

Mental Health Supports for All



Presenters

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Division of Public Health

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Health Education Specialist,
Alaska Department of
Education



Cultural and Community

Resilience and Strength



Yax té (Big Dipper) totem pole at
Auke Recreation Area

Members of the Dipper House dancing as the pole is raised in 2017.

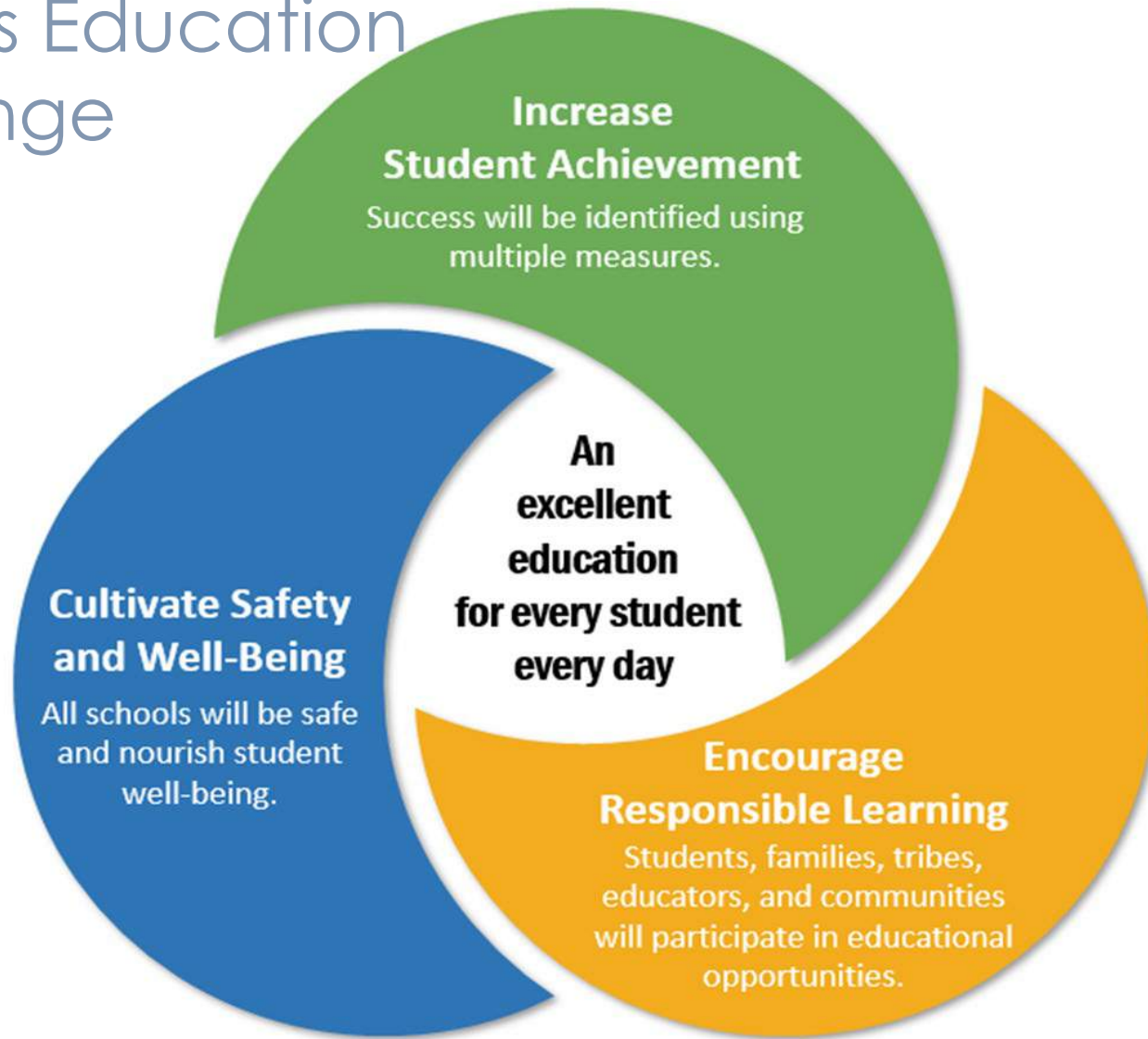


Gathering Circle

(1) Name & Community

(1) What is something you've learned about yourself or others from the pandemic?

Alaska's Education Challenge



Three Commitments

Safety & Well-Being

Building Trauma Engaged Schools

Alaska's schools will create a culturally humble (responsive) and safe environment that recognizes the needs of the whole child, institutes trauma informed practices, and understands the vital importance of building all relationships surrounding every child to improve resiliency, health, and academic outcomes.

