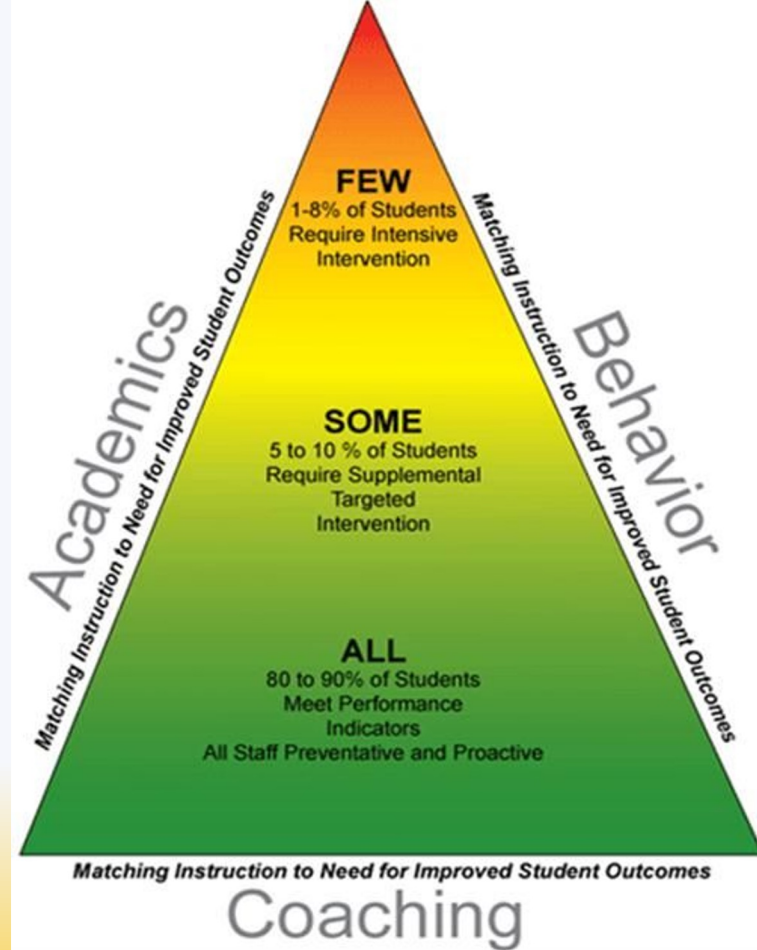


Growing the Green

*Adding Intentional Social Emotional
Learning to the Plan*

*Dr. Sherri Thomas & Kali Binkley
Improvement Consultant*



Objectives...

By the end of this session participants will...

- Discuss the potential impact on student achievement and school climate of systematic SEL integration.
- Introduce the NIRN tool.
- Review options for SEL implementation and integration with existing frameworks.
- Analyze the use of SEL data to enhance and monitor school improvement efforts related to climate/culture.



How are you feeling today?

Enraged	Furious	Frustrated	Shocked	M	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	O	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	O	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	D	Pleasant	Joyful	Proud	Blissful
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Glum	Ashamed	E	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	T	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	E	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	R	Relieved	Restful	Tranquil	Serene

Where we're at as Staff...

Vicarious and secondary trauma are the result of internalizing the traumatic experiences of others.

- Decreased patience
- Apathy
- Irritability
- Disconnection
- Frequent sick days
- Mistrust
- Rigidity
- Indifference
- Hopelessness
- Short temper
- Under- or over-sleeping
- Under or over-eating
- Forgetfulness
- Egocentrism

(Educator Well Being, DESE, October 2020)



The Facts...

Missouri Mental Health Data

Of **Missouri's** approximately six million residents, close to 223,000 adults live with serious **mental illnesses** and about 65,000 children live with serious **mental health** conditions. **Missouri** ranks forty-fourth on a **mental health** quality-of-life indicator.



Current Status: Impact to Society

- Suicide 2nd leading cause of death among teens in USA (June 2016)
- One in 5 youth have a MH “condition” that impacts social and academic success (5 million children and youth)
 - About 80% of those get no treatment
 - On average, every counselor has almost 500 students
 - Early diagnosis and medical intervention improves outcomes dramatically, but there is only one child psychiatrist for every 7,000 children with a mental illness or behavioral disorder.
- School is “defacto” MH provider
 - Of those that do...75% receive services in schools
- JJ system is next level of system default
 - Each year, more than 600,000 youth in America are placed in juvenile detention centers with mental health disorders 3X rate of general population.

