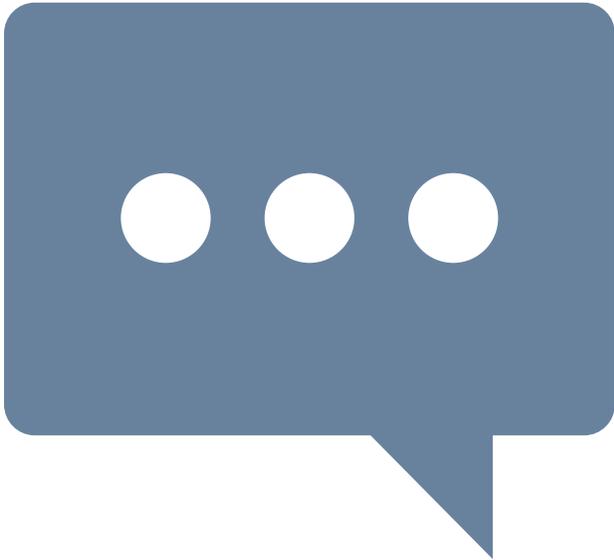


Warm Welcome



As you enter the zoom room, share in the chat:

- Name
- Location
- Role
- One word or thing that comes to mind when you hear “mental health”

Exploring the Relationship Between Mental Health and Social Emotional Learning

Social Emotional Learning Professional Learning Network



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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

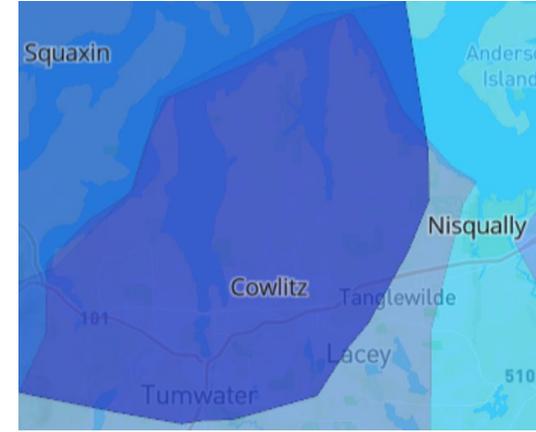
Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Tribal Land Acknowledgement



I would like to take a moment to honor the Native Peoples and the land we inhabit. I am grateful to respectfully live and work on the traditional lands of the Sahewamish and Squaxin Tribes, the native people of South Puget Sound. The People of the Water are a diverse and proud community where elders and children are their greatest natural resource. Since Time Immemorial they have stewarded the waters of the Salish Sea and the land it surrounds. I acknowledge the native peoples who are tied to the land through history, culture, and traditions. I honor their descendants, the caretakers of this land, and those who have lived here and continue to share their traditional stories.

Partners & Facilitators



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Advancing Evidence.
Improving Lives.

Tammy Bolen

Social Emotional Learning Program Supervisor

Debra Parker

Social Emotional Learning Project Supervisor

Lee Collyer

Director, School Health and Safety

Anasthasie Liberiste-Osirus

Technical Assistance Consultant

Megan Gildin

Technical Assistance Consultant

Sara Wolforth

Principal Researcher



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SEL Professional Learning Network



Learn about new research, resources, and strategies.



Develop and refine social emotional learning (SEL) implementation plans.



Engage with content experts and peers to work through implementation challenges.



Access individualized supports, including coaching.

Objectives

- Define and identify the differences between mental health, behavioral health, and SEL.
- Explore how SEL skills impact mental health and well-being for adults and students.
- Explore resources and strategies to support adult and student well-being.
- Identify how student well-being can be supported through SEL implementation and what student needs require additional intervention.

