

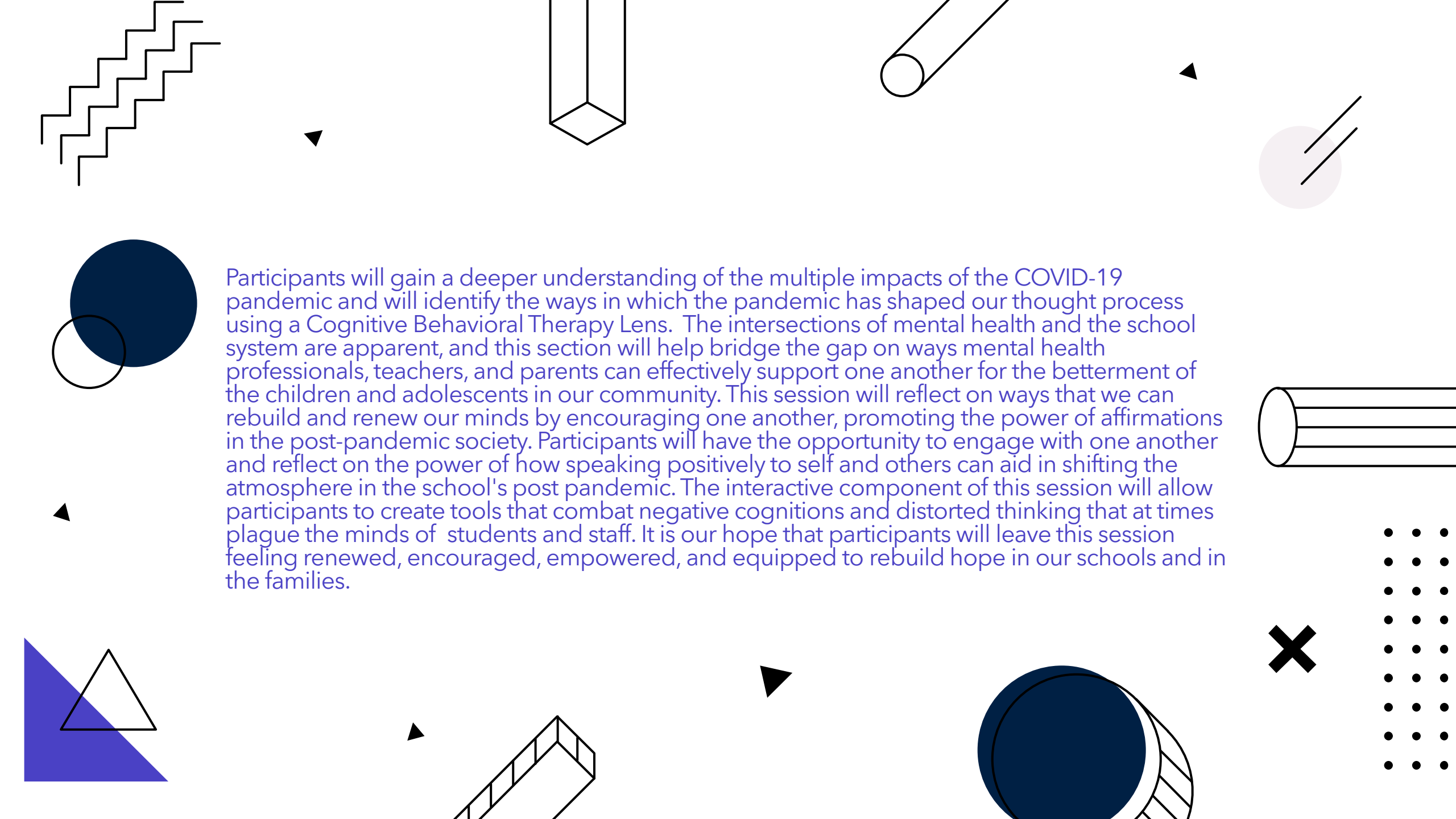
Speak Life: The Journey to Transformation and Renewing of the Mind

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ICEBREAKER





Participants will gain a deeper understanding of the multiple impacts of the COVID-19 pandemic and will identify the ways in which the pandemic has shaped our thought process using a Cognitive Behavioral Therapy Lens. The intersections of mental health and the school system are apparent, and this section will help bridge the gap on ways mental health professionals, teachers, and parents can effectively support one another for the betterment of the children and adolescents in our community. This session will reflect on ways that we can rebuild and renew our minds by encouraging one another, promoting the power of affirmations in the post-pandemic society. Participants will have the opportunity to engage with one another and reflect on the power of how speaking positively to self and others can aid in shifting the atmosphere in the school's post pandemic. The interactive component of this session will allow participants to create tools that combat negative cognitions and distorted thinking that at times plague the minds of students and staff. It is our hope that participants will leave this session feeling renewed, encouraged, empowered, and equipped to rebuild hope in our schools and in the families.

