- Lessons from the Field -

Addressing Student Behavioral Needs and Supporting Their Mental Health

DECEMBER 8, 2021
3:00 - 4:15PM ET
To access information and archived materials from previous Lessons from the Field webinars, go to: https://safesupportivelearning.ed.gov/lessons-field-webinar-series
Logistics

Zoom Control Panel

Technical Issues

For assistance during the webinar, please contact Shoshana Rabinovsky at srabinovsky@air.org.

This webinar is being recorded and will be archived at the following location: https://safesupportivelearning.ed.gov/events/webinar/lessons-field-webinar-series-addressing-student-behavioral-needs-supporting-their

The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.
Initial Polling Questions

1. **What is your role?**
   - School administrator
   - Student Support Personnel (School Counselor, Social Worker, Psychologist)
   - School Nurse
   - School resource officer/security
   - Other local education agency staff
   - State educational agency staff
   - Parent/Family member
   - Community member
   - Advocate
   - Other

2. **What positive steps do you see happening in your community to support student mental health? (Choose all that apply.)**
   - Expanded contracts with mental health providers
   - Strategies to improve access to counselors/therapists/mental health providers
   - Staff training on mental health issues and appropriate response
   - Expanded social emotional supports
   - Adoption of SEL curriculum
   - Expanded peer support programming (student engagement)
   - Other (Please post in Q&A Pod.)
Introduction and Logistics

Promoting Positive Student Behavior and Mental Health in the Aftermath of COVID-19

Mental Health & Schools

Introductory Context for Practitioners

Panel Discussion

Wrap Up & Closing
Speakers

**Kabrillen Jones**
Special Assistant, Office of Special Education and Rehabilitation Services, U.S. Department of Education

**Marci Hertz**
Senior Behavior Scientist, Division of Adolescent and School Health, Centers for Disease Control and Prevention

**Renee Bradley**
Education Program Specialist, Office of Special Education Programs, U.S. Department of Education

**Jennifer Kubista, Ed.D.**
Superintendent, Central School District 13J; Monmouth/Independence, OR

**Lisa Spears**
SBT Clinical Supervisor & Project Aware Program Coordinator, Florence 1 Schools; Florence, SC

Bios for the speakers are archived at the following location:
Our efforts as educators must go beyond literacy, math, history, science, and other core subjects to include helping students to build the social, emotional, and behavioral skills they will need to fully access and participate in learning and make the most of their potential and future opportunities. Amid the pandemic, we know that our students have experienced so much. We can't unlock students' potential unless we also address the needs they bring with them to the classroom each day. As educators, it's our responsibility to ensure that we are helping to provide students with a strong social and emotional foundation so that they also can excel academically.

U.S. Secretary of Education Miguel Cardona
10/19/2021

In the past, student access to structured mental health services in schools hasn’t been implemented in a functional way. It’s been ancillary & after the fact. We have the opportunity now to redesign schools & make sure that mental health services are a core part of school’s DNA.

9:11 AM · Mar 27, 2021 · Twitter Web App

331 Retweets 81 Quote Tweets 1,790 Likes
Promoting Positive Student Behavior and Mental Health in the Aftermath of COVID-19

Marci Hertz, M.S.
Senior Behavioral Scientist
Centers for Disease Control and Prevention
Division of Adolescent and School Health
CDC Strives to Help Youth Be Healthy and Successful

We envision a future where all youth in the U.S. will be equipped with the knowledge, skills, and resources for a healthy adolescence and adulthood.
Youth Mental Health Before COVID-19
The Percentage of Students Who Experience Poor Mental Health and Suicidality Is Increasing

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<tr>
<td>Experienced persistent feelings of sadness or hopelessness</td>
<td>26.1</td>
<td>28.5</td>
<td>29.9</td>
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<td>31.5</td>
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<td>Seriously considered attempting suicide</td>
<td>13.8</td>
<td>15.8</td>
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<td>Made a suicide plan</td>
<td>10.9</td>
<td>12.8</td>
<td>13.6</td>
<td>14.6</td>
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<td>Attempted suicide</td>
<td>6.3</td>
<td>7.8</td>
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<td>Were injured in a suicide attempt that had to be treated by a doctor or nurse</td>
<td>1.9</td>
<td>2.4</td>
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Source: National Youth Risk Behavior Surveys, 2009-2019
Adverse Childhood Experiences (ACES), 2016

- Parent or guardian divorced: 25% (n = 48,924)
- Lived with anyone who had a problem with alcohol or drugs: 9% (n = 48,686)
- Parent or guardian spent time in jail: 8% (n = 48,699)
- Lived with anyone who has mental illness: 8% (n = 48,593)
- Witnessed parents or other adults slap, hit, kick or punch: 6% (n = 48,656)
- Victim of violence or witnessed violence in the neighborhood: 4% (n = 48,645)
- Treated or judged unfairly because of race or ethnic group: 4% (n = 48,830)
- Parent or guardian died: 3% (n = 48,782)

