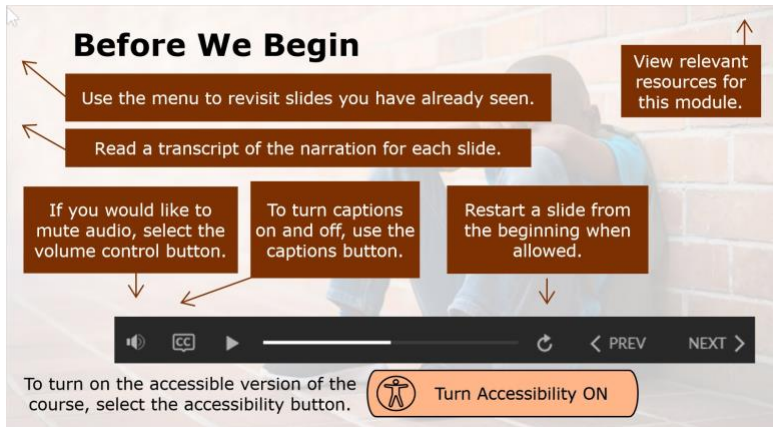


1. Serious Emotional Disturbances


1.1 Before We Begin



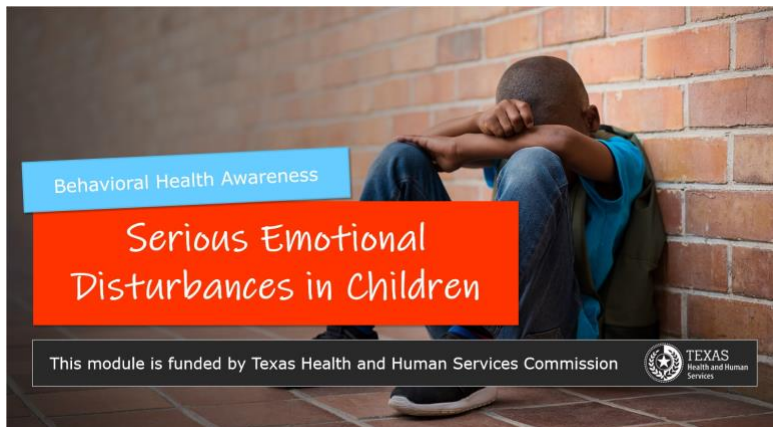
Before We Begin

- Use the menu to revisit slides you have already seen.
- Read a transcript of the narration for each slide.
- If you would like to mute audio, select the volume control button.
- To turn captions on and off, use the captions button.
- Restart a slide from the beginning when allowed.
- View relevant resources for this module.

Video player controls: Mute, CC (Captions), Play/Pause, Progress bar, Restart, Previous (PREV), Next (NEXT).


To turn on the accessible version of the course, select the accessibility button.  Turn Accessibility ON