Agenda



- **Objective 1:** Deeper understanding of the multiple impacts of Covid and the pandemic.
- **Objective 2:** Identify the ways in which the pandemic has shaped our thought process using a Cognitive Behavior Therapy Lens.
- **Objective 3:** Provide education and strategies that encourage speaking life and building a bridge to renewing the mind.

Statistics

Daily Update for the United States

Cases

New Cases (Weekly Total)

280,911

Case Trends



Dec 2022

Feb 2023

Deaths

New Deaths (Weekly Total)

3,452

Death Trends



Dec 2022

Feb 2023

Hospitalizations

New Admissions (Daily Avg)

3,785

Admission Trends



Dec 2022

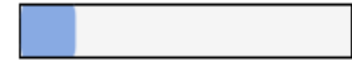
Feb 2023

Vaccinations

% with Updated Booster Dose

15.7%

Total Population



Total Cases

102,447,438

Total Deaths

1,106,824

Current Hospitalizations

23,797

Total Updated Booster Doses

52,004,853

Impacts of Covid-19

- Economic hardship has been notably widespread as evidenced by increased job loss, rampant food insecurity, and a growing number of families facing eviction.
- Decreases in job opportunities and increases in cutbacks are disproportionately affecting people of color.
- Scholars estimate that post-pandemic society may see a 20 percent increase in people falling into extreme poverty.
- Life expectancy has also been estimated to decrease by 1.13 years due to Covid-19, with reductions three to four times higher for people of color.
- The full impact of Covid-19 may take decades to fully understand.
- (Mitchell, 2021)

