

Mental Health Support for Students



Dr. Robert Arroyo Jagielski
Senior Director of Student Safety, Wellness and Engagement

With students in turmoil, US teachers train in mental health

By Jocelyn Gecker

Since the pandemic started, experts have warned of a mental health crisis facing American children that is now visibly playing out at schools across the country.

Benito Luna-Herrera, a 7th grade social studies teacher in Southern California, tells of middle school students whose post-pandemic depression led them to thoughts of suicide. Other educators say they have never seen so much school violence, anxiety, depression, substance abuse and suicide ideation.

[Associated Press](#)

Later school start times eyed to address youth mental health crisis

By Meredith Deliso

California was the first state to mandate that high schools start no earlier than 8:30 a.m. Pediatrician Dr. Bert Mandelbaum hopes New Jersey will be the second.

New Jersey is one of several states exploring later school start times, as educators and health professionals grapple with concerns about the pandemic's impact on youth's mental health.

[ABC News](#)

Many Teens Report Emotional and Physical Abuse by Parents During Lockdown

By Ellen Barry

New research from the Centers for Disease Control and Prevention on adolescents' mental health during the coronavirus pandemic suggests that for many teenagers who were ordered to stay at home, home was not always a safe place.

A nationwide survey of 7,705 high school students conducted in the first half of 2021 built on earlier findings of high levels of emotional distress, with 44.2 percent describing persistent feelings of sadness or hopelessness that prevented them from participating in normal activities, and 9 percent reporting an attempt at suicide.

[New York Times](#)

Los Angeles Times

The Washington Post

Education

‘A cry for help’: CDC warns of a steep decline in teen mental health

More than 4 in 10 told the health agency they felt ‘persistently sad or hopeless’

By Moriah Balingit

March 31, 2022 at 1:00 p.m. EDT



Listen to article 7 min



LIFESTYLE

Familia, let's talk about nuestra salud mental

May 11, 2022

Main Talking Points with Students:

- It's OK,
to NOT be OK!
- You are not alone
- We are aware
- We, including you,
are doing/can do
something about it!

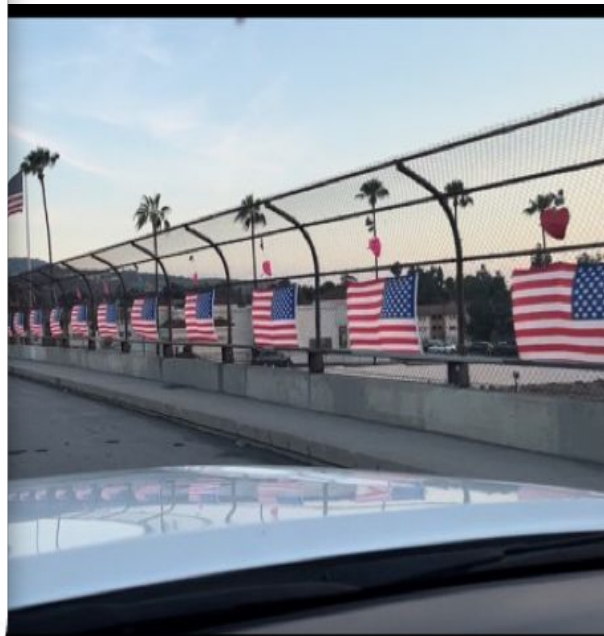
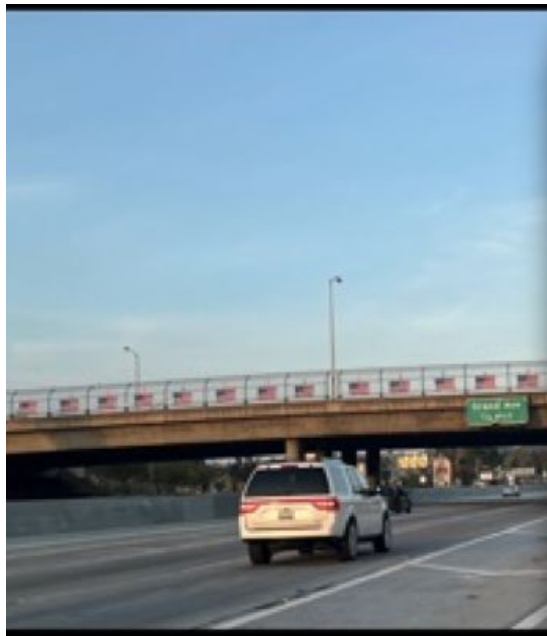
Comprehensive Wellness Supports



