



USBE Prevention Webinar: Concrete Support in Times of Need

November 20, 2024



Agenda

- ❖ Welcome Remarks – Cuong Nguyen, Prevention Specialist, USBE
- ❖ Concrete Support in Times of Need – Cuong Nguyen
- ❖ Demonstration
 - ❖ Child Food Nutrition – Kimberly Loveland, Director, USBE
 - ❖ Teen Centers –
 - ❖ Lindsay Butrum, Manager, The Policy Project
 - ❖ Mindy Smith, Highland High School Teen Center
 - ❖ Cindy Riddle, Cedar Ridge High School Teen Center
- ❖ Q&A



Five Protective Factors

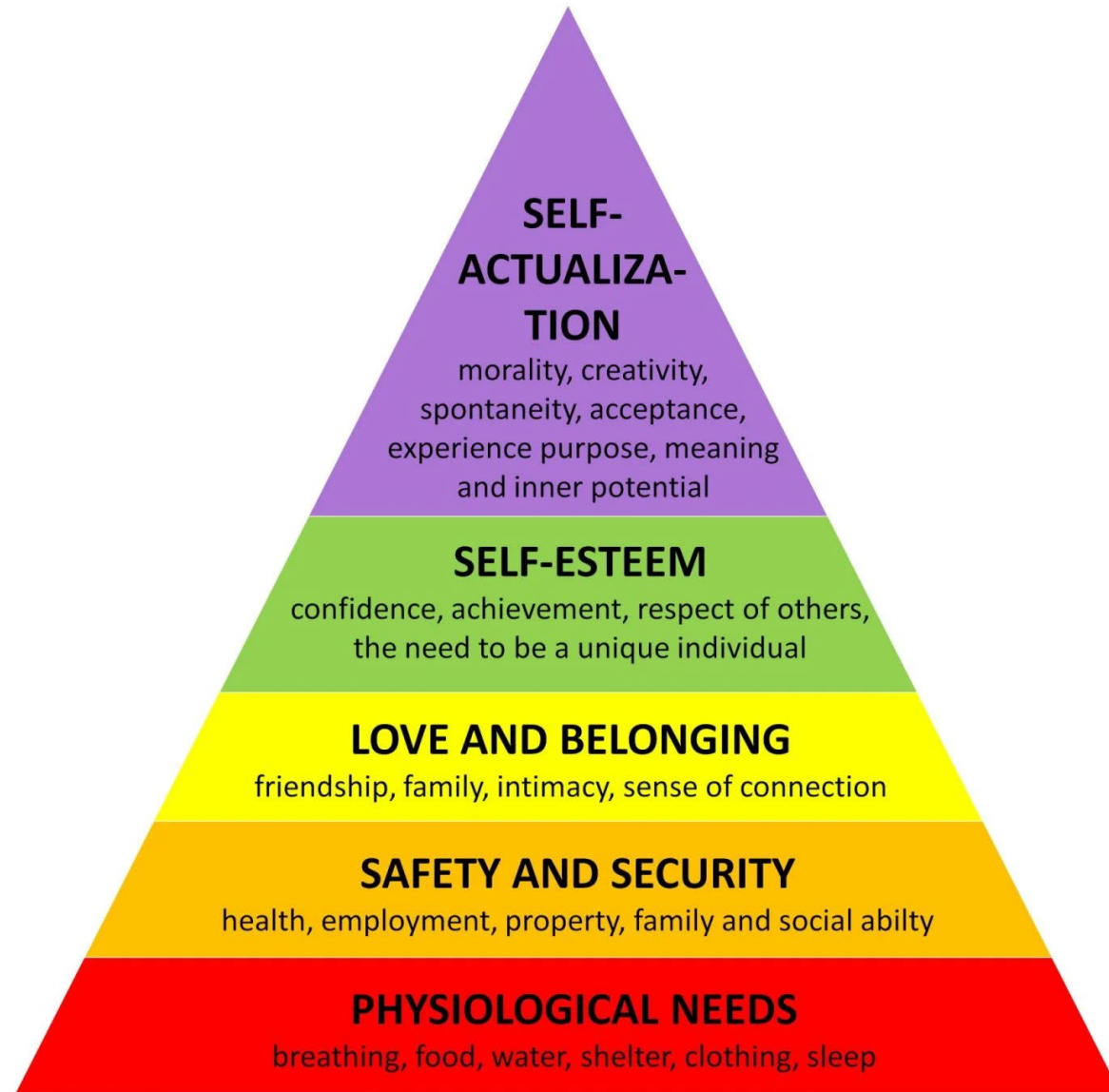


Concrete Supports in Times of Needs

- Ensure access to resources for basic needs, both for the students and parents
- Ensure the skills to:
 - identify needs
 - ask for help, and
 - advocate for self



Maslow's Hierarchy of Needs



McLeod, S. (2024). Maslow's hierarchy of needs. Simply Psychology.
[Simplypsychology.org/maslow.html](https://www.simplypsychology.org/maslow.html)

Concrete Supports in Times of Needs

- When **students** access to essential sources of help:
 - Students will feel safe and regulated at school
 - Students experience fewer behavioral challenges
 - Enable students to focus on learning, build social-emotional skills
 - Students will be self-confidence and be creative
- When **parents** access to essential sources of help:
 - Experience less stress, both for parents and the student
 - Parents be able to buffer their children from adult stress
 - Be able to parent well during challenging times



Asking for help?



