

Principal's Toolkit

A vibrant illustration of a human head profile in orange, filled with gears, surrounded by a circular arrangement of colorful icons representing various fields of study: art, science, mathematics, music, and sports.



MindPeace™

INTRODUCTION

In 2016, MindPeace and 1N5 created the *Brain Health Network* with a two-pronged goal:

1. To create a collaborative space for principals to discuss how they are addressing the needs of the whole child—with a focus on meeting the health and well-being needs of their students.
2. To learn how MindPeace and 1N5 can better support principals and educators in their effort to address the health and well-being of the whole child while also supporting the health and well-being of staff.

One suggestion generated from these meetings was the need for principals to have access to a toolkit **enabling them to easily share information around mental health and wellness with parents/caregivers and faculty**. In response to the evident need discussed at the Brain Health Network, MindPeace and 1N5 have created the Principal's Toolkit.

This **toolkit** enables principals to disseminate wellness and brain health information to parents/caregivers and faculty. The toolkit is organized by topic and provides facts and statistics to help you learn more about brain health and to begin educating yourself about mental health. Utilizing the various communication templates, you can share the information with parents/caregivers, student, and faculty through email or social media.

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BRAIN HEALTH PROGRAMMING

EDUCATIONAL VIDEOS

Brain Health

Dr. Dan Nelson – Former Medical Director, Child Psychiatry Unit, Cincinnati Children's Hospital Medical Center (CCHMC)

- [Trends in early childhood brain health](#)
- [Importance of social development from 2-11](#)
- [Impact of drugs and alcohol in pre-teen and teenage years](#)
- [How are symptoms for young children different than those of adolescents? Are there red flags we should look for](#)
- [Creating resiliency in children](#)
- [Changes in brain health over last 5 years](#)
- [What is important for parents and community members to know about early childhood development and their mental health](#)
- [Recommendations for supporting healthier development in early childhood](#)
- [Pediatricians as a resource](#)

Dr. Michael Sorter, Former Medical Director of Child and Adolescent Psychiatry Unit, Cincinnati Children's Hospital Medical Center (CCHMC)

- [Trends in youth brain health and brain disorders](#)
- [How can parents and other supportive adults support children with brain disorders?](#)
- [Trends at CCHMC](#)
- [Statistics that everyone should know](#)
- [What are the advances in brain science we should be aware of?](#)
- [What are the differences between normal adolescents and symptoms that should be concerning? Are there red flags parents and community members should be aware of for mental health conditions?](#)

Mental Health and Schools

Dr. Michael Sorter, Medical Director of Child and Adolescent Psychiatry Unit, CCHMC
Nancy Eigel-Miller, Executive Director & Founder, 1N5

- [What steps do you think are necessary for a school to take to ensure a positive mental health environment?](#)
- [How can parents and children access help?](#)
- [How can a child's pediatrician help?](#)
- [To help children and adolescents have healthy brains, how important are sleep and self-care?](#)
- [What programs should be in place in a school?](#)

Trauma Informed Care Learning Communities

Melissa Adamchick – Executive Director, Tri-state Trauma Network

- [What are ACEs and how can they impact a person's health?](#)
- [How prevalent are ACEs and who can be affected?](#)
- [How prevalent are ACEs in the Cincinnati area?](#)
- [What is a Trauma Informed Care Learning Community?](#)
- [What impact do ACEs have on a child's development?](#)
- [What are the long term implications of ACEs?](#)
- [Please explain the best steps to take with a child who has experienced multiple ACEs?](#)
- [Can the effects of early ACEs be reversed?](#)
- [What programs are in place for those with ACEs?](#)

EDUCATIONAL VIDEOS (CONTINUED)

Mental Health Screens

Marilyn Crumpton, MD – Former Director of Adolescent Medicine and School-Based Health, Cincinnati Health Department

- [What is a mental health screen?](#)
- [What has the American Academy of Pediatrics recommended for screening and what can parents do to make sure their child is benefiting from this type of screening?](#)
- [How should a mental health screen be used?](#)
- [If a school is interested in implementing a school-wide brain health screen, what considerations are there?](#)
- [Is there a particular screen for schools that you recommend?](#)
- [Are mental health screens being used currently in schools?](#)

The Teenage Brain

Nicola Morgan, Expert in Teenage Brain Health

- [Teenage brain changes](#)
- [Teenager brain and emotional control](#)
- [Teenager brain and risk taking activities](#)
- [Teenage brain and sleep](#)
- [Teenage stress and positive brain development](#)
- [Key takeaways about teenage brain](#)

A Mother's Journey

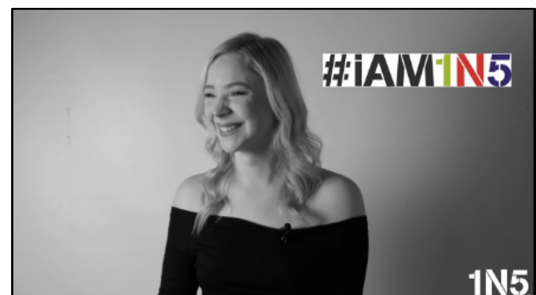
Anne Kelly, mother of two children living with mental illnesses shares her story

- [Children's Diagnosis](#)
- [What do you want other parent's to know?](#)
- [What surprised you?](#)
- [What do you wish you had known?](#)
- [Other thoughts?](#)

Changing Your Narrative

Katie Bergman, a student living and thriving with a mental illness

- [Beginning of your journey](#)
- [Suffering in silence](#)
- [Path to healing and recovery](#)
- [Storytelling as power](#)



Facts & Statistics

Thomas Insel, Director of National Institute of Mental Health, believes that the terms “mental disorders” and “behavioral disorders” hinder the progress being made to better understand and approach these illnesses. Insel suggests that these disorders be referred to as *brain disorders*.

50% of brain disorders will have onset by age 14 and 75% by age 24 ([NAMI](#)).

Neuropsychiatric disorders are the leading cause of disability in the U.S., followed by cardiovascular and circulatory diseases and neoplasms (NIMH, 2010).

“Just over 20 percent, or 1 in 5 children, either currently, or at some point during their life, have had a seriously debilitating mental disorder,” (NIMH, 2010).

According to the Surgeon General, “mental disorders and mental health problems appear in families of all social classes and of all backgrounds. No one is immune,” (Satcher, 2000).

General Warning Signs of a Brain Disorder

Many parents ask, “when is my child showing typical signs of childhood development/teenage development versus warning signs of a larger problem?” This four minute clip from Dr. Sorter, Director of Child and Adolescent Psychiatry at Cincinnati Children’s Hospital explains the difference.

- Excessive worrying or fear
- Feeling excessively sad or low
- Confused thinking or problems concentrating and learning
- Extreme mood changes, including uncontrollable “highs” or feelings of euphoria
- Prolonged or strong feelings of irritability or anger
- Avoiding friends and social activities
- Changes in sleeping habits or feeling tired and low energy
- Changes in eating habits such as increased hunger or lack of appetite
- Difficulty perceiving reality (delusions or hallucinations in which a person experiences and senses things that don't exist in objective reality)
- Inability to perceive changes in one’s own feelings, behavior or personality (“lack of insight” or anosognosia)
- Abuse of substances like alcohol or drugs
- Multiple physical ailments without obvious causes (such as headaches, stomach aches, vague and ongoing “aches and pains”)
- Thinking about suicide
- Inability to carry out daily activities or handle daily problems and stress
- An intense fear of weight gain or concern with appearance (mostly in adolescents)

Be aware of frequency and intensity of warning signs to assess if the situation is a crisis. If this is a crisis, contact 988 or your county’s crisis hotline which can be found at <http://mindpeacecincinnati.com/suicide/>

General Warning Signs of a Brain Disorder**Mild**

- Excessive worrying or fear
- Feeling excessively sad or low
- Confused thinking or problems concentrating and learning

Moderate

- Extreme mood changes, including uncontrollable “highs” or feelings of euphoria
- Prolonged or strong feelings of irritability or anger
- Avoiding friends and social activities
- Changes in sleeping habits or feeling tired and low energy
- Changes in eating habits such as increased hunger or lack of appetite

Severe

- Difficulty perceiving reality (delusions or hallucinations, in which a person experiences and sense things that don't exist in objective reality)
- Inability to perceive changes in one's own feelings, behavior or personality (“lack of insight” or anosognosia)
- Abuse of substances like alcohol or drugs
- Multiple physical ailments without obvious causes (such as headaches, stomachaches, vague and ongoing pains)
- Thinking about suicide
- Inability to carry out daily activities or handle daily problems and stress
- An intense fear of weight gain or concern with appearance (mostly in adolescents)

Brain Health Science Communication Samples

Social Media

- 1 in 5 Americans are affected by a brain disorder. We partner with (add mental health partner) to provide resources to all of our students. #mentalhealthmatters
- 5 in 5 Americans have brain health! Checkout out this [link](#) to discover ways to stay mentally strong. #mentalhealthmatters.
- 50% of all mental illnesses begin by age 14. Visit our school website (at [___](#)) to find the resources we provide for our students. #mentalillness
- Honest conversations about brain health can change lives. Start a conversation with your child today. Check out this link on [how to start the conversation.](#)
- We ALL have mental health. As with our physical health, sometimes we are doing well, other times we could use some support. Our minds deserve the same attention as our bodies. #mentalhealth
- Education can help reduce the stigma around brain health. Become part of the conversation and learn something new about brain health today!
- 50% of students say they experience above average stress levels. Visit this link from [Mental Health America](#) to learn more about managing stress.
- What does brain health mean to you? Start the conversation. Click [here](#) to see how common brain disorders are!
- Oftentimes, people with brain disorders feel isolated or alone, check out 1N5's [#iAm1N5](#) campaign to see that you are never alone!
- Many parents ask "what is normal child development and what is a warning sign of something bigger?" Watch this five-minute clip from [Dr. Nelson, Former Director of Child Psychiatry at Cincinnati Children's Hospital explain the difference.](#)
- If you or someone you know is looking for local professional mental health help, head to [MindPeace's](#) database of community providers. You can search for a provider by location, age of patient, area of need, and insurance accepted.

Email / Newsletter

- Did you know that early support and help for mental health challenges can improve quality of life and change lives? Experts recommend having an honest conversation about brain health with your kids and help create safe spaces to reach out. Here are some resources on [how to start the conversation](#) with your children and suggestions for [how parents and caregivers can support their child through words and actions.](#)
- Did you know that 50% of all mental illness begins by age 14? We partner with (add mental health partner) to provide resources to all of our students. [Here](#) are some additional resources on brain health.
- Did you know that 1 in 5 teens and adults are affected by a brain disorder. Do you know the warning signs? Checkout warning signs [HERE](#) to learn more.
- Children with untreated brain disorders are twice as likely to abuse drugs and alcohol. Do you know the signs? Check out these [common mental health conditions.](#)
- Today, thanks to better early detection, there are 63% fewer deaths from heart disease than there were just a few decades ago. Dr. Thomas Insel, the director of the National Institute of Mental Health, wonders: Could we do the same for depression and schizophrenia? Check out [Dr. Insel's Ted Talk](#) to learn more about Brain Disorders.

If you or someone you know is looking for mental health help visit: [Mental Health America](#) for more information and resources. You can find:

- Mental health screenings
- Risk factors and warning signs
- Tips on how to boost mental health
- Find affiliates in the community
- Different treatment types
- Therapists
- Crisis numbers

If you or someone you know is looking for local, professional mental health help, guide them to [MindPeace.com](#) where they can search for provider by demographic, area of need, and insurance accepted.

Resources

Today, thanks to better early detection, there are 63% fewer deaths from heart disease than there were just a few decades ago. Dr. Thomas Insel, the director of the National Institute of Mental Health, wonders: **Could we do the same for depression and schizophrenia?**

- Check out Dr. Insel's [Ted Talk](#) to learn more about Brain Disorders
- Read more about the [Warning Signs \(NAMI\)](#)
- [MindPeace Cincinnati](#)
- [1N5](#) – Resources for parents, staff, and students
- [How to Talk about Mental Health](#) for Parents and Caregivers (MentalHealth.gov)
- [Managing Stress](#) - Mental Health America





The Impact of Covid-19 on Mental Health

Covid Statistics

- Rates of suicidal ideation are highest among youth, especially LGBTQ+ youth.
- From March to September in 2020, over 80% of 11-17 yr olds who took an anxiety screen scored for moderate to severe anxiety.
- From March to September 2020, 90% of 11-17 yr olds who took a depression screen scored for moderate to severe depression.

