

Youth in Crisis: Supporting Youth Through School-Based Mental Health Programs

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Disclaimer

- This webinar was developed [in part] under contract number HHSS283201200021I/HHS28342003T from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services (HHS). The views, policies and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.

Friendly Request

**WHILE WAITING FOR OTHERS TO COME IN,
HERE ARE A FEW REQUESTS FROM US.**

- Please remember to mute your microphone.
- In the chat, please let us know your name and where you are joining us from.
- Please feel free to type your questions in the chat box and we will allow time at the end for Q&A.



Learning Objectives

WHAT WE HOPE YOU WILL GAIN FROM THIS RESENTATION

To provide strategies for working collaboratively with school and community partners to provide a systemic approach to mitigate the effects of adverse childhood experiences on student learning and growth.

To increase awareness of how to effectively implement trauma-informed practices through a school-based mental health program.





Statistics Pre-Pandemic

36

- According to the Surgeon General, 36% of high school students stated that they had experienced persistent sadness and hopelessness before the pandemic.

57

- In the decade prior to the pandemic, there was a 57% increase in the rate of suicide.

11

- From the onset of symptoms, it will take a child 11 years until they are able to access treatment and care.

Statistics Now

*Suicide was the second leading cause of death among individuals between the ages of 10-14 years old.
(NAMI, 2023)*



50%

Of mental illnesses in youth will surface around age 14 and each year, 1 in 6 youth (ages 6-17) will experience a mental disorder.

(NAMI, 2023)

42%

Of high school students reported having feelings of persistent sadness and hopelessness

(CDC, 2023)

6%

Of youth reported a substance use disorder in the past year, while 10.2% will be diagnosed with SUD in their lifetime

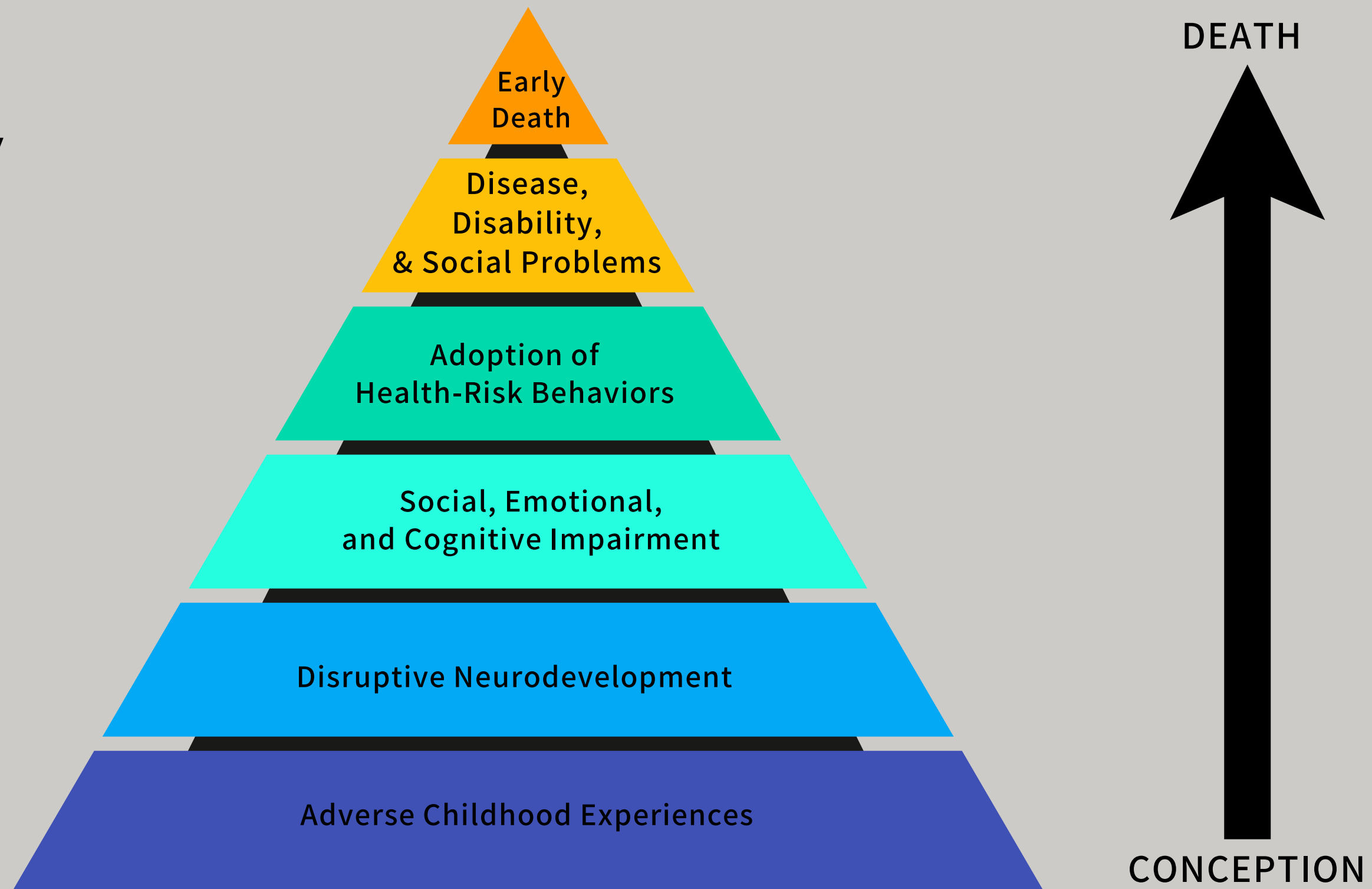
(Reinert et al., 2022)

