

**DISTRICT
204**

MENTAL HEALTH
SYMPOSIUM



SATURDAY, MARCH 4

PRESENTED BY:



**Stressed Brains Can't Learn: How
Stress Impacts Behavior in School &
at Home & What We Can Do About It**

presented by

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How Stress Impacts Behavior in School and at Home & What We Can Do About It

By Marloes Verhoeven, Psy.D.



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What You Will Learn Today

- * What stress is.
- * What the effects of stress are on our body and mind.
- * What fear and stress responses are and how they affect you and your student – and their performance in school.
- * The difference between a learning brain and a survival (stressed) brain.
- * Goals and strategies for stress management, stress health, and self care.

Mindful Moment

How am I doing right now in this very moment?

Just notice your inner experience, without judgment.

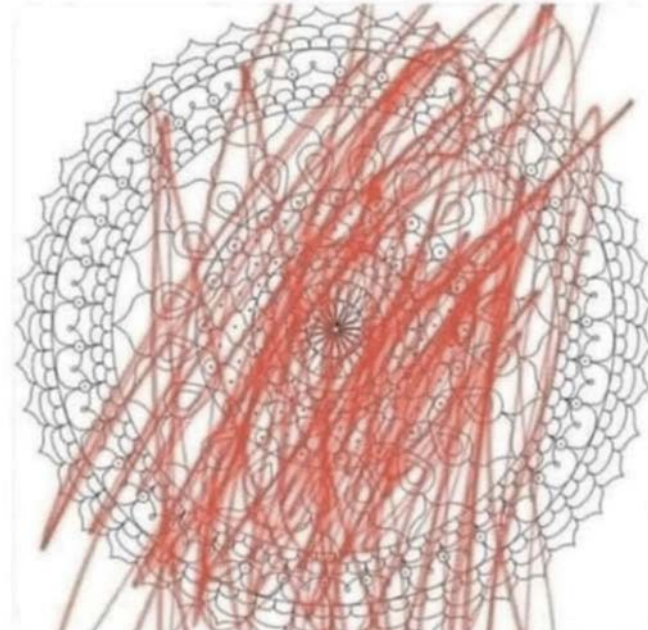
Now take a nice, deep breath. Put your feet flat on the floor and notice a feeling of being rooted to the ground. Take another slow, deep breath.



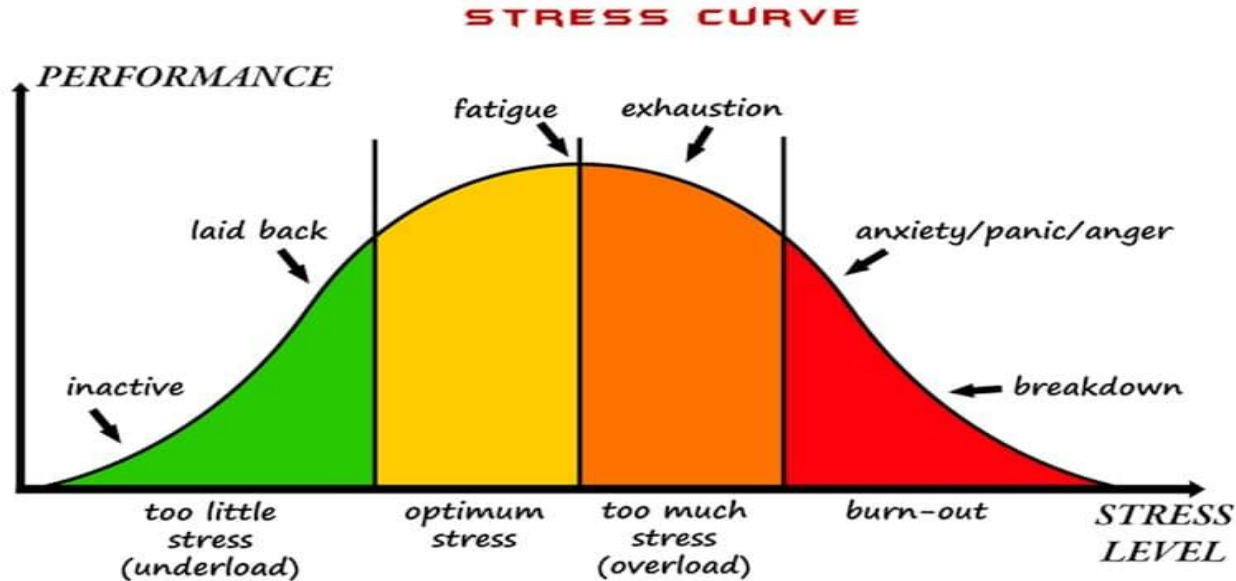
We're Here to Talk about Stress

I have started coloring to manage my stress and anxiety.

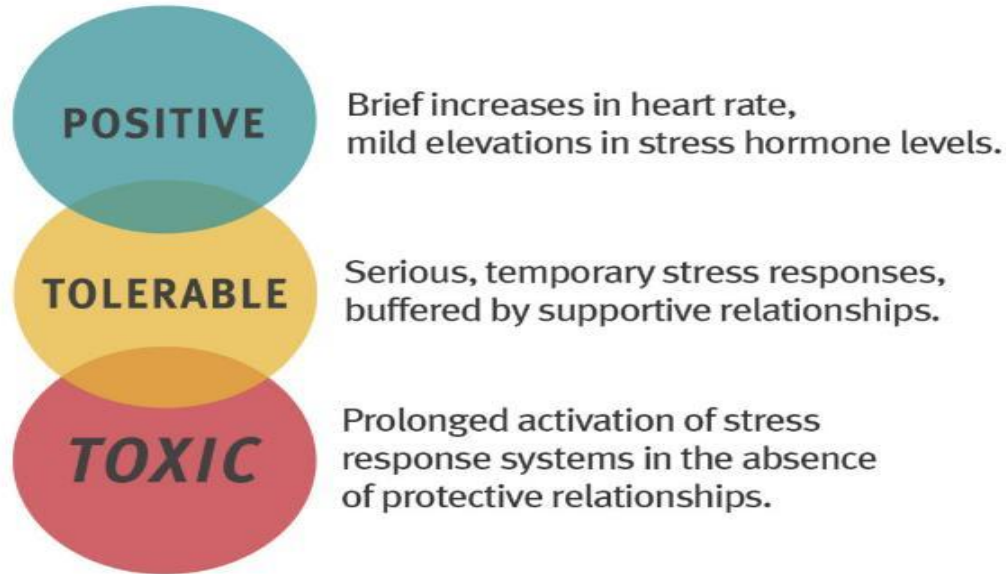
* But ... what is stress???



