



# Health and Wellness

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WELLNESS

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LACONIA SCHOOL DISTRICT, NEW  
HAMPSHIRE

# Acknowledgement/Disclaimer

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## WHO ARE WE?

- District Grants Administrator & Director of the Office of School Wellness
- Former Education Consultant for NH Department of Education, Bureau of Special Education
- Middle School Social Worker & Former Middle/High Social Worker
- Former Child Protective Service Worker for NH Department of Health and Human Services, Division for Children, Youth, and Families



Laconia School District

**Office of  
School  
Wellness**

# OFFICE OF SCHOOL WELLNESS (OSW)

## ***ELEMENTS OF FOCUS***

1. Promoting Early Childhood Social & Emotional Learning & Development
2. Promoting Mental, Emotional and Behavioral Health
3. Connecting Families, Schools and Communities
4. Preventing Behavioral Health Problems, including Substance Misuse
5. Creating Safe and Violence Free Schools



## ACTION STEPS TO CONSIDER (I)

### ACEs Screener

- Modified Screener to engage parents
- Preventative & Interventive Education

### Communication

- Online Resources
- Newsletters and Social Media

### Community Resource Map

- Single location of resources for families
- Individualized Supports

## ACTION STEPS TO CONSIDER (2)

### Tier II becomes Tier I

- Past group interventions become whole-class, whole-grade, whole-school Universal Supports
- Mindfulness, Brain Science, & Stress Management

### Staff Supports

- Preventative Education
- Group and Individual supports for social, emotional, mental, and physical wellness

### Family & Community Supports

- Preventative Education (virtual trainings & electronic communications)
- ACERT

# DIMENSIONS OF WELLNESS

## *Why Emotional Wellness Matters*

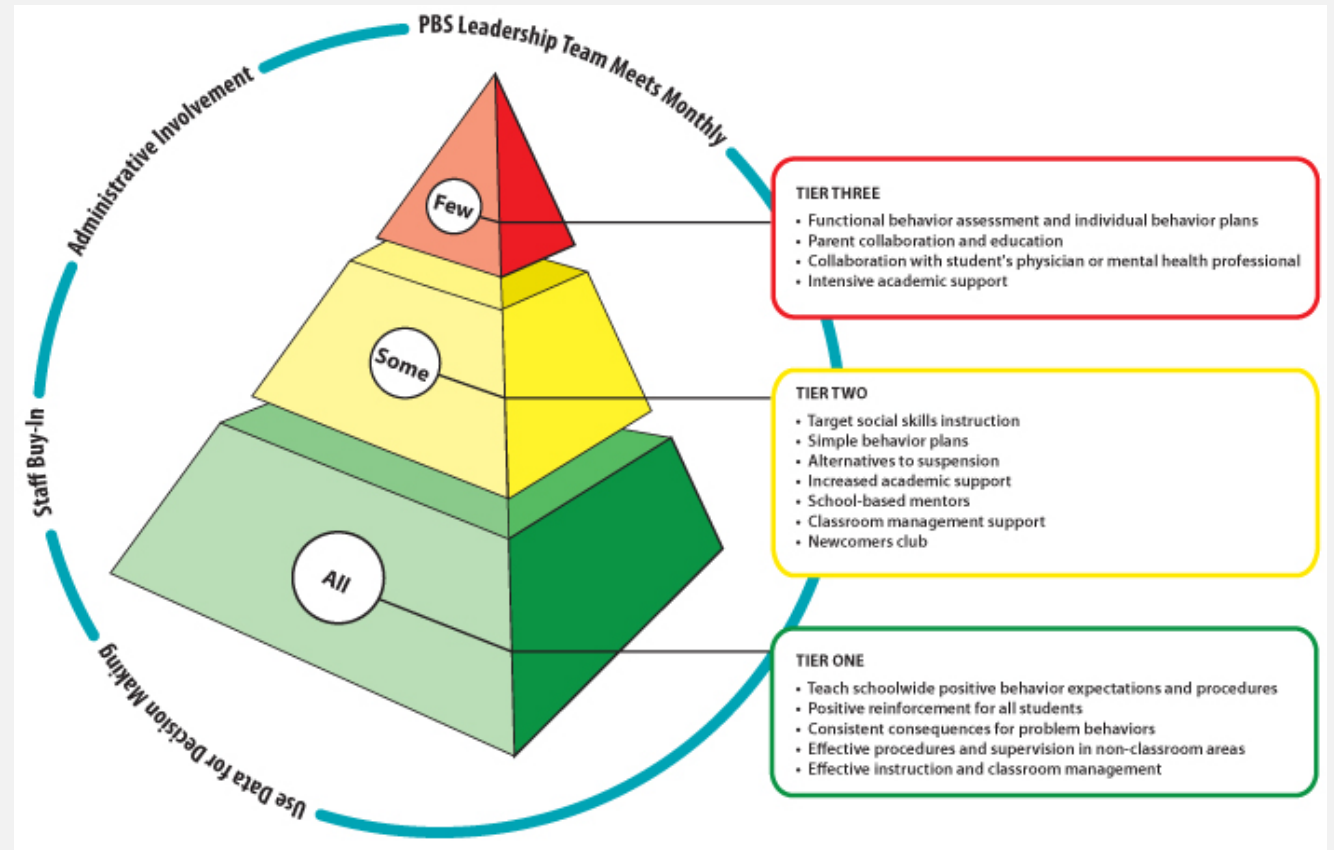
When a person is emotionally well they exhibit:

- A positive attitude and optimistic outlook toward life
- High self-esteem and self-respect
- A balance between emotional states
- Ability to recognize and cope with normal life changes
- Ability to participate in positive inter-personal relationships



# WHY MULTI-TIERED SYSTEM OF SUPPORT (MTSS)?

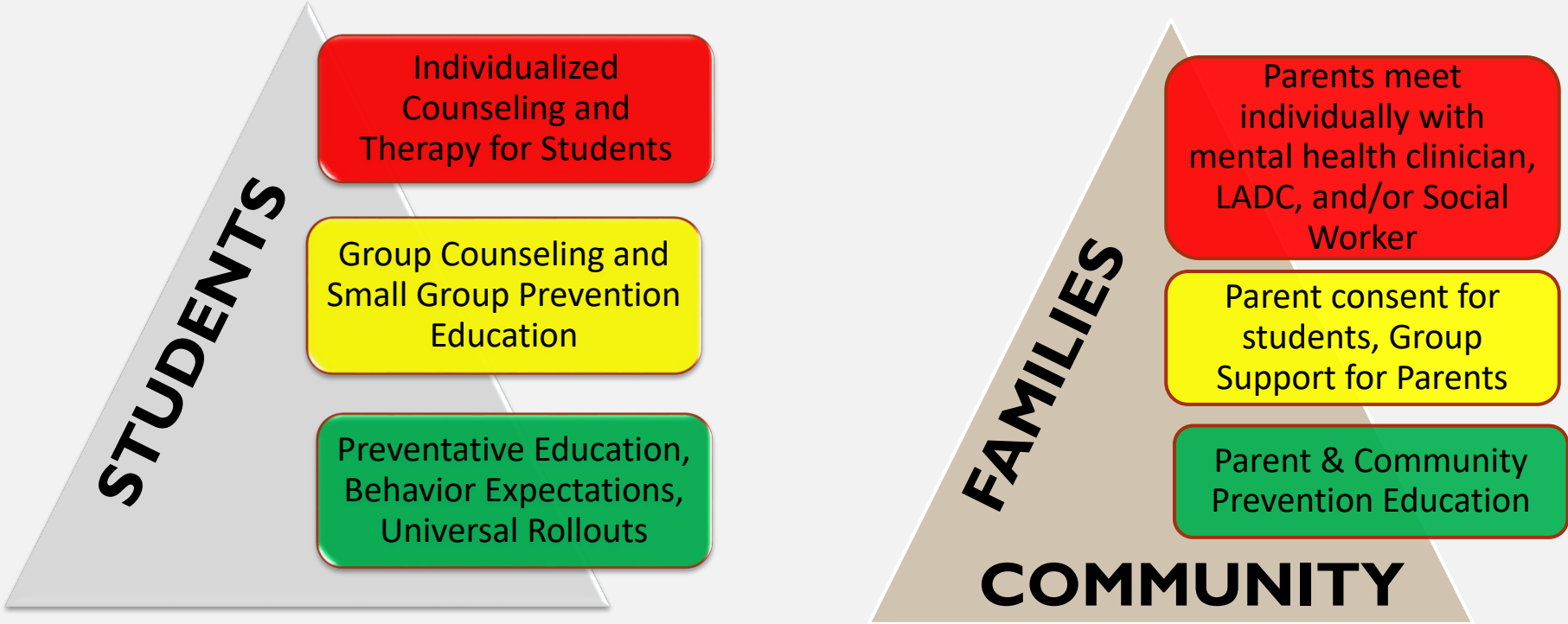
- All students will benefit from instruction and consistent expectations and procedures
- But some students need a little extra support to be successful and a few students need individual and intensive supports to be successful