Covid-19 Risk Factors Contributing to Adolescents Suicide Attempts

- Physical distancing (loss of connection)
- Barriers to mental health treatment
- Increases in substance use
- Anxiety about family health and economic problems
- Increases in emergency department visits for mental health concerns and suspected child maltreatment

Suicide Attempts Among Adolescents During Covid-19

In 2020, Emergency Departments visits for suicide attempts among adolescents ages 12-17 years increased 31% compared to 2019

- **Females 50.6% increase**
- Males 3.7% increase

Covid 19 Findings

9.7% of youth in the U.S. have severe major depression

Even among youth with severe depression who receive some treatment, **ONLY 27%** receive constant care

60% of youth with depression do not receive any mental health treatment





Mental Health Facts

113%

Increase in psychiatry outpatient visits at Cincinnati Children's Hospital since 2011

12%

Of Cincinnati youth 18 and under population underwent an emergency department mental health assessment at Cincinnati Children's Hospital

Suicide is the 2nd leading cause of death in youth ages 10-24

2nd



75%

Increase in inpatient days at Cincinnati Children's Hospital since 2011



1 in 5 adults and teens experience a mental illness in a given year



10.2 million adults have co-occurring mental health issues & addiction disorders

20%

Of youth live with a mental illness



Serious illness costs 193.2 billion a year in lost wages



50%

Of all lifetime cases of mental illness begin by age 14 and **75%** by age 24.

+11

Those who participated in Social Emotional Learning programs showed an **11 percentile-point** gain in academic achievement

Depression is the leading cause of disability worldwide

90%

Of those who die by suicide have an underlying mental illness

18.2%

Of adults live with an anxiety disorder

Signs and Symptoms:

- Excessive worry or anxiety
- Extreme mood changes, including uncontrollable "highs" or feelings of euphoria
- Difficulty perceiving reality
- Inability to carry out daily activities or handle daily problems
- Contemplating or thinking about suicide
- Out of control, risk taking behaviors that can cause harm to self or others

Action Steps:

- Set time aside with no distractions
- Let them share as much or as little as they want
- Don't try to diagnose or second guess their feelings
- Keep questions open ended
- Talk about wellbeing
- Listen carefully to what they tell you
- Offer them help in seeking professional support
- Know your limits

Types of stress

Acute Stress

Immediate reaction to a new and challenging situation

Episodic Acute Stress

Frequent episodes of acute stress

Chronic Stress

High-stress levels for an extended period of time

78%

Of U.S. population regularly experiences physical symptoms caused by stress

73%

Of U.S. population regularly experiences psychological symptoms caused by stress

Top Causes Of Stress In The U.S.



Job Pressure



Money



Health



Relationships



Poor Nutrition



Media Overload



Sleep Deprivation

Healthy Ways to Manage Stress



Take deep breaths.

Inhale and exhale slowly throughout the day when you are feeling stressed.



Take a time out.

Practice yoga, listen to music, meditate, learn relaxation techniques. Stepping back from problems helps clear your head.



Talk to someone.

Tell friends and family you're feeling overwhelmed, and let them know how they can help you. Talk to a physician or therapist for professional help.



Focus on what you can control.

Determine which items are within your control and which are not within your control. Accept what cannot be changed and take action on what can be changed.



Take time for exercise.

Research shows that exercising can relieve stress, improve your mood and help you sleep better.

Symptoms of ADHD: Inattention vs. Hyperactivity- Impulsivity

Most common inattention symptoms

A person may have difficulty staying on tasks, sustaining focus, and these problems are not from defiance or lack of comprehension

Forgetfulness



Easily distracted



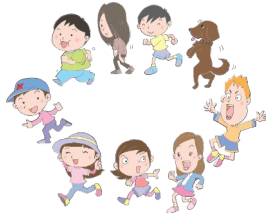
Disorganization



Most common hyperactivity-impulsivity symptoms

A person may seem to move about constantly and act without thinking

Difficulties sitting still



Excessive talking



Interrupting others



WHAT TO KNOW ABOUT ADHD:

- ADHD is more common in males than females
- Most children with ADHD receive a diagnosis during elementary school years
- Females with ADHD are more likely to primarily have attention symptoms
- People with ADHD often have other conditions, such as learning disabilities, anxiety disorder, conduct disorder, depression, and substance use disorder

Anxiety presents itself in many different ways...



Avoiding activities or events
(including school)



The desire to control people
and events

Crying and
difficulty
managing
emotions



Feeling agitated or
angry



Defiance and other
challenging behavior



Pain like
stomachaches
and headaches



Intolerance of
uncertainty



Difficulty getting to
sleep



Having high expectations for
self, including school, work, &
sports

Struggling to pay attention
and focus



Feeling worried about
situations or events



Over-planning for situations
and events

Feeling extremely
fatigued or tired



Having a lot of muscle
tensions (headaches or
neck tensions)

Every Day Anxiety

Worry about paying bills, landing a job, a romantic breakup, or other important life events

Embarrassment or self-consciousness in an uncomfortable or awkward social situation

A case of nerves or sweating before a big test, business presentation, stage performance, or other significant event

Realistic fear of a dangerous object, place, or situation

Anxiety, sadness, or difficulty sleeping immediately after a traumatic event

Anxiety Disorder

Constant and unsubstantiated worry that causes significant distress and interferes with daily life

Avoiding social situations for fear of being judged, embarrassed, or humiliated

Seemingly out-of-the-blue panic attacks and the preoccupation with the fear of having another one

Irrational fear or avoidance of an object, place, or situation that poses little or no threat of danger

Recurring nightmares, flashbacks, or emotional numbing related to a traumatic event that occurred several months or years before

Tips to Manage Anxiety



Accept that you cannot control everything.

Put your stress in perspective: is it really as bad as you think?



Take a time out.

Practice yoga, listen to music, meditate, learn relaxation techniques. Stepping back from problems helps clear your head.



Talk to someone.

Tell friends and family you're feeling overwhelmed, and let them know how they can help you. Talk to a physician or therapist for professional help.



Maintain a positive attitude.

Make an effort to replace negative thoughts with positive ones.



Exercise daily.

Exercise can help you feel good and maintain your health.

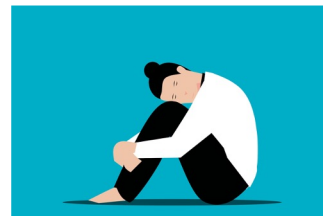
1N5 | Depression

Depression presents itself in many different ways...



Difficulty concentrating, remembering or making decisions

Loss of interest or pleasure in hobbies or activities



Difficulty sleeping or oversleeping



Changes in appetite or unplanned weight change



Aches or pains, headaches, cramps, or digestive problems



Feelings of hopelessness or pessimism

Feelings of irritability, frustration, or restlessness



Decreased energy, fatigue, or being "slowed down"



Feelings of guilt, worthlessness, or helplessness

Sadness

Sadness is a basic emotion. Experiencing sadness can be helpful in working through difficult experiences in life, such as rejection, a breakup, or disappointment

Feelings of sadness often come and go, and are temporary

Sadness is usually brought on by a specific causal event or trigger. You can pinpoint why you feel the way you do

With sadness you can still go about your day normally

You are still able to laugh, enjoy your favorite song, or the presence of a friend. Sadness fades with time

Depression

The following signs and symptoms most of the day or all day, for at least two weeks:

Persistent sad, anxious, or “empty” mood

Loss of interest or pleasure in hobbies and activities

Difficulty concentrating, remembering, or making decisions

Aches or pains, headaches, cramps, or digestive problems without a clear physical cause and/or that do not ease even with treatment

Thoughts of death or suicide, or suicide attempts

Tips to Manage Depression



Set realistic goals for yourself.

Make small goals you can achieve and attain.



Postpone important decisions.

Postpone big life changing decisions until you feel better. Discuss decisions with others who know you well and have a more objective view of your situation.



Spend time with family and friends.

Confide in trusted friends and family, surround yourself with a support group, and don't isolate yourself.



Talk to someone.

Tell friends and family you're feeling overwhelmed, and let them know how they can help you. Talk to a physician or therapist for professional help.



Stay active.

Staying active can help with many things, even going for a 10 minute walk can help boost your mood.



Mental Health in Children: Myth vs. Fact

Myth: Children don't experience mental health problems.

Fact: Even very young children may show early warning signs of mental health concerns. These mental health problems are often clinically diagnosable, and can be a product of the interaction of biological, psychological, and social factors.

Myth: A child can manage a mental disorder through willpower.

Fact: A disorder is not mild anxiety or a dip in mood. It is severe distress and dysfunction that can affect all areas of a child's life. Kids don't have the skills and life experience to manage conditions as overwhelming as depression, anxiety, or ADHD.

Myth: Children grow out of mental health problems.

Fact: Children are less likely to "grow out" of psychiatric disorders than they are to "grow into" more debilitating conditions. Most mental health problems left untreated in childhood become more difficult to treat in adulthood.

Myth: Sadness looks the same in children as it does in adults

Fact: Children don't have the verbal language or cognitive savvy to express the depths of sadness. Instead, body symptoms like aches and pains, fatigue, and slowness often presents along with tearfulness, unrealistic feelings of guilt, and isolation and irritability.

Myth: Good parents can always detect if their child is depressed.

Fact: Most children who have depression keep their thoughts and feelings masked. They often hide what they are feeling because they don't want to show sadness. It makes them uncomfortable, so they push it away. The only way for parents to understand chronic sadness and depression is to be aware of age-specific behaviors and symptoms. (Sources: [Mentalhealth.gov](https://www.mentalhealth.gov) & [NAMI](https://www.nami.org))

Facts and Statistics

According to the [Center for Disease Control](#) (2020), **suicide is the second most common death amongst people between the ages of 14 to 18 years** in the United States.

According to the Center for Disease Control (2020), among students age 14-18 in US during 2019:

- 18.8% seriously considered attempting suicide in the previous 12 months
- 15.7% made a plan about how they would attempt suicide in the previous 12 months
- 8.9% attempted suicide one or more times in the previous 12 months
- 2.5% made a suicide attempt that resulted in injury, poisoning, or overdose that required medical attention
- 90% of suicides are related to a brain disorder (Ted Talk, 2013)

Warning Signs of Suicide

- Threatening to hurt or kill him/herself, or talking of wanting to hurt or kill him/herself
- Looking for ways to kill him/herself by seeking access to firearms, available pills, or other means
- Talking or writing about death, dying or suicide when these actions are out of the ordinary for the person
- Expressing hopelessness
- Rage, uncontrolled anger, seeking revenge
- Acting reckless or engaging in risky activities, seemingly without thinking
- Feeling trapped – like there's no way out
- Increased alcohol or drug use
- Withdrawing from friends, family and society
- Anxiety, agitation, inability to sleep or sleeping all the time
- Dramatic mood changes
- Expressing no reason for living; no sense of purpose in life

To learn more check out this link [How to Recognize Warning Signs](#) (NASP, 2015)

Be aware of frequency and intensity of warning signs to assess if the situation is a crisis. If this is a crisis, contact your county's crisis hotline which can be found at <http://mindpeacecincinnati.com/suicide/>

What to Do When You Notice Warning Signs:

MILD SYMPTOMS

- Listen without judgement
- Give reassurance & information
- Encourage professional help
- Encourage self help
- Offer hope

SYMPTOMS INCREASE & SIGNS OF SELF-HARM

- Assess severity, call 911 if needed
- Contact Parent/Guardian to recommend next steps:
 - Consult Primary Care Provider
 - Ask the school about their mental health partner
 - Go to MindPeaceCincinnati.com for resources

SUICIDAL THOUGHTS & BEHAVIORS

- Call 911
- Notify Parents/Guardian Immediately
- Go to Emergency Room
- Cincinnati Children's Hospital Pediatric Intake Response Center (PIRC)
- Text 4 Hope to 741-741

National Resources

- [National Suicide Prevention Lifeline](https://www.suicidepreventionlifeline.org/): 988
- **Crisis Text line** – [Video Link](https://www.text4hope.org/) : Text 4Hope or Hello to 741-741
- Text STEVE to 741-741 to supporting people of color
- Veterans Crisis Line: 1-800-273-8255, Option 1
- Trevor Project- 1-866-488-7386 Supporting LGBTQ+ Youth
- Dial **988** to be connected to the National Suicide Prevention Lifeline

