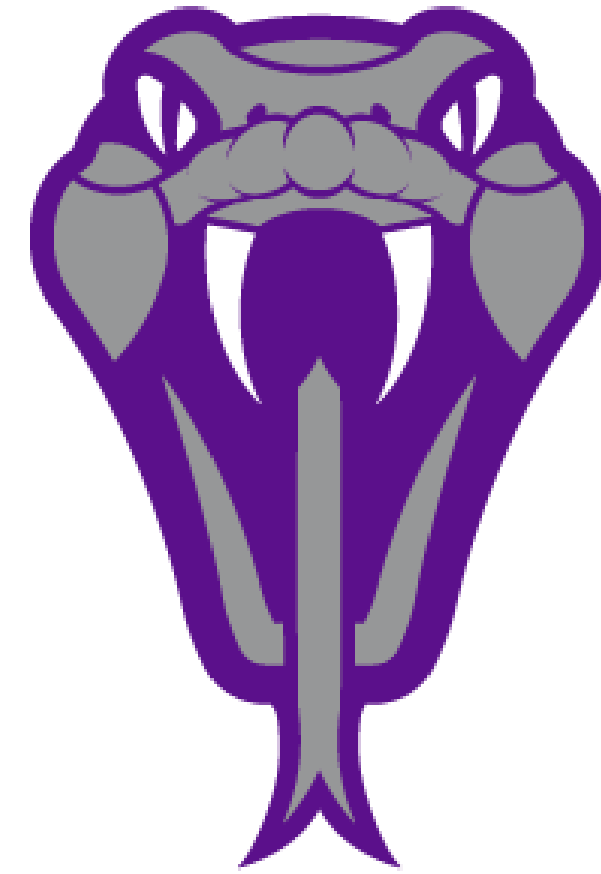




Advancing Wellness and
Resiliency in Education



Project **AWARE** in San Marcos CISD

**Project AWARE works to provide Tier 1, 2, and 3
mental health supports at three campuses:**

Bonham Pre-K-Staci Shockley, LMSW

Rodriguez Elementary-Jenny Parker, LPC-S

San Marcos High School-Katrina Cleveland, LPC



Tier 1 Mental Health Supports at all AWARE Campuses

Holistic Approach to helping the child and family

Providing community resources

Promoting staff and student wellness

Providing self-care tips, tools and strategies

Campus crisis support

Providing data tracking tools

Family and community outreach

Collaborating with campus support team member

Campus wide climate surveys

Locating where there are gaps and helping to fill them to make
things easier

Mental Health at Tier 1 Level for PreK

SMCISD-Bonham Pre-K
Staci Shockley, LMSW

Project AWARE 2024-2025








Community Resource Guide

SMCISD

Bonham Bears Support Guide
We want to help our families to get any assistance they may need.

Food & Clothing
Bonham Food Pantry: Call Bonham
Southside Community Center:
(512)392-6694
Hays County Food Bank: (512)392-8300
Meals on Wheels: (512)396-2333

Resource Map:



Parent Coach:




Community Support

Medical

- Corridor Pediatrics: (512)392-1700
- CommuniCare Primary Care: (512)268-8900
- Alligator Dental: (512)393-3500
- Christus Santa Rosa Hospital: (512)396-3911

Mental Health

- Greater San Marcos Youth Counsel
(512)754-0500, Crisis: (800)457-0797, MCOT:
(877)466-0660
- National Suicide and Crisis Lifeline: Call or
text 988
- Crisis Text Line: Text HOME to 741741
- Scheib Mental Health Center (512)392-7151
- Samaritan Center: (512)451-7337
- TCHAT (Teletherapy): utexas.edu/tchat


**Domestic Violence/ Substance
Support**

- Hays Caldwell Women's Center:
(800)799-7233, (512)396-3404, Texas
START to 88788
- Cenikor: (512)396-7695

Utilities/Bills

- Bluebonnet Trails: (844)309-6385
- Southside: (512)392-6694
- Community Action (512)392-1161
- Salvation Army: (512)754-8541
- San Marcos Housing Authority:
(512)353-5058
- Springtown Villa: (512)396-3363

maintain your
mental health



Take charge of your mental well-being
Explore the tools and support essential for you to flourish and maintain a balanced lifestyle. When we ensure our mental health needs are met it is critical to our overall well-being. Just like exercise is good for your physical body and eating is good for the overall body. Taking care of your mind is just as important.

OUR SERVICES
Here at Bonham we have a wide range of supports for parents from a Parent Liaison, Communities in schools, School Counseling and Aware: Mental Health/ Behavioral Health Specialist. We offer a food pantry to needy families, as well as, help with food and clothing items. We want to help shape the whole child and the family with what they need so no child falls through the cracks. As educators and mental health professionals we truly love what we do and we want to help your child and your family to succeed! We are here to help you, support you, and guide you along the way. We want to help with behaviors to get your child back on track so they can be successful at school and at home. Aware is a grant funded program that helps with behavior modification and therapeutic services at the school level. It is where school meets therapy in the middle. We know it can be hard sometimes to find outside help and we are here to make things a little easier and help. We are here to help find what works for your child and what does not and help to find a balance in this new school environment for your child. We also offer help with locating local resources for you and your child that are tailored to you and your needs. We help with encouraging your child and building confidence along the way.
We also will help guild the teachers in finding the right balance for your son or daughter to be successful in the classroom. We want the least restrictive environment possible for kids because this is the best way they will learn!

PLEASE FEEL FREE TO REACH OUT TO OUR STAFF:
Cynthia Hernandez: Parent Liaison cynthia.hernandez@smcisd.net
Irma De Los Santos: School Counselor Irma.DeLosSantos@smcisd.net
Joshua Gonzalez: Communities in Schools (CIS) joshua.gonzalez@smcisd.net
Staci Shockley, LMSW: AWARE: Behavioral Specialist staci.shockley@smcisd.net

Collaborations are Important!

- Building capacity
- Build knowledge and support
- Coping skills and self regulation
- Provide crisis support
- Determine needs
- Keep communication open all around

Additional collaborations include:

Attendance Committee, MTSS Academics and Behavior Committee, Threat Assessment Team, Campus Leadership Team, Safety Committee, School Support Team, Crisis Support, Trauma Support Team, Positive Behavioral Interventions and Support Team

Data Sheets and Support

Student Name:	Month:	Year:
Negative Behavior		
elopement		
hitting		
Self harm		
interruption		
kicking		
crying		
yelling		
Not sitting appropriately		
Positive Behavior	x	x
listening		
Asking permission		
Playing appropriately		
Engaging in class		
Following directions		
Being safe		
Teacher used:	x	x
redirection		
Positive praise		
Visuals used		
Modeling behavior		
Paw pats		
Cube chair used		
Rewards system		

Negative Behaviors Noted

Elopement

- Student is eloping during transition times.
- Student elopes when triggered by activities
- Student elopes to get away from activities being requested of them.

