



RHODE ISLAND
prevention resource center

Promoting Positive Change in Rhode Island Communities

RIDE Distance Learning Series: Resource Guide

Behavioral Health Resources for Educators

This resource guide was created to provide Rhode Island educators and counselors with behavioral health focused educational resources that can be accessed on an ongoing basis. From November through December, 2020, JSI Research & Training Institute, Inc. collaborated with the Rhode Island Department of Education and the Rhode Island Prevention Resource Center to offer a virtual learning series addressing behavioral health topics for educators. This resource guide aims to provide educators and counselors with additional opportunities to continue learning about the behavioral health topics that were addressed through the RIDE Distance Learning Series. If there is a topic that is not listed here that you feel should be, please feel free to email RIPRC@jsi.com and RIPRC staff will research the topic and have it incorporated.

We have organized resources under the following categories: Substance use (E-cigarettes, marijuana), LGBTQ safety in schools, Social-emotional learning (SEL), Mindfulness in the classroom. We hope that these resources will help you work from home more productively, take care of your mental health and well-being, help support others in doing the same, and continue learning and taking part in behavioral health-focused training opportunities available online.

E-Learning Modules on Substance Use

[What's Up with E-Cigarettes?](#): This training will provide education on electronic nicotine delivery systems (ENDS), also known as e-cigarettes. The course will go over the harms of use, its health effects, and why youth use e-cigarettes.

Discussion Questions:

1. What are other known names for e-cigarettes, and how are they different from regular cigarettes?
2. Why are youth using e-cigarettes, and how are marketing strategies targeting the group?
3. What are some of the harms and health effects of e-cigarettes?

[Marijuana and the Adolescent Brain](#): The e-learning will help educate the critical aspects of brain development in adolescence, adverse effects of marijuana use on adolescent health, growth, and behavior, and identify community-based strategies to prevent adolescent marijuana use. Upon completing the course, you will receive a certificate of completion from the Rhode Island Prevention Center.

Discussion Questions:

1. How does marijuana use in adolescents impact brain development?
2. What are some short term and long term effects of marijuana?
3. List the different forms of marijuana uses and slang words.
4. What are some of the prevention strategies to help kids and young adults understand the harms of marijuana use?

Webinars

[Social-Emotional Learning: Ensuring Students build essential skills and maintain their mental health even if they're out of the classroom](#): In this hour-long webinar, [Xello](#) shares the insights of three experienced counselors who believe in the power of social-emotional learning to help instill resilience and future preparedness in students—and protect their mental health during this uncertain time. Before education went virtual this spring, educators and counselors across the country were preparing their students to be resilient, communicative, and collaborative by incorporating social-emotional learning (SEL) in their lessons.

Resources shared from the webinar

1. [Second Step](#): a program rooted in SEL that helps transform schools into supportive, successful learning environments equipped to help children thrive. “It’s evidence-based and designed for all socioeconomic statuses and cultures, so we know it’s beneficial to all,” said McKenzie.
2. [Teaching Tolerance](#): Free resources to help teachers and schools educate children and youth to be active in a diverse democracy.
3. [WideOpenSchool.org](#): A free collection of the best online learning experiences for kids curated by the editors at Common Sense.
4. [CASEL](#): A trusted source for knowledge about high-quality, evidence-based SEL with plenty of guides, research, and other resources.

Discussion Questions:

1. What is SEL, and why are learning these skills important?
2. How can educators continue to teach SEL skills to students remotely? Do you have any tactics or methods that you recommend?
3. With students learning remotely, how can educators identify those that may be struggling with their mental health?

[Introduction to Mindfulness for Educators, Classrooms and School Communities](#): This webinar explored the emerging field of mindfulness in education, provided participants with a foundational understanding of what mindfulness is and why it has become an increasingly accepted and popular resource for teachers and students in Ontario and around the world, to increase well-being and self-regulation, and combat issues such as burn-out, anxiety, and stress.

