

In 2016, MindPeace and 1N5 created the *Brain Health Network* with a two-pronged goal:

1. To create a collaborative space for principals to discuss how they are addressing the needs of the whole child—with a focus on meeting the health and well-being needs of their students.
2. To learn how MindPeace and 1N5 can better support principals and educators in their effort to address the health and well-being of the whole child while also supporting the health and well-being of staff.

One suggestion generated from these meetings was the need for principals to have access to a toolkit **enabling them to easily share information around mental health and wellness with parents/caregivers and faculty**. In response to the evident need discussed at the Brain Health Network, MindPeace and 1N5 have created the Principal's Toolkit.

This **toolkit** enables principals to disseminate wellness and brain health information to parents/caregivers and faculty. The toolkit is organized by topic and provides facts and statistics to help you learn more about brain health begin educating your own self about mental health with the various statistics and facts. Next, utilizing the various communication templates, share the information to parents, student, or faculty through email or social media

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EDUCATIONAL VIDEOS

Brain Health

Dr. Dan Nelson – Medical Director, Child Psychiatry Unit, Cincinnati Children’s Hospital (CCHMC)

- [Trends in early childhood brain health](#)
- [Importance of social development from 2-11](#)
- [Impact of drugs and alcohol in pre-teen and teenage years](#)
- [How are symptoms for young children different than those of adolescents? Are there red flags we should look for](#)
- [Creating resiliency in children](#)
- [Changes in brain health over last 5 years](#)
- [What is important for parents and community members to know about early childhood development and their mental health](#)
- [Recommendations for supporting healthier development in early childhood](#)
- [Pediatricians as a resource](#)

Dr. Michael Sorter, Medical Director of Child and Adolescent Psychiatry Unit, CCHMC

- [Trends in youth brain health and brain disorders](#)
- [How can parents and other supportive adults support children with brain disorders?](#)
- [Trends at CCHMC](#)
- [Statistics that everyone should know](#)
- [What are the advances in brain science we should be aware of?](#)
- [What are the differences between normal adolescents and symptoms that should be concerning? Are there red flags parents and community members should be aware of for mental health conditions?](#)

Mental Health and Schools

Dr. Michael Sorter, Medical Director of Child and Adolescent Psychiatry Unit, CCHMC
Nancy Eigel-Miller, Executive Director & Founder, 1N5

- [What steps do you think are necessary for a school to take to ensure a positive mental health environment?](#)
- [How can parents and children access help?](#)
- [How can a child’s pediatrician help?](#)
- [To help children and adolescents have healthy brains, how important are sleep and self-care?](#)
- [What programs should be in place in a school?](#)

Trauma Informed Care Learning Communities

Melissa Adamchick – Executive Director, Tristate Trauma Network

- [What are ACEs and how can they impact a person’s health?](#)
- [How prevalent are ACEs and who can be affected?](#)
- [How prevalent are ACEs in the Cincinnati area?](#)
- [What is a Trauma Informed Care Learning Community?](#)
- [What impact do ACEs have on a child’s development?](#)
- [What are the long term implications of ACEs?](#)
- [Please explain the best steps to take with a child who has experienced multiple ACEs?](#)
- [Can the effects of early ACEs be reversed?](#)
- [What programs are in place for those with ACEs?](#)

EDUCATIONAL VIDEOS (CONTINUED)

Mental Health Screens

Marilyn Crumpton, MD – Director of Adolescent Medicine and School-Based Health, Cincinnati Health Department

- [What is a mental health screen?](#)
- [What has the American Academy of Pediatrics recommended for screening and what can parents do to make sure their child is benefiting from this type of screening?](#)
- [How should a mental health screen be used?](#)
- [If a school is interested in implementing a school-wide brain health screen, what considerations are there?](#)
- [Is there a particular screen for schools that you recommend?](#)
- [Are mental health screens being used currently in schools?](#)

The Teenage Brain

Nicola Morgan, Expert in Teenage Brain Health

- [Teenage brain changes](#)
- [Teenager brain and emotional control](#)
- [Teenager brain and risk taking activities](#)
- [Teenage brain and sleep](#)
- [Teenage stress and positive brain development](#)
- [Key takeaways about teenage brain](#)

A Mother's Journey

Anne Kelly, mother of two children living with mental illnesses shares her story

- [Children's Diagnosis](#)
- [What do you want other parent's to know?](#)
- [What surprised you?](#)
- [What do you wish you had known?](#)
- [Other thoughts?](#)

Changing Your Narrative

Katie Bergman, a student living and thriving with a mental illness –

- [Beginning of your journey](#)
- [Suffering in silence](#)
- [Path to healing and recovery](#)
- [Storytelling as power](#)



Facts & Statistics

Thomas Insel, Director of National Institute of Mental Health, believes that the terms “mental disorders” and “behavioral disorders” hinder the progress being made to better understand and approach these illnesses. Insel suggests that these disorders be referred to as *brain disorders*.

50% of brain disorders will have onset by age 14 and 75% by age 24. Surprisingly, behavior is actually the last thing to change in the course of these disorders (TED Talk, 2013).

Neuropsychiatric disorders are the leading cause of disability in the U.S., followed by cardiovascular and circulatory diseases and neoplasms (NIMH, 2010).

“Just over 20 percent, or 1 in 5 children, either currently, or at some point during their life, have had a seriously debilitating mental disorder,” (NIMH, 2010).

According to the Surgeon General, “mental disorders and mental health problems appear in families of all social classes and of all backgrounds. No one is immune.” (Satcher, 2000).

General Warning Signs of a Brain Disorder

Many parents ask, “when is my child showing typical signs of childhood development/teenage development versus warning signs of a larger problem?” This four minute clip from Dr. Sorter, Director of Child and Adolescent Psychiatry at Cincinnati Children’s Hospital explain the difference.

- Excessive worrying or fear
- Feeling excessively sad or low
- Confused thinking or problems concentrating and learning
- Extreme mood changes, including uncontrollable “highs” or feelings of euphoria
- Prolonged or strong feelings of irritability or anger
- Avoiding friends and social activities
- Changes in sleeping habits or feeling tired and low energy
- Changes in eating habits such as increased hunger or lack of appetite
- Difficulty perceiving reality (delusions or hallucinations, in which a person experiences and senses things that don't exist in objective reality)
- Inability to perceive changes in one’s own feelings, behavior or personality (“lack of insight” or anosognosia)
- Abuse of substances like alcohol or drugs
- Multiple physical ailments without obvious causes (such as headaches, stomach aches, vague and ongoing “aches and pains”)
- Thinking about suicide
- Inability to carry out daily activities or handle daily problems and stress
- An intense fear of weight gain or concern with appearance (mostly in adolescents)

Be aware of frequency and intensity of warning signs to assess if the situation is a crisis. If this is a crisis, contact your county’s crisis hotline which can be found at <http://mindpeacecincinnati.com/suicide/>

General Warning Signs of a Brain Disorder

Mild

- Excessive worrying or fear
- Feeling excessively sad or low
- Confused thinking or problems concentrating and learning

Moderate

- Extreme mood changes, including uncontrollable “highs” or feelings of euphoria
- Prolonged or strong feelings of irritability or anger
- Avoiding friends and social activities
- Changes in sleeping habits or feeling tired and low energy
- Changes in eating habits such as increased hunger or lack of appetite

Severe

- Difficulty perceiving reality (delusions or hallucinations, in which a person experiences and sense things that don't exist in objective reality)
- Inability to perceive changes in one's own feelings, behavior or personality (“lack of insight” or anosognosia)
- Abuse of substances like alcohol or drugs
- Multiple physical ailments without obvious causes (such as headaches, stomachaches, vague and ongoing pains)
- Thinking about suicide
- Inability to carry out daily activities or handle daily problems and stress
- An intense fear of weight gain or concern with appearance (mostly in adolescents)

If you or someone you know is looking for mental health help visit: [Mental Health of America](#) for more information and resources. You can find:

- Mental health screenings
- Risk factors and warning signs
- Tips on how to boost mental health
- Find affiliates in the community
- Different treatment types
- Therapists
- Crisis numbers

If you or someone you know is looking for local, professional mental health help, guide them to [MindPeace.com](#) where they can search for provider by demographic, area of need, and insurance accepted.

Resources

Today, thanks to better early detection, there are 63% fewer deaths from heart disease than there were just a few decades ago. Dr. Thomas Insel, the director of the National Institute of Mental Health, wonders: **Could we do the same for depression and schizophrenia?**

- Check out Dr. Insel's [Ted Talk](#) to learn more about Brain Disorders
- Read more about the [Warning Signs](#) (NAMI, 2015)
- [MindPeace Cincinnati](#)
- [IN5](#) – Resources for parents, staff, and students.
- [How to Talk about Mental Health](#) for Parents and Caregivers (MentalHealth.gov, 2017)
- [Managing Stress](#) (Mental Health America, 2017)



Brain Health Science Communication Samples

Social Media

- 1 in 5 Americans are affected by a brain disorder. We partner with (agency) to provide resources to all of our students. #mentalhealthmatters
- 5 in 5 Americans have brain health! Check out this [link](#) to discover ways to stay mentally strong. #mentalhealthmatters.
- 50% of all #mentalillness begins by age 14. Visit our school website (at ___) to find the resources we provide for our students.
- Honest conversations about brain health can change lives. Start a conversation with your child today. Check out this link on [how to start the conversation](#).
- We ALL have mental health. As with our physical health, sometimes we are doing well, other times we could use some support. Our minds deserve the same attention as our bodies. #mentalhealth
- Education can help reduce the stigma around brain health. Become part of the conversation and learn something new about brain health today!
- 50% of students say they experience above average stress levels. Visit this link from [Mental Health America](#) to learn more about managing stress.
- What does brain health mean to you? Start the conversation. Click [here](#) to see how common brain disorders are!
- Oftentimes, people with brain disorders feel isolated or alone, check out 1N5's [#iAm1N5](#) campaign to see that you are never alone!
- Many parents ask "what is normal teenage behavior and what is a warning sign?" Watch this four-minute clip from Dr. Sorter, Director of Child and Adolescent Psychiatry at Cincinnati Children's Hospital explain the difference.
- Many parents ask "what is normal child development and what is a warning sign of something bigger?" Watch this four-minute clip from Dr. Nelson, Director of Child Psychiatry at Cincinnati Children's Hospital explain the difference.
- If you or someone you know is looking for local professional mental health help, head to [MindPeace](#)'s database of community providers. You can search for a provider by location, age of patient, area of need, and insurance accepted.

Email / Newsletter

- Did you know that early support and help for mental health challenges can improve quality of life and change lives? Experts recommend having an honest conversation about brain health with your kids and help create safe spaces to reach out. Here are some resources on [how to start the conversation](#) with your children.
- Did you know that 50% of all mental illness begins by age 14? We partner with (agency) to provide resources to all of our students. [Here](#) are some additional resources on brain health.
- Did you know that 1 in 5 teens and adults are affected by a brain disorder. Do you know the warning signs? Check out warning signs [HERE](#) to learn more.
- Children with untreated brain disorders are twice as likely to abuse drugs and alcohol. Do you know the signs? Check out these [common mental health conditions](#).
- Today, thanks to better early detection, there are 63% fewer deaths from heart disease than there were just a few decades ago. Dr. Thomas Insel, the director of the National Institute of Mental Health, wonders: Could we do the same for depression and schizophrenia? Check out Dr. Insel's [Ted Talk](#) to learn more about Brain Disorders.

