

Welcome!

As you enter the space, please do the following:

01

Rename yourself to reflect the school or district you are representing (name, district)

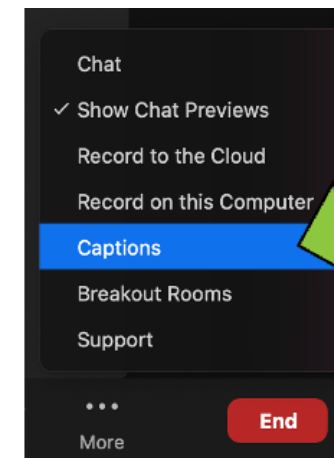


02

Mute your microphone

03

If you would like closed captions, click on the three dots in the bottom right corner and select "captions".





SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

Integrating Social Emotional Learning (SEL) and Mental Health (MH) Supports

Presenter:



EDC.ORG

MayInstitute
Shaping Futures. Changing Lives.

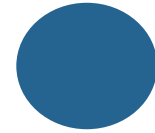
dese
MASSACHUSETTS
Department of Elementary
and Secondary Education

Today's Presenters



Marcie Handler

Educational Consultant and Psychologist



Bonnie Lipton

Training and Technical Assistance Coach



Lilita Mattison

Mental Health Project Director

Agenda

1. Agenda, Agreements & Objectives
2. Foundation for Integration
3. Strategies for Anxiety
4. Reflection
5. Closing

Agreements

- ✓ Use “I” statements to speak from your own experience; we do not expect others to speak for anyone but themselves.
- ✓ Consider *impact* of your words over what you *intended* to say.
- ✓ Practice confidentiality - share learning, keep the names and personal stories you receive.
- ✓ Expect and accept non-closure.
- ✓ Engage actively in a way that works for you.



OBJECTIVES



Provide an overview regarding the importance of integrating students' mental health needs in schools to evidence-based MTSS practices



Describe framework for integrating mental health supports with MTSS evidence-based practices



Share strategies for integrating mental health needs and MTSS practices in schools



NOTECATCHER

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

Webinar Note-Catcher
Integrating SEL and Mental Health Supports

Anxiety-Strategies

Strategy	Components	Notes
Safe-space-for-Learning	<ul style="list-style-type: none"> → Creating-an-intentional-atmosphere → Understanding-learning-history → Providing-reassurance → Offering-modifications → Visual-supports 	
Working-agreements	<ul style="list-style-type: none"> → Mistakes-are-welcome → Practice-not-perfection → Name-it-to-tame-it 	

<https://go.edc.org/IntegrateMHSEL>



Peer Sharing Calls

- **Enhancing the identification, matching and monitoring process for advanced tiers:**
 - 12/9/24, 1/13/25, 2/10/25 @ 2pm
- **Supporting Adult Belonging**
 - 12/10/24, 1/14/25, 2/11/25 @10am
- **Supporting Students of Immigrant and Refugee Origins**
 - 12/10/24, 1/7/25, 2/4/25 @2:30pm
- **Creating Strong Relationships and Community with Tier 1 Supports**
 - 1/7/25, 1/14/25, 1/21/25 @8:30am

<https://sebacademy.edc.org/upcoming-events>





sad
tired
bored

ready to learn
calm and peaceful
helpful and kind

fast
frustrated
silly or wiggly

loud
mean
mad or angry



Read a book.
Have a snack or drink.
Draw a silly picture.

Super job!
Tell yourself:
Yes, I can do this!

Think like a hero:
How can you solve it?
Fix it or fidget.

Take a break.
Squeeze back into
Bruce Banner.

Connector

Which superhero do you identify with today?

Add the COLOR in the chat!

