



What does PBIS have to do with mental health?

Let's find out!

Mental Health in Schools



Our Time Together



- 1) Overview
- 2) Welcoming Activity
- 3) Research
- 4) Mental Health Descriptors
- 5) Collaboration
- 6) Mental Health in Schools
- 7) The Intersection of Mental Health, SEL, & PBIS



Welcoming Activity



Move to the music - When the music stops, find a partner and discuss:

- 1) What is mental health?
- 2) How is mental health addressed?





Mental Health: What does the research tell us?

The Research

Teens are experiencing unprecedented challenges and the current system cannot meet their needs.



44%

of teens experience persistent **sadness** or **hopelessness**.



11-17 year olds

have been more likely than any other age group to score for moderate to severe symptoms of **anxiety** and **depression** during the pandemic.



1 in 11

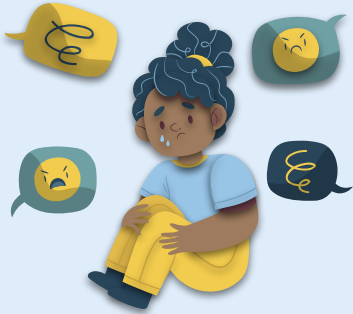
high school students reported **attempting suicide** in 2021.



With Teens in Mind™

The Research

Teens are experiencing unprecedented challenges and the current system cannot meet their needs.



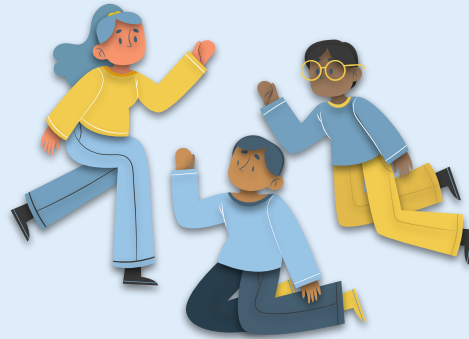
80%

of youth with mental illness do not receive **treatment.**



50%

of US counties have no mental health **provider.**



\$70 B

cost of teen **suicide attempts** in the United States in 2019.



only 4%

of practicing psychologists are **child and adolescent practitioners.**



With Teens in Mind™

The Research



How do we remove barriers to learning?

- **Provide a continuum of services:**
 - School
 - Family
 - Community
- **Utilize a systematic approach:**
 - Effective **collaboration** (teams)
 - **Proactive**, tiered interventions (SEL, PBIS)
 - Effective use of **resources** (using data)
 - Developing community **partnerships** (mental health services, youth organizations)



The Research



Who is responsible for addressing mental health? Everyone.

- Through a **community of care** (culture and climate, SEL, PBIS)
- Connecting to **psychiatric care and therapy services** in and out of schools
- Through **consultation** for schools, teachers, administrators, and staff
- Organizing **student focus groups** to better understand needs and how we can support them





What are the mental health descriptors?

Anxiety



Symptoms/ Behaviors

- Refusal to join activities
- Isolating behaviors
- Many physical complaints
- Excessive worry

Educational Implications

- Difficulties completing the work
- Worry so much they may take longer to finish work
- Getting behind in the work creates a cycle of fear of failure, increased anxiety, and avoidance which can lead to more absences

Instructional Strategies

What strategies work well?



Instructional Strategies



Social:

- Safe environment
- PBIS Structures
- Positive Teacher-Student Relationships
- Attendance
- Parents

Academic:

- Flexible Deadlines
- Assignment Check
- Learning Styles
- Daily Schedule
- Follow-Through
- Workload
- Schedule
- Technology



ADHD



Symptoms/Behaviors

Inattentive -

- Short attention span
- Problems with organization
- Trouble paying attention
- Easily distracted

