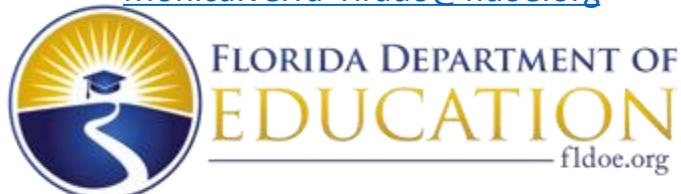




College, Career and Life Ready: Understanding the Social-Emotional and Trauma Related Needs of Students

FASFEPA Fall 2019 Conference

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How Childhood Trauma Affects Health Across a Lifetime

Dr. Nadine Burke Harris

TED Talk
<https://youtu.be/95ovIJ3dsNk>



Mental Health and Achievement

Health and Achievement

- ❖ There is a direct correlation between adverse childhood experiences (ACEs) and students' academic and health outcomes (absenteeism, learning, grade repetition and student engagement)
- ❖ Young people with mental illness are frequently absent from school and many experience reductions in academic achievement.
- ❖ Only one-third of young people with mental illness advance to postsecondary education.
- ❖ More than 60% of children in juvenile detention have a diagnosable mental illness (CDC, 2013).

Prevalence of Mental Health Disorders

- ❖ An estimated 70% of children have experienced some type of physical or emotional trauma.
- ❖ Approximately 20% of school-age children and youth have a diagnosable mental health disorder (Merikangas et al., 2010; CDC, 2013)
- ❖ Prevalence of serious emotional disturbance with severe impairment among children and adolescents – 10% (Williams et al., 2017).
- ❖ Most common mental health disorders (CDC, 2013)
 - ◆ ADHD, conduct disorders, anxiety and depression
- ❖ The majority of mental illnesses emerge in childhood, yet fewer than half of the children receive treatment.



