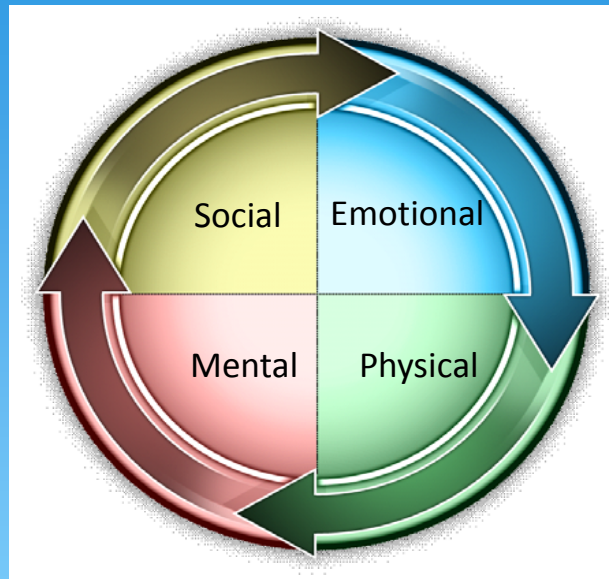


# Social/Emotional Review

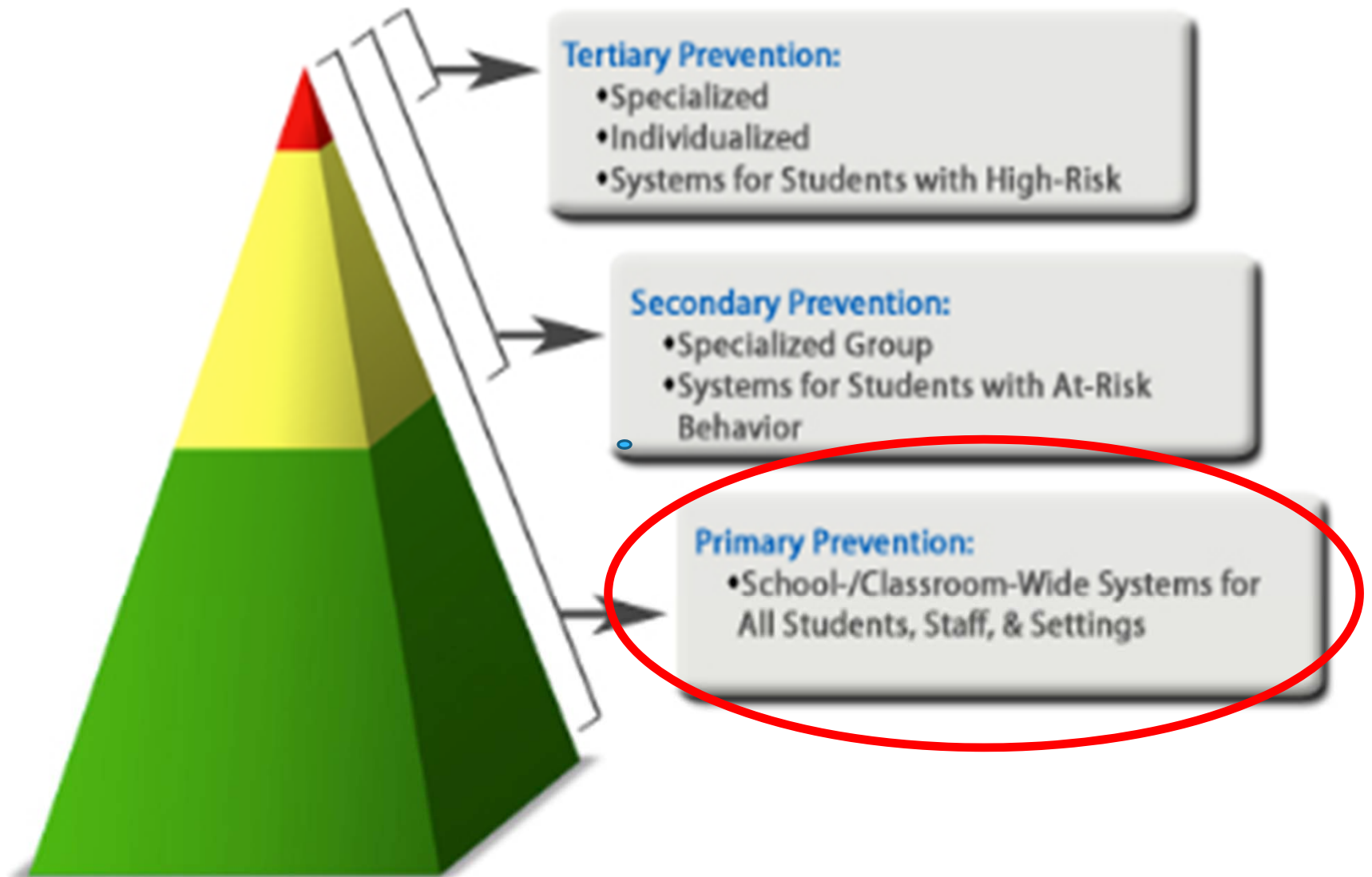


Dr. Allison Collins and Scott Morrison  
December 16, 2014

# Presentation Overview

- \* Student services and social-emotional curriculum
- \* Health, wellness, and prevention
- \* Mental health and at risk behaviors
- \* Disabilities and specialized programs
- \* Recommendations
- \* Proactive data collection

# Tiers of Social/Emotional Support



# How does social-emotional learning relate to the curriculum?

- \* Academic and curricular programs

- \* Health and wellness
- \* Student advisory
- \* Pro-social peer relationships

- \* Impact on student learning

- \* Research documents strong connection between social-emotional learning and student achievement

# Health and Wellness

## *Elementary Level*

ELEMENTARY SCHOOL	Social/Emotional Wellness	
K-2 <sup>nd</sup> Grade	Safety Emotions Taking Care of Me Self-Awareness Nutrition Disease Prevention Medicine Safety Human Body	
ELEMENTARY SCHOOL	Social/Emotional Wellness	Body Systems
3 <sup>rd</sup> – 5 <sup>th</sup> Grade	Goal setting Decision making Stress Listening is a part of communication Conflict resolution Standing up for your rights Peer pressure Assertiveness	Circulatory System Nervous System Digestive System Respiratory System Skeletal System Muscular System

