MENTAL HEALTH TOOLKIT
FOR HIGH SCHOOL STUDENTS

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OUR SCHOOL'S POLICY

At our school, we understand that everyone experiences different life challenges and may need help coping with them at times. We also know that individualized and unique emotional support is needed for each individual. We believe everyone at school plays a role in ensuring you have the support necessary to maintain positive mental health.

School Policy Purpose

- Increase your understanding of your emotions and experiences
- Provide a safe space for you to talk about your concerns and needs
- Support you in building strong relationships
- Encourage and nurture healthy self-esteem and confidence
- Help develop coping strategies with setbacks and resilience
School Psychologist

Insert your blurb explaining who you are, your role, and where students can find you. You can even include a link to the school mental health website/social media.

Resources

Black Mental Wellness:

  Website provides podcasts, links to mental health and wellness videos, and mental health organizations.
  @blackmentalwellness

We all have Mental Health:

- https://www.youtube.com/watch?v=DxIDKZHW3-E&feature=youtu.be
  Video explains more about mental health

The Trevor Project

- https://www.thetrevorproject.org/resources/trevor-support-center/
  Provides Resources about coming out and an online community for LGBTQ youth
  @trevorproject

Mental Health

What is Mental Health?

"Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel and act. It can also play a role in how you handle stress, your relationship with others, and how you make choices."

- MentalHealth.gov

A few reasons you can meet with someone about your mental health:

- Suicidal Thoughts
- Concerns for someone's safety or well-being
- Self Harm
- Anxiety/Depression
- Relationship Problems (family, friends, girlfriend/boyfriend)
- Grief/Loss
- Bullying

** There are many other reasons that are not listed here

References:

Anna Freud NCCF. (2020). We all have mental health. Retrieved from Anna Freud National Center for Children and Families: https://youtu.be/DxIDKZHW3-EB
POSITIVE PSYCHOLOGY & WELLNESS
Shift your perspective to focus on your strengths & to help you flourish

TOOLS

Mindfulness
- Practice mindfulness with https://www.mindful.org/meditation/mindfulness-getting-started/

Optimism/Hope
- Reflect on something that makes you feel hopeful with a friend

Gratitude
- Write down 3-5 things you are grateful for

Identify Individual Strengths
- Find your strengths at https://www.viacharacter.org/survey/account/register

Engage in Acts of Kindness
- Volunteer
- Write someone a kind letter

Creativity
- Practice a creative activity you enjoy such as making art, music, writing, or start a new hobby!

CHECKLIST
Choose 3 Tools to practice this week and write them below. Check off your list as you go!

RESOURCES
Use the tools below to learn more about positive psychology and wellness!
- https://happiermindjournal.com/pages/printable
- Download the Headspace App
- Visit Mindful.org and try some activities
- Take the strengths survey on viacharacter.org

References:
COMMON DIAGNOSES
THE MOST COMMON MENTAL HEALTH PROBLEMS THAT AFFECT KIDS AND TEENS: SIGNS AND SYMPTOMS

EMOTIONAL DISORDERS

Depression: More than just feeling sad or going through a "rough patch", depression changes how you function from day-to-day. Depression can look different depending on the individual and requires understanding, support, and treatment.

Common Signs and Symptoms:
- Changes in sleep habits
- Changes in appetite
- Lack of concentration
- Social withdrawal
- Loss of interest in daily activities
- Physical symptoms such as stomach ache, headache or nausea

Anxiety: Persistent, excessive fear and worrying in situations that are not threatening; symptoms can be emotional or physical

Common Signs and Symptoms:
- Restlessness/irritability
- Feelings of apprehension or dread
- Upset stomach, headache
- Racing heart, shortness of breath

BEHAVIOR DISORDERS

Attention Deficit Hyperactivity Disorder: ADHD is characterized by impulsivity, inattention, and hyperactivity.