Hyperactivity -

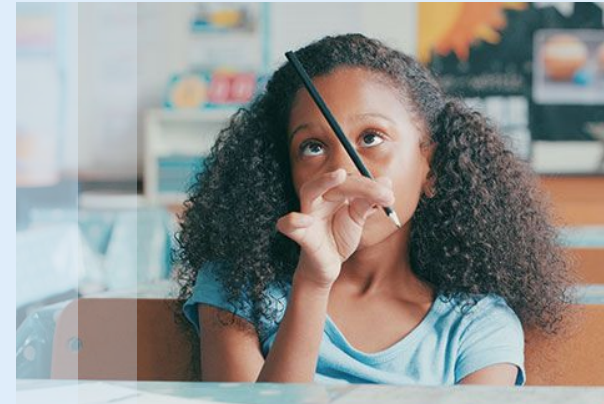
- Fidget and squirm
- Difficulty staying seated
- On-the-go as if driven by a motor
- Run around and climb on things excessively

Educational Implications

- Have trouble staying on task or finishing assignments
- May blurt out answers before the teacher can finish asking questions
- Face social challenges because their peers may perceive them as immature and annoying
- May see themselves as bad, lazy, and powerless to do any better

Instructional Strategies

What strategies would you suggest?



Instructional Strategies



Social:

- Consistent Structure
- Instructions in Steps
- Off-Task Code
- Self-Monitoring
- Stress Self-Management
- Social Skills
- Positive Feedback

Academic:

- Assignment Check
- Instructions in Steps
- Learning Styles



Behavioral Challenges

(ODD, CD, AD, DMDD, PTSD)



Symptoms/Behaviors

- Sudden, unprovoked anger
- Arguing with authority figures
- Defiance or refusal to comply with rules or requests
- Deliberately annoys others
- Blaming others for their misbehavior
- Frequently resentful and angry
- Destruction of property
- Irritable mood
- Poor peer relationships



Educational Implications

- May consistently challenge class rules, refuse assignments, and fight with other students.
- Experience increasing peer rejection due to their poor social skills and aggression
- May lack the skills to solve social conflicts.



Instructional Strategies

What strategies work well?



Instructional Strategies



Social:

- Student-Teacher Relationship Building
- Power Struggles
- Planned Ignoring
- Rapport
- Choices
- Classroom Rules
- Social Skills
- Consistency & Routine



Academic:

- Choices
- Schedule
- Consistency & Routine
- Transitions





Supporting the Needs of Students

Multi-Tiered System of Support



Community of Care

A framework for implementing a continuum of academic, social-emotional, and mental health supports

The goals of the MTSS framework:

- Addressing behaviors that prevent classroom engagement or lead to the removal of students from their classroom setting
- Connect students with targeted interventions that can help support their social-emotional and mental health needs
- Focus on students needs for academic achievement and growth
- Supporting our families and the wellness of staff

