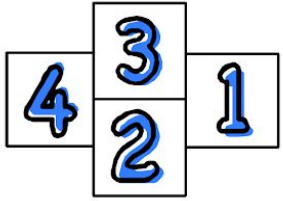




# Ignoring the Warning Signs

@characterstrong



## Word Check-In

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



# Meet Your Presenters



**Kat Pastor**

Executive Director  
of School Support  
ASCA'S 2016 School  
Counselor of the Year



**Dr. Clay Cook**

Chief Development  
Officer  
*School Psychologist,  
Professor, Implementation  
Scientist*

# Session Objectives

A yellow squiggle is located below the title 'Session Objectives'.

Explain the research on why we shouldn't ignore the warning signs of mental health



Describe adult preconditions to address youth mental health needs



Explain why multi-tiered approach to prevention and early intervention is needed.

A decorative graphic in the bottom right corner consisting of overlapping circles in orange, yellow, and green, with a thin purple line curving around them.



# The Problem to Solve



**# of young people  
with a MH need**

**# of young people  
access quality care**

A diagram illustrating the "Access Gap". Two jagged black lines, one on the left and one on the right, represent the two metrics being compared. They are connected at the top by a horizontal line and at the bottom by a horizontal line. The space between these two lines is highlighted by a yellow rectangular box containing the text "Access Gap".

**Access Gap**

## **Reach × Impact** = Addressing Access Gaps

**Reach** - How many of the individuals who need a particular support actually receive it with fidelity.

**Impact** - Whether the support individuals receive is actually effective and makes a meaningful difference.

# Closing Access Gaps

**A** = The total number of students in the school

**500 students**

**B** = The total number of students detected as having a need via the screener

**20% = 100 students**

**C** = The number of students the school can effectively serve with Tier 2 support

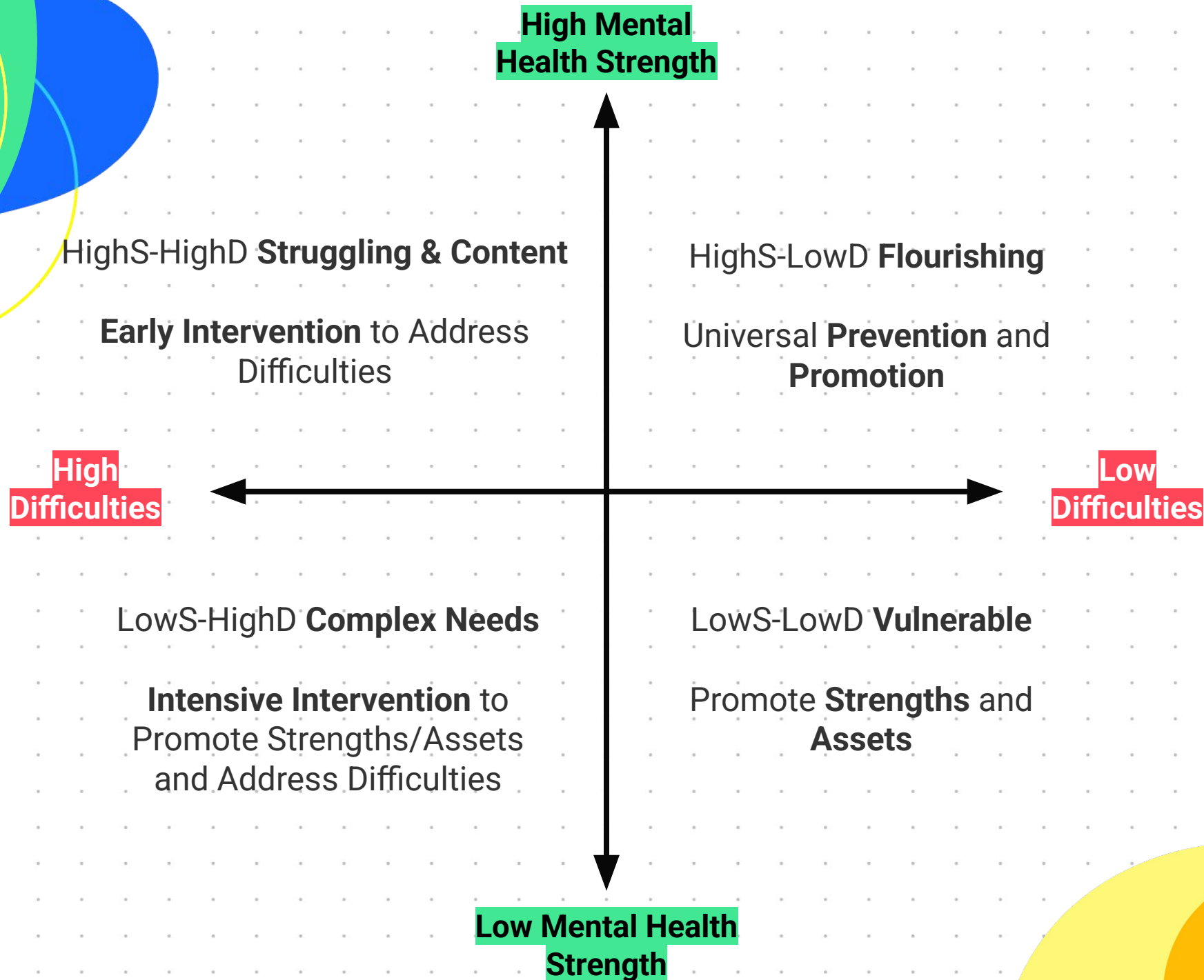
**35 students  
based on capacity**

**D** = Access Gap =  $(B - C)$

**100 - 35 = 65**

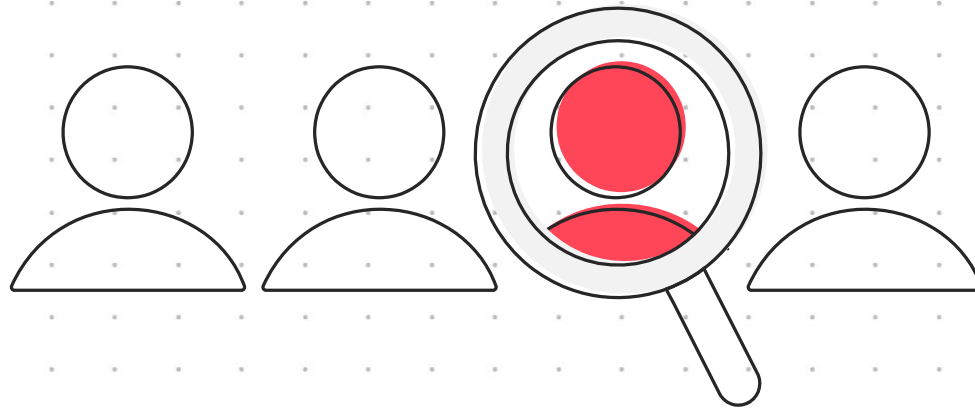
# Which is the right approach?

Deficit/Disease-Based Approach	Strengths/Asset-Based Approach
<p><b>1. Abnormal Psychology</b> - Focuses on identifying and diagnosing mental disorders, often emphasizing dysfunction, pathology, and deviation from statistical or social norms.</p> <ul style="list-style-type: none"> <li>Goals include symptom reduction, diagnosis, and understanding causes of mental illness (biological, psychological, sociocultural).</li> </ul>	<p><b>1. Positive Psychology</b> - Focuses on the promotion of well-being, resilience, and fulfillment by nurturing human strengths such as optimism, gratitude, empathy, and purpose.</p> <ul style="list-style-type: none"> <li>Goals include flourishing, meaning-making, and increasing quality of life rather than solely treating illness.</li> </ul>
<p><b>2. Comorbidity</b> - Refers to the co-occurrence of two or more psychiatric disorders within an individual (e.g., depression and anxiety).</p> <ul style="list-style-type: none"> <li>Emphasizes complexity, burden, and negative prognosis.</li> </ul>	<p><b>2. Co-Vitality</b> - Refers to the presence of multiple positive psychological traits and strengths in a person (e.g., emotional competence, social support, and self-efficacy).</p> <ul style="list-style-type: none"> <li>Emphasizes synergistic protective effects and holistic wellbeing.</li> </ul>
<p><b>3. Risk Factors</b> - Conditions or variables (e.g., trauma, poverty, family conflict) that increase the likelihood of developing mental health challenges.</p> <ul style="list-style-type: none"> <li>Emphasizes surveillance and prevention through control or elimination of these variables.</li> </ul>	<p><b>3. Protective and Promotive Factors</b> - Internal and external assets (e.g., supportive relationships, emotion regulation skills, community engagement) that buffer against adversity and promote healthy development.</p> <ul style="list-style-type: none"> <li>Emphasizes building capacity, resilience, and positive outcomes.</li> </ul>





# Research: The Needs



**1 out of 4 students** struggle with mental health difficulties that impair daily functioning

Anxiety

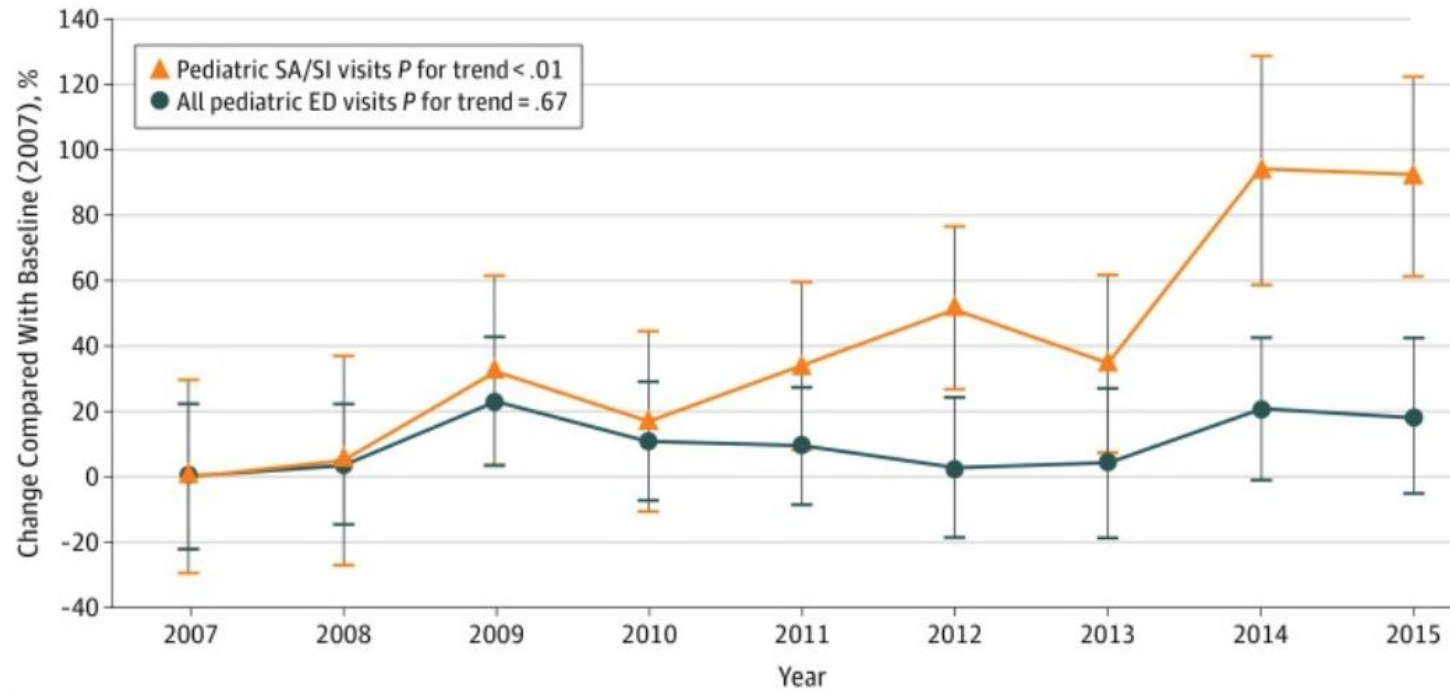
Depression

Executive  
Functioning

Trauma

# Mental Health Emergency Department Visits

Figure. Associated Changes in Pediatric Emergency Department (ED) Visits for Suicide Attempts(SA) and Suicidal Ideation(SI)



## Trends in Psychiatric Emergency Department Visits Among Youth and Young Adults in the US

Luther G. Kalb, PhD,<sup>1,2</sup> Emma K. Stapp, PhD,<sup>1</sup> Elizabeth D. Ballard, PhD,<sup>1</sup> Galloppe Hologues, MPH,<sup>4</sup> Amy Keefe, PhD,<sup>1,2</sup> Anne Riley, PhD<sup>1</sup>

**BACKGROUND:** Visits to the emergency department (ED) for psychiatric purposes are an indicator of chronic and acute unmet mental health needs. In the current study, we examined if psychiatric ED visits among individuals 6 to 24 years of age are increasing nationwide. **abstract**

**METHODS:** ED data came from the 2011–2015 National Hospital Ambulatory Medical Care Survey, a national survey of ED visits across the United States. Psychiatric ED visits were identified by using the *International Classification of Diseases, Ninth Revision* and reason-for-visit codes. Survey-weighted logistic regression analyses were employed to examine trends in as well as correlates of psychiatric ED visits. Data from the US Census Bureau were used to examine population rates.

