

Senator Family Support Kit

Grades 5-12



CAPITAL
SCHOOL DISTRICT

Dear Families:

The outbreak of coronavirus disease 2019 (COVID-19) may be stressful for you and your family. Fear and anxiety about a disease can be overwhelming and cause strong emotions in adults and children. During an emergency, it is helpful to be aware of local resources and healthy strategies for coping with stress.

The Capital School District has created this resource manual for our students and their families which will provide valuable information such as resources for talking with your family about COVID-19, community resources, coping strategies, and fun and engaging family activities.

We hope that you will make use of this resource, and enjoy some quality time with your loved ones during this school closing.

Capital School District
School Based Mental Health Team

Resources for Children and Families

Housing Alliance of Delaware: Contact them for emergency shelter placement. If you are homeless and in need of emergency shelter please call 1-833-FIND-BED (1-833-346-3233). If you are asked to leave a voicemail, please leave your name and a call back number and your call will be returned. You may also email intake@housingalliance.de.org.

Food Bank of Delaware: Families who are in need of emergency food assistance should contact the Delaware Helpline by dialing 2-1-1 or 1-800-560-3372, text their zip code to 898-211 or visit www.delaware211.org. In the case of quarantines or closures, we are working with our partners to plan for increased distributions in order to assist and prepare food-insecure Delawareans.

Catholic Charities:

Emergency food pantries are located at Casa San Francisco and Seton Center. Staffed by volunteers and stocked with donated food and USDA commodities, the pantry provides 3-4 days of food for persons who are in crisis and cannot buy food.

Casa San Francisco
127 Broad Street
PO Box 38
Milton, DE 19968
302-684-8694

People's Place Inc. provides various human services programs to families and individuals in Kent County and throughout Delaware and other surrounding communities. Some of the services and resources they offer include outpatient counseling and therapy, veteran's outreach services, residential services for adolescents, shelter services, information on grant programs for bills, case management for Section 8 residents and homeless individuals (Kent County), emergency assistance (rent, utilities, heating bills etc... in Kent County), domestic violence support services for men and women, free food information of locations, victim-offender mediation services, and substance abuse prevention for adolescents as well as veterans' services. (302) 422-8033

School Based Mental Health Teams

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Talking With Children:

TIPS FOR CAREGIVERS, PARENTS, AND TEACHERS DURING INFECTIOUS DISEASE OUTBREAKS

What You Should Know

When children and youth watch news on TV about an infectious disease outbreak, read about it in the news, or overhear others discussing it, they can feel scared, confused, or anxious—as much as adults. This is true even if they live far from where the outbreak is taking place and are at little to no actual risk of getting sick. Young people react to anxiety and stress differently than adults. Some may react right away; others may show signs that they are having a difficult time much later. As such, adults do not always know when a child needs help.

This tip sheet will help parents, caregivers, and teachers learn some common reactions, respond in a helpful way, and know when to seek support.

Possible Reactions to an Infectious Disease Outbreak

Many of the reactions noted below are normal when children and youth are handling stress. If any of these behaviors lasts for more than 2 to 4 weeks, or if they suddenly appear later on, then children may need more help coping. Information about where to find help is in the Helpful Resources section of this tip sheet.

PRESCHOOL CHILDREN, 0–5 YEARS OLD

Very young children may express anxiety and stress by going back to thumb sucking or wetting the bed at night. They may fear sickness, strangers, darkness, or monsters. It is fairly common for preschool children to become clingy with a parent, caregiver, or teacher or to want to stay in a place where they feel safe. They may express their understanding of the outbreak repeatedly in their play or tell exaggerated stories about it. Some children's eating and sleeping habits may change. They also may have aches and pains that cannot be explained. Other symptoms to watch for are aggressive or withdrawn behavior, hyperactivity, speech difficulties, and disobedience.

- **Infants and Toddlers, 0–2 years old,** cannot understand that something bad in the world is happening, but they know when their caregiver is upset. They may start to show the same emotions as their caregivers, or they may act differently, like crying for no reason or withdrawing from people and not playing with their toys.
- **Children, 3–5 years old,** may be able to understand the effects of an outbreak. If they are very upset by news of the outbreak, they may have trouble adjusting to change and loss. They may depend on the adults around them to help them feel better.

EARLY CHILDHOOD TO ADOLESCENCE, 6–19 YEARS OLD

Children and youth in this age range may have some of the same reactions to anxiety and stress linked to infectious disease outbreaks as younger children. Often younger children within this age range want much more attention from parents or caregivers. They may stop doing their schoolwork or chores at home. Some youth may feel helpless and guilty because they are in a part of the world currently unaffected by the outbreak, or where the public health system protects people against outbreaks in ways it cannot in other parts of the world.

- **Children, 6–10 years old**, may fear going to school and stop spending time with friends. They may have trouble paying attention and do poorly in school overall. Some may become aggressive for no clear reason. Or they may act younger than their age by asking to be fed or dressed by their parent or caregiver.
- **Youth and Adolescents, 11–19 years old**, go through a lot of physical and emotional changes because of their developmental stage. So it may be even harder for them to cope with the anxiety that may be associated with hearing and reading news of an infectious disease outbreak. Older teens may deny their reactions to themselves and their caregivers. They may respond with a routine “I’m okay” or even silence when they are upset. Or they may complain about physical aches or pains because they cannot identify what is really bothering them emotionally. They may also experience some physical symptoms because of anxiety about the outbreak. Some may start arguments at home and/or at school, resisting any structure or authority. They also may engage in risky behaviors such as using alcohol or drugs.

