

NM PED Behavioral Health Initiatives and Collaborations:

- Social & Emotional Learning (SEL)- NM SEL Framework and Rubric
- SEL sub-grants funded by Coronavirus Aid, Relief and Economic Security (CARES) Act
- Cognia Back to School/ SEL survey
- NM State Department's Collaboration

Why now more than ever?

Stressors related to COVID-19 – Anxiety/Fear/Loss

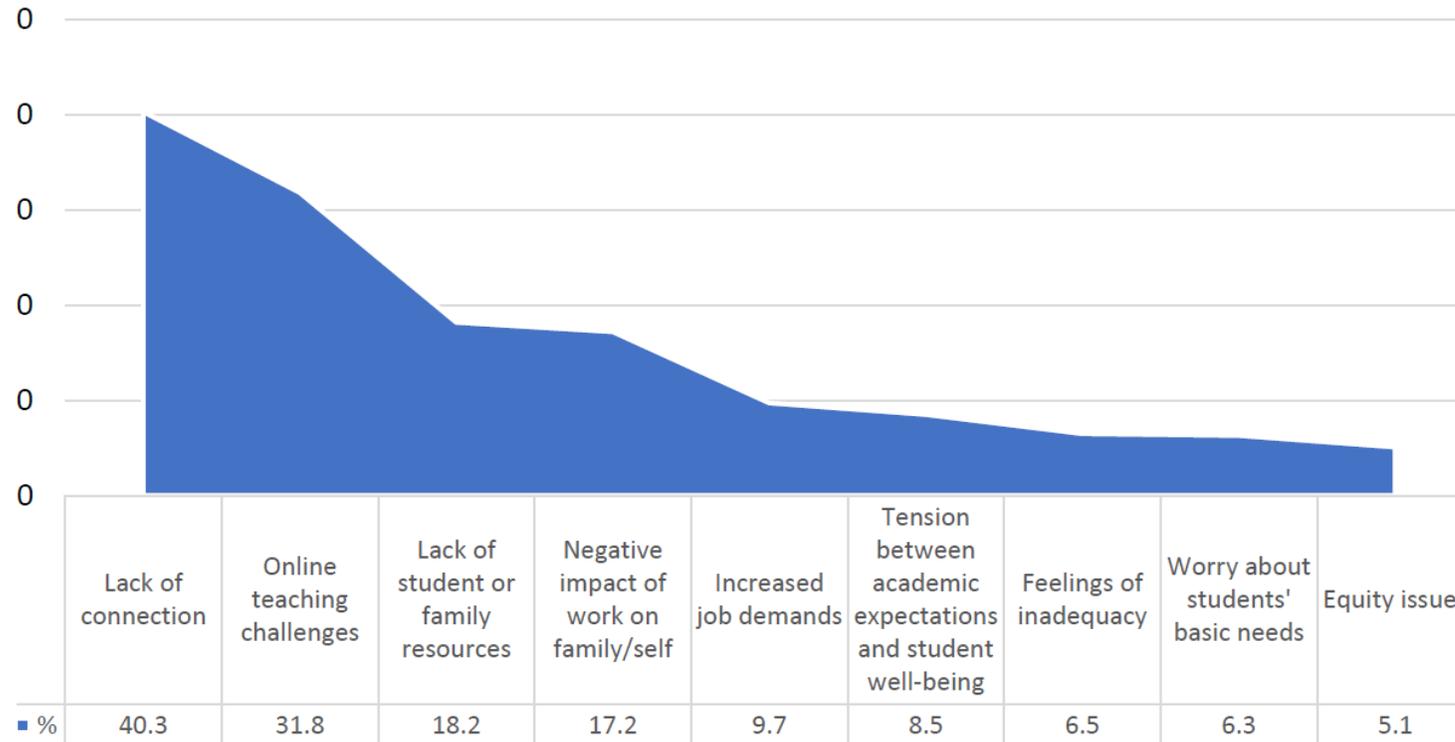
- Increased challenges with mental health issues (e.g., anxiety, depression)
- Confusion and uncertainty about what will happen next
- Worry and fear for the safety of self and others (for teachers, worry about students)
- Fears associated with re-opening schools and transmission of COVID-19
- Unsafe situations at home (e.g., neglect, abuse, domestic violence)
- Loss of resources (e.g., extended family support, job loss, access to mh services and health care)
- Loss of family members, community members, teachers, and students
- Students and staff miss out on important rituals and transitions (e.g., prom, graduation, end-of-year celebrations and goodbyes, losses)
- Sudden disruption of normal routines, relationships, structures, and predictability
- Food insecurity