Behavioral Health

2017: Florida High School Students

Self-harm



28%

Felt sad or hopeless
for two or more
weeks in a row



14%

Did something to
purposefully hurt themselves
without wanting to die



14%

Seriously considered
attempting suicide



11%

Made a plan to
attempt suicide



8%

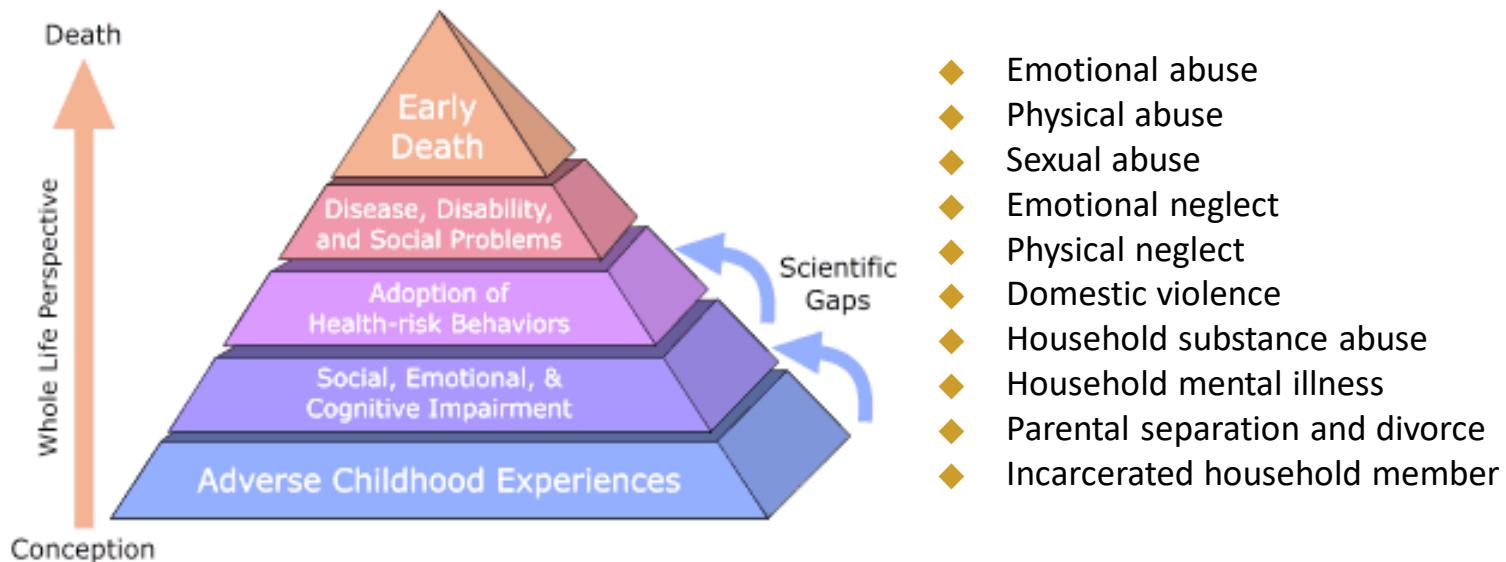
Attempted
suicide



The Impact of Trauma on Mental and Physical Health

Adverse Childhood Experiences (ACE)

Over 17,000 Kaiser Permanente members participated in a study to find out about how stressful or traumatic experiences during childhood affect adult health.