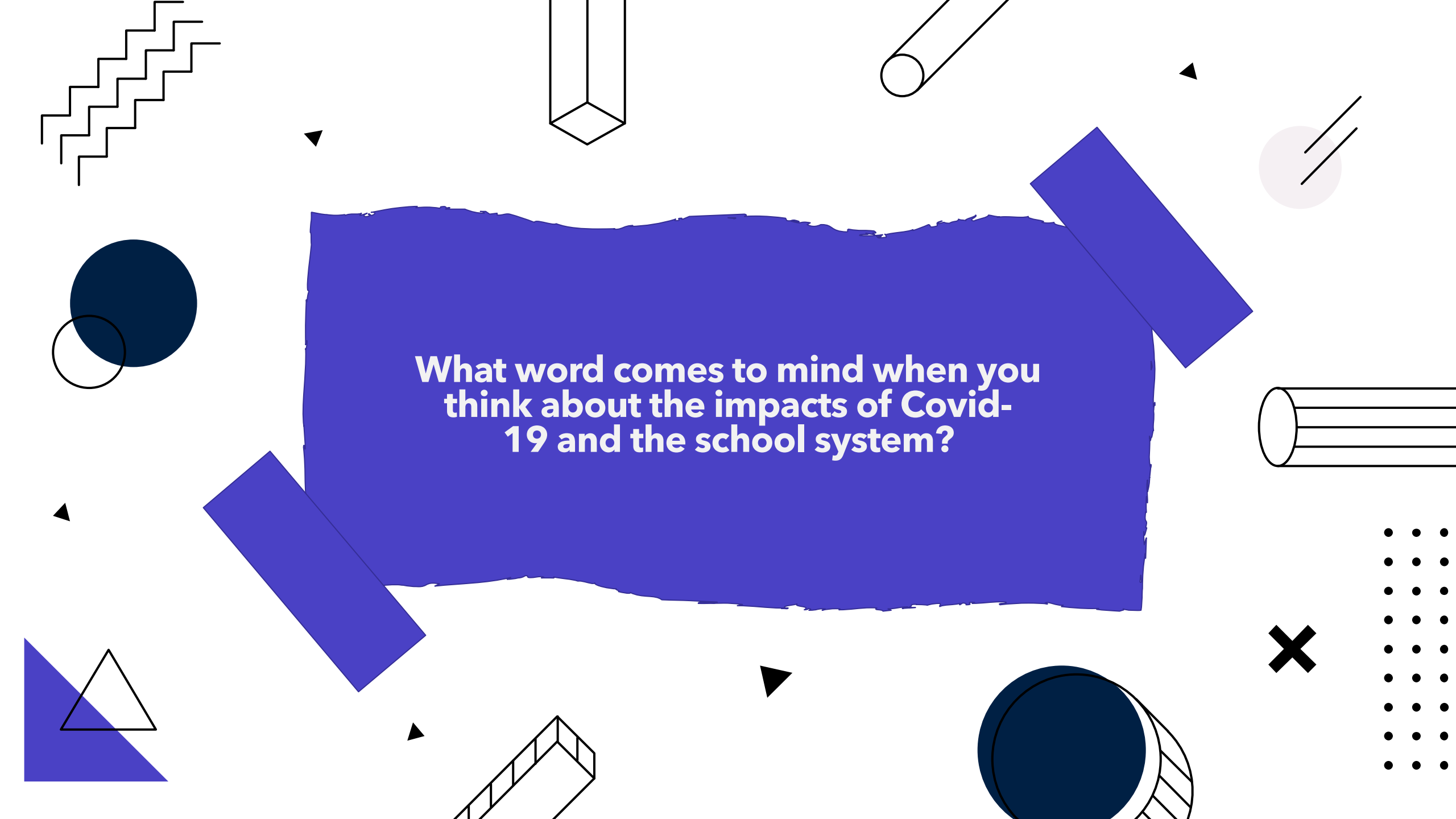


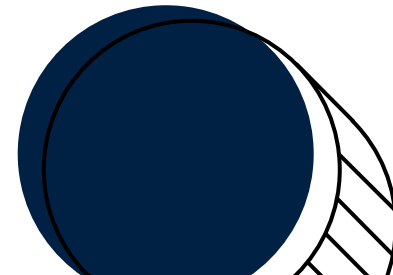
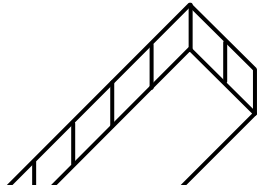
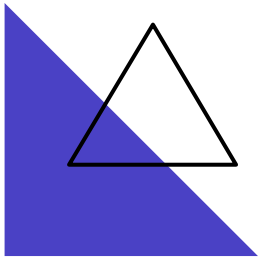
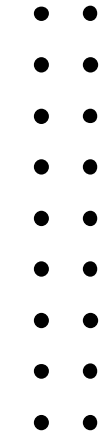
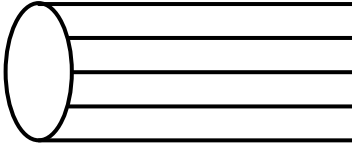
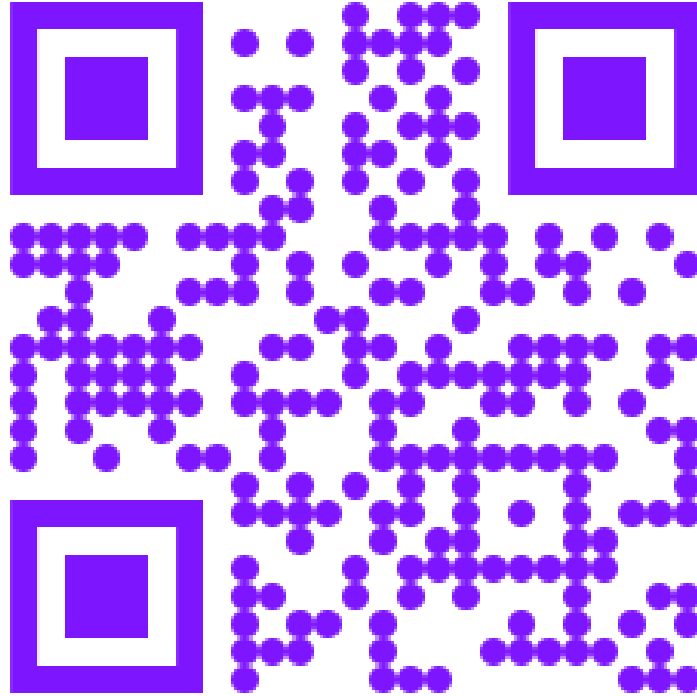
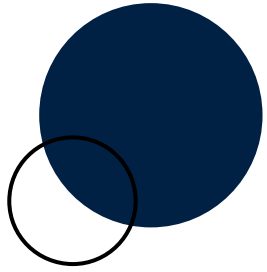
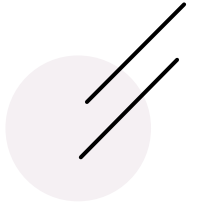
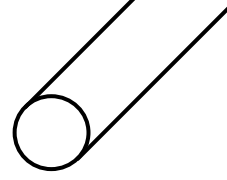
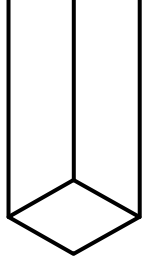
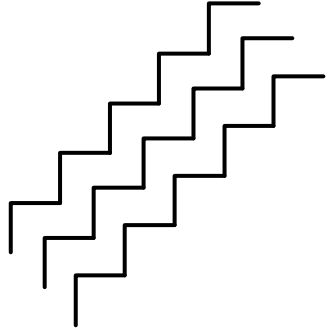
WORD CLOUD

When you think about
the pandemic what
words come to mind?



