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Mental Health Technology Transfer Center Network
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National School Mental Health Learning Collaborative Virtual Learning Session Transcript

This transcript corresponds to one of five recorded Virtual Learning Sessions, part of the MHTTC National School Mental Health Learning Collaborative. The recorded Virtual Learning Sessions took place between April and August 2019. Each Virtual Learning Session is about 75 minutes long and includes a deeper dive into some of the content from the MHTTC National School Mental Health Curriculum, which focuses on core components of comprehensive school mental health.



Welcome to Virtual Learning Session 2: Mental Health Promotion (Tier 1)

Please click on the link in the chat: <http://bit.ly/VLS2sign-in>
to sign in and so we can send you materials for this and
upcoming sessions.




Hello everyone, this is Jessica Gonzalez, Project Associate for the Mental Health Technology Transfer Center Network Coordinating Office. Thank you so much for being here today. We are going to talk about mental health promotion, Tier 1, and if you haven't already, please click on the link in the chat box to sign in and so we can send you materials for this and all upcoming sessions. Before we get started today, we're going to start with some announcements.

Slide 2




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Slide 3



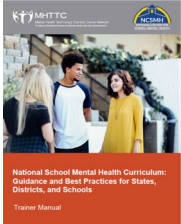
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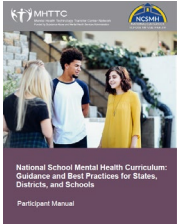
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COMING SOON!

- National School Mental Health Curriculum:
 - Currently working on making trainer and participant manuals and slide decks 508 compliant
 - Publicly available on the MHTTC website June 2019





National School Mental Health Curriculum:
Guidance and Best Practices for States,
Districts, and Schools
Trainer Manual



National School Mental Health Curriculum:
Guidance and Best Practices for States,
Districts, and Schools
Participant Manual

Our office wanted to share with everyone that we do have the National School Mental Health Curriculum currently being finalized and will be publicly available on the MHTTC website in June. So just to give a little bit of context about the curriculum for those of you who are joining us for the very first time today, we did kick off this Learning Collaborative at our in-person learning session in Maryland back in March. And those who were there received a drafted version of the National School Mental Health Curriculum that was developed by the National Center for School Mental Health in partnership with the Mental Health Technology Transfer Center Network Coordinating Office. So this curriculum is focused on the core components of school mental health and includes a trainer and participant manual, slide decks, guidance, and tools to advance the implementation of school mental health services. And we want everyone to know that we will have this curriculum posted and publicly available on the MHTTC website in June, so if you have any questions about this, please add them to the chat box, or you can email me directly; I will add my contact information later on today.

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Access to Learning Collaborative Materials

Shared Box folder:

<https://stanfordmedicine.box.com/s/jrtxbfv695bfmrhfytrtn38nrdeku76>

If you are unable to access Box, we also have the materials on a shared Google folder here:

https://drive.google.com/drive/folders/1765JpbvR51HvqieD_jlxrrB2V5oTHSGv?usp=sharing

If you come across any issues accessing the Box folder, please contact Jessica Gonzalez at jegonzalez@stanford.edu.

We also want to talk about the Learning Collaborative materials. So we want to make sure that everyone that is part of the Learning Collaborative and everyone that is joining us for these Virtual Learning Sessions has access to all of the materials that we share. So we do have two folders that we've shared with all Learning Collaborative participants – you can see the links on the screen, but I will also add the links to the chat box during the Virtual Learning Session. We have a Box folder, and we also have a Google folder. So you have the option of saving one or the other, whichever one you are able to access. And in these folders, you will find several materials.

In the shared folder, you will find....

- March 2019 In-Person Learning Session Materials, including:
 - National School Mental Health Curriculum (manuals and slide decks)
 - Agenda
 - Participant list
- Virtual Learning Session (VLS) Materials – the folder for each VLS will include:
 - Recording of the presentation
 - Slide deck
 - All resources referenced in the presentation
 - List of resources recommended by participants during the learning sessions

We have the in-person learning session materials from our in-person session in March, and this includes the National School Mental Health Curriculum. We have the agenda and the participant list for that learning session, and then we also have a folder for each one of the Virtual Learning Sessions. And so each folder will include a recording of the presentation, the slide deck, all of the resources that are referenced in the presentation by the National Center for School Mental Health, and a list of resources that are recommended by participants during the learning session.

Next Virtual Learning Session

Thursday June, 6th @ 3:00 EDT

Topic: Early Intervention/Treatment (Tiers 2/3)

*Want to share success and/or challenges you've had in this area? Let us know in the **chat box** and we will contact you!*



And we just want to remind everyone that our next Virtual Learning Session is Thursday, June 6. Our topic for that session will be early intervention and treatment for Tiers 2 and 3. And we really want to ask that anyone who is willing to share any success or challenges that you've had in this area, that you please reach out to us. Let us know in the chat box if you're willing to present on our next learning session, and we will contact you. We have been getting feedback for these Virtual Learning Sessions, and a lot of people have said that you found it very helpful to hear from others about their efforts in this work, and so we really want to continue to have guest speakers come in to talk about your efforts in the field. So again, I will add my contact information into the chat box today, and you all can reach out to me if you're interested in presenting in June.

Tier 1 Services and Support Examples

- School Climate
- Teacher and School Staff Well-being
- Positive Behaviors and Relationships
- Positive Discipline Practices
- Mental Health Literacy
- Social Emotional Learning



National School Mental Health Curriculum

Now I'll go ahead and hand it over to Kris from the National Center for School Mental Health. Hi! Good afternoon, everyone. I'm Kris Scardamalia, and I am with the National Center for School Mental Health. And today we are going to talk about Tier 1 services and support. The slide you have in front of you now has some examples of what would be a Tier 1 service, but today we want to focus mostly on school climate and Social Emotional Learning.

What is School Climate?

National Center on Safe Supportive Learning Environments

School climate is a broad, multifaceted concept that involves many aspects of the student's educational experience. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting—from Pre-K/Elementary School to higher education.

<https://safesupportivelearning.ed.gov/safe-and-healthy-students/school-climate>

We're going to first talk about school climate. And we have a definition here, just to make sure we're all on the same page as we're thinking about school climate. Things that I would highlight here in this definition are 1) that a positive school climate is the product of a school's attention to fostering climate. Positive school climates are something that are actively created and don't just passively exist. In addition, school climate has many different facets. A lot of times we think of just how people are feeling for the day, but it's important that we look at all the different dimensions of school climate. We're going to hear a little later on today from a group that developed the Department of Education school climate survey, and they'll be talking a little more about all the various aspects of school climate.



Why Assess School Climate?

Positive School Climate can improve:

- attendance
- achievement
- graduation rates
- promotion rates

Negative School Climate:

- can harm students
- raise liability issues
- creates opportunities for bullying and other forms of violence



<https://safesupportivelearning.ed.gov/safe-and-healthy-students/school-climate>

But why would we want to assess school climate? We know that positive school climate can improve attendance, student achievement, graduation rates, and promotion rates. And then conversely, a negative school climate can harm students, it could raise liability issues, and it creates opportunities for bullying, other forms of violence, and other forms of disruption in the school.


Quality Indicator

To what extent does your district/school use best practices to assess school climate?

Best Practices

- Plan how data will be collected, stored, analyzed, and shared
- Assess multiple dimensions of school climate
- Obtain input from a variety of groups
- Assess school climate in multiple ways
- Allow anonymous input
- Align with school/district vision
- Select evidence-based assessment tools


National School Mental Health Curriculum



When you think about assessing school climate, you look at some best practices. One of the most important things is plan ahead of time the type of data that you want to collect, how it's going to be stored, how it's going to be analyzed, and to ensure that you're assessing multiple dimensions of school climate. It's important to get information from a variety of groups and stakeholders. Often we think of school climate surveys as going to just students or just teachers, but we want to include as many informants as we can, including patients or non-instructional staff on the campuses. Anonymous input is really an important component of school climate feedback. Teachers and other personnel need to feel comfortable that they can give whatever feedback they feel is necessary or important and not worry about how that might reflect on their job performance.

