

*Being the Change Workshop:
Applied SEL Science and
Practice, with Local Examples.*

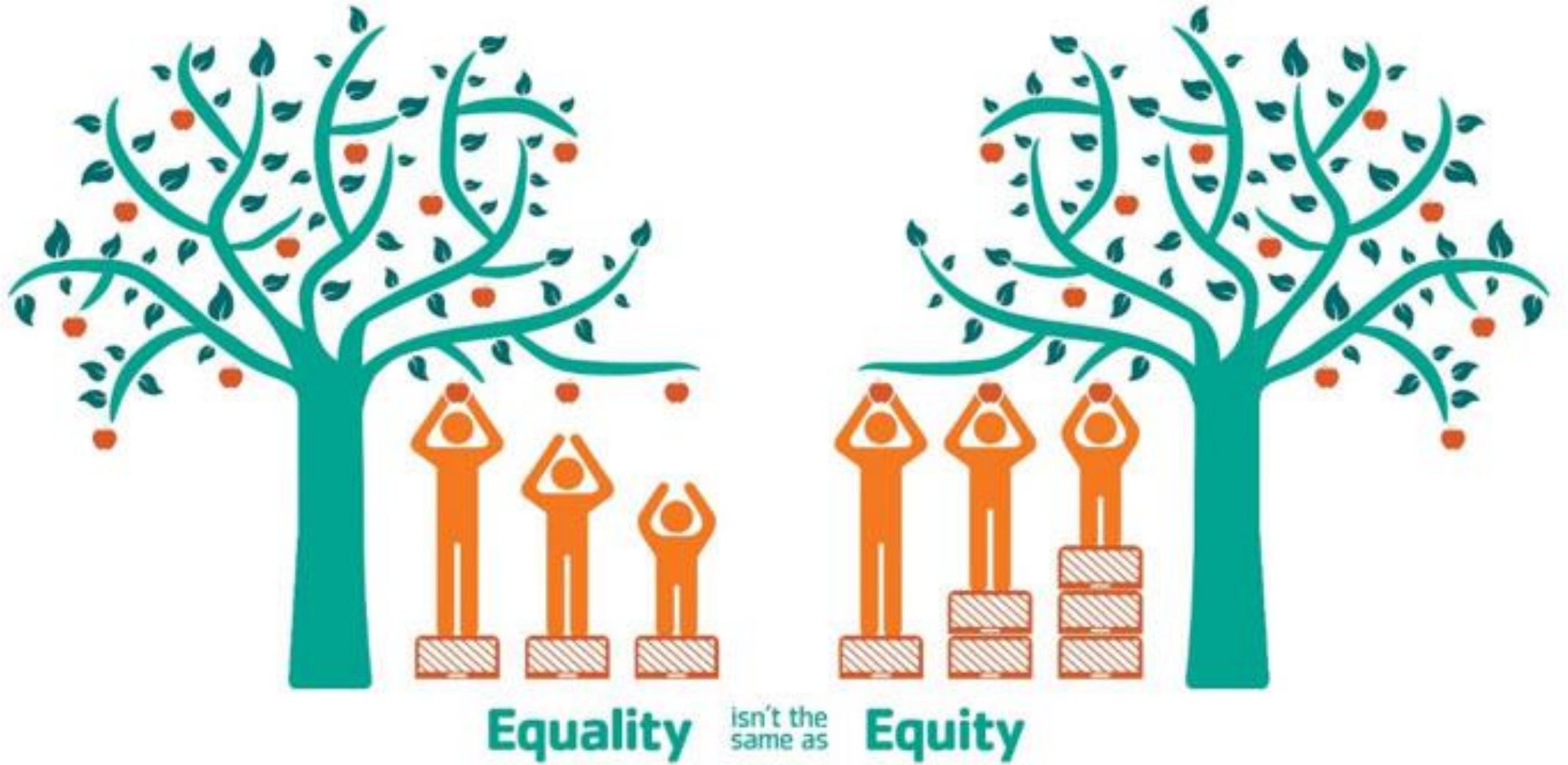
Wisconsin 21st Century Community Learning Centers Kickoff Conference,
Wisconsin Dells, October 2, 2018



