



Every Student, Every Day: A Preventative Approach to Student Well-Being and Scalable School Mental Health

@characterstrong

1



2



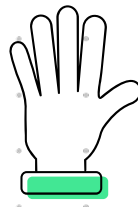
Go Back

3



4





Temperature

Check



Meet Your Presenters



Dr. Madeline Larson



Sr. Director of Product
Development



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Sr. Director of Behavioral
Health Implementation &
Innovation

BRIGHTER TOMORROW



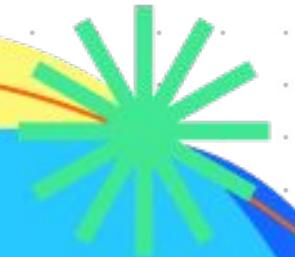
Explain why an investment in prevention is needed more than ever before.



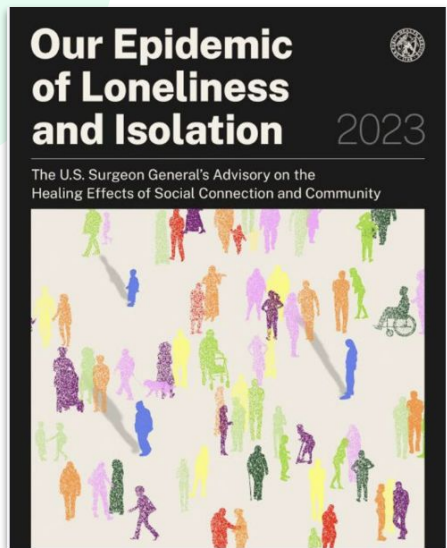
Describe specific low burden high-impact prevention-oriented practices that promote youth mental health.



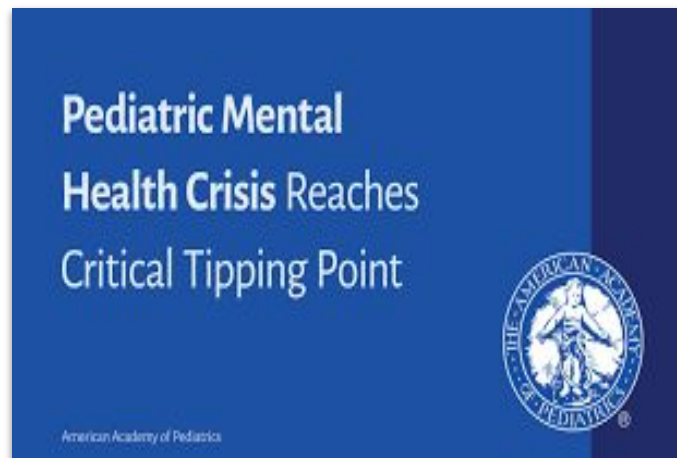
Explain why an investment in prevention is needed more than ever before.



Youth Mental Health in a State of Crisis



Advisory: The Healing Effects of Social Connection

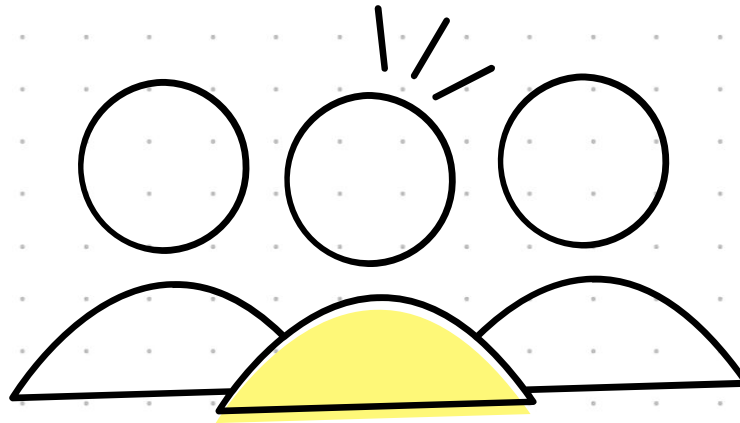


*American Academy of Pediatrics (AAP),
the American Academy of Child and
Adolescent Psychiatry (AACAP) and the
Children's Hospital Association (CHA)*



*U.S. Surgeon General: Protecting
Youth
Mental Health*


The Numbers: Prevalence of Need



1 out of 3 students struggle with mental health difficulties that impair some aspect of their daily functioning