Risk and Opportunity



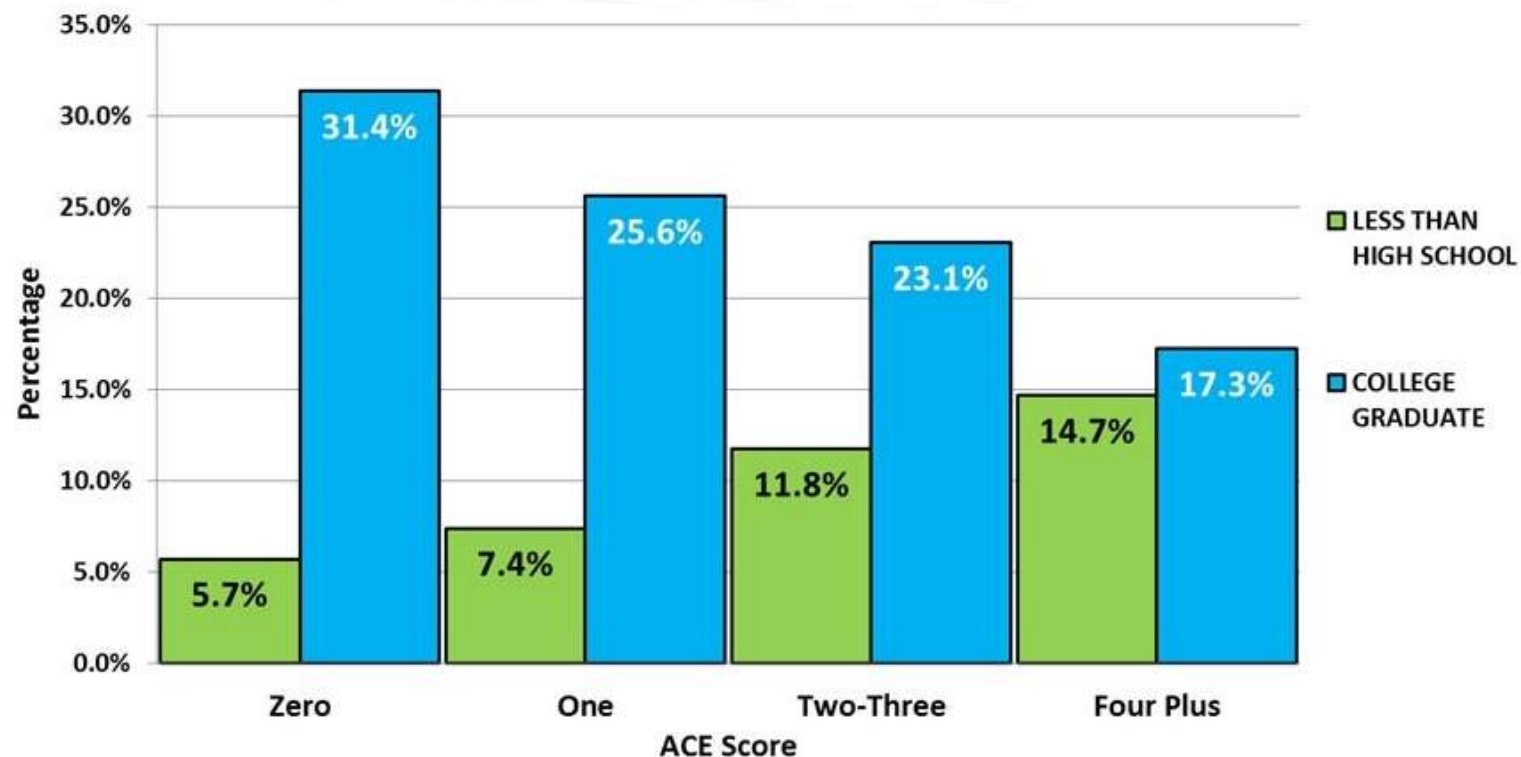
Notes **Menu**

- Dose of ACEs
- Knowledge Check
- Poor Outcomes Associated with ACEs
- Poor Outcomes Associated with ACEs (Cont.)
- ACEs and Suicide Attempts Knowledge Check
- Lesson Three: Alaskans' Adverse Childhood Experiences
- Two ACE Studies in Alaska
- What Adults Report
- Alaskan Adult Rates of ACEs
- ACEs Are Higher for Some Groups of People
- ACE and Educational Achievement**
- Other Alaskan ACE Outcomes
- Knowledge Check
- Alaskan Children's ACEs
- Alaskan Children's ACEs (Cont.)
- Alaska and U.S Kids Compared
- Amount of Trauma (Dose)
- Links with Educational Measures for Alaskan Children
- Absences from School

Overcoming ACEs in Alaskan Schools Part 1

Resources

Percentage of Alaskan Adults Who Report Graduating from College or Not Graduating from High School by ACE Score



< PREV

NEXT >

Transforming Schools: a Framework for Trauma Engaged Practice in Alaska



First Alaskans  Institute

Transforming Schools Framework



What is Alaska's Transforming Schools Framework?