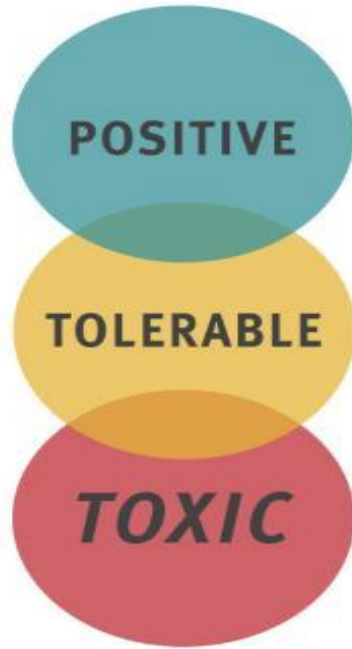
Is All Stress Bad For You?



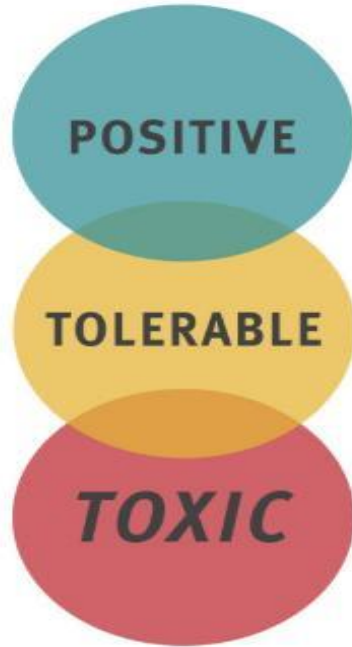
Types of Stress



Can You Think of Examples?



Can You Think of Examples?



- * Taking a test
- * Giving a presentation
- * Athletic accomplishments/games
- * Losing a friend
- * Moving
- * Rejection, Ridicule, Humiliation
- * Not being soothed when needed - or having to cope with (intense) emotions alone
- * Witnessing peers' disruptive or scary behaviors in school
- * Being bullied
- * Divorce or Separation
- * Accidents, Injuries, Illnesses, or Death
- * Mental Health problems
- * Family member (or peers) with substance abuse
- * Domestic violence, Abuse, Neglect
- * Incarceration
- * Systemic racism
- * Poverty
- * Pandemic

A Pandemic of Grief and Loss

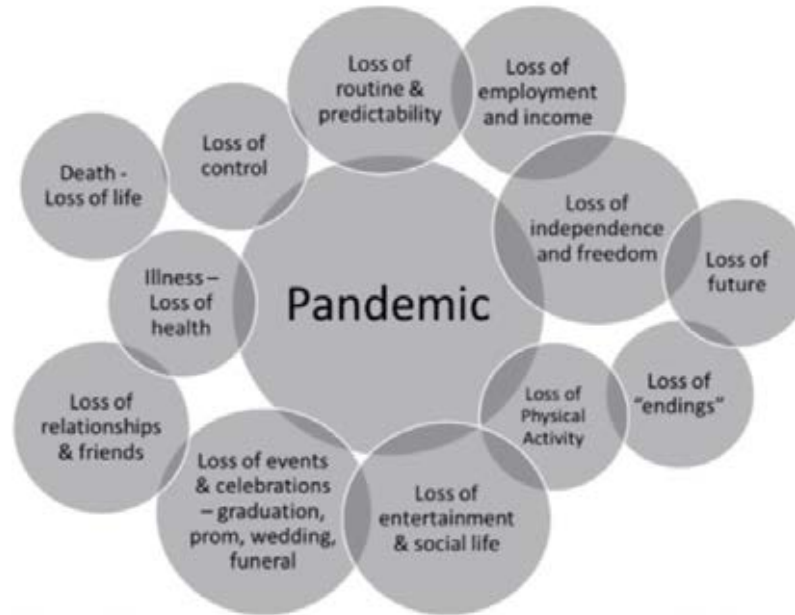


Figure 1: Primary, Secondary, and Symbolic Losses Associated With the COVID-19 Pandemic

The Collective Trauma of the Past Couple of Years

- * Collective trauma (stress) as a result of the COVID-19 pandemic:
 - * Decreased sense of safety, power, and control in the world.
 - * Grief is pervasive (loss of life as well as loss of life as we knew it).
 - * Heightened for marginalized populations (significant disparities in access to/quality of COVID-19 related care and infection/death rates).
 - * Ongoing uncertainty and fatigue.