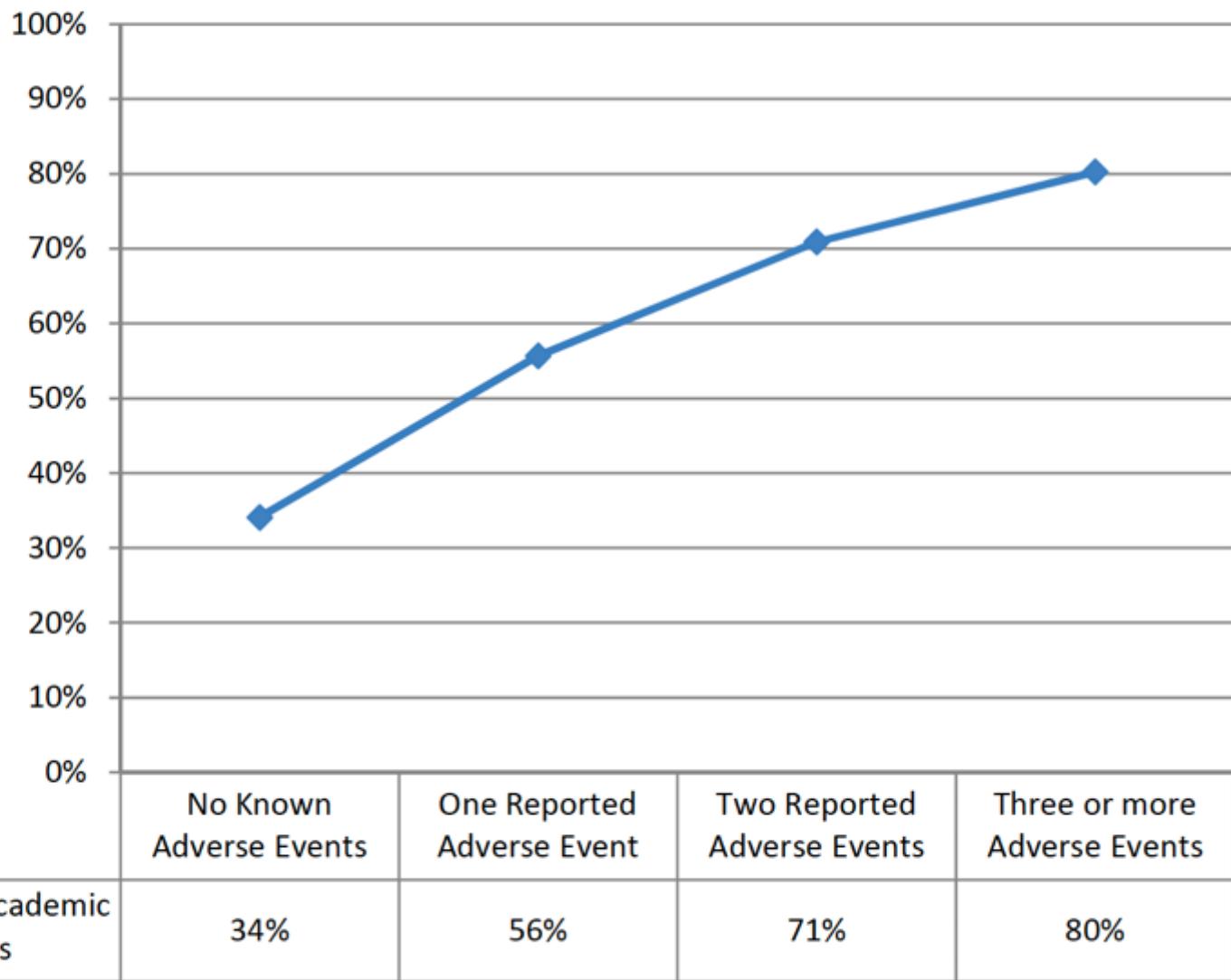
<http://www.cdc.gov/ace/index.htm>

Adverse Childhood Experiences and Developmental Risk in Elementary School Children

- ❖ 45% of students experienced at least one ACE; 21% experienced two or more.
- ❖ Number of ACE events correlates with Free and Reduced lunch eligibility.
- ❖ Number of ACEs is not related to gender, race or special education status.
- ❖ Exposure to even one of the ACEs identified in this study increases the risk of poor child outcomes.
- ❖ Risk increases with numbers of ACEs on all four dimensions of development.

Percent of Students with One or More Academic Concerns by ACE Exposure

Percent of Students with Academic Problems



Odds Ratios for Problems with Increasing ACEs

	Academic Failure	Severe Attendance Problems	Severe School Behavior Concerns	Frequent Reported Poor Health
Three or More ACEs N =248	3	5	6	4
Two ACEs N=213	2.5	2.5	4	2.5
One ACE N=476	1.5	2	2.5	2
No Known ACEs =1,164	1.0	1.0	1.0	1.0

ACEs Study Takeaways

- ❖ Adverse event exposure predicts academic risk early warning system indicators (EWS) and chronic health problems.
- ❖ Schools with increasing levels of poverty are more likely to be situated in communities with high ACEs.
- ❖ ACEs correlated with poverty and EWS indicators.
- ❖ Use EWS indicators as proxy for ACEs (especially severe behavioral problems and chronic absenteeism).
- ❖ Implications for MTSS and trauma-informed practices.

- Difficult temperament
- Insecure attachment
- Hostile to peers, socially inhibited
- Irritability
- Fearfulness
- Difficult temperament
- Head injury
- Motor, language, and cognitive impairments
- Early aggressive behavior
- Sexual abuse

- Parental drug/alcohol use
- Cold and unresponsive mother behavior
- Marital conflict
- Negative events
- Cold and unresponsive mother behavior
- Parental drug/alcohol use
- Family dysfunction
- Disturbed family environment
- Parental loss

- Poor academic performance in early grades
- Specific traumatic experiences
- Negative events
- Lack of control or mastery experiences
- Urban setting
- Poverty

- Self-regulation
- Secure attachment
- Mastery of communication and language skills
- Ability to make friends and get along with others

- Reliable support and discipline from caregivers
- Responsiveness
- Protection from harm and fear
- Opportunities to resolve conflict
- Adequate socioeconomic resources for the family

- Support for early learning
- Access to supplemental services such as feeding, and screening for vision and hearing
- Stable, secure attachment to childcare provider
- Low ratio of caregivers to children
- Regulatory systems that support high quality of care



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
www.samhsa.gov

Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders Across the Life Cycle



Disorders

- | | | | | | |
|---|---------------|---|-------------------|---|-----------------|
| | depression | | anxiety | | substance abuse |
| | schizophrenia | | conduct disorders | | |

