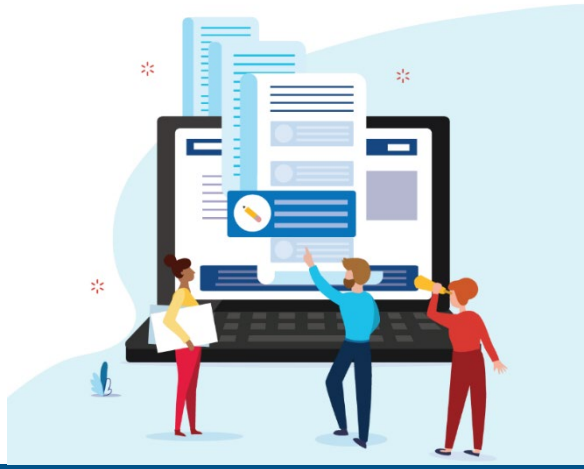
Federal Training and Technical Assistance Centers

Thursday, August 17, 2023

SchoolSafety.gov



Webinar Agenda

- Webinar Objectives
- Speaker Introductions
- Department of Education Centers:
  - National Center on Safe Supportive Learning Environments (NCSSLE)
  - Readiness and Emergency Management for Schools (REMS)
  - Positive Behavioral Interventions & Supports (PBIS)
- National Center for School Safety (NCSS)
- Center of Excellence on Social Media and Youth Mental Health
- Federal School Safety Clearinghouse
- Q & A

SchoolSafety.gov

Webinar Objectives

1. Provide an overview of Federal Training and Technical Centers, their offerings, and how they support members of the K-12 community.
2. Specifically focus on information related to school safety, school climate, and student mental health supports.

SchoolSafety.gov

Featured Speakers

Amy Banks, Ph.D.

Office of Safe and Supportive Schools
Office of Elementary and Secondary Education
U.S. Department of Education

Emily Torres

Research Area Specialist
University of Michigan School of Public Health
National Center for School Safety

Julia Matakis

Senior Manager, Mental Health Programs
Healthy Resilient Children, Youth, & Families
American Academy of Pediatrics

Ryan Streeter

Program Manager, Product & Training
School Safety Task Force
Cybersecurity and Infrastructure Security Agency

SchoolSafety.gov

U.S. Department of Education

OFFICE OF SAFE AND SUPPORTIVE SCHOOLS

AMY BANKS

The Office of Safe and Supportive Schools (OSSS)

OSSS is within the Office of Elementary and Secondary Education

OSSS addresses:

- **The health and well-being of students**
- **School safety, security, emergency management, and preparedness**
- **OSSS administers, coordinates, and recommends policy**
- **Administers grant programs and technical assistance centers addressing the overall safety and health of the school community**

Today's spotlight:

Three OSSS Technical Assistance (TA) Centers

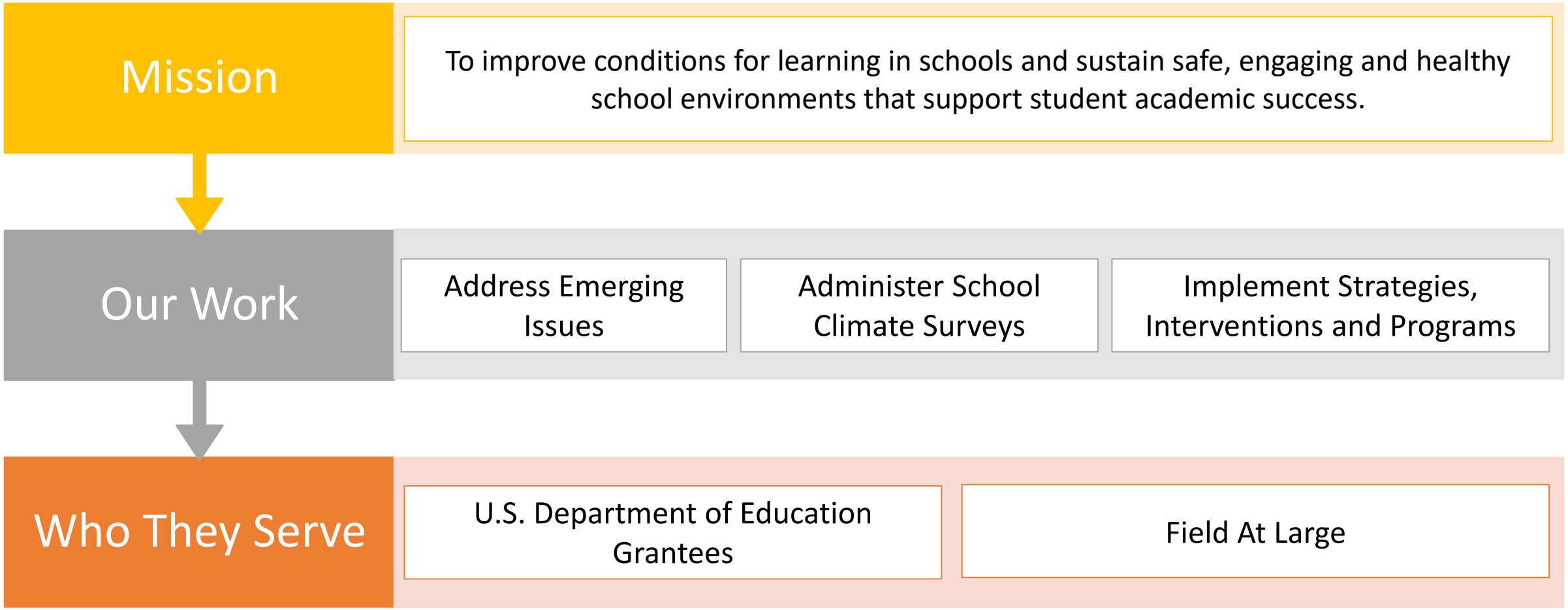
NCSSLE, REMS, & PBIS

1. The NCSSLE TA Center

National Center on Safe Supportive Learning Environments

Engagement • Safety • Environment

What do they do and who do they serve?



How can NCSSLE help you?

