ENHANCING
SOCIAL & EMOTIONAL LEARNING
WITH DIGITAL SIGNAGE

Increase student resiliency
with the help of **visual communications**.

carousel
DIGITAL SIGNAGE

We believe in the power of human connection.

Our goal with this booklet is to demonstrate how you can reinforce the processes and procedures around teaching resilience, crisis situations and crisis recovery using digital signage. We asked Ashley Northrup, a Nationally Certified School Psychologist. Ed.S. NCSP, to help us understand the social and emotional needs of students. We hope this will inspire your own thoughts and ideas to make your school a safe and supportive environment for all.

Carousel is digital signage content management software that allows you to quickly create, publish and manage your messages. Sharing the right content throughout your school can help address anxiety that may emerge from a crisis, promote positive youth development and help keep your entire campus connected.

Disclaimer

This booklet is for informational purposes only. It is intended to compliment the policies and procedures put in place by schools for teaching resilience, addressing crisis situations, and achieving crisis recovery. It is not intended as professional advice or an actionable planning guide in itself. National, state and district guidelines should be consulted regarding your school-specific crisis response protocols. This booklet is not intended to provide psychiatric or psychologica advice. You should seek the advice of a mental health professional or other qualified professional concerning childrens' mental health and psychiatric issues.

Carousel is not a crisis counseling or mental health services service organization. Carousel does not recommend or endorse any psychologists, psychiatrists, crisis management consultants, school safety experts, or other professionals. Use of or reliance on the information in this booklet is solely at your own risk. This is provided "as is" and may not be updated to reflect the latest psychological research or other information.

Photo credit: www.pexels.com

" The need for connection & community is primal, as fundamental as the need for air, water, & food. "

- Dean Ornish

Our kids spend most of their waking hours at school. This space is critical when it comes to shaping, guiding, and getting them off on the right foot. It's important that students in our schools feel like they're part of a community & connected to their peers. As teachers and as parents, we'll do anything to help make this happen.

66%

less likely to experience health risk behaviors.

Youth who feel connected at school and home were found to be as much as **66% less likely** to experience health risk behaviors related to sexual health, substance use, violence, and mental health in adulthood.

Recent CDC findings published in Pediatrics

SECTION ONE
Teaching Resilience

Give students the tools needed to be **calm** in a crisis.

By increasing student resilience, we increase protective factors to combat or reduce the likelihood of trauma resulting from a crisis. Protective factors include positive coping strategies (self-regulation skills), school connectedness, social connectedness, mental health awareness and support.

Cite (Brock et.al, 2016) From School Crisis Prevention and Intervention: The PREPaRE Model, Second Edition. By S. E. Brock et. al., 2016, Bethesda, MD: NASP. Copyright 2016 by the National Association of School Psychologists. (Page 168-170)

Self-Regulation Skills

Self-regulation skills allow people to regulate and manage strong emotions when faced with a challenge or difficult situation. By teaching students self-regulation skills, we set them up for success, not only in a crisis, but for life.

Use digital signage to help teach self-regulation skills like **yoga, mindfulness, deep breathing and grounding activities** in class. Reinforce these skills with visual reminders on digital signage displayed throughout the school.

"

"The best preparation for tomorrow is doing your best today."

- H. Jackson Brown Jr.

Mindfulness

Imagine yourself on a beach in the sand, hearing the waves, feeling the sun on your face, and relaxing. Notice how your face feels.

Breathe in, relax your face. Breathe out, relax your neck.

This allows us to pay attention to what we're feeling right now.

Let them know **they belong.**

Positive Youth Development

Having an environment where students feel safe, informed and connected is the key to successful learning. Promote positive behavior and help kids feel connected to their environment by honoring and recognizing them for their hard work.

When recognizing students and putting their success on display, a sense of pride runs throughout your school. Use **certificate, recognition, mentoring, and safe school climate** messaging to create a space where students feel like they belong.

When we connect students, they feel like they belong.

Move the needle in the right direction for the student who needs it. EVERYONE needs to feel like they belong.

Student Buddies

☺ **Connect with another student to help them feel happy at our school!**

☺ **Talk to your classroom neighbor and find out something new about them!**

Student Champions

Jamie Mitchell

Student champions are honored for respecting their fellow students, appreciating their teachers and showing pride in their school.
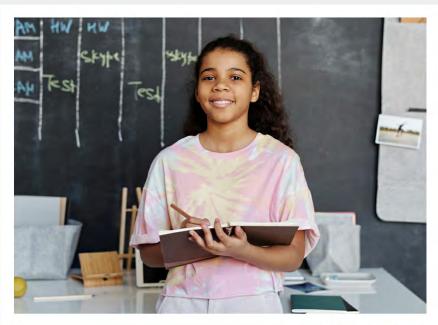
YOU ARE MAGIC!

