




**The Pandemic's Persistent Effects on Our Children and Ourselves:
A Child Psychiatrist's Perspective for Schools**

DATE: April 1, 2023: AJIT JETMALANI, M.D.




Content

- The profound stressors we have all experienced. And the impact on children and youth.
- Drivers of risk and resilience
- Insights into human development and the relationship to stress and trauma
- What are hopeful investments in schools
- What are some things you can do as an individual or as a school / district

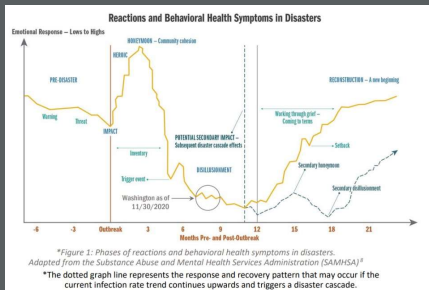
Unprecedented Stressors

- COVID-19 shutdown Spring Break, 2020
- George Floyd's Murder May 25, 2020
- Fires
- Capital Insurrection January 6, 2021

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Washington State Department of Health November 2020



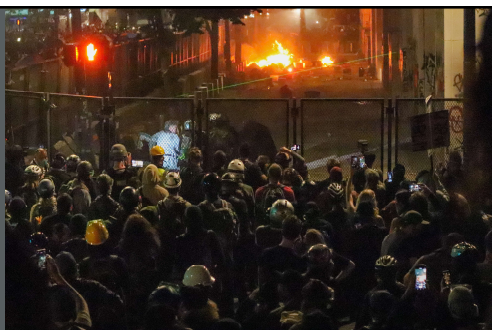
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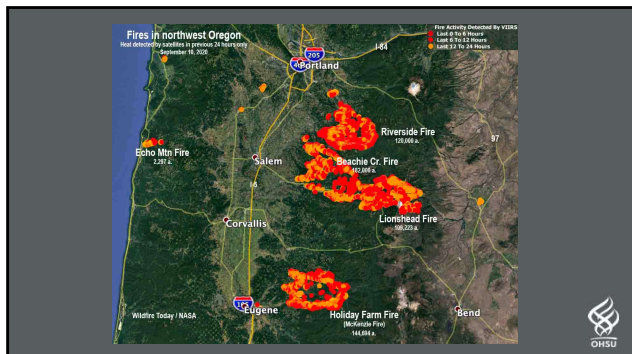
Pete Forsyth: Wikimedia Commons

