



Special Tri-District School Committee Presentation

March 11, 2019

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Guest Presenter: Dr. Mona Potter & Abigail Stark (Practicum Student)



Anxiety vs Depression

Depression Symptoms	Anxiety Symptoms
<ul style="list-style-type: none">● depressed mood● lack of interest in enjoyable activities● insomnia or hypersomnia● slowing of movement● lack of energy● feelings of guilt or worthlessness● trouble concentrating● suicidal thoughts or behaviors	<ul style="list-style-type: none">● excessive worry● relentlessness● being easily fatigued● trouble concentrating● irritability● sleep disturbance● muscle tension <p data-bbox="1066 1206 1766 1235">https://www.psycom.net/anxiety-depression-difference</p>



Diagnosis for Depression and Anxiety

For a diagnosis of a **depressive disorder**, a person needs to have experienced five or more of the symptoms listed (previously) for at least two weeks.

For a diagnosis of **anxiety**, the person experiences most of the symptoms listed for more than 6 months (as listed previously).

<https://www.psycom.net/anxiety-depression-difference>

Definition of Emotional Impairment- IDEA

As defined under federal law at 34 CFR §300.7, the student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance:

- an inability to learn that cannot be explained by intellectual, sensory, or health factors;**
- an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;**
- inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression;**
- or a tendency to develop physical symptoms or fears associated with personal or school problems.**

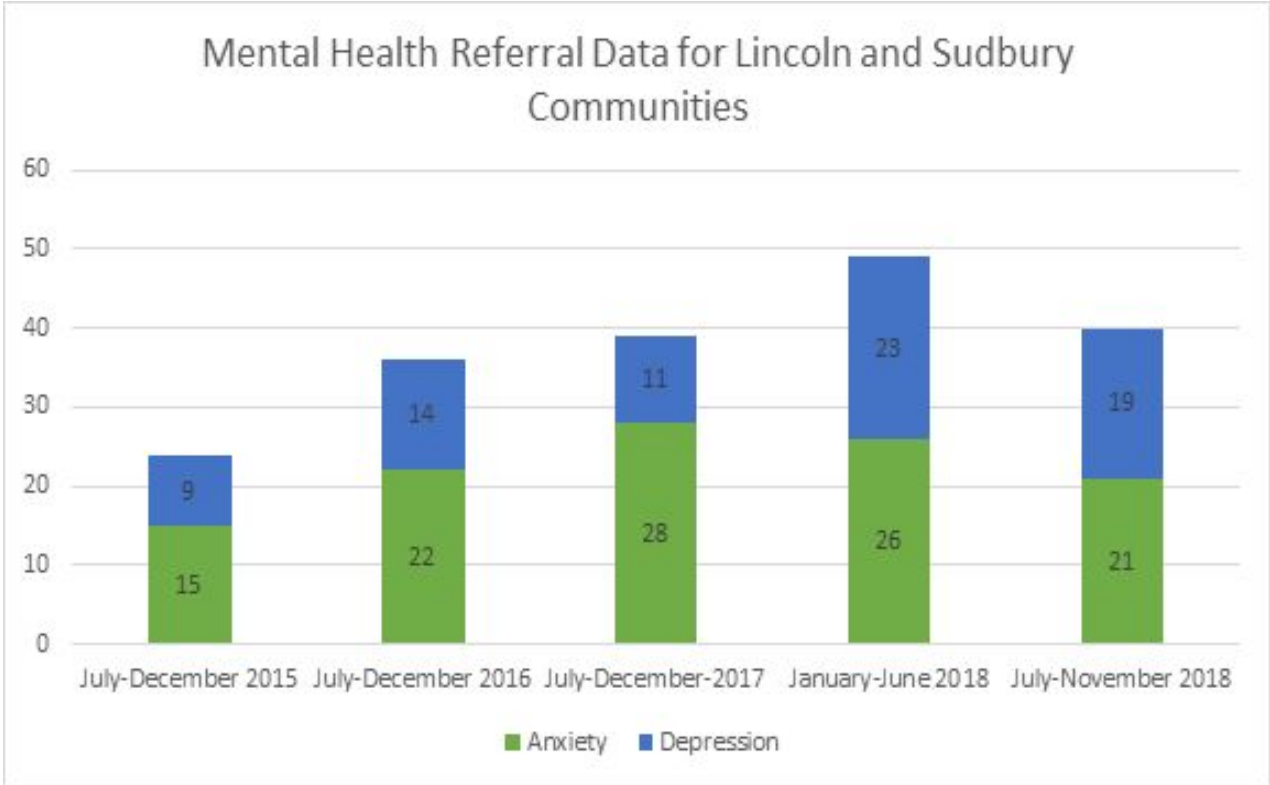
The determination of disability shall not be made solely because the student's behavior violates the school's discipline code, because the student is involved with a state court or social service agency, or because the student is socially maladjusted, unless the Team determines that the student has a serious emotional disturbance.



