



WELCOME to the

*All in This Together ECHO:  
What's Next? Ideas into Action to Support Mental  
Health in Schools*

*January 28 – March 18, 2025*

## Funding Statement

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## Series Learning Objectives

After participating in this activity, learners will be able to:

1. Recognize when disruptive behavior in the classroom might be a sign of mental health challenges or stress.
2. Describe tools and resources to manage disruptions in the classroom.
3. Discuss mechanisms to engage and collaborate with families of children exhibiting disruptive behaviors.

## Series Sessions

Date	Session Title
January 28	<a href="#"><u>Setting the Stage: Connecting Mental Health and Behavior</u></a>
February 4	<a href="#"><u>Behavioral Therapies: Techniques for the Classroom</u></a>
February 11	<a href="#"><u>Mindfulness in the Moment</u></a>
March 4	<a href="#"><u>Sensory and Environmental Strategies</u></a>
March 11	<a href="#"><u>Language and Strategies for De-escalation</u></a>
March 18	<a href="#"><u>Navigating Systems, Policies, and Families</u></a>



# Setting the stage: Connecting mental health and behavior in the classroom

*Nina Sand-Loud, MD*  
*Becky Parton, LICSW*

*January 28, 2025*

# Children's Current Needs

Depression and Anxiety in children has been increasing over time

- Pre-pandemic - 1 in 5 youth had MH concerns or learning disorder (Osgood et al, 2021), 6-10% had anxiety, 4-5% had depression, *higher rates in teens* (CDC, 2022)
- During Covid - 30-40% of kids said they were anxious, depressed and/or stressed (Osgood et al, 2021)

\*Keep in mind the disproportionate impact on families who lost jobs, income, housing; families who didn't have access to technology/internet; families living in poverty; people of color; people with disabilities; people with pre-existing mental health concerns; people living in areas with fewer services

## Children's Current Resilience

Nearly 4 out of 5 children ages 6 months to 5 years (78%) exhibit all of 4 indicators of flourishing:

- 96% usually or always are affectionate and tender with parents or caregivers.
- 82% usually or always bounce back quickly when things do not go their way.
- 95% usually or always show interest and curiosity in learning new things.
- 99% usually or always smile and laugh.

3 out of 5 children ages 6 to 17 (60%) exhibit all of 3 indicators of flourishing:

- 83% usually or always show interest and curiosity in learning new things.
- 72% usually or always stay calm and in control when faced with a challenge.
- 80% usually or always work to finish tasks they start.

# Whole Classrooms

- Teachers have always to be thinking about the “greater good” and balance for the entire classroom
- When one child is dysregulated, it can change the dynamics for the whole classroom
  - Stressful for children and adults to witness
  - May encourage “copy cat” behavior
  - AND... that individual child is struggling and needs help!





ALL BEHAVIOR  
*Is A Form Of*  
COMMUNICATION



H.

hungry



A.

angry



L.

lonely



T.

tired

What lies  
beneath  
behavior?

Underlying  
*basic human  
need?*

*Developmental  
stage?*

Current state  
of the *nervous  
system?*

Survival  
response:  
*fight? flight?  
freeze?*

*Coping strategy  
that no longer  
works?*

Structural  
changes  
in the *brain?*

 **ECHO** PARENTING  
& EDUCATION  
[www.echoparenting.org](http://www.echoparenting.org)

How is this  
“problem”  
the child’s  
*solution?*

Trauma-induced  
*thinking & conditioning?*

# How do we respond to stressful situations?



©  
publicdomainvectors.org

Flock

Fawn



Fight

Flight



Freeze

# THE STRESS RESPONSE IN KIDS

## FIGHT

Yelling, Screaming,  
Using Mean Words

Hitting, Kicking, Biting,  
Throwing, Punching

Blaming, Deflecting  
Responsibility, Defensive

Demanding,  
Controlling

"Oppositional",  
"Defiant", "Noncompliant"

Moving Towards What  
Feels Threatening

Irritable, Angry,  
Furious, Offended  
Aggressive

## FLIGHT

Wanting to Escape,  
Running Away

Unfocused, Hard  
to Pay Attention

Fidgeting, Restlessness,  
Hyperactive

Preoccupied, Busy with  
Everything But the Thing

Procrastinating, Avoidant,  
Ignores the Situation

Moving Away From What  
Feel Threatening

Anxious, Panicked  
Scared, Worried,  
Overwhelmed

## FREEZE

Shutting Down,  
Mind Goes Blank

Urge to Hide,  
Isolates Self

Verbally Unresponsive,  
Says, "I don't know" a lot

Difficulty with  
Completing Tasks

Zoned Out,  
Daydreaming

Unable to Move,  
Feeling Stuck

Depressed, Numb,  
Bored/Apathetic,  
Helpless



# Young Children

- Tantrums, outbursts
- Excessive crying
- Clinginess
- Mute or withdrawn
- Unable to focus or sit still during preferred activities
- Extra argumentative

\*All of this has to be considered within the context of normal child development, looking at milestones and reasonable expectations



# Signs of Anxiety in the Classroom

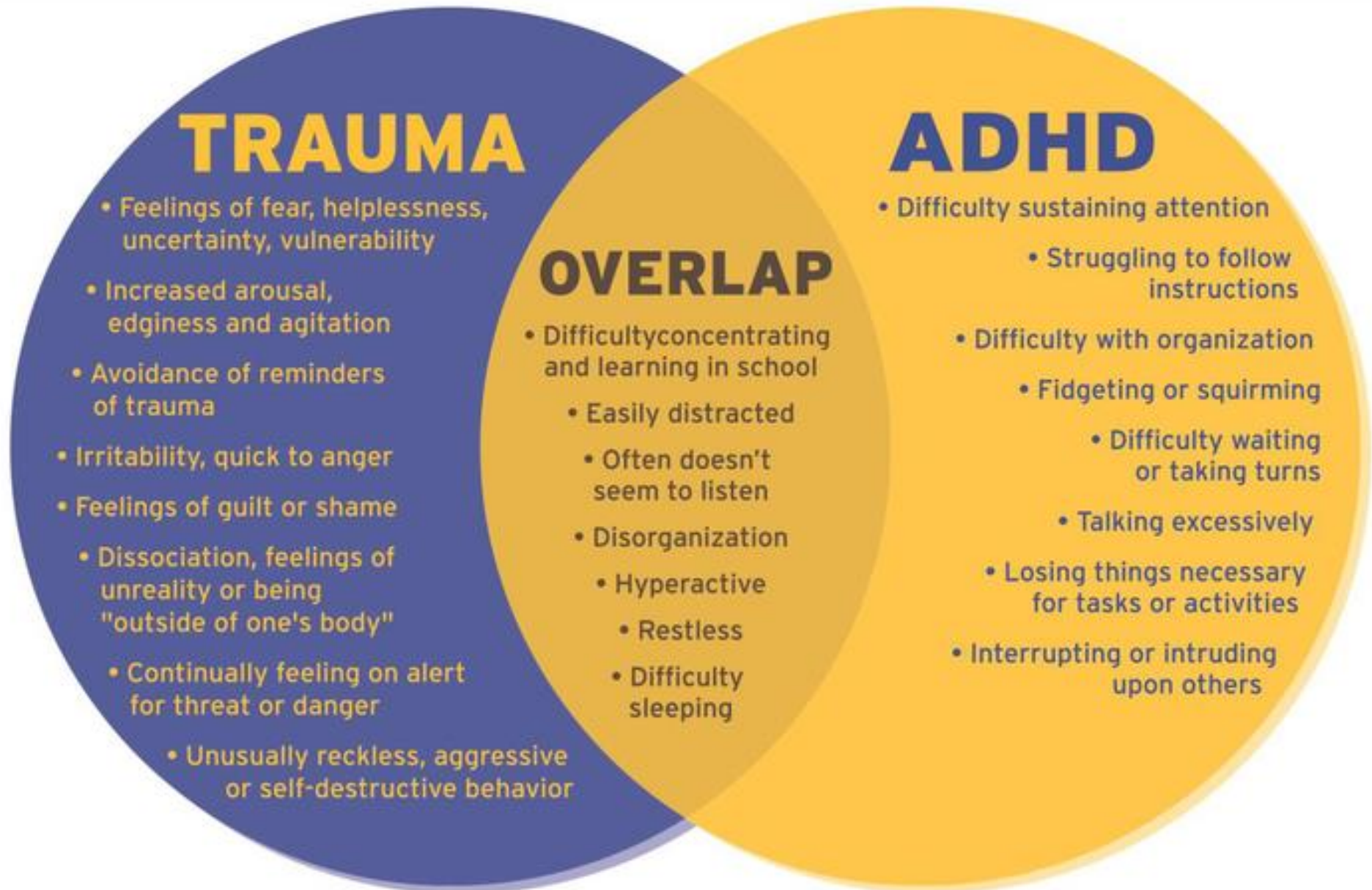
- Worry, might look like perfectionism or hyperfocus on a specific worry
  - Social anxiety; Performance anxiety
  - Overly sensitive to criticism
- Irritability, anger
- Trouble concentrating
- Withdrawal from activities; Avoidance of new or difficult activities
- Drop in grades, change in school or sports performance
- Sleep problems
- Substance use to cope
- Physical complaints (stomachaches, headaches)
- Panic Attacks