Aggressive Behaviors (kicking/hitting)

- Student engaged in aggressive behavior such as hitting, pushing, kicking students.
- Student engaged in aggressive behavior such as hitting, pushing, kicking staff.
- Student engaged in aggressive behavior such as hitting, pushing, kicking students and staff.
- Student engaged in aggressive behavior such as spitting, throwing things in the classroom and self harming behaviors.
- Student tears things off of the wall out of what appears to be frustration when upset.

Not Following Commands

- Student appears to not follow directions as requested by teacher or staff and it is disruptive to the class flow.
- Student was provided with reminders and continues to not be on task and walks around the room.
- Student will not engage in activities in the classroom.

Trouble Processing

- Student appears disengaged and appears to not be learning the material being taught.

Self Harming Behaviors

- Student engages in self harming behaviors which include but are not limited to hitting self, biting self, pulling own hair.
- Student climbs on classroom furniture in an unsafe manner.

Not sitting appropriately/Interruption/running around the room

- Student will not sit when asked and it is a disruption in the classroom with the other students.
- Student runs around the classroom and does not follow instructions to stop.
- Student will not sit appropriately while on the carpet with the other students.

Yelling/crying/spitting

- Student will cry or yell when they do not get their way. This sometimes leads to pushing friends as well.

Data Guided Sheet

- Student will spit when they do not get their way at either staff, students, or teacher.

Not sharing

- Student will not share with other students.
- Student becomes aggressive when being asked to share or if someone else is where they want to be. This oftentimes leads to meltdowns.

Teacher/Staff Used:

- Teacher and/or staff have engaged in redirection with the student for behaviors.
- Teacher and/or staff have engaged in positive reinforcement/praise with the student for behaviors.
- Teacher and/or staff have engaged in providing visuals with student's for behaviors.
- Teacher and/or staff have engaged in providing visuals and continuous engagement with visuals with student's for behaviors.
- Teacher and/or staff have engaged in modeling behaviors wanting to be seen in the classroom with student's behaviors.
- Teacher and/or staff have engaged in providing paw pats for positive reinforcement with student for behaviors.
- Teacher and/or staff have used the cube chair to contain the student to help with student's behaviors.
- Teacher and/or staff have used tools in the classroom to help with focusing student's impulsivity in order to help with student's behaviors.
- Teacher and/or staff have engaged in a reward system with student's behaviors to earn 1-1 time.
- Teacher and/or staff have engaged in a reward system with student's behaviors to earn edibles.
- Teacher and/or staff have engaged in helping student with "finding words" to assist with articulation of student's needs.
- Teacher and/or staff have engaged in breathing techniques with student.
- Teacher and/or staff have encouraged student to articulate the zone of emotion they are in.
- Teacher and/or staff have provided student with a safe space to regulate their emotions.
- Teacher and/or staff has engaged in the following to help student with behaviors: redirection, positive reinforcement, visuals, modeling behaviors, providing paw pats and engagement in a reward system such as using edibles and/or obtaining 1-1 time with teacher/staff.
- Teacher and/or staff has engaged in the following to help student with behaviors: redirection, positive reinforcement, visuals, modeling behaviors, providing paw pats, using the cube chair and engagement in a reward system such as using edibles and/or obtaining 1-1 time with teacher/staff.

Behavior Toolbox

Example of the
toolbox for
Behaviors

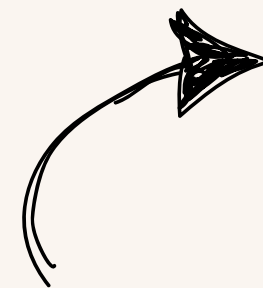
Behavior	What to do	What tool focuses on	Key takeaways
Impulsivity, not following directions	A fidget tool	Children learn through play and they express themselves through play. A tool can help with focusing their mind just enough to focus on what is being taught in the classroom	Switch out tools regularly Find what works for your student, what works for one may not work for another Remember you are replacing something with the undesired behavior.
Impulsivity, not following directions	A special chair	A tool can help with focusing their mind just enough to focus on what is being taught in the classroom Movement can help to calm the mind.	Find what works for your student, what works for one may not work for another Remember you are replacing something with the undesired behavior.
Impulsivity, Aggression, elopement, Lack of engagement	Close proximity	Being around a teacher or IA can help to deter behaviors with a reminder an authority figure is right there.	Remember you are replacing something with the undesired behavior.
Aggression, Attention seeking behavior, Not following directions, Lack of engagement	Reward Chart/Paw Pats/ Positive Reinforcement	What can your student earn when doing good behaviors.	This can be used in a lot of different ways. Make it your own and for each child.



Self Care Toolbox

<i>Organization</i>	<p>Keep a Calendar and plan thing as far in advance as possible</p> <p>Keep a file folder for important documents</p> <p>Keep clocks in every room to stay on time</p> <p>Create a routine with the children so everyone knows what to expect</p>
<i>Healthy Habits</i>	<p>Get plenty of sleep</p> <p>Eat breakfast daily</p> <p>Eat a well-balanced diet</p> <p>Exercise at least 3-4x per week even if it is just a walk</p> <p>Stay healthy: go to the doctor for regular check ups</p>
Clean home clean mind-but don't go crazy	<p>Make the bed daily (doing so will make you feel more organized)</p> <p>Pick up dirty laundry and trash daily around the house</p> <p>If you leave a room, take something with you that you will be passing by-Ex: if your jacket is in the living room and you're going to your room where you need to put it, take it with you. This is a technique used in restaurants to limit the amount of time it takes you to get tasks done.</p> <p>Declutter your home</p>
<i>Grounding Techniques</i>	<p>Practice taking deep breaths and taking a step back prior to tackling the situation at hand</p> <p>Rain Technique-Recognize your emotions, Acknowledge and accept your present situation, Inquire and investigate your distress, Notice your feelings do not define who you are.</p> <p>5.4.3.2.1-Name 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, 1 thing you can taste.</p>
<i>Clear your mind</i>	<ul style="list-style-type: none"> ● Keep a journal ● Keep a positive mindset ● Talk to a friend ● Plan a coffee date

<i>Focus on something else</i>	<p>Take a break, read a book, cook something you love, listen to music you enjoy, go for a drive</p> <p>Read a book on personal development or read a fun magazine</p> <p>Watch your favorite show</p> <p>Take regular breaks at work</p> <p>Create a budget</p> <p>Create a to-do list and prioritize it</p> <p>Smile for 30 seconds when you are upset and it should change your mindset</p> <p>Do not over commit yourself</p>
<i>Other Ideas</i>	<p>Take a vacation</p> <p>Develop a support system</p> <p>Prepare for any appointments in advance so you are ready for any meetings you may have</p> <p>Light your favorite candle</p> <p>Take pictures of nature</p> <p>Make some self care products</p> <p>Use a face mask to take care of your skin</p> <p>Put on your favorite lotion</p> <p>Eat your favorite meal</p>
<i>Upcoming Wellness Workshops</i>	<ul style="list-style-type: none"> ● Wellness Elixir-February ● Candles-March ● Shower Steamers/Bath Bombs-April ● Spring Simmer Pots-May
<i>Need More?</i>	<p>https://www.webmd.com/balance/stress-management/stress-management</p> <p>https://www.helpguide.org/articles/stress/stress-management.htm</p>



