



Hawai'i State Department of Education

# HERE TO HELP

**Supporting Student  
Well-Being and  
Mental Health**

OFFICE OF STUDENT SUPPORT SERVICES  
SEAC PRESENTATION  
OCTOBER 2022

# PROMOTING & ENHANCING WELL-BEING SUPPORTS



**Build awareness:** Opportunity to promote and strengthen current support systems and everyday educational practices

**Foster Positive Relationships:** Ensure students feel cared for by providing a safe and supportive environment.

The image features a white background with decorative line-art outlines of leaves in the corners. The top-left and bottom-left corners show clusters of leaves, while the top-right and bottom-right corners show individual leaves or small groups. The central text is in a bold, green, sans-serif font.

**How does a school meet the needs  
of all its students?**

# How does a school meet the needs of all its students?

1. Establish what the school believes;
2. Make sound choices based on the right information;
3. Know their students; and
4. Coordinate their resources to meet the needs of all students.



# HAWAII MULTI-TIERED SYSTEM OF SUPPORT

*Foundational Beliefs*

**Establishing what we believe**

*Data-Driven  
Team-Based Decision-Making*

**Making sound choices based  
on the right information**

*Universal Screening  
Progress Monitoring*

**Knowing our students**

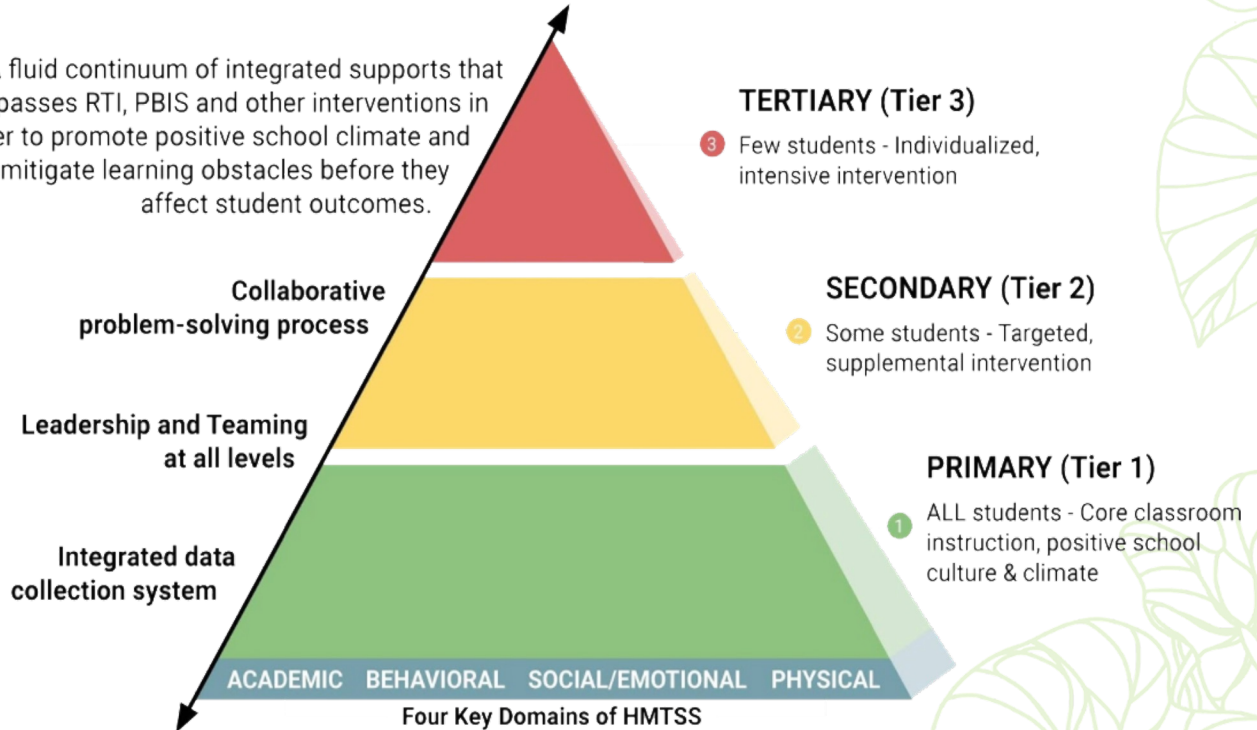
*Multi-Tiered System  
of Evidence-Based Practices*

**Coordinating resources to  
meet the needs of all students**

# HMTSS - COMPONENT 4: MULTI-TIERED SYSTEM OF EVIDENCE BASED PRACTICES

Coordinating  
Our Resources to  
Best Meet the  
Needs of All  
Students

A fluid continuum of integrated supports that encompasses RTI, PBIS and other interventions in order to promote positive school climate and mitigate learning obstacles before they affect student outcomes.