LOCAL EMERGENCY CRISIS NUMBERS

- Butler County Crisis Hotline
(844) 4CRISIS (1-844-427-4747)
A 24-hour crisis hotline and heroin hotline. Service also coordinated with the Butler County mobile crisis team.
- Clermont County Crisis Hotline
(513) 528-SAVE (7283)
This is a free and confidential hotline available 24/7. This is also the same number for the Mobile Crisis Team in Clermont County.
- Hamilton County – 281-CARE
Call 513-281-CARE (2273) or text TALBERT to 839863 for help
Emergency phone lines are staffed 24 hours a day, seven days a week, offering crisis intervention, information, and referral services.
- Northern Kentucky Crisis Hotline
(859) 331-3292 or (877) 331-3292
A 24/7 crisis hotline for residents of the 8 northern counties in Kentucky.
- Warren and Clinton Counties Hotline
(877) 695-NEED (6333)
A 24-hour crisis hotline servicing both Warren and Clinton Counties.
- PIRC
513-636-4124
The Psychiatric Intake Response Center (PIRC), located within Cincinnati Children's, is the admission and evaluation center for all psychiatric services.
- Butler County Mobile Crisis
844-427-4747
- Clermont County Mobile Crisis
513-528-7283
- Hamilton County Mobile Crisis
513-584-5098
- Lighthouse Crisis Center
513-961-4080
The Youth Crisis Center provides a safe haven for youth ages 10-17 who are physically or sexually abused, neglected, or for some other reason believe they can't safely be in their own homes.
- Drug and Poison
1-800-222-1222
The Cincinnati Drug and Poison Information Center (DPIC) at Cincinnati Children's Hospital Medical Center is a 24-hour emergency and information telephone service for anyone with concerns about poison or drugs.
- Children's Mobile Crisis
513-558-8888

Support Services:

- Companions on a Journey- Grief Support
513-870-9108
Offers support to anyone who has suffered the death of a loved one
- Fernside- Supporting Children and Families Through Grief
513-246-9140
Offers groups for children and teens ages 3-18, who are grieving the death of a family member or friend

Social Media

- Pain isn't always obvious. Most suicidal people show some signs that they are thinking about suicide. If you notice a warning sign, step in or speak up! Head [HERE](#) to read about warning signs of suicide. #mentalhealthmatters
- Have you noticed unusual behavior in someone you love? Starting a conversation can save lives! [Watch the #iAmIN5](#) stories to learn how others have received help. #suicideprevention #mentalhealthmatters
- Did you know that suicide is the second leading cause of death in people age 10-24 in the US? Start a conversation and save lives. #suicideawareness
- Check out this [link](#) for facts and statistics on suicide. #knowthenumbers #knowthesigns #suicideawareness
- There is always HOPE! Text 4Hope to 741-741 to talk with a crisis counselor. There is always someone ready to listen! Check out this [website](#) that explains how the crisis text line works.

Email

Have you talked to your child about brain health lately? Suicide is the second most common death among people age 10-24. See the attached resources for further information on [how to recognize warning signs](#) and what to do if you notice them in your child or a loved one.

Before Exams:

As finals approach, we would like to remind parents about the impact that stress can have on your child. Start a conversation with your child, and see the attached resources from Mental Health America on [ways to limit stress](#) and recognize the signs of suicidal thoughts and behaviors.

Before Break:

As we approach breaks from school, we would like to take time to remind parents about the importance of talking to your child about brain health. See the attached resources from Mental Health America on [ways to limit stress](#) and recognize the signs of suicidal thoughts and behaviors.



Postvention

A postvention is an intervention conducted after a suicide to help promote the mental health of the whole school community. Postventions work to avoid emphasizing or glamorizing suicide. It prevents students at risk from seeing suicide as a simple, inevitable solution. See this [publication](#) by Dr. Dan Nelson, Director of Child Psychiatry at Cincinnati Children's Hospital regarding the Suicide Contagion effect.

The SERA (Suicide, Education, Research and Advocacy) Collaboration is dedicated to providing resources to provide the best suicide prevention and postvention programs. Visit the MindPeace website for more information. <http://mindpeacecincinnati.com/suicide/>



According to Ohio’s Mental Health and Addiction Services, Trauma Informed Care (TIC) is an initiative intended to promote a greater sense of safety, security, and equality among students.

TIC is an approach that explicitly acknowledges the role trauma plays in students’ lives. TIC means the school understands the impact of trauma on the students they serve and adopts a culture that considers and addresses this impact.

Facts & Statistics

Individuals that experience 6 or more **ACEs (Adverse Childhood Experiences)** live 20 years less than their peers who experience no adverse childhood experiences.


ACEs (Adverse Childhood Experiences) before the age of 5 can lead to neurological changes. To learn more, checkout a few [short clips](#) of Melissa Adamchick, Executive Director of Tristate Trauma Network discuss ACEs and the impact on development.

More than 3 out of 4 children between the ages of 3-5 who had one or more ACEs have been expelled from preschool.

Children between the ages of 6 and 17 who have had two or more ACEs are two times more likely to be disengaged from school than are peers who have no ACEs.

ACEs (Adverse Childhood Experiences) are potentially traumatic events that can have negative, lasting effects on health and well-being of an individual. See this [Handout](#) from the CDC that shows the negative effects of ACEs on an individual.

A PERSON WITH 4 OR MORE
ADVERSE CHILDHOOD
EXPERIENCES IS*



2.2 TIMES AS LIKELY TO HAVE ISCHEMIC HEART DISEASE

2.4 TIMES AS LIKELY TO HAVE A STROKE

1.9 TIMES AS LIKELY TO HAVE CANCER

1.6 TIMES AS LIKELY TO HAVE DIABETES

• Vincent J. Felitti, et al., The Adverse Chidhood Experiences (ACE) study, 14 AMERICAN J. OF PREVENTATIVE MEDICINE 245 (1998).

Resources

Watch this short video that explains the best steps to take when working with a child who has experienced multiple ACEs. [Video](#)

- MindPeace [Flyer](#) on ACEs
- [1N5 video clips](#) of Melissa Adamchick, Executive Director of Tristate Trauma Network discussing ACEs
- The National Child Traumatic Stress Network [Essential Elements of a Trauma-Informed Systems](#)
- [Child Trauma Toolkit for Educators](#)
- [Psychological and Behavior Impact of Trauma: High School Students](#)
- See this [video](#) on why we need trauma-sensitive schools
- [Resilience: The Biology of Stress and the Science of Hope Trailer](#)
 - [About the film](#)
- [Creating a Culture of Compassion in Schools](#)-15 minute short documentary on Cherokee Point Elementary School's pioneering work as a Trauma Informed Community School
- [Tips for Strengthening Your Child's Resiliency](#)

Trauma Informed Care Communication Samples

Watch this [TedTalk](#) presented by Pediatrician Nadine Burke Harris on "How Childhood Trauma Affects Health Across a Lifetime."

Instead of asking students "what's wrong with you?" we need to ask them "what happened to you?" #traumainformed #buildingresilience

Did you know exposure to multiple Adverse Childhood Experiences (ACEs) are linked to earlier mortality rates? Check out [this video](#) that explains the various ACEs to stay educated. #ACEs #traumainformed

It's not her fault.

Instead of "What's wrong (with you)?"
ask "What happened to you?"

#TraumaInformed
#FightingACEs



His ACE score is 4.

Without intervention, he is twice as likely to develop heart disease or cancer as an adult.



#FightingACEs

Strengthening child RESILIENCE and creating an ACEs Aware Community so he can have a fighting chance.

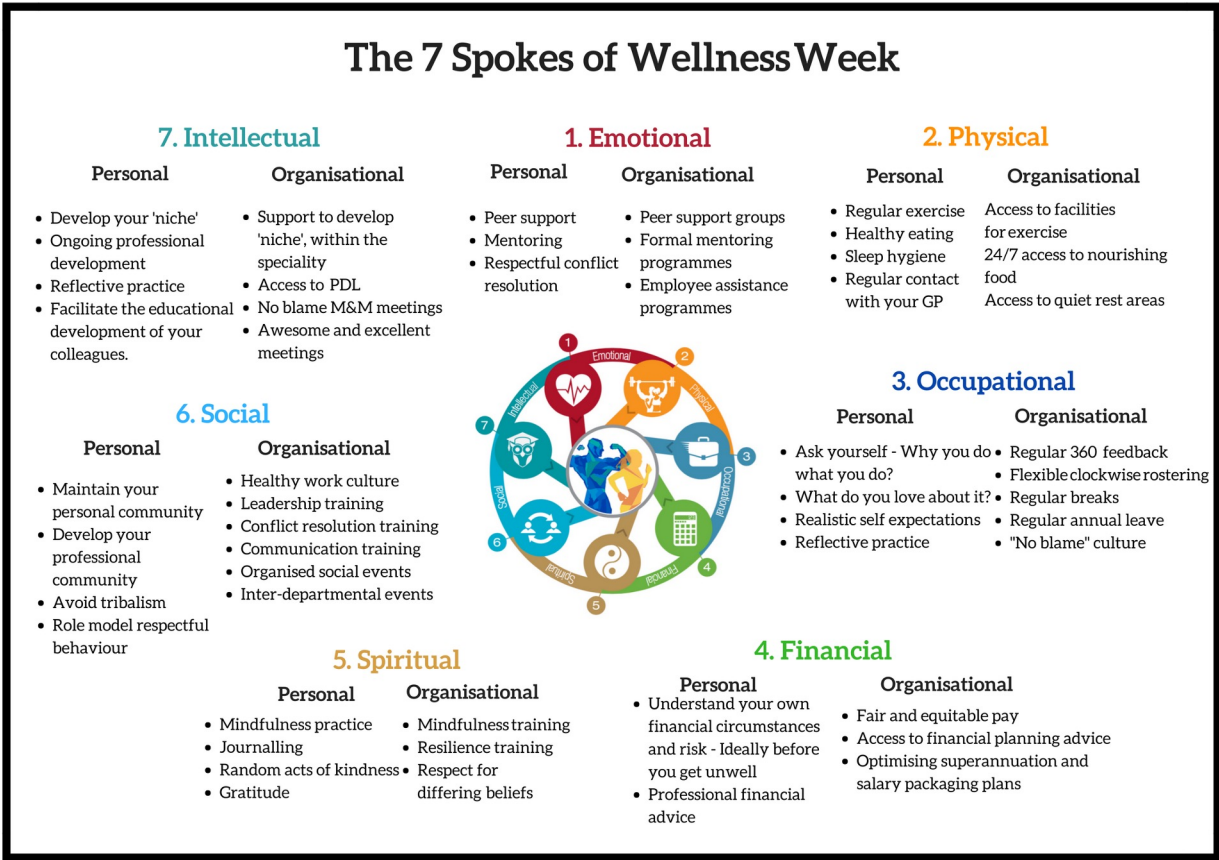
Wellness involves being in good physical and mental health. Mental health and physical health are linked, so problems in one area can impact the other.

Improving your physical health can also benefit your mental health, and vice versa. It is important to make healthy choices for both your physical and mental well-being. (SAMHSA, 2016).

Wellness Communication Samples:

Whole health involves taking care of both our minds and bodies! To be a top performer we must be operating on all cylinders. [Listen](#) to Psychologist Guy Winch discuss the importance of practicing emotional first aid in this 7 minute Ted Radio Hour segment.

Wellness includes more than just working out and healthy eating! We must take care of our minds as well. What have you done today to help balance your physical and mental health?



1N5 | Self Care

Life can be really exciting, but it can also be stressful. Practicing self-care can help you manage the ups and downs of life. Self-care refers to activities and practices that can help you reduce your stress and enhance your overall well-being.

How to Practice Self-Care



Do something you love: Carve out time for your passions and hobbies, whether that's hiking, crafting, dancing, reading for fun, etc. Hobbies can provide you an outlet for managing stress and can increase happiness levels.



Practice self-compassion: self-compassion is treating yourself like you would treat your best friend. Talk to yourself the way you would talk to someone you care about; replace self-critical thoughts with compassionate thoughts.



Practice mindfulness: Being in the present moment can help to reduce stress. Practice mindfulness by noticing your five senses; what do you see, hear, taste, feel, and smell right now?



Unplug from social media: Sometimes the best way to recharge is to take a break from technology. Research shows that excessive media usage can negatively impact well-being including sleep, attention, learning, and weight loss or gain.



