Overcoming Stress and Anxiety

How Social and Emotional Resilience Helps

Students’ Long-term Success

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Why does this topic matter?

29.3% of Indiana high school students felt sad or hopeless in the past year.

1 in 5 Indiana high school students seriously considered attempting suicide in the past year.

Source: Youth Risk Behavior Survey
How many youth experience suicidal ideation?

In 2016, **57 Hoosier youth** ages 19 and younger **died by suicide**.

Source: Youth Risk Behavior Survey
What disparities exist?

LGB youth are three times more likely to consider suicide and five times more likely to attempt suicide than their peers.

Females are twice as likely to consider suicide as males.

<table>
<thead>
<tr>
<th>High School Students who Seriously Considered Attempting Suicide in the Past Year, Indiana: 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gay, lesbian, or bisexual</td>
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<tr>
<td>Heterosexual</td>
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<tr>
<td>Female</td>
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<tr>
<td>Male</td>
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<tr>
<td>White</td>
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<tr>
<td>Black</td>
</tr>
<tr>
<td>Hispanic</td>
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<tr>
<td>Multiple Races</td>
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Source: Youth Risk Behavior Survey
What Supports Exist?

In Indiana, there are 700 people for every 1 mental health provider.

Indiana employs 1 licensed guidance counselor for every 559 students, twice the recommended ratio.

3 in 5 Indiana high school students (61%) say they used strategies to keep their emotions under control in the past year.

Source: Youth Risk Behavior Survey
Overcoming Stress & Anxiety

Raychelle Cassada Lohmann, MS, LPC, LPCS

@Rlohmann
Objectives

1. **Differentiate** between stress and anxiety.
2. **Identify** thoughts, feelings, behaviors and physical indicators of stress and anxiety.
3. **Apply** practical strategies to promote and support social and emotional resilience.
Objective 1

Differentiate between stress and anxiety.
A Snapshot in Time
Today’s youth...

- includes post-911 generation
- raised in an era of economic insecurity
- exposed to more terrorism and shootings
- lived through a recession
- under intense academic pressure
- live in a time where social media is major part of their lives - hyperconnected and overexposed.
“WORRY”
Top Teen Worries

1. Academic performance/workload
2. Family
3. Body image/appearance
4. Money
5. Siblings
6. Social relationships/peer acceptance
7. Extracurricular activities
STRESS
Protection

Fight, Flight or Freeze
Stress
Friend or Foe?

It depends on how you deal with it.
Differentiating Normal from Clinical

- Avoidance
- Interferes with everyday life
- Emotional/Psychological/Physical Distress
Objective 2

- **Identify** thoughts, feelings, behaviors, and physical indicators of stress and anxiety.
The Mind of an Anxious Teen

- Obsessing on what they should say or didn’t say
  - Worrying about not being good enough
    - Living in a world of “What ifs”
  - Believing in the worst case scenario
    - Living in Fear
    - Thinking and overthinking
  - Being overly critical of self
    - Questioning self-worth
    - Magnifying situations
  - Unwelcoming thoughts
What Anxiety Feels Like
Common Behaviors

- Avoids school
- Expects the worst
- Feels sick
- Strives for perfection
- Avoids new experiences
- Prefers to blend in.
- Procrastinates
- Avoids social outings
Objective 3

- **Apply** practical strategies to promote and support social and emotional resilience.
Social and Emotional Resilience
Supporting anxious children

- Create a safe place with soothing activities
- Teach relaxation techniques
- Post daily routines (be consistent)
- Play relaxing music
- Incorporate exercise into activities
- Encourage good sleep & eating habits
- Facilitate social connections
- Explore hobbies and outlets
Back to Basics
Mindfulness
RELAX
Conclusion

- Differentiate
- Identify
- Apply
Resources

Online Sites:
Anxiety and Depression Association of America https://adaa.org
American Academy of Child and Adolescent Psychiatry
https://www.aacap.org/aacap/Families_and_Youth/Resource_Centers/Anxiety_Disorder_Resouce_Center/Home.aspx
Anxiety in Teens http://anxietyinteen.org/
Good Reads https://www.goodreads.com/ ((Search for teen anxiety/child anxiety/anxiety)
Worry Wise http://www.worrywisekids.org/

Books
Freeing Your Child From Anxiety: Revised and Updated Edition: Practical Strategies Practical Strategies for Parents of Children and Adolescents by Tamar Chansky, Ph.D.
If Your Adolescent Has an Anxiety Disorder: An Essential Resource for Parents by Edna B. Foa and Linda Wasmer Andrews
Monkey Mind: A Memoir of Anxiety by Daniel B. Smith