Stressors Related to COVID-19- Equity

- The disproportionate effect of COVID-19 in communities of color and increased risk for these and other stressors
- Disproportionate access to virtual education for students (e.g., technology, learning challenges)
- Learning new technology, adapting to different ways of teaching and learning, maintaining student engagement, balancing work and home life, with multiple stressors

Survey of Teachers in New Orleans June 2020

Most Difficult Aspects of Teaching during the Pandemic



Responses from 453 Teachers from 45 schools in Orleans Parish

Investing for tomorrow, delivering today.

Citation: *New Orleans Trauma Informed Schools Learning Collaborative, Beth Cooney, LCSW-BACS Project fleur-de-lis, New Orleans, LA*

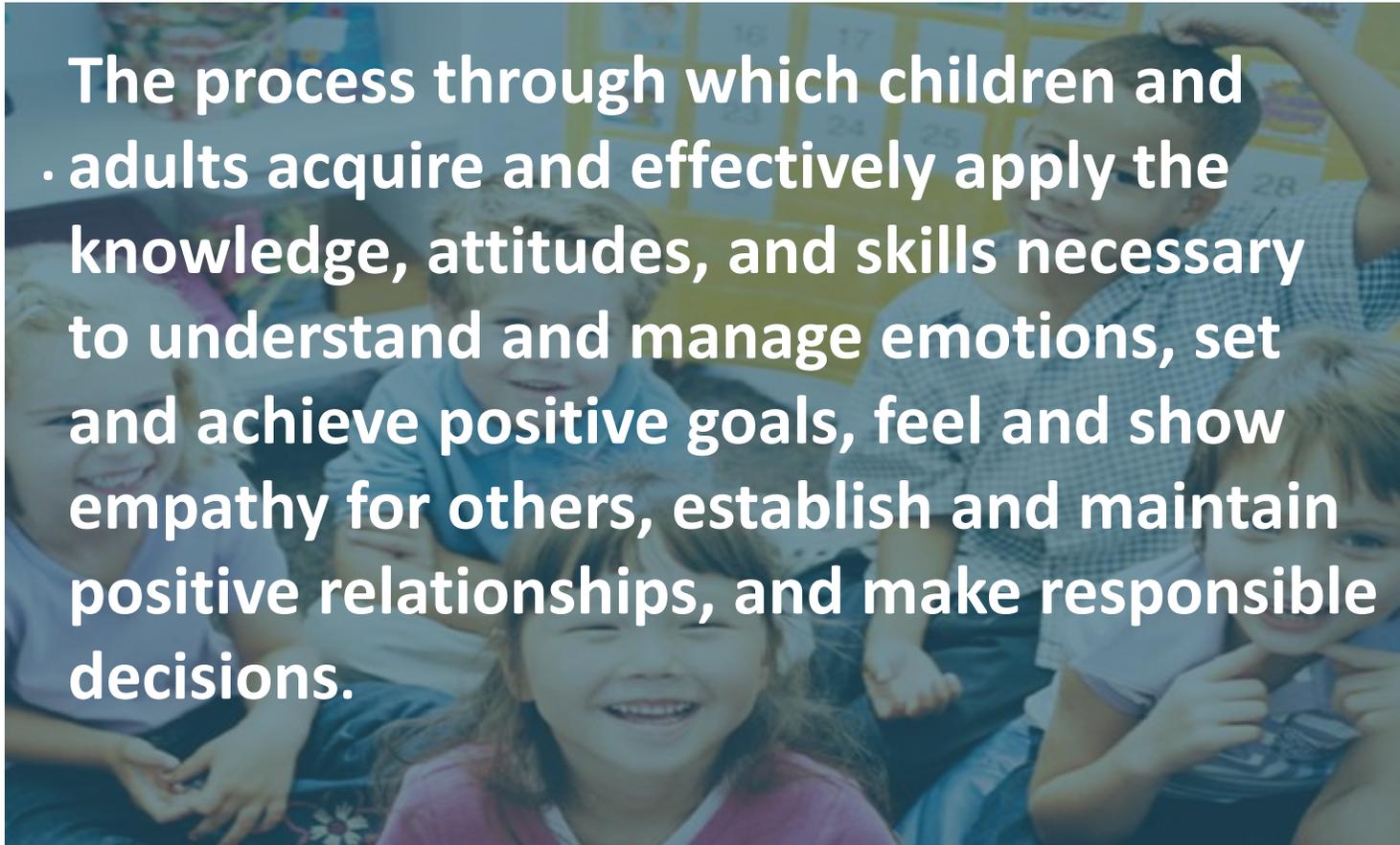
In a nationally represented survey of young people aged 13-19 (over 3,000 young people late April and May 2020)