60%

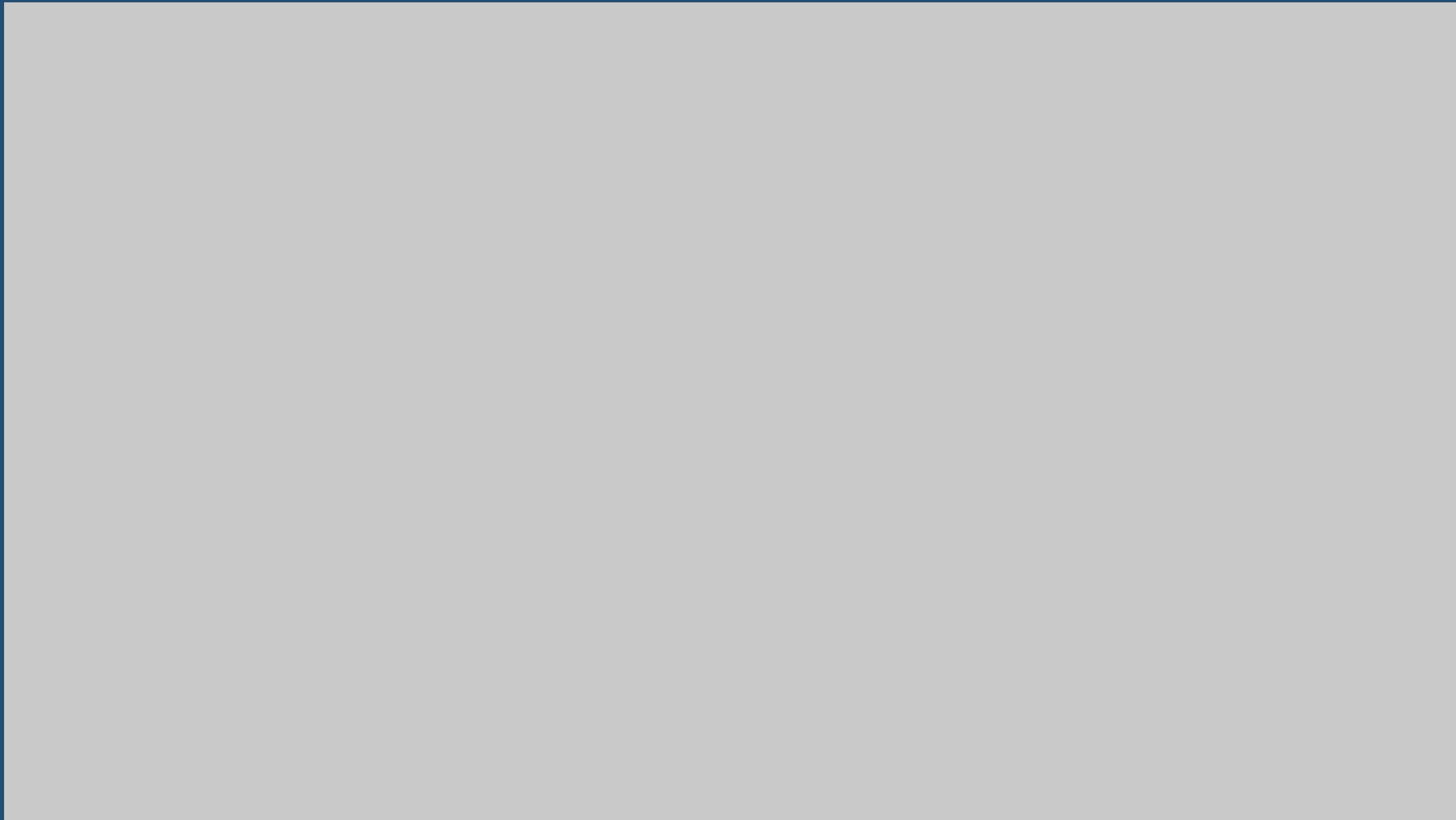
Of youth with major depression will not receive any mental health treatment or care

(Reinert et al., 2022)

ACE Study



Adapted from <https://www.cdc.gov/violenceprevention/aces/about.html>



Daniel Siegel Hand Model

Retrieved from: <https://youtu.be/qFTljLo1bK8>



change

Types of Trauma Youths May Experience

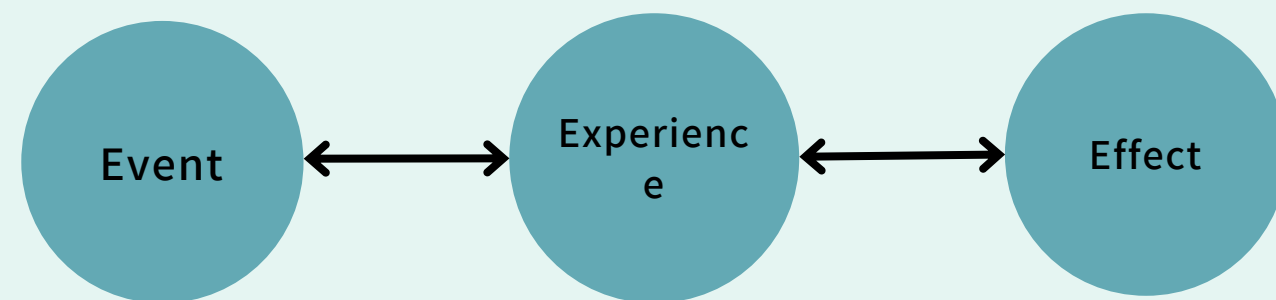
- School Violence (Bullying, Gun Violence, Fighting)
- Family / Community Violence
- Physical, Sexual, Emotional Abuse / Assault
- Neglect and Abandonment
- Suicide / Homicide
- Loss / Grief / Death
- Medical Trauma / Serious Accident
- Immigration Issues
- Terrorism / War
- Human Trafficking / Kidnapping
- Natural Disasters

(SAMHSA, 2023)

How Trauma Develops

ACCORDING TO SAMHSA (2014)

“Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and physical, social, emotional, or spiritual well-being”



ACCORDING TO THE NATIONAL CHILD TRAUMATIC STRESS NETWORK (NCTSN, N.D.)

