

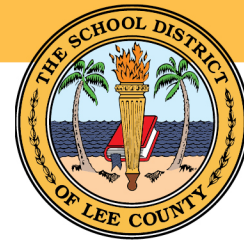
Social Emotional Learning & Mental Health

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School Counseling & Mental Health Services



*CSI Board Advisory Committee
January 13, 2021*

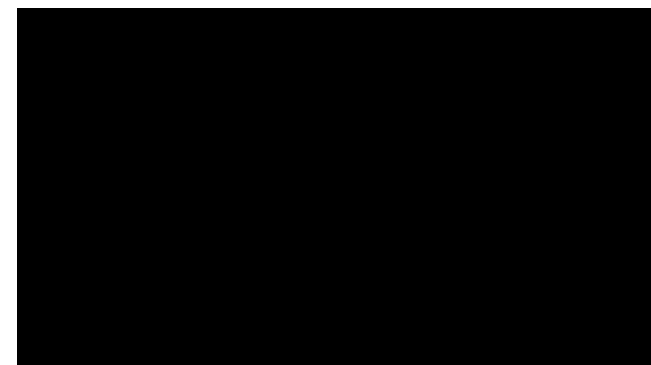
PERSONAL | PASSIONATE | PROGRESSIVE



Attitude of Gratitude

**Think about one thing
you are grateful for today...**

Participants may share in the chat box if desired.





Today's Objectives

Participants will have knowledge of:

- Universal social-emotional learning for students
- Additional teacher resources specific to COVID-19
- Training for school staff
- School-based mental health services



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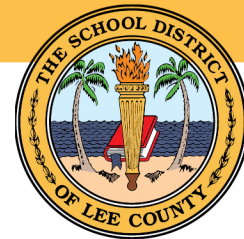


Compelling Question

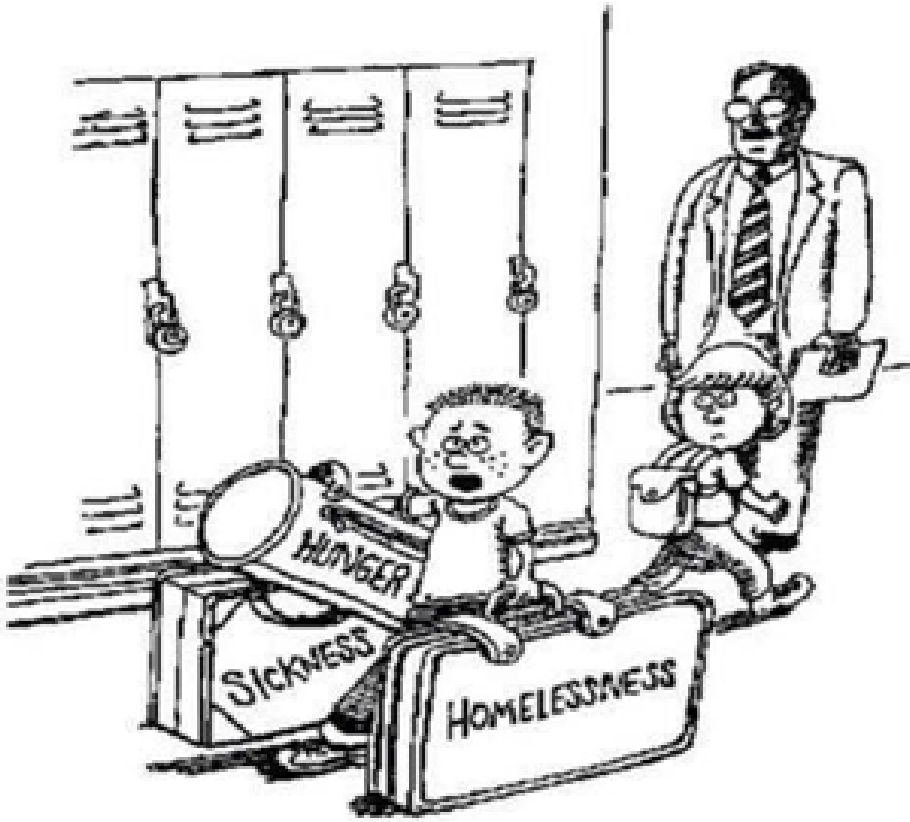


During the presentation, think about...

