

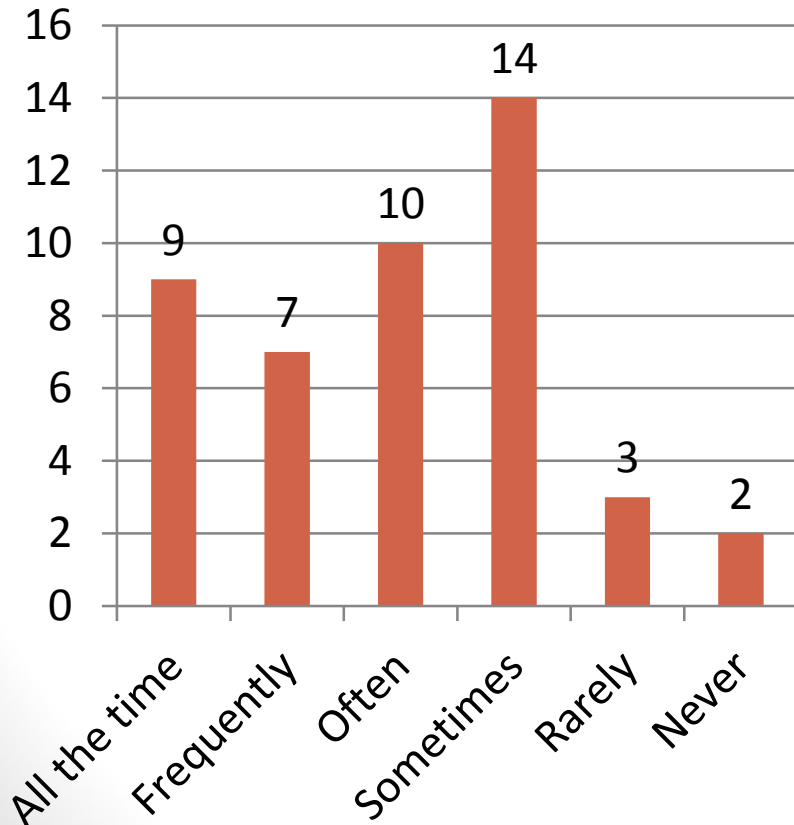
Understanding Mental Health in an Ecological Context:

Exploring Strategies to Support Our Youth

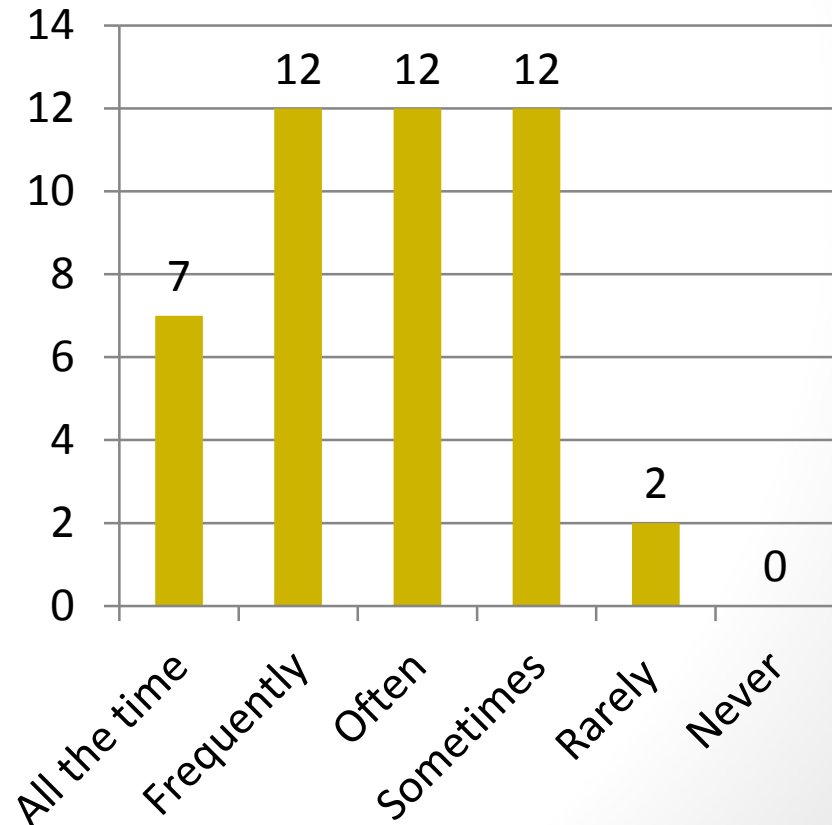
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Survey Results (n=45)

