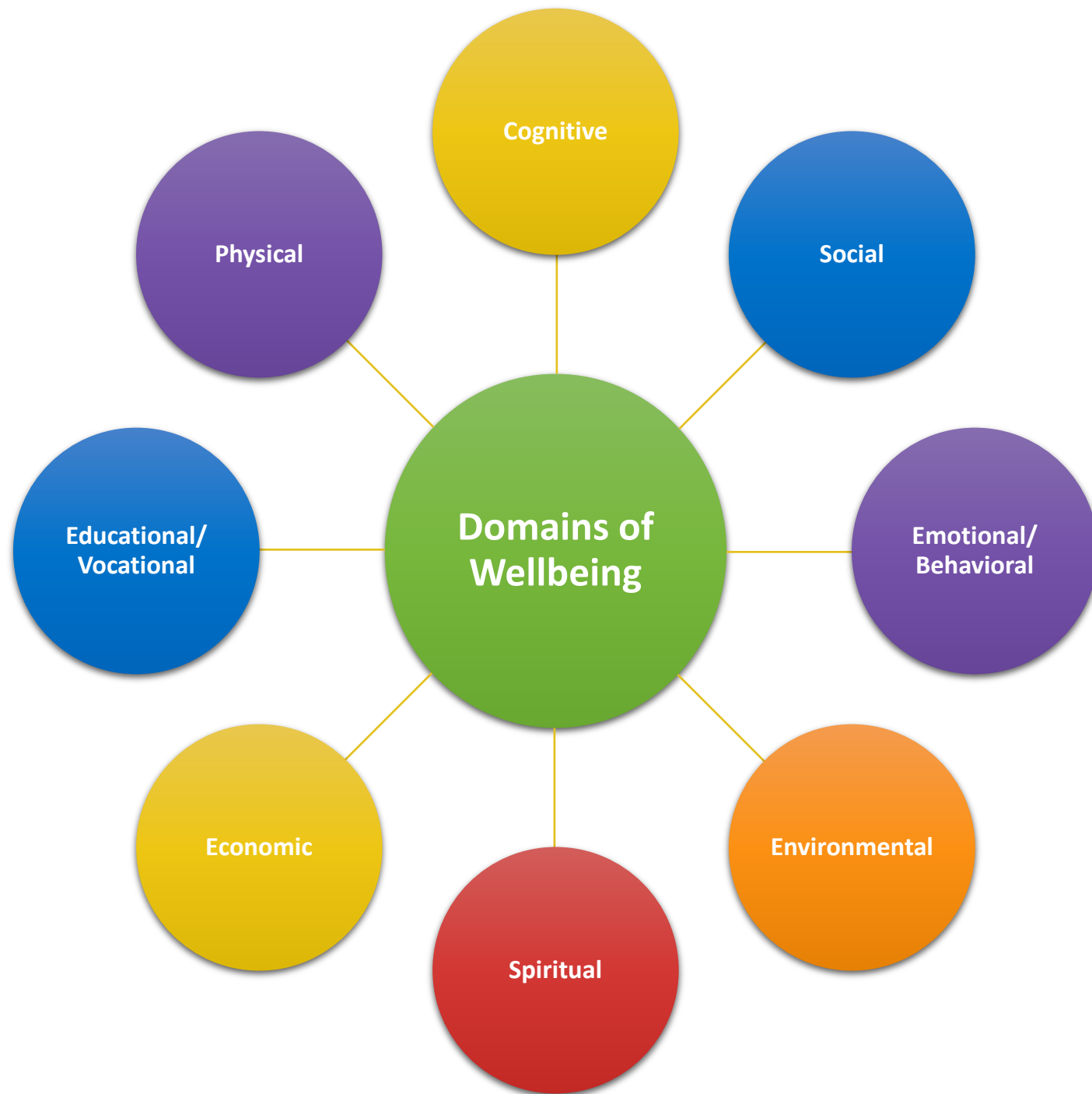


**Practice Active Listening and take notes on these 2 families.  
How would you engage/support?**



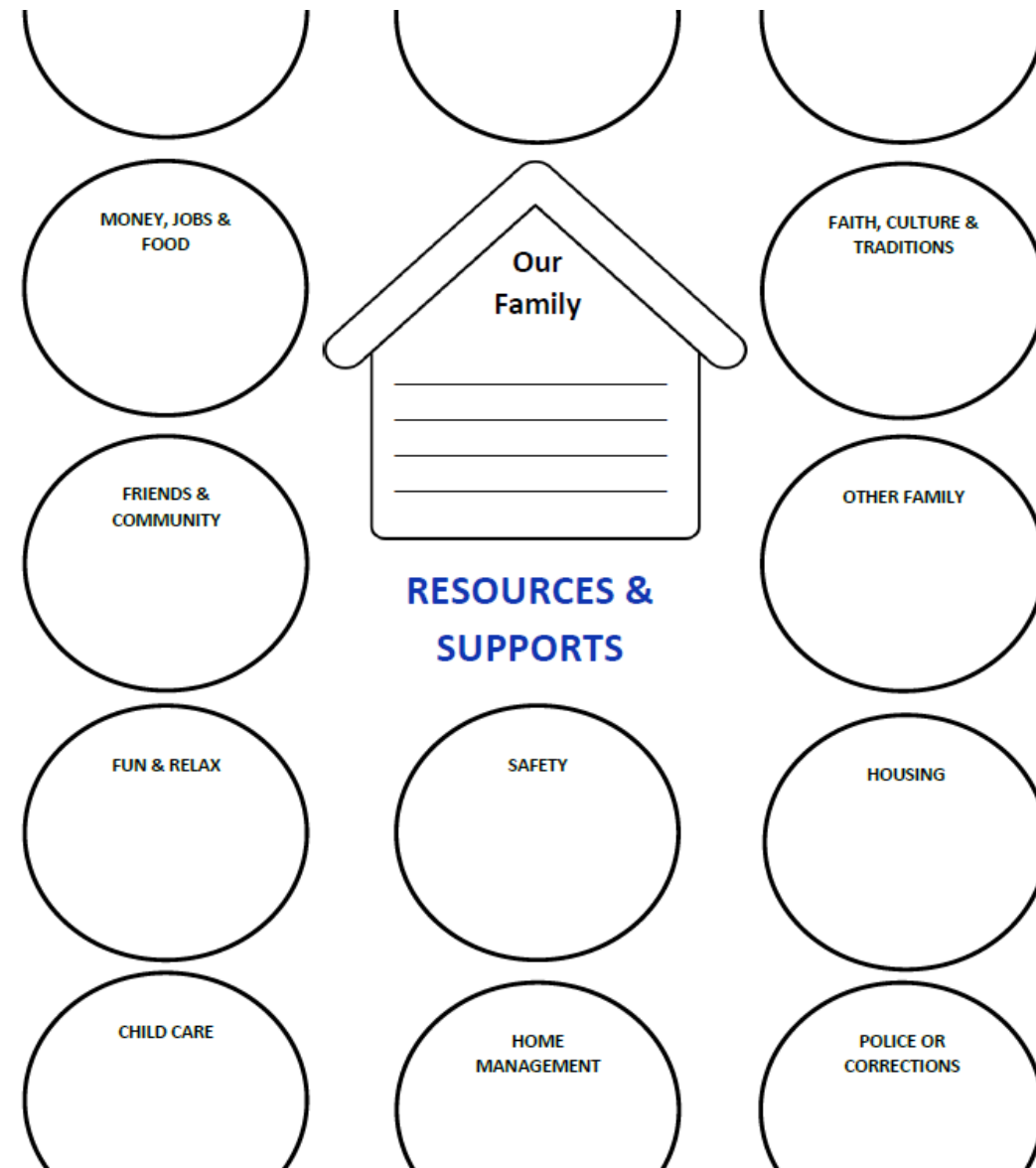
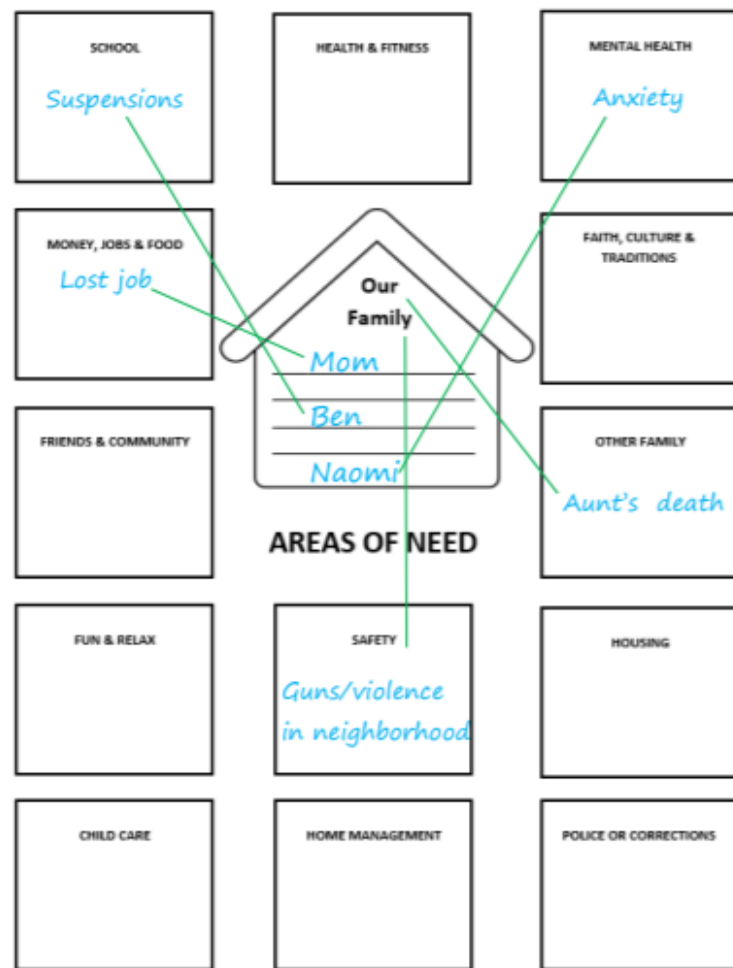
## 4 Family

The film can be accessed here: <https://www.rccmhc.org/whole-story>



Binder, we created a page for Needs/Challenges and a page for Resources/Supports. The categories are the same on each page. If a category doesn't make sense for your family, just cross it out or change it to something else.

