

Social Emotional Learning in Blue Valley Schools

Kristin Asquith



Why do students struggle?

Share your thoughts using your phone
internet at

www.menti.com

with this code: 14 28 66



Why do students struggle?

We asked staff members the same question, and these were their responses.



Why do students struggle?

disengagement or lack of interest in the subject

lack of family support

fear of failure

students don't have the individualized support that they need to be successful

skill/curriculum gaps

lack of self advocacy skills

lack of connectedness to school/staff/activities/peers

lack of support or structure

lack of skills in organization and study habits

dealing with mental health issues— anxiety, depression

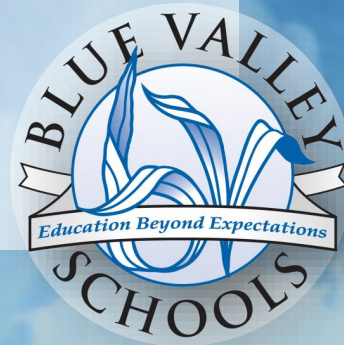
lacking prerequisite skills—reading below text level, writing skills lower than needed for complex writing tasks

drug or alcohol dependence issues

attendance concerns

overworked

students have bigger worries outside of school that keep them from being able to focus



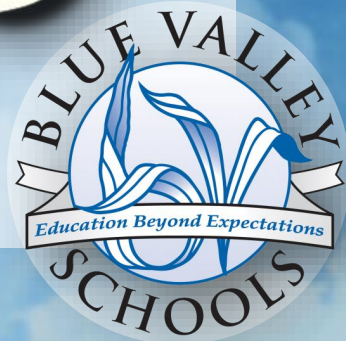
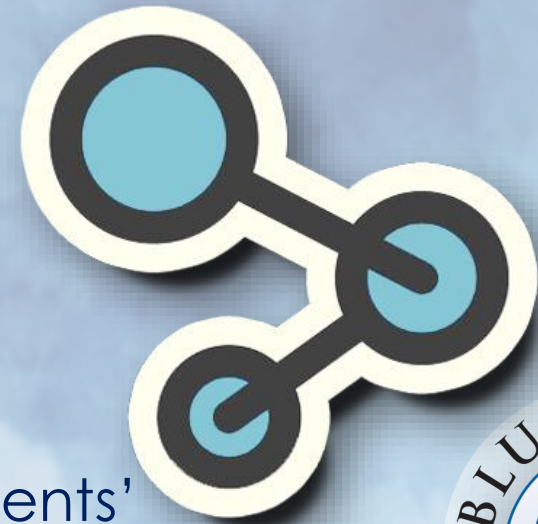
Why Students Struggle

- Staff responses **did not** include statements or perceptions about students'
 - Ability
 - Intelligence
 - Special education needs/disabilities or giftedness
 - Desire to learn
 - Work ethic
- Staff members are committed to supporting students through struggles in order to help them learn



How are these things connected?

- The majority of the reasons why students struggle have connections to social emotional elements
 - Nine of the fifteen reasons for struggle most commonly listed—well over half
- Nearly all of the most frequently cited reasons why students struggle are connected to social emotional elements
 - Dealing with mental health issues
 - Fear of failure
 - Drug or alcohol dependence
 - Dealing with bigger worries
 - Lack of support
- Addressing social emotional elements will support students' academic success



Social Emotional Learning (SEL) in Blue Valley

- Social Emotional Learning is not new in Blue Valley
 - Personal Growth has been a focus of one of our goals (used to be “Goal 2”)
- Board of Education adopted plans that features SEL and wellbeing with action steps (Spring/Summer 2017)
 - Define Social and emotional learning
 - Embed SEL elements as appropriate into curriculum (start K-5)
 - Enhance suicide prevention and intervention
 - Integrate social workers into the interventions available to support students
 - Investigate the measurement of SEL
- SEL Taskforce established to define Social Emotional Learning for Blue Valley (Fall 2017)

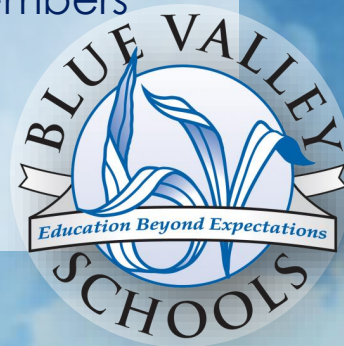


SEL Taskforce

(Teachers, Counselors, Administrators)

Kristin Asquith* Student Services Admin, DO
Charlotte Ancil Math, OMS
Amber Basom Counselor, LKE
Debbie Bond Principal, MTE
Reilly Dodd Counselor, OHE
Jennifer Duggan 5th Grade, SPE
Lauren Eubanks 2nd Grade, PSE
Lauren Garcia Social Science, BVW
Hannah Geenens Spanish, HRT
Nate Girard* Assistant Principal, ABM
Jennifer Luzenske* Director C & I, DO
Kirsta Meacham Counselor, BVH
Candy Moore Counselor, BVM
Tamara Newman Gifted, OTM

Shelly Nielsen Principal, OTM
Kelly Ott Executive Director, DO
Eric Owen Computer Science, PRM
Jason Peres* Assistant Principal, BVSW
Michelle Phifer ESOL, OHE
Mark Schmidt* Assistant Superintendent, DO
Bill Smithyman English Language Arts, BVN
Sheryl Stein Math, BVN
John Stone Counselor, BVW
Laura Volz Math, BVH
Sondra Wallace* Principal, SRE
Adam Wessel* Assistant Principal, BVN
Kayci Yelliott Counselor, LES
*SEL Steering Team Members



Do Soft Skills Make Students Soft?



