



**ON THE HORIZON:
PREPARING STUDENTS TO RETURN TO SCHOOL**

HOUSEKEEPING

- ✓ Let us know you're here with us in the comments.
- ✓ Are you an educator, parent, caregiver, or student?
- ✓ Share this with your colleagues, friends, family!
- ✓ Session will be recorded right here for you.
- ✓ Ask your questions right in the comments.



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PREPARING STUDENTS TO RETURN TO SCHOOL**

TODAY'S SPEAKERS



Ken Livingston

Director, Get Delaware Reading
United Way of Delaware



Laurie Girardi

Vice President, Outcomes & Impact
United Way of Delaware



Dr. Julius Mullen Sr., Ed.D., LPCMH, NCC

Chief Clinical Officer
Children and Families First



Valesta Wiggins & Phillip (son)

Delaware Parent
Associate Director
Medical Education Office
AstraZeneca



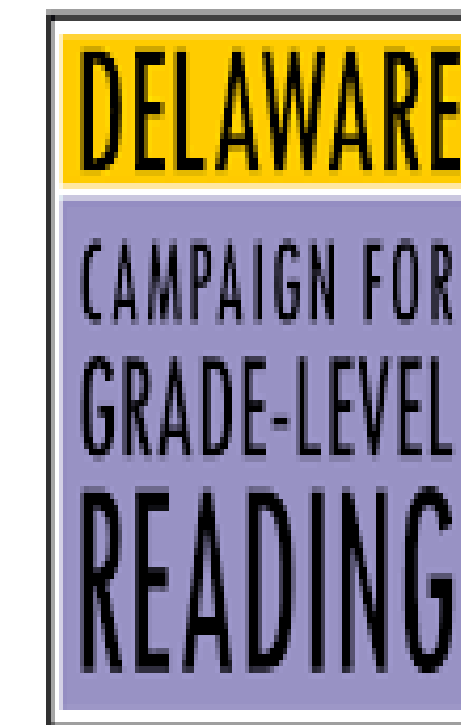
Dr. Teri Lawler, Ed.D., LPCMH

Education Associate
Trauma Informed Practices and Social Emotional Learning
Office of Equity and Innovation
Delaware Department of Education

CAMPAIGN FOR GRADE LEVEL READING in DELAWARE

Focused on helping communities and policymakers promote school readiness and quality teaching, tackle chronic absence, and improve summer learning, as well as engage parents as their children's first teachers.

- ✓ **My Very Own Library – Home Libraries for Students**
- ✓ **DRJC Learning Pods**
- ✓ **21st Century Learning Community**
- ✓ **SEL Programming for students**
- ✓ **Family engagement opportunities**
- ✓ **Robust partnerships across the state and nation**



DR. JULIUS MULLEN



Dr. Julius Mullen Sr., Ed.D., LPCMH, NCC

Chief Clinical Officer
Children and Families First

- Leading, teaching, coaching and mentoring are among life's most precious gifts for Dr. Mullen
- Chief Clinical Officer, Children & Families First of Delaware
- Passionate about leadership development, professional mentorship, and clinical supervision.
- Love and expertise for trauma informed care, racial equity, social justice through CFF Brain Science Training Institute
- Teaches prevention science, psychology, counseling and education courses at Wilmington University
- Board Member for Trauma Matters Delaware
- With his wife Tasha, both are clinical mental health experts who also direct an award-winning grassroots youth leadership program called IMPACT Delaware.
- Results speak – 100% graduated high school, 96% college graduates, college attendees, military enlistees, or gainfully employed.

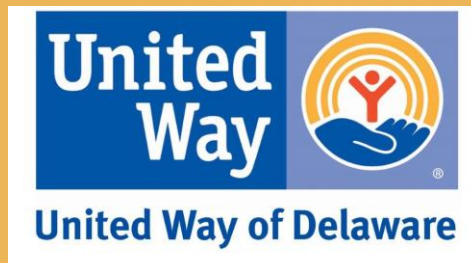
Students Returning to School

Dr. Julius Mullen, Ed.D., Chief Clinical Officer



QUESTIONS TO CONSIDER

- ✓ **What's the problem?**
- ✓ **What's the big deal?**
- ✓ **What can we do?**



WHAT'S THE PROBLEM?

Social Isolation

Disconnectedness from friends, peers teachers and others

Disparities

Educational access, technology, SEL support, food, transportation, racial, health needs and household stressors

Mental Health Issues

Adverse childhood experiences, psychological stress,

What's the BIG deal?

Mental health challenges have been a direct consequence from COVID-19 for many students, parents, families and communities.

TRAUMA | ANXIETY | DEPRESSION | ADDICTION | GRIEF/LOSS

What can WE do?