113%

Increase in psychiatry outpatient visits at Cincinnati Children's Hospital since 2011

12%

Of Cincinnati youth 18 and under population underwent an emergency department mental health assessment at Cincinnati Children's Hospital

Suicide is the 2nd leading cause of death in youth ages 10-24

2nd



75%

Increase in inpatient bed days at Cincinnati Children's Hospital since 2011



1 in 5 adults and teens experience a mental illness in a given year



10.2 million adults have co-occurring mental health issues & addiction disorder

50%

Of all lifetime cases of mental illness begin by age of 14 and **75%** by age 24.

+11

Those that participated in Social Emotional Learning programs showed an **11 percentile-point** gain in academic achievement

20%

of youth live with a mental illness



Depression is the leading cause of disability worldwide

90%

Of those who die by suicide have an underlying mental illness



Serious illness cost us 193.2 billion a year in lost wages

18.2%

Of adults live with an anxiety disorder

Signs and Symptoms:

- Excessive worry or anxiety
- Extreme mood changes, including uncontrollable "highs" or feelings of euphoria
- Difficulty perceiving reality
- Inability to carry out daily activities or handle daily problems
- Contemplating or thinking about suicide
- Out of control, risk taking behaviors that can cause self harm to self or others

Action Steps:

- Set time aside with no distractions
- Let them share as much or as little as they want
- Don't try to diagnose or second guess their feelings
- Keep questions open ended
- Talk about wellbeing
- Listen carefully to what they tell you
- Offer them help in seeking professional support
- Know your limits

The greatest weapon against stress is our ability to choose one thought over another. - William James

78%

Of U.S. population regularly experiences physical symptoms caused by stress

73%

Of U.S. population regularly experiences psychological symptoms caused by stress

Top Causes Of Stress In The U.S.



Job Pressure



Money



Health



Relationships



Poor Nutrition



Media Overload



Sleep Deprivation

Healthy Ways to Manage Stress



Take deep breaths.

Inhale and exhale slowly throughout the day when you are feeling stressed.



Take a time out.

Practice yoga, listen to music, meditate, learn relaxation techniques. Stepping back from problems helps clear your head.



Talk to someone.

Tell friends and family you're feeling overwhelmed, and let them know how they can help you. Talk to a physician or therapist for professional help.



Focus on what you can control.

Determine which items are within your control and which are not within your control. Accept what cannot be changed and take action on what can be changed.



Take time for exercise

Research shows that exercising can relieve stress, improve your mood and help you sleep better.

Anxiety presents itself in many different ways...



Avoiding activities or events (including school)



The desire to control people and events

Crying and difficulty managing emotions



Feeling agitated or angry



Defiance and other challenging behavior



Pain like stomachaches and headaches



Intolerance of uncertainty



Difficulty getting to sleep



Having high expectations for self, including school, work, & sports

Struggling to pay attention and focus



Feeling worried about situations or events



Over-planning for situations and events

Feeling extremely fatigued or tired



Having a lot of muscle tensions (headaches or neck tensions)

Every Day Anxiety

Worry about paying bills, landing a job, a romantic breakup, or other important life events

Embarrassment or self-consciousness in an uncomfortable or awkward social situation

A case of nerves or sweating before a big test, business presentation, stage performance, or other significant event

Realistic fear of dangerous object, place, or situation

Anxiety, sadness, or difficulty sleeping immediately after a traumatic event

Anxiety Disorder

Constant and unsubstantiated worry that causes significant distress and interferes with daily life.

Avoiding social situations for fear of being judged, embarrassed, or humiliated

Seemingly out-of-the-blue panic attacks and the preoccupation with the fear of having another one

Irrational fear or avoidance of an object, place, or situation that poses little or no threat of danger

Recurring nightmares, flashbacks, or emotional numbing related to a traumatic event that occurred several months or years before.

Tips to Manage Anxiety



Accept that you cannot control everything.

Put your stress in perspective: is it really as bad as you think?



Take a time out.

Practice yoga, listen to music, meditate, learn relaxation techniques. Stepping back from problems helps clear your head.



Talk to someone.

Tell friends and family you're feeling overwhelmed, and let them know how they can help you. Talk to a physician or therapist for professional help.



Maintain a positive attitude.

Make an effort to replace negative thoughts with positive ones.



Exercise daily.

Exercise can help you feel good and maintain your health.

Facts and Statistics

According to the Center for Disease Control (2015), **suicide is the second most common death amongst people between the ages of 10 to 24 years** in the United States.

According to the Center for Disease Control (2015), among students in grades 9-12 in US during 2013:

- 17% seriously considered attempting suicide in the previous 12 months
- 13.6% made a plan about how they would attempt suicide in the previous 12 months
- 8% attempted suicide one or more times in the previous 12 months
- 2.7% made a suicide attempt that resulted in injury, poisoning, or overdose that required medical attention
- 90% of suicides are related to a brain disorder (Ted Talk, 2013)

Warning Signs of Suicide

- Threatening to hurt or kill him/herself, or talking of wanting to hurt or kill him/herself
- Looking for ways to kill him/herself by seeking access to firearms, available pills, or other means
- Talking or writing about death, dying or suicide when these actions are out of the ordinary for the person
- Expressing hopelessness
- Rage, uncontrolled anger, seeking revenge
- Acting reckless or engaging in risky activities, seemingly without thinking
- Feeling trapped – like there's no way out
- Increased alcohol or drug use
- Withdrawing from friends, family and society
- Anxiety, agitation, inability to sleep or sleeping all the time
- Dramatic mood changes
- Expressing no reason for living; no sense of purpose in life

To learn more check out this link [How to Recognize Warning Signs](#) (NASP, 2015)

Be aware of frequency and intensity of warning signs to assess if the situation is a crisis. If this is a crisis, contact your county's crisis hotline which can be found at <http://mindpeacecincinnati.com/suicide/>

What to Do When You Notice Warning Signs:

MILD SYMPTOMS →

- Assess risk of suicide or harm
- Listen without judgement
- Give reassurance and information
- Encourage professional help
- Encourage self help

SYMPTOMS INCREASE & SIGNS OF SELF-HARM →

- Assess severity, call 911 if needed
- Contact Parent/Guardian to recommend next steps:
 - Consult Primary Care Provider
 - Ask the school about their mental health partner
 - Go to MindPeaceCincinnati.com for resources

SUICIDAL THOUGHTS & BEHAVIORS →

- Call 911
- Notify Parents/Guardian immediately
- Go to Emergency Room; call PIRC (513) 636-4124
- Call Local / National help lines:
 - National Suicide Prevention Lifeline (800) 273-8255
 - Hamilton County 281-CARE or text 4HOPE to 839863

National Resources

National Crisis Hotlines:

[National Suicide Prevention Lifeline](http://NationalSuicidePreventionLifeline.com): (800) 273-8255

Crisis Text line – [Video Link](#) : Text 4Hope or Hello to 741-741

LOCAL EMERGENCY CRISIS NUMBERS

- [Butler County Crisis Hotline](#)
(844) 4CRISIS (1-844-427-4747)
A 24-hour crisis hotline and heroin hopeline. Service also coordinated with the Butler County mobile crisis team.
- [Clermont County Crisis Hotline](#)
(513) 528-SAVE (7283)
This is a free and confidential hotline available 24/7. This is also the same number for the Mobile Crisis Team in Clermont County.
- [Hamilton County – 281-CARE](#)
Call 513-281-CARE (2273) or text *4Hope* to 839863 for help
Emergency phone lines are staffed 24 hours a day, seven days a week, offering crisis intervention, information, and referral services.
- [Northern Kentucky Crisis Hotline](#)
(859) 331-3292 or (877) 331-3292
A 24/7 crisis hotline for residents of the 8 northern counties in Kentucky.
- [Warren and Clinton Counties Hotline](#)
(877) 695-NEED (6333)
A 24-hour crisis hotline servicing both Warren and Clinton Counties.
- [PIRC](#)
513-636-4124
The Psychiatric Intake Response Center (PIRC), located within Cincinnati Children's, is the admission and evaluation center for all psychiatric services.
- [Butler County Mobile Crisis](#)
844-427-4747
- [Clermont County Mobile Crisis](#)
513-528-7283
- [Hamilton County Mobile Crisis](#)
513-584-5098
- [Lighthouse Crisis Center](#)
513-961-4080
The Youth Crisis Center provides a safe haven for youth ages 10-17 who are physically or sexually abused, neglected, or for some other reason believe they can't safely be in their own homes.
- [Drug and Poison](#)
513-636-5111
The Cincinnati Drug and Poison Information Center (DPIC) at Cincinnati Children's Hospital Medical Center is a 24-hour emergency and information telephone service for anyone with concerns about poison or drugs.

Support Services:

- [Companions on a Journey- Grief Support](#)
513-870-9108
Offers support to anyone who has suffered the death of a loved one
- [Fernside- Supporting Children and Families Through Grief](#)
513-246-9140
Offers groups for children and teens ages 3-18, who are grieving the death of a family member or friend

Post-vention

A Post-vention is an intervention conducted after a suicide to help promote mental health of the whole school community. Post-ventions work to avoid emphasizing or glamorizing suicide. It prevents students at risk from seeing suicide as a simple, inevitable solution. See this [publication](#) by Dr. Dan Nelson, Director of Child Psychiatry at Cincinnati Children's Hospital regarding the Suicide Contagion effect.

The SERA (Suicide, Education, Research and Advocacy) Collaboration is dedicated to providing resources to provide the best suicide prevention and postvention programs. Visit the MindPeace website for more information. <http://mindpeacecincinnati.com/suicide/>



Social Media

- Pain isn't always obvious. Most suicidal people show some signs that they are thinking about suicide. If you notice a warning sign, step in or speak up! Head [HERE](#) to read about warning signs of suicide. #mentalhealthmatters
- Have you noticed unusual behavior in someone you love? Starting a conversation can save lives! [Watch the #iAmIN5](#) stories to learn how others have received help. #suicideprevention #mentalhealthmatters
- Did you know that suicide is the second leading cause of death in people age 10-24 in the US? Start a conversation and save lives. #suicideawareness
- Check out these ([link](#)) facts and statistics on suicide. #knowthenumbers #knowthesigns #suicideawareness
- There is always HOPE! Text 4Hope to 741-741 to talk with a crisis counselor. There is always someone ready to listen! See this short [video](#) that explains how the crisis text line works.

Email

Have you talked to your child about brain health lately? Suicide is the second most common death among people age 10-24. See the attached resources for further information on [how to recognize warning signs](#) and what to do if you notice them in your child or a loved one.

Before Finals:

As finals approach, we would like to remind parents about the impact that stress can have on your child. Start a conversation with your child, and see the attached resources from Mental Health America on [ways to limit stress](#) and recognize the signs of suicidal thoughts and behaviors.

