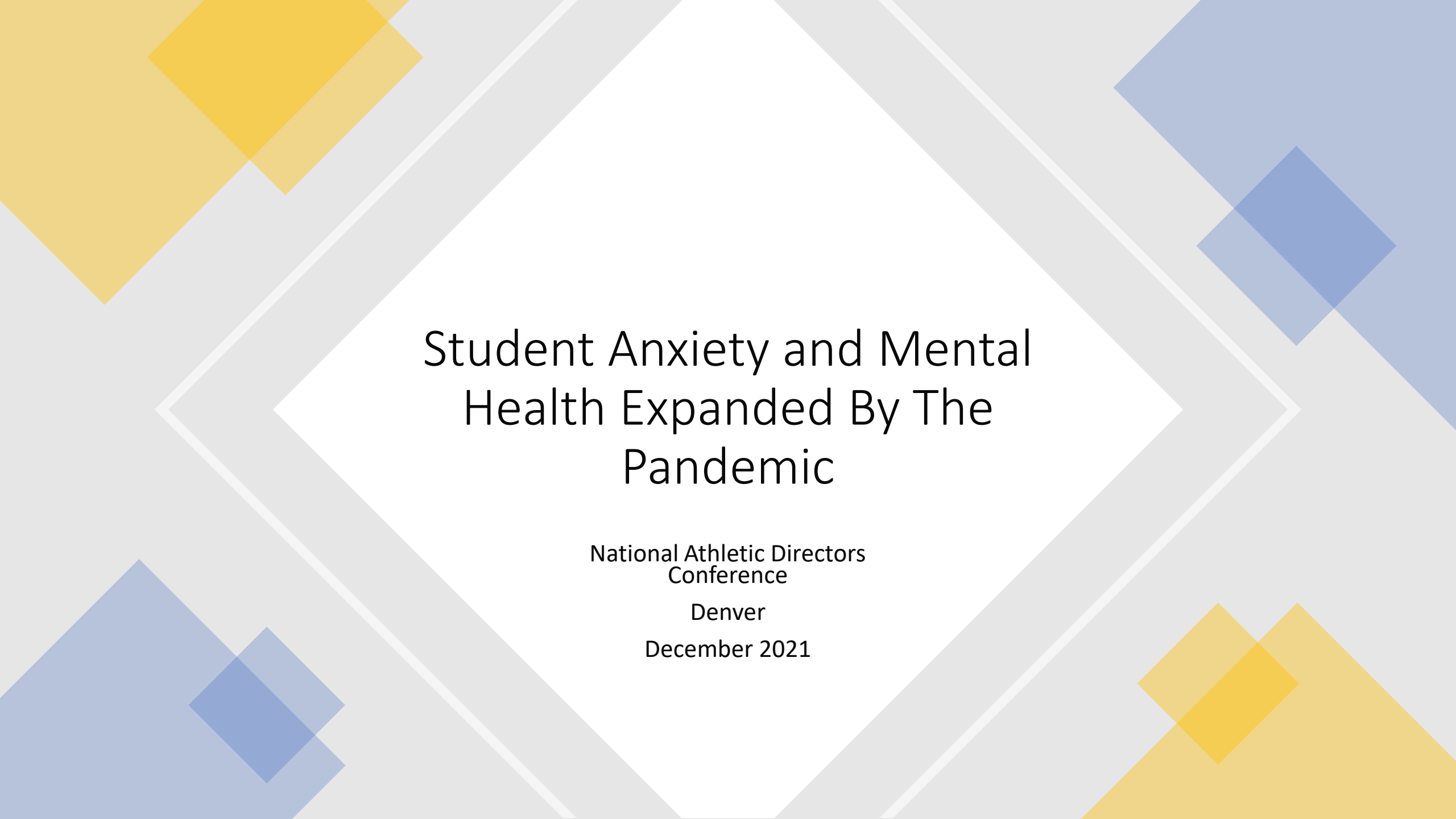




Student Anxiety and Mental Health Expanded By The Pandemic

National Athletic Directors
Conference

Denver

December 2021



Overview

- Impact of the Pandemic on the Adolescent Population
- Comprehensive, Coordinated Mental Health Promotion Program
- Action Steps for Athletic Administrators
- Examples of Best Practice in Athletics Mental Health Promotion



iGeneration

- **Born 1995 or Later**
- **2008 Great Recession**
- **Grew Up In An Electronic World**
- **Polarizing Elections**
- **Equality & Rejection of Traditional Rules**
- **Obsessed With Safety**
- **Fearful of Economic Future**
- **School Shootings**
- **Pandemic**
- **Racial and Social Injustice**
- **Worst Mental Health Crisis in Decades**



