The background of the slide features a photograph of students in a classroom setting, with some students writing in notebooks. This image is overlaid with large, semi-transparent geometric shapes in shades of blue and orange, creating a modern, layered design.

# Pupil Personnel Services Guidance for Checking-in on Students and Providing Counseling During School Closures



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Chair, CASP Advocacy & Leadership Committee

May 6, 2020

# The “Big Picture” Checklist:

## ➤ Self-care

- Ensure that you are staying emotionally grounded. *Try to maintain normal daily routines, find safe ways to continue social contact with trusted friends and family, keep up physical activity, practice healthy eating and sleeping routines. Keep accurately informed, but minimize watching the news.*

## ➤ Support the school site personnel

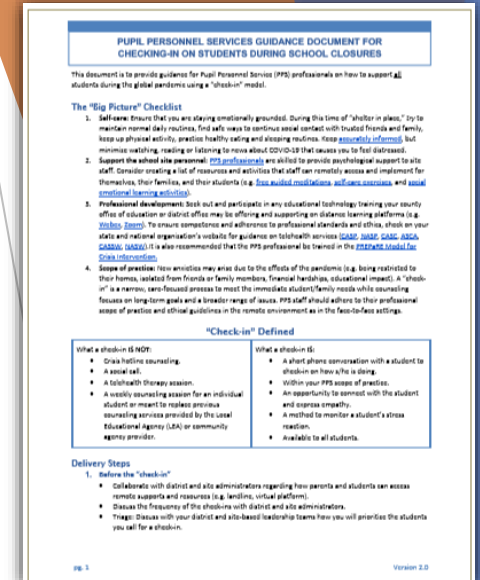
- Create a list of resources and activities that staff can remotely access and implement for themselves, their families, and their students.

## ➤ Professional development

- Participate in any educational technology training your county office of education or district office may be offering, and follow their guidelines.

## ➤ Scope of practice


- PPS professionals should adhere to their professional scope of practice and ethical guidelines in the remote environment as in the face-to-face settings.





# Support the school site personnel:

*MAY*  
Self-Care Calendar

SUN	MON	TUE	WED	THU	FRI	SAT
 <p>Your relationship with yourself sets the tone for every other relationship you have. - Robert Holden</p> <p>@LBUSDFRC <a href="http://bit.ly/LBUSDFRC">http://bit.ly/LBUSDFRC</a></p>			 <p>MAY IS MENTAL HEALTH AWARENESS MONTH #breakthestigma</p>		 <p>ASIAN PACIFIC AMERICAN HERITAGE MONTH</p>	
03 Do something today to make yourself feel content and relaxed.	04  Be EXTRA kind to your mind. <i>Teacher Appreciation/ Nat'l Children's Mental Health Awareness Week</i>	05  Write a short thank you letter to a teacher that made an impact on you. If possible, send it to them. <i>Cinco de Mayo/ Nat'l Teachers Day</i>	06 <i>THANK YOU</i> Think of someone who has been kind to you. Take a moment to pause and feel your gratitude for 30 seconds. <i>Nat'l Nurses Day &amp; Week</i>	07 <i>choose joy</i> "If you carry joy in your heart, you can heal any moment."	08  Take time to appreciate nature.	09 Take a positive action to help in your local community.
10 <i>Happy Mother's Day</i> Reach out to someone in your life that you are grateful for and tell them why. <i>Mother's Day</i>	11 Create a positive affirmation for yourself. What do you need to hear today? Repeat it to yourself & write it down in a place that you'll see it often.	12  Sit in the sun and meditate. Unclench your jaw & relax your neck & shoulders. <i>Int'l Nurses Day</i>	13 Practice responding instead of reacting today.	14 Work on coping skills you've neglected or that have grown rusty.	15 For every letter of the alphabet, write down something that you are grateful for.	16 Make space for quiet and reflection today. Perhaps on a walk, over a cup of tea or while journaling.
17 Rather than stressing out about things you can't rush or change, use that time to enjoy your life.	18 What's one thing you can change in your day that will improve your mental health?	19 Don't be afraid to enforce your boundaries. you are allowed to tell people how to treat you.	20 Try reframing a problem you face as a potential opportunity.	21  When you feel overwhelmed, remember to take things one step at a time. YOU GOT THIS!	22 Do something you enjoyed as a child.	23 Take a technology time-out.
24 Movie Night! (Try the Princess Bride)  Celebrate yo'self! 31	25 "when you say 'yes' to others make sure you are not saying 'no' to yourself." <i>Memorial Day</i>	26 Switch something up in your day and notice how it feels.	27 "Worry is like a rocking chair: it gives you something to do but never gets you anywhere." Use the exhale as a guide to help you release negative thoughts.	28 Make progress on a project or task you have been avoiding.	29  Remind yourself "I love and accept myself just as I am today."	30 Reflect on this month and repeat an activity that made you feel good.

