

Implications

NASN POSITION

It is the position of the National Association of School Nurses (NASN) that student behavioral health and wellness must be prioritized for students to successfully access and engage in educational opportunities. It is imperative that school systems respond to, and address, student behavioral health and wellness to ameliorate disparities related to the social determinants of health (Combe, 2019). School nurses are often the initial access point to identify concerns, determine interventions, and link families to school and/or community resources.

[Healthy Communities - National Association of School Nurses \(nasn.org\)](https://www.nasn.org)

As the sentinels of health within our school communities, school nurses must be able to support the deep and often unseen needs of the individuals. By creating a foundation based on mental health, the school nurse provides the impetus for all including the nurse to achieve their innate potential.

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Activity 1

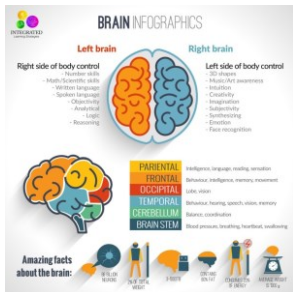
- Stand up from your seat and choose a partner
- Face each other with arms extended and right hand above left
- Give each other a compliment
- Shift so that left hand is above right
- Say "I hope you have a great day!"
- Sit back down



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Purpose of that Exercise

- Crossing Midline and getting full brain interaction
- Reinforcement of verbal statements through touch
- Developing social interaction skills
- Energy augmentation
- Compliments, compliments, compliments



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**Our Starting Point:
Self-care is
CRITICAL!!!!!!**

- What helps to keep you calm?
- How can you incorporate multiple senses in that?
- Play the what-when-how game
- Create the HABIT!



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**Multiple Senses –
For Yourself and then your Office**

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**Activity 2:
5 Minutes of Me
and
Circle of Power**

- Two activities focused on self-care anywhere
- Can easily be shared with faculty and students
- Sensory focus is critical

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What are we dealing with in our lives?

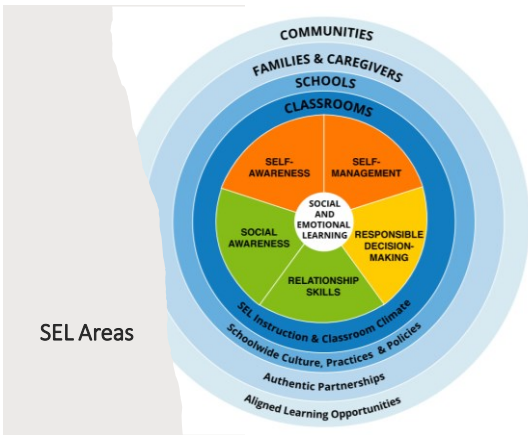


- Anxiety
- Depression
- Frustration
- Anger
- Lack of Patience
- Intolerance

➔ PTSD



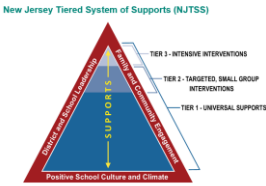
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SEL as seen by the NJ DOE

- Nurse's role in all areas
- Wellness focused
- Creation of self-awareness



Source: New Jersey Department of Education, 2018

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Nurse's Role in SEL and the Neuroscience of the Brain

- Levels of anxiety creating negative emotions
- Health/wellness ramifications
- Evidence in nurse's office

SEL and Neuroscience

- Emotions influence the way we process information
- Distinct areas of the brain govern our emotional processes
- Distinct areas of the brain govern our social processes
- Brain development is malleable across the lifespan

Source: Blair & Pease, 2013; Galanter, 2011; LeDoux, 2008

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SEL and Trauma

- Chronic stress is associated with physiological changes
- Trauma can have short- and long-term effects on mental and physical well-being
- SEL is particularly important for students who have experienced trauma
- Effects of trauma and stress demonstrate the malleability of social and emotional skills



Source: Blair & Pease, 2013; Conflict Prevention Research Group, 2010

TRAUMA

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Don't Forget the Faculty and Staff!

