

EXAMINING THE ROLE OF THE  
SCHOOL RESOURCE OFFICER  
&  
STUDENT MENTAL HEALTH CONCERNS

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## WHAT QUALIFIES AN OFFICER TO ADDRESS MENTAL HEALTH ISSUES?

- ACADEMY TRAINING
- ANNUAL IN-SERVICE
- SPECIALTY CLASSES
- FIELD EXPERIENCE

# TRAINING

- IDENTIFY
- MITIGATE
  - CO-RESPONSE TEAMS
- FOLLOW-UP
  - CIT – CRISIS INTERVENTION TEAMS
  - BEHAVIORAL HEALTH UNITS

# IACP – ONE MIND CAMPAIGN

The initiative focuses on uniting local communities, public safety organizations, and mental health organizations so that the three become "of one mind."

THE ROLE OF A SCHOOL RESOURCE  
OFFICER WHEN IT COMES TO  
STUDENT MENTAL HEALTH  
CONCERNS

# THE SCHOOL RESOURCE OFFICER IS A...

## LAW ENFORCER

Promotes **safety** in or around the school by addressing crime and fear of crime

Serves as a **liaison** between the school and outside agencies

## INFORMAL COUNSELOR

Builds relationships

Reinforces **positive behaviors**

Connects **youth** with needed services

## EDUCATOR

Teaches topics related to law enforcement geared toward positive student behavior

**Collaborates** with stakeholder groups

## EMERGENCY MANAGER

Develops and implements **comprehensive safety plans** or strategies, in coordination with school administrators and local first responders

# TRAINING FOR SRO'S

1. NASRO
2. DA/SHERIFF OFFICES
3. MPTC
4. MJPOA
5. L.E.A.P.
6. YOUR PD!

BIGGEST TRAINING TAKE-AWAY'S FOR SRO'S  
(RE: STUDENT MENTAL HEALTH)

- All behavior is an insight into how the child is feeling
- Traumatic roots of mental health issues aren't always obvious
- Utilize an MOU for helpful information sharing



