

# Mental Health Programming Roundtable

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September 22, 2021



# Overview



# Overview

For all Students



Adviser Room

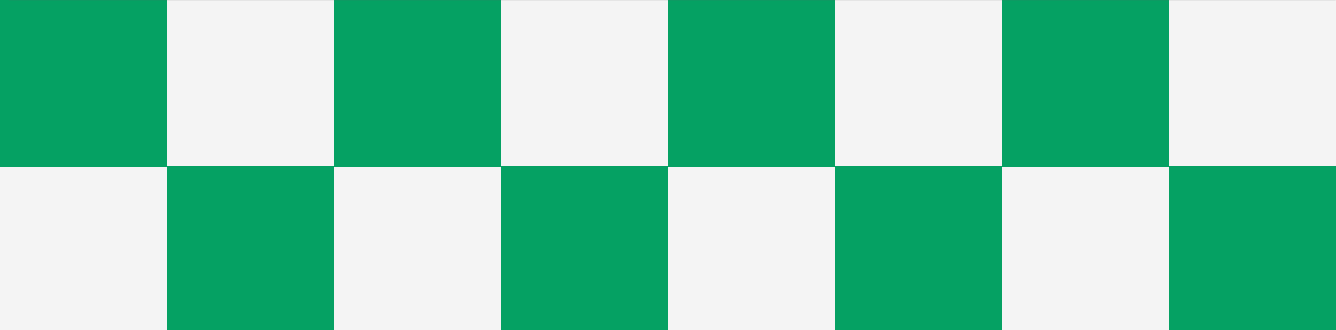
A 3x5 grid of green handprints on a dark blue background.

Student Life & Extracurricular

An illustration of two green theatrical masks and a blue and green volleyball on a dark blue background.

Relationship Based Institution

KW Curriculum

The logo for Kinetic Wellness, featuring a stylized 'N' and 'T' inside a circle with the text 'Healthy Minds, Healthy Bodies, Healthy Trevs!' around it. Below the logo is the text 'Kinetic Wellness' and 'Healthy Minds, Healthy Bodies, Healthy Trevs!'.

## Adviser Room

COMMUNITY

\*From a New Trier High School bulletin to advisers.

The Test — you have the right attitude if:

"You have a genuine human interest in each advisee.

You see in a "problem advisee" a challenge to be met — not an irksome duty to be performed.

You do all your adviser routine promptly and seriously.

You try to interpret the spirit of the school and its administrators to your advisees.

You can with patience and perseverance make the adviser period a time of interest and profit to your advisees.

# Adviser Room

- Connection to Student
- Navigate the School
- Partnership with Home
- Notice Changes
- Socialization - Part of a Community



Opportunity

Connection

Leadership

### Athletics/Intramurals

Many Sports, Many Levels

No Cut Sports, Intramurals



### Performing Arts

Music, Theater, Dance

Crew and other opportunities



### Clubs

Over 100 Clubs

Service



All promote social, emotional and intellectual growth of students

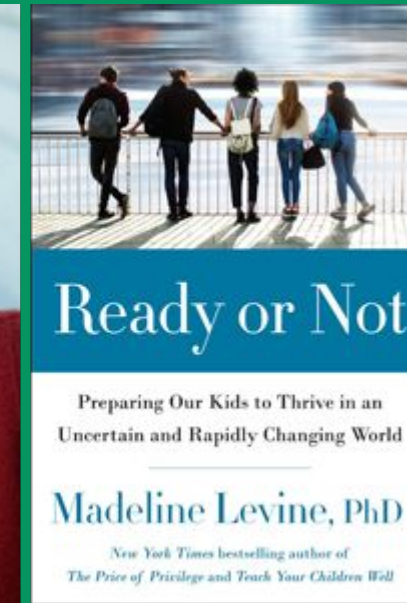
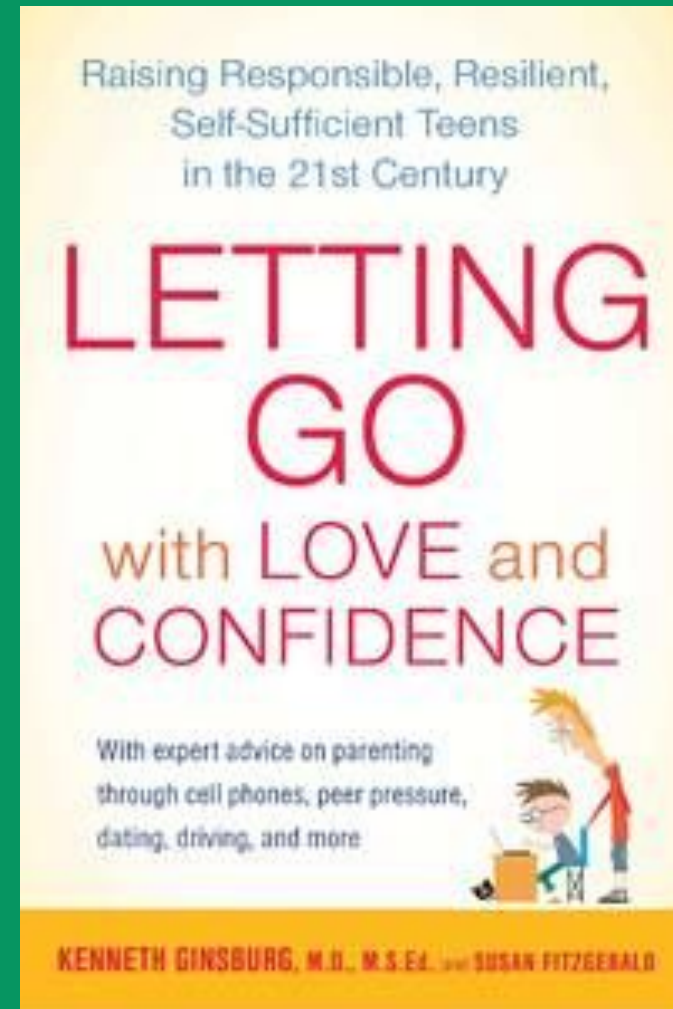


“Go see your teacher”

Circumstances

Time - Dialogue

Understand the Individual







***INTEGRATED HEALTH AND WELLNESS CURRICULUM***

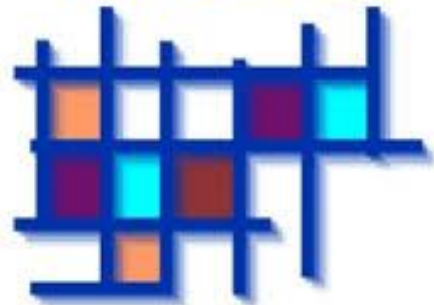


# Kinetic Wellness

*Healthy Minds, Healthy Bodies, Healthy Trevs!*

Youth Risk Behavior Survey

## YRBS



JOIN THE MOVEMENT TO END  
RELATIONSHIP ABUSE



## NEW TRIER HIGH SCHOOL

 **WELLNESS WEEK** 

## TREVIAN TROT



# QPR Training - KW 1 & Health Teachers





# ***SELF-MANAGEMENT***

- ★ *Handle emotions and impulses*
- ★ *Stress management*
- ★ *Motivation and goal setting*
- ★ *Self-discipline and organization*

# MOOD METER

How are you feeling?