Snapshot of Mental Health Challenges

- ✓ Suicide 2nd Leading Cause of Death in Age Group
- ✓ 50% Of All Mental Health Disorders Start Age 14-24
- ✓ 22% of Youth 13-18 Have a Mental Health Disorder With Severe Impact
- ✓ 14% High School Students Have Seriously Considered Suicide
- ✓ 70% Have Co-occurring Disorder
- ✓ 30% Meet Criteria For An Anxiety Disorder
- ✓ 20% Have Behavior Disorder (ADHD, Oppositional Defiance Disorder)
- ✓ 15% Experience Mood Disorders (Depression)

Challenges Facing Athletes

- Academic
- Time Management
- Public Figure
- Parent/Guardian Pressure
- Community Pressure
- Social Media
- Performance Anxiety
- Self Doubt
- Injury
- Gambling
- Identity
- Coach/Athlete Conflict



Trauma

- Adverse Childhood Experiences (ACES)
- Kaiser-Permanente Study
- 66% Experience At Least One Traumatic Event By Age 16
- Trauma Informed Support
- What Activates Their Alarm System
- When To Help



What Trauma Have Student-Athletes Experienced?

- National Disasters
- Becoming An Orphan
- Death and Disability
- Community and School Violence
- Witnessing or Experiencing Domestic Violence
- Terrorism
- Psychological, Physical, Sexual Abuse
- Military Family
- Food Insecurity
- Loss of Family Income



Mental Health Disorders

- Mood Disorders (Depression)
- Anxiety Disorders
- Eating Disorders
- Trauma-Related Disorders (PTSD)
- Substance Abuse Disorders
- Personality Disorders
- Attention-Deficit Hyperactivity Disorder (ADHD)



Signs of Mental Health Challenge

- Short Temper
- Flouting Rules
- Isolating or Avoiding
- Self Sabotage
- Fouls and Fights
- Impulsive
- Extreme Highs and Lows
- Frustrated Easily
- Trouble Staying On Task



Triggering Events

- Family or Relationship Issues
- Lack of Playing Time
- Burnout
- Substance Abuse
- Lack of Sleep
- Death of Friend or Family
- School Issues



“Get Tough”

- Build Resiliency
- What Is Typical vs. What Is a Problem
- Be That Adult
- Transformational Coaching
- Applied Social-Emotional Skills



Trusted Adult

- Students Don't Want Their Coach To Become Their Counselor
- They Want To Be Seen
- Do Not Want To Be Shamed or Silenced
- Want To Know If They Don't Meet Expectations, They Can Tell Their Story
- Let Them Know You Empathize
- Make Individual Adjustments
- Follow-up And Connect Them To The Supports They Need.



Psychological First Aid

- Listen
- Protect
- Connect
- Model
- Teach



Best Practice

- Staff Training
- Return to Play/Learn
 - Individual Health Plan
- Department and School Policy
- Mental Health Emergency Action Plan
- Tracking and Monitoring Systems



Align With School Program

- 9th Period
 - Support
 - Align
 - Coordinate



Suggested Staff Training

- Signs and Symptoms of Mental Health Challenges
 - Predisposing Factors
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Communication
 - Difficult Conversations
 - De-escalation Techniques
- Role Within The Mental Health Emergency Action Plan



Policy and Procedure Review

- Athletic Code of Conduct
- Chemical Health Policy
- Academic Eligibility Policy
- Return to Play/Learn
- Injury/Concussion Tracking System
- Health Alert

Child Study Team

- Building Administrator
- Athletic Administrator
- Counselor
- Health Services
- Guidance Counselor
- Coach
- Athletic Trainer
- Teachers
- Special Education Teachers



Know Your Limitations

- Observe
- Listen
- Report



Individual Health Plan

- Formal Agreement
- Multidisciplinary Team
- Identify Modifications
 - Therapeutic Drugs
 - De-escalation Method
 - Triggers
- Include Stakeholders