# GOAL OF THE SRO

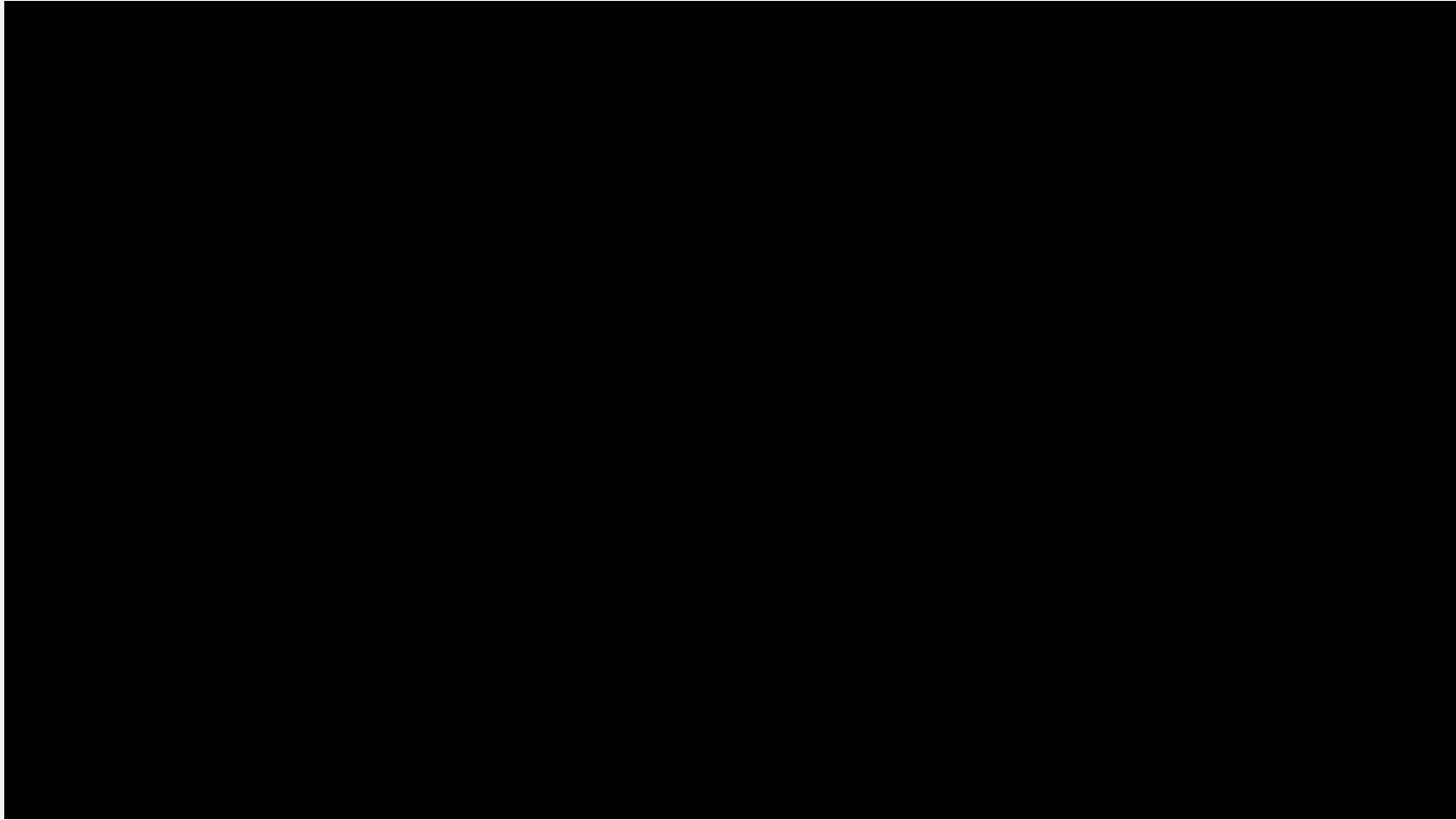
TO BE CARING, COMPETENT  
CAREGIVER DURING DIFFICULT TIMES

## MEETING OUR GOAL

1. Informal Counseling
2. Prevention & Awareness Education