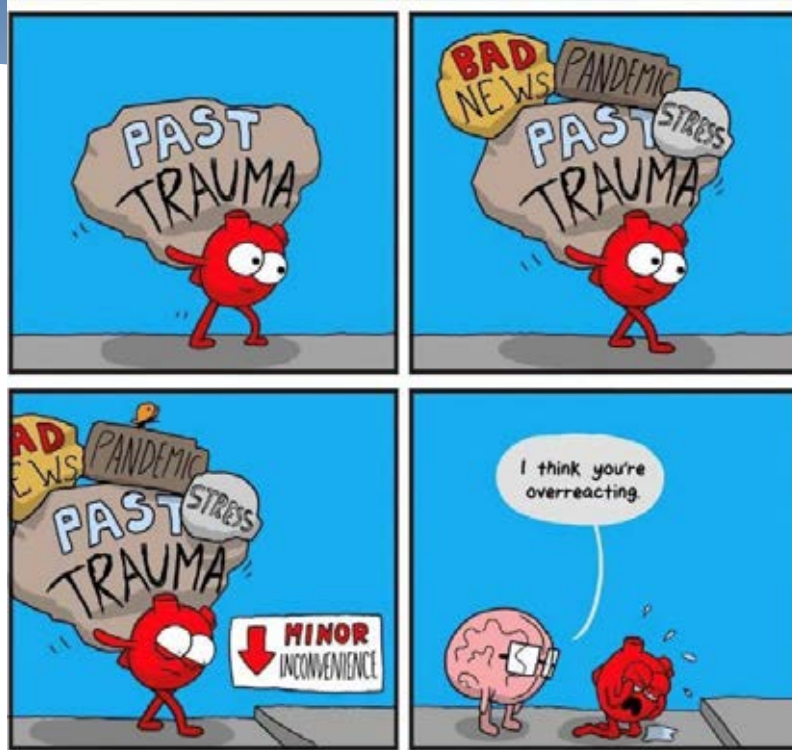


The Collective Trauma of the Past Two Years

- * Additional events that may lead to an even greater stress (due to perceived lack of safety, power, and control):
 - * High-profile instances of police violence towards people of color, highlighting racial injustice in policing and the criminal justice system.
 - * Nationwide protests in response, some leading to violence/destruction.
 - * Contentious 2020 Presidential election.
 - * Ongoing political and social unrest with significant media coverage.
 - * Insurrection at the U.S. Capitol.
 - * Continued divisiveness in national and local politics, including over pandemic precautionary measures.
 - * High-profile conflicts over what can be taught or expressed (such as politics, race, history, gender identity and sexuality).
 - * More frequent and deadly mass shootings, including school shootings.

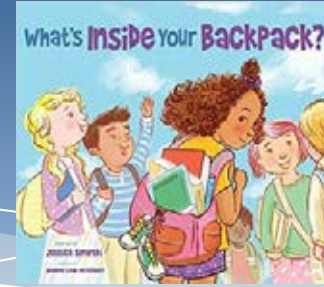
Stressed Parents/Caregivers

- * The COVID-19 pandemic has added significant stress to parents/caregivers.
 - * Anxiety/fear regarding the virus itself, vaccinations, school, etc..
 - * Financial constraints, job loss/unemployment.
 - * Social isolation.
 - * Having to play multiple roles (parent, teacher, doctor/nurse).
 - * Working from home.
 - * Being pushed outside intimacy threshold.
 - * Childcare issues.
 - * Separation from and/or death of ill family members/friends.
- * Add to this the stress, anxiety, fear, anger, sadness regarding the racial/social injustice and social unrest.



theAwkwardYeti.com

Carry Over Into the Classroom



- * Every student carries an “emotional backpack” to school, the contents and weight of which impact how they think, feel, and behave at school.
 - * Past and present/ongoing difficulties, stressors, and traumatic experiences – related to home, school, community, society – take up space and add weight.
 - * Positive internal and external resources and supports clear space and lighten the load.
- * Right now, students’ “emotional backpacks” are heavier than ever, as evidenced through their words and behaviors.

What's Inside Our Backpacks?

- * Take a moment to think about what you (and your student) may carry on a day-to-day basis.
- * What past and present experiences, thoughts, feelings, beliefs may increase the burden?
- * How have experiences during the pandemic impacted the weight of our “backpacks?”
- * What **positive** resources/supports help lighten the load at present?



What Makes the Difference?

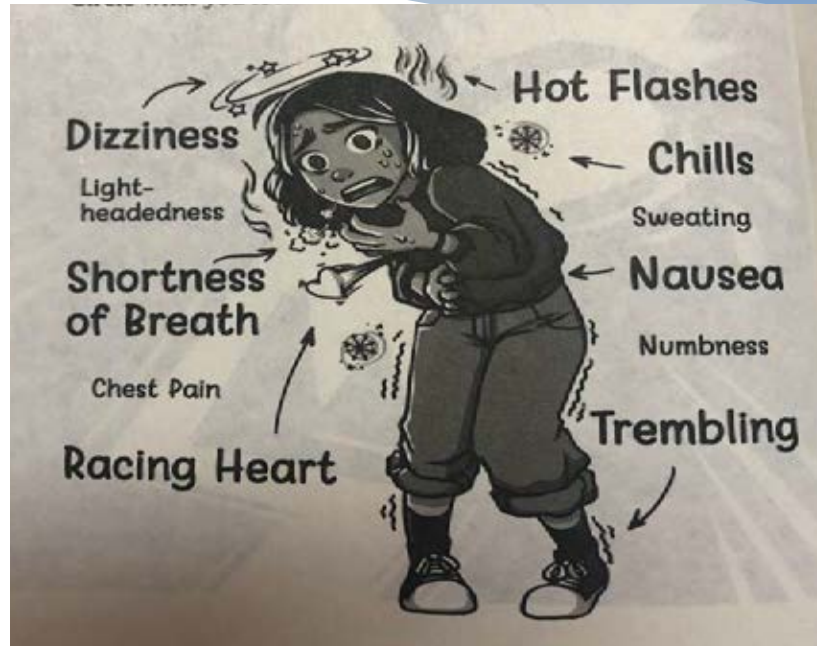
- * What kind of supportive buffers can you put in place that can **stop** stress from going from tolerable to toxic – or **reverse** its course?
- * *Psst: for children, having at least one caring adult who is attuned to their needs has proven to be the most effective buffer!*
- * We are going to talk about these buffers and overall wellness today.
- * But first, we have to understand how stress affects our body and our mind (so that we can also understand what works, and why).

Psst...

What Happens When Stress Levels Are Too High?

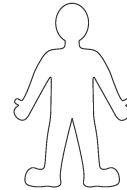
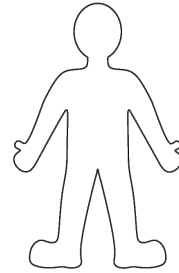
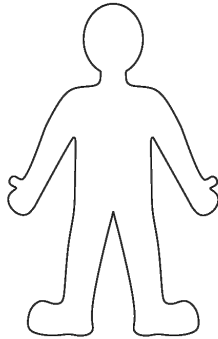
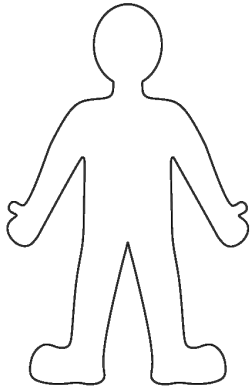


Stress Lives In The Body, or: The Issue Is In The Tissue



Picture from “Superpowered: Transform Anxiety into Courage, Confidence, and Resilience” by Renee Jain & Shefali Tsabary

Where Do You Feel Your Stress?



Stress Also Affects the Mind

- * If you have ever felt stressed, overwhelmed, panicked, or pressured, you probably noticed that:
 - * It was hard to think straight.
 - * You could not remember things that you can usually remember.
 - * You felt irritable and were snapping at people.
 - * You may have felt anxious or depressed.
 - * It was difficult to problem-solve.
 - * Your mind was going 60 miles an hour - and
 - * It was hard to focus.