**Goal:**  
 Identify one strategy that can help students move closer to the yellow and green sections (happy, optimistic, calm, pleasant) of the Mood Meter

- ★ How are you feeling?
- ★ Why are you feeling this way?
- ★ How do you want to feel?
- ★ What can you do to change or keep your mood?



## Specific

Who? What? Where?

Use details while keeping the goal clear and succinct.  
What will you do?



## Measurable

From? To?

Identify evidence for when you reach the goal.  
How will you know?



## Adjustable

How? Progress?

Once in action, reflect and adjust the goal as needed.  
How can you assess it?



## Realistic

Why? Worthwhile?

The goal should meet personal interests, skills, and resources.  
Can you achieve it?



## Timely

When?

Create a time frame for accomplishing the goal.  
What is the deadline?



**Name**

**WELLNESS GOAL**

**Why this goal?**

**Goal - Be Specific**

**What are some barriers or challenges?**

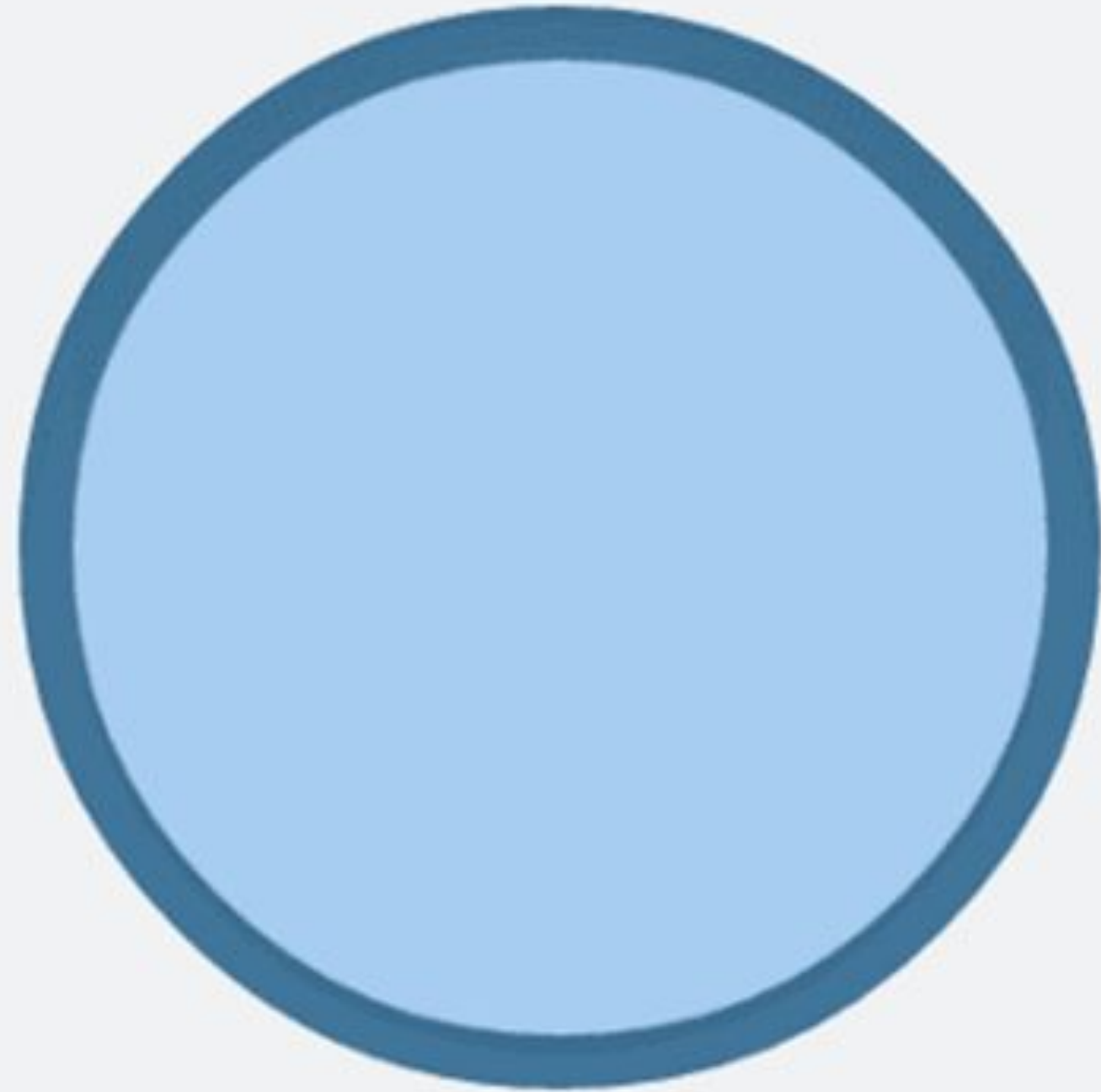
**How will you take action?  
(Routine, steps, changes)**

**How will you check your progress?**

**Who or what can help you?  
(Mr. C, parent, friends, resources, teachers, etc.)**



Practice this Exercise



Account 1

Dashboard

Courses

Calendar

Inbox

History

Commons

Help

Announcements

Modules

Grades

Syllabus

People

Rubrics

Files

Conferences

Outcomes

Pages

Assignments

Quizzes

Discussions

Collaborations

Settings

Download Stress and Wellness Article.pdf (1.81 MB)

**HEADS UP** REAL NEWS ABOUT DRUGS AND YOUR BODY

# STRESSED OUT?

Learn how the body responds to stress—and healthy ways to cope.



## CHRONIC STRESS

Ongoing, or chronic, stress does not allow the body's stress hormones to return to normal levels. This can lead to health problems. Chronic stress can:

- ▶ Increase the risk of getting sick by weakening your immune system
- ▶ Cause sleep problems because of the energy surge brought on by stress hormones
- ▶ Lead to headaches from constant muscle tension
- ▶ Increase the risk of anxiety and depression
- ▶ Lead to problems with learning and memory
- ▶ Increase the risk for heart disease, obesity, and diabetes

**STRESS AND DRUG USE: NOT A GOOD MIX**

Talking to a doctor about medical treatments to deal with stress can be helpful. Attempting to relieve stress

### YOUR BODY UNDER PRESSURE

**BRAIN:** When you feel stressed, the brain sends a signal to the adrenal glands (located above the kidneys). The signal triggers the glands to release stress hormones. These chemicals cause changes to the body to prepare it to fight or run away (the "flight" response).

**HEART:** Heart rate and blood pressure increase so that blood travels through the body faster. This helps deliver oxygen to make muscles work.

**LIVER:** The liver releases glucose (sugar) into the bloodstream. This powers cells in the body.

**LUNGS:** Breathing rate

**STOMACH/INTESTINES:** Digestion

### HEALTHY TIPS TO HELP YOU COPE

- MOVE YOUR BODY:** Regular aerobic exercise, like running, activates a response that helps your body cope with emotional stress.
- MEDITATE:** Meditation and deep breathing exercises can help you decrease blood pressure and improve symptoms of anxiety and depression.
- TAKE A TIME-OUT:** Stepping away from distractions, such as social media and texting, may be stressful at first, but with practice it can help you relax.
- DO ONE THING AT A TIME:** If you feel overwhelmed with multitasking, try to tackle one challenge at a time.

