

2023 NADC - Orlando, FL

SOCIAL EMOTIONAL HEALTH OF TODAY'S STUDENT-ATHLETE

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CURREY INGRAM ACADEMY
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The Disconnect...

“KID’S THESE DAYS...”

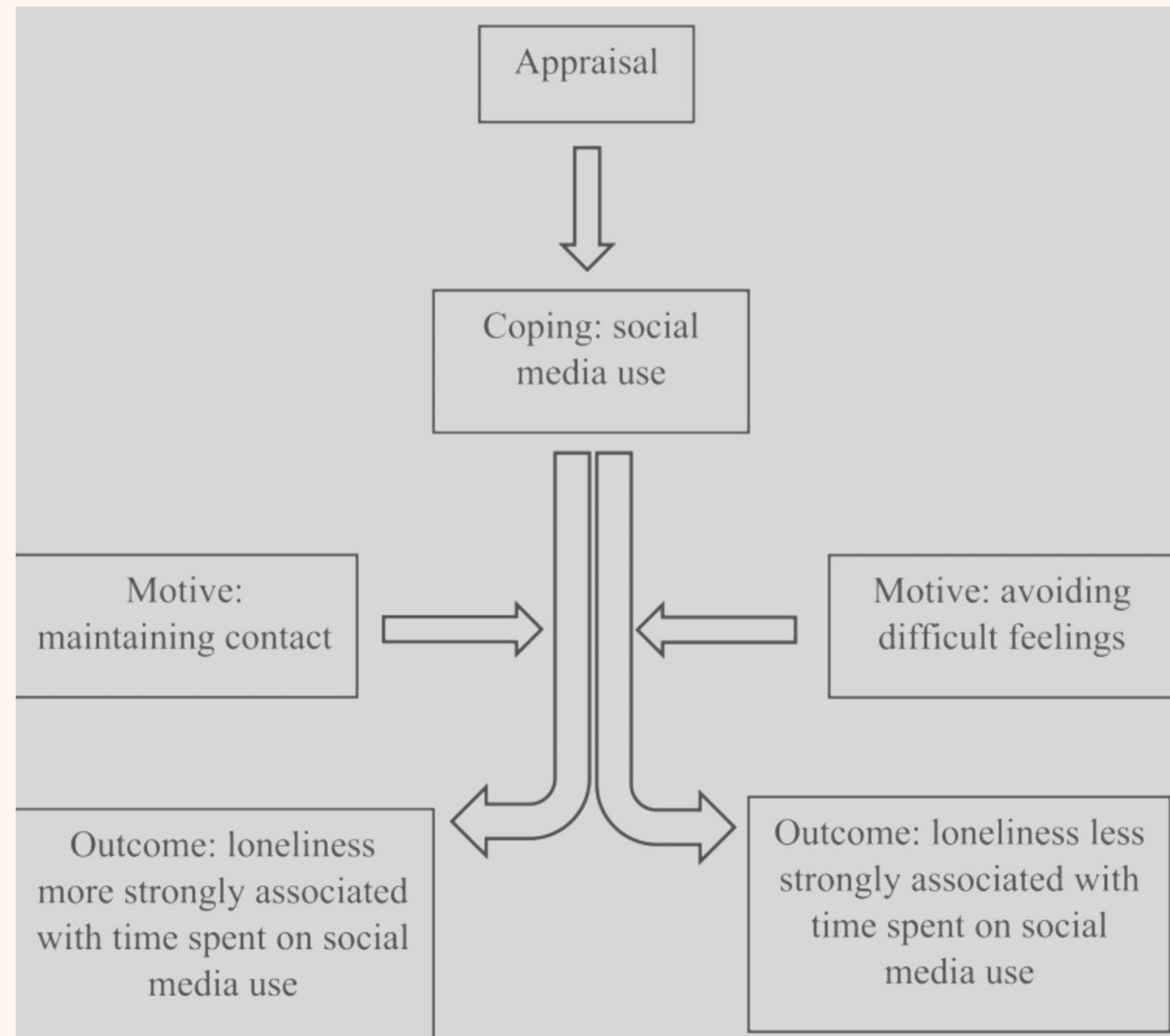
“They just don't get it.”

“They are more concerned about themselves than others around them.”

“If they would only listen.”

“Their parents are the problem.”

“What were they thinking?”





STARTS WITH US

“Only I can change my life.
No one can do it for me.”

Carol Burnett



What is Social-Emotional Health?

SOCIAL EMOTIONAL HEALTH...

Social emotional health is the ability to understand and manage our emotions and to form social connections and relationships with the world around us. Strong social emotional health enables an individual to integrate their thoughts, emotions, and behaviors in a way that supports greater health and well-being in life. ¹

...AND IT'S IMPORTANCE

Raver and Zigler (1997) defined the term social competence as a group of behaviors that permits each individual child to develop and engage in positive interactions with other people. The following groups of behavior included are: ²

- responding to and initiating interactions between caregivers, siblings, other adults, and peers
- participating in cooperative and social activities
- managing behavior and resolving conflict
- knowing about self and others
- showing empathy
- developing a positive self-image and self-worth.

