



Enhancing Wellness through Education: *McDowell Institute Impact 2020*

The partnerships and subsequent reach of the McDowell Institute has expanded and grown over the past year and is positively impacting the social, emotional and behavioral well-being of students. This growth has occurred as a result of numerous, aligned initiatives in local schools and on-campus as well as through a growing number of collaborative endeavors with state-level partners in PK-12 and higher education settings.

This past year, of course, was complicated by the COVID-19 pandemic and its associated traumatic effect across schools and communities. However, through collaboration and expansion of virtual outreach, the impact of the McDowell Institute has continued to make a positive difference in the social emotional well-being of students. Despite the challenges of the past year, those of us at the McDowell Institute have continued to provide training migrating from traditional face-to-face professional development to delivering virtual workshops and skill building sessions. Additionally, the McDowell Institute has been providing increasingly extensive degrees of technical assistance to schools and community-based programs in concert with providing guidance to partners that are invested in school-based behavioral health.

Last year, through partnerships, a significant degree of professional development was provided resulting in 2,794 educators and human service providers directly benefiting from training conducted through the McDowell Institute. Acknowledging that school-age students across districts benefit from their teachers and support staff in their respective schools having completed these trainings, a total of 55,880 students in PK-12 and college and university settings experienced associated benefits from these professional development endeavors.

Examples of On-campus University-based Trainings 2020

| Topic | Number of Events | Numbers of Student/Faculty |
|---|-------------------------|----------------------------|
| Trauma-informed Preventive Classroom Management | 4 | 263 |
| Youth Suicide Prevention (YMHFA) | 4 | 109 |
| Kognito (Virtual) Modules | Course embedded & Other | 230 |
| McDowell (Virtual) Modules | 6-Course embedded | 928 |
| Trauma Training | 4 | 141 |

Off-campus PK-12 Trainings 2020

| Topic | Number of Events | Numbers of Student/Faculty |
|--|------------------|----------------------------|
| Trauma-informed Preventive Classroom Management | 2 | 168 |
| YMHFA | 1 | 30 |
| QPR | 11 | 296 |
| Situating Social Emotional Wellness & Suicide Prevention within MTSS | 6 | 535 |
| Analysis and Use of PAYS Data to Enhance MTSS | 3 | 94 |

Note: The above data does not reflect impact data from the externally funded project previously referred to as the YMHFA IHE Initiative.

While professional development through formal training is important to building skills to enhance student resiliency as well as to recognize and respond to student trauma and distress, a conscious effort has emerged within the McDowell Institute to further expand the provision of guidance to educators and community leaders on ways to further expand their capacity to meet the needs of their youth. Situating trauma-informed programs and practices in schools requires thoughtful planning and development of action plans that strategically positions such professional development within Multi-tiered Systems of Support (MTSS) to enhance academic, social, emotional and behavioral outcomes.

To this end, the McDowell Institute provided 227 hours of technical assistance to educational and community partners in the past year. A broad array of topics that support social-emotional-behavioral wellness served as the focal point of the technical assistance provided. Examples included analysis and strategic use of emergent data (e.g., Pennsylvania Youth Survey-PAYS) across a continuum of universal preventive strategies through individual-intensive supports that explicitly addressed suicide prevention. Provided are samples of the highest priority areas of emphasis addressed through the provision of technical assistance last year.

Examples of Technical Assistance in Local Schools 2020

| Topic | Number of Staff | Hours | Associated PK-12 Student Impact |
|--------------------|-----------------|-------|---------------------------------|
| PBIS / SBBH/PAYS | 2,932 | 183 | 39,162 |
| Suicide Prevention | 413 | 44 | 15,108 |

PBIS: Positive Behavior Support Framework

SBBH: School-based Behavioral Health

PAYS: Pennsylvania Youth Survey

Training and technical assistance provided through the McDowell Institute, together with dissemination of information and materials that emphasize the application of research supported programs and practices to support student success, have played an important role in expanding mental health literacy in schools and communities. These endeavors have supported educators along with students to experience increasingly nurturing, trauma-informed, school environments. Collectively, we all benefit in both the short and long-term as a result of these endeavors.

The McDowell Institute, as evidenced through these impact data, continues to make a positive difference through collaboration with local, state, and national partners across educator preparatory programs, schools and communities. This impact continues to be realized in both PK-12 educational settings and across university and college campuses. Scholarly endeavors associated with each of the previously noted examples of impact continues to generate publications across a variety of outlets and presentations at both the state and national levels. The impact of the numerous philanthropic gifts of Susan W. McDowell, in tandem with growing philanthropic gifts aligned with leveraging increasing levels of external funding from other sources, continues to be felt by students and teachers today along with benefitting students and educators of tomorrow.