Abuse, National Institute of Health

◀ Previous

Next ▶

## ***DISCUSSION QUESTIONS***

- ★ What happens to your body and brain with stress?
- ★ What are some wellness tips?
- ★ What happens if you don't manage stress?



***FOOD AND  
MOOD / FOOD  
AND THE BRAIN***



HOW THE **FOOD** YOU EAT

TEDEd



AFFECTS YOUR **BRAIN**



# Take the Food Mood Survey

Choose **Yes-Sometimes-Not Really** for each and CHAT to Mr. C (private) how you did.

- I usually skip breakfast or just have some coffee. Y/S/N
- My breakfast includes a breakfast, cereal, or energy bar Y/S/N
- I drink more than two cups of coffee on most days. Y/S/N
- I eat foods with additives and simple sugars. Y/S/N
- I tend to feel tired after eating. Y/S/N
- I have trouble getting up in the morning. Y/S/N
- I often have headaches, an upset stomach or heartburn. Y/S/N
- I keep waking up or am restless at night. Y/S/N

*These questions provide clues to your overall eating habits. If you answered yes to two or more of these questions, your eating habits may form a pattern for low energy, fuzzy thinking and mood swings. Lack of energy is often a sign or blood sugar problems also.*

# Food and Mood

- **improves focus**
- **increases energy**
- **reduces stress**
- **lowers anxiety**

# ***SELF-AWARENESS***

- ★ *Recognize strengths and weaknesses*
- ★ *Identify emotions, values and feelings*
- ★ *Develop purpose and growth mindset*
- ★ *Demonstrate honesty and integrity*





## LION

### STRENGTHS

Leader

Visionary

Self-Confident

Competitive

Efficient

Responsible

Thinker

### WEAKNESSES

Authoritarian

Insensitive

Workaholic

Unapproachable



## OTTER

### STRENGTHS

Enthusiastic

Motivators

Creative

Verbal

Optimistic

Friendly

### WEAKNESSES

Impulsive

Careless

Irresponsible

Easily Influenced



## RETRIEVER

### STRENGTHS

Sensitive

Loyal

Nurturing

Sincere

Adaptable

Affectionate

### WEAKNESSES

Vulnerable

Enabler

Feels Easily Hurt

Can't Say No



## BEAVER

### STRENGTHS

Accurate

Organized

Persistent

Efficient

Dependable

Dedicated

Scheduled

### WEAKNESSES

Perfectionist

Critical

Pressured

Stubborn

## GOLD - PLANNERS

### Strengths

- Organization
- Planning
- Reliability

### Needs

- Structure
- Planning
- Gradual introduction to change
- Control

### Values

- Structure
- Loyalty
- Honesty

### Joys

- Structure
- Planning
- Task accomplishment (check lists)

## BLUE - FEELERS

### Strengths

- Listening
- Empathy
- Understanding
- Creativity

### Needs

- Kindness
- Sensitivity
- Genuineness

### Values

- Family & Relationships
- Spirituality
- The little things in life

### Joys

- Family
- Doing for others
- Being understood

## GREEN - THINKERS

### Strengths

- Thinking
- Analyzing
- Research

### Needs

- Process time
- Respect for intelligence
- Autonomy

### Values

- Independence
- Facts and data
- Intelligence
- Sarcasm (dry humor)

### Joys

- Thinking
- Analyzing
- Sarcasm
- Having the answers

## ORANGE - DOERS

### Strengths

- Free thinking
- Can make anything fun (even work)
- High energy
- Visionary

### Needs

- Unstructured environments
- Freedom
- Fun!

### Values

- Freedom
- Activity
- Adventure

### Joys

- Doing
- Creating
- Making things happen
- Having Fun!

# ***SOCIAL-AWARENESS***

- ★ *Understanding other perspectives*
- ★ *Demonstrate empathy*
- ★ *Show concern for others*
- ★ *Understand diverse backgrounds and cultures*





# ***EMPATHY***



The Empathy Museum presents

# *a Mile in my Shoes*



# My Empathy Project

I have always loved to be active and play sports, I broke my leg and missed the entire year of sports. But the experience shaped who I am today. I have grown to appreciate being active, to learn to work hard and relate to people who go through setbacks. I love to draw and design logos. I love to play with my younger brothers. We travel and drive everywhere as a family like to Colorado to hike and ski. I want to be a PE leader and have a radio show. I am a big Bears fan. I can be a perfectionist and sometimes don't have confidence in myself. I want to be known as someone who is a good friend.





# ***RELATIONSHIP SKILLS***

- ★ *Communicate effectively, listen actively*
- ★ *Practice teamwork and collaborative problem solving skills*
- ★ *Seeking and offering support, stand up for the rights others*
- ★ *Negotiate conflict constructively*

# TYPES OF COMMUNICATION

Good relationships rely heavily on effective communication.

Verbal • Non-Verbal • Written

What type of communication do you prefer?



Students choose an option

# TYPES OF COMMUNICATION

Good relationships rely heavily on effective communication.

Verbal • Non-Verbal • Written

What type could you improve?



Students choose an option

# Verbal Communication

	<b>PASSIVE</b>	<b>ASSERTIVE</b>	<b>AGGRESSIVE</b>
<b>Message</b>	Unclear Non-Specific Indirect Soft	Specific Clear Direct Clear	Non-Specific Attacking Threatening Loud
<b>Voice</b>	Trailing Off	Moderate	Harsh
<b>Facial Expression</b>	Avoids Eye Contact	Eye Contact	Glaring/Angry
<b>Posture</b>	Slouched Fidgety	Upright Comfortable	Tense Leaning In
<b>Your Feelings</b>	Hurt Anxious	Confident Comfortable	Angry
<b>Recipient's Feelings</b>	Guilty Confused	Respected	Humiliated Frightened



**KEEP  
CALM  
AND  
ASK FOR  
HELP**

***SEEKING  
SUPPORT/ASK  
FOR HELP***



Students, draw anywhere on this slide!

Strong People Stand Up For Themselves.  
But The Strongest People  
Stand Up For Others



***OFFERING  
SUPPORT,  
STANDING UP FOR  
OTHERS***



Students, draw anywhere on this slide!



# ***NEGOTIATING CONFLICT***



Students, draw anywhere on this slide!





***WHAT DID SOMEONE IN  
THE VIDEO DO THAT  
WAS ASSERTIVE?***



Students, write your response!

