



**Ethel M.  
Taylor  
Academy**

# **Optimizing Resources For Our Students**

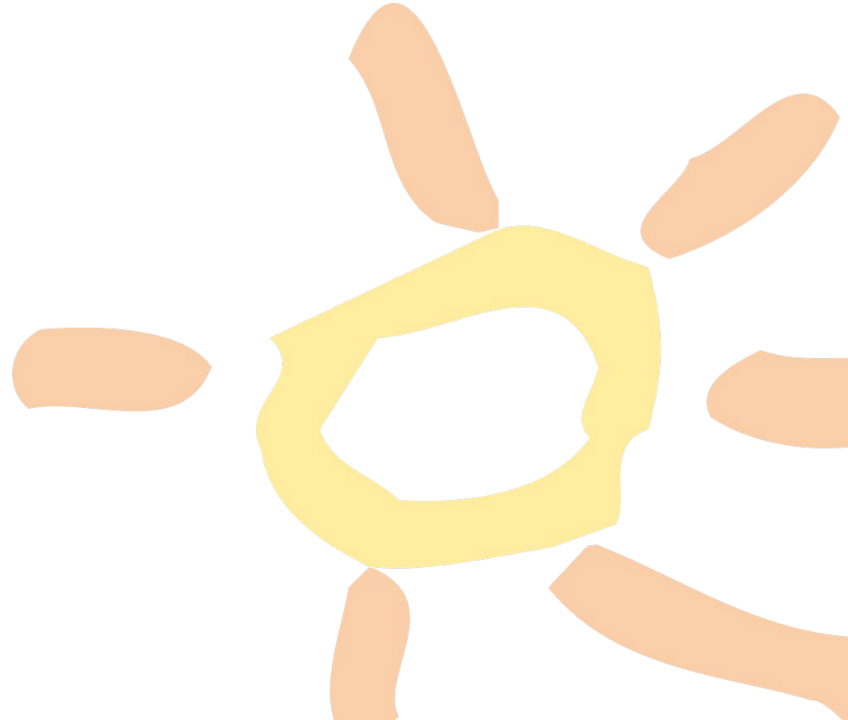
Pia P. Headen, Principal  
Marchelle Donald, SSW

Ethel M. Taylor Academy

1930 Fricke Rd.

Cincinnati, OH 45225

 [mindpeacecincinnati.com](http://mindpeacecincinnati.com)



Ethel M. Taylor  
Academy



TEAM  
GUY



## Tips for keeping a Strong Mind



### CONNECT WITH OTHERS

Text, call or video chat  
friends, team mates,  
coaches and family



### GET 8 HOURS OF SLEEP

Avoid caffeine and  
technology before bed



### STAY ACTIVE

Exercise 30 minutes  
a day most days  
of the week



### EAT HEALTHY FOODS

Fill your plate with fruit,  
vegetables, lean protein  
or beans and whole grains



### USE STRONG MINDS STRATEGIES

Try deep breathing,  
stretching/yoga and  
thinking positive thoughts



### ASK FOR HELP

Contact your medical  
provider if you feel  
overwhelmed



SpecialOlympics.org



Centre for Market and  
Public Organisation

## Using schools' most important resources – Teachers

Simon Burgess



# Aspects of Wellness

## Financial

The ability to  
manage money  
effectively and  
make wise  
financial decisions

## Spiritual

The ability to seek  
self-awareness, find  
meaning in something  
larger than yourself,  
and respect and  
forgive others

## Academic

The ability to open our  
minds to new ideas,  
pursue lifelong learning,  
and make a positive  
impact through our  
work.

## Social

The ability to relate  
to others and  
maintain positive  
relationships with  
family, friends, and  
co-workers

## Physical

The ability to maintain  
a healthy lifestyle; to  
choose healthful habits  
and avoid destructive  
habits

## Emotional

The ability to  
understand  
ourselves and share  
feelings in a  
productive manner

## Environmental

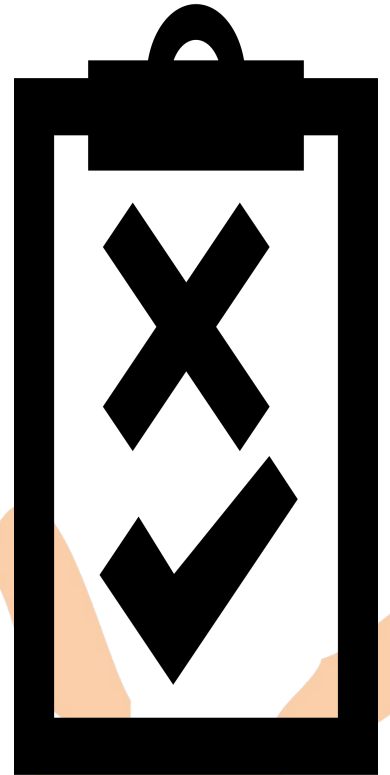
The ability to  
recognize our own  
responsibility for a  
positive impact on the  
quality of our  
environment