Promoting Wellness in the Workplace

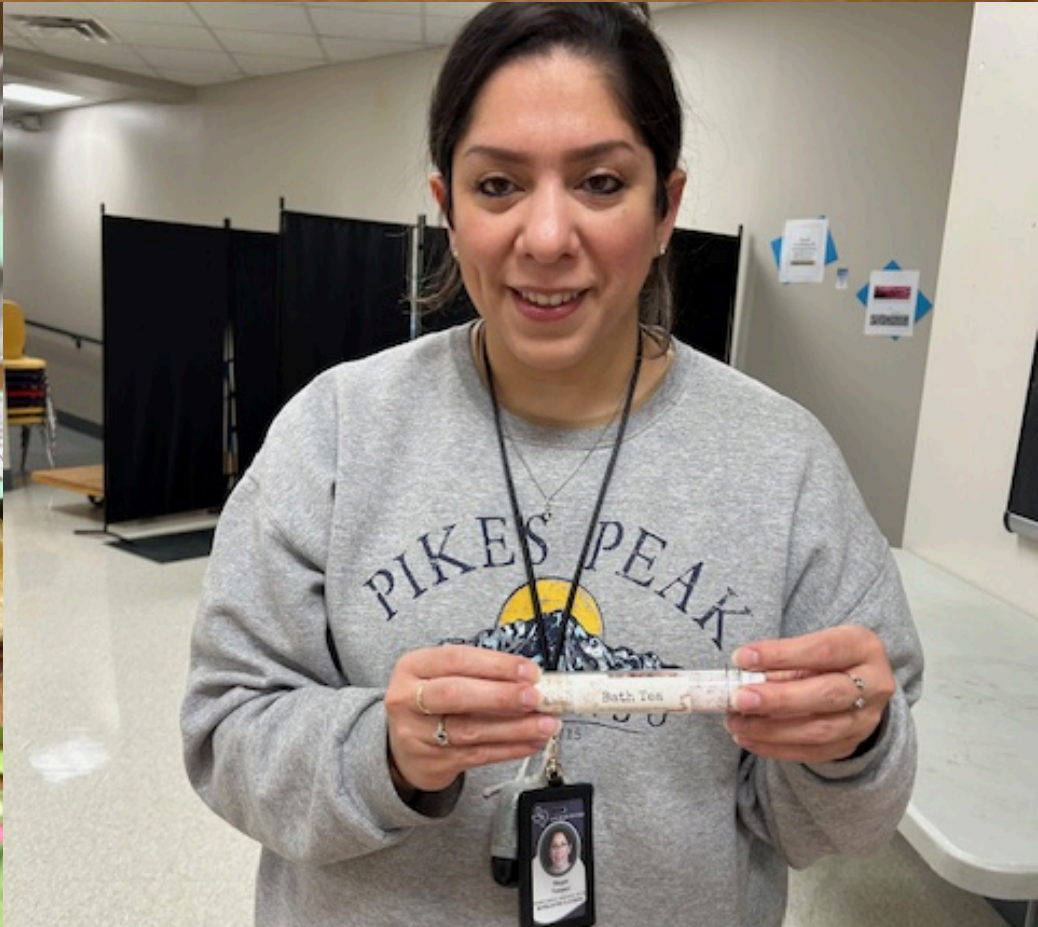
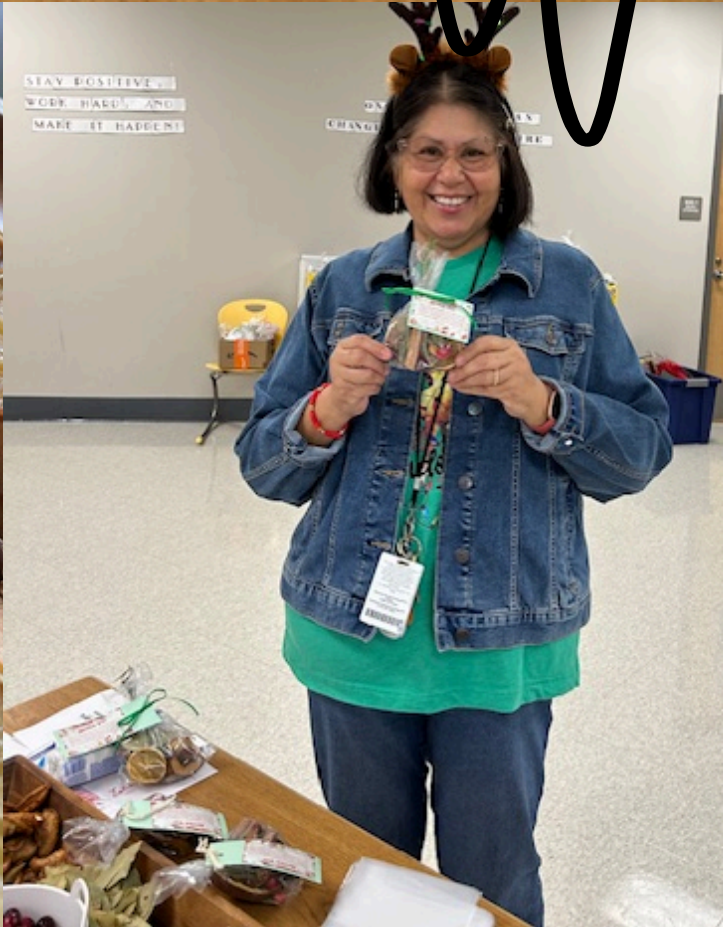
Through Wellness Workshops held monthly on campus