# Health and Wellness

## *Middle School Level*

<b>MIDDLE SCHOOL</b>	<b>Social/Emotional Wellness</b>	<b>Body Systems</b>	<b>Physical Wellness</b>
6 <sup>th</sup> Grade	Effective Communication & Social Skills	Skeletal, Muscular, Digestive, Respiratory, Cardiovascular, Integumentary (skin, hair, nails)	Introduction to Nutrition & Exercise, Skin Cancer Awareness, Lifestyle Related Diseases & Disease Prevention
<b>MIDDLE SCHOOL</b>	<b>Social/Emotional Wellness</b>		
7 <sup>th</sup> Grade	Effective Communication Social Skills; Assertiveness; Conflict Resolution and Refusal Skills; Happiness; Media Influence; Self-Image; Self-Esteem; Self-Improvement; Healthy Relationships; Bullying Prevention; Social Consciousness; Online Safety & Cyber-Bullying		
<b>MIDDLE SCHOOL</b>	<b>Social/Emotional Wellness</b>	<b>Body Systems</b>	<b>Physical Wellness</b>
8 <sup>th</sup> Grade	Stress & Anxiety, Time Management, Decision Making, Peer Pressure & Refusal Skills	Endocrine, Reproductive	Implications of Alcohol, Tobacco & Marijuana Use, Human Reproduction & Reproductive System Health