Agenda

- Introduction
- Defining Mental Health, Behavioral Health, and SEL
- Exploring Educator Well-Being and Adult SEL
- Strategies to Support Student Well-Being and SEL
- Breakout Session: Setting Well-Being Goals
- Close

Community Agreements



**BE PRESENT, PARTICIPATE,
AND BE ENGAGED**



SHARE THE AIR



ASSUME POSITIVE INTENT



RESPECT WHAT IS SHARED



**COMMIT TO
CONFIDENTIALITY**



**EMBRACE DIVERSE
PERSPECTIVES**





Defining Mental Health, Behavioral Health, and SEL

Behavioral Health

Substance Abuse Mental Health Services Administration	Washington State Health Care Authority
<p>The promotion of mental health, resilience, and well-being; the treatment of mental and substance use disorders; and the support of those who experience and/or are in recovery from these conditions, along with their families and communities.</p>	<p>Behavioral health is a term that covers the full range of mental and emotional well-being—from day-to-day challenges of life to treating mental health and substance use disorders.</p>

Social Emotional Learning

Social Emotional Learning (SEL) is broadly understood as a *process* through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. (Washington-Developed SEL Resources | OSPI, 2019)

"Washington-Developed SEL Resources | OSPI." *Washington-Developed SEL Resources | OSPI*, May 2019, <https://www.k12.wa.us/student-success/resources-subject-area/social-emotional-learning-sel/washington-developed-sel-resources>.

How SEL Supports Mental Health

- Building SEL skills that help navigate stress.
- Strengthening relationships.
- Building emotionally safe environments.

CASEL. (2021). *SEL and Mental Health*. <https://casel.org/fundamentals-of-sel/how-does-sel-support-your-priorities/sel-and-mental-health>



Exploring Educator Well-Being and Adult SEL

Self-Assessment

Let's rate ourselves using the scale of :

1. Never
2. Rarely
3. Sometimes
4. Often
5. Very Often

Hudnall Stamm, B. (2009). *Professional quality of life: Compassion satisfaction and fatigue version 5 (ProQOL)*. <https://proqol.org/>



Self-Assessment



My work makes me feel satisfied.

Hudnall Stamm, B. (2009). *Professional quality of life: Compassion satisfaction and fatigue version 5 (ProQOL)*. <https://proqol.org/>



Self-Assessment



I feel “bogged down” by the system.

Hudnall Stamm, B. (2009). *Professional quality of life: Compassion satisfaction and fatigue version 5 (ProQOL)*. <https://proqol.org/>

Self-Assessment



I am happy that I choose to do this work.

Hudnall Stamm, B. (2009). *Professional quality of life: Compassion satisfaction and fatigue version 5 (ProQOL)*. <https://proqol.org/>



Self-Assessment

I think that I might have been affected by the traumatic stress of those I *[help]*.

Hudnall Stamm, B. (2009). *Professional quality of life: Compassion satisfaction and fatigue version 5 (ProQOL)*. <https://proqol.org/>