**Schools are the
primary setting where children
access needed mental health
support.**

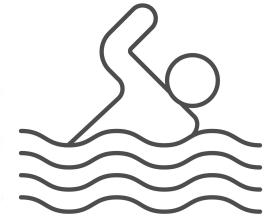


If you build it,
~~they~~ will [^]come?
they

Need to embed mental health prevention
and intervention services in the places
where students naturally show up and exist

**“If you believe in prevention you
must also believe in early
intervention”.**

2 Truths



An ounce of prevention is better than a pound of cure

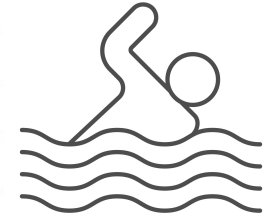


You can't intervene your way out of a Tier 1 problem

Truth #1

When Tier 1 is weak, lots of students look like they need intervention.

2 Truths



When early intervention is missing, we have a late, treatment heavy approach.



When there is not Tier 2, we go straight to Tier 3 from Tier 1

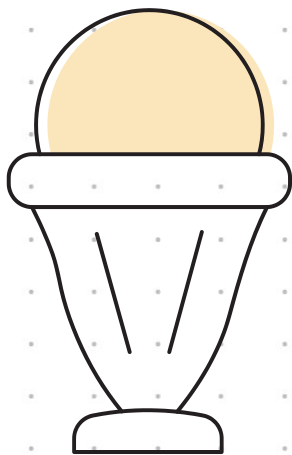
Truth #2

When Tier 2 is weak, lots of students look like they need Tier 3 or special education.

Layering of Supports

Starting with a strong base

Layering supports on top of, not in replacement of, the base
More individualization as students needs increase/intensify