# EMBEDDING MENTAL HEALTH, SUBSTANCE USE SUPPORTS, & TRAUMA-INFORMED CARE IN MTSS





# Mental Health Supports for Tier I



## Why Mindfulness is Needed in Education

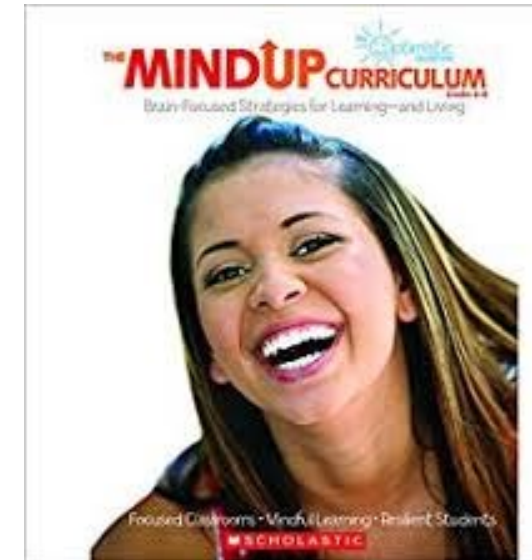
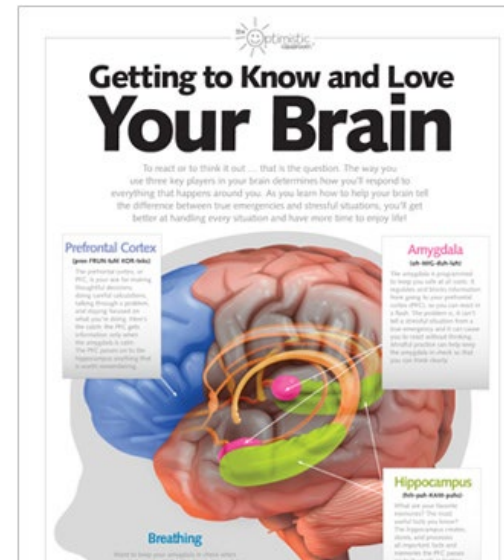
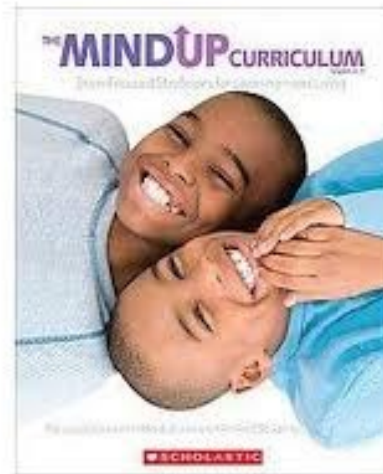
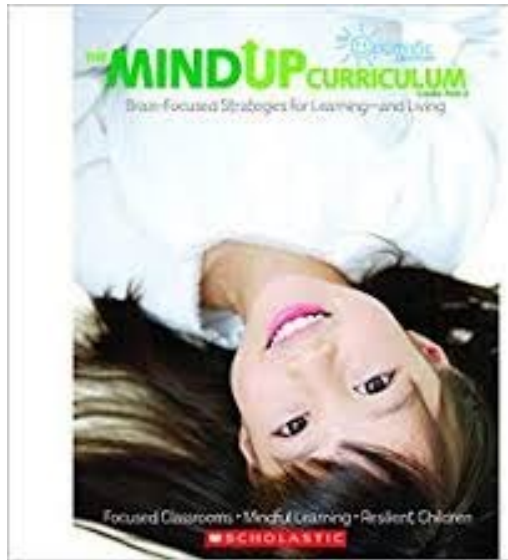
### The Impact of Toxic Stress on School Communities

*Healthy stress* is a natural part of life, including childhood. Children and adults alike need to be challenged in order to grow and develop. However, in the modern education system, *healthy stress* is frequently displaced by *toxic stress*. Toxic stress occurs when life's demands *consistently outpace* our ability to cope with those demands.



#### STUDENTS

Toxic stress impairs attention, emotion and mood regulation, sleep, and learning readiness daily in American classrooms. Even more troubling, prolonged exposure to childhood toxic stress has lifelong impacts on mental and physical health.



# BLENDING MINDFULNESS WITH BRAIN SCIENCE AT TIER I

## WHAT ARE THE ZONES?

The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® ([www.socialthinking.com](http://www.socialthinking.com)) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states.

## THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



# ZONES OF REGULATION

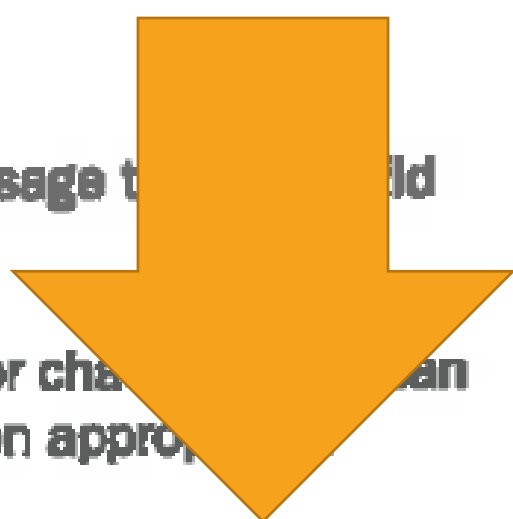


*Responsive Classroom* is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. Our workshops, books and conferences help elementary and middle school educators to create safe and joyful learning communities where students develop strong social and academic skills and every student can thrive.

Independent research has found that the *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. It has been described by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most “well-designed evidence-based social and emotional learning (SEL) programs”.