¹ - [Thriving Schools - Social Emotional Health](#)

² - [Connections Academy - How to Improve Social-Emotional Health and Emotional Wellbeing](#)

5 MYTHS OF SOCIAL-EMOTIONAL HEALTH

- Social-emotional learning only teaches kids about feelings
- Social-emotional skills aren't as important as "hard skills"
- Kids learn social-emotional skills automatically
- There's only one way to teach SEL
- SEL is only for kids with behavioral issues. 3





WE HAVE TO REMEMBER WHY KIDS PLAY...

9 OUT OF 10

“Because it’s fun. I play sports because I enjoy them.”

Children play sports because it brings them enjoyment.

Sports help children develop physical skills, get exercise, make friends, have fun, learn teamwork, learn to play fair, and improve self-esteem. American sports culture has increasingly become a money-making business. The highly stressful, competitive, "win at all costs" attitude prevalent at colleges and with professional athletes affects the world of children's sports and athletics, contributing to an unhealthy environment. It is important to remember that the attitudes and behavior taught to children in sports carry over to adult life. ⁴

Importance of Coaches in Developing Social-Emotional Health...

Supporting social and emotional skill development in young people is essential for the success and well-being of individuals, as well as society at large. While these skills are developed across settings, sports environments provide an ideal setting in which to build this critical set of skills.

Considering the amount of time children spend participating in sports and physical activity, there is a unique opportunity for coaches to model and teach social, emotional, and cognitive skills. Fostering this important set of skills benefits all children and builds sports environments that are higher in quality and ultimately, more satisfying and valuable for coaches and athletes. ⁵

4 E's of Impact and Influence

1

ENGAGE

"You can't get the hearts unless you get the eyes and ears of the customer first."

- Jesse Cole, Savannah Bananas

2

EXPERIENCE

The willingness to show up changes us, it makes us a little braver each time."

- Brene Brown

3

EQUIP

"Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them."

- Tim Gallwey

4

EMPOWER

"A good coach can change a game. A great coach can change a life."

- John Wooden.



ENGAGE

ESTABLISHING A HEALTHY CONNECTION...

“Kids don’t care how much you know until they know how much you care.”

Ways to Engage

BE CURIOUS. NOT JUDGEMENTAL.



Contact



Safety



Be Curious



USAVolleyball
usavolleyball.org

Name _____

What is your favorite childhood memory?

Favorite Candy?

Your favorite number?

List 3 things you dislike:

What are your specific goals for the season?

What makes a season a success?

List 3 things you like about volleyball.

Favorite color and food?

One person you admire? Why?

Describe yourself in 15 words or less.

A Happy memory? Why?

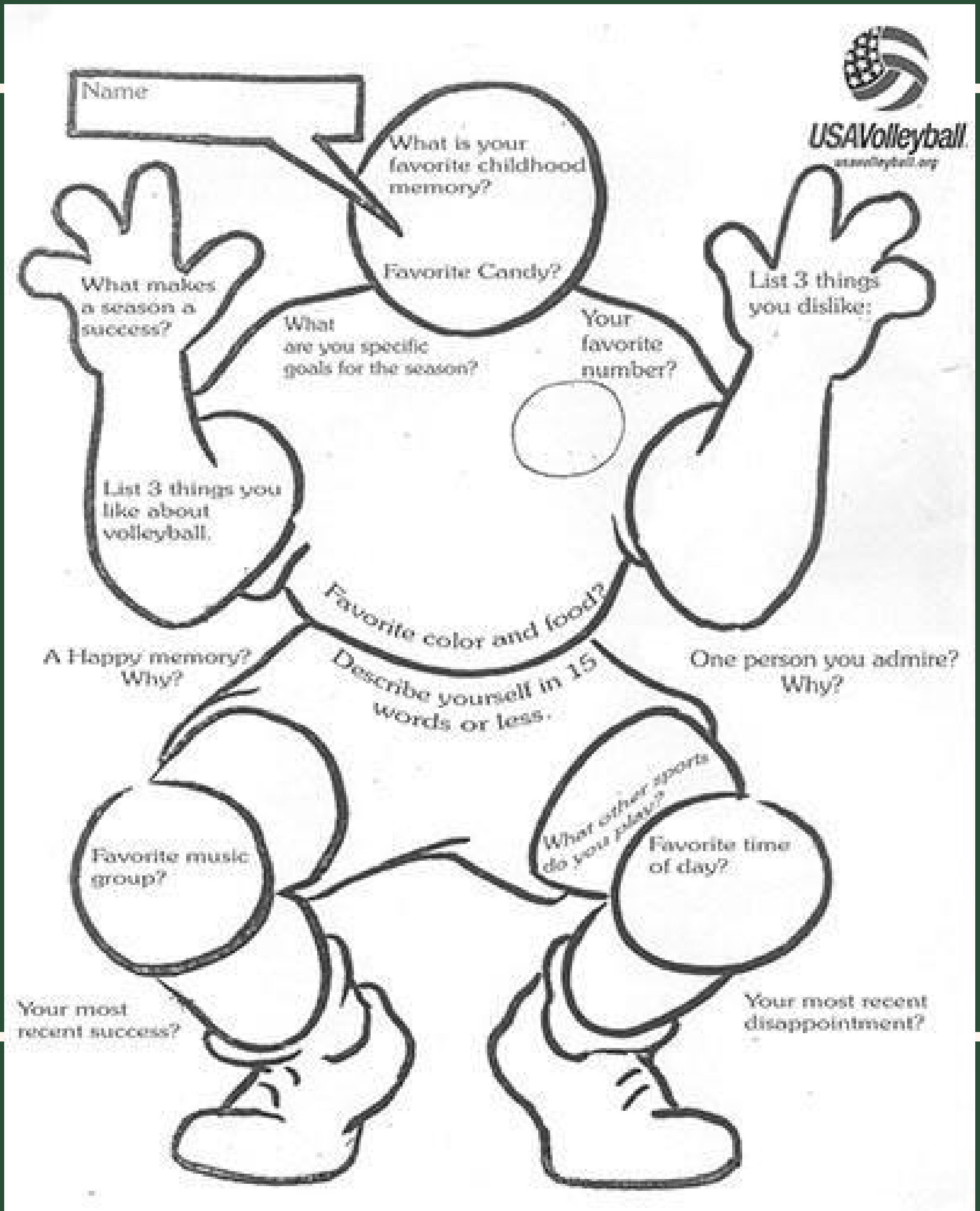
What other sports do you play?

