IMPLEMENTING SOCIAL EMOTIONAL STRATEGIES THAT SUPPORTS A POSITIVE SCHOOL CLIMATE
OBJECTIVES

• Complete a resource map to help coordinate school support services
• Review a systemic approach that will guide your team in proactive planning for students' exhibiting challenging behaviors
• Engage in planning and reflective activities
LEADERSHIP

POSITIVE SCHOOL CLIMATE

inspires EDUCATORS

sparks INNOVATION

culturally RESPONSIVE practices

fosters SCHOOL connectedness

improves LEARNING

STRENGTHENS communities

RESOURCES

restorative practices

INCLUSIVE and CARING

WELCOMING environment

SAFE SCHOOLS

encourages CREATIVE risk taking

strengthens COMMUNITIES

increases GRADUATION rates

increases STUDENT achievement
LET'S TALK SCHOOL CLIMATE

Elements of Positive School Climate
- Attendance Rates
- Student Safety
- Connectedness

Community Engagement
- Staff Attendance
- Parent Engagement
- Community Sponsorships and Resources

Behavior Supports
- Clear and Consistent rules
TAKING CONTROL OF YOUR SELF-CARE

Managing work and life pressures

- High Demands + Low Control = Stress
- High Demands + High Control = Manageable
“If we don’t look for or acknowledge trauma in the lives of children and adolescents, we end up chasing behaviors and limiting the possibilities for change.”

-Suarez, Flores & Zamarelli, 2007
PREVALENCE OF EARLY CHILDHOOD TRAUMA

**Abuse/Neglect**

- Children under 5 have the highest rate of abuse.
- In 2012, 3.4 million referrals were made to CPS.

**Violence**

- 1 in 6 children under age 6 have experienced severe injuries.
- Physical trauma and exposure to domestic and community violence are one of the most common traumatic stressors in under age 5.

[https://www.nctsn.org/what-is-child-trauma/](https://www.nctsn.org/what-is-child-trauma/)
Suicide in U.S.A
• 10th leading cause of death

Youth in U.S.A
• 2nd leading cause of death in youth ages 15-24
• 2nd leading cause of death in youth ages 10-14

American Association of Suicidology, 2015
Center for Disease Control and Prevention, 2014
CHANGING OUR LENS

Trauma-informed practice is a paradigm shift – shifting away from the deficit/blaming model to one with understanding & compassion
SHIFTING THE PARADIGM

A shift in perspective where a cooperative and collaborative approach is adopted.

Students’ needs are addressed in a holistic manner.
RESILIENCE FACTORS

1. Sense of safety
2. Ability to be calm
3. Self-efficacy and community-efficacy
4. Connectedness
5. Hope
SYSTEMIC AND COLLABORATIVE APPROACH

Resource Mapping
Effective Use of Resources
Creating Collaborative Opportunities
• We Prepare for and Practice Fire Drills
• We Prepare for and Practice Earthquake Drills
• We Prepare for and Practice Lockdown Drills

Do we plan and practice how we will address students' social emotional needs?
RESOURCE MAPPING

Administrative Team

- BSET Team, Psychologist, RSP Teacher, Special Ed Coordinator
- Informal Leaders
- Counselors, Deans, Coordinators
- Community Based Organizations
- LD Supports
- Health & Human Services Personnel (ex., PSW, PSA, RJ)
- Parent/Community Volunteers
## EFFECTIVE USE OF RESOURCES

<table>
<thead>
<tr>
<th>ADMINISTRATION</th>
<th>ACADEMIC SUPPORT TEAM</th>
<th>SHHS PERSONNEL (PSW, PSA, A-G)</th>
<th>SPECIAL EDUCATION SUPPORT</th>
<th>COMMUNITY SUPPORTS</th>
<th>LD NE RESOURCES</th>
<th>OTHER (Informal Leaders)</th>
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THE MIRACLE QUESTION...

- **VALUE**
  - What is the value you want to promote?

- **CHALLENGES**
  - What challenges may you encounter?
  - What can you do differently?

- **SOLUTIONS**
  - What can you model?
  - What do you commit to?
INTENTION FOR THE YEAR

- What Resiliency Factor do you want to promote this year?
- Who will help you support this goal?
- What Data will you consider?
- How will you test the data?
- Multi-tiered Approach (Universal, Targeted, Intensive)
- How will you support Staff?
- How will you support Parents?
- What help do you need?
REMINDERS: CRISIS SUPPORT

- SCHOOL SITE CRISIS TEAM
  - THREAT AND SUICIDE ASSESSMENT LIAISONS
- BEHAVIOR CRISIS
  - BSET
  - DEESCALATION INTERVENTIONS
RESOURCES

Martha Marquez, SMH Coordinator
(818) 252-5417
martha.marquez@lausd.net

Lori Dudler, Mental Health Consultant
(818) 252-5425
lori.dudler@lausd.net

Eileen Lemus, Mental Health Consultant
(818)252-5419
eileen.lemus@lausd.net

David Newhall, CCIS PSW
(818) 252-5419
david.newhall@lausd.net