Before Winter Break:

As we approach the halfway point of the school year, we would like to take time to remind parents about the importance of talking to your child about brain health. See the attached resources from Mental Health America on [ways to limit stress](#) and recognize the signs of suicidal thoughts and behaviors.



According to Ohio’s Mental Health and Addiction Services, Trauma Informed Care is an initiative intended to promote a greater sense of safety, security, and equality among students.

TIC is an approach that explicitly acknowledges the role trauma plays in student’s lives. TIC means the school understands the impact of trauma on the students they serve and adopts a culture that considers and addresses this impact.

Facts & Statistics

Individuals that experience 6 or more **ACEs (Adverse Childhood Experiences)** live 20 years less than their peers that experience no adverse childhood experiences.

ACEs (Adverse Childhood Experiences) before the age of 5 can lead to neurological changes. To learn more, checkout a few [short clips](#) of Melissa Adamchick, Executive Director of Tristate Trauma Network discuss ACEs and the impact on development.

More than 3 out of 4 children between the ages of 3-5 who had one or more ACEs have been expelled from preschool.

Children between the ages of 6 and 17 who have had two or more ACEs are two times more likely to be disengaged from school than are peers who have no ACEs.

ACEs (adverse childhood experiences) are potentially traumatic events that can have negative, lasting effects on health and well-being on the individual. See this [Handout](#) from the CDC that shows the negative effects of ACEs on an individual.

**A PERSON WITH 4 OR MORE
ADVERSE CHILDHOOD
EXPERIENCES IS***

- 2.2 TIMES** AS LIKELY TO HAVE ISCHEMIC HEART DISEASE
- 2.4 TIMES** AS LIKELY TO HAVE A STROKE
- 1.9 TIMES** AS LIKELY TO HAVE CANCER
- 1.6 TIMES** AS LIKELY TO HAVE DIABETES



CENTER FOR
YOUTH WELLNESS
health begins with hope

*Vincent J. Felitti, et al., The Adverse Childhood Experiences (ACE) study, 14 AMERICAN J. OF PREVENTATIVE MEDICINE 245 (1998).

Resources

Watch this short video that explains the best steps to take when working with a child who has experienced multiple ACEs. [Video](#)

- MindPeace [Flyer](#) on ACEs
- [1N5 video clips](#) of Melissa Adamchick, Executive Director of Tristate Trauma Network discussing ACEs
- The National Child Traumatic Stress Network [Essential Elements of a Trauma-Informed Systems](#)
- [Child Trauma Toolkit for Educators](#)
- [Psychological and Behavior Impact of Trauma: High School Students](#)
- See this [video](#) on why we need trauma-sensitive schools
- [Resilience: The Biology of Stress and the Science of Hope Trailer](#)
 - [About the film](#)
- [Creating a Culture of Compassion in Schools-15 minute short documentary on Cherokee Point Elementary School's pioneering work as a Trauma Informed Community School](#)
- [Tips for Strengthening Your Child's Resiliency](#)

Trauma Informed Care Communication Samples

Watch this [TedTalk](#) presented by Pediatrician Nadine Burke Harris on "How Childhood Trauma Affects Health Across a Lifetime."

Instead of asking students "what's wrong with you?" we need to ask them "what happened to you?" #traumainformed #buildingresilience

Did you know exposure to multiple Adverse Childhood Experiences (ACEs) are linked to earlier mortality rates? Check out [this video](#) that explains the various ACEs to stay educated. #ACEs #traumainformed

It's not her fault.

Instead of "What's wrong (with you)?"
ask "What happened to you?"

#TraumaInformed
#FightingACEs



His ACE score is 4.

Without intervention, he is twice as likely to develop
heart disease or cancer as an adult.



#FightingACEs

Strengthening child RESILIENCE and creating an ACEs
Aware Community so he can have a fighting chance.

Wellness involves being in good physical and mental health. Mental health and physical health are linked, so problems in one area can impact the other.

Improving your physical health can also benefit your mental health, and vice versa. It is important to make healthy choices for both your physical and mental well-being. (SAMHSA, 2016).

Wellness Communication Samples:

Whole health involves taking care of both our minds and bodies! To be a top performer we must be operating on all cylinders. [Listen](#) to Psychologist Guy Winch discuss the importance of practicing emotional first aid in this 7 minute Ted Radio Hour segment.

Wellness includes more than just working out and healthy eating! We must take care of our minds as well. What have you done today to help balance your physical and mental health?

The 7 Spokes of Wellness Week



<h4 style="text-align: center; color: #0070C0;">7. Intellectual</h4> <table border="0" style="width: 100%;"> <tr> <th style="width: 50%; text-align: left;">Personal</th> <th style="width: 50%; text-align: left;">Organisational</th> </tr> <tr> <td> <ul style="list-style-type: none"> Develop your 'niche' Ongoing professional development Reflective practice Facilitate the educational development of your colleagues. </td> <td> <ul style="list-style-type: none"> Support to develop 'niche', within the speciality Access to PDL No blame M&M meetings Awesome and excellent meetings </td> </tr> </table>	Personal	Organisational	<ul style="list-style-type: none"> Develop your 'niche' Ongoing professional development Reflective practice Facilitate the educational development of your colleagues. 	<ul style="list-style-type: none"> Support to develop 'niche', within the speciality Access to PDL No blame M&M meetings Awesome and excellent meetings 	<h4 style="text-align: center; color: #FF8C00;">1. Emotional</h4> <table border="0" style="width: 100%;"> <tr> <th style="width: 50%; text-align: left;">Personal</th> <th style="width: 50%; text-align: left;">Organisational</th> </tr> <tr> <td> <ul style="list-style-type: none"> Peer support Mentoring Respectful conflict resolution </td> <td> <ul style="list-style-type: none"> Peer support groups Formal mentoring programmes Employee assistance programmes </td> </tr> </table>	Personal	Organisational	<ul style="list-style-type: none"> Peer support Mentoring Respectful conflict resolution 	<ul style="list-style-type: none"> Peer support groups Formal mentoring programmes Employee assistance programmes 	<h4 style="text-align: center; color: #FF8C00;">2. Physical</h4> <table border="0" style="width: 100%;"> <tr> <th style="width: 50%; text-align: left;">Personal</th> <th style="width: 50%; text-align: left;">Organisational</th> </tr> <tr> <td> <ul style="list-style-type: none"> Regular exercise Healthy eating Sleep hygiene Regular contact with your GP </td> <td> <ul style="list-style-type: none"> Access to facilities for exercise 24/7 access to nourishing food Access to quiet rest areas </td> </tr> </table>	Personal	Organisational	<ul style="list-style-type: none"> Regular exercise Healthy eating Sleep hygiene Regular contact with your GP 	<ul style="list-style-type: none"> Access to facilities for exercise 24/7 access to nourishing food Access to quiet rest areas
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Mindfulness is defined by Greater Good Science Center (2010) as maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment. Mindfulness involves acceptance. Pay attention to your thoughts and feelings.

Facts & Statistics

- According to one study published by the *Journal of Neuroscience*, four days of mindfulness meditation cut pain perception in half (JNeurosci, 2011)
- Practicing mindfulness meditation can physically change your brain, contributing to increased grey matter in an area of the brain important for learning and memory, according to one study done at Harvard Medical School (Psyn-journal, 2011)
- Mindfulness has shown to increase creativity and problem solving (NCBI, 2011)
- Research shows that teaching mindfulness in the classroom reduces behavior problems and aggression among students, and improves their happiness levels and ability to pay attention. (HEARDalliance, 2017).
- Teachers trained in mindfulness also show lower blood pressure, less negative emotion and symptoms of depression, and greater compassion and empathy (HEARDalliance, 2017).

Resources

- MindPeace Calming Spaces provide a supportive therapeutic environment which assists students in their self-calming efforts.
- [See how](#) Deer Park has implemented the “Recharge Room”
 - For more information on MindPeace’s Calming Space, click [here](#)
- [Ted Radio Hour](#) speakers challenges assumptions about emotions, disquiet and the essence of well-being.
- [1N5 Mindfulness Videos](#)
- See this article from CCN - [Calming the Teenage Mind in the Classroom.](#)
- See 1N5’s [Mindfulness Toolkit here](#) (and pictured next page)



Mindfulness involves acceptance, meaning that we pay attention to our thoughts and feelings without judgment or belief that there is a correct or incorrect way to think or feel. According to research, mindfulness, when practiced in classrooms, reduces behavior problems and aggression among students and improves their happiness levels and ability to pay attention.

70%

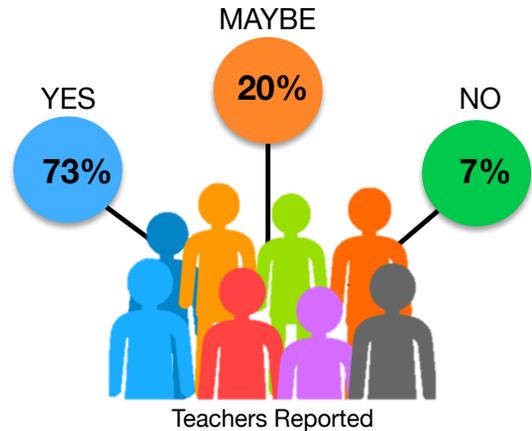
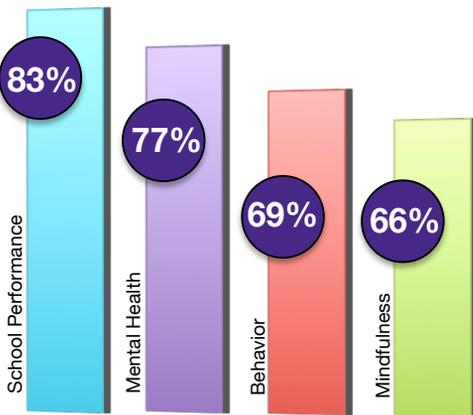
of teachers support mindfulness education

of teachers feel the lack of funding and time are barriers

53%

SIGNIFICANT IMPROVEMENTS

Improvements were seen related to mindfulness programming. **83%** of schools reported **higher GPA's** and grades or **greater school engagement**.



DO YOU THINK A MINDFULNESS PROGRAM WOULD BE USEFUL TO YOUR STUDENTS?