Type of Factor

- ▼ risk factor ▼ protective factor

Sources of Risk/Protective Factors

- individual ● family ● school/community

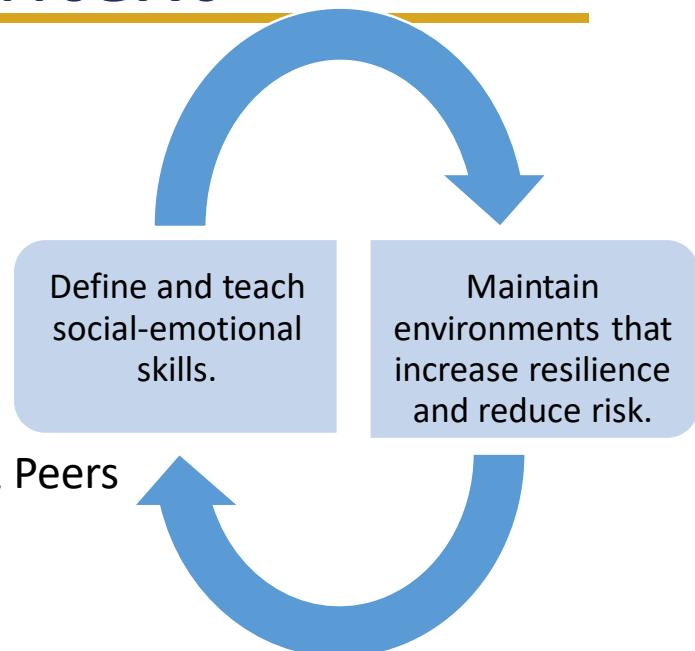


The Impact of School as a Protective Factor for Students

School as a Protective Factor and Resilient Context

Protection

- Connection
- Academic Success
- Supported Transitions
- Positive Relationships with Adults & Peers
- Caring Interactions
- Social Emotional Learning
- Positive Interactions with Pro-social Peers
- Stability
- Positive Approaches to Disciplinary Infractions
- Equitable Access to Effective Services and Supports



A Framework for Safe and Successful Schools



Background of the Framework

- ❖ Joint statement that outlines evidence-based policies and practices for improving school safety and access to mental health supports for students.
- ❖ Released by ASCA, NAESP, NASP, NASRO, NASSP and SSWAA following Sandy Hook (2013).
- ❖ Resources to support implementation (2017)
 - ◆ Policy Recommendations for Implementing the Framework
<http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/a-framework-for-safe-and-successful-schools/policy-recommendations-for-implementing-the-framework-for-safe-and-successful-schools>
 - ◆ Assessing the Safety of the School Environment Using the Framework
<http://www.nasponline.org/Documents/Professional%20Development/PREPARE/Assessing%20the%20Safety%20of%20the%20School%20Environment%20FINAL.pdf>

Policy Recommendations from the Safe and Successful Schools Framework

- ❖ Allow for blended, flexible funding streams
- ❖ Improve staffing ratios to allow for delivery of full range of services
- ❖ Develop district-level policies to promote positive behavior and effective school discipline
- ❖ Fund crisis prevention, preparedness, response, and recovery planning and training
- ❖ Provide incentives for intra- and interagency collaboration
- ❖ Support Multi-Tiered System of Supports (MTSS)

Best Practices for Creating Safe and Healthy Schools

- ❖ Fully integrate learning supports (e.g., behavioral, mental health and social services), instruction and school management within a comprehensive approach that facilitates multidisciplinary collaboration
- ❖ Implement MTSS that encompass prevention, wellness promotion and interventions that increase intensity based on student need
- ❖ Improve access to school-based mental health supports by ensuring adequate staffing levels of school-employed mental health professionals

Best Practices (cont.)

- ❖ Integrate ongoing positive climate and school safety efforts with crisis prevention, preparedness, response and recovery
- ❖ Balance physical and psychological safety to avoid overly restrictive measures that can undermine the learning environment
- ❖ Employ effective, positive school discipline
- ❖ Consider the context of each school and district
- ❖ Acknowledge that sustainable and effective change takes time, and that individual schools will vary in their implementation readiness

Rationale for School-Based Mental Health

- ❖ Mental and psychological wellness are integral to school success.
- ❖ Growing and unmet need for mental health services for children and youth.
- ❖ Schools are a natural place to provide services.
- ❖ School mental health services support mission and purpose of schools: learning.
- ❖ School-employed mental health professionals are trained to provide services in educational settings.
- ❖ School mental health services are essential to creating and sustaining safe schools.

