ADVANCING

Social-Emotional Learning, Mental Health, and Behavioral Support

Board Presentation

May 11, 2021

Hello!

Dr. Robin Gilligan

Director, Student Support Services

Dr. Helene Morris

Director, Administrative Services
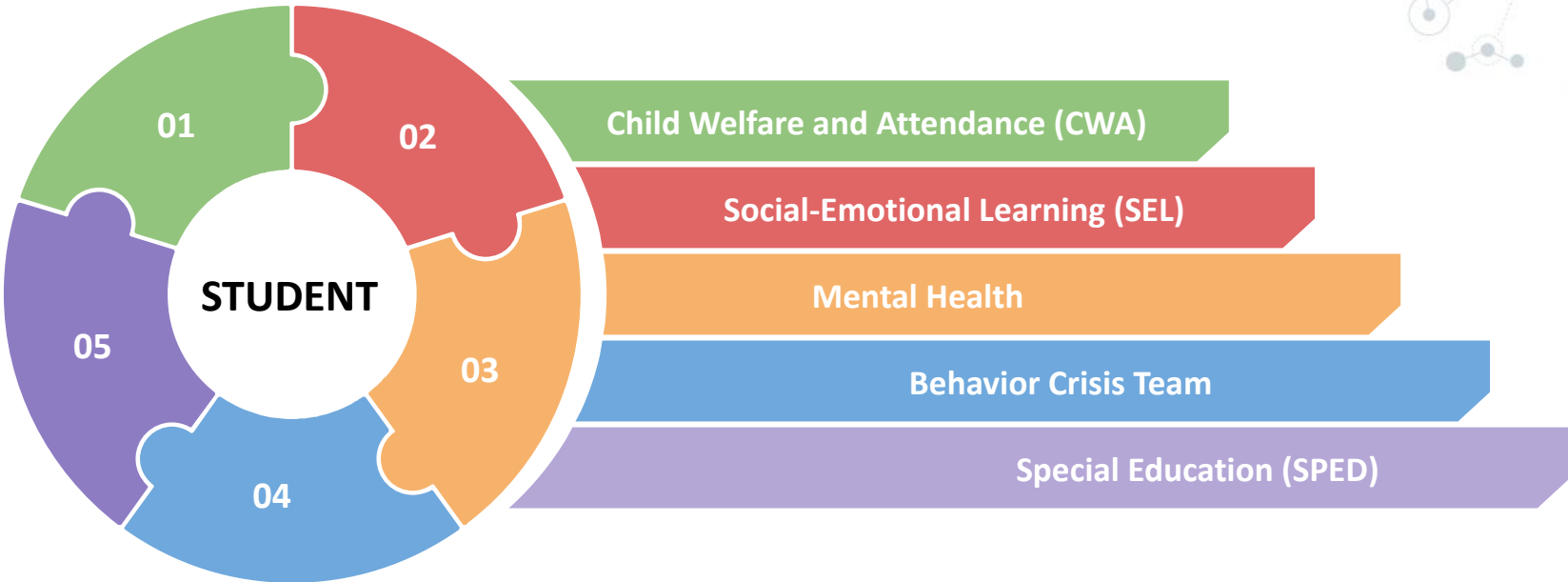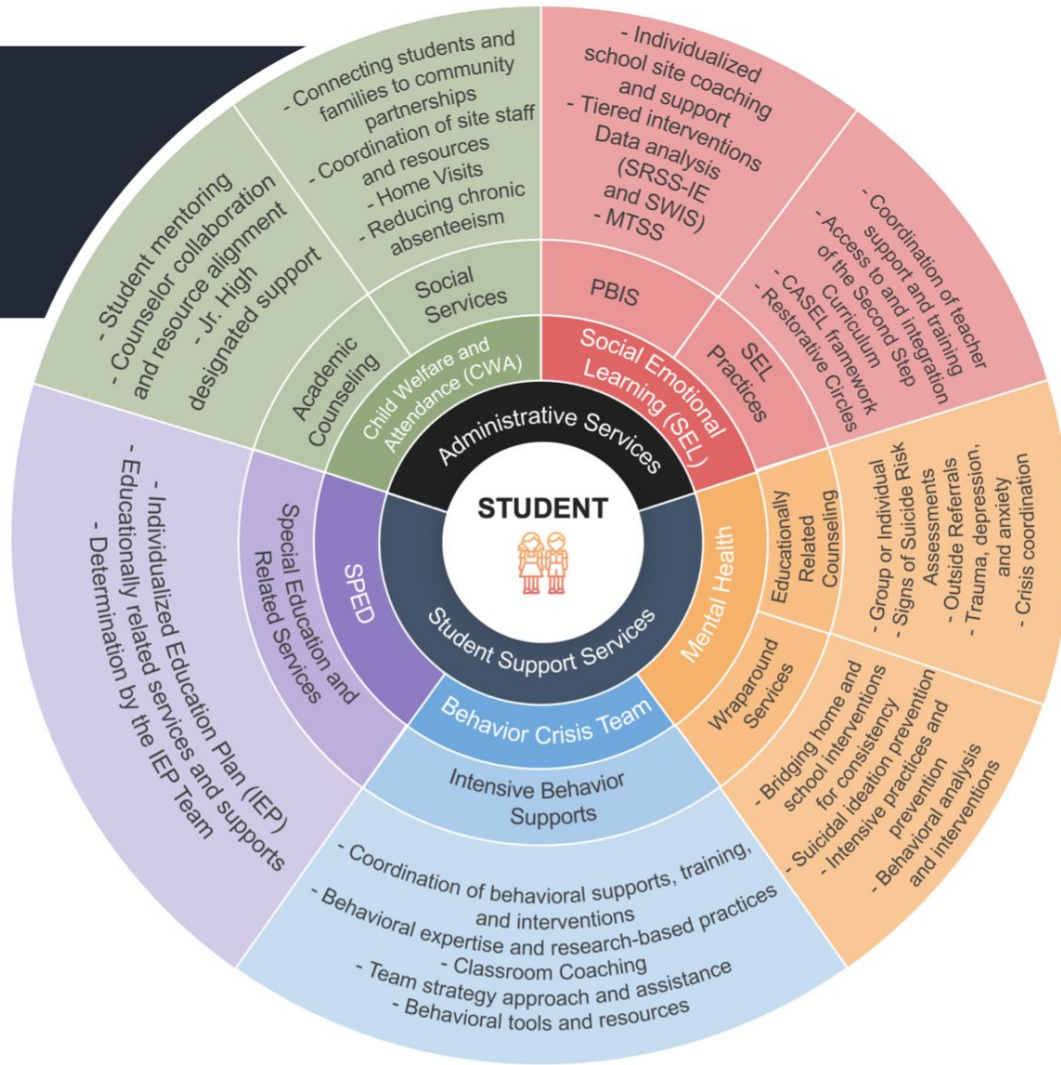
1.