**MTSS
Behavioral
Supports**

Student

Educator

School

**Parents &
Community**

Tier 1

Tier 2

Tier 3

4 Corners Collaboration

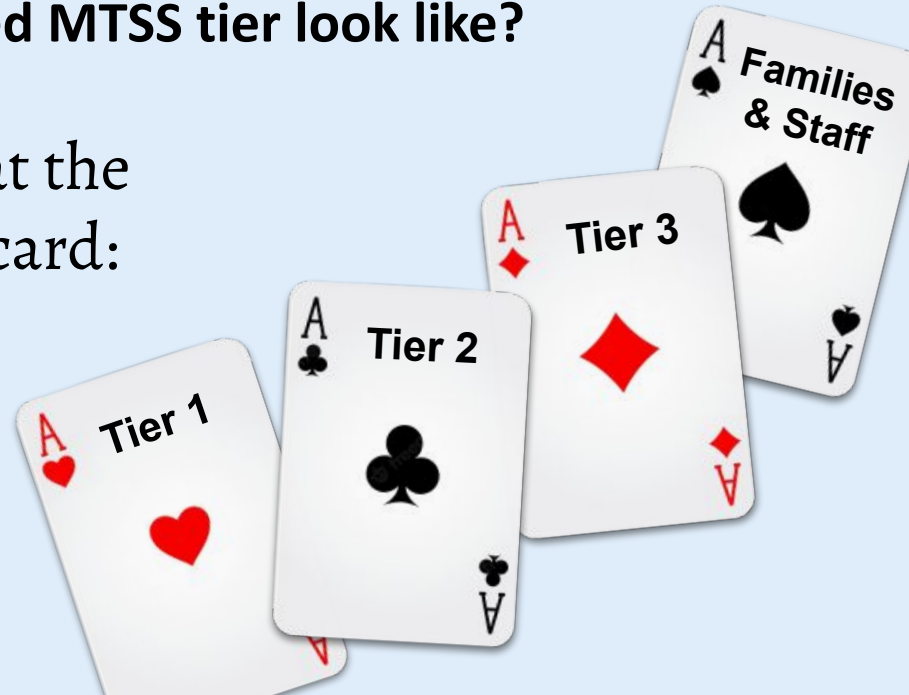


Step 1) Record your thoughts on the sticky notes:

- **What does your assigned MTSS tier look like?**

Step 2) Gather and collaborate at the poster matching your card:

- **Share your thoughts!**





New Haven Public Schools' Approach to Supporting Students

NHPS Timeline



**Culture &
Climate**
Comer &
PBIS



Data
Support
Positive, Safe
Environments



**CASEL
Standards**
Related Services
Pilot Schools



SEL Academy
Build Capacity
& Integrate

NHPS Timeline



**Addition
of SEL
Coordinator**

SEL coaches

**Daily SEL
Blocks**

30 minutes
each day while
all schools were
remote

**Recruitment
of SEL
Ambassadors**

All 41 schools

**SEL Ambassador
Academies**

Spring and
Summer

**Administrator
Community
of Practice**

Quarterly
sessions

**Pilot Explicit
Instruction
Curriculum**

in SEL blocks

NHPS Approach

For every
educator
to promote
SEL skills
development

3-Pronged Approach

Culture and Climate

Explicit Instruction

Academic Integration





SEL - Types of Support

- Individual Staff
- Grade-Level
- School-Based Meetings
 - SEL Team
 - Student & Staff Support (SSST)
 - Culture and Climate
- Whole-Staff Meetings
- Professional Development

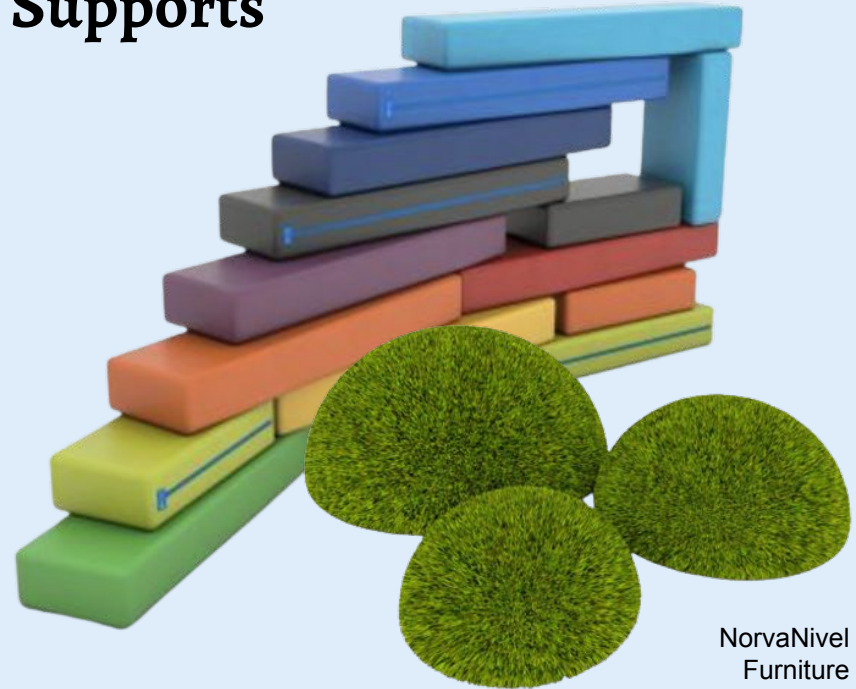
SEL - Topics of Support

- Adult Wellness
- Co-Planning Professional Development
- Culture & Climate Topics - PBIS - MTSS
- Progress Monitoring SEL
- Culturally Responsive Practices
- Anti-Bias Training
- Academic Integration of SEL across Contents
- Explicit SEL Instruction Trainings
- Specifically Identified Supports



