

NYS Mental Health Education Framework Assessment Tool (Elementary)

*Based on* [*Mental Health Education Literacy in Schools: linking to a continuum of well-being*](https://www.mentalhealthednys.org/wp-content/uploads/2018/07/NYSEDMHEducationLiteracySchools6-30-18.pdf)

NOTE: Consider sharing this document so Health Teachers/Elementary Classroom Teachers can work collaboratively.

**Step #1** - Rate your existing health curriculum for compliance with the NYS Mental Health Education Framework, as follows:
1 = not addressed, 2 = needs improvement, or 3 = fully evident

Indicate the grade level(s) and briefly describe your lessons/curriculum materials.

**Step #2** - Identify the areas rated as 1 or 2 and highlight the rows. You may want to choose a different color for each rating.

**Step #3** – In the notes column, identify a plan for developing content, including possible resources and a timeline to help prioritize.
Visit [www.mentalhealthednys.org](https://www.mentalhealthednys.org/education-professional/mental-health-education/) for resources or contact the School Mental Health Resource and Training Center for technical assistance at schools@mhanys.org or 518-434-0439.

*Early Elementary (K-2)*

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| **Self-Management** | **1** | **2** | **3** | ***Grade*** | **Evidence, Details, Notes** |
| **Subcategory 1A. Self-care to promote mental health and overall well-being.** |
| 1A.EE.a. Individuals understand the benefits of eating healthy foods, mindfulness, getting enough sleep, being active both physically and socially as they relate to overall health and well-being. |  |  x |  |  2 | *Example: Cover nutrition and physical fitness, but not sleep or mindfulness* |
| **Subcategory 1B. Resiliency** |
| 1B.EEa. Individuals identify their own positive physical, social, and mental characteristics and those of others. |  |  |  |   |   |
| 1B.EEb. Individuals set reasonable goals and develop strategies to work toward them and assess the outcomes of experiences to build resiliency. |  |  |  |   |   |
| **Subcategory 1C. Feelings** |
| 1C.EEc. Failures and challenges may be beneficial learning experiences that help individuals learn and grow. |  |  |  |   |   |
| 1C.EEa. Individuals identify different feelings and when one might experience these feelings how long the feelings are likely to last. |  |  |  |   |   |
| 1C.EEb. Individuals identify appropriate ways to express and deal with feelings. |  |  |  |   |   |

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| **Relationships** | **1** | **2** | **3** | ***Grade*** | **Evidence, Details, Notes** |
| **Subcategory 2A. Communication Skills** |
| 2A.EEa. Communication is the sharing of information and involves giving and receiving information, ideas, and opinions. |  |  |  |   |   |
| 2A.EEb. Individuals can use body language and tone of voice as important parts of communication. |  |  |  |   |   |
| 2A.EEc. Social connections to one or more close individuals are important to the promotion and maintenance of mental health. |  |  |  |   |   |
| **Subcategory 2B. Empathy, Compassion, Acceptance** |
| 2B.EEa. Individuals understand the meanings of empathy, compassion and acceptance and how to express them appropriately. |  |  |  |   |   |
| 2B.EEb. Individuals identify characteristics of healthy family relationships. |  |  |  |   |   |
| 2B.EEd. Individuals identify personal space and boundaries of others. |  |  |  |   |   |
| **Subcategory 2C. Gratitude, Forgiveness** |
| 2C.EEa. Individuals understand the meaning of gratitude (a feeling of appreciation or thanks) and how to express it. |  |  |  |   |   |
| 2C.EEb. Individuals understand the meaning of forgiveness and that, when warranted, forgiveness is a healthy part of moving forward after a negative experience. |  |  |  |   |   |

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| **Resource Management** | **1** | **2** | **3** | ***Grade*** |  **Evidence, Details, Notes** |
| **Subcategory 3A. What to ask for help for self and others** |
| 3A.EEa. Individuals recognize that sharing feelings in a healthy action. |  |  |  |   |   |
| **Subcategory 3B. When to ask for help for self and others** |
| 3B.EEa. Individuals will be encouraged to recognize the difference between a situation that requires immediate attention and one that can wait. |  |  |  |   |   |
| 3B.EEb. Individuals will develop the ability to know when help is needed and when it is not needed to make a decision related to mental and emotional health. |  |  |  |   |   |
| **Subcategory 3C. Where to ask for help for self and others** |
| 3C.EEa. There are safe, trusted adults in school and at home to help individuals with their mental health needs. |  |  |  |   |   |
| **Subcategory 3D. How to ask for help for self and others** |
| 3D.EEa. Individuals identify characteristics of a trusted adult in school and at home; this is the first step in accessing help. |  |  |  |   |   |
| 3D.EEb. Individuals identify trusted adults with whom they can share feelings. |  |  |  |   |   |

*Late Elementary (3-5)*

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| **Self-Management** | **1** | **2** | **3** | ***Grade*** | **Evidence, Details, Notes** |
| **Subcategory 1A. Self-care to promote mental health and overall well-being.** |
| 1A.LEa. Individuals begin to assume responsibility of self-care behaviors (rest, relax, mindfulness, hygiene, exercise, food, friend choices and creative activities) to maintain and/or improve overall health and well-being. |  |  |   |  |   |
| 1A.LEb. Individuals identify characteristics of a mentally and emotionally healthy person and explain what it means to be mentally or emotionally healthy. |  |  |   |  |   |
| **Subcategory 1B. Resiliency** |
| 1B. LEa. Self-esteem is the opinion a person has of him/herself and can change over time. |  |  |   |  |   |
| 1B. LEb. Individuals’ self-esteem can be influenced by many internal and external factors. |  |  |   |  |   |
| 1B. LEc. Failures, difficulties and non-successes often provide individuals with learning experiences. |  |  |   |  |   |
| **Subcategory 1C. Feelings** |
| 1C.Lea. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last. |  |  |   |  |   |
| 1C. LEb. Individuals describe the relationship between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health. |  |  |   |  |   |

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| **Relationships** | **1** | **2** | **3** | ***Grade*** | **Evidence, Details, Notes** |
| **Subcategory 2A. Communication Skills** |
| 2A.LEa. Communication is expressed verbally and non-verbally. |  |  |   |  |   |
| 2A.LEb. Individuals’ body language and tone of voice can influence the words being spoken. |  |  |   |  |   |
| 2A.LEc. Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. |  |  |   |  |   |

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| **Resource Management** | **1** | **2** | **3** | ***Grade*** | **Evidence, Details, Notes** |
| **Subcategory 3A. What to ask for help for self and others** |
| 3A.LEa. Individuals recognize that sharing feelings is a healthy action. |  |  |   |  |   |
| **Subcategory 3B. When to ask for help for self and others** |
| 3B. LEa. Individuals will recognize the difference between a situation that requires immediate attention and one that can wait. |  |  |   |  |   |
| 3B. LEb. Individuals can decide when help is needed and when it is not needed to make a decision related to mental and emotional health. |  |  |   |  |   |
| **Subcategory 3C. Where to ask for help for self and others** |
| 3C. LEa. There are safe, trusted adults in school and at home, as well as within the community, to help individuals with their mental health needs. |  |  |   |  |   |
| **Subcategory 3D. How to ask for help for self and others** |
| 3D. LEa. Individuals identify characteristics of a trusted adult in school, at home, and in the community; this is the first step in accessing help.  |  |  |   |  |   |
| 3D. LEb. Individuals identify trusted adults with whom they can share feelings. |  |  |   |  |   |