



Hawai'i State Department of Education

# HERE TO HELP

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

OFFICE OF STUDENT SUPPORT SERVICES  
and Hawaii Families As Allies ([hfaa.net](https://hfaa.net))

**SPIN PRESENTATION**

April 22, 2023

# Trauma-Informed Care Practices: In My Shoes 1:20-2:20

## PRESENTERS:

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**SPIN CONFERENCE APRIL 22, 2023**

**"It's a Marathon, Not a Sprint: Part 2"**

**Raising a child with a disability is not a sprint to the finish, it's a marathon of training, humor, endurance and support.**

# Desired Outcomes for This Workshop:

## Participants will learn/become aware of/practice:

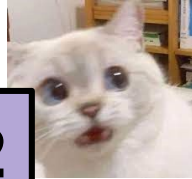
- the definition of trauma and trauma-informed care;
- the warning signs a child or youth may need trauma-informed care;
- how students who have experienced trauma that impacts their mental health and/or educational performance are identified for supports
- where services are provided;
- evidence-based practices that can be delivered in the classroom and at home to address the needs of a student who have experienced trauma;
- resources online or in the community for more information about trauma-informed care practices.

# How are you feeling in this moment?

1



2



3



4



5



6



7



8



# Mindful Minute



# 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 faint, light green line-art outlines of various leaves in the corners. The leaves are scattered, with some in the top-left, bottom-left, and bottom-right corners, and a larger cluster in the top-right corner. The central text is in a bold, dark green 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
4. Coordinate their resources to meet the needs of all students





# HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

*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**

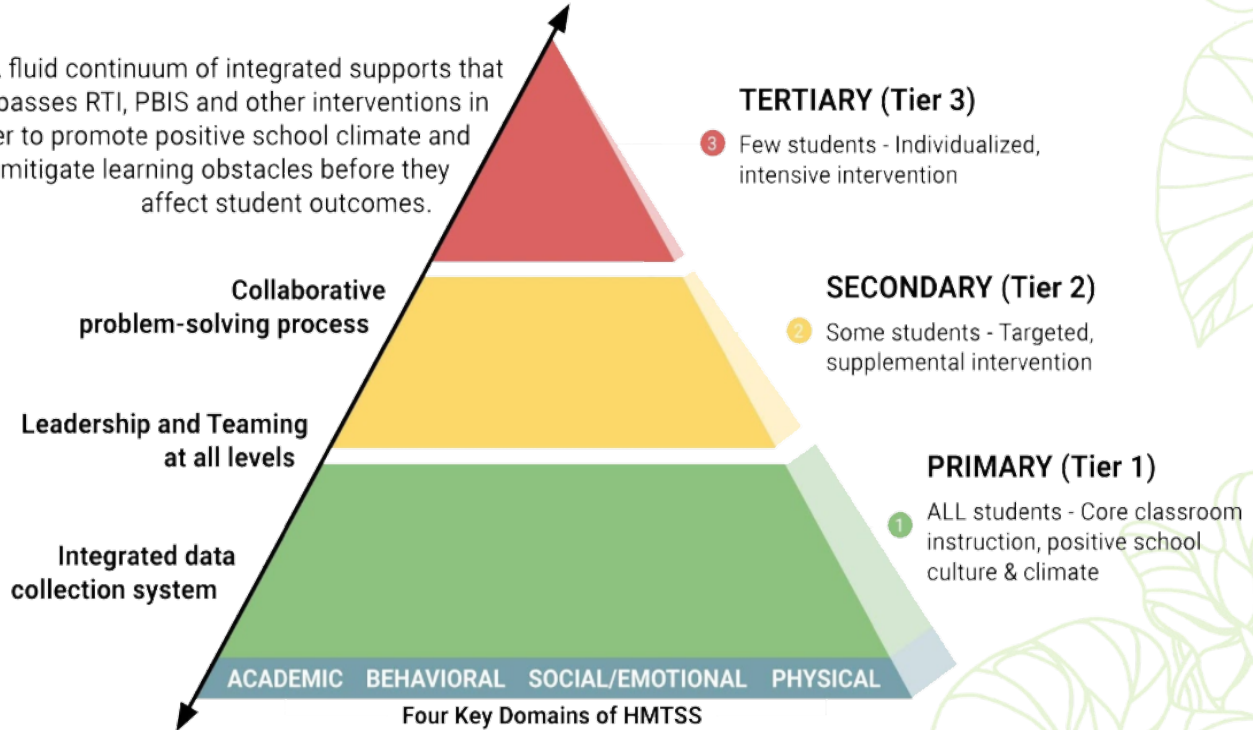
*Multi-Tiered System  
of Evidence-Based Practices*

