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Salinas Union High School District Resource Video

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Salinas Union High School District Wellness Centers

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Collaborative Health & Human Services

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Abstract

The Wellness Center at Harden Middle School opened in the Fall of 2019 and is new for students, parents, and faculty. Due to misconceptions about the Wellness Center and the resources offered, students are either not utilizing the Wellness Center or not using it correctly. Results from pre-surveys indicated that a combined 74.7% answered they didn't know or sort of knew what a Wellness Center was used for. The factors contributing to this problem are the stigma surrounding mental health, parents not likely to support their children receiving services, and students dealing with socio-emotional issues that are impacting class time. The consequences of students not utilizing the Wellness Center consist of a higher risk of suicide, future drinking/substance abuse issues, and future peer problems. This project aims to address the lack of knowledge of the Wellness Center by providing an informational video that can be used at Harden Middle School and throughout the Salinas Union High School District. The expected outcomes of this project are that students, parents, and staff have a more positive and clear idea of what a Wellness Center provides and are more willing to utilize services provided geared towards mental health in the future.

Keywords: Socio-emotional, mental health, solution-focused brief counseling, adolescents, Positive Behavioral Interventions and Supports (PBIS)

Agency & Communities Served

The Wellness Center is located at Harden Middle School from the Salinas Union High School District. In 2019, Harden Middle School had 1,239 students enrolled and of those students 74.8% were socioeconomically disadvantaged, 28.4% were english learners and .2% were in foster care (Harden Middle, n.d.). Wellness Centers provide safe, supportive environments on school campuses where students can go to discuss a variety of issues from sadness, grief, loss, self-esteem, family life, stress, sexual identity and other socio-emotional health needs. Through both on-campus programming and community-based partnerships, students receive coordinated health education, assessment, counseling and other support services to maximize student engagement and successes (Wellness Center, n.d.). They provide all these services free of charge. The Wellness Center was created to act as a mental and socio-emotional resource center (KSBW, 2019). It was built to address students' basic needs so they can thrive in the classroom (Cuevas, 2019). When students are dealing with issues internally, it makes it very difficult to pay attention and learn. The Harden Middle School Wellness Center is a caring environment that supports all students, staff, and families through building socio-emotional intelligence and effective communication (Rolland, 2019). The Wellness Center had an estimate of 1,568 visits during its first year. This number is an estimate because some visits weren't counted. This proves that some students utilize the Wellness Center consistently.

The Wellness Center support team consists of one PBIS clerk, one Intervention Specialist, one School Social Worker, two counselors from Sticks and Stones, one School Psychologist, one Psychiatric Social Worker from Monterey County Behavioral Health, four school counselors and two CSUMB interns. The Wellness Center offers a variety of services to

students such as 1:1 counseling, referrals to community agencies, group counseling, mediations, learning coping skills, and our most popular; the zen den. The zen den is a de-escalation room that is very calming for students in distress. Students are allowed 15 minutes in the zen den.

Wellness Center services provided to youth are confidential and everyone on the Wellness team are mandated reporters (Wellness Center, n.d.).

A Multi-Tier System of Support (MTSS) is a framework that many schools use to provide targeted support to struggling students, it focuses on the “whole child.” MTSS supports academic growth and achievement, but it also supports many other areas. This includes behavior, social and emotional needs, and absenteeism. (See Appendix B for Multi-Tier System of Support) There are three tiers and these tiers of support increase in intensity from one level to the next (Rosen, n.d.).

Tier one is for all students. All students are encouraged to be respectful, responsible and ready to learn (Wellness Center, n.d.). The Wellness Center welcomes all students from all tiers. Tier two is for small group interventions, such as alternatives to suspension students, students who need a group mediation and check in check out students. Tier three applies to few students after they have been through tier one and tier two programs and is more individualized (THE NEST, n.d.). The students in tier three are more likely to receive outside services in addition to the Wellness Center and are also usually given 504's and Individual Education Plans. Currently, the students are not allowed to attend school in person due to COVID-19. The Wellness Center staff is still helping students in tier 3 remotely, however students needing new IEP's will need to wait until the school is allowed to reopen.