**RESULTS:** Between 2011 and 2015, there was a 28% overall increase (from 31.3 to 40.2) in psychiatric ED visits per 1000 youth in the United States. The largest increases in psychiatric ED visits per 1000 US youth were observed among adolescents (54%) and African American (53%) and Hispanic patients (91%). A large increase in suicide-related visits (by 2.5-fold) was observed among adolescents (4.6–11.7 visits per 1000 US youth). Although psychiatric ED visits were long (51% were  $\geq 3$  hours in length), few (16%) patients were seen by a mental health professional during their visit.

**CONCLUSIONS:** Visits to the ED for psychiatric purposes among youth are rising across the United States. Psychiatric expertise and effective mental health treatment options, particular those used to address the rising suicide epidemic among adolescents, are needed in the ED.

Departments of <sup>1</sup>Mental Health and <sup>2</sup>Population, Family, and Reproductive Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland; <sup>3</sup>Department of Psychiatry and Behavioral Sciences, School of Medicine, Johns Hopkins University, Baltimore, Maryland; <sup>4</sup>Kennedy Krieger Institute, Baltimore, Maryland; and <sup>5</sup>Genetic Epidemiology Research Branch and <sup>6</sup>Experimental Therapeutics and Pathophysiology Branch, National Institute of Mental Health, Bethesda, Maryland

Dr Kalb designed the study, drafted the initial manuscript, and conducted the analyses on the publicly available data set. Drs Stapp, Ballard, Keefe, and Riley and Ms Hologues reviewed and revised the manuscript and provided important intellectual content, including conceptualization of the study design, fit of the current study within the literature, and approach to the analyses; and all authors approved the final manuscript as submitted and agree to be accountable for all aspects of the work.

**DOI:** <https://doi.org/10.1542/peds.2018-2192>

Accepted for publication Jan 11, 2019

Address correspondence to Luther G. Kalb, PhD, Kennedy Krieger Institute, Cremer Family Building, 3801 Greenspring Ave, Baltimore, MD 21211. E-mail: [lkalb2@jhu.edu](mailto:lkalb2@jhu.edu)

PEDIATRICS (ISSN Numbers: Print, 0031-4005; Online, 1098-4275).

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PEDIATRICS Volume 143, number 4, April 2019:e20182192

ARTICLE

**WHAT'S KNOWN ON THIS SUBJECT:** The emergency department (ED) is the national safety net for individuals with chronic and acute mental health issues. Monitoring trends in ED visits is critical because they can signal important changes in population health.

**WHAT THIS STUDY ADDS:** Between 2011 and 2015, psychiatric ED visits among youth in the United States increased. This trend was largely driven by adolescents, and youth of color. An increase in visits related to self-harm and suicide was observed among adolescents.

**To cite:** Kalb LG, Stapp EK, Ballard ED, et al. Trends in Psychiatric Emergency Department Visits Among Youth and Young Adults in the US. *Pediatrics*. 2019;143(4):e20182192

100% increase  
from 2007-2015  
(8 year span)

Additional 10%  
increase from  
2015-2020

Additional 51%  
increase since  
outset of COVID

# Trauma

A decorative orange zigzag line is positioned directly below the title 'Trauma'.

At least **one-quarter of students** will experience a traumatic event before their 16th birthday

- ▶ 1 in 4 girls are sexually abused
- ▶ 1 in 6 boys are sexually abused
- ▶ For our youngest students (PK-K) who are abused - 90% are from neglect
- ▶ Approximately 18-20% of student abuse cases are from physical abuse
- ▶ Nearly 60% of severely bullied students experience post-traumatic stress symptoms



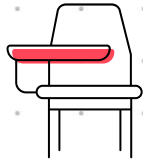
# Impacts of Trauma on Learning



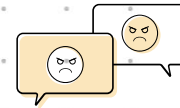
**Lower GPAs**



**Achievement gaps**



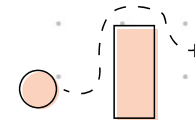
**More absences**



**Externalizing behaviors**



**Memory & concentration problems**



**Withdrawal & avoidance**



**Poorer reading ability**

# High Achieving Schools & Mental Health

**High Achieving School Systems are listed as one of the strongest predictors of mental health and adjustment problems among children and adolescents**

*National Academies of Science, Engineering, and Medicine*



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ISSN: 0003-066X

American Psychologist

2020, Vol. 75, No. 7, 983–995  
<http://dx.doi.org/10.1037/amp0000556>

## High-Achieving Schools Connote Risks for Adolescents: Problems Documented, Processes Implicated, and Directions for Interventions

Suniya S. Luthar

Arizona State University and Columbia University's  
Teachers College

Nina L. Kumar

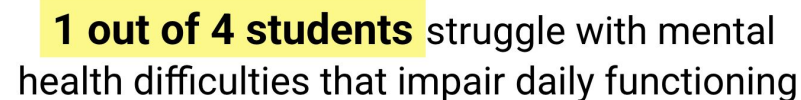
Authentic Connections, Cambridge, Massachusetts

Nicole Zillmer

Arizona State University

Excessive pressures to excel, generally in affluent contexts, are now listed among the top 4 “high risk” factors for adolescents’ mental health, along with exposure to poverty, trauma, and discrimination. Multiple studies of high-achieving school (HAS) cohorts have shown elevated rates of serious symptoms relative to norms, with corroborating evidence from other research using diverse designs. Grounded in theories on resilience and ecological influences in development, a conceptual model is presented here on major risk and protective processes implicated in unrelenting achievement pressures facing HAS youth. These include forces at the macrolevel, including economic and technological changes that have led to the “middle class squeeze,” and proximal influences involving the family, peers, schools, and communities. Also considered are potential directions for future interventions, with precautions about





## Depression

## Executive Function

Change Compared With Baseline (2007-2008)

▲ Pediatric SA/SI visits P for trend < .01  
● All pediatric ED visits P for trend = .67

Year	Pediatric SA/SI visits (Mean Change)	All pediatric ED visits (Mean Change)
2007	0	0
2008	2	2
2009	35	20
2010	15	10
2011	35	10
2012	50	5
2013	35	5
2014	95	15

[illegible]

# Trauma

Additional 51% increase since outset of COVID

## At least one-quarter of students will experience a traumatic event before their 16th birthday

- ▶ **1 in 4 girls** are **sexually abused**
- ▶ **1 in 6 boys** are **sexually**
- ▶ For our **youngest students** from **neglect**
- ▶ Approximately **18-20%**



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Suniya S. Luthar  
Arizona State University and Columbia University's  
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Nina L. Kumar  
Authentic Connections, Cambridge, Massachusetts



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

# What is

# School-Based

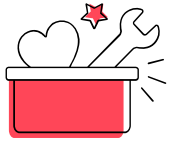
# Mental Health?

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

# School-based Mental Health is...



**The supports students receive to.....**



enhance social and emotional skill acquisition or,



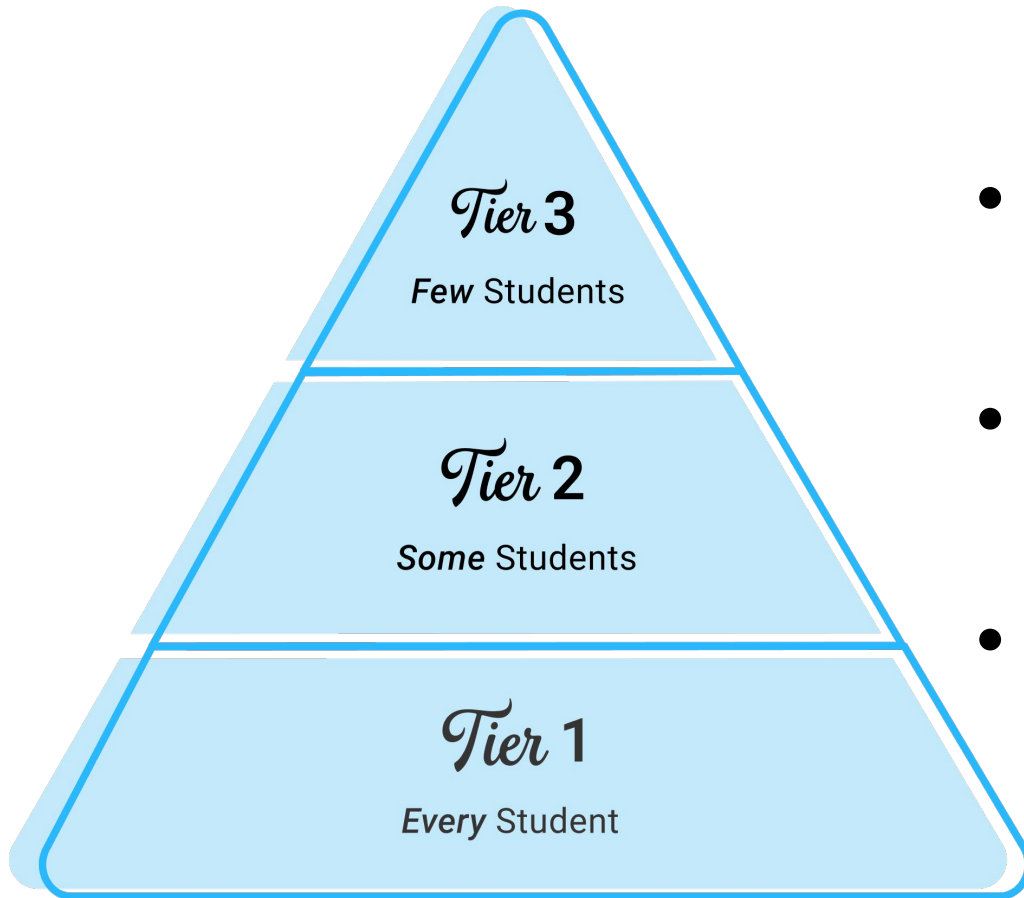
acquire motivational performance to enact those behaviors more consistently

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

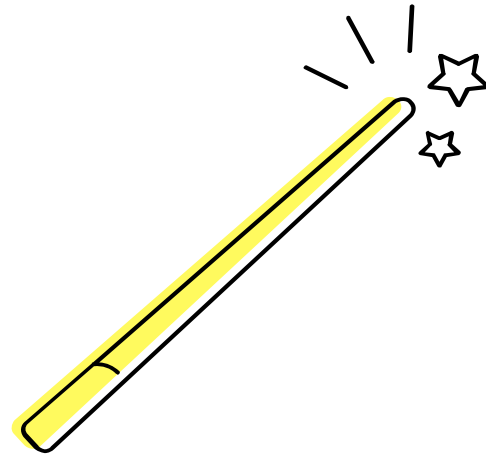
A yellow squiggle, consisting of several overlapping, wavy lines, is located in the center of the slide, below the main text.In the bottom right corner, there are several overlapping circles in shades of orange, yellow, and green, with thin purple and yellow outlines.



# Effect Size of School-Based Mental Health Interventions



- **Targeted Interventions** - .76 Large Effects
- **Selective Interventions** - .67 Medium Effects
- **Universal Interventions** - .52 Medium Effects  
(when done inside the academic environment)



# Magic Wand



# Undeniable Truth



All the positive outcomes we want to achieve for students is built on the **well-being**, **mindsets** and **behavior** of educators



## Turn & Talk

What must be in place  
before adults are ready  
to change and support  
students?



# Preconditions to Adult Behavior Change & Better Students Outcomes



Emotional Well-being



Psychological Safety



Valued, Appreciated,  
Heard



Collective Efficacy &  
Collaboration










Beliefs & Mindsets



# Organizational Strategies



-  **Promote Psychological Safety** among educators to cultivate collaboration and reduce fear of judgment
-  **Efficacious** educators that have a voice and shared ownership over their experiences
-  **Acknowledge and Recognize** educators so they feel appreciated for who they are and what they do
-  **Help Educators Find Joy in the Job** so they are able to connect with rewarding experiences that comes from doing work that matters
-  **Boost Collective Efficacy** so educators feel confident to meet the students needs and other work obligations
-  **Clear and Feasible Priorities** to avoid confusion and overwhelming educators with too many expectations at once
-  **Provide Access to Additional Support** if in need, including outside behavioral health services



**Hold up rock,  
paper, or scissors..**

**Form a group of 3** with someone  
holding up rock, paper, and scissors  
(one of each!)



***Click for the next instruction!***



**With your group:**








What is your name  
and where are  
you from?

**If there's time:**

What organizational  
strategy stood out  
to you and why?

# Organizational Strategies



-  **Promote Psychological Safety** among educators to cultivate collaboration and reduce fear of judgment
-  **Efficacious** educators that have a voice and shared ownership over their experiences
-  **Acknowledge and Recognize** educators so they feel appreciated for who they are and what they do
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-  **Provide Access to Additional Support** if in need, including outside behavioral health services



# Find Your Seat

# Many Educators Feel Outmatched to Address Student Behavior & Mental Health



# When **We Feel Outmatched** **We Ask:**



“What’s wrong with these students?”

“What’s wrong with their families?”

“What’s wrong with [fill in name]?”

In the bottom right corner, there are several overlapping circles in shades of orange, yellow, and green, creating a decorative graphic element.