Be the change you want to see

Being the change, change the being

SEL Equity



SEL Social Movements

- Early Childhood Education
- Afterschool and Child Care
- Turnaround Schools
- Response to Intervention
- Multi-Tiered Systems of Support
- Family Engagement
- Educator Evaluation



Wisconsin's Framework for Equitable Multi- level Systems of Supports

<https://dpi.wi.gov/rti>

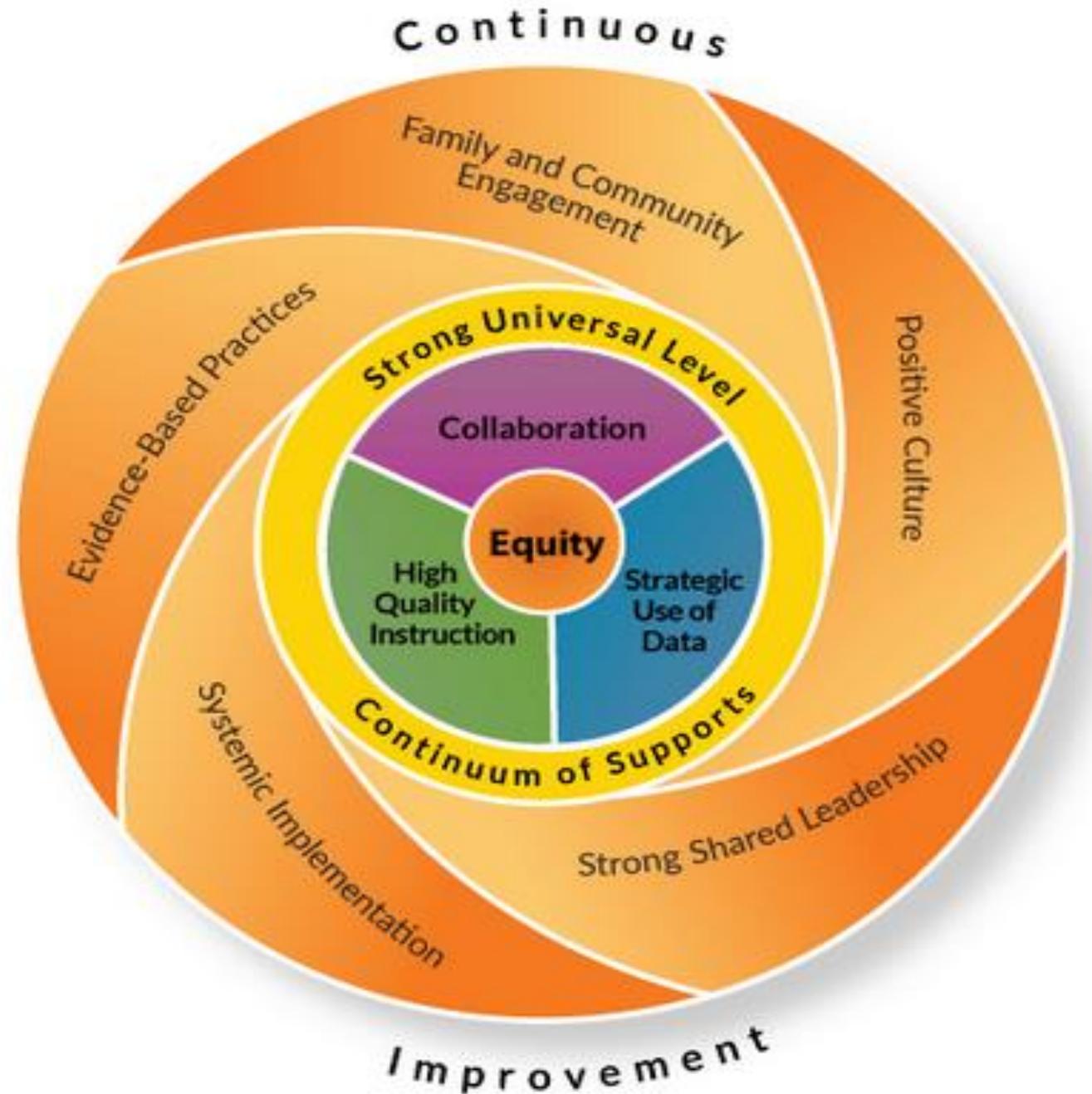
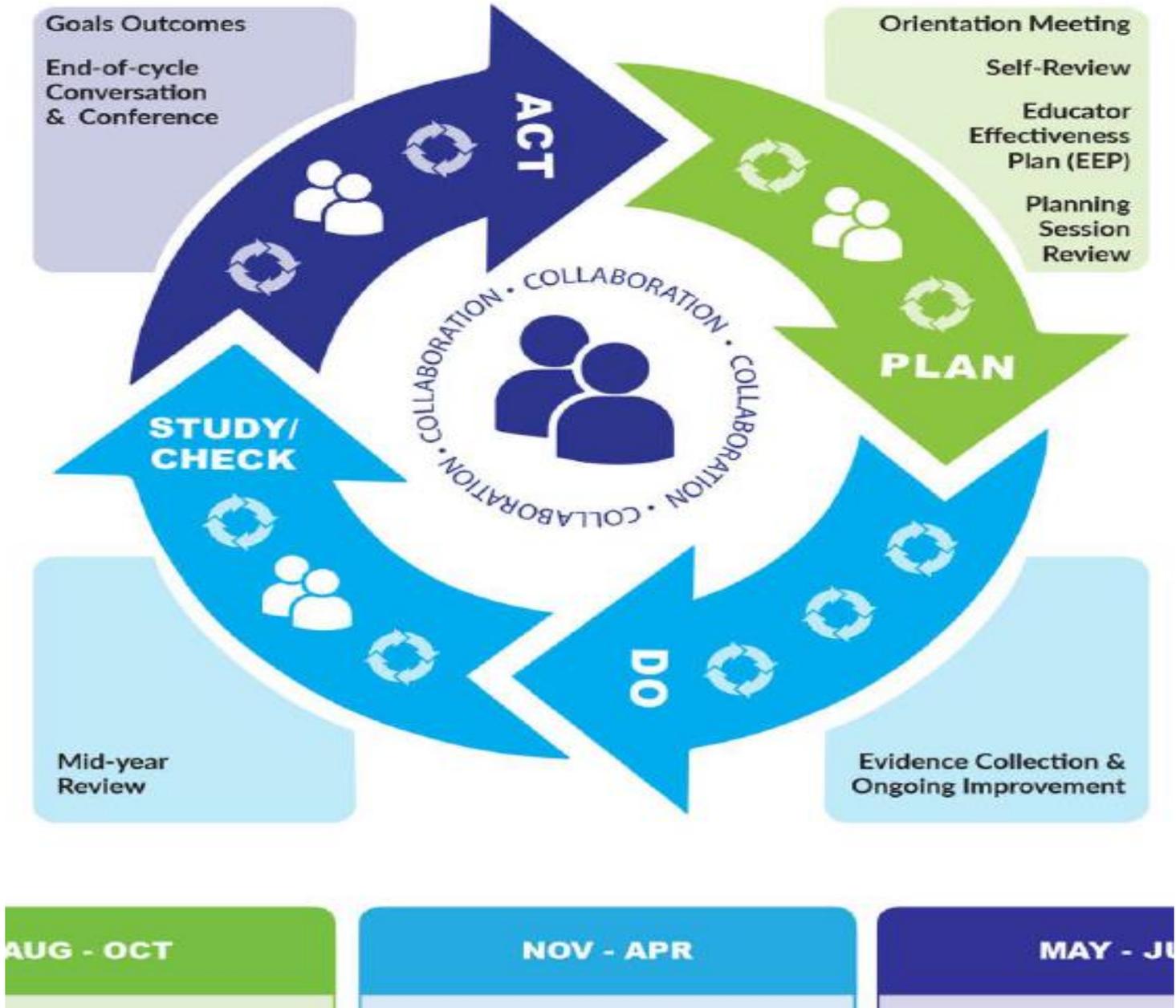