Problem Description

Students at Harden Middle School have misconceptions about the new Wellness Center and are not accessing resources properly. The Wellness Center opened in the Fall of 2019 and is new for students, parents, and faculty. Some students have misconceptions about the use of the Wellness Center and the resources offered. Some students come into the Wellness Center to skip class or to avoid certain teachers. The Wellness Center team is trained to pay attention to these students specifically because they might be avoiding class for a certain reason and might not want to admit it yet. Some teachers are also misusing the Wellness Center when they send students to do homework or because they are misbehaving in the classroom. This becomes a distraction because the Wellness Center is supposed to be a calming environment and when students are misbehaving it becomes the opposite.

Contributing Factors

One of the main factors that are contributing to this problem are middle school students are dealing with socio-emotional issues that are impacting class time. “The purpose of coming to school is to get an education. The socio emotional need is interfering and that's why we're here” (Ruiz, 2019). Middle school aged children are dealing with many physical, mental, emotional, and social changes (Middle School Tips, n.d.). Some issues the Wellness Center see’s are students with anxiety, friendship and relationship issues, and bullying. The transition from elementary school to middle school can be a stressful, overwhelming time for children in this age group. Students are experiencing mixed feelings about where they fit into society, and may experiment with several different roles, until they achieve a sense of identity. They may experience self-doubt, embarrassment, feelings of awkwardness and isolation, confusion, and

depression. Due to these negative feelings, some students will turn to a path of delinquency and rebellion (Middle School Tips, n.d.). The Wellness Center has worked with students caught vaping, doing drugs, or drinking. During this time students are likely to withdraw from their parents and place greater importance on friends and groups and encounter peer pressure (Middle School Tips, n.d.). The purpose of the Wellness Center is to serve all students, yet there are some students who refuse services, and they might be the students who need it the most, as well as the students who are referred by others.

The second factor contributing to this problem is the stigma around mental health for our students. First onset of mental disorders usually occurs in childhood or adolescence, although treatment typically does not occur until a number of years later (Kessler et al., 2007). The stigma associated with mental health is preventing some students from receiving services from the Wellness Center. Some students aren't knowledgeable on what mental health is and how to cope with it. Stigma can isolate students and prevent them from accessing appropriate support (Glickman-Rogers & Ziropiannis, 2019). Many students who don't utilize the service the Wellness Center offers will suffer in silence. There is growing evidence that barriers to seeking help and achieving recovery for mental health problems include the stigma around mental illness, and that stigmatising attitudes start young (Mellor, 2014). The students currently being served are suffering from many mental illnesses, from depression to anxiety. Mental health disorders affecting children and adolescents can range from attention deficit hyperactivity disorder (ADHD) to autism, depression, eating disorders, schizophrenia, and others (Mental Health in Middle Level and High Schools, 2019). Currently, some students are unfamiliar with mental health and how the Wellness Center can be of help.

The third factor contributing to this problem is that Latino parents are less likely to support their child receiving services. Harden Middle school is filled with primarily Latino students. Some Latino parents do not want their child to receive services because the Latino community is very private and often do not want to talk in public about challenges at home (Latinx/Hispanic, n.d.). Language is also a barrier why parents are less likely to support the child receiving services. Language barriers can make communicating with doctors difficult (Latinx/Hispanic, n.d.). Not all staff at the Wellness Center are fluent in Spanish and if a parent receives a call from one of the staff members, they might be hesitant to agree to services if they don't feel like someone will be able to communicate with them. Lack of insurance also plays a role in this factor. According to the Kaiser Family Foundation, in 2017, 19% of people identifying as Hispanic had no form of health insurance (Latinx/Hispanic, n.d.). Some parents might think services offered at the Wellness Center might cost them money, and for uninsured parents the idea of services can be overwhelming. Some parents might also not know the signs of mental illness and mistake their child's actions as normal. They might not know the consequences of mental illness if not treated.

Consequences

According to the 10 Leading Causes of Death in the United States for ages 10-14 years old, suicide is second on the list (Mangrum, 2019). If students don't utilize the services offered, they may not receive the help needed to cope with depression and thoughts of self harm. If students are afraid of walking through our door, then the staff isn't aware of what they are struggling with internally. Most times friends are the first to see signs of possible self harm or if

a friend is considering suicide. It's important to make everyone aware that they can refer to a friend without their friend knowing.

