



Social Emotional Health Services

**Curriculum board Meeting
October 11, 2021**

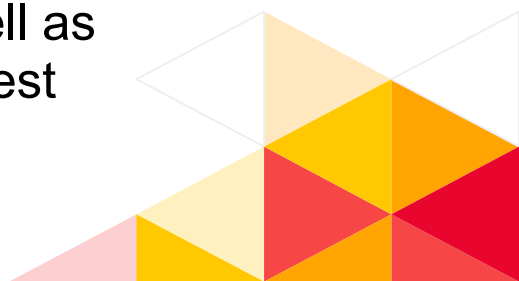


Social Emotional Health Services

Vision:

Through laser point focus and goal setting, we will build our capacity within BASD schools to consistently empower administrators, teachers, counselors, and support staff to enhance their social emotional learning tool belts.

Collectively every classroom will have the capacity to create safe learning environments where our students are able to develop relationships, self regulate, as well as recognize their own strengths to grow to their fullest potential in safe supportive classrooms.





“Why” Leverage The Moment and Invest in SEL?

2019 PA Youth Survey

- ◀ 38% of 6-12 students reported feeling depressed or sad most of the time
- ◀ 39% of 6-12 grade students reported feeling “I am no good at all”
- ◀ 23% of 6-12 grade students reported feeling “overall, I am a failure”
- ◀ 54% of gr. 6-12 students reported getting drunk or high (35% in gr. 6)
- ◀ Approximately $\frac{1}{3}$ of all BASD students have not consistently been in a large school/formal classroom environment in over a year
- ◀ Despite our best efforts, traditional routines and structures have been out of sync in school and in classrooms since March of 2020
- ◀ Many staff and students have experienced personal loss and struggle due to the effects of the pandemic
- ◀ The pandemic as intensified the struggles of our most at risk populations
- ◀ Continued concern in the community over the spread of COVID



“Why” Leverage The Moment and Invest in SEL? survey by the America’s Promise Alliance

A survey of **3,300 teenagers** in June found that they are much more concerned than usual about their **health** and the **health and financial stability of their families**. 30% of teens reported that they are more worried than normal about basic needs including **food, medicine, and safety**.

25% of teens said that they are **losing sleep**, feeling more **unhappy or depressed**, feeling under **constant strain**, or **losing confidence** in themselves.

Background / What Is SEL?

The Collaborative for Academic, Social and Emotional Learning (CASEL) defines Social and Emotional Learning (SEL) as the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

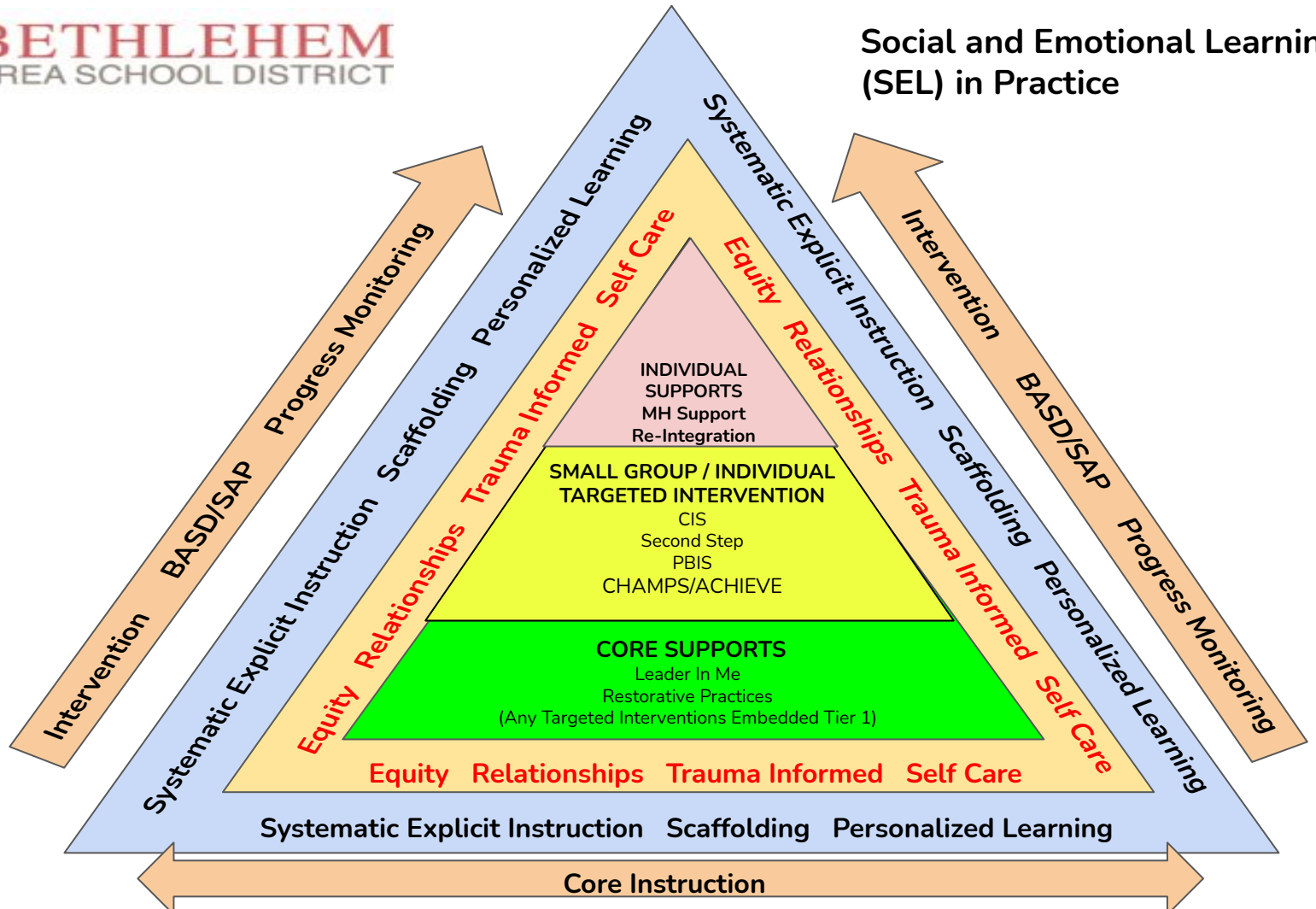
5 pillars (all aligned to the RP and LIM framework)

