

# FOCUS 203

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**The Social Emotional Health  
of Our Students**

***It Takes a Community***

# WELCOME

- Please introduce yourself to others at your table
- Put your orange number into the box on the table
- Make yourself a name tag
- Register your attendance using the computer provided
  - Please complete ALL fields before you hit submit
  - This page will refresh automatically

## Naperville Focus 203

\* Required



1. Table Number: \*

2. Name: \*

3. Street \*

4. City, State, Zip: \*

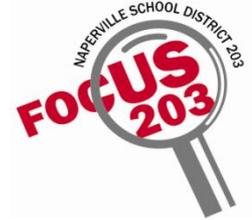
5. Phone Number: \*

6. Email Address: \*

7. More About You (Select all that Apply):

*Check all that apply.*

- 203 Community
- Parent
- Staff
- Student
- Alumni
- School
- Other:



# PRESENTERS

**Dan Bridges**

Superintendent, District 203

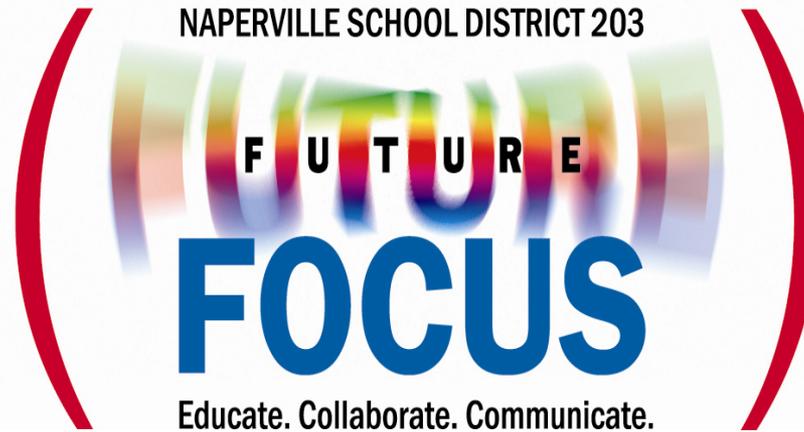
**Rachel Weiss**

Supervisor of Social Work Services, District 203

**Amy Barth**

Social Worker, Naperville Central HS

# WHAT IS FOCUS 203?

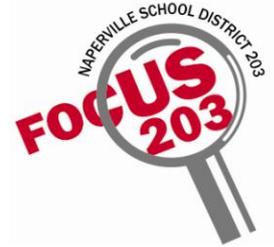


- Informed by a continued desire to “educate, collaborate, and communicate,” **FOCUS 203** will offer regular opportunities for stakeholders to gather around specific topics of interest.



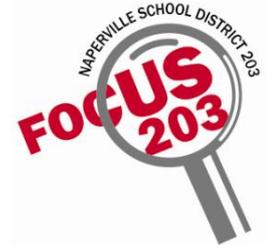
# GET FOCUSED

- Please take a moment to introduce yourselves to your tablemates.
- Why are you attending tonight's session; what would you like to get out of it?



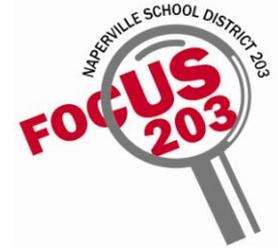
## CHANGE DRIVING *FUTURE FOCUS*

- Our students are changing...
- Classroom space is changing...
- The work we do is changing...
- Instructional delivery is changing...
- Accountability is changing...
- Resources are changing...



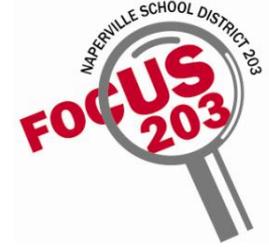
# FOCUS 203 GOALS

- Invite, engage community in discussing priority topics as recommended during Future Focus
- Build upon and expand two-way communication between and among District 203 and our community stakeholders
- Define priorities and improvement strategies
- Discover what resources will be needed for successful implementation
- Build ongoing process for *strengthening trust, communication and collaborative efforts* with the community



# TODAY'S CHARGE

- Outline skills and abilities (Core Competencies) students and families need to be healthy, both socially and emotionally.
- Identify priorities to develop additional programming and support for parents, students, families, mental health providers and educators.



