

Student Emotional and Physical Safety



CHUCK BRADLEY, DIRECTOR, POSITIVE PREVENTIONS

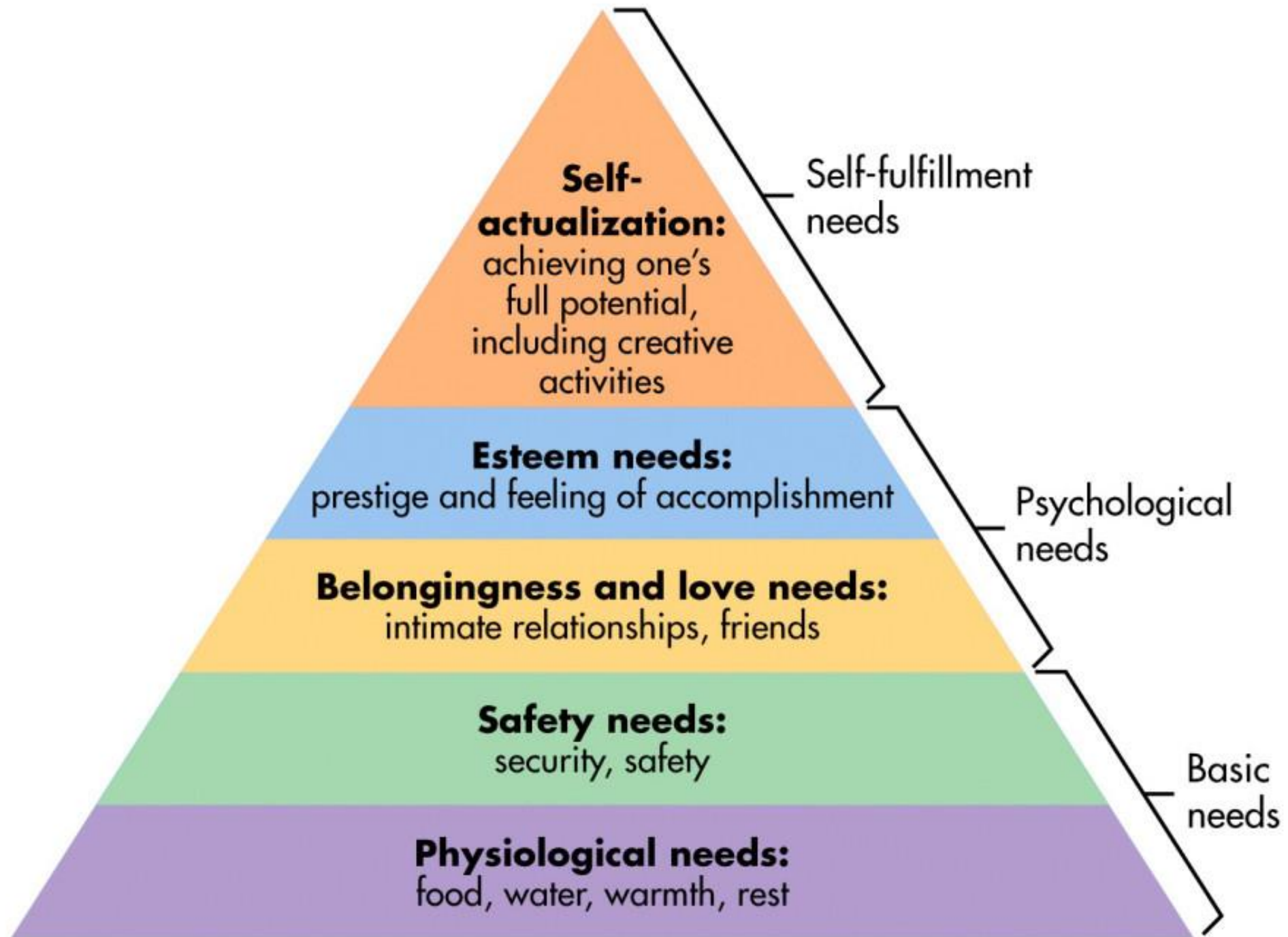
LORI BROOKS, ASSISTANT DIRECTOR, SCHOOL COUNSELING & MENTAL HEALTH SERVICES

MARCH 25, 2019

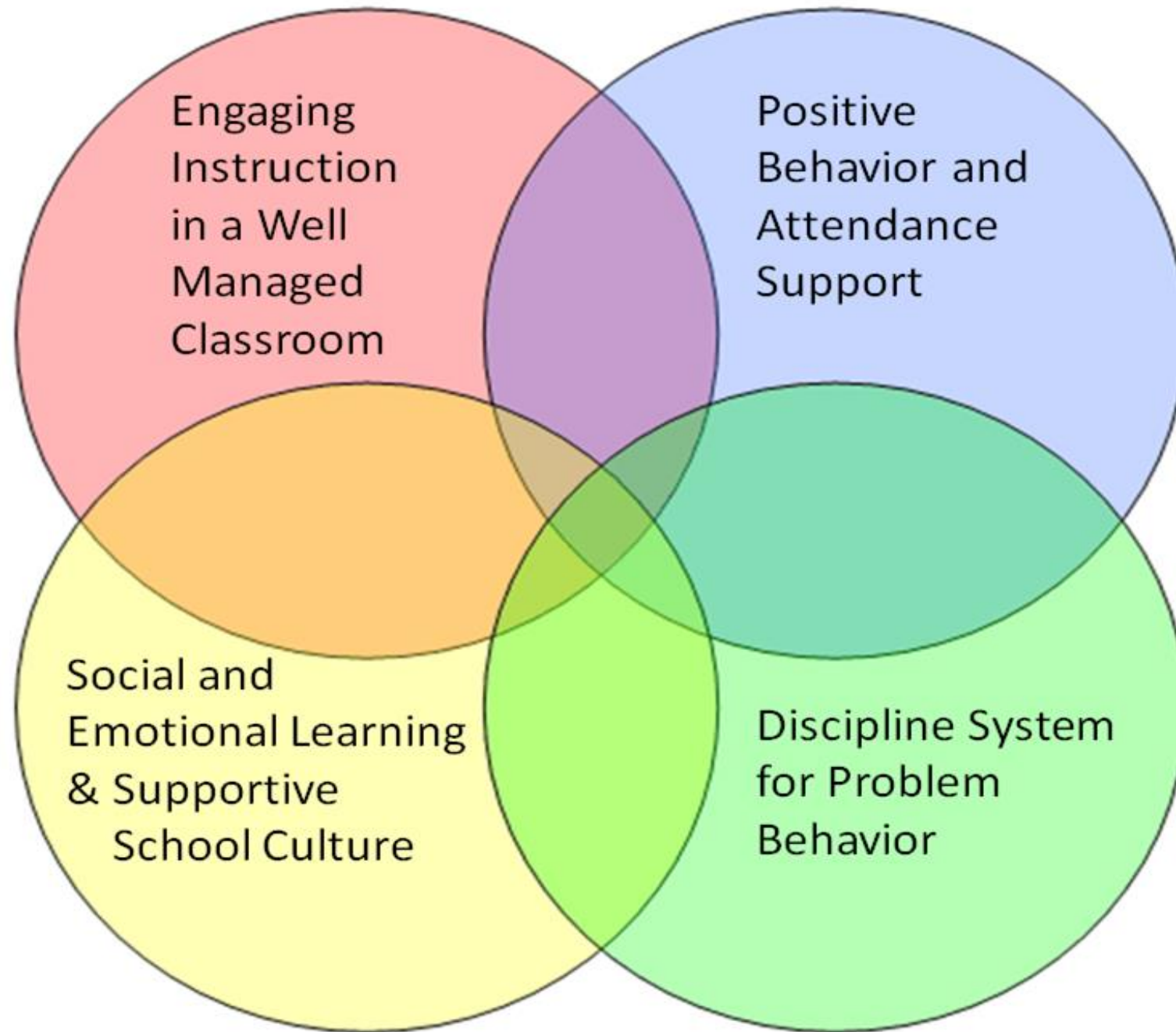
Envision 2030 Goal

- ▶ Goal 12: Increase the percentage of students who perceive there is an adult in their school who cares about them
- ▶ Goal 18: Increase physical safety of District students and staff

Maslow's Hierarchy of Needs







Social/Emotional Learning Support Model



- Individual counseling/intervention
- Behavior support plan
- Wrap services/crisis intervention
- Agency/family connection
- Intervention monitoring

- Small group social/emotional, behavioral interventions
- Attendance/engagement interventions
- Mentoring
- Intervention monitoring