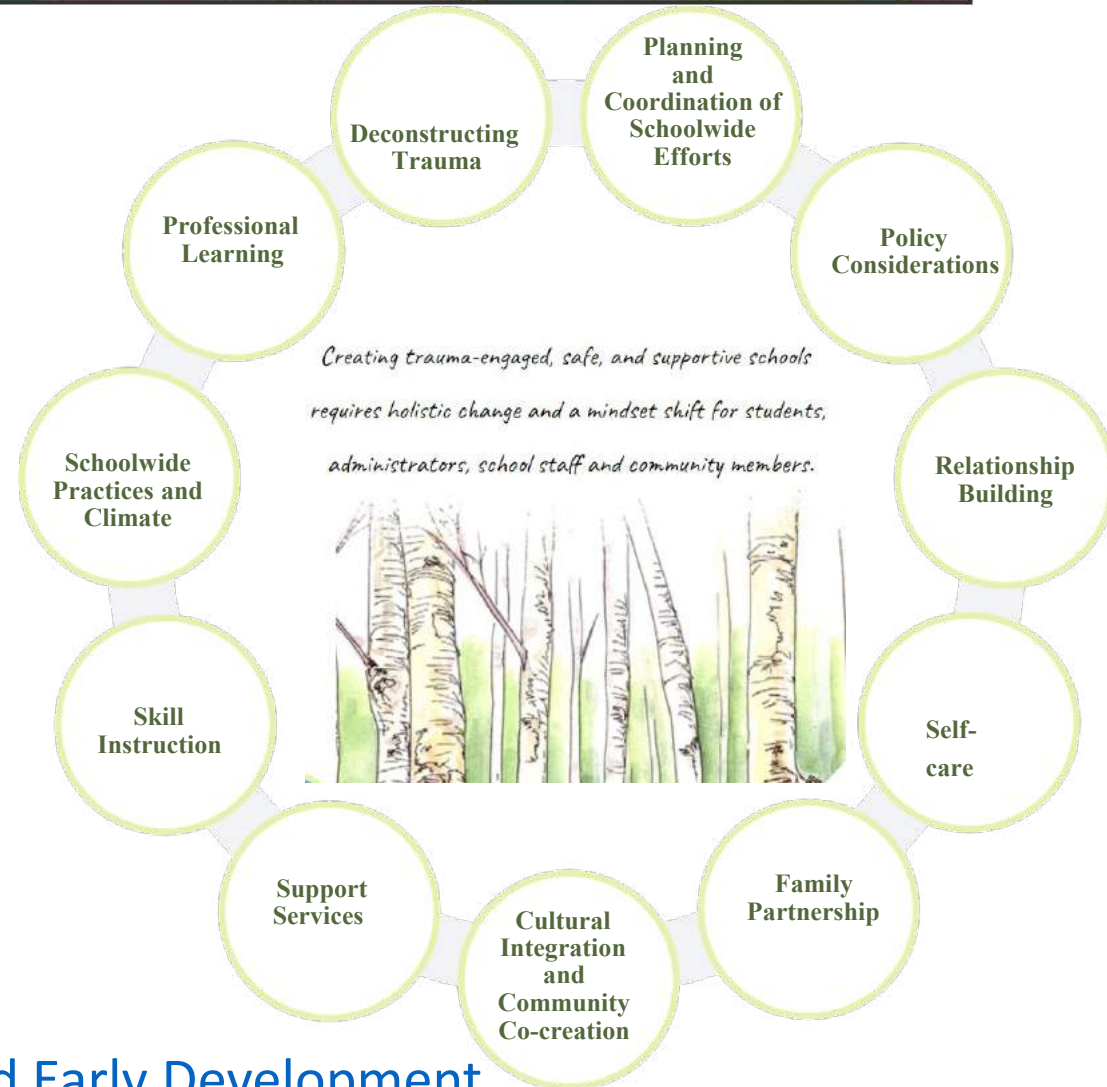
The vision of this tool is to help Alaska schools and communities integrate trauma-engaged policies and practices that improve academic outcomes and well-being for all students.

Improving student outcomes requires us to support the whole child, and to understand how trauma impacts a child's ability to learn and thrive.



The vision of this TOOLKIT is to help Alaska schools and communities integrate trauma-engaged practices and policies into their everyday activities in order to improve academic outcomes and well-being for all students. Improving student outcomes requires us to support the whole child, and to understand how trauma impacts a child's ability to learn and thrive.

- ❖ Build relationships and trust
- ❖ See strengths and opportunities for resilience
- ❖ Provide support and tools for adults in making systems change



[Trauma-Engaged Schools - Education and Early Development](#)

International Researchers
Look to Alaska's
"Transforming Schools
Framework" for case study
of trauma-informed
education

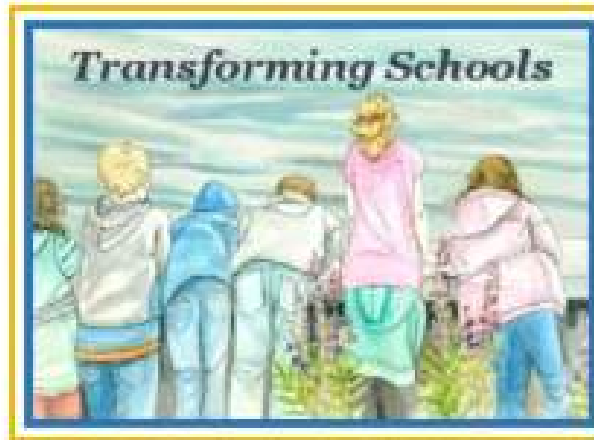


Improving education outcomes for students who
have experienced trauma and/or adversity

Mental Health in Schools Starts with the Adults

Resources from

Self-Care for Educators eLearning module and Transforming Schools Framework chapter and toolkit



Trauma Engaged Schools

This innovative framework focuses on transforming schools together by supporting the whole student and integrating trauma-engaged practices.