Common Signs and Symptoms:
- Difficulty focusing/completing single task or activity
- Trouble completing/turning in homework
- Fidgeting, squirming, trouble sitting still
- Difficulty doing quiet tasks or activities
- Impatience, interrupting others
- Difficulty taking turns, waiting or sharing

EATING DISORDERS

Anorexia:
- Denying yourself food, obsessing over weight and calories, and over-exercising
- Loss of menstruation, irregular heart rhythm, low blood pressure, and trouble sleeping

Bulimia:
- Attempting to get rid of the extra calories by vomiting, excessive exercising, and using laxatives

Binge Eating Disorder:
- Loss of control over eating, a person will eat a large amount of food, even if they are not hungry

References:
Substance Abuse

This is a repeated use of alcohol and/or drugs. Often times drugs and alcohol are used to cope with mental health symptoms. Some signs of substance abuse are:

- Withdrawal from friends and family
- Sudden changes in behavior
- Feelings of needing the drug or alcohol in order to function
- Developing a high tolerance for the substance
- Engaging in risky behaviors

Trauma

Experiencing a traumatic event may lead to traumatic stress, which overwhelms your ability to cope.

Examples of traumatic events:

- Neglect and psychological, physical, or sexual abuse
- Community and school violence
- Witnessing or being a victim of intimate partner violence
- Serious accidents, life-threatening illness, or the sudden loss of a loved one
- Military family related stressors such as deployment, injury, or loss

Signs of traumatic stress in teens:

- Feeling depressed or alone
- Developing eating disorders or engaging in self harm behaviors
- Becoming sexually active
- Beginning to abuse drugs or alcohol

Grief

Grief is the process of coping with the loss of losing someone you love or care about. Each person experiences grief differently. Although there is no set way or time that a person should grieve, here are some common symptoms associated with grief:

- Shock and confusion
- Feelings of sadness
- Anger and irritability
- Loss of interest in activities you previously enjoyed and withdrawing from friends
- Trouble sleeping, loss of appetite, and fear of being alone
- Feeling guilty and blaming yourself about the death

References:


Suicide and Self Harm

Suicide

Suicidal Ideation is having thoughts of ending your life or wanting to not be alive anymore. Some signs of increased risk for suicide are:

- Increased substance use
- Aggressive behavior
- Withdrawing from loved ones
- Drastic mood swings
- Impulsive behavior
- Giving away personal possessions
- Saying goodbye to loved ones

If you're having thoughts about hurting yourself or taking your life, please call 911 or National Suicide Prevention Hotline: 1-800-273-8255

Self-Harm

Self-Harm is hurting yourself on purpose. It is not a mental illness itself, but a behavior that indicates that someone is having difficulty finding better coping skills. Self-harm is usually associated with other mental illnesses such as depression, anxiety, PTSD, etc. Some warning signs are:

- Frequent bruises or bandages
- Skipping classes and social events
- Wearing long sleeves and pants, even in hot weather
- Poor impulse control
- Expressing hopelessness or feeling worthless
STIGMA AROUND MENTAL HEALTH

Let's talk about what stigma is and how it can affect your mental health.

"All of my life I was told that my mental health issues were a burden and that if I told others about what I was going through they were going to judge and reject me. [I want people to] speak openly about what they are going through or seek the professional help they need without fear of stigmatization, discrimination or harassment. As a result, our society can accept that it is OK to NOT be OK!"

- Samantha Foster
Founder of Rethink Mental Health Inc.
www.rethinkstigma.org

Stigma

What is Stigma?
Stigma: a mark of disgrace associated with a particular circumstance, quality, or person.

- In our society, getting support with mental health can have a negative stigma attached to it. Stigma can cause individuals to feel ashamed of what they are going through and not seek treatment.

But remember...

- When someone has a mental illness and can't get better on their own, it's NOT their fault.
- Everyone could benefit from receiving some mental health services! Just as we eat well and exercise to keep our bodies healthy, mental health resources help our minds stay healthy.
- People who have a mental illness are just like anyone else! They may just need some extra support and resources to be their best.
- If you, or someone you know is struggling through a tough time, there are adults in schools and in your community who are ready to help. Speak up!
CULTURAL IDENTITY AND MENTAL HEALTH
Let's talk about how your cultural identity can affect your mental health.

My Cultural Identity

*It's important that we recognize our own personal cultural identity.*
Cultural identity includes our: race, ethnicity, culture, religion, disability, sexual orientation, gender identity, education, location, income, and economics.

**Side note: We can have multiple!**

Why is culture important?