❑ Resource: <https://childmind.org/article/signs-of-anxiety-in-teenagers/>

# Signs of Depression in the Classroom

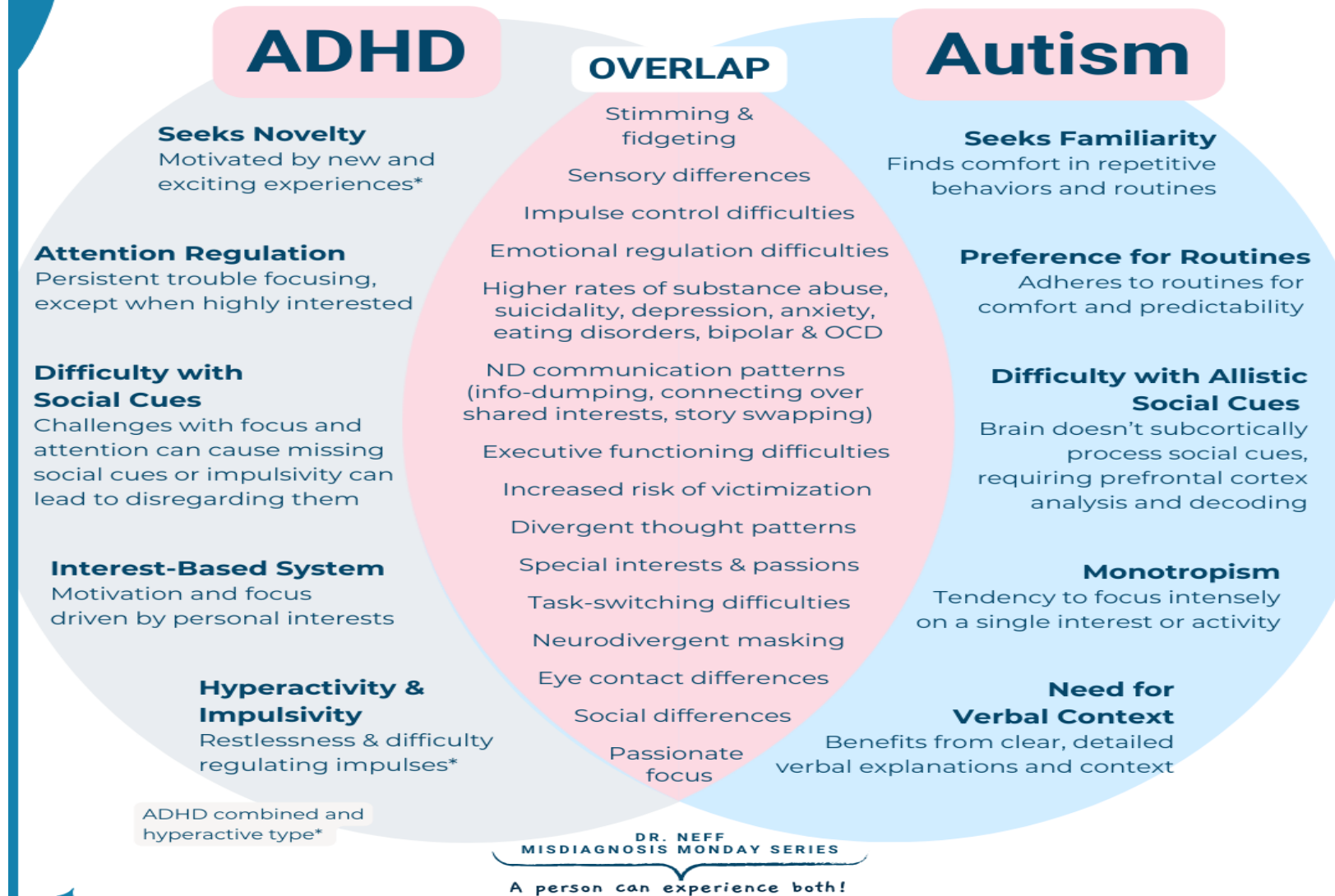
- Irritability, anger
  - (Sudden) Change in mood or demeanor (from how the youth acted previously)
  - Tired, lack of energy (can be hard to distinguish from lack of sleep)
  - Not turning in work, change in grades or effort
  - Less interested in peers, activities or hobbies
  - Missing school and/or coming in late
  - Mentioning death or suicide out loud or in classwork
- 
- ☐ Helpful to rule out trauma, life changes or big events, lack of sleep in general
  - ☐ If you have a relationship with the student and traditional methods of engagement aren't working, could be due to Depression
  - ☐ Resource: <https://kidshealth.org/en/parents/depression-factsheet.html>



