

The Brain, Body, and Mental Health

Ramsey County Children's Mental Health Collaborative (RCCMHC)



Introductions

Wendy, Executive Director
Ramsey County Children's Mental Health Collaborative
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1-800-565-2575 call or text



Introduce yourself!
Share your email or phone number if you
would like me to get back to you.



Learning Targets

To understand and share ideas about...

- How the brain works
- Realistic expectations (ages/stages)
- Mental health warning signs
- The brain/body connection- impacts of toxic stress, nutrition , exercise, sleep
- Strategies, local resources & extended learning (and, what is RCCMHC??)

Group Agreements

For healing, belonging, and hope...

- Enter with a spirit of curiosity
- Listen actively and be open to new ideas
- Step up & step back to create a rhythm for learning and sharing together.
- What is said here stays here; What is learned here leaves.



There's a lot of WISDOM in this space. We will learn from each other!

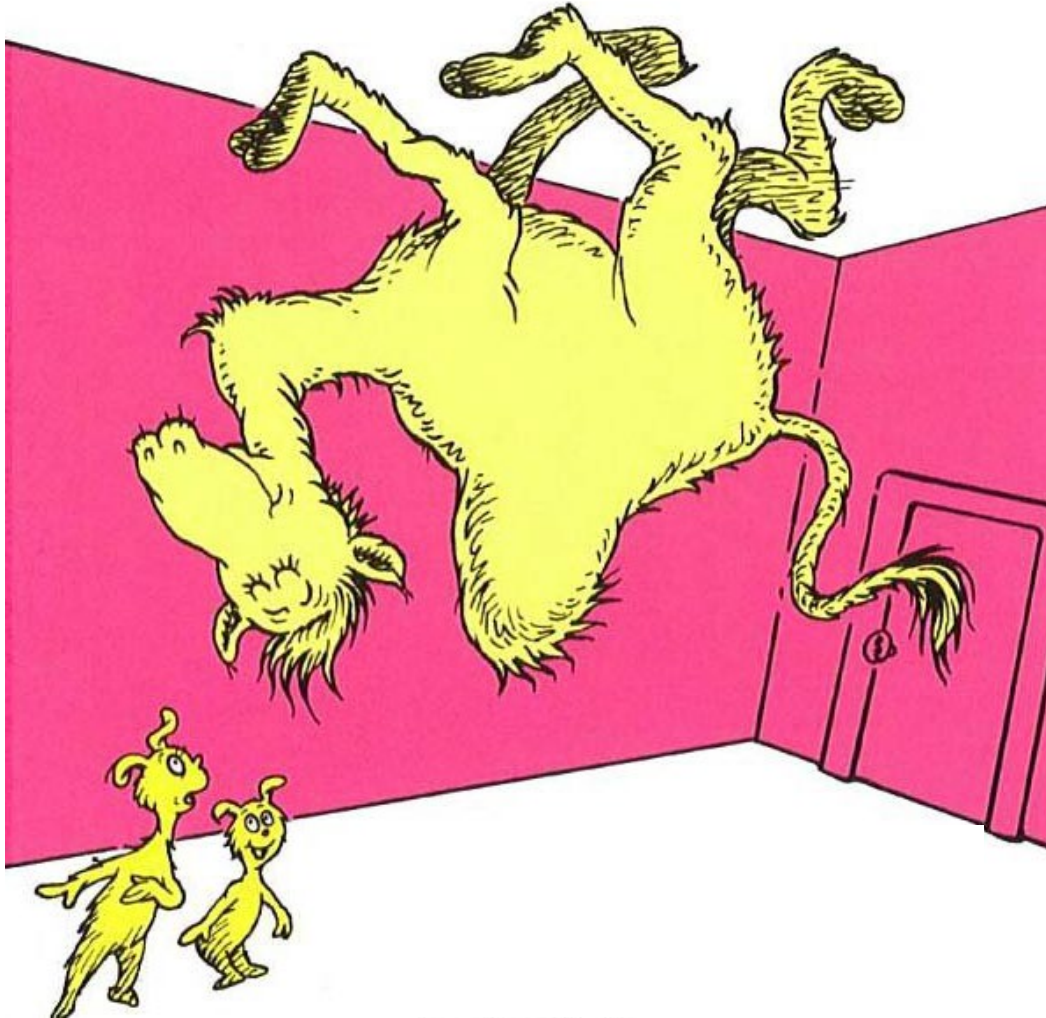


I AM HERE. I AM READY.


- Please take a moment to quiet your thoughts.
- Let go of the stress and worries of today.
- Take a deep breath.
- Now let it out.
- I am here.
- I am ready.

<https://youtu.be/rIWMDYpl7fM>

BIG C,
little c,
what begins with C?



**collaboratives
and
...Collaboratives!**



**In Minnesota,
Collaboratives are more than
just a coalition of partners who
“collaborate” together.**

**In 1993, the Minnesota Legislature approved a set of laws to
create COLLABORATIVES as special districts in our state.**

Special Districts

- **Local government units created or authorized by state law to perform specific duties or to provide specific services in a limited scope.**
- **Ex. public schools**



**There are
90
Collaboratives
in
Minnesota**

<https://www.revisor.mn.gov/statutes/?id=245.493>

- **12 Children's Mental Health Collaboratives**
 - Address the multi-system needs of families who have a child with a MH disorder
 - Only 1 per county
- **47 Family Services Collaboratives**
 - Address the health, developmental, educational, and family-related needs of children and youth
 - Can have more than 1 per county
- **31 Integrated CMH and FS Collaboratives**

http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id_001475



**Partnerships, Policy and
Collaboration**



**Youth, Family and
Community Engagement**



**Capacity Building and
Professional Training**



**Cross-System Services
and Supports**



**Community Defined/Driven
and Data-Informed
Decision Making**



**Resource Sharing &
Development**

RCCMHC

RCCMHC works with...

1. Systems Leaders
2. Community Agencies
3. Families

Today, we'll focus on Youth,
Family & Community Engagement!



Visit the RCCMHC Website: <https://www.rccmhc.org/>



Ramsey County Children's Mental Health Collaborative
Working across systems and with families to support children's mental health.

Call or Text (800) 565-2575

Search Site

Home Calm Room Bulletin Board Resources Families Providers Collaborate! About Us Calendar

Virtual Calm Room

Mental Health Disorders Are Common!

1 out of 5 youth has a mental health

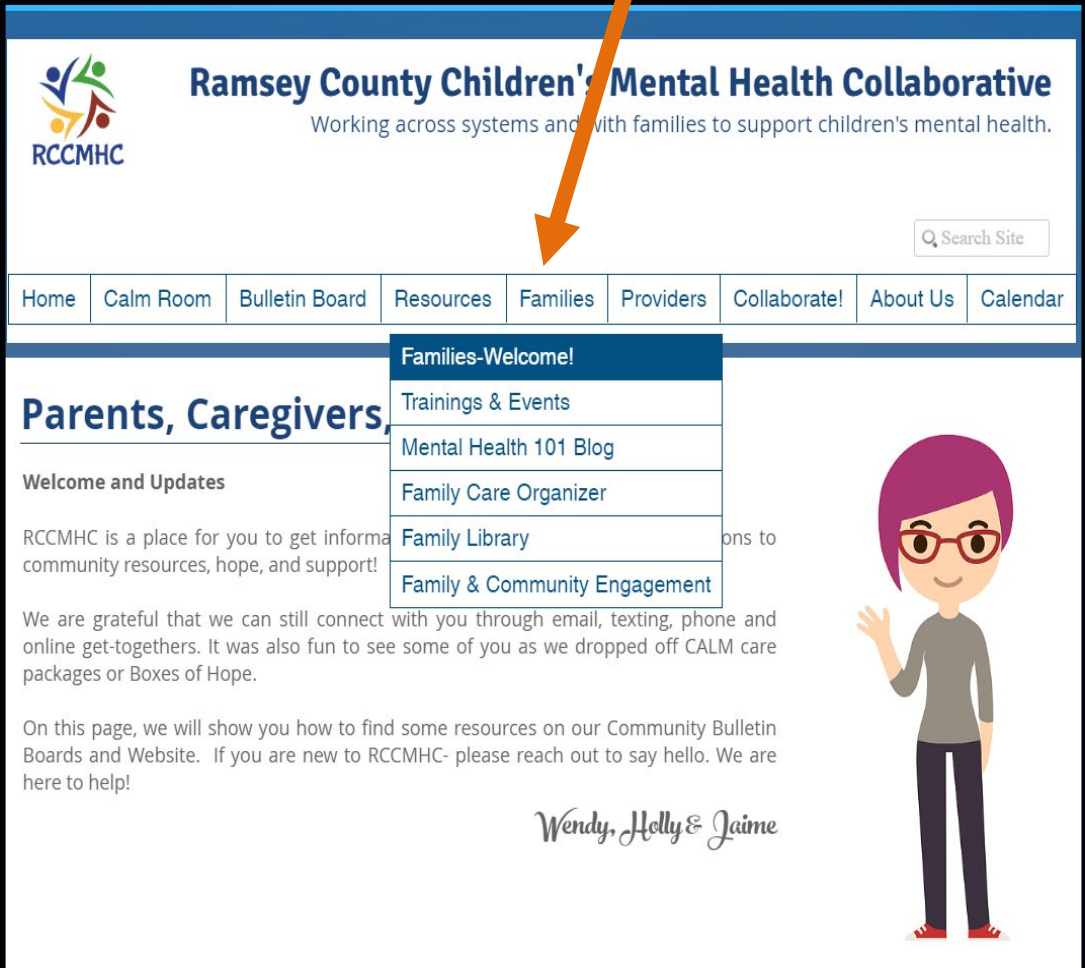
- Calm Room
- Bulletin Board
- Family Care Organizer
- Resources: Crisis, Hospital, Mental Health
- Family & Provider Trainings
- Family Library
- Make a Referral (professionals)
- More!

<https://www.rccmhc.org/families>



Visit our Families Welcome page

- Text us at 800-565-2575
- Crisis Resources
- Bulletin Board
- Trainings
- Blog
- Youth Mental Health Resources
- Online Care Organizer
- Family Library
- Family Services Committee
- Connect with the RCCMHC team
- And MORE!



Ramsey County Children's Mental Health Collaborative
Working across systems and with families to support children's mental health.

Search Site

Home | Calm Room | Bulletin Board | Resources | **Families** | Providers | Collaborate! | About Us | Calendar

Families-Welcome!

- Trainings & Events
- Mental Health 101 Blog
- Family Care Organizer
- Family Library
- Family & Community Engagement

Parents, Caregivers,


Welcome and Updates

RCCMHC is a place for you to get information about community resources, hope, and support!

We are grateful that we can still connect with you through email, texting, phone and online get-togethers. It was also fun to see some of you as we dropped off CALM care packages or Boxes of Hope.

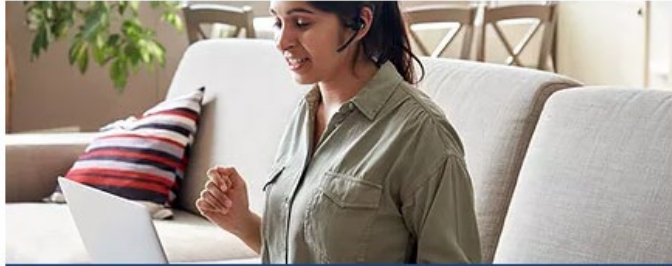
On this page, we will show you how to find some resources on our Community Bulletin Boards and Website. If you are new to RCCMHC- please reach out to say hello. We are here to help!

Wendy, Holly & Jaime



FREE Family Trainings & Events

<https://www.rccmhc.org/family-trainings>



Tuesday Trainings 101



Tuesday Trainings 2.0



Wellbeing Wednesdays



Monday's Moodies- just for youth!



Family Nights & Respite Fun




Resource Fairs & Scavenger Hunts

Community Bulletin Boards

<https://www.rccmhc.org/community-bulletin-board>



RCCMHC + 30 • 6h

Community Bulletin Board for Ramsey County, MN

Due to the increased number of users, this Bulletin Board may take a moment to load. Please SCROLL up and down as well as left and right to see all columns of resources. PROVIDERS- please scroll all the way to the right to find Professional Resources and Trainings.

Welcome!

Click on the PLUS SIGN + at the top of any column to add a photo, video, voice recording, website link or document. Remember to like your favorite posts!

You can SEARCH this Board by clicking your control button and the letter F at the same time. A search bar will open and you can search for any word or phrase.

Below-- please also see the Community Resource Directory prepared by the Suburban Ramsey Family Collaborative (SRFC)

Check In- How are YOU?

Giveaways

My daughter really loved the giveaways with the fun crafts! Could you let me know if theres more coming?

1

Random Act of Kindness

I found the contact information for my daughter's old teacher. She is 88 years old. I am going to write her a letter letting her know how much she meant to me. Tara Ellis

2

Random act of kindness

Today after the FSC meeting, i went to get my son and i was driving almost there and I Seen a lady and a baby trying to cross the street to get on bus. the bus passed her by so i asked where are you going . she said home i said where is home she said 6 or 7 blocks i was getting on bus because it snowing and very cold. so me being Jaricia Moss

Stress/Trauma & Mental Health

What Parents Need to Know about Youth Self-Injury Zoom Event (NAMI MN)

Monday, March 1st
12:00-1:00 p.m.

What Parents Need to Know about Youth Self-Injury Zoom Event (NAMI MN)

Welcome! You are invited to join a meet... Parents and families are invited to join N... zoom video

"Coping with Kids" Zoom Event

This is a one-hour presentation that discusses the developmental responses youth may have to this pandemic as well as 5 tips to help maintain your family's and your own mental health during this pandemic.

