

ICAAP Education Seminar
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ADJUSTING TO THE NEW NORMAL: HELPING YOUTH BUILD RESILIENCE AND COPE WITH CHANGE

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THE LAND ON WHICH WE GATHER

is the original homelands and traditional territory of the
Kiikaapoi (Kickapoo), Peoria, Bodéwadmikiwen
(Potawatomi), Miami, and Oceti Šakówin (Sioux) people



DISCLOSURES

I have no disclosures to report.



LEARNING OBJECTIVES

1. Participants will learn how to identify current contexts affecting children and adolescents' mental health functioning.
2. Participants will identify practical strategies to help promote resilience from a social – ecological framework.
3. Participants will engage in discussion about practical strategies to promote resilience.

OUTLINE

Context Matters!: Overview of Current Events

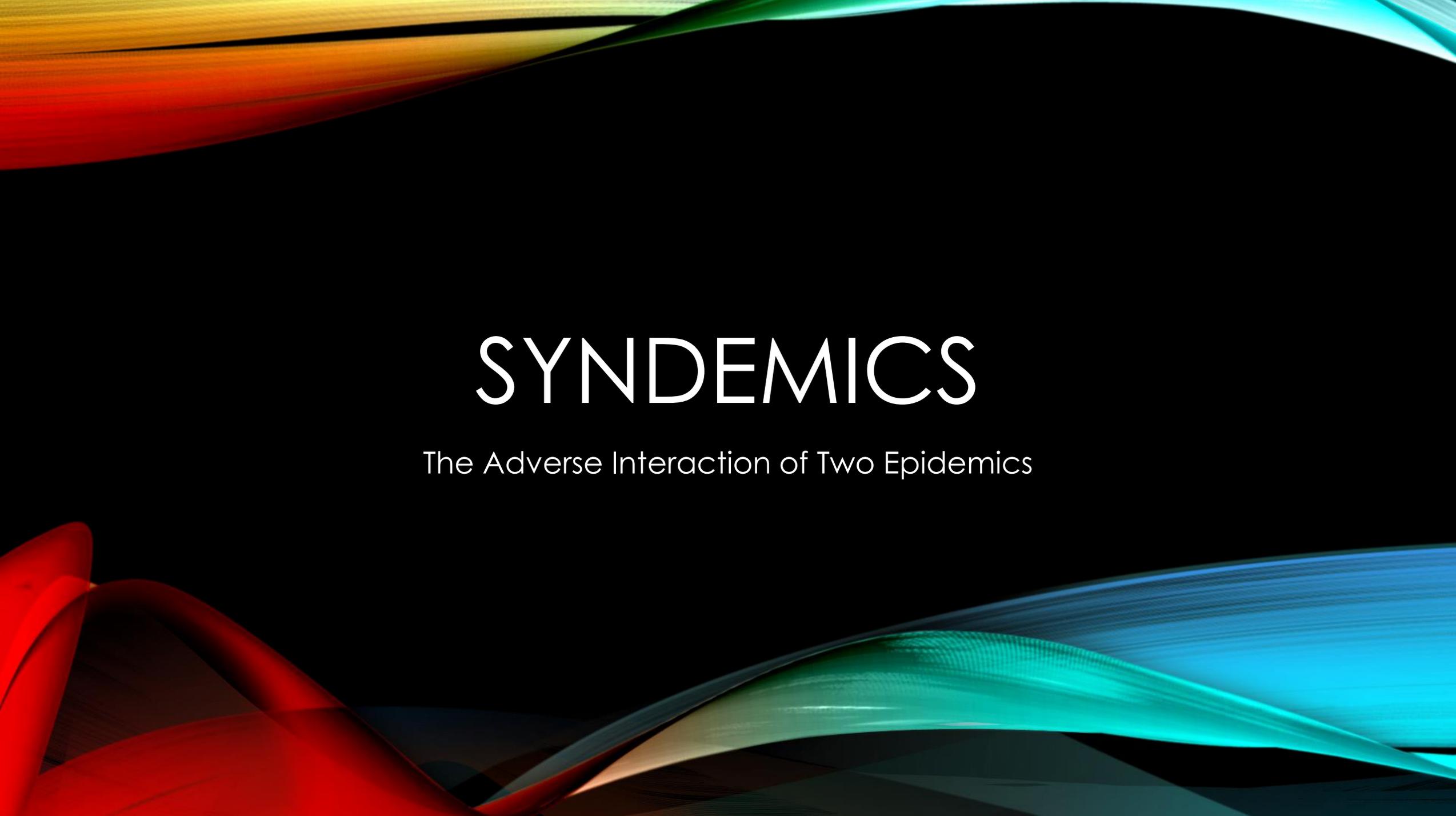
- Syndemics
- What is the “New Normal?”

