An Integrated Approach to addressing the Social, Emotional, and Mental Health Needs of Students

Kansas State Department of Education

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Objectives

- Participants will correlate the impact of trauma and poverty on children to the Kansas Department of Education's standards for Social Emotional Learning.

- Participants will understand how trauma-informed practices impact children in an educational setting and be able to relate this to the health profession.

- Participants will recognize the influence that poverty plays in a child's cognitive abilities in the educational setting.

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Social Emotional Standards

Kent Reed, School Counseling Program Consultant

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What Is It?

Social: Human relations and interactions

Emotional: Feelings and behavior

Character Development: Success skills

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THE VERDICT IS IN: **SEL MATTERS**
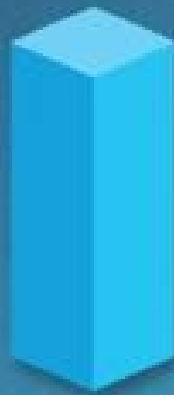
GoStrengths.com

A new study reveals that students who participate in school-based programs focused on social and emotional learning benefit in multiple ways as compared to students who do not experience programming in social and emotional learning.

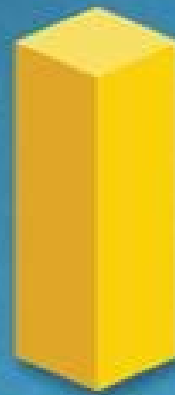Check out these incredible findings!
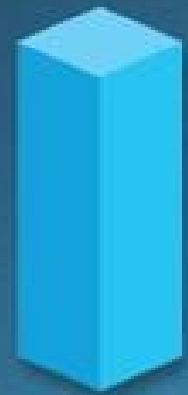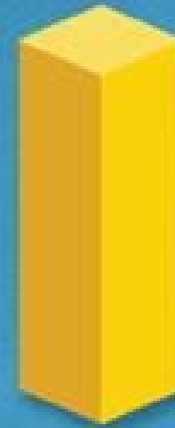
9% improvement in prosocial behavior

9% improvement in attitudes about self, others, and school

9% reduction in problem behaviors

10% reduction in emotional distress

11% increase in standardized achievement test scores

23% increase in social and emotional skills

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82 (1), 405-432.
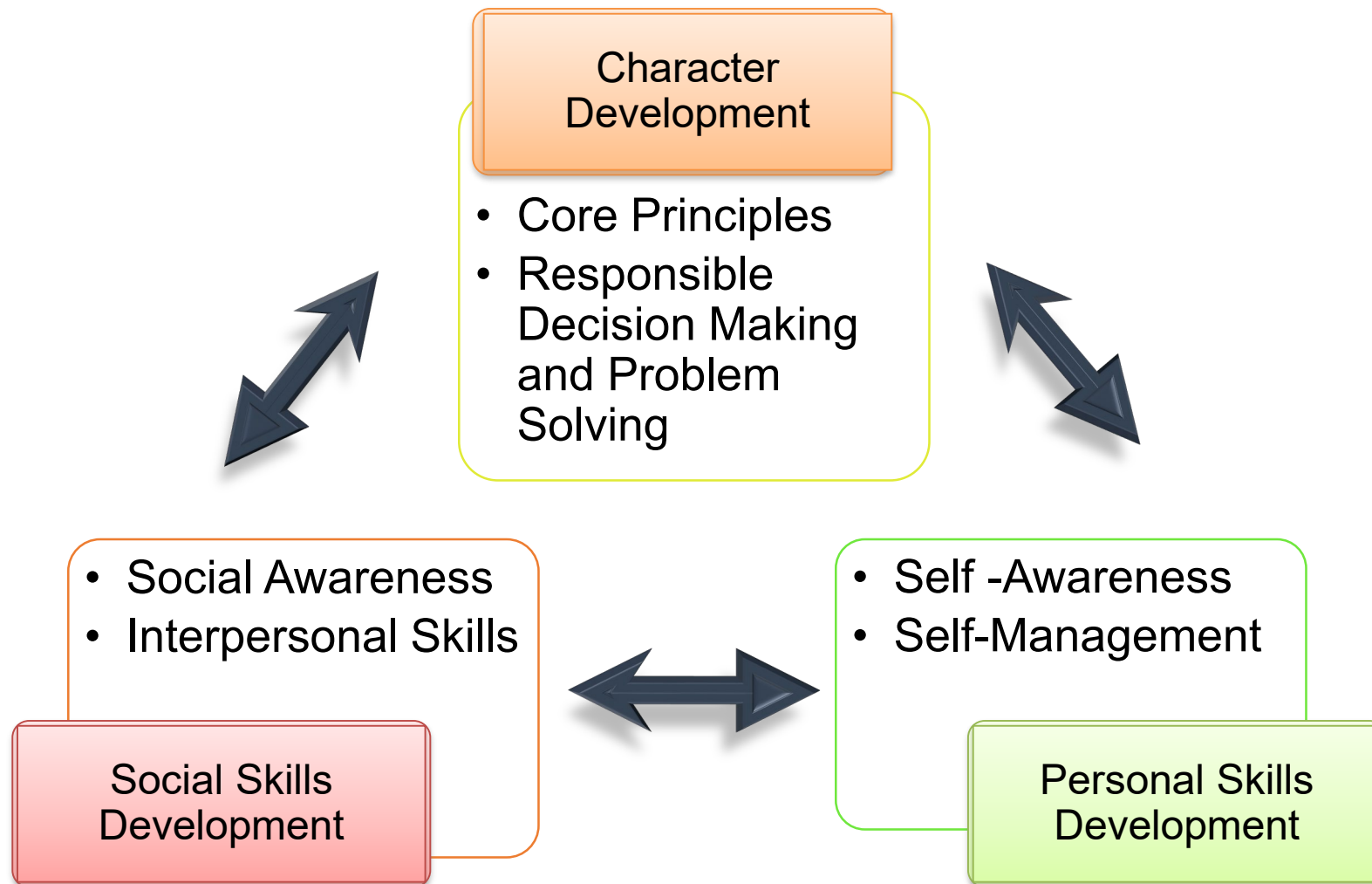
WHY FOCUS ON SOCIAL-EMOTIONAL GROWTH

Every $1 invested in Social Skills instruction = $___
in economic returns for the community.

$11

Source: Teachers College, Columbia University (2015)

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How do you teach it?

