

A Different View of District Wellness

Addressing Social/Emotional Needs of Students
and Families

Presented by Dr. David DeRuosi Jr.

Do Now

“As you walked into this presentation you realized that you left your cell phone on the counter at home.”

How do you feel?



What research says...

For many children, academic achievement in their first few years of schooling appears to be built on a firm foundation of children's emotional and social skills. (Ladd, Kochenderfer, & Coleman, 1997; O'Neil et al., 1997). (Young Children's Emotional Development and School Readiness C. Cybele Raver)

Four million children and adolescents in this country struggle with a serious mental health disorder that causes significant functional impairments at home, at school, and with peers.

(NAMI)

Food insecurity thus serves as an important marker for identifying children with delayed trajectories of development. (Food Insecurity Affects School Children's Academic Performance, Weight Gain, and Social Skills: D. Jyoti, E Frongillo, S. Jones)

Poverty and Homelessness

In 2019 Census Data, **34.0 million (10.5%)** (US Census Bureau)

1-6 children living in the United States are living in poverty.

(Children's Defense Fund)

2019 **71.6 million children** in the US. **38%** lived below poverty.

(eric.ed.gov)

The **USDA** defines food insecurity as meaning “**consistent access to adequate food is limited by a lack of money and other resources at times during the year.**”

(USDA report)

In 2020, **38.3 million Americans** lived in food insecure households.

(USDA Report on Household Food Security)

12.5 million or **1-6 children** households had faced food insecurity in 2017.

31,640 or **12.3%** of NH children face food insecurity in 2017.

(Feed America)

1.5 million public school children experienced homelessness in 2017-2018.

(Children's Defense Fund)

Almost **40%** of the homeless in the U.S. are under 18. (ncls.org)

The Nuclear Family

- Between 1968-2016 the percentage of children living in families with two parents decreased from **85% to 70%**.
- Mother only households raising children 1968 11% - 2020 21% (15.3 million)
(US Census)
- In 2020 2% or **2.9 million children** were being raised by grandparents who were responsible for their care. (medicalexpress.com).
- Grandparents who find themselves are primary care are often doing the job with limited financial supports.
- Approximately 424,000 children are currently part of the foster care network nationwide. (ifoster.org)
- A child is removed from their homes every 2 minutes. (Children's Defense Fund)

New Hampshire Data

((New Hampshire Fiscal Policy Institute))

Children Receiving Food Stamp (SNAP)* <i>(1 in 11 adults, 120,000 individuals in total)</i>	28,000
Women and Children Receiving (WIC)*	14,233
Food Insecurity Families	11%
Child Poverty Rate	7.9%
Percent of single-parent families w/children that are living below poverty.	32%
Women in Poverty	8.1%
Senior Poverty	4.6%

* *NHFPI reports lack of outreach and underutilization of benefits*

Trauma and Neglect

Trauma is defined as: direct personal experience of an event that involves the **actual or threatened death or serious injury**, or other **threat to one's physical integrity**; or **witnessing** an event that involves death, injury or a threat to the physical integrity of another person; or learning about **unexpected or violent death, serious harm, or threat of death or injury experienced by a family member or other close associate**.

The person's response to the event must, involve **intense fear, helplessness, or horror** in children, the response must involve disorganized or agitated behavior.

Trauma Facts

93% of incarcerated youth have experienced trauma.

- (Dr. Lisa Boesky)

More than **60%** of youth 17 and younger have been exposed to crime, violence, and abuse either directly or indirectly.

- (Mental Health Connection of Tarrant County)

Each day in our nation, there are an average of **3,703** attempted suicides by young people grades **9-12**. Number would increase if grades 7-8 were included.

- (The Jason Foundation)

Of the children who experienced maltreatment or abuse, nearly **80%** suffered neglect; **18%** suffered physical abuse; and **9%** suffered sexual abuse.

(National Children's Alliances)

Types of Trauma and the Educational Impacts

- Poverty
- Family Separation
- Domestic Violence
- Physical and sexual assault
- Abuse and Neglect
- Homelessness
- Community Violence
- School Violence
- Sudden illness or death of a loved one
- Racism

Diminishes...

