

Verona Public Schools School Mental-Wellness Specialist Certification Program

Presented by Dr. Frank Mauriello,
Director of Special Services and District Mental Health Coordinator



Verona Public Schools Certificate of Completion

This certifies that the following person is
now a Certified School Mental-Wellness Specialist™

Certification Expires June 2024

Patricia Hovey
Executive Director

Verona Public Schools

Certified School Mental - Wellness Specialists™

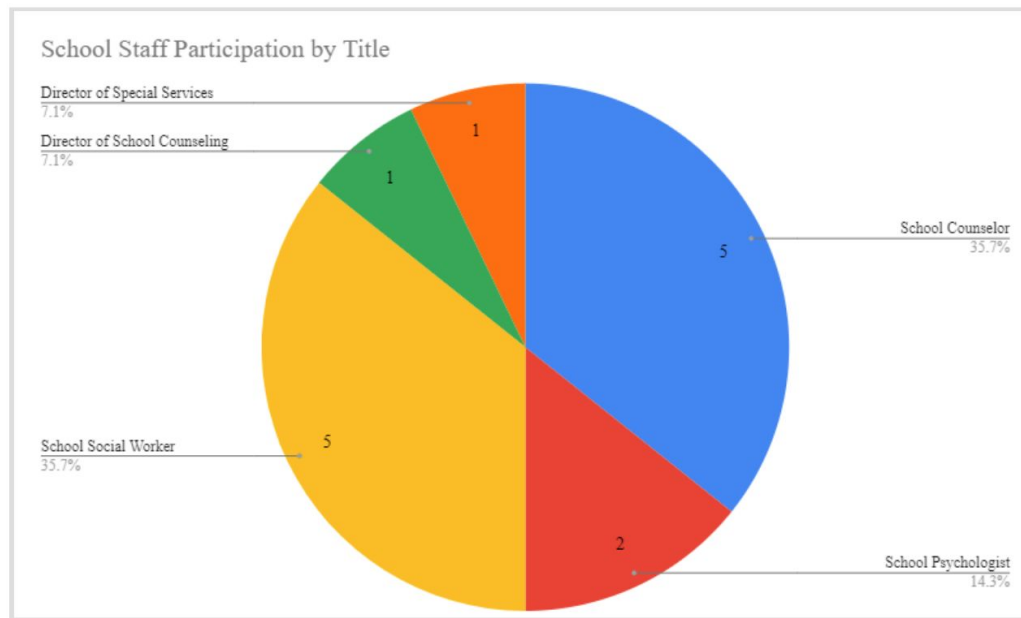
Name	Building
Dr. Frank Mauriello	Administration
Nicole Azzati	Elementary School
Dana Lustig	Elementary School
Catherine King	Elementary School
Lynn Schussel	HBW Middle School
Harriette Warshaw	HBW Middle School
Kim Asmar	HBW Middle School
Joelle Dere	HBW Middle School
Erica Tavaglione	Verona High School
Rachel Garcia	Verona High School
Bryan Goldsman	Verona High School
Dr. Terry Shapiro	Verona High School
Priya Basak	Verona High School

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Total Time during the 21-22 School Year

Online Curriculum, Assignments & Assessment	9.5 hours
Weekly Coaching Hours	26 hours
Total Approximate Hours per Participant	35.5 hours



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Online curriculum:

- Mental Health Intervention in the School Setting
- Record Keeping, Recording and Data Collection
- Risk Assessment and Suicide Screenings: Columbia Suicide Severity Rating Scale (C-SSRS)
- Crisis Intervention
- Understanding Trauma-Informed Care
- Intervention for Self-Harm and Self-Injury

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- Intervention for School Refusal
- Working through Teacher (Adult) Student Conflict
- Group and Family Techniques
- Understanding Integration of Mental Health Goals into the IEP
- Introduction to Transference-Focused Psychotherapy
- Understanding and Responding to Behavioral Issues
- Working through Teacher (Adult) Student Conflict
- Group and Family Techniques

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Topics covered in coaching sessions:

- School Refusal Behaviors and Interventions on a case by case basis
- Debriefed Michigan shooting and creation of a 'Red Flags' documentation
- Identify intervention tools and strategies to help with regulation and identify feelings
- Discussion of 4 R's and identifying students in each stage and how to intervene
- Created basic mental health indicator screening
- Identifying risk and protective factors and with assessing level of risk
- Discussion of how to give Teachers SEL practices and tools

Counselor Feedback

**Let's take
a closer look at the results!**



How have you been able to use what you've learned this year to help students succeed, support other staff members, and work with parents?

1. Participants learned a variety of mental wellness interventions and best practices that they have used to support struggling students, communicate with families, mediate student/teacher conflicts, and share with other staff members. Examples include emotional regulation, strategies for school refusal and helping students who have experienced trauma. They reported being more prepared and more competent to handle the challenges they face in their jobs.

2. Participants learned psychological principles and vocabulary related to the issues they experience every day. This information served as validation of the work they are doing and helped to facilitate communication with parents, students, and staff.



What's your key takeaway from everything you have learned this year in the training modules and coaching sessions?

Good refreshers and reminders to remain mindful of students, parents, staff. I think crisis training should be given every year. The sections on trauma informed care and non suicidal self injury were also very useful. Discussion of case examples was also meaningful to me because that personalizes words on a page

- ❖ The importance of adapting a mindset of empathy and avoiding judgment. Participants reported a change in the way they reacted to student behavior: instead of “what’s wrong with them” they now think “what happened to make them behave this way?”
- ❖ Reinforcing the importance of mental wellness for learning. Participants found this reminder to be helpful and motivated them to raise the capacity of the entire staff to support mental wellness.
- ❖ Feeling empowered to drive changes in school climate and culture. Participants reported feeling like they had the ability to bring about positive change in their schools in the area of mental wellness. Some had already begun doing so. Others had ideas they would like to implement.



What's been the biggest benefit for you personally?

I have appreciated having the opportunity to meet in the coaching sessions. It is otherwise hard to devote time to collaborative discussions and/or allow time for mental health focus. I appreciate you facilitating and keeping the conversations going

- ❖ Scheduled time to connect & reflect with the team. School staff rarely get time for team discussions where they can compare notes, share advice, and strategize together. This benefit helped to build trusted relationships and more cohesive teams.
- ❖ Having an outside expert available to advise on challenging cases. Participants felt reassured by advice from mental health experts when they faced difficult issues. And they also valued having an “outside opinion” that they considered impartial.
- ❖ "Self care" counseling for staff. “Self care” is often talked about but not put into practice. Participants felt like coaching sessions were a chance for them to receive counseling, which they considered beneficial for their own mental wellness.



Next Steps...

Mental health accreditation: building stronger schools

To earn **Thrive Mental Wellness Accreditation™**, your school or district must achieve the following based on completion of your program components:



1.

A portion of your school staff have become Certified School Mental-Wellness Specialists™ through Thrive's Training, Coaching and Certification program

2.

Delivered a minimum of 6 hours of mental wellness PD per year to all school or district staff members

3.

Provided parent training and workshops on mental health at least two times per year

4.

Certified staff members actively participating in ongoing development to maintain certification

5.

Delivered required reporting on progress and adhering to standards and benchmarks