# ***DECISION MAKING SKILLS***

- ★ *Identify solutions and critical thinking skills*
- ★ *Anticipating and evaluating your options and consequences*
- ★ *Reflect impact on the well being of yourself and others*
- ★ *Learn from your decision*

# Decision Making Model

**D**

Define the problem

**E**

Explore the alternatives

**C**

Consider the consequences

**I**

Identify your values

**D**

Decide and take action

**E**

Evaluate your decision

# ***MOST DIFFICULT DECISIONS FOR YOU INVOLVE?***

- ★ ***STAYING TRUE TO YOURSELF,  
NOT FOLLOW EVERYONE ELSE***
- ★ ***HANDLING PRESSURE***
- ★ ***FRIENDSHIPS, WHO YOU HANG  
OUT WITH***
- ★ ***MOTIVATION***
- ★ ***YOUR IDENTITY***



Students choose an option

***WHAT DO YOU THINK ABOUT THE MOST  
WHEN MAKING A DECISION?***

- ★ ***DOES IT FIT WITH MY VALUES***
- ★ ***WHO DOES IT AFFECT***
- ★ ***WHAT ARE THE CONSEQUENCES***
- ★ ***WHAT ARE MY OPTIONS***

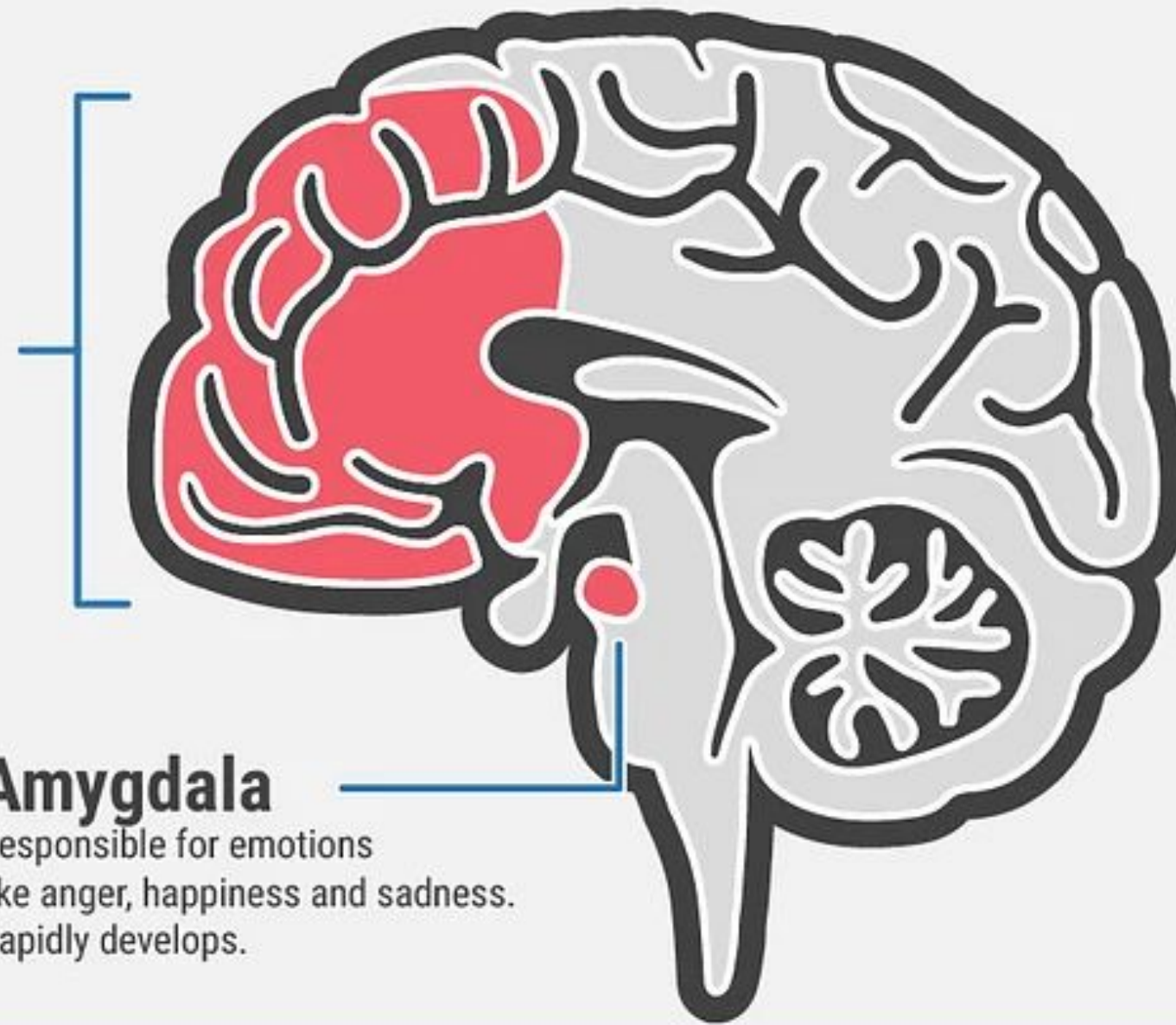


Students choose an option

# The teenage brain

## Prefrontal cortex

Responsible for thinking, reasoning and logic. Not fully developed.



## Amygdala

Responsible for emotions like anger, happiness and sadness. Rapidly develops.

The 'feeling part' of the teenage brain develops faster than the 'thinking part' making it difficult for them to regulate emotions and follow instructions