Favorite time of day?

Favorite music group?

Your most recent success?

Your most recent disappointment?





EXPERIENCE

BE SIMILAR, BUT DIFFERENT...

“A leader’s responsibility is to identify the strengths of the people on their team, no matter how buried those strengths might be.” ⁶

- Will Guidara

Ways to Experience

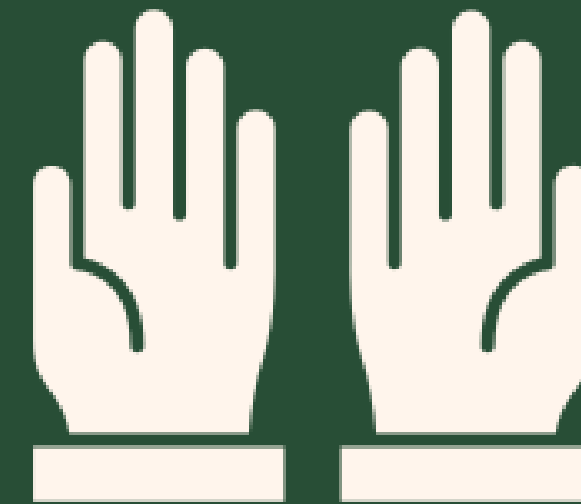
BE INTENTIONAL. ACTIONS SPEAK LOUDER THAN WORDS.