3. Providing Resources
4. Collaborating With Services

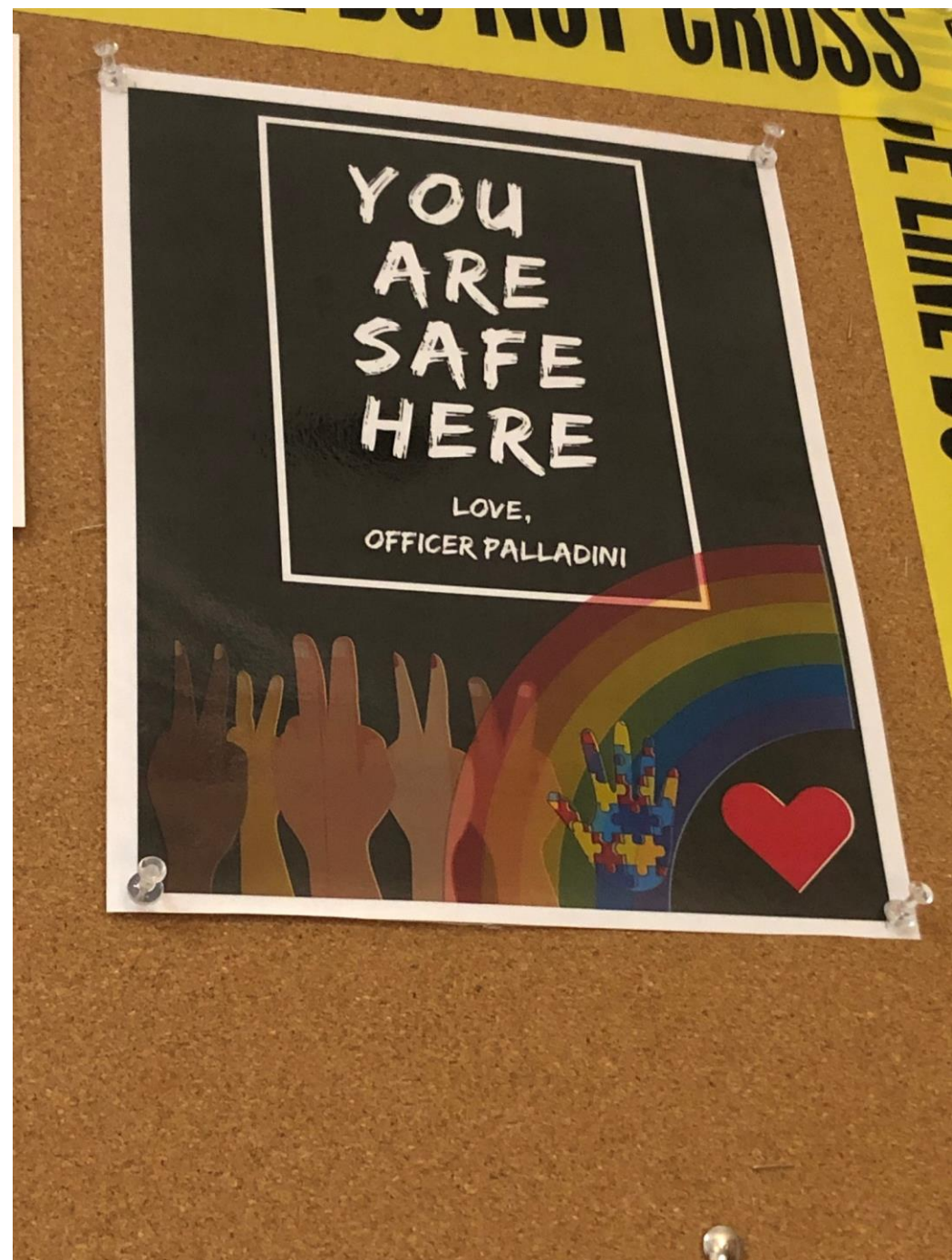
# INFORMAL COUNSELING

# POLICE AND SEL



OFFICE SPACE?

A SAFE SPACE?





