
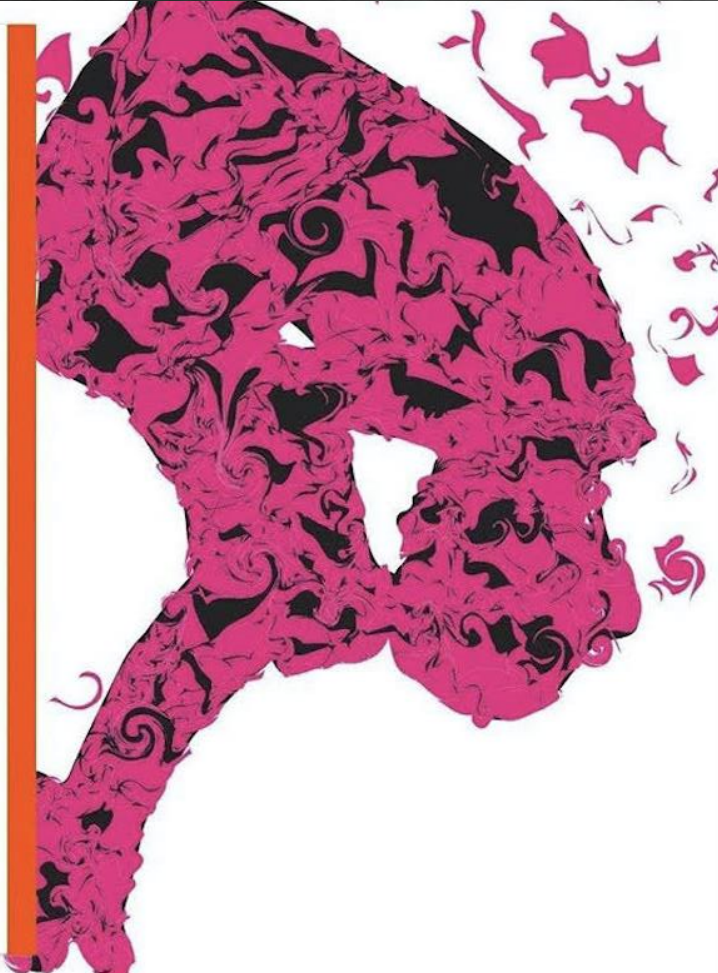


Response of schools to anxiety and mental health concerns in youth

Valerie Royalty-Guandt, EdD

**edutopia**
Sponsored

...



MENTAL HEALTH
As Teen Stress Increases, Teachers
Look for Answers

Who am I?



Do I belong?



Am I safe?



