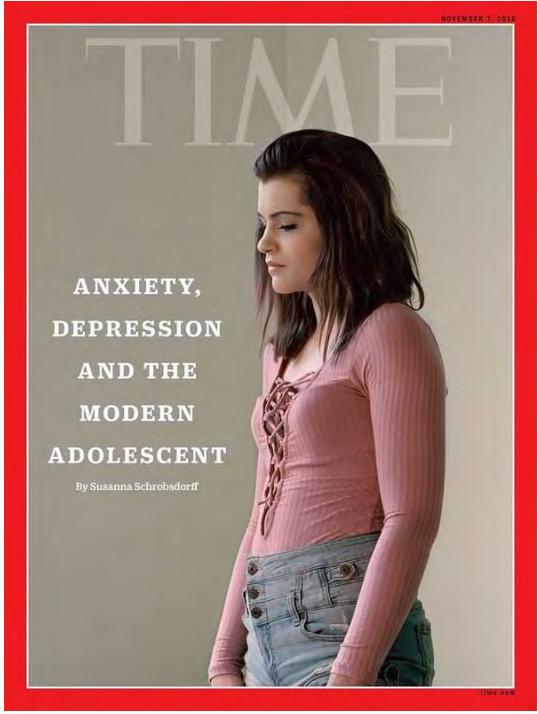


# Post Pandemic Behavioral Health



THE KIDS  
ARE  
NOT  
ALRIGHT

Nicholas Covino, President



and **Neither** are the Grownups! <sup>1</sup>



WILLIAM JAMES  
COLLEGE

# Post Pandemic Behavioral Health

1. Children and Adults are still experiencing Pandemic PTS

THE KIDS  
ARE  
NOT  
ALRIGHT

Depression, Anxiety, Emotional Dysregulation  
Executive Functioning, Mood, Relationships

2. Pandemic PTS adversely impacts the work of education

Attention, Concentration, Memory  
Motivation, Teaming

3. Schools need a Public Behavioral Health Model & Trauma Informed Education

and Neither are the Grownups!

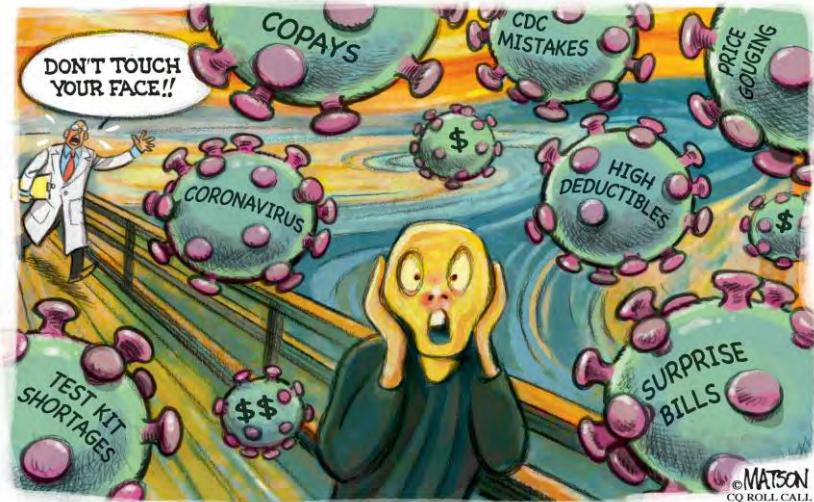
Nicholas Covino, President



WILLIAM JAMES  
COLLEGE

# Ψ Consequences of COVID

For nearly two years, the country experienced social conditions that facilitate  
Anxiety, Depression, PTSD, Substance Use Disorder, Suicide



Stress, Trauma

Social Isolation

Helplessness

# Mental Health, Substance Use, and Suicidal Ideation During the COVID-19 Pandemic

June 24–30, 2020

**During late June, 40% of U.S. adults reported struggling with mental health or substance use\***

## ANXIETY/DEPRESSION SYMPTOMS



## TRAUMA/STRESSOR-RELATED DISORDER SYMPTOMS



## STARTED OR INCREASED SUBSTANCE USE



## SERIOUSLY CONSIDERED SUICIDE<sup>†</sup>



\*Based on a survey of U.S. adults aged ≥18 years during June 24–30, 2020

<sup>†</sup>In the 30 days prior to survey

For stress and coping strategies: [bit.ly/dailylifecoping](https://bit.ly/dailylifecoping)

# CNN POLL: 90% OF ADULTS SAY MENTAL HEALTH IS IN CRISIS IN THE U.S.

Larger Shares Of Younger Adults Report Problems With Their Mental Health Than Those Ages 30 And Older

■ Ages 18-29 ■ Ages 30+

Percent who describe their own mental health or emotional well-being as only fair or poor:



Percent who say they have always or often felt anxious in the past 12 months:



Percent who say they have always or often felt depressed in the past 12 months:



Percent who say they have always or often felt lonely in the past 12 months:



Percent who say they have been unable to work or engage in other activities due to a mental health condition in the past 12 months:

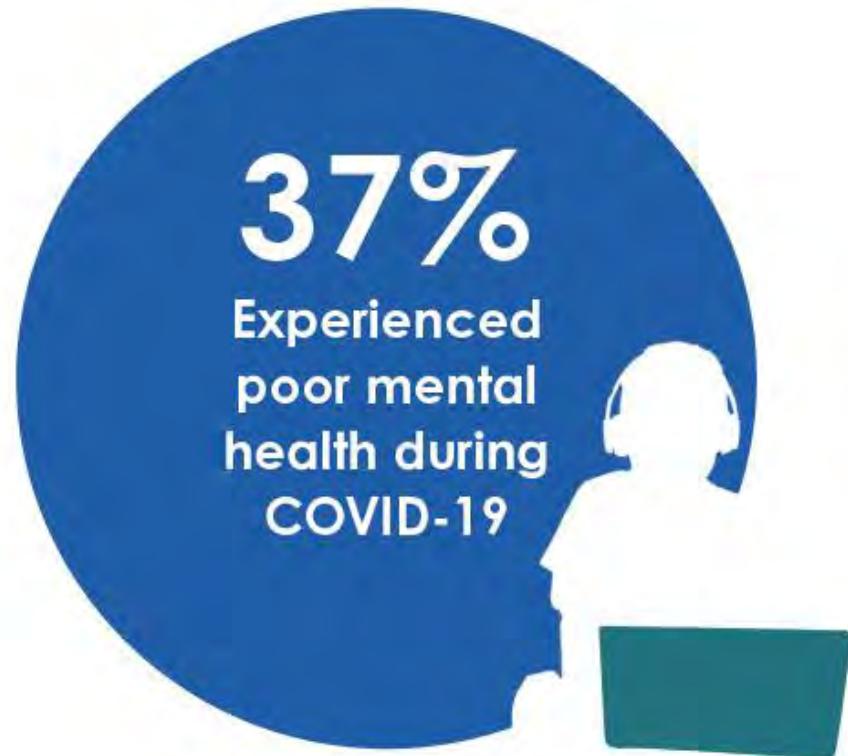


NOTE: See topline for full question wording.

SOURCE: KFF/CNN Mental Health in America (July 28-August 9, 2022)

**CNN/KFF Mental Health Survey was conducted July 28 through August 9 among a random national sample of 2,004 adults.**

# CDC DATA ON YOUTH MENTAL HEALTH DURING COVID-19



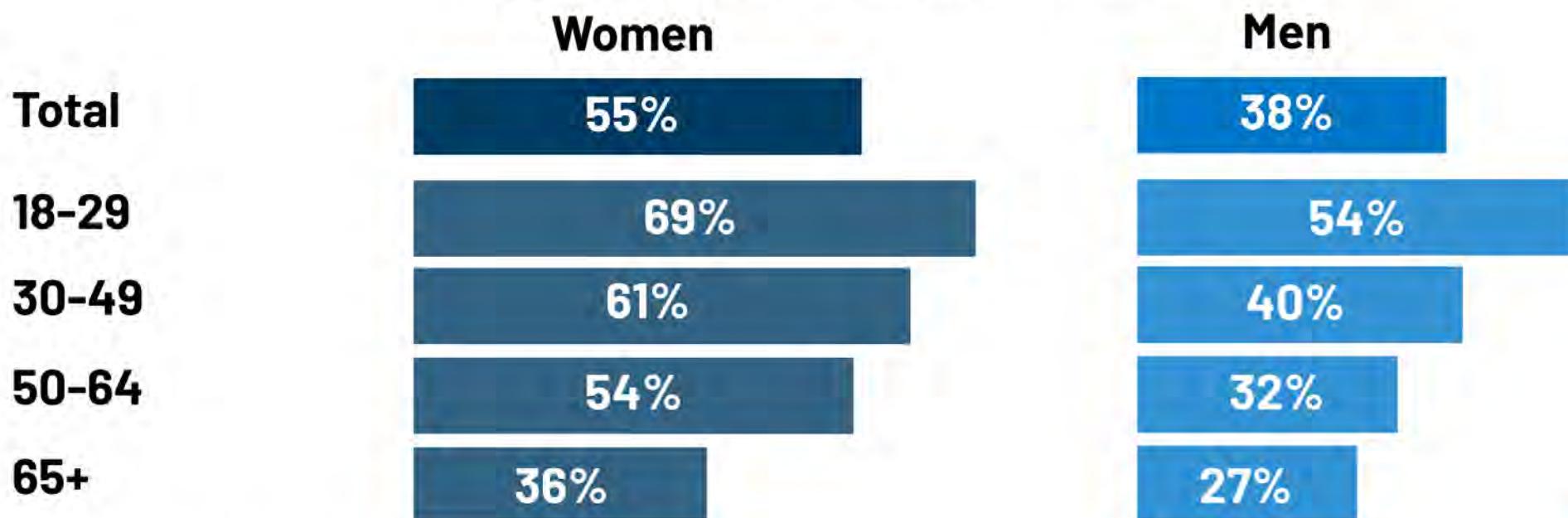
For more information, visit  
[cdc.gov/nchhstp/newsroom](https://www.cdc.gov/nchhstp/newsroom)



U.S. Department of  
Health and Human Services  
Centers for Disease  
Control and Prevention

# **Nearly Seven In Ten Women Under Age 30 Report A Negative Mental Health Impact From Pandemic; Fewer Older Adults Say The Same**