Research Alliance for NYC Schools

Teacher turnover associated with:	Student achievement associated with:
<ul style="list-style-type: none">• school leadership• academic expectations• teacher relationships• school safety	<ul style="list-style-type: none">• academic expectations• school safety



We've also had some interesting information from the Research Alliance for New York City Schools. They did a study specifically on what aspects affect teacher turnover and student achievement, and they found that teacher turnover is associated with school leadership, academic expectations, teacher relationships, and school safety. These are all core components of the school climate. And then student achievement was directly associated with academic expectations and school safety. So looking at this, we can see that addressing school climate really addresses a wide variety of issues on a school campus or within a district.

The slide is titled "Quality Indicator" in a purple header. The main content is divided into two sections. On the left, a text box asks: "To what extent did your district/school use best practices to improve school climate?". On the right, under the heading "Best Practices", there is a bulleted list of five items. At the bottom left, it says "National School Mental Health Curriculum". At the bottom right, there is a decorative graphic consisting of several horizontal bars of different colors (green, blue, red, yellow, purple) stacked on top of each other, with some bars having a 3D effect.

Quality Indicator

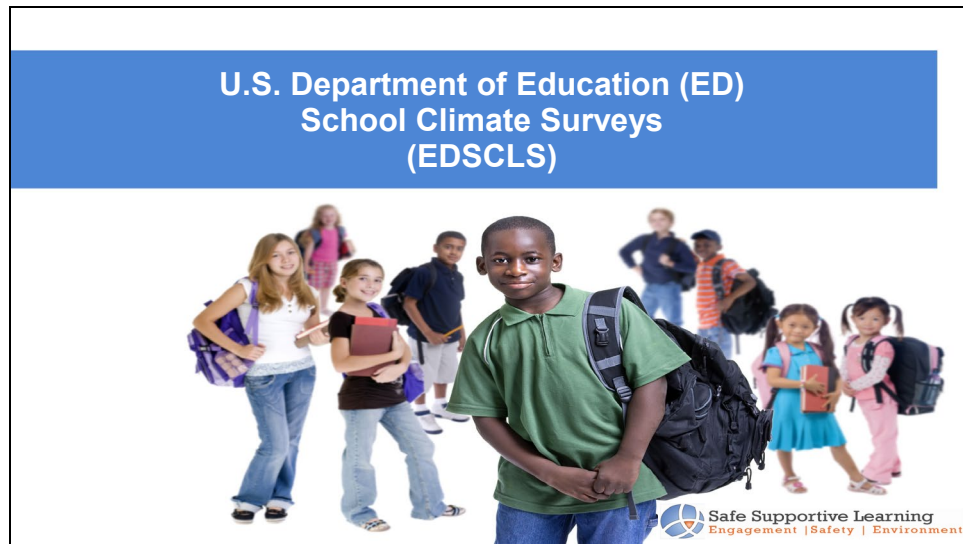
To what extent did your district/school use best practices to improve school climate?

Best Practices

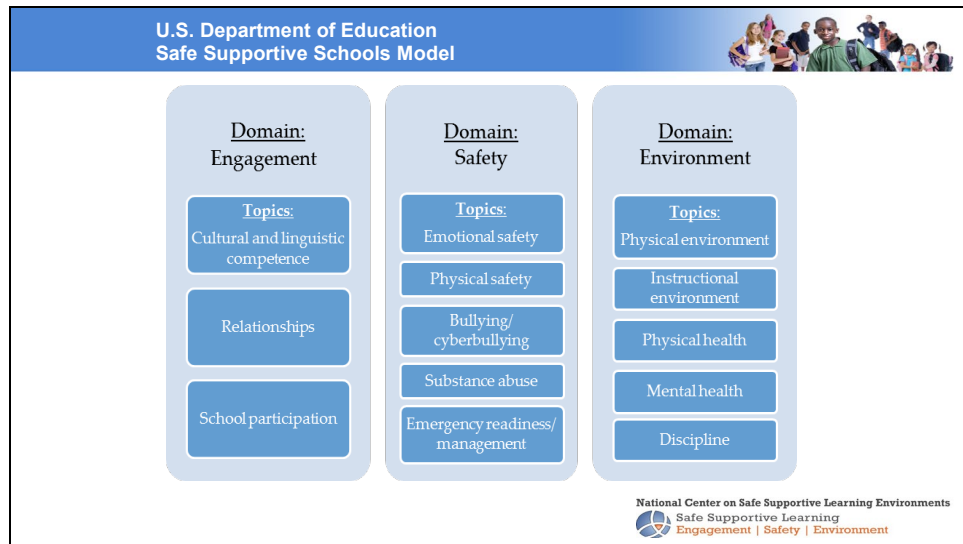
- Designate or form a core school climate planning team
- Align with other school improvement efforts
- Ensure data are used to select priority areas
- Assess the impact of school climate improvement activities
- Embed school climate improvement into policy, practice, and systems in the school

National School Mental Health Curriculum

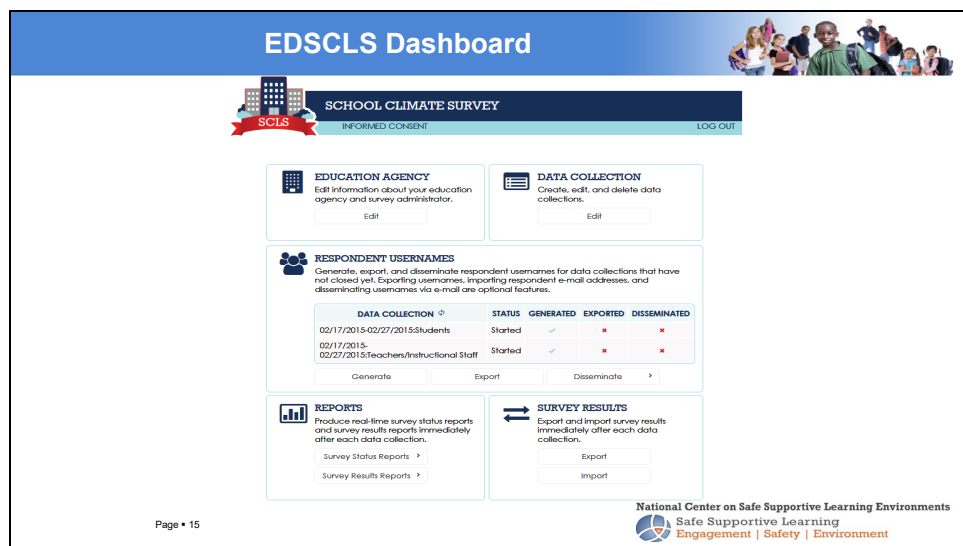
So here you see some best practices for improving your school climate if you decide that is a direction, or if the district you are working with decides that is a direction they need to go. And some of the recommendations are to have a core school climate planning team; to have a group that is dedicated to looking at this issue and can do some more long-term and comprehensive examination of what's needed. You want to try to align your efforts for school improvement with other efforts going on in the district and integrate and embed these efforts as much as possible so that school climate and improvement in school climate isn't something extra that we're doing, but it's part of everything that we do. So today we are lucky to have Anne from AIR come talk about the EDSCLS, it is the school climate survey that was developed by the Department of Education, and it is in wide use. And Anne is going to tell us more about the tool and how it is used.



