



ANN ARBOR PUBLIC SCHOOLS
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Student Social-Emotional Wellness and Wellbeing in the Ann Arbor Public Schools

Board of Education
March 16, 2022

Guest Presenters

Mrs. Samantha Cucu - Zones of Regulation

Assistant Principal, King Elementary and former AAPS Intervention Specialist

Dr. Emily Sportsman - SAEBRS

(Social, Academic, and Emotional Behavior Risk Screener) Pilot

School Psychologist, Pioneer High School

Mr. Harold Wimberly - AAPS Intervention Specialists

Intervention Specialist, Scarlett Middle School

Dr. Elizabeth Koschmann - TRAILS

(Transforming Research into Action to Improve the Lives of Students)

TRAILS Program Director

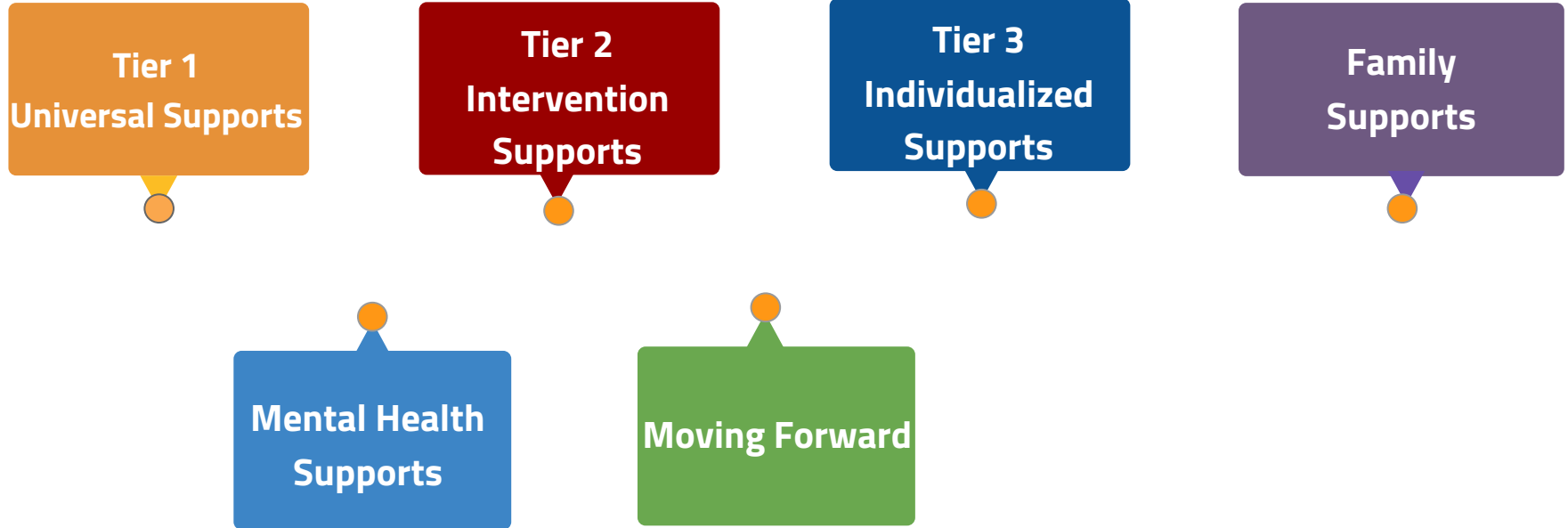
Tonight we will..

