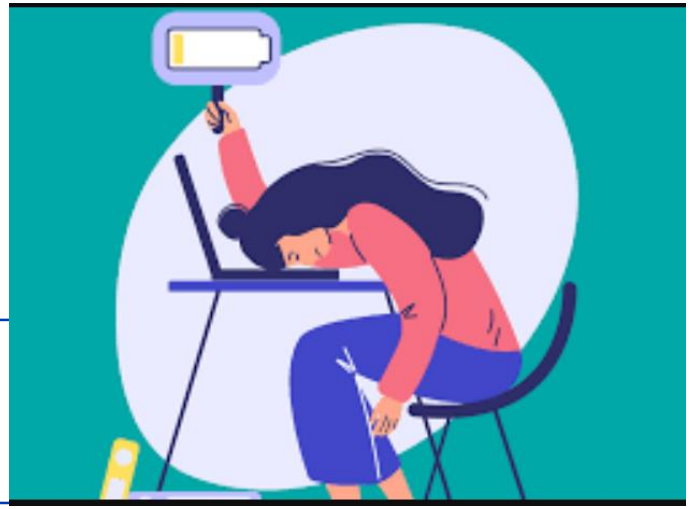






Stress First Aid for Families

Northwell Health®



Introduce Stress First Aid model

Learn how stress and grief impact you and your children

Recognize stress levels and identify actions to cope with them

Understand how to grow resilience and strength for you and your family

What strategies can be used to leverage connection, communication, and mindfulness in our day-to-day lives to help promote healing and recovery

Origins of Stress First Aid (SFA): From Military to Healthcare to Schools









SFA is a program to train individuals to **help each other** and oneself **improve recovery** from stress

Stress First Aid (SFA)

An Organizational Peer Support & Self-Care Framework

Recognize	Act	Know
• Recognize when you or someone has a stress injury	• If you see something, do or say something to address stress.	• Know at least 2 trusted resources you would access or offer to someone in distress



Stress First Aid is NOT:



An event only intervention



A one-time only intervention



A replacement for medical or behavioral health interventions



Only a reaction to extreme distress

The Stress Continuum Model Helps us *Recognize* Stress Early and Move it to the More Manageable 'Colors' of the Continuum

READY

Definition

- Rested
- Restored
- Relaxed

Features

- Calm and Steady
- Time for self care
- Motivated

Your Role

- Accessing wellbeing resources
- Self care
- Able to help others

REACTING

Definition

- Strained
- Able to recover

Features

- Feeling irritable, anxious or down
- Loss of focus or motivation
- Difficulty sleeping

Your Role

- Alternate exertion with rest
- Monitor your own wellbeing

STRAINED

Definition

- Harmed by stress
- Persistent strain

Features

- Not feeling like yourself
- Loss of control
- Excessive worry, guilty, hopelessness, anger

Your Role

- Recognize stress injuries early
- Remember and use the 5 pillars of resilience

SEVERELY DISTRESSED

Definition

- Impairment in functioning
- Loss of quality of life

Features

- Unhealed Orange Zone Stress injuries
- Persistent and severe symptoms of distress

Your Role

- Accept support
- Link into care
- Recovery mindset
- Gradual return

Check and Connect

Check

Become more aware of changes in behavior that result from stress

Those who are stressed may not be aware of their reactions or risk, or not willing or able to reach out.

GREEN	YELLOW	ORANGE	RED
(Rested and Ready to Support Others)	(Feeling Some Stress)	(The Strain and Drain is Taking a Toll)	(Severity of Stress is Harming My Functioning)

Connect

Collaborate with others who can help, or who need to know.

SFA is <u>not</u> meant to address all ranges of issues.