Hi, my name is Anne Diffenderffer. I work on the Help Desk for the U.S. Department of Education School Climate Surveys; I manage the Help Desk. I am going to present those surveys to you today. In order to facilitate school climate surveys, the U.S. Department of Education developed high quality and adaptable Department of Education school surveys.

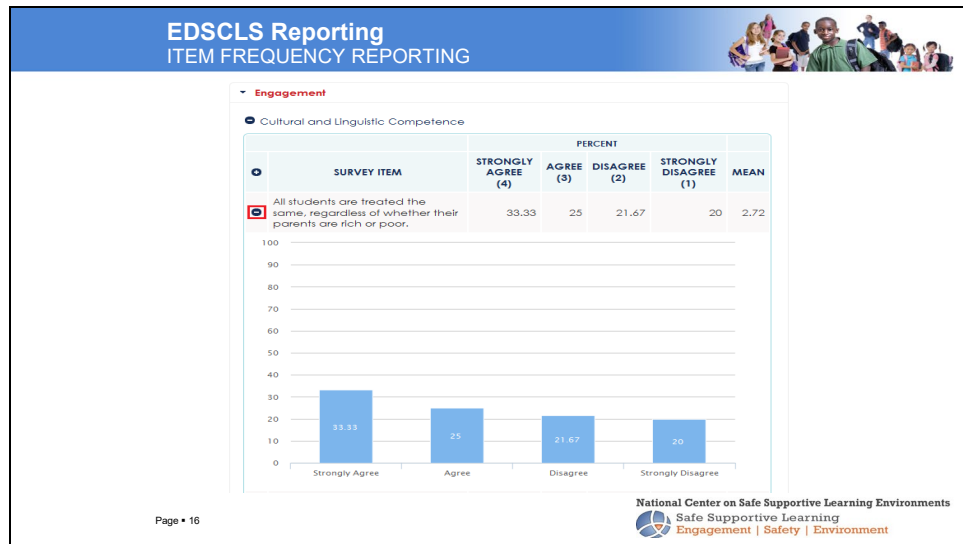


And with those surveys, they developed an associated webpage platform that you can use to actually administer the surveys online. All of this – the surveys and the platform – can be downloaded free of charge, and they provide user-friendly school climate reports back to users after the data has been collected. The surveys can be administered at the state, district, or school level, and there are four different respondent groups to the survey. So there is a survey for students in grades 5-12, a survey for instructional staff, a survey for non-instructional staff including principals, and a survey for parents. So as you can see, these three domains are what the survey is based on. There are items that measure engagement, safety, and environment, and within those three domains, it measures the various topic areas, such as cultural and linguistic competence, relationships, school participation, physical safety, etc. So later in the presentation, we will refer back to these domains and topic areas when we discuss reporting.

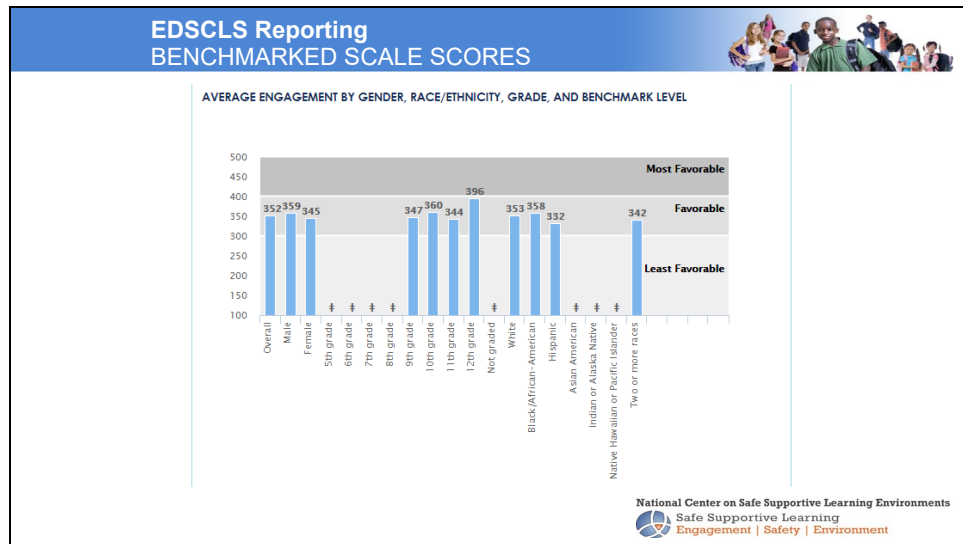


This is an image of what the dashboard looks like for the webpage platform that you use to administer the surveys, and I'm just going to walk you through all of the functionalities that are available here. In the upper left-hand corner is the education agency information. This is where you would go to set up the surveys at either the state, district, or school level. And you just enter contact information for that agency, and then the platform knows which schools to load based on whether you're setting it up for the state agency or the district. And then to the right of that is the data collection, where you can create or edit the different data collections for the different respondent groups, so you would go there to open your student, instructional staff, parent information, etc. And just below these two, this is where the platform generates the usernames; they're anonymous usernames that are randomly generated for each of the surveys, and this is where you would go to do that. You can select the schools that are participating, and you can generate the appropriate number of usernames for each school. You can export those and disseminate them manually, or you can disseminate them via email. Then at the bottom, this is the reporting and results sections. So just to the left there under the "Reports" is where you would go to do your real-time survey status reports; basically, see how many usernames have completed the survey, and how many still need to complete the survey. And then this is where you also go to generate and export items for frequency reports. And to the right of that is the survey results. This is where you go to export all of the raw data for the survey, and you can import data into the survey from other platforms if you're using more than one.

Slide 16



This is an example of the *unintelligible* reports, and it uses percentages and means. In the platform itself, you can see a draft of the results for each survey item. But these graphs are not – you can't export them from the survey platform at this time; the only thing that is able to be exported is data itself. But these frequencies, or these item level percentages, are available for every single survey item on all the surveys.



And then this is an example of the scale scores. And there are scores available for each domain: engagement, safety, and environment, as well as all of the subtopics that fall within those three domains. And when you get the scores out of the survey results, the way they are presented is you again benchmark the most favorable, favorable, and least favorable. And these benchmarks were developed with data that was provided from schools nationally, and there's a whole report on our website that explains how the benchmarks were created.

Resources



- **EDSCLS Website**
<https://safesupportivelearning.ed.gov/edscls>
- **School Climate Improvement Resources Package**
<https://safesupportivelearning.ed.gov/scirp/about>
- **EDSCLS Help Desk**
 - Staff available Monday through Friday from 9am-5pm Eastern Time
 - Contact us at edscls@air.org or (866) 730-6735

National Center on Safe Supportive Learning Environments



Safe Supportive Learning
Engagement | Safety | Environment

But this is a good way for schools to judge how they're doing in comparison to others. We have a number of resources available that go along with this platform. Our EDSCLS website houses the platform user guide, which has all the technical documentation and information for installing the platform and administering the surveys. It also provides frequently asked questions, a list of the survey items for each of the four surveys, codebooks for each of the four surveys, and contact information for the Help Desk. We also have a lot of data interpretation resources available on our website. Specifically, the School Climate Improvement Resources Package, which is a really comprehensive set of materials, and it enables people to take the data that they get from their school climate survey and apply it in a way that helps them improve their school climate. And then our help desk is available Monday through Friday from 9am-5pm Eastern, and you can contact us through email or phone, and we respond within 24 hours. So our staff is available there!

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Contact Information



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(312) 690-7396

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(202) 577-4613

National Center on Safe Supportive Learning Environments
Safe Supportive Learning
Engagement | Safety | Environment

And then finally, this was a very high level overview, and there's a lot more detail that goes into it, so if you have questions or want any additional information, you can follow up with myself or Pia, and this is our contact information.