# New Administration 2018

Needs assessment of stakeholders  
leaders, students, staff, LSDMC,  
community & Principal mentors

Results revealed the following:

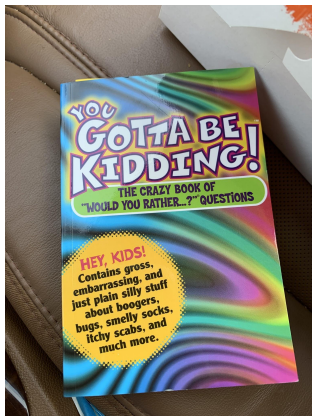
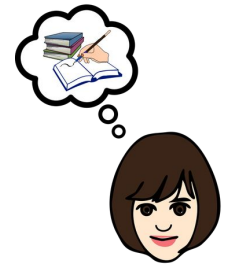
- *Discipline and School Culture were the priority for the incoming Principal to address.*



# Action plan we use the following resources:



- Small group meeting
- Cafeteria buddy seating chart
- AM would you rather QOTD
- PBIS Hawk store extra incentives
- Staff/Student safety plan person
  - Time Out Rooms
  - Student Contracts
  - PHP

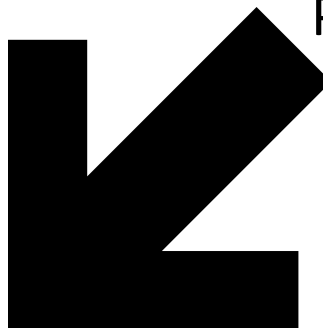




**YOU MUST SEE YOURSELF  
AS THE NUMBER-ONE  
DETERMINANT OF THE  
SUCCESS OR FAILURE OF  
YOUR STUDENTS.**

**PRINCIPAL KAFELE**

St. Joe's - School Psych-  
Teachers - Paras- Resource  
Coordinator - Data &  
Instructional Coach  
Attendance SW- School  
Social Worker - District  
Positive School Culture  
Committee - Mental Health  
Partners - Principal



# Reset Room

The question was how do we get navigate through our current systems to replicate a reset room for Taylor?



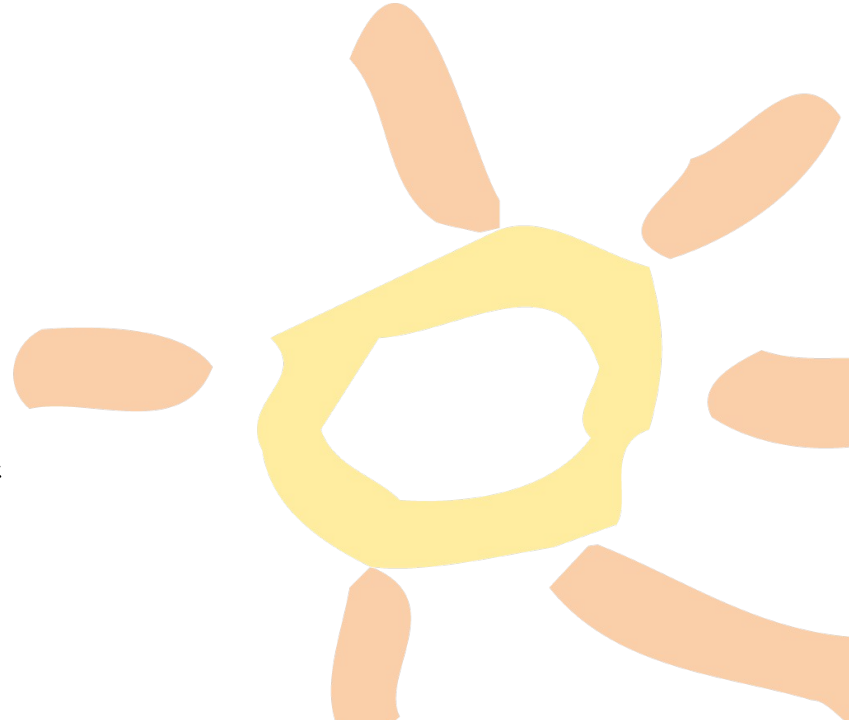
# Action Plan: Collaboration meeting streamlined the following resources for our students

