



Mental Health at Moorefield Station

Julia Riedel, Hannah Hibbs &
Taylor Gardner

Housekeeping:

01

Please mute
your mic

We will take questions
at the end, so please
hold them until we're
done

02

This presentation
will be recorded

So that others who
were not able to
attend, may access it
later

03

Please be respectful of
others

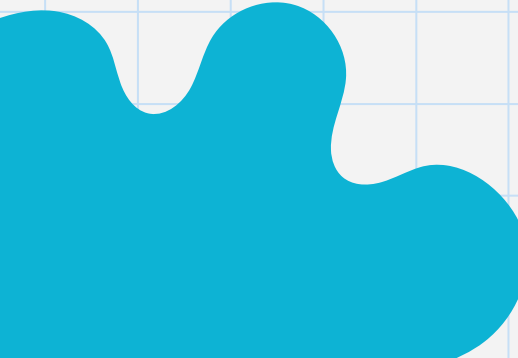

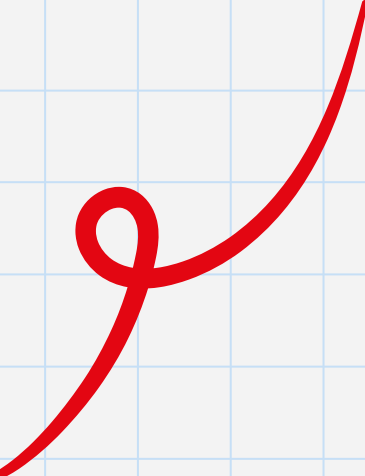
We are all learning in
this process






Outline:

- Our role during distance learning
- Mental Health & Stress
- Behavior Management at home
- Study Skills & Setting up a space for your student
- Q & A



“Almost everything will
work again, if you *unplug* it
for a few moments,
including you”



Moorefield Station Elementary School Team

Julia Riedel



School Counselor

(Amazeen, Grof-Tisza, Rather, Urbaniak, McQuade, Schulte, Schaefer, West, Ensinger, Furtek, Gorli, Aubin, Dennison, Marlin, McIntosh, Constantine, Edwards, Kaciban & Lee)

Hannah Hibbs

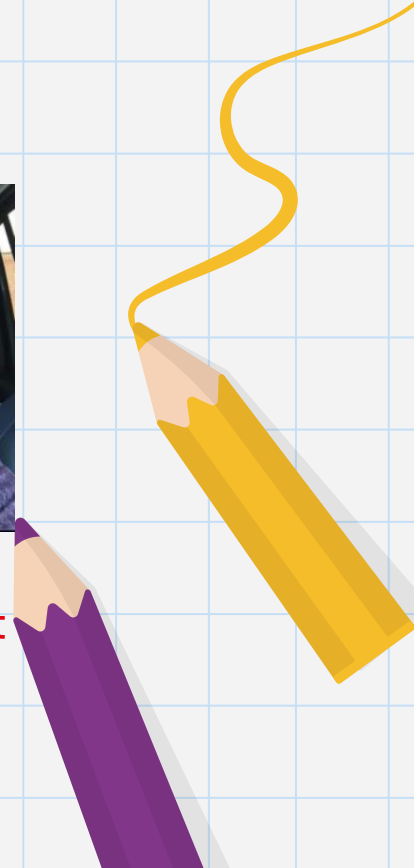


Social Worker

Taylor Gardner



School Psychologist



United Mental Health Team Members

Kimberly Kenny



School Counselor

(Erny, Pederson, Bognar, Butler,
Dials, Kennaugh, Gilvert, Huff,
Jessup, Rust, Thoppil, Vaughn,
Clarke, Kelley & Lissak)

Capri Cali



School Counselor

(All 2nd grade classes)