Source: 2016 National Survey of Children's Health

https://www.samhsa.gov/sites/default/files/brief_report_natl_childrens_mh_awareness_day.pdf
The ACE Pathway

Disrupted neurodevelopment → Adoption of health risk behaviors → Impacts on life potential → Disease, disability, and social problems → Early death → Social, emotional, and cognitive impairment → Adverse Childhood Experiences
ACEs and Trauma Impact Learning and Academic Achievement

- Survey of over 81,000 adolescents in grades 9-11 in Minnesota
- Housing instability associated with greater likelihood of:
  - No plans to graduate
  - Cutting ≥3 days of school in the past month
  - Below average grades
- Living with someone using illegal drugs or abusing prescription drugs associated with:
  - Cutting ≥3 days of school in the past month
  - Below average grades
- Having ≥4 ACEs associated with more than 4 times the odds of having an adverse education-related outcome (no plans to graduate, skipping school, or below average grades)

Youth Mental Health During COVID-19 Pandemic
Some Factors May Increase Vulnerability to Mental Health Challenges During COVID-19

• Past history of trauma, anxiety, and/or depression
• Parental divorce, separation, or live in different locations
• Learning and attention disorders
• Loss of jobs or income
• Loved ones particularly vulnerable to the COVID-19 virus
• Parents/caregivers who are healthcare workers, or who work in occupations that increased potential exposure to the virus
• Experiencing less supervision because of caregivers’ work schedules.

The Pandemic Effect: Impact on Mental Health

Studies exploring the impact of COVID-19 on child and adolescent mental health found:

- Associations between loneliness and depression and mental health problems after social isolation in children and youth\(^1\)
- Increases in depressive symptoms and anxiety and decreases in life satisfaction among youth\(^2\)
- Children of parents who lost their job during the COVID-19 pandemic were nearly 5 times as likely to be psychologically & physically maltreated than children of parents who did not lose their jobs\(^3\)
- Increases in emergency department visits for suspected suicide attempts among adolescents, especially girls\(^4\)

References on slide #22
Potential Reactions of Children and Adolescents to Trauma

- Difficulty concentrating
- Worry, anxiety, fear
- Irritability
- Acting out (externalizing behaviors)
- Eating and sleeping changes
- Depression
- Post-Traumatic Stress Disorder (PTSD)
- Begin abusing alcohol or drugs
- Become involved in risky sexual behavior

https://www.nctsn.org/what-is-child-trauma/about-child-trauma
Violence in Schools Seems to Be Increasing. Why?

By Stephen Sawchuk — November 01, 2021

Kids Head Back to School—and Bring Covid-19’s Mental-Health Scars With Them

COVID Harmed Kids’ Mental Health—And Schools Are Feeling It

U.S. Department of Homeland Security

Public Awareness Bulletin

Mitigating the Threat of School Violence as the U.S. “Returns to Normal” from the COVID-19 Pandemic and Beyond

Stress and short tempers: Schools struggle with behavior as students return

By Kalyn Beilha | Sep 27, 2021, 5:00am EDT
How Can We Foster Safe, Supportive School Environments?
Actions Schools Can Take to Create Safe and Supportive Environments

• Foster School Connectedness
• Implement Trauma Sensitive Schools
• Ensure equity in school policies and practices
• Promote social-emotional learning
Why School Connectedness? Feeling Connected to Family and School Has Long-Lasting Positive Effects on Adolescents Well Into Adulthood

Strong connections to FAMILY and SCHOOL

Can lead to decreases in
- PHYSICAL VIOLENCE
- MULTIPLE SEX PARTNERS
- RX MISUSE
- EMOTIONAL DISTRESS
- STD INFECTION
- ILLICIT DRUG USE
School Expulsions by Race/Ethnicity in 2017-18

Black students, who accounted for 15.1% of total student enrollment, were expelled at rates that were more than twice their share of total student enrollment—38.8% of expulsions with educational services and 33.3% of expulsions without educational services.

American Indian or Alaska Native students were expelled at rates (1.1% and 1.8%) that were higher than their share of total student enrollment (1.0%).

As States Fall Short on Tracking Discipline, Concerns for Equity Grow

Trauma-Informed, Equitable Disciplinary Policies

• Integrate School Resource Officers into non-punitive school activities to increase trust
• Consider whether traumatic event exposure plays a role in student behavior
• Communicate behavioral expectations and disciplinary actions in a clear, consistent manner
• Are implemented in an equitable way that eliminates disproportionality
• Pair disciplinary actions with trauma-informed interventions
• Assign students requiring frequent disciplinary actions support services
• Coordinate support services with family and gives appropriate referrals
• Embed restorative practices in the protocols
• Refrain from:
  • Using zero tolerance policies and out-of-school discipline procedures as a primary disciplinary tool.
  • Unnecessarily calling on school resource officers (SRO) for punitive responses to student behaviors

https://www.nctsn.org/sites/default/files/resources/creating_supporting_sustaining_trauma_informed_schools_a_systems_framework.pdf
Social Emotional Learning: CASEL Framework

- SEL skills, such as the ability to stay calm and in control and problem-solve, when faced with a challenge, can reduce the negative impact of adverse childhood experiences.

