



## **Mental Health Plan 2023-24**

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**VALLEY STREAM 30 UFSD FRAMEWORK FOR MENTAL HEALTH & SOCIAL EMOTIONAL LEARNING  
EDUCATION CURRICULUM**

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## INTRODUCTION

Effective July 1, 2018, New York State Education Law § 804 requires health education in schools to include instruction in mental health. Mental health is defined as a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community. As part of overall health and well-being, mental health includes:

- a sense of self-esteem and self-confidence; the ability to identify, express and regulate emotions;
- the ability to set and achieve goals; recognition of one's creative skills;
- the ability to expand knowledge and skills; the ability to feel and show empathy for others; and
- the ability to create and maintain satisfying relationships.

To comply with the amendments to Education Law § 804, Commissioner's Regulation §135.3 was amended to require that health instruction include mental health and the relation of physical and mental health; be designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity. Integration of this instruction within existing health education curriculum and other key areas such as wellness and student support will create positive, safe and supportive environments, and provide opportunities to build and practice relationship skills, resilience and social and emotional competencies.

Valley Stream UFSD 30 recognizes that mental health is a state of well-being in which every individual realizes one's potential, can cope with normal stresses of life, can work productively and fruitfully, and is able to contribute to one's community. It is a dimension of overall health. Schools play a key role in promoting mental health in all children and young people, recognizing that student's learning and development is supported by environments that promote mental health. The impact is greatest when all staff is involved in mental health promotion as it relates to every area of the school – the culture, policies, curriculum and activities.

Valley Stream UFSD 30 will:

- Provide a curriculum that actively engages and builds students' self-awareness, social awareness, responsible decision-making, self-management and relationship skills, and social and emotional learning;
  - Support staff in accessing resources, tools and professional learning to enhance their knowledge and capacity to integrate mental health and well-being content across the curriculum;
  - Establish a whole school, whole child approach to mental health that is consistent with this policy by providing positive, safe and supportive environments and opportunities to build and practice relationship skills, resilience and social and emotional competencies;
  - Engage an advisory committee such as a Wellness or similar committee in supporting efforts; and
  - Engage students, families and the community in supporting mental health and wellbeing in a culturally-sensitive approach.
- With RTI for Behavior, students' progress using different interventions is tracked much more consistently, and with much more specific measures (i.e., the BYI-A is used to measure students' progress when participating in an intervention program that targets anxiety, whereas the BYI-D is used to measure students' progress when participating in an intervention program that targets depression.) This attention to detail allows for more timely and accurate data driven decision making.

Progress-monitoring tools should have the following characteristics:

1. They assess specific behaviors or skills that directly relate to the student's area of need,
2. They can measure small amounts of growth over time,
3. They can be completed efficiently,
4. They can be administered repeatedly, and
5. They can be easily summarized in graphic format.

**Valley Stream UFSD 30 will achieve these goals by:**

- Promoting positive mental health for all staff and students;
- Educating and supporting the school community on a variety of approaches that are culturally sensitive to support

mental health;

- Increasing the skills of students, staff, parents and school community to recognize signs of mental health conditions;
- Decreasing stigma related to talking about mental health;
- Providing support to staff through trainings, resources, and check-ins to recognize when students are experiencing mental health challenges;
- Linking students and families to a range of available outside supports;
- Providing guidance and resources to parents/guardians on how to talk to their children about mental health; and
- Providing support to students living with mental health challenges, their peers, parents and caregivers.
- Fostering a supportive Professional Learning Community (PLC) by strengthening Adult SEL and cultural competencies to feel empowered, supported, & valued.

## **MENTAL HEALTH**

According to the World Health Organization (WHO), mental health is defined as a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community. Fully embracing this definition requires a cultural shift that views mental health as an integral part of overall health. As part of overall health and wellness, mental health includes:

- A sense of self-esteem and self-confidence;
- The ability to identify, express and regulate emotions;
- The ability to set and achieve goals;
- Recognition of one's creative skills;
- The ability to expand knowledge and skills;
- The ability to feel and show empathy for others; and
- The ability to create and maintain satisfying relationships.

The following recommendations promote mental health in the educational setting:

- Support children and youth in the development of:
  - Positive routines and practices;
  - Physical activity, exercise and play;
  - Good nutrition;
  - Regular sleep habits;
  - Stress management skills;
  - Caring relationships; and
  - Connected school culture
- Institute efforts to reduce stigma around mental health.
- Foster warm and caring relationships.
- Promote positive school climate and culture.
- Support development of social-emotional skills and help-seeking behaviors.
- Provide support to students with concerns about the mental health of self, friends and family.
- Adopt use of an interdisciplinary partnership approach with community resources.
- Develop support for school staff for their own mental health and wellness.

## **RT I: MULTIPLE DIMENSIONS OF ADDRESSING MENTAL HEALTH WELL-BEING: PHYSICAL EDUCATION, HEALTH EDUCATION, NUTRITION AND SOCIAL EMOTIONAL LEARNING**

Education on the importance of the mind-body connection, and the several dimensions of health including mental health and the relation of physical and mental health, can enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity. Through the introduction of the concept of mental health as something more than an illness, on a continuum of well-being, and an integral part of overall health (i.e., physical health, social-emotional health, nutritional health), the impact of early prevention in education can develop resiliency, positive behaviors and self-care.

### **Mental Health Education Curriculum**

Valley Stream 30 has created a curriculum (*see appendix*) using this framework which aligns to the New York State Health Education Learning Standards and is to be used in conjunction with the current Guidance Document to Achieving New York State Learning Standards in Health.

### **Self-Management: Develop self-awareness and self-management skills essential for mental health.**

<b>Outline</b>	<b>Early Elementary (EE)  K-2</b>	<b>Late Elementary (LE)  3-5</b>	<b>Intermediate (I)  6-8</b>
<b>1A. Self-care to promote mental health and overall, well being.</b>	<b>1A. EEa.</b> Individuals understand the benefits of eating healthy foods, mindfulness, getting enough sleep, being active both physically and socially as they relate to overall health and well being.	<b>1A. LEa.</b> Individuals begin to assume responsibility of self-care behaviors (rest, relax, mindfulness, hygiene, exercise, food, friend choices and creative activities) to maintain and/or improve overall health	<b>1A. Ia.</b> Individuals describe the interrelationship of emotional, intellectual, physical, and social health in adolescence (Health Triangle; See - Glossary). <b>1A. Ib.</b> There are many factors that can influence one's mental

		and well being. <b>1A. LEb.</b> Individuals identify characteristics of a mentally and emotionally	health, including family, environment, genetics, brain chemistry, health behaviors, personal
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		healthy person and explain what it means to be mentally or emotionally healthy.	values, peers, media, technology, culture and community. 1A. Ic. Recognition of one's strengths and weaknesses are integral to maintaining and improving overall health. 1A. Id. Individuals can take action (Individually or with support) to positively impact their own mental health. 1A. Ie. Individuals can develop coping skills to work through challenging situations.
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<p><b>1B. Resiliency</b></p>	<p><b>1B. EEa.</b> Individuals identify their own positive physical, social, and mental characteristics and those of others.</p> <p><b>1B. EEb.</b> Individuals set reasonable goals and develop strategies to</p>	<p><b>1B. LEa.</b> Self-esteem is the opinion a person has of him/herself and can change over time.</p> <p><b>1B. LEb.</b> Individuals' self-esteem can be influenced by many internal and external factors.</p>	<p><b>1B. Ia.</b> Individuals' self-esteem is developed over time and can be influenced by many internal and external factors.</p> <p><b>1B. Ib.</b> Individuals can enhance their self-esteem by participating</p>
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	<p>work toward them and assess the outcomes of experiences to build resiliency.</p> <p><b>1B. EEc.</b> Failures and challenges may be beneficial learning experiences that help individuals learn and grow.</p>	<p><b>1B. LEc.</b> Failures, difficulties and non-successes often provide individuals with learning experiences.</p>	<p>in activities that make them feel good about themselves or increase their confidence.</p> <p><b>1B. Ic.</b> Resilience is the ability to bounce back from adversity, failures, and difficulties.</p> <p><b>1B. Id.</b> Individuals can build resilience by working through adversity and they can build it by communicating with others who have been through similar experiences.</p> <p><b>1B. Ie.</b> Failures and challenges may be beneficial learning experiences</p>
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			that provide individuals with opportunities for growth.
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<p><b>1C. Feelings</b></p>	<p><b>1C. EEa.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last.</p> <p><b>1C. EEb.</b> Individuals identify appropriate ways to express and deal with feelings.</p>	<p><b>1C. Lea.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last.</p> <p><b>1C. LEb.</b> Individuals describe the relationship between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health.</p>	<p><b>1C. Ia.</b> Individuals experience a full range of emotions and can learn to recognize them and predict their normal course.</p> <p><b>1C. Ib.</b> Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self- care and can impact mental health.</p>
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**Relationships: Develop healthy relationships to promote mental health.**