APPS

- *Headspace*: Subscription with 10 day trial
- *Mindfulness for Children*: \$4.99, (Child-focused)
- *Buddify*: \$4.99, (Mindfulness & Meditation)
- *Calm*: Free, (Easy-to-Use Interface)
- *Smiling Mind*: Free, (Designed by Age Group)
- *Mindful Life Project*: Free, (Various Options)

WEBSITES

- MindfulTeachers.org
- GoNoodle.com
- The Mindful Awareness Research Center: marc.ucla.edu
- ChopraCenterMeditation.com
- Jon Kabet-Zinn You Tube Videos

BOOKS

- Jon Kabat-Zinn: *Wherever You Go There You Are, Full Catastrophe Living, Arriving at Your Own Door, Guided Mindful Meditation Audiobook Series*
- Pema Chödrön: *Don't Bite the Hook: Finding Freedom from Anger, Resentment and Other Destructive Emotions*
- Dan Siegel: *The Mindful Brain*
- Patricia Jennings, Dan Siegel: *Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom*
- Daniel Rechtschaffen: *The Way of Mindful Education: Cultivating Well-Being in Teachers and Students*

PROGRAMS

- Mind Up: mindup.org
- The Mindful Education: mindfuleducation.com
- Inner Explorer: innerexplorer.org

Social Media

- Researchers say the average attention span for students is 10-15 minutes. Did you know you can practice mindfulness by letting go of the need to control your thoughts and emotions? Find out more about [strengthening your ability to focus with mindfulness](#)! #bemindful
- Practicing mindfulness meditation can increase brain matter in the learning and memory area of your brain. Learn how you can practice mindfulness to improve your well-being today! [Mindfulness Resources](#) #positiveminds
- Have you taken time for yourself lately? Researchers say that practicing mindfulness can increase happiness levels and help with learning and memory. Keep a #positivemind and check out these resources on how to be mindful! [Mindfulness Resources](#)
- 83% of schools reported HIGHER GPA's and grades when a mindfulness program was implemented. [Check out](#) 1N5's mindfulness resources here to find .
- 70% of teachers support mindfulness education, but 53% of teachers feel the lack of funding and time are barriers. 1N5 has put together resources to help! Checkout our mindfulness videos [here](#) or our mindfulness toolkit [here](#)
- Research shows that teaching mindfulness in the classroom reduces behavior problems and aggression among students, as well as, improves their happiness levels and ability to pay attention. (HEARDalliance, 2017). Checkout these [Mindfulness Resources](#) today!
- Listen [here](#) to why sleep and self-care are so important from Dr. Sorter, Medical Director of Child and Adolescent Psychiatry at CCHMC and Nancy Eigel-Miller, Executive Director and Founder of 1N5.

Email

Research shows that teaching mindfulness in the classroom reduces behavior problems and aggression among students, as well as, improves their happiness levels and ability to pay attention. Use 1N5's 2-4 minute mindfulness [videos](#) to set the tone for your classroom!

Researchers say the average attention span for students is 10-15 minutes. Has your child been struggling to pay attention in class? Talk to your child about the importance of mindfulness, and see the attached resources on ways to practice mindfulness and strengthen your ability to focus. [Mindfulness Resources](#)

Practicing mindfulness can help increase creativity and problem solving, reduce behavior problems, and contribute to less negative emotions? Practicing mindfulness can be as simple as taking some time for yourself, participating in yoga or meditation, or doing something simple you enjoy. Start a conversation today with your child about how to practice mindfulness, and see the attached link for more [resources](#).

Have you noticed that your child is struggling to focus in class? We want to remind parents to make sure that their children are taking time for themselves and practicing mindfulness. Research has shown that practicing mindfulness can increase ability to focus, creativity, and overall happiness. See the attached resources on ways to [practice mindfulness](#)!

Self-Care involves attending to your own care, in order to be effective in helping others. Self-care includes practicing activities and routines to benefit one's psychological, physical, and spiritual well-being. Self-care is often described as using the airline's emergency landing information. We must first put the mask on our self in order to properly assist those around us! We must ask ourselves, students, faculty and parents, how do YOU take care of yourself?

Facts & Statistics

- By providing self-care strategies to teachers, research shows they will be less burned out and more able to teach and create flourishing classroom settings (HEARDalliance, 2017).
- Self-care is required for personal wellness (HEARDalliance, 2017).
- Maintaining an attitude of self-compassion is necessary for self-care (Heardalliance, 2017).

Resources

Self-care for teachers <http://www.mindfulteachers.org/p/self-care-resources.html>
Learn more about the [8 dimensions of wellness](#)
Sample self-care plan: Here is a simple exercise to do during a staff meeting or professional development. Teachers could reference this [article](#) for ideas on self-care. The self-care session could end with a guided mindfulness for teachers to experience. Checkout a three minute mindfulness here can we record or insert a good mindfulness video?

My Self-Care Maintenance Plan Worksheet

Consider what you do now for self-care and list those activities within each dimension of self-care on this worksheet (or you can add new dimensions at the end that represent other aspects of your life). Identify new strategies that you will begin to incorporate as part of your ongoing self-care maintenance plan – pay particular attention to domains that you have not been addressing in the past.

On the last page identify barriers that might interfere with ongoing self-care, how you will address them, and any negative coping strategies you would like to target for change.

MIND	BODY
Current practice:	Current practice:
New practice:	New practice:
EMOTIONS	SPIRIT
Current practice:	Current practice:
New practice:	New practice:

My Self-Care Maintenance Plan Worksheet

(cont.)

Barriers to maintaining my self-care strategies:	How I will address these barriers and remind myself to practice self-care:
Negative coping strategies I would like to use less or not at all:	What I will do instead:

My Self-Care Maintenance Plan Worksheet

(cont.)

WORK	RELATIONSHIPS
Current practice:	Current practice:
New practice:	New practice:
OTHER:	OTHER:
Current practice:	Current practice:
New practice:	New practice:

Self-Care Communication Samples

Social Media

- Do you ever forget to take care of yourself? Use these tips to practice self-care to enhance your well-being! #selfcare [Self-Care for Teachers](#)
- Prioritize self-care and think about YOU. Think about ways that you can practice self-care today! Head to 1N5's website to learn more self-care practices
- Did you know that practicing self-care has long-term health benefits and helps reduce stress? Think about ways that you can take time for yourself! #selfcare #prioritizeYOU

Email

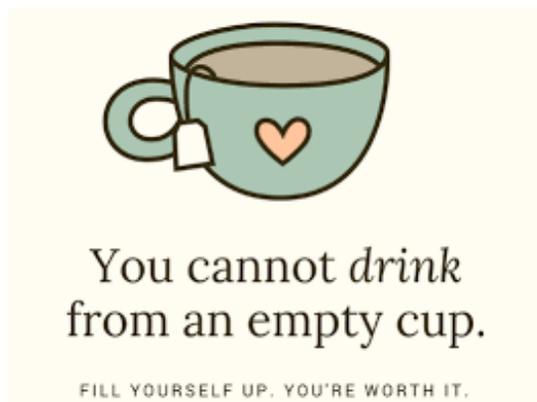
To staff:

Did you know that practicing self-care can help teachers manage high-stress environments and create better flourishing classroom settings? Take time to think about you, and consider developing your own self-care plan. See the (see page 21-22)resources for how to practice self-care and for a sample self-care plan.

To parents:

Did you know that practicing self-care is required for personal wellness and achievement? Talk to your children about taking time for themselves, and see the resources attached (nothing attached so could use [this](#) on how to practice good self-care.

Have you thought about yourself lately? As parents, you often focus all of your attention on the health of your child, rather than worrying about your own health. We are reminding all parents on the importance of taking time for yourself! See the [\(link\)](#) resources on some easy ways to take time out of your day for yourself.



1N5 | Self Care

College can be really exciting, but it can also be stressful. Practicing self-care can help you manage the ups and downs of college life. Self-care refers to activities and practices that can help you reduce your stress and enhance your overall well-being.

How to Practice Self-Care



Do something you love: Carve out time for your passions and hobbies, whether that's hiking, crafting, dancing, reading for fun, etc. Hobbies can provide you an outlet for managing stress and can increase happiness levels.



Practice self-compassion: self-compassion is treating yourself like you would treat your best friend. Talk to yourself the way you would talk to someone you care about; replace self-critical thoughts with compassionate thoughts.



Practice mindfulness: Being in the present moment can help to reduce stress. Practice mindfulness by noticing your five senses; what do you see, hear, taste, feel, and smell right now?



Unplug from social media: Sometimes the best way to recharge is to take a break from technology. Research shows that excessive media usage can negatively impact well-being including sleep, attention, learning, and weight loss or gain.



Spend time in nature: research shows that spending time in nature can have remarkable benefits to human health.



Sleep: sleep is essential to overall health and is closely linked to academic success. Receiving an average of 8 hours of quality sleep per night is an important part of overall health and academic success.



Eating: the foods we eat are directly linked with emotional, physical, and cognitive health. Eating a balanced diet gives your brain and your body the vitamins and minerals needed to stay well.



Hanging out with family and friends: Research shows that spending time with loved ones is the number one determinant of happiness. Take time to connect with a friend or family member.



Practice Gratitude: start by writing down 3 things you're grateful for everyday. Remembering to find things, experiences and people in your life that you're grateful can have powerful effects on your mood.

Facts & Statistics

41%

of teens feel overwhelmed every day by the quantity of notifications they receive on their phone. (Screen Education, 2018)



When teens spend more time on smartphones and less time on in-person social interactions, loneliness is more common. (iGen, 2017)



over half of insomnia cases are related to anxiety, depression, or other psychological stress. (Nami 2017)



All non-screen activities are linked to more happiness, All screen activities are linked to less happiness. (iGen, 2017)

60%

of teens' friends, in their estimation, are addicted to their phone. (Screen Education, 2018)



Participants who kept a gratitude journal daily for two weeks experienced more gratitude, positive moods, optimism about the future, and better sleep. (Journal of Personality and Social Psychology, 2003)

Mindfulness Apps

Headspace: Subscription with 10 day trial
Buddify: \$4.99 (Mindfulness & Meditation)
Calm: Free (Easy-to-use interact)
Mindful Life Project: Free (Various Options)
Insight Timer: Free (Various Options)
Stop, Breath, & Think: Free (Various Options)
Aura: Free (Various Options)

Self Care Websites

Greater Good in Action: practices for anyone that wants to improve his/her social and emotional well-being. <https://ggia.berkeley.edu/>
Health.com: <https://www.health.com/mind-body/best-self-care-apps>
Tiny Budda: Multiple blogs with self-care tips - <https://tinybuddha.com/>

Self Care Ted Talks

Guy Winch, Psychologist – Why We All Need to Practice Emotional First Aide
David Steindl-Rast, Benedictine Monk – Want to be Happy? Be Grateful
Andy Puddicombe, Mindfulness Expert – All it Takes is 10 Mindful Minutes
Kristin Neff, Ph.D, Human Development – The Space Between Self-Esteem and Self Compassion
Kelly McGonigal, Health Psychologist – How to Make Stress Your Friend
Brene Brown, Vulnerability Researcher – The Power of Vulnerability

Facts & Statistics

- According to the American Academy of Pediatrics (2014), 59% of middle school students, and 87% of high school students are sleeping less than is recommended
- Adolescents require more sleep than adults (UCLA Health, 2017).
- Over half of insomnia cases are related to anxiety, depression, or other psychological stress (NAMI, 2017).
- Early school hours prevent many students and young teachers from getting the recommended amount of sleep each night (Start School Later, 2017)

Resources

- Startschoollater.net
- [Facts on Sleep Health](#) from MindPeace
- [Check out](#) Jeff Liff's, a neuroscientist, Ted Talk "One more reason to get a good night's sleep."
- 1N5's [video](#) on the importance of sleep and self-care
- 1N5's [video](#) on sleep and the teenage brain

