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Self-Reflection Book in K-3rd Grade After School Program

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Self-Reflection Book in K-3rd Grade After

School Program

Helping to Reduce Anxiety and Depression

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Family Medicine Clerkship
September 2015
Newbury Health Clinic
Mentor: Dr. Melanie Lawrence



Problem Identification and Description of Need

- **Anxiety (3%) and Depression (4%) are the third and fourth most prevalent** parent reported mental health diagnosis among children 3-17 years old according to the 2007 National Survey of Children's Health Study (1)
- Both depression and anxiety are increasing in prevalence over time in the United States (3)
- **Dr. Melanie Lawrence** reported that a lot of her practice involved Anxiety and Depression management, **especially in young children.**
- The creation of a **self-reflection book completed and kept by young children** would be a good introduction to talking about **stressors and coping strategies.**

Public Health Cost and Cost Considerations

- Mental health disorders are an important public health issue due to prevalence, early onset, and impact on the child and family and future adulthood (3)
- Mental health estimated total annual cost of **\$247 billion in persons <24 years old** (2)
- Recent study stated rate of hospital stay among children for mood disorders **increased by 80%** from 1997-2010 (4)
- Mental disorders in children are associated with increased risk of mental disorders in adulthood, leading to increased costs to society (5)

Community Perspective on Issue and Support for Project

- **Renee Schulze- Clinical Social Worker/Therapist, MSW, LICSW**
 - Stated that she sees a lot of children with depression and anxiety in her practice.
 - Stated that finding ways to help children with coping mechanisms would be useful.

- **Carla Horniak- Registered Nurse at Newbury Elementary School**
 - Stated that the most common anxiety she has seen is social anxiety at Newbury Elementary School.
 - Stated that other wellness activities at Newbury include yoga Fridays, a school garden, and annual hike up Tucker Mountain
 - Stated students with anxiety and depression are usually identified in the classroom and a therapist comes and visits those identified students once a week in school

- **Both were in support of my project and felt that it would help increase self awareness and decrease anxiety and depression**

Intervention and Methodology

➤ Intervention

- To have school-aged children reflect upon strong emotions and how they cope with these emotions.
- To make a self-reflection book that school aged children can complete and take home with them.
- To increase awareness of mental health in school-aged population.

➤ Methodology

- Using recommendations from Dr. Melanie Lawrence who has significant experience with mindfulness and school-aged children, I wrote a partially completed children's book that would be printed in color and bound.
- The books would then be filled out by school aged children at Newbury Elementary School during an afterschool program using their art supplies but providing Pixar's "Inside Out" stickers.
- Reflect upon student's responses to creating the books.

"My Book About Me"

My Book About Me

Paste a picture of yourself here!

My name is

I am in _____ grade

Draw yourself below!

Write your first name below. For each letter write a word that begins with that letter that describes you (For example if your name was Anna-Athletic, Neat, Nice, Active):

My favorite activities include

1. _____

2. _____

3. _____

Draw your favorite activity below:

My least favorite activities include

1. _____

2. _____

3. _____

Draw your least favorite activity below:

What do you do when you are HAPPY? For example do you dance/sing/jump up and down?

Draw a picture when you are HAPPY:

What do you do when you are SAD? For example do you cry/talk to a friend/be by yourself/hug a stuffed animal?

Draw a picture when you are SAD:

What do you do when you are ANGRY? For example do you stomp your feet/yell/roll around on the floor/scream into a pillow?

Draw a picture when you are ANGRY:

What do you do when you are SCARED? For example do you hide/are you quiet/do you wet your pants/get grumpy/get a stomach ache?

Draw a picture when you are SCARED:

What do you do when you are DISGUSTED? For example do you run away/scream/make a yucky face?