***WHAT DO YOU  
KNOW ABOUT THE  
TEENAGE BRAIN...  
AMAZE ME***



Students choose an option

***WHY SHOULD YOU KNOW  
ABOUT YOUR TEEN  
BRAIN...***



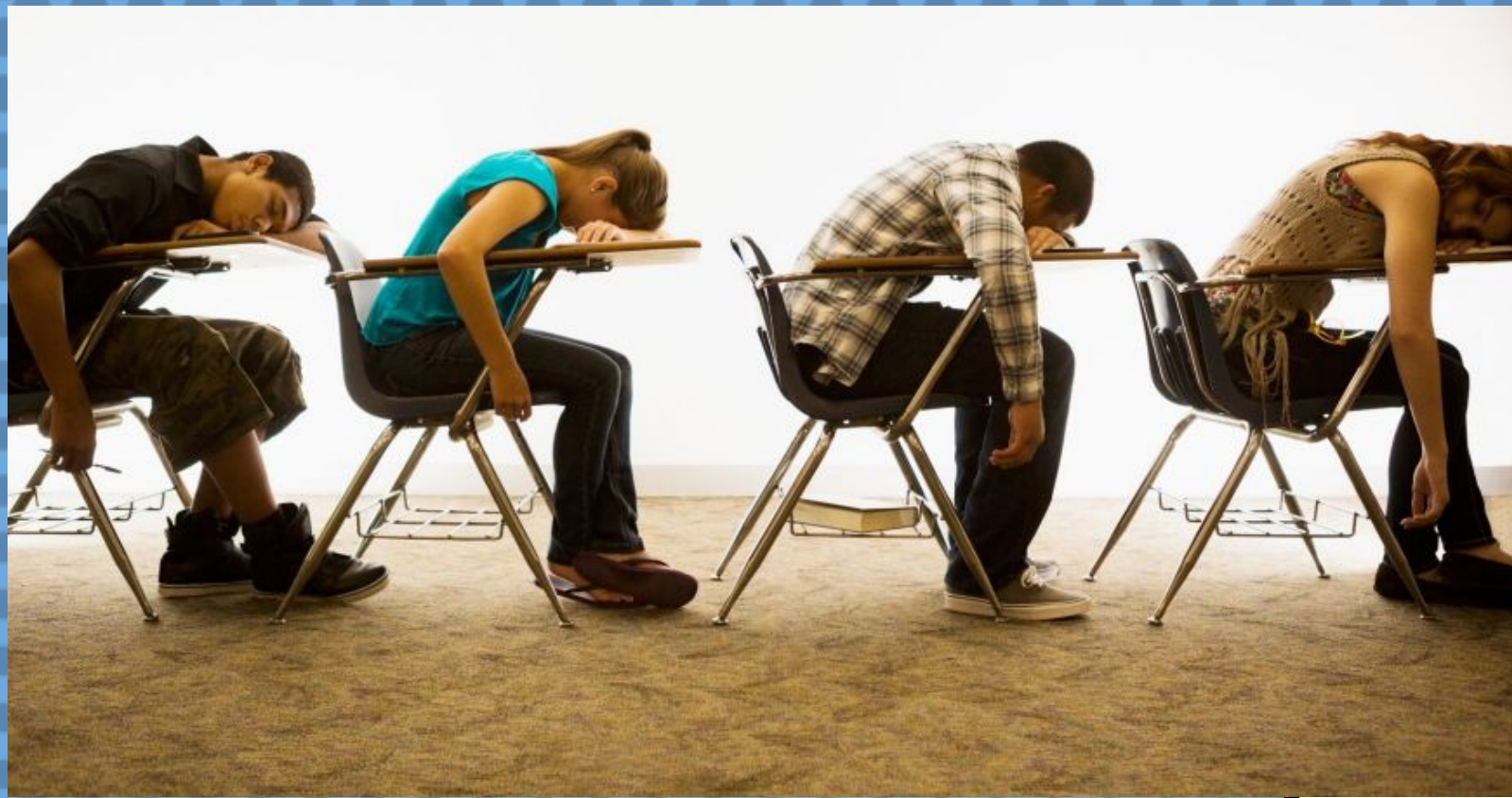


© 2006 Disney/Pixar

***YOUR BRAIN IS LIKE A  
HIGH PERFORMANCE  
SPORTS CAR BUT THE  
BRAKES AREN'T JUST  
READY YET***



***YOUR BRAIN IS  
CHANGING AND YOU  
HAVE THE ENORMOUS  
CAPACITY TO INFLUENCE  
THOSE CHANGES!***



***SLEEP IS A  
SUPERPOWER.***



***HAVE YOU EVER HEARD OF  
ADDICTION... YOUR MORE  
VULNERABLE THAN EVER***

adherent (adherent)  
dicere, to  
**ad. dic. tion**  
addicted (a)  
d. dic. tive

***QUESTION - WHAT ARE  
SURPRISING THINGS  
PEOPLE ARE ADDICTED  
TO?***



Students, write your response!

## ***TOP 10 THINGS PEOPLE ARE ADDICTED TO***

- ★ Caffeine
- ★ Chocolate
- ★ Shopping
- ★ Smart Phones
- ★ Social Media

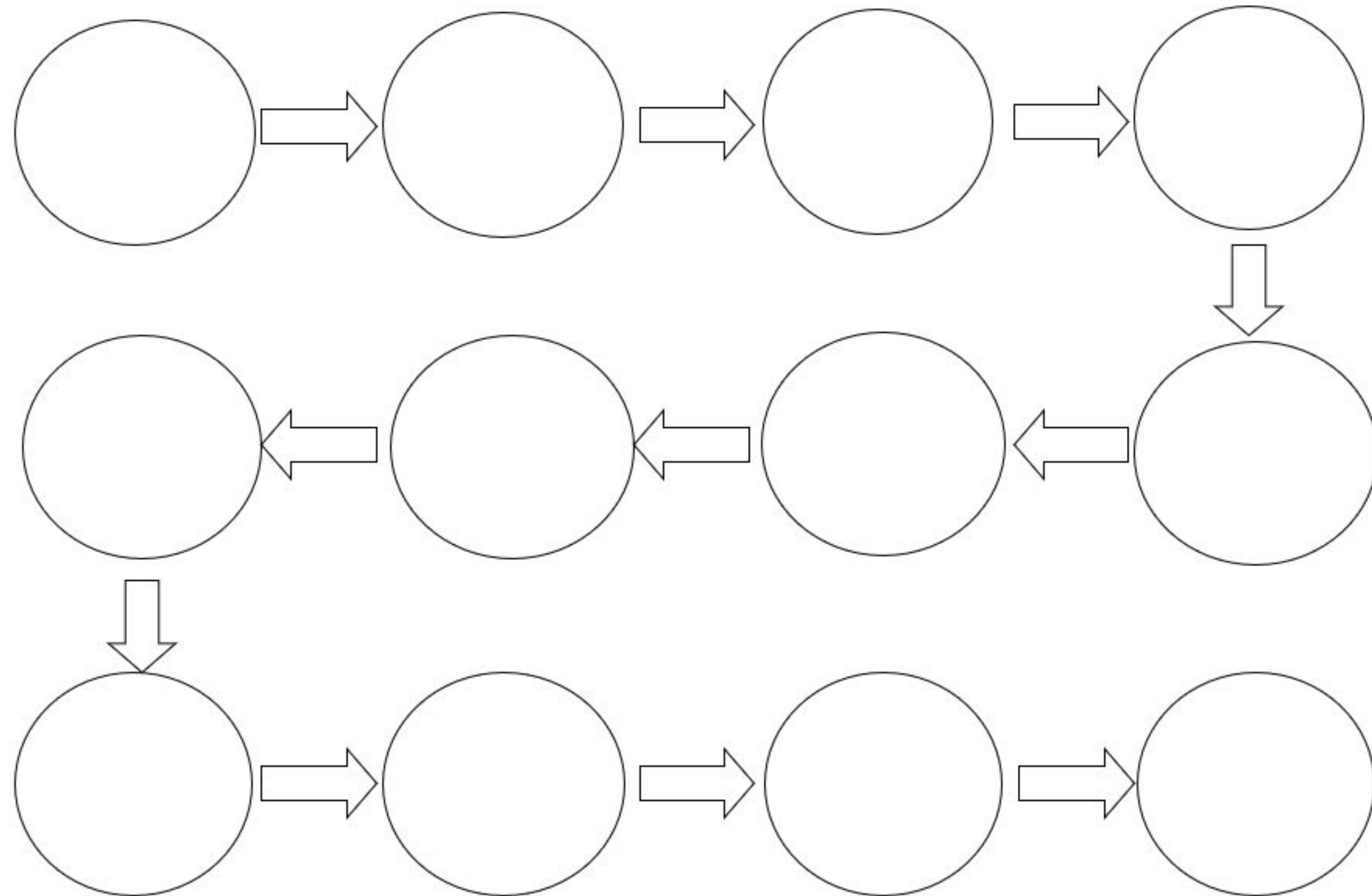
## ***TOP 10 THINGS PEOPLE ARE ADDICTED TO***