- Cultural diversity can affect the way mental health and illness are perceived and whether or not people seek help for it
- Stigma around mental health is higher in some cultural groups than in others
- The multiple identities each of us have can impact our own personal mental health (causing stress and instability), create barriers, and make us vulnerable to poorer mental health
- Children and adolescents with mental health problems often avoid seeking support due to fear of stigma around mental health
Everyone grows up with different views on mental health, so here are some questions to get you thinking about your identity and the mental health stigma.

References:


Reflection

- Growing up, what did you know about mental health?
- How do you think your identity affects the way you see mental health now?
- In what ways do you personally see mental health as a stigma?

Start by thinking about your cultural identity. In the box, write down all the identities you have.
RED FLAGS AND RISK FACTORS

RED FLAGS
Many factors contribute to the development of mental disorders, and it is important to know common signs and symptoms. Listed below are a few of the most common red flags that students, like yourself, may experience under mental distress. **However, experiencing these symptoms does not indicate you have a mental health issue.** If you are experiencing any of these signs or symptoms, see your school counselor or school psychologist and they will be happy to help!

**Academic**
- Sudden drop in grades
- Doin the wrong assignments, missing parts on tests
- Unwilling to participate in class
- Difficulty concentrating in class
- Refusing to go to school

**Behavioral**
- Sudden change in behavior or mood
- Withdrawing from friends or preferred activities
- Unnecessary levels of anxiety, stress, or frustration
- Unusual fears or worries
- Violence towards oneself, others, or animals
- Opposition to authority figures and rules
- Inability to make decisions

**Physical**
- Significant weight loss or gain
- Experimenting with drugs and alcohol
- Frequent physical complaints with no apparent cause
- Problems falling asleep, staying asleep, or waking up
- Eating problems including eating too little or too much
- Disregard for physical appearance or hygiene
- Verbalizing negative thoughts

References:
There are certain factors that put kids and teens at higher risk for developing mental health problems. These can be biological, psychological, family, community or cultural factors. It is good to know some of these risk factors for our own wellbeing but also when we think about the wellbeing of our friends and family. Here is a short list of risk factors that are related to negative mental health outcomes:

- Family history of mental illness
- Negative relationships with family and peers
- Neighborhood violence
- Poverty and lack of economic opportunity
- Experiencing child abuse or neglect
- Substance use in the home or community

Important: Just because you have one of these risk factors does not necessarily mean you have a mental illness.

References:
WHY IT'S IMPORTANT TO ADDRESS MENTAL HEALTH IN SCHOOLS

01 Schools are an ideal place to provide mental health services to children and youth.
You are in school for at least 6 hours a day and the school psychologist and/or counselor on campus can provide you with tools and resources to help you with your mental health. They can also connect you with outside resources. (1)

02 Mentally healthy children are more successful in school and life.
When students have support socially and emotionally, research has shown students can achieve better academically. You are also better able to cope with life’s challenges. (1)

03 Mental health can impact many areas of your life, such as:
Quality of life, academic achievement, physical health, and your relationships with friends and family members. (2)

04 Statistics on Mental Health
- 1 in 5 youth ages 13-18 live with a mental health condition (3)
- Half of all lifetime cases of mental illness start by the age of 14
- Suicide is the third leading cause of death in youth ages 10-24
- 90% of youth who died from suicide had an underlying mental illness (4)
- 37% of students with a mental illness age 14 and older drop out of school (4)

References:
Urie Bronfenbrenner was a psychologist who developed the Ecological Systems Theory. This theory is important because it shows the different factors in our environments that impact and influence us, both directly and indirectly. Let’s walk through the different systems.

Individual
- In the middle of all the systems is the individual, you! This includes personal identities (such as age, gender, race/ethnicity, health status) that make up who you are as a unique person.

Microsystem
- The circle surrounding you is the microsystem. This system features settings/people that you have direct contact with, things within your immediate environment. These include school, family, church, friends, and health services.

Mesosystem
- The mesosystem is unique because it describes two or more interactions among all the systems. For example, using two microsystems, what goes on at home with family can affect the way you behave at school.

Exosystem
- The exosystem includes the different settings/factors that you don’t have direct contact with, but can still influence you. These include social services, neighborhoods, media, politics, and extended family, things within your indirect environment.

Macrosystem
- The macrosystem is the system that encompasses all the laws, norms, cultures, and ideologies of society as a whole.

When looking at mental health, it’s important to understand that there are things that directly/indirectly influence us and could impact our overall mental health, be a resource for us, or stop us from getting help.