(Susan Barrett, Director Mid-Atlantic PBIS Network, Kelly Perales, Midwest PBIS Network: www.pbis.org)



Ways to Build Emotional Literacy

<https://www.edutopia.org/video/4-ways-build-emotional-literacy>



What has stuck with you?

Use the post it you have and jot down a few thoughts that have "stuck" with you so far!

Share



CASEL'S SEL Definition...

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

(October 2020)



What is SEL?

Social and emotional learning involves the development of social and emotional competencies and skills in 5 areas:



A blended approach...

Integration can address more mental health needs

Stand-alones often miss the target



Here is what it does...

SEL advances educational equity and excellence through:

- authentic school-family-community partnerships
- establishing learning environments and experiences that feature trusting and collaborative relationships,
- rigorous and meaningful curriculum and instruction, and ongoing evaluation.

SEL can help:

- address inequity and empower all to co-create thriving schools
- contribute to safe, healthy, and just communities.



Big Ideas...

- Creating a safe, caring environment is the job of everyone...
- Mental health problems aren't stigmatized
- Everyone watches for indicators.
- Social Emotional Behavioral Competencies are embedded in all curriculum, and use of those skills is monitored by all staff.



MTSS Approach: Social, Emotional and Behavioral

We...

- Organize resources
- Early identification with evidence-based interventions
- Support staff
- Monitor outcomes



Alignment of SEL instruction and SWPBS

- Tiered Fidelity Inventory (TFI)
- SW Expectations (anchored to common language)
- Teaching Matrix (behavior across contexts/used by all staff)
- Check In/Check Out

Big Idea: Aligned Approaches

PBIS is the mechanism to install evidence based practices.

1. team based
 2. continuous data based problem solving
 3. fidelity and impact checks
 4. layered and connected to core curriculum
 5. opportunities to demonstrate, show and get feedback
- “What” is guided by needs of children and youth
 - “How” is guided by PBIS core features



Where are the “needs?” ...

*“The single best predictor of **healthy emotional interactions** is a lot face to face communication...the average 8 to 18 yr. old is plugged in to a digital media device about 7 hours and 38 minutes a day.”*



(Borba, 2016)

Climate vs. Culture

School climate is the feel of the school (the schools' attitude), the behaviors and points of view exhibited and experienced by students, teachers and other stakeholders.

- the way in which people at the school relate to and interact with one another
- safety, relationships, teaching and learning, and the environment

School culture is the way things are done in the school (the personality of a school), the underlying norms and values that shape patterns of behavior, attitudes and expectations between stakeholders in the school.

- always at work influences every decision and action in a school: leadership style, curriculum materials and interactions with students.

Questions- Turn and Talk

1. 1. Which Statement reflects the team's use of SEL and PBIS?
 - Our PBIS team is already using SEL or Life Skills curriculum.
 - Our PBIS is looking at potential SEL Curriculum.
 - Our PBIS team has not considered aligning SEL curriculum.

- 2. Who is responsible for implementing SEL in your school?
 - Counselor
 - Community provider
 - Student Support team
 - PBIS Team
 - All staff



Growing the Green...

What are we already doing?



Digging Deeper...

- In what ways could you integrate SEL into your daily classroom routines and instruction?
- What types of instructional strategies promote SEL in the classroom?
- What are some cultural considerations as you begin to implement SEL?
- What are some potential barriers to SEL implementation? How can you overcome these barriers?
- Does school policy in my school support the integration of SEL in my classroom?



MSIP 6 Guidelines

Intra- and Interpersonal Skills

*TL4 - The school system prepares students through the development of essential intrapersonal and interpersonal skills.

The school system ensures that social-emotional skills aligned with the Missouri Early Learning Standards, the Missouri Learning Standards, and the Missouri Comprehensive School Counseling Program are integrated into the teaching process.

Multi-Tiered System of Support

TL7 - The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student. (A-F)

Collaborative Climate and Culture (CC)

Safe, Orderly, and Caring Environment

CC1 - The school system provides a safe and caring environment that supports teaching, learning, and student success. (A-E)

Culture of High Academic and Behavioral Expectations

*CC2 - The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.



Launch SEL and PBIS together...

Help students and staff to connect the dots!