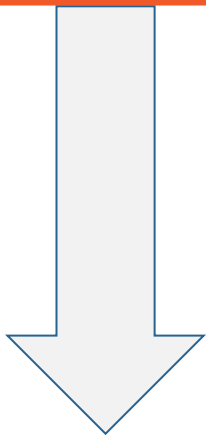
The Why and the What: Foundations for Integration



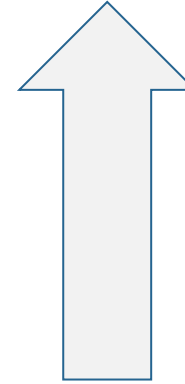


INTERSECTING, NOT INTERCHANGEABLE

Mental health refers broadly to the burden of psychological symptoms children carry to school with them that can interfere with their ability to learn and succeed. These include the effects of trauma, including symptoms of anxiety and depression.



Social emotional learning refers to the competencies we affirmatively want children to develop to be constructive participants in collective life and successful students and members of the community. Social and emotional competencies include things like understanding others' feelings and points of view, constructively resolving conflict, and managing emotions.



Data on Mental Health in MA Youth

2023 MA Youth Health Survey (administered by MA DPH) found that:

- Prevalence of **intentional self-injury and feeling sad or hopeless** has **increased** among both middle and high school students.
- Suicidal ideation, **while slightly higher among middle school students** since 2019, has been **stable among high schoolers**.
- For both middle and high school students, **females were more likely** than males to report **intentional self-injury, feeling sad or hopeless, and seriously considering suicide**.
- Among high school students, those who identified as **LGBTQ were more likely** to report **intentional self-injury, feeling sad or hopeless, and seriously considering suicide** than were students who identified as straight/cisgender.

Anxiety Data (From 2023 Metrowest Adolescent Health Survey):

- Background: Long-running survey since 2006. The 2023 MWAHS administered to 38,000+ middle and HS students across 25 communities in Metrowest MA.
- **26%** of high school students and **24%** of middle school students reported feeling **unable to stop or control worrying**, a decrease in percentage from 2021
- Among **high school students**, **females** are nearly 3x more likely to report anxiety as **males**
- For **high school students**, reports of anxiety similar by **race/ethnicity**
 - Among **middle school students**, anxiety is highest among **Hispanic/Latino youth**
- Both High School and Middle School **LGBTQ+ youth** more likely than heterosexual cisgender youth to report life was “**very**” **stressful** and that they were **unable to stop or control worrying in the past two weeks**

Access to Mental Health Services (Metrowest Adolescent Health Survey)

- Only 39% of High School and Middle School students who reported **depressive symptoms** in past 12 months have **talked to school counselor, therapist or school psychologist**
- Most common barriers **to not seeking help** for high school students:
 - Not enough time (43%)
 - Feel like should be able to handle problems on their own (34%)
 - Don't feel counseling at school would help (34%)
 - Don't trust anyone enough at school to discuss problems (33%)
 - Embarrassed/scared to discuss emotional problems (32%)
 - Don't want other students to know meeting with counselor (32%)



Common Challenges

“Mental health is not my area”

“Too many initiatives”

“We don’t have enough resources / staff to address mental health needs”

“How do we figure out which students need what interventions?”