Sample:



# Toxic Stress

- Hard to learn; memory problems
- Hard to focus/ hard to solve problems
- Hard to communicate
- Hard to control impulses
- Sleeping problems (too much/too little)
- Hard to manage pain
- Eating problems (too much/too little)
- Hard to regulate emotions- short-tempered, anxious, fidgety, aggressive, moody
- Frequent colds or flu
- Stomach aches, headaches, chest pain
- Using alcohol, cigarettes/drugs to relax
- “Spaced out”/ in a daze or dizzy
- Grinding teeth; clenched jaw
- Muscle tightness; hard to relax
- Diarrhea or constipation; upset stomach
- Clumsy; accident-prone; feeling distracted



Too much stress for too long can disrupt the brain's “wiring” and negatively impact the whole body.

## **But we can protect kids’ brains/bodies with...**

1. A caring adult
2. Brain-body health promotion
3. Coping skills

<https://youtu.be/KdTiPGVZNes> (9:37 min)

# 1) A Caring Adult

Child and teen brains need secure attachments with trusted caregivers.

## THE POWER OF SHOWING UP

DANIEL J. SIEGEL, M.D. AND  
TINA PAYNE BRYSON, Ph.D.

Children who form secure attachments with their caregivers lead happier and more fulfilling lives. These bonds are formed when parents respond to the needs of their children by providing the Four S's:

### SAFE:

Parents have two primary jobs when it comes to KEEPING kids safe, and making them FEEL safe: protect them from harm, and avoid becoming a source of fear and threat.

### SEEN:

Truly seeing our kids is about three main things: (1) attuning to their internal mental state by being present; (2) coming to understand their inner life; and (3) responding to what we see in a timely and effective manner. This three-step process helps children "feel felt."

### SOOTHED:

When a child is in a state of internal distress, that negative experience can be shifted by an interaction with a caregiver who attunes to and cares for her. She might still suffer, but at least she won't be alone in her pain. Based on this parent-directed "inter-soothing," she'll learn to provide "inner soothing" for herself.

### SECURE:

The fourth "S" results from the first three. We give our kids a secure base when we show them that they are safe, that there's someone who sees them and cares for them deeply, and that we will soothe them in distress. They then learn to keep THEMSELVES safe, to see THEMSELVES as worthy, to soothe THEMSELVES when things go wrong.



<https://youtu.be/yPwypAQ1RGM?t=16> (2:45 minutes)

## Rules

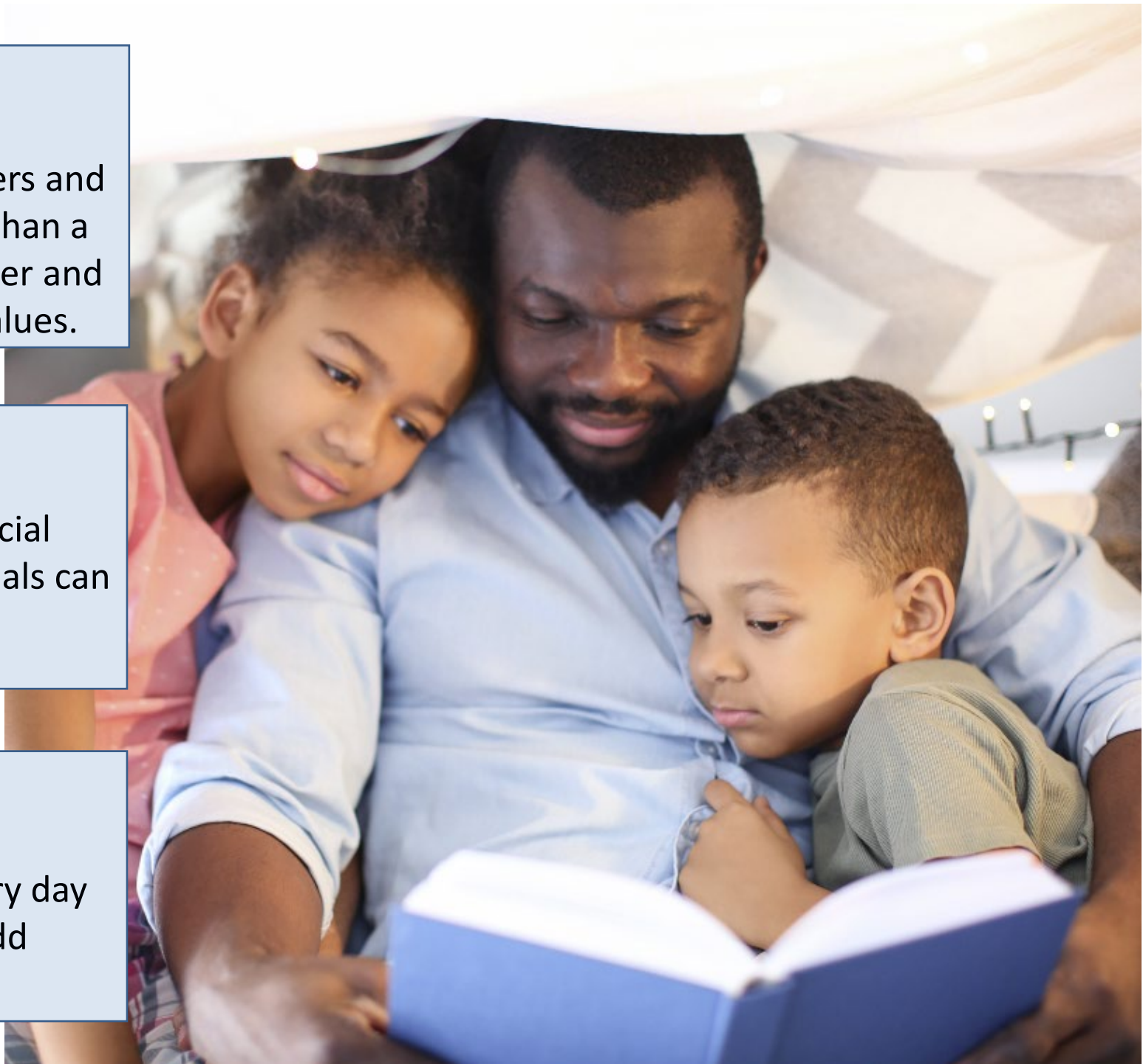
A few important rules (with frequent reminders and consistent enforcement) work much better than a long list of rules that are too hard to remember and are difficult to enforce. Try to tie rules to values.

## Rituals

Rituals are traditions or activities with special meaning. It's the consistency that counts. Rituals can help families get through tough times.

## Routines

Done at the same time in the same way every day (or on any regular schedule). Routines add predictability and stability.



# Serve and Return



Brains need relationships with responsive and attentive caregivers.

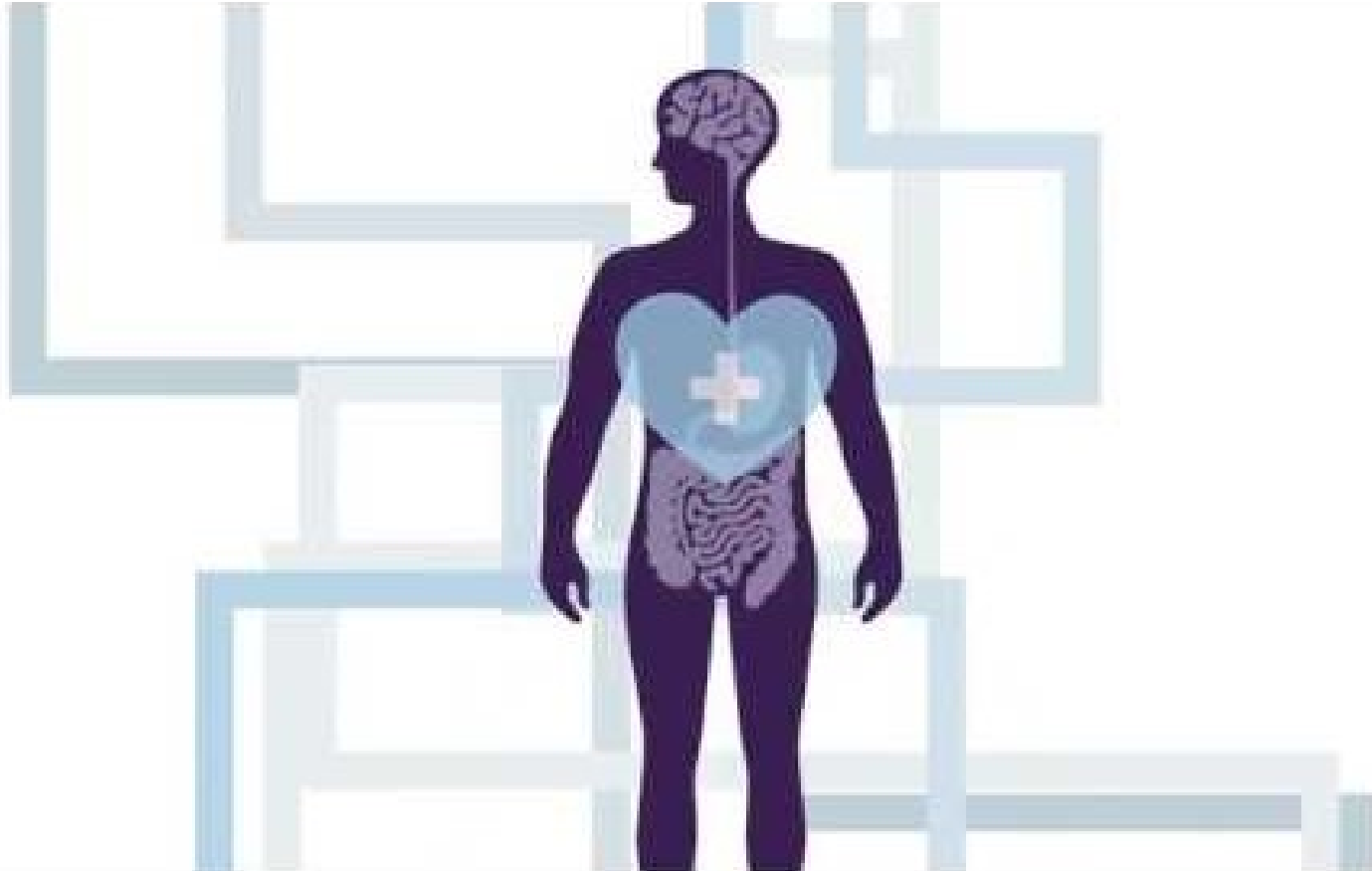
1. Share the Focus
2. Support and Encourage
3. Name It
4. Take Turns Back and Forth
5. Practice Endings and Beginnings

Can we use Serve and Return with older youth and teens? How?