FAMILY COPING SKILLS

- Positive family time
- Physical activity
- Fun with friends
- Food/nutrition
- Sleep/relaxation
- Deep slow breathing
- School SEL supports (ease transition)
- Routine/structure
- Hopeful/optimistic thinking
- Sense of gratitude
- Counseling/Coaching
- **PARENT/FAMILY MODELING!**

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Dr. Julius Mullen Sr., Ed.D., LPCMH, NCC
Chief Clinical Officer
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CONTACT INFORMATION

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A Parent & Student Voice

Valesta Wiggins and her son, Phillip

DR. TERI LAWLER



Dr. Teri Lawler, Ed.D., LPCMH

Education Associate

Trauma Informed Practices and Social Emotional Learning

Office of Equity and Innovation

Delaware Department of Education

- Fell in love with the study of behavior during a 6th grade science project
- Passionate about social competence, school mental health systems integration, and making equity of opportunity available to all students regardless of background or zip code.
- Leads the implementation of trauma-informed practices and social and emotional learning for the Delaware Department of Education. Awarded \$7.5 million multi-year trauma recovery demonstration project grant from US Department of Education.
- Certification in Child Trauma Academy's in the Neuro-sequential Model of Education (NME), a brain-based healing framework for addressing developmental trauma.
- Named **Delaware School Psychologist of the Year** in 2010
- Presents regularly at the Trauma-Informed Schools Conference, National Youth At-Risk Conference, and the National Conference on School Mental Health
- Founding member of Delaware's Compassionate Schools Learning Collaborative and the Compassionate Schools Test Lab
- Serves on many councils, workgroups, subcommittees



Creating a Statewide Culture of Care

Bridging Hope and Opportunity

July 2021



Delaware
Department of Education

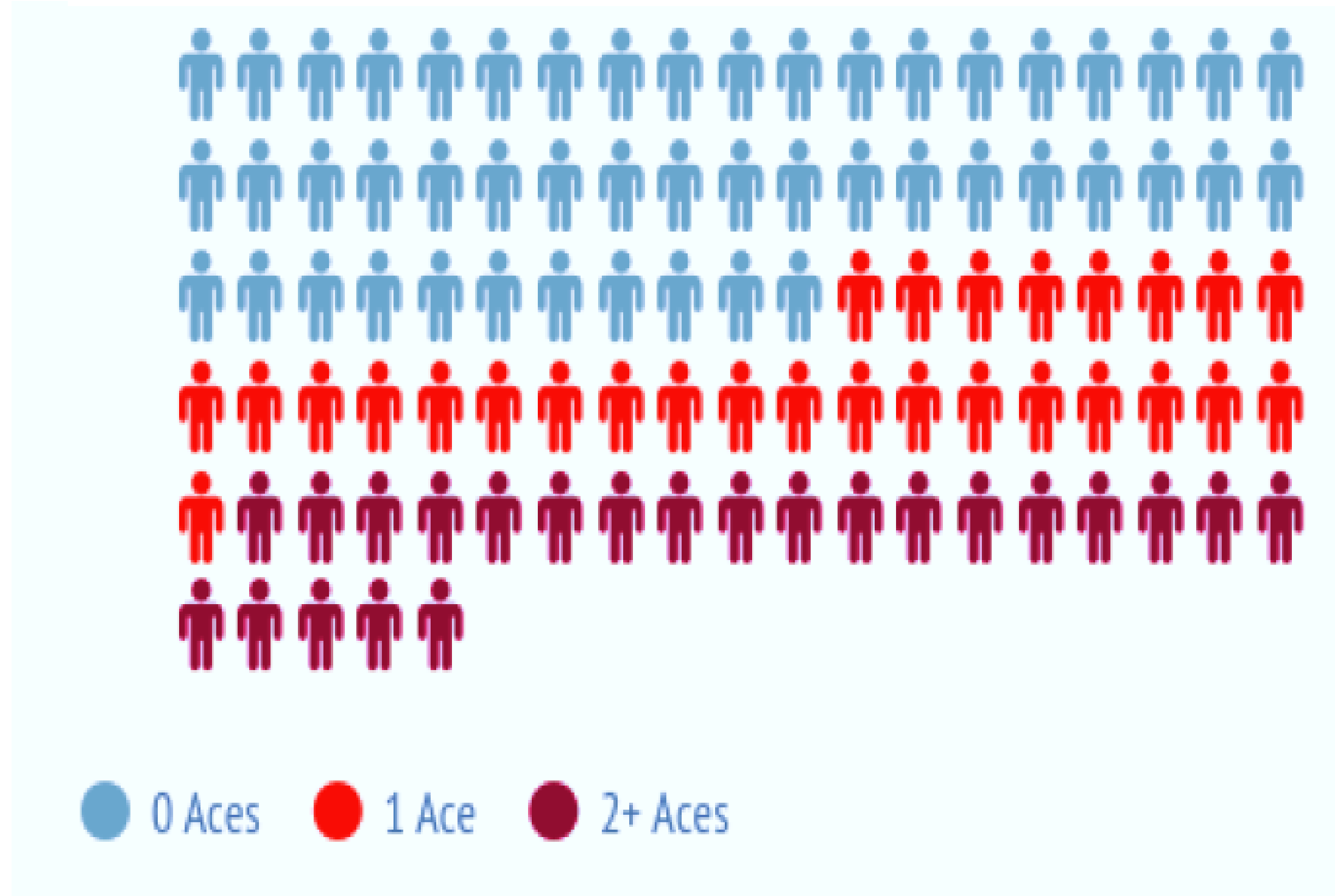
National Health Crisis



Childhood trauma and toxic stress are a national health crisis that impedes brain development, leaving children emotionally dysregulated and unable to learn.

Centers for Disease Control and Prevention, 2014

Delaware children are experiencing significant adversity.