Spend time in nature: research shows that spending time in nature can have remarkable benefits to human health.



Sleep: sleep is essential to overall health and is closely linked to academic success. Receiving an average of 8 hours of quality sleep per night is an important part of overall health and academic success.



Eating: the foods we eat are directly linked with emotional, physical, and cognitive health. Eating a balanced diet gives your brain and your body the vitamins and minerals needed to stay well.



Hanging out with family and friends: Research shows that spending time with loved ones is the number one determinant of happiness. Take time to connect with a friend or family member.



Practice Gratitude: start by writing down 3 things you're grateful for everyday. Remembering to find things, experiences and people in your life that you're grateful can have powerful effects on your mood.

Self-Care involves attending to your own care, in order to be effective in helping others. Self-care includes practicing activities and routines to benefit one's psychological, physical, and spiritual well-being. Self-care is often described as using the airline's emergency landing information. We must first put the mask on ourselves in order to properly assist those around us! We must ask ourselves, students, faculty and parents, how do YOU take care of yourself?

Facts & Statistics

- By providing self-care strategies to teachers, research shows they will be less burned out and more able to teach and create flourishing classroom settings (HEARDalliance, 2017).
- Self-care is required for personal wellness (HEARDalliance, 2017).
- Maintaining an attitude of self-compassion is necessary for self-care (Heardalliance, 2017).

Resources

- Self-care for teachers <http://www.mindfulteachers.org/p/self-care-resources.html>
- Learn more about the [8 dimensions of wellness](#)
- 1N5's [Recharge + Reconnect](#) interactive presentation.
- [Sample self-care plan](#): Here is a simple exercise to do during a staff meeting or professional development. Teachers could reference this [article](#) for ideas on self-care.
- [Introduction to Mindfulness](#) video
- Sources of Strength [Self-Care Checklist](#)

My Self-Care Maintenance Plan Worksheet

Consider what you do now for self-care and list those activities within each dimension of self-care on this worksheet (or you can add new dimensions at the end that represent other aspects of your life). Identify new strategies that you will begin to incorporate as part of your ongoing self-care maintenance plan — pay particular attention to domains that you have not been addressing in the past.

On the last page identify barriers that might interfere with ongoing self-care, how you will address them, and any negative coping strategies you would like to target for change.

<div>MIND</div> <div>Current practice:</div> <div>New practice:</div>	<div>BODY</div> <div>Current practice:</div> <div>New practice:</div>
<div>EMOTIONS</div> <div>Current practice:</div> <div>New practice:</div>	<div>SPIRIT</div> <div>Current practice:</div> <div>New practice:</div>

My Self-Care Maintenance Plan Worksheet

(cont.)

Barriers to maintaining my self-care strategies:	How I will address these barriers and remind myself to practice self-care:
Negative coping strategies I would like to use less or not at all:	What I will do instead:

My Self-Care Maintenance Plan Worksheet

(cont.)

<div>WORK</div> <div>Current practice:</div> <div>New practice:</div>	<div>RELATIONSHIPS</div> <div>Current practice:</div> <div>New practice:</div>
<div>OTHER:</div> <div>Current practice:</div> <div>New practice:</div>	<div>OTHER:</div> <div>Current practice:</div> <div>New practice:</div>

Self-Care Communication Samples

Social Media

- Do you ever forget to take care of yourself? Use these tips to practice self-care to enhance your well-being! #selfcare [Self-Care for Teachers](#)
- Prioritize self-care and think about YOU. Think about ways that you can practice self-care today! Head to 1N5's website to learn more self-care practices
- Did you know that practicing self-care has long-term health benefits and helps reduce stress? Think about ways that you can take time for yourself! #selfcare #prioritizeYOU

Email

To staff:

Did you know that practicing self-care can help teachers manage high-stress environments and create better flourishing classroom settings? Take time to think about you, and consider developing your own [self-care plan here](#).

Self-care for educators has never been more important. In [this video](#), Licensed Clinical Counselor, Machen Champion, introduces, discusses, and practices various self-care strategies.

Wellness is a holistic approach to health that includes our physical, mental, emotional, spiritual, and social wellbeing. Put the "practice" into practicing wellness with this [Educator Survival Toolkit](#).

To parents:

Did you know that practicing self-care is required for personal wellness and achievement? Talk to your children about taking time for themselves (see handout on the next page).

Have you thought about yourself lately? As parents, you often focus all of your attention on the health of your child, rather than worrying about your own health. We are reminding all parents on the importance of taking time for yourself! See the [self-care handout](#) for resources on some easy ways to take time out of your day for yourself.

Mindfulness involves acceptance, meaning that we pay attention to our thoughts and feelings without judgment or belief that there is a correct or incorrect way to think or feel. According to research, mindfulness, when practiced in classrooms, reduces behavior problems and aggression among students and improves their happiness levels and ability to pay attention.

70%

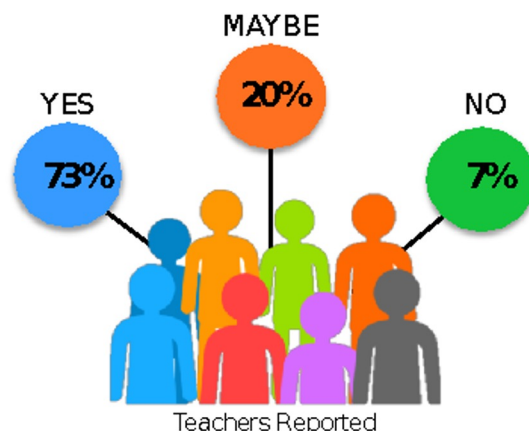
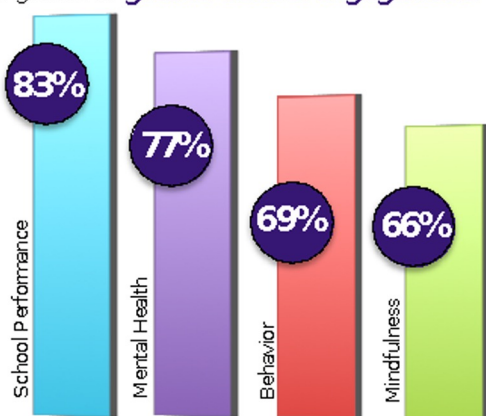
of teachers support mindfulness education

of teachers feel the lack of funding and time are barriers

53%

SIGNIFICANT IMPROVEMENTS

Improvements were seen related to mindfulness programming. **83%** of schools reported **higher GPA's** and grades or **greater school engagement**.



DO YOU THINK A MINDFULNESS PROGRAM WOULD BE USEFUL TO YOUR STUDENTS?

APPS

- *Headspace*: Subscription with 10 day trial
- *Mindfulness for Children*: \$4.99, (Child-focused)
- *Buddify*: \$4.99, (Mindfulness & Meditation)
- *Calm*: Free, (Easy-to-Use Interface)
- *Smiling Mind*: Free, (Designed by Age Group)
- *Mindful Life Project*: Free, (Various Options)

WEBSITES

- MindfulTeachers.org
- GoNoodle.com
- The Mindful Awareness Research Center: marc.ucla.edu
- ChopraCenterMeditation.com
- Jon Kabat-Zinn YouTube Videos

BOOKS

- Jon Kabat-Zinn: *Wherever You Go There You Are, Full Catastrophe Living, Arriving at Your Own Door, Guided Mindful Meditation Audiobook Series*
- Pema Chödrön: *Don't Bite the Hook: Finding Freedom from Anger, Resentment and Other Destructive Emotions*
- Dan Siegel: *The Mindful Brain*
- Patricia Jennings, Dan Siegel: *Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom*
- Daniel Rechtschaffen: *The Way of Mindful Education: Cultivating Well-Being in Teachers and Students*

PROGRAMS

- Mind Up: mindup.org
- The Mindful Education: mindfuleducation.com
- Inner Explorer: innerexplorer.org

Mindfulness is defined by Greater Good Science Center (2010) as maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment. Mindfulness involves acceptance. Pay attention to your thoughts and feelings.

Facts & Statistics

- According to one study published by the *Journal of Neuroscience*, four days of mindfulness meditation cut pain perception in half (JNeurosci, 2011)
- Practicing mindfulness meditation can physically change your brain, contributing to increased grey matter in an area of the brain important for learning and memory, according to one study done at Harvard Medical School (Psyn-journal, 2011)
- Mindfulness has shown to increase creativity and problem solving (NCBI, 2011)
- Research shows that teaching mindfulness in the classroom reduces behavior problems and aggression among students, and improves their happiness levels and ability to pay attention. (HEARDalliance, 2017).
- Teachers trained in mindfulness also show lower blood pressure, less negative emotion and symptoms of depression, and greater compassion and empathy (HEARDalliance, 2017).

Resources

- MindPeace Calming Spaces provide a supportive therapeutic environment which assists students in their self-calming efforts.
- [See how](#) Deer Park has implemented the "Recharge Room"
 - For more information on MindPeace's Calming Space, click [here](#)
- [Ted Radio Hour](#) speakers challenges assumptions about emotions, disquiet and the essence of well-being.
- [1N5 Mindfulness Resources](#)
- See this article from CNN - [Calming the Teenage Mind in the Classroom.](#)
- See 1N5's [Mindfulness Toolkit here](#)



MINDFULNESS COMMUNICATION SAMPLES:

Social Media

- Researchers say the average attention span for students is 10-15 minutes. Did you know you can practice mindfulness by letting go of the need to control your thoughts and emotions? Find out more about [strengthening your ability to focus with mindfulness](#)! #bemindful
- Practicing mindfulness meditation can increase brain matter in the learning and memory area of your brain. Learn how you can practice mindfulness to improve your well-being today! [Mindfulness Resources](#) #positiveminds
- Have you taken time for yourself lately? Researchers say that practicing mindfulness can increase happiness levels and help with learning and memory. Keep a #positivemind and check out these resources on how to be mindful! [Mindfulness Resources](#)
- 83% of schools reported HIGHER GPAs and grades when a mindfulness program was implemented. [Check out](#) 1N5's mindfulness resources here.
- 70% of teachers support mindfulness education, but 53% of teachers feel the lack of funding and time are barriers. 1N5 has put together resources to help! Check out our mindfulness videos [here](#) or our mindfulness toolkit [here](#).
- Research shows that teaching mindfulness in the classroom reduces behavior problems and aggression among students, as well as, improves their happiness levels and ability to pay attention. (HEARDalliance, 2017). Check out these [Mindfulness Resources](#) today!
- Listen [here](#) to why sleep and self-care are so important from Dr. Sorter, Medical Director of Child and Adolescent Psychiatry at CCHMC and Nancy Eigel-Miller, Executive Director and Founder of 1N5.
- Listen [here](#) to licensed counselor Machen Champion talk about the connection between sleep & mental health.

Email

Research shows that teaching mindfulness in the classroom reduces behavior problems and aggression among students, as well as improves their happiness levels and ability to pay attention. Use 1N5's 2-4 minute mindfulness [videos](#) to set the tone for your classroom!

Researchers say the average attention span for students is 10-15 minutes. Has your child been struggling to pay attention in class? Talk to your child about the importance of mindfulness, and see the attached resources on ways to practice mindfulness and strengthen your ability to focus. [Mindfulness Resources](#)

Did you know practicing mindfulness can help increase creativity and problem solving, reduce behavior problems, and contribute to less negative emotions? Practicing mindfulness can be as simple as taking some time for yourself, participating in yoga or meditation, or being present in the moment. Start a conversation today with your child about how to practice mindfulness, and see the attached link for more [resources](#).

Have you noticed that your child is struggling to focus in class? We want to remind parents to make sure that their children are taking time for themselves and practicing mindfulness. Research has shown that practicing mindfulness can increase ability to focus, creativity, and overall happiness. See the attached resources on ways to [practice mindfulness](#)!

Facts & Statistics

- According to the American Academy of Pediatrics (2014), 59% of middle school students, and 87% of high school students are sleeping less than is recommended.
- Adolescents require more sleep than adults (UCLA Health, 2017).
- Over half of insomnia cases are related to anxiety, depression, or other psychological stress (NAMI, 2017).
- Early school hours prevent many students and young teachers from getting the recommended amount of sleep each night (Start School Later, 2017)

Resources

- Startschoollater.net
- [Facts on Sleep Health](#) from MindPeace
- Check out Jeff Iliff's, a neuroscientist, Ted Talk "[One more reason to get a good night's sleep.](#)"
- 1N5's [video](#) on the importance of sleep and self-care
- 1N5's [video](#) on sleep and the teenage brain

Tips For Getting Better Sleep

1. Get yourself on a schedule.
Go to bed and wake up at the same time everyday, even on weekends. Having a sleep schedule will make it easier to fall asleep and to get enough sleep every night.