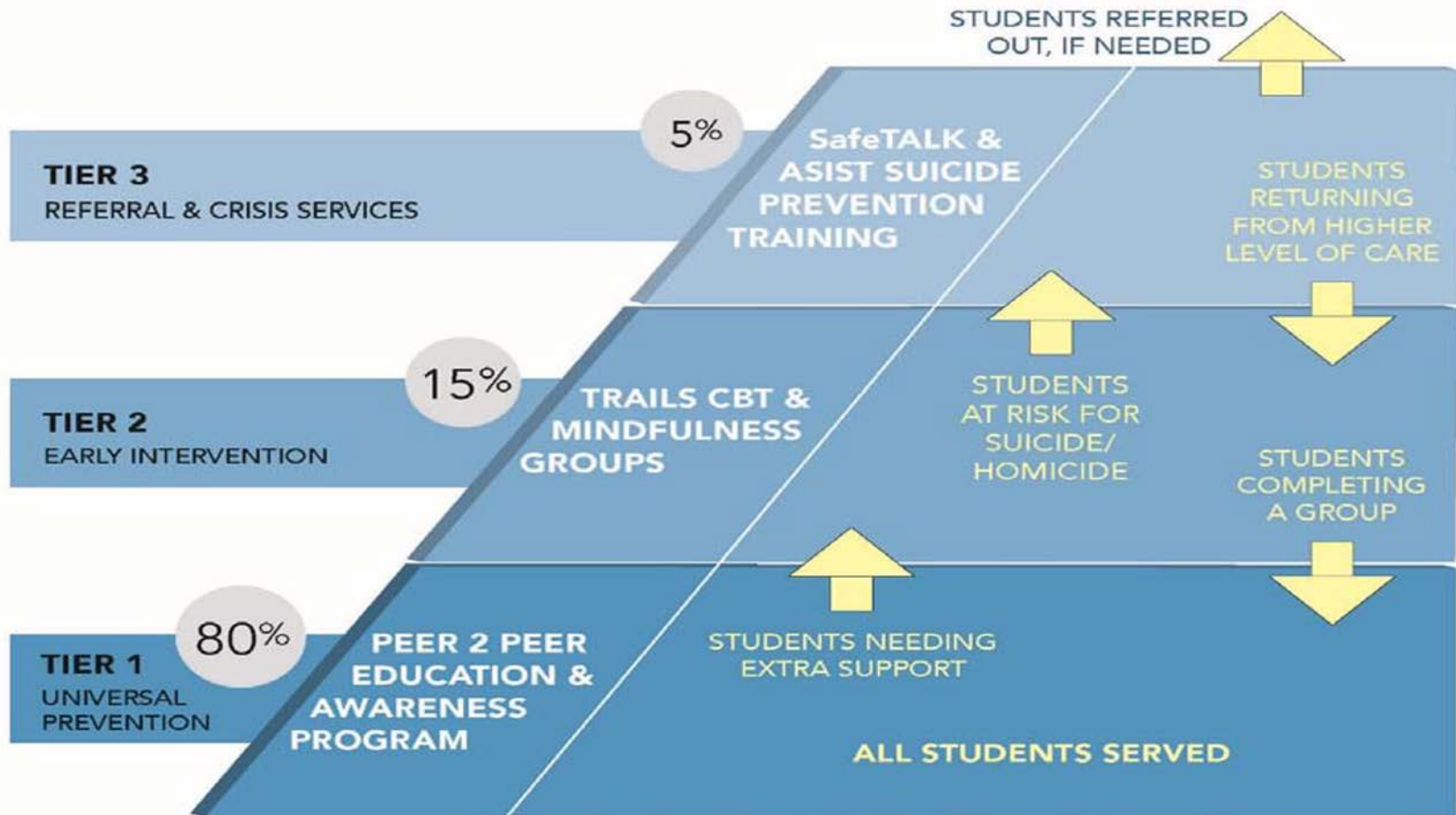
- Share an overview of the **social emotional learning (SEL)** and **mental health supports** provided to students
- Talk about the ongoing work we are doing to **assess** students' well being
- Highlight the **support and interventions** staff incorporated before, and in response to, the pandemic
- Look ahead to desired **next steps** to support students post pandemic

Our Goals...

- Focus on inclusive practices
- Encourage students to develop self-awareness and self advocacy
- Focus on developing positive and productive staff-student relationships
- Focus on developing positive and productive peer to peer relationships
- Every student matters--all hands on deck to support all students

Multiple Tiers of Support





Close collaboration among program staff allows students to seamlessly move between tiers to access the services most appropriate for their needs while maintaining continuity of care.

