



# **D.C. School Behavioral Health Community of Practice (CoP) Chat**

## **The Ecology of Wellness**

**Wednesday, May 13, 2020  
3:00 PM – 4:15 PM**



# Housekeeping

- This chat will be recorded
- All participants are muted on entry
- You can unmute your phone/computer by clicking on the mic icon
- Please keep your phone or microphone on mute if you are not speaking
- Use the chat box to ask questions and share your ideas
- Contact [DCCOP@crpcorp.com](mailto:DCCOP@crpcorp.com) or call 202-486-0110 if you need technical support



# CoP Chats are informal opportunities to:

- Gather ideas and tips
- Apply new skills
- Practice team building tools and strategies
- Share your challenges and successes with colleagues!



# Agenda

3:00 – 3:10 Welcome & Introductions

3:10 – 3:50 The Ecology of Wellness

Marisa Parrella, Director, School Based Mental Health Program, Mary's Center  
Brigham Kiplinger, Principal, Garrison Elementary School  
Tiffani Boykin, LPC, SBMH Therapist, Mary's Center

3:50 – 4:10 Breakouts

4:10 – 4:15 Next Steps





# Learning Objectives

1. Identify at least two strategies to share with colleagues, families, or students on achieving individual or group wellness.
2. Articulate the eight dimensions of wellness.
3. Describe how individual, school, and organization-level strategies for promoting wellness contribute to student success and well-being.





# Mary's Center

Marisa Parrella, Director  
School Based Mental Health Program



# The Ecology of Wellness: A focus on Team Resilience

Marisa Parrella, LICSW, LCSW-C  
[Mparrella@maryscenter.org](mailto:Mparrella@maryscenter.org)  
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Systematic factors that impact our wellness are particularly important during the crisis

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This diagram supports the broad range of factors that impact our wellbeing as youth facing providers from the personal to the systematic.