Actions for schoolwide implementation: administrators

- Conduct resource assessment
- Identify and address gaps
- Exam data, such as the School Climate Survey and other data sources
- Prepare and have information for staff on resources, how to access to distribute to students and parents (see demonstration later in the webinar)
- Create policies and procedures that enable staff to provide warm handoff to community services
- Connect students to professionals
- Create a culture within the school to normalize and encourage students asking for help/self advocate

Classroom implementation: teachers

- Ensure understanding of the procedure for referral
- Recognize warning signs
- Provide opportunities for students to access basic needs
- Deliberately teach skills and create a classroom culture that normalize and encourages self-advocacy and ask for help
- Connect students to professionals



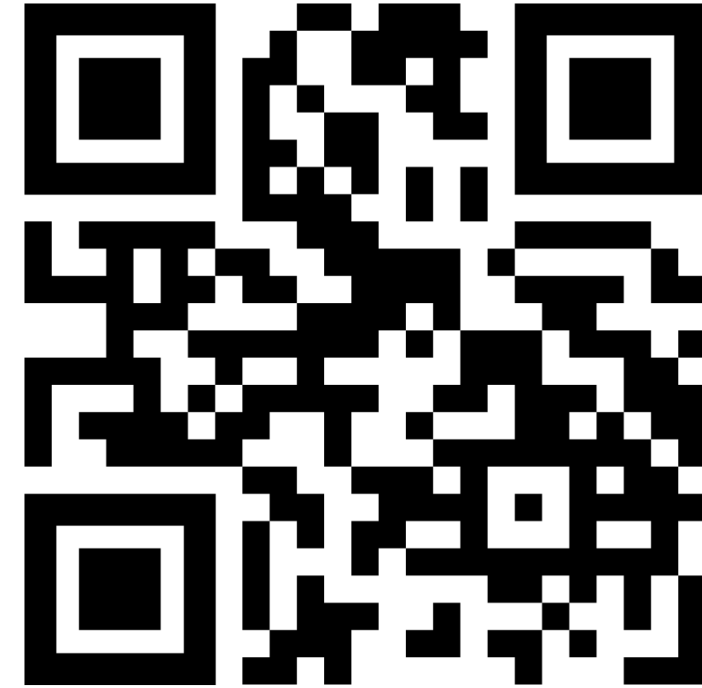
What to look for in students

- A student is alert and ready to learn
- A student asks for help in times of need (understand the concept)
- A student asks for resources to assist in their learning process
- A student or family is willing to talk about and address challenges
- A student assists other students and encourage other students to ask for help

Activity: Imaginary Family

Group	LEA – mainly for charters and some LEAs in the area
1	State Board Member District 1
2	State Board Member District 2
3	State Board Member District 3
4	State Board Member District 4
5	State Board Member District 5
6	State Board Member District 6
7	State Board Member District 7
8	State Board Member District 8
9	State Board Member District 9
10	State Board Member District 10
11	State Board Member District 11

Group	LEA(s)
12	State School District 12
13	State School District 13
14	State School District 14
15	State School District 15
16	Box Elder
17	Canyon SD
18	Davis SD
19	Granite SD
20	Jordan SD
21	Spectrum
22	Washington Co SD
23	Weber SD



Case Demonstration: Child Nutrition Programs

Kimberly Loveland, Director, USBE

Kimberly.Loveland@schools.Utah.gov



Case Demonstration: Teen Center Project

Lindsay Butrum, Policy Implementation and Grants Manager

The Policy Project

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Mindy Smith, Highland High School Teen Center

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Cindy Riddle, Cedar Ridge High School Center

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Resources for Deep-Dive

- [CDC Healthy Schools: Sleep and Health](#)
- [Edutopia: Addressing Our Needs: Maslow Comes to Life for Educators and Students](#)
- [Edutopia: Getting Students on the Road to Self-Advocacy](#)
- [Social Emotional Learning: A Utah State Board of Education Technical Assistance Document \(Self-Advocate section\)](#)
- [Trauma Sensitive Schools Professional Learning](#)
- [Utah's Personalized, Competency Based Learning PCBL Framework September 2023](#) (Belonging, Self-Verbalization, and Teachers Not Labeling Student's sections)

Contact Us

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<https://www.schools.Utah.gov/prevention/contract>



Questions?