MULTI-TIERED SYSTEMS OF SUPPORTS

TIER 3

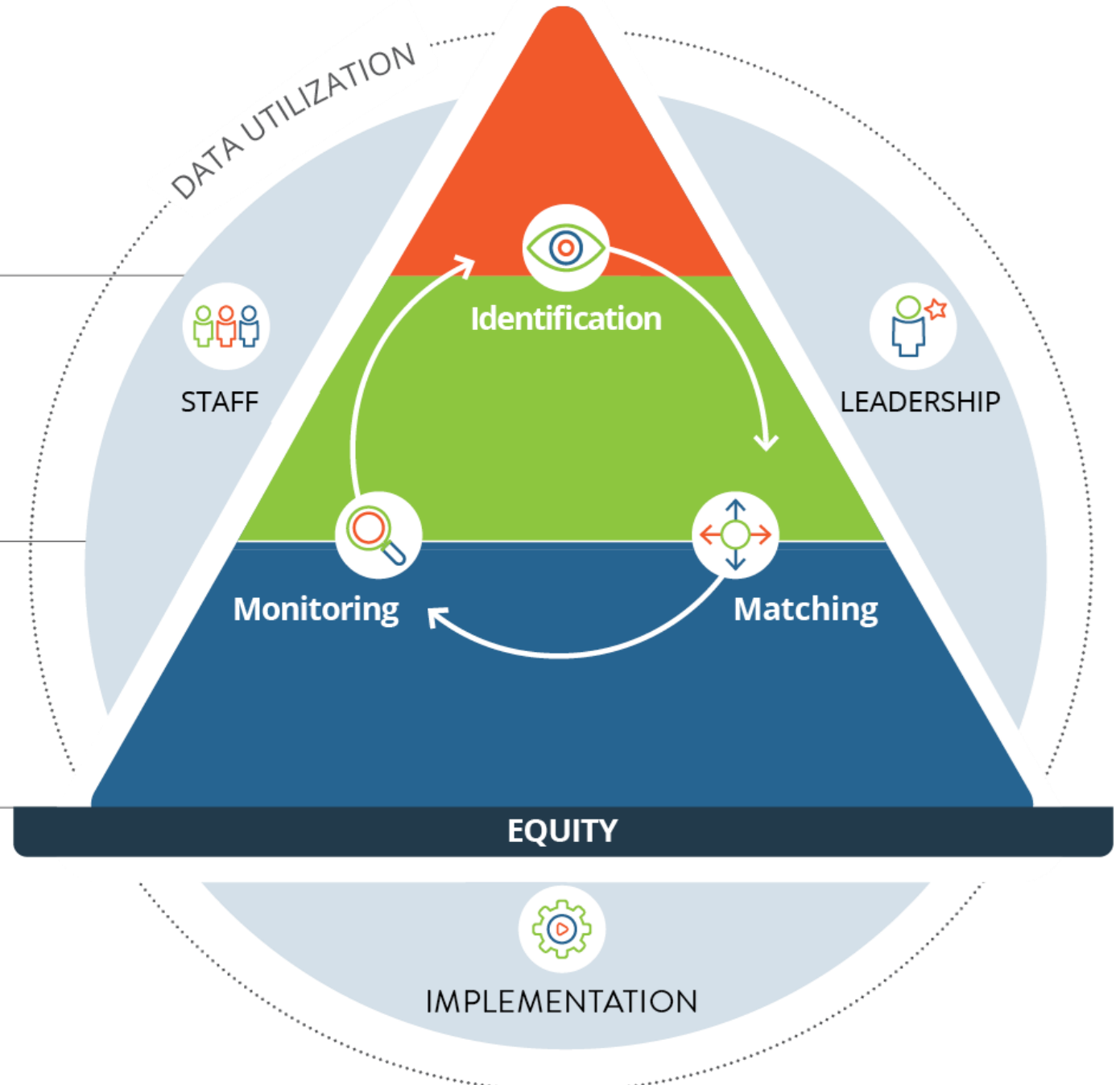
Intensive interventions

TIER 2

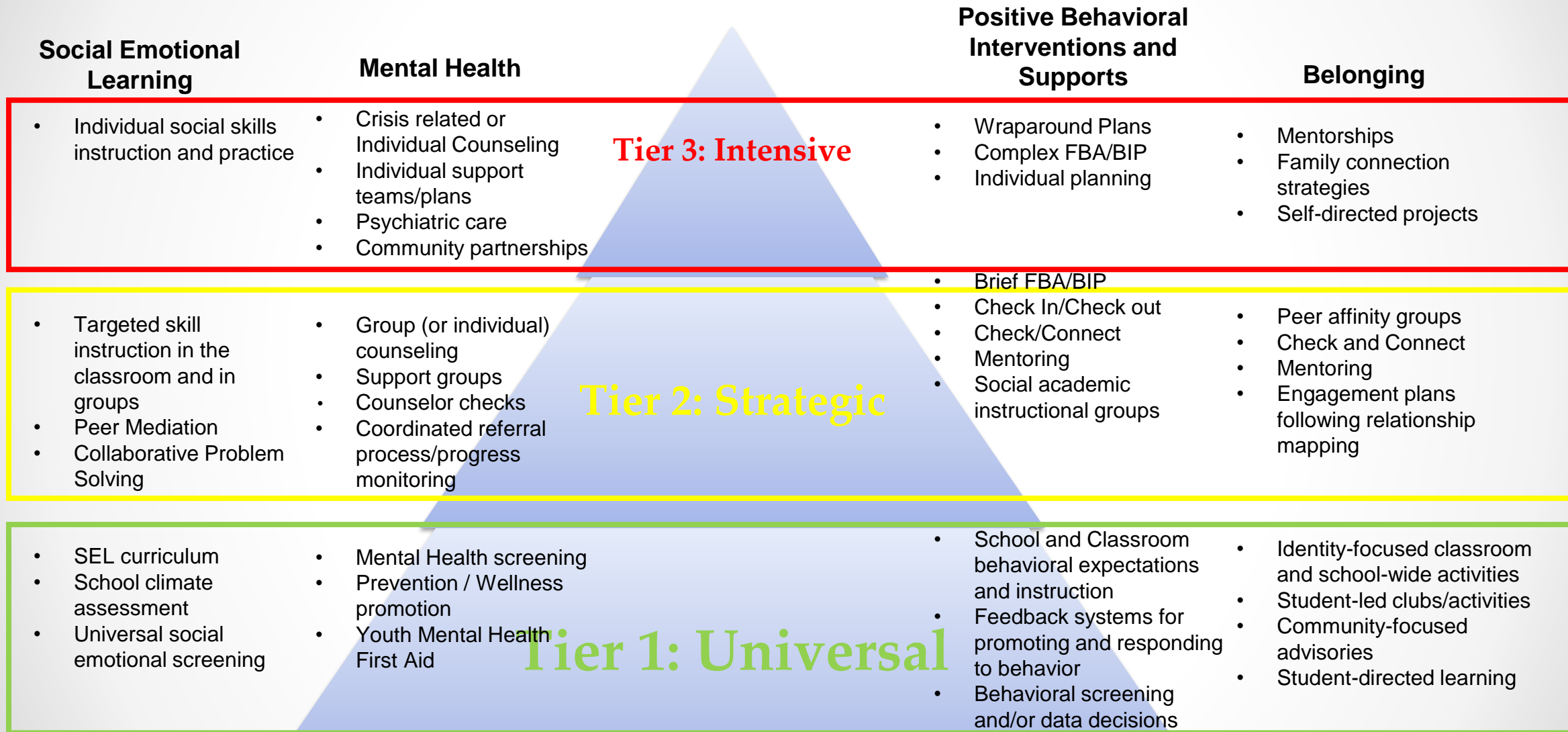
Targeted supports

TIER 1

Programs, practices, and policies for all learners



Tiered Supports



WHY Align and Integrate the Work



EVIDENCE-BASED PRACTICES

- SEL instruction provides skills that build resilience, and enhance relationships
- Mental health is aligned with behavioral health and academic engagement



RESOURCES

- Overlap of responsibilities and expertise (e.g., SAC, Guidance, School Psych)
- Under-utilization of other staff (e.g., preventative approaches by teachers, instructional aides, front office staff)
- TEAMS



DATA INFORMED SYSTEMS

- Dashboards that look at the whole child, across areas of academic and social emotional features
- Universal screening approaches for MH, Behavior or SEL
- Data evaluation schedules that align with academics

How to Align and Integrate the Work: An Example



EVIDENCE-BASED PRACTICES

- Build connection and trust through universal practices
 - greeting students
 - mindful minutes
 - emotions checks
 - modeling self-talk
 - common language to access coping strategies or meet behavioral expectations
- Targeted skills instruction through groups



RESOURCES

- Teachers
- Support staff
- Administrators
- Behavioral / Mental Health / Student Support **TEAMS** (e.g., nurse, guidance, psychs, behavior specialists)
- **Instructional opportunities for ALL students**



DATA INFORMED SYSTEMS

- Universal screening
- Attendance
- School Climate

Classroom Practices to Build Self-Regulation Skills
www.thepathway2success.com

Using Think Alouds 	Practicing Coping Skills 	Brain Breaks 	Using a Class Schedule
Emotions Check-In 	Developing Routines 	Organization Time 	Morning Meeting
Problem-Solving Together 	Using Music & Movement 	Providing Visual Cues 	Preparing for Transitions

Activity

Consider....