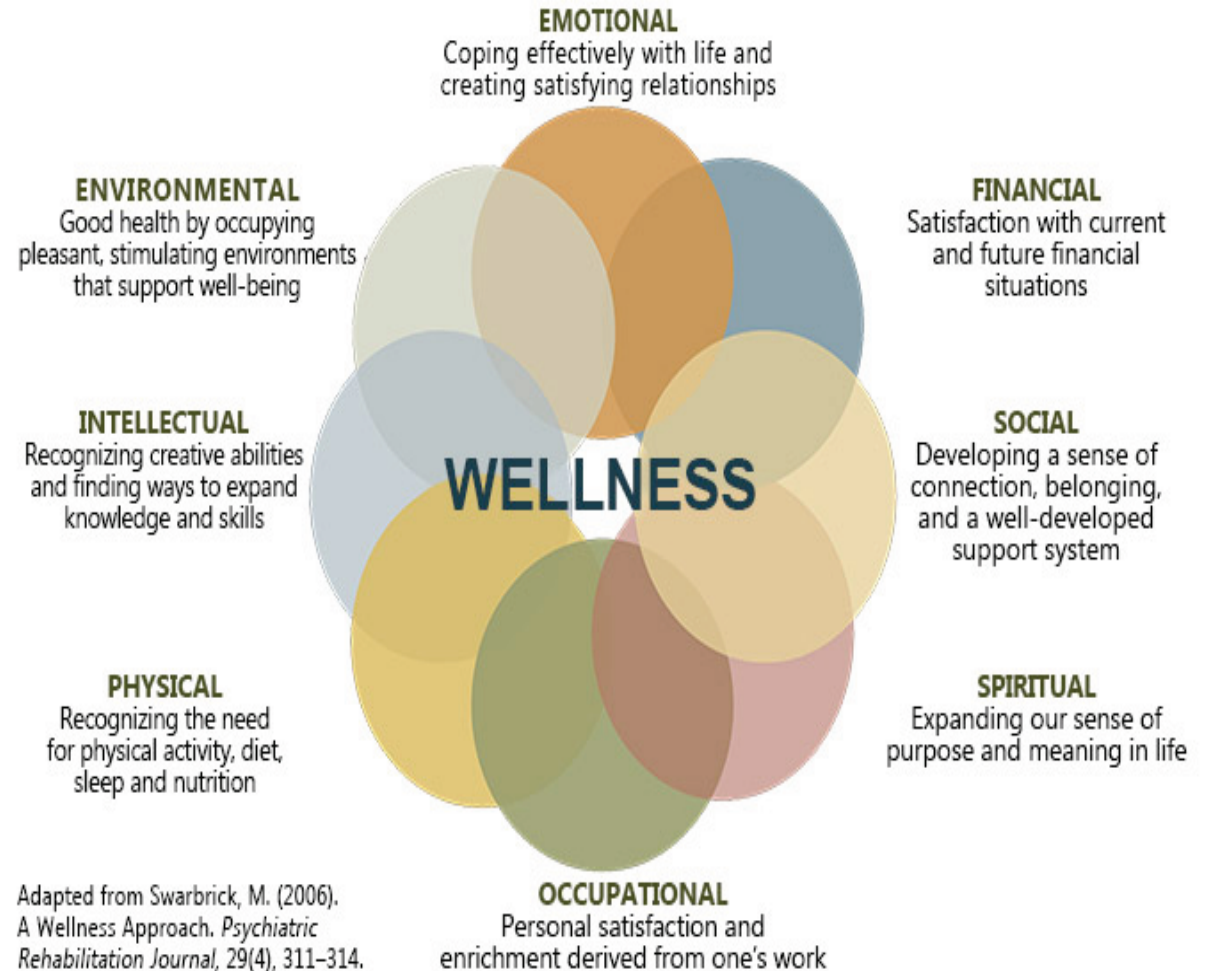




# 8 Dimensions of Wellness

**Team wellness impacts client care.  
How do you know your team is well?**

- **Members acknowledge the dimensions of wellness as factors that impact them**
- **Morale is positive**
- **Connection is high**
- **Low turnover**
- **Creativity and Expansion of Thought**
- **Initiative to tackle new challenges**
- **Team members take risks**
- **Positive outcomes for students and families**
- **Resilient relationships: internal and external**
- **Resiliency when we hit roadblocks**
- **Tolerate discourse and disruption**



# A Focus on Wellness Builds Team Resilience

1. Lead with the mission at the forefront by a collective understanding and agreement of the shared purpose.
2. Build in protective factors for providers to practice their own wellness, independently and collectively. Examples of these are:
  1. Defining self-care goals from the start – incorporate them as part of orientation.
  2. Share those goals with your supervisor or colleague to increase accountability.
  3. Practice relationship driven activities and consider using a mentoring model on teams.
  4. Incorporate mindfulness-based activities into each gathering – model centering.
  5. Use reflective supervision to support self-awareness and evaluation of self-care.
3. Evaluate and reflect on these processes and adjust as needed.

## How can I elevate wellness on my team?

- Survey team on wellness needs and priorities.
- Offer flexibility in schedules when possible.
- Create time for connection - celebrate milestones, personal and professional.
- Meet regularly. This creates predictability and accountability that builds trust and safety.
- Start meetings with wellness (mindful moment) and incorporate it into supervisory practices.
- Create an environment that challenges – support all teach all learn models of discussion.



- Nurture interdependence through group work and learning. Emphasize interconnectedness.
- Have fun. Laugh. Role Play. This supports vulnerability, risk taking.
- Support disconnection from work, outlets outside of work.
- Incorporate training and skill building as much as possible.
- Incorporate diverse ideas into wellness practices.
- Evaluate team activities and adjust when necessary
- How do you support Team Wellness?





### Worksheets

The following worksheets are intended to be used to establish an advocacy plan for workplace wellness at the individual, team/interpersonal, and department/organizational level with examples shown in orange text. See Appendix for blank worksheets.