- Example it
- Mentor it
- Integrate it
- Model it
- **Practice it**
- Measure and evaluate it

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Character Development
- Core Principles
- Responsible Decision Making and Problem Solving

Social Skills Development
- Social Awareness
- Interpersonal Skills

Personal Skills Development
- Self -Awareness
- Self-Management

Kansas Social, Emotional, and Character Education Standards

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Career, Standards, & Assessment Services

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STATE BOARD SOCIAL-EMOTIONAL GROWTH GOAL

Each student develops the social, emotional, and character competencies that promote learning and success in life.

# SOCIAL, EMOTIONAL AND CHARACTER DEVELOPMENT STANDARDS

CHARACTER DEVELOPMENT

Definition: Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem-solving and responsible decision-making.

Rationale: Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

Core Principles

1. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.

2. Develop, implement, promote, and model core ethical and performance principles.

3. Create a caring community.
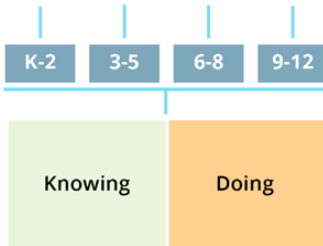
| K-2 | 3-5 | 6-8 | 9-12 |

| Knowing | Doing |

Responsible Decision Making and Problem Solving

1. Develop, implement, and model responsible decision making skills.

2. Develop, implement, and model effective problem solving skills.

| K-2 | 3-5 | 6-8 | 9-12 |

| Knowing | Doing |

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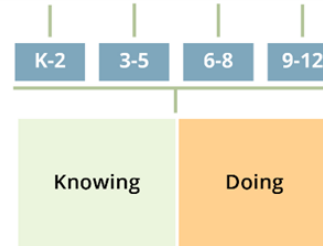
SUGGESTED EDITS/INCLUSION

- Jason's Law (youth suicide)
- Erin's Law (child sexual abuse)
- KSA 72-8256 (bullying)
- School Mental Health
- Trauma-Informed/ACES

- Self-Harm
- Recovery and Resiliency
- Growth Mindset
- Civic Engagement
- Ethical Use of Technology

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CHARACTER DEVELOPMENT

II. Responsible Decision Making and Problem Solving

1. Develop, implement, and model responsible decision making skills.
2. Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

9-12

a. **Assess lessons learned from experiences and mistakes while demonstrating the ability to build resiliency.**

b. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement.

c. Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make, or have made.

d. **Evaluate situations that are safe or unsafe and how to avoid unsafe practices.**

e. Effectively analyze and evaluate evidence, arguments, claims, and beliefs.

f. **Students recognize consequences of sexual behavior, including sexual consent, pregnancy and the inability of minors to give consent.**

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STANDARDS USE

- Framework for:
  - Needs assessment
  - Vetting for "best practices" curriculum and instruction
  - Evaluation

- Verbiage for:
  - SIT Teams
  - IPS
  - IEP
  - Behavior plans

- KESA

Indicators

No.1 Attitude and behavior (perception data; KAN-DIS)

2 Attendance and program completion (KIDS data)

3 Bullying prevention (bullying data collected)

4 Character development (perception data)

5 School-based mental health (referral data)

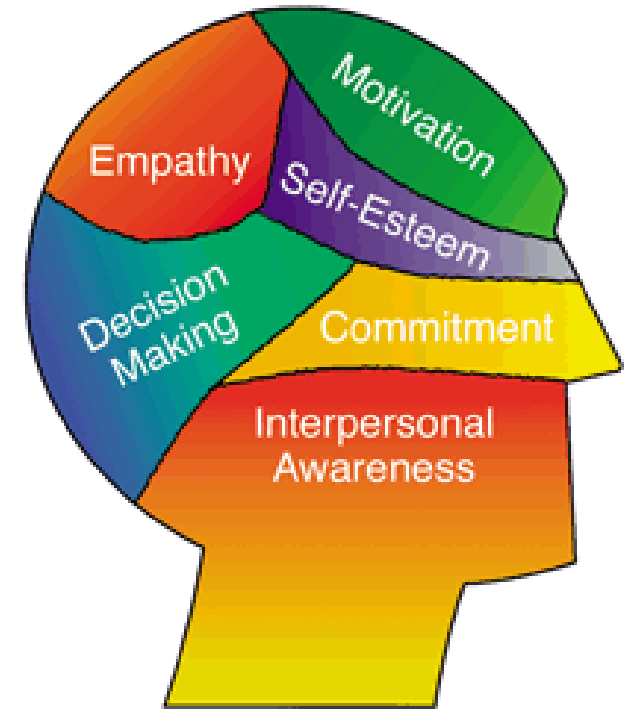**6** Volunteerism/service learning (number of students involved)

7 Climate/student management (KAN-DIS)

8 Prevention data (prevention curriculum outcome data)

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IMPLEMENTATION FOR SECD STANDARDS, CURRICULUM, INSTRUCTION AND EVALUATION

INTEGRATION AND ALIGNMENT

- SECD Standards Revisions
  - Incorporated prevention statutes
- Integration with content areas
  - ELA
  - Math and Growth Mindset
  - Employability (CTE)
- Board Outcomes
  - IPS
  - Graduation
  - Post-Secondary
- Career Development Cycle

- FACS – Multiple Initiatives
- ELA – Standards and Instruction
- Math – Growth Mindset
- Civic Engagement
- Kansas Schools of Character Recognition Program
- Anti-Bullying Awareness Week
- Measuring Social-Emotional Growth Toolkit
- CASEL's Collaborative States Initiative

