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Massachusetts Schools Respond to Gun Violence and Opioid Abuse for Youth Experiencing Stress, Anxiety, or Trauma


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NATIONAL YOUTH-AT-RISK CONFERENCE
MARCH 5-9, 2017



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Massachusetts Schools Respond to Student Trauma, Stress, Anxiety, Violence and Addiction

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Agenda

- Why is this topic important?
- How did we get here?
- What is the current socio-economic-political context that frames our thinking?
- Challenging Behavioral Health/Emotional Wellness theory that drives practices
- Massachusetts vision and legislation and the whole child
- The imperative role of educational leaders
- Sample Support Team Model: *Tier Two

Why is this the new hot topic?

- Homicide rates for youth aged 15-24 has increased 71% between 2000 and 2005.
- 2013 suicide rates increased 12%, 11% reported making a suicide plan, 6% reported attempting suicide, and 2% reported a suicide that resulted in injury that needed medical attention.
- Five percent of high school students are considered homeless.
- Thirty-two percent of low-income communities were considered food-insecure in 2005, up 13% since 2003.
- Unintentional opioid related overdoses/deaths increased by 251% between 2000 and 2014 at a rate of 5.3% increase per year.

Educationalization and the Renorming of Schools

“We want schools to provide us with good citizens and productive workers; to give us opportunity and reduce inequality; to improve our health, reduce crime, and protect the environment. So we assign these social missions to schools, and educators gamely agree to carry them out. When the school system inevitably fails to produce the desired results, we ask reformers to fix it” (Labaree, 2012).

“The rhetoric of education as both the great social equalizer and the great economic weapon internationally continues to drive the educational reform agenda”

(Horn & Wilburn, 2013 p.193).

Schools are assuming increasing responsibilities for ***student emotional health and well being.***

From President
Johnson's 1965 War on
Poverty and
Elementary and
Secondary Education
Act of 1965 to Every
Student Succeeds Act
2016

- 1983 A Nation At Risk
- **1993 Massachusetts Education Reform Act**
- 1994 Improving America's School Act
- 2002 No Child Left Behind
- 2016 Every Student Succeeds Act