- Concentration
- Memory
- Self-regulating of emotions
- Organizational skills
- Language ability
- Sense of Self
- Grasping cause-and-effect relationships
- Coping skills

Trauma's impacts brain development



Impaired brain development.

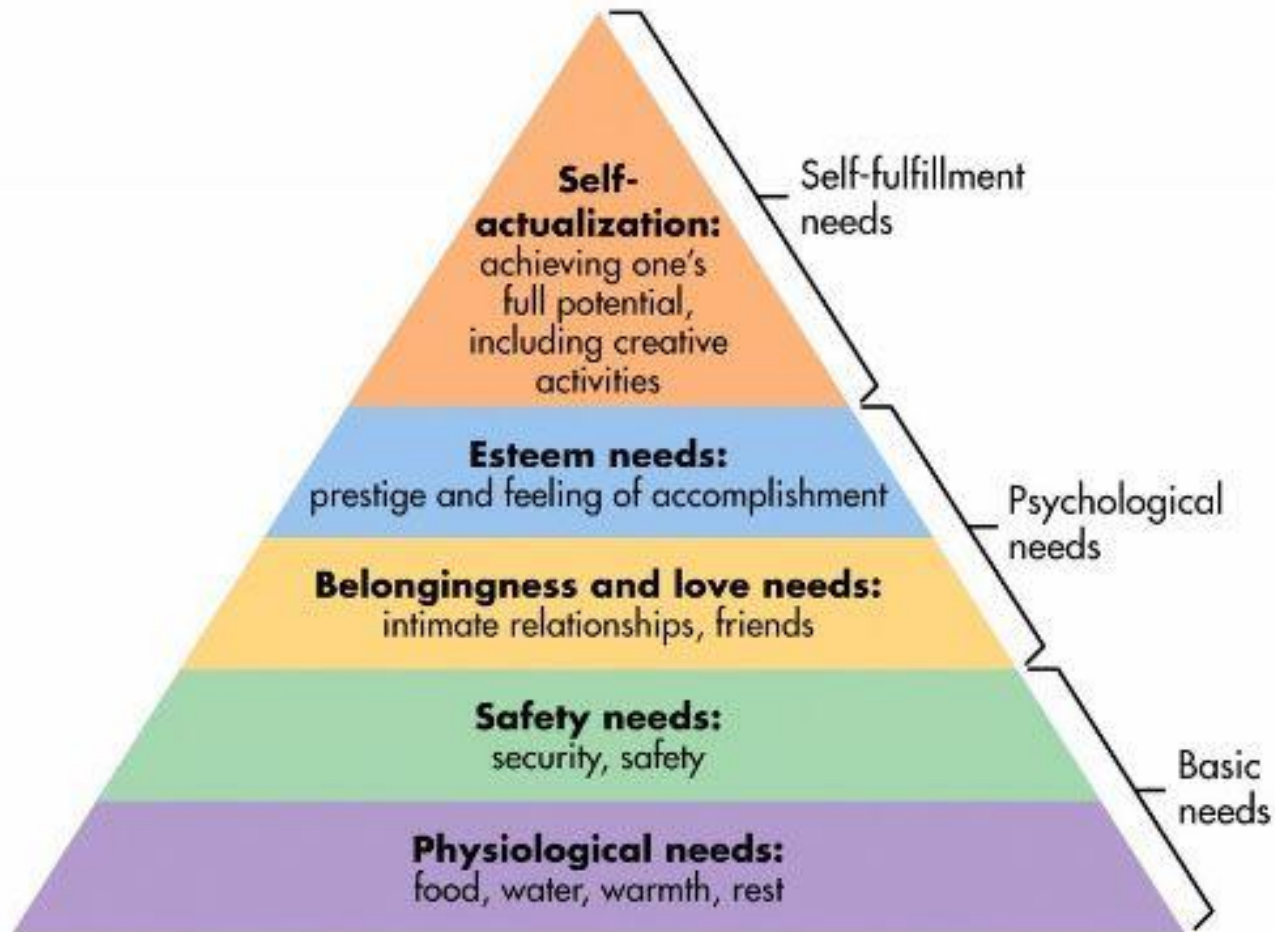
Poor Physical Health

Poor mental and emotional health.

