Kognito

At-Risk Elementary School Professional Development
Identify, Approach, and Refer At-Risk Students

Insert your name and contact information.

Write an "AEIOU" Description

A

E

I

O

U

Adjective - What word describes this image?

Emotion - How do you feel about the image?

Interesting - What is interesting to you about the image?

OMG - What surprised you about the image?

Um? - What question do you have about the image?

Group Norms

- **Actively participate.**

- **Be respectful.**

- **When sharing stories,** do NOT share names or other identifying information of students or staff.

- **Seek help** if you would like to discuss personal mental-health issues.

- **If you find any material triggering,** take a break and rejoin later. Reach out to let me know.

- **Talk to me after the workshop if you are concerned about a student** and have questions.

Workshop Overview

- Workshop purpose

- About *At-Risk for Elementary School*

- Take simulation

- 20-minute break

- Group discussion

- Role play 1

- 15-minute break

- Role play 2

- Referral process

- Takeaways

What is Kognito?

Kognito is a **health simulation company** that comprises learning experts, designers, technologists and implementation professionals.

Our evidence-based simulations build a variety of competencies and shape attitudes through **role-play conversations with virtual people**.

Over 1+ million educators, students, and health care professionals have used Kognito simulations to change lives, including **over 500,000 K-12 educators.**

Our **innovative approach** has resulted in partnerships with government agencies and NGOs.

6

How Does A Kognito Simulation Work?

- **User interacts** with a fully animated at-risk virtual student

- **Navigate** through the scenarios by selecting what to say to the virtual student

- **Receive instant feedback** from the virtual coach and engagement meter

- **Can undo decisions** and explore different conversation approaches

- **Receive personalized performance** summary upon completion

Dialogue Options

Undo last

_____

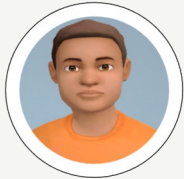selection

TALK

UNDO

Coaching Feedback

Engagement Meter
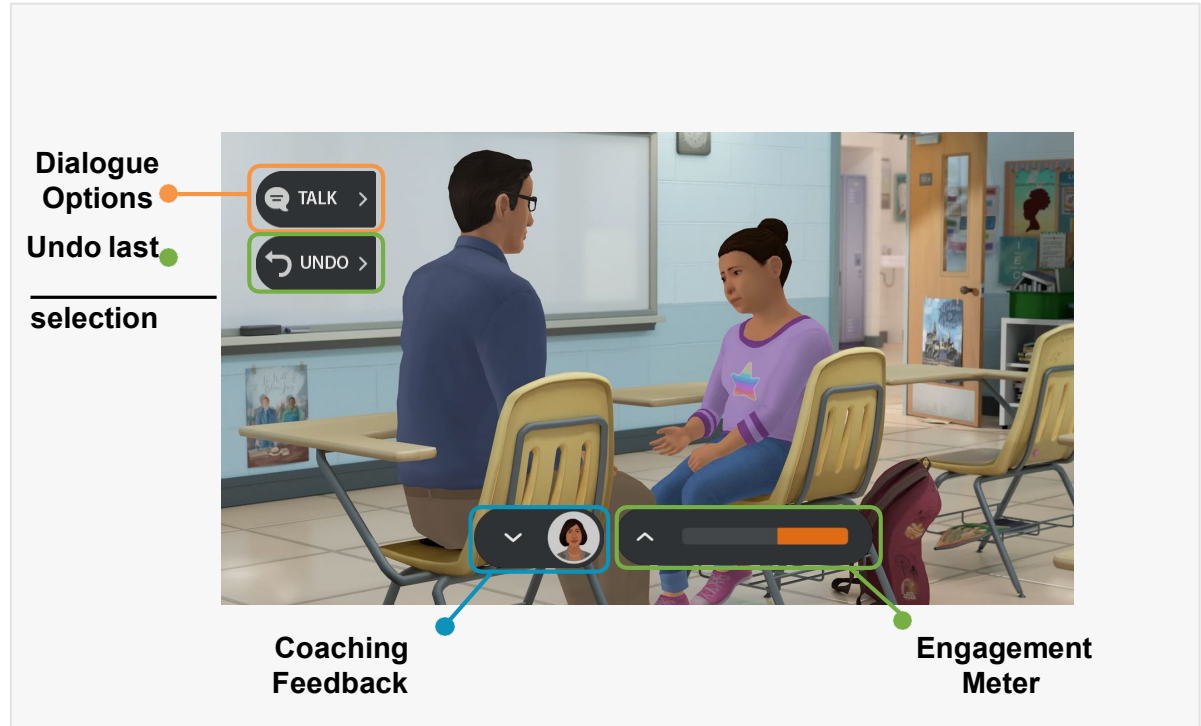
At-Risk for Elementary School Educators

