SJUSD Crisis Response Support in a Distance Learning Setting

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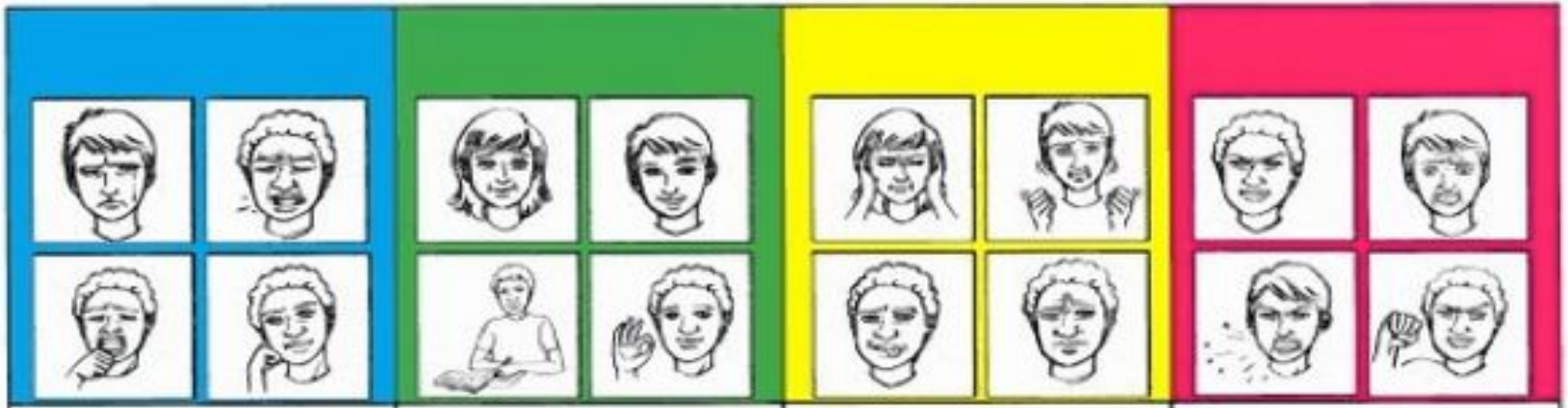
September 29, 2020

Today's Goals:

- How SJUSD is Support Social/Emotional Well-Being
- Review SJUSD DL Suicide Prevention Protocol
- Q & A

The ZONES of Regulation®



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Mean
Tired	Feeling Okay	Silly/Wiggly	Terrified
Bored	Focused	Excited	Yelling/Hitting
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

Name the Moment

Mental Health Impacts on Students During the COVID-19 Pandemic

team NAMI CALIFORNIA

CDC Centers for Disease Control and Prevention

Coronavirus Disease 2019 (COVID-19)

CDC COVID Data Tracker

Maps, charts, and data provided by the CDC

Case Trends | Laboratory | Community Impact | Unique Populations | COVID-19 Home

Cases and Deaths by State | Trends | Compare Trends | Demographics | Cases and Deaths by County | Forecasting | Trends in ED Visits

USA
6,613,331
TOTAL CASES
+41,464 Cases since yesterday
CDC | Updated: Sep 17 2020 12:17PM

USA
196,277
TOTAL DEATHS
+1,224 Deaths since yesterday
CDC | Updated: Sep 17 2020 12:17PM

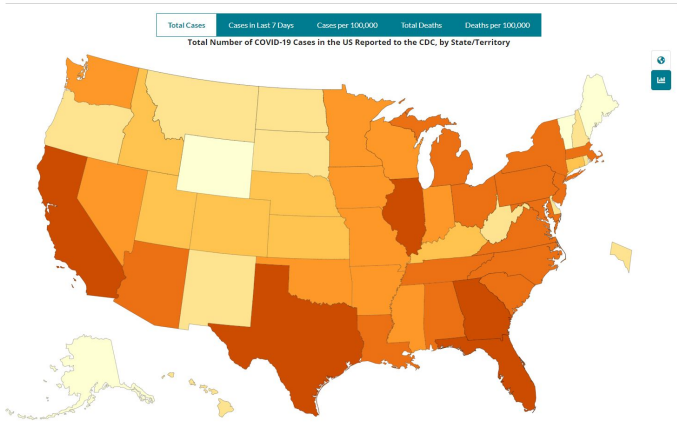
USA
269,769
ases in Last 7 Days
Updated: Sep 17 2020 12:17PM