February 22nd
6:30-7:30p.m.

Basic Needs and \$\$

FREE workshops

MONEY SMART
Free Workshop • Open to the Community

"There is always light, if only we're brave enough to see it. If only we're brave enough to be it."
-Audre Lorde

Our Online Money Smart Workshops will give you real-world information, skills, and resources to make your money work for you.

Money Smart Virtual Workshops 2021
PDF document
padlet drive

Housing: Starting the Journey : How do we start? (Step 1)

Monday, February 22, 2021
6:30 PM - 9:00 PM CST

<https://register.gotowebinar.com/register/6997297907636922128>

PACER CENTER
HOUSING: Starting the Journey
A three-part workshop series

Webinar
6:30 to 9:00 p.m.
Mon, Feb. 22, 2021
Mon, March 8, 2021
Mon, March 15, 2021

2021-02-22Housing_StartingtheJourney

Free Food/ Delivery

FREE FOOD GIVE AWAY

TRUCK LOAD OF FOOD
OPEN TO EVERYONE
30 LB FOOD BOXES • DRIVE-THROUGH PICKUP

IBEW 110 Feb 20
PDF document
padlet drive

Free Food for Children!

- Twin Cities Academy
600 Birmingham Street
St. Paul
- Pickup on Thursdays
11 am - 1 pm
- First come first served, while supplies last
- Pick-up is curbside; from Birmingham Street, drive into the lane that says **Buses Only**

Families receive 7 breakfasts, 7 lunches and milk. Food is available for all children 18 and under; children do not need to be present.

TWIN CITIES ACADEMY
Now Enrolling!
www.twincitiesacademy.org
espector@twincitiesacademy.org

Fare for All event-- fresh food!

February 12 (10:00 to 12:00)

Parenting/Co-Parenting

Natalis: Drug and Alcohol Program for Youth

About Us
Natalis is a program that provides support and resources for youth who are struggling with substance use. We offer a safe and supportive environment for youth to learn and grow.

As an advocate in creating positive change in our community, we are committed to providing support and resources to the underserved youth, who are struggling with substance use, mental health, and other challenges.

Contact Us
Natalis is located at 1000 Hennepin Avenue, Suite 100, Minneapolis, MN 55403. We are open from 10:00 AM to 5:00 PM, Monday through Friday.

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PDF document
padlet drive

Substance Use: FREE virtual family program and support groups

Hazelden Betty Ford Family Program: Su...
The Family Program is now available thr...
hazeldenbettyford

COVID-19

FREE at-home COVID (spit) testing kit.

You can get a kit even if you have symptoms. You can have more testing kits at any

AVAILABLE LANGUAGES
ESPAÑOL

VAULT | **NO-COST COVID TESTING FOR ALL MINNESOTANS**

Minnesota and Vault Medical Services have teamed up to offer at-home COVID-19 testing.

<http://learn.vaulthealth.com>
The clinical information in your vaulthealth

COVID-19 Community

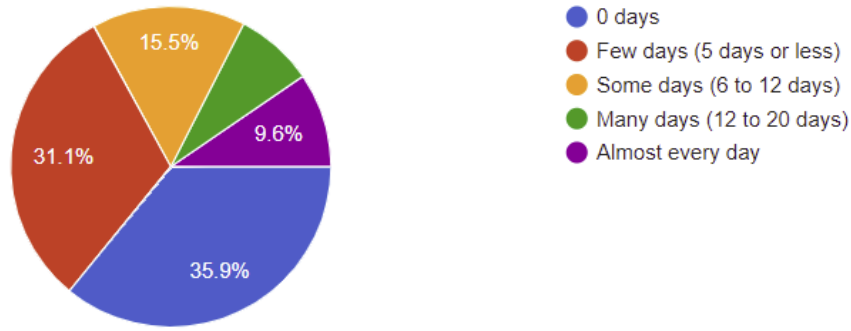
Monday-Friday, 8am-7pm
254-1228

STAIRSTEP FOUNDATION
Stairstep Foundation His COVID-19 Com...

Preliminary Data: RCCMHC Youth Survey

IN-PERSON: In the last month (30 days), how often do you get together with other kids through sports, community programs, clubs, or just "hanging out"?

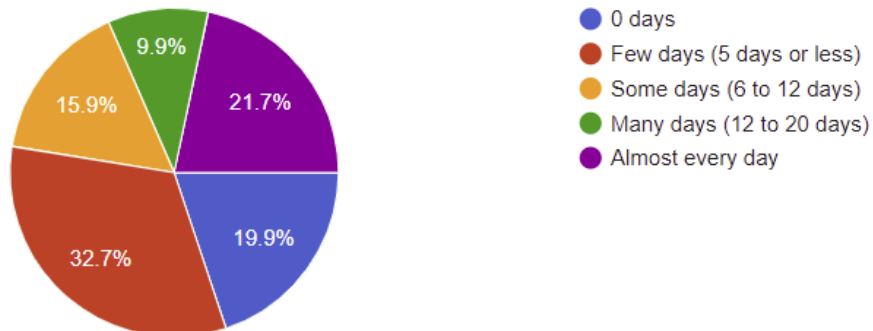
858 responses



**67% are engaging with other youth
IN PERSON for 5 days or less.**

VIRTUAL: In the last month (30 days), how often do you get together with other kids through online clubs or virtual activities, texting, or phone calls (do NOT count time posting on social media)

900 responses



**HALF of the youth who responded are not
even engaging with other youth VIRTUALLY.**

895 Youth Responded

287 youth missed school once or twice

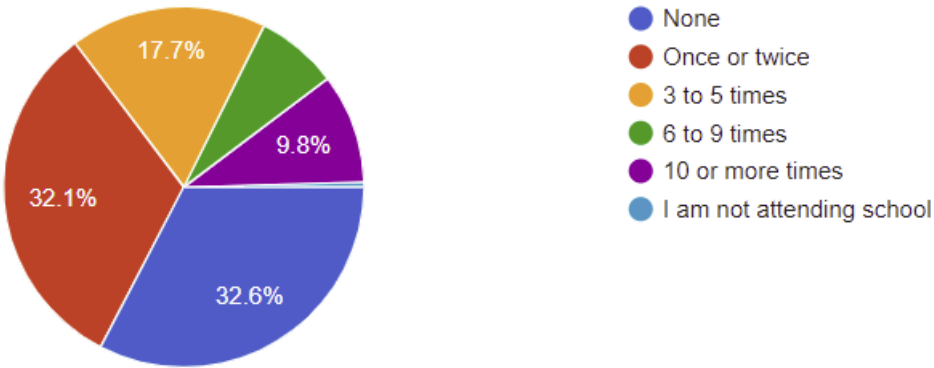
158 youth missed 3 to 5 times

66 youth missed 6 to 9 times

88 youth missed 10 or more times

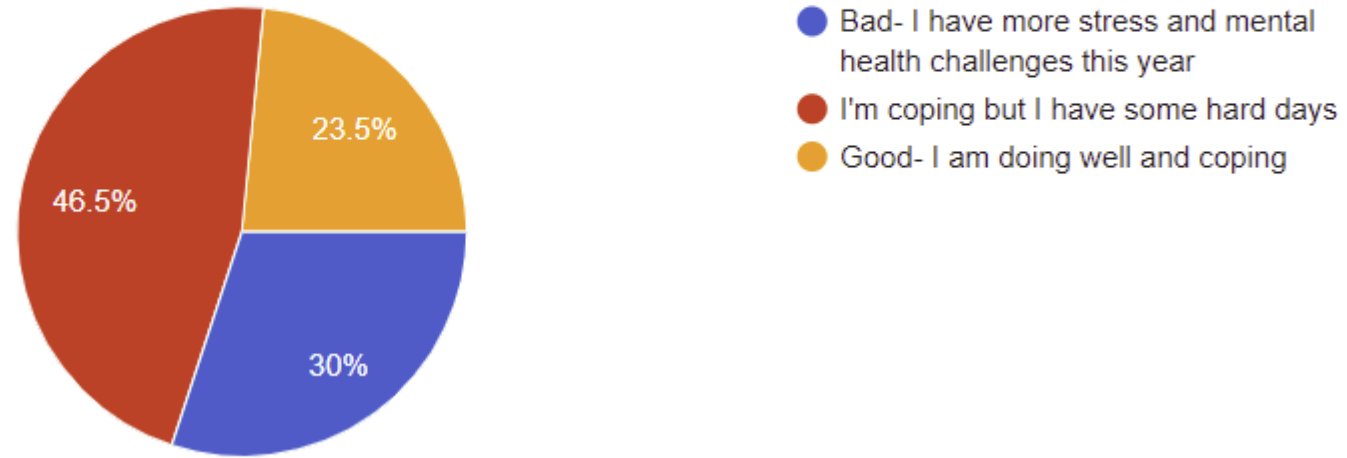
In the last 30 days, how many times did you miss all or part of a school day? (coming late, leaving early, missing class time during the day, not logging in...)

895 responses



How has your stress/ mental health been this year?

912 responses



Only 23.5% of surveyed youth say they are doing well and coping.

We asked surveyed youth: What is stressing you out or hurting your mental health?

827 Youth Replied

Sad; depressed; feeling down; hopeless	400
Anxious; afraid; worried; nervous	472
Isolated; feeling alone	352
Angry; short temper; fighting	239
Bored	542
Fidgety; restless; can't sit still	331
Stressed out; overwhelmed	544
Feeling sick a lot; stomachaches or headaches	142
Tired; not interested in doing anything	471
Nightmares; trouble sleeping	132
Sleeping too much or not sleeping enough	398

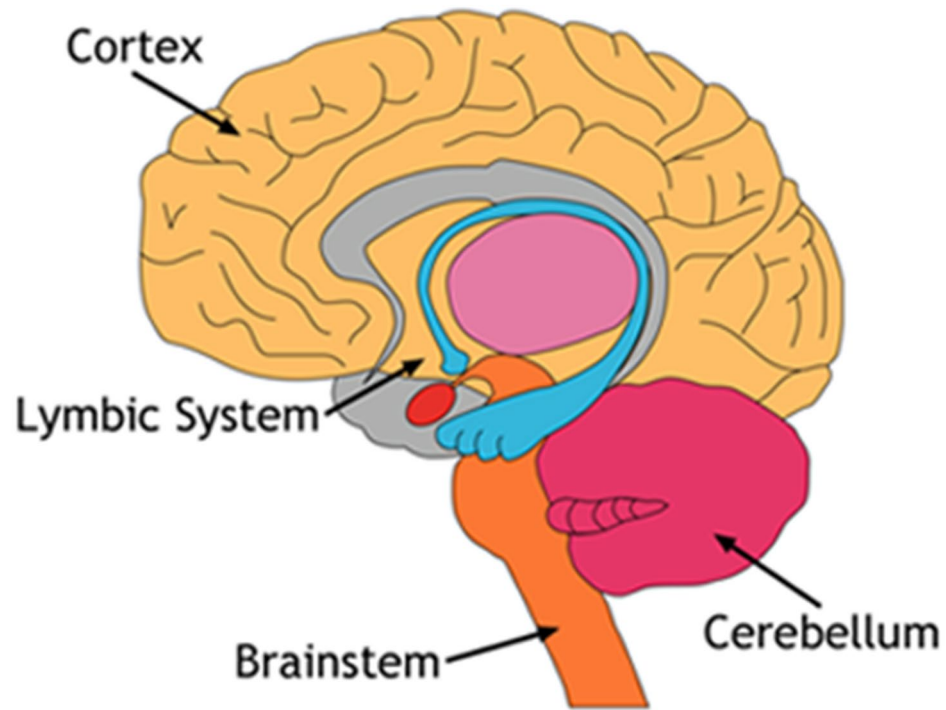
“NO youth will be returning to school unfazed. If 100% of your kids are affected by something, you don't need an expert; you've got to become the expert.”

David Johnson, Co-Director of the Post Traumatic Stress Center
and associate clinical professor at Yale University School of Medicine; department of psychiatry.)



CHAT: What do you feel like you need to know in order to “become the expert”?

Each part of the brain has a job



BRAINSTEM

Basic body functions (breathing, swallowing, heart rate, blinking.) Sensory messages between the brain and the rest of the body (hot, pain, loud.)

CEREBELLUM

Muscle movements and balance.

LIMBIC SYSTEM (the “inner brain”)

Emotions, behavior, motivation, long-term memory, and the sense of smell. The “alarm center” (fight, flight, freeze)

CEREBRUM & CORTEX

Thinking, imagination, planning, reasoning, and impulse control.

GENETICS

The “basic wiring plan” of the brain that we are born with.
We get this wiring plan from our parents.

NEURONS

The “wires” that connect the different areas of the brain.

NEUROTRANSMITTERS

These are chemicals that neurons need to “talk to each other.” Too much or too little of any of one neurotransmitter can change the way we think, feel and behave. Medicine/drugs, exercise, food, sleep and stress can affect neurotransmitters.