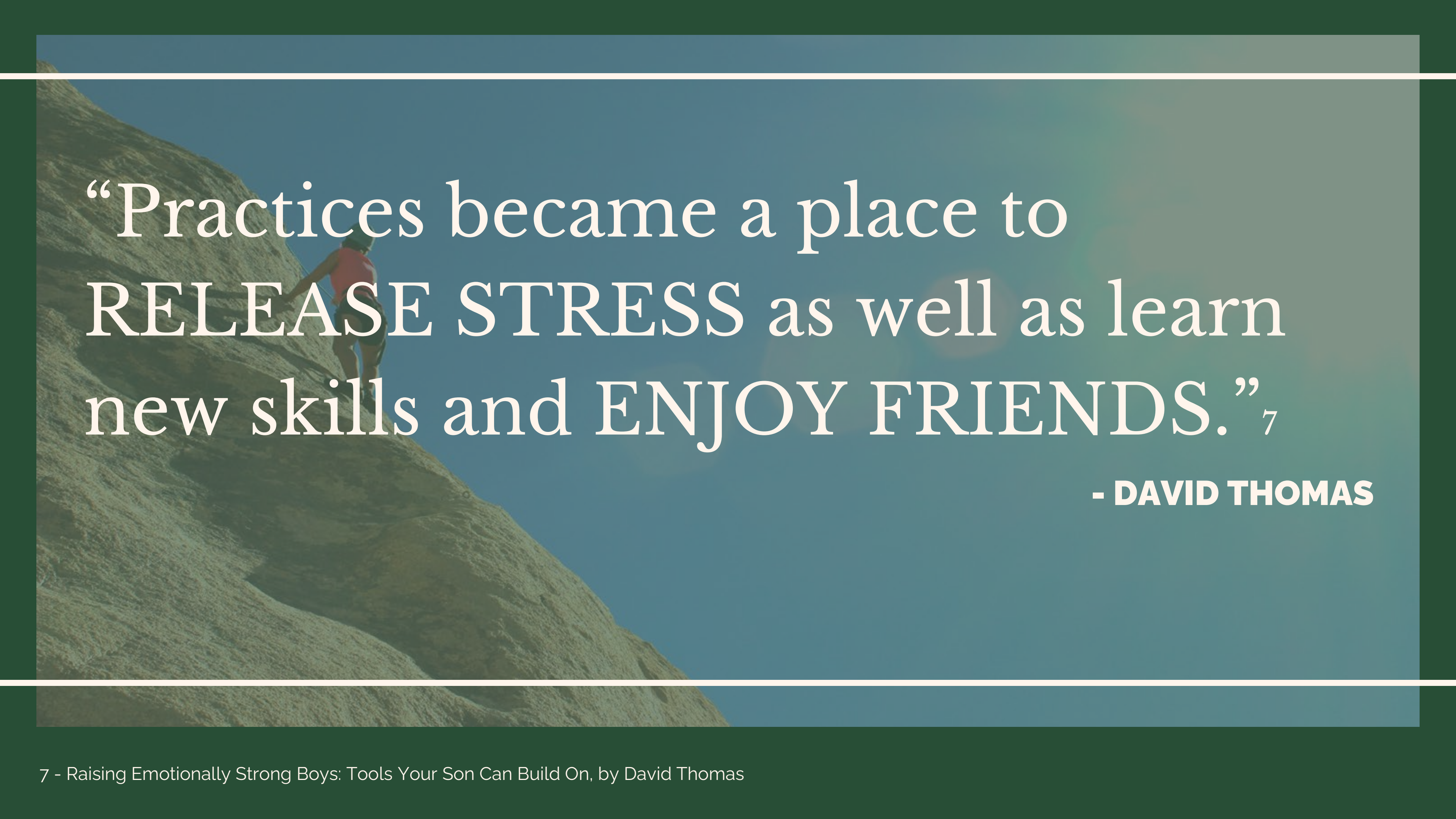
Encourage



Establish Trust



Empathetic Grace

A person in a red shirt and dark shorts is climbing a large, textured rock formation. The background is a clear blue sky. The text is overlaid on the right side of the image.

“Practices became a place to
RELEASE STRESS as well as learn
new skills and **ENJOY FRIENDS.**”⁷

- DAVID THOMAS



EQUIP

EQUIP THEM FOR THE BATTLE...

“The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause.”

- Theodore Roosevelt

Ways to Equip

EQUIPPING STUDENT-ATHLETES WITH **HEART**



Healthy Competitor



Empathy



Authentic Self



Relationships



Teachable



EMPOWER

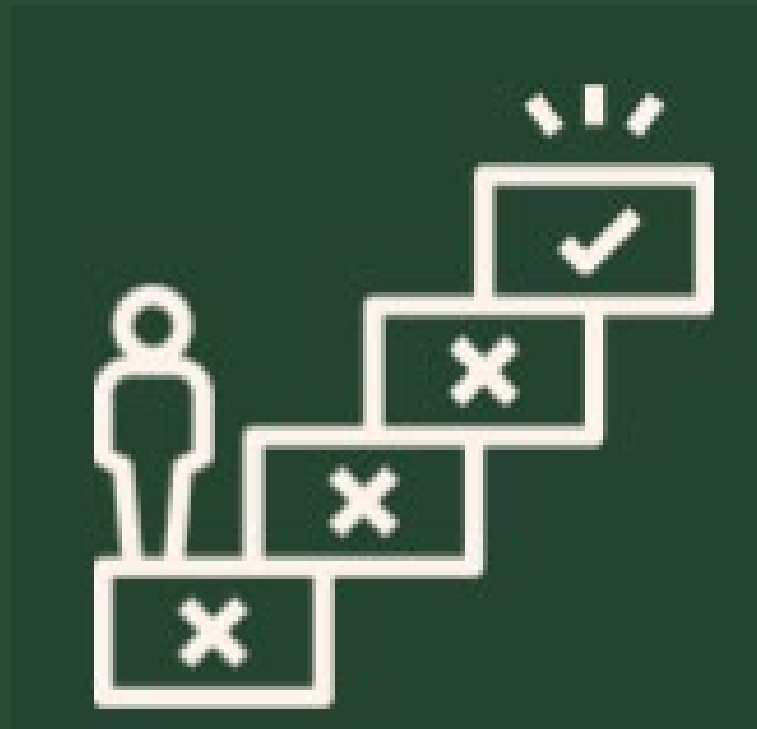
**LEADERSHIP IS EMPOWERING OTHERS TO
ACHIEVE THINGS THEY DID NOT THINK
POSSIBLE**

“Trust is the glue of life. It's the most essential ingredient in effective communication. It's the foundational principle that holds all relationships.”

— Stephen Covey

Ways to Empower

LEARN TO LET GO...



Trial and Error



Feedback



Guidance and Wisdom



Accountability



What's at stake?

The uncertainty and unpredictability about what the future of school will be is taking a toll on their wellness. Anxiety, fear, overwhelm, and sadness are becoming more and more of an issue. 8

If you build meaningful connection, this helps create a positive cycle of human development and life change, that will have ripple effects that has the potential to reshape the lives of generations to come

CASEL

BENEFITS OF SEL PROGRAMS

How Evidence-Based SEL Programs Work to Produce Greater Student Success in School and Life (CASEL)

Evidence-Based SEL Programs:

1 Create safe, caring, well-managed, and participatory learning environments

2 Provide social and emotional competency instruction

Self-awareness
Self-management
Social awareness
Relationship skills
Responsible decision-making

Greater attachment to school

Less risky behavior and more assets and positive development

Caring, capable, responsible, motivated students

Better academic performance

Effective workers

Wait, How Do I Implement?