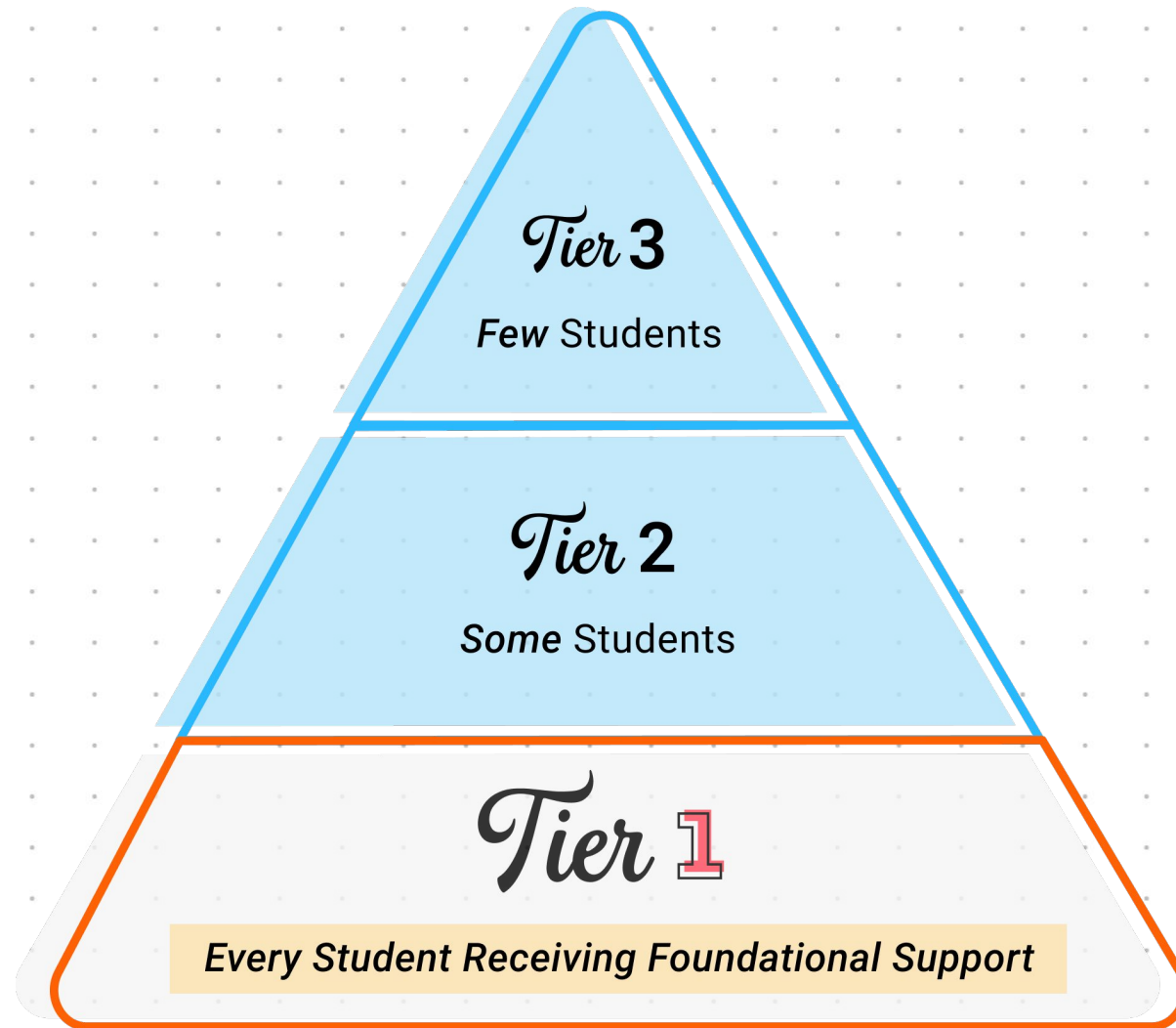
Tier 1



Tier 2



Tier 3





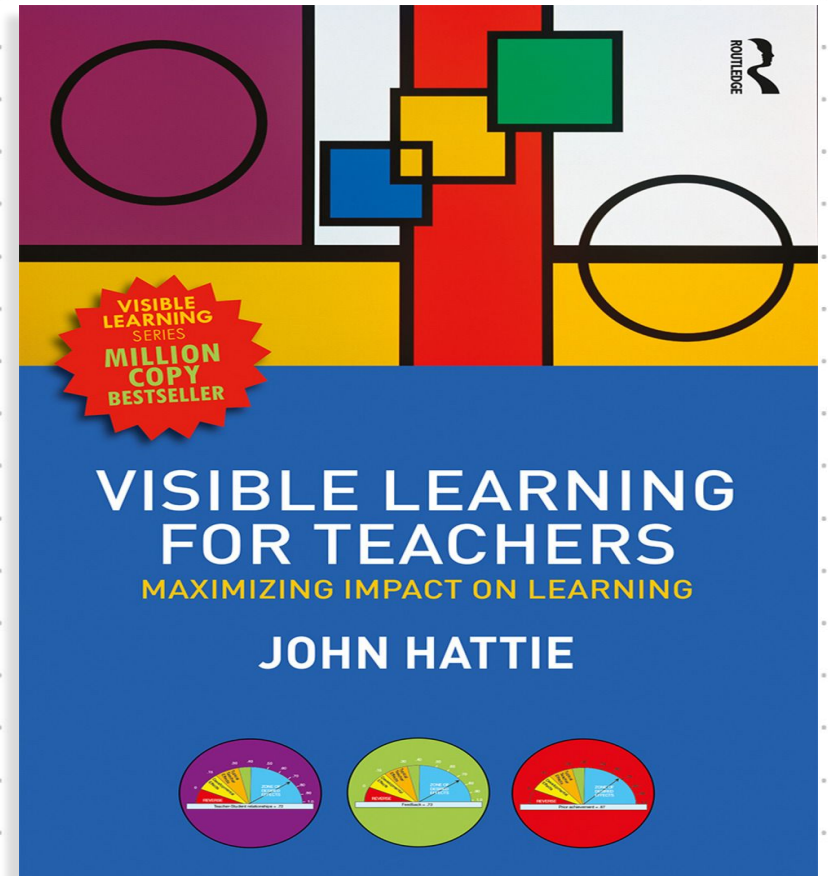
Collective Efficacy



Shared belief that educators can have a positive impact on student outcomes – despite other influences in students' lives that challenge those outcomes

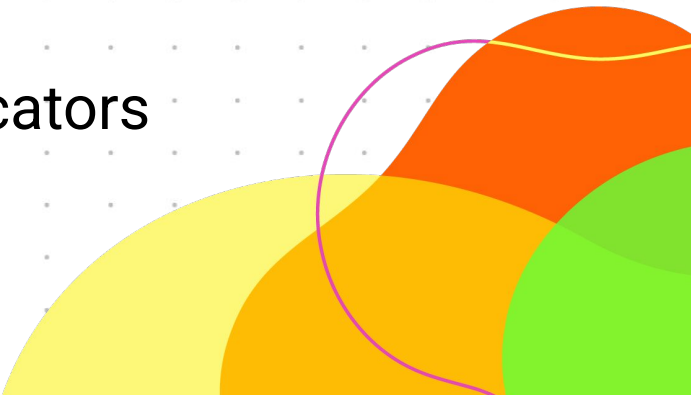
Collective Efficacy is the #1 factor influencing student outcomes with an effect size of 1.57.

