



SOMERS CSD ANNUAL WELLNESS TEAM REPORT 2022-2023

K-12 WELLNESS TEAM

OUR MISSION AS A MENTAL HEALTH TEAM IS TO TEACH AND MODEL FOR ALL STUDENTS THE LIFE-LONG SKILLS OF SELF-REGULATION, SELF-MANAGEMENT, AND EFFECTIVE SOCIAL ENGAGEMENT. THE DEVELOPMENT OF THESE SKILLS WILL POSITIVELY AFFECT STUDENTS' AVAILABILITY TO LEARN, STUDENTS' SCHOOL AND PERSONAL BEHAVIORS, AND STUDENTS' CONNECTEDNESS TO THEIR SCHOOL COMMUNITY.

K-12 School Counselors

Katie Bergin, PES
Alexandria Todorov, SIS

Ellen Bieber, SMS
Stephanie Kurchack, SMS
Ellen Fabian, SMS

Angelo Carino, SHS
Eileen Cawley, SHS
John Fleck (C & C), SHS
Cherlyne Pappas, SHS
Annia Rivero, SHS
Michelle Tracy, SHS

K-12 School Psychologists

Dr. Emma Duran, PES
Dr. Ilana Webster, PES/SIS
Dr. Danielle Perrotto, SIS
Sean Kennelly, SMS
Dr. Sam Morrison, SMS
Stefanie Candido, SHS
Jennifer Pirraglia, SHS