Checking in

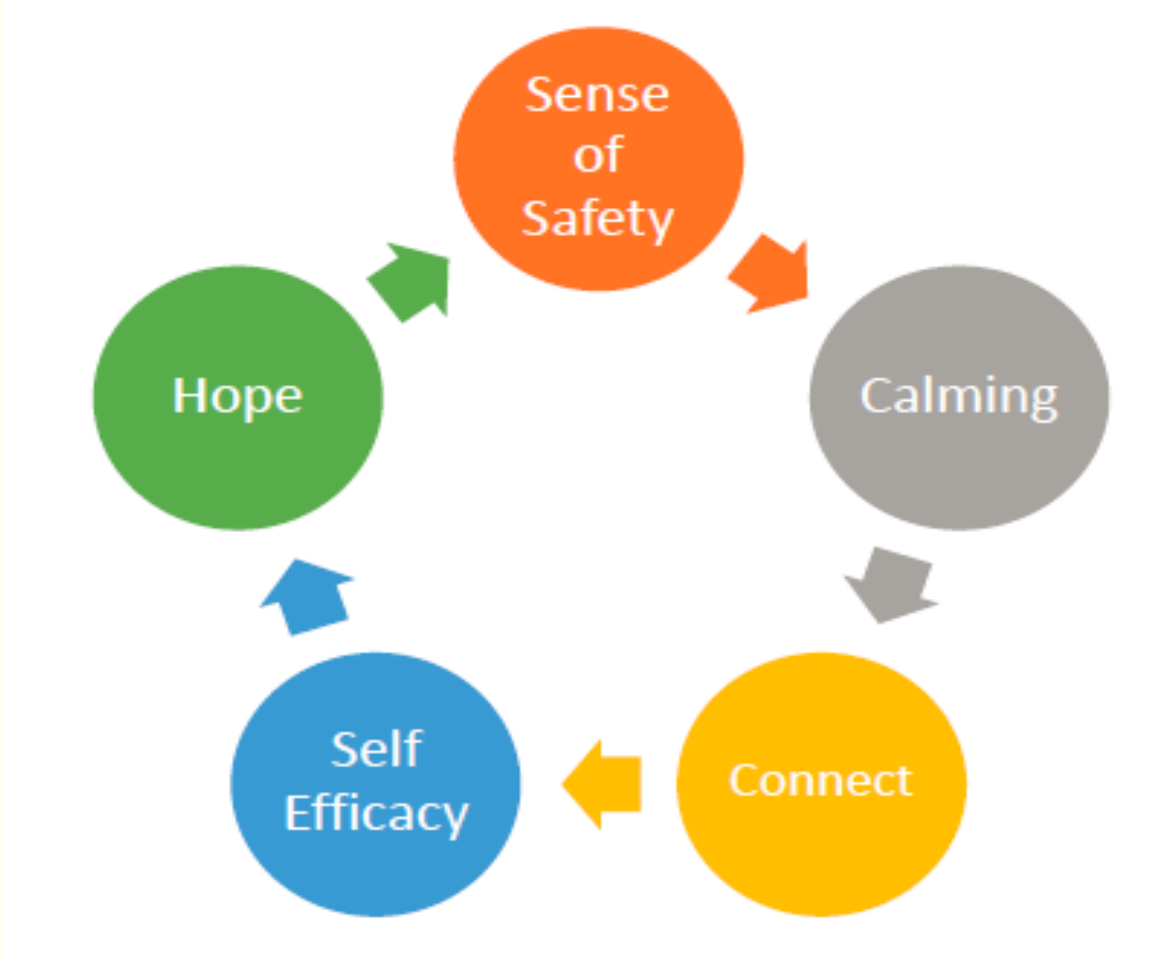
Join at

slido.com

#3784 802



Stress First Aid
5 Pillars of Building Resilience





Sense of Safety

- Clear, calming presence and emotional safety
- Explore and have open conversation
- Start with what they understand
- Acknowledge concerns
- Normalize stress reactions
- Develop a flexible and adaptable attitude

- Stand by ready to assist, communicate availability
- Reassure by emphasizing safe aspects in the moment
- Plan for future safety
- Empower them by explaining their role in being safe



Calming

- Exercise mindfulness
- Take breaks and build in time for wellbeing
- Take a pause and get grounded

- **Quiet** by stopping exertion and slowing down
- **Model** good coping skills
- **Foster Rest** with a break, time out or sleep
- **Soothe** with an empathic caring ear



Connection

- **Support** your child by encouraging social connection
- **Check-in** and **connect**
- **Mode**l utilizing your connection to others
- Help your child build their networks
- Peer Support

- **Observe** for signs and symptoms
- **Keep track** of stress
- **Examine** by talking with your child
- **Decide** on the best course



Self Efficacy

- Positively reframe challenges
- Emphasize what is working, how they are being effective
- Offer patience, appreciation
- Have clear short-term goals and return to structure and routines
- Recognize them and others in the community for making a difference

– Emphasize what is working, strive to recognize the effectiveness in yourself and in others

– Improve ***well-being skills*** to deal with stress-reactions (calming, patience, problem-solving, health habits, managing reminders)

– Improve ***social skills*** to deal with stress-reactions (offering appreciation, requesting support, conflict resolution, assertiveness, seeking mentoring)



Hope

- Remember why we're here: connect to our purpose
- Share stories of resilience & recovery
- Increase gratitude
- Identify values and meaning

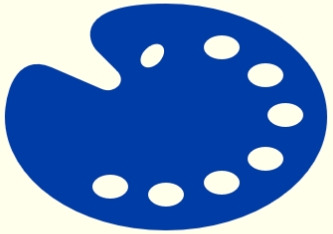
- Rebuild **hope, trust and self-confidence** that may have been damaged or lost as a result of stress.
  - Respect individual values/differences
  - Show appreciation and look to the future
  - Validate and normalize stress reactions
  - Reduce guilt about actions

- Facilitate **meaning-making**, making sense of life, and improved perspective, purpose or faith.

