



Wrapping Around Our Students To Promote Positive Mental Health

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Goals

- Implement proactive, tier 1 research-based initiatives to promote positive mental health using all stakeholders including educators, families, and community resources.
- Collaborate with a variety of stakeholders to implement tier 2 behavioral and social-emotional interventions based on data-driven practices.
- Analyze student case studies to determine the behavioral and social-emotional intervention

Mental Health Statistics

- 1 in 5 children are dealing with a mental health issue
 - These may include anxiety, depression, ADHD, suicidal ideations, conduct disorder, bipolar disorder, schizophrenia, eating disorders
- Only 20% receive services to support their mental health
- 70% of mental health issues that occur in children can be addressed through early intervention



What are the issues YOU are seeing within your setting?

[Surgeon General's Youth Mental Health Advisory](#)

What is the current mental health state of YOUR students?

- Are you using some type of screener?
 - Is it asking the right questions? (i.e. Panorama, Terrace Matrix, SABERS, Infinite Campus Student Thriving Index)
- Talk with students (minute meetings)
 - School counselors and other support staff meet with every student
- Student-driven round tables (secondary)
 - Students lead conversations with students to give a voice to our most important stakeholder group

HOPE IS THE BEST PREDICTOR FOR SUCCESS!!

Pre-Post Instrument Resources to Assess Common Struggles:

- [Hope](#) (see appendix for 6-item scale; p. 418-419)
- [Isolation](#) (see Table 1; p. 26)
- School Belonging ([Option 1](#) & [Option 2](#))
- [CASEL SEL Assessment Guide](#)
- [Mental Health, Social-Emotional, and Behavioral Screening instruments](#)
- Protective Factors Index for K-5: [Instrument](#) and [Teacher Manual](#)
- [Anxiety Assessment Scale](#)
- [Internalizing and Externalizing Behaviors Student Risk Scale](#)



What are the students saying?

- Peers are struggling with mental health issues (depression, anxiety, and suicidal ideations)
- Lack of access to school counselors and mental health providers
- Hardly any tier 1 services being offered by school counselors based on SEL and mental health
- Technology use shows students crying out for help

Staff Training Resources

- What trainings/PD has your staff attended?
 - Trauma-informed
 - PBIS or something similar
 - Restorative Practices
 - Social-emotional Learning Competencies
- [Mental Health Fact Sheet For Classrooms](#)
- [KDE Social, Emotional, and Behavioral Learning/Health Resources](#)

What should staff and families be trained to look for... "red flags?"

- Behavioral changes (shift in mood)
- Physical ailments (headache, stomachache)
- Avoiding friends, family, or places
- Uninterested in activities that were consistently enjoyable
- Decrease in grades, performance
- Written or visual ideas suggesting harm to self or others
- Monitor online activities/discussions
- Discussing suicide or death
- Struggling to cope with everyday stress or worry
- At-risk behaviors begin happening (alcohol, drugs, vaping, etc...)

8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

1. Anger
The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.



2. Difficulty Sleeping
In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.



3. Defiance
Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they feel anxious and helpless.



4. Chandeliering
Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandelier.



5. Lack of Focus
Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.



6. Avoidance
Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.



7. Negativity
People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.



8. Overplanning
Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.



FOCUS

gozen.com

Proactive Tier 1 Initiatives

- Student-Driven Service Learning
- Appreciating Different Learning Styles, Demographics, etc...
- Safe Spaces - all about relationships!
- All students involved in something!
- SEL Implementation Fluidly (more than just curriculum)
- Consistency Throughout Whole School

Schoolwide Emotional Check-Ins

Tier 1: In person

- Every student completes an emotional check-in daily
 - Aligns with school-wide initiative (School Counseling Lessons, SEL, tier 1 language)
- Staff has been trained for “red flag’s” as students complete emotional check-ins
- Can be done 2-3 times a day (after lunch, after recess, end of day)
- Easy to identify student patterns
- Removes stigma of not being able to feel certain emotions



VIRTUAL OPTION

Beginning of Day

End of day

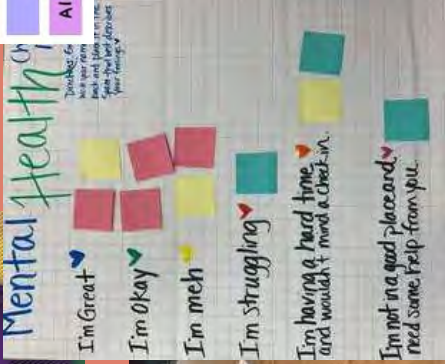
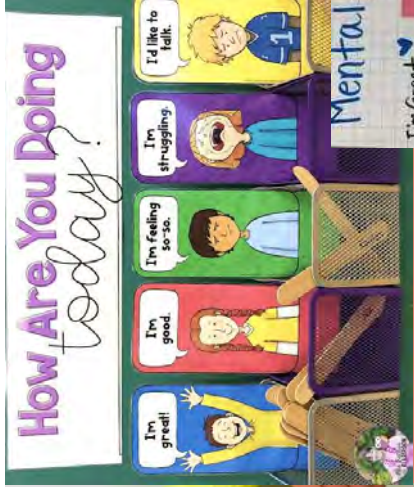
Beginning of Week

End of Week

Infinite Campus Daily Check-in Option

Tier 2: In person and Virtual

- Track a specific student’s regulation throughout the day to identify problem times of day
- Use to proactively address dysregulation before it escalates
- Keeps data for you automatically--looks at progress towards more frequent regulation throughout the day
- Student marks this themselves



SELF-CARE

Have a little check in with yourself.