A FEW THOUGHTS...

Daily Conversations

- Remember...The Bachelorette...Be Curious

Dedicated and Intentional Time

- ManKind
- Manhood Mondays
- Pre/Post-Practice Conversations
- Student Leadership Involvement



Steps to Take

WHAT YOU CAN DO TODAY

Check Your Mask

Remember, it all starts with us...

Check Your Ego At the Door

We don't have it all figured out, be willing to learn along the way...

Commit To The Journey

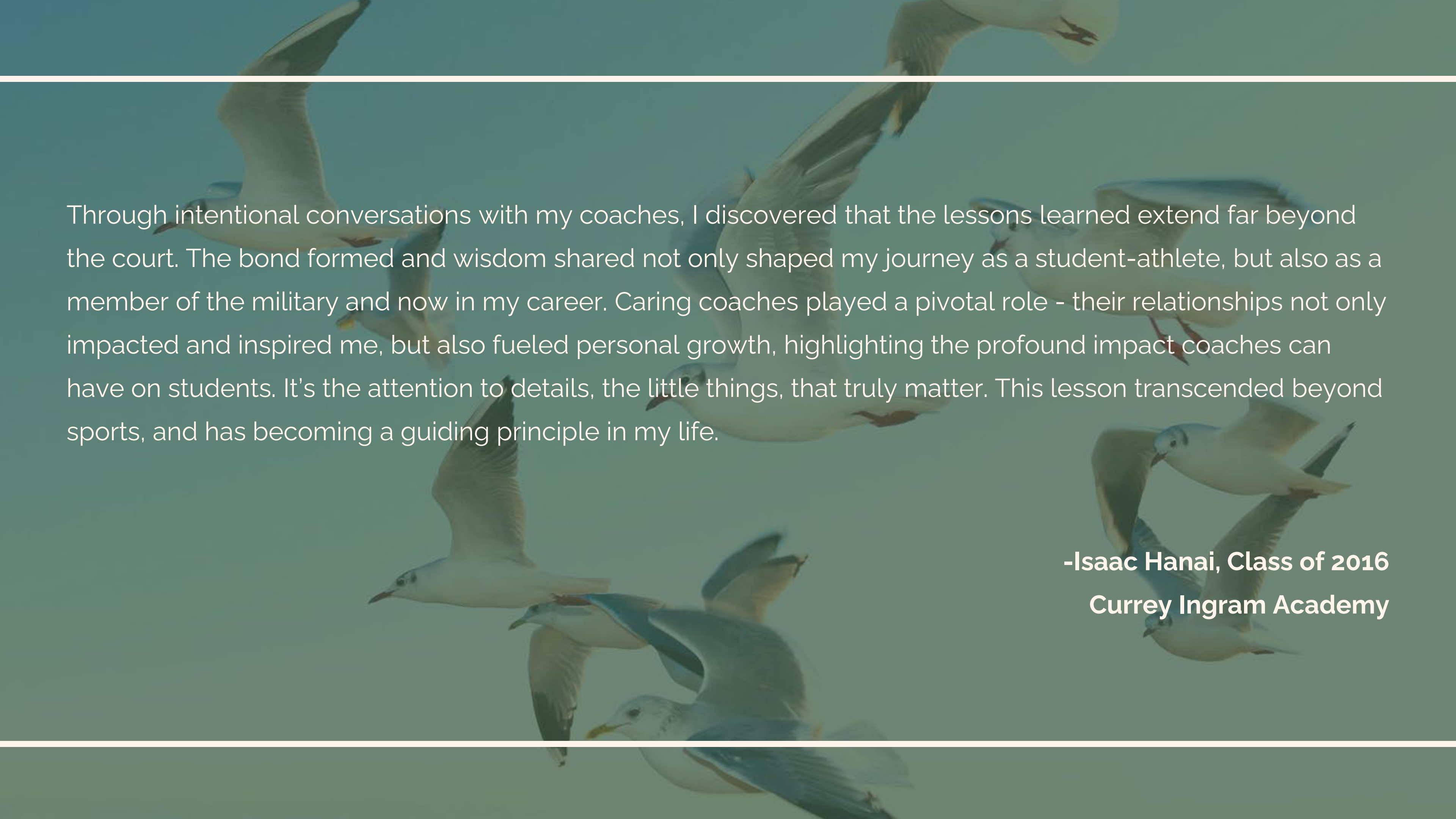
This is going to take a lot of work, but the ripple effects could change generations to come...

4 E's

This framework will give you a foundation of how to connect with athletes daily, weekly, and throughout the season..

Give Grace

No one is perfect, yourself, coaches, students, and families...



Through intentional conversations with my coaches, I discovered that the lessons learned extend far beyond the court. The bond formed and wisdom shared not only shaped my journey as a student-athlete, but also as a member of the military and now in my career. Caring coaches played a pivotal role - their relationships not only impacted and inspired me, but also fueled personal growth, highlighting the profound impact coaches can have on students. It's the attention to details, the little things, that truly matter. This lesson transcended beyond sports, and has become a guiding principle in my life.