Figure 2. EE
 Milestones within
Improvement
Cycles

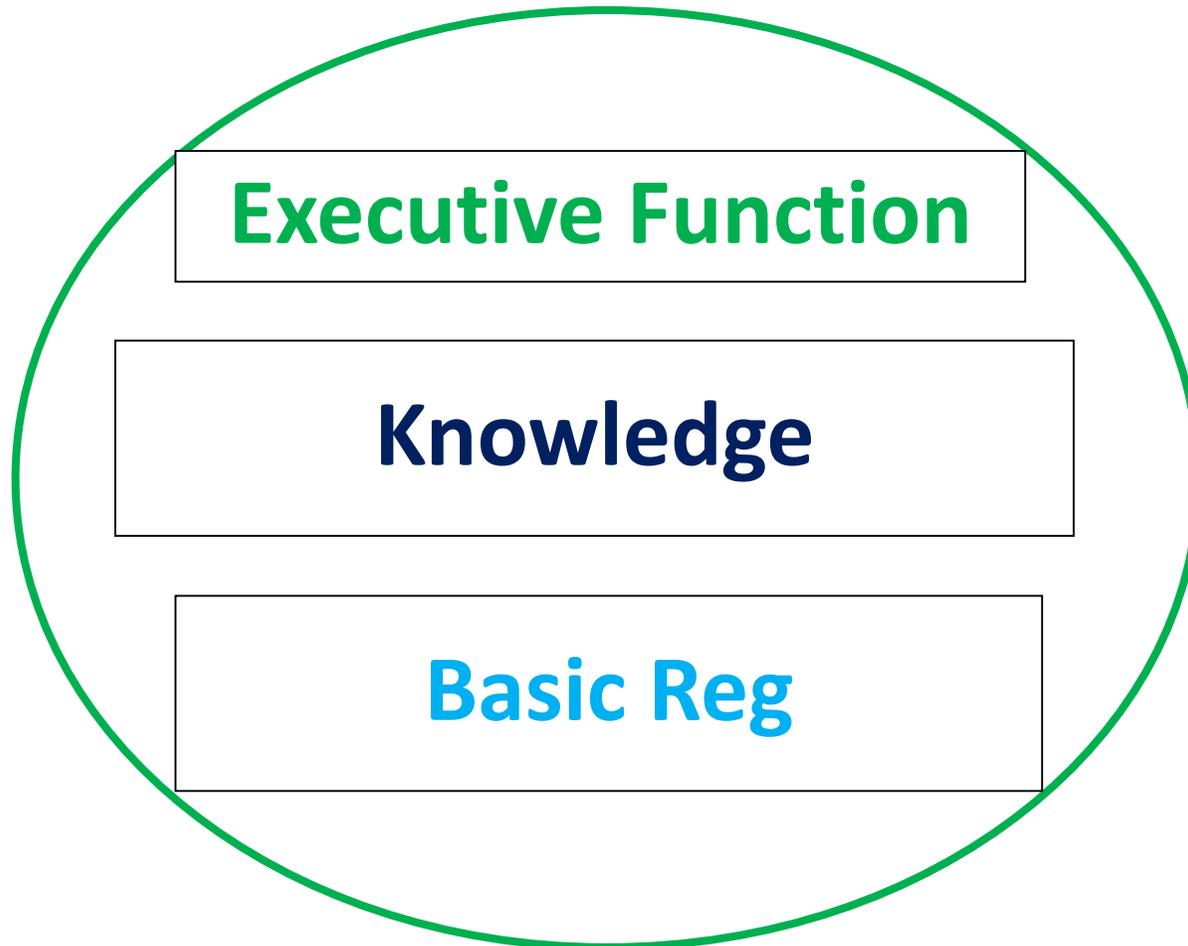


Effects of SEL on Child Development and Outcomes: Yes.