- Avoid confusion by giving this initiative one name
- Create a calendar for implementation of lessons, practice, and activities

Teacher Language Rules

Are we collectively building a positive culture and healthy students???



What We *Say* Matters

Be Direct

Sweat the Small Stuff

Keep it Clear and Simple

Say the Affirmative

Don't Ask, Tell

Expect the Best

Invite Cooperation

Be Sincere

Watch Tone, Volume, and Body Language

Keep Your Sense of Humor

The Social Emotional Workshop

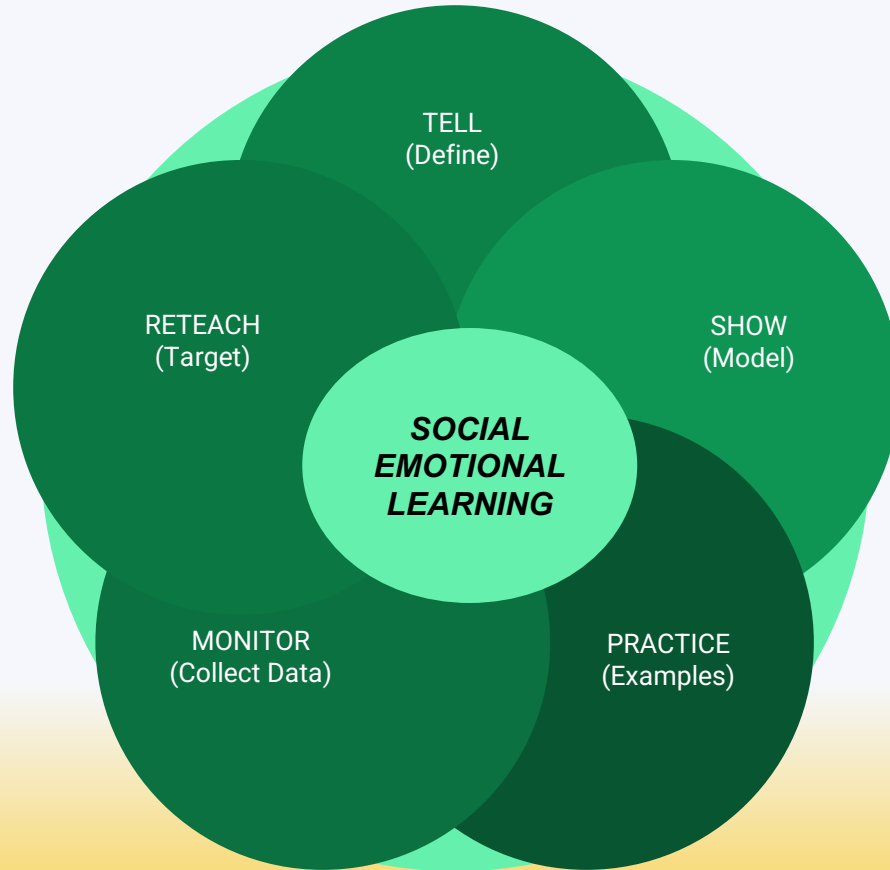
What It looks like in Action...

SEL Strategy	Example Practice
<p>Free Standing Lessons—Sequenced, Active, Focused, Explicit (SAFE) instruction based on 5 SEL competencies</p>	<p>Teaching students to label emotions of others through literature (character analysis), role-playing, charades</p>
<p>General Teaching Practices—Established routines and environmental arrangements that allow for the development and practice of SEL skills</p>	<p>Developing classroom core values, morning meetings, peace corners, cooperative learning,</p>
<p>Integration of SEL with Academics--Programming that integrates SEL competency instruction with humanities/literature</p>	<p><i>4Rs, The RULER Approach, Expeditionary Learning, Facing History and Ourselves</i></p>
<p>Guidance on Establishing SEL as a Schoolwide Initiative—Support for administrators and school leaders to initiate and sustain SEL implementation</p>	<p>School-wide visioning, leadership teaming, needs assessment, policy development, curriculum/program selection, professional development planning, data-based decision-making and progress monitoring</p>

SEL in Secondary Schools

<https://www.edutopia.org/article/5-ways-incorporate-sel-middle-school>





Specific Behaviors + Social-Emotional Skills

Expectation	Specific Behavior or Social Emotional Skill
Be Safe	Keep hands and feet to self
	I tell an adult when I am worried about a friend.
Be Respectful	Use the signal to ask a public or private question.
	Make sure everyone gets a turn.
Be Responsible	Turn in all work on time
	Check in with my feelings during the day