Self-Assessment



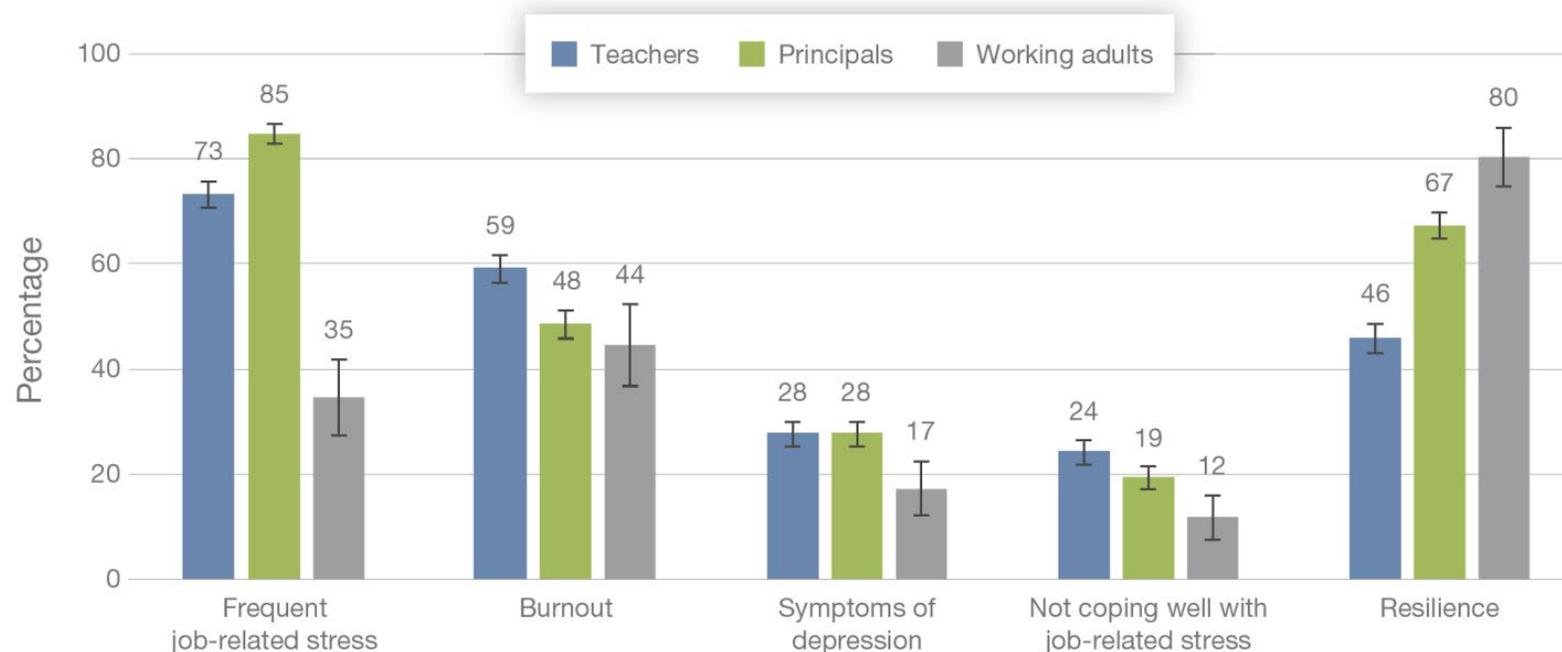
I have beliefs
that sustain me.

Hudnall Stamm, B. (2009). *Professional quality of life: Compassion satisfaction and fatigue version 5 (ProQOL)*. <https://proqol.org/>



Educator Well-Being

Well-Being of Teachers, Principals, and Working Adults in January 2022



Walker, T. (2022). *Make educator well-being a priority now*. NEAToday. <https://www.nea.org/advocating-for-change/new-from-nea/make-educator-well-being-priority-now>

Educator Compassion Fatigue

Significant emotional, psychological, and physical fatigue due to chronic use of empathy often with populations that experience trauma.

Figley C. (n.d.). *The Compassion Fatigue Awareness Project*.
<http://www.compassionfatigue.org>



OSPI Resources to Support Educator Well-Being

OSPI Workforce Secondary Traumatic Stress Resources



<https://www.k12.wa.us/student-success/health-safety/workforce-secondary-traumatic-stress>

SEL Online module



<https://www.k12.wa.us/student-success/resources-subject-area/social-emotional-learning-sel/sel-online-module>



This has an entire segment on trauma-informed.

Adult SEL

- Educator competencies.
- Capacities to support students.

Transforming Education. (2020). *SEL for Educators Toolkit*.
<https://transformingeducation.org/resources/sel-for-educators-toolkit>



Why is Adult SEL Important?



By establishing adult SEL as a priority, school leaders cultivate the capacity to deal with stress, build relationships, make effective decisions, and manage their classroom, which can lead to improved job satisfaction, teacher retention, and improved outcomes for students.

CASEL. (n.d.). *Fundamentals of SEL*. <https://casel.org/fundamentals-of-sel>

Why is Adult SEL Important?

Teachers who have positive social emotional competencies are more likely to:

- Form positive student-teacher relationships,
- Connect with students as a way to enhance disciplinary approaches,
- Model application of social emotional competencies for students,
- Support students as they learn self-disciplinary strategies,
- Manage and organize classrooms in safe and supportive ways,
- Intervene during episodes of bullying, and
- Implement SEL programs and practices in the ways in which they are intended.

