

JUNE
'26

CPYB Summer Intensive
Training

SCAN HERE



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AGENDA

1.

Homesickness

Eating
Concerns

2.

3.

Effective
Communication

Gender and
Sexuality

4.

Homesickness

Thought exercise...

I want you to think about a time you have been homesick...

- Maybe it was at your first sleepover
- Or when you moved into a high school or college dorm
- Or maybe it was your first summer intensive
- One thing is for sure.... homesickness can cause a lot of embarrassment



Homesickness

Homesickness can strike either immediately upon starting the summer intensive or well into the program! But here is the good news..... Experiencing homesickness is both common and entirely normal.

What are some signs of homesickness?

What are some signs of homesickness?

- Constant thoughts of home
- Anxiety
- Decreased motivation
- Loneliness
- Yearning for people, places, and things associated with home
- General negative outlook
- Sadness
- Social withdrawal
- Feeling different from others seemingly enjoying their time

Strategy #1: Stay Connected to Home!

- While away, students can still bring a piece of home to the dorms or plan a visit back – it's all about how the students approach it.
- Communication matters: Call, FaceTime, text, or even embrace the charm of snail mail to stay connected with friends and family, gaining the support students need.
- Balance is key; don't let constant communication hinder students chances of making new friends.

Strategy #2: Bring Your Home to You

- Make sure students surround themselves with reminders of home, like decorations or pictures of loved ones, fostering a sense of familiarity in their new surroundings.

Strategy #3: Occasional Visits Home

- Possibly encourage students to plan trips home at the start of the summer program, offering something to look forward to and curbing impulsive returns.
- Help students realize the importance of acclimating to their new environment and consider the potential pros and cons of visiting home.

Strategy #4: For Long-Distance Homesickness

- For those living far away or facing financial constraints, meticulous planning becomes even more critical.
- Help them set up communication channels, arrange for comforting items, and plan potential trips beforehand to have a prepared support network.

Combating Homesickness

- **Get Involved:** Making sure students are actively participating in CPYB activities helps make their current environment feel more like home.
- **Prioritize Self-Care:** Help students recognize that transitions can be stressful, so help them make self-care a priority to counter the effects of stress on their well-being.
- **Observe and Journal:** Encourage students to start a journal to track moments of homesickness and gain insights into triggers.
- **Allow Time:** Help students grant themselves the necessary time to adjust to their new surroundings, balancing the need to settle in with acknowledging and addressing feelings of homesickness on a daily basis.

Even if they're already in the dorms, it's never too late to apply these strategies. Comforting items can be mailed, scheduled communication dates established, and future trips can be planned.

EATING CONCERNS

Sometimes doing nothing is doing
something.

— *Thomas Dewar* —

What are some possible
symptoms you may notice?

Eating disorder signs and symptoms

Physical

- 1. Unusual and rapid weight fluctuations, 2. Fainting, fatigue, low energy, interrupted sleep, 3. GI discomfort, dysregulation, bloating, 4. Dry hands/hair or poor circulation, 5. Hair loss or development of lanugo, 6. Chest pain or heart palpitations, 7. For females, disruption in menstruation

Behavioral

- 1. Dieting or chaotic food intake, 2. Preoccupation with food, weight, size, and shape, 3. Excessive exercise, 4. Frequent trips to the bathroom, 5. Change in clothing style (sometimes to hide or to flaunt body), 6. Eating in isolation

Emotional

- 1. Severe mood swings, 2. Increased isolation, irritability, anhedonia, 3. Low self-esteem; complaints about body, 4. Perfectionistic tendencies, 5. Sadness or comments about feelings of worthlessness, 6. Increase of depression and/or anxiety

Risk factors

All eating disorders are complex conditions that arise from biological, psychological, and social factors. Among the factors that may make SI students uniquely susceptible to these illnesses are:

- Newfound independence and increased responsibility
- Unfamiliar environment; loss of personal space and privacy
- Living away from parents, friends, and other support people
- An abundance of food choices and food-centered activities
- Change in routine; loss of structure
- Increased training load
- Desire to fit in
- And more!

