

Social Emotional Learning

Madison Consolidated
Schools
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What is SEL?

Social emotional learning is the process through which children and adults acquire and effectively apply knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



What is Mental Health?

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- ✘ Universal--we all have it!
 - ✘ Think of physical health
 - ✘ Not mental illness
 - ✘ Prevention, intervention, and recovery

WHY?

When students struggle with psychological or emotional issues, they are more likely to be distracted in class, unable to attend school, drop out and are at increased risk of incarceration and early death.





- **One in six** youth have a mental health condition, like anxiety or depression, but only **half** receive any mental health services.
- **50%** of all mental health conditions begin by age 14 and 75% by age 24.
- Nearly one third (31.9%) of adolescents meet criteria for anxiety disorder before age 18.
- Only half children with treatable mental health disorder receive clinical care.
- Untreated or inadequately treated mental illness can lead to high rates of school dropout, unemployment, substance use, arrest, incarceration and early death.
- Suicide is the **second** leading cause of death for youth ages 10-34.

Schools are adolescent mental health providers out of necessity and choice.

Rapid access to mental health care is essential to student success.

★ C.A.R.E.S. Team ★

Connection, Advocacy, Resilience for Every Student



Goal 1: Assessing Needs

Targeted Strategies for Maximum Benefit



Assess the well-being and mental health needs of students, staff, and families to determine data driven interventions for improving school community well-being.



- ✘ Survey Students (grades 2-12), Staff, and Families (Authentic Connections)
 - Identifying Behavior Problems
 - Identifying Social-Emotional Problems
 - Early Identification of Mental Health Concerns
- ✘ Integrate Skyward data--Panorama dashboard and check-in tool
- ✘ Responsive prevention, intervention, progress monitoring

Goal 2: Define and refine current prevention and intervention strategies

Students, Staff, and Families



Using what we already know

- ✘ Staffing Needs:
 - Add mental health support at the Jr High and High School
 - Increase support at Anderson/Deputy
 - Seek Interns/Trainees
- ✘ SEL curriculum evaluation and expansion
- ✘ Expand student led wellness initiatives, clubs, groups



Goal 3: Expand and enhance upstream/preventative counseling and mental health education programs for staff and families.




Educational Programs and Support

- ✘ Start with Staff--Well regulated adults help co-regulate kids
 - Professional development
 - Coaching/support
 - Wellness programs/referrals
- ✘ Professional development for CARES Team
- ✘ Expanded family mental health education resources and programs
- ✘ Community partnerships



Why?



Encouraging understanding of adolescent mental health through education and anti-stigma programs will change lives.

“If it is important we find a way.
If not, we find excuses.”⁹⁹

We must find a way.

Resources and Reading

x Indiana Social Emotional Learning Competencies

https://www.doe.in.gov/sebw?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

CDC....Schools

- [Fostering School Connectedness: Information for School Districts and School Administrators](#)
- [Fostering School Connectedness: Information for Teachers and Other School Staff](#)
- [Helping Your Child Feel Connected to School: Information for Parents and Families](#)
- [School Connectedness: Strategies for Increasing Protective Factors Among Youth \[PDF – 1,011 KB\]](#)
- [Fostering School Connectedness: Staff Development Program Facilitator's Guide \[PDF – 4 MB\]](#)

<https://childmind.org/report/2017-childrens-mental-health-report/anxiety-depression-adolescence/>

<https://www.jedfoundation.org/mental-health-resource-center/>

<https://www.thetrevorproject.org/survey-2020/?section=Introduction>





Thanks!

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