

2019 California Student Mental Wellness Conference

Tuesday 1/22/19

8:00-9:45am Key Note Speaker: John B King, Jr., Toward Educational Justice: Breaking Down Barriers to Student Success

- There are less supports, less funding for students who need it, low-income/students of color/at-risk students
- 760:1 Ratio of students to school counselors
- 5 Things we Need to Do:
 - 1. We need to invest in our babies, 0-5 years,-access to quality child care and pre-K, good parental leave policies,
 - 2. We need to put relationships at the center of the school experience, social-emotional learning ALL DAY, its not at a scheduled time, or a program. Rethink how we use incentives-we don't want to decrease kids' intrinsic motivation.
 - 3. We need to invest early, we need t have schools that reflect diversity in students and staff, its positive for academics development, social emotional sill building, ability to think critically, prepares kids for colleges and careers.
 - 4. We have to dismantle the school to prison pipeline, tackle issues of violence and racism. Wat message are we sending when we see a kid struggling in a classroom environment and we say "no more classroom for you" we wouldn't say you failed math test "no more math for you".
 - 5. We need to go outside of our lane, we must engage in in student's lives' outside of school. Policies and lawmaking is our lane. Community safety and involvement is our lane.

10:00-11:00 Ginna Guiang-Myers , Learned Helplessness

- This can begin very early in life. Causes: absent mother, no consistent caregiver, lack of appropriate adult responses, unresponsive caregiver. May have a genetic component.
- Symptoms: passivity, give up easily, frustration, low self-esteem, decreased problem solving, procrastinating.
- Student achieving comes from ability, motivation (need to increaas intrinsic), the task value, and self-efficacy-
- Enthusiasm for subject matter is important for increasing motivation, and praise constantly.
- Self-defeating behaviors
- Role of Poverty: Lottery played mostly by ppl who can't afford it-it's the only way out, generational poverty-passes on learned helplessness
- Affluent Populations: Learned helplessness comes from lack of purpose and drive, learning and performance are not the same, and perfectionism is an issue.
- Those with learned helplessness is related to a person's explanatory style. How do you explain events: personalization, permanence, pervasiveness lead to pessimistic views.

- What can educators do?
 - Keep expectations High, BUT allow for remakes and re-dos. Second chances in order to achieve mastery, tells the student “I believe you have control over your performance”. Contract: Request to Retake document.
 - Eliminate “Spoon-feeding” and allow for productive struggle. Increase wait time to give feedback, do not accept so-so answers, don’t give a pass for “Idk’s”-have person who did not know repeat the right answer later.
 - Provide an exemplar for what “great” is from the start, so they know where they are going.
 - Failure is due to external, unstable, and controllable causes. “How did I perform and why?” connection between effort and performance.
 - Open ended questions, many answers.
 - Practice and Model concepts from positive psychology: self-affirmations, 2 min “do nothing” break,
 - Realistic optimism: avoid “catastrophization ”
 - Ways to Connect: 4 at the Door. Say name, eye contact, smile, handshake/touch, and personal question.
 - Goal setting should be a part of you lesson, including self-reflection on progress to goal.

12:45-1:00pm KeyNote opening speaker: Mara Madrigal-Weiss

- Student’s mental health and well-being is only as good as the systems that support it.
- -Humility, understanding, grace and service are the key components in our work.

1:00-2:00 KeyNote Speaker, Dr. Daniel Amen, Change Your Brain, Change Your Life

- The Daniel Plan- based on 5 pillars: Faith (know your why) , Food, Fitness Focus (brain health) and Friends (better together).
- We, as educators, need to live the message.
- After looking at 15,000 brain scans from hundreds of countries, it was clear-when your brain works right-you work right.
- Healthy Brain-happier, healthier, wealthier, more successful, unhealthy brain is the opposite.
- Success in anything you do starts with a healthy brain; students disadvantage starts with the physical functioning of their brain.
- Program: Brain Thrive by 25, tech kids to fall in love with their brain, take care of it. We need to do a much better job protecting our children’s brains-brain injury has many consequences- suicide, psychiatric disorders, anxiety, depression. Brain injury/damage can get better, with regimen: care, stop bad things and do good things.
- Brain goes through development from before birth until mid 20’s.

- WHAT HURTS THE BRAIN? Drug and alcohol use, not abuse, use. Drinking makes brain smaller. Research showed that after Alzheimer's disease, marijuana is second leading cause of brain aging.
- Diet and screen time/social media time causing mental health problems
- ANT's-unhealthy thinking hurts brain, unhealthy friends.
- WHAT HELPS THE BRAIN? Start every day with "today is going to be a good day!"
Coordination exercises-works cerebellum, helps learning and memory (dance, table tennis).
8-9 hours of sleep. Great nutrition-decrease sugar, not fat. Supplements and vitamins, omega-3 fatty acids, vit D.
- Kill the ANTS: whenever you feel sad, mad nervous or out of control, write it down, and then ask yourself if it's true. Talk to yourself, just because you thought it doesn't mean it's true.
- "Is it true?" "Absolutely know, with 100%" "Feel with thought" "How would u feel without that thought" "Turn it into the opposite, how do you feel"
- Normal is a Myth, 51% of us have mental health issue, getting help should be normal.
- Brainhealthassessment.com, self-assessment.
- What is mental Health is called Brain Health?

