



Learning Environment: Mobilization of Staff and Student Wellness

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Language Matters!

Definitions and terminology are important to the work around supportive learning environments.

Key Concepts: Integration of Wellness in Learning Environment



- School climate
- Equity
- Trauma informed practices
- Universal wellness practices
- Social emotional learning
- PA career ready skills

Learning Environment



Broadly characterized by facilities, classrooms, school-based health supports, and disciplinary policies and practices.

The concept of “learning environment” applies to face-to-face and online educational settings.

National Center on Safe Supportive Learning Environments

School Climate = Perceptions of the Learning Environment



School climate refers to the quality and character of **school** life. **School climate** is based on patterns of students', parents' and **school** personnel's experience of **school** life and reflects the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (National School Climate Center).

A positive and equitable school climate supports the development and learning of all students.

Resources:

[PA School Climate Survey](#)

[PA Youth Survey \(PAYS\)](#)

[School Climate Survey Compendium,](#)

[NCSSS](#)



Elements of the Learning Environment

Safety for all



Support and **Engagement**

Equitable **Environment**

Adapted from: National Center on Safe Supportive Learning Environments
Pennsylvania Department of Education



Components of an Equitable Learning Environment



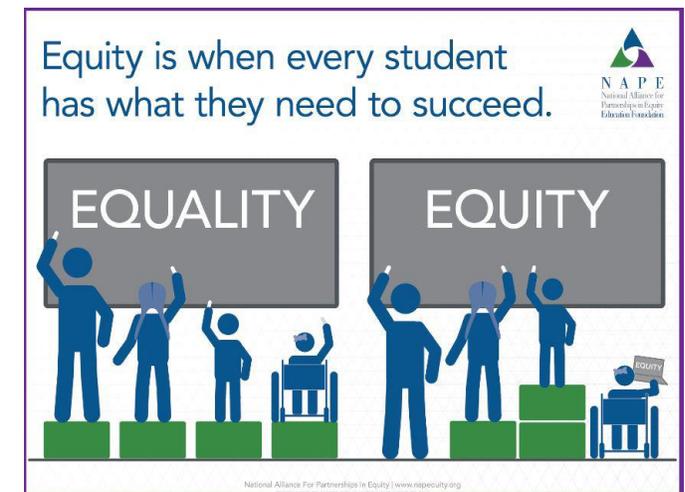
Support and Engagement	Safety for all	Equitable Environment
Relationships	Emotional & Physical Safety	Physical Environment
Cultural Competence	Bullying/Cyberbullying	Academic Environment
School Participation	Substance Use	Physical and Mental Wellness (includes SEL)
Classroom Participation	Emergency Readiness & Management	Disciplinary Environment

National Center on Safe Supportive Learning Environment; National School Mental Health Curriculum, 2018

Equity Defined



Pennsylvania defines equity in schools as: "every student having access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity, family background and/or family income (www.ccsso.org)."



Resources:

- [Mid-Atlantic Equity Center](#)
- [Learning for Justice](#)
- [PDE Equitable Practices Hub](#)
- [PDE Equity and Inclusion Toolkit](#)



Trauma Definition: Act 18 of 2019



1. Exposure to an event, series of events or set of circumstances that is experienced by an individual as physically or emotional harmful or threatening.
2. Has lasting adverse effects.
3. Creates significant difficulty in cognitive functioning and physical, social, emotional, mental or spiritual well-being.

[Act 18 of 2019](#)

Trauma-Informed Care Values

- Safety
- Trustworthiness
- Collaboration and Mutuality
- Empowerment, Choice and Voice
- Cultural Sensitivity

[Pennsylvania Department of Education](#)



Equitable Trauma-Informed Learning Environment



References:
[Pennsylvania Department of Education](#)
[National Center on Safe Supportive Learning Environments](#)

Universal Wellness Practices



Staff and Student wellness is supported by intentionally planned schoolwide and classroom activities designed to “foster positive social, emotional and behavioral skills and well-being of all students, regardless of whether they are at risk for mental health problems”. These activities also include efforts to support staff well-being.

[School Mental Health Quality Guide](#)
National Center for School Mental Health

Staff Wellness in the Learning Environment: Using an Equitable, Trauma-Informed Approach



- Develop a comprehensive plan to address staff well-being needs through ongoing professional learning opportunities.
- Integration of a continuum of well-being practices that are equitable in scope.

