

The Zoom Interface

The screenshot shows a Zoom Webinar window with a dark header bar. The main content area displays the TTC logo and a 'Thank you for joining us today!' message. A 'Question and Answer' window is open, showing a test question and a text input field. A 'Zoom Webinar Chat' window is also open, showing a 'To: All panelists' field. The bottom toolbar contains icons for Audio Settings, Chat, Raise Hand, Q&A, and Leave. Annotations with arrows point to various elements: 'Click here to maximize your session view' points to the 'Enter Full Screen' button; 'Click here to adjust your audio settings' points to the Audio Settings icon; 'Click here to leave the session' points to the Leave button; and several text boxes explain the Q&A and Chat features.

Zoom Webinar

You are viewing David Terry's screen

View Options

Click here to maximize your session view

Enter Full Screen

TTC
Technology Transfer Centers
Funded by Substance Abuse and Mental Health Services Administration

Thank you for joining us today!

You will not be on video during today's session

Select a Speaker

- Speakers (Realtek(R) Audio)
- Same as System
- Test Speaker & Microphone...
- Leave Computer Audio
- Audio Settings...

Audio Settings

Click Here to adjust your audio settings

Chat

Raise Hand

Q&A

Click here to leave the session

Leave

Question and Answer

All questions (1) My questions (1)

You 07:35 AM

This is a test question!

You can switch between questions you've asked and those asked by others using these buttons.

You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.

Type your question here...

Zoom Webinar Chat

The chat feature will allow you to talk with other people in today's webinar.

The To field will tell you who will receive your message. Be mindful of who you are chatting to.

To: All panelists

Your text can only be seen by panelists

All attendees are muted. Today's session will be recorded.

School Mental Health Summit

*Emerging Stronger and More Resilient: Learning from the
COVID-19 Crisis*



2-Day Virtual Conference
August 31 – September 1, 2021



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Day 1: Session 5

2:45 pm-3:45 pm EST

**Social and Emotional Learning (SEL)
Champions Pave the Way!**

**Elevating Teacher Leaders to Support
Sustainable SEL**

Tomorrow's Sessions

Session 1 9:00 am– 10:15 am EST

The Secret Sauce for Building Successful Home School Partnerships

Session 2: 10:30 am – 11:45 am EST

New Resources! Classroom Wise and Self-Regulation and Social Skills
Group Intervention

Session 3: 12:15 pm – 1:30 pm EST

Teaching Through Transition: Back to School and Back to Basics

Tomorrow's Sessions

Session 4: 1:45 pm – 3:00 pm EST

Helping My Grieving Student: When COVID Loss Comes Into the School

The full schedule and individual Zoom links can be found on our conference website.

Please visit:

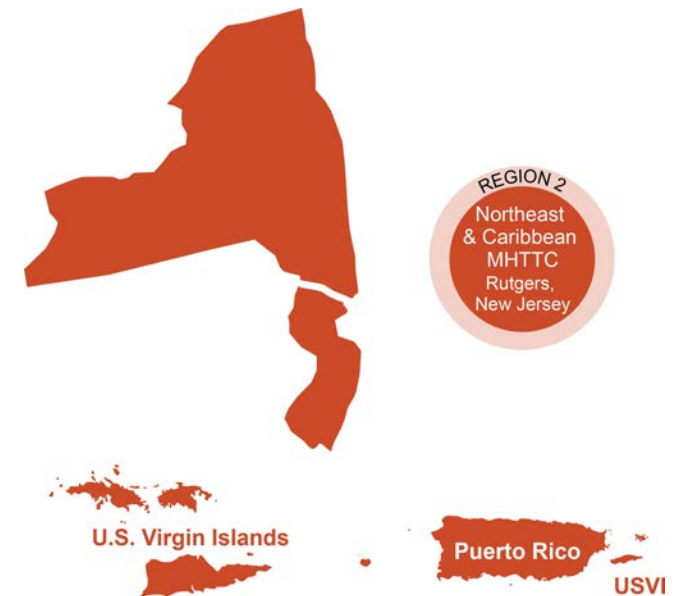
<https://mhttcschoolmentalsummit.rutgers.edu>

About Us

Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC):

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, etc.) to provide effective services to people with mental illnesses.