Cognitive difficulties

Social difficulties

Maslow Hierarchy of Need



ADHD, behavior problems, anxiety, and depression are the most commonly diagnosed mental disorders in children. (CDC)

- 9.4% of children aged 2-17 years (approximately 6.1 million) have received an ADHD diagnosis.
- 7.4% of children aged 3-17 years (approximately 4.5 million) have a diagnosed behavior problem.
- 7.1% of children aged 3-17 years (approximately 4.4 million) have diagnosed anxiety.
- 3.2% of children aged 3-17 years (approximately 1.9 million) have diagnosed depression.

Some of these conditions commonly occur together. (CDC)

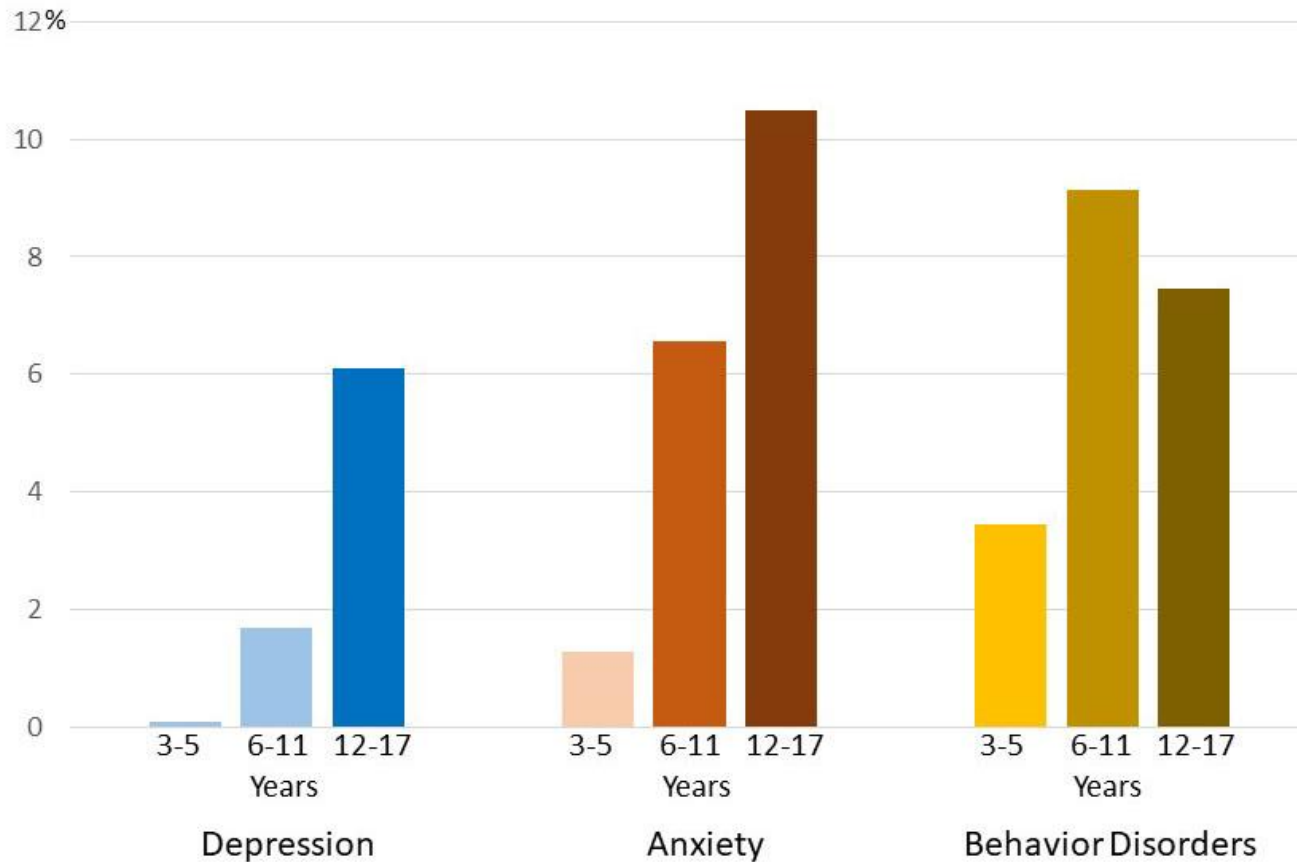
- Having another disorder is most common in children with depression: about 3 in 4 children aged 3-17 years with depression also have anxiety (73.8%) and almost 1 in 2 have behavior problems (47.2%).
- For children aged 3-17 years with anxiety, more than 1 in 3 also have behavior problems (37.9%) and about 1 in 3 also have depression (32.3%).
- For children aged 3-17 years with behavior problems, more than 1 in 3 also have anxiety (36.6%) and about 1 in 5 also have depression (20.3%).