2:15-3:15 Rita Marie, The Connection Practice

- Empathy + Insight = Connection
- The connectionpractice.org
- 5 steps: my challenge; my feelings and needs and other person's feelings and needs; identify main need, quick coherence (heart focus, heart breathing, heart appreciation); Ask "what do I need to know?" write down insight and plan action.
- When we are in a state of appreciation, with heart/brain coherence, we are able to think better, brain can function. Positive feelings=brain functioning.
- Biological Oscillators: Heart is strongest, the others brain waves, respiratory system, and digestive system will follow heart.
- Heart focus(hand n heart+ Heart breathing+ heart appreciation, can shift energy
- Identify you feelings and needs->identify the main need-> Guess the other person's feelings and needs-> practice coherence-> looking insight for insight.
- info@connectionpractice.org-Beta test, can apply for a free board

3:30-4:10 Joelle Hood, B.R.E.A.T.H.

- The Thrive Tribe Facebook groups, Thriving YOUiversity.
- It makes sense in education that we focus on students, but if we don't focus our attention on teachers and educators we will lose.
- Well-being and resilience-it not about the fall, it's about the bounce back.
- "When a flower doesn't bloom, you fix the environment in which it grows, not the flower".
We tend to blame the kids, or blame the teachers. Curing the negatives does not bring about the positives.
- B.R.E.A.T.H.

- Build Belonging, Reflect on Purpose, Engage in Self-care/self-compassion, Attention/Awareness/Awe, Thankfulness/attitude of gratitude, Harness your Thoughts, Empower Empathy
- Mindfulness is....Being where Your Feet Are. Our mind is here, and not somewhere else. Quick check-in, sit up, close eyes, breath in and smell roses, blow out the candles, a few times to center yourself.
- Belonging- when we don't feel we belong, it hijacks our amygdala, can't do work. Cell phones causing us to lose connection and sense of belonging. Loneliness is as harmful as smoking 15 cigarettes a day. Maslow's hierarchy of needs, love and belonging is #3, when you're a baby its #1. Practice 15min when you get home of being "present", before distracted by other things.
- Living with purpose, on purpose
- Treat yourself like you treat others, show yourself grace.
- Be in awe of where you are, take pictures of things around you. Listen to everything around you.
- Gratitude-count your blessings, journal it, BUT also express it. Let people know you appreciate them.
- Harness your thoughts, stop over thinking, stop comparing, you are the DJ of your thoughts: tune into you, turn noise down, change the record, sing/play a new song
- Affective empathy-we feel because we sense another's emotions, cognitive empathy is understanding even if we don't feel the same way, and compassionate empathy is wanting to help.

4:20-5:00pm Karen Jarvis, Strategies for Supporting School Staff with Management of those in Distress

- Main Idea: "How are we training support staff, specifically secretaries, to respond to students in crisis?" Secretaries need training on how to handle stressors they come across daily. They are overwhelmed; we often dump a lot of tasks on them.
- It would be helpful to give them tools so that they are more capable of responding to kids in crisis. Pinwheel for breathing, stretchy band to keep hands busy, joke book, stress balls, sensory bottles, "find it" activity-to distract students and help them deescalate.
- Have a procedure for secretaries, when there is an emergency; help them refer to the appropriate persons for support.

Wednesday 1/23/19- Day 2

8:30-9:45 Marleen Wong, KeyNote 3: Hidden in Plain Sight: The Invisible Wounds of Child Trauma

- Risk factors are not predictive factors, because of protective factors. If we execute these protective factors, we can prevent "at-risk" youth from failure.
- Many students suffer from PTSD because of the trauma they experience.

- There were many Civil Rights lawsuits under Obama administration because districts suspended or expelled students, ignoring their circumstances and history, and not providing supports.
- When two people are dysregulated, teacher and student, its not a good time to talk, and question either of them about what happened. Use de-escalation strategies and ask someone else to support.

10:00-11:00 Heather Nemour, Implementing a 3-Component Model to Expand Student Mental Health Awareness & Services- The Project Cal-Well Initiative

- Help seeking behaviors decrease from 5th grade to High School-likely because of mental health stigma.
- School Wide Interventions (Tier 1)
 - o PBIS-how we organize strategies: restorative practices, trauma-informed lens/care, mindfulness
 - o AB 2246- Suicide Prevention Statewide Policy, CDE has a model policy that can be adopted, YMHFA is a training resource for staff/toolkit
- Increase School-Based Services
 - o Hiring professional in different areas

11:15-12:30 Stephanie Caine, When Jokes Aren't Funny...Creating a Community of Respect