NCSSLE Website

Guides and Resource Packages

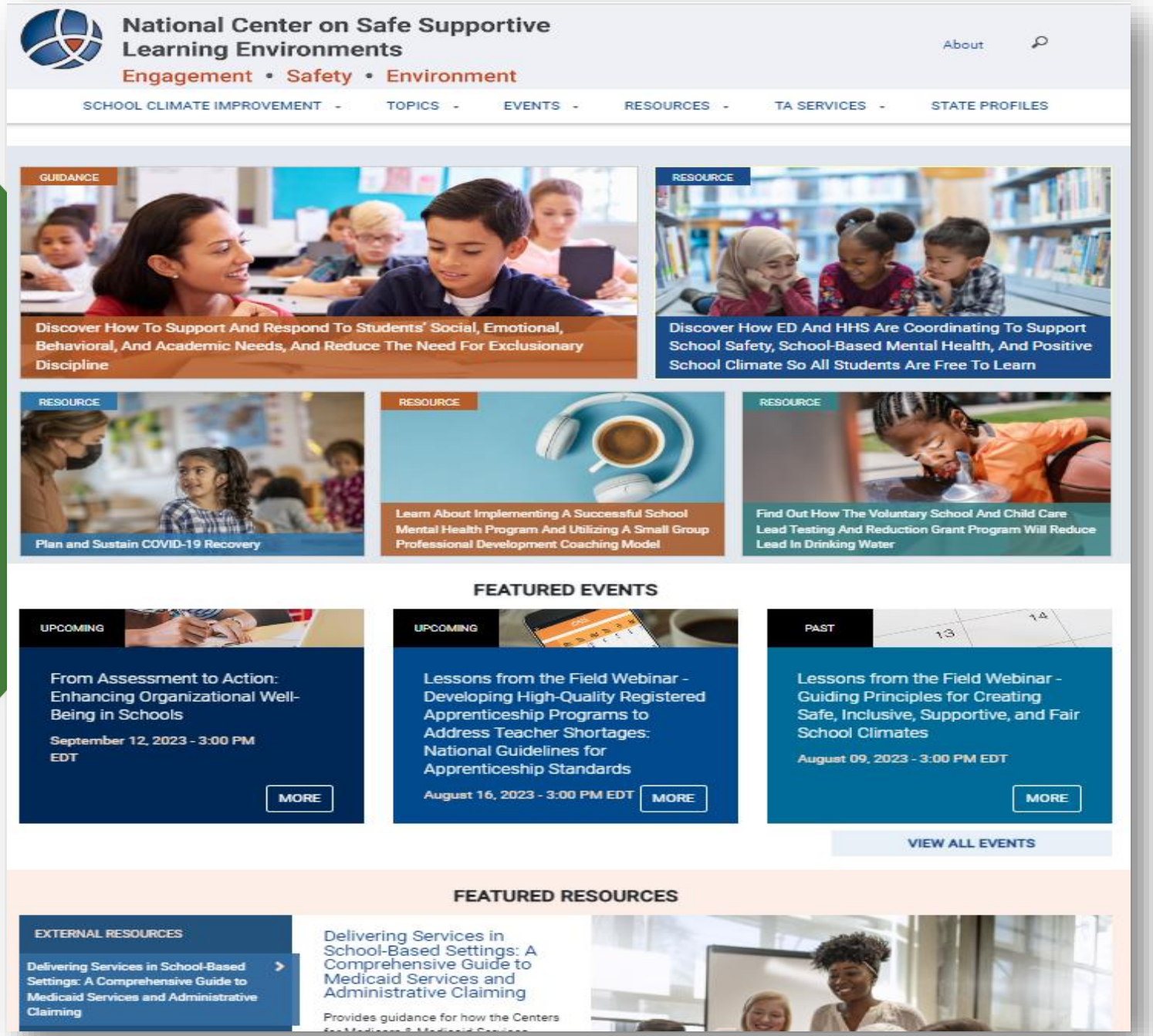
Training Products

Policy Compendia

Data and Survey Tools

Events and Regular News Items

NCSSLE Webpage



Variety of Guides and Resource Packages

Human Trafficking in America's Schools

School Climate Improvement Resource Package

Suite of Resources to Promote Student Mental Health

Safe Place to Learn: Prevent, Intercede, and Respond to Sexual Harassment of K-12 Students

Addressing the Root Causes of Disparities in School Discipline

Safe Place: Trauma-Sensitive Practice for Health Centers Serving Higher Education Students

A Variety of Training Products

Addressing Human Trafficking in America's Schools – Staff Development Series and Training Collateral

Trauma-Sensitive Schools Training Package

Building Student Resilience Toolkit

Creating a Safe and Respectful Environment in Our Nation's Classrooms

Creating a Safe and Respectful Environment on Our Nation's School Buses

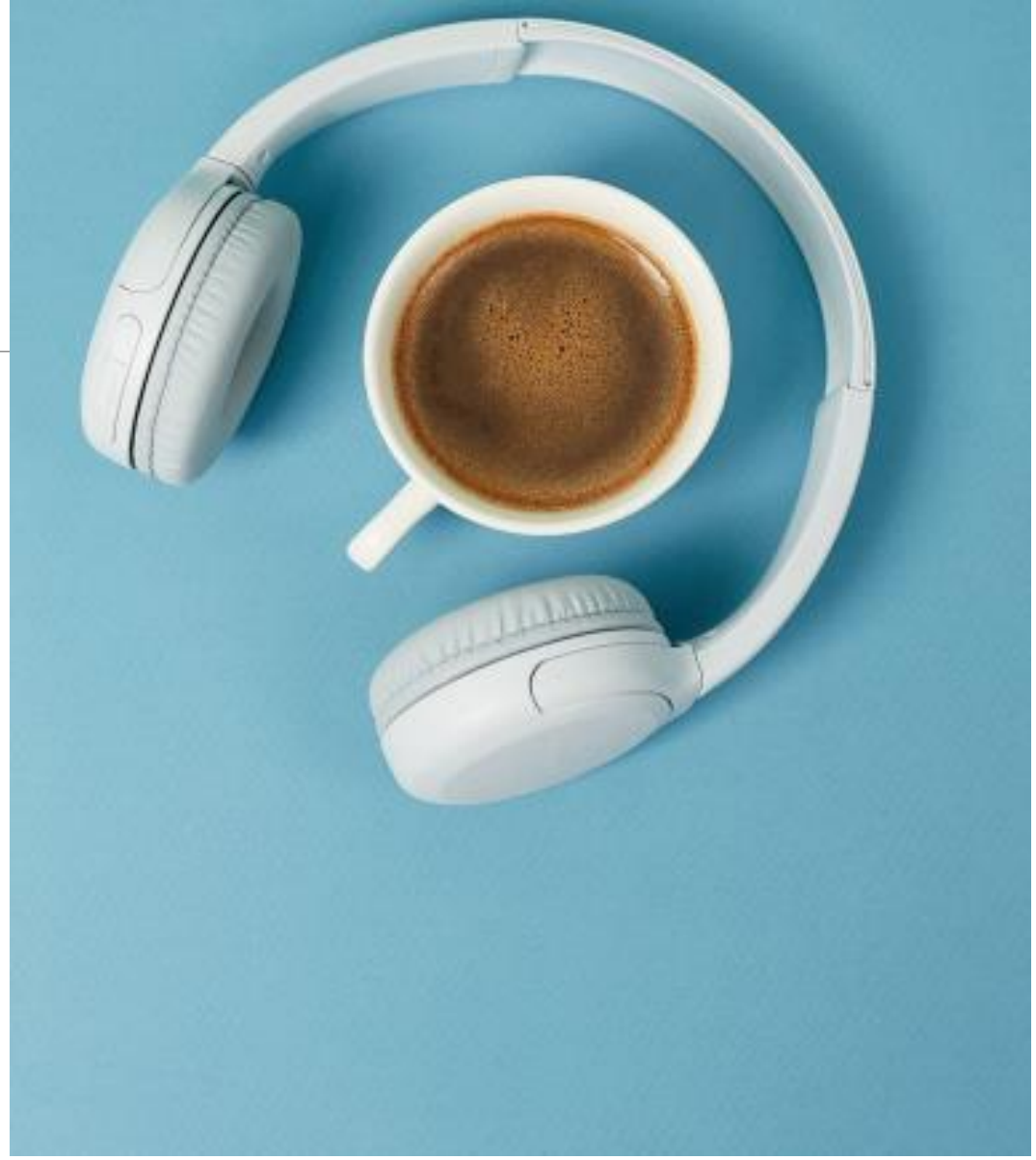
Get Smart. Get Help. Get Safe.

Podcasts

In Session Podcasts

- **Utilizing a Small Group Professional Development Coaching Model with Kiana Longnecker (August 2023)**
- **Implementing a Successful School Mental Health Program with Dr. Elene Peters (July 2023)**

Working Well Podcasts (Coming Soon!)



