# MANAGING STRESS AND ANXIETY DURING COVID-19

Joelle Martino, PsyD, Clinical Assessment Specialist Paula Pompa-Craven, PsyD, Chief Clinical Officer/VP Autism Services



# Learning Agenda

- Understand and identify anxiety
- Review differences and overlaps of stress and anxiety
- Learn strategies to calm your body & mind
- Explore lifestyle changes to manage stress and anxiety
- Learn to support our children during this time
- Review Resources



#### Anxiety & Stress

- Managing stress and anxiety is an important tool for every day life
- Anxiety can be the result of stressful situations and/or clinical disorders.
- Stress and anxiety can overlap, but differ in the duration and intensity.
- This resource is intended to provide tools to manage every day anxiety and stress, as well as coping during stressful life events, such as COVID-19.

### Stress & Anxiety During Life Events:

Stress symptoms during life events, such as COVID-19, can include:



Current challenges you may be experiencing at home:





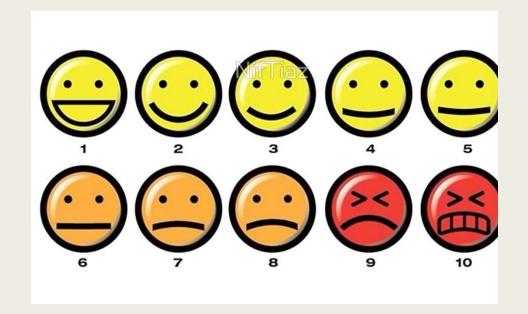
## General Stress vs. Anxiety



# How do you know when you're stressed or anxious?

## Identifying Anxiety

- Scaling helps you identify warning signs and implement earlier interventions to prevent increased anxiety
- Start to think about your own triggers and exceptions to anxious situations.





## Mind-Body connection: Fight or Flight

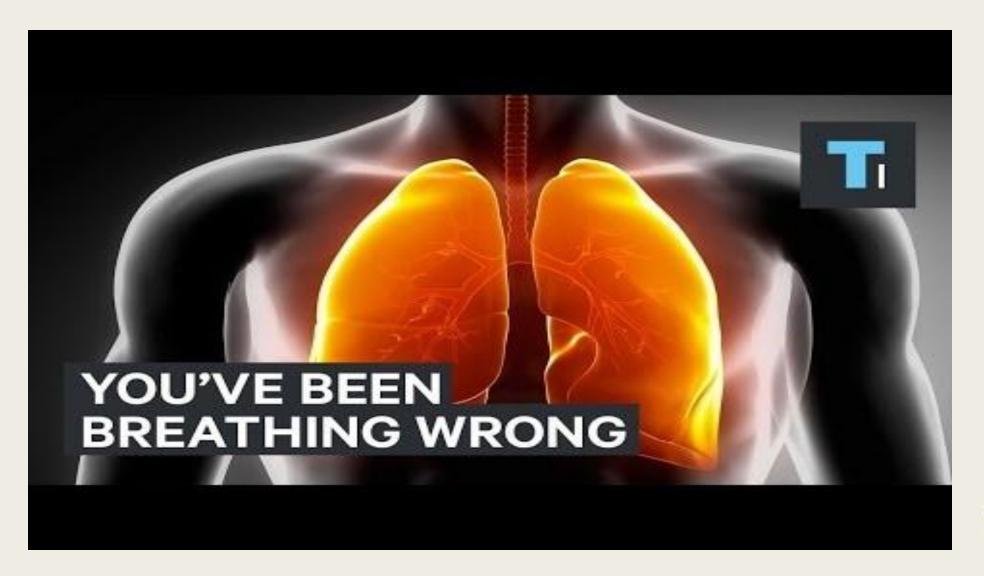
# Physical Symptoms

- Racing Heart
- Sweaty Hands
- Feeling Flushed
- Light-headed
- Shortness of Breath
- Tingling Sensations
- Tense muscles