# PEACE CORNER

A Safe Space for Self-Care



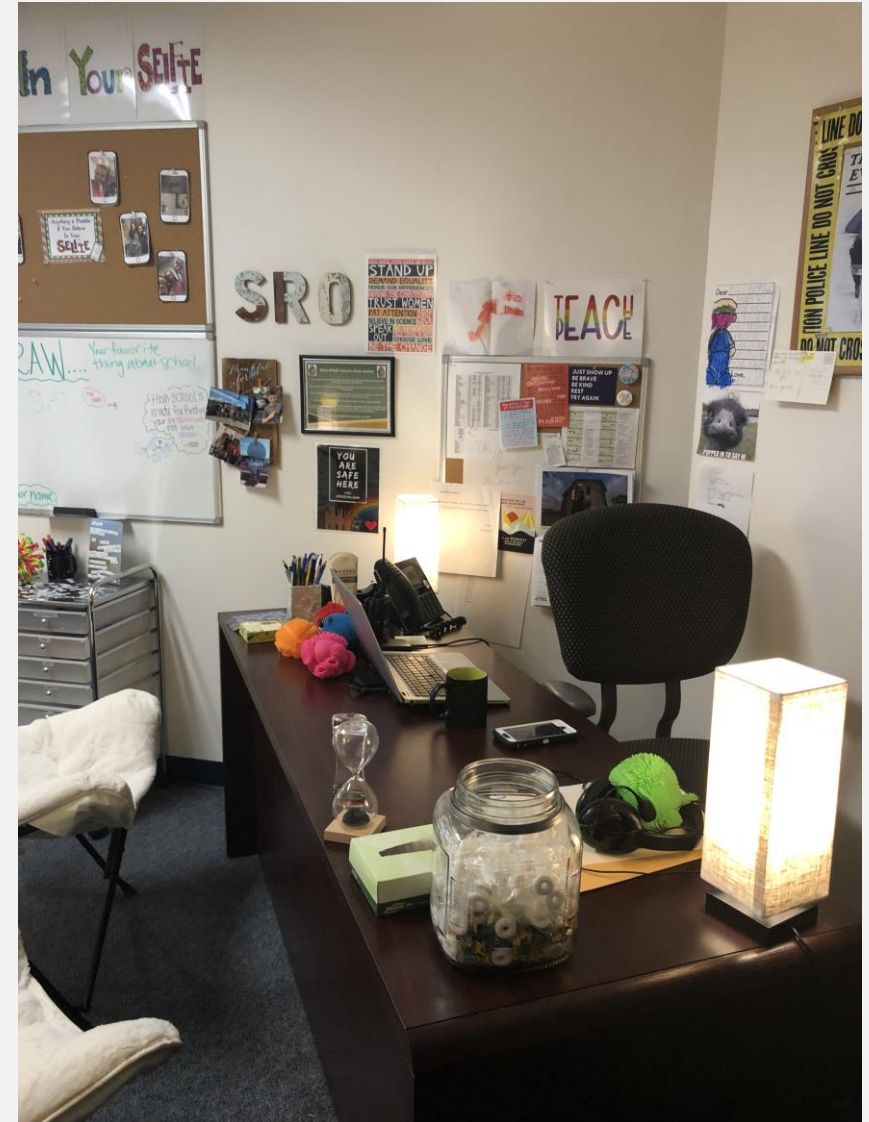
# PEACE CORNER

Here are some ideas to help you take care of your needs!

