

Mental Health & Wellness

Leadership Network
Session Three:
April 24, 2019



Agenda

- Opening Activity
- School Connectedness
- NYSED updates
- Resources
- Specific Need: Addressing Anxiety
- Sharing Across Districts

Planning Committee

Kristen Purcell

Jeanne Elmer

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Lisa Craig

Janel Payette

Dana Pierce

Sharon Bruner

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Pamela Treat-Ulrich

Jess Whisher-Hehl

Today's Guest Presenters

Cheryl West

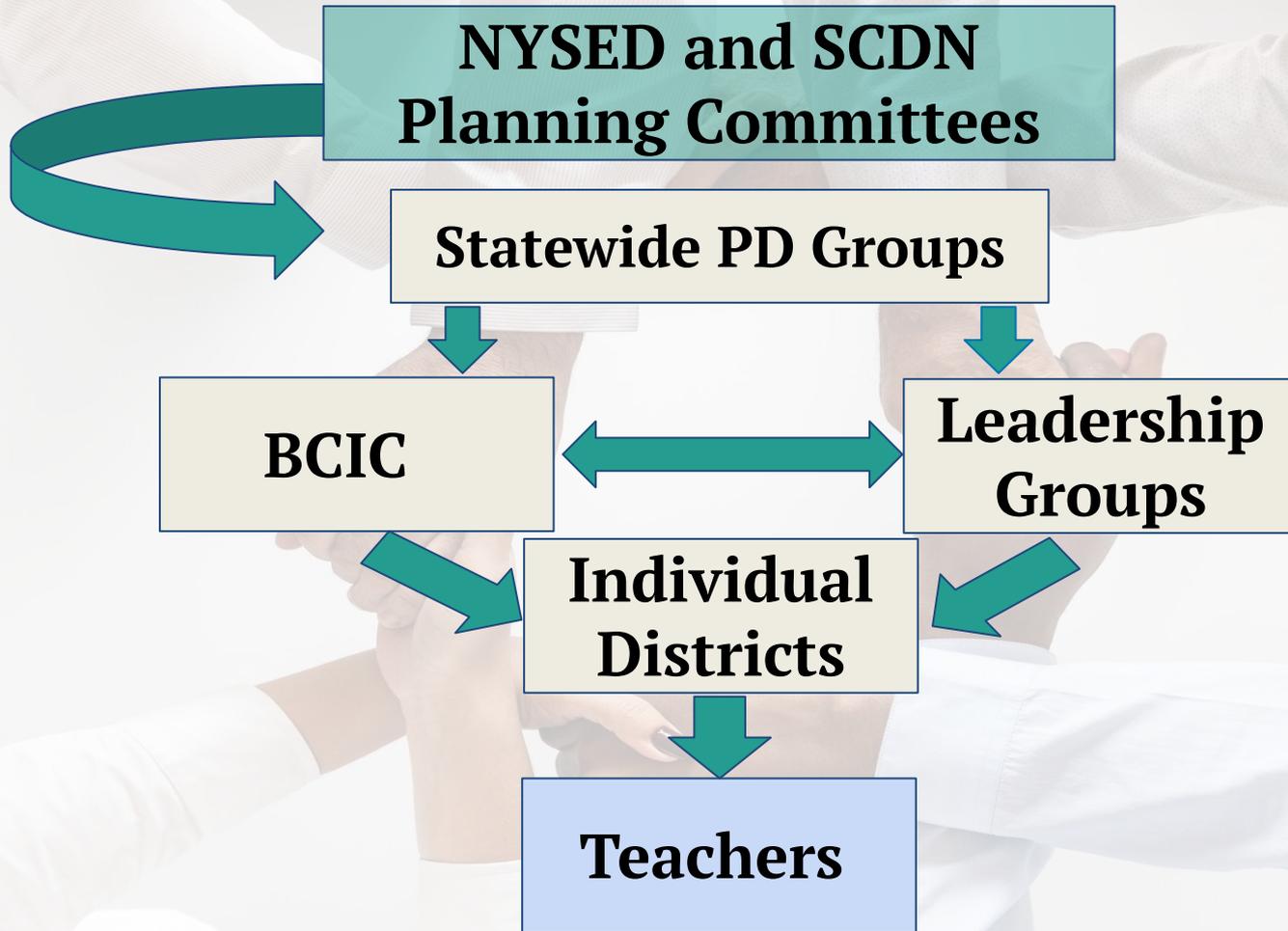
East Syracuse Minoa
Coordinator Youth,
Development & Leadership