Stress and the Brain

- * That's because stress also affects our brains.
- * We have been stewing in stress soup for the last couple of years (or even longer).
- * Fortunately, there are things we can do.
 - * First, let's learn about the brain some more
 - * Once we understand why stressed brains can't learn, we can figure out some ways to make the brain less stressed.



Fight or Flight

**Only 3 kinds of
snakes scare me:**

- 1. Big snakes**
- 2. Little snakes**
- 3. Sticks that look like snakes**

Fear and Stress Responses



- * More than fight or flight:
 - * Freeze
 - * Fawn/Submit
- * Stress Hormones: Adrenaline, Cortisol
 - * Adaptive and life saving vs. maladaptive and health damaging.
- * Children are especially sensitive to this repeated stress activation (**toxic** stress).

Fear and Stress Responses

Fight - Flight

Sympathetic
Nervous System

Amygdala fires, causes adrenaline rush, which increases heart rate and respiration. This tenses the muscles and prepares us for action. Frontal lobes shut down to increase response time.

Freeze – Submit

Parasympathetic
Nervous System

Turns on when it's not safe to fight or flee, or the danger is over. Slows heart rate and respiration, resulting in physical exhaustion/collapse, weakness, shaking, and stimulates digestion.

Neurochemical
release

Fear and Stress Responses

Fight - Flight

Seeking Safety via
ACTION

which increases heart rate and respiration. This tenses the muscles and prepares us for action. Frontal lobes shut down to increase response time.

Neurochemical
release

Freeze – Submit

Seeking Safety via
DISCONNECTION

the danger is over. slows heart rate and respiration, resulting in physical exhaustion/collapse, weakness, shaking, and stimulates digestion.

Fear and Stress Responses

ACTION

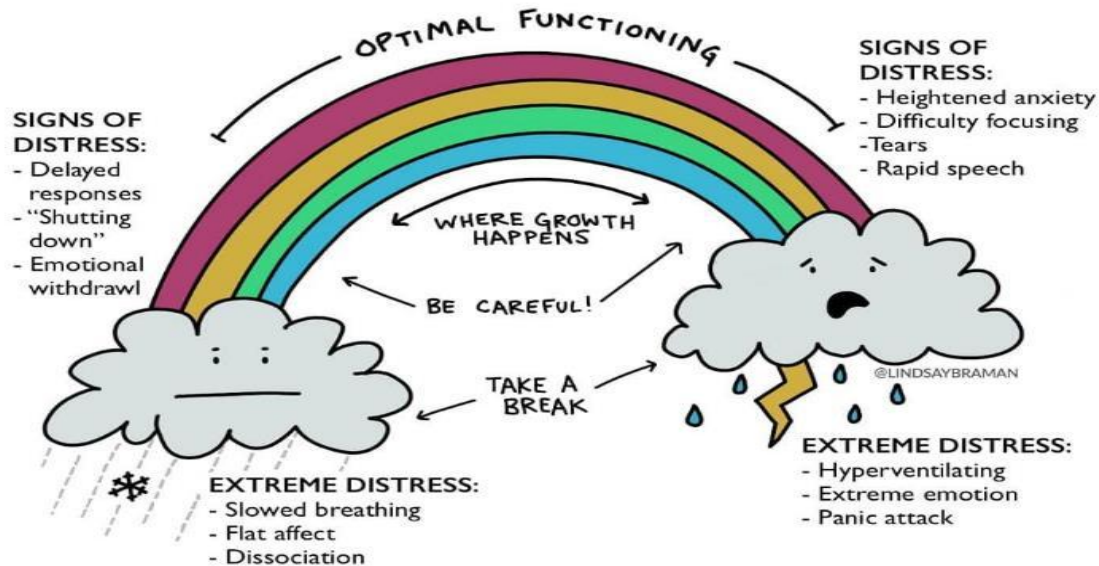
- * Can look like:
Anxiety, panic, extreme emotional reactions, anger and lashing out, hostility/aggression, overeating, difficulty focusing, tearfulness/crying, rapid breathing or talking.

DISCONNECTION

- * Can look like:
Sullen mood, depression, feeling hopeless or even suicidal, staying in room, withdrawing from others, loss of interest, loss of appetite, flat affect, spacing out, always being tired, slowed breathing/talking

WINDOW OF TOLERANCE

(IN RAINBOW FORM!)