- **Overview:
Big Picture**
- What is currently in place?
- Next Steps

MASLOW'S HIERARCHY OF NEEDS





DUSD'S COMPREHENSIVE WELLNESS SUPPORT SYSTEM



Social Emotional Learning

- Connects Wellness and Mental Health
- Classroom Strategies
- Relationships
- Resiliency
- Awareness
- Wellness Centers & School Teams

Comprehensive Wellness Supports



- Overview: Big Picture
- **What is currently in place?**
- Next Steps

Be honest and don't deceive, cheat, or steal.
Be reliable — do what you say you'll do.

TRUSTWORTHINESS

Have the courage to do the right thing. *Accountability*
Be loyal — stand by your family, friends, and country.

Use good manners and avoid using bad language.

Be considerate of the feelings of others.

Treat others with respect and follow the Golden Rule.

RESPECT

Deal peacefully with anger, hatred, and disagreements. *Courteous*

Be tolerant and accepting of differences.

Plan ahead and always do your best.

Set a good example for others.

Be accountable for your words, actions, and attitudes.

RESPONSIBILITY

Do what you are supposed to do. *Persistent*
Use self-discipline and think before you act.

Take turns and share with others.

Be open-minded and listen to what others have to say.

FAIRNESS

Don't take advantage of others.

Compassion

Don't blame others carelessly.

Love yourself and give from your heart.

Be charitable and altruistic.

Express gratitude and forgive others.

CARING

Be compassionate and show you care.

Be kind.

Help people in need and lend your support.

Be a good neighbor.

Protect the environment and volunteer.

Do your share to make your school and community better.

CITIZENSHIP

Obey laws and rules.

Cooperate.

Get involved in community affairs.



SEE SOMETHING?

SAY SOMETHING!

BE THE ●
SOLUTION



**REPORT
SUSPICIOUS
ACTIVITY**

CALL OR TEXT **REPORT TO**
844.562.0094

UP TO \$1000 REWARD



SE HABLE ESPAÑOL

WeTiP ●
Powered by **CatapultEMS**



BE THE SOLUTION

**SEE
SOMETHING?
SAY
SOMETHING!**



CALL, TEXT, OR SCAN TO MAKE A REPORT

844.562.0094

WeTiP ●

SE HABLE
ESPAÑOL

ANONYMOUS TWO-WAY COMMUNICATION AVAILABLE

64.1%

of youth with major depression do not receive any mental HEALTH TREATMENT.

Mental Health America

1 in 5

teens & young adults lives with a mental HEALTH CONDITION.

National Alliance for Mental Illness

5.13%

of youth report having a substance use or ALCOHOL PROBLEM.

Mental Health America

Why Youth Mental Health First Aid?

Youth Mental Health First Aid teaches you **how to identify, understand and respond to signs of mental illnesses and substance use disorders**. This **2-hour** training gives adults who work with youth the skills they need to reach out and provide initial support to adolescents (ages 12-18) who may be developing a mental health or substance use problem and help connect them to the appropriate care.

WHAT IT COVERS

- Common signs and symptoms of mental illnesses in this age group, including:
 - Anxiety
 - Depression
 - Eating disorders
 - Attention deficit hyperactivity disorder (ADHD)
- Common signs and symptoms of substance use.
- How to interact with an adolescent in crisis.
- How to connect the adolescent with help.

The course will teach you how to apply the ALGEE action plan:

- **Assess** for risk of suicide or harm
- **Listen** nonjudgmentally
- **Give** reassurance and information
- **Encourage** appropriate professional help
- **Encourage** self-help and other support strategies

BUILDING STAFF CAPACITY: WELLNESS SUPPORT

Teachers

- AB 2246: Suicide Prevention Training
- Mental Health First Aid
- Restorative Practices
- Capturing Kids Hearts
- Positive Behavior Intervention Supports (PBIS)
- Zones of Regulation
- The Trauma Informed School

Support Staff

- PREPaRE Training
- Cognitive Behavior Intervention Training for Schools (CBITS)
- Trauma-Informed Practices
- Non-violent Crisis Intervention

CAPTURING KIDS HEARTS

PROFESSIONAL DEVELOPMENT UPDATE



Schools	Full CKH Training # of Teachers	Virtual CKH Training # of Teachers
Doty	32	57
Griffiths	43	59
Stauffer	32	68
Sussman	27	53
Downey	49	136
Warren	83	161
Columbus	7	29
TOTAL	273	563

School Wellness Teams



HFY Program Specialists





Mr. Scott Marshall

Counselor



Ms. Greer

4th Grade Counselor



Mr. Del Rio

7th Grade Counselor



Mrs. Hayes

8th Grade Counselor



Mrs. Carrie Redfox



Mrs. Michelle Navarro

8th Grade Counselor



Mr. Joe Webster

8th Grade Counselor





CST

- More to come in a bit

CLINICAL SCHOOL THERAPISTS

SCHOOL PSYCHOLOGISTS

support students' ability to learn and
teachers' ability to teach.

THEY ARE EXPERTS IN



Learning



Behavior



Mental Health



School Systems

THEY PROVIDE

- Academic, behavioral, and mental health supports
- Evaluation, assessment, and data analysis
- Consultation with teachers and families
- Culturally responsive services
- Crisis prevention and response

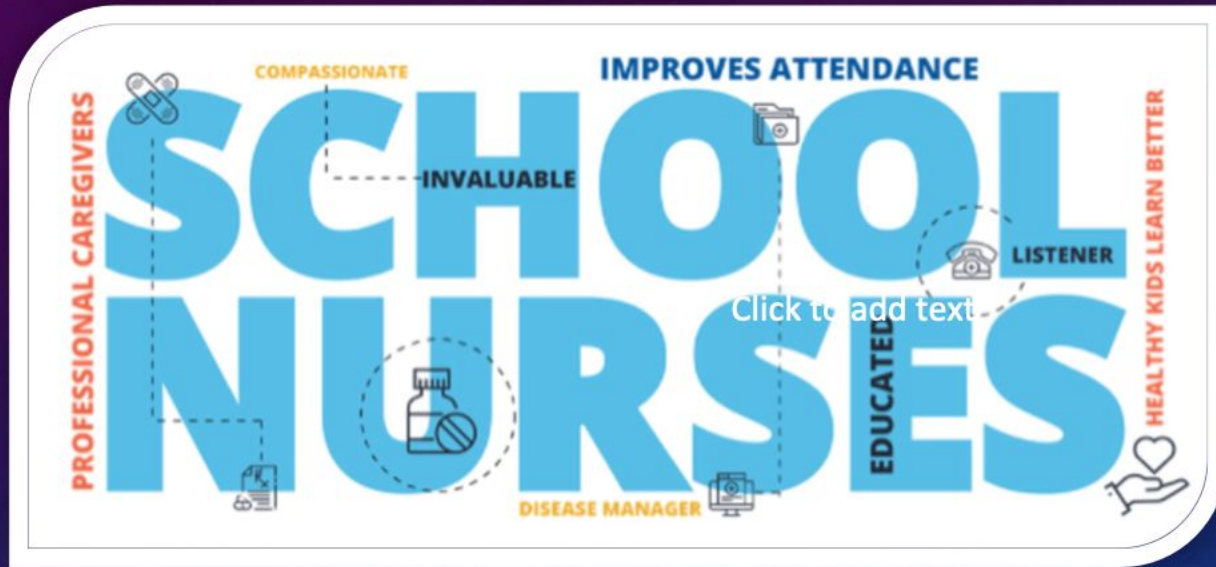


THEY SUPPORT

- Struggling and diverse learners
- Student achievement and well-being
- Safe and supportive learning environments
- School-family-community partnerships
- School-wide data-based decision making



- Beginning of Year: 30-minute suicide prevention training for all staff.
- Teacher training, staff consultation, and student support.



- Improve Health
- Reduce Absenteeism
- Improve Student Performance
- Collaborate & Refer



HFY PROGRAM SPECIALISTS

- Connect families to resources (Tech, WiFi)
- Address Food Insecurity
- Housing and Employment
- Mental Health
- Collaborate & Refer
- Improve Student Performance



- Support Services
- Mental Health Services
- Family Support
- Linkage to community mental health agencies i.e., JFCS
- Group & Individual Counseling
- Parenting Class referrals
- Community resources i.e. food bank, social services

Community Partners

- Expanded mental health support at all elementary schools (includes JFCS)
- Fulltime Pacific Clinics therapists at secondary sites
- Continued PD for teachers and staff.



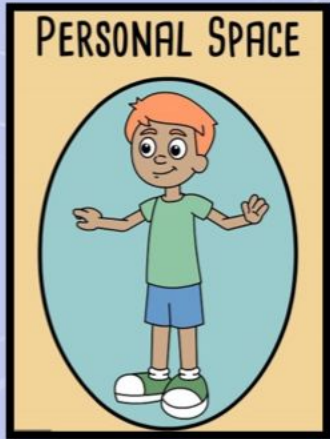
ASSEMBLIES



PERSONAL SPACE

WHAT IS PERSONAL SPACE?

- ❖ The distance between two people
- ❖ The space around your body that helps you feel comfortable near other people and helps them feel comfortable around you
- ❖ I must respect the personal space of others and keep my hands to myself.



APPROPRIATE VS. INAPPROPRIATE

appropriate

inappropriate

***WORDS, PICTURES, TEXTS,
MESSAGES, POSTS, & DRAWINGS***

MESSAGING



Reaching Parents & Students



RESOURCES



Anxiety, Trauma,
and Students in
Foster Care



Trauma-Informed
Tips for Coping
with Testing
Anxiety



Tips for
Recognizing and
Reducing Teacher
Stress

TRAUMA-INFORMED TIPS FOR TALKING TO STUDENTS ABOUT WAR



How to Help Children Understand the Russian Invasion of
Ukraine.pdf

Click here to download a trauma-informed resource for helping
children understand war.

 Download

489.2 KB

Suicide Prevention 101 for Parents: Recognizing Signs and What to Do

This free webinar and Facebook Live event will provide information about suicide prevention for parents, including warning signs for suicide, how to have a conversation with their teen, actions to take if their teen is having suicidal thoughts, and resources.

Register in advance for this webinar:

April 20, 2022 at 5 p.m. to 6:30 p.m.

https://us02web.zoom.us/webinar/register/WN_MeEZUYOnQueJn2RNILq1zw



Program & Film Contest

teen line

Funded by counties through the Mental Health Services Act (Prop 63).



Comprehensive Wellness Supports



- Overview: Big Picture
- What is currently in place?
- **Next Steps**

Community Wellness Partners



Pacific Clinics

ADVANCING BEHAVIORAL HEALTHCARE®



CFGC



caresolace.com



JFCS

of Long Beach &
West Orange County

A COMMUNITY HEALED, ONE PERSON, ONE FAMILY AT A TIME

SEL Curriculum Adoption



rethink**Ed**
Inspiring Hope. Powering Potential



Clinical School Therapists & Wellness Centers



Dr. Rebekah Ruswick, Director of Special Education





Mental Health & Wellness is a SHARED Responsibility in DUSD.



DOWNEY UNIFIED THANKS

our amazing Clinical School Therapists!



Clinical School Therapists (CSTs)

17 Full-Time Clinical School Therapists Employed!

- ✓ 2 Full-Time CSTs @ DHS
- ✓ 2 Full-Time CSTs @ WHS
- ✓ 1 Full-Time CST @ CHS
- ✓ 1 Full-Time CST @ DMS, GMS, MSMS, & SMS, respectively
- ✓ 8 Full-Time CSTs shared across Elementary Sites

Professional Backgrounds Include:

- ✓ Licensed Clinical Social Workers (LCSW)
- ✓ Licensed Marriage & Family Therapists (LMFT)
- ✓ Licensed Professional Clinical Counselors (LPCC)

All CSTs have Pupil Personnel Services (PPS) Credentials

Many CSTs are bilingual



The Role of a Clinical School Therapist

- ✓ Embody an emphasis of the **whole child**
- ✓ Provide the most **intensive** mental health supports to specific students in need
- ✓ Assist our school sites in **proactive** ways to prevent greater levels of need
 - *Individual Counseling Services*
 - *Group Counseling Services*
 - *Connecting Students & Families with Community Mental Health Resources*
 - *Performing Biopsychosocial Assessments*
 - *Conducting Risk Assessments*
 - *Responding to Psychiatric Emergencies*
 - *Collaborating & consulting with Administrators, Counselors, Psychologists, Teachers, and other School Staff*

What is a Biopsychosocial Assessment?

A form of assessment that assists conducted by our CSTs to understand students on multiple levels so as to effectively provide support within the educational setting...

Biological Factors:

age, medical history, diet, appetite, sleep hygiene, physical trauma, etc....

Psychological Factors:

thoughts, feelings, behaviors, psychological trauma, stress, personality, coping skills, etc....

Social Factors:

family relationships, friendships, social supports, cultural influences, living situation, educational history, socio-economic status, spiritual/religious background, hobbies/recreational activities, etc....

Individual Therapeutic Approaches w/ an Educational Lens

Psychodynamic Therapy: *how past experiences affect current problems*

Cognitive Behavioral Therapy: *how thoughts and behaviors affect outcomes*

Mindfulness-Based Counseling: *focuses on feelings and thoughts in the moment, without judgement*

Narrative Therapy: *helping to reshape the stories we tell ourselves about who we are*

Play/Art Therapy: *focuses on use of artistic expression as a release of positive feelings; builds on coping skills*

So many more!

Small Group Therapeutic Approaches

**Site Specific and Dependent on Student Need
Short-Term or Longer-Term**

Elementary Groups:

Social Skills & Friendship
Mindful Movement
Learning Readiness
Self-Love
Kindness Matters
Conflict Resolution
Healthy Minds
Kids Helping Kids
Emotional Regulation
And so many more...

Secondary Groups:

New Pioneers Friendship Group
Building Inner Strengths
Creating Calm
Social Skills
Grief and Loss
Guided Imagery
Holiday Blues
Stress Management
G.I.R.L. Power
And so many more...

The CST Impact - Elementary

Every number tells a story.

174 students received individual counseling support

114 therapy groups operated

39 TLC referrals made

99 referrals made to community agencies

41 risk assessments conducted

1 psychiatric emergency team call resulting in hospitalization

756 instances of “informal check-ins” or mediation

452 instances of classroom “push-in” support provided

The CST Impact - Secondary

Every number tells a story.

236 students received individual counseling support

54 therapy groups operated

35 TLC referrals made

163 referrals made to community agencies

124 risk assessments conducted

36 psychiatric emergency team calls, some resulting in medical or psychiatric hospitalization

2,307 instances of “informal check-ins” or mediation

54 instances of classroom “push-in” support provided

6,640 self-referred walk-ins to secondary wellness centers

6 instances of CST Crisis Response Team mobilized

Our Wellness Centers



About Our Wellness Centers

In 2021-2022, Wellness Centers Opened at all DUSD Secondary Sites!

Wellness Centers are OPEN at:

- ✓ Doty Middle School
- ✓ Griffiths Middle School
- ✓ Stauffer Middle School
- ✓ Sussman Middle School
- ✓ Columbus High School (B1)
- ✓ Downey High School (A101)
- ✓ Warren High School (V3)

Doty Middle School



Griffiths Middle School



GMS has had hundreds, if not thousands of visits from students in the short time our Wellness Center has been fully functioning. I have seen students self-refer as well as groups of students who struggle to connect find a safe space to be themselves and grow socially and emotionally. Further, the clinical therapist has built relationships with our counseling team as well as our school psychologist to synergistically meet the mental health of all students on campus.

Stauffer Middle School



The addition of the CST and Wellness Center has been a game changer for Stauffer. Even before the pandemic, we were overwhelmed with mental health needs, and although we tried our best to address issues, it wasn't enough. Now we are able to collaborate with an expert in the field to make the best possible decisions and recommendations for our students. Furthermore, students are now more likely to seek out help and view the Wellness Center as a safe space on campus.

Sussman Middle School



Downey High School



A101

I believe that we are experiencing a shift—meaning students now have more resources and can go to their Counselor, their psychologist, or the Wellness Center — and they are going to go where they feel welcomed...and that is different for every student. With the resources we have, and with the use of technology, I think we are doing a great job providing student mental health support wherever we can.

Warren High School



V3

Our school has benefitted from the addition of the Wellness Center in that students receive mental health services from caring professionals. We offer support for walk-in students and scheduled appointments. The addition of the Wellness Center has created a positive, safe space for students to de-escalate, take a break, receive resources, and/or speak with a therapist. As a result, there is a normalization of mental health needs/support that has come from this addition.

Columbus High School



B1

With Ms. Canales at the helm, the Wellness Center has supported the social-emotional needs of over 800 students seeking a mental break, receiving one-one counseling, group activities, crisis support ,and more. She works with teachers and the WC team to initiate and create systems and procedures that maximize the support for our students.

About Our Wellness Centers

Wellness Center Goals:

- ✓ Provide & connect students with support and resources
- ✓ Offer a safe space, free of judgment
- ✓ Nurture the mental health and wellness of our students

Services Offered:

- ✓ Individual Counseling
- ✓ Group Counseling
- ✓ Referrals to Outside Agencies
- ✓ A Supportive Space to Breathe, Center, & Regroup
- ✓ A Safe Place to Connect or Disconnect

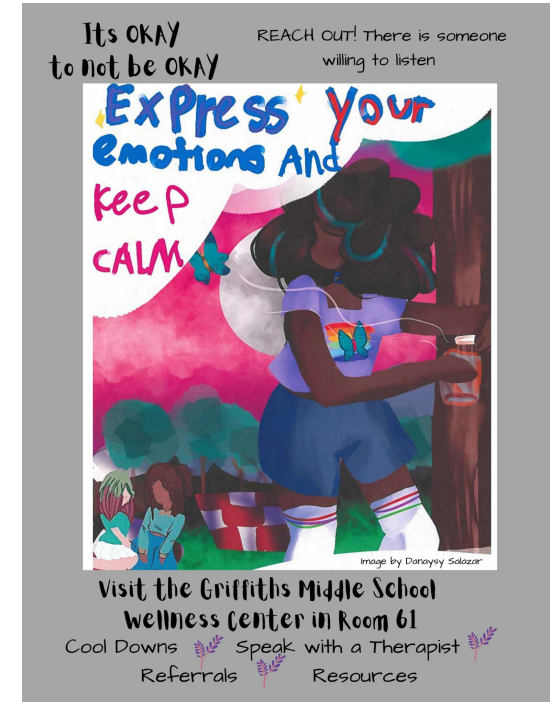
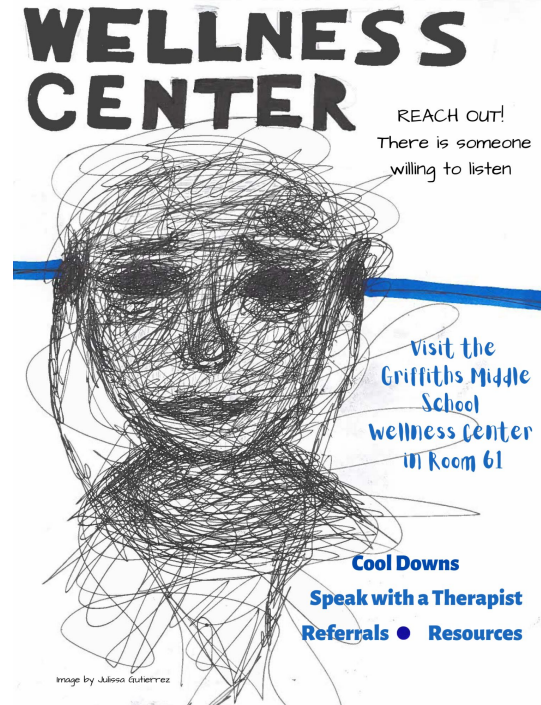
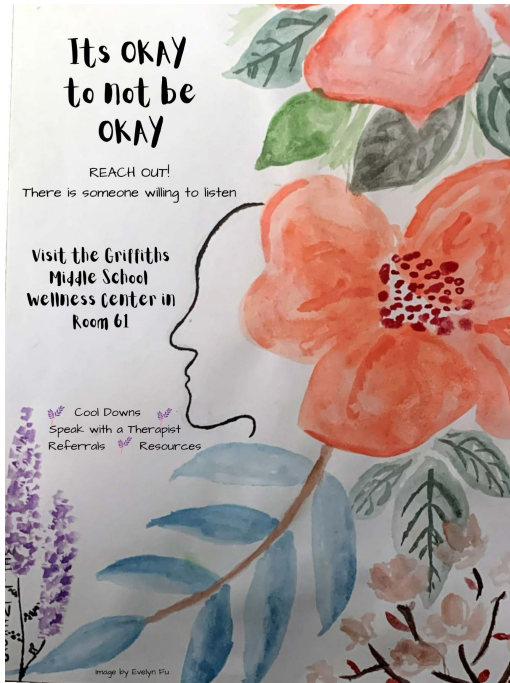


When You Visit Our Wellness Centers...

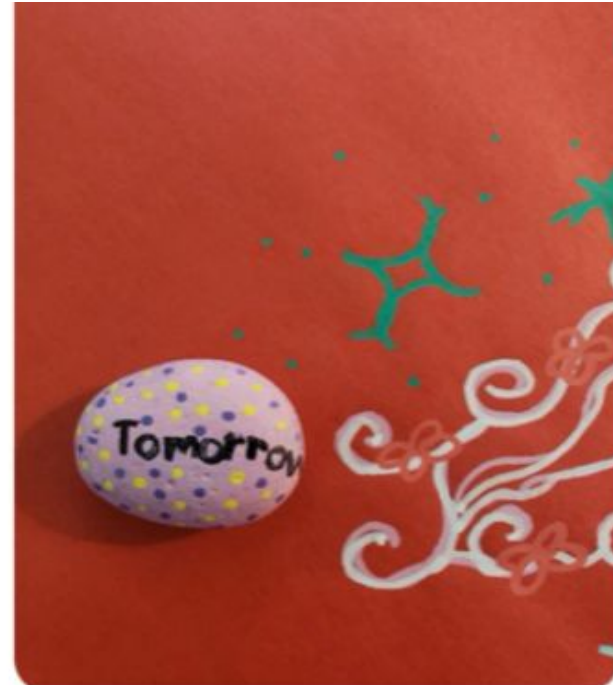
1. You are greeted by our Wellness Center Clerk
2. You check-in and answer a few confidential questions via the iPad
3. Based on your answers, you are provided support accordingly
 - *Self-refer for cool-down*
 - *Self-refer to talk to someone*
 - *Walk-In/Referred by Teacher*
 - *Attend a scheduled appointment*

Name	Student ID #	IN	OUT	Reason for Visit	Visit Type	Notes	Counselor	Lunch Schedule
		7:45 AM	8:54 AM	Meet with Mr. Salim	Walk In (Self Referral)	Referred by Mr. Houts	Terri Curriel	A Lunch
		8:00 AM	8:40 AM	Cool Down	Walk In (Self Referral)	Pass from Teacher	Cindy Ekk	A Lunch
		8:25 AM	9:02 AM	Cool Down/Talk to Someone	Walk In (Self Referral)		Terri Curriel	A Lunch
		8:35 AM	9:05 AM	Meet with Ms. Salinas	Appointment	summoned to Wellness center	Mary Falcon	B Lunch
		8:38 AM	9:49 AM	Cool Down	Walk-In (sent by teacher)		Alan Toledo	B Lunch
		8:54 AM	9:40 AM	Meet with Mr. Moss (JFCS)	Appointment			A Lunch
		9:17 AM	9:36 AM	Meet with Ms. Rosado	Appointment		Lori Acosta	B Lunch
		9:32 AM	9:55 AM	Meet with Ms. Ramos	Appointment		Pam Morse	A Lunch
		9:37 AM	10:06 AM	Meet with Ms. Padilla	Appointment		Alan Toledo	B Lunch
		9:55 AM	9:57 AM	Meet with Mr. Salim	Appointment	Meeting with Mr. Barber	Zak Zakour	B Lunch
		10:08 AM	10:35 AM	Cool Down	Walk In (Self Referral)		Terri Curriel	B Lunch
		10:08 AM	11:08 AM	Cool Down	Walk In (Self Referral)		Lori Acosta	B Lunch
		10:09 AM	10:45 AM	Meet with Ms. Rosado	Walk In (Self Referral)		Pam Morse	B Lunch
		10:15 AM	11:08 AM	Cool Down	Walk-In (sent by teacher)	wellness center often, mostly during	Mary Falcon	B Lunch
		10:15 AM	10:48 AM	Meet with Ms. Barraza (JFC)	Appointment		Pam Morse	B Lunch
		10:16 AM	10:57 AM	Meet with Mr. Moss (JFCS)	Appointment		Pam Morse	A Lunch
		10:26 AM	10:57 AM	Meet with Ms. Salinas	Appointment		Mary Falcon	B Lunch
		10:34 AM	11:18 AM	Meet with Ms. Padilla	Appointment	returned at 11:24 am	Lori Acosta	A Lunch
		10:45 AM	11:32 AM	Meet with Ms. Ramos	Appointment		Terri Curriel	A Lunch
		10:49 AM	11:08 AM	Meet with Ms. Barraza (JFC)	Appointment		Pam Morse	B Lunch
		10:54 AM	11:41 AM	Meet with Mr. Moss (JFCS)	Appointment		Cindy Ekk	B Lunch
		11:04 AM	11:08 AM	Meet with Ms. Rosado	Appointment		Terri Curriel	A Lunch
		11:08 AM	12:17 PM	Cool Down	Walk In (Self Referral)	during lunch	Cindy Ekk	A Lunch
		11:08 AM	11:32 AM	Cool Down	Walk In (Self Referral)	during lunch	Lori Acosta	A Lunch
		11:21 AM	2:25 PM	Meet with Mr. Salim	Walk In (Self Referral)	ring lunch, told she can rest for a wh	Pedro Trujillo	A Lunch
		11:24 AM	11:50 AM	Meet with Ms. Barraza (JFC)	Appointment		Pam Morse	B Lunch
		11:39 AM	11:49 AM	Meet with Ms. Rosado	Appointment		Pam Morse	B Lunch
		11:53 AM	12:19 PM	Cool Down/Talk to Someone	Walk-In (sent by teacher)		Terri Curriel	A Lunch
		11:53 AM	12:23 PM	Meet with Mr. Moss (JFCS)	Appointment		Alan Toledo	A Lunch
		12:15 PM	12:41 PM	Cool Down	Walk In (Self Referral)	during lunch	Lori Acosta	B Lunch
		12:46 PM	1:12 PM	Cool Down/Talk to Someone	Walk In (Self Referral)	Dad picked up	Mary Falcon	B Lunch
		12:50 PM	1:50 PM	Cool Down	Walk In (Self Referral)	rom friend; 2:23 she was found hang	Alan Toledo	A Lunch
		12:53 PM	2:03 PM	Meet with Ms. Barraza (JFC)	Appointment		Terri Curriel	A Lunch
		12:54 PM	1:52 PM	Cool Down/Talk to Someone	Walk In (Self Referral)	Had to go to softball	Pedro Trujillo	A Lunch
		12:54 PM	1:35 PM	Meet with Mr. Moss (JFCS)	Appointment	summoned to Wellness center	Pam Morse	A Lunch
		1:37 PM	1:53 PM	Meet with Mr. Moss (JFCS)	Appointment		Zak Zakour	B Lunch
		1:58 PM	2:26 PM	Meet with Ms. Rosado	Appointment		Pam Morse	A Lunch
		2:05 PM	2:34 PM	Cool Down	Walk In (Self Referral)		Zak Zakour	B Lunch
		2:09 PM	2:39 PM	Meet with Mr. Moss (JFCS)	Appointment		Pedro Trujillo	B Lunch
		2:11 PM	2:39 PM	Cool Down	Walk-In (sent by teacher)		Mary Falcon	A Lunch
		2:16 PM	2:51 PM	Cool Down	Walk In (Self Referral)		Cindy Ekk	A Lunch
		2:21 PM	2:51 PM	Meet with Ms. Barraza (JFC)	Appointment		Mary Falcon	B Lunch
		2:36 PM	2:44 PM	Meet with Mr. Salim	Appointment		Lori Acosta	A Lunch

The Destigmatization & Normalization Happening On Our Campuses...



Had to share this with you after our mtg yesterday. I closed my anxiety & stress group today and had them paint a stone with a word that has gotten them through this year. This was one of them. Came from a student who had crippling anxiety and couldn't see beyond her current feeling. She said this word helps her remember thing will pass and they always get better. HUGE lesson for middle school. Made my day 🥰



Goals for 2022-2023

- Becoming more “rooted” in the ecology of our district and school sites
 - Staffing:
 - *Hiring of a Program Administrator - Mental Health & Wellness*
 - *Onboarding 5 additional CSTs (n = 22)!*
 - *Onboarding of up to 9 CST Interns via MOUs with USC, CSULB, CSULB*
 - Finance:
 - *Increasing our capacity to recoup funding for mental health services through Medi-Cal Billing*
 - Physical Infrastructure:
 - *Developing wellness “spaces” at our elementary sites*
 - Increasing our Impact:
 - *Continuing to define the difference between tiered systems of mental health support*
 - *More emphasis on prevention & parent education*
 - *More training on psychoeducational & biopsychosocial assessment*
 - *Revising & updating crisis and risk management protocols*
 - *Developing a library of mental health and SEL assessment measures*
 - *Exploring Universal Screeners for mental health and SEL*
 - *Staggered segment meetings with school psychologists*

Questions?