What word comes to mind when you think about the impacts of Covid-19 and the school system?





Barriers to Positive School Climate

- Prior to the pandemic, barriers to positive school climate were widespread, with inequity especially prevalent for students of color.
- Before the pandemic, approximately 10 percent to 20 percent of children experienced mental health concerns, with the vast majority receiving services in schools.
- School mental health professionals (school social workers, school psychologists, school counselors, and school nurses) have varied state certification standards, which may present barriers to their ability to address the needs of the students.
- The pandemic may be exacerbating the prevalence of student mental health needs, especially considering the ongoing trends in job, food, and housing insecurity.

• -(Mitchell, 2021)

Strain on Educators

- Stunted behavioral and emotional behavior.
 - Use of electronics increased
 - Absenteeism
 - Nonteaching staff covering classes
 - Barriers to getting mental health services
-
- Institute of Educational Sciences (2022)

Teachers Stress and Mental Health

- As reported in Ferguson et al. (2022) teacher stress is defined as "the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher."
- Heavy loads of teacher stress impact teacher illness. Teachers can face a range of physical and emotional symptoms from stress overload (Naghieh et al., 2015).

Combating Burnout for Teachers

- School environments play a key role in teacher burnout.
- Richards et al. (2018) report that teachers with low levels of burnout experience affirmative school cultures with supportive administration and colleagues, as well as adequate resources and professional development.
- Ouellette et al. (2018) outlined how professional development for managing student behavior is not an effective intervention to improve teacher mental health.
- Organizational health is the best predictor of teacher stress levels and satisfaction: "It is possible that the most effective route for promoting healthy outcomes for teachers is to promote a healthy work environment, including a positive organizational climate, high levels of collegiality among teachers, adequate resources and support, and manageable workloads." (Ouellette et al, 2018).

What we're seeing in the schools:



Anxiety

- Over the amount of assigned work
- Feeling behind (not understanding work)
- Overstimulated by the school environment



Depression

- Grief (loved ones, the way things were)
- Feeling disconnected from friends



Adjustment disorders

- Increased family stress
- Disruption of routines
- Decreased opportunities for social interactions

Parent Stress as a result of the Pandemic

- **Impacts on Children's Education and Development**

- Parents shared feeling overwhelmed juggling kids with different grade levels and academic obligations.
- Supporting children with different educational needs
- Trying to learn the material themselves and worrying about the children's educational development.

- **Impacts on Parent's Work**

- Sudden transitions in work and home life.
- Managing demands of jobs, schooling children, childcare, and increasing household duties simultaneously.

- **Social-Emotional Impact**

- Anxiety around contracting Covid-19
- Anxiety in themselves and their children
- Stressors of the pandemic (school-at-home, work-at-home, managing multiple roles at home caused strain on family relationships.
- Struggling to find a balance between children's educational needs and family emotional well-being.

**"Hardships
often prepare
ordinary
people for an
extraordinary
destiny." - C.S.
Lewis**



WHY DID THIS HAPPEN
TO ME, TO US?



WHAT IS THIS TRYING
TO TEACH US?

We have to come together!



- According to Wilson et al. (2022) understanding the inextricable connections between family well-being, social and economic vitality, and children's academic success, and finding points of convergence at which to develop shared goals, will be essential for building collaborative school community relationships as rural communities face the ongoing challenges of the COVID-19 pandemic.



Definitions

- **Journey:** something suggesting travel or passage from one place to another. To travel over or through.
- **Transformation:** an act, process, or instance of transforming or being transformed. Alter, change, convert, make over. To change the nature, condition, or function of, to change in nature, disposition, heart, or character.
- **Renew:** to make like new, to begin again, to make extensive changes.
- **Mind:** the element or complex of elements in an individual that feels, perceives, thinks, wills, and especially reasons.

