

# Supports to Advance Emotional Well-being in Schools

## Fall '23 PD Event

Wednesday, November 15, 2023

Resource Package

### Aligning Frameworks



#### Aligning Frameworks 101

##### Key Takeaways

- *Aligning frameworks supports a single vision and strategy for student physical and mental health*
- *Strive for a single system of delivery, including one set of teams, action plans, etc.*
- *Spend some time on team functioning (it's easy to skip, but critical for productivity)*



#### **Interconnected Systems Framework (ISF)**

##### **Interconnected Systems Framework**

*(Center on Positive Behavioral Interventions & Supports)*

##### **Interconnected Systems Framework Webinar Series**

*(Mental Health Technology Transfer Center Network)*

##### **Interconnected Systems Framework Fact Sheets**

*(Center on Positive Behavioral Interventions & Supports)*



#### **Social-Emotional Learning (SEL) and Positive Behavioral Interventions & Supports (PBIS)**

##### **Integrating SEL into PBIS Framework**

*(Center on Positive Behavioral Interventions & Supports)*

##### **Teaching SEL with PBIS Framework**

*(Center on Positive Behavioral Interventions & Supports)*



#### **Whole School, Whole Community, Whole Child (WSCC) Model and School-Based Mental Health**

##### **Whole School, Whole Community, Whole Child (WSCC)**

*(Centers for Disease Control and Preventions)*

##### **Integrating WSCC & Mental Health White Paper**

*(Erika's Lighthouse)*

##### **WSCC & Mental Health Strategy Guide & Worksheet**

*(National Association of Chronic Disease Directors)*

##### **Aligning Teaming Structures Worksheet**



#### **Spotlight: Nebraska Department of Education - Aligning the WSCC Model with Multi-Tiered Systems of Support (MTSS)**



#### **Aligning WSCC & MTSS**

##### **Mental Health Outdoor Challenge**

*(Nebraska Department of Education)*

##### **NeMTSS Framework**

*(Nebraska Department of Education)*

##### **Supportive Climate and Culture**

*(American Journal of Community Psychology)*

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### Teaming for Success



#### Teaming: A Critical Component of Advancing Emotional Well-being for Students and Staff

##### Key Takeaways

- Establish an inclusive team by assessing diversity, inclusivity, equity, belonging, and accessibility
- Stress the importance of effective communication and coordination within teams to ensure a cohesive and unified effort
- Advocate for the formation of interdisciplinary teams that bring together diverse expertise



#### Spotlight: Washington Office of Superintendent of Public Instruction - Workforce Secondary Traumatic Stress and School Based Organizational Wellness in Washington



##### Additional Resources

**School Workload Reduction Toolkit**  
(UK.gov)

**Professional Quality of Life Measure**  
(ProQOL.org)

**RISE Index**  
(Alliance for a Healthier Generation)

**Three R's: Reaching the Learning Brain**  
(Beacon House)

**Virtual Calm Space**  
(CKDS)

**Reframing and Understanding Staff Resistance to Advance Positive School Climates**  
(California Safe and Supportive Schools)



##### Advancing School Employee Wellness

**Comprehensive School Employee Wellness Toolkit**  
(Child Trends)



##### Teaming Best Practices

**Inclusive Meeting Guide**  
(Harvard University)

**Racial Equity Toolkit**  
(Foundation Strategy Group)

**Co-Learning Interactive Lesson**  
(University of North Carolina)

**School Employee Well-Being Collaboration Guide**  
(Thriving Schools; Kaiser Permanente)

**Team Building Toolkit**  
(Berkeley University)



##### Washington OSPI

**Project AWARE**

**Mental Health Related Absence (Policy Guidance)**

**Workplace Secondary Traumatic Stress**

**Sample Resource Package**

**Sample Video Package**

**Educator Wellness at a Systems Level**

**Educator Wellness Graduation Equity Webinar Series**



##### Making the Case (The Why Behind the Work)

**Make Educator Well-Being a Priority: Survey Results**  
(NEA)

**Education: A Crisis Of Epic Proportions**  
(Forbes)

**Survey: 48% of teachers considering job change**  
(K-12 Dive)

**Policy Brief**  
(Calder Center)

**Teacher Care Is a Lot More Than Self-Care**  
(EdSurge)

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### Teaming for Success: Authentically Engaging Youth on Teams