About 51% of Delaware children under 18 have experienced at least one adverse childhood experience (ACE).

23% of those have already had two or more.

Prevalence of Individual ACEs in Delaware

A TYPICAL CLASSROOM OF 30 STUDENTS



> 6 students with no ACE

> 5 students with 1 ACE

> 6 students with 2 ACEs

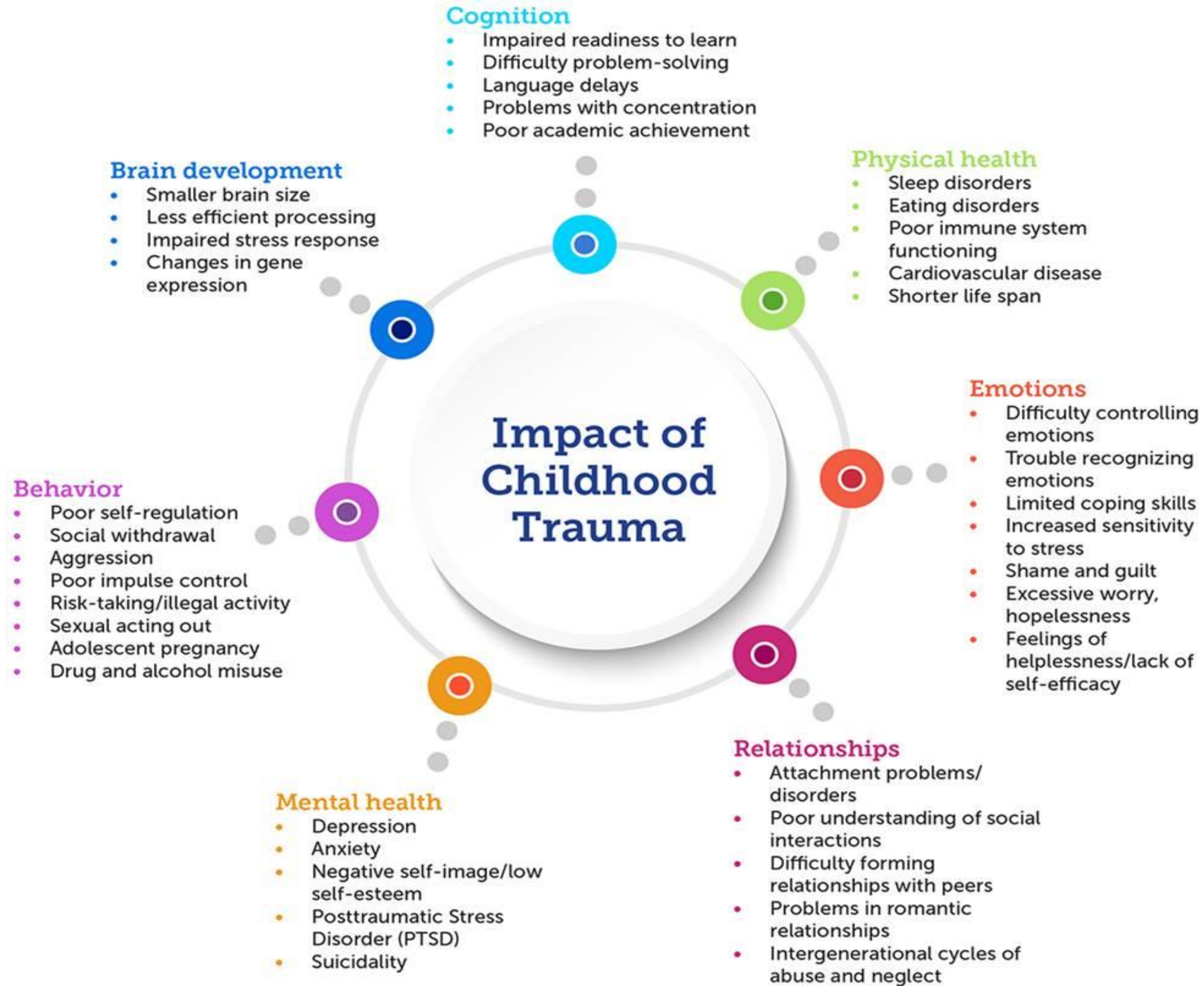
And importantly -

> 3 students with 3 ACEs

> 7 students with 4-5 ACEs

> 3 students with 6+ ACEs

Impact of Childhood Trauma

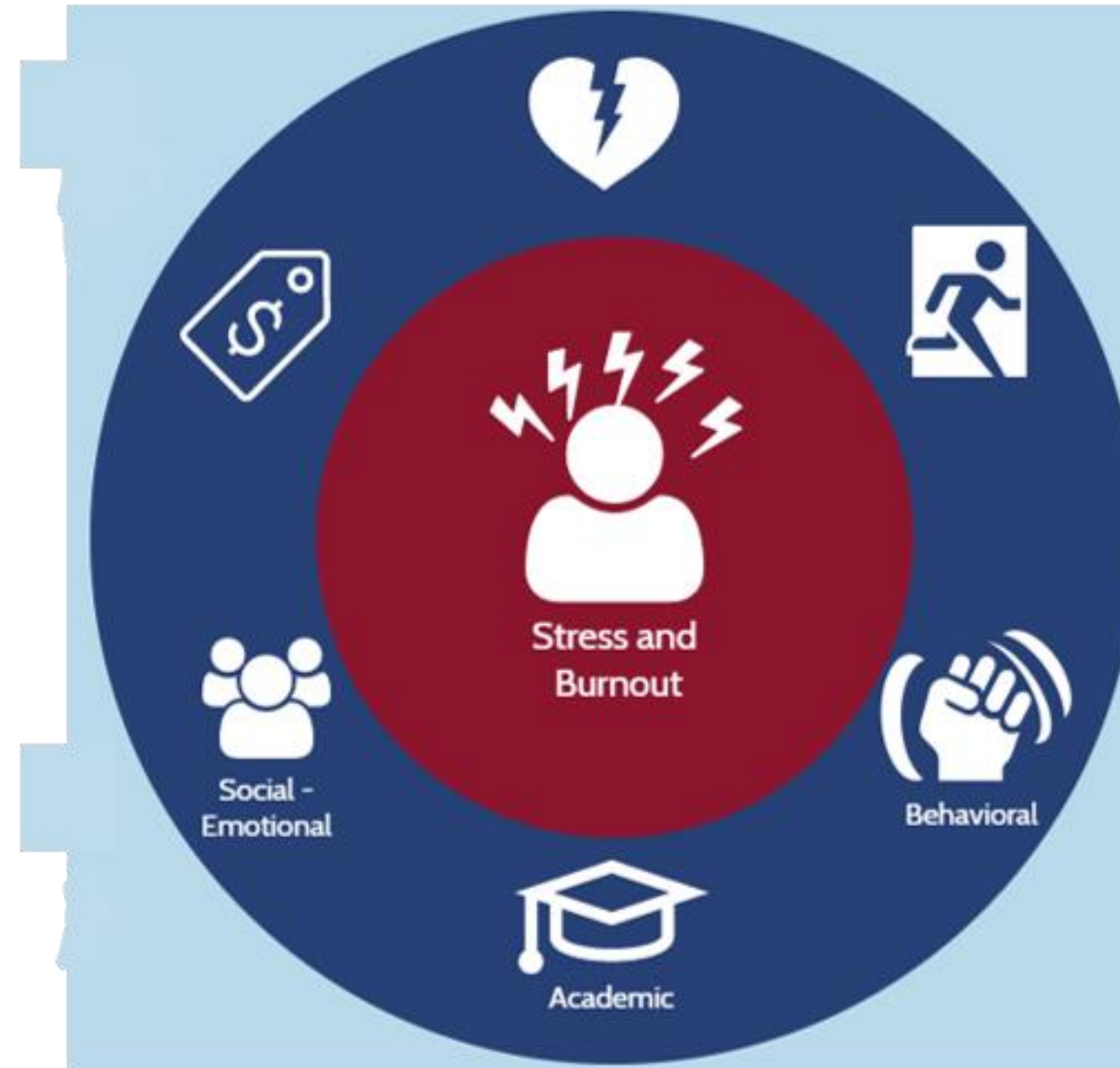


Why Focus on School Stress?

In highly stressed school environments, teachers and learners pay the price.

Teacher turnover:
\$2 BILLION
each year

“Stress and disappointments”:
49% of teachers
say it isn't worth it.



40-50%
of **new teachers** leave
within first 5 years.

High DAILY levels of stress:
46% of teachers

New principals NOT retained
beyond third year:
50%

When teachers are highly stressed, students show lower levels
of both social adjustment and academic performance.

Sources (clockwise from 40-50%): Ingersoll, Merrill & Stuckey (2014); Greenberg, Brown, Abenavoli (2016); School Leaders Network (2014); Rentner, Kober, Frizzell, (2016); Alliance for Excellent Education (2014).

Delaware Developmental Framework



Change process framework adapted by the Philadelphia ACE Task Force from the Missouri Model: A Development Framework for Trauma Informed.



CHILDREN AND FAMILIES

Rapid Assessment of Pandemic Impact on Development – Early Childhood

- Ongoing, nationally representative survey of households with children 0-5
- Single parents, lower income families, and parents of children with special needs are experiencing very high rates of stress (RAPID-EC, 2020, Nov. 11 and Dec. 17)
- Overall, for all families, there has been a decline in preventive care and vaccines (RAPID-EC, 2020, Oct. 13).
- Caregivers experiencing more financial and material hardship also have more emotional distress and they report that their children have more emotional distress (RAPID-EC, 2020, Jul. 20).



CHALLENGES

- More than 20% of students experienced signs of anxiety & depression after one month in quarantine (Xie et. al., 2020).
- 20% of youth are typically anticipated to demonstrate a social-emotional or behavioral (SEB) concern at some point during their school years.
- Rates are expected to double or triple after COVID.
- NASP recommends focusing on class-/school-wide intervention approaches to support student SEB functioning until the child can adjust back to school.