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

# HMTSS: 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**

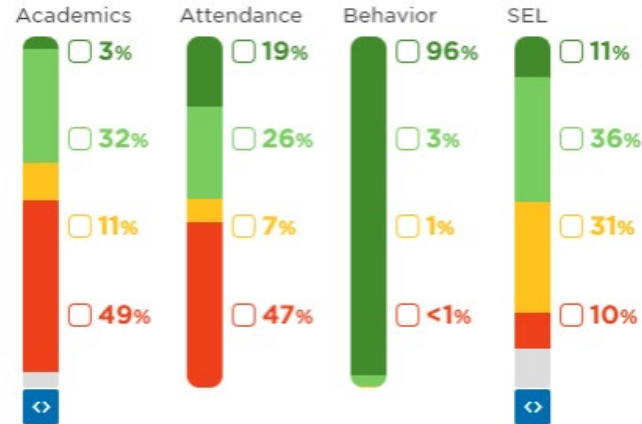
**On-going  
screening &  
progress  
monitoring**

- 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 offered started in 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.

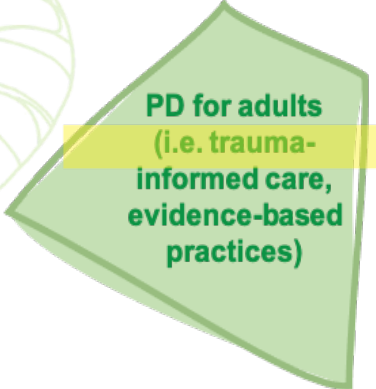
Approximately 3-5% may require intensive Tier 3 supports

### Supports Include:

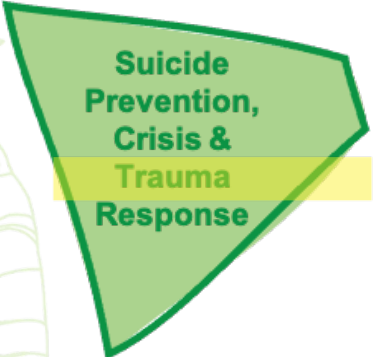
- Individualized counseling at an increased frequency or as a related service through Individuals with Disabilities Education Act (IDEA) and Section 504 eligibility.
- Response support for students in crisis (i.e. expressing suicide ideation, self-harm or harm to others)
- Crisis plans
- Connecting students 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