## **External Locus of Control**

Paying Attention to Factors Beyond One's Immediate Control

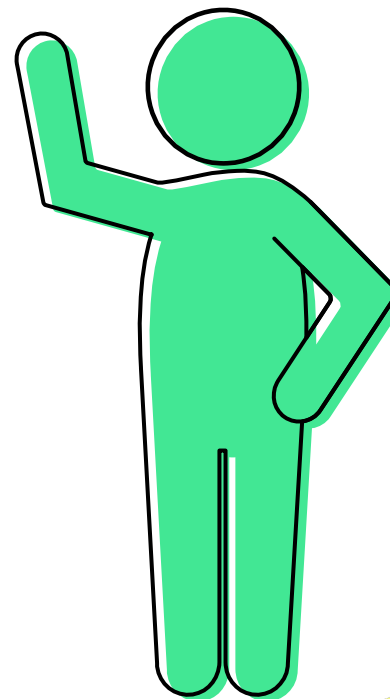


**Fatigue**

**Frustration**

**Lack of Efficacy**

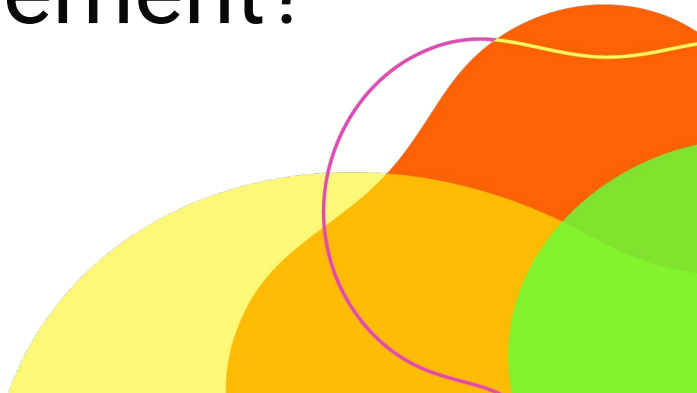
**Defeated**



**An **asset-based question**  
we need to ask ourselves:**



“What’s missing from the school  
environment that students need from us  
that we have control over to implement?”

In the bottom right corner, there are several overlapping circles in shades of orange, yellow, and green, creating a decorative graphic element.

**Hopeful**

**Efficacious**

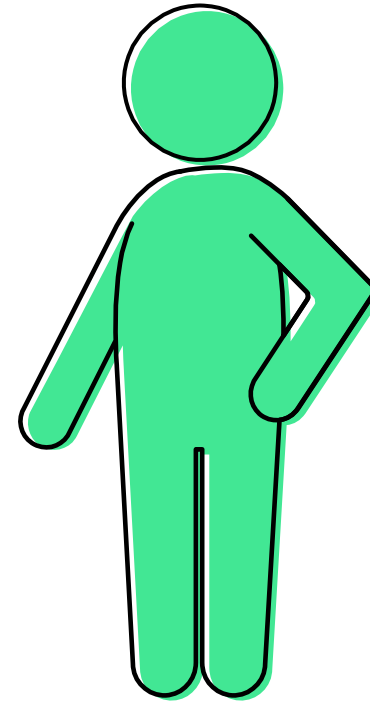
**Energy/Vitality**

**Mastery**



**Internal Locus of Control**

Paying Attention to Factors One Has Control Over Doing



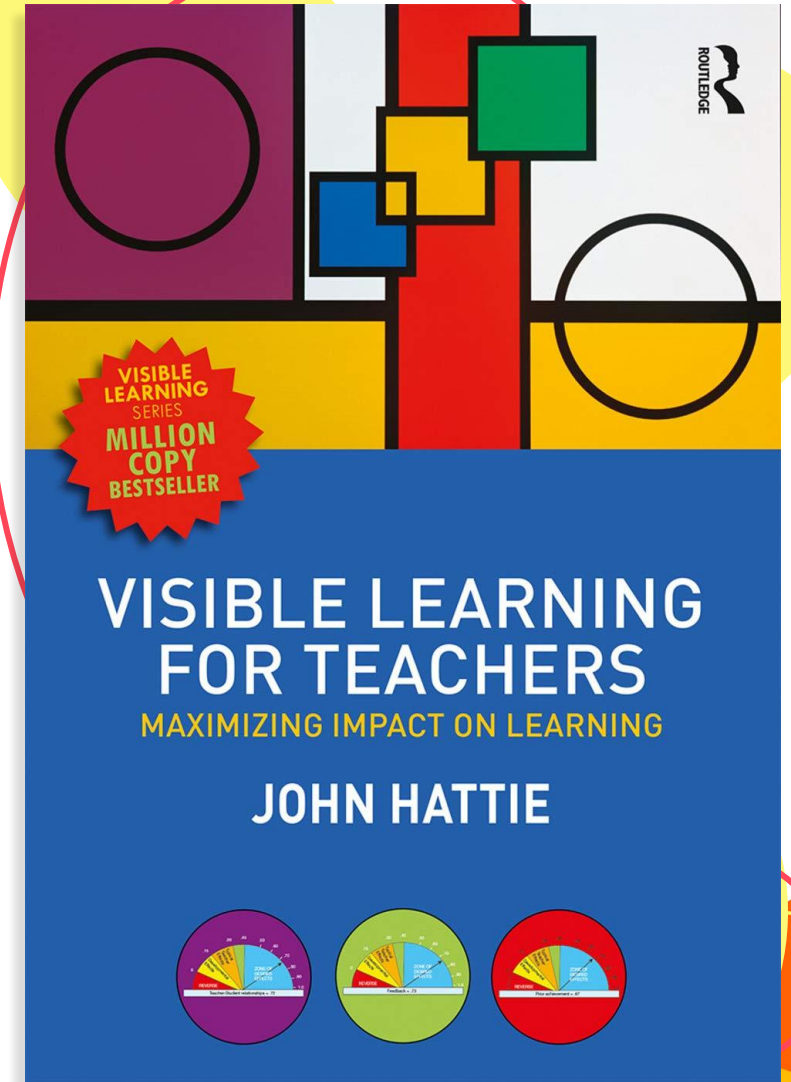
# Boost Collective Efficacy



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



## **Targeted Professional Learning**

Listen to educators where they are experiencing low efficacy and provide targeted professional learning



## **Less is More**

Reduce implementation overload prioritizing on what's most important



## **Seeing is Believing**

Create opportunities for mentoring & role modeling



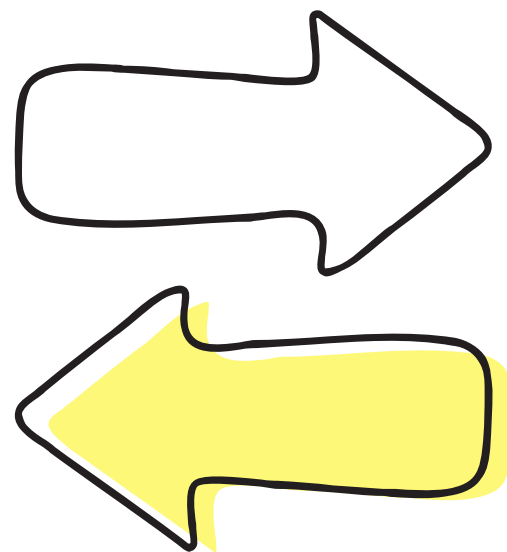
## **Protect Time**

Educators have space and time to reflect, plan, & improve



## **Promote Self-Advocacy**

Create clear ways educators can request help if needed without judgment



Turn & **TALK**



# 5 Ways to Boost Collective Efficacy



## **Targeted Professional Learning**

Listen to educators where they are experiencing low efficacy and provide targeted professional learning



## **Less is More**

Reduce implementation overload prioritizing on what's most important



## **Seeing is Believing**

Create opportunities for mentoring & role modeling



## **Protect Time**

Educators have space and time to reflect, plan, & improve



## **Promote Self-Advocacy**

Create clear ways educators can request help if needed without judgment




# Mental Health Literacy

the ability to understand, talk about, and support mental health. It includes recognizing signs of mental health challenges, knowing how to seek help, and reducing stigma around mental health conversations.

## Mental Health Literacy *Total Time: 2 Hours, 40 minutes*

Learn about mental health strengths and struggles common to students while also discovering how schools and teachers can support students. Dr. Clay Clook, Dr. Madeline Larson, and Cory Notestine (2015 National School Counselor of the Year) define mental health and mental health struggles, explore mental health strengths, explain common mental health difficulties students have, and discuss ways that schools and educators can support students experiencing mental health struggles.



06:58


PROGRESS 10%

### Course Navigation

- 01. Course Overview  
An overview of what this course is about.  
3 minutes
- 02. Rationale  
Why this work is needed.  
6 minutes
- 03. Dual Continua Model of Mental Health  
The Dual Continua Model of mental health is a great frame for how we think about mental health strengths and difficulties.  
7 minutes
- 04. Mental Health Strengths: Positive Mindsets  
Positive mindsets such as self-compassion, gratitude, and character strengths help increase mental health.  
6 minutes
- 05. Mental Health Strengths: Relationships  
Learn about two psychosocial stages of youth development that help us create and sustain meaningful, positive relationships with students.  
6 minutes
- 06. Mental Health Strengths: Skills and Tools  
Emotion regulation and coping, social and relationship, and executive functioning skills are all important in helping students.


### Course Resources

Reflect




Record reminders and reflections in this reflection booklet.

Community



As a PLC, review module clusters for mental health strengths and difficulties to set goals for supporting students.

Train



As a staff, review mental health strengths to identify ways you can support all students.

# Two Truths

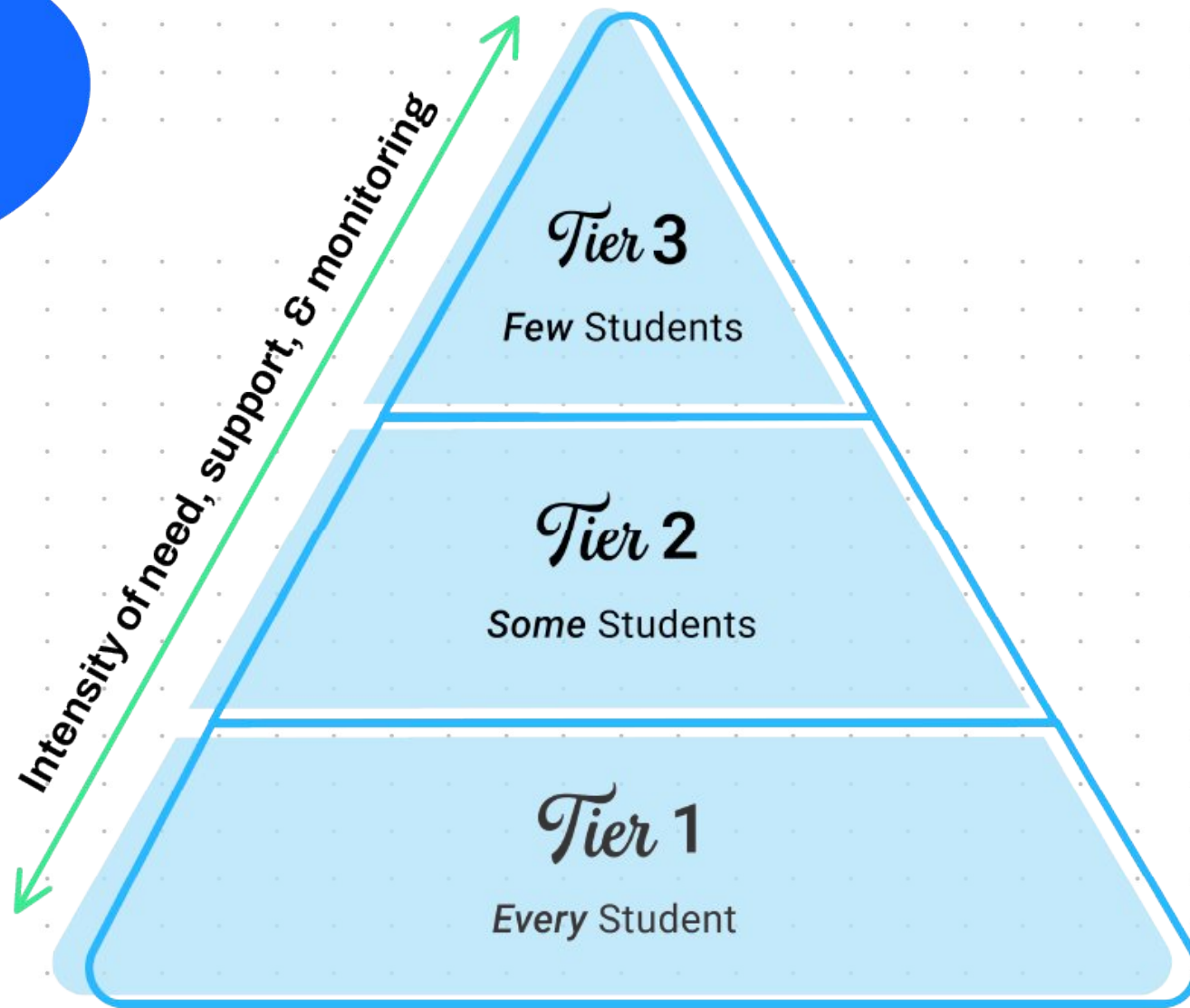
A yellow squiggle is located below the title 'Two Truths'.

