

Mental Health and Social Emotional Learning

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Lisa M. Krueger, Ed.D

Assistant Superintendent for Curriculum, Instruction & Pupil Services

World Health Organization definition

Mental Health - A state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community. Fully embracing this definition requires a cultural shift that views mental health as an integral part of overall health.

- World Health Organization



The Case for Mental Health & SEL in Schools

Youth Risk Behavior Surveillance (YRBS)- United States, 2017

- Trends Report 2007 - 2017

Overview

Sexual Behaviors



High Risk Substance Use



(Not including misuse of prescription opioids, alcohol or marijuana)

Violence Victimization



Mental Health & Suicide



Dietary Behaviors and Physical Activity



Right Direction



No Change



Wrong Direction



The Case for Mental Health & SEL in Schools

- **Suicide is the 2nd leading cause of death for individuals ages 10-34;**
- **1 in 4 youth experience bullying;**
- **50% - 75% of individuals with anxiety disorders and impulse control disorders (such as conduct disorder or attention-deficit/hyperactivity disorder) developed these during adolescence**

https://www.cdc.gov/injury/wisqars/pdf/leading_causes_of_death_by_age_group_2016-508.pdf

<https://www.stopbullying.gov/media/facts/index.html>

Kessler, R. C.; Berglund, P.; Demler, O.; Jin, R.; Walters, E. E. 2005. Life-time Prevalence and Age-of-onset Distribution of DSM-IV Disorders in the National Co-morbidity Survey Replication. *Archives of General Psychiatry* 62: 593-602.

The Case for Mental Health & SEL in Schools

Our Comprehensive District Education Plan (CDEP) stakeholders recognized the need to focus efforts on the mental health of our students.

CDEP GOAL # 2: Promote the social emotional well being of the OPCSD Community through student support, staff development, resource coordination and parent involvement.



Existing Policy & Law related to School Climate and Social-Emotional Learning

Federal Law: The Every Student Succeeds Act

- Requires annual reporting of safety, climate, bullying and harassment
- All 50 states and DC have anti-bullying laws

New York State Laws and Regulations

- Requires every school and district to have a comprehensive school safety plan
- Dignity for All Students Act



New Requirements for NYS schools in 2018

New York State Education Department (NYSED) Amendments to Commissioner's Regulation (CR) Health Education Part 135

May 2018 NYSED's Board of Regents Memo:

- **Education Law §804 was amended by Chapter 390 (Laws 2016) and Chapter 1 (Laws 2017) clarifying that a satisfactory program in health education in accordance with the needs of pupils in all grades that includes the several dimensions of health, is now required to:**
 - Include mental health and the relation of physical and mental health; and
 - Curriculum be designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity.



NYS is the first state to mandate Mental Health Curriculum in Schools!



NYS received recognition and accolades for being the first state in the nation to mandate Mental Health Curriculum in Schools. This is an example of the positive press and coverage.

Weren't schools already providing "mental health" education?

Schools may already be providing "mental health" education in classrooms as previously states in CR's Part 135, however these new statutory provisions formalizes the new requirement.

Objective:

With mandated mental health instruction K-12; staff, students, families and communities will more openly discuss mental health well-being and mental health challenges. Thereby, *reducing stigma, increasing awareness, focusing on prevention, and allowing for effective treatment.*

NYS Mental Health Advisory Council

- New York State Education Department (NYSED)
- New York State Office of Mental Health (OMH)
- The Mental Health Association in New York State, Inc. (MHANYS)



Established over 75 expert cross-disciplinary and cross-sector partners to develop resources and recommendations supporting mental health education in schools

[“Mental Health Education Literacy in Schools: Linking a Continuum of Well-Being” Comprehensive Guide](#)



Mental Health Education in the Classroom

The “instructional framework” aligns with the [NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences at Three Levels](#) and is to be used in conjunction with the current [NYS Health Education Guidance Document to Achieving New York State Learning Standards in Health](#).