Supporting Educators

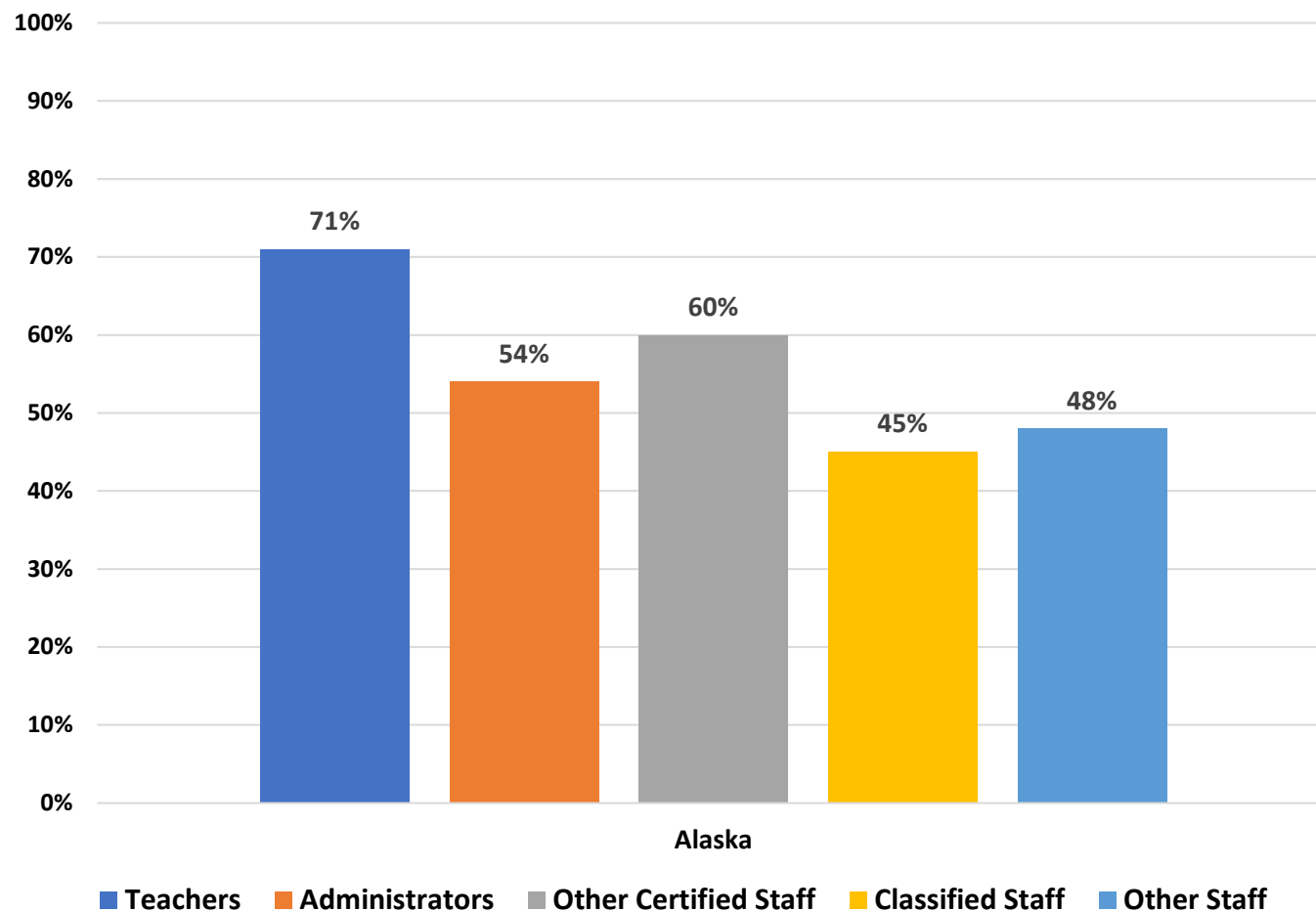
Our eLearning training courses assist educators in complying with state and federal laws requiring district staff training. We offer over 50 eLearning courses for educators in Alaska.

What Does the Data Say

School Climate and
Connectedness Survey 2021

Source: Association of
Alaska School Boards

Agree, strongly agree or somewhat agree/disagree
that I feel worn out in my work in ways that interfere
with other parts of my life



Self Care Resources

e-Learning Module

11 SELF-CARE



"Secure your own oxygen mask before assisting others."

-Aviation safety wisdom

Self Care Resources

Self-Care Toolkit

<https://education.alaska.gov/apps/traumawebtoolkit/self-care.html>

What Can Leadership Do?

A. Lead by example. Practice self-care and wellness in visible ways in your community to show your support to students, staff, and families taking care of themselves. [Resources](#) ▼

B. Provide consistent scheduled time for staff to focus on self-care (daily, weekly, monthly). Train staff to recognize signs of compassion fatigue and secondary trauma, and to understand that self-care is necessary in order for staff to support student learning and wellbeing. [Resources](#) ▼

C. Include self-care offerings when organizing professional development opportunities, being sure to include goals and topics that are appropriate to the school and community culture. [Resources](#) ▼

D. Identify strengths in each school community that can support professional learning opportunities related to wellness, for example strong connection to culture bearers, community wellness activities, and access to nature and the environment. [Resources](#) ▼


E. Build a culture of self-care among staff by developing support systems and collaboration opportunities. Include those who support students who have experienced trauma in these efforts. [Resources](#) ▼

Self Care Resources


Self-Care Toolkit

What Can Staff Do?

A. Be compassionate with yourself. Extend the same patience toward yourself as you would toward a colleague. Seek help when you do not know how to handle a situation.

Resources 


B. Understand that compassion fatigue is prevalent among educators. Recognize the signs of compassion fatigue in yourself, peers, and students, and share concern with an appropriate person or reach out to provide support.

Resources 


C. Learn to recognize and process your emotions before they become overwhelming.

Resources 

D. Learn about self-care practices for yourself. Then integrate these practices and routines into your work.

Resources 

E. Find ways to connect with people who are supportive and understand the importance of self-care and job satisfaction.

Resources 

Self Care Resources

Self-Care Toolkit

Health

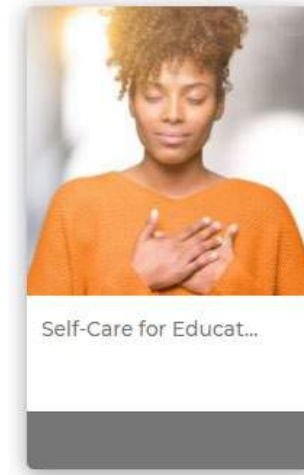
Trauma can profoundly impact how we respond to the world. It is also clear that it can have large impacts on our physical health as well. Taking care of our physical health is foundational to heal from the emotional and physical impacts of trauma. These resources are designed to address ways we can make schools healthier places for students, school staff and families. Please click to expand Health Resources.