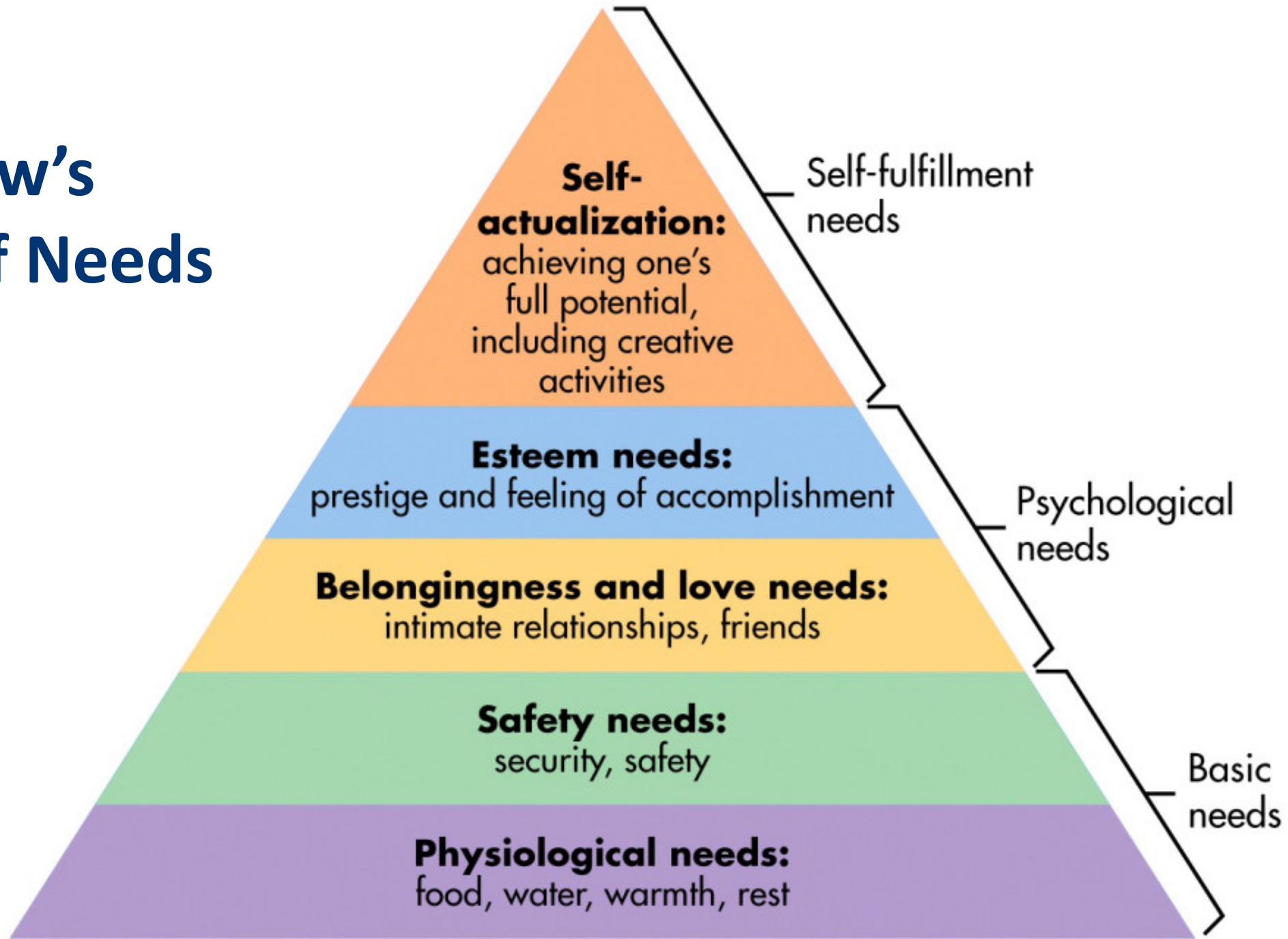
Suggestions you may have for the district related to social-emotional learning and supports for students



