

Wisconsin Department of Public Instruction Mental Health and Social and Emotional Learning (SEL) NEW Resources Overview

January 2022



WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

Wisconsin Students Are Resilient



Students reported

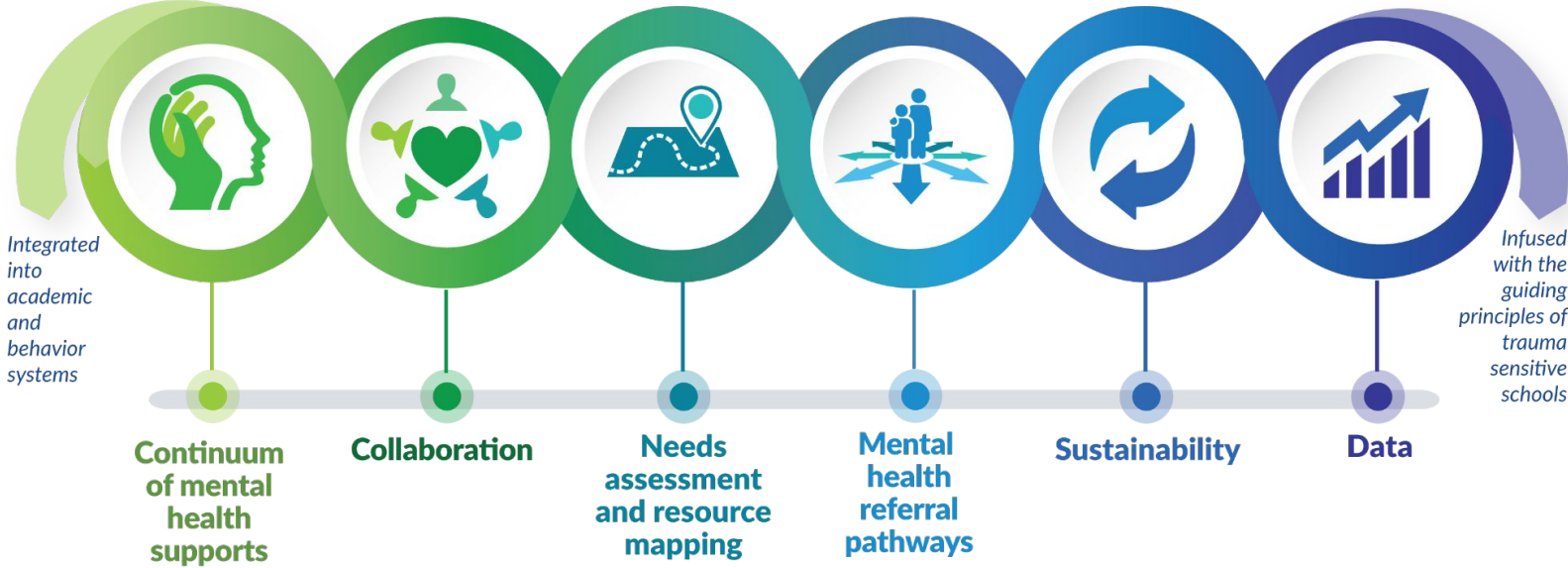
- greater self-awareness
- a deeper sense of gratitude for their family, close friends, school and teachers
- having a connection to at least one trusted adult

Snapshot Of Wisconsin Students

- **Students also reported**
 - **Diminished social opportunities and losses of connections**
 - **A lack of other healthy coping mechanisms during COVID-19**
 - **High (and increasing) stress, anxiety, and depression**