Data and Survey Tools

U.S. Department of Education School Climate Surveys (EDSCLS)

School Climate Survey Compendia

Gun-Free Schools Act Reports

Selection of Data Trends and Indicators

Range of Events and Newsletters

NCSSLE Events (upcoming and archived)

- Lessons from the Field Webinar Series
- Human Trafficking Webinar Series
- Other Archived NCSSLE Events

Other Events (upcoming)

Bringing Into Focus

Voices from the Field

Grantee Highlights

School Climate Newsclips

2. The REMS TA Center

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS

REMS

TECHNICAL ASSISTANCE CENTER

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS

REMS

TECHNICAL ASSISTANCE CENTER

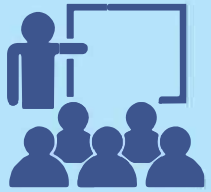
1-855-781-REMS [7367]
https://rems.ed.gov
info@remstacenter.org

Follow @remstacenter on Twitter!

Enhance Emergency Operations Plans

Access Relevant Federal Guidance

Use EOP-Enhancing Interactive Tools



Request an On-Site Training in Key EOP-Related Topics

Learn Anytime via Virtual Trainings on all Topics in Emergency Management

PREVENT | PROTECT | MITIGATE | RESPOND | RECOVER

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

PODCAST

#REMSontheAir PODCAST

https://rems.ed.gov
@remstacenter

- Recovery planning and partnerships
- Addressing cyber safety in Emergency Operations Plans (EOPs)
- Opioids, drug-related emergencies, and substance abuse prevention
- Reunification planning
- Students and families experiencing homelessness
- Social-emotional learning and its link to school safety
- State school safety models

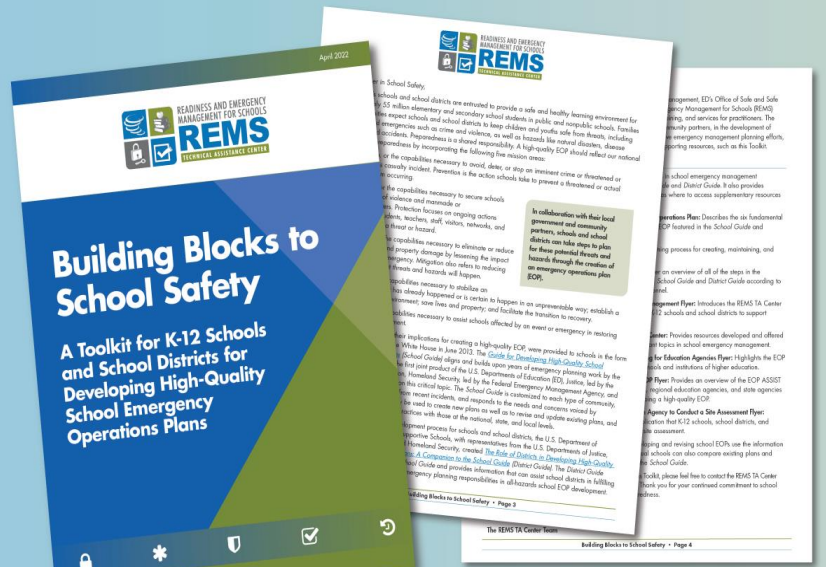
READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

FACT SHEETS & PUBLICATIONS

REMS TECHNICAL ASSISTANCE CENTER
Fact Sheets

- After-Action Reports
- Incorporating Students with Disabilities
- Engaging Leadership
- Collaborating with K-12 Administrators
- Building Youth Preparedness

- **Building Blocks to School Safety: A Toolkit for K-12 Schools and School Districts**
- **Checklists for Developing and Enhancing the School Emergency Operations Plans**



SITE ASSESS MOBILE APP

- Custom Answers
- Facility Improvement Section
- Refined Resources
- Questionnaire of User Feedback

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

EOP ASSIST SOFTWARE

- Interface
- User Experience
- Plan Document
- Resource Toolkit

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

ROLE-BASED WEBINAR SERIES

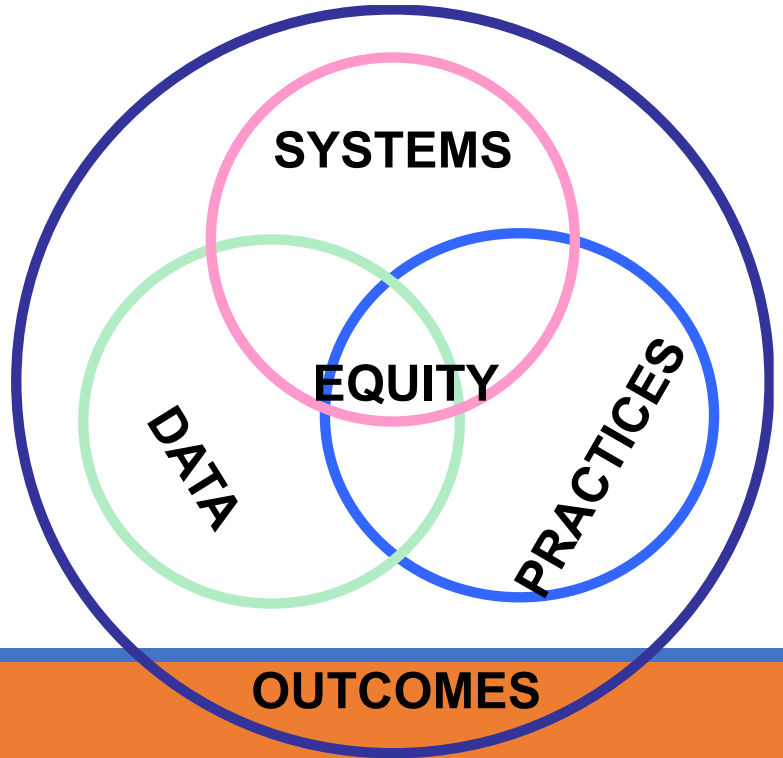
- Transportation Directors
- Facility Managers
- Information Technology Specialists
- School Psychologists
- Community Engagement Specialists
- School Nurses
- Families and Parents
- Teachers
- Mental Health Professionals
- School Administrators
- Nutrition Directors
- Public Health Officials

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

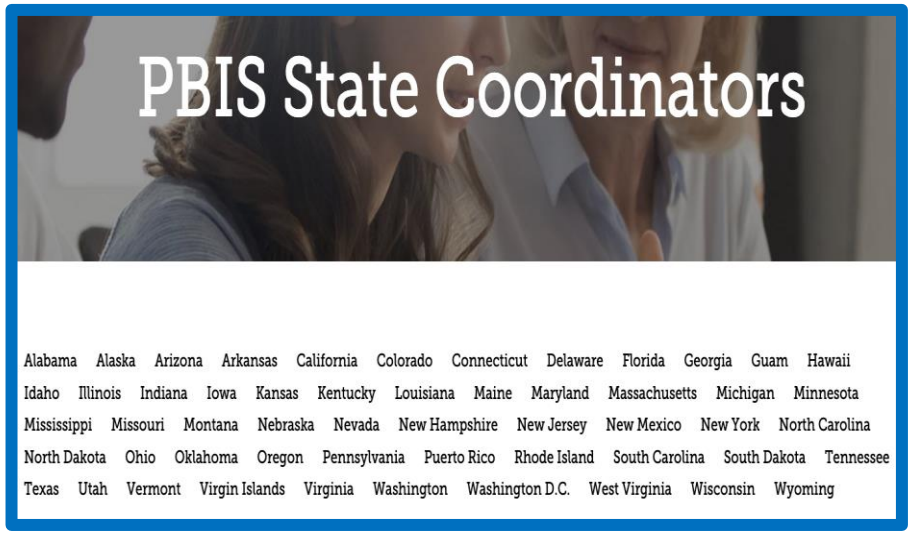
ONLINE COURSES & VIRTUAL TRAININGS BY REQUEST