**“Could someone help me with these?
I’m late for math class.”**



Maslow's Hierarchy of Needs



Bloom

Learning

Motivation,
learning,
creativity,
problemsolving,
memory, curiosity

Maslow

Esteem/ Self- Love

Self-esteem, self- respect,
confidence, respect of others,
respect by others, desire to
achieve

Maslow

Relationship/Love

Friends, teachers, school administrators,
counselors, school personnel, family

Maslow

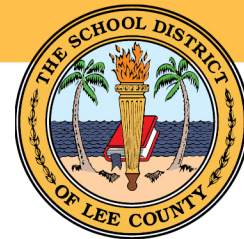
Safety

Physical safety, emotional safety, free from bullies, free
from harsh punishment

Maslow

Physiological

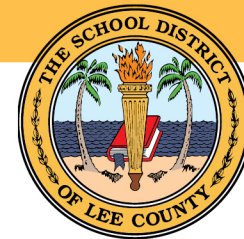
Breathing, free from hunger and thirst, rested, homeostasis, regulation



School SEL Initiatives



PERSONAL | PASSIONATE | PROGRESSIVE



Social Emotional Learning Standards

- Family/Community
- Parent Resources
 - Family Nights
 - Student-Led Conferences
 - Community Partnerships
 - Positive Ticketing

- Policy/Practice
- PBIS
 - Code of Conduct
 - Restorative Practices
 - Recognitions
 - MTSS/Interventions



- Curriculum
- Second Step
 - Leader in Me
 - Sanford Harmony
 - Conscious Discipline
 - Love & Logic
 - Zones of Regulation
 - Health Curriculum
 - Counselor Made
 - AVID
 - ROTC

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District Initiatives



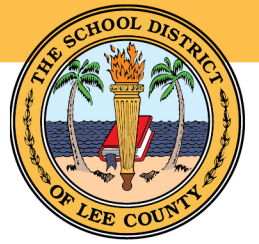
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Wellness Wednesdays

Building Resiliency and Coping Skills Through
Required Health Instruction



PERSONAL | **PASSIONATE** | **PROGRESSIVE**



Three Areas of Instruction for Students

Mental and Emotional Health [6A-1.094121](#)

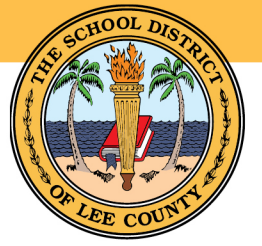
- Grades 6-12
- Five hours of annual, developmentally appropriate instruction that progresses each year

Substance Use and Abuse Health Education [6A-1.094122](#)

- Grades K-12
- Annual, developmentally appropriate instruction that progresses each year

Child Trafficking Prevention [6A-1.094123](#)

- Grades K-12
- Annual, developmentally appropriate instruction that progresses each year



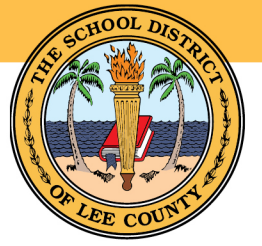
Mental and Emotional Wellness

- (a) Recognition of signs and symptoms of mental health disorders;
- (b) Prevention of mental health disorders;
- (c) Mental health awareness and assistance;
- (d) How to reduce the stigma around mental health disorders;
- (e) Awareness of resources, including local school and community resources;
- (f) The process for accessing treatment;
- (g) Strategies to develop healthy coping techniques;
- (h) Strategies to support a peer, friend, or family member with a mental health disorder;
- (i) Prevention of suicide; and
- (j) Prevention of the abuse of and addiction to alcohol, nicotine, and drugs

Special Supports *for* *COVID-19*



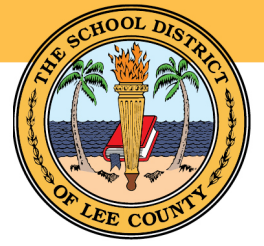
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Current Reality Due to COVID-19

- COVID-19 and the unprecedented stay at home orders have had continued affects on student and family mental health.
- The District has developed programs to specifically address mental health challenges as a result of COVID-19.