Regional Collaboration to Support PK-12 Students

Networking and collaboration, which can take many forms, serve as cornerstones to building capacity across schools and communities to further address the social emotional needs of youth. A prime illustration of networking and collaboration is the Social Emotional Wellness Community of Practice (SEW CoP) in the region where Bloomsburg University is located.

The SEW CoP is comprised of individuals representing a wide range of organizations with the common mission of helping schools and early childhood education providers enhance the social emotional wellness of PK-12 youth within the Central Susquehanna Intermediate Unit (CSIU) region. The CSIU region is comprised of five counties (Columbia, Montour, Snyder, Union and Northumberland) and includes 17 school districts and three career and technical schools with approximately 30,000 school-age youth. The primary organizations that comprise the SEW CoP include the CSIU, leadership from local school districts (e.g., Milton Area School District), both of the local United Ways in the five-county region, regional mental health consultants, and the McDowell Institute from the College of Education at Bloomsburg University. The members of the SEW CoP are united by their shared commitment to connect and support programs and practices that enhance the healthy growth and development of children and families.

The SEW CoP operates as a network that provides easily accessible technical assistance, professional development, and resources for schools and early childhood education programs emphasizing evidence-based, trauma-informed services and supports to address the social-emotional-behavioral needs of young children through school-age youth within the CSIU five-county region.

The priorities and subsequent 10 action plans reflected in this table here highlight the endeavors of this community of practice.

| Priorities | Supportive Action Plans |
|--|--|
| <p>PRIORITY ONE: Organize a compendium of easily accessible, evidence-based, free resources to support local school systems and early childhood education providers to address the social, emotional and behavioral wellness of their children/students.</p> <p>PRIORITY TWO: Organize a compendium of easily accessible, evidence-based, resources and supports available on an affordable fee for service and/or resource fee basis to support local school systems and early childhood education providers to address the social, emotional and behavioral wellness of their children/students.</p> | <ol style="list-style-type: none"> 1. Establish capacity to support schools and ECE programs to navigate through crises including youth suicide through implementation of the PREPaRE School Crisis Prevention and Intervention Training Curriculum. 2. Provide access to a one-stop-shop website that houses evidence-based (or at a minimum state of the art) prevention, intervention and postvention resources related to student social-emotional-behavioral wellness. (https://www.csiu.org/SEWCOP) 3. Provide guidance and support to school systems and ECE programs on ways in which to expand their advanced tier supports (e.g., telehealth) in a sustainable manner to meet the needs of their children/students and communities. 4. Provide explicit training and technical assistance to school system and ECE program staff on ACEs, trauma and the relationship between trauma-informed care and trauma-specific services. 5. Provide comprehensive and differentiated suicide prevention training to schools and ECE program staff (e.g., YHFA & QPR). 6. Provide technical assistance to school and ECE program leadership teams on how to strategically situate evidence-based social-emotional-behavioral wellness programs and practices including suicide prevention within a sustainable MTSS framework. 7. Provide guidance to school systems and ECE program providers on selection and installation of evidence-based social emotional learning curricula. 8. Provide guidance to school systems and ECE providers on selection and installation of evidence-based universal screening for social-emotional-behavioral wellness. 9. Provide policy review and guidance to school systems and ECE programs on postvention responses to a death of a child/student or adult by suicide. 10. Identify as well as disseminate and provide information and resources to educational staff across school districts on personal adult self-care / adult social emotional wellness (e.g., materials on mindfulness, tools for self-care, acts of kindness to offer support). |

Outreach associated with these goals, priorities and action plans have benefited a number of school systems to date. In most instances these supports have been, and continue to be, provided at little to no out-of-pocket cost to school systems and early childhood education providers.

In an alignment with this important collaborative work being done in partnership within the five-county region, a related endeavor currently being rolled out through this network is the initiation of an inaugural resiliency summit in 2021 that will bring together people from various youth-serving sectors (specifically education, healthcare, human services, business, and law enforcement) to champion creation of a stronger community support network through shared social-emotional understanding.