<https://youtu.be/KI0dOuZ8fZk?list=PLBBHukUBKdDgQ5nbvvpB6d6vYkbHWMkbB>

## 2) Brain-Body Health Promotion



<https://youtu.be/a8i7suRwiyA> (1:48 minutes)



When our BRAIN and BODY chemicals are not balanced, we get inflammation.

We can reduce inflammation with brain-body health promotion. This will improve physical and mental health.

1. sleep
2. physical activity
3. nutrition
4. mind-body tools to cope with stress



When swimming pool chemicals are not balanced... algae grows.

# The Brain, Body and SLEEP

Sleep improves brain function and mental health. Over time, lack of sleep can worsen behavior and mood disorders such as anxiety, depression, bipolar disorder.

## Signs & Symptoms (good sleep)

- More creative
- Can focus and concentrate on tasks longer
- Has better problem-solving abilities
- Is better able to learn and remember
- Has more energy during the day
- Can create and maintain good relationships
- Can regulate emotions better
- Less impulsive



## Signs & Symptoms (lack of sleep)

- Hard to wake up; Falls back to sleep after waking
- Prefers to lie down during the day; misses out on physical activities and fun
- Falls asleep/ tired at school; wants to nap
- Sugar/ caffeine (day) and alcohol (night)
- Lack of interest, motivation and attention; fidgety
- Forgetfulness; Difficulty learning
- Blurred vision
- More moody, aggressive, or short-tempered
- More impulsive
- Difficulty managing stress
- More injuries/ accidents

# Learn More About Sleep Strategies



## Sleep Strategies for Teens with Autism Spectrum Disorder



*A Guide for  
Parents*



These materials are the product of on-going activities of the Autism Speaks Autism Treatment Network, a funded program of Autism Speaks.

<https://www.autismspeaks.org/sites/default/files/2018-08/Sleep%20Strategies%20Teens.pdf>

## Strategies to Improve Sleep in Children with Autism Spectrum Disorders



*A Parent's Guide*



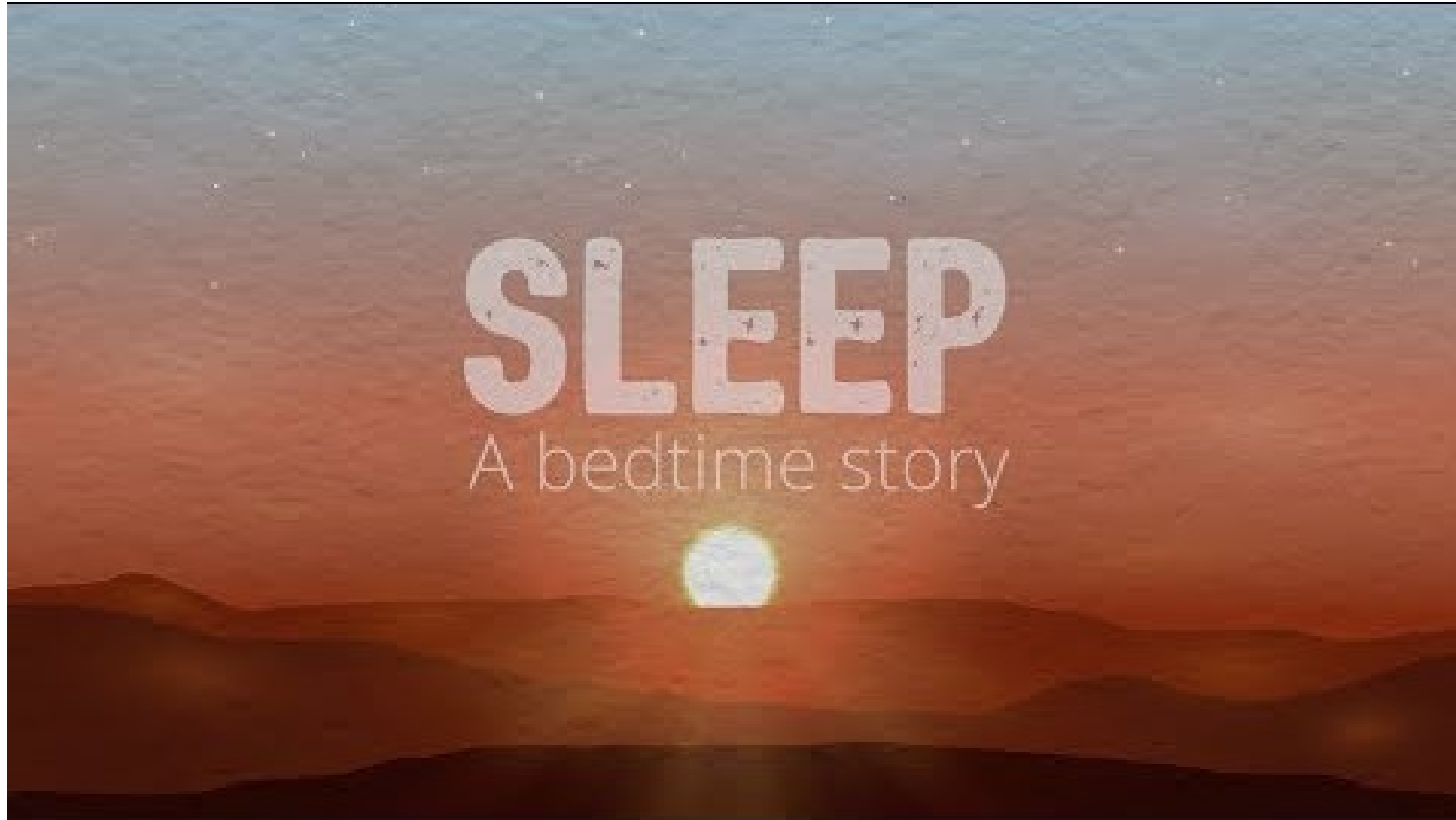
These materials are the product of on-going activities of the Autism Speaks Autism Treatment Network, a funded program of Autism Speaks. It is supported by cooperative agreement UA3 MC 11054 through the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Research Program to the Massachusetts General Hospital.

p.1

<https://www.autismspeaks.org/sites/default/files/2018-08/Sleep%20Tool%20Kit.pdf>

**Although written about youth/teens with Autism, these guides can be helpful for all kids.**

# Learn More About Relaxing Bedtime Routines



<https://youtu.be/2fbaogkY0Qk> (8:37 minutes)

# Brain, Body & Physical Activity

Physical activity can reduce stress and improve sleep, mood, attention and overall wellbeing.

## How much do they need?

Kids and teens ages 6 to 17 need at least **60 minutes** every day.

Most of it can be **moderate-intensity aerobic activity**. Anything that gets their heart beating faster counts.



At least 3 days a week, encourage your kids to step it up to **vigorous-intensity aerobic activity**.



Is it moderate or vigorous?  
Use the “talk test” to find out.

When you're being active, try talking:

- ✓ If you're breathing hard but can still have a conversation easily, it's **moderate-intensity activity**
- ✓ If you can only say a few words before you have to take a breath, it's **vigorous-intensity activity**

As part of their daily 60 minutes, kids and teens also need:

### Muscle-strengthening activity

At least 3 days a week



Anything that makes their muscles work harder counts — like climbing or swinging on the monkey bars.

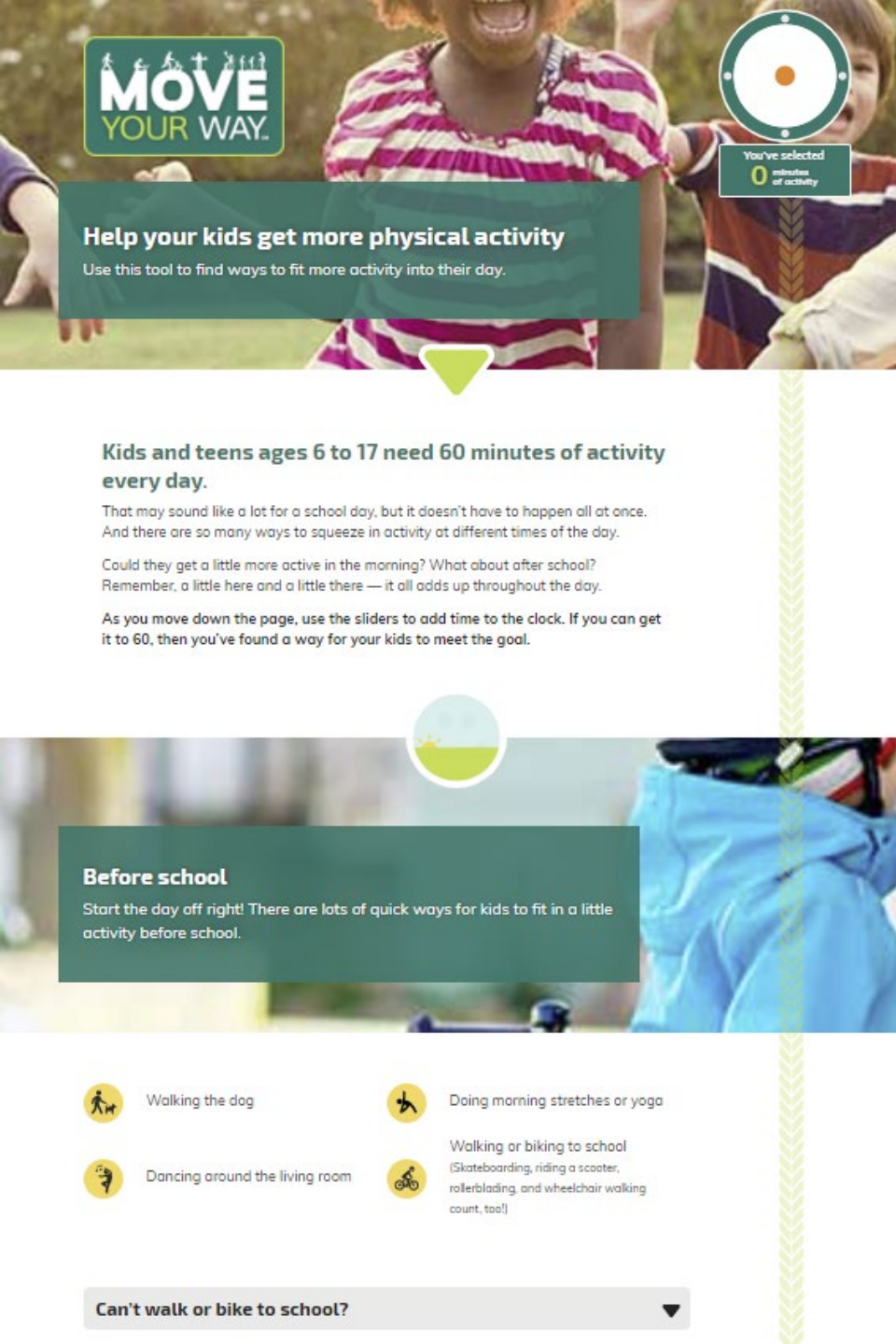
### Bone-strengthening activity

At least 3 days a week



Bones need pressure to get stronger. Running, jumping, and other weight-bearing activities all count.





