



# Social Emotional Supports and Behavior Interventions

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WALLKILL CSD - SEPAC

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*“You don’t have to be positive all the time. It’s perfectly okay to feel sad, angry, annoyed, frustrated, scared and anxious. Having feelings doesn’t make you a negative person. It makes you human.”*

— LORI DESCHENE

# Mental Health Warning Signs

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- Extreme mood changes, including uncontrollable “highs” or feelings of euphoria
  - Prolonged or strong feelings of irritability or anger
  - Avoiding friends and social activities
  - Difficulties understanding or relating to other people
  - Changes in sleeping habits or feeling tired and low energy
  - Changes in eating habits such as increased hunger or lack of appetite
  - Inability to carry out daily activities or handle daily problems and stress
  - Difficulty perceiving reality
  - Inability to perceive changes in one’s own feelings, behavior or personality
  - Overuse of substances like alcohol or drugs
  - Multiple physical ailments without obvious causes
  - An intense fear of weight gain or concern with appearance
  - Thinking about suicide
- (For more information go to [NAMI.org](https://www.nami.org))



(World Health Organization, 2017)





# Social-Emotional Supports in the Wallkill Central School District

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## PROVIDERS

- **Social Workers**
  - There are full-time social workers in each of the five school buildings
- **Prevention Service Provider**
  - District-wide social worker dedicate to preventative programs and services
- **School Counselors**
  - There are six school counselors assigned to secondary students (grades 7-12)
- **School Psychologists**
  - There are four school psychologists located throughout the District
- **Dean of Students & Intervention Specialists**

## SERVICES

- **Positive Behavioral Interventions and Support (PBIS)**
- **Prevention Services**
- **Newsletters**
  - Mental health letters dispersed to the WCSD learning community
- **Counseling**
  - Individual and Group Counseling
- **Crisis Response**
  - WCSD Critical Incident Stress Management (CISM)
- **Community Resources**
  - Guidance and referrals to county-based services



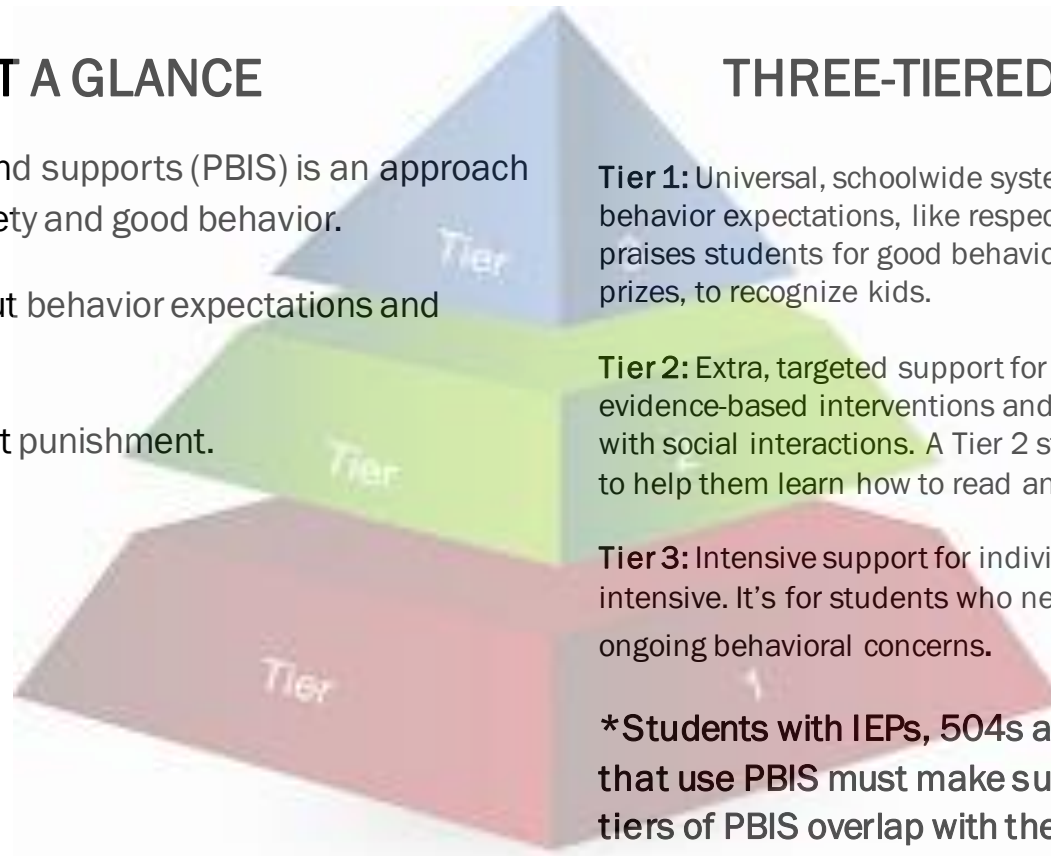
# Positive Behavioral Interventions & Supports (PBIS)

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## PBIS AT A GLANCE

- Positive behavioral interventions and supports (PBIS) is an approach schools use to promote school safety and good behavior.
- With PBIS, schools teach kids about behavior expectations and strategies.
- The focus of PBIS is prevention, not punishment.

## THREE-TIERED MODEL OF SUPPORT



**Tier 1:** Universal, schoolwide system for everyone. All students at the school learn basic behavior expectations, like respect and kindness. School staff recognizes and praises students for good behavior. Sometimes, they use small rewards, like tokens or prizes, to recognize kids.