3. The PBIS TA Center

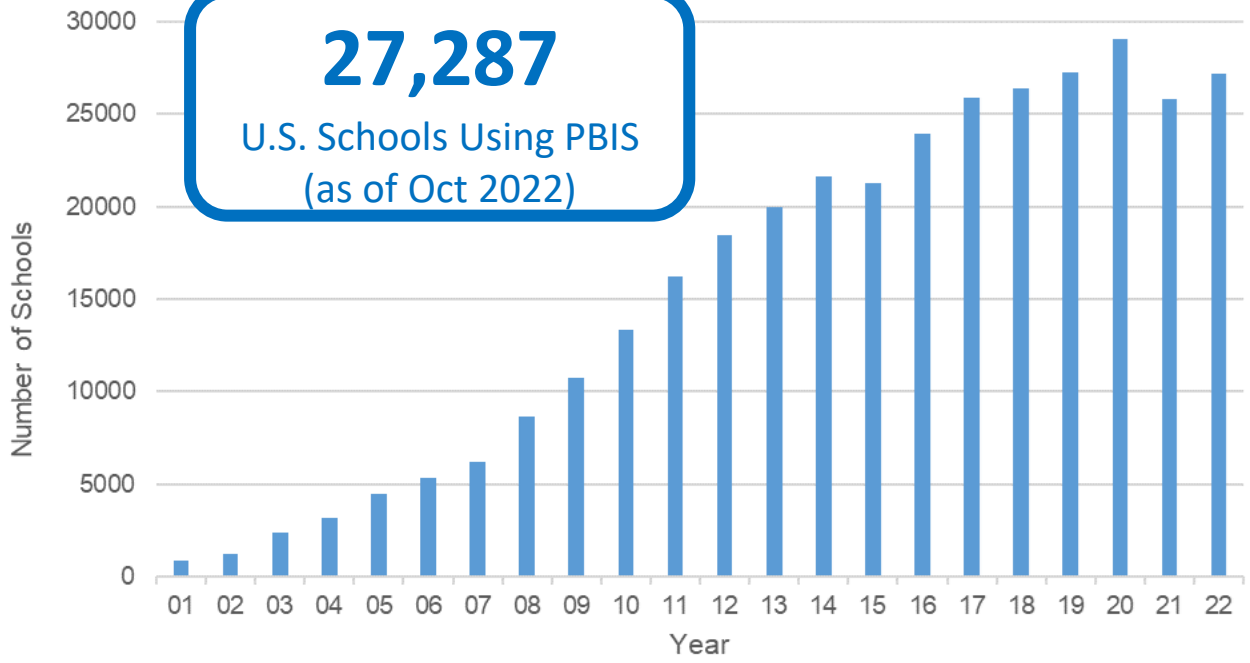
The Center on Positive Behavioral Interventions & Supports (PBIS)



Scope & Reach of Technical Assistance

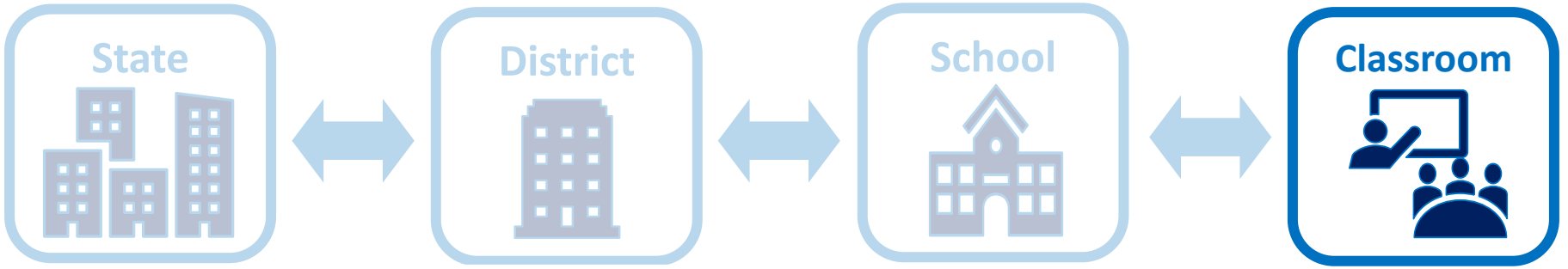


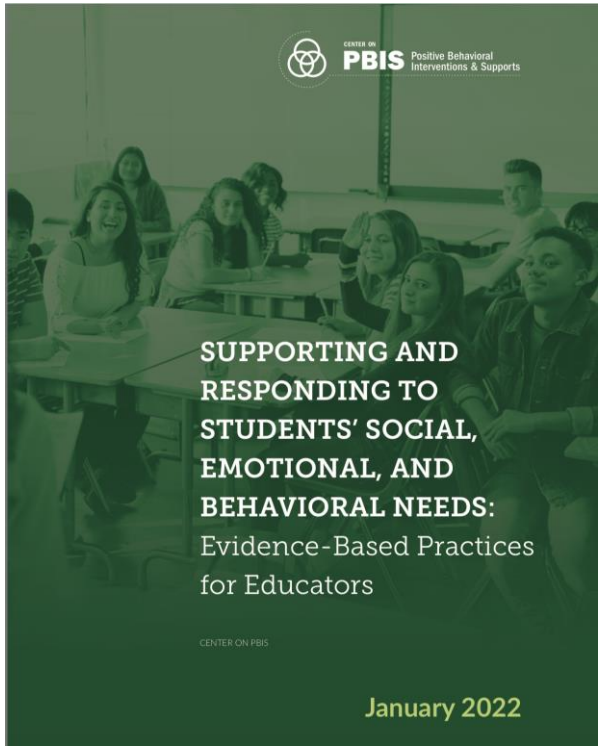
27,287
U.S. Schools Using PBIS
(as of Oct 2022)

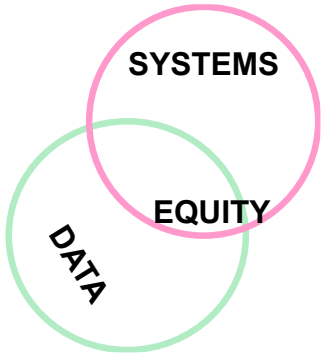


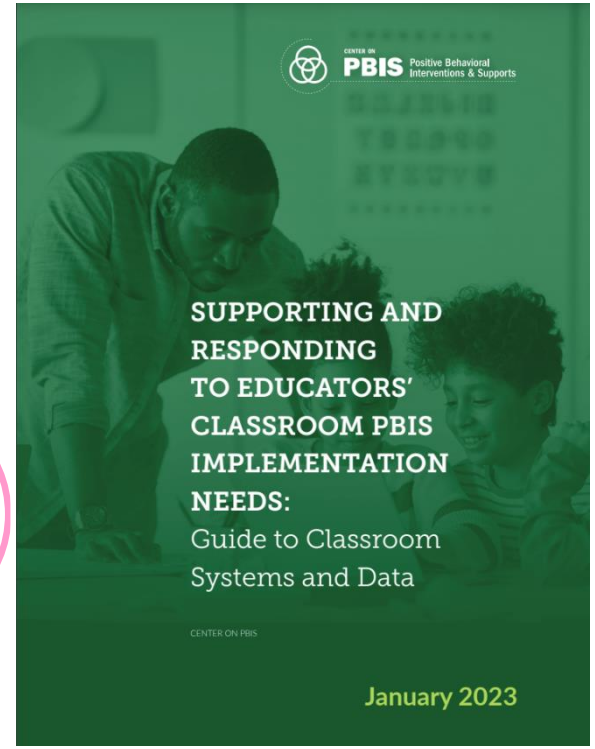
https://www.pbis.org/school-climate-transformation-grant-sctg
https://www.pbis.org//about/pbis-state-coordinators