How to Intervene

Tips adapted from NEDA's coach and AT Toolkit

1. Approach the dancer with sensitivity and discretion
2. Refrain from passing judgment or criticism on the dancer
 - a. The primary objective is to assist the dancer in disclosing the issue to their parent or caregiver, if they haven't already done so.
3. Act swiftly and make an immediate and appropriate medical referral to a healthcare specialist experienced in treating eating disorders (e.g., physician, therapist, eating disorder specialist, or dietitian).
 - a. Share your observations with a responsible family member or caregiver. Early intervention enhances the likelihood of successful treatment and reduces the risk of serious or prolonged medical and psychological consequences.
4. Acknowledge the significance of your role in providing support and positive communication to your dancers.
 - a. Inquire about their needs and how you can help!

How to Intervene

Tips adapted from NEDA's coach and AT Toolkit

Case Vignette:

During a summer dance intensive, you notice one of your students, Emma, showing concerning signs of disordered eating. Emma, a talented 17-year-old dancer, has always been dedicated to her craft. She's known for her exceptional technique and commitment to perfecting every movement. However, lately, you've observed changes in her behavior that raise red flags.

Emma used to be bubbly and energetic, but now she seems withdrawn and fatigued. She often skips meals or only eats small portions, citing reasons like feeling too full or not hungry. Despite her thin frame, she frequently talks about needing to lose weight and expresses dissatisfaction with her appearance. You've also noticed her sneaking off to the restroom after meals, which raises concerns about possible purging behaviors.

- Resources:
 - Eating Disorder therapists in PA
<https://www.psychologytoday.com/us/therapists/pennsylvania?category=eating-disorders>
 - Eating Disorder registered dietitians in PA
<https://www.healthprofs.com/us/nutritionists-dietitians/pennsylvania?category=eating-disorders&spec=2685>
 - [National Association of Anorexia Nervosa & Associated Disorders \(ANAD\)](#): The Helpline 888-375-7767 is open Monday to Friday. 9 a.m. to 9 p.m. Central Time; or email: hello@anad.org.
 - [National Eating Disorders Association \(NEDA\)](#): Helpline: 800-931-2237 or [NEDA español](#)
 - [Reach Out USA](#): Inspiring stories of teens living with depression, eating disorders, body image, bullying, stress, conflict, drugs and alcohol and how they cope.
 - [Eating Disorders](#): Information from Teens Health in English and Spanish.
 - PA 988 <https://www.dhs.pa.gov/Services/Mental-Health-In-PA/Pages/988.aspx>

ACTIVE LISTENING



Once again... not saying something
is saying something

Active Listening

Allows people to feel comfortable opening up!

Five steps:

1. Pay attention!
2. Show you are listening
3. Provide feedback
4. Defer Judgement
5. Respond appropriately

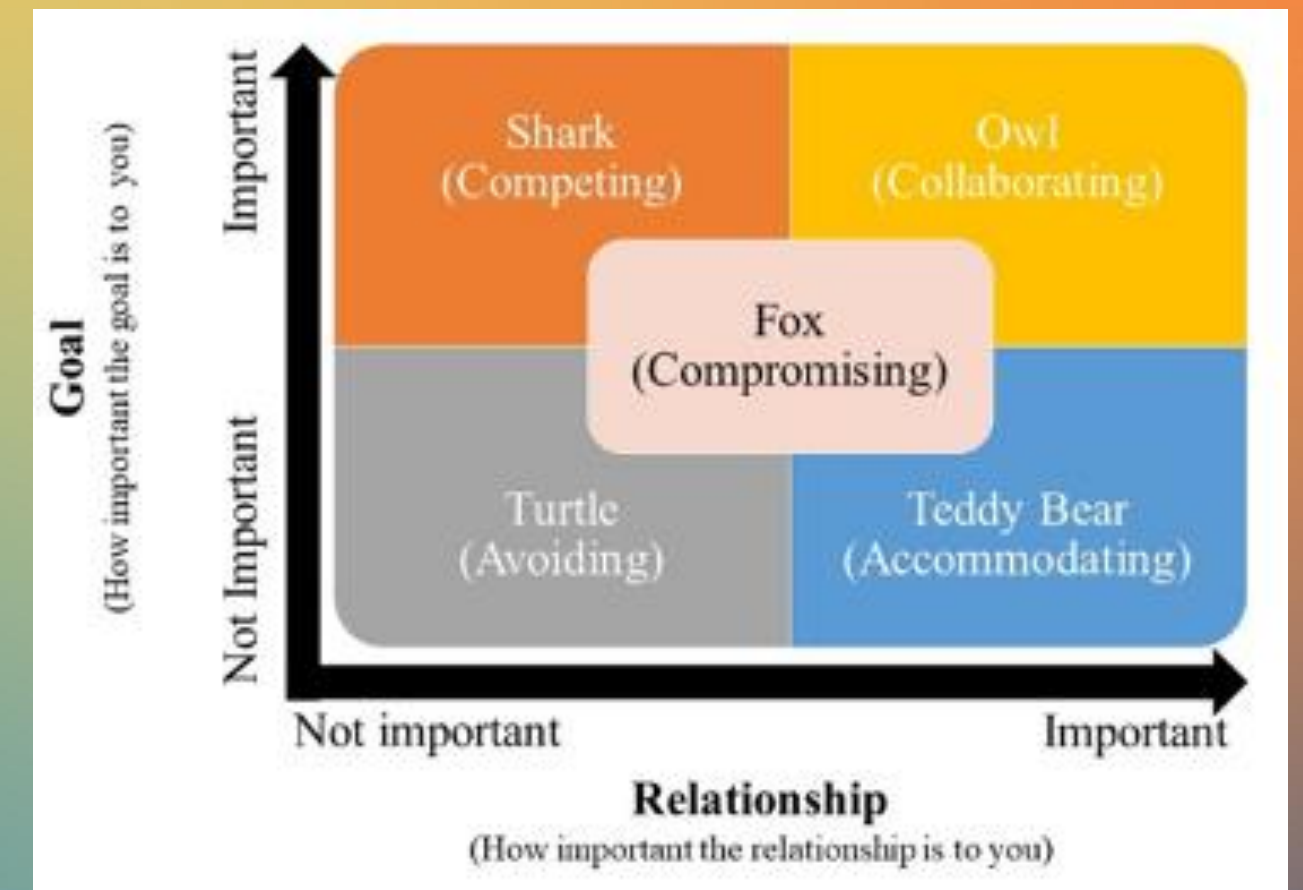
Staying in the Goldilocks Zone

When supporting others, balance is key. You need to build rapport and trust—but being too casual or overly supportive can blur boundaries and reduce your effectiveness.

That's why professional distance matters. It helps you stay objective, provide steady guidance, and avoid creating dependency. Be warm, but clear. Supportive, but grounded. That's the Goldilocks zone: not too close, not too distant—just right.

Confrontation Styles (Thomas, 1971)

- Avoiding (the Turtle)
- Competing or confronting (the Shark)
- Accommodating (the Teddy Bear)
- Compromising (the Fox)
- Collaborating (the Owl)



How comfortable am I when communicating with others?

- It's important to understand this as your attitude toward that person could affect your communication.
- We all hold biases! Pretending we don't, does us a disservice!
- Implicit Association Test (IAT)
 - <https://implicit.harvard.edu/implicit/takeatest.html>

The 7 Cs of communication

- **Clear:** Ensure the message is easily understood, focusing on a single goal per sentence to avoid confusion for both written and oral communication.
- **Correct:** Use accurate language, free of grammatical and spelling errors, for a greater impact on the receiver and increased sender morale.
- **Complete:** Provide all necessary information, answering recipient questions for better decision-making in both written and oral communication.
- **Concrete:** Make the message clear and unambiguous, supporting statements with facts and figures for both written and oral communication.
- **Concise:** Convey the subject matter briefly and precisely, avoiding lengthy sentences to maintain the recipient's attention in both written and oral communication.
- **Consideration:** Acknowledge the receiver's opinions, knowledge, and background to ensure effective communication and engagement in both written and oral scenarios.
- **Courteous:** Show respect for the recipient's feelings and viewpoints, maintaining a positive and unbiased tone in both written and oral communication.



