

Mental Health Programming Roundtable

Paul Waechtler

Dan Paustian

Pete Collins

September 22, 2021



Overview



Overview

For all Students



Adviser Room

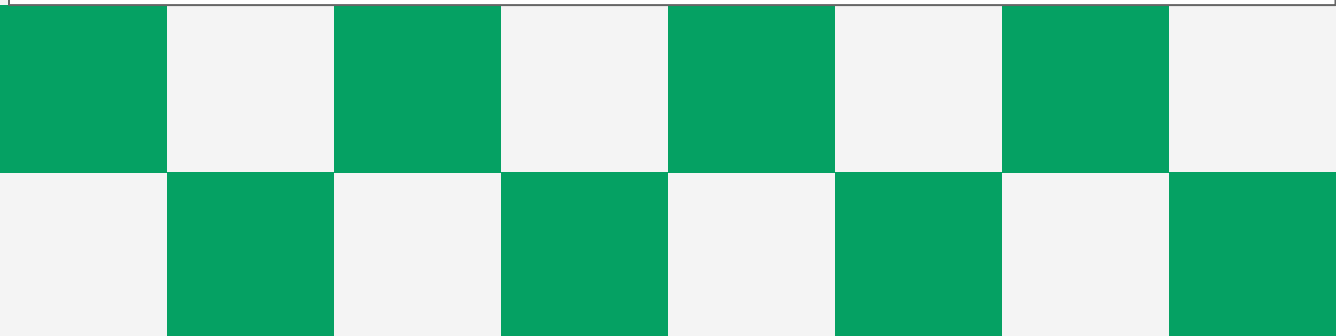
A 3x5 grid of green handprints on a dark blue background.

Student Life & Extracurricular

An illustration of two theatrical masks (one green, one blue) and a blue and green volleyball.

Relationship Based Institution

KW Curriculum

The Kinetic Wellness logo, featuring a stylized 'N' and 'T' inside a circle, with the tagline 'Kinetic Wellness 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



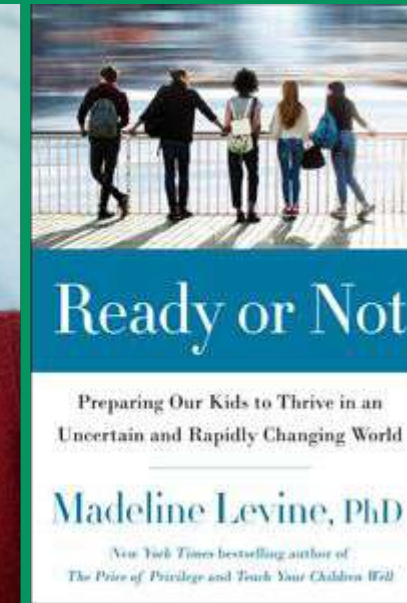
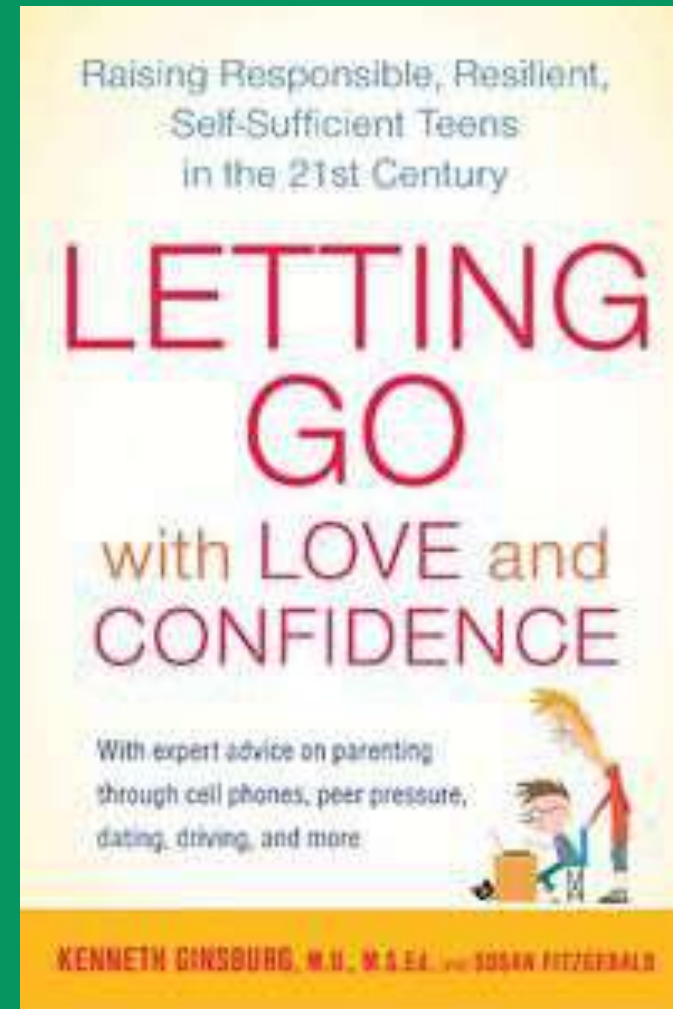
“Go see your teacher”