Includes - scope and sequence of **functional knowledge** and **skills** K-12



NYS Framework For Mental Health Education Instruction

1. Self-Management

- a. Self-care to promote mental health and overall well-being
- b. Resiliency
- c. Feelings

2. Relationships

- a. Communication Skills
- b. Empathy, Compassion, Acceptance
- c. Gratitude, Forgiveness

3. Resource Management

- a. When to ask for help for self and others
- b. How to ask for help for self and others
- c. Where to ask for help for self and others (community resource awareness)

Levels

- Early Elementary (K-2)
- Late Elementary (3-5)
- Intermediate (6-8)
- Commencement (9-12)

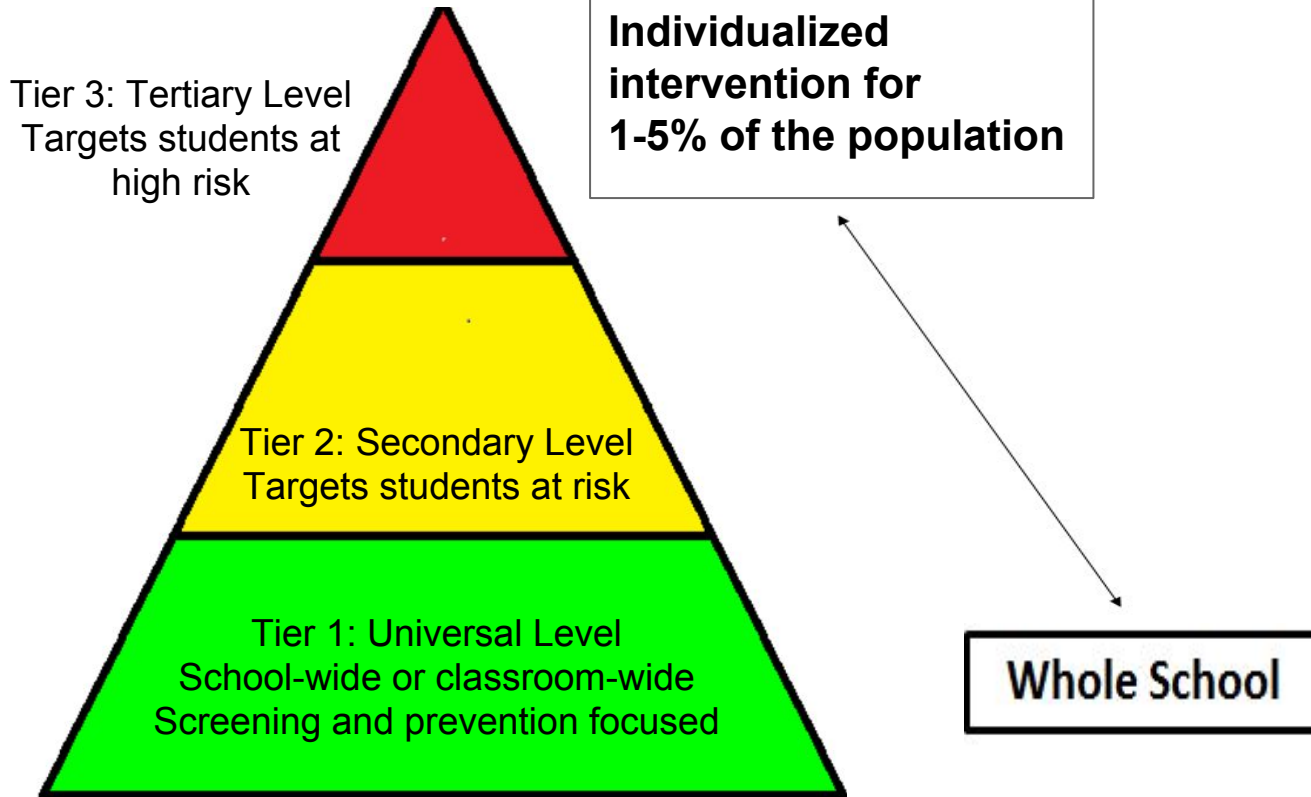
Social Emotional Learning



NYS Social Emotional Learning Benchmarks



Multi-Tiered System of Support (MTSS)