BEHAVIORAL HEALTH MATTERS

Social isolation and loneliness are significant risk factors for:

internalizing &
externalizing
behaviors

difficulty forming
connected &
stable
relationships

adjustment difficulties

poorer physical health

challenges with
social &
emotional
development

Depression and anxiety symptoms are risk factors for:

decrease in
academic
performance

increase in school absenteeism or drop out rates

harm to self or others

poor physical health

bullying or
victimization



OPPORTUNITIES

School Connections Matter

School Connectedness: The belief by students that adults and peers in the school care about their learning as well as about them as individuals. School connections decrease the risk of:

- Substance abuse
- School absenteeism
- Early sexual initiation
- Violence
- Risk of unintentional injury
- Emotional distress
- Disordered eating
- Suicidal ideation and attempts to self-harm

(CDC, 2009)

Relationships Matter

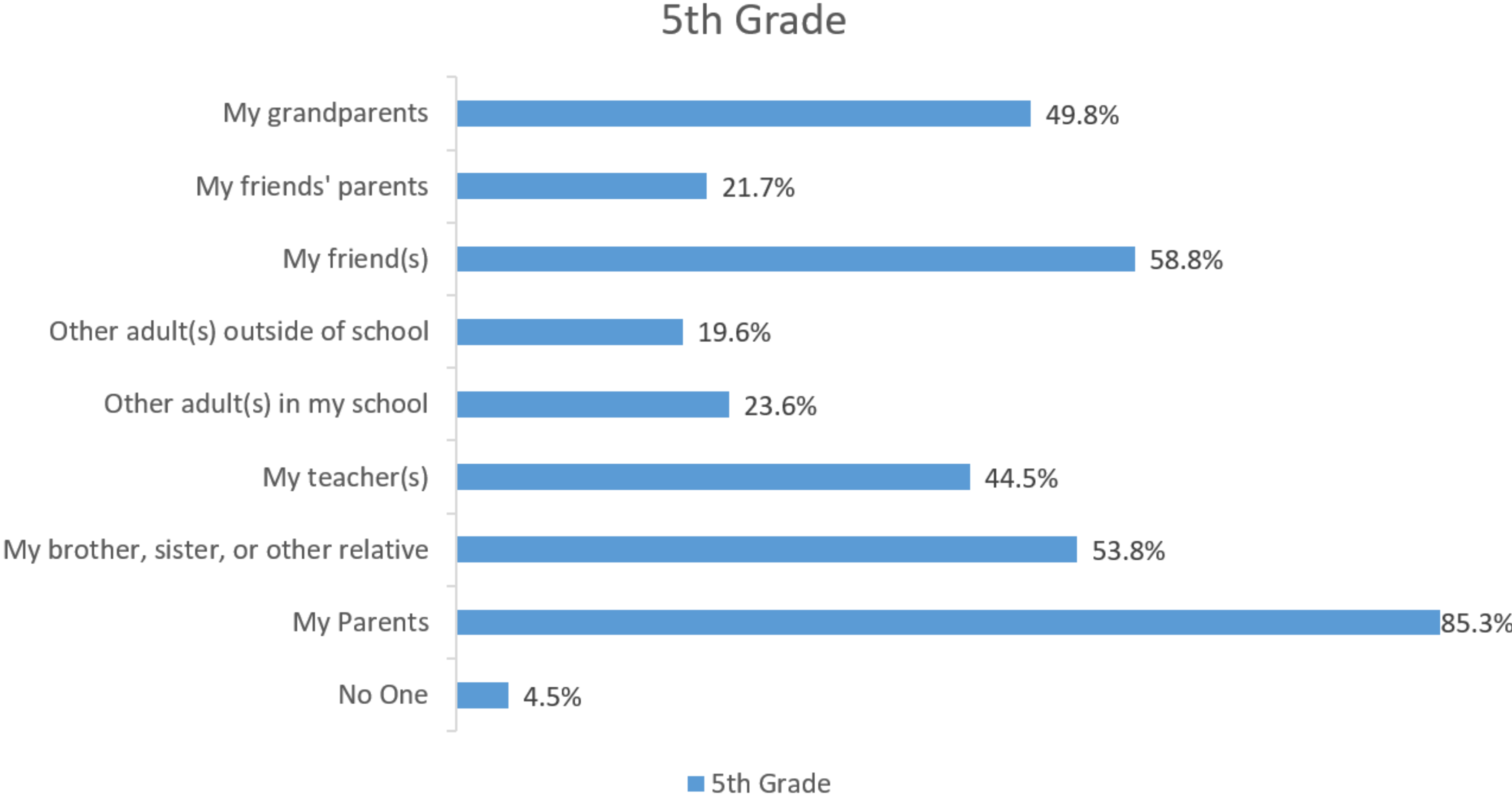
Teacher-Student Relationships

- Influence social and emotional development
- Impact prosocial and aggressive behaviors
- Impact school success
- Moderates isolation
- Provides a sensitive environment to increase identification of students in need

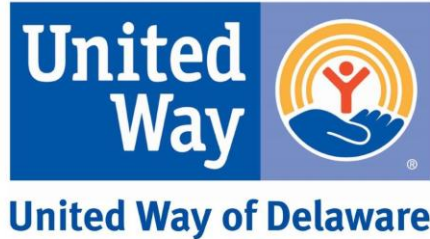
Friendships

- Deter victimization
- Reduce Depression
- Reduce adjustment problems
- Decrease disruptive behaviors and conduct disorders