United States COVID-19 Cases and Deaths by State

Reported to the CDC since January 21, 2020

Total Cases | Cases in Last 7 Days | Cases per 100,000 | Total Deaths | Deaths per 100,000

Total Number of COVID-19 Cases in the US Reported to the CDC, by State/Territory



s by itory

Total Cases	Confirmed	Probable
762,963	N/A	N/A
674,772	N/A	N/A
663,234	N/A	N/A
299,056	N/A	N/A
268,246,266,151		2,095
239,841,234,500		5,341
209,907,207,718		2,189
207,741	N/A	N/A
197,792	N/A	N/A
188,024	N/A	N/A
177,087,171,574		5,513

d: Sep 17 2020 12:17PM

oric Case and Death Data

KTLA5

WATCH LIVE | VIDEO | CORONAVIRUS | NEWS | MORNING NEWS | CONTESTS | WEATHER | JOBS | NEWSLETTERS

LOCAL NEWS

L.A. Latino, Black students suffered deep disparities in online learning, district records show

by: Los Angeles Times

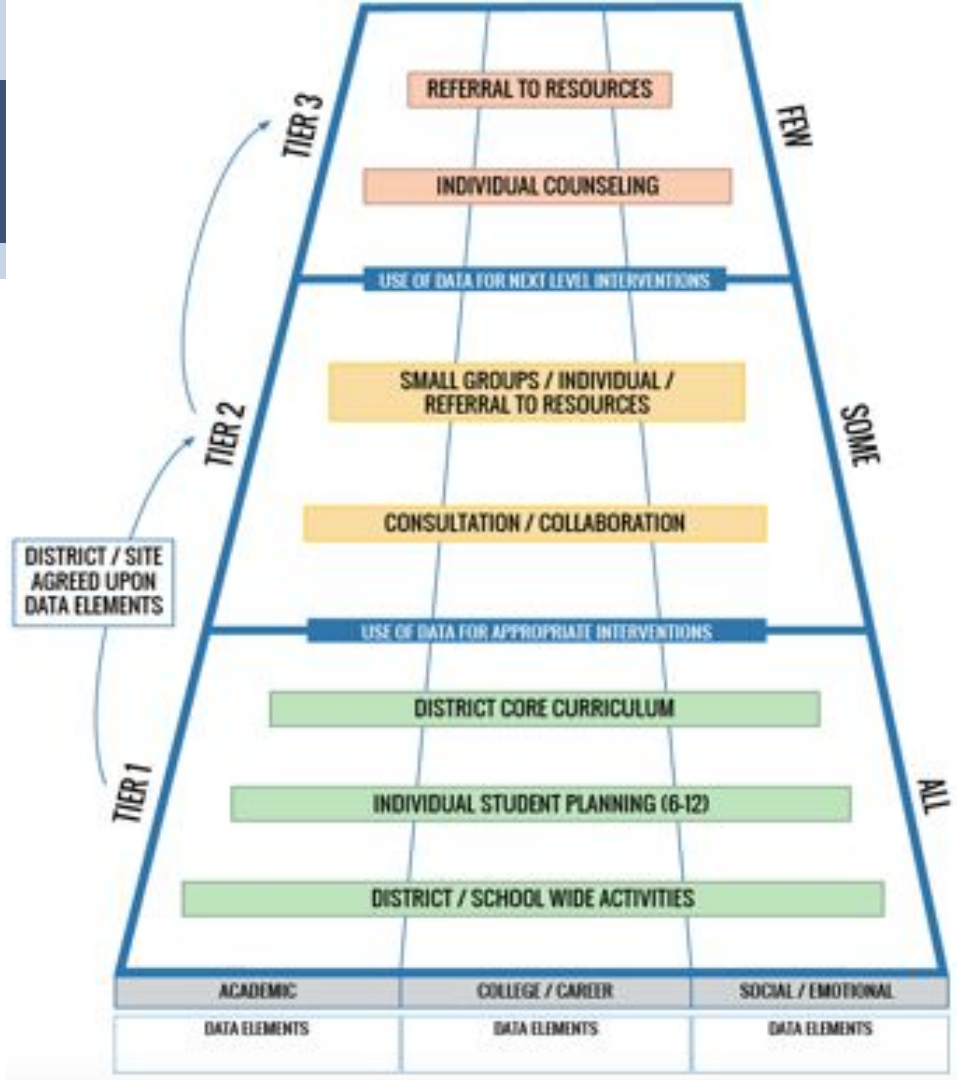
Posted: Jul 16, 2020 / 05:30 AM PDT / Updated: Jul 16, 2020 / 05:30 AM PDT