Circumstances

Time - Dialogue

Understand the Individual

Speakers





INTEGRATED HEALTH AND WELLNESS CURRICULUM

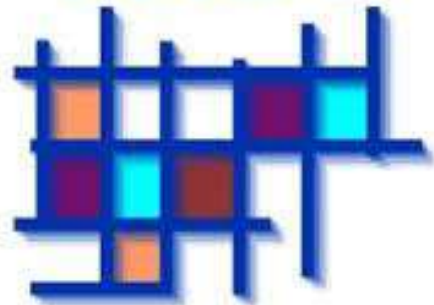


Kinetic Wellness

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

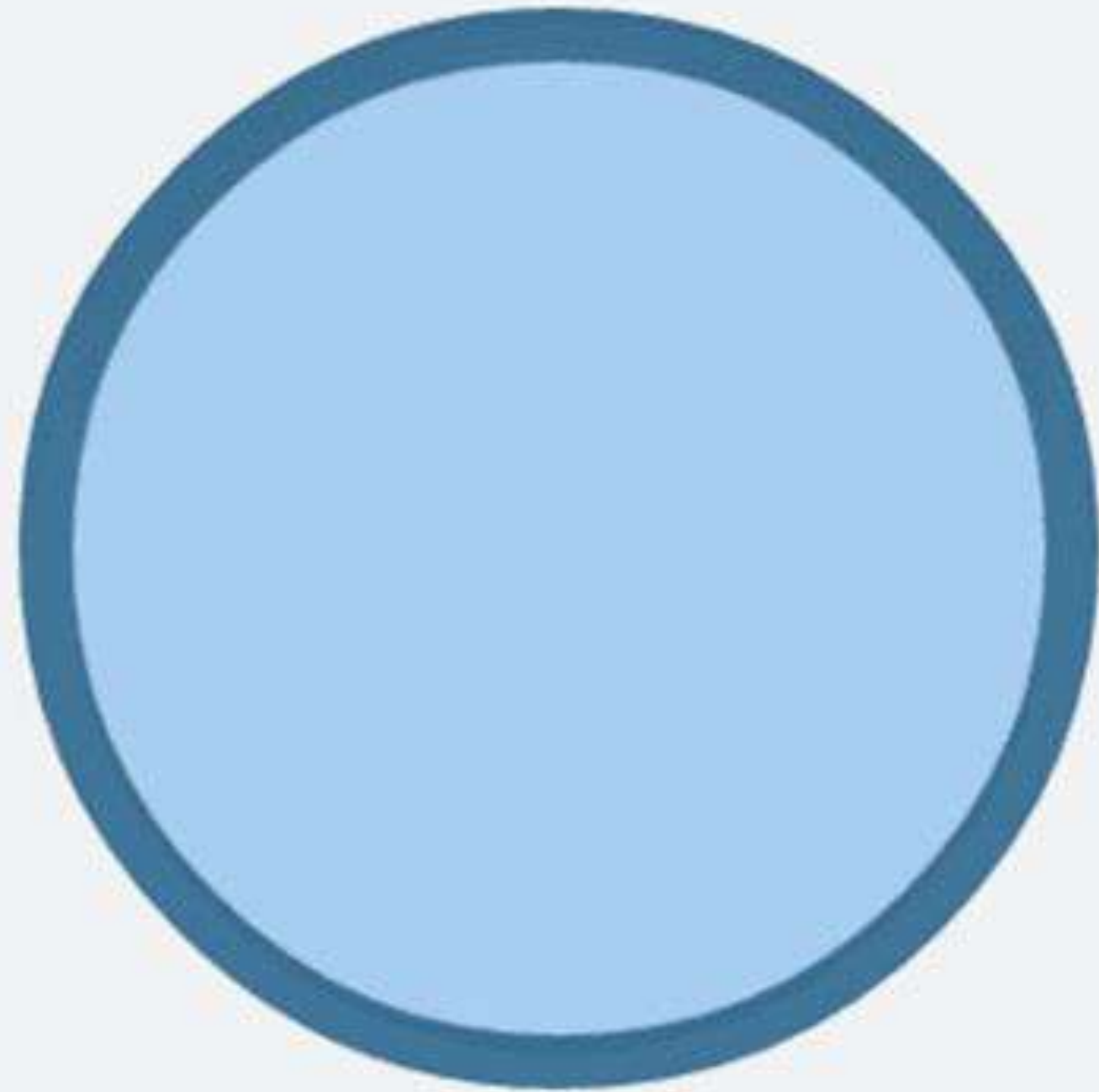
What are some barriers or challenges?

**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

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.



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.