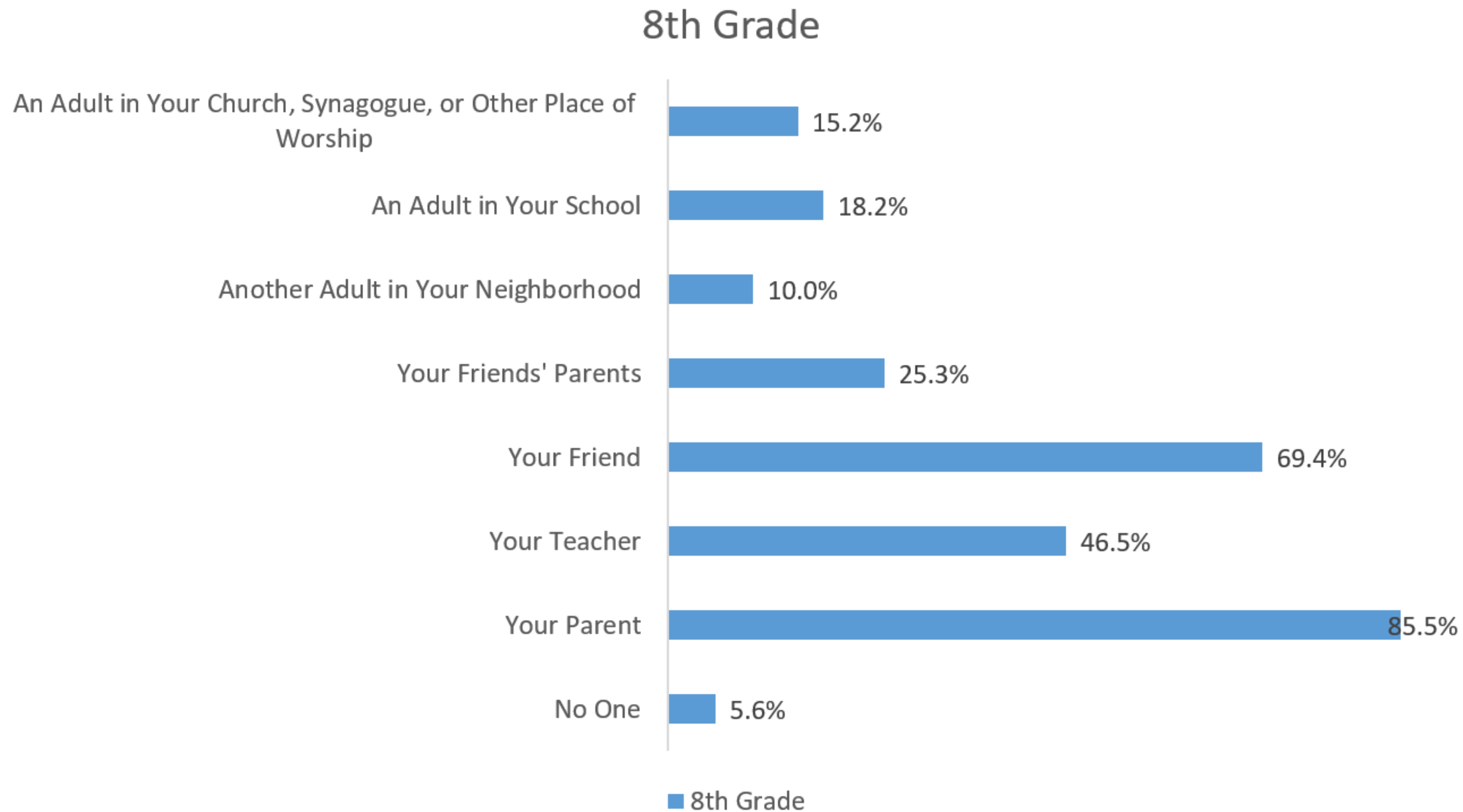
Which of the following people would you say give you a lot of support and encouragement (mark all that apply)?