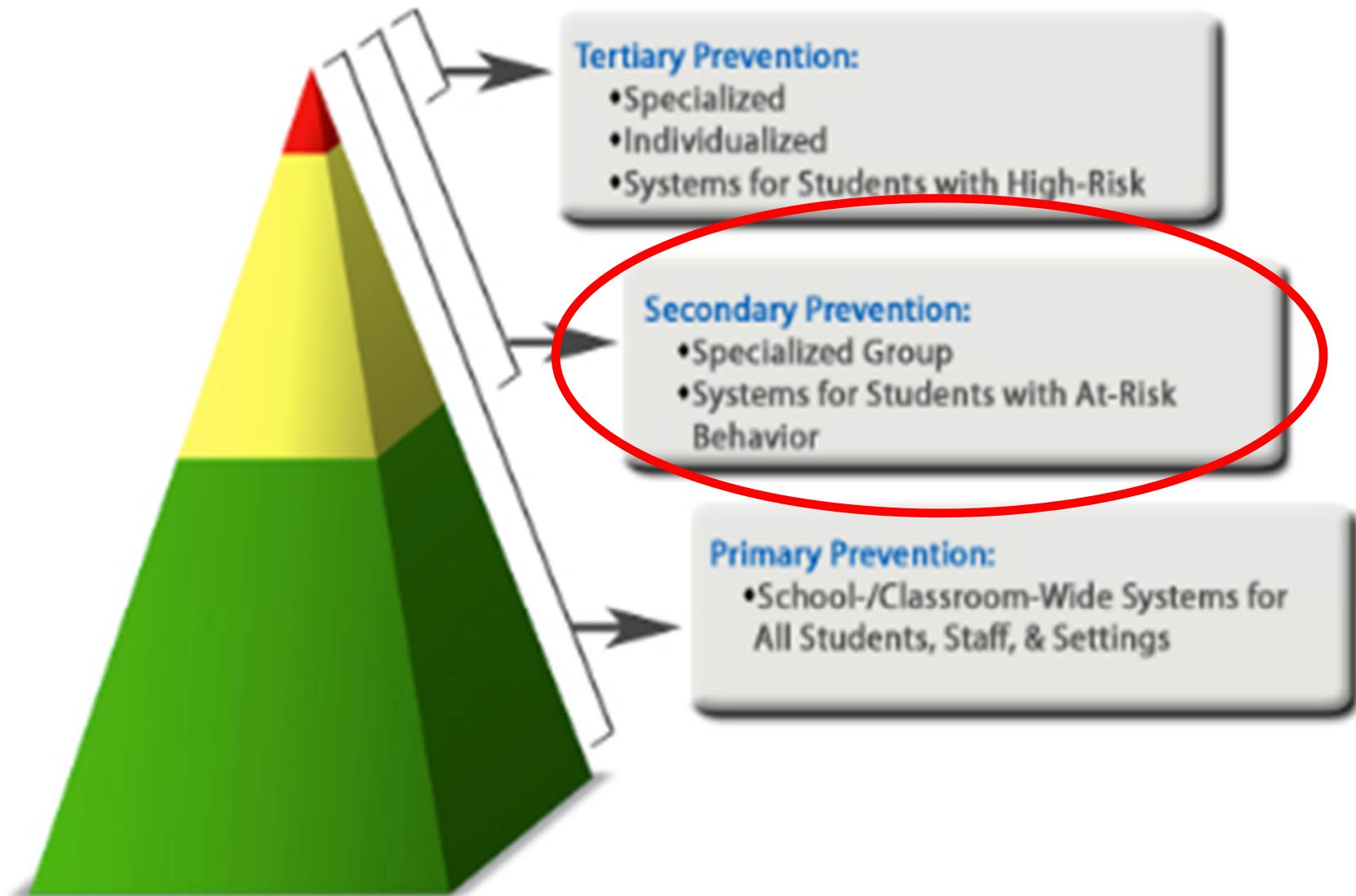


# Health and Wellness

## *High School Level*

HIGH SCHOOL	Social/Emotional Wellness	Body Systems	Physical Wellness
Typically 9 <sup>th</sup> /10 <sup>th</sup> Grade (Info from DESE Health Framework)	Expressing emotions Coping with feelings Stress and its effects on the body Managing stress Personality development Identity formation, Concepts of ideal self Concepts of public self Concepts of private self Positive communication (such as active listening, praise, and humor) Negative communication (such as teasing, name calling, bullying)	Nervous Muscular Skeletal Circulatory Respiratory Endocrine Reproductive Excretory Immune system Prevent and combating disease Positive health behaviors that reduce the risk of disease	Life-management skills Achieving personal wellness health goals Researching, evaluating, and implementing strategies to manage personal wellness Monitoring progress and revising plans Home safety conditions Practices related to safety outside the home

# Tiers of Social/Emotional Support





# Mental Health and At Risk Behaviors

*Data from student emergency cards:*

- \* Number of middle-high school students diagnosed with ADHD:

90 (11%)

- \* Number of middle-high school students diagnosed with depression and/or anxiety:

48 (6%)



# Mental Health and At Risk Behaviors

- \* Number of K-12 health office visits for social-emotional reasons September 2013-November 2014:

287



# Students Prescribed Medication for Attention or Psychological Diagnosis

- \* Elementary

- \* 29 students

- \* Middle/high school

- \* 85 students

# Students with Intensive Counseling Needs

- \* In-school counseling (1x per week or more)
  - \* Elementary – 72 students
  - \* Middle school – 61 students
  - \* High school – 48 students
- \* Outside therapist
  - \* Elementary – 18 students
  - \* Middle school – 36 students
  - \* High school – 28 students