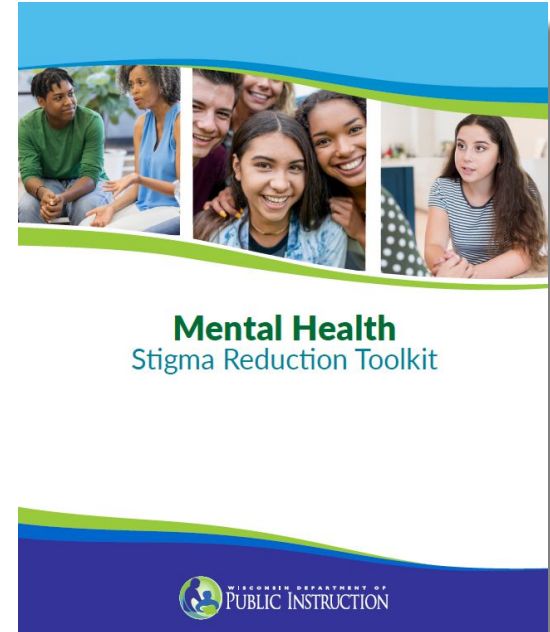


Comprehensive School Mental Health Systems



Stigma Reduction Toolkit

- Partnered with Rogers Inhealth/WISE
- Comprehensive approach (Students, staff, caregivers)
- Grounded in evidence-based practices for reducing stigma
- Access on DPI's website (free resource)



Stigma Reduction Toolkit: Students

- For use with secondary students, aligned to SEL competencies
- Use in classroom setting, advisory periods, or with clubs/after school activity groups
- Lessons Include:
 1. What is stigma?
 2. How to [Support our Peers](#)
 3. Affirmations to Counter Self-stigma
 4. Telling Others About Our Mental Health Need

Lesson 1

 **Topic**
What is Stigma?

 **Essential Question**

How can I minimize the impact of stigma when reaching out for or offering help in times of a mental health challenge?

 **Learning Objectives**

Students will be able to define the term stigma and describe the relationship between attitudes (beliefs) and discriminatory treatment (actions) toward people with mental illness in order to identify them in their surroundings.

 **Time**

45 min

 **Material(s)**

Computer and screen to show hyperlinked video clip; individuals with a mental health challenge handout; an online interactive whiteboard (such as Jamboard) to track responses for the out-of-school activity.

Welcome and Introduction to Topic

The purpose of this series is to learn about stigma related to mental health and to empower students to proactively minimize stigma. We will explore this over four lessons. Today we will cover:

- What stigma means;
- How stigma is related to mental illness; and
- Myths and misconceptions related to mental illness.

What is Stigma? [20 minutes]

Today we are talking about stigma. Stigma is when someone sees you in a negative way because of false beliefs about a particular characteristic or identity, such as age, cultural background, mental health, sexual orientation, race etc.

Today we are specifically going to talk about stigma and mental health. Just like physical health, we all have mental health. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices.

Stigma Reduction Toolkit: Caregivers

- Caregiver resources pair with student lessons
- Includes a “communication bite” to share with each lesson.
- Outlines lesson topic and objectives, provides information, and media for further engagement with students

Caregiver Communication Bite

To be shared with caregivers prior to or during dissemination of student lesson.

Lesson 1

What is Stigma

Students Learning Objective

Students will be able to define the term stigma and describe the relationship between attitudes (beliefs) and discriminatory treatment (actions) toward people with mental illness in order to identify them in their surroundings.

Caregiver Communication Bite

In this lesson, students explore what stigma is, how it impacts groups of people in negative ways, and how stigma is being challenged by famous people as a model for how students can as well. Did you know that, like physical health, we all have mental health? Oftentimes stigma associated with mental illness and taking care of our mental health prevents people from getting the help they need. In 2019, the Substance Abuse and Mental Health Services Administration found that 1 in 6 youth in the United States between the ages of 6 and 17 experience a mental health disorder each year. Mental illness touches people of all backgrounds, and one of the preventative factors in maintaining healthy mental health is reliable support from caregivers.

Video Clip

Check out this video to hear more about challenging stigma associated with mental health: <https://www.youtube.com/watch?v=43mFPTZaH68&feature=youtu.be>. This video is also shared with students during Lesson 1.



Stigma Reduction Toolkit: Educators

- Module on Resilience and Hope
- Includes WI educator perspectives on stigma in the school setting
- Paired discussion guide for conversations with all staff

Stigma Reduction Discussion Guide for Educators

Thank you for taking the time to prioritize learning around supporting student and staff mental health and wellness. This discussion guide is meant to be used in conjunction with DPI's Resilience and Hope Module and the Wisconsin Educators Talk about Stigma Video. The module provides staff with an important introduction to stigma and includes the voice of educators, students, and parents. It will help staff build the competence and confidence to create meaningful connections with students and families facing mental health challenges. The module and video can be found at <https://dpi.wi.gov/sspw/mental-health/framework/foundations/staff>

This guide offers discussion questions related to the Wisconsin Educators Talk about Stigma video to help translate the content to your current school context. The questions can be used to guide small group staff discussions or for personal reflection. We hope you discover both what you can celebrate and what areas are opportunities for future growth.