Resources to Support Implementation









https://www.pbis.org/publications/all-publications#classroom-pbis

Support All Students, Families, & Educators

Documented Outcomes

State ↔ District ↔ School ↔ Classroom ↔ Student

https://www.pbis.org/pbis/why-implement-pbis

NCSSLE
https://safesupportivelearning.ed.gov

REMS
https://rems.ed.gov/

PBIS
https://pbis.org

National Center for School Safety

Presented by Emily Torres, MPH

Who We Are

- Multidisciplinary, multi-institutional training and technical assistance center
- Serve schools, districts, mental health agencies, police departments, community-based organizations, and tribal agencies
- Provide free resources and technical assistance

Expert Partners

SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF MICHIGAN

INSTITUTE FOR FIREARM INJURY PREVENTION
UNIVERSITY OF MICHIGAN

Sandy Hook PROMISE
sandyhookpromise.org

UNIVERSITY of VIRGINIA
SCHOOL of EDUCATION and HUMAN DEVELOPMENT

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

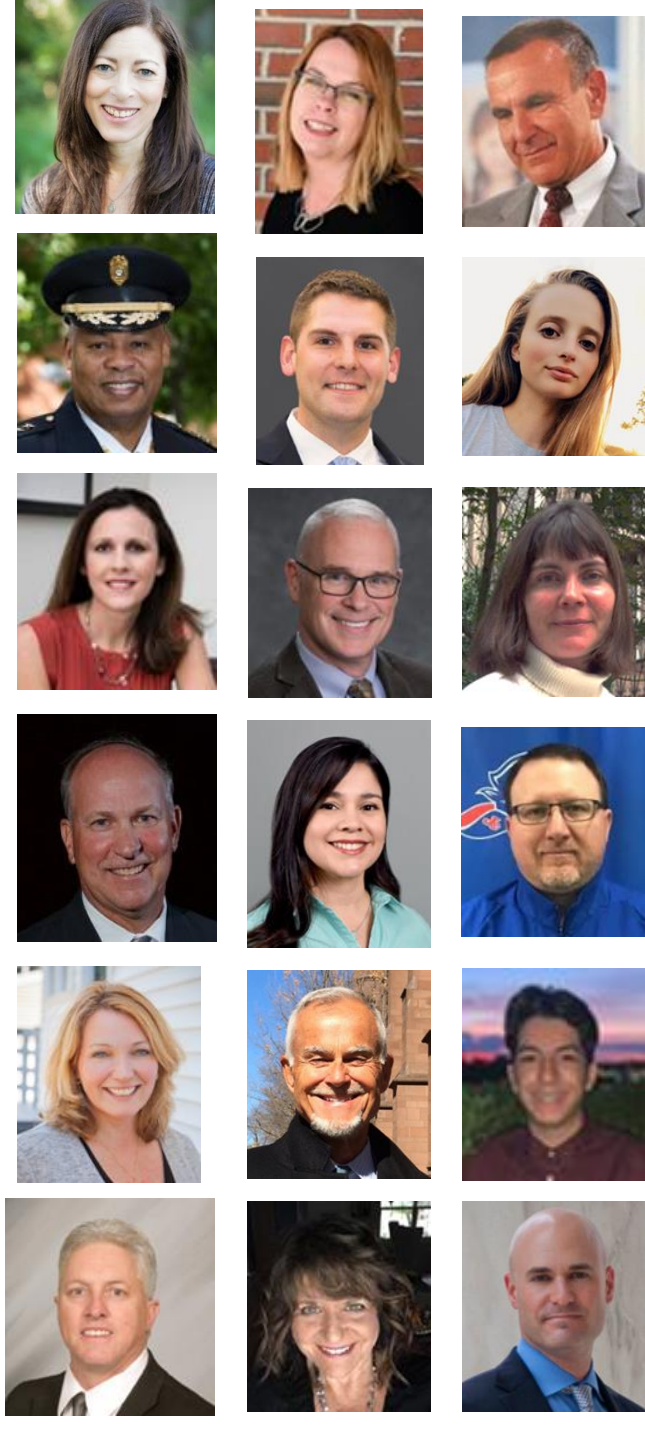
CRIMINAL JUSTICE

naesp™ National Association of Elementary School Principals

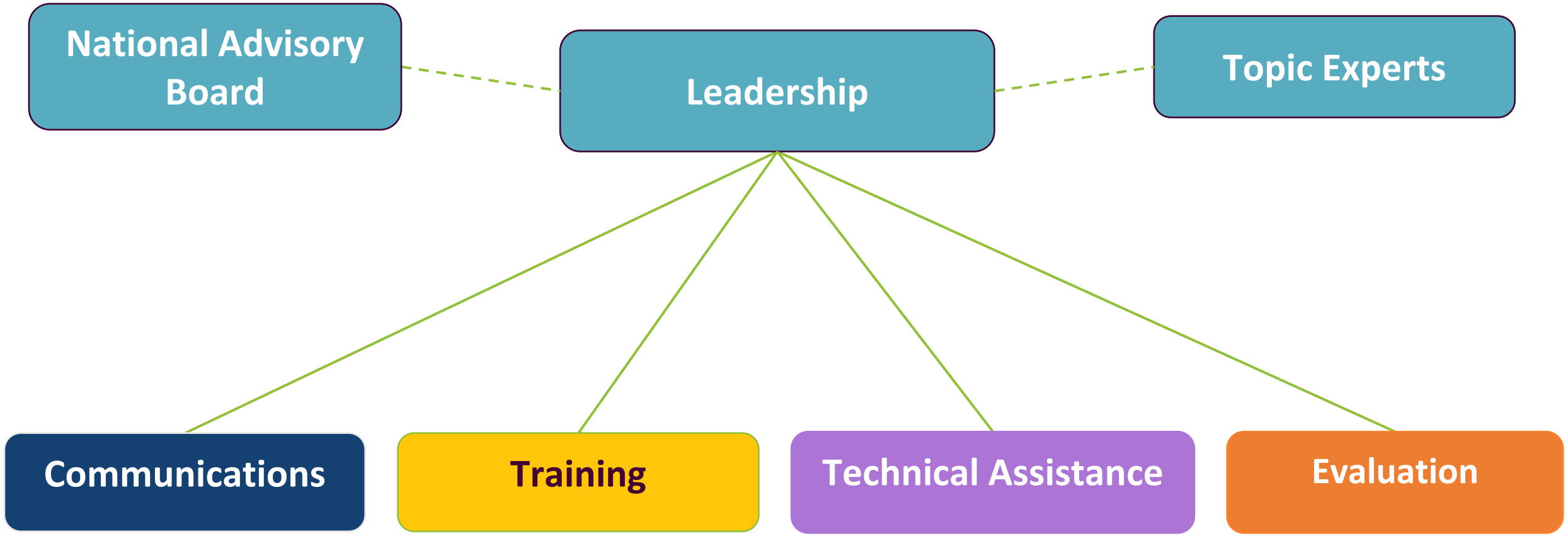
NATIONAL COUNCIL for Mental Wellbeing

National Advisory Board

Ron Applin - Chief of Police, Atlanta Public School
Alea Boyd - Student, Tuscola High School
Catherine P. Bradshaw - Professor, University of Virginia, Johns Hopkins University
Kirk Carpenter - Superintendent, Aztec Municipal School District
Chad Dodd - Principal, Jay County High School
Joseph Erardi - Owner, JE Consulting
Paul Freeman - Superintendent, Guildford Public Schools; Professor of Practice, University of Connecticut
Kathryn Hawes - Professor, University of Southern Maine
Nicole Hockley - Co-founder & CEO, Sandy Hook Promise
Michael Kehoe - Retired Chief of Police, Newton, Connecticut
Beverly Kingston - Director, University of Colorado Boulder
Daniel Lopez - Student, California State University, Northridge
Reid Meloy - Professor, University of California, San Diego
Russell Palarea - Founder & President, Operational Psychology Services
Jesenia M. Pizzaro - Associate Professor, Arizona State University
Donna Sicilian - Executive Director, Student Services, Pinellas County Schools
Terri N. Sullivan - Professor & Director, Virginia Commonwealth University
Greg Waples - Senior Manager, National Association of Secondary Principals



NCSS Structure



Areas of Expertise

- Comprehensive school safety assessments
- Behavioral threat assessment management teams
- Campus and building security