Teachers who lack social emotional competencies are more likely to:

- Experience conflict with colleagues,
- Create a negative and rigid classroom environment,
- Discipline with more harshness, creating additional conflict between teacher and student, and
- Become burned out, cynical, and stressed.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <http://dx.doi.org/10.3102/0034654308325693>

OSPI SEL Skills



Self-Awareness

Self-Management

Self-Efficacy

Social Awareness

Social Management

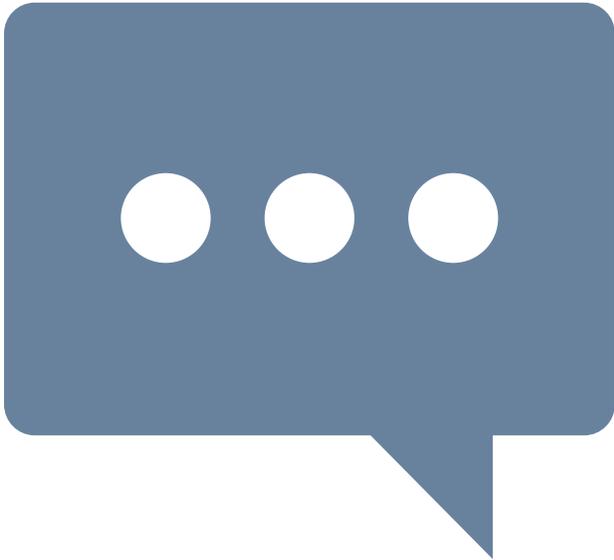
Social Engagement

Professional Educator Standards Board SEL Professional Learning Series

Transformative SEL for Educators: Connecting healthy SELves to healthy communities

- November 14, 2022: Self-Awareness/Consciousness
- January 17, 2023 : Self-Management/Self-Guidance
- February 6, 2023 : Social Awareness/Self-Management/Self-Guidance
- March 21, 2023 : Social Awareness
- April 17, 2023: Self-Efficacy and Social Engagement/Community

Reflect



Share in the chat or come off mute:

In what context do you see your own social emotional competencies most directly impacting students?



Strategies to Support Student Well-Being and SEL

How Are Students Doing?



Share in the chat:

What are you are seeing or hearing from students?

COVID Youth Survey Data 2022

Metric	% MS Students	% HS Students
Felt depressed or sad MOST days, even if they felt OK sometimes	42.8%	49.7%
Felt so sad or hopeless almost every day for 2 weeks or more in a row that they stopped doing some usual activities	29.5%	39.4%
Seriously considered attempting suicide	15.6%	18.5%
Attempted suicide	4.6%	4.8%