# PRIORITIZING EFFORTS

Through the Hawaii Multi-Tiered System of Support (HMTSS), student-centered well-being and mental health practices are prioritized on campuses across the state.



# MENTAL HEALTH & WELL-BEING PRIORITIES



**Safe &  
supportive  
learning  
environments**



**Social  
Emotional  
Learning for  
students &  
adults**

- School safety and discipline practices that create and sustain safe, stable, positive, and inclusive spaces that promote both the academic success and overall well-being of all students.
  - Help to re-engage students who have been disconnected from school.
- 
- The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to:
    - develop healthy identities,
    - manage emotions
    - achieve personal and collective goals,
    - feel and show empathy for others,
    - establish and maintain supportive relationships, and
    - make responsible and caring decisions.



# MENTAL HEALTH & WELL-BEING PRIORITIES (Con't)

**Increase  
mental health  
literacy and  
connections  
that support  
student well-  
being**

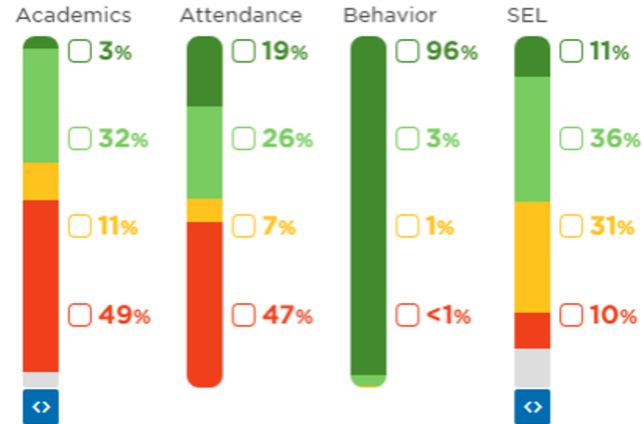
**On-going  
screening &  
progress  
monitoring**

- On-going well-being check-ins offered by supportive adults trained to HELP (Honor connectedness, Engage in open conversations, Learn needs and identity strengths, and Provide resources to support mental health).
- Self-paced virtual training modules to become a “Here to Help” Adult to be offered Fall 2022
- Formally or informally screen to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns).
- Once needs are identified and supports provided, ongoing progress monitoring is essential to determine effectiveness of interventions and overall student growth.

# MENTAL HEALTH & WELL-BEING PRIORITIES (Con't)

## Panorama Social-Emotional Learning (SEL) Survey & Student Success Platform

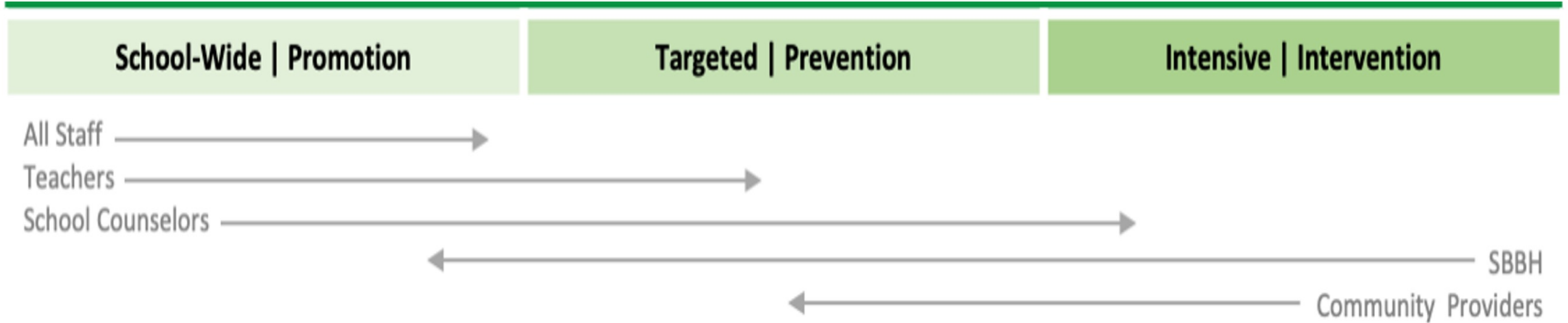
- Available statewide to schools for essential data collection and analysis of the impact of programs, support, and services on identified student outcomes.
- Provides data that schools can use to determine when students would benefit from increased support in their social emotional, behavioral, and academic development



# MENTAL HEALTH & WELL-BEING PRIORITIES (Con't)



- Ensuring all students have access to help through either school-based or community based mental health supports.
  - School counseling and SBBH staff offer school-based supports, promotion to intensive respectively.
  - Hazel Health, Hawaii Keiki, and the University of Hawaii Center for Cognitive Behavior Therapy offer supplemental community-based services.