Dana Pierce

Fayetteville Manlius
High School Counselor





Goals and Purpose

Why

Opportunity to build a network of leaders to address mental health education given the recent NYS amendment and the timeliness of this topic

What

Develop a common understanding of what mental health education is and support districts in K-12 implementation for all our students

How

Build capacity through dialogue; develop a deeper understanding of the science of mental health and brain responses; share resources

Since We Last Met...

Big Takeaways from our October & December Sessions:

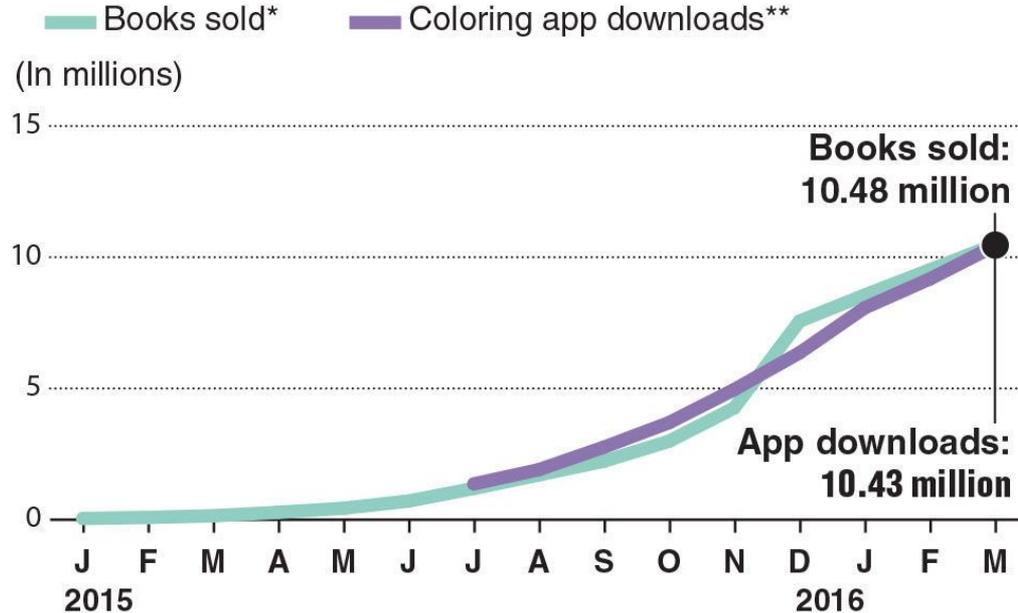
1. Mental Health education involves everyone
2. Mental Health is a topic we need to talk about more
3. Importance of self-care
4. Behavior means something
5. NYSED comprehensive guide including framework



Adult coloring industry soars

Sales of adult coloring books have surged during the last year, but the rise of coloring apps threatens to pull people away.

Total adult coloring book sales and app downloads in the U.S.



*Coloring book data exclude some uncoded titles.

**Based on the 13 biggest coloring apps in the Apple App Store. Duplicate downloads of the apps are not counted. Before July 2015 there were no adult coloring apps.

Sources: Nielsen, Sensor Tower

Graphic: Angelica Quintero, Pares Dave, Los Angeles Times/TNS

1
Coloring
Reduces Stress

2
Coloring
Relaxes
Your Mind

3
Coloring
Sparks
Creativity

7
Reasons Why
Adults
Should
Start Coloring



6
Coloring Has
Therapeutic
Value

5
Coloring Is
Mindful

4
Coloring Let's
You Reconnect
With Your
Inner Child

7 But Above All: COLORING IS FUN!

Grounding Activity

Who is your favorite teacher?