Emotional Intelligence in U.S. Army Leadership Doctrine

“The U.S. Army has long recognized that its success depends upon its people The Army spends an exceptional amount of time emphasizing the importance of leader-to-follower relationships, teamwork, *esprit des corps*, and organizational climate. Each of these issues requires the holistic inclusion of emotional-intelligence components in leader-training, doctrine, and leadership literature.”

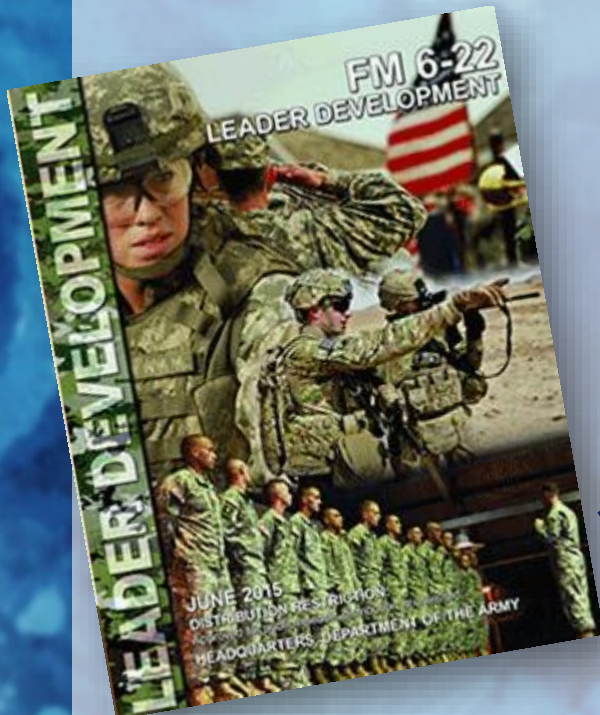
Lieutenant Colonel Gerald F. Sewell, U.S. Army (Retired)
Assistant Professor of Military Leadership
Command and General Staff College
Fort Leavenworth, KS
MILITARY REVIEW, November-December 2009



Do Soft Skills Make Students Soft?

Army Field Manual for Leadership Development includes these headings

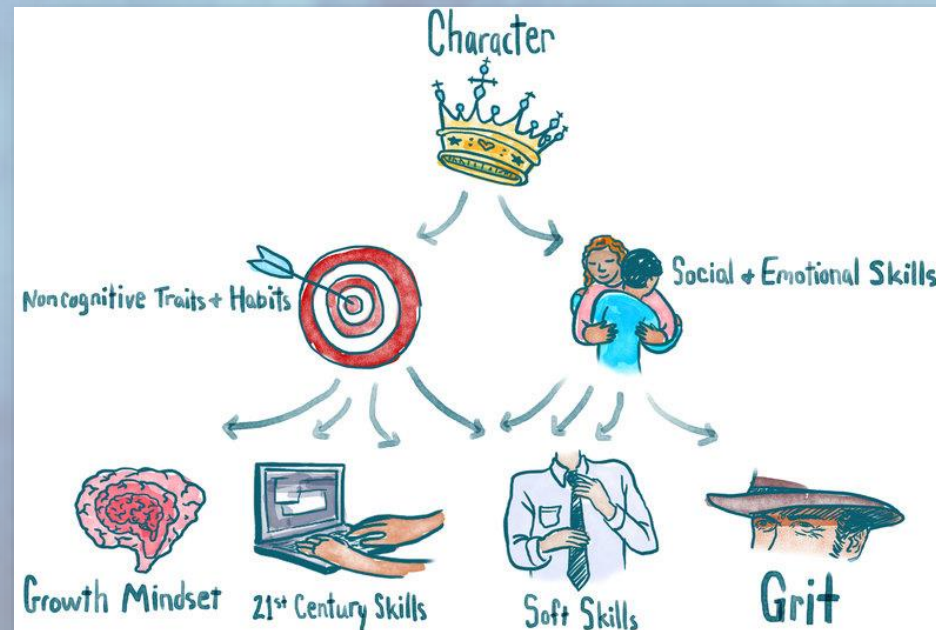
- Soldier and leader **self-awareness**
- **Emotional factors of leadership** (self control, stability, and balance)
- Interpersonal **tact, adaptability, and judgement**



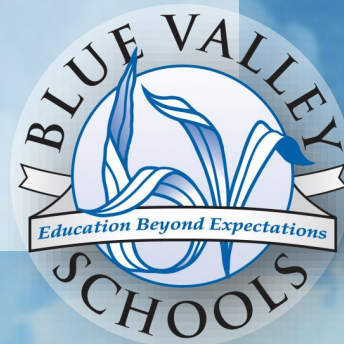
SEL doesn't make us weaker
SEL makes students and staff
STRONGER in
the face of challenges
SEL is a critical part of leadership skill
development



Non-Academic Skills Are Key To Success But What Should We Call Them?