- Redefining civility, are people too sensitive, or do people need to be more thoughtful about what they say?
- Micro-aggressions: subtle verbal and nonverbal communication that are insults disguised as jokes. Everyone is vulnerable.
 - o Impact: stress, complicates relationships, dehumanizing, overtime-anxiety and depression, hostile environment. People question whether they should address it or not, they don't want to lose friends, or seem too sensitive. They distrust students and teachers (teacher did not stick up for me).
- Client/Student: Steps: teach mindfulness techniques, feminist therapy: address bias that exists in society, affirmation, teach assertiveness skills, role play, disclose when appropriate.
- Environment: Offer training to faculty and staff. Talk about the rationalizations the teacher/faculty made: 'target is tough kid, he can take it' 'these kids are friends, they joke around', 'the kids who did it is a great kids, they probably didn't mean much of it', "whole class laughed, not a big deal".
- Tips on What to Do: 1) stop the class when it happens to address the offensive comment/behavior. 2) Say "What did you mean by that..?" its ok for it to be uncomfortable, and then maybe people would be less likely to do that. 3) "When you said/did that, it can be interpreted as"...(person) cannot be trusted, is unsafe, is a bad person..(person's) family are bad, unsafe, criminals. 4) "How would you feel if someone took a stereotype about you and made a joke about it? How would you feel if someone said/did that to you/your family/someone you care about?"

- The teacher can take the heat, by saying they are the one offended/uncomfortable and not the student.
- If target student says "I wasn't offended" you can say well maybe other people were, or people outside of the room would have been, or you were.
- Program: 'No Place For Hate' curriculum. Free program that has been successful for one school. Workshop for parents.
- Focus on the behavior and NOT the person, not blaming/pointing fingers. Work together to not make statements like these. But this doesn't mean, teacher should not write ODR, referral/consequence should be implemented. Consequence could include an assignment to research the history behind that comment.

12:30-1:45 Onsite Lunch and Key Note Speaker, Steven Adelsheim, The Yough Mental Health Imperative: Expanding School/Community Partnerships for Early Access to Mental Health Care

- Data shows we are failing to meet mental health needs of our youth; rates of untreated depression and suicide are rising.
- Nationally the need to expand mental health services is urgent
- Public Mental health continuum of care needed
- Other countries (Australia, Canada and Ireland) have begun to build models linking schools to community supports.
- CA is leading US into new era of youth mental health support

2:00-3:00 Ryan Gleason, Compassion Fatigue: Acknowledging the Importance of Vicarious Trauma in Teaching

- We will experience a severe shortage of teachers in CA. many new teachers leave within 5 years, and very few 18-20 yr olds are becoming teachers. CTC funding student's tuition 100% to get new people into the profession, but we also need to look at retention.
- Compassion Fatigue Trajectory- 4 phases
 - o Zealot-> Irritability-> Withdraw-> Zombie
 - o Zealots can't say no, they take on extra responsibilities
 - o Irritability- avoid tasks, cut corners
 - o Irritability-turn sour, then begin to Withdraw
 - o If you don't address your self-care at this point-the action point-you may become a zombie, and it's hard to turn back. At any point in the first few phases, we can intervene, build resiliency.
- Professional Quality of Life Scale, tinyurl.com/compassionLV
- Hygiene- we practice every day (shower, brush teeth, shave, etc), but how often do we practice emotional hygiene.
- Loneliness makes us think that those around us care much less than they actually do, it's subjective, loneliness increases early death by 14%, this is why we must treat emotional wounds
- Emotional Wounds: Loneliness, Shame/blame, Rejection/failure, Rumination

- All of our tasks fall in one of two areas: prevent Pain or Gain.
- “The Mountain of Should” video
- Mindfulness, journaling, art-the ways of the future
- Headspace is free app that offers free accounts for educators

3:15-3:55 Annette Kunman, Fetal Alcohol Spectrum Disorder, Accommodations in our Schools

- FASD affects one in twenty (1:20) students. More an Autism.
- When a fetus is exposed to alcohol
- She helped for the FASD Network of Southern California-support groups, resources and training, all members are volunteers
- This disability does not go away, affects are lifelong. Of all the substances, alcohol produces by far the most serious neurological effects in the fetus.
- Affects: Brain structure and function, Central nervous system, Heart, Skeletal, Kidney, Ear and Eye malformations, circadian rhythm and gut microbe. Their bodies age faster.
- Alcohol is the #1 known cause of preventable mental retardation and lowered IQ.
- Less than 10% born with FASD have the full physical effects of the disorder.
- There are other signs and symptoms. Often mistaken for ADHD.
- Primary effects: Compromised executive functioning, memory difficulties, problem with time management, language problems, impaired judgement, difficulty with abstract concepts, slow cognitive pace, slow auditory pace, perseveration, dysmature,
- Secondary effects: defensive behavior, chronic frustration, failure or exhaustion, anger, irritability, aggression.
- Depression, Anxiety, Conduct Behavior, Drug/Alcohol abuse
- FASD is a primarily a processing disorder.
- Red Flags in the classroom.
- 75% of foster children have had alcohol exposure, not to mention trauma experiences.
- Not many diagnostic teams in CA for FASD.
- It’s a brain disorder, not a behavioral disorder. The child isn’t the problem, the child had the problem.