Discussion Questions:

1. What is mindfulness, and what issues can it address in students and teachers.
2. How can stress impact the brain and inhibit learning?
3. What are some mindfulness strategies that can be used in the classroom for the students and yourself?

[Ensuring a Safe and Inclusive School Environment for LGBTQ Students](#): In this webinar, hear from presenters as they share diverse perspectives and strategies on creating a safe and positive school environment to protect the civil rights and socio-emotional well-being of LGBTQ students. Developed by Mid-Atlantic Equity Consortium (MAEC), an education non-profit dedicated to increasing access to high-quality education for culturally, linguistically, and economically diverse learners.

Discussion Questions:

1. What are some best practices you can use individually and in the classroom to ensure a safe space for LGBTQ students?
2. What are a few steps that can be implemented at the institutional level to help support LGBTQ students?
3. What is Title IX, and how can it support LGBTQ students?
4. How can family and educators partner effectively to address factors affecting the health and social-emotional well-being of LGBTQ students?

[Youth Tech Mentors Bridge Schools and Families – Creative Community Responses to COVID-19](#): The shift to virtual learning brought on by the pandemic hits families with limited resources particularly hard. At the same time, students have reduced access to practice leadership when they are schooling from home. In this webinar, meet teens and college students who have helped families and their children navigate technology for school. They will share their ideas for how schools and communities can engage youth while also providing much-needed tech support in their family engagement work this year.

Discussion Questions:

1. What are some barriers and challenges students and their families face from remote learning?
2. How can schools help their students with these challenges?
3. What is a youth tech mentor, and how can they help students benefit from learning remotely?

RIDE Distance Learning Series Webinars

[RIDE Webinar #1: Risk and Resilience: Helping Teens and Families Cope with Mental Health Challenges](#)

This is the first webinar in the RIDE Distance Learning Series. This webinar was presented by Stacy Perin (The Spurwink School) and Sarah Dinklage (Rhode Island Student Assistance Services). This webinar was originally developed by the RI Prevention Advisory Committee's RI-PREVCON Planning Committee for the PREVCON Virtual Series. Thank you to the Rhode Island Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH) for the creation of the PREVCON Virtual Series.

After viewing this webinar, participants will:

1. Gain knowledge of the general mental health issues teens and families are facing as they navigate through the dramatic shift in the educational and social environment.
2. Increase their knowledge of the impact that distance learning is having on teens with mental health and behavioral disorders and the strategies that are being used to support them.
3. Increase their knowledge of the special mental health issues for teens who are living with parents/caregivers with substance use disorder.
4. Learn a general approach for helping teens cope with the stress of having a parent/caregiver with substance use disorder.

[RIDE Webinar #2: Moral Distress in a Time of Collective Trauma](#): This is the second webinar in the RIDE Distance Learning Series. This webinar was presented by Emma Ansara, NP (JSI Research & Training Institute, Inc.).

During this webinar, Emma Ansara (presenter) does the following:

1. Defines community level trauma as related to this moment
2. Describes challenges to resiliency posed by COVID-19
3. Describes what moral distress is and discusses challenges to maintaining compassion during a pandemic
4. Discusses a relational orientation to resiliency

[RIDE Webinar #3: Understanding Trauma and a Trauma-Informed Approach in the Era of COVID-19](#)

This is the third webinar in the RIDE Distance Learning Series. This webinar was presented by Arman Lorz (JSI Research & Training Institute, Inc.).

Trauma may occur at any point during one's lifetime and anywhere. Currently, we are experiencing worldwide trauma due to COVID-19; it has created and continues to create trauma in our communities. When individuals have unresolved traumatic experiences, their bodies can easily recreate these physiological and psychological reactions when exposed to some manner

of trigger – even in perceived safe environments. The education system is being affected in many ways and students and their education is suffering. Teachers, counselors, and administrative staff at schools who deliver trauma-informed approaches (TIA) are better prepared to recognize and respond to the symptoms of trauma in students. Schools that implement an effective TIA fully integrate the existing knowledge about trauma and can help individuals affected by trauma heal and achieve healthier physical and emotional lives. Adopting a TIA requires more than a presentation and training; it involves an examination of internal perspectives, practices, and attitudes and the adoption of change at the individual and systems level. During this session, Arman Lorz describes the three types of trauma individuals can experience and facilitates a discussion around how COVID-19 has affected work practices, as well as the guiding principles of a TIA that promote the healing, recovery, and resiliency of students.