<b>Outline</b>	<b>Early Elementary (EE)  K-2</b>	<b>Late Elementary (LE)  3-5</b>	<b>Intermediate (I)  6-8</b>
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<b>2A. Communication Skills</b>	<p><b>2A. EEa.</b> Communication is the sharing of information and involves giving and receiving information, ideas, and opinions.</p> <p><b>2A. EEb.</b> Individuals can use body language and tone of voice as important parts of communication.</p> <p><b>2A. EEc.</b> Social connections to one or more close individuals are important to the promotion</p>	<p><b>2A. LEa.</b> Communication is expressed verbally and non-verbally.</p> <p><b>2A. LEb.</b> Individuals' body language and tone of voice can influence the words being spoken.</p> <p><b>2A. LEc.</b> Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.</p> <p><b>2A. LEd.</b> Social connections to one or more close</p>	<p><b>2A. Ia.</b> Healthy communication skills help to maintain overall health.</p> <p><b>2A. Ib.</b> Individuals can develop healthy communication skills through role modeling and authentic practice.</p> <p><b>2A. Ic.</b> Individuals' use of body language and tone of voice are important parts of communication.</p> <p><b>2A. Id.</b> Individuals can learn healthy way</p>
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	and maintenance of mental health.	individuals are important to the promotion and maintenance of mental health.	to express all emotions to promote health enhancing behavior, support relationships and reduce conflicts. 2A.Ie. Individuals can learn healthy ways to use social media and technology; one must develop a balanced approach to
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			<p>their technology use which can impact mental health.</p>
<p><b>2B. Empathy, Compassion, Acceptance</b></p>	<p><b>2B. EEa.</b> Individuals understand the meanings of empathy, compassion and acceptance and how to express them appropriately.</p> <p><b>2B. EEb.</b> Individuals identify characteristics of healthy family relationships.</p> <p><b>2B. EEc.</b> Individuals identify characteristics of healthy peer</p>	<p><b>2B. LEa.</b> Empathy, compassion, and acceptance of differences are essential components of healthy relationships.</p> <p><b>2B. LEb.</b> Individuals explain the importance of respecting personal space and the boundaries of others.</p>	<p><b>2B. Ia.</b> Demonstrating empathy, compassion and acceptance for others are an important aspect of healthy relationships. It can benefit one's overall mental health as well as the health of those around them.</p> <p><b>2B. Ib.</b> Respecting the experiences of others, accepting differences</p>

	relationships. 2B. EEd. Individuals identify personal space and		and establishing healthy boundaries are all part of
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	boundaries of others.		balanced mental health. 2B. Ic. Demonstrating empathy, compassion and acceptance can support others who are dealing with mental health issues and is important towards reducing stigma.
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<p><b>2C. Gratitude, Forgiveness</b></p>	<p><b>2C. EEa.</b> Individuals understand the meaning of gratitude (a feeling of appreciation or thanks) and how to express it.</p> <p><b>2C EEb.</b> Individuals understand the meaning of forgiveness and that, when warranted, forgiveness is a healthy part of moving forward after a negative experience.</p>	<p><b>2C. LEa.</b> Gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, are relationship building skills that individuals can learn/foster and may provide benefit for one's mental health.</p>	<p><b>2C. Ia.</b> Demonstrating gratitude (a feeling of appreciation or thanks) and forgiveness, when warranted, can benefit one's own health as well as the health of those around them.</p>
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**Resource Management: Develop skills to utilize personal and community resources related to mental health. Know what, when, where and how to ask for help for self and others.**

Outline	Early Elementary (EE)  K-2	Late Elementary (LE)  3-5	Intermediate (I)  6-8
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<p><b>3A. What to ask for help for self and others</b></p>	<p><b>3A.EEa.</b> Individuals recognize that sharing feelings is a healthy action.</p>	<p><b>3A. LEa</b> Individuals recognize that sharing feelings is a healthy action.</p>	<p><b>3A. Ia.</b> Individuals recognize that sharing feelings is a healthy action.  <b>3A. Ib.</b> Individuals can describe the warning signs, risk factors, and protective factors for depression, anxiety eating disorders, and suicide.  <b>3A. Ic.</b> Individuals understand how the above and other mental health concerns reflect unhealthy manifestations of otherwise “normal” mental functions, and that proven strategies exist for improving various mental functions.  <b>3A. Id.</b> Experiencing trauma can impact one’s mental health but early recognition and intervention can have a positive impact on one’s experiences.</p>
<p>3B. When to ask for help for self and others</p>	<p>3B. EEa. Individuals will be encouraged to recognize the difference between a situation that requires immediate attention and one that can wait. 3B. EEb. Individuals will develop the ability to know when help is needed and when it is not needed to make a decision related to</p>		

	mental and emotional health.		
<b>3C. Where to ask for help for self and others</b>	<b>3C. EEa.</b> There are safe, trusted adults in school and at home to help individuals with their mental health needs.	<b>3C. LEa.</b> There are safe, trusted adults in school and at home, as well as within the community, to help individuals with their mental health needs.	<b>3C. Ia.</b> Many trusted adults and community resources are available to help individuals with their mental health needs. <b>3C. Ib.</b> Individuals identify helpful personal, family and community resources that can help self and others.
<b>3D. How to ask for help for self and others</b>	<b>3D. EEa.</b> Individuals identify characteristics of a trusted adult in school and at home; this is the first step in accessing help. <b>3D. EEb.</b> Individuals identify trusted adults with whom they can share feelings.	<b>3D. LEa.</b> Individuals identify characteristics of a trusted adult in school, at home, and in the community; this is the first step in accessing help.	<b>3D. Ia.</b> Individuals analyze the influences of views on mental health and mental illness (self, family, peers, culture, society, media, etc.) <b>3D. Ib.</b> Effective communication and self-advocacy skills are necessary in order to obtain appropriate mental health resources for self and others.

## Physical Education Curriculum

Physical Education (PE) is a required subject for all students in grades K-12 in NYS and is directly connected to mental health, emotional health and overall well-being. PE teaches students how to achieve and maintain a lifelong commitment to physical activity, fitness and positive mental health and fosters participation and enjoyment of physical activity for health, challenge, self-expression and social interaction. In Valley Stream District 30, our Physical Education curriculum is based on the New York State Learning Standards:

- Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources

Our goal is to develop positive citizens that lead healthy active lives. Concepts such as communication, cooperation and respect are taught and practiced through various games and activities throughout our curriculum.

***Kindergarten, First, Second and Third grade students*** meet for physical education 45 minutes twice a week. Students will:

- Grades K-3 are required to have daily Physical Education for a minimum total of ***120 minutes per week***.
  - 90 minutes= (2) Physical education Classes per week
- 45 minutes= minimum of (10) minutes a day integrating elements of the Physical Education curriculum to include but not limited to classroom movement, social & emotional skill development and integrated health .
  - Curriculum Overview:
    - Develop a health-related level of fitness.
    - Develop and demonstrate competence in body control skills.
- Develop appropriate personal, social, attitudinal and character traits such as best effort, following directions, compassion for others and cooperation.
  - Demonstrate competence in selected motor skills.
  - Demonstrate competence in selected object control skills.
- Be assessed in physical fitness (cardio, flexibility, agility and muscular strength). Tests used include- ½ mile run, shuttle run, push-ups, curl ups, sit and reach.

***Fourth, Fifth and Sixth grade students*** meet for physical education 45 minutes three times a week. Students will: ● Grades 4-6 are required to have physical education three days per week for a ***minimum total of 120 minutes per week***.

- 135 minutes= (3) Physical education Classes per week
- 45 minutes= (9) minutes a day addressing elements of the Physical Education curriculum to include but not limited to classroom movement, social & emotional skill development and integrated health .

- Curriculum Overview:

- Demonstrate competence in selected motor skills.
- Demonstrate competence in selected object control skills.
- Demonstrate competence in health-related fitness skills.
- Be assessed in physical fitness (cardio, flexibility, agility and muscular strength). Test used include- the mile run, shuttle run, push-ups, curl ups, sit and reach.
- Exhibit appropriate social personal and attitudinal traits (respect for others, responsibility, self-control and constructive competition).
- Note: Recess may not count toward the Physical Education requirement.

### **Integrated Health Education Curriculum**

In addition to receiving weekly physical education classes, students in grades K-6 receive integrated health instruction which is provided by physical education teachers and elementary classroom teachers. Health education teaches about physical, mental, emotional and social health.

In the classroom, health education directly builds students' foundation, knowledge, and skills to develop positive health attitudes.

Comprehensive health education curricula teach students skills needed to make healthy decisions throughout their lifetime, can motivate students to improve and maintain their health, prevent disease, and reduce risky behaviors, and is related to the multiple dimensions of health (i.e., mental, physical, nutritional, emotional and social). Effective Health education curricula inclusive of mental health well-being can result in positive decision making, and lower risky behavior related to: the use/misuse of drugs, alcohol and tobacco; sexuality; injury; nutrition, and disease. The following curriculum programs are used to implement the integrated physical education curriculum:

## SEL Universal SEL/Behavioral Interventions (Tier I)



### RULER Approach

The **RULER Approach** to Social and Emotional Learning, developed by researchers at the Yale Center for Emotional Intelligence, is a school-wide approach designed to promote emotional literacy, which includes *Recognizing, Understanding, Labeling, Expressing, and Regulating Emotions* among children and the adults who educate them. **RULER** implementation uses academic instruction to foster the development of key emotion skills. The **RULER Anchor Tools** are core components of the approach. The Charter is a mission statement created collaboratively that focuses on optimal feelings and behaviors in the classroom and pro-social ways for handling conflict. The Mood Meter is used to identify feelings accurately in order to build self- and social-awareness and develop a sophisticated emotion vocabulary. Meta-Moments help to increase effective responses to challenging experiences. The Blueprint encourages prosocial problem solving in ways that promote empathy and reduce bullying incidents. **RULER** fosters caring and engaging learning environments where everyone uses a “common language” and enhances academic outcomes such as increased vocabulary, critical thinking, reading comprehension, writing, as well as social-emotional competence. *Instruction provided by all teachers.*

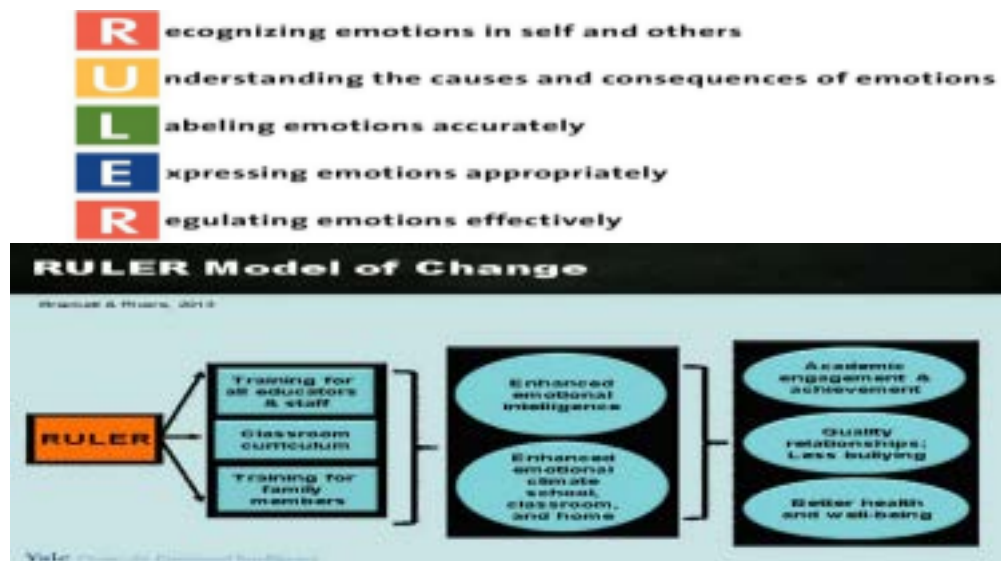
### RULER Classroom Implementation

#### RULER Approach: Four Anchor Tools



<b>Charter</b>	Lesson 1: Creating an Emotional Literacy Charter Lesson 2: Amending the Charter for Thanksgiving Lesson 3: Amending the Charter for the New Year Lesson 4: Reflecting on the Charter at the End of the School Year
<b>Mood Meter</b>	Lesson 1: Introducing the Mood Meter Lesson 2: Labeling Emotions with the Mood Meter