Principles of Crisis Response

- Provide facts
- Acknowledge and validate feelings
- You cannot fix it, so don't try--allow the feelings
- Provide support
- Identify what helps
- Self-Care
- Follow up

SJUSD School Counseling Program

Multi-Tiered, MULTI-DOMAIN System of Supports



Five Core Competencies of SEL

[ACES and SEL]

[SEL Road Map]

[ASCA]

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

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

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

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

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

RESPONSIBLE DECISION-MAKING

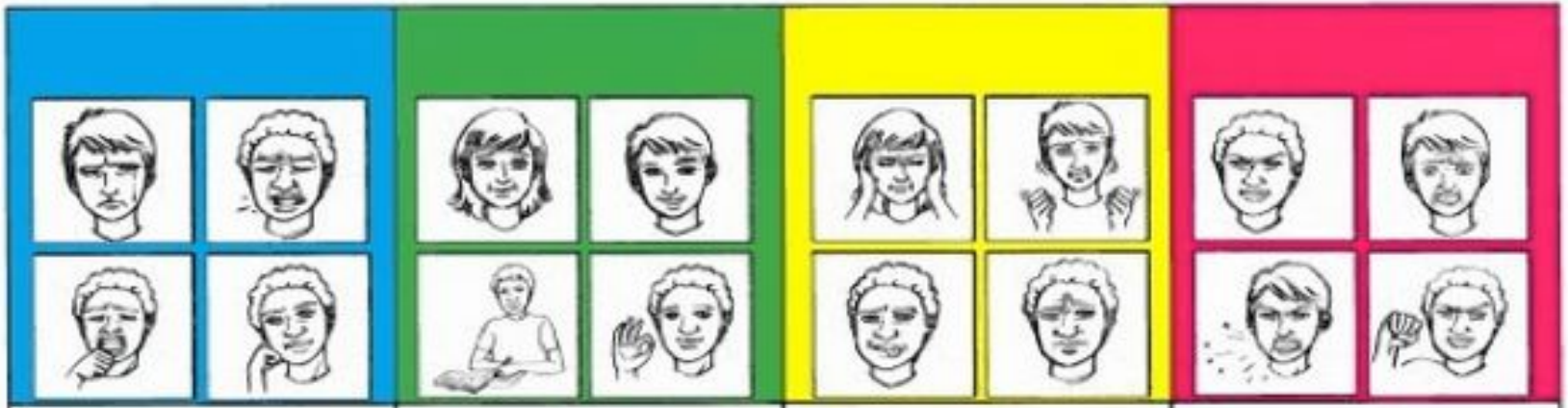
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

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

Tier One--Universal--Students

- Universal Screening SEL/Behavior
- Focus on implementing SEL:
  - Teachers teach SEL Daily
  - School Counselors Lessons
- Trauma Informed Approaches/Practices
  - Restorative Practices/Circles
  - Focus on relationship and connection with students
- Psychological First Aid
- Suicide Prevention/EWS Lessons/Activities
- Google Classrooms K-12
- Wellness Wednesdays/ Mindful Mondays
- EVERFI
- BARR--iTIME

