

Cultivating School-Life Balance to Support Academic Success

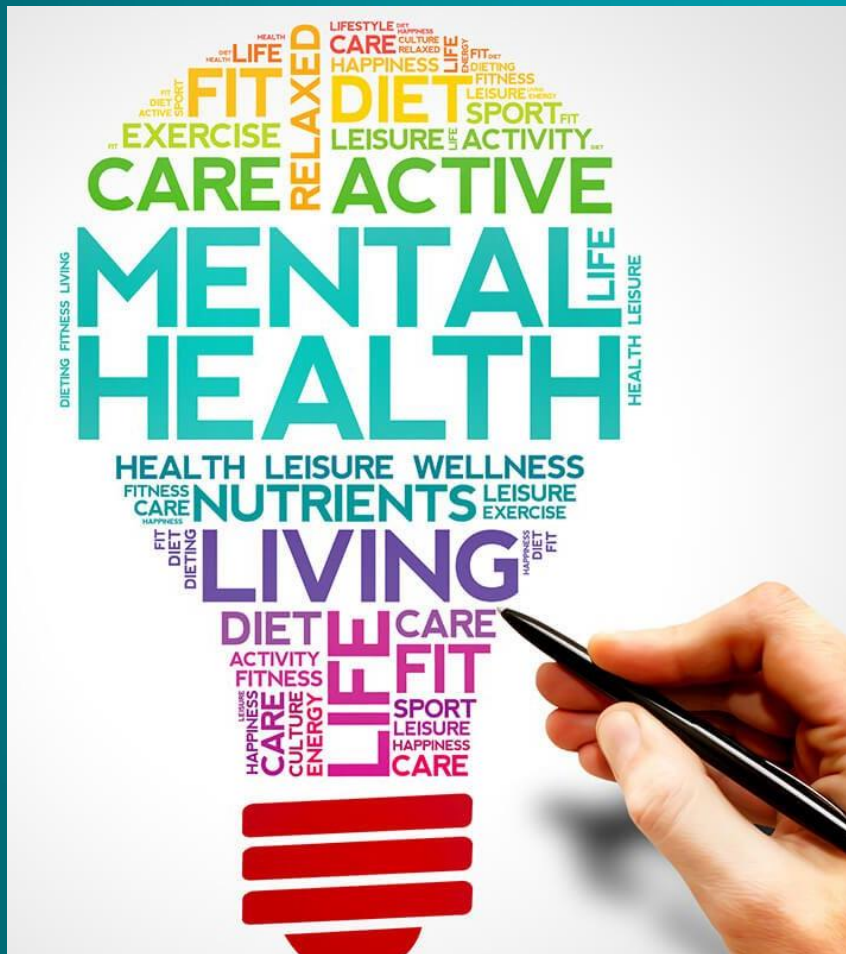


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What Is "Mental Health?"



“Mental health is defined as a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community”

- World Health Organization

Youth Voices



Why It Matters

- 50% of mental health problems are established by age 14 and 75% by age 24
- Adverse childhood experiences have been found to have a lifelong impact on mental health
- Education is important for wellbeing and can impact many outcomes in life, such as mental health.
- 20% of adolescents may experience a mental health problem in any given year.
- 10% of children and young people (aged 5-16 years) have a clinically diagnosable mental health issue, yet 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age.

Important Transition Times

- Elementary to middle school
- Middle school to high school
- High school to college