- Approximately **25%** felt disconnected from peers and adults
- Over **50%** were more concerned than usual about their family's physical and emotional health (including health, finances, and basic needs).
- More than **1 in 4** reported an increase in sleep loss due to worry, feeling unhappy or depressed, feeling constantly under strain, and loss of confidence in themselves.
- **40%** of youth reported that they had not been offered social and emotional support by an adult from their school
- Citation: https://www.americaspromise.org/sites/default/files/d8/YouthDuringCOVID_FINAL%20%281%29.pdf



**WHAT IS SOCIAL AND EMOTIONAL
LEARNING (SEL)?**

SEL is.....



The process through which children and adults acquire and effectively apply the 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.

Investing for tomorrow, delivering today.

Impact of SEL: long-lasting and global

A 2017 research study finds that SEL programs benefit children for months and even years.

82
different programs reviewed
(38 outside U.S.)

97,000+
Students, kindergarten
through middle school

Effects assessed
6 mo – 18 yrs
after programs completed



SEL Students Benefit in Many Areas

Academic performance	
SEL skills	
Positive attitudes	
Positive social behaviors	

Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits.

Conduct problems	
Emotional distress	
Drug use	

Benefits were the same regardless of socioeconomic background, students' race, or school location.



SEL works: Linked to young adult outcomes



Statistically significant associations exist between measured **social-emotional skills in kindergarten** and **young adult outcomes** across multiple domains:

Kindergartners who were stronger in SEL competence were **more likely** to:

- ✓ graduate from high school
- ✓ complete a college degree
- ✓ obtain stable employment in young adulthood

And **less likely** to be:

- ✗ living in public housing
- ✗ receiving public assistance
- ✗ involved with police
- ✗ in a detention facility



SEL benefits adults: Positive impact on teachers



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer.**

Teachers with high levels of social competence are better able to protect themselves from burnout by:

- ✓ developing and managing nurturing relationships with their students
- ✓ managing behavior in their classrooms
- ✓ serving as behavioral role models for children
- ✓ regulating their own emotions



SEL works: Strong return on investment



The **average return on investment** for six evidence-based programs is:

11 to 1

meaning for every dollar invested there is an \$11 return, savings from costs not incurred for intervention



What does SEL look like in a classroom, school, community?