2. Don't lie in bed awake.
If you cannot fall asleep, don't stay in bed awake for more than 20 minutes. Get up and do a relaxing activity like reading or listening to music. Staying in bed can cause anxiety around falling asleep which can make it even more difficult to fall asleep.

3. Create a sleep environment.
Creating a space for yourself meant for only sleep can help you sleep better. Make sure your sleep space is dark, comfortable, and free of distractions. Try not to do any work or other activities in bed.

4. Keep electronics out of the bed.
Having your cell phone, tablet, computer, and any other personal device near you is distracting and may keep you from getting a good night's sleep. Use an alarm clock instead of your cell phone and keep your devices out of your bed.

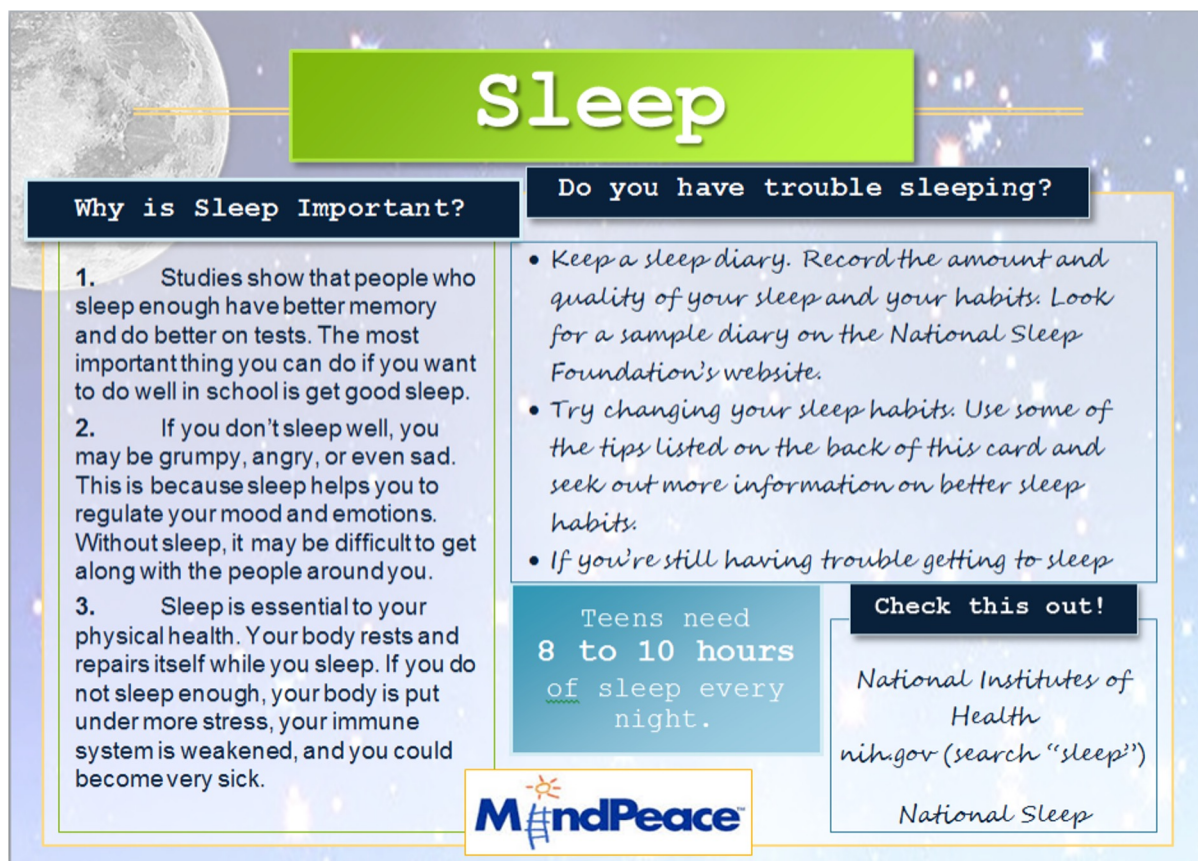
Top 3 Sleep Myths

Myth 1: You can make up lost sleep by sleeping extra on the weekends.
Missed sleep builds up and makes you more and more tired, but you can never make up lost sleep.

Myth 2: Naps are a waste of time.
While naps won't make up for a good night's sleep, they can help you feel rested after not getting enough sleep at night.

Myth 3: As you get older, you need less sleep.
All young people ages 10 to 19 years need between 9 and 10 hours of sleep each night. Anyone older than 19 years needs 8 to 9 hours of sleep.

www.mindpeacecincinnati.com



Sleep

Why is Sleep Important?

1. Studies show that people who sleep enough have better memory and do better on tests. The most important thing you can do if you want to do well in school is get good sleep.
2. If you don't sleep well, you may be grumpy, angry, or even sad. This is because sleep helps you to regulate your mood and emotions. Without sleep, it may be difficult to get along with the people around you.
3. Sleep is essential to your physical health. Your body rests and repairs itself while you sleep. If you do not sleep enough, your body is put under more stress, your immune system is weakened, and you could become very sick.

Do you have trouble sleeping?

- Keep a sleep diary. Record the amount and quality of your sleep and your habits. Look for a sample diary on the National Sleep Foundation's website.
- Try changing your sleep habits. Use some of the tips listed on the back of this card and seek out more information on better sleep habits.
- If you're still having trouble getting to sleep

Teens need
8 to 10 hours
of sleep every
night.

Check this out!

National Institutes of
Health
nih.gov (search "sleep")
National Sleep

MindPeace

These are MindPeace resources to utilize on Sleep Health. Contact MindPeace to request copies.

prioritizing
good
sleep
is good
self love.

"Sleep is the
best
meditation."

~ Dalai Lama

Social Media

- Good sleep is good health! Have you gotten enough sleep lately? See these tips on how to improve your sleeping habits! #sleephealth [Good Sleep](#)
- Don't compromise your health with poor sleeping habits. Visit [MindPeace](#) to learn more!
- Starting your bedtime rituals an hour before you want to go to bed can help your body anticipate sleeping at an earlier time! #sleephealth
- Feeling tired? Short naps during the day can give you a boost to get through the afternoon!

Email

Are you getting enough sleep? According to the CDC, sleeping less than 7 hours per night is linked to increase risk of poor mental health. Research shows, 59% of middle school students, and 87% of high school students are sleeping less than is recommended. Talk to your kids about the importance of healthy sleep habits, and see the resources attached for some helpful tips!

Is your child struggling to stay awake during school? Talk to your child about the importance of sleep health, and visit [MindPeace](#) for more information on the importance of getting enough sleep, as well as tips on how to make sure you're getting enough sleep!

Before Exams:

As exams are approaching, we want to remind our students about the importance of good sleep health. Research shows that many students are not receiving the proper amount of sleep. See the attached resources for some helpful tips on how to improve your sleep habits!

GREAT DAYS START WITH GOOD SLEEP

QUALITY SLEEP 101

1. Set a Sleep Schedule
2. No Tech in the Bedroom
3. Relax Before Bedtime
4. Control the Room Temp

Distractions That Can Keep You Awake

- Distractive Noises
- A Busy Mind
- Snoring Relatives
- *Try White Noise!

40 Million Americans Have Difficulty Falling Asleep, Staying Asleep, or Wake Earlier Than They Would Like.

SLEEP FOR A GREAT DAY

- Boosts Brain Activity
- Increases Energy
- Stronger Immune System
- Better Mood
- Higher Productivity

74% of Americans Say A **QUIET Bedroom** Is Important to a **Good Night's Sleep**

<http://healthysleep.mind.harvard.edu/healthy/getting/treatment/an-overview-of-sleep-disorders> national sleep foundation
<http://sleepfoundation.org/>
<http://www.cdc.gov>

PROS:

- Social Media can be used as an effective way to communicate quickly to large numbers of people
- Schools can also utilize social media to disseminate information and promote suicide prevention efforts
- Social media can also help people feel socially included
- Social media reduces communication barriers

CONS:

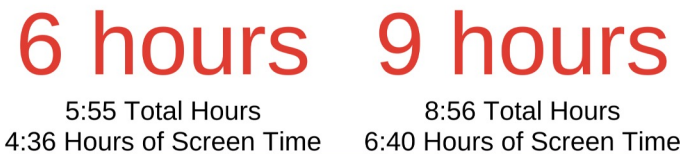
- According to the American Academy of Pediatrics (AAP), excessive media usage can negatively impact many aspects of adolescents' well-being, including sleep, attention, learning, and weight loss or gain.
- Social media can lead to addiction, isolation, and decreased productivity (Social Media Today, 2012)
- Social media can lead to more insecurities and feelings of pressure with adolescents

Facts & Statistics

- 8 to 18 year olds spend more than 50 hours a week on social media (HEARDalliance, 2017)
- Approximately 7 out of every 10 teenagers do not have rules on how much time they can spend on social media per day (HEARDalliance, 2017)
- Teenagers with rules on media use spend approximately 3 hours less per day on internet platforms when compared to those with no rules (HEARDalliance, 2017)
- 90% of teens ages 13-17 have used social media. Seventy five percent report having at least one active social media profile, and 51% report visiting a social media site at least daily. (American Academy of Child & Adolescent Psychiatry)

Average Daily Media Use

Excluding time spent using media for school or for homework



Multitasking: The New Normal

Many teens use media while studying, and most think it has no effect on the quality of their work.

While Doing Homework, Teens...

- 50% use social media
- 51% watch TV
- 60% text
- 76% listen to music

Talking Points for Parents about Social Media

- Talk about internet safety and how to act appropriately on social media websites
- Speak openly and regularly with your child about the use of internet and other media sources
- Be mindful of the popular social media sources such as Facebook, Instagram, YouTube, Snapchat, etc. that your child uses
- Discuss with kids of every age what “good judgment” means and the consequences of poor judgment (AAP)
- Remember to make a point of discouraging kids from gossiping, spreading rumors, bullying or damaging someone’s reputation using texting or other tools (AAP)
- To keep kids safe, have your kids and teens show you where the privacy features are for every social media venue they are using (AAP)

Resources

- **Facebook:** Free social media site that allows users to create profiles, upload photos and videos, send messages, and keep in touch with family, friends, and colleagues
- **Twitter:** Free social networking site that allows users to broadcast short posts called “tweets”
- **Instagram:** Free online photo-sharing and video application and social network platform
- **Snapchat:** Free mobile application that allows users to send and receive “self-destructing” photos and videos
- **Tumblr:** Free microblogging site designed for creative self-expression that allows users to post multimedia content
- **Tinder / Bumble / Hinge:** Tinder is a free location-based mobile dating application. Bumble is a free location-based mobile dating application. Bumble’s key difference from Tinder is that girls are the individuals that initiate the match. Hinge is a free mobile dating application which only connects people who have mutual Facebook friends. These location-based dating services allow individuals to find out where you are and other information about an individual.
- **Yubo:** Formerly Yellow, is a dating app for teenagers similar to Tinder. See Steve Smith’s review of [Yellow/Yubu](#).



How to Report on Facebook:

If you've encountered a direct threat of suicide on Facebook, please contact law enforcement or a suicide hotline immediately.

To report the suicidal content, follow these steps or complete [this form](#):

- Click on the three dots in the upper right hand side of the post
- Click "Give feedback on this post"
- Select "Suicide or Self-injury"

How to Report on Twitter:

If you've encountered a direct threat of suicide on Twitter, please contact law enforcement or a suicide hotline immediately.

To report a possible threat of suicide or any other form of self-harm complete [this form](#).

How to Report on Instagram:

If you've encountered a direct threat of suicide on Instagram, please contact law enforcement or a suicide hotline immediately.

- Click the three dots in the upper right hand corner of the post
- Click Report
- Select "It's inappropriate"
- Select "Self-injury"

****Students often turn immediately to social media following a death, so it is important to promote safe messages, emphasizing suicide prevention, supporting mental health care, and minimizing the risk of suicide contagion.**



Social Media

- Approximately 7 out of 10 teenagers do not have rules on how much time they can spend on social media per day. Do you monitor your child's social media usage? Check out this [article](#) to learn strategies to manage your child's screen time.
- How much time have you spent on social media today? Limiting your time is important for improving sleep, attention, and overall well-being! #wellness
- [Check out this article](#) "6 Things to Monitor on your Teen's Instagram" and have a discussion with your child today. Limiting screen time is important for improving sleep, attention, and overall well-being!

