

STUDENT WELL-BEING

The ability to successfully handle life's stresses and adapt to change in difficult times.



Supporting student well-being includes the principles, tools and strategies that assist students and educators.

Developing the following is essential to student and educator success:

- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Interpersonal Skills

Increased focus on student well-being helps:

- Regulate Behavior
- Strengthen School-Based Relationships
- Improve Classroom & School Climate & Culture

Trauma-Sensitive Practice



Trauma is the response to an event, series of events, or set of circumstances that is **physically or emotionally harmful** and that has lasting adverse effects on an individual, **impacting students, their behaviors, relationships, and capacity for learning.**



Four New Essential Elements into the MLDS Framework





Having at least one trusted school adult can:

- Protect against a variety of mental health factors
- Improve student engagement and academic outcomes



Relationships Encourage

- Teacher Motivation
- Effort
- Confidence



Developing these skills in educators and in students is important for student well-being and academic success:

- **Self-Management**
- **Self-Awareness**
- **Relationships/Engagement with Others**

Students who receive instruction on these skills show improvement in:

- Academic Performance
- Decision-Making & Problem Solving Skills
- Reducing Disruptive Behavioral Problems



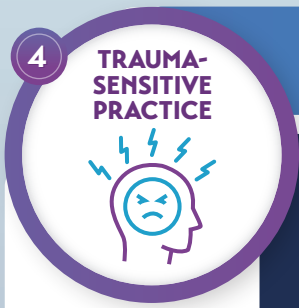
Student well-being at school is intricately tied to school culture and climate.



Principals are critical in organizing schools which **help students feel safe & supported.**



Principals who build a school climate in which teachers & students feel emotionally supported provide a bedrock on which academic improvement efforts can rest.



Trauma is the result from an event or events which is physically or emotionally harmful and has lasting adverse effects



More than **2/3** of children report at least one traumatic event by age 16

Children exposed to adverse childhood experiences, often exhibit challenges with skills critical for success in school such as:

- **Executive Functioning**
- **Social Skills**
- **Self-Control**

Educators therefore must be equipped with the skills to **recognize and respond appropriately to trauma to ensure student well-being and academic success.**