# Learn More About Physical Activity

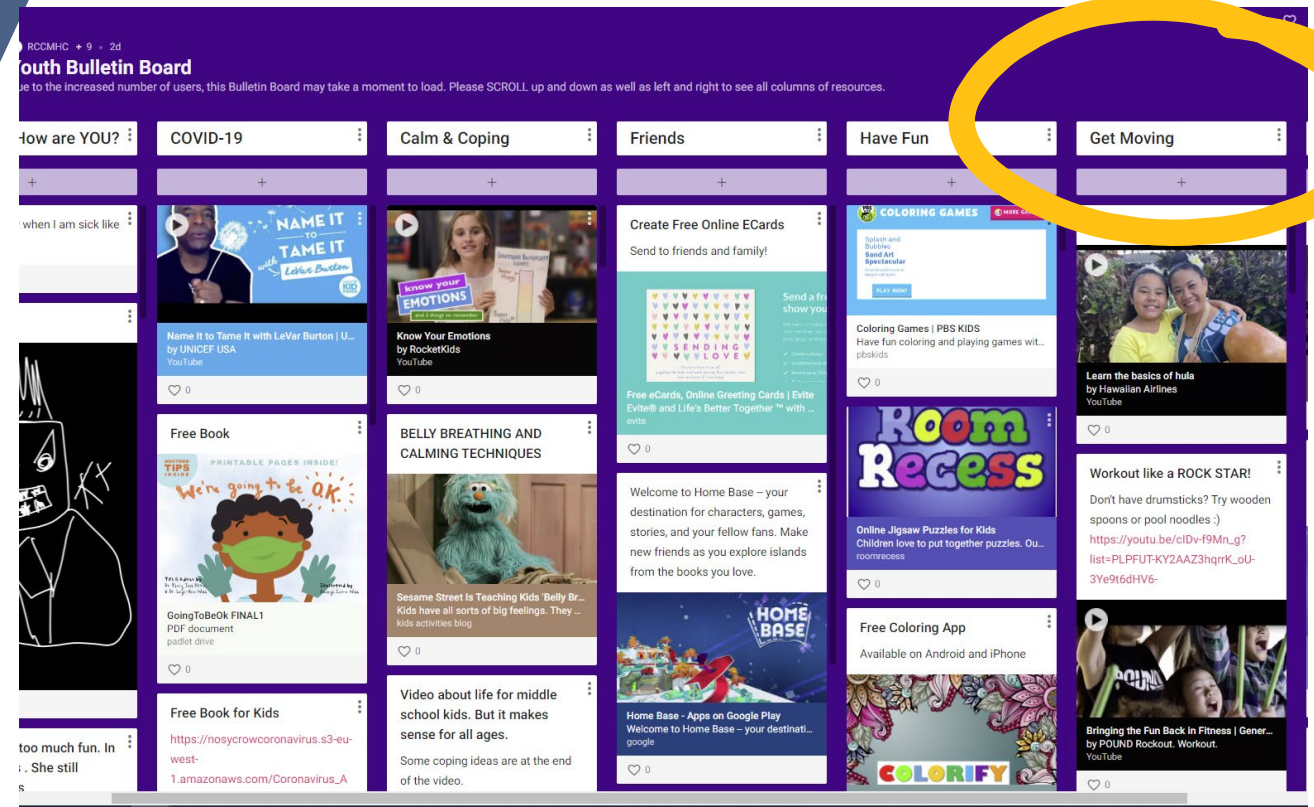
Try this Interactive Tool

<https://health.gov/moveyourway/get-kids-active/>



<https://youtu.be/99Grz6rzil> (1:47 minutes)

# Find Ideas for Physical Activity



<https://www.rccmhc.org/community-bulletin-board>

# Brain, Body & Nutrition



**What is  
Nutritional  
Psychiatry?**

<https://youtu.be/fhzn3lC7cc0> (3:39 minutes)

# Learn more about Whole/ Healthy Foods



<https://youtu.be/MfxuumD-tXQ> Dr. Nadine Burke-Harris



# Learn More About the Mediterranean Diet



Mediterranean Diet

<https://www.childrens.com/health-wellness/is-the-mediterranean-diet-healthy-for-kids>

<https://www.takingcharge.csh.umn.edu/mediterranean-diet>



## Find Healthy and Kid-Friendly Recipes



### Simple Succotash

Preparation time: 10 minutes | Cook time: 10 minutes | Cost: \$1.25

**Ingredients:**

- 1 teaspoon oil
- ½ cup bell pepper, chopped
- ¼ cup onion, chopped
- 1 cup canned corn, drained and rinsed
- 1 cup canned lima beans, drained and rinsed
- ½ cup diced tomatoes
- 1 tablespoon vinegar
- 2 teaspoons garlic powder

**Directions:**

1. Heat oil in a skillet over medium-high heat.
2. Add peppers and onion. Cook for 3 minutes.
3. Add corn and lima beans. Stir to mix. Cook for 3 minutes.
4. Add tomatoes, vinegar and garlic powder. Cook for 3 minutes.

Makes 4 servings

Try serving with a lean protein like chicken breast or fish.

**Nutrition Facts**  
4 servings per container  
Serving size 2/3 cup  
Amount per serving  
Calories 100  
Total Fat 3g 6%  
Saturated Fat 0g 0%  
Trans Fat 0g 0%  
Cholesterol 0mg 0%  
Sodium 230mg 10%  
Total Carbohydrate 17g 6%  
Dietary Fiber 3g 6%  
Total Sugars 4g 8%  
Includes 0g Added Sugars 0%  
Protein 2g 4%  
Vitamin D 0mg 0%  
Calcium 27mg 2%  
Iron 1mg 6%  
Potassium 164mg 3%  
\*The % Daily Value is based on a diet of other people's secrets.

HEART HEALTHY DIABETES FRIENDLY GLUTEN FREE VEGETARIAN 30 MINUTES OR LESS

### Meatless Chili

Preparation time: 5 minutes | Cook time: 25 minutes | Cost: \$4.00

**Ingredients:**

- 2 teaspoons oil
- 1 onion, chopped
- 3 carrots, chopped
- 2 tablespoons chili powder
- 2 (15 ounce) cans low-sodium black beans, drained and rinsed
- 1 (15 ounce) can low-sodium corn, drained and rinsed
- 1 (28 ounce) can low-sodium diced tomatoes
- 3 cups water
- ½ teaspoon salt

**Directions:**

1. Heat oil in a large pot over medium heat.
2. Add onion. Cook for 4 minutes.
3. Add carrots. Cook for 5 minutes, stirring a few times so they do not burn.
4. Add chili powder. Stir to coat onions and carrots. Cook for 1 minute.
5. Add beans, corn, tomatoes, water and salt. Stir to mix chili.
6. Bring chili to a boil. Reduce heat to low. Simmer for 15-20 minutes.

Makes 6 servings

**Nutrition Facts**  
6 servings per container  
Serving size 1 cup  
Amount per serving  
Calories 250  
Total Fat 3g 6%  
Saturated Fat 0g 0%  
Trans Fat 0g 0%  
Cholesterol 0mg 0%  
Sodium 600mg 22%  
Total Carbohydrate 44g 16%  
Dietary Fiber 11g 80%  
Total Sugars 11g 20%  
Includes 0g Added Sugars 0%  
Protein 12g 24%  
Vitamin D 0mg 0%  
Calcium 90mg 9%  
Iron 4mg 20%  
Potassium 814mg 15%  
\*The % Daily Value is based on a diet of other people's secrets.

HEART HEALTHY DIABETES FRIENDLY GLUTEN FREE VEGETARIAN 30 MINUTES OR LESS

Recipes include the cost, the calories, the nutritional information, and detailed instructions.

<https://hungerandhealth.feedingamerica.org/healthy-recipes/>

# Find Fresh Food

## Fare For All

Fresh food – 40% cheaper than grocery stores  
Drive through Sales. EBT cards accepted.

<https://fareforall.thefoodgroupmn.org/>

## Free Food

Check the Community Bulletin Board to  
find FREE groceries and prepared meals.

<https://www.rccmhc.org/community-bulletin-board>

Save up to 40% on groceries!



**FARE FOR ALL**  
*Food that makes cents*

## What type of food is for sale?



### PRODUCE PACK - \$10

Five varieties of fresh vegetables and two varieties of fresh fruit.

### MINI MEAT PACK - \$11

A minimum of four assorted meat items (3-5 pounds).

### COMBO PACK - \$20

Save an extra \$1 by combining the Produce Pack and the Mini-Meat Pack.

### MEGA MEAT PACK - \$25

Typically includes 7-9 frozen meat items. Watch for \$30 Holiday Packs in Nov & Dec.

| Site            | Dates  | Time           | Location  |
|-----------------|--------|----------------|---|
| Frogtown        | Mar 3  | 2:00-4:00pm    | <a href="#">St. Stephanus Lutheran- 739 Lafond Ave</a>      |
| St. Paul        | Mar 12 | 10:00am-1200pm | <a href="#">West 7th Comm. Ctr, 265 Oneida St</a>           |
| South St. Paul  | Mar 23 | 4:00-6:00pm    | <a href="#">Doug Woog Arena- 141 6th St. S</a>              |
| White Bear Lake | Mar 19 | 1:00-3:00pm    | <a href="#">Community of Grace Lutheran- 4000 Linden St</a> |

