Welcome!!

Well Rounded STEM Education: Developing Healthy Learning Environments for Students and Educators
Thank you to our briefing co-sponsors:

[Logos of AACTE, NSTA, and American Society of Landscape Architects]
Presenters

• **Todd Mann**, Executive Director, National Consortium of Secondary STEM Schools (Moderator)

• **Ann Bonitatibus, EdD**, Principal, Thomas Jefferson High School for Science and Technology

• **Kathleen Minke, PhD**, Executive Director, National Association of School Psychologists

• **Rena Subotnik, PhD**, Associate Executive Director, Education Directorate, Director, Center for Psychology in Schools and Education, American Psychological Association
There is no such thing as adult onset depression

Todd Mann
NCSSS Executive Director
Student Mental Health Survey Data
Over the past 5 years,

65% report an increase in the number of student mental health incidents
Over the past 5 years, 50% report an increase in the severity of mental health incidents.
Over the past 5 years,

69% report an increase in the number of referrals to mental health practitioners.
Over the past 5 years,

35% report an increase in the impact on the well-being of personnel/staffing.
October 2018: 1,575 students completed Challenge-Success – Stanford Survey of School Experiences

**Difficult or Stressful** most common category descriptor used by 53% of students to describe TJHSST

**Grades, tests, quizzes** cited by 85% of students as most common major source of stress

**Overall workload and homework** cited by 76% of students as next most common major source of stress

**Average hours of sleep** reported per night: 6.5 hours

**Average hours spent on homework**: 3.4 hours per weeknight, 5.1 on weekend

“**Doing School”** descriptor used by 35% of students indicating they often or always complete work but rarely or never enjoy it
Thomas Jefferson High School for Science and Technology

Creating a Culture
Supporting Mental Wellness Each Day
Thomas Jefferson High School for Science and Technology

Initiating Change
Supporting Mental Wellness Each Day

• Eliminating required summer assignments
• Reducing workload
• Flipping classrooms
• Coordinating due dates
• Teacher training on child development specific to teenagers and gifted learners
• GPS versus GPA
• Competition driven by individual passion
• Collaboration and Communication skills for workforce
What School Psychologists Are Seeing

• Anxiety is common among children and adolescents – and may be more so among high achieving youth

• Perfectionism can lead to anxiety and depression
  – Overly upset about mistakes
  – Rigid standards for self (and others)
  – Either/or thinking (work is perfect or worthless)
  – Risk avoidance

• Social comparison in specialized programs/schools can contribute to developmental problems
What Schools Need

• Integrated, comprehensive services for all students through multi-tiered systems of support and appropriate community partnerships

• Positive school climate

• Appropriate use of resources to maintain a balanced approach to school safety (i.e., physical AND psychological safety)
Comprehensive Integrated School Learning and Mental and Behavioral Health Supports

Direct Facilitated Learning

Instruction

Safe and Successful Schools

Student Supports

Addressing Barriers to Learning

Management

Governance, Resources, Operations

All are equally essential to learning and school success.
Multi-Tiered Systems of Support (MTSS)

- Provides a framework for service delivery
- Promotes prevention and wellness
- Allows for increasingly intensive services as needed
- Systematically identifies student needs and monitors progress
Creating Positive School Climate

- Essential to student engagement, learning, well-being
- Ensures trusting relationships between students and staff
- Employs positive discipline
- Facilitates delivery of student mental-behavioral health services
- Encourages/supports family engagement and community partnerships
• Consensus statement
• Author groups have leadership roles on school safety and crisis teams:
  – School administrators
  – School-employed mental health professionals
  – School Resource Officers
• Nearly 120 endorsing organizations and safety experts
• Actions steps, assessment tool, policy recommendations

School-Employed Mental Health Professionals

- Trained to work in school context
- Implement multi-tiered systems of support (MTSS)
- Accessible and familiar to families and students
- Reduces barriers to services
- Link mental and behavioral health and learning
- Provide ongoing, regular consultation
- Integral part of school teams
Improving Ratios Matters

**Recommended Ratios**
- School psychologists 1:500-700
- School counselors 1:250
- School social workers 1:250

**Actual Average Ratios**
- 1:1,382
- 1:444
- 1:2,160
Helping Children Thrive • In School • At Home • In Life
Taking Preventive Action Using High Performance Psychology

Rena F. Subotnik, PhD
American Psychological Association
Center for Psychology in Schools and Education
High Performance Psychology: What is it?

Helping individuals achieve optimal performance in their domain of choice.

Psychological Skills of Top Performers
Performance-oriented, this course presents sport psychology methods that have proven to help musicians achieve optimal performance levels under the pressure of recitals, auditions, and competitions. Students will learn how to manage nervousness, deal with doubts and worry, focus better, and perform at a high level in stressful situations.

The Science of Resilience
An exploration into the science of resilience and how to bounce back using mind-body medicine, positive psychology, emotional intelligence, meditation, exercise, diet, and sleep. Learn not only how to cope, but thrive and achieve your full potential with these empowering tools and techniques for mental and physical wellness!
Characteristics of Olympic champions taught developmentally

- The Ability to Focus
- Mental Toughness
- Hope/Goal Setting Ability
- Sport Intelligence
- Ability to Cope
- Competitiveness
- Confidence
- Coachability
- High Drive
- Intrinsic Motivation
- High Optimism
- Adaptive Perfectionism
- Automaticity: The Ability to Click Into Automatic Performance
- Emotional Control: Ability to Relax and Activate
Elite athletes and musicians aren’t the only ones who can use PSYCHOLOGICAL STRENGTH TRAINING
What are some, non-therapeutic approaches that teachers of advanced students can apply?

Coopt fears by making them explicit:

- Loss of self-confidence in response to new peers
- Higher expectations and poor study skills
- Performance anxiety in anticipation of public demonstrations
- Procrastination on long term projects - Delayed gratification
Researchers around the country and around the world are working on identifying and validating expanded frameworks for teaching mental and social skills that enhance performance.

The challenge is to identify the different skills needed according to developmental level (beginner, expert, etc.) and domain (sport, arts, academics etc.)

Some of those should be available in the next year.
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