SOME POPULATIONS OF CHILDREN AND FAMILIES ARE AT EXTREME RISK FOR EXPERIENCING TRAUMA AND VICTIMIZATION AT AN ALARMINGLY HIGH RATE. THESE POPULATIONS MAY EXPERIENCE MULTIPLE LEVELS OF STRESS AND ADVERSITIES AT THE SAME TIME. EFFECTIVE TREATMENT AND ACCESS TO SERVICES CAN BE CHALLENGING.



1. Trauma and Substance Use
2. Economic Stress
3. Military and Veteran Families
4. Youths Who Experience Homelessness
5. LGBTQ Youths
6. Intellectual and Developmental Disabilities

TRAUMA CONSIDERATIONS

RISK FACTORS

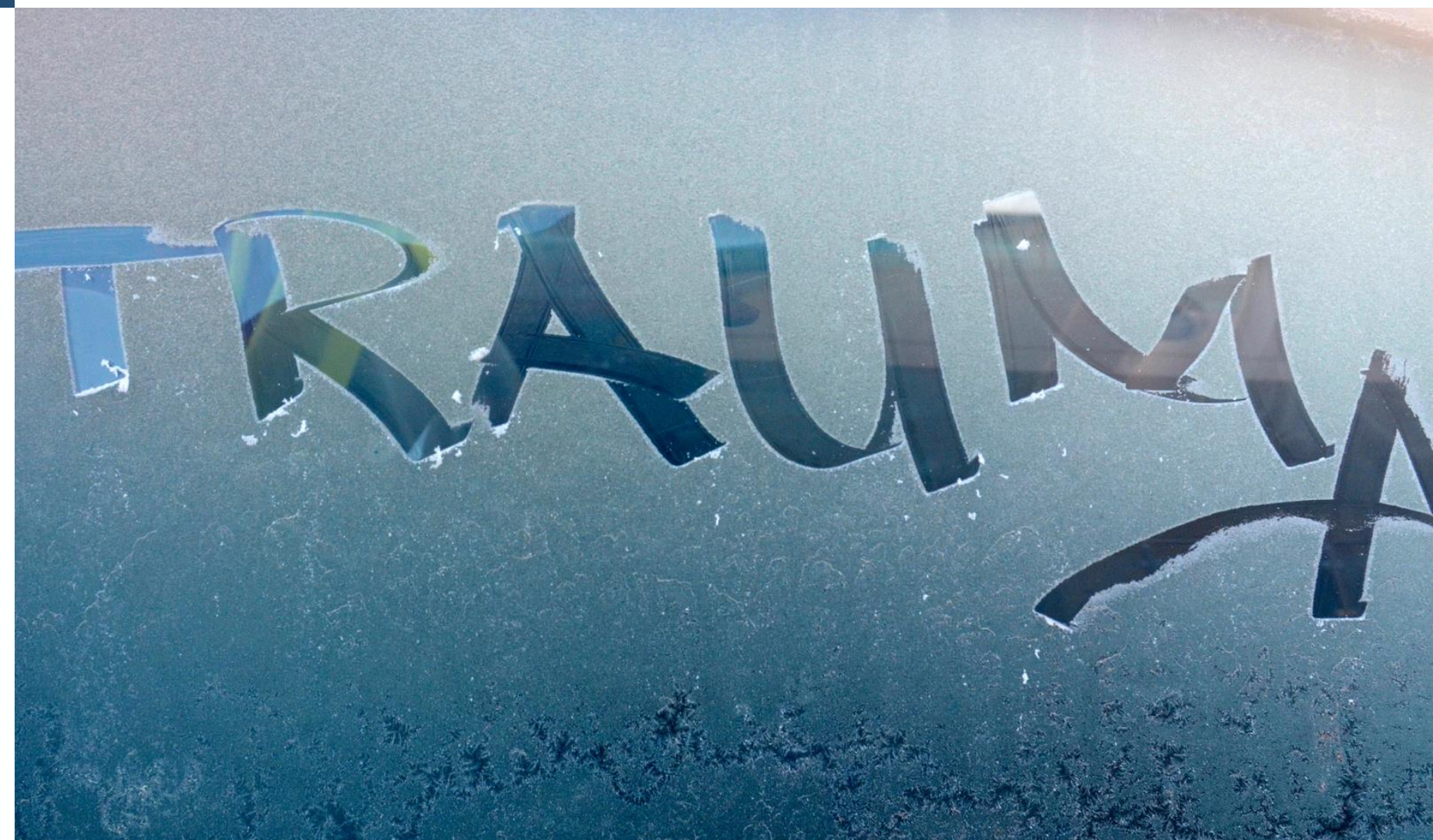
- Distance from the traumatic event
- Previous exposure to traumatic events
- Mental health issues or disabilities
- Parents with mental health or substance abuse issues
- Little to no social support system and isolation
- Stress or strain on the family (financial, housing, food, work)
- Loss or fear of losing a loved one
- Environmental and developmental challenges
- Low socio-economic status of the family

