



Mental Health & Social Emotional Learning Advanced Academic Services

March 5, 2024





Norms for our Time Together

Stay Engaged- Give yourself the luxury of attending to the session.

Be Respectful- Silence your electronics. Provide space for listening and learning.

Lean Into Discomfort- Stay engaged despite discomfort.

Accept and Expect Non-closure- Grappling with the content leads to deeper understanding

Be Open- Listen with the intent to learn and seek to understand rather than to be heard.

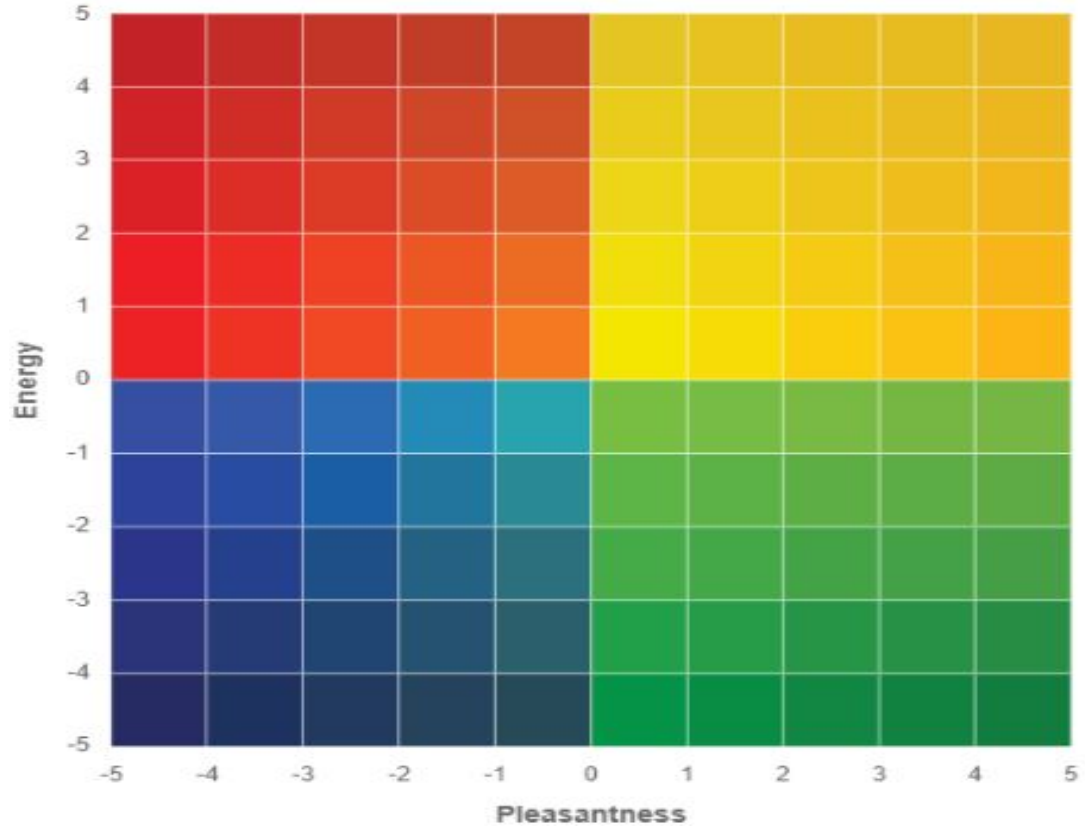
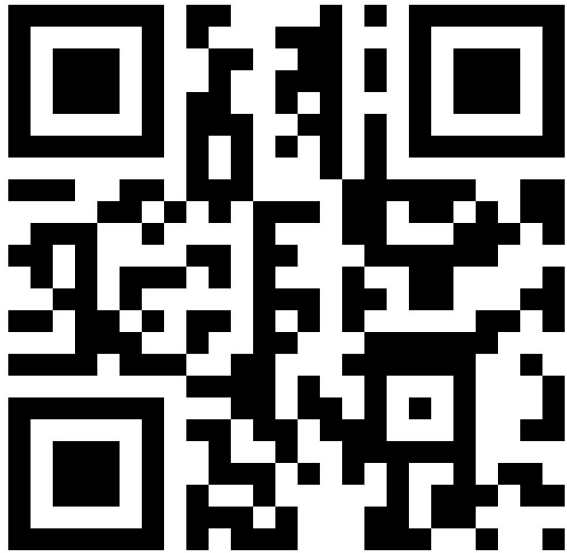


Essential Questions

- What is the difference between mental health and social and emotional learning?
- What social and emotional learning and mental health supports that are offered to students?
- How can parents support students mental health and social and emotional learning?



Mood Meter





Mental Health

The Substance Abuse and Mental Health Services Administration (SAMHSA) defines mental health as our emotional, psychological, and social well-being. It affects how we think, feel and act, and helps determine how we handle stress, relate to others, and make choices.