Mental and Behavioral Health in ESSA

- ❖ Implement MTSS, positive behavior supports, or other schoolwide tiered models to address the social-emotional, behavioral and mental health needs of students.
- ❖ Administer universal mental health and behavioral screening and provide early intervention for students who are at risk.
- ❖ Increase access to comprehensive school mental and behavioral health services including wellness promotion.
- ❖ Provide mental health first aid and other professional development and training for school staff.

Mental and Behavioral Health in IDEA

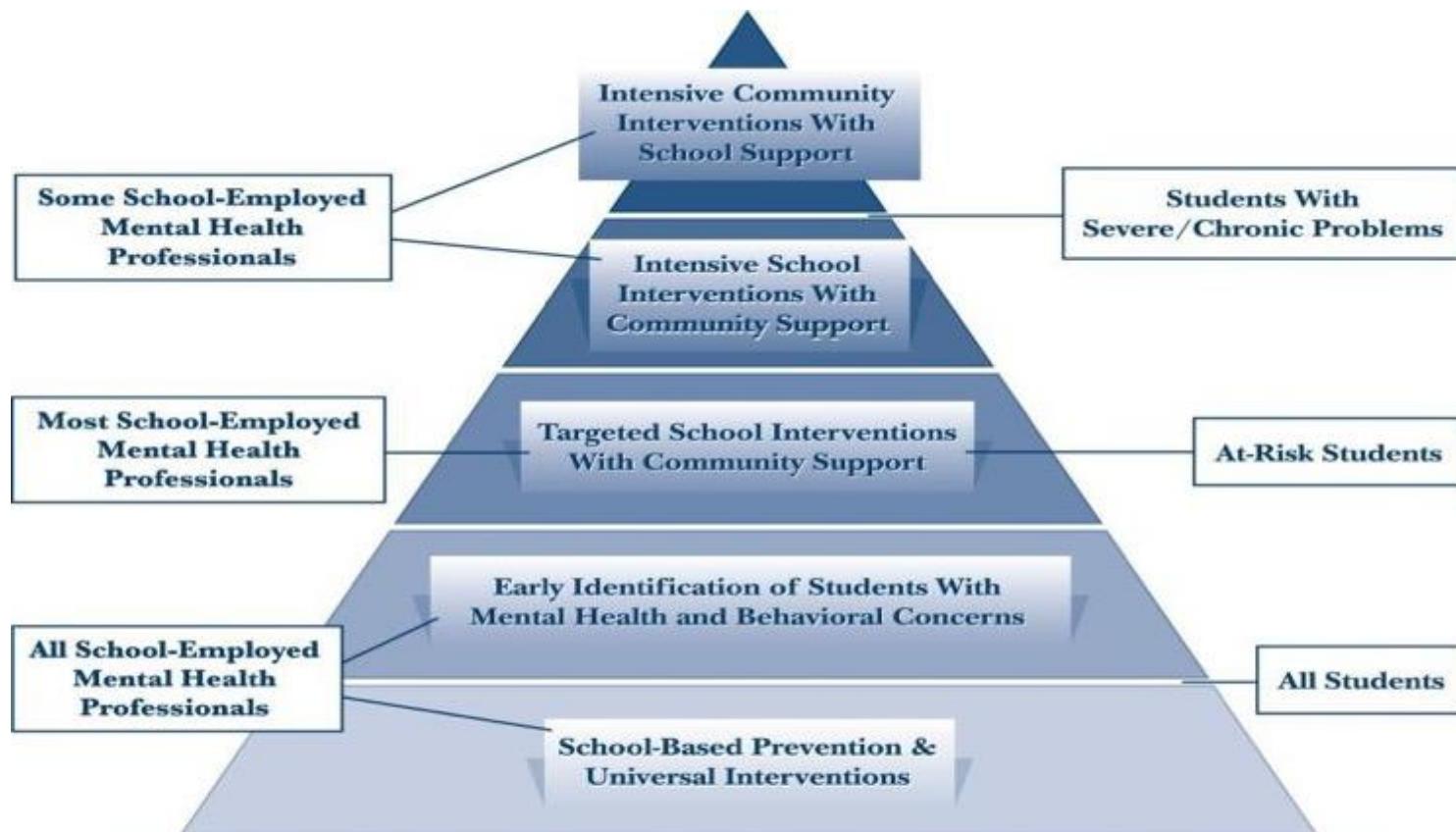
- ❖ Related services includes counseling services, psychological services and counseling, social work services, parent counseling and training, and school nurse services.
- ❖ Counseling services means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