# Protective Factors

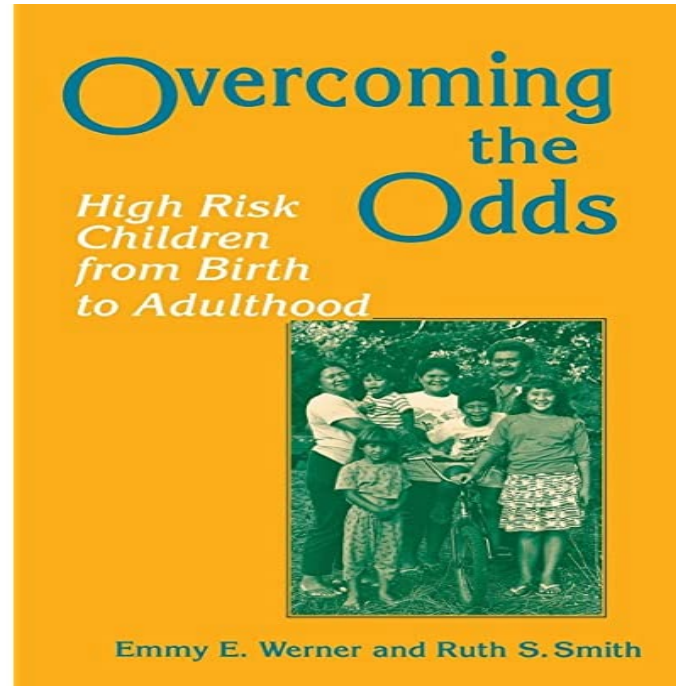


Nā Hopena A'ō Statements

## HĀ: BREATH



# Kauai Longitudinal Study on Resiliency



**Who is your MAMA? Meaningful Adult, Meaningful Activity**

# ONE MINUTE STRETCH BREAK



## WHAT IS TRAUMA?

The three “E’s” of trauma:

Trauma refers to 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**.

# PREVALENCE OF TRAUMA

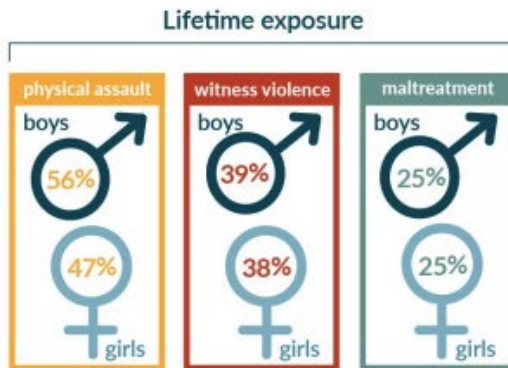
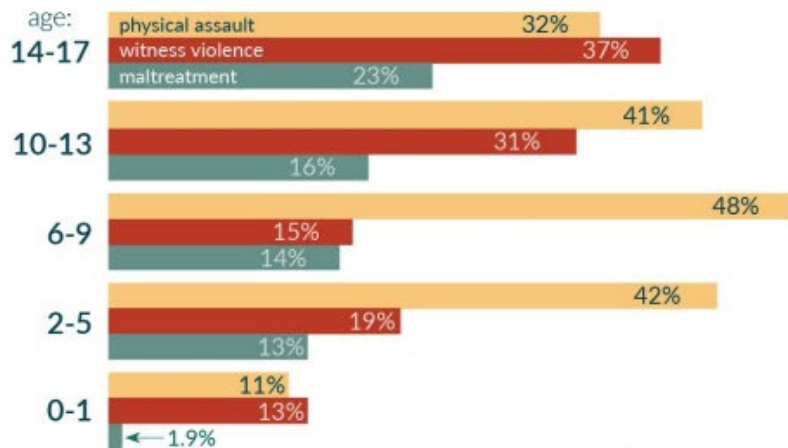
- Studies indicate that childhood trauma occurs more than we think. In fact, more than **two thirds of children** reported at least 1 traumatic event by age 16.
- 46% of all children in Hawaii experience one Adverse Childhood Experience (ACE) and 20% experience two or more ACEs.
- Native Hawaiian and Pacific Islander children experience ACEs at a higher rate.

