Supporting Students' Mental and Behavioral Health, SEL, and Wellness

January 24, 2024

Welcome to the DESE MH 2024 Grantees!

- Please share in the chat:
  - Name
  - District
  - Position
  - Your favorite thing about winter

Grantee Overview

- 152 Districts
- Approximately $11 million allocated

Supporting Student's Social Emotional Learning, Behavioral & Mental Health, & Wellness (SEL & Mental Health Grant)

Purpose: To adapt, expand, or strengthen multi-tiered systems of support to respond to the social-emotional and behavioral health needs of students, families and educators and to build strong partnerships with community-based mental health agencies and/or providers.

This grant aims to build capacity of school districts, charter schools, and educational collaboratives to do the following:

- Develop comprehensive, integrated multi-tiered systems for student, family, and educator social-emotional and/or mental health supports; and
- Build sustainable infrastructure to facilitate integrated coordination between school students, families, school staff, and community-based services and/or providers.

 FY2023: Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness – Continuation (SEL & Mental Health Grant)

Two broad questions

1. What are we trying to build?

2. How do we build it?

1

We are trying to build comprehensive systems for social-emotional learning, behavior, and mental health.

Taking A Systems Approach To Mental Health & Wellbeing

Tweet

Secretary Miguel Cardona ✔
@SecCardona

In the past, student access to structured mental health services in schools hasn't been implemented in a functional way. It's been ancillary & after the fact. We have the opportunity now to redesign schools & make sure that mental health services are a core part of school's DNA.

12:11 PM · Mar 27, 2021 · Twitter Web App

What do <u>students</u> experience in a school with a comprehensive SEL and mental health system?

Take a few minutes to jot down some bullet points.

In a school with a comprehensive SEL/mental health system:

All students experience high-quality social-emotional skills instruction, basic education about mental health and self care, and regular screening for SEL and mental health challenges.

Students with **emerging or moderate SEL gaps and mental health challenges** receive appropriate support (individually and/or in group settings).

Students with acute SEL skills gaps and/or mental health challenges receive intensive, customized supports.

All education and supports are provided by **well-trained professional staff** with workable caseload sizes, and with access to focused and supportive (clinical) supervision.

All staff would be trained in, and consistently utilize, **common frameworks and language** related to SEL, mental health, and wellbeing.
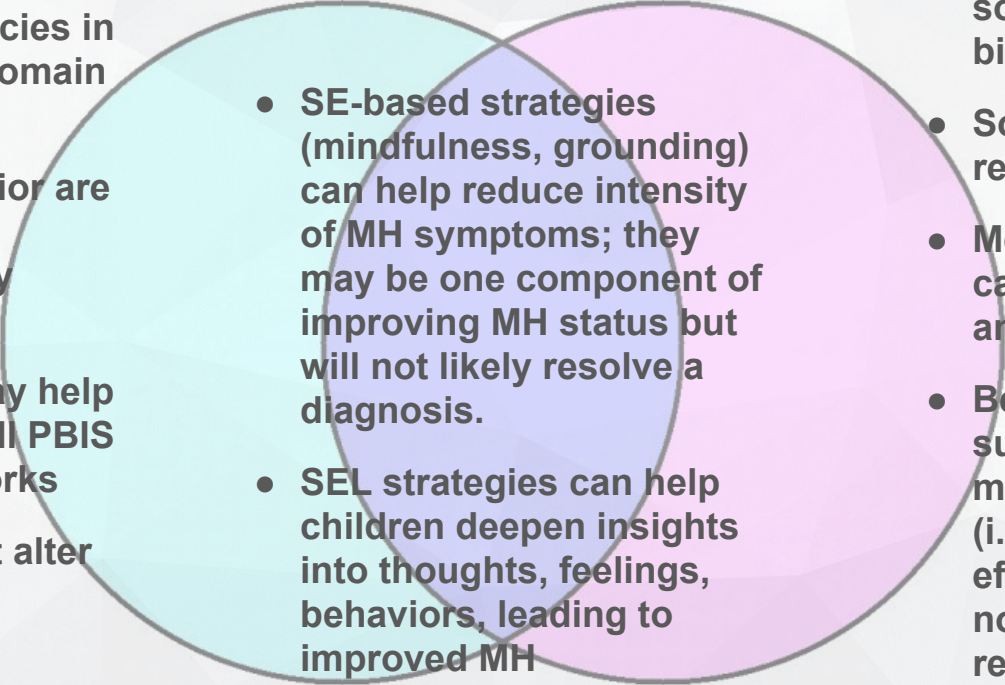
Effective systems would be in place for referrals, assignment to interventions, progress monitoring, and exiting students from supports and interventions.

Overlap and Differentiation

SEL

- Is about competencies in social-emotional domain

- Skills to reduce undesirable behavior are acquirable; reward system can be very effective

- An IEP process may help support this, as will PBIS and other frameworks

- Medication will not alter behaviors

- SE-based strategies (mindfulness, grounding) can help reduce intensity of MH symptoms; they may be one component of improving MH status but will not likely resolve a diagnosis.

- SEL strategies can help children deepen insights into thoughts, feelings, behaviors, leading to improved MH
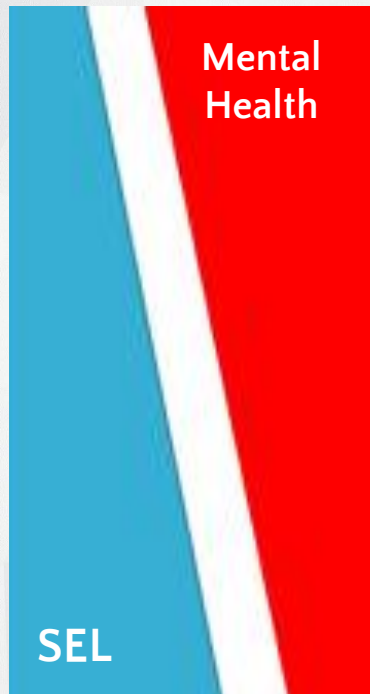
Mental Health

- Roots of MH are complex; some may be inherent, e.g. biological or environmental

- Source of symptoms do not reflect a *skill* deficit

- Medication (if appropriate) can reduce symptomology and related behaviors

- Behavioral approaches, such as a reward system, may, in certain instances (i.e. trauma), be less effective as symptoms are not driven by desire for reward but need for safety. The latter can be hard to read/discern and is often interpreted as a Bx issue.