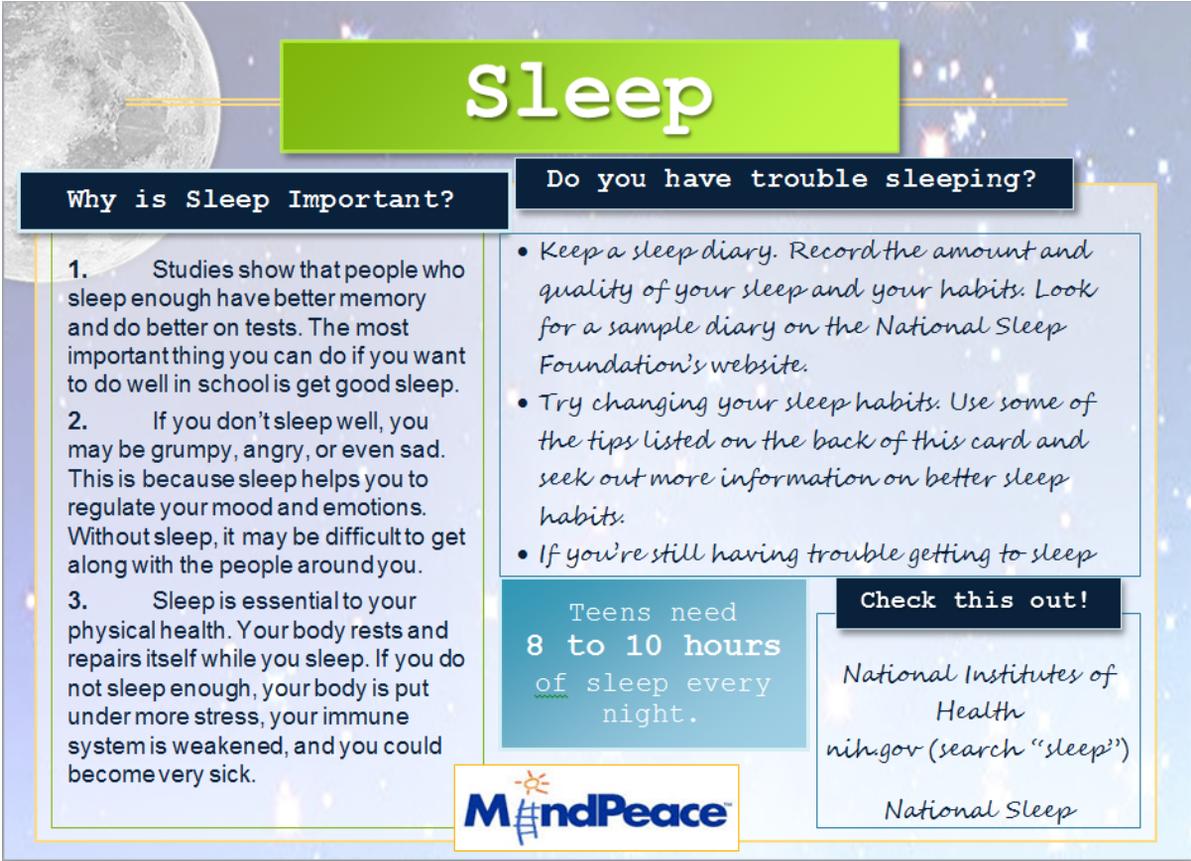
Tips For Getting Better Sleep

- 1. Get yourself on a schedule.**
Go to bed and wake up at the same time everyday, even on weekends. Having a sleep schedule will make it easier to fall asleep and to get enough sleep every night.
- 2. Don't lie in bed awake.**
If you cannot fall asleep, don't stay in bed awake for more than 20 minutes. Get up and do a relaxing activity like reading or listening to music. Staying in bed can cause anxiety around falling asleep which can make it even more difficult to fall asleep.
- 3. Create a sleep environment.**
Creating a space for yourself meant for only sleep can help you sleep better. Make sure your sleep space is dark, comfortable, and free of distractions. Try not to do any work or other activities in bed.
- 4. Keep electronics out of the bed.**
Having your cell phone, tablet, computer, and any other personal device near you is distracting and may keep you from getting a good night's sleep. Use an alarm clock instead of your cell phone and keep your devices out of your bed.

Top 3 Sleep Myths

Myth 1: You can make up lost sleep by sleeping extra on the weekends. Missed sleep builds up and makes you more and more tired, but you can never make up lost sleep.	Myth 2: Naps are a waste of time. While naps won't make up for a good night's sleep, they can help you feel rested after not getting enough sleep at night.	Myth 3: As you get older, you need less sleep. All young people ages 10 to 19 years need between 9 and 10 hours of sleep each night. Anyone older than 19 years needs 8 to 9 hours of sleep.
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www.mindpeacecincinnati.com



Sleep

Why is Sleep Important?

1. Studies show that people who sleep enough have better memory and do better on tests. The most important thing you can do if you want to do well in school is get good sleep.
2. If you don't sleep well, you may be grumpy, angry, or even sad. This is because sleep helps you to regulate your mood and emotions. Without sleep, it may be difficult to get along with the people around you.
3. Sleep is essential to your physical health. Your body rests and repairs itself while you sleep. If you do not sleep enough, your body is put under more stress, your immune system is weakened, and you could become very sick.

Do you have trouble sleeping?

- Keep a sleep diary. Record the amount and quality of your sleep and your habits. Look for a sample diary on the National Sleep Foundation's website.
- Try changing your sleep habits. Use some of the tips listed on the back of this card and seek out more information on better sleep habits.
- If you're still having trouble getting to sleep

Teens need **8 to 10 hours** of sleep every night.

Check this out!

National Institutes of Health
 nih.gov (search "sleep")
 National Sleep



These are MindPeace resources to utilize on Sleep Health. Contact MindPeace to request copies.

*prioritizing
good
sleep
is good
self love.*

“Sleep is the best meditation.”
~ Dalai Lama

Social Media

- Good sleep is good health! Have you gotten enough sleep lately? See these tips on how to improve your sleeping habits! #sleephealth [Good Sleep](#)
- Don't compromise your health with poor sleeping habits. Visit [MindPeace](#) to learn more!
- Starting your bedtime rituals an hour before you want to go to bed can help your body anticipate sleeping at an earlier time! #sleephealth
- Feeling tired? Short naps during the day can give you a boost to get through the afternoon!

Email

Are you getting enough sleep? According to the CDC, sleeping less than 7 hours per night is linked to increase risk of poor mental health. Research shows, 59% of middle school students, and 87% of high school students are sleeping less than is recommended. Talk to your kids about the importance of healthy sleep habits, and see the resources attached for some helpful tips!

Is your child struggling to stay awake during school? Talk to your child about the importance of sleep health, and visit [MindPeace](#) for more information on the importance of getting enough sleep, as well as tips on how to make sure you're getting enough sleep!

Before Finals:

As finals are approaching, we want to remind our students about the importance of good sleep health. Research shows that many students are not receiving the proper amount of sleep. See the attached resources for some helpful tips on how to improve your sleep habits!

GREAT DAYS START WITH GOOD SLEEP

In honor of the National Sleep Foundation's 2013 Sleep Awareness Week "Good Nights and Great Days" campaign, we're sharing a few tips for developing the kind of healthy sleep routine that is so crucial to quality sleep and great days:

ZZZZZZZZZ
QUALITY SLEEP 101

- 1 SET A SLEEP SCHEDULE
- 2 NO TECH IN THE BEDROOM
- 3 RELAX BEFORE BEDTIME
- 4 CONTROL THE ROOM TEMP

DISTRACTIONS THAT CAN KEEP YOU AWAKE

- Dog's Barking
- A baby WAIL
- Leaking Faucets
- Traffic

WHITE NOISE HELPS MASK A VARIETY OF UNWANTED NOISE DISRUPTIONS THAT KEEP PEOPLE UP AT NIGHT. DOWN, ALL NATURAL, WHITE NOISE SOUND MACHINE WAS ENGINEERED TO ELIMINATE UNWANTED SLEEP DISTRACTIONS.

40 MILLION AMERICANS HAVE DIFFICULTY FALLING ASLEEP, STAYING ASLEEP, OR WAKE EARLIER THAN THEY WOULD LIKE.

SHHH! 74% OF AMERICANS SAY A QUIET BEDROOM IS IMPORTANT TO A GOOD NIGHT'S SLEEP

HOW DOES SLEEP HELP FOR A GREAT DAY?

- BOOSTS BRAIN ACTIVITY
- INCREASES ENERGY
- STRONGER IMMUNE SYSTEM
- BETTER MOOD
- HIGHER PRODUCTIVITY

NATIONAL SLEEP FOUNDATION | Sleep | marpac OFFICIAL LICENSED PARTNER | WARPAC.COM

Source: <http://healthysleep.med.harvard.edu/healthy/getting/treatment/an-overview-of-sleep-disorders> | national sleep foundation: <http://sleepfoundation.org/> | <http://www.cdc.gov/features/10sleep/>

PROS:

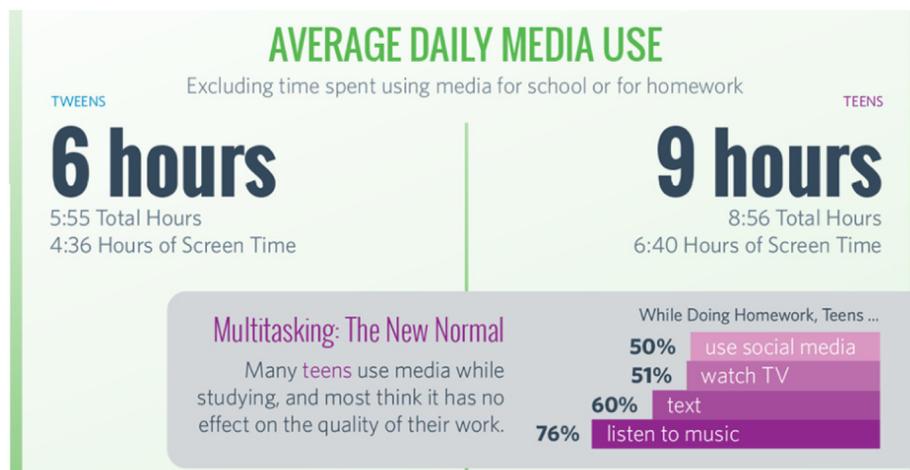
- Social Media can be used as an effective way to communicate quickly to large numbers of people
- Schools can also utilize social media to disseminate information and promote suicide prevention efforts
- Social media can also help people feel socially included
- Social media reduces communication barriers

CONS:

- According to the American Academy of Pediatrics (AAP), excessive media usage can negatively impact many aspects of adolescents' well-being, including sleep, attention, learning, and weight loss or gain.
- Social media can lead to addiction, isolation, and decreased productivity (Social Media Today, 2012)
- Social media can lead to more insecurities and feelings of pressure with adolescents

Facts & Statistics

- 8 to 18 year olds spend more than 50 hours a week on social media (HEARDalliance, 2017)
- Approximately 7 out of every 10 teenagers do not have rules on how much time they can spend on social media per day (HEARDalliance, 2017)
- Teenagers with rules on media use spend approximately 3 hours less per day on internet platforms when compared to those with no rules (HEARDalliance, 2017)
- In 2012, Common Sense Media reported that three-quarters of teens have a social media profile.