Recycling Power



The Essence of Speaking Life

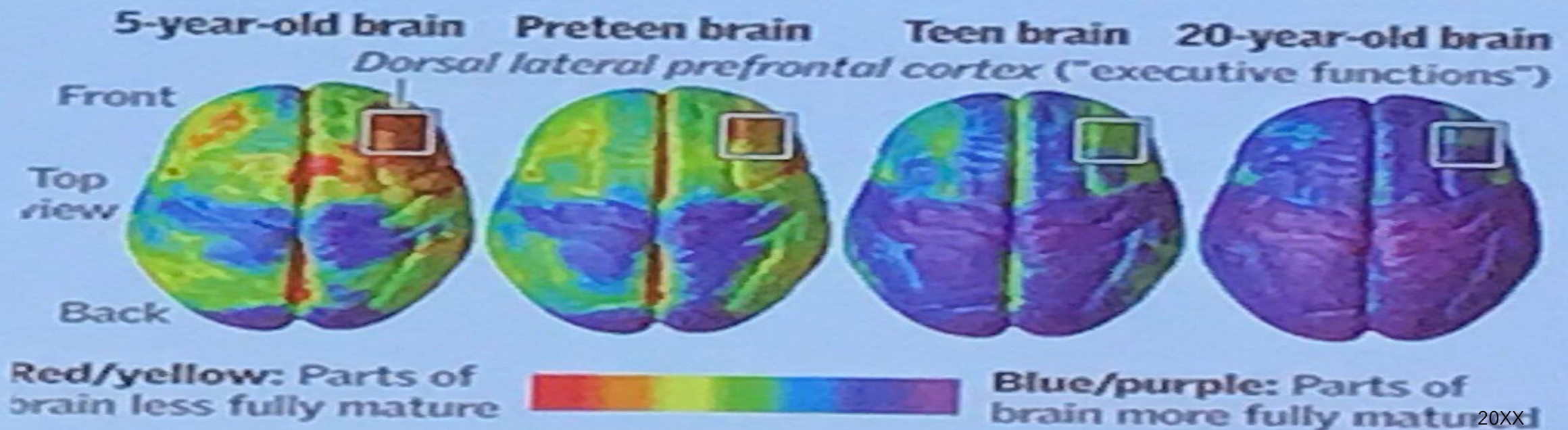


FAULTY INDICATION SPEAKS
TO COGNITIVE DISTORTIONS.



TURN OFF AND RESET OR REST
SPEAKS TO RENEWING

The development and maturation of the prefrontal cortex occurs primarily during adolescence and is fully accomplished at the age of 25 years. The development of the prefrontal cortex is very important for complex behavioral performance, as this region of the brain helps accomplish executive brain functions. The phrase "executive function" refers to a set of skills. These skills underlie the capacity to plan ahead and meet goals, display self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions, among others.