- Coordination with first responders
- School-based law enforcement
- Anonymous reporting systems
- School safety drills
- School climate improvements
- Mental health resources
- Social media monitoring
- Student involvement and empowerment

Planning & Implementation
Intersectionality
School Safety
Evidence-Based
Trauma-Informed
Socio-Ecological Approach

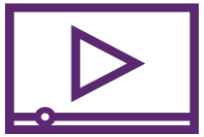
Trainings & Resources

Webinars

Self-Paced Trainings

Toolkits & Guides

Workshops



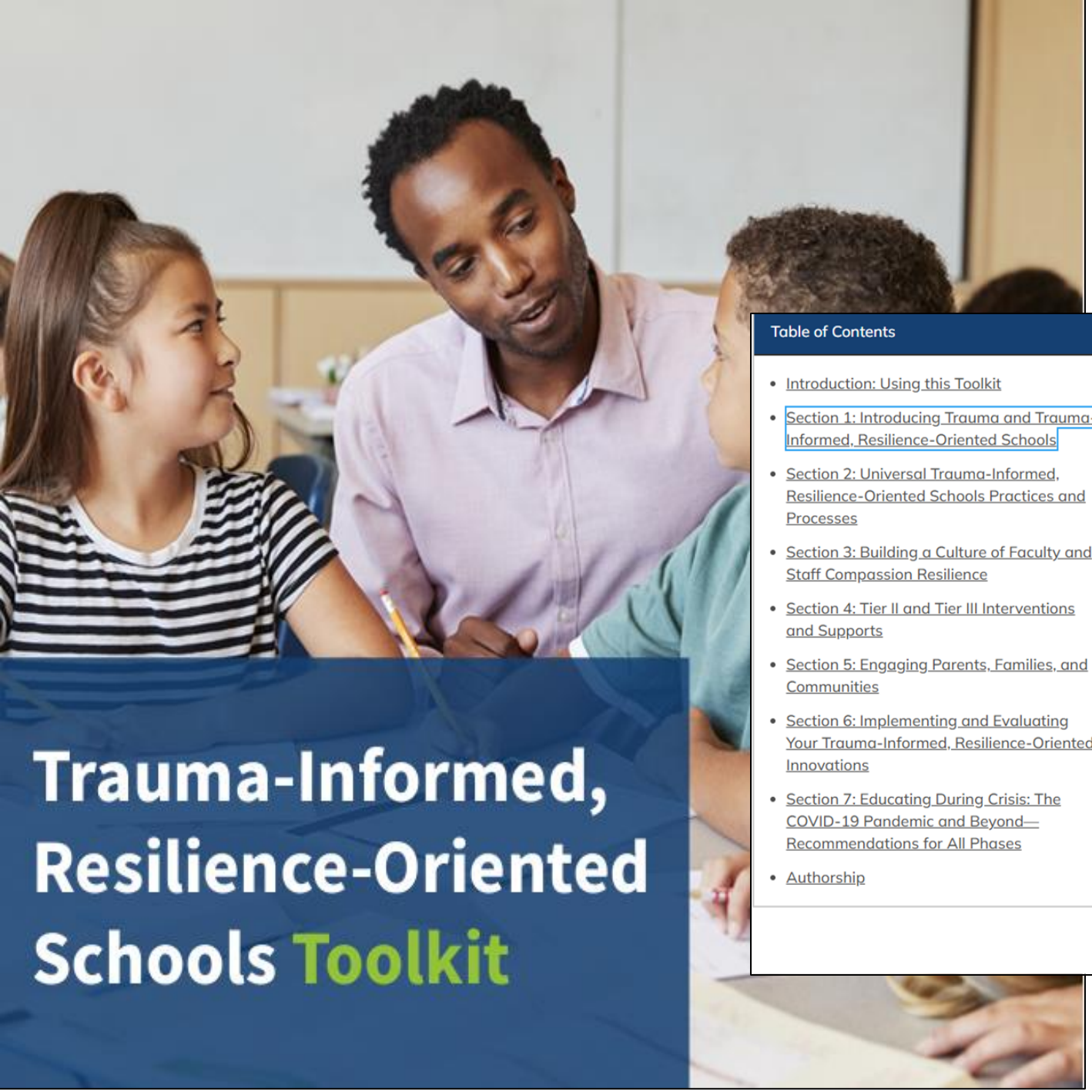
Videos

Podcasts

Publications

Learning Communities

Resource Example



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- Section 1: Introducing Trauma and Trauma-Informed, Resilience-Oriented Schools
- Section 2: Universal Trauma-Informed, Resilience-Oriented Schools Practices and Processes
- Section 3: Building a Culture of Faculty and Staff Compassion Resilience
- Section 4: Tier II and Tier III Interventions and Supports
- Section 5: Engaging Parents, Families, and Communities
- Section 6: Implementing and Evaluating Your Trauma-Informed, Resilience-Oriented Innovations
- Section 7: Educating During Crisis: The COVID-19 Pandemic and Beyond—Recommendations for All Phases
- Authorship

Section 1: Introducing Trauma and Trauma-Informed, Resilience-Oriented Schools

Section PDF

Action Steps

- Establish understandings of trauma, its impact, and prevalence in school communities
- Encourage new mindsets about students and their experiences of trauma and toxic stress
- Embed trauma-informed, resilience-oriented principles into all decision-making

Implementation Tools

- Six Principles of Trauma-Informed, Resilience-Oriented Schools Reference Sheet
- Trauma-Informed, Resilience-Oriented Schools Principles Assessment Questions
- Trauma-Informed, Resilience-Oriented Schools Review Tool for School Policies, Protocols, Procedures & Documents
- Practicing Responding to Trauma Scenarios
- Personal Identity and Loss Activity
- Brain Rules Practice Template Tool
- Introduction to Trauma and Trauma-Informed, Resilience-Oriented Schools Slide Deck

Students, staff, administrators, and families experience multiple stressors each day. For many, stressors are rising to the level of distress and trauma, and negatively impact their ability to live healthy lives and learn to

Click here to explore the toolkit

NCSS Training Outcomes

91%

Were satisfied

95%

Would recommend to a colleague

87%

Said useful to their work

Partnership Feedback

"[The NCSS] are researchers. Their only agenda is to help kids and keep them safe."

