ON THE HORIZON: PREPARING STUDENTS TO RETURN TO SCHOOL









Let us know you're here with us in the comments.

Are you an educator, parent, caregiver, or student?

 \checkmark Share this with your colleagues, friends, family!

Session will be recorded right here for you.

Ask your questions right in the comments.



ON THE HORIZON: PREPARING STUDENTS TO RETURN TO SCHOOL











Ken Livingston Director, Get Delaware Reading United Way of Delaware



Dr. Julius Mullen Sr., Ed.D., LPCMH, NCC Chief Clinical Officer **Children and Families First**



Dr. Teri Lawler, Ed.D., LPCMH

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

TODAY'S SPEAKERS



Laurie Girardi Vice President, Outcomes & Impact United Way of Delaware



Valesta Wiggins & Phillip (son)

Delaware Parent Associate Director Medical Education Office AstraZeneca





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.

- **DRJC Learning Pods**
- 21st Century Learning Community
- SEL Programming for students
 - Family engagement opportunities

My Very Own Library – Home Libraries for Students



CAMPAIGN FOR GRADE-LEVEL

Robust partnerships across the state and nation







DR. JULIUS MULLEN



Chief Clinical Officer Children and Families First

- Chief Clinical Officer, Children & Families First of Delaware
- Science Training Institute
- University
- Board Member for Trauma Matters Delaware
- grassroots youth leadership program called IMPACT Delaware.
- military enlistees, or gainfully employed.

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

Leading, teaching, coaching and mentoring are among life's most precious gifts for Dr. Mullen Passionate about leadership development, professional mentorship, and clinical supervision. Love and expertise for trauma informed care, racial equity, social justice through CFF Brain

Teaches prevention science, psychology, counseling and education courses at Wilmington

With his wife Tasha, both are clinical mental health experts who also direct an award-winning

Results speak – 100% graduated high school, 96% college graduates, college attendees,



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?





Social Isolation Disconnectedness from friends, peers teachers and others

Disparities Educational access, health needs and household stressors

WHAT'S THE PROBLEM?

- technology, SEL support,
- food, transportation, racial,

Mental Health Issues Adverse childhood experiences, psychological stress,



What's the BGCEa?

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!



DR. JULIUS MULLEN



Chief Clinical Officer Children and Families First

CONTACT INFORMATION

•Email: Julius.mullen@cffde.org

•Website: cffde.org

•Phone: 302-674-8384

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



A Parent & Student Voice Valesta Wiggins and her son, Phillip







- 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

Dr. Teri Lawler, Ed.D., LPCMH

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



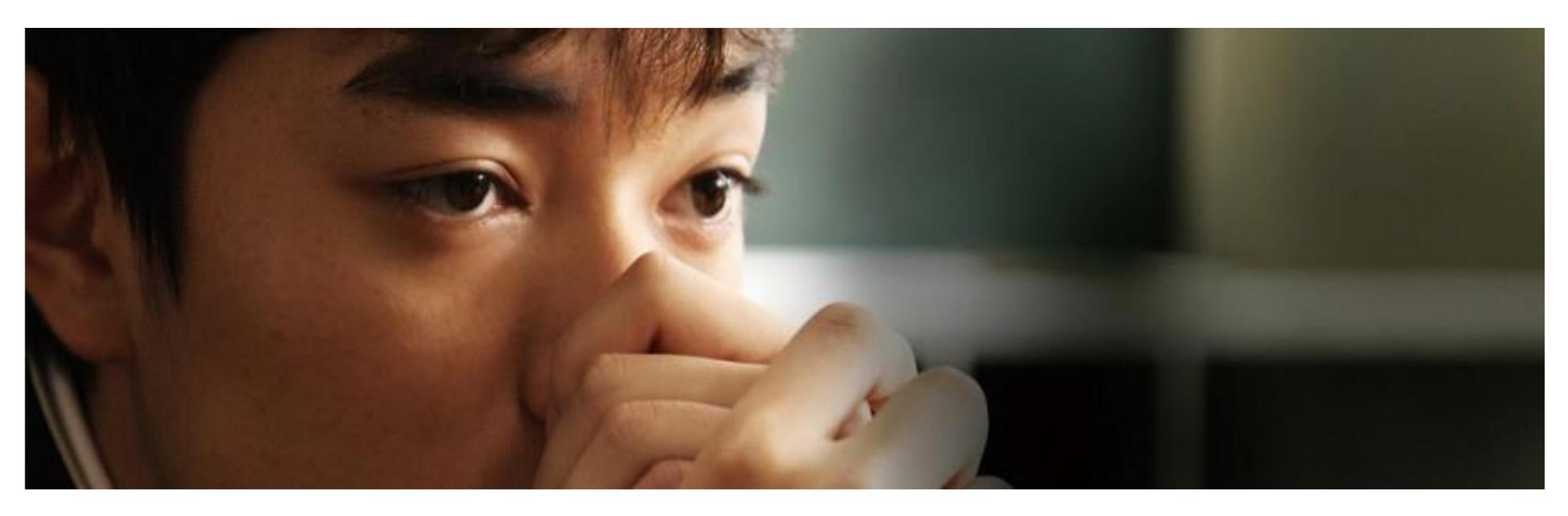


Creating a Statewide Culture of Care

Bridging Hope and Opportunity July 2021



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.