	Lesson 3: Regulating Emotions with the Mood Meter Lesson 4: Using the Mood Meter Daily Meter Check-In for Lower Grades
<b>Meta Moments</b>	Lesson 1: Introducing Meta Moments: Steps One, Two, and Three Lesson 2: Introducing Meta Moments: Step 4 Lesson 3: Introducing Meta Moments: Step 5 and 6 Lesson 4: Everyday Use of Meta Moments
<b>Blue Print</b>	Lesson 1: Analyzing Characters Using the: Blueprinting a Classroom Conflict Lesson 3: Using the Blueprint for Interpersonal Challenges Lesson 4: Using the Blueprint for Behavior Management
<b>Feeling Words</b>	Developmentally appropriate lessons are mapped directly onto the core curriculum empowering students and teachers to describe the full range of human emotions.



### The RULER Feeling Words Curriculum:

The *Feeling Words* Curriculum is a multi-year, structured curriculum designed to promote social, emotional, and academic learning with units of study on feeling words and related concepts. With the RULER anchor tools, the *Feeling Words* Curriculum is built around the idea that children

need to build a rich feelings vocabulary in order for them to understand how they are feeling themselves and to identify how someone else might be feeling. Each grade is assigned ***Feeling Words*** in addition to the ***Feeling Words*** being embedded into each of the schools' monthly themes. The ***Feeling Words*** integrate emotional vocabulary into existing academic curricula. Teachers in the primary grades have embedded the ***Feeling Words*** in the core ELA curriculum. This work is still in progress for the 22/23 school year to embed Feeling Words into the ELA curriculum pacing guides across grades K-6th. The following are the essential five steps of the RULER Feeling Words Curriculum:

*Step 1: Personal Association*

*Step 2: Academic Link*

*Step 3: School-Home Partnership*

*Step 4: Creative Connection*

*Step 5: Strategy-Building Session*

## **Second Step Character Curriculum**

***Second Step*** provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. ***Second Step*** uses four key strategies to reinforce skill development: brain builder games (to build executive function), weekly theme activities, reinforcing activities, and home links. The ***Second Step*** is a Tier I, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students. These lessons strengthen students' ability to learn, have empathy, manage emotions, and solve problems.

## **4th -6<sup>th</sup> Grade Mental Health Curriculum Series**

In the 2019-20 school year we began a 6<sup>th</sup> grade Mental Health Series that included 6 lessons taught by both classroom teachers and school psychologists. The goal of this program is to educate our students on wellness, self-care, mental health and coping strategies. In the 2021-22 school year, Valley Stream has expanded the series for 4th and 5th graders. The lessons are delivered by the school psychologists in a push-in classroom model and are scaffolded developmentally for each grade level with the goal of addressing the stressors our students face, offering coping strategies, and a space to have these sensitive conversations.

## **What is Response to Intervention for Behavior?**

RTI:B is a comprehensive and systemic system of multi-tiered behavior support to remove behavioral obstacles to academic achievement. RTI:B focuses on "the practice of providing evidenced-based behavioral interventions that are matched to student need, monitoring progress frequently to make decisions about changes in intervention or goals, and applying student response data to important educational decisions." (NASDSE, 2007).

### **What are the Core Principles of RTI for Behavior?**

The core principles of RTI remain the same regardless of whether the problem-solving target is academic or behavioral. These include:

- Applying a problem-solving process
  - Using data for decision making
  - Applying evidence-based interventions that match the student's level of need, and that rely on prevention, teaching and reinforcement-based strategies
  - Monitoring the progress of students
  - Measuring the fidelity of applied interventions.

### **What is the Tier I Response to Intervention for Behavior?**

The goal of RTI:B at the Tier I level is the prevention of problem behavior and promotion of positive behavior by establishing processes that should facilitate success for ~80% of the student body. An effective Tier I system should reduce the number of students who need more time-consuming resources at Tiers II and III. So, if more than 80% of students respond to Tier I supports, the school has maximized their resources and is able to meet the needs of more students more effectively.

### **What is Tier I: Universal Support?**

Tier I: Is SEL for ALL! Universal Support involves system-wide efforts to teach social-emotional competencies, promote wellbeing and resilience, and prevent new cases of a condition or disorder. For example, giving children vaccinations against common diseases such as Measles and Chicken Pox is done to prevent initial occurrences of these diseases. As a system-wide Universal Support effort in schools, positive behavior support consists of expectations, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of problem behavior. Once students have been identified through a screening process, schools need to determine whether those students have been taught the school-wide expectations in context, and whether they have been rewarded for displaying those expectations. If not, then schools cannot assume the student is having a poor response to the Tier I interventions and the Instructional Support Team (IST) should consult with these students' teachers to increase their use of the school-wide system.

### **Tier I Universal Behavior Supports**

### **School-wide Positive Behavior Supports (PBS) Framework**

School-wide positive behavioral system, which reflects a system approach to discipline that emphasizes prevention and data-based decision making to both reduce problem behavior and improve academic performance. PBS emphasizes that classroom management and preventive school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students. All PBS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior.

### **Social-Emotional Learning (SEL) Competencies**

Many elements of the Common Core naturally focus on academics; however, it also incorporates those competencies once referred to as "soft skills" and now more commonly referred to as the range of social-emotional skills that all children need in order to learn and develop effectively. Social and emotional skills form a foundation for young people's success not just in school, but also as healthy and caring adults,



productive workers, and engaged citizens. Not only can these skills be taught, they can be taught by regular classroom teachers in schools of every type to students of every background. A large body of scientific research has determined that effective SEL in schools significantly improves students' academic performance and attitudes toward school. SEL improves students' positive behavior and reduces negative behaviors. SEL promotes young people's academic success, health, and well-being at the same time that it prevents a variety of problems such as alcohol and drug use, violence, truancy, and bullying. Academic outcomes resulting from social and emotional learning include greater motivation to learn and commitment to school, increased time devoted to schoolwork and mastery of subject matter, improved attendance, grades, and test scores. A landmark meta-analysis of 213 SEL programs with a combined sample of more than 270,000 students clearly established the effectiveness of SEL programs across a number of areas critical to the success of students. Students scored 11 percentile points higher on standardized achievement tests, a significant improvement relative to peers not receiving SEL programming. CASEL (Collaborative for Academic, Social, and Emotional Learning, the nation's leading organization advancing SEL initiatives) first introduced the term "social and emotional learning" (SEL) to the education world and since then the SEL field has evolved since then. In 2020, CASEL released an update to the definition of SEL outlining its role in promoting equity in education. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help empower our youth and adults to co-create thriving schools and contribute to safe, healthy, and just communities (CASEL 2020).

### **What is Social-Emotional Learning (SEL)?**

SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL 2020)

CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies. The definitions of the five SEL competency clusters for students are:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths, limitations, and possessing a well-grounded sense of confidence and optimism. Persistence is needed to support long-term commitment to educational goals through a positive/growth mindset.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. Self-regulation is key to resilience. Students must develop coping skills, self-control, and confidence to work through challenges.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school and community resources, and support. Engagement supports achievement in school by increasing students' social-emotional connection to their environment and their social confidence.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. Communication and collaboration are essential 21<sup>st</sup> Century Learning Skills.

- **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. This includes developing strong work habits (“Habits of Mind”) and organizational skills to support academic and life success.

The new version of the CASEL SEL Wheel includes the same five core competencies mentioned above with four new wrap-around competencies: **Communities, Families/Caregivers, Schools, and Classrooms**. The Valley Stream Thirty’s Multi-Tiered SEL Framework is in alignment with CASEL’s new model by being a systemic approach, embedded in our district’s strategic plan, and promoting student voice/agency, family engagement, supportive school climates, adult & student SEL learning.

## **Tier II Behavior Supports**

### **What are Tier II Supplemental/Targeted Supports?**

Tier II Supplemental Supports are designed to provide additional or targeted interventions to support students who have access to Tier I Universal Supports and are not responding positively to them. Supplemental Supports are more intensive since a smaller number of students within the middle part of the triangle are at risk for engaging in more serious problem behavior and need more support. Specific Supplemental Supports include practices such as “social skills club,” “check in/check out,” mentoring, behavior contracts, student support groups, SEL push-ins, and teacher consultations.

### **How many students may need Tier II Supplemental Supports?**

Approximately 15-20% of your student body may need Tier II support. This percentage is not absolute; schools with strong Tier I supports will have a reduced need for Tier II supports.

### **Can students receive individual behavior support plans at Tier II?**

Yes. Tier II: Supplemental Support level involves a simple assessment to identify the function a problem behavior serves (Functional Behavioral Assessment or FBA) and a behavior support plan comprised of individualized, assessment-based intervention strategies that include a range of options, such as: (1) teaching the student to use new skills as a replacement for problem behaviors, (2) rearranging the environment so that problems can be prevented and desirable behaviors can be encouraged, and (3) monitoring, evaluating and reassessing this simple plan over time. This assessment and behavior planning process may be simple and involve a brief consultation with the student’s teacher(s) and one or more strategies that match the context of the classroom and the function of the student’s problem behavior. The types of interventions applied within a school building should be dictated by the needs of its student population. With effective progress monitoring in place, schools are, in essence, providing the research base for their selected interventions. Teams will need to develop a process for prioritizing students according to their level of need.