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Strategies

Kansans Can Competencies
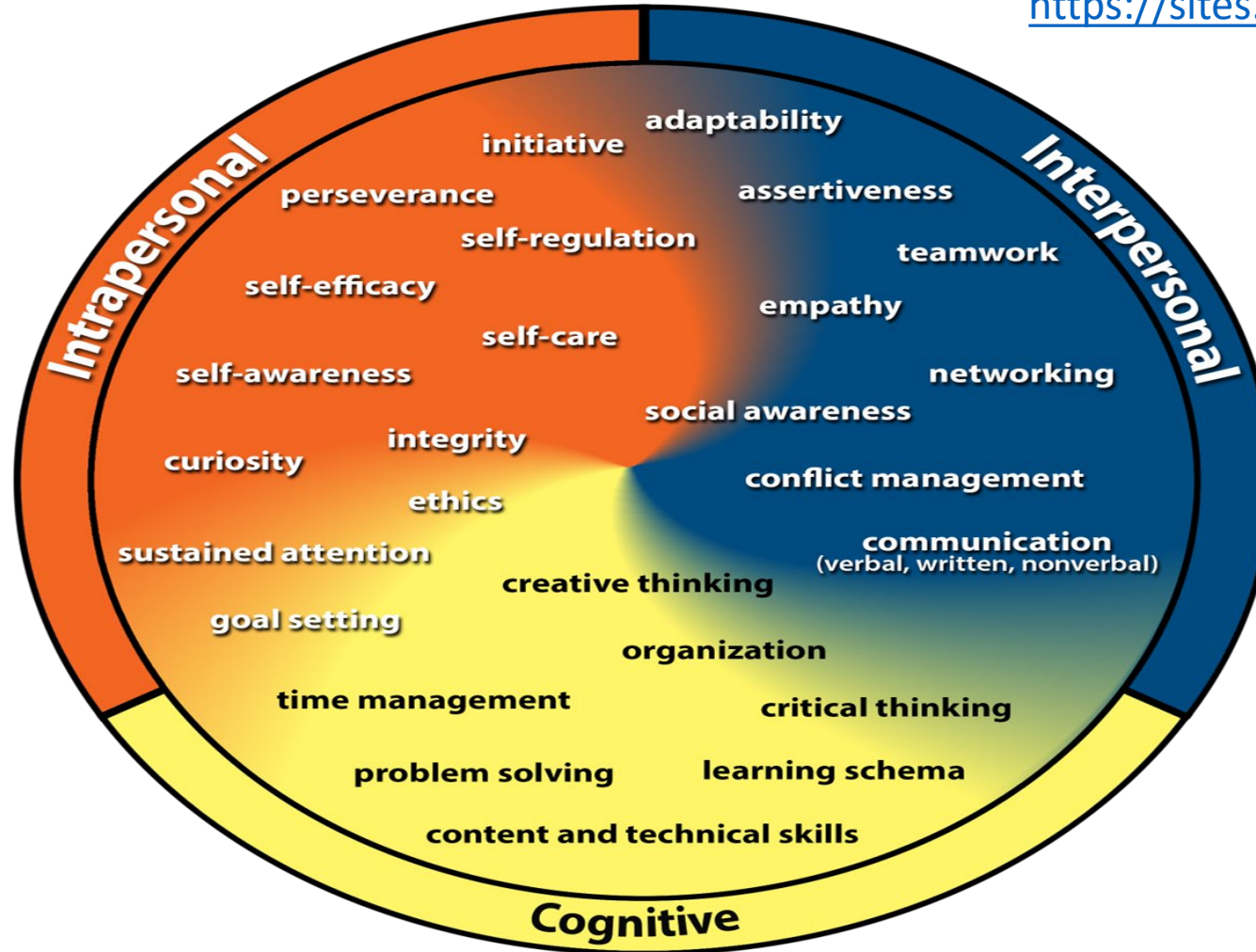
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Kansans Can Competency Sequence Pre-K through 12
These targets describe how students demonstrate progressive intra and interpersonal skills at each grade cluster. It should not be assumed that students at higher grades have the prerequisite competence from lower grades.

By the end of each grade cluster, each student:

	Self-Regulation	Self-Efficacy	Self-Awareness	Assertiveness	Conflict Management	Empathy
Pre-K	• Demonstrates the ability to create a simple plan and immediately reflect on the implemented plan. • Describes and chooses simple strategies for self-calming. • Plans and practices ignoring some distractions during a task, resulting in increased focus.	• Demonstrates an understanding that making mistakes is normal. • Continues work on a challenging task by trying different ways to solve a problem.	• Recognizes and identifies feeling words linked to various situations. • Communicates personal likes and dislikes. • Makes choices based on personal preferences.	• Demonstrates how to ask for help. • Expresses basic feelings and preferences. • Demonstrates refusal skills and the ability to say, "No."	• Understands conflict is normal and natural and that we are each unique. • Describes and demonstrates simple conflict management techniques (asks for help, takes turns, finds a different toy play with). • Identifies and labels his/her own basic feelings and emotions.	• Interprets emotions in the facial expressions or behaviors of other people. • Identifies what kind of emotion(s) specific actions or responses might cause a person to feel. • Demonstrates helping behaviors when someone is hurt or sad.

|	Self-Regulation	Self-Efficacy	Self-Awareness	Assertiveness	Conflict Management	Empathy
K-2	• Demonstrates the ability to create a plan to accomplish a task or set of tasks. • Follows multi-step, teacher-created plans. • Identifies ways to get back on track when distracted. • Develops a plan (with teacher guidance) to self-regulate for common challenging situations and emotional reactions. • Predicts how various actions/decisions would affect outcomes.	• Demonstrates approaching a challenging task with recognition that ability grows with effort. • Describes mistakes as normal and opportunities to learn. • Provides examples of growth mindset self-talk statements. • Describes some basic structures of the brain and understands that a brain can "grow" and change with practice.	• Describes personal strengths and preferences. • Identifies words that describe basic personal emotions. • Demonstrates mindfulness for short periods. • Uses self-knowledge of preferences to inform decisions when opportunities arise.	• Communicates a need or want to peers and adults in a respectful manner. • Asks for help from an adult for a challenging situation. • Demonstrates respectful refusal skills. • Makes assertive statements paired with body language and tone of voice that match the statement.	• Identifies natural reasons for conflict and understands that conflict is normal. • Demonstrates the ability to listen to others' ideas and realizes other people may view situations differently. • Identifies the problem in a conflict situation and states feelings and behaviors related to the problem. • Uses words and other positive strategies to resolve social conflicts and nurture relationships.	• Describes similarities and differences between themselves and others. • Demonstrates increased awareness of others' feelings and perspectives. • Defines feeling words that describe basic personal emotions in themselves and others. • Recognizes when someone needs help and offers help. • Interprets facial expressions and non-verbal cues of others. • Demonstrates basic listening strategies.