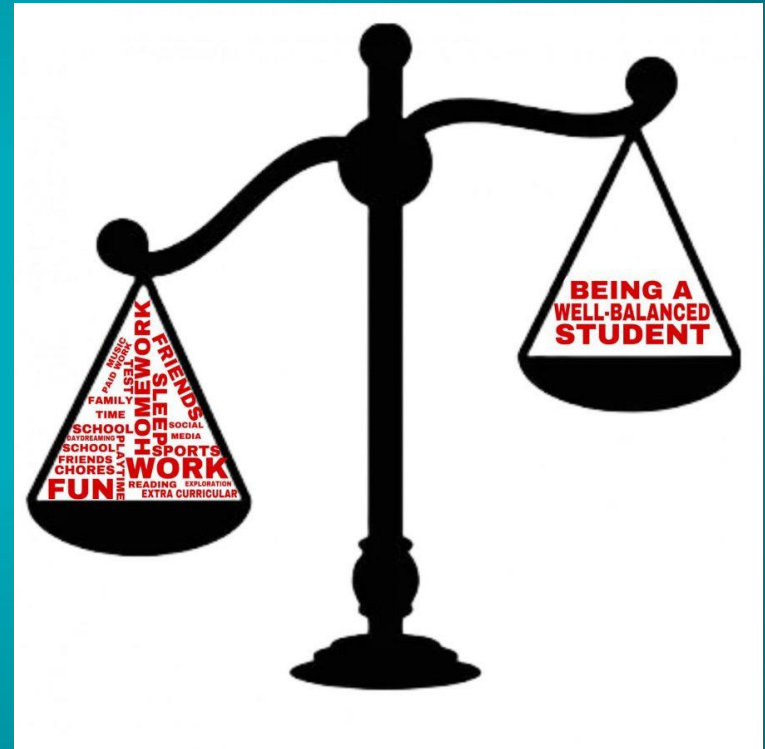
School-Life Balance

- What is it?
 - Putting sufficient effort into your academic work while also taking time to enjoy the social, sporting and cultural aspects of being a student.
- Why does it matter?
 - Brain research
 - Key to mental health
- How does it help?
 - Reduce stress, burn-out
 - Improves performance and goal attainment



School-Life Imbalance

- Case examples
 - H.M.
 - J.S.
 - Others?



What to Look Out For

- Withdrawn/Loneliness
- Decline in school performance
- Physical appearance
- Aggressive
- Risk taking behavior
- Changes in eating/sleeping habits
- Self harming behaviors
- Avoidance or absenteeism from school, youth club
- Lack of interest in things they used to enjoy
- Communication difficulties



Top 5 Tips for School-Life Balance



Prioritization Process



Physical Health – Lifestyle Behaviors



Executive Functioning*



Cognitive Functioning*



Coping Strategies Toolkit*



Executive Functioning

- What this looks like at each level
 - Elementary
 - Middle
 - High School
- What parents can do to help
 - Home routine
 - Organizational Skills Training (Gallagher, 2014)
 - Time management



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Cognitive Functioning

What is it and why is it key to mental well-being/mental health?



“Man is disturbed not by things but by the views he takes of them”

Epictetus, AD 55-135

“My life has been full of terrible misfortunes most of which have never happened”

Michael de Montaigne

How do thoughts, feelings and behaviors influence each other?

Situation/trigger:
public speaking or
giving a
presentation

Thoughts

"I'm going to look stupid."
"I will make a fool of
myself."
"Someone will do it better."
"I don't have what it takes."

Behaviors

Avoid (e.g. preparing/opportunity
Isolation
Stumble on words
Sweating/agitated

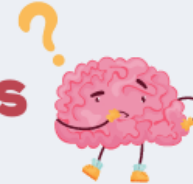
Feelings

Fearful
Nervous
Insecure
Panic

insights
THERAPY CENTER

Identifying Cognitive Patterns

Common Cognitive Distortions



Black & white thinking
(or all-or nothing) thinking
Thinking in "either/or" categories where there is no middle ground.



Overgeneralizing
Thinking that makes a conclusion based on a single piece of evidence.



Fortune-telling
Thinking which assumes what will happen based on little or no evidence.



"Should" statements
Expectations about what a person "should" do, which are enforced on oneself or others.



Control fallacies
Beliefs that a person either has complete control of themselves & their circumstances, or that a person's life is entirely controlled by external factors.



Mind-reading
Thinking that assumes what other people's reasons or intentions are, with little or no evidence.



Labelling
Thinking that assigns a judgmental label to oneself or others based on a single incident.



Catastrophizing
Thinking which leads to worries escalating quickly to worst-case scenarios.