What: Understanding Needs and Services

FSD Framework in detail to ensure resources and personnel are in place to expand on our current practices

FSD Framework Overview: Needs and Services

- **01**
- **02** — Child Welfare and Attendance (CWA)
- **03** — Social-Emotional Learning (SEL)
- **04** — Mental Health
- **05** — Behavior Crisis Team

STUDENT

Special Education (SPED)

I SEE YOU
You are Important, and you matter.

STUDENT

Administrative Services

Student Support Services

Social Emotional Learning (SEL)

PBIS
- Individualized school site coaching and support
- Tiered interventions Data analysis (SRSS-IE and SWIS)
- MTSS

SEL Practices
- Coordination of teacher support and training
- Access to and integration of the Second Step Curriculum
- CASEL framework
- Restorative Circles

Mental Health

Educationally Related Counseling
- Group or Individual
- Signs of Suicide Risk Assessments
- Outside Referrals
- Trauma, depression, and anxiety
- Crisis coordination

Wraparound Services
- Bridging home and school interventions for consistency
- Suicidal ideation prevention
- Intensive practices and prevention
- Behavioral analysis and interventions

Behavior Crisis Team

Intensive Behavior Supports
- Coordination of behavioral supports, training, and interventions
- Behavioral expertise and research-based practices
- Classroom Coaching
- Team strategy approach and assistance
- Behavioral tools and resources

SPED

Special Education and Related Services
- Individualized Education Plan (IEP)
- Educationally related services and supports
- Determination by the IEP Team

Academic Counseling
- Student mentoring
- Counselor collaboration and resource alignment
- Jr. High designated support

Social Services

Child Welfare and Attendance (CWA)
- Connecting students and families to community partnerships
- Coordination of site staff and resources
- Home Visits
- Reducing chronic absenteeism

2.