**Individual Worksheet:** *What can you do in 5 minutes, in 30 minutes, in an hour or more to boost wellness in the workplace?*

<p><b>5 Minutes</b></p>	<ul style="list-style-type: none"> <li>Define your self-care goals: What do you need on a daily basis to thrive at work?</li> <li>Reflect and identify potential changes to policies, practices, and institutional culture that supports wellness</li> </ul>	<p>Action Plan</p> <ul style="list-style-type: none"> <li><i>Schedule 15 minutes a day for a mental or physical break</i></li> <li><i>Research wellness tips to send out with team meeting agendas</i></li> </ul>
<p><b>30 Minutes or Less</b></p>	<ul style="list-style-type: none"> <li>Share your self-care goals with an accountability partner to ensure each person fulfills goals</li> <li>Develop and disseminate a staff engagement survey to your team/department/organization that identifies wellness needs and priorities</li> </ul>	<p>Action Plan</p> <ul style="list-style-type: none"> <li><i>Request that one-hour meetings end 10 minutes early so I have time to respond to emails and prepare for next meeting</i></li> <li><i>Create an anonymous engagement survey to send to staff on job satisfaction and wellness needs</i></li> </ul>
<p><b>1 Hour or More</b></p>	<ul style="list-style-type: none"> <li>Take a mindfulness training to help learn how to self-regulate emotions in moments of high stress</li> <li>Host a meeting to brainstorm ideas with colleagues on how to change policies, practices and institutional culture that supports wellness</li> </ul>	<p>Action Plan</p> <ul style="list-style-type: none"> <li><i>Include <u>in team</u> retreat a wellness activity</i></li> <li><i>Summarize and share tips with team members from health care sector wellness literature</i></li> </ul>

# Worksheets to establish an advocacy plan for workplace wellness.

# References

**Kirkman, B., Stoverink, A.C., Mistry, S., & Rosen, B. (2019). The 4 Things Resilient Teams Do.**  
<https://hbr.org/2019/07/the-4-things-resilient-teams-do>

**Deangelo, J. & Parrella, M. (2019). A Resilient Healthcare Workforce Advocacy Tool.**  
[http://www.dchealthmatters.org/content/sites/washingtondc/Building\\_a\\_Resilient\\_Health\\_Care\\_Workforce\\_Advocacy\\_Tool.pdf](http://www.dchealthmatters.org/content/sites/washingtondc/Building_a_Resilient_Health_Care_Workforce_Advocacy_Tool.pdf)

**SAMHSA's Wellness Initiative: Eight Dimensions of Wellness.**  
[http://www.ncdsv.org/images/SAMHSA\\_EightDimensionsOfWellness\\_revised2012.pdf](http://www.ncdsv.org/images/SAMHSA_EightDimensionsOfWellness_revised2012.pdf)

**Clinician Well-Being Knowledge Hub**  
<https://nam.edu/clinicianwellbeing/>

**Self-Care Starter Kit**  
<http://socialwork.buffalo.edu/resources/self-care-starter-kit.html>

# Principal's Perspective

Brigham Kiplinger, Principal, Garrison Elementary School



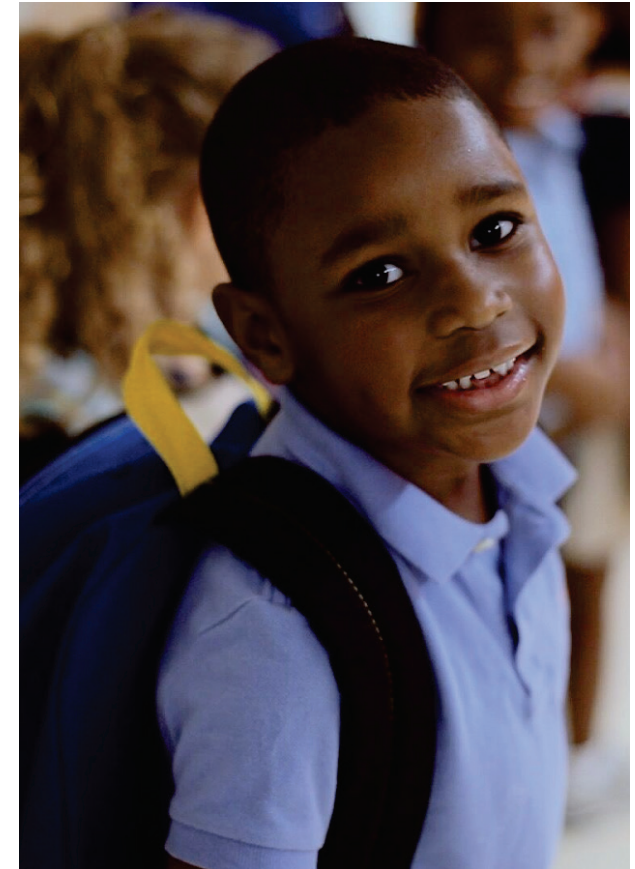
The Center for  
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# Who we are at Garrison