Thank you so much. We do have a couple minutes, if people have questions. You can type your message into the chat box, or type your question into the chat box, rather. Okay, and we will take those if and as they come up.

What is Social and Emotional Learning?

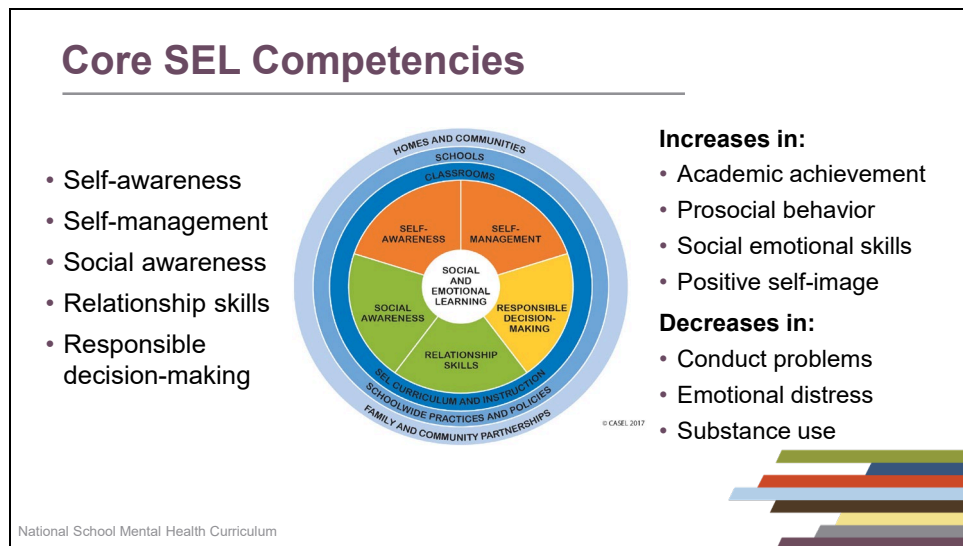


“The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (www.casel.org)

National School Mental Health Curriculum



So we're going to switch now to Social Emotional Learning. And again, we just want to start with that definition to make sure we're all on the same page as far as what it is. And, you know, it's the process through which children and adults – and adults, you have to remember adults also – just manage your emotions, set goals, have positive relationships, meaningful relationships, and make responsible decisions moving forward.



When we talk about Social Emotional Learning, CASEL is usually what comes to mind – they’ve done a lot of work developing the various domains of Social Emotional Learning and just breaking it up into manageable parts. There are five core competencies that we look at – self-awareness, self-management, social awareness, relationships skills, and responsible decision-making. We do see, with an increase in Social Emotional Learning and competencies within a school, increases in academic achievement, prosocial behavior, social emotional skills, positive self-images, along with decreases in conduct problems, general levels of emotional distress, and substance use. We have three presenters in this area, so I want to give a lot of time to them and make sure we cover this fully. This is a very brief overview about Social Emotional Learning. There are a lot of different curriculums out there. CASEL has examined and validated many of them. The CASEL website, which I believe is just casel.org, has a lot of great information if you’re looking for a particular curriculum, ones that they would suggest, ones that they would look at.

Rock Hill Schools, Rock Hill, South Carolina

Dr. Nancy Turner, Director of
Exceptional Student Services

Implementing Social
Emotional Learning




So our first presenter in this area is Dr. Nancy Turner. She is the Director of Exceptional Student Services for Rock Hill Schools in Rock Hill, South Carolina. Hi Dr. Turner, are you on now? Just so you know, we're unable to hear you, so you may need to unmute yourself at the top of your screen if you're connected via Zoom. You may need to go to the top of your screen, and there should be an option for unmuting your line... [some communication back and forth between guest speaker and facilitator due to audio connectivity issues].


I would like to introduce Dr. Nancy Turner.

Alright, I'm hopeful that everyone can hear me.

Yes, we can hear you.


Love technology until it doesn't work, but this is great.


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So I am the Director of Exceptional Student Education at Rock Hill Schools. We are in comparable size to what you've been talking about: small, but in the state of South Carolina, we're medium to large. We have 30 schools and about 20,000 total students. However, when I first approached Social Emotional Learning, the mental health issue, part of what I've done is work with our superintendent and school board. So one of the things you have heard already is the communication and the continued approaches. With me and our district, I make sure that every month, I'm in front of the school board, whether I'm telling them where we are with our data-driven responses and the data we have from PBIS for this month, or looking at longitudinal information, or just taking a look at what we have done this month with ACES training and resiliency training. We have also partnered with not only local universities, Winthrop, but of course we have a partnership that we love with the National Center for School Mental Health. And we are now working with our partner to implement the SELF curriculum. It came suddenly. It has been something that we have needed and wanted, so perfect timing. Quickly, long story short, in 18 elementaries, we brought Dr. [unintelligible] down. She trained 67 staff that volunteered – it was not a voluntold situation – and they are flying with it. Our guidance counselors, behavior management assistants, special ed teachers, guidance, speech, general ed teachers – they came, they listened, and they were excited, so we have a small cohort at each of our elementaries. They are expected to implement at least 15 minutes a week. I just met today with the elementary principals, and they were excited, because at our circle time in the morning – although we're not doing the scored input – since it's elementary, they start the


day with circle time. They are using the SELF curriculum and activities and lessons, so it is a wonderful curriculum as well as a great partnership.

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Successes

- 67 staff were trained throughout 18 schools – All elementary staff have requested access to the SEL curriculum
- The first week, received emails from participants about how excited the students were as they participated in the SEL activities
- Elementary principals requested a copy of the SEL curriculum and asked if all staff could implement a variety of lessons/activities after the end of year assessments in the month of May!
- Behavior management assistants, guidance counselors and speech therapists have been integrating brief SEL activity most days within their daily lessons



As I mentioned, it's great successes with partnerships and with the grant. The first week, they just jumped into it, and they're getting together and planning, it will go through this school year, which will end June 1. We did put it in place – and this was primarily due to me continuing to talk to our school board and our superintendent. We had a few teacher assistants in our 18 schools that kind of traveled and tried to put out fires with children in crisis. They were so successful, though, with techniques like de-escalation and avoiding power struggles and teaching us to be teachers of the children in crisis, that our school board decided last year for the budget to pay for, out of the general budget, 18 behavior management assistants. Again, teacher assistants, not a high cost, but a very high prevalence of reaching children. So we have a BMA, that's how they're referred to, they're assigned to a school, they form relationships, they get to know the culture of the school, the families, and have made quite a difference.

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Resources and Advice for States

- **Build a foundation of interconnected supports**
- Positive Behavior Intervention Supports- training, data-driven decisions
- Incorporate Social-Emotional Learning Lessons/activities throughout the week
- Provide ACE's awareness for all staff at all schools
 - Include non-certified staff
- On-line brief modules, such as 321 Insights, offers strategies for teachers working with students in crisis
 - De-escalation, avoiding power struggles, re-direction

Along with me going to the school board, I'm working very closely with other community networks. There's ACE's taskforce, and those in the taskforce, I don't know if that's necessarily on the [unintelligible], we meet monthly. Local pediatricians – and I think a few of our presenters today talked about community stakeholders – are very important. Meeting with families, prosecute [unintelligible], judges, and NAMI, and a number of community resources, meeting to talk about not only what we can do for the school district and our children, but for the community. Four years ago, I introduced PBIS, again talking to the school board. We always like their approval before moving forward, talking to the principal. And we had some pilot schools to begin. We always began with the data – taking a look at their current data, of course the infractions and OSS and ISS. And then this last year, seeing as we are now a district-wide PBIS system and we are really taking a look at monthly data that is pulled from – we have power schools in the state of South Carolina. And it's pooled from that into another course policy, Tableau, which will reflect monthly total incidents by race and ethnicity and take a look at where things are happening, the top five issues district-wide in their schools. We're even starting impartial bias training because of the data we have gotten. So one thing leads to another, again, data-driven, but making sure there's communication, and it all builds a foundation of interconnected support.