# STEERING COMMITTEE

- **Members**

- Parent Leaders
- Community Agency Partners
- District Staff Representatives
- District Leadership

## **Role**

- Process
- Strategy
- Communications
- Engagement
- Presentations and Materials
- Final Report of Findings



# STEERING COMMITTEE

## Team Members

District 203 Parents	Keren Cinzio Julie Nelson Kuna Kathy Ruiz Anne Sobota-O'Malley	Naperville Central HS Washington Junior High School Kennedy Junior High / Highlands River Woods Elementary
Community Partner Agencies	Claudia Evenson Terry Ciszek Karen Jarczyk IdaLynn Wenhold	Rosecrance Linden Oaks 360 Youth Services Kids Matter
District Leadership Presentation & Support Team	Dan Bridges Julie Carlsen Tim Wierenga	Ann Bell Maureen Dvorak Betty Stevenson
Staff Members	Amy Barth Rochelle Northrup Domenica Ottolino	Judy Smith Rachel Weiss
Communications	Faith Behr	Deanne Fulner



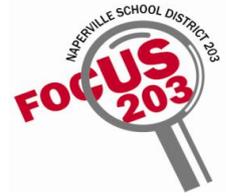
# SESSION SCHEDULE

- Welcome
- Data/Informational Presentation
- Instructions for Small Group Work Activity
- Small Group Work (Dialogue/Decisions)
- Small Group Reporting to Large Group
- Closing/Next Steps



## COMMON THEMES FROM *FUTURE FOCUS*

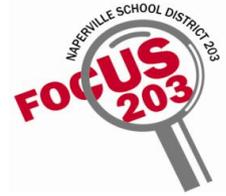
- Concern about the pressure for students to achieve.
- We must redefine student success beyond test scores.
- How we can better prepare students for long-term success?



# STUDENTS TELL US...

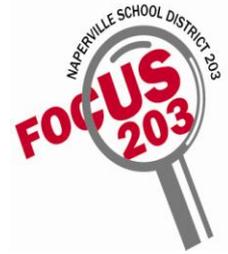
*The pressure to succeed, and the fear of failure, is enormous*

- Anxiety over the pressure of high academic expectations
- Fear of not living up to their parents' expectations, or having conflicting expectations from their parents
- Lack of balance, feeling overscheduled and overextended



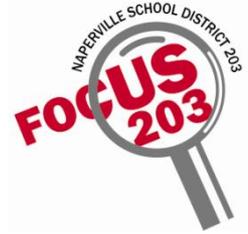
# STUDENTS TELL US...

- Family stressors create anxiety
- Navigating social pressures and peer difficulties creates significant stress
  - Internet
  - Social media
  - At-risk behaviors
  - Substance use
  - Cultural differences



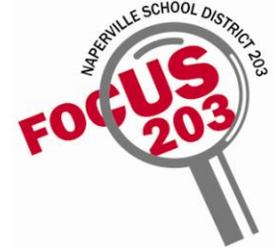
# PARENTS TELL US...

- They experience isolation, particularly as their children get older
- They struggle to find ways to stay connected and involved with their child's school
- They walk a fine line between pushing their children to challenge themselves academically and the fear of pushing them too hard
- They do not know when or where to seek support



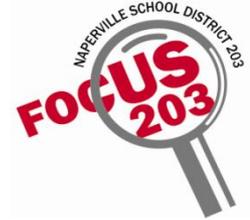
# RESILIENCY IS...

- The ability to adapt and cope with stressful situations
- The ability to "roll with the punches"
- The ability to problem solve
- The ability to regulate their emotions



## **MENTAL HEALTH STATISTICS: CHILDREN & ADOLESCENTS**

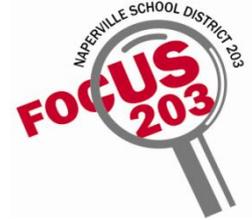
- 20% suffer from a behavioral health disorder
- 50% of all chronic mental illness begins by the age of 14
- 8% of children ages 13-18 develop an anxiety disorder with symptoms commonly emerging around age 6
- 11% of adolescents develop a depressive disorder by age of 18



# MENTAL HEALTH STATISTICS: CHILDREN & ADOLESCENTS

## *Factors Contributing to Substance Use/Abuse*

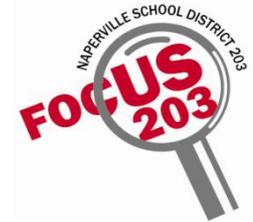
- “Biologically wired” to seek novel experiences and take risks
- Attempt to cope with stressors/problems
- Pressure to perform better in school
- Peer pressure
- “Self-medicate” to cope with undiagnosed mental health disorders



