



Healthy Hearts & Minds

CCYSB YOUTH SUICIDE PREVENTION

MARCH 2026



A Spring Reset (Without the Pressure)

When March comes around, it can feel like everyone is supposed to suddenly “get it together.” The weather changes. The days get longer. Teachers start reminding you that the school year is moving fast. Social media fills up with people talking about fresh starts and new routines. It can start to feel like you’re supposed to become a brand-new person.

But here’s something important: *you don’t need a new personality just because it’s spring.* A reset doesn’t mean becoming better or more impressive. It means giving yourself a little more support. If you’ve been feeling unmotivated, tired, or behind, pause before you judge yourself. Sometimes what looks like laziness is actually burnout. Sometimes what feels like “I don’t care anymore” is really “I’m exhausted.”

Middle of the school year is hard. Your brain has been working nonstop — keeping up with assignments, managing friendships, dealing with stress, maybe not getting enough sleep. That adds up. You might not need more discipline. You might just need more rest.

If you do want a reset, keep it small. A real reset doesn’t mean waking up at 5 a.m. or changing your whole life overnight. It might mean going to bed 15 or 20 minutes earlier. It might mean putting your phone a little farther away at night so you’re not scrolling until midnight. It could be something simple like cleaning out your backpack or organizing one school folder so things feel less chaotic.

Small changes help your brain feel calmer. When your space feels clearer, your thoughts often do too.

If starting schoolwork feels impossible, try this: set a timer for 30 minutes and work on just one thing. When the timer goes off, you can stop. Starting is usually the hardest part. Once you begin, it often feels a little easier to keep going.

Instead of asking yourself, “How do I fix everything?” try asking different questions. What is draining my energy right now? What is helping, even a little? What is one small thing I could adjust? Notice the word *small*. You don’t have to change everything. One earlier bedtime, one assignment started, one honest conversation — those things count.

It’s also completely normal if you don’t feel “springy.” Some people feel more energized this time of year. Other people feel restless, distracted, or still tired. Your brain doesn’t automatically shift moods just because the season changes.

You’re allowed to take your time.

A real reset is quiet. It might look like drinking more water, stepping outside for a few minutes, turning in something even if it’s not perfect, or asking for help sooner instead of waiting until you’re overwhelmed.

You don’t need a new version of yourself this spring. You might just need a little more sleep, a little more support, and a little less pressure.

And that’s enough.

What’s Inside:

A Spring Reset (Without the Pressure)

ADHD & Executive Dysfunction Check-In

March is Self-Injury/Self-Harm
Awareness Month



MAR 13
2026
FRI **Mount Airy Large Meeting Room**
Friday, March 13, 2026
2:00pm–3:00pm

Children will customize cardboard box cars and drive them to the “drive-in” theater to see a kid-friendly feature film. Boxes and decorating supplies will be provided. Children under the age of 8 must be accompanied by an adult caregiver.



March 14th
MAIN STREET FUN (8:00 AM – 12:00 PM):
Vendor Village with Irish-inspired arts, crafts & food
Kids Area

Kids Kingdom Children's Games & Activities

Play Irish-inspired games and delight in free family fun! From painted smiles to sparkling styles-enjoy a free facepainter, colorful hair fun at the Shamrock Spray Salon, shimmering strands at the Rainbow Shine Tinsel Station and more festive fun for kids!

www.celticcanter.org

ADHD & Executive Dysfunction Check-In

(Especially If Mid-School Year Feels Hard Right Now)

If school has started to feel harder lately — even in classes that used to feel manageable — you're not alone.

Mid-school year is often when motivation drops, assignments pile up, and your brain suddenly feels like it forgot how to “do school.” For students with ADHD, this can feel especially intense. But even students without an ADHD diagnosis can struggle with executive functioning skills this time of year.

First, let's talk about what that actually means. Executive functions are your brain's “management system.” They help you start tasks, stay focused, organize materials, remember deadlines, and manage time. When those skills are working well, school feels smoother. When they're overloaded or tired, everything feels harder than it should. This is called executive dysfunction — and it does not mean you're lazy.

You might notice things like:

- Knowing you need to start an assignment but feeling stuck.
- Waiting until the last minute even when you promised yourself you wouldn't.
- Forgetting to turn things in, even after finishing them.
- Feeling overwhelmed and then avoiding everything.

That stuck feeling is real. It's not about intelligence. It's not about caring enough. Often, it's about activation energy — the mental push it takes to get started.

Here's something important: motivation usually comes after you start, not before. Many people think they need to feel ready in order to begin. But for ADHD brains especially, action creates motivation — not the other way around.

If you're feeling stuck, try shrinking the task. Instead of “write the essay,” try “open the document.” Instead of “study for the test,” try “read one page.” When the task feels smaller, your brain is less likely to freeze.

Timers can also help. Set one for 20 or 30 minutes and work on just one thing. When the timer ends, you're allowed to stop. Often, once you've started, it feels easier to keep going.

It's also okay to admit when you need help. Executive functioning challenges are not a personal failure. They're skills that sometimes need support. That might mean asking a teacher to clarify a deadline, using reminders on your phone, breaking assignments into smaller parts, or talking to a counselor or parent about what's been feeling hard.

If you have ADHD, remember that your brain is not broken. It just works differently. It often needs more structure, more visual reminders, and smaller starting points. That's not weakness — it's strategy.

And if you don't have ADHD but feel this way sometimes, that's normal too. Stress, lack of sleep, anxiety, and social pressure can all affect executive functioning.

If school feels heavier than usual right now, pause before blaming yourself. Ask instead: Do I need a smaller step? Do I need clearer structure? Do I need more support?