Communicate with School Board & Superintendent

- Presenting the data to the school board, superintendent, and Leadership on the number of:
 - Mental Health referrals to County Mental Health
 - Threat to self assessments per month
 - Threat to other assessments per month
 - ISS due to violent and aggressive acts
 - OSS due to violent and aggressive acts
- Participate in York County ACE's Task Force –community stakeholders
- Create Mental Health Advisory Committee-school & community stakeholders
- Collaborate with Director of Safety on Issues

So as I mentioned, communication with the school board and superintendent – we do contract with our local county mental health. They are wonderful people. There are certainly constraints when it comes to Medicaid, so we are taking a look at other data: threat to self assessments, threat to other assessments, taking a look at other documented and aggressive acts, and working with our county mental health. We are also partnering with, as I mentioned, local universities to look at their Department of Counseling, their Department of Social Work, to see how we can collaborate to bring some of their trainees, interns, and then hopefully hires to offer more assistance to our children in crisis. So in a nutshell, we've come a long way. I've just been in Rock Hill for four years, but we have come a long way with the school board. Their mission for this school year was all about mental health and all about reaching our children who were dealing with ACES and were in crisis. So that is very unusual for a school district school board to be so in tune to the issues of mental health with our children.

Thank you so much, Dr. Turner. That was great. So we do have a little time left. We want to encourage anyone who has any questions to each of our presenters to enter those into the chat box. Or if you have a particular challenge or success that you would like to share, let us know that also.

Pennsylvania Department of Education


Dr. Pam Emery

Integrating Social Emotional
Learning




pennsylvania
DEPARTMENT OF EDUCATION

So our second presenter today is Dr. Pam Emery from the Pennsylvania Department of Education.




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Innovation in Pennsylvania

- The Pennsylvania Career Ready Skills Continuum (PA CRS): A continuum of skills aligned to employability skills
- Create tools to support the use of the PA CRS:
 - Introductory Document
 - Toolkit (how to integrate the skills into daily teaching)
 - Webinars
 - Professional Development courses
 - Professional certificate endorsement and/or badging




pennsylvania
DEPARTMENT OF EDUCATION




Hello everyone, really glad to be here with everyone, and I just wanted to share that I'm excited to be part of the discussion today and really excited to share the things Pennsylvania has been working on for about four years. I do want to say that we have collaborated with Harvard University, the National Governor's Association, and we are a member of CASEL, the Collaborative for Academic Social and Emotional Learning's, Collaborating States Initiative. We're one of 29 states that meets at least twice annually in Chicago to share our work in the area of Social and Emotional Learning. So what you're going to see – and you may be a little confused – what you're going to see on the screen is something that says "Pennsylvania Career Ready Skills Continuum." And this is a continuum of Social and Emotional Learning skills that works from grades pre-K through 12. The bands are pre-K and K, grades 1-5, grades 6-8, and 9-12, and I did send a copy of that continuum so you can all have that as a resource. What Pennsylvania has done, because we are working so heavily in the area of career readiness, is we have worked to align our Social Emotional Learning skills, which we are calling Career Ready Skills, to employability skills. So what we have done is, early on in our project, we decided that we would align our skills to those skills that employers say they need those, the employability, or they've also been called twenty first century or soft skills. And we used the National Network of Business and Industry's list of employability skills and aligned our skills to those. So when you look at our continuum, which you will all have, we have three main buckets. We do not have five like CASEL. So we combine self-awareness and self-management, establishing and maintaining relationships, and then social problem-solving skills. So we have

three. We elected to look at them through the lens of three main buckets. In those domains, or main buckets, you will see underneath the aligned employability skills. And so we know that if we're working on those skills, from pre-K through grades 9-12, that when students are graduating at 12th grade, that they will possess those employability skills that our employers nationally and in the state of Pennsylvania, they cannot train new employees to do, to learn how to communicate, learn how to collaborate, learn how to be adaptable, be empathetic toward others, etc., be able to accept constructive criticism, take responsibility for their work and pride for their work, etc. So we've developed a continuum and then we created tools. The tools that we have created are our Pennsylvania Career Ready Skills Introductory Document, and in that document, that's where the research lives. We also did a lot of aligning; we align to all the academic standards; we aligned our Social and Emotional Learning, Career Ready Skills, to our academic standards. We also looked at our math, science, and technology education practices, which are at the beginning of the standards. We also aligned the Danielson Framework for Teaching, because in Pennsylvania, that's how our teachers are measured in their progress... that... [audio cut out] thank you. We also did a toolkit that is the "how to," our toolkit for the LEAs to utilize for planning and implementation of Social and Emotional Learning within a school environment. We also have an assessment that teachers can take to st- [audio cut out] to take Social and Emotional Learning from wherever they currently are. That's an online assessment from the American Institute of Research that they can save and then go back and take a look at after they've worked in the area a while to see their growth. We've also worked to share "how to"s. So, we have the Social and Emotional Learning skill; we have performance indicators, or what those indicators look like when students are able to do those skills; we also have behaviors that adults can do to work with kids within that particular skill; and then we have teaching practices. We're also developing our first professional development course. It's called an Act 48 course, which is how Pennsylvania teachers get their professional development credits in Pennsylvania. We also have a certificate endorsement in the area of Social and Emotional Learning and mental health, which means that if someone would like to take university courses, they can receive an endorsement on their professional certificate in the area of Social and Emotional Learning and mental health.




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Successes


- Development of PA Career Ready Skills Continuum (CRS)
- Completion of guidance document and PA CRS toolkit
- SEL/MH professional certificate endorsement
- Securing funding for online educator PA CRS course




pennsylvania
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Our successes were to develop that continuum, to complete our guidance, or our introductory, document and the toolkit, which has just been approved yesterday. And also, we're one state that has that certificate endorsement and has secured the funding for online educator courses. Also, I think a success is being able to partner with CASEL and other states I have listed, but they have been phenomenal in supporting us and providing us with resources and recommendations as we've gone along.


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Resources and Advice for States

1. Garner support: Build on existing initiatives
2. Wisely build a core team
3. Establish & clearly communicate goals
4. Identify stakeholders:
 1. State level: create opportunities for cross-agency communication
 2. Local level: develop relationships w/broad stakeholder groups
5. Create multiple opportunities for feedback from all stakeholder groups

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So here's my advice for anyone looking to, in a state or an entity, any kind of a professional entity, that's looking to grow Social and Emotional Learning: first thing you need to do is garner support. So at the state level, in the Department of Ed, we needed to have from our directors and those that are watching all the initiatives, we needed support in able to go forward from them. Build a great core team; I had folks from the Department of Labor and Industry, I had folks from different departments, Early Childhood Development, Career and Technological Education, oh my goodness, universities, we've had parents, we've had many different folks we've worked with on that core team, special educators, etc. Make sure that you have clear goals – and they may change as you go along, but establish some clear goals. And then identify those folks at the state and local level that will be vested in the work that you are doing. And then we had an awful lot of opportunities for feedback. We had Facebooks that we pulled together; face-to-face; we also did a significant number of webinars; we worked with mental health agencies; we worked with the medical field; we worked with universities, etc.; private and public businesses and industry to get feedback on these career readiness skills. So those are my advices to anyone for whatever they're worth, and I want to thank you for your attention.

Alright, thank you so much. That is great information, and lots packed into a short period of time. Very impressive. So we are going to get back to Dr. Turner in just a minute, but we did have a couple questions that came up. One was: where do we find the teacher readiness survey that was mentioned?