Mental, behavioral, and developmental disorders begin in early childhood

- 1 in 6 U.S. children aged 2–8 years (17.4%) had a diagnosed mental, behavioral, or developmental disorder.

Trends By Age (CDC)

Depression, Anxiety, Behavior Disorders, by Age



What does the effect of trauma, neglect, and poverty look like in our children?

Common behaviors of children with unmet needs

Behavior: Angry, Aggressive, Destructive



What are the needs not being met?

How do we deal with it in school?

What alternatives do we have?

Behavior: Bossy, Manipulative, Argumentative



What are the needs not being met?

How do we deal with it in school?

What alternatives do we have?

Behavior: Shutdown, Withdrawn, Disengaged

What are the needs not being met?



How do we deal with it in school?

What alternatives do we have?

Behavior: Clingy, Whiney,



What are the needs not being met?

How do we deal with it in school?

What alternatives do we have?

Summary

Students are experiencing higher number of BH disorders (diagnosed – biological, environmental, situational) including adjustment disorders.

Life stressors impacting students:

- ✓ Trauma
- ✓ Neglect/Abuse
- ✓ Poverty
- ✓ Family Stressors
- ✓ Peer Relationship
- ✓ Academic pressures
- ✓ Health

Impact on Teachers (N. Reilly, Ph.D.)

- **15.7%** (approximately half a million) move or leave the profession yearly. **40%-50%** Leave in their first 5 years.
- **Nearly 1 in 4 public school teachers may leave their jobs by 2020-21**
(usnews.com 6/23/21)

What are the Schools Doing to Support Families and Students in Crisis?

❖ **Creative Use of District Personnel**

- Create District wide School/Home Liaisons

❖ **Created awareness in your districts.**

- Creation of a Monthly Parent Wellness Information Series. (Vaping, Cyber Safety, Teen Dating Violence, Teen Depression and Suicide)
- Bring more presentations/awareness programs into grades 6-10.

❖ **Build social emotional goals in to your district/school actions plans.**

- Teachers/Paraprofessionals trained in SEL.
- Teachers/Train the Trainer Model in SEL.

What are the Schools Doing to Support Families and Students in Crisis?

- ❖ **Build extended community partnerships to support the social emotional growth of a community.**
 - Working with Local Faith Groups/ the Rotary/ Businesses to advance wellness projects in the district/community.
 - Expand partnerships with RCFY, Seacoast Mental Health and Constellation Behavioral Health.
 - Working with [End 68 Hours of Hunger](#) to ensure food for families with food insecurity for the 68 hours students are home for the weekend.
 - Hearing and vision screenings by the Lions Club
 - Continue implementation of MTSS-B including defining the roles of behavioral health staff and training adults who interface with students

- ❖ **Embrace programs and professional development to provide students and staff the training needed to build and foster positive relationships**

References

Ladd, Kochenderfer, & Coleman, 1997; O'Neil et al., 1997.

Young Children's Emotional Development and School Readiness C. Cybele Raver

NAMI: Minnesota National Alliance on Mental Health

Mental Health Connection of Tarrant Country

National Alliance to End Homelessness

Dr. Lisa Boesky, author of *When to Worry: How to Tell if Your Teen Needs Help and What to Do About it*.

District Attorney Jonathan Blodgett's Policymakers Forum

Housing Families Inc: Barbara E Schwartz, Director of Great Youth and Family Program

National Children's Alliance

Feeding America: Hunger in America 2014 Report

Food Insecurity Affects School Children's Academic Performance, Weight Gain, and Social Skills: D.

Jyoti, E Frongillo, S. Jones

US Census Data

Mass-Spotlight on Poverty and Opportunity

New Hampshire Fiscal Policy Institute