

OHIO SCHOOL
PSYCHOLOGY
ASSOCIATION


Comprehensive Behavioral Health in Schools

Presented by: Andria Amador, Ed.D.
 Created by: Andria Amador, Ed.D. and Jill Battal, Ph.D.

1

OBJECTIVES

- Participants will be able to identify essential components of comprehensive behavioral health services.
- Participants will understand the importance of supporting behavioral health and SEL skills during remote schooling.
- Key components of MTSS and SEL will be shared along with additional resources.



2

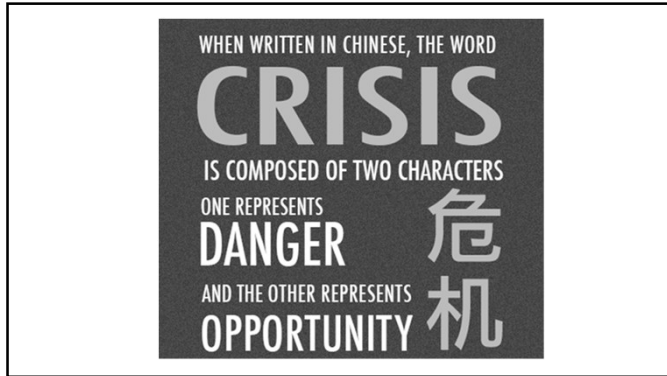
OVERVIEW

COVID-19 has caused significant trauma, stress and economic hardship for many of our students, families and staff.

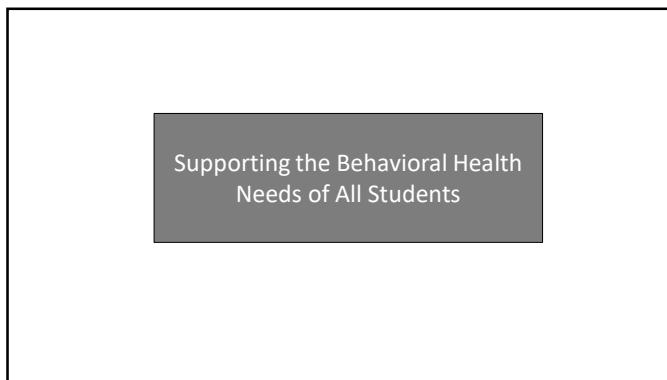
COVID-19 has disproportionately impacted our students and families of color and our economically disadvantaged students.

MTSS
NASP Practice Model
Staff Self-Care

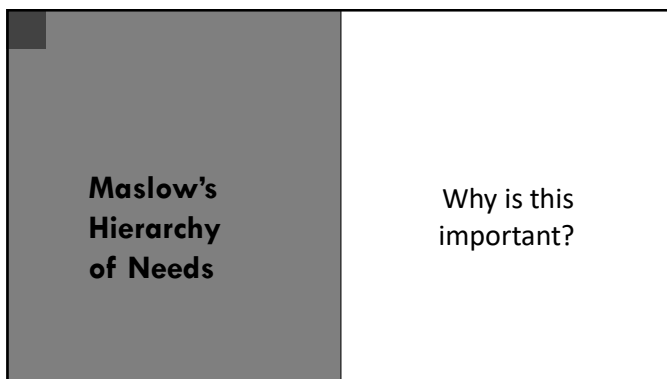
3



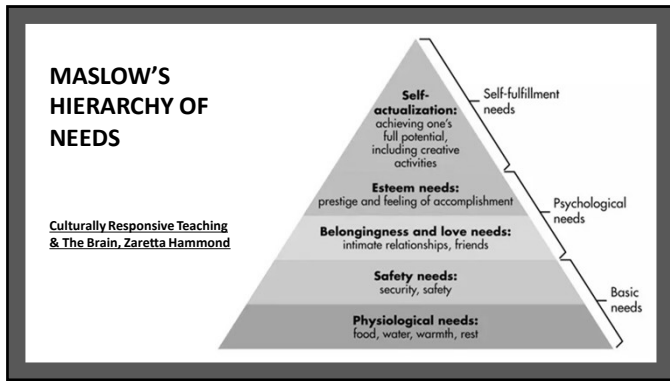
4



5



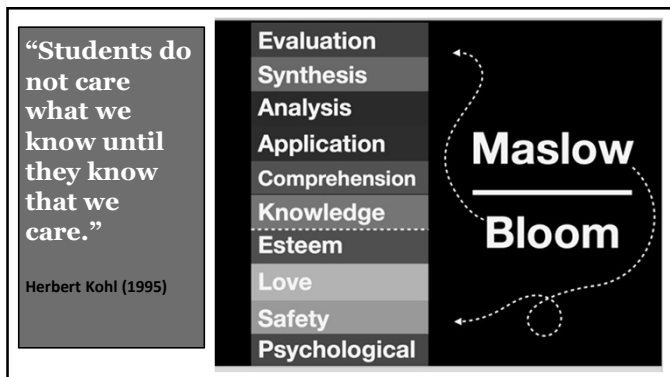
6



7



8



9

BUILDING RELATIONSHIPS

Connecting with students begins with relationships.
What are you doing to form relationships with students?
Do you know their strengths and weaknesses?
Do you know their interests or hobbies?
What do you know about their cultural background?

10

WHAT IS TRAUMA?

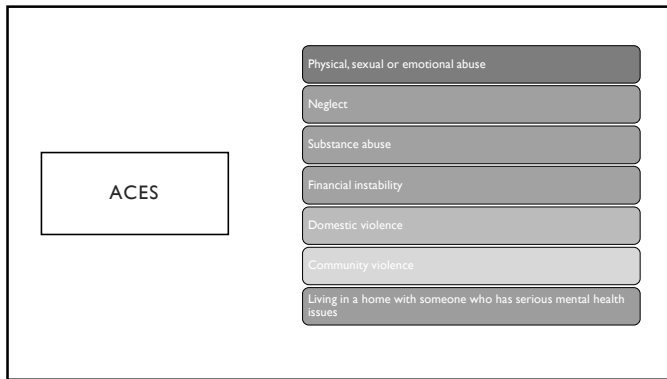
Trauma:
Individual **trauma** results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being. (SAMSHA)

11

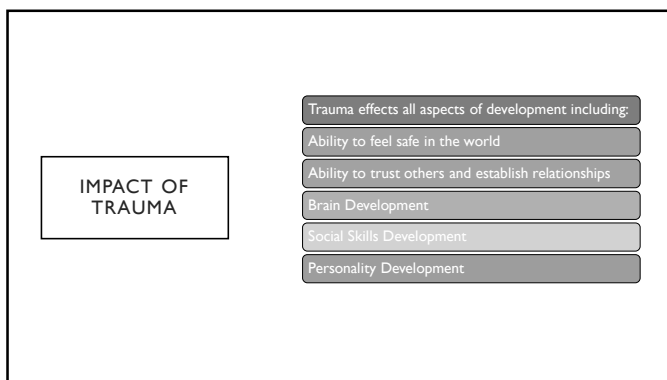
ACEs Quiz

- Think of a student you support with a trauma history
- Click on this [link](#) to complete quiz