### ***Fidelity Considerations***

If interventions are being implemented in non-classroom settings, fidelity will need to be measured in two locations: first, to be sure the intervention is being implemented as intended in the non-classroom setting and, secondly in the classroom, to be sure a plan for generalization is in place and being followed. For example, teachers of students receiving pull-out, supplemental social skills lessons will

need to know what skills are being taught during each session, so they can prompt for those skills and provide recognition and reinforcement as the student displays them in the classroom. Similarly, the facilitators of the pull-out sessions will need to obtain feedback from the classroom teachers about their students' progress outside of the pull-out group. Some Tier II: Supplemental Supports may offer their own tools for measuring implementation fidelity.

### ***Progress Monitoring***

Progress-monitoring data should be collected on a regular basis and examined on at least a monthly basis, with the goal of identifying students who need different or additional support early on, and responding to that need in a timely manner. Data can be examined for each group of students receiving the same intervention. This will give teams' information about the overall success of an intervention, as well as the specific student's response to that intervention.

The **Behavior Report Card** is an example of one such progress-monitoring tool that can be used across the day with multiple teachers/school personnel to track a student's progress and appropriate behaviors. The Behavior Report Card can also be adapted to collect student data on a wide range of Tier II interventions.

## **Tier III Behavior Supports**

### **What is Tier III: Intensive/Individual Supports?**

Tier III: Intensive/Individual Supports is designed to focus on the needs of students who exhibited patterns of severe or extreme problem behavior. Research has demonstrated the effectiveness of positive behavior supports in addressing the challenges of behaviors that are dangerous, highly disruptive, and/or impede learning.

Tier III: Intensive/Individual Support is most effective when there are positive universal and supplemental systems in place. In addition, the design and implementation of individualized supports are best executed when they are conducted in a comprehensive and collaborative manner. The process should include the individual with behavioral challenges and people who know him/her best all working together as part of the Instructional Support Team (IST). Support should be tailored to a student's specific needs and circumstances. It should involve a comprehensive approach to understanding and intervening with the behavior, and should use multi-element interventions. The goal of Tier III: Intensive/Individual Support is to diminish problem behavior and to increase the student's adaptive skills and opportunities for an enhanced quality of life. Tier III should also meet the behavioral needs of students with the most intense and/or persistent problems in the most effective and efficient manner and in the least restrictive setting possible.

### **What are the critical components of Tier III: Intensive/Individual Supports?**

Tier III: Intensive/Individual Supports include student participation in a skill-based counseling group and/or a referral for the process of completing a functional behavioral assessment (FBA) and a behavior intervention plan (BIP). An FBA consists of information-gathering procedures that result in a hypothesis about the function(s) that the behavior is serving for the student. The process also results in the identification of environmental antecedents (what happened before the behavior occurred) and consequences (what happened after the behavior occurred) that are maintaining the behavior. The information gathered is used to develop an effective and efficient behavior plan. The BIP should be comprised of individualized, assessment-based intervention strategies, including a wide range of options such as: (1) guidance or instruction for the student to use new skills as a replacement for problem behaviors, (2) some rearrangement of the antecedent environment so that problems can be prevented and desirable

behaviors can be encouraged, and (3) procedures for monitoring, evaluating and reassessing of the plan as necessary. In some cases, the plan may also include emergency procedures to ensure safety and rapid de-escalation of severe episodes (this is required when the target behavior is dangerous to the student or others). Tier III support can be provided at different levels of intensity, depending on the student's level of need. Students with less intensive or frequent behavior problems may benefit from a simplified consultation process between the teacher and school psychologist, during which information for a brief FBA is collected and the formal problem-solving process is applied to the individual student. Students with more intense behavior problems, or those who demonstrate a continued poor response to intervention, may be supported through a more comprehensive process that includes direct observations, a structured consultation with the student's teacher, which gathers specific information for a detailed FBA and the development of a more targeted and comprehensive BIP.

In order for this process to be most effective, school psychologists may need to have a more involved role in training and coaching teachers and other school personnel in the individualized interventions, assessing whether the interventions are being implemented as planned (Fidelity Checklist), and assessing whether the interventions match the context of the school and classroom so that they are likely to be implemented after direct consultation and coaching are discontinued. Finally, a very small number of students with the most severe needs may require what is called wraparound services, which continue to utilize the same FBA and BIP components, but include processes for identifying and coordinating family and community services. The main difference between Tier III: Intensive/Individual Supports and other tiered supports is the focus and intensity of the interventions. The defining features of Tier III: Intensive/Individual Supports (i.e., identification of goals, data collection, and analysis, a monitoring system) address the needs of individual children in a more comprehensive manner.

Students are identified for Tier III support when notable progress has not been documented in response to a Tier II intervention or there is a spike in pathology or maladaptive symptoms/behavior that requires more intensive intervention. The delivery of tiered intervention services is also determined based on severity of need. As part of this process, the IST needs to ensure that students have had adequate exposure to Tiers I and II interventions, and that those interventions have been carried out with fidelity. Crisis situations and the severity of the problem behavior for a student may require that they receive the more intensive assessment and support resources at Tier III even if they have not had adequate exposure to Tiers I and II supports. When a student receives Tier III support, he or she will continue to utilize supports that are offered as part of Tiers I and II.

### ***Progress Monitoring***

At Tier III, progress monitoring must be done with greater frequency (at least weekly, sometimes daily, or throughout the day) and with information that is more detailed gathered. Effective Tier III interventions produce measurable changes in behavior and improvements in a student's Social Emotional Learning (SEL) skills. Individual BIPs include objective methods for evaluating these outcomes, and determining adjustments that might be warranted when progress does not occur within a reasonable time frame.

### ***Fidelity Considerations***

The school's IST will need to assess whether interventions are being done as often as necessary and as completely as necessary. Without clear measures of fidelity at Tier III, it is impossible to assess a student's response to intervention.

### ***Can We Ever Fade Support at Tier III?***

Many students can be successful in a less restrictive setting (i.e., a general education setting) when provided appropriate function-based support. Once a student demonstrates a consistent pattern of success, evidenced by progress monitoring data, the IST considers whether skill-based counseling and/or elements of the BIP could be reduced or gradually eliminated (faded), without affecting the student's performance and progress.

Many students can be successfully supported with Tier I and Tier II interventions after receiving the necessary Tier III supports that target the maladaptive behaviors or interfering symptoms. Once these behaviors and symptoms are reduced to functional levels, a less intensive support plan can be used to address the student's individual needs. However, some students will need to continue to have a BIP in place to support them; schools should continue monitoring these students to ensure their supports are appropriate. Interventions will be modified and adapted based on progress monitoring data and ongoing need.

### **Why is it Important to Consider “Peer Comparisons” at Tier III?**

In order to ensure that a behavior problem is not a result of a maladaptive classroom environment, schools have to consider how a student's behavior compares to that of his or her peers. While this is readily accomplished with academic assessments, the process becomes much more challenging when applied to behavioral performance. At a minimum, schools need to investigate whether a student's behavior is noticeably different from other students in their class. In doing so, it may be discovered that a classroom-level intervention is called for, as opposed to an individualized behavior plan. It is unlikely that more than 1-2 students in a general education classroom should require Tier III support (should be less than 5% of students if Tiers I and II are in place and effective). If many students are struggling academically and behaviorally in a classroom, there are likely to be systems or classroom issues that need to be addressed before interventions that are more intensive are considered.

Who should be involved in the behavioral intervention planning and determining the tiered-level of support a student requires?

The **Instructional Support Team (IST)** is involved in the data analysis of the SEL universal screeners and the behavioral planning in determining the tiered-level of support a student requires (referring to a Menu of Interventions as a guide of SEL support offerings). Behavioral Supports are most effective when approached as a collaborative process. In general, the IST should include people who know the student best, have a vested interest in positive outcomes, represent the range of environments in which the student participates, and have access to resources needed for support. **Members of the Instructional Support Team for SEL Decision-Making: School Psychologist, Building Administrator(s), Classroom Teacher**

#### **Structured Problem-Solving Process for IST Meetings**

#### **Step 1: Problem Identification (What is the problem?)**

Based on the available information, the Instructional Support Team (IST) identifies the specific concerns and goals:

- 1) What is the student doing that is problematic (observable behaviors)?
- 2) To what extent (e.g., frequency) are these behaviors occurring?
- 3) What broad goals (academic/social behaviors to be decreased AND increased) does the team hope to achieve through intervention.

Members of the IST gather information through a variety of sources including review of universal screeners, existing records, interviews of support providers and direct observation of patterns, antecedents, contexts, and consequences.

#### **Step 2: Problem Analysis (Why is it occurring?)**

The IST uses the information to create summary statements or hypotheses that describe relationships between the student's behaviors of concern and aspects of the environment. These statements include:



- 1) When, where and with whom the behavior is most/least likely to occur
- 2) What happens prior to (behavioral triggers) and following the behavior (what they get or avoid), and
- 3) Other variables that appear to be affecting the person's behavior.

### **Step 3: Intervention Design (What are we going to do about it?)**

A plan is developed, based on the summary statements, to address the behavioral/SEL concerns and fit within the environments in which it will be used. The behavioral support plan [for students who have IEPs this may also serve as the Behavior Intervention Plan (BIP)] includes: 1) A measure of the student's strengths

- 2) Clear goals for the intervention(s)
- 3) Adjustments to the environment that reduce the likelihood of problem
- 4) Teaching replacement skills and building general social-emotional (SEL) competencies
- 5) Contingent consequences to promote positive behaviors and deter problems
- 6) A crisis management plan (if needed)

### **Step 4: Response to Intervention (Is it working?)**

The IST works together to ensure that the plan is implemented with consistency and is effective in achieving the identified goals. The IST identifies the training and resources needed, determines how to evaluate outcomes (consistent data collection), determines who is responsible for monitoring implementation, and determines how often to review data-making adjustments in the plan, as needed.

