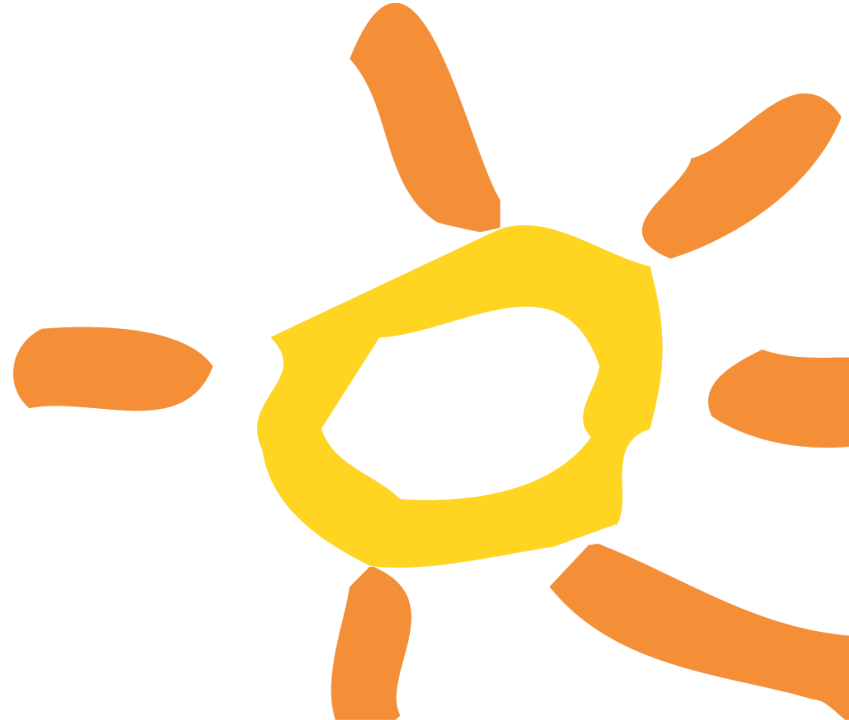




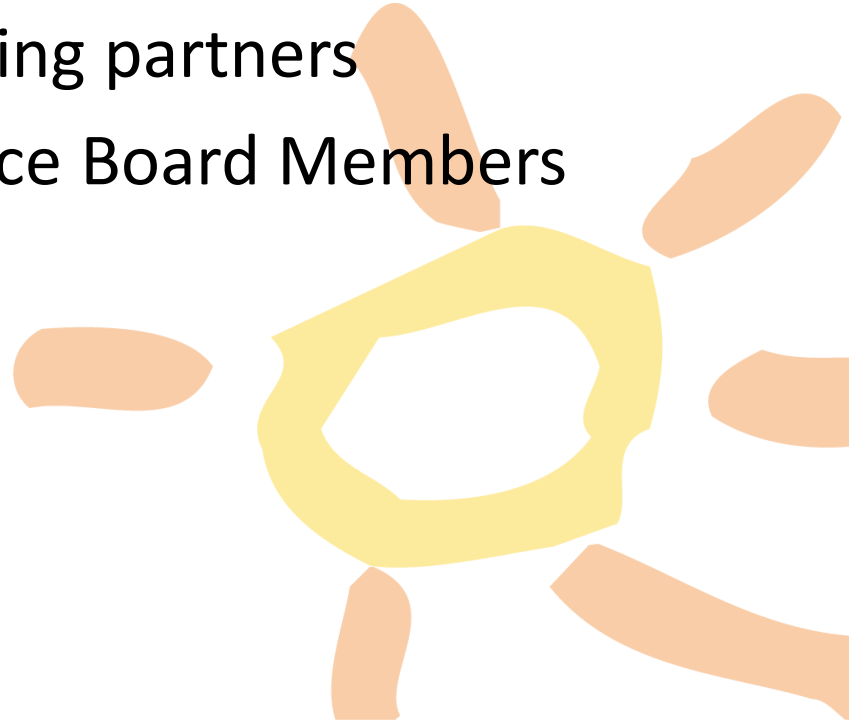
School Based Mental Health Network Education and Celebration Luncheon

WELCOME,
MINDPEACE PARTNERS!



MindPeace Update

- Thank you
 - Your partnership and all you do to continuously improve and collaborate to help serve students and their families
 - Generous support by funding partners
 - Current and past MindPeace Board Members



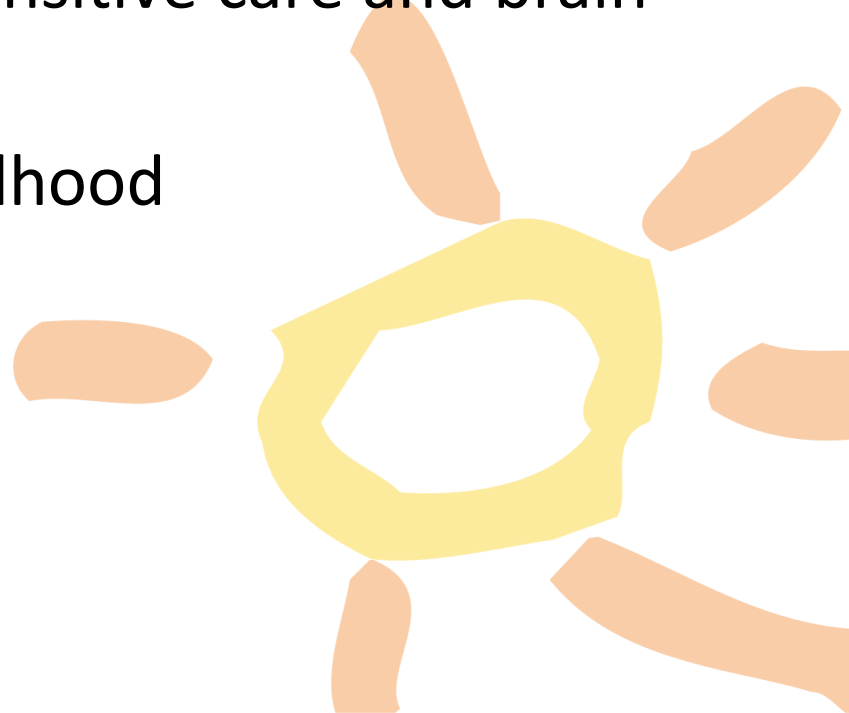
MindPeace Update

- Celebrate our Work!
 - Deep commitment to students and their families and to community learning centers/ schools
 - Length of partnerships
 - New partnerships
 - Advocacy efforts



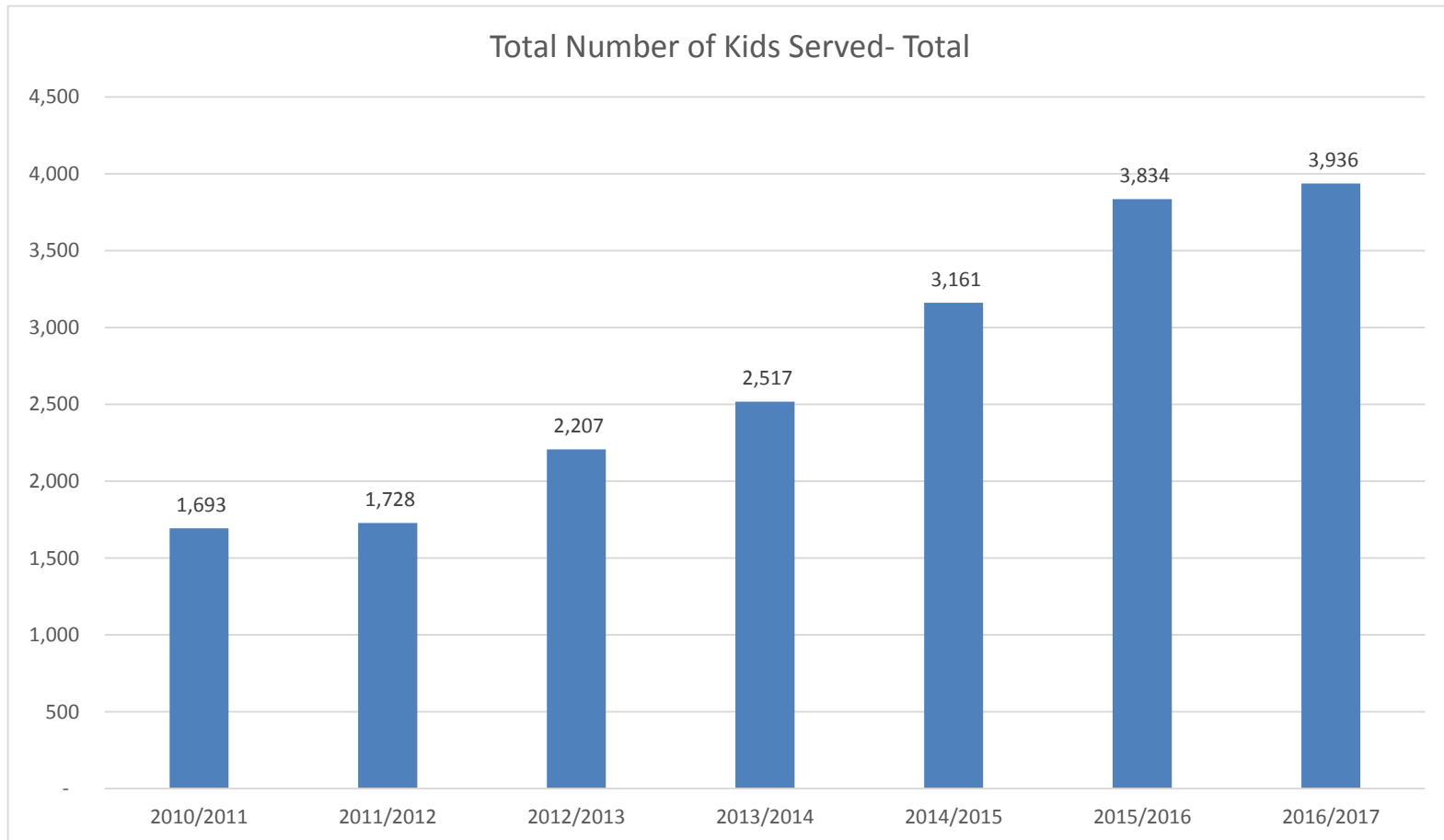
MindPeace Update

- Celebrate our Work!
 - Suicide response efforts
 - Suicide prevention efforts
 - Commitment to trauma sensitive care and brain health
 - Commitment to early childhood



MindPeace Update

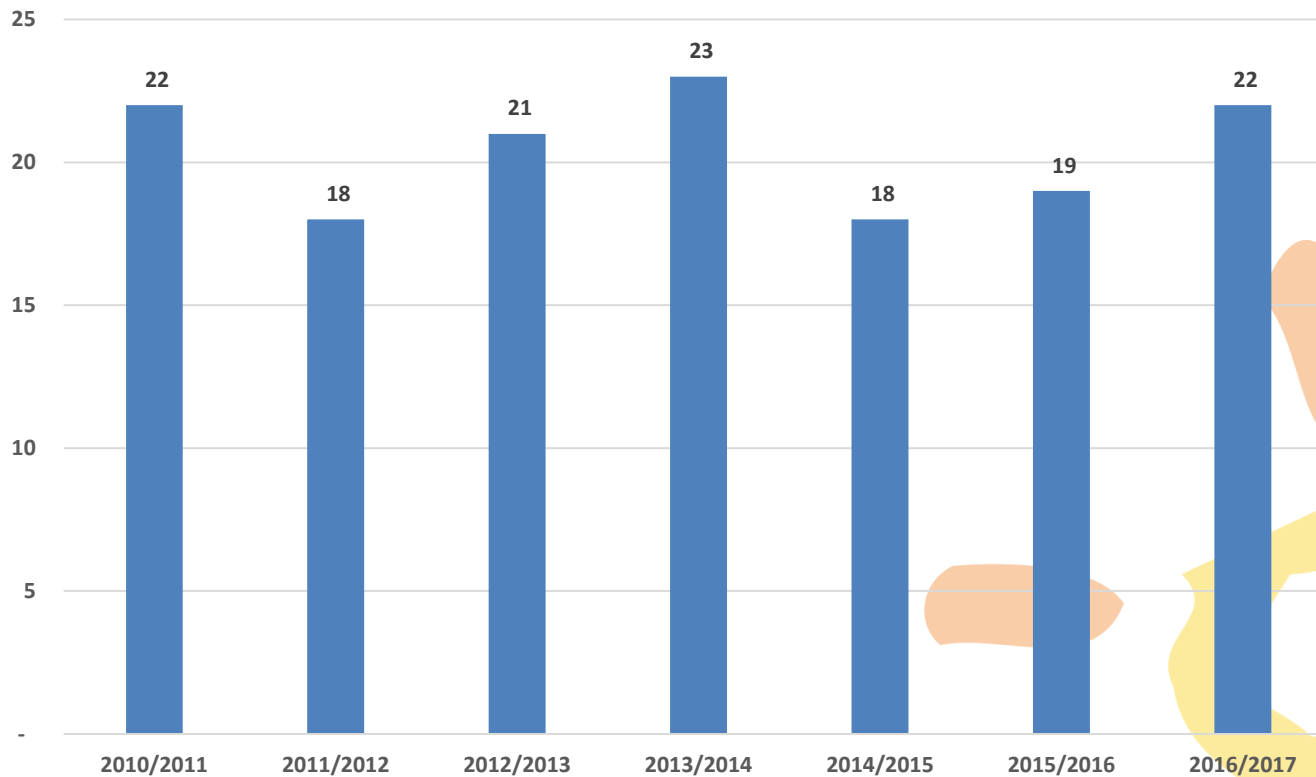
- Celebrate our Work



MindPeace Update

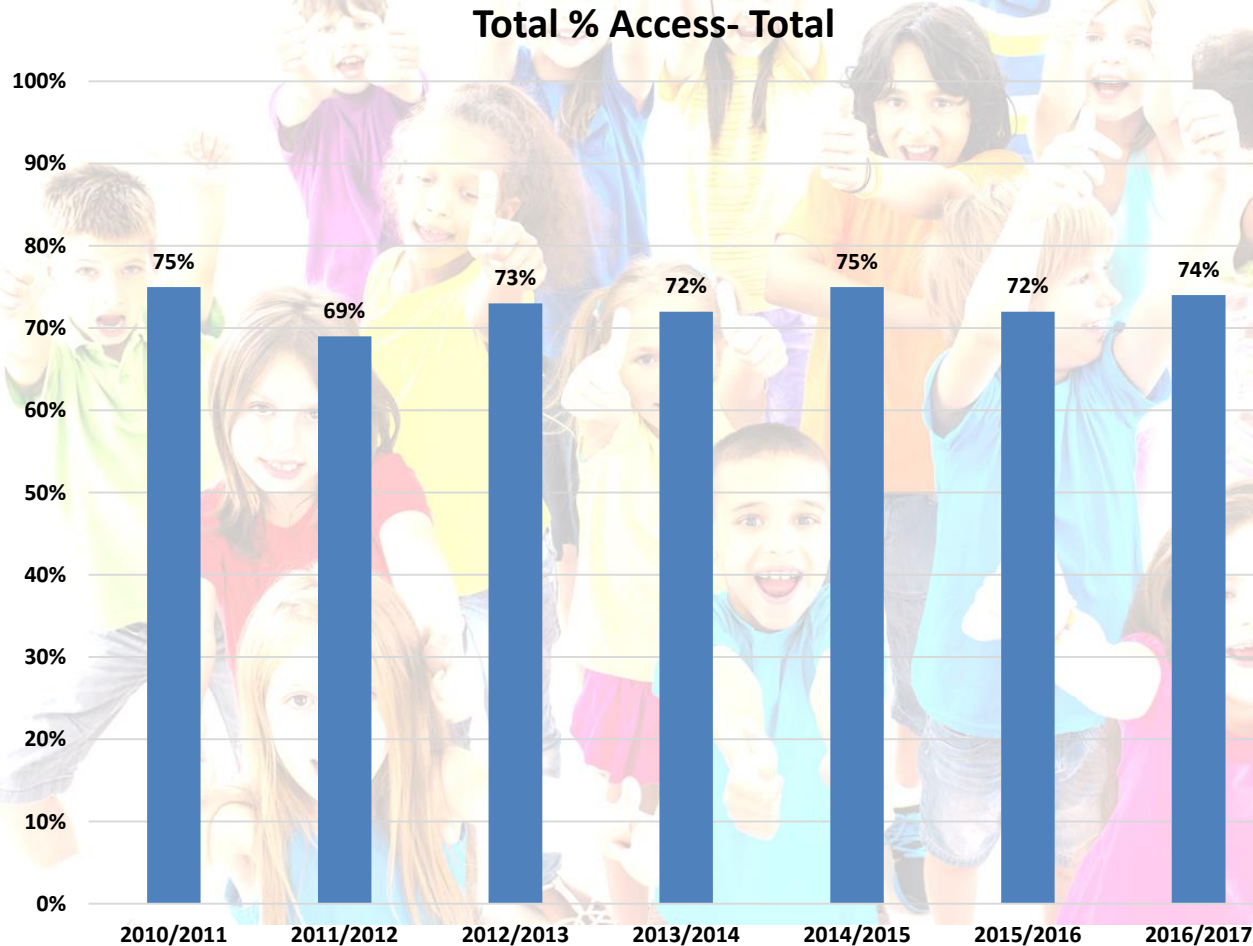
- Celebrate our Work

Average amount of hours in treatment (per student)-Total



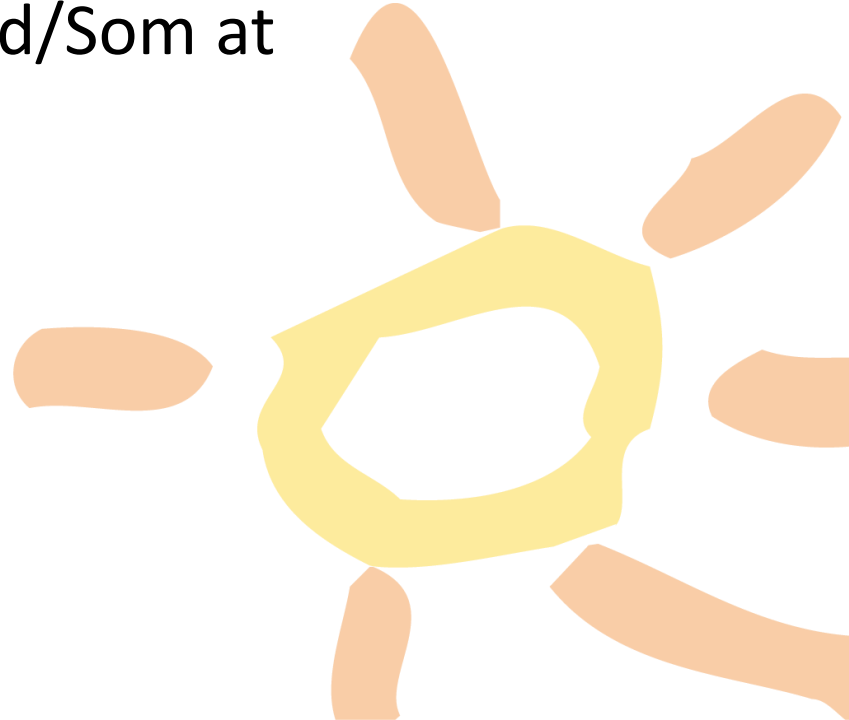
MindPeace Update

- Celebrate our Work



MindPeace Update

- Celebrate our Work-
Medication Management
 - 1,265 students received medication to manage their brain disorder
 - 241 students received Med/Som at school



MindPeace Update

- Celebrate our Work

Prevention

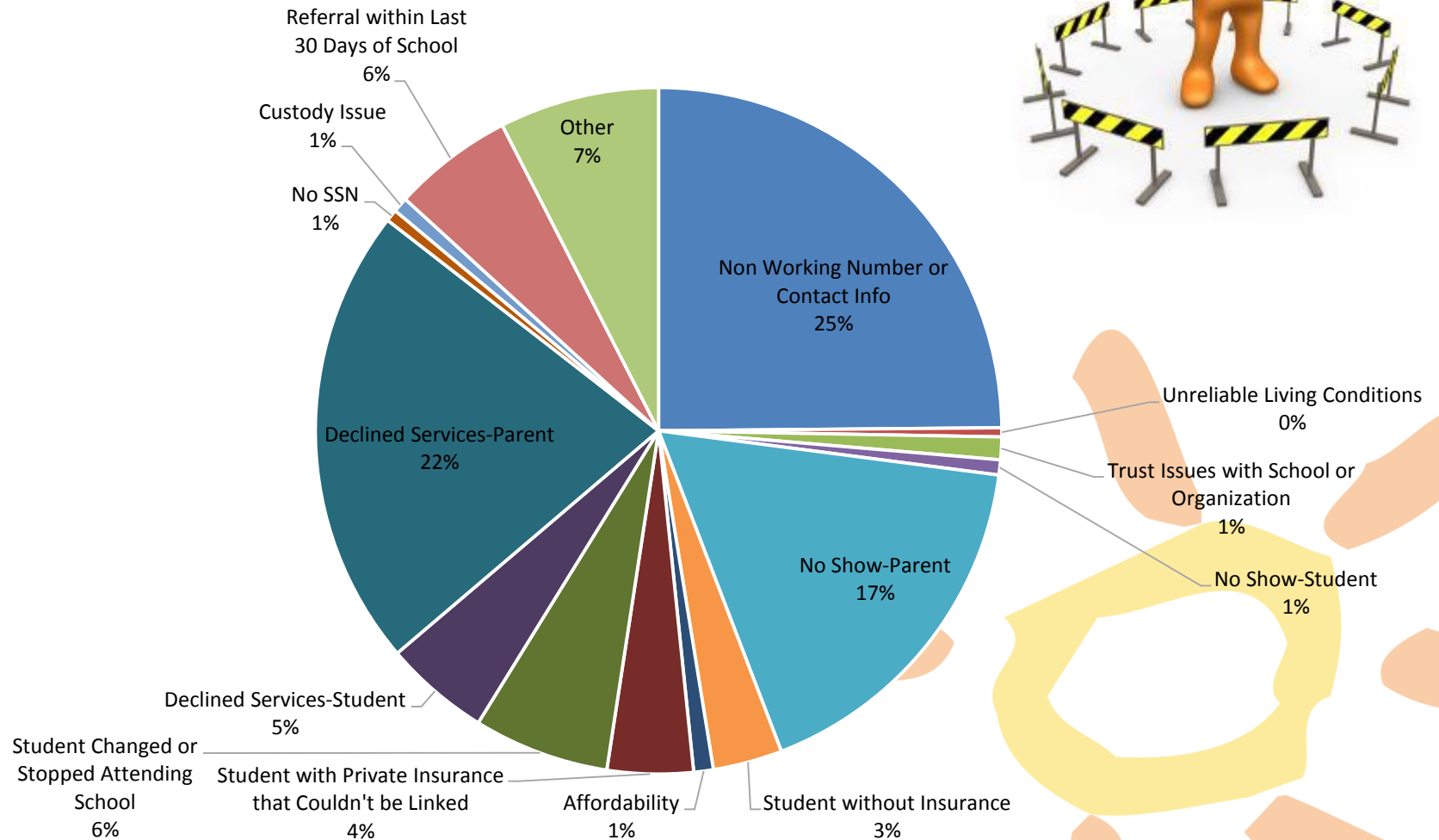
~7,111 individual students received services

