

SUPPORTING STUDENTS TO THRIVE



A4LE LearningSCAPES 2023
Chicago, IL

INTRODUCTIONS

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LEARNING OBJECTIVES

- Learn about the mental health challenges faced by PK-12 students.
- How do demographic factors affect the presence of student mental health issues.
- Become aware of the solutions and strategies engaged by school districts to support students' mental health.
- Learn best practices by school districts in helping students be more resilient and thrive academically.



- **How are our youth doing?**
- **What are the options?**
- **What does the research tell us?**
- **What should we consider in the future?**



PERSPECTIVE HOW ARE OUR YOUTH DOING?

STATE OF STUDENT MENTAL HEALTH

Prior to the COVID-19 pandemic:

- A national emergency of child and adolescent mental health declared in 2021 by:
 - American Academy of Pediatrics
 - American Academy of Child & Adolescent Psychiatry
 - Children's Hospital Association

"We are caring for young people with soaring rates of depression, anxiety, trauma, loneliness, and suicidality that will have lasting impacts on them, their families, and their communities."





STATE OF STUDENT MENTAL HEALTH

Since the COVID-19 pandemic:

- **76% of schools reported an increase** in concerns voiced by staff about their students, including symptoms of depression, anxiety, and trauma.
- **Half of public schools** reported that they could not effectively provide mental health services to all students in need.
- In a 2022 report: *“Now that students are back in school, educators report seeing a variety of problems, from depression and anxiety to fighting and violent behavior.”*

STATE OF STUDENT MENTAL HEALTH

Demographic factors

According to a 2021 U.S. DoE report,

- Black teens have a higher rate of suicide.
- Suspension and expulsion disproportionately affect young boys of color.
- 16% of bullying incidents in public schools were due to the religious identity of the victim.

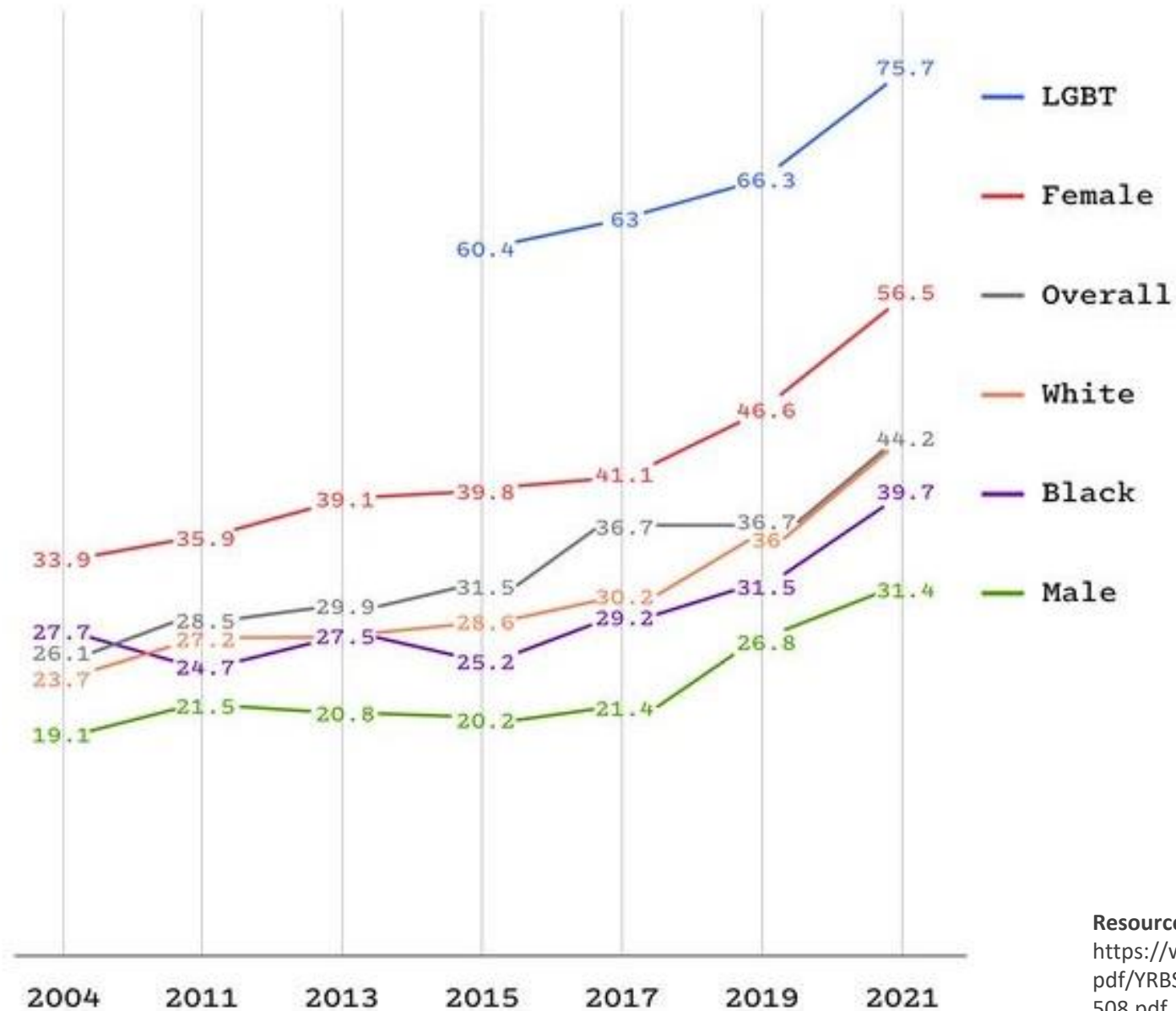
According to a 2021 Trevor Project survey:

- 42% of LGBTQI+ youth considered attempting suicide in the past year, with higher percentages for transgender and nonbinary respondents.



STATE OF STUDENT MENTAL HEALTH

Percent of High-School Students Feeling Persistently Sad or Hopeless



Resources:

<https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBSDataSummaryTrendsReport2019-508.pdf>

SAFETY AND SECURITY

New Poll Reveals Majority of U.S. Teens Don't Feel Safe in Schools

Latest Navigate360 and Zogby Strategies Safety and Wellbeing Poll shows teens overwhelmingly lack confidence that schools are prepared for emergencies

Resources: <https://www.prnewswire.com/news-releases/new-poll-reveals-majority-of-us-teens-dont-feel-safe-in-schools-301268642.html>

34% do not feel safe in classrooms.

46% do not feel safe in hallways, bathrooms and locker rooms.

45% do not feel safe on school property outside the building.

Resources: youthtruthsurvey.org

I must be ready to fight to defend myself.