## What can be done at school to help a traumatized child?



- **Maintain usual routines.** A return to "normalcy" will communicate the message to the child that life is safe and life will go on.
- **Give children choices.** Often traumatic events involve loss of control and/or chaos. Teachers can help children feel safe by providing them with some choices or control when appropriate.
- **Increase the level of support and encouragement given to the traumatized child.** Designate an adult who can provide additional support if needed.
- **Set clear, firm limits for inappropriate behavior and develop logical—rather than punitive—consequences.**
- **Recognize that behavioral problems may be transient and related to trauma.** Remember that even the most disruptive behaviors can be driven by trauma-related anxiety.
- **Provide a safe place for the child to talk about what happened.** Set aside a designated time and place for sharing to help the child know it is okay to talk about what happened.
- **Give simple and realistic answers to the child's questions about traumatic events.** Clarify distortions and misconceptions. If it isn't an appropriate time, be sure to give the child a time





# SECONDARY OR VICARIOUS TRAUMA

TEACHER WELLNESS

## **When Students Are Traumatized, Teachers Are Too**

Trauma in students' lives takes an emotional and physical toll on teachers as well. Experts weigh in on the best ways to cope.

**By** *Emelina Mlnero*

October 4, 2017

***“There is a cost to caring.” - Charles Figley***

Trauma takes a toll on children, families, schools, and communities. Trauma can also take a toll on school professionals. **Any educator who works directly with traumatized children and adolescents is vulnerable to the effects of trauma**—referred to as *compassion fatigue* or *secondary traumatic stress*—being physically, mentally, or emotionally worn out, or feeling overwhelmed by students' traumas. The best way to deal with compassion fatigue is early recognition.

**TIPS FOR EDUCATORS:**

**1. Be aware of the signs.** Educators with compassion fatigue may exhibit some of the following signs:

- Increased irritability or impatience with students
- Difficulty planning classroom activities and lessons
- Decreased concentration
- Denying that traumatic events impact students or feeling numb or detached
- Intense feelings and intrusive thoughts, that don't lessen over time, about a student's trauma
- Dreams about students' traumas

**2. Don't go it alone.** Anyone who knows about stories of trauma needs to guard against isolation. While respecting the confidentiality of your students, get support by working in teams, talking to others in your school, and asking for support from administrators or colleagues.

**3. Recognize compassion fatigue as an occupational hazard.** When an educator approaches students with an open heart and a listening ear, *compassion fatigue* can develop. All too often educators judge themselves as weak or incompetent for having strong reactions to a student's trauma. Compassion fatigue is not a sign of weakness or incompetence; rather, it is the cost of caring.

**4. Seek help with your own traumas.** Any adult helping children with trauma, who also has his or her own unresolved traumatic experiences, is more at risk for compassion fatigue.



## PSYCHOLOGICAL

## PHYSICAL

Trouble concentrating

Chest pains

Feeling time speeding up/slowing down

Feeling or being sick

Inability to relax

Dizziness

Rumination

Heart palpitations

Derealisation

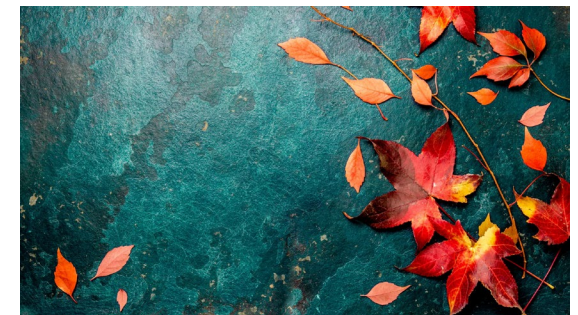
Headaches and teeth grinding

Depersonalisation

Skin rashes

# What does anxiety feel like for you?

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# OFFICE OF SCHOOL WELLNESS

WINTER 2020  
NEWSLETTER



## 10 TIPS TO IMPROVE YOUR HEART HEALTH

*With Valentine's Day last month, many view February as the month of love, but it is also American Heart Month. Heart disease is the leading killer of Americans, taking the lives of 2,200 people each day. In addition, 103 million adults have high blood pressure and 6.5 million are living with heart failure. While genetic factors do play a part in cardiovascular disease, the good news is 80 percent of cardiovascular diseases may be preventable with education and action. Simple lifestyle changes can make a big impact when it comes to heart health.*

**Show your heart some love with these 10 tips.**

### IN THIS ISSUE

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Heart Healthy Recipes	5
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#### **1. Stop smoking**

Quitting smoking is the best thing that can be done for the heart and for overall health. Smoking is the most preventable cause of premature death in the United States, and smokers have a higher risk of developing many chronic disorders, including atherosclerosis, or the buildup of fatty substances in the arteries. When combined with other heart disease risk factors, smoking increases the risks associated with those factors. Quitting is never easy, but there are lots of helpful resources for those looking to start.

#### **2. Know your numbers**

Maintaining a healthy weight, blood pressure and total cholesterol play a significant role in maintaining a healthy heart. While there are standard guidelines for blood pressure and cholesterol, ideal weight goals are individual to each person. A physician can help determine an appropriate goal weight based on additional factors such as age and height.