~12,923 hours of prevention services were provided

~6,398 hours of consultation and planning were provided

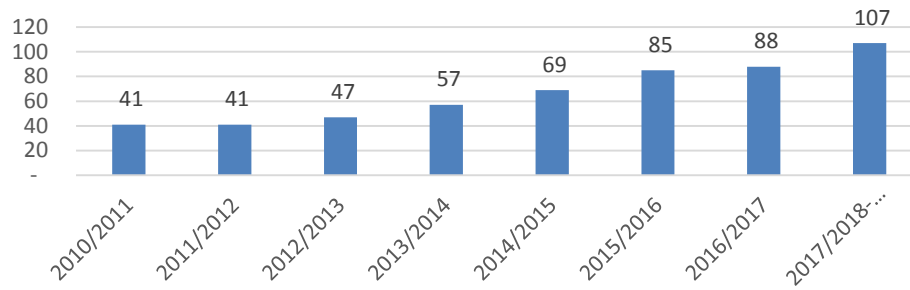
MindPeace Update

Barriers to Access

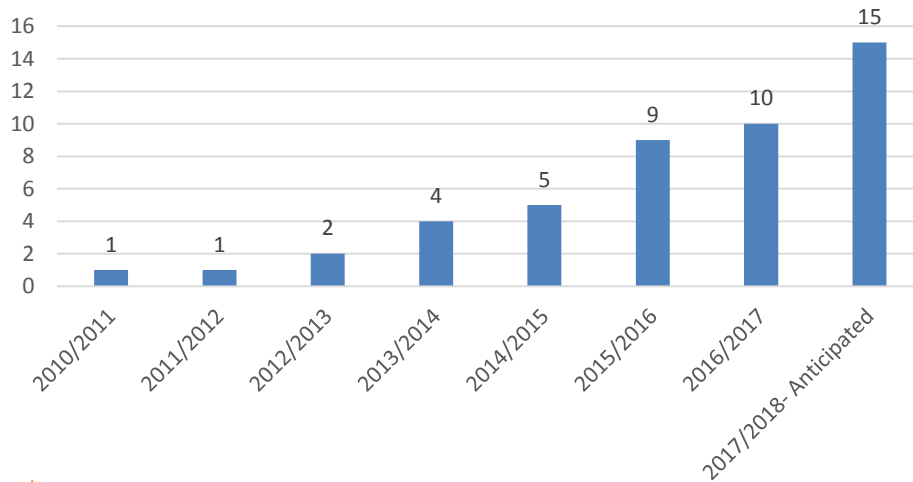


MindPeace Update

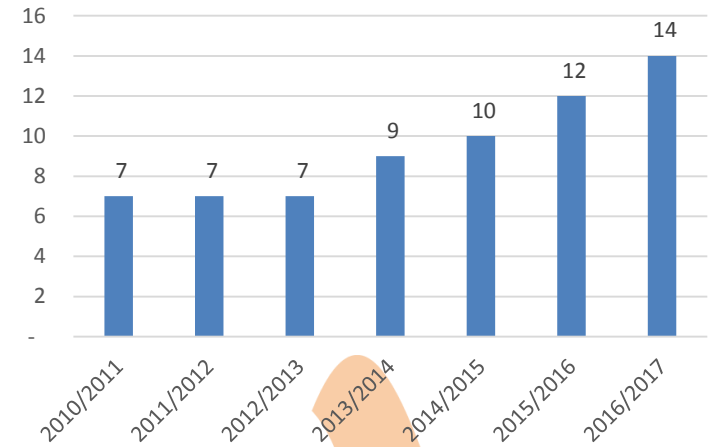
of Community Learning Centers/Schools in Collaborative



of School Districts in MindPeace Collaborative

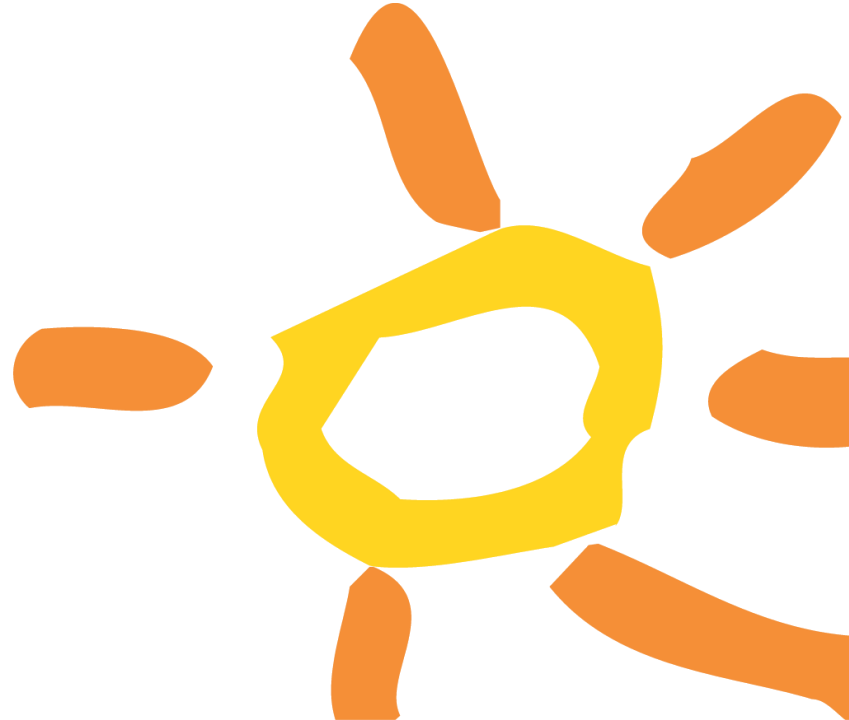


of Agencies in MindPeace Collaborative



Breaking Through!

Katie Bergmann





Child Focus, Inc.

Making THE Difference!

www.child-focus.org

Increasing Teacher Engagement: How teacher involvement can increase student treatment success

Renee Bernecker, MSW, LSW

rbernecker@child-focus.org

752-1555 Ex 5145



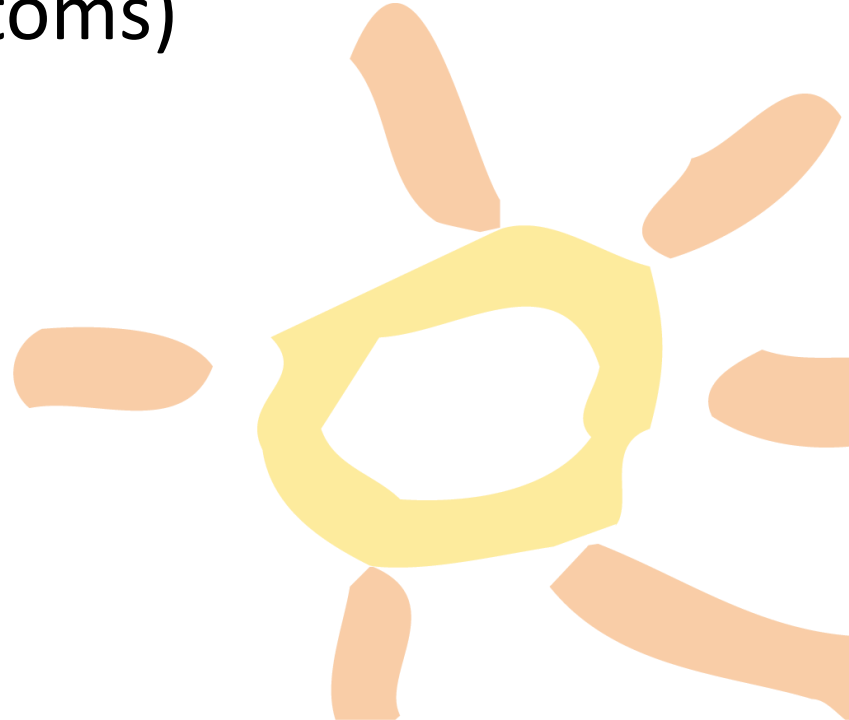
Background

- What we know: involved teachers lead to better outcomes
 - Increased self-esteem
 - Decreased depressive symptoms
 - Improved school adjustment
 - Reduced behavioral and prosocial difficulties
 - Improved peer engagement



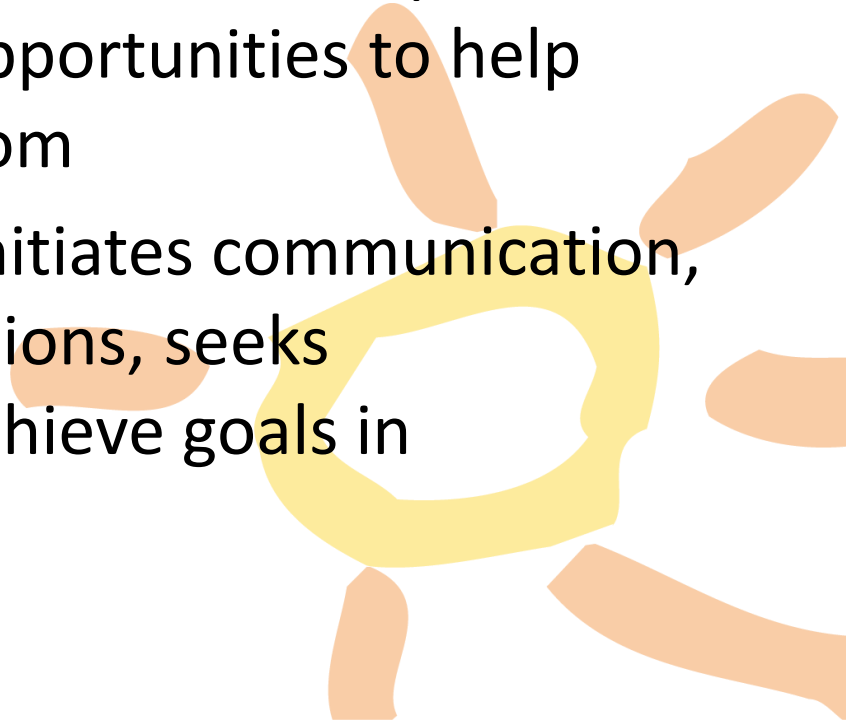
Method

- Categorize teacher communication quality (1-3 rating)
- Use Ongoing Outcomes (care-giver reported level of difficulty in symptoms)



Teacher Communication Rating

- 1: teacher rarely available for communication/does not initiate communication, rarely (if ever) implements suggestions
- 2: teacher available for communication, implements some suggestions, open to opportunities to help child achieve goals in classroom
- 3: teacher readily available/initiates communication, regularly implements suggestions, seeks opportunities to help child achieve goals in classroom



CFI Outcomes Form

Length of Service: In Months

Reason For Coming: (I sought services at Child Focus, Inc. to: Select ONE reason below)

Main Problem/Symptom: Problem that was chosen at last outcome review

Progress Rating on Main Problem/Symptom:

(PRIOR rating that describes the level of difficulty experienced for the problem(s))

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

(Choose the CURRENT rating that describes the level of difficulty experienced for the problem(s))

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Very Little

Extreme

Main Problem/Symptom #2: Problem that was chosen at last outcome review

Progress Rating for Main Problem/Symptom #2:

(PRIOR rating that describes the level of difficulty experienced for the problem(s))

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ N/A

(Choose the CURRENT rating that describes the level of difficulty experienced for the problem(s))

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ N/A

Very Little

Extreme

Explain Ratings for Each Problem/Symptom:

Progress on Level of Difficulty: Rate the level of difficulty the client is CURRENTLY having in each area below)

Prior Rating Home

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Current Rating Home

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Prior School/Work

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Current School/Work

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Prior Peer/Community

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Current Peer/
Community

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

Very Little

Extreme

Explain Ratings for Each Area and Provide Any Additional Comments:

Prior Symptom/Functioning Score:

Current Symptom/Functioning:

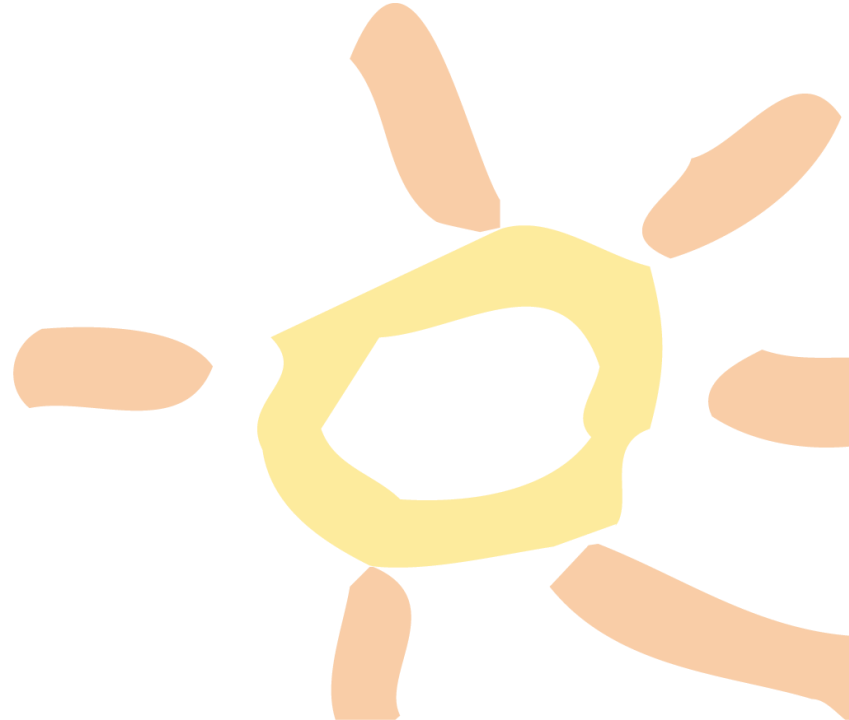
Compute Score

Improvement Symptom/Functioning:

No Progress Improvement Choose the MAIN reason if there has been NO improvement

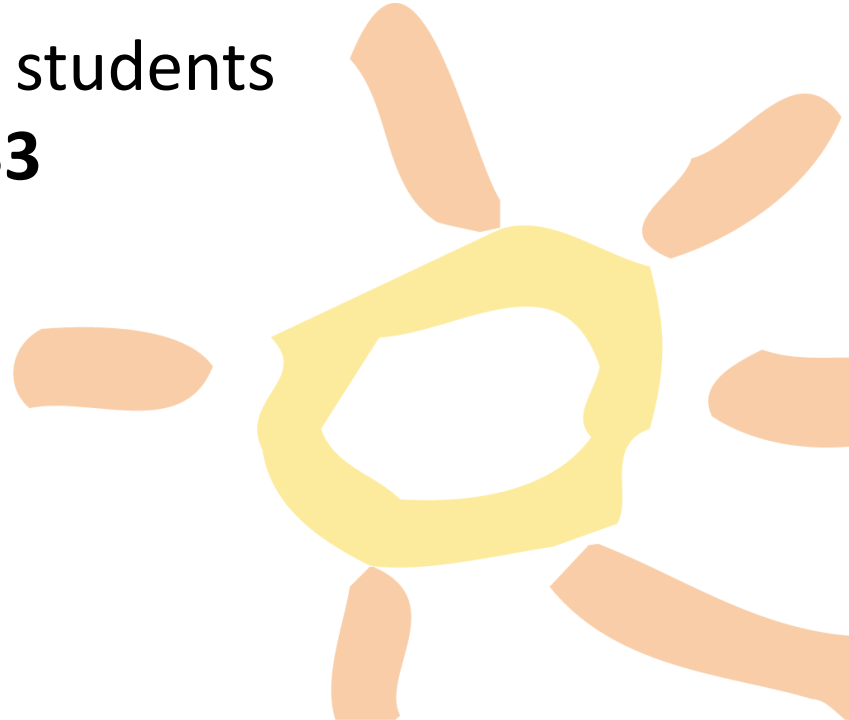
Client/Teacher Information

- Number of clients: 12
- Teachers rated 1: 2
- Teachers rated 2: 4
- Teachers rated 3: 6



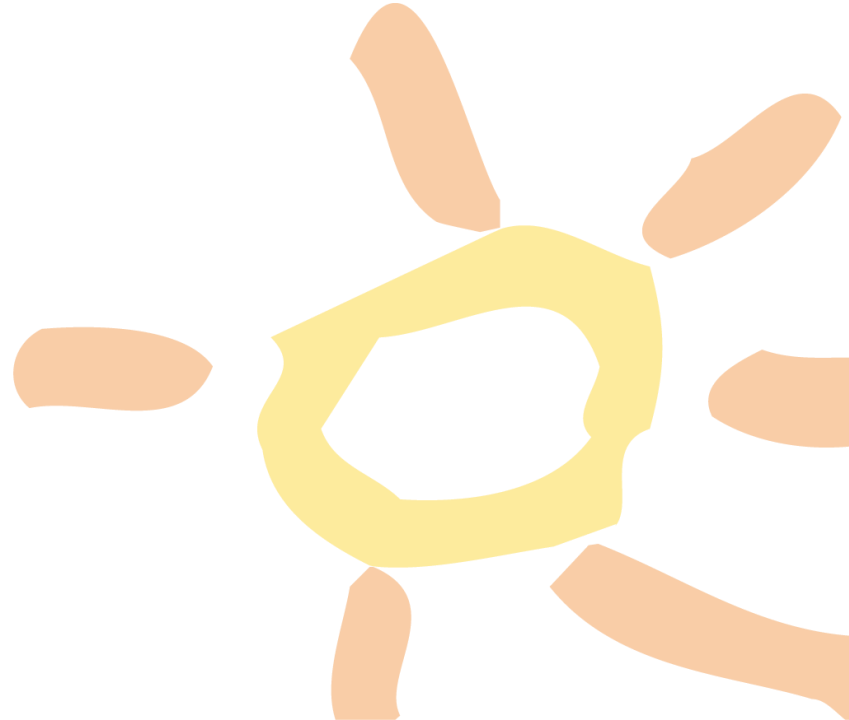
Results

- Total improvement points for students whose teacher was rated 1: **0**
- Total improvement points for students whose teacher was rated 2: **24**
- Total improvement points for students whose teacher was rated 3: **33**



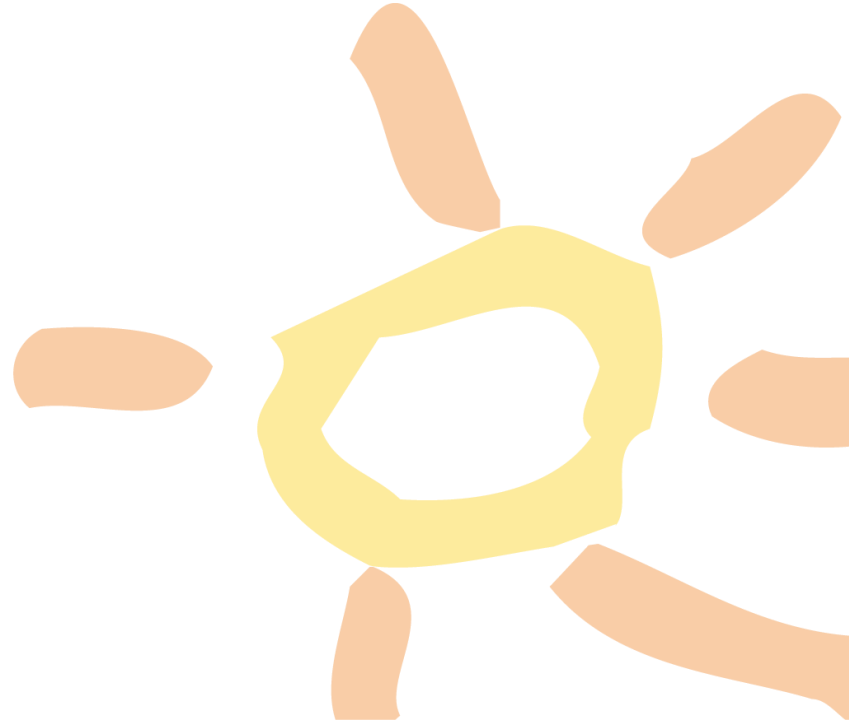
Teacher Engagement Methods

- Post-intake feedback
- Morning and dismissal check-ins
- ISS/suspension/expulsion check-ins
- Classroom activities
- Education
- Support
- Shared ownership



Teacher Engagement Plans

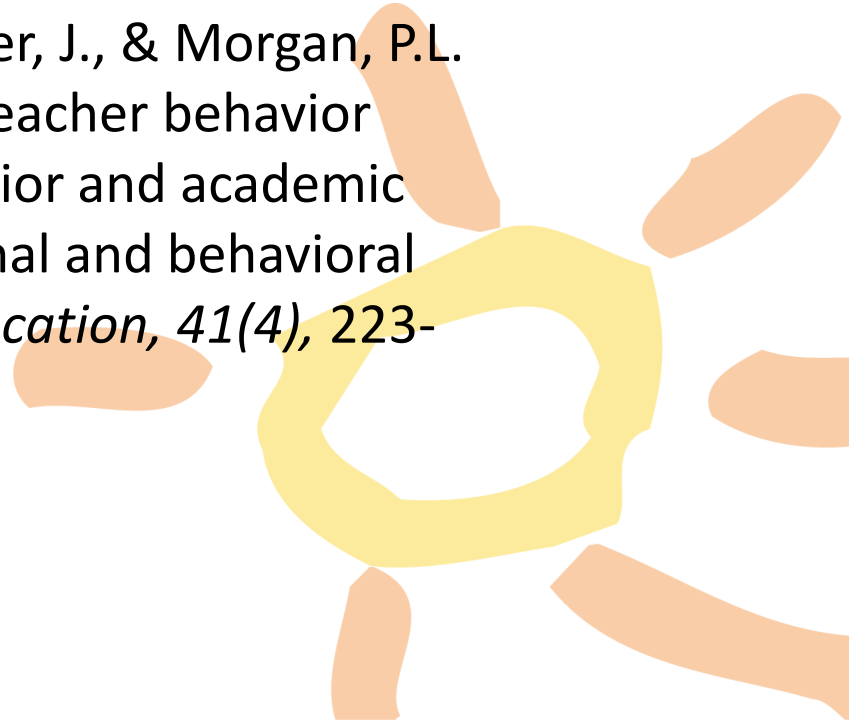
- Planning period check-ins
- Education on results
- Pre/Post-outcomes check-ins



Sources

Reddy, R., Rhodes, J., & Mulhall, P. (2003). The influence of teacher support on student adjustment in the middle school years: a latent growth curve study. *Development and Psychopathology, 15*, 119-138.