Tier 1 Universal Supports

Tier 1
Universal Supports

Tier 2
Intervention
Supports

Tier 3
Individualized
Supports

Family
Supports

Mental Health
Supports

Moving Forward



Tier 1 Universal Supports

Universal Programs/Supports for Students

- Second Steps (Y5)
- Leader In Me
- Responsive Classroom
- Zones of Regulation
- Developmental Designs
- Link Crew
- Mindfulness
- Restorative Practices
- Positive Behavior Intervention Supports (PBIS)
- Common SEL lessons for PreK-12 during Morning Meetings and Advisory



Zones of Regulation

Zones of Regulation is a systematic approach used to teach students how to regulate their feelings, energy and sensory needs to meet the demands of the situation around them and be successful socially.

- Awareness & Recognition
- Communication & Identified Strategies
- Self-Regulation & Student Agency



SAEBRS (Social, Academic, and Emotional Behavior Risk Screeners)

- For the past 2 years, Pioneer has piloted the ***Social, Academic, & Emotional Behavior Risk Assessment***
- Financial support from an ongoing Washtenaw CMH mini-grant and supplemental monetary support from the Pioneer PTSO
- Traditional referral methods (discipline referrals, attendance, grades, referrals from concerned teachers, parents, students, and physicians) not sufficient to identify all students in need of social emotional support
- ***SAEBRS*** systematically identifies students who may not otherwise be identified, and connected them to school-based and community resources and supports in a way that promotes equity

Tier 2 Intervention Supports

Tier 1
Universal Supports

Tier 2
Intervention
Supports

Tier 3
Individualized
Supports

Family
Supports

Mental Health
Supports

Moving Forward





Tier 2 Intervention Supports

Intervention Supports - for students in need of additional interventions and/or supports

- Cognitive Behavior Therapy Groups
- TRAILS (Transforming Research into Action to Improve the Lives of Students)
- Restorative Circles
- Achievement Team Meetings
- Intervention Specialists



Intervention Specialists

Intervention Specialists

The **Behavior Intervention Specialists** support students with interventions and strategies to students and give them the skills and tools needed to increase academics and positive behaviors.

- Established in 2013
- Utilizes a holistic approach to supporting students, including;
 - PBIS
 - Management and restorative practices
 - Academic Supports
 - Collaboration with parents, school teams, and community organizations



Intervention Specialists

Intervention Specialists

How the role has evolved during the Covid-19 pandemic?

- More involvement around trauma and family needs
 - I conducted a Adverse Childhood Experience overview at Pittsfield Elementary w/Parents and some staff
 - Small group support during school and outside of school
 - Increased parent relationships
- Support outside of the school has increased
 - Providing emergency food assistance and other basic needs for families
 - Holiday support for families
 - Assistance with housing
 - Providing educational and life skills programs for our students
- The IS team understands that our work and support of students and families goes beyond the regular school day