Cognitive Behavior Therapy



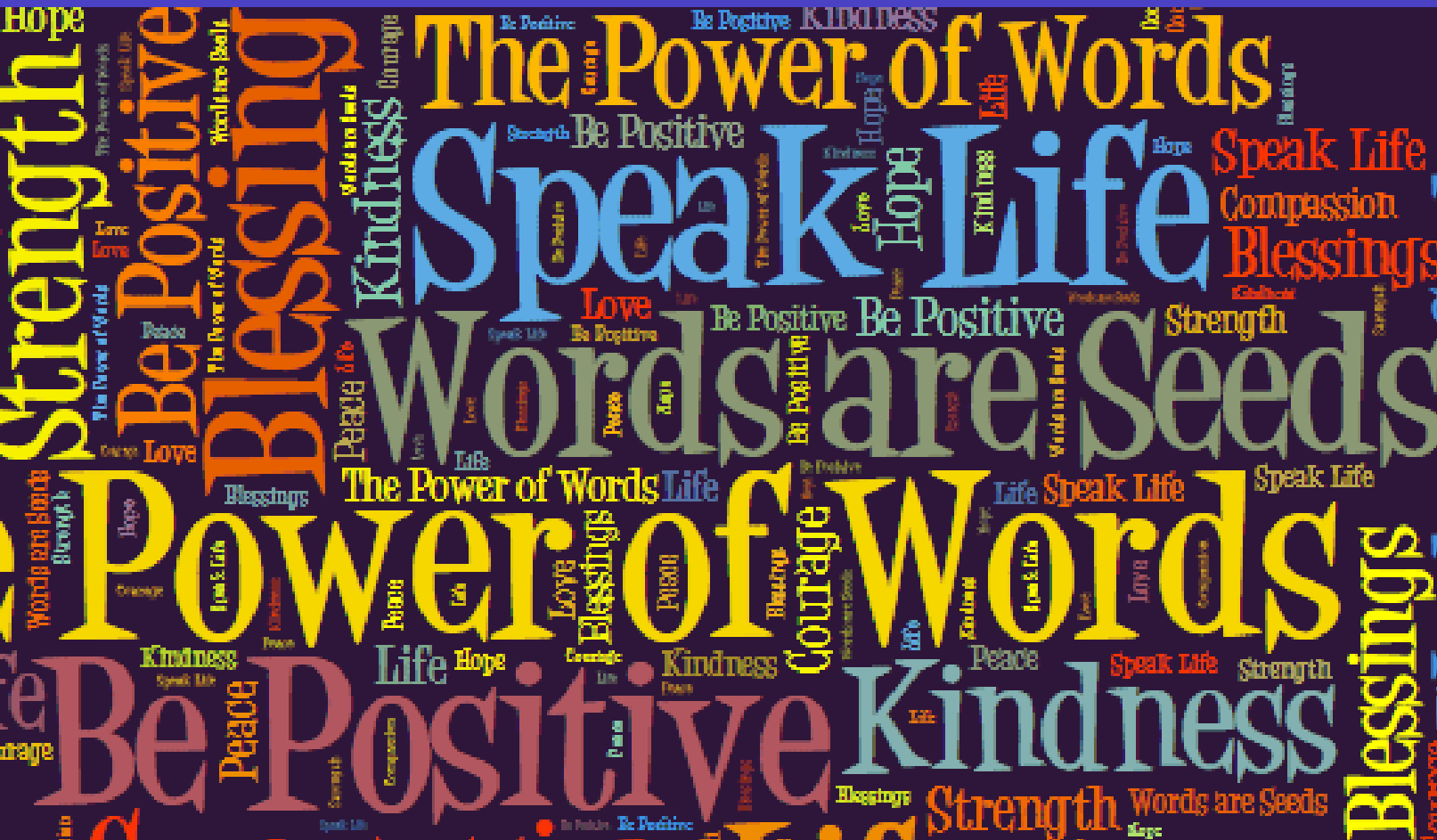
Aaron Beck was the founder of cognitive theories. Albert Ellis was one of the founders of behavioral theories. Aaron Beck believed that people respond to their life events through a combination of cognitive, affective, motivational, and behavioral responses.

Cognitive-behavior therapy or CBT, is a model that is based on theories that explain human behavior.

The techniques used in Cognitive Behavior Therapy are aimed at correcting thinking errors (automatic negative thoughts, catastrophizing, all or nothing thinking), to modify the core beliefs that promote faulty conclusions.