How Parents, Caregivers, and Teachers Can Support Children in Managing Their Responses to Infectious Disease Outbreaks

With the right support from the adults around them, children and youth can manage their stress in response to infectious disease outbreaks and take steps to keep themselves emotionally and physically healthy. The most important ways to help are to make sure children feel connected, cared about, and loved.

- **Pay attention and be a good listener.** Parents, teachers, and other caregivers can help children express their emotions through conversation, writing, drawing, playing, and singing. Most children want to talk about things that make them anxious and cause them stress—so let them. Accept their feelings and tell them it is okay to feel sad, upset, or stressed. Crying is often a way to relieve stress and grief.



- **Allow them to ask questions.** Ask your teens what they know about the outbreak. What are they hearing in school or seeing on TV? Try to watch news coverage on TV or the Internet with them. Also, limit access so they have time away from reminders about the outbreak. Don't let talking about the outbreak take over the family or classroom discussion for long periods of time.

- **Encourage positive activities.** Adults can help children and youth see the good that can come out of an outbreak. Heroic actions, families and friends who travel to assist with the response to the outbreak, and people who take steps to prevent the spread of all types of illness, such as hand washing, are examples. Children may better cope with an outbreak by helping others. They can write caring letters to those who have been sick or lost family members to illness; they can organize a drive to collect needed medical supplies to send to affected areas.
- **Model self-care, set routines, eat healthy meals, get enough sleep, exercise, and take deep breaths to handle stress.** Adults can show children and youth how to take care of themselves. If you are in good physical and emotional health, you are more likely to be readily available to support the children you care about.



Tips for Talking With Children and Youth of Different Age Groups During an Infectious Disease Outbreak

A NOTE OF CAUTION! Be careful not to pressure children to talk about an outbreak or join in expressive activities. While most children will easily talk about the outbreak, some may become frightened. Some may even feel more anxiety and stress if they talk about it, listen to others talk about it, or look at artwork related to the outbreak. Allow children to remove themselves from these activities, and monitor them for signs of distress.

PRESCHOOL CHILDREN, 0–5 YEARS OLD

Give these very young children a lot of emotional and verbal support.

- Get down to their eye level and speak in a calm, gentle voice using words they can understand.
- Tell them that you always care for them and will continue to take care of them so they feel safe.
- Keep normal routines, such as eating dinner together and having a consistent bedtime.

EARLY CHILDHOOD TO ADOLESCENCE, 6–19 YEARS OLD

Nurture children and youth in this age group:

- Ask your child or the children in your care what worries them and what might help them cope.
- Offer comfort with gentle words or just being present with them.
- Spend more time with the children than usual, even for a short while.
- If your child is very distressed, excuse him or her from chores for a day or two.
- Encourage children to have quiet time or to express their feelings through writing or art.

Helpful Resources

Substance Abuse and Mental Health Services Administration (SAMHSA)

5600 Fishers Lane -- Rockville, MD 20857
Toll-Free: 1-877-SAMHSA-7 (1-877-726-4727)
Email: info@samhsa.hhs.gov
SAMHSA Store: <https://store.samhsa.gov>

SAMHSA Disaster Technical Assistance Center

Toll-Free: 1-800-308-3515 Email: DTAC@samhsa.hhs.gov
Website: <https://www.samhsa.gov/dtac>

Hotlines

SAMHSA's Disaster Distress Helpline

Toll-Free: 1-877-SAMHSA-7 (1-877-726-4727)
(English and español)
SMS: Text TalkWithUs to 66746
SMS (español): "Hablamos" al 66746
TTY: 1-800-846-8517
Website (English): <https://www.disasterdistress.samhsa.gov>
Website (español): <https://www.samhsa.gov/find-help/disaster-distress-helpline/espanol>

SAMHSA's National Helpline

Toll-Free: 1-800-662-HELP (24/7/365 Treatment Referral Information Service in English and español)
Website: <https://www.samhsa.gov/find-help/national-helpline>

Child Welfare Information Gateway

Toll-Free: 1-800-4-A-CHILD (1-800-422-4453) Website: <https://www.childwelfare.gov/topics/responding/reporting/how>

Treatment Locator

SAMHSA's National Helpline

Toll-Free: 1-800-662-HELP (1-800-662-4357)(24/7 English and español);
TTY: 1-800-487-4889
Website: <https://findtreatment.gov>

Resources Addressing Children's Needs

Administration for Children and Families

Website: <https://www.acf.hhs.gov>

Additional Resources

National Suicide Prevention Lifeline

Toll-Free (English): 1-800-273-TALK (8255)
Toll-Free (español): 1-888-628-9454
TTY: 1-800-799-4TTY (4889)
Website (English): <https://www.suicidepreventionlifeline.org>
(español): <https://suicidepreventionlifeline.org/help-yourself/en-espanol>

National Child Traumatic Stress Network

Website: <https://www.nctsn.org>

- Encourage children to participate in recreational activities so they can move around and play with others.
- Address your own anxiety and stress in a healthy way.
- Let children know that you care about them—spend time doing something special; make sure to check on them in a nonintrusive way.
- Maintain consistent routines, such as completing homework and playing games together.