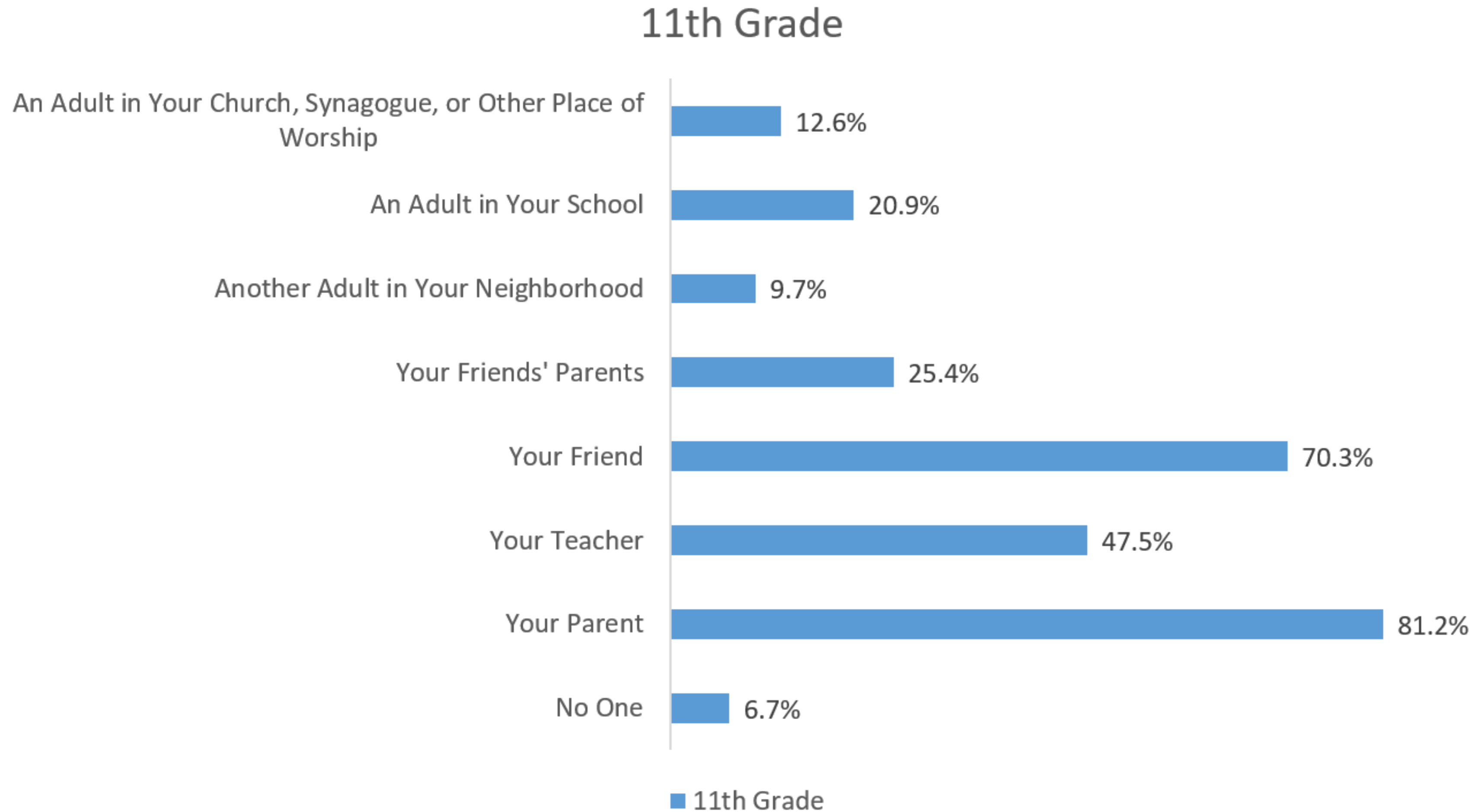
CDHS. (2019). DSS: 5th Grade. University of Delaware.