- ★ Tanning
- ★ Exercise
- ★ Gambling
- ★ Hoarding
- ★ Body Piercing



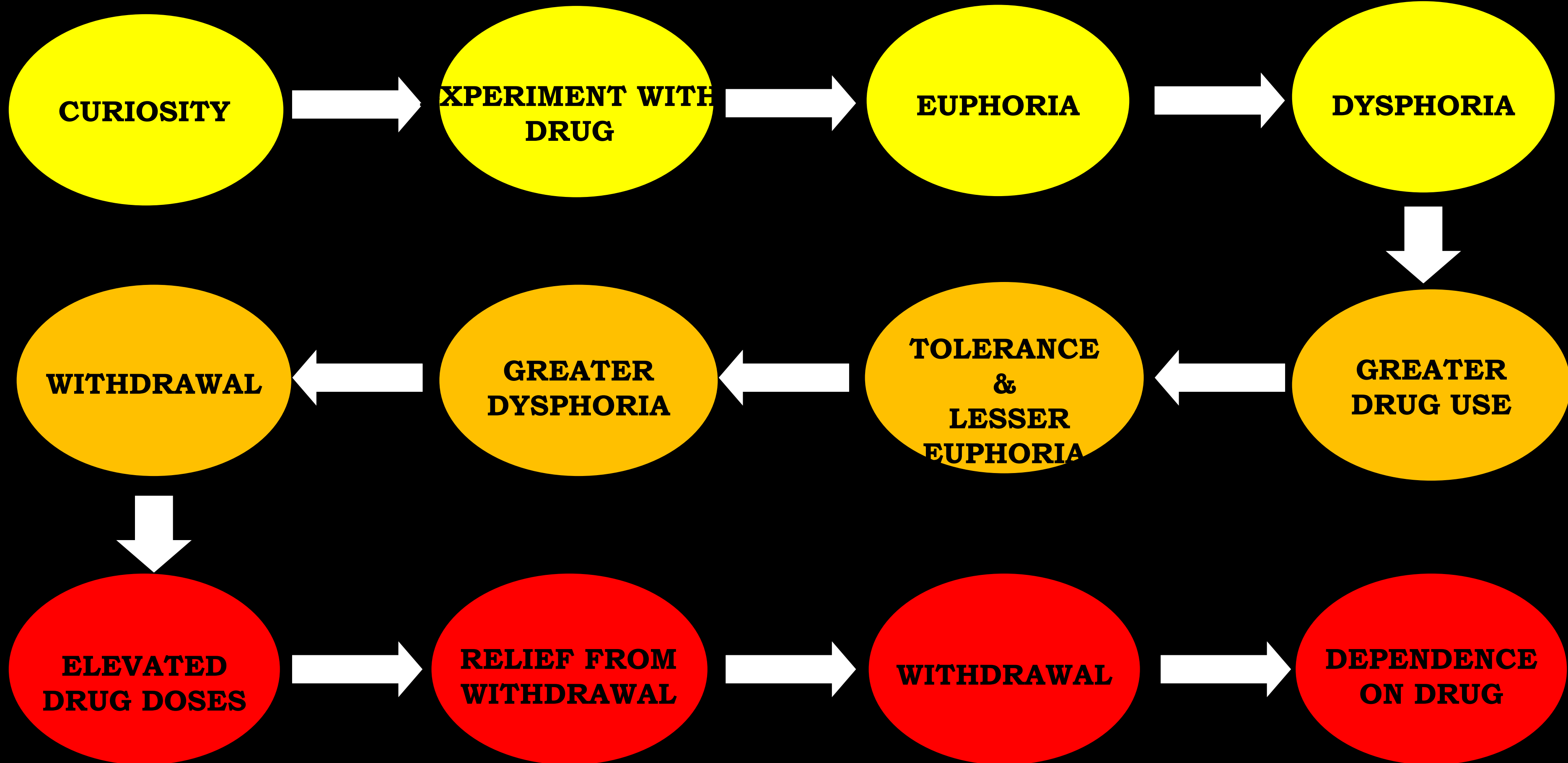
# CYCLE OF ADDICTION

- ★ Curiosity
- ★ Dysphoria
- ★ Dependence on Drug
- ★ Elevated Drug Use
- ★ Euphoria
- ★ Experiment with Drug
- ★ Greater Drug Use
- ★ Greater Dysphoria
- ★ Increased Withdrawal
- ★ Relief from Withdrawal
- ★ Tolerance
- ★ Withdrawal



Students, write your response!

# CYCLE OF ADDICTION





2020/2021 - Northfield Cam...  
Account  
Dashboard  
Courses  
Calendar  
Inbox  
History  
Commons  
Help

2020/2021 - Northfield Cam...

- Home
- Announcements
- Modules
- Grades
- Syllabus
- People
- Rubrics
- Files
- Conferences
- Outcomes
- Pages
- Assignments
- Quizzes
- Discussions

# Drugs\_and\_Teenage\_Brain.pdf

Download Drugs\_and\_Teenage\_Brain.pdf (2.45 MB)

Page 1 of 2 | ZOOM | [Navigation icons]

**HEADS UP** REAL NEWS ABOUT DRUGS AND YOUR BODY A Message from Scholastic and the National Institute on Drug Abuse (NIDA)

# Drugs and the Teen Brain



TEDEd

# HOW DO DRUGS AFFECT THE BRAIN?

## ***QUESTIONS***

1. Describe the pre-frontal cortex and limbic system
2. What is good about trying new things?
3. Why do teens have a higher risk of addiction?
4. How do you build new connections in the brain?



STAND UP

TO STIGMA

Let's talk about MENTAL HEALTH

HOW TO  
OVERCOME

24 WAYS

# DEPRESSION

RECREATION

GOOD DREAM

MUSIC

DRINKING WATER

HUMOR

READING

SPORT

PRAYER

CRYING

HEALTHY EATING

WALKING

VACATION

HELPING OTHERS

PSYCHOTHERAPIST

HOBBY

SOUND OFF

PHYSICAL

EXERCISE

MEDITATION

POSITIVE THINKING

ANTIDEPRESSANTS

MODERATION

MEDICINE

SLEEPING

FRIENDS





***MENTAL HEALTH***



***DEPRESSION***



***MOOD DISORDER***



***REFERRAL***



## The Erika's Lighthouse Program: Depression and Suicide Awareness for High School Students

## **GO TO CANVAS - OPEN STUDENT MENTAL HEALTH PACKET**

- ★ What are some mental health resources (meaning information) and people in our school and community that can help someone who is feeling depressed?



Students, write your response!



***WORK IN SMALL GROUP***

***WHEN SOMEONE IN YOUR LIFE IS GOING THROUGH A CHALLENGING OR PAINFUL TIME, LIKE A FRIEND OR FAMILY MEMBER, HOW DO YOU TRY TO BE SUPPORTIVE?***



Students, write your response!



***WHAT DO YOU THINK IS THE BEST WAY FOR  
YOUR SCHOOL/COMMUNITY TO SUPPORT  
STUDENTS WHO HAVE DEPRESSION?***



Students, write your response!

