

DPI New School Social Work Resource Sharing Sessions

Session 7: TSS, SEL, Compassion Resilience

School Social Worker Resources

TSS Resources

- [Wisconsin School Mental Health Framework](#)
 - The work of trauma sensitive schools is the work of comprehensive school mental health systems. The ability of a Comprehensive school mental health system to promote student and staff mental health is enhanced when implemented through a trauma sensitive lens. Additionally, trauma sensitive work includes addressing trauma's impact on learning and development with regulatory and resilience-building practices integrated into instruction, services, supports, and culture for students and staff. There are 6 components of Wisconsin's comprehensive school mental health framework. Building and improving these components is essential for creating an effective system that supports the mental health and wellbeing of students and adults in the school community.
- [DPI TSS elearning series webpage](#)
 - This is a free, online, on-demand system consisting of three primary components. Through this system, learners will understand the prevalence and impact of toxic stress on youth and those who care for them. Additionally, participants will understand how to infuse the values of safety, trustworthiness, choice, collaboration, and empowerment into various aspects of their existing equitable multi-level system of support. This infusion is what we call the trauma-informed lens.
- [TSS Evaluation Tools](#)
 - There are various tools available to assess the extent to which your school or district has elements necessary to produce a trauma sensitive school. The following list is not comprehensive, however provides various tools for your consideration and use. DPI does not necessarily endorse any one tool, but encourages each TSS leadership team to determine which tool best meets your needs.
- [National TSS Resources](#)
 - TSS resources including: Trauma Sensitive Schools and the Pandemic, Creating a Trauma Sensitive School Community, Creating a Trauma Sensitive Classrooms and Interactions, Healing Trauma from Disaster and Crisis
- [Training and TA info](#) with links to CESA Lead emails and DPI partner organizations
- [Wisconsin's Trauma Sensitive Schools Guiding Principles Document](#)

SEL Resources

- [DPI SEL webpages](#)
 - Many resources to support a school team with infusing SEL into the school.

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- [Social and Emotional Learning Competencies](#)
 - This Wisconsin Department of Public Instruction's (DPI) PK-Adult Social and Emotional Learning (SEL) Competencies guide is designed to provide educators and out-of-school-time professionals with the essentials for implementing a comprehensive approach to SEL. The competencies support the belief that SEL skills are best learned when all adults are teaching, providing opportunities to practice, learning and modeling, and reinforcing these skills throughout the day. Note that the competencies are provided in grade bands, as each competency subsumes the knowledge and skill development of the previous competencies. The grade bands are clustered for levels 4K-5K, 1-3, 4-5, 6-8, 9-10, and 11-adulthood.
- [Build Your Social and Emotional Training Opportunities](#)
 - The training resources that are provided here can help you to implement social and emotional learning (SEL) in a systemic way, across the district, school, or agency. Effective SEL implementation is both explicit instruction and integration of SEL across all environments.
- [Social and Emotional Learning Assessments](#)
 - Assessing social and emotional learning (SEL) is more than screening student SEL competencies. It includes assessing the fidelity of your SEL program implementation and using SEL data in Plan-Do-Study-Act cycles in a Continuous Quality Improvement (CQI) process.
- [Social and Emotional Learning Curriculum and Alignment Tools](#)
 - Curricula shared on this page meet two criteria: 1) curriculum is an evidence-based program (EBP) as determined by presence on a national registry of EBP; and 2) the program has aligned their curriculum to the Wisconsin Social and Emotional Learning (SEL) Competencies.
- [Understanding the Differences: Social and Emotional Learning \(SEL\) Competence Assessment and Social, Emotional, and Behavioral \(SEB\) Screening and Assessment Document](#)
 - This document is intended to assist school professionals in differentiating between Social and Emotional Learning (SEL) Competency Assessment, Universal Social, Emotional, and Behavioral (SEB) screening, and more targeted SEB assessment. This document provides some basic information relating to screening and assessment, with a selection of additional resources linked at the end to support the comprehensive planning necessary to implement effective practices.

Compassion Resilience Resources

- Compassion Resilience [Toolkit](#) and [introduction](#) to compassion resilience in schools
 - For schools looking to dig into this work, the CR toolkit is a good place to start. DPI, in partnership with Rogers InHealth, created a FREE toolkit for educators to help build compassionate work cultures and individual compassion resilience skills. This is our primary resource for WI educators looking to do this work.

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- Trauma Sensitive Schools elearning Module: Compassion Resilience [Online Learning module](#)
- [Assessment - Educator Resilience and Trauma-Informed Self-Care Self Assessment](#) - CGTL
 - This handout includes a self-care self-assessment with key strategies for fostering resilience and a self-care planning tool to assist educators in identifying areas of strength and growth related to self-care and developing self-care plans.
- [Self-Compassion Guided Meditations and Exercises](#) - Dr. Kristin Neff