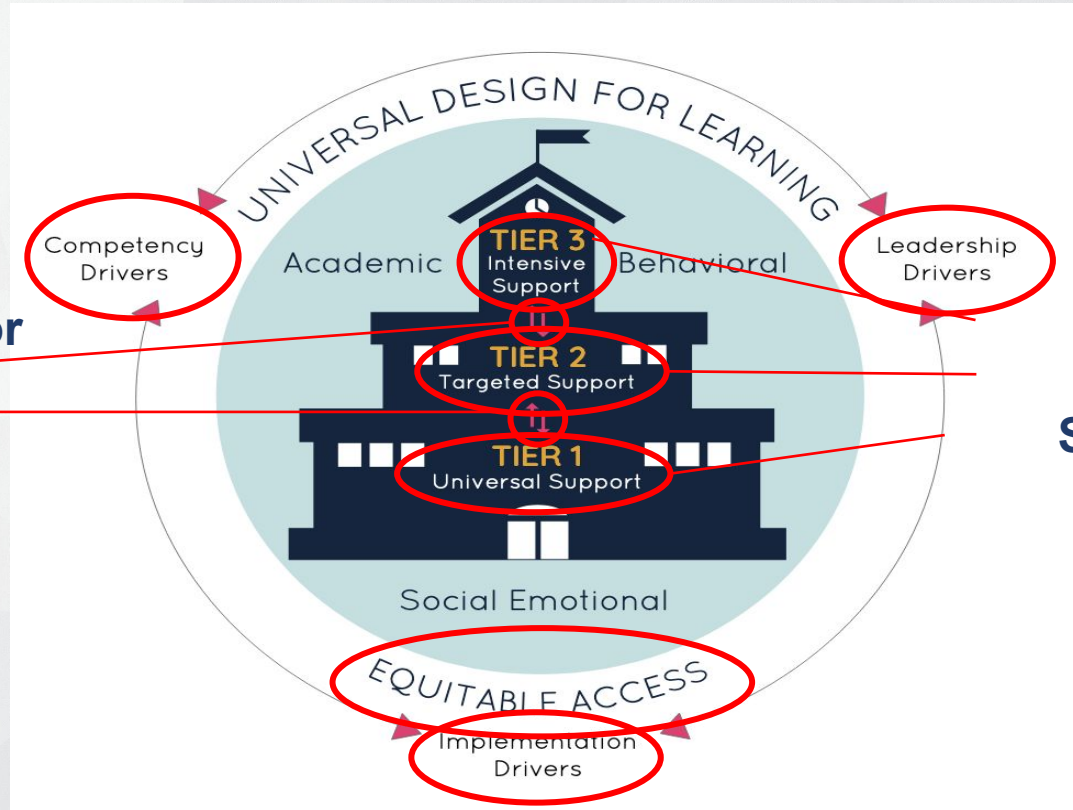# Intersection Of SEL & Mental Health
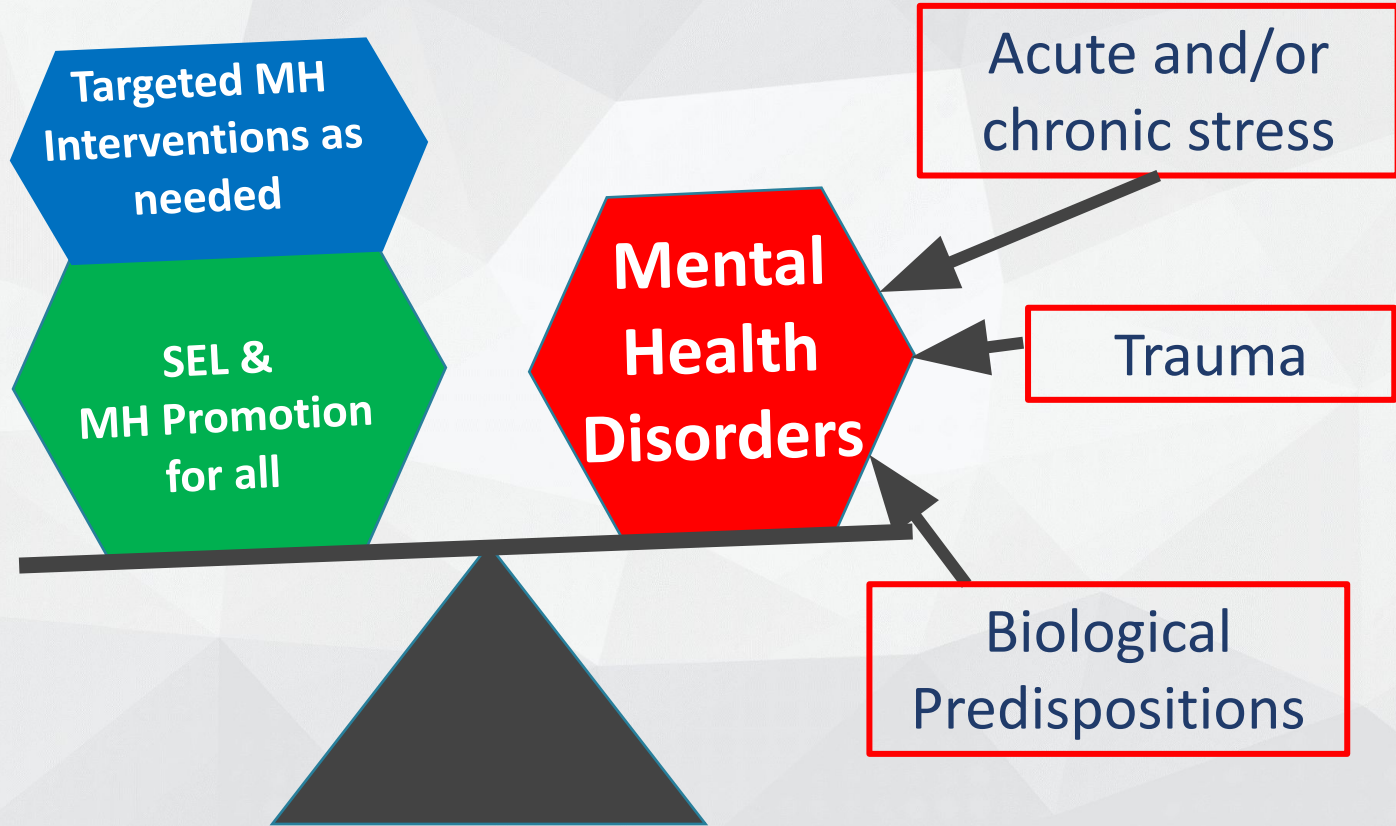
SEL & Mental Health In MTSS Context

Key Principles of MTSS to Support Students' Mental Health & Wellbeing

DESE's MTSS Framework

Infrastructure is critical

- People
  - All staff! (Tier 1 is everyone's work)
  - Counselors, nurse, specialized teachers
  - School leaders
  - Outside partners and providers
- Structures and processes
  - Regular meeting schedule and consistent agenda
  - Consistent use of data to inform decision-making
  - Expectations for preparation, participation, and follow-up
  - Ongoing progress monitoring of student status and outcomes

If MTSS is the car, the Student Support Team (or the equivalent) is the motor, and data is the fuel

On the **systems** level, Student Support Teams can receive, generate, and use data to:
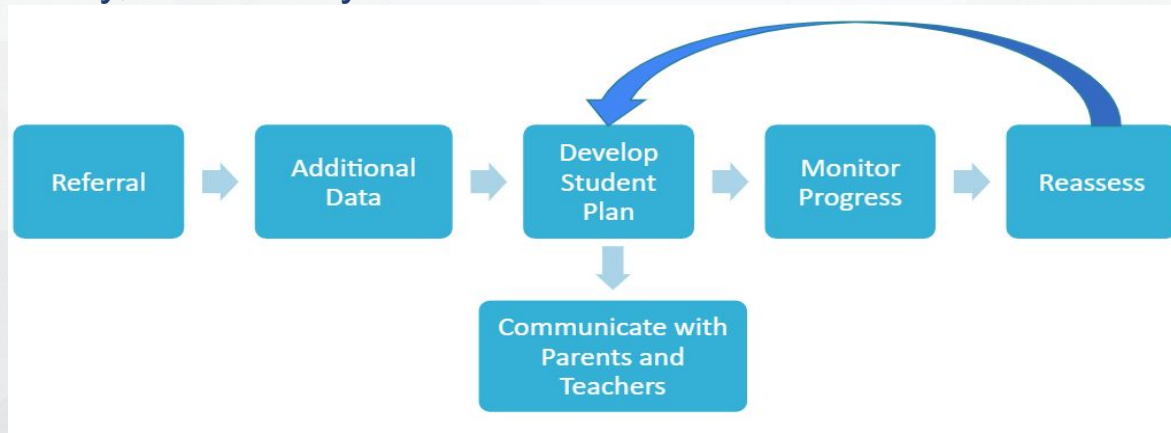
➔ Determine which supports and interventions to make available to students based on available resources

➔ Align supports and interventions across tiers

➔ Offer direction/content to Teaching & Learning Teams, Grade-Level Teams, etc.