COVID-19 Supports

- Transition Back-to-School Toolkit
 - Lessons, resources, and tools for schools
- On demand COVID-19 social-emotional curriculum
- CARES Act funding:
 - Small group counseling
 - Community Family Response Teams (CFRT)



Staff Training

Youth Mental Health Awareness
Trauma Informed Practices



PERSONAL | **PASSIONATE** | **PROGRESSIVE**

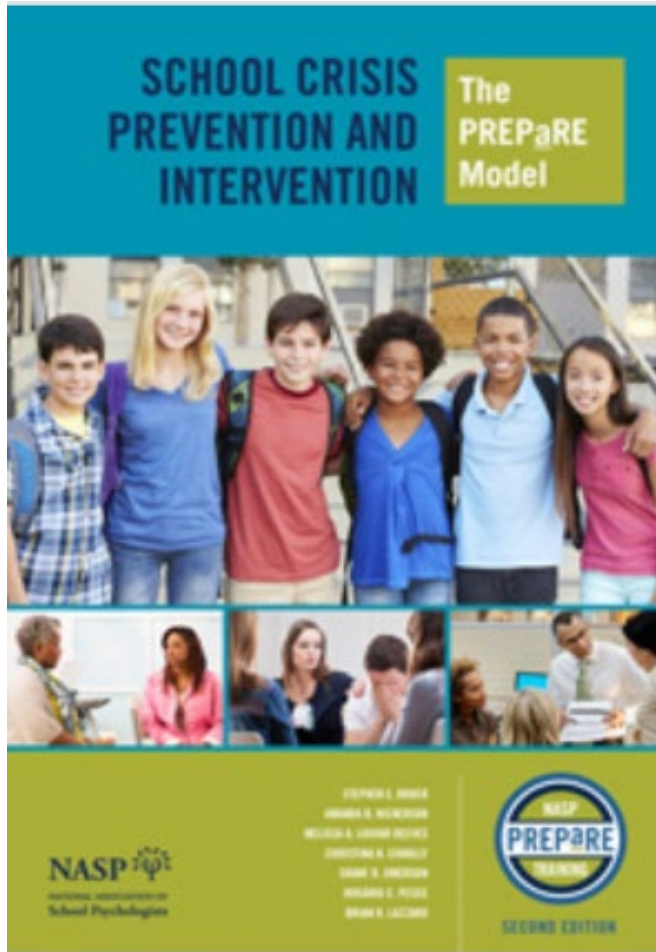


Mental Health Awareness and Trauma Training for School Staff

- Youth Mental Health First Aid
- Kognito At-Risk Mental Health Awareness
- Kognito Trauma Informed Practices
- Trust-Based Relational Intervention (TBRI)



Crisis Prevention & Intervention Training



- PREPaRE Crisis Prevention and Preparedness: Comprehensive School Safety Planning
- PREPaRE Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals

School-Based Mental Health Services



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What are School-Based Mental Health Services?

- Broad spectrum of prevention, assessment, intervention, postvention services.
- Essential to school's ability to ensure a safe and healthy learning environment for all students, support students' social-emotional needs, identify and respond to mental health problems, and promote students academic success.
- Ideally, school-based services dovetail with community-based services so that children and youth receive the support they need in a seamless, coordinated, and comprehensive *system of care*.

School-Based Mental Health Follows a Tiered Approach

Florida's System of Supports for School-Based Mental Health Services

FOUNDATION

- a. Integrated Leadership Teams – expand teams and roles
- b. Effective data systems
- c. Strong Universal implementation
- d. Continuum of supports
- e. Youth-Family-School-Community Collaboration at All Levels – culturally responsive
- f. Evidence-based practices at all levels
- g. Data-based continuous improvement
- h. Staff Mental Health Attitudes, Competencies, and Wellness
- i. Professional development and implementation support
- j. Policy changes that protect confidentiality but promote mental health collaboration and flexibility

TIER 3

Individualized Intensive

Decision-rules & referral-
follow-up procedures
Data and strategy sharing between
school and agency staff
Individualized counseling/ intervention,
behavior support plans
Intensive progress monitoring
Wrap around & crisis planning
Intensified family partnership and communication