SEL aligned and embedded curriculum and instructional activities

Positive Behavior Intervention System

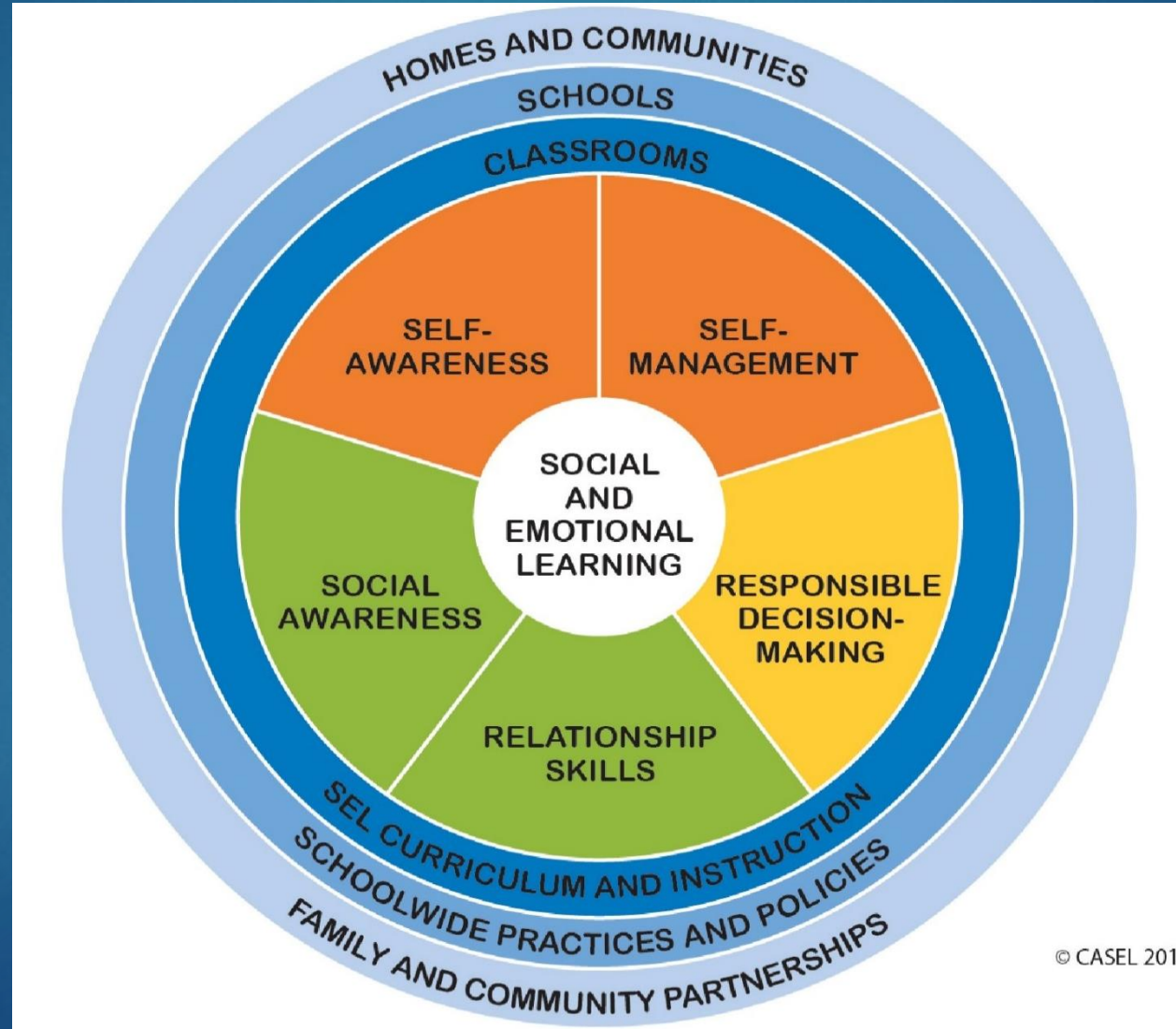
Social/Emotional Learning Standards



Social Emotional Learning Standards

Curriculum

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



Policy/Practice

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

Family/Community

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

District-wide Positive Expectations

Ready

- engaged, involved, confidence, optimism, prepared, present, growth mindset, positive attitude

Reliable

- self-regulation, self-motivation, organized, independent, stress management

Responsible

- constructive choices, ethical, safe, helpful, supportive, accountable

Respectful

- care, cooperation, diversity, communication, interdependent

Role-Model

- empathy, integrity, value others, collaborate, leadership

4 Key Pillars of PBIS

- 1 • Establish Expectations
- 2 • Explicitly Teach Expectations
- 3 • Reinforce Expectations
- 4 • Correct Behavioral Errors

To respond to challenging behavior

1

WHAT HAPPENED?