Screenagers

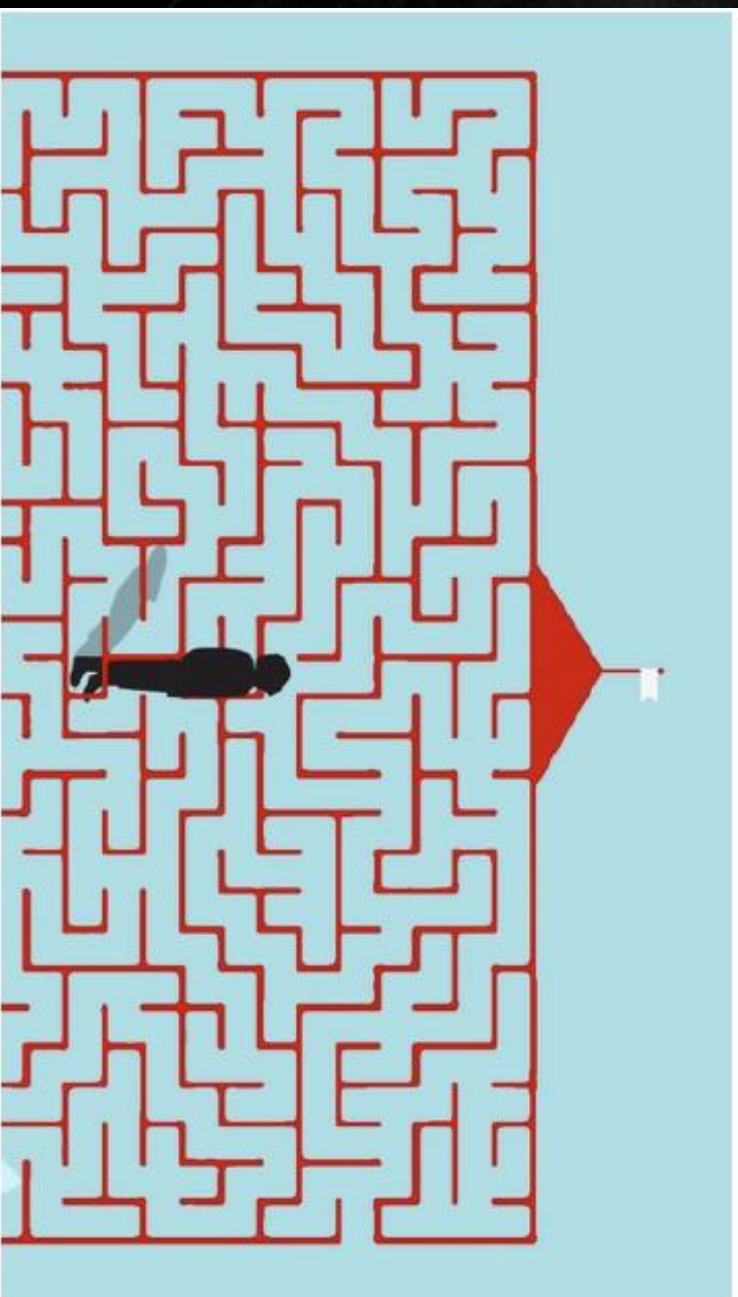
SCREEN
AGERS
NEXT
CHAPTER

EDUCATION

Why Is Middle School So Hard for So Many People?

It doesn't have to be this way.