Self-Care	Terrible ←	1	2	3	4	5	6	7	8	9	10	Great →
Physical		1	2	3	4	5	6	7	8	9	10	
Emotional		1	2	3	4	5	6	7	8	9	10	
Social		1	2	3	4	5	6	7	8	9	10	
Mental Health		1	2	3	4	5	6	7	8	9	10	
Stress		1	2	3	4	5	6	7	8	9	10	
Alone Time		1	2	3	4	5	6	7	8	9	10	

	A	B	C	D	E	F	G
1	9/22/2021 8:00am						
2	9/22/2021 8:00am	Blue	Is there anything you'd like to tell Mrs. Cadwallader?	Which emotion are you feeling?	Which emotion are you feeling?	Which emotion are you feeling?	Which emotion are you feeling?
3	9/27/2021 8:00am	Yellow		Sad	Loss of some control	Loss of some control	
4	8/30/2021 8:00am	Yellow			Worried	Worried	
5	8/31/2021 8:00am	Yellow			Worried	Worried	
6	9/1/2021 8:00am	Yellow					
7	9/2/2021 8:00am	Blue		Sad			
8	9/7/2021 8:00am	Blue		Moving Slow			
9	9/8/2021 8:00am	Yellow			Worried	Worried	
10	9/9/2021 8:00am	Yellow			Frustrated	Frustrated	
11	9/10/2021 8:00am	Yellow			Worried	Worried	
12	9/13/2021 8:00am	Yellow			Loss of some control	Loss of some control	
13	9/14/2021 8:00am	Blue		Moving Slow			
14	9/15/2021 8:00am	Blue		Moving Slow			
15	9/16/2021 8:00am	Red					Out of Control
16	9/17/2021 8:00am	Blue		Sad			
17	9/20/2021 8:00am	Blue		Sad			
18	9/21/2021 8:00am	Yellow		Sad			
19	9/22/2021 8:00am	Red			Silly/Wiggly		Madi/Angry
20	9/23/2021 8:00am	Blue		Sad			
21	9/24/2021 8:00am	Blue		Bored			

Sample of emotional check-ins through Google Forms.

This is for one student over a few days.

Analyze patterns: no green zone once they come to school (not regulated)

Intervention ideas: coping skills, conversation with student, something to look forward to as they arrive at school,

Data-Tracking: continue emotional check-in's to see progress

Calm Spaces

- Keeps kids in class
- Consistent practice to advocate for their own emotional regulation
- Kids explore what works and what does not

Tier 1:

- Every classroom (non-negotiable?), specifically assigned space
- Provide teachers with lesson for teaching [calm_corner_expectations](#)
- Overuse= calm corner pass
- **TOOLS not TOYS**
- Possible item ideas include:
 - Mindful coloring sheet
 - Glitter bottle
 - Fidget Spinner
 - Pop-its
 - Puzzles
 - Breathing cards
 - Stress balls
 - Books
 - [Other items](#)



Tier 2/3:

- Part of student's specific plan
- Intentionally offered throughout the day
- Proactively "scheduled" calm corner breaks
- Specified time limit
- Student can have individual "calming kit" that work specific to their needs

Tier 2 Data:

Track # of referrals

[Track time spent in classroom](#)

SENSORY CALMING CORNER

www.andyjacks.co

IDEAS TO INCLUDE IN CALMING CORNER KITS

TEACHING TIPS:

- TEACH STUDENTS HOW TO USE EACH ITEM CORRECTLY.
- HAVE ALL STUDENTS TRY OUT THE AREA DURING THE 1ST WEEK.
- USE CLEAR AND CONSISTENT TIME LIMITS.
- DO NOT USE FOR PUNISHMENT OR AS A CONSEQUENCE.
- DO NOT USE DURING RECESS UNLESS USED FOR THIS PURPOSE.
- LET YOUR STUDENTS ADD ITEMS & OWN THE SPACE.
- HELP THIS BE AVAILABLE FOR ALL STUDENTS.
- ROTATE, REPURPOSE, AND DIY ITEMS IN BINS.

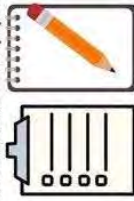
Soft Seating



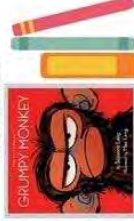
Sequin Glitter Pouch



Reflections & Notepapers



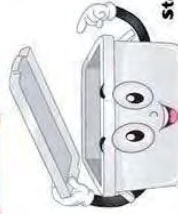
Picture Books



Breathing & Calming Strategies



Stuffed Animal



Storage Bin

Squishies



Sand Stress Ball



Fidget Ball



Puffer Ball



Stretchy String



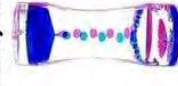
Stringy Ball



Sensory Bottles



Sensory Timer



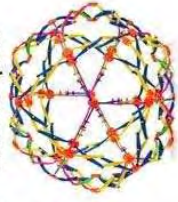
Sand Timer



Pinwheel



Hoberman Sphere



Coping Skills - One Size Does NOT Fit All

[Coping Skills Reflection and Growth](#)

Validate Feelings (NOT “calm down”)

[Deep Breathing Shapes](#)

[Coping Skills For Kids Site](#)

[My Feelings Thermometer](#)

[Social Skills Printables](#)

[Daily Schedule Check-In Using Zones](#)

Feelings Journal (Panorama Guide to Adult SEL)

[Coping Skills Assessment](#)

[Sample Coping Skills Self-Assessment](#)

Cognitive Coping Skills - “distract” the brain (i.e. say ABC’s backwards, find items of certain color, counting patterns...)

Two Types Of Coping Skills

[Emotion Focused](#)
[Versus](#)
[Problem Focused](#)



Empathy Interviews

Purpose: To understand perspectives and challenges of students or adults. Offers information as to “why” behind behaviors.