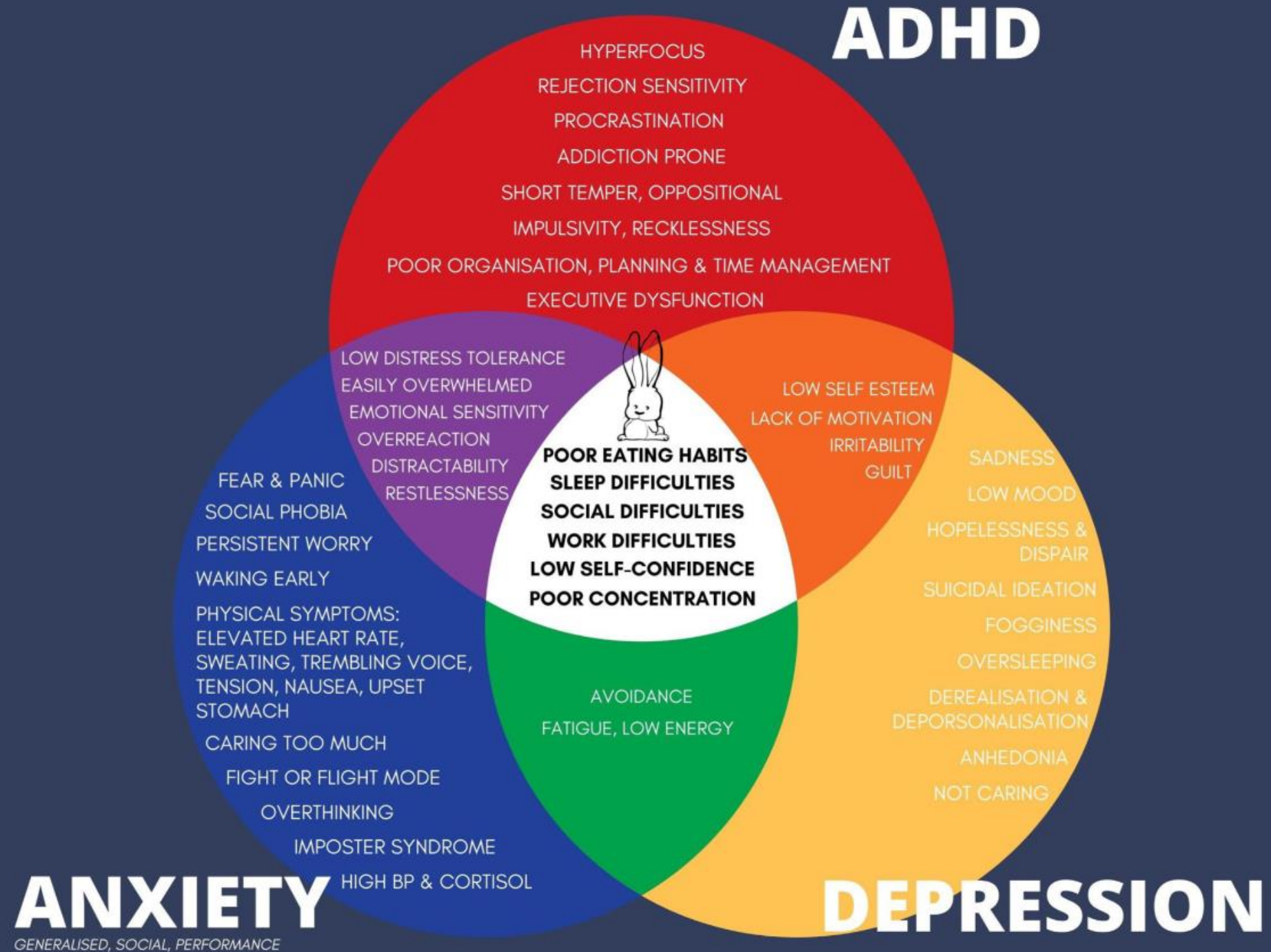


# Misdiagnosis Monday

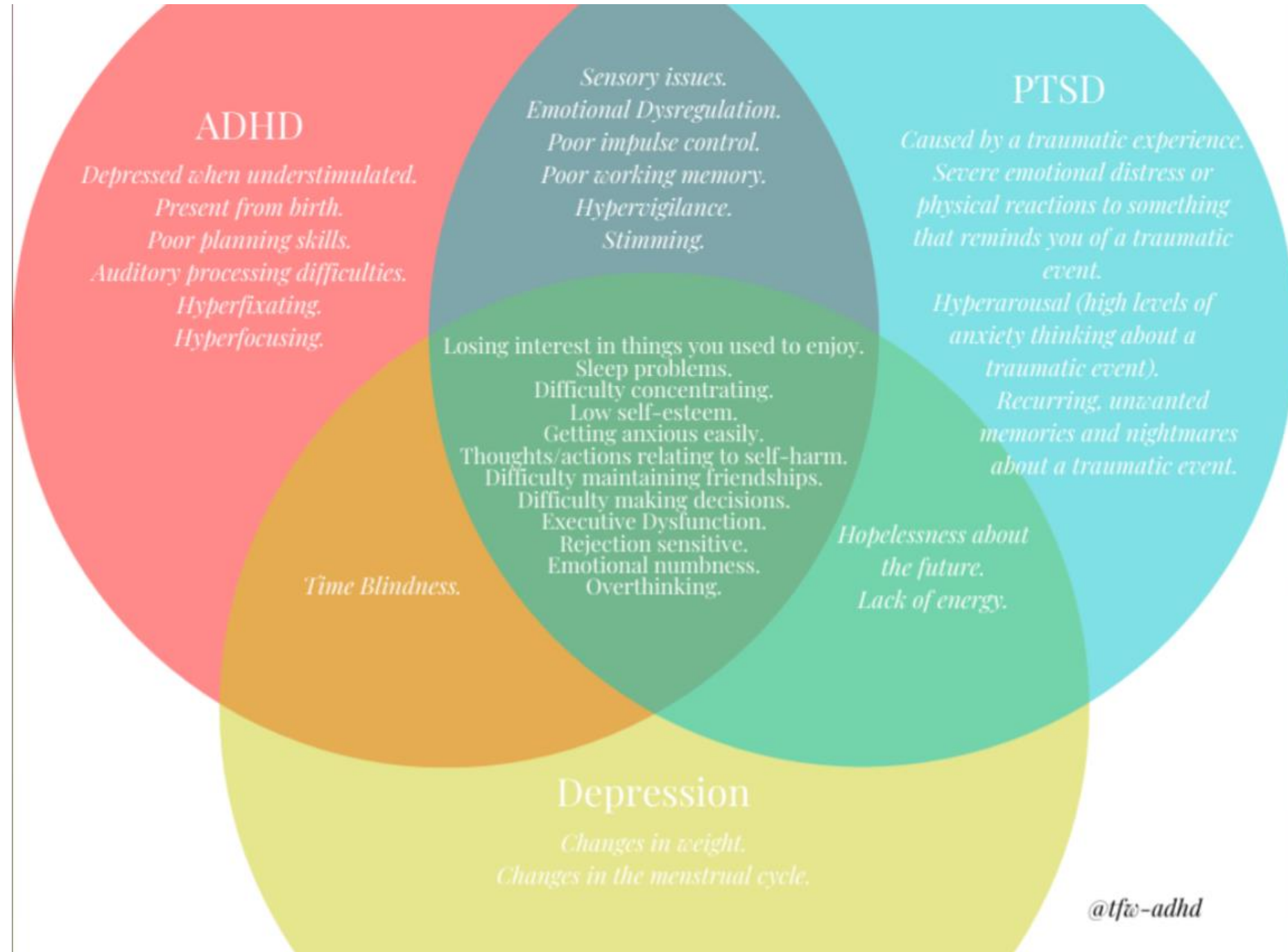
## ADHD vs Autism



This diagram represents common patterns but may not reflect everyone's individual experiences. There's significant diversity among Autistic and ADHD people. For more information and a full write-up, visit [neurodivergentinsights.com/misdiagnosis-monday](https://neurodivergentinsights.com/misdiagnosis-monday)







# How can we support students?

- Students can't learn if they don't feel safe
  - Physical, emotional, social safety
- Students need to be fed
- Students need caring, consistent adults
- Adults have a shared language about trauma/stress, learning
  - Have a clear plan for unsafe situations/ behavior expectations
- Look at the whole child's well-being
- Teach new skills and give students time to practice them
- Partnership with parents/ caregivers
- Peer support for the adults who work in the school

## RESOURCE

<https://www.nctsn.org/trauma-informed-care/creating-trauma-informed-systems/schools>

There are fact and tip sheets:

- Child Trauma Toolkit for Educators
- Fact Sheets based on age/grade about impact of trauma
- “Trauma Facts”
- Self Care tips

**FACT:** One out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior.

**FACT:** Trauma can impact school performance.

- Lower GPA
- Higher rate of school absences
- Increased drop-out
- More suspensions and expulsions
- Decreased reading ability

**FACT:** Trauma can impair learning.

Single exposure to traumatic events may cause jumpiness, intrusive thoughts, interrupted sleep and nightmares, anger and moodiness, and/or social withdrawal—any of which can interfere with concentration and memory.

Chronic exposure to traumatic events, especially during a child's early years, can:

- Adversely affect attention, memory, and cognition
- Reduce a child's ability to focus, organize, and process information
- Interfere with effective problem solving and/or planning
- Result in overwhelming feelings of frustration and anxiety

**FACT:** Traumatized children may experience physical and emotional distress.

- Physical symptoms like headaches and stomachaches
- Poor control of emotions
- Inconsistent academic performance
- Unpredictable and/or impulsive behavior
- Over or under-reacting to bells, physical contact, doors slamming, sirens, lighting, sudden movements
- Intense reactions to reminders of their traumatic event:
  - Thinking others are violating their personal space, i.e., "What are you looking at?"
  - Blowing up when being corrected or told what to do by an authority figure
  - Fighting when criticized or teased by others
  - Resisting transition and/or change

**FACT:** You can help a child who has been traumatized.

- Follow your school's reporting procedures if you suspect abuse
- Work with the child's caregiver(s) to share and address school problems
- Refer to community resources when a child shows signs of being unable to cope with traumatic stress
- Share Trauma Facts for Educators with other teachers and school personnel

## RESOURCE

<https://www.echotraining.org/trauma-informed-schools/>

There are graphics and tip sheets:

<https://www.echotraining.org/resources/>

Nonviolent paradigm is an increased “understanding of the importance of using relational healing for relational injury.”



# DOs AND DON'Ts OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM



**1 CREATE A SAFE SPACE**  
Consider not only physical safety but the children's emotional safety as well.

1

2

## ESTABLISH PREDICTABILITY

Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.



## 3 BUILD A SENSE OF TRUST

Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.

3

4

## 4 OFFER CHOICES

Empower students and offer "power with" rather than "power over" strategies.



## 5 STAY REGULATED

Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

5



There's really only one **DON'T**  
Let's not punish kids for behaviors that are trauma symptoms.

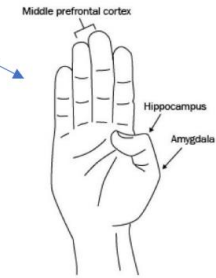


# RESOURCE

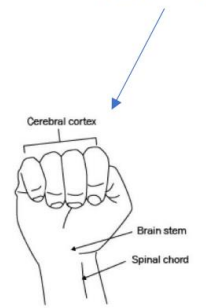
<https://www.fosteringresilientlearners.org/>

Includes handouts and study guides, new children's book

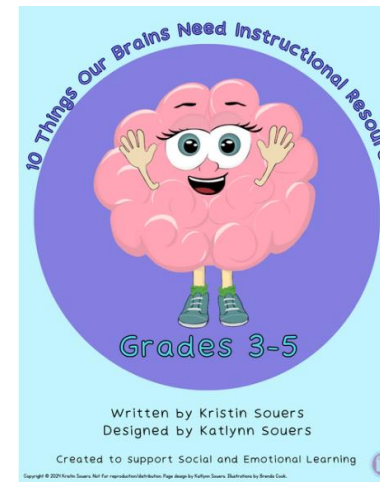
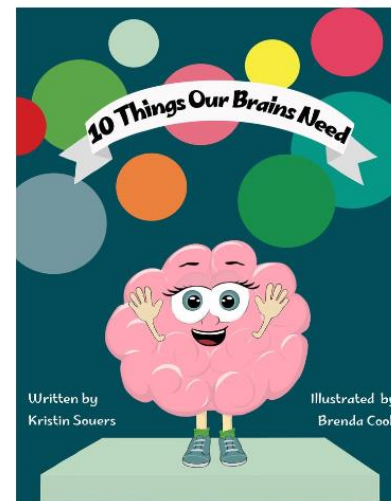
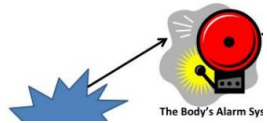
The Downstairs Brain



The Upstairs Brain (neocortex)



- Constant activation of the stress response overloads developing systems with potential serious, life-long consequences for the child.
- Living in toxic stress can cause the stress response to become a habit, leading to "toxic stress."