We wanted a way to talk about social emotional skills and learning in concrete, meaningful ways with all stakeholders



Blue Valley Needed an SEL Framework

- Provide a clear mechanism for communicating about SEL
- Define SEL elements to be learned
- Identify skills to embed into curriculum as appropriate
- Measure students growth in SEL areas
- Taskforce charged with identifying a framework



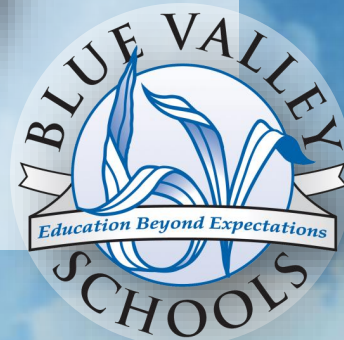
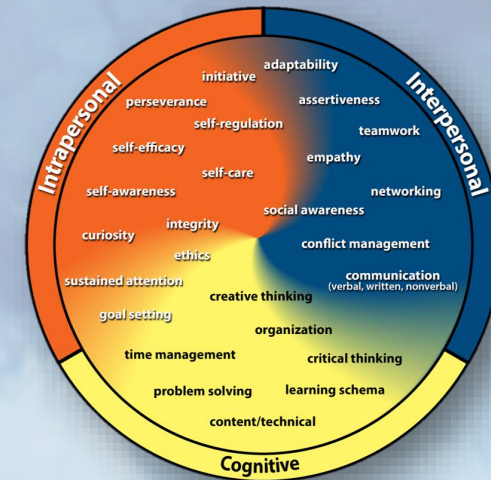
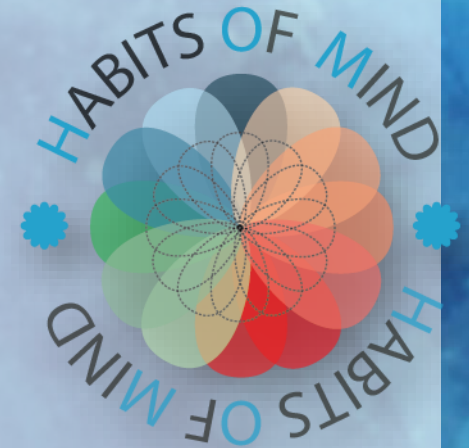
Choosing a Framework

- Comprehensive—Focused on more than a single skill or attribute
- Research-Based
- One that offers a library of supporting materials (videos, articles, etc.) that will be helpful to the process of curriculum development and instruction



Frameworks Considered

- Habits of the Mind—Costa & Kallick
- College & Career Competency Framework—KSDE
- Core SEL Competencies—CASEL
- Six Pillars of Character—Character Counts!

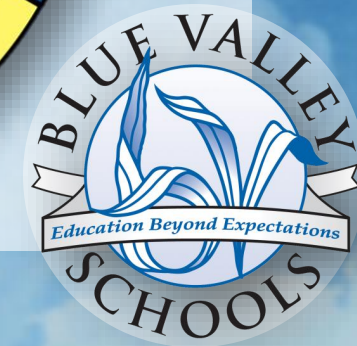
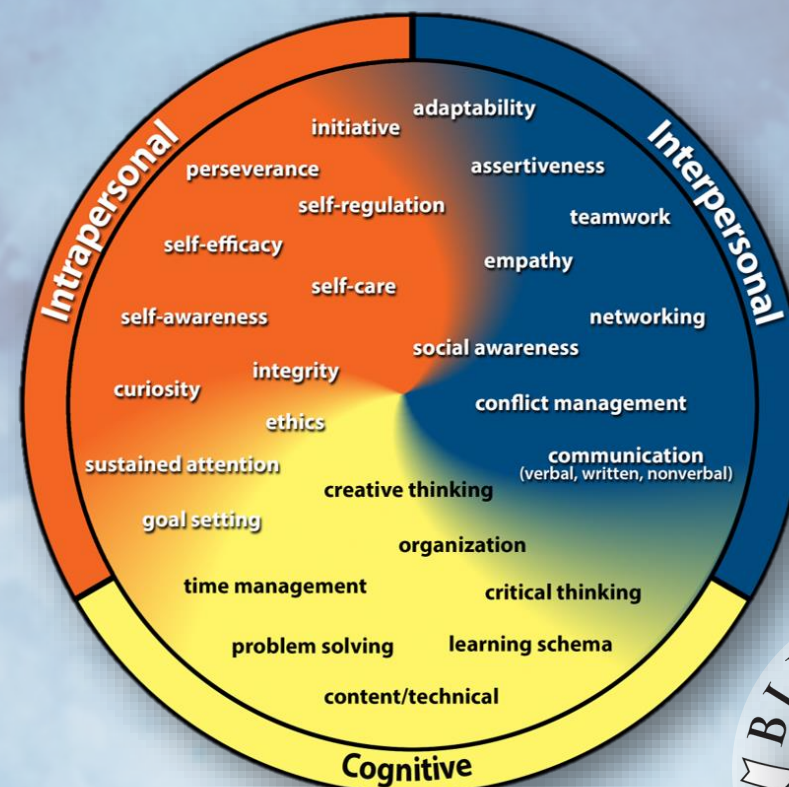