Brain Connections

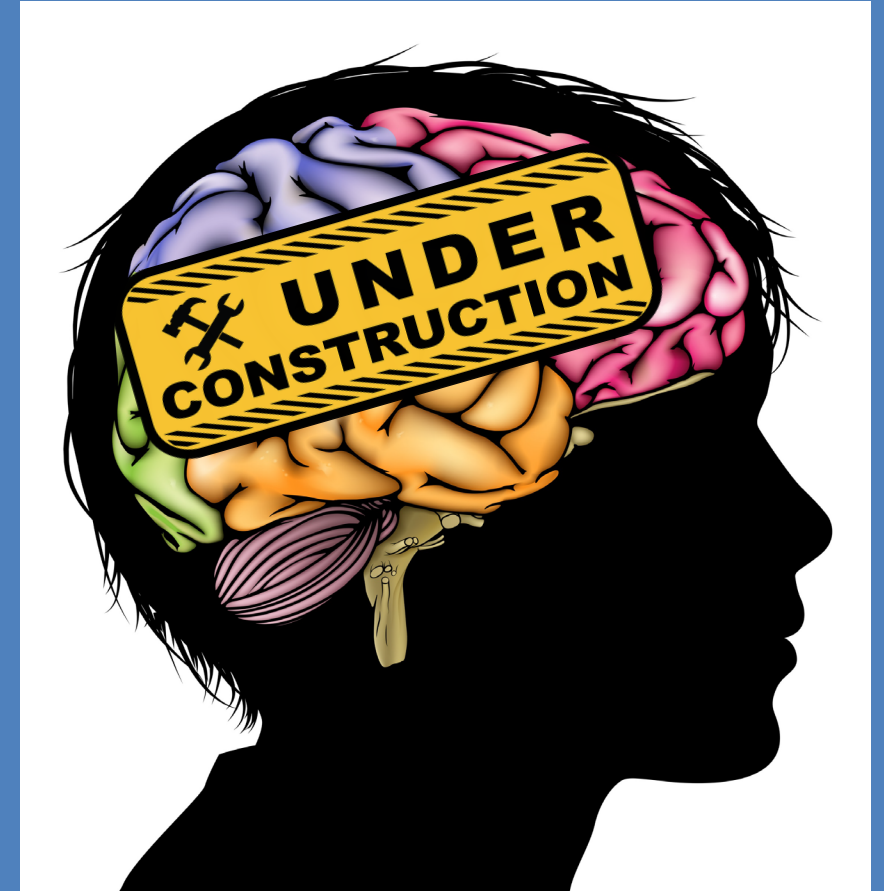
Brains are **BUILT** by experiences

The brain can reorganize and change its connections or “re-wire” itself.

Our Life Experiences...

- Can turn on or off certain parts of the brain’s genetic “wiring plan.”
- Can strengthen “wires.”
- Can cut “wires.”

By the time a child is 3 years old, lots of learning and new experiences have taken place. A 3-year old’s brain is double the size of a baby’s brain because of all these new brain cell connections!



Build Brains with Relationship: Secure Attachment

Child and teen brains need secure attachments with trusted caregivers.



THE POWER OF SHOWING UP

DANIEL J. SIEGEL, M.D. AND
TINA PAYNE BRYSON, PH.D.

Children who form secure attachments with their caregivers lead happier and more fulfilling lives. These bonds are formed when parents respond to the needs of their children by providing the Four S's:

SAFE:

Parents have two primary jobs when it comes to KEEPING kids safe, and making them FEEL safe: protect them from harm, and avoid becoming a source of fear and threat.

SEEN:


Truly seeing our kids is about three main things: (1) attuning to their internal mental state by being present; (2) coming to understand their inner life; and (3) responding to what we see in a timely and effective manner. This three-step process helps children "feel felt."

SOOTHED:

When a child is in a state of internal distress, that negative experience can be shifted by an interaction with a caregiver who attunes to and cares for her. She might still suffer, but at least she won't be alone in her pain. Based on this parent-directed "inter-soothing," she'll learn to provide "inner soothing" for herself.

SECURE:

The fourth "S" results from the first three. We give our kids a secure base when we show them that they are safe, that there's someone who sees them and cares for them deeply, and that we will soothe them in distress. They then learn to keep THEMSELVES safe, to see THEMSELVES as worthy, to soothe THEMSELVES when things go wrong.



<https://youtu.be/yPwypAQ1RGM?t=16> (2:45 minutes)

Learn more about attachment



<https://youtu.be/UaIWwWY-Omw>
1:24 minutes



https://youtu.be/Ouzb_Urt7LQ
59:33 minutes

Build Brains with Relationship: Serve & Return



Brains need relationships with responsive and attentive caregivers.

1. Share the Focus
2. Support and Encourage
3. Name It
4. Take Turns Back and Forth
5. Practice Endings and Beginnings

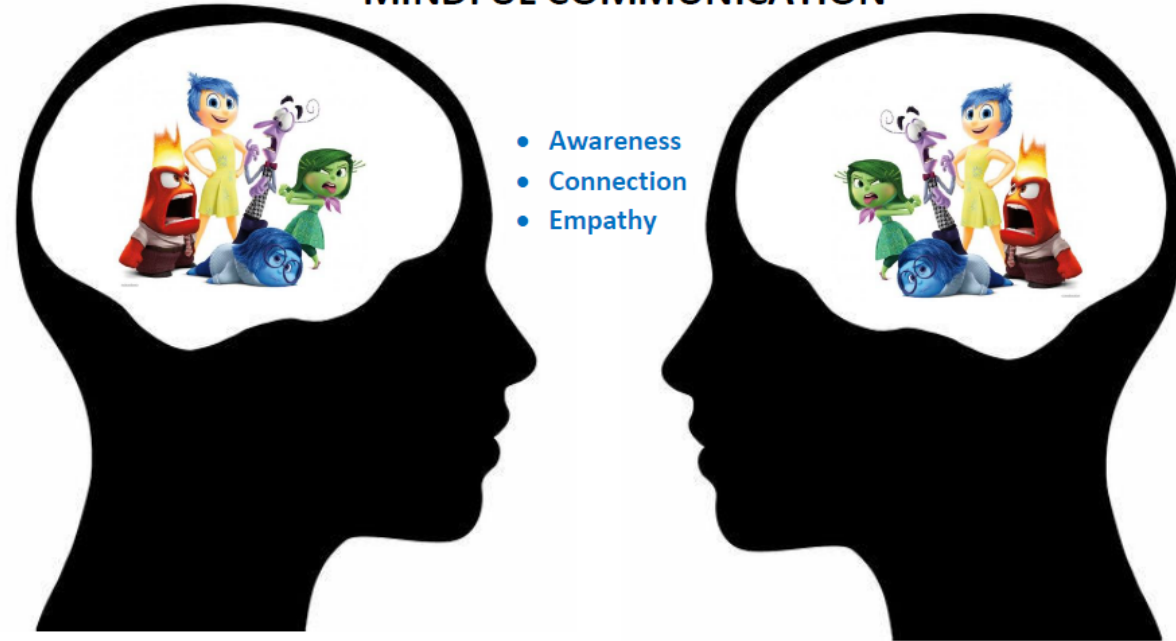
Can we use Serve and Return with older youth and teens? How?



<https://youtu.be/KI0dOuZ8fZk?list=PLBBHukUBKdDgQ5nbvvpB6d6vYkbHWMkbB>

Build Brains with Relationship: “Feeling Felt”

MINDFUL COMMUNICATION



ASK: What emotions are talking in MY brain?

ASK: What emotions are talking in YOUR brain?

Learn more about serve & return



5 Steps for Brain-Building Serve and Return

from Filming Interactions
to Nurture Development
(FIND)

Child-adult relationships that are responsive and attentive—with lots of back and forth interactions—build a strong foundation in a child's brain for all future learning and development. This is called “serve and return,” and it takes two to play! Follow these 5 steps to practice serve and return with your child.



https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/HCDC_ServeReturn_for_Parents_Caregivers_2019.pdf

<https://youtu.be/KNrnZag17Ek>

Ages/ Stages & Realistic Expectations

(Babies can't walk... so they don't run marathons.)

Brains have different abilities at each age/stage of life. So kids will act, feel, and learn differently as their brains grow.

Mental health disorders, developmental delays, and learning disorders may also impact how your child acts, feels, or learns.

Health, hunger, stress, tiredness, and pain affect how we act, feel, or learn (no matter how old we are!)

Personality plays a role too! Everyone is UNIQUE.





Baby/Toddler Brains (0 to 3)...

- grow as they form attachments and learn to trust caring adults.
- learn to move, walk, and understand words.
- learn by playing and experiencing life.
- need praise and positive reinforcement.
- need your help to calm down.
- need your help to be and feel safe.
- can't understand time or abstract ideas
- can't understand or guess other people's feelings or thoughts
- can follow 2 step directions by age 3 (get the ball and give it to me)
- will test behaviors as they begin to understand cause and effect.
- can understand more than they can explain with words.
- are like sponges- they soak up and copy what they see!



CHAT

One of these is NOT a realistic expectation:

- A. Cries when tired**
- B. Shares & takes turns**
- C. Climbs on furniture**



Preschool Brains (3 to 6)...

- engage in lots of questioning and exploring!
- develop memory and imagination.
- try to understand what is real versus not real (pretend)
- are learning how to understand bigger words/ longer sentences
- start to make friends
- have short attention spans (5 to 10 minutes)
- start to develop self-control (ages 3 ½ to 4 years)
- can get overwhelmed by mental demands
- can understand cause and effect better
- start to use empathy
- start to understand time- before and after
- like routines (bath time, story time, bedtime)

REMEMBER: new brain skills will go “offline” during stress or when hungry/tired etc.



CHAT

One of these is **NOT** a realistic expectation:

- A. Is afraid of monsters
- B. Has a meltdown
- C. Cleans up toys for 15 minutes



Middle Childhood Brains (ages 6 to 12)...

- can start to use and understand logic
- are becoming more independent
- are learning social skills to interact with peers.
- can compare self to others
- use and understand bigger words and longer sentences.
- can understand rules and pay attention longer.
- can control impulses and regulate emotions better
- can understand and reflect on things that they see and touch.
- can follow a series of commands / directions
- can understand consequences- “if this... then that.”
- can understand time, calendars, and planning
- can recognize many different facial expressions

LOTS of growth happening in the prefrontal cortex of the brain!



CHAT

One of these is NOT a realistic expectation:

- A. Wants to fit in with other kids**
- B. Can play a board game with the family**
- C. After a very stressful day, is able to calmly discuss a disagreement with his or her sibling.**



Teen Brains (13 to 18)...

Brain chemistry changes during puberty.
The teen brain remodels and specializes itself.

- feel emotions in a stronger way than other ages
- make decisions and problem solve with the emotional and reactive part of the brain
- are impulsive
- can easily "feel bored."
- are eager to try new things
- can use abstract reasoning and think about big ideas or hypothetical situations with enough time and access to info.
- tend to feel self conscious (like everyone is watching them.)
- naturally tend to stay awake later at night
- are more susceptible to addiction.
- Often read other's emotions incorrectly.



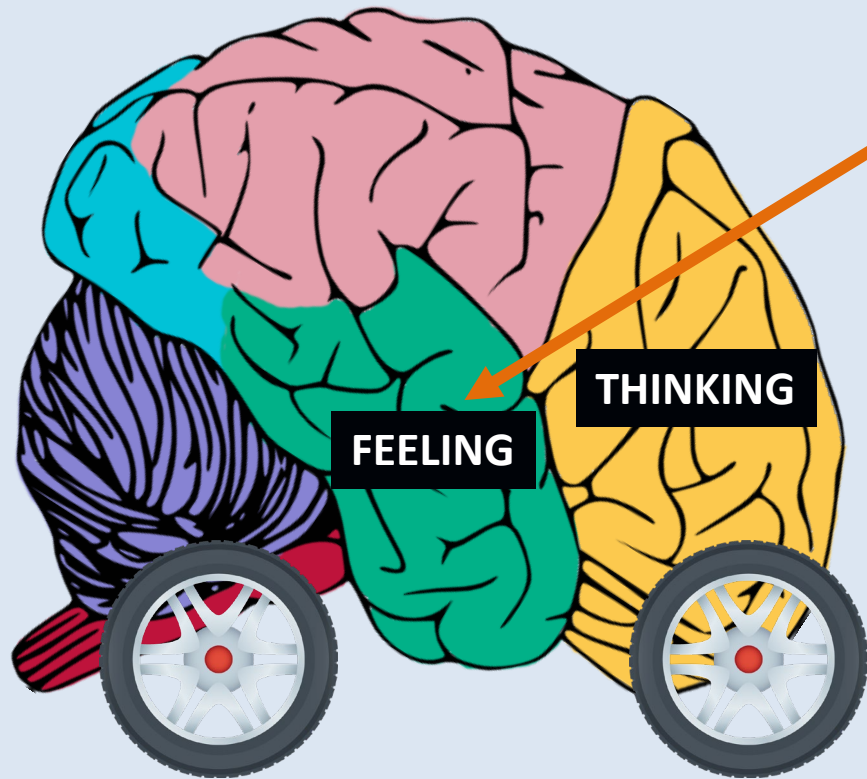
CHAT

One of these is NOT a realistic expectation:

- A. Wakes up early**
- B. Has a meltdown about a friendship or dating issue**
- C. Takes risks or tries drugs/alcohol.**

Teen Brains

This car has left the factory with a strong motor, accelerator pedal, and plenty of gasoline... but the steering wheel and the breaks don't work very well yet!



Your teen's "feeling brain" is ready to go!
Teens can use their "thinking brain", but they need time and access to information. In the "heat of the moment" or if they are tired or stressed out... they will rely on their "feeling brain" instead.

The prefrontal cortex is the LAST part of the brain to mature (age 24.) This area of the brain is involved in decision-making, planning and self-control.