The first step in this work has been to provide a broadly designed training enterprise that introduces the concept of early childhood trauma to an array of audiences, followed by sector-specific based trainings prospectively. One highlight event was a presentation by Dr. Robert Anda, one of the original authors of the seminal study on Adverse Childhood Experiences (ACEs). Dr. Anda's presentation was accompanied by viewing the award-winning documentary film entitled "Resilience". Building on this theme, an inaugural virtual Resiliency Summit is scheduled to occur on Thursday, May 27 to anyone interested in connecting with this work. This upcoming virtual summit will feature Josh Shipp, a former foster child, as the morning's inspirational keynote speaker. The keynote will be followed by breakout sessions across youth-serving sectors. The virtual summit will culminate by convening cross-sector working groups to further the process of design of aligned plans to support communities within the region that will progress from being trauma-aware to trauma-informed and on to becoming trauma healing-centered. Contact Joanne Troutman (jtroutman@gsvuw.org) to learn more about this upcoming virtual Resiliency Summit.



SOCIAL EMOTIONAL WELLNESS
Community of Practice for the CSIU Region

Trauma-informed PA Plan (2020): Implications for Schools and Educator Preparatory Programs

On July 31, 2019 Governor Tom Wolf, by executive order, announced an overhaul of the state services and systems to protect the most vulnerable Pennsylvanians. Wolf's "Protection of Vulnerable Populations" Executive Order established an Office of Advocacy and Reform (OAR), maintained by the governor's office with an executive director that included a new Child Advocate position and integrated the Long-Term Care Ombudsman; and a Council on Reform, including 25 voting members appointed by the governor to support this effort by looking at protecting vulnerable populations from three perspectives: prevention and diversion, protection and intervention, and justice and support. Both the Council on Reform and OAR are to identify reforms needed for Pennsylvania to better protect and support individuals relying upon services and assistance from the commonwealth. One of the key directives from Governor Wolf was to establish Pennsylvania as a trauma-informed state to better respond to the needs of people who have had adverse childhood or other serious, traumatic experiences.

The published Trauma-informed PA Plan (2020) notes that the original Adverse Childhood Experiences (ACEs) study is settled science now with additional studies corroborating the findings for 20 plus years. The Trauma-informed PA Plan further goes on to note that it has become a moral and financial imperative that the commonwealth shift its limited financial resources from crisis and punishment to healing and prevention. A series of broad reaching recommendations are put forth through the Trauma-informed PA Plan for action across various sectors. Here are a few of the excerpted seminal recommendations germane to prevention as it pertains to education and educator preparatory programs.

Education

Given the statistic that 38 percent of Pennsylvanians have experienced child abuse, the average classroom in commonwealth has likely seven or eight students out of 22 who are struggling with trauma. Since public schools represent a central location, providing access to the vast majority of the students in the commonwealth, as well as many of their parents and younger siblings, schools, must be a central part of the strategy to prevent ACEs and heal the trauma that can result from such childhood adversity.

Pennsylvania's Head Start, PreK, early intervention, and child care sites also represent an opportunity to reach children even earlier through evidence-based programs. The Pennsylvania Department of Education (PDE) has made numerous strides

in this regard. Specifically, updates to the PA school code include that training related to trauma and trauma-informed approaches be provided. Governor Wolf has also tasked Pennsylvania's Commission on Crime and Delinquency and the PDE to evaluate how school districts can provide more full-time counselors, social workers and nurses, along with increasing counseling and mental health services at post-secondary educational institutions. The following actions have been further recommended in the Trauma-informed PA Plan:

- The commonwealth invests to meet the national best-practices standards ratio of one school psychologist for every 500 students and that equity be emphasized in that process by prioritizing additional trauma-informed counselors, social workers, and community-based providers in public schools with higher minority populations and higher rates of poverty and crime. It is also recommended that these professionals reflect the culture and diversity of the populations they're serving.
- Acknowledging that mindfulness and the creative arts as well as physical activity can be tools in healing trauma, increasing funding and time for sports, yoga, grounding exercise, play, music, theater, creative writing, and other creative arts in public schools across the commonwealth is recommended. Further, it is recommended that their utility to healing trauma be intentionally employed, even where the budget for these activities is not increased and that mindfulness ... which does not necessarily require any additional funding ... be actively used not only to provide self-regulation for students, but also for teachers and staff who are experiencing vicarious trauma and chronic stress. Relatedly, the use of free resources like the Professional Quality of Life Scale to measure compassion fatigue, compassion satisfaction, and vicarious trauma is recommended.
- Equally important, it is recommended that revisions to Chapter 49 of the PA Code on the certification of professional personnel. It is recommended trauma-informed care and healing-centered practices be included in educator preparation programs, and that these practices be mandatory professional development curricula for current educators certified by PDE.