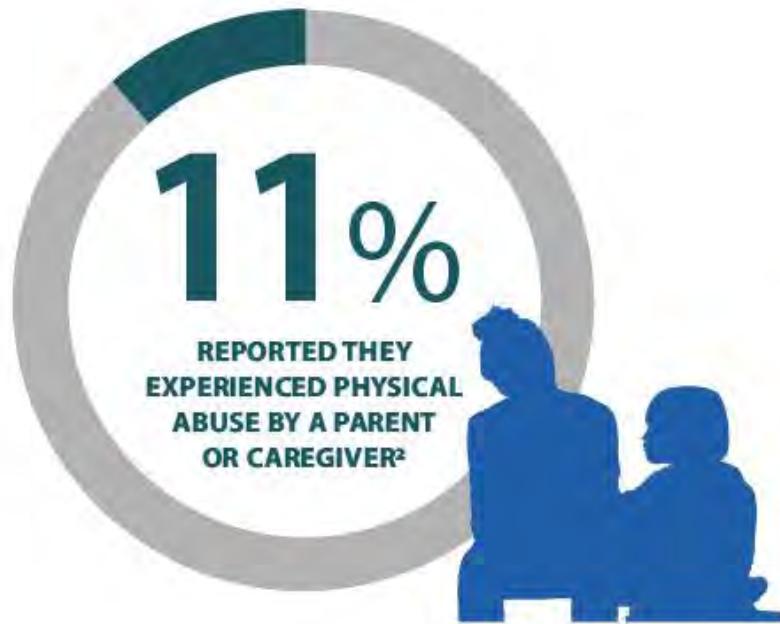
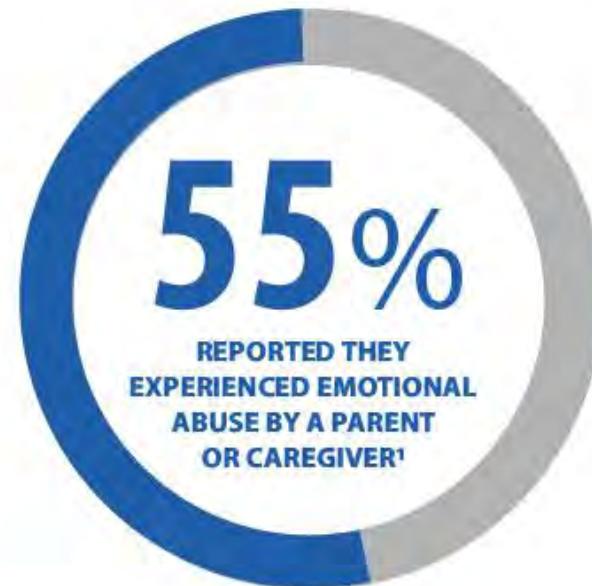
Percent who say they feel that worry or stress related to COVID-19 has had a *negative impact* on their mental health:



NOTE: See topline for full question wording.

SOURCE: KFF COVID-19 Vaccine Monitor (March 15-22, 2021)

# CDC DATA GIVE MORE INSIGHT INTO SEVERE CHALLENGES U.S. YOUTH HAVE ENCOUNTERED DURING COVID-19



<sup>1</sup> Parent or other adult in the home swearing at, insulting, or putting down the student

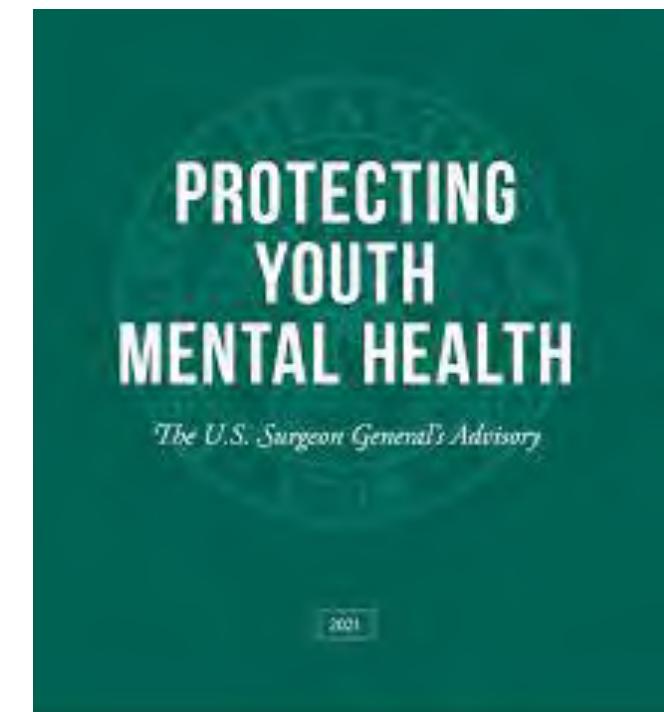
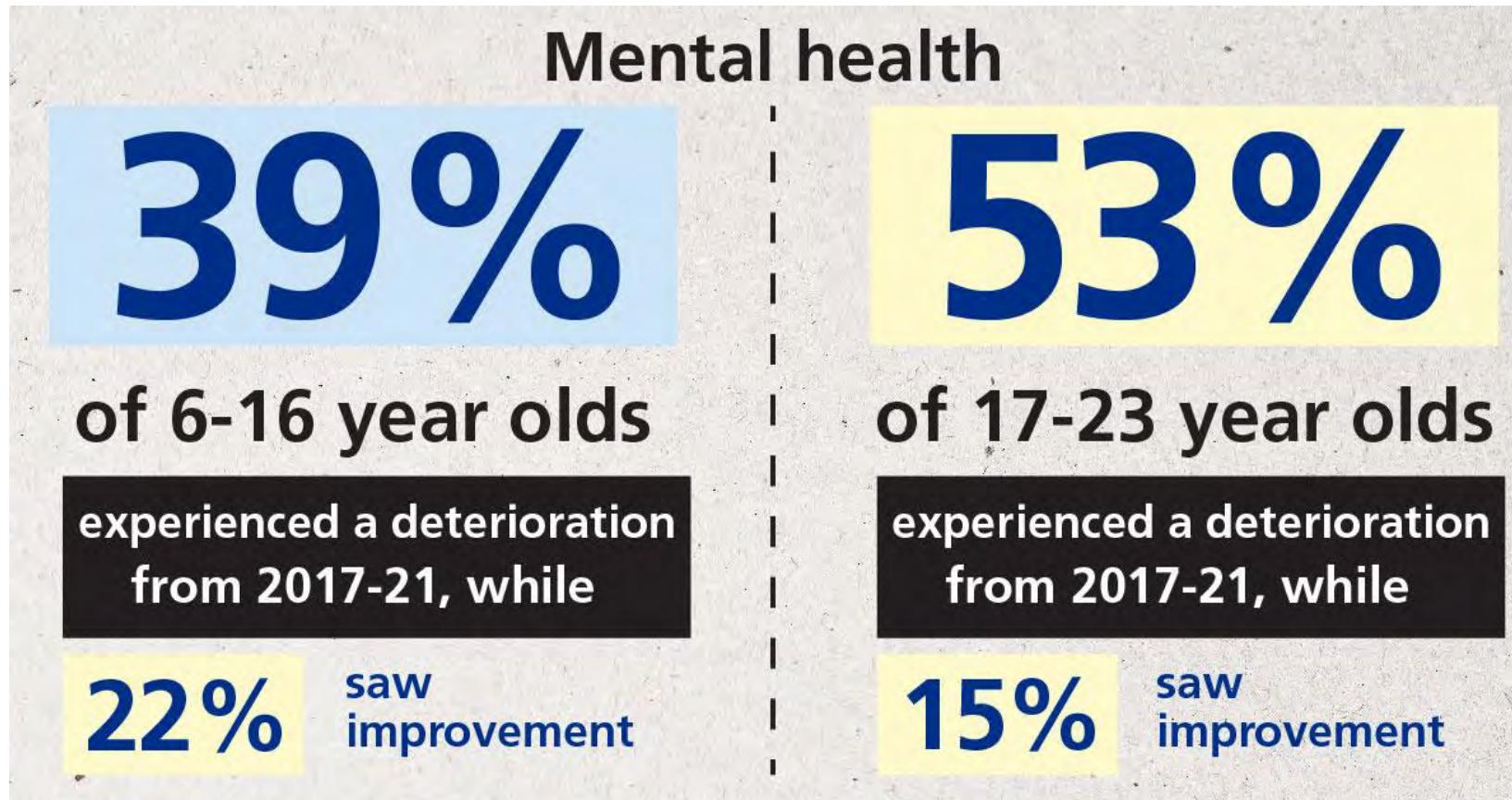
<sup>2</sup> Parent or other adult in the home hitting, beating, kicking or physically hurting the student