Special focus on enhancing student mental health in schools.

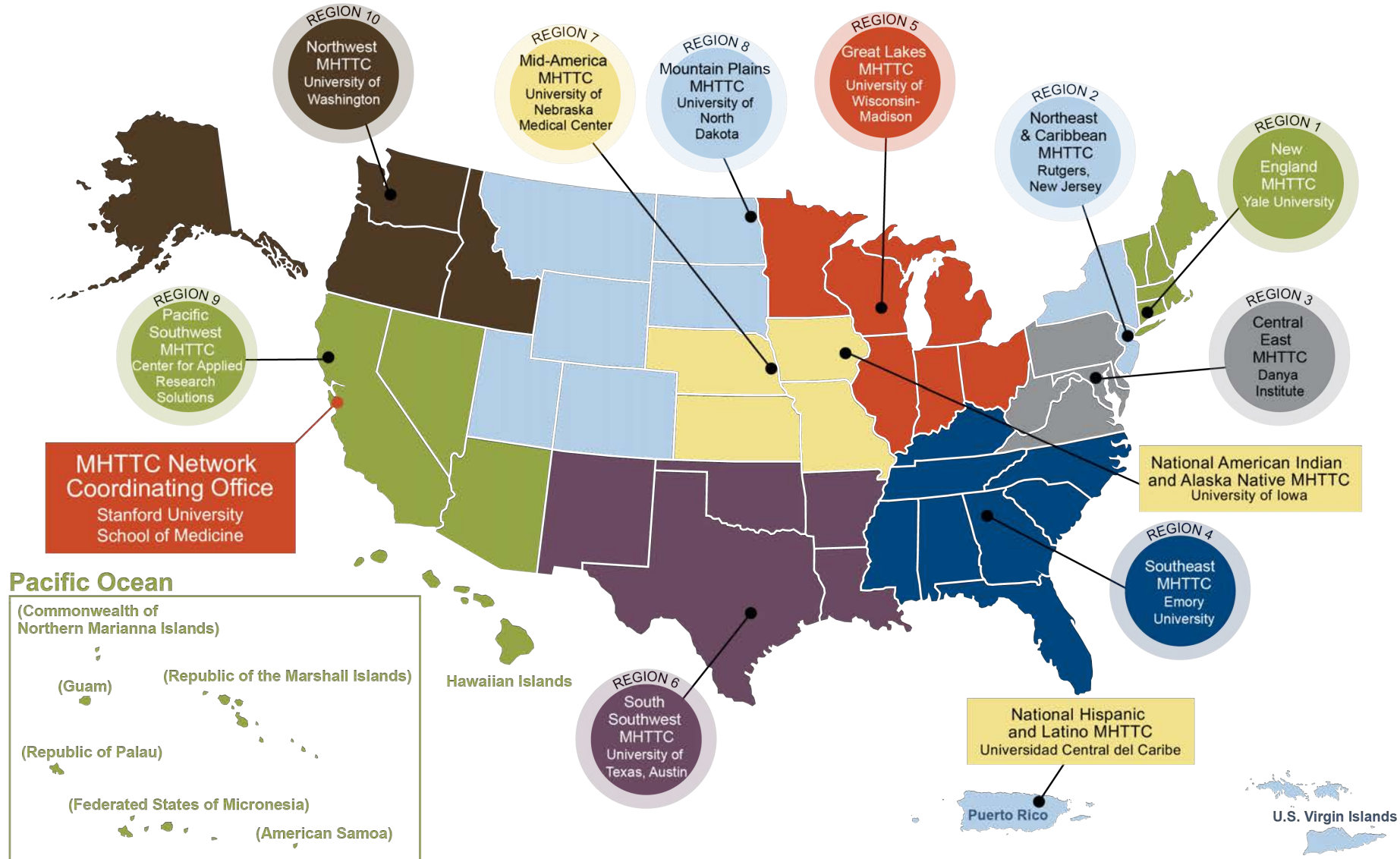




MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

MHTTC Network



School Mental Health Supplement

Supplemental funding was awarded to provide training and TA to teachers and school staff regarding student mental health (2018-2022)