Interdisciplinary Student Support Services Team

- ❖ School Social Workers
- ❖ School Psychologists
- ❖ School Counselors
- ❖ School Nurses



Role of Student Services Professionals



The Continuum of School Mental Health Services

Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communiqué*, Vol. 35, No. 1. National Association of School Psychologists, 2006.



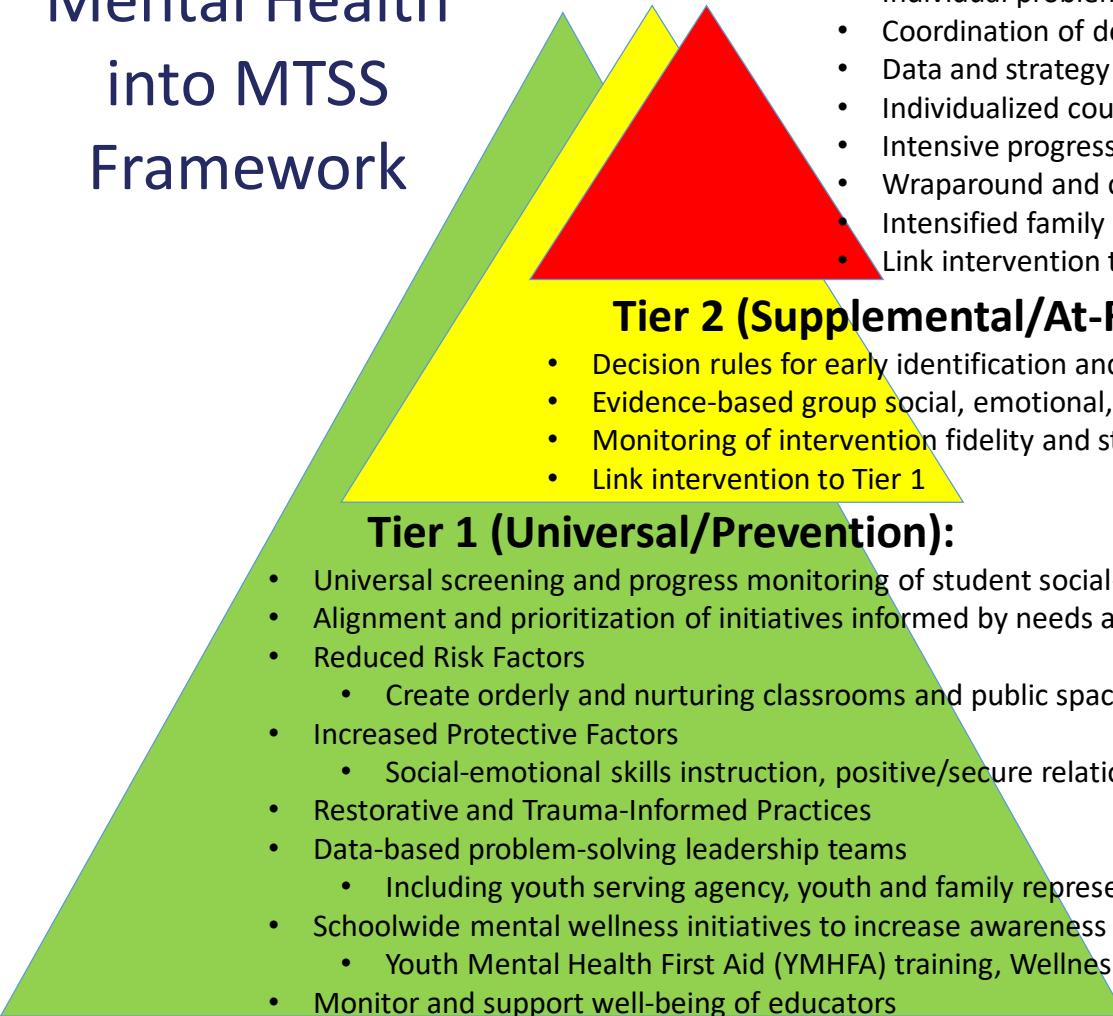
Florida Social and Emotional Education

SEL is...

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



Integrating Mental Health into MTSS Framework



Required K-12 Comprehensive Health Education

1. Community health
2. Consumer health
3. Environmental health
4. Family life
5. Injury prevention and safety
6. Internet safety
7. **Mental and emotional health**
8. Nutrition
9. Personal health
10. Prevention and control of disease
11. Substance use and abuse
12. Teen dating violence (Grades 7-12)

Health Education Courses

K-5: One course for each grade level

6-8: Eight courses

9-12: Nine courses

To preview courses, visit:

<http://www.cpalms.org/Public/>

Mental and Emotional Health

Mental/ Emotional Health	Focuses on human emotions (joy, anger, fear, stress, etc.) and their impact; positive coping skills, including stress management; building self-esteem; positive social relationships; responsible decision making; suicide prevention; other intentional injury prevention; depression and other mental illnesses; and communication skills.	Bullying Prevention CDC Healthy Living Child Behavior Disorders FDOE Safe Schools Genomics and Health Health and Academics Learning Disorders Mental and Emotional Fitness Mental Health Positive Parenting Practices Fact Sheets Substance Abuse Suicide: A Major, Preventable Mental Health Problem Suicide Prevention Teacher ESP - Effectiveness and Stress Prevention Teen Depression The Substance Abuse and Mental Health Services Administration (SAMHSA)