1. Reflect on the evidence-based approaches you use to support SEL and Mental Health wellness
 - practices - the interventions, routines
 - data utilization (e.g., data routines, screening)
 - systems (e.g., teams, PD, resources)
2. How can you adapt one of these areas to be more integrated across SEL and MH domains?

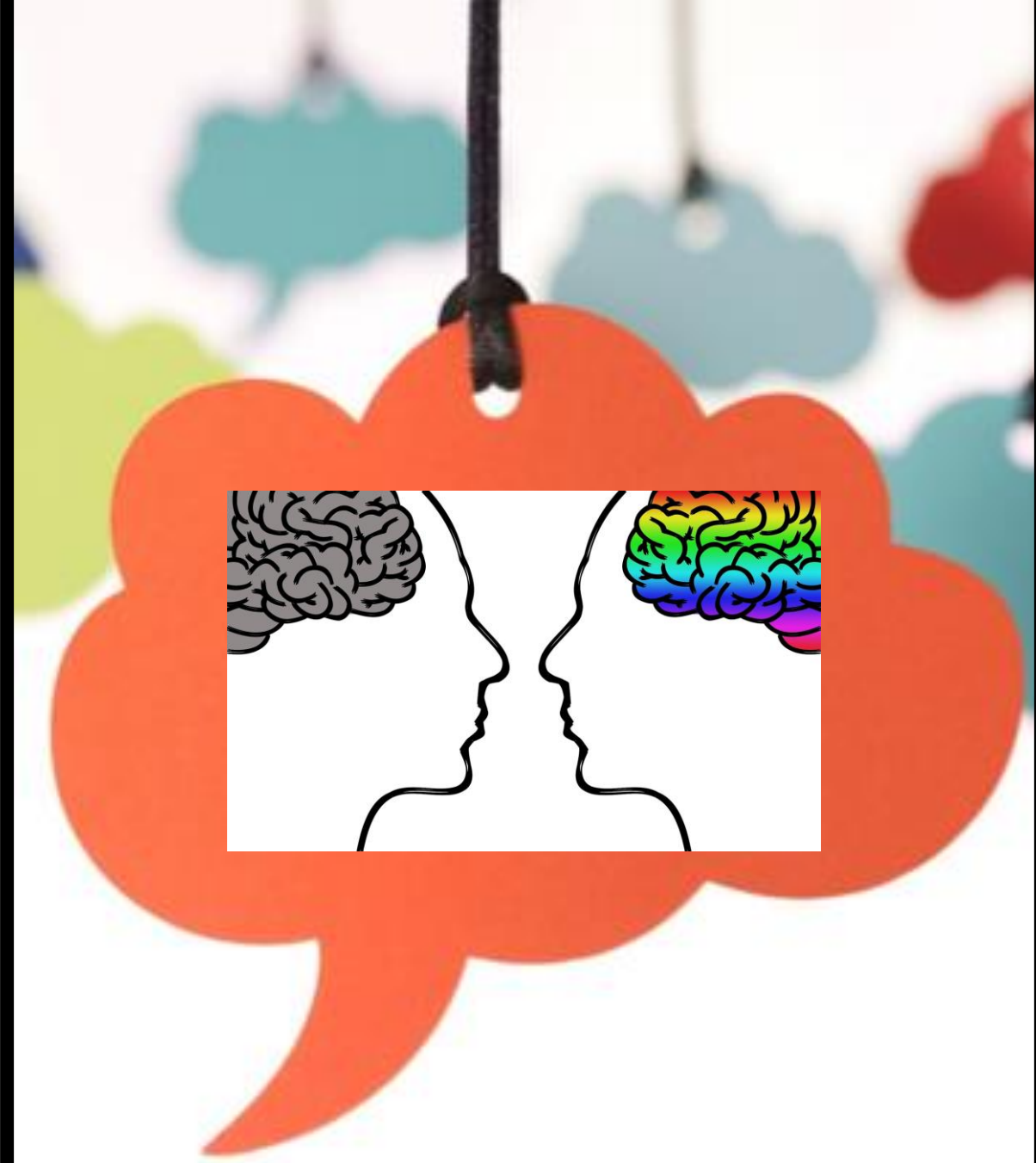
STRATEGIES





STRATEGIES

- Individual