Impact of Current Events on Children/Teen Well-Being

- Effects
- Signs and Symptoms
- Developmental Presentations

Tips for emotional well-being and promoting resilience

- Social-Ecological Framework
 - Individual
 - Family, Community
 - Systems



SYNDEMICS

The Adverse Interaction of Two Epidemics



SYNDEMICS*

- Syndemics involve the adverse interaction of diseases (2 or more) of all types (e.g., infections, chronic non-communicable diseases, mental health) and conditions of health inequalities caused by social, environmental, structural, and/or political factors such as poverty, structural violence, stigma. This interaction further exacerbates the disease burden.
- Syndemics theory provides a useful framework for understanding how such interacting epidemics develop under conditions of health and social disparity.

* First proffered by anthropologist Merrill Singer

CURRENT DAY SYNDEMICS:

Health disparities among COVID-19 cases

COVID-19 and mental health and racism

- Racial trauma
- Anxiety
- Systematic Oppression, Structural Violence

HOW DO WE DEFINE SOCIAL UPRISING/UNREST?

“Sudden changes in the structure and nature of society.”

“Protests and apt anger.”

“Protests and/or riots against systemic racism that affect marginalized groups [primarily Blacks] in the United States.”



CURRENT EVENTS AFFECTING WELL-BEING



Increased mental health concerns (e.g. anxiety, depression, suicidality)