Sutherland, K.S., Lewis-Palmer, T., Stichter, J., & Morgan, P.L. (2008). Examining the influence of teacher behavior and classroom context on the behavior and academic outcomes for students with emotional and behavioral disorders. *The Journal of Special Education, 41*(4), 223-233.





Western Hills University High School: A Trauma Sensitive School

Angela Campbell-Harris, Western Hills:
ach@gradcincinnati.org

Elana Carnevale, MindPeace:
carnevalee@mindpeacecincinnati.com

Patty LoVaglio, Lighthouse Youth Services:
plovaglio@lys.org



Western Hills Partners

- Lead Agency – GRAD Cincinnati
- College Access
- After School Program and Site Coordination
- Resource Coordination
- Peer Mediation
- Family Engagement

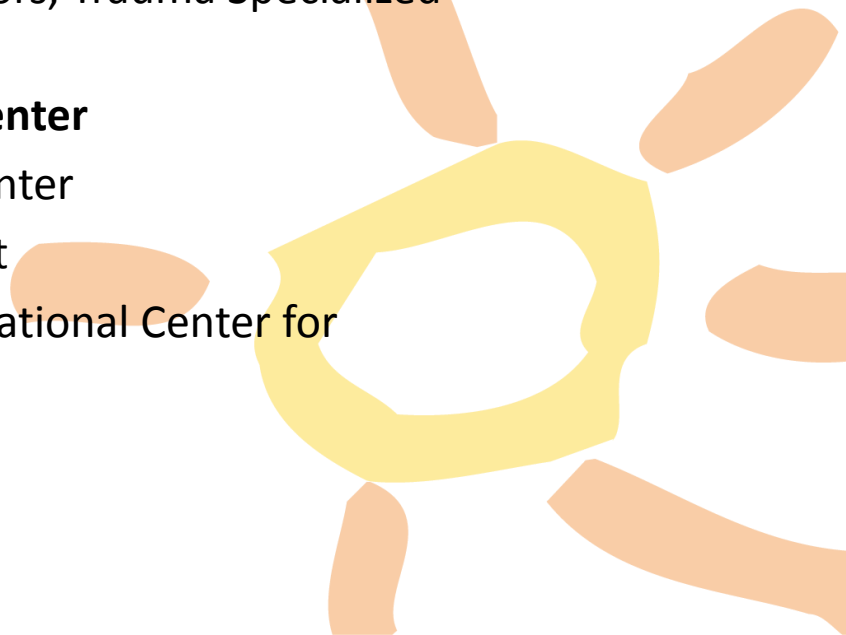
- Co-Located Partners...
 - ❖ Jobs for Cincinnati GRADS
 - ❖ Lighthouse Youth Services
 - ❖ Cincinnati Health Dept.- School Based Health Center including the Dental Clinic

- Many Partners who do not live on Campus



Program Details

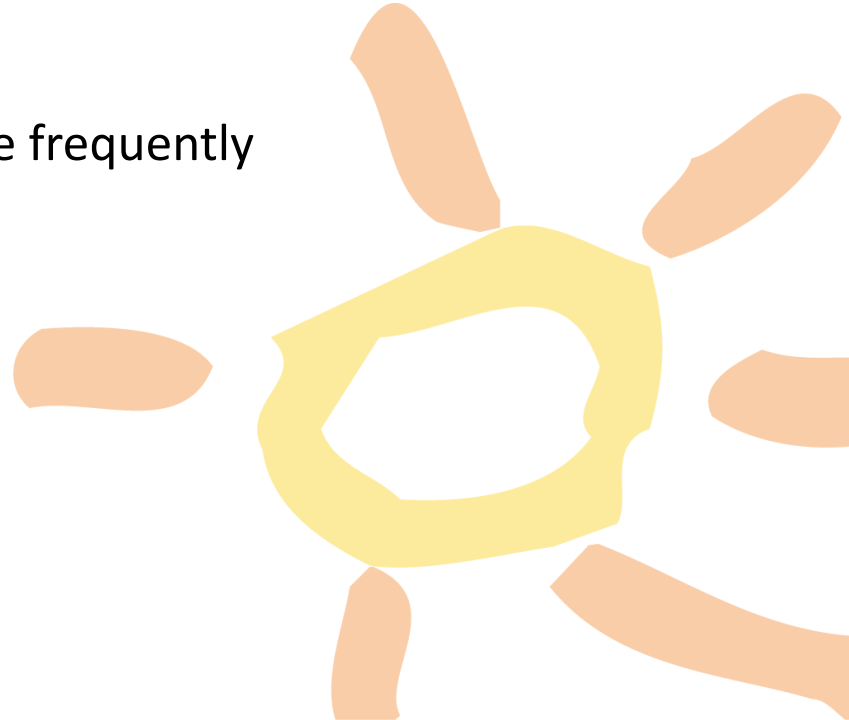
- Making the Connection about ACEs- aha moment:
- Organizing the Team (used CLC infrastructure)
 - **Western Hills Leadership (LSDMC, ILT, Social Services, etc.)**
 - Counselors, Administrators and Teachers
 - **Lighthouse Youth Services-** provides treatment and helps with 1st and 2nd tier intervention, education and crisis management
 - Therapists, Case Managers, Supervisors, Trauma Specialized Professionals
 - **Cincinnati Children's Hospital Medical Center**
 - Dr. Robert Shapiro- the Mayerson Center
 - Dr. Barbara Boat- the Childhood Trust
 - Dr. Dan Nelson- Psychiatry and the National Center for School Crisis and Bereavement



In the Classroom

Students with 3 or More ACEs

- Are 2 ½ times more likely to fail a grade
- Score lower on standardized tests
- Have language difficulties
- Are suspended or expelled more
- Are designated to special education more frequently
- Have poorer health



Western Hills Professional Development Day

January 13, 2017

ACES and Trauma: Dr. Robert Shapiro; CCHMC

Small Group Sessions:

1. Self Care : Tracey McClorey LYS Therapist
2. ACES Implications: Dr. Barbara Boat CCHMC
3. Trauma Interventions for Teachers: Shari Carter and Fredda McGoff, Lighthouse therapists

Diversity and Cultural Inclusion: Dr. Roger Cleveland



Elements of a Trauma Sensitive Classroom Experience



The Three Pillars for creating an environment that fosters healing and resilience:

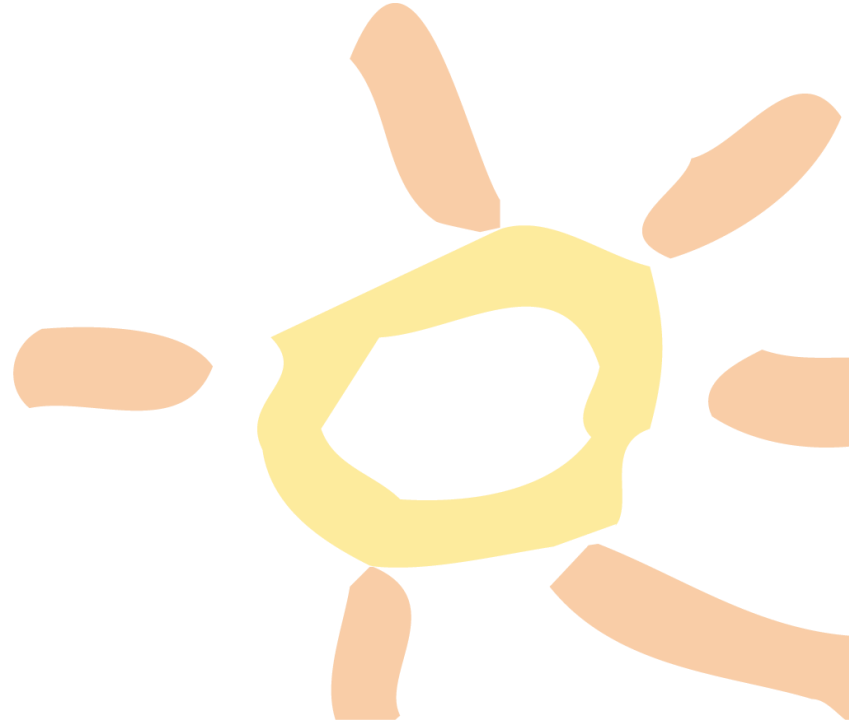
1. Safety entails an environment where one can feel secure, calm, and attend to normal developmental tasks. Maslow (1954) describes safety needs as closely connected to survival, but also to higher level growth needs.
2. Connections involve trusting relationships with caring adults as well as normative community supports such as sports teams, youth groups, and recreational programs. Building connections fosters resilience by meeting growth needs for belonging and generosity.
3. Coping enables the individual to meet life challenges as well as to manage emotions and impulses underlying traumatic stress. In resilience terms, successful coping strengthens growth needs for mastery and independence.

Teachers had the opportunity to personalize the key elements of a Trauma Sensitive Environment of Safety, Connection, Coping through a hands on guided exercise and discussion.

So Why Self Care?

Impact of Being Witness to Other's Trauma

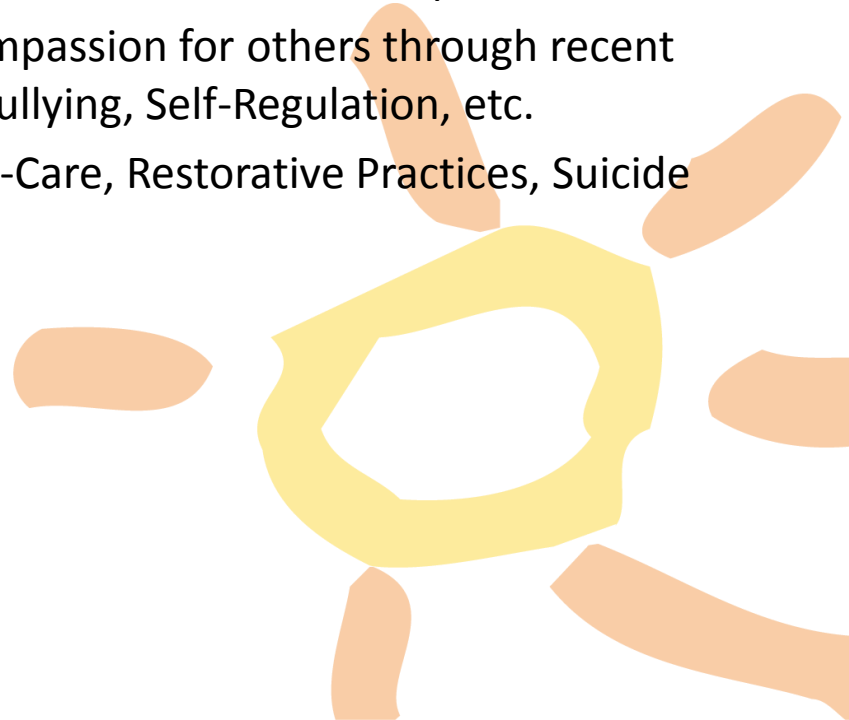
As helpers – teachers,
administrators, custodians – we can
use self care to prevent, reduce, and
heal from vicarious trauma, burnout,
and therefore, compassion fatigue



Our Trauma-Sensitive Vision

2017-2018 School Year

- To implement aspects of consistent restorative practices with fidelity.
- Collect data to assess impact.
- Continue encouraging relationship building with students for our staff.
- Integrate discussion around T-S Practice into the students leadership circles.
- Raise school (students, staff and families) compassion for others through recent redevelopment statement, i.e. speakers on Bullying, Self-Regulation, etc.
- 4 Subcommittees: Training & Awareness, Self-Care, Restorative Practices, Suicide Prevention
- Trauma Informed Learning Committee





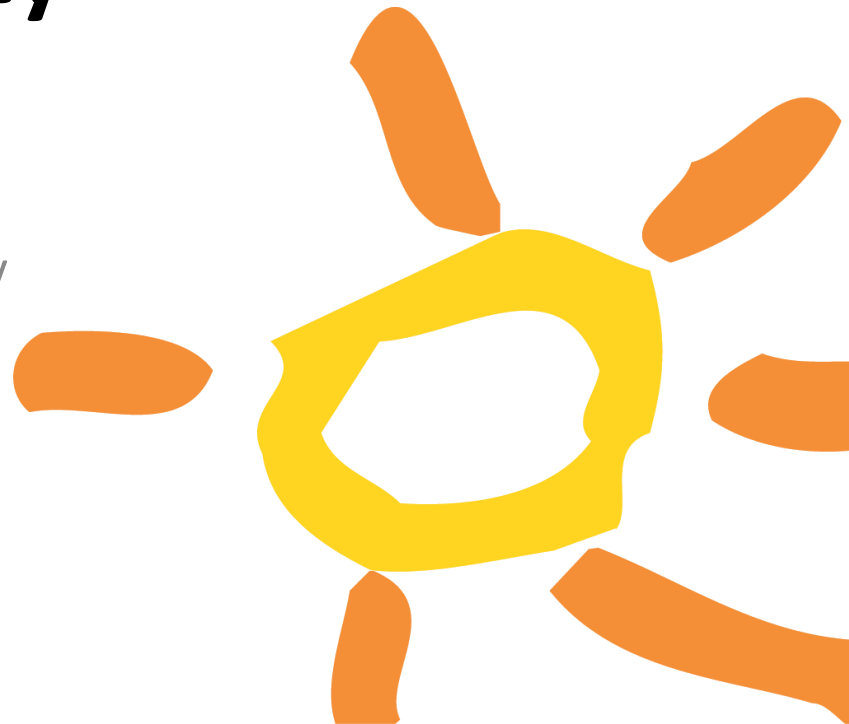
Effectiveness of a Short-Term, Manualized Treatment for Anxiety

Rich Gilman

School-Based Mental Health Program

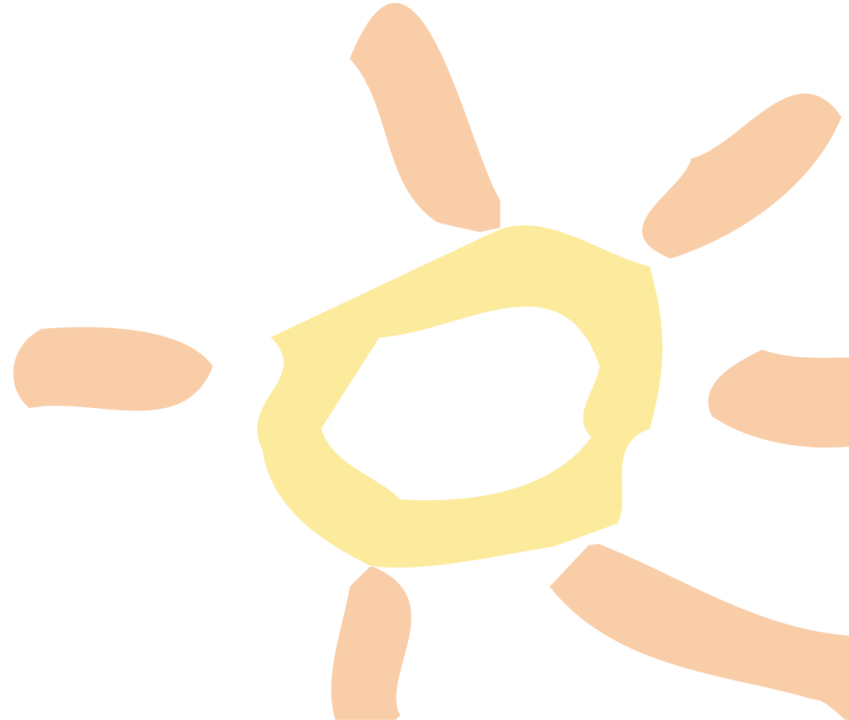
Division of Child and Adolescent Psychiatry

Cincinnati Children's Hospital Medical Center



In this Brief Presentation

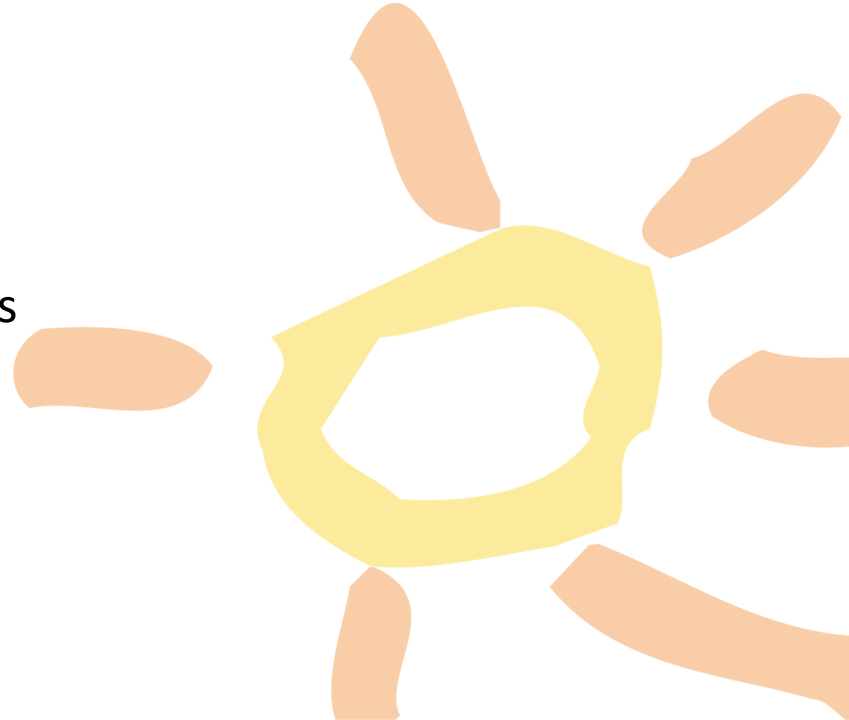
- Quick overview of anxiety
- Development of comprehensive treatment manual
- Efficacy Data thus far



Anxiety in Children/Adolescents

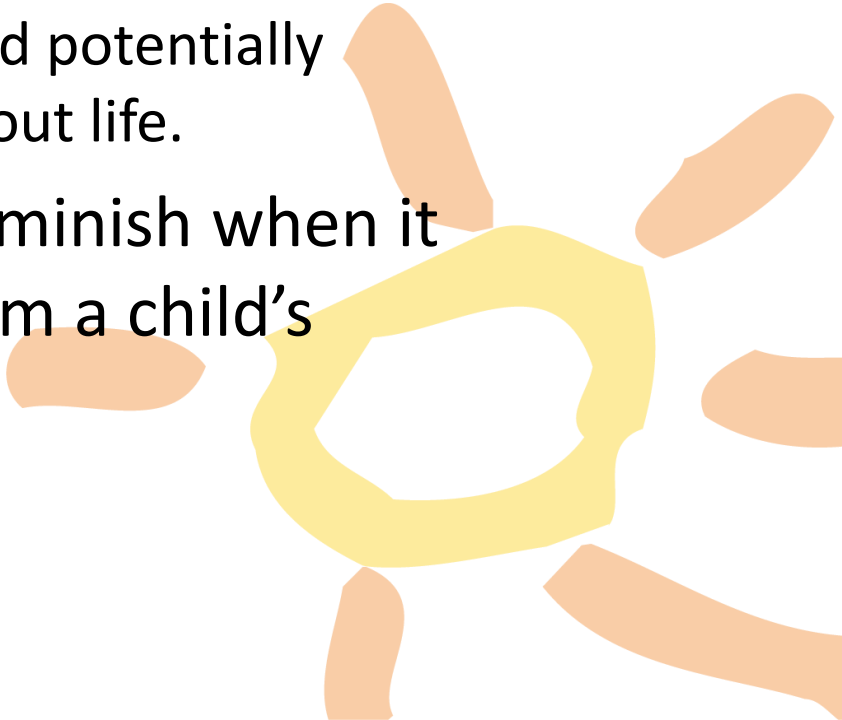
Although a neglected by researchers and clinicians (in comparison with externalizing disorders), anxiety is one of the more common, but overlooked maladies affecting children and adolescents.