# Support for site personnel:

Wellness for Staff

Stream Classwork People Grades



## Overall Well-Being

Mind 1

Edited Apr 6

## Emotional

### Emotional

Emotional

### Social

Social

### Physical

Stephanie Kubicek posted a new material: Emotional

Posted Apr 1 (Edited Apr 6)

Our ability to acknowledge, regulate and share feelings of anger, fear, sadness, or stress; hope, love, joy and happiness in a productive manner.  
Actions: Carve out time for "down time." Let your mind wander. Don't think about any particular goal. It helps the brain recharge. Keep a journal to assess your mood over time. Express yourself authentically and engage in meaningful conversations. Seek counseling and support when needed.



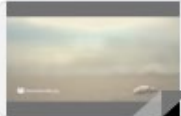
Wellness with Dr. Isaiah P...  
YouTube video 0 minutes



Why Mindfulness Is a Su...  
YouTube video 2 minutes



Sunday Scaries | A Mini-...  
YouTube video 4 minutes



Loving Kindness Meditati...  
YouTube video 13 minutes



What Is Emotional Wellne...  
<https://www.psychologytoday...>



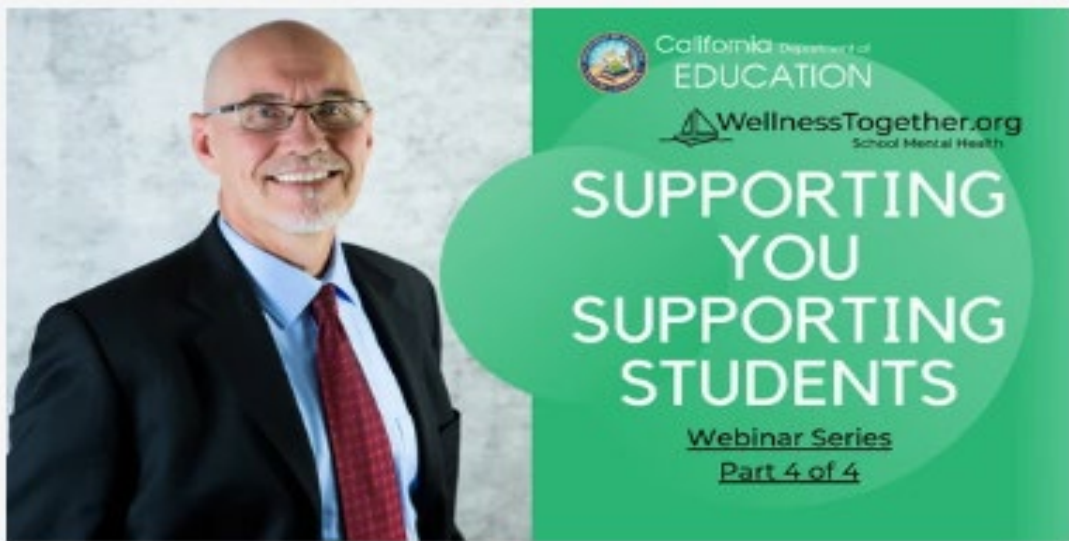
7 Ways to Use the Curren...  
<https://www.psychologytoday...>





# Professional development

<https://www.wellnesstogether.org/blogs/news/tagged/events>

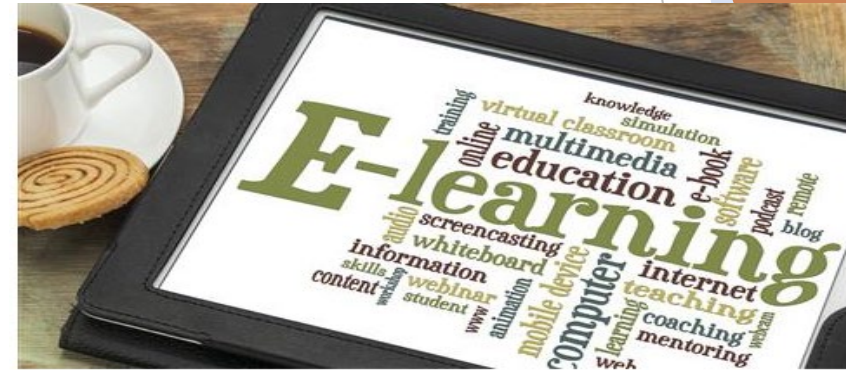


## Supporting You Supporting Students: Tools for the Challenging Times

Events - Webinar

Part 4 of 4

Thursday, April 30th | 1pm - 3pm



### Resources to Support Online Instruction, Collaboration and Communication

[Collapse All](#) [Expand All](#)