Increased physical health concerns

Heightened environmental stressors, primarily within the home

Reduced school performance

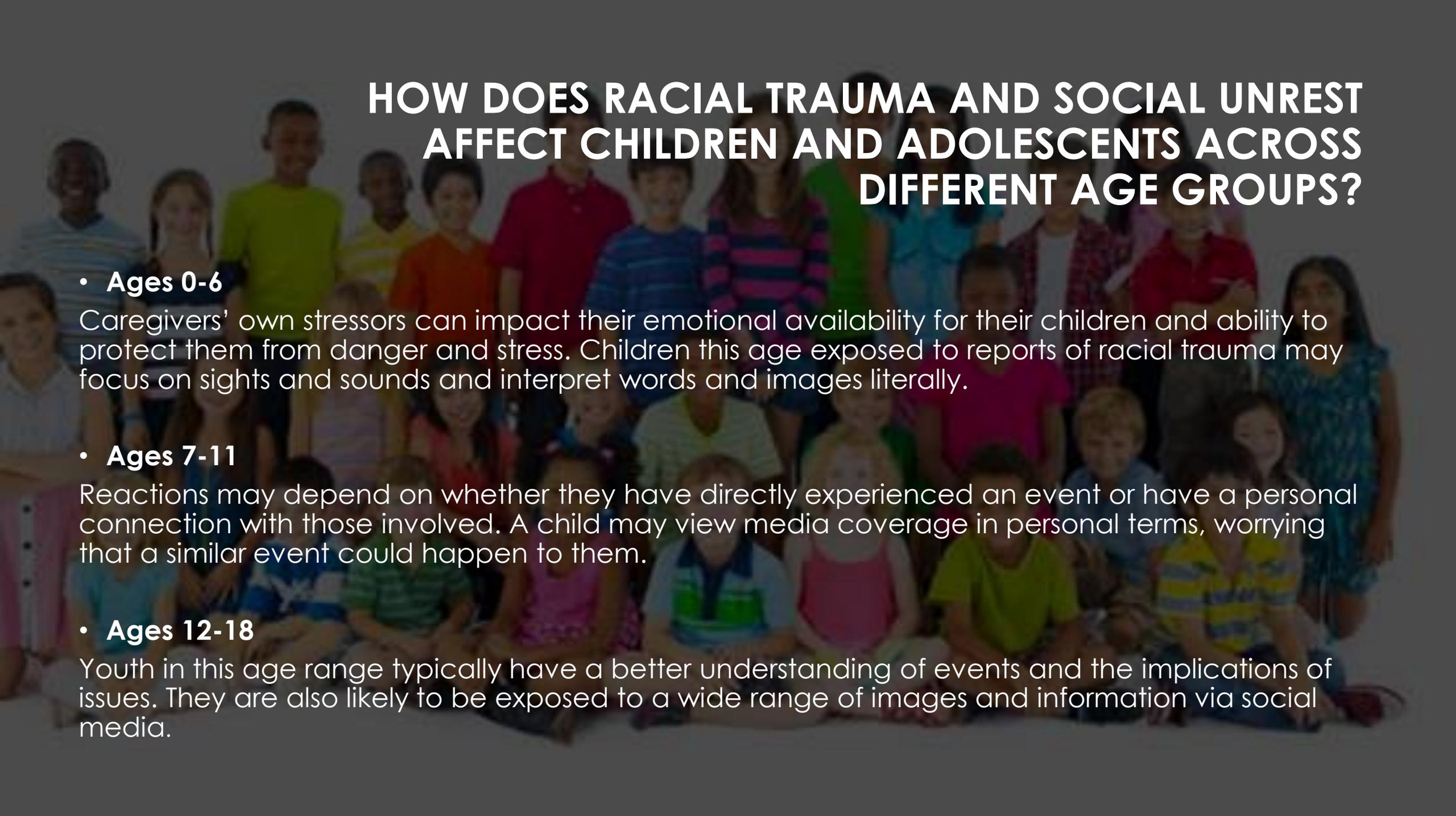


EFFECTS OF STRESS

- Anxiety
- Depression
- Substance Use/Misuse
- Poor Health
- Poor Memory and Language Skills
- Lower Academic Achievement
- Poor parent-adolescent/family relationships
- Poor peer relationships
- Poor teacher-student relationships

SIGNS AND SYMPTOMS

- **Excessive fear or uneasiness:** Feeling afraid, anxious, nervous, or panicked
- **Mood changes:** Deep sadness, inability to express joy, indifference to situations, feelings of hopelessness, laughter at inappropriate times for no apparent reason, or thoughts of suicide
- **Problems thinking:** Inability to concentrate or problems with memory, thoughts, or speech that are hard to explain
- **Sleep or appetite changes:** Sleeping and eating dramatically more or less than usual; noticeable and rapid weight gain or loss
- **Withdrawal:** Sitting and doing nothing for long periods of time or dropping out of previously enjoyed activities



HOW DOES RACIAL TRAUMA AND SOCIAL UNREST AFFECT CHILDREN AND ADOLESCENTS ACROSS DIFFERENT AGE GROUPS?

- **Ages 0-6**

Caregivers' own stressors can impact their emotional availability for their children and ability to protect them from danger and stress. Children this age exposed to reports of racial trauma may focus on sights and sounds and interpret words and images literally.

- **Ages 7-11**

Reactions may depend on whether they have directly experienced an event or have a personal connection with those involved. A child may view media coverage in personal terms, worrying that a similar event could happen to them.

- **Ages 12-18**

Youth in this age range typically have a better understanding of events and the implications of issues. They are also likely to be exposed to a wide range of images and information via social media.

A PUBLIC HEALTH CONCERN

Some studies show that half of all people who develop mental disorders have their first symptoms by the age of 14, and 75% have had their first symptom by their mid 20s



If these early symptoms are left untreated they impact on:

Child/adolescent
development

Educational
attainments

Potential to live
fulfilling and
productive,
healthy lives

A PUBLIC HEALTH CONCERN

- Mental Disorders affects 1—20% of children and adolescents worldwide
- 1 in 6 U.S. youth aged 6 to 17 years experience a mental health illness
- Depression is the #1 cause of illness and disability in young people aged 10-19 years old and suicide ranks #3 among causes of death

WHAT IS THE "NEW NORMAL?"