Struggling to start doesn't mean you don't care. It might just mean your brain needs a different approach.

March is Self-Injury/Self-Harm Awareness Month

March is Self-Harm Awareness Month. That means it's a time to talk about something that can feel really private or even scary: hurting yourself on purpose. This might include things like cutting, scratching, hitting, or burning your own body.

If you've ever done these things, it's not your fault, and it doesn't make you a bad person. Many people use self-harm as a way to cope with strong emotions or situations that feel too hard to handle. Sometimes it's a way to express pain when words don't seem enough, or to feel something when everything inside feels numb. Self-harm is a signal — your body and mind are telling you that you're struggling. It's not about wanting attention. It's about trying to survive when things feel overwhelming.

It's okay to have these feelings, and it's okay to get help. Talking to someone you trust: a parent, counselor, teacher, or friend, can be the first step toward feeling better. You don't have to face this alone. Asking for help doesn't mean you are weak or “overreacting.” It means you are being brave. Everyone deserves to feel safe in their own body, and you are no exception! There are lots of safe ways to cope when you feel the urge to hurt yourself. These strategies aren't magic fixes — sometimes you may need to try a few things to see what works best for you. The important thing is having options and reminding yourself that you deserve care.

1. Express Yourself Creatively

- Write your feelings in a journal.
- Draw, paint, or doodle what you're feeling.
- Write a letter to yourself (you don't have to send it).

2. Use Physical, Safe Outlets

- Squeeze a stress ball or a soft toy.
- Hold an ice cube in your hand.
- Go for a run, walk, or bike ride.
- Dance, stretch, or do push-ups — anything that moves your body.

3. Calm Your Nervous System

- Take deep breaths: inhale slowly for 4 counts, hold for 4, exhale for 4.
- Try grounding: name 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, 1 thing you can taste.
- Listen to calming music or nature sounds.

4. Connect With Others

- Text, call, or talk to a trusted friend, parent, or counselor
- Sometimes just saying, “I'm having a hard time,” can make a big difference.

5. Distraction & Redirection

- Watch a favorite show, movie, or YouTube video.
- Play a game, do a puzzle, or read a book.
- Do something hands-on: cooking, folding laundry, organizing a desk, or crafting.

6. Plan Ahead

- Keep a “toolbox” of things to try when urges come: journal, stress ball, phone numbers, calming playlist, or comforting object.
- Make a list of safe places you can go if you feel unsafe in your room.
- Write down a short self-reminder: “I can get through this without hurting myself.”

7. Professional Support

- School counselors can help you create a safety plan.
- Therapists trained in coping strategies for self-harm can teach long-term tools.
- Online or text-based support is available 24/7.

Where to Get Help

If you are struggling, you are not alone, and help is always available:

- 988 (Suicide & Crisis Lifeline in the U.S.) – call or text
- Crisis Text Line: Text HOME to 741741
- Your school counselor or another trusted adult

Safety Plans Work

There is hope.



1. Write 3 warning signs that a crisis may be developing.

2. Write 3 internal coping strategies that can take your mind off your problems.

3. Who/What are 3 people or places that provide distraction?
(Write name/place and phone numbers)

_____	Phone _____
_____	Phone _____
_____	Phone _____

4. Who can you ask for help? (Write names and phone numbers)

_____	Phone _____
_____	Phone _____
_____	Phone _____

5. Professionals or agencies you can contact during a crisis:

Clinician: _____ Phone _____

Local Urgent Care or Emergency Department:
Address _____ Phone _____

Call or text 988 or chat 988lifeline.org

6. Write out a plan to make your environment safer.
(Write 2 things)



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Crisis Resources

National Suicide & Crisis Lifeline:

9-8-8 (Call or Text)

Chat: <https://988lifeline.org/chat>

The Trevor Project
thetrevorproject.org

1-866-488-7386

text 678-678

Carroll County Mobile Crisis:

410-952-9552

To access assessment and treatment
services at CCYSB call

410-848-2500 x 1

or

Walk-in Assessment Hours:

Tuesday: 8:30am-11 am & 2-5pm

Wednesday: 11:30am-2pm

(We have a limited number of assessment slots
available each day. See our website for arrival and
check-in details)



CARROLL COUNTY
YOUTH SERVICE BUREAU

"It Starts With the Heart."

You are more
than your
anxious thoughts

Nurturing
yourself is
important

You're allowed to
set boundaries

Spring
mental health
reminders

Change can be
a good thing

You are brave
for feeling
your feelings

Feelings are
only temporary

Growth is not a
linear journey

WE ALL
NEED
MENTAL
HEALTH
SUPPORT.



TEXT



MDYoungMinds
to 898-211

Teens, get supportive
text messages.



Scan to learn more



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Emotional Regulation Skill: *Cope Ahead*



Make a plan to cope skillfully with future emotional situations.

1) Think of a situation that might cause you negative or overwhelming emotions.

- *Be specific*
- *Check the facts*
- *Name the emotions*

Describe the situation: _____

What emotions might you experience? _____

2) Which coping skill(s) or problem-solving skills you want to apply to the situation?

- *Be specific*

Write how you plan to cope with the situation to best manage your emotions?: _____

3) Visualize the difficult situation in your mind.

- *Get a clear picture*
- *Experience the thoughts, feelings, and behaviors you might go through.*

4) Mentally rehearse yourself successfully using your coping skill(s)

- *Imagine exactly what you would do to cope effectively.*
- *Rehearse your thoughts feelings, what you would say, and how you would say it.*

Imagine the situation vividly, and describe the successful scene that you imagined below: _____

When you are done with this exercise, take some deep breaths and use a relaxation skill to calm your brain.