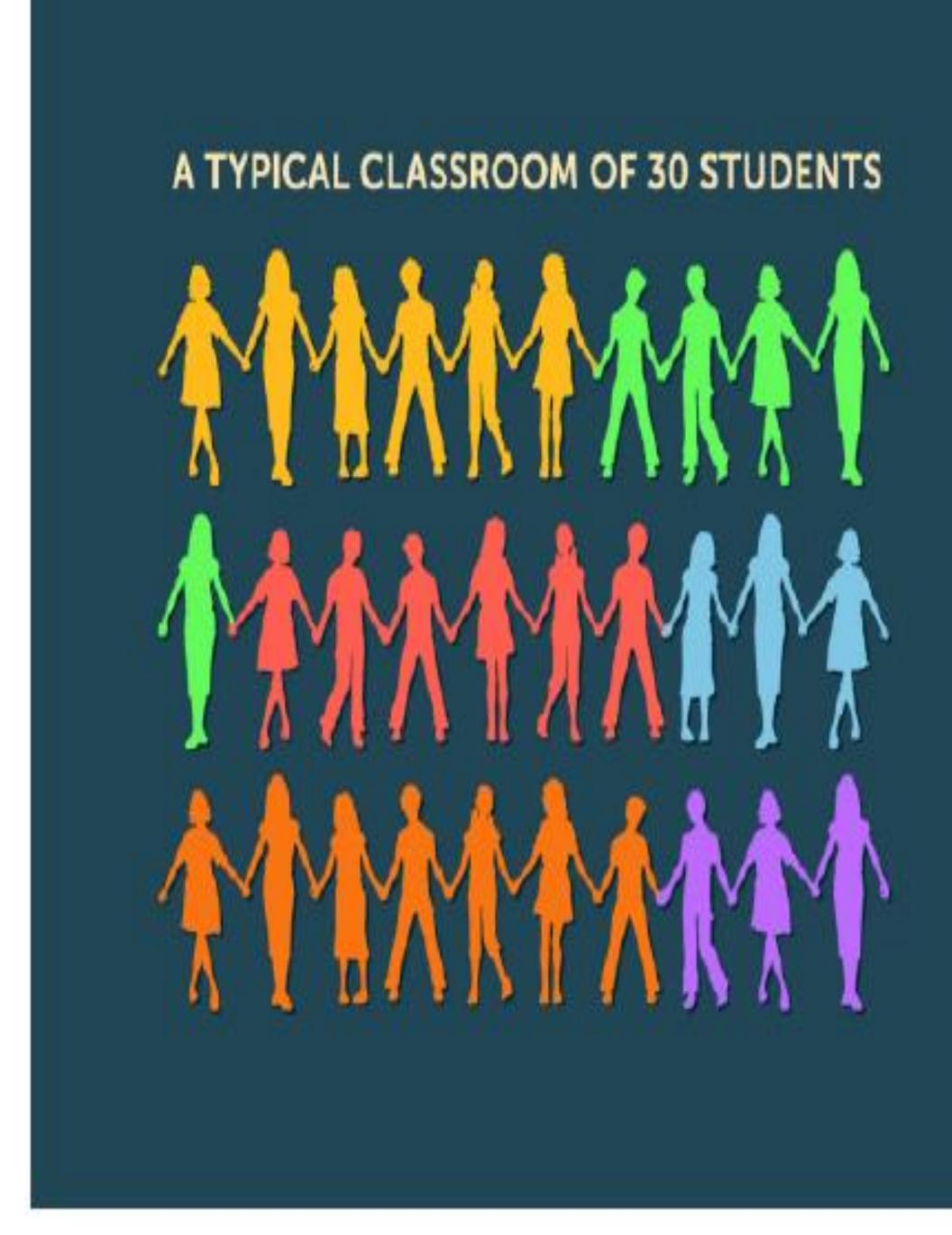


Prevalence of Individual ACEs in Delaware

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.





> 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

Cognition

- Impaired readiness to learn Difficulty problem-solving Language delays Problems with concentration

- Poor academic achievement

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Brain development

- Smaller brain size ٠
- Less efficient processing ٠
- Impaired stress response
- Changes in gene ٠ expression

Impact of Childhood Trauma

Behavior

- Poor self-regulation
- Social withdrawal
- Aggression
- Poor impulse control
- Risk-taking/illegal activity
- Sexual acting out
- Adolescent pregnancy
- Drug and alcohol misuse

Mental health

Depression

0

- Anxiety
- Negative self-image/low self-esteem

0

0

- **Posttraumatic Stress** . Disorder (PTSD)
- Suicidality .