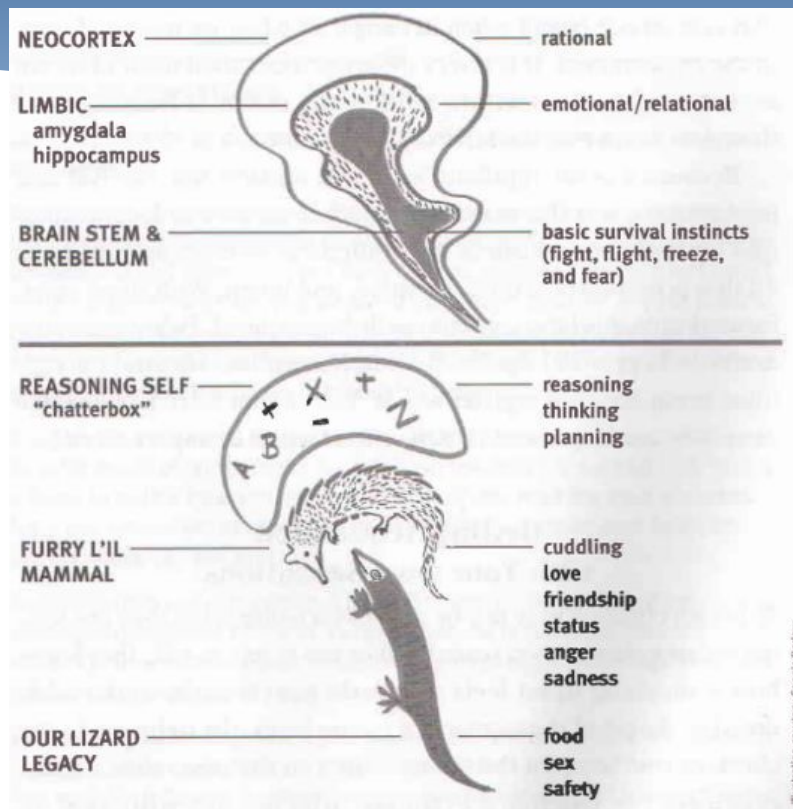


IT'S NORMAL TO HAVE A SMALLER
WINDOW OF TOLERANCE
DURING STRESSFUL TIMES

@LINDSAYBRAMAN

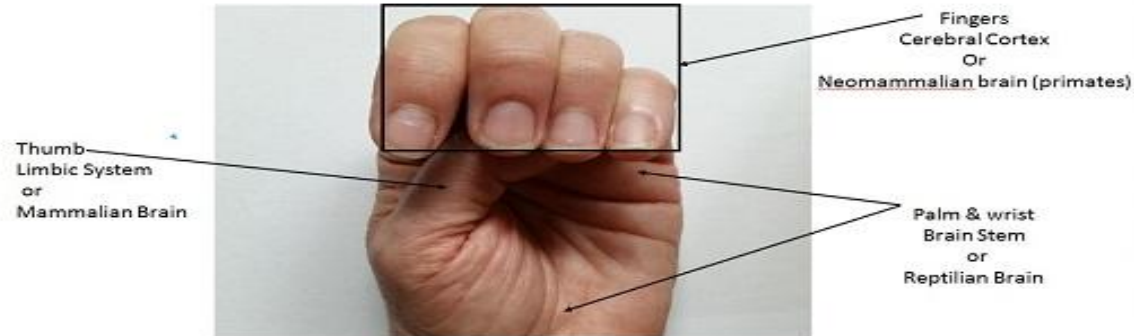


The Triune Brain



Hand Model Of The Brain

The hand model of the triune brain



“Flipping Your Lid”

“Flipping One’s Lid”



→ Prefrontal cortex
P.F.C.
“THE WISE LEADER”



← “Flipped Your Lid”

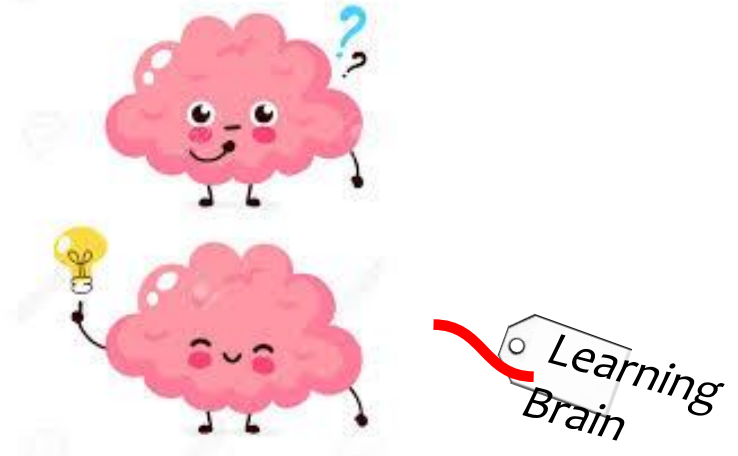
← The big emotions, anger, fear,
anxiety etc...
The AMYGDALA - The alarm center
Acts on instinct
fight, flight or freeze

What Happens In Our Brains

When I'm outside my window of tolerance or
when I have flipped my lid:



When I am within my window of tolerance
and can stay calm (without flipping my lid):



Learning Brain Vs. Survival Brain

- * When our brain is in Survival Mode, we cannot:
 - * Pay attention,
 - * Stay focused,
 - * Think before we act/speak,
 - * Problem-solve,
 - * Be patient and kind,
 - * Remember things,
 - * Process language (talking things through, asking for help, understanding what others are saying),
 - * LEARN!
- * **So it is important that we move from survival brain to learning brain.**

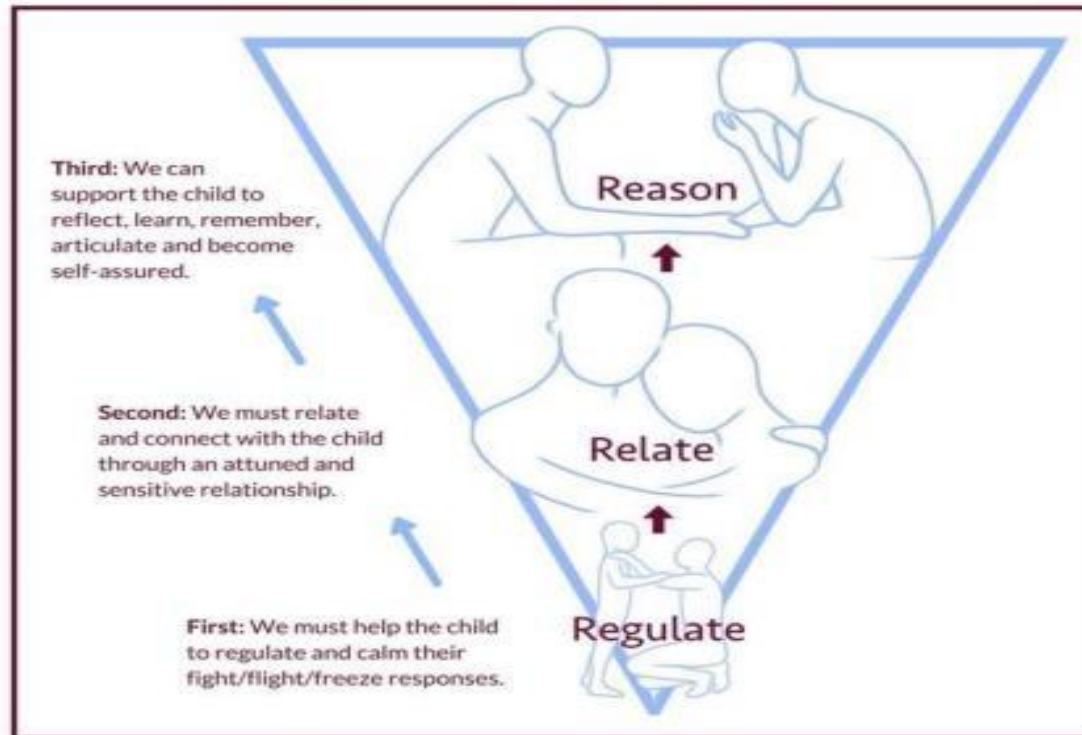


How do we do that?

- * By calming our brains and regulating ourselves, and by improving our Stress Health.
- * In other words, when we self or co-regulate (instead of “fight or flight” or “freeze/submit”) we find safety via **CONNECTION** with self or others.
- * Here are some ways how we can do that – and/or help our students do that.