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

◀ Previous

Next ▶

DISCUSSION QUESTIONS

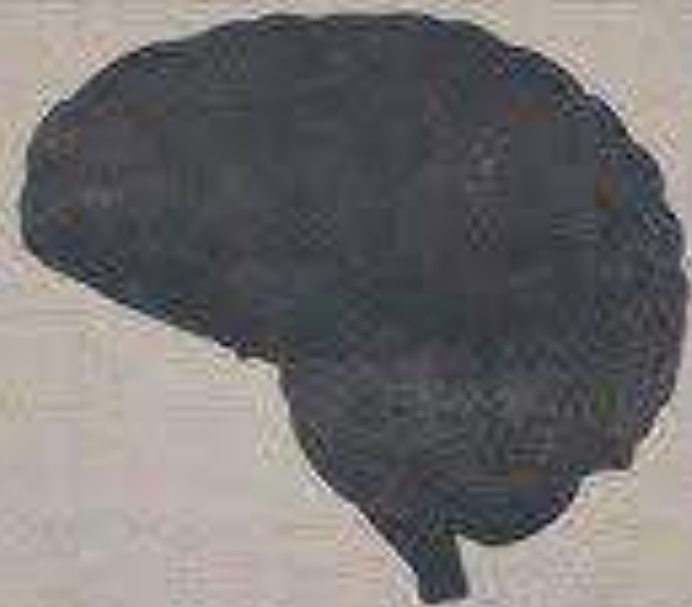
- ★ What happens to your body and brain with stress?
- ★ What are some wellness tips?
- ★ What happens if you don't manage stress?



