

iIMPACT Newsletter

February, 2022

IN THIS ISSUE, WE'RE COVERING:

TEEN DATING VIOLENCE AWARENESS

NATIONAL EATING DISORDER WEEK

HERO TRAINING PROGRAM

NATIONAL PLAY THERAPY WEEK

Mental Health Awareness THIS MONTH

International Boost Self-Esteem Month

Teen Dating Violence Awareness Month

Random Acts of Kindness Week (Feb. 16-23)

National Eating Disorders Awareness Week (Feb. 23-Feb. 29)



TEEN DATING VIOLENCE

Teen Dating Violence Awareness and Prevention month is focused on educating the public about the prevalence of dating violence and ways of recognizing and preventing it.

Teen dating violence is a much more common than people think. *"One in three teens in the US will experience physical, sexual, or emotional abuse from someone they're in a relationship with before they become adults, and nearly half (43%) of college women report experiencing violent or abusive dating behaviors," (Love is Respect).*

This year's Teen Dating Violence Awareness Month motto is Talk About It- encouraging individuals to partake in meaningful and thought provoking conversations around healthy dating habits and ways of approaching unhealthy or abusive relationships.

Learn more about Teen Dating violence at <https://www.loveisrespect.org/>

NATIONAL EATING DISORDERS AWARENESS WEEK

February 21 - 27, 2022



Eating Disorder Awareness week is an international awareness event aimed at helping to fight stigmas and misunderstandings around eating disorders such as Anorexia Nervosa, Bulimia, Binge-Eating Disorder and Eating Disorders Not Otherwise Specified (EDNOS). During this week, individuals are encouraged to educate themselves on the realities of eating disorders and the stigmas that surround them. In doing this, the public is able to provide hope and visibility to individuals and families personally impacted by eating disorders. The motto for this years National Eating Disorder Awareness week is "See the Change, Be the Change"! Show your support by reading about Eating Disorders using the resources provided below or by sharing publicly the ways in which eating disorder have impacted you personally using the hashtags #seethechange or #NEDawareness.

Facts about Eating Disorders

"Eating disorders often involve serious medical complications that can cause permanent damage or death. People with eating disorders also have an increased risk of dying by suicide" (NIMH)

"Eating disorders do not discriminate. They affect people of all ages, races and ethnicities, and genders" (NIMH)

"Eating disorders are...serious and often fatal illnesses that are associated with severe disturbances in people's eating behaviors and related thoughts and emotions" (NIMH)

<https://www.nimh.nih.gov/health/publications/lets-talk-about-eating-disorders>

Resources

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

National Institute of Mental Health
<https://www.nimh.nih.gov/health/topics/eating-disorders>

Eating Disorder Hope
<https://www.eatingdisorderhope.com/information/eating-disorder>



UNIVERSITY OF MEMPHIS

H.E.R.O.

TRAINING PROGRAM



“The H.E.R.O. Training Program” © guides children in the development of important life skills, including self- and social awareness, responsible decision making, and resilience. Children are led through safe, fun, and engaging sessions that infuse mindfulness, yoga, and artistic expression that allow for the practice and development of skills needed to successfully work through various challenges they may experience in real-life.

Dr. Paige Pirkey, Ph.D., e-RYT500, YACEP, and Post-Doctoral Fellow & Adjunct Professor in the University of Memphis Social Work Department, created “The H.E.R.O. Training Program” © with the goal of developing a social-emotional learning curriculum that allows teachers, parents and students to collaboratively develop a trauma-sensitive school culture. H.E.R.O. is an acronym that stands for Helping Everyone Reinvent Obstacles.

Working with elementary students at schools located in Hickory Hill and Berclair, Dr. Pirkey conducted 30-minute sessions over the course of 3 weeks. During this time, Dr. Pirkey supported students’ ability to regulate their own behaviors, thoughts, emotions, and stress. These sessions provided students with a stable, judgment-free environment to explore and work through the various perceived and real obstacles they may face in everyday life, such as social conflict, self-doubt, and more. Activities were geared at helping students develop a sense of resiliency and self-empowerment that could be employed in their everyday lives.



“THE H.E.R.O. TRAINING PROGRAM” ©



After the program’s commencement, teachers and students provided feedback on their personal experience with the program through an interview process facilitated by Dr. Pirkey and her volunteer graduate assistants. Multiple teachers expressed that the program had helped students in developing self-regulation skills and felt that they, as educators, learned tools to assist them in meeting students' social-emotional needs, such as breathing exercises. Students described, in detail, the breathing exercises they had been taught through the program and how it helped them to be “calm”, “mindful”, and “brave” when facing difficult situations both inside of school and at home.



“THE H.E.R.O. TRAINING PROGRAM” ©

When asked about why this program is important in the Memphis community, Dr. Pirkey stated, “Memphis has a lot of history; we have a lot of wounds from the past, and I feel that this program helps to support the process of healing those wounds by remembering who we are as individuals, and, as part of a community.”