- Improved social and emotional skills, attitudes, behavior, and academic performance associated with an 11-percentile-point gain in achievement.
  - Connected and coordinated set of activities
  - Active forms of learning
  - Has at least one component devoted to developing
  - personal or social skills
  - Targets specific SEL skills rather than targeting skills or positive development in general

Summary

• Mental health among adolescents is a public health crisis

• We know what to do
  • Primary prevention saves lives and money
  • School connectedness, equity, and SEL are critical approaches
  • Schools are key to this work and can do it

• Schools are implementing many innovations, but need partnerships
Thank you!

• For more information:
  • Web: www.cdc.gov/healthyyouth
  • Twitter: @CDC_DASH
  • E-mail: nccddashinfo@cdc.gov
  • Telephone: 1-800-CDC-INFO (1-800-232-4636)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.
Resources

- CDC
  - Guidance for Schools and Child Care Programs
  - How to Talk to Children About COVID-19
  - School Connectedness
  - Social Emotional Climate
  - How to Cope with Stress and Anxiety


- Crisis Counseling Assistance and Training Program (CCP): [https://www.samhsa.gov/dtac/ccp](https://www.samhsa.gov/dtac/ccp)

- Social Emotional Learning During COVID CASEL: [https://drive.google.com/file/d/1HdJPRm8R0LDRQ3JO9NLuVUr0E2gaGH6O/view](https://drive.google.com/file/d/1HdJPRm8R0LDRQ3JO9NLuVUr0E2gaGH6O/view)

- Teacher Support:
  - How Teachers Can Manage Difficult Emotions During COVID 19: [https://greatergood.berkeley.edu/article/item/how_teachers_can_navigate_difficult_emotions_during_school_closures](https://greatergood.berkeley.edu/article/item/how_teachers_can_navigate_difficult_emotions_during_school_closures)
References From Slide 9


U.S. Department of Education’s Recommendations for Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs

Renee Bradley, Ph.D.
Renee.Bradley@ed.gov

December 8, 2021
“Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.”
Recommendations

• Prioritize Wellness for Each and Every Child, Student, Educator, and Provider

• Enhance Mental Health Literacy and Reduce Stigma and Other Barriers to Access

• Implement Continuum of Evidence-Based Prevention Practices
Recommendations

- Establish an Integrated Framework of Educational, Social, Emotional, and Behavioral-Health Support for All
- Leverage Policy and Funding
- Enhance Workforce Capacity
- Use Data for Decision Making to Promote Equitable Implementation and Outcomes
Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs

- Exploration of challenges
- Recommendations for addressing the challenges
- Implementation examples
- Federal supported technical assistance centers
- Resources
- Legislative Information

Dr. Jennifer Kubista

SUPERINTENDENT
CENTRAL SCHOOL DISTRICT 13J
MONMOUTH AND INDEPENDENCE, OR
Every student is engaged, supported, challenged, prepared - as a whole child - with the skills and character to achieve and be successful in school, career, college and community.

Central School District 13J is a place where every family is actively involved in their child’s education and feels welcome, supported, safe and valued.

Community partners collaborate with Central School District 13J to cultivate student success in a safe, healthy, prosperous and inclusive community.

All Central School District staff engage in student-first decision making, problem solving, and professional development, working as a team with shared purpose and culture of trust and respect.
Florence One Schools
Florence, SC

Lisa Spears, M.Ed, LPC
Clinical Supervisor, School-Based Therapy Program
Project Aware Community Manager

Master’s Counselor Education
B.S. Psychology
East Carolina University
Licensed Professional Counselor
Florence One Schools, Florence, SC

- **School District**
  - Student Population 15,289
  - Racial Breakdown (55.1 African-American, 38.5 White, 2.6% Asian, 2.6% other, 1.2% Hispanic)
  - Female 49.62; Male 50.4
  - 19 Title One Schools
  - Free & Reduced Lunch 43.97%

- **Florence, SC**
  - Population 39,899 (Black 47.57%; White 47.66%)
  - Poverty Rate 19.1%
  - Median Household Income $49,525
  - (Census.gov)
Panel Discussion

LESSONS FROM THE FIELD
3. Select the topic(s) for which you feel additional information is needed. (Select all that apply.)

- Mental Health and Wellness for Faculty and Staff
- Mental Health for Students
- Allowable Uses of ARP Funds
- COVID-19 Prevention and Safe Operations Strategies
- Vaccinating Students, Faculty and Staff
- Re-engaging Students
- Early Childhood
- Higher Education
- Nutrition and Wellness
Feedback Form

HTTPS://WWW.SURVEYMONKEY.COM/R/LFTF_SESSION16
Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website
https://safesupportivelearning.ed.gov

Best Practices Clearinghouse
https://bestpracticesclearinghouse.ed.gov/