Company Logo

Student of the Month

Jessica Hatch

Big shout out to our 4th grade "Student of The Month" Jessica Hatch! Congratulations Jessica, keep up the great work!
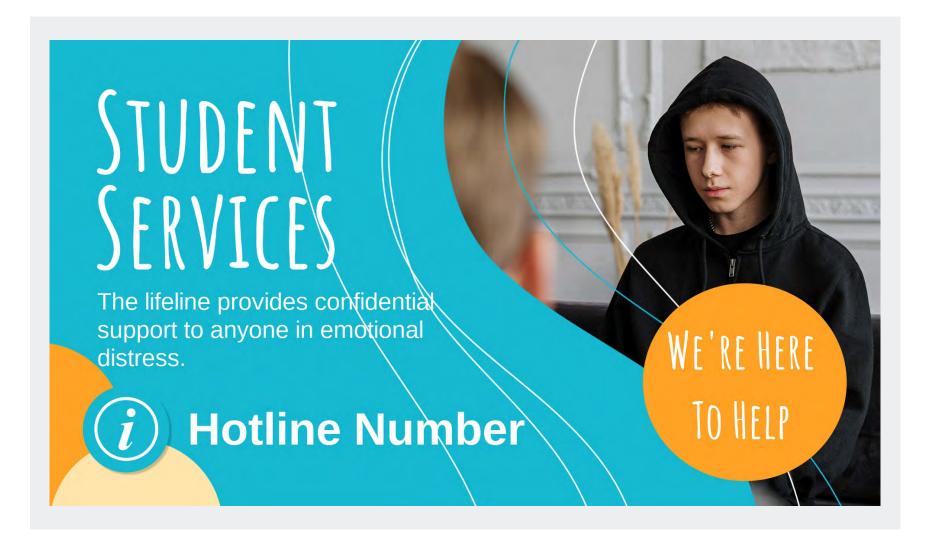
January

Mental Health Awareness

Teaching students about mental health and giving them access to resources like hotlines and school counselor information creates spaces where students feel safe.

Be proactive. Digital signage can help put information like **counselor & hotline information** on display to inform students of available services that they may not reach out for on their own.

"
"Nothing
can dim the light
that shines from within."

- Maya Angelou

SELF CARE ISN'T SELFISH

Student Services

The lifeline provides confidential support to anyone in emotional distress.

(i) **Hotline Number**

We're Here To Help

Set examples. Follow through.

Prevention Program

Reduce high-risk problem behaviors by setting an example from the top. Be sure prevention programs are in place to teach pro-social skills and positive behaviors.

Use **violence and bullying prevention** messaging to help set the tone of the school and drive your message home. Share school values through digital signage making sure all students know that they are welcome.

HELP KEEP SCHOOL SAFE

Follow school rules when you're out on the playground, on the bus, in the hallways, cafeteria, and classroom!

See Something. Say Something.

SECTION TWO

Crisis Response Planning

Give students the knowledge needed to be *ready* in a crisis.

Crisis response planning involves a crisis response directive that clearly defines expectations for staff and students around required emergency drills. This should include emergency drill expectations and steps that are clearly and efficiently taught to children using a variety of modalities (audio, visual, video, picture support, etc.).

Cite (Brock et.al, 2016) From School Crisis Prevention and Intervention: The PREPaRE Model, Second Edition. By S. E. Brock et. al., 2016, Bethesda, MD: NASP. Copyright 2016 by the National Association of School Psychologists. (Page 33 and 131)

Emergency Drills

Steps should be taken to pre-teach expectations in a calm and positive environment prior to the implementation of an actual emergency drill.

Drop/Duck and Cover, Evacuation, Reverse Evacuation, Secured Perimeter, Lockdown and Shelter in place messages help inform and provide your students with the processes and plans that have been put in place in the event of an emergency.

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Be ready.

THIS IS A DRILL

THIS IS A DRILL

FIRE DRILL

Today we are conducting our annual fire drill. This is only a drill.

3

Emergency Situations

Help students access their self-regulation skills in order to stay calm.

During an actual crisis or emergency situation, staff would alert children through multiple means (audio, visual) that there is an emergency situation happening and what type it is. Staff would assist children to safety and help them regulate themselves using the self-regulation strategies practiced in category 1.

*Cite (Brock et.al, 2016) From School Crisis Prevention and Intervention: The PREPaRE Model, Second Edition. By S. E. Brock et. al., 2016, Bethesda, MD: NASP. Copyright 2016 by the National Association of School Psychologists. (Page 131)

Emergency Situations

Staff should regulate their own responses to the crisis to ensure children remain as regulated as possible and able to react to the situation.

Drop/Duck and Cover, Evacuation, Reverse Evacuation, Secured Perimeter, Lockdown and Shelter in place messages help inform your students when an emergency is taking place. In the event of an actual emergency, it's important to take into consideration the types of messages being put on display. Not all emergencies warrant messaging on signage. Certain situations may benefit more than others.