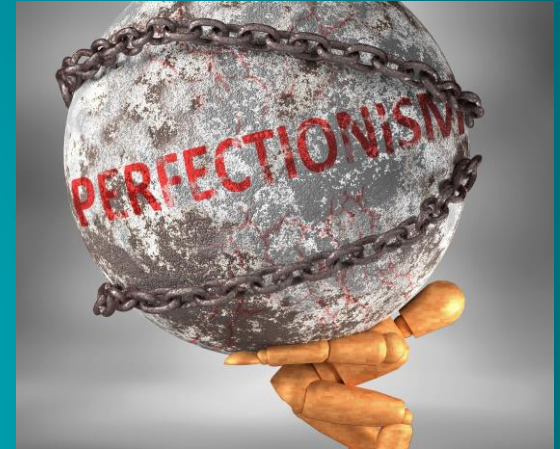
Mental filtering
Thinking that "filters out" all of the positive and remembers or perceives only the negative aspects of a situation.



Personalization
Thinking which assumes one has been intentionally excluded or targeted.

Spotlight on Perfectionism

- High standards
 - Conscientiousness vs perfectionism
- Self-criticism
- Chronic doubt and guilt
- Magnified sense of responsibility
- High demands of others and difficulty delegating
- Procrastination
- Frustration with inefficiencies



Don't let those cognitive distortions live rent free in your head



Awareness and
Insight



Clean house;
Challenge them



Thoughts on
Trial; Present
Evidence



Experiential Exercise:
Leaf on a
Stream, Fishing

Challenge Your Thoughts

When thinking this...	Try this instead...
I never do anything right.	That isn't true. I do get things right.
I feel like doing 'x' so I should go do it right now.	I can take time to process my thoughts without reacting first.
I have no control over my reactions.	I can learn to control how I react.
My emotions are who I am.	My emotions are my brain processing info.
Everything will end badly.	What if things work out?
All I do is mess up.	What would my friends tell me?



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Coping Strategies Toolkit

Emotion-Focused Coping Skills

- Essential for situations that cannot be changed
- Distress tolerance
- Emotion regulation
- Stress management



Problem-Focused Coping Skills

- Essential for situations that can be changed
- Teaches problem solving skills
- Empowers youth

Distress Tolerance

“How to get through a crisis without making things worse”



Distress Tolerance as Crisis Survival Skills

- Crisis survival skills are needed:
 - When youth are in a situation that is
 - Highly stressful
 - Short-term
 - Creating intense pressure to resolve the crisis now
 - *AND*
 - Acting on their emotions and urges will make things worse
 - The situation may not be able to be improved right away
 - Youth can learn to temporarily tolerate challenging events and emotions

STOP Skills

Stop: Do not just react. Stop. Freeze. Do not move a muscle! Your emotions may try to make you act without thinking. Stay in control.

Take a step back: Take a step back from the situation. Get unstuck from what is going on. Let go. Take a deep breath. Do not let your feelings put you over the edge and make you act impulsively.

Observe: Take notice of what is going on inside and outside of yourself. What is the situation? What are your thoughts and feelings? What are others saying or doing?

Proceed mindfully: Act with awareness. In deciding what to do, consider your thoughts and feelings, the situation, and the thoughts and feelings of other people. Think about your goals. What do you want to get from this situation? Which actions will make it better or worse?



TIPP Skills



TIP YOUR TEMPERATURE



INTENSELY EXERCISE



PACE YOUR BREATHING



**PROGRESSIVELY RELAX YOUR
MUSCLES**

TIPP Skills (con't)



Tip the TEMPERATURE of your face:
use ice water to calm yourself down
fast by changing the response of
your autonomic nervous system

Put your face in a bowl of ICE WATER (30 seconds)

OR splash ICE WATER on your face,

OR hold a gel ICE pack (or zip-lock ICE WATER) on your face.



EXERCISE to calm down a body
revved up by emotion

Engage in exercise/movement, if only for a short while.

Expend your body's stored up physical energy by: Running, Walking, Fast Jumping, Playing Basketball, Weight Lifting, etc. (tailor to your body's needs)

TIPP Skills (con't)

PACE YOUR BREATHING BY SLOWING IT DOWN

- Slow your pace of inhaling and exhaling *way down* (on average 5 to 7 breath cycles per minute).
- Breathe deeply from the abdomen or diaphragm.
- Breathe more slowly *out* than when breathing *in* (for example, 4 seconds in and 8 seconds out).