Taskforce Feedback Used to Narrow to Two Possible Frameworks

CASEL—Core SEL Competencies



KSDE—College and Career Competencies



Taskforce Recommendation

Comments from SEL Taskforce members

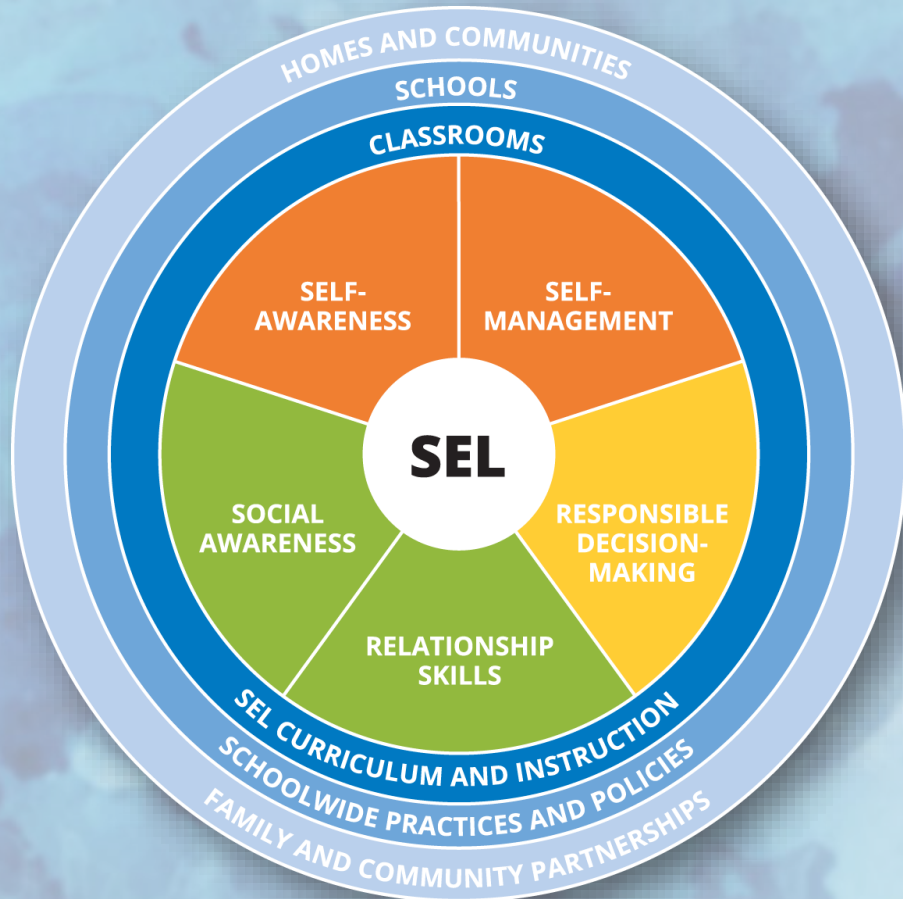
- Our group likes that it has five specific, well-developed areas
- We appreciate that this is a K-12 framework
- We like the family and community partnership
- We love that this framework teaches preventative strategies
- This is research based with numerous resources
- CASEL seems very straightforward
- The chunking of information seems more accessible to users (teachers, students, parents, etc.)
- Concepts could be grouped for professional learning
- The A-Z index of resources is helpful
- CASEL is more widely used and connected to larger organizations

CASEL—Core SEL Competencies



Collaborative for Academic, Social, and Emotional Learning

- Based on Five SEL Core Competencies
- CASEL is a framework, not a product



Self Awareness

- Identify emotions
- Accurate self-perception
- Recognition of strengths/limitations
- Recognition of impact on others
- Self-confidence
- Growth mindset

Self-Management

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

Social Awareness

- Perspective-Taking
- Empathy
- Appreciation of diversity
- Respect for others

Responsible Decision-Making

- Identify problems & solutions
- Analysis of situations
- Reflection
- Ethical responsibility

Relationship Skills

- Communication
- Social engagement
- Relationship building
- Ability to handle conflict
- Teamwork



An Overview of CASEL



Reflections

SEL work is not new in education or in Blue Valley

- With the people around you, discuss the following items
 - How will learning about these social emotional elements help all students?
 - How will learning about these SEL elements help students who are gifted, specifically?
 - What should school staff consider as these elements are embedded into curricula ?
 - Other thoughts or impressions?