- [Google Classroom - Resources](#)
- [Microsoft Teams - Managing Online Team Meetings](#)
- [Microsoft Teams - Resources](#)
- [Microsoft Teams For Education](#)

<https://www.lacoe.edu/Technology/Technology-Learning-Support-Services/ITO-Training-Resources>

# Scope of Practice:

- **School-based mental health services provider:**...counselor, school psychologist, school social worker,...  
(Every Child Succeeds Act (ESSA), Section 4102 Definitions (6) of Title IV).
- **California Teacher Credentialing PPS Training Standards:**
  - School Counselors: Standard 25 Individual Counseling  
*...skilled in identifying the mental health needs of pupils* (p. 48).
  - School Psychologists: Standard 21 Wellness Promotion, Crisis Intervention, and Counseling  
*...develop and implement mental health interventions* (p. 72).
  - School Social Workers: Standard 20 Direct Learning Support Services  
*...basic methods of social work intervention, which may include counseling, crisis intervention, casework, group work, community organizing consultation, case management, family therapy, and effective educational strategies* (p. 92).

(Pupil Personnel Services School Counseling, School Psychology, School Social Work, and Child Welfare and Attendance Program Standards Commission on Teacher Credentialing, October 2000).

# “Check-in” Defined:

A “check-in” is a narrow, care-focused process to meet the immediate student/family needs while counseling focuses on long-term goals and a broader range of issues.

## What a check-in IS NOT:

- Crisis hotline counseling.
- A social call.
- A telehealth therapy session.
- A weekly counseling session for an individual student or meant to replace previous counseling services provided by the Local Educational Agency (LEA) or community agency provider.

## What a check-in IS:

- A short phone conversation with a student to check-in on how s/he is doing.
- Within your PPS scope of practice.
- An opportunity to connect with the student and express empathy.
- A method to monitor a student’s stress reaction.
- **Available to all students.**

# “Check-in” Delivery Steps:

## Before

- Collaborate with district and site administrators regarding how parents and students can access remote supports and resources (e.g. landline, virtual platform).
- If you are working from home, find a quiet and confidential location.
- To keep your personal number private, create a free Google Voice phone number.
- Make a list of hotline numbers, district supports, and community resources, **including crisis contacts regarding suicide risk protocols during remote contacts.**
- Take steps to maintain confidentiality if at home.
- Have resources available including hotlines, psychiatric mobile response team, district support, community supports.



# Plan for At-Risk Situations

- Child Abuse: Remind personnel of child abuse reporting mandate applies to virtual platforms.
- Check your LEA's policies and procedures regarding suicide risk assessment protocols during remote contacts. If they do not have a protocol for this unique situation, offer to work with your supervisor on developing a safety protocol.
  - Student's location and address
  - Adults with the student
  - Protocol for teachers and PPS providers
  - Resources ready to go

Long Beach Unified School District  
Division of Student Support Services  
Modified Suicide Assessment During School Closures  
Los Angeles PMRT/PET: (800) 854-7771 (same phone # to request START), Long Beach MET: (562) 435-6711

Student:	Nickname:
Date/Time:	Staff completing the assessment:
School:	SID#
DOB:	
** What is the student's current location?	
** What is the name (and relationship) of an adult currently with the student?	
** Emergency contact numbers if call is disconnected?	
1. Current Ideation and Intent	ASK: Are you thinking about suicide or killing yourself now? o Yes o No o Undecided Comments:
ASK: How long have you been feeling this way?	
ASK: On a scale of 1-10, how likely are you to commit suicide in the next 24 hours? Not Likely 1-2-3-4-5-6-7-8-9-10 Very Likely	
2. Communication of Intent	ASK: Have you talked to anyone about your thoughts of suicide? o Yes o No o Undecided Comments:
ASSESS: Has the student directly communicated directly (or indirectly) about a desire to commit suicide? Include verbal comments, written documents, non-verbal communication, electronic r	
3. Plan	ASK: Have you thought about how you would commit suicide? o Yes o No o I Comments:
ASK: What is your plan?	
4. Means	ASK: Do you have access to guns, medications, weapons, ropes, and other dangerous objects? o Yes o No o I Comments:
ASSESS: Based on the students	



