# Cultivating Student Well-Being Series

**In-Person 5-Part Workshop**

WITH DR. MICHAEL HASS AND DR. AMY ARDELL OF CHAPMAN UNIVERSITY

Join these informative and insightful sessions offered at low cost through the generous contribution of Chapman University. Register now and take a deeper dive into supporting student well-being.

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<tr>
<th>Dates &amp; Times</th>
<th>Audience</th>
<th>Cost</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>Day 1:</strong> Sep 7, 2022</td>
<td>K-12 teachers, school and district administrators, paraeducators, school psychologists, school counselors, and school-based mental health clinicians</td>
<td>$100 per person</td>
<td>Orange County Department of Education</td>
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<td><strong>Day 2:</strong> Sep 19, 2022</td>
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<td>Includes book, materials, and certificate of participation</td>
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<td><strong>Day 3:</strong> Oct 17, 2022</td>
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<td><strong>Day 4:</strong> Jan 23, 2023</td>
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<td><strong>Day 5:</strong> Feb 8, 2023</td>
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**LCAP**

- LCAP Bucket: Pupil Outcomes
- LCAP Priority: Pupil Achievement
- Whole Child Domain: Inclusive
- Transformative Social-Emotional
- Instruction and Mental Health Support

**Contact**

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Registration: Susan Guerrero, sg guerrero@ocde.us

**Register**
Michael Hass is Professor Emeritus and former coordinator of the graduate programs in School Counseling and School Psychology in the Attallah College of Educational Studies at Chapman University. Dr. Hass also holds a volunteer appointment as Professor of Pediatrics at the University of California, Irvine School of Medicine, and as a Visiting Professor at Vietnam National University, University of Education, Hanoi, Vietnam. He is currently editor-in-chief of the journal Contemporary School Psychology.

Amy Ardell is an Instructional Assistant Professor in the Attallah College of Educational Studies at Chapman University. She advises teacher education candidates and teaches courses in literacy, interdisciplinary instruction, and systems thinking at both the graduate and undergraduate levels. Prior to becoming a teacher educator, Dr. Ardell was an elementary classroom teacher in California public schools.

Workshop Daily Summary

Day 1: Recognize and Refer. This session will address: 1) the background and scope of mental health problems, 2) the characteristics of mental health problems, and how teachers can distinguish between transitory stresses and significant mental health problems, and 3) how to connect students to school or community resources.

Day 2: Relate. The first step in supporting students’ mental health is to build healthy relationships with them and their families. As a trusted resource and ally to students and their families, teachers can help children and families feel connected with the school community.

Day 3: Respond. In this session, we explore the importance of empathy and compassion and the communication skills that facilitate listening and discovery. Learn to take a stance of respectful curiosity and use “skills for not knowing” when interacting with distressed students.

Day 4: Responding When the Stakes are High. This session expands on day three and provides guidelines on responding to crises and trauma. Participants will learn the skills to provide psychological first aide.

Day 5: The Importance of Self-care and Teachers’ Mental Health. Underlying teachers’ ability to be the wise and trusted adults needed to support children’s mental health is the need for their self-care and self-compassion. We will explore stances teachers can take to frame their work and concrete ways they can support themselves and each other.