Tri-District Trends Social Emotional

Percentage of Students with Emotional Disabilities on IEPs

Oct. 1 Data	Lincoln	Sudbury	L-S
2018	10.07%	9.8%	20%
2017	6.25%	8.8%	16%
2016	5.16%	6.7%	11%



Note: The last data point is for a 5 month span as opposed to the usual 6 month span.

Tier I Social-Emotional (SE) Interventions

- **DCAP: District Curriculum Accommodation Plan** - all districts
- **K-8 Social Emotional Curriculum:**
 - Second Step
 - Responsive Classroom
 - Zones of Regulation
 - Student Support Teams - Academic & SE and Behavioral
 - Nursing Support
 - Assessments (Survey/Risk/Social Skills Assessments (ex. DESSA)
 - Developmental Design
 - Open Circle/Mind-Up
 - Units on Bullying Prevention
 - Signs of Suicide (SOS)
 - Consultation- Classroom (BCBA) & outside
 - Consultants
 - Professional Development



Tier I Social-Emotional (SE) Interventions

- **High School:**
 - House Meetings/Clinical Counselors attached to each House
 - Signs of Suicide Curriculum in Wellness Classes
 - Guidance Curriculum
 - DCAP SOCIAL AND BEHAVIORAL Example ACCOMMODATIONS:
 - Provide frequent and immediate feedback, including positive feedback
 - Allow rest breaks
 - Provide stress release activities
 - Implement behavioral intervention strategies
 - Provide clear, written criteria for behavior or expected work

Tier II Example of SE Interventions: PreK-8



- PreK to 8
 - Zones of Regulation, Social Thinking
 - Social Groups-Social Thinking
 - Guidance Counselor, Social Workers, School Psychologists
 - Counseling **Short Term Interventions** in a 1:1 or small group setting
 - Scheduled Check-Ins (Counselor/Student)
 - Board Certified Behavior Analyst (BCBA)
 - Student Support Teams-Academic, SE & Behavioral
 - Therapeutic programs/support-Bridges, Beacon & Transition

All Districts provide ongoing consultation with a student's outside provider and when a student is hospitalized.

Tier II Example of SE Interventions at LS



- **Depression Workshop: Mandatory for all 10th Graders**
It is designed to educate them about the signs and symptoms of depression and how to access support for themselves or someone they are concerned about.
- **Depression Exists Ask for Relief (DEAR)**
Peer support group run by students for students. DEAR meets weekly to discuss a range of issues including relationship and school stress, anxiety, and other difficult topics that teenagers may experience. There are members who meet regularly, but the group is open to "drop ins" as well.
- **Quarterly Consultation with a Board-Certified Child/Adolescent and Adult Psychiatrist:** At least four times a year, this professional meets with counseling staff to present a "case" to be studied by the group. (Consultation providers work with LPS & SPS)



Tier III Example of SE Interventions: PreK-8

Direct Services Per IEP:

- Small group or 1:1
- Continuum of services - increased level of service & programming
- Specialized Programs - ACCESS (SPS)
- Therapeutic programs/support - Bridges, Beacon & Transition
- Home-Based Supports
- In District Programs - Social Emotional Programs
- Out of District Programs

Tier III Example of SE Interventions - LS

- *Beacon Program*: a short-term transition program after extended absences due to illness, injury (including concussions), psychiatric hospitalization, or extended evaluations.
- *Skills for Well-Being Class*: semester long course is based upon the curriculum for Dialectical Behavior Therapy (DBT).
- *EXCEL Program*: program supports students that have experienced depression, have needed hospitalizations, or are dealing with emotional issues.
- *ACE Program*: alternative, general and special education students program that aims to provide students with a safe and nurturing environment to help them acquire the necessary academic, social, and emotional skills to be academically and emotionally successful.



Please know that with this work, we most value our partnership with families. It is the collaboration and communication with district and community resources that best support students with mental health needs.

Our Tri-Districts are committed to this work.