## LBUSD's 6 Action Steps for Helping Students Remotely in Emotional Pain - For Teachers

1. **Stay on the phone:** Do not hang-up on a student in immediate risk of suicide.
2. **Obtain evidence's location:** Ask for an address and the names of adults that are with the child. Ask for emergency contact phone numbers in case the call gets disconnected.
3. **Ask:** To speak with the student's parent/guardian. Inform them of your concern.
4. **Call:** Immediately call 911, if danger for self-harm seems imminent.
5. **Maintain Confidentiality:** Do not assess a student for suicide if it is known that other children or adolescents are listening or visible on camera. If a student is participating in a group video session, disconnect with all other students and create a private connection (phone or video) with the student.
6. **Consult:** contact if may arise



## LBUSD's 8 Action Steps for Helping Students Remotely in Emotional Pain - For Counselors, Psychologist & Nurses

1. **Ask:** "Are you thinking about suicide or killing yourself now?" (This will not put the idea into their head or make it more likely that they will attempt suicide.) Complete a modified suicide assessment. The modified assessment and appropriate steps can be found [here](#). The most pertinent questions are:
  - a. Where are you right now (obtain address if possible)? What is the name of an adult that is currently with you? What is their phone number?
  - b. On a scale from 1-10, how likely are you to die by suicide in the next 24 hours?
  - c. Have you thought about how you would kill yourself? If so, how would you do it?
  - d. Do you have access to guns, medications, weapons, ropes or other dangerous objects?
2. **Listen:** Listen to the student without judging and show you care. Connection is important.
3. **Take action for moderate and high risk students:**
  - a. **Immediate danger to self:** Call 911, if danger for self-harm seems imminent, speak with the parent/guardian to ensure that the student is safe. Contact the Psychiatric Mobile Response Team (PMRT) 1-800-854-7771. Provide student location and phone number. PMRT will decide how to respond.
  - b. **High Risk and current danger to self:** (i.e., the student is high risk and agitated or out of control) Contact the Long Beach Mental Evaluation Team (MET) - (562) 435-6711 or your local law enforcement agency. Provide student location and phone number. MET or your local law enforcement agency will decide how to respond.
  - c. **Low/Moderate risk:** Speak with parents, provide support plan & crisis phone numbers.
4. **Provide resources to help the student connect:** Student and parent/guardian can call SAMHSA's National Suicide Prevention Helpline at 1-800-273-TALK (8255), the National Suicide Prevention Helpline at: 1-800-273-8255, Teen Line at: (810) 855-HOPE.
5. **Stay connected:** Call the parent/guardian one to two days after the crisis or after the student has been discharged from care.
6. **Inform:** Make your administrator aware of your actions.
7. **Document:** Place your intervention in Synergy (Student Conference Screen; Description - Suicide Prevention/Intervention Tab).
8. **Send:** Mail a copy of the Modified Suicide Assessment form via District or regular mail to Dr. Erin M. Simon (Director of Student Support Services - Tucker Administrative Offices) within one week of completion. Send Dr. Erin M. Simon an e-mail within 24 hours of completing the modified suicide assessment. The email should state: Who you are, if you called PMRT, 911, MET or your local enforcement agency, and your best contact number. (Do not attach the assessment or provide the student's name)

# Triage

Discuss with your district and site leadership teams **what staff available** and **how you will triage** students for Check-in.

Examples of triage considerations for students:

- He/she is currently receiving mental health services and/or experienced an involuntary hospitalization this school year.
- You know the student is living in an unstable home, has an open DCFS case, or is identified as a foster or homeless youth.
- The student has a 504 Plan or IEP, and especially if he/she is receiving DIS Counseling services.
- If the student is not capable to participate in a check-in due to his/her developmental level, cognitive ability, verbal skills, and psychosocial situation, consider an alternative manner to check-in such a parent/guardian phone call.

