I am good enough, smart enough and people like me.

Boosting student well-being, academic success, and professional sustainability utilizing a 3-tiered approach that integrates social emotional learning and the Common Core State Standards.
Objectives

- Participants will be able to develop strategies for effectively implementing a full continuum of integrated school mental health approaches to supporting students' academic, behavioral and social-emotional outcomes.

- Participants will be able to align interventions to the Common Core State Standards and Social Emotional Learning frameworks.

- Participants will be able to develop strategies for overcoming challenges to implementation of evidence based programs and practices.
Los Angeles Unified School District
School Mental Health

Mission Statement

School Mental Health professionals promote the mental health, well-being and academic achievement of all LAUSD students.
135 School Based

64 Clinic Based in Wellness

54 in Special Education

9 Mental Health Consultants

5 Crisis Counseling Intervention Services

6 Crisis Counseling

150 interns
Remember: everyone in the classroom has a story that leads to misbehavior or defiance. 9 times out of 10, the story behind the misbehavior won’t make you angry. It will break your heart.

– Annette Breaux
Develop trauma-informed school communities
**INTENSIVE:** Coordinated, comprehensive, culturally appropriate child & family focused evidence based practices.

**TARGETED:** Intervention with services that address risk factors and foster protective factors for students at-risk for severe academic or behavioral problems.

**UNIVERSAL:** PSWs support mental and emotional wellness by promoting services that render a caring school environment, teach appropriate behavior and problem solving skills, enhance positive behavior support.
Universal Social-Emotional Interventions:
- School-wide Implementation of Second Step
- Restorative Justice
- Mental Health Consultation
- Professional Development (Resiliency, Trauma Awareness)
Suicide Prevention Awareness

A SEMICOLON is used when a SENTENCE could have been ended but it wasn’t. MY STORY ISN’T OVER.
Targeted Social-Emotional Interventions:
• Group Therapy (e.g. CBITS)
• Parenting Education
• Student Success and Progress Team
• Community Referrals
Erika’s Lighthouse
A Beacon Of Hope For Adolescent Depression
Intensive Social-Emotional Interventions:
- Individual Therapy
- Trauma Focused Cognitive Behavioral Therapy
- Parenting Education & Family Therapy
- Student Success and Progress Team Follow-Up
- Community Referrals
THINK
PAIR
SHARE

What lives under the
MTSS Umbrella

1:00
Math Strand Standards

Standards for Mathematical Content- Procedures & Understanding

- Critical thinking
- Problem-solving
- Reflection
- Analysis
ELA strand Standards

Includes Standards for Students in K-12 grades

- Reading: Literature
- Reading: Informational Text
- Reading: Foundational Skills (K-5 only)
- Writing
- Speaking & Listening
- Language
Speak
Listen
Engage
Interpret
Delineate
Adapt
Present
Participate
Describe

Produce
Recount
Initiate
Collaborate
Integrate
Evaluate
Use digital media
Ask & Answer Questions
Depth of Knowledge
All about College & Career Readiness: SEL Five Core Competencies

- **Self-Management**: Managing emotions and behaviors to achieve one's goals.
- **Self-Awareness**: Recognizing one's emotions and values as well as one's strengths and limitations.
- **Social Awareness**: Showing understanding and empathy for others.
- **Relationship Skills**: Forming positive relationships, working in teams, dealing effectively with conflict.
- **Responsible Decision-Making**: Making ethical, constructive choices about personal and social behavior.
Connecting SEL with CCSS

Self-Management
- Self-control as they get wiggly
- Self-motivation to stay engaged with text
- Manage stress as they encounter more unfamiliar vocabulary than before
- Setting and achieving goals

Social-Awareness
- Perspective-taking as they make meaning of the text
- Empathy for classmates who are struggling
- Understanding social and ethical norms for behavior when working in peer groups

Relationship Skills
- Communicating Clearly and Working Cooperatively with peers
- Seeking help if they struggle with longer passages, unfamiliar vocabulary and structure

Responsible Decision Making
- Considering the well-being of self and others
- Seeking help if they struggle with longer passages, unfamiliar vocabulary and structure
Gratitude Letter

Writing a gratitude letter... will make both you and the recipient feel great!