# MENTAL HEALTH STATISTICS: CHILDREN & ADOLESCENTS

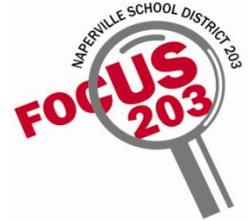
*By the time they are high school seniors,*

- 70% have experimented with alcohol
- 50% have used an illicit drug
- 40% have smoked a cigarette
- 20% or more have taken a prescription drug for a non-medical purpose



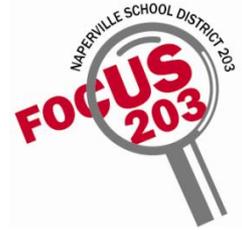
# EARLY IDENTIFICATION AND INTERVENTION

- Most symptoms begin to emerge prior to adolescence
- Children can learn coping skills to prevent a potentially disabling condition
- The earlier a child receives treatment, the better the long-term outcome



# THE GOOD NEWS IS...

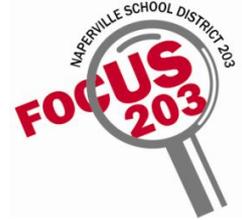
- Social and emotional competencies can be learned
- Purposeful teaching of skills to build resilience prepares our children for long-term success
- Gathering today demonstrates our commitment to prioritizing social/emotional health and well-being



# EARLY ADOLESCENT DEVELOPMENT

*A few common features:*

- Movement towards independence (not just an extension of one's family any longer)
- Struggle with sense of identity
- Self-focused/self-centered
- Hormonal/brain chemistry/physical changes
- Sexual development
- Moodiness/irritability/anger
- Impulsive choices/behaviors
- Defiance/questioning of rules

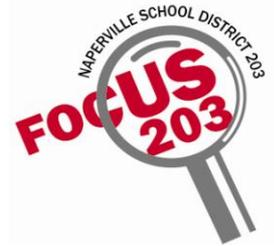


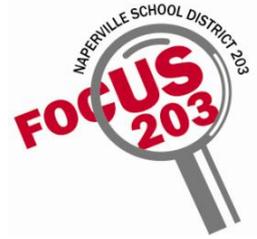
# EARLY ADOLESCENT DEVELOPMENT

- What is our natural reaction to this desire for independence and questioning of family/society rules?
- How do we find the balance between the movement toward independence while still providing structure, support and safety for our children?

# MENTAL HEALTH ISSUES AT THE HIGH SCHOOL

- Anxiety
- Self-injury
- Depression
- Substance abuse
- School refusal
- Somatic complaints

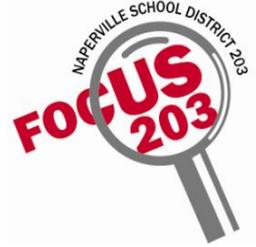




## WHEN SHOULD WE BE CONCERNED?

*When we see significant changes in:*

- Thinking, emotions, behavior, and physical well-being
- Managing relationships
- Ability to carry out daily responsibilities:
  - School/class attendance
  - School work
  - Self-care
  - After school responsibilities/activities



# SEEKING ADVICE

- Talk to trusted friends about concerns
- Consult with your pediatrician
- Contact your child's school support staff (counselor, social worker, psychologist)
- **Tool Kit** – lots of information and resources

# WHAT STOPS US FROM TALKING TO OTHERS?

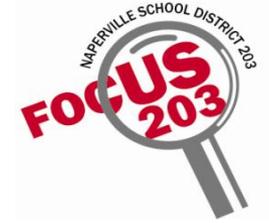


## MYTHS:

- Stigma associated with mental health concerns or having issues within our families
- Feelings of fear and guilt
- Worry that it reflects poorly on our parenting

## TRUTH:

- These issues are common, and they can and DO affect many of us



# PARENTING PLAN

*Create a parenting plan in your home*

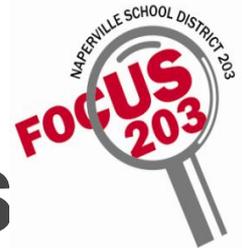
- Follow CUP:
  - Consistent
  - United
  - Predictable
- Plan should include three categories:
  - Givens
  - Non-negotiables
  - Negotiables
- Consider developmental level for each child and review regularly
- *Adapted from Who's in Charge Here?, parenting presentation by Dr. Michael Feld, MD of Alexian Brothers Behavioral Health*

# THE IMPORTANCE OF SOCIAL AND EMOTIONAL LEARNING



*Social and emotional learning (SEL) involves the processes through which children and adults:*