Christina Pezzimenti



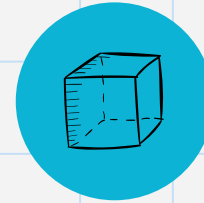
Educational Diagnostician

Our role during distance learning



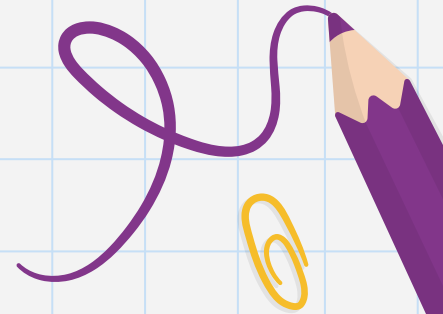
Counselor

During distance learning, the School Counselor teaches virtual classroom lessons every other week. School Counselors are available for teleconsultation with parents. School Counselors offer telecounseling with students. Parents need to give permission for this counseling. School Counselor also participate in the UMHT and support staff.

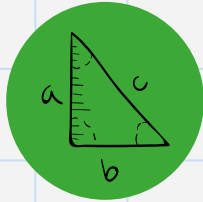
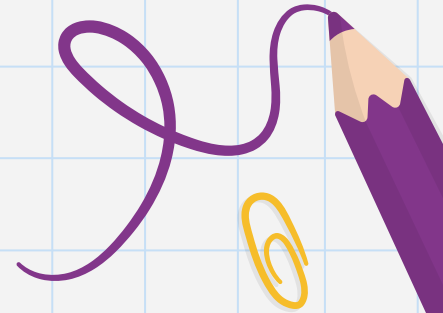


School Social Worker

During distance learning, the social worker conducts socio-cultural assessments, conducts telecounseling sessions, participates in the mental health team, completes suicide and threat assessments and supports staff.

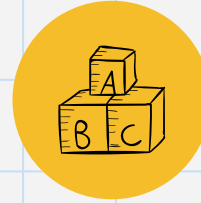


Our role during distance learning



School Psychologist

During distance learning, the school psychologist conducts psycho-educational assessments, provides teleconsultation for mental health and behavior concerns, conducts telecounseling with students, participates in the schoolwide mental health team, and provides support for parents and staff.



Educational Diagnostician

During distance learning, the educational diagnostician conducts educational assessments, provides teleconsultation for academic and behavior concerns, conducts small-groups with students, participates in the schoolwide response-to-intervention team, and supports parents and staff.





Mental Health & Stress during Distance Learning

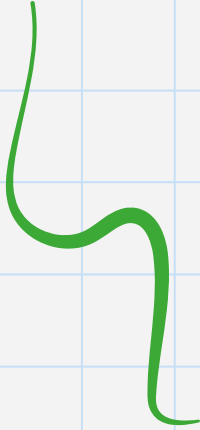
what is stress?

Stress is a feeling of emotional or physical tension, often *triggered* by an event that makes you feel frustrated, anxious or nervous



How can I talk to my child about stress?

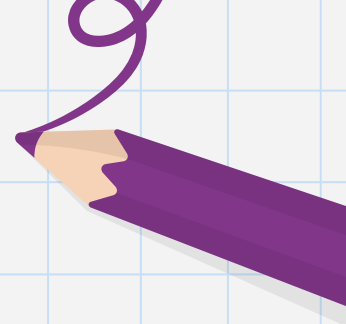
- Determine your own stress level before speaking with your child
 - If you are stressed, your child will pick up on this, furthering their stress
- Make the topic relatable for the child
 - Ex: When mommy/daddy/etc has to give a presentation at work, I get a nervous feeling in my tummy
- Check in with your child about their feelings



How can I talk to my child about stress? Continued

- Normalize the situation
 - Ex: I understand that you are feeling upset and it's okay to be feeling that way right now
- Remember to listen to your child
 - Speak kindly to them and reassure them
- Don't be surprised if your children's stressors are different or similar than your own
- It's okay to say "I don't know"

Tips for adult self-care



- Establish a regular routine
- Stay connected with loved ones, friends and those who care about you
- Practice relaxation/mindful techniques (we'll go over some in the coming slides)
- Have some "me time" in your schedule
- Say "no" to additional family or work obligations, if you can
- **Contact a mental health professional if you feel overly stressed, upset or worried**