TIER 2

Supplemental/At-Risk

Decision rules for early identification and access
Evidence-based group social, emotional, and behavioral
interventions based on need
Monitoring of intervention fidelity and student progress

TIER 1

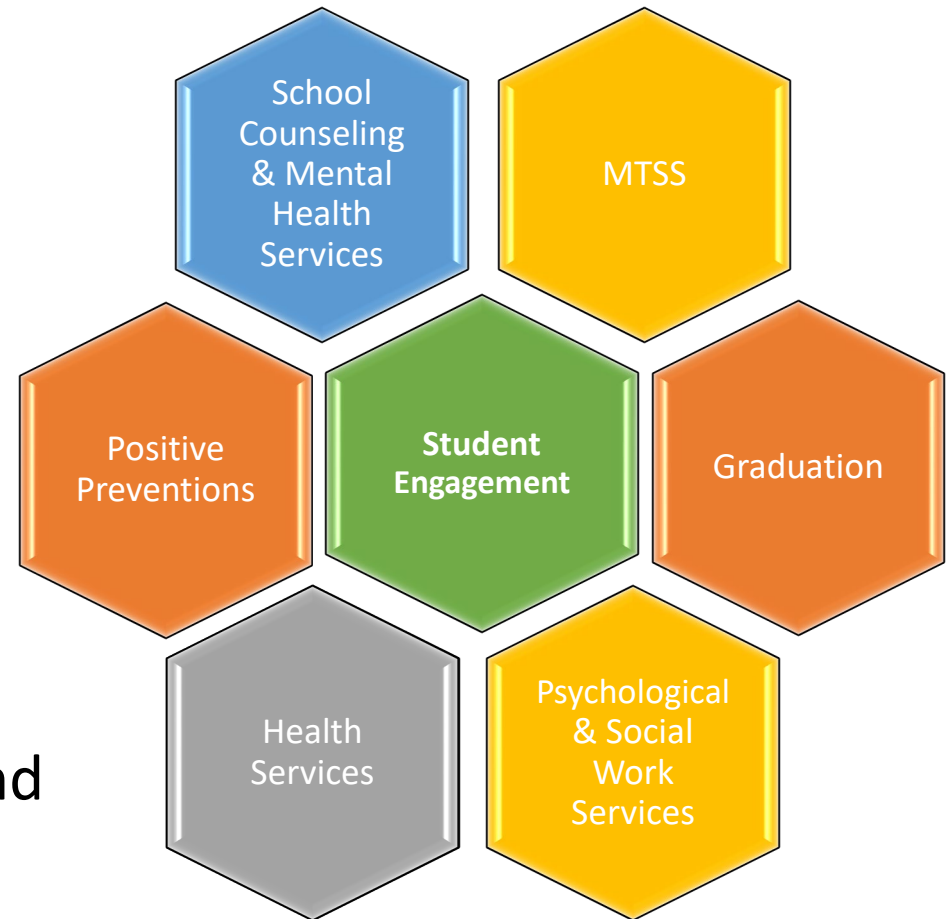
Universal Prevention

Universal screening and progress monitoring
Needs assessment and resource mapping
Reduced Risk Factors - Create orderly and nurturing classrooms and public space,
fair and positive discipline, curtailed bullying
Increased Protective Factors - Social-emotional skills instruction,
positive/secure relationships, predictable environment
Restorative and Trauma Informed Practices
Data-based problem solving leadership teams - Including youth serving agency, youth and family
School-wide mental wellness initiatives to increase awareness and reduce stigma
Youth Mental Health First Aid Training. Wellness Fairs. Behavioral Health Campaigns



Benefits of Comprehensive School-Based Mental Health

- Increase in protective factors:
 - Healthy and safe behavior
 - Student engagement
 - Social learning and behavior
 - School climate
- Decrease in barriers to learning:
 - Absenteeism and tardies
 - Discipline referrals/suspensions
 - Bullying and harassment
 - Inappropriate special education referrals and placement
 - Dropout rate





Who Provides School-Based Mental Health Services?