Focus on:

- Importance of mental health supports in schools
- Capacity to recognize and identify mental health concerns in students
- Best models of school-based mental health services
- Linking, as needed, to community-based services



Trainings

- Youth Mental Health First Aid
- Trauma Informed Schools
- Cultivating Resiliency
- Suicide Prevention
- Social Emotional Learning
- Crisis Interventions
- School Refusal and Anxiety
- Self-Care

Technical Assistance

- Individualized plans with schools
- Implementation of SMH
- Resource Mapping
- Needs Assessment
- Teaming
- Assessment
- Tiered Supports
- Funding



Grow Your Knowledge and Skills

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Subscribe to receive our mailings.
All activities are free!

<https://bit.ly/2mpmpMb>

We Want Your Feedback!

- Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!

Video Recording Information

- *Please Note:*

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

Disclaimer

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

Your Interactions With Us

- Question and Answers
 - Q & A will occur at the end of the presentation.
 - Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
 - Note: your question is visible to all participants.
- Chat and Polls
 - Throughout the webinar, we will be asking for your input.
 - Use the Chat or Poll features in Zoom located on the task bar.
 - You can control who can see your chat comments.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

**STRENGTHS-BASED
AND HOPEFUL**

**INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES**

**HEALING-CENTERED AND
TRAUMA-RESPONSIVE**

**INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS**

**PERSON-FIRST AND
FREE OF LABELS**

**NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS**

**RESPECTFUL, CLEAR
AND UNDERSTANDABLE**

**CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS**

Social and Emotional Learning (SEL) Champions Pave the Way!

Elevating Teacher Leaders to Support Sustainable SEL

Franklin Elementary School- Newark, NJ

Paige Miller, 3rd grade teacher

Meredith Gray, 2nd grade teacher

Kathleen Hooban, 1st-grade teacher

Kristy Ritvalsky, MPH

Sr. Training and Consultation Specialist

NE and Caribbean MHTTC



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network
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Our Presenters



Meredith Gray



Kathleen Hooban



Paige Miller



Session Objectives:

- Understand approaches for successful SEL implementation
- Identify strategies to build sustainable SEL implementation
- Describe one school communities systematic SEL implementation and discuss lessons learned

Emotions Matter



What is Social and Emotional Learning (SEL)?

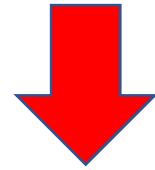
- SEL is the process through which children and adults acquire and effectively apply the knowledge, attitude, and skills necessary to:
 - understand and manage emotions,
 - set and achieve positive goals,
 - feel and show empathy to others,
 - establish and maintain personal relationships; and
 - make responsible decisions

What does the research tell us about SEL?



Improvements in:

Social-emotional skills
Improved attitudes
about self, others, and
school
Positive classroom
behavior
Increase in standardized
achievement test



Reduction in:

Conduct problems
Emotional distress

SEL in Schools

Building supportive classroom environments

- Creating opportunities for community-building

- Creating a sense of belonging & emotional safety

Empowering Student Voice

Delivering explicit SEL instruction

Aligning SEL and academic objectives



SEL in Homes & Communities



Cultivating students' community awareness

Implementing SEL strategies at home

Emotion management

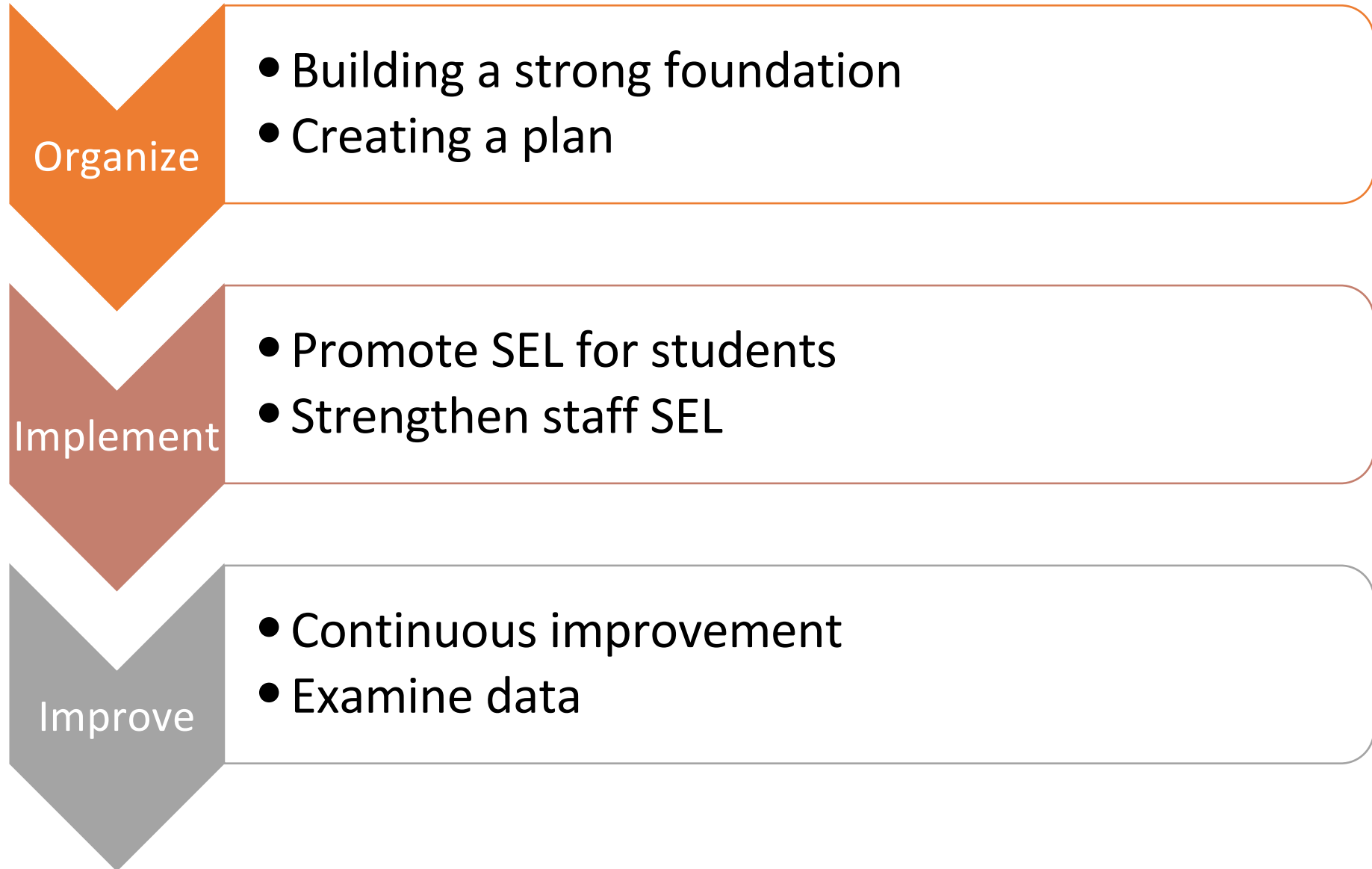
Family Emotional Safety

Managing Stress

Building strong partnerships between school and home

Engaging Parents and caregivers in conversations about the social and emotional growth of families

Phases of Implementation



Building Your Foundation

- Administrator Buy-in
- Establish a SEL Team
- Foundational Learning
- Engage Key Stakeholders



Designing Your SEL Program

Single Course

- Individual class or SEL block
- Delivering evidence-based SEL curriculum
- Responsibility on teacher to deliver SEL curriculum
- Easily implemented
- Harder to maintain sustainability