MODULE 5: REDUCING STIGMA AT SCHOOL DISCUSSION QUESTIONS

- What is your experience of stigma and how it affects children and the ability to educate students?
- Karen speaks about the two types of stigma: public stigma and self-stigma. How have you experienced the impact of both in the school environment?
- Intersectionality is described as the layered challenges that students with more than one identity that may be stigmatized. Reflect on other identities that you have witnessed impacting how students with mental health challenges are perceived by peers and adults.
- What has occurred in your professional life that has positively altered your ability to respond to students with mental health challenges? What specific skills have you added to your "toolbelt"?
- The education professionals shared various approaches they have found helpful in their schools. What are you most proud of when it comes to your school's approach to mental health? What ideas would you like to explore with your school leaders?



Mental Health Literacy Units

- Partnered with Office of Children's' Mental Health
- Lessons for elementary, middle, and high school
- Utilize a [skills-based health approach](#)
- Include resources for differentiating and integrating lessons
- Aligned [WI SEL competencies](#) and [Social Justice Standards](#)



Mental Health Literacy: Elementary Units

Skill focus: Self-management

- Learning About Myself and My Mental Health
- Exploring Emotions & Feelings
- People I Trust
- Asking for Help
- Building My Toolbox
- Even More Tools for My Toolbox



GRADES 3-5

Mental Health Literacy
Instructional Units

MANAGING MY MENTAL HEALTH



Mental Health Literacy: Middle School Units

Skill focus: Advocacy

- We CARE . . . about mental health
- Self-talk Matters
- Managing Stress and Anxiety
- Seeking Help
- Healthy Relationships and Mental Health



GRADES 6-8

Mental Health Literacy
Instructional Units

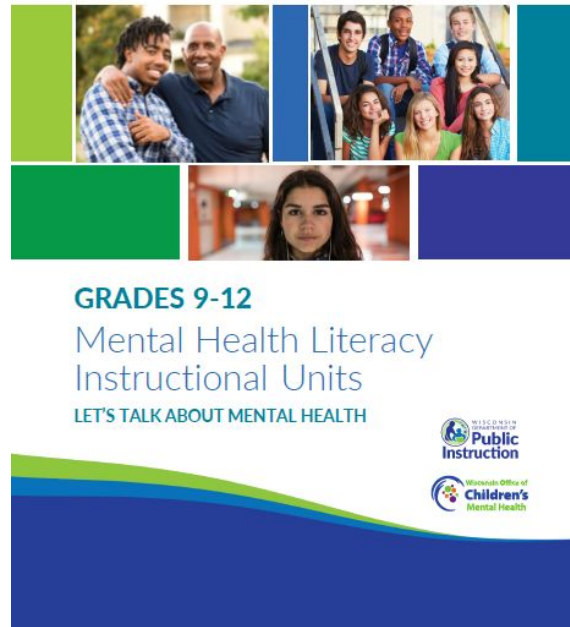
ADVOCATING FOR MY MENTAL HEALTH



Mental Health Literacy: High School Units

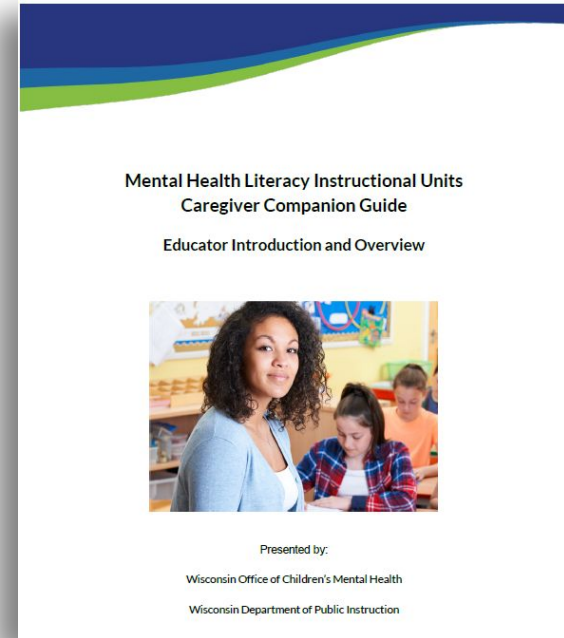
Skill focus: Interpersonal Communication

