

# Mental Health of Children and Teens in the Time of Coronavirus

Mr. Jim Grubbs: Tiffin City Schools- Superintendent

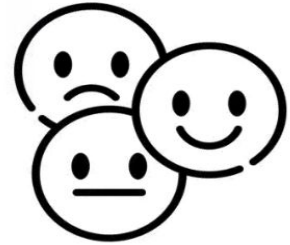
Mrs. Jill Miller: Tiffin City Schools- District Social Worker

Mrs. Michelle Tuite: Tiffin City Schools- Director of  
Educational Programs

# What we know

## Psychological Effects of Quarantine in Children

- Confusion
- Anger
- Boredom
- Stigma
- Depression
- Anxiety
- Infection fears
- Difficulty eating
- Difficulty sleeping
- Posttraumatic stress symptoms
- Trauma-related mental health disorders
- Exacerbation of existing psychiatric symptoms



# Effects of school closures

- Disrupted and/or lack of routines
- Lack of resources that students were engaged in (i.e. speech and occupational therapy, social skills groups, access to mental health resources, special education supports)
- Social/physical distancing has increased anxiety, worry, depression, connection with peers
- Increased exposure to child abuse, domestic violence, stress in the home, isolation, poverty, homelessness
- Inequitable learning- lack of/poor internet; lack of resources/training; financial resources

# Mental Health Support in TCS

Personnel:

- TWO District Social Workers

*Trained mental health professionals, licensed through the State of Ohio; serve as a link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success.*

Mrs. Erinn Smith



Mrs. Jill Miller & "Ace"

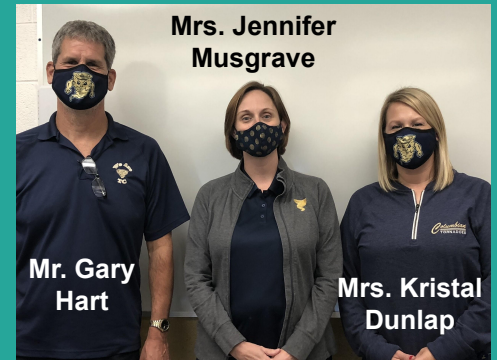


# Mental Health Support in TCS

Personnel:

TWO Elementary School counselors; TWO Middle School Counselors; THREE High School Counselors

*Vital members of the education team. They help all students in the areas of academic achievement, career and social/emotional development, ensuring today's students become the productive, well-adjusted adults of tomorrow.*



# Mental Health Support in TCS

Personnel:

## SIX Mental Health Therapists

*School based mental health allows outreach to students with mild to serious mental health needs that are impacting their academic success. Providing this during the school day reduces barriers of transport, financial issues, caregiver work schedules, deficits of resources, etc. It also allows students to receive timely support that helps them redirect, utilize their skills and decrease disruption to their academic experience. School based MH encourages mental health providers, parents and school staff to improve collaboration and communication in providing cohesive support to students.*