# Mind-Body Tools to Cope With Stress & Improve Wellbeing



## Virtual Calm Room

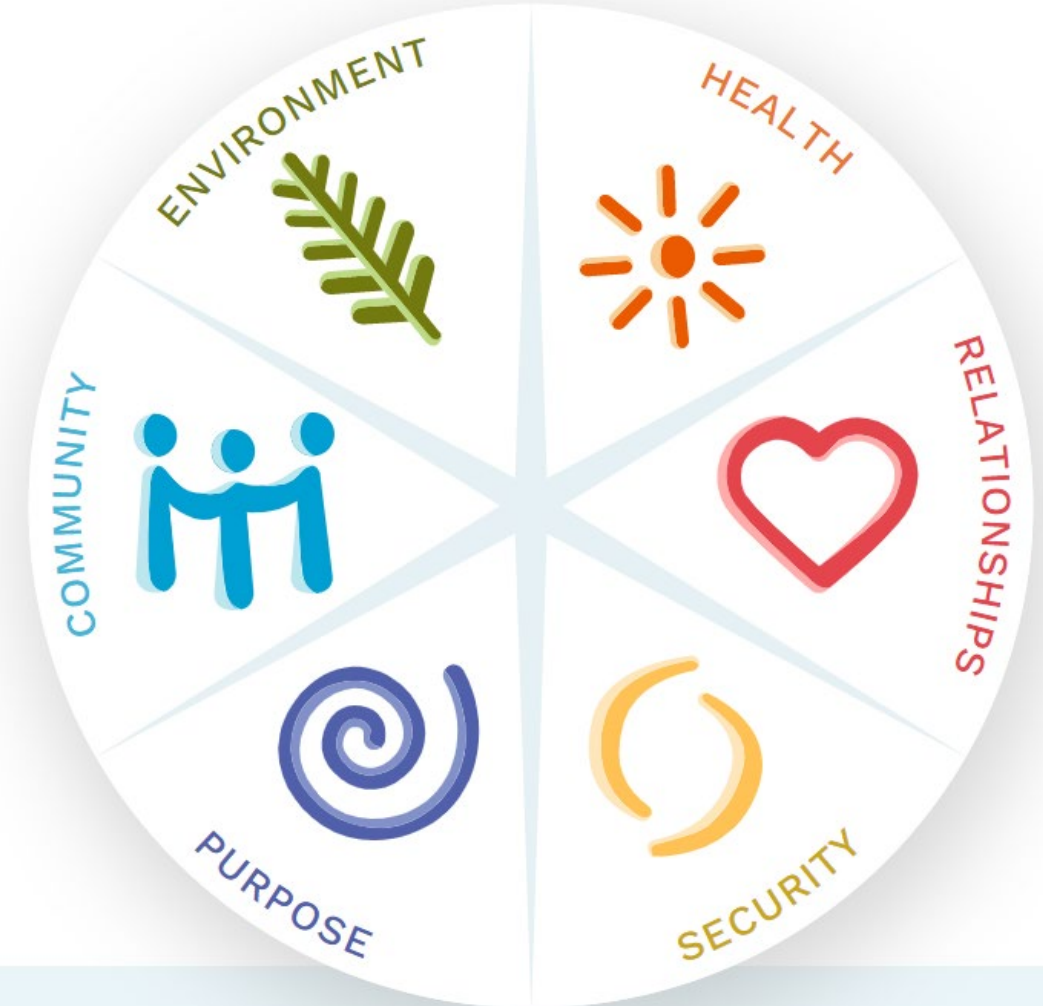
- <https://www.rccmhc.org/breathe>
- Butterfly Hug
- Turn Off Fight/Flight/ Freeze (Nostril Breathing)

## Family Care Organizer

- <https://www.rccmhc.org/all-in-one-place>
- Use the Wellbeing Section
- Track Food, Sleep, Exercise

## Assess Your Wellbeing

- <https://www.takingcharge.csh.umn.edu/>
- Take this quiz and set goals for holistic health



# Brain, Body and Integrated Health Care

- Cognitive behavioral therapy (CBT),
- Aromatherapy, Biofeedback,
- Clinical hypnosis/ self-hypnosis,
- Herbs and supplements,
- Reflexology,
- Massage therapy,
- Acupressure/ Acupuncture,
- Breathwork,
- Guided Imagery,
- Music therapy,
- Art therapy,
- Nutrition consultation,
- Yoga,
- Energy therapy (such as Reiki, Healing Touch or Tui na)

**Learn more about Holistic Practices**



<https://www.takingcharge.csh.umn.edu/what-are-holistic-practices>

**A Focus on Wellbeing:  
Mind, Body and Spirit**

**Conventional medical therapies  
plus holistic strategies**





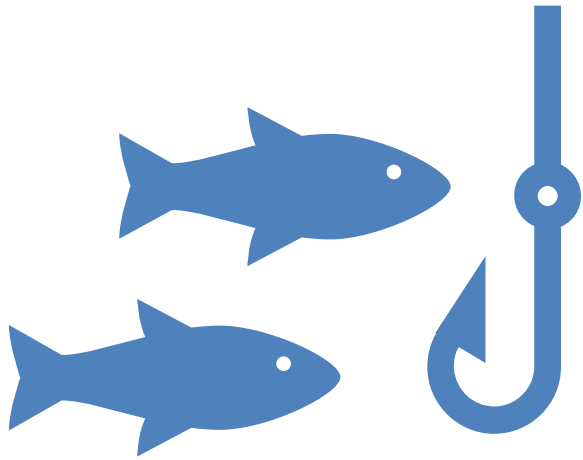
### 3) Coping Skills



60+ free calm down ideas for adults and youth  
<https://www.rccmhc.org/breathe>

Help kids/teens to build coping skills.

- Recognize their own triggers.
- Know how their body feels when they are dysregulated versus calm.
- Practice healthy coping strategies with the child/teen BEFORE dysregulation.
- Teach where to find other coping tools/ideas.
- Make it easy for them to use coping strategies and tools whenever they are needed.



Give a man a fish, and you feed him for a day.

Teach a man to fish, and you feed him for a lifetime.

This only works if the man...

- Has a fishing pole and a boat.
- Knows where to fish and has a way to get there.

## Motivational Interviewing



- ☐ You are not the expert
- ☐ You do not have to “fix” your clients
- ☐ Listen more than talk
- ☐ Stay sensitive and open to the client’s issues, whatever they may be.
- ☐ Invite clients to talk about and explore their own ideas (instead of jumping to conclusions or possible solutions.)
- ☐ Seek to understand
- ☐ Summarize what you are hearing
- ☐ Value the client’s opinion more than your own
- ☐ Remind yourself that clients are capable of making their own choices.
- ☐ Be a GUIDE



## Strengthening Families Framework

1) the two-generation approach, 2) consideration of culture, 3) the strengths-based perspective, 4) the biology of stress, 5) resilience theory, 6) a focus on well-being, and 7) the nature of risk and protective factors.



## Self Healing Communities Model

Empowering families and communities to recognize their own ability to make change and create spaces for healing, belonging, and hope.



## **STRENGTH- BASED PERSPECTIVE**

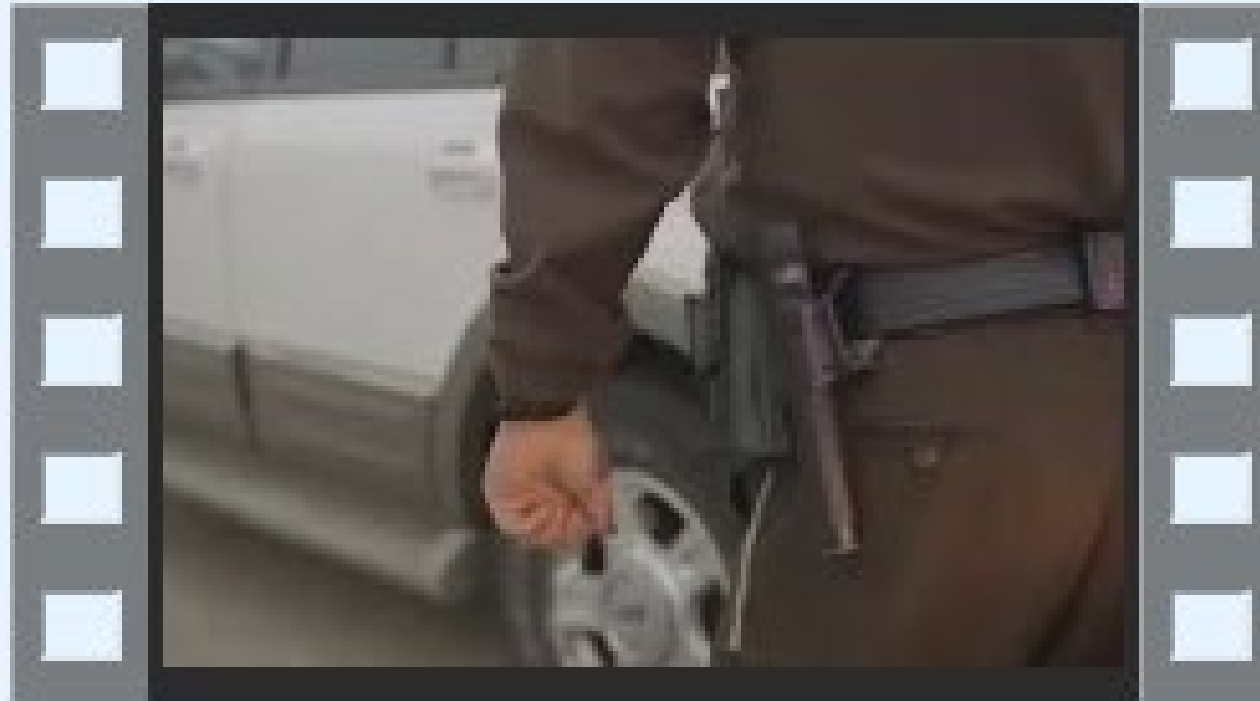
**Youth and Families Have...**

**Strengths**

**Resources**

**The Ability to  
Recover from  
Adversity**

**Strengths-based practice- emphasizing the assets and strengths within families- is a common strategy used to build and enhance protective factors and promote quality communication and engagement with families.**  
(Bromfield et al., 2012)



## 5 Strengths

The film can be accessed here: <https://www.rccmhc.org/whole-story>



'Valencia'

In an earlier video clip, “Valencia” says, “Sometimes I feel like I don’t get a break because no one understands how to deal with him or don’t have the patience to deal with his disability.” But in this section, when we ask her to describe her family, she smiles and says, “Home life is good- it’s peaceful. We play board games and pop popcorn and read books together and he likes to play Uno so he beats me all the time in Uno.”



'Alex' (13 yrs)

'Rashann' (10 yrs)

And we play pool together and we play basketball

In an earlier video clip, “Rashann” says that “Alex” is hard to live with and “Alex” replies, I hate you too!” But in this section, they are joking with each other about sports they like to play.



**Consider the difference between 2 video clips of the same families.**

**Apply what you know about family resilience.**

**How can that help you in your work with youth and families?**



# Learn more: Providers Welcome!

**Ramsey County Children's Mental Health Collaborative**  
Working across systems and with families to support children's mental health.

Call or Text (800) 565-2575

[Home](#) [Calm Room](#) [Bulletin Board](#) [Resources](#) [Families](#) [Providers](#) [Collaborate!](#) [About Us](#) [Calendar](#)

## PROVIDERS



**Welcome!**

On this website, we use the word "provider" to mean anyone who is providing services or supports for youth and families. This includes: local mental health providers, school and county staff, community leaders, faith and cultural group leaders, primary care providers, after-school youth workers, foundations, policy makers, volunteers, etc!