Connectedness

School connectedness was found to be the strongest protective factor for both boys and girls to decrease substance use, school absenteeism, early sexual initiation, violence, and risk of unintentional injury (e.g., drinking and driving, not wearing seat belts). In this same study, school connectedness was second in importance, after family connectedness, as a protective factor against emotional distress, disordered eating, and suicidal ideation and attempts.

<https://www.cdc.gov/healthyouth/protective/pdf/connectedness.pdf>

Longitudinal study of over 36,000 7th-12th graders



Relationship Importance

How can we increase students' connectedness by addressing the importance of adult-student relationships?

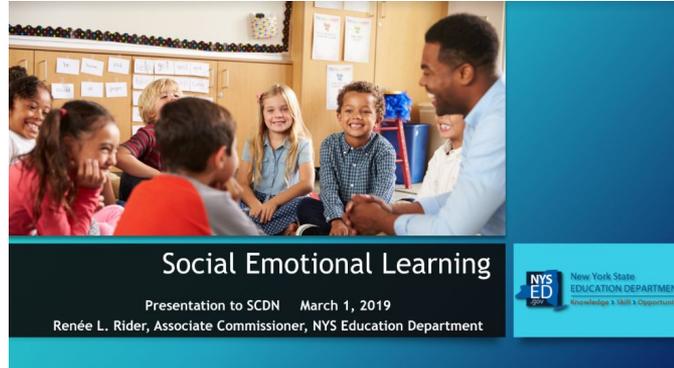
[Shared Notes](#)

NYSED Information & Updates



SOCIAL EMOTIONAL LEARNING: A GUIDE TO SYSTEMIC WHOLE SCHOOL IMPLEMENTATION

A GUIDE TO SYSTEMIC WHOLE SCHOOL IMPLEMENTATION



New York State Safe Schools Task Force Recommendations

Two Themes Were Evident Throughout the Deliberations of the NYS Safe Schools Task Force

- *Promote and measure school climate rather than focus exclusively on measuring school violence, and*
- *Focus on Social Emotional Learning to help students learn the essential skills that affect every area of our lives, including how to understand and manage emotions, and how to establish and maintain positive relationships.*

Why Measure School Climate?

- Research suggests that:
 - The quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement;
 - If we want achievement gains, we need to begin by improving the school climate.



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Social Emotional Learning in the New York State Every Student Succeeds Act Plan

New York State's recently approved ESSA Plan specifically states the following goal :

- “[e]nsure that all students have access to support for their social-emotional well-being.”

Fostering the development of SEL competencies for all students and adults in our schools and communities supports the following ESSA Plan priorities to:

- improve academic achievement and graduation rates;
- improve school climate; and
- increase educational equity.

Social Emotional Five Core Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making



Effects of Explicit SEL Instruction

Social Emotional Learning Meta-Analysis Findings

Finding	Description
Better Academic Performance	achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction
Improved Attitudes and Behaviors	greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior
Fewer Negative Behaviors	decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals
Reduced Emotional Distress	fewer reports of student depression, anxiety, stress, and social withdrawal

Teachers and schools are demanding SEL

- 46% of teachers report high daily stress
- When teachers are highly stressed, students show lower levels of social adjustment and academic performance.
- Between 23% and 42% of teachers leave the profession within 5 years
- Teachers trained in and implementing evidence-based SEL have less stress and anxiety, greater classroom quality, greater job satisfaction
- 93% of teachers believe teaching SEL is important



Employers are demanding SEL

- 50% of employers say they can't fill vacancies because prospective employees **lack communication, adaptability, decision-making, and problem-solving skills** (*Chronicle of Higher Education study*)
- Lack of problem solving skills #1 **skill deficiency** among current employees (*Manufacturing Institute Skills Gap study*)
- Leadership and managerial skills ranked as the **biggest skills gap** between needs and potential employees (*American Society for Training and Development*)