Mental Health Emergency Action Plan

- Respond With Empathy and Support
- Follow District Safety Protocols
- Activate School Crisis Response Plan
- Ensure Safety of Student in Crisis
- Redirect Other Student-Athletes
- De-escalation Strategy
- Collaborate With Health Care Team
- Follow-up With Referrals
- Complete Incident report



Next Steps

- Solidify School Communication Network
- Set-up Recommended Trainings
- Update Emergency Action Plan



Champions for Total Health



Important Statistics- Aspen Institute Study

89% of parents cite mental health as a top reason their children participate in youth sports. 95% cite fun as the most important outcome for their child in sports participation

52% of parents report that their child's mental health and physical fitness decreased during the pandemic

Significant impact on activities (69%), time spent in organized sport (60%), free play (68%) and time with friends (72%) while screen time increased dramatically

Community response were most favorable-74% were satisfied with their coach's response to the pandemic vs. 40% with the state and 33% with the national response



How CTH Got Started

- The impact of mental health on high school-aged students (1/5 has a diagnoseable mental health condition)
- Pilot program combining schools, mental health professionals, and clinicians
- Seeks to combine resources to break down the stigma of mental health in student-athletes
- Create awareness and connection to resources for those that may not have access

Creating A Sustainable Process

- All students and parents sign off on participation during the clearance process
- Schedule days for teams around games
- Coaches talk about the screening in a positive manner
- This process repeatable and done each season

The background of the image is a close-up, slightly blurred photograph of a child's growth chart. The chart features a grid with horizontal lines and numerical markings (10, 17, 18, 30, 14, 30, 20) along the vertical axis. A black stethoscope is draped across the left side of the chart, and a yellow pencil is visible in the bottom left corner. A semi-transparent horizontal band is overlaid across the middle of the image, containing the title text.

Initial Screening Form



CHAMPIONS FOR TOTAL HEALTH

Student ID#: _____ **Sport:** _____ **Grade:** _____

Age: _____ How many sports teams do you play on? _____ school _____ club

Did you participate in school sports during the past year? ☐ No ☐ Yes-shortened season ☐ Yes-full season

Did you participate in club sports during the past year? ☐ No ☐ Yes-shortened season ☐ Yes-full season

On a scale of 0 (not at all) to 10 (totally, over the top) please circle your response.

How involved are your parents/caregivers in your sports?

0 1 2 3 4 5 6 7 8 9 10
Not at all Totally, over the top

How important is being on a sports team to you?

0 1 2 3 4 5 6 7 8 9 10
Not at all Totally, over the top

Do sports contribute to the stress in your life?

0 1 2 3 4 5 6 7 8 9 10
Not at all Totally, over the top

Sex Assigned at Birth: ☐ Male ☐ Female ☐ Intersex ☐ Prefer not to reply

How do you identify your gender? ☐ Male ☐ Female ☐ Non-binary/gender fluid ☐ Prefer not to reply

Do you identify as transgender? ☐ Yes, transgender - male to female ☐ Yes, transgender - female to male
☐ Yes, transgender - gender non-conforming ☐ No ☐ Prefer not to reply

For the question below, please check all that apply. You may pick more than one answer.

Race:

- | | |
|---|---|
| ☐ American Indian or Alaska Native | ☐ Middle Eastern |
| ☐ Asian Indian | ☐ Native Hawaiian |
| ☐ Black or African American | ☐ North African |
| ☐ Chamorro | ☐ Other Asian |
| ☐ Chinese | ☐ Other Pacific Islander |
| ☐ Cuban | ☐ Puerto Rican |
| ☐ Filipino | ☐ Samoan |
| ☐ Japanese | ☐ Vietnamese |
| ☐ Korean | ☐ White |
| ☐ Other, please specify: _____ | |

Ethnicity (Please check one answer): ☐ Hispanic or Latino ☐ Not Hispanic or Latino ☐ Prefer not to reply

Did you participate in mental health screenings during Spring 2020? (Check yes or no): ☐ Yes ☐ No

For the questions below, please check all that apply. You may pick more than one answer.

How has life changed since COVID 19?