Physical health

- Sleep disorders
- Eating disorders
- Poor immune system functioning
- Cardiovascular disease
- Shorter life span

Emotions

- Difficulty controlling emotions
- Trouble recognizing emotions
- Limited coping skills
- Increased sensitivity to stress
- Shame and guilt
- Excessive worry, hopelessness
- Feelings of helplessness/lack of self-efficacy

Relationships

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Attachment problems/ . disorders

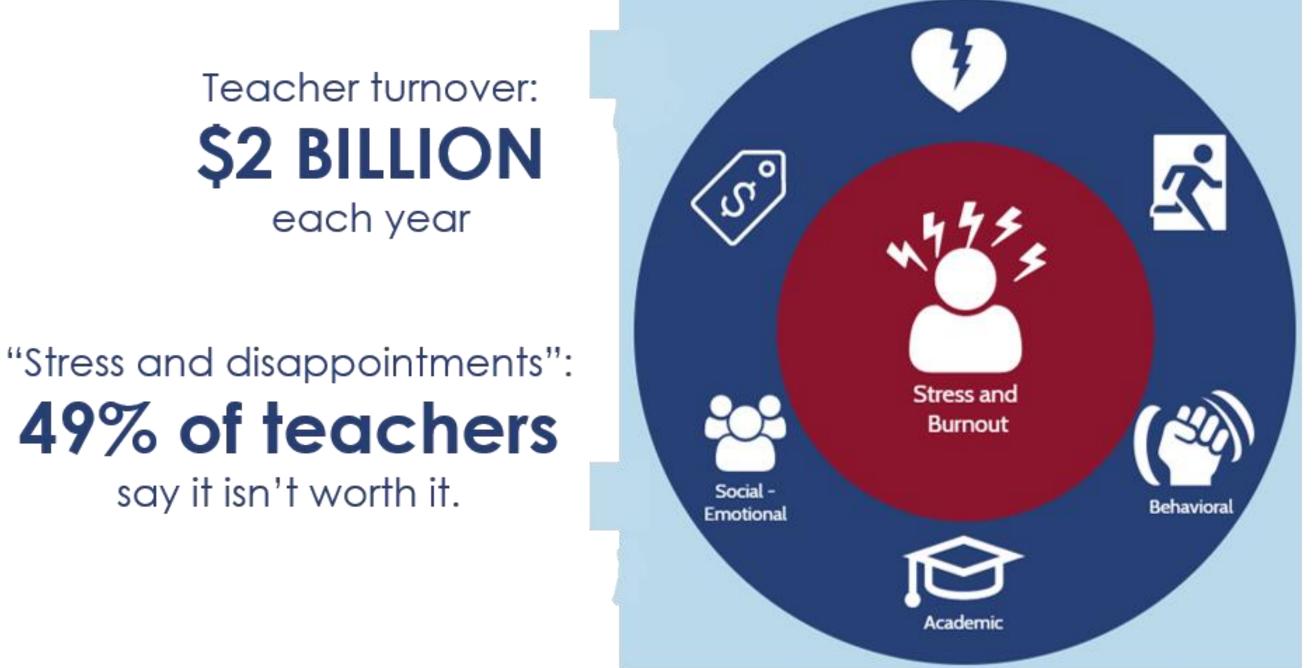
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- Poor understanding of social • interactions
- **Difficulty forming** • relationships with peers
- Problems in romantic . relationships
- Intergenerational cycles of • abuse and neglect





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



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).

Why Focus on School Stress?

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%



Delaware Developmental Framework





Staff understand the term "trauma" and how it can change the way they view and interact with others.

Workplace safety is a priority and the workplace considers both physical and mental health. Organization values a traumainformed lens and identifies trauma and resilience in policies.

Trauma training is institutionalized for all staff.

Staff feel supported and understood in the workplace.

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

TRAUMA RESPONSIVE

TRAUMA INFORMED



Staff applies knowledge of trauma and resilience in work.

Staff utilizes language that supports safety, choice, collaboration, trustworthiness, and empowerment. Entire staff is skilled in using trauma-informed practices.

Individuals outside the organization understand that trauma and resilience are at the center of our mission.







- -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).

Rapid Assessment of Pandemic Impact on Development – Early Childhood







- after one month in quarantine (Xie et. al., 2020).
- Rates are expected to double or triple after COVID.
- NASP recommends focusing on class-/school-wide intervention back to school.

More than 20% of students experienced signs of anxiety & depression

 20% of youth are typically anticipated to demonstrate a social-emotional or behavioral (SEB) concern at some point during their school years.

approaches to support student SEB functioning until the child can adjust



BEHAVIORAL HEALTH MATTERS



Social isolation and loneliness are significant risk factors for:

internalizing & externalizing behaviors

difficulty forming connected & stable relationships

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

adjustment difficulties

poorer physical health

challenges with social & emotional development

poor physical health

bullying or victimization

> United Way **United Way of Delaware**







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)