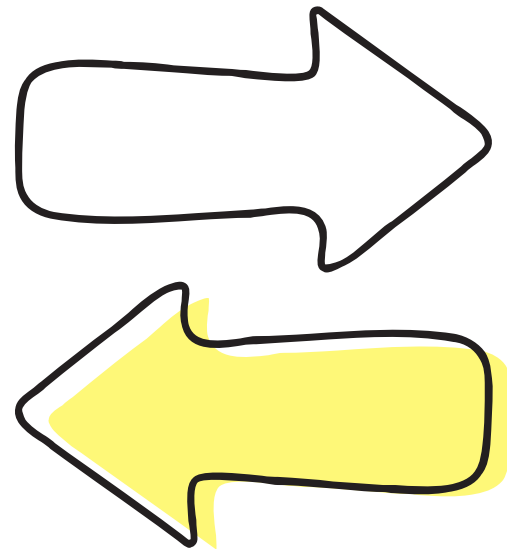
More than 3x as predictive of student outcomes as socioeconomic status.



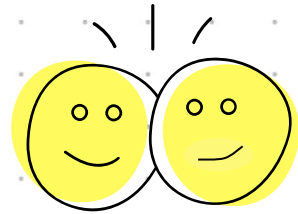
5 Ways to Boost Collective Efficacy

A yellow squiggle is located below the title.

1. **Targeted Professional Learning** - Listen to educators where they are experiencing low efficacy and provide targeted professional learning
 2. **Less is More** - reduce implementation overload prioritizing on what's most important
 3. **Seeing is Believing** - create opportunities for mentoring & role modeling
 4. **Protect Time** - educators have space and time to reflect, plan, & improve
 5. **Promote Self-Advocacy** - create clear ways educators can request help if needed without judgment
- 
- Decorative overlapping circles in orange, yellow, and green are located in the bottom right corner of the slide.



Turn & **TALK**



We need to be
Reminded
more than taught



Two Truths

Students cannot benefit from
ineffective practices implemented
well.

Students cannot benefit from
effective practices they
do not receive.

3 Proactive Strategies



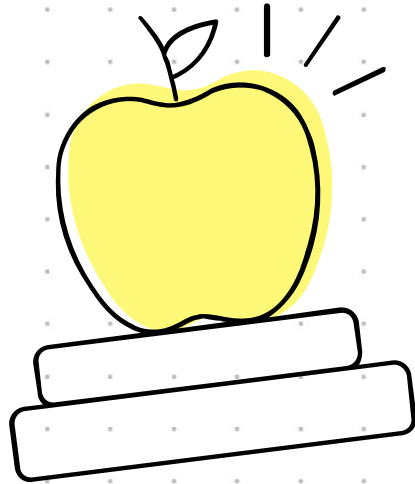
Proactive Teaching



Proactive Relationships



Proactive Environment



Proactive Teaching

Mind Reading

Doesn't Work

(establish & explicitly
teach behavioral norms)



Teach Behavioral Norms



Behavioral norms are positively stated, observable expectations for behavior that lead to a peaceful, productive, and supportive environment

Outcome: Students are crystal clear about the norms and what they look & why they are important to create a positive classroom culture and climate behave

How to:

- Establish behavioral norms (examples/non-examples)
- Teach, model, cue/prompt, practice, & feedback
- Ongoing teaching
- Facilitate community agreements & student voice

#1 Way to Teach is to **Role Model**

(model the examples, not the non-examples)



Teach Help Seeking & Self-Advocacy



Help Seeking is actively seeking help from other people when confronted with a challenge that one cannot solve on their own.

Self-Advocacy is the act of voicing how one is thinking or feeling, especially when a situation is not working for them.

How to:

- Normalize the need to seek help from others & emphasize the importance of advocating for self if something is not working for them in class
- Teach what help seeking and self advocacy looks like (examples) and does not look like (non-examples)

Teach that Which You Wish to See

(how to get help & advocate for self)



Teach Social & Emotional Skills



Social Skills are competencies that enable students to establish and maintain positive relationships and resolve conflicts with others, and restore relationships after a setback.

