

Mental Health Wellness - Programs, Curriculum, Frameworks

Program/Curriculum/ Framework	Brief Description/Target Audience	Link to Promotion of Mental Health Wellness and School Safety	Suggested Best Practices	Resources Needed to Meet Objectives	Contact Info and Links to Literature, Research Briefs, and other Resource Materials
Social-Emotional Learning (SEL) Program	Social and emotional learning (SEL) is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The Caring School Community curriculum (elementary SEL curriculum) is currently being implemented at 14 CCPS ES with plans in 2018-19 to expand SEL into more ES, and into the middle grades.	The Caring School Community curriculum helps to foster positive relationships through community building and explicit instruction in SEL skills. The program also provides a structure for facilitating effective peer to peer discussion and problem solving. Related data tools can be used for early identification of students in need of additional support while also providing resources to provide that support.	Implementation of data-driven student support teams that regularly include school psychologists, social workers, and counselors in order to support students who demonstrate a need for further support at tier 2 and tier 3 level of intervention.	Reduction of staff to student ratios for school psychologists (1:500-700), social workers (1:500-700), and school counselors (1:250).	<p>Staff Contact: Dr. Lisa Micou, Intervention and Training Specialist for Social & Emotional Learning, 804-639-8911</p> <p>Resources: Teaching the Whole Child: Instructional Practices that Support Social ...</p> <p>Video Links: Caring School Community: http://inside.collaborativeclassroom.org</p> <p>5 Keys to Social and Emotional Learning Success: https://www.youtube.com/watch?v=DqNn9qWo01M</p>

<p>Trauma Informed Care in Schools</p>	<p>Traumatic stress can stem from a variety of sources: bullying at school, dramatic weather events, school shootings — even the day-to-day exposure to events such as divorce or homelessness. In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, support staff, parents, and law enforcement. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support.</p>	<p>The focus is to create safe, consistent, predictable, learning environments for students. Trauma-informed practices, strategies, and adaptations help to create emotionally safe environments; promote respect of an individual's values, beliefs, and cultural preferences; enhance self-regulation; and promote healthy relationships.</p>	<p>The goal is to increase the fidelity of implementation of PBIS, a multi-tiered framework of service delivery designed to teach skills and to prevent the development of more serious problems. This framework fits well within the body of research and recommendations regarding trauma-informed care and the need for a systems approach to implementation.</p>	<p>Opportunities in each school for continued professional development and follow up instruction for staff on implementation of TIC best practices.</p>	<p>Staff Contact: Dr. Connie Honsinger, Intervention and Training Specialist for Trauma Informed Care, 804-639-8991</p> <p>Helping Traumatized Children Learn: https://traumasensitiveschools.org/why/</p>
<p>Signs of Suicide Program</p>	<p>The SOS Signs of Suicide Prevention Program (SOS) is a school-based depression awareness and suicide prevention program designed for middle-school (ages 11–13) or high-school (ages 13–17) students. The</p>	<p>The goals of the program are to 1) decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression, 2) encourage personal help-seeking and/or</p>	<p>Expanding suicide prevention efforts beyond grades 7 & 10. Increasing support for students who are identified during SOS lessons/screening as</p>	<p>Increasing student support services staff and removing non-counseling tasks removed from counseling</p>	<p>Staff Contact: Catherine Ogletree, (804-639-8900 x2908) and Erin Krietsch, (804-639-8900, x1323), District</p>

	<p>program is offered to CCPS students in grades 7 and 10.</p>	<p>help-seeking on behalf of a friend, 3) reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment, 4) engage parents and school staff as partners in prevention through “gatekeeper” education, and 5) encourage schools to develop community-based partnerships to support student mental health.</p>	<p>depressed and/or suicidal. Identifying additional student mental health treatment resources to share with families.</p>	<p>departments (e.g. standardized and AP testing). Training for school staff that interact with students daily (bus drivers, cafeteria workers, custodians, office staff).</p>	<p>Mental Health Support Specialists.</p> <p>Links: SOS Programs :: Screening for Mental Health</p> <p>SOS Signs of Suicide Middle - SAMHSA</p>
<p>Threat Assessment Intervention Process</p>	<p>Threat assessment involves determining whether a student poses a threat of violence. A threat is an expression of intent to physically harm someone. This expression may be spoken, written, or gestured. Threats can be expressed directly or indirectly to the victim or to others, and threats may be explicit or implied. A threat to harm others can be transient (i.e., expression of anger or frustration that can be quickly or easily resolved) or substantive (i.e., serious intent to harm others that involves a detailed plan and means).</p>	<p>Threat assessment is intended to prevent violence and to identify and provide supports for both those who make and receive threats.</p>	<p>Continue to build capacity in educating stakeholders how to recognize and report threats. Develop and implement a program of evidence-based self-care for student support services providers and others susceptible to vicarious trauma through repeated Threat Assessment implementation and follow-up.</p>	<p>Access to the time and materials to create training program(s) targeted to support staff, such as custodians, office personnel, bus drivers, & cafeteria workers. Build partnerships with internal and external partners to address vicarious trauma in professionals.</p>	<p>Staff Contact: Catherine Ogletree, (804-639-8900 x2908) and Erin Krietsch, (804-639-8900, x1323), District Mental Health Support Specialists.</p> <p>Links: Threat Assessment in Virginia Public Schools: Model Policies ...</p>

<p>Substance Abuse/Opioid Prevention Curriculum</p>	<p>MS Lifeskills Health Curriculum - 6-8 - Drug resistance, Social Skills, Self Management HS Health Lessons on drug education and Mental Health Wellness, including topics on eating disorders; managing anxiety and stress; promoting self help, etc)</p>	<p>Classroom lessons that teach appropriate social skills, substance abuse prevention education, self-advocacy/independent living skills, and mental health wellness promotion.</p>	<p>VBPS Model: Virginia Beach's opioid education could soon be model for schools ...</p>	<p>Lifeskills Curriculum Links: https://sites.google.com/a/ccpsnet.net/cnet/home/instruction/health-pe/hpe-tenth-grade/10th-grade-driver-education-and-health</p>	<p>Ann Tierney, Curriculum Specialist for Health and Physical Education, Family Life Education & Driver Education - 804.639.8973</p>
<p>Gaggle</p>	<p>Machine learning technology that overlays a student's Google Drive to reveal potentially harmful content in documents, shared files, images, photos and more.</p>	<p>The software uncovers written language and shared images in a student's Google Drive that indicate potential harm to self and/or others. Division and school personnel act on this information to assure student safety.</p>	<p>Apply the technology to all secondary student Google Drives.</p>	<p>Personnel to appropriately monitor and follow-up with Alerts identified from Gaggle.</p>	<p>Tim Bullis, Executive Director, Communications and Community Engagement, 804.748.1433; Brian D. Jones Executive Director of Technology, 804 639-8931</p>