WELCOME to the

*All in This Together ECHO:*

*What's Next? Ideas into Action to Support Mental  
Health in Schools*

*Session #2, Behavioral Therapies: Techniques for  
the Classroom, 4 February 2025*



# Behavioral Therapies: Techniques for the Classroom

***Caroline Christie, LICSW, CSSW***

# A Review of What We Already Know

## Thanks to Dr. Sand-Loud and Becky Parton, MSW

### Depression and Anxiety in children has been increasing over time

- Pre-pandemic - 1 in 5 youth had MH concerns or learning disorder (Osgood et al, 2021), 6-10% had anxiety, 4-5% had depression, *higher rates in teens* (CDC, 2022)
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\*Keep in mind the disproportionate impact on families who lost jobs, income, housing; families who didn't have access to technology/internet; families living in poverty; people of color; people with disabilities; people with pre-existing mental health concerns; people living in areas with fewer services

# How Are Students Showing Up?

- Reduced Awareness and Focus
  - Why you get upset, why you feel the way you feel, what are your goals?
- Emotional Dysregulation
  - Fast, intense mood changes, mood dependent behaviors, steady negative mood
- Impulsivity
  - Acting without thinking, escaping or avoiding
- Interpersonal Problems
  - Pattern of difficulty keeping relationships steady, getting what you want, boundaries, isolation

## Distress Tolerance to Address Impulsivity

- Caregiver Distress Avoidance
  - Intolerance of strong emotional responses
- Incongruence Between What you see and What you get
  - Social media and a lack of present moment awareness
- Pathologizing Behavior
  - All emotions are appropriate

# What Impulsivity Can Look Like & What It's Trying to Achieve

- Disruptive (what does it get you?)
- Self-Harm
- Substance Misuse
- Excessive Screen Time
- High Risk Behaviors
- Lying
- Sleeping
- Procrastinating



## Skill Building For Distress Tolerance

- Psychoeducation
  - We don't have to be sneaky
- Emotion Identification
  - Students who don't know how they feel experience more distress. There is more than mad, sad, and happy
- Validate Without Solving Or Removing
- Ensure Support And Accommodations Are Strength Based

## Dialectical Behavior Therapy DBT

- DBT is an effective treatment for people who have difficulty controlling their emotions and behaviors
- DBT aims to replace problem behaviors with skillful behaviors
- DBT skills help people experience a range of emotions without necessarily acting on those emotions
- DBT skills help students navigate relationships in their environment

## Crisis Survival Skills

- Stressful
- Short-Term
- Not resolvable in the Moment
- Impulse Behaviors Might Make It Worse

## ACCEPTS: Distract with ACCEPTS

**A**ctivity

**C**ontribute

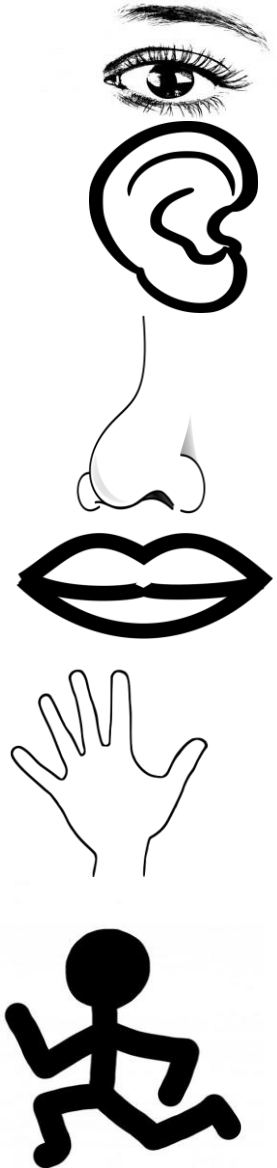
**C**omparison

**E**motions

**P**ushing away

**T**houghts

**S**ensations



## Self-Soothe with Six Senses

Look at photos, posters, people, out windows...notice

Listen to music, nature, play and instrument, sing

Put on lotion, perfume, cookies, coffee

Eat favorite foods and drinks, notice what you're eating

Pet a dog, brush your hair, use an ice pack, sensory tool

Stretch, run, walk, yoga, dance

## Using Pros and Cons to Manage a Crisis

Coping skillfully with pain and impulsive urges leads to better results and positive momentum towards goals

## Accepting Reality

Doing Things We Don't Want to Do

## Pros and Cons Exercise

	Pros	Cons
Old Way: Acting Impulsively (Leaving Class, Getting removed)	Distraction (ST) Avoid Pain(ST) Feel Better (ST)	Miss work fall behind (LT) Removed from community (ST/LT) Feel guilt/shame (ST/LT) Reality Returns (ST/LT) Miss chance to learn skill (ST/LT)
New Way: Tolerating Distress by choosing a skill	Better chance of understanding work (LT) Better chance of connecting (ST/LT) By using skills and feeling mastery, self-efficacy and pride increases (ST/LT) Developing skills to use in many areas of life (LT)	You don't escape hard feelings (ST/LT) Pain is not immediately resolved (ST) Requires work and effort (ST)



WELCOME to the

## *All in This Together ECHO:*

*What's Next? Ideas into Action to Support Mental  
Health in Schools*

*Session #3, Mindfulness In The Moment:  
Practical Approaches to Supporting Mental Wellness  
in the Classroom, 11 February 2025*





# Mindfulness In The Moment: Practical Approaches to Supporting Mental Wellness in the Classroom

**Gretchen Moulton**

**Student Success Coordinator  
Haverhill Cooperative Middle School ~ North Haverhill, New  
Hampshire**

## I provide student support by:

- Helping the student identify with their role as a student.
- Setting expectations to ensure student success.
- Providing structures that support the desired outcome.
- Building and consistently maintaining a meaningful relationship with students.
- Choosing “harm and repair” over “shame and punishment” (Restorative Practices)

# Becoming aware of...

- Relationships
- Student Identity
- Restorative Practices

# Relationships

Building relationships is the single-most important piece to the puzzle when it comes to providing support. Having a solid foundation with students allows for both laughter and celebration, as well as a safe place to land when tough conversations need to be had. This goes for parents as well.

# “How do I build relationships?”

- INQUIRE - LISTEN - INQUIRE AGAIN
- How the student FEELS is EVERYTHING.
- Get them to talk
- Be consistent - Set boundaries and stick to them
- Set clear expectations and teach students how to reach them
- ~~ALLOW~~ REQUIRE VULNERABILITY Be vulnerable yourself and expect the same expression in return

# Student Identity

It cannot be assumed that students know how to be students today. As silly as that sounds, due to multiple factors including but not limited to COVID, living life in front of a screen, and the way the world is modeled for them and what they are subscribing to, students are struggling with “how to do school”. Teachers are taking the brunt of the fallout from the multitude of aspects that are deterring student success and they are burning out. Helping students gauge where they are at and where they want to go as a student can open up a whole new world.

# “How do I help develop student identity?”

## **NO JUDGEMENT ZONE!**

Keep things positive and focused on progress, not perfection

## **Brainstorm the role of “student” and “teacher” with your students**

Create a list of attributes - nothing is off limits!

## **Independently choose 3 aspects that can be achieved**

Journal the 3 - Review consistently and make action plans

## **Come up with a way to be ACCOUNTABLE**

If you’ve developed that relationship, accountability will not feel like an attack.

# Restorative Practices

With a focus on “harm and repair” rather than “shame and punishment”, Restorative Practices provides a way to truly maintain the relationships you’ve built with your students while providing much needed accountability when things go awry. Restorative Practices is also a fantastic tool that can be used proactively to build community and develop a stronger bond.

**A stronger bond = SAFETY**



# “How do I utilize Restorative Practices?”

## **Begin using Affective Statements (Impact of student’s behavior)**

States the feeling, names the behavior, and states the action you would like to see

## **Ask Affective Questions (Open-ended to help elicit emotion)**

“What happened?” - Gain perspective

“What were you thinking at the time?” - Reflect

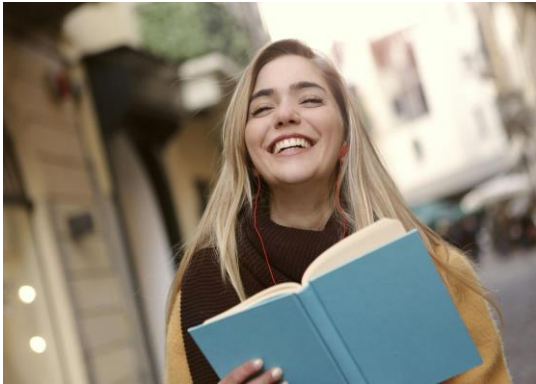
“What have you thought since?” - Reflect

“Who was affected by what you did?” - Accountability

“In what way?” - Accountability

“What do you think you need to do to make things right?”

# Student Success



**Behavior is the highest form of communication.**

When a student's mental health is suffering, you will see it far before it can be articulated. You may not feel qualified, but hopefully now you have a new approach and greater understanding so that more support can be given.



**When students FEEL better, they DO better.**

Offering a transparent and vulnerable space for students to express what they need to get out in order for them to move forward can be of huge benefit.

# Where do you land?

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Creativity

Communication Skills

Ability to Ask Questions

Compassion

Flexibility

Good Listener

# FINAL THOUGHTS: FACULTY & STAFF

## Self-Care

YOU ARE IMPORTANT.  
Attending to your self-care and own mental health is key! If necessary, seek guidance.

## You're Not Alone

Sometimes it can feel like we are on an island. That's simply not true!  
Be vulnerable and speak up if things feel heavy or overwhelming.