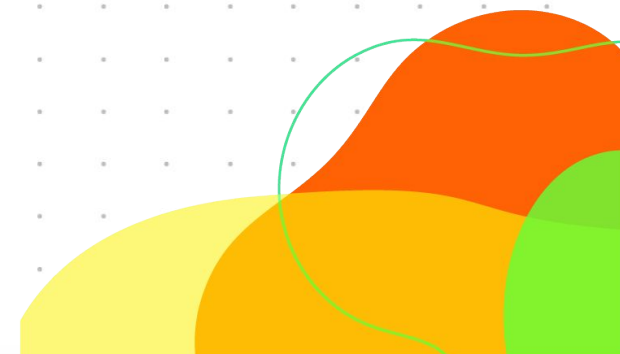
Emotion Regulation Skills are competencies that involve being aware of emotions, knowledge of situations that cause emotions, and strategies to manage thoughts, feelings, and behaviors when strong emotions show up.

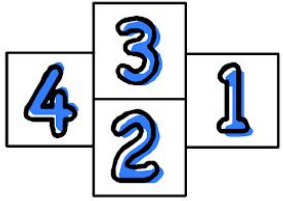
How to:

- Explicitly teach specific skills
- Opportunities for practice
- Support generalization
- Remind, role model, recognize, review



**What are the most
important skills
staff can learn and
apply to promote
mental health?**





Word Check In

In exactly 4 words, describe how you feel around your friends.



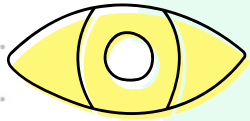
Proactive Relationships

4 at the Door + 1 More



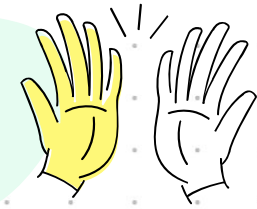
Frequency: Daily

Purpose: Increase belonging & academic engagement



1 Eye to Eye

3 Hand to Hand*



2 Name to Name

4 Heart to Heart



+1

Entry Task

Start

+1

Academic Entry Task (Math)

*Which of the following numbers
doesn't belong. Be ready to defend
your thinking!*

9

16

25

43

Each of
these could
be correct.
Why?



Hypotheticals

If you could bring back any
clothing style, what would it be?
Why?

Banking Time

One **cannot withdraw** from a relationship **until deposits have been made**

Types of withdrawals:

- ◆ Correcting behavior
- ◆ Motivating to do unwanted work
- ◆ Encouraging students to show up to class on time
- ◆ Getting students to be okay with failure
- ◆ Encouraging students to do their best



Banking Time



Connect with students individually to deposit into the relationship using specific communication strategies that create the context to get to know the student and accept the student for who they are as a person

Relationship-building communication strategies:

- **E** - express empathy and interest to validate
- **O** - open-ended questions to engage in conversation
- **A** - affirmations to acknowledge and recognize
- **R** - reflective listening to follow-up
- **S** - self-disclose to make connections

Positive Notes Home



Frequency: Daily or weekly

Purpose: Students feel recognized and appreciated



- Identify **1-2 students each day** or **3-5 students each week** who could benefit from a positive note
- Compliment or recognize something...
 - the student said, did or achieved
 - about the student you appreciate
- Send to an important adult in the student's life



Positive Note Home

Dear (Name),
I am grateful to have (name of student) in my class because _____.
That's all I wanted to share.
Wishing you a great evening.

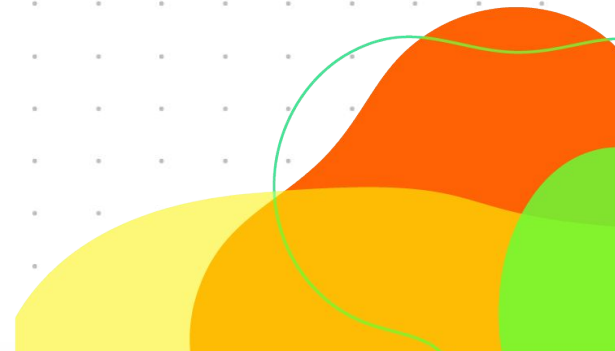
(salutation & your name)