Email

- Did you know that on average, kids ages 8-18 years old spend over 50 hours a week on social media? Excessive social media usage can negatively affect your child's well-being and attention-span. Talk to your child about limiting the amount of time they spend on social media.
- Have you talked to your child lately about how much time they're spending on social media? Limiting their time can help improve their attention span, learning, sleep health, and overall well-being. Read [Teens and Social Media Use: What's the Impact](#) to learn the risks of too much social media usage.
- Do you monitor your child's social media profiles? About three-quarters of teens have a social media profile. This [article](#) shares tips on talking with your children about social media.
- On iPhones, you can see how much time teens are spending on their phones. Check out [this article](#) to learn how to check your child's screen time.
- A study published in *JAMA Pediatrics* found that parental monitoring of a child's media use can have protective benefits on their academic, social, and physical outcome. Taking the time to strategize on how to set limits is worth your time (and the resistance you will get) as a parent. Check out this [article](#) to learn strategies to manage your child's screen time.
- Do you manage your child's phone usage? Check out this [site](#) to see software recommendations for monitoring who your child is communicating with and sites they are visiting.



Facts & Statistics

- “As well as its impact on short and long term mental health, the evidence indicates that food plays an important contributing role in the development, management and prevention of specific mental health problems such as depression, schizophrenia, attention deficit hyperactivity disorder, and Alzheimer’s disease” (Mental Health Foundation, [link](#)).
- “Nearly two thirds of those who do not report daily mental health problems eat fresh fruit or fruit juice every day, compared with less than half of those who do report daily mental health problems” (Mental Health Foundation).
- 95% of serotonin is produced in your gastrointestinal tract (GI tract) which is lined with over 100 million neurons that help guide your mood and emotion (Selhub, 2015).
- Making healthier choices can promote good brain health which can boost memory and brain function.
- Having a healthy diet can improve cognitive function, memory and alertness.

Nutrition Tips

- Your diet should contain high amounts of vegetables, fruits, unprocessed grains, fish/seafood, with modest amounts of lean meats and dairy.
- Consuming unprocessed foods can be used as a natural probiotic (good bacteria).
- Those who consume more probiotics have an overall decrease in anxiety and stress and improved mental outlook.

Resources

- For more information on nutrition visit: [MyPlate.gov](https://www.myplate.gov)





United States Department of Agriculture

10 tips Nutrition Education Series



MyPlate MyWins

Based on the
Dietary
Guidelines
for Americans

Choose MyPlate

Use MyPlate to build your healthy eating style and maintain it for a lifetime. Choose foods and beverages from each MyPlate food group. Make sure your choices are limited in sodium, saturated fat, and added sugars. Start with small changes to make healthier choices you can enjoy.

1 Find your healthy eating style
Creating a healthy style means regularly eating a variety of foods to get the nutrients and calories you need. MyPlate's tips help you create your own healthy eating solutions—"MyWins."

2 Make half your plate fruits and vegetables
Eating colorful fruits and vegetables is important because they provide vitamins and minerals and most are low in calories.

3 Focus on whole fruits
Choose whole fruits—fresh, frozen, dried, or canned in 100% juice. Enjoy fruit with meals, as snacks, or as a dessert.



4 Vary your veggies
Try adding fresh, frozen, or canned vegetables to salads, sides, and main dishes. Choose a variety of colorful vegetables prepared in healthful ways: steamed, sautéed, roasted, or raw.



5 Make half your grains whole grains
Look for whole grains listed first or second on the ingredients list—try oatmeal, popcorn, whole-grain bread, and brown rice. Limit grain-based desserts and snacks, such as cakes, cookies, and pastries.



6 Move to low-fat or fat-free milk or yogurt
Choose low-fat or fat-free milk, yogurt, and soy beverages (soymilk) to cut back on saturated fat. Replace sour cream, cream, and regular cheese with low-fat yogurt, milk, and cheese.



7 Vary your protein routine
Mix up your protein foods to include seafood, beans and peas, unsalted nuts and seeds, soy products, eggs, and lean meats and poultry. Try main dishes made with beans or seafood like tuna salad or bean chili.



8 Drink and eat beverages and food with less sodium, saturated fat, and added sugars
Use the Nutrition Facts label and ingredients list to limit items high in sodium, saturated fat, and added sugars. Choose vegetable oils instead of butter, and oil-based sauces and dips instead of ones with butter, cream, or cheese.



9 Drink water instead of sugary drinks
Water is calorie-free. Non-diet soda, energy or sports drinks, and other sugar-sweetened drinks contain a lot of calories from added sugars and have few nutrients.

10 Everything you eat and drink matters
The right mix of foods can help you be healthier now and into the future. Turn small changes into your "MyPlate, MyWins."

Center for Nutrition Policy and Promotion
USDA is an equal opportunity provider, employer, and lender.

Go to ChooseMyPlate.gov
for more information.

DG TipSheet No. 1
June 2011
Revised October 2016

Social Media

- Did you eat breakfast today? Eating breakfast can increase alertness and help you stay focused during the school day! Visit KidsHealth.org to help you plan a week of healthy breakfasts. #braingains
- Rushing around in between your daily activities? Snacking on nutritious food such as a banana or walnuts can keep your energy high and mind more alert during class! Go to [Healthier Generation](http://HealthierGeneration) to see if your snack is a smart snack!

Email

- Is your child having a difficult time making healthy decisions? Get them involved and interested in healthy eating behaviors by grocery shopping and meal planning together! This can help participation in healthy choices for the whole family.
- Did you know that serving sizes depend on your age, gender, physical activity and overall health? Use this [link](#) to determine what you and your child's fruit and vegetable servings should be daily.

Eat Healthy. Be Healthy. Save.

117 Million US adults have chronic diseases	Billions spent in medical cost of diet related chronic disorders.	8 in 10 Americans think advice about what to eat is conflicting
The US has 59 on the Healthy Eating Index Score This shows that Americans do not align their eating choices with the Dietary Guidelines.	Each step closer to eating a diet that aligns with the Dietary Guidelines reduces risk of Heart Disease, Type 2 Diabetes, and Cancer	If we invest \$10/person each year toward improving nutrition, increasing physical activity and preventing tobacco use, the US could save \$16 billion



- 3 reasons why the Dietary Guidelines matter.
- It is a **Practical Tool** to use to stay healthy
 - It is a **Data-Driven** guideline to follow
 - The Dietary Guidelines apply to **All Ages**

Facts & Statistics

- “Regular physical activity reduces the risk of depression and has positive benefits for mental health including reduced anxiety, and enhanced mood and self-esteem” (Department of Health, 2005).
- According to Connecticut Children’s Hospital, “Healthy, physically active kids also are more likely to be academically motivated, alert, and successful. And physical competence builds self-esteem at every age.”
- The nationally recommended amount of physical activity a day is 60 minutes or more. This should include either moderate or intense aerobic physical activity (National Institute of Diabetes and Digestive and Kidney Disease).
 - Aerobic exercise: any type of physical activity that increases heart rate and makes you breathe harder
 - Examples of aerobic physical activity include: biking, jogging, dancing, swimming, kickboxing, jumping rope, etc.
- Only 21.6% of 6 to 19-year-old children and adolescents in the United States attained 60 or more minutes of moderate-to-vigorous physical activity at least 5 days per week (CDC).

Resources

- Download fitness apps such as “MyFitnessPal,” “Runkeeper,” “Nike Training Plus” or use the “Health” app on your phone to:
 - Track food/calorie intake
 - Track steps
 - Set personal physical activity goals
 - Get support and motivation
 - Chart progress
- Use this link to gain a better understanding of how physical activity benefits your health: [Health Advice](#)



Social Media

- The recommended amount of physical activity a day is 60 minutes. Start planning how you are going to reach your movement goal today! #GetMoving
- Only 21.6% of children aged 6-19 are participating in physical activity at least 5 days a week. Physical activity can relieve stress, improve mood and sleep patterns. How are you going to get active today?

Email

- Did you know that 78.4% of children aged 6-19 do NOT participate in physical activity at least 5 days a week? Is your child a part of this percentage? If so check out this link, [AHA](#), to find easy ways to get them active daily!
- Is your child having issues like poor sleeping habits, mood issues, anxiety or stress? Physical activity can benefit the overall mental health of any individual. Talk to your child today about how they can become active!

THE MORE THEY BURN THE BETTER THEY LEARN

**YOUR CHILD**

**AMOUNT OF ACTIVITY**

**VARIOUS ACTIVITIES**

**GOOD GRADES**

Getting Fit Without the Gym!

Experts suggest at least 60 minutes a day of physical activity.
Working out is tied to these awesome benefits:
Healthy Weight - Greater Happiness - Stronger Muscles - Lower Body Fat - Stronger Bones
Choose one or combine these activities to reach your daily workout goals

Dance
Break a sweat to your favorite songs



Walk
10,000 steps a day help with weight loss



Jump Rope
Work your upper and lower body at the same time.



Hike
Enjoy the outdoors and lower stress



Strength Training
Get stronger using your own body weight



Online Fitness Videos
Workout classes at your fingertips





Bike
Even a leisurely ride can burn calories



Fitness Gaming
Play to get in shape



60 Minutes of Gym-Free Fitness!

Facts & Statistics

- Teens spend almost 9 hours a day using online media on their phones and other electronic devices (Tsukayama, 2015).
- 54% of U.S. teens say they spend too much time on their cellphones, and two-thirds of parents express concern over their teen's screen time (Jiang, 2018).
- Evidence from a variety of cross-sectional, longitudinal and empirical studies implicate smartphone and social media use in the increase in mental distress, self-injurious behaviour and suicidality among youth; there is a dose-response relationship, and the effects appear to be greatest among girls (Abi-Jaoude, Naylor, & Pignatiello, 2020).
- 39% of parents use parental controls to monitor their teens' cell phone and web activity but only 16% use parental controls to restrict teens' cell phone use (Anderson, 2016).

Apps & Features

Screen Time for iPhone and iPad: New feature of iOS 12 update for Apple device users. Screen Time can be enabled in the Settings menu, where users will be presented with their screen time usage for the entire day. Users can look at their most viewed apps and websites and how long they spent on them over the last 7 days. Users can set daily allotments for specific apps and websites, and there is an option to create a 4-digit passcode to extend or dismiss the limit (perfect for parents).

ESET Parental Control: Free mobile application for Android devices to guard children's access to content based on their age. App Guard shows parents suitable apps based on the Google Play content rating and gives them the ability to block inappropriate apps from being downloaded. Set maximum daily usage for parent-specified apps or prevent access to certain categories of apps (e.g. games, social) during school or bedtime. ESET supports wearable devices and has an in-app messaging service where children can request access to certain apps/websites and parents can send messages to children that must be read before the child can continue what they were doing on the phone (premium upgrade, annual fee of \$29.99).

Kaspersky Safe Kids: Free mobile application for Apple and Android devices that can block children's access to apps and adult content, block suspicious search results in browsers, personalize a list of sites and apps to block or allow, set device screen limits, allow access to blocked websites or apps if children request in-app, and easily manage rules or check a summary report of activity. Premium upgrade (annual fee of \$14.99) has additional features like call/text monitoring, alerts for calls/texts to specific numbers, public Facebook activity monitoring, and GPS tracking.



Apps & Features

Kidslox: Free mobile application for Apple and Android devices that allows parents to block apps, in-app purchases, and installation of new apps unapproved by parents. Parents can also block access to inappropriate websites. Kidslox premium upgrade is \$3.99/month on the Apple Store and Google Play.

Mobicip Parental Controls: Mobile application for Apple and Android that can connect to multiple devices (cellphones, tablets, laptops, desktops) and set daily screen time limits or recurring weekly screen time schedules, block websites and inappropriate content, restrict social media apps or games, locate connected family members, and filter video content on popular streaming services. Mobicip is cloud-based so it works with both Wi-Fi and data. Payment is based on the number of connected devices: \$39.99 for 5 devices to \$159.99 for 20 devices.

OurPact Parental Control and Kid Tracker: Free mobile application for iPhone and Android devices that allows parents to control and schedule children's screen time, block certain apps/websites, block access to texting, and locate children using "Find My Family" and "Geofences" features.