Creating Self Care Products





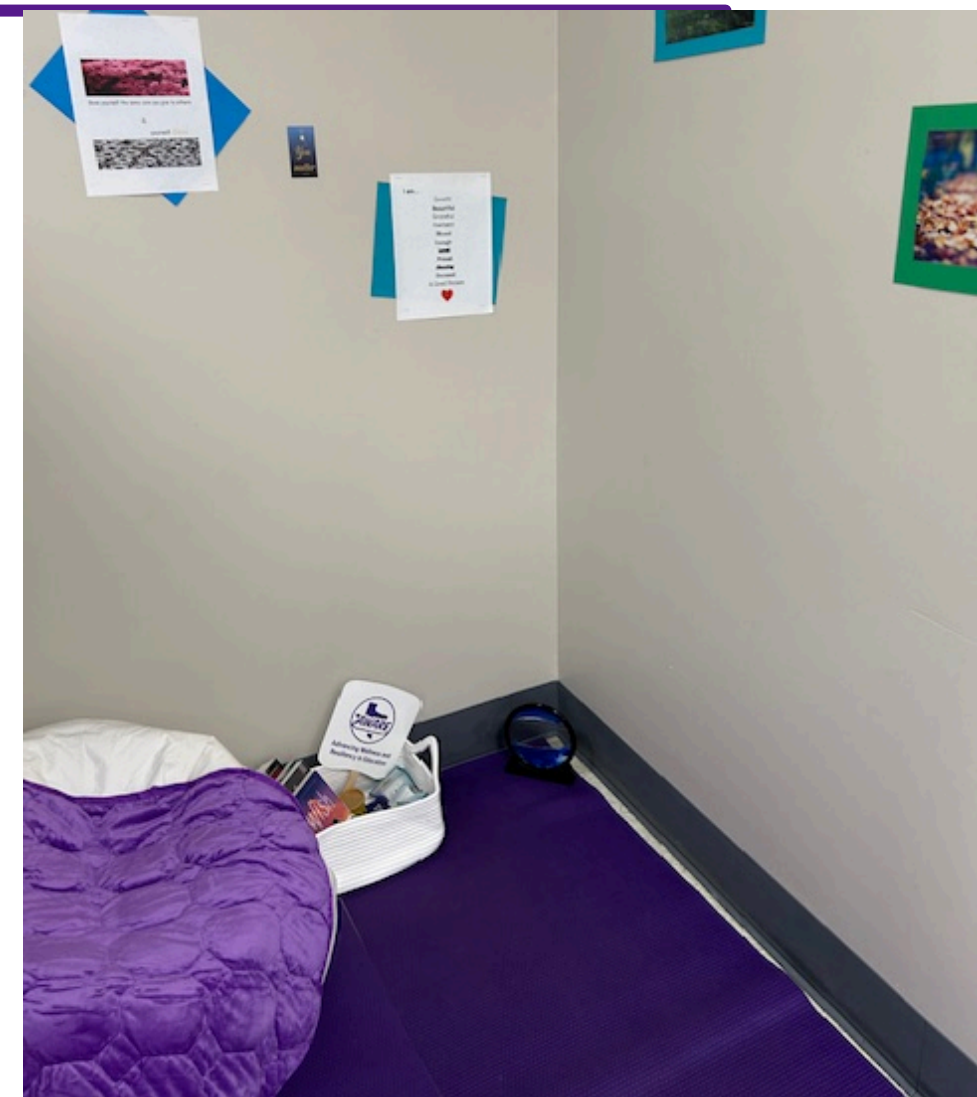
Wellness Workshops



Promoting Wellness in the Workplace

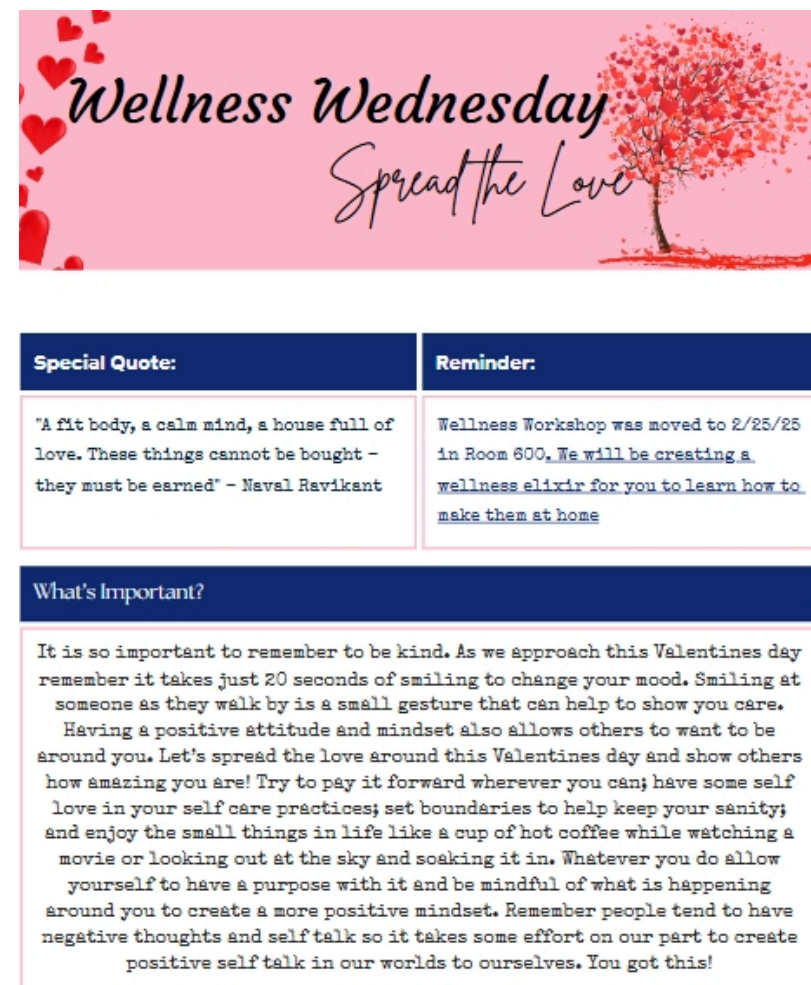
Relaxation Station Area

Created a relaxation station to include: Meditation, Yoga, Weighted Blanket/reading area, journaling and adult coloring area.



Promoting Wellness in the Workplace

Through Wellness Wednesday Newsletter provide self care ideas and adds a different perspective to wellness.



Creative Expression Ideas

Promoting Therapeutic Support in the Classroom

Therapeutic Thursday Corner Provides therapeutic classroom support

Therapeutic Thursday Corner
Child Engagement

Why engage?

Why is it important to engage with children? This helps them to grow, it helps them to be their best selves. It shows them that they are important and that what they have to say matters. It builds their confidence and self-esteem! When considering child engagement be sure to allow your child to have choices so that they can have the control and confidence to pick out whatever they want in the choice. You will want to allow the child to have time to process the choice they are making and what is being asked of them. You will want to provide prompts, positive reinforcement, positive praise and modeling of what you want them to do.

Tell me more

Engagement enhances your network, confidence and is collaborative. It provides a way for the child to feel empowered to voice their thoughts and concerns of any kind. It builds that self-confidence and self-esteem that is so important in the growth of the child!

Project Aware

Child Engagement

What is child engagement exactly?

Child engagement is not just a child being present but a back and forth type of interaction between a child and a teacher or staff member. It allows the child to feel they are being heard and that their opinion matters. Communication is a 2 way process and it cannot be one sided. Also remember with this that all behaviors are a form of communication for our kiddos. So even if they are not communicating with their words what does their body language tell you? What are they getting out of the engagement with you?

Project Aware

Child Engagement PROJECT AWARE Staci Shockley, LMSW

ELEVATE YOUR INVOLVEMENT
With the students through Engagement

Sometimes as we get older we get into a mindset of get it and let's go and we forget that if we do that with little ones we can miss an opportunity to build on their strengths and build relationships with others. So the old saying "stop and smell the roses" holds true to this as well-stop and engage and maybe not today, or tomorrow, but you will see a strong foundation of a relationship start to build!