Coping activities for your child

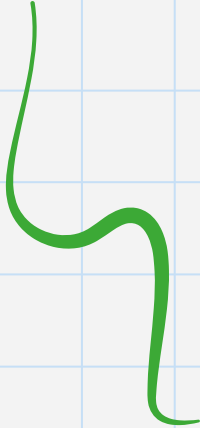


- Deep breathing
 - Square breathing
 - Belly breathing
 - Rainbow breathing
- Physical activity- setting a short timer (two to five minutes) for your child to get out their wiggles can be helpful
- Have fidgets available if your child tends to get restless easily
- Focus on your five sense- *five* things you can see, *four* things you can hear, *three* things you can touch, *two* things you can smell and *one* thing you can taste

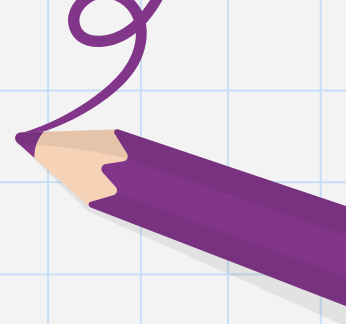


Signs of burnout

- Behavior or learning problems
 - A child with autism may have difficulty adjusting to daily routines or specialized attention
 - A child with ADHD may have increased difficulty with staying on task or have difficulty academically
- A child who felt anxious or sad before distance learning may have increased fear or sadness
- Poor strategies for coping with stress
 - Yelling at others or blaming themselves or others for what is happening



How can I prevent burnout for my child during distance learning?

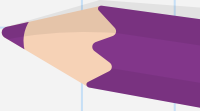
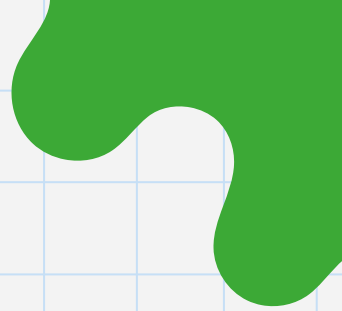


- Create a “Calm down corner” in your home
 - By creating this corner, you are teaching your child to take charge of their feelings in a positive way
 - This is not a time-out or punishment corner
 - Let your child know that the calm down corner is a choice to utilize when they are feeling overwhelmed or upset

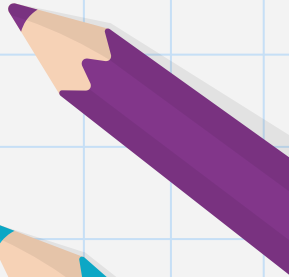


More strategies for preventing burnout

- Take a break
 - Go for a walk outside
 - Play a game
- Be aware as a parent, what your signs of burnout are so you are able to better recognize your child's signs
- Know when to ask for help from your child's teacher, counselor, social worker or school psychologist



Behavior Management at home





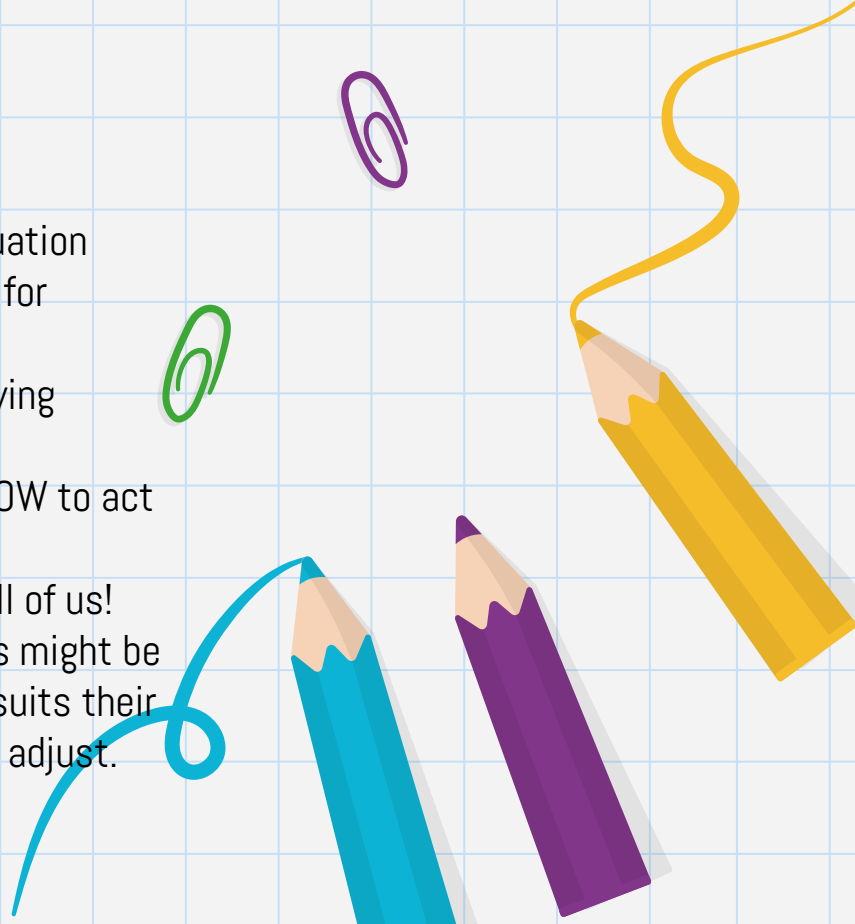
Key Words:

Consistency, Flexibility and
Patience (both for the child
and for yourself!)

Behavior Changes Since COVID? New Problem Behaviors?

You're not alone.

- Changes in behavior are not unexpected in a situation such as the COVID-19 pandemic school closure, for several reasons.
 - a. Behaviors are a stress response to underlying anxiety, uncertainty or fear.
 - b. Behaviors result from uncertainty about HOW to act in the unfamiliar situation.
 - c. Home has become school, that's new to all of us!
- All kids cope with changes differently, some kids might be doing great in this new environment because it suits their learning style, while others may be struggling to adjust.



Setting Expectations

The first step to creating an effective behavior management plan at home is setting **clear, understandable expectations**.

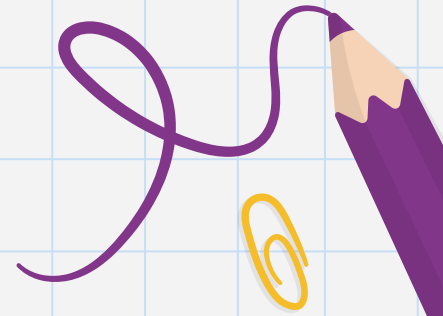
Well defined expectations:

- Specific (everyone knows exactly what it means)
- Observable (you can see it)
- Measurable (everyone can agree whether or not it happened)
- Ex. Start homework on time, complete your assignment, keep eyes on the teacher etc.

Poorly defined expectations:

- Vague or subjective (could have different meanings to different people)
- Ex. "be good", "don't act up" "be a good student"

ABC'S of Behavior



Antecedent

What happens BEFORE the behavior. Also commonly known as a "Trigger" for a behavior.

Behavior

The action you are trying to encourage or discourage

ConSequence

The results that follow AFTER a behavior - either good or bad- that influence whether the behavior will happen again.



Changing Behavior

Reinforcement

A consequence that increases the likelihood of a behavior happening again in the future.
Ex. Praising the behavior, giving a reward, taking away something undesirable (ex. Homework pass)

Punishment

A consequence that decreases the likelihood of a behavior happening again in the future..
Ex. Time out, taking away a privilege, giving extra work

Typically, reinforcing the behaviors we want is more effective for behavior change than punishing behaviors we don't want.

Effective Consequences

- **Positive attention for positive behaviors “Catch them being good”** : Give specific praise when you see your child engaging in a “good” behavior. Be very specific and positive, say what you like about what they did
 - Ex. “ I love how hard you are working! I can see that you’re sitting in your seat, your eyes are on you paper, and you are writing down your answer! Keep it up!”
- **Ignoring Actively**; Active ignoring involves the deliberate withdrawal of attention when a child starts to misbehave — as you ignore, you wait for positive behavior to resume. You want to give positive attention as soon as the desired behavior starts. By withholding your attention until you get positive behavior you are teaching your child what behavior gets you to engage. (Only for minor misbehaviors)
- **Reward Menus**: A list of rewards that your child can “work for”. The rewards have to be motivating to your child, something they really like.