PROGRESSIVELY RELAX YOUR MUSCLES

- Starting with your hands, moving to your forearms, upper arms, shoulders, neck, forehead, eyes, cheeks & lips, tongue & jaw, chest, upper back, stomach, thighs, calves, ankles, feet.
- TENSE (5 seconds), then let go and RELAX each muscle (all the way).
- NOTICE the tension. NOTICE the difference when relaxed.

Identifying Pros and Cons

Use PROS and CONS when you have to decide between two courses of action.



	Pros	Cons
Acting on Crisis Urges		
Resisting Crisis Urges		

Distraction as Coping Tool



A way to remember these skills is the acronym “ACCEPTS:”



Activities:

Refocus your attention on the task you have to get done
TV, events, exercise, internet, sports, hobbies



Contributing:

Volunteering, help a friend, encourage someone



Comparisons:

Compare how you are feeling now to a time when you felt different



Different Emotions:

Books, stories, movies, music



Pushing Away:

Leave the situation; block thoughts from your mind



Other Thoughts:

Counting; puzzles



Other Sensations:

Squeeze a rubber ball; hold ice; go out in the rain

Self-Soothing: Using Your Five Senses



Vision: Stars at night; pictures in a book; nature; candles



Hearing: Soothing music; invigorating music; sounds of nature; sounds of the city



Smell: Soap; play-dough; coffee; essential oils; cinnamon



Taste: Favorite foods; soothing drinks; chew gum



Touch: Hot baths; pet your dog or cat; creamy lotion; comfortable clothing

Emotion Regulation

“How to understand emotions, change ineffective emotions, and be less vulnerable to negative emotions”

Signs of Emotional Dysregulation



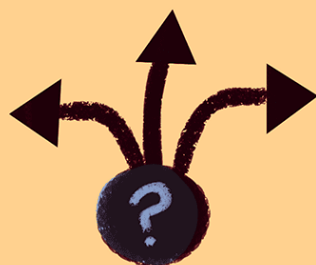
Overly intense emotions



Impulsive behavior



Lack of emotional awareness



Trouble making decisions



Inability to manage behavior



Avoids difficult emotions

Emotion Encyclopedia

Basic Emotion	Related Emotion Words
Anger	Aggravation, agitation, annoyance, bitterness, exasperation, ferocity, frustration, fury
Disgust	Abhorrence, antipathy, aversion, condescension, contempt, dislike, derision, disdain, distaste, hate,
Envy	Bitterness, covetous, craving, discontented, disgruntled, displeased, dissatisfied, down-hearted
Fear	Anxiety, apprehension, dread, edginess, fright, horror, hysteria, jumpiness, nervousness
Happiness	Joy, enjoyment, relief, amusement, enthrallment, hope, satisfaction, bliss, enthusiasm, jolliness
Jealousy	Cautious, clinging, clutching, defensive, fear of losing someone or something, mistrustful
Love	Adoration, affection, arousal, attraction, caring, charmed, compassion, desire, enchantment
Sadness	Despair, grief, misery, agony, disappointment, homesickness, neglect, alienation, discontentment, pity, anguish, dismay, hurt, rejection, crushed, displeasure, insecurity, sorrow, defeat
Shame	Contrition, culpability, discomposure, embarrassment, humiliation, mortification, self-conscious, shyness
Guilt	Apologetic, culpability, regret, remorse, sorry