The ZONES of Regulation®



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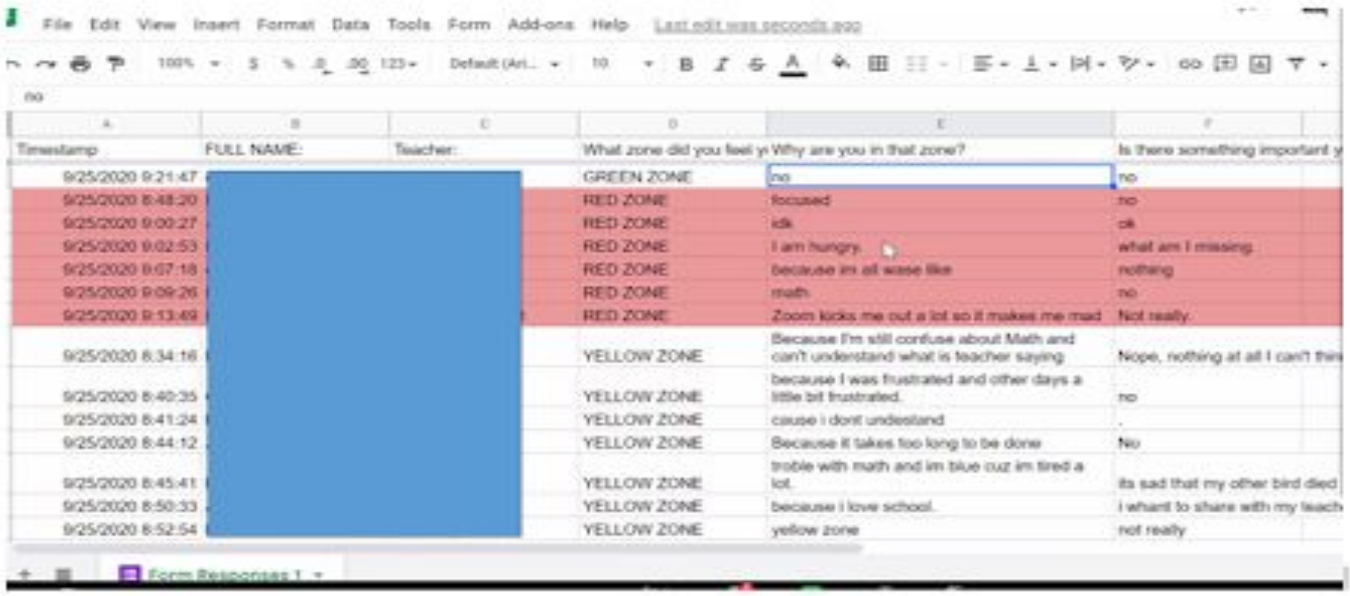
Weekly ZOR Check In & Problem Solving Team



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Timestamp	FULL NAME:	Teacher:	What zone did you feel y	Why are you in that zone?	Is there something important y
9/25/2020 9:21:47	[redacted]	[redacted]	GREEN ZONE	no	no
9/25/2020 8:48:20	[redacted]	[redacted]	RED ZONE	focused	no
9/25/2020 9:00:27	[redacted]	[redacted]	RED ZONE	idk	ok
9/25/2020 9:02:53	[redacted]	[redacted]	RED ZONE	I am hungry.	what am I missing
9/25/2020 9:07:18	[redacted]	[redacted]	RED ZONE	because im all wase like	nothing
9/25/2020 9:09:26	[redacted]	[redacted]	RED ZONE	math	no
9/25/2020 9:13:49	[redacted]	[redacted]	RED ZONE	Zoom kicks me out a lot so it makes me mad	Not really
9/25/2020 8:34:16	[redacted]	[redacted]	YELLOW ZONE	Because I'm still confuse about Math and can't understand what is teacher saying	Nope, nothing at all I can't thin
9/25/2020 8:40:35	[redacted]	[redacted]	YELLOW ZONE	because I was frustrated and other days a little bit frustrated.	no
9/25/2020 8:41:24	[redacted]	[redacted]	YELLOW ZONE	cause i dont undestand	.
9/25/2020 8:44:12	[redacted]	[redacted]	YELLOW ZONE	Because it takes too long to be done	No
9/25/2020 8:45:41	[redacted]	[redacted]	YELLOW ZONE	troble with math and im blue cuz im tired a lot	its sad that my other bird died
9/25/2020 8:50:33	[redacted]	[redacted]	YELLOW ZONE	because i love school.	i whant to share with my teach
9/25/2020 8:52:54	[redacted]	[redacted]	YELLOW ZONE	yellow zone	not really

Form Responses 1

Tier Two-Students

- Menu of Services Update
- MOUs with outside agencies
- Educational Therapy Program
- Small groups provided by school counselors, ed. Therapists, outside providers
- Mentor Program
- Resource Mapping
- Referral Process for individuals that need targeted support, including school employees. Utilize problem solving team
  - Process to identify and provide support to students or staff at higher risk for significant stress or trauma
- Interventions for students failing and/or not attending