**Students cannot benefit  
from **ineffective practices**  
implemented well.**

A yellow squiggle is located below the first statement.

**Students cannot benefit from  
**effective practices** they  
do not receive.**

A decorative graphic in the bottom right corner consists of overlapping circles in shades of orange, yellow, and green, with a thin purple line curving around them.



Multi-Tiered **System** of Supports

# A **System** is Not...

A person (Reading Interventionist or Counselor)

An intervention (e.g., Read180 or Check-in/Check-Out)

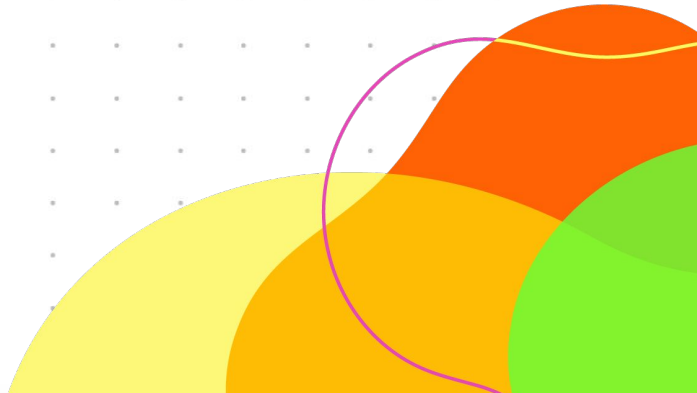
A place /setting (e.g., W.I.N. Time, Advisory)

A hoop to jump through (e.g., Special education)

A decorative graphic in the bottom right corner consisting of several overlapping circles in shades of orange, yellow, and green, with a thin purple line looping around them.

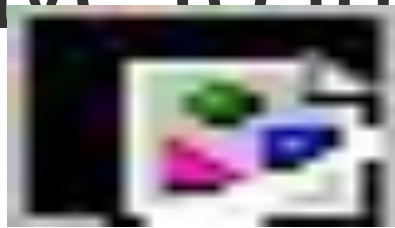
A **System** is...

How we organize, coordinate,  
and support **our behavior to  
have collective impact** on  
student outcomes

A decorative graphic in the bottom right corner consisting of overlapping yellow, orange, and green circular shapes.



If you believe in  
**Prevention** and **Early Intervention**,  
then you have to invest in MTSS.



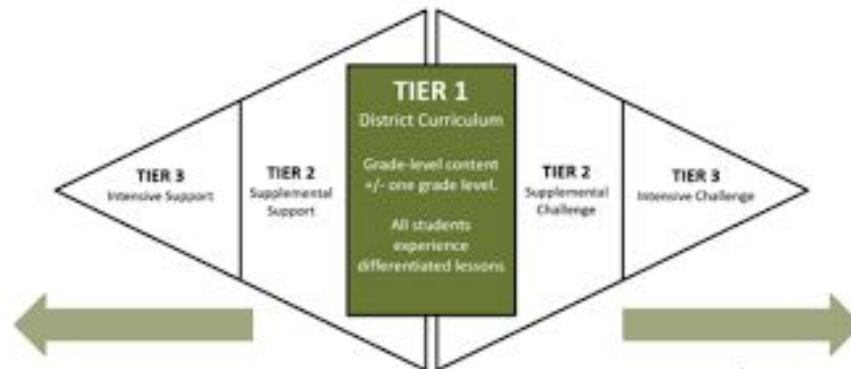
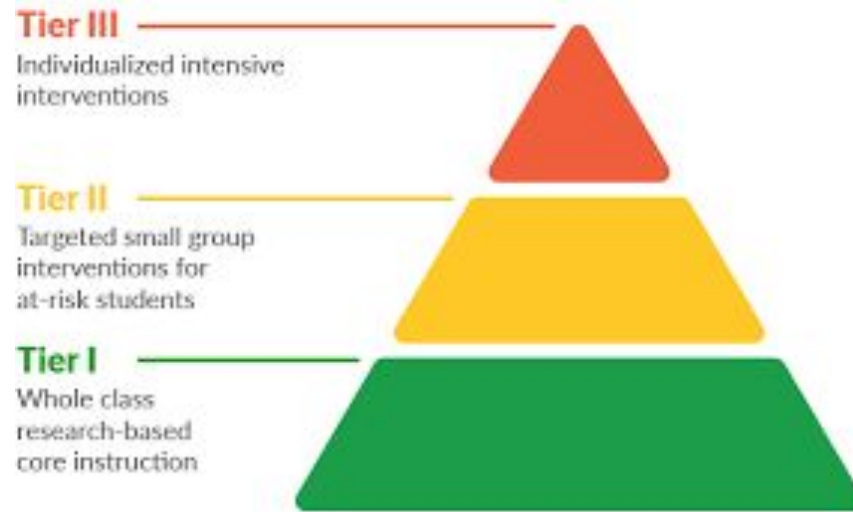
# Send to School Psych or Counselor to Fix the Student

**Tier 1**

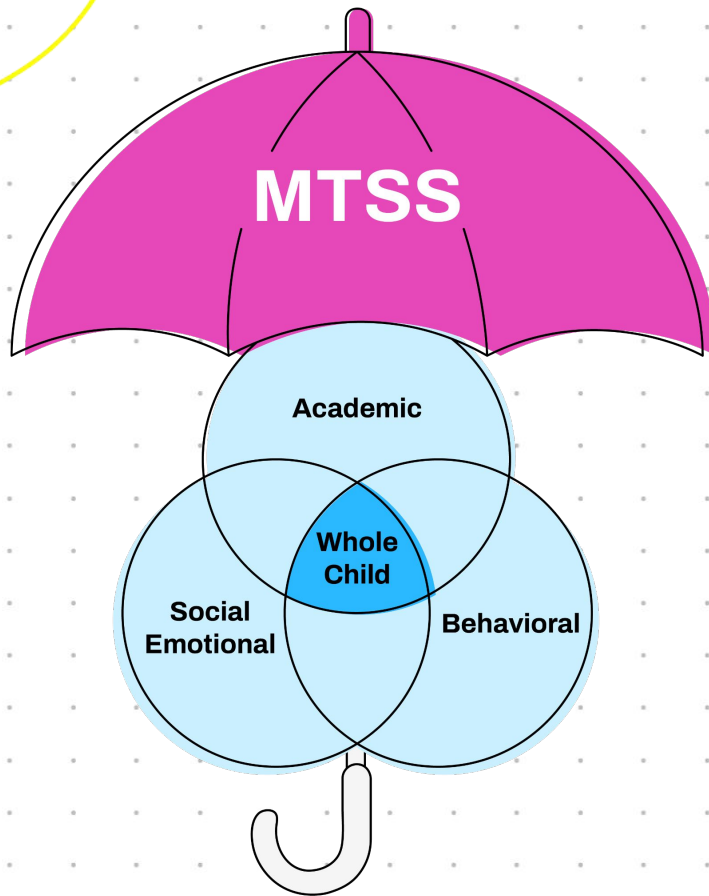


**Return to Tier 1**

# People Don't Know How to Implement Graphics



# Going from Graphics to Concrete Practices



=

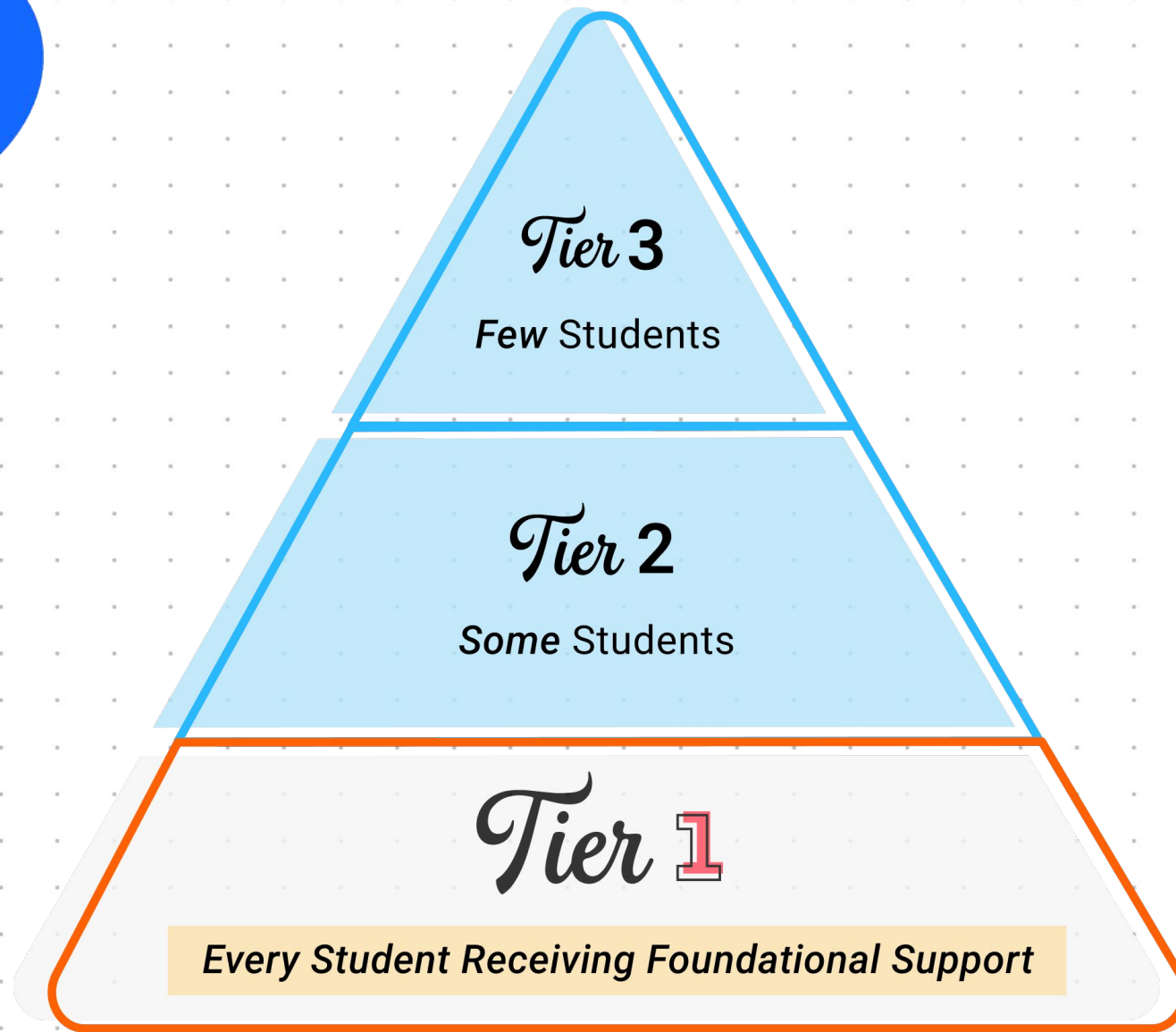
## Concrete practices

that describe the specific behaviors educators routinely engage in to increase students access to enriched experiences that results in specific outcomes

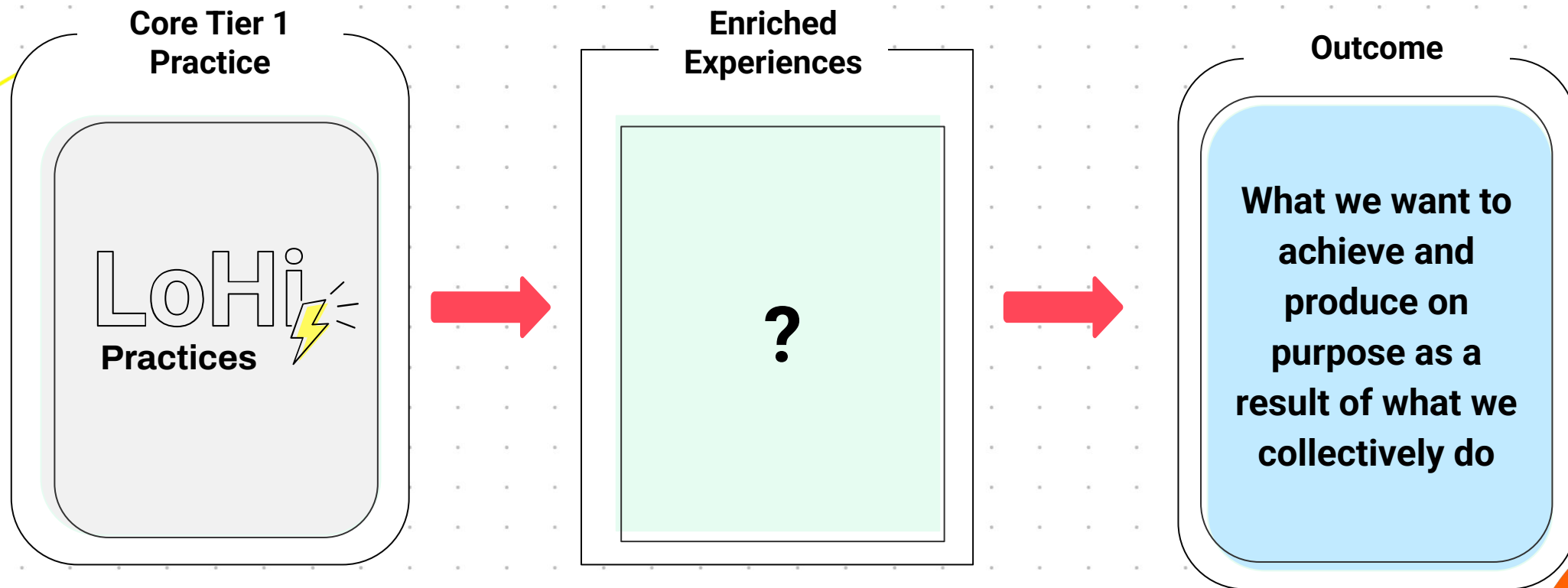
# A System is...