Consistency is the most important factor for success!

Ineffective Consequences

- **Giving negative attention:** Children value attention from the important adults in their life so much that any attention — positive or negative — is better than none. Negative attention, such as raising your voice or spanking — actually increases bad behavior over time.
- **Delayed consequences:** The most effective consequences are *immediate*. Every moment that passes after a behavior, your child is less likely to link her behavior to the consequence. It becomes punishing for the sake of punishing, and it's much less likely to actually change the behavior.
- **Disproportionate consequences:** Parents understandably get very frustrated. At times, they may be so frustrated that they overreact. A huge consequence can be demoralizing for children and they may give up even trying to behave.

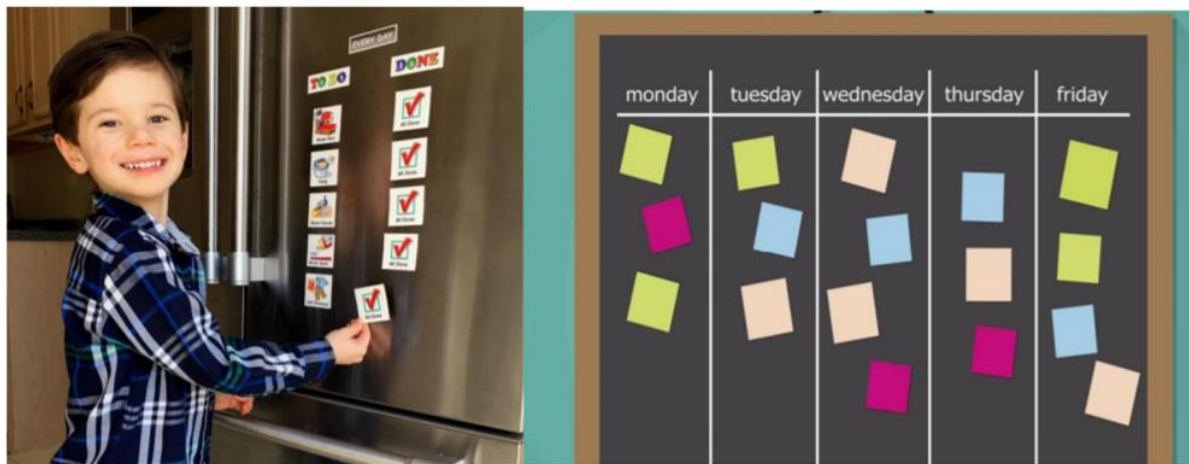
Setting up a Rewards Chart: Work Together!

- Work WITH your child to set up a reward chart
- Ask them what behaviors they think are important for being successful at school? Have conversations about what certain behaviors look like
 - Ex. Why is paying attention to your teacher important? What does that look like? What is your body doing when you are paying attention?
- Let them help you create a rewards menu that they find reinforcing, they don't always have to be material:
 - Ex. extra tablet time, a trip to the park, baking cookies together
- Check in with your child frequently and make changes together



Ideas for Behavior Charts

Schedule Examples:



_____ Behavior Chart Date _____

How Did I Do During My Learning Time?

Did I make good choices?	Morning			Afternoon		
I raised a quiet hand	😊	😐	☹️	😊	😐	☹️
I whisper talked when working in groups	😊	😐	☹️	😊	😐	☹️
I finished my work on time	😊	😐	☹️	😊	😐	☹️
I sat on the carpet without bothering anyone	😊	😐	☹️	😊	😐	☹️
I kept my hands to myself	😊	😐	☹️	😊	😐	☹️

Comments:

STUDY SKILLS



Setting Up a Learning Space For Distance Learning





Create a routine by having a central location for your child's study space.

Younger children often need a Space in a central location.

If you have a home office, give them their own space beside you. You can use small child's Desk, a folding table, a place on your desk.

Suggestions for Older Elementary



- If using the same room, be creative in giving your child a separate space by
- *putting a bookcase in between
 - *using a privacy curtain
 - * potted plant
 - *chair of sofa
 - *project folder

This give your child some privacy and can cut down on distractions.