TRAILS
**(Transforming
Research into
Action to Improve
the Lives of
Students)**

**Dr. Elizabeth Koschmann,
TRAILS Project Director**

Tier 3 Individualized Supports

Tier 1
Universal Supports

Tier 2
Intervention
Supports



Tier 3
Individualized
Supports

Family
Supports

Mental Health
Supports

Moving Forward



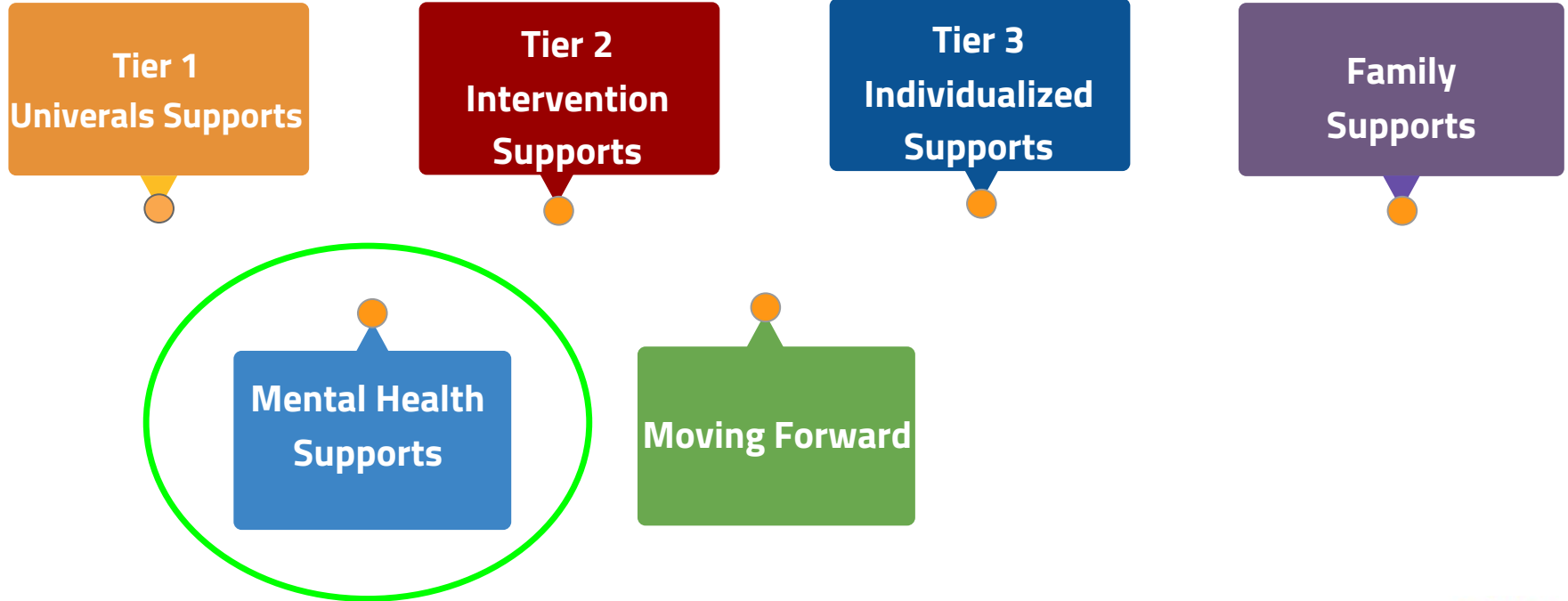


Tier 3 Individualized Supports

Students who need a higher level of individualized intervention

- Individualized plans for students
- Referrals to community agencies and partners when applicable
- Individualized Support Plans
- Referrals to Community Resources
- Critical Incident Stress Management (CISM) Training for District Crisis Response Team members
- Training for all AAPS Counselors, Social Workers, Psychologists, Intervention Specialists, and Access and Opportunity Advocates on
 - A consistent referral protocol
 - The Columbia Suicide Severity Rating Scale

Mental Health Supports



Mental Health Supports



- District-wide standard for assessing students in crisis
- Training and support measures are designed to ensure that AAPS is providing proactive supports for students with mental health concerns
- Consistent and fully embedded crisis response protocols in place district-wide
- These tools provide medical professionals with a much more comprehensive assessment of student need when school teams make referrals for mental health support
- Critical Incident Stress Management (CISM) Training for District Crisis Response Team members
- Training for all AAPS Counselors, Social Workers, Psychologists, and Intervention Specialists
 - A consistent referral protocol
 - The Columbia Suicide Severity Rating Scale
 - Dewey Cornell Threat Assessment