ALIA WONG OCTOBER 7, 2019



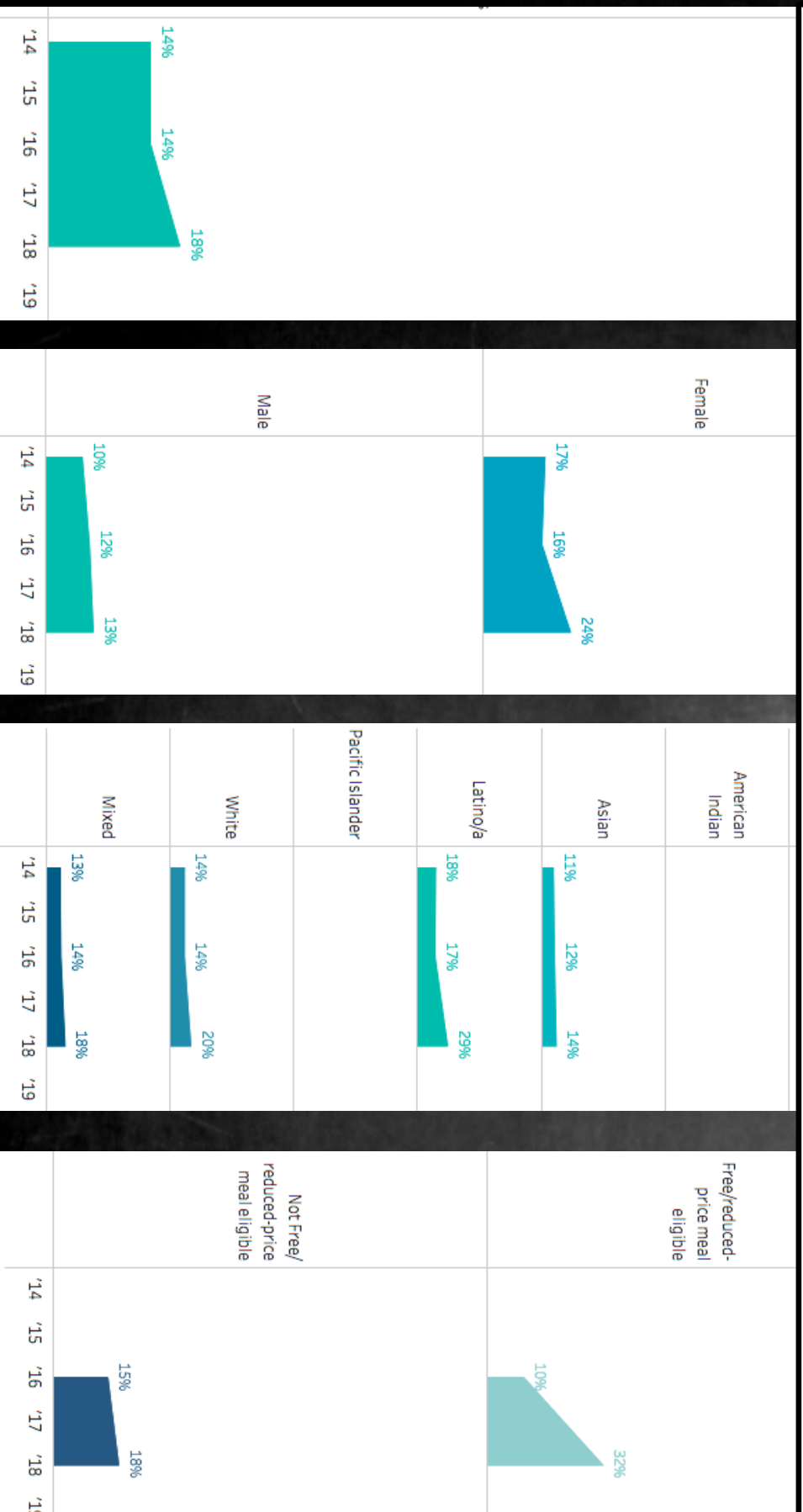
The Atlantic
October, 2019

Rising Anxiety in Youth

- High expectations and pressure to succeed
 - Culture of achievement
- A world that feels scary and threatening
 - Drills, lockdowns, school shootings
 - Immediate and pervasive images of crisis
- Social media
 - Constant connection
 - Social pressure, self-esteem

Experienced chronic sadness/hopelessness:

During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?



CA Healthy Kids Survey

[illegible]



- Assurance of compliance with OCR Resolution, Title IX state laws, Board Policies
- Education of the community about rights and responsibilities
- Promotion of a culture in which sexual assault, violence and harassment are not engaged in nor tolerated
- Empowerment of all community members to interrupt and report incidents of sexual assault, violence and harassment

BP 5157 - Gender Identity and Access

Board Policy 5157

Adopted:

Tuesday, December 8, 2015

BP 5149 - At-Risk Students

Board Policy 5149

Adopted:

Tuesday, January 12, 2010

BP 5141.52 - Suicide Prevention and Related Mental Health Promotion

Board Policy 5141.52

Adopted:

Tuesday, June 1, 2010

Tuesday, October 9, 2018

BP 6164.2 - Guidance/ Counseling Services

Board Policy 6164.2

Adopted:

Tuesday, May 28, 2013

BP 6163.4 - Student Use of Technology

4

Board Policy 6163.4

Adopted:

Tuesday, January 31, 2012

Thursday, June 22, 2017

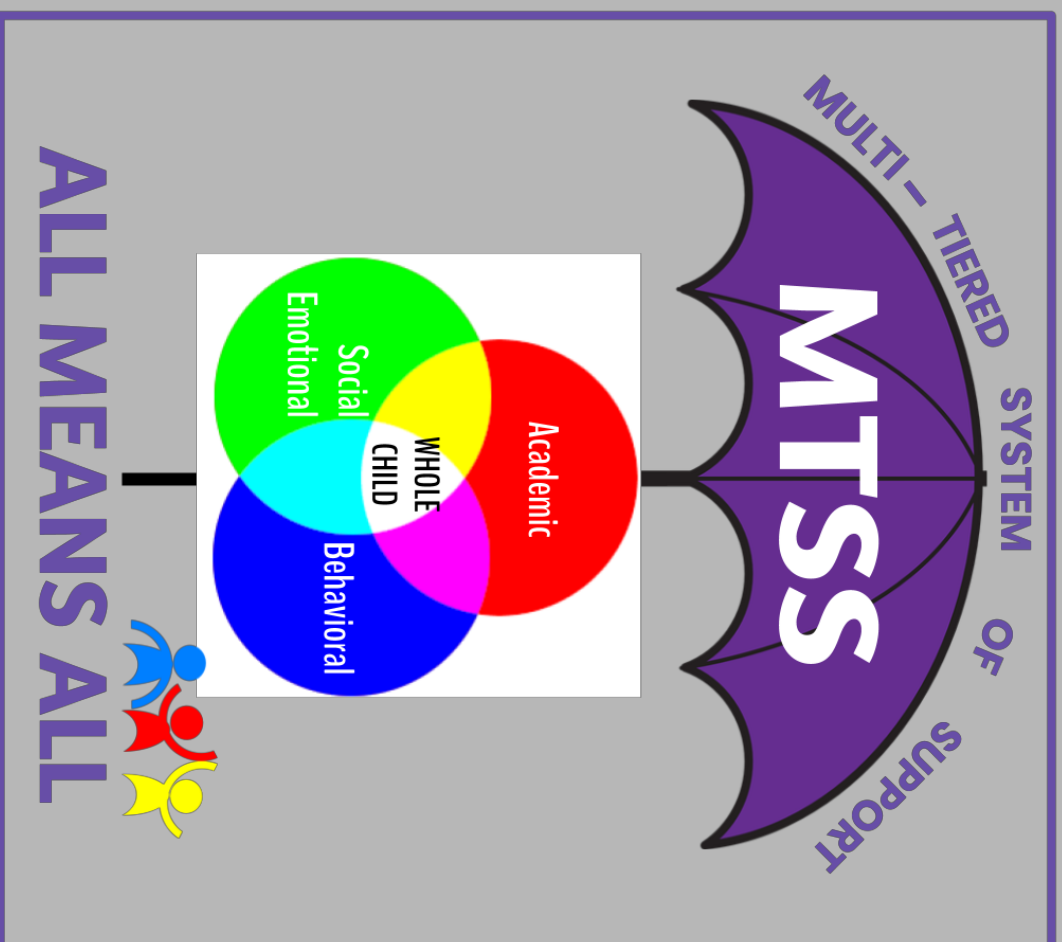