Middle school is when students may begin to experiment with drugs and alcohol. This can be due to peer pressure or curiosity. Harden Middle School students are currently experiencing a high number of students caught vaping. The younger a person is when they start using substances, the greater the chance they'll become addicted. The immature adolescent brain is also uniquely susceptible to irreversible brain damage from drinking and drugs. Studies show that the marijuana and alcohol they use today could contribute to lasting physical and mental problems (National Institute on Drug Abuse, 2020). The Wellness Center is open to all students, even if they admit they are using/drinking. Some students are hesitant about seeking help with the fear their parents may find out (Rolland, 2019). The longer a child goes on with using, the harder it will be for them to stop or seek help. The Wellness Center combats this problem by holding groups for all tier one students to attend. Students the Wellness Center tries to recruit are students who don't come in for services very often but we can tell they are struggling with peer pressure and self esteem. For example, Hello Girls is a *Strengthening Self* group where teens explore a variety of personal issues. The goal is for students to examine their behaviors and to gain self-esteem, assertiveness, and other coping skills. One of the topics we cover is peer pressure and practice ways on how to say "no."

At the Wellness Center a common problem seen is students coming in for help with friendship and relationship issues. The downside to students dating in middle schools is the feelings that come with relationships might be overwhelming for some. They may be pressured to do things they don't want to do to please their partner. Some students may encounter partners

who are disrespectful and abusive. And lastly, students may get distracted from school work (Applebury, n.d.). As for friendships, they change over time. Not just because children evolve, but because the nature of friendship evolves with them. With middle school friendship problems, students feel dumped, shunned, abandoned, and betrayed. And friends move back and forth between comfortable old relationships and exciting new alliances (Lahey, n.d.). For some, this all can be very overwhelming. The Wellness Center welcomes all students who are going through some of these issues with open arms. If staff notice there is a conflict, they will hold mediations. In some cases where there is more than one person involved, staff will hold group mediations with our partners from the Restorative Justice Program. They will identify to the student what a healthy and unhealthy relationship looks like. Coming to the Wellness Center can help students build the skills to address issues in the future. Violent behavior typically begins between the ages of 12 and 18 (Dating Abuse Statistics, n.d.). Girls and young women between the ages of 16 and 24 experience the highest rate of intimate partner violence — almost triple the national average (Dating Abuse Statistics, n.d.). With students going into high school one of our goals is to be able to make sure they know what to look out for in terms of a relationship.

Problem Model

Contributing Factors	Problem	Consequences
Middle school students are dealing with socio emotional issues that are impacting class time	Students have misconceptions about the new Wellness Center and are not accessing resources correctly	Higher risk of suicide
Stigma around mental health		Drinking/Substance abuse
Latino parents are less likely to support students receiving services		Future relationship/friendship issues/fights

Capstone Project Description and Justification

Capstone Project

This capstone project would be to create a video about Wellness Centers. This video will include the purpose of Wellness Centers, who can visit a Wellness Center, when a student should consider visiting a Wellness Center, services provided, and what are the roles of staff at a Wellness Center. Quotes and data pulled from the pre-survey will be incorporated into the video as well. An additional video will be a screen recording of how to visit the Wellness Center virtually. This will demonstrate the process of “getting their foot in the door” virtually, which is the first step to breaking down the barriers. As well as more difficult since school is entirely remote.

Project Purpose

The purpose for this video is to explain the basics of what happens at a Wellness Center. This can be used for all students, parents, teachers at multiple schools. There is a need for this because some students are unaware that the Wellness Center see’s all students no matter what issue, even if a student doesn’t have an issue, and just would like someone to talk too. The video will address both the stigma that comes with going to the Wellness Center as well as gives all parents an inside look of what goes on in the Wellness Center. This video will also be viewed by future students, parents and other schools who will be building Wellness Centers in the future.

Project Justification

Video learning holds an important place in the new learning environment of education and has helped to reinvent the way students learn. Video is a powerful way to build and maintain

student engagement in classrooms and to ensure that learning can take place at a deeper level.

When students are able to see something in action and interact with it in more than one way they process the information in a manner that builds lasting connections (Romaniuk, 2018).