Talking Points for Parents about Social Media

- Talk about internet safety and how to act appropriately on social media websites
- Speak openly and regularly with your child about the use of internet and other media sources.
- Be mindful of the popular social media sources such as Facebook, Instagram, YouTube, Snapchat, etc. that your child uses
- Discuss with kids of every age what “good judgment” means and the consequences of poor judgment (AAP)
- Remember to make a point of discouraging kids from gossiping, spreading rumors, bullying or damaging someone’s reputation using texting or other tools (AAP)
- To keep kids safe, have your kids and teens show you where the privacy features are for every social media venue they are using (AAP)

Resources

- **Facebook:** Free social media site that allows users to create profiles, upload photos and videos, send messages, and keep in touch with family, friends, and colleagues
- **Twitter:** Free social networking site that allows users to broadcast short posts called “tweets”
- **Instagram:** Free online photo-sharing application and social network platform
- **Snapchat:** Free mobile application that allows users to send and receive “self-destructing” photos and videos
- **Tumblr:** Free microblogging site designed for creative self-expression that allows users to post multimedia content
- **Tinder / Bumble / Hinge:** Tinder is a free location-based mobile dating application. Bumble is a free location-based mobile dating application. Bumble’s key difference from Tinder is that girls are the individuals that initiate the match. Hinge is a free mobile dating application which only connects people who have mutual Facebook friends. These location-based dating services allow individuals to find out where you are and other information about an individual.
- **Yubo:** Formerly Yellow, is a dating app for teenagers similar to Tinder. See Steve Smith’s review of [Yellow/Yubu](#).



How to Report Suicidal Content on Facebook:

If you've encountered a direct threat of suicide on Facebook, please contact law enforcement or a suicide hotline immediate.

To report the suicidal content, follow these steps or complete [this form](#):

- Click on the three dots in the upper right hand side of the post
- Click "Give feedback on this post"
- Select "Suicide or Self-injury"

How to Report Something on Twitter:

If you've encountered a direct threat of suicide on Twitter, please contact law enforcement or a suicide hotline immediate.

To report a possible threat of suicide or any other form of self-harm complete [this form](#)

How to Report Something on Instagram:

If you've encountered a direct threat of suicide on Instagram, please contact law enforcement or a suicide hotline immediate.

- Click the three dots in the upper right hand corner of the post
- Click Report
- Select "It's inappropriate"
- Select "Self-injury"

****Students often turn immediately to social media following a death, so it is important to promote safe messages, emphasizing suicide prevention, supporting mental health care, and minimizing the risk of suicide contagion.**



Social Media

- Approximately 7 out of 10 teenagers do not have rules on how much time they can spend on social media per day. Do you monitor your child's social media usage? Check out this [article](#) to learn strategies to manage your child's screen time.
- How much time have you spent on social media today? Limiting your time is important for improving sleep, attention, and overall well-being! #wellness
- [Checkout this Article](#) "6 Things to Monitor on your Teen's Instagram" and have a discussion with your child today. Limiting screen time is important for improving sleep, attention, and overall well-being!

Email

- Did you know that on average, kids age 8-18 years old spend over 50 hours a week on social media? Excessive social media usage can negatively affect your child's well-being and attention-span. Talk to your child about limiting the amount of time they spend on social media.
- Have you talked to your child lately about how much time they're spending on social media? Limiting their time can help improve their attention span, learning, sleep health, and overall well-being. See the attached resources on more information about the risks of too much social media usage.
- Do you monitor your child's social media profiles? About three-quarters of teens have a social media profile. See the attached resources on good talking points with your children about social media. *(listed under resources)*
- On iPhones, you can now see how much time your teen is spending on their phone. Check out [this article](#) to learn how to check-in on your child's screen time
- A study published in *JAMA Pediatrics* found that parental monitoring of a child's media use can have protective benefits on his academic, social, and physical outcome. Taking the time to strategize on how to set limits is very worth your time (and the resistance you will get) as a parent. Check out this [article](#) to learn strategies to manage your child's screen time.
- Do you manage your child's phone usage? Check out this [site](#) to see software recommendations for monitoring who our child is communicating with and your sites visited they are visiting and more.



Facts & Statistics

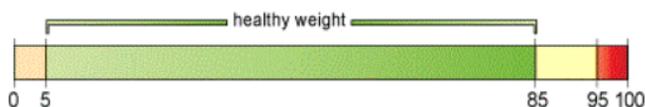
- “As well as its impact on short and long-term mental health, the evidence indicates that food plays an important contributing role in the development, management and prevention of specific mental health problems such as depression, schizophrenia, attention deficit hyperactivity disorder, and Alzheimer’s disease” (Mental Health Foundation, [link](#)).
- “Nearly two thirds of those who do not report daily mental health problems eat fresh fruit or fruit juice every day, compared with less than half of those who do report daily mental health problems” (Mental Health Foundation)
- 95% of serotonin is produced in your gastrointestinal tract (GI tract) which is lined with over 100 million neurons that help guide your mood and emotion (Selhub, 2015).

Nutrition Tips

- Your diet should contain high amounts of vegetables, fruits, unprocessed grains, fish/seafood, with modest amounts of lean meats and dairy.
- Consuming unprocessed foods can be used as a natural probiotic.
- Those who consume more probiotics (good bacteria) have an overall improvement of anxiety, stress, and mental outlook.

Tools

- Use this tool to calculate a child or teens BMI: [CDC BMI Calculator](#)
- Use this tool to calculate anyone over the age of 20 BMI: [CDC BMI Calculator for Adults](#)
- Making healthier choices can promote good brain health which can boost memory and brain function.
- Having a healthy diet can improve cognitive function, memory and alertness



-  underweight, less than the 5th percentile
-  healthy weight, 5th percentile up to the 85th percentile
-  overweight, 85th to less than the 95th percentile
-  obese, equal to or greater than the 95th percentile

Resources

- For more information on nutrition visit: MyPlate.gov
- A good resource for personalized nutrition plans, tracking food intake, and more tips on how to make healthier choices visit: SuperTracker



United States Department of Agriculture

10 tips
Nutrition
Education Series



MyPlate
MyWins

Based on the
Dietary
Guidelines
for Americans

Choose MyPlate

Use MyPlate to build your healthy eating style and maintain it for a lifetime. Choose foods and beverages from each MyPlate food group. Make sure your choices are limited in sodium, saturated fat, and added sugars. Start with small changes to make healthier choices you can enjoy.

1 Find your healthy eating style
Creating a healthy style means regularly eating a variety of foods to get the nutrients and calories you need. MyPlate's tips help you create your own healthy eating solutions—"MyWins."

2 Make half your plate fruits and vegetables
Eating colorful fruits and vegetables is important because they provide vitamins and minerals and most are low in calories.

3 Focus on whole fruits
Choose whole fruits—fresh, frozen, dried, or canned in 100% juice. Enjoy fruit with meals, as snacks, or as a dessert.



4 Vary your veggies
Try adding fresh, frozen, or canned vegetables to salads, sides, and main dishes. Choose a variety of colorful vegetables prepared in healthful ways: steamed, sauteed, roasted, or raw.



5 Make half your grains whole grains
Look for whole grains listed first or second on the ingredients list—try oatmeal, popcorn, whole-grain bread, and brown rice. Limit grain-based desserts and snacks, such as cakes, cookies, and pastries.



6 Move to low-fat or fat-free milk or yogurt
Choose low-fat or fat-free milk, yogurt, and soy beverages (soymilk) to cut back on saturated fat. Replace sour cream, cream, and regular cheese with low-fat yogurt, milk, and cheese.



7 Vary your protein routine
Mix up your protein foods to include seafood, beans and peas, unsalted nuts and seeds, soy products, eggs, and lean meats and poultry. Try main dishes made with beans or seafood like tuna salad or bean chili.



8 Drink and eat beverages and food with less sodium, saturated fat, and added sugars
Use the Nutrition Facts label and ingredients list to limit items high in sodium, saturated fat, and added sugars. Choose vegetable oils instead of butter, and oil-based sauces and dips instead of ones with butter, cream, or cheese.



9 Drink water instead of sugary drinks
Water is calorie-free. Non-diet soda, energy or sports drinks, and other sugar-sweetened drinks contain a lot of calories from added sugars and have few nutrients.

10 Everything you eat and drink matters
The right mix of foods can help you be healthier now and into the future. Turn small changes into your "MyPlate, MyWins."

Center for Nutrition Policy and Promotion
USDA is an equal opportunity provider, employer, and lender.

Go to ChooseMyPlate.gov
for more information.

DG TipSheet No. 1
June 2011
Revised October 2016

Social Media

- Did you eat breakfast today? Eating breakfast can increase alertness and help you stay focused during the school day! Visit KidsHealth.org to help you plan a week of healthy breakfasts. #braingains
- Rushing around in between your daily activities? Snacking on nutritious food such as a banana or some walnuts can keep your energy high and mind more alert during class! Go to Healthier Generation to see if your snack is a smart snack!

Email

- Is your child having a difficult time making healthy decisions? Get them involved and interested in healthy eating behaviors by going grocery shopping and meal planning together! This can help participation in healthy choices for the whole family.
- Did you know that serving sizes depend on your age, gender, physical activity and overall health? Use this [link](#) to determine what you and your child's fruit and vegetable servings should be daily.
- Body Mass Index (BMI) is a measure of body fat based on your weight, height, and gender. This tool is an easy way to measure diet and weight problems. This [CDC](#) website is a great resource to evaluate if your child's BMI is appropriate for their personal factors.

Let's all
EAT HEALTHY. BE HEALTHY. SAVE.
The Dietary Guidelines for Americans can help.

We're in the red.

117 MILLION U.S. adults have 1+ chronic diseases.*

BILLIONS Spent in medical cost of diet-related chronic diseases.*

\$147B Obesity
\$245B Type 2 Diabetes
\$316B Heart Disease

8 in 10 Americans think advice about what to eat is conflicting.*

Healthy eating can help... but first, we need to do it.

U.S. Scores Over Time

59

The Healthy Eating Index Score shows that Americans do not align their eating choices with the Dietary Guidelines. (on a scale from 0-100)

U.S. Scores by Age Group

What's the return on our investment?

Each step closer to eating a diet that aligns with the **DIETARY GUIDELINES** reduces risk of:*

Heart Disease Type 2 Diabetes Cancer

If we invest **\$10**/person each year toward improving nutrition, increasing physical activity, and preventing tobacco use — **THAT COULD SAVE THE UNITED STATES \$16,000,000,000** annually within five years!*

That's a **5.6x** return for every \$1 invested!

3 reasons why the Dietary Guidelines matter.

PRACTICAL TOOL

USDA and HHS look the science and brought it into the real world of how we eat... the dietary messages everyone follows. Follow the Dietary Guidelines recommendations because as dietitians we stand by science-based recommendations and realize that healthy eating is one of the most powerful tools we have to reduce the onset of disease.

ACADEMY OF NUTRITION & DIETETICS

DATA-DRIVEN

With confusing and often conflicting information in the media, it is more important than ever that Americans have a clear source of science-based information about diet. We would like to see the 2020 Dietary Guidelines continue to provide Americans with science-based guidelines...