So in the American Institute of Research's webpage for grade teachers and leaders, in Social Emotional Learning, you can find that resource. You have to scroll down the page to find it under "Tools." But you can find it, and if you have any problems, I can send the link, if that would be helpful when we're done. Maybe that would be helpful.

Oh, send the link in the chat box, and it'll go out to everyone.

That sounds good.

Alright, I did want to mention we had another comment, not a question, but the comment was, "Just love the employability connection in that they have a similar crosswalk for Washington-specific standards."

[Some communication between guest speaker and facilitator due to audio connectivity issues].

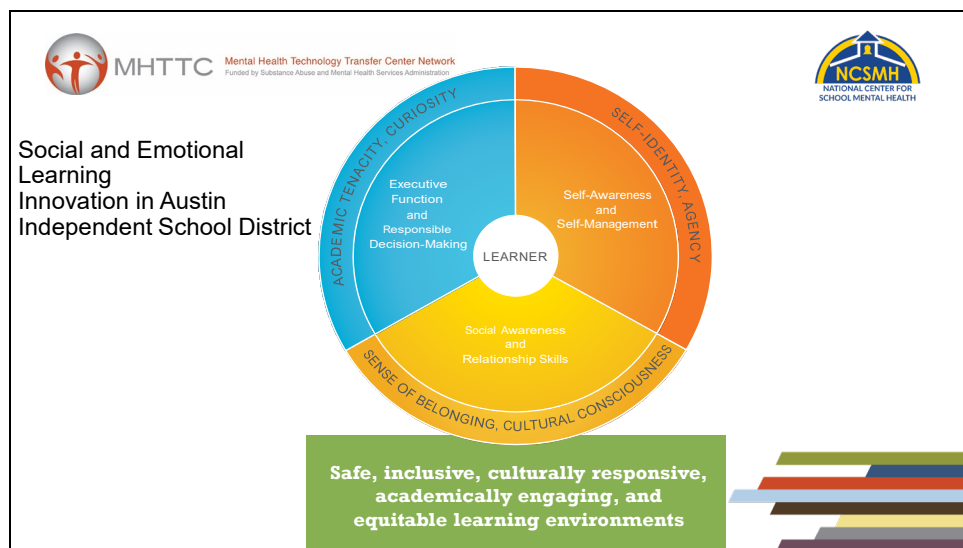
Austin Independent School District, Austin Tx

Katie O'Neil
Social and Emotional
Learning Specialist

District-Wide Services

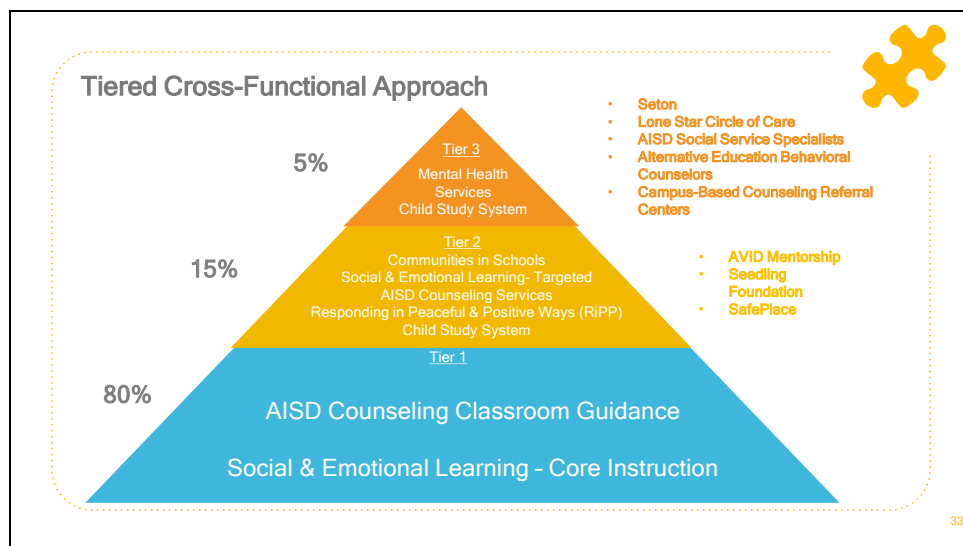


So from Austin Independent School District, we have Katie O'Neil. She is a Social and Emotional Learning Specialist. And the interesting thing about Austin is that they have had their services in place for quite some time. And so I want to turn it over to Katie to talk about what they have going on.





Well, hi everybody. It's really a privilege to be here. And I am just one of the 11 Social and Emotional Learning specialists on the Austin team, and I, just for starters, want to say how much I appreciate the fact that AISD has really put a lot of human capital into this work, and so I'm really just one of – I'm no one super special, I'm just one of us. So, we have been part of the CASEL Collaborating Districts Initiative since 2011, and what you see on the slide right now is the wheel that we have adapted from CASEL and made it Austin ISD-specific. And this basically serves as – this is our grounding model. We try to do everything: all of our professional learning, all of the intentional Social and Emotional instruction we do in schools, we try very hard to ground it from this wheel that we've created with the learner at the center and at the foundation – this green foundation of “safe, inclusive, culturally responsive, academically engaging, and equitable learning environments.” This, we sort of think of as a weird shape for Maslow's Triangle of Needs, and the idea is, if we can create school and classroom environments where our students are learning these competencies, and ultimately as they progress through school and through their life, they'll get to the fullest expression of these SEL skills, which is that outer ring. Of course, this is what we hope for all our students: that academic tenacity and curiosity, that self-identity and agency, and that sense of belonging and cultural consciousness. So that's kind of how we see our wheel here. And we've been doing a lot of work lately – another thing we've realized is that it's so important when one starts doing Social and Emotional Learning in schools that it doesn't just start with a curriculum out of a box or binder. Like, it really has to start with grown-ups, and it has to start from the boardroom to the classroom, is what we talk about.

So we've tried to really create an environment in which SEL is something that we do with each other as a district and not two schools, if that makes sense.




So the idea of Social and Emotional Learning, as I've said, we kind of think of it as a Tier 1 – and we don't like to use the term “intervention” anymore – a Tier 1 practice. And when we think of the mental health and wellbeing of students, Social and Emotional Learning becomes the bed from which we can move to help students at higher levels when they need a Tier 2 and Tier 3. But we Social and Emotional Learning Specialists have the privilege of working very closely with behavior specialists that work more in Tier 2 and Tier 3. We also interface a lot with licensed mental health professionals, the LMHPs that work in our schools, and we are always talking to each other all the time so that the Tier 1 practice of Social and Emotional Learning with the counseling that all the kids can get and the core instruction that an explicit – we call it “explicit instruction” – that students get at school, that becomes the foundation from which we can then serve students with higher needs on the Tier 2 and Tier 3 levels. And I just am so appreciative of the fact that we have tried very hard to break down the silos – I mean, it's always kind of been like, well there's a sea of Tier 1 people, and then there's the behavior specialists, and there are the, you know, counselors and mental health people, but we all talk a lot. We all interface often with each other. And we're really good friends with each other, often – it's very collegial. And that, I think, really is a student-centered structure. So that's just what this tiered triangle represents.