Sample Questions:

- What’s right with you?
- What’s strong with you?
- What makes you feel seen and heard at work?
- What matters to you?
- Who do you want to be?
- What do we need to avoid to help you be most effective?

[Student Sample Plan For Empathy Interviews](#)

COMMUNITY CIRCLES

In Person:

- Every Homeroom, Every week
- Determine how often (1x a week) and when
- Determine purpose (content vs. relationship)
- How to get to and from the circle
- Object to identify speaker
- Share expectations of the circle, and consequences of violating these depending on class (student determined)
- End with mindful moment
- Topic Ideas for Circles

Virtual:

- Wheel of Questions -5th grade/middle school
- Similar model, but with expectation that all are muted unless speaking (no talking object)
- Think beyond typical circle topics:
 - Virtual show and tell
 - Virtual talent show (gradual)
 - Polls
 - Simon Says/Rock paper scissors

Mindfulness-Be where your feet are

Unique activities to try:

- Walk super slow for 2-4 full minutes (may need to lead this line)
- Ask kids towards the middle or end of year to close their eyes and identify specific objects in the room that have been there the entire year (color, location, number of items)
 - Can also do this after a walk outside or in hallway
- Walk students around outside and have them quietly mimic the first person in line. That person goes to the back of the line and the next student has a turn. Continue until all students have had a turn. Must be silent the entire time.
- Give students 5 minutes to “hang out” before beginning their class or small group

Idea Links:

[Videos](#)

[Calm Down Breathing Strategies](#)

[Mindful Moments with Jus Time](#)

[Rainbow Walk \(with possible photography\)](#)



Sociograms

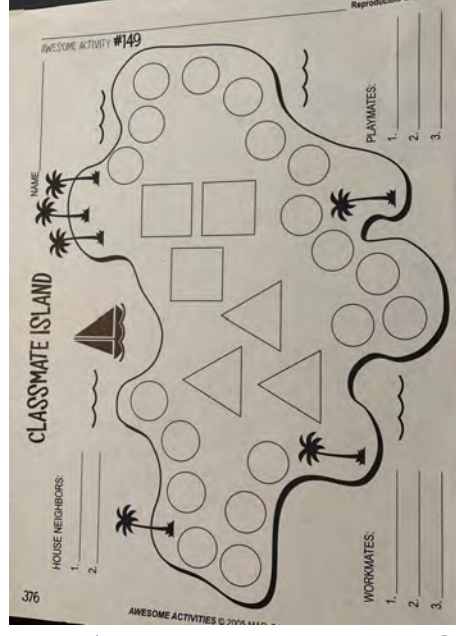
Each week, students write down who they would like to sit by the next week.

Teachers look for:

- Who is never written down?
- Who is always asking for the same person? (isolated relationships)
- Who is always written down?
- What cliques are developing in the classroom?

Classmate Island Activity (*Awesome Activities Book by Marco*)

- Each island is focused on a theme
 - Write your name and two good neighbors beside you ○
 - 3 people for workhouses △ (work ethic)
 - 3 people for social house □ (fun to play with)



Peer Mediation

- Our 5th graders were trained (about 3-4 hours)
- A LOT of role playing was involved
- We had between 20-25 trained
- They created a video to show to each homeroom the purpose and how to schedule a mediation
- Each mediation takes 10-12 minutes
- I gave my mediators a private office to hold them due to confidentiality and the mediators checked in with me when finished
- If we had some repeaters for mediations, I led a mediation
- Reteaches and practices active listening, conflict resolution, and restorative practices



[Training Packet](#)

[Application](#)

[Referral](#)

[Script for Mediators](#)

BRAIN **BLAST**

TRAUMA INFORMED TEACHING

1. CONSISTENT AGENDA
Unpredictability is not the friend of traumatized kids.

2. PRIVATE PRAISE
Kids with "low self-concept and social anxiety are particularly uncomfortable with public praise." Instead, give a "thumbs-up or positive note on a sticky note." (Source: Jessica Minahan, 2018)

3. CLASSROOM DESIGN
Classes should be organized, not overstimulating. Use natural light and warm, neutral colors. (Source: Hanover Research)

4. 2-STEP TRANSITION
Make transitions more "palatable." "Go from recess, to two minutes of coloring, to the spelling quiz. The intermediary step gives that non-compliant student behavioral momentum. He's already sitting down, quiet, with pen in hand, so the jump to spelling isn't as jarring." (Source: Katrina Schwartz, KQED)

5. SAFE CLASSROOMS
Hold regular meetings to encourage a positive class culture. Point out examples of students being helpful to their peers.

6. CALM-DOWN STRATEGIES
Show students how to use box-breathing and self-talk.

7. TEACH EMPATHY & LISTENINGS SKILLS
If they are skills, that means students can acquire them.

8. BUILD RELATIONSHIPS
Ask about kids' affinities. Ask their opinions. Bond.

9. RECOGNIZE STRENGTHS
To off-set negative thinking, point out areas of competence. Example: "You're good at being patient; you could be a coder in the future."