Applying the 5 Pillars for Students

Safety	Calm	Connect	Self Efficacy	Hope
• Clear rules & expectations • Access to support items for emotional safety • Access to Quiet zone for overstimulation • Review physical safety • Develop a flexible and adaptable attitude	• Mindful Breathing • 321 Grounding Exercise	• Validate feelings • Short, concise language, soothing voice • Visuals/PECS cards • Linking with preferred people—friends, siblings, aides, teachers	• Acknowledgement/Praise: How we are proud of them • Other reinforcers/ rewards • Emphasize what is working, how they are being effective	• Ask to focus on the good/ things grateful for (but don't minimize suffering!) • Share stories of resilience & recovery • Model optimism • Advocacy

How can we help our children?



Mindful Breathing

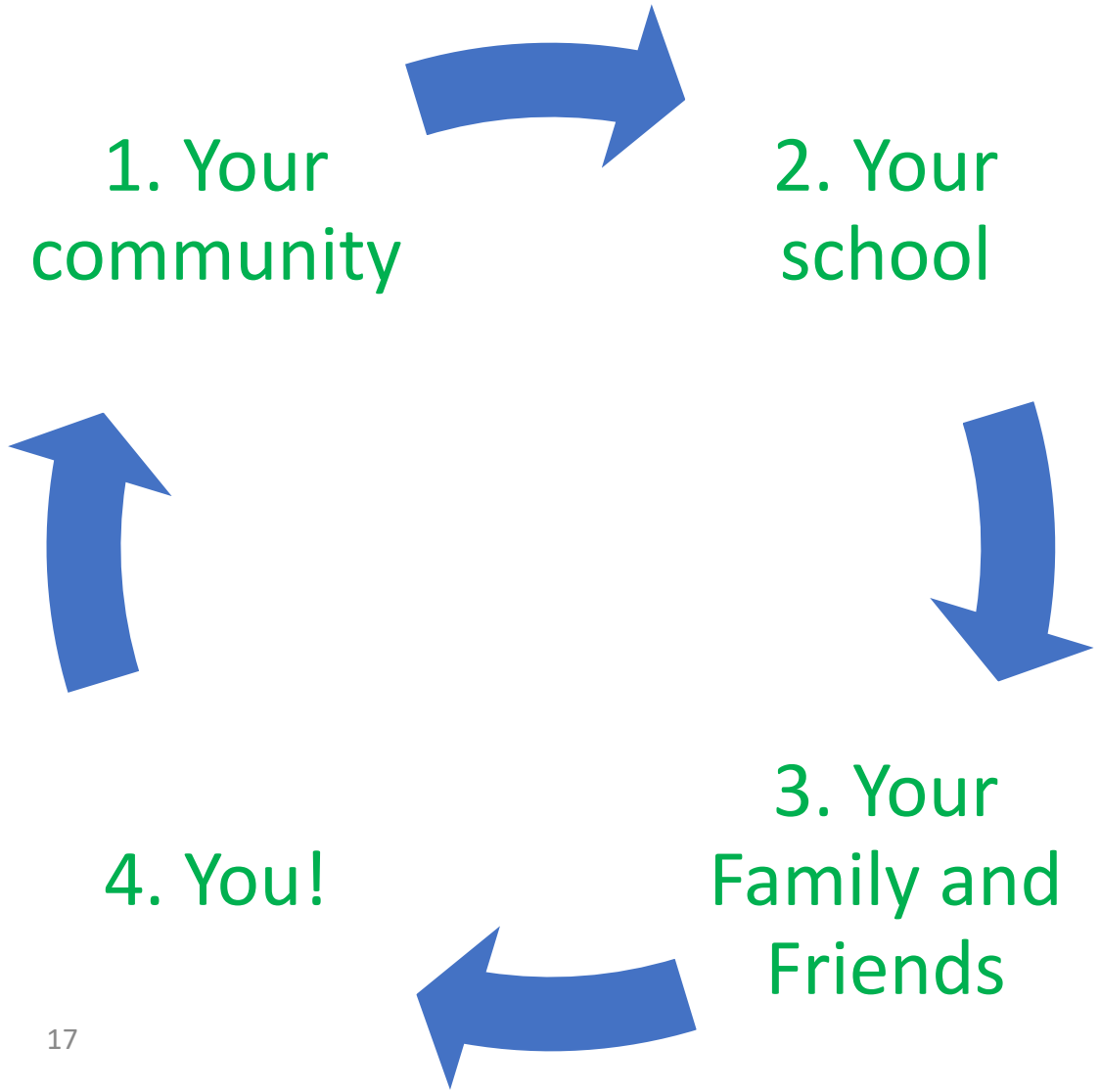


3-2-1 Grounding Exercise

Calming with Mindful Breathing: Slow, Low, & Deep

Four Breaths

- Breathe In (4 seconds)
- Hold (4 seconds)
- Breathe Out (4 seconds)
- Hold (4 seconds)



3-2-1 Grounding

3. See



2. Hear



1. Touch



Grief

CONCEPTS

Grief: the natural reaction to the loss of a loved one

our whole mind and body reaction to losing someone important to us

Bereavement: the experience of losing a loved one

The bereaved is commonly defined as close friends or family members but can more broadly refer to any important person in one's life

Mourning: defined as the public display of grief

influenced by one's beliefs, religious practices, and cultural context

DEVELOPMENTAL CONSIDERATIONS

Age	Concepts	• Interventions
Children under 6	• Believe death is temporary, reversible • Believes it can be caused by thoughts	• Minimize separation from parents • Correct misconceptions
6-12	• Development of adult concepts • Interest in details and physiology	• Evaluate fear of abandonment • Be honest • Provide details when requested • Promote peer connection, maintain access to peers • Allow child to participate in decision making
12-18	• Adult concepts • Exploring non-physical aspects	• Allow child to express strong feelings • Allow privacy • Promote independence

Himelstein et al. (2004). Pediatric palliative care. The New England Journal of Medicine, 350, 1752-1762.

When Grief is Acute

"Emotionally charged, cognitively demanding, behaviorally inhibiting, and socially disruptive"

Intense emotions

Feelings of shock and disbelief

Waves of sadness and other painful emotions

Intermixed with positive emotions and tender memories