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



HOW THE **FOOD** YOU EAT



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

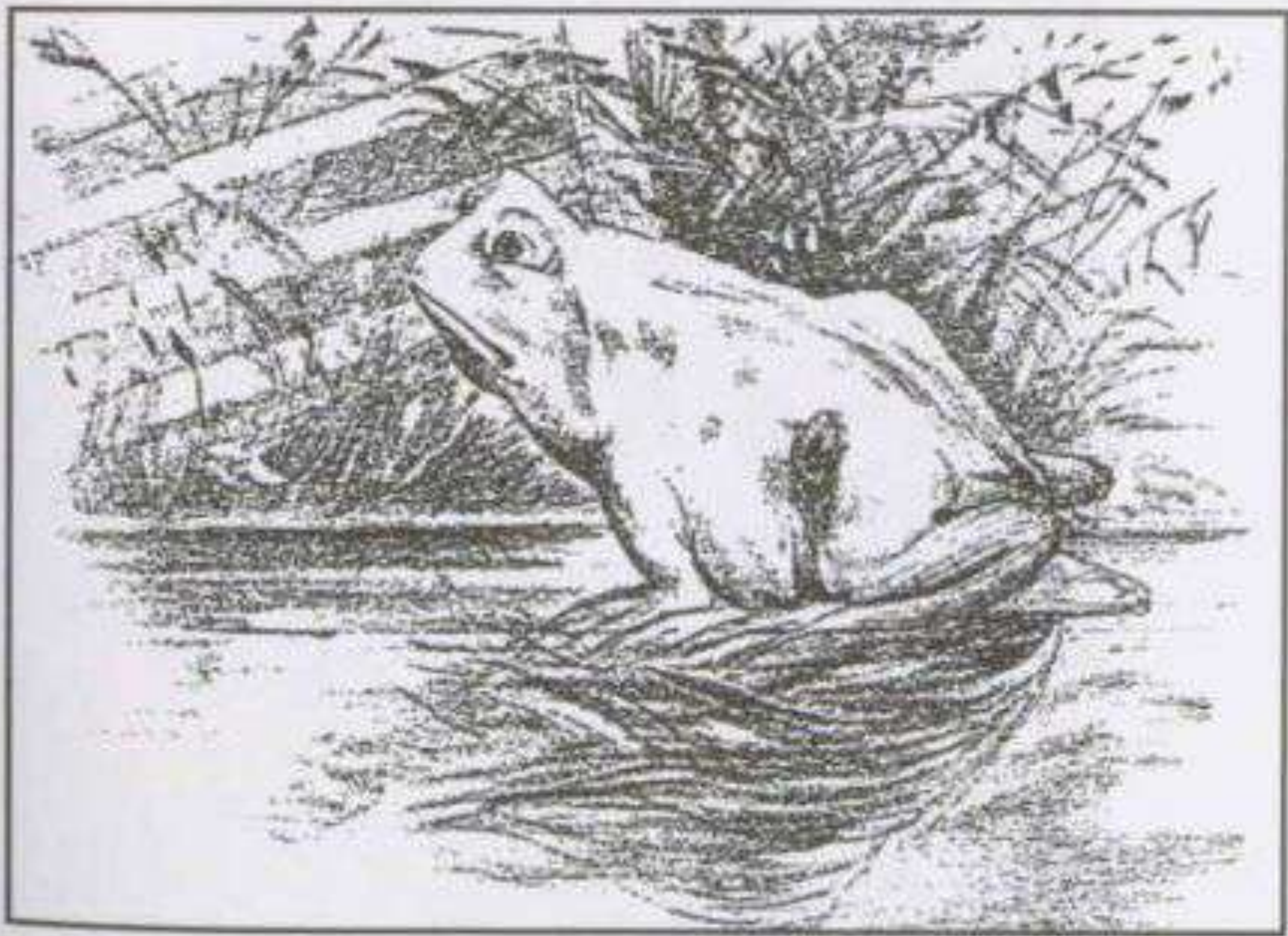
Joys

- 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

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

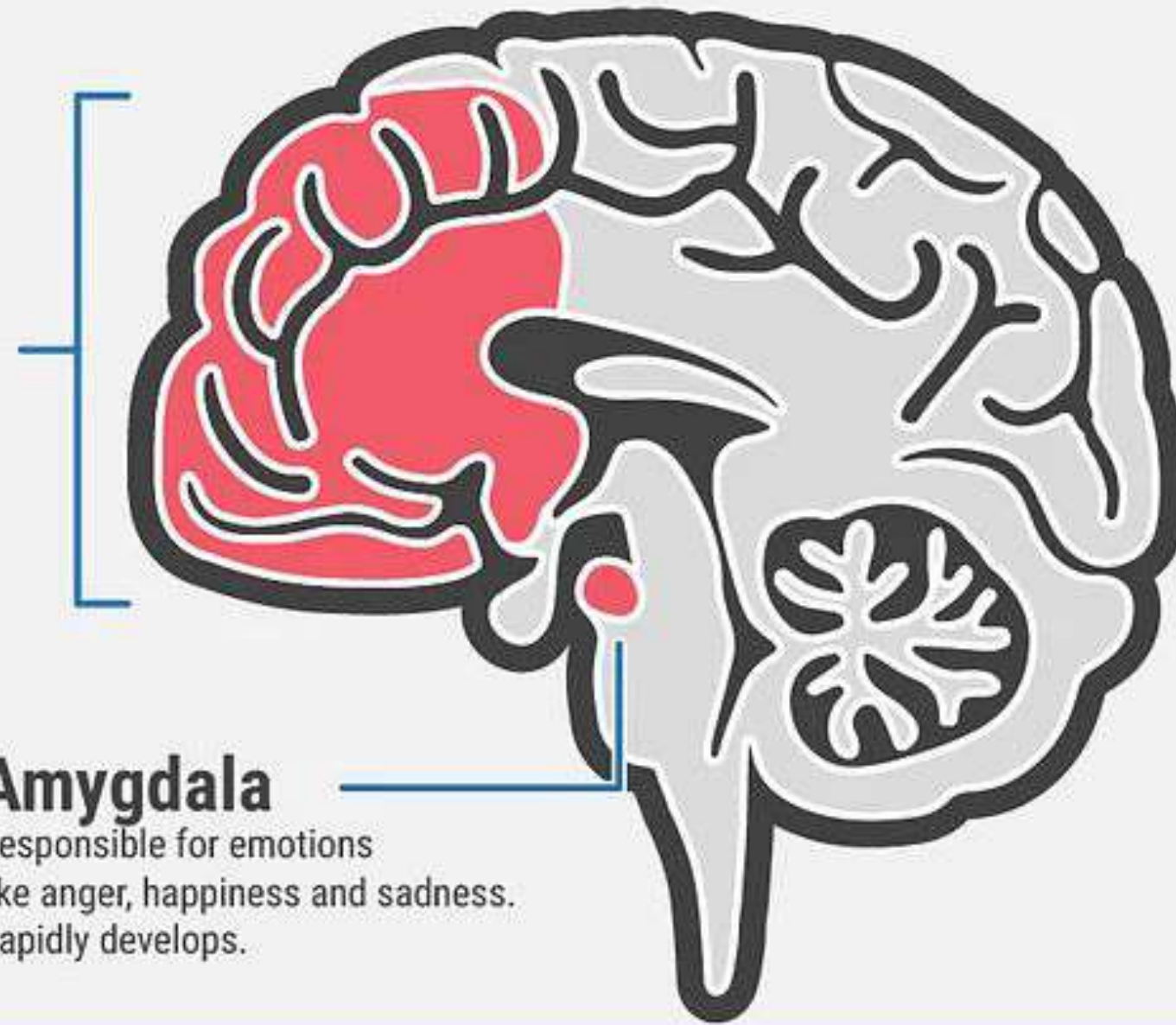


Students choose an option