### **Behavior Data Management System/Screeners**

**Review 360** is a multi-tiered web-based software system that supports early and appropriate identification and intervention for students at risk of emotional and behavioral problems. **Review 360** takes a systemic and comprehensive approach to providing positive behavioral support, which is aligned to the school district's established approaches to support student behavior. **Review 360** has also established itself as a "knowledge product" by being proactive to the developing needs of educators in the area of student behavior. Dr. Stewart Pisecco, Behavior Expert, founded **Review 360** to help teachers use technology to better manage disruptive student behavior by making it easier for them to implement research-based strategies. **Review 360** is based on systemic implementation of best practices in behavior support that allows for real-time collection of data that supports the implementation and application of its embedded research-based strategies and interventions.

The foundation of **Review 360** includes five critical steps along the path for better student behavior:

- **Track** behaviors are the building blocks to a successful behavioral solution
- **Aggregate** information and data into a student behavior profile
- **Analyze** student behavioral data
- **Intervene** using evidenced-based behavior strategies
- **Communicate** implementation effort

**Review 360** implements Multi-Tiered Systems of Supports to meet the specific needs of all students based on their current levels of behavior with the following:

- Universal Screening Administration (BESS/SSIS)

- Progress Monitoring (Data Collection, Real-time Charts and Reports)
- Repository for Case Managing IST Meetings & SEL Student Behavior/ SEL Support Plans
- Intervention Strategies for Tiers II and III
- Implementation Support Materials

**Review 360** also serves to braid two important legislative requirements – Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). Both RTI and PBIS requirements call for developing foundational Best Practices at the school and classroom level that are preventive in nature.

**Review 360** provides a digital preventive framework that employs a problem-solving model to identify problem behaviors and then implement a range of interventions that are systematically used with students, based on their specific issues and demonstrated level of need by providing: • Online Professional Development

- Universal Screening
- Progress Monitoring
- Intervention Strategies for Tiers II and III
- Functional Behavioral Assessment
- Incident Tracking and Management
- Implementation Support Materials

#### **Grades K - 6: Social Emotional Learning Description of Intervention Services**

<b>Grades K - 6</b>	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
<b>Universal Screening</b>	<b>Review 360 – Universal Screeners</b> <i>(Behavioral and Emotional Screening System-BASC-2 BESS and/or Social Skills Improvement System Rating Scales -SSIS)</i> Administered 2x year		
<b>Frequency/Period</b>	Universal School-Wide Expectations Daily Wellness Periods (integration of RULER Anchor Tools, “Feeling Words” into curriculum) 1x in a 6-day cycle (Second Step lessons)	Strategic SEL Interventions TBD by IST (i.e., 1x in 6-day cycle pull-out/ push-in consultation supports &/or direct SEL support - (i.e., “Check In/Check-Out”)	Individualized SEL Interventions TBD by IST Daily (Behavior Support Plan implementation) and/or pull-out counseling supports (i.e., 2-3x in 6-day cycle)
<b>Grouping/Mod</b>	Whole class	3 - 6	1 - 4

<b>e</b>			
<b>Intensity</b>	+ 30 - 45 minutes	+ 30 - 45 minutes	+ 30 - 45 minutes
<b>Individualization</b>	Whole class / center	Targeted Group	Targeted Group /one-to-one
<b>Provider</b>	Implemented by the classroom teacher, supported by SEL Push-Ins by School Psychologists/Guest Speakers	May be implemented by a teacher &/or school psychologist	Primarily implemented by school psychologist and reinforcement by classroom teacher
<b>RTI Setting/Schedule</b>	Classroom	Push-in/Pull Out	Pull Out
<b>Providers must implement program intervention with fidelity and monitoring its effectiveness by administering progress monitoring assessments. IST will collaboratively analyze student data, offer evidence-based behavior strategies, make specific tiered- intervention decisions, and closely monitor student growth.</b>			
<b>Intervention Time Period</b>	Ongoing	6 - 12 cycles	8 - 12 cycles
<b>Program Intervention</b>	<i>Ruler Approach – SEL Anchor Tools Second Step Curriculum Grade Specific Lessons School-wide Behavior Expectations/Character Trait Themes Tier I SEL Toolkit</i>	Check In & Connect Out Mentoring Peer Mediation/Upstanders Training Teacher Consultation/Coaching Behavioral Contracts/Incentive System Push-in SEL Supports Pull-out SEL Supports:	Skill-based Counseling Sessions (with a targeted focus such as <i>Coping Cat</i> program to address childhood anxiety; <i>Skill streaming</i> to address social skills training; <i>I Can Problem Solve</i> to address decision-making skills and Behavior Plan Implementation & Ongoing Team Consultation); <i>DBT Skills in Schools</i> to address high risk behaviors associated with negative affect



		(i.e., Friendship/ Social Skills Club; Student Support Groups; Double Dose of Tier I SEL program(s))	
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<b>Progress Monitoring Probe</b>	Universal Screeners Teacher/Student Surveys	universal screeners; student observations; student/teacher/parent interviews; rubrics	Specific Behavior Assessments (i.e., based on targeted need such as anxiety - SCARED measure, anger management - BECK Youth inventories or BASC, social skills - Skill Streaming pre/post checklists, students' strengths/resiliency - DESSA-SSE); structured observations; rubrics, universal screeners, student/teacher/parent interviews; ABC chart & other individual student behavior data collection/analysis
<b>Progress Monitoring</b>	Min. 2x year Screenings Suspensions, Office Discipline Referrals	Monthly / Quarterly (Dependent on student need, specific counseling program expectations)	Daily/Weekly (Dependent on FBA/BIP, student need, and specific counseling program expectations)

**PART 2: MENTAL HEALTH RESOURCES FOSTERING SCHOOL AND COMMUNITY AGENCY PARTNERSHIPS** Facilitating the relationship between schools and community agencies is critical to positively impact school climate to support all students, especially those experiencing mental health needs, as well as connecting more students with the help they need. It is a partnership with initiative taken by all involved on behalf of students. School-community partnerships can facilitate access to existing services in new ways that are more likely to result in student service engagement, thereby also providing enhanced support to students outside, but in collaboration with the school district. With these supports in place, student wellness can be enhanced, fostering a healthier overall school climate. Research has shown that the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement.

The following guidelines are recommended to facilitate community agency/school communication and collaboration for fostering these partnerships:

To locate the County SPOA Coordinator and local resources click on your county on the map:

[http://www.clmhd.org/contact\\_local\\_mental\\_hygiene\\_departments/](http://www.clmhd.org/contact_local_mental_hygiene_departments/).

	Individual Contact	Phone	Email
<b>24/7 Hotline Helpline</b>	Nassau County Behavioral Health Helpline	(516) 227-TALK (8255)	

<b>Respite Care</b>	Crisis Respite Program  Angelo Melillo Center Safe Harbor Program  Turquoise House  Children's Crisis Respite  Sagamore Crisis Respite House	Genevieve Gans: (516) 822-6111 x4004  Laura Oak: (516) 559-8682 (516) 676-2388 x136  Allen Cardwell: (516) 489-0100 x3  Krystal Lee: (516) 489-2322  (631) 370-1606	<a href="mailto:ggans@centralnassau.org">ggans@centralnassau.org</a>   <a href="mailto:loak@melillo.org">loak@melillo.org</a>   <a href="mailto:acardwell@mhanc.org">acardwell@mhanc.org</a>   <a href="mailto:klee@mha.org">klee@mha.org</a>
<b>State Assistance HEAP, SNAP, WIC , etc.</b>	HEAP: Nassau County Department of Social Services SNAP  WIC: <ul style="list-style-type: none"> <li>• Nassau County Department of Health WIC Administrative Office</li> <li>• Glen Cove WIC</li> <li>• Hempstead WIC</li> </ul> Nassau County Early Intervention Program	(516) 227-8519 After hours emergency: (516) 573-8626  (516) 227-8523  (516) 227-9453  (516) 571-1942 (516) 571-1942  (516) 227-8661	<a href="http://www.mybenefits.ny.gov">www.mybenefits.ny.gov</a>

	Long Island FQHC	(516) 296-3742	<a href="http://www.lifqhc.com">www.lifqhc.com</a>
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<b>Local Transportation CDTA, Cabs, etc.</b>	Sunrise Taxi and Airport Service  All Island Taxi  Able-Ride  Valley Stream Long Island Rail Road  Mr. Roger's Driver	(516) 210-2009  (516) 825-6900  (516) 228-4000  Terry Myserson: (516) 285-9780	
<b>County Health/Public Health</b>	Nassau County Department of Health  Nassau County Bureau of Communicable Disease Control  Nassau County Department of Public Works (DPW)	(516) 227-9697 After hours emergencies: (516) 742-6154  (516) 227-9639  (516) 571-6900	
<b>County Mental Health Clinics</b>	New Horizons Counseling Center  Mercy Medical Center, BH Care Services  Long Island Crisis Center Hispanic  Counseling Center Long Beach Reach	(516) 872-9698  (516) 705-3400  <u>(516) 826-0244</u>  Claudia Boyle: (516) 538-2613  Monica Pal: (516) 889-2332	longbeachreach.com <a href="mailto:mpal@longbeachreach.com">mpal@longbeachreach.com</a>