COVID Youth Survey Data 2022

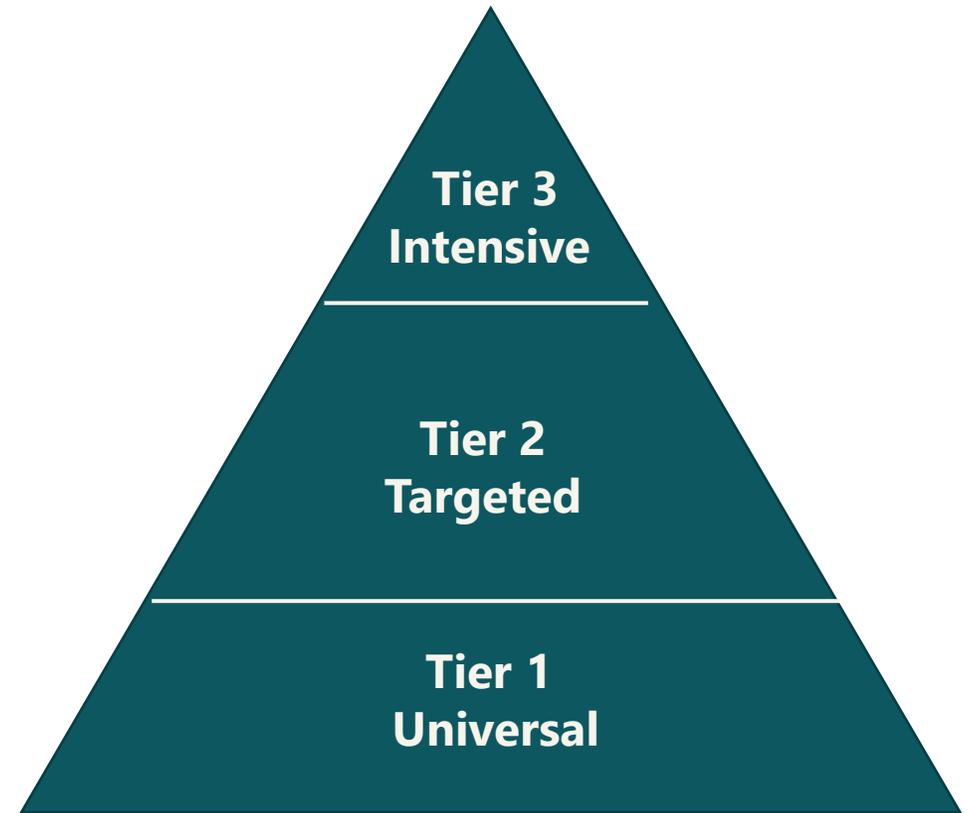
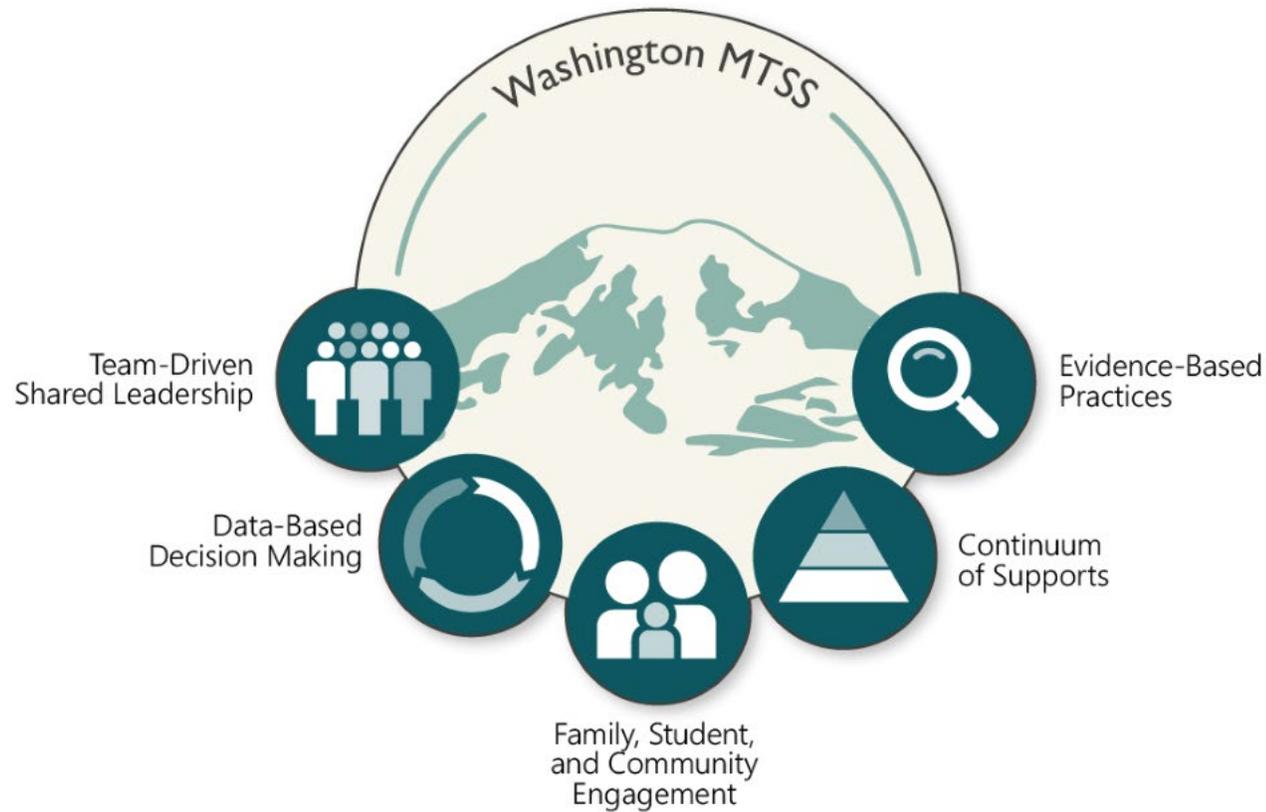
Metric	% MS Students	% HS Students
Need mental health services from a counselor, therapist, emergency room, or other health care provider	20%	25.1%
Think it is ok to seek help and talk to a professional counselor, therapist, or doctor if they have been feeling very sad, hopeless, or suicidal	79.7%	83.3%
Have an adult they can turn to for help and support	79.2%	76.7%

Benefits of Student Social Emotional Skill Development

- Better mental health.
- More classroom engagement.
- Stronger decision making.
- Healthier relationships.
- Safer, more caring, and more effective learning environments.