2

WHAT WERE YOU
THINKING OF AT THE
TIME?

3

WHAT HAVE YOU
THOUGHT ABOUT SINCE?

4

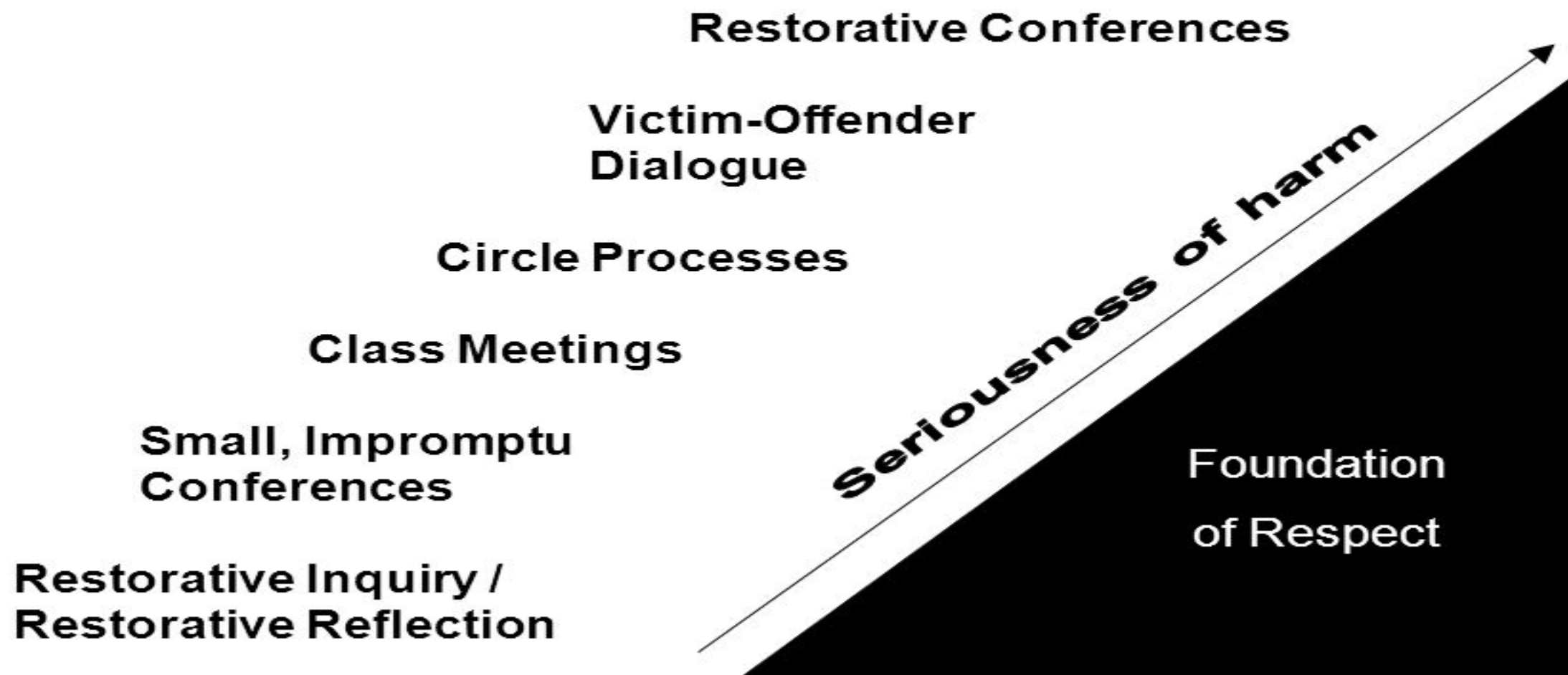
WHO HAS BEEN
AFFECTED BY WHAT YOU
HAVE DONE AND IN
WHAT WAY?

5

WHAT DO YOU THINK
YOU NEED TO DO TO
MAKE THINGS RIGHT?



Continuum of Restorative Practices



School-Based Mental Health

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

FOUNDATION

- Integrated Leadership Teams – expand teams and roles
- Effective data systems
- Strong Universal Implementation
- Continuum of supports
- Youth-Family-School-Community Collaboration at All Levels – culturally responsive
- Evidence-based practices at all levels
- Data-based continuous improvement
- Staff Mental Health Attitudes, Competencies, and Wellness
- Professional development and implementation support
- 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

Why School-Based Mental Health?