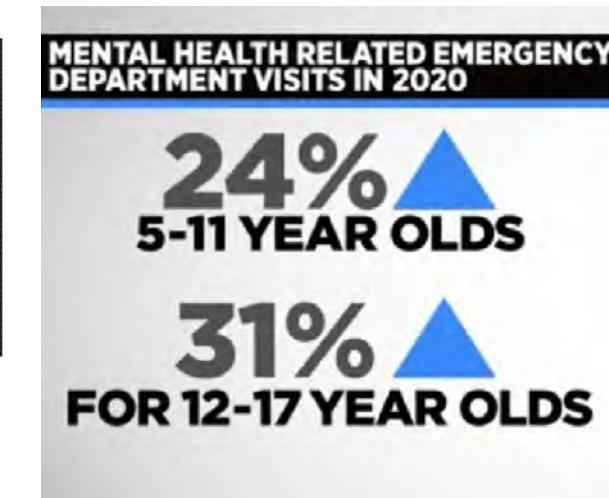
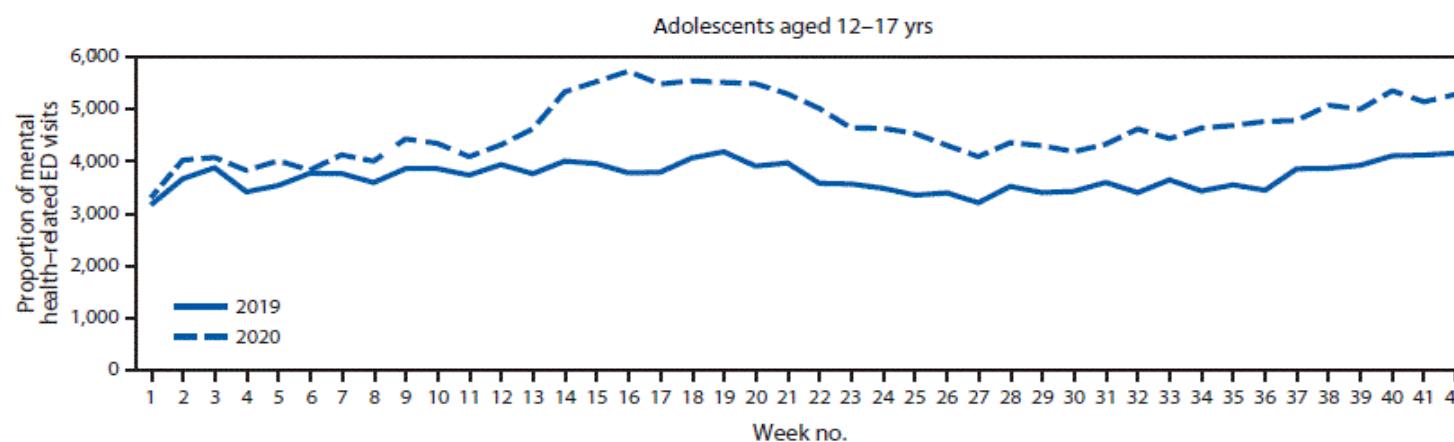
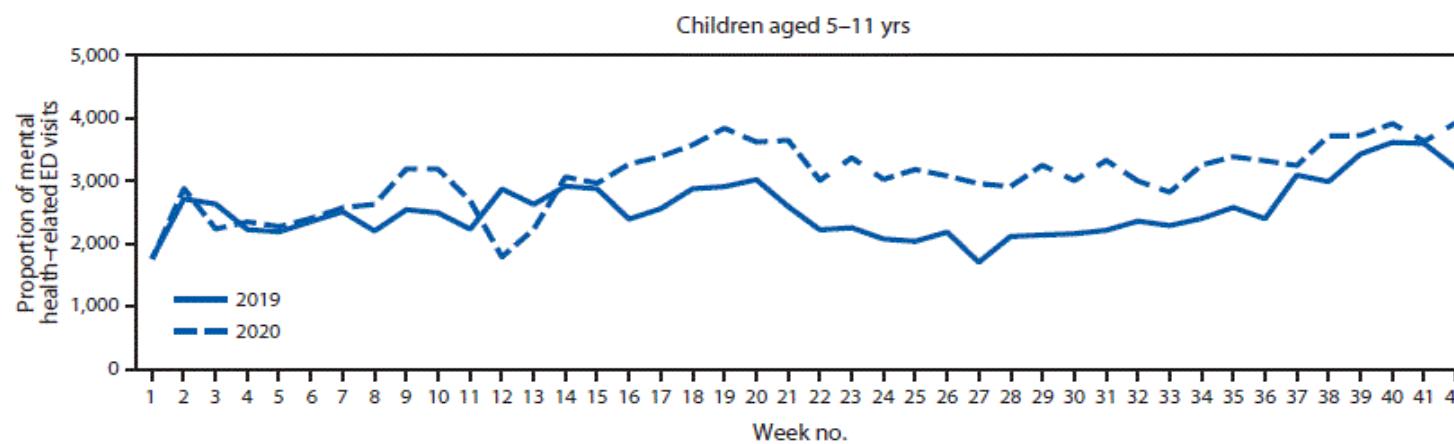
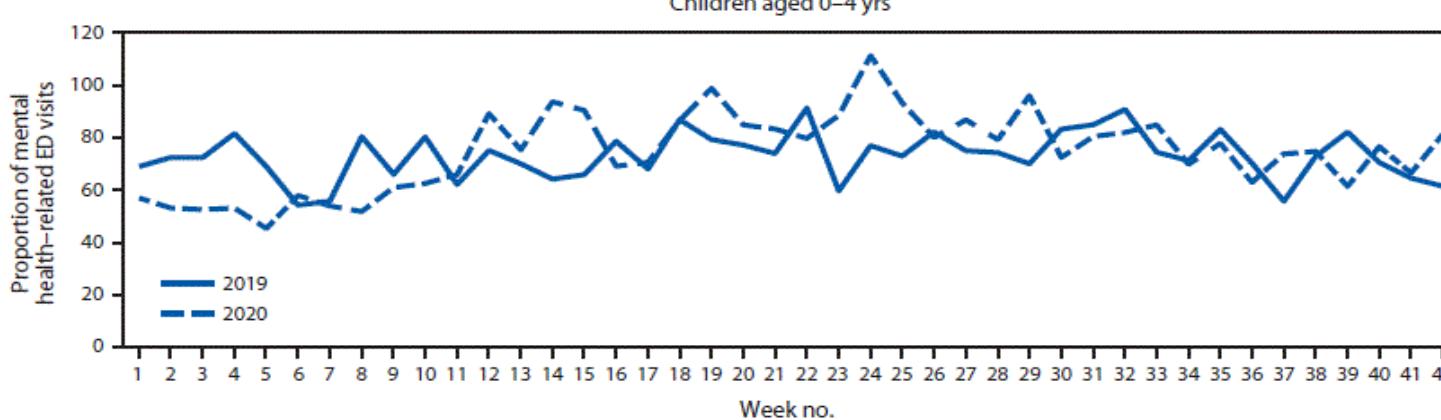
For more information, visit  
[cdc.gov/nchhstp/newsroom](https://www.cdc.gov/nchhstp/newsroom)



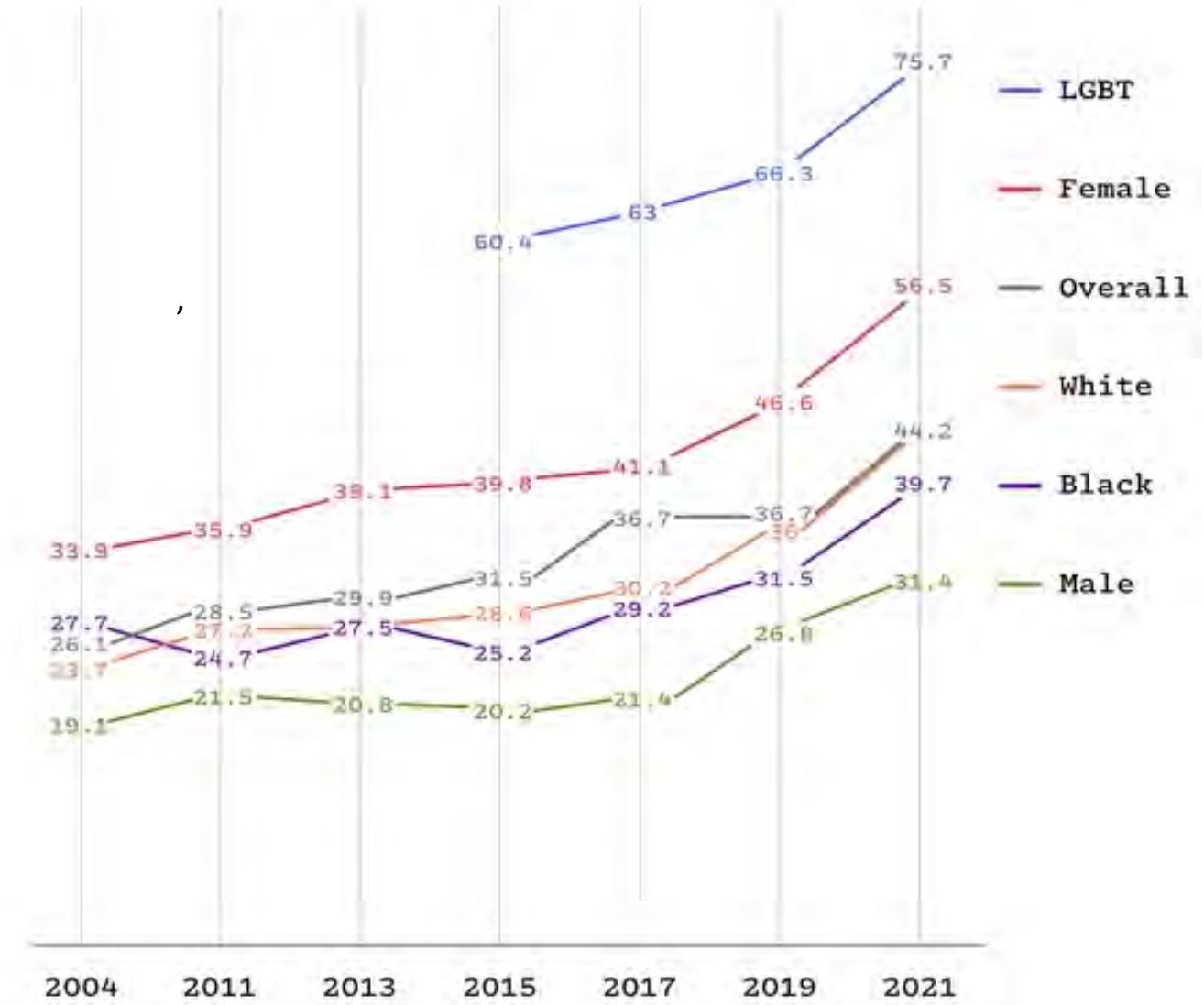
U.S. Department of  
Health and Human Services  
Centers for Disease  
Control and Prevention

## AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health

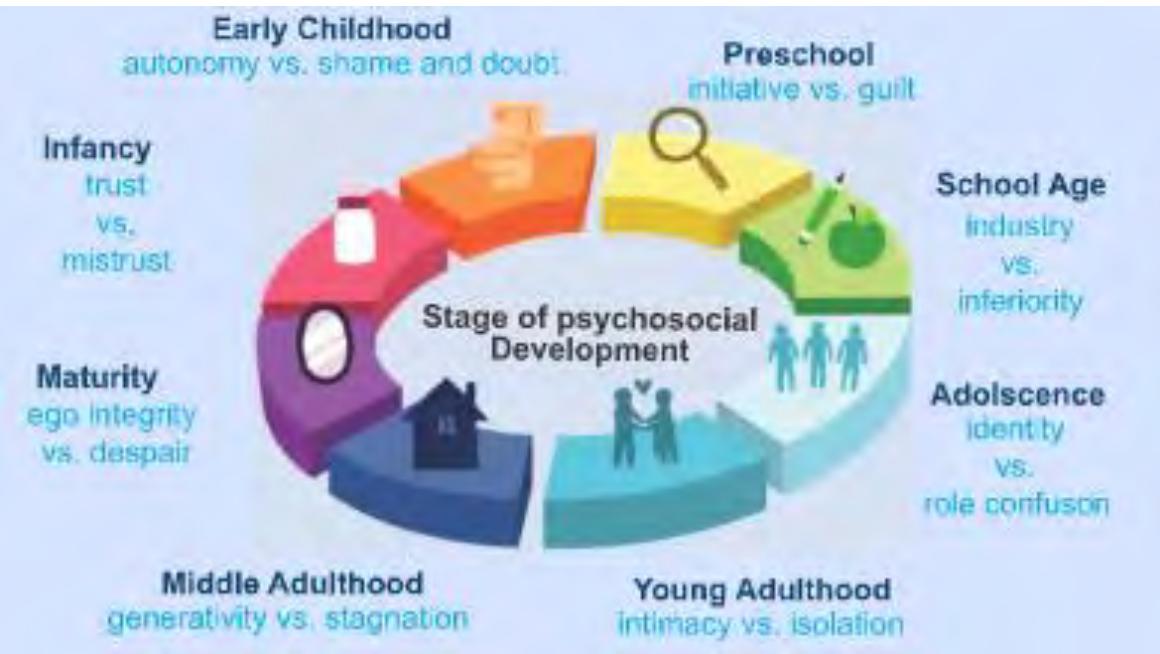




## Percent of High-School Students Feeling Persistently Sad or Hopeless

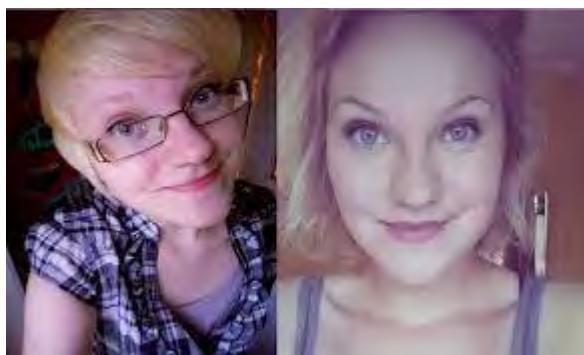


# Tasks of Psychosocial Development



# Educating the Whole Person

## Tasks of Adolescent Development

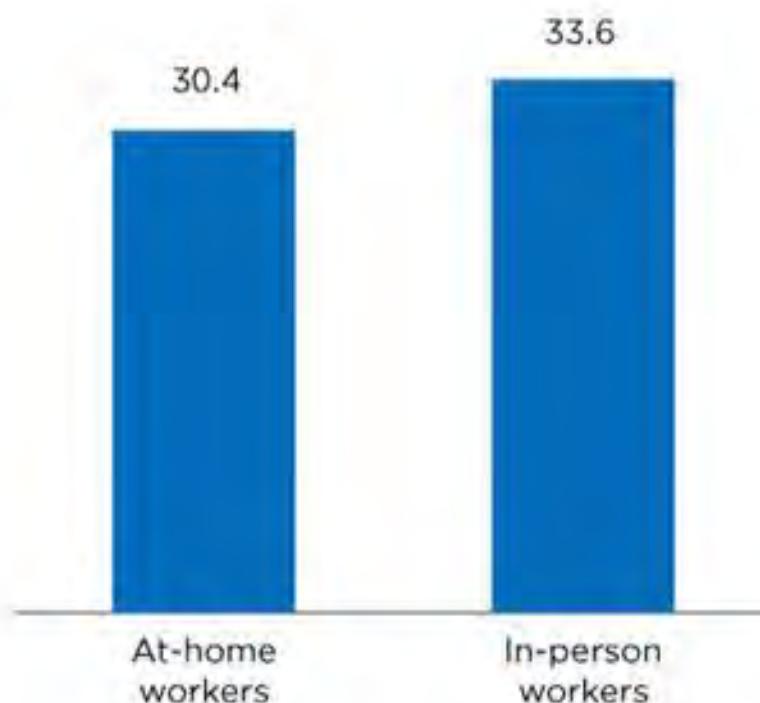


- ▶ Develop identity (sexuality, values, roles, assets, liabilities)
- ▶ Renegotiate autonomy with parents
- ▶ Identify a professional direction and Identity; Manage goals, 'imposter syndrome'
- ▶ Establish more stable peer relationships
- ▶ Negotiate with others
- ▶ Develop relationships within a diverse community; Feel Included and Valued
- ▶ Form a relationship with substance use
- ▶ Accept a mature physique
- ▶ Gauge risks and rewards
- ▶ Experience intimacy/loss
- ▶ Manage mood, Serious Mental Illness

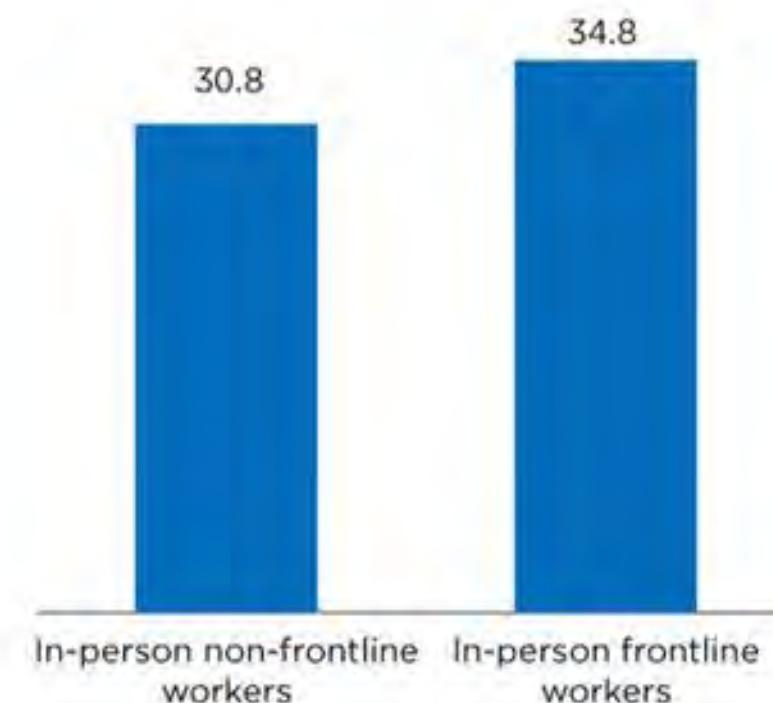


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**Share of All Workers with Anxiety or Depressive Disorder Symptoms, by Place of Work: January 2022**  
(In percent)



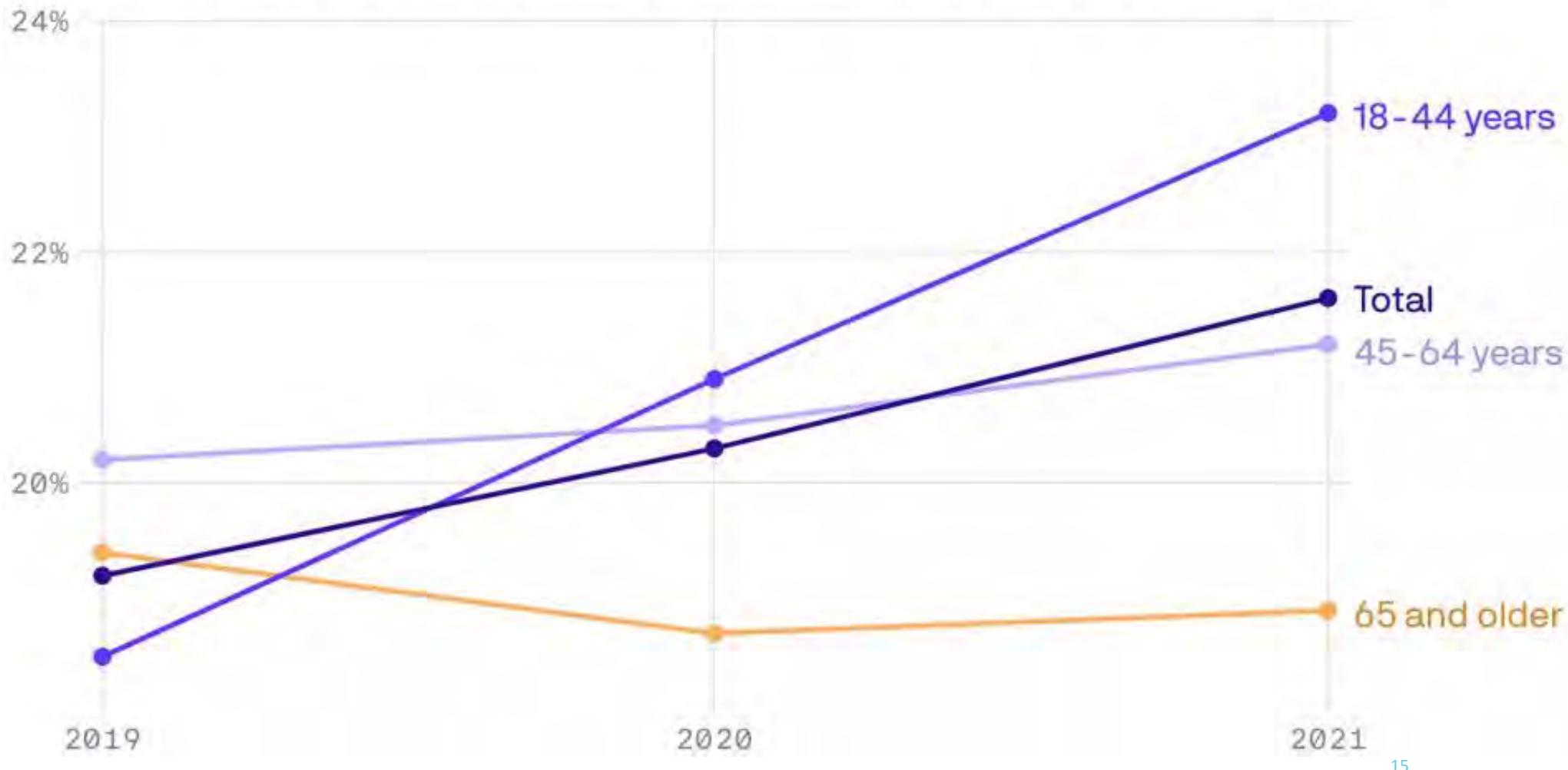
**Share of In-Person Workers with Anxiety or Depressive Disorder Symptoms: January 2022**  
(In percent)



Note: The figures reflect adults who reported symptoms of anxiety disorder, depressive disorder, or both.

Source: U.S. Census Bureau, Household Pulse Survey, Week 41, Weighted Public Use Data.

