

TAG - YOU'RE I.T.

Join the **Tag Team**

Introduce yourselves.

Express gratitude for the time to address the teachers.

Say: We're members of our school's Aevidum Club. Aevidum is a word that means "I've got your back. Today we want to talk to you about something that's important to us, and we hope you'll join us in helping to make sure everyone in our school feels accepted, appreciated, acknowledged, and cared for.



Before we talk about the Tag Team, we want to talk about why we think this matters.

The Pennsylvania Youth Survey asks students across the state about their experiences, including mental health and school climate.

In the most recent survey, about one in four Pennsylvania students said they had felt so sad or hopeless for two weeks or more that they stopped doing some of their usual activities.

That means there are students sitting in classrooms every day who are struggling in ways that may not always be obvious.
And some of those students are sitting in this school and probably sitting in your classrooms.



One of the things that makes this difficult is that students don't always tell adults when something is wrong.

We might say we're fine. We might keep coming to class. We might still laugh with our friends, turn in our work, or play on a team.

Sometimes, though, something has changed.

And the adults who see us every day may be in the best position to notice that change.

**YOU SEE US.
YOU KNOW US.
YOU NOTICE WHEN
SOMETHING CHANGES.**



Say: You don't have to be a mental health professional to notice when something is different. You know which students normally talk your ear off. You know who's usually engaged. You know who always has something to say.

So you may also be one of the first people to notice when something changes.

And noticing doesn't mean diagnosing someone or figuring out what's wrong. It just means paying attention.

WHAT IF YOU NOTICE?

YOU DON'T HAVE TO FIX IT.

YOU DON'T HAVE TO HAVE
ALL THE ANSWERS.

YOU JUST HAVE TO BE
WILLING TO **BE THERE.**



Say:

So what happens when you notice something?

The answer isn't that you have to fix it.

You don't have to become a counselor. You don't have to know exactly what a student is experiencing. And you don't have to have the perfect words. You just have to be willing to be there.

TAG - YOU'RE I.T.

I.T. = I'M THERE

A TEAM OF SCHOOL ADULTS WHO ARE PREPARED TO:



NOTICE



LISTEN



CONNECT



Say:

I.T. stands for "I'm There."

The Tag Team is a network of school staff who are committed to being adults who support student mental health and well-being.

It comes down to three things: Noticing, Listening, and Connecting.

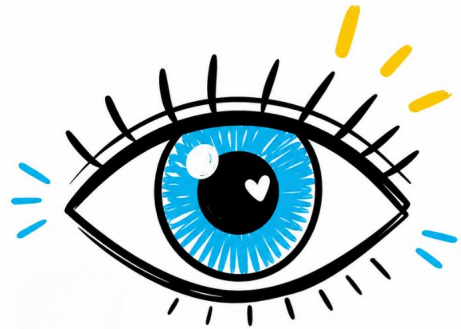
NOTICE

PAY ATTENTION.

NOTICE CHANGES.

LEARN THE
WARNING SIGNS.

TRUST YOUR CONCERN.



YOU DON'T HAVE TO
KNOW EXACTLY WHAT'S
WRONG TO NOTICE.



Say:

First: Notice.

This means paying attention to changes in a student's behavior, mood, attendance, participation, or interactions.

It doesn't mean diagnosing a student.

You don't have to know exactly what's happening. Sometimes noticing that something isn't quite right is enough reason to check in.

LISTEN

TAKE IT SERIOUSLY.

LISTEN WITHOUT JUDGMENT.

GIVE STUDENTS
SPACE TO TALK.

DON'T RUSH TO FIX IT.



YOU DON'T NEED
THE PERFECT WORDS.



Say:

Second: Listen.

If a student does decide to talk to you, one of the most important things you can do is actually listen.

You don't have to immediately solve the problem. You don't have to tell us everything is going to be okay.

Sometimes we just need an adult to take us seriously and let us know that we're being heard.

CONNECT

DON'T DO IT ALONE.

**KNOW YOUR SCHOOL'S
SUPPORT SYSTEM.**

**FOLLOW YOUR SCHOOL'S
REFERRAL PROCESS.**

**HELP STUDENTS CONNECT
WITH THE RIGHT PERSON.**



**YOUR JOB ISN'T TO BE
THE SOLUTION.**

**YOUR JOB IS TO HELP
STUDENTS FIND IT.**



Say:

And finally, connect.