# OFFERING A CONTINUUM OF CARE

## PROMOTION TIER 1

School-wide promotion supports provided to all students fostering overall well-being and mental health.

In general, when a school offers effective Tier 1 supports, data will reflect positive educational experiences for approximately 80-85% of students

### Supports include:

- School-wide Social Emotional Learning lessons and promotion activities
- Interactions with adults trained in the Here to Help eLearning Modules
- Evidence-based strategies of Positive Behavior Intervention System (PBIS) and trauma-informed care to promote positive school climates
- Balanced restorative approach to conflict and mediation with trauma-sensitive disciplinary practices

## PREVENTION TIER 2

Targeted prevention supports to provide focused skill development, opportunities to practice social emotional strategies, and additional adult guidance.

Approximately 15-20% students may benefit from Tier 2 supports and would receive them in addition to Tier 1 supports.

### Supports Include:

- Responsive classroom interventions such as:
  - self monitoring
  - structured breaks
  - behavioral contracting
- Social skills training delivered in group and/or individualized counseling
- Check-in/Check Out
- Increase in Key Tier 2 practices:
  - Adult supervision
  - Opportunity for positive reinforcement
  - Pre-corrections

## INTERVENTION TIER 3

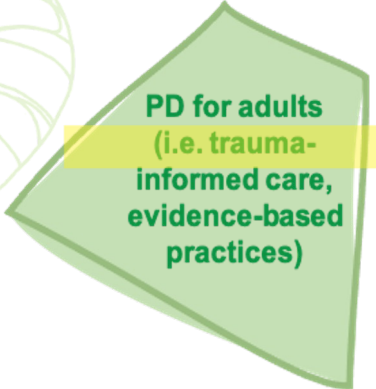
Intensive supports individualized to address needs that are having a significant impact on a student's educational experience. If needed, students receive Tier 3 in addition to Tier 1 and 2 supports.

Approximately 3-5% may require intensive Tier 3 supports

### Supports Include:

- Individualized counseling at an increased frequency or as a related service through Individuals with Disabilities Education Act (IDEA) and Section 504 eligibility.
- Response support for students in crisis (i.e. expressing suicide ideation, self-harm or harm to others)
- Crisis plans
- Connecting students and families to interagency and community resources when needs exceed services available through school-based supports

# MENTAL HEALTH & WELL-BEING PRIORITIES (Con't)



PD for adults  
(i.e. trauma-  
informed care,  
evidence-based  
practices)