Curriculum Infusion

- Inside and outside the classroom
- Infusing social and emotional learning across the curriculum
- Enhances academics
- Helps establish sustainability

Sustainability

.....that which is reflected in a change that is incorporate into a school without upsetting the balance of resources or other parts of the system.
Hargreaves and Fink (2003)

Planning for long term success

Active Admin Support and Follow-Through

Program Consultation

Ongoing Training and Professional Development

Model Teachers (SEL Champions)

SEL Program Integration (Whole-School)

District Capacity



Franklin Elementary School

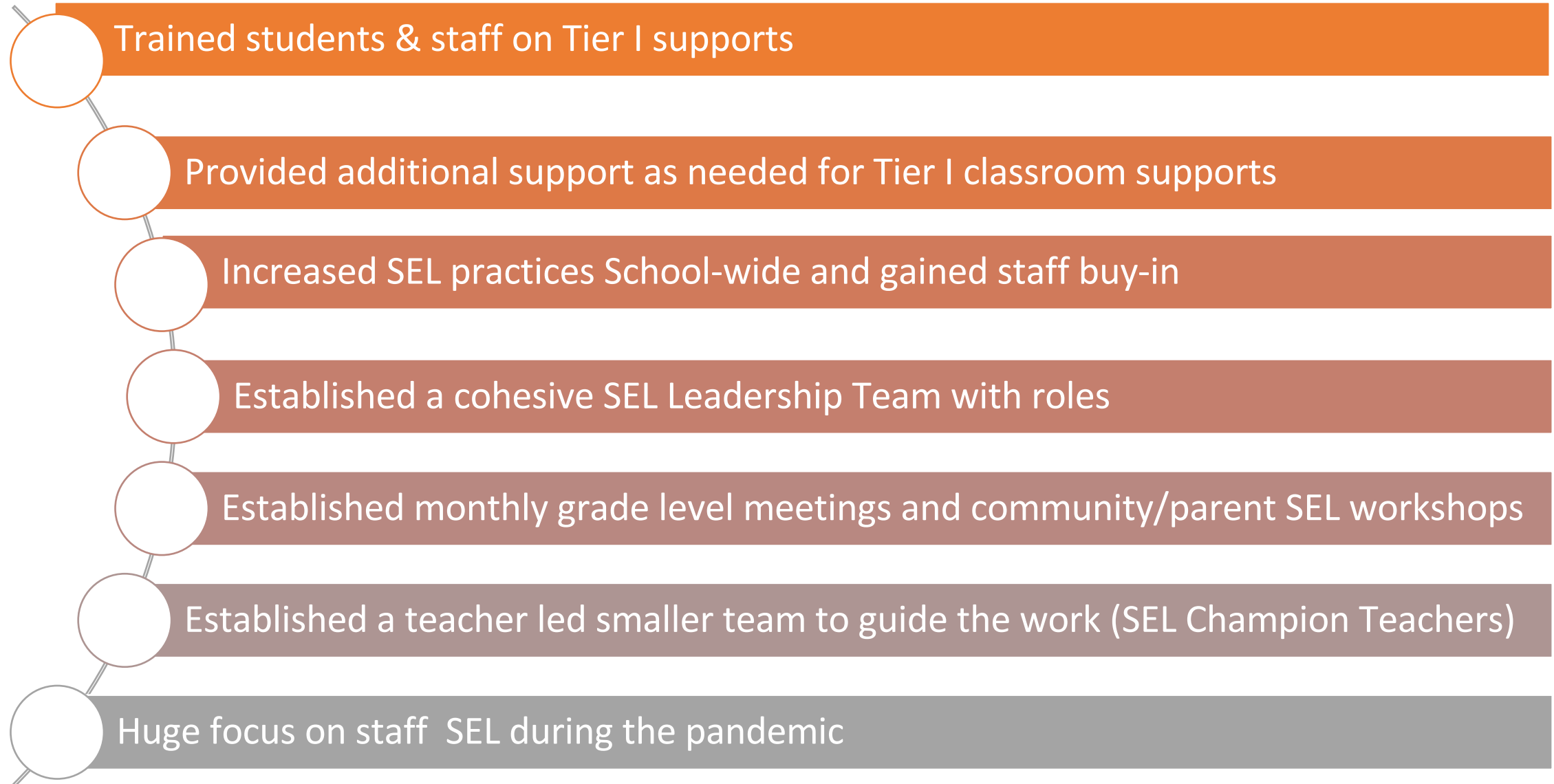
Newark, NJ

Four blue pencils are arranged diagonally on a teal background. The pencils are sharpened and have black erasers. The image is partially obscured by a white curved shape on the right side of the slide.