This might be the most important part. Joining the Tag Team doesn't mean that you become the person responsible for helping a student through everything they're experiencing. Your role is to know what resources and support are available in your school and help connect students with the right people.

You don't have to do it alone.

NOTE: You may want to add a slide here with the support of your school's mental health staff that outlines the expectation of what they should be:

Answer these questions:

- Who do I contact if I'm worried about a student?
- How do I make a referral?

WE'RE NOT ASKING YOU TO BE A COUNSELOR.

YOU **ARE NOT** EXPECTED TO:

- *DIAGNOSE*
- *PROVIDE THERAPY*
- *FIX THE PROBLEM*
- *HANDLE SERIOUS CONCERNS ALONE*

YOU **ARE** THERE TO:

- *NOTICE*
- *LISTEN*
- *TAKE CONCERNS SERIOUSLY*
- *CONNECT STUDENTS TO SUPPORT*



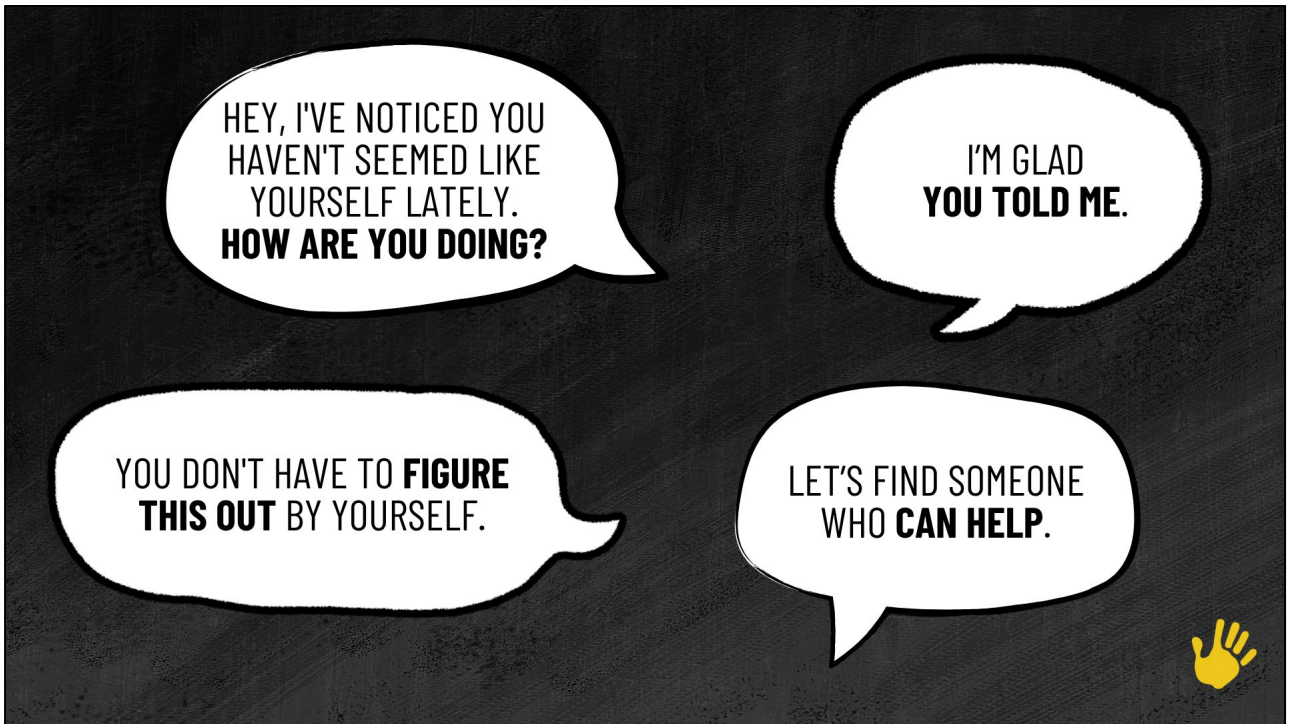
Say:

We're not asking you to act as a counselor.

We're not asking you to diagnose students or provide therapy.

We're not asking you to solve someone's mental health challenges.

We ARE asking you to be one more caring adult who knows how to recognize a concern, listen to a student, and connect them with the people who can help.



Say:

Being I.T. doesn't necessarily mean having some big, serious conversation. It can start with something as simple as, 'Hey, I've noticed you haven't seemed like yourself lately. How are you doing?'