Suicide  
Prevention,  
Crisis &  
Trauma  
Response

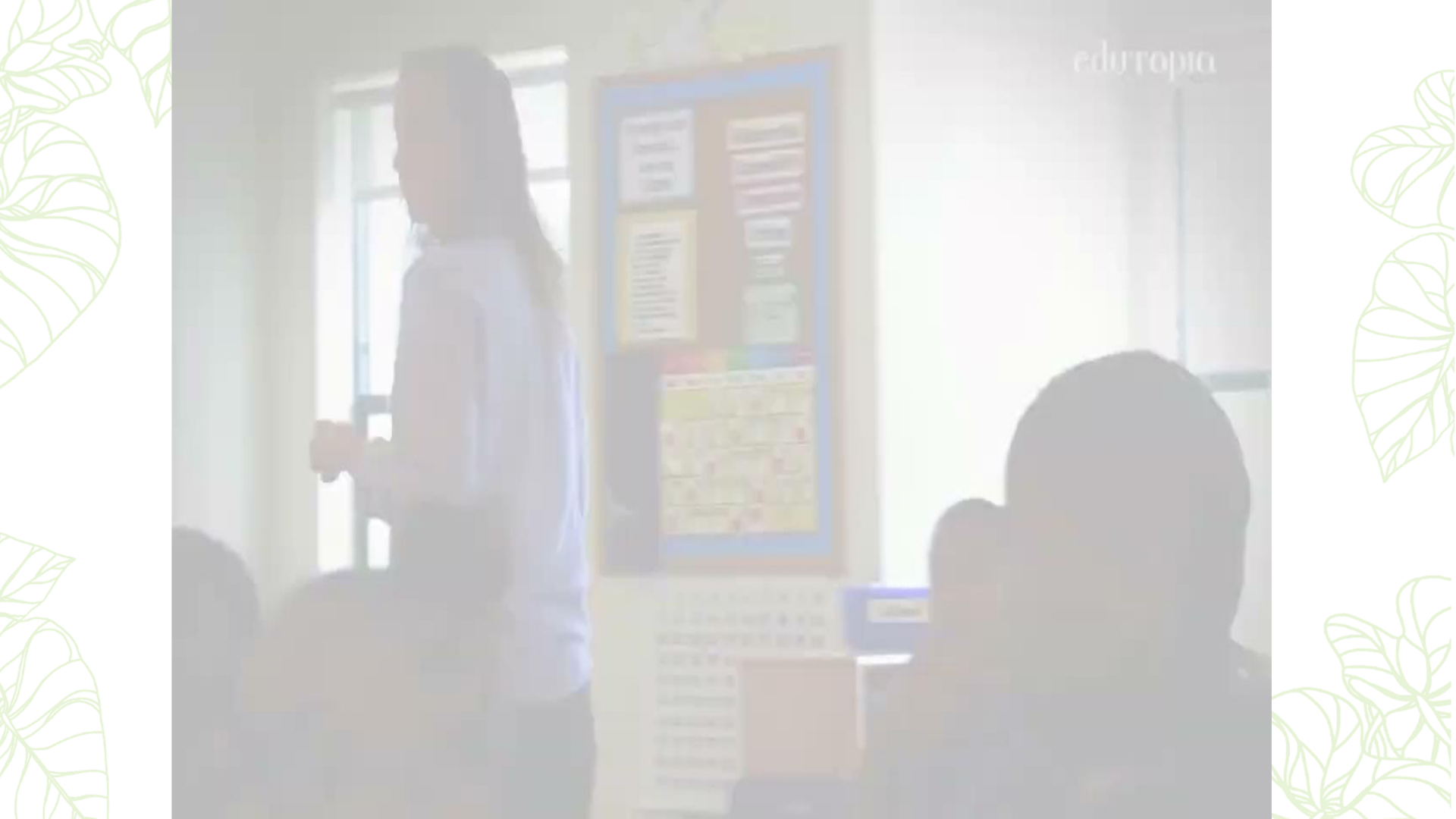
- All staff participate in youth suicide awareness and prevention protocol training (Act 270).
- Additional Professional Development (PD) focuses on:
  - Increasing understanding and ability to effectively use evidence-based practices to support student well-being
    - ◆ PracticeWise (Comprehensive School Counseling and Behavioral Health Program Staff)
  - Trauma-Informed Care Academy
- Trained staff recognize and respond with effective and evidence-based protocols and practices to support students experiencing suicidal ideation and intensive impacts of trauma

# TRAUMA-INFORMED CARE PD

## What Is Trauma?

The Substance Abuse and Mental Health Services Administration (SAMHSA) describes individual trauma as resulting from "an event, series of events or set of circumstances that is experienced by an individual as physically or emotionally harmful or life-threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being."

edurotopia



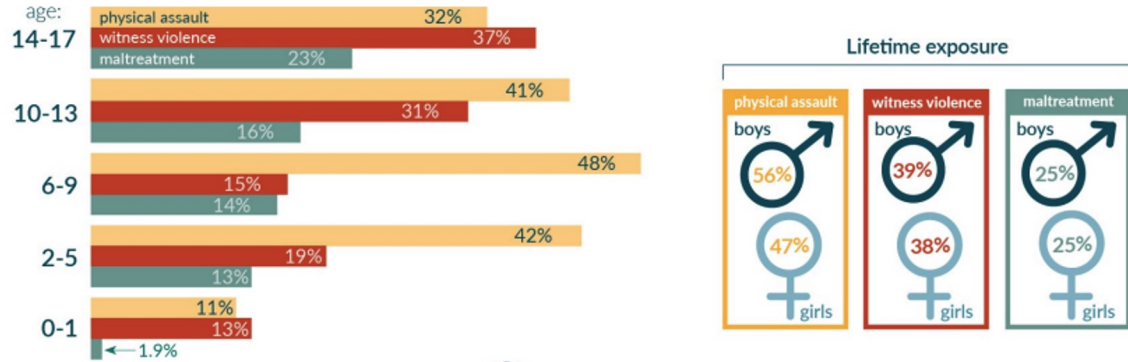
# TRAUMA-INFORMED CARE PD

## Understanding Trauma and Its Impact

**2 of 3 children & youth** were exposed to violence in the past year

Of these, **50%** report more than 1 form of victimization | **1 in 6** report 6 or more exposures to violence

