

A graphic on the left side of the slide. It features a dark teal silhouette of a human head in profile, facing left. Inside the head, there are several teal gears of different sizes. To the right of the head is an orange circle with a white cross inside. The background has teal geometric shapes and a white circle.

# **Social Emotional Wellness Amid Covid19**

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# AGENDA

**01**

**MASLOW'S HIERARCHY OF  
NEEDS**

**02**

**BRAIN FUNCTIONING  
UNDER STRESS**

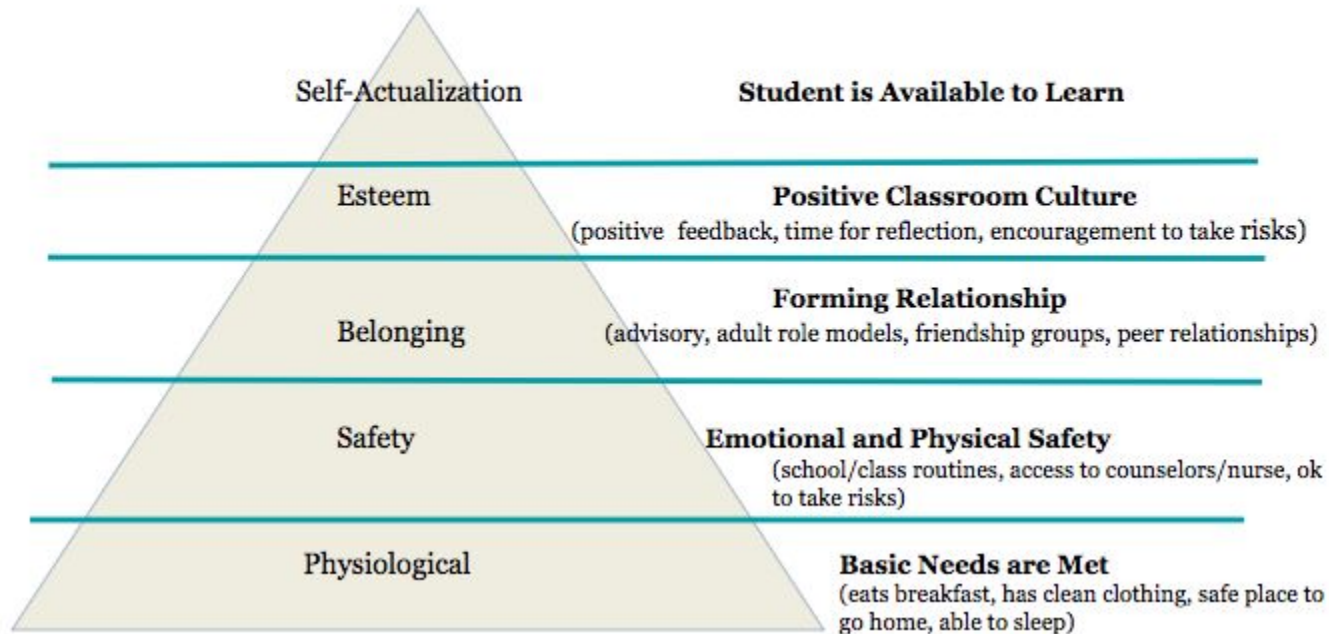
**03**

**SOCIAL EMOTIONAL WELLNESS**  
**STUDENT  
ADULT**

**04**

**TRANSITIONS**

# Maslow's Hierarchy of Needs



# The Brain Under Extreme Stress

The more stress we feel  
the more we move to  
basic survival

We become less open to other  
people's suggestions

We become more  
self-focused



We think less about the  
needs of other people

Our sense of time collapses;  
everything feels more urgent

We become more  
reactive and less  
rational

# Classroom Presentation

When under excessive stress our thinking narrows

- Avoidance (interpersonal, attendance, work)
- Lack of motivation/disinterest
- Distracted/unable to concentrate
- Tired
- Reactivity
- High Expressed Emotion
- Poor memory retention
- Disengagement (failure to complete work, low response, apparent lack of effort)
- Dreamy = Dissociated
- Varied somatic complaints (headache, stomachache, nausea, on-edge)
- Low self-esteem/persistent negative beliefs about self and the world
- Self-destructive behavior
- Poor self-concept ("What's the point?")
- Difficulty with peer/adult relationships (difficulty trusting others)
- Oppositional behaviors