SEL & Mental Health - Additional Supports

- Mental Health Round Tables
- Student Focus Groups
- Mental Health First-Aid Training
- Re-imagined Spaces - SEL Furniture
- Reset PBIS - 8 schools
- Review360 - Code of Conduct - Data Trends
- Progress Monitoring SEL
- SEL Grade-Level Meetings
- Behavioral Specialists
- Specifically Identified Supports

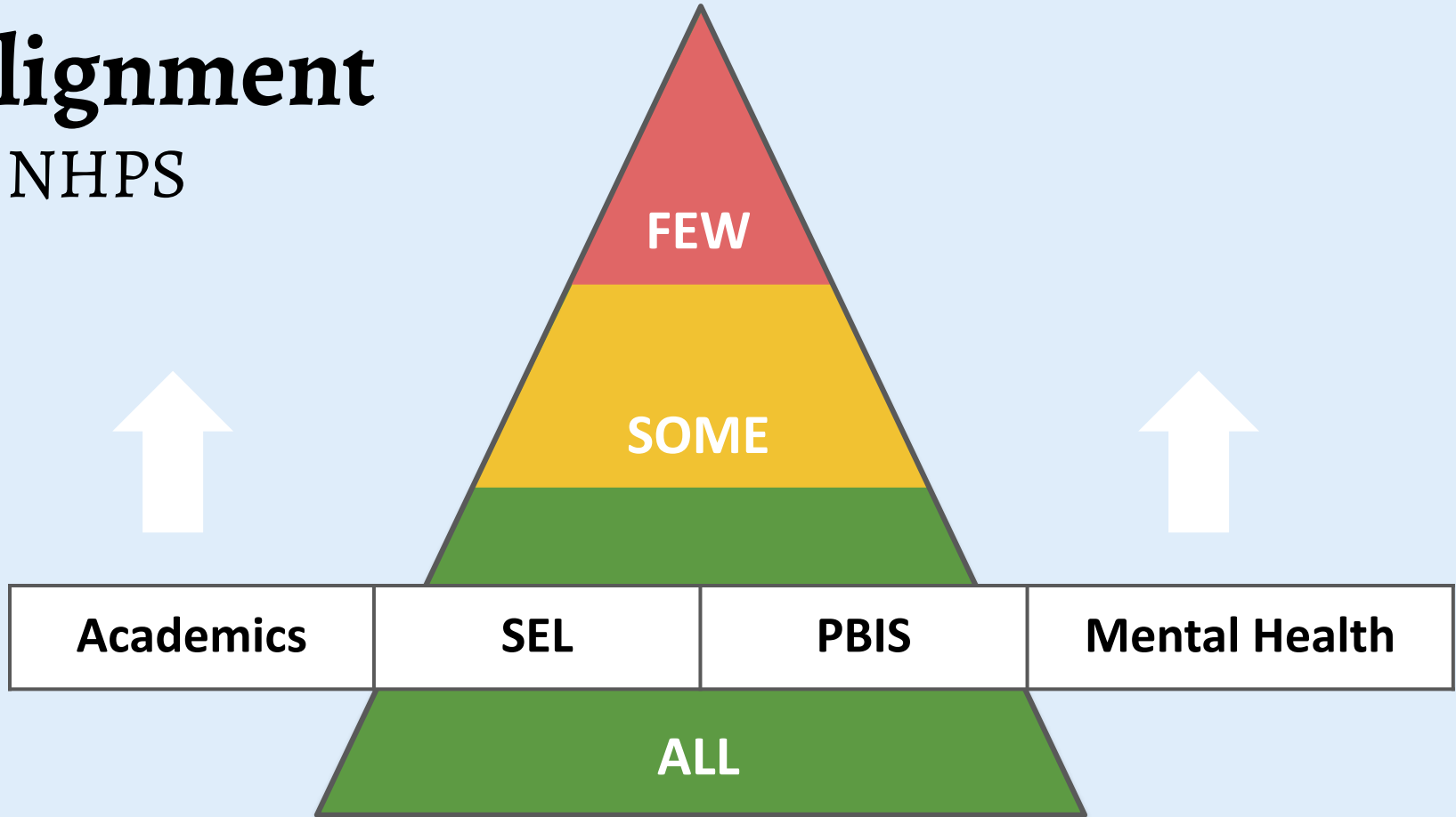




Connecting the Pieces - Mental Health in Schools

Alignment

in NHPS



Alignment

e.g. Elopement



PBIS

- Matrix
- Reinforcement Schedule



SEL

- Culture & Climate
- Explicit Instruction



Mental Health

- Coping Strategies
- Check-ins



PBIS & SEL:

We
R.I.S.E.



RISE
aligns with
our 5
nationally-
accepted,
CT-adopted
SEL skills.

Behavior Matrix (SEL, PBIS, MH)



S.O.A.R. Behavior Expectations

S.O.A.R.	Classroom	Hallway	Cafeteria	SEL Skills	Mental Health
Safety	<ul style="list-style-type: none"> • Listen for teacher instructions. • Use materials appropriately. • Respect others' space, and property. • Use appropriate language. 	<ul style="list-style-type: none"> • Listen for adult instructions. • Use inside voices and walk calmly. • Use appropriate language. 	<ul style="list-style-type: none"> • Listen for adult instructions. • Follow cafeteria expectations. • Use inside voices and walk calmly. 	Self-Management	e.g. Oppositional Defiance: <ul style="list-style-type: none"> • Identifying feelings and de-escalating • Coping strategies to manage emotions • Self-regulating