GENDER
AND
SEXUALITY

CPYB Summer Intensive: Like the Olympic Village

Attending the CPYB Summer Intensive is a lot like living in the Olympic Village. You're surrounded by a large, diverse group of dancers—each bringing unique backgrounds, training, and goals—all under one roof, working toward excellence. Just like Olympians, you share close quarters: dorms, studios, dining halls, and downtime. That kind of environment creates an incredible sense of energy, camaraderie, and inspiration—but it also requires mutual respect.

Everyone is here to grow, not just as dancers but as people. Being mindful of noise, personal space, shared responsibilities, and cultural differences helps create a healthy, supportive atmosphere where everyone can thrive.

Gender and Sexuality

- Components of sexuality
 - Biology/Physiology: One's physical make-up and anatomy (male, female, intersex)
 - Gender Identity: One's sense of self as a male, female, or other; may or may not be congruent with biology/physiology
 - Gender: Socially constructed norms, behaviors, roles, etc. (i.e., masculine, feminine, and androgyny)
 - Sexual Orientation: One's capacity to fall in love and have romantic intimacy in addition to soul, heart, and mind connection, (gay, lesbian, bisexual, heterosexual, asexual)
 - Sexual Behavior: With whom one participates in sexual activity (men, women, trans, inter, or all)
 - Sexual Orientation Identity: How one sees and names him/herself/themself

Gender and Sexuality

- Bi-, trans-, and homophobia
 - Homophobia:
 - Irrational fear, aversion, or discrimination against homosexuality or homosexuals.
 - Can include hatred, hostility, disapproval, or prejudice towards homosexual people, behavior, or cultures.
 - Adjective form: Homophobic (describing the characteristics).
 - Biphobia:
 - Fear of bisexuality or bisexuals.
 - Transphobia:
 - Fear of non-normative gender behavior or those who exhibit it.
- Prejudices within the LGBT Community:
 - Some segments may harbor prejudices against other groups within the community.
 - Example: A gay man expressing, “I don’t understand bisexuality – just make up your mind.”

Microaggressions

- **Subtle insults or slights:**
 - Example: "You speak so well for someone from your background."
- **Assumptions based on stereotypes:**
 - Example: Assuming all Asians are good at math.
- **Invalidating someone's experiences or identity:**
 - Example: "I don't see color. We're all the same."
 - Example: Using the incorrect pronouns for someone after they have informed you of their preference
- **Microassaults:**
 - Example: Using racial slurs or derogatory language.
- **Microinsults:**
 - Example: Asking a person of color where they are really from, implying they are not truly American.
- **Microinvalidations:**
 - Example: Dismissing someone's concerns about discrimination by saying, "You're being too sensitive."

Role Play!

Working with Questioning Students

- Thought experiment: Think about a time you felt “othered”...
 - What caused this?
 - And what emotions came up for you?
- Common Struggles That Questioning Students Face:
 - Feeling alone
 - Feeling confused
 - Feeling afraid
 - Questioning their values, life perspectives
 - Looking for support from family and friends

Working with Questioning Students

Ways to support questioning students:

- Communicate clearly that they are not alone; many people question their sexuality
- Every person will come to their own conclusions about their sexuality, regardless if those are “clear” conclusions (i.e. fluid sexuality)
- Deciding whether or not to come out is always a personal decision; the student will be supported regardless of their being out
- They don't have everything figured out at this moment!
- If they do decide to come out, not everyone may be accepting; BUT there are resources and people who will be explicitly supportive of them coming out
- Let them know about campus resources, support groups, student organizations
- While sexuality is an important part of one's identity, it's only one aspect of who they are; questioning one's sexuality may not change all of who they are.

Take Aways....