- Self Awareness
- Self Management
- Social Awareness
- Relationships
- Responsible Decision Making





Social and Emotional Learning (SEL) in Practice





Tiered Approach of Supports

Tier 1

- Leader in Me
- Restorative Practices
- Center for Humanistic Change Liaison*
- School Counselors*
- Trauma Informed Practices
- Relationships

Tier 2

- BASD/SAP
- Zones of Regulation*
- SEL/Beh Coaches (8)
- Social Workers (10)
- CHC Groups
- Therapeutic Moments & Empathetic Strategies
- Wellness Centers
- MH Screener

Tier 3

- Outpatient Mental Health Services
- Second Step*
- Re-engagement Specialists (3)

* Flexible across tiers



Leader In Me Connections - The Anxiety Curve

Level 4 - Peak Escalation - Not the time to talk, redirect, or process. Make sure student is in a safe space. On average it takes 8 minutes for cortisol levels to decrease (shorter for younger students).

Be proactive: Pause - Know our calming sequence, control your own weather

Goal: Safety and deescalation

Level 3 - Abandon the stressor if possible and teach/model calming strategies

Begin with the End in Mind, Think Win/WIN

Goal: Remove the stressor to return to Level 1

Level 2 - Recognize signs of early stress

Seek To Understand

Goal: Refocus the person's attention away from the stress to return to Level 1

Level 3 - Use encouraging and supporting words; do NOT discuss the incident now

Be Proactive, Think WIN/WIN

Goal: Deescalate student

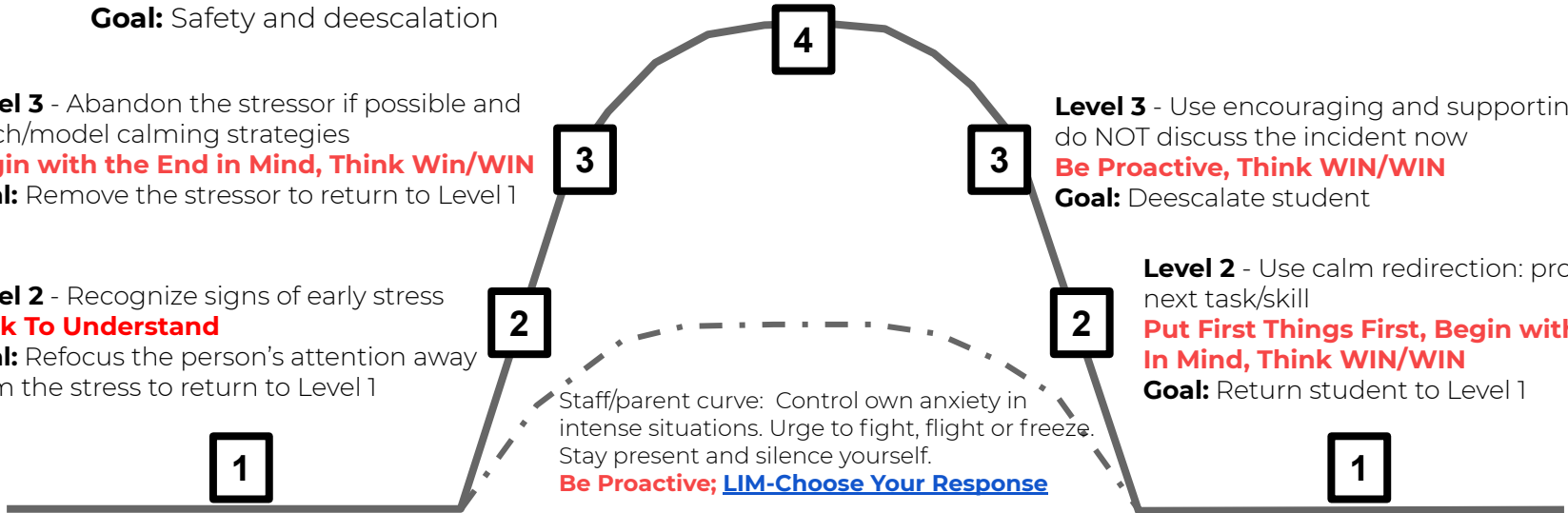
Level 2 - Use calm redirection: prompt to next task/skill