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Stay calm.

EVACUATION

Please use your class evacuation plan
to exit the building. This is not a drill.

greatly

decrease the likelihood of further trauma.

"The response immediately following a mass casualty crisis that occurs at school is critical; an effective response has the potential to greatly **decrease the likelihood of further trauma.**

Administrators and school crisis teams must be prepared to engage in effective crisis response and intervention as soon as the danger has passed and the school is secure."

4

SECTION FOUR
Crisis Recovery

Connect students to services needed for recovery.

All individuals directly affected by a crisis should be provided psychological first aid, which involves psychoeducation and supportive services to accelerate the natural healing process and promote effective coping strategies.

Taken from "Providing Psychosocial Support to Children and Families in the Aftermath of Disasters and Crises" From the American Academy of Pediatrics. (Page 1125)

Communication is key.

Clear communication leads to trust.
Trust starts with the honest and transparent sharing of information.

Psychological Safety

Following a crisis, the first step is making sure students are physically safe and feel safe. They need to be provided with timely and accurate information regarding the crisis situation to rule out any rumors, provided with appropriate reassurance, and given the tools that they need to cope with distress (family or community support).

This is the time to use signage to remind students of **counselor, hotline information and classroom discussions.** Reinforce self-regulation skills like **deep breathing and grounding activities** that will help keep them calm.

"

"There are wounds
that never show on the body
that are deeper and more hurtful
than anything that bleeds."

- Laurell K. Hamilton

Counselors Available

Our door is always open.

The counselors office is open Monday through Friday, 9am to 5pm. If you are in need of assistance during non peak hours please call 555-5555

"

"Now, every time I witness a strong person,
I want to know: What darkness
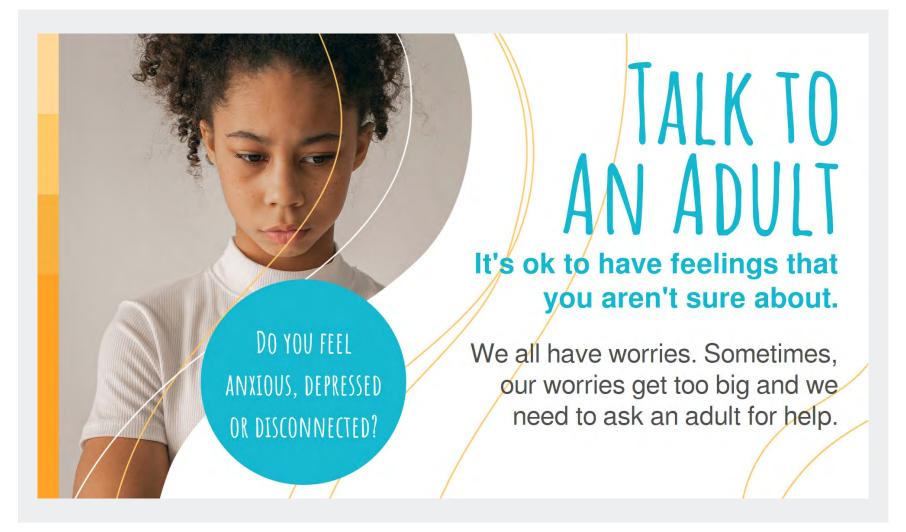did you conquer in your story?
Mountains don't rise without earthquakes."

- Katherine Mackenett

Psychological Education

Students with emotional pain and trauma need to know that it's ok to feel angry, tired, shocked, or scared after a crisis. Be sure there is someone to talk with them and stay connected so they can begin the recovery process.

Digital signage can help explain **the symptoms and trauma** associated with a crisis. Display messages to assure students that what they are feeling is normal. Share **discussion group** messaging so they know how and where to get help.

*Cite (Brock et.al, 2016) From School Crisis Prevention and Intervention: The PREPaRE Model, Second Edition. By S. E. Brock et. al., 2016, Bethesda, MD: NASP. Copyright 2016 by the National Association of School Psychologists. (Page 274)

Talk to An Adult

It's ok to have feelings that you aren't sure about.

We all have worries. Sometimes, our worries get too big and we need to ask an adult for help.

Do you feel anxious, depressed or disconnected?

Your Feelings Explained

WHAT IS . . .

Anxiety

Persistent worry and fear about everyday situations.

Depression

Feelings of intense sadness, irritability and loss of interest in normal activities.

Stress

Stress is caused when things in life get to be too much.

Resources

crisisgo.com

CRISIS GO

We allow your students, teachers, staff, parents, and first responders to communicate about safety-related issues at any given moment by giving them an easy and clear pathway to safety.

To restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

iloveuguys.org

Continue the Conversation

Click to Schedule Time