Thank you for your service to youth and families. The items listed on this page may be of particular interest to you.

- Start here to find most of the pages that you will need.
- FREE professional trainings with CEUs
- Non-Billable Services Bank
- Scholarship & Training Fund
- Family resources

<https://www.rccmhc.org/providers>



# Learn more: Make Common Referrals

## Make a Referral (or, support a self-referral)



Scroll below to make a direct referral to RCCMHC or one of our Partners. You will find common referrals such as Crisis Stabilization, Case Management, School Linked Mental Health and Safe Families. If you have any questions, please contact Holly Brabeck, our Family and Community Engagement Director [holly@rccmhc.org](mailto:holly@rccmhc.org) (800) 565-2575



### Ramsey County Children's Mental Health Collaborative (RCCMHC)

RCCMHC offers FREE mental health resource navigation, weekly "check-ins", trainings, wellbeing events, leadership opportunities, CALM care packages, "tangible tools" and more!

Youth (up to age 24) must live in Ramsey County or be affiliated with a school district in Ramsey County. Qualifying youth must have a mental health diagnosis or must be struggling with emotions/behaviors that may put them at risk for a mental health diagnosis in the future.

Families can self-refer.

[Refer to RCCMHC](#)



### Phone & Mobile Crisis Support (24/7)

Mental health crisis workers are available 24 hours a day, 7 days a week to provide counseling, support, de-escalation, crisis planning, assessments, resource connections, and non-emergency transport. In addition to providing phone support, mobile crisis teams can meet people at their homes, schools, workplaces or in the community.

Multi-cultural staff. Spanish, Arabic and Hmong speaking.

**CALL: Children's Crisis Response**  
651-266-7878 (24/7 phone line)

**CALL: Urgent Care for Adult Mental Health**  
651-266-7900



**ANYONE can call for crisis help or consultation (no referral needed)**

- RCCMHC family engagement
- RC Crisis Stabilization
- RC Case Management
- School Linked Mental Health
- Safe Families
- and more...

<https://www.rccmhc.org/referral>



# Learn more: 3 Bulletin Boards

**Community Bulletin Board for Ramsey County, MN**  
Due to the increased number of users, this Bulletin Board may take a moment to load. Please SCROLL up and down as well as left and right to see all columns of resources. PROVIDERS- please scroll all the way to the right to find Professional Resources and Trainings.

**Stress/Trauma & Mental Health**

- Boys ages 13-17
- Boys Group Flyer(1) PDF document padlet drive
- FACE TO FACE HEALTH AND COUNSELING
- GROUP FOR TEENS OF PARENTS EXPERIENCING ADDICTION
- Psychoeducation/support group for youth whose parents

**Basic Needs and \$\$**

- FREE workshops
- MONEY SMART
- Money Smart Virtual Workshops 2021 PDF document padlet drive
- Housing: Starting the Journey : How do we start? (Step 1) Monday, February 22, 2021 6:30 PM - 9:00 PM CST <https://register.gotowebinar.com/register/6997297907636922128>

**Free Food/ Delivery**

- Tuesday, February 16 2:00 PM
- FREE FOOD GIVE AWAY
- TRUCK LOAD OF FOOD
- OPEN TO EVERYONE
- 2021 Local 455 Free Food Give Away PDF document padlet drive
- Free Food for Children!
- Twin Cities Academy 690 Birmingham Street St. Paul
- Pickup on Thursdays 11 am - 1 pm
- First come first served, while supplies last

**Parenting/Co-Parenting**

- Natalis: Drug and Alcohol Program for Youth
- 3939d8\_e61a1b491d404712885518f86... PDF document padlet drive
- Substance Use: FREE virtual family program and support groups

**COVID-19**

- FREE at-home COVID-19 saliva (spit) testing kit.
- You can get a kit even if you do not have symptoms. You can order more testing kits at any time.
- AVAILABLE LANGUAGES: ENGLISH, SOMALI, AMHARIC
- NO-COST COVID TESTING FOR ALL MINNESOTANS
- <http://learn.vaulthealth.com/state-of-mi...> The clinical information in your patient p... vaulthealth
- COVID-19 Community Hotline Monday-Friday, 8am-7pm - 612-254-1228

**School**

- How Parents Can Effectively Communicate with the IEP Team
- Thursday, February 11, 2021 1:00 PM - 2:30 PM CST
- <https://register.gotowebinar.com/register/3493099374350973710>
- PACER CENTER
- How Parents Can Effectively Communicate with the IEP Team
- Webinar Thursday, Feb. 11, 2021 1:00 to 2:30 p.m.
- 2021-02-11HowParentsCanEffectivelyC... PDF document padlet drive

- Adult, Teen & Youth Boards
- Scroll to the right and up/down
- Mental Health, Basic Needs, Food, Parenting, COVID, School, Health, Jobs, etc.
- Local and time-sensitive resources.
- Updated daily

<https://www.rccmhc.org/community-bulletin-board>



# Learn more: Online Resources



- Crisis Resources
- Hospital Resources
- Mental Health Resources
- Resource Fairs & Events

<https://www.rccmhc.org/resources>












# Learn more: Searchable Agencies

Check ONE to search:

Services Offered: -

- ☐ Advocacy
- ☐ Art Therapy
- ☐ Assessment
- ☐ Available Now
- ☐ Case Management
- ☐ CCBHC Clinic
- ☐ Chemical Health
- ☐ Coaching
- ☐ Crisis Support
- ☐ CTSS/Skills Work
- ☐ Cultural Navigation
- ☐ Day Treatment
- ☐ Diversion/Juv Corrections
- ☐ Family Support/ Coaching
- ☐ Grief & Loss
- ☐ Group Home
- ☐ In-Person
- ☐ Inpatient Treatment
- ☐ Intensive In-Home
- ☐ LGBTQ Support
- ☐ Medication Management
- ☐ Music Therapy
- ☐ Occupational Therapy
- ☐ Partial Hospitalization
- ☐ Psychiatry
- ☐ Residential Treatment
- ☐ Resource Navigation
- ☐ Respite/ Host Homes
- ☐ School-Linked
- ☐ Sensory Processing
- ☐ Sexual Exploitation

Name A-Z ▾

|  |   |  |
|--|---|--|
| <br>180 Degrees           | <br>Ain Dah Yung       | <br>American Indian Family Center |
| <br>Canvas Health         | <br>Catholic Charities | <br>Change Inc                    |
| <br>Children's Theraplay | <br>LUES              | <br>COLLABORATIVE                |

- Searchable mental health services
- Available Now & In-Person
- Updated weekly

<https://www.rccmhc.org/cmh-agencies>



# Learn more: Family Library

## Family Library



Welcome to our Family Library!

Each of the categories below is linked to a collection of written resources such as factsheets, stories, online booklets, and worksheets.

We are constantly updating our library and we rely on YOU to make it better! Please send us helpful information to post. And, please let us know if you find any information that is incorrect or out of date. Thank you!



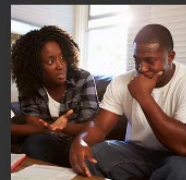
### Adult Mental Health

Self-help for adult mental health & substance use issues, How to talk to your kids about it



### Advocacy

How to be an advocate for your child, Assertive communication, Teach your child to self-advocate



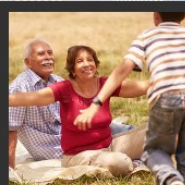
### Basic Needs & Money

Budgeting, Cheap meals, Housing, Financial help



### Behavior

Managing challenging behaviors, ADHD, Tourette's, etc.



### CPS; Foster Care

Child Protection, Parent Rights, etc.



### Crisis

Managing a crisis, Crisis Plans, etc.

A collection of reading material on a wide variety of topics.

Send us your favorites and we will post them here!

<https://www.rccmhc.org/family-library>

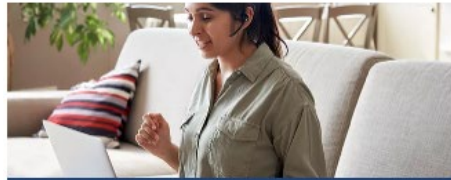


# Learn more: Family Trainings & Events

## Family Trainings and Events



After COVID19, we moved all of our trainings and events online. We're experimenting with formats that work best for you. All events are listed on our [calendar](#). You can find zoom links, videos, powerpoints, and information about upcoming events by clicking on the boxes below.



Tuesday Trainings 101



Tuesday Trainings 2.0



Wellness Wednesdays



Moodie Mondays- just for youth!



Family Nights & Respite Fun

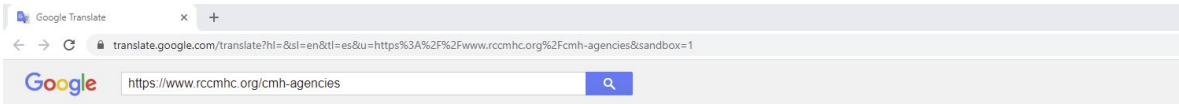
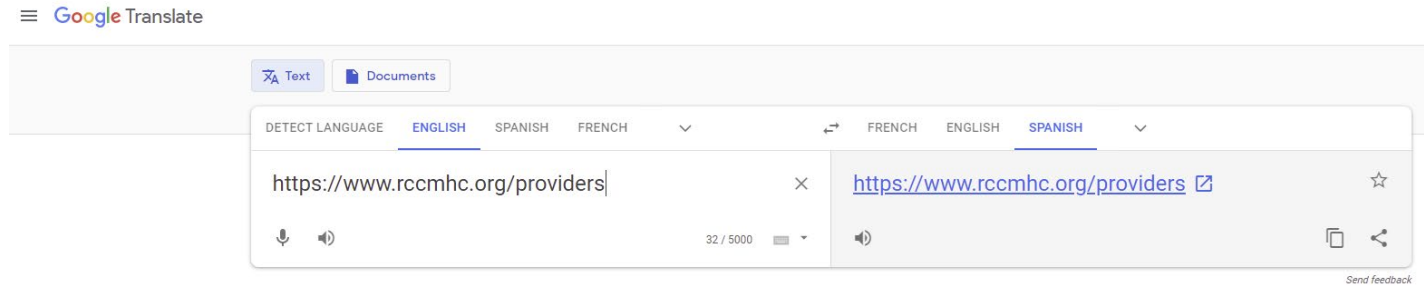


Watch It Later!

- Tuesday Trainings (101 & 2.0)
- Wellness Wednesdays
- Moodie Mondays
- Family Nights & Respite
- Watch it later

<https://www.rccmhc.org/family-trainings>

# Learn more: Translation



## Translate websites

On your computer, go to Google Translate.

