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GoodSpace

Welcome to the GoodSpace Schools - Webinar Series

Managing student stress in the COVID-19 response

16 September 2021

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Speakers

GoodSpace

Managing student stress in the COVID-19 response



Dr Stuart Jenkins
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GoodSpace Schools



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Child and Adolescent Psychiatrist - Waitemata DHB

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About GoodSpace Schools

GoodSpace

We are a social enterprise based in New Zealand with a multi-disciplinary team of expert leaders from medical, public health, digital health, eMental health, health IT, privacy, and security fields.

We bring together proven expertise in clinical governance, design, implementation and operation of national health initiatives.

Our goal is to support schools to reduce the youth suicide numbers in NZ.

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What we offer

We offer Schools a scalable and easily deployable screening solution to quickly identify students with mental distress and at risk of suicide.

Our solution is clinically based (HEADSSS) and enables schools to quickly and efficiently screen individual students across a year group or school.

The solution automatically identifies and prioritises students in real-time based on risk, for follow-up with an appropriate response.

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COVID-19 Lockdown WHO-5 screen

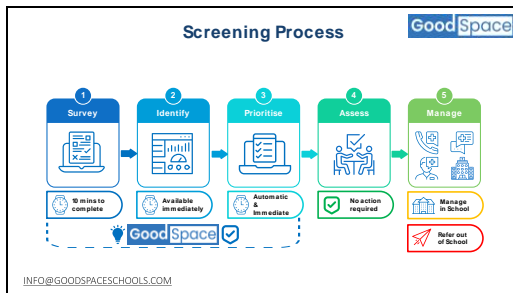
As our commitment to the COVID-19 response we are now able to offer Schools a WHO-5 screen using the GoodSpace screening platform.

The WHO-5 screen enables schools to quickly and efficiently screen individual students across a year group or school.

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Key Features GoodSpace

 10 mins to complete survey	 Close loop risk management
 Real-time risk classification	 Assign student follow-ups to individual counsellors
 Results available immediately	 Able to follow-up any critical alerts immediately
 Risk alerts dashboard	 Use survey results viewer for student counselling session
 Search by student, risk level or survey score	 Counsellors can record notes against individual responses

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About the Platform GoodSpace

 Survey based on HBADSSS or WHO-5	 Accessible on multiple devices
 Personalise survey questions	 Cloud Platform
 Clinical governance	 Health technology security
 Collaboration Network	 New Zealand based Support


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For more information GoodSpace



Dr Stuart Jenkins
Clinical Director
GoodSpace Schools

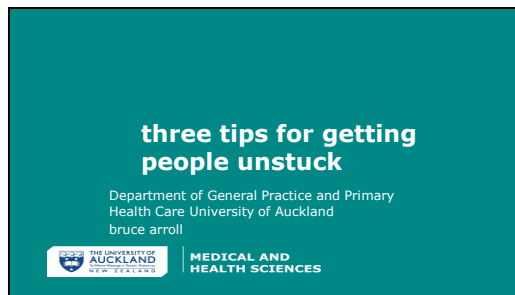
 stuart@goodspaceschools.com

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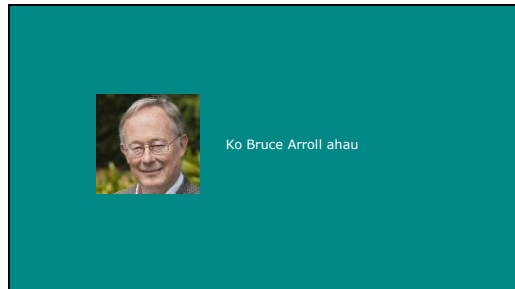
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Plan

- BA mental health pre-Covid + in Covid
- FACT (ACT for brief consultations)
- Social rhythm therapy
- What resources lie outside school e.g. primary care

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Youth 19 before Covid 19

- Progressively worse (n=6900+)

	2007	2019
Good emotional wellbeing	78.2	69.3
Suicide attempts	6.6	7.3
Significant depressive sx	11.4	22.7

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Youth 19 before Covid 19

- Progressively worse (n=6900+)

	2007	2019
Good emotional wellbeing		
Male	84.3	78.2
Female	72.2	60.4

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Youth 19 before Covid 19

- Māori (n=1000+)

	2007	2019
Sig depressive symptoms		
Male	5.6	18.6
Female	16.42	38.5

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Youth 19 before Covid 19

- Pacific (n=400+)

	2007	2019
Sig depressive symptoms		
Male	6.4	14.8
Female	16.2	32.7

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How is COVID-19 pandemic impacting mental health of children and adolescents?