-County Prosecutor

"The NCSS comes in and they really research the school and figure out what needs the attention the most in the next three years."

-Parent

"I always find this time very useful. I love hearing the ideas shared from other STOP grantees and how they are implementing the grant. You can tell people are passionate and very invested in their grant projects. I love this! It inspires me."

-STOP grantee referring to TA Grantee Hour

National Center for School Safety

nc2s.org

SchoolSafety@umich.edu

(734) 647-8295

SCAN ME

@NC2S_Tweets

National Center for School Safety

@SafeSchoolsUS

National Center for School Safety

SCHOOL OF PUBLIC HEALTH UNIVERSITY OF MICHIGAN

INSTITUTE FOR FIREARM INJURY PREVENTION UNIVERSITY OF MICHIGAN

BJA Bureau of Justice Assistance U.S. Department of Justice

This project was supported by Cooperative Agreement No. 2019-YS-BX-K001 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the U.S. Department of Justice's Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Office for Victims of Crime, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

CENTER OF EXCELLENCE
Social Media and Youth Mental Health

American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN®

Promoting mental wellbeing and healthy relationships with social media

Center of Excellence on Social Media and Youth Mental Health

Julia Matakis, MPH, PCC

Senior Manager, Mental Health Programs

August 17, 2023

AAP Center of Excellence on Social Media and Youth Mental Health

Background

- Fall 2022, AAP was awarded $10 million over five years from the U.S. Department of Health and Human Services (HHS), through the Substance Abuse and Mental Health Services Administration (SAMHSA), to establish a **National Center of Excellence on Social Media and Mental Wellness**.
- The Center will serve as a centralized, **trusted source** of evidence and support for children and teens, parents, educators, pediatricians and other professionals who help youth navigate social media.

CENTER OF EXCELLENCE
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Primary Aims

The AAP Center of Excellence on Social Media and Youth Mental Health has **three** main goals:

1. **Improve pediatric mental wellbeing** by reducing the risks and leveraging the benefits of social media

2. **Build the capacity** of individuals who work with youth to mitigate social media's impact on mental wellbeing and promote healthy social media use

3. **Synthesize and promote the evidence** base and best practices for healthy social media use via communication, guidance, and other resources

CENTER OF EXCELLENCE
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Megan Moreno, MD, MSEd, MPH, FAAP

Professor and Interim Chair, Department of Pediatrics
University of Wisconsin

Jenny Radesky, MD, FAAP

Assistant Professor of Pediatrics & Developmental and Behavioral Pediatrician, University of Michigan Medical School

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Media use in school-aged children and adolescents: Benefits

- Exposure to new ideas and information
- Interaction: promoting community participation and civic engagement
- Collaboration on projects and school assignments
- Connection to family and friends geographically separated
- Access to support networks

Media use in school-aged children and adolescents: Risks

- Overweight and obesity
- Sleep
- Problematic internet use/video gaming addiction
- Multitasking
- Exposure to risky content
- Tech-specific risks: cyberbullying, sexting, online solicitation

What we know about social media and youth mental health

- May not be linear relationship (U shaped curve)
  - Effects are multifactorial and depend on:
    - Type of media
    - Type of use
    - Amount and extent of use
    - Characteristics of the individual child
- Related to parent media use

The **Current** Narrative

Understanding context

“I’m so addicted” “Phones are bad” “Social media is evil”

This narrative may be adding to poor mental health

A previous study compared news stories about bullying:

- Fear-based writing: sadness, hopelessness, anger
- Public health oriented writing: hopeful, curious

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A New Narrative

Making words matter

- **Emphasize children's innate resilience** and unique characteristics that are developmentally adaptive (e.g., curiosity, attracted to novelty, seeking peer reactions) but don't always interact well with the adult-built environments around them.
- **Recognize that we need to act now** to help youth through the mental health crisis (and prevent mental health problems in younger children), but avoids reinforcing the dominant polarized discourse (e.g., only blaming technology).
- **Create and amplify resources and interventions** that are multi-level, involve all stakeholders and relationships children have, addresses the psychological and sociological factors that shape media use and how children react to it.

Center of Excellence Framework

Concepts to Remember

1. **Centering on the child/adolescent**: Help youth and caregivers provide support for autonomy, agency, advancing skills in digital citizenship and literacy, support self-regulation, and parental role modeling and open-minded conversation
2. **Developmental lens:** Provide resources to support healthy relationships with technology from infancy, focusing on important emotional and relational processes that can be hindered or supported with technology
3. **Importance of context:** Support balanced parent technology use; affirm what the family is already doing to help the child's mental health, academic wellbeing, and connection to community; understand sociocultural drivers of media use
4. **Individual differences:** Tailor approaches to the strengths and challenges of each child/family
5. **Digital ecosystem design:** Advocate for policy change. Metrics of platform success (e.g., engagement) may be at odds with metrics of child wellbeing (sleep, homework completion/focus)

Implications for Schools

Exploring Frameworks & Resources

Cyber bullying, Digital Citizenship Programs

Digital Citizenship program considerations: Adolescent Digital Media Use and Mental Health by Weinstein and James (2022): Chapter 15: School-Based Initiatives Promoting Digital Citizenship and Health Digital Media Use *(see page 369 for table with overview of programs)*

Avoid curricula:

1. Using the language of “addiction” to characterize everyday media habits.
2. Describing a causal relationship between media activities and mental health issues (e.g., depression, anxiety, suicide risk).
3. Emphasizing total screen time without any attention to the types of digital activities that comprise that time.
4. Including potentially problematic messages and examples of simplistic and likely ineffective instructional approaches (e.g., just telling all students “Don’t compare yourself to others on social media”).
5. Lessons with a clear implication that offline activities are inherently more worthwhile than any online activities.