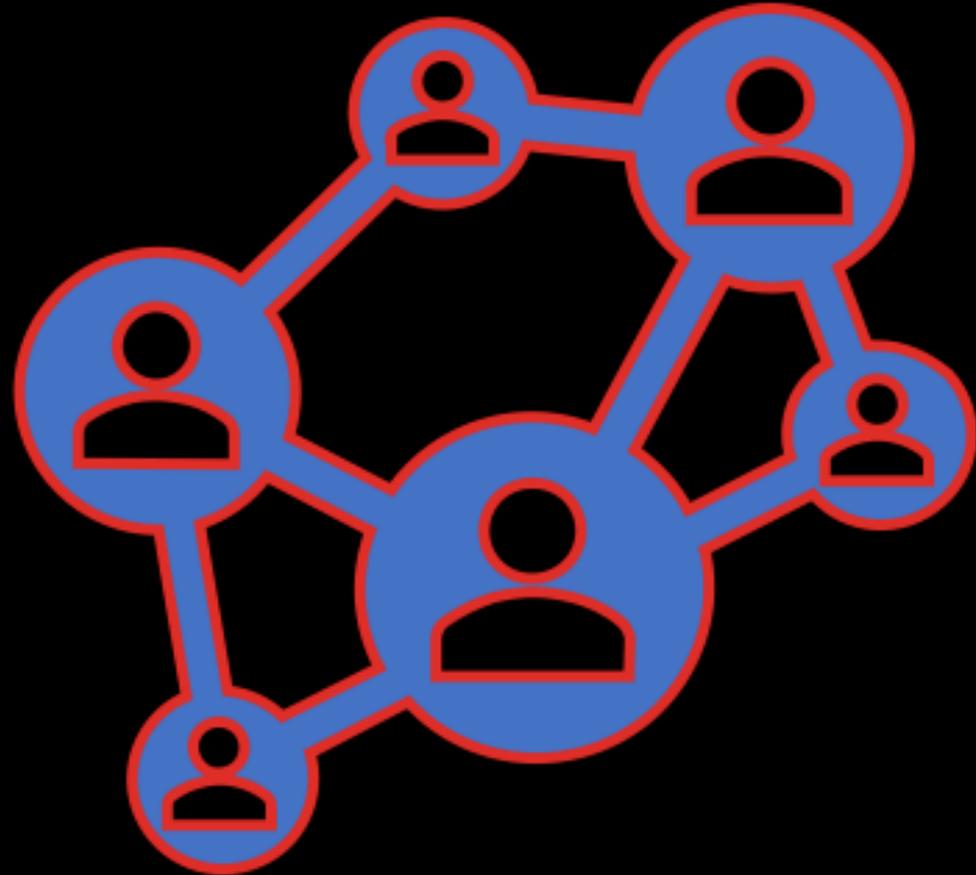
For Youth

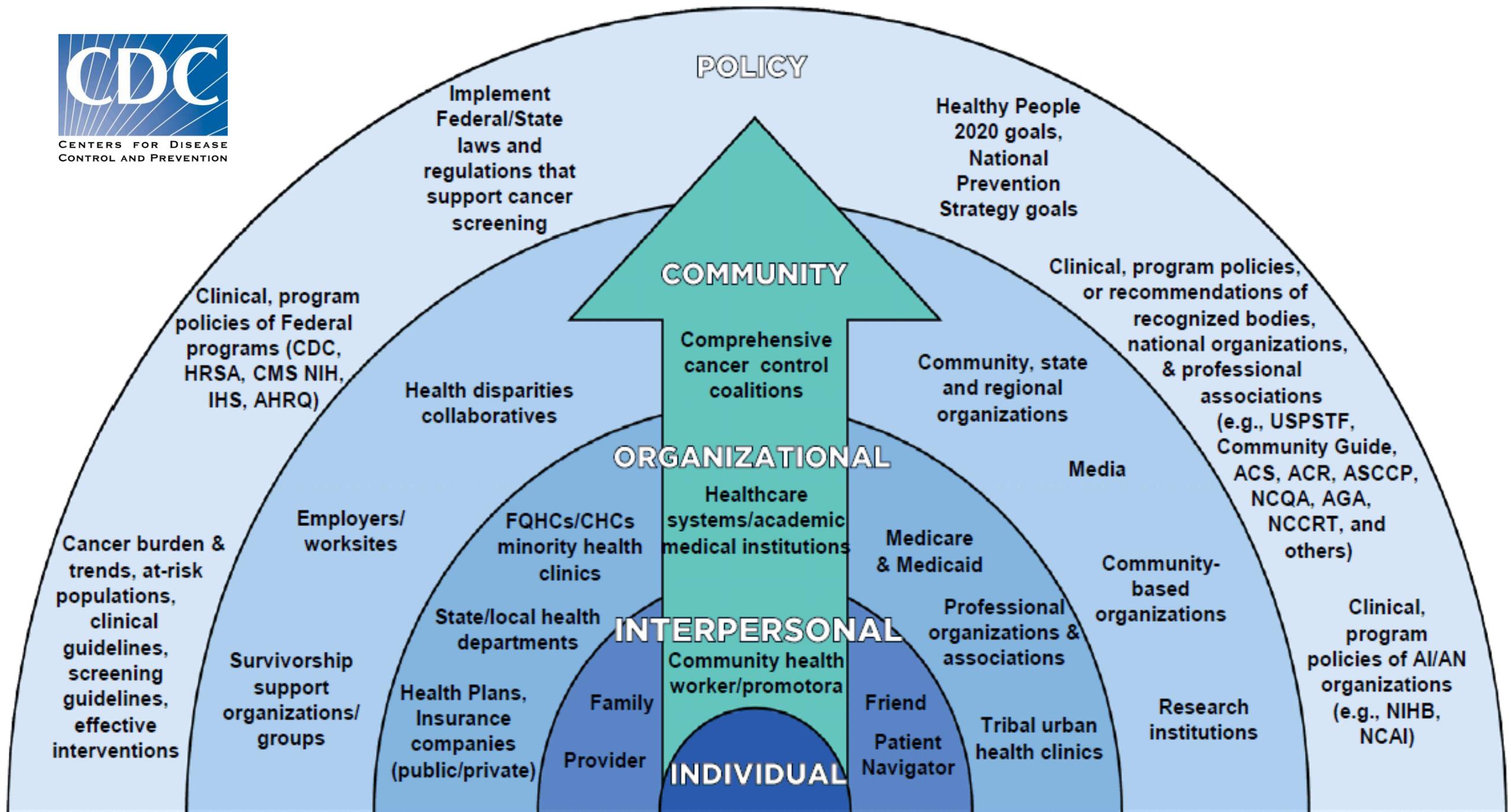
For Families

Do we want to go back
to the old "normal?"

PROMOTING RESILIENCE

Within a Social-Ecological
Framework





*Some groups may fit within multiple levels of this model.

An abstract graphic on the left side of the page, featuring a vibrant red background with a green, curved, translucent shape that appears to be peeling or layered, creating a sense of depth and movement.

INDIVIDUAL LEVEL

SOURCES OF RESILIENCE

- Easygoing disposition
- Cognitive flexibility
- Active coping strategies
 - Use ways to decrease anxiety and distress (e.g. exercise, avoiding substances)
- Belief in oneself and trust in one's ability to make decisions
- Religiosity or spirituality.
- One or more talents (things a person does really well);
- Meaningful participation in community
- Connection with a trusted adult
- Commitment of caretaker to child's well being and development
- Strong social support for family and caretaker

EMOTIONAL WELL-BEING

- Routine/Schedule
- Boundaries
- Breathing techniques
- Nutrition
- Sleep
- Mindfulness
- Play/Exercise
- Healthy peer relationships
- Mindful social media usage

STRATEGIES

Establish

Establish a sense of safety and being in control

- Identify things/situations within their control

Promote

Promote routines and rituals

- Bedtime
- Family game night

Validate

Validate emotions and empathize

- Identify, express, and regulate emotions – put a feeling chart in room!