- In conclusion, mental health is a critical concern in a pandemic scenario.
- Children and adolescents are considered a vulnerable subgroup and there is a need to reduce the mental health burden of this pandemic.
- The school's role appears to be revalued by society.
- You don't know what you have until it is gone (JM)

– International Journal of Disaster Risk Reduction 51 (2020) 101845

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- school performance, increased agitation, aggression, and regression may arise or become more pronounced of this pandemic.
- Physical activity ↓ mental health issues ↑ nutrition ↓
- Screen time ↑ social media can be helpful or harmful
- Domestic violence and sexual abuse
- ADHD may function better
- School primary source of mental health access ↓
- Routine structures – food, daily activities and avoiding harm (SRT)

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FACT

- focused acceptance and commitment therapy
- ACT for primary care

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no life operating manual

- work out for yourself
- learn by trial and error
- handout – see link
 - running your mind and life effectively when there is no life instruction manual

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stuck-transdiagnostic labels

- getting unstuck
- labels stuck/distress vs dep/anxiety
- latter of little value in primary care
- affect insurance and jobs

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3 steps for stress/stuck

- Kelly McGonigal (Stanford)
 - “the upside of stress”
- recognise
- values and what is good about that
- take action

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3 steps for stress

- 1. recognise



- dashboard warning light

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recognise

- physical symptoms
 - racing heart, chest pain, neck pain, headache
 - breathing quickly
 - sense of panic
 - overwhelmed

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recognise behaviours

- avoidance
 - BA not wanting to go to gym
 - avoiding people or places
 - reduce pleasurable activities
 - substance use ↑ (short term gain)
 - time in bed when not asleep ↑
 - eating “badly”
 - exercise ↓

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recognise

- avoidance
- we are designed to avoid physical pain so we do the same with emotional pain or personal issues

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recognise

- use the work/love/play form
 - www.brucearroll.com (all free)

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what are the avoidance issues

work	1 to 10 ±
love - friends	1 to 10 ↓
love -intimates	1 to 10 ±
love family	1 to 10 ±
play	1 to 10 ↓

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2. acknowledge stress

- stress = when something that is important to you is a risk or at stake
- what is right with you not what is wrong (values)
- your values !!!!

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3. take action

- use the “stress” energy for this
- a. approach (not avoid)
 - do task e.g. homework/assignments “2 minutes”
 - hold lightly (cup hands or mindful anchor)
www.brucearroll.com video
 - experience it not solve it
 - there is no delete button


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3. take action

- otherwise the solution becomes the problem
- insult at work – awake 3 am
- insulted + have insomnia

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no delete button-hold lightly

A photograph of a man with a shaved head, wearing a purple button-down shirt, standing in a hallway. He is smiling slightly. The hallway has white walls, a dark door in the background, and a chair. The lighting is warm and indoor.

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no delete button

- brain task to keep your alive
 - cannot and will not forget dangers
- trust experience not what mind is saying
 - example : muffin + beer +TV Vs exercise
- can keep you alive, but not living with ease in 21st century

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mindful anchor

- first video on brucearroll.com
- notice it
- name it
- show self kindness
- let it go
- expand
 - what is now possible in here and now

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self-compassion

- person not better ? 30% of clients
- perfectionist !!!
- if don't do it perfectly then won't be loved or get affection
- I got an A- I have failed I will quit the course

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self-compassion

- what is the emotional tone of the conversation in your mind
distressed teenagers good question
- can you cultivate the voice of self kindness in your mind

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self-compassion

- Kristen Neff website
self-compassion.org/
- personal trainer +ve vs personal trainer -ve

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experiential avoidance

- emotional avoidance (EA)
 - natural response to personal pain
- behavioural avoidance (BA)
 - next step
- context insensitivity,

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values + living with ease

- values are a direction
 - what's good for you in the long run
- goals are specific and achievable
- pursue values in presence of pain
- "suffering is common & OK"
- live with ease not pain free

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dashboard warning light

- "know your life dashboard"
- stopping "workable activities"
- starting "unworkable activities"
- reverse this process

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dashboard warning light e.g.

- ? the key to resilience
- good ↓
- exercising ↓ hobbies ↓
- bad ↑
- drinking ↑ smoking ↑ substance ↑
- increase in screen time ↑

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turning off the tiger alarm

- breath slowly
- keep fit
- take action (now is later and later is now)
- move towards issue (if safe to do so)
- hold it lightly either mindful anchor video or hold lightly

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3 steps for stress

- recognise
- values and what is good about that
- take action

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Social Rhythm Therapy - BP

- Set a regular wake time and sleep time (within a 1-hour window)
- *regular wake time* may be the most important strategy
- Seek exposure to morning bright light
- Avoid naps during daylight hours (especially later in the day)
- Ensure stability of key social events, for example, daily activities and meals
 - disruptions (e.g. lockdown)
- In the evening, follow sleep hygiene strategies
- Aim to sleep at the correct circadian time for the individual

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Resources

- www.brucearroll.com
- Health Navigator (NZ)
- Kristen Neff selfcompassion.org
- Other resources outside of school
 - Primary care
 - Mental health services