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

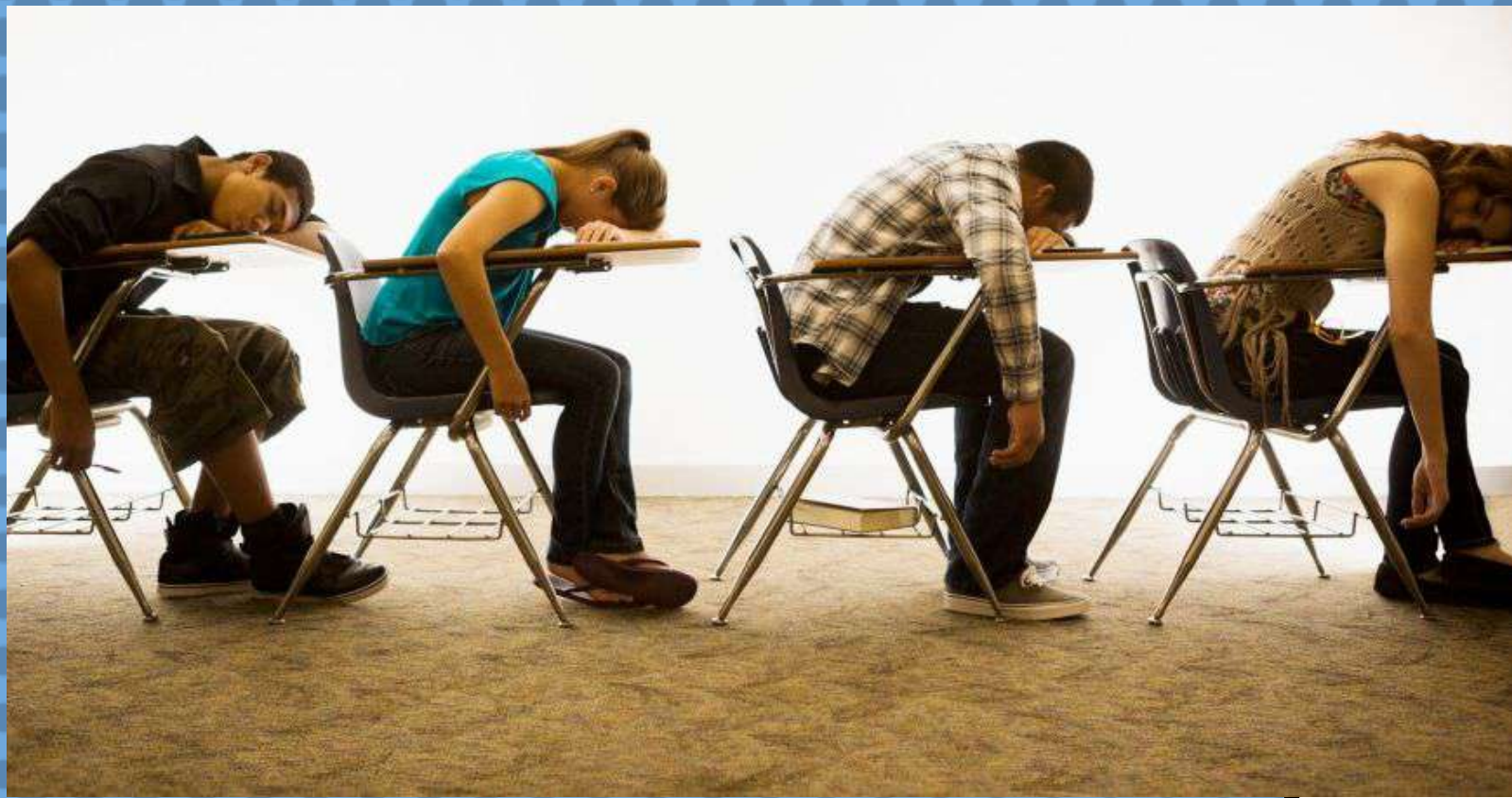
***WHY SHOULD YOU KNOW
ABOUT YOUR TEEN
BRAIN...***



***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 or
dicere, to
ad. dic. tion
addicted, esp.
d. dic. tive

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



Students, write your response!