When Children, Youth and Parents, Caregivers, or Teachers Need More Help

In some instances, children may have trouble getting past their responses to an outbreak, particularly if a loved one is living or helping with the response in an area where many people are sick. Consider arranging for the child to talk with a mental health professional to help identify the areas of difficulty. If a child has lost a loved one, consider working with someone who knows how to support children who are grieving.¹ Find a caring professional in the Helpful Resources section of this tip sheet.

1 National Commission on Children and Disasters. (2010). *National Commission on Children and Disasters: 2010 report to the President and Congress* (AHRQ Publication No. 10-M037). Rockville, MD: Agency for Healthcare Research and Quality. Retrieved from <http://archive.ahrq.gov/prep/nccdreport/nccdreport.pdf> [PDF - 1.15 MB]

**Note: Inclusion of a resource in this fact sheet does not imply endorsement by the Center for Mental Health Services, the Substance Abuse and Mental Health Services Administration, or the U.S. Department of Health and Human Services.*



SAMHSA
Substance Abuse and Mental Health
Services Administration

PEP20-01-01-006



Manage Stress workbook



U.S. Department of Veterans Affairs
Veterans Health Administration



VA

U.S. Department of Veterans Affairs
Veterans Health Administration



VA

11-11-14 10:00 AM



Pleasant Activities Tip Sheet

Research^{1,2} has shown that ratings of mood improve if you add some pleasant activities to your routine. Here is a strategy to use pleasant activities to manage stress and add some fun to your life.

- ◆ Plan for at least one pleasant activity per day, even if just a few minutes long.
- ◆ The activity should not be for someone else—it should be designed to give you joy.
- ◆ If you can't do something you used to enjoy, think about a good replacement. For example, you may not be able to go deep sea fishing, but you might enjoy visiting the boat show or just walking on a pier.
- Aim for gentle pleasures, like taking a walk in a favorite place, walking the dog, or taking time to read the comic strips.
- Mix It Up! Variety is the spice of life.
- Simplify—look for simple pleasures that don't require a lot of preparation or money.
- If you have trouble coming up with activities, think about what you enjoyed in the past.

Here are some examples of pleasant activities that some have chosen, but remember to focus on what you enjoy:

- | | |
|---|---|
| <input type="checkbox"/> Stop at a park on the way home from work to go for a walk by the lake. | <input type="checkbox"/> Park your car for a few minutes at a place with a nice view. |
| <input type="checkbox"/> Go for a bike ride. | <input type="checkbox"/> Sit outside and watch for birds or wildlife. |
| <input type="checkbox"/> Cut some flowers to put in a vase in your home. | <input type="checkbox"/> Check the rankings of your favorite sports team. |
| <input type="checkbox"/> If you like boating, doing something like waxing your boat, visiting a marina, or fishing a part may be enjoyable. | <input type="checkbox"/> Take a warm bath. |
| <input type="checkbox"/> Go fishing. | <input type="checkbox"/> Call an old friend. |

1. Lenhardt, B.M., Mannor, R.E., Youngren, M.A., & Zaks, A.M. (1986). *Control your depression* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

2. Antonucci, D.O. (1990). The coping with depression course: A behavioral treatment for depression. *The Clinical Psychologist*, 5(13), 3-5.

Complete and update your plan every week. Use the charts below to track your progress.

My Progress Report _____ for week beginning _____ (date)

Goal: _____

Day of week	Action Taken	Comments (how I felt, challenges, successes)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

My Progress Report _____ for week beginning _____ (date)

Goal: _____

Day of week	Action Taken	Comments (how I felt, challenges, successes)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

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This workbook was designed by the National Center for Health Promotion and Disease Prevention (NCP). It will guide you through steps to identify and track your stress, and practice a variety of strategies that have been shown to counteract stress.

It goes without saying that you have probably experienced periods of high stress and danger. You probably are well acquainted with the 'fight or flight' feeling that often occurs in such situations. This heightened feeling occurs when our bodies release stress hormones in response to the stress. The hormones keep us alert and ready to deal with whatever is happening or is about to happen.

While this natural response serves us well in the short term, our bodies need time to recover. Prolonged, high stress can cause high blood pressure, a weakened immune system, heart disease, and digestive problems. Headaches,

depression, aggressive behavior, and low energy are other common symptoms.

You can learn specific techniques for managing your stress more effectively. These techniques can help you lower your stress and improve your readiness to respond in stressful situations. You'll also deal more easily with stress when it comes up.

It's important to remember that you cannot always control the causes of your stress, but you can control the way you react to the stress.

Stress Management Goal

This workbook chapter is designed for you to use on your own. However, if you feel stuck, or would like help with this, feel free to contact your primary care/PACT team. There are staff on the team, including the Health Behavior Coordinator, who are experienced in helping with this kind of goal-setting.

Be sure that the goal you set is SMART (Specific, Measurable, Action-oriented, Realistic, Time-based). You may find the My Health Choices worksheet in Appendix A helpful.

Suggested goal: On a scale of 0-10, where 0 means not bothersome, 5 means somewhat bothersome, and 10 means very bothersome, my goal is to have my average stress level be below _____ for _____ days a week.

My stress management goal is:

Keys to Managing Your Stress

1 Track Your Stress

Stress affects everybody differently. By regularly monitoring and tracking your stress, you raise your awareness of the way you experience stress and get a better sense of your natural stress level. Knowing how your body reacts to stress will help alert you when your stress level is rising.