Child Sexual Abuse

- Not In Room 204 – Shannon Riggs
- No More Secrets For Me – Oralee Wachter
- Mia's Secret

Safer, Smarter Kids
- ❑ https://safersmarterkids.org/teachers/curriculum/
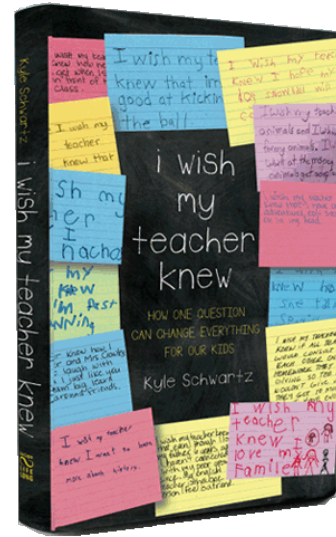- Safer, Smarter Teens: Personal Power
- Safer, Smarter Teens: Be the Change

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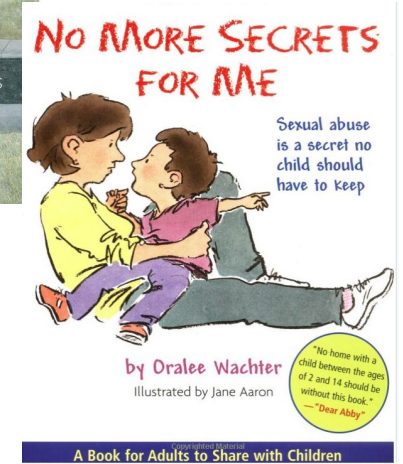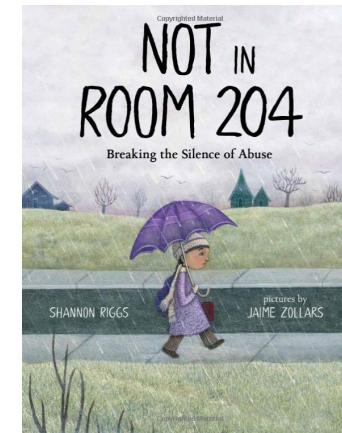
Safe & Unsafe Situations

Brainstorm a list of safe and unsafe situations for students at your grade level.

Safe	Unsafe

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I Wish My Teacher Knew
by Kyle Schwartz

- Teacher Writes Letter

- Then Kids Write Letter

- Think back to when were a kid the age that you teach what are the three things you would have liked them to know.

- Identify the three things you wish your Principal/Superintendent or Fellow Teachers knew about you.
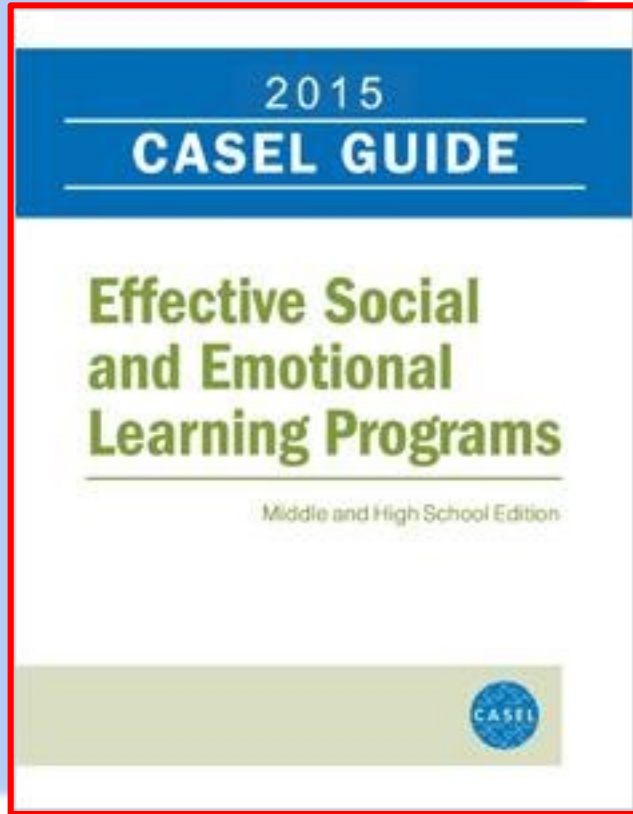
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Curriculums Used In State

- Kansans Can Competencies
- Second Step/Steps to Respect

- Lion's Quest

- Capturing Kids Heart & Teen Leadership (Flippen Group)

- Medal of Honor Character Development

- Leader In Me

- Ramped Up To Readiness

- Jostens Renaissance

- 186 Days of Character

Other Strategies for SEL

- Growth Mindset
- Girls on the Run
- Wheelchair Olympics
- Zones of Regulation

- Moments of Silence
- Medal of Honor
- Pay it Forward Projects
- Equine Therapy

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Guide to Schoolwide Social and Emotional Learning

2015 CASEL GUIDE

Effective Social and Emotional Learning Programs

Middle and High School Edition

CASEL

1. Build Awareness, Commitment, & Ownership
2. Establish a Shared Vision & Plan
3. Cultivate Adult SEL
4. Promote SEL for Students
5. Use Data for Continuous Improvement

https://schoolguide.casel.org/

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Math Classroom Norms

Everyone can learn math to the highest levels.

Math is about connections and communicating.

Mistakes are valuable.

Math is about creativity and making sense.

MATH CLASSROOM NORMS

Questions are really important.

Math class is about learning not performing.