A way of organizing how every fingerprinted adult in the school will behave to ensure students access the level and type of support they need



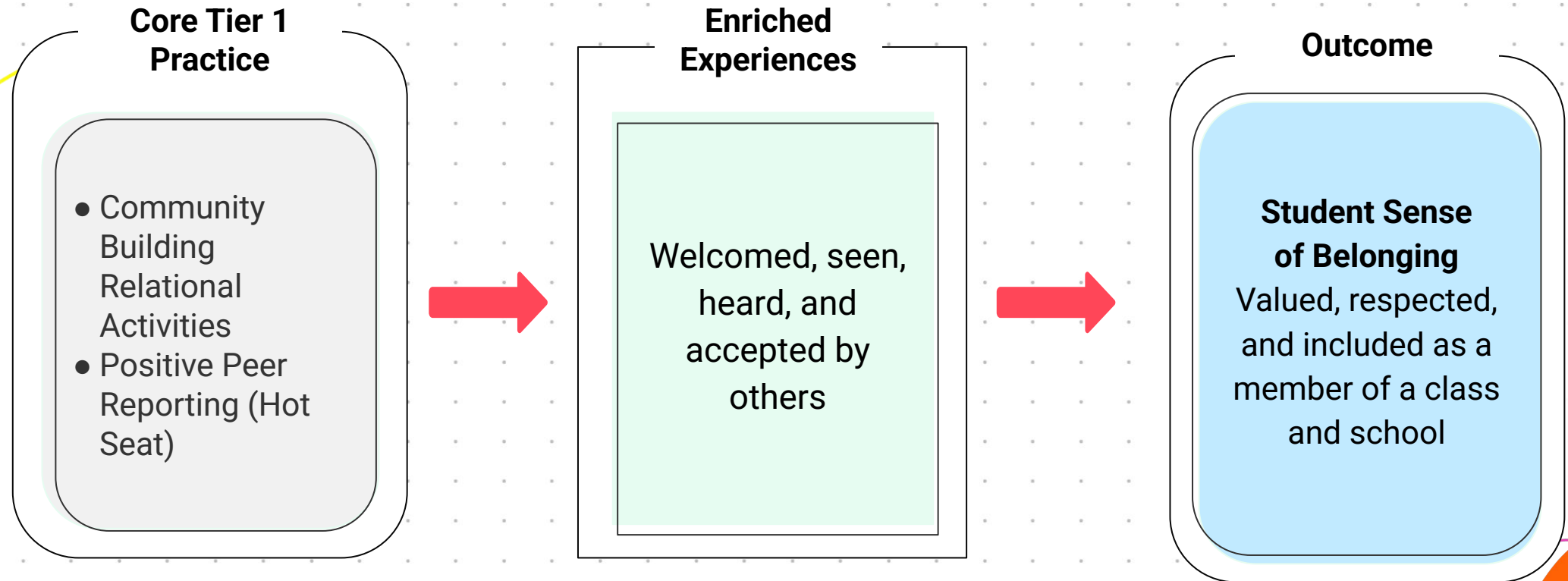


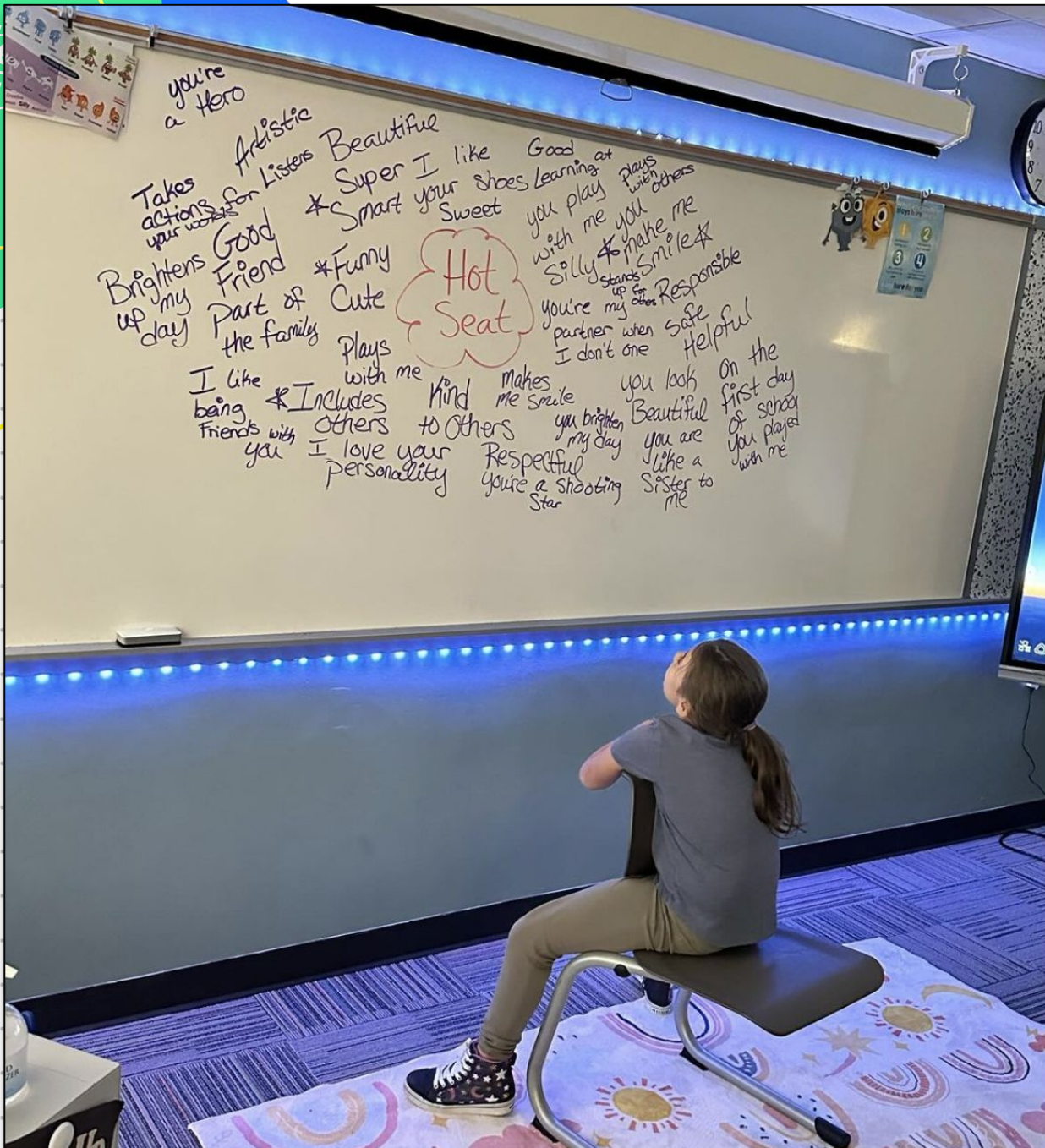
# Crafting the Story About How We Will Have Collective Impact





# Core Tier 1 Practices Linked to Outcomes





mckenzjohnson87 • Follow



mckenzjohnson87 ~The power of words~

This year I have incorporated the Hot Seat. Once a week a student from each class sits in the seat and their classmates celebrate what they like about that student. While students are sharing I write those celebrations and compliments on the board. The student in the hot seat can't turn around and look at the board until the end. We then talk about the impact of words and how important our words to ourselves and others are.

The reactions of students reading the messages on the board is priceless. Today this girl couldn't stop reading her hot seat board and had the biggest smile on her face. She wanted me to show dad the picture after school. She was so proud.

My job can be overwhelming and hard and frustrating at times but this makes the hardest days worth it. 💙

#characterstrong #purposefullpeople



Liked by characterstrong and 28 others

OCTOBER 16

# Core Tier 1 Practices Linked to Outcomes

## Core Tier 1 Practice

- Positive Greetings at the Door
  - Authentic Greeting
  - Precorrection
  - High Interest Entry Task
  - Brief restorative conversation

## Enriched Experiences

Positive greeting followed by encouragement to transition successfully into class

## Outcome

### Connection & Engagement

Positive connection with the teacher and behavioral momentum to engage with academics

# Adult Behavior Change

How to Support New Habits



**A:** Adult

**B:** Behavior

**C:** Change

In the bottom right corner, there are several overlapping circles in shades of orange, yellow, and green, partially cut off by the edge of the slide.



# Adult Behavior Change

How to Support New Habits



**A:** Accountability

Here's how we will check in...

**B:** Belief

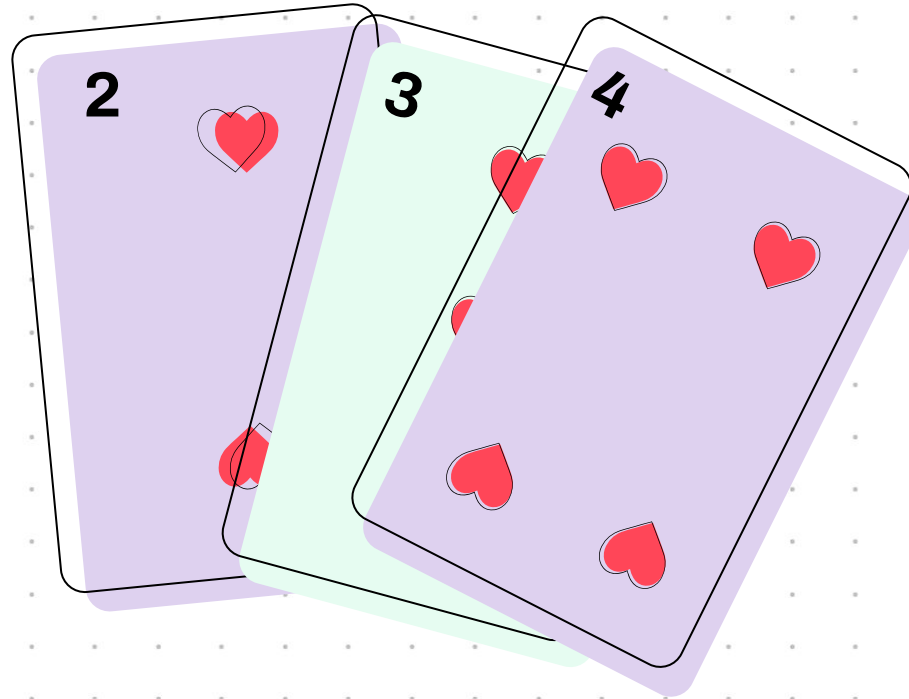
Here's why this is important...

**C:** Celebration

Here's how we will be encouragers...

# 4 at the Door + 1 More

**Accountability** - *Belief* - *Celebration*



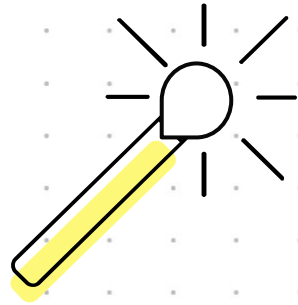
# 4 at the Door + 1 More

---

Accountability - **Belief** - Celebration



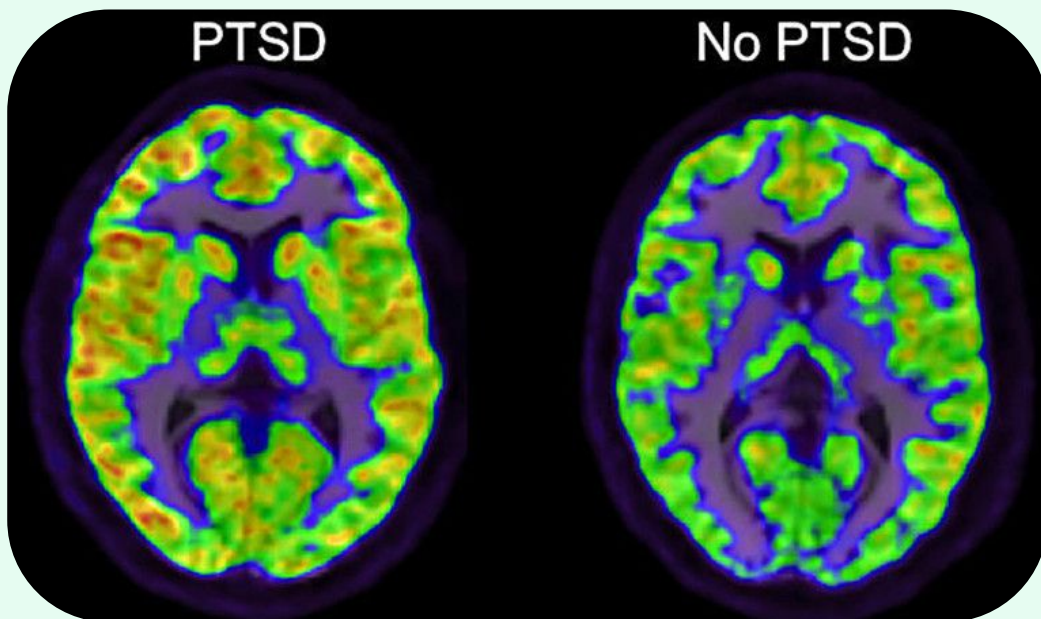
**Lighter Fluid**



**Match**

# 4 at the Door + 1 More

Accountability - **Belief** - Celebration



Students with a background of trauma need **neutralizing** routines.