#### **3. Screen for diabetes**

Untreated diabetes can lead to heart disease, among many other complications. Diabetes can be easily detected through a simple blood test and managed a variety of ways under the care of a physician.

# Staff Health and Physical Wellness Supports



- Boot Camp (fitness circuits) – every Wednesday at 5:30am
- Four-week afterschool fitness programs:
  - Cycle/Spin
  - Drumming
  - Pound
  - Barre
  - Boxing
  - Better Posture
  - Nutrition
  - Yoga



# Additional Supports for Staff

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## *Health and Wellness Practitioner*

- ∅ Afterschool yoga
- ∅ GRACE Project
- ∅ Stress Management and Coping Mechanisms
- ∅ Meditation/Mindfulness
- ∅ Professional Development Workshops (CEUs)
- ∅ Alternative and Integrative Healing Therapies (Reiki, Tapping) via 1:1 support







# grace



(Generating Resilience Among  
Compassionate Educators)  
A Wellness Series

**4 Dates:**

October 17, 24 and November 14, 21, 3:30pm-5:00pm

**Located at:**

Studio 151, 151 Elm St., Laconia, NH

*Experience holistic wellness and soothe your frazzled  
mind and body. Take the much-deserved time to honor  
yourself in a way that professionals usually don't.*

*Bonus: Receive staff development for your time.*

Only 10 spots available.

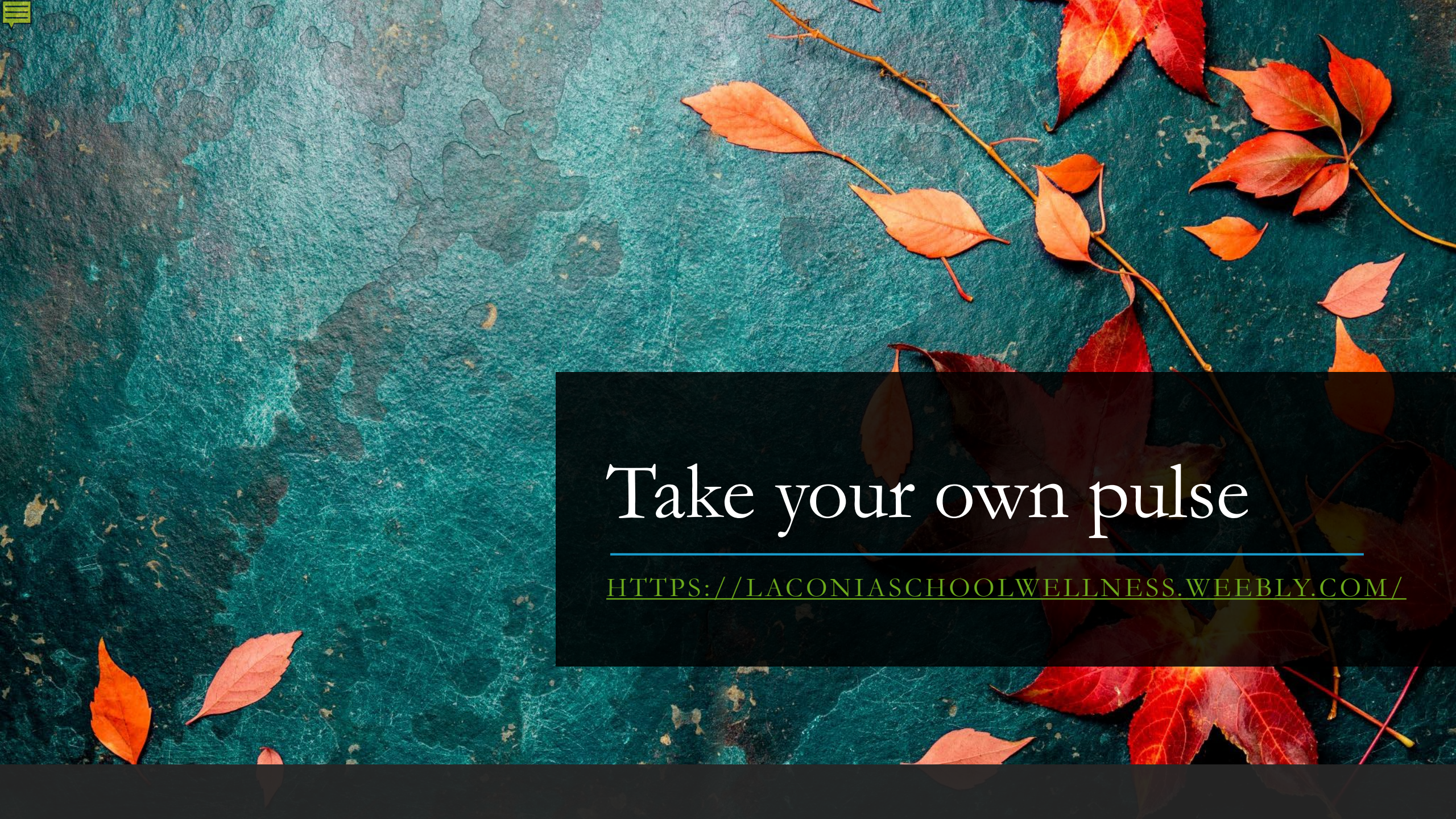


**Be brave, we are all in this together.**

Led by Anne Barach and Gina McGuire







Take your own pulse

[HTTPS://LACONIASCHOOLWELLNESS.WEEBLY.COM/](https://laconiaschoolwellness.weebly.com/)