Writing a simple gratitude letter is a proven win-win happiness habit.
Speak
Listen
Engage
Interpret
Delineate
Adapt
Present
Participate
Describe

Produce
Recount
Initiate
Collaborate
Integrate
Evaluate
Use digital media
Ask & Answer Questions
The Compassion Games are designed to help, heal and inspire, making our community a safer, kinder, more just and better place to live. GAME ON!

**COMPASSION GAMES FOUR STEPS**

1. **Commit**
   - Be a Player
   - Be an Organizer

2. **Play**
   - Secret Agents of Compassion
   - Do Random Acts
   - Participate in Service Projects

3. **Report**
   - Submit and Share Reports
   - Review Reports
   - Checkout the Leader Board

4. **Rejoice**
   - Appreciate Each Other
   - Celebrate Our Results

**PLAY THE GAMES – GET STARTED!**
OUT OF THE BOX!

CREATIVE!

INTERESTING!

FUN!

OPTIMISTIC

Goofy!

Kind Hearted

Compassionate!

Good

Caring

LISTENS

PARTY crazy

GIRL

Steadfast

Lights up a room

“SHINE”

great outlook on life!

Sweet Smile!

Seeks advice

Uber hilarious!
Yesterday is history. Tomorrow is a mystery. Today is a gift. That is why it is called the present.

- Alice Morse Earle
Developing Interventions that align with SEL/CCSS

Gratitude Letter
- Social Awareness
- Decision Making
- Relationship Skills
- ELA
- Writing
- All Math Strands

Compassion Games
- Social Awareness
- Self-Management
- Self-Awareness
- ELA
- Writing
- Speaking/Listening
- Math Reflection Analysis

Chalkboard
- Social Awareness
- Self-Awareness
- Relationship Skills
- Decision Making
- ELA
- Writing
- Speaking/Listening
- Math Reflection Analysis

Mindfulness
- Self-Awareness
- Self-Management
- Social Awareness
- ELA
- Speaking/Listening
- All Math Strands
Welcome

PLEASE SEAT YOURSELF

Conversations
Matter
School-Wide Engagement

Mental Health Campaigns
Community Engagement

Connecting with Agencies and Community Partners to create programs that are accessible to students that are relevant such as Teen Dating Violence and Healthy Relationships.
Field Instruction Collaboration

CSUN
CALIFORNIA STATE UNIVERSITY NORTHRIDGE

School Mental Health

USC Suzanne Dworak-Peck School of Social Work

School of Social Work

CSULB
DEPARTMENT OF SOCIAL WORK

California State University Dominguez Hills

UCLA
USC Intern Program

USC Suzanne Dworak-Peck School of Social Work

Master of Social Work (MSW) ONLINE

Job Search Qualification
Resume Application
Resources

• www.corestandards.org Lists the CCSS for Math and ELA
  • http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
  • http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf
  • http://www.americanradioworks.org/documentaries/greater-expectations/
• www.cassw.net & www.sswaa.org
• http://frameworksinstitute.org/toolkits/californiacommoncore/index.html
• www.commoncoreil.org Info. for parents & teachers re: CCSS
• www.commoncurriculum.com An online plan book to help align lessons to CCSS
• http://www.hslda.org/commoncore/topic7.aspx Private schools and home schools do not have to do common core
• http://thecenter.spps.org/uploads/standards_organization_graphic.jpg
• English Language Arts Standards | Common Core State Standards Initiative
Resources

- [www.cgcs.org](http://www.cgcs.org/) Council on Great City Schools; 67 districts, LB, LA, Santa Ana, SD, SF
- [http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf](http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf) : Common Core Math Standards
- [www.commoncorecafe.blogspot.com](http://www.commoncorecafe.blogspot.com) : SBAC CCSS question writer-reviewer Gabriela Orozco Gonzalez
- [http://www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/) CDE
- [http://www.cde.ca.gov/re/cc/tl/whatareccss.asp](http://www.cde.ca.gov/re/cc/tl/whatareccss.asp)
- [www.teachingthecore.com](http://www.teachingthecore.com)
- SAMHSA link
- PBIS link