***QUESTION - WHAT ARE  
SOME SELF-CARE IDEAS  
FOR MENTAL HEALTH?***



Students, write your response!

# DEPRESSION

**MYTH: IT'S EASY TO MAKE YOURSELF FEEL BETTER**

**QUOTE/FACT: "IF IT'S NOT TREATED, THINGS CAN STAY BAD OR GET WORSE. THAT'S WHY PEOPLE WHO ARE DEPRESSED SHOULDN'T WAIT AND HOPE IT WILL GO AWAY ON ITS OWN." -TEEN HEALTH**

picCollAGE

**REALITY:  
DEPRESSION CAN BE CURED WITH THERAPY OR EVEN MEDICAL HELP, START BY OPENING UP TO YOUR PARENTS OR A TRUSTED FRIEND**

Depression is one of the most common mental health problems facing young Australians.

By the age of 18



**1 in 5**  
people will have experienced depression



BY: ALLISON ELLI

The logo features the letters 'QPR' in a large, dark red, serif font. Below 'QPR' is the word 'INSTITUTE' in a smaller, black, sans-serif font. The entire logo is set against a light blue background with a large, faint, light blue circular graphic element behind it.

**QPR**  
**INSTITUTE**

Ask A Question, Save A Life

# Warning Signs

## Indirect verbal signs (clues)

- "My family would be better off without me"

## Direct verbal signs

- "I'm going to end it all"

## Behavioral signs

- Co-occurring depression, moodiness, hopelessness
- Drug or alcohol abuse

## Situational signs

- Family problems/alienation
- Feeling embarrassed or humiliated in front of peers
- Bullying

What would you do in each stage of care?

Question, Persuade, Refer

# First consider

## Step 1:

- Listen to your friend

## Step 2:

- Are there clues there is something more going on.
  - If not, be a good friend and listen

## Step 3:

- If there are clues, begin QPR.



# Personal Wellness (1st and 4th Qtr)

## *Essential Learning Outcomes*

1. Students will understand how the combination of cardiovascular training, free weight training, stress management, sleep, and nutrition choices can lead to a healthy lifestyle.
2. Students will participate in various activities to demonstrate and deepen their understanding of the health components of fitness and how to apply them to their daily movement.
3. Students will be able to develop their own fitness plan.



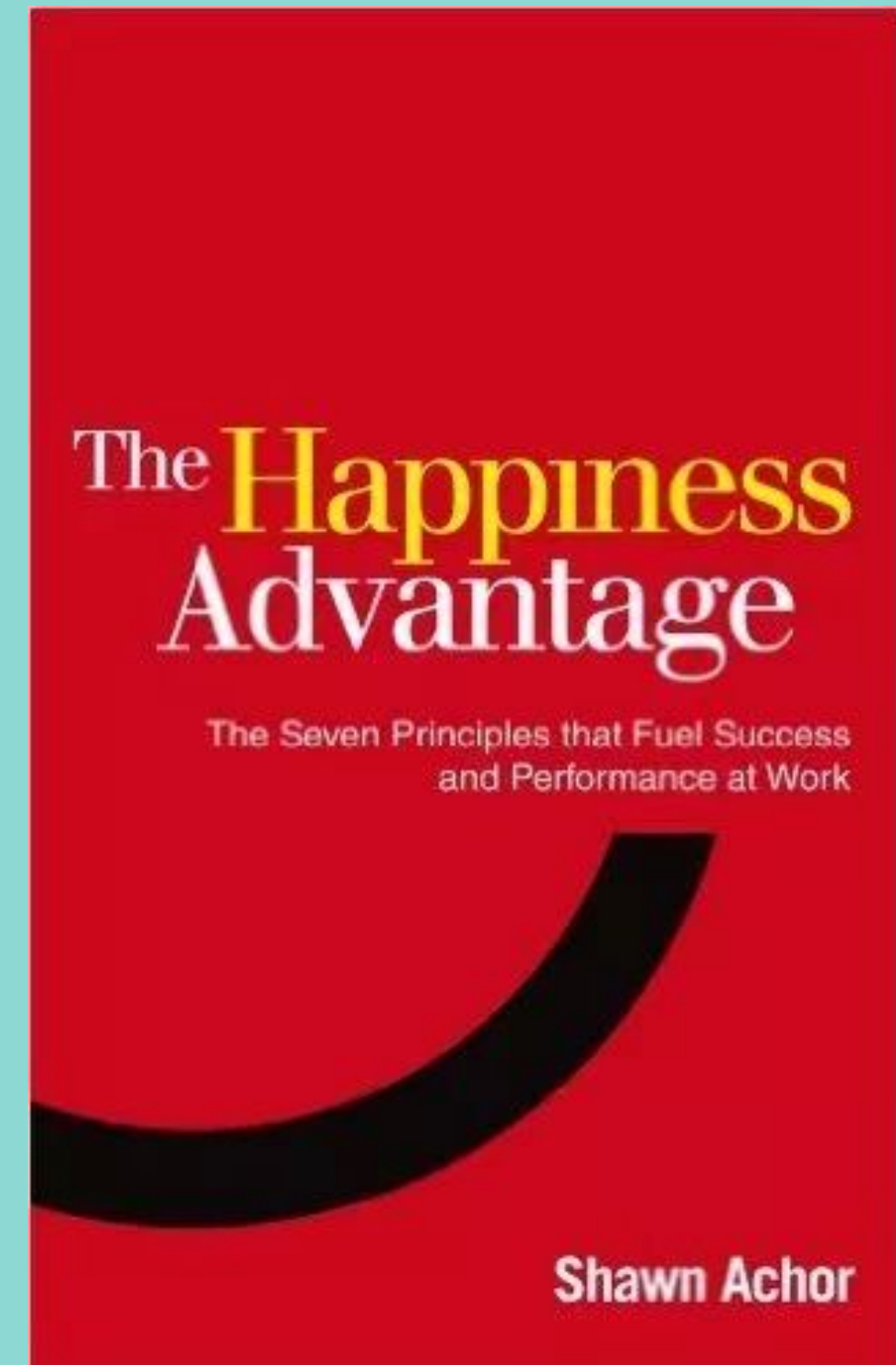
# **Sexuality Education (2nd and 3rd Qtr)**

## *Essential Learning Outcomes*

1. Students will identify and understand various reproductive parts and learn how to make safe and informed decisions regarding their sexual health.
2. Students will understand components of healthy and unhealthy relationships.
3. Students will know how to access credible information and resources within the school and community.

# Shawn Achor - The Happiness Advantage

## Journaling and Reflection





## Book Summary



# The Happiness Advantage

The Seven Principles that Fuel Success  
and Performance at Work

Shawn Achor

# Survey of KW Courses

Advanced Health and Wellness

Wellness for Life/EB Wellness for Life

Strength & Conditioning/EB S&C

The Fit Female

EB Dance at Dawn

Dance 2, 3, 4

Menz Dance

Dance Lab 1

Dance Lab 2



EB Core & More/Yoga

Yoga & Self-Defense 1

Yoga & Self-Defense 2

Lifeguard Training

Outdoor Education

KW Leaders 1

KW Leaders 2

Team Block/EB Team Block

Lifetime Activities/EB Lifetime Activities



Special features of Early Bird Courses

*Meet Monday – Thursday; 50-minute classes*



## Kinetic Wellness

### ABOUT

[COURSES](#)

[DANCE DIVISION](#)

[DRIVER EDUCATION](#)

[TREVIAN TROT](#)

## About

### Our Mission

is to educate our students in the ways to promote and sustain a healthy, lifelong lifestyle of physical, mental, and social wellness.