Middle & High School – Black/African American



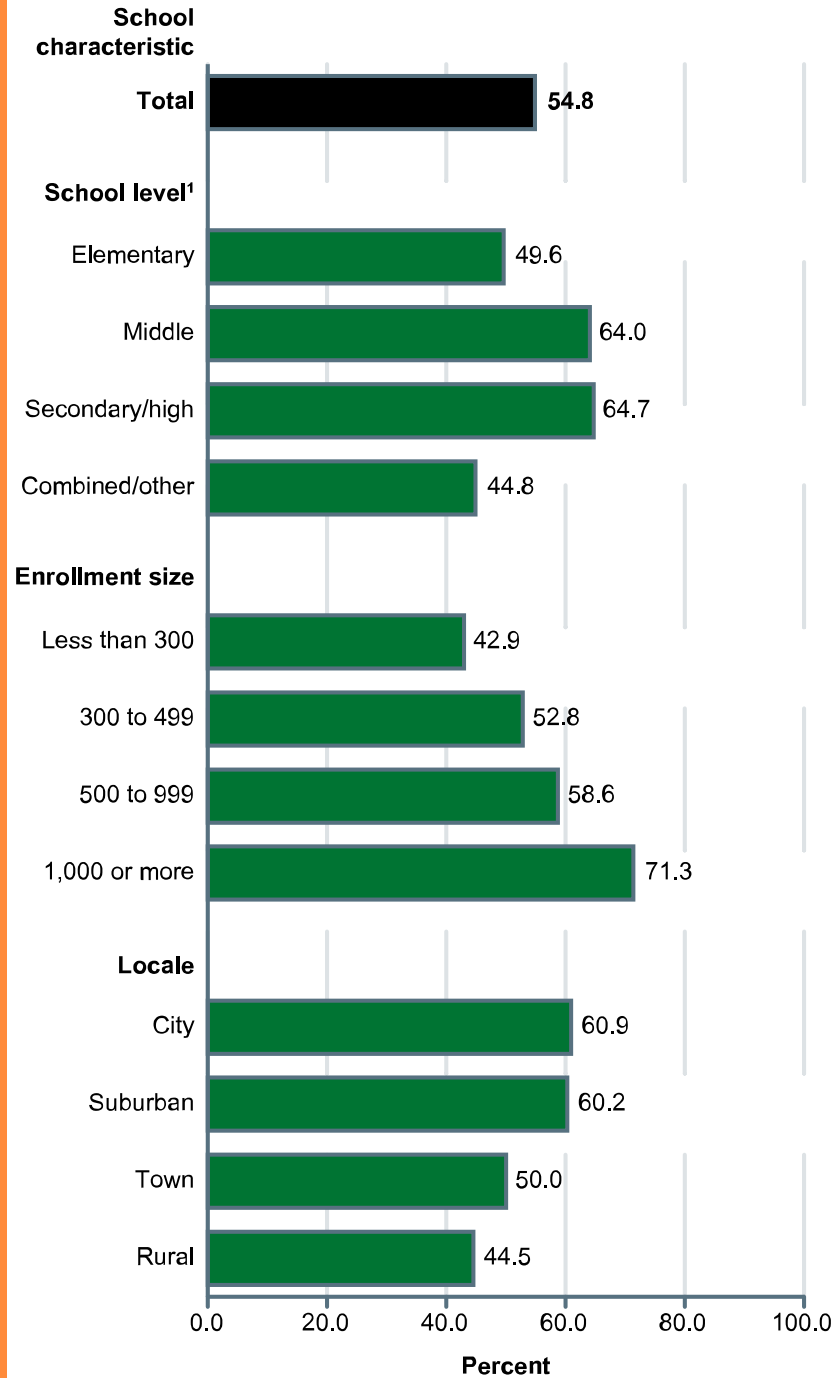
Middle & High School – White



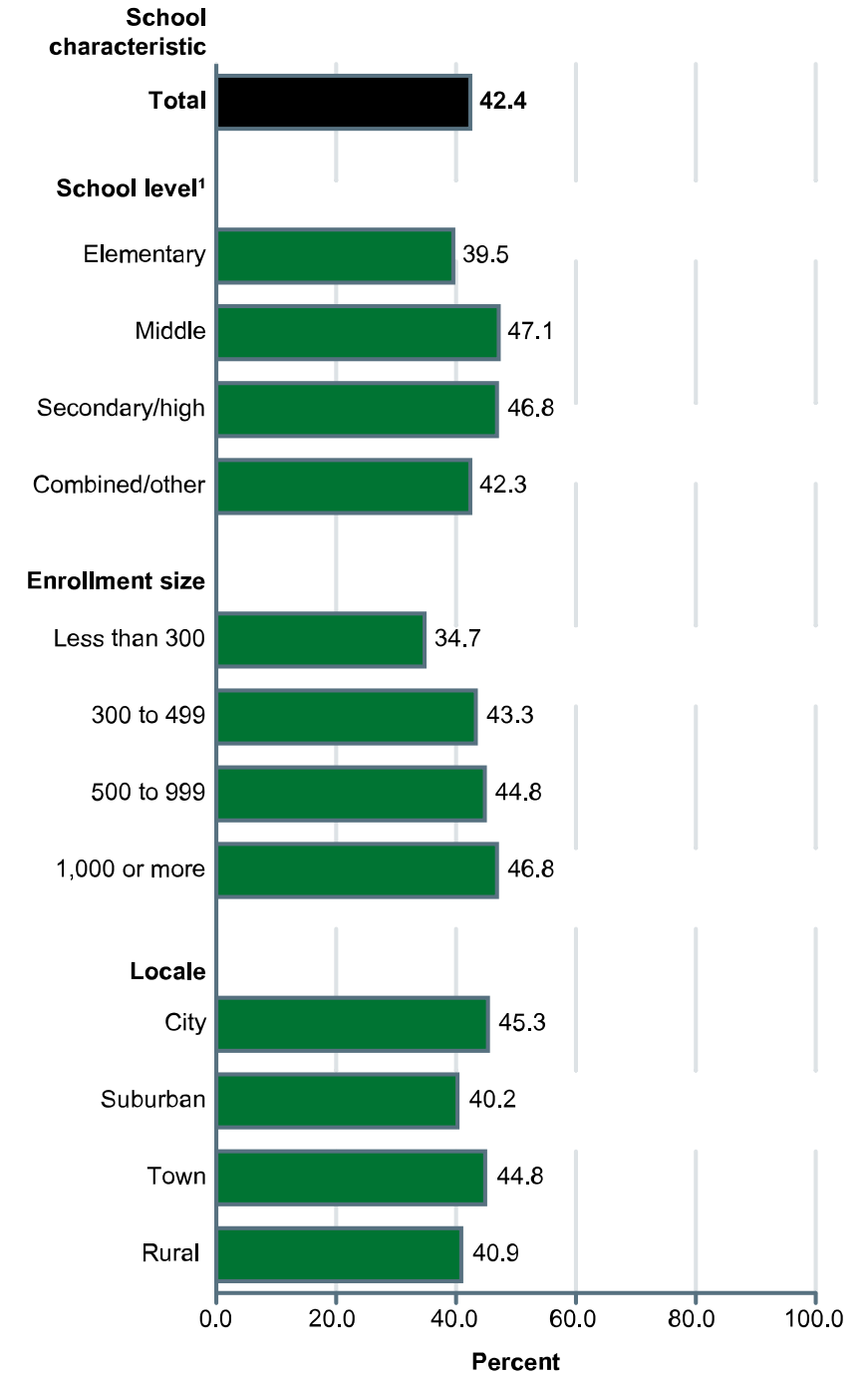
NATIONAL PERSPECTIVE

ASSESSMENT & TREATMENT OPTIONS DATA

Diagnostic mental health assessment services



Mental health treatment services



Source: US Department of Education (2019-2020)

The Typology of Introversion

Levels of Introversion vs Extroversion



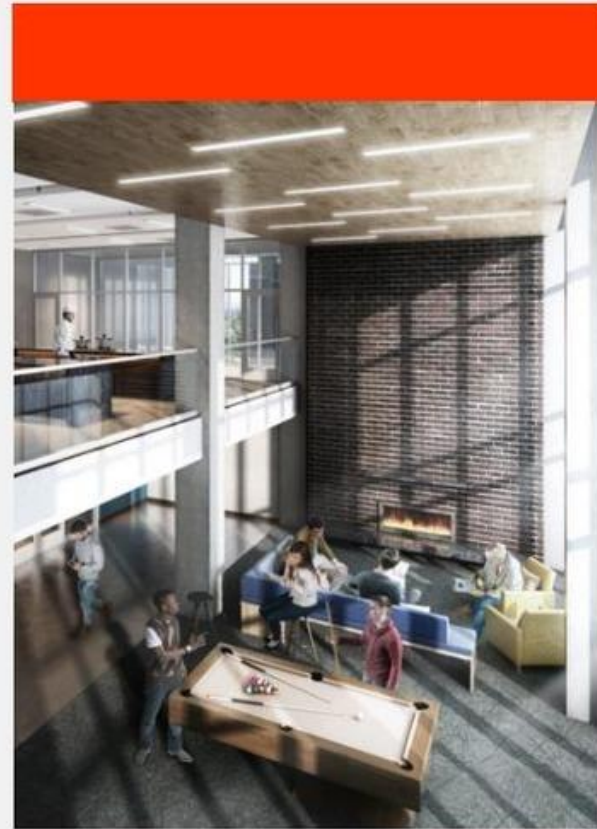
seclusion



Intimate engagement



select group engagement



active group engagement

WHAT DO LEARNERS NEED?



