



ANN ARBOR PUBLIC SCHOOLS
LEAD. CARE. INSPIRE.



Student Social-Emotional Wellness and Wellbeing in the Ann Arbor Public Schools

Board of Education
May 3, 2023

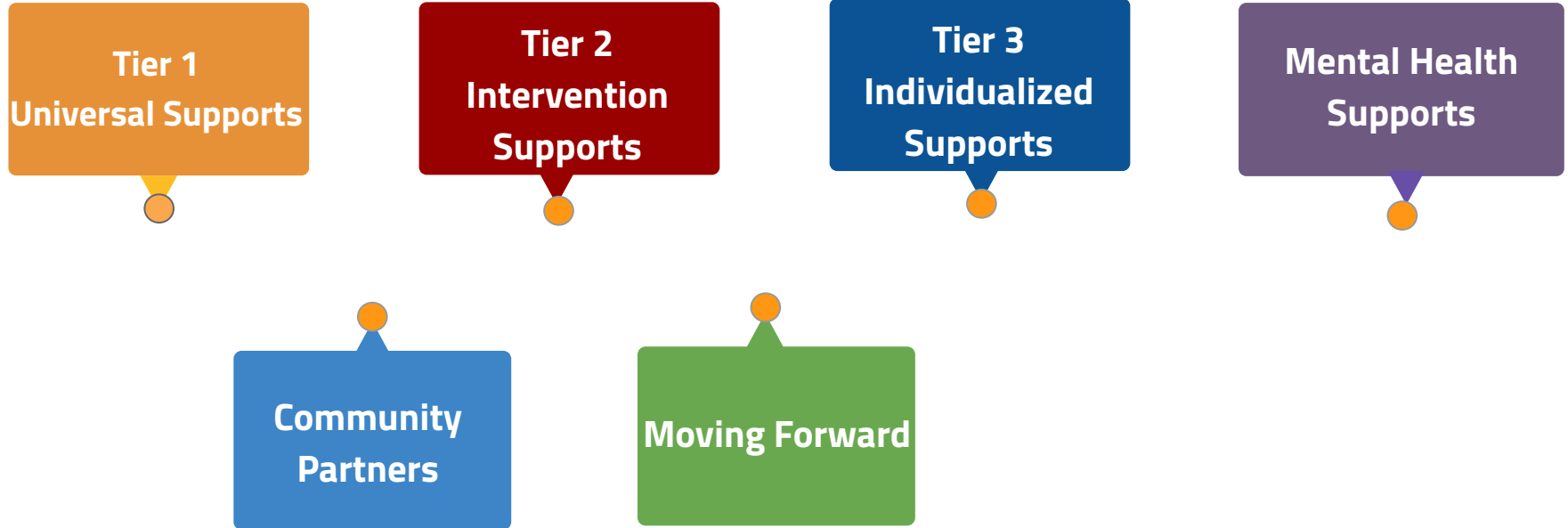
Tonight we will...