Mental Health Resources

Each school in ACPS has a dedicated Student Support Team (SST) composed of school counselors, school nurses, school psychologists, and school social workers. As a team, SST support students in the areas of:

- Academics
- College and career
- Health and wellness
- Social-emotional and behavioral development



Professional School Counselor, Gwendolyn Bridges at John Adams ES

Hazel is the largest and most trusted teletherapy solution for K-12 schools



**Accessible to
all students**

Regardless of:

- Insurance status
- Immigration status
- Ability to pay

Hazel Health bills insurance for Hazel services. This ensures that the visit cost is covered by insurance, and there are no out-of-pocket costs for the family.



Mental Health



At Home

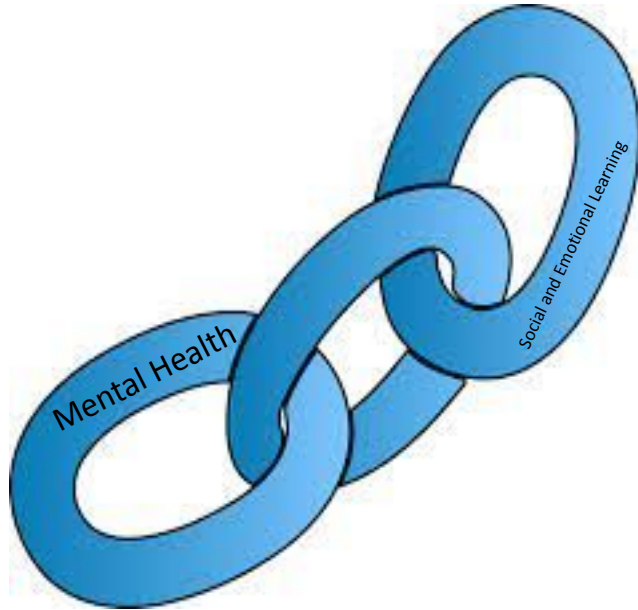


At School





Mental Health Supports



SEL and Mental Health are not the same, but SEL can be a vital support in the promotion of positive mental health, **by promoting responsive relationships, emotionally safe environments, and skills development, SEL cultivates important “protective factors” to buffer against mental health risks. (CASEL)**



Social Emotional Learning

Social and Emotional Learning is the process through which individuals learn and apply a set of social, emotional, and related skills, attitudes, behaviors, and values that help direct life and succeed.





Social Emotional Learning and DESSA

“An evidenced-based social and emotional competency assessment to support student growth.”



Social Awareness

How often did the child work well in groups?



Relationship Skills

How often did the child offer to help somebody?



Self-Management

How often did the child get things done in a timely fashion?



Goal-Directed Behavior

How often did the child keep trying when unsuccessful?



Social Emotional Learning and DESSA



SELF-AWARENESS

A student's realistic understanding of their strengths and limitations and consistent desire for self-improvement.



SELF-MANAGEMENT

A student's success in controlling their emotions and behaviors, to complete a task or succeed in a new or challenging situation.



PERSONAL RESPONSIBILITY

A student's tendency to be careful and reliable in their actions and in contributing to group efforts.



DECISION MAKING

A student's approach to problem-solving that involves learning from others and from their own previous experiences, using their values to guide action, and accepting responsibility for their decisions.



GOAL-DIRECTED BEHAVIOR

A student's initiation of, and persistence in completing tasks of varying difficulty.



SOCIAL AWARENESS

A student's capacity to interact with others in a way that shows respect for their ideas and behaviors.



RELATIONSHIP SKILLS

A student's consistent performance of socially acceptable actions that promote and maintain positive connections with others.



OPTIMISTIC THINKING

A student's attitude of confidence, hopefulness, and positive thinking regarding themselves and their life situations in the past, present, and future.

- K-8 students
- 100% Strength-based assessment
- Less than 1 minute to complete
 - Administered 2x/year (Fall and Spring)
 - Rater: Classroom teacher
- Rooted in resilience theory
- Research-based, nationally normed, psychometrically sound
- CASEL™-derived
- Results provide immediate and actionable student support strategies & interventions



Social and Emotional Learning



The Charter

Establishes safety based on norms set by the group



The Mood Meter

Increases self-awareness & emotional regulation



The Meta-Moment

Monitor and Manage response when triggered



The Blueprint

Perspective-taking and resolving conflict

AS A FRAMEWORK FOR INTENTIONAL SEL





Social and Emotional Learning Supports



PBIS

Positive Behavioral Interventions & Supports

School-wide Positive Behavior Support is a *tier one process for teaching expected social and behavioral skills* so the focus can be on teaching and learning in a *positive, preventative school environment*.



Restorative Practices cultivates a culture in which everyone feels like they belong. Through intentionally creating a sense of community and connection in which every member- student, staff, parent and community member feel valued, seen, and heard.