Demographics

- Pre-K to 6th grade school located in Newark, NJ. We are growing a grade each year until we reach 8th grade.
- 557 Total Students
- 83 % Hispanic, 16 % Black, 1% White
- 83% receive free and reduced lunch
- 23% receive special education services
- One of the largest bilingual programs in the district

Schoolwide SEL Implementation 2018- Present





SEL Team Responsibilities

- Consists of one teacher from each grade level, a humanities teacher, administrator, and parent
- Monthly meetings
- Setting goals and monitoring and engaging in ongoing reflection
- Discuss staff training needs and plan trainings for the school year
- Communicating information related to schoolwide SEL activities to key stakeholders
- Modeling social and emotional competence in their own work

SEL Champions

Planning and facilitating SEL professional development

Developing expertise in SEL and identifying strategies that support the social and emotional growth of all students and staff.

Modeling social and emotional competence in their own work

Collaborate with administration to outline and implement SEL goals



COVID-19 Impact

- ✓ Finding ways to make SEL possible virtually.
- ✓ Focus on Self-Awareness and Self-Management.
- ✓ Using school-wide read aloud “I’m Gonna Push Through”, “A Place Inside of Me” and “The Best Part of Me” to support SEL.
- ✓ Providing parent workshops to support families around SEL during virtual learning.
- ✓ Monthly grade level meetings to support adult SEL needs during virtual learning.

Lessons Learned

Glows

- Staff and Community buy-in.
- Consistency with planning amongst teams to provide successful SEL.
- Universal screening tool showed growth in competencies.
- Increased engagement and interest amongst students.