How often do you encounter children with MH diagnoses in your classroom?

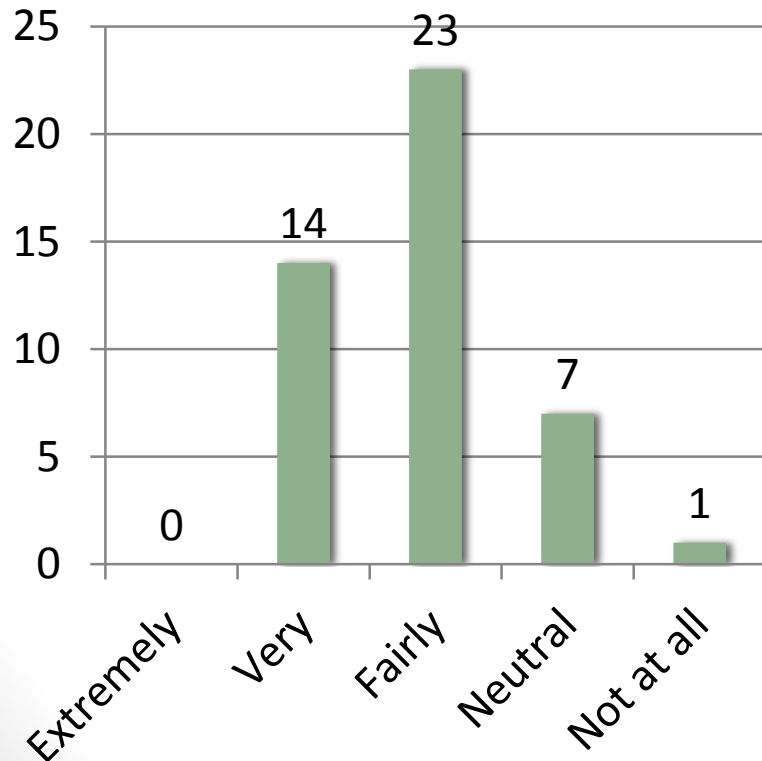


How often have you felt one or more of your students would benefit from MH services?