Responsive Classroom/Morning Meeting

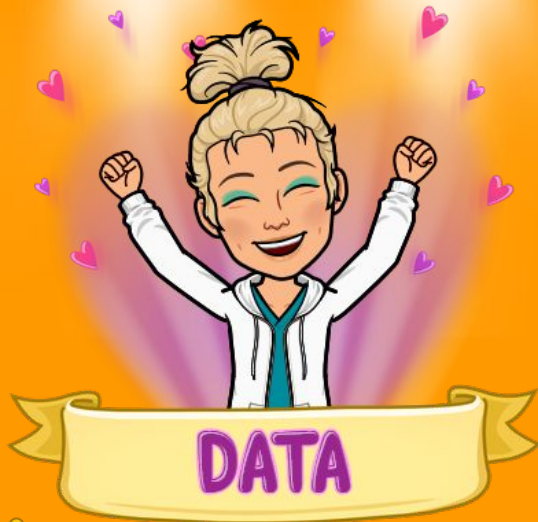
Student Contracts

Check In Check Out

Scheduled Path Training\*\*







# PSC One Plan Goal



# Access to the forms



Embed the grade level appropriate form in your ECHO home page or Google classroom.

CLICK HERE

[Form 1- Primary PreK-2nd](#)

[Form 2- Elementary 3rd -6th](#)

Note: If you would like to also fill out the form, please do so. Your information will remain anonymous.





# Partner Collaboration = MindPeace Room Success



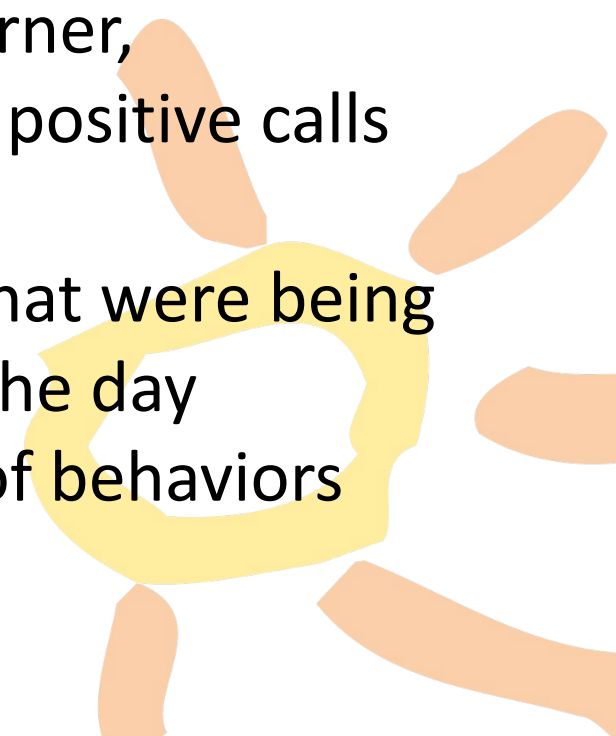






# MindPeace Room

- Students were referred to the MindPeace Room by homeroom teachers who had previously tried different strategies to assist students with de-escalating in the classroom.
- Teachers identified the following strategies - giving student a job, fidgets, calm down corner, preferential seating, chunking work, positive calls home, time with a trusted adult
- Teacher's also identified behaviors that were being displayed in the classroom, time of the day behaviors occurred, and frequency of behaviors