Activity:
Track your stress levels using the Stress Tracker on page 4.

2 Identify the Sources of Your Stress

Knowing the sources of your stress is critical. After you have a good idea of the things that cause your stress, you can develop a plan for dealing with each of them.

Activity:
Make a list of the things that cause your stress. Use the Identifying Your Stressors Worksheet on page 5 for ideas.

3 Practice Mindfulness Regularly

Mindfulness is a way to be fully aware in the present moment of physical sensations, emotions, and thoughts, but without judging them. Regular daily practice of stress management techniques will allow you to deal with your stress in a healthier way.

Mindfulness-Based Stress Reduction (MBSR) techniques have been proven to reduce stress and stress-related conditions in Veterans. They can reduce anxiety, improve attention and memory, and help manage chronic pain. These techniques center on being fully aware in the present moment without judgment.

Activity:
Review the Stress Symptoms Checklist on page 6. Explore the MBSR Techniques on page 7 to determine which are most effective for managing the stress symptoms you identified.

4 Be Physically Active

Physical activity is one of the most effective stress management techniques. Physical activity increases endorphins, improves sleep, raises self-esteem, and releases muscle tension.

While moderate physical activity is good for stress management, overly vigorous activity can actually contribute to stress levels. If you are going to exercise to help relieve stress, do so at an intensity level that is comfortable for you.

Find more information:
In the *Be Physically Active* Healthy Living message at <http://www.prevention.va.gov>. Regular physical activity can improve mood, reduce stress, and decrease health risks.

My Health Choices



Circle your choice below.

 Be Involved in Your Health Care	 Be Tobacco Free	 Eat Wisely	 Be Physically Active	 Strive for a Healthy Weight
 Limit Alcohol	 Get Recommended Screening Tests & Immunizations	 Manage Stress	 Be Safe	 Your Choice

My goal for the next week is: (Set a SMART goal—Specific, Measurable, Action-oriented, Realistic, Timeable to complete. Example: I will walk at least 3 times this week for 15 minutes each, after I get home from work.)

Things that might get in my way: (Examples: weather, pain, time)

What I can do to overcome these things: (Examples: exercise indoors, walk with a friend)

I believe that I can reach my goal: (Circle the number that matches how confident you feel.)

1	2	3	4	5	6	7	8	9	10
Not at All Confident			Somewhat Confident				Very Confident		

Follow-up Date: _____ Follow-up Method: Phone In-person Other

Changing Unhelpful Thoughts

Habitual, negative thoughts can contribute to stress as well as perpetuate negative behaviors. Mindfulness can help you be more aware of your unhelpful thought patterns so you can replace them with thoughts that support your goals. Mindfulness helps you to get into the present to make the necessary changes.

Getting Social Support

Having social support is an important component for stress management. It is important to have the support of other Veterans and people who know what it has been like.

Increasing Self-Compassion

Self-compassion is the ability to be forgiving of yourself. Low self-compassion can increase stress levels and stress hormone levels while lowering self-esteem. You can improve self-compassion by working on unhelpful thoughts and by practicing compassion meditation.

Activity:

Practice the *Compassion Meditation* on page 8.

Managing Interpersonal Stress

You can lower stress by practicing mindful communication. This includes saying what you really mean as well as mindful listening. It will increase your awareness of unhelpful

communication patterns and improve communication with difficult people.

Working With Chronic Pain

Being mindful can help you manage chronic pain, whether it is physical or emotional. Many people physically tighten up in response to pain or otherwise resist it. Resisting your feelings of pain creates another layer of distress and makes the suffering worse. You can lessen your suffering, possibly even get rid of it altogether, by eliminating your resistance to pain. Because pain is both real and inevitable, it's important to accept it.

Activity:

If you are experiencing pain or discomfort, use the *Body Scan Meditation* on page 8 to become more aware of any resistance you may be having to your pain that can actually make your discomfort worse.

If you are experiencing unusually severe pain, you should talk to your healthcare team about it.

You should contact your healthcare team or the VA Crisis Hotline at 1-800-273-8255 (Press 1) if your stress seems to be getting out of control or you are having thoughts of harming yourself or others.

You can always reach out to your primary care/Patient Aligned Care Team (PACT) for help.

6 Practice Deep Breathing

It's one of the fastest ways to deal with stress in the moment. Use deep breathing to gain control over stress, anxiety, and panic. It is also effective for managing depression and emotional responses, and can even be helpful for some medical conditions.

The more you practice, the better you will become at managing stressful situations.

6 Plan Pleasant Activities

Research has shown that the things we do affect the way we feel. When you spend time in activities that you find relaxing, enjoyable, or just plain fun, you tend to feel less distressed and happier.

For many people, life demands seem to replace pleasant activities. If you notice this happening to you, it's time to plan for positive time.

Activity:

The next time you rate your stress level to be a 7 or higher, practice deep breathing to immediately lower your stress level.

Activity:

Actions affect emotions. Plan a pleasant activity using the *Pleasant Activities Tip Sheet* in Appendix B for ideas.

Deep Breathing Exercise

Deep breathing is one of the fastest ways that you can regain control over stress.