	<p>South Shore Clinic</p> <p>CCBHC</p> <p>Children's Hospital Discharge Program for Children admitted to inpatient psychiatric units</p> <p>Community Liaison Specialist Psychiatric Emergency Department</p> <p>North Shore Child and Family Guidance Center: Urgent and Emergency Care Services</p> <p>South Shore Clinic-Pathway Programs -&gt; Home Based Crisis Intervention</p> <p>Mobile Integration Team</p> <p>Sagamore Intensive Day Treatment Program</p>	<p>(516) 868-3030</p> <p>Lindsay Ragona: (516) 822-6111 x1257</p> <p>Krystal Lee: (516) 489-2322</p> <p>Anastasia Sperounis (516) 572-4775</p> <p>Elissa Smilowitz (516) 826-1971</p> <p>Michelle Madison (516) 868-3030 x114</p> <p>Carol Assenza, LCSW-R (516) 370-1922</p> <p>Shanna Fernandez, LMSW (631) 370-1895</p>	<p><a href="mailto:lragona@centralnassau.org">lragona@centralnassau.org</a></p> <p><a href="mailto:klee@mha.org">klee@mha.org</a></p> <p><a href="mailto:carol.assenza@omh.ny.gov">carol.assenza@omh.ny.gov</a></p>
<p><b>County Children's Services (if applicable)</b></p>	<p>Preventative Services:</p> <ul style="list-style-type: none"> <li>• Concrete Services</li> <li>• PINS Diversion Program</li> </ul> <p>Foster Care Services</p> <p>EPIC Long Island -- Addition of Children's Services</p>	<p>(516) 227-7789</p> <p>(516) 227-8404</p> <p>(516) 227-8291</p> <p>Debra Cahill: (516) 739-7733 x1-324</p>	

<b>Single Point of Access (SPOA)</b>	<p>Child/Youth: Kathryn Artesani, LMSW Adult:</p> <p>Diana Johnson, LMHC</p>	<p>Kathryn Artesani: (516) 227-7058</p> <p>Diana Johnson: (516) 227-7090</p>	<p>kathryn.artesani@hhsnassaucou ntyny.us</p> <p>Diana.Johnson@hhsnassaucou ntyny.us</p>
<b>County Department of Social Services</b>	<p>Nassau County Department of Social Services</p> <p>Assessment and Referral Center</p>	<p>(516) 227-8519 After hours emergency: (516) 573-8626</p> <p>(516) 227-8255</p>	
<b>County Chemical Dependency Clinics</b>	<p>Office of Mental Health, Chemical Dependency &amp; Developmental Disabilities Services -&gt; Director: Omayra Perez, LCSW-R</p> <p>NYS Office of Mental Health Long Island Field Office Director -&gt; Martha Carlin, Psy.D</p> <p>NUMC Chemical Dependency Detox Unit</p> <p>Integrated Mental Health, Chemical Dependency, and Primary Medical Care – Mercy Medical Center</p> <p>Nassau County Opioid Treatment Program</p>	<p>(516) 227-7057</p> <p>(516) 572 - 6394</p> <p>Cynthia Scott, LMHC (516) 705-3400 x3202</p> <p>Intake Coordinator: (516) 572-5801 General Information: (516) 572-6305</p> <p>Admissions: (516) 546- 7070</p>	<p><a href="mailto:martha.carlin@omh.ny.gov">martha.carlin@omh.ny.gov</a></p> <p>cynthiatscott@chsli.org</p>

	New Hope Crisis Center		
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<b>County Substance Abuse/ Addiction Recovery Services</b>	<p>Friends of Bridge, Inc.</p> <p>New Horizons Counseling Center</p> <p>Backstretch Employee Service Team</p> <p>CONFIDE – RVC Drug and Alcohol Abuse- Inc.</p> <p>CCBHC</p> <p>Specialized Opportunities to Achieve Recovery (SOAR)</p>	<p>(516) 825-4242</p> <p>(516) 872-9698</p> <p>(516) 488-3434</p> <p>(516) 764 -5522</p> <p>Lindsay Ragona: (516) 822-6111 x1257</p> <p>Maryhaven -&gt; Ivy Fasulo: (516) 632-7980 x7815</p> <p>Mental Health Association of Nassau -&gt; Valerie Francisco: (516) 489-2322 x1203</p>	<p><a href="mailto:lragona@centralnassau.org">lragona@centralnassau.org</a></p> <p><a href="mailto:vfransisco@mhanc.org">vfransisco@mhanc.org</a></p>
<b>County Developmental Disabilities Services</b>	<p>Office of Mental Health, Chemical Dependency &amp; Developmental Disabilities Services -&gt; Director: Omayra Perez, LCSW-R</p> <p>Adults &amp; Children with Learning &amp; Developmental Disabilities, Inc. (ACLD)</p> <p>Association for the Help of Retarded Children of Nassau County (AHRC)</p> <p>Center for the Developmental Disabilities (CDD)</p> <p>Fay J Lindner Center for Autism &amp; Developmental Disabilities</p>	<p>(516) 227-7057</p> <p>(516) 822-0028</p> <p>(516) 626-1000</p> <p>(516) 921-7650</p> <p>(516) 686-4440</p>	





## APPENDIX

**KEY MENTAL HEALTH AND WELL-BEING BENCHMARKS FOR A POSITIVE SCHOOL CLIMATE AND CULTURE** This tool may be useful in addressing key benchmarks of a school climate that support mental health and well-being. This is not a school climate survey but is intended to be used as a guide toward assessing your school's current status as it relates to mental health and well-being as a starting point to determine next steps.

<b>Criteria</b> – Use this key to score your current school's status with regard to the benchmarks below.	
1	School has not yet focused on this element
2	Initial actions have been taken
3	Several steps have been taken
4	Nearly integrated into practice
5	Comprehensively and sustainably integrated into practice

### Universal Benchmarks

Administrators will want to consider characteristics of the environment that promote the mental health and resilience of all members of the school community. The benchmarks are based on the principles of social emotional learning, fair and restorative disciplinary and behavioral management practices, school connectedness, and the recognition of trusted relationships.

<b>Characteristics</b>	<b>Rating</b>
1. Strategies exist to create a welcoming environment for new students.	1 2 3 4 5
2. Data is used to evaluate equitable and fair treatment of students by teachers and staff. Students feel safe from verbal abuse, teasing, and exclusion related to mental health concerns.	1 2 3 4 5
3. Educators support the development of social and emotional knowledge and skills including effective listening, social problem-solving, reflection, and emotional regulation, empathy,	1 2 3 4 5

personal responsibility, and decision making.	
4. Students know where, when, and how to access emotional supports for themselves or a peer.	1 2 3 4 5
5. All students have meaningful opportunities to contribute to the well-being of their school community.	1 2 3 4 5
6. Parents feel welcome and know how to access mental health and social supports for their children at school and in the community.	1 2 3 4 5
7. Mutual respect for individual differences is a norm, and diversity is celebrated.	1 2 3 4 5
8. Relationships exist with community mental health providers toward improving communication and access to care for students in need.	1 2 3 4 5

### Selective Benchmarks

These benchmarks focus on meeting the needs of the school staff that are working with students and their families related to behavioral and mental health concerns. Administrators may consider measures that promote timely identification, engagement, communication and intervention toward improved outcomes. Advanced skills training is important for school-based health and mental health professionals. Faculty, staff, administrators and parents should all have education in recognition of signs of psychological distress, and have knowledge about how, when and where to access mental health support in school and in the community. Efforts should be made to ensure support is readily accessible and available.

Characteristics	Rating
1. Strategies exist to promote school connectedness among students with excessive absences, and/tardiness or exhibiting other signs that they are at risk for becoming disconnected from school.	1 2 3 4 5
2. Students with learning differences or mental health challenges that require special academic settings or services are made to feel welcome and strategies exist to include them in the social and academic life of school.	1 2 3 4 5
3. Students experiencing behavioral challenges are assessed for delays in social emotional skills development.	1 2 3 4 5

4. School-based mental health professionals provide consulting and coaching to teachers working with students exhibiting behavioral or mental health concerns.	1 2 3 4 5
5. Strategies exist for educating parents about mental health resources and the recognition of psychological distress in their children.	1 2 3 4 5
6. Grief support and trauma-informed interventions are available to students and staff experiencing losses and/or difficult life situations.	1 2 3 4 5
7. Strategies are in place for the recognition and prevention of compassion fatigue and burnout among teaching and support staff.	1 2 3 4 5

### Indicated Benchmarks

These benchmarks are related to intervention when an individual student is experiencing a mental health crisis. Administrators may consider standardized procedures for assessment, safety planning, family engagement, therapeutic intervention, and referrals. Advanced skills training is important for school-based health and mental health professionals. Faculty, staff, administrators, students and parents/guardians should all receive education to recognize signs of psychological distress and knowledge about how, when and where to access mental health support in school and in the community. Efforts should be made to ensure that supports are readily accessible and available.

Characteristics	Rating
1. Standardized written procedures for intervening with a student who is experiencing a mental health crisis.	1 2 3 4 5
2. Communications with community mental health providers and clear pathways to care have been optimized through agreements and dialog.	1 2 3 4 5
3. There are standardized written procedures for intervening when a student is exhibiting warning signs of psychological distress.	1 2 3 4 5
4. Therapeutic supports are routinely put into place when a student with an identified emotional health challenge or is experiencing acute emotional distress is undergoing serious disciplinary action.	1 2 3 4 5

5. All health and mental health professionals are receiving professional development and/or current training on: therapeutic crisis intervention, behavioral management, suicide risk assessment, safety planning, and behavioral management.	1 2 3 4 5
6. Reentry meetings are in place for when a student has left the building for community mental health assessment or for inpatient care.	1 2 3 4 5
7. Reentry meetings are in place when a student has left the building for community suicide risk assessment or for inpatient care.	1 2 3 4 5
8. All mental health staff have training in Safety Planning Intervention and the safety plan is documented.	1 2 3 4 5
9. Debrief and support are provided to staff members that engaged in intervention.	1 2 3 4 5