- Community school of 300 students in PK3-Gr 5 located in Shaw/Logan Circle/U St since ~1900
- Diverse along every axis: race, SES, home language, learning style, etc.
- Mission & Vision: **Joyful and rigorous** learning in a **nurturing** environment so **every Wildcat thrives.**



# How we create a nurturing environment



- **Conscious Discipline** approach to SEL
- Breakfast in the Classroom
- **Strong Start:** activities to unite, connect, disengage stress, commit
- School Family Assemblies, cross-grade buddy classes
- All of this makes Wildcats feel **safe, loved, connected, and ready to learn** (most of the time!)

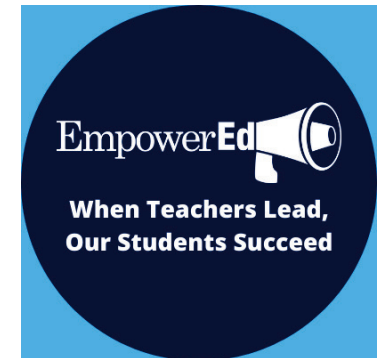
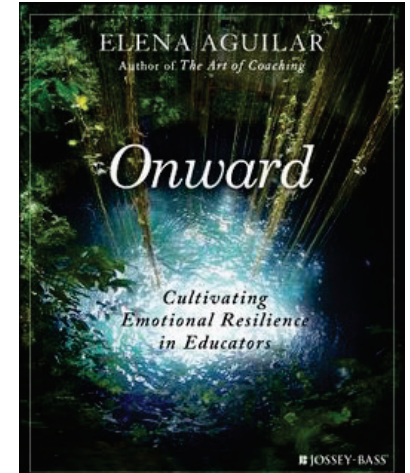




# How we promote Wildcat Wellness: Staff



- *Onward* staff book study
- Racial equity work with Courageous Conversation
- Whole Child Collaborative cohort with Transcend
- EmpowerEd cohort: Thriving Schools
- Master scheduling that prioritizes wellness
  - Morning time for collaboration
  - Duty-free lunch/recess hour daily
- Covid crisis response: Flexibility, agency, responsiveness vs. standardized approach



# How we promote Wildcat Wellness: Families



- In partnership
- Flamboyant & Kindred partner school
- Direct family support
  - Social worker connects to CBOs, resources
  - Community GoFundMe raised \$20K, mostly for grocery gift cards



# How we promote Wildcat Wellness: Students



- Greetings @ front door and classroom door
- Breakfast in the Classroom, Strong Start
- Finding the **communication** in student behavior so we can teach vs. punish
- SEL for classes, small groups, & individuals
- Whole child wellness through Art, Music, PE, Spanish, recess, & extracurriculars



# How we communicate as a community



- Constantly
  - School & classroom newsletters weekly (Blackboard, Remind app)
  - Staff Wildcat Weekly email & weekly team updates
- Two-way
  - Feedback = Love
  - Regular opportunities for staff and family feedback ([surveys](#), check-ins, etc.)





