

Systematizing Social-Emotional Learning and Leveraging Mental Health Partners to Meet Student Needs

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For PowerPoint and additional handouts: <https://tinyurl.com/ycw6jg8z>

Agenda

- What is SEL and how does it relate to Mental Health
- How to systematize SEL in an MTSS framework and engage community partners in this work
- Evidence-based Resources

Norms

- Be present for new learning
- Participate
- Think about your “take back”

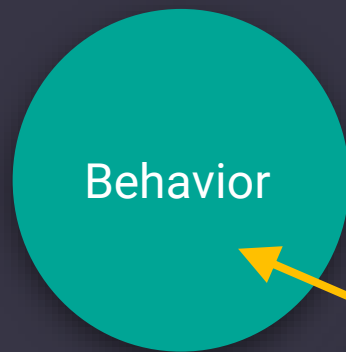


Let's put the SOCIAL in
Social Emotional Learning...

What did you notice about
your **social skills** or your
partner's that **facilitated**
that **interaction**?

**Bridging the gap
between Mental
Health and Social
Emotional Learning**

...and how does it
relate to the
whole child?



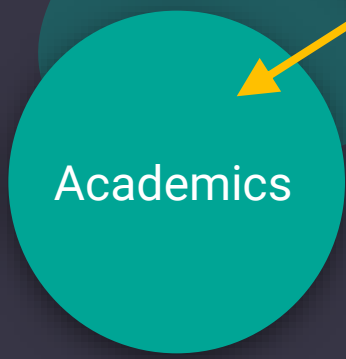
Behavior



Mental
Health



Social-Emotional
Learning



Academics

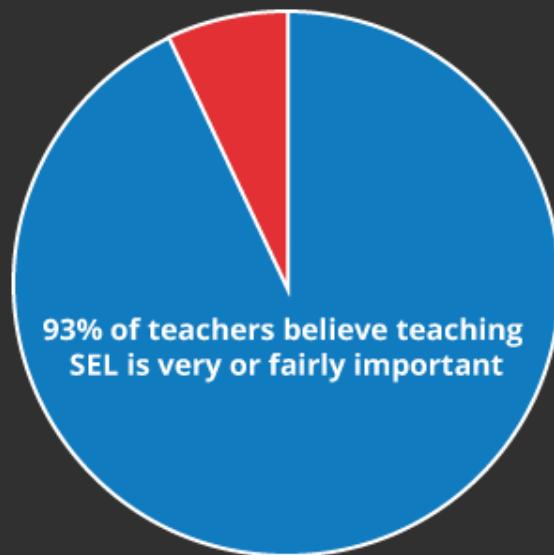


College
& Career



11:1
return on
investment

11%
academic
gains



ABILITY & WILLINGNESS TO LEARN

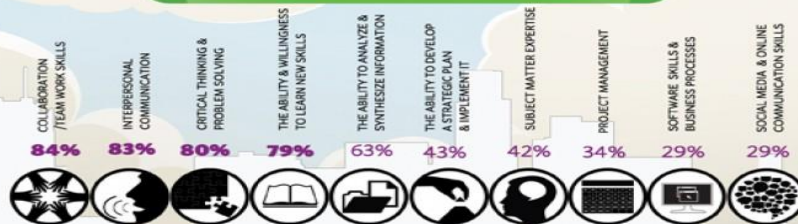
ABILITY TO ANALYZE & SYNTHESIZE NEW SKILLS

CRITICAL THINKING & PROBLEM SOLVING

INTERPERSONAL COMMUNICATION

COLLABORATION

EMPLOYERS IDENTIFY TOP 5 JOB SKILLS



CHICAGO

LOS ANGELES

PHILADELPHIA

What is Mental Health

The **successful functioning** that results in:

**Productive
activities**

**Fulfilling
relationships
with others**

**Ability to
adapt to
change**

**Ability to
cope with
adversity**

What is Social-Emotional Learning

The process through which children and adults learn the **ability** to:

Behave
ethically,
respectfully &
responsibly

**Productive
activities**

Demonstrate
care/concern for
others
Develop positive
Relationships

**Fulfilling
relationships
with others**

**Make good
decisions**

**Ability to
adapt to
change**

**Recognize and
manage
emotions**

**Ability to
cope with
adversity**

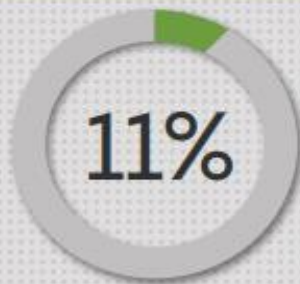
Mental Health Facts

CHILDREN & TEENS

Fact: 1 in 5 children ages 13-18 have, or will have a serious mental illness.¹



20% of youth ages 13-18 live with a mental health condition¹



11% of youth have a mood disorder¹



10% of youth have a behavior or conduct disorder¹



8% of youth have an anxiety disorder¹

Impact



50%

50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.¹

10 yrs



The average delay between onset of symptoms and intervention is 8-10 years.¹

37%



37% of students with a mental health condition age 14 and older drop out of school—the highest dropout rate of any disability group.¹

70%



70% of youth in state and local juvenile justice systems have a mental illness.¹

Suicide



3rd

Suicide is the 3rd leading cause of death in youth ages 10 - 24.¹



90%

90% of those who died by suicide had an underlying mental illness.¹



Source: CMHA Ontario (nd); adapted from Health and Welfare Canada, 1988, Tudor, 1996, and Keyes, 2007.

Triggers for Poor Mental Health

Life Stressors



→ Increase social, emotional, behavioral and psychological risks.

→ Difficulty focusing, assimilating information, staying on task and controlling behavior.

→ Academic/ behavior problems and poor perception of school climate and safety.

Self Reflect



Now think of the opposite, of a time when you were reaching more optimal Mental Health.

What were the events occurring?

How were your actions different?
Performance? Relationships?

A look at how
different a
student's
experience
could be.



<https://www.youtube.com/watch?v=VxyxywShewI>

Social and Emotional Learning

What is SEL and why is it important?

SEL is the process for children and adults to learn

Self

Recognize and manage emotion.