Millennials make up 92% of the digital video viewing audience. Studies have shown that the use of short video clips allows for more efficient processing and memory recall. The visual and auditory nature of videos appeals to a wide audience and allows each user to process information in a way that's natural to them (Bevan n.d.). The benefits of using videos in an educational setting are numerous. They include creating a more engaging sensory experience than using print materials. Learners actually get to see and hear the concept being taught and can process it in the same way they process their everyday interactions (Bevan n.d.). They provide a go-to resource that can be watched from anywhere with an internet connection. This allows for viewing at the student's convenience and from wherever they are. Videos increase knowledge retention, since they can be stopped and replayed as many times as needed (Bevan n.d.). They greatly assist in the learning of all subjects, but particularly those topics that are complex and/or highly visual (such as step-by-step procedures). Cognitive science is an area that focuses on how humans process information. The science behind educational videos is that, since they are observed through both the visual/pictorial and auditory/verbal processing channels, learners are able to make more relevant associations that help with memory and recall (Bevan n.d.).

Project Implementation

The start of this project came with lots of ideas and to put those ideas together in an organized fashion, a brainstorming tool was used. The brainstorming tool included all the scenes, themes, and ideas in it. With this brainstorming tool, it became more clear as to what scenes

would be chosen in the videos. During this time, research was being done into other videos similar to the one being done in this project as well as how to create videos in iMovie. Shortly after this, resources and pictures were collected that could be used in the video along with the creation of a script. Partner logos, Wellness Center site photos, stock photos, background music, and husky logo were among those included.

The project began to come together with two pre-surveys that went out to the students. Shortly after responses were in, data was collected and looked into further with the help of Hayley Newman and Jeannie Roland. The information gained from both surveys helped create the script needed for the video. A Padlet was created to outline the questions that would be answered in the video. The video will include roles from staff members so an email will be sent to all of the Den's staff members asking for a short description of what their role is at the Wellness Center.

After the script from the Padlet is finished, the video-making process will begin. The programs used will be Powtoon and Loom. Once the video is finalized, the second video will be made. The second video will consist of a screen recording of the new Wellness Center website that was just created. In this video, it will show the process by which a student can fill out a form to show interest in services from the Wellness Center. After the two videos are completed the Wellness Center staff and Hayley Newman will need to approve to publish. The video created will be posted on the school website under the Wellness Center section. It will also be available on YouTube for students and parents to view anytime. For post-survey purposes, the survey will be sent out during the students' advisory period and will follow with the post-survey. The purpose of the post-survey is to observe if any progress was made.

Participants needed for this project are the entire Wellness Center staff. The resources needed to implement this project is: a laptop to edit the material, the survey given before and after, and a script. (A detailed implementation plan and timeline can be seen in the Scope of Work in Appendix A)

Assessment Plan

In the beginning of the semester two pre-surveys went out to the students. The first survey was called a Pre-Survey for New Harden Huskies. (See Appendix C) This was geared towards any 7th or 8th graders who were new towards Harden Middle School. The survey questions consisted of knowledge of the Wellness Center, how to visit the Wellness Center, their attitudes towards using the Wellness Center, their knowledge of mental health and challenges they are facing. The second survey was called the Wellness Center experience survey and this was geared towards 8th graders who may have used the Wellness Center in the previous year. (See Appendix D) The survey questions consisted of rating their experience at the Wellness Center, whether or not they enjoyed their visit, what they liked and disliked, any changes they would like to see made, along with feedback, support and advice questions. The surveys went out to the students in one of their class periods and 574 responded. After the video is created a post survey will be going out with three simple yes or no questions such as: I know what a Wellness Center is for, I know how to visit the Wellness Center virtually or in person, Are you more likely to visit the Wellness Center after viewing this video?, and Do you know what mental health is? In addition to those questions I will ask for feedback and their email to be entered in a raffle. (See Appendix E for Post Survey)

Expected Outcomes

This project will educate students on the variety of services offered from the Wellness Center. It hopes to reach out to the students who have not come in and sought help thus far. The expected outcome is that students are more willing to come in and do a check in with a staff member after they have watched the videos. In the post survey, it is expected that 50% of the students will state that they are more likely to visit the Wellness Center, that over 50% will know that a Wellness Center is for and 80% will know how to visit the Wellness Center. In addition, since this video will remain general, it will be able to be used at other schools as well. Some schools are planning to have Wellness Centers in the future and this video can be used as a tool to students, parents and staff who are unfamiliar with what the Wellness Center will accomplish. An initial indicator that the video has worked would be seeing new students check in who the staff have not worked with before. Criteria that might be used to determine the benefits of the project are students are more willing to follow the rules of the Wellness Center.