Resources ▼

Self Care Resources

e-Learning Module

[eLearning - Education and Early Development \(alaska.gov\)](https://alaska.gov/eLearning)



Self-Care for Educators

Resources

Self-Care for Educators



Notes Menu

- State of Alaska Education and Early Development
- Self-Care for Educators
 - Objectives
 - Introduction
 - Lesson One: What Is Self-Care?
 - Why Self-Care
 - Self-Care Is Best
 - Stay at the Top of Your Game
 - What Is Self-Care
 - Definition
 - Self-Care Strategies
 - Lasting Benefits
 - Knowledge Check
 - Why It Is Important for Teachers
 - Teacher Stress
 - Causes of Stress
 - Teacher Burnout
 - Steps for Leadership
 - Knowledge Check
 - Lesson Two: Compassion
 - Fatigue and Burnout

Speaker icon, Play/Pause button, Progress bar, Refresh icon, NEXT >

DEED eLearning Trauma Resources



- ▶ [Self-Care](#)
- ▶ [Overcoming ACEs in Alaskan Schools](#)
- ▶ [Trauma-Engaged and Practicing Schools](#)
- ▶ [Trauma-Sensitive Schools](#)
- ▶ [Childhood Traumatic Grief](#)
- ▶ [Trauma-Engaged Infant and Early Childhood Mental Health](#)
- ▶ [Family Partnerships](#)
- ▶ [Overcoming Anxiety & Stress in Alaskan Schools](#) **NEW**

Hands on activities:

- ▶ Classroom [Practices](#)
- ▶ [Emotional Intelligence](#)
- ▶ [Mind-Body Connections](#)
- ▶ [Self-Regulation](#)

<https://education.alaska.gov/eLearning/>



Notes Menu

- State of Alaska Education and Early Development
 - Self-Regulation
 - Introduction
 - Trauma-Engaged Approaches
 - Community Adaptations
 - Scenario Introduction
 - Scenario Introduction (Cont.)
 - Emotional Self-Regulation
 - Co-Regulation
 - Scenario
 - Knowledge Check
 - Help Students Acquire and Use Self-Regulations Skills
 - Pay Attention
 - Support the Use of a Tool
 - Process What Caused the Escalation
 - Scenario
 - Knowledge Check
 - Examples of Self-Regulation Skills

SELF-REGULATION SKILLS

Adapted from Certified Clinical Trauma Professional training by Dr. Robert Rhoton

BASIC BREATHING TECHNIQUES



ALTERNATE NOSTRIL BREATHING

Press a finger to your right nostril and breathe once through the left nostril, then switch.

CHEEKS AND MOUTH (PUFFER FISH)

Puff out your cheeks like a puffer fish.



SIGH

Part your lips lightly and sigh.



3

THREE DEEP BREATHS

Close your eyes, take a deep breath, then slowly exhale.

Click [here](#) to download a pdf.