10. AVOID CONFRONTATIONS
Kids with PTSD can respond to adults with defiance when confronted in the presence of peers. Make behavior requests private and gentle. For example, a teacher noted that "when [a kid with PTSD] walks into her class with his hood on, she simply moves into his eyeline and silently mimics the motion of taking anyone eat lunch alone." (Minahan, 2019)

11. I.D. SIGNS OF TRAUMA
Kids reflect trauma differently, but here are some common indicators:
- Extreme shyness
- Disproportionate reactions to setbacks
- Extreme anger, excessive crying
- Clinginess
- Difficulty transitioning
- Forgetfulness
- Frequent complaints of feeling sick
- Difficulty focusing
- Lack of safety awareness
- Missed deadlines
- Apathy and lack of effort
- Perfectionist tendencies
- Physical and/or verbal aggression (Source: Adapted from Rosi/leen Todd, Edutopia)

12. ENCOURAGE BELONGING
Example: "Remember our class rule; we don't let anyone eat lunch alone."
TODD FINLEY

A TRAUMA SENSITIVE CLASSROOM TIP

Rather than asking students about what they did over the summer, consider these questions instead:

1. What do you **LOVE** learning about?
2. What do you most **LOOK FORWARD** to this school year?
3. What are three **AWESOME** things about yourself?
4. What is one thing you'd like your teacher and classmates to **KNOW ABOUT YOU**?
5. What is **SOMETHING NEW** you'd like to make, create, try, build and/or learn about?



Every student ask 3 questions when they walk into your classroom daily....

- 1) Can I trust you?
- 2) Do you believe I can succeed?
- 3) Do you care about me?



How does your staff build relationships?

Before starting any quality SEL initiative, have your staff write down all the ways they build relationships with students. It can be things like eating lunch with kids in their classroom or chatting with students in the hallway. It could be a bellringer they use to get their kids attention. Then, have them circle their top three ways they prefer to build relationships with their students. That's their focus everyday for the year.

Schoolwide Home Visits

- Before school starts
- Collaborate with community agencies for hotels, apartment complexes, etc...

Greet at door daily

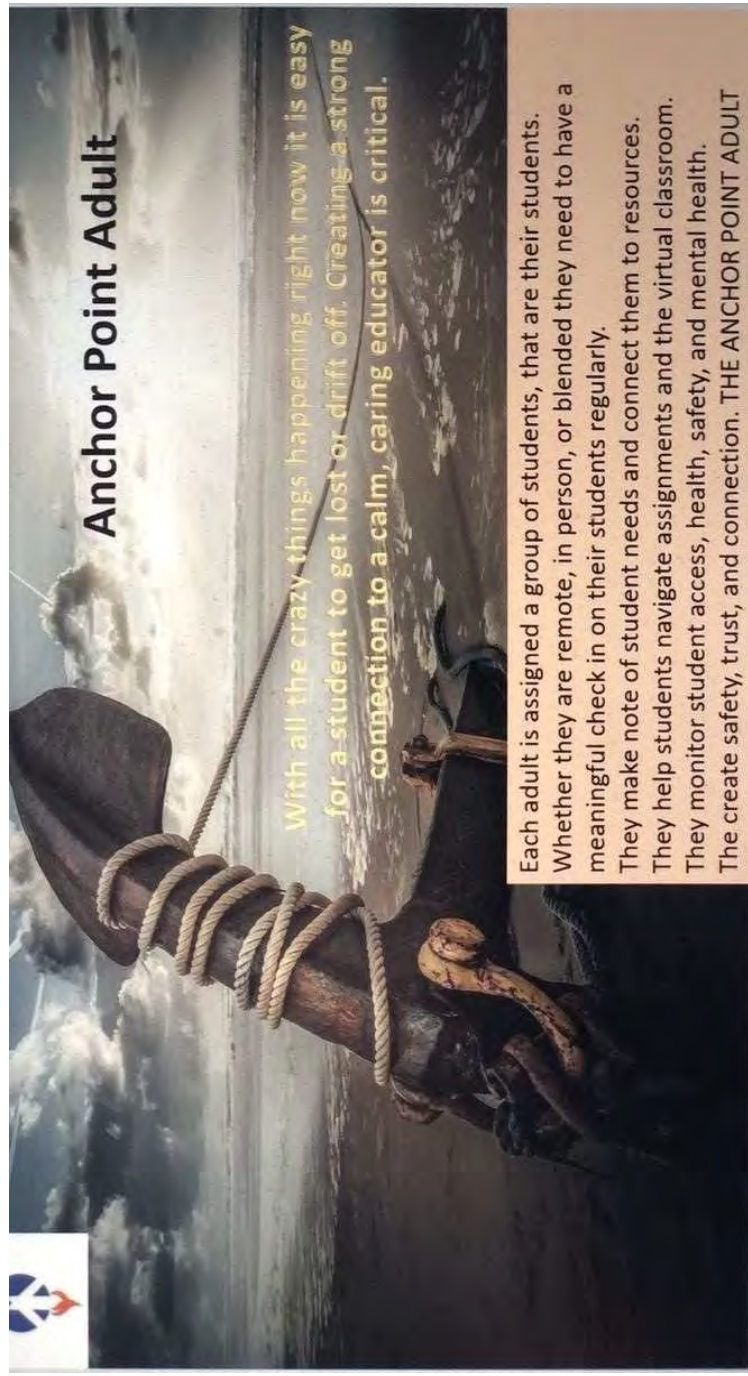


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Brian Mendler...G.R.E.E.T.

- Greeting... "Hello" & "Welcome"
- Relationship - Ask questions, connect!
- Energy - Show excitement
- Eye contact - show belief/passion
- Thanks...for coming today

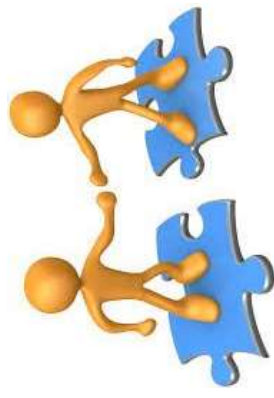


Anchor Point Adult

With all the crazy things happening right now it is easy for a student to get lost or drift off. Creating a strong connection to a calm, caring educator is critical.