Evidence: http://www.expandinglearning.org/docs/Durlak%26Weissberg_Final.pdf

Neuro-Student's SEL "Action Skills"



Focus on thoughts and feelings

Focus on awareness

Long term and working memory

Goals and rules

Verbally structured

Affect, emotion, temperament

Non-verbally organized

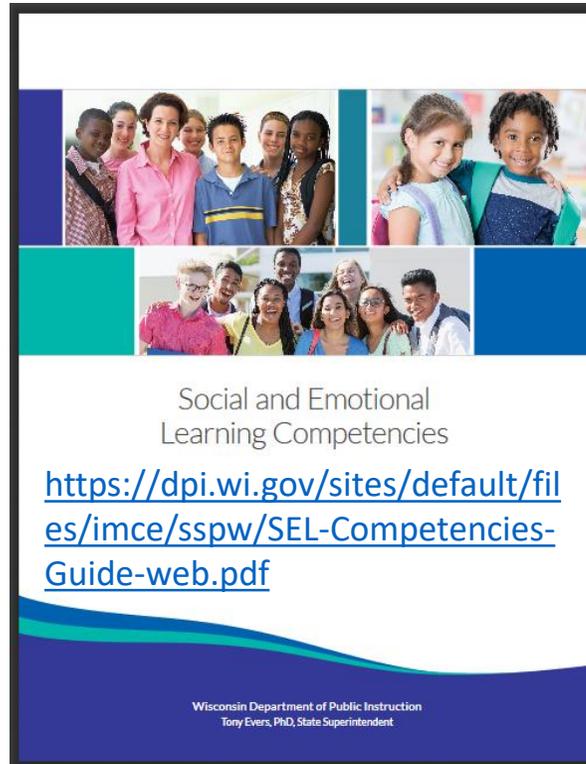
Sensory affective motor schema

Valid SEL Theory and Measures

SEL Quality → SEL skill learned afterschool → SEL skill transfer to school

Approved Self-Assessment Tools

- Wisconsin After School Continuous Improvement Process (WASCIP)
- Youth Program Quality Assessment (YPQA)
- New York State Network for Youth Success (NYS - formerly NYSAN) Quality Self-Assessment Tool (QSA)
- Quality Assurance System (QAS)
- For more information:
<https://dpi.wi.gov/sspw/clc/assessment/monitoring-tool>



Social and Emotional Learning Competencies

<https://dpi.wi.gov/sites/default/files/imce/sspw/SEL-Competencies-Guide-web.pdf>

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

PI-1851 New 04-16

21st Century Community Learning Centers Teacher Survey

This survey is designed to collect a teacher's perception of changes in a student's performance in three domains. Before filling this survey out, make sure that:

- The student has participated in the 21st Century Community Learning Center after-school program this year.
- You have been this student's teacher for at least a semester and have knowledge of his/her homework completion, class participation, and classroom behavior.
- You are completing this survey toward the end of the academic year.

Date of Review Mo./Day/Yr.

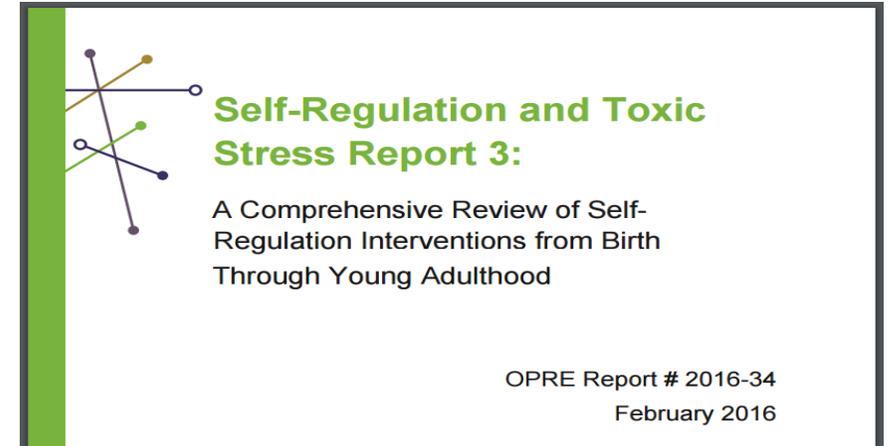
GENERAL INFORMATION	
Student Name First and Last	Teacher Name First and Last
School	Grade of Student
Subject Taught if middle or high school	