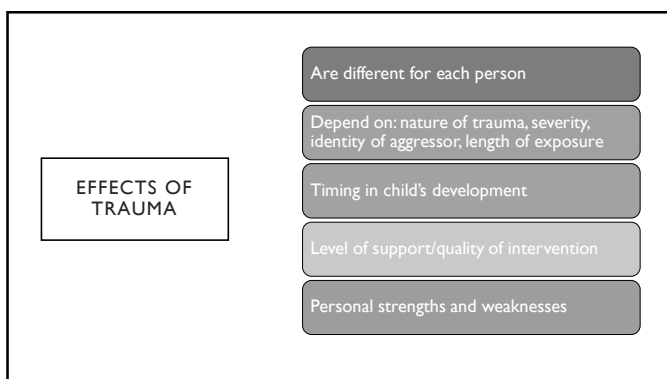
12



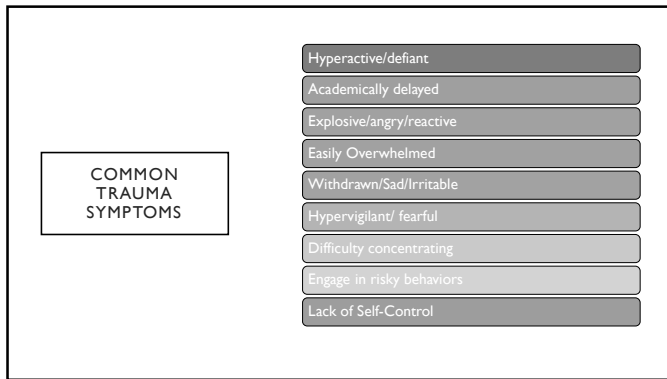
13



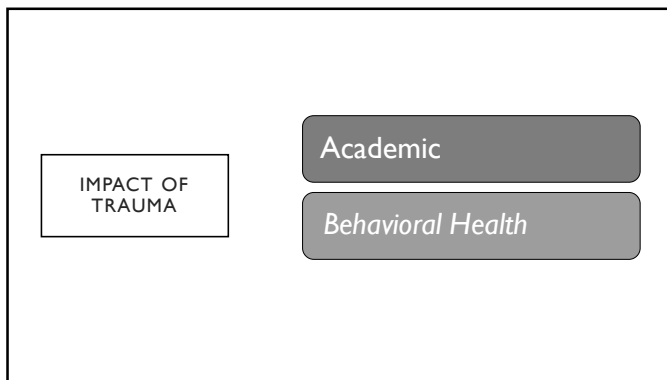
14



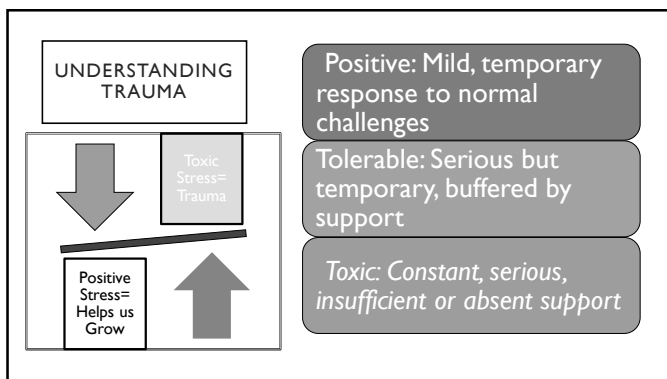
15



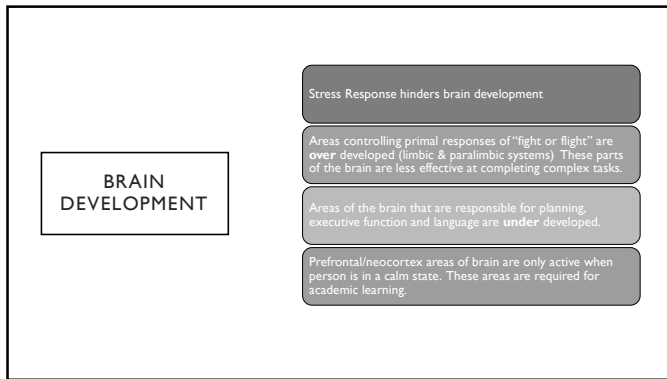
16



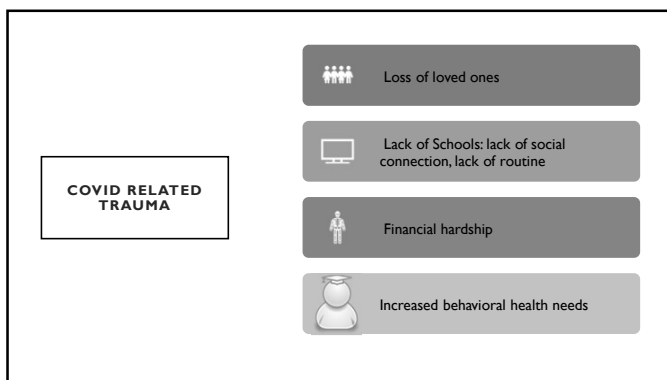
17



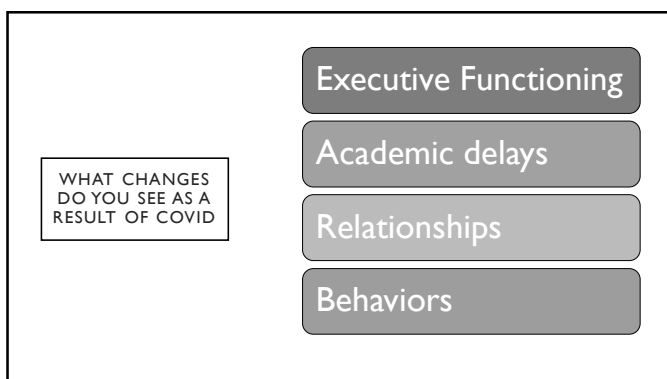
18



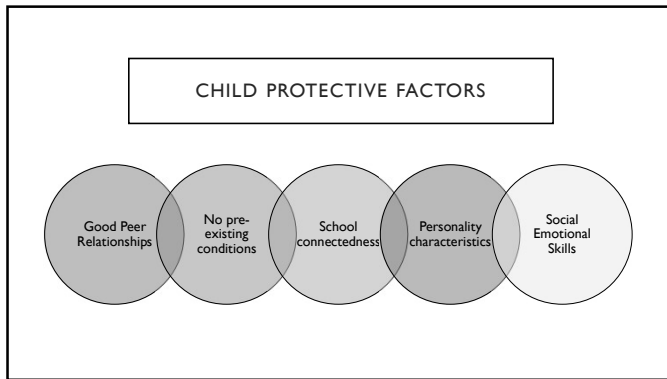
19



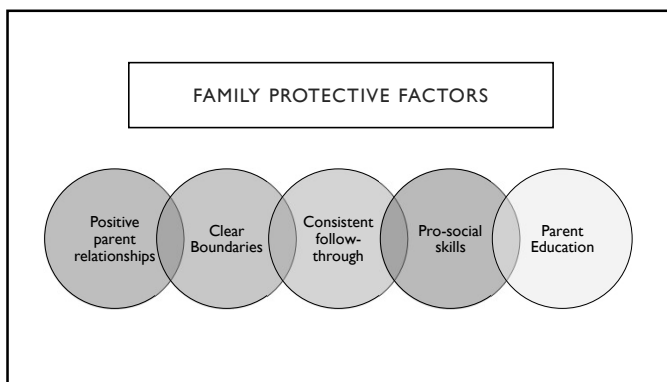
20



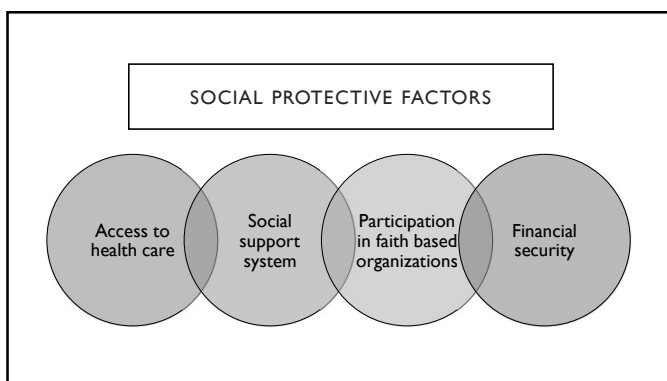
21



22



23



24

Breakout Rooms

- Discuss in the breakout rooms the impact that COVID has had on students and staff.
- How is your school responding?