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Click [here](#) to access Elementary and Secondary Comprehensive Health Education Secondary Toolkits, which includes resources for all 12 Comprehensive Health Education Component areas.

5 Core Social Emotional Learning Competencies

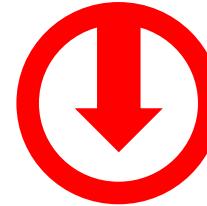


SEL works: Compelling national evidence

Science Links SEL to Student Gains:



- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests



- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer** because they're able to work more effectively with challenging students —one of the main causes of burnout.



Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of **education, employment, criminal activity, substance use, and mental health.**

Collaborative Plan

Social and Emotional Education and Skills Development: Building the Foundation for Safe and Supportive School Environments

- Facilitate FL Social Emotional Learning (SEL) District Collaborative to build statewide capacity
- Develop an interactive Florida District Implementation SEL Landscape Map
- Strengthen SEL through a best-practice track at the Healthy Minds Healthy Futures May 1-3, 2019 Conference & other professional development

Studies show SEL Impacts:

- 11% gain in academic achievement
- \$1 investment= \$11 return
- Significant reduction in conduct problems, emotional distress, and drug use



FDOE Strategic Goal it Assists With:

- Highest Student Achievement

Click on the Interactive District Implementation Landscape Map to Learn More About Florida Districts on the Move at FloridaSEL.org!

**CASEL-reviewed SEL Programs
being Implemented in Florida**

Character Counts!