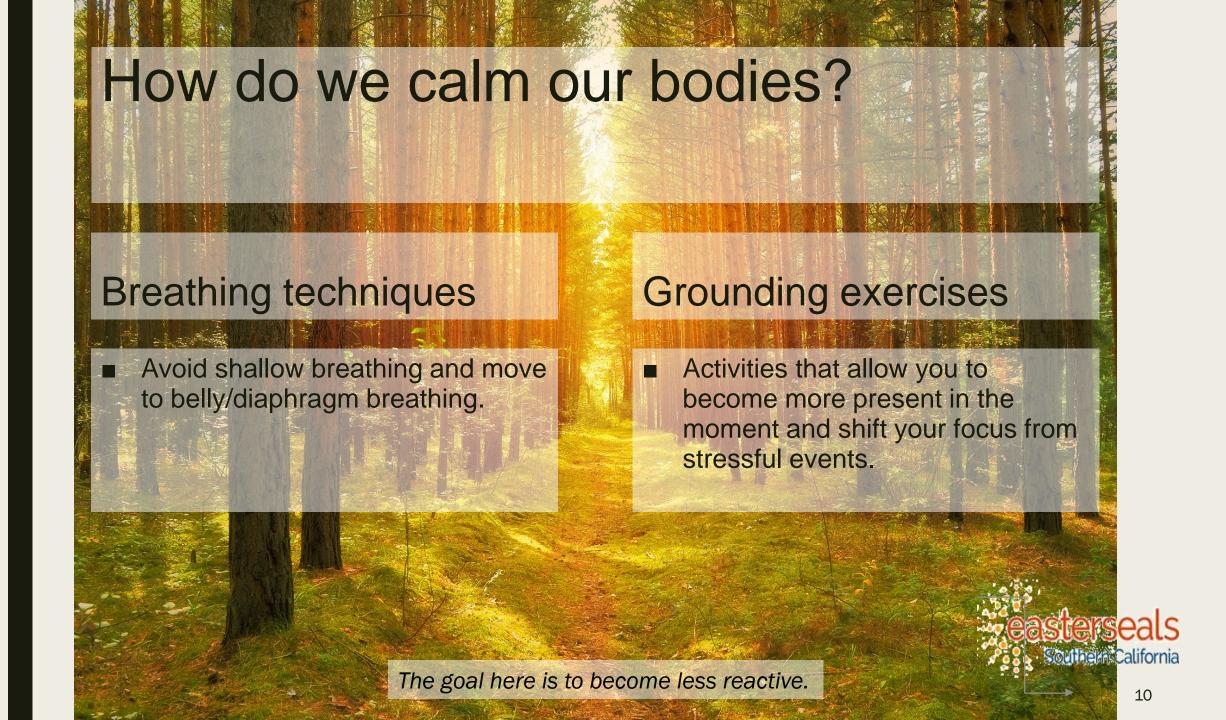




#### Diaphragm Breathing

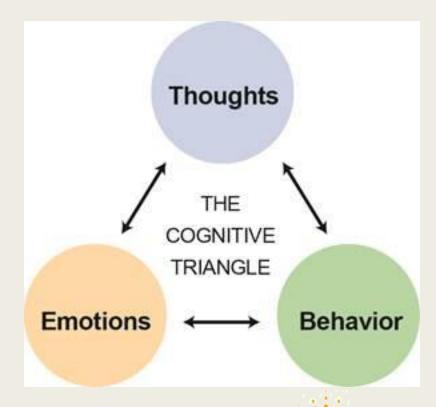






## Cognitive Piece

- Thoughts impact feelings and actions
- Automatic thoughts become hard-wired
  - Neural plasticity
  - Train the brain to rewire

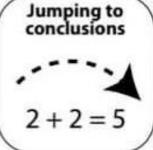






Only paying attention to certain types of evidence

Noticing our failures but not seeing our successes



There are two key types of jumping to conclusions:

- Mind reading (imagining we know what others are thinking)
- Fortune telling (predicting the future)

#### Cognitive Distortions: Unhelpful thinking styles



### How do we work with our thoughts?









#### Triad of Health





#### Techno-Stress

- Describes stress related to the use of internet and electronics.
- It can be caused by daily use of computer technology.
- Find ways to get off-line and engage in other forms of healthy self-care activities.