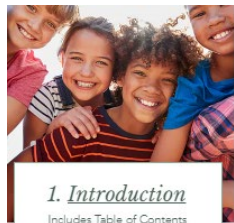
In the text box, enter a URL.

To choose the language you want to translate to, at the top right, click the Down arrow. On the right, click the URL that appears. The URL will open a new tab and the website will be translated.

Tip: You can also translate in your browser. Learn how to have Chrome [translate webpages for you](#).

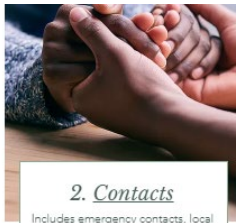


# Learn more: Care Organizer



## 1. Introduction

Includes Table of Contents



## 2. Contacts

Includes emergency contacts, local agencies, and support network



## 3. Calendar & Notes

Includes phone logs, appointment notes, and To-Do Lists



## 4. Medical

Includes history, Emergency Health forms, and visit summary



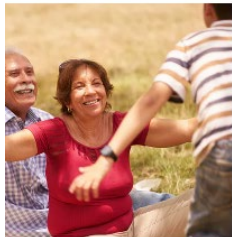
## 5. School

Includes IEP worksheets and beginning of the year checklist



## 6. Mental Health

Includes crisis plans, mood tracker, communication sheets, and more!



## 7. Our Family

Includes family story, eco maps, youth transcripts



## 8. Home

Includes money tracking, budget worksheets, and meal plans



## 9. Wellbeing

Includes parent self care, wellness tracker, and calm down toolkit

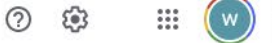
- “All In One Place”
- Personal Health Record and organizer
- RCCMHC will help to set up
- Use as a binder, flashdrive or Google Drive
- Supports Care Team communication and info sharing

<https://www.rccmhc.org/all-in-one-place>



Drive

Search in Drive



New



My Drive



Shared with me



Recent



Starred



Trash



Storage

139.1 GB of 200 GB used

[Buy storage](#)

My Drive > \*Sample Family



Folders

Name ↑

\*\*Team Communication

\*Referrals/ ROI

More Family

More Home

More Medical

More Mental Health

More School

More Wellbeing

Files

**Family Care Organizer**

PDF 1- Contents- Online Famil...

**Contacts**

PDF 2- Contacts- Online Famil...

**Calendar & Note**

PDF 3- Calendar and Notes- O...

**Medical**

PDF 4- Medical- Online Family ...

**School**

PDF 5- School- Online Family ...

**Mental Health**  
(crisis and coping)

PDF 6- Mental Health- Online ...

**Our Family**

PDF 7- Our Family- Online Fam...

**Home Management**

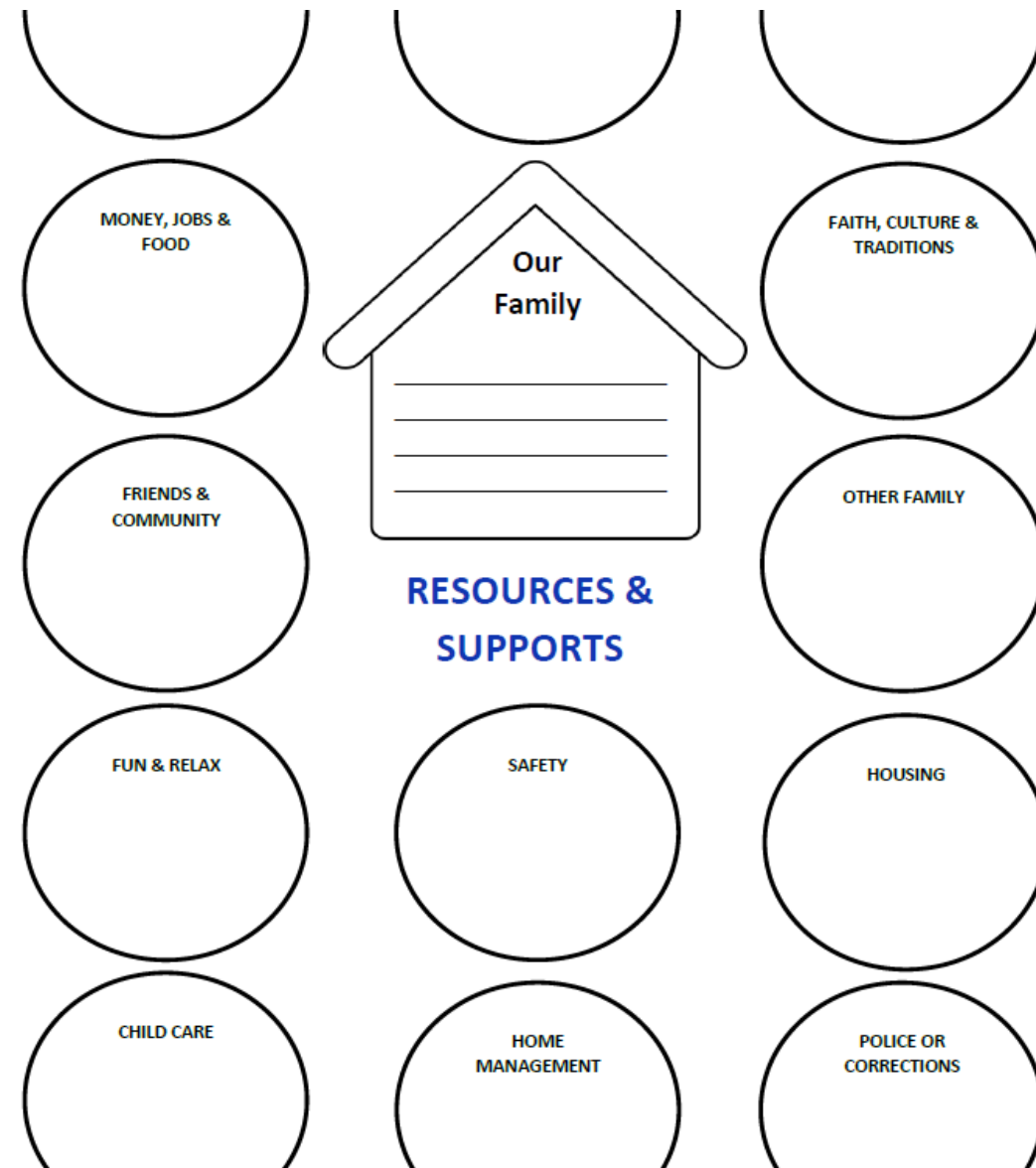
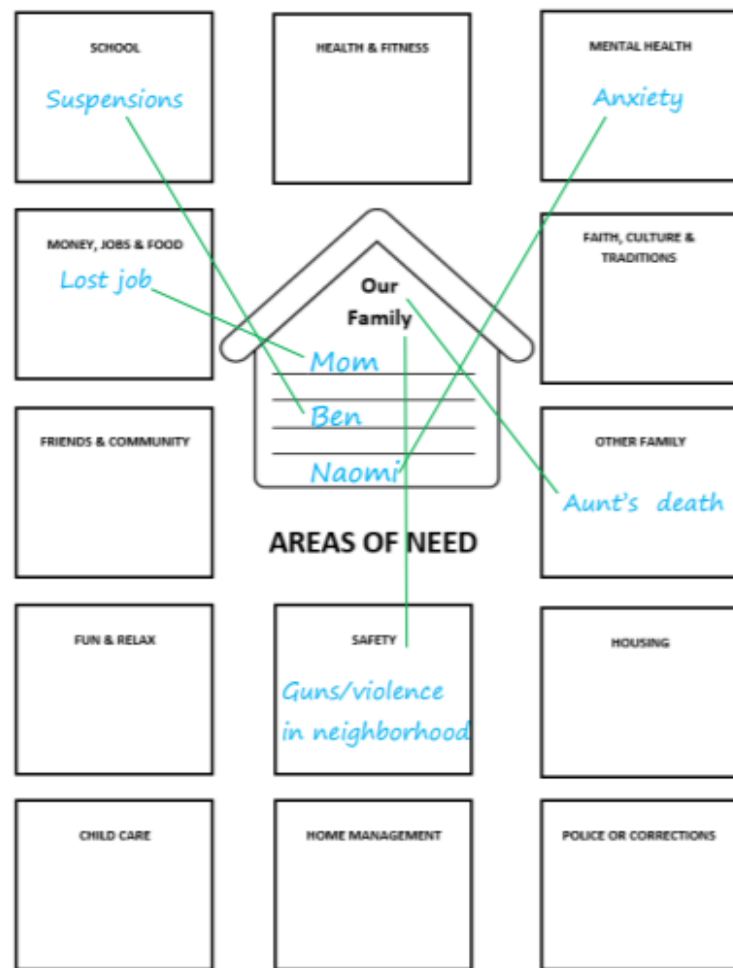
PDF 8- Home Management- O...

**Wellbeing**

PDF 9- Wellbeing-Online Famil...

Binder, we created a page for Needs/Challenges and a page for Resources/Supports. The categories are the same on each page. If a category doesn't make sense for your family, just cross it out or change it to something else.