(NASP, 2015)

TRAUMA RESPONSES

- Physical (Aggression, Outbursts, Lethargy)
- Psychosomatic Symptoms (Aches, Pains, Medical Conditions)
- Emotional (Outbursts, Dysregulation, Apathy)
- Behavioral (Inability to Focus, Lack of Self-Regulation, Substance Use/Abuse)
- Cognitive (Inability to Process, Comprehend, Intellectual Challenges, Unfavorable Academic Outcomes)
- Interpersonal & Social (Isolation, Inability to Make Meaningful Connections)

(SAMSHA, 2014; Woodward et al., 2023)



FACTORS THAT INCREASE ANXIETY

- **Anticipatory Anxiety** – Past trauma can cause children to worry if the traumatic event will happen again in the future and can lead to concerns about personal safety.
- **Separation Anxiety** – Anxiousness and distress that comes as a result of separating from loved ones or caregivers.
- **The Trickle-Down Effect** – Children take cues from their parents as to how to deal with traumatic events. If parents seem worried and uncertain, then the children will often take on some of the anxiousness seen in the parent.
- **Media / Social Media Coverage** – Continuous viewing of the traumatic event can flood children with too much information that may increase anxiety. (Vicarious Trauma)
- **Peer Talk** – Children will often talk amongst themselves and can share wrong information with each other.
- **Drills and Lockdowns** – Drills and lockdowns provide information as to what to do in case something does happen but can also increase children's concerns about safety...especially after something traumatic has happened.

(Hurley, 2021)



WHAT WE SEE



WHAT WE DON'T SEE

The After-Effect of Trauma

TAKEN FROM THE TRUST-BASED RELATIONAL INTERVENTION
TBRI/ KARYN PURVIS INSTITUTE, 2019

- **Behavior** - Trauma Impacts neurodevelopment and behavior leading to issues with behaviors, emotions, and self-regulation.
- **Beliefs** - Trauma impacts how one views themselves and influences self-awareness, self-regulation, and self-efficacy.
- **Body** - Trauma alters how our senses experience the sensations of own body and the world.
- **Biology** - Trauma affects biology in ways such as chronic activation of the Hypothalamic - Pituitary - Adrenal (HPA) Axis that maintain homeostasis, compromised immune response, and how genes are expressed (epigenetics).
- **Brain** - Trauma interrupts the developing brain (flipping your lid) and organizes it around the survival mechanism of fight, flight, or freeze.



WHAT CAN SCHOOLS DO?

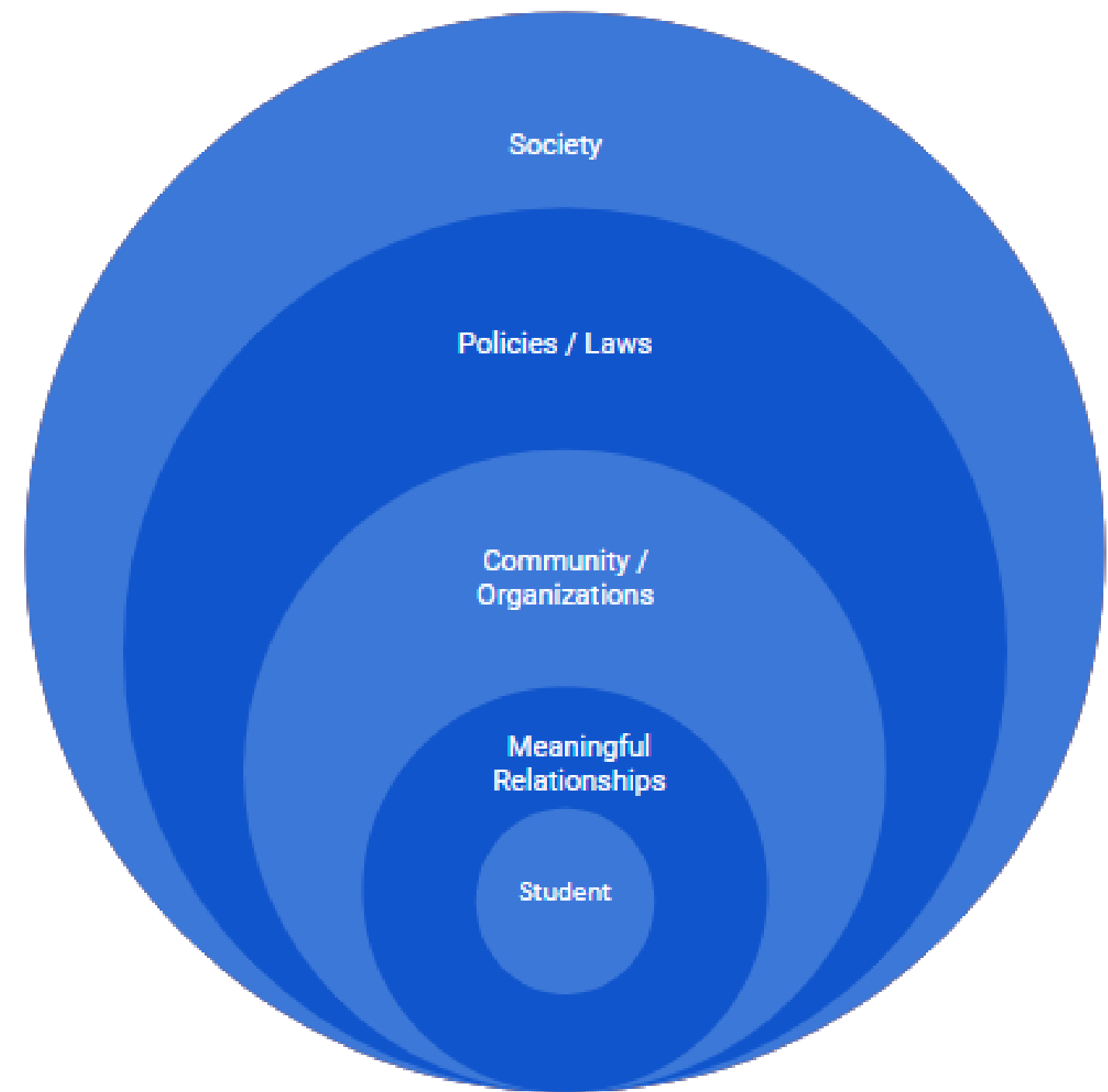
“The obstacle to treatment is not the absence of pain, it’s the absence of hope.”