## Your Best Is Enough

Practice assuming positive intent with yourself and with others. *"Everyone is doing the best they can with the resources they have available."*

**Thank you for this opportunity  
and thank you for your time.**

**Gretchen Moulton**  
**Student Success Coordinator**

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WELCOME to the

*All in This Together ECHO:*

*What's Next? Ideas into Action to Support Mental  
Health in Schools*

*Session #4, Sensory and Environmental Strategies,  
04 March, 2025*



# Session #4: Sensory and Environmental Strategies

Tuesday, March 4, 2025

***Gretchen Moulton***

***Student Success Coordinator***

***Haverhill Cooperative Middle School ~ North Haverhill, NH***

# I provide student support by:

- Helping the student identify with their role as a student.
- Setting expectations to ensure student success.
- Providing structures that support the desired outcome.
- Building and consistently maintaining a meaningful relationship with students.
- Choosing “harm and repair” over “shame and punishment” (Restorative Practices)



# Recap:

- Relationship
- Student Identity
- Restorative Practice



*“What happens when there is a lack of relationship, student identity, and restorative practice?”*

When there is a lack of any of thee above, the need for sensory and environmental strategies dramatically rises and leads to what can probably be deemed an epidemic...

# DYSREGULATION

“What does a dysregulated classroom *look* like?”

“What does a dysregulated classroom *sound* like?”

“What does a dysregulated classroom *FEEL* like?”

Let's find out.

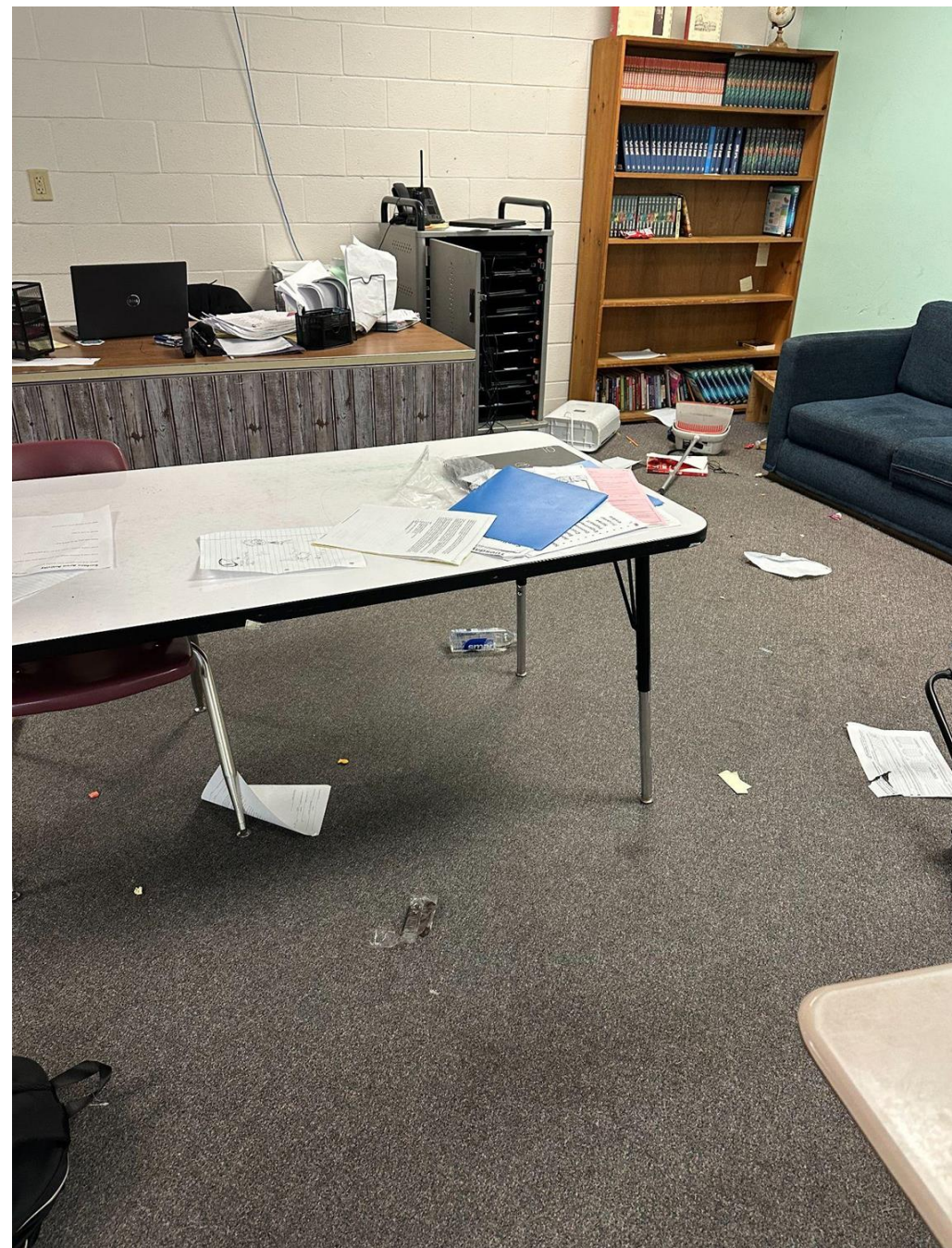
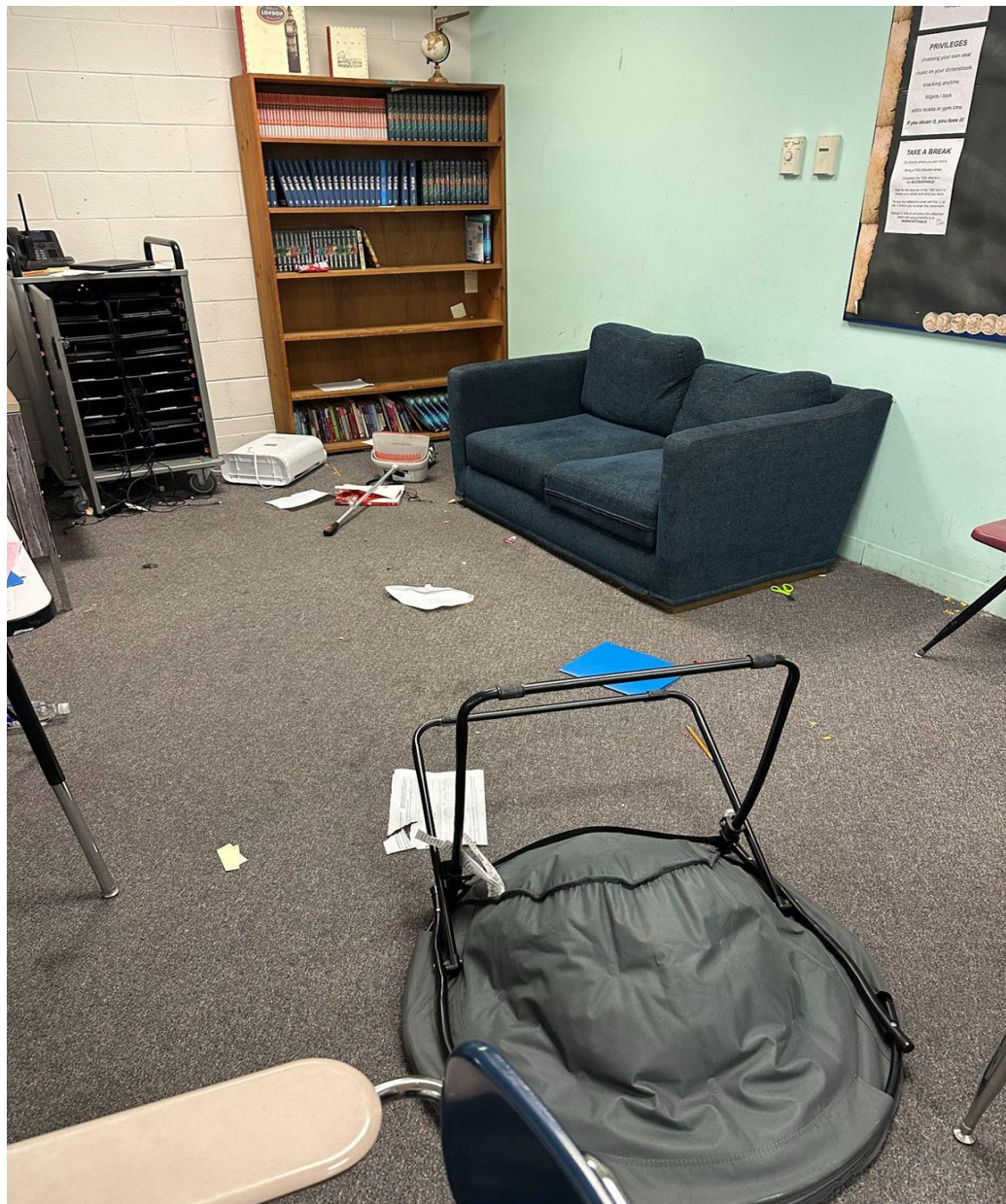














## It definitely doesn't have to be this way.

**#1:** Realize, AS THE ADULT, when you, yourself, are dysregulated. Awareness is KEY.

**#2:** Gather the troops! You are a TEAM - Identify what is lacking and talk about it. (Remember that *vulnerability* thing?)