1. Start by sitting down in a comfortable place that's free from distraction. Uncross your legs, put both feet on the floor, and rest your hands in your lap. Pay attention to how this position feels and let your mind and body just "be" for a few moments.
2. Close your eyes and notice the pattern of your breath as you inhale and exhale. It may be soft or loud, slow or quick, or shallow or deep. Make a mental note of your breath before you start relaxing with deep breathing. Just breathe naturally for a few moments, taking slow and deep breaths in through your nose and then breathing out through your mouth.
3. Now hold your breath for 5 seconds after you inhale, and for another 5 seconds after you exhale. Continue breathing in this rhythm for a few moments.
4. Breathe naturally for a moment. Now place both of your hands on top of your stomach and try to notice how your belly rises with each inhale and falls with each exhale. Notice your breath moving in and out again from your belly, to your chest, and gently out through your mouth. Continue breathing naturally.
5. This time say, "Relax" silently or aloud after each time you exhale.
6. Repeat this exercise for 1 to 5 minutes.

Notes

Tools for Managing Stress



STRESS TRACKER

Rate your stress level regularly by choosing a number between 0-10, where 1 means not bothersome, 5 means somewhat bothersome, and 10 means very bothersome. Tracking your stress will help you identify patterns in your stress.

Stress RULER

“On a scale of 0 – 10, how bothersome has your stress been?”

0	1	2	3	4	5	6	7	8	9	10
Not at All Bothersome		A Little Bothersome		Somewhat Bothersome			Very Bothersome			Extremely Bothersome

When you notice your stress rising, you should practice your favorite stress management techniques before your stress levels get too high.

Date & Time	Stress Level (0–10)	What was I doing?	What was I thinking?
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Other Factors for Managing Stress

Aligning Your Core Values

Loosening track of your core values can contribute to unhealthy stress levels. Think about what really matters to you in your life. Spending time doing what is important to you can reduce stress and give you energy. Filling out a Personal Health Inventory can help you explore all areas of your life. Talk to your health care team or go to the Health for Life® website for more information.

Problem Solving

Mindfulness practice helps you to slow down and become more aware of options. Mindfulness fosters flexibility, which can be essential for problem solving. Mindfulness also can help you assess how you feel about the various options and make an educated decision about the next best step.

When you face a difficult problem, begin by grounding yourself with mindful breathing. Next, visualize the problem without getting attached to finding solutions; just breathe and be aware of the issue. Allow solutions to come and go—jot down any that seem useful -- and then come back to the meditation. As solutions emerge, take a moment to see how each one feels, noticing if one seems more right than another.

Developing Resilience

Resilience refers to a person's ability to withstand and bounce back from difficult situations. Mindfulness helps you reduce stress, which in turn increases your resilience. Mindfulness enables you to be better able to step back and assess situations from a calm place and ultimately to adapt to the present moment.

Positive coping involves doing things that keep your body and mind healthy and strong. Coping in healthy ways builds your resilience. Mindfulness is one form of healthy coping

that builds your resilience. Getting enough rest and sleep, planning your days, staying physically active, eating healthy foods and having supportive people in your life also build your resilience. Building your resilience helps you cope with stress in a healthier way. Positive coping, or dealing with stress well, leads to making better decisions, figuring out safe ways to solve problems, and lowering your chances of developing health problems like high blood pressure and depression. Positive coping even helps you deal better with physical and emotional pain, manage your weight, sleep better, and be calmer when in stressful situations, such as driving or being in crowded places.

Eating Wisely When Stressed

When we feel stressed, we tend to make poor food choices such as skipping meals and choosing less healthy, convenient options like fast food and processed foods. Such choices are partly due to high levels of stress hormones, which cause us to crave fat and sugar.

Unfortunately, eating lots of junk food and sugar and skipping meals actually creates physical stress for our bodies that adds to our overall stress load. When we choose healthier foods that are high in nutrients, our ability to handle stress improves because we've removed one source of physical stress from our lives. Ask your primary care team about a healthy eating plan and mindful eating, which have been shown to help reduce overeating and improve weight loss results.

See the Eat Wisely Healthy Living message at <http://www.prevention.va.gov> for more information on nutrition.
*Also see the Health for Life website at: <http://HealthforLife.vacloud.us>



MINDFULNESS HOMEWORK

Experiment with mindfulness. Try to bring yourself fully into the present to experience each situation. Do no more than one of these experiments each week. For example, for one week, see if you can bring mindful attention to pleasant events. In a different week, try bringing mindful attention to negative events, and so forth.

Pleasant Event Report

- Be aware of one pleasant event or occurrence while it is happening at least once this week, paying attention to the sensations in the body, thoughts, and feelings.
- What was the experience?
- How did your body feel? In detail, describe the sensations you felt.
- What thoughts accompanied this event at the time?
- What emotions accompanied this event at the time?

Unpleasant Event Report

- Be aware of one unpleasant event or occurrence while it happens at least once this week. Pay attention to the physical sensations, thoughts, and feelings that arise at the time of the experience.
- What was the experience?
- How did your body feel? In detail, describe the sensations you felt.
- What thoughts accompanied this event at the time?
- What emotions accompanied this event at the time?

Pleasant Communication Report

- Record one pleasant communication event. Describe the communication.
- With whom? What subject?
- Were you aware of pleasant feelings during the communication?
- What did you really want from the person or situation? What did you actually get?
- What did the other person(s) want? What did they actually get?
- What thoughts accompanied this event at the time?
- What emotions accompanied this event at the time?