Ages/Stages & Behavior + Realistic Expectations

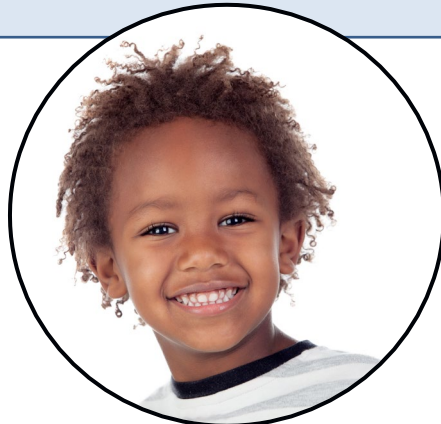
BABY/TODDLER

Needs your help to calm down. Use praise & positive reinforcement. Use distraction & re-direction instead of punishment.



PRESCHOOL

Set limits with a few simple rules. Use pictures. Connect and Re-direct. Offer Calm Down tools and strategies. Use less criticism and more warmth/praise. Try to teach instead of discipline.



MIDDLE CHILDHOOD

Your child could help you to develop a simple list of house rules. Use short, clear instructions. Use natural & logical consequences. Use appropriate motivators. Older kids may respond to withholding privileges. Communicate- talk it out.



TEEN

Set rules in a non-critical way. Try using a “contract” with your teen. A Calm Down space & tools are still helpful. Timing is everything- communicate when your teen is most receptive. Allow enough time and information to help teen problem solve.



Check Your Expectations

Before you respond to your child's behavior, ask yourself...



- Why do I have this expectation? Where did it come from?
- Does it fit my child's age/stage, abilities, personality & background?
- Is it based on my child's needs? Have I considered health, hunger, stress, tiredness, and pain?
- What purpose does it serve?
- Am I being reasonable?

Getting to CALM:

Sometimes a child/teen might be too agitated or upset to talk. (hint: DON'T SAY CALM DOWN)

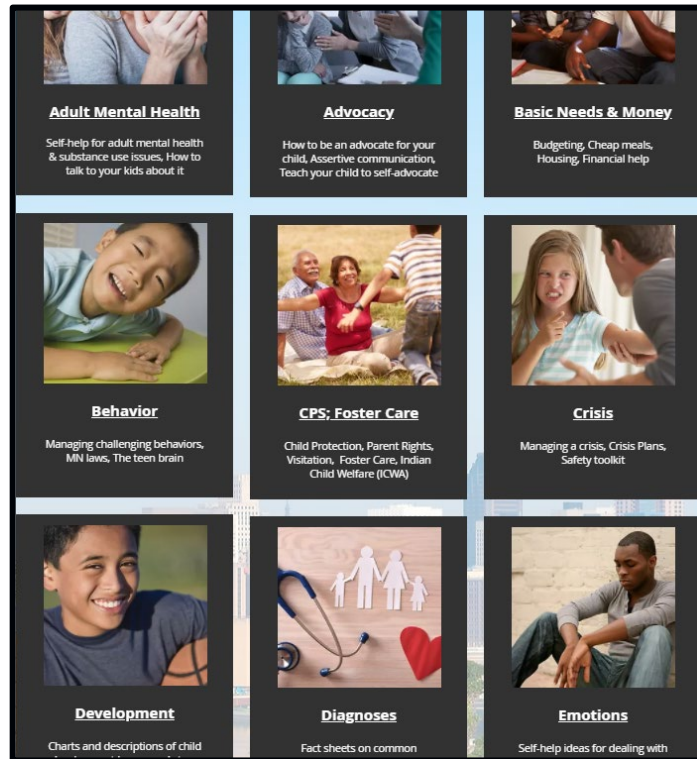


<https://youtu.be/XhqHOHis-IY> (3 min)

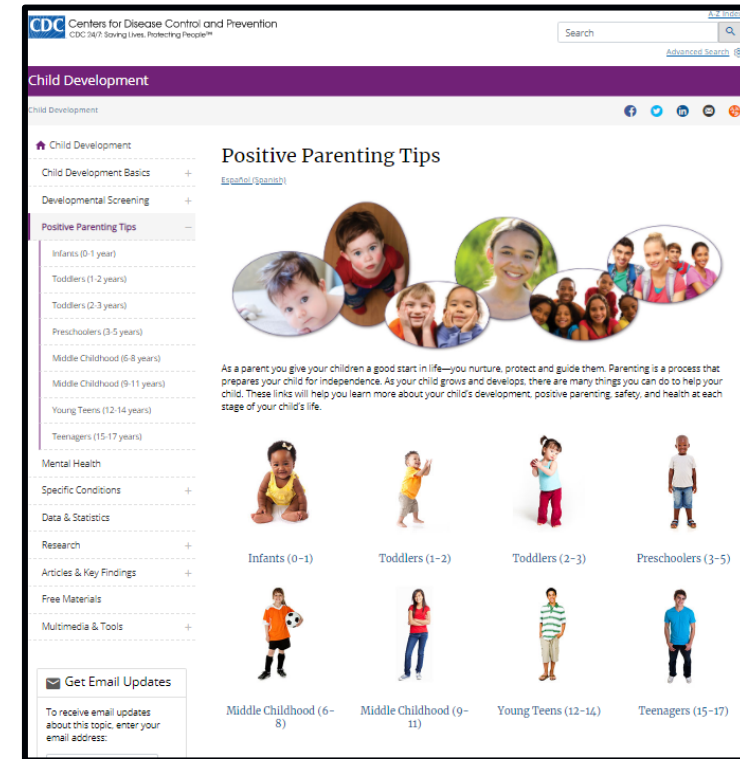
- RELAX & REFLECT to manage your own response.
- Get rid of the audience (other kids or adults)
- Use a respectful tone of voice.
- Don't engage with power struggles/ fights
- Move slowly. Use less eye contact. Give space.
- Use the person's name.
- Connect with the "feeling brain."
- Try a coping skill/ re-direct to a place to calm down.
- Use close-ended questions, express support, offer options.
- Seek support from someone with expertise in mental health
- Get immediate help if there are safety concerns

1. Connect with the "feeling/reacting" brain (it needs to feel safe, seen, soothed, and secure.)
2. After the person is calm and feels safe, you can talk to their "thinking" brain and use open ended questions

Learn more about ages/stages



<https://www.rccmhc.org/family-library>



<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html>

Learn more: Is this just a stage?



Children and Mental Health Is This Just a Stage?

Points to Remember

- ▶ Always seek immediate help if a child engages in unsafe behavior or talks about wanting to hurt him or herself or someone else.
- ▶ Seek help when a child's behavior or emotional difficulties last for more than a few weeks and are causing problems at school, at home, or with friends.
- ▶ A thorough evaluation can help determine if treatment is necessary, and which treatments may be most effective.
- ▶ Early treatment can help address a child's current difficulties and can also help prevent more serious problems in the future.

When to Seek Help

Even under the best of circumstances, it can be hard to tell the difference between challenging behaviors and emotions that are consistent with typical child development and those that are cause for concern. It is important to remember that many disorders like anxiety, attention deficit hyperactivity disorder, and depression, do occur during childhood. In fact, many adults who seek treatment reflect back on how these disorders affected their childhood and wish that they had received help

sooner. In general, if a child's behavior persists for a few weeks or longer, causes distress for the child or the child's family, and interferes with functioning at school, at home, or with friends, then consider seeking help. **If a child's behavior is unsafe, or if a child talks about wanting to hurt him or herself or someone else, then seek help immediately.**

Young children may benefit from an evaluation and treatment if they:

- ▶ Have frequent tantrums or are intensely irritable much of the time
- ▶ Often talk about fears or worries
- ▶ Complain about frequent stomachaches or headaches with no known medical cause
- ▶ Are in constant motion and cannot sit quietly (except when they are watching videos or playing videogames)
- ▶ Sleep too much or too little, have frequent nightmares, or seem sleepy during the day
- ▶ Are not interested in playing with other children or have difficulty making friends
- ▶ Struggle academically or have experienced a recent decline in grades
- ▶ Repeat actions or check things many times out of fear that something bad may happen.



- When to seek help
- Where to start
- Understanding evaluations
- Treatment options
- Choosing a mental health professional
- Working with the school

https://www.nimh.nih.gov/health/publications/children-and-mental-health/20-mh-8085-childrenmenthealth_157169.pdf

Age that
symptoms
"typically"
emerge



Anxiety Disorders, Age 6



Behavior Disorders, Age 11



Mood Disorders, Age 13



Substance Use Disorders, Age 15



RCCMHC's Training Film

Children's Mental Health: The Whole Story is a locally-produced, documentary-style training film about children's mental health and trauma. Narrated by a teen with mental illness, this film uses real stories from families and providers across multiple systems. It offers a down to earth and holistic look at challenges, strengths, and opportunities for intervention. It also talks about policy- what works and what is needed.



<https://www.rccmhc.org/whole-story>



'Safiya'

“Just because you see something on the outside, you don’t know what’s going on in the inside- you don’t know the in-depths of the family that’s involved- all you’re seeing is the action of a person or a child you don’t see what’s going on internally or why that child is the way he is.”



What do you think Safiya means?

How can you apply this understanding to your work with youth/families?

EMOTIONS

BEHAVIOR

THINKING

PHYSICAL SYMPTOMS

Categories of Common Disorders

Anxiety Disorders

Bipolar and Related Disorders

Depressive Disorders

Disruptive, Impulse-Control, and Conduct Disorders

Neurodevelopmental Disorders

Obsessive Compulsive and Related Disorders

Schizophrenia Spectrum and Other Psychotic Disorders

Substance-Related and Addictive Disorders

Trauma and Stressor-Related Disorders

The diagnosis doesn't matter as much as the symptoms and the intervention.





DANGER

**ELECTRICAL
HAZARD**



Emotions



Mood change that lasts at least 2 weeks

Intense feelings or mood swings

Inability to cope; Worry or stress that interferes with daily activities

Frequent nightmares

Difficulty dealing with changes to routine

Behavior



Behavior changes

Frequent fighting, temper tantrums , severe agitation

Difficulty concentrating, hyperactivity, impulsivity, risk-taking, talking rapidly

"BabyTalk" or younger behavior

Self-injury and/or suicidal thoughts or statements

Withdrawal from friends

Substance Abuse

Poor eye contact and communication

Body



Unexplained weight loss; Frequent vomiting or use of laxatives

Physical complaints- headaches, stomachaches

Changes in appetite or sleep

Extreme energy or lack of energy

Oversensitive or under sensitive to light, sound, touch

Thinking



Confused thinking or difficulty thinking

Detachment from reality (delusions), paranoia or hallucinations

Difficulty reading other people's emotions

WARNING SIGNS (danger/safety)



Always pay attention to warning signs that indicate a child may hurt himself or others. Confused thinking, excessive anger, strange ideas, and difficulty completing daily tasks are also signs that something more serious may be going on.

- Talking about killing self or saying he/she wants to die
- Sudden interest in ways/methods to die (guns, hanging etc.)
- Depression/sadness symptoms, hopelessness, feeling isolated
- Talking about being in unbearable pain/ feeling trapped
- Unexplained cuts or bruises
- Talking about being a burden to others
- Increased use of drugs or alcohol
- Confused thinking, “talking crazy”
- Taking unusual risks or acting recklessly
- Changes in sleep patterns
- Extreme mood swings
- Rage or seeking revenge
- Withdrawing (from home/friends/activities)
- Making plans to die (Giving away possessions., writing a suicide note, planning how to do it.)

CALL 911: DANGER

CALL 651-266-7878

Ramsey County Crisis Response

24/7 mobile response

24/7 phone intervention

De-escalate before crisis

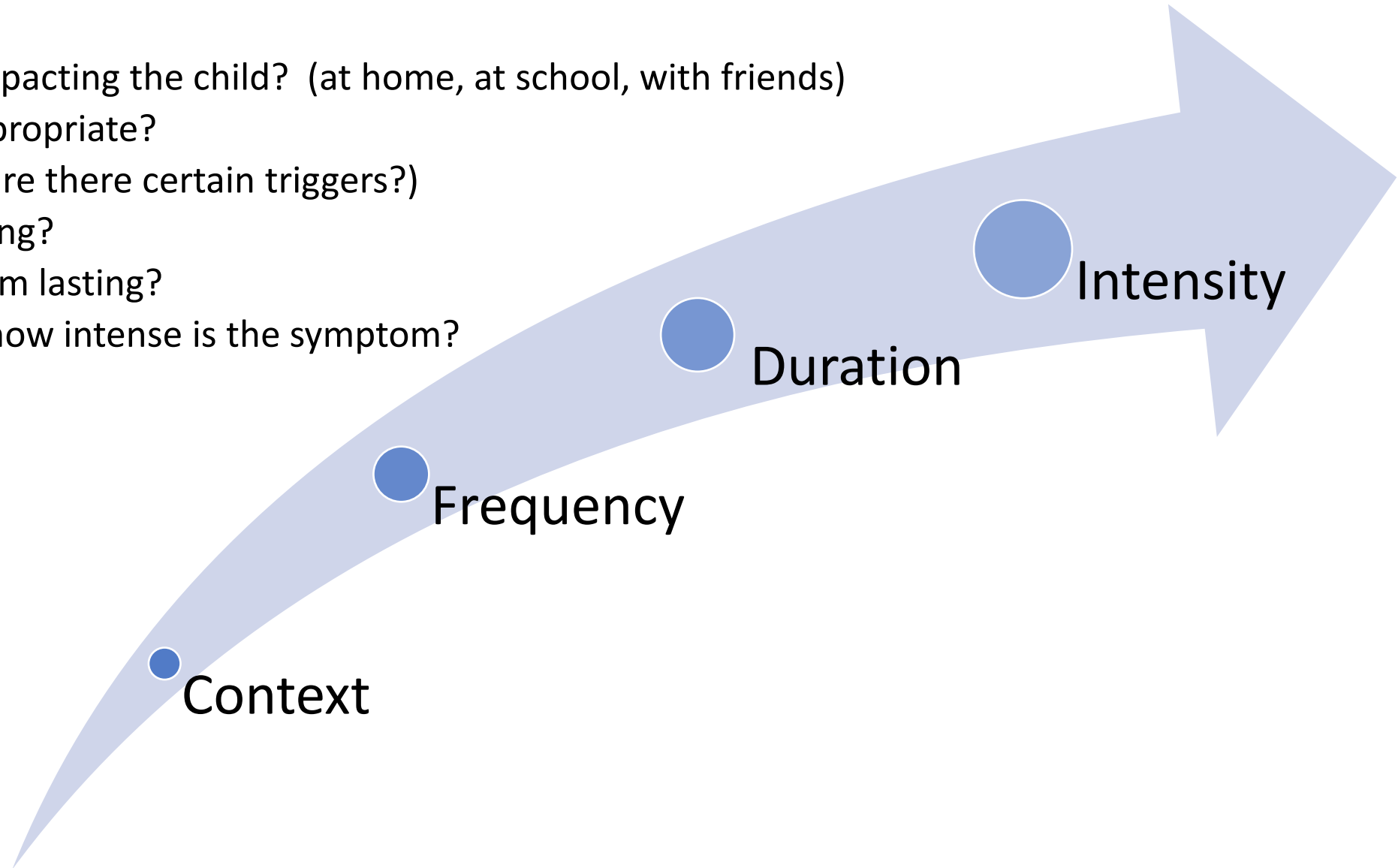
Non-emergency transport

Stabilization after crisis

Assessments, resource connections

Parents/caregivers should watch for signs that their child may need to be evaluated by a professional.