-Isaac Hanai, Class of 2016
Currey Ingram Academy

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Matt

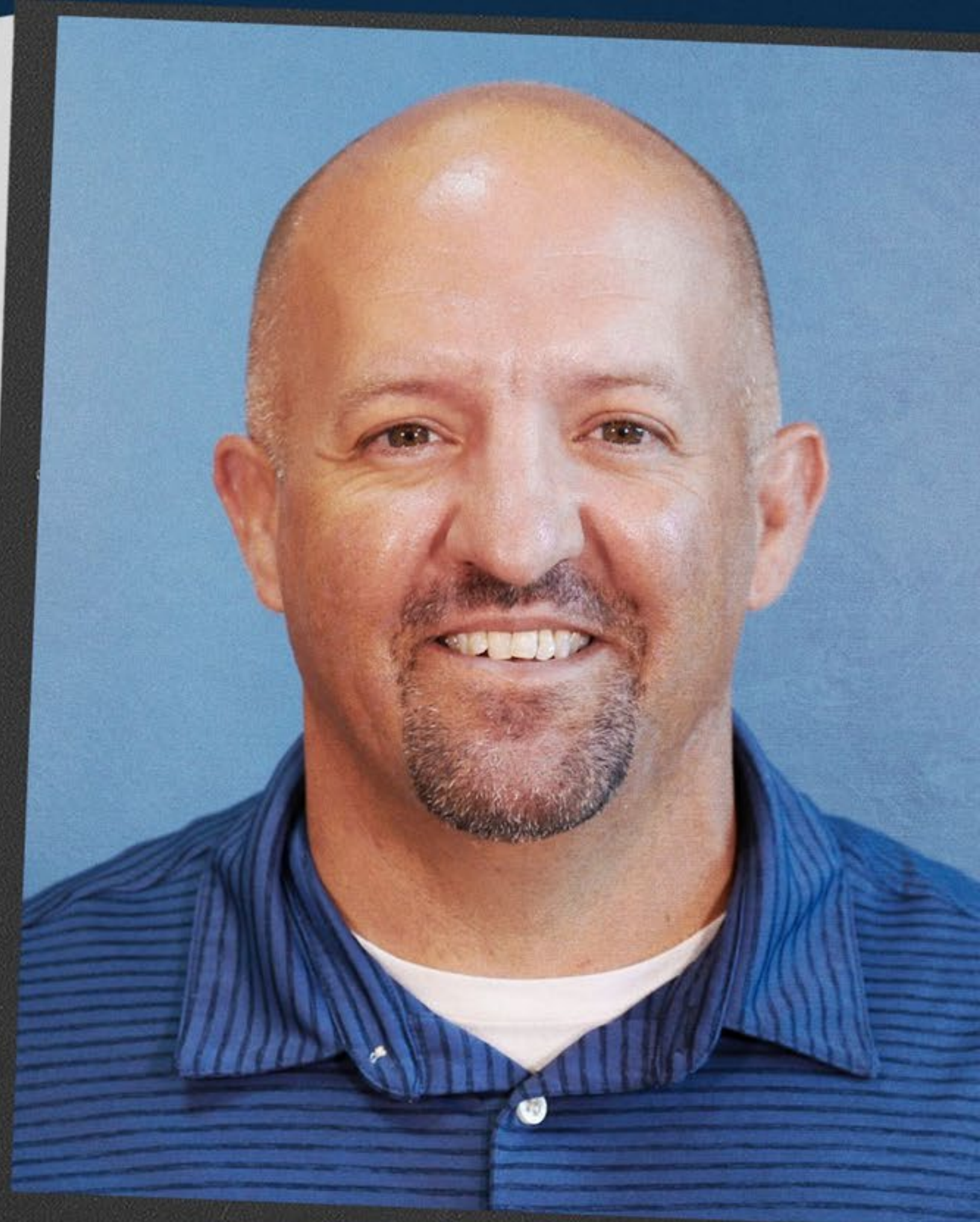
ORTMAN, CAA

TAKING ACTION FOR

STUDENT/ATHLETE MENTAL HEALTH



BOXOUT



Taking Action for Student Mental Health

Mental Health First Aid

Matt Ortman – District Athletic Director

Blue Valley School District

Overland Park, KS

**BV School
District**

**Math Teacher – Coach – 13yrs
Athletic Director – Blue Valley High – 9yrs
District AD – 3yrs**

**Overland Park, KS
5 High Schools
9 Middle Schools**

Statistics

One in five teens and young adults **live with a mental health condition** – half develop the condition by age 14 and three-quarters by age 24.
(National Alliance for Mental Illness)

In **2016**, an estimated **2.2 million adolescents** aged 12 to 17 in the U.S. (9 percent) had at least one major depressive episode with severe impairment.
(National Institute of Mental Health)

Anxiety disorders affect **one in eight children**.
(Anxiety and Depression Association of America)

Nearly **one-third of all adolescents** aged 13 to 18 **will experience an anxiety disorder** during their lifetime.
(The Washington Post via National Institutes of Health)

5.13 percent of American youth report having a **substance use or alcohol problem**. (Mental Health America)

One or two of every 100 students will experience an **eating disorder**.
(Kids Health)

9 years between first symptoms and getting help (JCMH)

Note: statistics shared with me during my own MHFA certification course through Blue Cross Blue Shield.