# **4 at the Door + 1 More**

---

Accountability - **Belief** - Celebration

*Disruptive behaviors  
were cut in **half***



# **4 at the Door + 1 More**

---

Accountability - **Belief** - Celebration

**20%** ***increase in  
academic engaged time***

# 4 at the Door + 1 More

Accountability - Belief - **Celebration**



## Best Poker Hand

Best parking spot  
Car wash during the day  
Favorite morning beverage  
Relief from a duty  
Lunch provided for a week

## Positive Greetings at the Door

### What is Positive Greetings at the Door?

Positive greetings at the door (PGD) is a universal strategy teachers use daily to support students socially and behaviorally as they transition into the classroom learning environment<sup>1</sup>. PGD is a proactive classroom practice designed to promote student sense of belonging and academic engagement in the classroom. PGD is a multi-component strategy that includes the following ingredients:

- Greeting each student individually and authentically as they transition into the classroom.
- Using pre-corrective statements to remind students of behavioral expectations as they transition into class.
- Providing a high interest entry activity students participate in as they transition into the classroom (e.g., structured collaborative activity chosen by the students).
- Having a brief, private restorative conversation to repair a relationship with any student who the teacher had a negative interaction with the previous day/time block.

### Why is Positive Greetings at the Door important?

PGD is an important classroom-based strategy because it allows for connection, pre-correction, and restoration<sup>2</sup>. First, PGD increases relational touch points with each student as they transition into the classroom, connecting them to the teacher and learning environment. Second, PGD provides proactive support through precorrective statements reminding students of the norms for success in class before they even begin any classroom activity<sup>3</sup>. Third, PGD provides teachers with opportunities to reconnect with students they may have struggled with previously to restore the relationship through skillful communication<sup>4</sup>. There is strong evidence for PGD from single case experimental designs, randomized controlled trials, and quasi experimental studies demonstrating moderate effect sizes on social, behavioral and academic-related outcomes<sup>1,2,3,4,5</sup>.

### How can educators implement Positive Greetings at the Door?

To implement PGD, educators need to be positioned at or near the door before students start transitioning into the learning environment. It also helps to identify how best to greet students authentically and in ways that are developmentally and culturally appropriate. PGD has several supports facilitate implementation as part of routine practice: (a) an established fidelity rubric, (b) packaged training, and (c) post-training follow-up supports in the form of a professional learning community protocol and implementation scripts. It is important to note that at CharacterStrong Positive Greetings at the Door is called Four at the Door Plus One More, which is included as part of the SERVE Model Adult Relationship Practices.

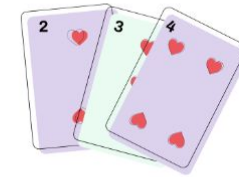
### Citations:

1. Cook, C. R., Fiat, A., Larson, M., Daikos, C., Slemrod, T., & Holland, E. (2018). Positive greetings at the door: Evaluation of a low-cost, high yield proactive classroom management strategy. *Journal of Positive Behavior Interventions*, 20, 149–159.
2. Cook, C. R., Larson, M., Daikos, C. & Zhang, Y. (under review). Does positive greetings at the door work at the elementary level? Results from a teacher-level randomized trial.
3. Allday, R. A., & Pakurar, K. (2007). Effects of teacher greetings on student on-task behavior. *Journal of Applied Behavior Analysis*, 40, 317–320.
4. Cook, C. R., Duong, M. T., McIntosh, K., Fiat, A. E., Larson, M., Pullmann, M. D., & McGinnis, J. (2018). Addressing discipline disparities for Black male students: Linking malleable root causes to feasible and effective practices. *School Psychology Review*, 47(2), 135–152.
5. Kincade, L., Cook, C., & Goerdt, A. (2020). Meta-analysis and common practice elements of universal approaches to improving student-teacher relationships. *Review of Educational Research*.

## Positive Greetings at the Door: Accountability and Celebration by Playing Poker

### Purpose

To promote positive, relationship-building interactions between staff and students daily, while recognizing and rewarding staff members who consistently implement positive greetings at the door.



### Overview

Staff members receive a playing card each time they are observed greeting students at the door. At the end of the month, staff who have collected at least 5 cards and formed the best poker hand will earn a reward. This strategy promotes accountability and celebrates positive school culture in a playful, motivating way.

### How-To Steps

#### 1. Prepare Materials

- A standard deck of playing cards.
- Determine rewards staff would like through crowdsourcing ideas.
- A monthly tracker to note who receives cards and their card count.

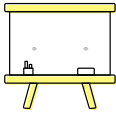
#### 2. Explain the Strategy to Staff

- At a staff meeting or through a memo, introduce the "Positive Greetings at the Door" initiative:
  - Explain that each time a staff member is observed greeting students at the door, they'll receive a playing card.
  - Let staff know they'll need at least 5 cards by month's end to qualify for the reward.
  - Describe the reward options: best parking spot, car wash by students, free lunch, preferred morning beverage for a week, etc.
  - Outline how poker hands are ranked to determine the monthly winner.

#### 3. Set Observational Expectations

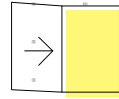
# Daily Workflow / Routine

**Desired Students Outcomes:** Belonging, well-being, and engagement in academics



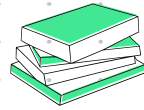
## Setting Up Class (Teaching)

- Behavioral Norms/ Expectations
- Routines
- Social and emotional skills



## Transition into Class

- Positive Greeting at the Door
- Precorrection



## Start of Class

- Proactive community circle
- Neutralizing Routines
- Visual Schedule with First-Then Sequences



## During Class

- Interspersing Choice
- Opportunities to Respond
- Opportunities for Voice
- 5 to 1 ratio



## Ending Class

- Exit '1 Thing'
- Positive Farewells at the Door



## After Class

- Indirect compliments through other adults
- Banking Time

**Active Supervision:** Monitor student behavior to be in a position to respond effectively.

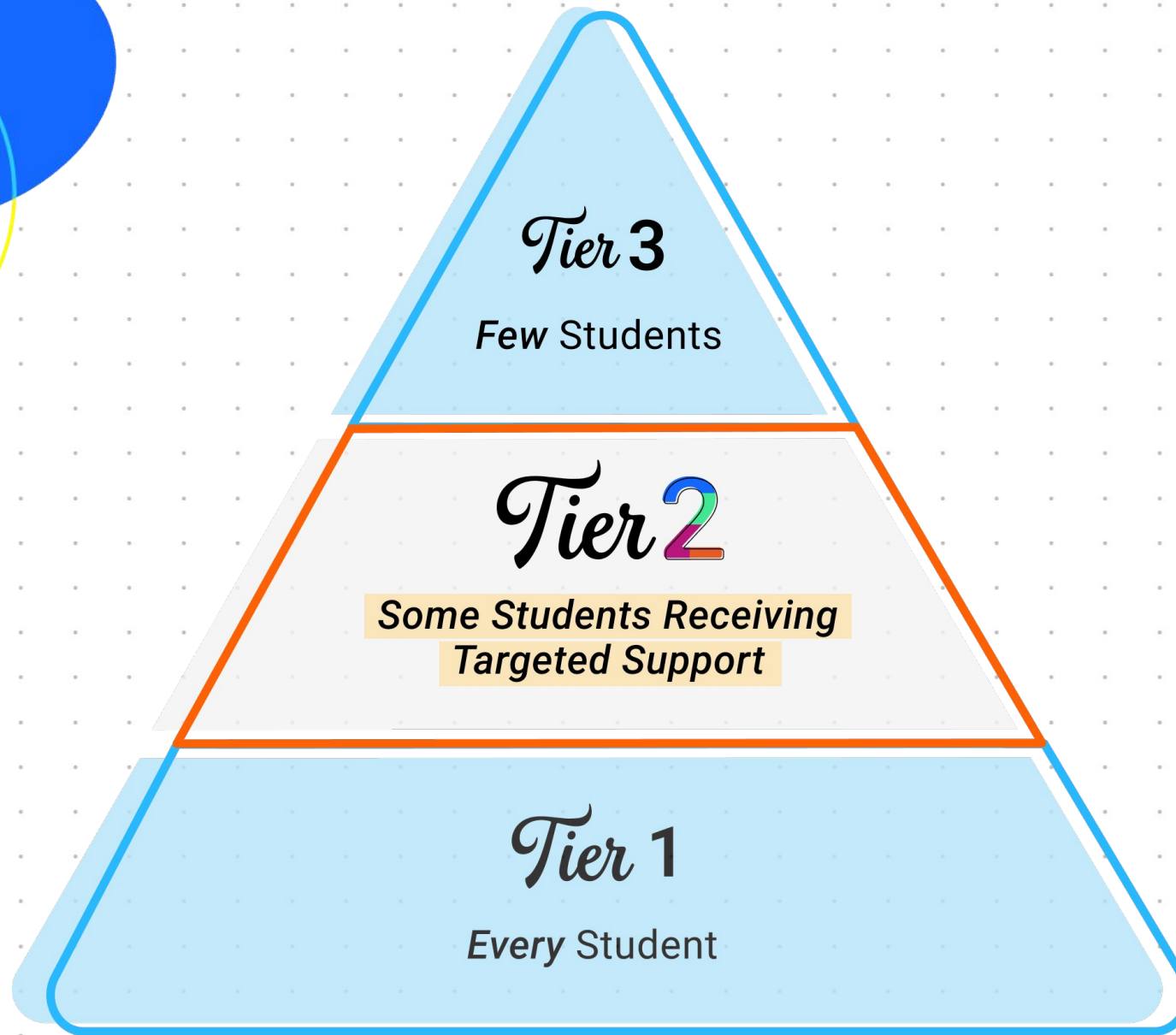
**Responding to Behavior:** PROMPT (Proximity, Redirections, Ongoing Monitoring, Prompts; Teaching Interaction)

**Behavior Specific Praise:** Genuine, specific, and timely recognition to strengthen effort and behavior



**What is one Tier 1 practice that if every educator implemented for every student, would significantly improve mental health?**





# Tier 2: Who, What, How

**Some Students** (*WHO*) +

**Targeted Support Addressing Root Cause** (*WHAT*) +

**Team Problem-Solving Process** (*HOW*) =

---

*Tier* 2

A decorative graphic in the bottom right corner consisting of several overlapping circles in shades of orange, yellow, and green, with a thin purple line looping around them.