SELF-ACTUALIZATION

ESTEEM NEEDS

SOCIAL NEEDS

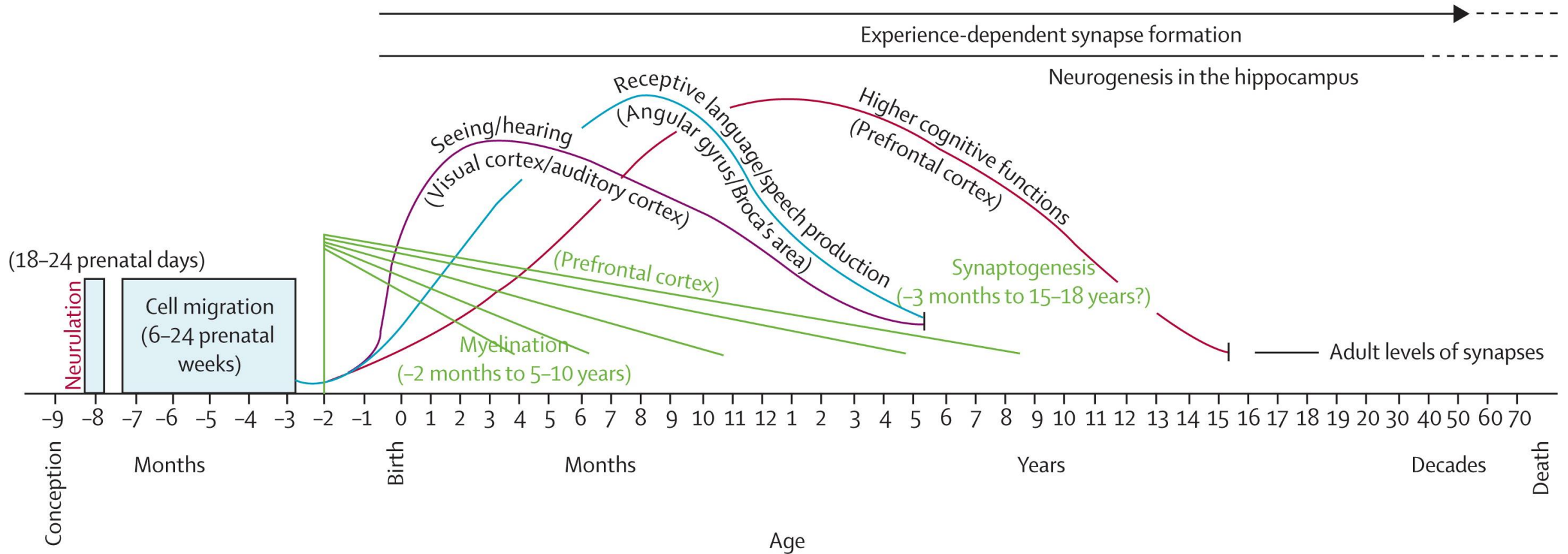
SAFETY NEEDS

PHYSIOLOGICAL NEEDS



Hierarchy of Learners' Needs

BRAIN DEVELOPMENT

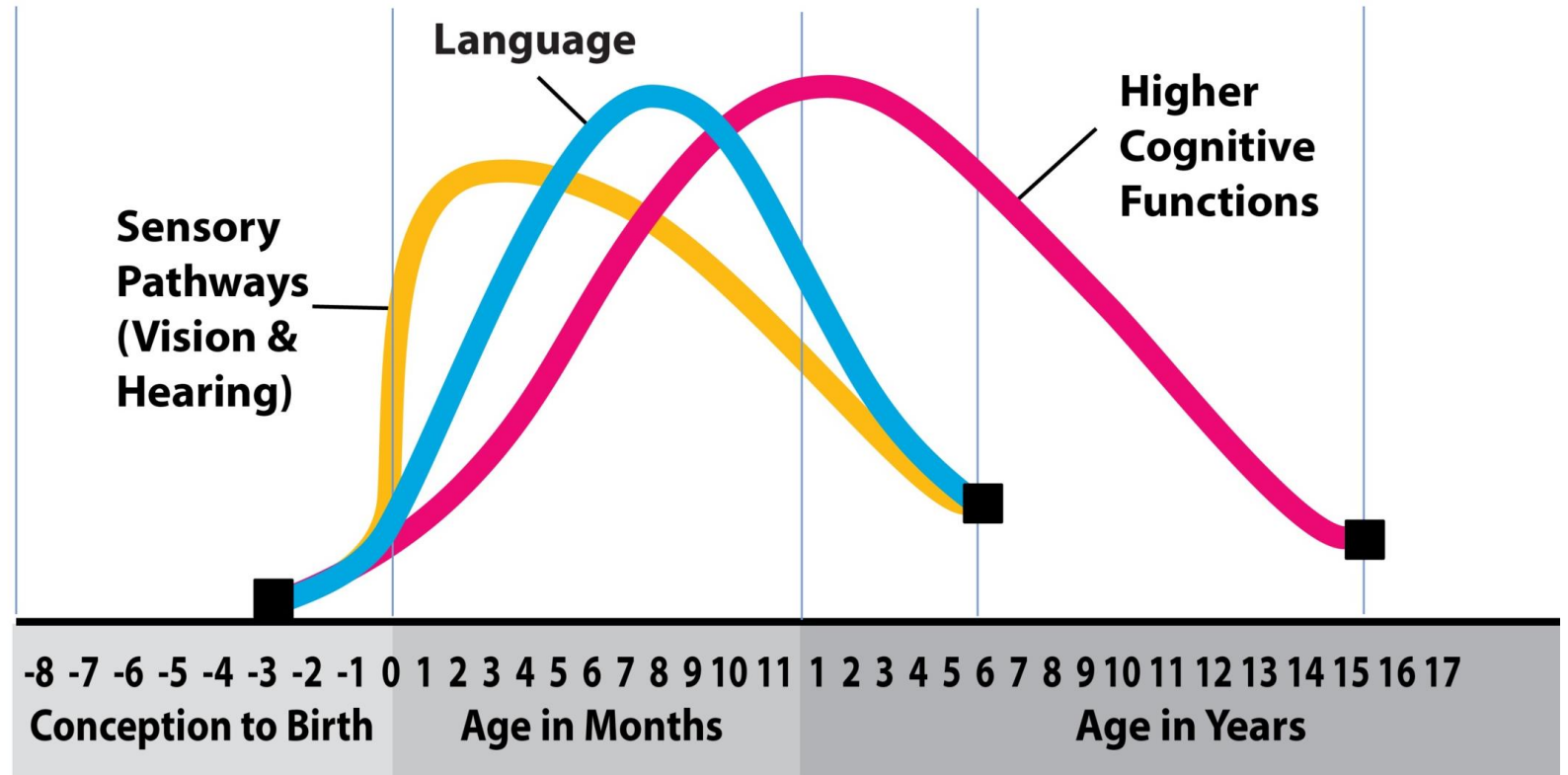


RESEARCH RELATED

The early years are a critical and unique period of brain development

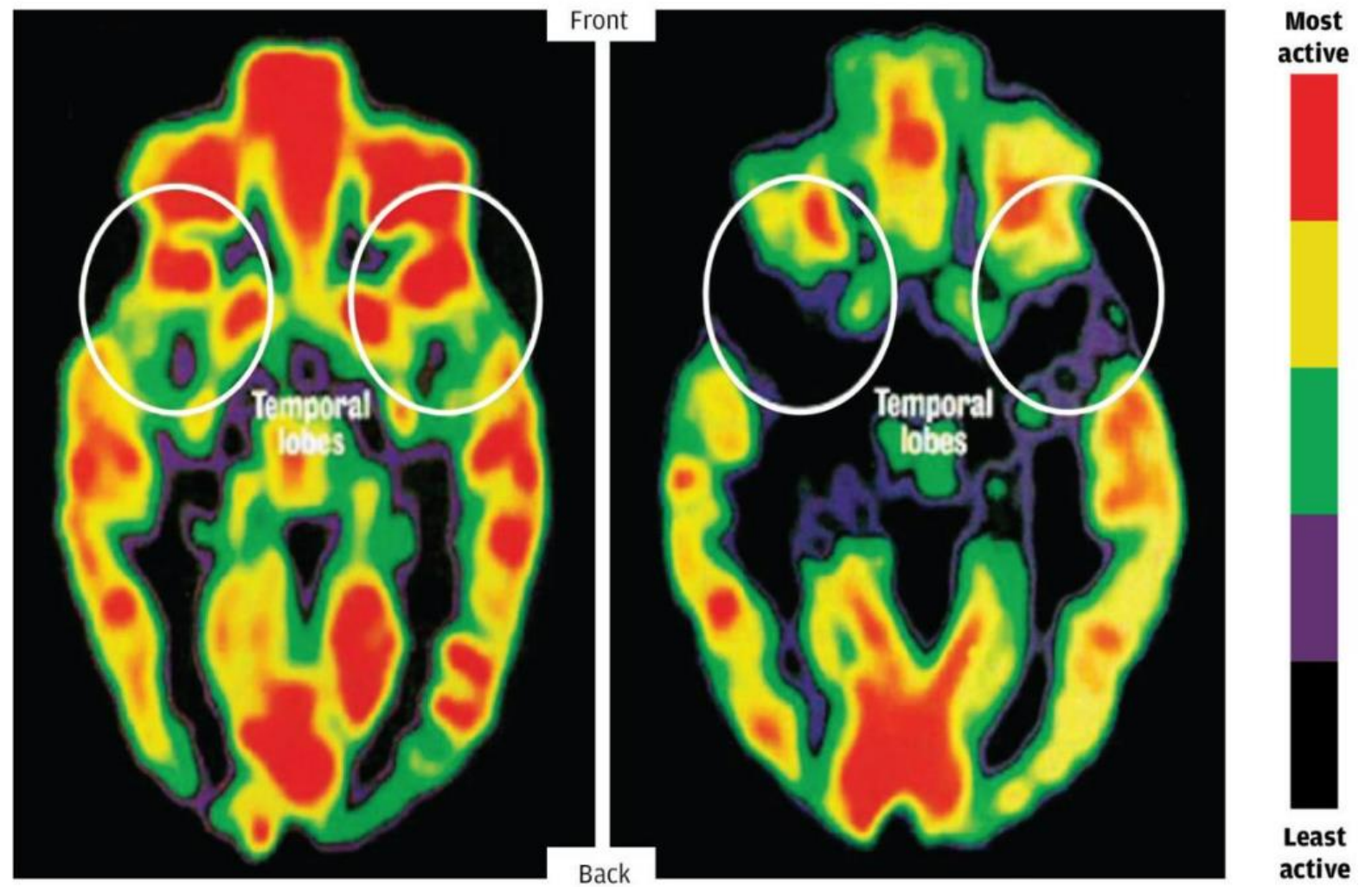
Human Brain Development

Synapse formation is dependent on early experiences



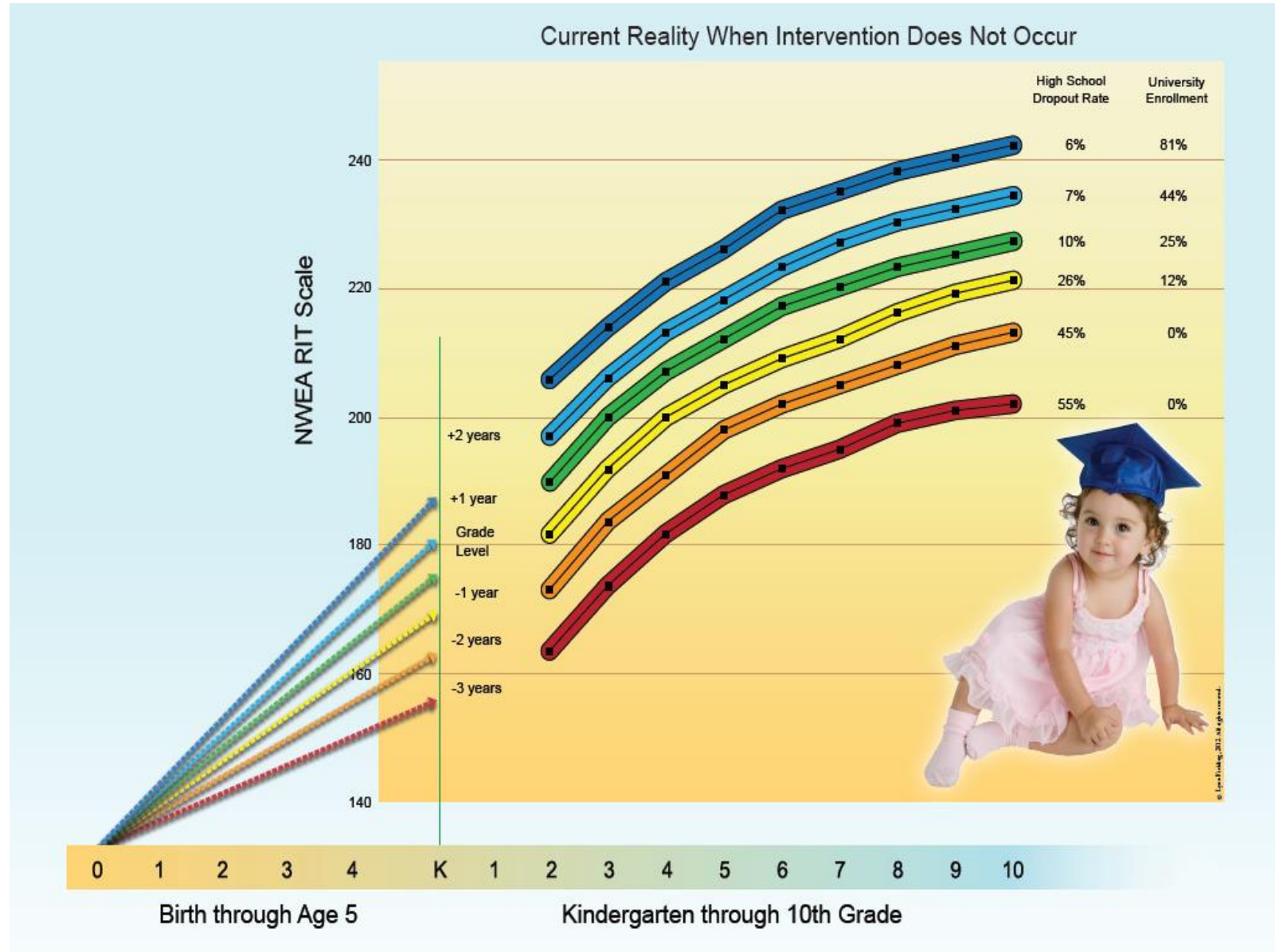
Synapse formation begins declining before Age 3

BRAIN DEVELOPMENT



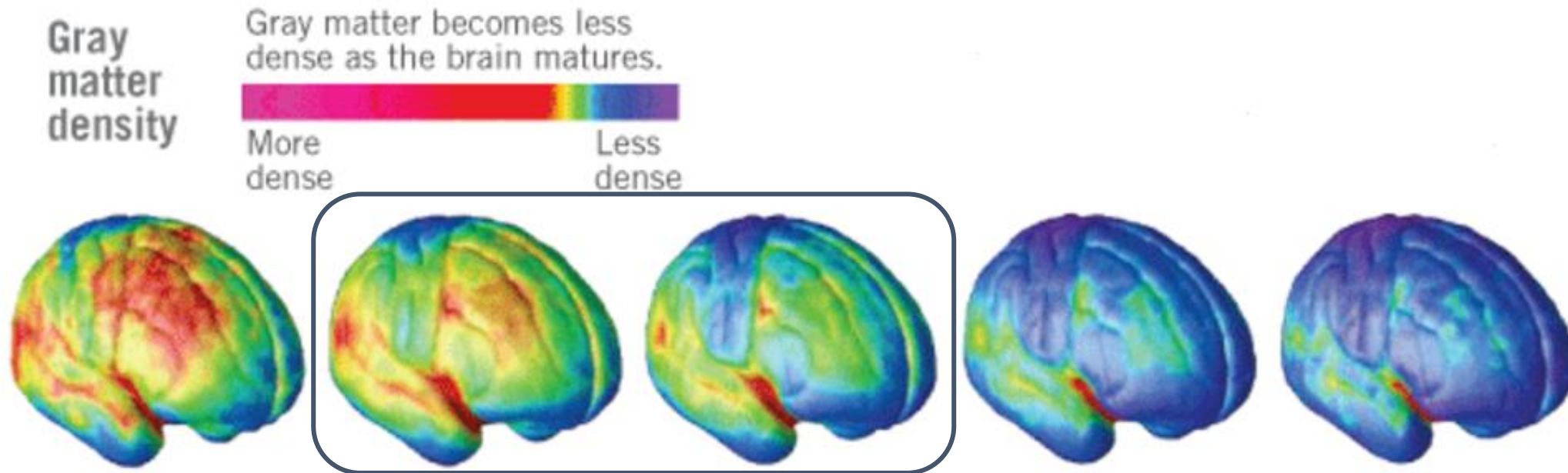
Source: Center for Disease Control

THE FIRST FIVE YEARS IMPACT SUCCESS IN SCHOOL & LIFE



MIDDLE SCHOOL & HIGH SCHOOL MENTAL HEALTH

ADOLESCENT BRAIN DEVELOPMENT



The brain goes through radical changes in adolescence:

- Excess grey matter is pruned out
- Connections become more specialized and efficient
- Risk-taking is rewarded

Take-Home Points

- The teenage brain is constantly changing, even *right now, this moment*
- The teenage brain is very responsive to the environment
- The teenage brain gets really excited about rewards, emotions, and new experiences



DR. ADRIANA GALVAN
Developmental Neuroscience
Laboratory, UCLA

MENTAL HEALTH FOR STUDENTS 6th-8th GRADE

The middle school brain has been likened to “a racecar with faulty brakes.”

The most important learning in middle school is Social & Emotional Learning



The background image shows a spacious, modern interior with a high ceiling and large windows. In the foreground, a woman is sitting on a colorful circular rug, interacting with two young children. One child is holding a blue star-shaped object. To the left, there is a blue sofa. In the background, other people are visible at tables, and the room is filled with natural light from the windows.

2. What are the Options? CASE STUDIES & BEST PRACTICES

CONSIDERATIONS & EXAMPLES... PK-12

How does our community access basic services?

What kind of services are important to consider?

How are these services accessible?