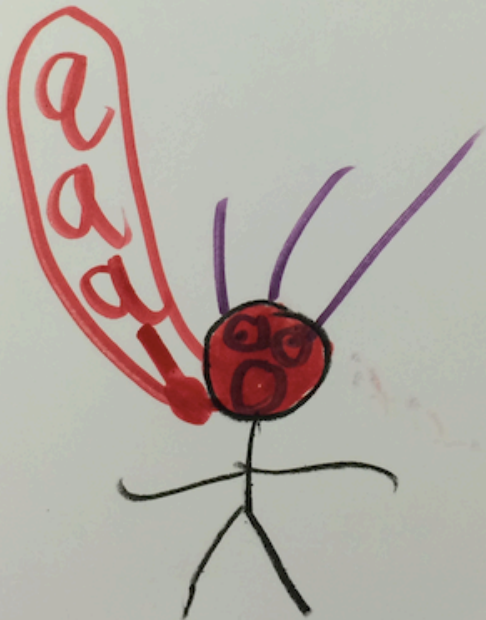
Draw a picture when you are DISGUSTED:

Samples of Completed Books

What do you do when you are SAD? For example do you cry/talk to a friend/be by yourself/hug a stuffed animal?

SKREMI!

Draw a picture when you are SAD:



What do you do when you are DISGUSTED? For example do you run away/scream/make a yucky face?

A YUCKY FACE

Draw a picture when you are DISGUSTED:



Results and Responses

- Responses from Participants:
 - “I really liked making [‘My Book About Me,'] my family fights a lot and it is nice to come here and spend time away from home” -3rd grade student
 - “I thought it was boring”- 1st grade student
 - “I liked the stickers”-2nd grade student
 - “I think the session went well”- after school program coordinator

- Response from Dr. Melanie Lawrence
 - I think this could be a sustainable project and I think that it is good to have children thinking about the topics covered in your book. It also helps with reading readiness. I would consider continuing the project with the next medical student at my practice.

Evaluation of Effectiveness and Limitations

➤ Qualitative Evaluation

- Hearing positive feedback from the children, after school program coordinator, and preceptor Dr. Melanie Lawrence, I believe that the event was a success.
- Positive feedback about using Pixar's movie "inside Out" stickers allowed the project to be more relatable to the children.
- The session may have created a safe space to allow children to talk about tough emotions and share concerns they have in their lives due to the comment mentioned by the third grader.
- Two children were not able to finish the books because they got distracted and tired, which is a concern that needs to be addressed.

➤ Limitations:

- Time of day- Children are usually quite tired by the end of the day and it was difficult for some of them focus.
- Session Duration and Frequency- I did one session with the children in completing the book that was over an hour and a half in duration.
- Age- The kindergarteners and 1st graders had a more difficult time with reading and following through with the instructions.

Recommendations for Future Projects

- I would try to do the book at an earlier time, during the school day so the children would be less tired and better able to focus.
- I would have the children complete the book over several days or a week, working on a different component of the book. Breaking up the completion of the book would both reinforce the material and better accommodate their attention span.
- I would do the book with older school aged children, 3rd-6th graders would have a better suited vocabulary and reasoning skills to follow instructions in the book.
- I would look into improving the style and format of the book to make the book more engaging.

References

1. 2007 National Survey of Children's Health Study.
<http://www.cdc.gov/nchs/slait/nsch.htm#nsch2007>
2. National Research Council and Institute of Medicine. Preventing mental, emotional, and behavioral disorders among young people: progress and possibilities. Washington, DC: The National Academic Press; 2009.
3. Perou, R, et al. Mental Health Surveillance Among Children-United States, 2005-2011. May 17 (2013) 62(02);1-35 www.cdc.gov
4. Pfunter A, Wier LM, Stocks C. Most frequent conditions in U.S. hospitals, 2010 Rockville, MD: Agency for Healthcare Research and Quality; 2013. January Contract No.: HCUP Statistical Brief #148.
5. Reeves, W, et al. Mental Illness Surveillance among Adults in the United States. 2011; Sept 2(2011) 60(03);1-32 www.cdc.gov

Consent

Individuals Referenced in this Powerpoint signed the following consent form:

Thank you for agreeing to be interviewed. This project is a requirement for the Family Medicine clerkship. It will be stored on the Dana Library ScholarWorks website. Your name will be attached to your interview and you may be cited directly or indirectly in subsequent unpublished or published work. The interviewer affirms that he/she has explained the nature and purpose of this project. The interviewee affirms that he/she has consented to this interview.

Yes _____ / No _____

If not consenting as above: please add the interviewee names here for the department of Family Medicine information only.