➔ Inform PD planning

➔ Review and assess quality of implementation of supports and interventions

➔ Shed light on data-driven budget needs, hiring needs, etc.
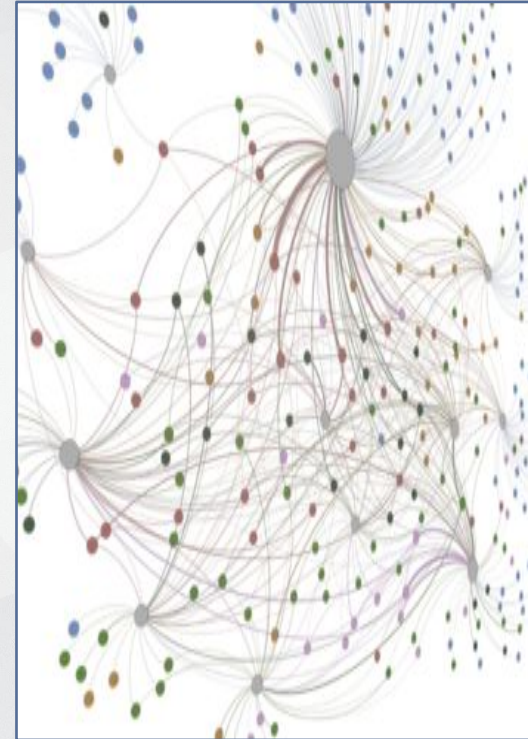
On the **individual student** level, Student Support Teams can determine:

➔ Who gets what
➔ For how long
➔ How progress will be monitored
➔ Whether supports and interventions have been successful for that student, and thus whether to
   ◆ stop providing a particular support or intervention
   ◆ continue with the same supports/interventions for more time; or
   ◆ Add, modify, or intensify the intervention

Referral → Additional Data → Develop Student Plan → Monitor Progress → Reassess

Develop Student Plan → Communicate with Parents and Teachers

Data-Driven Decision-Making

- The team collects and triangulates various forms of data to understand students' strengths and challenges

- Team members have access to the data

- Team is trained to use the data for decision-making

- Data is secured to protect confidentiality

- Data is collected in culturally responsive ways, in a manner that allows the detection of inequities, and is interpreted through various cultural lenses
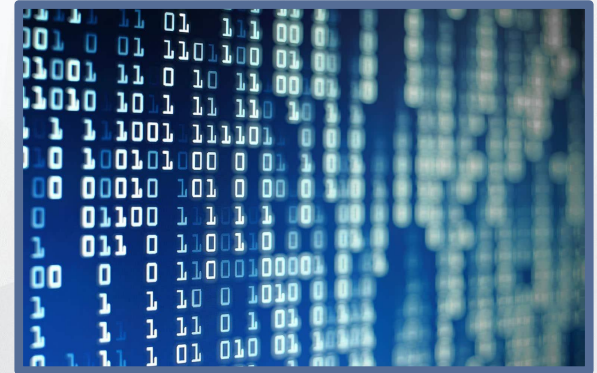
Work at Tier 1
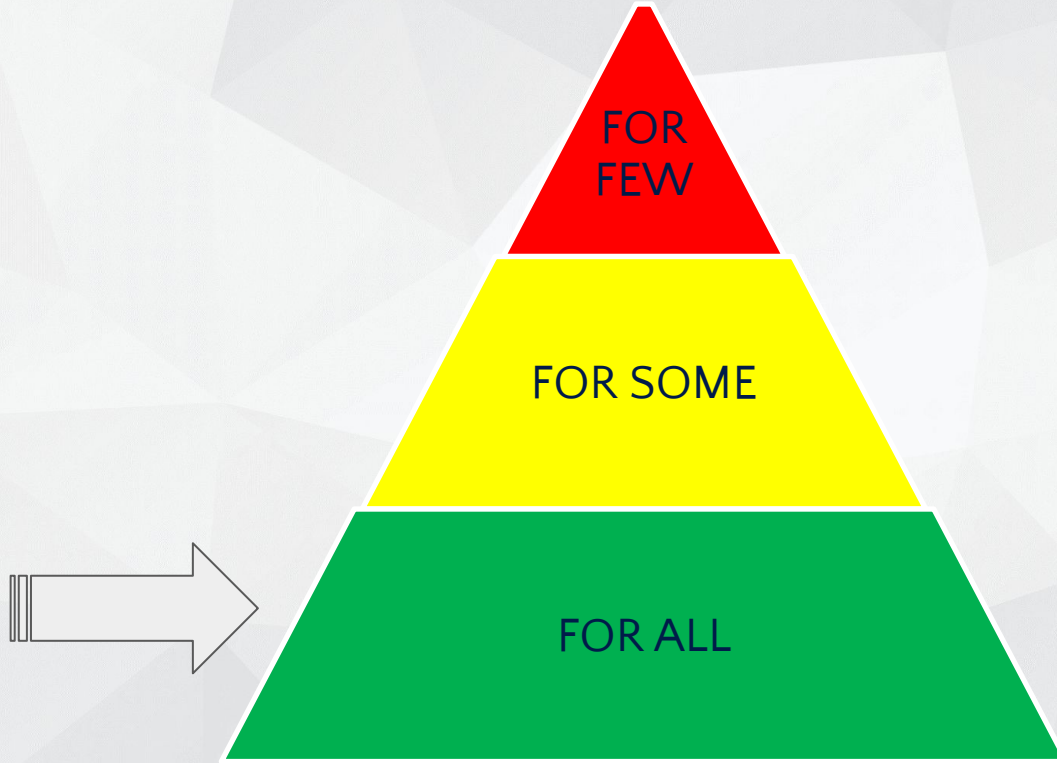
Tier 1: Key Features

Programs and practices should be:

- Intentional and well aligned

- Systemic

- Implemented consistently and well

- Vertically and horizontally aligned

- Focus is on instruction–both explicit and embedded within classroom interactions

Approach	Description	Key Practices
Positive behavioral interventions and support (PBIS)	Organizes school into a multitiered system to support students' behavior and improve climate	• Teaching students between three and five schoolwide expectations • Focusing on explicit lessons and reinforcement of schoolwide expectations • Providing a clear discipline structure
Restorative practices (RP)	Focuses on building and maintaining relationships and repairing harm from conflict	• Morning meetings • Classroom circles • Repair conversations
Social and emotional learning (SEL)	Uses strong instructional practices to teach core social and emotional learning (SEL) competencies	• Explicit teaching of SEL with lesson plans • Cooperative learning • Other techniques to embed competency practice throughout school day and across school settings
Trauma-informed practices (TIP)	Ensures a safe environment for students to learn coping skills and to process their emotions	• Teaching and reinforcement of coping skills, such as mindfulness and deep breathing • Creating relationships with students • Developing predictable learning environments

Trauma informed

Positive Climate

PBIS

SOCIAL AND EMOTIONAL LEARNING

Restorative Practices

Use of data

Consistency
Connection
Compassion

(Harlacher & Whitcomb, 2022)

Tier 1 Programs & Practices

- Stand alone programs (for SEL and/or mental health education)