#### Youth Panel Discussion Key Takeaways

Panelists: *Hannah Griswold, Rick Yang, Dr. Peter Faustino*

Moderator: *Em Skehill*

#### School and district teams can - and should - get creative with supports provided for mental health.

- Ideas for schools: staff meeting presentations on wellness strategies; creating calming/safe classroom environments; intention check-ins with students (eg. how are you on a scale of 1-5?); empathy for delayed assignments; bringing in therapy dogs; implement wellness practices into school spaces and culture; notes of encouragement in high-stress areas (eg. testing centers); including student voices in problem-solving; mental health club to generate student ideas
- Ideas for districts: passing curriculum requirements; excused mental health absences

#### School staff need to create entry points for students to get involved and be proactive in recruiting youth voices.

- Students often feel that their input will not be valued or taken seriously by school staff and administrators. It is crucial that school and district decision-makers understand the value of youth input - the students know what they need and want better than we do.
- There is a lot of power in linking bottom-up and top-down approaches. Bottom-up advocacy can look like a student club or group brainstorming recommendations to share with school leaders. A top-down approach could start with advocating for state policy changes to then implement locally.
- Students should be integrated into these decision-making teams rather than viewed as ad-hoc support. Provide them with formal roles/titles within your work and bring them into larger committee, district, or state discussions.

#### Prioritizing community, inclusion, and a sense of belonging in schools will empower students to speak up and contribute to bettering the environment.

- Students are more likely to go to a teacher or staff member who they have a relationship with than to a designated school mental health professional. Utilize these
- Student-to-student and peer influence is more effective in breaking community-wide mental health stigma than adult-initiated supports and interventions.

- Cultivating a sense of community between students and staff promotes teamwork and creates a stronger overall approach to advancing mental health supports in schools.
- All student voices are different, yet should be valued equally. Freshmen who recently joined the school mental health club's opinions are just as important as a senior officer who has been committed to this work for their entire high school career.
- Mental health impacts everyone, but not in the same way. Groups like committees or task forces can act as catalysts to address mental health within different communities or settings, improving outcomes for everyone.

#### Sustainability of Youth Leadership

- Naturally, there will come a time when your school or district's youth leaders move on to new schools or graduate from your system. If staff and administrators aren't proactive in seeking out and valuing youth voices, there's a chance that progress could stall when those individuals are no longer on the team.
- Creating a strong leadership structure and clear strategic processes is the best way to ensure the work you begin continues on as team members change.
- Encourage youth to stay involved as mentors as they move on from directly working with your school or district. They can provide support and guidance to youth who are new to mental health advocacy.

#### Remember: youth are the priority.

- Students are more likely to seek support from a teacher or staff member who they already have a relationship with than a designated school mental health professional. Ensure that your entire school staff feels able to either help them, or support them in connecting with someone who can help.
- Encourage students to be facilitators of change. Recognize that there is always room for your school mental health supports to grow, and that students are the most knowledgeable about what they need and what supports could work for them.



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## Data-Driven Decision-Making



### Using Data to Drive Decision Making: Starting with Resource Mapping

#### Key Takeaways

- Use resource mapping to pinpoint gaps and redundancies in mental health services, enabling targeted interventions and efficient allocation of resources for student well-being.
- Advocate for data-driven decision-making in resource mapping, ensuring that existing programs are assessed, trends are identified, and evidence-based strategies are employed for continuous improvement.
- Resource mapping should extend beyond the school walls, creating a network of support to enhance services available and contribute to a positive school climate.



### Resource Mapping

#### Strategic Abandonment Tool

(Ector County Independent School District)

#### School Mental Health Quality Guide Needs Assessment & Resource Mapping

(SHAPE)

#### Training Modules: Needs Assessment and Resource Mapping

(Mental Health Technology Transfer Center Network)



### Template Resources

#### Social and Emotional Learning and Mental Health: Tiered Supports Inventory

(Education Development Center)

#### Staff Resource Mapping

(Center for Mental Health in Schools at UCLA)

#### Programs and Services Resource Mapping

(Center for Mental Health in Schools at UCLA)

#### Community Partner Resource Mapping