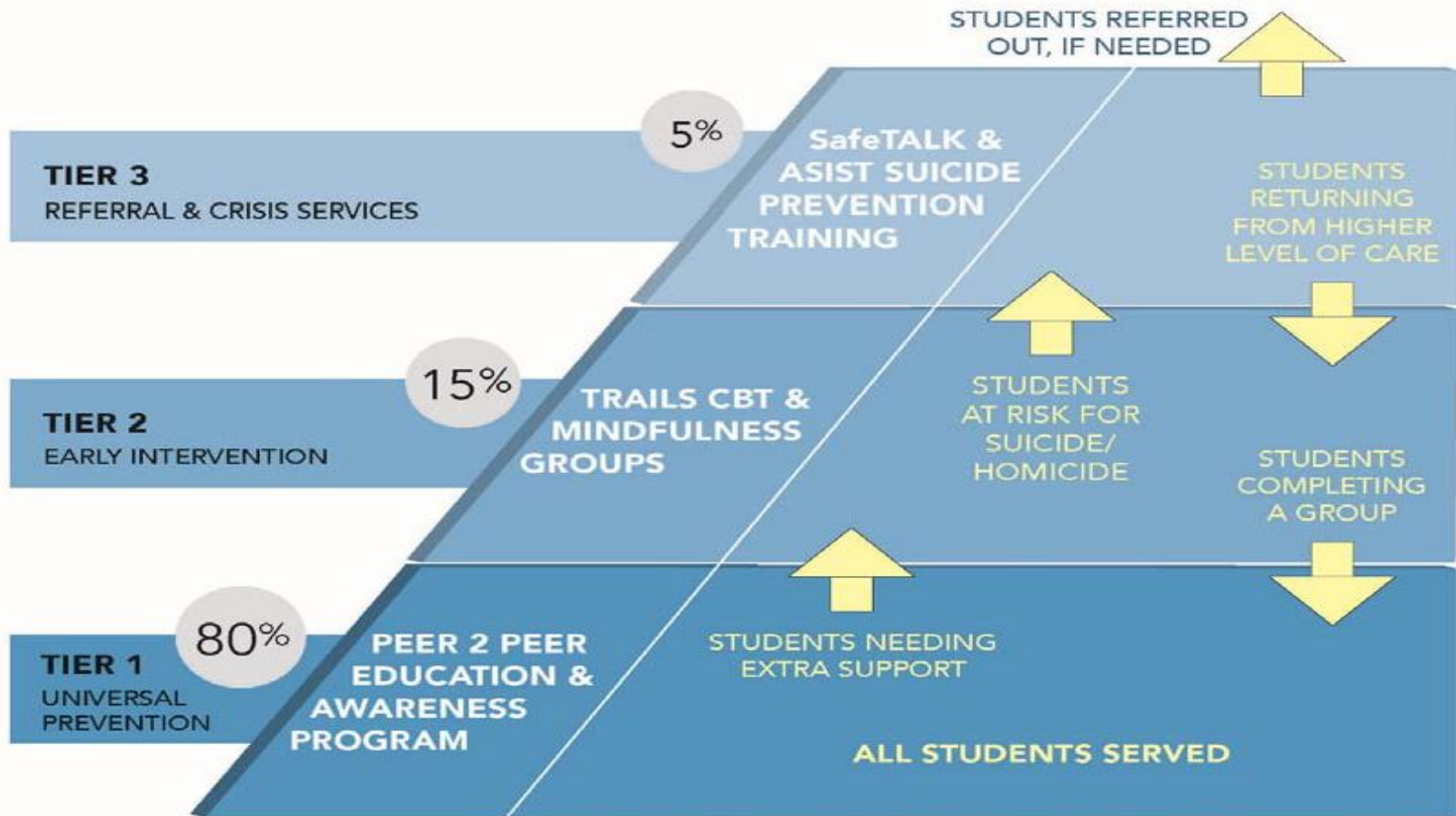
- Share an overview of the **social-emotional learning (SEL)** and **mental health supports** provided to students
- Talk about the ongoing work we are doing to **assess** students' wellbeing
- Highlight the **support and interventions** staff incorporated before, and in response to, the pandemic
- Look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

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
- Connect students and families to community resources and partners that provide mental health supports
- 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

Mental Health
Supports

Community
Partners

Moving Forward



Tier 1 Universal Supports

Universal Programs/Supports for Students

- Second Steps (Y5)
- Responsive Classroom
- Zones of Regulation
- Developmental Designs
- Link Crew
- Mindfulness
- Restorative Practices
- Positive Behavior Intervention Supports (PBIS)
- SEL Supports during Advisory and Morning Meetings





