

**How we Influence Our Students:  
Recognizing our role in helping students learn, thrive, and regulate.**

Presented by: Marc Clanton & Sara Flint

1. Introduction to topic and presenters
2. Learning objectives
  - a. Address Stigma
  - b. Define Modeling Behavior
  - c. Define Regulation
  - d. Coping Tools
  - e. Balancing Regulation and Consequences
3. Stigma and Attitudes around Mental Health
  - a. Our attitudes influence our students
  - b. Services can be great opportunities. They are not meant to be punitive
4. Regulation
  - a. Define Self-regulation
  - b. Challenges that come with dysregulation
  - c. Introduce co-regulation (assisting others in managing emotions)
5. Coping skills: Discuss basic coping skills
6. Modeling Behavior: The best way to help students manage their emotions is by showing them how.
  - a. Provide examples and scenarios
7. Balancing Regulation and consequences
  - a. Establish expectations and consequences before they become an issue, and keep them realistic.
  - b. Use coping skills if things start to get heated.
  - c. Recognize positives
8. Summarize
9. Q&A

## **Supporting Your Student: Grief & Loss**

Presented by: Deliah Martin & Rebecca Musser

1. Introduction
  - a. Presenter/s introduction
  - b. Overview of presentation discussion points
  - c. Zoom etiquette
2. What is Grief & loss?
  - a. Description
  - b. Grief/loss varies between cultures, people, and situations
  - c. Everyone experiences and feels grief differently
3. What does grief look like?
  - a. With both students and adults
  - b. Examples of patterns, behaviors, and changes that may occur
4. How long “should” students grieve?
  - a. Discussion of grief steps
  - b. How there is no “set” time frame
  - c. No exact order of steps
5. Questions students might ask adults
  - a. Example questions and responses
6. Talking with students about grief and coping
  - a. Student’s actions
  - b. Student’s feelings
  - c. Covid-19 discussion: Social distancing, loss of loved ones, change in daily routines.
  - d. Not sugar coating the terms: Death and dying
7. Activities for grief and loss
  - a. Seven different activity examples
  - b. Review of an activity in detail
8. Conclusion
  - a. Review main points
  - b. Q/A