Unpleasant Communication Report

- Record one unpleasant communication event. Describe the communication.
- With whom? What subject?
- How did the difficulty arise?
- Were you aware of the unpleasant feelings during the communication?
- What did you really want from the person or situation? What did you actually get?
- What did the other person(s) want? What did they actually get?
- What thoughts accompanied this event at the time?
- What emotions accompanied this event at the time?



IDENTIFYING YOUR STRESSORS worksheet

Use this tool to list your stressors. For each item on the list, mark whether or not it is important to you and whether or not you have control over it.

You might also try to avoid these stressors or limit exposure to them. If you can't avoid dealing with them, practicing deep breathing when you interact with them might limit your stress response.

- Changing Jobs/Promotion Money Worries Travel/Vacation/Holidays
 - Conflict With Family Pain/Fatigue Upcoming Wedding
 - Keeping Healthy Planning for Retirement Global Warming
 - Lack of Confidence Public Speaking World Economy
 - Loneliness Traffic to/from Work War/Terrorism
- Other: _____

Now, review your list of stressors and, for each one, ask:

- Is this important to me?
- Is this under my control?

List each of your stressors in the appropriate box below:

	Important	Not Important
Control		
Do Not Control		

- Let go of the stressors that you identified as not important. They aren't worth the stress they cause.
- Take some time to address those stressors that you feel are important and that you do have at least some control over.
- Practice stress management techniques for the stressors that are important but that you do not control. You might also avoid these stressors or limit exposure to them.



STRESS SYMPTOMS Checklist

When you know how your body responds to stressors, you can focus your attention on finding the best stress management technique for each one. Check off the symptoms you experience when you're feeling a lot of stress.

<input type="checkbox"/> Backache	<input type="checkbox"/> Muscle Cramps/Spasms	<input type="checkbox"/> Lack of Motivation
<input type="checkbox"/> Change in Sex Drive	<input type="checkbox"/> Neck & Shoulder Pain	<input type="checkbox"/> Loneliness
<input type="checkbox"/> Chest Pain	<input type="checkbox"/> Pain	<input type="checkbox"/> Sadness or Depression
<input type="checkbox"/> Chest Tightness	<input type="checkbox"/> Sleep Problems	<input type="checkbox"/> Crying
<input type="checkbox"/> Digestive Issues	<input type="checkbox"/> Smoking	<input type="checkbox"/> Eating When Not Hungry
<input type="checkbox"/> General Muscle Tension	<input type="checkbox"/> Teeth Grinding	<input type="checkbox"/> Frustration
<input type="checkbox"/> Headache	<input type="checkbox"/> Upset Stomach/Nausea	<input type="checkbox"/> Irritability/Anger
<input type="checkbox"/> Heart Palpitations	<input type="checkbox"/> Blaming	<input type="checkbox"/> Restlessness
<input type="checkbox"/> Fatigue	<input type="checkbox"/> Depression/Anxiety	<input type="checkbox"/> Worrying
<input type="checkbox"/> Lack of Energy	<input type="checkbox"/> Forgetfulness	
Other:		

NOTE: Some of these symptoms can indicate a medical problem rather than stress. If you are experiencing any unusual symptoms or symptoms that are severe enough to prevent you from engaging in your daily activities, contact your healthcare team right away.

Mindfulness and Feelings

You can define strong emotional reactions and soothe them using the RAIN (Recognize, Accept, Investigate, Non-Identify) approach to your feelings.

Recognize

- Acknowledge what is happening in the body and in the mind.
- What is going on here?
- In a compassionate, mindful way, notice what is going on when you feel this feeling.
- Experience and recognize the pure essence of the feeling.

Accept

- What is it. Feel what you feel.
- The stream of feelings is always with us.
- This stream of feelings is ever changing and has pleasant, unpleasant, and neutral tones.
- Accept what you feel.
- Remember, what we resist, persists.

Investigate

- Look into the feeling closely. Study the feeling.
- Notice how it feels in the body.
- Does it have a sensation of movement, of temperature, of density, or of color?
- What is the energy of the feeling like?
- What stories go along with this feeling?
- Is there a particular time of day when this feeling surfaces?
- Does anything immediately precede the arrival of this feeling?
- How long does the feeling last? How do you feel after the feeling has passed?

Non-Identify

- Feelings are like weather patterns. They arise and pass. They are not you. They are not your identity. They do not define you.
- Recognize the universal nature of the feeling:
"Right now I am feeling this, and there are many other people just like me feeling this. Many who have come before me have felt this feeling and many who will come after me will feel this feeling. This is a human feeling." "Breathing in, I am aware I feel _____. Breathing out, I meet myself with compassion."

As you get to know your feelings, you will develop a natural wisdom and insight into which feelings you need to let be, which require action, and which will cause more suffering if you act on them.

Sometimes you gain insight into the root of the feeling which will enable you to take a different approach to the moment or situation. Other times you may observe the feeling, but do not want to continue fueling the feeling with thought and energy.

Mindfulness

Mindfulness-Based Stress Reduction Techniques

• Mindfulness Meditation

The intention of Mindfulness Meditation is to be fully aware of what is going on in the present moment without any judgment.

• Compassion Meditation

This meditation can lower stress and stress hormone levels and raise self-esteem. You can improve self-compassion by working on unhelpful thoughts and by practicing this meditation.