Self Awareness

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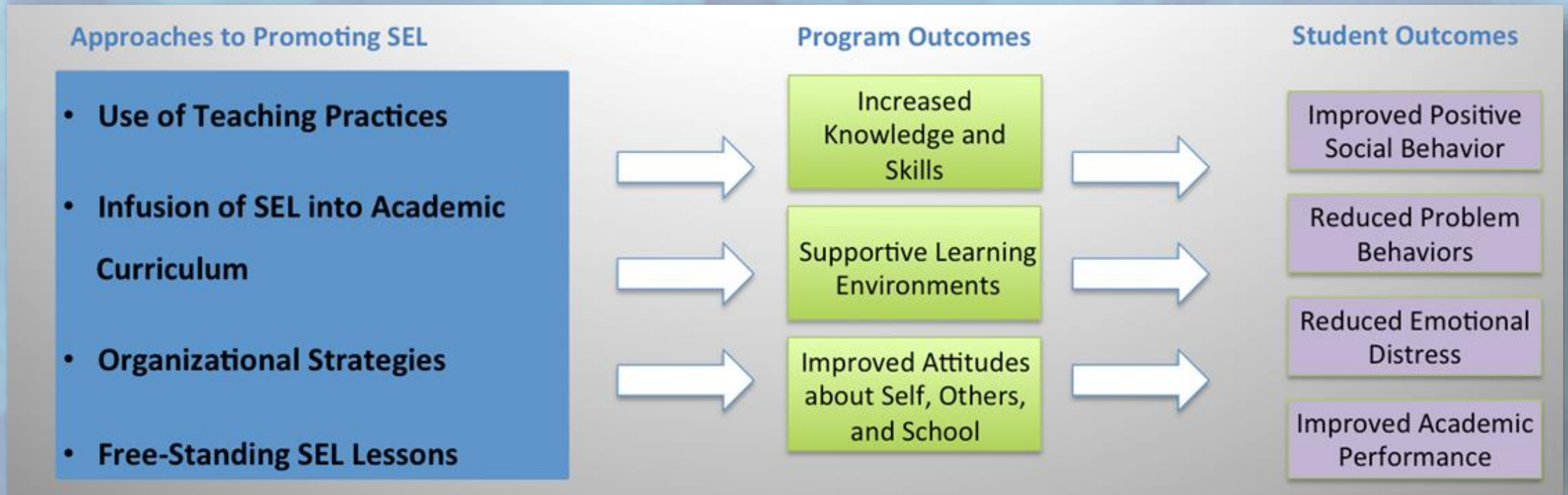
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What is Next in Blue Valley?

CASEL Recommended Approaches to SEL



What is Next?

Approaches to Promoting SEL

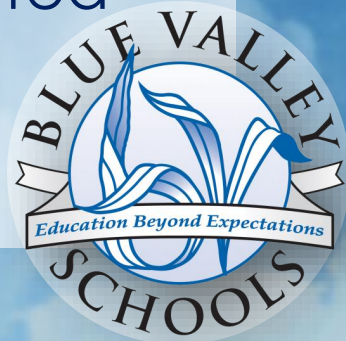
- Infusing SEL in teaching practices to create a learning environment supportive of SEL.
 - Blue Valley's Plan
 - Investigate best and next practice social and emotional instructional strategies (future work)
 - Current Action
 - Middle School content teachers focus on Mindfulness and Mindset (self-management and self-awareness)
 - Classroom Meetings (elementary schools)



What is Next?

Approaches to Promoting SEL

- Infusing SEL instruction into an academic curriculum
 - Blue Valley Plan
 - Integrate CASEL SEL practices into K-12 curriculum (active)
 - Current Action
 - Develop integrated K-5 curriculum (ELA, Social Studies, Science, Technology, and SEL)
 - Embed into new courses (K-12) as they are cyclically updated



What is Next?

Approaches to Promoting SEL

- Create policies and organizational structures that support students' social and emotional development (school culture)
- Blue Valley Plan and Action
 - Revise counselor curricula and intervention plan, where appropriate, to implement best practice suicide prevention and intervention strategies
 - Suicide Prevention Taskforce updating protocols currently
 - Seamlessly integrate social work services into existing SEL supports provided by school counselors and school psychologists
 - Social workers embedded in all schools
 - Identify the appropriate social and emotional learning measurement tools
 - Piloting Panorama with seven schools
 - Investigate school-wide positive behavioral support systems and/or programs that address student/staff wellbeing, self-awareness, self-management, social awareness, relationship skills, and decision-making
 - PBIS, Second Step, Conscious Discipline, etc. used in various schools



Suicide Prevention Taskforce

- Protective Factors Curriculum related to SEL (K-5, 6-8, 9-12)
 - Emphasizes resilience
- Suicide Prevention Scope and Sequence (5th through 12th grades)
 - Being updated currently
 - Including updated resources when possible
- Suicide Intervention Protocol
 - Updating materials currently
 - New research-based intervention tool recommended by taskforce
 - Required at-school follow up after intervention
- After a Suicide Manual for Staff—Self-care and warning signs
 - In development now
- All School Staff Required Professional Learning
 - Jason Flatt Act
 - Update school presentations to account for recommended changes