Regulate, Relate, then Reason



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

Co-regulation

A photograph of a man with a beard and a young boy looking at each other. The man is on the left, leaning forward, and the boy is on the right, looking up at him. They are both smiling and appear to be in a close, affectionate relationship. The background is a soft, out-of-focus landscape.

**A dysregulated
adult will never
regulate a
dysregulated
child.**



keep calm to help calm

Relate = Validate Feelings

Unhelpful/Helpful things to Say When Children are Afraid

Unhelpful

- "Don't worry everything is fine"
- "You have nothing to be afraid of"
- "This will be over very soon"
- "I promise we won't get ill"

Helpful

- "This is hard. I understand"
- "It's normal to feel scared"
- "This may take a while. What can we do to make today a good day?"
- "Taking good care of ourselves can help us stay healthy"



8 Things Your Child Needs to Hear from You

@mamapsychologists



It's ok to be
different
from others



It's ok to feel
mad. You are
allowed to feel
all your feelings



You are a
caring
brother/
sister



I love being your
mom/dad



There is no one
else in the world
like you!



You are an
important
part of this
family



Your voice
matters



I am proud of
you!



Alexander James
@DrunkScribe

Some years back my wife and I got into the habit of asking each other 'do you want comfort or solutions' when the other was having a bad time. That one sentence can save us from an argument 9/10 times.

9:22 AM · 1/23/21 · Twitter for iPhone

15.5K Retweets 1,443 Quote Tweets 48K Likes



A.J. Hensley @TheAJHensley · 3d
Replying to @DrunkScribe

This is key. My family says, "are we listening or problem solving?"

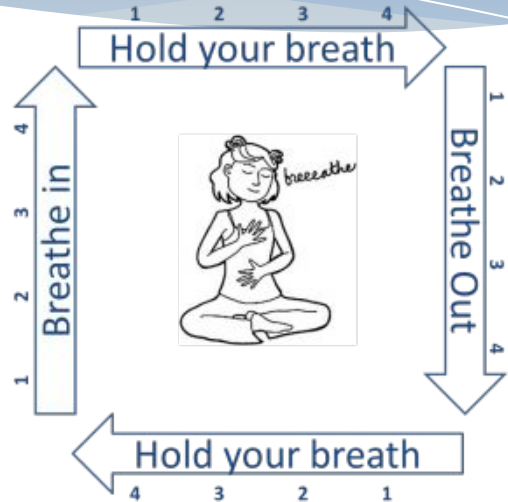


Strategies That Help With Stress (When We Flip Our Lids)



Breathing Exercises

- * Belly/diaphragmatic breathing
- * 4 Square or 4x4 breathing
- * 4-7-8 breathing (in for 4, hold for 7, out for 8)
- * Lengthening the exhale after each inhale (inhale through the nose, exhale through the mouth)
- * ABCs of mindful breathing (Alphabreaths)



Mindfulness

- * Mindfulness is paying attention to what is happening in the present moment, both internally and externally, without judgment.
- * Mindfulness exercises can be used **proactively** to help you or your student be more aware of feelings/sensations, as well as **reactively** to help calm.



Mindfulness



- * Mindful check-in
 - * Notice your surroundings, describing to yourself or out loud what you notice with your five senses.
 - * Then notice how you are feeling, both emotionally and physically.
- * Mindful breathing
 - * Focus your attention on your breathing, whether deep or natural breathing.
 - * Each time a thought comes to mind or your attention shifts, just notice that it happened without judgment and redirect your focus back to the breath.
 - * Continue to refocus your attention back to the breath as needed.
- * Body scan
 - * Starting at the top of your head, scan your awareness through your body, down to your feet.
 - * Notice how each part of your body feels, without judgment.

Mindfulness of Emotions

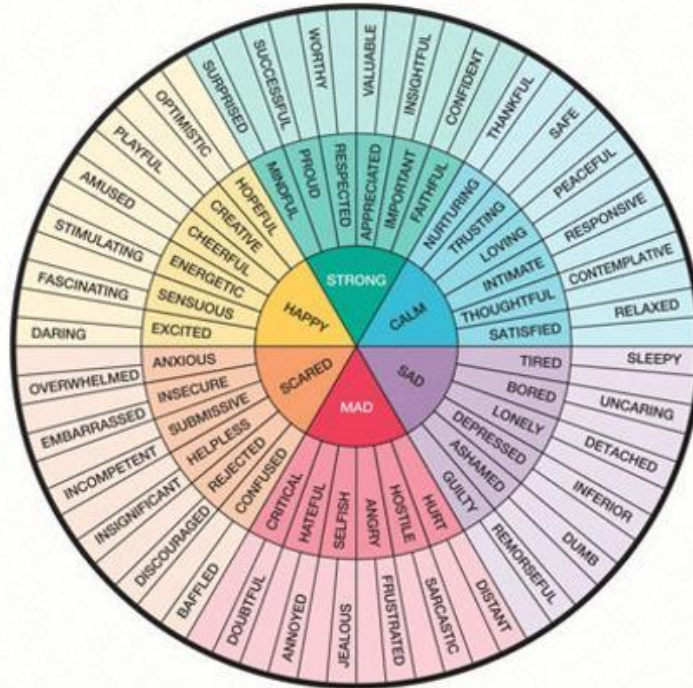
Riding the wave of emotion.

- * “The feeling you’re having is okay” (all your feelings are normal).
- * “The emotion is rough now but it won’t last forever.”
- * **“Feelings come and feelings go.”**
- * All feelings are **temporary**. Emotions typically peak and subside in **90 seconds** if we don’t feed into them (Bolte Taylor, 2008).
- * Feelings wash up like big waves but remember: feelings don’t stay. **You can have your feelings and still be okay**



"You can't stop the waves, but you can learn to surf."
(Kabat-Zinn, 2004)

“Name It To Tame It”



FEELINGS

"Your feelings are valid.

You have a right to feel them.

Let them come as they are,
as they will soon pass."

Mindfulness: Grounding

These mindfulness strategies help you and/or your student ground and reorient to the present while regulating the downstairs/lizard brain.



