



# Addressing the Mental Health Crisis for Minndependent

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## Mental Health Crisis: Students

- **1 in 5 < Pandemic > 1 in 3**
- **Only about 38% get help**
- **Vast majority get ONLY what is available in school**
- ~ 45,000 students in MN have no counselor in non-public schools

## Mental Health Crisis: Adults

COVID worsened mental health in Adults

- CDC reports 31% reported anxiety or depression
- 13% reported increased substance abuse
- 11% reported increase thoughts of suicide
- Increased eating disorders
- Increased OCD symptoms

# Addressing the Mental Health Crisis

- **Starts with ADULT mental health**
- **Best delivered in MTSS**
  - **Universal**
  - **Secondary**
  - **Tertiary**

# Effects of SEL Intervention

- Decreased anxiety
- Decreased depression
- Improved behavior
- Improved wellbeing
- Higher academic achievement
- Best predictor of outcomes in school and in life

(Source: CASEL.org)

Social and  
Emotional  
Learning as a  
Multi-tiered  
System of Support  
to Address Mental  
Health Crisis

# We MUST start with Adults: 4 Components

- Establish the **Importance**: SEL is not “extra”, these are essential for ALL
- Make it **Intentional**: Build time for connection and individual outreach
- Encourage **Self Reflection**: Programming for learning about self
- This is for **Everyone**: Not just teachers

# Examples of Practices to Promote 4 Components

- **Importance:** Adult SEL Skills directly impacts student performance. Leader SEL Skills impact employee performance, job satisfaction, burnout, longevity.
  - Talk about it often, relate activities to the 5 areas of competencies by making concrete connections, using common language
  - Get good at leading by example



Aside: If SEL is being demonized, call it EBRs (Emotional, Behavioral, Relationship Skills)

# Examples of Practices to Promote 4 Components

- **Intentional:** Will an average person know that you are promoting adult and child SEL? What are some examples?

Examples:

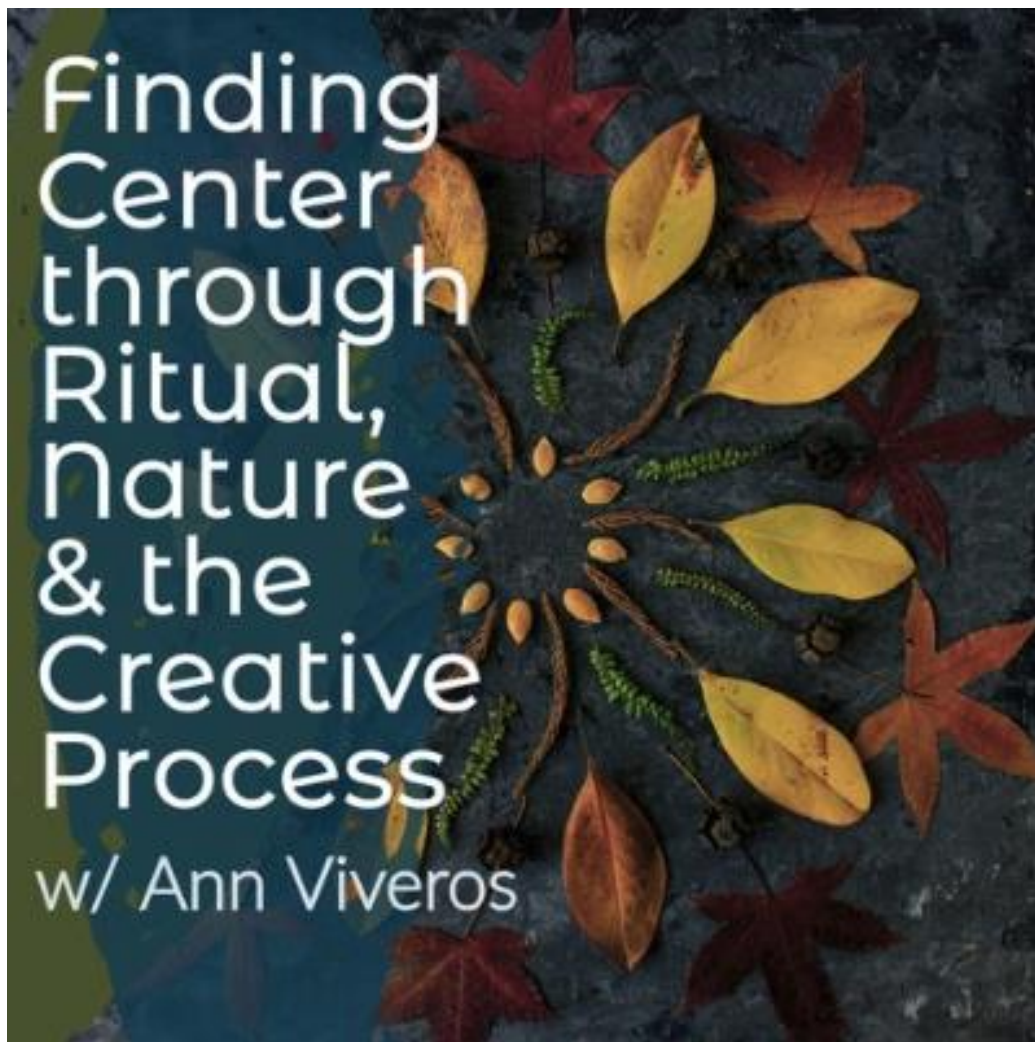
- Leaders use Nurtured Heart Approach with Staff
  - Absolutely Yes
  - Absolutely No
  - Absolutely Clear
- Kudos boards in break room
- Sunshine committee
- GOAT
- Signs up all around school celebrating success of educators
- Ask local businesses to celebrate or reward teachers
- Ask families to highlight, send notes, celebrate teacher more often than just “appreciation” week
- Rituals of connection in our day/meetings
- Expressing gratitude
- Assessing school climate for educators
- What is hanging on the walls in the halls and common areas?