Social Emotional Learning - Curricula and Programmatic Supports - Tier 1

- Health Curriculum
 - K-5
 - 7 & 8th grade (10-week courses)
 - 9-12 (one semester course)
- Olweus Bullying Prevention
 - School-wide events, assemblies
 - Class meetings
- DARE (5th grade)
- Orientations (Kindergarten, 6th grade, 9th grade)
- Freshman Boost (9th grade)
- Character Education
- On the horizon.....suicide prevention curriculum for youth and parents



Michigan Model for Health® - Elementary Level




Newly Revised Grades K-6 Include These Topical Units

	Social & Emotional Health*	Nutrition & Physical Activity	Safety*	Alcohol, Tobacco & Other Drugs	Personal Health & Wellness	HIV Education
Grade K						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						

Michigan Model for Health™ - Classroom Support Materials

Elementary Level



	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six
Social and Emotional Health	<ul style="list-style-type: none"> - Showing respect and caring - Making and keeping friends - Caring touch in positive relationships - Identifying and describing feelings - Managing strong feelings - Recognizing and expressing feelings - Giving and receiving compliments and appreciation - Being responsible at home and school - Identifying people who can help 	<ul style="list-style-type: none"> - Skills for predicting potential feelings of others - Skills for finding out how others feel - Showing courtesy to others - Demonstrate giving and receiving compliments or appreciation - Ways family members and friends help each other - Listening skills for friendships - Decision-making and problem-solving skills 	<ul style="list-style-type: none"> - Identifying and expressing feelings - Handling mixed feelings - Expressing feelings respectfully - Listening with respect - Everyone deserves respect - Showing respect - Managing strong feelings - Making good decisions: WIN - Practicing WIN 	<ul style="list-style-type: none"> - Positive role models and friends - Making and keeping friends - Everyone has special talents - Respecting differences - Helping others by protecting them from bullies - Helping others and getting help - Expressing thanks and appreciation - Expressing annoyance respectfully 	<ul style="list-style-type: none"> - Managing strong feelings, including messages - Positive self-talk - Effects of teasing and bullying and what to do to protect self and others - Decision-making and problem-solving skills - Non-violent conflict resolution skills - Goal setting 	<ul style="list-style-type: none"> - Identifying feelings of different interests in self and others - Managing strong feelings, including messages & positive self-talk - Effects of teasing and bullying & what to do to protect self and others - Assertive communication - Listening skills - Identifying situations that could lead to trouble - Decision-making and problem-solving skills - Importance of telling adults if self or others are in dangerous situations - Non-violent conflict resolution skills - Goal setting - Advocate for a healthy school environment 	<ul style="list-style-type: none"> - Positive and negative risks of friendships - Listening skills - Appreciation - Assertive communication, including messages - Managing strong feelings - Angry feelings versus angry behavior - Criteria for getting help - Decision-making and problem-solving skills - Criteria for evaluating solutions - Non-violent conflict resolution skills - Stress management
Nutrition and Physical Activity	<ul style="list-style-type: none"> - Variety in foods and snacks for good health - Drinking water for good health - Categorize foods and snacks into the five food groups - Importance of physical activity for good health - Examples of ways to be physically active 	<ul style="list-style-type: none"> - Importance of eating a variety of foods from all five food groups - Benefits of eating healthy snacks - Benefits of drinking water - Benefits of physical activity - How sleep, rest, and physical activity maintain health 	<ul style="list-style-type: none"> - Food groups - Combining foods and foods to limit - Benefits of physical activity 	<ul style="list-style-type: none"> - Magic Numbers: 5 and 60 - Food advertising and impact on eating - Three types of physical activity - Developing a plan to be physically active - Advocate for healthy eating and daily activity 	<ul style="list-style-type: none"> - Food groups and their benefits - Daily amounts to eat from each food group and how to estimate amounts - "Fill Your Plate" visual - Influence of food & beverage advertising - Daily recommended amounts of physical activity and sleep - Personal assessment and goal setting to get adequate sleep, rest, and physical activity 	<ul style="list-style-type: none"> - Six nutrients and their benefits - Using food labels to determine information about a food - Water as a preferred beverage - Use of Dietary Guidelines when choosing foods - "Fill Your Plate" visual - Analyze a favorite meal - Evaluate a peer's meal and make recommendations for improvement 	<ul style="list-style-type: none"> - Prevention of foodborne illness - Benefits of healthy eating and physical activity - Dietary guidelines applied to individuals - Body image and healthy weight - Influences on eating, activity and sleep - Use of Dietary Guidelines to make a personal plan - Supporting others to eat healthy and be active