# Alternative:



## donut worry!

We have tips for you;)

<p><b>When I feel alone...</b></p> <ul style="list-style-type: none"><li>Say something kind to myself</li><li>Call or text family &amp; friends</li><li>Journal your feelings</li><li>Give yourself a BIG hug</li></ul> 	<p><b>When I feel</b></p> <ul style="list-style-type: none"><li>Listen to</li><li>Go for a</li><li>Take deep</li><li>Use positive</li></ul>
<p><b>When I feel bored...</b></p> <ul style="list-style-type: none"><li>Have a dance party</li><li>Read a good book</li><li>Watch a funny movie</li><li>Play a board game</li></ul> <p>(Do not give yourself diy bangs)</p> 	<p><b>When I feel</b></p> <ul style="list-style-type: none"><li>Create a gr</li><li>Squeeze a</li><li>Get 8-10 hours of sleep</li><li>Visualize your favorite place</li></ul> 

04/27/2020

04/06/2020

## WISE WORDS OF THE WEEK

Hello friends!

When everything feels like an uphill struggle, just think about the view from the top. Write or draw what you think this quote means. Share it with someone. 😊

Sincerely,  
FRC Staff



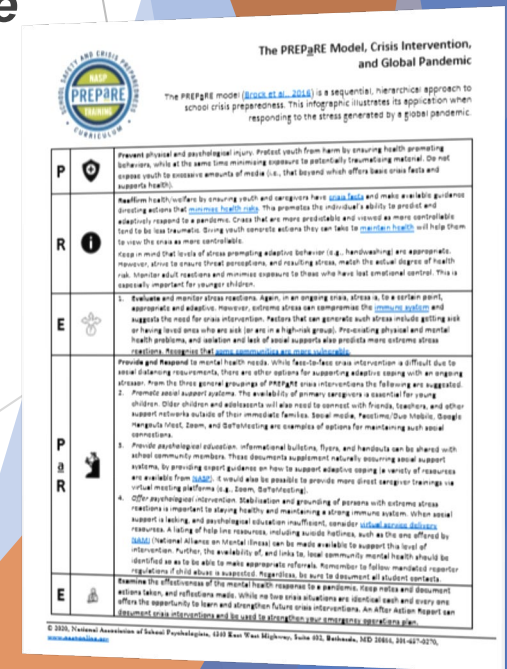
Follow us on  
@LBUSDFRC

# During

- ## What if the call becomes a longer conversation due to the...

- Student experiencing significant stress.
- Student is at risk.

*The PREPaRE Model, Crisis Intervention, and Global Pandemic Infographic*, (Brock et al., 2016).





# “Check-in” Delivery Steps:

## After

- Log the date and the time spent with the student. Make note of any concerns or resources needed for the student, and follow up with providing those resources.
- If needed, collaborate with/support the parent/guardian regarding community support resources.
- Determine if there is a need for a follow-up “check-in”, enrollment in a social/academic instructional group, or a referral for telehealth sessions. How often?

# Transition

Are you doing enough to take care of yourself?

What students would you prioritize for “check-in”?

How will you adaptive these documents to meet the needs of your students?

What resources do you need to gather?

What are your next steps?



# Telehealth



- “...the use of electronic information and telecommunication technologies to support long-distance clinical health care, patient and professional health-related education, public health, and health administration. Technologies include video conferencing, the internet, store-and-forward imaging, streaming media, and terrestrial and wireless communications.” Health Resources and Services Administration (HRSA)
- Telehealth or teletherapy, is where the clinician and the client are physically located in two different locations, and virtual services are provided remotely using technology via the Internet. National Association of School Psychologists (NASP)
- Minor confidentiality rights and restrictions.
- Parent/student consent forms needed for on-going counseling services not check-ins.
- HIPAA vs FERPA & LEA technology platforms.

Health Resources and Services Administration (HRSA) <https://www.hrsa.gov/rural-health/telehealth>

National Association of School Psychologists. (2017). *Guidance for delivery of school psychological telehealth [Brief]*. Bethesda, MD: National Association of School Psychologists.



# FERPA

The **Family Educational Rights and Privacy Act (FERPA)** is a federal law enacted in 1974 that protects the privacy of **student education records**.

The Act serves two primary purposes:

1. Gives parents or eligible students more control of their educational records
2. Prohibits educational institutions from disclosing "personally identifiable information in education records" without written consent



## Who must comply?



- **Any public or private school:**
    - Elementary
    - Secondary
    - Post-secondary
  - **Any state or local education agency**
- Any of the above must receive funds under an applicable program of the US Department of Education

## Protected information



**Student Education Record:**  
Records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution

## Permitted disclosures<sup>1</sup>



- School officials
- Schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law
- To comply with a judicial order or lawfully issued subpoena

# HIPAA

The **Health Insurance Portability and Accountability Act (HIPAA)** is a national standard that protects sensitive **patient health information** from being disclosed without the patient's consent or knowledge. Via the Privacy Rule, the main goal is to

- Ensure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being.