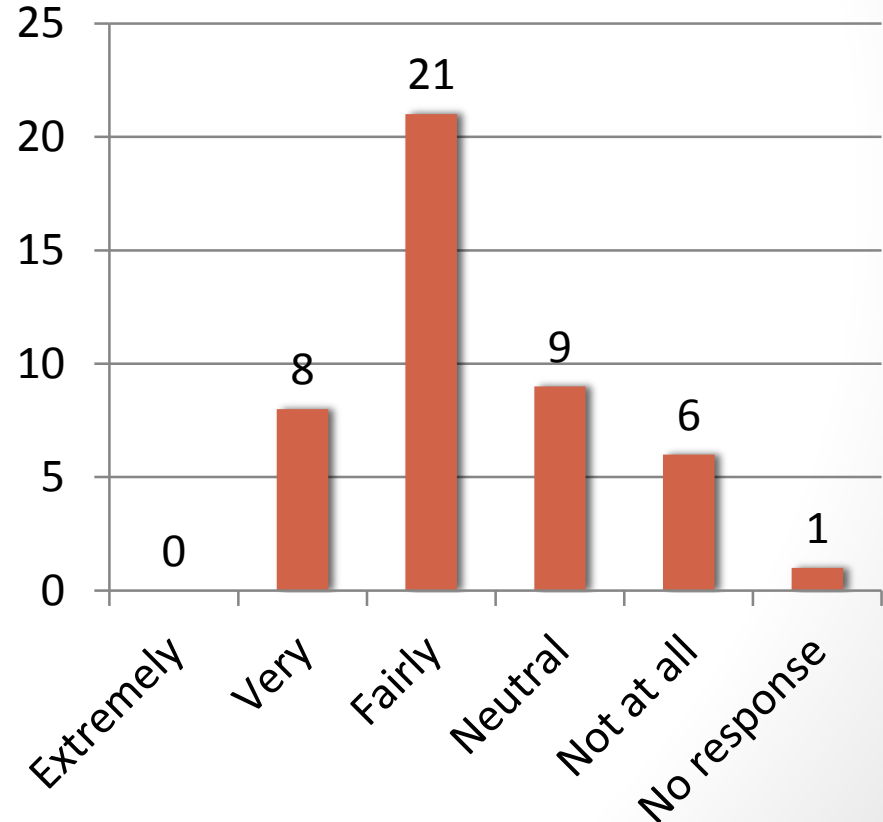


Survey Results (n=45)

How confident do you feel in your ability to recognize symptoms of mental illness?