Ownership	<ul style="list-style-type: none"> • Arrive on time. • Take responsibility for mistakes and for asking questions. • Keep cell phones away. 	<ul style="list-style-type: none"> • Arrive on time. • Take responsibility for mistakes. • Keep cell phones away. 	<ul style="list-style-type: none"> • Arrive on time. • Clean up after yourself. • Keep cell phones away. 	Responsible Decision Making	e.g. Conduct Disorder: <ul style="list-style-type: none"> • Strategies to help make good choices • Cognitive behavior strategies
Attitude	<ul style="list-style-type: none"> • Stay on task and actively participate. • Try several different methods before asking for help. • When conflict arises, seek the closest adult. 	<ul style="list-style-type: none"> • Stay in line, with spaces between classmates, focused on the destination. • When conflict arises, seek the closest adult. 	<ul style="list-style-type: none"> • Focus on eating a healthy lunch. • Stay seated until asked to line up. • When conflict arises, seek the closest adult. 	Self-Awareness	e.g. Anxiety Disorder: <ul style="list-style-type: none"> • Understanding own triggers • Planning for anxiety-provoking settings • Scaffolds to participate
Respect	<ul style="list-style-type: none"> • Use kind words. • Respect others' opinions. 	<ul style="list-style-type: none"> • Use kind words. • Respect others' opinions. 	<ul style="list-style-type: none"> • Use kind words. • Be inclusive with seating and gameplay. 	Social Awareness & Relationship Skills	e.g. ADHD: <ul style="list-style-type: none"> • Planning and goals • Coping mechanisms



Implications for Policy and Practice

NHPS Strategic Plan



GOAL: Social and Emotional Growth

Increase accessibility of social, emotional, and physical health resources for all families, staff, and other stakeholder groups.



NHPS Strategic Plan



- Accessibility for all stakeholders
- Catalog of strategies
- Multi-tiered and culturally responsive practices aligned to our Code of Conduct.