- Classroom
- School-Wide





Safe space for Learning

- Creating an intentional atmosphere
- Understanding learning history
- Providing reassurance
- Offering modifications
- Visual supports

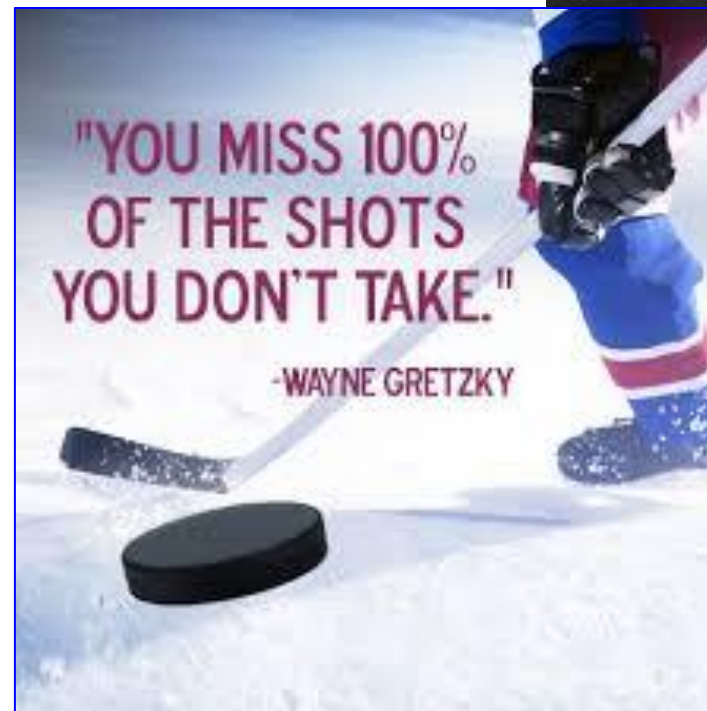
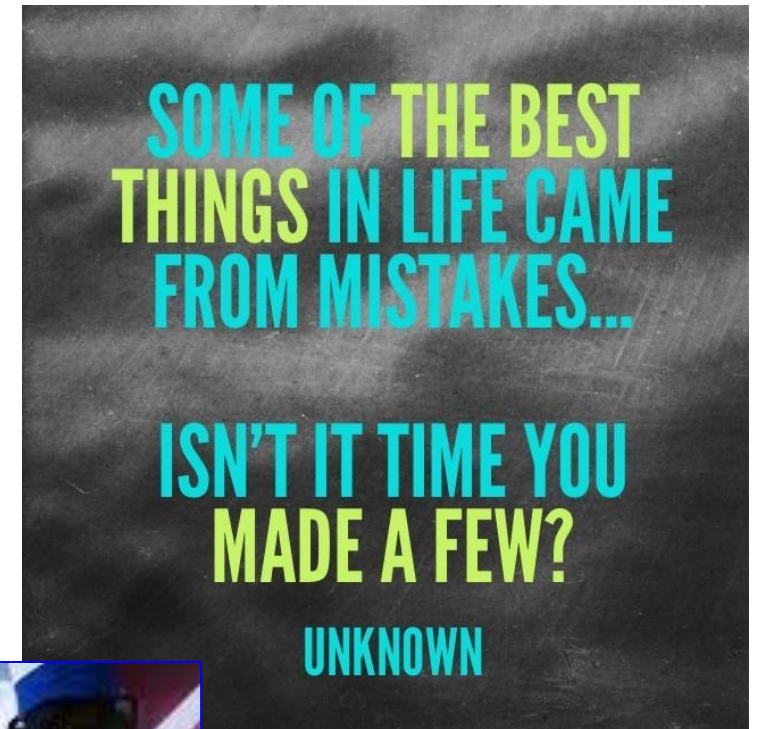


Image: Manel & Sean (Unsplash)



Working agreements

- Mistakes are welcome.
- Practice not perfection.
- Name it to tame it.