- Classroom practices

- Integration of SEL into academic instruction

- School-wide policies and practices, including screening
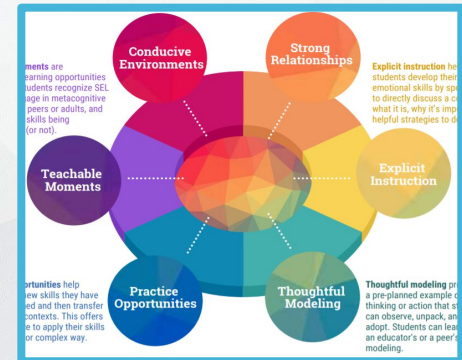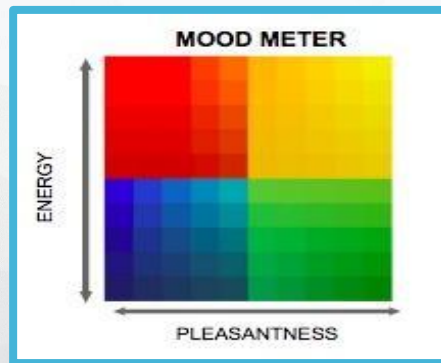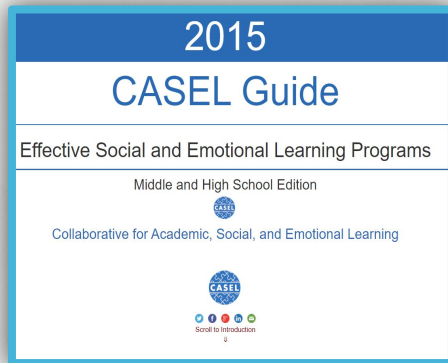
Work at Tier 2
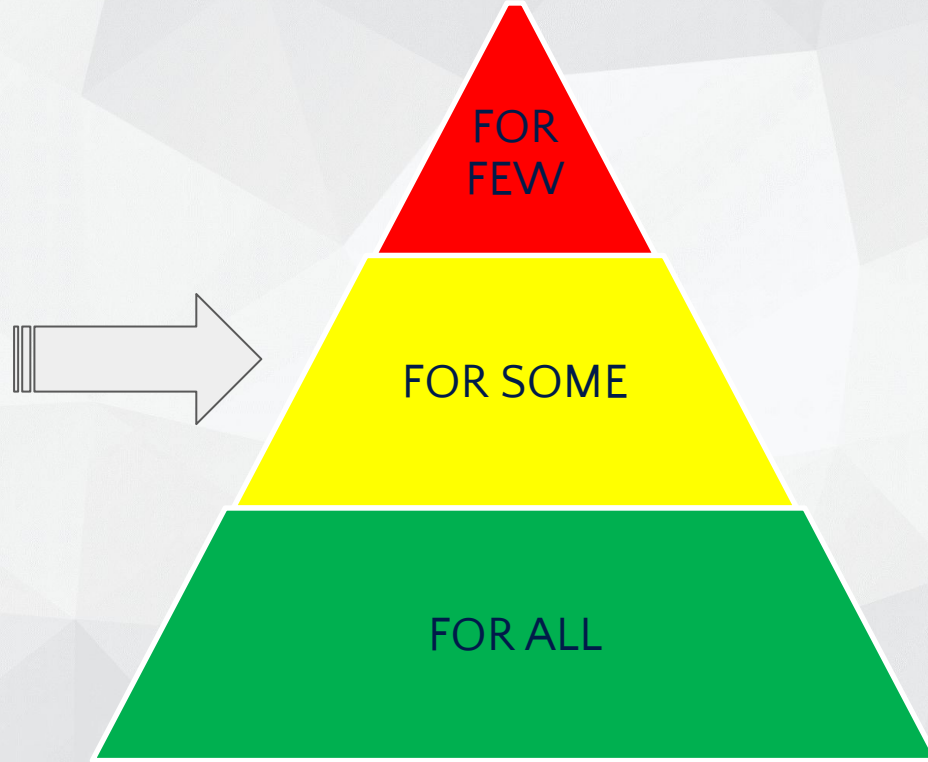
Tier 2: Key Features

Some students need:

- Increased structure
- Increased feedback/connection
- Increased skill development

To support students:

- Use screening data, child study procedures
- Identify specific Tier 2 interventions and supports to respond to trends in data (avoid individualizing every support)
- Use a problem-solving model to plan for more targeted solutions

Intervention	Description	Helpful for
SEL Group	Provide small group instruction focused on needed SEL competencies.	Targeted instruction and increased practice on key social-emotional skills
Check In, Check Out	An intervention in which students are provided increased feedback throughout the day on their use of schoolwide expectations.	Increased structure, consistency and feedback around key skills
Time-Limited Counseling	Group or individual opportunities for evidence-based approach to therapy (e.g. CBT, DBT)	Increased opportunity to connect, to build self-awareness, and increase coping
Positive Parent Contact	A relationship-focused family engagement strategy, which includes 2+ positive contacts with family per week	Increased connection for family and decreased challenging classroom behavior

Work at Tier 3
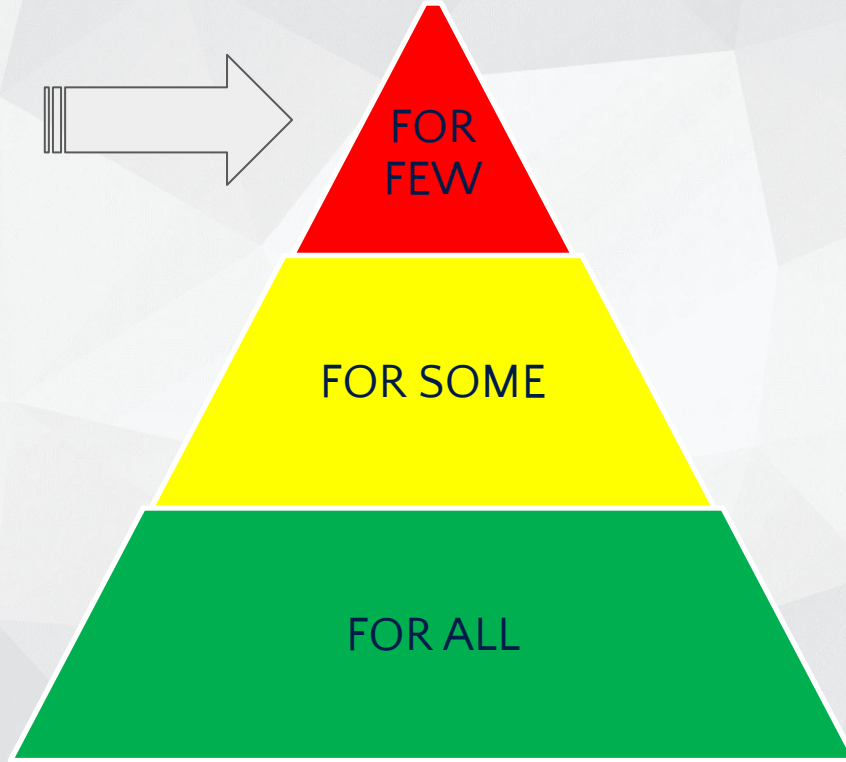
Sample Schoolwide System Of Multi–tiered Mental Health Supports

Intensity is what distinguishes Tiers

Most intense supports/interventions (highest frequency, dosage, duration per student)

Intensive Special Education
School-based Tier 3 Interventions
Referral to Intensive Community Supports
Trauma-informed crisis response

Evidence-Based Group and Individual Interventions

Most diffuse supports/interventions (lower frequency, dosage, duration per student)

- Identifying students in need of additional supports
- Classroom practices promoting consistency, connection, and compassion
- School-wide practices promoting wellness and healing
- Mental literacy and hygiene/self-care

2

How we build comprehensive school SEL/mental health systems

Vision & Commitment From Leadership

MTSS is effective when leaders:

✔ Acknowledge the importance of SEL and mental health

✔ Understand the benefits of an MTSS framework

✔ Provide clear vision for the district's MTSS framework

✔ Create and implement the needed policies and structures to enable the MTSS framework to succeed

✔ Bring together diverse voices to develop and implement an MTSS framework

Systems Development: Conceptually Simple, Complicated in Practice

1. Develop a **team**
2. **Envision** the system you are working toward
3. **Plan** to bring that system into being
4. **Implement** your plan
5. **Monitor** progress and **adjust**
6. **Sustain** your process and its impact

What's in a Team?

- Made up of individuals representing diverse roles, backgrounds, and perspectives.
- Meets regularly
- Uses a consistent meeting format to reflect, plan, and act in support of the MTSS for social, emotional, and behavioral development.
- Data, input from community members outside of the team (staff, students, families) informs decision-making throughout the year.

Sample Team Structures

School Team

- 5th grade teacher
- 2nd grade teacher
- Assistant principal
- Social worker
- Special education teacher
- PE teacher
- School adjustment counselor
- Paraeducator

District Team

- Chief academic officer
- 3rd grade teacher
- 10th grade teacher
- Assistant principal
- Guidance director
- Adjustment counselor
- Director of pupil personnel services
- Special education administrator

Executive Team

Core
- Superintendent
- Director of SEL
- Principals
- School Psychologist

Advisory Teams are made up of all faculty, staff, caregivers, students throughout the district, serving on different subcommittees advising the Core committee.

Envisioning, Planning, Implementing, Monitoring

You may have skills in facilitating this kind of process, and decide to lead a district-specific ("homegrown") process. If so, you'll want to put a lot of focus on:

- Identifying a clear, step-by-step trajectory for your work
- Clarifying what constitutes success/completion of each step
- Building in data systems from the very beginning
- Open, honest conversations about progress (or lack of it), where things are stuck, and how to change course

OR

The National Center on School Mental Health provides a well-structured approach

- <u>School Mental Health National Quality Assessment Overview</u>
- Schools and districts can use the SHAPE System 2.0 to complete assessments to determine their progress toward adopting the national performance measures
- Individuals, schools, and districts can now complete the measures and results can be aggregated by teams, staff roles, etc.