Opposite Action



Fear

Urge: Freeze, run, avoid

Opposite action:
Approach



Anger

Urge: Attack, hit, yell

Opposite action:
Gently avoid; do something nice



Sadness

Urge: Withdraw, cry, isolate

Opposite action:
Get active



Guilt/Shame

Urge: Hide/avoid

Opposite action:
Face the music;
repair mistakes

Review: 5 Tips for School-Life Balance



Prioritization Process



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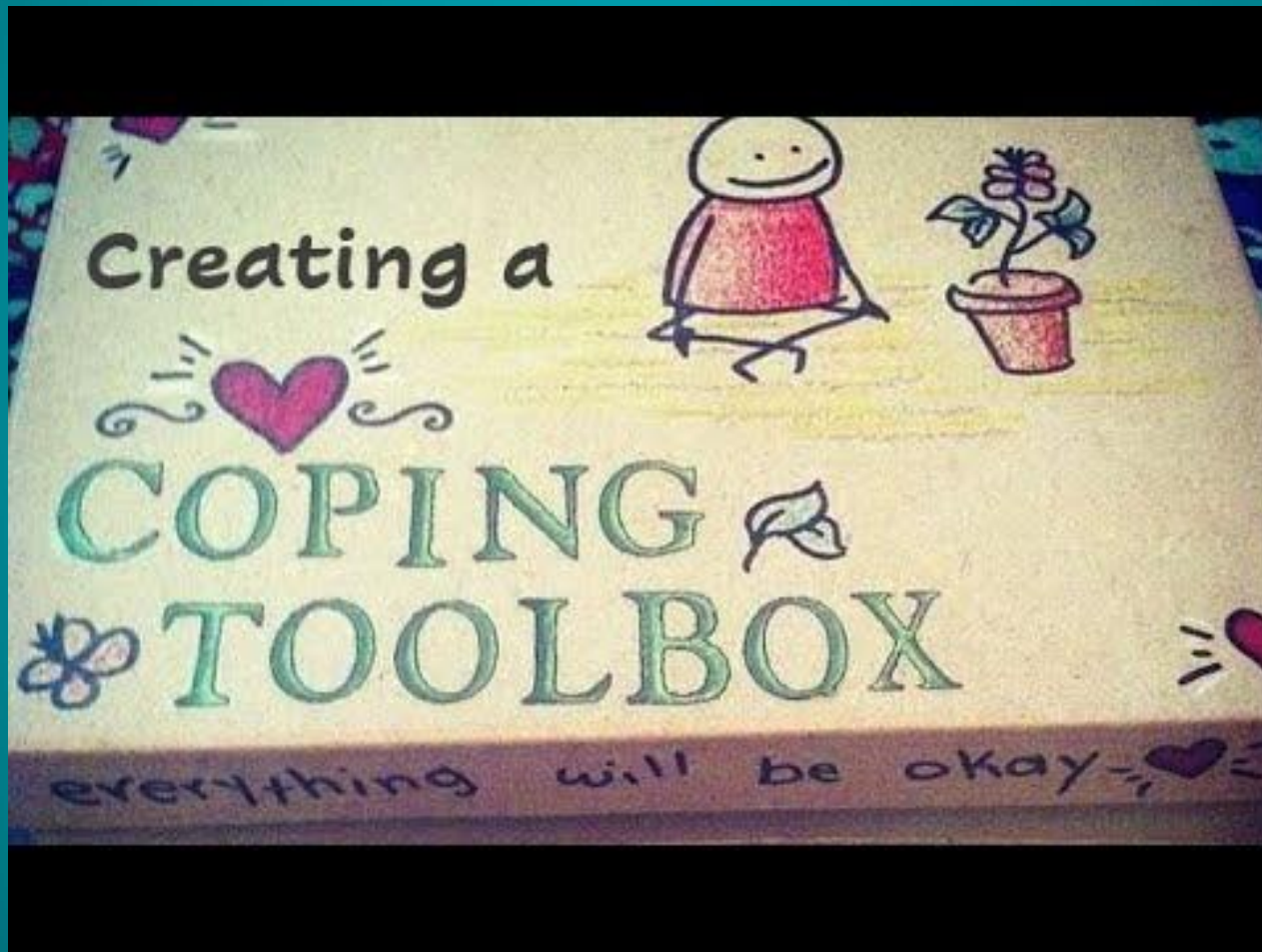
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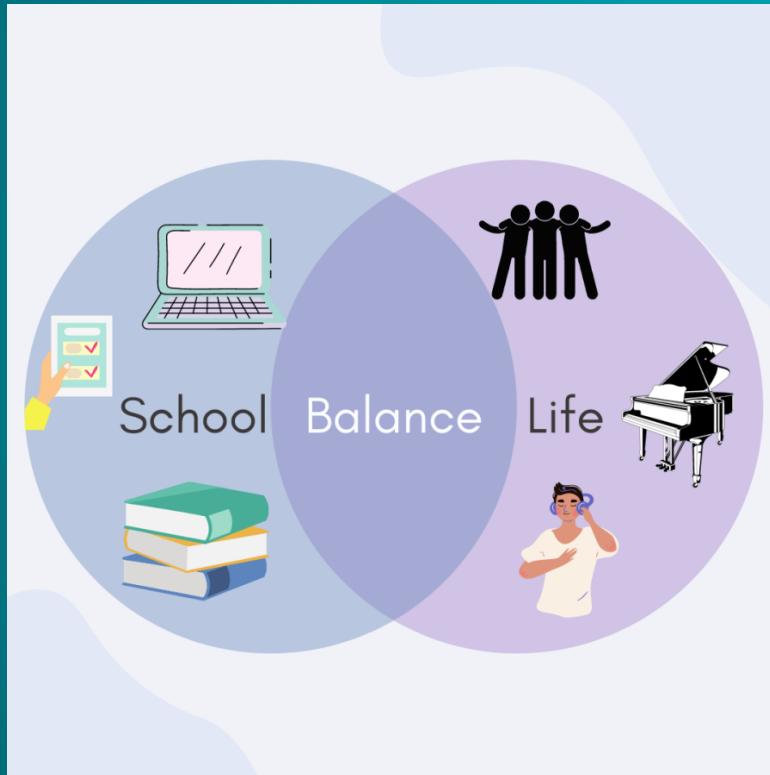
Coping Strategies Toolkit*