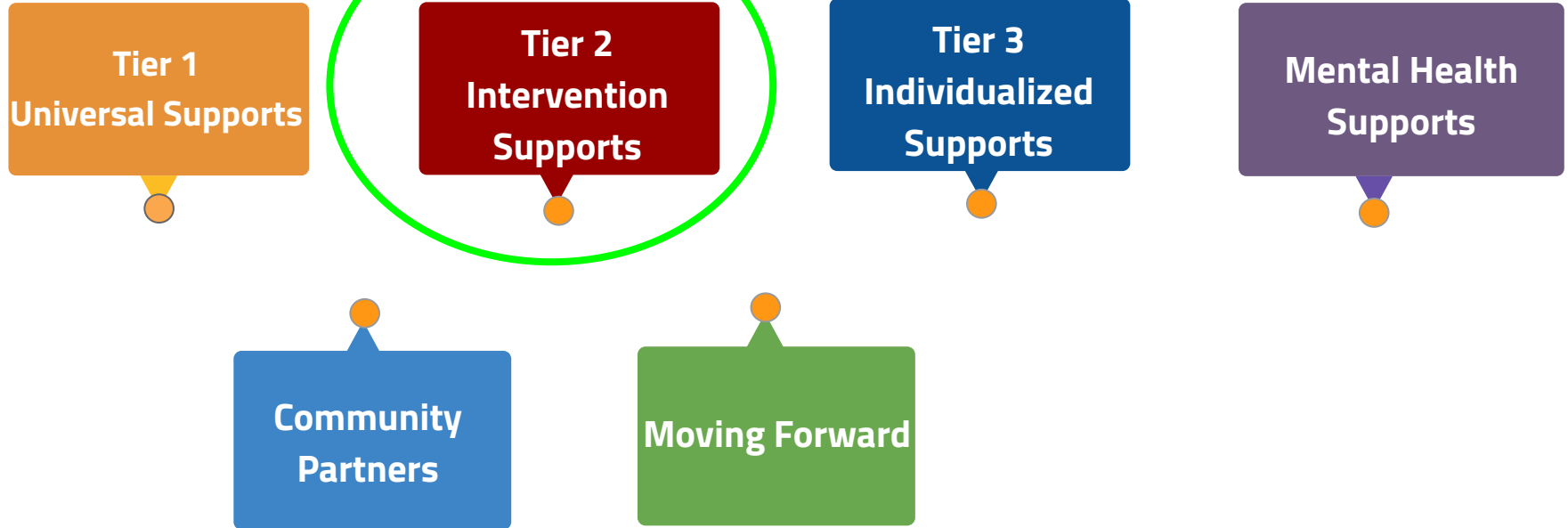
Zones of Regulation

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



Tier 2 Intervention Supports





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 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
 - Student & Family Engagement
 - Management and restorative practices
 - Academic Supports
 - Collaboration with parents, school teams, and community organizations

Tier 3 Individualized Supports

Tier 1
Universal Supports



Tier 2
Intervention
Supports



Tier 3
Individualized
Supports



Mental Health
Supports



Community
Partners



Moving Forward





Tier 3 Individualized Supports

Students who need a higher level of individualized intervention

- Referrals to community agencies and partners when applicable
- Individualized Support Plans
- Referrals to Community Resources
- All AAPS Counselors, Social Workers, Psychologists, Intervention Specialists and Administrators all utilize:
 - A consistent referral protocol for mental health emergencies
 - [AAPS Threat Assessment Protocol](#)
 - [CSTAG Threat Assessment tool](#)
 - The Columbia Suicide Severity Rating Scale