EAST HELENA HIGH SCHOOL



EAST HELENA HIGH SCHOOL

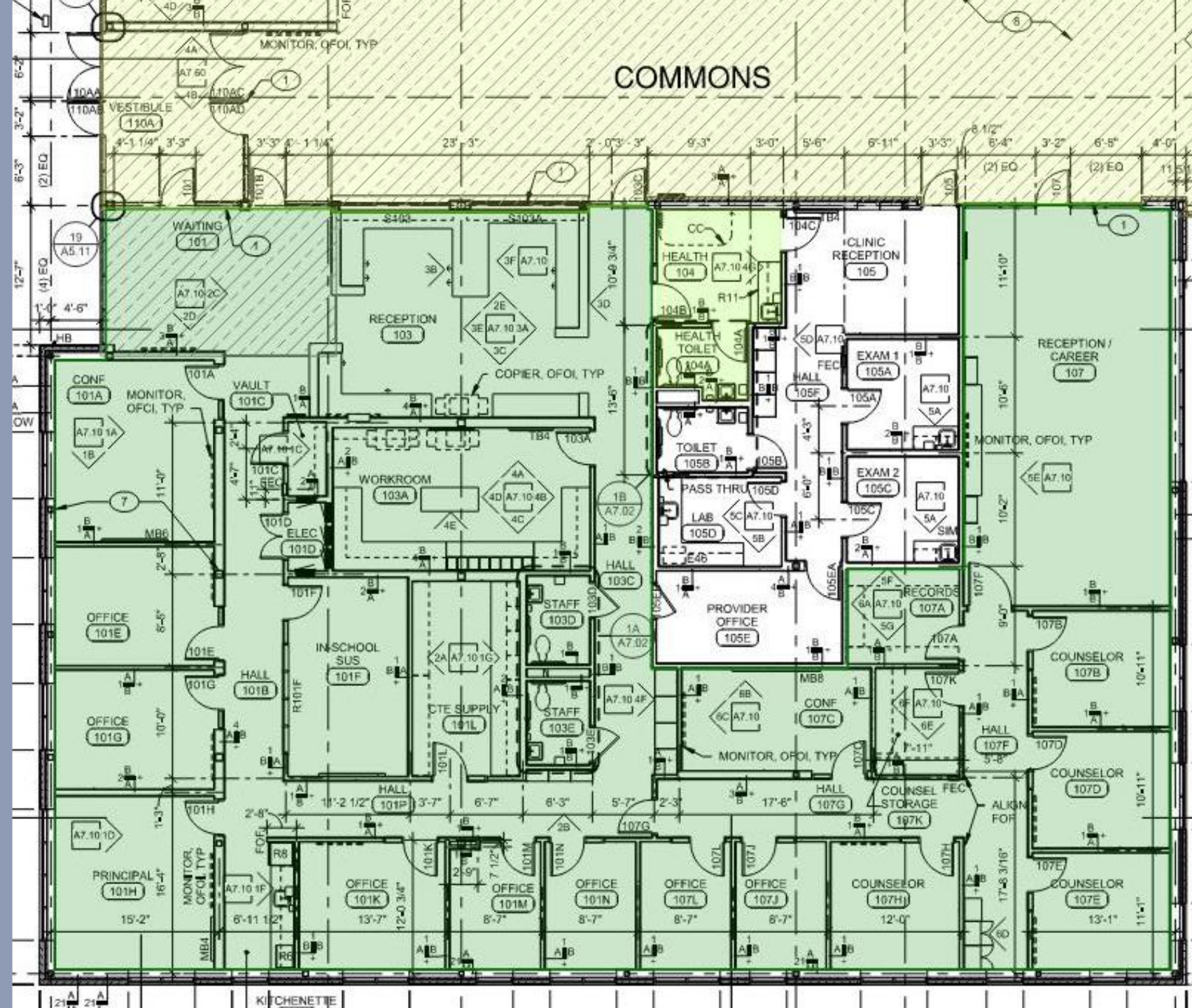


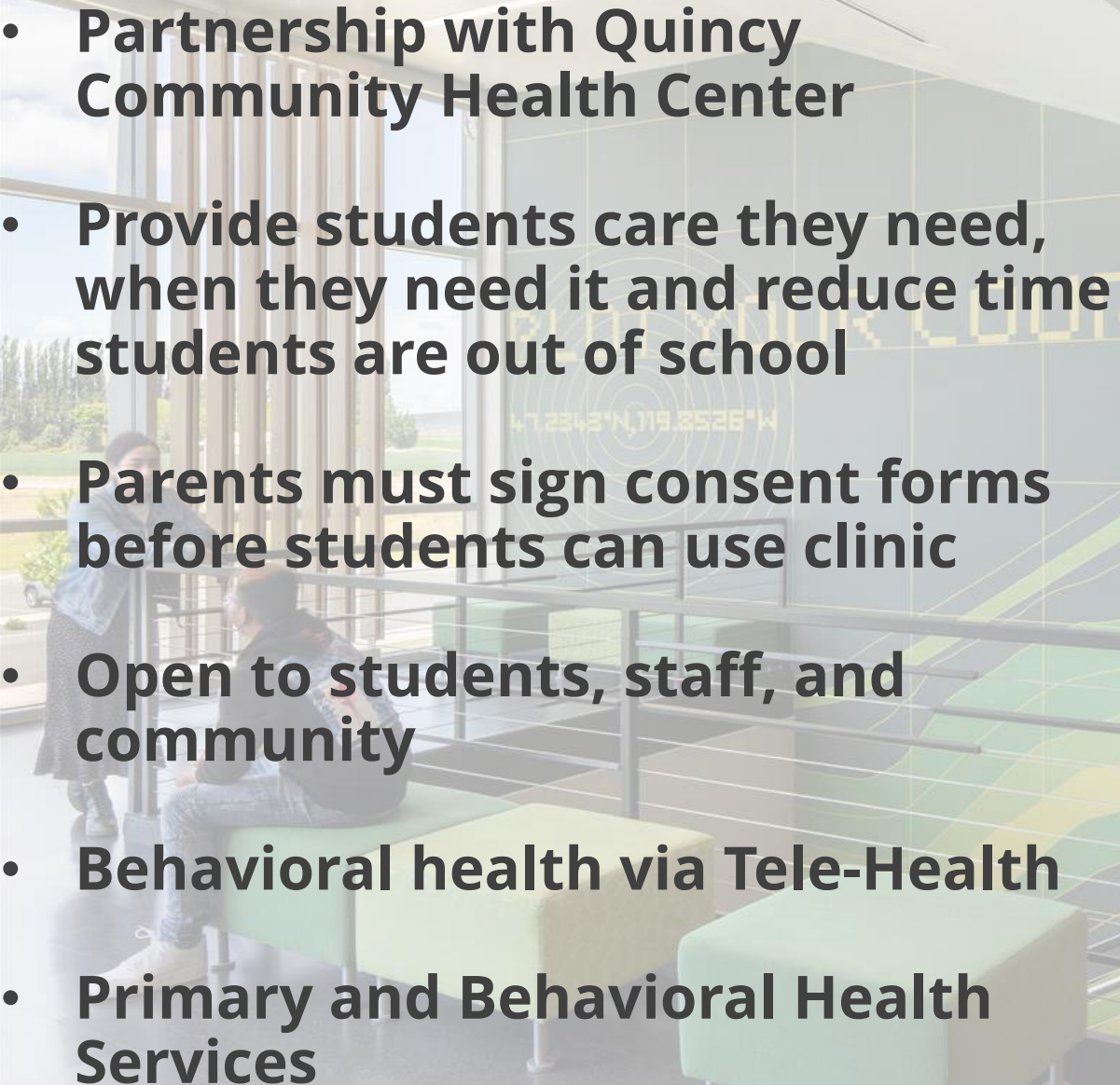
HEALTH CLINICS & BASIC SERVICES



Serving the Building Occupants

Quincy HS



- 
- A modern, bright interior space, likely a student health center, featuring large windows, green seating, and a decorative wall with a grid pattern and text. The text on the wall includes "COURSE" and "47.2342°N, 119.8526°W".
- **Partnership with Quincy Community Health Center**
 - **Provide students care they need, when they need it and reduce time students are out of school**
 - **Parents must sign consent forms before students can use clinic**
 - **Open to students, staff, and community**
 - **Behavioral health via Tele-Health**
 - **Primary and Behavioral Health Services**

Student Health

GRAHAM KAPOWSIN HIGH SCHOOL

Community Healthcare: Student-Based Health Clinic



Dedication Ceremony 10/7/23

US Representative Kim Schrier, MD:

“One of the great things about this clinic is that children, teenagers can get the care where they are, not having to miss school. This is everything, from getting their **teeth cleaned**, to getting their **sports physical**, to getting a **sore throat** checked out, getting **vaccines**, or **seeing their counselor** right here at school.

Now about 3,500 students and staff through the Graham-Kapowsin campus will have easier access to getting care right where they are. I just want to say congratulations, I am over-the-moon excited and so happy to be here today to celebrate with all of you.

GRAHAM KAPOWSIN HIGH SCHOOL

Community Healthcare: Student-Based Health Clinic

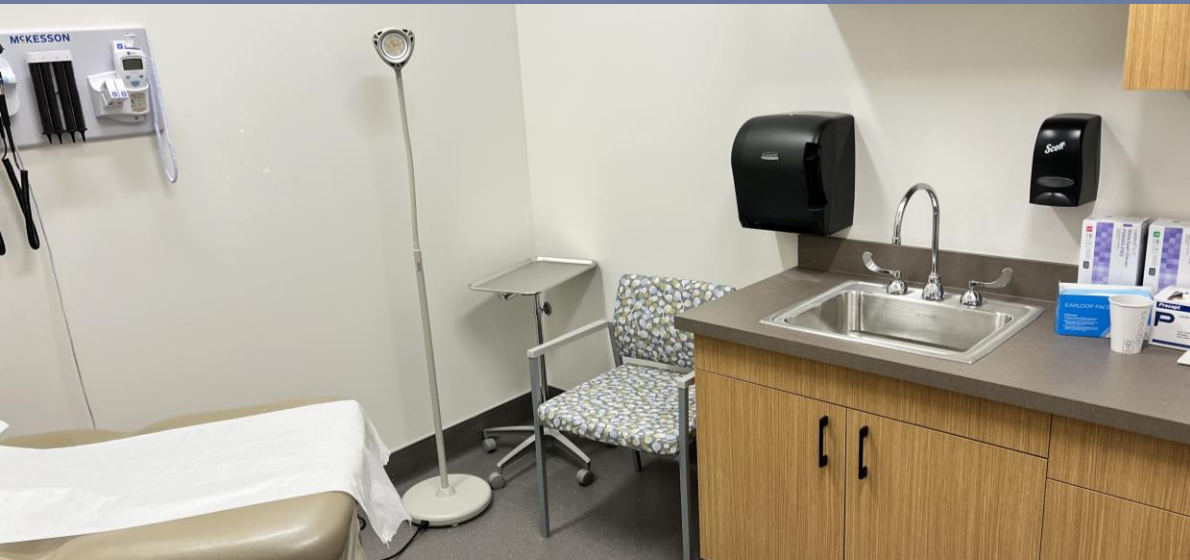


Shelbie Butler, student:

“The clinic is an outstanding way to give students accessibility in the palm of their hands. We can all acknowledge that **many students struggle with mental health issues**. by having the medical center here, **it wil save lives**. My peers and I are sincerely grateful to all of the contributors that made this project happen, and I cannot wait to see what doors it opens for our community.”