## ***What it IS***

A team-based approach

A problem-solving process to deliver precise support

A menu of supports

Low burden interventions

Early intervention

Short-term interventions

## ***What it is NOT***

A person

Admiring the problem or analysis paralysis

Only Check-in/Check-out

Highly specialized supports

Late intervention

Forever interventions

# Can't Do / Won't Do?

## Skill Acquisition Need

Student is struggling with behavior or performance because they **DO NOT YET POSSESS THE SKILLS** to meet the demands and challenges of the environment

or

## Performance Need

Student is struggling with behavior or behavior because they are **NOT PROPERLY MOTIVATED** by the environment to engage in the behaviors and skills at the point in time they are needed

# Acquisition Need

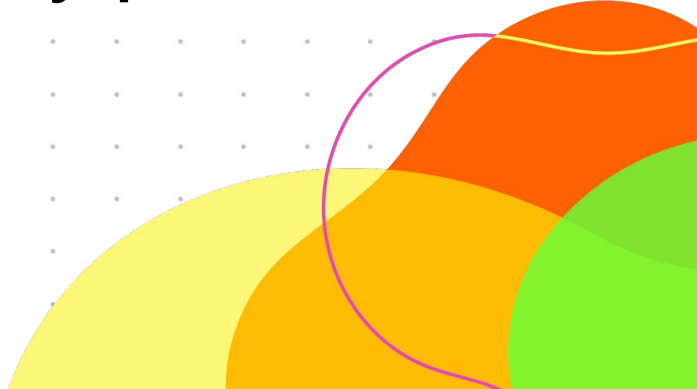
## Environment

Challenges, expectations,  
and demands

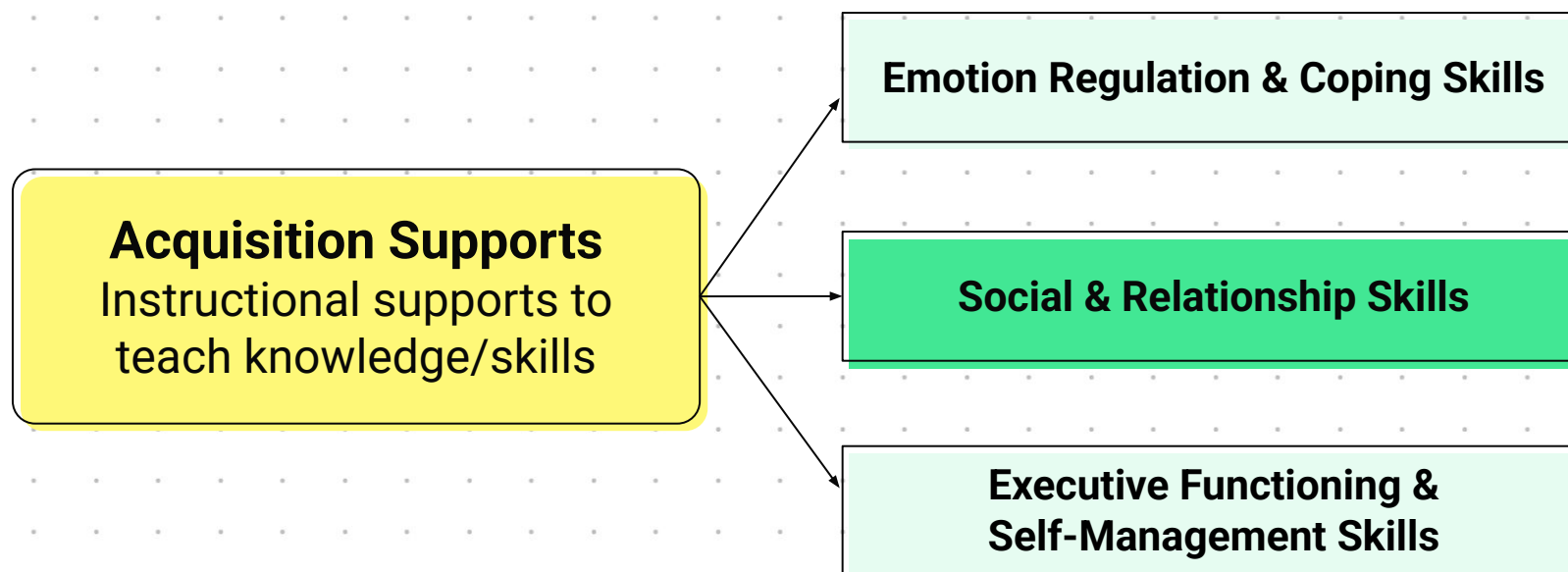


## Student

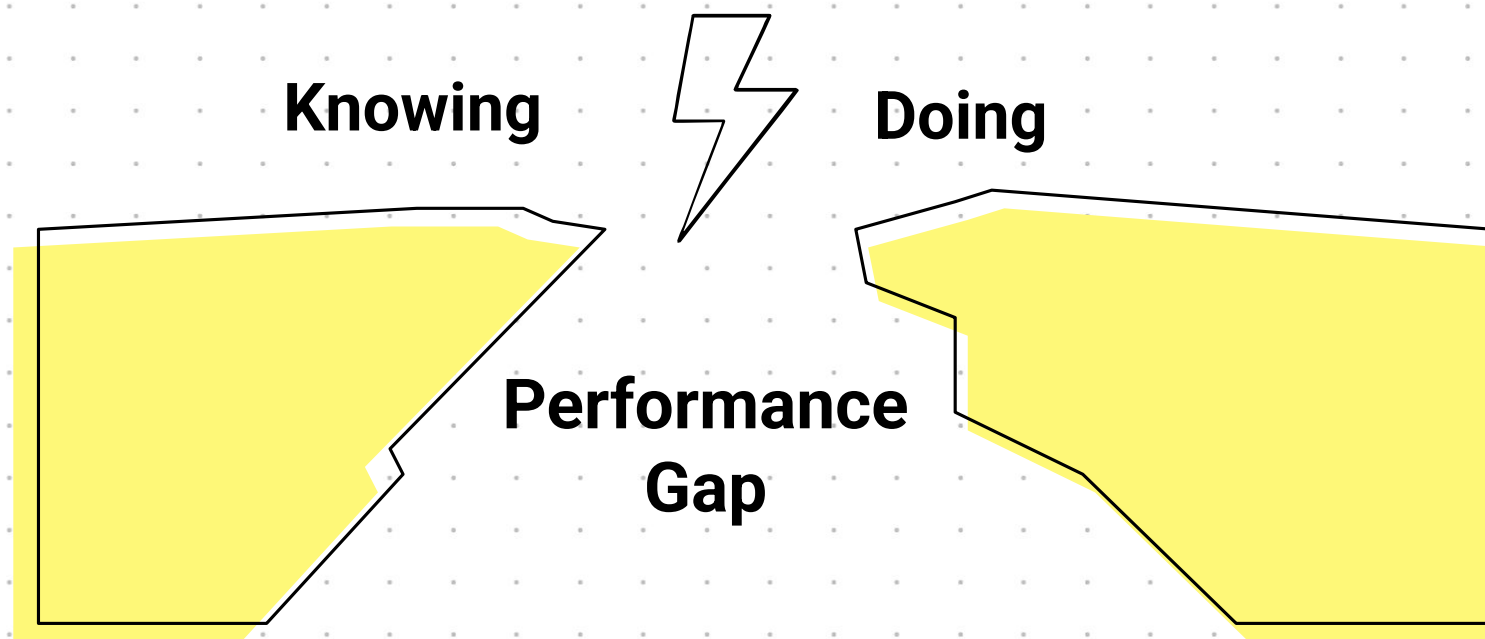
Knowledge and skills  
currently possessed

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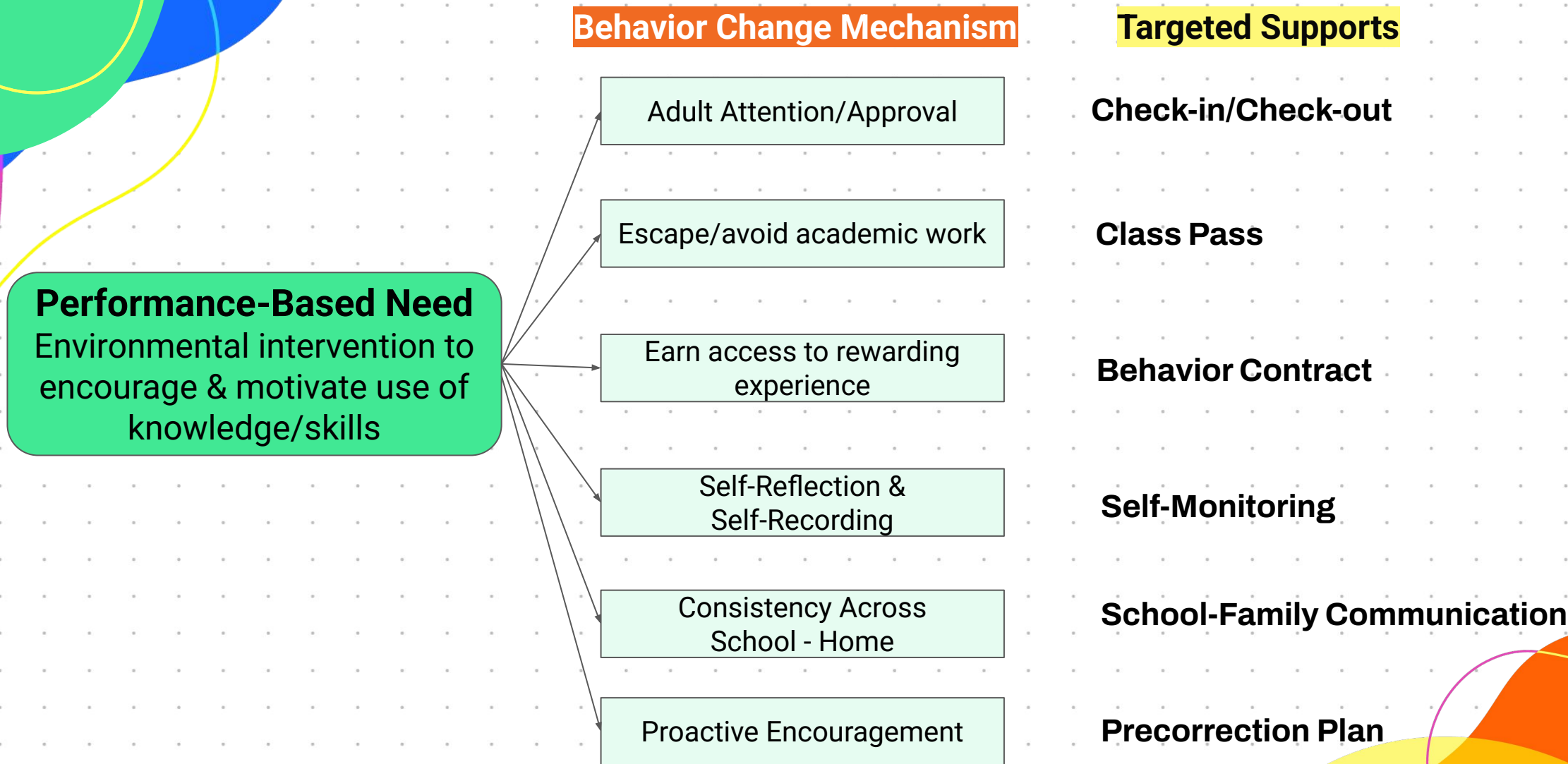
# Acquisition Need