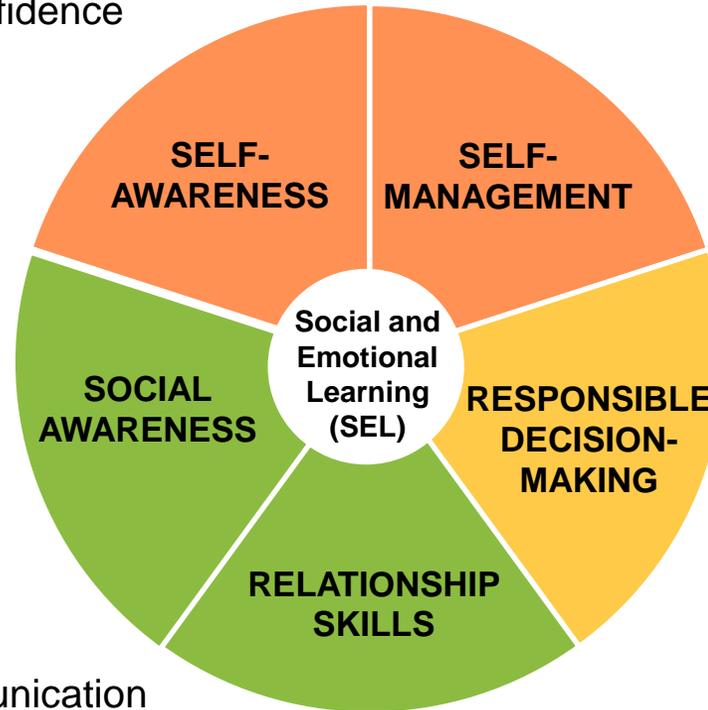
Social and Emotional Learning

SEL

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

New Mexico Social and Emotional Learning Framework

- 1. Positive Developmental Relationships: a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community.**
 - a. Teacher-student relationships are a priority for all adults in the building**
 - b. Culture and identity are valued and explored**
 - c. Classroom routines and procedures exist**
 - d. Community building is intentional and encouraged**

- 2. Intentional Development of Skills, Mindsets and Habits - students have consistent opportunities to cultivate, practice and reflect on social and emotional competencies in a way that is developmentally appropriate and culturally responsive.**
 - a. The 5 SEL competencies are taught, modeled and practiced**
 - b. Explicit SEL instruction is provided consistently**
 - c. All students are exposed to an age appropriate, evidence based SEL curriculum**
 - d. Student voice is present and encouraged**



3. Rich Instructional Experiences - SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies.

- a. Academic and growth mindsets are fostered**
- b. SEL and academic objectives are aligned**
- c. SEL competencies are integrated into instruction, e.g.; grade level benchmarks, evident in all subject matter**
- d. Grading policies should promote student engagement in their learning through opportunities for students to improve their content mastery understanding as well as their grades.**

4. Environments Filled with Safety and Belonging - conditions for belonging and emotional safety are created by being responsive to students' perspectives and needs, affirming all students' full identities, and establishing structures that create predictability and consistency.

- a. Environments are filled with safety and belonging**
- b. School wide discipline policies and practices are instructive, restorative, developmentally appropriate and equitably reinforced**
- c. Staff and student relationships are evident and valued.**
- d. Staff relationships are supportive, respectful and collaboration exists**
- e. Student relationships are respectful, friendly and inclusive**



5. Integrated Systems and Supports - SEL is seamlessly integrated into a continuum of academic and behavioral supports which are available to all students and ensure that all student needs are met.

- a. Identify and communicate how SEL align with existing systems; MLSS, SAT, and/or PBIS-positive behavior interventions and supports**
- b. Align SEL to universal strategies, such as, school mental health, restorative practices and/or trauma informed practices**
- c. SEL is evident in out of school time programming**
- d. SEL is integrated into family and community communications, activities and programming**

6. Use of Data to Assess Need and Impact - Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL related systems, practices, and policies with a focus on equity

- a. Identify, Collect and Review data: Consider your purpose for collecting data**
- b. Use of Framework rubric to assess implementation**
- c. Use of individual reflection tools (student, staff, families,)for practice development and continuous improvement.**