25

Development of positive relationships

Understanding of trauma and its impact

Promote a culture of self-care

Voice and choice

Access to Resources

Cultural competence and promotion of equity

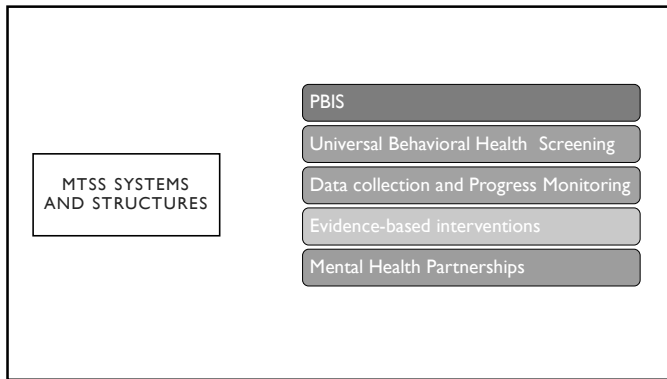
Social Emotional learning

TRAUMA
INFORMED
PRINCIPALS

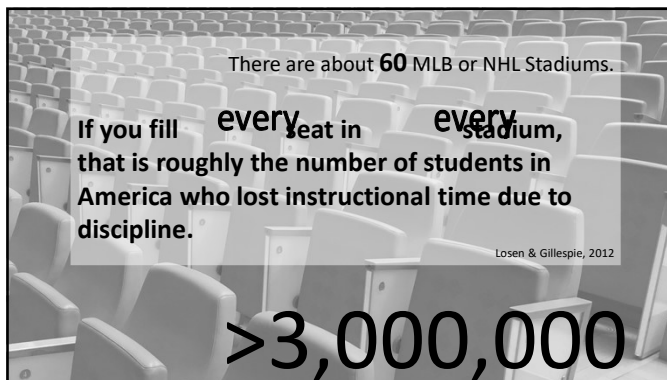
26

MTSS

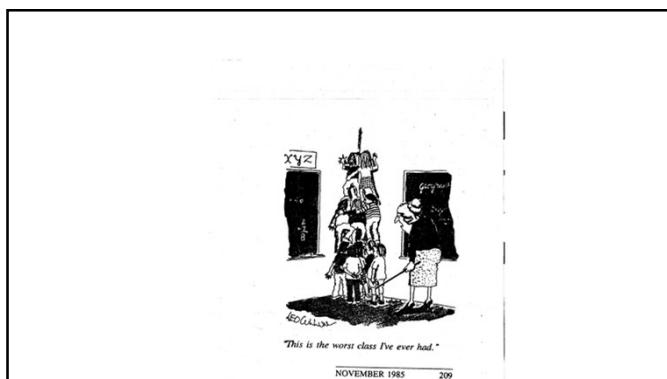
27



28



29



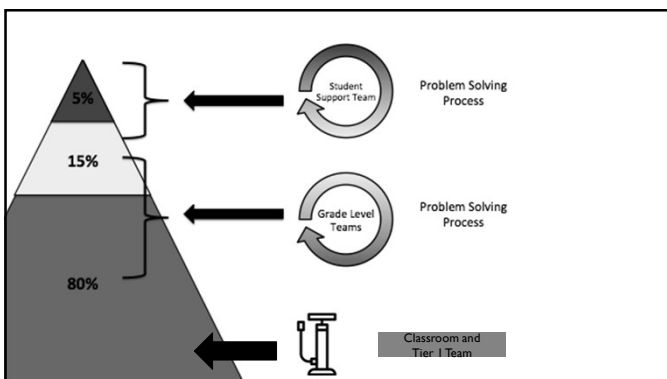
30



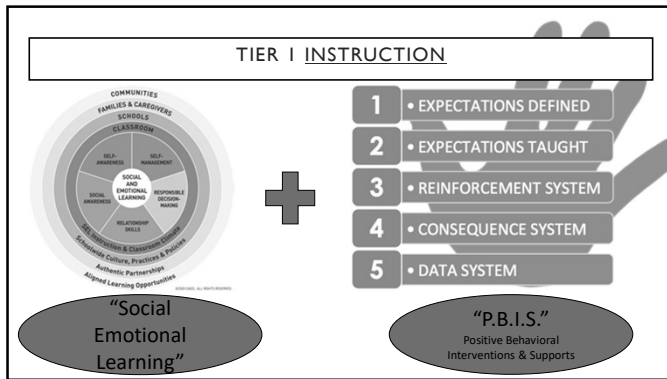
31

ATTRIBUTION THEORY		
	INTERNAL Individual	EXTERNAL Environment
STABLE Fixed "Things we can't control"		
UNSTABLE Changeable "Things we can control"	<input type="checkbox"/> SEL skills <input type="checkbox"/> Coping strategies <input type="checkbox"/> Relationships	<input type="checkbox"/> Reinforcement <input type="checkbox"/> Social Interactions

32



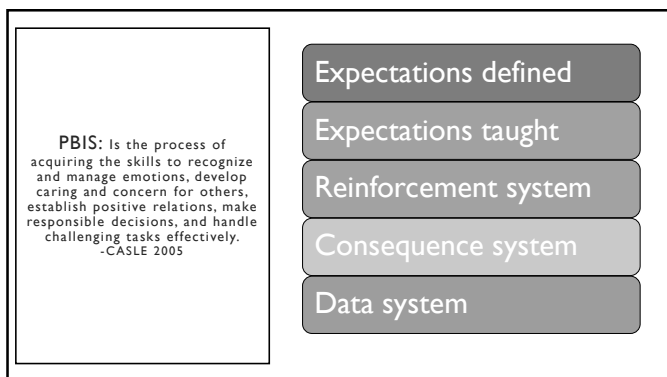
33



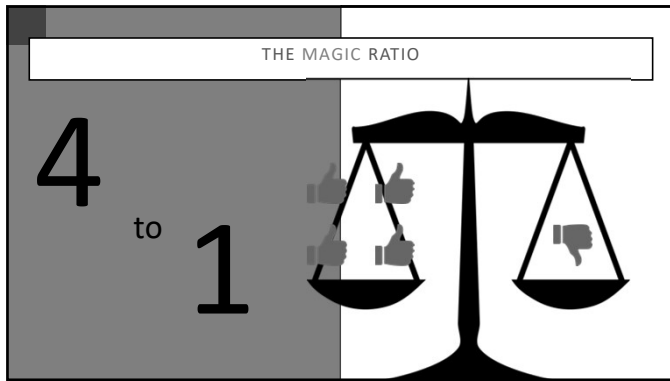
34

	WHAT	WHY	HOW
INSTRUCTION	<ul style="list-style-type: none"> School Wide Positive Behavioral Interventions and Supports (SWPBS) Social Emotional Learning (SEL) Curricula 	<p>Students need to know behavioral expectations throughout the school building in order to be successful in the school environment</p> <p>Students need social and emotional skills to successfully navigate interactions with peers and adults</p>	<p>Organize the school environment to prevent problem behaviors and reinforce positive behaviors</p> <p>Instruction in fundamental social skills, such as empathy, relationship building, and conflict management</p>
ASSESSMENT	<ul style="list-style-type: none"> Universal Screening 	Schools need universal data from all students to understand the strengths of instructional programming, as well as areas of need.	Collect objective information that can be used to guide instruction at multiple levels (e.g., school, grade, class, and individual student)
DATA BASED DECISION MAKING	<ul style="list-style-type: none"> Problem Solving Teams & Data Based Decision Making 	School teams need to understand how to use universal assessment data to make systemic decisions about instruction	School teams are effectively organized to promote efficient data-based decision making.