School Mental Health National Quality Assessment Overview of Domains and Indicators

Teaming
- Have multidisciplinary team
- Use best practices for meetings, role delineation, and data sharing
- Avoid duplication and promote efficiency
- Make mental health referrals to school-based and community-based services
- Meaningfully involve youth and families
- Facilitate effective school-community partnerships
- Address each tier of the multi-tiered system of support
- Use data to determine service needs

Needs Assessment/ Resource Mapping
- Assess student mental health needs
- Assess student mental health strengths
- Use needs assessment to determine appropriate services and supports
- Conduct or access current resource mapping
- Use current resource map to inform decisions about services and supports
- Align existing mental health services and supports

Mental Health Promotion Services & Supports — *TIER 1*
- Allocate time for staff to deliver needed Tier 1 evidence-informed services
- Determine evidence to support Tier 1 services
- Ensure Tier 1 services match unique school considerations
- Support training and monitor fidelity for Tier 1 services
- Assess and improve school climate and staff well-being
- Determine and implement school-wide positive behavior expectations
- Reduce exclusionary discipline practices
- Proactively build healthy relationships and community
- Promote mental health literacy
- Support social & emotional learning

Early Intervention and Treatment Services & Supports — *TIER 2&3*
- Determine evidence to support Tiers 2 & 3 services
- Ensure Tiers 2 & 3 services match unique school considerations
- Support training for Tiers 2 & 3 services
- Monitor fidelity of Tiers 2 & 3 services
- Monitor individual student progress across tiers
- Implement systematic protocol for crisis response
- Create SMART intervention goals
- Place staff with allocated time to deliver needed Tier 2 evidence-informed services
- Place staff with allocated time to deliver needed Tier 3 evidence-informed services

Screening
- Screen for student distress and well-being to identify and refer students for additional supports.

Impact
- Document and report the impact of your comprehensive school mental health system on educational, social/emotional/behavioral and services outcomes to a wide range of stakeholders

Funding and Sustainability
- Use multiple and diverse funding and resources
- Leverage funding and resources to attract potential contributors
- Have strategies to retain staff
- Maximizer expertise and resources of all stakeholders
- Monitor federal, state, and local policies that impact funding
- Support funding and resources at each tier
- Maximize opportunities to bill for eligible services

For a full copy of the school mental health national quality assessment, visit **www.theSHAPEsystem.com**

Sustaining the work

Three elements of sustainability:

1) Programmatic: Reviewing and formalizing plans for training, coaching, and fully integrating your MTSS;

2) Communication: Maintaining communication with key stakeholders regarding the progress toward implementation and impact; and

3) Financial: ensuring that funding streams for delivering your MTSS are established, adequate, and sustainable.

Use the continuum: where is your district right now, and what are your next steps, with regard to building comprehensive SEL/ mental health systems?

1. Develop a **team**
2. **Envision** the system you are working toward
3. **Plan** to bring that system into being
4. **Implement** your plan
5. **Monitor** progress and **adjust**
6. **Sustain** your process and its impact

Let's Talk! (well, annotate to communicate)
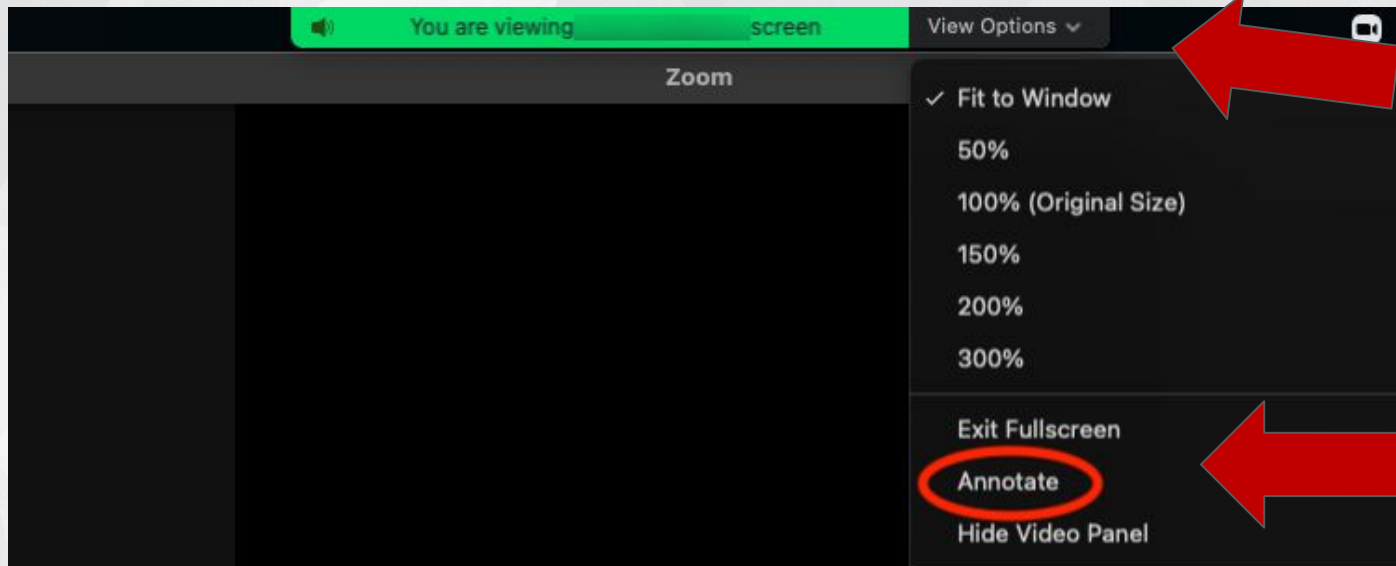
1. **Click View Options**

2. **Choose Annotate**

Once you select Annotate either as a participant or as the one sharing the screen, you will see the annotation bar appear (see image).

3. Choose Stamp to mark your spot!

Building a Comprehensive SEL/Mental Health System

Where is your district right now?

1 — **Develop a team**

2 — **Envision the system you are working toward**

3 — **Plan to bring that system into being**

4 — **Implement your plan**

5 — **Monitor progress and adjust**

6 — **Sustain your process and its impact**
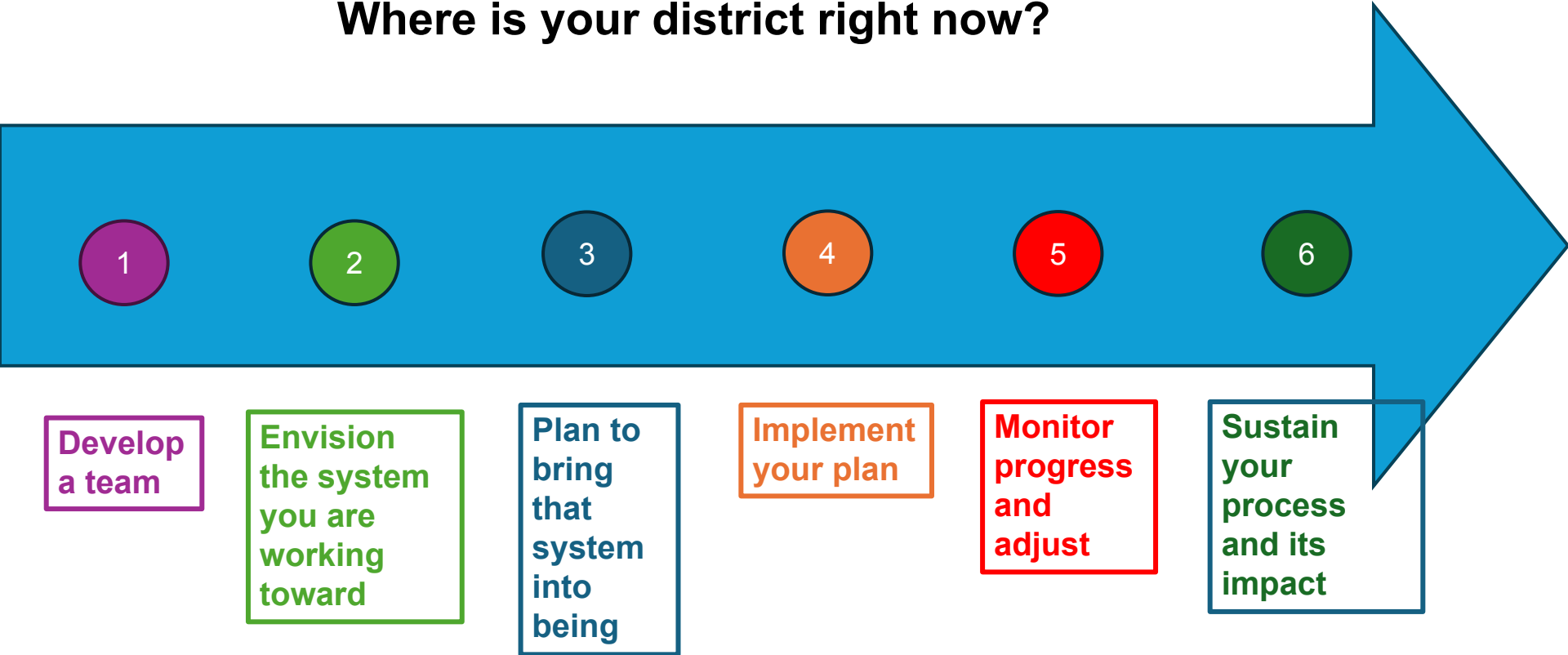
Share in the chat: What are your next steps?