Suicide Prevention Taskforce Members



Kristin Asquith*
Kaci Brutto
Katie Bonnema*
Dan Carney
Kimbra Cavanah
Chris Cullinan
Emily Demo
Sue Denny
Kristi Dixon
Lisa Donn
Janelle Hilger
Mark Kenney

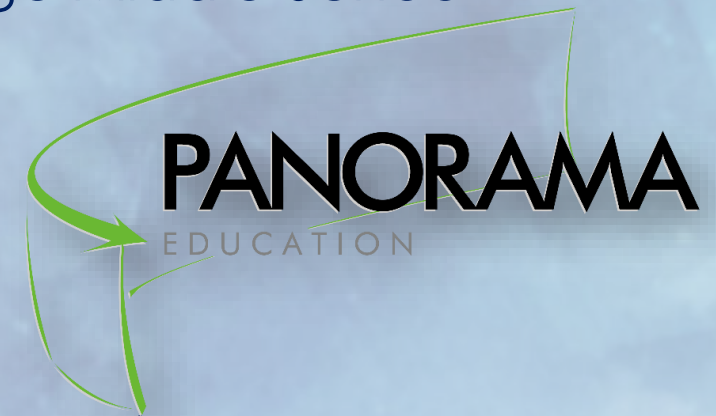
Anyssa Lenhart
Becky Miller
Candy Moore
Karen Mulligan*
Beth Ricke
Mark Schmidt*
Jennifer Spencer
Lisa Stolper*
Monica Symes
Kari Szukalski*
Tara Walrod*

*Steering Committee Members



Measuring Social Emotional Learning

- Seven Blue Valley Schools piloting the use of SEL measurement tool, Panorama
 - Harmony Elementary School
 - Lakewood Elementary School
 - Liberty View Elementary School
 - Sunrise Point Elementary School
 - Leawood Middle School
 - Oxford Middle School
 - Pleasant Ridge Middle School
- Implementing student surveys for their impressions of their SEL skills
 - SEL competencies
 - School environments and supports
- Administering surveys in October/November & March/April
- Resources to embed SEL into classroom instruction
- Data for review of progress



Measuring Social Emotional Learning

Making Mistakes

Help students understand that persevering through mistakes helps them learn and grow.

Average rating: 5.0 / 5.0

[Add to My Playbook](#)

Open Circle

GOAL

Help students learn that everyone makes mistakes and that people can learn from their mistakes.

ACTION

Adapted from the "Making Mistakes" supplementary lesson in the *Open Circle Curriculum*. [Learn more...](#)

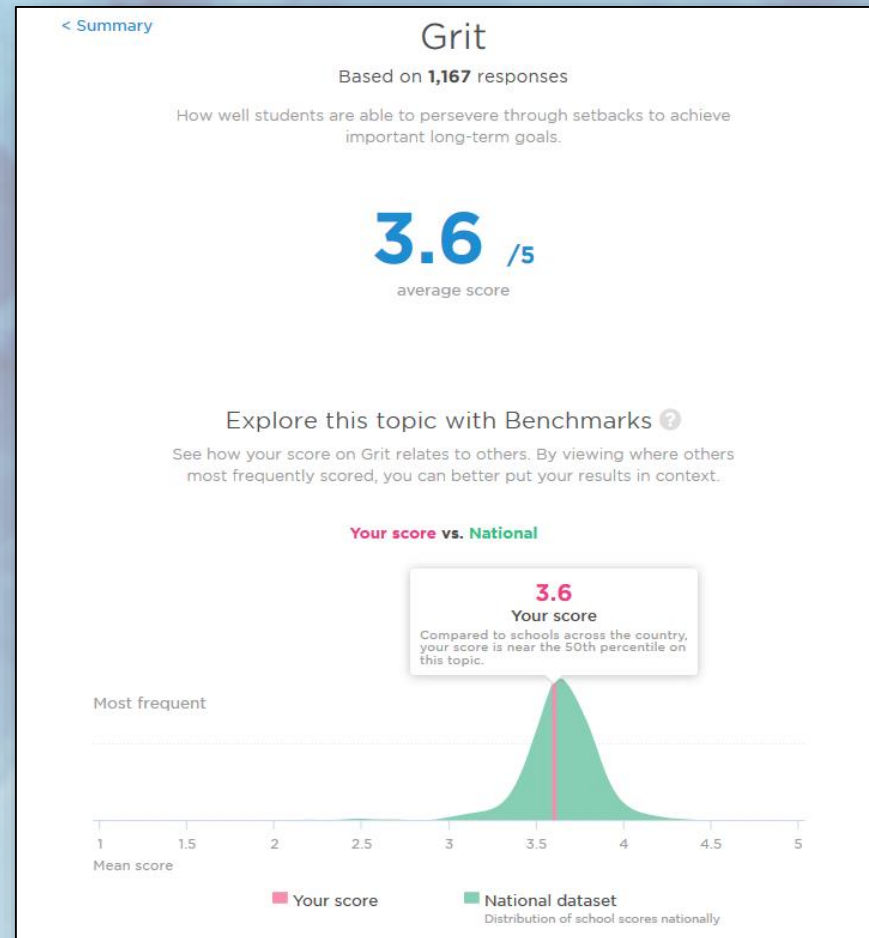
Ask if anyone has ever made a mistake in class. Ask students how they feel with they make a mistake. Ask students to help you create a list of mistakes that are common in school (e.g. forgetting your homework, spilling something in the cafeteria, saying something you regret).