- Frequent occurrence of fears and anxiety in normal development
- Invisible nature of the symptoms
- Not nearly as problematic as conduct issues



Stress

- Inevitable part of life.
- A certain amount of stress is normal and necessary for survival.
 - Helps children develop the skills they need to cope with and adapt to new and potentially threatening situations throughout life.
- Beneficial aspects of stress diminish when it is severe enough to overwhelm a child's ability to cope effectively



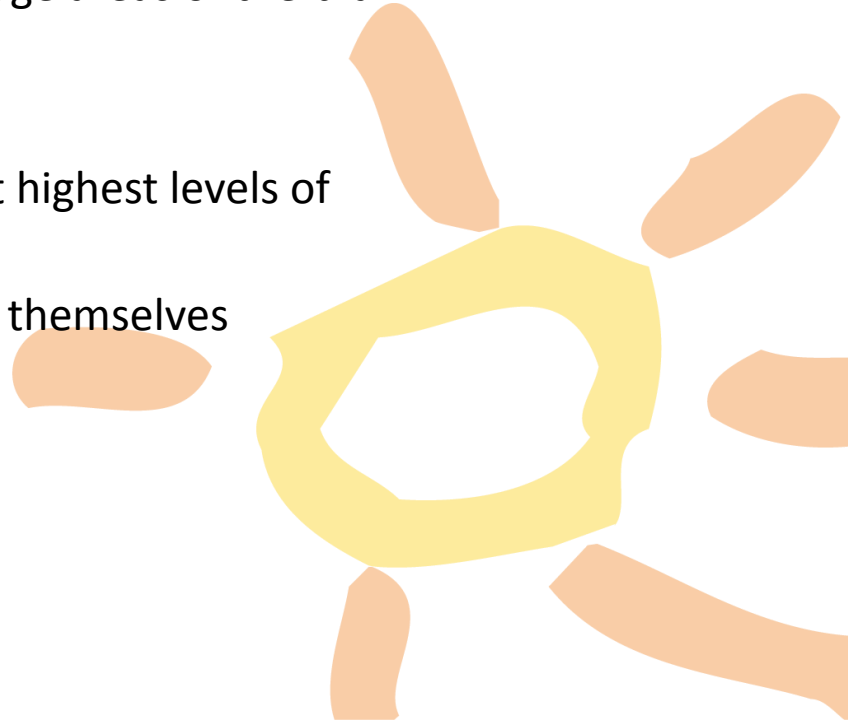
Physiological Changes due to Toxic Stress

➤ Can disrupt neural circuitry

- lower threshold for handling stress, thereby becoming overly reactive to adverse experiences
- High level of stress hormones (e.g. cortisol), which can suppress the immune system
- Sustained high levels of cortisol can damage areas of the brain responsible for learning and memory.

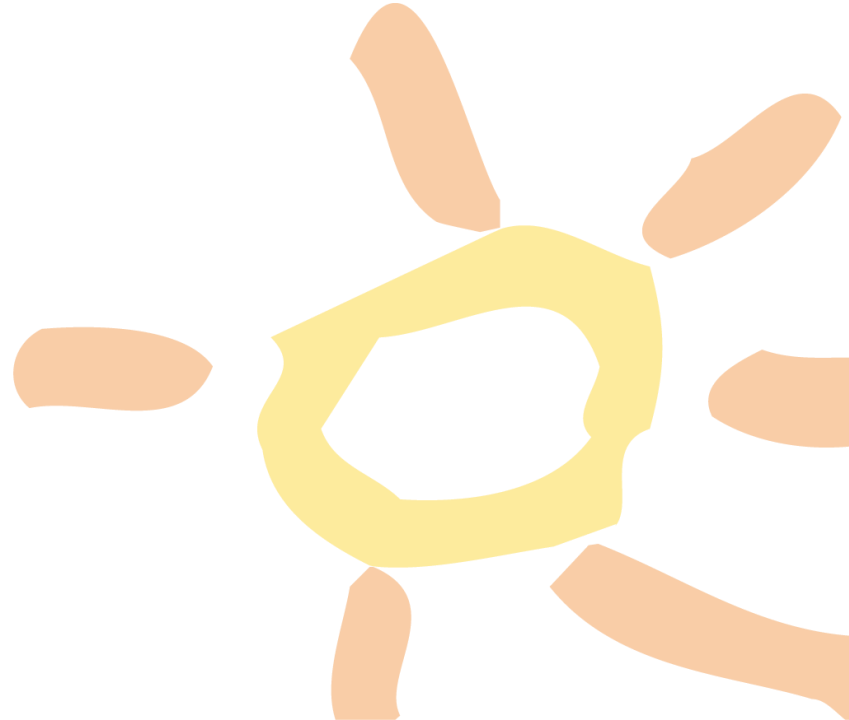
➤ Can Disrupt Social System

- Parents of youth with mood issues report highest levels of distress, hopelessness, and depression
- 1 in 5 parents report toxic levels of stress themselves
 - Reciprocal influences



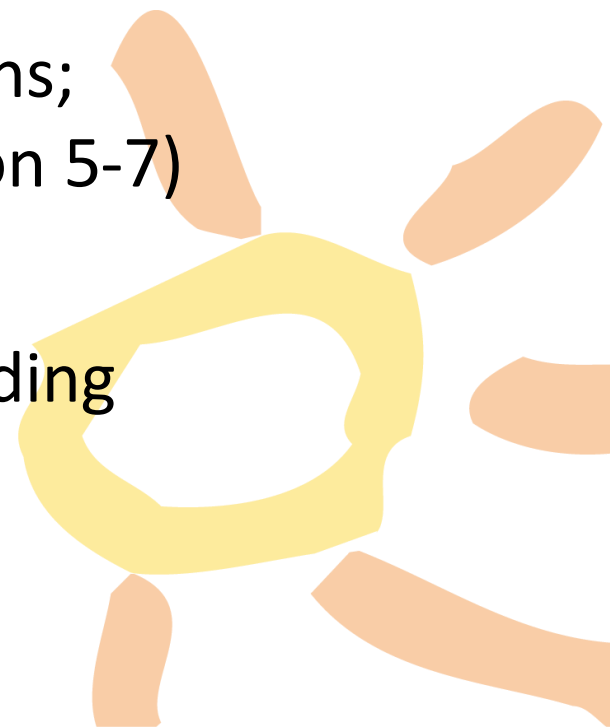
Targeted Anxiety Disorders

- Social Anxiety Disorder
- Generalized Anxiety Disorder
- PTSD



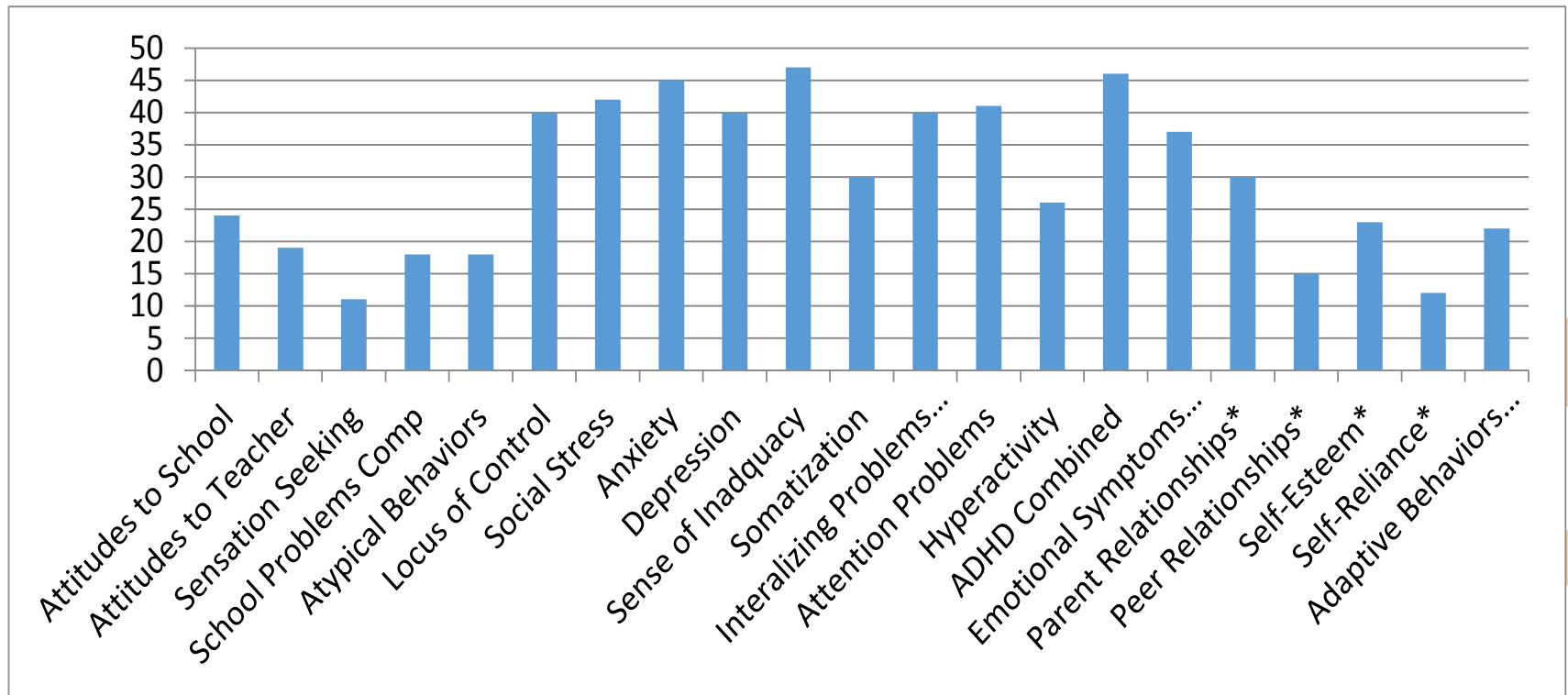
Our Treatment: Based on Cognitive Processing Therapy

- Education and Impact Statement; written account of incident, including sensory details thoughts, and (Sessions 1-4)
- Learning problematic thinking patterns; Challenging Beliefs worksheet (Session 5-7)
- Worksheets challenging beliefs regarding APPEAR (Sessions 8-14)

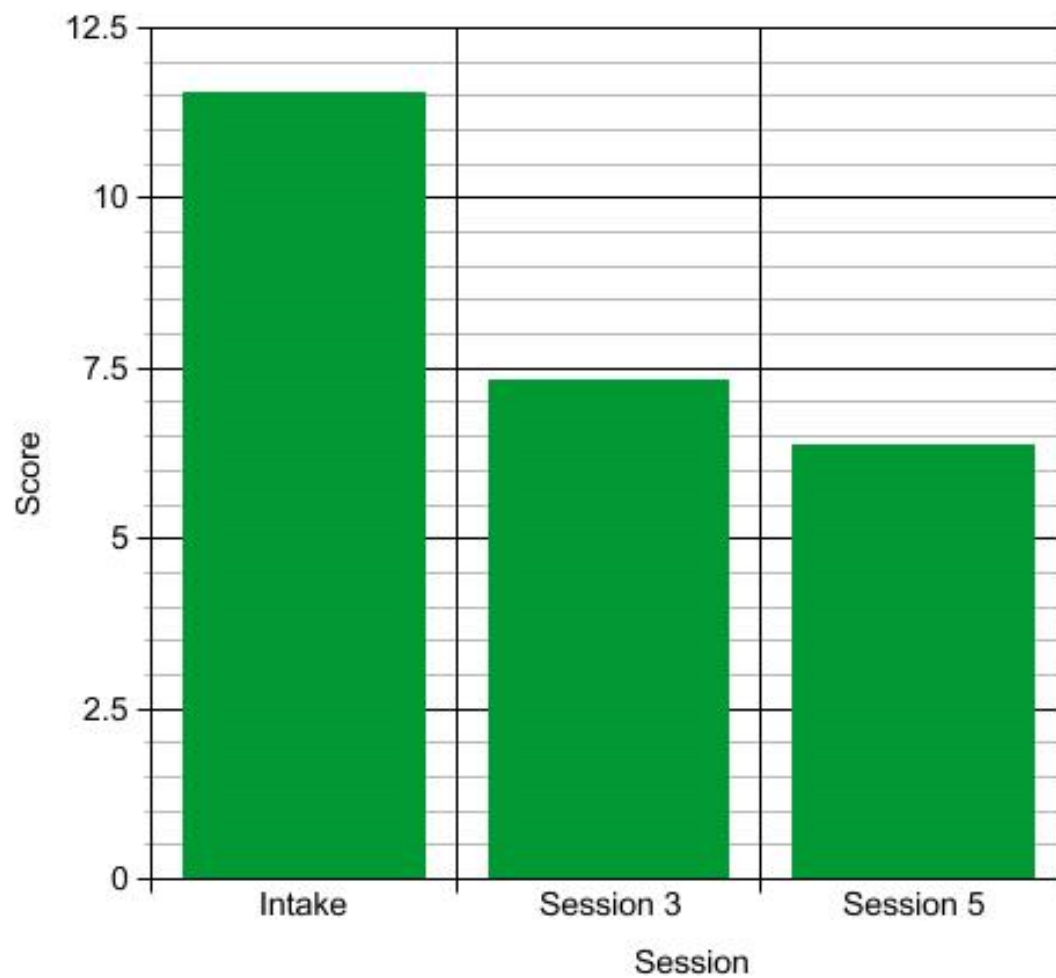


% Youth with **Clinical Levels** of Various Diagnoses (in order, prior to treatment)

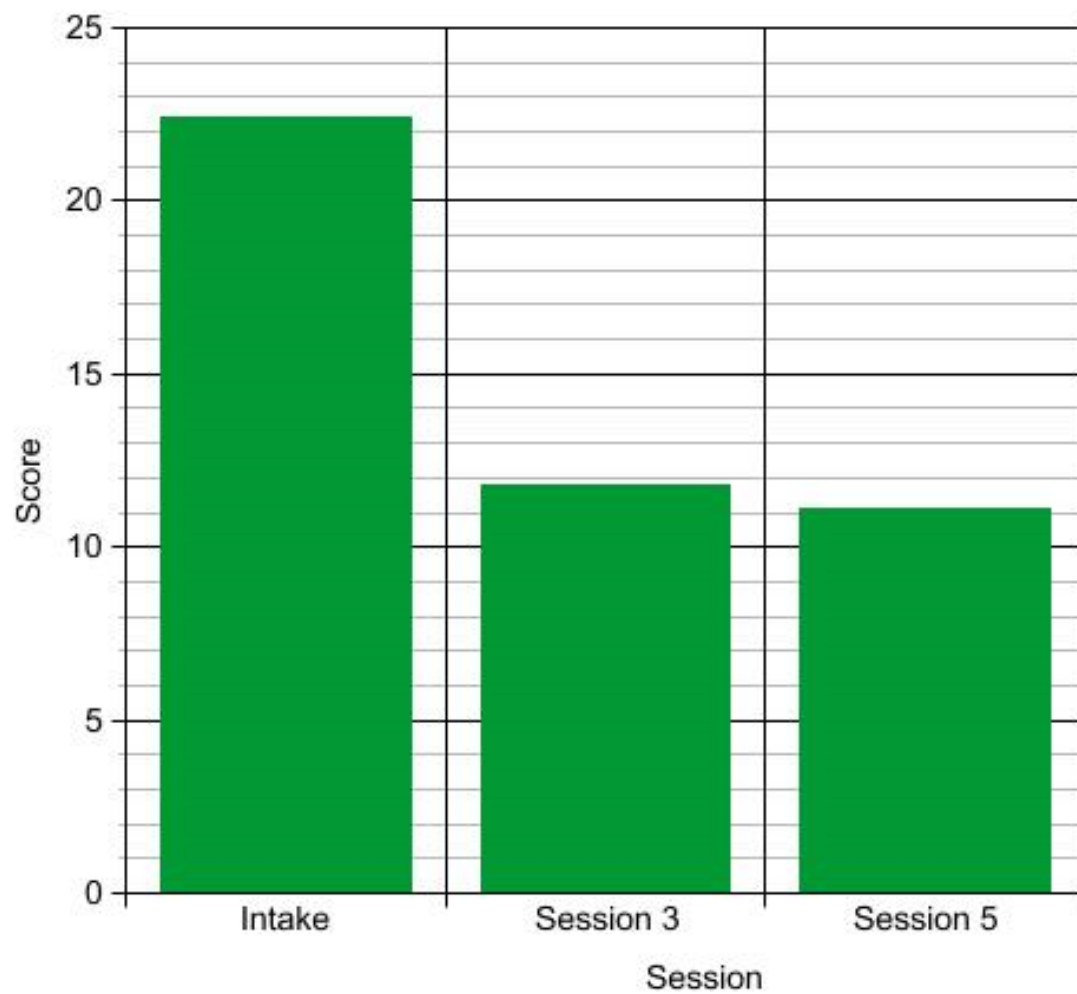
Self-Report



Anxiety Scores over Time

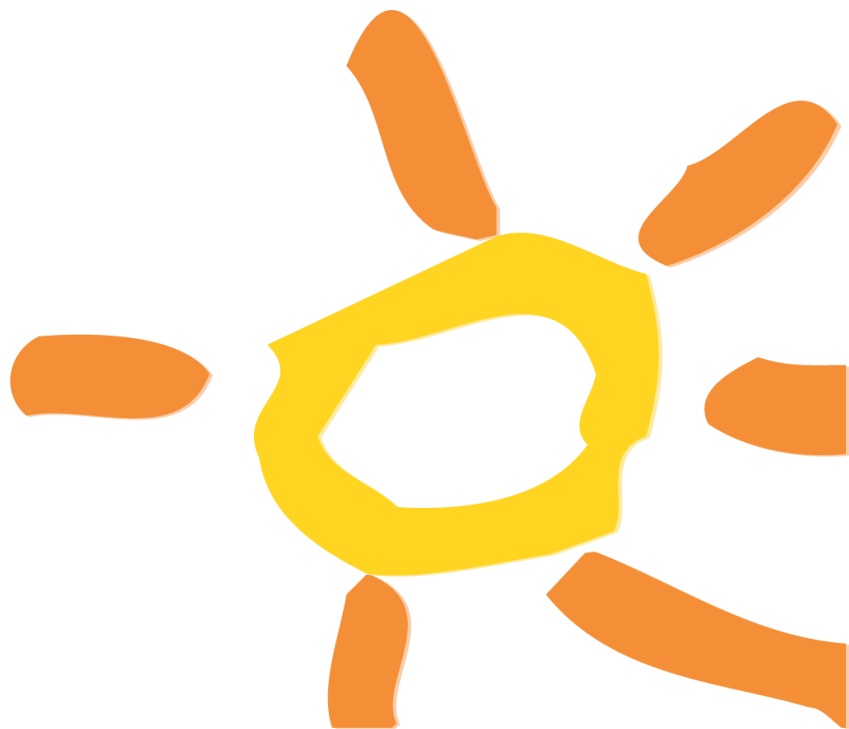


Depression Scores over Time



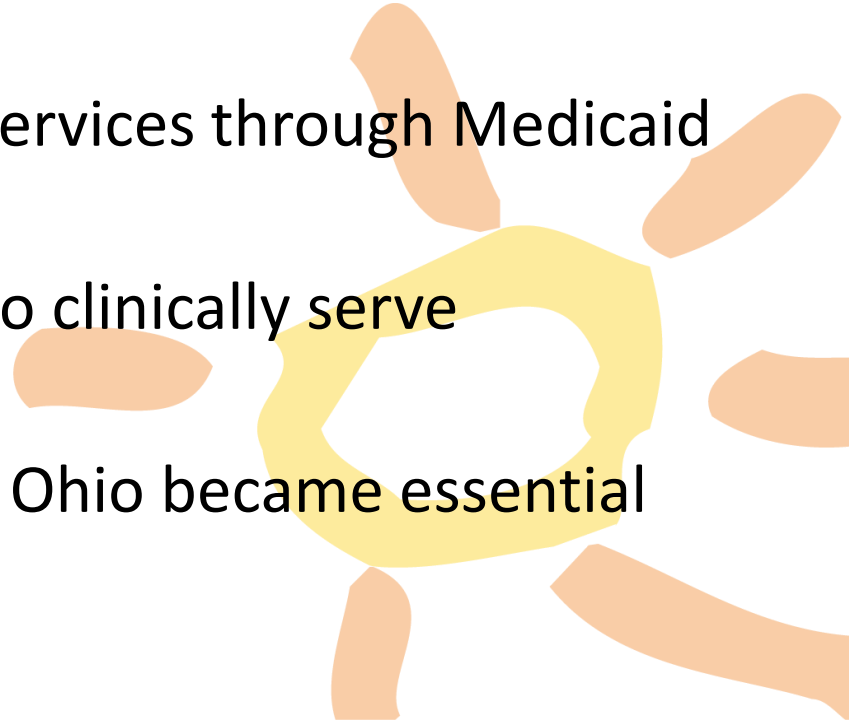
Collaborating to Best Serve Undocumented and Uninsured Students

Kaitlynn Bochenek, MSW
LSW



Challenge / Background

- Central Clinic provides prevention services to all students at Roberts Academy
- Roberts Academy saw influx of Spanish-speaking students arriving without insurance who were in need of a higher level of services
- Central Clinic provides **clinical** services through Medicaid reimbursement
- Rise in the need for an agency to clinically serve uninsured students
- Catholic Charities of Southwest Ohio became essential member of student services



Referral Process at Roberts Academy

- Behavior/mental health symptoms identified by school staff or teacher or family or SBHC
- Referral made to Central Clinic
- We work with the School Psychologist to evaluate the level of need of the referral
- Central Clinic provides Prevention services
 - Collaboration with school staff, parents
 - Assess the need for more intensive, clinical services
- Central Clinic refers to Catholic Charities SWO to provide clinical services for uninsured students



How it works

Referral for MH Services

Central Clinic

- Prevention services provided
- Evaluate need for clinical services

Catholic Charities

- Provide clinical services for uninsured

Results

- Elena* is a 1st grade student who made suicidal gestures in class and displayed poor self-esteem
- Teacher made a referral for mental health services
- Central Clinic staff provided Prevention services
- Clinical needs arose
 - Continued suicidal gestures, poor self-esteem, family dynamics
- Central Clinic made referral to Catholic Charities SWO

*Name has been changed to protect identity



The beauty of this...