**Tier 2:** Extra, targeted support for struggling students. The school gives these kids evidence-based interventions and instruction. For example, some students may struggle with social interactions. A Tier 2 strategy might be providing access to a social skills group to help them learn how to read and react to situations.

**Tier 3:** Intensive support for individual students. The third tier of PBIS is the most intensive. It's for students who need individualized support and services because of ongoing behavioral concerns.

**\*Students with IEPs, 504s and Rtl plans can be in any of the tiers. Schools that use PBIS must make sure that IEP/504/Rtl teams are clear on how the tiers of PBIS overlap with them.**



# Plattekill's Expectations for Success



## Voice Level Key

- 0 - Silent
- 1 - Whisper
- 2 - Speaking Voice
- 3 - Outside Voice

## EXPECTATIONS

**P**ositive  
Attitude

**A**ct  
Responsible  
and  
Respectfully

**W**ise  
Choices

**S**afety

## SETTING

### Cafeteria

- Use manners (Say please, thank you, excuse me, etc.)

### Bathroom

- Use the bathroom when needed.
- Get in, get out!

### Hallway

- Look at/read displays with your eyes only.

### Playground

- Play fairly
- Include others when playing

### Assemblies

- Use appropriate applause
- Listen to gain information.

### Bus

- Greeting the bus driver (Hello, Good Morning, etc.)

- Voice level 0-2
- Wait quietly
- When finished, clean up your space.
- Know your lunch number.

- Voice Level 0-2
- Respect others' privacy
- Wash hands with soap.
- Flush toilets after using.

- Voice level - 0
- Go directly to your destination
- Follow directions
- Keep hands, feet, and belongings to yourself.

- Line up promptly when the whistle blows.

- Voice Level 0-2
- Arrive on time.
- Enter quietly
- Be a good listener.
- Sit appropriately

- Voice Level 0-2.
- Use polite words when speaking to driver or other passengers.

- Eat your own food
- Eat your lunch first.

- Return to class promptly.

- Do not litter in the hallways.

- Use appropriate language.

- Make good choices as to who you sit next to.

- Remain seated
- Look and listen to driver for directions.

- Walk
- Keep hands, feet, and belongings to yourself.
- Raise your hand to get an adults attention.

- Keep floors clean of water and paper towels.

- Stay to the right
- Walk at all times

- Listen to the adult
- Follow rules

- Follow your teacher and walk to the assigned area.

- Follow the posted safety rules.
- Seat on Seat, Back on Back, Clear the Aisle



# Prevention Services

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- What are prevention services?
  - What topics do we cover?
  - Proactive vs Reactive
- What does that look like at Wallkill CSD?
  - Too Good for Drugs
    - Nation-wide evidenced based curriculum
  - Lunch Groups @ Elementary Level
  - Mental Health education and awareness
  - Student engagement
  - Parent engagement

# Social Emotional Learning

## Push-In Services



- **Bucket Filling Kindness Activity**

- An interactive presentation where the students can decide if an action is a “Bucket filling kindness act” or a “Bucket Dipping act”

- **Personal Bubble Presentation**

- Reading a story about respecting others' personal bubble and having safe bodies.

- **Problem Solving Activities**

- Assessing hypothetical problems rating them as green light, yellow light, or red-light problems. Class wide discussion about problems students have dealt with and solving them together as a class.

- **Build your Emotional Toolbox**

- Students build their own emotional support “toolbox” to help them when feeling distressed, upset, anxious, or other emotions.

- **Empathy Presentation**

- An interactive activity where kids get to see from different perspectives and create a more open and welcoming environment.

- **Crumpled Heart Activity**

- Showing students the effects of words and bullying on other student’s hearts.

# Mandated Counseling

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- In the educational setting, mental-health providers work as part of a team that can include teachers, psychologists, interventionists, and other staff to create goals that can assist a child to maximize their ability to participate in the school environment.
- Any child who meets a diagnostic criteria under IDEA or Section 504 who needs therapeutic assistance to help with IEP (Individualized Education Plan) goals is eligible.
- Teachers, a parent or any member of a child's educational team can refer a child for counseling services.
- Upon appropriate referral, a provider may conduct a counseling screening to determine the need for intervention in the educational environment.
- Together, the child's team determines eligibility and frequency for counseling and helps to establish IEP goals that are educationally relevant for each individual child.
- School based counseling services can be provided within the classroom (Push In Model), via direct intervention in a one-on-one setting with the child, or in a small group setting.

# School-Based Counseling vs Psychotherapy

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## SCHOOL-BASED COUNSELING

- School-based services address issues relevant to the context of a student's academic or social-emotional functioning within the school.
- The focus is on helping students function more effectively in the classroom and with their peers.
- It just means that their focus is one of support rather than treatment.

## PSYCHOTHERAPY

- Psychotherapy or community-based counseling tends to be a longer-term service. The issues or concerns that an individual presents are more severe and may reflect pathology (e.g., depression, suicidal ideation, eating disorder).
- Primary focus on long-term outside stressors and treatment for psychopathologies.



# Crisis Response

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- Crisis teams established in each school building, district-wide, and county-wide
- Each team includes at least one of the following:
  - Mental Health Provider (Social Worker, School Psychologist, Prevention Service Provider)
  - Intervention Specialist or Dean of Students
  - Building or District Administrator
  - School Counselor (secondary)
- Student crises are assessed by the multidisciplinary crisis team to determine the level of risk
  - “High-Risk” students are typically referred for additional mental health evaluations
  - “Low-Risk” students are typically supported through school-based supports
  - All students referred for an outside evaluation require a re-entry meeting before returning to school
- \*Parents are notified of all student crises\*