**#3:** Take action on at least one of the 3 areas that may be lacking. Are there boundaries that need to be set? Is there a lack of consistency?

# Sensory Strategies

- Deep breathing
- Lighting
- Sound / Noise Level
- Movement
- Energetic Shift
- Fidgets
- Smell / Odors
- Decrease screen time





# Environmental Strategies

- Light filters
- Breathing Station
- Motor Station
- Provide alternative seating
- Create stations
- Plants
- Pleasing aesthetic
- Change things up







# In closing...

- Developing the climate within your own classroom or workspace is essential to the success of your desired outcome.
- SET BOUNDARIES and STAY CONSISTENT - Both are the greatest gifts you can give.
  - *“Clear is kind. Unclear is unkind.”* - George Conant, Restorative Practices Consultant
- KNOW your students. Become fully aware of when and how they work best and provide that most of the time.
- Create a space that feels great to YOU. Change it up when needed! Have FUN. (Call me if you get stuck or need a buddy to help with ideas!)

**Thank you for this opportunity  
and thank you for your time.**

**Gretchen Moulton**  
**Student Success Coordinator**

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*Session 5, Language and Strategies for De-escalation,  
11 March, 2025*



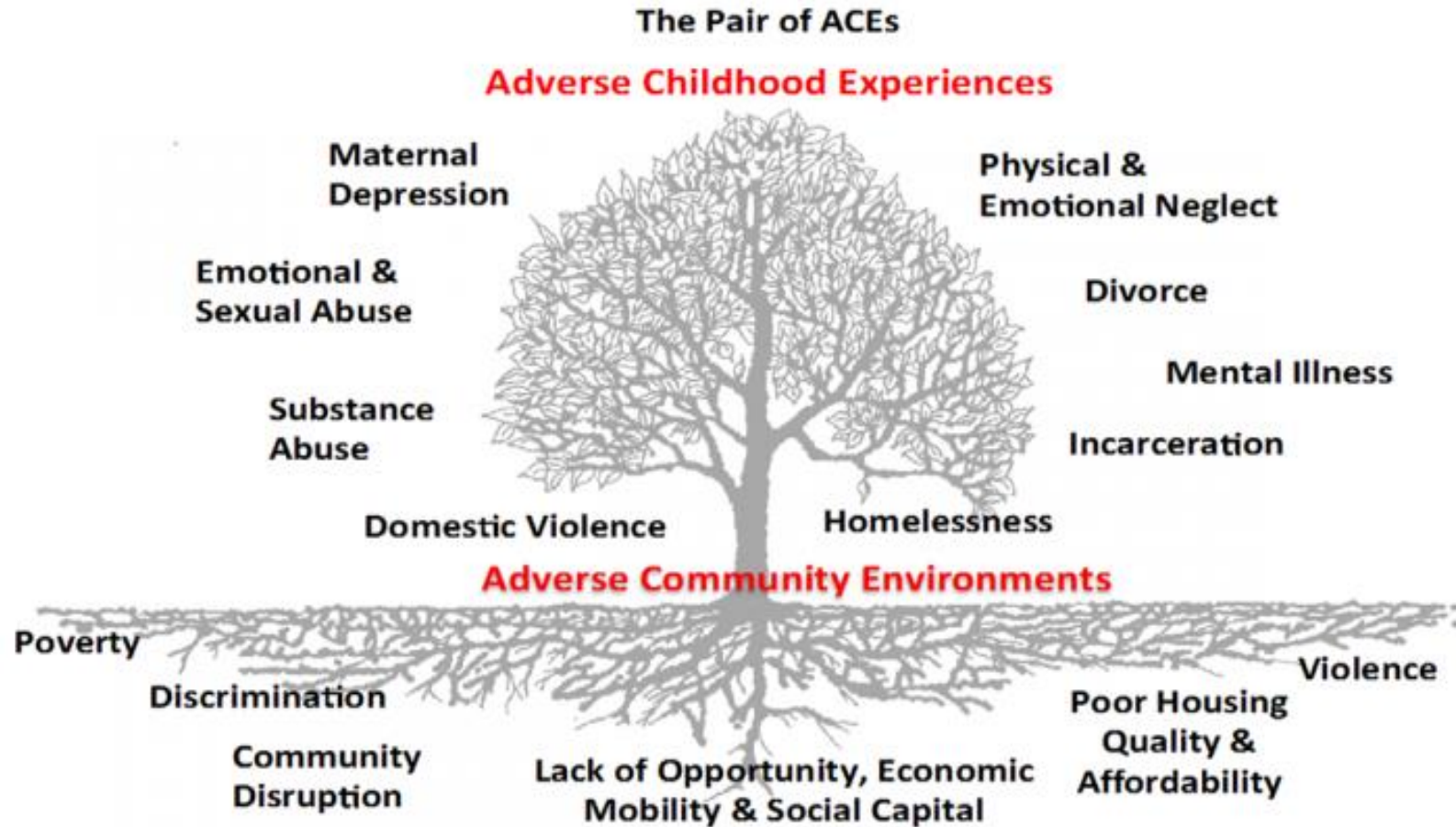


# Strategies for De-Escalation in Schools

*Erin Barnett, PhD*

*Clinical Child Psychologist*

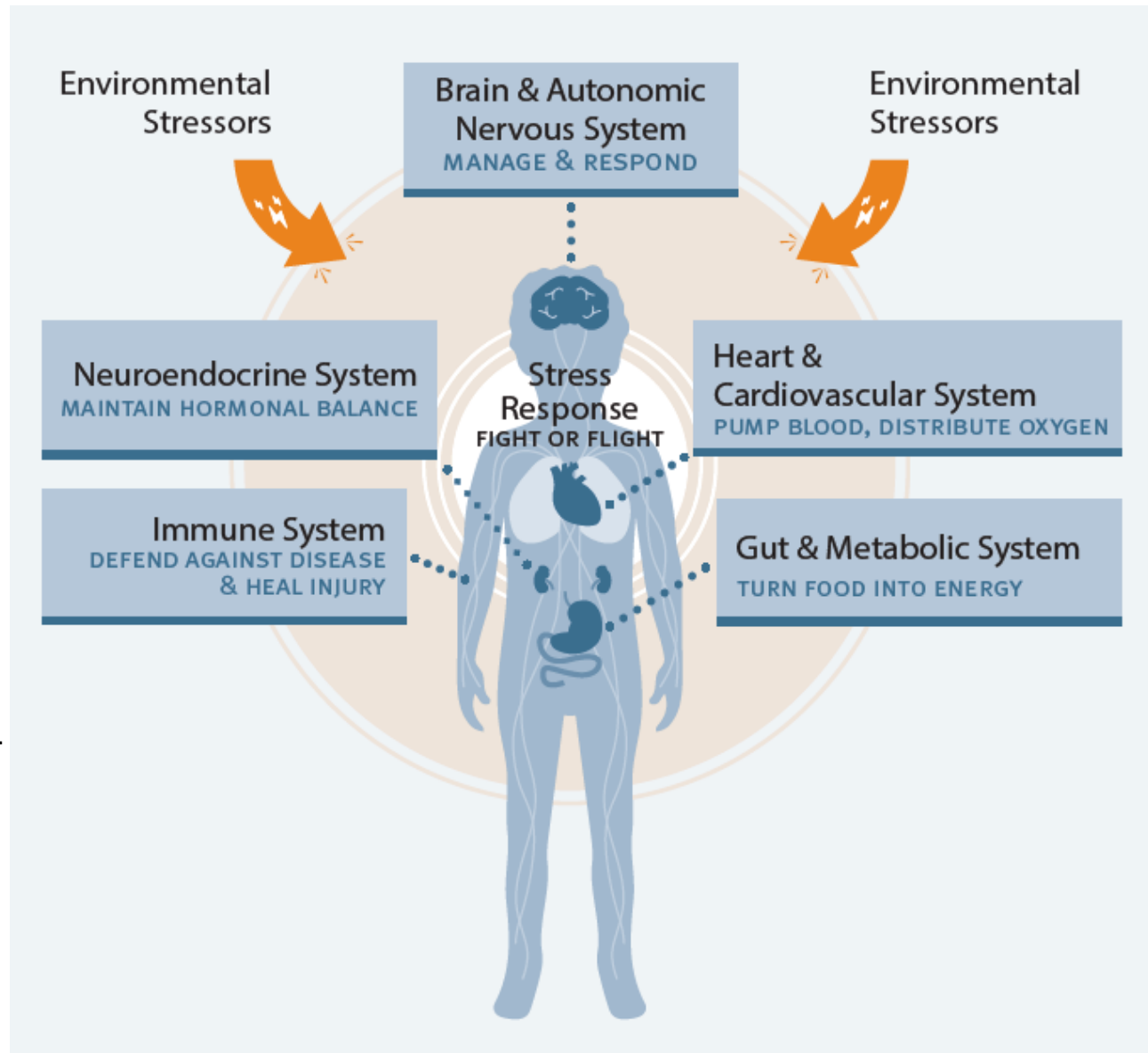
*Dartmouth Trauma Interventions Research Center, Dartmouth  
Health, and West-Central Behavioral Health*



Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. *Academic Pediatrics*. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011