# How we assess how “well” the Wildcats are



GARRISON

- Family metrics
  - Attendance
  - Satisfaction
  - Re-enrollment
  - Asking & listening
- Staff metrics
  - Insight, other survey data
  - Retention (96%)





# Lessons we've learned about wellness



- Staff self-care: no one size fits all
- Staff racial equity work: Start with Why, account for differential impact by identity
- Family support: efficiency and flexibility are key (e.g. Target)



# Lessons I've learned as a school leader



- You can't pour from an empty cup
  - Sleep, connect, refresh
- Same Storm, Different Boats
  - Safety & love matter most; learning can come later
- The old “normal” did not support wellness, and can't be allowed to return. Let's do and be better now.





Mary's Center

Teaching and Living the Eight Dimension  
Wellness Model  
Tiffani Boykin, LPC CCMHC



# Intervention Planning





**8 DIMENSIONS OF  
WELLNESS**

**EMOTIONAL**

Coping effectively with life and creating satisfying relationships.

**FINANCIAL**

Satisfaction with current and future financial situations.

**SOCIAL**

Developing a sense of connection, belonging, and a well-developed support system.

**SPIRITUAL**

Expanding our sense of purpose and meaning in life.

**OCCUPATIONAL**

Personal satisfaction and enrichment derived from one's work.

**PHYSICAL**

Recognizing the need for physical activity, diet, sleep, and nutrition.