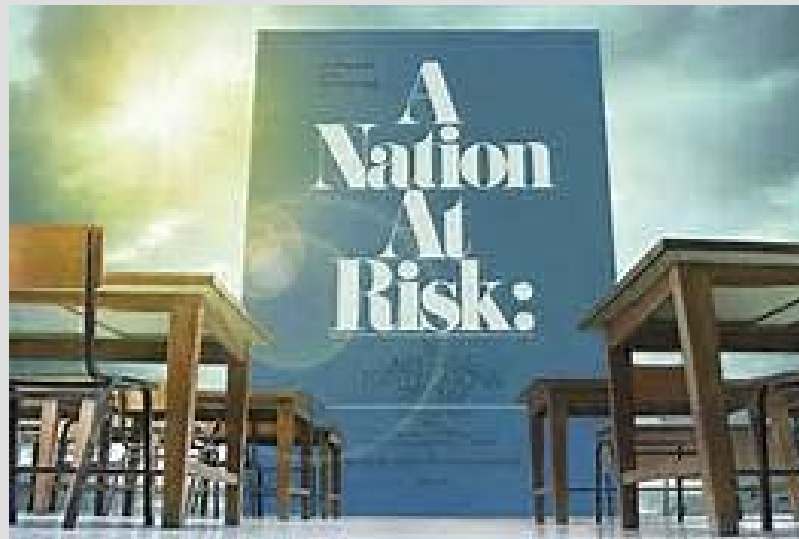


A Nation At Risk 1983



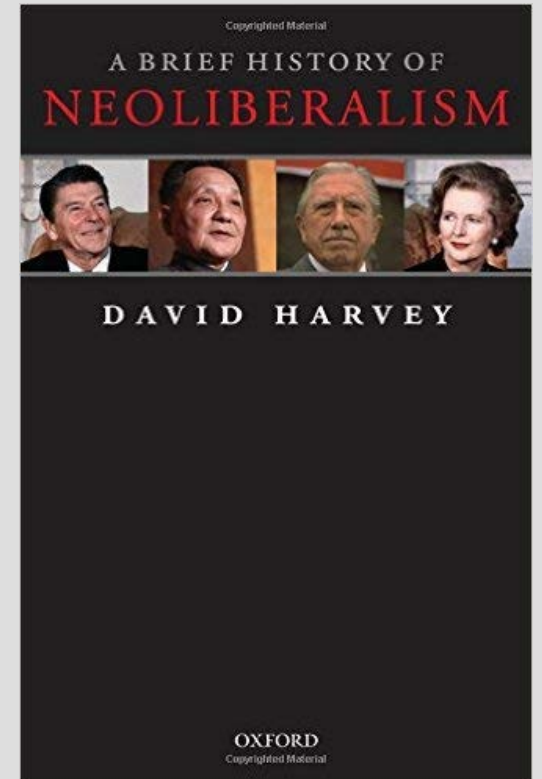
<http://investordiscussionboard.com/boards/ind-energy/new-cold-war-heating-up%E2%80%A6-and-so-are-these-stocks>

- Landmark even in modern American educational history
- Supports growing assertion that American schools were failing
- Raised standards and accountability era
- Recommends increased length of school day/year
- Recommends increased federal support for low income, minorities, disabled and English Language Learners



Neoliberal View of Education Reform

- ❖ Standardization, privatization, competition, disciplinary accountability
- ❖ Neoliberal austerity politics and the shifting of the social contract, dismantling of the welfare state/social disinvestment
- ❖ Denies a critical examination of socio-economic-political factors that contribute to the structural conditions
- ❖ Framed in a political economy grounded in materialism, competition, inequity



Positivism and the Audit Culture

Characterized by pervasive measurement, accomplished through surveillance bureaucracy, as the only legitimate knowledge.

- Test scores
- Graduation Rates
- NCLB Annual Report Cards
- MA DSAC accountability ratings
- Educator Evaluations tied to student performance



Deficit Model – Culture of Poverty and Accommodationism

- victimizes the poor, individualizes responsibility, blaming individuals for their attitude and lack of skills
- *“can’t get out of their own way”*
- Must learn how to compensate for the structural conditions we live in
- Social Darwinism – survival of the fittest model

“Individualization of social problems leads to blaming teachers and becomes a useful strategy of reform that ignores structural socio-economic issues” (Katz and Rose, 2013).

In other words...



<http://www.thechangeblog.com/quotes-about-change/>





TIER 3

Assessment for traumatic experiences and severe mental health difficulties. Assessment then is used as the basis for plans for intervention to ensure intervention is sensitive to any traumatic experiences.

TIER 2

Small group intervention that assists students with managing mild symptoms indicative of psychological difficulties and support students who struggle with maintaining healthy relationships that impact their functioning in school.

TIER 1

School-wide programs that support healthy relationships, make students feel confident that they can learn, teach and support self-regulation for learning and behavior, and model healthy lifestyles with the overall goal of making students feel safe in school.

Tier 1

Systemic Culture



Leadership relationships

Population beliefs

Population needs/events/history

Resources/priorities

Signifying Practices

Develop skills and attitudes such as resilience, self advocacy, persistence through a cognitive behavioral paradigm
AKA - Social Emotional Learning (SEL)



Mindfulness

Grit

Mindfulness

- Consumed by emotions
- Controlling focus of attention to oneself rather than being at the mercy of all emotions
- Bringing awareness to what we do at the moment
- Breathing exercises
- Progressive muscle relaxation
- Guided imagery
- Visualization