# Share of U.S. adults who received mental health treatment between 2019 and 2021, by age group



## YOUNGER ADULTS FEEL COMPLETELY OVERWHELMED BY STRESS



% OF **WOMEN** WHO SAID MOST DAYS THEY ARE COMPLETELY OVERWHELMED BY STRESS, BY AGE

ages 18 to 34

62%

ages 35 to 44

48%

ages 45 to 64

27%

ages 65+

9%

% OF **MEN** WHO SAID MOST DAYS THEY ARE COMPLETELY OVERWHELMED BY STRESS BY AGE

ages 18 to 34

51%

ages 35 to 44

48%

ages 45 to 64

21%

ages 65+

8%

STRESS IN AMERICA™ 2022

© 2022 American Psychological Association



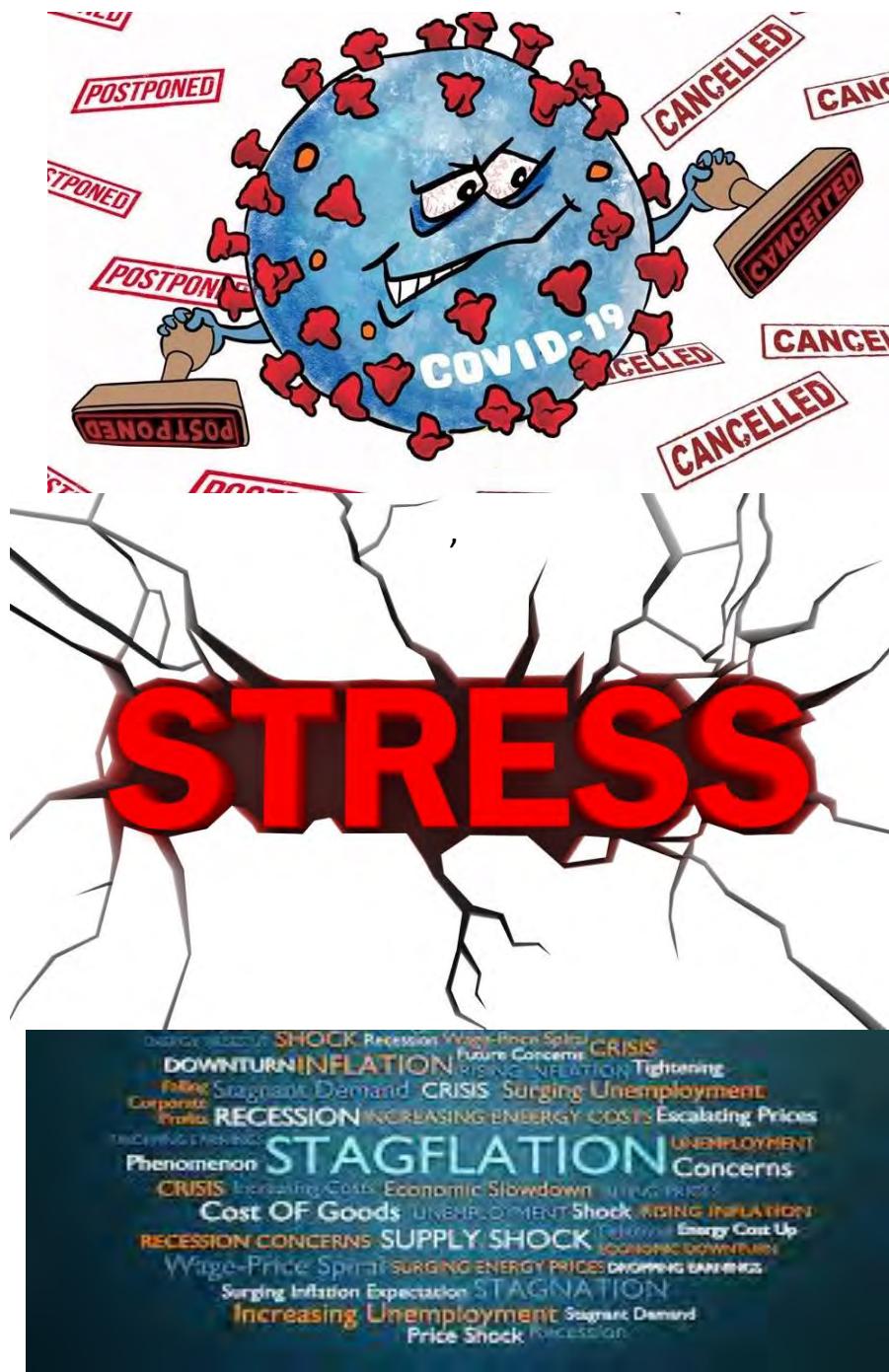
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## STRESS AND ITS IMPACT ON ABILITY TO FUNCTION



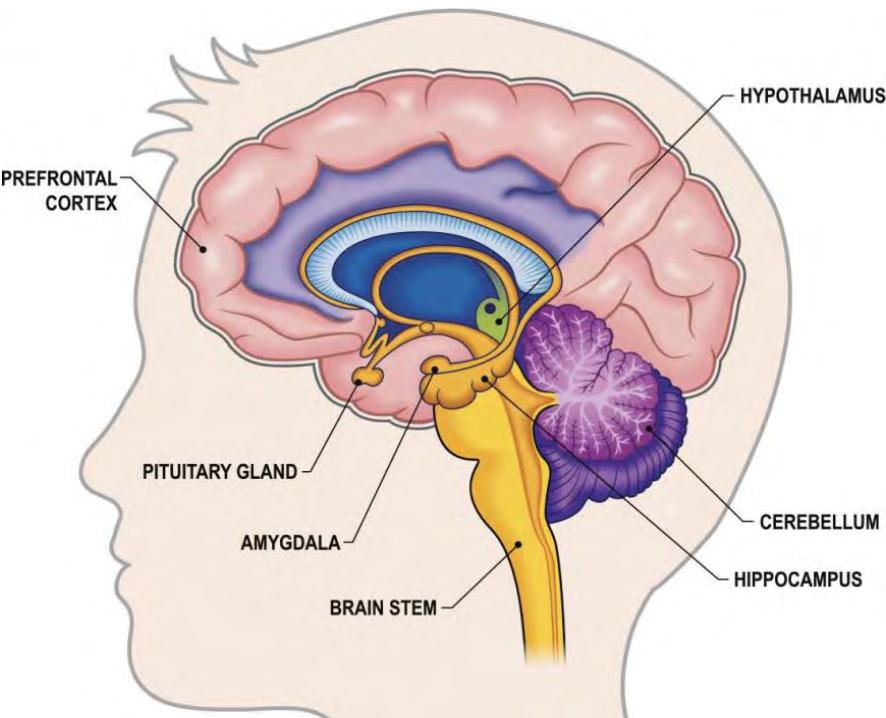
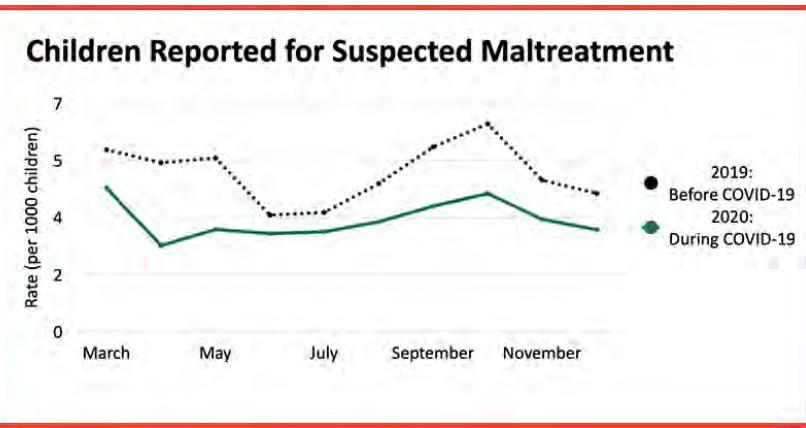
**27%** of all adults said that most days they are so stressed they can't function



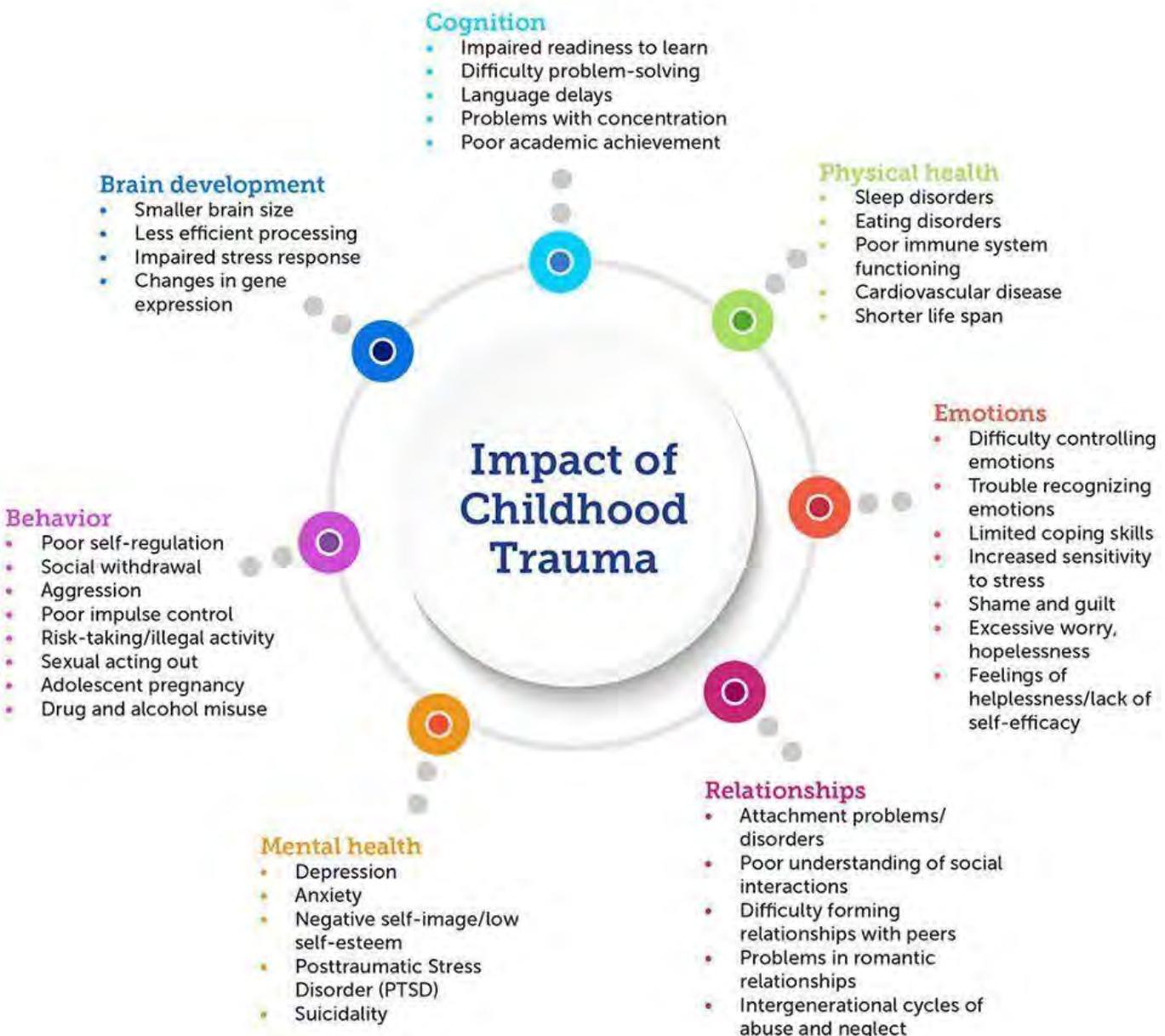


SHOCK PHENOMENON: DOWNTURN INFLATION CRISIS  
Corporate Crisis: Stagnant Demand CRISIS Surging Unemployment  
RECESSION INFLATING ENERGY COSTS Escalating Prices  
PHENOMENON: STAGFLATION UNEMPLOYMENT CONCERN  
CRISIS: Increasing Costs Economic Slowdown INFLATION  
Cost OF Goods UNEMPLOYMENT Shock RISING INFLATION  
RECESSION CONCERN SUPPLY SHOCK Energy Cost Up  
Wage-Price Spiral SURGING ENERGY PRICE: DROPPING BANNERS  
Surging Inflation Expectation STAGNATION  
Increasing Unemployment Sagging Demand  
Price Shock RECESSION