- Let's Talk About . . . mental health
- Responding to Stress
- My Stress Management Plan
- The 4 C's: Care, Compassion, Concern, and Confidence
- My Boundaries, My Health



Mental Health Literacy: Caregiver Supplement

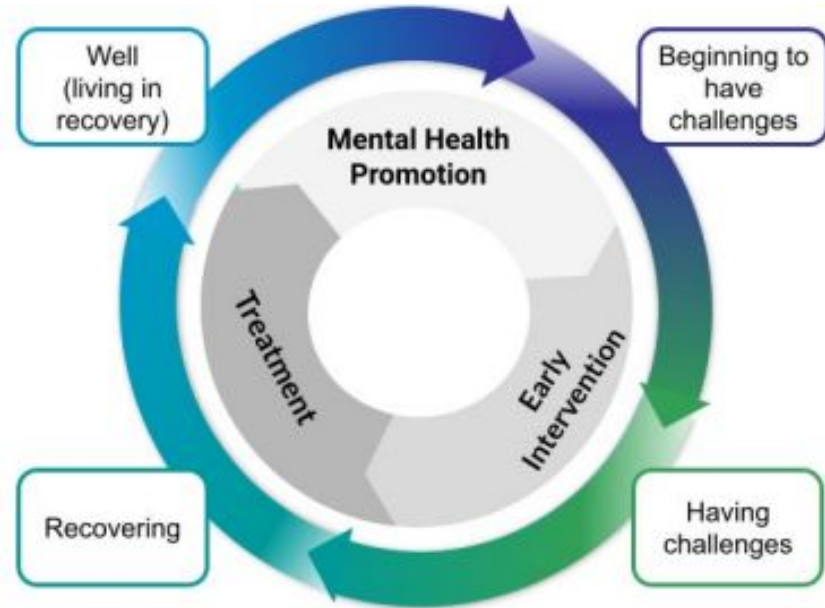
- Download through the unit [link](#)
- Provide caregivers information, discussion questions, and activities to do with students
- Resource provides a caregiver resource for every lesson in the unit



SEL & Mental Health

A CSMHS provides a continuum of services and supports that:

- Promote positive school climate
- Promote SEL
- Promote mental health and wellbeing
- Reduce the prevalence and severity of mental illness



WHY

WHAT

HOW

Research-Based Student Outcomes

Short-term

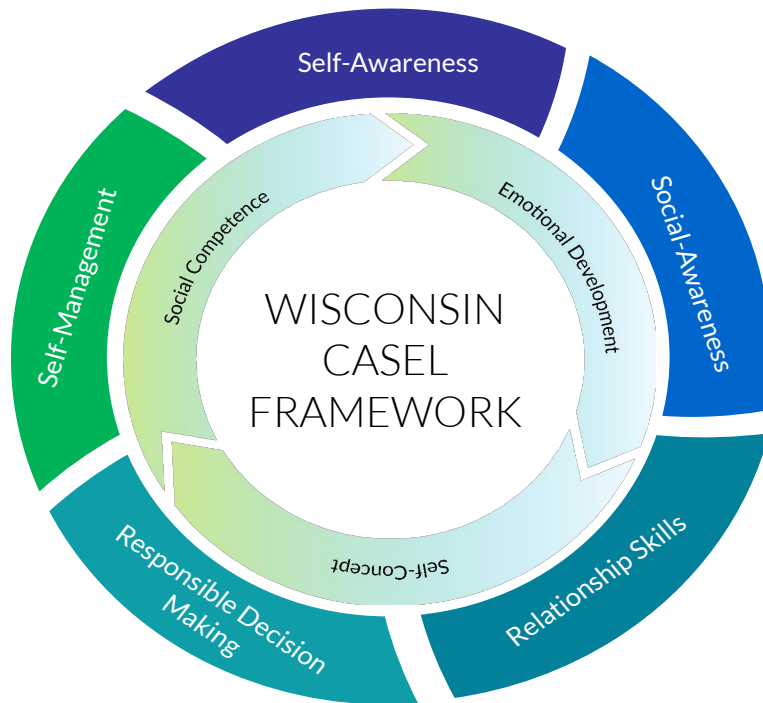
- Improved attitudes
- Perceived climate