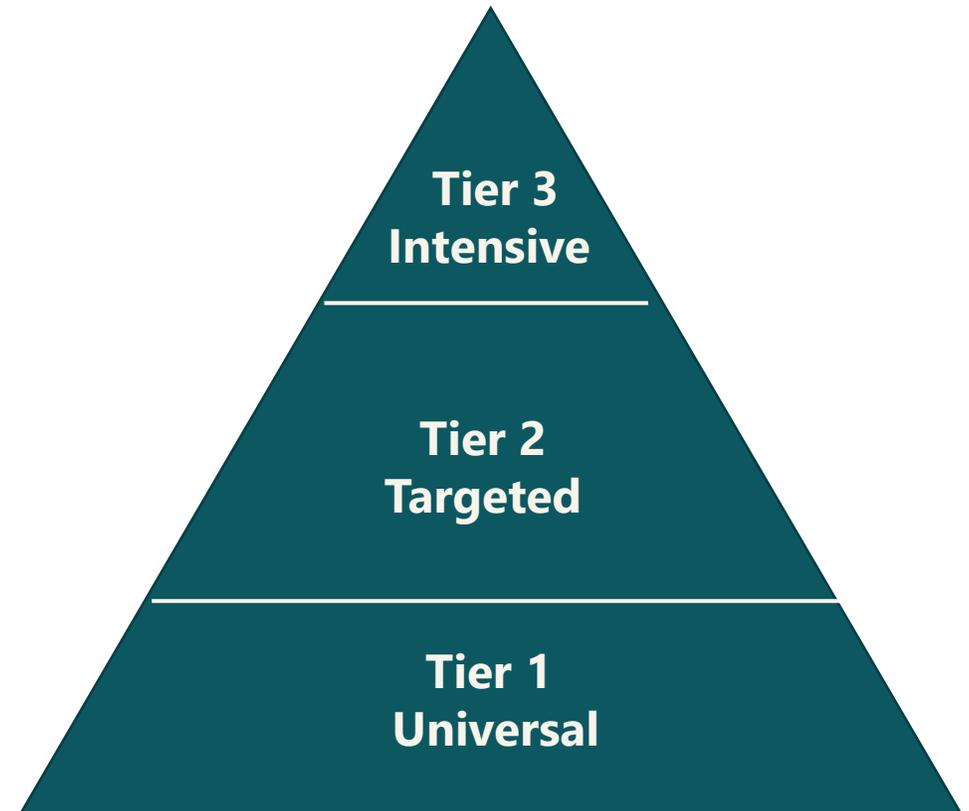
CASEL. (2020). Reunite, renew, and thrive: Social and emotional learning (SEL) roadmap for reopening school.
<https://casel.org/casel-gateway-sel-roadmap-for-reopening>

Identifying Students That Need Supports

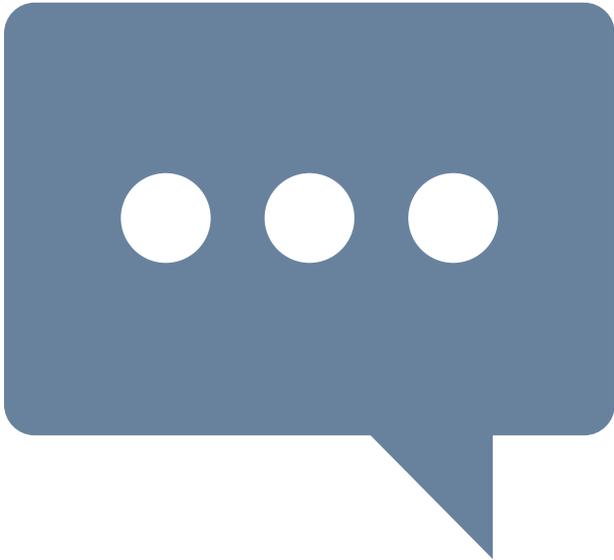


SEL as Tier 1 Support

- SEL team focused on creating safe, supportive learning environments.
- Evidence-based SEL instruction and integrating SEL into academic learning and daily practices.
- Opportunities for students to weigh in on what they are experiencing and what they need.
- Adults SEL to support SEL skill modeling, relationship building, and fostering a safe environment.
- Collaboration with families and community partners.