- Elena had a crisis at school on a day that her Catholic Charities SWO therapist was not there
- Central Clinic staff was able to provide support for client and staff
- Central Clinic staff was able to communicate all of this to CC clinician



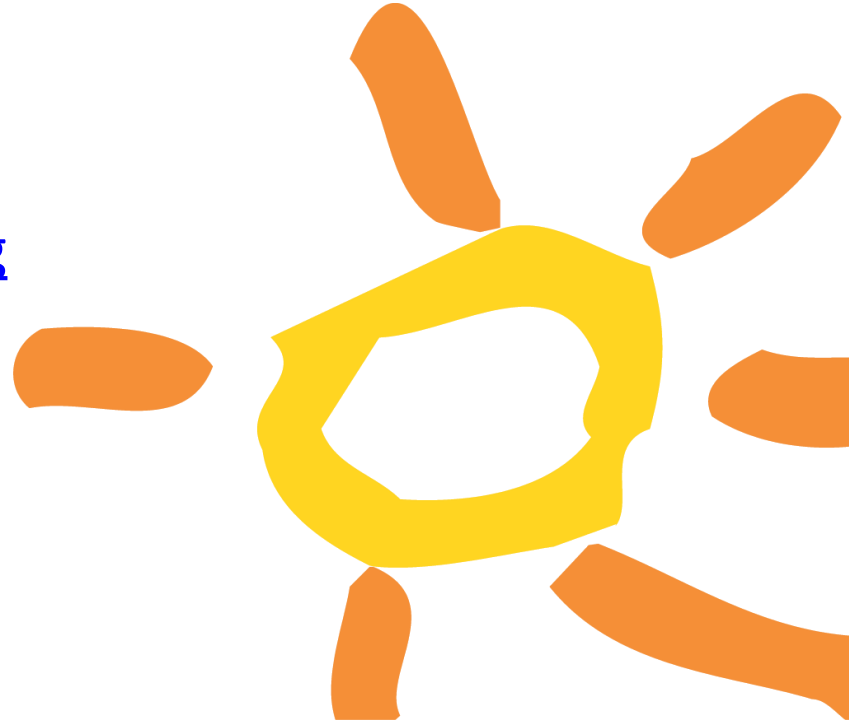


Creating a Culture of Resilience

Alison Savage, LPCC-S

asavage@thechildrenshomecinti.org

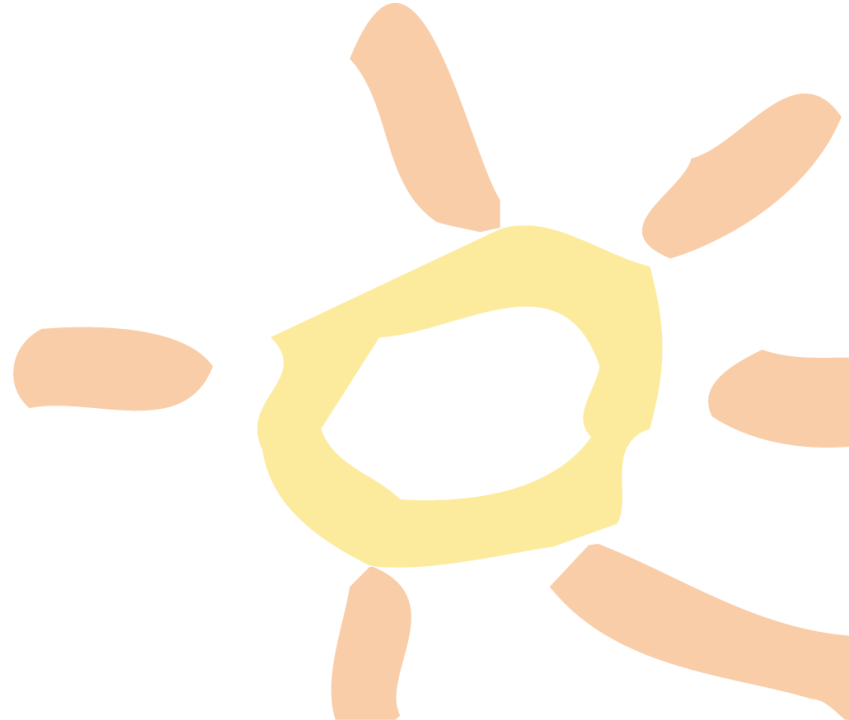
513-272-2800



Challenge / Background



Our vision is to improve the mental and physical health of students in Cincinnati Public Schools (CPS) by increasing staff awareness and knowledge of adverse childhood experiences and helping the district develop a plan for creating a school environment that fosters resilience and enables students to reach their full potential in school and beyond.



Program Details



Empowered, resilient kids!



Consultation and Implementation



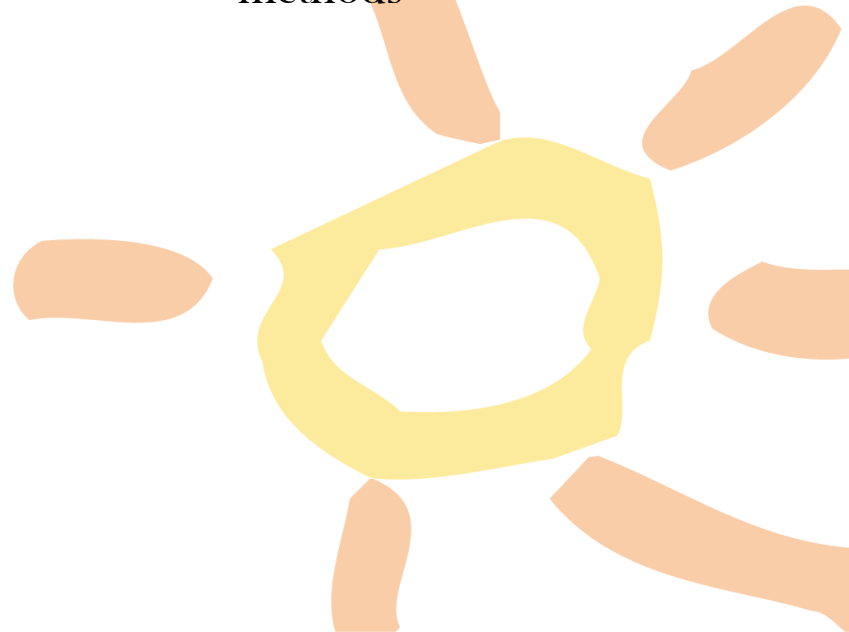
Results



- ✓ Improved teacher and youth confidence
- ✓ Significant reduction in discipline referrals



- ✓ Will return for 2016/17 to continue progress made
- ✓ More schools expressed interest
- ✓ Improved data collection methods



Collaborative Care at Academy of World Languages

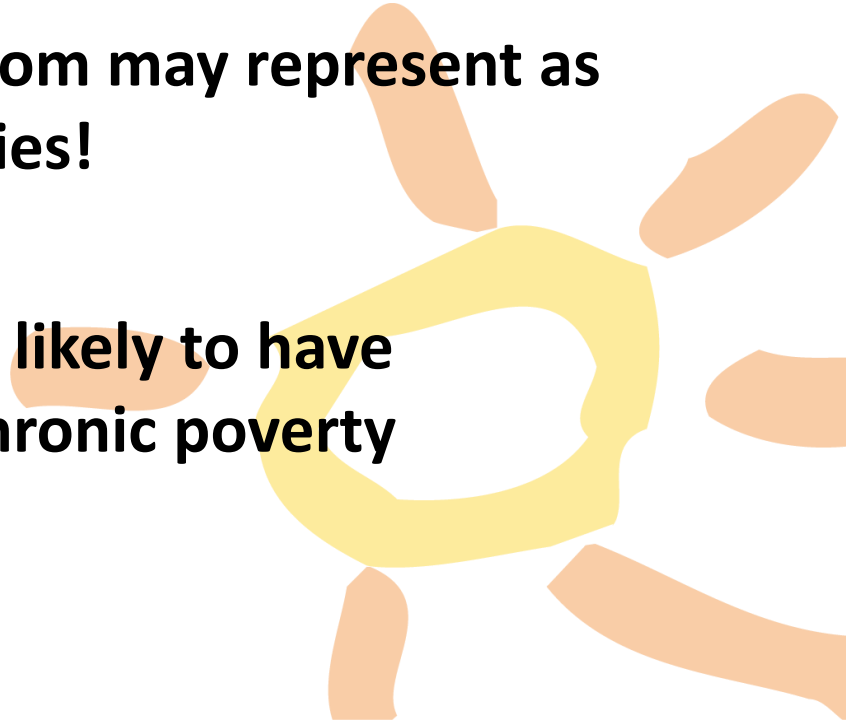
Cheryl Riley, MSW, LSW, Therapeutic Service Provider II
Liz Gottmer, Family Engagement Coordinator



Challenge / Background

ACADEMY OF WORLD LANGUAGES SCHOOL

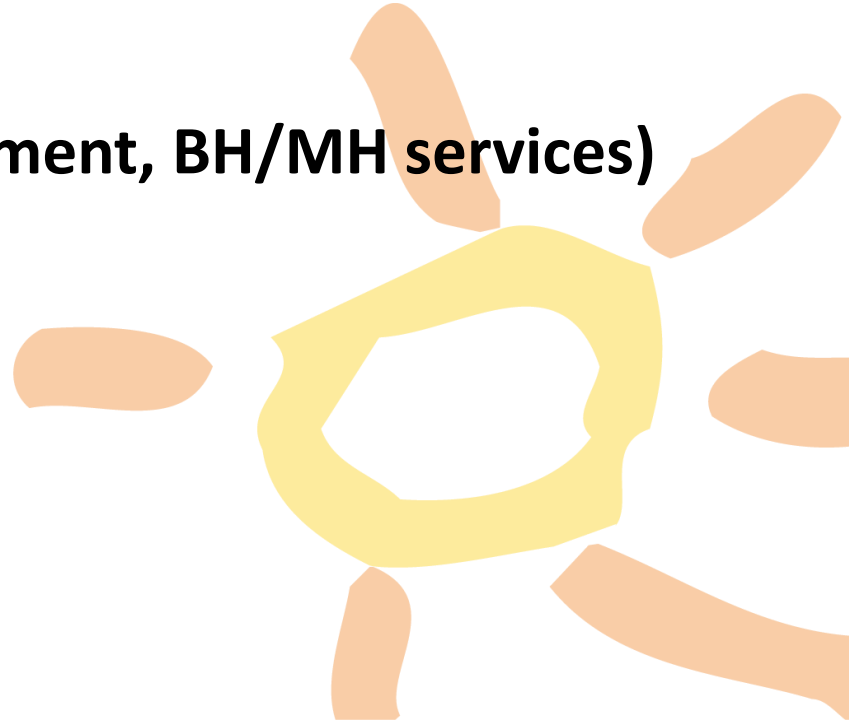
- More than 55% of students are English language learners
- The rest of the students learn a foreign language
- Students in a single homeroom may represent as many as 13 different countries!
- About 20% are refugees
- Even American students are likely to have experienced trauma from chronic poverty



Program Details

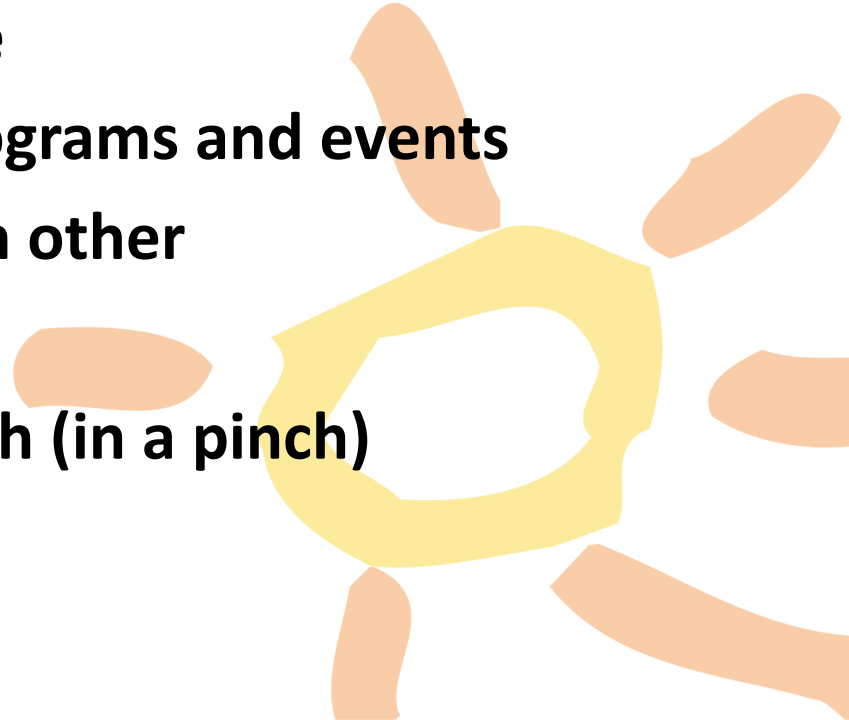
AWL Co-located Partners

- **Community Learning Center Institute (resource coordinator, enrichment coordinator)**
- **Cincinnati Health Dept. (school-based health center)**
- **Refugee Connect**
- **Beech Acres (family engagement, BH/MH services)**



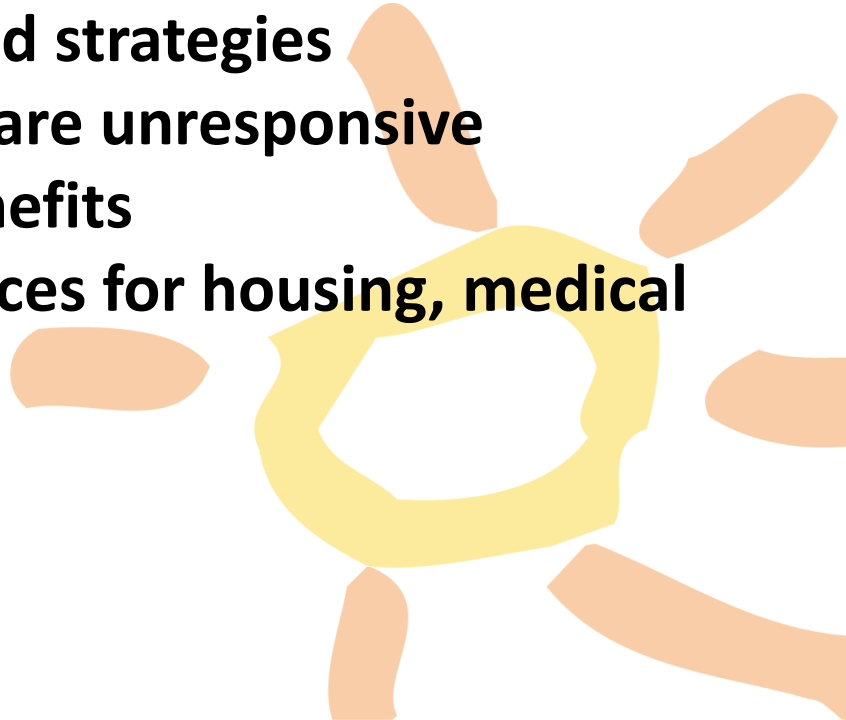
BAPC Family Engagement at AWL: Coordinator

- scheduling parent meetings and transporting parents**
- designing communication materials to be as accessible as possible to families**
- following up on bus deviation requests/other forms**
- visiting new families at home**
- inviting parents to school programs and events**
- connecting parents with each other**
- adult English classes**
- interpreting French or Spanish (in a pinch)**



BAPC Family Engagement at AWL: Peer Support Provider

- advising parents (AWL expectations, reading report cards, behavior/discipline, IEP process, etc.)**
- supporting families during/after a disruption in home life (separation, loss of family member, homelessness)**
- promoting parenting skills and strategies**
- reaching out to parents who are unresponsive**
- enrolling families in Ohio Benefits**
- connecting families to resources for housing, medical care, employment**



BAPC Behavioral Health at AWL

– providing both school- and community-based therapeutic services:

- **mental health assessments**
- **individual, family, and group therapy**
- **CPST**
- **crisis support**
- **prevention and intervention groups**

– coordination

- **serving as a liaison between Beech Acres and AWL**
- **advocating for families**

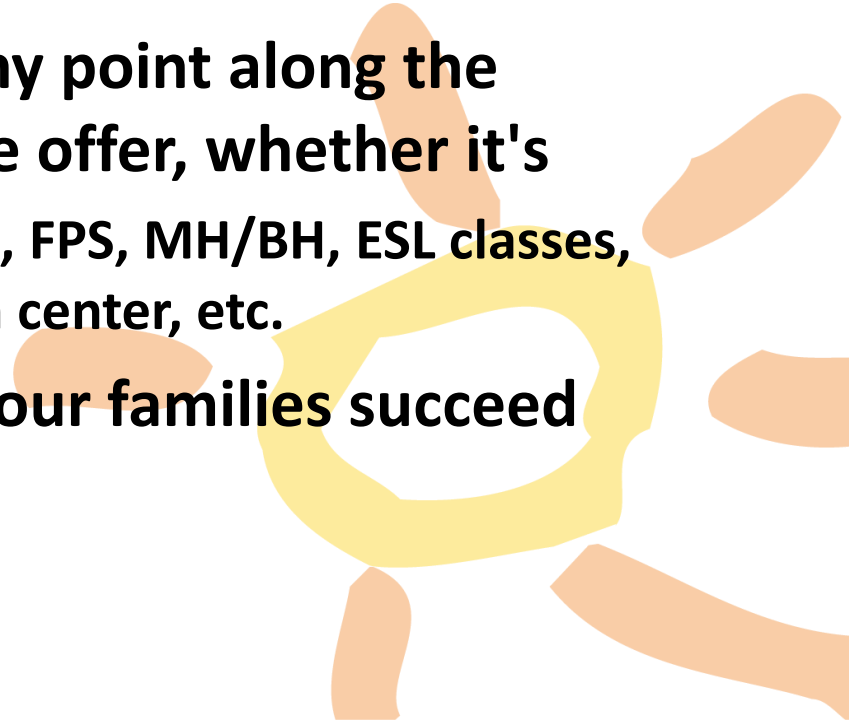


Collaboration with our partners



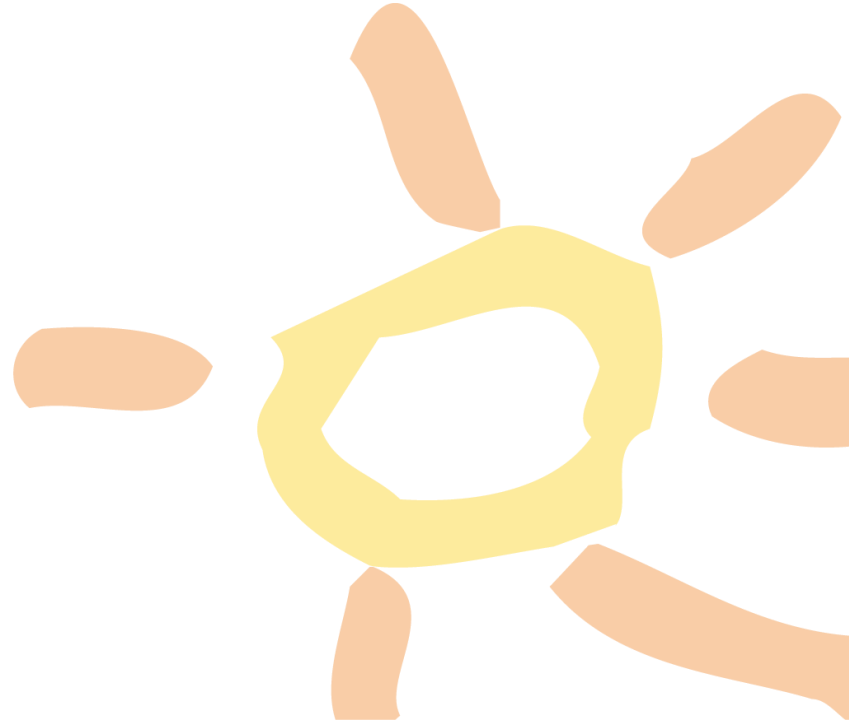
How our team views the work we do

- We have a team approach and believe in collaborative care for our students and families**
- It's an organic flow and response to the needs of our students & their families**
- Our families can jump in at any point along the continuum of services that we offer, whether it's**
 - enrollment, family engagement, FPS, MH/BH, ESL classes, after school program, SB health center, etc.**
- We all work together to help our families succeed**



MEANINGFUL COLLABORATION

- ▶ **Communicate**
- ▶ **Clarify**
- ▶ **Connect**
- ▶ **Compassion**
- ▶ **Collaboration**
- ▶ **Coexistence**
- ▶ **Consciousness**



