Meeting the Social-Emotional Needs of ALL Students

Nicole DeWitt
Principal
Scripps Ranch High School

Esther Izquierdo-Hemmen
Executive Director
Mending Matters
Nicole DeWitt

- Started teaching in 2001
- Spanish, AVID, ESL/ELD, 9th grade English, English Intervention, Online Credit Recovery
- EL Coordinator
- Early Intervention Coordinator
- Administrator over Counseling
- Focus on creating systems of support for ALL students

Esther Izquierdo-Hemmen, MSW

- Began forensic social work with youth and families in 2008
- Continued to work with youth in medical and school settings
- Founded Mending Matters in 2013
- Currently providing programs at 16 sites within 3 high school districts
- Relevant and consistent mental and behavioral health services for students
Arturo is a student who is frequently sent to the vice principal’s office because of his outbursts in class and opposition to teacher instructions or directives. He has been suspended frequently throughout the school year and does have an IEP under OHI but does not qualify for mental health services through his IEP. Since middle school, he has regularly used drugs due to family instability. Academically, he earns C’s and D’s in the majority of his classes but is chronically truant. His most recent behavior incident involved him having a verbal confrontation with the School Police Officer which ended with Arturo being arrested and taken to the station.

Given the services you have access to right now, what would be the next steps for this student and why?
Lisa is a high-performing student who is enrolled in multiple honors and AP classes. She earned A’s in the majority of her classes up until her junior year. Lisa’s parents are divorced but both put a lot of pressure on her to get good grades and attend a prestigious university after high school. Academic and family stress eventually led Lisa to feel overwhelmed and unable to attend school. Lisa stopped coming to school regularly and would miss entire weeks of class. She became withdrawn and refrained from doing any activities besides staying in bed.

Given the services you have access to right now,
what would be the next steps for this student and why?
Different students, Diverse needs

How do you assess student needs on your campus in order to implement effective social/emotional supports?

- Number and type of behavior referrals
- Student survey results (i.e. California Healthy Kids Survey)
- Number and type of crisis incidents seen by Counseling or Admin Staff
- Attendance reports for chronic absenteeism
Helping Students like Arturo

As an Admin team, we analyzed referral reports to identify the top 3 behavior infractions on campus:

- Bullying/Harassment
- Academic Dishonesty
- Truancy

Once we identified the top 3 behavior infractions, we worked with Mending Matters to develop 4-hour behavior support groups that met weekly on a rotating basis. Students were assigned to the behavior support groups by administration in lieu of a traditional consequence such as detention, suspension, or removal from class.
<table>
<thead>
<tr>
<th>Date</th>
<th>August/September</th>
<th>October - “Safety and Wellness” Month</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>1st Day of School</td>
<td>28 29 30 31</td>
<td>29 30</td>
</tr>
<tr>
<td>3</td>
<td>Labor Day - NO SCHOOL</td>
<td>4 5 6 7</td>
<td>30 31</td>
</tr>
<tr>
<td>10</td>
<td>7:30am - 2:00pm 1-on-1 Appts. (Referrals)</td>
<td>11 12 13 Fall Open House 14 Min. Day</td>
<td>31</td>
</tr>
<tr>
<td>17</td>
<td>7:30am - 2:00pm 1-on-1 Appts. (Referrals)</td>
<td>18 19 Student Senate 20 Falcon PRIDE</td>
<td>1</td>
</tr>
<tr>
<td>24</td>
<td>7:30am - 11:30am 1-on-1 Appts. (Referrals) 11:30am - 3:30pm Vaping Group (Admin Assigned)</td>
<td>25 26 27 28</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>7:30am - 2:00pm 1-on-1 Appts. (Referrals) 2:30pm - 3:30pm Depression/Anxiety Support Group</td>
<td>2 3 Student Senate 4 5</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>7:30am - 11:30am 1-on-1 Appts. (Referrals) 11:30am - 3:30pm Respectful Relations (Admin Assigned)</td>
<td>9 10 11 12</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>7:30am - 2:00pm 1-on-1 Appts. (Referrals) 2:30pm - 3:30pm Depression/Anxiety Support Group</td>
<td>15 16 17 18 Falcon PRIDE 19</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Minimum Day 7:30am - 11:30am 1-on-1 Appts. (Referrals) 11:30am - 3:30pm Vaping Group (Admin Assigned)</td>
<td>22 23 24 25 26</td>
<td>5</td>
</tr>
<tr>
<td>29</td>
<td>7:30am - 2:00pm 1-on-1 Appts. (Referrals) 2:30pm - 3:30pm Depression/Anxiety Support Group</td>
<td>30 31 32 33</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>7:30am - 11:30am 1-on-1 Appts. (Referrals) 11:30am - 3:30pm Respectful Relations (Admin Assigned)</td>
<td>5 6 7 Student Senate 8 9</td>
<td>7</td>
</tr>
</tbody>
</table>
Mending Matters Support Group