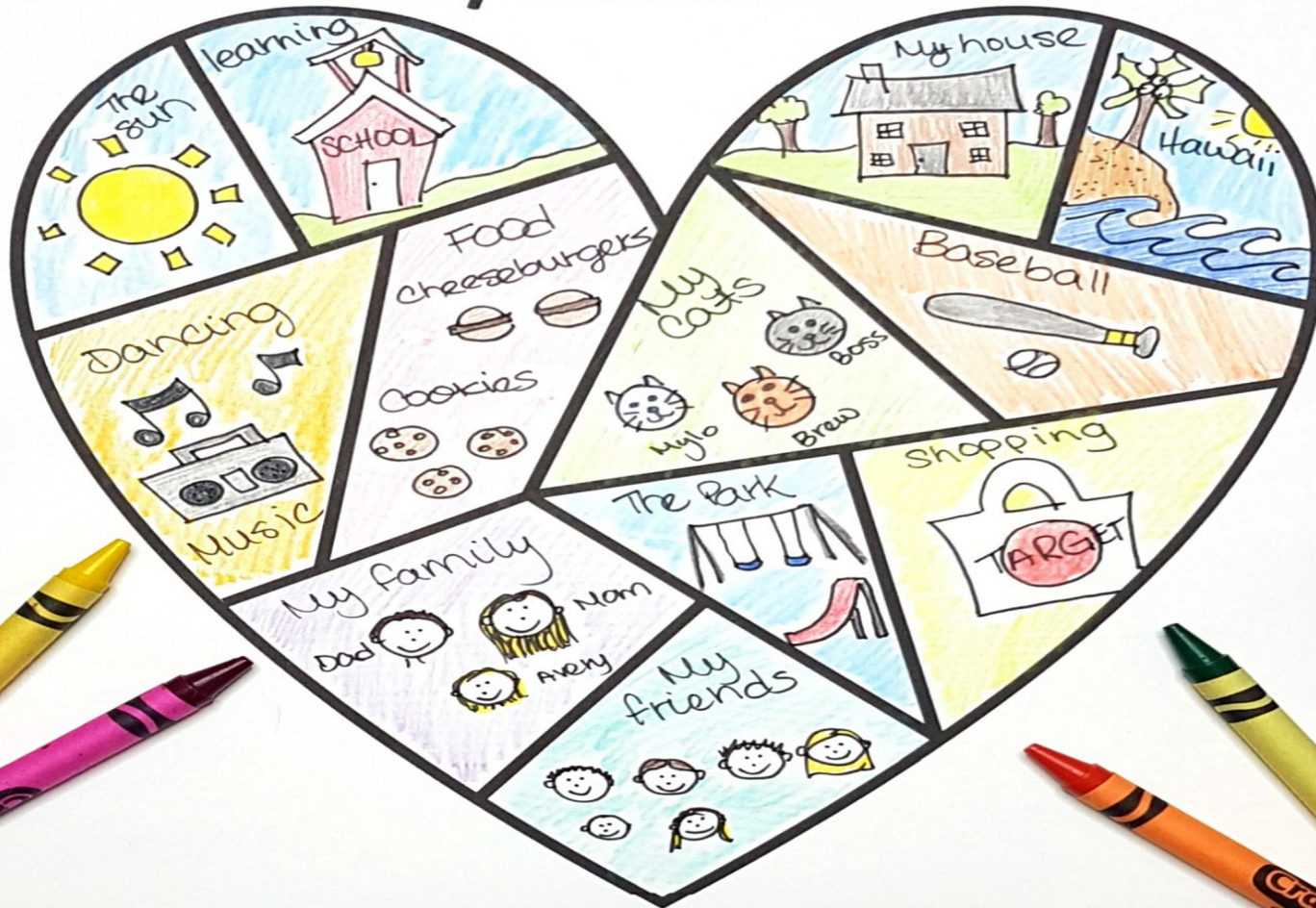Depth is more important than speed.

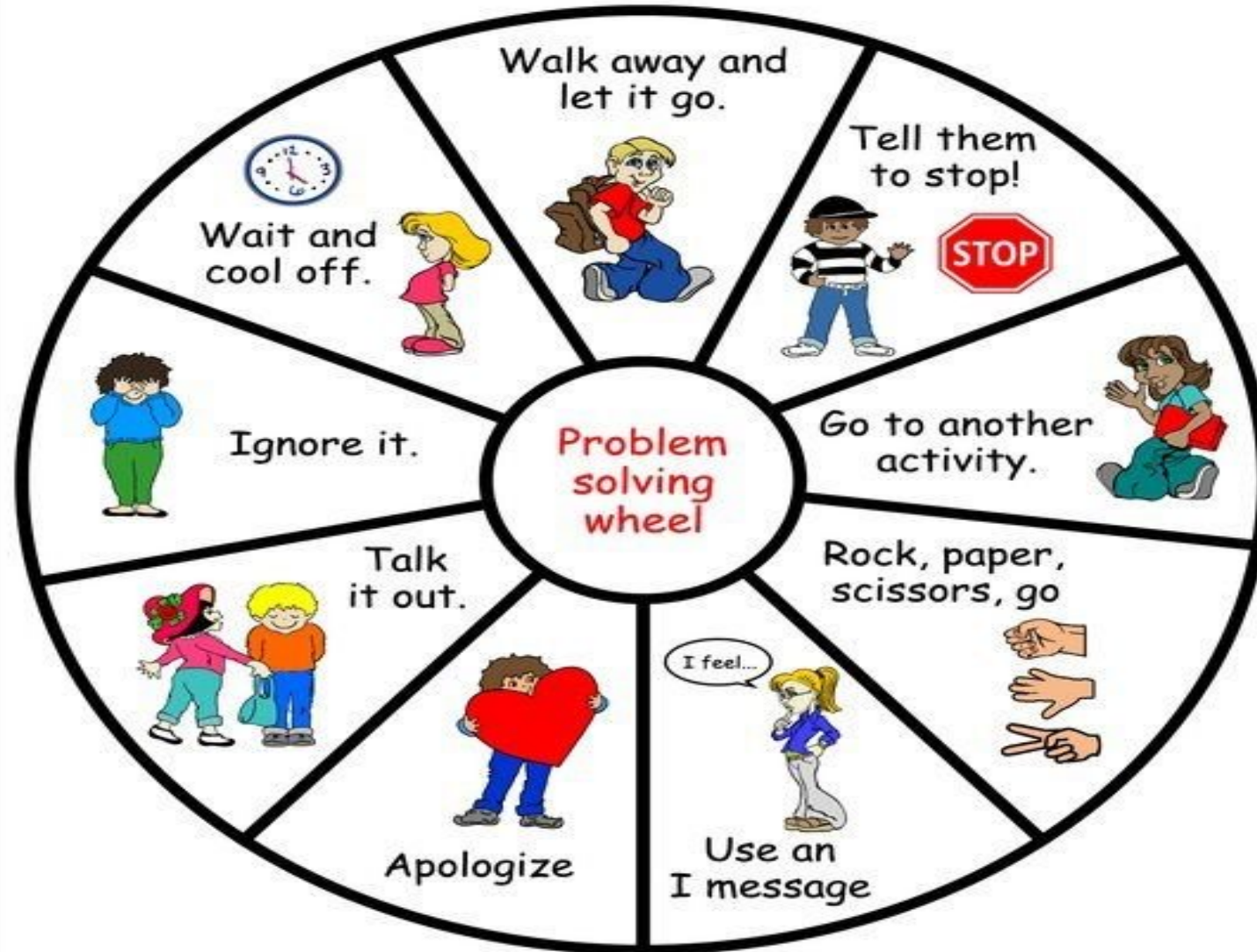MATHEMATICAL MINDSETS & youcubed at Stanford University

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What can I do?