Or, 'I'm glad you told me.'

Or even, 'I don't know exactly what to do, but let's find someone who can help.'

Those conversations can open a door.

YOU DON'T HAVE TO BE SURE.

IF SOMETHING CONCERNS YOU:



NOTICE



LISTEN



CONNECT

WHEN IN DOUBT, INVOLVE THE APPROPRIATE SCHOOL SUPPORT PERSON.



Say:

You don't have to be completely sure that something is wrong before you act.

If you're concerned about a student, you can follow your school's process and reach out to the appropriate support person.

The goal isn't for you to figure everything out on your own.

The goal is to make sure a concern doesn't get ignored and a student slips through the cracks.

YOU MIGHT BE:

THE PERSON WHO NOTICES.

THE PERSON WHO ASKS.

THE PERSON WHO LISTENS.

THE PERSON WHO HELPS A
STUDENT GET CONNECTED TO
THE HELP THEY NEED, BUT
DON'T KNOW HOW TO ASK FOR.

**SCHOOL
ADULTS
MAKE A
DIFFERENCE.**



Say:

We know that students have counselors, social workers, psychologists, administrators, coaches, and other people whose jobs include supporting students. But students interact with a lot of adults throughout the school day. In fact, some students spend more waking hours at school than they even do at home.

We want more school adults to feel prepared to notice when a student may need support and know what to do next.

Because it's very likely that you might be the person who notices. You might be the person who asks. You might be the person who helps that student take the next step.

And we want you to feel prepared and confident that you know what to do.

**WILL
YOU
JOIN
US?**

TAG - YOU'RE I.T.

I.T. = I'M THERE



NOTICE

PAY ATTENTION IF
SOMETHING CHANGES.



LISTEN

TAKE STUDENTS
SERIOUSLY AND RESPOND
WITHOUT JUDGMENT.



CONNECT

HELP STUDENTS CONNECT
WITH THE RIGHT SUPPORT.



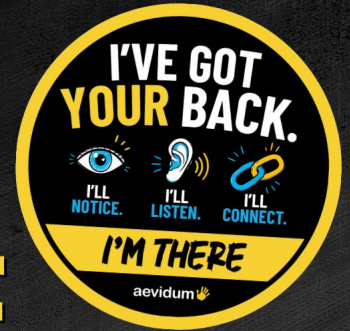
Say:

So today, we're asking you to join the Tag Team.

We're asking you to make a commitment to Notice, Listen, and Connect.

We're asking you to be an adult who can say, 'I'm There.'

WE'RE NOT ASKING YOU TO CHANGE EVERY STUDENT'S LIFE.



WE'RE JUST ASKING YOU TO BE THERE WHEN **ONE** STUDENT NEEDS YOU.



Explain:

We don't want anyone to feel like we're asking you to change the life of every student you interact with.

We're just asking you to be there when you notice one single student might be struggling.

We hope if we all work together, we'll notice more students who are hurting in our school and be able to get them to help.

You may never know how important one conversation can be to a student.

You may not be able to fix what's happening.

But you can notice.

You can listen.

You can connect.

And you can be there.

That's what we're asking you to do.



REMOVABLE STICKER FOR
YOUR OFFICE/CLASSROOM

RACK CARD WITH WARNING
SIGNS, SENTENCE STARTERS,
& REFERRAL INFORMATION



Review the campaign materials:

Say:

If you'd like to be part of the Tag Team, we have stickers available to indicate to students that you're an adult who's "there." We ask that you put these somewhere visible in your classroom or your office so that students might see it. The stickers are removable, but you could also use tape or something less permanent to secure the sticker if you'd like.

We also have rack cards that contain some of the details we talked about in this presentation. We've taken time to write the referral information on each card as well. This can serve as a reminder of the commitment you're making to notice, listen, and connect.

THANK YOU

FOR HAVING OUR BACK.



Extend a heartfelt thank you to the faculty for their willingness to listen.

If a student member has a particular example or person experience they'd like to share, this could be compelling.

For example: Last year, I was going through a hard time and Mrs. ____ noticed. After she noticed my test grades were dropping, she pulled me aside to ask if I was okay. This meant so much to me to know that she noticed and that she actually cared about me enough to check on me. What might seem like a small moment can make a big difference to your students.

[This unexpected shout out could be really meaningful.]

End by thanking teachers for ALL that they already do for students.