Dr. Pirkey expressed, with deep gratitude, how humbling working with students and teachers in “The H.E.R.O. Training Program” © has been for her and how working with these individuals has inspired and supported her in continuously practicing her own self-awareness. In the future, Dr. Pirkey hopes to improve the program's effectiveness and sustainability through year-long program implementation, training opportunities for school teachers, and increased data collection and program implementation.

“They became more independent, and they showed patience... They had good self-direction... I definitely saw some growth with independence and self-direction.” -Teacher F

“A lot of my kids took your, your breathing technique with the belly, ribs, chest, I would watch them and they would do it in the, in the room when they were upset or something.” -Teacher A

Teacher Testimonials

“A lot of my kids took your, your breathing technique with the belly, ribs, chest, I would watch them and they would do it in the, in the room when they were upset or something.” - Teacher A

“I think a lot of the scholars help each other more.” - Teacher B; “I've seen that change in my students as well; they definitely are more eager to help each other after the program, too.” -Teacher J

A huge thank you to Dr. Paige Pirkey, Ph.D., e-RYT500, YACEP for taking the time to discuss “The H.E.R.O. Training Program” © and for sharing her wealth of knowledge.

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NATIONAL PLAY THERAPY WEEK FEBRUARY 6-12

PLAY THERAPY IS DEFINED BY APT AS "THE SYSTEMATIC USE OF A THEORETICAL MODEL TO ESTABLISH AN INTERPERSONAL PROCESS WHEREIN TRAINED PLAY THERAPISTS USE THE THERAPEUTIC POWERS OF PLAY TO HELP CLIENTS PREVENT OR RESOLVE PSYCHOSOCIAL DIFFICULTIES AND ACHIEVE OPTIMAL GROWTH AND DEVELOPMENT," (APT). CELEBRATE NATIONAL PLAY THERAPY WEEK BY PARTICIPATING IN ANY OF THE FOLLOWING SPIRIT DAYS!

SUNDAY, FEBRUARY 6: SELF-CARE SUNDAY! DO SOMETHING PLAYFUL TODAY TO FILL YOUR CUP!

MONDAY, FEBRUARY 7: MAKE SOMETHING MONDAY! LET OUT YOUR CREATIVE SIDE TODAY!

TUESDAY, FEBRUARY 8: T-SHIRT TUESDAY! WEAR YOUR FAVORITE PLAY THERAPY T-SHIRT- OR MAKE ONE TO WEAR!

WEDNESDAY, FEBRUARY 9: WACKY WEDNESDAY! WEAR SOMETHING WACKY TODAY, ALL IN GOOD FUN!

THURSDAY, FEBRUARY 10: THROWBACK THURSDAY! WEAR SOMETHING PURPLE TODAY TO HONOR DR. VIOLET OAKLANDER!

FRIDAY, FEBRUARY 11: FUN FRIDAY! WEAR ANOTHER PLAY THERAPY T-SHIRT AND ENJOY BY GOING OUTSIDE TO PLAY!

SATURDAY, FEBRUARY 12: SILLY SOCK SATURDAY! WE CAN TAKE OUR SHOES OFF IN PLAY THERAPY, SO LET'S SHOW OUR FUN SIDE!

LEARN MORE ABOUT PLAY THERAPY AND NATIONAL PLAY THERAPY WEEK BY VISITING [HTTPS://WWW.A4PT.ORG/](https://www.a4pt.org/)

iIMPACT Projects

Institute for Interdisciplinary Memphis Partnerships to Advance Community Transformation
(iIMPACT)

University of Memphis Behavior, Research, & Language Alliance- (UMBRella)

College of Education and School of Communication
Sciences and Disorders Initiative
Applied Behavior Analysis (ABA) Program
Dr. Thouraya Al Nasser BCBA-D, LBA
Director of the Autism Clinic - UMBRELLA
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umbrella@memphis.edu

The Literacy Landscape Project

College of Education
Dr. Carolyn Kaldon
cransfrd@memphis.edu

The BRAiN Center

Counseling Educational Psychology and Research (CEPR)
Dr Kiersten Hawes -BRAIN Center Program Coordinator
kahawes@memphis.edu
thebraincentermemphis@gmail.com

Men Healing Men

College of Social Work
Dr. Gregory Washington
gwsngt1@memphis.edu

LIFE Project: Lifelong Initiative for Family Empowerment (Life)

College of Social Work
Dr. Gregory Washington
gwsngt1@memphis.edu

Trauma Healing Club

College of Social Work
Dr. Susan Elswick
selswick@memphis.edu
Dr. Gregory Washington
gwsngt1@memphis.edu

Pregnant Moms' Empowerment Program (PMEP)

Department of Psychology
pmepmemphis@gmail.com
(901) 257-9848

School Mental Health Access to Resources through Teletherapy (SMART) Research, Training and Treatment Center

Christy Peterson - Program Coordinator
901.678.1636
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Coordinated Effort to Enhance Development (CEED)

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Dr. Loretta Rudd
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CEED office: 901.678.3589

Language Environment Analysis (LENA)

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Medical Legal Partnership (MLP)

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Institute for Health Law & Policy Lab (iHELP)

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PM Ready / PM Ready Extension

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<https://www.memphis.edu/iimpact/>