Problem solving wheel

- Walk away and let it go.
- Tell them to stop!
- Go to another activity.
- Rock, paper, scissors, go
- Use an I message
- Apologize
- Talk it out.
- Ignore it.
- Wait and cool off.

Four Areas Of Emotional Intelligence

| Self Awareness	Self Management	Social Awareness	Relationship Management
*Know your story & how it affects you	*Learn skills for breathing & relaxation	*Understand nonverbal social signals	*Develop skills for reflective listening & empathy
*Make peace with your past	*Complete your basic emotional healing work	*Develop a positive view of others	*Learn skills for healthy assertiveness
*Know your beliefs, your emotions & your behavior patterns	*Learn skills for soothing & motivating yourself	*Understand basic human emotional needs	*Learn conflict resolution skills
*Know your relationship patterns	*Maintain healthy eating & exercise	*Understand "games" & personal integrity	*Develop skills for support & affirmation of others

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Reunion Tour

S

Safe and Supportive Schools

Safe Schools Resource Center

Sample Forms and Documents

School Bus Safety

School Counseling

School Counseling Resources

School Districts by State Board District

School Finance

School Finance Reports Warehouse

School Improvement

School Improvement Grants (SIG)

School Improvement Grants 1003(g)

School Leadership License Requirements

School Nutrition Programs

School Nutrition Reports

School Readiness Data Initiative

School Readiness Framework

School Wellness Policies

Schools of Choice

Schools on Improvement

Science

Science, Technology, Engineering, and Mathematics(STEM) (CTE Career Cluster)

Senate Bill 155

Sensory Losses

Social Studies

Social, Emotional and Character Development

Special Education

Special Education Advisory Council (SEAC)

Special Education Advisory Council (SEAC)

Special Education Conference Materials
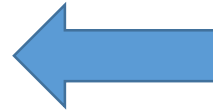
THANK YOU FOR YOUR LEADERSHIP AND SUPPORT

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leadership and support for student learning
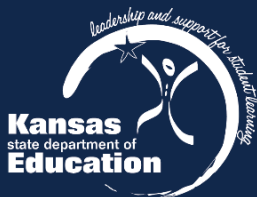
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School Mental Health

Myron Melton, Special Education & Title Services Program Consultant

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Build a Community of Change

https://www.youtube.com/watch?v=urU-a_FsS5Y

Several epidemiological studies of children's mental health needs and services have led to the conclusion that school is the de facto mental health system for children.
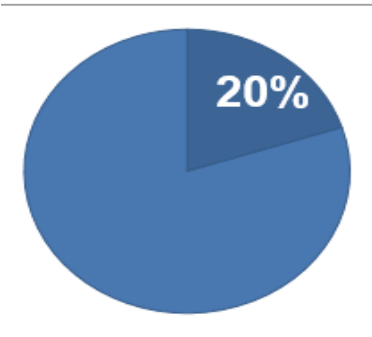
20% of children & youth have a clearly identified need for mental health services but **only about one-third of these children receive any help at all**.
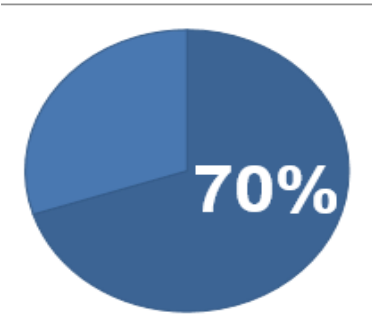
For children who do receive any type of mental health service, **over 70% receive the service from their school**.

Kansas leads the world in the success of each student.

Adverse Childhood Experiences and School Performance

Language difficulties

More often suspended or expelled

Designated to special education more frequently

2.5 x more likely to fail a grade

Adverse Childhood Experiences

Lower standardized achievement test scores

Kansas leads the world in the success of each student.
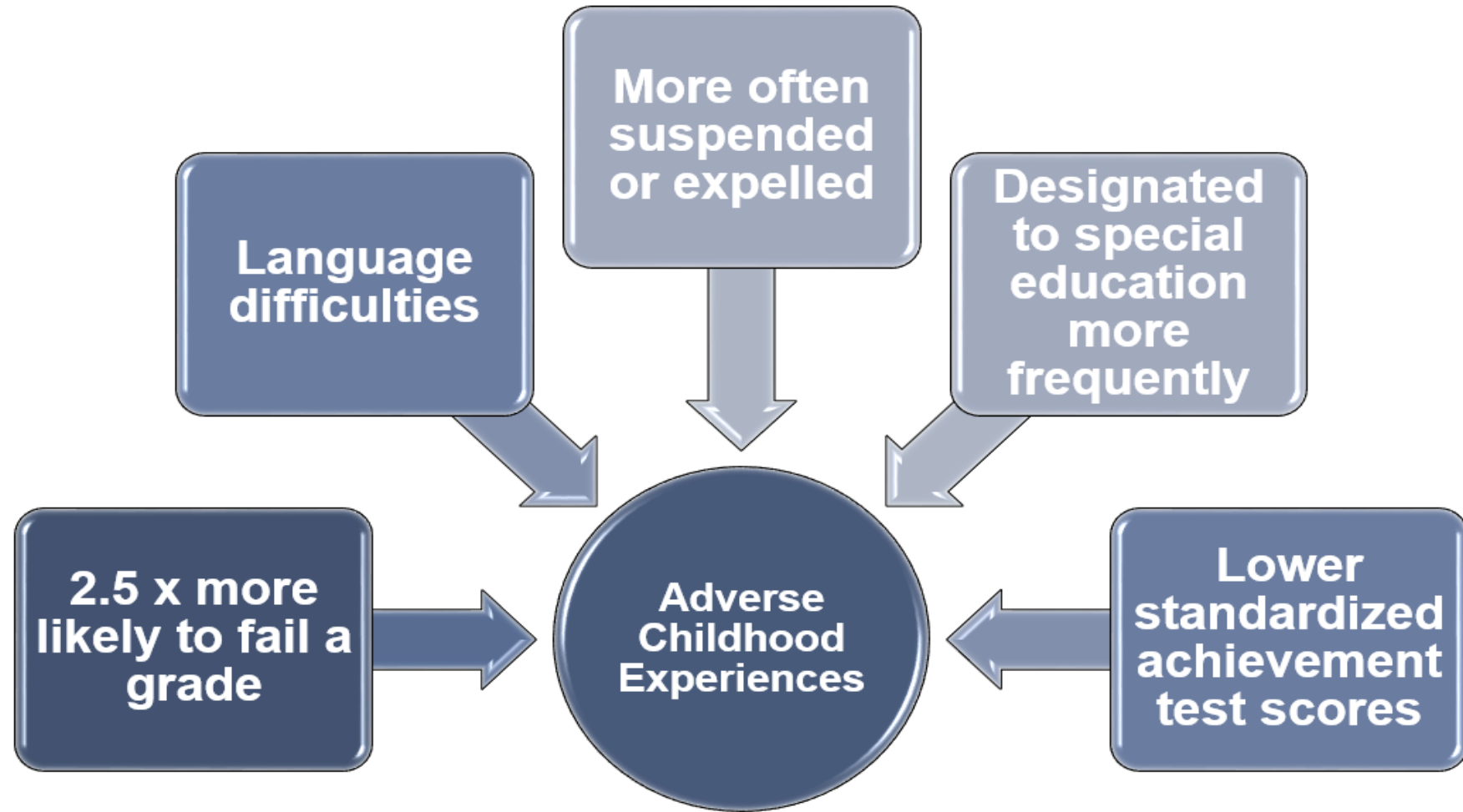
Brain Development & Trauma