TOP 10 THINGS PEOPLE ARE ADDICTED TO

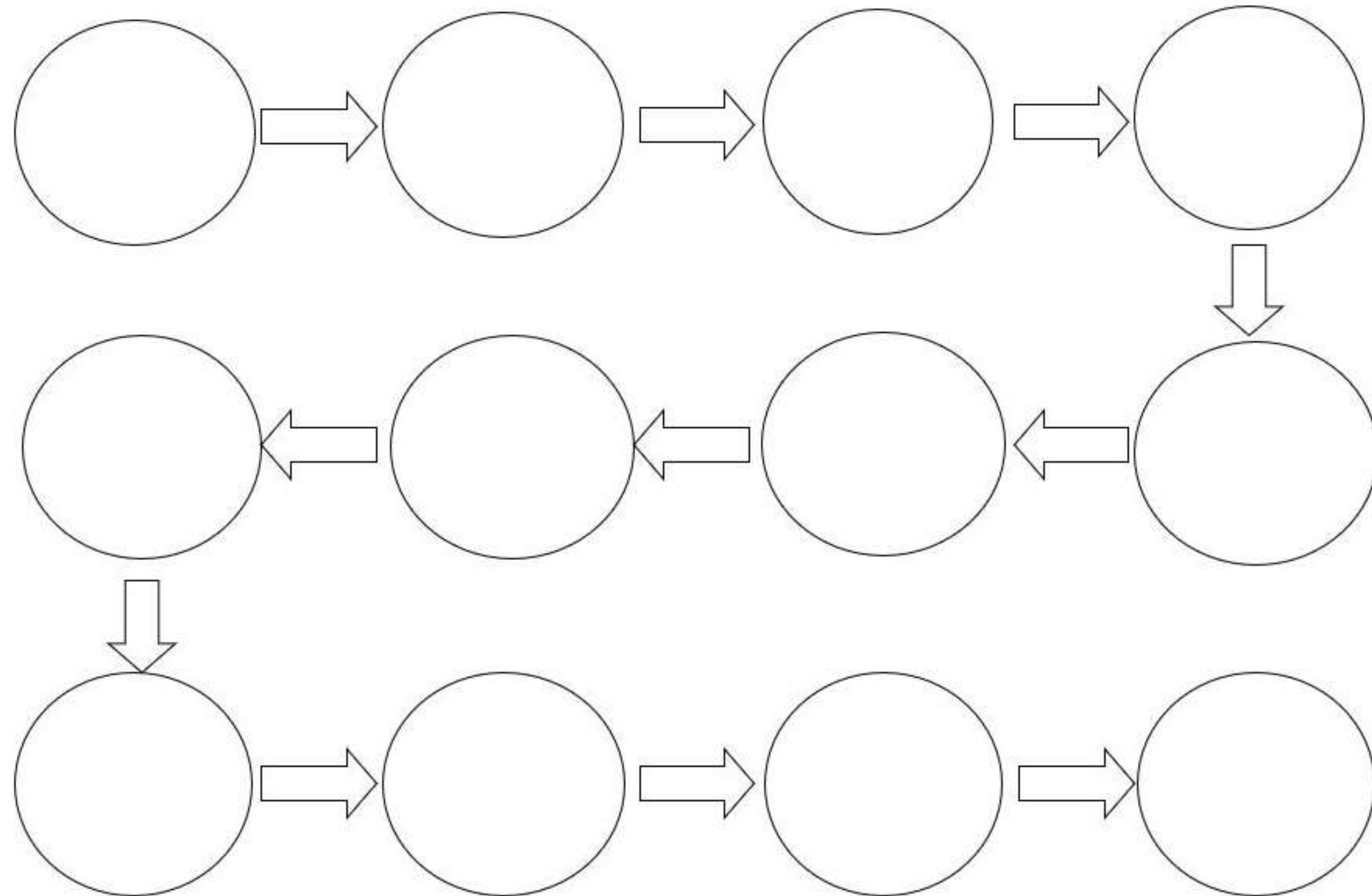
- ★ Caffeine
- ★ Chocolate
- ★ Shopping
- ★ Smart Phones
- ★ Social Media