# On the other hand, when we are calm

We can help the people  
around us

We can think

We can create

We can problem solve

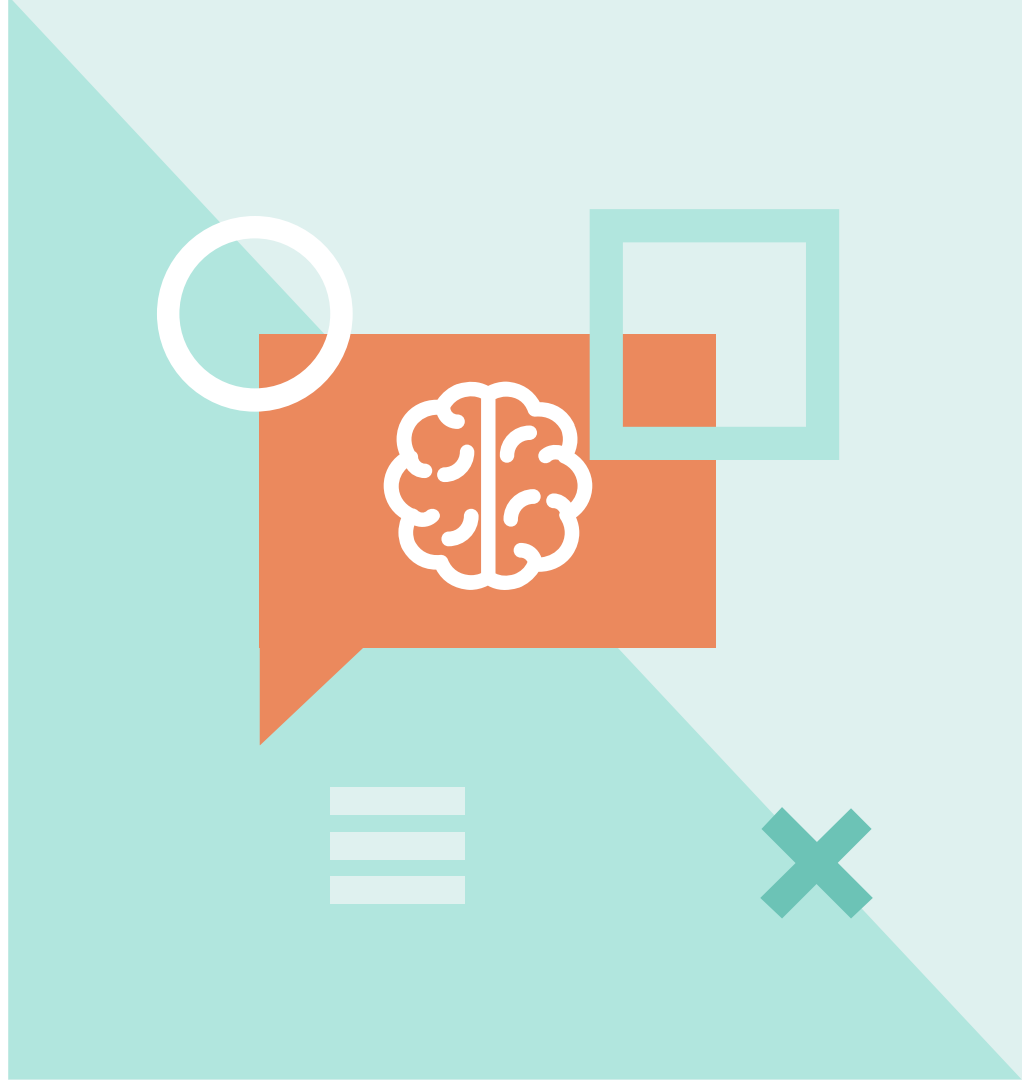
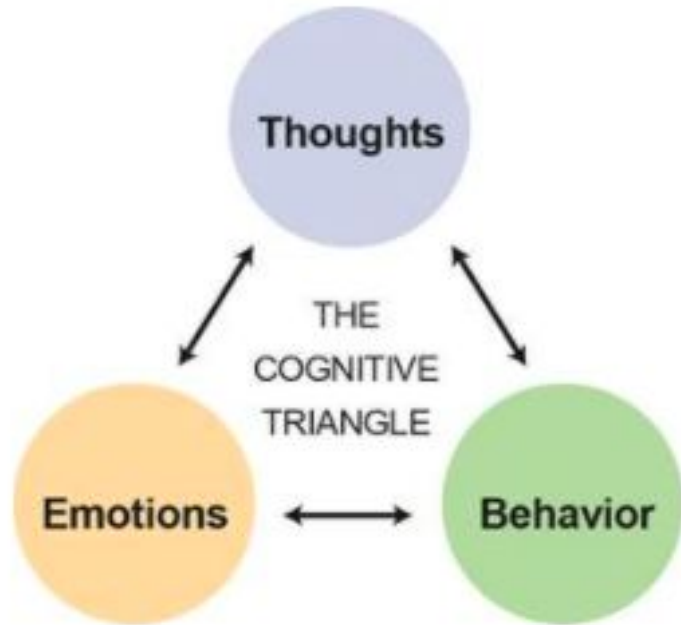
We can learn