OPPORTUNITIES





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

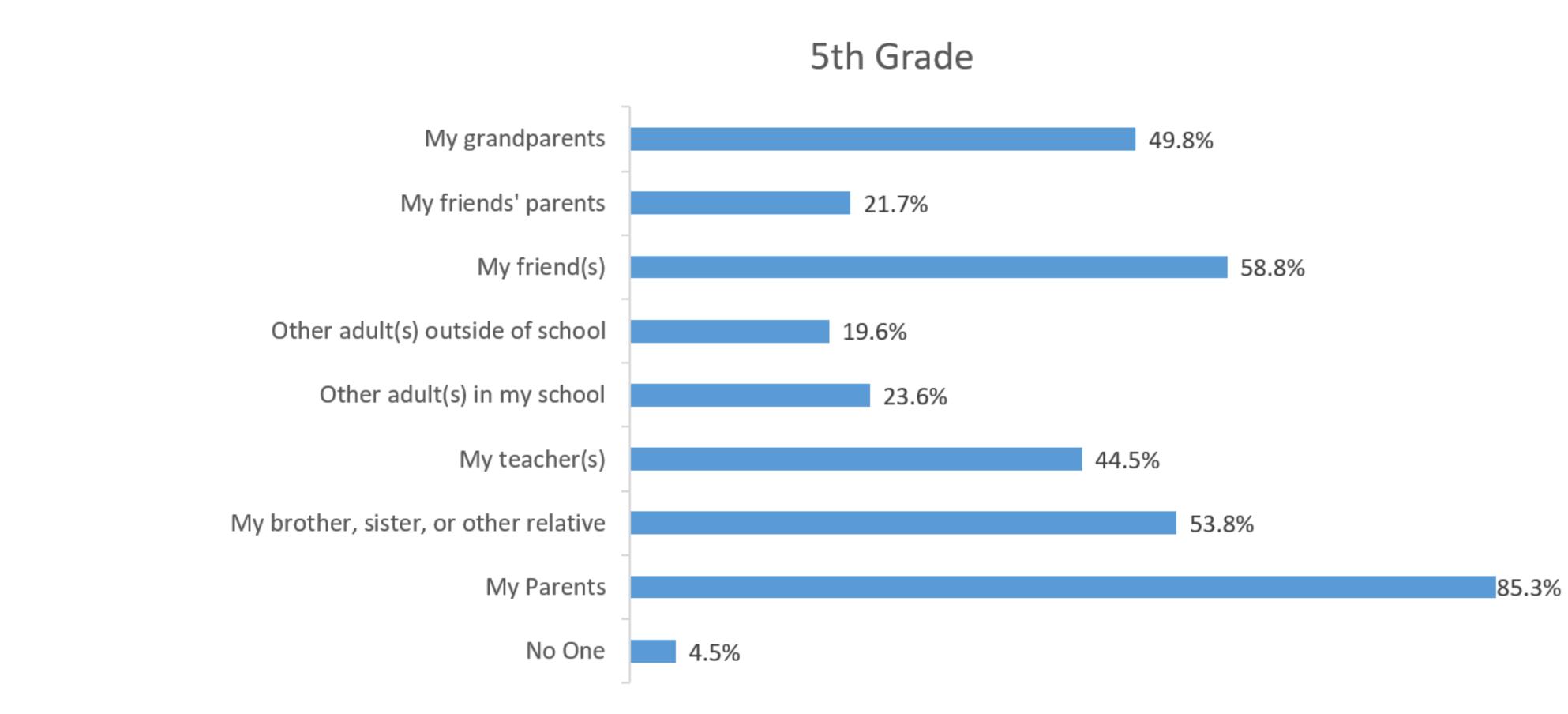


Friendships

- 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)?