Safety	<ul style="list-style-type: none"> - Dangerous and destructive situations that need adult help - Pedestrian safety - Rule for dangerous objects and weapons - How and when to dial 911 - Avoiding inappropriate touch - Trusted adults who can help 	<ul style="list-style-type: none"> - Wheeled recreation hazards, safety, and safety gear - Fire and burn hazards and how to prevent - Actions to take in a fire emergency - Situations that are dangerous, destructive, and disturbing and need adult help - Escaping dangerous situations - Define emergency and how to make emergency phone call - Avoiding inappropriate touch - Trusted adults who can help 	<ul style="list-style-type: none"> - Wheeled recreation safety: bicycles, skateboards, skates - Water safety - Internet safety - Personal safety - Practicing personal safety skills 	<ul style="list-style-type: none"> - Three keys to passenger safety: safety belts, booster seats, back seat - Safety belt smart - Identifying and responding to unsafe situations - Street smarts: Internet, personal, safety, weapons 	<ul style="list-style-type: none"> - Fire and burn hazards and how to prevent - Home fire escape plan - Home safety hazards and how to prevent injuries - Home alone safety strategies - Define emergency and how to make emergency phone call - How to prevent injury from dangerous objects, including weapons - Child sexual abuse and abduction prevention 	<ul style="list-style-type: none"> - Safety hazards around water and ice and how to prevent injuries - Sun safety - Home alone safety strategies - How to make emergency phone call - Safety strategies when in public places, including when alone in public places - Child sexual abuse and abduction prevention 	<ul style="list-style-type: none"> - Seatbelt safety and impact of car passenger behavior - Safety strategies when in public places, including escaping when weapons are present - School procedures for school crisis situations - Strategies to safe when using the Internet - How to get adult help - Advocacy for others to practice safe behaviors - Child sexual abuse and abduction prevention
Alcohol, Tobacco, and Other Drugs	<ul style="list-style-type: none"> - How to safely use over-the-counter and prescription medicines - Household products that can be dangerous - Rules for avoiding poisons - Trustworthy sources of information 	<ul style="list-style-type: none"> - How to safely use over-the-counter and prescription medicines - Illicit drugs - Household products that can be dangerous - Rules for avoiding poisons - Trustworthy sources of information - Harmful chemicals in tobacco products - Dangers of secondhand smoke and ways to avoid or reduce exposure 	<ul style="list-style-type: none"> - Caffeine - Staying away from nicotine and alcohol - Staying "No" to secondhand smoke 	<ul style="list-style-type: none"> - Medicines and poisons - Negative effects of tobacco use - Tobacco and media - Alcohol and alcoholism - Positive influences - Refusal skills 	<ul style="list-style-type: none"> - Dangers of secondhand smoke and ways to avoid or reduce exposure - Reasons individuals choose to drink or not to drink - Decisions about alcohol and other drug use impact family and friends - Family and friends influence alcohol and other drug use decisions - Influence of advertising - Refusal skills 	<ul style="list-style-type: none"> - Dangers of inhalant use and how to avoid exposure - Influence of family and peers on drug use - Rules for safety around dangerous or unknown products - Effects of smoking tobacco, secondhand smoke, & use of spit tobacco - Advocate for someone to avoid tobacco use or quit using - Analyze tobacco advertisements - Refusal skills - Effects of alcohol, especially on driving a vehicle - Impact of alcohol and tobacco use on friends and family - Ways to avoid riding with a driver who has been drinking and what to do if it can't be avoided 	<ul style="list-style-type: none"> - Possible reasons people use or don't use drugs - Negative health effects of drug use - Analysis of drug use data - Persuasion skills for encouraging others to stay drug free - Influence of family, society, and peers on drug use - Impact of drug use on goals - School rules and laws related to tobacco - Refusal skills - Valid resources for drug problems - Ways to avoid riding with a driver who has been drinking and what to do if it can't be avoided - Benefits of remaining drug free and making a drug-free commitment
Personal Health and Wellness	<ul style="list-style-type: none"> - Hand washing GERM - Taking care of teeth - Encouraging peers to make positive choices for personal health 	<ul style="list-style-type: none"> - Skills for stopping the spread of germs: covering sneezes and washing hands - Taking care of teeth 	<p>For more information about the <i>Michigan Model for Health</i>[®], contact your local Health Coordinator or visit www.emc.cmich.edu/mm</p>	<ul style="list-style-type: none"> - Basic hygiene: Care of the Body - Hand washing GERM - Planning for good hygiene 	<p><i>The Michigan Model for Health</i>[®] is a skills-based, evidence-based, K-12 curriculum.</p>	<ul style="list-style-type: none"> - Importance of and rationale for keeping the body clean - Hygiene concerns and solutions - Influence of media, including advertisements on products purchased and on body image - Analyze advertisements for information 	<ul style="list-style-type: none"> - Skills for reducing the spread of germs
HIV	<h1>Michigan Model for Health[®]</h1> <h2>K-6 Scope & Sequence Chart</h2>			<ul style="list-style-type: none"> - Define HIV and AIDS - How HIV isn't transmitted - How HIV is transmitted: blood-to-blood contact and touching used needles or syringes - How to protect self and others - Importance of being compassionate when others are ill 	<ul style="list-style-type: none"> - Define HIV and AIDS - How HIV isn't transmitted - How HIV is transmitted: sharing used needles or syringes, having sex with infected person, infected mother to child - How to protect self and others - Importance of being compassionate when others are ill 		