To access the full version of the Trauma-informed PA Plan go to: <https://www.pacounties.org/GR/Documents/TraumaInformedPAPlan.pdf>



Video Self-Reflection to Improve Effective Classroom Instruction

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Damian is a pre-service teacher (PST) that just started student teaching 2nd grade. His first lesson includes an activity for students to work in groups. After a short review of content, Damian tells students to find their groups and answer the workbook questions. Students start to move but appear confused asking each other and Damian questions, and some are starting to play around. In response, Damian has to provide additional directions.

Although undesired behaviors such as inefficient transitioning as depicted in the above scenario are reported to be common, teachers often lack the skills necessary to support students effectively. There are several factors that contribute to difficulties teachers face in addressing undesired behavior in the classroom. One factor is that teachers often lack strategies, and this is especially true for novice teachers (Scott, 2017). Effective classroom practices are not about controlling student behavior, but rather understanding the relationship between management and learning. Students often learn best when structure and routine are evident and when

undesired behavior, when it does arise, is addressed consistently and fairly. This can become further compounded when skills such as setting up expectations and using active supervision are often missing from pre-service coursework (Scott, 2017).

Establishing reflection as a professional development practice is often first introduced in pre-service teaching and can continue into future teaching. Reflection, as a skill to improve outcomes, requires practice and feedback, especially for novice teachers (Lew & Nelson, 2016). Guided reflection, with video analysis, can improve PST efficacy, confidence, and skills (Nagro et al., 2017). During video analysis, PSTs video record their own teaching in the classroom and engage in a targeted review of the video evidence to enhance effective instructional practices (Nagro & Cornelius, 2013). Video reflection is increasingly being used in a range of teacher certification and credentialing processes around the country. Greater levels of reflective ability can be fostered through video analysis leading to positive internal and external changes for teachers

and therefore enhancing learning opportunities for students (Nagro & Cornelius, 2013).

Through the use of video, PSTs can take on the role of the observer in order to see the impact of their teaching behaviors on their students. When reflecting on the instructional environment in order to take a preventative approach to classroom management, use of video self-reflection can help identify antecedents to behavioral problems as well as student skill deficits to target for reteaching of social, emotional, and behavioral competencies. PSTs then can reflect on their practice, through video, since it is often difficult to analyze in the moment when a behavior is occurring (Robinson & Kelley, 2007). This in turn provides the PST with the ability to view and review their instruction to identify strengths, needs, and goals specific to behavior or classroom management strategies with their mentors.

There are various methods to engage in video analysis as the practice allows for flexibility, however a general format is provided below:

1. Video-record a lesson through the modality/device of your choice
2. Reflect on the lesson through one or more methods:
 - a. Engage in broad reflection of the video (e.g., Danielson framework)
 - b. Or more specifically, look for instances for a specific behavior management strategy (e.g., the strategy of precorrection)
 - c. Or tag the video for evidence of use of a particular instructional practice, or missed opportunities for use of a targeted strategy using video analysis software (e.g., Go React, Vosaic)
3. Share what you found with your mentor or colleague
4. Establish a professional growth plan
5. Provide evidence of the outcomes of your plan
 - a. Video record again and reflect on pre/post analysis

Now, let's circle back to Damian's scenario ...

After observing the first lesson, the supervisor, Mrs. Smith, and Damian meet to debrief and identify his primary area of need as facilitating student transitions. She specifically targets with Damian precorrection as a strategy as this instructional practice alerts students that a transition is going to occur, foreshadows what will happen next, provides behavior expectations, and integrates feedback on their performance. Mrs. Smith suggests that Damian use video self-reflection to help him to further develop his skills in using precorrection during student transitions. Damian records his next lesson and is provided the following directions:

1. Find all transitions in the video
2. Tag each transition and answer the following:
 - a. Did you implement the precorrection strategy?
 - b. Did you miss the opportunity to implement precorrection?
 - c. How did your use or missed opportunity to use precorrection impact the classroom environment?
 - d. What would you do differently next time?

Damian meets with Mrs. Smith following video self-reflection to discuss what he found and creates a plan to maintain his use of precorrection in the future. During his next formal observation, Damian successfully implements pre-correction during all observed student transitions!

MCDOWELL UPDATES

Support for BU Student Teachers Spring 2021

The McDowell Institute has continued to provide professional development as well as ongoing access to virtual office hours throughout the spring 2021 semester to support student teachers. The spring cohort of 168 student teachers started the semester with a refresher on trauma-informed preventive classroom management which was followed by access to ongoing private virtual guidance and technical assistance associated with addressing the social-emotional-behavioral support needs of their students in their respective PK-12 student teaching placements. Additionally, student teachers were provided support in navigating their own particular needs as they navigated the stress associated with their student teaching experience during the pandemic.