- ▶ Mental health and psychological wellness are integral to school success.
- ▶ Students who receive social-emotional support and prevention services achieve better academically.
- ▶ Left unaddressed, mental health challenges are linked to academic and behavior difficulties, dropping out, delinquency, and risk behaviors.
- ▶ Growing and unmet need for mental health services for children/youth.

Why School-Based Mental Health?

- ▶ Schools are a natural place to provide services.
- ▶ Prevention and intervention are less costly than negative outcomes of unmet mental health challenges.
- ▶ School-employed mental health professionals are specially trained to provide services in the learning context.
- ▶ School mental health services are essential to creating and sustaining safe schools.
- ▶ Providing a continuum of school mental health services is critical to effectively addressing the breadth of students' needs.

What are School-Based Mental Health Services?

- ▶ Broad spectrum of assessment, prevention, 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 District Mental Health Plan

- ▶ Based on evidence-based practices
- ▶ Follows a tiered system of support approach
 - ❖ Universal prevention (school-based)
 - ❖ Supplemental/At Risk
 - Mild to moderate support (school-based)
 - ❖ Individualized/intensive support
 - School-based as indicated, or
 - Recommendation and referral for outside services
 - wraparound services provided by district

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

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

▶ Collectively, they:

- ❖ provide prevention, intervention, and crisis response
- ❖ connect families to community mental/behavioral health when appropriate

▶ However...

- ❖ there is a limit to the scope of our school-based mental health professionals within the school setting

School Mental Health Teams



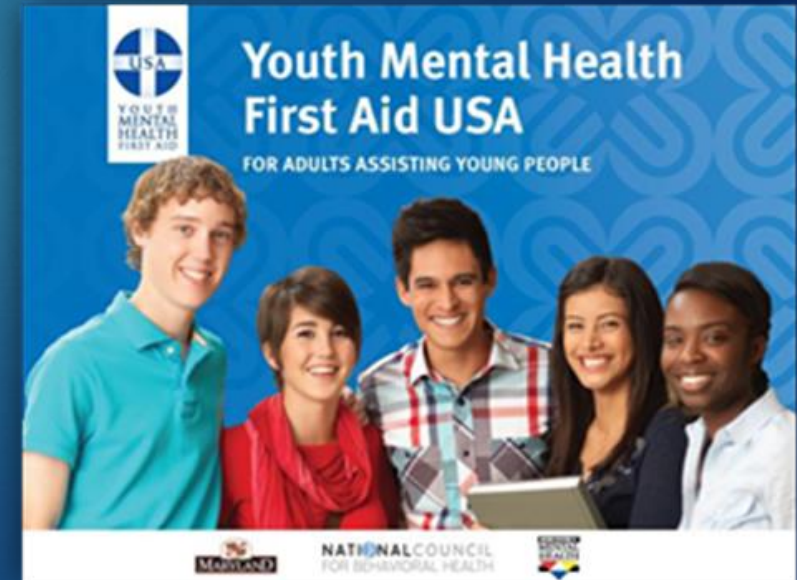
- ▶ Each school has a school mental health team (SMHT)
- ▶ Multi-disciplinary team that meets regularly
- ▶ Employ fact-based and systematic problem-solving model
- ▶ Emphasize an appraisal of data and observed behaviors to identify potential mental health needs
- ▶ Organize a structure for comprehensive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

School Mental Health Teams

- ▶ Coordinate across programs, supports and services within a school
- ▶ Assess the strengths, needs, and supports for students requiring different levels of intercession:
 - ❖ universal mental health promotion
 - ❖ selective and indicated intervention
- ▶ Capitalize on the resources within school and community to achieve the greatest outcomes for students, families, and the school community
- ▶ Evaluate the effectiveness of services and supports within a tiered system of support

Mental Health Awareness Training for Teachers

- ▶ Mental Health Awareness Training grant
 - ❖ 3-year grant for \$375,000
- ▶ Florida Statute 1012.584:
 - ❖ Youth mental health awareness and assistance training for school personnel
 - ❖ FL DOE selected Youth Mental Health First Aid
 - ❖ District now has cadre of 12 trainers



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



Focus on Continuous Improvement

- ▶ 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





Questions?