# Examples of Practices to Promote 4 Components

- **Self-Reflection**  
allow time and dedicate resources to helping staff grow through self-reflection and personal development opportunities

- Personal development opportunities like mindfulness for educators, art classes, gardening and nature classes, cooking classes, personal training, coaching, health and wellness
- Apps for mental health intervention
- Share-a-talent event where staff or parents volunteer to teach each other a skill
- Book study on a FUN book that isn't aimed at professional development
- Common place for people to share their "mantras" or prayers used in challenging times
- Teaching and learning about being your own observer, model this
- Bring your family heritage to school





Wisdom Ways  
St. Paul, MN  
October 1, 2022 | 10 -12:30



Mandala Making  
ISD 191 Burnsville, Eagan, Savage  
September 27 2022 | 6:00 - 8:00



# Mindfulness For Educators

*6 Week Course*

*Offered spring of 2017 at  
South Education Center.*

# Examples of Practices to Promote 4 Components

- **Everyone**

all employees  
know the 5 areas  
of competencies  
and what we are  
working on for  
students and for  
ourselves

- Nurtured Heart Strategies for all staff
- Use common language around 5 competencies
- In looking at a "problem" behavior, practice seeing what "isn't going wrong" that could be
- Thinking of ourselves as a person who "used to have a problem with" and highlighting the baby steps

# Research Outcomes Over the past 20 years

- **SEL strategies have positive outcomes for academic social/emotional, and behavioral performance**
- **Teachers are the best “deliverers” of this teaching (integrated into curriculum) and they also WANT more of this**
- **Great ROI 11:1**
- **SEL skills predict better outcomes inside and OUTSIDE of school (criminal activity, drug use)**

(Source: CASEL.org)



# MTSS Systems Contain



SCREENING



MULTITIERED  
INTERVENTIONS



MONITORING  
PROGRESS



DECISION  
MAKING

# Examples: Universal Intervention/Prevention

- **Parent education/training opportunities**
- **Climate and culture of school**
- **Diversity, Equity, Inclusion**
- **Trauma-informed teaching**
- **Mindful practices**
- **Culturally responsive teaching**
- **Co-regulation**
- **Adult SEL**
- **Emotional Intelligence**
- **Restorative discipline**
- **Screeners for mental health, suicidality, SEL skills**

# Examples: Secondary Intervention

- Teachers feel valued – programming on purpose
- Curriculum for students
- Web delivered classes
- Small groups – lunch bunch
- Student support team
- Clubs to support wellness
- Speakers and activities
- Student-led initiatives
- Tootling

# Tertiary: Examples Intervention

- 1:1 counselor meetings
- School-based mental health providers
- Individualized accommodations
- Progress monitoring with assessment
- Partnering with outside providers
- Services/individual consultation with parents



**Look for these 10 indicators of schoolwide SEL as evidence of high-quality, systemic implementation:**



**Explicit SEL instruction**



**SEL integrated with academic instruction**



**Youth voice and engagement**



**Supportive school and classroom climates**



**Focus on adult SEL**



**Supportive discipline**



**A continuum of integrated supports**



**Authentic family partnerships**



**Aligned community partnerships**



**Systems for continuous improvement**

|           |   |   |  |
|-----------|---|---|--|
| CLASSROOM |     | <b>Explicit SEL instruction</b>                 | Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.          |
|           |    | <b>SEL integrated with academic instruction</b> | SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.  |
|           |    | <b>Youth voice and engagement</b>               | Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.   |
| SCHOOL    |    | <b>Supportive school and classroom climates</b> | Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.   |
|           |    | <b>Focus on adult SEL</b>                       | Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community. |
|           |    | <b>Supportive discipline</b>                    | Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.  |
|           |    | <b>A continuum of integrated supports</b>       | SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.   |
| FAMILY    |   | <b>Authentic family partnerships</b>            | Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.                     |
|           |  | <b>Aligned community partnerships</b>           | School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.                        |
|           |  | <b>Systems for continuous improvement</b>       | Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.  |
| COMMUNITY |   |   |  |

# Resources

- Start with Adult SEL <https://www.techlearning.com/how-to/sel-for-educators-4-best-practices>
- Indicators of schoolwide SEL <https://schoolguide.casel.org/what-is-sel/indicators-of-schoolwide-sel/>