SEL as Tier 1 Support



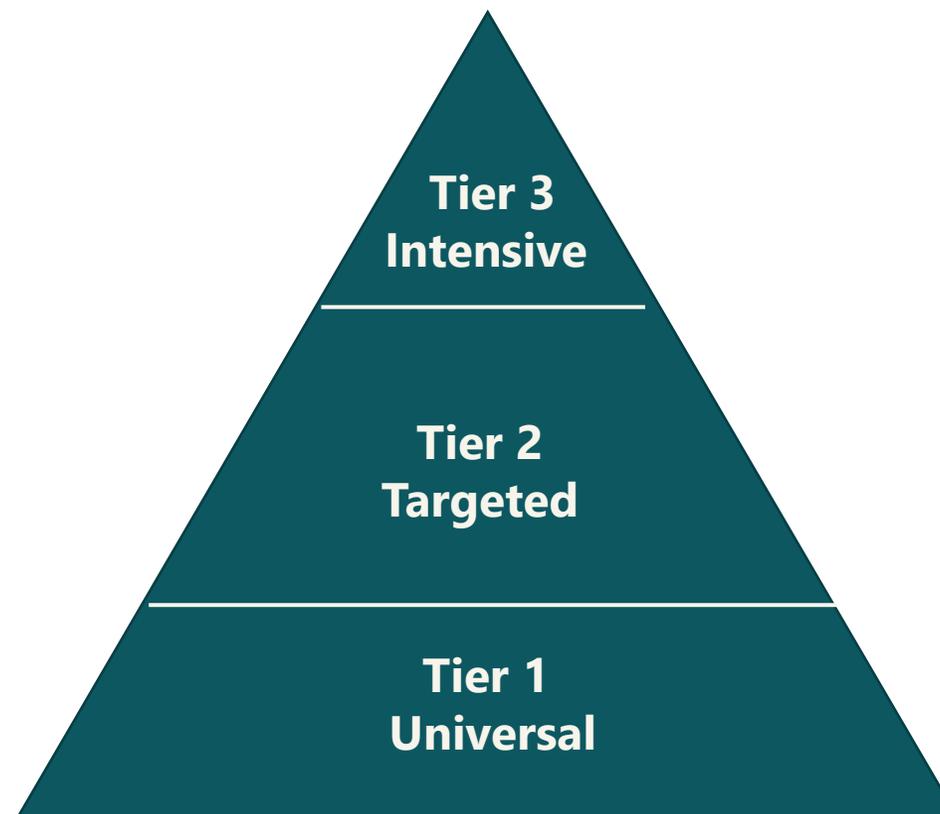
Share in the chat or come off mute:

How do you implement SEL as Tier 1 support?