Mending Matters support groups will take place monthly on Mondays from 11:30am - 3:30pm in the 800 building conference room. Students are assigned to the support groups by admin and MUST attend the entire time. Failure to attend will result in suspension.

* Required

Student Name *
Please type in last name followed by first name (i.e. Smith, John).

Your answer

Student ID# *

Your answer

Current Grade Level *

☐ 9
☐ 10
☐ 11
☐ 12

Does the student have any of the following needs? *

☐ IEP
☐ 504
☐ EL support

Name of Assigning Admin *

Choose

Assigned Support Group and Date *
There can be a MAXIMUM of 10 students per support group. Student can only attend each support group once.

Choose

Additional Comments

Your answer

Submit
Support Group Structure

● Building Rapport
  ○ Introductions
  ○ Why are you here?
  ○ Group expectations

● Exploring **WHY** you are here
  ○ What has brought you to this point in your life?
  ○ What other events have contributed to you being here?
  ○ Family and relationship dynamics

● Looking to the future
  ○ Goals
  ○ Conflict/resolution strategies
  ○ Coping skills
Potential Follow-Up

The therapist may do one of the following:

- Speak with the student after the group
- Offer the student to attend a regularly scheduled social/emotional support group (i.e. boys group, girls group, depression/anxiety group, newcomer group)
- Offer the student one-on-one individual counseling
Impacts

School-Wide: In the first year of implementation, the behavior groups served 165 individual students over the course of 30 different sessions.

- 17% decrease in suspensions and 30% decrease in expulsions
- 31% decrease in number of bullying/harassment referrals
- 22% decrease in number of academic dishonesty referrals
- Low rate of repeat offenders
  - 47% decrease in students with multiple bullying/harassment referrals
  - 45% decrease in students with multiple academic dishonesty referrals

Individual: Arturo stopped using drugs and maintained his sobriety. He began to do better academically and socially. He graduated on-time with his peers
Helping Students Like Lisa

1) Developed a system for referrals to services
   ● Counselor referrals
   ● Teachers reporting student concerns to Admin
   ● Parents asking for assistance

2) Used California Healthy Kids Survey Data to identify areas of need
   ● Depression/anxiety
   ● Drug/alcohol use
   ● Incidents of self-harm
- Created a shared Google Sheet that only the Mending Matters therapist, Admin, and Counseling had access to edit and view.
- New referrals were submitted via a Google Form and highlighted in RED by Therapist.
- Therapist would change color to BLACK after she met with student for the first time.
Development of Services

Based on the type of referral, social/emotional support groups are designed to address issues such as:

- Depression/Anxiety
- Gender Relationships
- Cultural Stress
- Family Dynamics
- Academic Achievement
Impacts

School-Wide: Compared Mental and Physical Health data from California Healthy Kids Survey in 2015-16 versus 2017-18

- Current drug and alcohol use - 14% decrease in 11th grade students
- Current binge drinking - 8% decrease in 11th grade students
- Very drunk or “high” 7 or more times - 5% decrease in 11th grade students
- Decrease in “self-medication”

Individual: Lisa successfully integrated back into a regular schedule for the following school year. She continued with counseling and learned coping strategies to help deal with her depression. She graduated on-time with her peers
Main Focus of ALL Services

Teaching students coping skills and strategies for dealing with challenging situations:

- Peer-to-Peer
- Student-to-Teacher
- Child-to-Parent

How do you navigate through these complex relationships and situations successfully?
Lesson Learned

- Teamwork makes the dream work
- Review, reflect, revise
- Targeted data-driven decisions are the KEY to success
- One-size does NOT fit all
Thank you for being here today!

Nicole DeWitt
ndewitt@sandi.net
(858) 621-9020 x1103

Esther Hemmen-Izquierdo
ehemmen@mendingmatters.org
(619) 940-5165

Questions?
Comments?
Let us know how we can help 😊