What's in your Coping Strategies Toolkit?



Striking the School-Life Balance



- Take stock of strengths
- Note areas for improvement
- Create a school-life balance family plan
- Build in reassessments
- School resources
 - School counselor, teacher
- Access additional help!
 - Executive functioning coach, mental health clinicians, behavioral coaches

Resources

Transforming Mental Health Initiative



Email Us

TMHTeam@rchsd.org

Resources

- **ParentGuidance.Org**

<https://parentguidance.org/>

Welcome - parentguidance.org

We offer education and therapeutic support to empower and give you hope as you support your child's mental health.

- **National Parent Helpline**

<https://www.nationalparenthelpline.org/>

We provide vital information, support, and referrals through calls, texts, and chats to diverse parents, children, and youth seeking help nationwide. The National Parent & Youth Helpline™ is operated by Parents Anonymous® and available 24 hours a day/7 days a week.

- **Mental Health America**

<https://mhanational.org/mental-health-resources-parents>

Find resources on caregiving as a parent - whether caring for children or your own parents.

- **San Diego County Office of Education**

<https://www.sdcoe.net/students/health-well-being/mental-health-supports>

Prioritizing mental health is important for students to be able to learn effectively; it's also a key component that helps staff teach and support learners every day. The San Diego County Office of Education (SDCOE) has compiled resources and information for students, families, and schools that keep mental health supports top of mind.

- **Soluna App**

<https://solunaapp.com/>

Confidential support for 13- to 25-year-olds in California. No cost. No pressure. Chat 1:1 with a professional coach, use interactive tools to destress, or explore quizzes, videos, forums, and more.

San Diego County Resources

- **Rady Children's Behavioral Health Urgent Care (BHUC) Walk-in Clinic.** Call: **858-966-5484**. 4 p.m.-8 p.m., Mon- Fri. 4305 University Avenue, Suite 150, San Diego, CA 92105. Serves youth ages 5-21 struggling with concerns that pose an imminent risk to their safety, the safety of others, or significantly impair their daily lives.
- **Rady Children's Hospital Emergency Room.** Call: **858-966-8005**. 3020 Children's Way, 1st Floor, San Diego, CA 92123.
- **San Diego County Emergency Screening Unit.** Call: **619-876-4502**. 4309 3rd Avenue, San Diego, CA 92103. Available to children and adolescents for emergency psychiatric assistance.
- **San Diego County Access and Crisis Line.** Call: **888-724-7240**. Crisis counseling or referrals, 24 hours a day/7 days a
- **Center for Community Solutions.** Call: **888-385-4657**
- **Crisis Action and Connection.** Call: **619-591-5740**
- **North County Crisis Intervention and Response Team.** Mon-Fri from 12:00 p.m. to 8:00 p.m. Weekends from 12:00 p.m. to 5:00 p.m. Escondido, call: **760-233-0133** | Vista, call: **760-305-8225**.
- **2-1-1 San Diego:** Dial **2-1-1** from a mobile or **858-300-211** from any phone