- How is the symptom impacting the child? (at home, at school, with friends)
- Is the symptom age-appropriate?
- When is it happening (are there certain triggers?)
- How often is it happening?
- How long is the symptom lasting?
- On a scale of 1 to 10... how intense is the symptom?



Try a behavior/mood tracker...



- What happened BEFORE the behavior?
- What exactly did your child DO or SAY? Hear and see what your child is saying.
- What happened AFTER the behavior?
- How long has this been going on?
- Are these “new” behaviors?

Parents may want to try a behavior/mood tracker to see if they can discover any patterns or triggers.

<https://www.rccmhc.org/all-in-one-place>

Behavior/Mood Tracker				
My Child's Name _____				
Day/Time	Describe Behavior/Mood	How Long Did It Last?	What Happened BEFORE	What Happened AFTER





Family Care Organizer

<https://www.rccmhc.org/all-in-one-place>



Learn more about: Mental Health Crisis

Youth mental health warning signs, suicide warning signs, crisis plans & crisis management.

Mental Health Crisis Planning for Families

<https://vimeo.com/313212936>



<https://www.rccmhc.org/crisis->

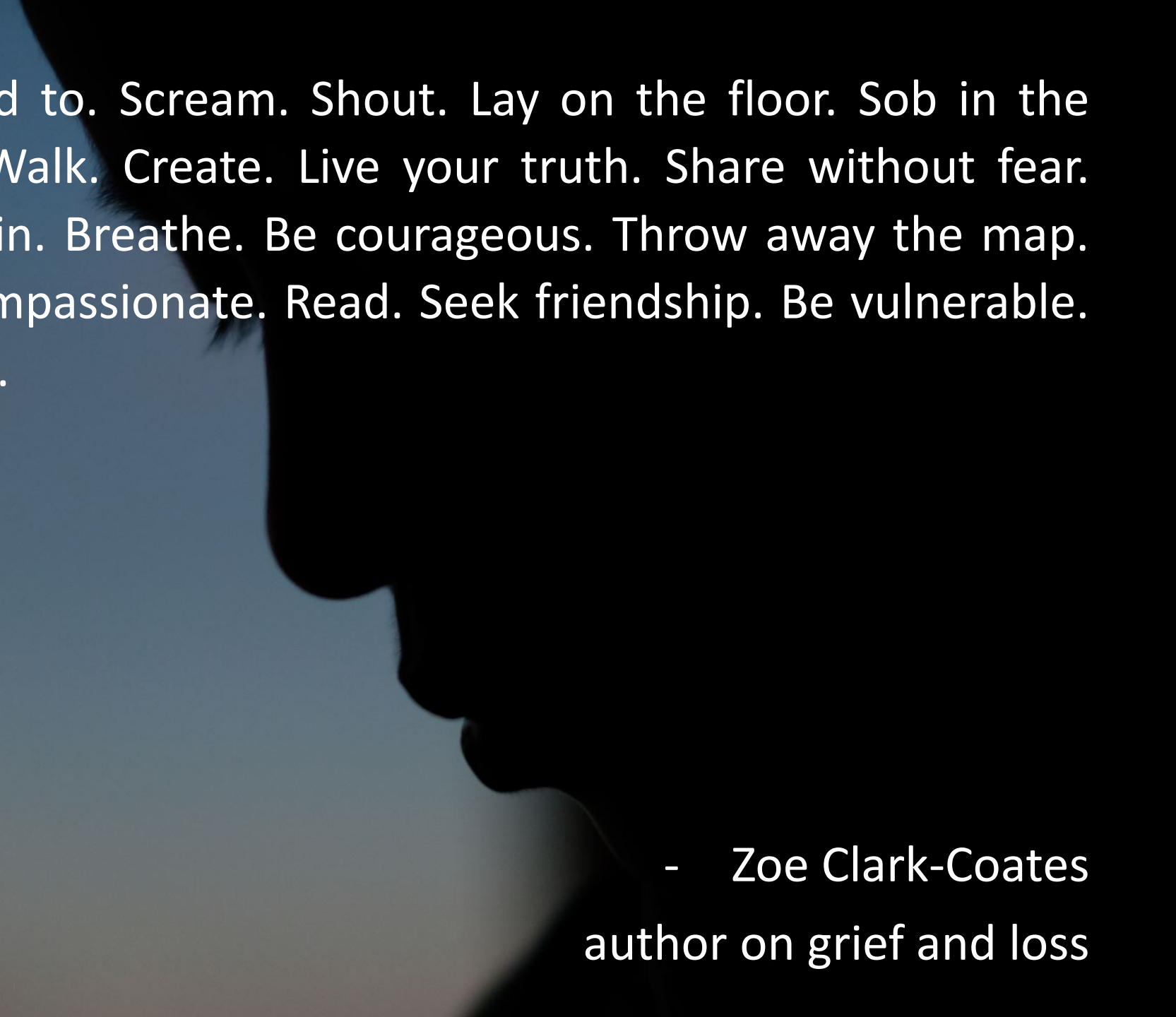
Don't forget to look at the **WHOLE** child



Some symptoms may be caused by a mental health disorder. But they could also be caused by a physical health problem or another reason (migraines, headaches, eating and digestion problems, allergies, medication not working, thyroid conditions, drug use, stress...)

Encourage parents to make an appointment with their child's doctor or other medical professional.

In addition to using a BEHAVIOR/MOOD TRACKER, suggest the parent talk to the child's teacher, close friends or loved ones, or other caregivers to see if they've noticed any changes in your child's behavior. They can share this information with the child's doctor, too.

A silhouette of a person's head in profile, facing right, set against a dark blue background. The silhouette is dark and occupies the right half of the image. The text is overlaid on the left half of the image.

Cry whenever you need to. Scream. Shout. Lay on the floor. Sob in the shower. Be still. Run. Walk. Create. Live your truth. Share without fear. Listen. Release your pain. Breathe. Be courageous. Throw away the map. Wander. Be real. Be compassionate. Read. Seek friendship. Be vulnerable. Don't fear being broken.

- Zoe Clark-Coates
author on grief and loss

Grief and Loss



The Center for Grief and Loss-- Family Means

651-641-0177

<https://www.griefloss.org/>

Children's Hospital Bereavement Services

612-813-7216

<https://www.childrensmn.org/services/family-services/bereavement/>

For School Staff

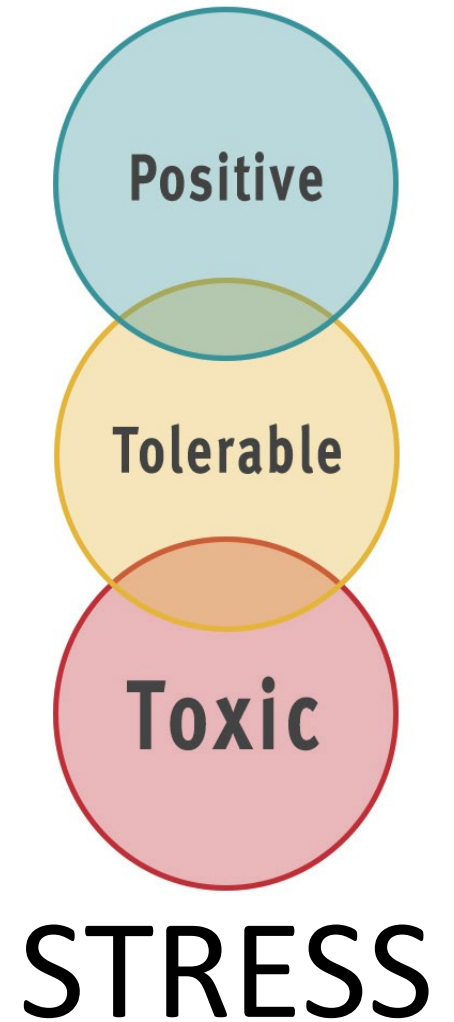
- This website offers videos and downloadable grief support modules for school personnel.
<https://grievingstudents.org/>
- Sample scripts & videos: <https://www.schoolcrisiscenter.org/resources/covid-19-pandemic-resources/>
- Coping with a parent's suicide: <https://childmind.org/article/coping-with-a-parents-suicide/>
- Traumatic grief: <https://www.nctsn.org/what-is-child-trauma/trauma-types/traumatic-grief>
- Supporting Children with Traumatic Grief: What Educators Need to Know <https://tfcbt.org/wp-content/uploads/2014/07/SPI4008271.pdf>
- Supporting Students after the Death of a Family Member or Friend
<https://www.esc3.net/cms/lib/TX00001506/Centricity/Domain/14/SupportingYourStudents2013%20AFT.pdf>

Heal the Healer (Dr. Aja King)



<https://www.rccmhc.org/recorded-trainings-professional>

Survival Brain/ “alarm system”



The Brain, Body & Toxic Stress

Over time... the body stays in a constant state of inflammation.



Can you feel
COVID19 stress in
your body? Do you
see it in your
children/students?

Prefrontal cortex ("thinking brain") shuts down and limbic system ("survival brain") takes over.



Thyroid reduces output to keep
body cooler



Liver releases glucose for
muscle fuel/energy.



Oxygen, nutrients, and blood flow
pushed to muscles. Muscles tighten.



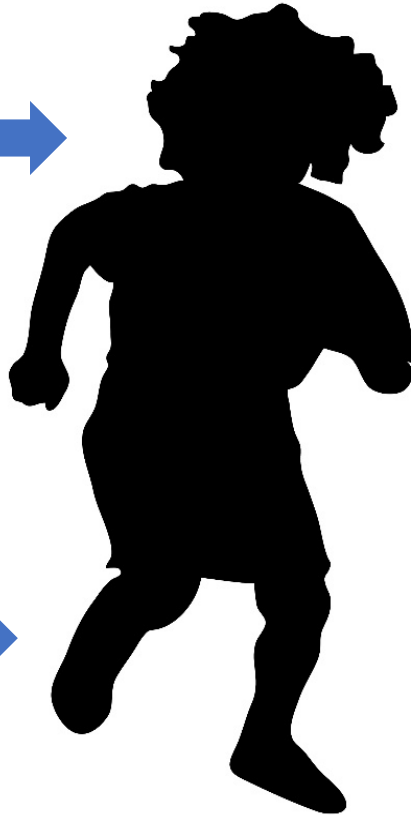
Cortisol released. Blood pressure and blood sugar
increase. Immune system decreases.



Adrenaline released to increase strength for
Fight/Flight. Increased alertness and reaction time.
(Sleep turned off)



Digestion and urine slows or stops.



Learn more about inflammation



https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2020/08/InflammationInfographic_FINAL.pdf

WHAT IS INFLAMMATION?

AND WHY DOES IT MATTER FOR CHILD DEVELOPMENT?

The immune system defends the body against infection and other challenges that can cause harm. One of the most important parts of the immune system's response is inflammation.

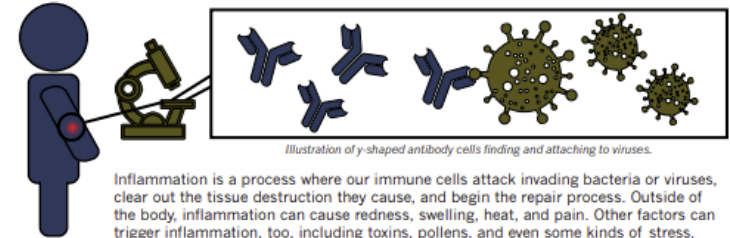
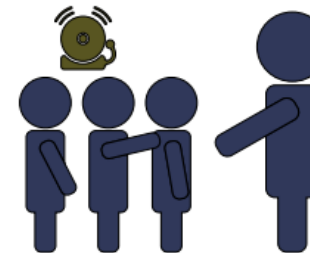


Illustration of y-shaped antibody cells finding and attaching to viruses.