## Impact of Childhood Trauma



**Reduces the ability to respond, learn, or figure things out, which can result in problems in school.**

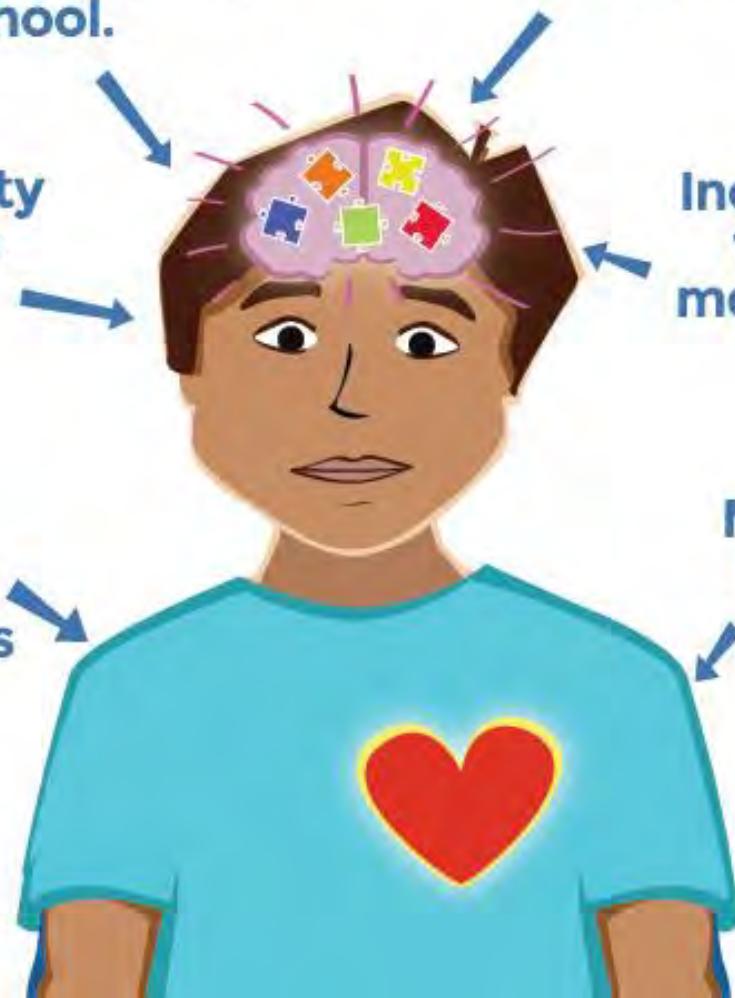
**Lowers tolerance for stress, which can result in behaviors such as fighting, checking out or defiance.**

**Increases difficulty in making friends and maintaining relationships.**

**Increases problems with learning and memory, which can be permanent.**

**Increases stress hormones which affects the body's ability to fight infection.**

**May cause lasting health problems.**



#### **Trauma in early childhood affects:**

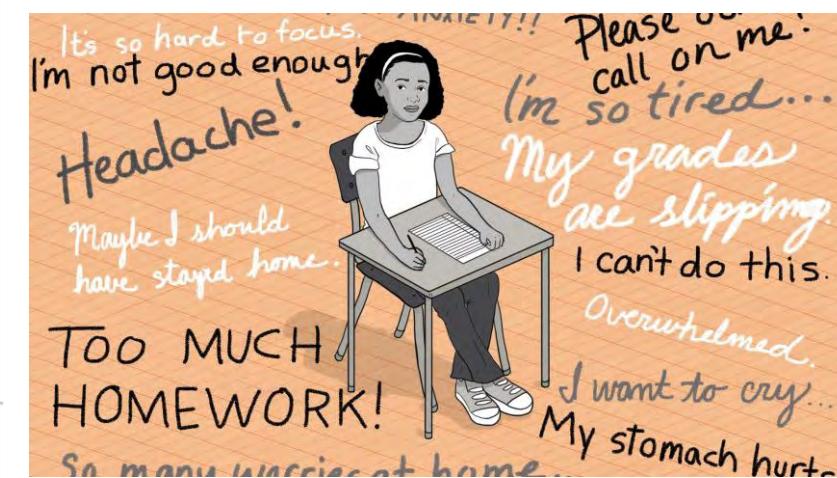
- brain structure
- cognitive development
- social-emotional development and behavior
- learning
- ability to form healthy attachments to others
- physical health

Child Trends & National Center for Children in Poverty

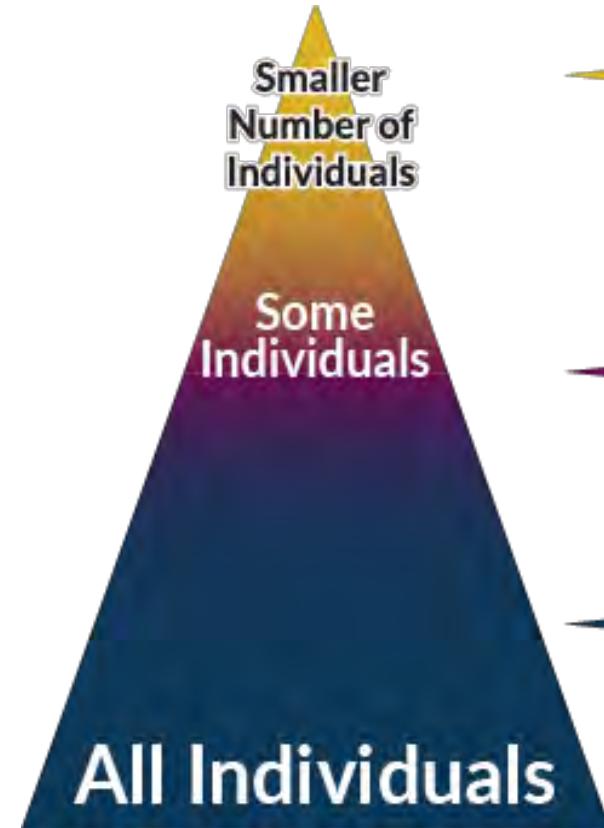
**Table 1. Cognitive Domains Affected in MDD<sup>a</sup>**

Domain	Description
Attention	Reception, selection, and filtering of information
Memory and learning	Acquisition, storage, recollection, and manipulation of information; includes the following types: <ul style="list-style-type: none"><li>• Semantic memory, or memory of learned factual knowledge;</li><li>• Episodic memory, or memory of events and experiences;</li><li>• Working memory, or short-term retention and manipulation of information.</li></ul>
Executive functions	Higher-level cognitive processes, including planning, decision-making, mental flexibility, inhibition, task initiation and monitoring, and multi-tasking
Psychomotor processing	Fundamental sensory, perceptual, and motor operations

<sup>a</sup>Based on Mendelsohn et al<sup>10</sup> and Papakostas.<sup>11</sup>



# Reimagining Mental Health in Schools



## Tertiary Prevention

Dedicated Inpatient Unit, Telementalhealth, Individual Counseling, Psychopharmacology, Community Referrals, Home-based Support, Relapse Prevention



## Secondary Prevention

Screening and Early Detection, Cognitive Behavioral Groups: Depression, Anxiety, & Trauma, SUD Workshops, Sleep Hygiene Training, Suicide Hotlines, Crisis Management Groups



## Primary Prevention

Campus Wellness Education, Faculty Training in Social Emotional Learning, MH First Aid, Wellness, Meditation Training, Stress Management, Relationship building, Nutrition and Exercise Programming, Managing Emotions, Healthy Relationships, Bystander Interventions, Time Management



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MENTAL HEALTH  
IS EVERYONE'S  
RESPONSIBILITY.

## Emotional Engagement



# School is a Social- Emotional Environment Built for Mastery



Facilitate  
Relationships



Inclusion



Agency



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## Key Trauma-informed SEL Practices



Create predictable routines.



Build strong & supportive relationships.



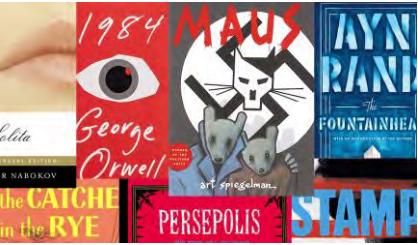
Empower students' agency.



Support the development of self-regulation skills.



Provide opportunities to explore individual and community identities.



**Huntington  
LEARNING CENTER**

## Our Kids Need to Catch Up

"The abrupt switch to remote learning abolished academic gains and widened racial and economic gaps."

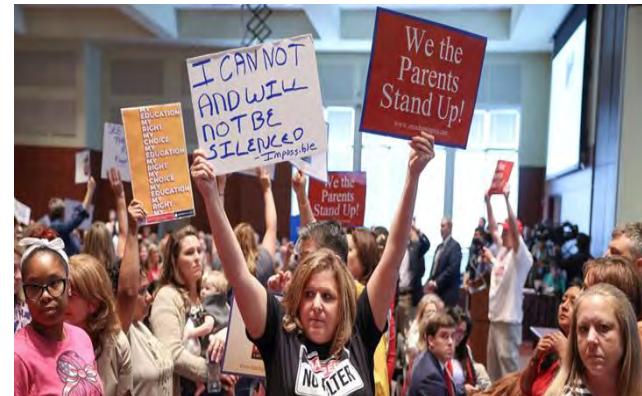
- The New York Times  
June 2020



**Huntington  
LEARNING CENTER**

### WEBINAR: HOW TO MAKE UP FOR LEARNING LOSS

Thursday, August 26, 2021  
1:00 pm - 2:00 pm (ET)



# Leaders need support too!

Find My Friends



WILLIAM JAMES  
COLLEGE



**M.A.S.S.**  
MASSACHUSETTS ASSOCIATION  
OF SCHOOL SUPERINTENDENTS

**Create Safety, Predictable Routines, Belonging  
Promote Respect, Mastery, Reasonable Requirements  
Support Healthy Emotions, Facilitate Relationships**



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# Social Isolation

---

# Stress & Trauma

---

# Helplessness





# What does it take? Big Ideas!

- Leaders can shape a culture of mutual learning
  - Leadership is ultimately about supporting adult learning
  - Learning is intimately connected to our emotions. Paying attention to this connection will strengthen our leadership
  - Balancing **Psychological Safety** with **Accountability** is a key responsibility of leaders



# Why Culture?



As educational leaders, there is much we don't control but we can shape the culture of our workplace.

A culture of mutual learning offers our best chance to respond to rapid changes and complex challenges while strengthening relationships and personal well being.

In  
organizations  
that learn...

People must become comfortable

- Not knowing
- Not being right
- Asking for help
- Reporting mistakes
- Re-strategizing quickly after failing
- Disagreeing openly & respectfully with colleagues and those with more authority.