Source



eClassroom-Lessons for Students

Navigating Transitions: Promoting
Wellness to Prevent Suicide
Grades 5-12

Alaska Safe Children's Act
Grades 7-12

Student courses on the Horizon
- SEL lessons



<https://akclassroom.asentialms.com/>

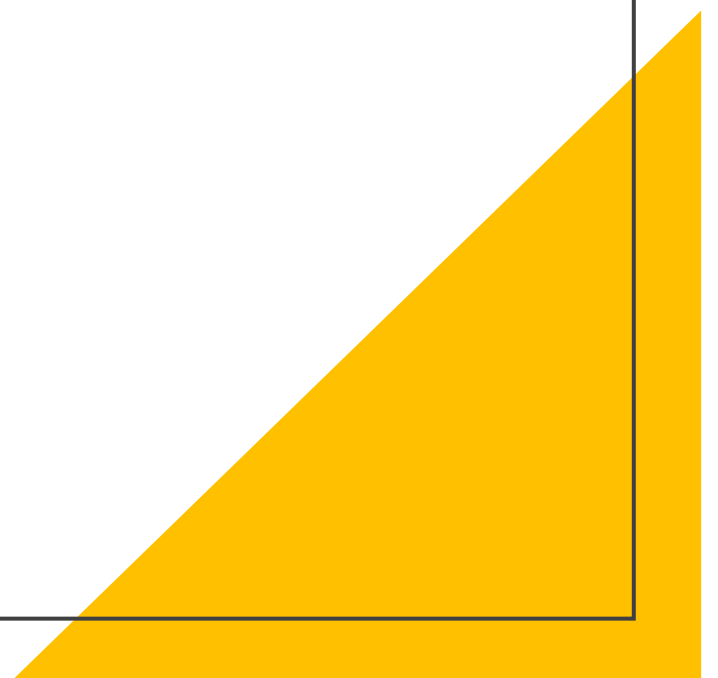
“Messages of Hope” Campaign

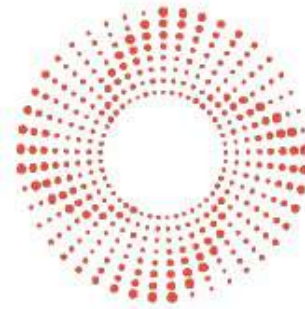


<https://education.alaska.gov/tls/suicide>

Mental Health Supports in Alaska Schools

A LANDSCAPE ASSESSMENT





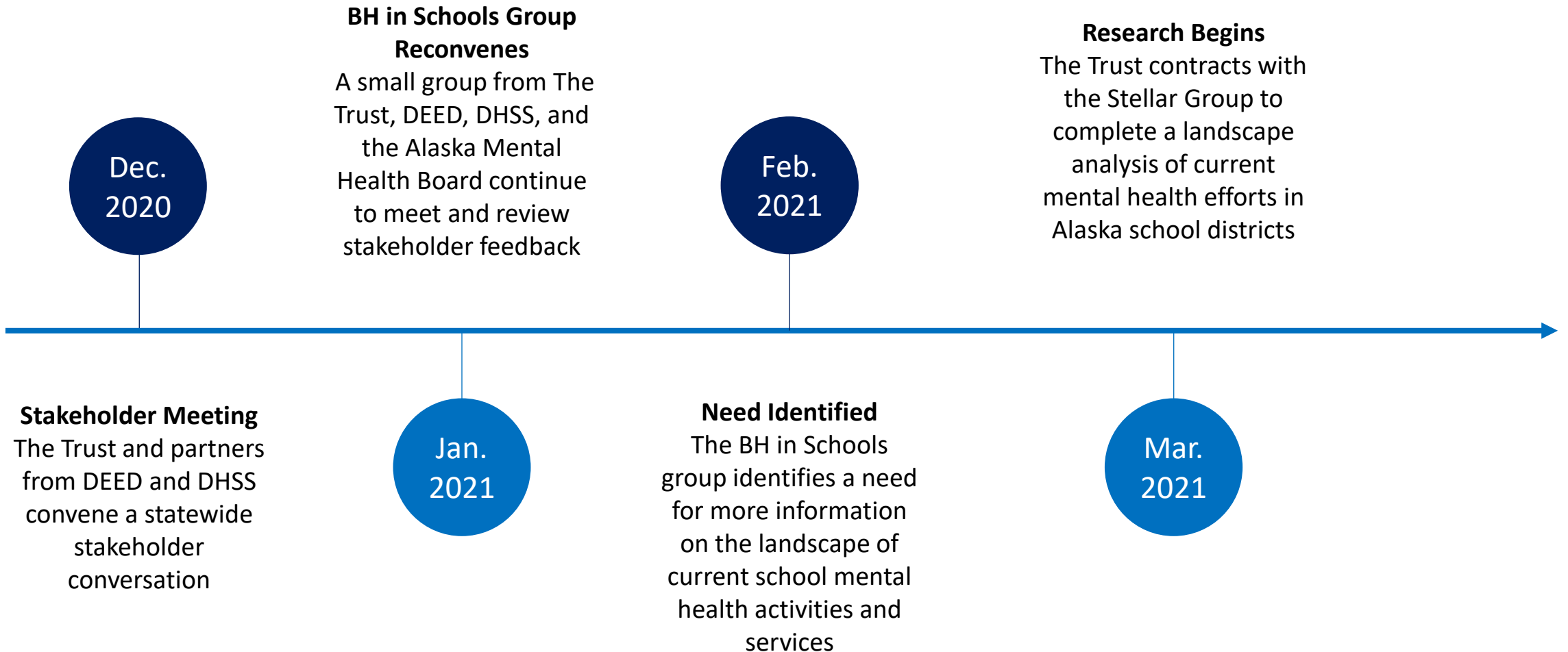
Stellar Group
Research | Strategy | Impact

This project was funded by the Alaska Mental Health Trust Authority through a contractual agreement with the Stellar Group and in collaboration with the State of Alaska Departments of Education & Early Development and Health & Social Services.

BEHAVIORAL HEALTH IN SCHOOLS WORKGROUP

- Bev Schoonover, Alaska Mental Health Board/Advisory Board on Alcoholism and Drug Abuse
- Jimael Johnson, Alaska Mental Health Trust Authority
- Kristina Weltzin, Alaska Department of Health and Social Services
- Leah Van Kirk, Alaska Department of Health and Social Services
- Pat Sidmore, Alaska Department of Health and Social Services
- Sharon Fishel, Alaska Department of Education and Early Development

Project Background



Research Overview



31

District Interviews

Every Alaska public school district was invited to participate in an interview.

Thirty-one districts completed interviews, representing 91% of students in Alaska.



5

Areas of Inquiry

The interviews focused on five areas of inquiry:

1. Mental health concerns
2. Foundational elements
3. Mental health supports
4. Impacts and barriers
5. Ideal systems



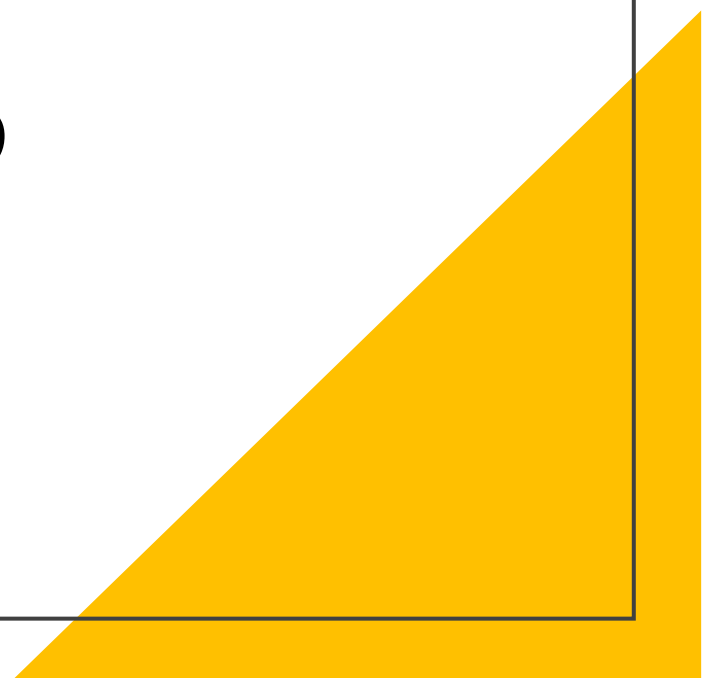
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Summary Report

Findings were synthesized into a summary report of key themes and findings.