[PDE: Creating Equitable School Systems: A Roadmap for Education Leaders- Staff and Student Wellness Guide](#)

[National Center for School Mental Health](#)

[National Center on Safe Supportive Learning Environments](#)



Alignment of Staff Well-Being Improvement Efforts in the Learning Environment



- Utilize assessment data and trauma informed values
- Develop predictable school-wide routines
- Set school-wide expectations of positive behaviors
- Utilize regular interactive professional development opportunities
- Develop skill sets to manage expectations, set boundaries, build effective relationships, and practice ongoing self-care

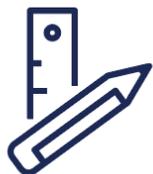
[Staff and Student Wellness Guide](#)
[National Center for School Mental Health](#)



Use of Staff Well-Being Resources and Activities in the Learning Environment



- Readily available and accessible to all staff
- Integrate well-being activities into the daily school culture
- Teach staff the benefits of a wellness mindset - focused on physical, mental, and emotional
- Utilization of stress reduction strategies combined with compassion and resilience building strategies



[Staff and Student Wellness Guide](#)
[Compassion Resilience Toolkit](#)
[Equitable Practices Hub](#)
[National Center for School Mental Health](#)

Resources to Support Staff and Student Social Emotional Wellness

- District Contracted Employee Assistance Program
- [Pennsylvania Network for Student Assistance Services](#)
- [Pennsylvania Department of Human Services](#)
- [Pennsylvania Department of Drug and Alcohol Programs](#)
- [National Suicide Prevention Lifeline - 1-800-273-TALK \(8255\)](#)
- [Prevent Suicide PA](#)
- [Crisis Text Line - Text 'PA' to 741741](#)
- [Crisis Support by County](#)
- [County Mental Health Contacts](#)





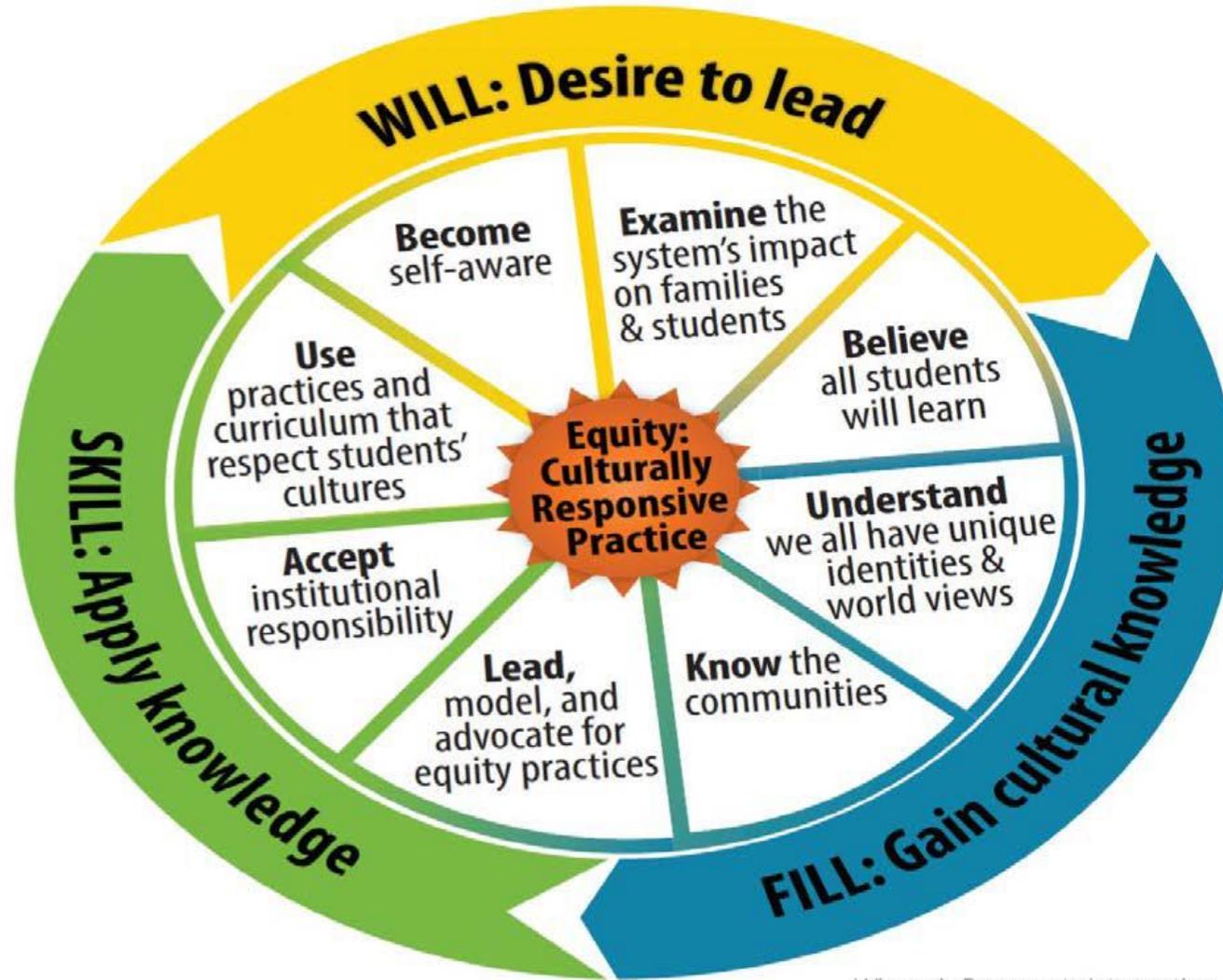
“Being Culturally Responsive is a journey and not a final destination.”