AMERICAN COLLEGE OF CARDIOLOGY

FOR ALL AGES

Pediatricians routinely look to the Dietary Guidelines to provide advice to our patients... We look forward to the inclusion of science-based Dietary Guidelines for children from birth to 24 months in the 2020 Dietary Guidelines for Americans... Each member sets the course for preventing many diseases, even those that would occur in adulthood...

AMERICAN ACADEMY OF PEDIATRICS

Released jointly by USDA and HHS every 5 years, the Dietary Guidelines for Americans is the cornerstone for Federal nutrition programs and a go-to resource for health professionals nationwide. For more information, go to www.DietaryGuidelines.gov.

www.oregou.usda.gov/dietary-guidelines-epi-epi-epi-references
Center for Nutrition Policy and Promotion

USDA is an equal opportunity provider and employer.
September 2017

Revised February 2018

Facts & Statistics

- “Regular physical activity reduces the risk of depression and has positive benefits for mental health including reduced anxiety, and enhanced mood and self-esteem” (Department of Health, 2005).
- According to Connecticut Children’s Hospital, “Healthy, physically active kids also are more likely to be academically motivated, alert, and successful. And physical competence builds self-esteem at every age.”
- The nationally recommended amount of physical activity a day is 60 minutes or more. This should include either moderate or intense aerobic physical activity (National Institute of Diabetes and Digestive and Kidney Disease)
 - Aerobic exercise: any type of physical activity that increases heart rate and makes you breathe harder
 - Examples of aerobic physical activity include: biking, jogging, dancing, swimming, kickboxing, jumping rope, etc.
- Only 21.6% of 6 to 19-year-old children and adolescents in the United States attained 60 or more minutes of moderate-to-vigorous physical activity on at least 5 days per week (CDC)
- Only 27.1% of high school students participate in at least 60 minutes per day of physical activity on all 7 days of the week (CDC)

Resources

- Download fitness apps such as “MyFitnessPal,” “Runkeeper,” “Nike Training Plus” or use the “Health” app on your phone to:
 - Track food/calorie intake
 - Track steps
 - Set personal physical activity goals
 - Get support and motivation
 - Chart progress
- Use this link to gain a better understanding of how physical activity benefits your health: [Health Advice](#)



Social Media

- The recommended amount of physical activity a day is 60 minutes. Start planning on how you are going to reach your movement goal today! #GetMoving
- Only 21.6% of children aged 6-19 are participating in physical activity at least 5 days a week. Physical activity can relieve stress, improve mood and sleep patterns. How are you going to get active today? #whatsyourexcuse

Email

- Did you know that 78.4% of children aged 6-19 do NOT participate in physical activity at least 5 days a week? Is your child a part of this percentage? If so check out this link, [AHA](#), to find easy ways to get them active daily!
- Is your child having issues such as poor sleeping habits, mood issues, anxiety or stress? Physical activity can benefit the overall mental health of any individual. Talk to your child today about how they can become active today!

THE MORE THEY BURN THE BETTER THEY LEARN

YOUR CHILD	AMOUNT OF ACTIVITY	VARIOUS ACTIVITIES	ACADEMIC ACHIEVEMENT
	60+ MIN	(Basketball, Bicycle, Swimmer)	Report Card (A, B, A)

Did you know that kids who are physically active get better grades?

Research shows that students who earn mostly **A**s are almost twice as likely to get regular physical activity than students who receive mostly **D**s and **F**s.

Physical activity can help students focus, improve behavior and boost positive attitudes. Do what you can to help your child be physically active, be it running, biking or swimming. Any type of physical activity is good, and 60 minutes a day is best. Their grades will thank you!



FOR MORE INFORMATION, VISIT MakingHealthEasier.org/BurnToLearn

SOURCES | CDC. Physical Inactivity and Unhealthy Dietary Behaviors and Academic Achievement. CDC. The association between school based physical activity, including physical education, and academic performance. Atlanta, GA: U.S. DHHS; 2010.

Getting Fit Without The Gym!

Experts suggest teens do at least **60 minutes a day** of physical activity.*

Working out is tied to these awesome benefits:

- Healthy Weight
- Lower Body Fat
- Greater Happiness
- Stronger Bones
- Stronger Muscles

Choose one or combine these activities to reach your daily workout goals.*

60 MINUTES OF GYM-FREE FITNESS!

- Dance**: Break a sweat to your favorite songs.
- Walk**: 10,000 steps a day help with weight loss.
- Jump Rope**: Work your upper and lower body at the same time.
- Hike**: Enjoy the outdoors and lower stress.
- Fitness Gaming**: Play to get in shape.
- Strength Training**: Get stronger using your own body weight.
- Online Fitness Videos**: Workout classes at your fingertips.
- Bike**: Even a leisurely ride can burn calories.

Source: 2008 Physical Activity Guidelines for Americans

Facts & Statistics

- Teens spend almost 9 hours a day using online media on their phones and other electronic devices (Tsukayama, 2015).
- 54% of teens think they spend too much time on their phones, while only 36% of parents think they spend too much time on their phones. (Jiang, 2018).
- Teens who used devices three or more hours per day were 34% more likely to have suicidal thoughts, plans, or attempts than the teens who used their devices less than two hours per day (Twenge, Joiner, Rogers & Martin, 2017)
- 39% of parents use parental controls to monitor their teens' cell phone and web activity but only 16% use parental controls to restrict teens' cell phone use (Anderson, 2016).

Apps & Features

Screen Time for iPhone and iPad: New feature of iOS 12 update for Apple device users. Screen Time can be enabled in the Settings menu, where users will be presented with their screen time usage for the entire day. Users can look at their most viewed apps and websites and how long they spent on them over the last 7 days. Users can set daily allotments for specified apps and websites, and there is an option to create a 4-digit passcode to extend or dismiss the limit (perfect for parents).

ESET Parental Control: Free mobile application for Android devices to guard children's access to content based on their age. App Guard shows parents suitable apps based on the Google Play content rating and gives them the ability to block inappropriate apps from being downloaded. Set maximum daily usage for parent-specified apps or prevent access to certain categories of apps (e.g. games, social) during school or bedtime. ESET supports wearable devices and has an in-app messaging service where children can request access to certain apps/websites and parents can send messages to children that must be read before the child can continue what they were doing on the phone (premium upgrade, annual fee of \$29.99).

Kaspersky Safe Kids: Free mobile application for Apple and Android devices that can block children's access to apps and adult content, block suspicious search results in browsers, personalize a list of sites and apps to block or allow, set device screen limits, allow access to blocked websites or apps if children request in-app, and easily manage rules or check a summary report of activity. Premium upgrade (annual fee of \$14.99) has additional features like call/text monitoring, alerts for calls/texts to specified numbers, public Facebook activity monitoring, and GPS tracking.



Apps & Features

Kidslox: Free mobile application for Apple and Android devices that allows parents to block apps, in-app purchases, and installation of new apps unapproved by parents. Parents can also block access to inappropriate websites. Kidslox premium upgrade is \$3.99/month on the Apple Store and Google Play.

Mobicip Parental Controls: Mobile application for Apple and Android that can connect to multiple devices (cellphones, tablets, laptops, desktops) and set daily screen time limits or recurring weekly screen time schedules, block websites and inappropriate content, restrict social media apps or games, locate connected family members, and filter video content on popular streaming services. Mobicip is cloud-based so it works with both Wi-Fi and data. Payment is based on the number of connected devices: \$39.99 for 5 devices to \$159.99 for 20 devices.

OurPact Parental Control and Kid Tracker: Free mobile application for iPhone and Android devices that allows parents to control and schedule children's screen time, block certain apps/websites, block access to texting, and locate children using "Find My Family" and "Geofences" features.

- "Geofences" are areas parents can set around a determined location (like school or home). OurPact will notify the parent when the child leaves these locations

Qustodio Parental Control: Free mobile application that can protect one child's device by setting screen time limits, monitoring web and search activity and block adult content. Parents will receive automatic daily activity reports and can access an online web-based dashboard and parents' app where they can view children's activity and set rules. Additional features with paid premium account include connecting to any device, tracking and blocking calls, monitoring SMS messages, and setting limits for games and apps (\$49.95/year-\$87.95/year)

SaferKid: Mobile application for Apple and Android products that allows parents to see text message and web browsing history, limit screen time, and block adult content. SaferKid rates apps and content based on children's ages and analyzes the level of risk the app has for sexting, adult content, bullying, or meeting strangers. As children get older, parents can grant additional privacy privileges. One subscription covers all the devices in a family (\$99.99/6-month subscription).



Apps & Features

ScreenLimit – Parental Control: Free mobile application that can remotely block, unblock, or grant unlimited access to individual devices, synchronize a timer across all devices, set a time limit or schedule for school, homework, bedtime, etc., grant unlimited access to helpful apps (educational apps, reading apps) even when a schedule or time limit is set, use “Plans” feature to turn screen time into rewards. Additional features with premium subscription; yearly auto-renewing subscription \$38.18, one-time lifetime subscription \$95.35

UnGlue: Paid mobile application for parental control and monitoring (\$8.33/month for a yearly subscription, \$11.99/month for month-to-month). Unglue allows parents to view family usage reports, turn off internet on devices, set internet access schedules, set time limits for entertainment apps or add extra entertainment time for good behavior, and block adult content. UnGlue has a step-tracker that rewards kids for physical activity with extra usage time and kids can monitor their own time with the UnGlue Kids app. UnGlue works across desktops, laptops, smartphones, gaming consoles, and any other device at home. It also discovers new devices as friends and guests join the home network.

External Devices

BOB – Screen Time Manager: External monitoring device that plugs into an electrical outlet and a device (television, video game console, computer monitor, etc.) to limit screen time. Each person in a family has access to the device via their own PIN (up to 6 child accounts and 1 parent/master account) and everyone has their own allotment of use time for the device. Schedules can be set as daily or weekly allotments, or on a weekly schedule in blocks of time. Once a user has used their allotment, the device will shut off. BOB – Screen Time Manager is \$89.99 on Amazon.com.

Circle with Disney: External monitoring device that pairs with home Wi-Fi network and lets parents manage every device on the network. Set daily online time limits for each family member on any app, platform, or category. Filter online content on an individual basis, create an online bedtime for each family member and their devices, and pause the internet to disable access to a specific device, a specific individual's devices, or the entire home. Parents can set rewards for chores or good behavior with additional online screen time, extended bedtime, or by having a period of off-time. Circle with Disney is \$95.00 on Amazon.com. Additional \$10/month Circle Go subscription extends features to other Wi-Fi networks and cellular connections.





Evidence-Based Program Guide

Build Your Own Culture-Centric Mental Health Program for Your School

	Prevention	Intervention
Elementary School	<ul style="list-style-type: none"> • GoNoodle • SEL programming • MindUp 	
Middle School	<ul style="list-style-type: none"> • Sources of Strength Screening • SEL programming • MindUp • Education about stress reduction, sleep, nutrition, mindfulness 	<ul style="list-style-type: none"> • Signs of Suicide • Sources of Strength • Start with Hello
High School	<ul style="list-style-type: none"> • Sources of Strength Screening • SEL programming • Education about stress reduction, sleep, nutrition, mindfulness 	<ul style="list-style-type: none"> • Bring Change to Mind • Signs of Suicide • Sources of Strength • Adapting for Life--Surviving the Teens • Break Free from Depression • Classroom Mental Health • Speaker Series
Parents	<ul style="list-style-type: none"> • Education through general communication including facts about symptoms, resources, brain health, social media, wellbeing • Speaker Series 	<ul style="list-style-type: none"> • QPR • More Than Sad • Speaker Series
School Faculty/Staff	<ul style="list-style-type: none"> • SEL programs 	<ul style="list-style-type: none"> • QPR • More Than Sad • Kognito • Jason Foundation professional development series

Postvention: All levels should follow the SERA guidelines.