Project Results

The post-survey indicates that many students claim to have learned something from the two videos. When asked the first question, "I know what a Wellness Center is for?" Figure 1 shows that 87.3% answered yes, and only 12.7% answered sort of. This percentage was interpreted as a success because no students answered no and most of them have a clear understanding of what a Wellness Center is. Prior to the students watching the two videos, only 25.1% of participants responded that they knew what a Wellness Center was for, 39.8% answered sort of and 35% answered that they did know what a Wellness Center was for.

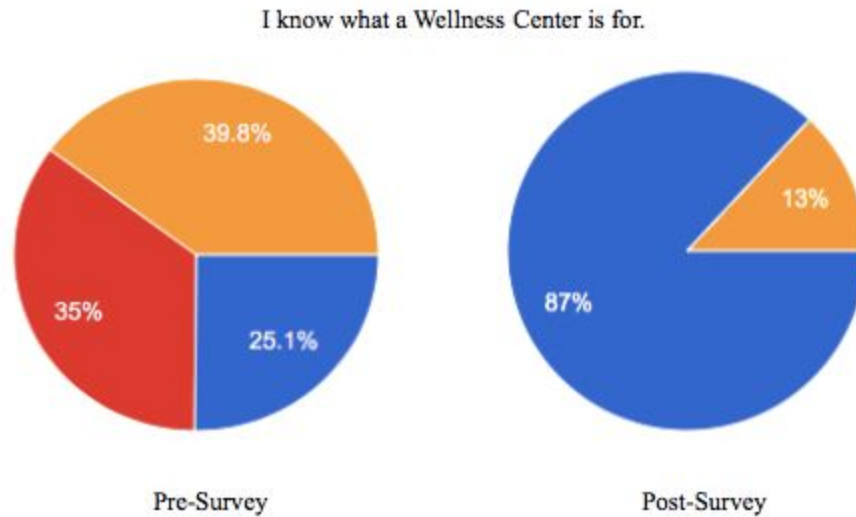


Figure 1: Knowledge of Wellness Center

When asked the second question, “I know how to visit the Wellness Center virtually or in-person?” Figure 2 shows that 77.8% answered yes, 12.7% answered sort of and only 9.5% answered no. This percentage was interpreted as a success because prior to the students watching the two videos, only 14.9% of participants responded that they knew how to visit the Wellness Center virtually or in person, 28.7% answered sort of and 56.3% answered that they did not know how to visit the Wellness Center.

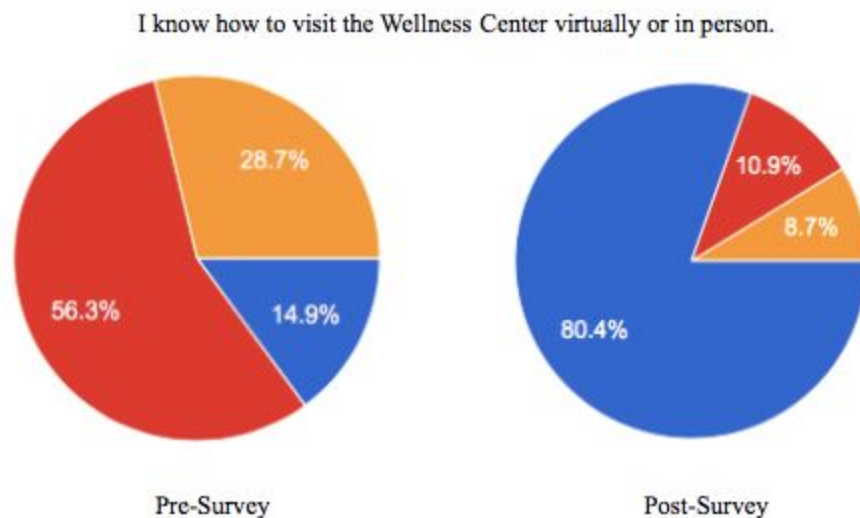


Figure 2: Knowledge of checking in

When asked the third question, “Do you know what mental health is?” 87.3% answered yes, 9.5% answered sort of and only 3.2% answered no. Compared to the pre-survey where 52% answered yes, 30.1% answered sort of and 16.5% answered no. Refer to figure 3 for results.