Typical Development

Cognition

Social/ Emotional

Regulation

Survival

Developmental Trauma

Cognition

Social/ Emotional

Regulation

Survival
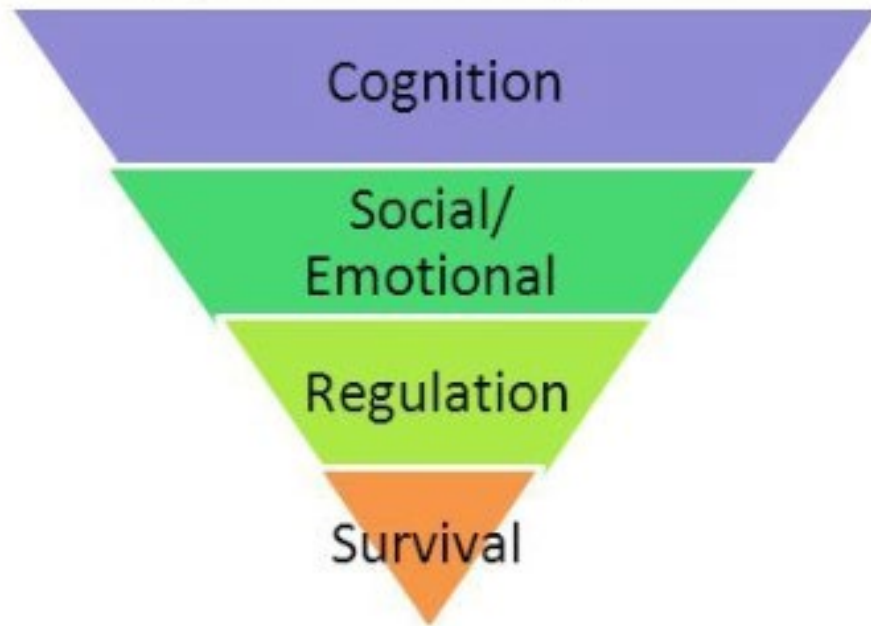
Adapted from Holt & Jordan, Ohio Dept. of Education

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Differences between brains of children – no trauma vs. trauma

A child with little to no trauma

- The neocortex keeps the limbic system and reptilian brain in check.

- Has the ability to be kind and compassionate.

- Can think rationally.

- Show empathy and understanding.

- Has self-awareness.

- Is imaginative and thinks logically.

- Uses higher order thinking skills.

A child from a traumatic background

- The limbic system takes control and governs decisions.

- Is impulsive, angry, and frustrated.

- The brain does not register consequences or rewards.

- Is in survival mode – it is all about the child and no one else.

- Thinks irrationally,.

- Memory system is compromised due to stress.

Forbes, *Help for Billy* , Beyond Consequences: 2012

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Good News!

- ACEs can be overcome!

- Resilience can be taught and modeled.

- Trauma sensitive schools are the beginning.

- Understanding the brain and trauma's effect on development is needed help children build the resilience necessary to disrupt trauma from the ACEs of childhood.

Creating a trauma-sensitive school

1. Support Staff Development
2. Create a Safe and Supportive Environment
3. Assess Needs and Provide Services
4. Build Social and Emotional Skills
5. Collaborate with Families
6. Adapt Policies and Procedures

Phase One

Educate school leaders and staff.

Build multidisciplinary teams to support.

Assess readiness.

Phase Two

Examine current practice related to trauma-sensitivity.

Develop plans.

Align with other initiatives.

Revisit readiness.

Phase Three

Integrate trauma-sensitive practices.

Evaluate impact.

Respond to changing needs.