Social Emotional Learning - Curricula and Programmatic Supports - Tier 2 & 3 support

Small group and individualized counseling:

- Coping skills
- Emotional regulation
- Social skills
- Impulse control strategies
- Anger/anxiety management
- Interpersonal relations support
- Social problem-solving

Individualized Behavior and Mental Health Supports:

- Functional Behavioral Assessments & Behavioral Plans
- Threat Assessments
- Lethality Assessments
- Referrals and Liaison with outside counselors and resources

NOTE: the following examples of support are provided by mental health professionals (school psychologists, social workers and/or counselors). This list is a sample, and not inclusive of all the supports we provide.



Steps to Ensure Curricular Enhancements in Mental Health education

Professional Learning - September 2018

- Karl Shallowhorn presentation to PPS and Health Teachers
- Suicide Awareness training to Administrators, Teachers and SRPs
- PREPaRE training to building and district safety team members

Professional Learning - October 2018

- Dr. Amanda Nickerson training of PPS in risk assessment and interventions for suicide prevention
- Mental Health awareness presentation by Karl Shallowhorn to SRPs and teachers

Next Steps

Professional Learning - December 2018

- December 3 & 4 mental health curriculum guidance training for health teachers

Parent Outreach & Community Awareness - January 2019

- “More than Sad” - Parent and community suicide prevention training
- Tuesday, Jan 15 - OPHS; Thursday, Jan 31 - OPMS

Curricula Revisions

- Update the middle and high school curricula following the training in December

CDEP

- Continue to accomplish major tasks outlined in CDEP Action Plan



QUESTIONS & COMMENTS