- "Geofences" are areas parents can set around a determined location (like school or home). OurPact will notify the parent when the child leaves these locations

Qustodio Parental Control: Free mobile application that can protect one child's device by setting screen time limits, monitoring web and search activity and block adult content. Parents will receive automatic daily activity reports and can access an online web-based dashboard and parents' app where they can view children's activity and set rules. Additional features with paid premium account include connecting to any device, tracking and blocking calls, monitoring SMS messages, and setting limits for games and apps (\$49.95/year-\$87.95/year)

SaferKid: Mobile application for Apple and Android products that allows parents to see text message and web browsing history, limit screen time, and block adult content. SaferKid rates apps and content based on children's ages and analyzes the level of risk the app has for sexting, adult content, bullying, or meeting strangers. As children get older, parents can grant additional privacy privileges. One subscription covers all the devices in a family (\$99.99/6-month subscription).



Apps & Features

ScreenLimit – Parental Control: Free mobile application that can remotely block, unblock, or grant unlimited access to individual devices, synchronize a timer across all devices, set a time limit or schedule for school, homework, bedtime, etc., grant unlimited access to helpful apps (educational apps, reading apps) even when a schedule or time limit is set, use “Plans” feature to turn screen time into rewards. Additional features with premium subscription; yearly auto-renewing subscription \$38.18, one-time lifetime subscription \$95.35

UnGlue: Paid mobile application for parental control and monitoring (\$8.33/month for a yearly subscription, \$11.99/month for month-to-month). Unglue allows parents to view family usage reports, turn off internet on devices, set internet access schedules, set time limits for entertainment apps or add extra entertainment time for good behavior, and block adult content. UnGlue has a step-tracker that rewards kids for physical activity with extra usage time and kids can monitor their own time with the UnGlue Kids app. UnGlue works across desktops, laptops, smartphones, gaming consoles, and any other device at home. It also discovers new devices as friends and guests join the home network.

External Devices

BOB – Screen Time Manager: External monitoring device that plugs into an electrical outlet and a device (television, video game console, computer monitor, etc.) to limit screen time. Each person in a family has access to the device via their own PIN (up to 6 child accounts and 1 parent/master account) and everyone has their own allotment of use time for the device. Schedules can be set as daily or weekly allotments, or on a weekly schedule in blocks of time. Once a user has used their allotment, the device will shut off. BOB – Screen Time Manager is \$89.99 on Amazon.com.

Circle with Disney: External monitoring device that pairs with home Wi-Fi network and lets parents manage every device on the network. Set daily online time limits for each family member on any app, platform, or category. Filter online content on an individual basis, create an online bedtime for each family member and their devices, and pause the internet to disable access to a specific device, a specific individual's devices, or the entire home. Parents can set rewards for chores or good behavior with additional online screen time, extended bedtime, or by having a period of off-time. Circle with Disney is \$95.00 on Amazon.com. Additional \$10/month Circle Go subscription extends features to other Wi-Fi networks and cellular connections.





Evidence-Based Program Guide

Build Your Own Culture-Centric Mental Health Program for Your School

	Prevention	Intervention
Elementary School	<ul style="list-style-type: none"> • Sources of Strength • GoNoodle • SEL programming • MindUp • Project Wisdom • Olweus Program 	
Middle School	<ul style="list-style-type: none"> • Sources of Strength • SEL programming • MindUp • Second Step • Project Wisdom • Education about stress reduction, sleep, nutrition, mindfulness 	<ul style="list-style-type: none"> • Signs of Suicide • Start with Hello
High School	<ul style="list-style-type: none"> • Adapt for Life • State of Mind Speaker Series • Sources of Strength • SEL programming • More Than Sad • Education about stress reduction, sleep, nutrition, mindfulness • Classroom Mental Health 	<ul style="list-style-type: none"> • Signs of Suicide • Break Free from Depression
Parents	<ul style="list-style-type: none"> • Education through general communication including facts about symptoms, resources, brain health, social media, wellbeing • State of Mind Speaker Series 	<ul style="list-style-type: none"> • QPR Suicide Gatekeeper Training • More Than Sad
School Faculty/Staff	<ul style="list-style-type: none"> • SEL programs • Educator Survival Toolkit • Kognito 	<ul style="list-style-type: none"> • QPR Suicide Gatekeeper Training • Jason Foundation professional development series

Postvention: All levels should follow the [SERA guidelines](#).

1N5 conducted research on evidence-based mental health programs which was funded by *Interact for Health*. All recommended programs are evidence based.



Evidence-Based Program Guide

Build Your Own Culture-Centric Mental Health Program for Your School

In 2016, 1N5 conducted research on evidence-based mental health programs which was funded by *Interact for Health*. All programs recommended are evidenced based programs.

We focus on **Positive Behavioral Intervention Services (PBIS)**, **Social Emotional Learning (SEL)** work and **evidence-based mental health education programs**.

Tier 3

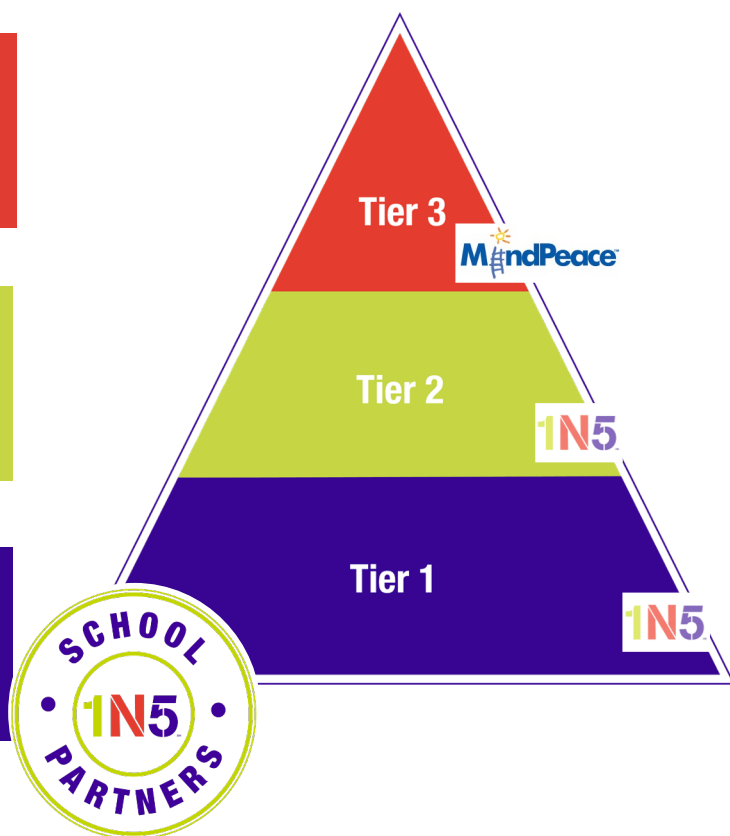
- Specialized for **high risk students**

Tier 2

- Specialized for **at risk students**
- Reaches **10-25%** of the students

Tier 1

- **Capacity-building**
- Reaches **all students**



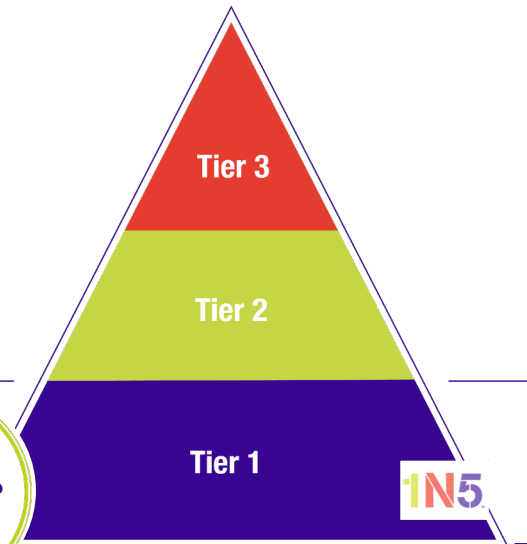


Evidence-Based Program Guide

Build Your Own Culture-Centric Mental Health Program for Your School

Tier 1

- **Capacity-building**
- **Reaches all students**



Elementary School

- GoNoodle
- MindUp
- SEL Programming
- Project Wisdom
- Olweus Program
- Sources of Strength
- Speaker Series
- QPR
- Education through general communication including facts about symptoms, resources, brain health, social media & wellbeing

Middle School

- MindUp
- Second Step
- SEL Programming
- Sources of Strength
- Signs of Suicide Screening
- Speaker Series
- QPR
- Mindful Meditation
- Education about stress reduction, sleep, nutrition & mindfulness, symptoms, resources, brain health & wellbeing

High School

- SEL Programming
- Sources of Strength
- Signs of Suicide Screening
- QPR
- Speaker Series
- Kognito
- More than Sad
- Education about stress reduction, sleep, nutrition & mindfulness, symptoms, resources, brain health & wellbeing

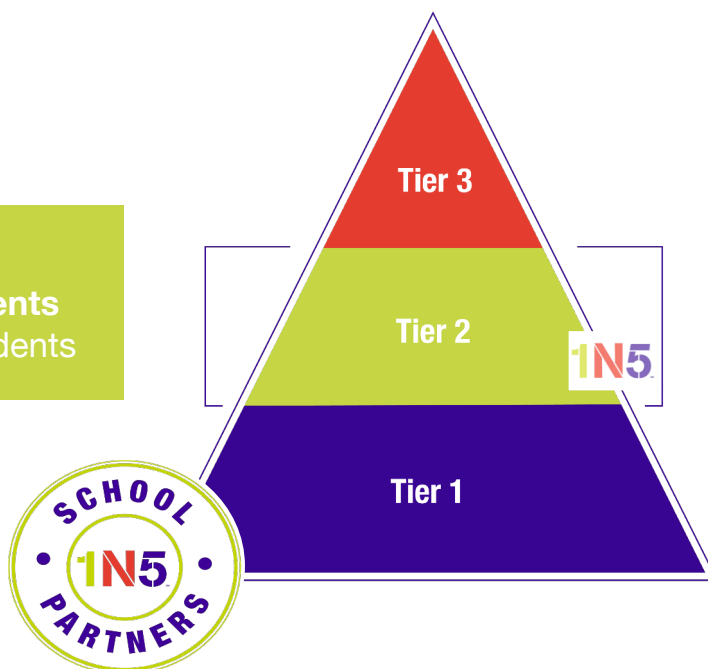


Evidence-Based Program Guide

Build Your Own Culture-Centric Mental Health Program for Your School

Tier 2

- Specialized for **at risk students**
- Reaches **10-25%** of the students



Middle School

- Signs of Suicide
- Start with Hello
- QPR
- Peer to Peer Groups
- Support Groups

High School

- Ending the Silence
- Peer to Peer Groups
- Signs of Suicide
- QPR
- Support Groups



Evidence-Based Program Guide

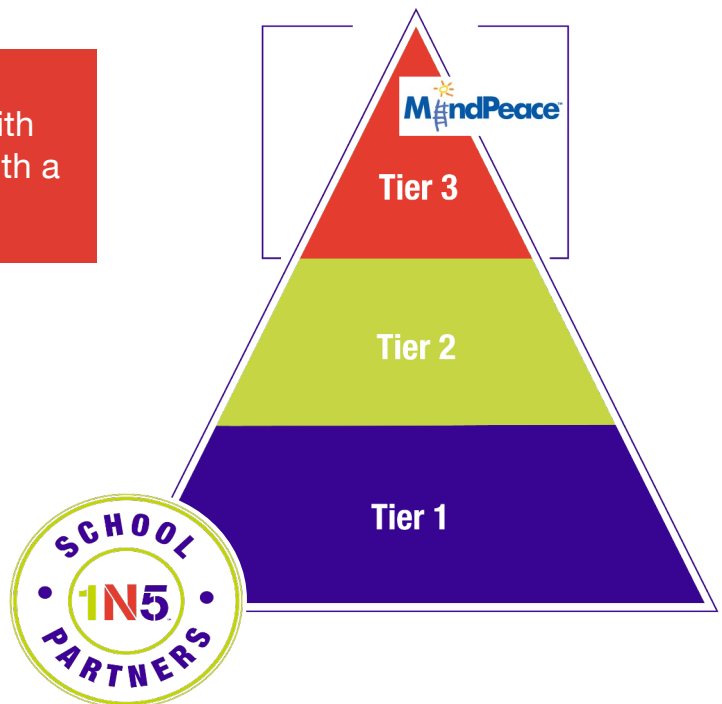
Build Your Own Culture-Centric Mental Health Program for Your School

MindPeace's mission is to ensure that there is a seamless system of mental health care for children and adolescents that meets specific characteristics of quality, provides a continuum of care, has system connections, and is affordable.