## Additional Support for Students



### Health and Wellness Practitioner:

- Push-in support in classrooms
- Group interventions
- 1:1 student support:
  - ❑ Alternative and Integrative Healing Therapies (Reiki, Tapping)
  - ❑ Lifestyle Choices
  - ❑ Stress Management



THE OFFICE OF SCHOOL WELLNESS PRESENTS

# BRAIN-BASED PARENTING: SUPPORTING YOUR CHILD AMID CRISIS

A FOUR PART VIRTUAL SERIES  
BY DR. ALISON ROY

*The goal of the series is to provide caregivers with the confidence and knowledge they need to create a reflective practice within their own home; one that supports and promotes post-traumatic growth for them and their children.*

**Dr. Alison M. Roy, NH Licensed Clinical Psychologist**

**Please register by clicking on link  
for each session. You do not  
need to attend all four.**

**Session 1:** *Understanding Fear,  
Anxiety, and Upset: The  
Neurobiology of Stress*

**October 14, 6-7 pm**

**[Click here](#)**

**Session 2:** *YOU Are Enough! The Key  
Role of the Parental Relationship in  
Developing A Resilient Child*

**October 28, 6-7 pm**

**[Click here](#)**

**Session 3:** *Helping Your Child Grow:  
It's all about Safety and Regulation*

**November 11, 6-7 pm**

**[Click here](#)**

**Session 4:** *Your Family Can Survive  
Anything: How the Use of Story &  
Holding Hope Help Us Overcome*

# LACONIA LINKS NEWSLETTER

**6 WAYS TO HELP REDUCE THE CHANCE THAT YOUR TEENAGE CHILD WILL DRINK, USE DRUGS OR ENGAGE IN OTHER RISKY BEHAVIORS**

**BUILD A WARM AND SUPPORTIVE RELATIONSHIP WITH YOUR CHILD**

**BE A GOOD ROLE MODEL WHEN IT COMES TO DRINKING, TAKING MEDICATION AND HANDLING STRESS**

**KNOW YOUR CHILD'S RISK LEVEL**

**KNOW YOUR CHILD'S FRIENDS**

**MONITOR, SUPERVISE AND SET BOUNDARIES**

**6. MONITOR, SUPERVISE AND SET BOUNDARIES**

Laconia School District  
**Office of  
School  
Wellness**





# What does anxiety look like in students and what can you do about it?

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- ❑ Reassurance-seeking
- ❑ Reluctance to separate from parents
- ❑ Physical symptoms like headaches or stomach aches
- ❑ Moodiness and irritability
- ❑ Tantrums or meltdowns
- ❑ Trouble sleeping
- ❖ Structure the day (Routines)
- ❖ Model calm
- ❖ Look for the positive
- ❖ Connect the student with School Counselor, Behavior Support Specialist, School Social Worker, or Student Outreach Coordinator (they can refer to LADC, Mental Health Clinician, Nurse)



## Child & Family Experiences Questionnaire

Pleasant Street School

*At Pleasant Street School, we believe that all aspects of a child's well-being contribute to their success academically. We know that a child's parents/caregiver are the ones who know them best and are responsible for their welfare. Therefore, we are asking for you to partner with us in fully understanding your child's history. We ask about this so we can know if there are experiences that have been challenging or potentially upsetting for your child that you believe may contribute to how he/she is developing and/or behaving. Please share your thoughts about your child so that we can better help him/her to learn here at school.*

1. With whom does your child have a close relationship/attachment? \_\_\_\_\_

\_\_\_\_\_

2. Has your child lived with the same caregivers for his/her whole life? Yes    No  
If not, who has your child been separated from and when? \_\_\_\_\_

\_\_\_\_\_

## What Is Child Traumatic Stress?

Child traumatic stress is when children and adolescents are exposed to traumatic events or traumatic situations, and when this exposure overwhelms their ability to cope.

When children have been exposed to situations where they feared for their lives, believed they could have been injured, witnessed violence, or tragically lost a loved one, they may show signs of traumatic stress. The impact on any given child depends partly on the objective danger, partly on his or her subjective reaction to the events, and partly on his or her age and developmental level.