- | | |
|--|--|
| ☐ More time at home | ☐ Less time on phone/computer/watching TV |
| ☐ More time on phone/computer/watching TV | ☐ Less time at home |
| ☐ More time outside | ☐ Eating more healthy food |
| ☐ More physical exercise | ☐ Less time outside |
| ☐ Eating more junk food | ☐ Less physical exercise |
| ☐ More time alone | ☐ Less time alone |
| ☐ More time with friends | ☐ More physical exercise |
| ☐ Harder to keep up with school work | ☐ Sleeping better |
| ☐ Easier to keep up with school work | ☐ Sleeping worse |
| ☐ Less time with friends | |
| ☐ Other, please specify: _____ | |

How are you coping with these changes? Feel free to list things that have and haven't worked.

- | | |
|---|---|
| ☐ Hanging out with friends in person | ☐ Finding new hobbies |
| ☐ Hanging out with friends virtually | ☐ Existing hobbies |
| ☐ Spending more time with family | ☐ Support from school |
| ☐ Physical activity | ☐ Support from community |
| ☐ Consistent sleep routine | |
| Other, please specify: _____ | |

How are you staying engaged in school?

- | | |
|---|---|
| ☐ Practicing good study habits | ☐ Support from friends/family/teachers |
| ☐ Time Management | ☐ New study strategies |
| ☐ Other, please specify: _____ | |

What support do you need to increase your engagement?

- | | |
|---|--|
| ☐ More options for tutoring | ☐ More support from friends/family/teachers |
| ☐ More organized social events | ☐ None, return to in-person enough |
| ☐ Other, please specify: _____ | |

Please check any of the following activities you would be interested in:

- | |
|--|
| ☐ Mental Health and Self-Care Presentations – this includes sharing lived experiences, guest speakers & more! |
| ☐ Social/Game Night – meet up for interactive activities and games via Zoom! |
| ☐ Other, please specify: _____ |

Please complete both sides – THANK YOU!

PHQ-2

ID #:

Sport:

PATIENT HEALTH QUESTIONNAIRE-2 (PHQ-2)

Over the last 2 weeks, how often have you been bothered
by any of the following problems?
(Use "✓" to indicate your answer)

	Not at all	Several days	More than half the days	Nearly every day
1. Little interest or pleasure in doing things	0	1	2	3
2. Feeling down, depressed, or hopeless	0	1	2	3

FOR OFFICE CODING 0 + + +
=Total Score:

PHQ-9

PATIENT HEALTH QUESTIONNAIRE-9 (PHQ-9)

Over the last 2 weeks, how often have you been bothered
by any of the following problems?
(Use "✓" to indicate your answer)

	Not at all	Several days	More than half the days	Nearly every day
1. Little interest or pleasure in doing things	0	1	2	3
2. Feeling down, depressed, or hopeless	0	1	2	3
3. Trouble falling or staying asleep, or sleeping too much	0	1	2	3
4. Feeling tired or having little energy	0	1	2	3
5. Poor appetite or overeating	0	1	2	3
6. Feeling bad about yourself — or that you are a failure or have let yourself or your family down	0	1	2	3
7. Trouble concentrating on things, such as reading the newspaper or watching television	0	1	2	3
8. Moving or speaking so slowly that other people could have noticed? Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual	0	1	2	3
9. Thoughts that you would be better off dead or of hurting yourself in some way	0	1	2	3

FOR OFFICE CODING 0 + _____ + _____ + _____
=Total Score: _____

If you checked off any problems, how difficult have these problems made it for you to do your
work, take care of things at home, or get along with other people?

Not difficult at all ☐	Somewhat difficult ☐	Very difficult ☐	Extremely difficult ☐
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A white computer keyboard is partially visible in the top left corner. A black stethoscope with silver-colored tubing is positioned diagonally across the white surface, with its chest piece resting near the keyboard and its earpieces extending towards the bottom right.

Referral to Social Worker (LCSW)

- Students identified as at risk from their PHQ-9 results are taken to a private space where they meet with a SW
- Students are assessed, parents are contacted, and the social worker connects them to resources and starts a follow up plan
- Students contacted by SW during school for follow-up as needed

Impact on Campus

- Students and coaches talk about mental health
- Students and coaches refer those that are struggling
- Resources and materials are being used (t-shirts and pamphlets)
- Parents, students and coaches appreciate the efforts being made
- Contributes to a positive culture on campus as student-athletes lead the charge



Thank
You



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