5th Grade

United **United Way of Delaware**

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



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

8th Grade

An Adult in Your Church, Synagogue, or Other Place of Worship

An Adult in Your School

Another Adult in Your Neighborhood

Your Friends' Parents

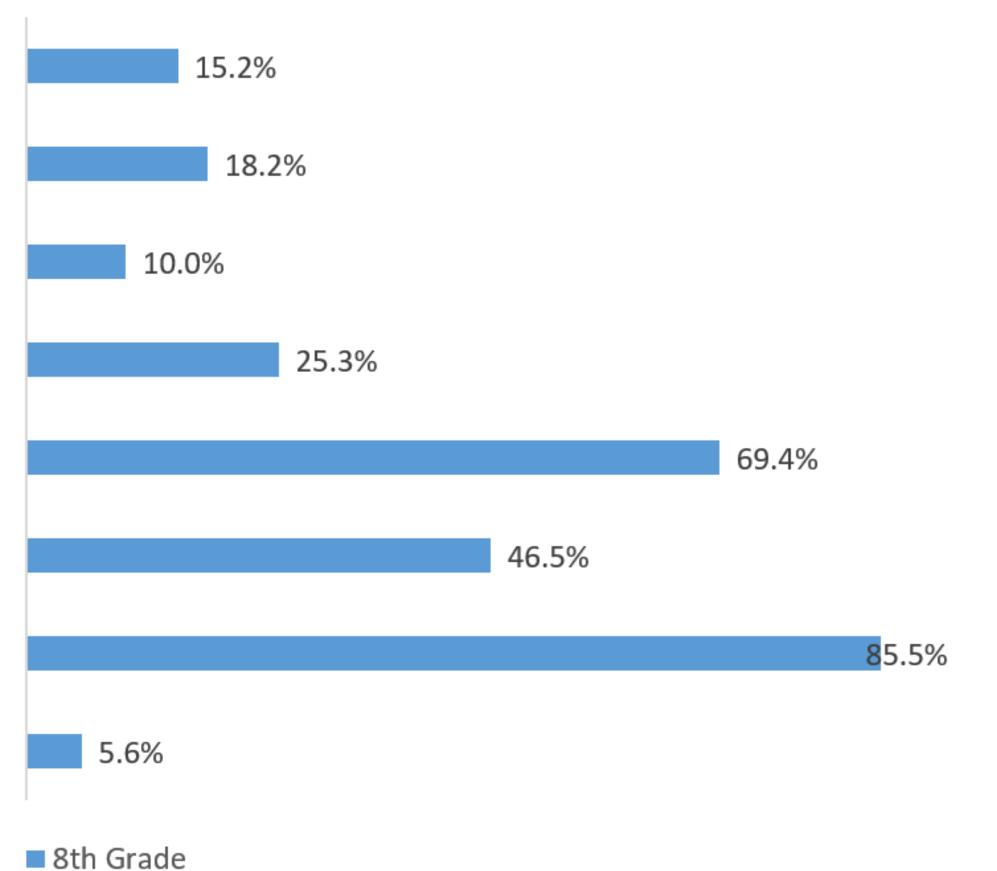
Your Friend

Your Teacher

Your Parent

No One

CDHS. (2019). DSS: Secondary. University of Delaware.