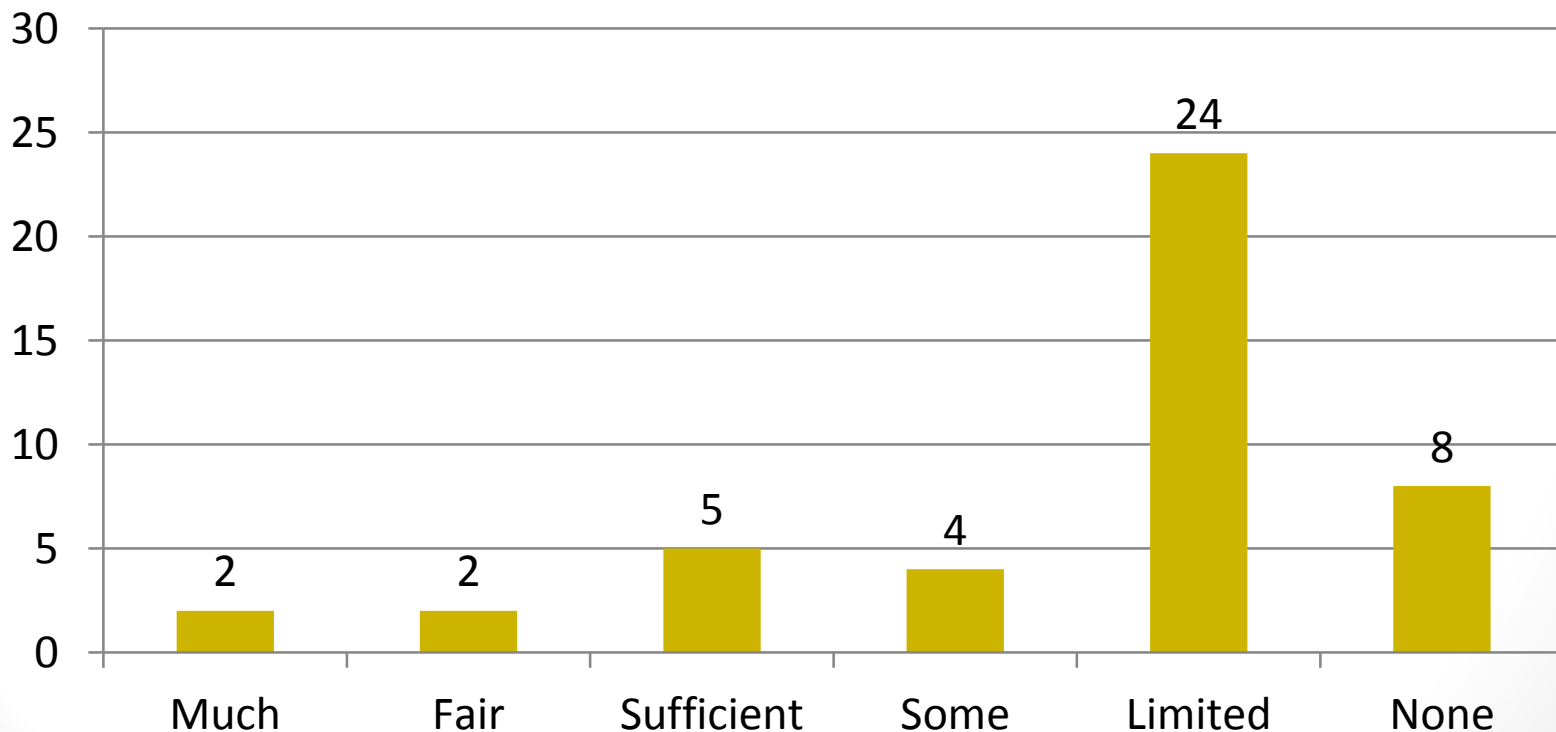


How prepared do you feel to handle mental health concerns in the classroom?



Survey Results (n=45)

How much training have you received around working with children and youth who have mental health concerns?





WORK HARD,
BE NICE.

ALL OF
US WILL

Introduction to Social 101

- What is social media? The way we use it for social media.
- What is social media? The way we use it for social media.
- What is social media? The way we use it for social media.
- What is social media? The way we use it for social media.

ASSIGNMENT

Write a paragraph about the importance of social media.

BEER BREWERY



nobody sees that I'm dead inside



Objectives

- Participants will be able to recognize signs/symptoms of mental health issues
- Participants will learn effective strategies to work with students who have mental health issues
- Participants will be able to understand and identify specific ways racism and discrimination impact mental health.
- Participants will develop strategies for gaining support from administrators

Continuum of Mental Health

Mental Health

Mental Illness



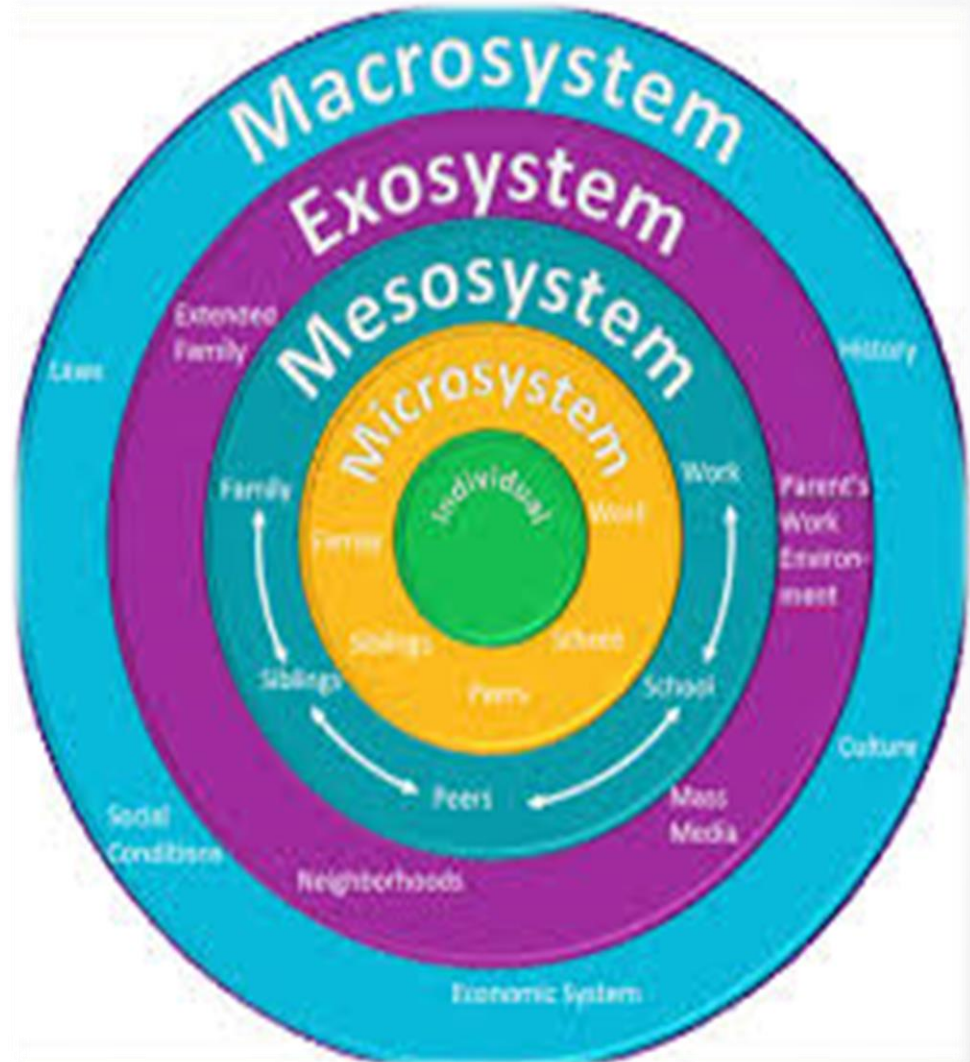
- We all experience varying degrees of mental health at different points in our life.
- Most people fall in the middle
- Although there are risk factors, anyone can become mentally ill given the right circumstances.

