WELCOME to the

Supporting Our Students ECHO

Session will start in less than 15 minutes
Distress in Youth

Susan Pullen, MSW, LICSW
Behavioral Health Clinician
Pediatric Primary Care
CHAD
Conflict of Interest Disclosure Statement

No Conflicts of Interest
Mental Health Crisis

• 30% youth meet criteria for Anxiety Disorder by age 18
• 15% youth meet criteria for Depression by age 18
• Suicide is the second leading cause of death for youth ages 15 – 24
• The suicide rate for youth ages 10 -24 climbed 56% between 2007-17
• 20% obesity rate for youth ages 12- 19
• 28% high school students reported vaping in the last month
Educators as Observers, Nurturers, Teachers, Guides: What we see depends upon where we shine the light!
Multi Tiered Systems of Support (MTSS-B)

• Positive Behavior Intervention and Supports (PBIS)
• Response to Intervention (RTI)

Work with educational systems, practices and data to enhance social, emotional, behavioral and academic outcomes for all students

Focus on early learning, mental health, youth and family engagement, school climate
MTSS-B

Tier Three: Intensive Individualized Services

Tier Two: Support of At-Risk Students

Tier Three: School-wide practices
Support culture and behavior

Social

Emotional
Shining A Light On...

- Community building and school culture
- Strengths-based lens
- Screening in naturalistic settings
- Partnerships across communities
Why Social Emotional Learning?

- Self awareness
- Self management
- Social awareness
- Relationship skills
- Responsible decision making

THIS HAPPENS IN SAFE RELATIONSHIPS
Community Building and Supportive Relationships: Knowing and Being Known

• Responsive Classroom, Developmental Design, Advisory
  • Social emotional learning
  • Intentionally builds meaningful relationships between students and teachers
  • Creates a learning environment that is responsive to needs
  • Create a safe community for students to connect and share
  • Students co-create the experience
  • Ask big questions: “So what?” & “Why?”
  • Values and promotes diversity and differences
Using Community & Relationships to Define Purpose and Build Resilience

• 50% of students feel disengaged from learning by the time they leave high school (Gallup 2015)

• Students find purpose in relationships, interests, learning, work and valued activities

• Purpose consolidates identity, improves well-being, grows resiliency and hope

• Uses strengths and skills to engage in something that is valued by students
Screening in Naturalistic Settings: Still About Relationships

• Supported by research
• Primary Care: depression, anxiety, trauma, food and housing insecurity, substance use, health concerns, sexual behavior and identity, interests and strengths. We have a long way to go!
• Schools: Are there more opportunities?
• Are there ways to include families, parents, caregivers in screening?
• How might screening enhance student experience and well-being?
Partnerships

teachers  friends  community
school  educator  SAP
parents  health  employer
counselor  mental
coach  coalition
diversion

family  language
care

Dartmouth-Hitchcock
Partnerships

• Success Beyond Six (in Vermont)
  • Flexible funding
  • Clinical social workers from community agencies to partner
  • Team members
  • Bring skills and expertise: functional behavioral assessments, behavior plans, consultation and training to teachers,
  • Deliver family and individual evidence based treatment in naturalistic setting
  • Make facilitated referrals
Responding to Students in Distress

• Connect students to a teacher
• Connect students to a diverse group of peers
• Listen and reflect
• Collaborate with students to identify priorities and solutions
• Make a collaborative plan to address problems: provide strategies, skills and resources
• Communicate with family and supportive caregivers
• Move within a flexible, tiered, system that includes integration of the “B”
• Follow a process for facilitated referral out of the system if needed
• Partner
References

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- Greatergood.Berkeley.edu
- nimh.nih.gov
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- responsiveclassroom.org
- originsonline.org
- adaa.org
- cdc.gov