Share a book about making mistakes, such as *Beautiful Oops!*, by Barney Saltzberg, or *The Girl Who Never Made Mistakes*, by Mark Pett, or *The Most Magnificent Thing*, by Ashley Spires, and talk about the possible positive outcomes of making mistakes (e.g. you get an opportunity to learn, you discover something new, you learn to tackle something difficult).

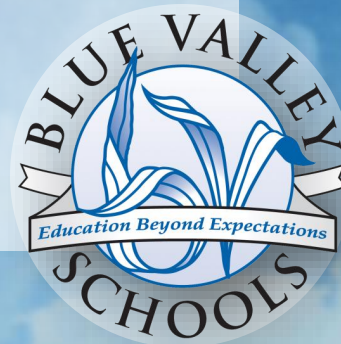
Have students come up with some positive or helpful things they could say to themselves when they make a mistake. Create a list of these ideas and display them somewhere in the classroom as a reminder that mistakes are OK and can be opportunities to learn.

WHY THIS WORKS

Being able to accept and learn from mistakes is essential to students' success in persevering to achieve long-term goals.



Data specific to school, classroom, and student with recommended activities for growth



Measuring Social Emotional Learning

PANORAMA Results **Playbook** KA

Character Lab Open Circle Second Step Teaching Tolerance Transforming Education My Playbook Share your own moves

GRIT GROWTH MINDSET PEDAGOGICAL EFFECTIVENESS SCHOOL AND CLASSROOM CLIMATE TEACHER-STUDENT RELATIONSHIPS MORE TOPICS

Teacher Growth Mindset

Panorama's SEL Measures ask teachers to answer questions about the extent to which they believe they have the potential to help their students learn. Research indicates that how well they teach students social-emotional learning skills, behaviors, emotions and mindsets. Research indicates that teachers who support the development of their students' social-emotional learning help their students to fare better in school, and life.

Questions on Panorama's SEL Measures related to Teacher Growth Mindset include:

- How confident are you that you can help your school's most challenging students to learn?
- How confident are you that you can engage students who typically are not motivated?

Explore moves related to Teacher Growth Mindset to find strategies to cultivate your own growth mindset and support your students' academic competencies.

Make Organization Easier with Manageable Steps ☆

Genevieve Mason
★★★★☆

Having an organized classroom and a plan for completing tasks makes you more effective and less stressed.

Incorporates resources from various sources including Second Step and Open Circle

Highest rated moves

See all

Learn from Your Students ☆

Genevieve Mason
★★★★★

My students make me better, so I watch for opportunities to learn from them.

Read More

Growth Mindset Toolkit ☆

Transforming Education
★★★★★

Professional development resources designed for educators seeking research-based strategies to help students build a growth mindset.

Read More

Visit Other Classrooms For Organization Insights ☆

Sam Santos Thomas
★★★★★

I look at other classrooms and learning spaces in my school for inspiration on how to organize space.

Read More

Newest moves

See all

Growth Mindset Toolkit ☆

Transforming Education
★★★★★

Professional development resources designed for educators seeking research-based strategies to help students build a growth mindset.

Read More

Learn from Your Students ☆

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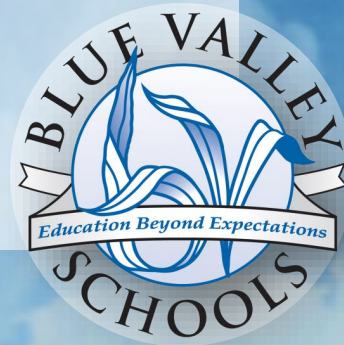
Plan "Brain Breaks" ☆