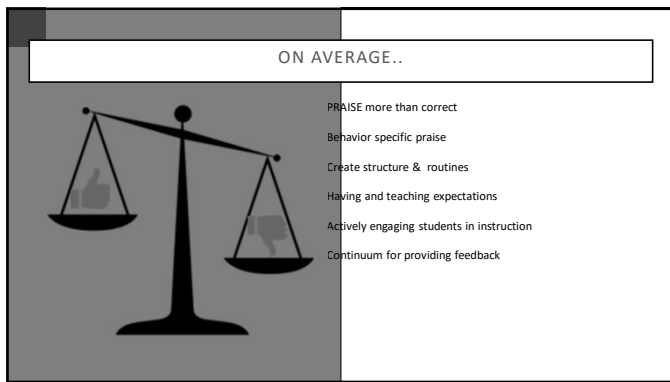
35



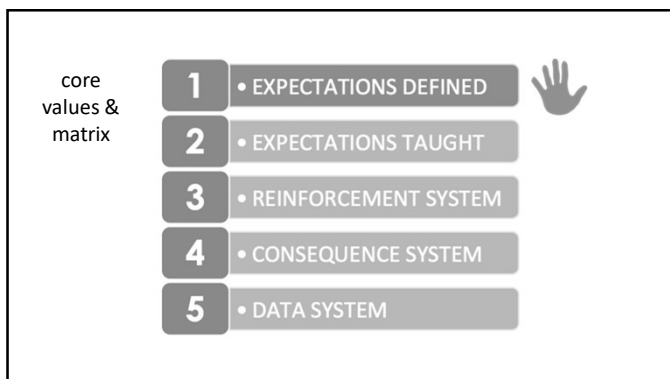
36



37



38



39

EXPECTATIONS DEFINED

Five or fewer positively stated behavioral expectations, and examples by setting/location for student and staff behaviors.

Example:

- Behavior Matrix

40









Teaching Matrix		SETTING					
Expectations	All Settings	Hallways	Play Area	Media Center	Classroom	Lobby	Bus
	Respect Ourselves Be on task. Give your best effort. Be safe.	Respect Others Be on task. Give your best effort. Be safe.	Respect Property Recycle. Clean up after self.	Respect Ourselves Be on task. Give your best effort. Be safe.	Respect Others Be on task. Give your best effort. Be safe.	Respect Property Recycle. Clean up after self.	Respect Ourselves Be on task. Give your best effort. Be safe.
	Respect Others Be on task. Give your best effort. Be safe.	Respect Property Recycle. Clean up after self.	Respect Ourselves Be on task. Give your best effort. Be safe.	Respect Others Be on task. Give your best effort. Be safe.	Respect Property Recycle. Clean up after self.	Respect Ourselves Be on task. Give your best effort. Be safe.	Respect Others Be on task. Give your best effort. Be safe.
	Respect Property Recycle. Clean up after self.	Respect Ourselves Be on task. Give your best effort. Be safe.	Respect Others Be on task. Give your best effort. Be safe.	Respect Property Recycle. Clean up after self.	Respect Ourselves Be on task. Give your best effort. Be safe.	Respect Others Be on task. Give your best effort. Be safe.	Respect Property Recycle. Clean up after self.

41

Brighton High School - School Wide Expectations

	RESPECT	INCLUSIVITY	RIGOR
CLASSROOM	Actively listen to each other Address others politely Arrive on time and prepared Practice positivity Use materials & space as intended	Accept others' perspectives and cultures Be mindful of others' learning styles Include others' ideas Learn about your peers Encourage and support peers	Give your best effort Take initiative Ask exploratory questions Be mentally and physically present Express thoughts confidently & kindly
SHARED SPACES	Allow personal space Use appropriate language Share and care for space Show kindness	Advocate/look out for others Be friendly Use indoor volume	Respect guests Help keep spaces clean Arrive to class by second bell
LIBRARY	Use resources as intended Use appropriate voice level Clean up after yourself	Recommend books to peers Work together Maintain a safe & supportive environment Be mindful of others' learning	Study or practice mindfulness Use resources to problem solve Ask questions
CAFETERIA	Pick up after yourself Show courtesy	Sit with someone new Ask others to join you Find commonality with others Be mindful of others' space	Eat in a timely manner Practice patience Clean up after others Eat nutritious food

42

CAFETERIA	RESPECT	INCLUSIVITY	RIGOR
	Be Polite to Cafeteria Staff 	Sit with new people 	Look out for each other 
	Throw away trash 	Share table space 	Clean up trash that is not yours 
	Use appropriate language 	Be Friendly 	

43



44

REMEMBER TO FOCUS ON...

Culturally & Linguistically Sustaining Practices

- Students
- Staff

Accessible Language

- Multiple Languages
- Icons/Graphics

Observable Behaviors

- Clear
- Generalizable to all settings

45

Lesson plans to
teach
expectations

1 • EXPECTATIONS DEFINED

2 • EXPECTATIONS TAUGHT

3 • REINFORCEMENT SYSTEM

4 • CONSEQUENCE SYSTEM

5 • DATA SYSTEM



46

WHY TEACH BEHAVIOR?

MAKE THE RIGHT THING EASY
AND THE WRONG THING HARD.

47



48

EXPECTATIONS TAUGHT

Expected academic and social behaviors are taught directly to all students in classrooms and other campus settings/locations

Example:

PBIS Lesson Plans

Universal Social Emotional Learning Curricula

49

School wide
process for
reinforcing
positive
behavior

1 • EXPECTATIONS DEFINED

2 • EXPECTATIONS TAUGHT

3 • REINFORCEMENT SYSTEM

4 • CONSEQUENCE SYSTEM

5 • DATA SYSTEM



50

WHAT IS A REINFORCEMENT SYSTEM?

A **written** set of procedures for specific behavior feedback that is:

- [a] linked to school-wide expectations and
- [b] used across settings and within classrooms.

51

Harvard Kent Hallway Behaviors	
<p><u>The Bucks</u></p> <p>White= 1 Buck (given to individual students) Blue= 5 Bucks (given to whole class)</p> <p>Bucks should never be taken away once a student or class earns them</p> <p>If you need more bucks please see our banker: Brendan Brett</p> <p>On Thursday of each week you will receive a link to a google doc in your email to record how many bucks your class earned that week</p>	<p><u>The Rewards</u></p> <p><u>Weekly</u></p> <ul style="list-style-type: none"> ❖ Go to lunch and recess early on Friday ❖ Banner to hang outside classroom ❖ Class announced over the intercom <p><u>Monthly</u></p> <ul style="list-style-type: none"> ❖ Class announced over the intercom ❖ Entire class (and teacher!) attend a lunch at Warren Tavern
<p><u>The Hallway Matrix</u></p> <p>Will be displayed in the hallways</p> <p>You can reference the matrix at anytime</p>	<p><u>Student Rollout</u></p> <p>Jason will be speaking with the students on Friday May 1st at each of the dances</p>

52



53

WHY REINFORCE BEHAVIOR?