BP 6154 - Homework/ Makeup Work

Board Policy 6154

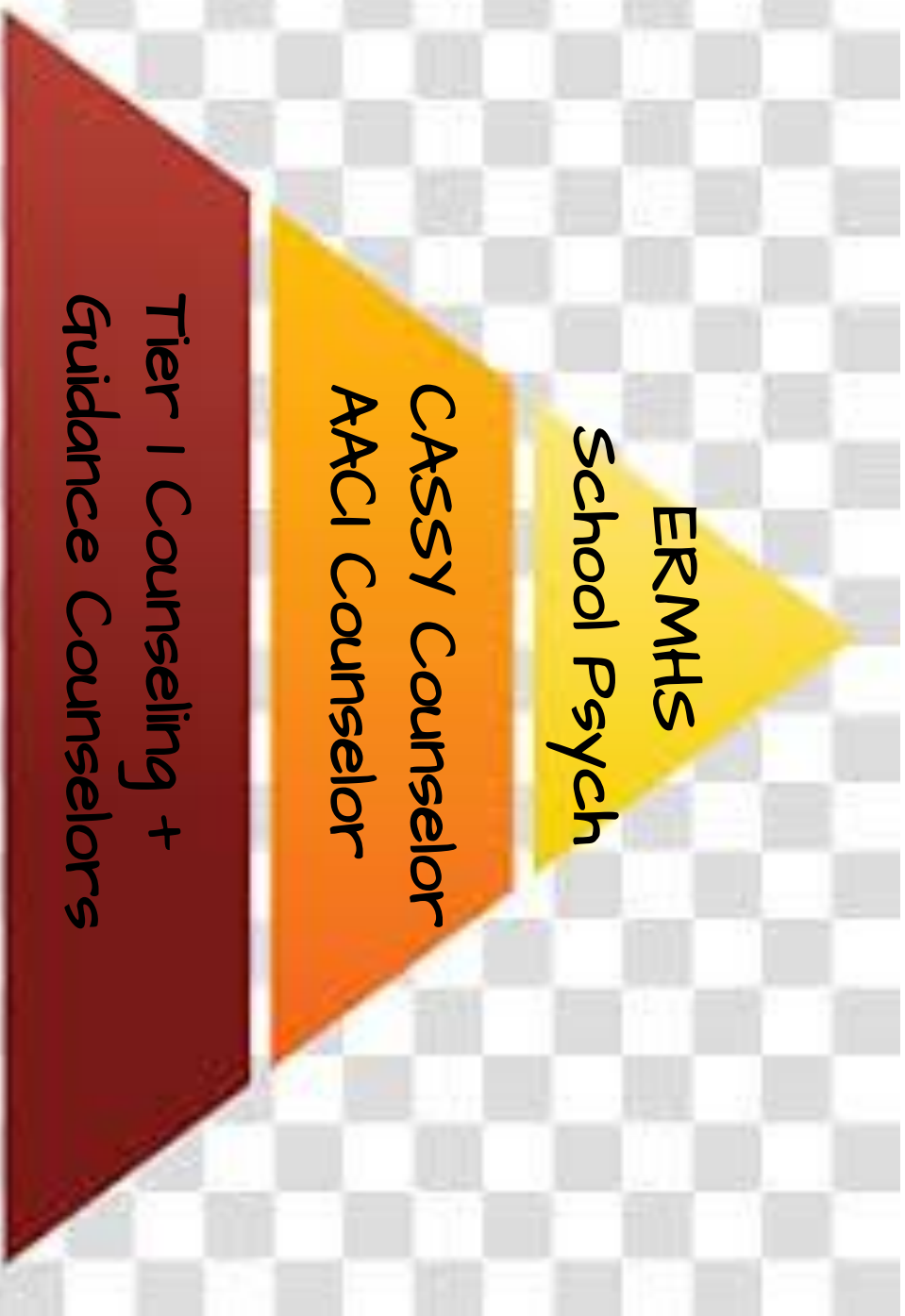
Adopted:

Tuesday, June 12, 2012

Tuesday, February 26, 2013



Monterey Peninsula



+ Nurse

+ Student

Success Coach

+ Assistant

Principals

+ Social worker

+ Special

Education case
managers

Counseling & MDT

Multi-Disciplinary Team student of concern

Reason for Referral	Academic, Social Emotional, Behavioral (Maladaptive behaviors), Attendance
Basic Background Information	Has IEP, EL, Behavior incidents, Student Success Coach, completed CASSY, now in social skills group
Additional Relevant Background Information	
Academic Concerns	Difficulty with math, Difficulty with reading, Difficulty with writing, Lacks engagement/motivation, Poor grades, Incomplete/missing work, Difficulty with following directions, Poor focus/concentration
Additional Relevant Academic Information	ELA- F, Math- D, Sci- D, SS- C, come to JAWS and is helpful and engaged there, in SABE as well. ELA and Math CAASPP standard not met . EL level 2 EOY last year.
Social/Emotional/Mental Health concerns	Peer relationship difficulties, Teacher or staff relationship difficulties, Family difficulties, Anger
Additional Relevant Social/Emotional/Health Information	Explosive in the classroom and then will shut down. Difficult to get him to do work in counseling and stay focused and cooperate. When he feels slighted or called out by teacher, he will shut down. He can be disruptive or just shut down.
What has staff done to gather information and support the student?	Parent meeting, Consulted with Grade Level Counselor, Consulted with teachers, Consulted with admin, Reviewed IEP/504
What interventions/suports have been tried?	Referral to CASSY/AACI, Safe/Student Success Coach, Referral to District Behavior Team, Referral for ERMHS, Social Skills group, IEP next week
Additional	Family was homeless 3 years ago.

Information on Interventions/Suports	
Student strengths	He is very likable, humorous, chatty, friendly with peers, plays basketball afterschool
What is your goal for this student?	Be able to behaviorally and emotionally manage so that he can remain in class and learn and produce work.
Next Steps	Behavior/Attendance Contract
Person responsible for above Next Steps	IEP 2/24. Consult with Case Manager on creating a behavior chart (Counselor), follow up on Behavior referral (Case Manager), Safe Coach will reach out to Case Manager to come to IEP.
Additional Information on Next Steps	
Follow Up Date	3/9/2020

Consultancy Protocol



- Presenter gives an overview of the dilemma
- The consultancy group asks clarifying questions
- The group members ask probing questions
 - What do we think about the dilemma? • What might we do or try if faced with a similar dilemma? • What have we done in similar situations?
- The group talks with each other about the dilemma (the presenter just listens)
- The presenter reflects on the feedback and focuses on next steps

Chronic Absenteeism



Red

Pacific Islander



Orange

African American

Hispanic

Homeless



Yellow

Asian

Filipino

Socioeconomically Disadvantaged

Two or More Races

White

Anxiety, school refusal & mental health concerns

- 504 Plans
- Assessment for IEP
- ERMHS Therapists
- Home and Hospital Instruction
- Community Services & supports (social workers, advocates, external experts)