References:
HOW DO SCHOOLS PLAY A ROLE?

Schools are an essential place to strengthen and support a student’s mental health.

WHY SCHOOLS?

- 1 out of every 5 youth experience mental health problems in their school years.
- The need for mental health services in schools is growing & unmet.
- It is estimated that up to 60% of students do not receive mental health services; however, access is available to you at school for free.
- Schools provide a safe and positive environment for all students.

SCHOOLS PROVIDE BASIC RESOURCES:

- Free and reduced breakfast and lunch.
- Access to clean water and bathrooms.
- A school nurse will help you with your basic health needs & provide health products (i.e. bandages, female menstrual products, etc.)
- Academic resources and assistance is available to you.
- Caring adults will support and help you with anything you need.
- An array of access to mental health services.

WHO CAN I TALK TO?

- Teachers and Staff: Reach out to any trusting and caring teacher or staff.
- School Counselors: Name, Room Number, Phone Number, Email
- School Psychologists: Name, Room Number, Phone Number, Email
- Care Solace: https://caresolace.com/site/ousdfamilies/
- Crisis Text Line: https://www.crisistextline.org/texting-in

References:


PROTECTIVE FACTORS

Although there are risk factors that can make you vulnerable to poorer mental health, there are also protective factors which can reduce the risk of developing mental health problems. Usually these are things that are good influences on our wellbeing. You can find these factors in different areas of our lives, such as in your relationships, your school, and your community.

In the following boxes, list some protective factors in your life in each of the areas:

**RELATIONSHIPS**

**SCHOOLS**

**COMMUNITIES**

References:
WHAT ARE THE SPECIFIC ROLES OF INDIVIDUALS IN THE SCHOOL?

Children with mental health needs require a variety of types of supports from their school. School staff are involved in promoting positive mental health in their school and are required to provide students with mental health services.

School-based Mental Health Providers

School personnel, like school counselors, school psychologists, and social workers, can provide mental health services. Some topics they may work with you on include anger management, prevention of violence and bullying, conflict resolution, problem-solving, peer pressure, communication skills, and substance abuse prevention. They can provide you with individual and group counseling. Support groups are offered if you have specific issues. If you ever need to talk to a mental health provider, you can find them in their office.

Teachers

Teachers are often the first to notice any red flags or symptoms you may be presenting. They can recognize when you are having difficulty paying attention, are displaying disruptive behavior, or are feeling depressed or anxious. If you are having difficulty, you can let your teachers know you need help, and they can refer you to a mental health provider at school.
School Nurse

School nurses address the primary health problems students, like you, can experience. They provide preventative and screening services, health education, and assistance with decision making about your health. Also, they provide interventions for acute and chronic illness, injuries and emergencies, obesity, substance use, adolescent pregnancy, mental health, and nutrition. Nurses can assist you in finding a professional who can further support you.

Administration

Administration, like the principal and assistant principals, oversee the school. They make decisions that are in your best interest. They implement prevention and intervention programs to support you. These programs include addressing disruptive student behavior, harassment and bullying between students, and drug and alcohol prevention. Administrators should have crisis response plans for violence in schools, natural disasters, and other crises, like grief and suicide.

References:
Before you talk to your school counselor or school psychologist, it is important to know that their top priority is to keep students safe.

Student Rights

All students have the right to be treated with respect and dignity regardless of their background or beliefs. All students have the right to a safe school environment that is free of abuse, harassment, bullying, and other forms of violence. (1)

Your school counselor or school psychologist's office is a safe space, free of judgment.

Our job is to protect all students and put your best interests first.

It is not our job to get you in trouble or punish you for what you share with us.

School counselors and school psychologists will not tell your parents or other school staff the details of what we talk about. General information can be shared with parents or teachers, like the progress you are making.
Confidentiality

School psychologists and school counselors have a duty to keep what we talk about with students confidential.

What is confidentiality?
Confidentiality means that information is kept private and stays between you (the student) and school psychologist or counselor unless it is necessary to break confidentiality.