GRAHAM KAPOWSIN HIGH SCHOOL

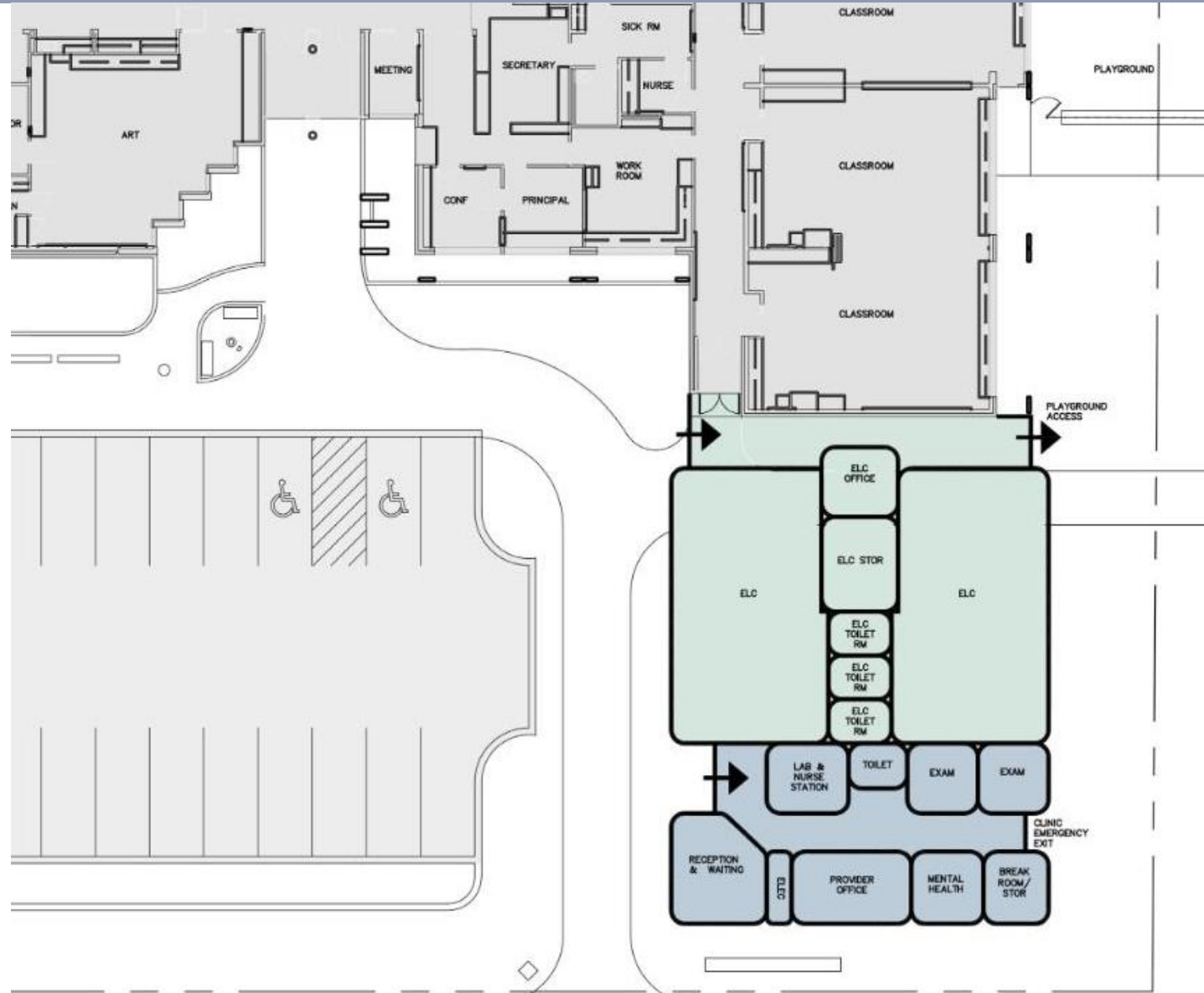
Community Healthcare: Student-Based Health Clinic