Inflammation is a process where our immune cells attack invading bacteria or viruses, clear out the tissue destruction they cause, and begin the repair process. Outside of the body, inflammation can cause redness, swelling, heat, and pain. Other factors can trigger inflammation, too, including toxins, pollens, and even some kinds of stress.

SHORT-TERM VS. LONG-TERM INFLAMMATION

An "acute" inflammatory reaction is short-term, and can be triggered by an infection, or by experiencing, witnessing, or perceiving an immediate threat. This short-term response causes immune cells to "go to their battle stations." We need this reaction to survive.



"Acute" inflammation is similar to a fire drill. Brief activation of stress response systems, followed by a return to balance, builds resilience. For a baby, this kind of reaction could be caused by hearing a sudden loud noise, a scare, or noticing the absence of a caregiver who soon returns to soothe. It's like a fire drill that prepares children for an emergency but then restores order after a short time.

"Chronic" inflammation may be experienced over an extended period of time in environments that cause prolonged stress. Imagine if a child heard fire alarms nonstop for days, weeks, or months.

This prolonged physiological reaction puts inflammatory substances in constant contact with multiple organs, which can disrupt them over time. Ongoing abuse or neglect, deep poverty, the stresses of systemic racism, or long-term exposure to pollution can lead to chronic inflammatory responses. And these responses can lead to or worsen conditions such as cardiovascular disease, diabetes, depression, and asthma.



Toxic Stress

Signs/Symptoms:

- Hard to learn; memory problems
- Hard to focus/ hard to solve problems
- Hard to communicate
- Hard to control impulses
- Sleeping problems (too much/too little)
- Hard to manage pain
- Eating problems (too much/too little)
- Hard to regulate emotions- short-tempered, anxious, fidgety, aggressive, moody
- Frequent colds or flu
- Stomach aches, headaches, chest pain
- Using alcohol, cigarettes/drugs to relax
- “Spaced out”/ in a daze or dizzy
- Grinding teeth; clenched jaw
- Muscle tightness; hard to relax
- Diarrhea or constipation; upset stomach
- Clumsy; accident-prone; feeling distracted



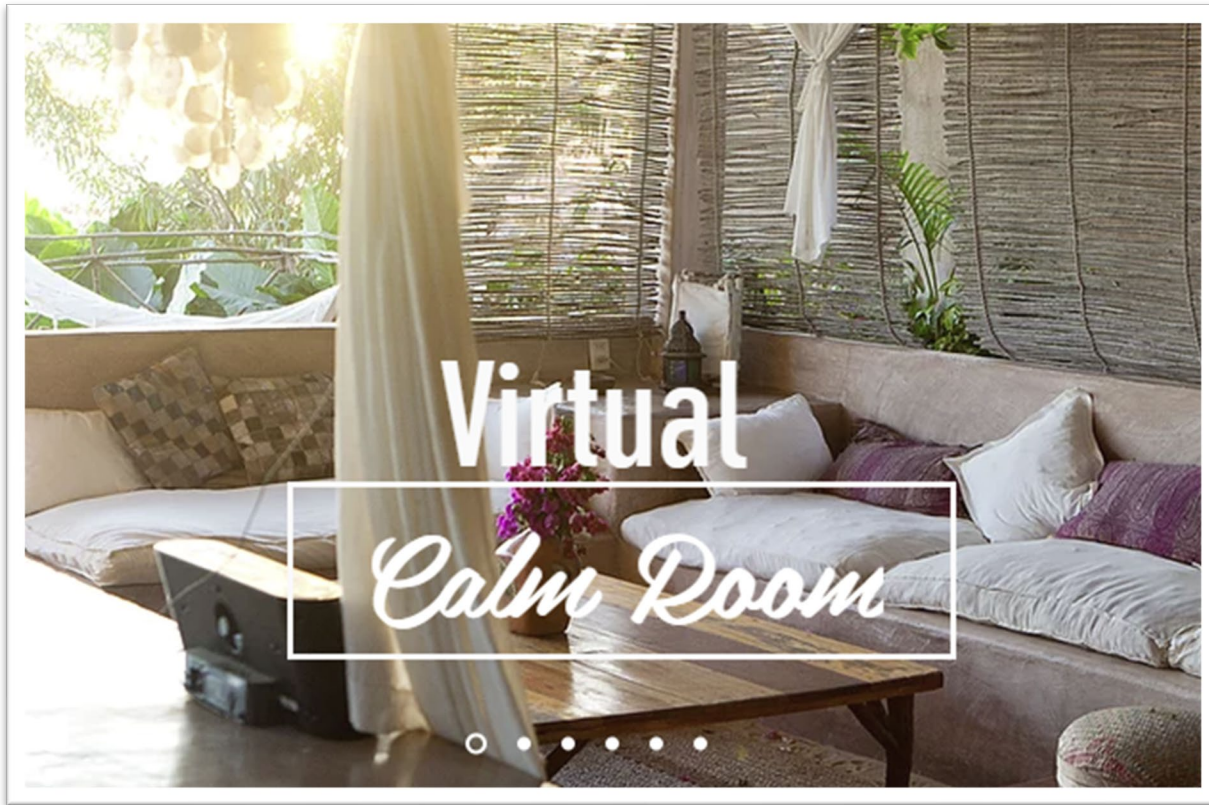
Too much stress for too long can disrupt the brain’s “wiring” and negatively impact the whole body.

But we can protect kids’ brains/bodies with...

1. A caring adult
2. Coping skills
3. Brain-body health promotion

<https://youtu.be/KdTiPGVZNes> (9:37 min)

Learn more: Virtual CALM Room



60+ free calm down strategies
for adults and youth

<https://www.rccmhc.org/breathe>

Learn more about the Brain, Body and Toxic Stress



Dr Nadine Burke Harris is an expert on Toxic Stress, ACEs and Resilience.

<https://youtu.be/Wbn9YiSrh9U>

Learn More: supporting families & keeping youth safe



Supporting Families in Challenging Times



Contact Wendy for more information: wendy@rccmhc.org Call or Text (800) 565-2575



Increased stress and isolation are leading to increased mental health, substance use, and maltreatment issues... so more families are experiencing crises and need support.

At the same time, there are less resources available, agencies are under-staffed, and "helpers" are overwhelmed.

You are not alone! Scroll through this list of resources. Each guide has links to extended learning and training videos. If you are still feeling stuck, please let us help. We can brainstorm with you and connect you/ your client with local services and supports.

Need a quick break to manage your OWN stress? Visit the [Calm Room](#).

Navigate Ramsey County Services

Use this chart to figure out who to call for a mental health crisis, emergency, suspected abuse/neglect, caregiver support, coordination, respite, or resources etc.

[Download](#)

Supporting Youth & Families through Challenging Times

for School Staff & Family Service Providers

Increased stress and isolation are leading to increased mental health, substance use, and maltreatment issues. Please use this flow chart and the attached "Closer Look" pages to better understand Ramsey County and community-based options for supporting youth and families through challenging times. Ramsey County Children's Mental Health Collaborative is here to help too! We offer trainings, resources, family support, and community connections. For more info on RCMHC, please email rgg@rccmhc.org or call 612-489-1121

Emotion or Behavior Concerns	Immediate Safety Concerns, Danger or Fire	Maltreatment & Safety Concerns	Parenting Support & Resources	Assessment, Coordination & Respite
Parent/child conflict Suicidal ideation, threats to self or others (no plan/intent) Behavior changes, severe agitation, rapid mood swings, mania, depression, confused or irrational thinking, psychosis, isolating Resource connections ***In person, virtual or phone intervention, make crisis team, professional consultations, non-emergency transport, and emergency transport, and	Youth is in immediate danger and may need physical interventions (ie, running in traffic) Youth is injured and may need medical attention (ie, ingested medications, significant lacerations on arms) A fire, smoke, or gas leak is suspected. A crime has occurred or needs to be reported.	Suspected Sexual Abuse Suspected Neglect Suspected Physical Abuse Suspected Mental Injury Threatened Injury Runaway or "kicked out" Need for immediate placement/ shelter (safety) ***Professional consultations for Mandated Reporters	Temporary placement needed: Caregiver is incapacitated (ie, primary caregiver has COVID and is too ill to care for children) Resource connections to technology, food, basic needs support, meals... Info and referrals for community based parenting support, informal respite, kinship care, and volunteer host homes. ***Professional consultations for Mandated Reporters does NOT result in an "open case"	Short term screening, assessment, arrangement of ongoing services (Project Assist) Referral for specialized mental health services Intervention and coordination of ongoing services for youth with serious MH needs Formal respite services for youth with serious mental health needs.



A Closer Look: Keeping Youth Safe During COVID19

Call 651-266-4500 to talk to a Ramsey County screener.

Research shows that family violence, child abuse and neglect can increase during times of great stress. As many of our interactions with youth and families have shifted to virtual platforms, we need to rethink how we assess and engage. In many ways, nothing has changed. For example- unexplained bruises are still a warning sign. But in other ways, everything has changed! For example- how do we interpret body language through zoom? Or, how do we create trusted connections via telehealth? The ideas and links below can help you to navigate our "new normal."



Increased Risks

- Past or current case with Child Protection
- Isolation; reduced connections
- Illness
- Financial distress; job loss
- Addiction/ substance use
- Mental health disorder or trauma history
- Family or community violence
- Cyber exploitation, bullying and "sextortion"
- [Increased Risks & Recommendations \(AAP\)](#)



Red Flags you might see/hear virtually

- Change in behavior, energy, speech, focus
- A caregiver using harsh physical discipline
- A dangerous object (ie, an unsecured gun)
- Unexplained bruises or marks on youth
- Talk about sex that is not age appropriate
- Young child caring for siblings/ left alone
- Weight loss or other health concerns
- Seems jumpy around caregiver
- Talk of suicide, sadness, anxiety



Connections & Questions

- Who is taking care of you? How are they doing?
- How is everyone getting along with each other? Is anyone having a hard time?
- What things do you like to do at home? What don't you like to do?
- [List of Sample Questions](#)
- [Building Rapport with Youth During Telehealth](#)

Help youth create a private space to talk (shutting door or using chat.) Remember that questions are not connections. To be a trusted adult, you need to listen and respond.

Most youth & families are stressed out!

It's important to remember that some signs are NOT related to abuse/neglect.

- An absent student may need support with technology or internet access
- A disengaged caregiver may need interpreter services.
- Emotional or behavioral changes may indicate an emerging or underlying mental health issue related to feelings of isolation, anxiety, or grief and loss.
- A child's clothing or home may seem dirty or disheveled because the caregiver is now juggling work, child care and online school.
- A distracted, tired, or overwhelmed teen may be taking on extra obligations because a parent is sick or out of work.

A screener can help identify the best way to support the youth/family.

Signs of Child Abuse & Neglect

- [Childwelfare.gov](https://www.childwelfare.gov/)
- [Mayo Clinic](https://www.mayo.edu/clinic/)

Signs of Violence at Home/ Domestic Violence

- [National Child Traumatic Stress Network](https://www.nationalchildtraumaticstressnetwork.org/)
- [Trauma Tips for Teachers \(OJDP\)](https://www.traumatipsforteachers.org/)

Youth Safety in a Virtual Environment

- [Best Practices \(ASCA\)](https://www.asca.org/best-practices/)

Resources for Parents and Caregivers

- [Parenting in a Pandemic; \(AAP\)](https://www.aap.org/parenting-in-a-pandemic/)
- [Keeping Kids Safe Online During COVID19](https://www.keepingkidsafeonline.org/)

This document was prepared by Ramsey County Children's Mental Health Collaborative
www.rccmhc.org