New Mexico Social and Emotional Learning Framework

School Self-Assessment

1. Positive Developmental Relationships: a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community.

a. Teacher-student relationships are a priority for all adults	Teachers use inclusive, relationship centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students. Shared agreements are collaboratively modeled by adults and students, and woven into daily routines and practices	Teachers have prioritized and planned to build inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Classroom shared agreements have been collaboratively developed in some classrooms.	Teachers have not yet prioritized the use of inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments.	<p>Supportive environment – belonging and emotional safety</p> <p>creating opportunities through relationships</p> <p>learner-autobiography-lesson-plan/</p> <p>Identity safe classrooms</p> <p>Teaching tolerance questions for reflective practices</p> <p>Classroom shared agreements lesson plan</p> <p>classroom community building</p> <p>Partner clocks</p> <p>Creating shared class goals</p> <p>Turn to you partner</p> <p>Three signature SEL classroom practices</p>
b. Culture and identity are valued and explored				
c. Classroom routines and procedures exist				
d. Community building is intentional and encouraged				



2. Intentional Development of Skills, Mindsets and Habits- students have consistent opportunities to cultivate, practice and reflect on social and emotional competencies in a way that is developmentally appropriate and culturally responsive.

	Fully Implemented	Partially Implemented	Not implemented	Resources
<p>a. The 5 SEL competencies are taught, modeled and practiced</p> <p>b. Explicit SEL instruction is provided consistently</p>	<p>All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals. SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day.</p>	<p>All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals</p>	<p>The school has not yet dedicated time for students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.</p>	<p>SEL in the classroom self-assessment</p> <p>SEL integrated lesson or activity planning checklist</p> <p>SEL integrated lesson or activity planning checklist</p> <p>SEL integrated sample lesson plans</p> <p>Modeling SEL for students</p> <p>Modeling SEL for young people</p> <p>Explicit SEL instruction</p>



2. Intentional Development of Skills, Mindsets and Habits- students have consistent opportunities to cultivate, practice and reflect on social and emotional competencies in a way that is developmentally appropriate and culturally responsive (continued).

<p>c. All students are exposed to an age appropriate, evidence based SEL curriculum</p>	<p>The school is implementing with fidelity an evidence-based SEL program and practices across all grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school’s SEL vision and goals, and are culturally- and linguistically-responsive to students. The SEL team regularly uses data on fidelity of implementation to inform planning</p>	<p>The school is beginning to provide professional learning around evidence-based SEL program and practices aligned to the school’s SEL vision and goals, and cultural and linguistic strengths.</p>	<p>The SEL team is in the process of collaboratively selecting an evidence-based program aligned to the school’s vision and goals, and cultural and linguistic strength</p>	<p>Selecting an Evidenced-based program Adopting an evidenced based program for SEL</p>
<p>d. Student voice is present and encouraged</p>	<p>Staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate. Students regularly initiate and lead activities, solutions, and projects to improve their classrooms, school and the broader community</p>	<p>Students are offered many opportunities to take on leadership and decision-making roles that inform SEL initiatives, instructional practices, and school climate. Students have opportunities to lead activities, solutions, and projects to improve their classrooms, school and the broader community.</p>	<p>Students do not yet have opportunities to take on leadership and decision-making roles.</p>	<p>Elevate Student Voice</p>



\$500,000 CARES Funds for SEL : 10k school sub-grants

- 1. Up to 50 schools eligible for 10k per school – no more than 10 schools per district**

- 2. Eligibility to apply: (dates TBD)**
 - a. must have attended NM SEL training with at least one other staff person, with preference that a team be trained.**
 - b. Complete school SEL assessment**
 - c. Complete and submit SEL sub-grant application**



Cognia Back to School Readiness Survey Highlights-

Grades 3-5 4780 responses 120 school

Staying at home to learn last spring was...

- harder than I thought- 40%
- okay for me -49%
- easier than I thought -11%

I am excited to learn new things this school year.

Yes 75% Some 21% No 4%

Which two sentences best describe how you feel about things going on in the world?

- I think things will soon be better 80%
- I try not to think about things 61%
- I worry about things a lot 37%
- I am not worried about things in the world 22%

Choose four words that tell us how you feel about the new school year.

Happy -69%

Angry-37%

Challenged-54%

Bored-33%

Interested-39%

Afraid-14%

Grades 6-12 – 9267 responses 117 schools

Staying at home to learn last spring was...