Yearning for lost loved one

Feelings of disconnection – Oneself, Ongoing life, and Past, present, and future

Need for period of respite from other people and ongoing life

Fear of never being happy or fulfilled again

Mixed Thoughts and Feelings

- We want to hold onto grief, and we want it to go away
- We want to go on, but we have little enthusiasm for life
- We need others, but struggle to feel connected
- We know the person died, but have trouble understanding it
- We crave connection, but avoid reminders of the loss

Shear 2020

The Dual Process Model of Coping with Bereavement



Stroebe & Schut (1999)

"Grief is the form love takes when someone we love dies"

From workshop conducted by Bonnie Gorscak, PhD at Center for Complicated Grief

Adapting to the Loss…Moving Toward Integrated Grief

"Normal" grief often does not require intervention and will reduce in intensity naturally

Accepting the reality of the loss

Restoring well-being

New relationship developed with loved one

Loved one frequently remembered with sadness and longing

Satisfaction in ongoing life is renewed


What is
post-traumatic
growth?
• finding personal strength
• gaining appreciation
• forming deeper relationships
• discovering more meaning in life
• seeing new possiblities
@optionb



Resources

Helpful apps

- Calm
- Headspace
- Breathe2relax
- CBTi Coach (insomnia)
- Take a break
- Mindfulness
- Breathe
- MoodTools
- Moodkit
- Virtual Hope Box

Northwell Health

Cohen Children's Northwell Health

Behavioral Health Center at Mineola

A School District Collaborative

The Behavioral Health Center provides timely access to mental health services for school-aged children and adolescents who need urgent mental health support. The dedicated center is designed as an alternative treatment setting for those who need urgent or same-day intervention, but do not necessarily require the services of the emergency room. The center is exclusively available for the students of our partnering districts. Our goal is to evaluate your child thoroughly and efficiently to make sure he or she gets the appropriate care. We strive to make your family's experience as pleasant as possible.

We are here to help you!

Assessment: Our mental health clinician and child and adolescent psychiatrist will conduct a focused mental health evaluation, assessing immediate safety concerns and further mental health needs. If indicated and urgently needed, medication may be started in the urgent care setting.