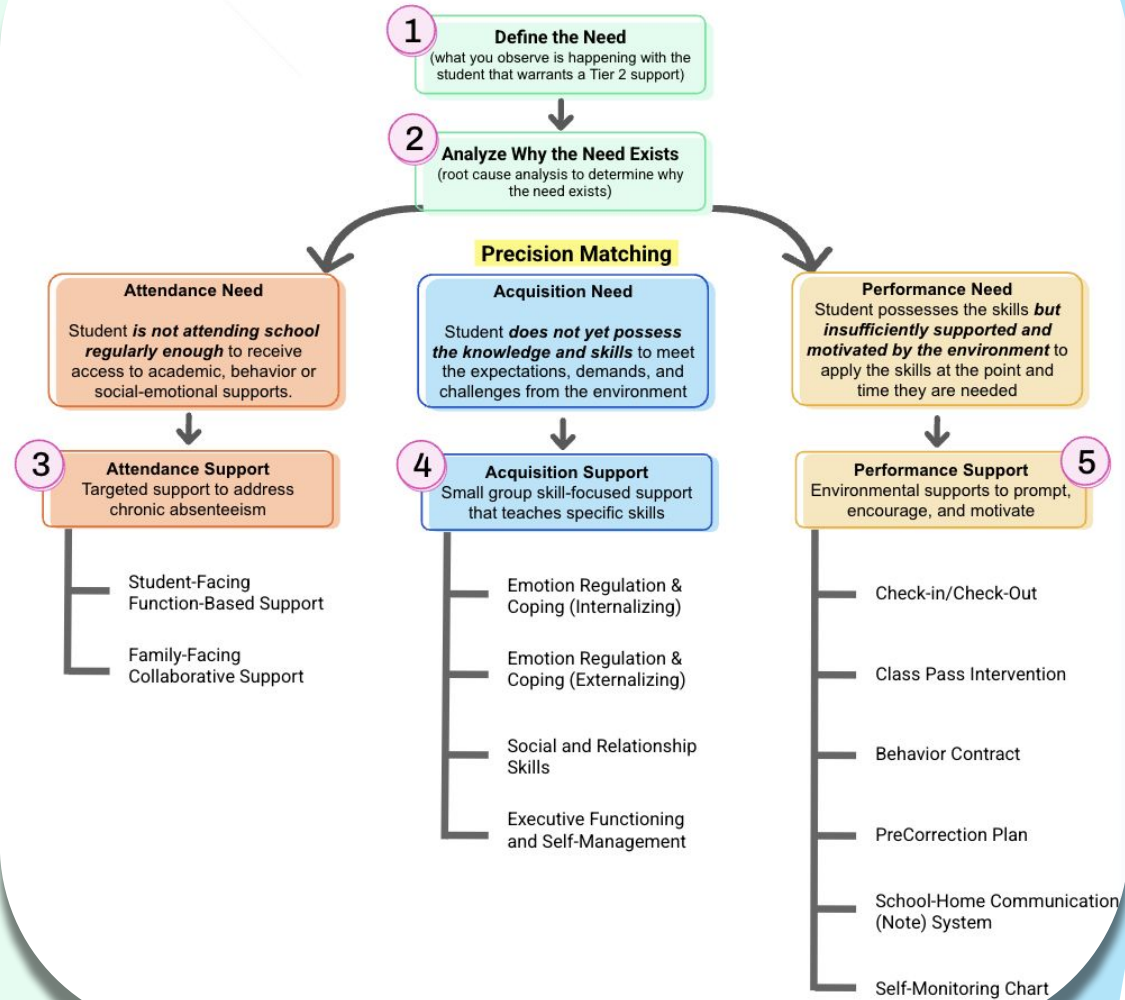
# Performance Need



# Performance-Based Supports



## Matching to a Precise Support that Targets the Root Cause that Explains Why a Student's Need Exists

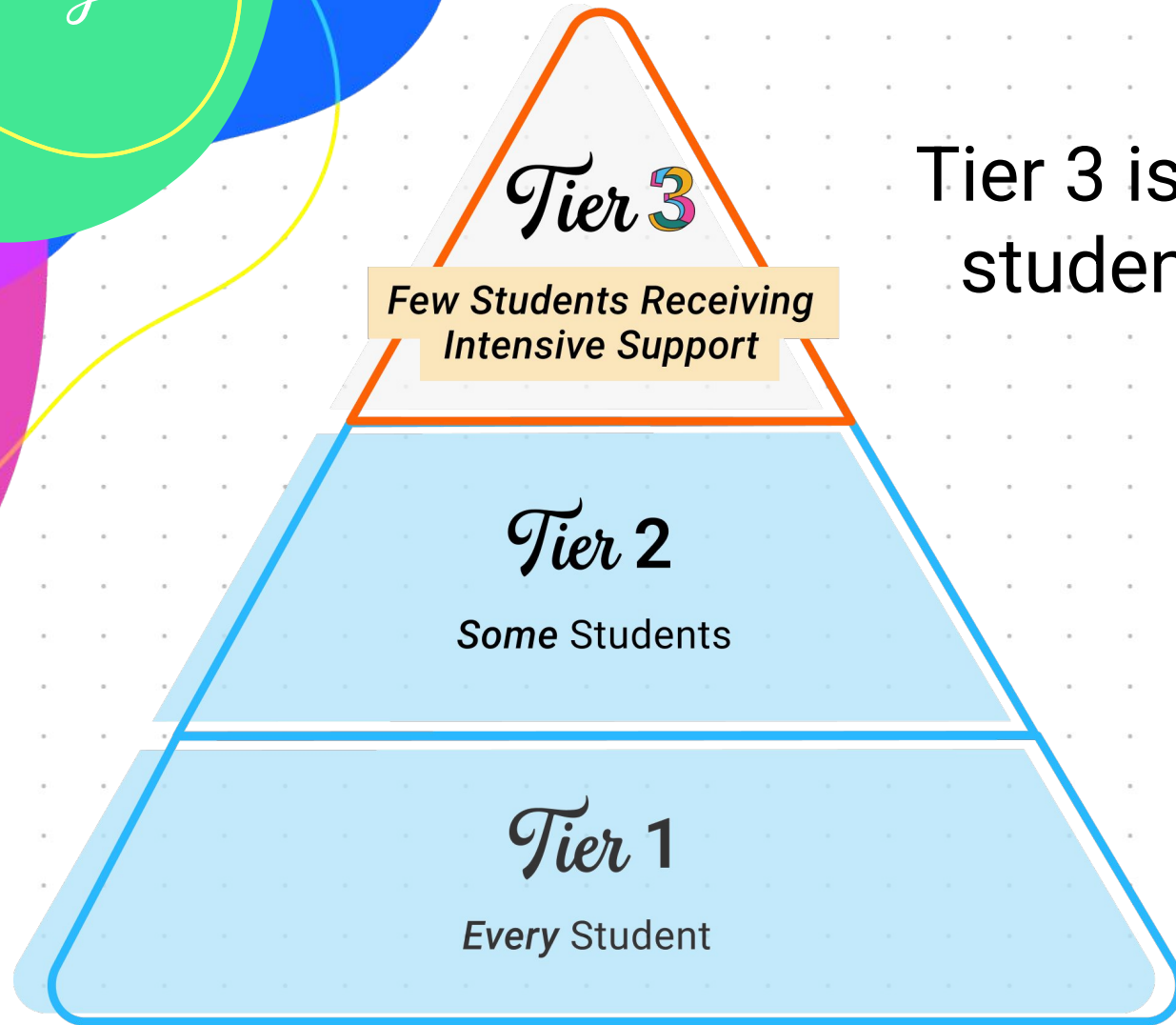




**What are the implications if schools**

# **DON'T GET TIER 3 RIGHT?**





Tier 3 is **Individualized Support** for students with the greatest needs.

## Evidence-Based Tier 3 Supports



### Environment Support Pathway

Function-based behavior intervention planning for students with challenging behaviors that result in safety concerns, negatively impact learning environments, or harm relationships with others. This Pathway guides educators to gather and use data from a practical functional behavioral assessment to develop an effective Behavior Support Plan.

#### Behavior Support Plan:

- Teaching strategies to support the acquisition and use of skillful replacement behaviors
- Proactive strategies to prevent unskillful behaviors from occurring
- Responsive strategies to reinforce replacement behaviors and address unskillful behaviors



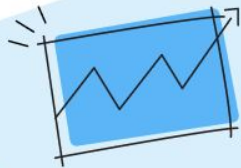
### Skill Support Pathway

Delivery of common elements of evidence-based practice to address the student's underlying mental health need. This Pathway supports students to acquire and apply knowledge and skills that enable them to overcome challenging situations in school and outside of school and achieve important goals.

#### Precise skill support is provided by the following:

- Identify the top mental health need (e.g., anxiety, depression, executive functioning, trauma)
- Access to resources (session content, student workbooks, family resources) to deliver tailored skill support that addresses the identified mental health need

# Process of FBA to BSP



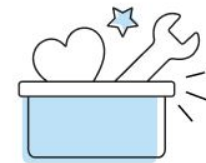
Gather FBA Data



Use FBA to Develop  
a Hypothesis



Create a Pathway  
Chart



Develop a Behavior  
Support Plan

# Science of Behavior

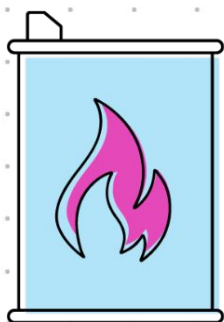
Factors that affect  
the students  
motivational state

Unwanted  
Experience

Elopement

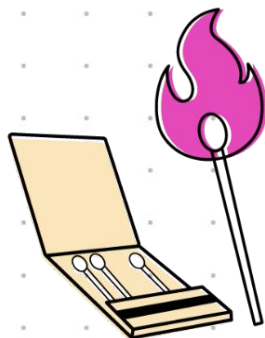
Escape to  
something more  
preferred

Setting Event



Lighter Fluid

Activating  
Event



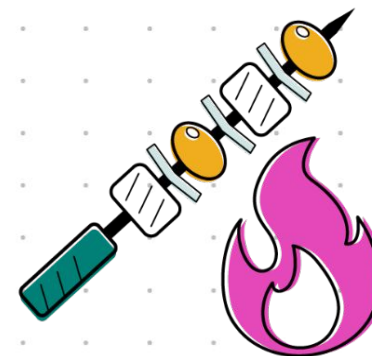
Match

Unskillful  
Behavior



Fire to Light the Grill

Maintaining  
Consequence



Delicious Meal

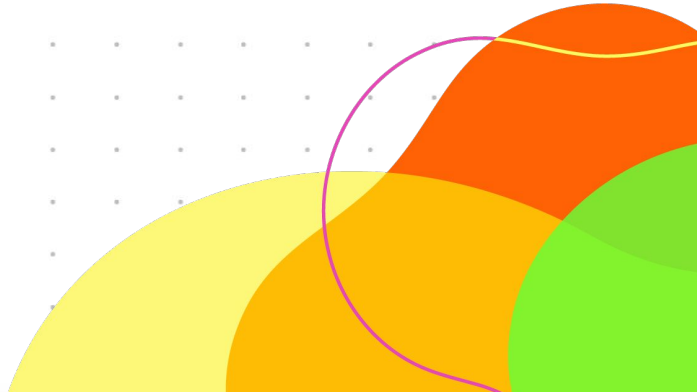
# Effective Counseling

- ☒ Meeting 1-on-1 or in small groups
- ☒ Establish supportive relationships
- ☒ Teach knowledge and skills
- ☒ Problem-solve situations to improve daily functioning



## A Reality

**Workforce struggles to  
feel competent &  
confident to deliver  
Tier 3 supports**

A decorative graphic in the bottom right corner consisting of overlapping yellow, orange, and green circular shapes.



## Competence



Develop the knowledge  
and skills to deliver a  
given support

+

## Confidence



Feel capable of making  
decisions & delivering  
support

= **Capacity**





# 3 Proactive Strategies



**Proactive Teaching**

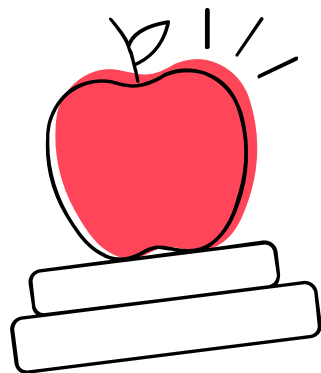


**Proactive Relationships**



**Proactive Environment**



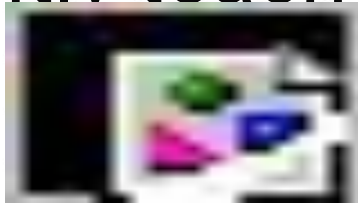


# Proactive Teaching



# 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?**





# **Proactive Relationships**

# 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



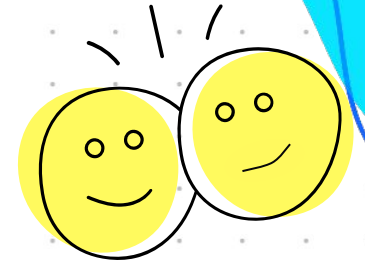
One **cannot withdraw** from a relationship **until deposits have been made**

## 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)*

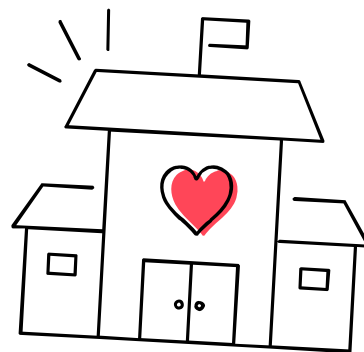
Dear (Name),  
I am relaying a compliment home. Today, I noticed (name of student) (said, did, or achieved) \_\_\_\_\_. I found that to be worthy of a compliment, which is why I wanted to share with you. Wishing you a great evening.

*(salutation & your name)*

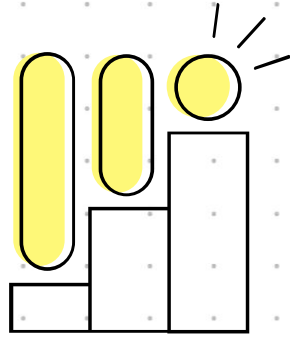
A yellow speech bubble with a black outline is positioned above the main text. It has a small tail pointing towards the text.

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

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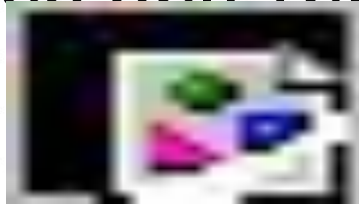


# **Proactive Environment**



# **Predictability** comes from clarity & consistency


(promotes self-regulation)



# Neutralizing Routine

A yellow wavy line is positioned below the title.

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.

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# Routines to Wash Off

## Lighter Fluid



Setting  
Event



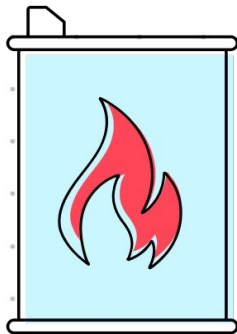
Triggering  
Event



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

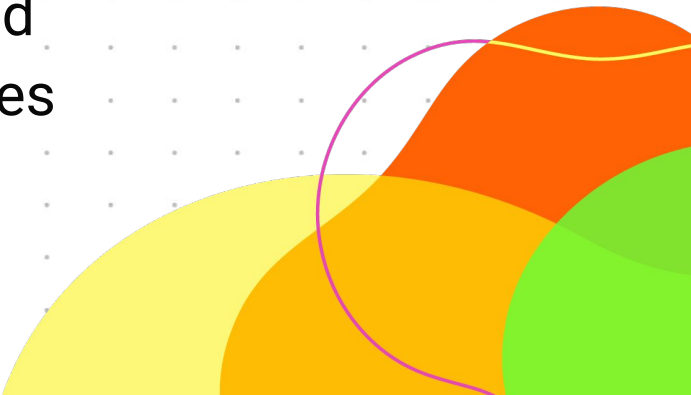
A yellow squiggle, resembling a stylized 'M' or a series of connected loops, is positioned below the main title.

## 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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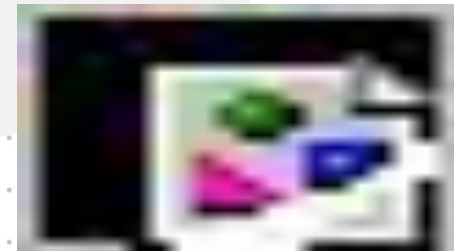
**Since we believe in**  
**Prevention...**





# Turn & Talk

**What is 1...**  
thing you plan to implement  
when you go back to your  
schools or district?





**Who is 1...**  
person you plan to share  
this information with after  
this presentation?





@characterstrong



@characterstrong





# 60 Second Feedback