Mrs. Kate Plott



Mrs. Jennifer Damm



Mrs. Joni Hill



Ms. Britney Lindemann



Mrs. Anna Trausch



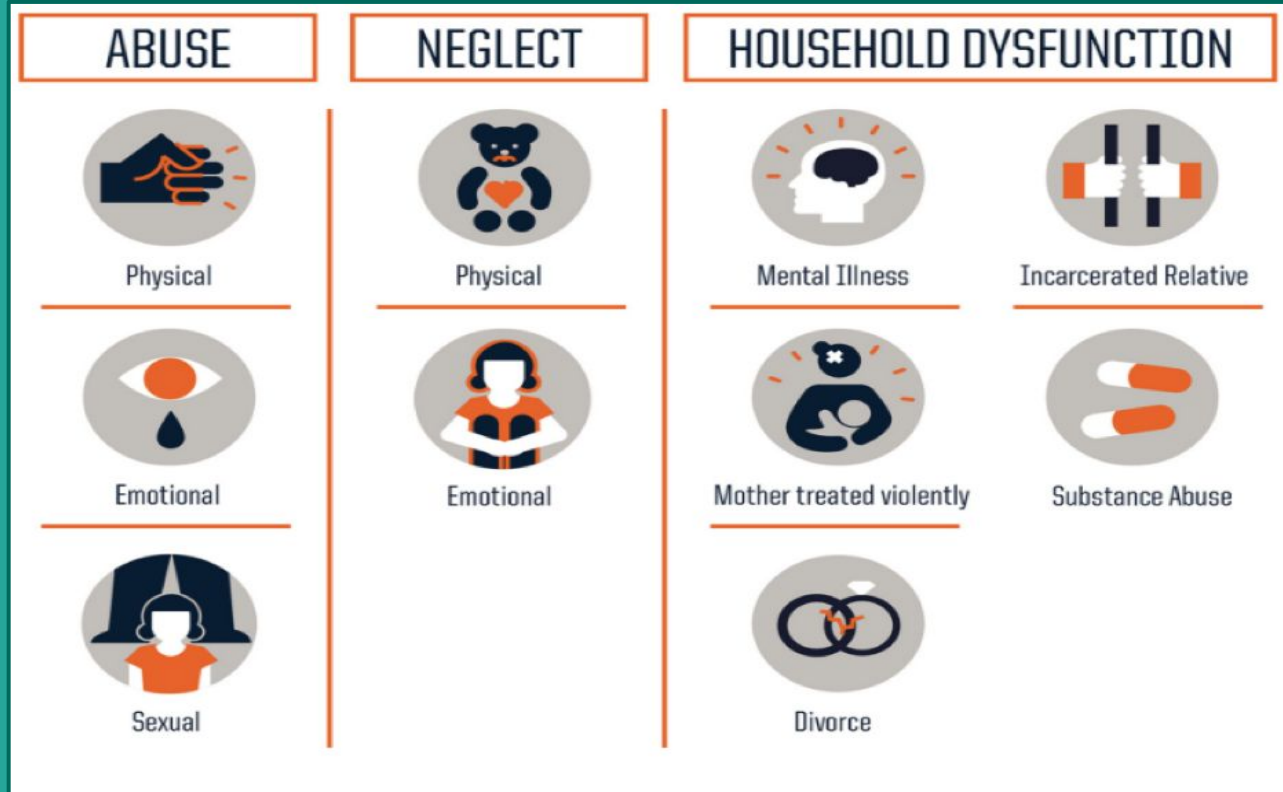
Mr. Mike McGrady

# School Therapy Dogs

- Offer comfort to students and staff
- Help improve student motivation and social skills
- Are a goal-driven intervention, which is meant to improve physical, social, emotional and/or cognitive function of an individual.
- Help reduce stress, improve physical and emotional well-being, lower blood pressure, decrease anxiety, improve self-esteem and normalization of the environment, and increase the likelihood of successful academic achievement by the student.
- Therapy dogs are not the same as “emotional support animals” or “service animals.”



# Adverse Childhood Experiences (ACEs)





# Preparation of ALL Staff at TCS

Trauma Informed Care presentations

Self-Care

Social-Emotional Learning

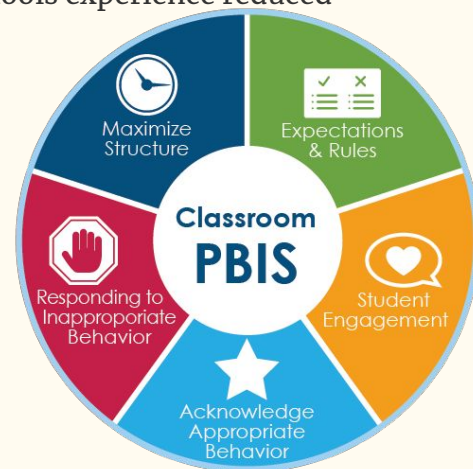
Positive Behavioral Interventions and Supports

Diversity and Implicit Bias

# Mental Health Programs in TCS

**PAX** – PAX is a set of strategies to help students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment. Students have a voice in class rules (what they want to **see, hear, feel and do MORE and LESS** of), are encouraged with Tootles (positive notes), and identify as PAX Leaders leading to more **peace, productivity, health and happiness**.

**PBIS** – an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful. It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.



# Mental Health Programs in TCS

**TIC-** A **trauma-informed school** is one in which all students and staff feel safe, welcomed and supported and where the impact of trauma on teaching and learning is addressed at the center of the educational mission. Trauma-informed schools create school policies, practices and cultures that are sensitive to the needs of traumatized individuals and ensure that all individuals (students, families and staff) meet their maximum potential.

**SEL-** Social-emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Research demonstrates that students who receive support for social and emotional learning in schools do better academically, socially and behaviorally. Social-emotional learning has also been shown to positively impact economic mobility and mental health outcomes. Developing these skills in our students is an important part of meeting the needs of the whole

**Mindfulness-** Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us. Mindful activities include breathing, guided meditations, yoga, or short pauses we incorporate into everyday life.