MEANINGFUL COLLABORATION

- **Communicate**

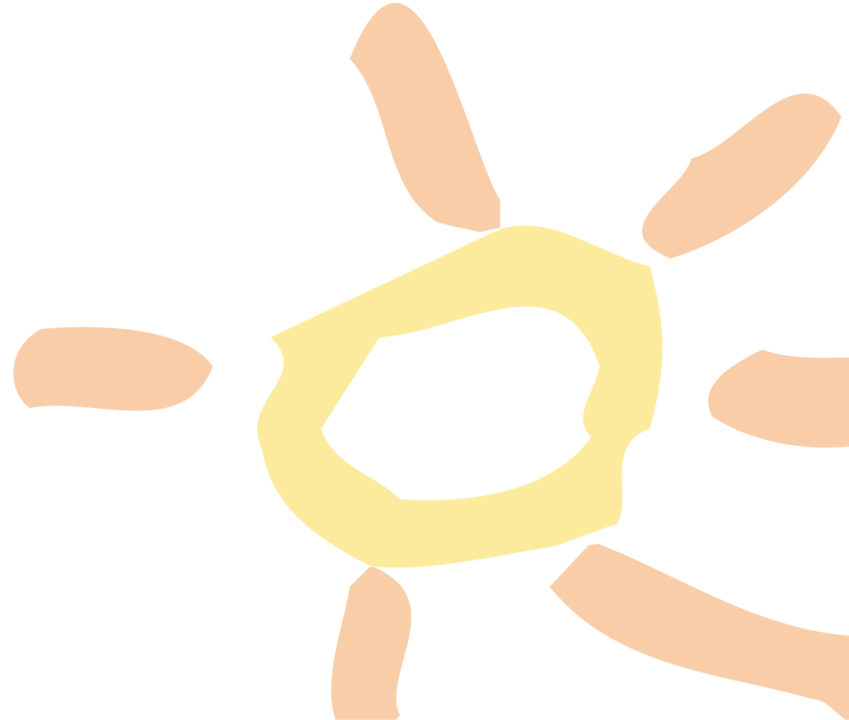
- Start a conversation
- Keep the dialogue open
- Listen for learning and understanding (not to respond)

- **Clarify**

- Seek clarity
- Be transparent
- Convey what's most important

- **Connect**

- Find that common ground
- Motivate & support each other
- Hold each other accountable



MEANINGFUL COLLABORATION

- **Compassion**

- Genuine awareness of others in need
- Willingness to help without conditions and judgement

- **Collaboration**

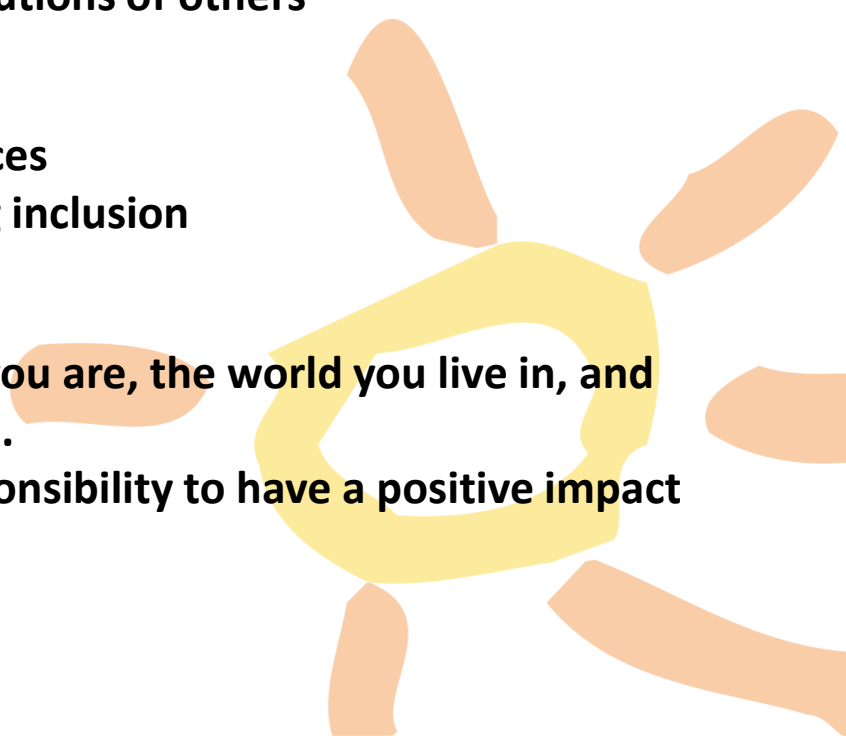
- Working together for the greater good
- Appreciating the strengths and contributions of others

- **Co-existence**

- Living in harmony despite our differences
- Embracing our diversity and promoting inclusion

- **Consciousness**

- Being fully present and aware of who you are, the world you live in, and those who also occupy this same space.
- Demonstrating an innate sense of responsibility to have a positive impact in some way



Engaging Young People and their Families Vicarious Trauma

Daniel Nelson MD
National Center for School Crisis and Bereavement
University of Cincinnati
Department of Psychiatry
Children's Hospital Medical Center

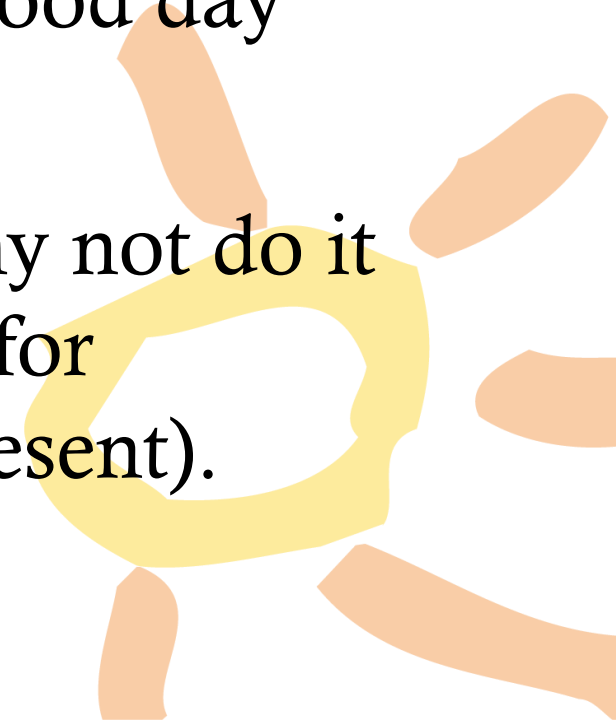


Thank You

- You make all the difference
- Early support and intervention
- Connectedness and fostering growth, coping, and healthy development
- Situational Awareness and your Supportive Network

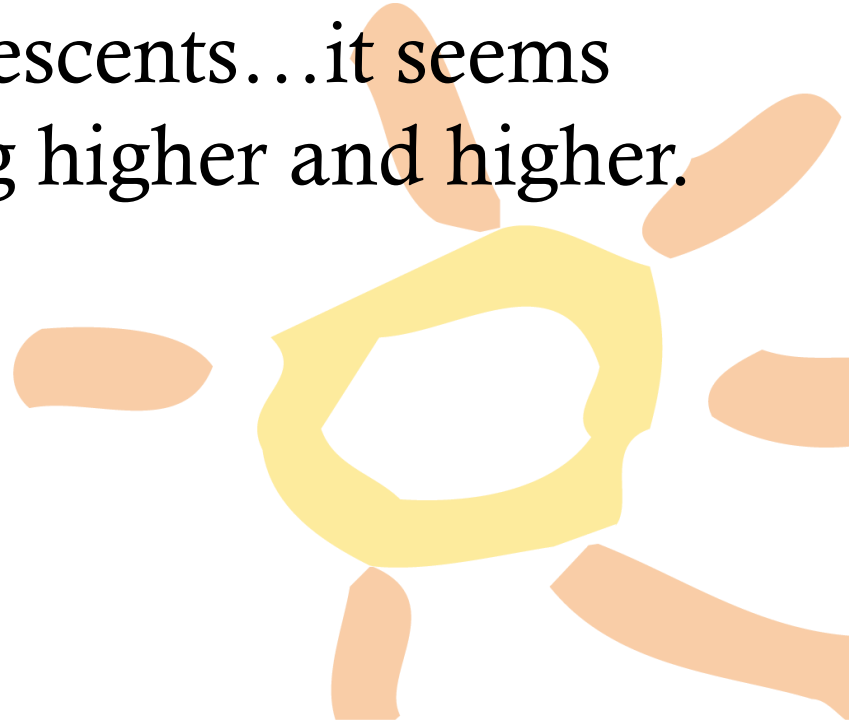
Forgive Me

- I wish to share with you what I think you already do
- And what I hope to do on a good day
- It's fun to do it better...so why not do it with awareness and the hope for perfection (being complete present).



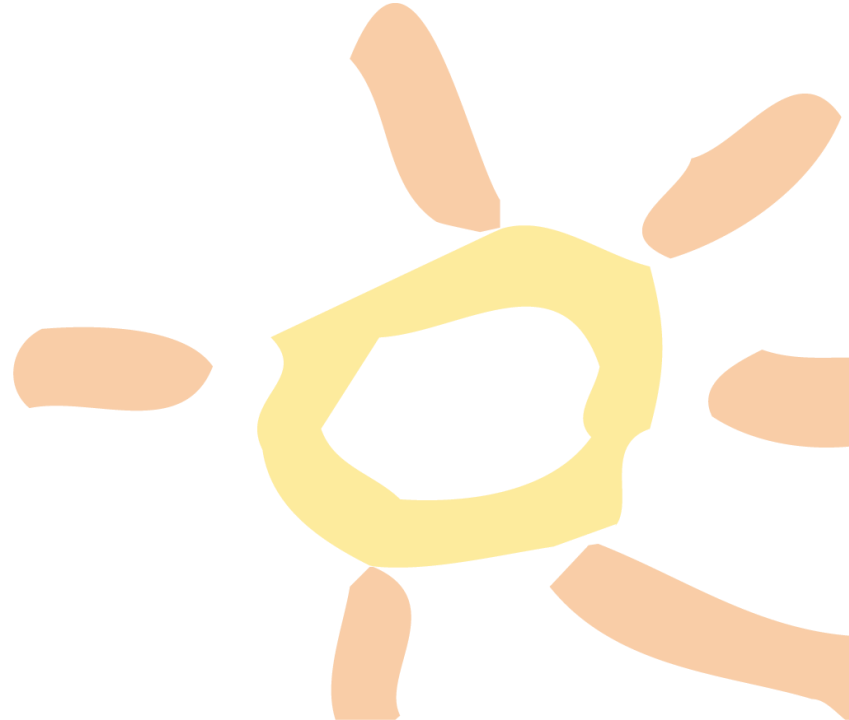
This is a Really Hard Job

- Connecting with Kids is a moving Target~!
- Alliances with Parents is a moving Target !
- Resources and Supports are often elusive.
- Given the Risks to Adolescents...it seems the stakes are just getting higher and higher.



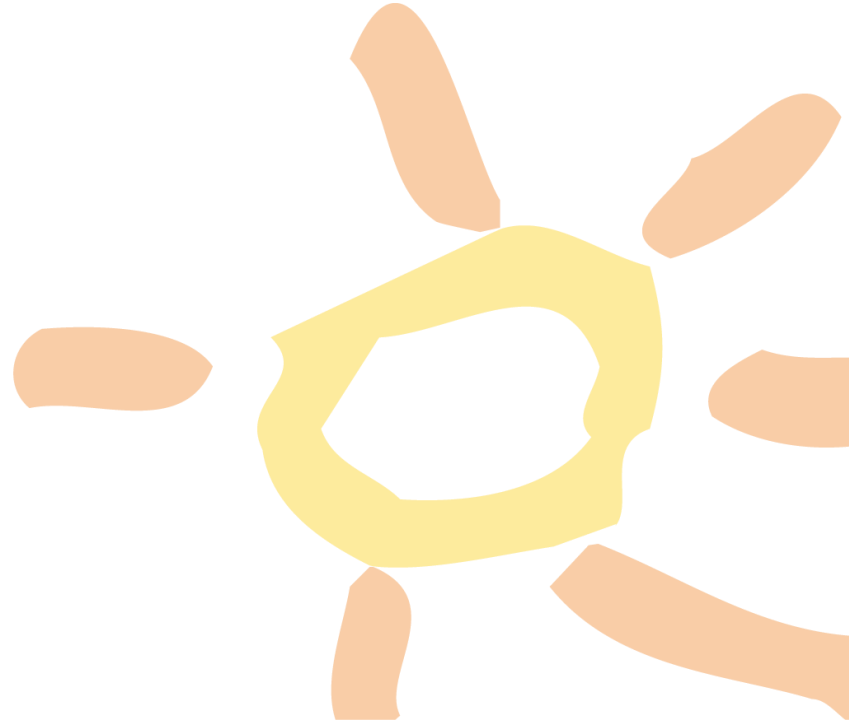
What I am Not going to talk about

- Stupid
- Ugly
- Scared
- Lonely
- Broken



Connectedness

- ?
- Imagine



IMAGINE
John Lennon



Imagine



**Imagine there's no heaven It's easy if you try
No hell below us Above us only sky
Imagine all the people Living for today...**

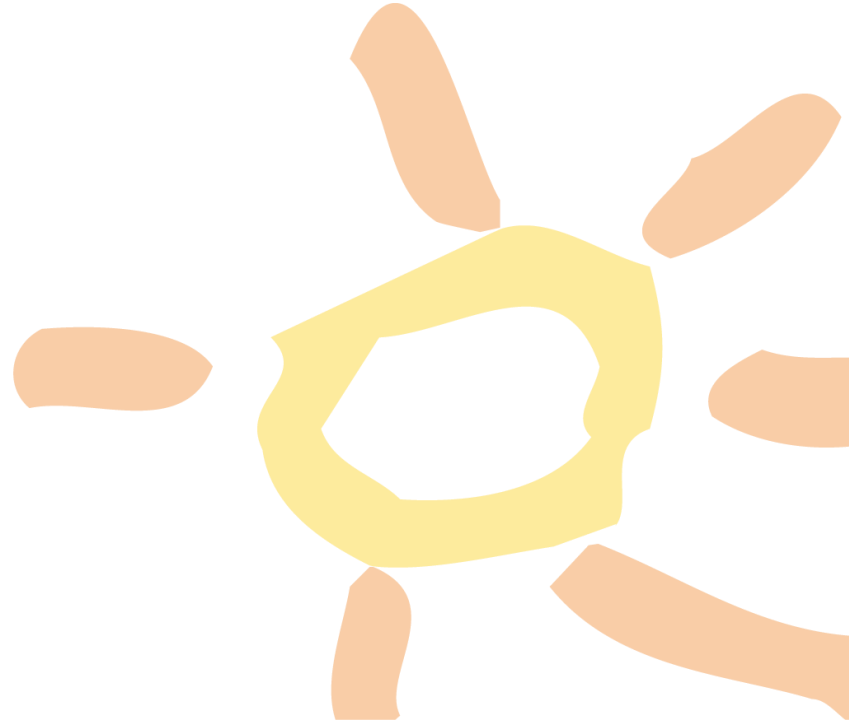
**Imagine there's no countries It isn't hard to do
Nothing to kill or die for And no religion too
Imagine all the people Living life in peace...**

**Imagine no possessions I wonder if you can
No need for greed or hunger In a brotherhood of man
Imagine all the people Sharing all the world...**

**You may say i'm a dreamer But i'm not the only one
I hope some day you'll join us And the world will be as one**

Getting Ready to Today

- My Favorites
- My Blessings
- My Friend



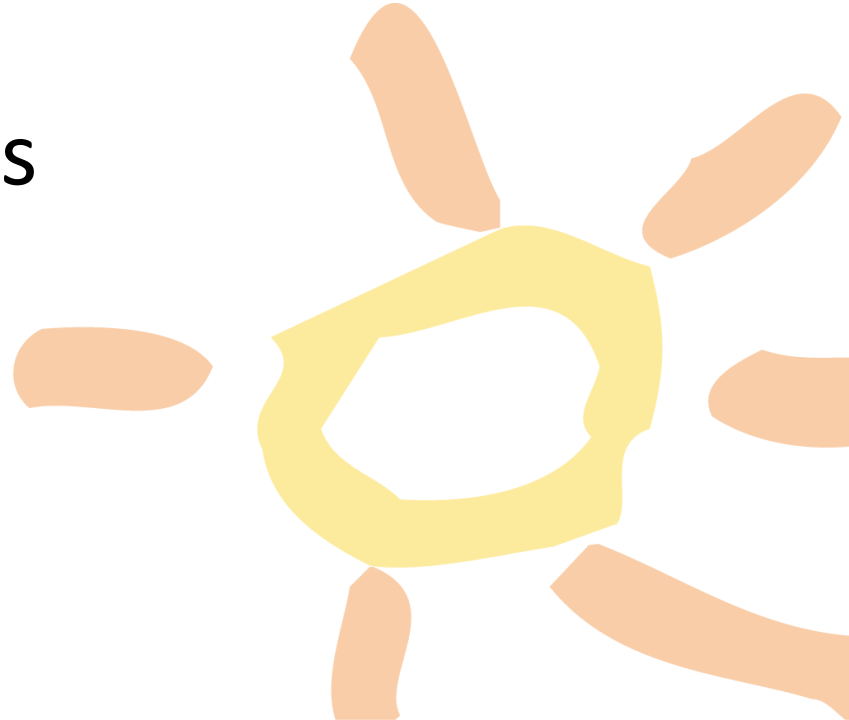
Disclosures

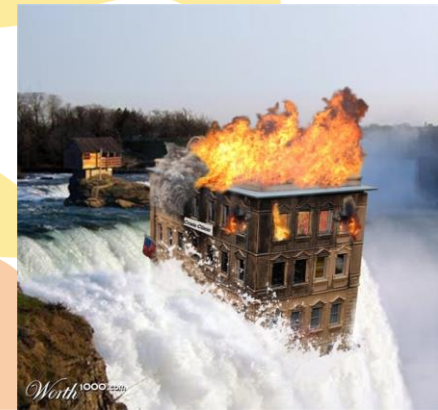
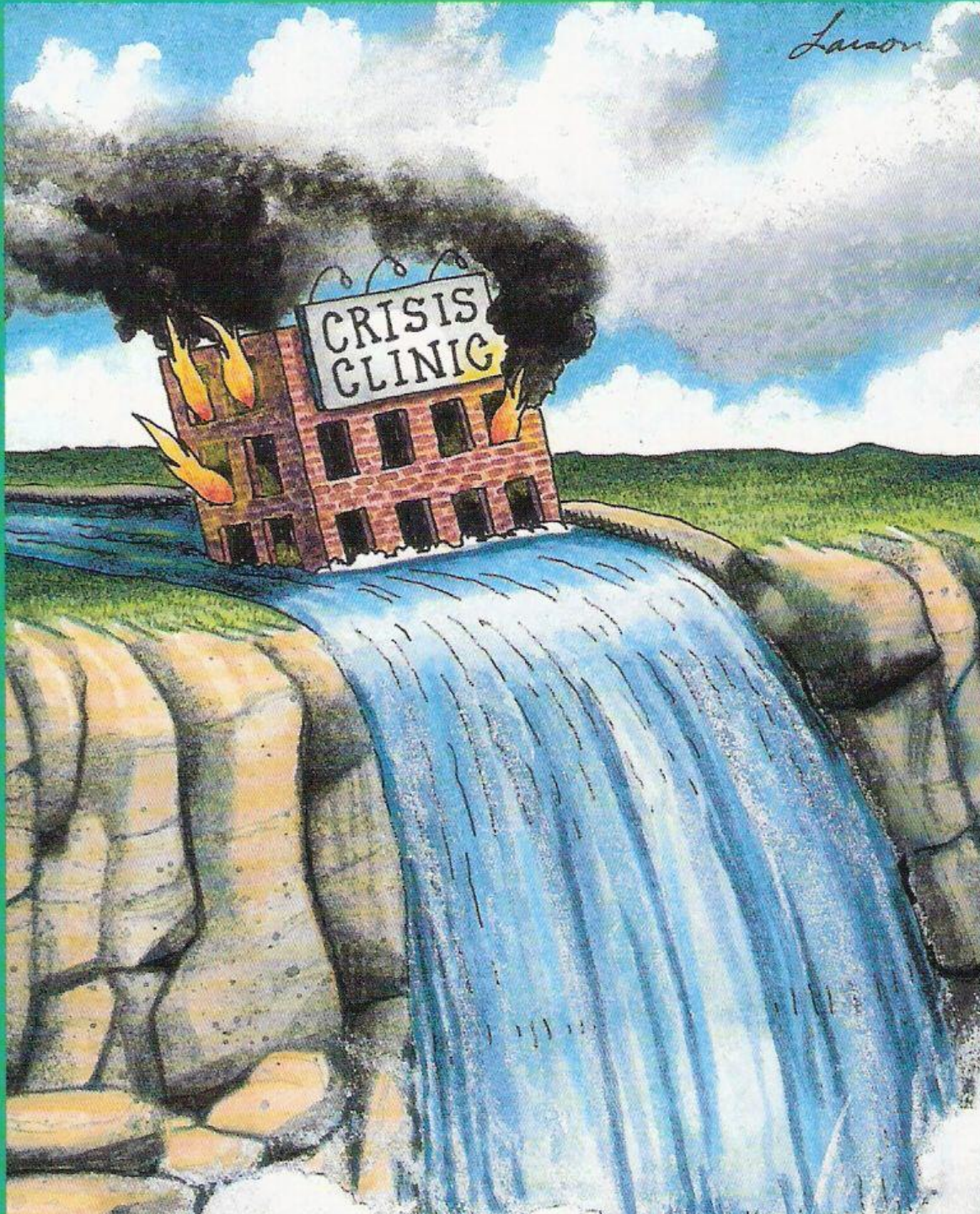
- I'm from Oklahoma
- I grew up in a Racist, Sexist, Prejudice, Ignorant, Culture and Family.
- I don't have the answers
- I will do my best to lead you to “where to look” to find some of the answers



The Answer lies Within

- Within?
 - Your Heart
 - Your Journey
 - Your Connectedness
 - Your Epiphany
 - Your Blessings
 - Your Sharing

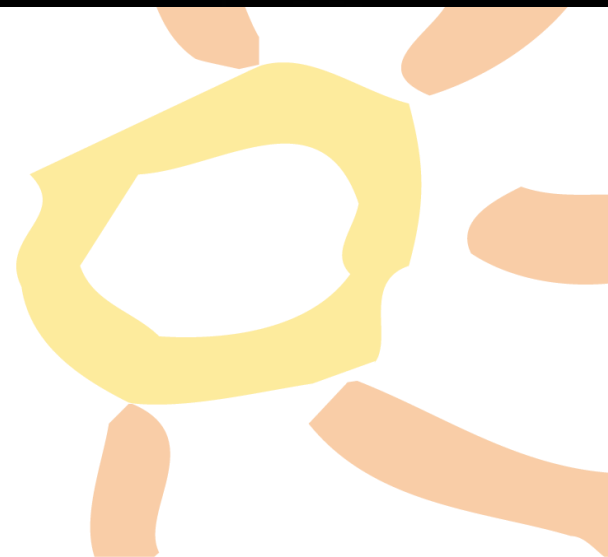




Suicide is the **THIRD**
leading cause of death
for young people aged 15 -24.
Although the national suicide rate
has decreased within the last
25 years, the suiciderate for this
age group has more than
TRIPLED.