1.2 Welcome



Behavioral Health Awareness

Serious Emotional Disturbances in Children

This module is funded by Texas Health and Human Services Commission 

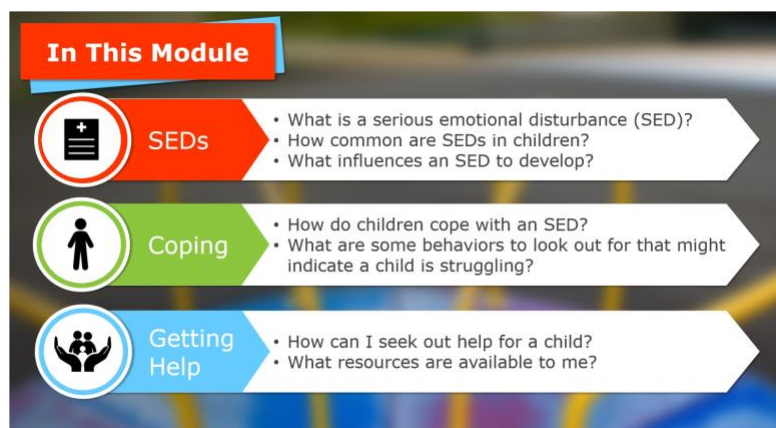
1.3 What You Believe



1.4 Our Impact



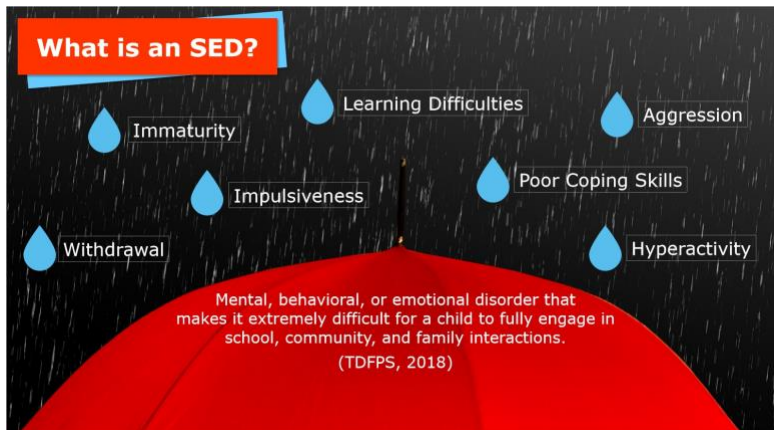
1.5 What You Will Learn



1.6 Meet Tomás



1.7 What Is an SED?



1.8 Reflection Point

(Pick One, 10 points, 1 attempt permitted)

Reflection Point

Sheldon's teacher recently taught a lesson and noticed Sheldon had difficulty paying attention, which is unusual for him. Sheldon's behavior may not be related to an SED because it is uncharacteristic and has only occurred over a brief period of time.

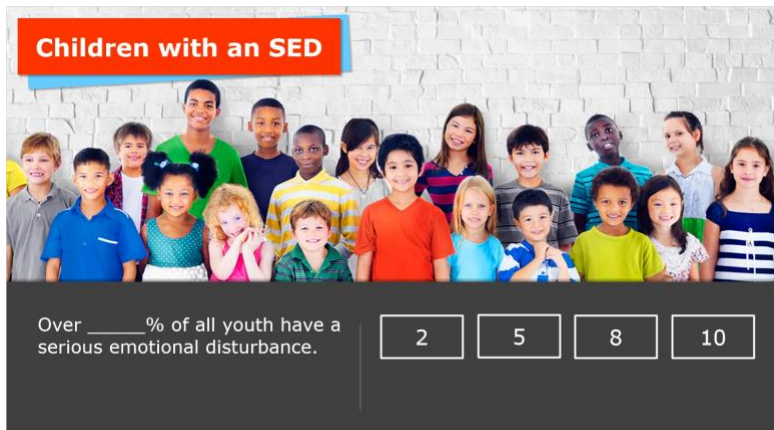
TRUE

FALSE

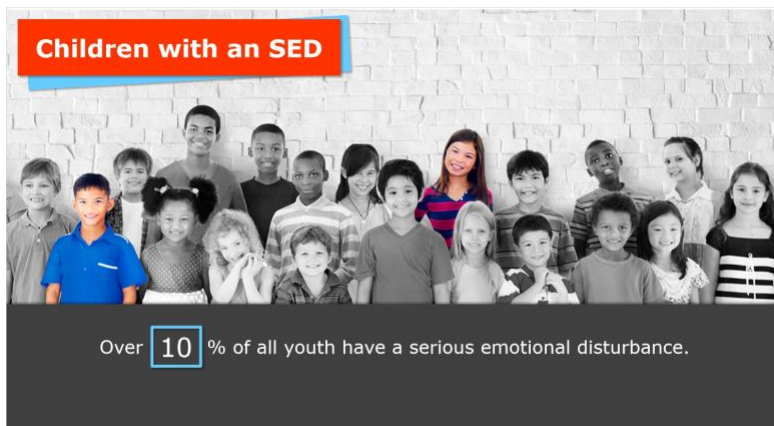
1.9 Perceptions of Children with an SED



1.10 Children with an SED



1.11 Children with an SED-ANSWER



1.12 Common Characteristics



Hyperactivity (Slide Layer)



Aggression (Slide Layer)



Withdrawal (Slide Layer)

Common Characteristics

Click on each image to learn more.