- * Feel your feet on the floor, press your toes into the floor, rooting yourself in the present moment. Feel the chair underneath you. Squeeze the desk with your hands. Notice that you are here in this moment.
- * Imagine your feet are like the roots of a tree, rooting yourself in the ground, and your body is standing tall and strong like a tree.
- * “I Spy” (e.g., “Find five things in this room that are red,” or “Find all the square items in the room.”)
- * Pick one thing in this room and describe it to me in detail, as if I’ve never seen the thing before.
 - * Focus on the color, shape, texture, etc.
- * Describe this room to me as if I’ve never been in it before.
 - * Focus on sights, sounds, smells, and textures.

After each strategy, notice how you feel emotionally and physically (mindful check-in).

Grounding and Self-Soothing: Sensory Strategies

- * Engage the senses to bring the thinking brain back online.
 - * Create a self-soothe kit with items that engage each of the five senses.
 - * Examples: a fidget, lotion with a calming scent, hard candy, a photo of a helpful person/loved one, music.
 - * Create a calming corner in your house complete with self-soothe kit.
- * Use fidgets and other sensory strategies not as a method of distraction, but as a mindful activity.
 - * Tangles, putty, stress balls, etc.
 - * Drawing, zen-tangles, mandalas, scribbling
 - * Weighted blankets, sitting in comfortable spaces
 - * Glitter calming jars
 - * Old fashioned Slinky
 - * Crumpling/tearing paper



Mindfully Moving the Body

Rhythmic and repetitive activities to calm the lizard brain!

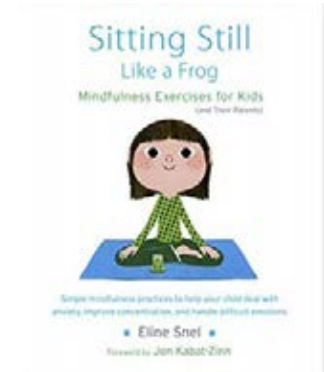
- * Drumming or dancing
- * Playing with a slinky
- * Playing catch
- * Progressive muscle relaxation exercises
- * Side-to-side standing crunches
- * Clench and release
- * Uncooked/cooked spaghetti (aka robot/ragdoll)
- * Tapping/rubbing own shoulders, arms, legs
- * Yoga (check out *Yoga Pretzels* cards or *ABC Yoga* by Christiane Engel, or *Yoga with Adriene* on YouTube: <https://www.youtube.com/user/yogawithadriene>)
- * Braiding, friendship bracelets



Check These Out!

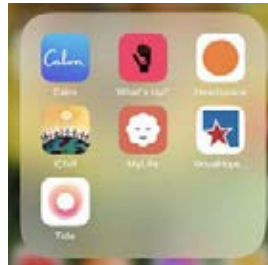
* Books:

- * *Alphabreaths: The ABC's of Mindful Breathing* by C. Willard and D. Rechtschaffen
- * *Sitting Still Like a Frog* and *Sitting Still Like a Frog: Activity Book* by Eline Snel
PS: you can listen to the guided meditations here:
<https://www.shambhala.com/sittingstilllikeafrog>
- * *Breathe Like a Bear* by Kira Willey
- * *My Magic Breath: Finding Calm Through Mindful Breathing* by Nick Ortner
- * *Listening to My Body and Listening to My Heart* by Gabi Garcia
- * *Breathe, Chill* by Lisa Roberts



* Helpful Apps:

- * Stop, Breathe, and Think
- * Calm
- * Headspace
- * What's Up?
- * Insight Meditation Timer
- * YouTube (search for mindfulness exercises or guided meditations for kids).



Healthy Distractions

- * Distractions may prevent the lid from flipping but may not always work when you have flipped your lid already.



Create an Imaginary Calm/Happy Place



- * Think of a place you have been or can imagine being where you feel completely calm and happy, where everything goes your way and nothing bad happens.
 - * If you can't think of a place, create one in your mind. What would that place look like?
 - * If you need to make it safe, feel free to add fences, guards, anything to keep you safe.
- * **Five senses:** What would you see around you in that place? What would you hear? What would you smell? What would you feel on your skin or with your hands (tactile)? What would you taste, if anything?
- * Really focus on how it makes you feel in the present, both emotionally and physically, when you think of that place.
- * Notice any shifts that occur in your emotions and your body when you think of being in that place.

Create an Imaginary Calm/Happy Place (part 2)



- * If this place had a name, or if there was a word/phrase that would make you immediately think of this place, what would it be?
- * Say the name/word/phrase and think about your place. Notice any shifts that occur in your emotions and your body when you think of being in that place.
- * Now test out how your calm/happy place works in helping you shift feeling states:
 - * Think about something that is mildly annoying and really put yourself in that situation. Notice how it makes you feel emotionally and physically when you think about that annoying situation.
 - * Now say the name or cue word/phrase for your calm/happy place. Notice any shifts that occur in your emotions and body.

Managing the Not-OK: Container Exercise



- * Purpose of a container:
 - * To contain overwhelming internal experiences **temporarily** until you get to a safe and appropriate place/person.
- * When to use:
 - * When experiencing any intense, intrusive, and/or unhelpful thoughts, feelings, body sensations, memories that you're not able or willing to deal with in the present moment.
 - * Great exercise for helping you move on from difficult situations.
 - * Helpful to use prior to tests, at start and end of school day, when your anxiety would like you to avoid something.
- * How to create your container:
 - * Imagine some sort of object (e.g., box, chest, vault/safe, bag, etc.) that can hold anything that is intolerable. The container must be able to seal/shut.
 - * Really imagine what it would look like and how it would keep everything inside (e.g., lock, chains, guards, etc.).
 - * Visualize your container, draw it, or even create a tangible container.
- * How to use your container:
 - * Envision taking your upsetting thoughts, feelings, and/or body sensations out of yourself and putting them in the container.
 - * Shut/seal/lock the container and put it somewhere in your mind for the moment. You will then access it when you are in a place/state of mind to tolerate what is inside.

Practice Gratitude

- * Go to <https://www.actionforhappiness.org/calendars> for monthly calendars that promote a healthier and kinder world



- * Create a Gratitude Jar or Journal



TIPS TO BUILD EMOTIONAL RESILIENCE IN KIDS

**Spend quality time with kids.
When they feel loved and supported, children develop emotional strength.**

Talk about feelings so your child learns to share their worries and fears with people they trust.

Instead of rushing to solve problems, give kids time to work things out themselves.

When children experience failure or disappointment, it's important to praise their effort and encourage them to try again.