Specific Behaviors + Pro-Social Skills

Specific Behaviors

- Throw paper in the waste can
- Use the right side of the stairway
- Bring all materials to class
- Keep hands, feet, and other objects to yourself

Pro-Social Skills

- Choose kindness over being right; pick up trash even if it isn't yours
- Encourage others; tell peer they did a good job



Teaching Matrix		INCORPORATE Coping Strategies for Managing Stress						
		All Settings	Halls	Playgrounds	Lunch	Library/Comput	Assembly	Bus
Expectations	Respectful	Be on time.	Use appropriate language.	Have a plan.	Invite those sitting alone to join in.	Use appropriate volume.	Use appropriate volume.	Watch for your stop.
	Achieving & Organized	Be on time. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Have a lunch plan and choose quiet or social lunch area. Invite friends to join me.	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use your voice. Stay in your seat.
	Responsible	Respectful.	Use appropriate language.	Be on time. Use appropriate language.	Use my breathing technique. Listen to my signals.	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

1. Expectations

2. NATURAL CONTEXT (Locations)

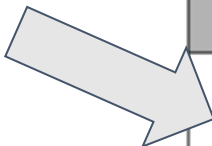
3. Rules or Specific Behaviors

**“Social & Academic
Instructional
Groups”**

(sample coping skills group)

Daily Progress Report (DPR) Sample

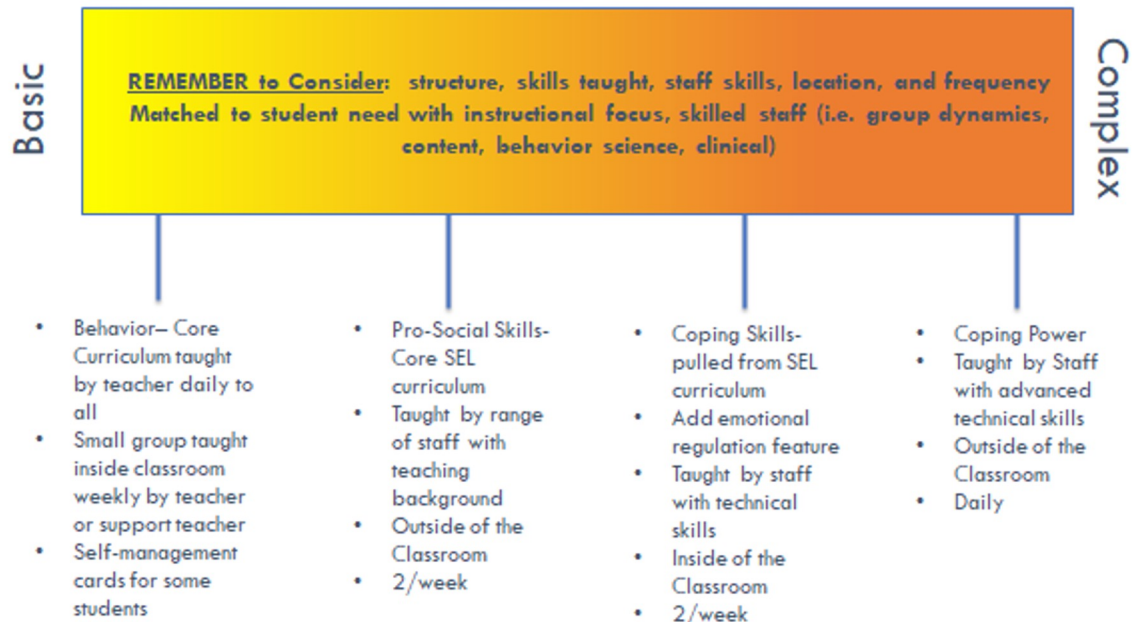
NAME: _____ DATE: _____



EXPECTATIONS	1st block	2nd block	3rd block	4th block	5th block	6th block	7th block
Be Safe Label feeling Use deep breathing	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful Use calm words with peers	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Let teacher know feeling temperature if above yellow	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							
Teacher Initials							

Understanding Types of Groups

Monitor Data, Select Practice, Install Systems



Resources

- <https://www.pbis.org/search?query=social+emotional+learning>





<https://tinyurl.com/RPDCfeedback>

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