- Every healthcare provider who electronically transmits health information in connection with certain transactions
- Health plans
- Healthcare clearinghouses
- Business associates that act on behalf of a covered entity, including claims processing, data analysis, utilization review, and billing



**Protected Health Information<sup>2</sup>:**  
Individually identifiable health information that is transmitted or maintained in any form or medium (electronic, oral, or paper) by a covered entity or its business associates, excluding certain educational and employment records



- To the individual
- Treatment, payment, and healthcare operations
- Uses and disclosures with opportunity to agree or object by asking the individual or giving opportunity to agree or object
- Incident to an otherwise permitted use and disclosure
- Public interest and benefit activities (e.g., public health activities, victims of abuse or neglect, decedents, research, law enforcement purposes, serious threat to health and safety)
- Limited dataset for the purposes of research, public health, or healthcare operations

1. **Permitted disclosures** mean the information can be, but is not required to be, shared without individual authorization.

2. **Protected health information** or **individually identifiable health information** includes demographic information collected from an individual and 1) is created or received by a healthcare provider, health plan, employer, or healthcare clearinghouse and 2) relates to the past, present, or future physical or mental health or condition of an individual; the provision of healthcare to an individual; or the past, present, or future payment for the provision of healthcare to an individual; and

(i) That identifies the individual, or

(ii) With respect to which there is a reasonable basis to believe the information can be used to identify the individual.

For more information, please visit the Department of Health and Human Services' [HIPAA website](#) and the Department of Education's [FERPA website](#).





# Terms and legal protection differences

## HIPAA

- Telehealth
- Licensed (Board of Behavioral Sciences)
- Private practice contractor
- Dept of Health Care Services (MediCal billing)
  - Defines telehealth, providers, services, types of communications, protections
- Caregiver informed consent for youth
- 16 CCR § 1815.5§ 1815.5. Standards of Practice for Telehealth

## FERPA

- Examples. Virtual/Remote Counseling, Psycho-educational Counseling.....
- CTC Credentialed
- Licensed staff employed by LEA
- Dept of Health Care Services (MediCal billing for IDEA students)
- Caregiver informed consent for youth
- Federal law, U.S. Department of Education, protects student educational records
- AB 2315 (Quirk-Silva) 2018: CA Educ Code § 49429 (2019) **NOT FUNDED**... The Children's Partnership state budget request 2020-2021

# Checklist for School Telehealth Services



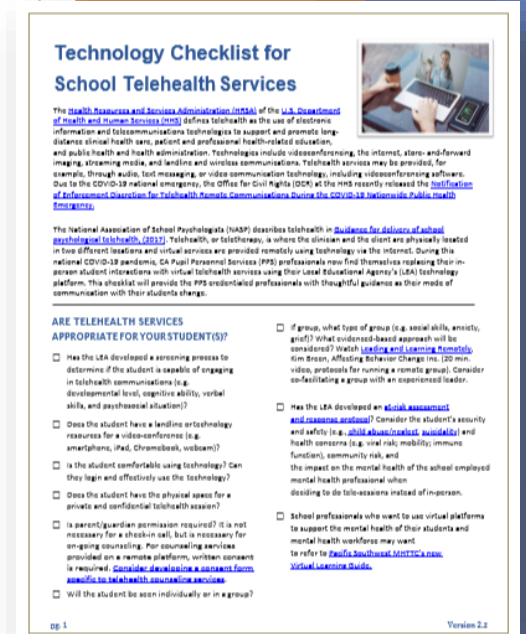
Are Telehealth services appropriate for your student(s)?

- Student(s) capable of engaging in telehealth (e.g. developmental level, cognitive ability, verbal skills, and psychosocial situation)?
- Does the student have a landline or technology resources for a video-conference?
- Does the student have the physical space for a private and confidential session?
- Will the student be seen individually or in a group? If group, what kind? Watch Kim Breen's video "Leading and Learning Remotely" for running a remote group.



Technology

- Is your LEA supportive of telehealth? Landline or virtual?
- Does your LEA offer trainings on the technology platform? Do you feel confident using that platform?
- Is the LEA's technology platform FERPA compliant? HIPAA compliant if appropriate?
- Does your student know how to login and use the technology? Be prepared to teach and review the appropriate technology involved in the session/group.