Signs & Symptoms

- Feeling very sad or withdrawn for more than 2 weeks (e.g., crying regularly, feeling fatigued, feeling unmotivated).
- Trying to harm or kill oneself or making plans to do so.
- Out-of-control, risk-taking behaviors that can cause harm to self or others.
- Sudden overwhelming fear for no reason, sometimes with a racing heart, physical discomfort or fast breathing.
- Not eating, throwing up or using laxatives to lose weight; significant weight loss or gain.
- Severe mood swings that cause problems in relationships.
- Drastic changes in behavior, personality or sleeping habits (e.g., waking up early and acting agitated).
- Extreme difficulty in concentrating or staying still that can lead to failure in school.
- Intense worries or fears that get in the way of daily activities like hanging out with friends or going to classes.
- Intense responses to minute stimuli
- Disheveled/Unkempt appearance (poor hygiene, “don’t care”)

Ecological Systems Theory

- **Microsystem:** direct environment, family, friends, teachers; not just recipients but participants contributing to the environment.
- **Mesosystem:** relationship between microsystems (an interaction in one system impacts behavior in another).
- **Exosystem:** Interaction with a non-direct system (i.e. parent's work)
- **Macrosystem:** culture, policies, racism
- **Chronosystem:** passage of time



Positive Youth Development

competence

confidence

connection

caring

character



Positive Youth Development

connection

caring



connection

- If available, read students' files before start of year (504 plan, IEP, diagnoses, red flags)
- Sawa bona
 - Respect
 - Their culture and values are equal to yours
 - Even is behavior is destructive, it is adaptive
 - May be a normal response to an abnormal situation
 - Loyalty is top priority
 - Family over everything
 - Snitches get stitches
 - Ubuntu
 - Relationship
 - If you make a promise (assertion) keep it (word is bond) – builds trust
- Relationship with parent(s)/guardian(s)
 - Maintain open communication with them (both +/-)
 - Approach is important (they are the authority)
 - The first time you speak to them should not be to tell them something is wrong with their child.

caring

- Relationship is key
- Make them aware that you notice them/changes (i.e. “I notice you changed your seat this week...”)
- Always begin with a positive (“You’re really smart and I see you stopped doing the homework...”)
- Always ask what you can do instead of telling them what they should do (“What can I do to help you?” “I want you to do well, I can....”)
- Talk about mental health frequently in your classrooms, use it in lesson planning if possible.
- Talk about well-known people who struggle with mental health issues (i.e. Kendrick Lamar).

Activity

How do you garner colleague and administrator support?