There are some exceptions to confidentiality where your parents/guardians or other adults at school will be informed of what we talked about: (1,2)
- If you are going to hurt yourself
- If you are going to hurt others
- If someone is hurting you
- If you give permission to share what we talk about with others

What rights do parents have?
Your parents do have the right to know if you are meeting with a school counselor or school psychologist. They have access to general information of our sessions, but we will not share details of what is talked about. (2)

References:
Tier 1: ALL

At the Tier 1 level, we work to support the needs of all students. We call this universal support. This means we will provide the same resources to you and your peers to support your mental health. At tier 1 we also screen all students to see who needs extra support.

Tier 2: SOME

At the Tier 2 level, we work with students who need extra help taking care of their mental health. We can do this by holding small groups with other students working towards similar goals.

Tier 3: FEW

At tier 3, we work with students who need more individual support. This looks like one on one counseling or referrals to outside mental health providers.

MTSS uses evidence-based practices to support student success. We work to prevent mental health problems from affecting you and your peers.

References:
PROGRESS MONITORING

When working with mental health professionals at school and elsewhere, they need to monitor your progress with the different interventions you try. We need to see how you are doing to make sure that you're on track to meeting your goals and that what we're trying is working.

Who monitors your progress?

Parents/Guardians
Teachers
School psychologist
School counselor
YOU

How is your progress monitored?

Tools mental health professionals may use

Rating Scales
Questionnaires

Here are some guiding principles for progress monitoring:

- The targets that are selected should be meaningful to you, the client
- Monitor more than just symptoms (e.g. important life skills, school performance)
- The mental health professional should actively be including you in the process and giving you feedback
- Progress monitoring is data collection, so it is useful to have it presented visually, like a graph

There are a wide variety of progress monitoring tools. Here is a link to an example of a clinical questionnaire used at Kaiser:


Q: How many students have mental health problems?
A: About 1 in 5 students (20%) have a mental health problem.

Q: What if I am experiencing some red flag behaviors?
A: It depends on which red flag behaviors you are experiencing. You must keep in mind that just because you have red flag behavior does not indicate you have a mental health problem. Some red flag behaviors may be typical behaviors of a person. It is beneficial to speak to your school or school psychologist about your feelings and concerns.

Q: Who do I reach out to if I or someone I know needs help?
A: If it is an emergency where you are in danger, please call 911 immediately. If it is not urgent, you can reach out to the school counselor or school psychologist to seek help. We can help talk to you or help you get connected with other resources.

Q: Do I have to get parent permission to speak to a counselor or school psychologist?
A: If you are planning to talk to the counselor or school psychologist on a consistent basis, we will need to get your parent’s consent to talk to you.

If you have any other questions about mental health, reach out to your school counselor or school psychologist, we are here to help!

References
TOOLKIT—MINDFULNESS

SQUARE BREATHING
- Breathe slowly through your nose while counting to 4
- Hold your breath and count to 4
- Exhale slowly while counting to 4
- Hold your breath and count to 4
- Repeat!

BELLY BREATHING
- Place your hands on your belly
- Take a deep breath, focusing on your belly expanding
- Hold your breath for a count of 3
- Slowly exhale
- Repeat!

MEDITATION
- Find a comfortable place to sit
- Use a guided meditation app or simply close your eyes and focus on your breath
- When you notice your mind wandering, acknowledge the thoughts
- Refocus your attention to your breath

LION’S BREATH
- Place your hand on your belly
- Take a deep breath while counting to 3
- Hold your breath for 3 seconds
- Exhale while sticking out your tongue like a lion
- Notice how your abdomen rises and falls with each breath
- This breath can also be done while doing yoga!
SELF-CARE TOOLS

Tips for a good mental health

Be active!

Eat healthy

Enjoy walks with your family and friends

Get 8 hours of sleep every day

Look for professional help if you need it

Talk about your feelings with someone you trust

Types of Self-Care

Physical
- Sleep
- Stretching
- Walking
- Exercise
- Nutrition
- Yoga

Emotional
- Stress Management
- Coping Skills
- Compassion Therapy
- Journaling

Social
- Boundaries
- Support Systems
- Positive Social Media
- Communication
- Friends