• Body Scan Meditation

This meditation is deeply relaxing and can help you become more accepting of areas of pain or discomfort.

• Mindful Eating Exercise

This exercise helps you to practice mindfulness with something you do every day: eating. You will learn how to increase your awareness while eating, which can increase mindfulness and improve your eating habits overall.

• Progressive Muscle Relaxation

This exercise can help you become aware of muscle tension, so you can release it when needed.

• Mindfulness Circle

This image will help you return to mindful awareness throughout your day.

If you find these techniques helpful, you can speak with your primary care/FACT team to find stress management programs that might be available in your area.

• Mindfulness Meditation

Bringing yourself to the present, back on your breath as you exhale and a thought breathing mindfully does not only have a restorative character of your breath.

1. Set aside a 1 to 5 minute period of time, and tell yourself that you will not engage your thoughts during that time. As thoughts pop up, just notice them and let them go.

2. As you notice your mind thinking about things, try to let those thoughts go without judging them and return your attention to the experience of breathing. The point is not to stop having thoughts. The point of this meditation is to become more aware of your thoughts without automatically engaging them.

If focusing on your breath does not work to bring you into the present moment, you can focus on anything in the present, such as sounds, a picture you like, or a candle flame, so long as you don't have to think about it.



Mindfulness Circle

Mindfulness practice doesn't have to be limited to focusing on your breath. You can do almost anything mindfully. Try practicing mindfulness with one of the activities below or one of your own. Be aware of your breath, senses, thoughts, and feelings as you perform the activity.

Consider your posture, your mood, how quickly you move, what is going on around you, and your level of tension.

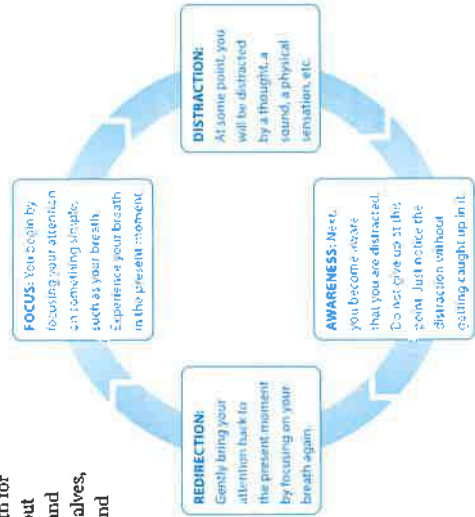
Try being mindful while doing these everyday actions:

- Washing hands.
- Stopping at a red light.
- Looking at a clock or your watch.
- Washing dishes.
- Brushing your teeth.
- Taking a shower.
- Dressing and undressing.
- Walking.

Progressive Muscle Relaxation

Progressive Muscle Relaxation exercises will help you recognize when your muscles are tense and teach you how to return your muscles to a relaxed state.

1. Breathe normally and let your body just 'be'. Take note of how your body feels from your toes to your head. Does any of your body feel tense, stiff, or achy?
2. Close your eyes and notice how your toes feel. Tightly curl your toes to the point where you feel tension, as if trying to squeeze a small ball between your toes and the ball of your feet. Hold this toe curl for 10 seconds. Release your curl and let your toes spread. Notice how your toes feel when they are free from tension.
3. Next, repeat this cycle of tensing and relaxing with your calves. Next, do your thighs. Move up the body. Repeat with your hands, then arms, and then the muscles of your upper back and shoulders. Finally, tense and relax your neck and face.
4. After you complete tensing and relaxing each muscle in the body, breathe in through your nose and hold your breath for 5 seconds. Slowly and gently breathe out through your mouth. Open your eyes and notice how your muscles – your feet, calves, thighs, fists, arms, upper back, neck, and face – feel when relaxed.



Compassion Meditation

1. First, take a few deep, cleansing breaths and ground yourself in the present.
2. As you breathe deeply, focus on your heart and visualize softness, warmth, and compassion glowing in your chest. Repeat these phrases to yourself: "May I be happy. May I be well. May I be safe. May I be peaceful and at ease."

3. After a minute or two, visualize extending this energy to include somebody you care deeply about. Now repeat the phrases, filling in the person's name. For example, "May my wife be happy. May my wife be well. May my wife be safe. May my wife be peaceful and at ease."

4. Next, visualize extending the energy to somebody you feel neutrally about. Repeat the phrases with his or her name. For example, "May the cashier at the store be happy. May the cashier be well. May the cashier be safe. May the cashier be peaceful and at ease."
5. Now extend the energy to somebody for whom you have negative feelings. Repeat the phrases with his or her name.
6. Finally, visualize extending this energy to the rest of the world.

As you become comfortable with this practice, try extending the length of time you spend at each stage, increasing the overall time spent on the meditation.

Body Scan Meditation

The Body Scan Meditation can help you become more accepting of areas of your body that you don't like or dislike, especially in those areas that aren't under the conscious control.

To practice the Body Scan Meditation, get into a comfortable position. You might lie down on the floor or in bed with a pillow under your head.

Take a few deep, grounding breaths and gently bring your awareness to the present.

1. Pay attention to a specific body part, such as your left foot. As you breathe deeply, scan that part of your body for sensations. Notice the sensations you feel, but try not to get lost in thought. Gradually let your focus move to different body parts -- each leg, your hips, stomach, chest, hands, arms, and head.
2. Practice mindfulness meditation with your focus on your body. Become aware of your mind's tendency to get lost in thought. When you notice this happening, just let the thought go and gently redirect your attention back to your body. Try not to engage in the content of the thoughts.