DIFFERENT
role playing, story telling and sharing, pretend play

TYPES OF PLAY
playing with intention, and exploring the outdoors

& ENGAGEMENT
painting and doing crafts

REMEMBER

We are the gatekeepers for our children and it is up to us to help build and shape their minds into the best kiddos they can be. We are their initial experience for a school environment and it is this time that will follow them for the rest of their lives with their love for learning and commitment to building their education. Knowledge is power and it builds strength in the child and is so valuable to them. Engagement is being aware, open minded, supportive and impactful! It helps to build trust and rapport with the child and others and helps to build positive relationships.

TEACHING MORE LEARNING, TEACHING LESS, TEACHING WITH SUPPORT FOR SELF CARE

THERAPEUTIC THURSDAY CORNER

AUTISM SPECTRUM DISORDER JANUARY 23, 2025

WHAT IS ASD?

Autism is a spectrum. I am sure we have all heard this. As educators we start to see signs before parents do sometimes. No child is alike but we do see some patterns. How can we help with those patterns and help the child? This is where teaching and therapeutic care come hand and hand! It is so important to remember that all behavior is a form of communication! Often times students on the spectrum have a hard time communicating. We often see kids falling into a category on the spectrum in which they are exceptionally gifted in 1 or more areas. This is where that strength based concept comes into play. You want to build on any strengths that you see a child having. This is really important for ANY student.

STRENGTHS BASED PERSPECTIVE

Think about it, when we have a strength in something we excel at it. If we have a weakness we tend to not want to participate in that. For example let's say you are a vic in the kitchen, but you are horrible at volleyball-are you going to want to run out and play? No, you are going to sit and watch. But if they say, hey, we really need to bake some cookies, are you going to sit back and just watch? No way! You are going to get in there and you will shine while doing it. Why not take your love for cooking and have you teach a cooking class? This builds on your strengths and blends into teaching! This is the concept of strength based! Once the concept sticks it can be hard to not see it in everything you do!

THINGS TO REMEMBER...

Sometimes students on the spectrum do not want to engage in physical touch or they will elope when trying to avoid some activities or people. Students on the spectrum need explicit instruction so they can understand what is expected of them. Oftentimes students with ASD cannot pick up on social cues that may aid in how someone else is feeling or how to act in a specific situation and that is where the detailed instructions come into play. It may also be helpful to give students gentle reminders on the expectations we have of them so they can easily recall what was asked of them. It is important to also get down to their eye level and remain calm when speaking with them. We may not always know what triggers our students but there can be signs and patterns that can be helpful for figuring out what those triggers are. Evidence also shows that consistency and organization are key factors in helping students thrive on the spectrum.

Staci Shockley, LMSW
Project Aware

Mental Health Tier 1 Elementary

SMCISD-Rodriguez Elementary
Jenny Parker, LPC-S



Project AWARE 2024-2025

Counseling Services Needs Assessment

B *I* U  

Please share any needs or ideas you have that can be provided through AWARE services during the Spring semester.

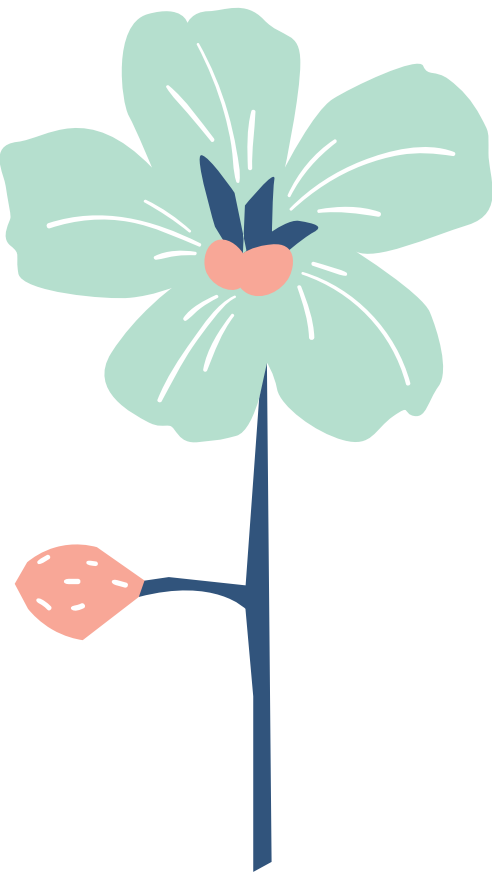
I would like more:

- ☐ Pyschoeducation - to learn more about mental health, it's impact, and how to manage
- ☐ Classroom visits to teach self-care skills
- ☐ Quick videos or activities do to with students
- ☐ Help with parent resources or communication about mental health
- ☐ Opportunity to join a processing group - to discuss personal emotional needs
- ☐ Other...

If you selected that you would like more pyschoeducational opportunities which of the following topics are you interested in?

- ☐ Anxiety
- ☐ Grief and Loss
- ☐ Depression
- ☐ Conflict Management/Anger Management
- ☐ Coping Skills
- ☐ Trauma
- ☐ Other...

**WHAT ELSE
DO YOU
WANT
FROM ME?**



COUNSELOR CORNER:

March 2025

"In this moment, there is plenty of time. In this moment, you are precisely as you should be. In this moment, there is infinite possibility."

-Victoria Moran



SUN	MON	TUE	WED	THU	FRI	SAT
2 	3 Start a gratitude journal.	4 Unplug for 1 hours.	5 Do some coloring.	6 Take a long bath.	7 Meditate for 10 minutes.	8
9	10 	11 	12 	13 	14 	15
16	17 Enjoy a favorite meal.	18 Make time for laughter.	19 Send a note to a friend.	20 Go for a nature walk.	21 Declutter a new space.	22
23	24 Speak kindly to yourself.	25 Connect with a coworker.	26 Write down celebrations.	27 Drink an extra glass of water.	28 Have movie night.	29 
30 	31 List your favorite attributes.					

Messages to Families



THIS MONTH IN

MARCH 2025

Social Emotional

LEARNING



COURAGE

is choosing what is helpful, right, and kind even when it's hard or scary

CONVERSATION STARTERS

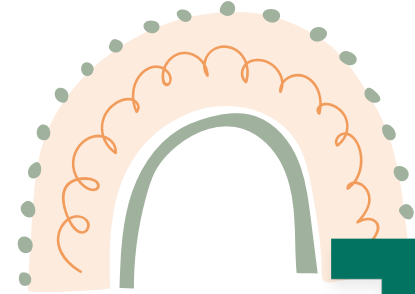
- Can you share or show what it means to have courage?
- What are 3 steps you use to follow directions?
- What are strategies you can use to help you focus?
- A time I (or someone else) showed Courage was _____.
- An act of Courage that changed/challenged me was _____.
- Can you describe the difference between being engaged and not engaged?
- How can being an active participant in class require Courage at times?
- How does flexible thinking help you make better choices?
- How does flexible thinking help show courage?
- What impact does organization have on courage?
- How can courage help you reach your goals?