Withdrawal



Immaturity (Slide Layer)

Common Characteristics

Click on each image to learn more.



Immaturity



Learning Difficulty (Slide Layer)

Common Characteristics

Click on each image to learn more.



Learning Difficulty

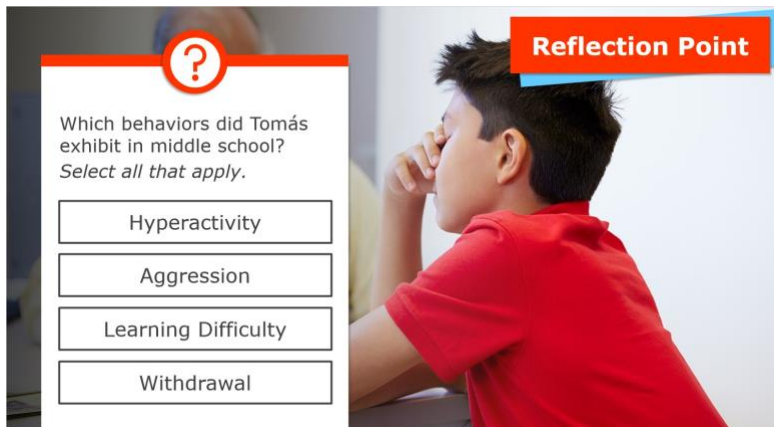


1.13 Tomás in Middle School



1.14 Reflection Point 2

(Pick Many, 10 points, 1 attempt permitted)



1.15 Causes of SED



Illness (Slide Layer)



Genetics (Slide Layer)



Poverty (Slide Layer)



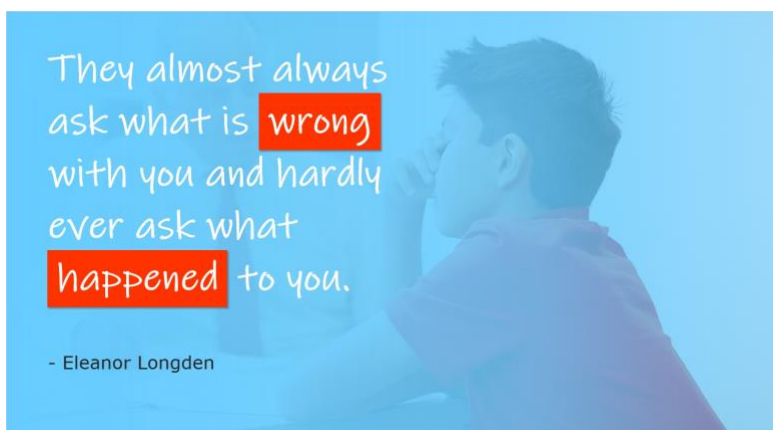
Abuse (Slide Layer)



Trauma (Slide Layer)