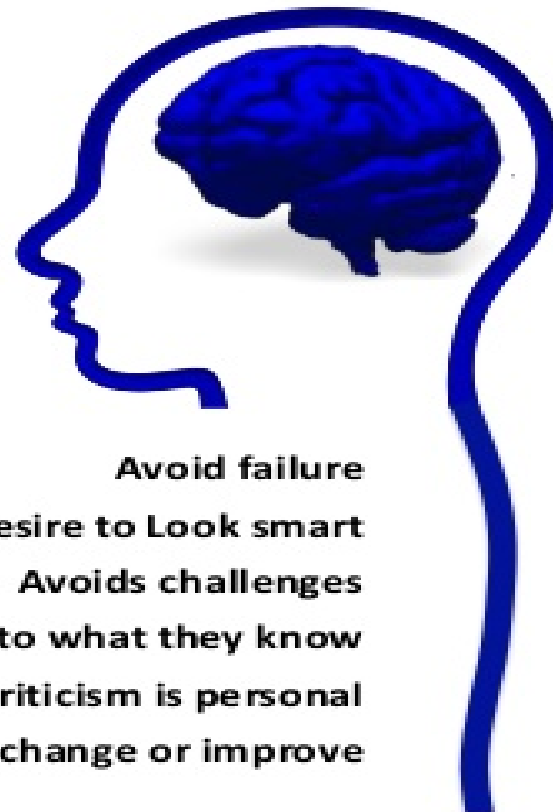


Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

I believe that my **[Intelligence, Personality, Character]** is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.

Fixed
Mindset



Avoid failure
Desire to Look smart
Avoids challenges
Stick to what they know
Feedback and criticism is personal
They don't change or improve

I believe that my **[Intelligence, Personality, Character]** can be continuously developed. My true potential is unknown and unknowable.



Growth
Mindset

Desire continuous learning
Confront uncertainties.
Embracing challenges
Not afraid to fail
Put lots of effort to learn
Feedback is about current capabilities

<http://rioschools.org/blog/fixed-mindset-vs-growth-mindset/>



Grit and Growth Mindset



*GRITTY PEOPLE
HAVE A GROWTH
MINDSET; WHEN BAD
THINGS HAPPEN,
THEY DON'T GIVE UP.*

ANGELA DUCKWORTH
#WomenWhoWork



Reducing stress and anxiety: practical applications

www.mindfulselfcompassion.org

www.tirachrach.com

www.stopbreaththink.org

www.mindapp.se

Breathe and Think Apps

Meditation Oasis

Cyberpsyc

iSleep

Optimism



<http://www.burningnightsrps.org/breathing-exercises/>

Massachusetts Legislation

2012 An Act Relative to Student Access to Educational Access and Exclusion from School Chapter 222

2014 An Act Relative to the Reduction of Gun Violence

2016 An Act Relative to Substance Use, Treatment, Education and Prevention





Safe and Supportive Schools Trauma Sensitive Schools

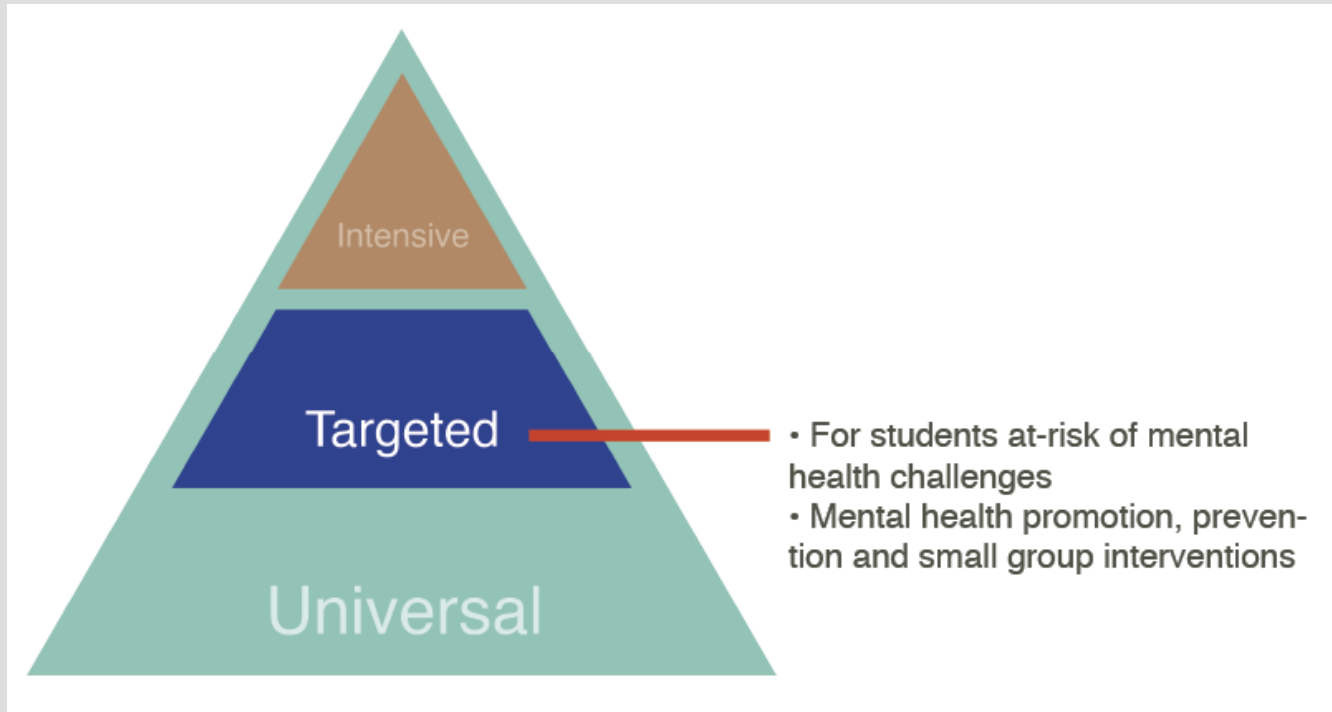
[MA DESE](#)