Referral: The center will provide resources and support to connect you with community based mental health treatment in your area, when indicated, which includes psychotherapy, psychiatry and case management services (for those not already in treatment).

Coordination of care: Our team will reach out to your child's referring school, pediatrician, outpatient provider or case manager to collaborate and communicate findings and recommendations.

Transitional care: We offer in-person short term care and/or telephonic follow-up until a connection with outpatient treatment can be established.

Please note: The Behavioral Health Urgent Care Center does not provide ongoing mental health treatment and cannot perform medical assessments, physical exams or diagnostic tests.

Our location & hours

Mineola Behavioral Health Center
156 First Street, lower level
Mineola, NY 11501
Hours of Operation
Monday, Wednesday, Thursday, Friday
8am – 8pm
Tuesday
9:30a-5:30p
How to contact us:
Phone: (516)321-5770
Fax: (516)321-5779
Email: mintb@northwell.edu

Our Mental Health Partnerships

Bethpage School District
Carle Place School District
Garden City School District
Great Neck School District
Herricks School District
Jericho School District
Locust Valley School District
Manhasset School District
Mineola School District
Roslyn School District
Sewanhaka School District
Uniondale School District

Northwell Health

Mental health support for children and teens

Trauma-related conditions



Traumatic events such as loss of a loved one, medical trauma, violence and abuse can impact the mental health and emotional well-being of children and teens. The Center for Traumatic Stress, Resilience and Recovery (CTSRR) can help by providing treatment and care for children and teens impacted by trauma.

What is CTSRR?
We provide evidence-based resilience, clinical, and educational services to support team members and their family members as well as community members impacted by trauma.

How we support children and teens impacted by trauma
Our expert clinicians provide care and services for **children 5 and up**, including assessment and treatment of trauma-related conditions and symptoms including: Post-Traumatic Stress Disorder (PTSD), anxiety, depression, irritability, trouble sleeping and negative beliefs about oneself and others.

Our services include:
- Individual therapy for children and teens
- Parent support

We offer both **virtual (telehealth) and in-person** treatment available at Zucker Hillside Hospital, Kaufman building, 75-59 263rd St., Glen Oaks, NY 11004.

Waived co-pays
Team members with children enrolled in our Value, Buy-up or High Deductible Health Plan will have their co-pays waived.

Contact us to learn more
Phone (833) 327-1001
Email: CTSRR@northwell.edu

Scan to visit the CTSRR section on Northwell Connect

Made for this

Northwell Health

Resources

National Suicide Prevention Lifeline: 1-800-273-TALK (8255) or 988

Center for Traumatic Stress, Resilience & Recovery :
CTSRR@northwell.edu, 833-327-1001

Behavioral Health Center at Mineola 516-321-5770
MINBHC@Northwell.edu

Center for Hope (Bereavement Center): (516) 216-5194

Adult Behavioral Health Crisis Center (Walk-in clinic): 718-470-8300

Long Island Crisis Center: 516-679-1111

Northwell Health

Brief informal article:
https://www.psychologytoday.com/us/blog/two-takes-depression/201612/the-dos-and-donts-talking-child-about-death

About Death

Ida, Always
By: Caron Levis and Charles Santoso
https://www.amazon.com/Ida-Always-Caron-Levis/dp/1481426400
https://www.youtube.com/watch?v=0XfbZpGjHQo

Lifetimes: A Beautiful Way to Explain Death to Children
By: Bryan Mellonie and Robert Ingpen
https://www.amazon.com/Lifetimes-Beautiful-Explain-Death-Children/dp/0553344021
https://www.youtube.com/watch?v=zwwGBVa1j9A

About Feelings

The Way I Feel
By Janan Cain
https://www.amazon.com/Way-I-Feel-Janan-Cain/dp/1884734723
https://www.youtube.com/watch?v=ITPUxVQ6UIk

Double-Dip Feelings: Stories to Help Children Understand Emotions
By: Barbara S Cain
https://www.amazon.com/Double-Dip-Feelings-Children-Understand-Emotions/dp/1557988110
https://www.youtube.com/watch?v=OL_zKGnTrdc&t=123s

Activity Books

Help Me Say Goodbye: Activities for Helping Kids Cope When a Special Person Dies
By: Janis Silverman
https://www.amazon.com/Help-Me-Say-Goodbye-Activities/dp/1577490851

The Invisible String Workbook: Creative Activities to Comfort, Calm and Connect
By: Patrice Karst, Dana Wyss and Joanne Lew-Vriethoff
https://www.amazon.com/Invisible-String-Workbook-Creative-Activities/dp/0316524913



Questions and Answers