Tier Three

- Therapy
  - Care Solace
  - Agencies we have a MOU with
  - Ed. Therapists
- More individual and intensive interventions
  - SEL groups focusing on developing specific skill
  - CBITS
  - Check In/Check Out (More often than tier 2)

Crisis Response During Distance Learning

- Crisis Response Manual
- Monthly Crisis Teams
- Crisis Response Interventions:
  - Classroom Interventions
  - Small Groups
  - Individual Support
  - Staff Support

What we learned for classroom interventions:

- Need more people during classroom intervention, make sure you have someone monitoring chat room
- At the beginning offer individual support by providing a zoom link (each team member assigned to a break out room)
- Access to teachers google classroom

Assembly Bill 2246: Suicide Prevention, Intervention and Postvention Policy

Suicide Prevention

Suicide Prevention Toolkit

Ed. Code Suicide Prevention Age Appropriate K-12

the suicide prevention curriculum is to be age appropriate, sensitive to developmental under grades Kindergarten through grade 6, as of 1/1/2020.

Local Districts were required by California law to provide suicide prevention education, according to age-appropriate and sensitive local policies, for grades 7 to 12

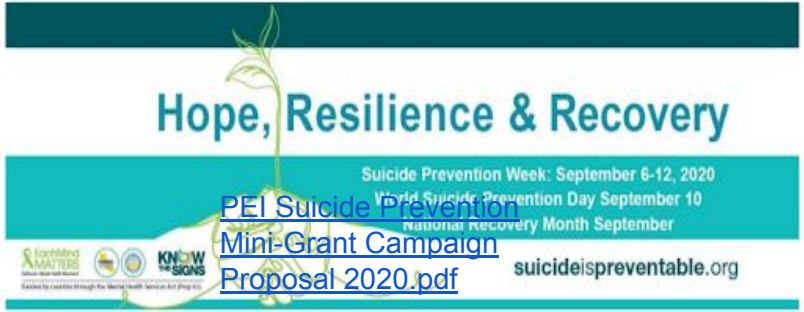
Riverside University HEALTH SYSTEM Behavioral Health

PREVENTION AND EARLY INTERVENTION

EACH MIND MATTERS TOOLKIT 2020

SUICIDE PREVENTION WEEK

CAMPAIGN PROPOSAL



PEI Suicide Prevention Mini-Grant Campaign Proposal 2020.pdf

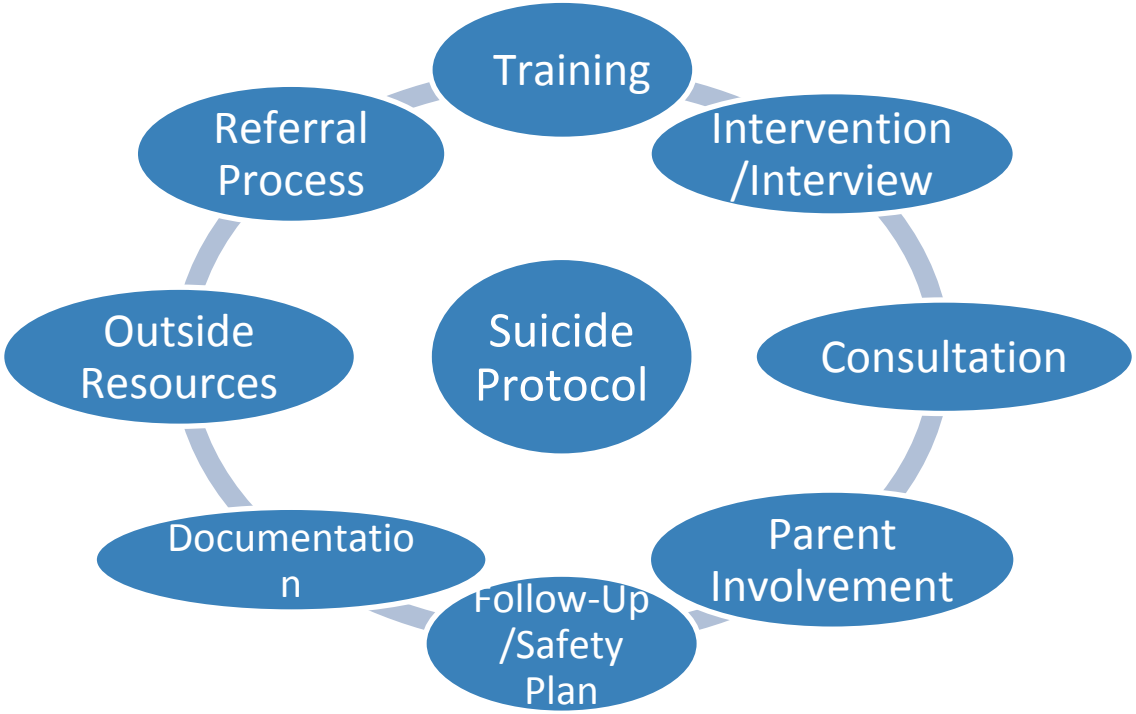
Submit Proposal to e-mail address: pei@ruhealth.org
For Questions Contact: Diana Brown
Email: diabrown@ruhealth.org