Rituals

Time of day

- Start or end of the day
- During transitions

Day of the week

- Select days



Image: CDC (Unsplash)



Skill: Coping / Relaxation

- Breathing
- Gentle movement
- Drawing



Image: Alexander Gray (Unsplash)

Nervous system support

- Vagus nerve activation
- Relaxation response
- Homeostasis



Image: Jesse Orrico (Unsplash)

Experiential: Starfish breathing





Skills: Cognitive Restructuring

- “Change the channel”
- Self-talk
- Accurate thinking
- Growth mindset
- Persistence

What Can I Say To Myself?

<u>Instead of...</u>	<u>Try thinking...</u>
• I'm not good at this.	• What am I missing?
• I'm awesome at this.	• I'm on the right track!
• I give up.	• I'll use some of the strategies we've learned.
• This is too hard.	• This may take some time and effort.
• I can't make this any better.	• I can always improve, so I'll keep trying.
• I just can't do math.	• I'm going to train my brain in Math.
• I made a mistake.	• Mistakes help me to learn better.
• She's so smart. I will never be that smart.	• I'm going to figure out how she does it so I can try it!
• It's good enough.	• Is it really my best work?
• Plan A didn't work.	• Good thing the alphabet has 25 more letters!



REFLECTION

What is one thing you plan on implementing in your school/district after attending this webinar?

Closing 

Integrating Mental Health and SEL Supports Resources

- [The Calm Classroom](#) *Calm Classroom*
- [School Health Assessment and Performance Evaluation System](#), *Nat'l Center for School Mental Health/Univ. of MD School of Medicine* (log-in required but free to access)
- [School Mental Health Quality Guide: Early Intervention and Treatment Services & Supports \(Tiers 2&3\)](#), *Nat'l Center for School Mental Health/Univ. of MD School of Medicine*
- [Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs](#), *US. Dept. of Education* (2021)
- [Teach, Breathe, Learn: Mindfulness In and Out of the Classroom](#), *Meena Srinivasan* (2014)



NEXT STEPS

TA Provider Support

- Schedule a check-in as needed
- Reach out for support with resources

Webinars

- Setting Positive Behavior Norms and Expectations: 1/22/25
- Equitable Data Use in MTSS for SEB: 1/28/25
- Sustainability: Going from Good to Great: 2/12/25

<https://sebacademy.edc.org/upcoming-events>





NEXT STEPS

Peer Sharing Calls

- **Enhancing the identification, matching and monitoring process for advanced tiers:**
 - 12/9/24, 1/13/25, 2/10/25 @ 2pm
- **Supporting Adult Belonging**
 - 12/10/24, 1/14/25, 2/11/25 @10am
- **Supporting Students of Immigrant and Refugee Origins**
 - 12/10/24, 1/7/25, 2/4/25 @2:30pm
- **Creating Strong Relationships and Community with Tier 1 Supports**
 - 1/7/25, 1/14/25, 1/21/25 @8:30am

<https://sebacademy.edc.org/upcoming-events>





EVALUATION

Please complete the evaluation survey for today's event to help us improve future offerings:

<https://go.edc.org/SEBEval>



THANK
YOU

A white rectangular sign with the words "THANK YOU" written in large, red, hand-drawn letters. The sign is decorated with several small, colorful hearts: a green heart between the 'A' and 'N' of "THANK", a purple heart to the right of the 'K', an orange heart to the left of the 'Y' of "YOU", and a red heart between the 'O' and 'U' of "YOU". The sign is supported by two thin metal stakes and is placed in a garden bed with green plants and small flowers. To the right of the garden is a low stone wall, and to the left is a paved road with a white line. In the background, there are trees and a dark car parked on the road.