Why: Goals and Best Practices

Using values, systems, and research-based practices to support the whole child

Students

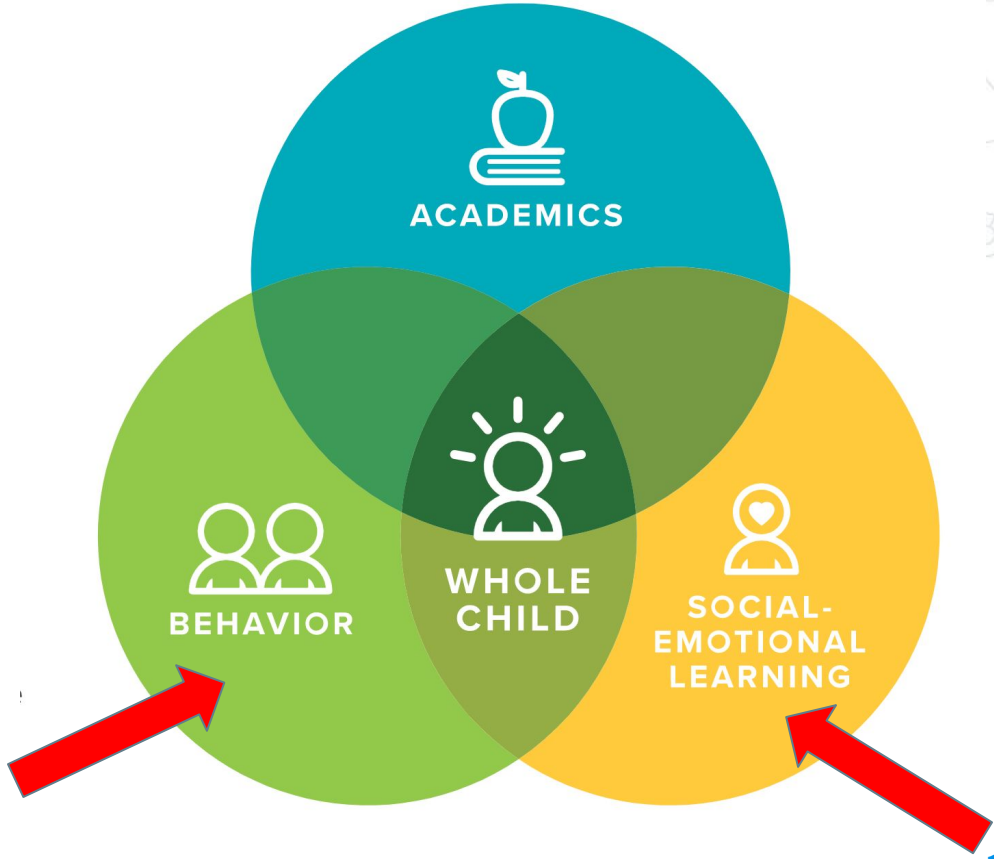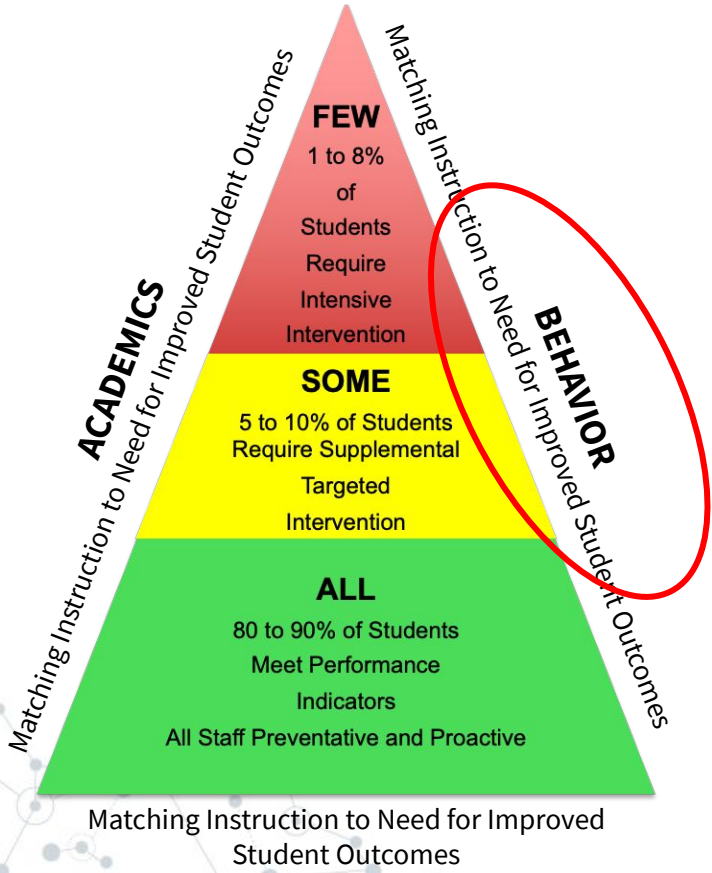Students remain the central focal point of the work that we do