Best Apps 2017
References


American Academy of Child and Adolescent Psychiatry
https://www.aacap.org/aacap/Families_and_Youth/Resource_Centers/Anxiety_Disorder_Resource_Center/Home.aspx

Anxiety and Depression Association of America https://adaa.org


The End
Overcoming Stress and Anxiety: How Social and Emotional Resilience Helps Students’ Long-term Success

Rachael Fisher, LCSW
Executive Director
Community Health Network
3 E’s of Trauma

- **Events** – actual or extreme threat of physical or psychological harm (natural disasters, violence, etc.) or severe, life-threatening neglect
- **Experiences** – each individual’s experience of events helps to determine whether it is a traumatic event
- **Effects** – may occur immediately or have delayed onset, short or long term, may not recognize the connection between events and effects

(SAMHSA Concept of Trauma and Guidance for a Trauma Informed Approach, 2014)
Youth Prevalence

▪ One in 9 girls and 1 in 53 boys under the age of 18 experience sexual abuse or assault at the hands of an adult.
  ▪ 80% of perpetrators were a parent
  ▪ 6% were other relatives
  ▪ 5% were “other” (from siblings to strangers)
  ▪ 4% were unmarried partners of a parent

▪ 82% of all victims under 18 are female.

▪ Females ages 16-19 are 4 times more likely that the general population to be victims of rape, attempted rape, or sexual assault.

Youth Prevalence

The effects of child abuse can be long-lasting and affect the victim’s mental health. Victims are more likely than non-victims to experience the following mental health challenges:

- About 4 times more likely to develop symptoms of drug abuse
- About 4 times more likely to experience PTSD as adults
- About 3 times more likely to experience a major depressive episode as an adult

12-17 year old youth
- 8% reported a lifetime prevalence of sexual assault
- 17% reported physical assault
- 39% reported witnessing violence

(Gabbay, V., Oatis, M.D., Silva, R.R. & Hirsch, G. (2004))

ACE Study - effects are neurological, biological, psychological and social in nature, including:

- Changes in neurobiology
- Social, emotional and cognitive impairment
- Adoption of health-risk behaviors as coping mechanisms
- Severe and persistent behavioral health, physical health, social problems, and early death

(Felitti)
Adolescent changes that occur starts in the preteen “tween” years ages 9 through 12.

- physical appearance (puberty)
- emotions (feelings and identify)
- thinking (planning and impulse control)

We usually identify adolescence as starting when we see physical changes. Theses physical changes will be followed by less obvious changes in emotional expression and thinking.

However, the changes in thinking are not in place until the early 20’s.
Brain Basics: Development

Adolescence is like giving a teenager a car that:

- has a new body with a lot of horsepower (physical);
- is powered by a sensitive gas pedal that can go from 0-60 mph in a few seconds (emotional);
- is controlled by a brake system that will not work completely for several years (thinking); and
- shares the same race track with many other cars of the same age (social).
Trauma and the Brain
Video: Trauma and the Brain
3 Parts of the Brain affected by Trauma:

1. Prefrontal Cortex – Thinking Center
2. Hippocampus – Emotion Regulation Center
3. Amygdala – Fear Center
Trauma and the Brain

How can trauma affect the brain?

- **affect of trauma on the Prefrontal Cortex**
  - The Prefrontal Cortex shrinks, this region regulates negative emotions that occur when confronted with specific stimuli.

- **affect of trauma on the Hippocampus**
  - The Hippocampus shrinks, this area helps us distinguish between past and present memories.

- **affect of trauma on the Amygdala**
  - The Amygdala increases, helps us process emotions and is also linked to fear responses.
Emotional Regulation
“Emotional Regulation” is a term generally used to describe a person’s ability to effectively manage and respond to an emotional experience.
Emotional Regulation

Breaking the Cycle

1. Notice: Notice how you feel.
2. Name: Name the emotion.
   - What is it?
   - What word best describes it?
3. Accept: Accept the emotion.
   - It’s a normal reaction.
   - What prompted it?
   - Don’t judge or condone, just let it be for now.
4. Investigate: Investigate the emotion.
   - How intense is it?
   - How are you breathing?
   - What are you feeling physically?
5. Allow & Release: Allow and release the emotion.
   - Notice and allow your thoughts.
   - Release judgments of and struggles with thoughts.
   - Breathe deeply.
Emotional Regulation

Examples of Common Emotion Regulation Strategies:

Healthy

- Talking with friends
- Meditation
- Therapy
- Adequate sleep
- Paying attention to negative thoughts that occur before or after strong emotions
- Noticing when you need a break – and taking it!
- Exercising
- Writing in Journal

Unhealthy

- Abusing alcohol or other substances
- Self-Injury
- Avoiding or withdrawing from difficult situations
- Physical or verbal aggression
- Excessive social media use, to the exclusion of other responsibilities
Dr. Richard Mollica –

“In this cruel and violent world, there is hope. We can do more than survive, we can find strength and healing no matter what we have experienced.”