Objectives:

1. Participants will be able to describe the three types of trauma that could be affecting students.
2. Participants will be able to recognize how COVID-19 continues to affect school, education, and teaching practices.
3. Participants will be able to discuss how to effectively incorporate the guiding principles of a trauma-informed approach that promotes students' healing, recovery, and resiliency.

[RIDE Webinar #4: Caring for Our Brains in Unprecedented Times](#): This is the fourth webinar in the RIDE Distance Learning Series. This webinar was presented by Charity Bell (Relentless Positivity). This webinar was originally developed by the RI Prevention Advisory Committee's RI-PREVCAN Planning Committee for the PREVCAN Virtual Series. Thank you to the Rhode Island Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHDDH) for the creation of the PREVCAN Virtual Series.

In this incredible, challenging time, even those who have never experienced anxiety may be aware of racing thoughts, brain and body exhaustion, and reduced effectiveness. For those of us who have experienced anxiety or currently have it, this is an extended visit from a most unwelcome guest. In this webinar, Charity Bell provides tools to help participants understand what is happening in their brains and bodies, respond to the cues they receive from inside, and help reframe perceptions. These tools can also be shared with others.

Charity Bell has spent the past 20 years fascinated by human beings and how they respond to their environments based on experience and perception. She is particularly interested in approaches to anxiety that use brain science and self-awareness. Charity is known for her insightful, funny, and real approaches to the everyday challenges in working with and being a human.

Objectives:



1. Build awareness of signs of distress in self and others.
2. Understand the brain science behind “Covid brain”.
3. Use brain science to increase self compassion and resiliency.

[RIDE Webinar #5: Self Care for Educators](#): This is the fifth webinar in the RIDE Distance Learning Series. This webinar was presented by Stacy Perin (The Spurwink School).

There has been much discussion about the impact that COVID19 has had on students and families for several months. Recently, there has been more acknowledgement about the impact that COVID19 and distance learning has had on educators. So much has been out of our control, and we have had to “pivot” and “pivot” again, as we receive new information. We also have had to navigate through the many unknowns while still providing educational services for students. This can lead to feelings of powerlessness and anxiety. One healthy way that we can take back some of our power is by prioritizing self-care. This training will review the importance of self-care and some self-care options. In addition, the presenter will share information about how anxiety manifests itself in the classroom. Understanding self-care and the impact that anxiety has on the behaviors that we see in students will help educators to discern what is and isn't within their control.

[RIDE Webinar #6: El Trauma en Estudiantes, la Era del COVID-19, y la Aplicación de un Acercamiento Informado en Trauma](#): This is the sixth webinar in the RIDE Distance Learning Series. This webinar was presented by Arman Lorz (JSI Research & Training Institute, Inc.) and conducted in Spanish.

El trauma puede ocurrir en cualquier momento de la vida y en cualquier lugar. En la actualidad, estamos experimentando un trauma mundial debido al COVID-19; la pandemia ha creado y sigue creando trauma en nuestras comunidades. Cuando las personas tienen experiencias traumáticas que no has sido resueltas, sus cuerpos pueden recrear fácilmente estas reacciones fisiológicas y psicológicas cuando se exponen a algún tipo de disparador, incluso en situaciones que regularmente se perciben como seguros. El sistema educativo se está viendo afectado de muchas maneras y los estudiantes y su educación están sufriendo. Los maestros, consejeros y personal administrativo de las escuelas que brindan un acercamiento informado en trauma están mejor preparados para reconocer y responder a los síntomas del trauma en los estudiantes. Las escuelas que implementan un acercamiento informado en trauma con eficacia integran completamente el conocimiento existente sobre el trauma y pueden ayudar a los jovenes afectados por el trauma a sanar y lograr vidas física y emocionalmente más saludables. El adoptar un acercamiento informado en trauma requiere más que una presentación durante un taller; Implica un analisis personal y colectivo de las perspectivas, prácticas y actitudes internas ; asi como el adoptar cambios a nivel individual y de sistemas. Durante ésta sesión, en conjunto con la que ocurrira inmediatamente después ésta, el presentador describirá los tres tipos de trauma que las personas pueden experimentar, facilitará