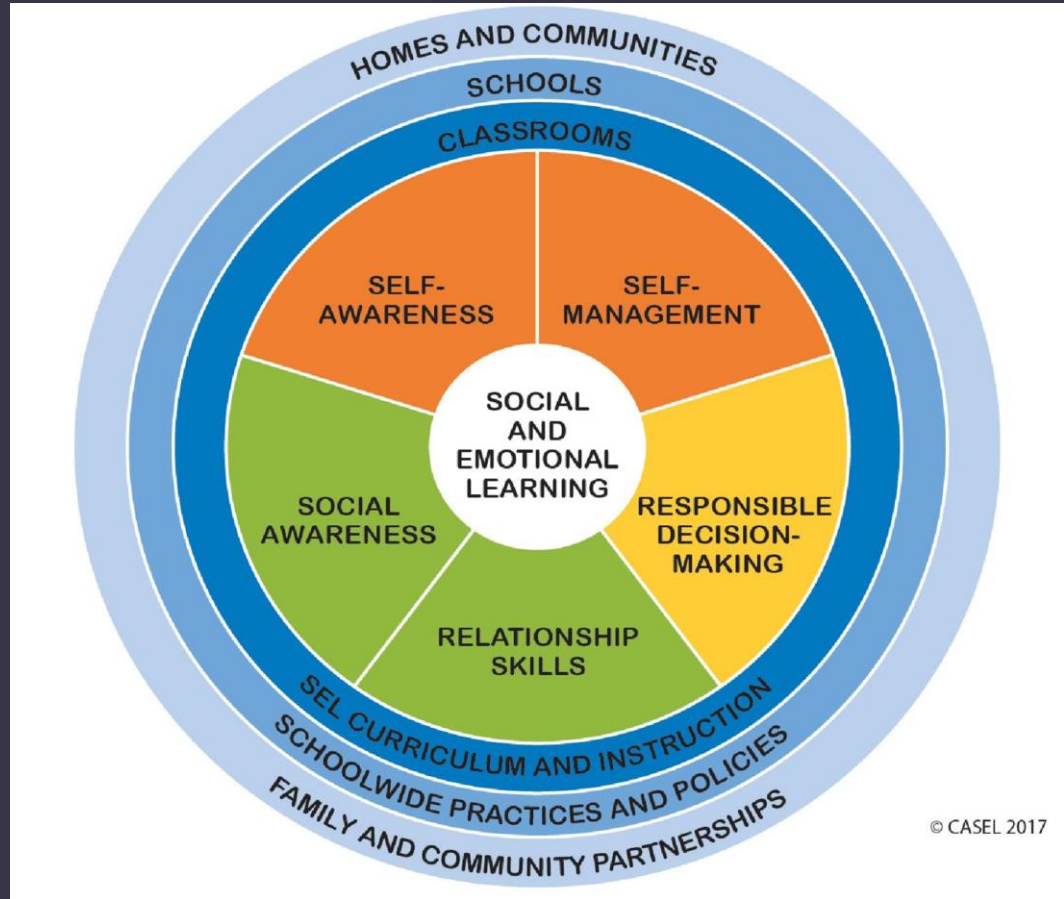
Others

Demonstrate care and concern and form positive relationships.

Actions

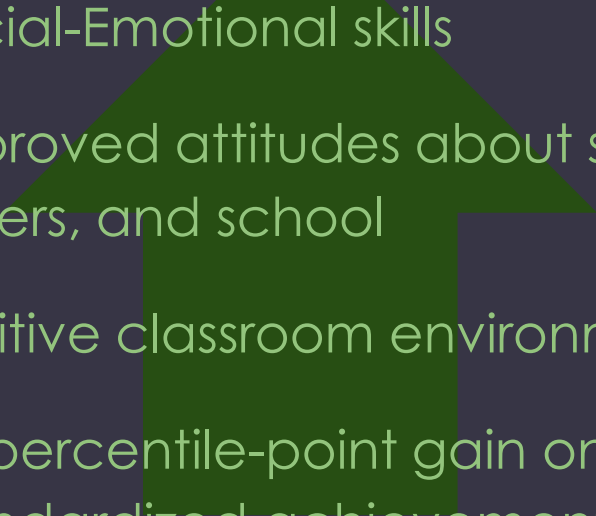
Making good decisions and behaving ethically, respectfully, and responsibly.

CASEL's School-Wide SEL Framework



Support for SEL

Student gains:

- 
- Social-Emotional skills
 - Improved attitudes about self, others, and school
 - Positive classroom environment
 - 11 percentile-point gain on standardized achievement tests

Reduced risks:

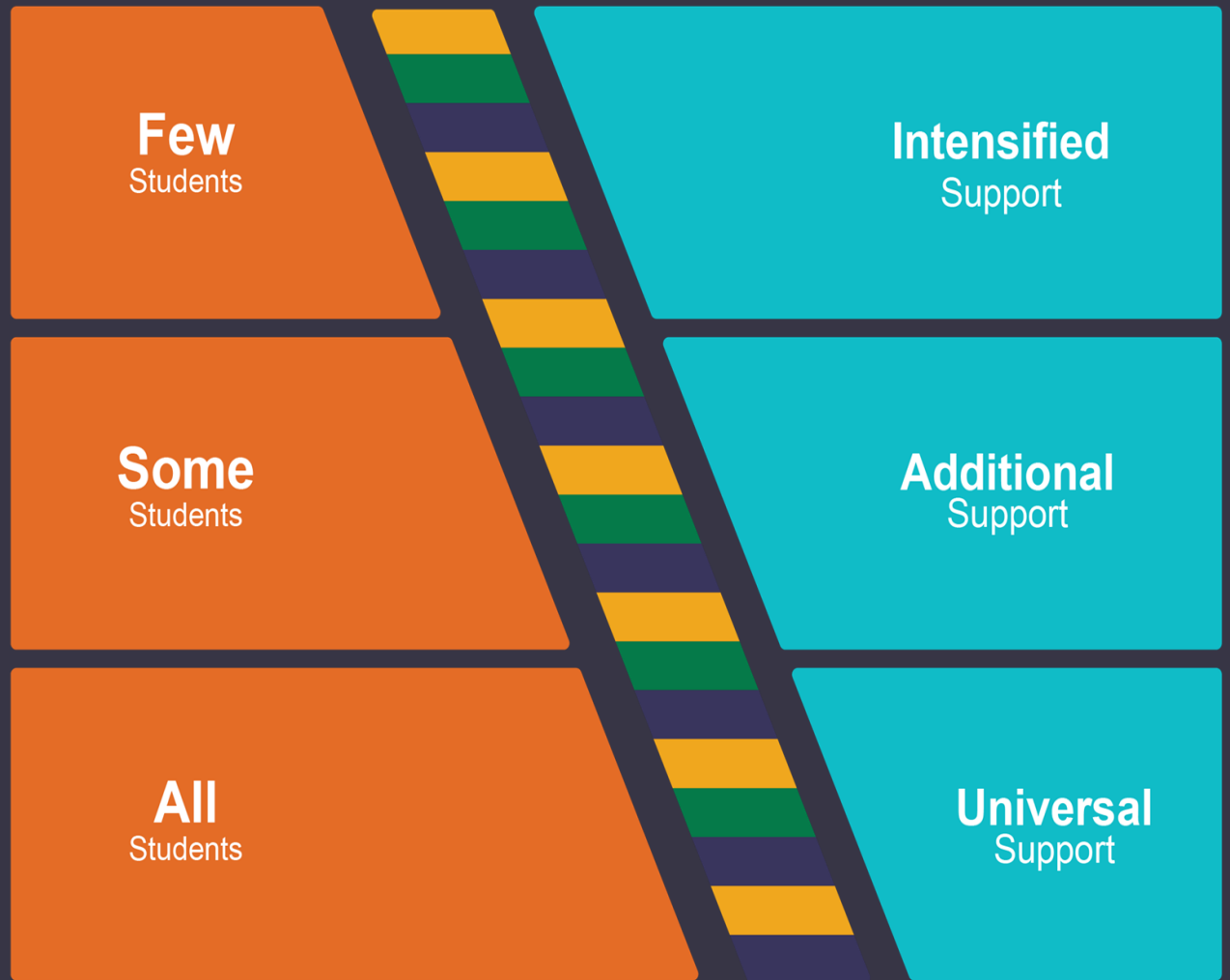
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- Conduct problems
 - Aggressive behavior
 - Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.

How to systematize SEL...

...by partnering with
community resources
and using a Multi-
Tiered System of
Support (MTSS)
framework

Multi-Tiered Logic



Thoughts on Tier 1

Information
and
Teaching
for ALL

Teaching
and Data

Integrated

Effort for
Prevention

ALL

Thoughts on Tier 2

Learning
Targeted
Skills

Data to
Match
Intervention
to Need

Work
around
Core

Improve
Skills

Some

Thoughts on Tier 3

**Individualized
Interventions**

**Connect
Student to
Interventions/
Frequent Data**

**Meets the
Student's
Need**

**Reduce
Intensity/
Frequency &
Improve Q of L**

FEW



Potential Barriers

How do I build
strategic
partnerships so I
don't have to do it
alone?



Building My Network of Resources:

It's about who you know

Building Relationships

What's in my local area

What county resources are available

Other ways to find connections

Things to Consider

- Language – academic focus versus mental health focus
- Any district policies to consider?
- Confidentiality: HIPAA vs Ferpa
- Building relationships takes time

Plan Ahead for Potential Roadblocks

- Working in silos
- Possible Competition
- Space issues
- Lack of communication
- Need for continued relationship-building
- Need for ambiguity
- Accountability

**What resources are
available?**

...and where do I
begin?

Tools and Resources for Implementation



- Orange County Health Care Agency - Behavioral Health
- <https://media.ocgov.com/gov/health/bhs/about/pi/outreach/default.asp>



- CASEL
- www.CASEL.org



- California SUMS Initiative
- www.OCDE.US/SUMS.org



- SWIFT
- www.SwiftSchools.org

Next steps to consider:

- Examine your capacity to support SEL on your campus.
- Educate other stakeholders on the importance of SEL and its benefits.
- Identify your resources.

Tell us what else you need:

<https://goo.gl/DZqYDc>



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Questions:

