

May 2021

Student Wellness Department Project Prevent Grant

Funded by the Ohio Department of Education



The end of the school year is quickly approaching and this season brings warmer temperatures, flowering trees, and the anticipation of summer fun. May is Mental Health Awareness Month, so we have dedicated most of this issue to resources and sites that help to raise awareness, and reduce the stigma of, mental or behavioral health challenges. We hope this summer marks the joyful return to activities and the opportunity to spend time with people you love and have missed over the past year!

The Student Wellness Department

Upcoming Events & Trainings ([calendar of events](#))

ESCNEO Student Wellness Department Free Prevention Series

QPR & Suicide Prevention Coaching
May 6, 2021 from 11:30 AM - 1:00 PM

Past Prevention Series Trainings
Pre-Recorded Webinars (available 24/7)

Free KOGNITO
45 min. online role-play simulation / self-paced & private
Trauma-Informed Practices for K12 Schools

NE Ohio School Counselor/Social Worker Network
May 4, 2021

School Safety & Threat Assessment Training
Provided by: ODE & Sandy Hook Promise
[Click here to register on ODE website](#)

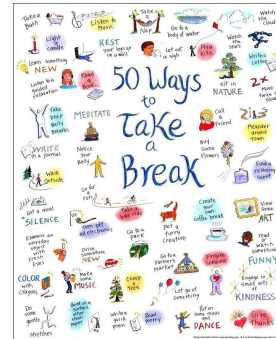
2 Day National PAX GBG Training
April 14-15, 2021
May 19-20, 2021
June 16-17, 2021
August 4-5, 2021

May 2021: Mental Health Awareness Month

The art of taking breaks starts with remembering to take one. We are entering that time of year when everything starts picking up again after a restful holiday break and



we are sprinting towards deadlines and accumulating workloads. As a consequence, we decide to work harder for longer periods of time and end up in a state of restlessness. For all these reasons, it is very important to make conscious decisions to breathe and relax. **To help get you started, here are 50 ways to take a break!**



Everyone faces challenges that can impact their mental health, especially during challenging times. COVID-19 has had a profound impact on everyone. It's critical to normalize mental health care while healing from the long-lasting impacts of the pandemic.

During tough times, negative thoughts can sometimes spiral out of control. Learning to cope with these thoughts can train your brain to think differently and improve your overall mental health and well-being.

Resources for Educators and School Staff

On most days, being an educator is fulfilling and joyful, as one has the opportunity to have a positive impact on the lives of others. Most school staff will also readily admit that their work can be stressful. In fact, according to a 2017 survey conducted by the American Federation of Teachers, 58 percent of educators reported that their mental health was "not good" for at least a week of the previous month. Also, they were twice as likely as the general population to categorize their work as "always" or "often" stressful. It's important for those in a helping profession to tend to their own mental wellness and we have gathered the resources below for those of you who tend to put others first.

- | | |
|--|---|
| ABCs of Mental Health | Know the Warning Signs (NAMI) |
| Full 2021 Mental Health Month Toolkit | Trauma-Informed Teaching Strategies |
| Checklist Planning for the Next Normal at School (Kaiser Permanente) | SEL Care for Educators |
| 50 Resources to Support the Mental Health of Teachers and School Staff | SEL and Self-Care Resources for Educators, Schools, and Parents Related to Distance Learning and COVID-19 |

Resources to Support Students

As a teacher, it can be difficult to know how to help students when they reach out or share a worrisome thought. The links below provide some resources for responding to students who struggle with mental health challenges. Remember, though, it's always best to consult with a mental health professional if you're not sure what to say or how to help.

- | | |
|--|---|
| The Power and Benefits of Mindfulness Meditation | Helping Self-Harming Students |
| School-Based Mental Health Services: Improving Student Learning and Well-Being | How to Reduce Stress in the Classroom |
| School Strategies for Students Experiencing PTSD or Trauma | Mitigating the Impact of Student Social Isolation During and After COVID-19 |

Parent Engagement

[Resources for Families and Programs During School Closures](#)
[2021 Summer and Beyond Online Directory](#)

Crisis Text Line

Throughout Ohio, you can text the keyword “4hope” to [741 741](tel:741741) to be connected to a trained Crisis Counselor. Data usage while texting the Crisis Text Line is free and the number will not appear on a phone bill with the mobile service carrier. People of all ages can use Crisis Text Line (www.crisistextline.org).

Additional Resources

1. [Project AWARE \(ESCNEO\) - Mental Health Awareness Resources](#)
2. [Project PREVENT \(ESCNEO\) - Violence Prevention Resources](#)
3. [Journey Center for Safety & Healing - 216.391.4357](#)
4. [National Domestic Violence Hotline - 800.799.7233](#)
5. [National Suicide Prevention Hotline - 800.273.8255](#)
6. [Ohio Suicide Prevention Foundation \(OSPF\) - 800.273.8255](#)
7. [National Alliance on Mental Illness \(NAMI\) - 800.950.6264](#)
8. [Substance Abuse and Mental Health Services Administration \(SAMHSA\) - 877.726.4727](#)
9. [Alcohol, Drug Addiction & Mental Health Services \(ADAMHS Board\) - 216.241.3400](#)

May 3-7, 2021: Teacher Appreciation Week



Teacher Appreciation Week, sponsored by the National PTA, is celebrated every May. It's in these challenging times that we truly recognize and appreciate how our nation's educators play such a pivotal role in our children's lives—inspiring a lifelong love of learning and discovery and making a difference in their well-being and long-term success. Nearly half of all teachers report that a high level of daily stress is a problem.

The Association for Supervision and Curriculum Development (ASCD) has identified 5 strategies that teachers can use to put themselves at the top of their own “to-do” lists. [Check them out here](#), or if you're looking for something more comprehensive, this [Teacher Self Care Toolkit](#) may be just what you need!

Additional Awareness Topics for May/June 2021

LGBTQ Pride Month

[LGBTQ Community Center of Greater Cleveland](#)
[GLSEN - Educator Resources](#)

National Foster Care Month

[Child Welfare - Foster Care Month](#)
[OhioKAN - Kinship & Adoption Navigator](#)

National Prevention Week May 9-15

[SAMHSA - National Prevention Week](#)



Skills Corner:

How to Create and Use a Sensory/Wellness/Calming Space



How to plan for it, how to highlight it, guidelines and parameters for its use:

Stress, anxiety, and the trauma of a pandemic are acute issues that are affecting our students even more in recent times. We know that overstressed and anxious minds are rarely primed to be ready to learn. Creating a calming, safe space could help alleviate this stress. The central purpose of this room should remain focused on helping students to regulate their emotions. When stress and anxiety rise, all humans struggle to make excellent choices. Start by outlining four to five functions of the space and model appropriate use of the time spent there. Explain to students the benefit of reducing stimuli when they are overstressed and teach specific coping skills that can be generalized to other settings. A space of this nature requires explicit rules and expectations that will need to be taught and modeled when a student is accessing the space. Don't assume that students know what to do in this space, rather take the time to introduce the purpose, monitor the use, and evaluate its effectiveness in helping students develop the coping skills and calming strategies that will continue to guide their emotional regulation outside of the space. Teach children how to build their repertoire of tools that allow them to remain in control in emotionally charged situations.

Allowing students to take a break from the regular pace of the classroom can help them regulate and refocus so they can be better prepared to learn. The idea is to provide a non-punitive break to learn coping skills and calming strategies that can be generalized to other settings. We need to teach students how we expect them to reintegrate themselves back into the classroom with increased independence. The main goal should be self-regulation, not emotional and behavioral processing. The ultimate outcome should remain focused on developing independent self-regulation strategies for students, without the need for physical space.

Guidelines:

- Should be used for emotional regulation
- Should be used with a purpose
- Should have clear expectations around behaviors and actions that are appropriate and acceptable in the space
- Should have consistency throughout the space for all students and adults
- Should provide positive ideas for mindfulness and calming
- Should provide comfort
- Should teach missing skills
- Should have a time limit
- Should have a monitoring process in place (check-in/out sheet, sign in + strategy working on, think sheet, feelings ticket, etc.)
- Should be monitored by an adult
- Provide rotational activities to build calming/coping skills
- Be clear on what you will and won't allow in the space
- Ensure the space is not being used to avoid doing something in the classroom
- Have a plan for those who might be reluctant to use the space, are too upset to use the space
- Be strategic when naming this space (could be called Chill Space, Peace Spot, Oasis)

The ultimate goal: helping children find a quiet place within.
To read more about how to create a school calming room, [click here.](#)

PBIS: House Bill 318

The PBIS Climate Consultants, through the ESC of Northeast Ohio, have created a [one-page brief \(click here to read\)](#) with suggestions to meet the PBIS training 3-hour requirements. If you need information, guidance, and/or support navigating HB 318, please reach out to Meghan.KanagaRaj@escneo.org and/or Linda.Blanch@escneo.org.

HB 318 requires professional development on the schoolwide PBIS framework whereby each school district must provide professional development or continuing education in PBIS by **November 2, 2021**. Specifically,

each district, including community schools, must provide this training to:

- Teachers in buildings that serve students in any of grades PreK (preschool) through 3 who completed a teacher preparation program prior to Nov. 2, 2018; and
- Administrators who serve students in any of grades PreK through 3 who have not already completed a course, professional development, or continuing education in PBIS.

The district's local professional development committee (LPDC) is responsible for monitoring compliance with the training requirements.

What is HB 318?

The Ohio Department of Education enacted the Supporting Alternatives for Our Educators (SAFE) Act, in House Bill 318, in 2018. This act:

- Specifies requirements for the implementation and training of PBIS (Positive Behavior Interventions and Supports) and other social-emotional programs for students;
- Outlines parameters for the suspension and expulsion of students in grades PK-3;
- Specifies details regarding the role and training of RTO (school resource officers);
- Provides grant funding for school safety training and school climate.

This brief is focused on the specific options available to support the PBIS Training requirement in HB 318.

WHAT:

- Each school district must provide professional development or continuing education in PBIS by November 2, 2021.
- Each district LPDC must establish model professional development courses and monitor compliance.

WHO:

- Teachers in buildings that serve students in any of grades PK-3 who completed a teacher preparation program prior to November 2, 2018.
- Administrators who serve students in any of grades PK-3 who have not already completed a course/PD/CLEUs in PBIS.

Additional Information:
Ohio House Bill 318
Ohio PBIS Professional Development Guidance for LPDCs



Options for required PBIS training (3 hours is recommended in total):

- ODE Learning Management System Introduction to PBIS Framework - Tier 1
 - 2 hours + 2 hour building-specific PBIS
- PBIS new teams Introduction Module located in Levelliner
 - 2 hours + 2 hour building-specific PBIS
- Early Childhood PBIS overview Training facilitated by ESC of Northeast Ohio
 - 3 hours
- Customized training with support from the ESC of Northeast Ohio
 - 3 hours

For further information contact:
Student National Department
Protect Prevent Grant
Educational Service Center of Northeast Ohio

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District Spotlight

For this month's Spotlight feature, we are happy to share information about the comprehensive and preventative mental health services being provided by the BREATHE team at Revere High School.



The BREATHE (Building Resilience through Education, Awareness, Tools, and Healthy Empowerment) initiative is a collaborative effort that has the support and involvement of parents, educators, students, and community partners. The mission is "to build resilience for members of the Revere community through education and awareness, and to provide tools for overall health empowerment." Initiative goals are achieved through an amazing array of events, presentations, programs, and experiential learning opportunities. Programs for students include, but are not limited to:

- The Brightside - daily positive, gratitude announcements
- Peer mentorship programs for 9th and 10th graders
- Wellness Wednesdays - weekly emails to students from the counseling staff
- Equestrian therapy provided in collaboration with Hope Meadows
- Just BREATHE sessions focusing on stress management practices and mindfulness
- Positive Message Boards - positive messages at entrances posted by Student Council

There are also programs targeted for staff, one of which is R&R (Reflect and Relate). This after-school session takes

place each Friday and focuses on self-care and stress management.

Recently, The BREATHE team hosted a virtual evening presentation called Bounce Back: Managing Stress and Building Resilience in Teens. The 90-minute event featured a number of speakers, all of whom shared information on managing stress, mindfulness, and mental health. [The video of Bounce Back can be accessed here.](#) Note: Content begins at 31:15. The first 30 minutes were dedicated to uplifting music while participants joined the meeting.

Revere's BREATHE team is to be commended for its timeless dedication to the mental wellness of its school and community. If you would like to learn more, you may contact high school Counselor, Emily Rion, at erion@revereschools.org.



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If you would like certain topics highlighted in future newsletters, please contact Kristine.Kozlowski@escneo.org.

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