PHOTOGRAPHY BY ANDY CAMPBELL



Ohio Child Fatality 5 year Review (2005-2009) (2011-2015)



- 238 / 252 youth suicides
- 62% / 63% Asphyxiation
- 23% receiving MH Services
- Associated Factors
 - Family Prob (Divorce / Conflict)
 - Friends (Conflict or Loss)
 - School (Failure)
 - Drugs and Alcohol
 - Bullying



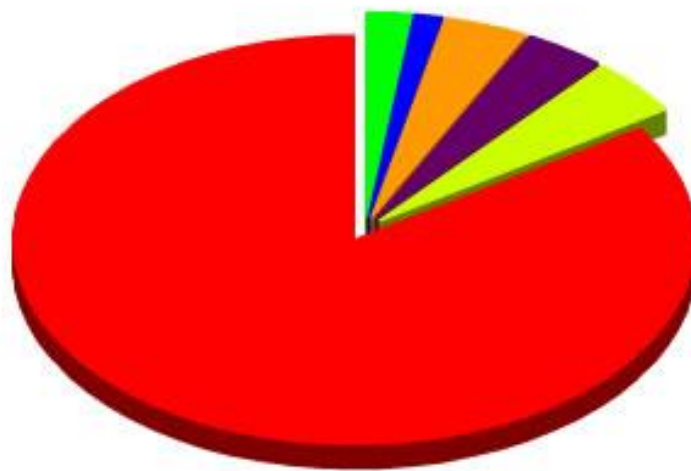
Internet searches on suicide went up after ‘13 Reasons Why’ released by Netflix

- April 2017 Tweeted more than 11 million times (most of 2017).
- Internet Queries up 19% for “how to commit suicide,” “how to kill yourself,” and “commit suicide.”

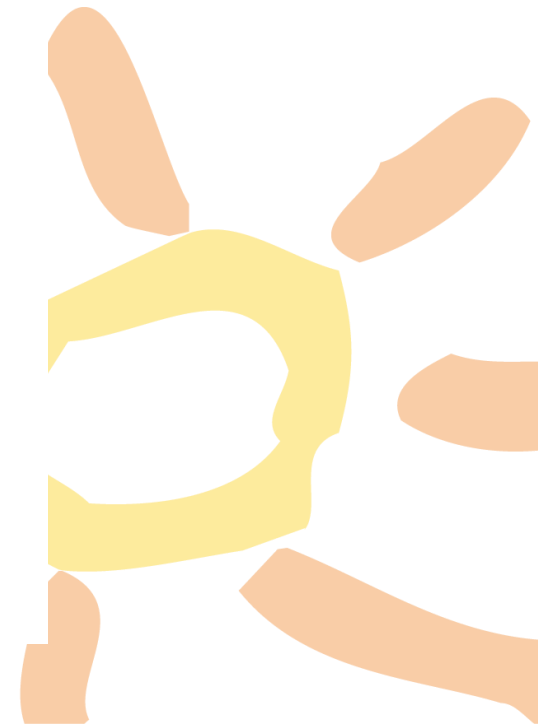




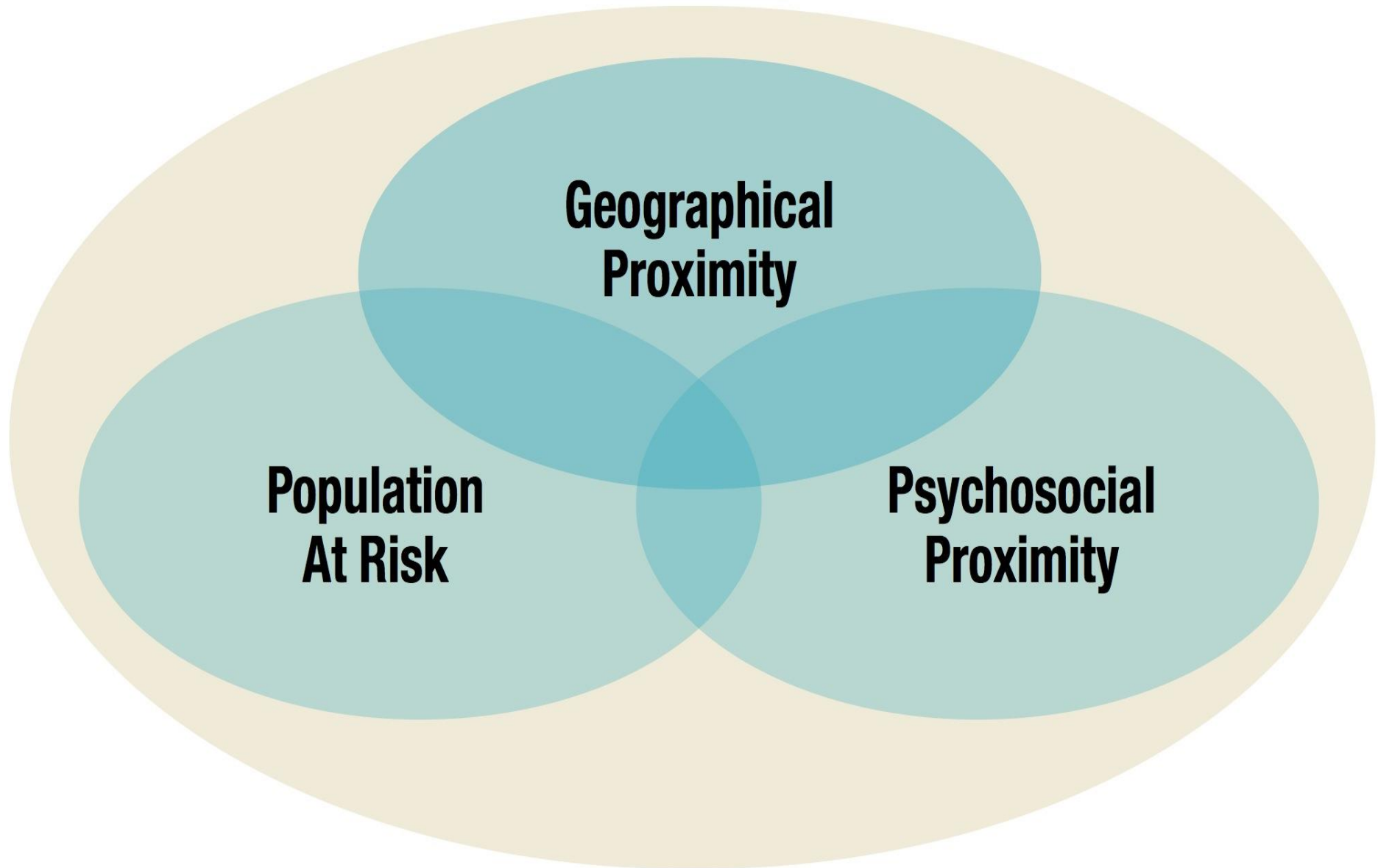
Who young people turn to for help these days



- Parents
- Teachers
- Helpline
- Friends
- Others
- Internet:
-Yahoo answers
-Ask Jeeves, etc.

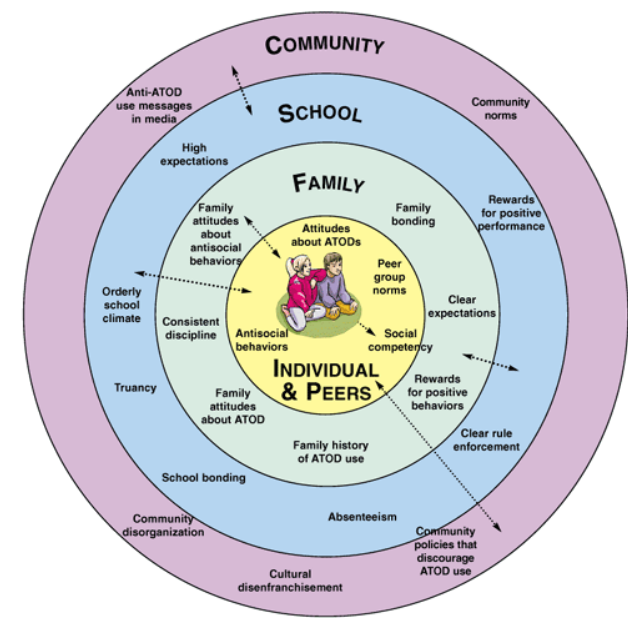


Circles of Vulnerability



Factors Identifying Psychological Impact

Circles of Vulnerability



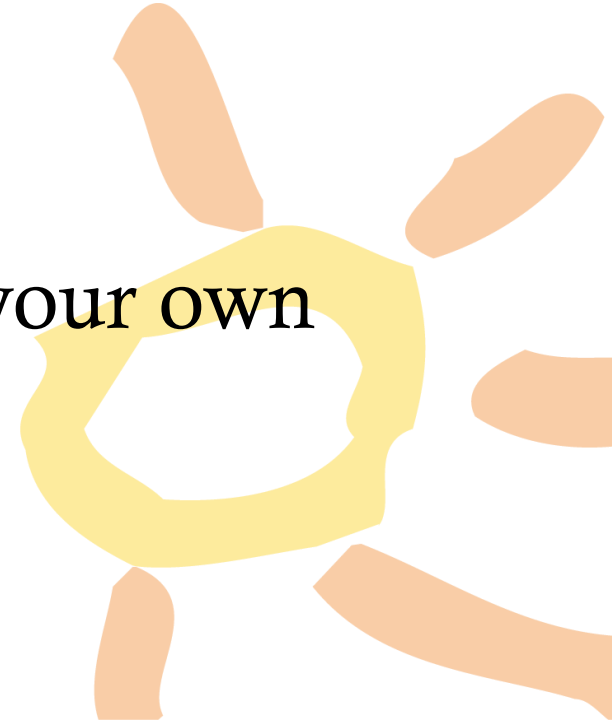
- Geographical Proximity: physical distance including eye witness, media, & aftermath
- Psychological Proximity: ID with victim, Bullying, Culture or Subculture same Sch.
- Social Proximity: Family, Friends, Romantic, Classmates, Acquaintances,
- Population at Risk: Previous Trauma, Mental Illness, previous Suicide, Substance Abuse

Have Smartphones Destroyed a Generation?

- **"The more time teens spend** looking at screens, the more likely they are to report symptoms of depression. Eighth-graders who are heavy users of social media increase their risk of depression by 27 percent, while those who play sports, go to religious services, or even do homework more than the average teen cut their risk significantly."
- Dating 56% Seniors vs 85% of Boomers and GenX.
- In *The Atlantic*, by Jean M Twenge

How Best to Connect with Youth and Parents

- Watch the Ball
- Be Here Now
- Know Thy Self
- Be with What Is
- First Do No Harm
- If all you are doing is treating your own anxiety... you both are lost.



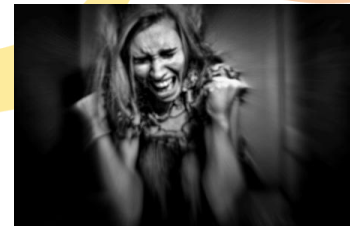


Thought and Feeling



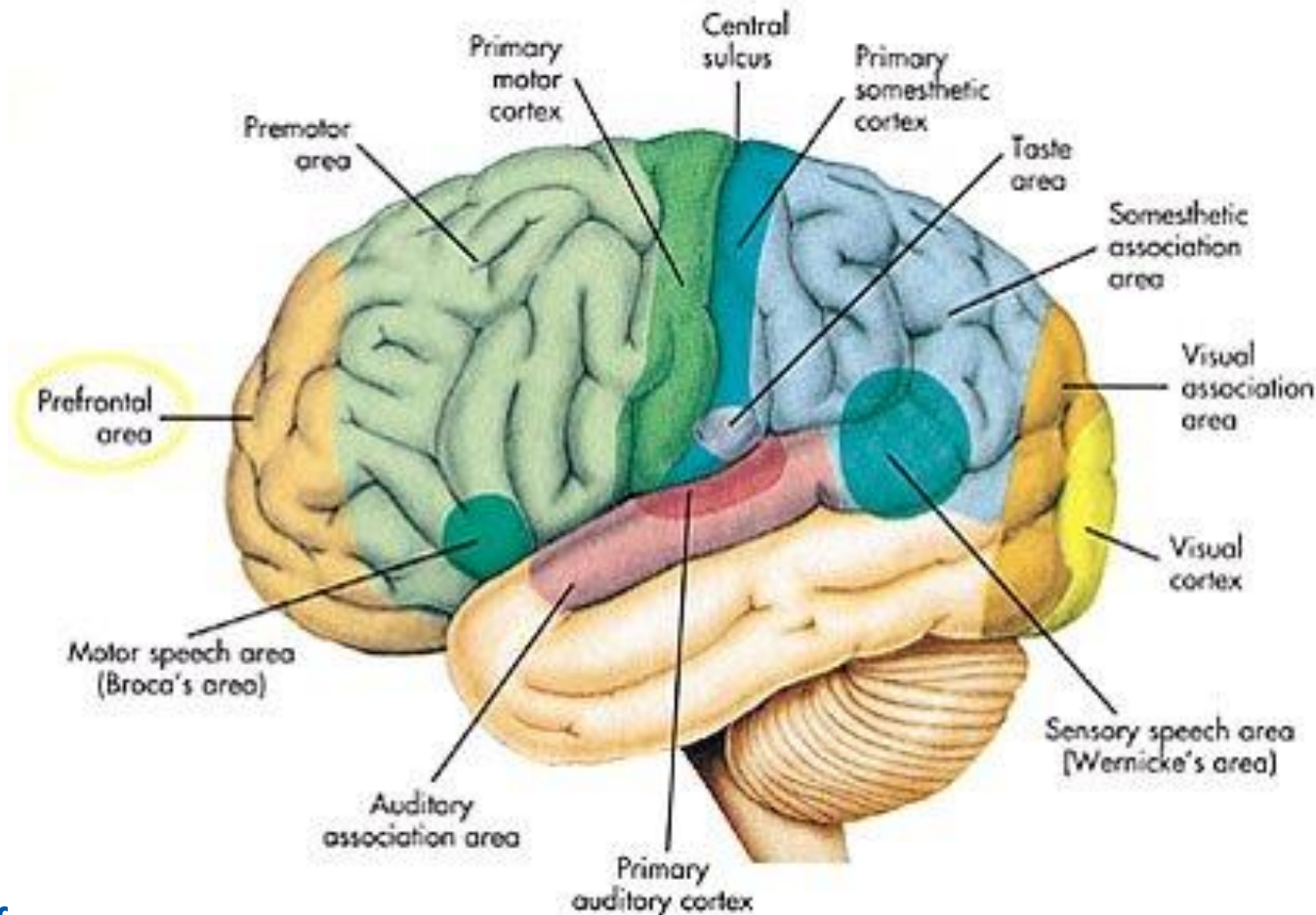
Map & Compass

Used to Navigate a Situation or
One's Life



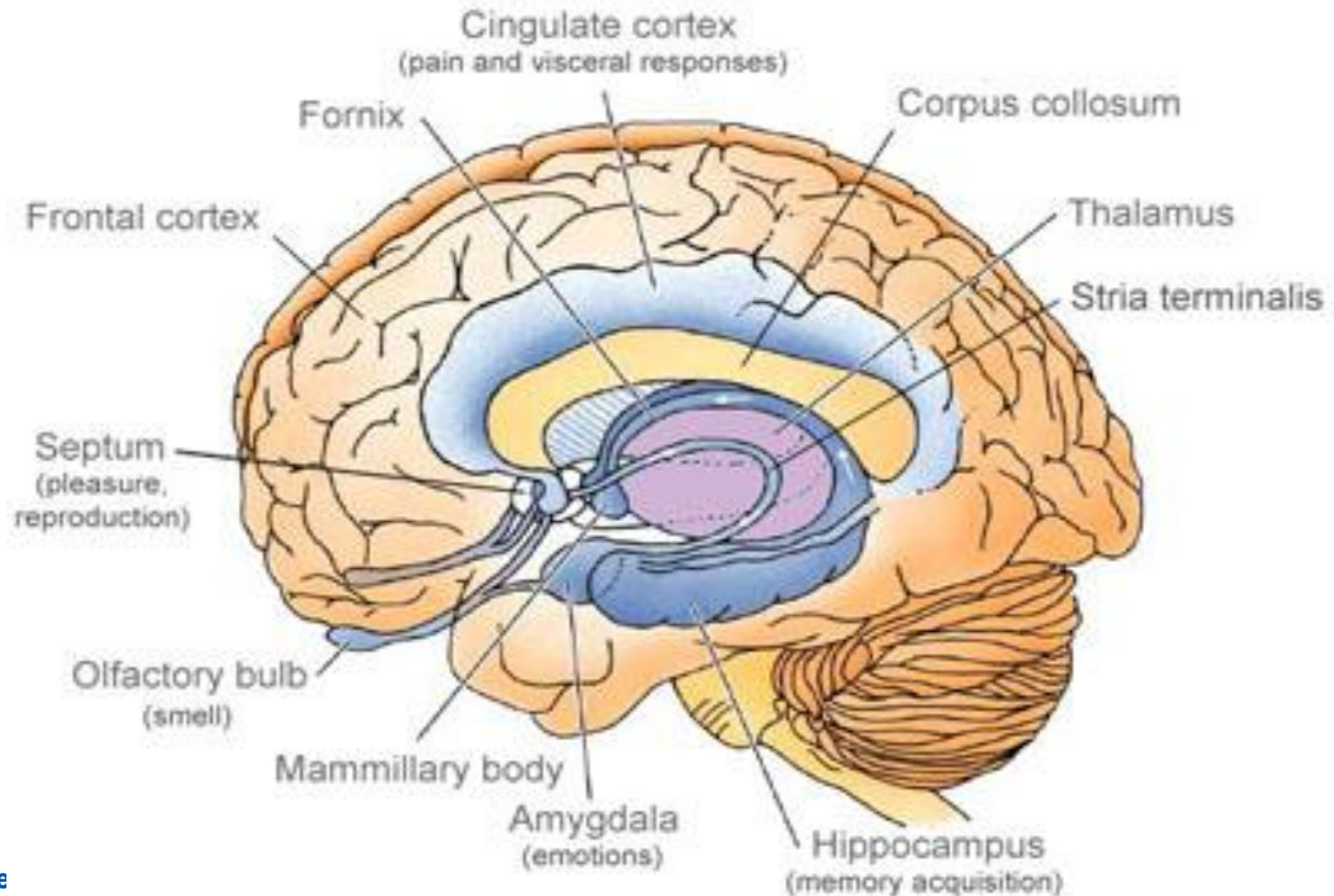
Cortical System

Thinking Processor



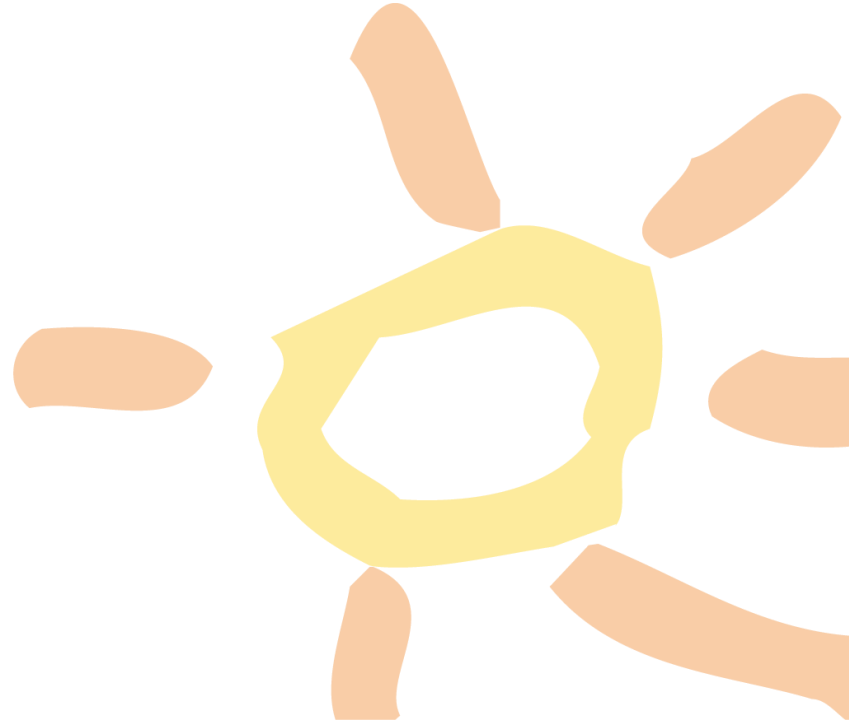
Limbic System

Emotional Processor



EMOTIONS ARE THE LEGAL TENDER

*Of
Relationships
&
Intimacy*



It is in the Healthy Narrative that Thought and Feeling are Balanced

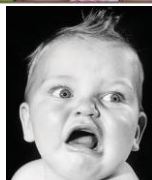
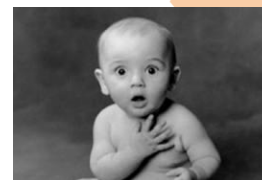
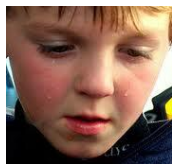
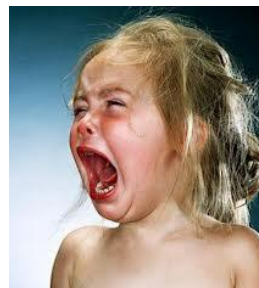
When Thought and Feeling are
Integrated the Authentic Experience
is Related and Understood.