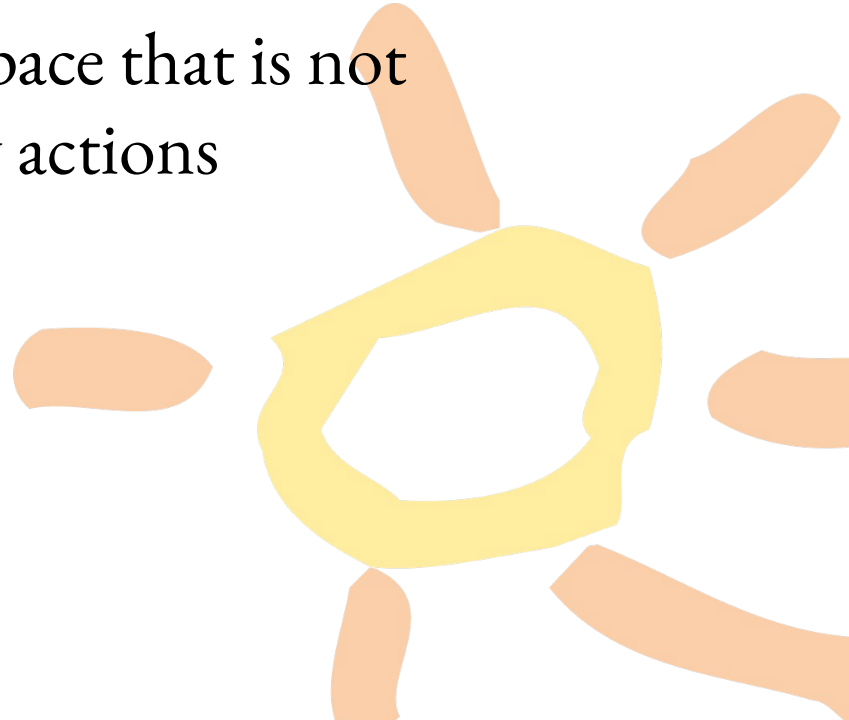
# Results

- 632 total visits to the EMTA MindPeace Room with 97 out of 261 students enrolled that utilized the room
- The room was utilized the most Monday- Wednesday and the room was utilized the most between 8AM-10AM
- 3rd, 4th and 5th graders used the MindPeace Room most frequently
- Students enjoyed using the breathing sphere most of all the resources
- 6 of 26 students that were assigned to the room met their academic goals for the year



# Challenges/Recommendations

- Students signing both in and out to capture the most accurate data
- Training staff on the appropriate use of the room
- Having the room located in a space that is not correlated with any disciplinary actions



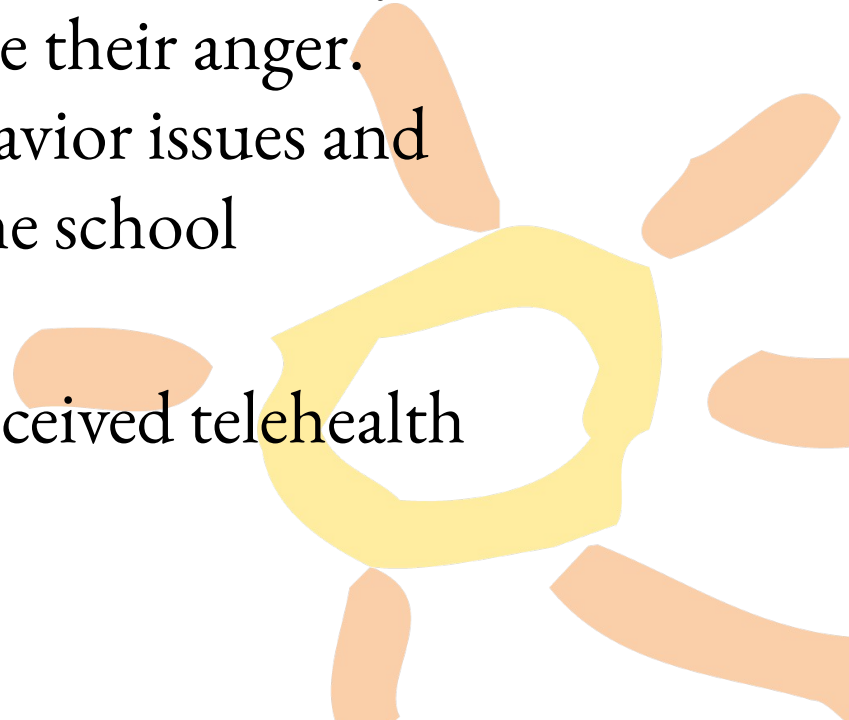
# Telehealth



- EMTA piloted a telehealth program for 2 students who were receiving services with NewPath Child and Family Solutions.
- EMTA was the first and only CPS school to have this service due to not having a therapist available at the school
- School team identified the students who would most benefit from telehealth at this time.
- Students were provided access to an iPad and a private room to conduct telehealth sessions.

# Results

- Students were able to receive telehealth services during the school day as they would with normal school based mental health services.
- Students were engaged and reported that they felt they learned ways to manage their anger. Student's had a decrease in behavior issues and also became more engaged in the school environment.
- One of the two students that received telehealth met his academic goal in ELA



# Challenges/Recommendations for Telehealth in the school

- Working around the student's class schedule and assigned therapist schedule
- Equipment working (IPAD charged, WIFI working)