From: Amy Edmondson, *Teaming*

According to Dr. Immordino-Yang, emotion is essential to learning and should not be underestimated or misunderstood as a trend, or as merely the “E” in “SEL,” or social-emotional learning. Put simply, **“It is literally neurobiologically impossible to think deeply about things that you don’t care about.”**

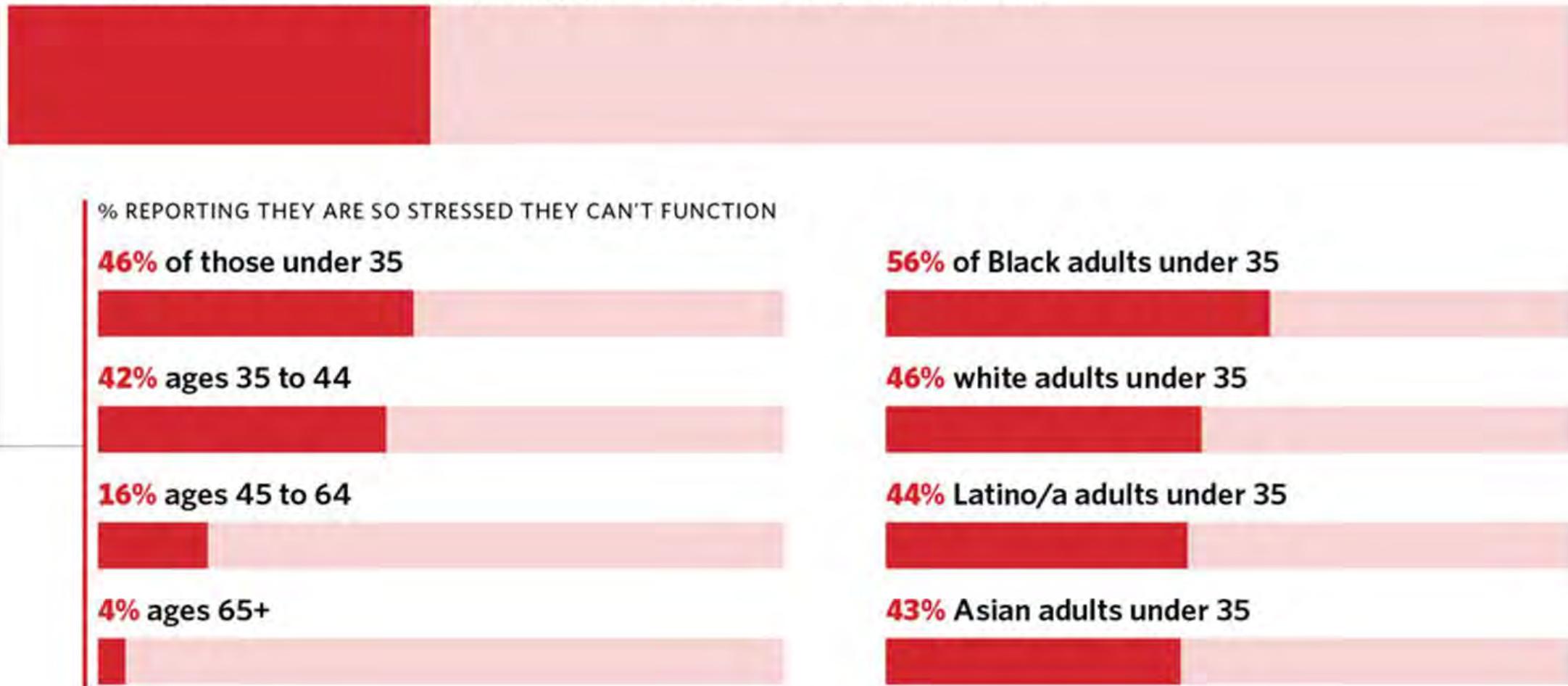
From: The Brain: Exploring the Educational Implications of Affective Neuroscience

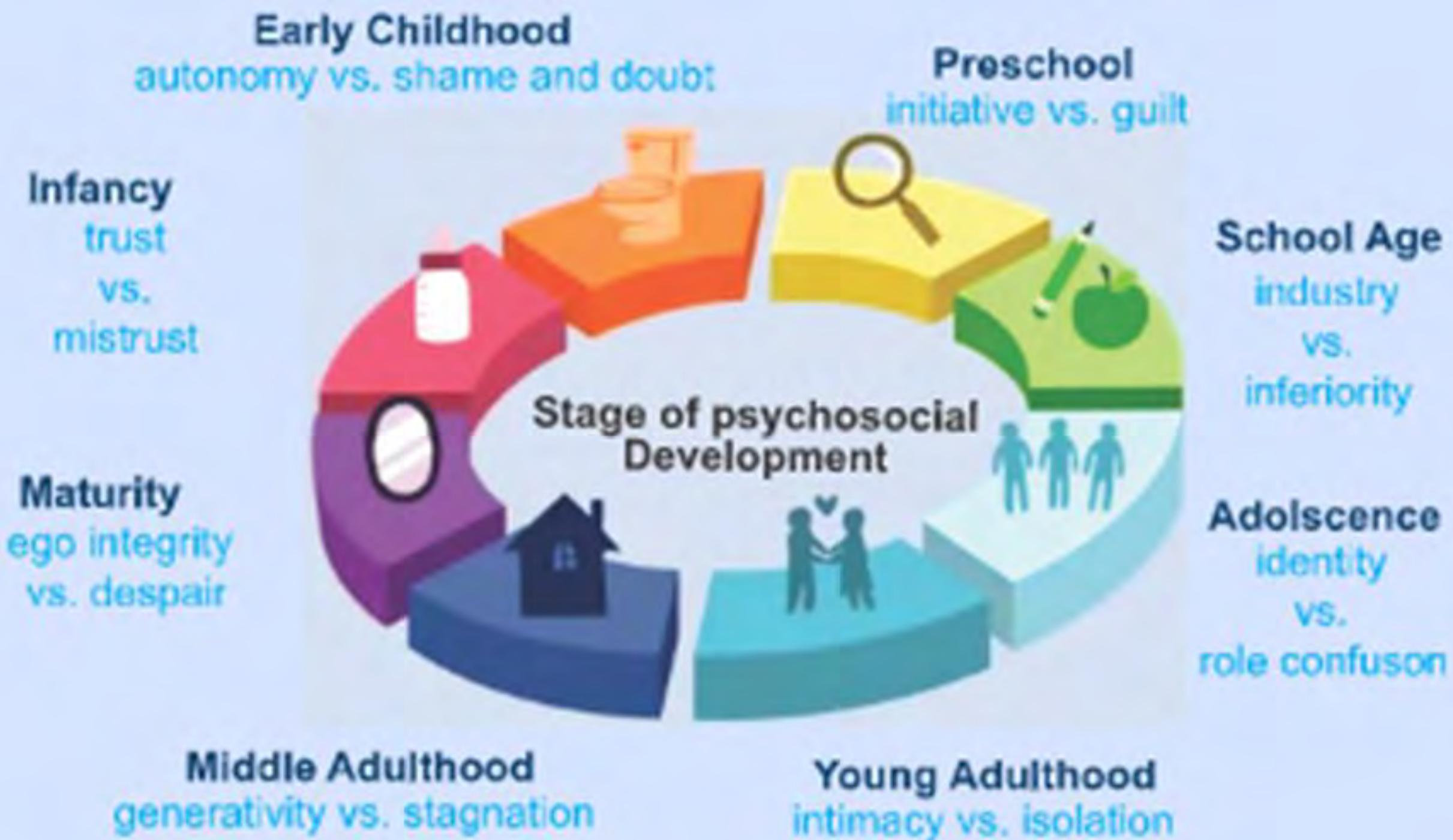


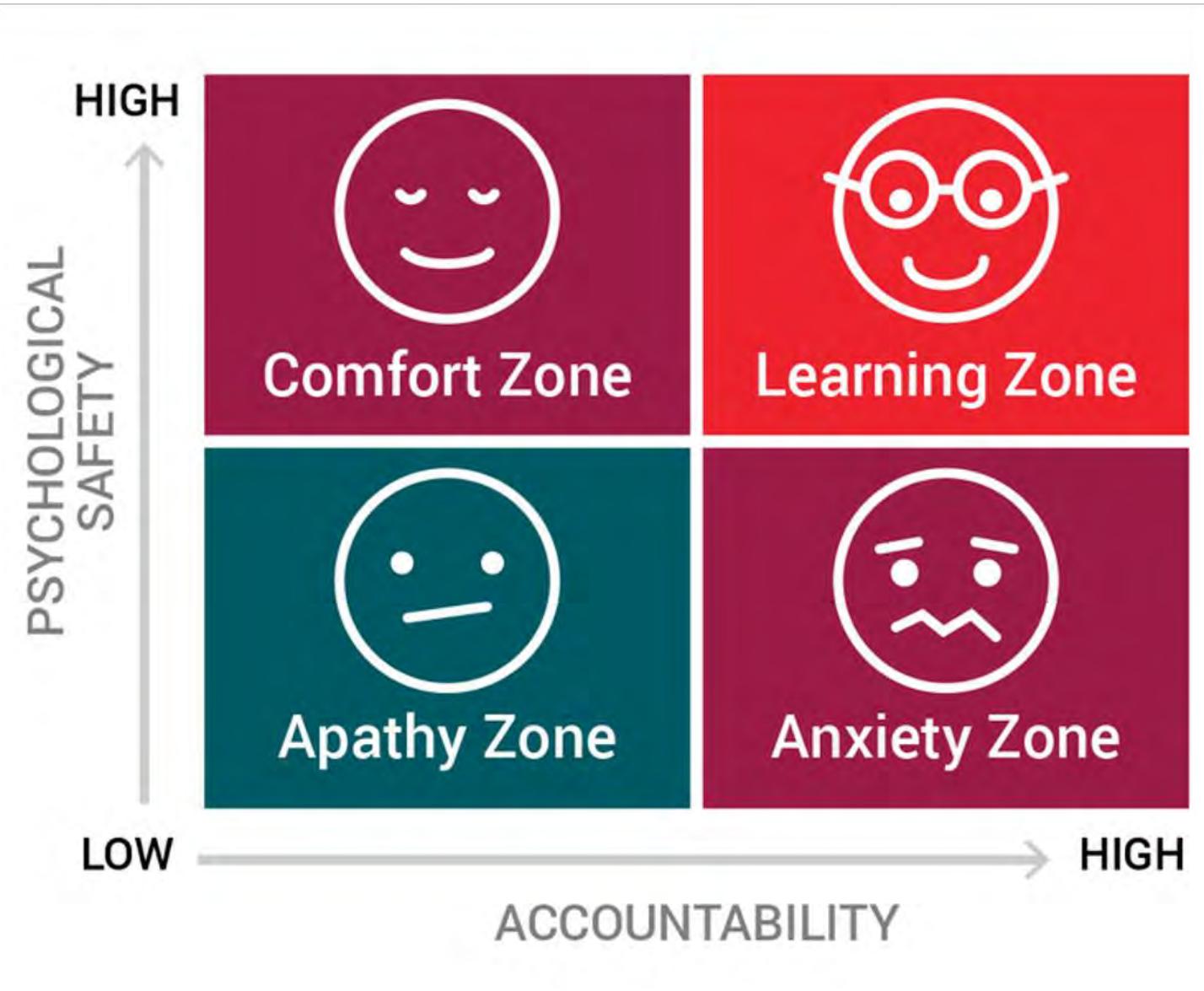
## STRESS AND ITS IMPACT ON ABILITY TO FUNCTION



**27%** of all adults said that most days they are so stressed they can't function









It is not the individual impact of many different programs implemented at the same time that strengthens community but the shifting of how that community learns and works as a whole to support the health of its members

---

# Social Isolation

---

# Stress & Trauma

---

# Helplessness

# Trauma Informed Care

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Trauma informed care broadly refers to a set of principles that guide and direct how we view the impact of severe harm on young people's mental, physical, and emotional health.