Our Story
Why we had to do
something

Blue Valley High School

- Coach –
 - Kid in crisis
 - No training – Didn't recognize he was in crisis
 - Didn't communicate with parents
 - Waited until the next day to check in with counselor

Our Story

How it started

Taking Action for Student-Athlete Mental Health

- Trainer – seeing injured students with signs of mental health needs – started working on a EAP for mental health
- Student Activity Committee – Students kept saying we need more Mental Health resources
- Football Dad – MHFA, Hilinski's hope, Everyday matters

What is **MHFA**?

Mental Health First Aid is the **initial help** offered to a person developing a mental health or substance use challenge or experiencing a mental health crisis. The first aid is given until appropriate treatment and support are received or until the crisis resolves (MHFA.org).

Mental Health First Aid is a **course that teaches you how to identify, understand and respond to signs of mental illnesses and substance use disorders**. The training gives you the skills you need to reach out and provide **initial help** and support to someone who may be developing a mental health or substance use problem or experiencing a crisis (National Council for Mental Wellbeing).

What is **MHFA**?

Gives you an action plan ALGEE.

A – Approach, assess

L – Listen Nonjudgementally

G – Give reassurance and information

E – Encourage professional help

E – Encourage self-help and support



Our Story

How it started

Blue Valley District

- I got certified in YMHFA.
- Started planning an event for head coaches and sponsors to be YMHFA certified
Johnson County Mental Health
Netsmart/EveryDay matters
- District gave a PL day for coaches and sponsors in September and now also in April

MHFA in Blue
Valley Schools
thus far...

Youth MHFA | March 2022

14 Administrators Trained

Partnership with Blue Cross Blue Shield

Youth MHFA | September 2022

169 Head Coaches & Sponsors Trained

Partnership between Johnson County Mental Health,
Netsmart, & Everyday Matters

One of the largest one day trainings in the country

<https://www.kmbc.com/article/blue-valley-school-district-holds-the-largest-mental-health-first-aid-training-event-ever-in-overland-park-kansas/41096411>

Why **MHFA**?

NEWS > LOCAL NEWS

Blue Valley School District hosts mental health training in Kansas



Why MHFA?

Feedback from the event

Positive feedback overall

Negative feedback

It was long, deep, triggering

Some review for educational staff

YMHFA Trainers were hit and miss

Biggest question:

What do we do specifically after we recognize that we have a kid in need of help?

What Next?

Taking Action for Student–Athlete Mental Health

- Is that it? Have we checked the box
- Need to get more people trained – how do we do that efficiently?

MHFA in Blue
Valley Schools
GOALS...

1. Build our capacity/expertise to host Youth MHFA training for staff.
2. All coaches & sponsors trained in Youth MHFA (continue to provide training annually).
3. **BOE Goal** – All MS and HS instructional staff trained in Youth MHFA. 400 per year.
4. Be a voice in the community to amplify the importance of mental health & MHFA.

Why MHFA?

1. Build our capacity/expertise to host Youth MHFA training for staff.
 - BVEF – Ed Foundation, Community partners, Grants
 - Train 17 BV staff to be trainers – targeting Counselors, Coaches and Sponsors through National Council for Mental Well-being
 - Stipends for the trainers

Why MHFA?

2. All coaches & sponsors trained in Youth MHFA (continue to provide training annually).
3. **BOE Goal** – All instructional staff trained in Youth MHFA.
 - 17 trainers will do 3 trainings per year minimum
 - Certify up to 720 people per year with 3 trainings

Why MHFA?

- On Sept 5th we did our first training with our Blue Valley Trainers.
- 168 Coaches and Sponsors
- Feedback was great
 - Taught by people they know
 - Better timing -
 - Coaches were reaching out to get signed up
- Within 48 hours a staff member used the training to get a student help

MENTAL HEALTH EAP

Blue Valley School District

Caitlin Truhe – University of Kansas Health Systems
Mental Health Emergency Action plan

Providing Emergency Care After School Hours

1. Ensure scene safety: If the student is an immediate threat to themselves or others then the MHCT(mental health care team) member should call 911. This may not be required in every instance.
2. Do not leave the student unattended: The student may be at risk of enacting harm if left alone. Any one of the MHCT may complete this task.

What Next?

3. Contact Administrator: The school administrator is “on-call” 24 hours. They must be called and informed of an emergency situation. They will come to the scene or contact the school resource officer to report to the scene. The MHCT member will follow the directions given by SRO/Administrator.
4. Contact School Resource Officer: The school resource officer will be contacted by the administrator or first responder. They will report to the scene to aid the first responder and student. The MHCT member will follow the directions given by SRO/Administrator.
5. Contact Parent(s)/Guardian: Parent contact will be made by the administrator or designated qualified individual.

What Next?

6. Contact School Counselor/Social Worker/Nurse: In an after-school hours event, the previously listed individuals will be contacted when deemed necessary by the administrator.
7. Continued Care: The care of the student will be transferred to the person, professional or organization deemed appropriate by the first responder, school resource officer, and/or administrator.

What Next?

When you have a concern, always refer to a qualified mental health professional.

If in school...