# Student In-Patient Mental Health September 2013 – November 2014

- \* Elementary students
  - \* 6 Hospitalizations
- \* Middle school students
  - \* 4 Hospitalizations
- \* High school students
  - \* 7 Hospitalizations

# DCF Involvement

## September 2013-November 2014

- \* Elementary students

- \* 14 “51A’s” filed by school personnel
- \* 12 Families involved with DCF

- \* Middle school students

- \* 3 “51A’s” filed by school personnel
- \* 4 Families with ongoing DCF involvement

- \* High school students

- \* 1 “51A” filed by school personnel
- \* 3 Families with ongoing DCF involvement



# Services for Students with Mental Health and Behavioral Needs

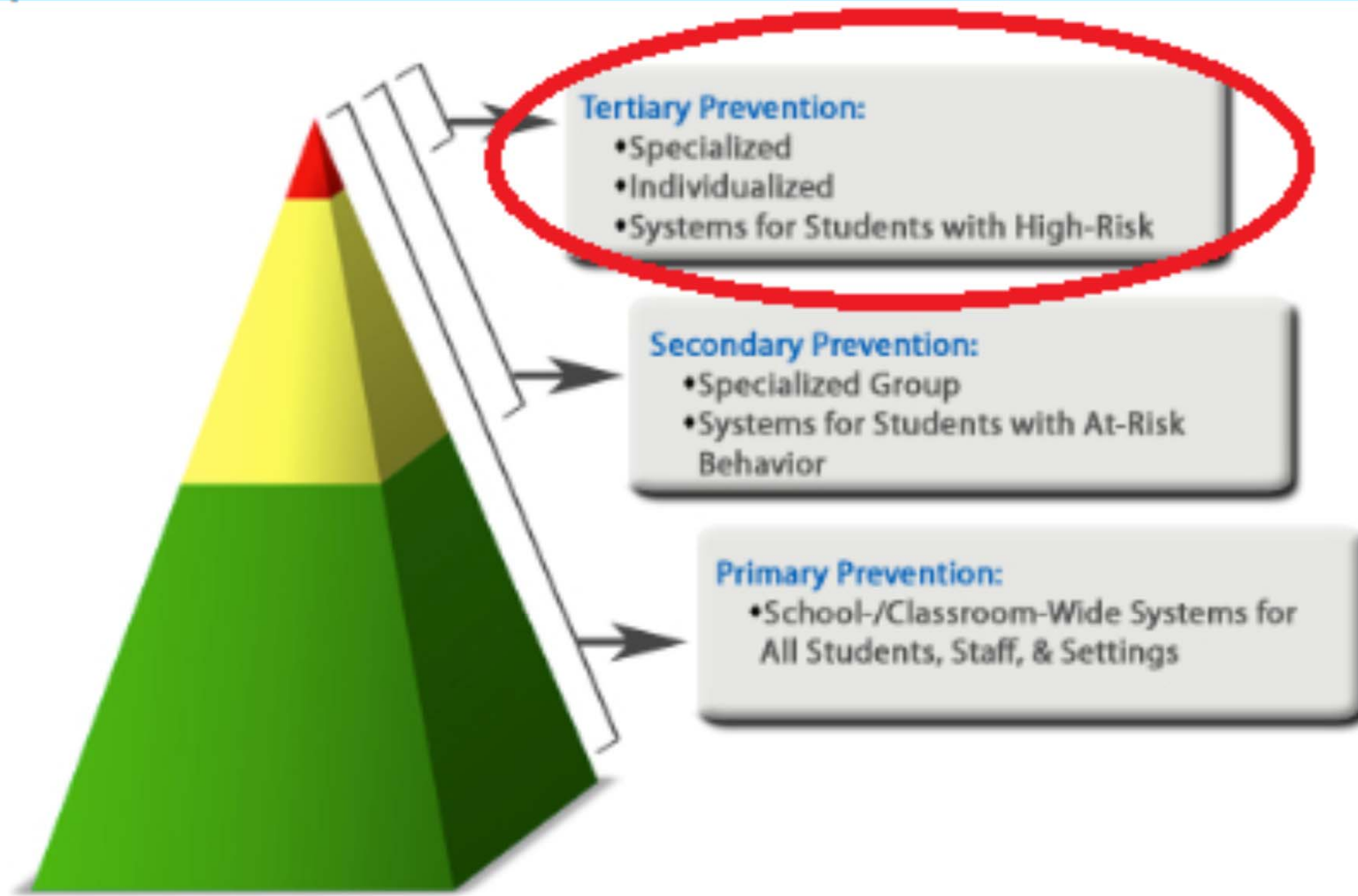
- \* School counseling PK-12
  - \* Individual
  - \* Small group
  - \* Social skills groups
- \* Post-hospitalization re-entry supports
- \* Home-hospital tutoring
- \* Case management
- \* Psychological evaluations
- \* Risk and safety screening
- \* Functional behavioral assessment