una discusión sobre cómo COVID-19 ha afectado las prácticas laborales, y facilitará una conversación sobre los principios que sirven como guía para implementar un acercamiento que promueve el sanamiento, la recuperación, y la resiliencia del estudiante.

Objetivos:

1. Los participantes podrán describir los tres tipos de trauma que podrían estar afectando a los estudiantes.
2. Los participantes podrán reconocer cómo COVID-19 continúa afectando las prácticas escolares, educativas y docentes.
3. Los participantes podrán discutir cómo incorporar de manera efectiva los principios rectores de un enfoque basado en el trauma que promueve la curación, la recuperación y la resiliencia de los estudiantes.

[RIDE Webinar #7: Addressing Substance Use and Mental Health Concerns for LGBTQ Youth in RI](#): This is the seventh webinar in the RIDE Distance Learning Series. This webinar was presented by Ann Marie Rakovic (JSI Research & Training Institute, Inc.).

This session will provide an overview of the results of an LGBTQ Youth and Substance Use Prevention Report for five Rhode Island towns: Cranston, Johnston, North Providence, Scituate and Smithfield, conducted in 2019 by John Snow, Inc. for the Tri-County Community Action Agency and funded by the RI Department of Behavioral Health, Developmental Disabilities and Hospitals (BHDDH). Findings indicate that LGBTQ youth are at greater risk of not successfully completing developmental milestones like developing a positive self and social identity, having peer acceptance, and developing healthy relationships with adult role models including teachers and family members. Because of these and other stressors like COVID-19, LGBTQ youth are at increased risk for various physical, emotional, mental and behavioral health issues including substance use and misuse. The session will also provide an analysis of relevant statewide and local Rhode Island Student Survey (RISS) data and an overview of key recommendations made by students from focus groups in area high schools, as well as community stakeholders.

Objectives:

1. Participants will learn at least 5 substance use and mental health risk factors experienced by RI students who identify as LGBTQ.
2. Participants will learn at least 5 tips and strategies for supporting students who identify as LGBTQ particularly in the context of COVID-19.

You can access the LGBTQ Youth and Substance Use Prevention Report [here](#).

Additional Resources

1. [Learning Goes On – A COVID-19 Resource for Education](#): This webpage serves as a hub for COVID-19 materials, webinars, and other information and resources.
2. [Teachers: Classroom Resources on Drug Effects](#): Lessons, activities, and drug facts to educate teens about the effects and consequences of drug use.
3. [Tips for Teens: Youth Champions and Resources Engaging Teens in Substance Use Prevention](#): This hour-long webinar includes information on how SAMHSA's Tips for Teens series can be used and integrated in youth-to-youth substance use prevention efforts in their own communities. Viewers will hear firsthand from youth champions who are successfully engaging their peers in substance abuse prevention. There is also [a PDF of the slides](#).
4. [Resources: SEL Background and Research](#)
5. [Educator Toolkit: Social & Emotional Learning](#)
6. [FAQ and Resources for Students and Transgender Rights in Rhode Island](#)
7. [Stress and the Brain Report for Educators](#)
8. [Social & Emotional Learning Curriculum - Compassion, Character, Mental Wellness: Free Digital SEL Lessons](#): Free for those working in K-12 Schools
9. [Social-Emotional Learning \(SEL\): Remote Learning Remote Learning Toolkit](#)
10. [SAMHSA Materials for School](#)