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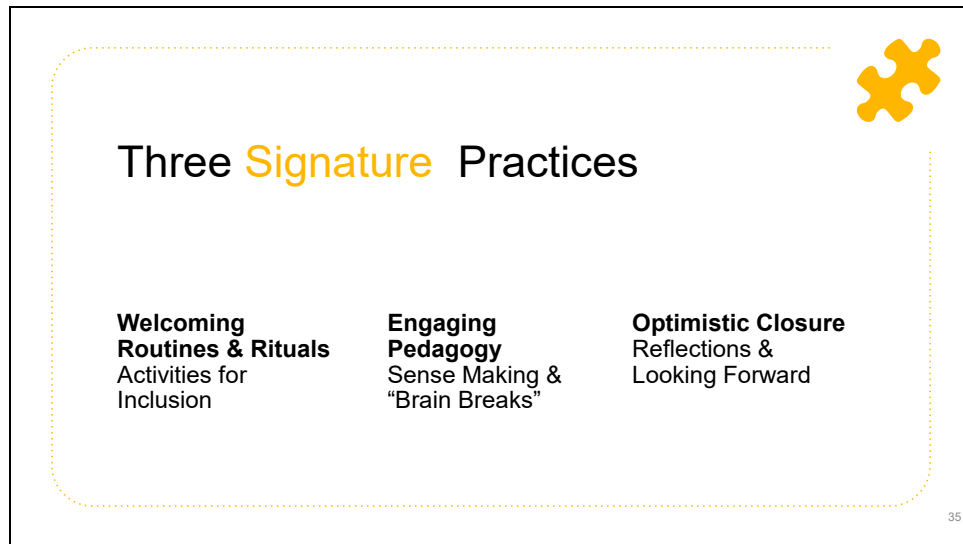
Successes

- *An established Tier 1 practice in all 130 schools as of 2015*
- *Innovative micro-credentialing develops student-centered teacher-leaders and SEL innovators*
- *Close collaboration with departments across district builds a collective whole-child vision and a common vocabulary*
- *Builds and supports AISD values of educational equity, whole-child education and personalized learning*




And so, yeah, if we're going to talk about success, we have had a lot of success actually. It's a big school district, there's a lot of different expressions of SEL in schools. But every single school, I can say with confidence, has an awareness of Social and Emotional Learning practices. And many, many schools are truly at the forefront of leading this work. We talk a lot about how SEL – again, I get kind of upset when Social and Emotional Learning skills are referred to as “soft skills.” I'm like, “they're academic skills, darn it!” Because we know as educators, students need those relationships and those welcoming, inclusive, responsive learning environments in order to retain academic information. So. I'm so glad that it is an established Tier 1 practice in all of our schools throughout the district. And it's something that we take a lot of pride in. One thing that's kind of new over the past couple of years is, we've started looking at teachers who are Social and Emotional Learning leaders. I mean, teachers invented Social and Emotional Learning once humans started learning from each other, because we've known since learning was learning that relationships are crucial to learning. So teachers are the experts in this. So now we have a micro-credentialing program that invites teachers who are very interested in deepening their Social and Emotional Learning practice and leadership to come together in a cohort and go through a two-year, four-semester action research project, essentially. And that has been building – oh, there was a note. Oh, I can talk about that. Sorry – I got distracted by the comment. Anyway, it's a cool way to grow and develop and acknowledge the expertise of teachers that are really leading this work throughout our district and build a lot of buy-in and stakeholders throughout. And principals knowing that

they have Social and Emotional Learning micro-credentials, they call it the Leadership Pathway participants, have been having a lot of pride in that. And that builds a lot of [audio breaks up]. We also – vocabulary across departments to have just a way that we can all speak the same language about it, and that creates consistency and buy-in as well. And then we've really been doubling down and looking at the data that we produce as a district, and looking at that school-to-prison pipeline and how we can truly disrupt systems that marginalize students and focus really in on this concept of educational equity and making sure that we are educating the whole child – every single child. The big catch phrase now is “personalized learning,” and we are doing that, and I am glad that it has a name and it's kind of at the forefront of the conversation, because that's what Social and Emotional Learning truly is. It's meeting every kid where they are. And we know that, as educators, how important that is.



One example of how we've been trying to build this common vocabulary from the boardroom to the classroom is – and across all the departments and in so many classrooms – it's so fun to see what's happening is these three signature practices. These come from CASEL and have been adopted by several, or many, possibly all, of the collaborative – Collaborating District Initiative campuses, or school districts. And every time, we'll be like – okay, now we're going to do our welcoming ritual. Now we're going to have engaging activities and ways to make sure everyone is learning in the way that's most comfortable for them, and then we're going to have an optimistic closure. And it's funny, 'cause people almost laugh about it, because you know, it's like, “Oh, here we go! Those SEL guys again with their three signature practices,” but what's cool is that other departments are starting to do it automatically. It's becoming this sort of muscle memory that departments across the district are doing the three signature practices. And these have research to show how both adults and students learn and engage with new content or deepen knowledge of current content, stuff that they need to know, in really effective ways. So this is an example of something that's been spreading like wildfire throughout our district, so. There's that.




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Resources

- **AISD SEL:** austinisd.org/academics/sel
- **Blog:** aisdsel.wordpress.com/
- **FB:** facebook.com/AustinISDSEL
- **Twitter:** twitter.com/AustinISDSEL
- **CASEL:** www.casel.org



And here are some resources. This is a little bit of a self horn-toot, but I write the blog post every month, and we're late on this month's one – it's already May 2 and we haven't put up one yet, but it's coming. So that's the blog. I collaborate with our Communications Specialist on that. And then those are just some resources that we find to be helpful around the district. And really when it comes to advice, I forgot that advice was a part of it, I feel like I have no business giving advice to anyone, but one thing that does come up a lot is just, it's so important to take care of the adults: the teachers, the empl- I mean, just everyone. All the grown-ups need Social and Emotional Learning just as much as the students, and we all need permission to do self-care to fill our own buckets and fill each other's buckets. And I think that piece of self-compassion and knowing that being an educator is really, really hard work and deserves – it's just, we need to honor that and really center teachers and center their experiences and their expertise. So if I were going to give any advice – so, yeah. And I would love to answer questions. I think I said all the things I meant to say.

Katie, there was one just comment about highlighting how you got buy-in from principals, administrators, other stakeholders?

Yeah, let me look at that chat. I mean, one – yeah, that's a great question. You know, one of the big refrains we've had from the beginning is that Social and Emotional Learning is going to look different on every single campus, because it's going to be very rooted in that campus' particular

culture and needs. And so one of the ways from the very beginning that we have sought to seek collaboration and buy-in, but especially collaboration and build a common belief is that – just acknowledging the fact that it is going to develop differently on every campus and that it's truly something that we need to do with campuses and be really responsive to what those campuses are saying, what those needs are, how we can be most effectively supportive of each individual campus. Because if we're talking about personalized learning for every kid, that also applies to each individual campus, which are so different. The principals, you know, we have a principals' weekly meeting. I'm so proud to say that the beginning of this school year, we had a leadership institute for all the principals and assistant principals, and we had a huge restorative practices piece, which is another practice we've been spreading throughout the district and working really closely with our cultural proficiency and inclusiveness leaders, and there's a whole department now that is focused on restorative practice from a big federal grant, and so we had a community building circles workshop for principle leaders, and everybody came away with such, I don't know, just such powerful ideas of how that could affect their campus. So having really good professional development for everybody and opportunities to engage with the work and also honor the experience and expertise of the people that are there is a great way to really spread that collaboration and buy-in. But it's an ongoing process. We have not got it all figured out yet by any stretch.

Yeah, thank you for just jumping in there, Katie, we super appreciate it. If you have any questions for Katie, just type them into the chat box.

Reminder! Next Session

Thursday June, 6th @ 3:00 EDT

Topic: Early Intervention/Treatment (Tiers 2/3)

*Want to share success and/or challenges you've had in this area? Let us know in the **chat box** and we will contact you!*



There is a comment that it seems a key component to what Nancy is doing is to get buy-in from two to three key board members. Nancy, would you like to talk about how you were able to get that specific buy-in from the board members?