General & Special Education Support

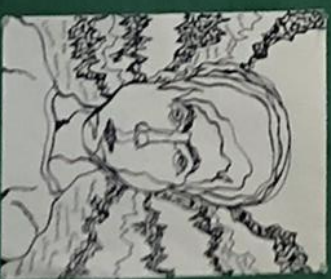


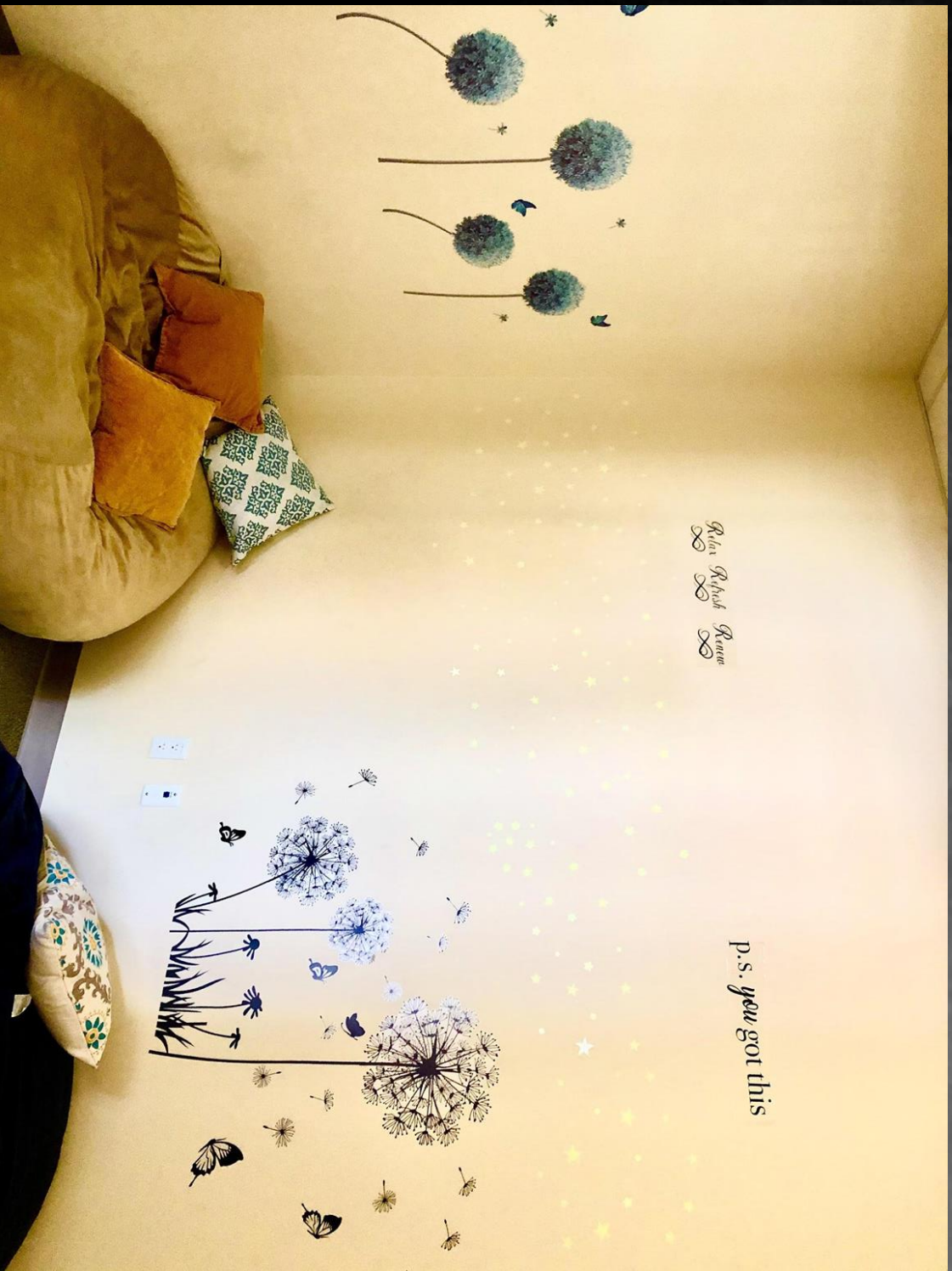
IN CASE NO ONE
TOLD YOU TODAY ...

HELLO

GOOD MORNING

YOU BELONG HERE
YOU'RE DOING GREAT
I BELIEVE IN YOU





Collegewood Elementary School's "Landing Spot" features a canvas teepee tent, shag rugs and sensory sand all designed to help diffuse an upset child.



Students find a safe place to manage emotions




January 23, 2020

pline, Crises & School Safe-



npr • Following

...

npr  About 95% of American public schools have adopted some form of active shooter drills. But there's little proof they're effective — and there's growing concern they can traumatize children. Click the link in our bio to read the full story. (Image by [@dionmbd](#) | Dion MBD for NPR)

@dionmbd | Dion MBD for NPR)

4d



8,712 likes

4 DAYS AGO

Add a comment...

Post

California Ed Code 48900

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

(Amended by Stats. 2019, Ch.279, Sec. 2 (SB 419) Effective January 1, 2020)



RESTORATIVE QUESTIONS

WHEN THINGS GO WRONG:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

WHEN SOMEONE HAS BEEN

HARMED:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



Social Emotional Learning's 5 Core Competencies

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision-making



Challenge Day

Challenging You
to **BB** the Change



Sex Ed (California Healthy Youth Act)

- Appropriate for all **races, genders, sexual orientations, ethnic and cultural backgrounds,** pupils with disabilities, English Learners
- Respect and address the needs of all genders and sexual orientations
- Teach about gender, gender expression, gender identity, and harm of negative stereotypes

California Ed Code 48900

(2) (A)

"Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following...

