Social Emotional Learning

In LAUSD

Kim Griffin Esperon, LCSW
Coordinator, Clinics & Wellness Centers
School Mental Health
323.754.2856
Kim.griffin-esperon@lausd.net and http://smh.lausd.net
The LAUSD Strategic Plan includes Social Emotional Learning as integral to the district’s goal of achieving 100% graduation.
LAUSD Strategic Plan

LAUSD has created 5 objectives to ensure they are able to meet their goal of 100% graduation. These are:

• Build a Solid Foundation for Early Learners
• Proficiency for All
• 100% Attendance
• Parent and Community Engagement
• School Safety
Each one of these objectives is supported by the Social Emotional Learning of our students.
What is Social Emotional Learning?
Social Emotional Learning

• Social and Emotional Learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:
  – understand and manage emotions
  – set and achieve positive goals
  – feel and show empathy for others
  – establish and maintain positive relationships
  – and make responsible decisions
Why is social emotional learning important in the school environment?
School Mental Health has been screening our students for trauma related symptoms and experiences for several years. Last year we added screenings for health, dental health, anxiety, depression, and substance use/abuse using our Wellness Checkup.
During the 2014-2015 school year, over 1,500 students were screened for trauma exposure and symptoms.

- 98% of these students reported exposure to one or more stressful events in their lifetime.
- The survey indicated that the average number of stressful life events experienced by our students was 6 events.
Looking at the Data

During the 2016-2017 school year we screened over 2000 students using a resiliency survey. What we found was:

- 48% of students were at moderate to high risk of PTSD
- 35% of the moderate risk students and 39% of the high risk students had “high risk” attendance rates
• Only 28% of the moderate risk students, and 29% of the high risk students met or exceeded the ELA standards – in comparison to the low risk students (46%)

• Only 27% of the moderate risk students, and 29% of the high risk students met or exceeded the ELA standards – in comparison to the low risk students (44%)
During the 2016-2017 school year over 600 students were screened for mental health concerns using our Wellness Checkup screening tool. The results indicated:

- 81% had experienced 3 or more stressful life events
- 69% endorsed PTSD Symptoms
- 32% endorsed Anxiety Symptoms
- 34% endorsed Depression Symptoms
Further studies show students dealing with trauma:

- Are two and half times more likely to fail a grade
- Frequent absences
- Score lower on standardized achievement tests
- Have more receptive or expressive language difficulties
- Are suspended or expelled more often
- Are designated to special education more frequently
How Does LAUSD Implement Social Emotional Learning in our Schools?
• LAUSD does not mandate any one approach to Social Emotional Learning.

• Each school may select the approach that will work best for their school.
SEL Implementation

• School Mental Health has prioritized the development and implementation of programs which support Social Emotional Learning in schools as a means to:
  – increase resiliency skills
  – prevent mental health problems
  – promote help seeking behaviors
  – promote a safe and positive school climate
  – ensure students are attending school and ready to learn
Resiliency Classroom Curriculum

– Can be used with elementary, middle, and high schools.

– 8 week (one hour per week) program to build protective factors that foster resiliency by teaching skills such as problem solving, goal-setting, emotional regulation, and relaxation techniques.

– Includes a Parent Curriculum
Second Step

– A Social Skills curriculum used primarily in grades K-5th which focuses on teaching:
– self-awareness
– self-management
– responsible decision-making
– relationship skills
– social awareness
SEL Implementation

More Than Sad & Erika’s Lighthouse

– 1-3 session classroom curriculum for middle (EL) and high school (MTS) students

– Designed to increase mental health awareness (and empathy), reduce stigma regarding mental health and MH treatment, prevent suicides, and increase help-seeking behaviors
Trauma Informed Professional Developments for School and District Staff:

– Educate on what trauma and toxic stress is and how it impacts students

– Reframe student behaviors in terms of a response to trauma and stress, rather than disobedience that requires punishment

– Provides an approach for responding to behavior that is more empathetic, supportive, and focuses on problem solving
Psychological First Aid

- Psychological First Aid is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or terrorism.
  - PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.
  - Can be used by anyone at anytime!
As Wellness Centers collaborating with LAUSD schools and serving LAUSD students, we all play a part in helping the district reach this goal.
How Can We Help?
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• Review, share, and utilize the information on Psychological First Aid – Listen, Connect, & Protect students

• Model communication, relationships, and behaviors that we want our students to copy

• Request staff trainings on Psychological First Aid and Trauma Informed Care

• Screen your students/clients for mental health concerns and refer to your mental health partners when needed
Questions?