# Service Providers

- \* School guidance counselors
  - \* Middle-high school only
- \* School adjustment counselors
  - \* One per building, part-time
- \* School psychologists
  - \* One per building, full-time, doctoral level
  - \* Evaluations, groups, counseling
- \* Behavior specialists
  - \* Elementary only, teachers with behavioral expertise



# Tiers of Social/Emotional Support



# Disabilities and specialized programs

- \* Students with primary emotional impairment receiving special education

**13**

- \* Students receiving supports through specialized in-district (SAIL) programs

**18**

- \* Students placed out-of-district due to mental health issues and/or behavioral issues

**13**

# SAIL Programs - Overview

- \* Social and Academic Integrated Learning
- \* Grades 1-5 and 5-8
- \* Asperger's syndrome or social-emotional disability
- \* Need for help with social skills, peer relationships, study strategies, self-regulation, self-advocacy, and independent living and learning skills

# SAIL Programs - Services

- \* Positive Behavior Intervention Supports
- \* Social Thinking Groups
- \* Ongoing Coaching in Social Skills and Pragmatics
- \* Intensive Case Management
- \* Structured Study Skills Development
- \* Anxiety/Stress Management Strategies



# Transitions - Overview

- \* Grades 9-12
- \* Asperger's, cognitive disabilities
- \* At risk for challenges with post-secondary transition
- \* Need for explicit instruction in social pragmatics, executive functioning, and Transition planning

# Transitions - Services

- \* Positive Behavior Intervention Supports
- \* Social Thinking Groups
- \* Assistive Technology
- \* Individualized Fitness Programs
- \* Vocational Assessment and Interest Inventories
- \* Person Centered Planning for Transition
- \* Supported Community Involvement and Service Learning (extracurricular activities, employment)

# English Language Learners

- \* There are 10 ELLs district-wide.
  - \* 8 at Essex Elementary School, 1 at MERMS, 1 at MERHS
  - \* Their home languages are Spanish, Albanian/Greek, Mandarin, Portuguese, German, Arabic and English.
  - \* They represent 8 countries: Costa Rica, China, Egypt, Germany, Brazil, Spain, Albania and the U.S..

# Very Diverse Population

- \* Sojourners and immigrants
- \* U.S. born and born abroad
- \* One parent U.S. born and one parent born abroad
- \* Strong literacy in home language and little literacy in home language
- \* English as a 2<sup>nd</sup> language and English as a 3<sup>rd</sup> language
- \* Range of socio-economic and educational backgrounds
- \* Differing reasons for moving to the U.S. and to Manchester and Essex

# MERSD'S ELE Program

- \* Proficiency Levels and Hours of Service
- \* Small group or 1:1 instruction
- \* English language development lessons in 4 language domains
- \* Yearly progress measure: ACCESS
- \* Benchmark testing
- \* The goal is for students to be able to perform at grade level without support.
- \* Average amount of time in ELL program is 3 years.
- \* MERSD has a .8 ELL teacher and a part time ELL tutor.

# Family and Student Support

- \* Parent Action Group
- \* Newsletter
- \* Student Services website with resources for parent education, bilingual glossaries, events of interest
- \* Classroom teachers receiving SEI endorsement
- \* PD offered by ELL teacher
- \* Spaulding grant funded iPads
- \* Home visits
- \* 2 year monitoring period for former ELLs



# Recommendations

Stabilization Budget Dependent	Current or Carry Forward Budget	Budget Neutral / Alternative Funding
<p>Consider expansion of part-time counselor positions to full time</p> <p>Consider increase in social-emotional counseling providers for middle-high school</p>	<p>Prioritize implementation of PBIS at the elementary level</p> <p>Seek additional sources of data to provide a complete picture of student needs and further inform resource allocation and programming</p>	<p>Train staff at all levels, including teachers, in Life Space Crisis Intervention (LSCI)</p> <p>Continue to build staff capacity for administration of CPI protective holds when students are unsafe</p>