Oh, absolutely. First and foremost, making sure that I was presenting on the most prudent data; talking about how we were rolling the initiatives out; and then also talking about the response of our teachers, and also of our administrators. The administrators do come to our school board meetings as well, and they were also supporting the, all of the initiatives; and then really looking at the data. We also have work sessions with our school board. So bottom line is, not only for me to be present, but for me to be communicating in a way that our board understands. So, because they have come from different – all kinds of different backgrounds, there was a lot of clarification and defining and talking about what does this mean, and what is the outlook? What will that be? What should it look like in a year, or three years, or five years? And really just being there to answer questions. So I would say communication, making yourself visible, and having data-driven information that is in plain language that everyone understands.

Thank you! One of the comments in the chat box was about high schools and even in middle schools, Social and Emotional Learning resources. And we hear this a lot at our National Center, that districts or schools have made a place for elementary school students but are struggling to find resources for middle and high school students. I will point to just the resources,

if you haven't already identified it, the Middle and High School Program Guide from CASEL has done a really comprehensive review, not only of elementary programs, but in that particular guide, of middle and high Social and Emotional Learning resources. And I'm wondering if any of our presenters from today or anyone else on the line has examples of how Social and Emotional Learning has been integrated for their older students, for their middle and high school students.

[Some communication between guest speaker and facilitator due to audio connectivity issues].

That has been such a challenge, the secondary Social and Emotional Learning has been a challenge. And one of the ways – well, we have up through eighth grade, we use Second Step, which is a Capitol-endorsed resource and is research-based. And then there's also School Connect for high schools, which has been used in a lot of dedicated MAPS classes, we call them, and advisories, and also some AVID classes have used School Connect. And it's a good curriculum. But one of the best things that we've found that schools have done just really organically, is have groups of teachers start to write those Social and Emotional Learning lessons on their own and build a library of lessons that respond directly to students' stated needs and also teacher-perceived needs from their individual advisory interactions with students. And that's been another cool way to create a sort of collaborative sense of ownership of SEL work and explicit instruction is inviting teachers and their students to really bring the topic and create the lessons. And the specialist – I mean, what's cool about having a lot of specialists like me is we can work – I have nine campuses that I work with, and I work with middle and high school. And I've had the great opportunity to work with a lot of teachers directly in creating engaging explicit instruction and SEL lessons. And we'll use – a lot of the time, we'll use CASEL structures from Second Step and School Connect, but that kind of free range to create their own lessons and have coaching and guidance from a specialist that can help, you know, build really cool – I mean, they build the cool lessons, but we can help kind of guide the structure of it, and based on the need and the time constraints and all that – it's been a cool thing to see happen. It's been very organic.

That sounds great.

I was going to say that's one area we're looking forward to having more of: a secondary SEL curriculum, more activities and lessons. Through our PBIS, we are of course working with our adults to continue consistent, positive language. I'm seeing an improvement in that, an

improvement in their approach, and taking a look at teaching to strengths. So I think that through that, our next step certainly would be to take a look at our secondary Social and Emotional Learning curriculum.

Okay, thanks Katie and Nancy. Another comment that is piggybacking on what was just there is that what's happening in Northern California, that it's crucial to get youth buy-in, and especially for dedicated Social and Emotional Learning lessons, and that it's important for teachers to write content as it's happening in Austin, but DIW, or Dead In the Water, if you think we're pulling them away from crucial prep time that they need as well, so it is a fine balance. And making sure that our students are at the table, where we're thinking not only about the content, but also how to integrate it within the curriculum in a way that doesn't pull them away from what they may be feeling most concerned about in terms of their academic or – and I agree with Katie, she said we don't want to call these nonacademic or soft skills, but we do know that students may be concerned about particular academic subjects, so we need to have them at the table.

We do have some comments from – Nicky Oliver mentioned we have established an integrated, positive behavior support model including Trauma Informed PBIS, [unintelligible], and restorative practices to prevent, prepare, respond, and restore. Sounds like a fabulous framework, Nicky, and maybe one that we can hear more about as we continue to work together. And then Kat van Bourne from Nevada talked about how she loved the way that Pennsylvania has aligned Social and Emotional Learning to employability skills and wondered if there's been any data collected to share with academic advocates – for example, school boards, etc. And so I see that there's a link – Nicky, thank you so much. I'm assuming this link is referring to the first comment, so thank you for sharing that. And I know that there are just a few minutes left, and some reminders here from Heather and from Jessica to ensure that you provide feedback on the session before signing off. So there is a bit.ly link to do that, and then if the bit.ly link isn't working, there's another link for Stanford University Qualtrics. So go to either one of those – but are there any other questions or comments? So and while we're doing that, does anyone in Pennsylvania want to respond to the data question around the connection with employability skills? Not sure if Emory is still there –

Yes, we are.


Did you want to take a moment to speak about whether there is data in terms of that alignment with employability skills that you've been able to generate and share with academic advocates?


Should we take the silence as maybe we're still working on that?

Yes.

Okay. That is fine. But it sounds like people really appreciated the alignment with the employability skills, so that's great. So not only did we think that Austin would be a great exemplar because they've been doing Social and Emotional Learning work so well, but we also happen to be completely excited about Austin at this moment in time because, as many of you know, and if you don't know we want to let you know, that we are hosting our national conference on school mental health this year in Austin, TX. So shoutout to Austin. Hooray!

So for those of you who have not attended our conference before but are interested and engaged in school mental health, we have about 1500 people from across the country come every year. We move about the country, and so again, this year we'll be in Austin. Three great days of learning about school mental health and state-of-the-art efforts and what's happening in states and districts and school buildings relating to student mental health, and increasingly we're seeing submissions related to the adults in the building, as we've mentioned today, so more presentations this year on teacher wellbeing as well. And so for those of you who are interested, we'll go ahead and post a link to our conference in the chat box. But it's being held November 7-9 in Austin, TX and you can find out more at schoolmentalhealth.org. And it's good to hear from Molly Lopez, who's at the South Southwest Mental Health Technology Transfer Center, and it's located in Austin and is excited to have everyone visit. So I – thank you, Pat, for the information. So Pat is saying that apparently when dates are plugged in for the conference, that it's saying that the hotel is already full. I can't imagine that's the case, so I'd guess it's another case of technology not working in our favor, so... Thanks for the heads up. We will reach out and make sure that for the national conference, that technology glitch is cleared up and people can go ahead and book. And I'm impressed that people are already booking their hotel. That's great. So anybody else have questions or anything they want to share with respect to their Tier 1 services or the efforts for the National School Mental Health Curriculum and Collaborative?

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I just want to thank you all for the opportunity to talk about this and thanks for the good work that you're doing. And I just love the sense of support and collaboration at the Center.

Thank you!

I just also wanted to thank you for the opportunity not only to look at it through the district perspective but also to hear about what's going on through the state – different states, and through the state's perspective. And so this has been wonderful.

Thank you. Thank you so much to all of our presenters, and it wasn't by accident that we tried to have perspective from the National Bureau for the U.S. Department of Education and their partners, as well as from states and districts because we know that we really need to be hearing from folks across all the levels to get a comprehensive look as to what's going on with comprehensive school mental health. So thank you everybody for your time today. Thank you again to the Mental Health Technology Transfer Center National Coordinating Office at Stanford for their team hosting and pulling this together. And thanks to everybody for joining us. The link for evaluation is on your screen and in the chat box, and we ask that everybody take a moment to provide us with that information. We look forward also to seeing you all for the Virtual Learning Session on Early Intervention and Treatment, Tiers 2 and 3, on Thursday June 6 at 3 PM Eastern Time. We will see you then. If you have anything to share for that Virtual Learning Session, please reach out and let us know. Thank you and have a wonderful afternoon.

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