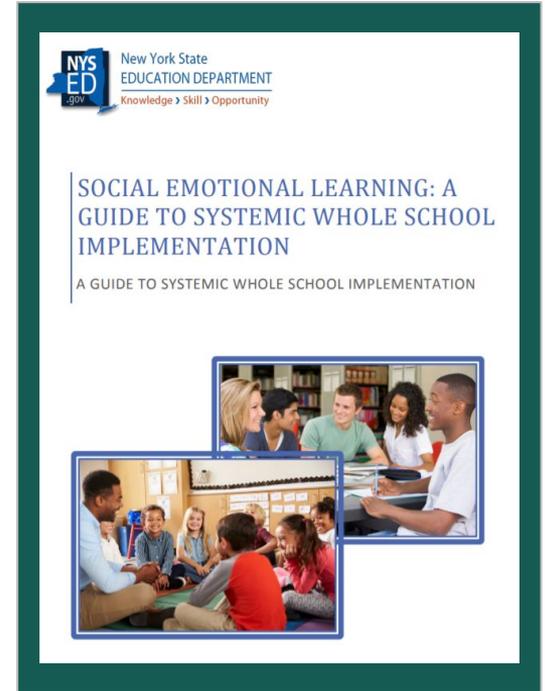
NYSED Guidance

Provides resources and tools to support work in creating schools that effectively prepare all students to succeed in school and in life.

These resources and tools build off guidance and benchmarks released last spring:

[SEL Benchmarks](#)

[SEL Framework](#)



Crosswalks

Several district-developed content area crosswalk documents provide examples of ways SEL can be incorporated in and aligned with subject area content to support State standards.

Additional crosswalks will be posted as they become available.

SOCIAL EMOTIONAL LEARNING

ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES

ENGLISH LANGUAGE ARTS (ELA), GRADE 4

Social Emotional Learning Competency

Self-awareness: The ability to recognize one's emotions, thoughts, goals, and values and how they influence one's behavior. This includes accurately assessing one's strengths and limitations, possessing a well-grounded sense of self-efficacy and optimism and a "growth mindset." High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

- Identifying emotions
- Accurate self-perception
- Recognizing strengths and personal growth areas
- Self-confidence
- Self-efficacy¹

Fostering Self-awareness may integrate with the following ELA Standards:

This compendium is not exhaustive; alignment with additional Standards may be possible. The crosswalk identifies standards that are applicable to teaching and/or reinforcing one or more of SEL competencies, providing examples for infusion into instruction. The bullets following each competency lists what students (at age and developmentally appropriate levels) will know and be able to do.

NYS ELA Learning Standards (Through August 2020)

[W.4.1](#), [W.4.3](#), [W.4.9](#), [SL.4.3](#)

(<https://www.engageny.org/file/736/download/nys-p12cclsela.pdf>)

Next Generation Learning Standards (Full implementation September 2020)

[4W1](#), [4W3](#), [4W5](#), [4SL3](#)

(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>)

SAMPLE SEL ACTIVITIES

- Provide vocabulary words for feelings. (e.g., elated, blue/down, rejected/disappointed, angry/enraged)
- Have students generate additional vocabulary (e.g. synonyms) words that extend their emotions vocabulary.
- Lead class activity that asks student to identify feelings they might have in different situations using vocabulary (e.g., lead discussions using questions such as, "How would you feel if you received good scores on your report card?" "How would you feel if your friends left you out when they were planning an activity?")

¹ Adapted from the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#), 2017

School-wide Vision for Social and Emotional Learning

Multi-tiered Supports for Students

System Changes for Adults

- Organizational needs assessment
- School climate assessment
- School-wide professional development on SEL
- Changes to instructional practice
- Intentional relationship-building
- Policy and protocol changes
- Targeted and meaningful family engagement

Intervention/Indicated:

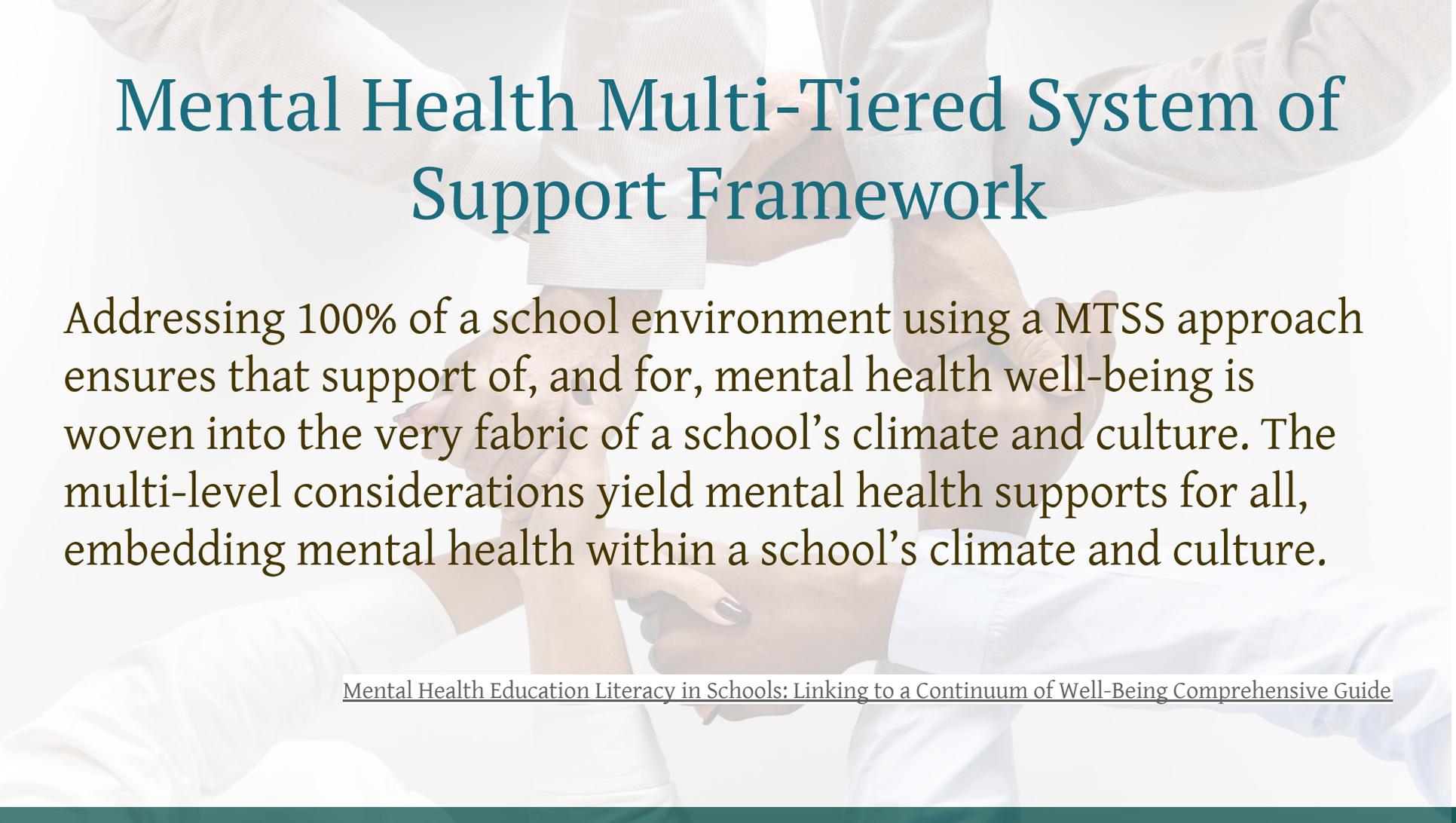
One-on-one counseling and skill-building; functional behavior assessment; cognitive behavior therapy; assessment; referrals

Prevention/Selected/Targeted:

Student support centers; social skills training; Student Support Team (SST); Take 5 breaks; Targeted SEL programs (e.g., Primary Project); peer mediation; support for healthy habits; peace circles; lunch bunch

Promotion/Universal:

SEL skills instruction (through SEL program or teacher practice); Bullying prevention; student centered discipline; restorative practices; morning meetings; yoga; movement breaks; calm-down spots in classrooms; service learning; buddy programs; school-wide assemblies; SEL visuals (e.g., theme of the day/month, bulleting boards); mindfulness; changes to physical space; PBIS; healthy habits lessons



Mental Health Multi-Tiered System of Support Framework

Addressing 100% of a school environment using a MTSS approach ensures that support of, and for, mental health well-being is woven into the very fabric of a school's climate and culture. The multi-level considerations yield mental health supports for all, embedding mental health within a school's climate and culture.

[Mental Health Education Literacy in Schools: Linking to a Continuum of Well-Being Comprehensive Guide](#)

Group Resources

Shared Google Docs:

[Collaborative List of Resources, Ideas & Activities](#)

[Collaborative Notes](#)

[Key Mental Health and Well-being Benchmarks](#) (please make a copy)

References:

[OCM BOCES MH&W Webpage](#)

[Mental Health Education Literacy in School](#)

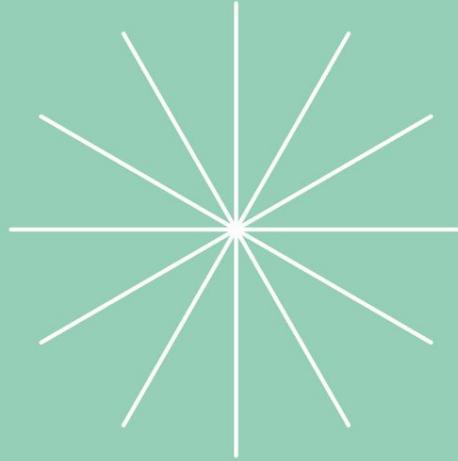
[NYSED SEL resources](#)

[School Mental Health Resource and Training Center](#)

Break



#DESTRESSMONDAY



BREATHE WITH THE SHAPE

[Cheryl's Presentation]

The conversation around anxiety:

At your table, discuss the following :

- What are the greatest challenges in working with students with anxiety disorders and their families?
- What strategies do you employ at your school that have worked (i.e. structuring education for students not in attendance, transitioning students back into the classroom, fostering parent/student/teacher communication, etc.)?
- Research continues to emerge around the relationship between cell phone use/screen time and teen mental health. What strategies do you employ in school to support students in their healthy use of technology?

What can schools do?

- Education for faculty/staff (including self-care)
- Education for students
- Education for parents
- Adult-led activities/strategies that help to create/maintain/support emotional wellness
- Enthusiastically support student-led efforts to highlight emotional wellness

Gallery Walk

1. Read through the group's recordings (feel free to take photos)
2. Take note of any:
 - a. *Ideas you would like to bring back to your district/school*
 - b. *Things you need more clarification on/questions about*
3. Quick group share out/questions



Adult-led strategies

- Infuse emotional health/mental health into curriculum
- Education for all stakeholders
- Professional book reads
- Groups/task forces dedicated to mental health
- Focus on culture and climate and relationship

[Dana's Presentation]

Mindfulness activity

A group of people's hands are clasped together in a circle, symbolizing unity and mindfulness. The hands are of various skin tones and are wearing light-colored, long-sleeved shirts. The background is a soft, light green gradient.

Breathing Stick



“If every 8 year old is taught meditation, we will eliminate violence from the world within one generation”

Dalai Lama

Mindfulness

-Smiling Mind -Insight Timer -Buddhify -Aura

-Calm * [Calm Schools Initiative](#)

[Go Noodle](#)

Breathing is free!

Mental Health & Wellness PD

- Youth Mental Health First Aid

July 23

July 31

August 13

**tentative dates*

A top-down view of several people's hands clasped together in a circle, symbolizing unity and teamwork. The hands are of various skin tones and are wearing light-colored, long-sleeved shirts. The background is a soft, light green gradient.

Be Kind



We've Gone
Social



<http://bit.ly/iss-social-media>