# Funding Sources

- General Fund (salaries, benefits, programming)
- Mental Health and Recovery Services Board of Seneca, Sandusky and Wyandot Counties
- Federal Funding through Title 1, 2A, 4, and 6B
- National Machinery Foundation
- Private Donors
- Medicaid

# Kinship Care

Kinship Care refers to a temporary or permanent arrangement in which a relative—or any non-relative adult who has a long-standing relationship or bond with the child and/or family—has taken over the full-time, substitute care of a child whose parents are unable or unwilling to do so.

Reasons for this can include death or chronic illness, substance abuse, incarceration, domestic violence, child abuse or neglect, teenage pregnancy, unemployment, poverty, or other problems.

Kinship care includes those relationships established through an informal arrangement, a legal custody or guardianship order, a relative foster care placement, or a kinship adoption. Regardless of the type of kinship care arrangement, the kinship caregivers' voluntary commitment to devote their lives to the children in their care is a courageous, life-changing decision.

[pdf](#)

# It Takes 100% Heart to Foster and Adopt in Ohio

- Foster Care and Adoption in Ohio
- Caring for Abused or Neglected Children
- Foster Parent Requirements

# Homeless Students and Families

- [McKinney-Vento Definition – National Center for Homeless Education](#)
- [Homelessness and PATH](#)
- [Partnering with Families of Highly Mobile and Homeless Students](#)
- [Early Care and Education for Young Children Experiencing Homelessness](#)
- [Poverty Guideline](#)

**Tiffin City Schools averages 75 identified homeless students annually**

# Local Resources

Facebook@TCS Counselors Social Workers

Mental Health and Recovery Services

NAMI

Tiffin-Seneca United Way



# Resources

<b>Target Audience</b>	<b>Resource</b>
School Administrators	Returning to School: Supporting the Social, Emotional and Behavioral Health of Students and Staff <a href="http://education.ohio.gov/Topics/Reset-and-Restart/Returning-to-School-Supporting-the-Social-Emotio">http://education.ohio.gov/Topics/Reset-and-Restart/Returning-to-School-Supporting-the-Social-Emotio</a>
Parents and Caregivers	Mental Health Addiction and Recovery Services Board of Lorain County's Family Toolkit <a href="https://www.livebinders.com/play/play/2044153?tabid=81229e47-b220-86b7-d042-5e85c8c3b773">https://www.livebinders.com/play/play/2044153?tabid=81229e47-b220-86b7-d042-5e85c8c3b773</a>
Parents and Caregivers	Mental Health During COVID-19: Signs Your Teen May Need More Support <a href="https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Signs-your-Teen-May-Need-More-Support.aspx">https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Signs-your-Teen-May-Need-More-Support.aspx</a>
Parents and Caregivers	Helping Children Cope With Changes Resulting From COVID-19 <a href="https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19">https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19</a>

Parents and Caregivers	Supporting Teenagers and Young Adults During the Coronavirus Crisis <a href="https://childmind.org/article/supporting-teenagers-and-young-adults-during-the-coronavirus-crisis/">https://childmind.org/article/supporting-teenagers-and-young-adults-during-the-coronavirus-crisis/</a>
All Ohioans	<b>Ohio Crisis Text Line:</b> 24/7, completely confidential text line to be connected to a trained counselor. NOTE: Data usage while texting Crisis Text Line is free and the number will not appear on a phone bill with the mobile service carrier. People of all ages can use Crisis Text Line. <b>Text key word 4HOPE to 741-714 to be connected to a trained counselor.</b>
All Ohioans	<b>COVID Careline:</b> The COVID CareLine is a new, toll-free number and emotional support call service. Behavioral health professionals staff the CareLine 24 hours a day, 7 days a week. They offer confidential support in times of personal crisis when individuals may be struggling to cope with current challenges in their lives. <b>1-800-720-9616</b>

Students	<p><b>Hey I'm Here Ohio</b>—Hey I'm Here is a youth-led community, changing the conversation when it comes to our mental wellness. The virtual community provides a safe digital space for youth and young adults to share stories, offer encouragement, and to help others find resources available to them in Ohio. Connect with this resource on social media @<b>HeyImHereOhio</b>.</p> <p><a href="https://heyimhere.org/">https://heyimhere.org/</a></p>
Students	<p>Be Present campaign: The Be Present campaign educates and empowers youth and young adults in providing their peers, friends, classmates and siblings of at-risk youth with needed emotional support. It also empowers youth to become more aware of and able to address their own emotional state, access immediate crisis intervention and longer-term care (if needed).</p> <p><a href="http://www.bepresentohio.org">www.bepresentohio.org</a></p>

# Contact Us

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