Grows

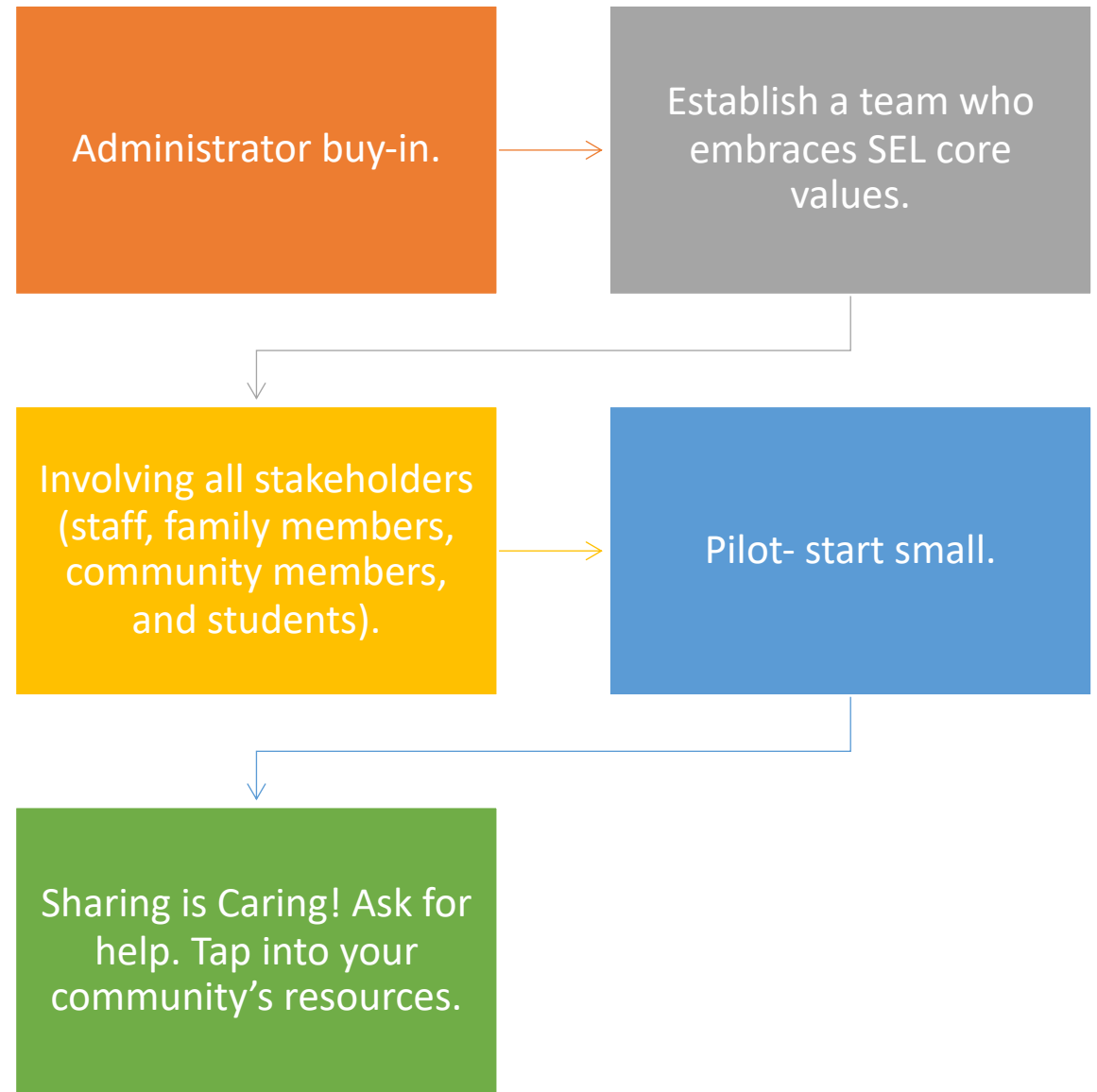
- Consistency of implementation across grade levels.
- Utilizing data to prioritize grade level SEL needs.
- Supporting and Coaching staff members with SEL best practices.
- Consistency around adult SEL and mindfulness practices.
- Expanding the team to represent the upper grade levels.

What's Next: 2021-22 SY Implementation

- Development of Parent Academy through PTO
 - Parent SEL groups
- Development of School Store
- Schoolwide Incorporation of Daily Affirmations
- Teachers Engaging in and Learning to Write Transformational SEL curriculum
 - Beginning with research-based lessons developed by experts in the field of ELA and SEL
 - Embracing and utilizing CASEL framework across all content areas
 - New Teacher Academy
 - Selecting Texts to support SEL framework that are windows and mirrors to our students lives.



Tips for Successful Implementation



Question and Answer



Please enter any questions for our presenters using the Q&A feature in the toolbar.

Evaluation Information

- The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.
- At the end of today's training please take a moment to complete a brief survey about today's training.



We Want to Hear From You!

- Guide our educational, training, and technical assistance efforts
- Tell us your training needs
- Responses are anonymous
- Use the QR code or link in follow-up email



**TRAINING NEEDS
ASSESSMENT**

Resources

- Helplines and Support
- National Suicide Hotline - 1-800-273-8255
- NAMI - 1-800-950-NAMI (6264) or info@nami.org
- Mental Health America- 1-800-273-TALK (8255), text MHA to 741741
- SAMHSA's National Helpline - referral and information - 1-800-662-HELP (4357)
- SAMHSA's Disaster Distress Helpline 1-800-985-5990 or text TalkWithUs to 66746

Next Session:

Tomorrow, 9/1/2021

**The Secret Sauce for Building
Successful Home School Partnerships**

9:00 am- 10:15 am EST

Connect With Us

- Phone: (908) 889-2552
- Email: northeastcaribbean@mhttcnetwork.org
- Website:
<https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

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