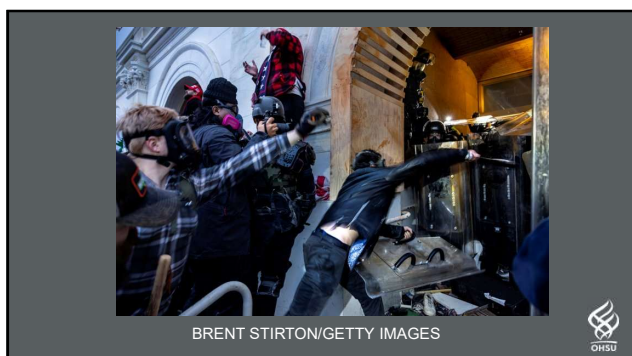




<https://commons.wikimedia.org/wiki/User:Tedder>





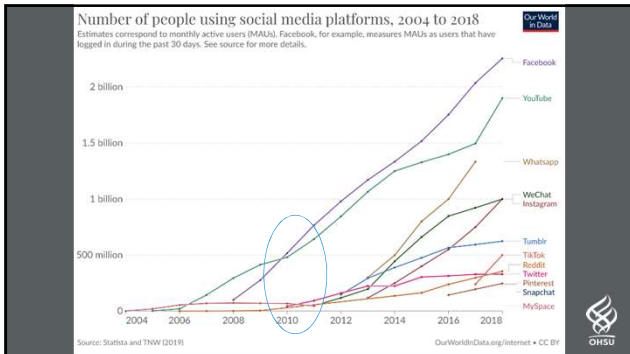


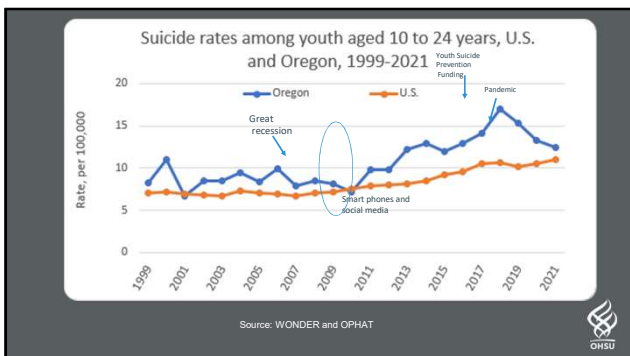
Advocacy Blueprint for Children | Advocacy Issues | State Advocacy Focus | Advocacy Resources

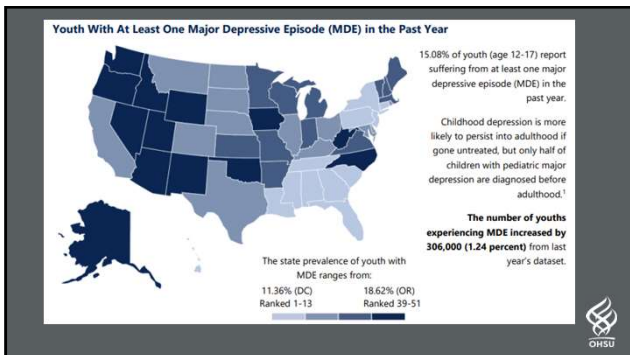
AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health

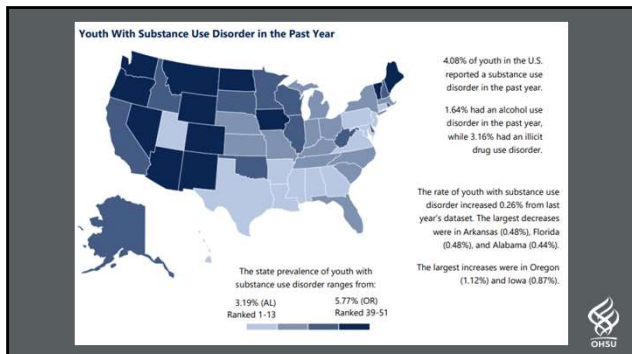
[Home](#) / [Advocacy](#) / [Child and Adolescent Healthy Mental Development](#) / [AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health](#)

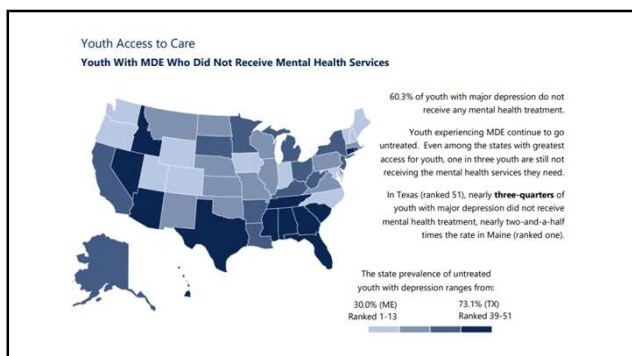
A declaration from the American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry and Children's Hospital Association:

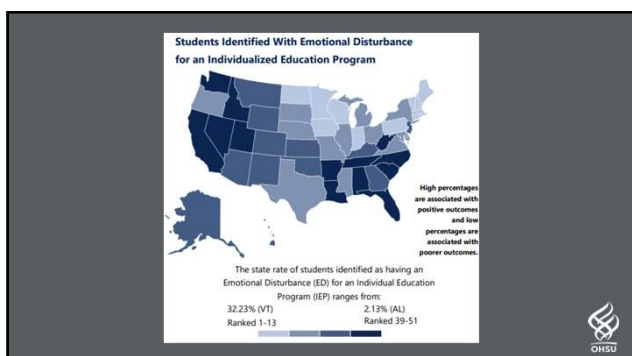












Association of Birth During the COVID-19 Pandemic
With Neurodevelopmental Status at 6 Months in Infants
With and Without In Utero Exposure to Maternal SARS-CoV-2 Infection

“In this cohort study of 255 infants born between March and December 2020, exposure to maternal SARS-CoV-2 infection was not associated with differences on any Ages & Stages Questionnaire, 3rd Edition, subdomain at age 6 months, regardless of infection timing or severity. However, both exposed and unexposed infants born during that period had significantly lower scores on gross motor, fine motor, and personal-social subdomains compared with a historical cohort of infants born before the onset of the COVID-19 pandemic.”