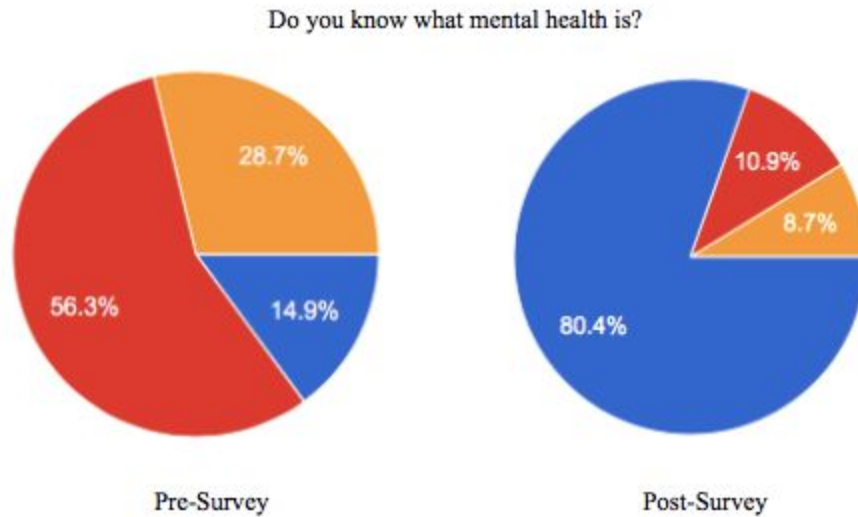


Figure 3: Knowledge of Mental Health

The last question shown in Figure 4, that was asked is, “Are you more likely to visit the Wellness Center after viewing this video?” Close to 50% answered yes, 38.1% answered sort of and 12.7% answered no.

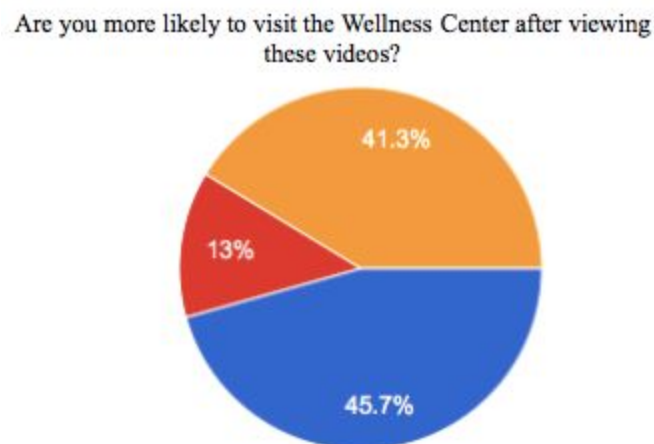


Figure 4: Likeliness to visit the Wellness Center

The results achieved the expected outcome except for the fact that there was a huge difference in the number of students that responded. In the pre-survey, 356 students responded and in the post-survey, only 63 students responded. This is because I was on a time crunch to get survey results. Other than that, it seems that the two videos shown were successful in providing information to the students to become more understanding of the Wellness Center and the services offered. (See appendix F for screenshots of both videos) Being able to create two important videos that will ultimately contribute to the Wellness Center's success and the students' mental health is rewarding enough.

Recommendations

From my project results, I learned I should have sent the survey out to the same students, but since the results were time-sensitive, they were sent out to students who we knew would respond immediately. I believe that offering the students a chance to win a prize motivated them to complete the post-survey. I had some difficulties with my pre-survey because I felt I had too much data. I asked a lot of open-ended questions and also did two pre surveys. I would recommend for the next intern to ask more close-ended questions and to send out the pre and post-survey to the same set of students for more accurate information.

I would recommend the agency to post these two videos on their website and the school's website. It would also be helpful to post to other schools' websites that either have a Wellness Center or are in the process of building a Wellness Center. A recommendation for anyone who would like to complete a future project similar to this is to do a video showing a 1:1 check-in session between an intervention specialist and student, as well as a live tour of the Wellness Center. This would be helpful for the students to see the process play out before them. As well as

using background music that would grab the attention of the students. The music I used seemed like it was geared more towards a younger audience.

Conclusion

These videos will help lots of students who are struggling with the fear of reaching out for help. My goal was to make them feel comfortable with the process of speaking out for help and break down the barriers surrounding mental health. I am aware mental health isn't spoken about much in the Latino community and wanted to highlight that in the two videos. I already feel accomplished knowing that the students can refer to those videos and utilize the tools I mentioned in the videos to seek help and practice mindfulness.