WHAT WE ARE WORKING ON:

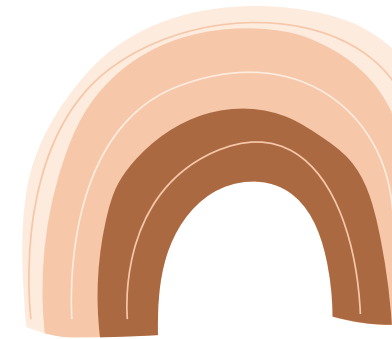
- **Following Directions**
 - Use strong listening
 - Ask questions when you are confused
 - Do what you are asked to do the first time
- **Focus**
 - Breathe it out
 - Move it out
 - Ignore or move away from distractions
- **Engage**
 - Be an active participant
 - Lead
 - Contribute
 - Collaborate
- **Flexible thinking**
 - Adapt to new situations & challenges
 - Find multiple solutions
- **Organization**
 - Time, tasks, things

FAMILY CHALLENGE

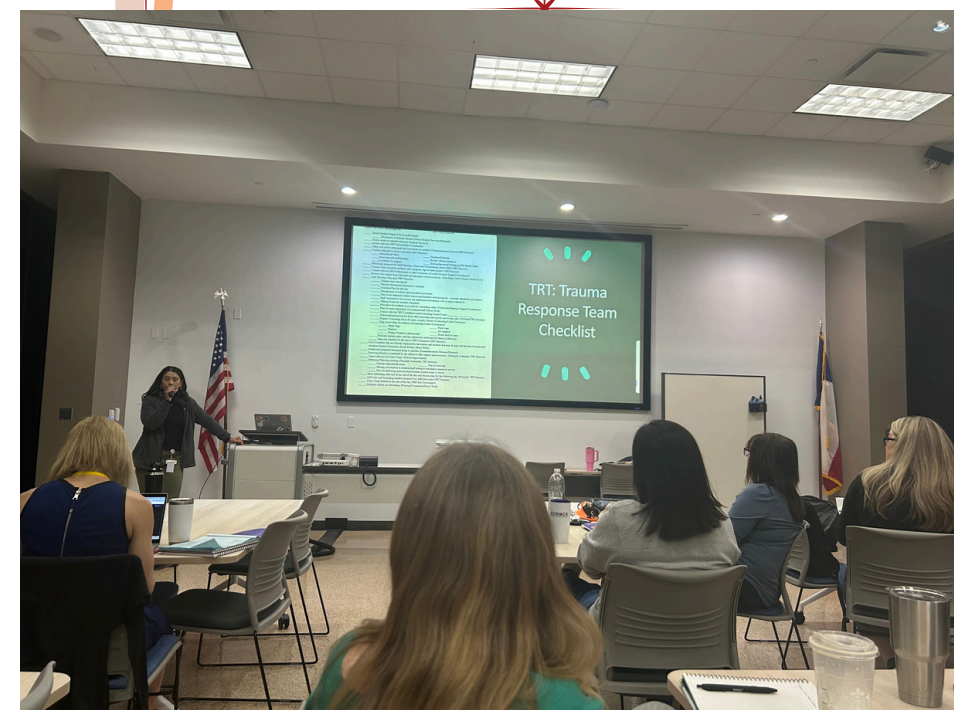
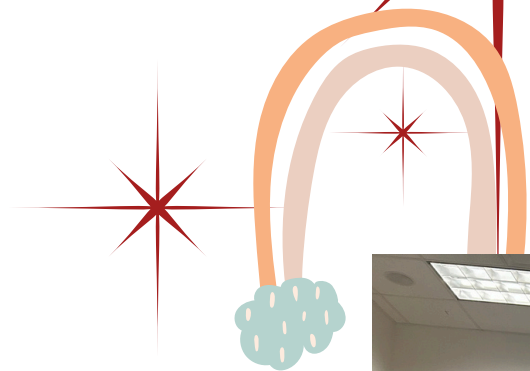
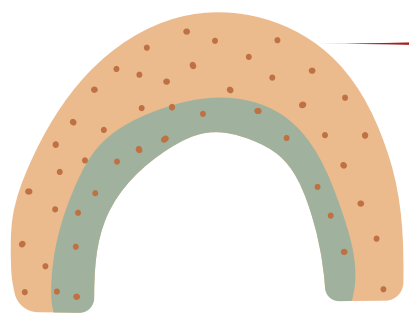
As a family, take turns sharing something you would like to do, but find intimidating or scary. I.E. new hobby, game, art, invention, adventure, etc. Give one of these things a try together and take a picture to capture the memory.



Tier 1 for **TEACHERS**



- Educator Wellness
- Trauma Informed Classrooms
- Morning Meeting Support
- Staff Incentives (PBIS)
- 20 min Time Out
- Calming Kits
- Zen Room
- Heart Cart



Tier 1 for **STUDENTS**



Mentor Madness



Healthy Choices Lesson



Community Presenters



Career Exploration



Camp Knight/ Resource Fair



5th-6th Grade Transition



Grade Level Lessons



Small Group Lessons



Field Trip Experiences





Tier 1 for
FAMILIES



Mental Health at Tier 1 Level for High School

SMCISD-San Marcos High School
Katrina Cleveland, LPC

Project AWARE 2024-2025



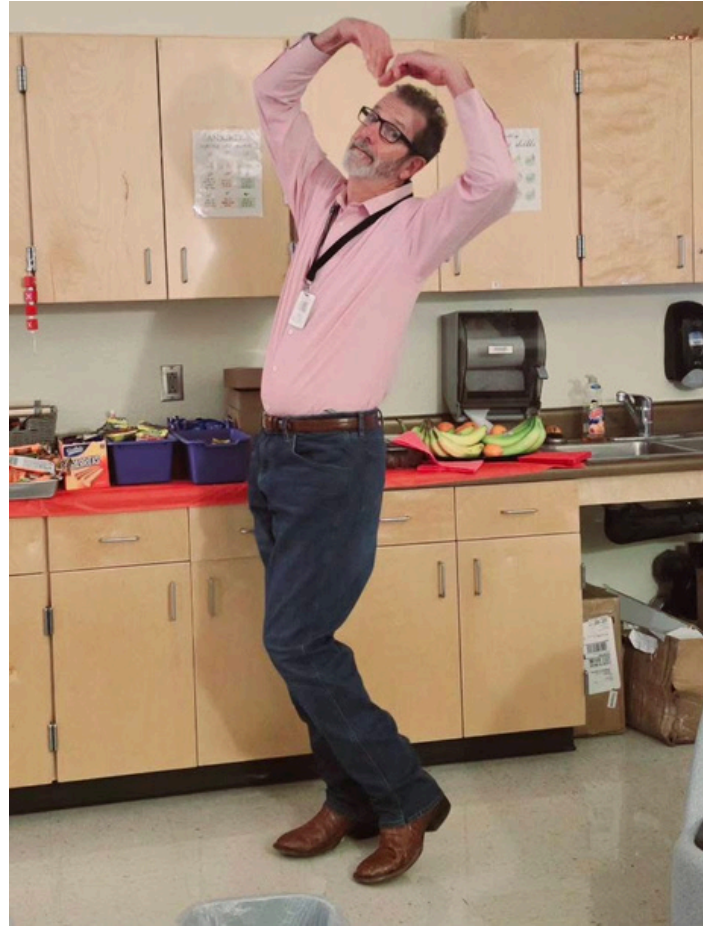
STUDENT WELLNESS: WELLNESS WEDNESDAYS AT LUNCH