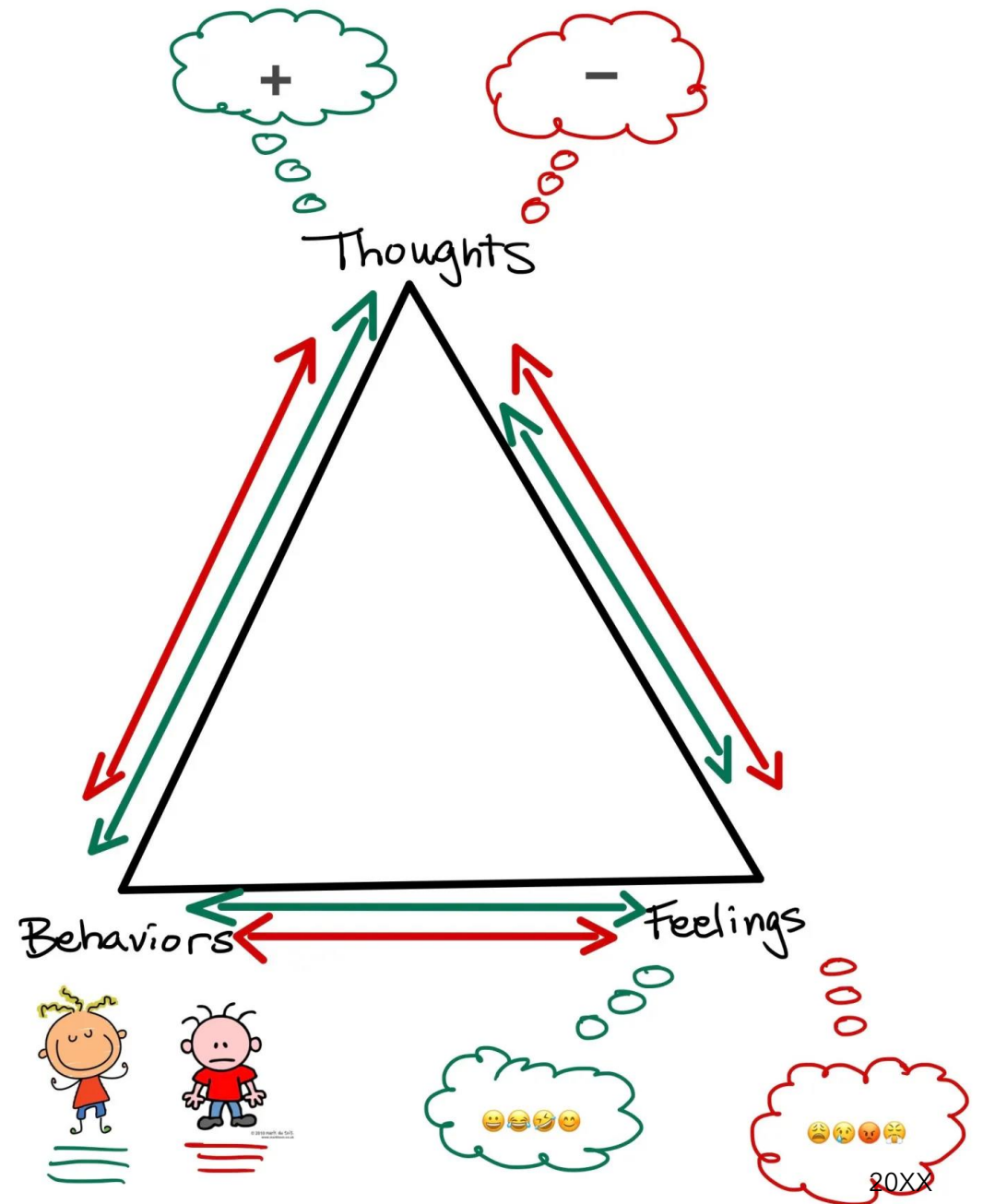
You work with a mental health counselor (psychotherapist or therapist) in a structured way, attending a limited number of sessions. CBT helps you become aware of inaccurate or negative thinking so you can view challenging situations more clearly and respond to them in a more effective way.

Quotes



- So a man thinketh so is he.
- I think therefore I am.

Cognitive Behavioral Therapy



Before you post....

BEFORE YOU



think

t = is it TRUE?

H = is it HELPFUL?

i = is it INSPIRING?

n = is it NECESSARY?

K = is it KIND?

Recognizing and Combating Negative Thinking

ANTBED

- Automatic
- Negative
- Thoughts
- Build
- Every
- Day



PAT

- Positive
- Affirming
- Thoughts



THINKING MISTAKES

1. **Black - and - White Thinking** - You tend to think of things in extremes - either you're perfect or you're a total failure. Example: A teenage girl on a diet eats a spoonful of ice cream and says to herself, "I've blown my diet completely!" She gets so distressed over 1 spoonful of ice cream that she ends up eating a whole quart.
2. **"Yes But" Thinking** - You tend to ignore the positives in your life and focus only on the negatives. Example: A friend tells you that you look nice in your new outfit and you say to yourself, "He's just saying that to be nice. He's nice to everybody."
3. **Mind Reading** - You act as if you are able to tell what other people are thinking without checking with them first. Example: A friend doesn't return your call and you say to yourself, "He doesn't like me anymore. He thinks I'm weird."
4. **Telling the Future** - You act as if you can predict the future and know that something will turn out badly. Example: A teenager wants to try out for the track team but says to himself, "I'll never make the team. I'll be so nervous that my running will be lousy." As a result, he doesn't even give it a try.
5. **Emotional Reasoning** - You decide how things "really" are on the basis of how you feel. Example: You feel worried about giving a report in front of your English class and say to yourself, "I feel so nervous. Everyone will see my nervousness, and something awful is going to happen during my report."
6. **Labeling** - You attach negative labels to yourself and call yourself names. Example: You miss an appointment with your doctor by accident. Instead of thinking, "I made a mistake", you say to yourself, "I'm so untrustworthy. I'm stupid!"
7. **Should Statements** - You try to motivate yourself by thinking "I should do this" and "I shouldn't do that." Example: After working all day on a drawing, a talented young artist says to herself, "I shouldn't make so many mistakes. I ought to do better after all those art classes!" Note: Beware of "must", "ought," and "have to" as well.
8. **Overgeneralizing** - You make a conclusion about something on the basis of 1 or 2 things. Example: You find out that a girl in your History class doesn't like you, so you conclude that everybody in the class hates you.
9. **Catastrophizing** - You exaggerate the likelihood that something bad will happen, or you exaggerate how bad it would be if it really did happen. Example: A teenager is nervous about a blind date he has scheduled this weekend, and says to himself, "chances are she'll hate me, which would be awful and horrible. I could never face our mutual friends again."