PEI Suicide Prevention Mini-Grant Campaign Proposal 2020.pdf

Threat of Suicide Parent Notifications

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary	4	10	10	36	64	164	117
Middle School	22	37	33	34	117	136	98
High School	22	55	22	12	46	100	73
TOTAL	**48**	**102**	**65**	**82**	**227**	**400**	**288**

SJUSD Suicide Protocol



DL Suicide Protocol

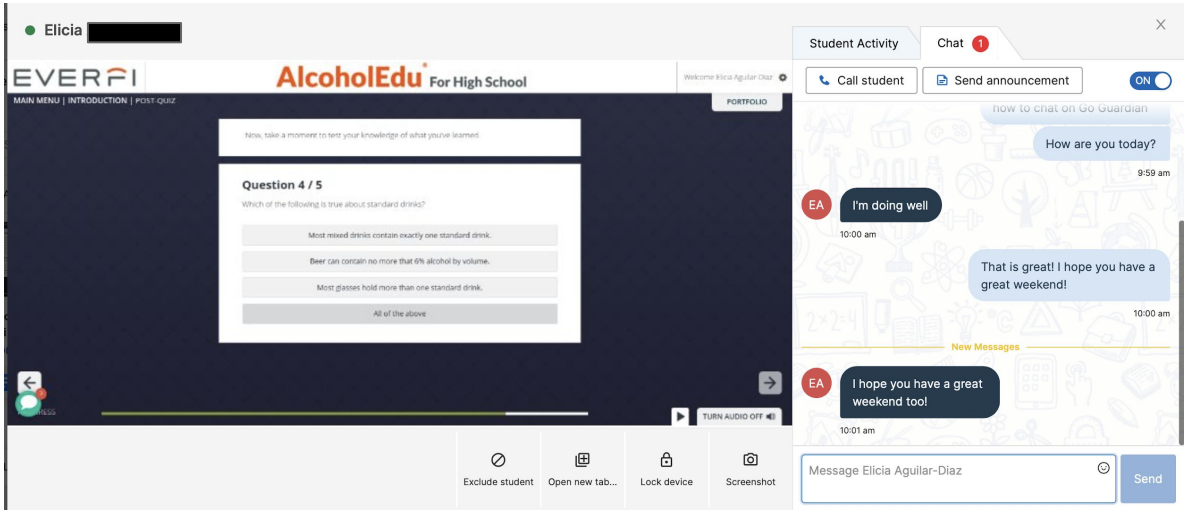
- Teacher/Staff Role
- Administrator Role--(calls cod/tod)
- School Counselor/Ed. Therapists/ School Psychologist Role
- Parent Contact-Parent Notification
- Follow Up
- Informed K-12 Forms

- Counselor/Therapist of the Day Line

Interview	Intervention Level	Consultation	Action	Documentation	Follow Up
Are you feeling suicidal? Do you have a plan? Can you commit to safety? Previous attempts?	Denial of Intent Ideation alone Ideation & Plan Ideation, Plan, Means, Cannot Commit to Safety	Consult with a like protocol	Parent Contact Outside Referral CREST/ ROCKY SRO/Police Hospitalization	Parent Notification Return to School Letter SIF Documentation	Safety Plan Follow up with parent Verification Letter (if needed) Treatment plan School Support

DL Strategies to Connect With Students

- Creating a counselor link and teacher shares it in private chat
- Go Guardian
- Zoom Drop In Time
- Gaggle



Q & A

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