LEAPS SEL

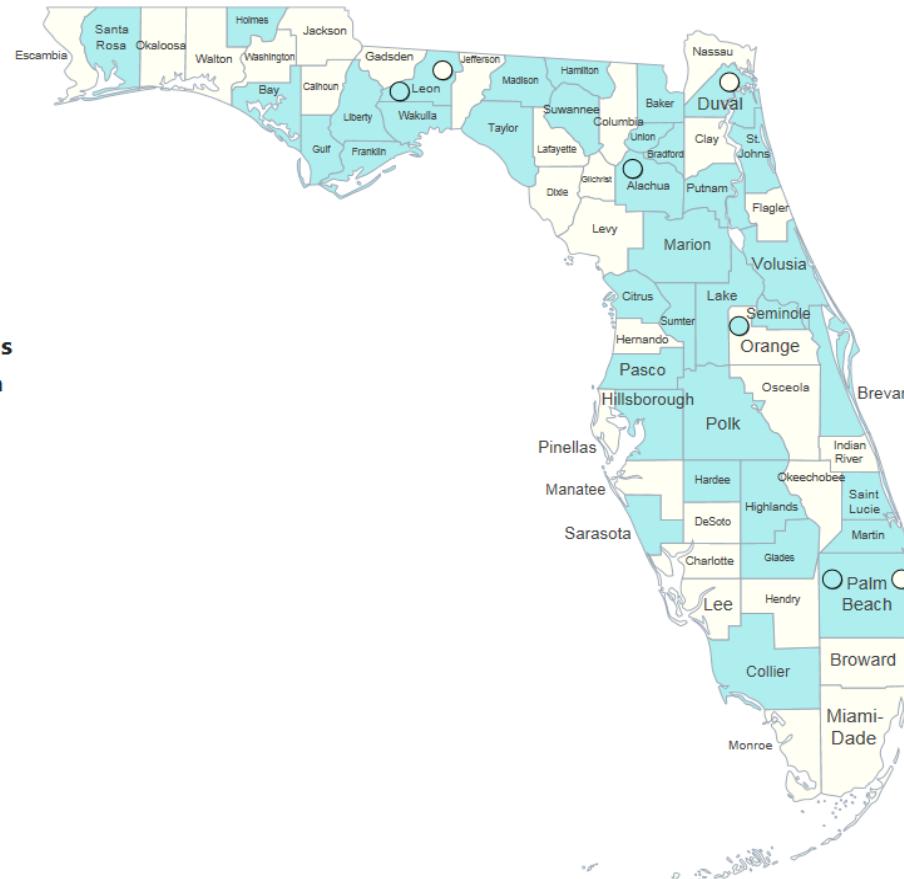
Lions Quest

Promoting Alternative Thinking
Strategies (PATHS)

Second Step

Leader in Me

Sanford Harmony



FDOE SEL District Collaborative Support Team

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What About Trauma- Informed Care?

Trauma Informed Care is:

- A set of beliefs & practices implemented within a schools or district that is applicable to everyone.
- a culture that fosters safety and encourages empowerment.
- An *approach* rather than a specific intervention.
- distinguished from trauma specific services – specific, clinical trauma treatments for those who need it.

(Hodas 2012)

A Trauma Sensitive School Develops:

- School-wide policies and practices
- Classroom strategies and techniques
- Collaboration and links with mental Health providers
- Family partnerships
- Community linkages

2012 Lesley University and Massachusetts Advocates for children

School-Wide Policies

The school contains predictable and safe environments which are attentive to the transition and sensory needs of students

All educators consider how trauma may be affecting the students ability to learn and participate at school

Discipline policies are developed and administered within the context of understanding of trauma

A Trauma Sensitive Classroom Develops:

1. Expectations that are communicated in a clear, concise and positive manner
2. Achievement goals for students exposed to trauma that are consistent with the rest of the class
3. Activities that are structured in predictable and emotionally safe ways.

When teachers and school administrators understand trauma, school environments are created...

- where students feel cared about and safe.
- where students can learn and experience academic success.
- where students thrive in their communities.
- where families are provided with positive & supportive interactions and interventions from our educational and community systems of care.
- where families and children have a sense of hope and optimism for the future.

Safe and Successful Schools Ensure:

- Students feel **Safe** and **Secure**
- **Positive Classroom/School Environments**
- Students learn about the **Impact of Stress**
- Students have opportunities to build **Relationships/Connections**
- Students have access to **school and community mental health**
- Students are taught **social and emotional competencies**



www.FLDOE.org