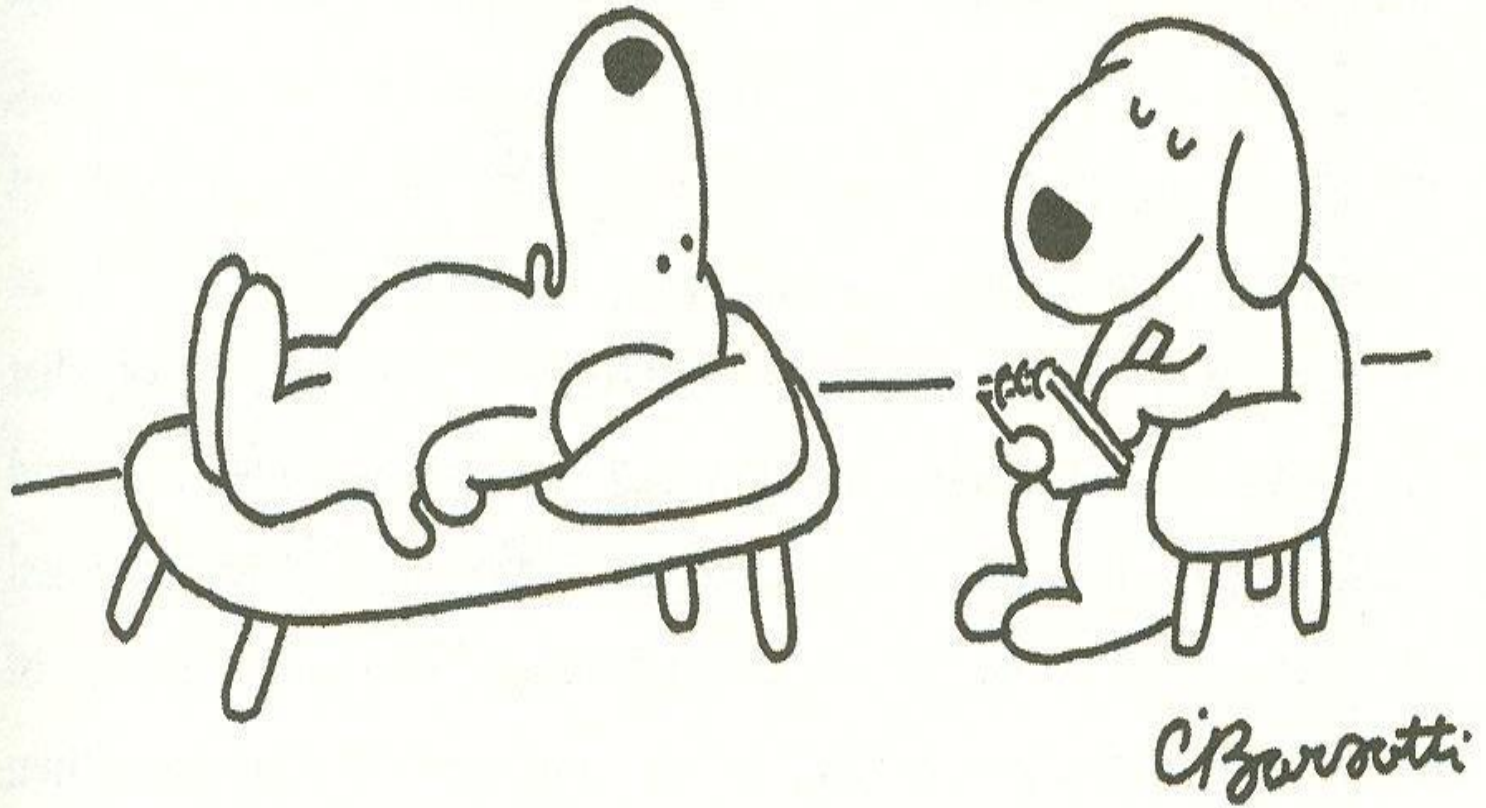


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Center on the Developing Child at Harvard. (2020). Health and learning are deeply interconnected in the body. Working paper 15: Connecting the brain to the rest of the body. [https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2020/10/2020-10 - WP15MiniBrief\\_FINAL.pdf](https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2020/10/2020-10-WP15MiniBrief_FINAL.pdf)





*"I bark at everything. Can't go wrong that way."*



*"Listen, pal, they're all emergencies."*

**Don't forget:**  
How do we meet  
the needs of youth  
and families on a  
larger level?



# How to Respond to an Individual who is Escalated

Low and slow (T. Bolick)

- Voice and body movements
  - Low volume, low posture (to the ground)
  - Slow pace of speech, slow body movements

## Name it to Tame it (D. Siegel)

- Naming feelings separates the feeling from ourselves
- Language / naming gives us a sense of control
- Name theirs, or, sometimes, name yours!

## Regulate over Educate

- No “learning” can occur until the person is regulated and calm
- Rather, the only goals are safety and regulation
- EMPATHY is a primary regulator!
  - *“I know you are struggling,” “I know this is hard”*



## Connection over Isolation

- Be with
  - “*I’m here **with** you,*”
  - “***We** will get through this,*”
  - “*I’d like to **stay with** you and make sure you are safe*”

## Remind yourself...

- Children might cope by re-enacting trauma and adversity through their interactions with others
- Humans choose the “familiar” of misery over the unfamiliar
- Resist their efforts to draw you into a negative repetition of unhealthy relationships or adversity
- Remind yourself that it is not personal



# Resources and References

## VIDEOS

- [Calming and De-escalation Strategies- Dartmouth Trauma Interventions Research Center](#) – Erin Barnett
- [https://www.ted.com/talks/nadine\\_burke\\_harris\\_how\\_childhood\\_trauma\\_affects\\_health\\_across\\_a\\_lifetime?language=en](https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en) – Nadine Burke Harris

## BOOKS

- Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom, by Kristen Souers
- Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others, by Lauren van Dernoot Lipsky and Connie Burk

## WEBSITES

- <https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma>



WELCOME to the

*All in This Together ECHO:*

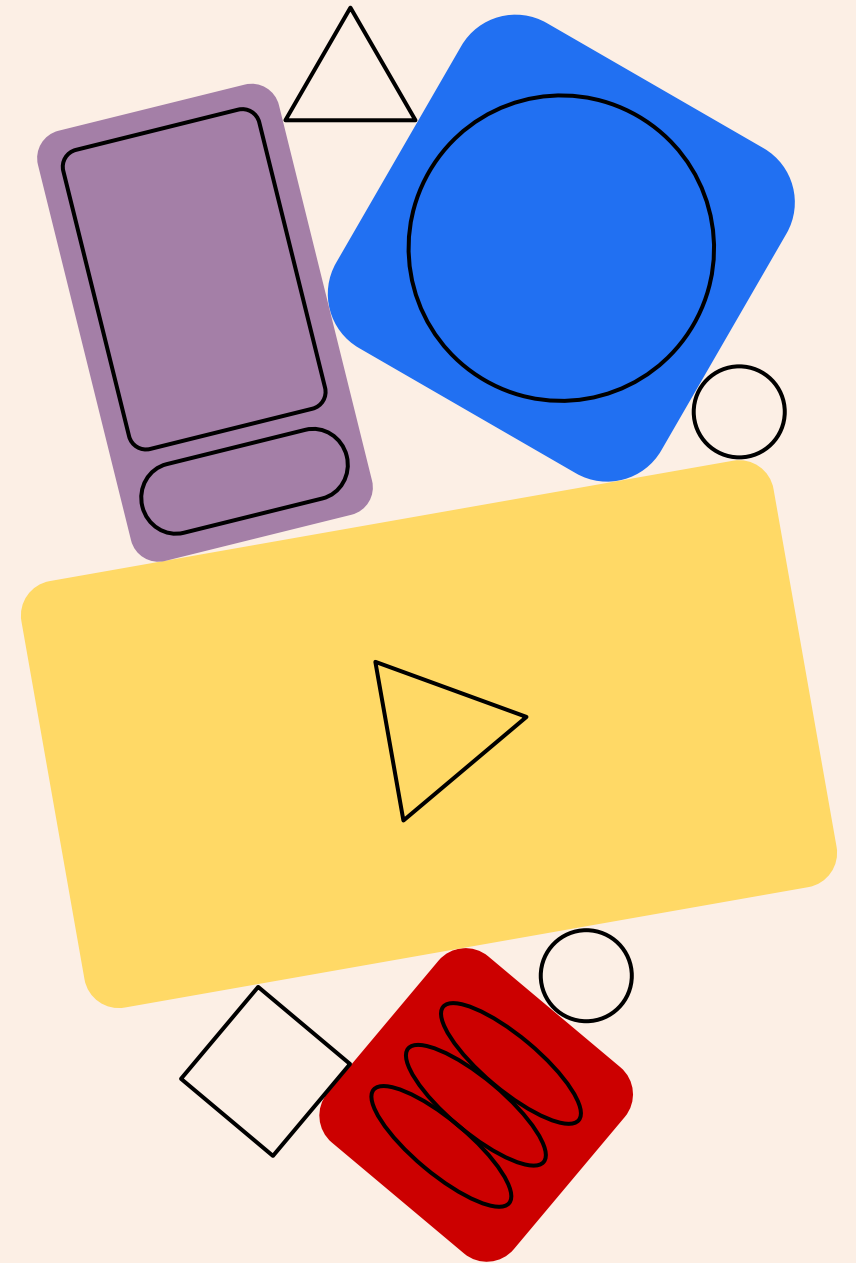
*What's Next? Ideas into Action to Support Mental  
Health in Schools*