PDE Endorsement in Social-Emotional-Behavioral Wellness PK-12 Students

The College of Education continues to operate its approved Pennsylvania Department of Education's Endorsement in Social Emotional Behavioral Wellness with PK-12 students in 2020. The numbers of BU undergraduate and graduate students formally matriculating through this endorsement continues to grow. Undergraduate students enrolled in an educator preparatory program that are interested in exploring this endorsement program should contact Dr. Stephanie Gardner (sgardner@bloomu.edu) and graduate students with a similar interest are encouraged to contact Dr. Robin Drogan (rdrogan@bloomu.edu).



Micro-credentialing through

the McDowell Institute is in the first phase of launching a series of new micro-credentialing opportunities for undergraduate and graduate students within the College of Education. There exists an array of options for students to explore including, but not limited to completion of

an asynchronous series of bully prevention modules ranging from PK through high school as well as a parallel series of modules on the issue of equity in schools. To learn more about these micro-credentialing opportunities contact Danielle Empson (dempson@bloomu.edu).



Youth Mental Health First Aid Trainings for Spring 2021 for Aspiring Educators

The College of Education re-started YMHFA trainings this spring. Specifically, the trainings this Spring 21 have targeted education majors projecting to student teach during the following Fall of '21. As this cohort of aspiring educators completes YMHFA training this spring semester a series of available training dates for the projected spring 22 student teaching cohort will be made available (these trainings will be targeted to occur for the most part during the fall of 21). Questions concerning YMHFA training on campus should be directed to Charlotte Heckman as they arise (heckman@bloomu.edu).

Embedding Trauma-informed Approaches in Educator Preparation Across the Commonwealth

The McDowell Institute is entering the fourth year of implementing its externally funded initiative to advance educator preparation across the commonwealth. Thirty institutions of higher education, including Bloomsburg University, that offer educator preparatory programs, continue to be engaged in this important initiative to explicitly embed trauma-informed approaches within these institution's educator preparatory curricula in alignment with required competencies delineated by the Pennsylvania Department of Education. To illustrate, despite the challenges associated with the pandemic, YMHFA training was provided to over 1,000 pre-service educators through this initiative in 2020. This number of pre-service educators trained in 2020, along with numbers from prior years, highlights that these outreach endeavors have impacted thousands of aspiring educators, who in turn directly teach and provide educational services and supports to an even greater numbers of PK-12 students in Pennsylvania. This level of impact these past few years has set the proverbial stage for successful implementation of this expanded initiative in 2021.

Research Award on Educator Preparedness to Recognize and Address Trauma in Pennsylvania's Schools

The Pennsylvania Department of Education (PDE) recently awarded a priority research award on school climate to the McDowell Institute in the College of Education at BU in partnership with the Department of Educational Psychology at Indiana University of Pennsylvania. The research team will conduct a Qualtrics-based survey for educators

across the commonwealth to ascertain the extent that they feel prepared to recognize and respond to students impacted by trauma or distress. The survey will be available for both current professionals in the field and pre-service educators entering their capstone experiences between April 1 and June 30, 2021. The results of this study will be reported to PDE and disseminated to partner entities across the commonwealth following completion of this study. Contact Tim Knoster (tknoster@bloomu.edu) to obtain further information on this awarded research project.



JED Campus Initiative Update

Bloomsburg University continues to make progress in its efforts associated with becoming a JED Campus. BU is in the second

of a four-year data-informed strategic planning and implementation process to further build capacity related to student mental health, to ward-off substance abuse and to reduce risk factors associated with suicide. These current efforts also align with Act 110 entitled Suicide Prevention in Institutions of Higher Education that was enacted in the commonwealth in 2018 which parallels ACT 71 legislation relevant to PK-12 education.

According to the results from the Healthy Minds Survey that was administered with BU students in the winter of 2020, an estimated 58.6% of students at Bloomsburg University are experiencing symptoms of at least one mental health challenge (e.g., depression – anxiety – eating disorders and associated suicidal thoughts or engaging in forms of self-injury). Around half of these students reported receiving mental health treatment. Relatedly, 74.1% of students receiving mental health services through the BU Counseling Center expressed satisfaction. The data depicts an array of both strengths and challenges along with opportunities to build further capacity across our campus community. One step in the JED Campus process that is being undertaken is a review of policy and procedures in place to support the social emotional well-being of students across an array of inter-related areas (e.g., Promoting Social Connectedness, Access to Care, Gatekeeper Suicide Prevention Training with Students-Faculty-Staff). A core team of faculty, staff, and students continue to help guide the process here at BU with external technical assistance from JED Campus consultants and subject matter experts.