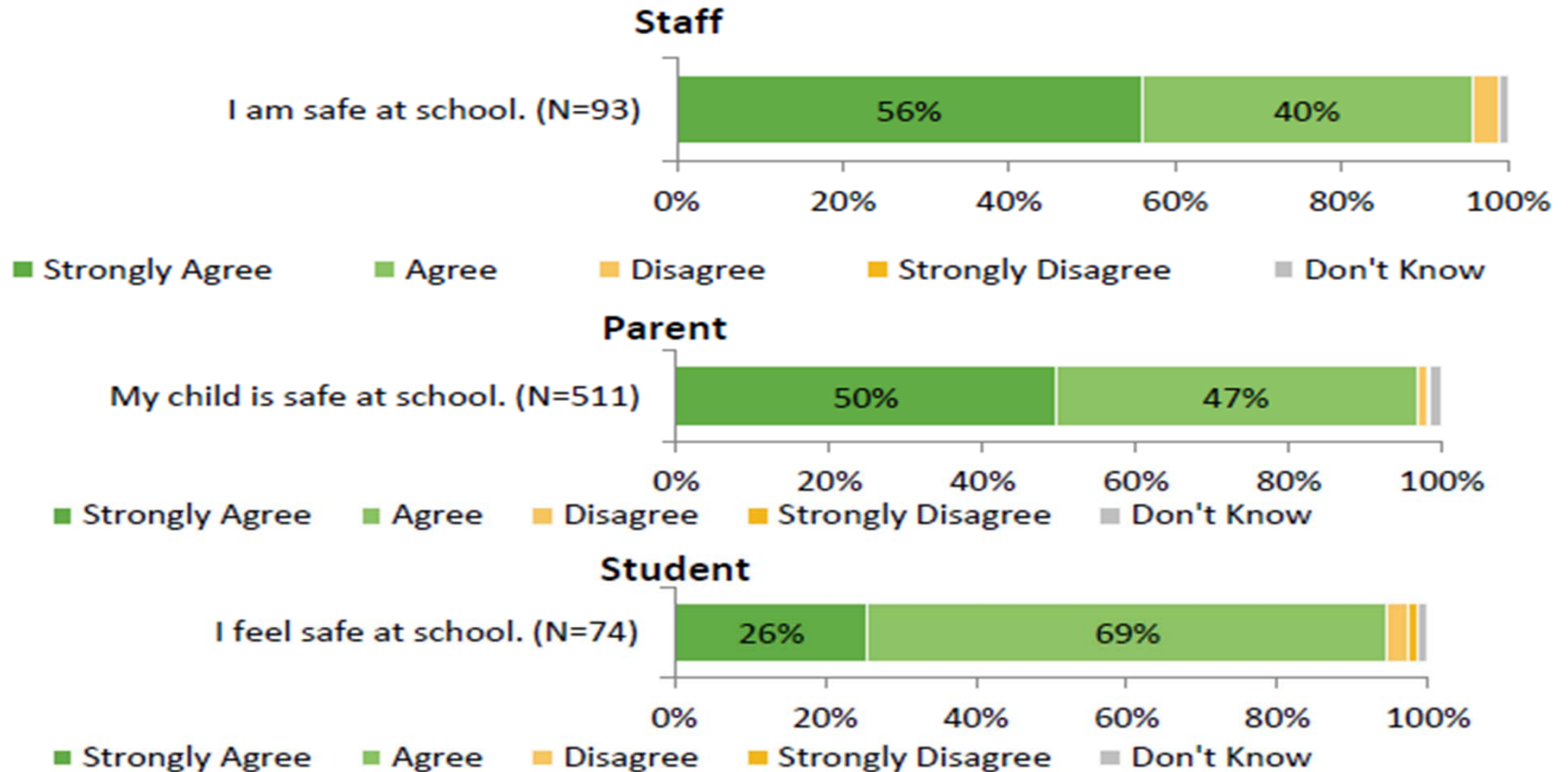


# Current Data Collection

While we have some data from the MERSD Climate Survey ...