TOPICS
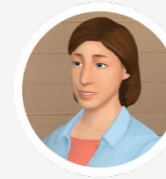**Mental health**

USERS
Educators, teachers, and staff

SETTINGS
Elementary schools, youth programs, foster care

DURATION
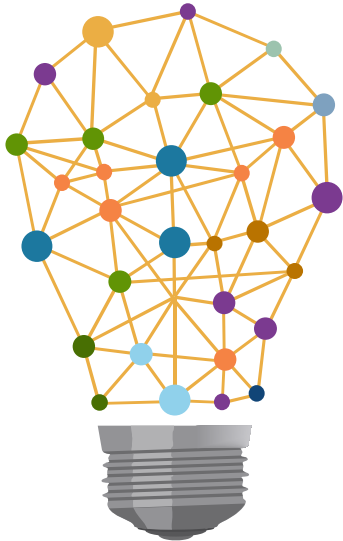**60/120 minute versions* (*satisfies state mandates)**

Derrick: A third grader who has recently experienced changes in his family.

Sandra: The mother of a fifth grader who has become increasingly disruptive and aggressive

NREPP
SAMHSA's National Registry of Evidence-based Programs and Practices

This simulation has been accepted for review by SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP).

At-Risk Learning Objectives

1) **Recognize** warning signs that a student may be suffering from psychological stress, including anxiety, depression, substance abuse and suicidal ideation

1) **Initiate** a conversation with a student to build resiliency and help the student identify sources of support

1) **Connect** the student to appropriate support services

1) **Learn** motivational interviewing techniques and how to avoid common pitfalls, such as attempting to diagnose the problem or giving unwarranted advice
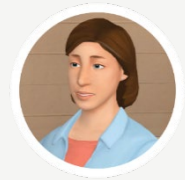
Take the Simulation
www.KognitoCampus.com

For technical support or any questions about your simulation, please contact Kognito at support@kognito.com or 646-923-8632
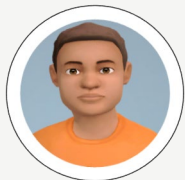
Derrick: A third grader who has recently experienced changes in his family.

Sandra: The mother of a fifth grader who has become increasingly disruptive and aggressive

Identifying At-Risk Students

Look for <u>worrisome behaviors</u> or <u>worrisome changes</u> in behaviors.

- **Behaviors** — trouble concentrating, withdrawal and isolation, lack of energy, physical complaints, and self-destructive behaviors

- **Emotions** — irritability, aggression, anger, emotional outbursts, being nervous or easily startled, clingy, low self-esteem and negative self-talk, sadness, guilt, shame, or fear

- **Appearance** — disheveled or worsening appearance, lack of cleanliness, gaining or losing a lot of weight, and appearing very tired

- **Academics** — refusal to comply with rules and requests, worsening school performance, nervousness around academics/getting everything right, and frequent absences from school

Bringing Up Concerns

E   **A**   **S**   **I**   **N**   **G**

Check your own **E**motions

Ask for permission

Be **S**pecific

Use **"I"** Statements

Keep it **N**eutral

Use **G**enuine Curiosity

Listening Actively

DO

✔ Ask open-ended questions

✔ Reflect

DON'T

✗ Criticize

✗ Give advice

✗ Disagree

Referral Policy

- What is the referral policy in our school? To whom do you make a referral if you are worried about a student in psychological distress that is not deemed an imminent threat to a student's life?

- Is that the school psychologist, guidance counselor, social worker, or nurse?

Insert Local Resources

3, 2, 1 Activity

Q. What are 3 things you learned?

Q. What are 2 questions you have?

Q. What is 1 way you're going to change your practice?

Bridging the Gap

Q. Where You Are: List some of your observations.

Q. Where You'd Like To Be: List some of the qualities of your ideal school.

Q. What It Takes: List some ideas that might bridge the gap between where you are and where you'd like to be. What could happen to bring your school one step closer to your ideal?

Thank you!

The conversations you have
with students can open the door
to them getting the help they need.

If you do this for just *one* student,
you will have made a *difference*.