

Social & Emotional Well-being

Students, Parents and Guardians at home:

- Establish routines to help the scholar be more successful.
- Monitor use of social media platforms and limit viewing of news broadcasts.
- Students may develop symptoms of anxiety, depression, and post-traumatic stress. Understand the role mental health plays in the development of the whole scholar in physical health, school performance, and behavior.
- For counseling, mental health education, and to obtain mental health referrals contact 24/7 Mental Health Let's Stay Connected Hotline @ 713-556-1340
- Submit secure and anonymous safety concerns using the Sandy Hook Hotline 1(844)572-9669
<http://www.saysomething.net/>
- Utilize resources and tools via <https://www.houstonisd.org/sel#SEL> supports include resources and trainings on various topics such as:
 - Weekly Webinars based on current SEL and Mental Health topics
 - How to effectively utilize SEL resources at home to provide hands on tools to support scholars
 - Understanding the reasons that may cause a scholar to display challenging behaviors, adjustment problems, and offer various options and solutions to effectively respond to the behavior
 - Mindfulness – relaxation techniques, calmly accepting feelings, noticing your reactions, feelings in the body, and helpful versus harmful thoughts
- Effective parenting for scholars experiencing trauma:
 - Identifying patterns of behavior and reactions that do not seem to “fit” the situation (triggers)
 - What distracts your scholar, makes him or her anxious, or results in negative behavior?
 - Help your scholar avoid situations that trigger trauma
 - COVID19 may be a shared (collective) trauma for scholars and parents
 - Visit <https://www.houstonisd.org/sel#> for SEL parent resources

Leadership Team

- Check-in with campus-based crisis team for suicide, threat assessments, and safety concerns
- Facilitate trainings:
 - TOTs (Trauma Informed/Responsive Practices, De-escalation, Restorative Discipline, Integrating SEL into Academics)
 - Mental Health First Aid to identify, understand, and respond to mental health and substance issues

- Student Discipline Management (TEC Chapter 37 and HISD Code of Student Conduct)
- Cultural Sensitivity
- Campus Behavior Coordinator modules
- Assist with development of schoolwide behavior management systems to include implementation of progressive discipline management techniques and positive behavioral interventions and supports
- Check-in with scholars with identified instructional or behavioral/emotional supports
- Consult with behavior staff to develop tiered interventions and groups for scholars
- Use the SEL OneSource website to access and capture the following information:
 - HISD SEL Crisis Protocol
 - Sandy Hook referral process (Say Something Anonymous Reporting)
 - Parent consent and communication
 - Code of Student Conduct
 - TEC Chapter 37

Internal Control & Decision-Making Skills

Students are guided to make connections between actions and consequences/privileges. Just as children construct knowledge in mathematics, they should construct knowledge about appropriate choices and behavior. Students learn to reflect on their actions or a situation, communicate how different choices lead to different consequences, and internalize learning to use in future decisions.

Consequences should be natural and respectful of each student. This helps students make connections between actions and results. If students do not see their “choice” of actions as causing a consequence, then the behavior is only guided by external control (adults, police, etc.). Although external control works more quickly, it does not have the long-term effect on changing behaviors. Building internal control helps the student become progressively more focused on making good decisions, using previous learning as a guide. Internal control puts ownership for behavior on the student while external control puts the ownership for behavior on the “outside force.” (teacher, parent, etc.)

If a student is building internal control, he/she will:

- Reflect on an action or situation (“What could I have done differently to change the result?”)
- Listen to others involved in a situation to help solve the problem
- Communicate how decisions/actions are connected to consequence
- Think about and discuss future decisions to change actions and/or results
- Connect his/her actions with a natural consequence (After utilizing materials inappropriately, student recognizes that he/she may not continue to use the materials at that time.)
- Develop an understanding of the rights of others and his/her responsibilities as a member of a “community” (the classroom, the school, etc.)

- Interact with others to formulate a solution to a social problem (Teacher is the facilitator rather than the “director” of the interaction.)
- Use reasoning to make decisions about actions
- Construct knowledge about school rules through reasoning, trial-and-error, and modeling by adults

Ways to help students develop Internal Control:

- EVERY EXPECTATION IS TAUGHT - EVERY ROUTINE EXPLAINED
- Modeling by the teacher (warm, nurturing discussions through a situation or choice made)
- Consistency in responses to student actions
- Literature about feelings, emotions, and actions
- Role-playing social situations (non-threatening and helps to visualize appropriate actions)
- Emotional awareness (how things make students feel) and anger management (appropriate reactions to situations) build foundations from which students can draw when encountering conflict
- Negotiation in real-world situations (compromise, facilitate, request mediation, etc.)
- Guiding students to take ownership/responsibility for personal choices and actions