1N5 conducted research on evidence-based mental health programs which was funded by *Interact for Health*. All recommended programs are evidence based.

Based on the expert opinions of mental health professionals, the following programs have proved success rates. 1N5 can help bring these programs to your institution to help STOP the STIGMA and START the CONVERSATION toward mental health and suicide prevention.

MINDUP

Audience: Elementary, Middle School Students

Combines information on neuroscience with mindful awareness, positive psychology and social-emotional learning. This research-based curriculum features 15 lessons that use the latest information about the brain to dramatically improve behavior and learning for all students. Each lesson offers easy strategies for helping students focus their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life. The lessons fit easily into any schedule and require minimal preparation.

Classroom management tips and content-area activities help you extend the benefits of Mindup throughout your day, week, and year. Available in a series of Scholastic workbooks for grades K-2, 3-5, 6-8 each \$24.99.

www.teacher.scholastic.com/products/mindup

CLASSROOM MENTAL HEALTH

Audience: Teachers and School Professionals

Classroom Mental Health provides a toolkit for teachers and other school professionals to help them improve communication, promote wellness, and reduce stigma regarding mental health. The website was developed by experts at the University of Michigan Depression Center in partnership with teachers. The goal of the website is to provide high school administrators and personnel with access to strategies which can be utilized with students to help support wellness and mental health. The website provides referral resources and classroom strategies to promote positive mental health and positive coping skills for students. Free. www.classroommentalhealth.org

GO NOODLE

Audience: Elementary, Middle School Students

Serves teachers, and families, in addition to students, with hundreds of videos that activate kids' bodies and brain. The purpose of these activities is to make movement and mindfulness an integral part of the day both at school and at home. The program is free initially, but additional information and access requires payment. www.gonoodle.com



JASON FOUNDATION

Audience: Faculty/Staff

A series of online Staff Development Training Modules provide information on the awareness and prevention of youth suicide. These training modules are suitable for teachers, coaches, other school personnel, youth workers, first responders, foster parents and any adult who works with or interacts with young people or wants to learn more about youth suicide. This series of programs introduces the scope and magnitude of the problem of youth suicide, the signs of concern, risk factors, how to recognize young people who may be struggling, and how to approach the student and help an at-risk youth find resources for assistance. Free.

jasonfoundation.com/get-involved/educator-youth-worker-coach/professional-development-series/

KOGNITO

Audience: PK – 12 Faculty

A suite of products to educate PK-12 educators about mental health and suicide prevention which supports improved student wellness and school safety. Kognito role-play simulations enable organizations to rapidly build the capacity of educators and students to lead real-life conversations that change lives.

<https://ohio.kognito.com> to access the training. For questions call 614-429-1528 or go to <http://www.ohiospf.org>

QPR

Audience: Faculty, Staff and Parents

An emergency mental health intervention modeled after CPR education: early recognition and early intervention yields successful outcomes. QPR seeks to educate the general public about warning signs of suicide crisis and how to respond appropriately. Lasting approximately one hour, training is conducted either in person or online and includes: techniques to help someone who is suicidal, how to help prevent suicide, common causes of suicidal behavior, warning signs, and resources to help someone in crisis. QPR is the most widespread gatekeeper training in the nation.

Child Focus—Melanie Palmer, 513-752-1555, mpalmer@child-focus.org; Companions on a Journey—Shelia Munafo-Kanoza, 513-870-9108, sheila@companionsonajourney.org; Solutions Community Counseling —Barbara Adams Marin, 513-228-7800, bmarin@solutionsccrc.org



MORE THAN SAD

Audience: High School Student and Parents

This program created by the American Foundation for Suicide Prevention is available in three downloadable version: student, parent and teachers. It teaches how to recognize the signs of depression in themselves and others, challenges the stigma surrounding depression, and demystifies the treatment process. Free.

afsp.org/our-work/education/more-than-sad/ or American Foundation for Suicide Prevention Cincinnati: Heather Conroy, 513-582-6143, cincinnati@afsp.org QPR

BREAK FREE FROM DEPRESSION

Audience: High School Students

Developed with Boston Children's Hospital Department of Psychiatry, this a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. The goals are to increase adolescents' awareness about depression, teach them how to recognize it in themselves and in their friends, and give them strategies for finding help. This curriculum is now available online for free.

childrenshospital.org/centers-and-services/boston-childrens-hospital-neighborhood-partnerships-program/break-free-from-depression-program



START WITH HELLO

Audience: Students, Grades 2 - 12

Developed by the Sandy Hook Project, Start with Hello teaches students the skills they need to reach out to and include those who may be dealing with chronic social isolation and create a culture of inclusion and connectedness within their school. Start with Hello is a no-cost, easy-to-implement, and life-saving program that can be delivered in classes, assemblies or via student ambassadors. Training takes 50 minutes or less with a wide range of post-training activities and events to ensure sustainability and integration into the school culture. SHP will train educators and/or students or you can download a digital kit with presentation and resource guides.

sandyhookpromise.org/startwithhello

ADAPTING FOR LIFE–SURVIVING THE TEENS

Audience: Middle School, High School Students

Cincinnati Children's Hospital Medical Center created this program to provide in-school mental health education. This program is the most comprehensive, and it remains broadly used in the community. Plans are in place to not only revamp the program, making it more current and diversify the materials and delivery method, but also to expand its availability to approximately 75 schools in 2018. The program consists of a weeklong inoculation of middle and high school students on the signs and symptoms of mental health issues and available resources for not only themselves but others as well. CCHMC works with other private entities to cover costs and make the program free of charge to schools. For more information please contact Stacey Hoffman

at stacey.hoffman@cchmc.org or [513-802-8630](tel:513-802-8630).

SERA

Audience: Admin, Faculty/Staff

The SERA (Suicide, Education, Research and Advocacy) Collaborative is dedicated to engaging, organizing, and working with the community to increase knowledge, resources, and support structures so all have access to the best suicide prevention and postvention programs. Created by Cincinnati Children's Hospital Medical Center in collaboration with a number of local agencies and school districts, the entity also serves as the outreach organization after the completion of a suicide by a student; they have a team of professionally trained individuals to provide guidance and counseling to both the students and staff. SERA's efforts are focused on providing programming to help support survivors and prevent suicide contagion through the following goals: 1. Identify and promote evidence based suicide prevention and postvention programs 2. Develop resource infrastructure to respond to postvention needs 3. Engage community leaders to raise awareness of these important issues 4. Establish advocacy in the schools and school leadership to provide the resources of time and effort to engage in prevention and postvention programs. mindpeacecincinnati.com/suicide

To Join SERA please contact MindPeace at 513-803-0844

SIGNS OF SUICIDE

Audience: Middle School, High School Students

The Signs of Suicide Prevention Program (SOS) is a universal, school-based depression awareness and suicide prevention program designed for middle school (ages 11–13) or high-school (ages 13–17) students. The goals are to (1) decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression, (2) encourage personal help-seeking and/or help-seeking on behalf of a friend, (3) reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment, (4) engage parents and school staff as partners in prevention through gatekeeper education, and (5) encourage schools to develop community-based partnerships to support student mental health.

Both the middle and high school programs provide age-appropriate, educational DVDs for school staff to play for students. The middle school video, *Time to ACT*, and the high school video, *Friends for Life*, inform students how to ACT® (Acknowledge, Care and Tell), demonstrate the right and wrong ways to help, and show a student talking with a school counselor. The program includes an optional student screening that assesses for depression and suicide risk and identifies students to refer for professional help as indicated. The program also includes a video, *Training Trusted Adults*, to engage staff, parents, or community members in the program's objectives and prevention efforts. The program kit is available for \$665. www.mentalhealthscreening.org



BRING CHANGE TO MIND

Audience: High School Students

BC2M's approach starts with the teen perspective. Through student-led high school clubs, BC2M provides a platform from which the teen voice can finally be heard. With educated conversation around mental illness, we can change perceptions early on and demystify a topic that impacts so many young individuals, either directly through their own experience or indirectly through the experience of family members or friends. BC2M headquarters will provide participating high schools with a range of resources that will help you launch and develop your BC2M club. This includes but is not limited to: access to the BC2M club portal where you'll find our club guidebook, discussion and activity ideas, and photos from club events, a \$500 grant to help fund activities related to the BC2M mission, club swag to help unify your BC2M members and highlight the presence of the club on campus, speakers to present at club or school-wide events, one-year, free subscription to the Headspace meditation app (valued at \$145), weekly newsletter with program updates and information, as well as notifications of events, activities, and trainings.

Building from preliminary research, BC2M partnered with an outstanding research team from UC Berkeley to further assess and confirm the effectiveness and overall impact of the BC2M pilot program. Leading this in-depth evaluation were world-renowned researchers and experts in their fields; Dr. Stephen Hinshaw from the University of California, Berkeley and Bennett Leventhal M.D from the University of California, San Francisco School of Medicine. The results from this two-year study can be found at [here](#). Since its launch in 2015, BringChange2Mind peer-to-peer high school program has made a huge impact. See more on the growth and impact this program has made in both public, private, and charter schools since 2015 in the [BC2M IMPACT REPORT](#).



SOURCES OF STRENGTH

Audience: Middle School, High School Students

Strives to provide the highest-quality, evidence-based prevention for suicide, violence, bullying, and substance abuse by training, supporting, and empowering both peer leaders and caring adults to impact the world through the power of connection, hope, help and strength. The driving vision behind the program is to give voice and elevate the various strengths people have to offer and affect communities positively. There must be two to five adult advisors, who mentor a peer leader team. These advisors can hold a variety of roles including: teachers, counselors, spiritual leaders, community adults, etc. Advisors lead peer teams, often between 10-50 students in size. The initial peer leader training is provided by a certified Sources of Strength trainer in a three to four hour, highly interactive training process. It is mandatory that the local adult advisors participate in the peer leader training.

After the initial training, the peer leaders and adult advisors begin a three to six month series of conversations with other trusted adults and their five to ten closest friends, as well as, create a wide range of Hope, Help, Strength messaging activities targeting a wider and diverse peer group. Sources of Strength provides a recommended step by step guide of peer leader activities, but teams are able to adjust based on their readiness level and perception of what will work best in their setting.

Sources of Strength templates and resources assist with peers connecting with adults and their friendship groups. These templates include examples of local faces posters, local voices audio, videos, presentations, skits, text forwarding, and internet social networking message. Peer teams are encouraged and expected to share their creative efforts with other teams across the country via Sources of Strength webpages, Facebook, Twitter, etc. Sources of Strength staff provides monthly teleconference support and planning materials and resources for each step of the way. The cost is \$5,000. www.sourcesofstrength.org



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