<https://www.rccmhc.org/families-in-crisis>

Brain Break: Practice Autonomic Arousal



One of the coolest hacks from Dr. Andrew Huberman's Lab at Stanford,

1 minute video teaches physiological sigh

<https://youtu.be/HbFtryuhh54>



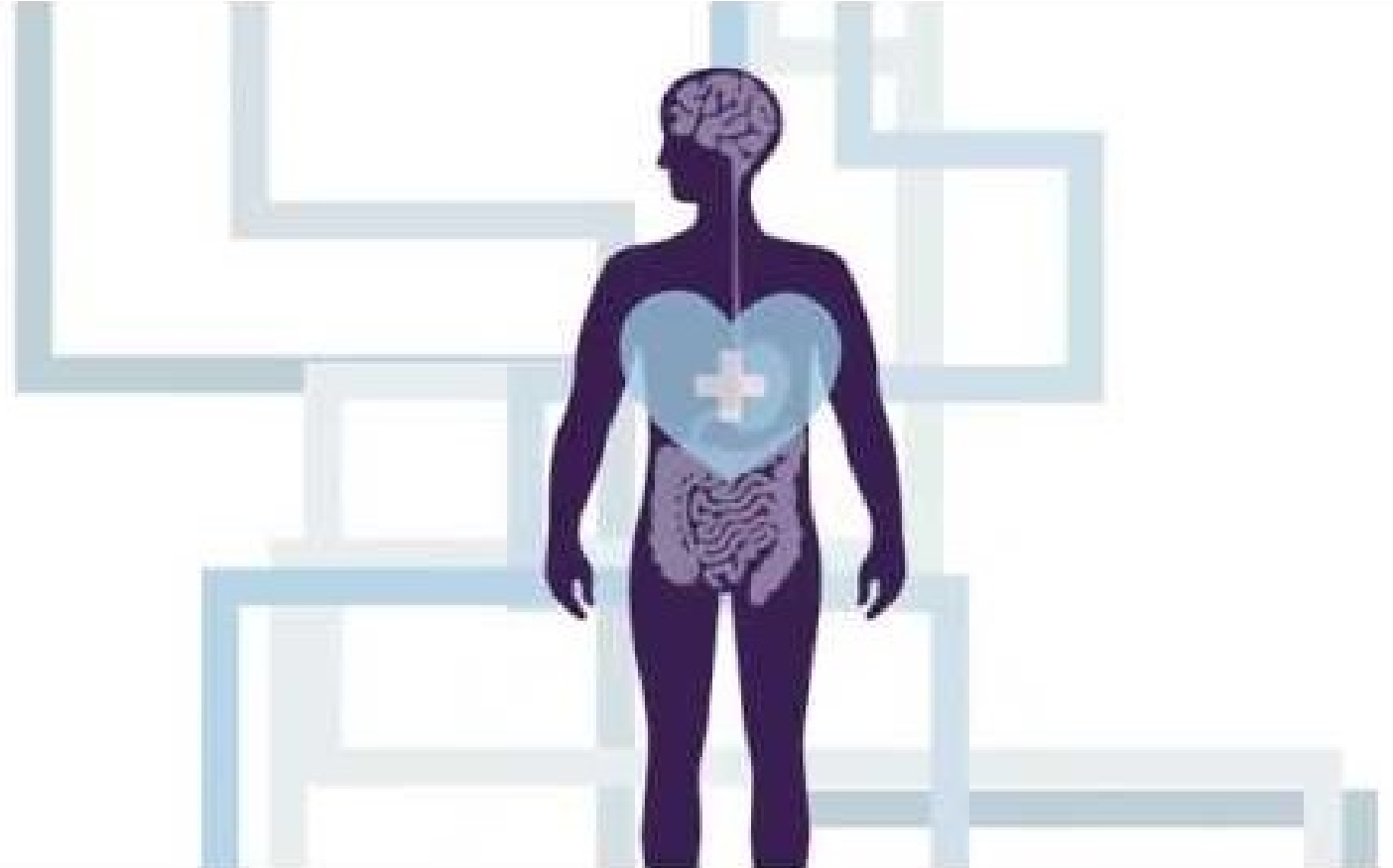
The Science of Stress, Calm and Sleep with Andrew Huberman, neuroscientist and tenured professor in the Department of Neurobiology at the Stanford University School of Medicine (3 min)

<https://youtu.be/Ft9N2-CEPzc?t=1930>

The Brain/Body Connection

The Gut

- Your gut is the part of your body that digests food and turns it into waste.
- Esophagus & stomach, small & large intestines, gallbladder, liver, pancreas.
- Sometimes called “the second brain.”
- The gut “microbiome” is the word used for all of the bacteria, fungi, protozoa and viruses that live in our gut.



<https://youtu.be/a8i7suRwjyA> (1:48 minutes)

Learn More About Your Microbiome



<https://youtu.be/5DTrENdWvvM> (5 minutes)



When our BRAIN and BODY chemicals are not balanced, we get inflammation.

But we can clear up inflammation and balance our brains/bodies with...

1. sleep
2. physical activity
3. nutrition
4. mind-body tools to cope with stress



When swimming pool chemicals are not balanced... algae grows.

The Brain, Body and **SLEEP**

Sleep improves brain function and mental health. Over time, lack of sleep can worsen behavior and mood disorders such as anxiety, depression, bipolar disorder.

Signs & Symptoms (good sleep)

- More creative
- Can focus and concentrate on tasks longer
- Has better problem-solving abilities
- Is better able to learn and remember
- Has more energy during the day
- Can create and maintain good relationships
- Can regulate emotions better
- Less impulsive



Signs & Symptoms (lack of sleep)

- Hard to wake up; Falls back to sleep after waking
- Prefers to lie down during the day; misses out on physical activities and fun
- Falls asleep/ tired at school; wants to nap
- Sugar/ caffeine (day) and alcohol (night)
- Lack of interest, motivation and attention; fidgety
- Forgetfulness; Difficulty learning
- Blurred vision
- More moody, aggressive, or short-tempered
- More impulsive
- Difficulty managing stress
- More injuries/ accidents



If your child is very sleepy during the day or you are concerned about the number of times your child wakes up, snores or has pauses in their breathing during the night, see your family doctor. Report any new medicines that are causing sleep problems.

IDEA: Try an “electronics curfew” (a nice idea for parents, too!)

How Much Sleep?

Age Group		Hours of Sleep
Newborn	0-3 months	14-17 hours (+naps)
Infant	4-12 months	12-16 hours (+naps)
Toddler	1-2 years	11-14 hours (+naps)
Preschool	3-5 years	10-13 hours (+naps)
School Age	6-12 years	9-12 hours
Teen	13-18 years	8-10 hours
Adult	18-60 years	7 or more hours

https://www.cdc.gov/sleep/about_sleep/how_much_sleep.html

Learn More About Sleep Strategies



Sleep Strategies for Teens with Autism Spectrum Disorder



*A Guide for
Parents*



These materials are the product of on-going activities of the Autism Speaks Autism Treatment Network, a funded program of Autism Speaks.

<https://www.autismspeaks.org/sites/default/files/2018-08/Sleep%20Strategies%20Teens.pdf>

Strategies to Improve Sleep in Children with Autism Spectrum Disorders



A Parent's Guide



These materials are the product of on-going activities of the Autism Speaks Autism Treatment Network, a funded program of Autism Speaks. It is supported by cooperative agreement UA3 MC 11054 through the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Research Program to the Massachusetts General Hospital.

p.1

<https://www.autismspeaks.org/sites/default/files/2018-08/Sleep%20Tool%20Kit.pdf>

Although written about youth/teens with Autism, these guides can be helpful for all kids.

Learn More About Relaxing Bedtime Routines



<https://youtu.be/2fbaogkY0Qk> (8:37 minutes)

Brain, Body & Physical Activity

Physical activity can reduce stress and improve sleep, mood, attention and overall wellbeing.

How much do they need?

Kids and teens ages 6 to 17 need at least **60 minutes** every day.

Most of it can be **moderate-intensity aerobic activity**. Anything that gets their heart beating faster counts.



At least 3 days a week, encourage your kids to step it up to **vigorous-intensity aerobic activity**.



Is it moderate or vigorous?
Use the “talk test” to find out.

When you're being active, try talking:

- ✓ If you're breathing hard but can still have a conversation easily, it's **moderate-intensity activity**
- ✓ If you can only say a few words before you have to take a breath, it's **vigorous-intensity activity**

As part of their daily 60 minutes, kids and teens also need:

Muscle-strengthening activity

At least 3 days a week



Anything that makes their muscles work harder counts — like climbing or swinging on the monkey bars.

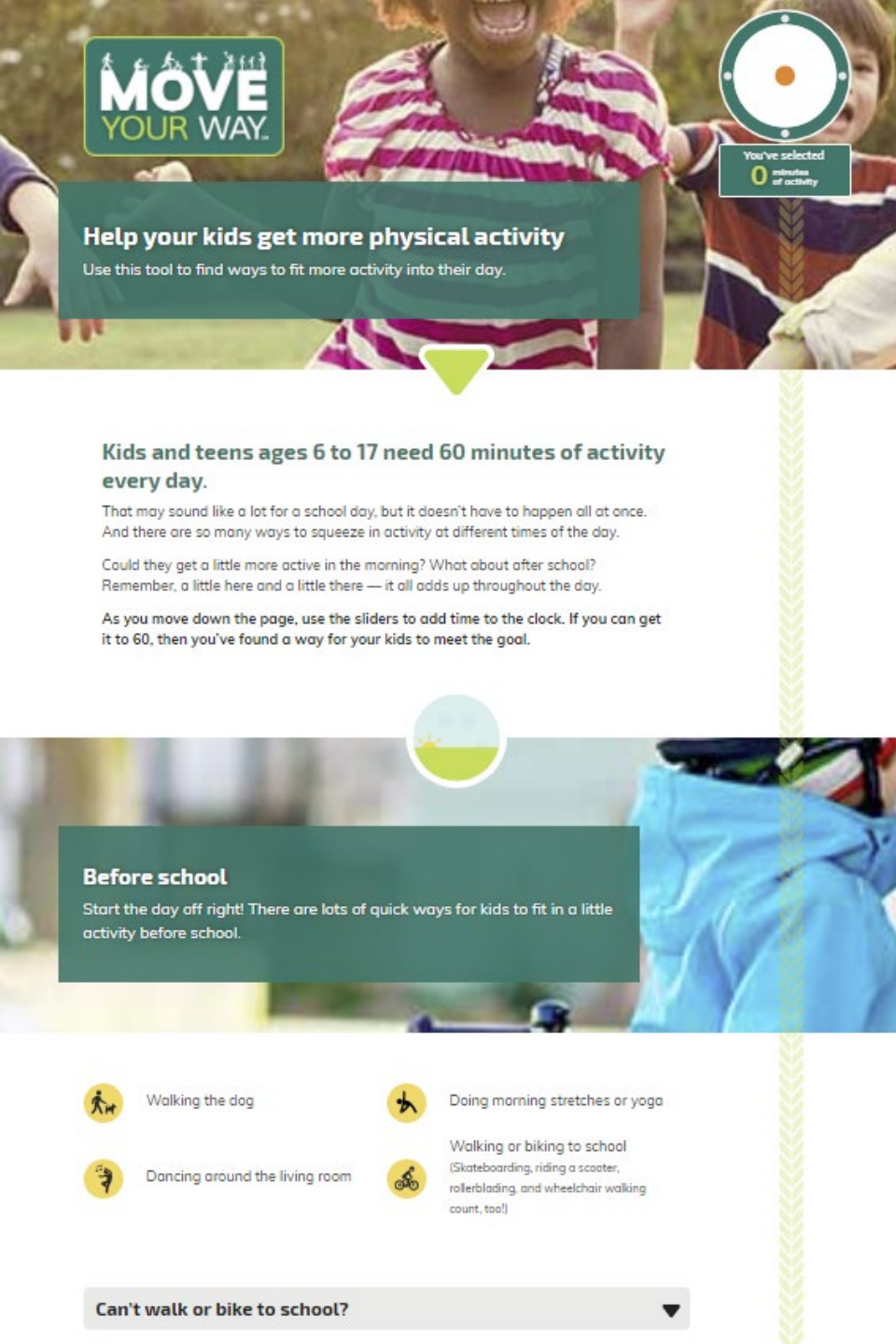
Bone-strengthening activity

At least 3 days a week



Bones need pressure to get stronger. Running, jumping, and other weight-bearing activities all count.





Learn More About Physical Activity

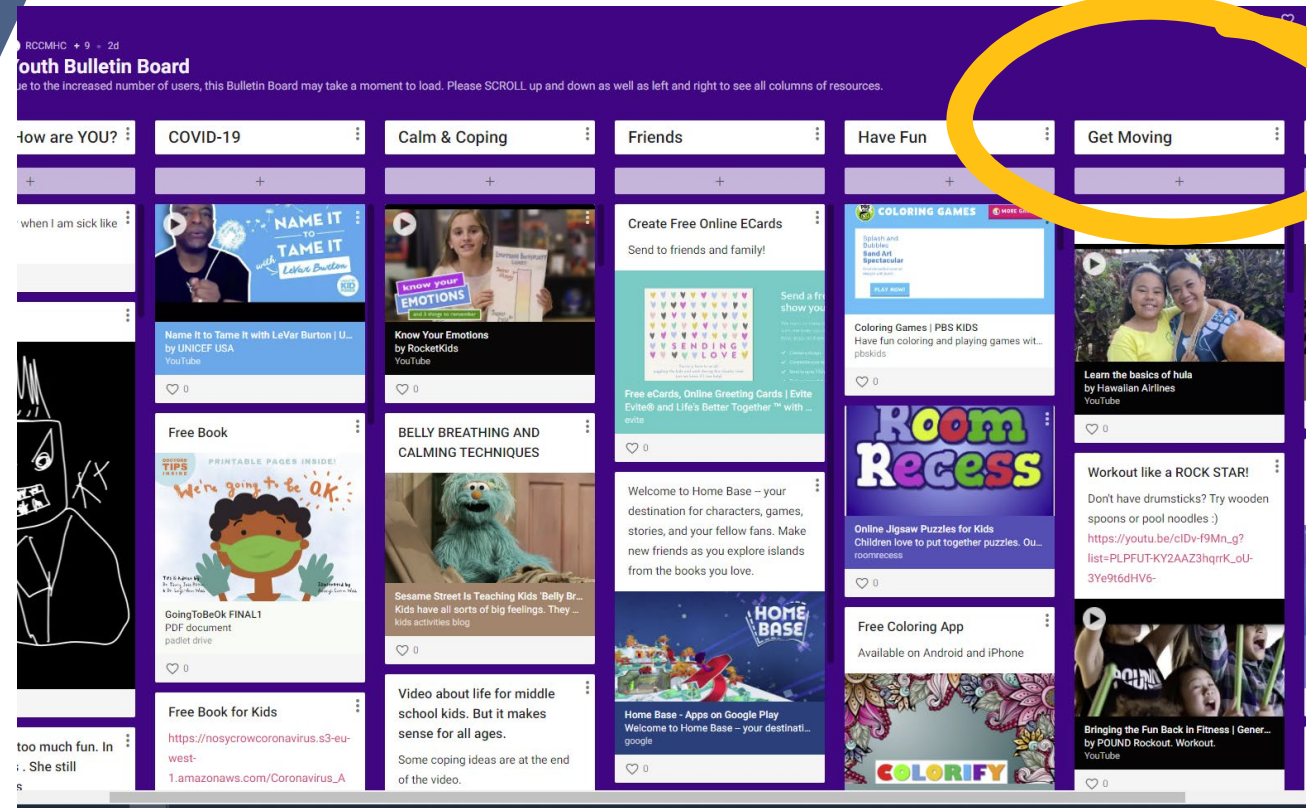
Try this Interactive Tool

<https://health.gov/moveyourway/get-kids-active/>



<https://youtu.be/99Grz6rzil> (1:47 minutes)

Find Ideas for Physical Activity



<https://www.rccmhc.org/community-bulletin-board>

Brain, Body & Nutrition



**What is
Nutritional
Psychiatry?**

<https://youtu.be/fhzn3lC7cc0> (3:39 minutes)



Learn More About the Mediterranean Diet



Mediterranean Diet

<https://www.childrens.com/health-wellness/is-the-mediterranean-diet-healthy-for-kids>

<https://www.takingcharge.csh.umn.edu/mediterranean-diet>

Learn more about Whole/ Healthy Foods



<https://youtu.be/MfxuumD-tXQ> (1:52 minutes)



Find Healthy and Kid-Friendly Recipes



Simple Succotash

Preparation time: 10 minutes | Cook time: 10 minutes | Cost: \$1.25

Ingredients:

- 1 teaspoon oil
- ½ cup bell pepper, chopped
- ¼ cup onion, chopped
- 1 cup **canned corn**, drained and rinsed
- 1 cup **canned lima beans**, drained and rinsed
- ½ cup **diced tomatoes**
- 1 tablespoon **vinegar**
- 2 tablespoons **garlic powder**

Directions:

1. Heat oil in a skillet over medium-high heat.
2. Add peppers and onion. Cook for 3 minutes.
3. Add corn and lima beans. Stir to mix. Cook for 3 minutes.
4. Add tomatoes, vinegar and garlic powder. Cook for 3 minutes.