We can sleep better

We can be better  
educators, leaders,  
family members,  
contributing team  
members

# Cognitive Triangle





# CASEL

## Collaborative for Social Emotional Learning





# STUDENT SEL





“Many of us are trying to do even more under times of stress. Imagine having to carry a heavy load up a hill. Halfway up, and while you are exhausted, someone asks you to carry more. If instead we started with a lighter load, by the time we are asked to carry more, we would have more energy and more likely be able to help. The same happens with our brain.”

Dr. Blaise Aguirre, McLean, Clinician Self-Care in the Time of Covid-19

# ADULT SEL

## Workshops and Presentations

BRYT: Designing the Return to School with Mental Health & Equity in Mind: Counseling Team District Leadership Team

BRYT: Self and Collective Care: Faculty

Riverside Trauma Center: Understanding Trauma and Trauma-Sensitive Schools in the Midst of COVID-19 Faculty

Jon Mattleman: Supporting Families Is Rewarding...And So Challenging During COVID-19 (December)

## Individual, Dept, Faculty Frequent Check-ins

**Educator Drop In Sessions** - Mental Health Team

**Clinical Consultations** - Dr. Ostrowsky, MD, Child & Adolescent Psychiatrist



# COMMUNITY COLLABORATION - CARE COORDINATION

Bridge for Resilient Youth in Transition (BRYT)

Riverside Trauma Center

Bedford Health and Human Services Collaborations

Interface Referral Service

Mary DeLorenzo

Jon Mattleman

5 District Collaborative - Concord Carlisle, Lexington, Lincoln  
Sudbury, Acton-Boxborough + Providers including Advocates

Emerson Hospital Community Benefits Committee

American Association of School Administrators SEL Cohort



# TRANSITION PLANS

01

**MORNING  
MEETINGS**

02

**COUNSELOR TO  
COUNSELOR**

03

**PEER TO PEER**

Letters to 5th graders

Peer leaders for 8th graders

04

**TOURS**

05

**TRANSITION  
GROUPS**

06

**WELCOME VIDEOS**

# THANK YOU



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# RESOURCES

01

[BPS SEL WEBSITE](#)

02

[BPS COUNSELING WEBSITE](#)

03

[MENTAL HEALTH & WELLBEING](#)

04

[CASEL](#)  
[RESPONSIVE CLASSROOM](#)