- Wellness includes all of the adults too!
- Yoga tends to be an easy and acceptable approach
- Daily routine encouragement

Adult Self-Care

- Notice your emotional and physical responses, to yourself and to others
- Identify ways to build relationships with your colleagues and with your students
- Participate in educator SEL, mindfulness, or yoga programs
- Facilitate connections between SEL and other important efforts in your school
- Build SEL into daily routines and structures (e.g., celebrate successes)
- Seek outside supports, such as counseling, or other mental health supports, as needed

Source: Watson, 2017

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CDC Referred Programs



CDC Healthy Schools

- Safe and Sound Document – CASEL Program Review
- School Mental Health Teaming
- Community Programs

[Strategies to Create a Healthy and Supportive School Environment | Healthy Schools | CDC](#)

[I.A. The Complete Safe and Sound Guide \(state.co.us\)](#)

[Teaming-7.16.21.pdf \(schoolmentalhealth.org\)](#)

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Environmental Health

NASN POSITION

It is the position of the National Association of School Nurses (NASN) that to protect and promote the health of all children, robust environmental health protections must be in place, and the inequities that lead to environmental injustice must be eliminated. The environment is a powerful social determinant of health and a critical factor in our children's development, academic performance, and future socioeconomic status. The registered professional school nurse (hereinafter referred to as school nurse) assesses for environmental health hazards, implements and coordinates individual health and social interventions, and addresses social determinants of health based on the National Association of School Nurses (NASN) Framework for 21st Century School Nursing™ (NASN, 2016), to positively influence children's environmental health (Campbell & Anderko, 2020).

[Environmental Health - National Association of School Nurses \(nasn.org\)](#)

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Changing the “Nurse’s Toolkit”



- Shift to a culture of Wellness
- More of a focus on creating healthy relationships
- Still important to have all documentation updated
- Still important to have office organized

[Back-to-School Toolkit For School Nurses | NurseJournal](#)

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Creating Your SEL Toolkit

- Sensory Items
- Environmental Items
- Technology
- Programs

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Sensory Items

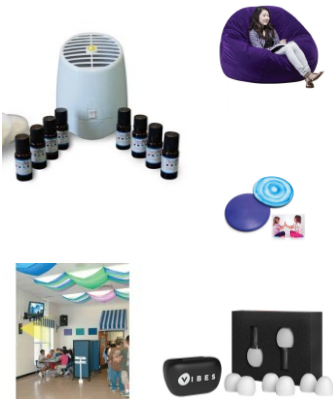
- Unobtrusive
- Classroom/Socially acceptable
- Awareness of specific needs of individuals
- Work in conjunction with OTs on anything weighted



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Environmental Items

- Scents
- Lighting
- Sounds
- Seating



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Technology

- Communicators
- Accessibility for all



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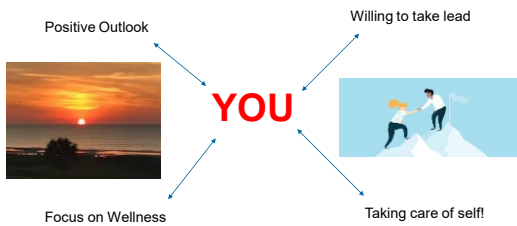


Programs

- Student Specific
 - Exercise/play
 - Peer Support
- Adult Specific
 - Yoga
 - Walking/Reading Club
- Combined
 - Story Circles
 - Community project

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Starting Point



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Questions?

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HEALTH SERVICES

SPECIAL EDUCATION

SPORTS MEDICINE

EARLY CHILDHOOD

PHYSICAL EDUCATION

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References

- <https://nursejournal.org/articles/back-to-school-toolkit-for-school-nurses/>
- https://www.cdc.gov/healthyschools/features/school_nurse.htm
- <https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements>
- <https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-behavioral-health>
- <https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-health-education>
- <https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-environmental-health>
- <https://www.nasn.org/nasn-resources/professional-practice-documents/position-statements/ps-healthy-communities>

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References Continued

- [Strategies to Create a Healthy and Supportive School Environment | Healthy Schools | CDC](#)
- [I.A. The Complete Safe and Sound Guide \(state.co.us\)](#)
- [Teaming-7.16.21.pdf \(schoolmentalhealth.org\)](#)

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