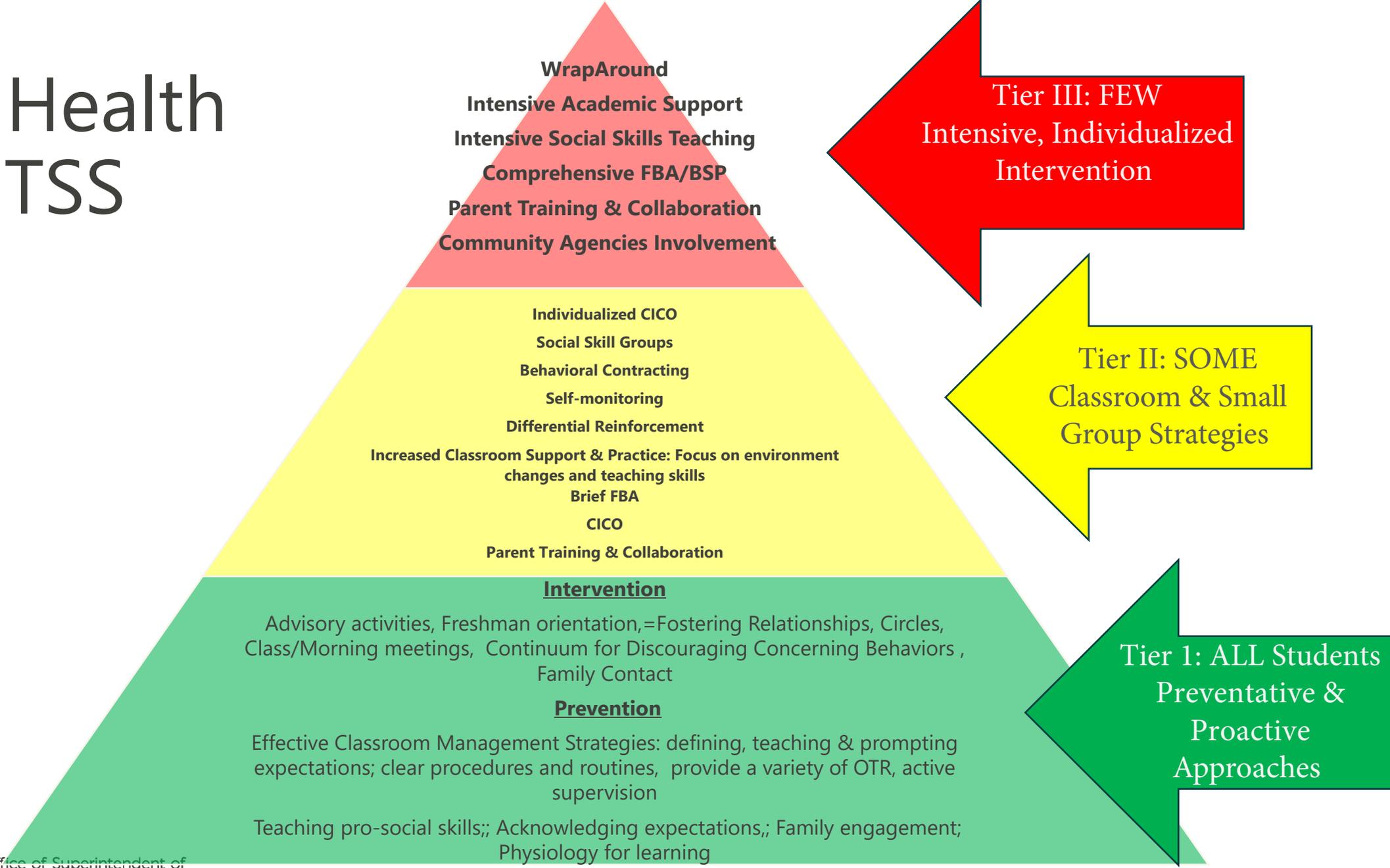


SEL in Tier 2 and 3

- Align Tier 2 and 3 supports with Tier 1 SEL supports.
- Integrate SEL practices and reinforce SEL competencies.



Mental Health in an MTSS System



OSPI Resources to Support Student Well-Being



OSPI Mental, Social, and Behavioral Health Resources:

- <https://www.k12.wa.us/student-success/health-safety/mental-social-behavioral-health>



Breakout Discussion

SMARTIE Goals

Strategic
Measurable
Ambitious
Realistic
Time-Bound
Inclusive
Equitable

One SMARTIE goal you will set to:

- Support your own well-being.
- Support colleague/educator well-being.
- Support student well-being.

Optimistic Closure



Share in the chat:

One SMARTIE goal you will work on.



Next Steps

- Complete the feedback survey.
- We will share webinar recording and resources.



Upcoming Professional Learning Network Events

Date	Topic
February 15, 2023	Peer-to-Peer Virtual Exchange: Beyond SEL Time: Exploring Challenges and Successes with Integrating and Embedding SEL in the Learning Environment
March 9, 2023	Webinar: Engaging Students, Families, and Communities in SEL



Thank you!