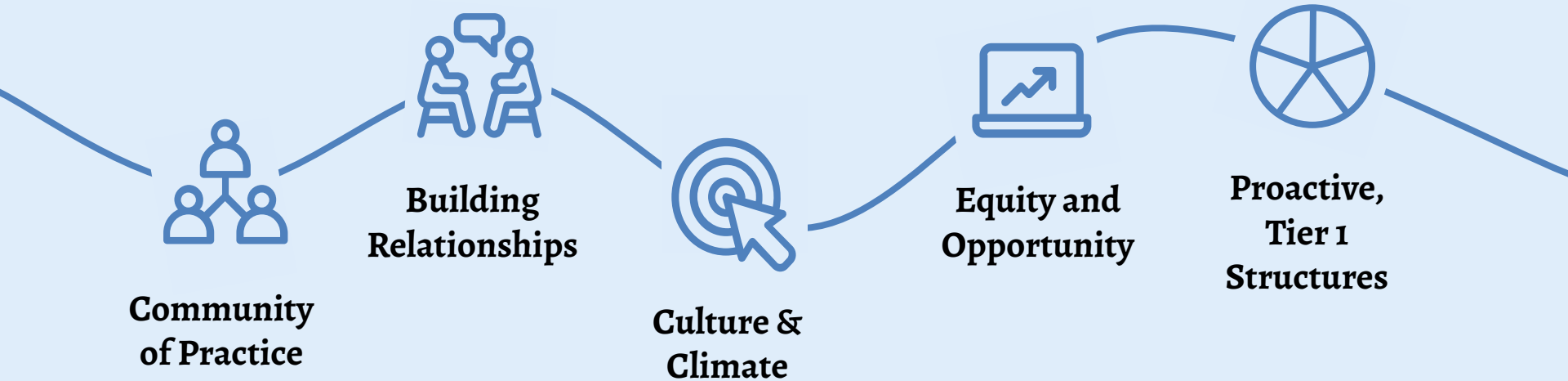
- SEL in all academic areas
- Explicit SEL instruction in all schools
- Child development pathways in all schools.
- Restorative practice throughout NHPS.



- Access for students of color into AP, TAG, and college-level courses
- Culturally responsive pedagogy
- District Equity Leadership Team
- Race and equity policy

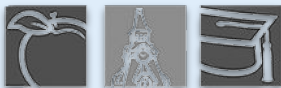


Top 5 Tips



Where do we support mental health?

NHPS 3-Pronged Approach to SEL



Culture and Climate

- SEL/PBIS Motto & Matrix
- MTSS & Progress Monitoring
- Culture & Climate Team
- Adult SEL Training
- School Vision & School Improvement
- Community Building
- Celebrations & Recognition
- Code of Conduct & Restorative Practices

Explicit Instruction

- Scheduled SEL Blocks
- Second Step & School Connect
- SEL Calendars & Newsletters
- SEL Self-Reflections
- Calming Corners, Furniture, Books
- Themes - Schoolwide & Grade Level
- Bullying Prevention
- Health Curriculum

Academic Integration

- Learning Targets
- 3 Signature Practices
- SEL Strategies
- Trauma Informed Practices
- College & Career Readiness Skills
- Culturally Responsive Practices
- Circles and Mood Meters
- Adult SEL Training



Thank You

**We appreciate all that you do to support
the mental health of our students!**



Presenters

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**NEW
HAVEN
PUBLIC
SCHOOLS**





Session Evaluation

Your feedback is critical to future planning of this event. **PLEASE** take a moment to share your valuable insight!

THANK YOU!

<https://bit.ly/NEPBISForum2023>





How is mental health connected to PBIS TFI 3.0?

Classroom Implementation of PBIS



Connection to TFI 3.0 - 1.9 Practices Used in Classroom:

Educators implement foundational Tier 1 practices:

- Explicitly teach, prompt, and review schoolwide expectations as described in 1.4
- Implement school-wide acknowledgements as described in 1.5
- And respond to challenging behavior as described in 1.7 across all classroom locations and routines and integrate these supports within all academic and SEB instruction in a culturally responsive manner.