- ✓ **MORE LIKELY** to occur again (students know they are doing the right thing)
- ✓ Clarify & Practice **EXPECTATIONS**
- ✓ Establish & maintain positive student-adult **RELATIONSHIPS** in the school community

54

HOW TO REINFORCE BEHAVIOR?

- ✓ **Be Relevant:** Consider students' developmental, cultural & learning history
 - Use more reinforcement when a skill is new
- ✓ **Be Specific!** Make sure students know exactly what you're reinforcing
- ✓ **Be Positive!** Draw more attention to the desired skill than the problem behavior.

55

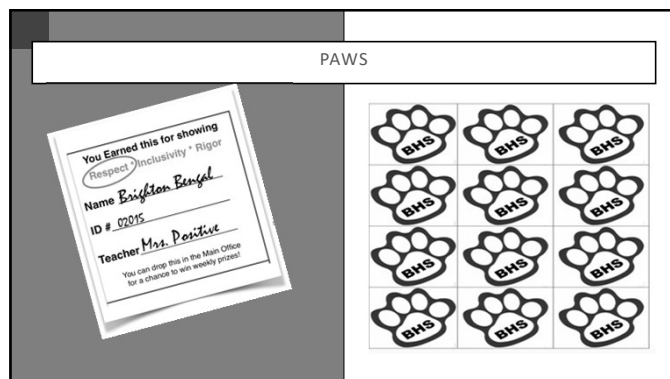
...AND ALWAYS REMEMBER!

Reinforcement is provided after a desired behavior occurs.

Reinforcement is earned.

Reinforcement should not be removed if an undesirable behavior occurs later.

56



57



58

WHAT IS A CONSEQUENCE SYSTEM?

Clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure for addressing office-managed vs. staff-managed problems.

Examples

- Office Discipline Referral forms that emphasize school-wide expectations
- Procedures outlines for entering events into SIS/ASPEN

59

CONSEQUENCE SYSTEM

Link to [Behavior Definitions](#)

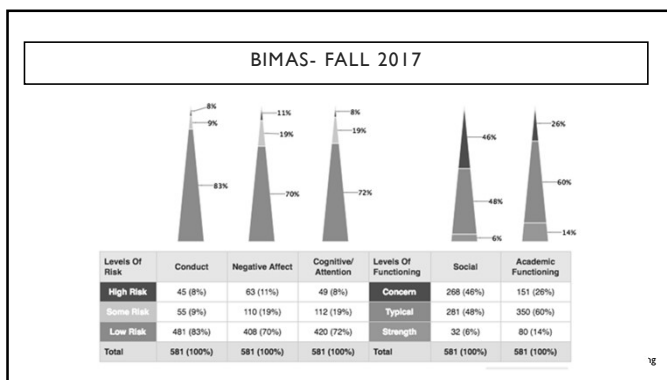
Link to [Out of Classroom Referral](#)

60

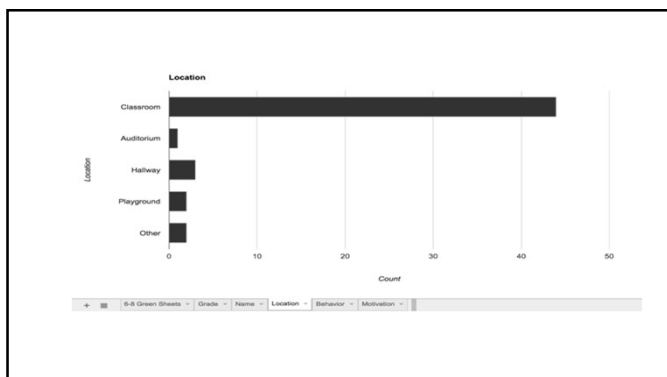
[illegible]



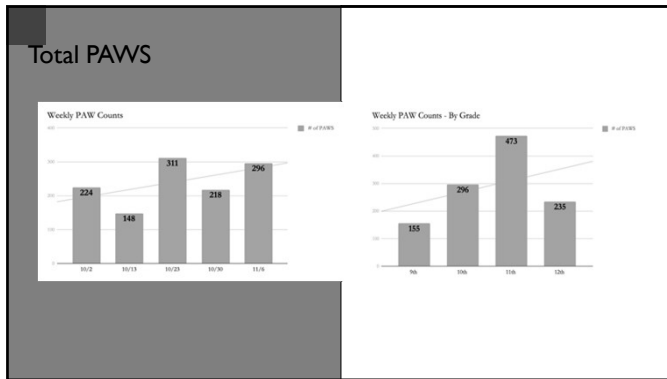
64



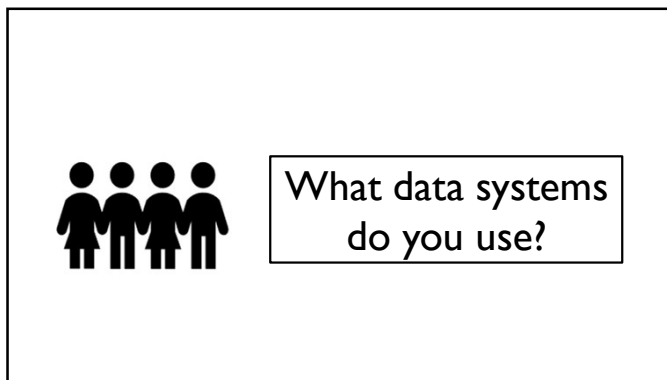
65



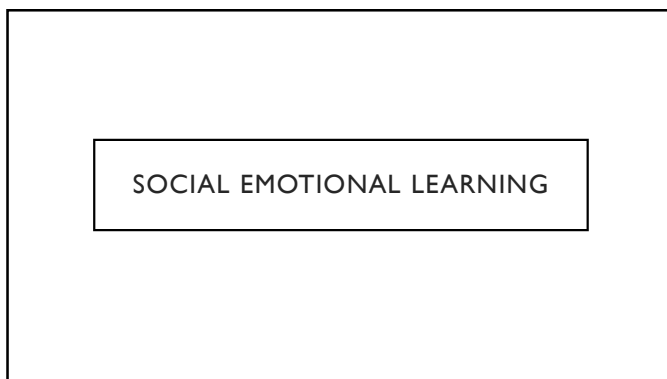
66



67



68



69

SEL: Is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relations, make responsible decisions, and handle challenging tasks effectively.
-CASLE 2005

Second Step

DBT in Schools

Open Circle

Zones of Regulation

70

“If a child doesn’t know how to read, we *teach*.”

“If a child doesn’t know how to swim, we *teach*.”