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

An Adult in Your Church, Synagogue, or Other Place of Worship

An Adult in Your School

Another Adult in Your Neighborhood

Your Friends' Parents

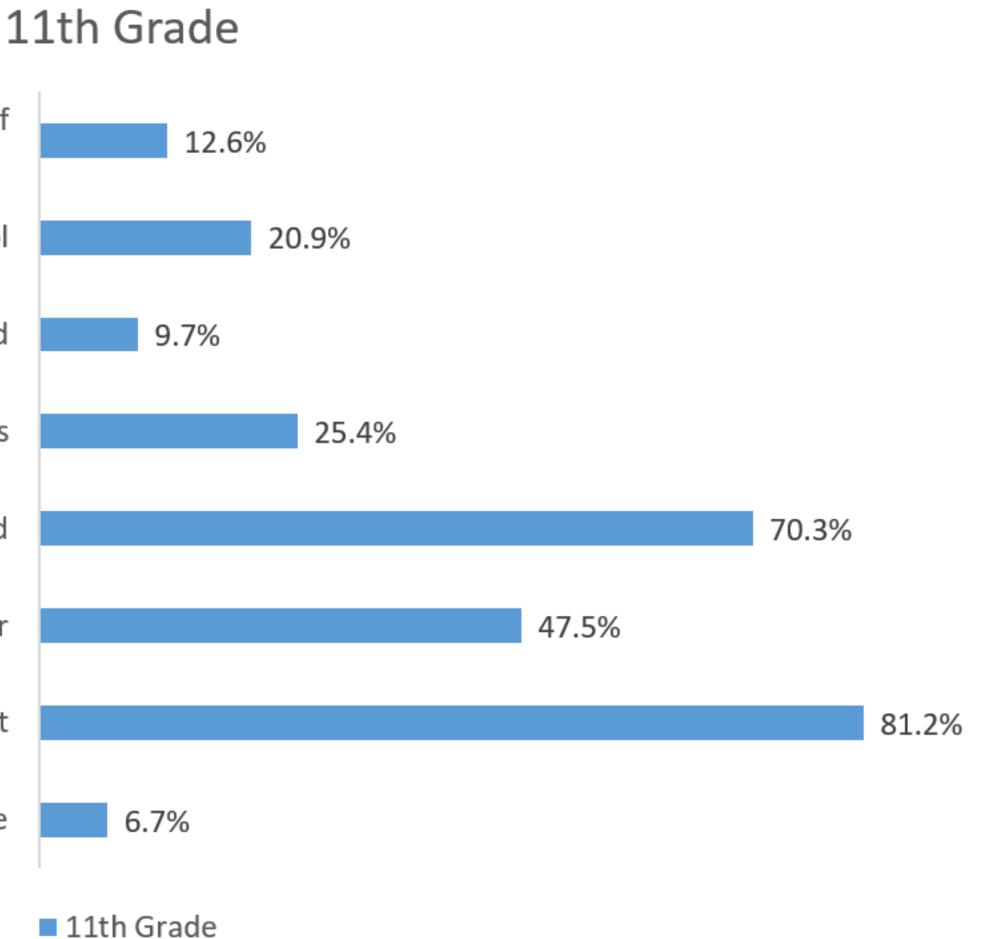
Your Friend

Your Teacher

Your Parent

No One

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T Page and a state

 Academic remed. & mod.
Behavioral

therapies

 Reinforcing social support systems

» Learning supports & accommodations

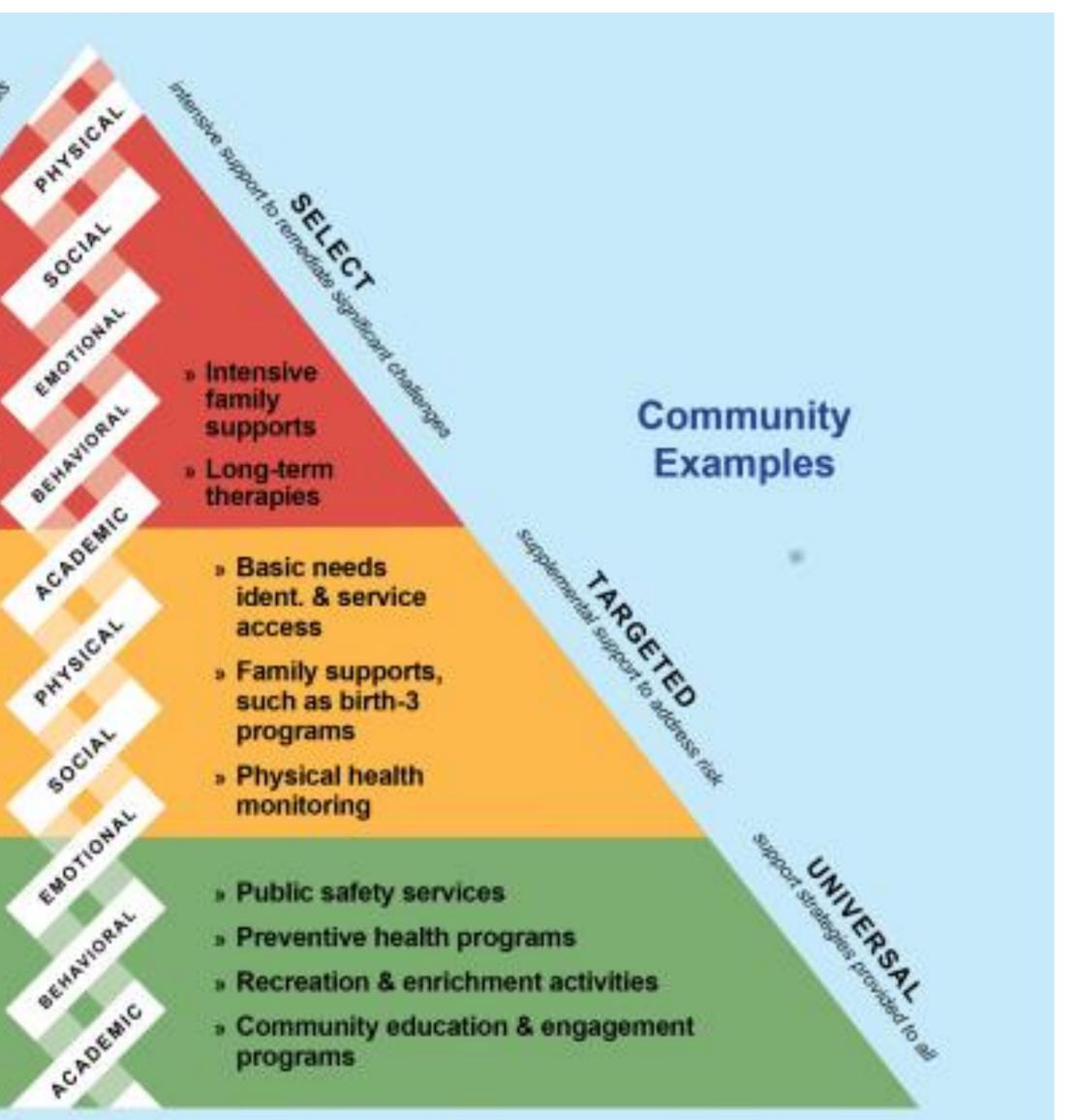
» Psychoeducation

» Safe environment for all
» Engaging academic curriculum
» Healthy school nutrition
» Time for physical activity
» Family-school collaboration