*Session 6, Navigating Systems, Policies, and Families,  
18 March, 2025*

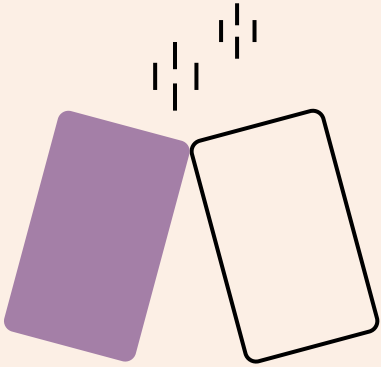
# Navigating Systems, Policies, & Families in School

How to Implement Policies, Communicate, and Engage Families

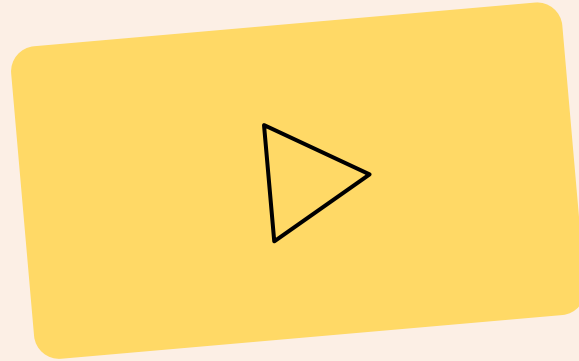
Katie Roach, Principal, Elementary School



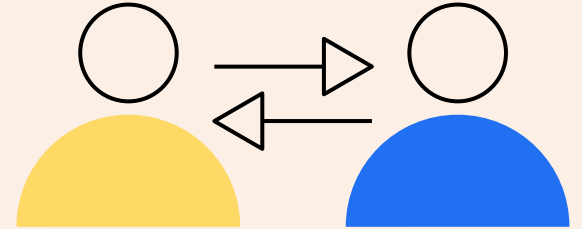
# Understanding Policies in Schools



Schools have specific policies governing student behavior, communication, and family engagement.



It's important to be aware of district policies and handbooks.



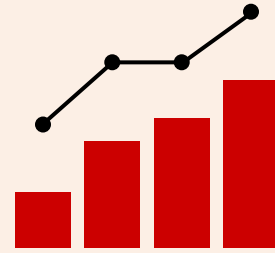
**Best Practice:** Consult with your principal or administration when implementing strategies

# Parents Under Pressure



## U.S. Surgeon General's Advisory

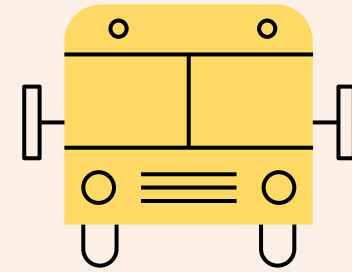
Highlights stressors impacting parental mental health.



## Key Findings

Parental mental health is crucial to children's well-being.

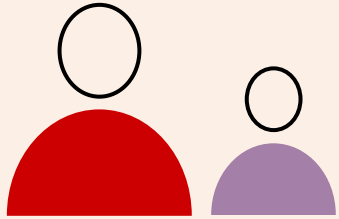
[Key Findings Link](#)



## Takeaway

Schools must support parents, caregivers, and families effectively.

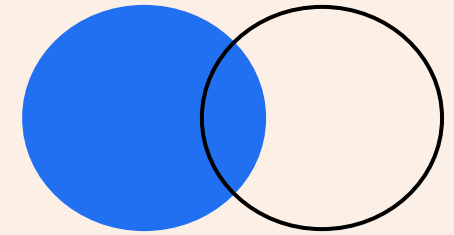
# Importance of Family Engagement



Families play a key role in student success.

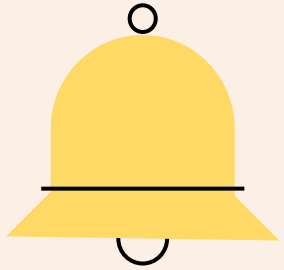


Secure necessary releases to communicate with doctors and therapists.

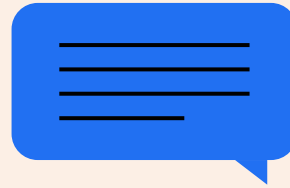


Keep families informed and involved in behavioral plans.

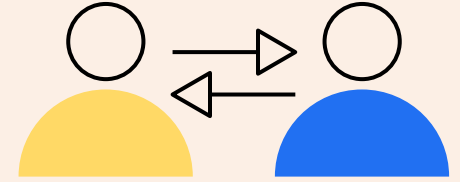
# Addressing Behavioral Concerns



Early intervention is key—  
identify concerns and engage  
families.

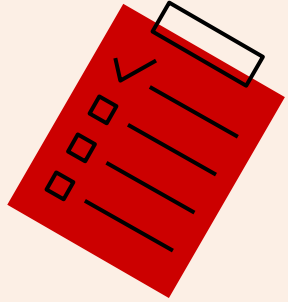


Contact families proactively to  
discuss student behavior.

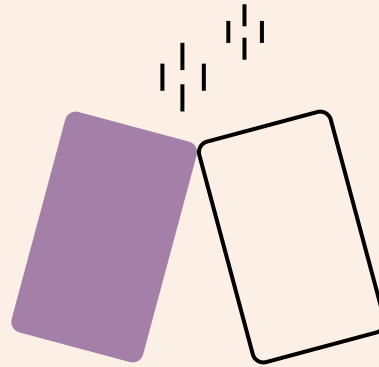


Collaborate on strategies that  
work at both school and  
home.

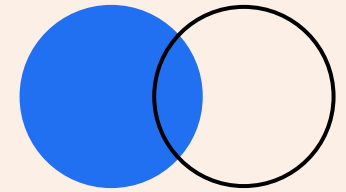
# Implementing an Effective Plan



Develop strategies that involve both school and home environments.



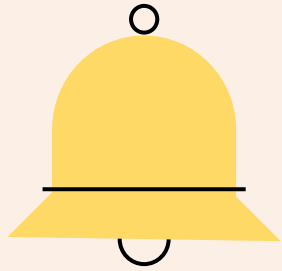
Ensure alignment with family expectations and routines.



Adapt plans based on student needs and family input.

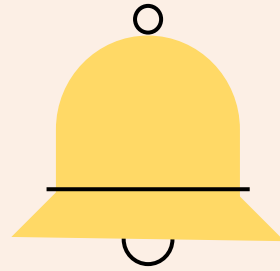


# Best Practices for Communication

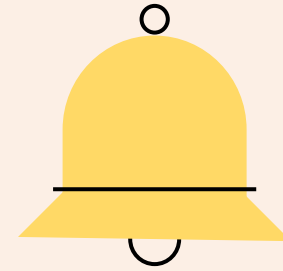


## **5 Positives to 1 Negative**

**Approach:** Reinforce good behavior more often than correcting negative behavior.

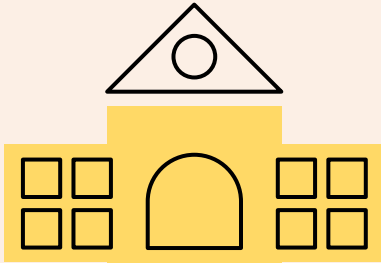


Use clear, positive, and solution-focused language.



Utilize free tools like [TalkingPoints](#) for multilingual communication and communication in general with families!

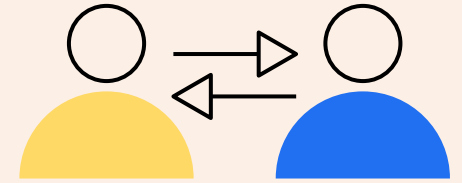
## Conclusion & Next Steps



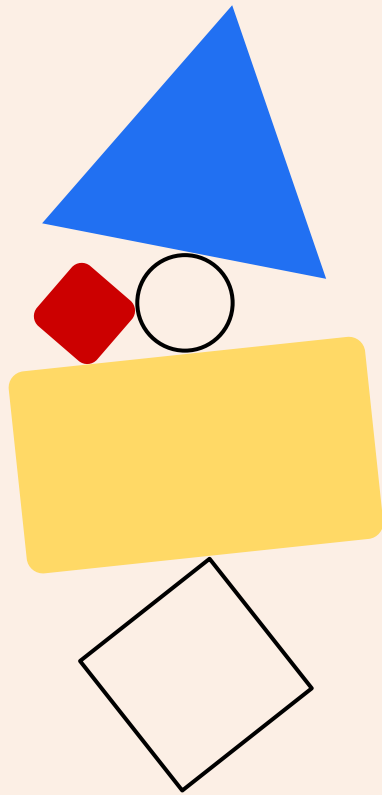
Schools must navigate policies while prioritizing family engagement.



Effective communication fosters better student outcomes.



Take time to review district policies and collaborate with leadership.



# Thank you!