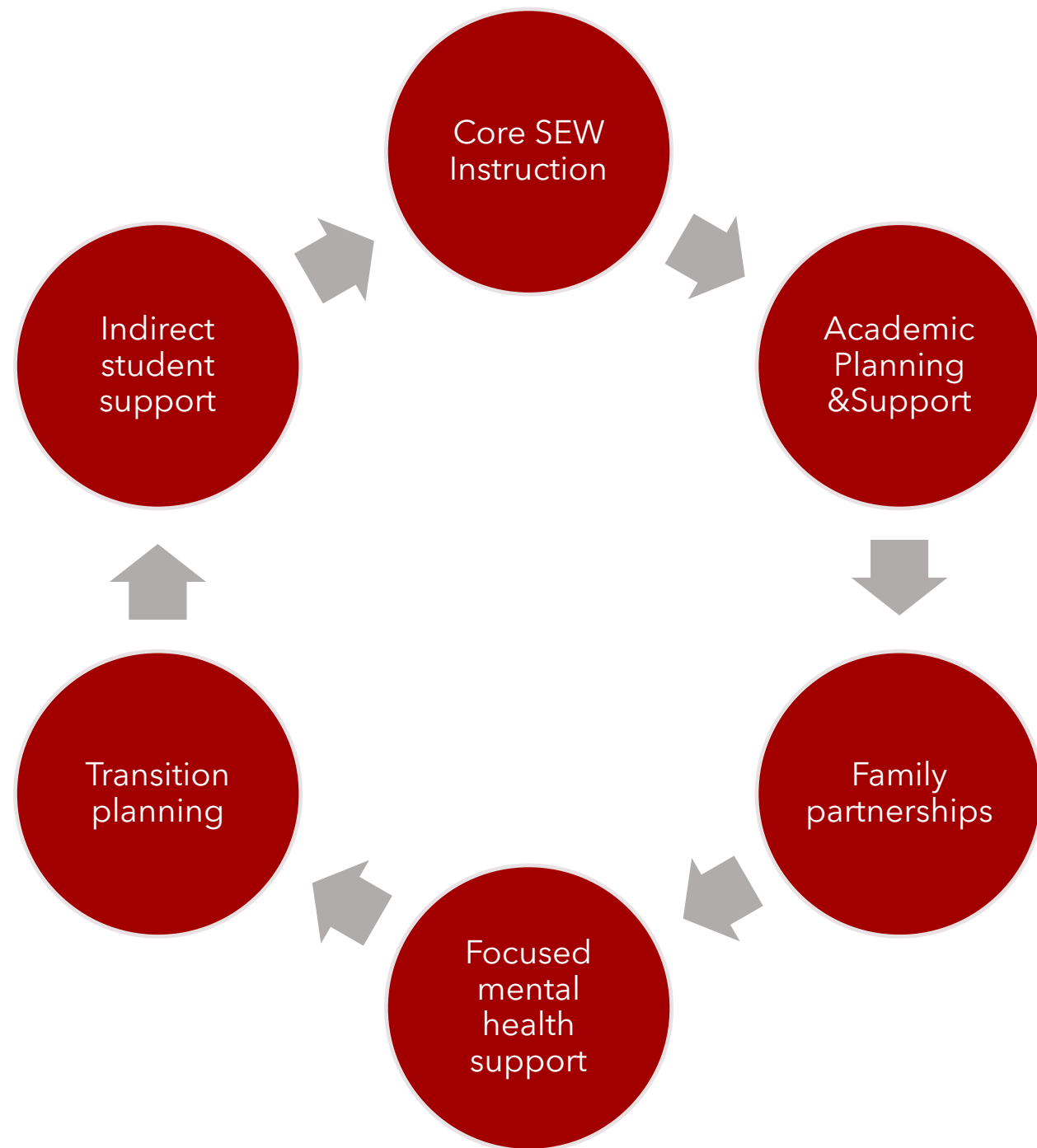
K-12 Social Workers

Theresa Reda, PES/SIS
Stephanie Lopez, SIS/SMS
Kristen Rigaglia, SHS

Support Staff

Mariellen Coogan, SMS
Teri Cominsky, SHS
Susan Gambelli, SHS

UNDERSTANDING THE
WORK OF OUR
WELLNESS TEAM



K-12 TIERED STUDENT SERVICES

Tier 1 Core SEW Instruction for all students

Tier 2 Targeted interventions to work on specific skills with groups of students

Tier 3: Individually focused, more intensive interventions



Tier 1 lessons meet students at their developmental level and build upon each other each year. The common focus is teaching practical strategies to manage emotions and be present for learning.

SCSD Tier 1, Core SEW

Responsive Classroom (K-5)

Teaches students to more effectively engage as a learner and be a positive member of the classroom community.



School to school transition support (K,3,6,9,12)



Zones of Regulation (K-3)

Can you identify the emotion you're experiencing? What skills can we use to best manage our feelings?



Second Step (2-5)

Teaches developmentally appropriate emotion regulation skills and strategies.



DBT STEPS A teaches students the concept of dialectics and the core skills of mindfulness, emotion regulation, distress tolerance and interpersonal effectiveness.



Self-Care Program (9)

Explores the importance of talking about mental health and practical self-care strategies.

College & Career Planning (10-12)



WHAT ARE STUDENTS SAYING ABOUT WHAT THEY'RE LEARNING?

What most stuck with you? & Have you been able to apply what you've learned?

Students in grades 6 and 10 respond, following DBT STEPS A lessons in Health and Wellness.

Dialectics has stuck with me as I find myself thinking about how I say what I want to say and the way I communicate with others.

The idea of the wave skill and checking the facts stuck with me the most because I thought it was a smart way to not let your emotions take control of you.

Mindfulness & Wise Mind stuck with me because I get stressed easily and I have to use these tips a lot to calm down.

I have been able to use dialectic thinking to resolve arguments quicker by thinking about what the other person is thinking and feeling.

I used the skills from check the facts and opposite action to help me get through my national honor society speech.

I've been trying to incorporate wise mind more into my daily life, which has helped me to better think through a situation and not let my emotions get too strong and prevent me from making a good decision.

Yes, 110 percent, I apply them. Throughout my day I usually use mindfulness breathing or just to refocus from little things like a hard test or drama that is not needed.

2021-2022 TEAM GOAL: IDENTIFY A TIER 1 SOCIAL EMOTIONAL WELLNESS SCREENER



WHAT IF
YOU KNEW
EVERY CHILD'S
SOCIAL EMOTIONAL
STRENGTHS AND
AREAS FOR GROWTH?



Social Emotional Health Survey-Secondary

12 Individual Strengths					Domain Strengths	
Self-Efficacy	+	Self-Awareness	+	Persistence	=	Belief-in-Self (1-9)
Family Support	+	Peer Support	+	School Support	=	Belief-in-Others (10-18)
Emotion Regulation	+	Self-Control	+	Empathy	=	Emotional Competence (19-27)
Optimism	+	ZEST	+	Gratitude	=	Engaged Living (28-36)

Covitality

NEXT STEPS

Unpack CoVitality results to offer the best individualized support possible

Continue to develop, implement and assess our Zones/Second STEP and STEPS A lessons

Expand training in Youth Mental Health First Aid

Explore wellness support systems and future structure possibilities at SHS

Engage in professional learning on executive functioning, and specifically at K-2, better understand the impact of play on executive functioning to infuse this learning into existing SEW work.

TUSKER U WELLNESS SUMMIT: UNDERSTANDING & UNPACKING THE COVITALITY WELLNESS SURVEY

**Thursday, November 3,
7pm at SMS**

**Keynote: Dr. Michael
Furlong**



**Breakout sessions: Strategies
to support students at home**

Engaged Living

Emotional
Competence

Belief-in-Others

Belief-in-Self