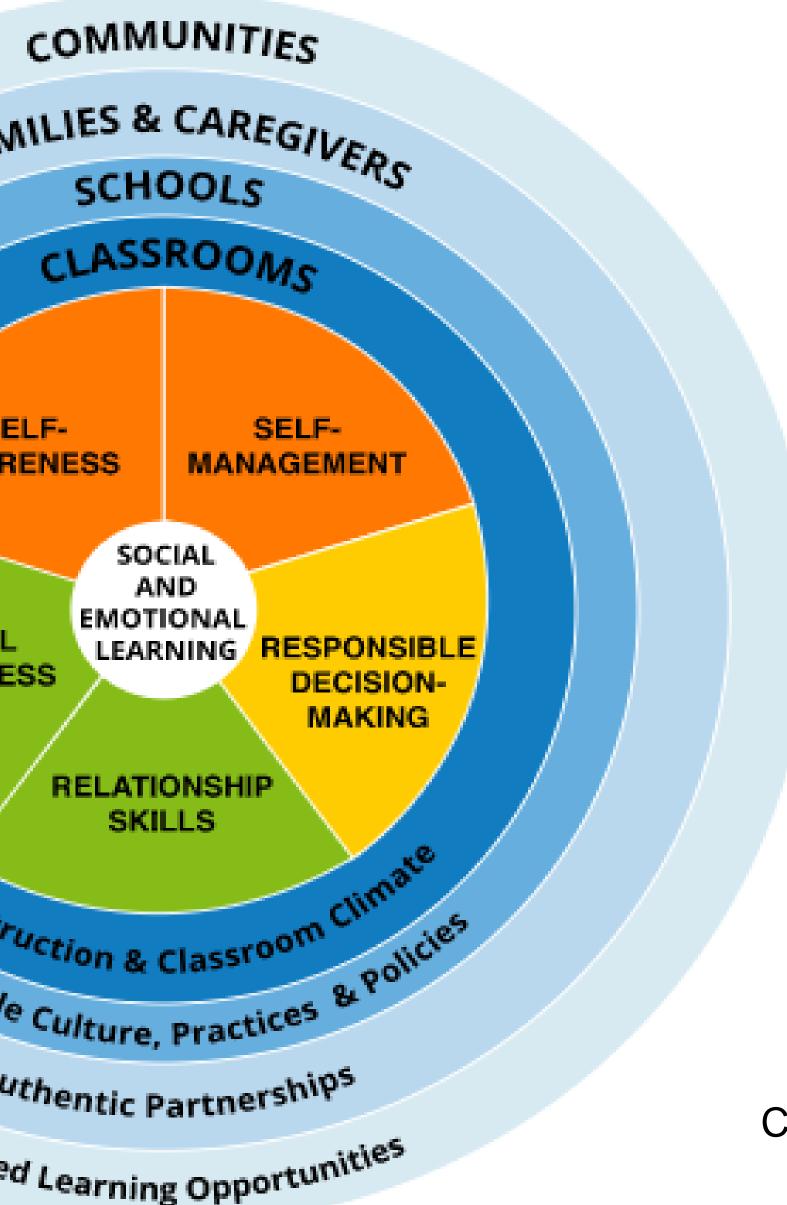
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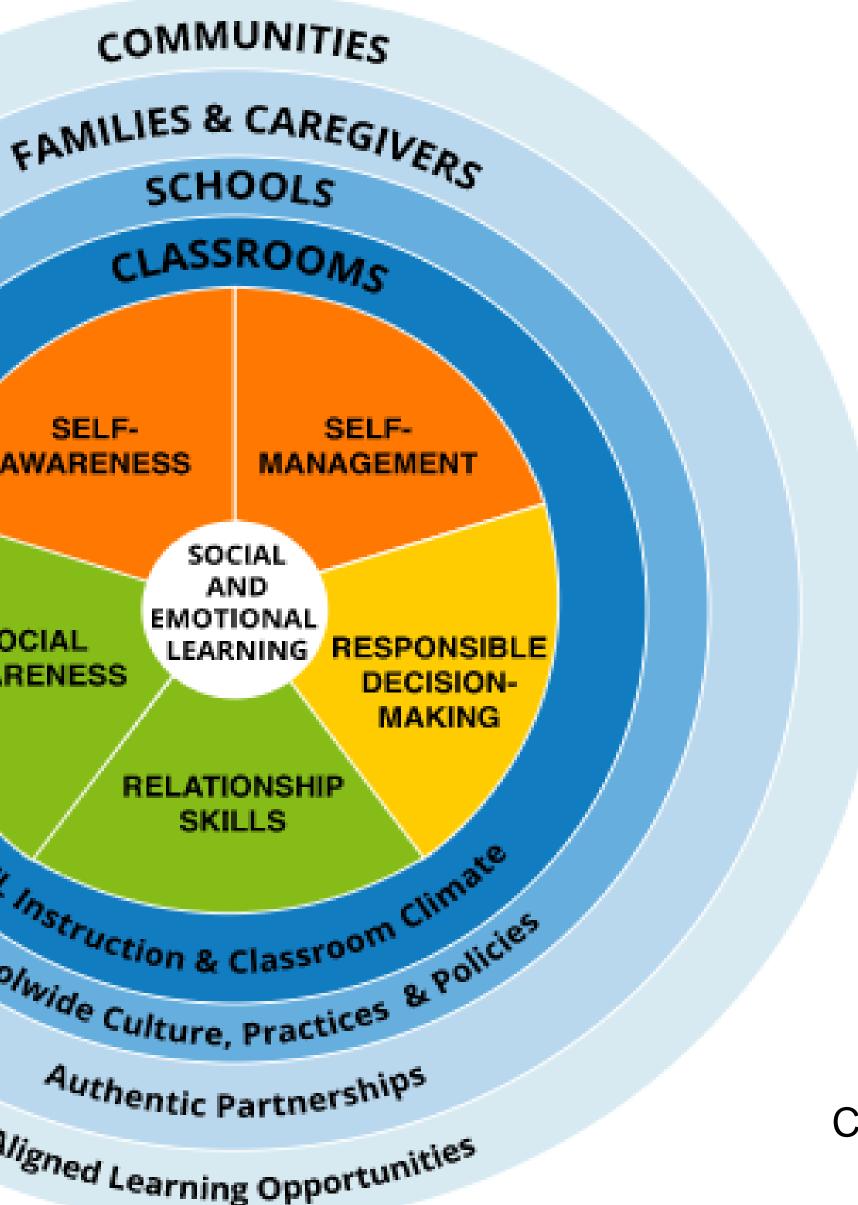
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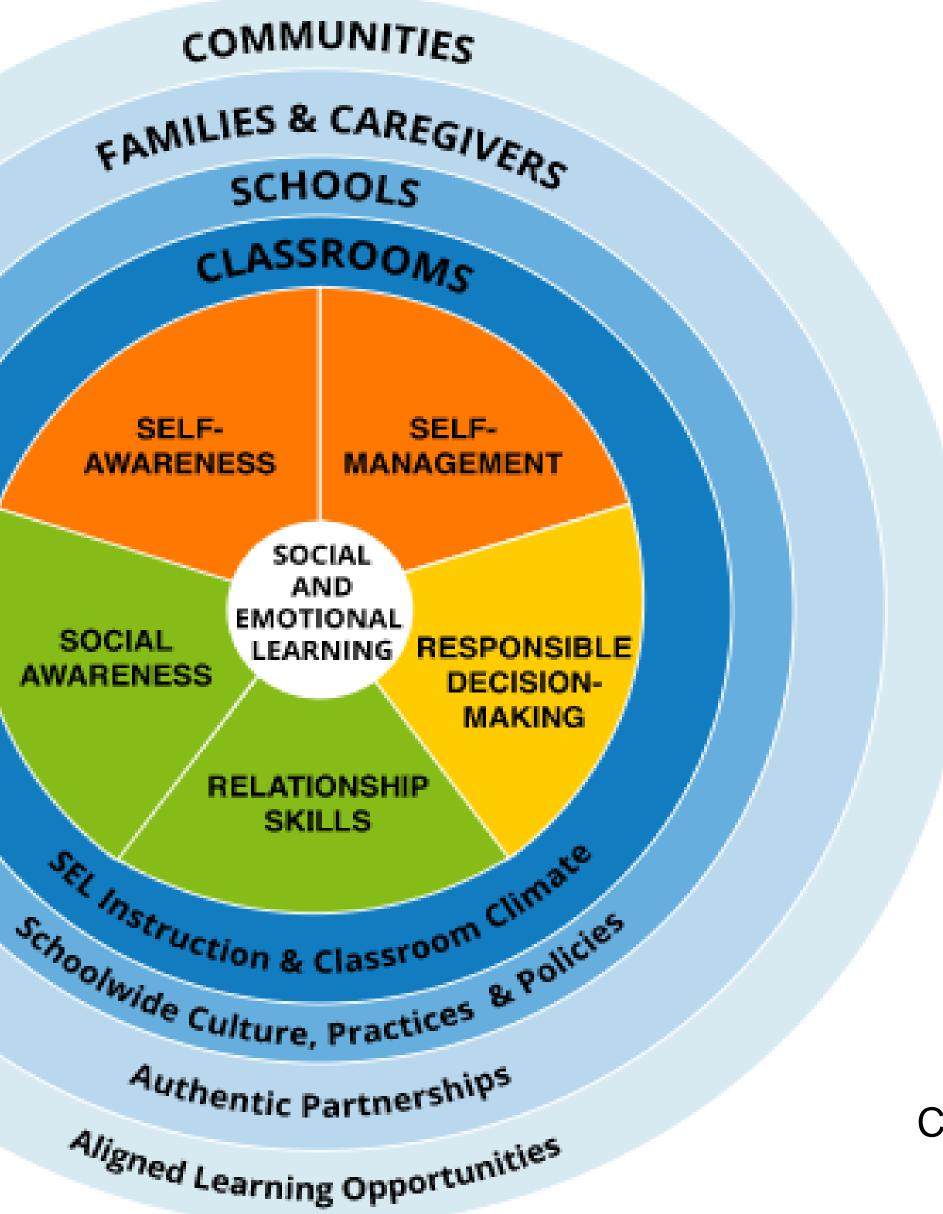








SOCIAL AWARENESS



CASEL, 2020





Trauma Health Recovery InnoVation & Engagement

P R O J E C T THREE C T



DR. TERI LAWLER



CONTACT INFORMATION

teri.lawler@doe.k12.de.us

#DEWholeChild #ProjectTHRIVE

Dr. Teri Lawler, Ed.D., LPCMH

- **Education Associate**
- **Trauma Informed Practices and Social Emotional Learning**
- Office of Equity and Innovation
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@TeriLawler



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QUESTIONS?