Put First Things First, Begin with the End In Mind, Think WIN/WIN

Goal: Return student to Level 1

Staff/parent curve: Control own anxiety in intense situations. Urge to fight, flight or freeze. Stay present and silence yourself.

Be Proactive; LIM-Choose Your Response



Level 1 - Foundation work: Build positive relationships and teach skills students need to function successfully in challenging situations (Ex. - 5 point scale, social stories, a calming sequence, Zones of Regulation work).

Directly teach LIM, integrated approaches, action lighthouse and action team work.

Goal: Students remain at or quickly return to this level - self-regulating and not responding negatively to stressors.

Restorative Practices Connections - The Anxiety Curve

Level 4 - Peak Escalation - Not the time to talk, redirect, or process. Make sure student is in a safe space. On average it takes 8 minutes for cortisol levels to decrease (shorter for younger students).

Circle work builds social capital and increases trust to greatly reduce the amount of time it takes for a student to regulate.

Goal: Safety and deescalation

Level 3 - Abandon the stressor if possible and teach/model calming strategies

Circles allow you to learn what works for students as stress builds for them.

Goal: Remove the stressor to return to Level 1

Level 2 - Recognize signs of early stress

Utilize affective statements and questions to understand - Carry your card.

Goal: Refocus the person's attention away from the stress to return to Level 1

Staff/parent curve: Control own anxiety in intense situations. Urge to fight, flight or freeze. Stay present and silence yourself.

Pause-Know your calming sequence and your tendency to switch out of the "with" quadrant.

Level 3 - Use encouraging and supporting words; do NOT discuss the incident now

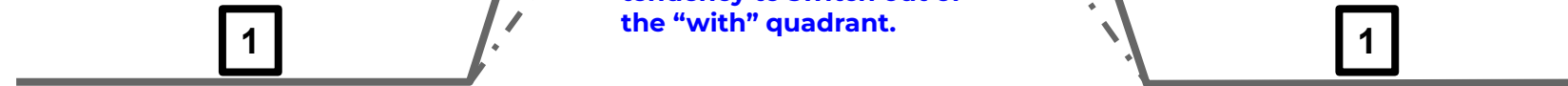
Affective statements

Goal: Deescalate student

Level 2 - Use calm redirection: prompt to next task/skill

Affective statements and restorative circle to repair the harm with all stakeholders

Goal: Return student to Level 1



Level 1 - Foundation work: Build positive relationships and teach skills students need to function successfully in challenging situations (Ex. - 5 point scale, social stories, a calming sequence, Zones of Regulation work).

Circle work in classrooms builds a culture of trust where relationships can thrive; builds proactive social capital (80%) to allow reactive intervention to occur productively (20%).


Goal: Students remain at or quickly return to this level - self-regulating and not responding negatively to stressors..