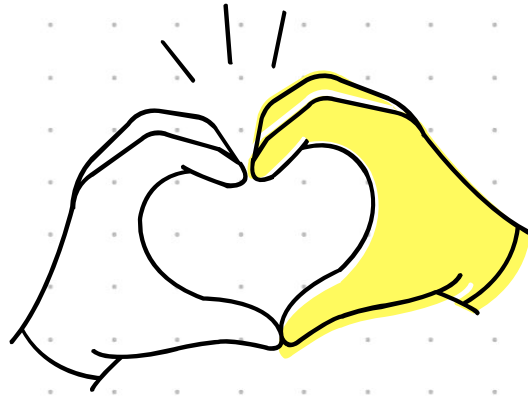
Dear (Name),
I am relaying a compliment home.
Today, I noticed (name of student) (said, did, or achieved) _____. I found that to be worthy of a compliment, which is why I wanted to share with you. Wishing you a great evening.

(salutation & your name)



**What are other ways
educators can cultivate
a sense a of belonging
and connection
among students?**





Proactive Environment



Prevention Focused

School-Based Mental Health

Predictability comes
from clarity &
consistency

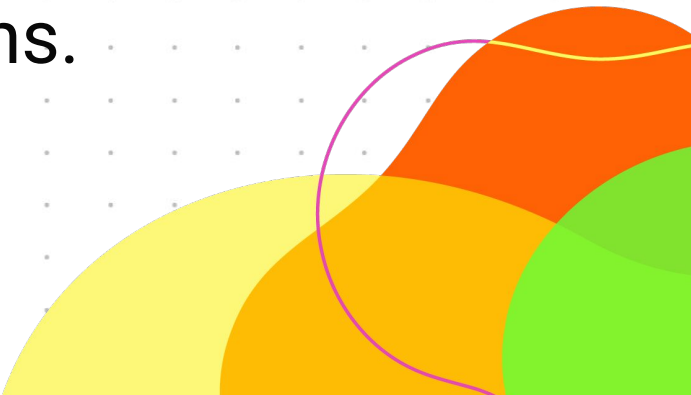
(promotes self-regulation)



Neutralizing Routine

A yellow squiggle, resembling a stylized 'M' or a series of connected loops, is positioned below the title 'Neutralizing Routine'.

Proactive practice that involves a daily routine that anticipates students will enter class with **'ready to ignite'**. Routines and predictability provide opportunities for students to get regulated and focused before jumping into activities that otherwise are **'triggers'** that evoke behavior inconsistent with expectations.

In the bottom right corner, there are several overlapping circles in shades of orange, yellow, and green, with thin purple and yellow lines passing through them.

Routines to Wash Off Lighter Fluid



Setting Event



→
Triggering Event



→
Unskillful Behavior



→
Maintaining Consequence



Neutralizing Routine



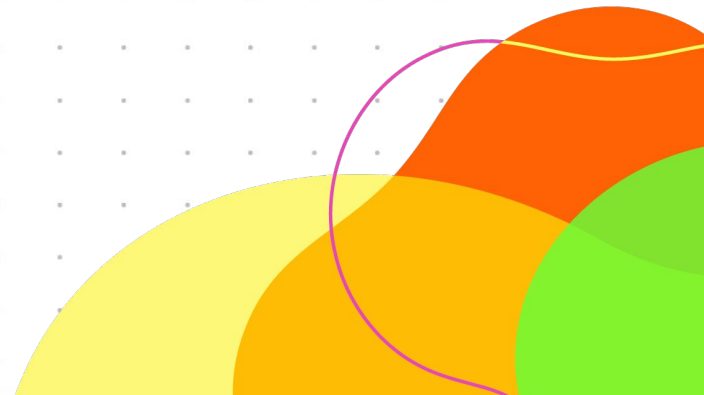
Setting Events (Lighter Fluid)	Neutralizing Routine
Feeling stressed, agitated, or emotionally dysregulated	Routines that provide students with opportunities to practice emotion regulation strategies to get in regulated state before learning
Lack of sense of belonging or negative interaction	Routines that enable students and the educator to connect relationally before jumping into learning
Tired and fatigued	Routines that provide opportunities to energize and increase alertness before beginning activities that require energy and focus

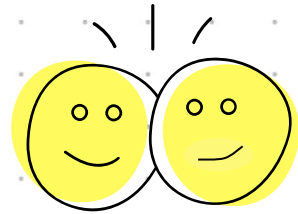
Visual Schedule with First-Then

A yellow squiggle, resembling a stylized 'M' or a series of connected 'W' shapes, is positioned below the title.