MindPeace works with Greater Cincinnati schools to help manage their mental health partner, from ensuring enough providers are in the school to managing the billing process, MindPeace will ensure your students that need service are able to receive it.

Tier 3

- 1N5 & MindPeace will work with you to create a relationship with a mental health partner



Based on the expert opinions of mental health professionals, the following programs have proved success rates. 1N5 can help bring these programs to your institution to help STOP the STIGMA and START the CONVERSATION toward mental health and suicide prevention.

MINDUP

Audience: Elementary, Middle School Students

Combines information on neuroscience with mindful awareness, positive psychology and social-emotional learning. This research-based curriculum features 15 lessons that use the latest information about the brain to dramatically improve behavior and learning for all students. Each lesson offers easy strategies for helping students focus their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life. The lessons fit easily into any schedule and require minimal preparation.

Classroom management tips and content-area activities help you extend the benefits of Mindup throughout your day, week, and year. Available in a series of Scholastic workbooks for grades K-2, 3-5, 6-8 each \$18.74.

www.teacher.scholastic.com/products/mindup

CLASSROOM MENTAL HEALTH

Audience: Teachers and School Professionals

Classroom Mental Health provides a toolkit for teachers and other school professionals to help them improve communication, promote wellness, and reduce stigma regarding mental health. The website was developed by experts at the University of Michigan Depression Center in partnership with teachers. The goal of the website is to provide High school administrators and personnel with access to strategies which can be utilized with students to help support wellness and mental health. The website provides referral resources and classroom strategies to promote positive mental health and positive coping skills for students. Free. www.classroommentalhealth.org

GO NOODLE

Audience: Elementary, Middle School Students

Serves teachers, and families, in addition to students, with hundreds of videos that activate kids' bodies and brain. The purpose of these activities is to make movement and mindfulness an integral part of the day both at school and at home. The program is free initially, but additional information and access requires payment. www.gonoodle.com



JASON FOUNDATION

Audience: Faculty/Staff

A series of online Staff Development Training Modules provide information on the awareness and prevention of youth suicide. These training modules are suitable for teachers, coaches, other school personnel, youth workers, first responders, foster parents and any adult who works with or interacts with young people or wants to learn more about youth suicide. This series of programs introduces the scope and magnitude of the problem of youth suicide, the signs of concern, risk factors, how to recognize young people who may be struggling, and how to approach the student and help an at-risk youth find resources for assistance. Free.

jasonfoundation.com/get-involved/educator-youth-worker-coach/professional-development-series/

KOGNITO

Audience: PK – 12 Faculty

A suite of products to educate PK-12 educators about mental health and suicide prevention which supports improved student wellness and school safety. Kognito role-play simulations enable organizations to rapidly build the capacity of educators and students to lead real life conversations that change lives.

<https://www.kognitocampus.com/> to access the training. Enrollment key is *ospf2021staff*
For questions call 614-429-1528 or email austin.lucas@ohiospf.org

QPR

Audience: Faculty, Staff and Parents

An emergency mental health intervention modeled after CPR education: early recognition and early intervention yields successful outcomes. QPR seeks to educate the general public about warning signs of suicide crisis and how to respond appropriately. Lasting approximately two hours, training is conducted either in person or online and includes: techniques to help someone who is suicidal, how to help prevent suicide, common causes of suicidal behavior, warning signs, and resources to help someone in crisis. QPR is the most widespread gatekeeper training in the nation.

[QPR trainings through 1N5](#)



MORE THAN SAD

Audience: High School Students and Parents

This program created by the American Foundation for Suicide Prevention is available in three downloadable versions: student, parent and teacher. It teaches how to recognize the signs of depression in themselves and others, challenges the stigma surrounding depression, and demystifies the treatment process. Free.

<https://afsp.org/more-than-sad> or American Foundation for Suicide Prevention Cincinnati: Heather Conroy, 513-582-6143, cincinnati@afsp.org QPR

BREAK FREE FROM DEPRESSION

Audience: High School Students

Developed with Boston Children's Hospital Department of Psychiatry, this a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. The goals are to increase adolescents' awareness about depression, teach them how to recognize it in themselves and in their friends, and give them strategies for finding help. This curriculum is now available online for free.

<https://www.childrenshospital.org/centers-and-services/programs/a--e/boston-childrens-hospital-neighborhood-partnerships-program/tap-online/break-free-from-depression-program>



START WITH HELLO

Audience: Students, Grades 2 - 12

Developed by the Sandy Hook Project, Start with Hello teaches students the skills they need to reach out to and include those who may be dealing with chronic social isolation and create a culture of inclusion and connectedness within their school. Start with Hello is a no-cost, easy-to-implement, and life-saving program that can be delivered in classes, assemblies or via student ambassadors. Training takes 50 minutes or less with a wide range of post-training activities and events to ensure sustainability and integration into the school culture. SHP will train educators and/or students or you can download a digital kit with presentation and resource guides.

<https://www.sandyhookpromise.org/our-programs/start-with-hello/>

ADAPT FOR LIFE

Audience: Middle School, High School Students

Cincinnati Children's Hospital Medical Center created this program to provide in-school mental health education. This is the most comprehensive and broadly used program in the community. The program is a weeklong education for middle and high school students on the signs and symptoms of mental health issues and available resources for not only themselves but others as well. CCHMC works with other private entities to cover costs and make the program free of charge to schools. For more information please contact Stacey Hoffman at stacey.hoffman@cchmc.org or [513-802-8630](tel:513-802-8630).

<https://www.adaptforlife.org>

SERA

Audience: Admin, Faculty/Staff

The SERA (Suicide, Education, Research and Advocacy) Collaborative is dedicated to engaging, organizing, and working with the community to increase knowledge, resources, and support structures so all have access to the best suicide postvention programs. Created by Cincinnati Children's Hospital Medical Center in collaboration with a number of local agencies and school districts, the entity serves as an outreach organization after a student death by suicide. They have a team of professionally trained individuals to provide guidance and counseling to both students and staff. SERA's efforts are focused on providing programming to help support survivors and prevent suicide contagion by identifying and promoting evidence-based suicide postvention programs; Developing resource infrastructures to respond to postvention needs; engaging community leaders to raise awareness of these important issues. <https://mindpeacecincinnati.com/suicide/>
To Join SERA please contact MindPeace at 513-803-0844



SIGNS OF SUICIDE

Audience: Middle School, High School Students

Signs of Suicide (SOS) is a universal, school-based depression awareness and suicide prevention program designed for middle school and high-school students. The goals are to (1) decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression; (2) encourage personal help-seeking and/or help-seeking on behalf of a friend; (3) reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment; (4) engage parents and school staff as partners in prevention through gatekeeper education; (5) encourage schools to develop community-based partnerships to support student mental health.

Both the middle and high school programs provide age-appropriate, educational videos for school staff to play for students. The middle school video, *Time to ACT*, and the high school video, *Friends for Life*, inform students how to ACT® (Acknowledge, Care and Tell), demonstrate the right and wrong ways to help, and show a student talking with a school counselor. The program includes an optional student screening that assesses for depression and suicide risk and identifies students to refer for professional help as indicated. The program also includes a video, *Training Trusted Adults*, to engage staff, parents, and/or community members in the program's objectives and prevention efforts. The program kit is available for \$665. www.mentalhealthscreening.org



SOURCES OF STRENGTH - SECONDARY PROGRAM

Audience: Middle School, High School Students

Sources of Strength strives to provide the highest-quality, evidence-based prevention for suicide, violence, bullying, and substance abuse by training, supporting, and empowering both peer leaders and caring adults to impact the world through the power of connection, hope, help and strength. The driving vision behind the program is to give voice and elevate the various strengths people have to offer and affect communities positively. There must be two to five adult advisors, who mentor a peer leader team. These advisors can hold a variety of roles including: teachers, counselors, spiritual leaders, community adults, etc. Advisors lead peer teams, often between 10-50 students in size. The initial peer leader training is provided by a certified Sources of Strength trainer in a three to four hour, highly interactive training process. It is mandatory that the local adult advisors participate in the peer leader training.

The cost is usually around \$5,000/school for first year implementation, but is currently provided at no cost to schools in Ohio and Kentucky (estimated funding through June 2023). <https://www.sourcesofstrengthohio.org/>

SOURCES OF STRENGTH - ELEMENTARY PROGRAM

Audience: K-6th Grade

For grades K-6, the elementary model is an evidence-informed universal curriculum that incorporates the protective factor framework for preventing bullying, substance abuse, violence and suicide. With a focus on upstream prevention, elementary children develop their strength to build resiliency, help seeking behaviors, and connectivity. Led by a classroom teacher or school mental health professional, the standardized lessons are designed to be 30 minutes in length and can be used across the grade levels. Each unit of the curriculum aligns with the core social-emotional learning standards used by many schools across Ohio, making Sources of Strength easy to integrate with existing practices.

The cost for curriculum is currently covered by the state of Ohio (estimated funding through June 2023). <https://www.sourcesofstrengthohio.org/>



**SOURCES
OF STRENGTH**

SEL Programming

Audience: Elementary, Middle School, High School Students

SEL, social and emotional learning, is defined as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

<https://casel.org/fundamentals-of-sel/>

Olweus Program

Audience: Elementary, Middle School, High School Students

A comprehensive approach that includes schoolwide, classroom, individual, and community components. The program is focused on long term change that creates a safe and positive school climate. It is designed and elevated for use in elementary, middle, junior high, and high schools (K-12) The program's goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The program has been found to reduce bullying among students, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. The Olweus Program has been implemented in more than a dozen countries around the world and in thousands of schools in the United States.

<https://olweus.sites.clemson.edu/>

Mindful

Audience: Elementary, Middle School, High School Students, Teachers/Faculty, Parents/Caretakers

Mindful is a guide to meditation, which includes a variety of styles of meditation, information about the benefits of each practice, and free guided audio practices that help you learn how to meditate and incorporate meditation into your daily life. When we meditate, we inject far-reaching and long-lasting benefits into our lives: We lower our stress levels, we get to know our pain, we connect better, we improve our focus, and we're kinder to ourselves.

<https://www.mindful.org/how-to-meditate/>

Speaker Series

Audience: High School Students, Teachers/Faculty, Parents/Caretakers

Rates of mental illness in our country are at an all-time high and are expected to increase with COVID-19 and subsequent cultural and life changes. In a survey by the mental health charity, Young Minds, which included 2,111 youth, 83% said the pandemic had made their mental health conditions worse. As Mental Health America states: "For the general public, the mental health effects of COVID-19 are as important to address as the physical health effects. And for the one in five who already have mental health conditions – or the one in two who are at risk of developing them – we need to take personal, professional, and policy measures now to address them."

The State of Mind Speakers Series consists of video presentations intended to promote mental health and wellness. The series is designed to provide education and support for youth, caregivers, and educators. The State of Mind Speaker Series is a collaboration between two local nonprofits, 1N5 and MindPeace.

Second Step

Audience: Elementary, Middle School, High School Students

Children need social emotional skills to thrive both in the classroom and in life. Social emotional learning (SEL) curricula teach techniques to gain confidence, set goals, make better decisions, collaborate with others in work and play, and navigate the world more effectively. Committee for children's research-based Second Step programs give teachers an easy-to-implement, engaging way to teach social-emotional skills and concepts. Second Step programs are designed to help children thrive and be more successful in school ultimately setting them up to be thoughtful and productive adults.

<https://www.secondstep.org/social-emotional-learning>

Ending the Silence

Audience: Middle and High School Students, Faculty/Staff

NAMI Ending the Silence is an engaging presentation that helps audience members learn about the warning signs of mental health conditions and what steps to take if you or a loved one is showing symptoms of a mental health condition. Ending the Silence presentations include two leaders: one who shares an informative presentation and a young adult with a mental health condition who shares their journey of recovery. Audience members can ask questions and gain understanding of an often-misunderstood topic. Through dialogue we can help grow the moment to end the stigma.

<https://www.nami.org/Support-Education/Mental-Health-Education/NAMI-Ending-the-Silence>

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