Each adult is assigned a group of students, that are their students. Whether they are remote, in person, or blended they need to have a meaningful check in on their students regularly. They make note of student needs and connect them to resources. They help students navigate assignments and the virtual classroom. They monitor student access, health, safety, and mental health. They create safety, trust, and connection. **THE ANCHOR POINT ADULT**

Relationship Mapping



When: Faculty meeting, PLC, etc....

What: List all student names/possibly pictures and educators put a dot next to the students they know something about

Purpose: Those without dots become students who need a tier 2 intervention and eyes on them for an adult in the building who cares about them

SEL-Driven Behavior Tier 1 Toolbox

- Tier 1 Schoolwide Use
- Trained all staff using this toolbox
- Based on increasing behavioral and mental health needs, teachers were struggling to teach.
- Ongoing support all year



Find Your Solemate!

- In groups of 2 or 3, read the examples for each child.
- What do you think the function of the child's behavior is?
- What interventions might be suitable to meet that child's needs?



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John is a 4th grader who struggles to complete work. He seems to be engaged in class, however will not attempt to start an assignment on his own. His teacher individually tries to help him get started several times for his assignments, especially math. Each day he might only complete 1-2 problems. At home, homework is never completed due to John shutting down and not knowing how to complete the problems. His dad is frustrated with his effort and work skills. His formative and summative assessments show he has average scores for math.

What is the function of behavior?

What are possible interventions that meets this child's needs?

Pam is a 2nd grader who LOVES school! She will hug her teacher her several times a day and wants to stand by her during recess. She says she wants to be a teacher when she grows up. During reading class when it is time to work individually, Pam will get up out of her seat and go ask the her teacher several questions before she attempts to complete the assignment. Her last formative assessment showed that Pam is on grade level for reading. At home, she lives with her dad and younger sister.

What is the function of behavior?

What are possible interventions that meets this child's needs?

Brayden is a 3rd grader who loves art and video games. His last formative assessment showed he was above grade level for all academic areas. Brayden's teacher notices as he begins to do work, "out of nowhere" he will slam or break his pencil, grunt loudly, or rip his paper up. If his teacher tries to engage and ask "what happened?", Brayden will scream at her. The occasions Brayden actually completes his work, every letter or number looks completely perfect and he is slow to write ensuring they are perfect. He lives with his mom and dad, no siblings.

What is the function of behavior?

What are possible interventions that meets this child's needs?

Tina is a 5th grader who loves playing basketball and is a leader among her peers. She likes school and academically completes all her work very efficiently. Tina's teacher notices she likes to talk during class. During large group instruction, she will try to find ways to make the class laugh as the teacher is talking. It is disruptive and the class gets off task. Tina has missed some recess time due to this issue and has had a few discipline referrals to the principal. At home, she lives with her mom and stepdad, two older siblings.

What is the function of behavior?

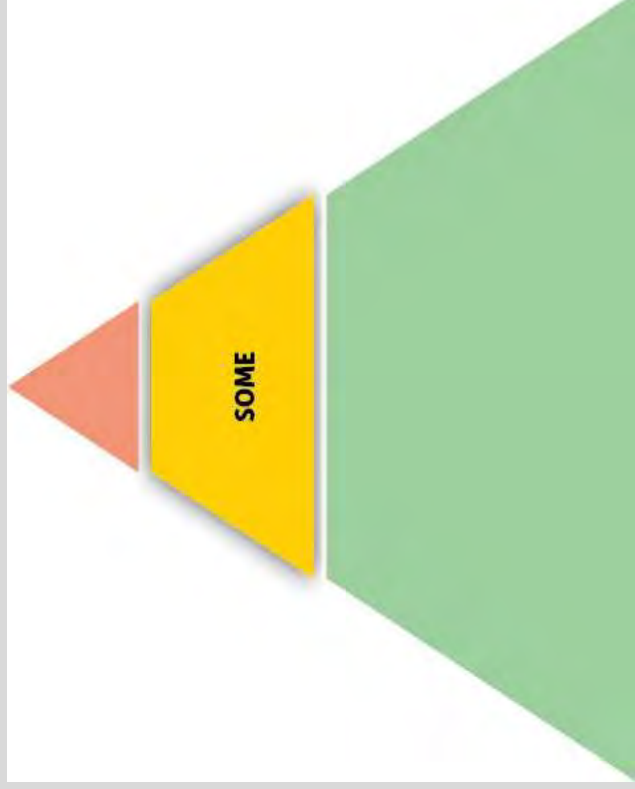
What are possible interventions that meets this child's needs?

Consider what skills the child needs...

Examples:

- Instead of focusing on shouting out...focus on self-management to be able to raise a hand!
- Instead of focusing on screaming at peers during a game, focus on self-awareness of emotions when they lose and self-management of how to deal with losing.
- Instead of focusing on not completing work, focus on short-term goal setting to complete chunks of work.

Tier 2



SEL-Driven Individual Tier 2 Interventions

- How is behavior typically identified and intervened with?
 - Typically by deficits (What's wrong with that kid?)
 - Blame homelife (nothing we can do)
- Behavior is communication
- SEL-Driven Interventions = Asset-Driven Interventions
- Reinforcements? FEED THE MONSTER! (a.k.a. function of behavior)



When do we accept teacher referrals?

- Tier 1 data indicates progress is not being made
- Observations (behaviors intensify)
- Academic Data (missing work, failing, etc...)