"

I *SEE* <u>YOU</u>.
<u>You</u> are **important**,
and <u>you</u> **matter**.

Board Goals

◎ Promote child-centered education and ***build connections*** with students emphasizing the **whole child**

◎ Provide ***programs that focus on restorative practices***, nutrition, mental and **social-emotional health**, personal responsibility, and a positive climate

◎ Create an environment that incorporates the importance of safety, **mental/physical health**, and ***well-being for all students***, employees, and members of the community

◎ Strengthen and work with our **community partners**

Multi-Tiered Systems of Support

Triangle diagram (left):

ACADEMICS — Matching Instruction to Need for Improved Student Outcomes

BEHAVIOR — Matching Instruction to Need for Improved Student Outcomes

FEW
1 to 8% of Students Require Intensive Intervention

SOME
5 to 10% of Students Require Supplemental Targeted Intervention

ALL
80 to 90% of Students Meet Performance Indicators All Staff Preventative and Proactive

Matching Instruction to Need for Improved Student Outcomes

Venn diagram (right):

ACADEMICS

BEHAVIOR

SOCIAL-EMOTIONAL LEARNING

WHOLE CHILD

The Big Three Defined

Social Emotional Learning (SEL)

Behavioral Support

Mental Health

- Emotions
- Relationships
- Social skills

- Response to emotions
- Triggers
- Coping strategies

- Therapy
- Group counseling
- Individual counseling

Benefits of: Social-Emotional Learning, Mental Health, and Behavioral Supports

Higher Levels of Student Success

◎ Significant gains in SEL skills, prosocial behavior (helping others), and positive attitudes

◎ More than 10-percentile point gain in academic success with highest gains in students with highest needs

◎ Positive effects are long-lasting

◎ May improve teachers' SEL competence and reduce turnover

Lower Risk for Adverse Outcomes

◎ Reduction of problem behaviors and emotional distress

◎ Fewer office referrals, disciplinary actions, and disruption of class time

◎ Children with positive relationships with their peers and teachers are more likely to stay in school and less likely to be abused or bullied

◎ Promotes positive life choices

Diversity, Equity, and Inclusion (DEI)

Transformative Practices:

◎ Builds on students' strengths and cultural assets, examines systems of power, and develops better ways of being together

◎ Is most effective at the whole-school level, including students, staff, families, and schoolwide policies

3.