Logan Early Learning & Wellness Center... serving a neighborhood

LOGAN ELEMENTARY ADDITION



SAN FERNANDO VALLEY TEEN HEALTH CLINIC

Stand-alone facility

Expanded health services

- Physical
- Dental
- Mental Health

Collaborative meeting
space open to community



SAN FERNANDO VALLEY TEEN HEALTH CLINIC



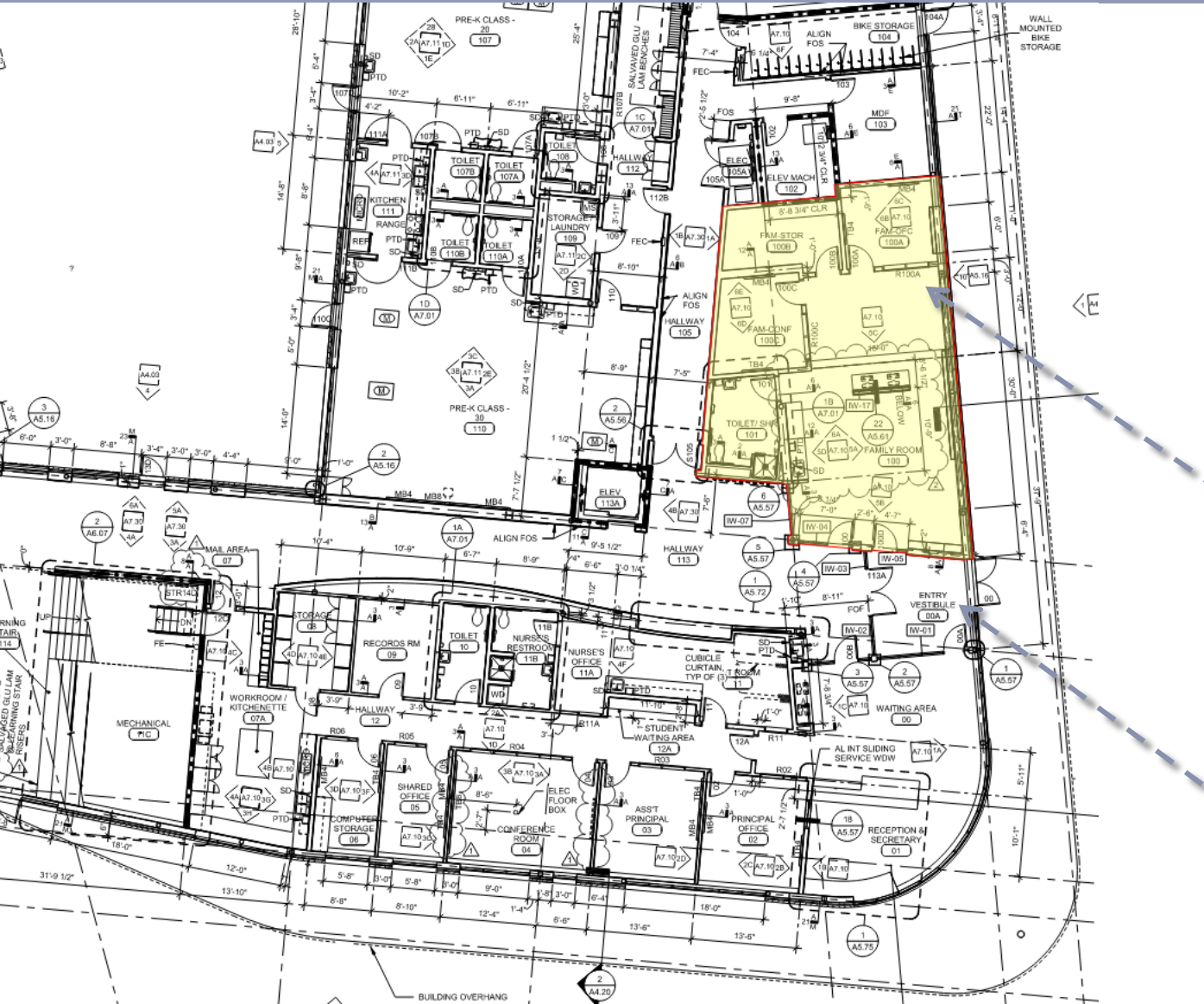
HAND-IN-HAND HOMECONNECTION



LAKE STEVENS ELC... FAMILY ROOM

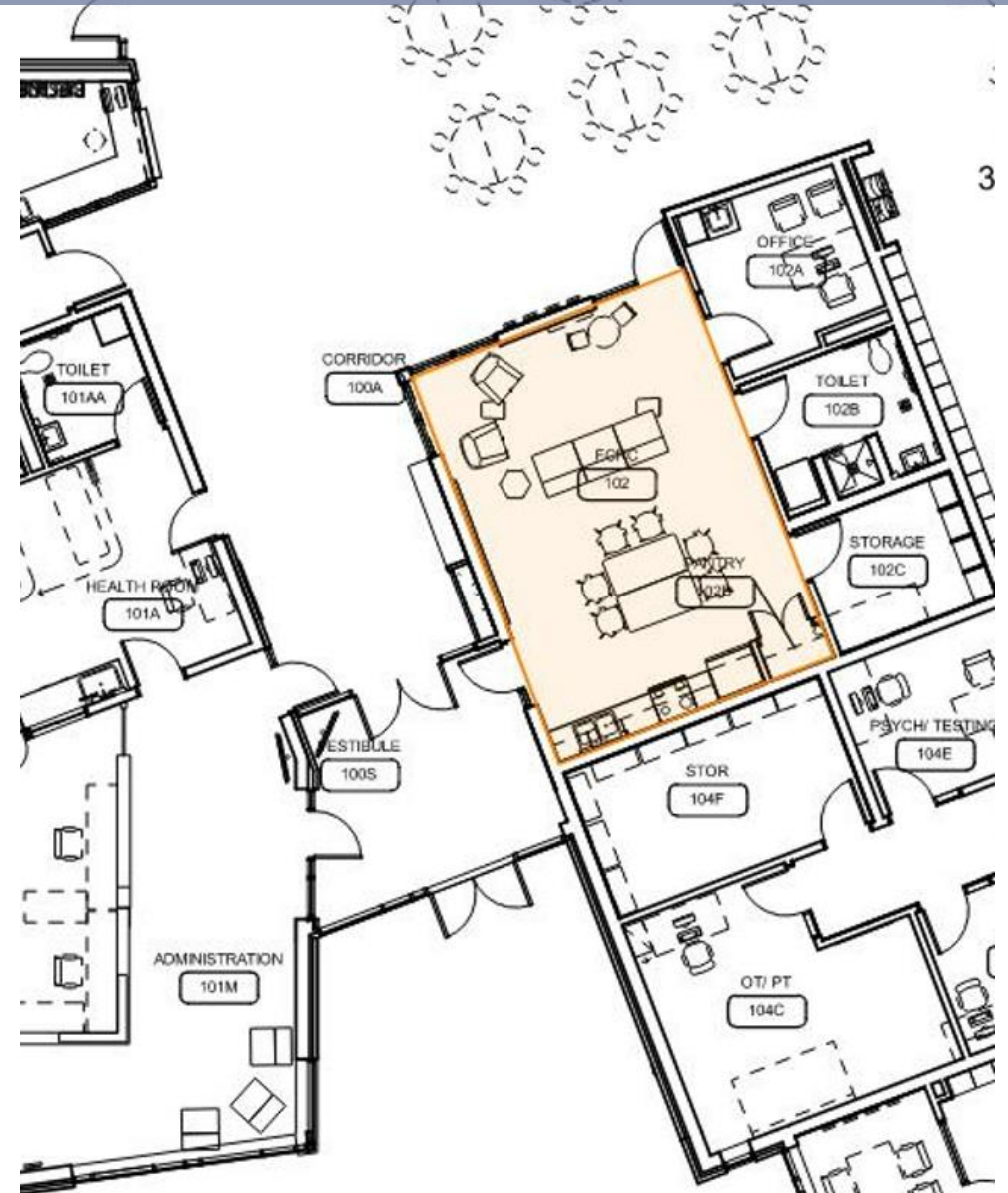


KIMBALL ELEMENTARY FAMILY ROOM

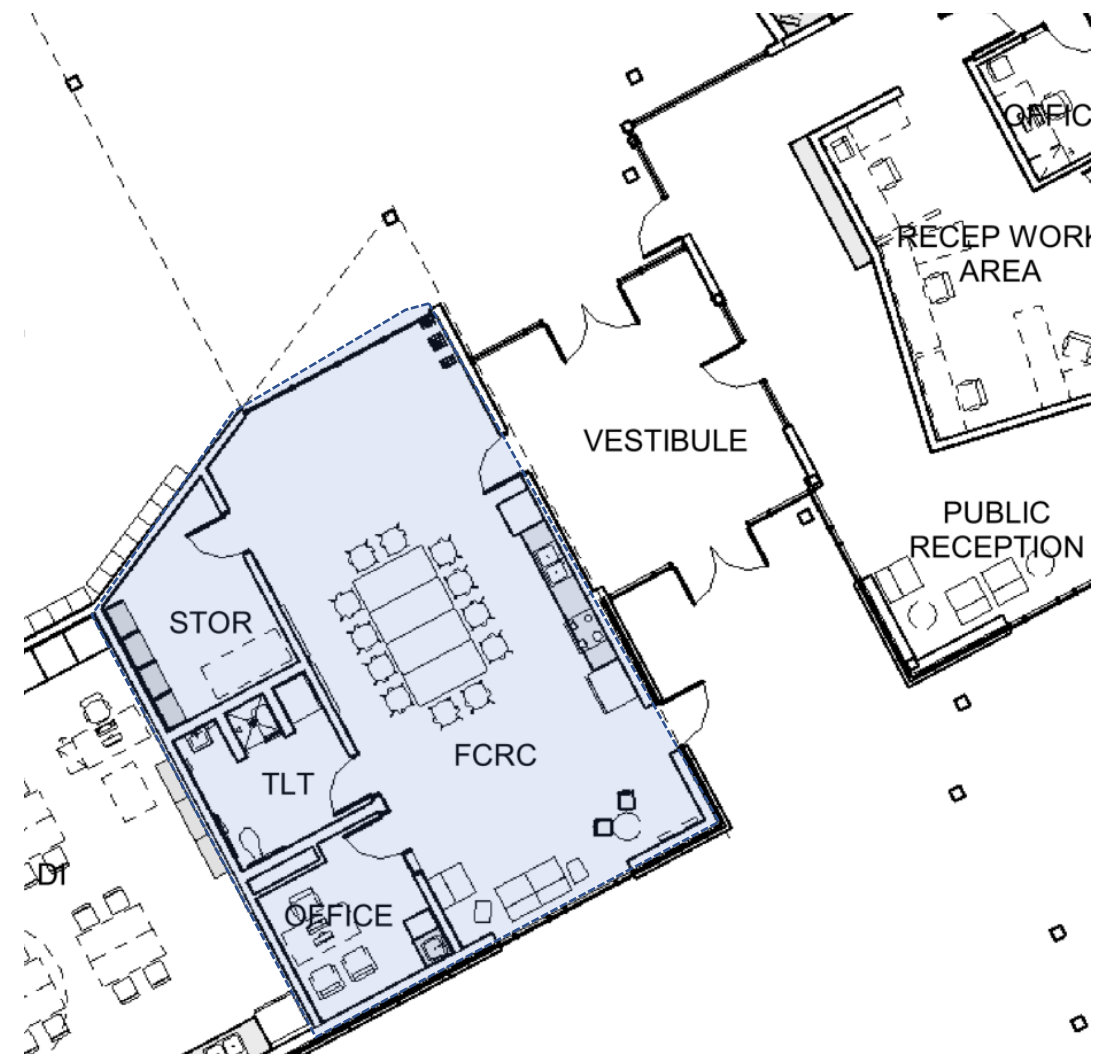


Entry

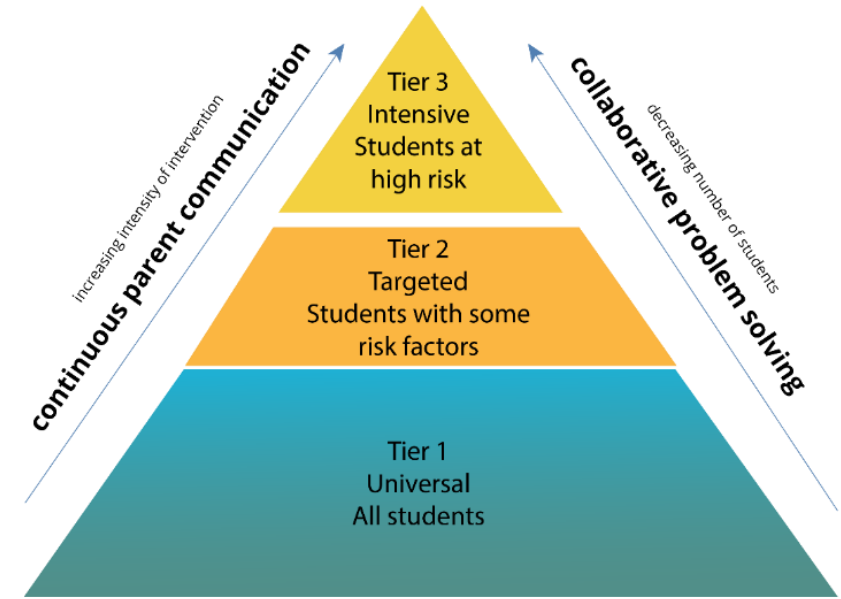
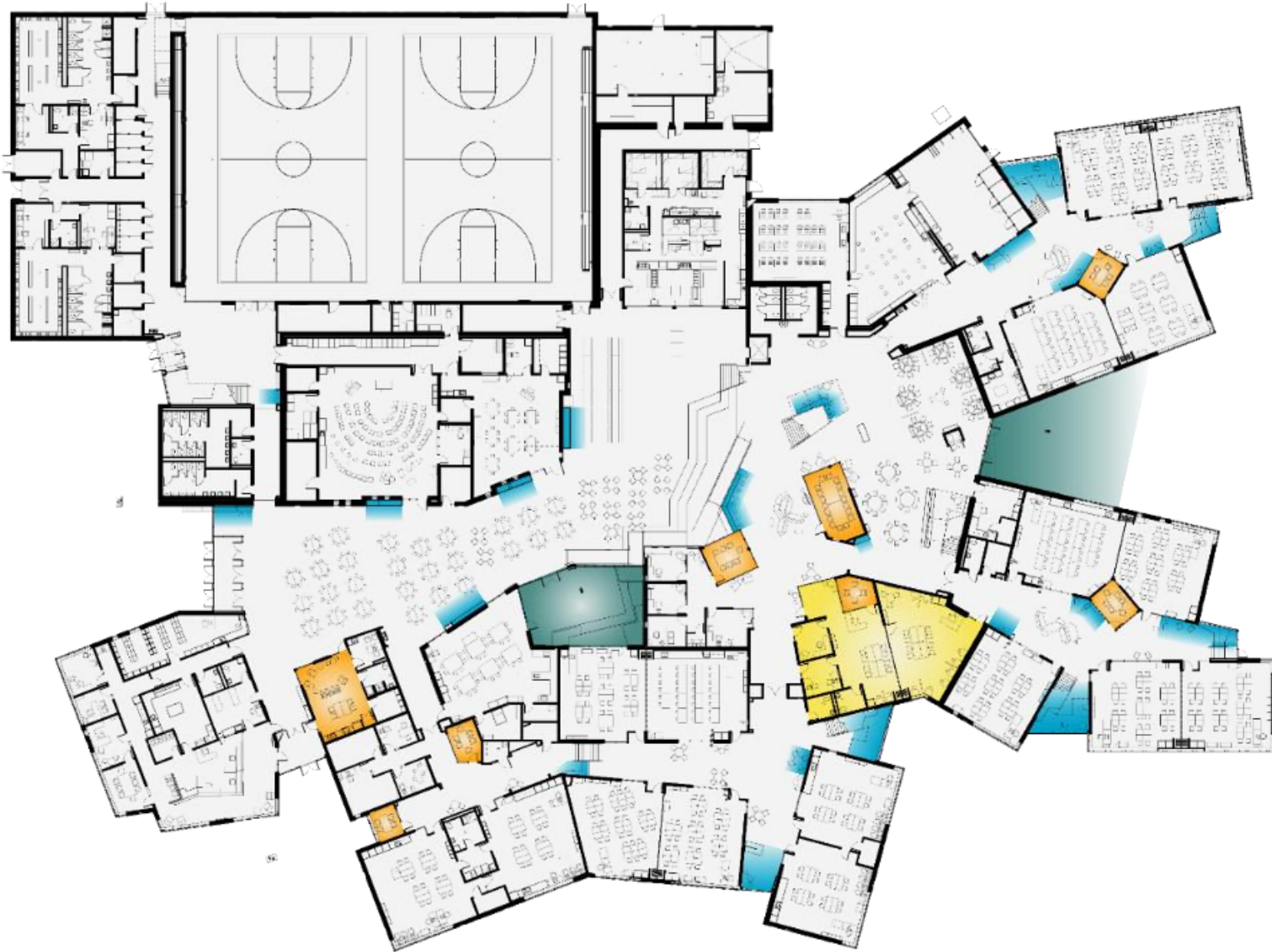
GLOVER MIDDLE SCHOOL FCRC