Will: The desire to lead and a commitment to achieving equitable outcomes for all students,

Fill: Gaining knowledge about ourselves and others, and

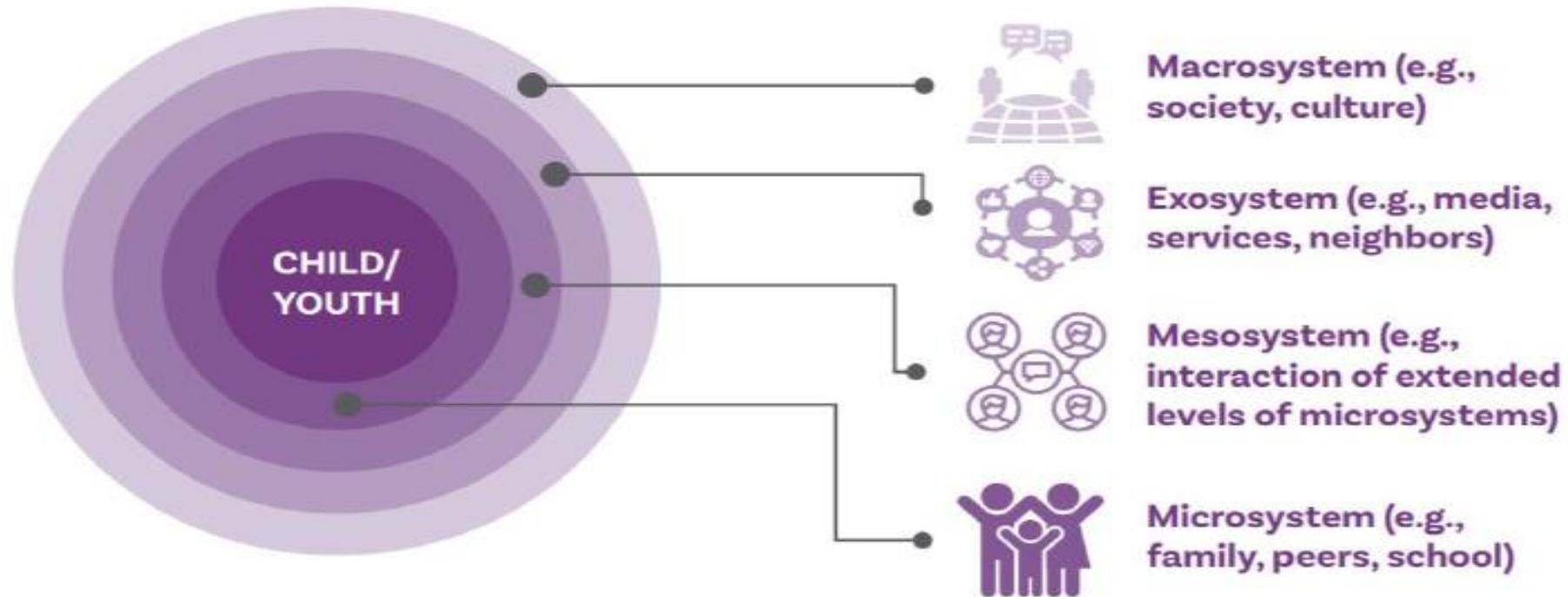
Skill: Applying knowledge and leading the change, skillfully putting beliefs and learning into action.

<https://dpi.wi.gov/sites/default/files/imce/rti/pdf/mlss-wi-model-inform-crp.pdf>



Wisconsin Response to Intervention Center, IDEA CFDA #84.027

Ecological Systems Model



(Hoover et al., 2019)

Student Wellness Practices: Universal Strategies



- Address staff wellness needs
- Prioritize school climate
- Establish clear expectations and predictable routines
- Promote positive relationships and supports
- Reduce exclusionary disciplinary practices
- Increase mental health literacy
- Increase social and emotional learning, especially self-regulation skills
- Provide opportunities to explore individual and community identities

Universal Strategy Resources



- [Collaborative for Academic Social Emotional Learning \(CASEL\)](#)
- [Making Caring Common, Harvard](#)
- [National Center for School Mental Health](#)
- [PA Career Ready Skills](#)
- [PDE School Climate Resources](#) and [PA School Climate Survey](#)
- [PDE Staff and Student Wellness Guide](#)
- [PaTTAN PA PBIS](#)
- [PDE Equitable Practices Hub](#)

Social and Emotional Learning



SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL).