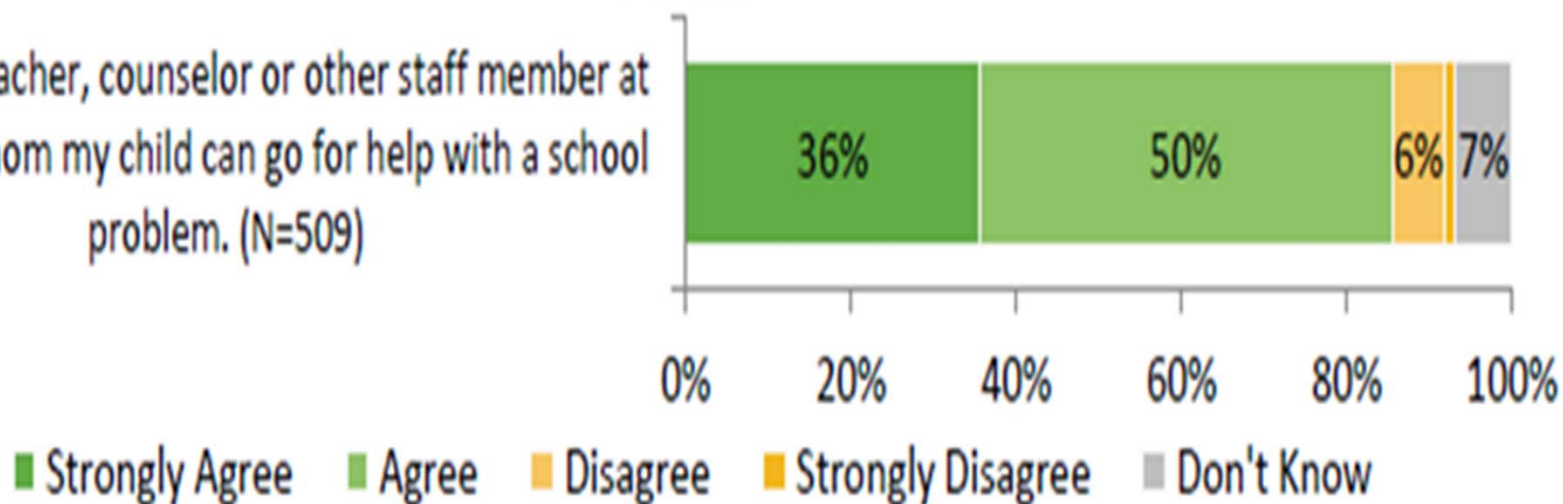
## Safety & Behavior — Successes

How strongly do you disagree or agree with each of the following statements?