# Checklist for School Telehealth Services

## ✓ Office

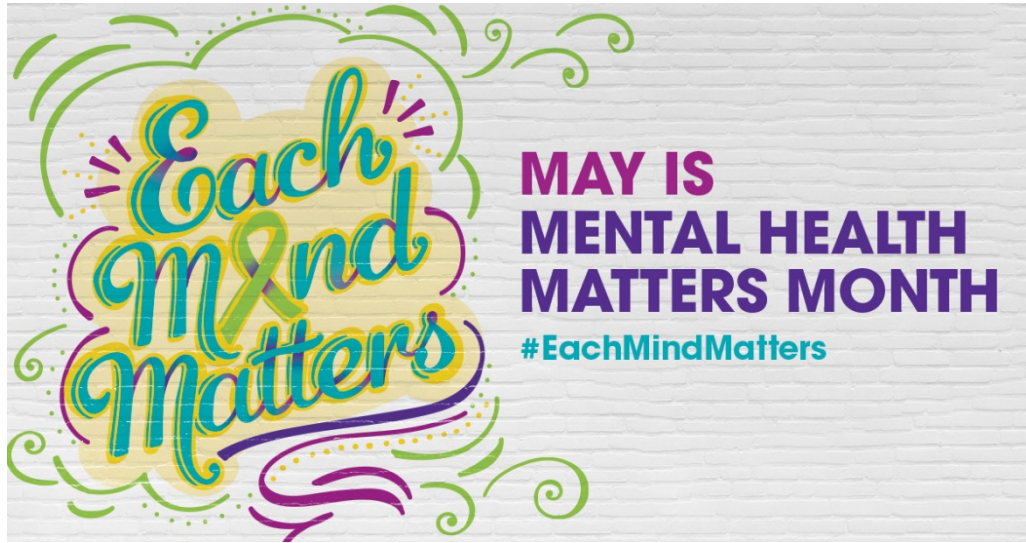
- To improve eye contact, position your device's camera so that it's easy to look at the camera and the student on screen. Remove distractions in the background.
- Make sure the room is well lit with the light in front of you so your face isn't shadowed.

## ✓ Pre-session

- Check-in? If on-going counseling...get informed consent with a telehealth comment.
- Does the LEA have a remote crisis plan? Hotline numbers, district supports, and resources (e.g. foodbanks, mental health agencies, DMH Psychiatric Mobile Response Team).
- Are you using a Google number or an email to contact you if needed?

## ✓ Initial session

- Confirm student's location and phone number.
- Review importance of privacy, confidentiality, and security.
- Be authentic and professional.



<https://emmresourcecenter.org/resources/may-mental-health-matters-month-2020-activation-toolkit>



## Self-Care BINGO

MARK ALL THE SELF-CARE ACTIVITIES  
YOU HAVE DONE LATELY.

WORE A MASK	MEDITATED	YOGA	CREATIVE ACTIVITY	READ A BOOK
COLORING	WENT FOR A WALK	CALLED A FRIEND	VIDEO CHAT	SET BOUNDARIES
DRANK WATER	TURNED OFF MY PHONE	 FREE	JOURNALED	CLEANED MY ROOM
WENT TO SLEEP EARLY	COOKED A HEALTHY MEAL	READ SOME POSITIVE NEWS	WASHED HANDS	FUNNY MOVIE
PRACTICED GRATITUDE	DANCED	LISTENED TO MUSIC	MADE MY BED	CUDDLED MY PET



#EACHMINDMATTERS





## TAKE A CHECKUP FROM THE NECK UP

**FREE. PRIVATE. ANONYMOUS.**  
**MHASCREENING.ORG**

## 8 TIPS FOR FORMING MEANINGFUL CONNECTIONS

**TOOLS 2 THRIVE**

## 9 WAYS TO SUCCESSFULLY CREATE A HEALTHY ROUTINE

**TOOLS 2 THRIVE**

## 7 TIPS FOR OWNING YOUR FEELINGS

**TOOLS 2 THRIVE**

## COVID-19 AND YOUR MENTAL HEALTH

While we are familiar with viruses like the common cold and the flu, the coronavirus (COVID-19) is new and presents a situation that none of us could have imagined a few short months ago. The fact that it is extremely contagious has resulted in business closures, social distancing, and quarantine measures which have disrupted our daily lives. It is more important now than ever to pay attention to mental health during this time of isolation and uncertainty.