Resources:

- [CASEL](#)
- [PA Career Ready Skills](#)
- [Teaching the Whole Child: Instructional Practices that Support SEL in Three Teacher Evaluation Frameworks](#)

Social and Emotional Learning



- Pennsylvania Career Ready Skills (PA CRS) are social emotional learning progressions that support the development of student competence. By design, the PA CRS reflect priorities to ensure youth are career ready and prepared to meet the demands of the 21st century workforce. The PA CRS are grouped into three domains.

Student Wellness and the Learning Environment: Sustaining Practices



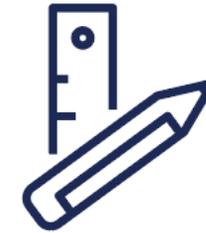
- Ensure universal wellness practices fit the unique strengths, needs, and cultural/linguistic considerations of students and families in your school
 - Create a strategy selection committee with diverse representation.
 - Review school student body including gender, age, ethnicity, cultural backgrounds, languages, sexual orientation, and socio-economic status.
 - Pilot test the new practice with school population.
 - Adapt the practice to fit unique considerations of school population.
- Provide adequate resources and professional development, prioritizing cultural competence
- Implement strategies with fidelity across groups and monitor over time

Student Wellness and the Learning Environment: Sustaining Practices



Resources:

- [IES What Works Clearinghouse](#)
- [Blueprints for Healthy Youth Development](#)
- [OJJDP Model Programs Guide](#)
- [PA Evidence Resource Center](#)
- [PDE: Staff and Student Wellness Guide](#)



Take Away



Schools can work to create equitable trauma-informed learning environments by advancing and sustaining universal wellness practices that fit the unique characteristics and needs of their school community.



How we work is the work



- Take time to cultivate and deepen relationships, build partnerships, and plan for adult and student social-emotional learning.
- Use data as an opportunity to share power, deepen relationships, and continuously improve outcomes for all children and families.
- Design opportunities where adults can connect, heal, and build their capacity to support students.

Reunite, Renew, and Thrive: SEL Roadmap for Reopening Schools (2020)

Development of Supportive Learning Environments



- Planning for Success (Posted April 29)
- Moving to Action (Posted April 29)
- Teaming for Success (Posted April 29)
- Mobilization of Staff and Student Wellness (Posted April 29)

Collaborative Check-In Sessions



- May 10: 11:30-12:30 pm
- May 20: 2:30-3:30 pm
- June 2: 7:30-8:30 am

Source Citations and Resources

[Act 44 of 2018](#)

[Act 18 of 2019](#)

[Aspen Institute](#)

[Blueprints for Healthy Youth Development](#)

[CASEL](#)

[CCSSO](#)

[Chapter 10 - PA School Code](#)

[Compassion Resilience Toolkit](#)

[Equitable Practices Hub](#)

[FEMA](#)

[IES What Works Clearinghouse](#)

[Making Caring Common](#)

[National Center on Safe Supportive Learning Environments](#)

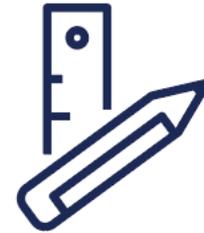
[National Center for School Mental Health](#)

[OJJDP Model Programs Guide](#)

[PA Evidence Resource Center](#)

[PA School Climate Survey](#)

[PaTTAN PA PBIS](#)



Source Citations and Resources

[PDE Office for Safe Schools, Alcohol and Other Drugs](#)

[PDE Office for Safe Schools, Bullying Prevention](#)

[PDE Office for Safe Schools, Mental Health](#)

[PDE: Staff and Student Wellness Guide](#)

[Pennsylvania Department of Drug and Alcohol Programs](#)

[Pennsylvania Youth Survey](#)

[Pennsylvania Department of Human Services](#)

[Prevent Suicide PA](#)

[Reunite, Renew, Thrive: SEL Roadmap for Reopening Schools](#)

[Staff/student wellness guide](#)

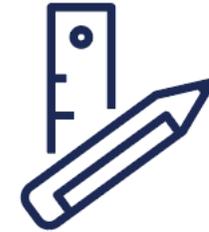
[Stopbullying.gov](#)

[Substance Abuse Mental Health Services Administration](#)

[Teaching the Whole Child: Instructional Practices that Support Social-Emotional](#)

[Learning in Three Teacher Evaluation Frameworks](#)

[Wisconsin Department of Public Instruction](#)



4/29/2021

Social & Emotional Wellness: Mobilization of Staff and Student Wellness

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[tinyurl.com/PDEaccelerate](https://forms.gle/KcwcPwgT5gXguaKSA)

If you are unable to open the tinyurl link, use: <https://forms.gle/KcwcPwgT5gXguaKSA>
(case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

The exit code for this session is: 6 4 2 9 3