STAFF WELLNESS: FIRST FRIDAY



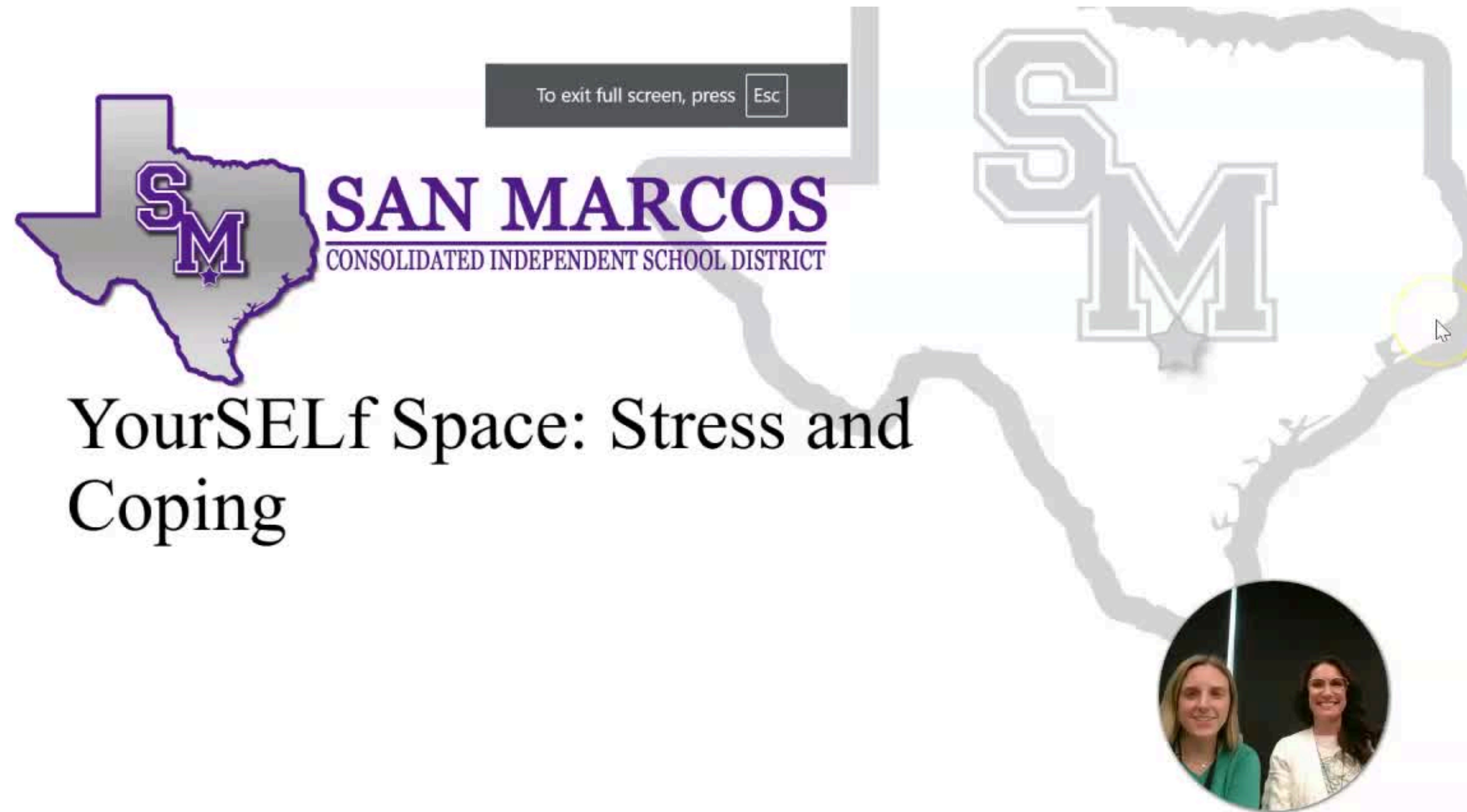




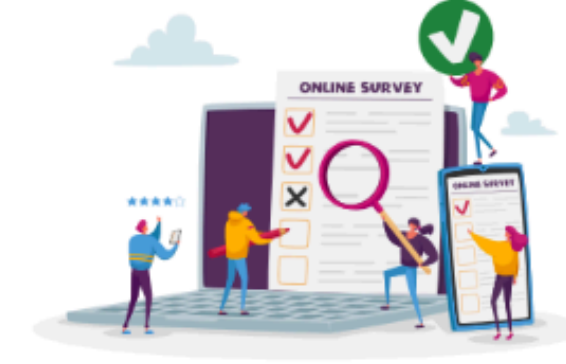
Teacher Self-Care Space



Advisory SEL Lessons



Campus Youth Survey



**WE WANT TO LEARN ABOUT
YOUTH & YOUNG ADULTS
AGES 11-24**



ARE YOU BETWEEN THE AGES OF 11-24?
GRADES 6TH- 12TH AND 18-24YRS
LIVE IN SAN MARCOS OR HAYS COUNTY

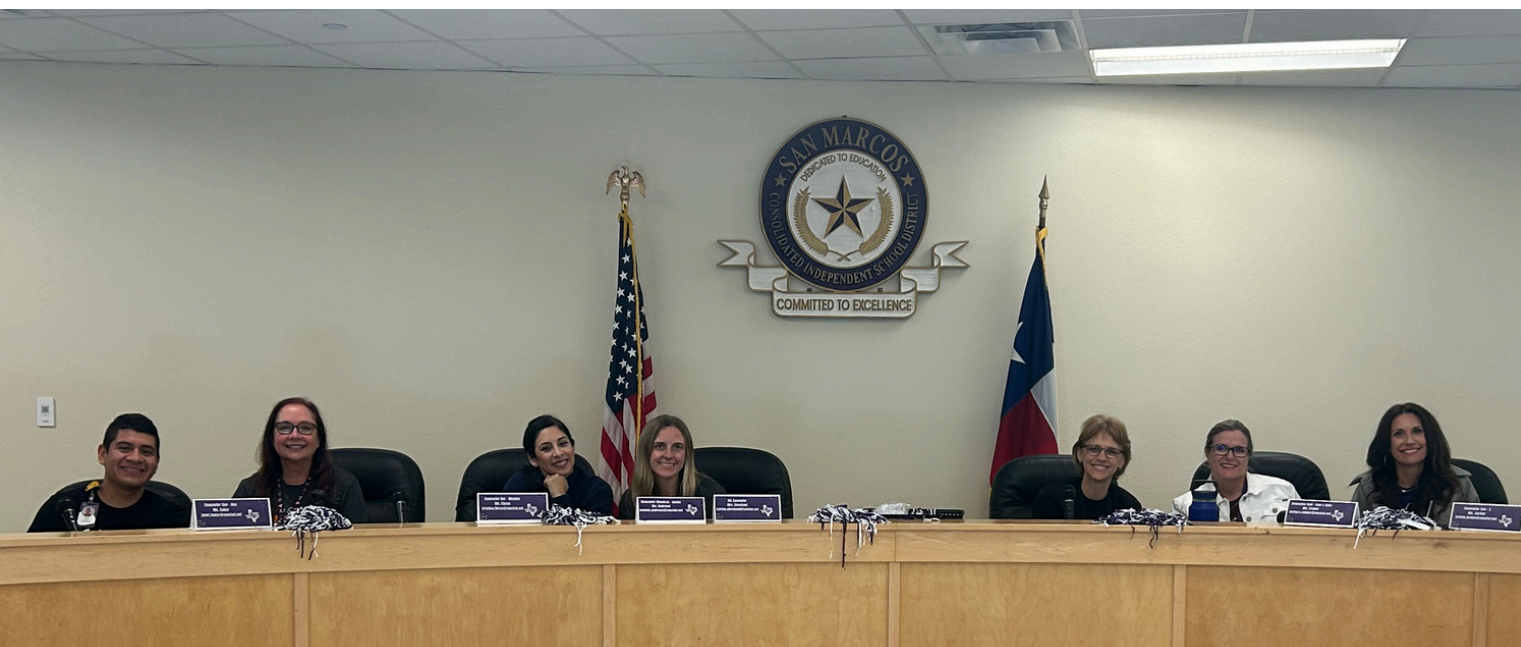
THE CORE FOUR PARTNERSHIP WANTS TO
KNOW WHAT YOUR EXPERIENCE IS LIKE
IN OUR COMMUNITY.