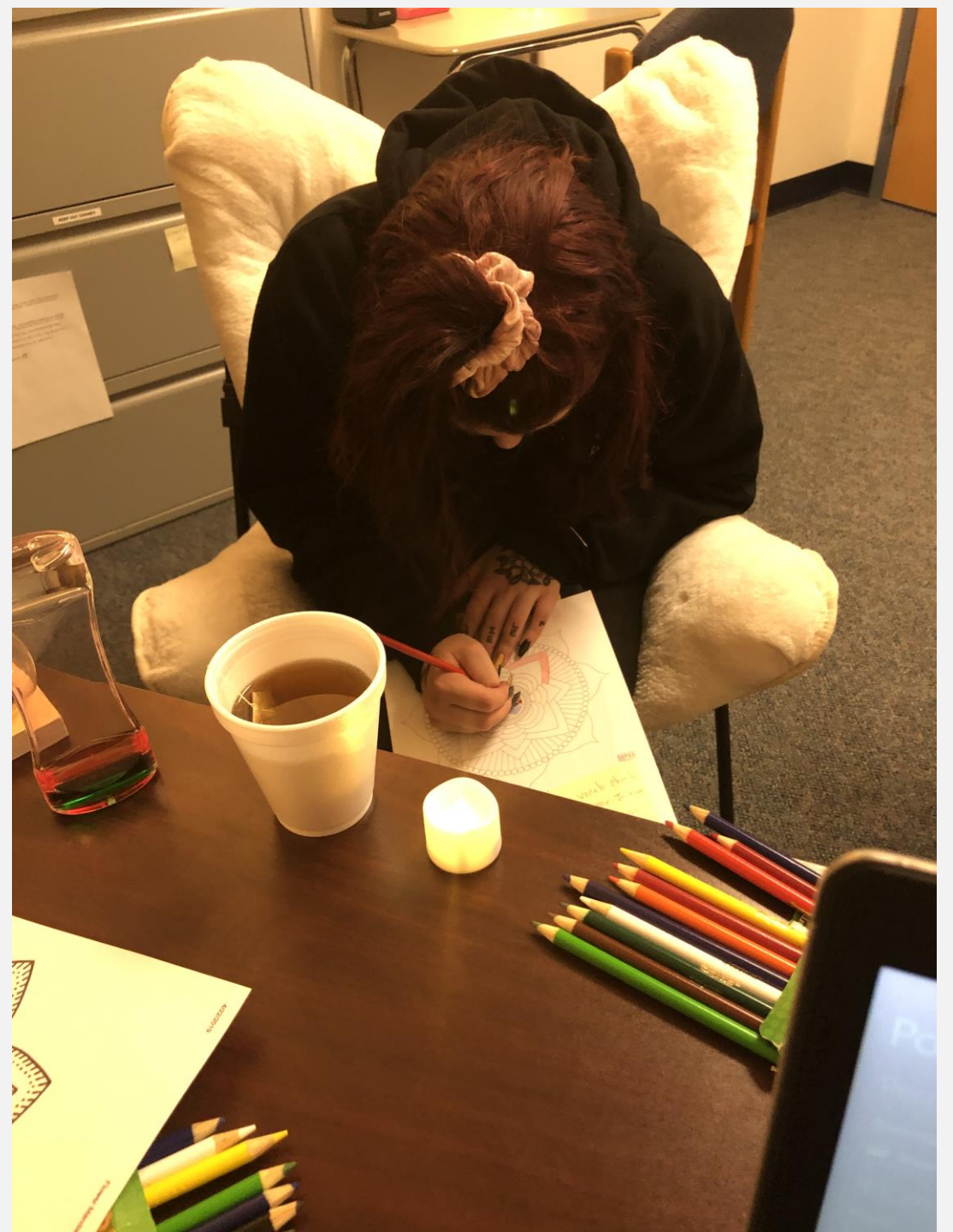
1. Turn on timer
2. Choose best self-care tool for you
3. Practice giving yourself what you need
4. Return to class, SAT, homework, discussion or hang-out time with Officer Palladini

## SELF-CARE TOOLS:

- STRESS BALL
- COLORING
- BREATHING BALL
- BREATHING EXERCISES
- HEADPHONES
- MINDFULNESS APP
- JOURNALING
- PICK A POSITIVE CARD/NOTE
- MINDFUL SIT



## CASE STUDY: LIZZY



EDUCATION





## WHAT WORKS?

- Consistent messaging
- Keep it conversational
- Teach tools for social/emotional health in different settings
  - Utilize tools in classroom, afterschool programs AND 1:1 settings
  - Use for behavioral intervention

# BEHAVIORAL INTERVENTION

Case Study: Katie



## ... KIDS AND TEENS HAVING A HARD TIME

- Take a breath, slow everything down (invite child to do the same)
- Offer a “time-in” (remove yourself)
- Acknowledge how they feel (name it to tame it)
- Share in their feelings

# MINDFULNESS IN THE CLASSROOM



Please write or draw how you're feeling physically/emotionally after these activities:

I feel tired. But happy.

I think I should <sup>we should</sup> do this more.

I enjoyed the tense & release &

also just closing my eyes and breathing. It was crazy how all my stresses disappeared. I think we should do this everyday in a quiet dance classroom because I feel so ~~easy~~ calm and stress free. ~~It~~ Thanks Officer

Palladini ♡

## COMBAT BREATHING

In highly stressful moments, use combat breathing.

Breathe in through your nose for 4 seconds

Hold the breath for 4 seconds

Breathe out through your mouth for 4 seconds.

Repeat as many times as needed.

# CLASSROOM CASE STUDY: SAM

1. Contemplative Practices
2. Connection
3. Compassion





# COMPASSIONATE CONNECTION

TO: Falgout, Michelle <[Falgoutmiv@KingCamp.org](mailto:Falgoutmiv@KingCamp.org)>

**Subject:** RE: Follow Up

Thank you Michelle,

I can't express how much it means to me to know that he has a safe haven with you while he's in school. He internalizes so much that he often carries the weight of the world on his very young shoulders.