Additionally, profiles were created for each of the 31 districts interviewed.

Key Findings



Key Findings

COVID-19

- Districts shared observations of pandemic-related student concerns such as isolation, trauma, depression, and anxiety, as well as burnout and increased stress and anxiety among staff
- Increases in student mental health needs that are predicted to continue into SY 2021-2022 are prompting some districts to review the levels of social emotional learning and the mental health supports and services they will provide moving forward
- Delivery of social emotional learning curriculums and student mental health supports and services were disrupted by COVID-19
- Virtual delivery was generally found to be less effective than in-person
 - However, many districts are finding ways to use virtual platforms to address gaps and add additional student supports and services

Key Findings

Districts are providing some level of supports and services.

- A combination of internal and external resources generally allow most districts to provide some level of social emotional learning and mental health supports and services to students
 - However, the levels of services and supports available vary significantly between districts

Some common barriers exist for implementing and delivering supports and services.

- Districts of all sizes face barriers to implementing or delivering mental health supports and services
- Barriers include alignment; availability, access, and resources; and external influences
- Community partnerships are often valuable in overcoming some of these challenges

Key Findings

In-service and PD time is leveraged to bring mental health training to staff.

- In-service and professional development opportunities for staff training help deliver content on school climate and mental health priorities
- Training topics have included trauma-engaged principles, culturally relevant approaches, and social emotional learning, among numerous others

Trained school staff and community partners are critical.

- Trained school staff and community partners are critical to providing mental health supports and services
- State, regional, and local community partners play integral roles in supplementing the services outside of a district's scope, such as more intensive Tier 3 residential treatment or ongoing psychological interventions

Examples of AASB tools and resources

- School Climate and Connectedness Survey
- Transforming Schools Framework and Toolkit
- Grant partnerships

What you can expect to find in the full report

- Goals and policies and pivots
- Professional development
- Community engagement
- Cultural relevance
- Trauma-engaged principles
- Data use
- MTSS supports and services
- COVID-19 impacts
- Pressing mental health needs and concerns
- Challenges, barriers, and opportunities
- Future plans and ideal systems
- Examples of current practices framed as “Stories from Alaska Schools”

Link to full report

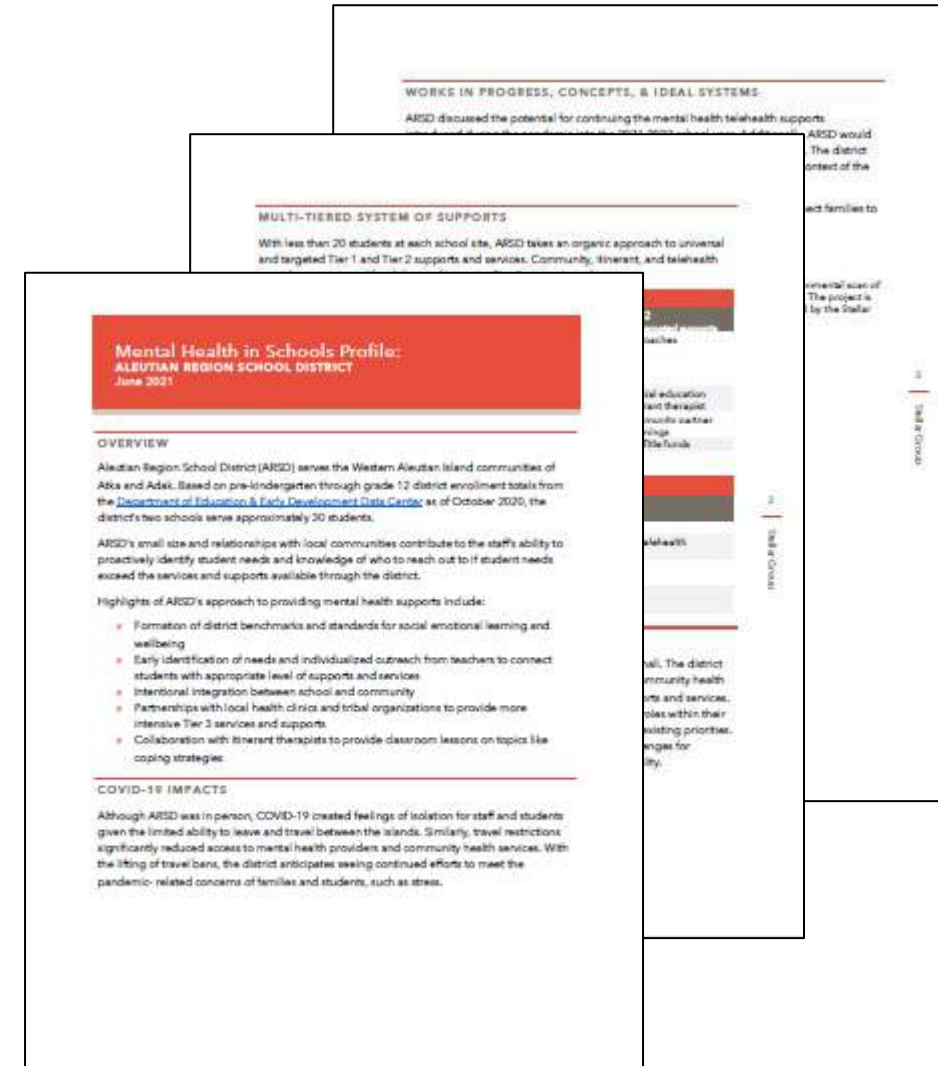
[Mental Health
Supports in
Alaska Schools](#)