(Manchester Journal, Manchester, NH, 8.1.2017)

“Healing from trauma, like healing from physical injury, is a natural human process.”
What Adults can do:

Cultivate Resilience
What is Resilience???

Resilience is:

The ability to bounce back from personal adverse conditions and/or community problems or loss.

The power that moderates the effects of serious life challenges and provides hope and healing.

The quality that allows some people to be knocked down by life and come back even stronger.

“However long the night, the dawn will break.”
-African Proverb
Visualize a balance scale; Positive experiences and coping skills on one side counterbalance significant adversity on the other.

(Center on the Developing Child, Harvard University)
Factors that Promote Resilience

External Factors:

- Connection to community
- Supportive and safe environments
- Opportunities to successfully participate and contribute
- Available and accessible services
- Caring and supportive relationships
- Opportunities to belong
- Opportunities to have meaningful interactions with others
Factors that Promote Resilience

**Internal Factors:**

- Competent and efficient social skills
- Problem solving skills
- Sense of being “all right”
- Autonomy
- Vision of better future
- Self-regulatory skills
- Sense of purpose
- Feelings of being effective
Factors that Predispose Children to Positive Outcomes

1. Facilitating supportive adult-child relationships;

2. Building a sense of self-efficacy and perceived control;

3. Providing opportunities to strengthen adaptive skills and self-regulatory capacities; and

4. Mobilizing sources of faith, hope, and cultural traditions.
It is Never to Late

Key Takeaways:

• Not all stress is harmful
• “Positive stress” can be growth-promoting
• There are numerous opportunities in every child’s life to experience manageable stress
• It is never too late to build resilience
• Regular physical exercise
• Self-regulation skills
• Adults can model healthy behaviors for their children
• Stress-reduction practices
Keep Learning and Connecting!

IYI College and Career Conference:
• June 13-14
• 10 focus areas, including social emotional readiness, anxiety, trauma-informed programs, self-regulation
• National speakers and exemplar program models
• Register here

IYI College and Career Webinars:
• June 5: Parents Matter Most
• 1:00 – 2:30 pm (EST)
• Register here
Contact Information

Tracy Butler
Director, College and Career Connections
Indiana Youth Institute
317-396-2719
tbutler@iyi.org
Data Resources

www.iyi.org/data
County Snapshots

- Change over time
- Comparison to Indiana
- County ranking
- Interactive
County Snapshots

2018 INDIANA KIDS COUNT DATA BOOK

Vanderburgh County

HOW TO READ THIS DASHBOARD
Change over time: Each indicator can be compared over a four year time span.
Comparison to Indiana: Each indicator can be compared to Indiana for the most recent year.
County ranking: Each indicator can be compared to other Indiana counties. For county rankings, higher numbers (1st) indicate the largest number or percentage.

DISCUSSION QUESTIONS
- How do our children fare in economic well-being?
- How many children are receiving economic assistance?
- Where do we see improvements in economic outcomes over time?
- What can we do to improve economic outcomes for all kids?

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
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<tbody>
<tr>
<td>Children in poverty</td>
<td>47.5%</td>
<td>49.6%</td>
<td>41.0%</td>
<td>7</td>
</tr>
<tr>
<td>Public school students receiving free or reduced lunch</td>
<td>9.3%</td>
<td>8.9%</td>
<td>7.7%</td>
<td>46</td>
</tr>
<tr>
<td>Median household income</td>
<td>26,975</td>
<td>23,401</td>
<td>765,096</td>
<td>5</td>
</tr>
<tr>
<td>Par capita personal income</td>
<td>379</td>
<td>266</td>
<td>8,101</td>
<td>5</td>
</tr>
<tr>
<td>Food insecure children (2012 and 2015)</td>
<td>20.9%</td>
<td>19.9%</td>
<td>19.1%</td>
<td>33</td>
</tr>
</tbody>
</table>