Movie: Tipping the Pain Scale (2021)



An Ecological Approach to Treatment

Treating The Whole Child



Adapted from Urie Bronfenbrenner Human Ecological Theory
(Budzyna & Buckley, 2023)



How is your organization addressing the youth mental health crisis?

Please write your answers in the chat

Preventing Adverse Childhood Experiences (ACEs)

- **ACES CAN IMPACT THE INDIVIDUAL IN A NUMBER OF WAYS/DIMENSIONS:**
 - Individual / Household
 - Community
 - Environmental
- **RECOMMENDATIONS FOR PREVENTING ACES INCLUDE:**
 - Family based-interventions
 - Structured Parenting Skills interventions
 - Establishing appropriate parent-child communication
 - Community involvement

(Woodward et al., 2023)

Trauma-Informed Care

(SAMHSA, 2014)

Six Principles of Trauma-Informed Care

- Safety
- Collaboration & Mutuality
- Trustworthiness & Transparency
- Empowerment, Voice, & Choice
- Peer Support
- Cultural, Historical, & Gender Issues

“Four R’s” of Trauma Informed Care:

- Basic Realization of trauma
- Recognizing the signs of trauma
- Responding with TIC
- Resisting re-traumatization

Suggestions for Trauma-Informed Care Interventions and Therapeutic Approaches

Trauma and Grief Component Therapy
Cognitive Behavioral Therapy (CBT)
Trauma-Informed CBT
Play Therapy
Family Therapy / Family System Therapies

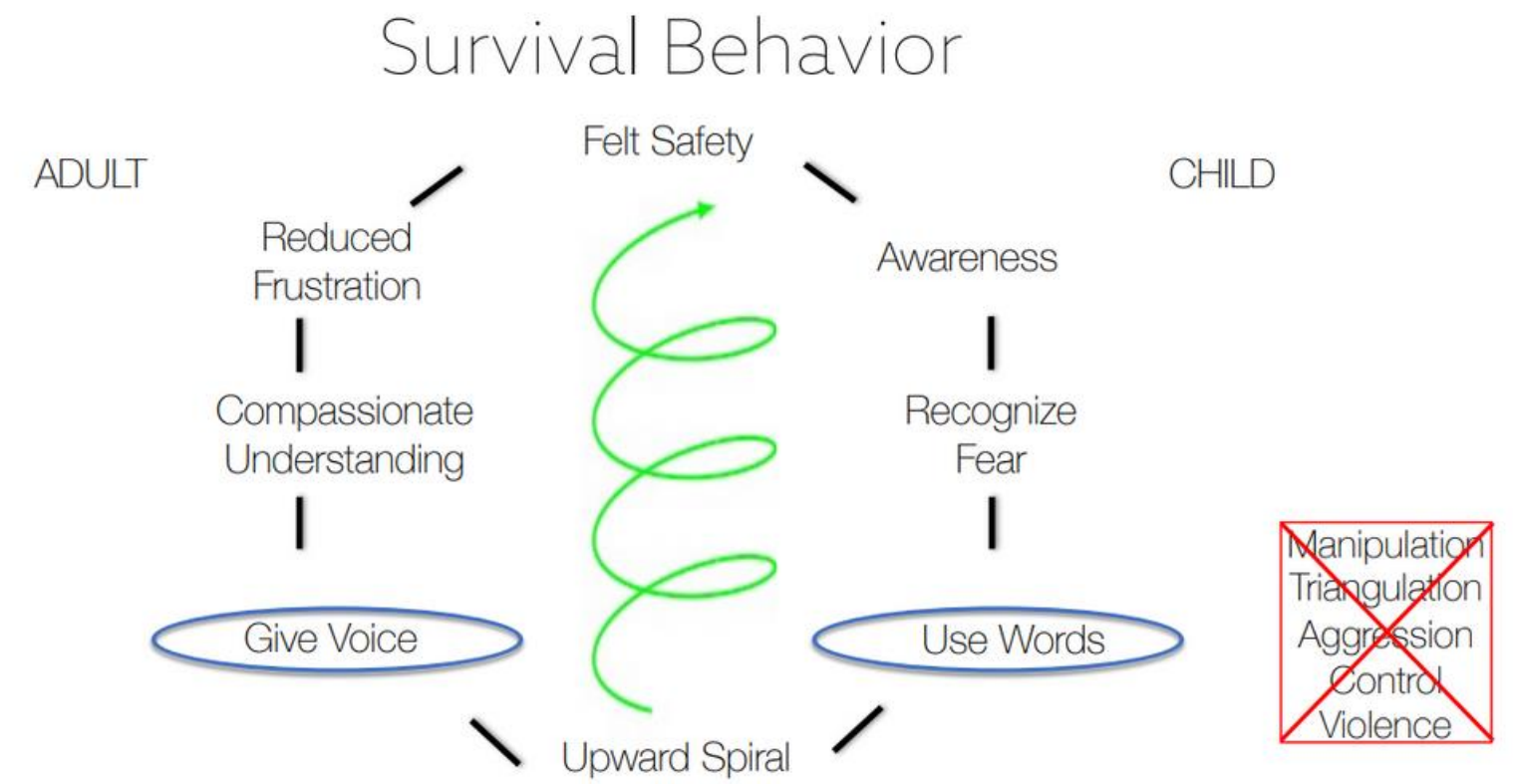
EMDR
Psychodrama
Expressive Art Therapy
Sand Tray (Virtual or In-Person)
Mindfulness