School-based, master's level mental health professionals:

- School Counselors
- School Social Workers
- School Psychologists
- Licensed Mental Health Professionals (LCSW, LMHC, LMFT)

**School nurses recognize somatic complaints and possible mental health concerns*



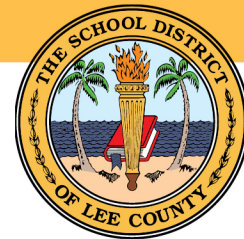
School Mental Health Teams

- Each school has a school mental health team (SMHT)
- Multi-disciplinary team that meets regularly
- Employ fact-based and systematic problem-solving model
- Emphasize an appraisal of data and observed behaviors to identify potential mental health needs
- Organize a structure for comprehensive school mental health services



Leveraging Community Partnerships





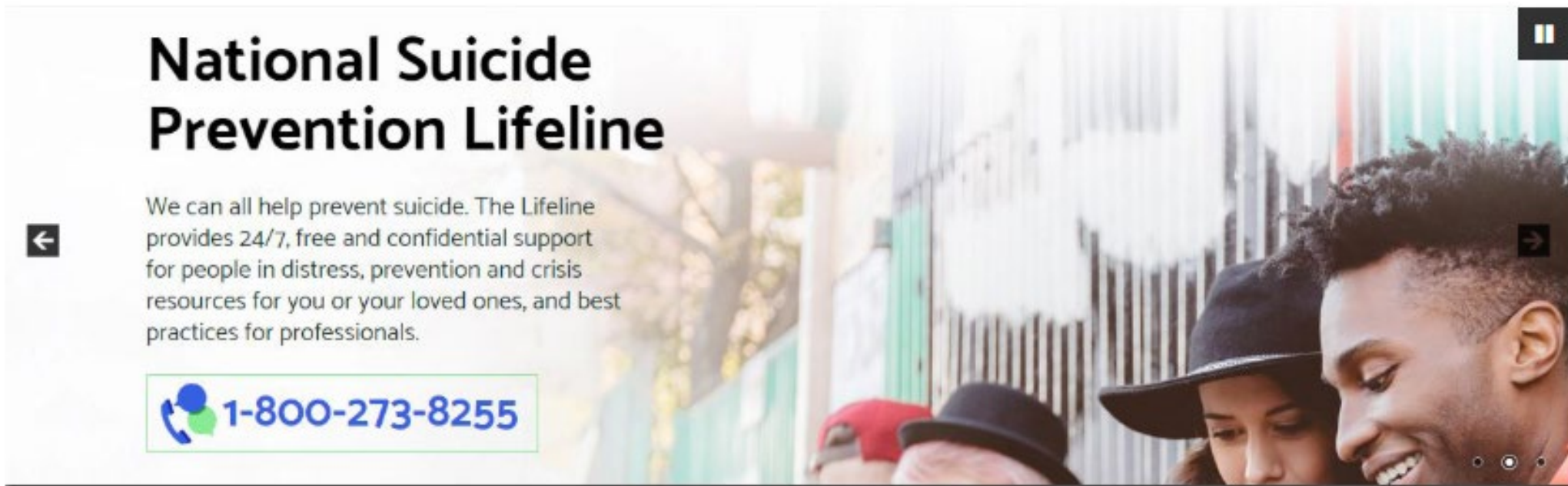
Mental Health and Wellness Portal

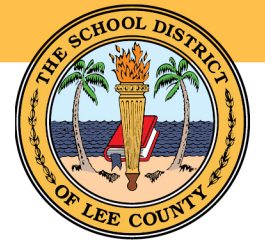
Coping with typical stressors of life

National Suicide Prevention Lifeline

We can all help prevent suicide. The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals.

 [1-800-273-8255](tel:1-800-273-8255)





Evaluating and Adjusting Efforts

- Running a marathon rather than a sprint
 - Successes and challenges
- Annual assessment of outcomes
- Needs assessments, surveys, and outcome data drive annual plan updates following cycle of continuous improvement
- Continue leveraging additional community partnerships
- Continue seeking additional funding sources



Sharing Feedback



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