He was so grateful to have the conversation with you, and is looking forward to chatting with you tomorrow.



RESOURCES/COLLABORATION

# PROGRAMS



# PARENT EDUCATION





L.E.A.P.'s  
C L U E S  
MODEL



# COLLABORATE.

- Know and list your resources
- Think outside the box
- Network with others



# LISTEN

- Use *Active/Mindful* listening techniques.
- Remember that every interaction is an opportunity to make a connection.



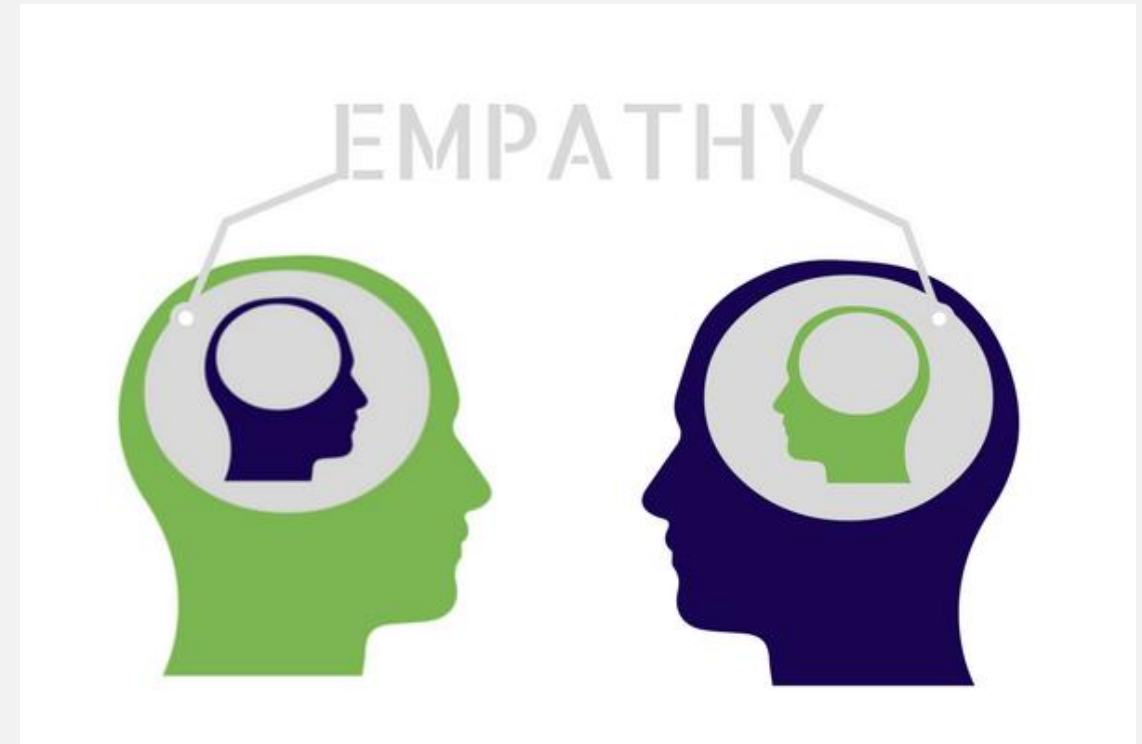


# UNDERSTAND

- Did you consider every angle?
- What assumptions might you be making?
- What biases are you holding onto?
- What information might be missing?
- Trauma???



- SLOW DOWN
- LISTEN
- MEET THEM WHERE THEY ARE AT
- RELATE TO FEELING, NOT THE EXPERIENCE



SOLVE

# CASE STUDY COLLABORATION: LIAM

- POLICE RESPONSE
- CONNECTING THE DOTS
- PUTTING THE PIECES TOGETHER



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