- For every 1 negative interaction or feeling, there need to be at least 5 positive interactions or feelings to counterbalance the negatives.



Red Thoughts or Green Thoughts

GREEN & RED THOUGHTS



Red Thoughts examples:

I am failing my students because they have not progressed.

I am a bad parent because my child doesn't behave well in school.

Green Thoughts examples:

What can I do to influence a more positive learning environment?

What is my child trying to tell me with their behavior?

A wooden boardwalk made of light-colored planks leads across a vast, pebbly beach towards the ocean. The sky is filled with warm, golden light from a setting or rising sun, with soft clouds catching the light. The overall mood is peaceful and hopeful.

Encouragement is the fuel that sustains hope.

The Power of Words

Gardening edition:
The Ikea Bully Plant



The Power of Words

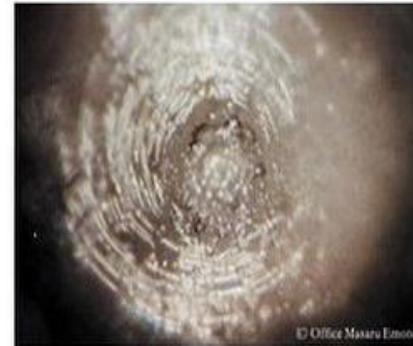
- "The Hidden Messages in Water" by Dr. Masaru Emoto



"Do it"



"Let's do it"



"You fool"



"Thank you"



"War"



"Peace"

CBT Skills Intervention in Schools

Theme	Construct
	Social-emotional learning (SEL)
Confidence and Self-Compassion	Empathy
	Thoughts, feelings, behaviour (CBT)
Implementation of mental health literacy within school systems	
	Family
Awareness	Mental health
	School Stressors
	Protective Factors
Relationship to Self and System	Charismatic Adult and help-seeking
	Access to a range of supports
	Group work
Sense of Community	Peer Connection
	Trust and establishing relational warmth
	Lesson introduction
Teaching and Learning	Differentiated instruction
	Workload

Fig. 1 The core theme and corresponding categories in blue signaled for the students that the learned skills and strategies were effective and could be applied themselves, improving self-awareness. Sub-themes and corresponding categories below the yellow line are requirements for successful school based implementation of the MHL + CBT intervention

CBTSI Study Findings:

- Facilitator attitude impacted student engagement
- Ongoing support increased the likelihood of mastering distress tolerance skills (emotional regulation)
- Establishing a sense of community where peers could interact increased classroom cohesion and fostered trust
- Students were more receptive to instructional material when teachers were comfortable with the material
- Balancing academic demands with more class discussion vs. Assigned work helped to manage student anxiety and increase engagement



The two most important days in
your life are the day you are born
and the day you find out why.

Mark Twain

Recommendations

- As the risk for student mental health needs are elevated, schools can contend societal changes by enhancing their support services as a buffer.
- According to (Crutchfield et al., 2020) Effective school mental health is often sought by:
 - Improving school climate- with words, speaking life and positive affirmations daily. Focusing on behaviors you do want and positively reinforcing behaviors.
 - Enhancing relationships- by encouraging one another. As the study showed the teachers attitude impacted the student's engagement greatly.
 - Integrate social-emotional learning into curriculum
 - Understand that PLAY is WORK for children and adolescents
 - Providing preventative mental health services- Providing more funding to employ school mental health professionals
 - Restorative practices versus punitive measures
 - Strive to understand what is happening in the home and how that affects youth outcomes
 - Valuing and incorporating the strengths of family and youth perspectives across all domains of school mental health
 - Increase attention to the diversity, culture, race, gender, ability, and the intersectional influence of these identities and experiences.

Recommendations for Restorative Practices



Actively listening

Mirroring emotions
Paraphrasing back
Validating feelings



Affective communication

Using "I statements"



Curiosity Questions

"You seem off today,
is everything OK?"


Recommendations



- Whenever you are frustrated, S-T-O-P:
 - Sit down
 - Think
 - Observe
 - Plan

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A night landscape featuring a starry sky with the Milky Way, snow-capped mountains, and a calm lake reflecting the lights. A bright starburst is visible in the lower left corner.

"I've learned that people
will forget what you said,
people will forget what you
did,
but people will never
forget how you made them
feel"

- Maya Angelou

Thank you



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