Intermediate

- Positive social behaviors/relationships
- Academic success
- Fewer conduct problems
- Less emotional distress
- Less AODA

Long-term

- Graduation
- College/Career ready
- Healthy relationships
- Mental wellness
- Civic Engagement



Theory of Action

- Build Foundational Support and Plan
- Strengthen Adult SEL
- Promote SEL for Students
- Reflect on Data for Continuous Improvement

SEL Roadmap

- Learn
- Plan
- Do
- Study/Check



[Navigate WI DPI's SEL Resources](#)

Guiding Principles

1. **Commit to equity**
2. **Employ a strength-based lens**
3. **Adopt a systems approach**
4. **Strengthen adult capacity**
5. **Partner with students, families, and communities**
6. **Build and sustain resilience**
7. **Assess to learn**



District

School

Build foundational support and plan

- Develop a **shared vision and plan** for SEL
- Promote **collaboration** among school and district leaders around SEL, academics, and equity
- **Communicate** SEL as a district priority
- **Align resources** for SEL

- Develop an SEL **Team**
- Foster **commitment** to SEL
- Develop a **communication** plan
- Create an implementation **plan**

Strengthen adult SEL competencies and capacity

- Develop **central office expertise**
- Design and implement a **professional learning program for SEL**
- Strengthen **adult social and emotional competence**
- Promote **equitable learning environments**

- Cultivate a community of adults who engage in their own **SEL**
- **Collaborate** on strategies for promoting SEL
- **Model** SEL throughout the school

Promote SEL for students

- Adopt and implement PreK-12 **SEL standards or guidelines**
- Adopt and implement **evidence-based programs and practices**
- Develop and strengthen **family and community partnerships**
- **Integrate SEL** with academics, district priorities, and policies

- Develop a coordinated approach to supporting student SEL in the:
- **School**
 - **Classroom**
 - **Home and community**

Use data for continuous improvement

- Planning for improvement (**Plan**)
- Documenting and assessing (**Do**)
- Data reporting and reflecting (**Study**)
- Action planning and sharing (**Act**)

- Continuously improve schoolwide implementation and test innovative strategies:
- Planning for improvement (**Plan**)
 - Documenting and assessing (**Do**)
 - Data reporting and reflecting (**Study**)
 - Action planning and sharing (**Act**)

Training Opportunities

- Implementation Team Training
- Training of Trainers

Learning And Training Opportunities



Alignment & Connections: Teaching and Learning

- [Leveraging Out-of-School Time \(OST\) To Advance SEL](#)
- [SEL and employability skills crosswalk](#)
- **COMING SOON! Wisconsin's Guide to Social and Emotional Learning and Workforce Readiness: A Powerful Combination Report**



Mental/Behavioral Health Screening

SEL Competence Assessment

The evaluation of the nature, quality, or ability of students' SEL competencies, specifically interpersonal and intrapersonal knowledge, skills, attitudes, and mindsets to identify a level of strength and to guide instructional practices with a continuous improvement lens (McKown 2020; CASEL Assessment Workgroup 2018).

Universal SEB Screening

Mental health screening is not a product, but rather a process for identifying students at risk of developing mental and behavioral health challenges (Twyford, et al., 2010), as well as an evidenced-based and proactive method for monitoring universal (Tier 1) supports (Romer et al., 2020).

Targeted SEB Assessment

The gathering and integration of data to evaluate a person's behavior, abilities, and other characteristics, particularly for the purposes of making a diagnosis or treatment recommendation.

Assessment

- Modes of assessment
- Evidenced-based assessments aligned with the WI DPI SEL Competencies
- **COMING SOON! SEL Competence Assessment On-Demand Training Module**



SEL In WI

For more information about implementing SEL in your school, district, or OST program, check out our [comprehensive website!](#)



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Consider [joining our listserv!](#)