**VALLEY STREAM 30 UFSD FRAMEWORK FOR MENTAL HEALTH & SOCIAL EMOTIONAL LEARNING EDUCATION CURRICULUM**

<b>SELF-MANAGEMENT: <i>Develop self-awareness and self-management skills essential for mental health</i></b>		
<b>1A. Self-care to promote mental health and overall well-being.</b>		
<b>RULER</b>	<b>SECOND STEP</b>	<b>OTHER</b>
Why Emotional Intelligence Matters	Social-emotional skills are important to healthy child development	
RULER: Recognize emotions to obtain valuable information about themselves and the environment; Understanding the causes and consequences of emotions to predict behavior; Labeling emotions to describe feelings precisely; Expressing emotions to communicate effectively and in socially appropriate ways; Regulating emotions to promote learning and personal growth, including healthy relationships	<b>Early Elementary (K-3)</b> - Unit 1: Skills for Learning (including Focusing Attention, Using Self-Talk and Being Assertive); Unit 3: Emotion Management <b>Late</b>	<p><b>Mind Up</b> By Scholastic Brain-Focused Activities <u>Grades K-2</u> Mindful Listening Breath First Journal Writing - What I Noticed; What It Means; What I Learned</p> <p><u>Grades 3-6</u> Focused Awareness Sharpening Your Senses Mindful Movement Reflective Exercises</p> <p><u>ABA Class (12:1:2 and 8:1:2); K-2 12:1:2 special class</u> <b>Skillstreaming in Early Childhood</b> By Dr. Arnold P. Goldstein Skill streaming in Early Childhood employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to preschool and kindergarten-age children.</p> <p><b>Skill Areas</b></p> <ul style="list-style-type: none"> <li>· Beginning Social Skills</li> <li>· School-Related Skills</li> <li>· Friendship-Making Skills</li> </ul>

		<ul style="list-style-type: none"><li>· Dealing with Feelings</li><li>· Alternatives to Aggression</li><li>· Dealing with Stress</li></ul>
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		<p><u>K-6 regular education class; 3-4 12:1:2 special class; 5-6 15:1:1 special class</u></p> <p><b>Skill streaming for the Elementary School Child</b> by Dr. Arnold P. Goldstein</p> <p>Skill streaming the Elementary School Child employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to elementary school students.</p> <p>Skill Areas</p> <ul style="list-style-type: none"> <li>· Classroom Survival Skills</li> <li>· Friendship-Making Skills</li> <li>· Skills for Dealing with Feelings</li> <li>· Skill Alternatives to Aggression</li> <li>· Skills for Dealing with Stress</li> </ul> <p><b>Impulse Control for Elementary School Students</b> By: Tonia Caselman and Joshua Cantwell</p> <p>Students are taught to think about and practice strategies to become more reflective (vs. impulsive). Using cognitive behavioral theory and techniques it is intended to provide school personnel with tools to teach students how to stop and think before acting.</p> <p>The activities are designed to teach students how to: Understand the value of impulse control; Use patience and tolerance; Anticipate consequences; Practice good problem-solving strategies; Recognize and manage feelings; Use Impulse control with peers; Practice good listening skills; and Use impulse control with anger and anxiety.</p> <p><b>Mindset Matters Grades 2-7</b></p> <p>By: Lisa King (The National Center for Youth Issues), <a href="http://www.nyci.org">www.nyci.org</a></p> <p>A curriculum to help students understand how to help themselves succeed with a Growth Mindset</p>
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		<p>Chapter 1: Mindfulness  Chapter 2: Identify Brain Basics  Chapter 3: Not Yet is OK  Chapter 4: Determination and Grit  Chapter 5: Self-Talk  Chapter 6: Everyone is Unique  Chapter 7: Teach Others What You Know</p> <p><b>The Zones of Regulation Grades K-6</b>  By: Michelle Garcia Winner  The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities.  <b>Chapter 3: Go!!</b> - Introducing students to the Zones <b>Chapter 4: And They're Off</b> - Exploring Tools to Calm and Alert  <b>Chapter 5: Approaching the Finish Line</b> - Learning When to Use and Apply Tools</p> <p><b>Everyday Speech</b> - SEL curriculum aligned to CASEL competencies. Incorporates Mindfulness to help students become more aware of their feelings (emotional recognition) &amp; being present.</p>
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1B. RESILIENCY		
RULER	SECOND STEP	OTHER

<p>The Six Steps of the Meta-Moment: 1- Something happens- students learn to identify unpleasant emotions; 2- Sense students increase awareness of changes in their bodies; 3- Stop- students learn to regulate their emotions; 4- See your best self- help students reframe their thinking and discover more positive outcomes; 5- Strategize- identify coping skills; 6- Succeed- identify consequences of each coping skill and select the one with the best outcome</p>	<p><b>Early Elementary (K-3) -Unit 4: Problem Solving</b></p>	<p><b>6th Grade Mental Illness x Education</b>  Use ‘Stigma’ lesson plan adapted from the Mental Health and High School Curriculum Guide from the Canadian Mental Health Association, available online at <a href="http://www.cmha.ca/highschoolcurriculum">www.cmha.ca/highschoolcurriculum</a>.  Learning Objectives:  The student will understand the stigma surrounding mental health problems, and the impact of stigma and discrimination on help-seeking behaviour, be aware of the myths and the realities of mental illness, consider attitudes about mental illness and exhibit a realistic and positive understanding of mental illness.  Activities  Activity 1: Defining Stigma  Activity 2: Exploring Attitudes—Survey  Activity 3: Reducing Stigma—What Works?  (Available on the Mental Health Drive - Curriculum Programs - MH-CWT lesson-plans)    Honest, Open, Proud Teen Workbook: Lessons 1-5  Workbook helps young individuals talk about their mental health challenges. Aims to reduce the stigma of mental illness through direct social contact with people who can talk about their mental health challenges and the insights they have gained on the path of recovery.  WISEwisconsin.org    <b>Coping Cat Grades 2 - 6</b>  BY: The California Evidence-Based Clearinghouse for Child Welfare.    A Cognitive Behavioral program for children coping with feelings of anxiety/stress. The program incorporates 4 components:    1. Recognizing and understanding emotional and physical reactions to anxiety.  2. Clarifying thoughts and feelings in anxious situations.</p>
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		<p>3. Developing plans for effective coping.</p> <p>4. Evaluating performance and giving self-reinforcement.</p> <p><u>ABA Class (12:1:2 and 8:1:2); K-2 12:1:2 special class</u></p> <p><b>Skill streaming in Early Childhood</b></p> <p>Group VI: Dealing with Stress</p> <p>32. Relaxing</p> <p>33. Dealing with Mistakes</p> <p>34. Being Honest</p> <p>35. Knowing When to Tell</p> <p>36. Dealing with Losing</p> <p>37. Wanting to Be First</p> <p>38. Saying No</p> <p>39. Accepting No</p> <p>40. Deciding What to Do</p> <p><u>K-6 regular education class; 3-4 12:1:2 special class; 5-6 15:1:1 special class</u></p> <p><b>Skill streaming for the Elementary School Child</b></p> <p>Group V—Skills for Dealing with Stress</p> <p>45. Dealing with Boredom</p> <p>46. Deciding What Caused a Problem</p> <p>47. Making a Complaint</p> <p>48. Answering a Complaint</p> <p>49. Dealing with Losing</p> <p>50. Being a Good Sport</p> <p>51. Dealing with Being Left Out</p> <p>52. Dealing with Embarrassment</p> <p>53. Reacting to Failure</p> <p>54. Accepting No</p> <p>55. Saying No</p> <p>56. Relaxing</p> <p>57. Dealing with Group Pressure</p> <p>58. Dealing with Wanting Something That Isn't Yours</p> <p>59. Making a Decision</p> <p>60. Being Honest</p>
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1C. Feelings		
RULER	SECOND STEP	OTHER
<p>The <b><i>Feeling Words</i></b> Curriculum: Students often need to share how they feel but can't find the right words. When the right words are not available, communication breaks down. Students' feelings become confused, suppressed, or even displaced onto others. The Feeling Words Curriculum empowers students and teachers to describe the full range of human emotions. Teachers integrate RULER into a wide range of subject areas, ensuring that emotional intelligence is woven into the content of every class and throughout each student's school day. The Feeling Words Curriculum is tailored to specific grade levels and aligned with the NYS Next Generation Standards Domains 3 and 4 which focuses on Social and Emotional Learning.</p>	<p><b>Early Elementary (K-3)</b> - Unit 2: Empathy; Unit 3: Emotion Management</p>	<p><b>Skill streaming in Early Childhood</b> (12:1:2 and 8:1:2 ABA Classes; K 2 12:1:2 special class)</p> <p>Group IV: Dealing with Feelings Lessons:</p> <p>21. Knowing Your Feelings  22. Feeling Left Out  23. Asking to Talk  24. Dealing with Fear  25. Deciding How Someone Feels  26. Showing Affection</p> <p>Skill streaming for the Elementary School Child (<b>3-4 12:1:2 special class; 3-4 12:1:2 special class; 5-6 15:1:1 Self contained class; 3-6 General Education classes</b>)</p> <p>Group III—Skills for Dealing with Feelings</p> <p>26. Knowing Your Feelings  27. Expressing Your Feelings  28. Recognizing Another's Feelings  29. Showing Understanding of Another's Feelings</p> <p>30. Expressing Concern for Another  31. Dealing with Your Anger  32. Dealing with Another's Anger  33. Expressing Affection  34. Dealing with Fear  35. Rewarding Yourself</p> <p><b>6 Minute SEL by LESSONS FOR SEL to promote self-awareness - "Discovering the Ultimate You" (classroom use)</b></p>

## **2. RELATIONSHIPS: *Develop healthy relationships to promote mental health.***

### **2A. Culturally Responsive Communication Skills**

<b>RULER</b>	<b>SECOND STEP</b>	<b>OTHER</b>
<p>1. Emotional Intelligence Charter: The emotional climate of a school affects the community's well-being and students' ability to learn. The Charter is a collaborative document that helps schools establish supportive and productive learning environments. It is created by members of the community, outlining how they aspire to treat each other. Together, the community describes how they want to feel at school, the behaviors that foster those feelings, and guidelines for preventing and managing unwanted feelings and conflict. This includes respecting each other's views and differences. By working together to build the Charter, everyone establishes common goals and holds each other accountable for creating the positive climate they envision. Creating a classroom charter is a good way to include students in decision-making</p>	<p><b>Early Elementary (K-3)</b> - Unit 1: Skills for Learning; Unit 4: Problem Solving</p>	<p><b>Social Thinking and Me</b> By Murphy &amp; Winner</p> <ul style="list-style-type: none"><li>● Avoid Assumptions</li><li>● Social Vocabulary</li><li>● Flexible Thinking</li><li>● Body Language</li><li>● Sense of Belonging</li></ul> <p><b>Anger Control Training: Prepare Curriculum Implementation Guide</b> By Mark Amendola and Robert Oliver In a series of ten anger control training sessions, students are taught about anger, triggers, cues, and reducers. They learn to think ahead and self-evaluate. They also learn about the conflict cycle. Rehearsal of full sequence is practiced in the final three sessions and skill streaming skills are introduced and practiced, as necessary.</p> <p><b>Helping Schoolchildren Cope with Anger - A Cognitive Behavioral Intervention</b> By Jim Larson &amp; John Lochman This guide presents information and clinical tools to implement the Anger Coping Program, an empirically supported intervention for students in grades 3-6. Practitioners are taken step by step through setting up treatment groups, teaching vital skills for reducing aggression and disruptive behavior, and building strong partnerships with teachers and parents.</p> <p><b>Courageous Conversations around Social Justice &amp; Self Advocacy topics</b></p>