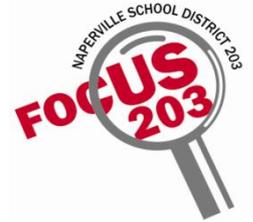
- Acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions



# ESSENTIAL FOR LONG-TERM SUCCESS

- Our emotions and relationships affect:
  - How and what we learn
  - How we apply what we learn in work, family, and community contexts
- SEL can have a positive impact on school climate
- Strong social and emotional skills produce self-directed learners, collaborative workers, complex thinkers, quality producers and community contributors

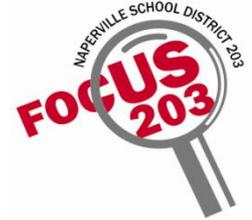
# SEL COMPETENCIES





# SEL IN PRACTICE

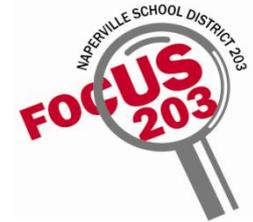
- 
- <http://www.edutopia.org/keys-social-emotional-learning-video>



# HOW IS SEL TAUGHT?

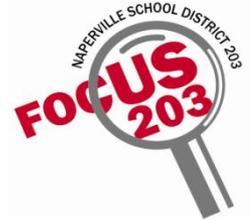
## School-Family-Community

- Start early and keep going
- Be purposeful and intentional in teaching and reinforcing skills
- Embed social/emotional lessons in general education
- Provide opportunities for students to practice social and emotional competencies
- Take advantage of teachable moments that occur naturally throughout the day



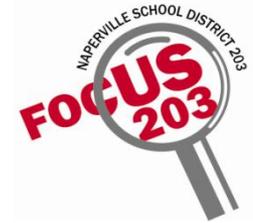
## ACTIONS TAKEN IN DISTRICT 203

- **Collaborative for Academic, Social, and Emotional Learning – CASEL**
  - Collaborative District Initiative
  - Support district's capacity to promote SEL for all
  - Improve outcomes
- **District Core Committee**
  - Assessing our current state
  - Inventory of materials
  - Development of a multi-year plan



# **SMALL GROUP WORK ACTIVITY**

# Small Group Work Activity



## **Select a Recorder and Facilitator**

### *Recorder Responsibilities –*

- Complete the information on the group's worksheet (pink)

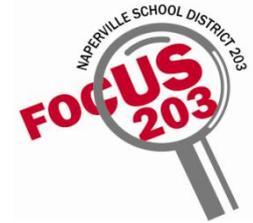
### *Facilitator Responsibilities—*

- Facilitate Discussion
- Keep Group Focused/On Task
- Report Group's Information



## Small Group Worksheet

- Information on worksheet should reflect consensus/general agreement of group members
- Monitor progress to complete the worksheet in allotted time
- Only group recorder's worksheet will be collected



# **TASK #1**

## **Greatest Concern/Need**



## **Task #2**

**Strategies and supports needed  
to build resilient youth**



# Task #2: Sample Activity Sheet

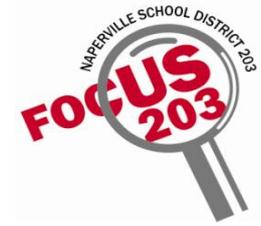
**Greatest concern:**

## ***BALANCING MULTIPLE DEMANDS***

STRATEGIES AT HOME	SUPPORTS AT SCHOOL	SUPPORTS FROM COMMUNITY
<p>Assess how the family currently manages multiple responsibilities</p> <p>Set realistic expectations</p> <p>Model how to prioritize /plan need vs. want / now vs. later Help them see how to break work into manageable pieces</p> <p>Create a safe environment where healthy expression of emotion is encouraged</p>	<p>Provide multiple opportunities for students to explore and grow</p> <p>Teach students to set goals and develop action steps to accomplish their goals</p> <p>Develop skills to tackle multi-step problems</p>	<p>Recognize strengths and celebrate diversity of our youth</p> <p>Encourage involvement in positive activities</p> <p>Promote awareness of community resources</p>



# **SMALL GROUP WORK ACTIVITY REPORTING**



# MATERIAL IN YOUR TOOLKIT

- Social Emotional Links
- Informational brochures and flyers from community providers
- Parents Use your Power Articles
- SNAPSHOTS – parenting strategies at different developmental stages
- CYT Resource Guide
- Book List for Parents
- MHFA Upcoming Training Flyers



# Thank You!

Transcripts and Summary Documents  
will be posted to the website  
later in April

***ENJOY SPRING BREAK***