Trauma informed care encourages support and treatment to the whole person, rather than focusing on only treating individual symptoms or specific behaviors.



# Trauma Informed Approach in Schools

---

Safety

---

Trustworthiness and Transparency

---

Peer Support

---

Collaboration and Mutuality

---

Empowerment, Voice and Choice

---

Cultural, Historical and Gender Issues

---

Crisis Prevention Institute, 2022



# From Trauma Based to Healing Based

- Assumption: trauma is an individual experience, but we know it is a collective one.
- We have to consider the environmental context that caused the harm. By only treating the individual we only address part of the equation leaving the toxic systems, policies and practices intact.
- Trauma-informed care runs the risk of focusing on the treatment of pathology (trauma), rather than fostering the possibility (well-being).
- Healing centered approach is holistic involving culture, spirituality, civic action and collective healing.

# Tenets of a Healing Centered Approach

---

- Counters helplessness and isolation
- Well-being is a function of the control and power young people have in their schools and communities - activities contribute to a sense of purpose, power and control over life situations
- Uses culture to ground young people in a sense of meaning, self-perception, and purpose. This process highlights the intersectional nature of identity and highlights the ways in which culture offers a shared experience, community and sense of belonging
- Asset driven strategy acknowledges builds upon their experiences, knowledge, skills and curiosity as positive traits to be enhanced.
- Healing centered engagement has an explicit focus on restoring, and sustaining the adults who attempt to heal youth- a healing the healers approach

# How the System Can Support Healing

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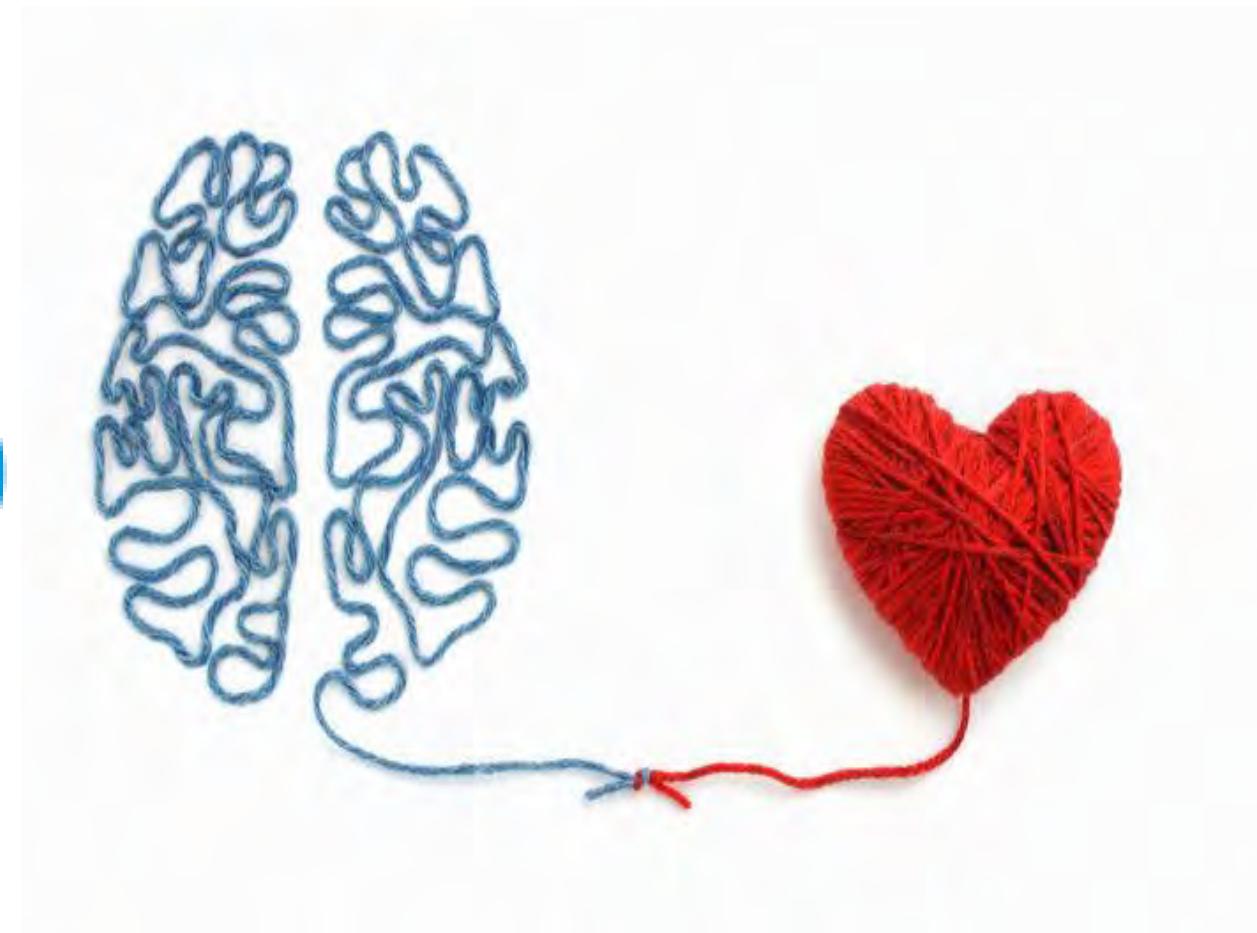
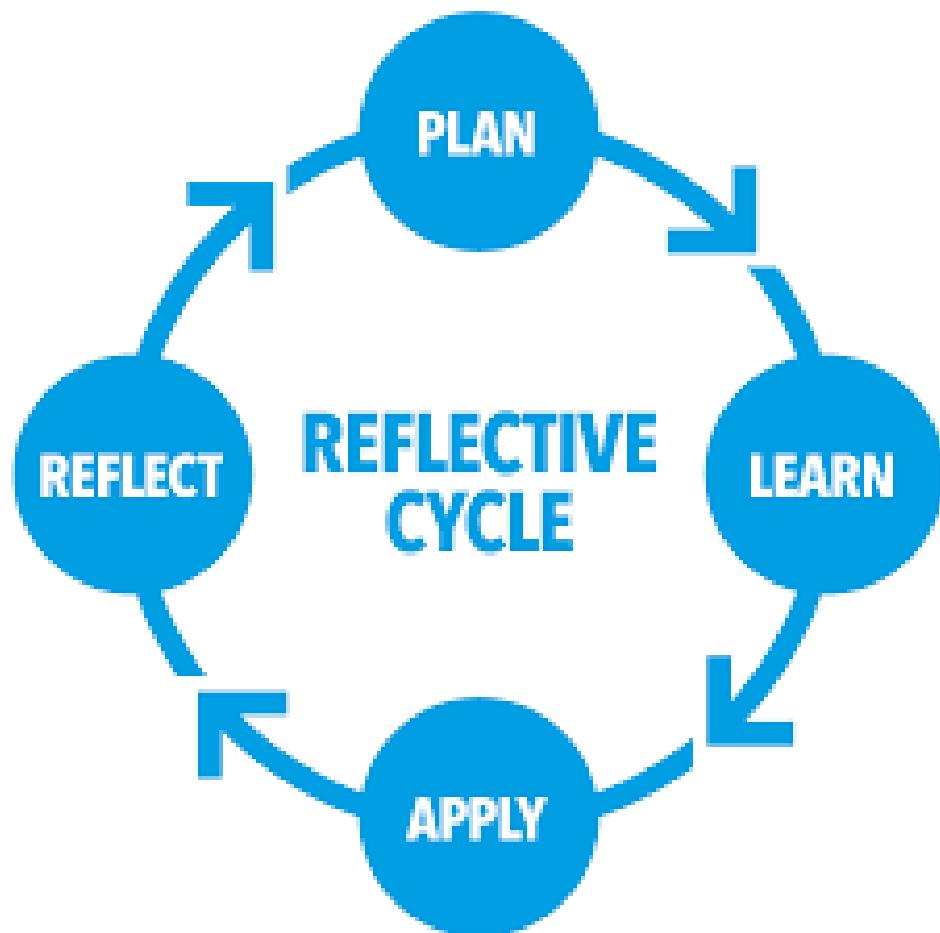


Creating activities and opportunities for young people to play, reimagine, design and envision – this increases future goal orientation



Critical reflection of self, practice, and systems - young people develop an analysis of these practices and policies that facilitated the trauma in the first place

# Reflective Practice



# Strengthening Adult SEL

---

1

Strengthen central office expertise

2

Provide high quality professional learning for schools

3

Deepen adult social, emotional, and cultural competence

4

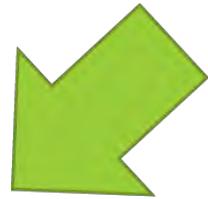
Build staff trust, community and collective efficacy

# Cultural Humility

- **Lifelong commitment to learning and critical self-reflection**
  - Remain humble and flexible
  - Suspend what you “think you know”
  - Question your assumptions
- **A strong desire to fix power imbalances**
  - Value each person as an individual
  - Work collaboratively with families and communities
  - Look for ways to support empowerment and remove structural barriers
- **Willingness to take action**
  - Develop partnerships to impact system change
  - Advocate in your own school, district, and community

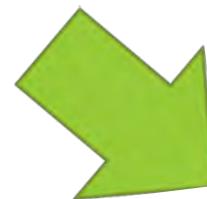


# CO-REGULATION



For Yourself

- Awareness of your own feelings
- Curiosity
- Vulnerability



For Youth

- Self awareness
- Communication
- Managing emotions

# Center for Behavioral Health, Equity and Leadership in Schools

## District Work

## Academic Programs

- Graduate Certificate in Anti-Racist School Leadership
- Graduate Certificate in Transforming Mental Health in the Classroom
- Graduate Certificate in Diversity, Equity and Belonging