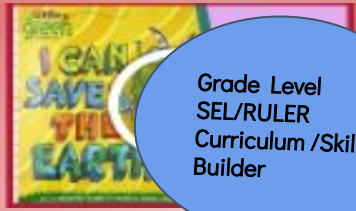
Social and Emotional Learning Classroom Lessons

RULER TOOL: MOOD METER

R: Where are you feeling?
 U: What is causing this?
 L: What words describe how you are feeling?
 E: How are you feeling now?
 A: Are you comfortable with how you are feeling?
 R: How do you want to feel?
 Strategy will you use to get there?

**RULER Tool:
Mood Meter**

THINK ABOUT IT K-2



Grade Level
SEL/RULER
Curriculum /Skill
Builder

SHARE OUT/COMMUNITY CIRCLE K-2

How would you encourage your classmates to take care of the environment/?

Restorative Practices

CONDUCTOR CORNER

Let review the expectation P
 What does RESPECT I
 How do I RESPECT o
 What RULER tool or st
 me make an RESPECT in s

PBIS

THINK ABOUT IT 3-5

Collective Responsibility: Recycling

Scenario:

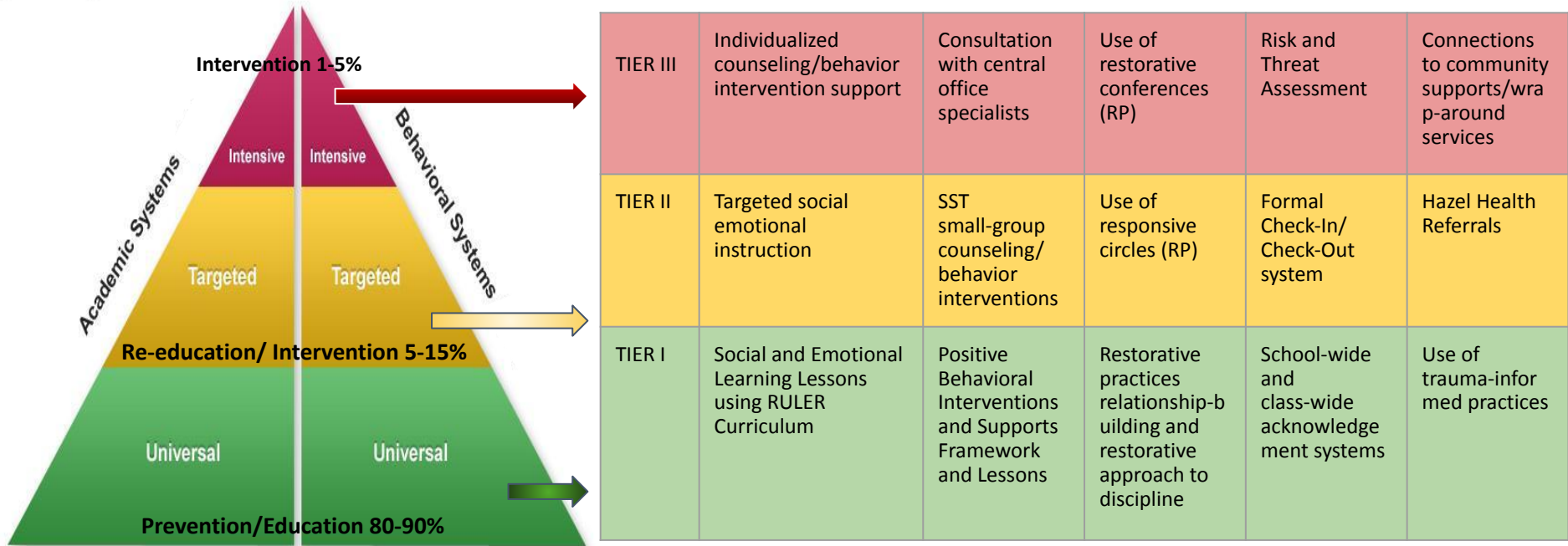
You and your friend, Alex just leave the ice cream truck. You notice that Alex is about to drop their ice cream wrapper on the ground and your JUST learned about littering and keeping the environment safe.

SHARE OUT/COMMUNITY CIRCLE 3-5

Create a blueprint (plan) focusing on how you will have a conversation with Alex about littering.



Social-Emotional and Mental Health Tiered Supports





Social and Emotional Needs to Consider...

- **Perfectionism**

- Extremely high or unrealistic standards for self (self-esteem rises or falls based on most recent academic performance)

- **Emotional Sensitivity/Overexcitability**

- Deep concern for others
- Anxious
- Intense self-criticism
- Depressive Feelings

- **Self-image**

- Feeling out of place socially and intellectually

- **Teasing and Bullying**

- Feeling they must hide their intelligence to “fit in” with peers and avoid being teased and/or bullied





Social and Emotional Learning Resources



- [What is RULER?](#)
- [Supporting Emotional Wellness at Home for Gifted and Twice Exceptional Students](#)
- [Meditation and Mindfulness Activities for K-8 students](#)
- [Perfectionism and Gifted Students: Our Favorite Books](#)
- [DESSA Parent Portal](#)



Every **child** is
gifted.
They just **unwrap**
their **packages**
at **different**
times!



Miss Fiyah



Alexandria City Public Schools

Questions?

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