Play-Based Interventions / Playful Engagement
Nurture Groups
Sensory Rich Diet
Tapping (Emotion-Focused-Therapy)
Client-Centered Intervention / Positive Regard

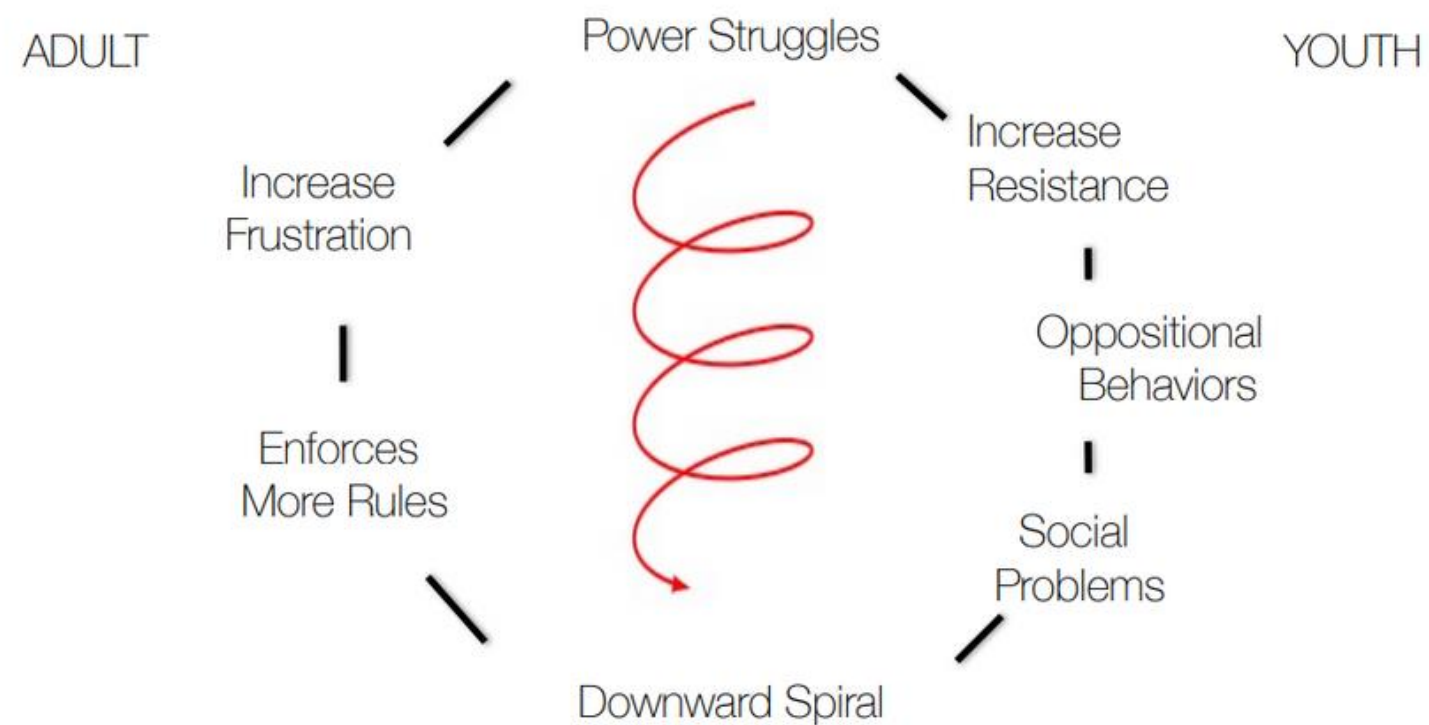
Youth Mental Health First Aide (YMHFA)
Making Sense of Your Past Worth
Trust-Based Relational Intervention

TRAUMA CONSIDERATIONS

(Purvis, 2019; Purvis, 2022)