SCAN THE QR CODE OR VIST
THE LINK ABOVE

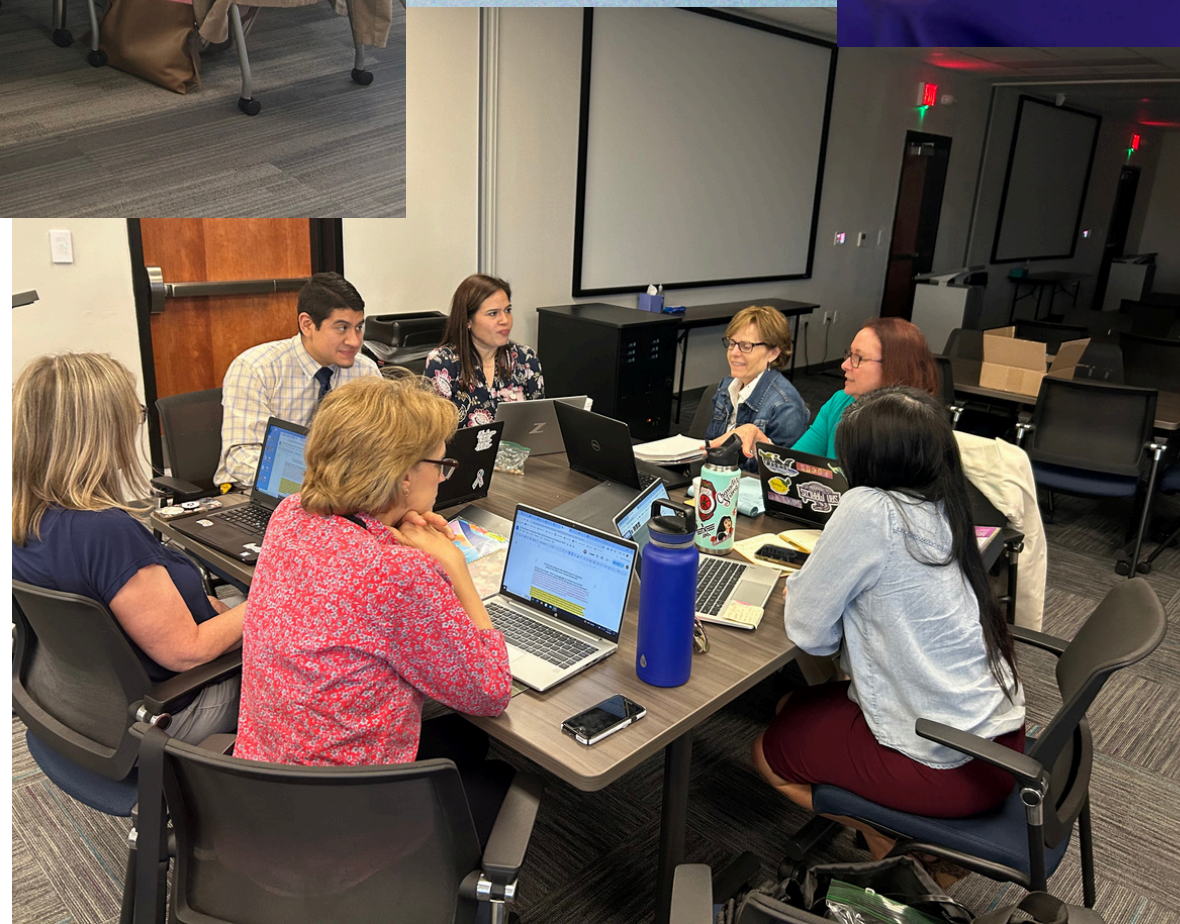
[LINKTR.EE/COREFOURPARTNERSHIPSURVEY](https://linktr.ee/corefourpartnershipsurvey)



contact information
Cristal Lopez, Youth Services Director
youthservices@communityaction.com



Tier 1 for The DISTRICT



**Professional
Learning and
Resources**

Tier 2 Mental Health Supports at All AWARE Campuses

- Student support referral process
- Weekly Student Support Team meetings
- Attending other support meetings (ARDs, 504 meetings, committees)
- Small groups discussing mental health topics (healthy relationships, anxiety, test stress)

3rd Grade ▾ 4th Grade ▾ 5th Grade ▾ Accommodations Template

SST

Team Work Makes the Dream Work

Personal Rating Scale for Students to Request Supports

Personal Scale Rating:

If your situation is not a 5 or 4, please scan the QR code or email your counselor for an appointment.

5-Emergency

Safety Concern (you or someone you know is at risk)

4-VERY Important

Cannot function in class; Need a quiet space for 5 minutes with a "same day" counselor follow up.

3-Big Situation

Can stay in class, but need to talk to a counselor by the end of the day/next 24 hours.

2-Medium Situation

Need to talk to a counselor within 2-3 days.

1-Small Situation

Need to talk to a counselor within the week or communicate through email.

Small Groups



SHOUT
OUT!

From Superintendent Dr. Cardona and
our SMCISD School Board





Community *partnerships*



Email Us for Resources

Bonham Pre-K-Staci Shockley, LMSW
staci.shockley@smcisd.net

Rodriguez Elementary-Jenny Parker, LPC-S
jennifer.parker2@smcisd.net

San Marcos High School-Katrina Cleveland, LPC
katrina.cleveland@smicsd.net



Advancing Wellness and
Resiliency in Education





This is
the end...