### YOUR CONCERNS ARE VALID

There are many reasons that you might be concerned or worried about COVID-19. Some of the most common are:

- Getting sick
- Passing the virus onto others, especially those that are high-risk
- Adjusting to a new reality for an uncertain amount of time
- Taking care of and supporting your family
- Concern about the health of your friends and family
- Financial stress
- Not being able to connect with friends and family the way you're used to
- Shortages of certain common supplies

### REALIZE WHAT YOU CAN CONTROL

One of the most frustrating things about COVID-19 is that so much about the virus and the limitations on where you can go are out of your control. However, there are things that you can control, and focusing on these things can provide you with some comfort. Some of the things you can control include:

#### YOUR MIND AND BODY

- Keep a healthy diet
- Exercise at home
- Get enough sleep
- Do not smoke or drink alcohol excessively
- Take care of your mental health
- Maintain self-care and personal hygiene

#### YOUR IMMEDIATE ENVIRONMENT

- Your house, your bedroom, your closet, your kitchen - now is the time to clean and get organized
- Make responsible choices about when to leave the house and only go out if necessary
- Limit the number of people you come into contact with
- Work from home if you are able to

#### WHAT YOU CONSUME

- Don't overload your news and information intake
- Get your information from reliable sources like the CDC or WHO
- Watch TV, movies, and videos that make you feel good

#### HOW YOU PREPARE

- Keep 2-4 weeks of food on hand
- Avoid overstocking on supplies that are in high demand so other people can have enough of the essentials too
- If you take medication, get refills and keep a month's supply at home if possible

#### HOW YOU PROTECT YOURSELF

- Regularly wash your hands for 20 seconds with soap and water or use a hand sanitizer with at least 60% alcohol
- Avoid touching your eyes, nose and mouth
- Avoid greeting people by shaking hands, kissing or hugging
- Keep 6 feet of distance between you and anyone who is coughing or sneezing

#### HOW YOU PROTECT OTHERS

- Stay home if you are sick aside from getting medical care
- Clean and disinfect frequently touched surfaces

### SIGNS OF ANXIETY

It is normal to be worried and stressed during times of crisis. While worry is a part of anxiety, people with anxiety tend to experience more exaggerated feelings of worry and tension. Some common symptoms include:

- Uncontrollable worry or dread
- Stomach and digestion problems
- Trouble with concentration, memory, or thinking clearly
- Increased heart rate
- Changes in energy and difficulty sleeping
- Irritability and/or restlessness

In extreme cases of anxiety, people may experience a panic attack. Panic attacks are often mistaken for heart attacks at first, but usually go away when people are able to talk to someone who can calm their fears and practice deep breathing.

### MANAGING ANXIETY

There are small things that everyone can do while practicing social distancing or self-quarantine to help reduce the amount of anxiety they are experiencing.

- Ask someone to be your support buddy. Call, text, or video chat as needed.
- Exercise at home
- Use resources like online support groups or the Crisis Text Line (Text NHA to 741741)
- Set boundaries with your phone
- Use a mindfulness or meditation app
- Set a timer for every hour to get up and stretch or take a walk
- Create a new routine
- Take 10 deep breaths whenever you feel stressed

### WHEN ANXIETY WON'T LET UP

If you're taking steps to manage worry and anxiety during the COVID-19 crisis but they don't seem to be helping, there are additional resources you can take advantage of.

#### Mental Health Screening

If you feel like you are struggling with your mental health, visit [mhascreening.org](https://www.mhascreening.org) to check your symptoms.

#### Crisis Hotlines and Textlines

If you're experiencing emotional distress related to COVID-19, crisis counselors are available 24/7, 365 days a year.

Call 1-800-985-5990 or text "TalkNHA" to 741741.

Call 1-800-273-8255 (TALK) or text "NHA" to 741741.

It's free, private, and anonymous. Once you have your results, NHA will give you information and resources to help you start to feel better.

If you are in crisis or thinking about suicide, get connected to a local crisis center and get in touch with someone immediately.

Find more information and resources about COVID-19 and mental health at [mhanational.org/covid19](https://www.mhanational.org/covid19).

**MHA**  
Mental Health America  
**B4Stage4**

#mhascreening  
#mhasupport  
#mha4stage4  
#mha4covid19  
#mha4help  
#mha4hope  
#mha4love  
#mha4life  
#mha4peace  
#mha4joy  
#mha4kindness  
#mha4compassion  
#mha4gratitude  
#mha4forgiveness  
#mha4mercy  
#mha4hope  
#mha4faith  
#mha4love  
#mha4life  
#mha4peace  
#mha4joy  
#mha4kindness  
#mha4compassion  
#mha4gratitude  
#mha4forgiveness  
#mha4mercy

<https://www.mhanational.org/mental-health-month-2020-toolkit-download>



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