Willful Disobedience




STAY CALM
NO MATTER WHAT


SEE THE NEED
BEHIND THE BEHAVIOR


MEET THE NEED
FIND A WAY

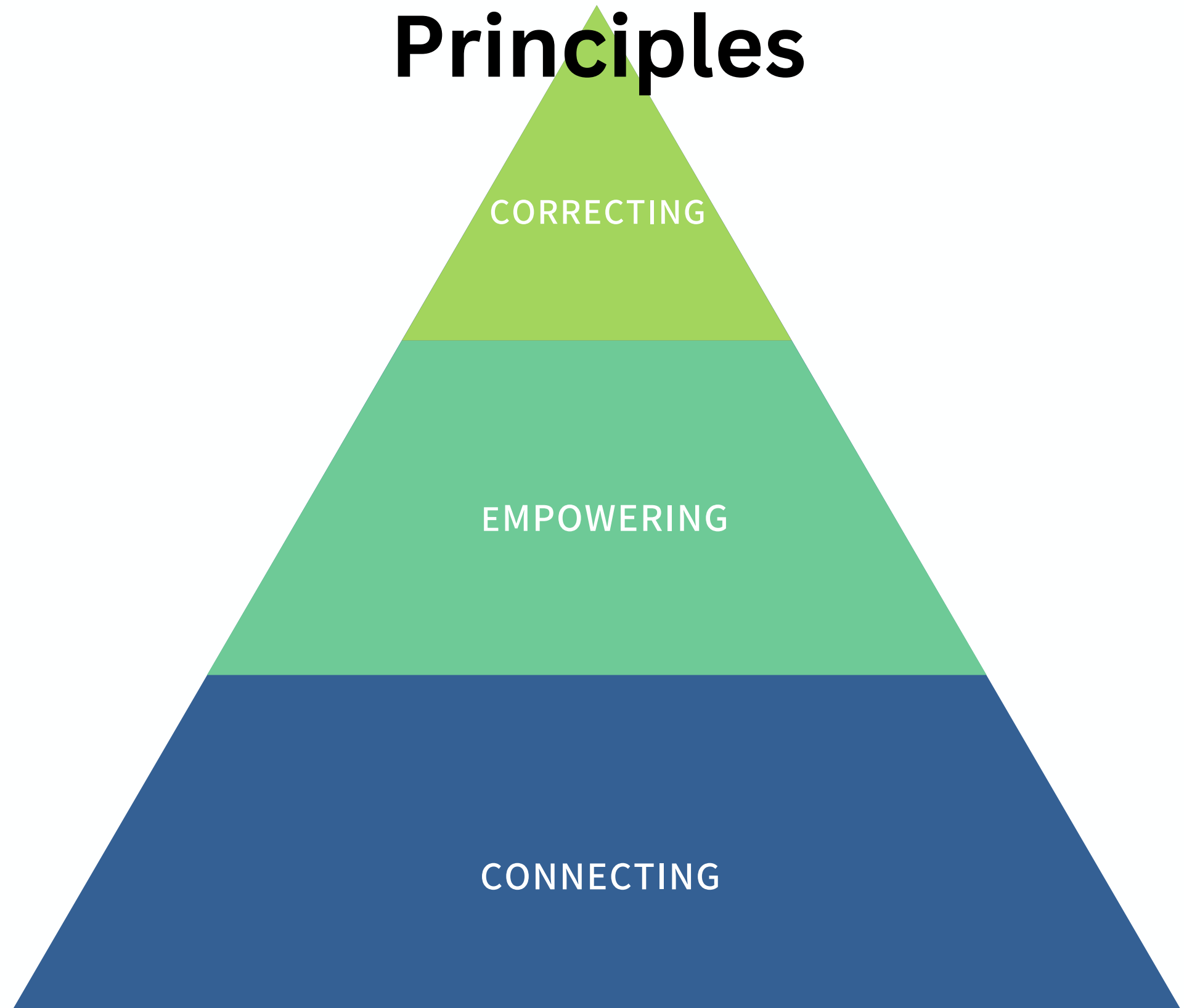

DON'T QUIT
IF NOT YOU, THEN WHO?

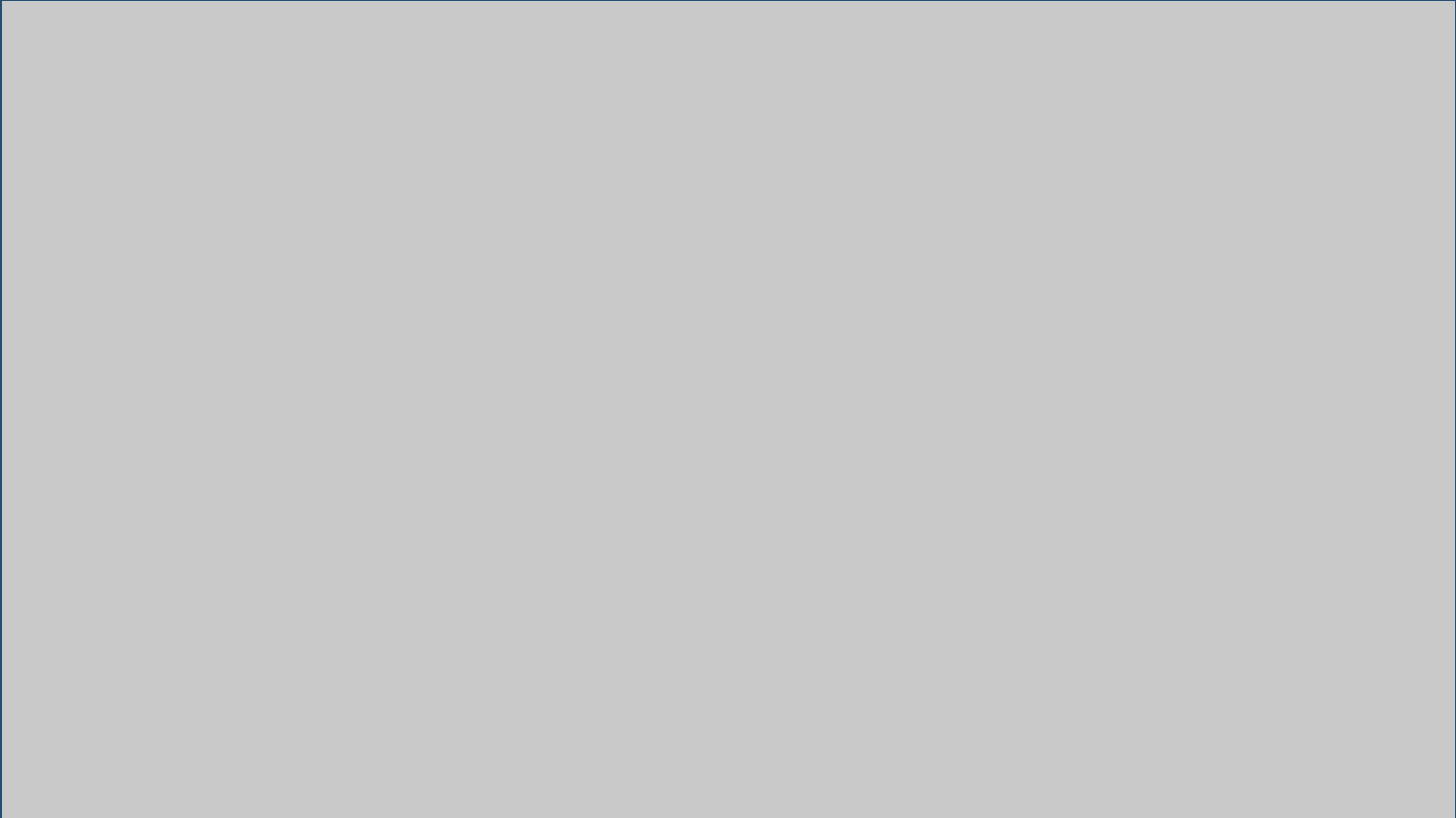
child.tcu.edu

TRUST-BASED RELATIONAL INTERVENTION (TBRI)

Karyn Purvis Institute,
2019

TBRI Principles





TBRI Animate: Toxic Stress & The Brain

<https://youtu.be/LTcFTpGve4g>



**What is the importance of
having a common
language?**

Youth Mental Health First Aid



Youth Mental Health First Aid teaches individuals how to identify, understand, and respond to children and adolescents (ages 12 to 18 years) who might be experiencing mental health and substance use challenges.

TOPICS COVERED:

- Common signs and symptoms of mental health challenges, including anxiety, depression, eating disorders and attention deficit hyperactive disorder (ADHD).
- Common signs and symptoms of substance use challenges.
- How to interact with a child or adolescent in crisis.
- How to connect the youth with help.
- Expanded content on trauma, substance use, self-care and the impact of social media and bullying.

<https://www.thenationalcouncil.org/our-work/mental-health-first-aid/>

ALCOHOL & DRUG PREVENTION AND INTERVENTION

(<https://www.dallasisd.org/domain/19609>)

CAMPUS INITIATIVES



Virtual Fentanyl Presentation for Spanish Speaking Parents in the ESL Program (Dual Language Dept)
Friday, February 23rd 5 -6 pm (ZOOM) [Zoom Link bit.ly/disdparentesclases](https://bit.ly/disdparentesclases)

Presented by Héctor Alejandro Soto, LMSW, Alcohol and Drug Clinician for Sunset High School

Presentado por Héctor Alejandro Soto, LMSW, Clínico de alcohol y Drogas de la escuela preparatoria Sunset.

For More Contact: Carlos Martinez
Parent Program Coordinator – Dual Language ESL Department
9400 N. Central Expressway Dallas TX 75231 | 972-925-3949 (office) | carlomartinez@dallasisd.org

The poster features logos for Dallas Independent School District, Mental Health Services, and the Sunset High School Bison mascot. It includes a photograph of a man standing behind a table with informational materials and a large image of blue fentanyl pills.

COMMUNITY INITIATIVES



Dallas Fights Fentanyl

8 a.m. to 12 p.m.
Saturday, April 22, 2023
Yvonne A. Ewell Townview Center
1201 E. Eighth St., Dallas, TX 75203

Parent Education Forum

RSVP recommended, but not required:
bit.ly/41kq0cz

Learn about:
Prevention
Intervention
Interdiction


Streaming live:
univisiondfw.com

City of Dallas logo and Dallas Independent School District logo are present at the bottom.



Family Resource Centers

(<https://www.dallasisd.org/resourcecenters>)



DALLAS INDEPENDENT SCHOOL DISTRICT | Resource Centers

RESOURCE CENTER NOW OPEN

SUPPORTING DALLAS ISD STUDENTS AND PARENTS

STUDENT RESOURCES :


- ✓ ACADEMIC SUPPORT
- ✓ COOKING
- ✓ ART
- ✓ ZUMBA
- ✓ PODCASTING
- ✓ YOUTH SPORTS
- ✓ SUMMER CAMP
- ✓ YOGA

PARENT RESOURCES :

- ✓ GROCERY STORE
- ✓ NUTRITION CLASSES
- ✓ JOB TRAINING
- ✓ ESL CLASSES
- ✓ GED CLASSES
- ✓ FAMILY COUNSELING
- ✓ SNAP AND CHIP ENROLLMENT
- ✓ CO-WORKING SPACE

MORE INFORMATION :

- ☎ 972-749-1082
- 📍 LINCOLN RESOURCE CENTER AT J.J. RHOADS
4401 SOUTH SECOND AVENUE
DALLAS, TX 75210



SCAN QR CODE OR USE THE LINK TO REGISTER TODAY!
[BIT.LY/DALLASISDRESOURCECENTERS](https://bit.ly/dallasisdresourcecenters)

Our Team



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Clinic Manager



Tracey Brown, Ph.D., LPC, CSC
Executive Director



Crystal Arriola,
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STUDENTS'

MENTAL

HEALTH

MATTER!

**ANY
QUESTIONS?**





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