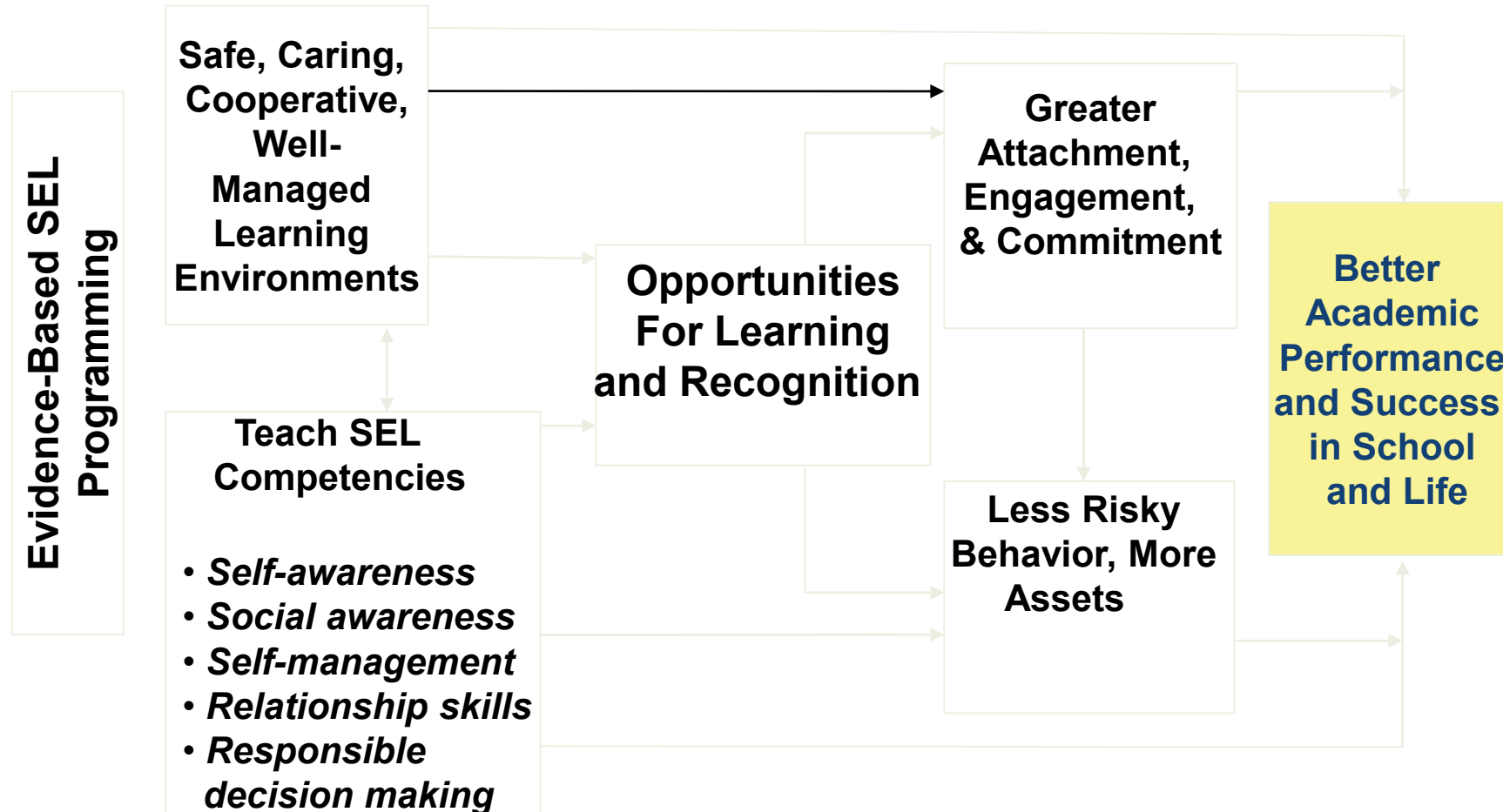
**INTELLECTUAL**

Recognizing creative abilities and finding ways to expand knowledge and skills.

**ENVIRONMENTAL**

Good health by occupying pleasant, stimulating environments that support well-being.

# A Framework for SEL



# Integrated Wellness Competence

## **Eight Dimensions**

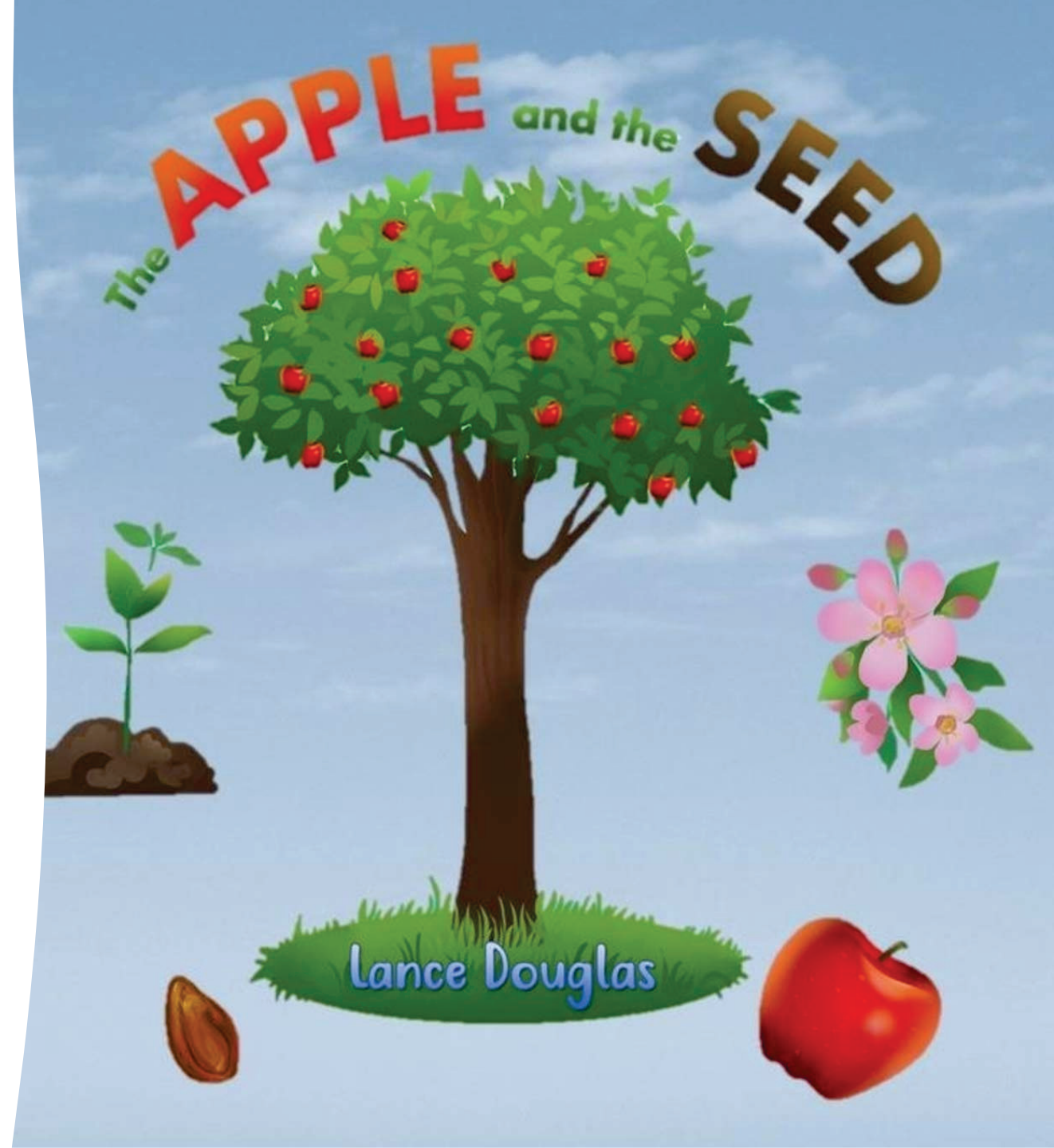
- Spiritual
- Physical
- Environmental
- Emotional
- Intellectual
- Occupational
- Financial
- Social