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The Pandemic's Toll on Young Adolescents: Prevention and Intervention Targets to Preserve Their Mental Health

- 3000 11-14 yo youth and parents enrolled in the Adolescent Brain Cognition Development Study
- May-August 2020
- Depression, Anxiety, Stress
- Positive Affect

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The Pandemic's Toll on Young Adolescents: Prevention and Intervention Targets to Preserve Their Mental Health

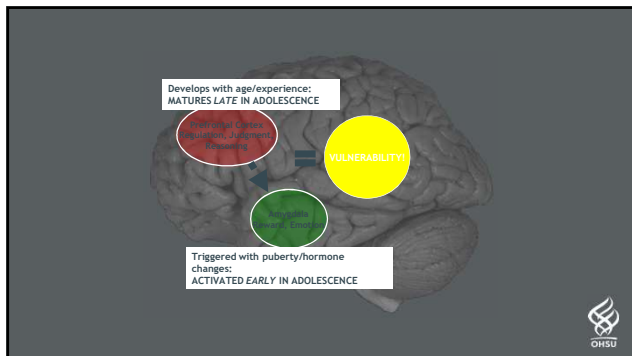
- Risk Factors: Being Female, pre-pandemic internalizing, sleep problems, poor quality and function of family, more screen time, witnessing discrimination during the pandemic
- Protective Factors: physical activity, taking breaks from the news, maintaining positive routines

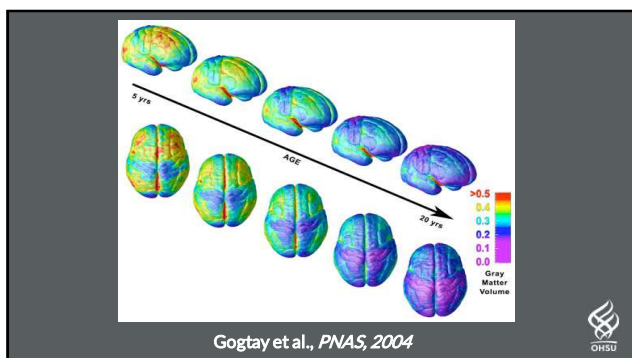
Orsolya Kiss, Elisabet Alzueta, Dilara Yukse, et.al

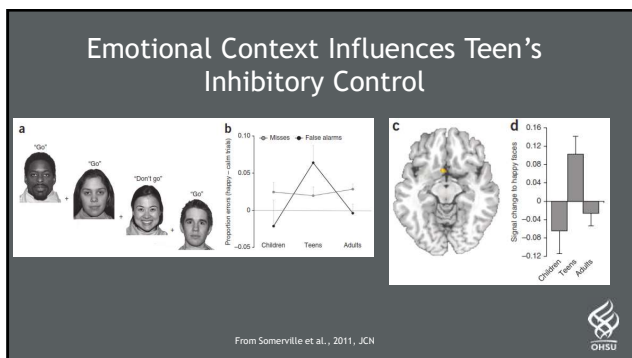
The Pandemic's Toll on Young Adolescents: Prevention and Intervention Targets to Preserve Their Mental Health
Journal of Adolescent Health, Volume 70, Issue 3, 2022, Pages 387-395.

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Stress Impacts Inhibitory Control and Brain Functioning In Adolescents

High stress impairs adolescents' ability to practice inhibitory control

From Rahdar & Galvan, Neurolmage 2014

OHSU

Levels of Stress

- Positive**
Brief increases in heart rate, mild elevations in stress hormone levels.
- Tolerable**
Serious, temporary stress responses, buffered by supportive relationships.
- Toxic**
Prolonged activation of stress response systems in the absence of protective relationships.

http://developingchild.harvard.edu/topics/science_of_early_childhood/toxic_stress_response/

The True Nature of Preventive Medicine

Death

Birth

Mechanisms By Which Adverse Childhood Experiences Influence Adult Health Status

Functional impacts of developmental trauma:

- emotion regulation
- forming trusting relationships
- Learning
- Flexibility
- Hopefulness

