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

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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.
“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

http://justaseason.blogspot.com/2014/01/president-johnsons-war-on-poverty-fifty.html
A Nation At Risk 1983

- 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

http://galleryhip.com/a-nation-at-risk.html
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...

"We cannot change the cards we are dealt. Just how we play the hand.

— Randy Pausch

When you can't control the winds, adjust your sails.

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.

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

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

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/
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.burningnightscpts.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

Massachusetts Behavioral Health Framework and Self-Assessment

MA DESE

SEL4MA

Collaborative for Academic, Social and Emotional Learning (CASEL)
Tier 2 - Student Support Teams

Universal

Targeted
- For students at-risk of mental health challenges
- Mental health promotion, prevention and small group interventions

Intensive

The new post election Tier 2

Build that Wall Chant
Tier 3

Internal and external supports
Managing the crisis
Transition planning

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

Obstacles to implementation

Building the plane while in flight
In the end, we will remember not the words of our enemies, but the silence of our friends.

- MLK, Jr.