Spiritual
- Time Alone
- Meditation
- Prayer
- Nature
- Sacred Space

Personal
- Hobbies
- Creativity
- Goals
- Identity
- Authenticity

Space
- Safety
- Healthy Environment
- Stability
- Clean Space

Financial
- Saving
- Budgeting
- Money Management
- Paying Bills
- Boundaries

Work
- Time Management
- Work Boundaries
- Breaks
- Blessing Manifesting

SELF-CARE TODAY

<table>
<thead>
<tr>
<th>I feel...</th>
<th>I need to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overwhelmed</td>
<td>Take a step back</td>
</tr>
<tr>
<td>Stressed</td>
<td>Focus on relaxing</td>
</tr>
<tr>
<td>Anxious</td>
<td>Practice a coping skill</td>
</tr>
<tr>
<td>Sad</td>
<td>Be loving to myself</td>
</tr>
<tr>
<td>Angry</td>
<td>Find a positive outlet</td>
</tr>
<tr>
<td>Drained</td>
<td>Rest and recharge</td>
</tr>
<tr>
<td>Broken</td>
<td>Practice self-compassion</td>
</tr>
<tr>
<td>Upset</td>
<td>Take time for myself</td>
</tr>
<tr>
<td>Alone</td>
<td>Reach out for support</td>
</tr>
</tbody>
</table>
Choose 3 Tools to practice this week and write them below. Check off your list as you go! These tools can help you build on your unique strengths.

- **Mindfulness**
  - Practice mindfulness with [https://www.mindful.org/meditation/mindfulness-getting-started/](https://www.mindful.org/meditation/mindfulness-getting-started/)

- **Optimism/Hope**
  - Reflect on something that makes you feel hopeful with a friend

- **Gratitude**
  - Write down 3-5 things you are grateful for

- **Identify Individual Strengths**
  - Find your strengths at [https://www.viacharacter.org/survey/account/register](https://www.viacharacter.org/survey/account/register) and use them.

- **Engage in Acts of Kindness**
  - Volunteer for something you believe in
  - Write someone a kind and meaningful letter

- **Creativity**
  - Practice a creative activity you enjoy such as making art, music, writing, or start a new hobby!
PROTECTIVE FACTORS

- Join a club at school.
  - Insert link to clubs here.

- Join a sport at school.
  - Insert link to sports here.

- Get to know teachers and staff on campus.
  - Insert school staff link here.

- Become familiar with campus resources.
  - Insert link to campus resources here.

- Become familiar with campus mental health supports.
  - Insert link to campus mental health supports.

- Become familiar with academic tutoring.
  - Insert link for academic tutoring here.

- Become familiar with community resources.
  - Insert links for community resources.
MENTAL HEALTH RESOURCES

Websites
- NAMI
- Trevor Project
- Teens Health
- Child Mind Institute
- ADAA

Apps
Depression/Anxiety
- Moodpath
- Moodtool
- Moodkit
- Mindshift
- Panic Relief
- Pacifica

Stress:
- Breathe2Relax
- Happify
- Insight Timer
- Meditation/Wellbeing
- Headspace
- Calm
- Smiling Mind
- Fabulous Self Care
MENTAL HEALTH & DISTANCE LEARNING

Living through a pandemic can be stressful and uncertain. You may feel anxious or distressed when you think about it, even if it hasn’t affected you directly. It is normal to have feelings of stress during a pandemic. It is important to listen to your mind and body, and know when to reach out for help.

Below are some signs to look for and ways you can take care of yourself during these stressful times.

Some Signs of Stress

- Wanting to be alone
- Inability to enjoy activities or have fun
- Unnecessary levels of anxiety, stress, or frustration
- Excessive fears or worries, especially about getting sick
- Problems falling asleep, staying asleep, or waking up
- Inability to make decisions

Ways to Relax and Cope with Stress

- Keep as normal a routine as possible
- Mindfulness (https://www.mindful.org/)
- Keep a positive outlook (gratitude and thankfulness)
- Limit your media exposure
- Journaling
- Find time to exercise

Who can you talk to?

- Your School Psychologist
- Friends
- Teachers
- Family
- Your School Counselor

References:

If you are having Covid related symptoms, you can find your nearest testing site at this link: https://www.arcgis.com/apps/Nearby/index.html?appid=4318dcd0d5348d8ab20a81967a1540
This Mental Health in Schools Toolkit was produced by Chapman University M.A. in School Counseling and Ed.S. in School Psychology graduate students for use in schools and by the community. It is not for commercial sale, in part or in whole.

For more information about Chapman University’s M.A. in School Counseling and Ed.S. in School Psychology programs, visit Chapman.edu/education.