CENTER OF EXCELLENCE
Social Media and Youth Mental Health

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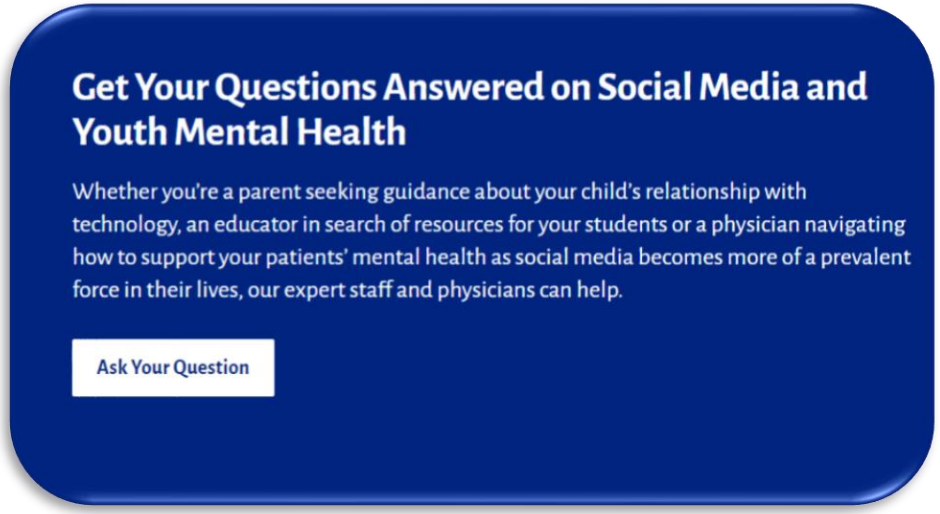
Activities and Resources

Question & Answer Portal

Ask the Experts

- **Interactive Q&A Portal**: a two-way communication channel that allows clinicians, educators, parents/families, youth, and others to submit questions about social media and mental well-being
- Our CoE team, including our Co-Medical Directors, **review all questions** and develop prompt evidence-based responses that will be emailed to users
- **Searchable by age** and includes all previously asked questions and responses made to date
- Questions so far range in topic from school policies on digital devices to how to support young children's behavior related to digital media to how to support teens expressing body image concerns



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Exploring Portal Questions

K-12 Tech in Education

Digital Interventions in Schools

https://www.aap.org/en/patient-care/media-and-children/center-of-excellence-on-social-media-and-youth-mental-health/social-media-and-youth-mental-health-q-and-a-portal/tech-in-k-12-education-questions/tech-in-k-12-questions/tech-in-k-12-education-question-diversionintervention-type-programming/

Social Media and Middle School Curriculum

https://www.aap.org/en/patient-care/media-and-children/center-of-excellence-on-social-media-and-youth-mental-health/social-media-and-youth-mental-health-q-and-a-portal/adolescents/early-adolescence-questions/social-media-and-middle-school-curriculum/

Ongoing Center Activities:

- **Youth Advisory Panel** (YAP) members serve as partners in resource and content development. This 20-member panel is being selected from among 1800 diverse applicants and will have their first convening in September 2023.
- **Share educational resources**, including a webinar series, **tip sheets**, and a glossary of media platforms.
- **Launch virtual interactive learning communities** aimed at clinicians, educators, policy makers, and parents/families, leveraging Project ECHO (Extension for Community Healthcare Outcomes). Our first ECHOs will launch in fall 2023

RESEARCH-BASED TIPS FROM PEDIATRICIANS FOR FAMILIES

When it comes to helping your children build healthy digital habits, you may not know where to start. Here are some small steps that can make a big difference for your family:

1. Build a family media plan.

- Work together to set rules about social media use so you and your children agree on how devices fit into your lives.

2. Balance time with and without devices.

- Create screen-free times and places in your home (e.g., meals, bedtime).
- Set do-not-disturb times and media time limits.
- Track online activities and talk about which ones may be problematic.
- Plan regular screen-free activities your family enjoys.
- Make a habit of turning off media that isn't in use. Try music if you need ambient noise.

3. Talk about social media.

- Start regular, open-minded conversations with your children (even the youngest ones!) about their media use, and yours

4. Set a good example.

- Include your own habits in discussions about social media usage.
- When your attention is on your device, tell your kids what you're doing.
- Be kind to others online and talk to your kids about how you are using media for good.

5. Optimize your family's online experience.

- Choose quality content to use together as a family.
- Know which platforms are age- and content-appropriate for your children.
- Set and follow safety rules for who we can chat with online.
- Set privacy settings at the most secure level.
- Watch for warning signs, like if your child is:
  - » Withdrawing from social interaction and hobbies.

Tip Sheet for Parents, Caregivers, Families

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Social Media and
Youth Mental Health

American Academy
of Pediatrics
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*Funding for the Center of Excellence was made possible by Grant No. SM087180 from **SAMHSA** of the US Department of Health and Human Services (HHS). The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, SAMHSA/HHS or the US Government.*

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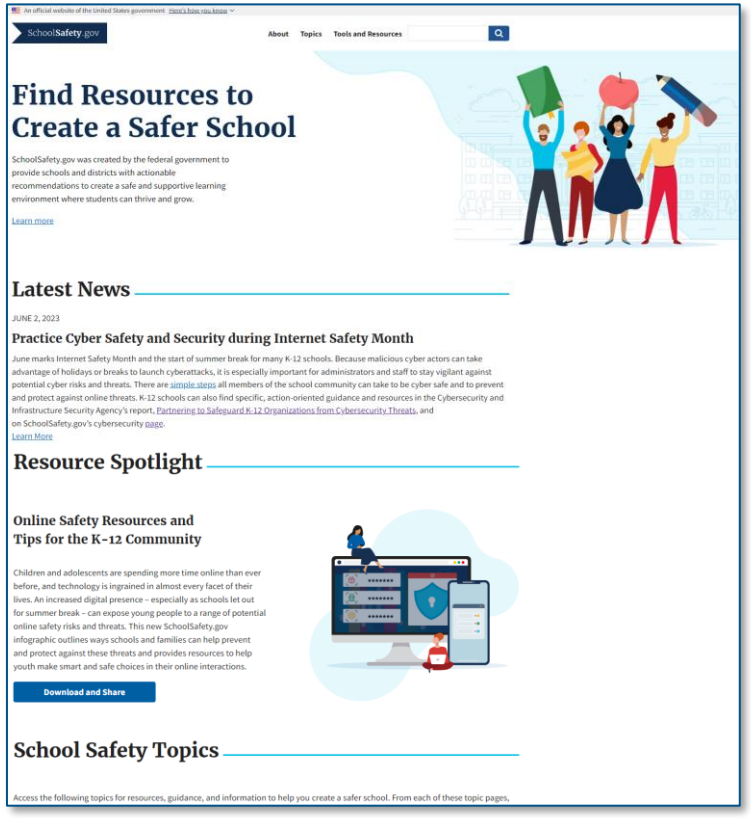
Overview | SchoolSafety.gov

SAFETY TOPICS

- Bullying and Cyberbullying
- Child Exploitation
- Cybersecurity
- Emergency Planning
- Infectious Diseases & Public Health
- Mental Health
- School Climate
- Targeted Violence
- Threat Assessment & Reporting

KEY TOOLS & FEATURES

- Safety Readiness Tool
- State Search Tool
- Resource Library
- Calendar of Events
- Grants Finder Tool
- K-12 Community Bulletin
- Communications Center



SchoolSafety.gov

Back-to-School Campaign | SchoolSafety.gov

The campaign is an opportunity for members of the K-12 community from across the country to join together and raise awareness of school safety issues and promote resources and evidence-based practices available on SchoolSafety.gov that can help make schools safer and more supportive.

Campaign information and materials will be accessible on SchoolSafety.gov throughout August and September.

Access the Campaign at:
https://www.schoolsafety.gov/back-to-school-campaign

SchoolSafety.gov

Join Us at the National Summit, Nov 1st & 2nd | CISA

For additional SchoolSafety.gov news, resources and events:

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- @remstacenter
- @NCSSLE
- @PBIS
- @NC2S_Tweets
- @samhsaGov & @AmerAcadPeds

Click here to sign up for regular updates or scan the QR code.

SCAN ME

Key Resource Links

- SchoolSafety.gov
- SchoolSafety.gov Back-to-School Campaign
- NCSSLE
- REMS TA
- PBIS
- NCSS
- Social Media & Youth Mental Health CoE

Questions, feedback, or ideas?
Please contact SchoolSafety@hq.dhs.gov

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