Implementation

Professional development, curriculum, and staff organizational chart
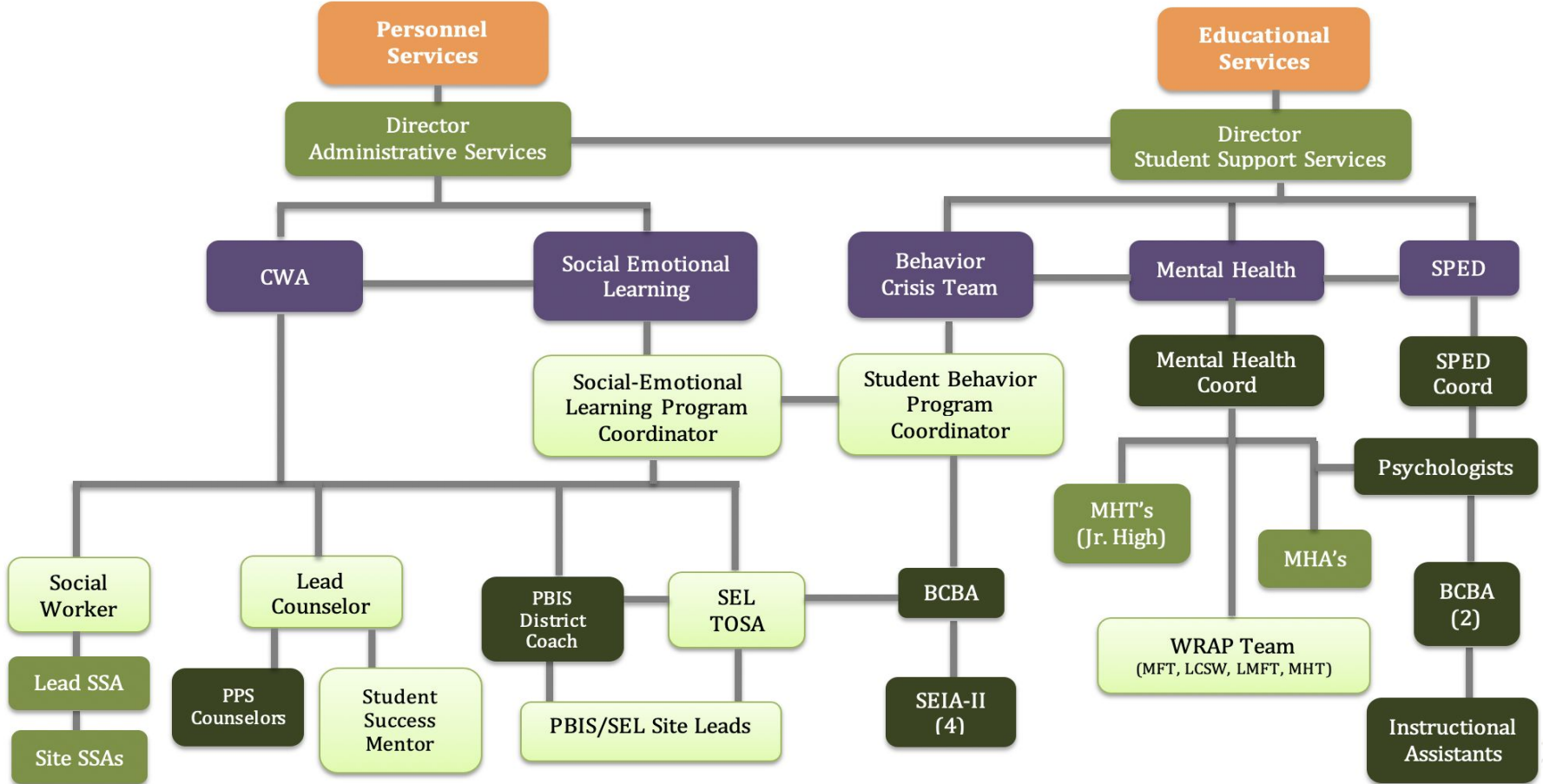
Needed Resources

Professional Development

❖ Social-Emotional Learning curriculum, practices, and framework
❖ Restorative circles
❖ Intensive behavior intervention training

Curriculum

❖ Second Step
❖ The Collaborative for Academic, Social, and Emotional (CASEL) research-based framework
❖ Rethink Education

Organizational Chart

Personnel Services
- Director Administrative Services
  - CWA
    - Social Worker
      - Lead SSA
      - Site SSAs
    - Lead Counselor
      - PPS Counselors
      - Student Success Mentor
  - Social Emotional Learning
    - Social-Emotional Learning Program Coordinator
      - PBIS District Coach
        - PBIS/SEL Site Leads
      - SEL TOSA

Educational Services
- Director Student Support Services
  - Behavior Crisis Team
    - Student Behavior Program Coordinator
      - BCBA
        - SEIA-II (4)
  - Mental Health
    - Mental Health Coord
      - MHT's (Jr. High)
      - MHA's
      - Psychologists
      - WRAP Team (MFT, LCSW, LMFT, MHT)
  - SPED
    - SPED Coord
      - Psychologists
      - BCBA (2)
        - Instructional Assistants

16

Thanks!

Any questions?