[PBIS Tier 2 Referral Form](#) [Counselor Small Group Referral Form](#)



TIER 2

Interventions that would be used for a smaller group of students not responding to tier 1 expectations/management

Use scaling when kids start to show signs of the "all of a sudden" actions that are disruptive. 9-10 is life or death, 5-6 (crisis) do you need help? Assess?, 3-4 (explore emotions), 1-2 (I can deal with it, suck it up). Validate it, reflect it, understand it	Class Dojo (change goals) Preferential seating/place in line Social Stories Video Modeling Sensory Items (bands on chair, fidgets, flexible seating, etc...) Check and connect point sheet Peer mentor Adult mentor Small groups with counselor Zones of Regulation Coping Skills Kits for classroom Behavior Contract If-Then Charts Visual Schedules Visual reminders (example: picture of raising hand on desk) Checklist for organization Timer Structured breaks Chunking assignments Class Pass School-to-home note system Chart Moves	Reinforcement should match function! Data tracking: A behavior chart does not necessarily have to be used. There are tons of different ways to keep track of daily behavior progress just by the teacher themselves or Google forms, etc...
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How do you identify the SEL-Driven Small Groups?

Identify Your Small Groups..

- State Assessment
- STAR or Map testing
- Easy CBM and Boulder
- Free/Reduced Lunch
- Special Education Progress Monitoring
- Behavior Data (Bloomz, Class Dojo, SWIS, Infinite Campus)
- Panorama or Resiliency Poll
- “Red Flags”
- Teacher Referrals
- FRYSC and Nurse Collaboration



Choose what skills student needs

- Self-Awareness - Aware of intensity, levels and uncomfortable emotions
- Self-Awareness - Aware of personal qualities to be a successful community member
- Self-Awareness - Identifies and demonstrates how to be responsible
- Self-Management- Demonstrates coping strategies and managing emotions
- Self-Management - Shows respect for self and others
- Self-Management - Identifies growth mindset versus fixed mindset
- Social Awareness - Identifies perspectives of others and empathy
- Social Awareness - Considers others to maintain positive relationships
- Social Awareness - Identifies social cues (tone of voice, body language, facial expressions, etc..)
- Relationship Skills - Demonstrates collaborative skills (listening, encouraging, acknowledging opinions, etc...
- Relationship Skills - Identify attributes of a constructive relationship

Teacher Referral Form

Small Group - Tier 2 Instruction (topics)

- **Academic**
 - Study skills
 - Goal-setting
 - Peer mentoring/tutoring
 - Credit Recovery
 - Lack of Motivation
 - Organization
- **Career/College**
 - Job Shadowing with mentor
 - WKU Upward Bound
 - College Fairs/Tours
 - CCR
 - Dual Credit
 - Career Interest Inventories
- **Social/Emotional**
 - Stress management
 - Self-regulation
 - Self-esteem
 - Anger management
 - Anxiety
 - Making friends
 - Impulse
 - Coping skills

Look at it this way...

Self Awareness:

Anger
Anxiety
Making Friends
Impulse
Coping Skills

Self Management:

Anger
Anxiety
Impulse
Organization
Problem Solving
Coping Skills

Relationship Skills:

Making Friends
Anger
Family
Problem Solving

Social Awareness:

Anger
Making Friends
Impulse
Problem Solving

Responsible Decision Making:

Impulse
Organization
Coping Skills
Problem Solving
Anxiety



Self-Efficacy Group

- Based on Panorama data -
- 6 week small group
- Activities:
 - Students discussed what their challenge is (subject and/or peers)
 - Chart: My challenge, thoughts, feelings, behaviors
 - Peer models were used in classrooms to observe behaviors
 - Mindfulness: practiced mentally preparing for challenges and breathing
 - Positive Self-Talk: positive sayings on a ring to use daily

Data used from a pre/post Panorama survey showed each student improved AT LEAST one whole point, taking them into the “green” or non-concerning

[Self-Efficacy](#)

[Growth](#)



Executive Functioning Small Group



- 3rd-5th Graders
- 10 minutes a week
- Teacher referred
- Checklist--serves as both data and student weekly accountability

ASCA: B-LS3 (organizational), B-LS 7 (goals)

CASEL: Self-Management

	11/16	11/18	12/8	12/12	1/10	1/30
Desk	2	1	2	2	2	2
Backpack	1	1	0	2	2	1
Pencil Pouch	2	2	2	2	2	2
Agenda	2	1	2	1	2	2
Homework Folder	0	1	0	2	2	0
Subject Folders	2	2	1	2	2	1
Grades:	Quarter 1	Quarter 2	Quarter 3			
ELA	92	94	89			
MATH	93	91	83			
SCIENCE	96	93	98			
SOCIAL STUDIES	94	80	100			

- Behavior data shows difficulty staying in area, on task, impulsive
- Teacher referrals
- Letter to families to opt-out
- Twice per week, 10 minutes in gym mid-day
- Last two weeks of school--gave morning gym time also (state testing)
- Social Benefits/Lessons
- CANNOT be used as reinforcement for teachers
- 90% of this group were boys
- Easy to do virtually

ASCA: B-SMS 2 (self-discipline)
CASEL: Self-Management

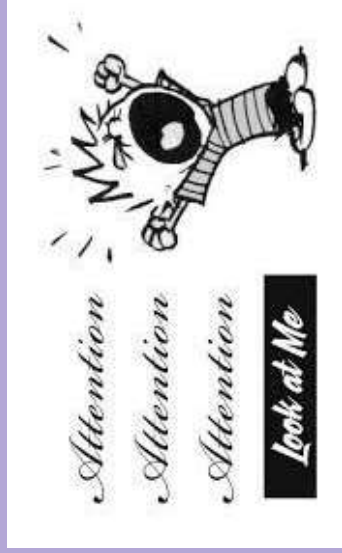
Data Kept: Bloomz/Behavior data

Results: Significantly less behavior points deducted while participating in gym group than prior to group starting



- 1 time a week “small group” for 5-10 minutes
- Letter sent to parents
- 1 minute timer used
- Option to speak freely or answer specific question

VIRTUAL OPTION: Schedule lunch bunch, daily check-in, show and tell



- Kids who shout out, always seeking reassurance, may seem “anxious”
- Kids who like to “steal the show” or talk over everyone
- Kids who desire to be center of attention

Main goal: Give teacher more time to teach and keep kids from visiting daily without clear purpose

ASCA: B-SMS2 (Self-Discipline)

CASEL: Self-Management

- 2 minutes, 10 days in a row
- All staff within your building can do it!
- Student-driven conversation (let them talk about anything they want!)