Makes 4 servings

Try serving with a lean protein like chicken breast or fish.

Nutrition Facts
4 servings per container
Serving size 2/3 cup
Amount per serving
Calories 100
Total Fat 3g 6%
Saturated Fat 0g 0%
Trans Fat 0g 0%
Cholesterol 0mg 0%
Sodium 230mg 10%
Total Carbohydrate 17g 6%
Dietary Fiber 3g 6%
Total Sugars 4g 8%
Includes 0g Added Sugars 0%
Protein 2g 4%
Vitamin D 0mg 0%
Calcium 27mg 2%
Iron 1mg 6%
Potassium 164mg 3%

HEART HEALTHY DIABETES FRIENDLY GLUTEN FREE VEGETARIAN 30 MINUTES OR LESS

Meatless Chili

Preparation time: 5 minutes | Cook time: 25 minutes | Cost: \$4.00

Ingredients:

- 2 teaspoons oil
- 1 onion, chopped
- 3 carrots, chopped
- 2 tablespoons **chili powder**
- 2 (15 ounce) cans **low-sodium black beans**, drained and rinsed
- 1 (15 ounce) can **low-sodium corn**, drained and rinsed
- 1 (28 ounce) can **low-sodium diced tomatoes**
- 3 cups **water**
- ½ teaspoon **salt**

Directions:

1. Heat oil in a large pot over medium heat.
2. Add onion. Cook for 4 minutes.
3. Add carrots. Cook for 5 minutes, stirring a few times so they do not burn.
4. Add chili powder. Stir to coat onions and carrots. Cook for 1 minute.
5. Add beans, corn, tomatoes, water and salt. Stir to mix chili.
6. Bring chili to a boil. Reduce heat to low. Simmer for 15-20 minutes.

Makes 6 servings

Nutrition Facts
6 servings per container
Serving size 1 cup
Amount per serving
Calories 250
Total Fat 3g 6%
Saturated Fat 0g 0%
Trans Fat 0g 0%
Cholesterol 0mg 0%
Sodium 600mg 22%
Total Carbohydrate 44g 18%
Dietary Fiber 11g 80%
Total Sugars 11g 20%
Includes 0g Added Sugars 0%
Protein 12g 24%
Vitamin D 0mg 0%
Calcium 90mg 9%
Iron 4mg 20%
Potassium 814mg 15%

HEART HEALTHY DIABETES FRIENDLY GLUTEN FREE VEGETARIAN 30 MINUTES OR LESS

Recipes include the cost, the calories, the nutritional information, and detailed instructions.

<https://hungerandhealth.feedingamerica.org/healthy-recipes/>

Find Fresh Food

Fare For All

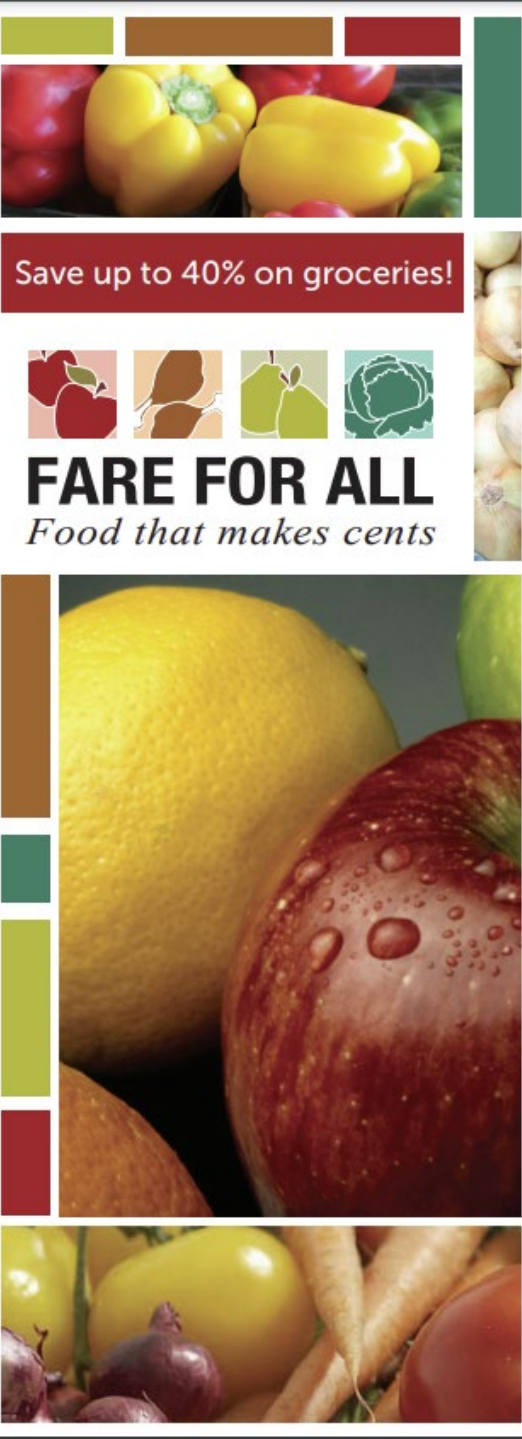
Fresh food – 40% cheaper than grocery stores
Drive through Sales. EBT cards accepted.

<https://fareforall.thefoodgroupmn.org/>

Free Food

Check the Community Bulletin Board to
find FREE groceries and prepared meals.

<https://www.rccmhc.org/community-bulletin-board>



Save up to 40% on groceries!

FARE FOR ALL
Food that makes cents

What type of food is for sale?



PRODUCE PACK - \$10

Five varieties of fresh vegetables and two varieties of fresh fruit.

MINI MEAT PACK - \$11

A minimum of four assorted meat items (3-5 pounds).

COMBO PACK - \$20

Save an extra \$1 by combining the Produce Pack and the Mini-Meat Pack.

MEGA MEAT PACK - \$25

Typically includes 7-9 frozen meat items. Watch for \$30 Holiday Packs in Nov & Dec.

Site	Dates	Time	Location
Frogtown	Mar 3	2:00-4:00pm	St. Stephanus Lutheran- 739 Lafond Ave
St. Paul	Mar 12	10:00am-1200pm	West 7th Comm. Ctr, 265 Oneida St
South St. Paul	Mar 23	4:00-6:00pm	Doug Woog Arena- 141 6th St. S
White Bear Lake	Mar 19	1:00-3:00pm	Community of Grace Lutheran- 4000 Linden St

Mind-Body Tools to Cope With Stress & Improve Wellbeing



Virtual Calm Room

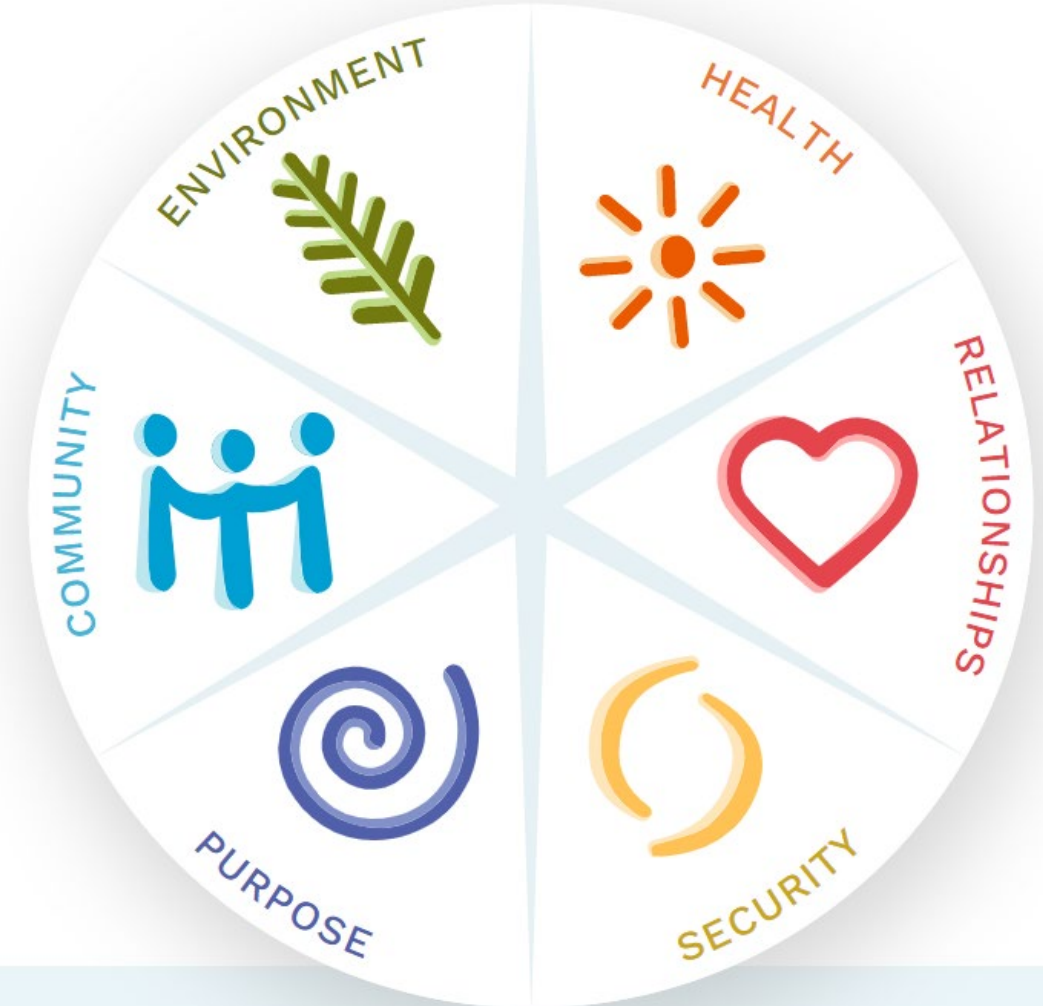
- <https://www.rccmhc.org/breathe>
- Butterfly Hug
- Turn Off Fight/Flight/ Freeze (Nostril Breathing)

Family Care Organizer

- <https://www.rccmhc.org/all-in-one-place>
- Use the Wellbeing Section
- Track Food, Sleep, Exercise

Assess Your Wellbeing

- <https://www.takingcharge.csh.umn.edu/>
- Take this quiz and set goals for holistic health



Brain, Body and Integrated Health Care

- Cognitive behavioral therapy (CBT),
- Aromatherapy, Biofeedback,
- Clinical hypnosis/ self-hypnosis,
- Herbs and supplements,
- Reflexology,
- Massage therapy,
- Acupressure/ Acupuncture,
- Breathwork,
- Guided Imagery,
- Music therapy,
- Art therapy,
- Nutrition consultation,
- Yoga,
- Energy therapy (such as Reiki, Healing Touch or Tui na)

Learn more about Holistic Practices



<https://www.takingcharge.csh.umn.edu/what-are-holistic-practices>

**A Focus on Wellbeing:
Mind, Body and Spirit**

**Conventional medical therapies
plus holistic strategies**



Learn More about Pediatric Integrative Medicine



NOTE:
This video is about
a clinic that is NOT
in Minnesota. Info
about MN clinics is
on the next slide.

https://youtu.be/6_R7W9W1v3I (3:15 minutes)



Learn More About Pediatric Integrated Health in MN

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- <https://www.childrensmn.org/services/care-specialties-departments/integrative-medicine/>
 - <https://www.prairie-care.com/services/integrative-medicine/>
 - <https://www.mhealth.org/childrens/care/overarching-care/integrative-health-pediatrics>



Learn More about the Brain-Body Connection, Integrative Medicine, Endocrinology & Metabolism



<https://youtu.be/FFVEFKgT8A0> (19:46 minutes)



<https://www.rccmhc.org/>