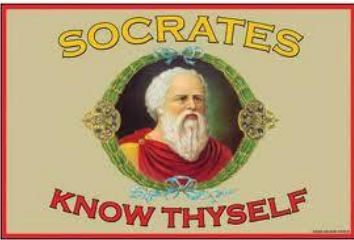


Therapeutic Sequence

What is the Primary Emotion?

- Anger
- Sadness
- Anxiety / Fear
- Surprise
- Joy
- Disgust
- Contempt





THERAPIST BASED VS PATIENT BASED COUNTER TRANSFERENCE

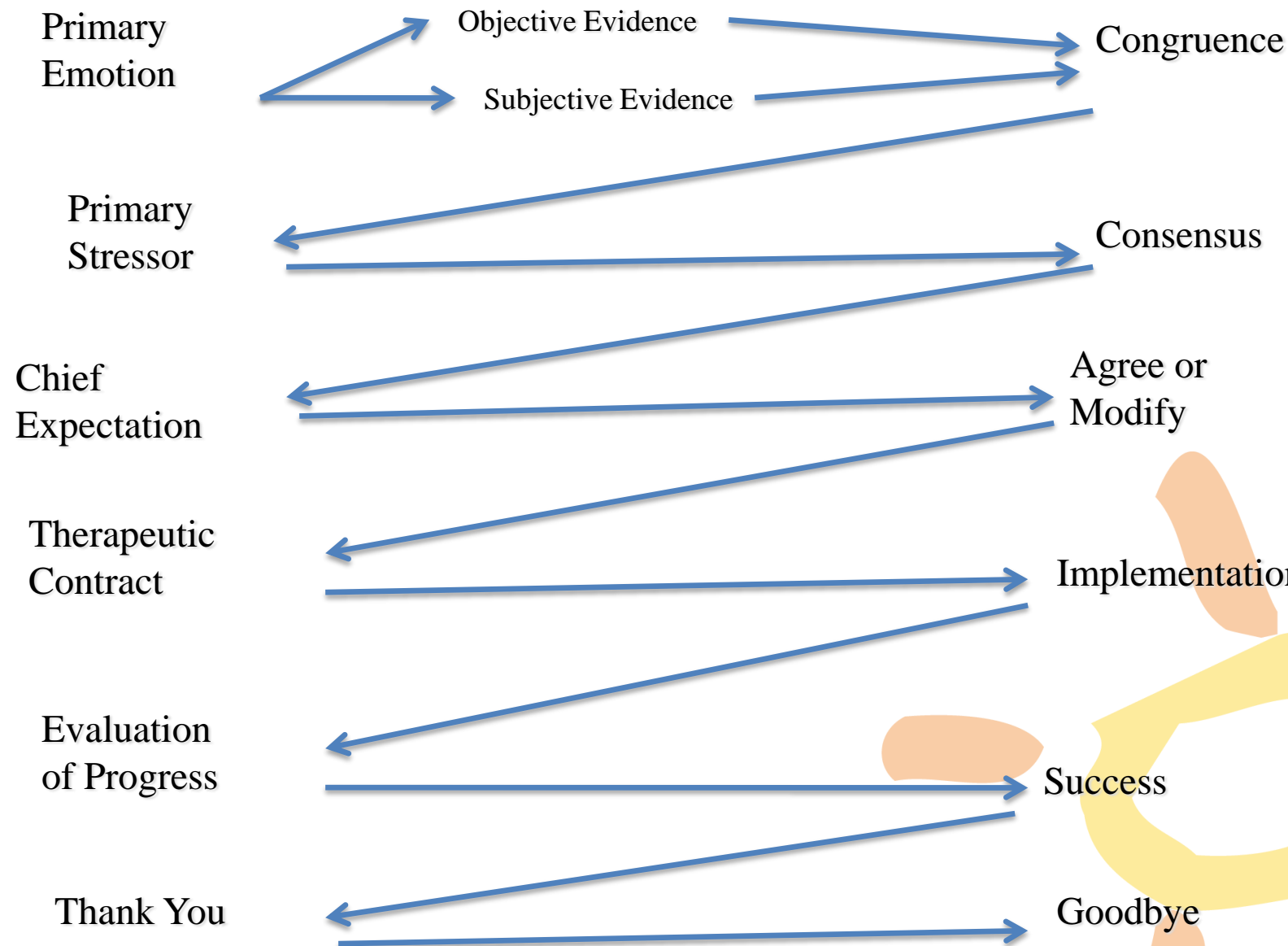
Reflective of the Therapist Past Experience

Vs

Reflective of What is Intrinsic to Patient's Relationships

Repetition / Compulsion

Therapeutic Sequence



Pause



Whose Your Buddy



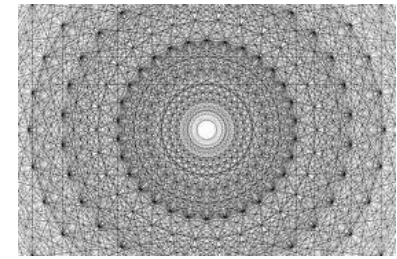
- Who will join you as you Enter “the Layer of the Dragon.”
- Trust, Understanding, & Support.
- Communication and Decompression.

Too Much

- Supports at Work: Team
- Time Away
- Decompression
- Healthy Routines: Eating, Exercise and Emotional Connections



Stress



Stress: *The nonspecific response of the human organism to any demand placed upon it.*

Stress can be positive or neutral: Eustress Stress can be overwhelming.

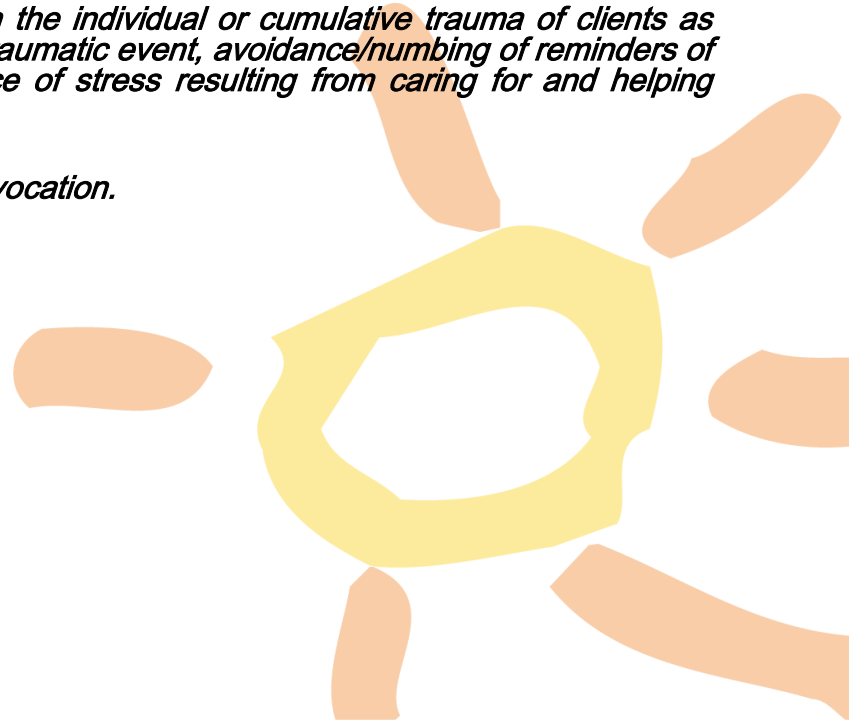
Distress: Level of stress or dysphoria that begins to lead to loss of functioning.

Suffering: *A state of severe distress* associated with events that threaten the intactness of the person.*

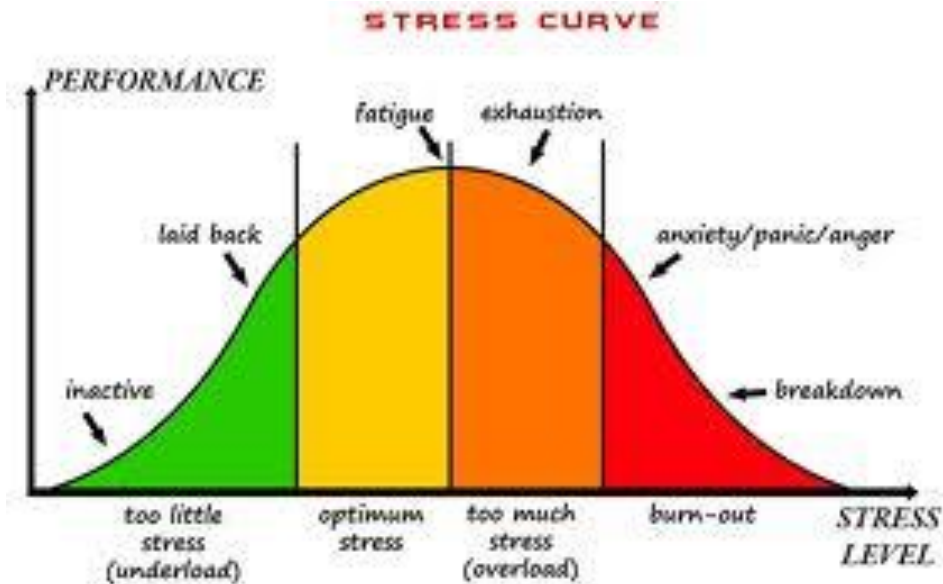
Compassion: *Deep awareness of the suffering of another coupled with the wish to relieve it.*

Compassion Fatigue: 1) *A state of tension and preoccupation with the individual or cumulative trauma of clients as manifested in one or more ways including re-experiencing the traumatic event, avoidance/numbing of reminders of the event, and persistent arousal. 2) The natural consequence of stress resulting from caring for and helping traumatized or suffering people or animals.*

Burnout: *a state associated with stress and hassles involved in your vocation.*



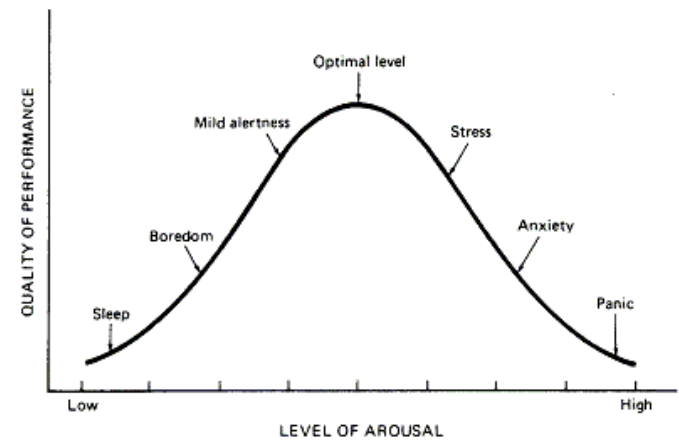
Compassion Fatigue Stages



- The Idealism Phase
- The Irritability Phase
- The Withdrawal Phase
- The Exhaustion Phase
- Pathology vs. Renewal/Resilient

Symptoms of Compassion Fatigue (arousal)

- Increased anxiety
- Impulsivity/reactivity
- Increased perception of demand/threat (in both job and environment)
- Increased frustration/anger
- Sleep disturbance
- Difficulty concentrating
- Change in weight/appetite
- Somatic symptoms



Adjustment Over Time in Crisis

A = baseline functioning

B = event

C = vulnerable state

D = usual coping mechanisms fail

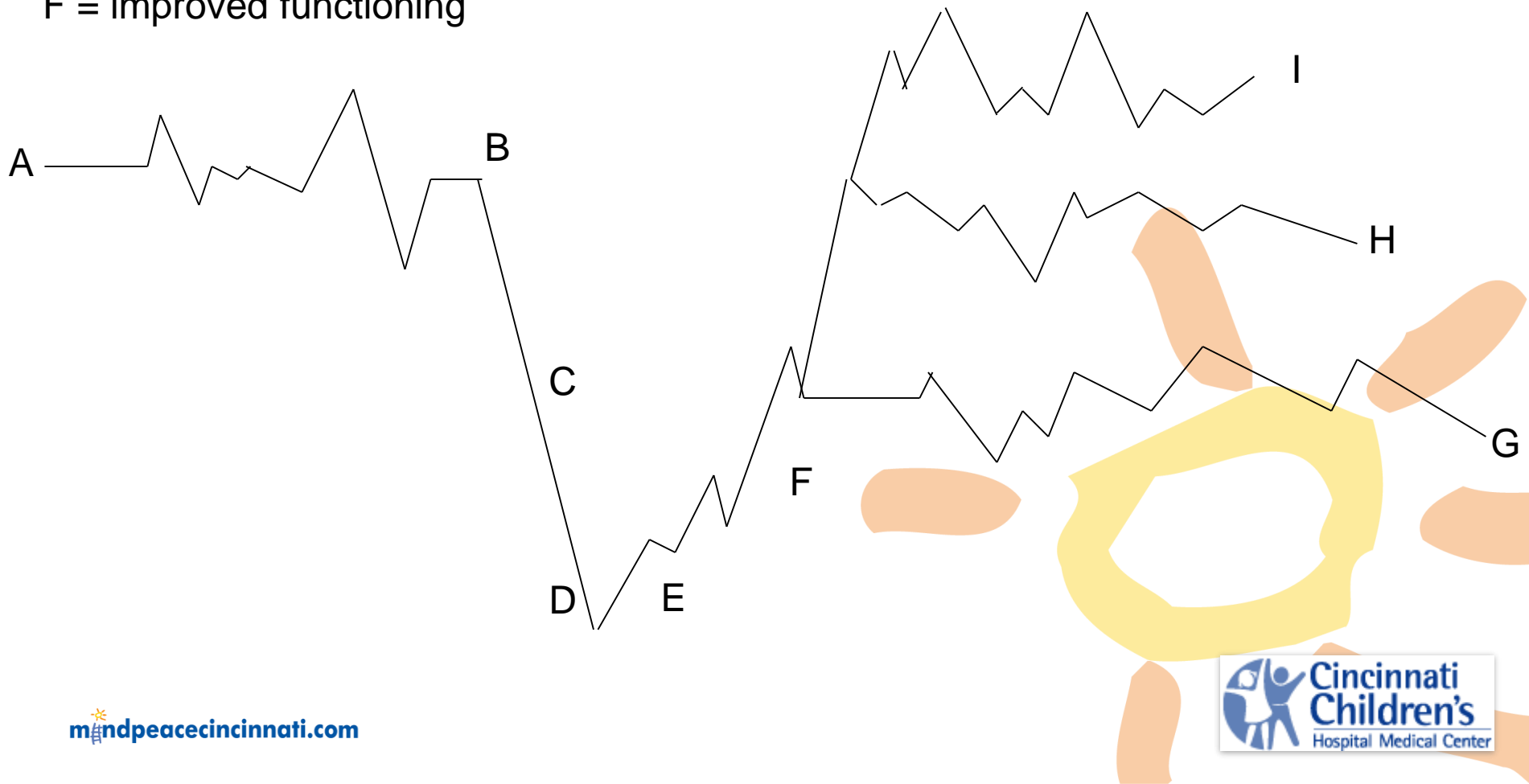
E = helplessness, hopelessness

F = improved functioning

G = continued impairment

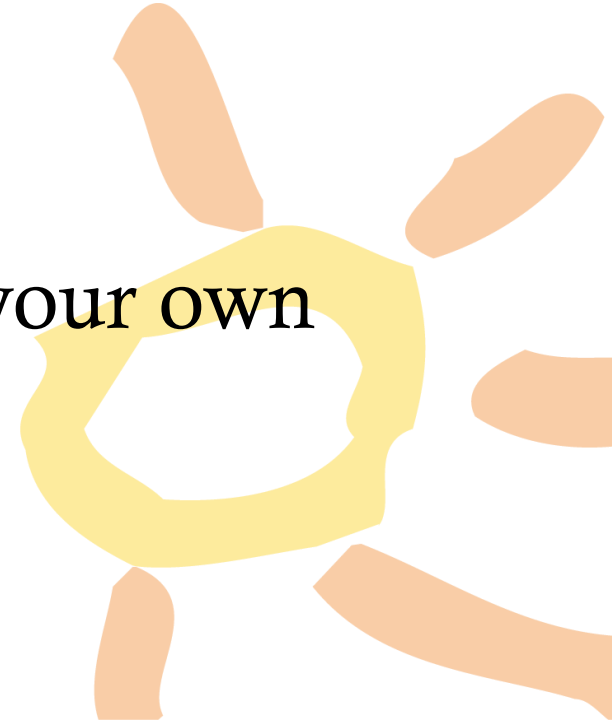
H = return to baseline

I = post-traumatic growth



How Best to Connect with Youth and Parents

- Watch the Ball
- Be Here Now
- Know Thy Self
- Be with What Is
- First Do No Harm
- If all you are doing is treating your own anxiety... you both are lost.



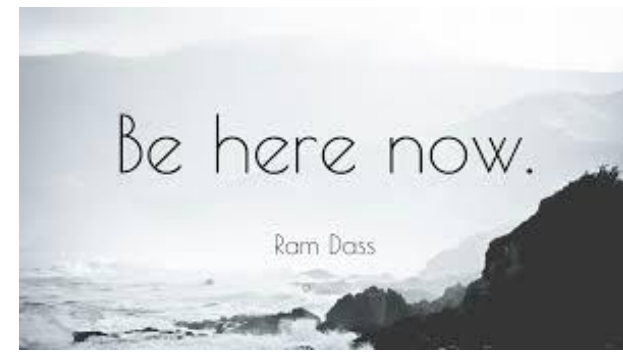
Watch the Ball



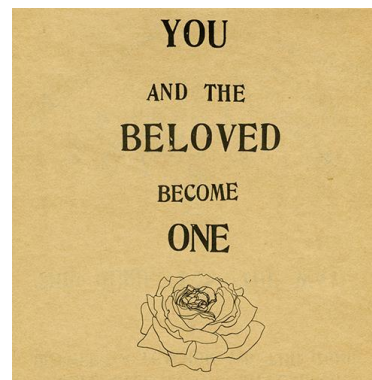
mindpeacecincinnati.com



Be Here Now



- Nothing has ever happened in the past or the future
- The only pain you can experience is the pain you have NOW.
- Past and Futures are Alluring Illusions



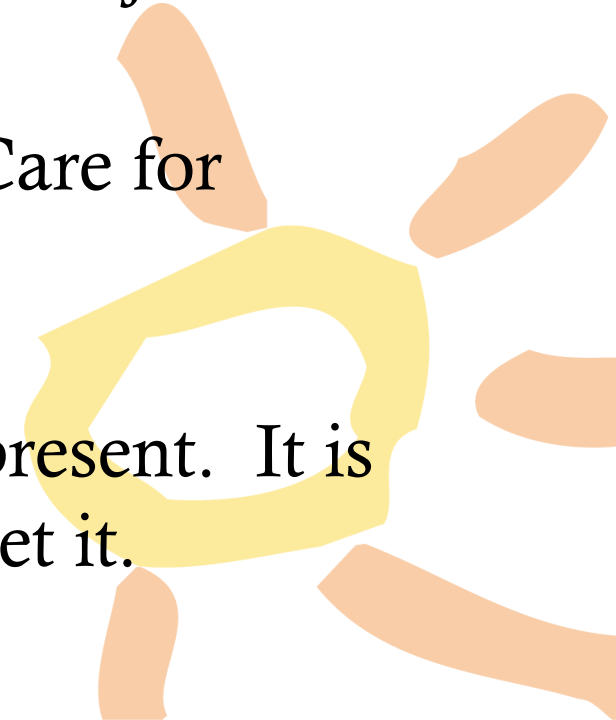
Be with What Is



What is this that is here?
And just be with it.
Just experience it...

You Know How to Connect

- Deep Breath
- Call for Life Line
- Know and call your supports
- Share your failures and despairs and rejoice and celebrate your successes
- Care for Others by Practicing the Care for Yourself
- Enjoy the Path, this Day, all it's Challenges...your presents is you present. It is the only one you really get if you get it.





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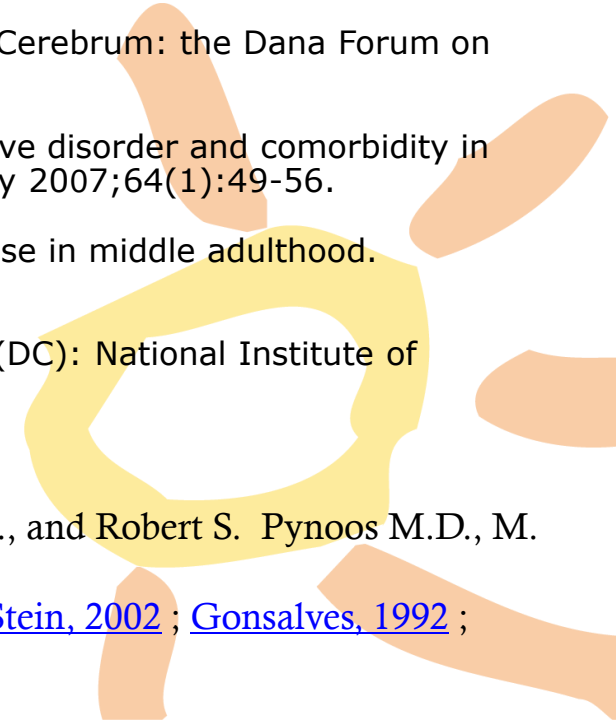
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 - **Children and Disasters** Edited by Conway F. Saylor Ph.D. ([Fazel and Stein, 2002](#) ; [Gonsalves, 1992](#) ; [Papacharoulas, 2001](#))
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Closing Remarks