Develop a team

Envision the system you are working toward

Plan to bring that system into being

Implement your plan

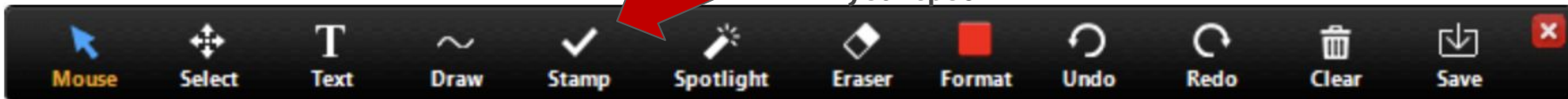Monitor progress and adjust

Sustain your process and its impact

Introducing Professional Learning Communities (PLCs)

What comes to mind when you hear PLC?

Professional Learning Community (PLC)

"To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results."

Richard DuFour

Common Elements of PLCs

The term "PLCs" can have a range of meanings, but they share some common elements:

➔ **Collaboration**

➔ Focus on **application of learning**

➔ Opportunities for **deeper inquiry**

Definition from the website

WHAT ARE PROFESSIONAL LEARNING COMMUNITIES?

DESE and its partners–EDC, Thriving Minds, and Walker–are offering a range of professional learning communities (PLCs) over the course of the 2023-24 school year. The term "PLCs" can have a range of meanings, but in this case, it describes communities of learners from across schools and districts who come together to learn about and implement specific topics in SEL and mental health. Participants will have opportunities to connect with coaches and with each other throughout each PLC.

With the support you receive through participation in PLCs, we aim for you and your team to make substantial progress this year.

PLC Offerings

PLCs are organized by topic, in alignment with five core elements of a comprehensive MTSS system:

1. **Infrastructure**: Organizing people, resources, and time

2. **Data:** Collecting and using information to guide ongoing work

3. **Tier I:** Implementing universal/classroom-level interventions

4. **Tiers II & III:** Implementing targeted interventions

5. **Community:** Bringing staff, families, and other community members into the conversation on mental health and SEL and creating an inclusive community within schools to support this work

A tour of the website...

SUPPORTING STUDENTS'
BEHAVIORAL AND MENTAL HEALTH

Enhancing Systems of Student Support

LEARNING COMMUNITIES

INFRASTRUCTURE
DATA
TIER I
TIERS II & III
COMMUNITY

How to sign up for PLCs

Selecting and Implementing Evidence-Based Tier II & III Interventions

Thursdays | March 29, April 4, April 11 | 9-10am

Hosted By: EDC

Tier II is oftentimes the "forgotten tier." As such, it often requires more intentional planning and greater collaboration between classroom teachers and counselors. Tier III, while more commonly understood, ca...

Read more

REGISTER

Every PLC has a registration button that links to the host organization's registration form

PLC F A Q

1. Does everyone from my school/district need to sign up for the same PLC?

2. Can I sign up for more than one PLC?

3. When can I sign up for PLCs later in the year?

4. How can I learn more about each PLC topic?

Feel free to drop additional questions in the chat or to send them along by email

Breakout Rooms: Let's Take a Tour!

Directions:

Select a breakout room to join based on the PLC topic that best aligns with your district's needs.

We will break out twice so you will be able to explore two topics of interest.

Groups will meet for ~10 minutes.

Breakout Rooms
Infrastructure
Data
Tier I
Tiers II & III
Community

PLC Tour: Infrastructure

Infrastructure

Fellowship: Student Support Team (SST) Leaders *Wednesdays, 2:30-3:30pm: Jan. 31, Feb. 28, Apr. 3, May 1, Jun. 5*	Thriving Minds
Fellowship: School-Based Practitioners Seeking to Spark Systemic Change *Mondays, 2:00-3:00pm: Feb. 12, Mar. 11, Mar. 25, Apr. 22; Wednesday, 2:00-3:00pm, May 29*	Thriving Minds
Strengthening your MTSS for Social, Emotional, and Behavioral Supports *Tuesdays, 12:30-1:30pm: Mar. 26, Apr. 2, Apr. 9*	EDC
Needs Assessment & Resource Mapping: Achieving Clarity and Direction in Building School Mental Health Systems *Content sessions, 7:30-9:00am: Tuesday, Apr. 2; Wednesday, Apr. 10; Tuesday, Apr. 23; Wednesday, May 1* *Application sessions, Thursdays, 7:30-8:30am: Apr. 4, Apr. 11, Apr. 25, May 2*	Thriving Minds
Sustaining your Multi-Tiered Systems of Support *Thursdays, 9:00-10:00am: May 9, May 23, Jun. 6*	EDC

Infrastructure includes:
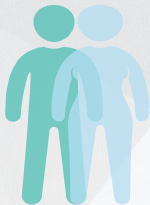
People

E.g., school and district leadership, student support teams, community partners

Structures

E.g., regular meeting schedule, agendas, team composition

Processes

E.g., expectations for regular preparation, participation, and follow up

You need strong infrastructure to offer appropriate and timely interventions

People, structures, and processes work to identify:

- Who gets what, for how long, how progress will be monitored

- Whether that intervention has been successful, needs to continue for more time, or the student needs to hop to a next level of intervention.

Students getting what they need at the time they need it = supporting equity within your schools

Infrastructure is core to a functioning and sustainable MTSS

Thinking about MTSS as *only* the tiered supports is really just a list. Those tiered supports have to sit in a larger, coherent system to work.

PLC Tour: Infrastructure

Infrastructure

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Focused on assessing, building, and sustaining a multi-tiered system of support (MTSS)

If you are…

New to this grant or to the process of thinking about your school mental health system as a whole, you may want to consider joining the **Needs Assessment and Resource Mapping PLC**.

Seeking to continue building on and improving your existing school mental health system, you may want to consider joining the **Strengthening your MTSS for Social, Emotional, and Behavioral Supports PLC.**

Looking to sustain and support a strong MTSS over time (including after the end of this grant cycle), you may want to consider joining the **Sustaining Your Multi-Tiered Systems of Support PLC.**

PLC Tour: Infrastructure

Focused on bringing together practitioners to support their development and community-building

Infrastructure

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Purpose of Fellowships

Fellowships are designed to connect you to a **community of peers** who can offer **ongoing support** and **shared accountability**.

Fellowships are designed for two specific audiences:

- **School-Based Practitioners Seeking to Spark Systemic Change**
  - Designed for school-level mental health practitioners (school counselors, adjustment counselors, school social workers, school psychologists, etc.)