Sustain school-wide change.
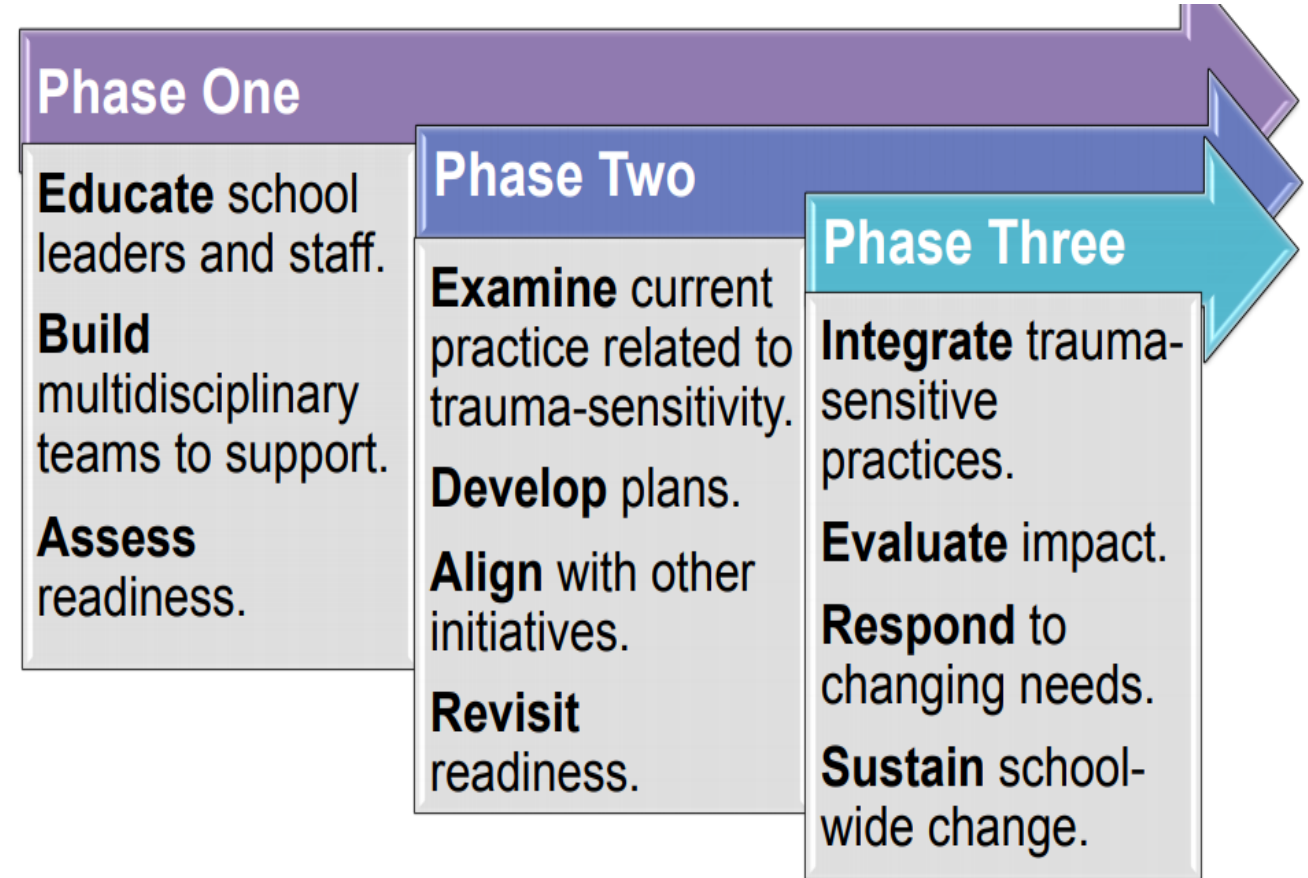
Compassionate Discipline and Instruction

Always empower, never disempower

Provide unconditional positive regard

Maintain high expectations

Check assumptions, observe and question

Be a relationship coach

Provide guided opportunities for helpful participation

Trauma-Sensitive Schools Promote:

- Feelings of physical, social, and emotional safety in students

- A shared understanding among staff about the impact of trauma and adversity on students

- Positive and culturally responsive discipline policies and practices

- Access to comprehensive school mental and behavioral health services

- Effective community collaboration

- Practices that fit within a multi-tiered system of support framework

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The Impact of Poverty

Cindy Hadicke, Elementary Program Consultant

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What is Poverty?

- Poverty in general is the lack of necessities. Basic food, shelter, medical care, and safety are generally thought necessary based on shared values of human dignity." (Bradshaw, 2006) "Poverty is also relative to the social context in which it is experienced." (Valentine, 1968) (Payne, 2003)

- Generational Poverty
  - Being in poverty for two or more generations

- Situational Poverty
  - Defined by circumstance (job loss, divorce, death, illness, etc.)

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Poverty Statistics

National Data[1]

2017 Data

- 16.4% Women
- 13.8% Men
- 26.6% Single Parent Families
- 21.2% Children
- 27.6% Native American
- 26.2% Black
- 23.4% Hispanic

Kansas Data

2017 Data

- 11.7% of all people in Kansas
- 13.9% Women
- 11.7% Men
- 16.4% Children
- 24.7% Black
- 22.4% Hispanic
- 11.3% White

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Middle Class Mindset on the Realities of Poverty

Families from poverty live with the following realities. These tend to challenge the mindsets of the middle class and cause us to question the practices and attitudes of our families that live in poverty.

- Live on cash without a checking or savings account
- Survive without necessities of phone, electricity, and/or water
- Move to a new residence quickly (usually within one day)
- Spend and share money openly without regard to the future
- Survive without reliable vehicles (walk to work, use public transportation if it can be afforded)

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Poverty's Adverse Effect on Children and Learning

- Material Resources
- Health and Well-Being
- Food Insecurity
- Neurocognitive and Neurobehavioral Development
- Housing Instability
- Family Stress and Trauma
- Neighborhood Risk Factors
- Interrupted Schooling
- Language and Literacy Development
- Social Capital
- Cultural Capital

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Poverty in the Classroom

- Acting out in ways that impact learning

- Loud and boisterous voice levels

- Withdraw and fade away during class (hoodie pulled over head, curled up under a desk, etc.)

- Chronic absenteeism (transportation, hiding abuse, improper clothing for weather)

- Chronic health issues (ADD, depression, asthma)

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Using Brain-Based Teaching

The brain's neuroplasticity allows it to heal from the stressors of living in poverty.

- Breathing exercises (mindfulness) have a positive impact on the brain.

- Build positive and enlightening relationships (mentor).

- Create a safe learning environment.

- Teaching using multiple modalities (show, tell, model, move)

- Give students a sense of control.

- Use a calm voice (keep reactions to behavior in check).

Using Brain-Based Teaching

- Reduction in suspension and work on restoration.

- Build on short-term memory deficits

- Expressive writing

- Explicit teaching of reading

- Increase student vocabulary

- Teach hope and listen

Classroom Practices to Help Children from Poverty[2]

❑Build Caring Relationships and Advocate for Students
  ❑Strong student-teacher relationship increase motivation and effort

❑Hold High Expectations and Provided Needed Support
  ❑Provide rigor through inquiry, reasoning, problem solving and active engagement.

❑Commitment to Teaching with Equity
  ❑Teachers must realize any bias they bring to classrooms and ensure that classroom practices are equitable for all students.

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Classroom Practices to Help Children from Poverty[2]

❑ Accepting Professional Accountability for Student Learning
  ❑ Modeling self-efficacy and being willing to take risk as a professional

❑ Have Courage and Take Action
  ❑ Work to reject deficit perspectives of people who live in poverty.

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Questions?

Thank You

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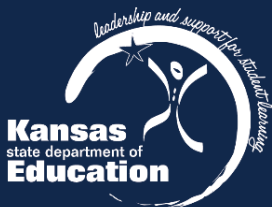Special Education/Title Services Education Consultant
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leadership and support for student learning

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