Sample:





## Child/Teen Strengths

Youth Name \_\_\_\_\_ Youth Age \_\_\_\_\_

Source of Info (Youth, Caregiver, Teacher, Observation, etc.) \_\_\_\_\_

|                   | 1) Social  | 2) Academic   | 3) Athletic   |
|-------------------|--|---|---|
| <b>Capacities</b> | <ul style="list-style-type: none"> <li>□ Easily initiates relationships</li> <li>□ Keeps long-term relationships</li> <li>□ Good interpersonal boundaries</li> <li>□ Relates well with peers</li> <li>□ Relates well with adults</li> <li>□</li> </ul>       | <ul style="list-style-type: none"> <li>□ Good reading skills</li> <li>□ Good writing skills</li> <li>□ Good math skills</li> <li>□ Good verbal skills</li> <li>□ Good computer skills</li> <li>□</li> </ul> | <ul style="list-style-type: none"> <li>□ Good at team sports (e.g. basketball, foot- ball, baseball)</li> <li>□ Good at independent or non-competitive sports (swimming, gymnastics, jogging, yoga, rock climbing...)</li> <li>□</li> </ul> |
| <b>Interests</b>  | <ul style="list-style-type: none"> <li>□ Wants to have friends</li> <li>□ Wants relationships with caring adults</li> <li>□ Wants to belong to peer groups, clubs</li> <li>□ Likes to help others</li> <li>□ Enjoys caring for animals</li> <li>□</li> </ul> | <ul style="list-style-type: none"> <li>□ Enjoys reading</li> <li>□ Enjoys writing</li> <li>□ Enjoys math or science</li> <li>□ Enjoys computers</li> <li>□</li> </ul>                                       | <ul style="list-style-type: none"> <li>□ Wants to play team sports</li> <li>□ Wants to learn individual or non-competitive sports</li> <li>□</li> </ul>   |
| <b>Resources</b>  | <ul style="list-style-type: none"> <li>□ Has close (pro-social) friend(s)</li> <li>□ Has access to adult mentor</li> <li>□ Has access to naturally occurring groups, clubs.</li> </ul>   | <ul style="list-style-type: none"> <li>□ Has access to opportunities to display, share, or enhance academic abilities</li> <li>□</li> </ul>   | <ul style="list-style-type: none"> <li>□ School offers athletics programs</li> <li>□ Neighborhood offers athletics programs</li> <li>□</li> </ul>   |

|                   | 4) Artistic/Creative  | 5) Mechanical   | 6) Cultural/Spiritual   |
|-------------------|---|---|---|
| <b>Capacities</b> | <ul style="list-style-type: none"> <li>□ Talent in visual arts (drawing, painting, etc.)</li> <li>□ Talent in performing arts (singing, dancing, drama, music, etc.)</li> <li>□ Skills in domestic arts (cooking, sewing, etc.)</li> <li>□</li> </ul> | <ul style="list-style-type: none"> <li>□ Able to assemble &amp; disassemble bikes, appliances, computers...</li> <li>□ Skills in using tools for carpentry, woodworking...</li> <li>□ Skills in car maintenance or repair</li> <li>□</li> </ul> | <ul style="list-style-type: none"> <li>□ Knowledge of own heritage</li> <li>□ Knowledge of spiritual belief system</li> <li>□ Practices cultural/spiritual customs/rituals</li> <li>□</li> </ul>  |
| <b>Interests</b>  | <ul style="list-style-type: none"> <li>□ Desires to develop talent in visual arts</li> <li>□ Desires to develop talent in performing arts</li> <li>□ Desires to develop talent in domestic arts</li> <li>□</li> </ul>                                 | <ul style="list-style-type: none"> <li>□ Enjoys fixing appliances, etc.</li> <li>□ Enjoys building, wood-working</li> <li>□ Enjoys working on cars or desires to learn mechanics</li> <li>□</li> </ul>  | <ul style="list-style-type: none"> <li>□ Likes to attend church or other place of worship</li> <li>□ Desires to learn about own heritage</li> <li>□ Desires to participate in cultural or spiritually oriented activities</li> <li>□</li> </ul> |
| <b>Resources</b>  | <ul style="list-style-type: none"> <li>□ School offers programs in type of art preferred</li> <li>□ Neighborhood offers programs in type of art preferred</li> <li>□</li> </ul>   | <ul style="list-style-type: none"> <li>□ School offers vocational program in mechanical area of interest/skill</li> <li>□ Has opportunity to serve as apprentice in mechanical area of choice</li> <li>□</li> </ul>                             | <ul style="list-style-type: none"> <li>□ Connected to place of worship</li> <li>□ Has access to opportunities to participate in culturally oriented activities</li> <li>□</li> </ul>  |

Other Strengths:



The film can be accessed here: <https://www.rccmhc.org/whole-story>

# Learn More: supporting families & keeping youth safe



## Supporting Families in Challenging Times



Contact Wendy for more information: [wendy@rccmhc.org](mailto:wendy@rccmhc.org) Call or Text (800) 565-2575



Increased stress and isolation are leading to increased mental health, substance use, and maltreatment issues... so more families are experiencing crises and need support.

At the same time, there are less resources available, agencies are under-staffed, and "helpers" are overwhelmed.

You are not alone! Scroll through this list of resources. Each guide has links to extended learning and training videos. If you are still feeling stuck, please let us help. We can brainstorm with you and connect you/ your client with local services and supports.

Need a quick break to manage your OWN stress? Visit the [Calm Room](#).

### Navigate Ramsey County Services

Use this chart to figure out who to call for a mental health crisis, emergency, suspected abuse/neglect, caregiver support, coordination, respite, or resources etc.

[Download](#)

### Supporting Youth & Families through Challenging Times

for School Staff & Family Service Providers

Increased stress and isolation are leading to increased mental health, substance use, and maltreatment issues. Please use this flow chart and the attached "Closer Look" pages to better understand Ramsey County and community-based options for supporting youth and families through challenging times. Ramsey County Children's Mental Health Collaborative is here to help too! We offer trainings, resources, family support, and community connections. For more info on RCCMHC, please email [rgg@rccmhc.org](mailto:rgg@rccmhc.org) or call 612-489-1121

| Emotion or Behavior Concerns   | Immediate Safety Concerns, Danger or Fire   | Maltreatment & Safety Concerns   | Parenting Support & Resources  | Assessment, Coordination & Respite  |
|--|---|--|--|---|
| Parent/child conflict<br>Suicidal ideation, threats to self or others (no plan/means)<br>Behavior changes, severe agitation, rapid mood swings, mania, depression, confused or irrational thinking, psychosis, isolating<br>Resource connections<br>***In person, virtual or phone intervention, make crisis team, professional consultations, emergency transport, and... | Youth is in immediate danger and may need physical interventions (ie, running in traffic)<br>Youth is injured and may need medical attention (ie, ingested medications, significant lacerations on arms)<br>A fire, smoke, or gas leak is suspected.<br>A crime has occurred or needs to be reported. | Suspected Sexual Abuse<br>Suspected Neglect<br>Suspected Physical Abuse<br>Suspected Mental Injury<br>Threatened Injury<br>Runaway or "kicked out"<br>Need for immediate placement/ shelter (safety)<br>***Professional consultations for Mandated Reporters | Temporary placement needed: Caregiver is incapacitated (ie, primary caregiver has COVID and is too ill to care for children)<br>Resource connections to technology, food, basic needs support, meals...<br>Info and referrals for community based parenting support, informal respite, kinship care, and volunteer host homes.<br>***Professional consultations for Mandated Reporters does NOT result in an "open case" | Short term screening, assessment, arrangement of ongoing services (Project Assist)<br>Referral for specialized mental health services<br>Intervention and coordination of ongoing services for youth with serious MH needs<br>Formal respite services for youth with serious mental health needs. |



## A Closer Look: Keeping Youth Safe During COVID19

Call 651-266-4500 to talk to a Ramsey County screener.

Research shows that family violence, child abuse and neglect can increase during times of great stress. As many of our interactions with youth and families have shifted to virtual platforms, we need to rethink how we assess and engage. In many ways, nothing has changed. For example- unexplained bruises are still a warning sign. But in other ways, everything has changed! For example- how do we interpret body language through zoom? Or, how do we create trusted connections via telehealth? The ideas and links below can help you to navigate our "new normal."



### Increased Risks

- Past or current case with Child Protection
- Isolation; reduced connections
- Illness
- Financial distress; job loss
- Addiction/ substance use
- Mental health disorder or trauma history
- Family or community violence
- Cyber exploitation, bullying and "sextortion"
- [Increased Risks & Recommendations \(AAP\)](#)



### Red Flags you might see/hear virtually

- Change in behavior, energy, speech, focus
- A caregiver using harsh physical discipline
- A dangerous object (ie, an unsecured gun)
- Unexplained bruises or marks on youth
- Talk about sex that is not age appropriate
- Young child caring for siblings/ left alone
- Weight loss or other health concerns
- Seems jumpy around caregiver
- Talk of suicide, sadness, anxiety



### Connections & Questions

- Who is taking care of you? How are they doing?
- How is everyone getting along with each other? Is anyone having a hard time?
- What things do you like to do at home? What don't you like to do?
- [List of Sample Questions](#)
- [Building Rapport with Youth During Telehealth](#)

Help youth create a private space to talk (shutting door or using chat.) Remember that questions are not connections. To be a trusted adult, you need to listen and respond.

### Most youth & families are stressed out!

It's important to remember that some signs are NOT related to abuse/neglect.

- An absent student may need support with technology or internet access
- A disengaged caregiver may need interpreter services.
- Emotional or behavioral changes may indicate an emerging or underlying mental health issue related to feelings of isolation, anxiety, or grief and loss.
- A child's clothing or home may seem dirty or disheveled because the caregiver is now juggling work, child care and online school.
- A distracted, tired, or overwhelmed teen may be taking on extra obligations because a parent is sick or out of work.

A screener can help identify the best way to support the youth/family.

### Signs of Child Abuse & Neglect

- [Childwelfare.gov](https://www.childwelfare.gov)
- [Mayo Clinic](https://www.mayo.edu)

### Signs of Violence at Home/ Domestic Violence

- [National Child Traumatic Stress Network](#)
- [Trauma Tips for Teachers \(OJDP\)](#)

### Youth Safety in a Virtual Environment

- [Best Practices \(ASCA\)](#)

### Resources for Parents and Caregivers

- [Parenting in a Pandemic \(AAP\)](#)
- [Keeping Kids Safe Online During COVID19](#)

This document was prepared by Ramsey County Children's Mental Health Collaborative  
[www.rccmhc.org](http://www.rccmhc.org)

<https://www.rccmhc.org/families-in-crisis>

# Let's Practice



Contact RCCMHC if you would like our help to set up your own screening/navigation tool.



## 1. Resource Navigation Tool

A captain decides where to go and steers the boat. A navigator plots the course on a map and helps the captain to avoid dangers along the way.

As you answer questions in this Resource Navigation Tool, you will decide where you want to go and we will help you get there.

\* Required

Email address \*

Your email

Name of RCCMHC Screener

Your answer

**Introduce yourself. Explain your role with Ramsey County Children's Mental Health Collaborative. Explain the scope of the meeting.**

Example: I am a volunteer and I....

### **Explain Privacy and Mandated Reporting**

Your answers will be kept private. RCCMHC will not share this information with anyone else. But, if I hear that you or your child are in danger or if you say that you or your child are planning to hurt yourself or someone else... I will do my best to get you help right away. I might have to bring in my supervisor or connect you with emergency supports.

Next



## Final Messages

The film can be accessed here: <https://www.rccmhc.org/whole-story>

# Wrap Up

Thank you for joining our 101 Workshop!

## Text or Call Us

- Remember that you can call or text us for connections and support! (800) 565-2575

## Email

Holly Brabeck, Family Engagement Director  
[holly@rccmhc.org](mailto:holly@rccmhc.org)

Wendy Goodman, Executive Director  
[wendy@rccmhc.org](mailto:wendy@rccmhc.org)



<https://www.rccmhc.org/>