Mental/Behavioral Health Services



Community Partners - Tier 2 and 3

- ▶ Pinebrook Family Answers
 - ▶ Social Work Services
 - ▶ Community in Schools
 - ▶ Integrated Support Services (6)
 - ▶ SLUHN, LVHN, CIU#20
 - ▶ Mental/Behavioral Health Services
 - ▶ United Way
 - ▶ Community Schools (8)
 - ▶ Handle with Care
 - ▶ Safe 2 Say Something (S2SS)
 - ▶ SLUHN
 - ▶ Physical Health Services
 - ▶ Center for Humanistic Change
 - ▶ Student Assistance Program Liaisons
 - ▶ Groups
 - ▶ MH Screeners
 - ▶ After School Activities (6)
 - ▶ Moravian U
 - ▶ Lehigh U
 - ▶ CIS
 - ▶ Magellan
 - ▶ Crime Victims Council
 - ▶ Valley Youth House
 - ▶ Bethlehem Health Bureau
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Mental/Behavioral Health OP Services - Tier 3: 2020-2021

LVHN

- ◀ 138 students
 - ◀ 9 schools

SLUHN

- ◀ 72 students
 - ◀ 10 schools

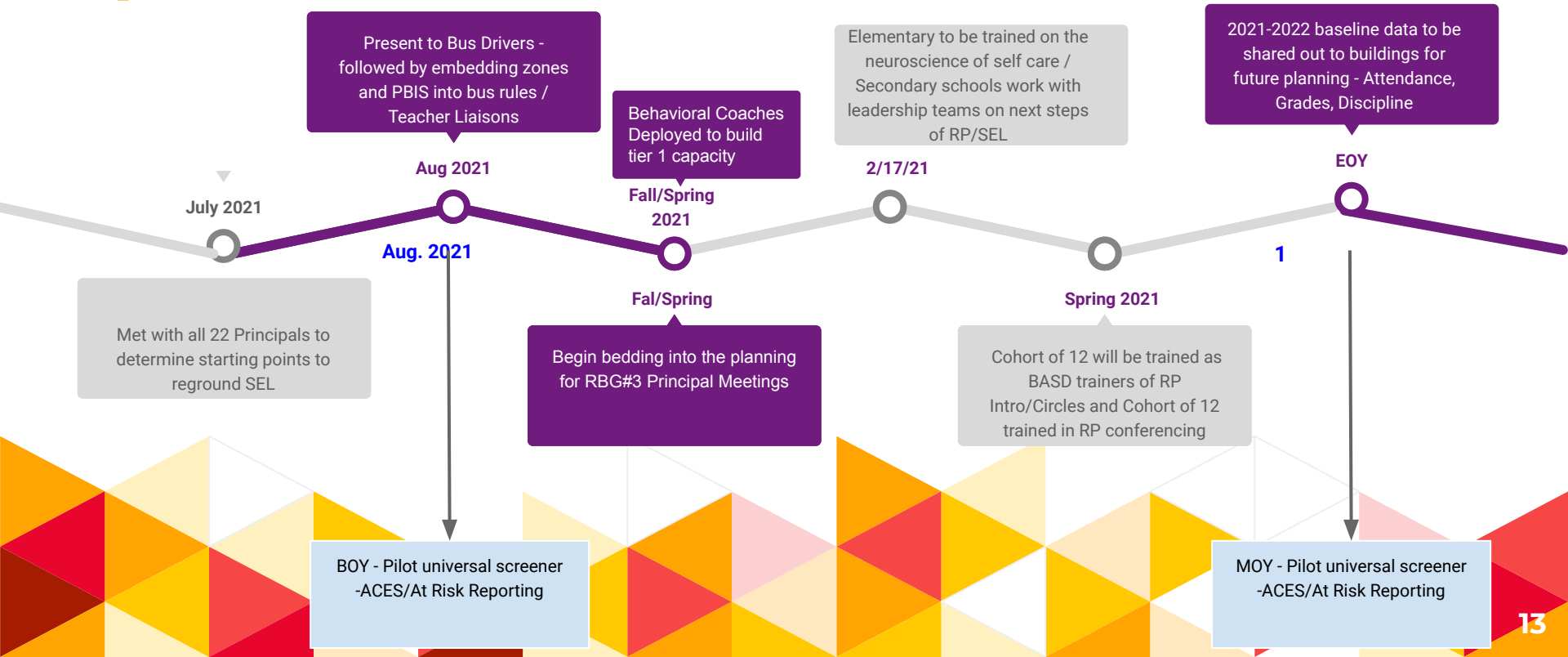
CIU#20

- ◀ 140 students
 - ◀ 3 schools

CVoicesC (Lehigh U)

- ◀ 23 students
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Tier 1 BASD in SEL - Departments-2021-2022





Next Steps....

- ◀ **Support the Paradigm Shift**
 - ◀ **SEL embedded in all we do...**
 - ◀ **Academics**
 - ◀ **BASD/SAP**
 - ◀ **Trauma Informed Practices**
 - ◀ **Equity**
 - ◀ **Provide Supports for Success**
 - ◀ **Expand universal screener pilot**
 - ◀ **Work with leadership teams to create systems of sustainability for RP, LIM, BASD/SAP**
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