- **Student Support Team (SST) Leaders**
  - Designed for school-level staff who currently lead SSTs or are preparing to lead SSTs (assistant principals, school counselors, etc.)

THRIVING MINDS

For reflection...

What infrastructure topics would be most helpful and/or interesting for you to discuss with other school mental health staff?

What questions do you have about these PLC options?

PLC Tour: Data

Topic Overview:

Data-based decision making is the use of screening, progress monitoring, and other forms of data to make decisions about instruction, movement between tiers of the multi-tiered system of support, intensification of instruction and supports, allocation of resources, and identification of students with disabilities (in accordance with state law). Data-based decision making occurs at all levels of MTSS implementation, from individual students to the district level. Teams use implementation and fidelity data to evaluate the extent to which their assessments, interventions, and supports have been implemented as intended and identify areas of improvement.

Data	
Getting to Outcomes: Understanding and Maximizing Your Integrated Data System *Thursdays, 9:00-10:30am: Feb. 8, Feb. 15, Mar. 15, Apr. 5 (workshops)* *Coaching and technical assistance available between workshops 1 &2 and workshops 3 & 4*	Walker
Social Emotional and Mental Health Universal Screening and Progress Monitoring: Using Data to Support Early Identification of Needs and Monitor Student Growth *Thursday, Feb. 15, 1:00-3:00pm (kick-off)* *Tuesday, Mar. 12; Tuesday, Mar. 26, Tuesday, Apr. 23; Thursday, May 23, 1:00-2:00pm*	Thriving Minds
Development & Implementation of Behavioral Health Screening Systems: Exploration and Installation Phase of Implementation *Wednesday, Feb. 28, 8:30-10:30am (Initial training for new grantees)* *Wednesdays, 9:00-10:30am: Mar. 20, Apr. 24, May 8 (PLC sessions)*	Walker
Using Digital Tools to Address Mental Health *Mondays, 4:00-5:00pm: Mar. 4, Mar. 11, Mar. 18*	EDC
Using Integrated Data Systems to Strengthen Student Support Team Processes *Tuesdays, 4:00-5:00pm: Mar. 19, Mar. 26, Apr. 2*	EDC

PLC Tour: Tier I

Topic Overview:
Tier 1 systems, data, and practices support everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. **Tier 1 emphasizes modeling, teaching, and acknowledging positive social, emotional, and behavioral (SEB) skills.** (pbis.org) Areas of focus may include school climate, mental health awareness and skill building, and/or social emotional learning.

Tier I

Youth Mental Health First Aid (YMHFA) *Tuesdays, 3:30-6:00pm: Jan. 30, Feb. 6 (plus 2 hours of asynchronous pre-work)*	Walker
Supporting SEL in Pre-School: Ensuring Educators Are Prepared *Thursdays, 3:30-5:00pm: Feb. 15, Mar. 21, Apr. 4, May 2*	Walker
Integrating SEL into Academic Instruction *Wednesdays, 1:00-2:00: Feb. 28, Mar. 6, Mar. 13*	EDC
Creating Positive Learning Environments : Recommendations and Resources to Support the Social Emotional Wellbeing of Students, Staff, and Families Through a Multi-Tiered System of Support *Thursdays, 3:30-5:00pm: Feb. 29, Mar. 7, Mar. 28, Apr. 11, Apr. 25, May 9*	Walker
Trauma-Informed Practices *Wednesdays, 1:00-2:00pm: Apr. 24, May 1, May 8*	EDC
School-Based Substance Misuse Prevention Strategies: Planning and Implementation *Mondays, 11:00am-12:00pm: Apr. 29, May 6, May 13*	EDC
Integrating SEL into Climate Change Education *Tuesdays, 3:30-4:30pm: Apr. 30, May 14, May 28*	EDC
Reflections and Follow-Up: Youth Mental Health First Aid (YMHFA) in Practice *Schedule forthcoming*	Walker

Tier 1 PLCs

Supporting SEL in Pre-School: Ensuring Educators Are Prepared (4 sessions, 2 hrs each. plus technical assistance (2-4 hrs) 2 facilitators.)
Walker will support early childhood programs in creating high-quality learning environments, where all children feel safe, connected, and successful. This series helps early career-early education teachers to better understand and apply essential SEL strategies and learn how/what young children may be communicating through their behaviors. In this series participants will learn: the impact of physical environments on students, support for self-regulation, interpersonal problem-solving, social interaction, and effective collaboration with caregivers. In addition, staff will learn strategies for managing their own reactions, and feelings, and understand how their behavior can manifest children's behaviors. Each session equips staff with practical and sustainable tools, empowering them to cultivate positive and inclusive early learning communities.
Walker

Integrating SEL into Academic Instruction
Districts and schools across the nation recognize the importance of social emotional learning (SEL) to promote positive student academic and behavioral outcomes, but they are often challenged to authentically integrate the development of these skills and mindsets into daily instructional practices. Educators can embed implicit and explicit strategies into lesson plans, classroom routines, school policies, and everyday interactions with students as part of a comprehensive effort to build students' social and emotional competencies. This PLC series will offer guidance to teachers and other educators on how to intentionally and consistently integrate strategies to support the development of social and emotional skills and mindsets into their daily practices. Through breakout discussions and whole-group share-outs, participants will have the opportunity to reflect on their own practices, share highlights and challenges, and learn about strategies in place in other schools and districts.
EDC

Tier 1 PLCs

Creating Positive Learning Environments : Recommendations and Resources to Support the Social Emotional Wellbeing of Students, Staff, and Families Through A Multi-Tiered System of Support

Designed for early career educators, this workshop series will provide the research, strategies, and fundamentals of how to create and foster a positive, trauma-informed, anti-racist learning environment. Participants will learn how to prioritize and support the social-emotional wellbeing of students, staff, and families while not losing focus of the academic curriculum.

Walker

Youth Mental Health First Aid (YMHFA) (9 offerings to be offered from January - June 2024) Blended, two facilitators.

Youth Mental Health First Aid (YMHFA) is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or substance use challenge or is in crisis. YMHFA is an evidence-based certification course that is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including ADHD), and eating disorders.

Walker

Reflections and Follow-Up: YMHFA in Practice (2 offerings)

Youth Mental Health First Aid (YMHFA) teaches us that what we say and do in response to the signs and symptoms of a mental health or substance use challenge can have a tremendous impact on the perceptions, actions, and outcomes of all involved. We know from experience that providing YMHFA is not a "one-and-done" process. This follow-up to YMHFA will provide educators and school staff with the opportunity to revisit the key teachings of YMHFA, apply their skills to real scenarios, and get the time and support to deepen their understanding of mental health. This workshop is designed to provide the next steps so that educators feel competent in supporting the youth in their classrooms.

Walker

Tier 1 PLCs

School-Based Substance Misuse Prevention Strategies: Planning and Implementation

This PLC will offer participants the opportunity to consider substance misuse prevention within the context of other school-based SEL and prevention strategies, and to learn about how these strategies and interventions can be successfully incorporated into a multi-tiered system of support (MTSS). In the first session, we will focus on identifying data sources and interpreting findings in the context of national and local substance misuse trends, with a focus on shared risk and protective factors. Next, we will provide an overview of evidence-based universal (Tier 1) programs and practices, and participants will share their experiences with implementation (highlights, successes and challenges). Finally, we will discuss Tier 2 and 3 supports related to substance misuse: referrals, interventions, and collaboration with community partners. We will end the session by asking participants to identify one or more action steps to bring back to their schools and districts.