CAN DO VIRTUALLY!!

STUDENTS CHOSEN

- Resiliency Poll: At-Risk for Hope and School Satisfaction
- Shy/Withdrawn at school
- Lack of adult support at home

2 x 10

DATA KEPT

Student and Teacher
 Perception Data (pre/post)
 Resiliency Poll Results
 (twice per year)

ASCA: M3 (belonging), B-SS.3(adult relationships)

CASEL:Communication, Relationship Building

Student	I feel happy to come to school.		I feel success at school.		School is important to me.		My teacher cares about me.		I put forth my best effort in school.		I feel good about myself.		I have friends who value me.		Total % Increase (between pre/post)
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
A	1	0	2	3	3	3	3	3	3	3	2	2	3	3	0%
B	3	3	3	3	3	3	3	3	3	3	2	3	3	3	5%
C	2	1	3	2	3	3	3	3	3	3	1	1	2	1	-14%
D	1	1	2	2	2	1	2	2	2	2	2	2	2	2	-5%
E	3	3	3	3	3	3	3	3	2	1	1	1	1	3	5%
F	0	1	0	1	1	3	3	3	2	3	0	1	0	2	38%
G	1	2	1	3	1	3	2	3	1	3	2	3	3	3	43%
H	2	2	2	2	2	3	3	3	3	3	3	3	3	3	4%

SCALE: 0 points = Never

1 point = Sometimes

2 points = Most of the time

3 points = All the time/always

Student	Be Proactive Self-control, good choices	Begin With The End In Mind Plans ahead, sets goals, thinks before they act		Put First Things First Focus on most important tasks, Student does what he/she must do versus wants to do		Think Win-Win Says nice comments to peers, Peacemaker in conflicts	Seek First To Understand Listening to others point of view and feelings, Participates in class		Synergize Works well in groups, Cooperates with peers		Sharpen the Saw Helps others, Balance time between work and self	Total % Increase (between pre/post)
		Pre	Post	Pre	Post		Pre	Post	Pre	Post		
A	1	2	3	2	2	3	3	2	2	3	3	14%
B	2	3	3	2	3	1	3	2	1	3	3	32%
C	2	3	3	1	1	1	2	2	1	3	1	18%
D	2	3	2	2	2	2	2	2	3	3	3	7%
E	1	3	1	2	3	2	2	2	1	3	2	10%
F	3	3	2	3	3	2	2	2	3	3	3	0%
G	2	2	2	2	2	2	2	2	2	2	2	0%
H	3	3	2	1	3	1	2	1	2	3	2	5%
I	2	2	1	2	1	2	3	1	1	2	2	21%
J	4	3	3	3	4	3	3	3	3	3	4	-20%
K	1	1	1	1	2	1	2	1	1	1	4	3%

Novice Reduction Mentors

- Cross-referenced STAR and K-Prep scores to determine which students are underachieving
- Based on academic needs (reading and/or math), we paired an older student with a younger student to create a leadership role/mentor
- They meet one-two times per week for 10 minutes each to practice reading and/or math skills. Some examples were flash cards, sight words, games, read to each other, etc...
- Students documented when they met

ASCA: M2(self confidence), B-LS8(Actively engage)

CASEL: Self-confidence, relationship building

Data Kept

- STAR
- Running Records (A-Z)
- Math Fluency Checks
- State Assessments



A	B	C	D	E	F	G	H	I	J	K	L
N: Fall reading											
Winter reading											
KPREP 2018											
KPREP 2019											
Fall math											
Winter math											
KPREP 2018											
KPREP 2019											
SPED											
Pa	419/33%	0.04	Novice High	Novice High	Novice High	605/57%	655/76%	655/76%	0.13	Novice High	Novice Low
Se	426/20%	0.27	Novice High	Proficient	Proficient	653/45%	789/90%	789/90%	0.41	Apprentice high	Apprentice high
Cr	472/24%	0.13	Proficient	Apprentice low	Apprentice low	650/47%	723/70%	723/70%	0.23	Novice low	Novice High
Zo	333/20%	0.27	Novice High	Apprentice High	Apprentice High	564/39%	569/28%	569/28%	0.25	Novice Low	Novice High
Br	445/44%	0.02	Novice High	Apprentice High	Apprentice High	571/44%	617/52%	617/52%	0.08	Novice High	Apprentice high
Ma	331/19%	0.03	Novice Low	Novice High	Novice High	555/34%	591/40%	591/40%	0.06	Novice High	Apprentice high
Se	342/22%	0.5	Apprentice low	Apprentice High	Apprentice High	580/37%	649/67%	649/67%	0.3	Apprentice low	Apprentice low
Gr	388/15%	0.29	Novice High	Apprentice High	Apprentice High	593/25%	731/73%	731/73%	0.48	Novice High	Proficient
De	426/40%	0.23	Apprentice high	Apprentice low	Apprentice low	567/40%	651/68%	651/68%	0.28	Novice High	Apprentice Low
Co	445/44%	0.33	Proficient	Proficient	Proficient	607/57%	570/32%	570/32%	0.25	Novice High	Apprentice Low
Oh	82/1%	0.09	Novice High	Novice High	Novice High	316/2%	461/20%	461/20%	0.18	Novice	Novice
Lj	268/26%	0.04	Novice	Novice	Novice	395/10%	521/44%	521/44%	0.34	Novice	Novice
Sa	360/49%	0.11	Novice	Novice	Novice	447/25%	534/50%	534/50%	0.25	Novice	Apprentice
Za	125/1%	0	Novice Low	Apprentice High	Apprentice High	581/46%	541/19%	541/19%	0.27	Novice High	Proficient
Br	333/20%	0.18	Novice high	Apprentice low	Apprentice low	629/68%	675/77%	675/77%	0.09	Apprentice high	Apprentice high
Ja	336/20%	0.06	Novice high	Novice High	Novice High	571/41%	663/73%	663/73%	0.32	Apprentice low	Apprentice high
Reading and Math											
Reading Only											
Math Only											
Indicates decrease in score											