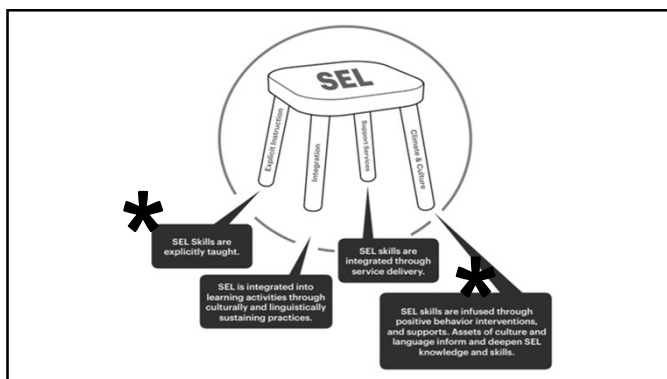
“If a child doesn’t know how to multiply, we *teach*.”

“If a child doesn’t know how to drive, we *teach*.”

**“If a child doesn’t know how to behave, we...
...*teach*? ...*punish*?”**

“Why can’t we finish the last sentence as automatically as we do the others?”

71



72

11%
academic
gains

11:1
return on
investment

IMPACT

93% of teachers believe teaching SEL is very or fairly important.

Source: The Missing Piece

“Despite their importance to education, employment, and family life, the major educational and school reforms of the K-12 system over the last few decades have not focused sufficiently on the socio-emotional factors that are crucial to learning.”

SEL IMPACT

<http://www.casel.org/impact/>

73

Circles
Teach your students the Circles rules of social boundaries.

Restorative Practices

- Address and resolve the needs of the school community
- Build healthy relationships between students and adults
- Resolve conflict, heal individuals and groups, and grow a community
- Reduce, prevent, and restore healthy behavior
- Repair harm and restore positive relationships

Advisory

Break Free From Depression

Book by Andy P.N. Davis

© Children Hospital Denver

open circle

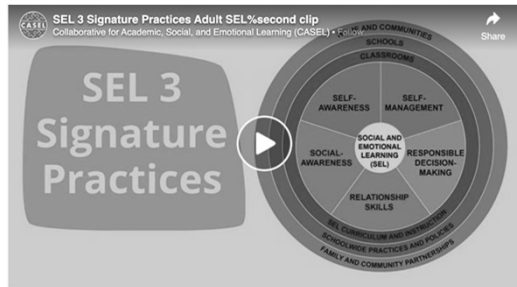
ACT

ACKNOWLEDGE
CARE | TELL

74

SECOND STEP VIDEO

75



76

WELCOMING RITUALS	
SEL SIGNATURE PRACTICES	EXAMPLES
<p>WELCOMING RITUAL (1-9 minutes) Activities for Inclusion</p> <p>Ritual openings establish safety and predictability, support contribution by all voices, set norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful these activities must be: carefully chosen, connected to the learning of the day and engagingly facilitated.</p>	<p>Classroom Examples:</p> <ul style="list-style-type: none"> • "Do Now" Homework Helpers • Class circles • Name games / Greet warmly by name • Morning Meeting • Writing Prompts / Partner Discussions <p>School-Wide Examples:</p> <ul style="list-style-type: none"> • Adults express joy in seeing students and welcome students into the classroom. • Glad to see late arrivals. • Morning announcements include student voice.

77

ENGAGING PRACTICES	
<p>ENGAGING PRACTICES (1-15 minutes) Sense Making & "Brain Breaks"</p> <p>Engaging practices are brain compatible strategies that can foster: relationships, cultural humility and responsiveness, empowerment, and collaboration. They intentionally build adult SEL skills. These practices can also be opportunities for brain breaks that provide a space for integrating new information into long-term memory. (Otherwise it is soon forgotten.)</p>	<p>Classroom Examples:</p> <ul style="list-style-type: none"> • Directly teach SEL skills through evidence-based programs. • Turn To Your Partner: Sharing and listening to make sense of new input. • Co-create working agreements with your students. • Brain Break - Stand and Stretch: Refresh and reset the brain; include movement and making connections. • Opportunities for Interaction: Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group.

78

OPTIMISTIC CLOSURES	
<p>OPTIMISTIC CLOSURE (3-5 minutes) Reflections and Looking Forward</p> <p>End the day by having students reflect on, and then name something that helps them leave on an optimistic note. This provides positive closure, reinforces learning, can connect school to home, and create a moment of looking forward to returning tomorrow.</p>	<p>OPTIMISTIC CLOSURE (3-5 minutes) Reflections and Looking Forward</p> <p>End the day by having students reflect on, and then name something that helps them leave on an optimistic note. This provides positive closure, reinforces learning, can connect school to home, and create a moment of looking forward to returning tomorrow.</p>

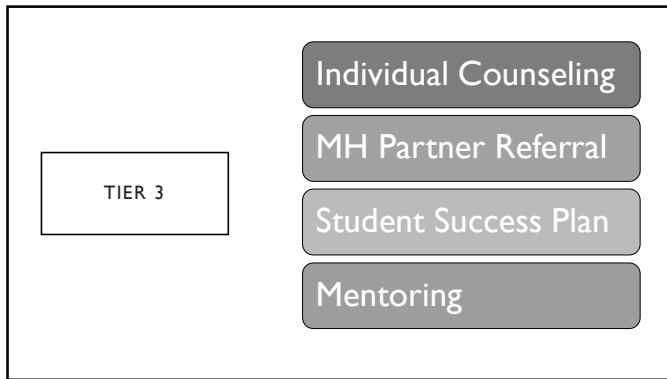
79

TIER 2	Check-in/ Check-Out
	Coping Cat
	DBT
	EF

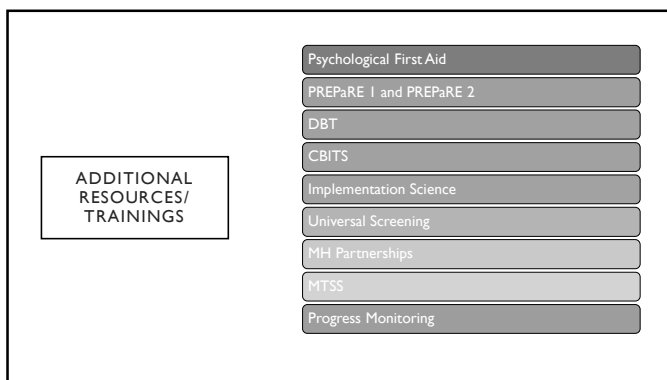
80

INTERVENTION FIDELITY	Check-in/ Check-Out
	Coping Cat
	DBT
	EF

81



82



83



84

Breakout Rooms

- Complete the 3-2-1 activity sheet
- Discuss in the breakout rooms

85

NASP PRACTICE MODEL

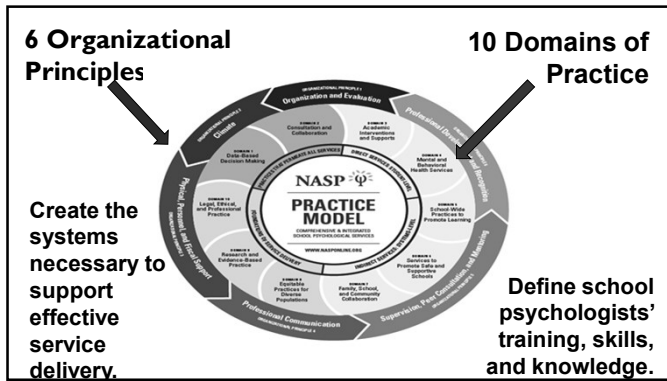
Advocacy and Your Expanded Role

86

THE NASP PRACTICE MODEL

- ✓ **Provides** the framework for the scope of school psychological services
- ✓ **Defines** how systems support comprehensive service delivery
- ✓ **Equips** schools to leverage school psychologists' skills and expertise to improve student and school outcomes
- ✓ **Enables** schools to improve/expand service delivery even as they work to improve ratios and organizational capacity over time.