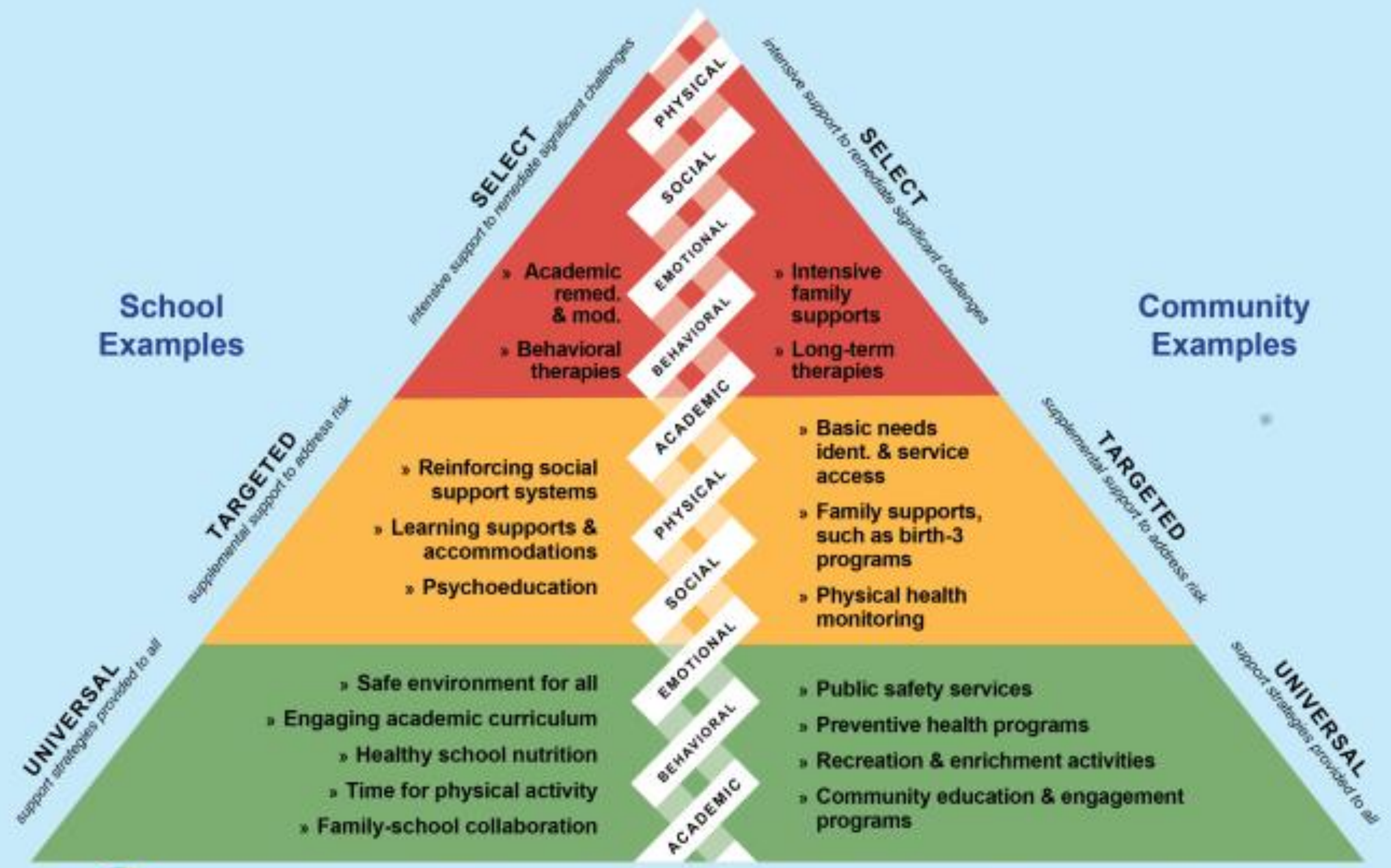


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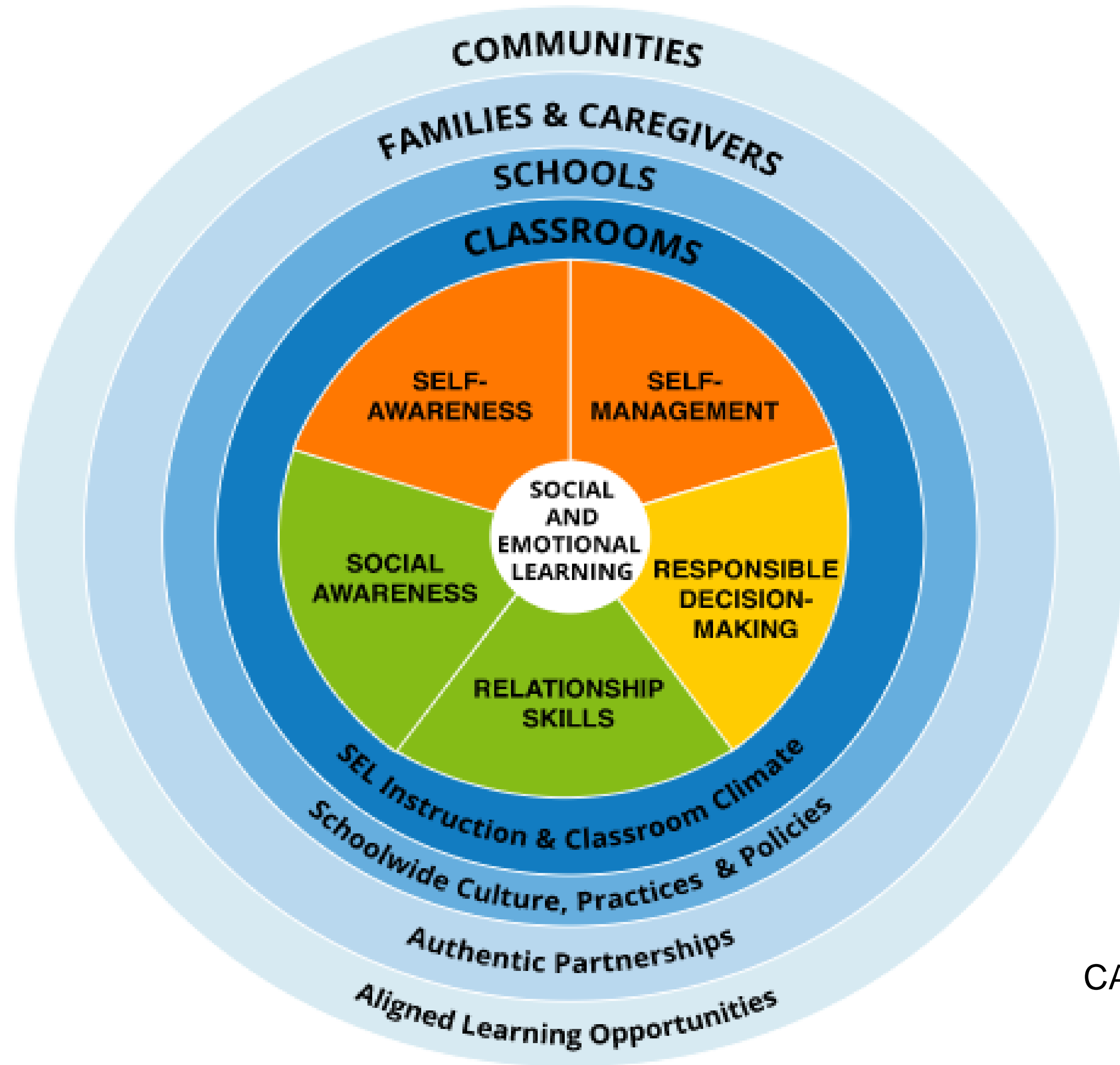


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CASEL, 2020



PROJECT
THRIVE

Trauma Health Recovery Innovation & Engagement

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#DEWholeChild

#ProjectTHRIVE

A Parent & Student Voice

Valesta Wiggins and her son, Phillip

QUESTIONS?

THANK YOU!