TRAUMA CAN LEAD TO MIS-DIAGNOSIS

- Oppositional Defiant Disorder
- ADHD
- Conduct Disorder
- Bipolar Disorder

TRAUMA INFORMED

"A program, organization, or system that is trauma-informed **realizes** the widespread impact of trauma and understands potential paths for recovery; **recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and **responds** by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively **resist re-traumatization**"

(SAMHSA's Concept of Trauma and guidance for a Trauma-Informed Approach, 2014 <http://store.samhsa.gov/shin/content/SMA14-4884/SMA14-4884.pdf>)

Trauma Informed Care

- Safety
- Trustworthiness and Transparency
- Collaboration and Mutuality
- Peer Support
- Voice and Choice
- **Provider wellness**

Trauma Informed

INTERPRETING BEHAVIOR:

The trauma informed person recognizes that behavior represents underlying attempts to cope.

Think: **“what happened to you”** not **“what is wrong with you”**

Recognize that you are also subject to vicarious trauma and may have your own history triggered.

Take care of your needs by reaching out to colleagues and having shared moments to reflect on your experience.

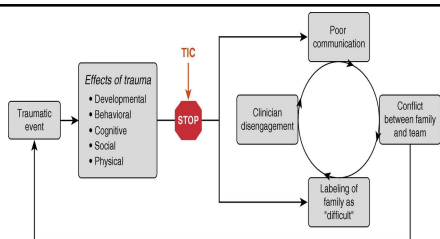


Figure 1. Trauma-informed care (TIC) minimizes the negative impact of critical illness on individuals with prior trauma. Trauma is an experience of emotional or physical harm that is known to have developmental, behavioral, cognitive, social, and physical effects. Clinicians may view these adaptive responses as disruptive. As a result, patients and families who have a history of trauma may be labeled as “difficult” and experience poor communication. This triggers a cycle of clinician disengagement and conflict between the clinical team and the family, which creates further medical trauma. We believe TIC has the potential to disrupt this cycle.

Published in Deepshikha Chavan-Ashara, Crystal Lewis, Joanna Lee-Hat, Annals ATS 17541-544.
DOI: 10.1093/atscp/ats17541-544
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Parent Child Protective Factors

- SECURE ATTACHMENT
- PARENT KNOWLEDGE
- PARENTAL SELF AWARENESS (CAPACITY FOR MENTALIZING)
- SOCIAL DETERMINANTS OF HEALTH

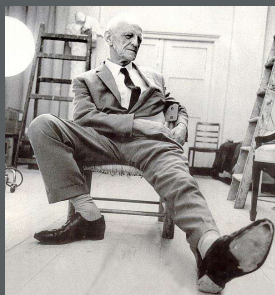


Youth Protective Factors

Ginsbergs 7 C's

- Competence
- Confidence
- Connection
- Character
- Contribution
- Coping
- Control






A sign of health in the mind is the ability of one individual to enter imaginatively and accurately into the thoughts and feelings and hopes and fears of another person; to allow the other person to do the same to us."


-DW Winnicott, "Cure"



Co-regulation and mirror neurons
<https://childrenbloom.com/pages/emotional-control-and-regulation>



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Good things coming
or already started

OHSU

INVESTMENTS in the SCHOOLS

2019	2021
• Student Success Act	• Social Emotional Learning
• Early Learning	
• Student Investments	
• Education Initiatives	

Student Success Act (SSA) Fast Facts

- \$2 Billion Investment**
- 16 New Programs**
- 12 Expanded & Enhanced Programs**
- Accountability**

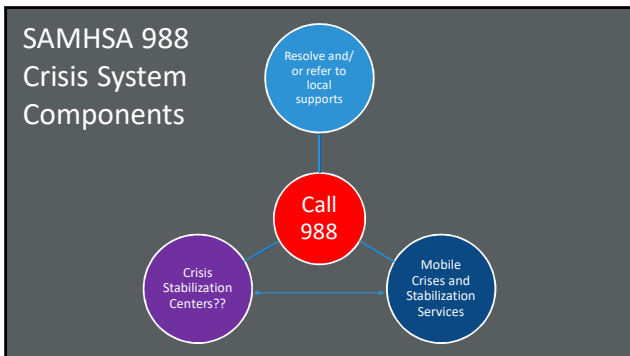
The infographic features the Oregon Department of Education logo, a group of diverse children, and icons representing investment, programs, and accountability.