# CDC-Recommended activities to support yourself during times of stress

- Take a break from the news and social media
- Care for your body through sleep, diet, exercise, meditation
- Unwind by engaging in activities you enjoy
- Connect and talk with others express your concerns and talk about how you're feeling
- Engage in fun activities with your family that do not involve talking about the current pandemic



#### Kids and Anxiety

- Increase in behaviors
  - Physical Behaviors hitting, kicking, biting, tantrums
  - Self-Injurious Behaviors
  - Sleep Difficulties
  - Increased Stimming, Rocking, Hand-Flapping
- Need for Sameness or Routines
- Expanded Obsessions or Rituals, especially around COVID-19





# Tips to support your children during this time

- Try to keep or develop a daily routine or schedule visual schedules are great!
- Consider your environmental arrangement different activity zones
- Set technology limits
- Limit your own conversation about COVID-19
- Validate your children's feelings and experiences
- Continue to work with service providers
- Use your network

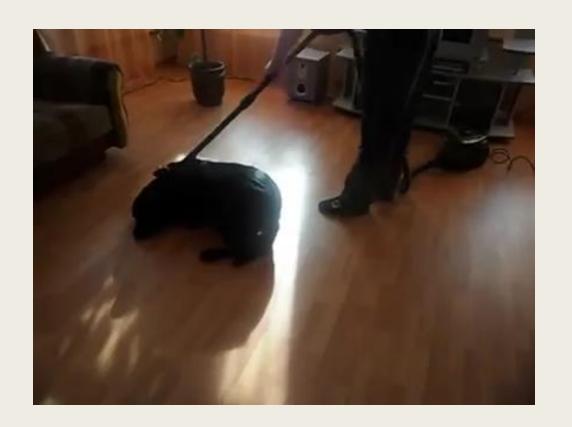


#### And now to illustrate some self-care...





#### Find unique ways to de-stress:





#### Ask for what you need:





You're not alone: Let others support and comfort you (even if it's via FaceTime right

now)





#### Resources

- Managing COVID-19 Related Stress
- Finding Local Resources for Mental Health
- Ventura County Online Support Groups
- LA County Support Resources
- Meditations/Calming Activities for Adults & Kids
- Grounding Exercises
- WHO Mental Health Considerations
- Ways to Stay Connected during COVID-19
- **■** 1-Minute Mindfulness
- <u>Easterseals Programs</u>



#### References

- Centers for Disease Control and Prevention. (2020, March 23). Mental Health and Coping During COVID-19. Retrieved March 30, 2020, from <a href="https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?cdc\_AA\_refVal=https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety.html">https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety.html</a>
- Hölzel, B. K., Carmody, J., Evans, K. C., Hoge, E. A., Dusek, J. A., Morgan, L., Pitman, R. K., & Lazar, S. W. (2010). Stress reduction correlates with structural changes in the amygdala. Social Cognitive and Affective Neuroscience, 5, 11-17.
- UND University Counseling Center 9/27/17, adapted from Eunie Alasker, LICSW, CT WSU Counseling and Wellness Service-Anxiety Management Workshops
- Wise, E. H., Hersh, M. A., & Gibson, C. M. (2012). Ethics, self-care and well-being for psychologists: Reenvisioning the stress-distress continuum. *Professional Psychology: Research and Practice*, 43(5), 487-494.
- Child Mind Institute. (2020) Anxiety and Coping with the Coronavirus. Retrieved April 18, 2020, from <a href="https://childmind.org/article/anxiety-and-coping-with-coronavirus/">https://childmind.org/article/anxiety-and-coping-with-coronavirus/</a>