FLETT MIDDLE SCHOOL FCRC

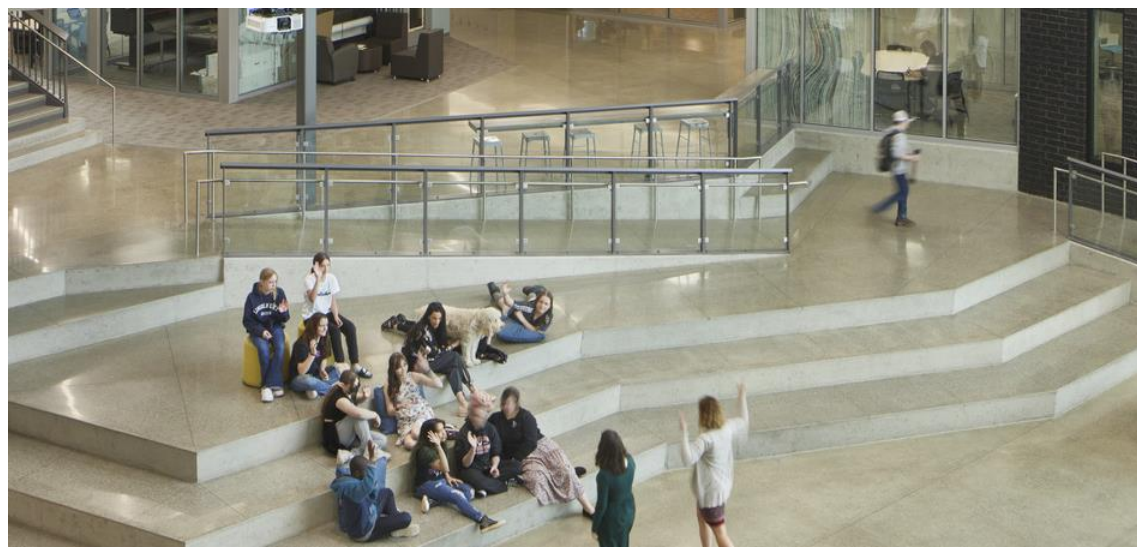


GLOVER MIDDLE SCHOOL MTSS



Tier of student support

GLOVER MIDDLE SCHOOL COUSELING & INTERVENTION



TAKEAWAYS

Consideration of community needs

Potential non-profit/community support partners

Coordination of schedules

Security

Design adaptability



3. RESEARCH & RESULTS

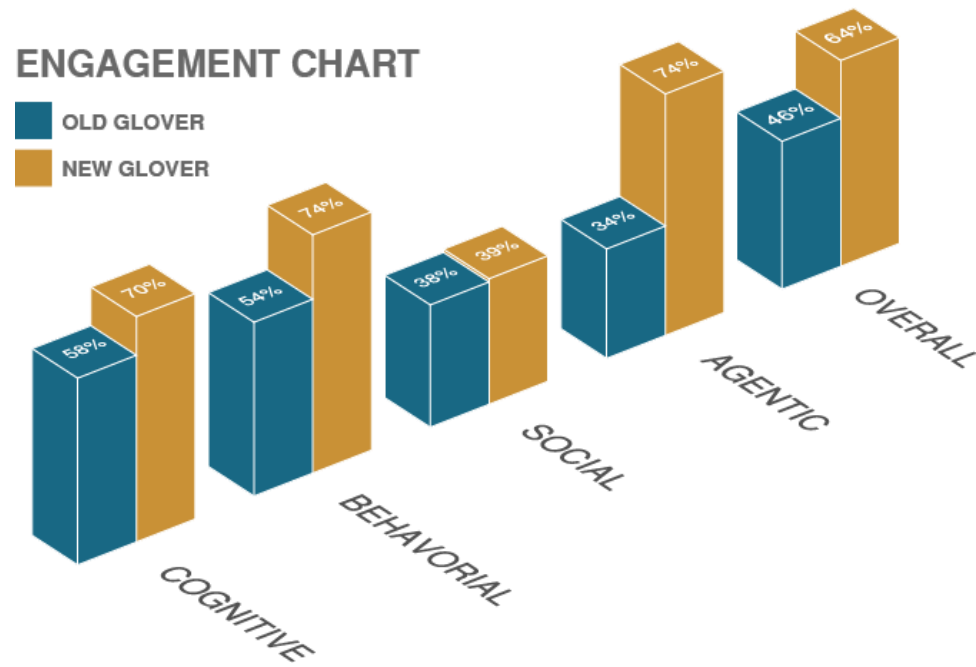
Duration: September 2, 2021– March 30, 2022

- **2,400 intervention support calls from 62 staff members.**
- **90% of incidents are resolved in neighborhood between teacher & student or with support from intervention specialist.**
- **10% of students are removed from neighborhood/classroom and access support in intervention room.**
- **Removes stigma from students and relationship between students and teachers is maintained.**

Glover Update



RESULTS: *ENGAGEMENT*



Cognitive Engagement: Remaining on task with attention on object of the lesson.

Behavioral Engagement: Physical interaction with object of the lesson.

Social Engagement: Interaction with peers or teachers at the appropriate time.

Agentic Engagement: Engaging in academically oriented tasks during 'free time' or unstructured class time.



Old Glover Corridor

Photo Credit: Dan Pelle



**New Learning
Neighborhood
at Glover**

ACCOMODATING NEURODIVERSITY

Transition Spaces

Distinct zones of space that prepare students for the next activity, particularly a **change in stimulation level**. Consider acoustic treatment, ceiling height, color and glare.



ACCOMODATING NEURODIVERSITY



Classroom Layout
Provide choices of space for a various levels of stimulation and interaction, including respite spaces.

Views to green spaces outside benefit self-regulation.

ACCOMODATING NEURODIVERSITY



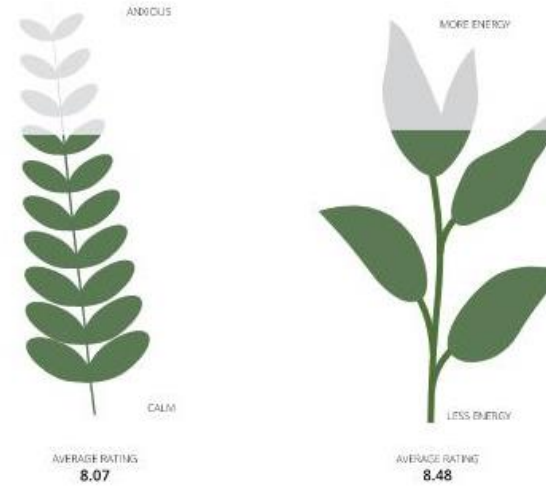
Outdoor Learning

Outdoor learning spaces can help to foster peer interaction and **social/emotional learning**, gardening, life skills, and function as transition spaces. Access to nature aids in **sensory recalibration**.

The ONEder Grant



In **Question C**, 29 visitors completed the Anxious-Calm scale and reported an average rating of 8.07 (SD=1.53), with a range of 6 through 10. This demonstrates that users are leaving the space feeling “more calm” on average. Twenty-seven (27) respondents completed the Energy scale and reported an average rating of 8.48 (SD=2.00), with a range of 5 through 10. This demonstrates that users are leaving the space feeling “more energized.”



Question D asked, “Did you feel like you could use or adjust the Stay, Play + Learn room as you wished?” Twenty-nine (29) respondents provided a response to Item D. To gain a sense of whether the families felt a sense of agency (feeling in control) while in the space, they were asked to rate how they felt related to their ability to adjust the furniture in the space. On a scale of 1 to 10, the average response was 9.62 (SD=1.68) with the highest number of respondents choosing a rating of 10 “I adjust furniture etc. to make the room work for me and my child.”



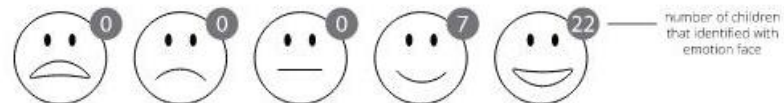
The ONEder Grant



Question E requested respondents to select up to three of their child's favorite items to use while in the space. The top three items favored by the children were the Foam Pads and Blocks, the center-provided toys and games, and the table and stools. The bean bags received the lowest rating.



Question F. The respondent was prompted to have their child circle one of five different colored faces. Each one shows a different expression ranging from upset to happy, asking them to show how they feel at the time they are exiting the space. The twenty-nine (29) responses all selected the two happiest expressions provided on the scale.





**LOOK TO THE FUTURE...
NEXT STEPS**

Table 1
-Kayli Bennett
-Jenson Lindquist
-Dustin Cornell
-Alexander Holloway
-Joshua Johnson

Table 2
-Juliana Orjuela
-Parker Beals
-A...
-Melaine...
-... Preston

Table 3
-Julian Betz
-Caitlin Graves
-Madeline Hanly
-William Harris

Table 4
-Casey Kline
-Grant...
-... Orozco

RESEARCH NEXT STEPS



Classroom Transparency

Dr. Saalman is designing a research study on the benefits, pitfalls and best practices for classroom transparency. The study will leverage the experience of a wide variety of educators and new observational data.

GRANT FUNDING CYCLE



BRAIDED FUNDING OPPORTUNITIES





QUESTIONS

THANK YOU

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