Riverside County Resources

- **24/7 Mental Health Urgent Care.** Provides 24 hour/7 days/365 urgent care mental health screening and assessment services and medications to address the needs of those in crisis in a safe, efficient, trauma-informed, and least-restrictive setting. **Palm Springs:** 2500 N Palm Canyon Dr, Suite # A4 Palm Springs, CA 92262 Call: **442-268-7000** (ages 13+). **Perris:** 85 Ramona Expressway, Suites 1-3 Perris, CA 92571. Call: **951-349-4195** (ages 13+). **Loma Linda University Children's Health: Children's Emergency Room:** 11234 Anderson St, Loma Linda, CA 92354. Call: **909-651-6233**.
- **Riverside University Health System Medical Center Emergency Treatment Services (ETS).** Call: **951-358-4881**. Se Habla Español. 9990 County Farm Road, Ste. 4, Riverside, CA 92503. Provides psychiatric emergency services 24 hours a day, 7 days a week for all ages, which includes evaluation, crisis intervention, and referrals for psychiatric hospitalization, as needed for adults, children, and adolescents. Consumers may be referred to the Inpatient Treatment Facility (ITF) or other private hospitals.
- **Telecare Riverside Crisis Stabilization Services.** Call: **760-863-8600** or **760-863-8455**; Se Habla Español. 47-825 Oasis Street, Indio, CA 92201. Provides psychiatric emergency assessment and crisis stabilization for up to 24 hours for all ages. Services include evaluations, crisis intervention and referral for psychiatric hospitalization. Telecare Riverside Crisis Stabilization Services operate 24 hours a day, 7 days a week. This facility is also a 5150 provider.
- **Community Behavioral Health Assessment Team (CBAT).** Murrieta Police Department. Specially trained officers with a clinical therapist to respond to calls for law enforcement service involving mental health issues in the Murrieta and Temecula communities. www.murrietaca.gov/1052/Community-Behavioral-Health-Assessment-T Call: **951-304-2489** or **951-461-6355**.
- **HELPLine - 24 Hour Crisis/Suicide Intervention.** Call: **951-686-HELP (4357)**. The HELPLine is a free, confidential Crisis/Suicide Intervention service operated by highly trained volunteers. The line is open 24-hours a day, seven days a week.

California & National Resources

- **National Suicide Prevention Lifeline.** Call: **988** or **1-800-273-TALK**; Spanish line: **888-628-9454**; TTY: **800-799-4TTY** (4889) (8255). You'll be connected to a skilled, trained counselor at a crisis center in your area, anytime 24/7.
- **California Coalition for Youth Crisis Line.** Call/text: **1-800-843-5200**. Available 24 hours/7 days a week. Languages other than English are available. Anonymous and confidential for youth and TAY struggling with behavioral issues. Provides local community resources for you and your family. Text and live chat available from 4:30pm-8:30pm daily via website www.calyouth.org or phone.
- **California Peer-Run Warm Line:** Call: **855-845-7415**. 24/7 non-emergency emotional support and referrals.
- **Crisis Text Line.** National crisis text line. Text the word "HOME" to **741-741 24/7**.
- **LGBT National Youth Talkline.** Call: **800-246-7743**. Monday to Friday from 1:00 p.m. to 9:00 p.m., Saturday from 9:00 a.m. to 2:00 p.m.
- **National Sexual Assault Hotline.** Call: **800-656-HOPE** (4673).
- **Teen Line.** Call: **800-852-8336**. 6:00 p.m. to 10:00 p.m. PST or text TEEN to **839863**.
- **Trevor Project Lifeline.** Call: **866-488-7386**. Text: Text the word "Trevor" to **202-304-1200**. 24-hour hotline that provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning young people (LGBTQ) ages 13-24. www.thetrevorproject.org.
- **Trans Lifeline.** Call: **1-877-565-8860**. Crisis hotline staffed by transgender people for transgender people. www.translifeline.org
- **Veterans Crisis Line.** Call: **(800)-273-8255** Press 1. 24 hours a day, 7 days/week. The Veterans Crisis Line is a Department of Veterans Affairs (VA) resource that connects Veterans in crisis or their families and friends with qualified, caring VA professionals. Confidential support is available.