The process of creating these two videos has been challenging but in the end rewarding. In the beginning process of brainstorming, I had the intention of creating close to 11 videos, because I had so many ideas and scenes I wanted to show the students. Thankfully, I had Hayley Newman as my mentor who was able to help me sort through my ideas, and help me narrow down my ideas to what I was trying to get across. Which was to create a video that not only the students at Harden Middle School can use, but also surrounding schools who have Wellness Center or are in the process of making one. Along with Hayley, I also had the help of Jeannie Roland who helped me with the content going into both videos and making them perfect. My advice to future interns would be not to overwhelm yourself and always have a backup plan. When the schools shut down due to COVID-19, I felt my capstone project was going to be changed drastically. Instead of creating a live video, I had to change it to a cartoon. Which isn't initially what I wanted, but is still highly effective. When figuring out what type of project to do, I knew a video would be effective, but hesitated because I've never created a video before. I took

the chance and it came out great. I would recommend giving yourself some time to learn new programs and not to procrastinate.

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Appendix A**Scope of Work**

Activities	Timeline/Deadlines	Supporting Staff
Meet with Hayley and discuss project	June 11	Hayley
Creating scenes/resources	June 25	Hayley
Start script for videos	July 4	Me
Ask for contributions from Den Staff	July 16	Den Staff
Research on my own on how to create effective videos	July 21	Me
Research how to create videos	July 21	Me
Create survey for students	July 22	Hayley & Mrs. Roland
Send survey out through google classroom/Get approval from mentors and mentor that questions are appropriate	August 26	Mrs. Roland
Going through Data	September 15	Me
Meet with Hayley to analyze data	October 2	Hayley
Make Padlet for outline/script	October 6	Mrs. Roland
Create video #1	Month of October	Me
Create video #2	Month of October	Me
Get approval from mentors to post	After video is complete	Hayley & Mrs. Roland
Get approval from professor	After video is complete	Caitlin
Video is posted on school website, YouTube, google classroom	November 9	Mrs. Roland
Send out followup surveys to students who have seen the video.	November 16	Hayley & Mrs. Roland

Appendix B: Multi-Tier System of Support

A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. PBIS is an example of MTSS centered on social behavior.

Three Tiers of Support

MTSS emerged as a framework from the work conducted in public health emphasizing three tiers of prevention. Schools apply this model as a way to align to academic, behavioral, social, and emotional supports to improve education for all students. It's important to remember these tiers refer to levels of support students receive, not to students themselves. Students receive Tier 2 supports, they are not Tier 2 students.

Tier 1: Universal Prevention (All)

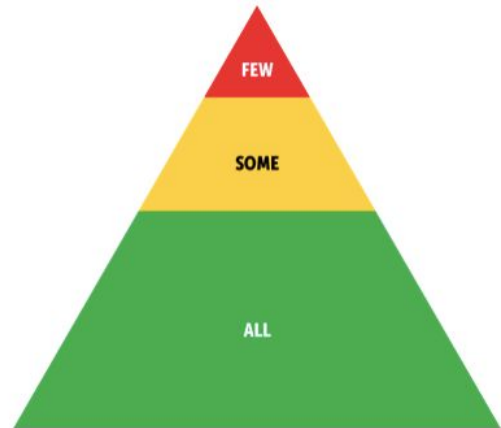
Tier 1 supports serve as the foundation for behavior and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and to prevent future problems.

Tier 2: Targeted Prevention (Some)

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school.

Tier 3: Intensive, Individualized Prevention (Few)

Tier 3 supports are the most intensive supports the school offers. These supports require are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Student plans often include goals related to both academics as well as behavior support.



Appendix C: Pre-Survey for New Harden Huskies



New Harden Huskies

We would like to know how much you know about the Wellness Center! Don't be afraid if most of the answers you don't know. Your answers are anonymous.

Grade

- 7th
- 8th

I know what a Wellness Center is for.

- No
- Sort of
- Yes

If you answered yes or sort of, what do you think a Wellness Center is for?

Your answer _____

I know how to visit the Wellness Center virtually or in person.

- Sort of
- No
- Yes

Attitudes

I would not mind if my friends knew I visited the Wellness Center.

- Yes
- No

I am afraid of my parents knowing if I visit the Wellness Center.

- Yes
- No

Mental Health

Do you know what mental health is?

- Yes
- No
- Sort of
- Other: _____

If you answered yes or sort of, what do you think mental health is?

Your answer _____

Challenges

What do you feel are the common problems for you or your friends?