District Profiles

- Highlights of approaches to mental health supports
- COVID-19 impacts
- Details on MTSS services and supports
- Barriers
- Works in progress and ideal systems

Link to profiles


[School District Profiles](#)





ANNETTE ISLAND SCHOOL DISTRICT

- Utilizing a family engagement specialist role
- Partnering with AASB on a Family Engagement grant
- Providing culturally-responsive programming for staff and students

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HOONAH CITY SCHOOLS

- Leveraging collaboration between school social worker and counselor
- Partnering with a family engagement committee
- Taking part in AASB PLCs




KENAI PENINSULA BOROUGH SCHOOL DISTRICT

- Providing wraparound services through a homeless liaison, student success liaison, and recidivism specialist
- Offering PD focused on SEL and trauma-informed approaches
- Expanding district connections with community organizations

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LOWER KUSKOKWIM SCHOOL DISTRICT

- Building community relationships through school counselor, social worker, and community advocate roles
 - Engaging school community through committees and advisory school boards
 - Supporting staff mental health and wellness through EAP provider
- 
- A series of four yellow curved dashes in the bottom right corner, arranged in a diagonal line from bottom-left to top-right.

LIST OF SCHOOL DISTRICTS INTERVIEWED

- Aleutian Region School District
- Anchorage School District
- Annette Island School District
- Bristol Bay Borough School District
- Chatham School District
- Chugach School District
- Craig City School District
- Denali Borough School District
- Dillingham City School District
- Fairbanks North Star Borough School District
- Galena City School District
- Haines Borough School
- Hoonah City School District
- Iditarod Area School District
- Juneau Borough School District
- Kenai Peninsula Borough School District
- Ketchikan Gateway Borough School District
- Kodiak Island Borough School District
- Kuspuk School District
- Lower Kuskokwim School District
- Lower Yukon School District
- Matanuska-Susitna Borough School District
- Mount Edgecumbe High School
- Nenana City School District
- Nome Public Schools
- Petersburg City School District
- Sitka School District
- Tanana City School District
- Unalaska City School District
- Yukon-Koyukuk School District
- Yupiit School District

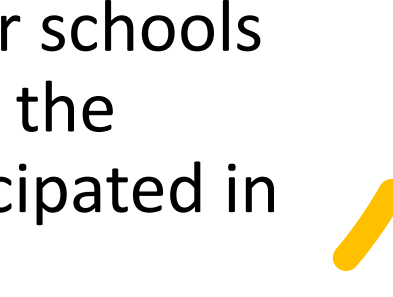


Next Steps: Phase 2



Quote AMHTA CEO Abbott

“At the Trust, we have long supported the idea that mental health is just as important as physical health, and that idea certainly applies to students - particularly as we enter the third academic year impacted by the pandemic,” said **Mike Abbott, CEO of the Trust**. “We appreciate our partnership with the state in completing this assessment and know it will be valuable for informing decisions and conversations around ensuring young Trust beneficiaries are supported in their schools and communities. Thank you to all the education professionals who participated in this effort.”





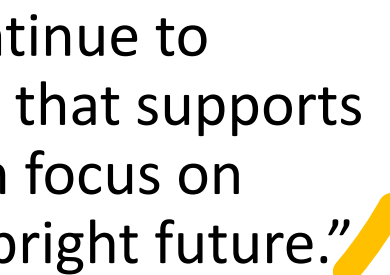
Quote DEED Commissioner Johnson

- “Through Alaska’s Education Challenge, the State Board of Education prioritized improving the safety and well-being of students through school partnerships with families, communities, and tribes,” **said Dr. Michael Johnson, Commissioner of the Alaska Department of Education & Early Development.** “This landscape report provides fundamental information necessary to reach that goal. Thank you to the Alaska Mental Health Trust for its leadership and support to provide an excellent education for all of Alaska's students every day.”



Quote HSS Commissioner Crum

Alaska Department of Health and Social Services Commissioner Adam Crum noted, “Our department welcomes this new assessment of the extensive efforts school districts all across the state are engaged in to support the emotional well-being of Alaska’s youth. Having this comprehensive, up-to-date picture of their efforts gives us a better understanding of how districts are already working with their communities to support students, staff and families. That, in turn, helps inform our team’s efforts so we can enhance their work. By working together with the Trust, DEED and our community partners we will continue to transform Alaska’s system of care to one that supports young people’s whole health so they can focus on learning, and living a healthy life with a bright future.”



Save the Date

October 12 3:30-5:30

**5C's: Compassion, Connection,
Community, Curiosity, Ceremony**
Healing Centered Engagement: **Compassion, Connection,
Community, Culture, and Curiosity**

Dr. LaVerne Xilegg Demientieff



The 5C's, these are significant concepts learned from Alaska Native Elders regarding the topics of healing and wellness



.....FOR ALL OF YOUR HARD WORK!!!

Mental Health Resources

Contacts at DEED or DHSS

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