Video: [Nadine Burke Harris ACEs](#), Surgeon General of CA (3:20)

## 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**

# EFFECTS OF TRAUMA

- There is a direct relationship between childhood trauma and the onset of chronic disease & mental illness
- Trauma can interfere with:
  - Language and communication skills
  - Healthy relationship development
  - Attentiveness in class
  - Executive functions
  - Motivation
  - Behavior in class



# WARNING SIGNS OF TRAUMA BY AGE

## Elementary:

- Fear, anxiety, worry
- Experience stomach aches or headaches
- Difficulty with authority, redirection, or criticism
- Not willing to be independent or work independently
- Inability to bounce back from disappointing events

## Middle and High school:

- Fear, anxiety, worry
- Discomfort with feelings
- Difficulty forming relationships
- Repetitive thoughts and comments about death or dying
- Clinginess to Parent/Caregiver
- Decline in school performance
- Increase in risk-taking behaviors

## Staff:

- Increased anxiety
- Reduced energy and focus
- Trouble regulating emotions
- Difficulty managing responses to students and parents
- Adults more reactive, controlling, and punitive
- Negative impact on school safety and culture

# TRAUMA-INFORMED CARE PD



## Capacity-Building

- Access to the PracticeWise platform and training throughout SY 22-23
  - CSCBH Program PD attended by 200+ counselors and SBBHs
- 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.

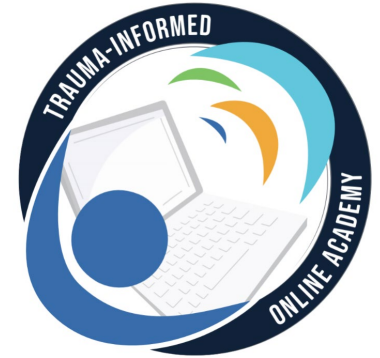
# TRAUMA-INFORMED CARE PD

## 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



# CONNECTIONS TO SEL

## Social Emotional Learning

- Inclusive, supportive classroom environments
- Direct instruction in skills
- Panorama Survey to assess skill development

### PD includes:

- Training in Panorama SEL survey administration
- Training in Panorama Student Success Dashboard
- Social emotional learning competencies
- Classroom management and instructional strategies that support students wellbeing and social emotional learning skill development



# TRAUMA-INFORMED CARE RESOURCES

- [Participate in the Trauma-Informed Online Academy](#)
- [HERE to Help](#)
- [HIDOE SEL Resources](#)
- [Panorama Resources](#)
- [CASEL SEL Resources](#)

## PARENT TRACK

The **Parent Track** is available for parents looking for helpful resources to guide them at home with their children.



**Target Audience:** Caregivers

### → **Help for Billy**

Course Length: 8 hrs

Using the videos from Heather's Help for Billy workshop, course assignments, discussion boards, and reflective writing activities help to deepen parents' understanding of trauma. Parents will broaden their understanding of adverse childhood experiences (ACEs) and the impact that trauma has on the developing brain, as well as gain more coping strategies, communication skills, problem solving skills, and ideas for school success.

### → **Parenting Beyond Consequences, Logic, and Control**

Hawaii State Department of Education

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Parents & Resources

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.](#)

May is  
Children's  
Mental Health  
Awareness  
Month!

**ACCEPT. ADVOCATE. ACT.**  
BECAUSE AWARENESS ISN'T ENOUGH

CHILDREN'S MENTAL HEALTH  
ACCEPTANCE WEEK  
MAY 7-13, 2023



**NFF** NATIONAL FEDERATION OF FAMILIES  
Bringing Lived Experience to Family Support

**NFS TAC** NATIONAL FAMILY SUPPORT  
TECHNICAL ASSISTANCE CENTER  
Providing Family Support Across the Lifespan



**5/1** - Mental Health Resource Fair @ the State Capitol from 9am - 2pm; sign waving from 3:30-5:30pm

**5/1** - Our partners go green at: Adventist Health Castle, Aloha Tower, Blaisdell Center Arena, Board of Water Supply, Hawaii State Capitol!