[SEL4MA](#)

[Collaborative for Academic, Social and Emotional Learning \(CASEL\)](#)

Massachusetts Behavioral Health Framework
and Self-Assessment

Tier 2 - Student Support Teams



The new post election Tier 2

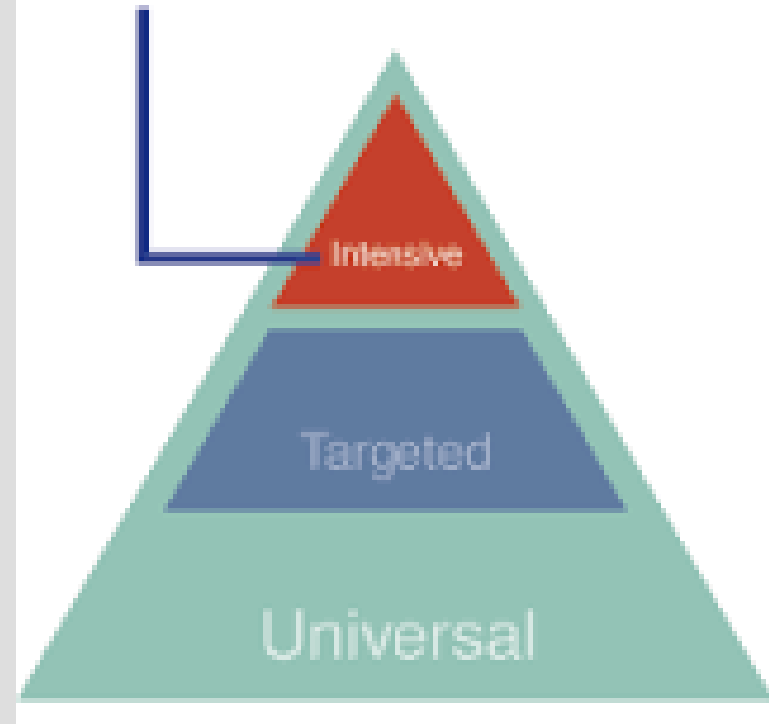
[Build that Wall Chant](#)



Tier 3

Internal and external supports
Managing the crisis
Transition planning

• Intensive, individualized supports for students with identified mental health challenges



Plan Development and Implementation

Develop and articulate (living and breathing) a common vision!

Attendance policies

Make-up policies

Tutoring and other support systems/staff

School day schedule

Student role in decision-making

What are your alternatives to the one size fits all model?

It's all about the relationships!

Positive Connections

Education is a PEOPLE business

Emotional Intelligence - Daniel Goleman

*"The Key To Successful Leadership Today Is Influence, NOT
Authority"*

Kenneth Blanchard



<https://rightways.wordpress.com/2014/01/23/emotional-intelligence-for-business-success/>

Obstacles to implementation



Building the plane while in flight

Educational Leaders: Protective Agents - Political Activists

In the end, we will
remember not the words of
our enemies, but the silence
of our friends.

- MLK, Jr.