87



88

10 DOMAINS OF PRACTICE

Knowledge, training, and skills to meet the needs of students, families and schools

89

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

Domain I: Data-Based Decision Making

- School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

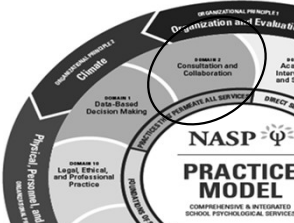
The diagram shows a partial view of the NASP Practice Model, focusing on the "Data-Based Decision Making" domain. It includes the central core and the surrounding domains, with arrows indicating the flow of information and services.

90

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

Domain 2: Consultation & Collaboration

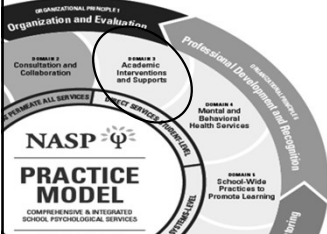
- School Psychologists have knowledge of varied models and strategies for consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services.



91

DIRECT SERVICES—STUDENT LEVEL

Domain 3: Academic Interventions & Instructional Supports

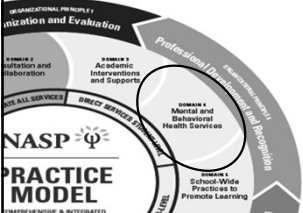


- School psychologists use assessment and data collection methods to implement and evaluate services that support academic skill development.
- Requires understanding of biological, cultural, and social influences on academic skills.

92

DIRECT SERVICES—STUDENT LEVEL

Domain 4: Mental & Behavioral Health Services & Interventions

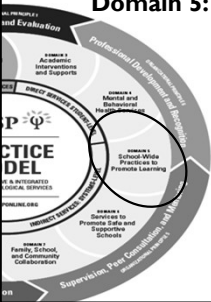


- School psychologists design, implement, evaluate services to promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
- Understanding of behavioral and emotional impacts on learning and of evidence-based strategies to promote social-emotional functioning.

93

INDIRECT/SYSTEMS-LEVEL SERVICES

Domain 5: School-Wide Practices to Promote Learning

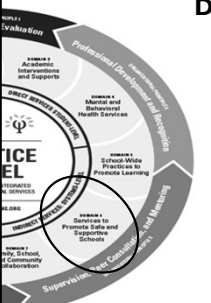


- School psychologists develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.
- Knowledge about systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health.

94

INDIRECT/SYSTEMS-LEVEL SERVICES

Domain 6: Services to Promote Safe & Supportive Schools

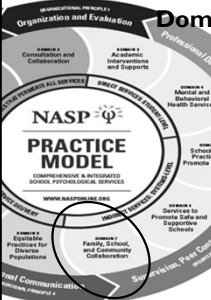


- School psychologists promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
- Knowledge of research related to social-emotional well-being, resilience, and risk factors in learning and mental and behavioral health; services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.

95

Indirect/Systems-Level Services

Domain 7: Family, School, and Community Collaboration



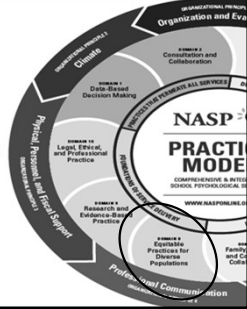
- School psychologists design, implement, and evaluate services that respond to culture and context.
- Facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

96

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

Domain 8: Equitable Practices for Diverse Student Populations

- School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity.
- Advocacy for social justice and equity that eliminates systemic barriers for minoritized populations and ensures that each student receives what they need to benefit from opportunities.

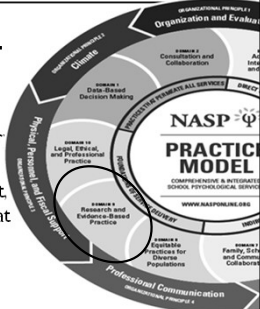


97

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

Domain 9: Research & Evidence-Based Practice

- School psychologists evaluate and apply research as a foundation for service delivery.
- Use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and systems levels.

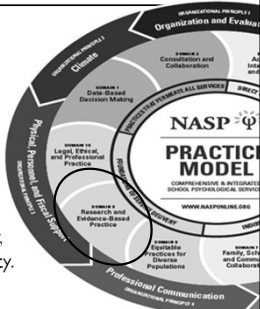


98

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

Domain 10: Legal, Ethical, & Professional Practice

- School psychologists apply professional work characteristics needed for effective practice, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and commitment to social justice and equity.



99

6 ORGANIZATIONAL PRINCIPLES

Culture, systems, and conditions that facilitate effective service delivery

100

ORGANIZATIONAL PRINCIPLES

1. Organization & Evaluation of Service Delivery
2. Climate
3. Physical, Personnel, & Fiscal Support Systems
4. Professional Communication
5. Supervision, Peer Consultation, & Mentoring
6. Professional Development & Recognition Systems



101

1:500 RECOMMENDED RATIO

Sustainable professional capacity to support teachers' ability to teach and ensure that all students are ready and able to learn

102

COMMON BARRIERS TO IMPLEMENTING THE NASP PRACTICE MODEL

- Limited understanding of broad scope of practice
- Narrow role defined by district
- Poor ratios of school psychologists to students
- Critical shortage of school psychologists and positions to fulfill the role
- Funding structures

103

OVERCOMING BARRIERS TO IMPLEMENTING THE PRACTICE MODEL

Improving the Ratio

- Immediately
 - Communicate benefits of a comprehensive role to school board and district leaders to advocate for positions
 - Collect/share data with key stakeholders on services delivered, outcomes, and ratio comparisons
- Next steps
 - Collaborate with local universities to develop and enhance practicum or internship programs
 - Align job description and personnel evaluations with the NASP Practice Model
- Long-term
 - Align pay and benefits packages with the comprehensive training and educational requirements of the field
 - Consider additional stipends for national certification to attract school psychologists to your district

104

OVERCOMING BARRIERS

Enhancing Services

- Immediately
 - Have school psychologists take the NASP Self-Assessment to help determine service-based PD needs
 - Offer PD specific to helping school psychologists hone their skills within each domain
- Next Steps
 - Conduct service needs assessment
 - Use self-assessment data and needs assessment to determine where school psychs spend their time and what could be done differently
 - Align school psychological services evaluation with the NASP Practice Model
 - Include school psychologists in systems level activities
- Longer-Term
 - Ensure supervision and mentoring of school psychologists by school psychologists
 - Provide opportunities for school psychologists to serve on district leadership teams and in administrative capacities

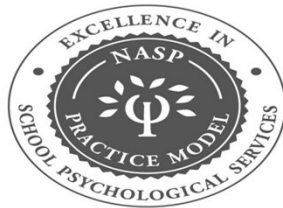
105

EXCELLENCE IN SCHOOL PSYCHOLOGY RECOGNITION PROGRAM OVERVIEW

106

ESPS RECOGNITION PROGRAM

- Recognizing school districts proactively working to implement comprehensive school psychological services.
- Designed both to support implementation of the organizational principles defined in the NASP Practice Model and to acknowledge the success and progress of districts in meeting them.
- In second year of program.