**5/3** - Mental Health Fair @ Windward Community College 10am - 1pm

**5/4** - Mental Health America of Hawaii Awareness/Awards Celebration (registration required)

**5/8** - Lihue Civic Center goes Green for the week!

**5/11** - Sign waving at Maui Lani Parkway from 8 - 9am

**5/15** - IBM Building goes Green for the week!

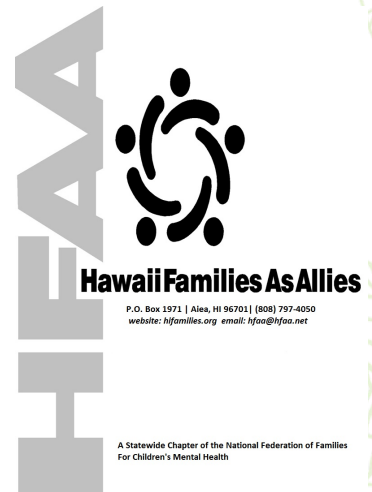
**5/17** - Wailuku Library Keiki Self-care event w/Mental health America of Hawaii

**5/20** - Malama Da Mind at Prince Kuhio Plaza from 10am - 2pm



# Family Peer Support Services

- Support provided by a peer with lived experience
- Living proof of resilience and recovery
- Peers who recognize the power of connection and healing in shared stories and experiences
- Active-acceptance, non-judgemental, respectful
- Great insights and perspective to help you make informed decisions



# Benefits of Receiving Family Peer Support Services

## Increased Sense of Collaboration

Receiving support & skills training from CFSP helps family members collaborate effectively with treatment professionals

## Recognize the Importance of Self-Care

CFSP help families increase their awareness and importance of the need for self-care.

## Increased Empowerment to Take Action

Receiving education about service systems, navigation skills, advocacy skills, and rights helps empower families to become active participants in their child's services.



## Increased Sense of Self-Efficacy

Family support services increase family members' confidence in their abilities to care for their child.

## Decreased Internalized Blame & Bias

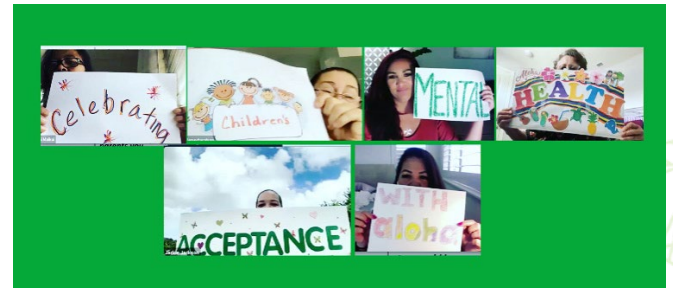
By providing education & peer connection, CFSP help families find meaning in their experiences & debunk damaging myths about behavioral/mental health & interrupt blame & bias.

## Decrease Family Isolation

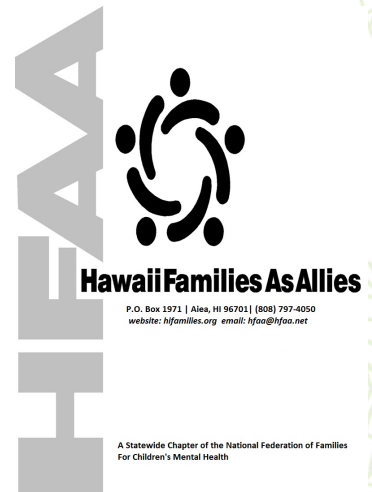
Parent support providers assist family members with identifying and accessing community supports that help them feel less alone.



# Resources



- Hawaii Families As Allies ([hfaa.net](http://hfaa.net))
- SPIN ([spinhawaii.org](http://spinhawaii.org))
- National Federation of Families ([ffcmh.org](http://ffcmh.org))
- Hawaii After School Alliance ([hawaiiafterschoolalliance.org](http://hawaiiafterschoolalliance.org))
- Hawaii Children's Action Network ([hawaii-can.org](http://hawaii-can.org))
- Mental Health America of Hawaii ([mentalhealthhawaii.org](http://mentalhealthhawaii.org))



# MAHALO & HAPPY MAY DAY

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