Mental Health Supports

**Tier 1
Universal Supports**

**Tier 2
Intervention
Supports**

**Tier 3
Individualized
Supports**

**Mental Health
Supports**

**Community
Partners**

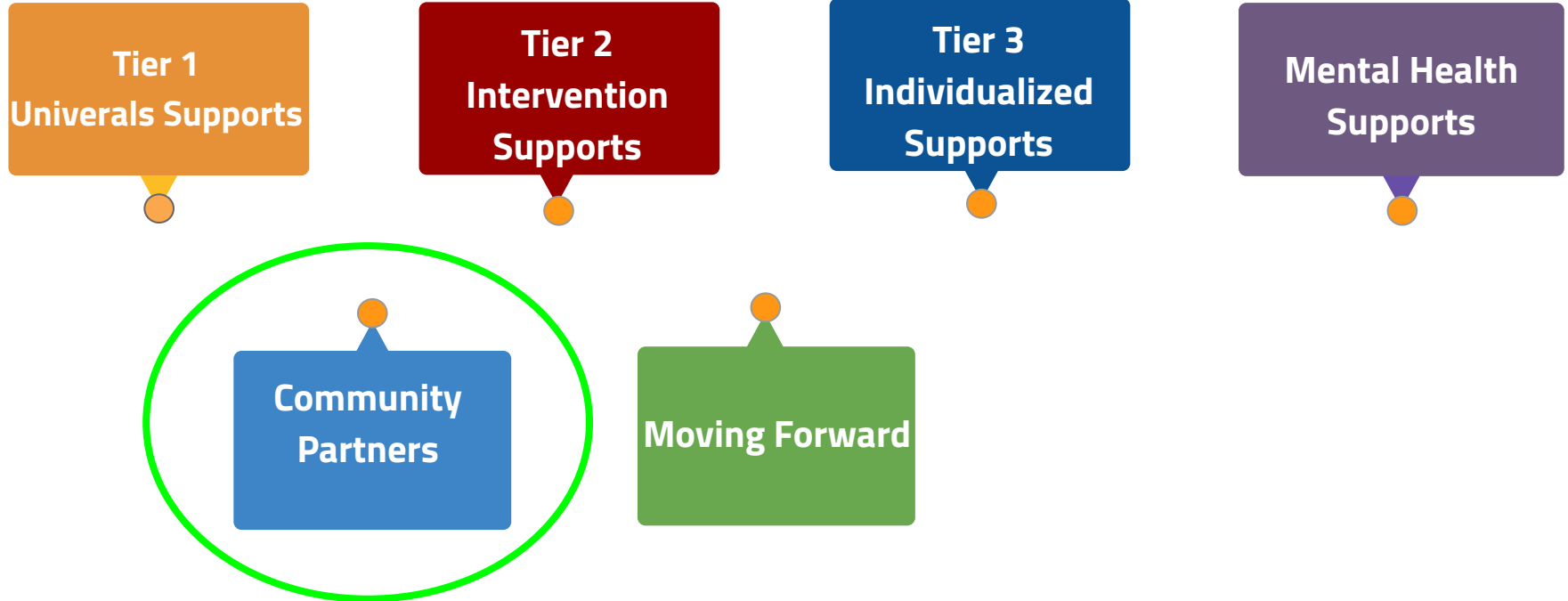
Moving Forward

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
- All AAPS Counselors, Social Workers, Psychologists, Intervention Specialists and Administrators support
 - A consistent referral protocol for mental health emergencies
 - The Columbia Suicide Severity Rating Scale
 - [AAPS Threat Assessment Protocol](#)
 - [CSTAG Threat Assessment tool](#)