**physical assault**, **witnessing violence**, and **maltreatment** are common



### Adverse Childhood Experiences (ACE) Study

**1 in 5 adults** report 3 or more adverse experiences as children



Adverse experiences include:

- Physical abuse, emotional abuse, and sexual abuse
- Emotional and physical neglect
- Household substance abuse
- Household mental illness
- A mother treated violently
- Parent separation or divorce
- Incarcerated household member

As rates of adverse childhood experiences go up, so does **high risk behavior, illness, and early death**

Sources: Finkelhor, Turner, Shattuck, & Hamby, 2015; Child Trends, 2016; Felitti, Anda, Nordenberg, Williamson, Spitz, Edwards . . . & Marks, 1998



# TRAUMA-INFORMED CARE PD



## Capacity-Building

- Access to the PracticeWise platform and training throughout SY 22-23
- 60 staff SBBH on track to earn their Managing and Adapting Practice (MAP)

Direct Service credential this school year.

Helps our direct providers know:

### What to do...

#### **PracticeWise Evidence-Based Services Database (PWEBS)**

is an online database for searching and summarizing treatment literature relevant to a specific youth.

### How to do it...

**Practitioner Guides** are brief summaries of the most common practices amongst evidence-based treatments for youth.

### Is it working...

**Clinical Dashboards** allow visualizing client progress and practice to guide and plan care.

# TRAUMA-INFORMED CARE PD

## Capacity-Building

- Access to the Trauma Informed Online Academy throughout SY 22-23
- Accessible to all school staff to strengthen a school's ability to interact positively with and provide support for students who have experienced trauma

### Topics include:

- Trauma basics
- Trauma informed classroom practices
- Administrative resources for creating Trauma Informed Schools
- Mastery and skill building for addressing student trauma
- Trauma informed support for non-instructional staff
- Trauma informed support for working with parents and families



# MENTAL HEALTH & WELL-BEING PRIORITIES (Con't)

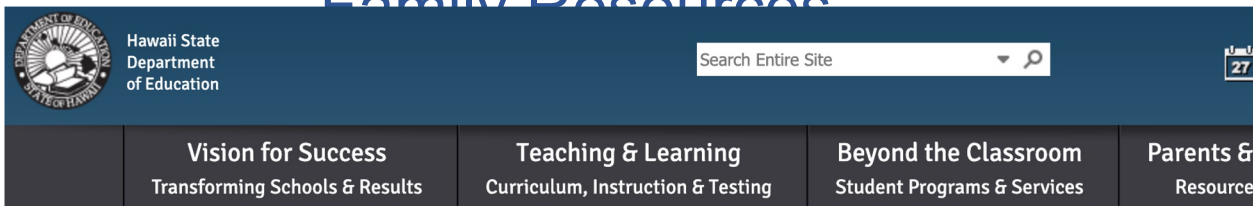
Family  
outreach  
and resources  
for vulnerable  
populations

- Complex area support staff work in collaboration with schools and community partners to provide family outreach and resources in order to promote learning readiness for all students



# TRAUMA-INFORMED CARE PD

## Family Resources



The screenshot shows the top navigation bar of the Hawaii State Department of Education website. On the left is the DOE logo. To its right is the text "Hawaii State Department of Education". A search bar labeled "Search Entire Site" is on the right. Below the search bar is a date indicator "JUN 27". A dark blue navigation menu contains four items: "Vision for Success Transforming Schools & Results", "Teaching & Learning Curriculum, Instruction & Testing", "Beyond the Classroom Student Programs & Services", and "Parents & Resource".

[Home](#) ▶ [Connect with Us](#) ▶ [Media Room](#) ▶ [Press Releases](#) ▶ [SEL Resources for Parents, Families and Educators](#)

### SEL Resources for Parents, Families and Educators

SHARE THIS:  

[Click here to access the HIDOE School Social and Emotional Learning Guide.](#)

Hawaii State DOE schools are using social and emotional learning (SEL) to provide the skills students need to be self-aware, be socially conscious, engage in critical thinking, make responsible decisions, and foster a sense of connectedness and belonging. [Learn more about SEL.](#)

### Social and Emotional Learning 101 for Parents and Families

# MAHALO & HAPPY HALLOWEEN

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