Cope

Select a few stress management activities to practice during visit

- Controlled breathing, 5-4-3-2-1 Mindfulness/Grounding Activities,
- Check unhelpful thoughts, finding the positives

STRATEGIES

- **Psychoeducation**
 - Live by facts not fear
 - Parents regulate their own emotions
 - Normalize exposure to COVID-19 and worries about contamination
 - Focus on what they are doing to stay safe without over doing it.
- **Refer for mental/behavioral health services**

STRATEGIES FOR BI-POC

In addition...

Promote parental ethnic/racial socialization due to the syndemics involving COVID-19 and mental health, and racism*

- Cultural socialization/cultural pride
- Preparation for bias



UChicago

Comer

KIDS

*Wang, M. T., Henry, D. A., Smith, L. V., Huguley, J. P., & Guo, J. (2020). Parental ethnic-racial socialization practices and children of color's psychosocial and behavioral adjustment: A systematic review and meta-analysis. *American Psychologist*, 75(1), 1.

STRATEGIES

- Build a Strong Emotional Connection
- Promote Health Risk Taking
- Resist the Urge to Fix It
- Teach Problem Solving Skills
- Label Emotions
- Demonstrate Coping Skills
- Embrace Mistakes
- Promote the Bright Side
- Model Resiliency
- Go Outside



Safety Plan

Six things you can do

- Breathing
- Safe place in your imagination
- Placing a call
- Counting backwards
- Massaging one's hands
- Prayer, meditation



INTERPERSONAL/ PROVIDER LEVEL



“THE ROOM
WHERE IT
HAPPENS.”

- Hamilton, The Musical

What Conversations Did
you Have With Youth
and Their Families?

CONVERSATION TOPICS

- Race + Racism
- Social Uprisings/Peaceful Protests
- Race Relations
- 2020 Election
- "The First" of many political officials including Madam VP Harris
- Covid-19
- Social Isolation
- Remote Learning/School
- Transitioning Back to In-Person Learning



ACCULTURATION

How Do You Define?

ACCULTURATION, RACIAL TRAUMA AND MICROAGGRESSIONS

- Acculturation is commonly understood as adopting aspects of the dominant culture (e.g., values like self-reliance; Berry, 2006); however, Liu (2017) argued that current acculturation theories and research overlook the ideological underpinnings of White supremacy and the asymmetric power relationships that propel this process for people of color.
- People of color learn explicitly via racism, microaggressions (Kanter et al., 2017; Sue et al., 2007), and racial trauma (Carter & Muchow, 2017) about their positionality and how to accommodate White people's needs, status, and emotions.

RECOMMENDATIONS TO ADDRESS ACCULTURATION IN PRACTICE

Discuss forms of “microprotections” (Dotterer & James, 2018, p. 38) that could help buffer children of color against microaggressions and racial trauma.

Conceptualize acculturation stress or distress (Ibrahim & Heuer, 2016) as racialized interactions wherein persons of color must question how they should engage with White people, despite having adopted dominant cultural norms and behaviors.

Consult with White physicians and/or psychologists who have a critical consciousness around Whiteness, power, and privilege (Spanierman, Poteat, Whittaker, Schlosser, & Arévalo Avalos, 2017; Spanierman & Smith, 2017).

ASSESSMENT TOOLS

COVID-19 Exposure and Family Impact Survey (CEFIS)

- https://www.nlm.nih.gov/dr2/CEFIS_COVID_questionnaire_English_42220_final.pdf

Anxiety and Depression Screeners

- **PHQ-(4) – Teens**

Family Number _____
 Caregiver 1 Caregiver 2 _____
 Gender: M F O _____
 Today's Date _____

COVID-19 Exposure and Family Impact Survey (CEFIS)

Please tell us about your family's experiences during the novel Coronavirus (COVID-19) pandemic. In answering these questions, please think about what has happened from March 2020 to the present, due to COVID-19. By family we mean people who live in your household, extended family, and close friends who you consider "like family."

Part 1. Please answer Yes or No for each of the following statements.