TOP 10 THINGS PEOPLE ARE ADDICTED TO

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

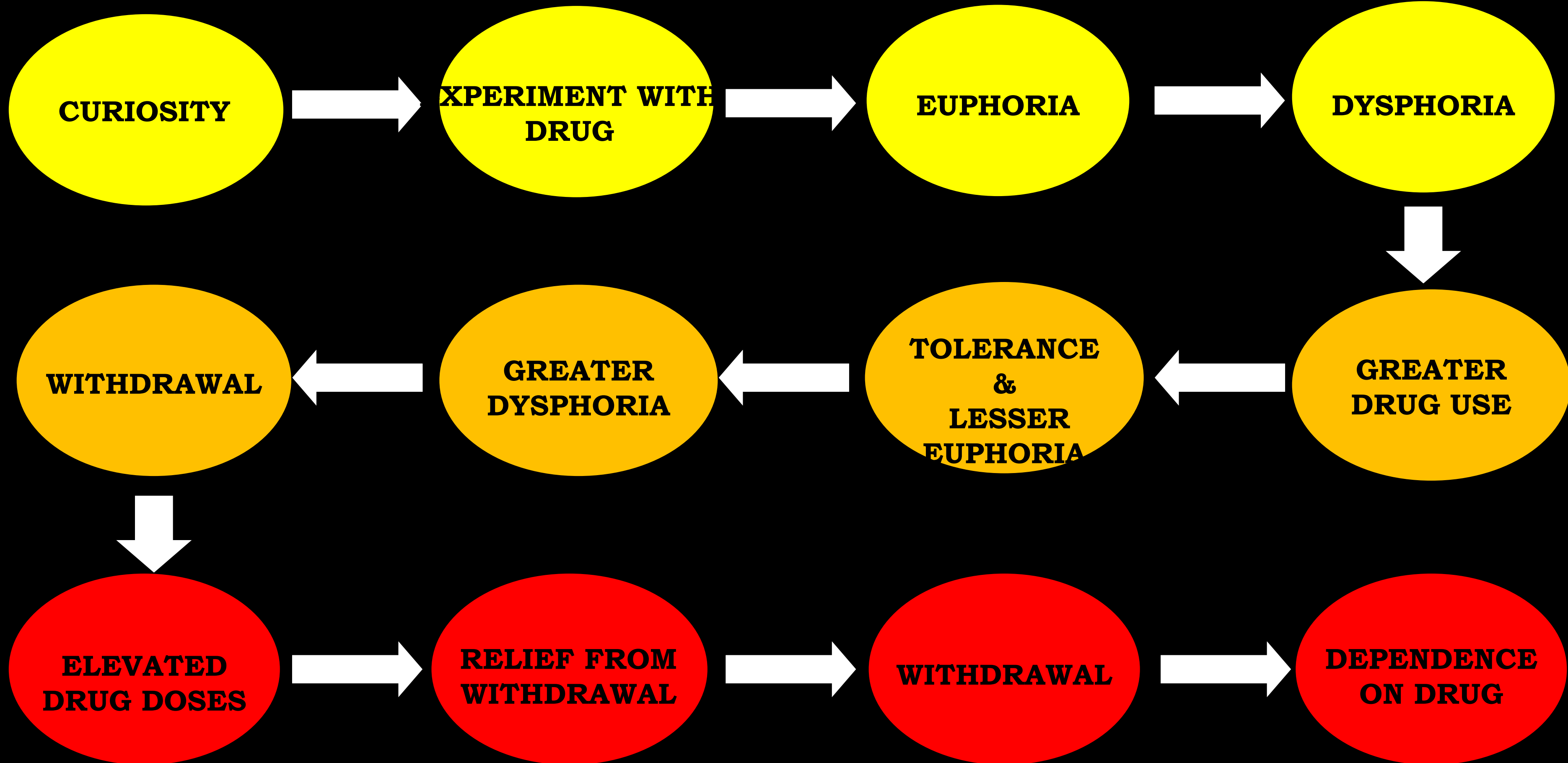
CYCLE OF ADDICTION

- ★ 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





Navigation sidebar: Account (1), 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)

PDF viewer toolbar: Page 1 of 2, ZOOM, navigation arrows.

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

SPORT

HUMOR

READING

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.

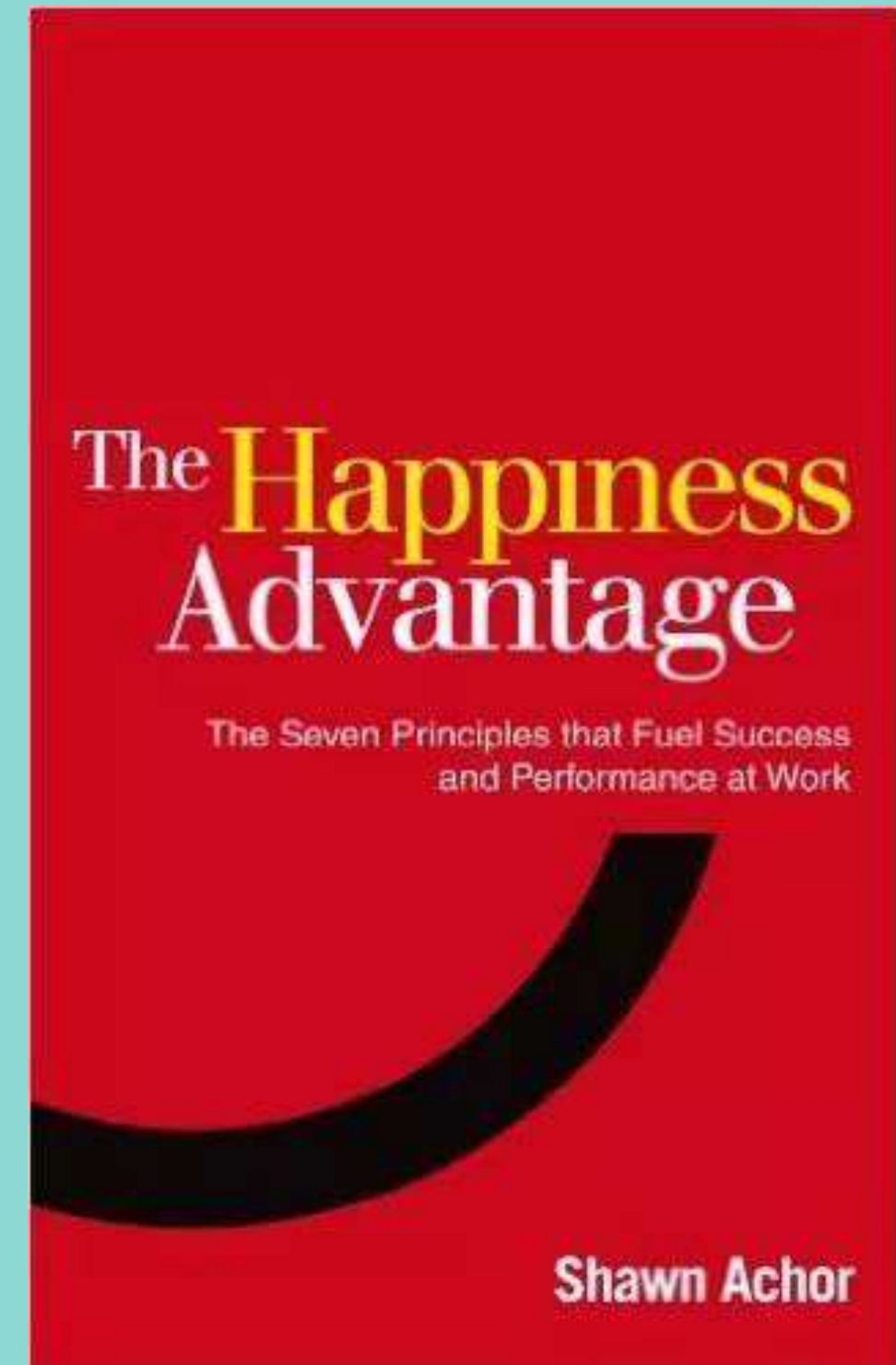
Sexuality Education (2nd and 3rd Qtr)