Genevieve Mason
★★★★★

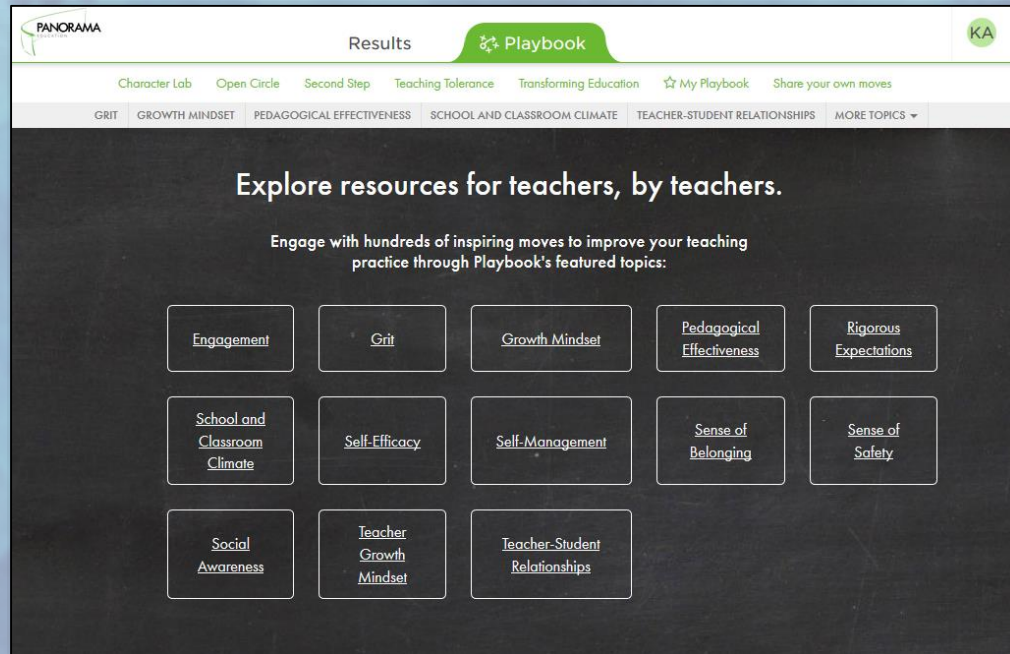
Certain topics are predictably challenging. I plan brain breaks as part of these lessons.

Read More

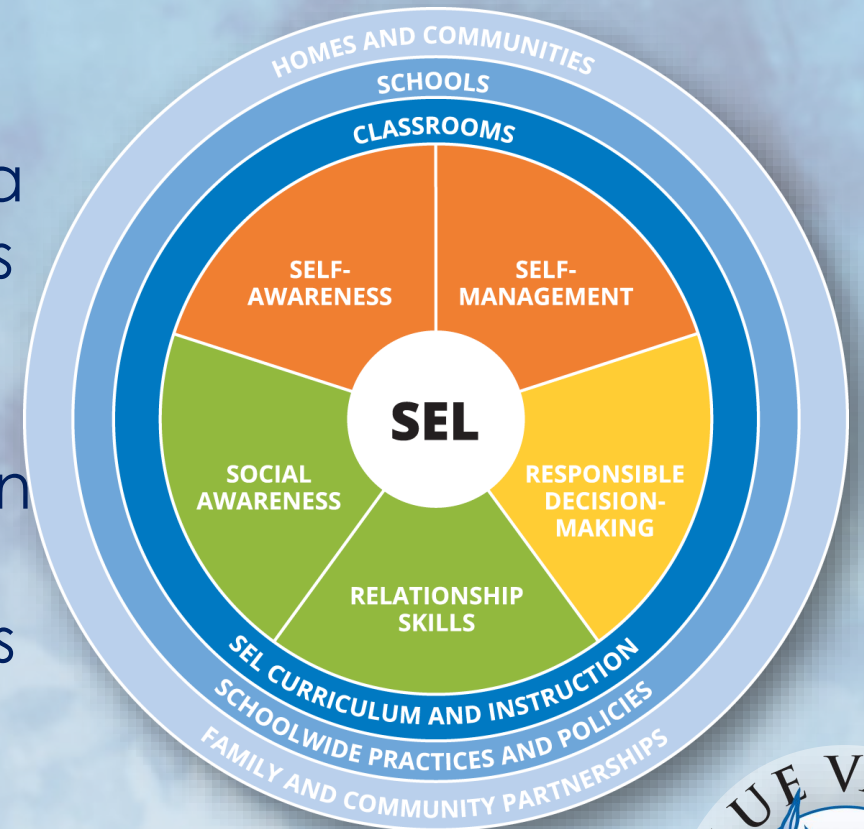
Panorama Playbook for access to resources to support SEL integration and professional learning



SEL & Panorama



Panorama correlates with the elements included in CASEL Standards



Investigating School-Wide Positive Behavioral Supports

- Second Step (EC)
- Conscious Discipline (SRE, LVE, HRT, WSE)
- PBIS (OMS)
- Restorative Practices (BVA)



What is Next?

Approaches to Promoting SEL

- Directly teaching SEL skills in free-standing lessons
- Blue Valley Plan and Action
 - Counselor Curriculum
 - Investigating resiliency curricula for suicide prevention
 - Happiness Project – Elementary and Middle



Community Engagement

- District conversations with parents
 - Suicide prevention ideas
 - SEL impressions and feedback
- Parent engagement in SEL conversations via established groups
 - BVPAGE
 - Student Services Board Advisory Committee
 - C&I Board Advisory Committee
 - Special Education Advisory Council
- Principal and staff member conversations with families regarding SEL
 - PTOs
 - Student Intervention Teams (problem solving process)
 - IEP meetings
 - Individual student meetings



Take-Aways

Blue Valley will use the framework and definition of CASEL for our SEL work

- Every Blue Valley School is currently implementing SEL strategies and lessons that fit into the CASEL framework
- We are investigating strategies and tools to support, practice, and measure SEL. We will need your input along the way
- Stakeholder feedback and engagement currently occurring and ongoing



Questions?