Family Supports

**Tier 1
Universal Supports**

**Tier 2
Intervention
Supports**

**Tier 3
Individualized
Supports**

**Family
Supports**

**Mental Health
Supports**

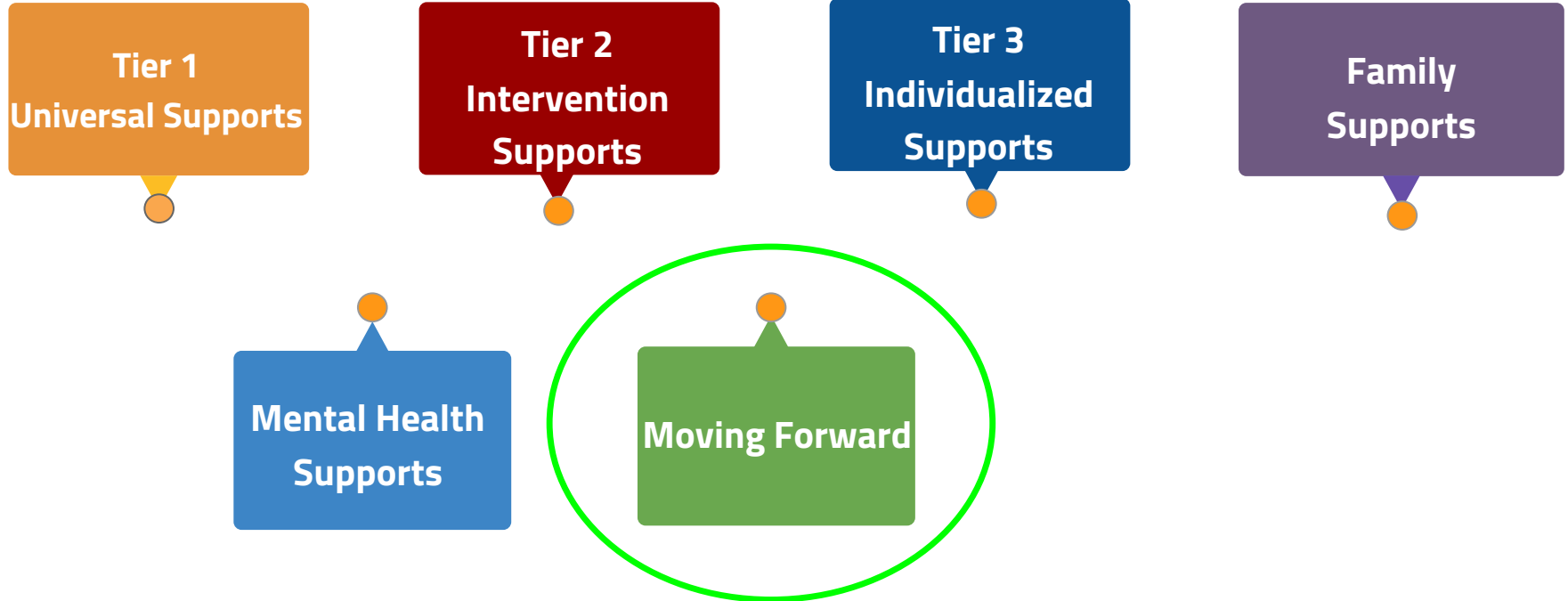
Moving Forward

Family Supports

- SEL parent newsletter developed and distributed periodically
- PD regularly offered to support students, families, and staff with self-care and wellness
- Community outreach to connect students and families in need of additional supports
 - A2 Community Centers
 - Washtenaw Area Council for Children
 - Community Mental Health
 - U of M Peer-to-Peer
 - Girls Group
 - Regional Alliance for Healthy School (RAHS) clinics
 - U of M Depression Center



Moving Forward



Moving Forward



- Continued training and development on Threat Assessment Protocols
- Continue to assess who among our AAPS support and ancillary staff has received training, and in what areas
- Develop a plan for filling in the gaps in training
- Continue to collaborate with community partners and agencies on an updated list of available mental health resources and providers
- Additional SEL supports for Elementary school students
- Continued professional learning for building leaders and staff
- Strengthen proactive social/emotional supports and programming
- Looking forward to collaborating with the other student health work, including the district wellness policy committee

Moving Forward



- Continued focus on strengths-based mindset rather than deficit-based to mindset
- Identify and acknowledge where bias impacts our efforts; continuous efforts to reduce and eliminate bias
- Not a narrow focus on changing student behavior rather than implementing practices that build relationships and create learning environments that support positive social and emotional growth
- Equitably foster belonging, opportunities and environments in which students can thrive, and provide the supports students need



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