A **Visual Schedule** is visual display that outlines the sequence of activities in class so students can anticipate what will happen and when. Proactively referenced by educators.

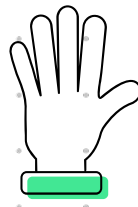
First-Then is an intentional approach to sequence classroom activities with access to preferred classroom activities and experiences contingent upon engagement and effort in less preferred or more challenging activities (boosts motivation)

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We need to be
Reminded
more than taught

Questions?

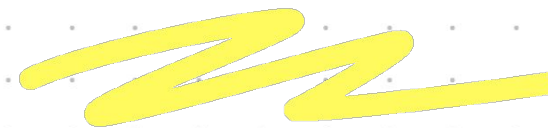


Temperature

Check



60 Second Feedback





LoHi Toolkit

The LOHi **TOOLKIT**

Low-Burden, High-Impact
Resources for Your Daily Work

- 100+ videos & activities
- 5 student sessions
- 8 virtual assemblies
- 8 downloadable posters
- 100+ CharacterDares

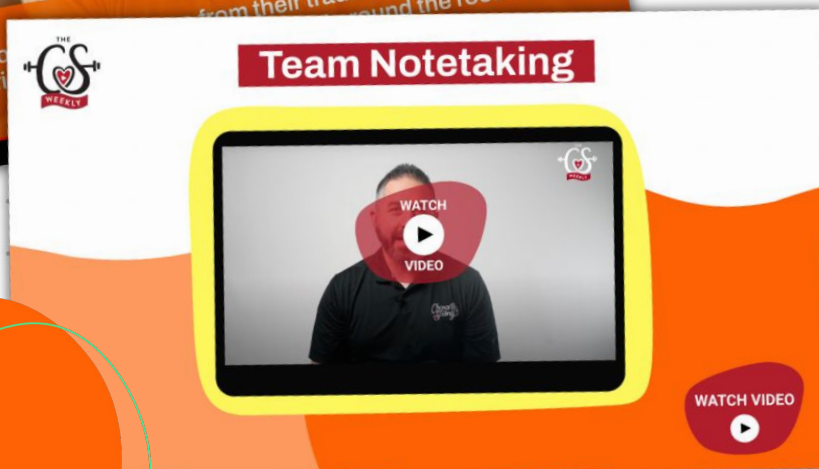
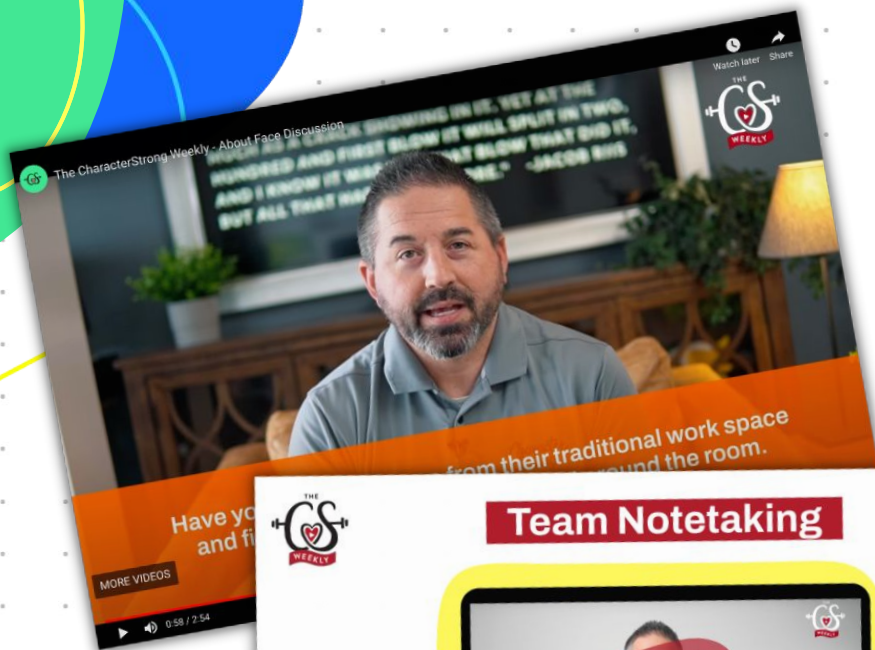
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