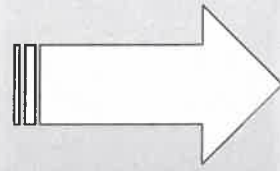# Defining SEL & Mental Health

SEL

- A **process** through which social and emotional competencies are modeled, practiced, and taught through explicit instruction.
- Preventative - reduce risk exposure and strengthen coping skills
- Can improve the mental well-being of all students

Mental Health

- An individual's **condition or state** related to their emotional, psychological and social well-being
- Determines how we handle stress, relate to others, and make choices
- Can affect one's ability to function at home, school, or other social situations

SEL Core Competencies

*Be Safe

*Be Respectful

*Be Responsible

SELF-MANAGEMENT

SELF-AWARENESS

SOCIAL AWARENESS

Social & Emotional Learning

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

SEL & Multi-Tiered Support Systems (MTSS)

New York State EDUCATION DEPARTMENT — Knowledge › Skill › Opportunity

CASEL

- Comprehensive *guidance* developed for schools to *establish systems to support mental health literacy focusing on SEL competencies (2018)*

- American Rescue Plan (ARP) - Prioritized implementing *evidence-based interventions within an integrated multi-tiered system of support including SEL (2021).*

- Cited resource from NYSSBA and NYSED

- Organization dedicated to influence policy and practice to *ensure high-quality, evidence based SEL for all students.*

- Guidance for stakeholders to evaluate support systems to address SEL at the classroom, building, and district level.

Multi-tiered Support System (MTSS)

Tier III
Intensive and targeted support

Tier II
Support provided to students in addition to core instruction

Tier I
Core Instruction provided to ALL students

Response to Intervention (RtI) established since July 2015 provides guidance to K-8 schools for monitoring student progress in the *academic areas of reading and math.*

Multi-tiered Support System (MTSS)
SEL and Mental Health

Current Need:

Evaluate and refine existing practices to transition to a unified and integrated systems approach that incorporates academics, behavior, and SEL.

- Proactive approach to support;
- Similar to academics, mental health supports falls on a continuum of care or tiered system;
- Strengthen the coordination and delivery of student services through evidence based supports;

SEL and Mental Health: Current Practices

Classroom based (Tier 1) - Mental Health Awareness & Prevention

- Established routines and practices that promote respect, responsibility and relationship building skills
- Opportunities for students to work collaboratively
- Classroom structure fosters independence and self management
- Rigorous and meaningful instruction
- Teacher and parent collaboration

Building based (Tiers 1, 2, and 3) - Awareness, Prevention, and Screening

- Building Education Support Team (BEST)
  - Use of multiple of measures of data (e.g. reasons for referral, attendance, grades, test scores)
  - Develop short/long term interventions for at risk students
  - Crisis assessment and crisis re-entry planning
- Themed initiatives to promote community and positive climate
- Equitable access to academic supports through RtI plan
- Mandated/non mandated counseling support
- Family - community partnerships

SEL and Mental Health: Current Practices

Community-based Partnerships (Supports all tiers)

- Pupil personnel service members connecting with CBOs to access support resources (Tiers 1 and 2), e.g. Family Service League and Tri-CYA
- Access for students experiencing mental health crisis in a timely manner
  - **COBS (Comprehensive Outpatient Behavioral Services) via South Oaks Hospital - Tier 2**
    - services for young people who struggle with mental or emotional issues, are faced with adversity or require additional support to function in a healthy manner among their family, school or community.
  - **Children and Youth Single Point of Access (SPOA) - Tiers 2 and 3**
    - Comprehensive support for students with emotional challenges
  - **DASH (Diagnostic Assessment and Stabilization Hub) - Family Service League (Tier 3)**
    - 24/7 voluntary program for individuals in a crisis situation who are feeling overwhelmed due to substance use, mental illness and/or other life stressors.

SEL and Mental Health: Current Practices

- *Academic Recovery Plan (addresses all tiers)*

  - Identified areas of concern and growth academically and behaviorally through use of data;

  - Focus and clarity on a variety of school themes and student-based activities related to community and relationship building;

  - Implementation of research and evidence-based lessons for teaching SEL through Strong Kids (grades K-5).

Continuous Improvement: SEL Practices to Systems

Focus for the work:

Create uniform guidance among Pre K-12 classes/schools to support SEL competencies that reinforce positive behaviors, mental health, and academic success.

Continuous Improvement: SEL Practices to Systems

Stakeholders are assembled to accomplish the following:

- *Reviewing and evaluating the components of the District's academic and behavior processes*
- *Identify universal support, screenings, and preventive SEL interventions for all students*
- *Selecting an evidence-based program to use at the primary, intermediate and secondary levels*
- *Identify types and methods of data collection, i.e. surveys, regarding SEL from a student and family perspective*
- *Establishing shared ownership and focus for SEL implementation*

Continuous Improvement: Practices to Systems

Engage stakeholders in reflection and decision making around <u>CASEL's Big 10 Indicators of Sitewide SEL</u>

1. **Evidence-based SEL programs***
2. SEL integration into a continuum of supports
3. SEL objectives integrated into instruction
4. Student engagement
5. Focus on adult SEL
6. Authentic family partnerships
7. Supportive discipline
8. Aligned community partnerships
9. **Systems for collecting data***
0. Supportive school and classroom climates

Essential questions:

What do we already have in place to support this?

What/Who do we need to accomplish this?

* Indicators discussed at the October 16th district level committee meeting