1.16 How to Help



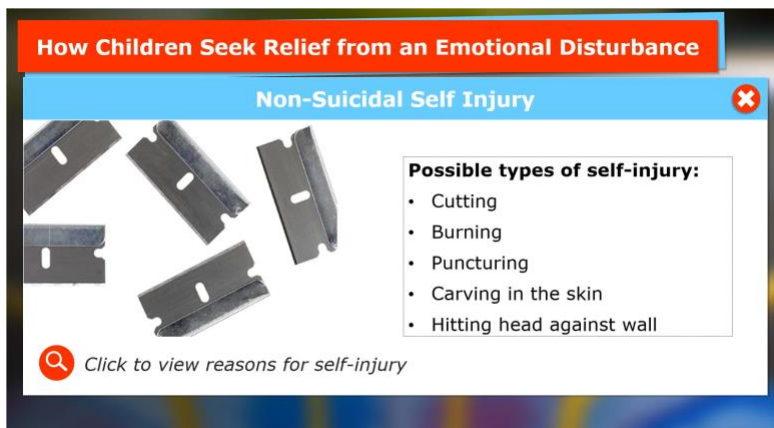
1.17 Asking the Right Question



1.18 Seeking Relief



Self Injury (Slide Layer)



Self Injury Popup (Slide Layer)

How Children Seek Relief from an Emotional Disturbance

Click on each icon to learn more.

Reasons for self-injury:

- Experiencing physical pain can reduce emotional pain
- Low self-worth
- Dealing with feeling numb
- Expressing emotional suffering



Isolation/Withdrawal



Eating Disorders




Aggressive or Impulsive Behavior

Substance Use (Slide Layer)

How Children Seek Relief from an Emotional Disturbance

Click on each icon to learn more.

Substance Use



May be used to mask symptoms of:

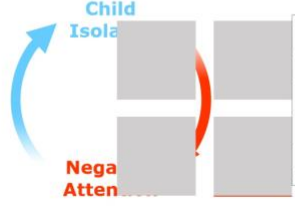
- Depression
- Trauma
- Anxiety
- Neglect

Isolation/Withdrawal (Slide Layer)

How Children Seek Relief from an Emotional Disturbance

Click on each icon to learn more.

Isolation/Withdrawal



Withdrawal may be issue if accompanied by:

- Drop in school performance
- Changes in sleep or eating patterns
- Loss of interest in activities
- Depressed or irritable moods

Eating Disorders (Slide Layer)

How Children Seek Relief from an Emotional Disturbance

Eating Disorders



May be used to cope with:

- Trauma
- Mental health conditions

National Eating Disorders Association:
<https://www.nationaleatingdisorders.org/>

Impulsive (Slide Layer)

How Children Seek Relief from an Emotional Disturbance

Aggressive or Impulsive Behavior



May be used to cope with emotional suffering.

1.19 Tomás' Turning Point



1.20 Reflection Point 3

(Pick Many, 10 points, 1 attempt permitted)



?

Which behaviors did Tomás engage in to seek relief?
Select all that apply.

Non-Suicidal Self-Injury
Substance Use
Isolation/Withdrawal
Eating Disorder

1.21 Tomás Looking Back




1.22 Getting Help



1.23 Tomás: What If

Tomás: What If?

I can't help but wonder what my life could be or could have been like if I had gotten some help sooner.



1.24 Importance of the Support System

Importance of the Support System



Resources for Support:

- Schools, family, and friends
- Mental health professionals
- State and local organizations
- Support groups

1.25 Additional Resources

Additional Resources

Mental Health America | 1.800.969.6642
<http://www.mentalhealthamerica.net>

NAMI | National Alliance on Mental Illness | 1.800.950.NAMI
<https://www.nami.org/Find-Your-Local-NAMI>

National Mental Health Consumers' Self-Help Clearinghouse
<http://www.cdsdirectory.org/>

Local Mental Health or Behavioral Health Authority
<https://his.texas.gov/services/mental-health-substance-use/mental-health-substance-use-resources/find-your-local-mental-health-or-behavioral-health-authority>

Texas Education Agency
https://tea.texas.gov/About_TEA/Other_Services/Mental_Health/Mental_Health_and_Behavioral_Health/

Mental Health Texas
<https://mentalhealthtx.org/>

Reporting Childhood Abuse
https://www.dfps.state.tx.us/Contact_Us/report_abuse.asp

1.26 Knowledge Check Instructions

Knowledge Check

Are you ready to test your knowledge and help a child through the emotional maze to reach the support he or she needs?

Get Started

Review the Module