Your answer _____

Appendix D: Wellness Center Experience Survey



Wellness Center Experience Survey

The purpose of this survey is to gather feedback on your personal experience from the Wellness Center. Your honesty is much appreciated and completely anonymous. Thank you!

What grade are you currently in?

8th

I enjoyed visiting the Wellness Center.

0 1 2 3 4 5

I did not visit the Wellness Center.

I did enjoy visiting the Wellness Center very much.

How would you rate your experience with the Wellness Center?

1 2 3 4 5

Very bad experience Very good experience

Please explain a little more what you liked and/or what you didn't like.

Your answer _____

What would you change about the Wellness Center?

Your answer _____

I would visit the Wellness Center again.

Yes

No

Support

The staff were able to help me with what I needed support with

- Yes
- No

What did you seek support for? Remember your answers are anonymous!

- Talk to someone
- A place to calm down
- Check in/Check out
- Sadness
- Grief
- Self-esteem
- Family life
- Stress
- Relationship/Friendship issues
- Sexual identity
- Sent by teacher, administrator, counselor
- Other: _____

Feedback

If you are now in high school, would you visit your new school's Wellness Center?

- Yes
- No
- My new school does not have a Wellness Center.

Would you say having a Wellness Center in middle school has made you feel more comfortable visiting a Wellness Center at your new school? Please explain.

Your answer _____

What is one thing you were taught by staff at the Wellness Center that you now use in your life? For example: a coping skill or advice

Your answer _____

Is there anymore feedback you have about the Wellness Center? Any and everything else is very much appreciated!

Your answer _____

Advice

And lastly, if you can give any advice for a student who is scared of visiting the Wellness Center, what would you say?

Your answer _____

Appendix E: Post Survey



Post-Survey for Wellness Center

After viewing both videos for the Wellness Center, please complete this survey.
Once you watch BOTH videos and COMPLETE this survey, your name will be entered in a raffle to win FREE PIZZA and a Christmas basket!
Good luck!

Your email address (hms-wellnesscenter@salinasuhd.org) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

What grade are you in? *

- 7th
- 8th

I know what a Wellness Center is for. *

- Yes
- No
- Sort of

I know how to visit the Wellness Center virtually or in person. *

- Yes
- No
- Sort of

Are you more likely to visit the Wellness Center after viewing this video? *

- Yes
- No
- Sort of

Do you know what mental health is? *

- Yes
- No
- Sort of

Are there any more questions about the Wellness Center that you are left with?

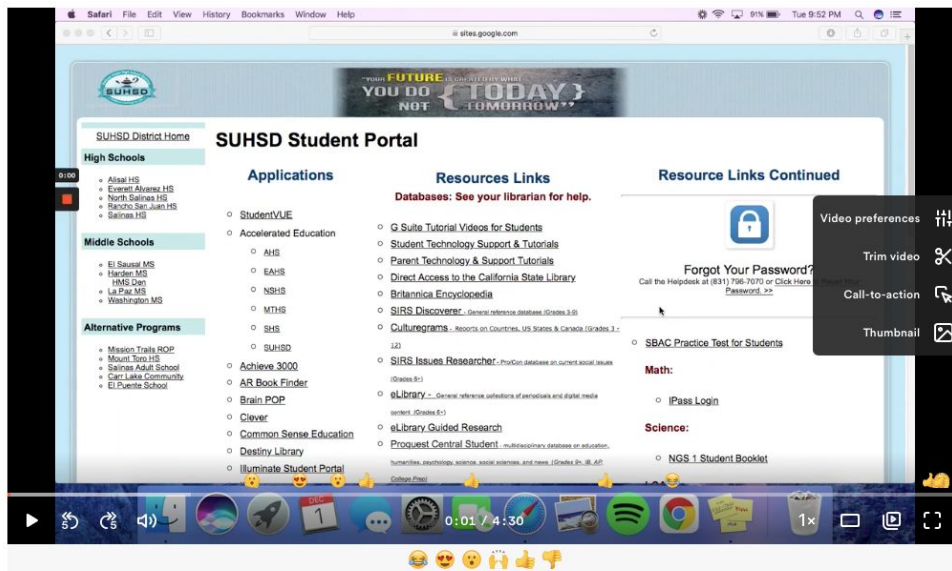
Your answer _____

Appendix F: Videos

Wellness Center Informational Video



Wellness Center Website Video



Wellness Center Video*