Supporting and Promoting Mental Health in Out-of-School Time

June 30, 2021
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NATIONAL CENTER ON
Afterschool and Summer Enrichment

NCASE Supporting and Promoting Mental Health in Out-of-School Time Webinar. June 2021
Agenda

- Welcome
- Context: "Supporting and Promoting Mental Health in Out-of-School Time" NCASE Brief
- Mental Health Needs of: Children, their Families, and the OST Workforce
- Strategies to Address Mental Health Needs
- State and National Afterschool Association Examples
- Wrap-Up and Feedback
Poll

What is your role?

How do you support mental health in out-of-school time?
Supporting and Promoting Mental Health in Out-of-School Time Brief

Voices from the Field

Supporting and Promoting Mental Health in Out-of-School Time

Given evidence of trauma due to recent global and national issues, communities must consider all outlets and resources possible to address the needs of children and families. Out-of-school time (OST) programs foster socialization, relationships, and adaptive functioning. These programs are uniquely positioned to support and promote children’s healthy development, inclusive of mental health needs instigated by trauma. Children are not the only recipients; parents and the OST workforce can benefit from mental health supports provided directly or indirectly in these environments.

Current State of Mental Health

• 1 in 5 children had a diagnosed mental health disorder prior to the pandemic

• Current evidence shows a surge in anxiety and depression for youth

• Almost 1/2 of parents report experiencing higher levels of stress, which in turn increases risk for children

• Need to address shortage of mental health professionals and place more attention on universal strategies than treatment.

Integrated Services

Supporting Youth

- Minimization of toxic social and biological conditions;
- Reinforcement of diverse prosocial behaviors;
- Limiting opportunities and influences for problem behavior; and
- Promoting psychological flexibility in the pursuit of one’s values and goals.

Supporting Youth

- Creating a positive environment
- Providing mental health support
- SEL Instruction
- Development of Assets
- Youth-Adult Partnerships
- Community Partnerships


Supporting Families

Community supports and systems of care:

» Child care
» Family engagement
» Mental health wellness services
» Services such as:
  ▪ Housing
  ▪ SNAP
  ▪ TANF

Supporting and Promoting Mental Health in Out-of-School Time (June 2021). NCASE.  
Oklahoma Community HOPE Centers
What are some strategies that your program, municipality, and/or jurisdiction are implementing to address these needs?
Supporting Mental Health & Self-Care*

Compassion Satisfaction and Compassion Fatigue Model

## A Comparison of Signs and Symptoms

<table>
<thead>
<tr>
<th>Compassion Fatigue</th>
<th>Secondary Traumatic Stress</th>
<th>Burn Out</th>
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</thead>
<tbody>
<tr>
<td>“Abusing drugs, alcohol or food”</td>
<td>“Fear in situations that others would not think were frightening”</td>
<td>“Lack of control”</td>
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<tr>
<td>Anger</td>
<td>Excessive worry that something bad will happen to you, your loved ones, or colleagues</td>
<td>Unclear job expectations</td>
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<td>Blaming</td>
<td>Easily startled, feeling ‘jumpy’ or ‘on guard’ all of the time</td>
<td>Dysfunctional workplace dynamics</td>
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<tr>
<td>Chronic lateness</td>
<td>Wary of every situation, expecting a traumatic outcome</td>
<td>Dysfunctional workplace dynamics</td>
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<td>Depression</td>
<td>Physical signs like a racing heart, shortness of breath, and increased tension headaches</td>
<td>Extremes of activity</td>
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<td>Diminished sense of personal accomplishment</td>
<td>Sense of being haunted by the troubles you see and hear from others and not being able to make them go away</td>
<td>Lack of social support.</td>
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<td>Exhaustion (physical or emotional)</td>
<td>The feeling that others’ trauma is yours.”</td>
<td>Work-life imbalance.</td>
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<td>Frequent headaches</td>
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<tr>
<td>Gastrointestinal complaints”</td>
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<tr>
<td>“High self-expectations”</td>
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<tr>
<td>Hopelessness</td>
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<tr>
<td>Hypertension</td>
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<tr>
<td>Inability to maintain balance of empathy and objectivity</td>
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<tr>
<td>Increased irritability</td>
<td></td>
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<td>Less ability to feel joy</td>
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<tr>
<td>Low self-esteem</td>
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<tr>
<td>Sleep disturbances</td>
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<tr>
<td>Workaholism.”</td>
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</tbody>
</table>

*Used with permission from the State Capacity Building Center.*
How States Support Staff SEL and Mental Health

**Partners and Funding**
- ARP, CRRSA, CARES, CACFP
- CCDF, 21st CCLC
- Afterschool Networks and intermediaries
- SEAs and LEAs

**Policies and Systems**
- T/TA Systems
- Peer learning
- QRIS/QIS
- Mental health consultation
- Compensation and benefits

**Provider Practices**
- Self-care
- Mindfulness
- Mental Health Consultation
- SEL best practices
- Engaging in CQI
State Example

NJSACC: The Statewide Network for New Jersey's Afterschool Communities

NCASE Supporting and Promoting Mental Health in Out-of-School Time Webinar. June 2021
National AfterSchool Association

NCAE Supporting and Promoting Mental Health in Out-of-School Time Webinar. June 30, 2021
Allowable expense for use of the Stabilization Grant funds includes "Mental health supports for children and employees"*

Office of Child Care Covid-19 Resource Site:

* [ARP Act Child Care Stabilization Funds (CCDF-ACF-IM-2021-02)]
Feedback

Please take a few minutes after today’s event to provide feedback to help us plan for future webinars.
Thank You!

Visit the NCASE section of the CCTA website at

https://childcareta.acf.hhs.gov/centers/ncase

To contact NCASE, please email us at:

ncase@ecetta.info
Visit the NCASE Resource Library:
https://childcareta.acf.hhs.gov/ncase-resource-library