Always refer to a qualified mental health professional in that school.

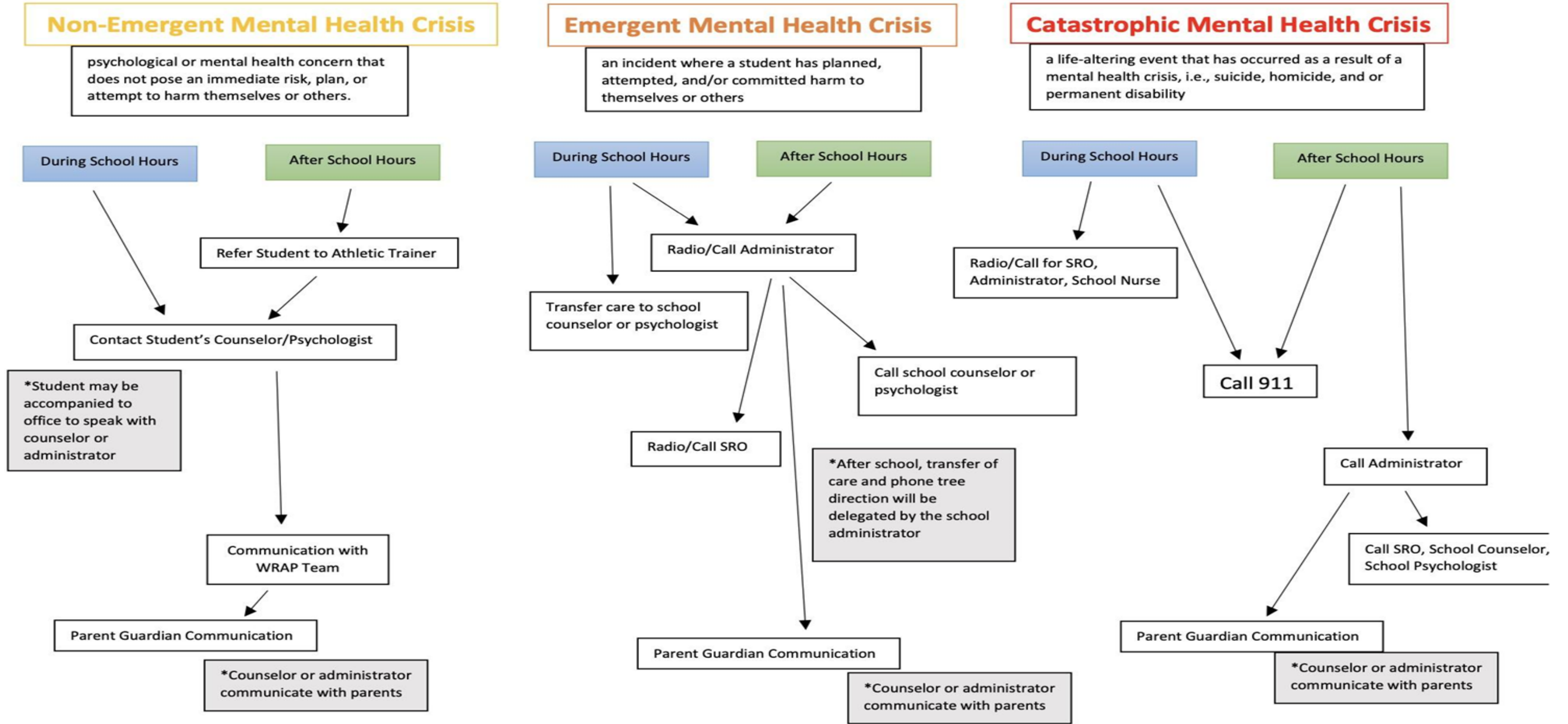
- If a student shares thoughts of suicidal ideation with you, remain calm, supportive, neutral. Thank the student for trusting you by sharing their feelings and let them know you will get help from one someone on the school mental health team. If they are worried about meeting a new person or someone they don't know, offer to go with them for the first meeting.
- Avoid comments like "don't say that" "you don't mean that"
- Be aware of non-verbal communication
- Avoid an interview, refer to a member of the MH team.
- Who is POC in your building? Make sure staff know POC and MH team members.

If not in school...

Refer to 911 or parents with local resources.

Provide participants with JoCo Resources.

Appendix B: Phone Tree Flow Chart



Will you use the training?

The RAND Corporation recently published the findings of their [mixed-methods evaluation](#) that assessed how First Aiders trained in New York City have been using their MHFA skills since becoming certified (Wong et al., 2023).

As a part of the evaluation, individuals trained in MHFA in New York City prior to March 2020 received a web survey asking about their use of MHFA skills since training. Of the 2,639 First Aiders who responded:

- **84%** shared they used their MHFA skills to correct misconceptions about mental health.
- **77%** reported feeling confident to assist someone who may be experiencing signs or symptoms of a mental health challenge.
- **87%** reported having listened to someone nonjudgmentally.
- Almost **80%** reported offering professional or self-help resources.
- More than **80%** shared they used the skills learned in the course to help themselves.

Why MHFA?

- <https://www.youtube.com/watch?app=desktop&v=x5z3-4B2dck>
- Matt Ortman
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