Community Partners



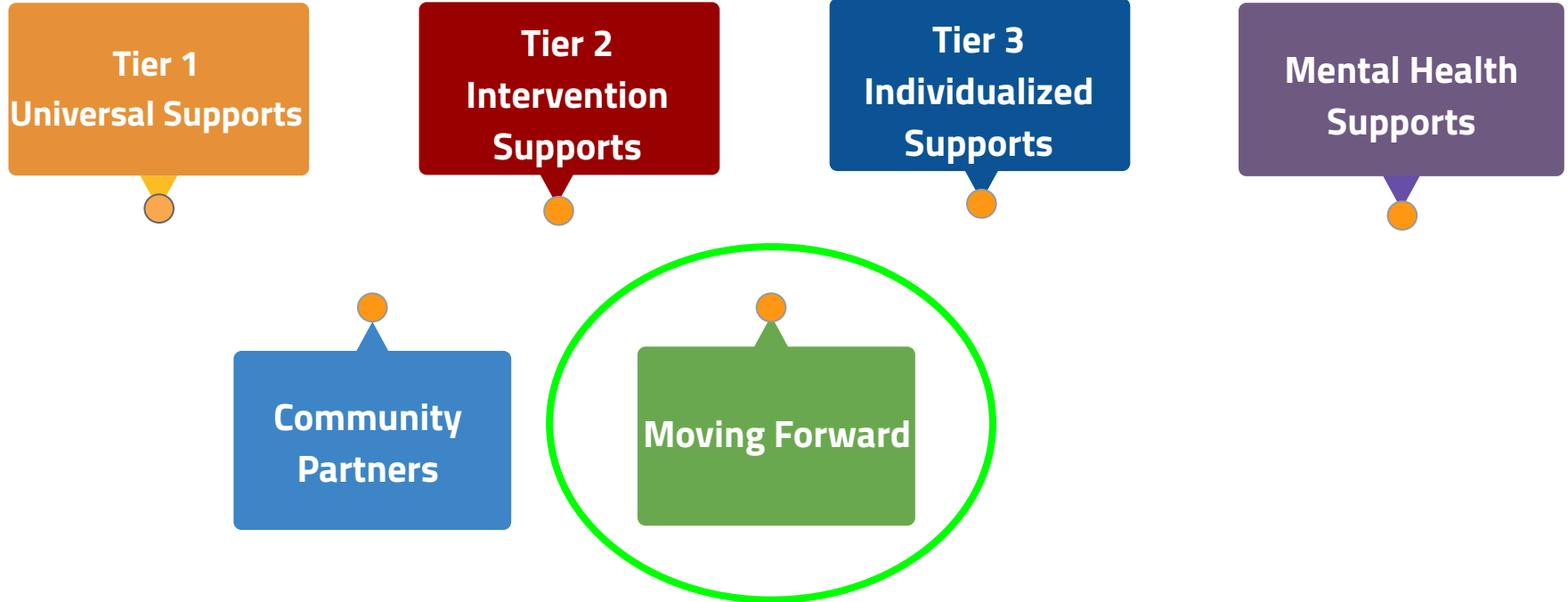
Community Partners

Community resources and partners provide additional support to students and families through outreach and direct services.

- Community Action Network
- Peace Neighborhood Center
- Washtenaw Area Council for Children
- UM Depression Center - Peer to Peer
- Girls Group
- UM Regional Alliance for Healthy School (RAHS)
- Packard Health
- Corner Health
- Community Mental Health



Moving Forward



Moving Forward

Refine & Strengthen

- Our current efforts to support student well-being across the system
- Our community partnerships and supports in service to children and families

Establish a Multi-Tiered System of Support for Student Well-Being



Moving Forward MTSS/SEL



Continuous Improvement Mindset

- Needs Assessment
 - Interviews with every school Leader/Leadership Team
 - Interviews with each support unit (e.g. SSW, Counselors, etc.)
 - CASEL Rubric for district-wide implementation of SEL
- Within MTSS Framework and considering intersectionality of SEL, Physical & Mental Health, PBIS, Restorative Justice practices, etc.

Moving Forward MTSS/SEL



Prioritized Areas of Focus

- Develop and execute a district plan for systemic SEL implementation
- Adopt and implement PreK-12 SEL standards or guidelines.
- Communicate about SEL as a district policy
- Design and implement an effective SEL professional learning program for school staff
- Develop structures that promote trust, community, and collective efficacy among staff
- Adopt and implement evidence-based programs & practices district-wide
- Continue to assess SEL needs and inventory resources/supports



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