### **If your child is experiencing traumatic stress you might notice the following signs:**

- Difficulty sleeping and nightmares
- Refusing to go to school
- Lack of appetite
- Bed-wetting or other regression in behavior
- Interference with developmental milestones
- Anger
- Getting into fights at school or fighting more with siblings
- Difficulty paying attention to teachers at school and to parents at home

## TIER II INTERVENTIONS: SOCIAL WORKERS, SCHOOL COUNSELORS, SCHOOL PSYCHOLOGIST, LADC



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Grief & Loss

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Coping Cat

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Social Skills

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Controlling Emotions

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CBITS

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Strong Kids

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Children of Alcoholics

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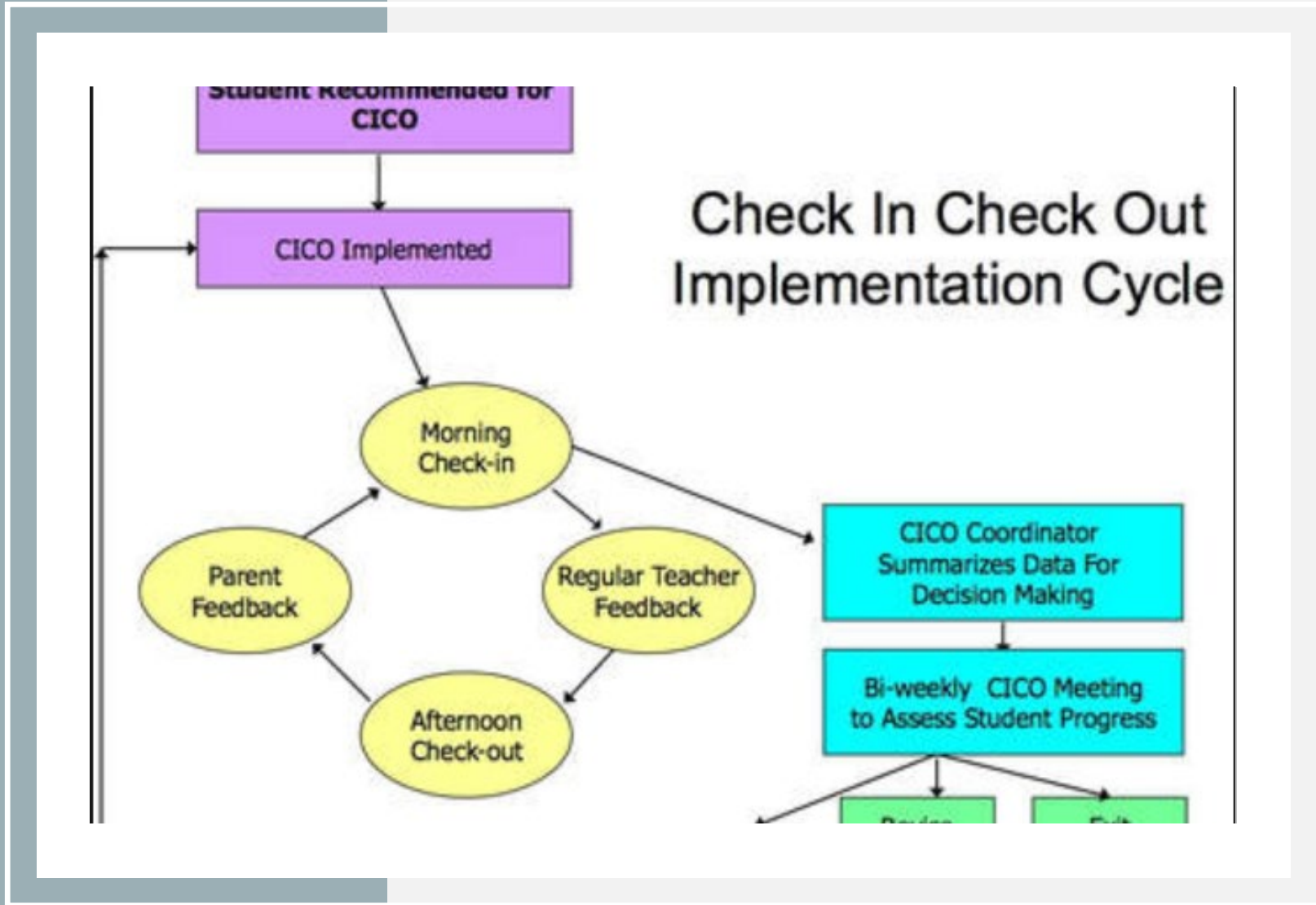
Choose Love