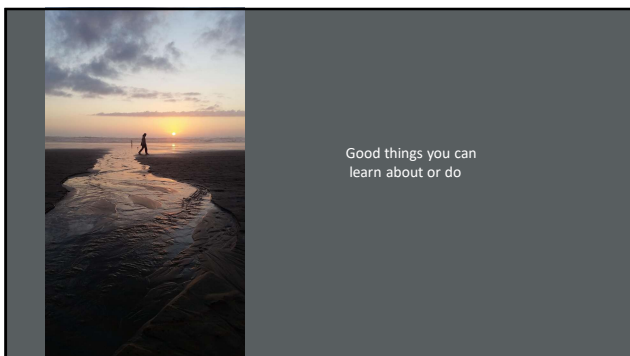
Integrated Model of Mental Health
Mental health emphasizes strengths, resilience, and enhancing social-emotional abilities

The diagram shows four overlapping circles: **TRAUMA-INFORMED** (green), **SEL*-DRIVEN** (red), **STRENGTHS-BASED** (orange), and **EQUITY-CENTERED** (blue). The center is labeled **MENTAL HEALTH**. Below the circles is a **CONTINUUM OF CARE** with stages: Physiological needs, Safety & security, Relationships, connections, community, Purpose & self-efficacy, and Self-actualization.

Timeline

- 2024 03** School districts implement SEL Framework & Standards
- 2023 02** Phase 2 SEL Advisory Group established to develop SEL Framework & Standards to be considered for adoption by SBE by September 2023.
- 2022 01** Phase 1 SEL Advisory Group established to write the "Preliminary Description of the Proposed SEL Framework & Standards Framework: HB 2166" Report & submitted to SBE on September 22, 2022.
- 2021 00** HB 2166, Section 4 directs the ODE to convene an advisory group to propose to SBE recommendations for: 1) SEL Framework, and 2) K-12 SEL Student Standards.





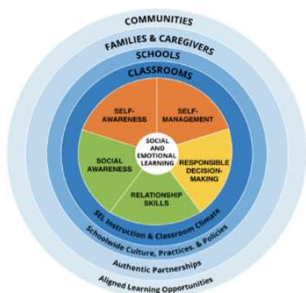
<https://casel.org/>

CASEL was formed in 1994 to establish high-quality, evidence-based SEL as an essential part of preschool through high school education.

The CASEL 5...

Five broad and interrelated areas of competence:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making





<https://thinkkids.org/cps-overview/>

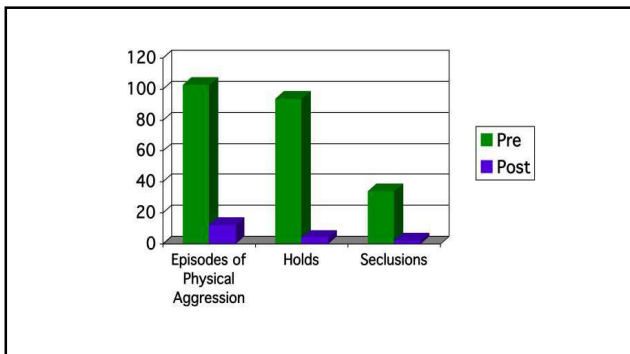


<https://nurturedheartinstitute.com/>

The Collaborative Problem Solving Approach

Children do well *if they can...*
(vs Children do well *if they want to*)

...if they can't, we adults need to figure out what's getting in the way, so we can help.



AWAY FOR THE DAY
TOOLS FOR ACTION

FROM THE MAKERS OF THE FILM **SCREENAGERS** AND SCREENAGERS' NEXT CHAPTER

Stop Phone Use In Schools

Research shows that kids and teens do better with phones away during school hours. This movement is giving you—parents, teachers, school leaders, and concerned individuals—tools so that you can go to your school and help institute policies where phones are put away.

TAKE ACTION NOW

Take Care Of Yourself So You Can Take Care of Others

Mindfulness Moments For Building Resilience and Well-Being

Compiled by Heidi Seaubrand, RN, BSN



Thank you for
being a
teacher. You
are love
personified.