<p>processes of the classroom and to nurture a positive classroom atmosphere.</p> <p>2. The Mood Meter: Learning to identify and label emotions is a critical step toward cultivating emotional intelligence and improving communication. Using the Mood Meter, students and educators become more mindful of how their emotions change throughout the day and how their emotions in turn affect their actions. They develop the self-awareness they need to inform their choices. Students learn to expand their <b>emotional vocabulary</b>, replacing basic feeling words with more sophisticated terms. By teaching subtle distinctions between</p>		
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## 2B. Empathy, Compassion, Acceptance

RULER	SECOND STEP	OTHER
<p>Blueprint: How everyone in a school treats each other has a powerful effect on classroom performance and school climate. Conflict between students can get in the way of learning and success and increase the time teachers spend off task. The Blueprint helps students and educators manage conflict effectively. Using the Blueprint, children and adults consider a disagreement from the other person's perspective, as well as their own. They develop empathy by considering each other's feelings and working collaboratively to identify healthy solutions to conflicts. The Blueprint helps repair relationships and restore climates, creating safer and more productive schools where students can learn and thrive.</p> <p>Access the RULER subscription and continually adapt resources to be representative of our diverse learning community. Feelings are universal.</p>	<p><b>Early Elementary (K-3)</b> - Unit 2: Empathy; Unit 3: Emotion Management</p>	<p>School Psychologists offer SEL Push-Ins utilizing scenarios &amp; role plays to promote culturally responsive classrooms. Looking at Anti-Bias Assumptions, Self-Identity &amp; Diversity</p>

2C. Gratitude, Forgiveness		
RULER	SECOND STEP	OTHER
The Charter is a collaborative document that helps schools establish supportive and productive learning environments. It is created	Early Elementary (K-3)- Unit 2: Emotion Management; Unit 3: Problem Solving	<b>Mind Up</b> Grades K-2 -Expressing Gratitude Unit

by members of the community, outlining how they aspire to treat each other. Together, the community describes how they want to feel at school, the behaviors that foster those feelings, and guidelines for preventing and managing unwanted feelings and conflict. By working together to build the Charter, everyone establishes common goals and holds each other accountable for creating the positive climate they envision. It is a tool that creates partnerships between students and promotes working together to ensure that students can reflect on their behaviors and feelings and create a plan to work together so that everyone is feeling connected and happy.  The Blueprint helps students and		-Performing Acts of Kindness Unit Grades 3-5 -Expressing Gratitude -Performing Acts of Kindness Taking Mindful Action in the World  <b>REBOOT Mindfulness</b> podcasts - promote mediation and sense of gratitude
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<p>educators manage conflict effectively. Using the Blueprint, children and adults consider a disagreement from the other person's perspective, as well as their own. They develop empathy by considering each other's feelings and working collaboratively to identify healthy solutions to conflicts. The Blueprint helps repair relationships and restore climates, creating safer and more productive schools where students can learn and thrive.</p>		
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**3. RESOURCE MANAGEMENT: Develop skills to utilize personal and community resources related to mental health. Know what, when, where and how to ask for help for self and others.**

RULER	SECOND STEP	OTHER
<p>The Meta-Moment helps students handle strong emotions so that they make better decisions for themselves and their community. We ask ourselves; how would my “best self” react in this situation? What strategy can I use so that my actions reflect my best self? When students regulate their emotions with effective strategies, it helps improve their ability to make healthy decisions, enjoy healthy relationships, and manage challenges. To get along with others, students must be skilled in regulating which emotions are expressed and how they are expressed.</p>		<p><b>I Problem Solve</b> by Myrna Shure  An Interpersonal Cognitive Problem-Solving Program Teaches students how to think, not what to think  <u>Grades K-3</u></p> <ul style="list-style-type: none"> <li>● Pre-Solving Skills</li> <li>● Learn Meanings of “Same” and “Different”; “Before and After”; “Now-Later”</li> <li>● Recognize what a problem is &amp; generate possible solutions</li> <li>● Think sequentially</li> <li>● Linking a solution to possible consequences</li> <li>● Dialoguing</li> </ul> <p><u>Grades 4-6</u></p> <ul style="list-style-type: none"> <li>● Hypothetical Scenarios</li> <li>● Alternative Solutions</li> <li>● Solution-Consequences Pairing</li> <li>● Means-Ends Thinking</li> <li>● Role-Playing</li> </ul> <p><b>DBT Skills in Schools</b> (Grades 4-6)</p> <ul style="list-style-type: none"> <li>● Lesson 3: Mindfulness: Wise Mind</li> <li>● Lesson 4: Mindfulness: “What Skills”</li> <li>● Lesson 5: Mindfulness: “How Skills”</li> </ul> <p><b>REBOOT Mindfulness</b> podcasts - promote mediation and “resetting your brain” (used in the classroom)</p>

3A. What to ask for help for self and others		
RULER	SECOND STEP	OTHER
The Mood Meter is a tool that helps to increase students emotional vocabulary and their ability to articulate a range of emotions to accurately describe what they are feeling. The meta-moment describes a unique process for effectively managing the space and time between an emotional trigger and response.	<b>Early Elementary (K-3)</b> - Unit 1, Being Assertive	<b>Skill streaming in Early Childhood</b> (ABA 12:1:2 and 8:1:2; K 2 12:1:2 special class) Group II: School-Related Skills 9. Asking a Question 11. Trying When It's Hard 12. Interrupting

Students learn to recognize that something happens (problem) and are taught to immediately recognize the shift in their thoughts, bodies and behaviors, thereby allowing them to effectively communicate what they need.		<b>DBT Skills in Schools</b> (Grades 4-6) <ul style="list-style-type: none"> <li>● Lesson 13: Mindfulness: Wise Mind</li> <li>● Lesson 14: Mindfulness: “What” and “How” Skills</li> </ul>
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<b>3B. When to ask for help for self and others</b>		
<b>RULER</b>	<b>SECOND STEP</b>	<b>OTHER</b>
With the Meta-moment, sensing cognitive, psychological and behavioral shifts early is critical to effective emotional regulation. After identifying behavioral triggers, students learn to become more attuned to changes in their thoughts and behaviors. Students are taught to stop and catch themselves and focus on reaching their “best self”. Students learn to recognize when their behaviors are in contrast with their “best self” and use strategies in their toolbox such as asking for help to return to an emotional state that is comfortable and conducive to learning.	<b>Early Elementary (K-3)</b> - Unit 1, Being Assertive <b>Late Elementary (4-5)</b> - Unit 1, Being Assertive <b>Intermediate (6)</b> - Lessons 6-7: Bullying Prevention; Lessons 10- 11: Problem Solving.	<b>Skill streaming in Early Childhood</b> (12:1:2 ABA; 8:1:2 ABA; K-2 12:1:2 special class) Group VI: Dealing with Stress 33. Dealing with Mistakes 35. Knowing When to Tell 40. Deciding What to Do  <b>Skill streaming the Elementary School Child</b> (3-4 12:1:2 special class; 5-6 15:1:1 special class)  Group I—Classroom Survival Skills 1. Listening 2. Asking for Help  Group V—Skills for Dealing with Stress 46. Deciding What Caused a Problem  <b>DBT Skills in Schools</b> (Grades 4-6) <ul style="list-style-type: none"> <li>● Lesson 15: Emotional Regulation: Goals of Emotional Regulation and Functions of Emotions</li> <li>● Lesson 18: Emotional Regulation: Problem Solving</li> </ul>
<b>3C. Where to ask for help for self and others</b>		
<b>RULER</b>	<b>SECOND STEP</b>	<b>OTHER</b>
Emotional Intelligence Charter: The classroom charter is created to reflect how students and staff want to feel at school and in the classroom each day. When creating a charter, students and	<b>Early Elementary (K-3)</b> - Unit 1, Being Assertive <b>Late Elementary (4-5)</b> - Unit 1, Being Assertive	<b>Skill streaming in Early Childhood</b> (12:1:2 ABA and 8:1:2 ABA; K-2 12:1:2 special class) Group I: Beginning Social Skills 6. Asking for Help

staff discuss where to ask for help and how to handle conflicts.	<b>Intermediate (6) -</b> Lessons 6-7: Bullying Prevention; Lessons 10- 11: Problem Solving.	<b>Skill streaming the Elementary School Child</b> (3-4 12:1:2 special class; 5-6 15:1:1 special class)  Group 1: Classroom Survival Skills 2. Asking for Help  <b>DBT Skills in Schools</b> (Grades 4-6) <ul style="list-style-type: none"> <li>● Lesson 19: Emotional Regulation: The A of ABC PLEASE</li> <li>● Lesson 20: Emotional Regulation: The BC PLEASE of ABC PLEASE</li> </ul>
<b>3D. How to ask for help for self and others</b>		
<b>RULER</b>	<b>SECOND STEP</b>	<b>OTHER</b>
The Emotional Intelligence Charter is the ultimate resource management tool, providing strategies to help students navigate	<b>Early Elementary (K-3)</b> - Unit 1, Being Assertive <b>Late Elementary (4-5)</b> - Unit 1, Being Assertive <b>Intermediate (6) -</b> Lessons 6-7: Bullying Prevention; Lessons 10- 11: Problem Solving.	<ul style="list-style-type: none"> <li>● Lesson 28: Interpersonal Effectiveness: FAST Skills</li> </ul>