STUDENT EVALUATION
Homework Completion
1. What happened with the student's homework completion over the course of the year? <input type="checkbox"/> A. It needed to improve and it did improve. <input type="checkbox"/> B. It needed to improve but it stayed the same. <input type="checkbox"/> C. It needed to improve but it got worse. <input type="checkbox"/> D. It did not need to improve. <input type="checkbox"/> E. Not applicable, no homework assigned.
Class Participation
2. What happened with the student's class participation over the course of the year? <input type="checkbox"/> A. It needed to improve and it did improve. <input type="checkbox"/> B. It needed to improve but it stayed the same. <input type="checkbox"/> C. It needed to improve but it got worse. <input type="checkbox"/> D. It did not need to improve.
Classroom Behavior
3. What happened with the student's behavior in the classroom over the course of the year? <input type="checkbox"/> A. It needed to improve and it did improve. <input type="checkbox"/> B. It needed to improve but it stayed the same. <input type="checkbox"/> C. It needed to improve but it got worse. <input type="checkbox"/> D. It did not need to improve.
Comments

SEL Quality: Evidence-Based Practices

- *Coregulation / Responsive Practices*
 - Environment makes self-regulation manageable
 - Provide a warm, responsive relationship
 - Teach, model, coach, facilitate skill practice

- *Trauma-informed* policies, procedures and practices:
 - Safety
 - Trustworthiness and transparency
 - Peer support
 - Collaboration and mutuality
 - Empowerment, voice and choice
 - Cultural, historical and gender issues



<https://www.acf.hhs.gov/opre/resource/self-regulation-and-toxic-stress-foundations-for-understanding-self-regulation-from-an-applied-developmental-perspective>

<https://www.samhsa.gov/ncti/c/trauma-interventions>

SEL Quality: Evidence-Based Programs

<https://casel.org/guide/>

Navigating SEL from the Inside Out provides an

analysis of major content/pedagogic emphasis in each of the multiple lessons from each of 25 “Evidence-Based” SEL programs and can be downloaded at:

<http://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>

Note: At the elementary level, the evidence based programs are primarily focused on ***teaching emotional reasoning and prosocial behavior using group discussion methods***. Cog regulation was a major emphasis area in 25% of all lessons; Emotional processes 37%; Interpersonal skills 50%. The most often emphasized minor headings were 25% emotion words; 38% prosocial behavior. The most often emphasized method was discussion at 49% of lessons.



CASEL Program Guides

Effective Social and Emotional Learning Programs

The CASEL *Guide* provides a systematic framework for evaluating the quality of social and emotional programs and applies this framework to identify and rate well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The *Guide* also shares best-practice guidelines for district and school teams on how to select and implement SEL programs. Finally, it offers recommendations for future priorities to advance SEL research and practice.

We are grateful to the *1440 Foundation*, the *Einhorn Family Charitable Trust*, and *NoVo Foundation* for their generous support of this effort. We also thank the many SEL program developers and researchers who have generously and graciously shared their evaluation reports, curriculum materials, and professional learning strategies during our extensive review process. And we express our sincere appreciation to the CASEL board of directors and the team of colleagues at CASEL and the University of Illinois at Chicago Social and Emotional Learning Research Group who produced this guide.

Select one of the two buttons below to view either the *Preschool and Elementary Edition* or the *Middle and High School Edition* of the CASEL *Guide*.

PRESCHOOL AND ELEMENTARY EDITION

MIDDLE AND HIGH SCHOOL EDITION

Expert Panel with Q&A

SEL Best Practices and Learnings

Best Practices and Learnings from:

- Helen Hamilton, Milwaukee
<hamilthl@milwaukee.k12.wi.us>
- Kris Brunberg, Shell Lake
<brunbergk@shellake.k12.wi.us>
- Jenny Blaisdell, Cornell
<jblaisdell@cornell.k12.wi.us>

Program Offering Self-
Assessment: *Emotion
Management*



Protocol for self-assessment

- 6 Minutes
- Identify an *offering* – same adult and students over multiple sessions for single learning purpose – as the consistent referent for all questions
- Read the item for understanding
- Answer yes if the practice named in the item is:
 - A named priority for that offering
 - Experienced by most students on most days
- No right or wrong answers!!!



Next steps

- What sounds interesting?
- What aligns to your current work?
- What would you like to do better?
- What would really fit with your students and families?

Be the change!!!

Have a great year!!!

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