Acknowledge your own mistakes to teach kids that mistakes are essential for learning and growth.

If your child can't find a solution to a problem, use gentle questioning to guide them towards it.

Ensure kids are eating well and getting enough sleep and exercise.

Stress Health & Self Care

- * Seven essential aspects of stress health:
 - * Mental Health
 - * Mindfulness and Meditation
 - * Supportive Relationships
 - * Sleep
 - * Nutrition
 - * Exercise
 - * Getting Out in Nature
- * Self Care
- * Remember: stress lives in the body.
- * These stress health areas build resilience and can reduce – and even reverse! – the effects of toxic stress.
- * **It helps to set attainable goals!**



Mental Health Goals

* We've set a goal of:

- ☐ Having a conversation as a family about our beliefs about mental health
- ☐ Learning more about mental health treatment options (i.e., counseling, therapy, medication)
- ☐ Identifying a local mental health professional
- ☐ Scheduling an appointment with a mental health professional
- ☐ Create your own goal: _____



Meditation/Mindfulness Goals

* We've set a goal of:

- ☐ Taking moments throughout the day to notice how I'm feeling, both physically and emotionally
- ☐ Downloading a mindfulness app such as Calm, Stop, Breathe, and Think, or Headspace
- ☐ Practicing mindful breathing during stressful situations
- ☐ Creating a routine of prayer, meditation, and/or a moment of gratitude daily
- ☐ Attending a yoga (online or in person) or martial arts class regularly
- ☐ Create your own goal: _____



Supportive Relationship Goals

* We've set a goal of:

- ☐ Using respectful communication even when we are upset or angry
- ☐ Spending more quality time together as a family, such as:
 - ☐ Having regular family meals together
 - ☐ Having regular “no electronics” time for us to talk/play together
- ☐ Making time to see friends to create a healthy support system for ourselves and our family
- ☐ Connecting regularly with our community in settings like gyms, the YMCA, the library, place of worship, or a local support group
- ☐ Create your own goal: _____



The Importance Of Sleep

- * Exposure to stress significantly increases the risk for sleep difficulties.
- * Sleep influences brain function, hormones, immune system, and even the transcription of DNA.
- * Sleep helps regulate brain activity.
 - * During sleep, levels of cortisol, adrenaline, and noradrenaline drop.
 - * Hence, lack of sleep is associated with increased levels of stress hormones and increased stress reactivity.
 - * As a result of this kind of “toxic stress,” cognitive function, memory, and mood regulation are affected.
- * Lack of sleep is also associated with increased inflammation and reduced effectiveness of the immune system, so it literally makes you sick!

Addressing Sleeping Problems



- * Understand the importance of good sleep.
- * Create a routine that helps you and your student sleep for long stretches:
 - * Go to bed at the same time every night
 - * Make the bedroom a cool, dark, and quiet environment
 - * Avoid stressful or stimulating activities just before bedtime
 - * Engage in soothing activities instead (warm shower, reading)
 - * Meditate/ground (Calm app has sleep stories to prepare for bedtime)
 - * May use Melatonin or Magnesium

Sleep Goals

* We've set a goal of:

- ☐ Turning off screens 30 minutes before bedtime and/or using blue light blocking glasses
- ☐ Going to bed at the same time every night
- ☐ Making a routine (i.e. of reading a book) before bed
- ☐ Creating a calm place for sleep by dimming the lights and keeping the noise level down
- ☐ Using mindfulness or other stress reduction tools if worry is keeping me/my child up at night
- ☐ Create your own goal: _____



The Importance of Nutrition



- * Proper nutrition not only helps people maintain healthy weight, it also:
 - * Improves the body's ability to regulate itself
 - * Helps boost the immune system
 - * Improves brain function.
- * Eating foods that are high in Omega-3 fatty acids, antioxidants, and fiber from fruits, vegetables, and whole grains helps fight inflammation and brings the body and immune system back into balance.
- * By contrast, a diet high in refined sugar, starches, and saturated fats can promote further inflammation and imbalance.

Nutrition Goals

* We've set a goal of:

- ☐ Drinking water instead of juice or soda
- ☐ Eating 5 servings of fruits and vegetables every day
- ☐ Choosing whole grains like brown rice instead of white rice, and whole wheat bread/pasta instead of white bread/pasta
- ☐ Paying attention to gut health, for example by adding fish oil and fiber to my diet
- ☐ Create your own goal: _____



The Importance of Exercise

- * Regular exercise helps increase the release of a protein called BDNF (brain derived neurotropic factor) which helps the brain and nervous system grow.
- * BDNF is active in parts of the brain that are important for learning and memory.
- * Moving our bodies builds our brains as well as our muscles!
- * Regular exercise has also been shown to help regulate the stress response and reduce inflammation (which can fire up your immune system and tell it to fight or flight). **Moderate** physical activity can help the body better decide which fights to pick and which ones to walk away from.

Exercise Goals

* We've set a goal of:

- ☐ Reducing sedentary time by limiting screen time for fun (not school or homework related) to less than 2 hours per day (and none for children under 2 years old)
- ☐ Walking at least 20 minutes every day
- ☐ Finding a type of exercise that I/we enjoy doing; exercise with a friend or family member
- ☐ Getting involved in a sport, dance, or other form of routine exercise
- ☐ Create your own goal: _____



Getting Out In Nature



- * When you are stressed, go outside!
- * Being out in nature boosts your mood, improves attention and memory, lowers stress, promotes self control and mental flexibility, and increases empathy and cooperation (it makes us nicer!).
- * Feeling connected to the natural world contributes to our happiness.
- * When children go outside it has lasting effects – the opposite is also true!
- * Set a goal to spend at least 20 minutes outside every day.
Try looking at pictures of nature or listen to nature sounds as an alternative.

Self Care

You can't pour
from an empty cup.



Take care of yourself first.

* Self care goals:

- * Making a plan for what to do when I'm feeling stressed out, angry, or overwhelmed.
- * Planning with my partner, friends, or family to have time for myself.
- * Calling for help if I am not safe at home.
- * Making a regular appointment with my medical provider for preventative care.
- * Seeing a mental health care provider for stress management.
- * Separating work from “me” time or time with family and friends.
- * Going out in nature.
- * Getting creative (drawing, painting, making music).
- * Learning a new skill.
- * Treating myself to something nice (and healthy).
- * Have compassion for self and others.






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Thank you for attending!