Eliminate Distractions



- Phones
- TV/Video Games
- Social Media

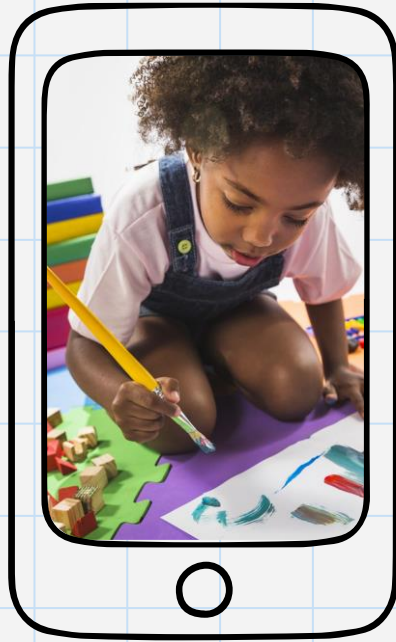
Consider the best schedule for your child

Studying at Night **VS** Daytime Studying

1. Silence and Tranquility
2. Empty Libraries
3. No Distractions
4. Creativity



1. More Energy
2. Natural Cycle of Nature
3. Engage in your Community
4. Study with Friends



Checking for Size

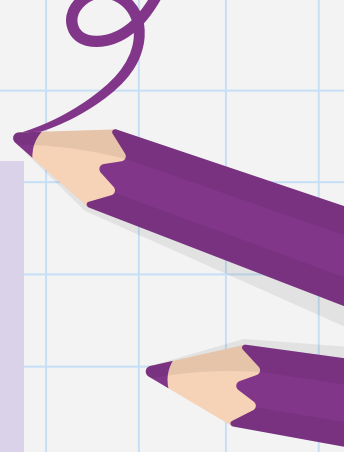
A good child size desk is from 31 to 47 inches wide and no more than 24 inches deep.

Make sure to adjust the chair to fit your child. Adjustments could include seat cushion, lumbar support pillow, footrest. You could also consider flexible seating like so your child can move around if needed.

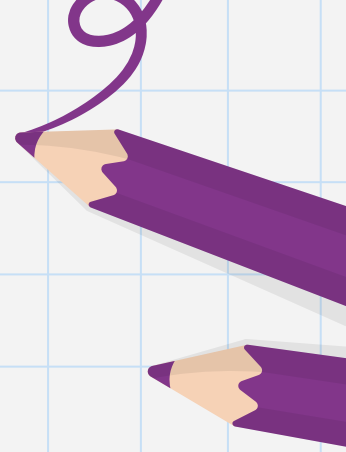


Tips for Helping Your Child Stay Organized

- * Getting a rolling cart so your supplies can be moved if needed.
- * Providing a cork board, a whiteboard or a chalkboard So schedules can be posted and accessed easily. Sometimes students' remember better when they write things down. This also allows a child to personalize their learning space.
- * Keep supplies replenished and make sure all daily supplies are easily accessible
- * Color code or use labels to identify siblings school items so this doesn't get confused.



Additional Pictures of Learning Spaces and Organizational Ideas.



Resource: Parent Liaison

Donna Lineburg



How can the parent

- Can connect you to local resources
- Answer questions about school rules and regulations
- Discuss how you may get more involved within the school
- Be your resource for anything you may need to find out within the school and most of the time outside of the school setting



ReSources

- **Helping Children Cope with Changes Related to COVID-19 (English) (Urdu also available)** <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>
- **Managing Problem Behavior at Home** <https://childmind.org/article/managing-problem-behavior-at-home/#:~:text=For%20parents%20at%20their%20wits,to%20regulate%20their%20own%20behaviors.>
- **LCPS Multi-Tiered Systems of Support Website** <https://www.sites.google.com/lcps.org/mtss>
- **ChildMind** <https://childmind.org/>
- **National Association of School Psychologists Website** <https://www.nasponline.org/about-school-psychology/families-and-educators>



Questions?



Thanks!

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