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.

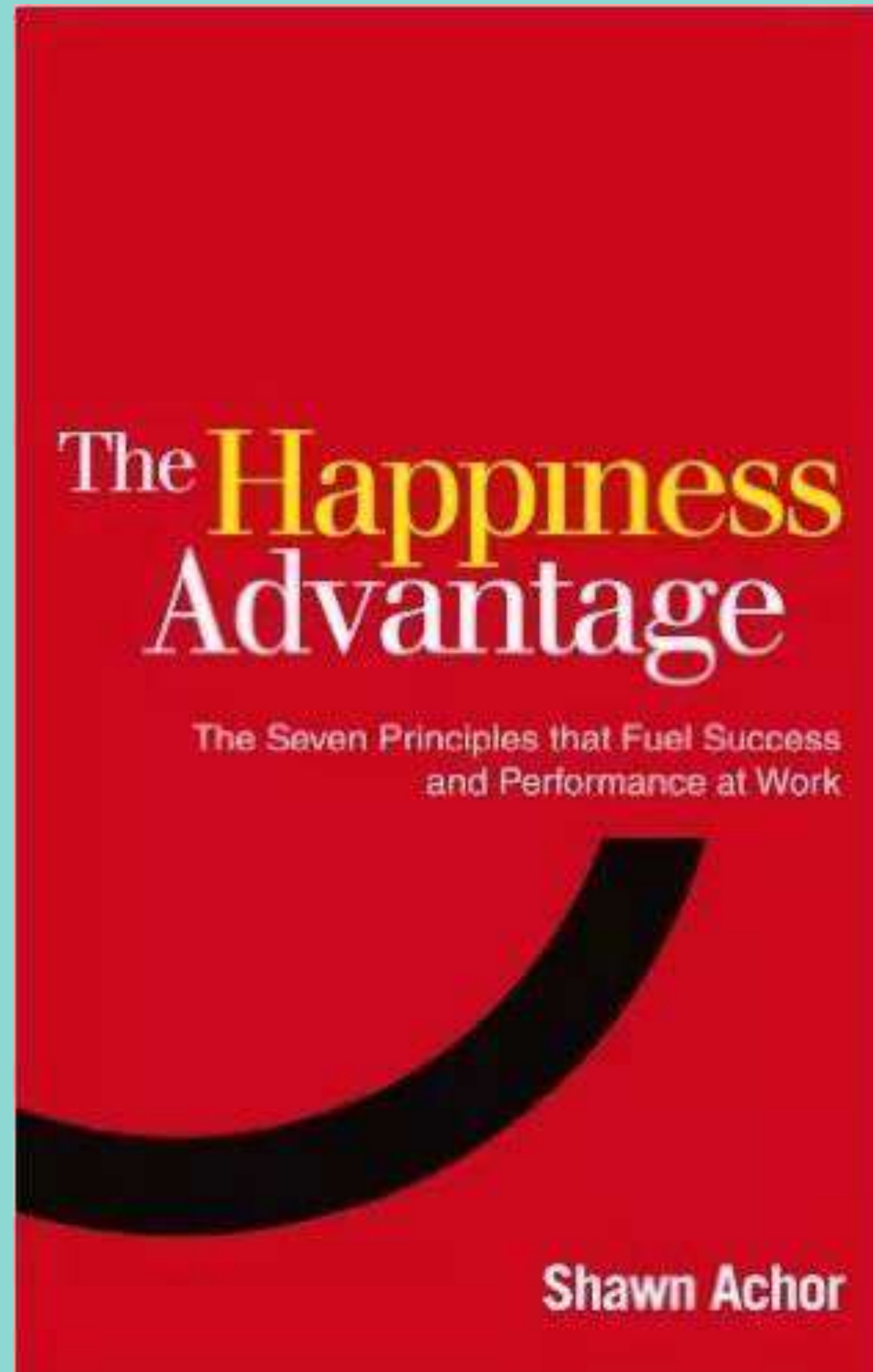
Shawn Achor - The Happiness Advantage

Journaling and Reflection





Book Summary



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



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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

Understanding

And

Supporting

Adolescent



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