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Newcomers Group



# CHECK IN CHECK OUT



ONSITE MENTAL  
HEALTH  
COUNSELING

Masters level  
Clinician

LRMHC Clients

Middle School

High School

1-2 Days per week



**Lakes Region  
Mental Health Center**



Child and Family Services

## LICENSED ALCOHOL & DRUG COUNSELOR

Middle School

High School

Individual Counseling

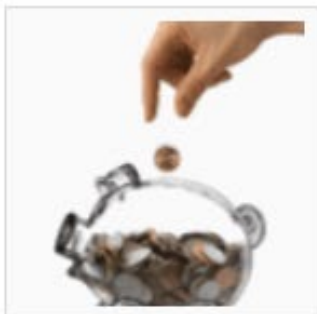
Group Counseling

Originally contracted service

Dually certified Mental Health  
Clinician



# LACONIA COMMUNITY RESOURCE MAP





NAME	DESCRIPTION	ADDRESS	CITY	TELEPHONE	WEBSITE	*NOTE
<b>Stand Up Laconia</b>	Standing up to effectively and compassionately confront the causes and consequences of substance misuse by advocating for prevention, intervention, treatment, and recovery.	c/o Laconia High School 345 Union Avenue	Laconia		<a href="http://www.standuplaconia.com/index.html">http://www.standuplaconia.com/index.html</a>	Email: <a href="mailto:StandUpLaconia@gmail.com">StandUpLaconia@gmail.com</a>
<b>Navigating Recovery of the Lakes Region</b>	Navigating Recovery of the Lakes Region is a grassroots collaborative organization creating a supportive, recovery informed community for those affected by addiction. Our recovery community center is focused on providing an open door for those seeking and/or embracing recovery as people begin and maintain the path for a free and productive life without alcohol or other drugs.	635 Main Street, Suite 303	Laconia	603-409-7228	<a href="http://www.navigatingrecovery.org/">http://www.navigatingrecovery.org/</a>	
<b>Horizons Counseling Center</b>	Providing comprehensive, confidential and affordable outpatient treatment and referral services to individuals and families dealing with substance use and co-occurring mental health disorders.	Village West Building 7, 25 Country Club Rd. Suite 705	Gilford	603-524-8005	<a href="http://horizonsnh.org/index.html">http://horizonsnh.org/index.html</a>	
<b>Laconia Recovery Court</b>	Recovery Court is a 3-phase intervention program followed by a period of reduced supervision and recovery support. It is designed for adults who have pled guilty to non-violent offenses and who are having	Circuit Court – Laconia Division 26 Academy St	Laconia	1-855-212-1234	<a href="http://mediad.publicbroadcasting.net/p/nh/pr/files/recovery_court_handbook_11-28-12.pdf">http://mediad.publicbroadcasting.net/p/nh/pr/files/recovery_court_handbook_11-28-12.pdf</a>	



## HOME VISITS

*Family to School  
Connection*

- All students who are suspended for 3 or more days
- Truancy
- Tier II/III students and families
- Wraparound Process
- Dropoff Food, Technology, hard copies of school-work, clothing/hygiene supplies (anything they need)
- Can't find parent and/or student
- Support with community needs

# Additional Support for Students



## Restorative Justice Program:

- Aims to reduce bullying and victimization, manage conflict and improve attendance in schools
- Focusing on 8<sup>th</sup> – 10<sup>th</sup> grade students
- Offsite location from the high school
- Transportation and Meals provided





Erin Pettengill of the Family Resource Center and Officer Eric Adams of the Laconia Police Department, presenting ACERT update to community collaborators at LRCS in Laconia

But now there's more help. Modeling its new program on the nation-leading innovative work of the Manchester, NH Police Department, LRCS' Family Resource Center, along with the Laconia Police Department, announced the rollout of a program designed to help children who experience some kind of traumatic event: ACERT, which stands for Adverse Childhood Experiences Response Team, offers a new way for local police and other first-responders to ensure that affected children are appropriately cared for and supported in dealing with both the immediate-term fallout from

whatever the incident was, as well as the often-underlying and related longer-term issues. With opioid incidents, for example, it offers a way for parents to enable immediate and ongoing outside support for their children.

Erin Pettengill, Vice President of the Family Resource Center, explains "Early intervention is absolutely vital to ensure children's physical, emotional, and mental wellbeing. We'll now have a comprehensive and coordinated system of supports focused specifically on affected children, which is key to stemming the residual impacts from traumatic events that children experience."



Representatives of region-wide agencies participating in ACERT program roll-out meeting at LRCS' Main Office in Laconia.

The Laconia School District is also working closely with the Family Resource Center and the Laconia PD in coordinating the program. Virtually all of the relevant area social service agencies and other related programs for children will be additional referral collaborators to ensure the most comprehensive and timely intervention for children. The Family Resource Center will coordinate not just the immediate response and intervention, but also ongoing support as needed, to best ensure children's wellbeing. The Family Resource Center has hired a full-time program coordinator, Kerri Lowe, to lead and manage the program.

Since the kickoff in September, ACERT has made a major impact in the city of Laconia. LRCS' Family Resource Center, the Laconia Police Department, and the Laconia School District designed ACERT (Adverse Childhood Experiences Response Team), which offers a new way to help children who experience a traumatic event. This program makes sure children impacted by trauma are appropriately cared for and supported in dealing with both the immediate fallout from the traumatic event, as well as the often-underlying and related longer-term issues.

# ADVERSE CHILDHOOD EXPERIENCES RESPONSE TEAM (ACERT)



# Questions?

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