If you have any pain or discomfort, just notice it, accept it, and continue scanning. Continue to scan each part of your body in this way until you have scanned your whole body.

Dealing With Distractions During Meditation

The purpose of meditation is not to concentrate on your breath or to achieve a perfectly still and serene mind. The goal of meditation is to achieve uninterrupted mindfulness.

Being distracted is normal; it's how our minds work. When you sit down to concentrate on your breath, don't be upset when your mind wanders from the subject of meditation. Instead, simply observe the distraction mindfully.

Whenever you are distracted away from your breath as you meditate, briefly switch your attention to the

distraction. Make the distraction a temporary object of meditation, but only temporary. Your breath should remain your primary focus.

Switch your attention to the distraction only long enough to notice certain things about it. What is it? How strong is it? How long does it last? Return your attention to your breath as soon as you have wordlessly answered these questions.

The first step to changing something is seeing it the way it really is — these questions can free you from what is distracting you and give you insight

Mindful Eating Exercise

Mindful eating is a non-judgmental practice, but it starts with these simple steps.

1. Become aware of the physical characteristics of food. Make each bite a mindful bite. Think of your mouth as being a magnifying glass, able to zoom in. Imagine magnifying each bite 100%. Pay close attention to your senses. Use your tongue to feel the texture of your food and to gauge the temperature. Take a whiff of the aroma. Ask yourself, "How does it really taste? What does it feel like in my mouth? Is this something I really want? Does it satisfy my taste buds? Is my mind truly present when I take a bite so that I experience it fully?"
2. Become aware of repetitive habits and the process of eating. Notice how you eat. Fast? Slow? Do you put your fork down between bites? Are you stuck in any mindless habits, such as eating a snack at the same time each day, multi-tasking while you eat, or eating the same foods over and over again?

Ask yourself the following questions: "Do I have any ingrained habits concerning how I snack? When I pick up my fork, what stands in the way of eating wisely?"

3. Become aware of mindless eating triggers. Look for specific cues that prompt you to start and stop eating. Is your kitchen a hot spot for snacking? Do feelings such as stress, discomfort, or boredom lead to a food binge? Do judgmental thoughts like "I'm an idiot!" trigger mindless eating?

Become an expert on the emotional buttons that trigger you to eat when you aren't physically hungry. When you know your triggers, you can anticipate and respond to them.

Ask yourself, "What am I feeling right before I mindlessly snack? Is my environment, emotional state, or dining companion helping or hurting my efforts to eat wisely?"

See the Eat Wisely Healthy! Living message at <http://www.prevention.va.gov> for more information on nutrition.

into its nature. It's important to tune into the distraction without getting stuck on it.

When you begin using this technique, you will probably have to do it with words. Ask your questions in words and answer in words. Soon you will be able to dispense with the use of words altogether. As the mental habits are established, you will be able to simply note the distraction, note the qualities of the distraction, and then return your focus to your breath.

A distraction can be anything: a sound, a sensation, an emotion, a fantasy. Whatever it is, don't try to repress it or force it out of your mind. Just observe

it mindfully and wordlessly. When you do, it will fade by itself.

Don't fight your distracting thoughts, even if they have popped up before. Any energy you give toward resistance makes the distraction that much stronger. Just observe your distractions mindfully, and return your focus to your breathing. Refuse to feed your distractions with your own fear, anger, and greed, and they will eventually go away.

Be patient and persistent. While mindfulness diminishes distractions, it may take many times to break the hold of deep-seated thought patterns



This particular piece of artwork for coloring is a **reminder to BREATHE**. Yes, behind all the trees and vines there is the word BREATHE. When you color it in you will be able to see it! When you're done you can hang it up as a reminder to stop whatever you're doing and take some deep breaths.

It doesn't matter what color you put where. The main point of this activity is to focus and settle, allow your breathing to slow and find a peaceful natural rhythm, relax neck and shoulders, and forget for a little while about all the stress. After you get more experienced coloring, then you can choose sets of colors that match or that you really like before you begin, if you enjoy the aesthetics/beauty of the activity as well.



Take Time for **YOU**

H B R E A T H E L D X W C E P
S T R E T C H I N G A Z A I L
T T A K E A N A P T L R L V A
G A B B J Q F V C M E E L O Y
N F K O E B A H A T R X A M C
I M G E X L A P T R O E F A A
T A L R A M B E K F T R R O R
N K F N O W L B S Z G C I T D
I E B V U A A V U C N I E O S
A T I L E O V L N B I S N G L
P E J T I H N G K T R E D G A
S A I E E F F O C F O P U C R
V R E G A S S A M P L L B A Y
W K O O B A D A E R O W A V V
D H W H A V E I C E C R E A M

As you search for these words and phrases, take a moment to reflect upon each idea. Which activities could you incorporate into your self-care routine?

COLORING TO RELAX
TAKE A WALK
WATCH A MOVIE
WRITE A LETTER
MASSAGE
PAINTING
PLAY CARDS

READ A BOOK
BUBBLEBATH
TAKE A NAP
HAVE ICE CREAM
CUP OF COFFEE
EXERCISE
BREATHE

JOG
GO TO A MOVIE
CALL A FRIEND
MAKE TEA
STRETCHING