Integrating SEL into Climate Change Education

Communities across the world are quickly recognizing the impacts of climate change on the physical and mental health of humans, and schools are central to this conversation. Educators and school-based clinicians are reporting increased instances of climate anxiety within their student body, especially as these topics are addressed in social studies and science curricula. Incorporating SEL into climate change education offers a unique opportunity to help students cope with the complex emotions we feel when faced with information about our warming world and human's role in it. Through building SEL competencies, students can increase their resiliency and gain a better sense of agency over their ability to influence climate action. This PLC will begin by exploring with participants their understanding of how climate anxiety and climate distress are showing up in their student bodies, as well as among school staff. Facilitators will present a brief summary of the small but growing body of research on the prevalence of mental health concerns related to the climate, as well as efforts underway to shift the way we talk about climate change in our nation's schools. Over subsequent sessions, participants will learn about existing efforts underway to address climate anxiety, discuss opportunities to integrate SEL into climate change education, and together develop some first steps they can bring back to their schools and districts. The ideal audience for this PLC is educators (specifically those addressing the topic of climate change in their classrooms), school mental health staff, SEL leads, and school/district leadership.
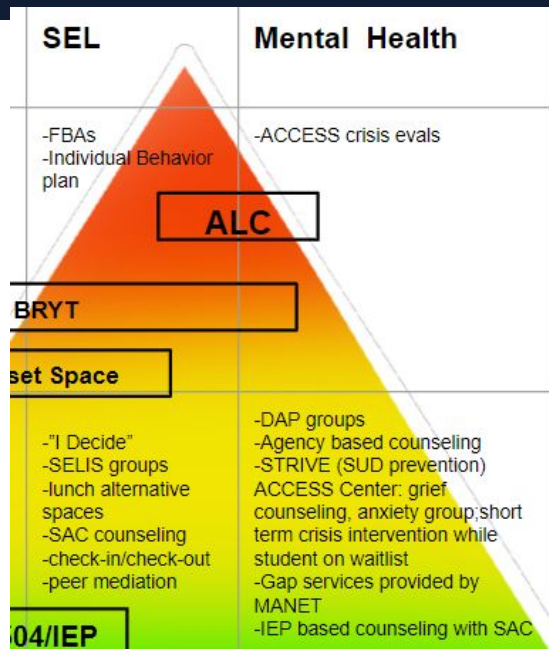
Tier 1 PLCs

Trauma-Informed Practices

Trauma has a detrimental impact on students' physical, cognitive, and social-emotional development, and in turn on their ability to learn and thrive in the classroom. Schools have the potential to support these students and address the impact of trauma through the implementation of a series of trauma-informed practices inside and outside of the classroom, including practices that promote a welcoming classroom environment, structure and routine, and meaningful relationships with trusted adults. This PLC will provide a common foundational understanding of the impact of trauma on students' health and learning as well as examples of trauma-informed classroom practices. Subsequently, we will facilitate conversations with participants that allow them to share: effective trauma-informed practices they have used in the classroom, what has worked and what has not, challenges for implementing such strategies, and possible solutions to address these challenges. Our facilitators will provide examples of effective practices, and curate the examples provided by participants to create a resource of practices that will be shared with all participants at the end of the session.

EDC

PLC Tour: Tiers II & III

SEL	Mental Health
-FBAs -Individual Behavior plan	-ACCESS crisis evals

ALC

BRYT

...set Space

-"I Decide" -SELIS groups -lunch alternative spaces -SAC counseling -check-in/check-out -peer mediation	-DAP groups -Agency based counseling -STRIVE (SUD prevention) ACCESS Center: grief counseling, anxiety group;short term crisis intervention while student on waitlist -Gap services provided by MANET -IEP based counseling with SAC

...04/IEP

Tiers II & III

Elements for consideration:

- Determining the need for Tier 2 and 3 supports and interventions (data and referrals)
- Matching the support/intervention to the need (there is no one-size-fits-all intervention)
- Determining by whom, how, and when the support/ intervention will be delivered
- Effectively managing the intervention (entry, progress monitoring, exit)
- Intervention quality (professional development, implementation fidelity)

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Selecting and Implementing Evidence-Based Tier 2 and 3 Interventions *Thursdays, 9:00-10:00am: Mar. 28, Apr. 4, Apr. 11*	EDC
Using Cognitive Behavioral Therapy (CBT) to Support Tier II Interventions: CBT for Individuals and Groups *Mondays, 2:00-3:15pm: Apr. 29, May 6, May 13, May 20, Jun. 3*	Thriving Minds

PLC Tour: Community

Topic Overview:

When children come to school, their behaviors and achievements are not only the result of their innate abilities plus the skills they are taught by educators. They (and all of us!) function within the context of the culture of their classrooms and schools, and bring with them the norms, beliefs and values that surround them at home and in their communities. The PLCs in the "Community" category are about building a school climate that is supportive and welcoming for all students, and providing supports to families and educators so that they can be their best selves in their interactions with young people.

Community

Supporting the Wellbeing of Immigrant and Refugee Populations *Mondays, 11:00am-12:00pm: Mar. 4, Mar. 11, Mar. 18*	EDC
Understanding and Mitigating the Impact of Social Media on Mental Health: School-Based Strategies for Promoting Digital Wellness *Tuesdays, 3:00-4:00pm: Mar. 5, Mar. 12, Mar. 19*	EDC
Promoting a Sense of Belonging through an Equity Lens *Thursdays, 3:00-4:00pm: Apr. 25, May 9, May 23*	EDC
Parent/Family Engagement Strategies *Tuesdays, 9:00-10:00am: Apr. 30, May 7, May 14*	EDC
Strategies to Support Educator Wellbeing *Tuesdays, 12:00-1:00pm: May 21, May 28, Jun. 4*	EDC
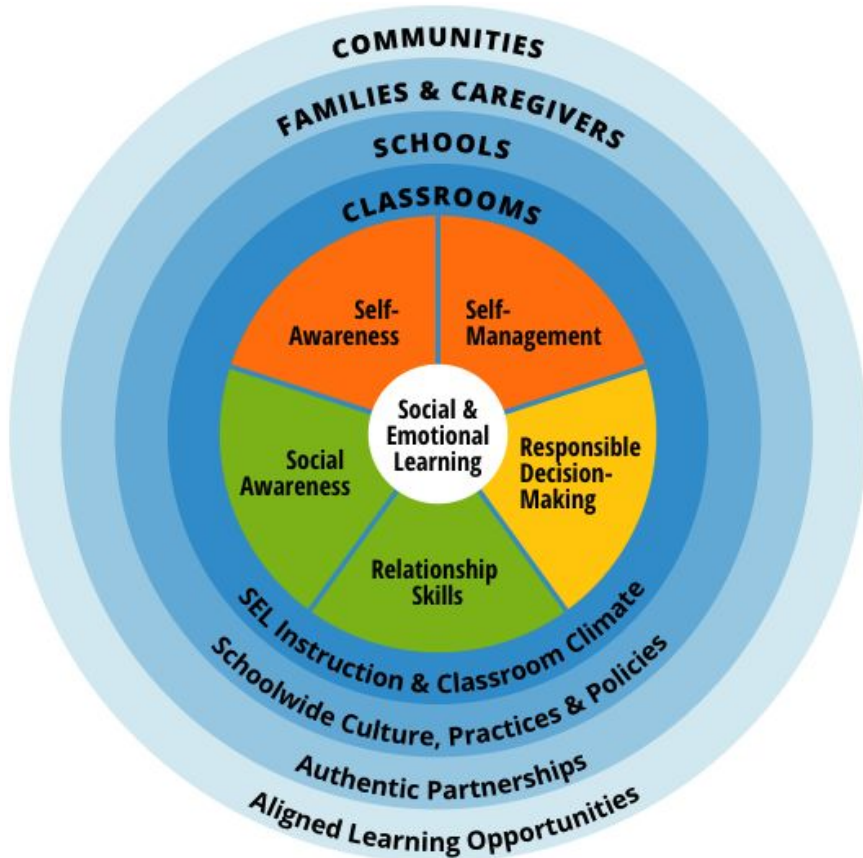
Supporting the Wellbeing of Immigrant and Refugee Populations

Understanding and Mitigating the Impact of Social Media on Mental Health:
School-Based Strategies for PRomoting Digital Wellness

Promoting a Sense of Belonging through an Equity Lens

Parent/Family Engagement Strategies

Strategies to Support Educator Wellbeing

Please share one thing from today that you are excited to build upon this year!

https://padlet.com/achung47/please-share-one-thing-from-today-that-you-are-excited-to-bu-vpmemjnn6g093bdg

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THANK YOU

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