B	C	D	E
Teacher/Grade			
Tier 2/3			
Dates			
Intervention			
Tyler/2nd	2	10/24	video social stories to help Emory talk respectfully to adults
Platt/3rd	2	11/12	Platt will have cards that K[redacted] must use to ask a question about a class topic. He can cash them in daily or weekly to discuss a preferred topic
Daniel/4th	2	11/27	behavior sheet reflecting goals for voice level, raising hand, staying on task
Harvey/4th	3 (SLD sped)	9/4	[Defiant behavior, respectful actions (face/words), attempt tasks:
	2	12/3	Due to success with tier 3 interventions and home support, she is now only needing tier 2 support if medication is an issue.
Clayton/1st	2	12/6	smiley face chart will focus on completing work and handling disappointment, visual social stories will also be watched daily
Bremer/4th	2	1/7	behavior sheet reflecting goals
Bremer/4th	2	1/7	daily prompting of any changes, male mentor?; some sort of job with a peer to gain positive attention
Harvey/4th	2	1/24	behavior chart to reflect 3 goals to gain adult attention
Ward/1st	2	1/9	social story about staying in area daily, smiley face sheet for hands to self and stay in area
Cahill/1st	2	1/10	smiley face chart for talking when appropriate; nice to peers; switched interventions to more sensory-based
Siler/2	2	2/4	individual desk; specific reminders about impulsive behaviors
Bremer/4th	2	1/30	work avoidance, negative self-talk escalating, refusing tasks/work; Busheiman checks on for home issues
Ward/1st	2	09/25	behavior sheet being used with school-to-home reinforcement, reward at school at end of day
	3	1/30	Homeroom change and chart will also have goals change to reflect success on current ones and increase in others
	2	2/8	chart usage will decrease
Cadwalader/5th	2	2/11	preferential seating during core and specials, small group
Barger/4th	2	2/27	defiance and backtalk getting peer attention
Clayton/1st	2	2/27	Individual clip chart based on Bloomz points (school to home contract)
Harvey/4th	2	3/12	respecting others and staying on task, behavior chart started and parents are on board
Salmen/3rd	2	3/12	behavior chart started with 3 goals, small group

How do we use all stakeholders?

What are your staff's strengths?



ALL classified and certified staff need to be trained

Ideas:

- Related Arts Teachers (small groups, mentors, jobs)
- Classified Staff (mentors, jobs)
- Administrators (mentors, small groups)
- Mental Health Providers (small groups, trainings, referrals)
- Community Partners (mentor, trainings)
- FRYSC's - (mentor, home to school connection, trainings)
- Nurses/Health aides - (symptoms of possible anxiety, healthy habits)

How do we include families?

- Inform families of the role of school-based mental health providers in your school (counselor vs. therapist vs. social worker vs. school psychologist)
- School counselor should be visible and accessible for ALL families
- Educate families of signs of what positive mental health can be and signs to look for should issues arise
- The trusted adults in a child's life model how to handle challenges, stress, etc...
- Collaborate with local safety experts promoting healthy habits (physically, mentally, and with tech)
- Family Round Table
 - Led by students, PTA, advisory council, etc... to gain family input

TIPS TO BUILD EMOTIONAL RESILIENCE IN KIDS

Spend quality time with kids.
When they feel loved and supported, children develop emotional strength.

Talk about feelings so your child learns to share their worries and fears with people they trust.

Instead of rushing to solve problems, give kids time to work things out themselves.

When children experience failure or disappointment, it's important to praise their effort and encourage them to try again.

Acknowledge your own mistakes to teach kids that mistakes are essential for learning and growth.

If your child can't find a solution to a problem, use gentle questioning to guide them towards it.

Ensure kids are eating well and getting enough sleep and exercise.



[When is it more than "just worrying?"](#)

[What is mental health? video](#)



10 WAYS TO HELP YOUR CHILD LOOK AFTER THEIR MENTAL HEALTH

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ROLE MODEL
Be a positive mental health role model. Demonstrate positive behaviours which your child can learn from you

TALKING
Support your child to talk about their problems and how they are feeling

COPING SKILLS
Work with your child to develop coping skills. Support your child to learn skills such as problem solving and thought challenging

SLEEP
Support your child to build positive sleep habits. Develop a good sleep environment with your child



WELLBEING
Promote healthy eating and physical activity. Exercise is a great tool to boost mood and reduce stress and anxiety



PLAY
Promote play and creativity among your child. Allow them to explore



SELF CARE
Make sure your child has time and space to look after themselves. Involve yourself in their hobbies



AUTONOMY
Allow your child to make their own decisions. This will help to build resilience

RELATIONSHIPS
Support your child to build positive relationships with friends and family



RELAXATION
Help your child to relax. Teach them relaxation skills such as deep breathing



Students Boosting Their Mental Health