## **Social Emotional Competencies**

- Self-Awareness
- Social Awareness
- Self-Regulation
- Relationship Skills
- Responsible Decision Making

# Wellness and Self Discovery

- S
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# The APPLE and the SEED



Lance Douglas



## Personal Wellness & Self Discovery



# Resources

- [Personal Assessment and Reflection of SEL Competence for School Leaders, Staff, and Adults](#)
- [Wellness in Eight Dimensions](#)
- [Brief Weekly Wellness Assessment](#)
- [Teen Wellness Assessment](#)

# Breakout Discussions

- Breakout 1: Inma Iglesias, Patrice Linehan, Eme Udoh
- Breakout 2: Marisa Parrella, Linda Sheriff, Aliya Al-Sadi
- Breakout 3: Danielle Palmer, Rachel Sadlon, Dhrumil Shah
- Breakout 4: Olga Acosta Price, Mariola Rosser, Brigham Kiplinger, Lailah Fritz
- Breakout 5: Tiffani Boykin, Monica Hammock, Kaila Craw





# Discussion Questions (3:50 – 4:10)

1. How can we continue to promote wellness and keep spirits up in the midst of predictions that we won't return to the school until January?
2. What systems or support networks can we implement that balance accountability/personal responsibility with a holistic/trauma-informed approach to community wellness?
3. What agency or school level strategies for supporting wellness throughout schools have been successful?
4. Based on this discussion, what is one takeaway or realistic goal you can implement to improve wellness for yourself, staff, or students?