- harder than I thought- 49%
- okay for me -38%
- easier than-12%

I think this is going to be a good school year for me and my school.

- Yes-30%
- I'm not sure-57%
- No-13%

If I need someone to talk to about a problem, I first....

- talk to my teacher -11%
- talk to my school's counselor-3%
- talk to my friend-32%
- talk to someone at home-41%
- talk to an adult not in my home or at school-5%
- I don't have anyone to talk to-7%

Which four words best describe how you feel about being back in school?

- Happy -46%
- Angry -12%
- Challenged-47%
- Bored -40%
- Interested-30%
- Afraid-14%
- Appreciated-10%
- Pressured-37%
- Encouraged-19%
- Confused -37%
- Excited -23%
- Lonely-18%
- Supported-14%
- Tired -53%

Cross Agency Collaboration: PED, DOH, Higher Ed,
Early Childhood Indian Ed, BHSD, Governors
Office, & the BH Collaborative:
Wellness PSA's and Mental Health Monday's



NM Connect :

The state of New Mexico has launched NMConnect, a new phone app that provides free 24-hour crisis and non-crisis support and access to behavioral health professionals who can text or talk via phone with individuals needing a listening ear or referrals to longer-term support. The app links users to the New Mexico Crisis Access Line (NMCAL), which provides safety net services statewide. *NMCAL is still available via phone 24/7 toll-free by calling 1-855-NMCRISIS (1-855-662-7474).* [More information can be found at NewMexico.gov.](http://NewMexico.gov)



DOH Office of School and Adolescent Health

- **For Students/Staff/Community:**

1. [QPR \(Question, Persuade, Refer\)](#): how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help.
2. [CALM \(Counseling on Access to Lethal Means\)](#): free online training, also available in person.
3. [YMHA \(Youth Mental Health First Aid\)](#): an overview of common mental health diagnoses designed to give participants the skills to help adolescents age 12-18 who are developing a mental health problem or experiencing an emotional crisis.
4. [CPR/First Aid](#): adult and child CPR/first aid/AED/bloodborne pathogens training.

- **For Staff:**

1. [CISM](#) (Critical Incident Stress Management): group interventions for managing recovery after a tragedy.
2. [Nonviolent Crisis Intervention](#): equips you with skills, confidence, and an effective framework to safely manage & prevent difficult behavior.
3. [Trauma Sensitive Schools](#): offers school and district administrators and staff a framework and roadmap for adopting a trauma-sensitive approach school- or district-wide.
4. NARCAN: training for Narcan in schools.
5. [Stop the Bleed](#): how to stop severe bleeding.
6. New Nurse Orientation
7. [Health Assistant Training](#)
8. [CSSR-S Training](#): evidence-based suicide risk assessment training.

DOH – Office of School and Adolescent Health

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Resources:

- **School Climate/Bullying**
- [Pull Together](#)
- [American Federation of Teachers School Climate Resources](#)
- [National School Climate Center](#)
- [Stop Bullying](#)
- **Suicide Prevention**
- [After a Suicide: A Toolkit for Schools](#)
- [Preventing Suicide: A Toolkit](#)
- **General Behavioral Health**
- [Mental Health First Aid](#)
- **Postvention**
- [LPC-MT booklet for educators](#)
- [Psychological First Aid for Schools](#)
- **Cyber Bullying/ Social Media**
- [NM Office of the Attorney General](#)
- [State Police contact Kyle Hartsock](#) **for Social Media presentations**
- [Cyberbullying.org](#)
- **Substance Abuse**
- [Substance Use Prevention: A Resource Guide for School Staff](#)

COVID Behavioral Health Resources:

- [How to Take Care of Your Mental Health During Social Isolation](#)
- [5 Easy Ways to Reduce Coronavirus Anxiety](#)
- [Help Loved Ones with Anxiety](#)
- [Maintaining Mental Health and Tips for Dealing with Depression by the Life Link](#)
- [**Guidance for Educators SEL and COVID**](#)

Thank you for your time and dedication to the students, staff, families and communities in New Mexico.

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