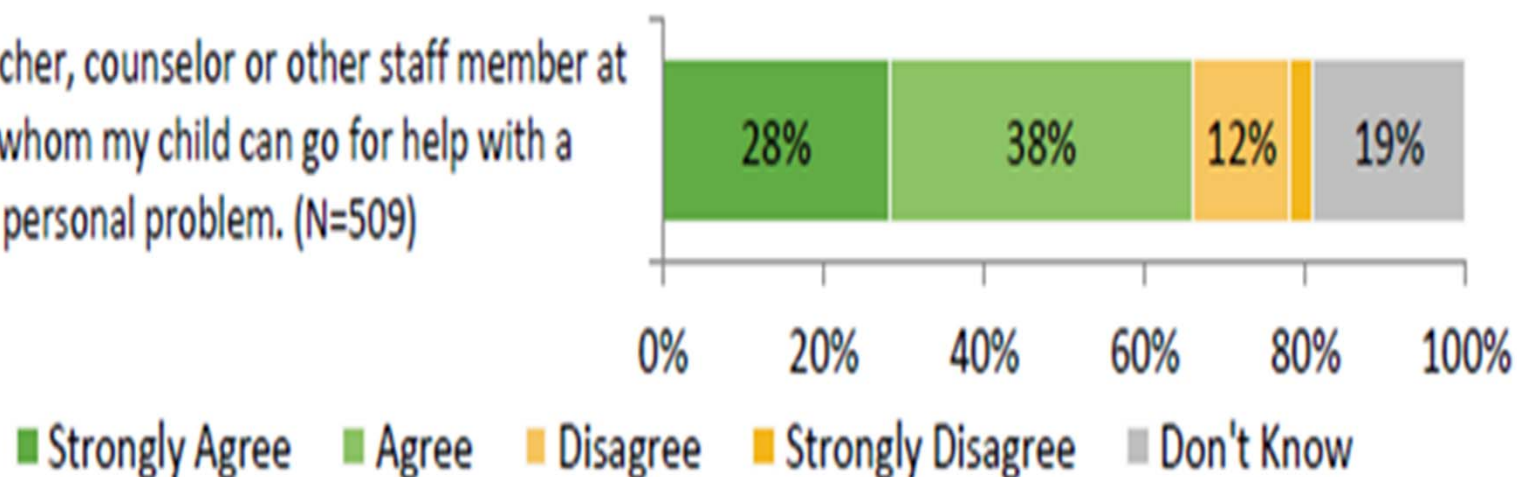
### Parent

There is a teacher, counselor or other staff member at school to whom my child can go for help with a school problem. (N=509)



### Parent

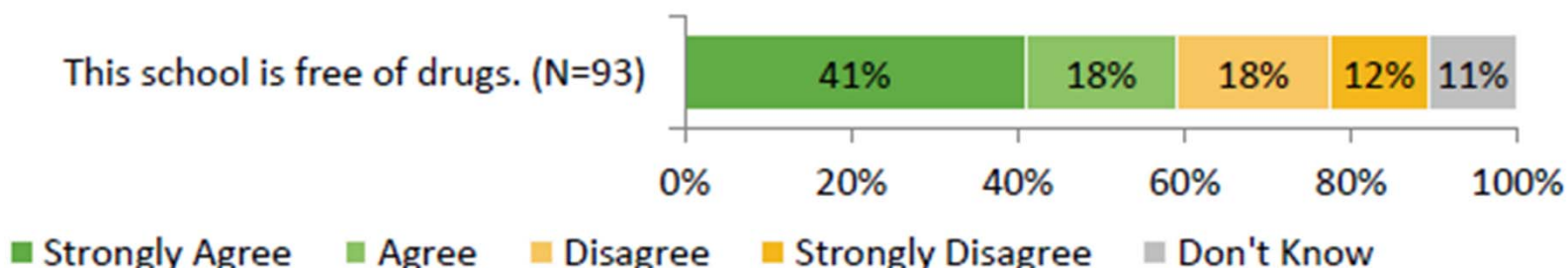
There is a teacher, counselor or other staff member at school to whom my child can go for help with a personal problem. (N=509)



## Safety & Behavior — Challenges

How strongly do you disagree or agree with each of the following statements?

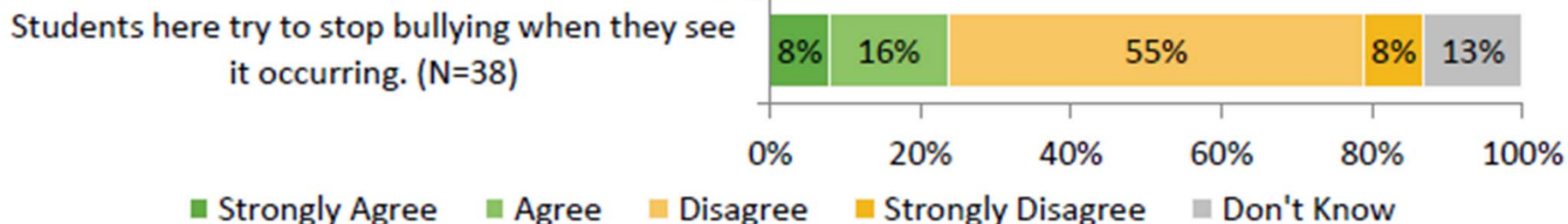
### Staff



### Parent



### Student



# Future Data Collection

There is additional data that would be beneficial to program development...

## Youth Risk Behavior Survey (YBRS)

- Developed by Centers for Disease Control and Prevention (CDC)
- Administered to randomly selected public high schools every other year to glean statewide data
- Used by public high schools to collect data on their own students
- Focuses on risky behaviors that impact student health and safety
- Questions are asked in each of these areas:
  - **Safety**
  - **Violence related behaviors**
  - **Bullying**
  - **Sad feelings**
  - **Tobacco Use**
  - **Alcohol Use**
  - **Drug Use**
  - **Sexual Behavior**
  - **Nutrition/Physical Activity**



# Sample YBRS Questions

- During the past 30 days, on how many days did you text or e-mail while driving a car or other vehicle?
- During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?
- During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?
- During the past 30 days, on how many days did you have at least one drink of alcohol?
- During your life, how many times have you taken a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?