www.nasponline.org/standards/practice-model/

107

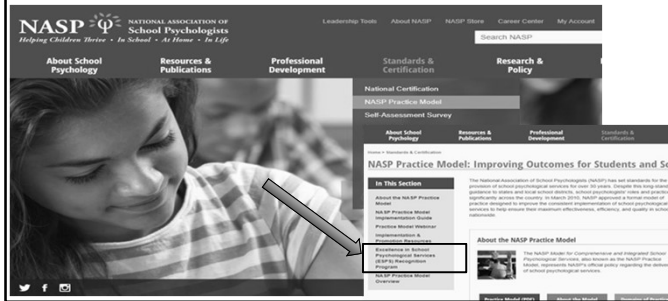
ESPS RECOGNITION PROGRAM



- Structured evaluation tool
- Method to facilitate change
- Mechanism to raise awareness of school psychologists' value
- Tool to advocate for more effective organizational structures and supports
- Incentive benefits for district
- Formal, public recognition
- 4 levels of recognition to highlight growth over time

108

ACCESSING ESPS INFORMATION



109

SUPPORTING STAFF SELF-CARE

Created by: Jennifer Corish-White

110


STRATEGIES FOR STAFF SELF-CARE



- ❑ **Practice mindfulness.**
 - ❑ Non-judgmental, present-moment awareness is good for teachers' mental health and can enhance their relationships with students. Several mindfulness studies with educators indicate that a few weeks of practice may result in a decrease in burnout and an increase in emotion regulation and resilience.
 - ❑ Regular mindfulness practice may also influence the way teachers view and relate to their students. After nine weeks of mindfulness practice, some teachers report that they are more likely to positively evaluate challenging students and that they have a greater tendency to forgive them.

111


STRATEGIES FOR STAFF SELF-CARE



- ❑ **Be kind to yourself.** Researcher Kristin Neff describes "self-compassion" as "the practice of quieting the inner critic, replacing it with a voice of support, understanding, and care for oneself." Studies suggest that adults high in self-compassion and well-being experience less burnout, anxiety, depression, and self-criticism, and an increase in coping skills and well-being.
- ❑ **Challenge your thoughts.** Cognitive reappraisal involves questioning and shifting your interpretation of a situation or event, and many studies show that it can help to lessen both emotional and physical feelings of anxiety and buffer our stress response.
- ❑ **Learn to identify and name your emotions.** In a review of multiple studies, researchers found that emotional suppression, avoidance, and denial are related to an increase in mental health challenges. On the other hand, research suggests that actually labeling our emotions can decrease the amygdala response—or the part of the brain associated with emotional responses. In other words, "name it to tame it."

112

STRATEGIES FOR STAFF SELF-CARE






- ❑ **Get up and moving.** Research studies clearly demonstrate that regular physical exercise can bolster your quality of life, but did you also know that simply doing things that you don't necessarily feel like doing can also lift your spirits? Twenty research studies link behavioral activation—or engaging in activities despite feeling depressed or isolated—with greater happiness and well-being.
- ❑ **Seek support from friends or colleagues.** Research tells us that social support can make us more resilient to stress, mitigating the effects of secondary traumatic stress and burnout. We simply cannot do this work alone, and there are lots of opportunities to connect (especially if you feel like you don't have the time). Join a professional learning community, meet other teachers weekly at a restaurant or bar to grade papers and talk. Run together, practice mindfulness together, or spend five minutes each morning doing yoga stresses before class.

113

WHAT'S IN YOUR TOOLBOX?

S

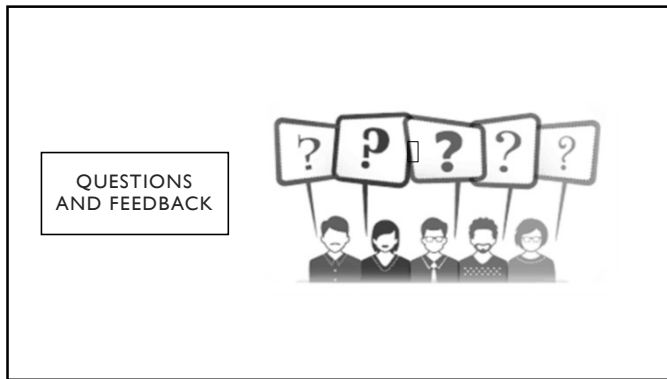
Share Out

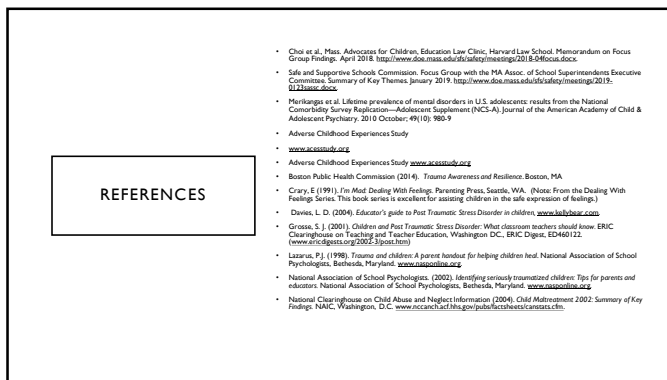
- What tools, tips, techniques or ideas to you have for self care & well being that our **entire community** might benefit from?
- What self-care intentions will you set for the remainder of the school year?

Share out in the chat box!

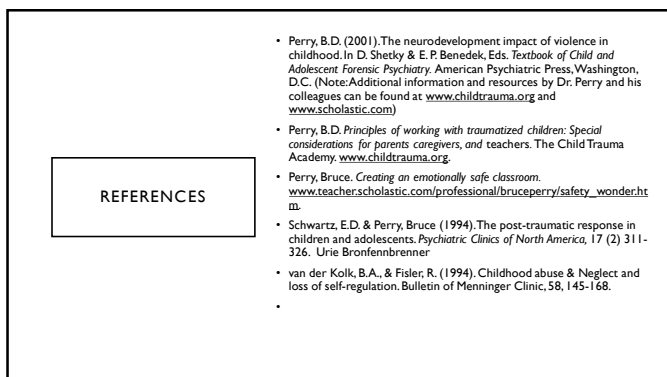
114



115



116



117

RESOURCES

- How Trauma is Changing Children's Brains
<http://neatoday.org/2016/05/17/trauma-and-children/>
- Child Trauma Toolkit for Educators:
<https://www.nctsn.org/resources/child-trauma-toolkit-educators>
- Preventing Adverse Childhood Experiences (ACEs)
<https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf>
- Helping Traumatized Children Learn 1
https://drive.google.com/file/d/1IIEQmwHwzFI_AurPpBbHXmzOBkL64HhHd/view?usp=sharing
- Helping Traumatized Children Learn 2 Creating and Advocating for Trauma-Sensitive Schools
<https://drive.google.com/file/d/0B0XbwyQXLhboQXRjc29MYXVCQVU/view?usp=sharing>
- NASP Framework for Effective School Discipline
<https://www.nasponline.org/disciplineframework?fbclid=IwAR33pgO0I7tdrkV2WQKeb4ehaMwHqAJFiTasdLC8O4fCcPF59maepUEXq2U>

School Renery Considerations
<https://drive.google.com/file/d/1HkVghFrUyJdeDhQWUBPOOwuCNoStIQdh/view?usp=sharing>

118

WEBSITES

- CASEL
- NASP
- NTSN
- Second Step
- BPS Comprehensive Behavioral Health Model (CBHM)
- www.cbhmboston.org
- Child Welfare Information Gateway
- www.childwelfare.gov
- Collaborative for Academic, Social and Emotional Learning
- www.casel.org
- National Association of School Psychologists
- www.nasp-online.org

119