1. We had a "stay at home" order Yes No
2. Our schools / child care centers were closed Yes No
3. Our child/ren's education was disrupted Yes No
4. We were unable to visit or care for a family member Yes No
5. Our family lived separately for health, safety or job demands Yes No
6. Someone moved into (or back into) our home Yes No
7. We had to move out of our home Yes No
8. Someone in the family kept working outside the home (essential personnel) Yes No
9. Someone in the family is a healthcare provider/first responder providing direct care Yes No
10. We had difficulty getting food Yes No
11. We had difficulty getting medicine Yes No
12. We had difficulty getting health care when we needed it Yes No
13. We had difficulty getting other essentials Yes No (if Yes, specify)

14. We self-quarantined due to travel or possible exposure Yes No
15. Our family income decreased Yes No
16. A member of the family had to cut back hours at work Yes No
17. A member of the family was required to stop working (expect to be called back) Yes No

18. A member of the family lost their job permanently Yes No
19. We lost health insurance/benefits Yes No
20. We missed an important family event or it was canceled (e.g., wedding, graduation, birth, funeral, travel [including vacation], other) Yes No
21. Someone in the family was exposed to someone with COVID-19 Yes No
 Who (e.g. myself, my child, my spouse, my parent, etc) _____
22. Someone in the family had symptoms or was diagnosed with COVID-19 Yes No
 Who _____
23. Someone in the family was hospitalized for COVID-19 Yes No
 Who _____
24. Someone in the family was in the Intensive Care Unit (ICU) for COVID-19 Yes No
 Who _____
25. Someone in the family died from COVID-19 Yes No
 Who _____

Part 2. COVID-19 may have many impacts on you and your family life. In general, how has the COVID-19 pandemic affected each of the following?

26. Parenting

- | | | | | |
|------------|---------------|--------------|-----------|--------------------------|
| 1 | 2 | 3 | 4 | <input type="checkbox"/> |
| Made it a | Made it a | Made it a | Made it a | Not |
| lot better | little better | little worse | lot worse | Applicable |

27. How family members get along with each other

- | | | | | |
|------------|---------------|--------------|-----------|--------------------------|
| 1 | 2 | 3 | 4 | <input type="checkbox"/> |
| Made it a | Made it a | Made it a | Made it a | Not |
| lot better | little better | little worse | lot worse | Applicable |

28. Ability to care for your child with [add illness/condition]

- | | | | | |
|------------|---------------|--------------|-----------|--------------------------|
| 1 | 2 | 3 | 4 | <input type="checkbox"/> |
| Made it a | Made it a | Made it a | Made it a | Not |
| lot better | little better | little worse | lot worse | Applicable |

ADVOCACY + ALLYSHIP (PEDIATRICIAN-ACTIVIST)

Relationship between Medicine and Social Justice Advocacy

- Know your history!
- Embed in
Education/Training

Structural Competency (Metzl & Hansen, 2014)

- Health care providers appreciate how symptoms, clinical problems, diseases and attitudes toward patients, populations and health systems are influenced by 'upstream' social determinants of health.

Be Politically "Un"Neutral

- What is the effectiveness of neutrality?
- Neutrality can convey complicity to and complacency with injustices toward historically marginalized people.
- Being apolitical or apathetic is detrimental to advancing human rights.

(See Nadal 2017)

Be an Ally+

- Speak up
- Examine privilege and power
- Hold Space to Have Conversations
- Educate others in different spaces

RESOURCES

HOTLINES

- Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline at 1-800-662-4357
- National Suicide Prevention Lifeline 1-800-273-TALK (8255)
- Rape Abuse and Incest National Network (RAINN) 1-800-656-HOPE (4673)
- The Trevor Project 1-866-488-7386 or Text "START" to 678678
- Crisis Text Line Text 741741

VIDEOS + Tip Sheets

- [Building Resilience in Teens](#)
- [PBS KIDS TALKING TO YOUNG CHILDREN ABOUT RACE AND RACISM](#)
- [Racial Socialization](#)
- [Talking About Traumatic Events: Helping Children Cope](#)
- National Academies of Science Engineering & Medicine – Board on Children, Youth and Families – Promoting Emotional Well-Being and Resilience Microlearning Activities



DISCUSSION