# Highlights from Breakout Discussions

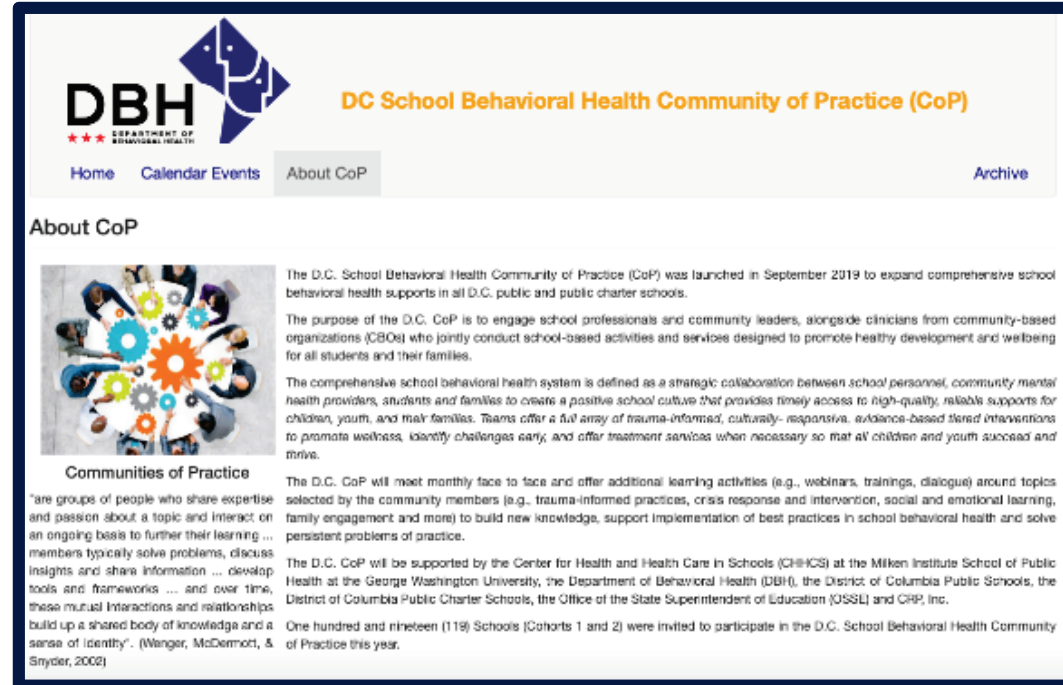


# Future CoP Events

- **May 20, 2020 3:00 – 4:30 PM**  
**DC CoP Meeting focused on Grief and Loss**
- **May 27, 2020 3:00 – 4:30 PM**  
**Practice Group Meetings**



# Contact us at [DCCOP@crpcorp.com](mailto:DCCOP@crpcorp.com)



**DBH** DEPARTMENT OF BEHAVIORAL HEALTH

**DC School Behavioral Health Community of Practice (CoP)**

Home Calendar Events About CoP Archive

### About CoP



The D.C. School Behavioral Health Community of Practice (CoP) was launched in September 2019 to expand comprehensive school behavioral health supports in all D.C. public and public charter schools.

The purpose of the D.C. CoP is to engage school professionals and community leaders, alongside clinicians from community-based organizations (CBOs) who jointly conduct school-based activities and services designed to promote healthy development and wellbeing for all students and their families.

The comprehensive school behavioral health system is defined as a strategic collaboration between school personnel, community mental health providers, students and families to create a positive school culture that provides timely access to high-quality, reliable supports for children, youth, and their families. Teams offer a full array of trauma-informed, culturally-responsive, evidence-based tiered interventions to promote wellness, identify challenges early, and offer treatment services when necessary so that all children and youth succeed and thrive.

#### Communities of Practice

are groups of people who share expertise and passion about a topic and interact on an ongoing basis to further their learning ... members typically solve problems, discuss insights and share information ... develop tools and frameworks ... and over time, these mutual interactions and relationships build up a shared body of knowledge and a sense of identity". (Wenger, McDermott, & Snyder, 2006)

The D.C. CoP will meet monthly face to face and offer additional learning activities (e.g., webinars, trainings, dialogue) around topics selected by the community members (e.g., trauma-informed practices, crisis response and intervention, social and emotional learning, family engagement and more) to build new knowledge, support implementation of best practices in school behavioral health and solve persistent problems of practice.

The D.C. CoP will be supported by the Center for Health and Health Care in Schools (CH@HCS) at the Milken Institute School of Public Health at the George Washington University, the Department of Behavioral Health (DBH), the District of Columbia Public Schools, the District of Columbia Public Charter Schools, the Office of the State Superintendent of Education (OSSE) and CRP, Inc.

One hundred and nineteen (119) Schools (Cohorts 1 and 2) were invited to participate in the D.C. School Behavioral Health Community of Practice this year.

<https://dbh.dc.gov/service/school-behavioral-health-program>



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