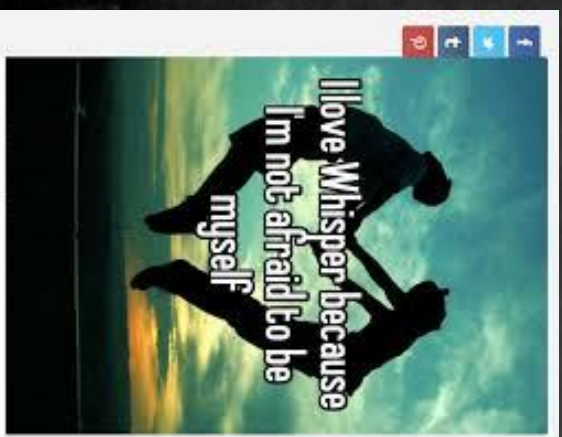
Calculator+



Omegle



Whisper



VORA

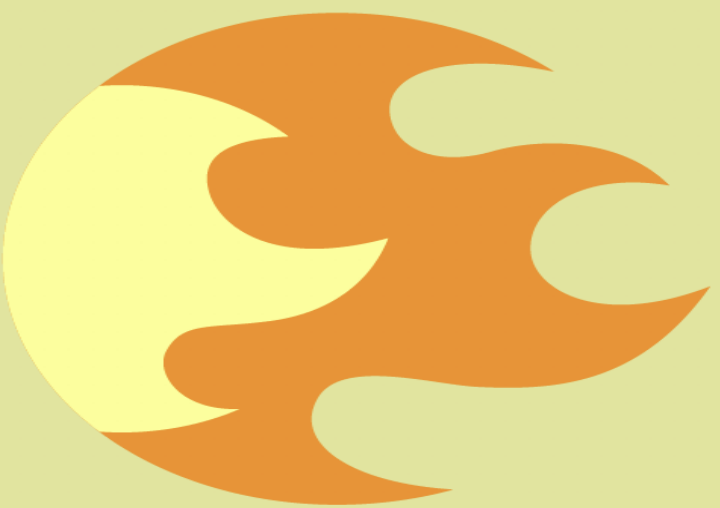


HIP

Common Sense Media



CONSENT IS:



Freely-given
Informed
Reversible
Enthusiastic

ACTIONS STEPS TO CREATE A CULTURE OF CONSENT

1 We Practice & Respect
Bodily Autonomy.

2 We Practice Language and
Tools of Consent.

3 We Become Upstanding
Bystanders.

Annea Bogue, 2019

Parent Education Summit 2/22/20

From Anxiety to Resiliency: Family Solutions (Acknowledge Alliance) **FULL**

Denise Uhl

10 Tech Tips for Parents: Healthy, Safe, and Responsible Technology Use for the Whole Family (PAUSD) **FULL**

Emily Garrison

Complex but not Complicated: Beyond the Binaries of Gender and Sexuality (Stanford) **LIMITED**

Deb Schneider, LCSW • Marissa Floro, PhD

Pressure-Proof Kids: 4 Parenting Pillars to Raise Happy, Successful Kids in a High Pressure World (The Connected Family) **FULL**

Kiran Gaind

Make Room for Healthy Media Choices



Designate bedrooms
"screen-free zones."



Use screens
sparingly with
kids 2 and under.



Choose age-
appropriate,
quality shows,
games, and apps.



Limit screen
time to one
to two hours
per day.



Stay involved in
your kids' media
habits through
co-viewing.



Create a plan with
firm but reasonable
rules about your
family's media use.





Connect
Communicate
Model

Take Care of Yourself