### KW Faculty & Staff



## Contact Information

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[SCHOOL DIRECTORY](#)





## Social Work Services

[ABOUT](#)

[SOCIAL WORK SUPPORT GROUPS](#)

[STUDENT ASSISTANCE PROGRAM](#)

[STRESS MANAGEMENT RESOURCES](#)

[HANDLING GRIEF RESOURCES](#)

## Social Work Services

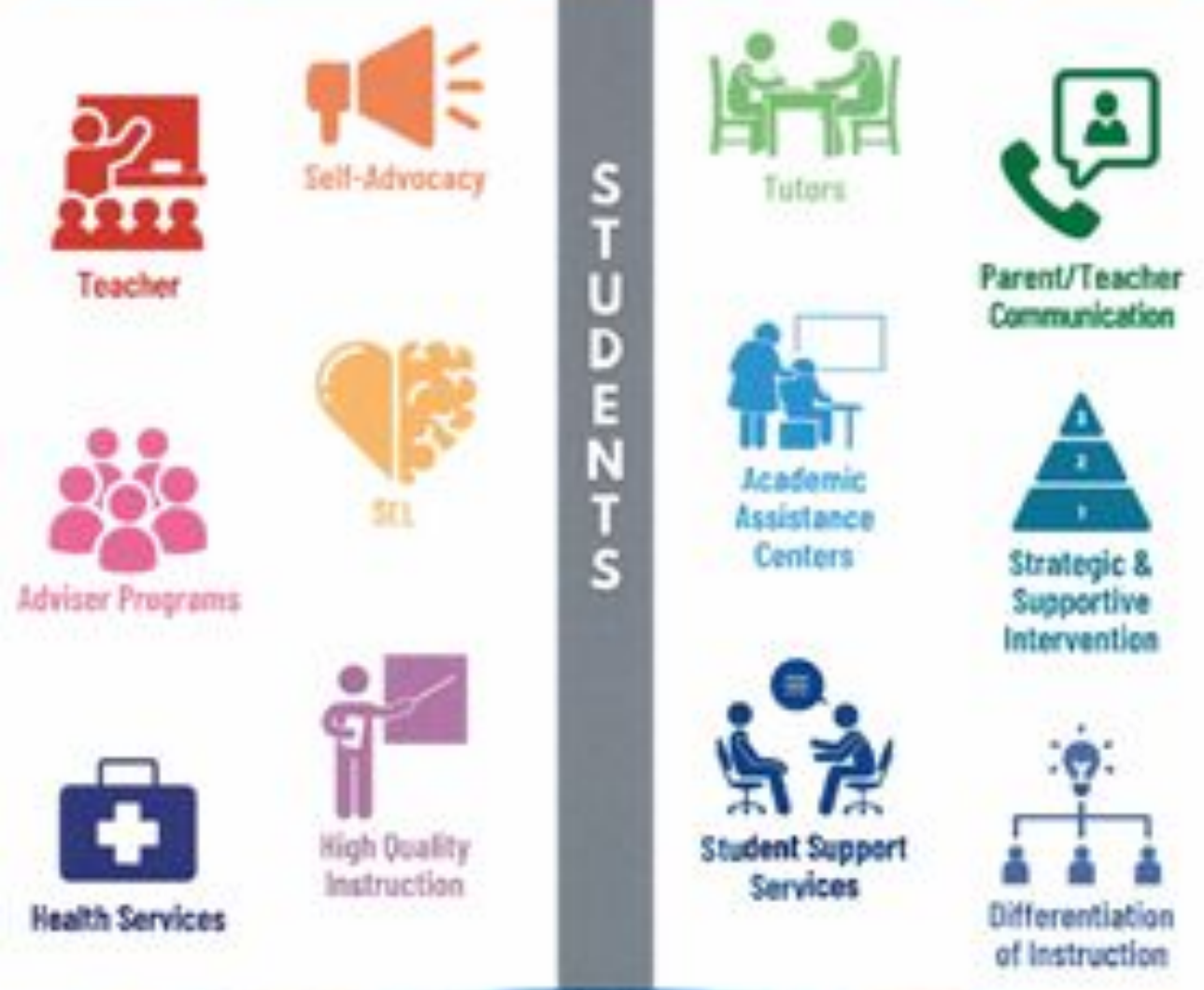


## Comprehensive Mental Health Approach at New Trier



# MTSS

*Under the Umbrella*



**MTSS IS EVERYONE, EVERYWHERE**





## Social Work Services

[ABOUT](#)

[SOCIAL WORK SUPPORT GROUPS](#)

[STUDENT ASSISTANCE PROGRAM](#)

[STRESS MANAGEMENT RESOURCES](#)

[HANDLING GRIEF RESOURCES](#)

## Social Work Services



# SUPPORTS FOR STUDENTS



## Social Work Assessments



### School Based Supports

Referral for Individual Counseling  
Referral for Group Counseling  
Referral for Social/Emotional Skill  
Building (SSC at both campuses)

### Community Based Supports

Medical Assessment  
Individual Counseling  
Group Counseling  
Higher Levels of Care



# Social Work/Non-Emergency Appointment Only

## Select service

Winnetka Social Work Initial Assessment  
30 minutes



Winnetka Student Assistance Program...  
30 minutes



Northfield Social Work Initial Assessm...  
30 minutes



**Link to bookings page is located on each Adviser's Canvas page and many teachers as well.**

## Select time

< > September 2021

# SUPPORTS FOR STUDENTS



## Social Work Assessments



### School Based Supports

Referral for Individual Counseling  
Referral for Group Counseling  
Referral for Social/Emotional Skill  
Building (SSC at both campuses)

### Community Based Supports

Medical Assessment  
Individual Counseling  
Group Counseling  
Higher Levels of Care





- Asset Based Survey
  - Grit
  - Growth Mindset
  - Self Management
  - Self Efficacy
  - Learning Strategies
  - Classroom Effort
  - Emotional Regulation
  - Sense of Belonging
- Administered to Freshmen and Juniors 10/5 or 10/6, again in the Spring.
- Inform SEL work and MTSS supports

# STUDENT SUPPORT CENTER (SSC)

- New support this fall
- Students may be referred to this resource
- Skill-based intervention
- Located at both campuses
  - Winnetka: Open during advisery, lunch blocks, and half-block each block
  - Northfield: Open during advisery, lunch blocks, and half-block 4A/8A



# Protective Factors--things you can do

**Validate**

**Encourage problem solving**

**Identify strategies**

**Encourage engagement**

**Self-care routines**

**Communicate and Connect**

**Be present, predictable, flexible and consistent**

**Identify and respond**



NEW TRIER HIGH SCHOOL



Thank you!

Question and Answer