

Integrating Classroom WISE With a Social Emotional Learning (SEL) Framework

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Great Lakes Mental Health
Technology Transfer Center

November 9, 2021

10:00 – 11:00 am CT

Brought To You By:



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January 2021

MHTTC Words Matter

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED/
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Adapted from: https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf



Thank You for Joining Us!

A few housekeeping items:

- If you are having technical issues, please individually message Stephanie Behlman in the **chat section at the bottom of your screen** and she will be happy to assist you.
- If you have questions for the speaker, please put them in the chat at the bottom of your screen.
- A copy of the power point slides, as well as the recording and handout will be available on the MHTTC website within a week.

Thank You for Joining Us!

A few more housekeeping items:

- You will be directed to a link at the end of the presentation to a very short survey – we would really appreciate it if you could fill it out. It takes about 3 minutes.
- We will be using automated captioning during the presentation today
- Certificates of attendance will be sent out to all who attended the full session. They will be sent via email.

A close-up photograph of several social media icons on white keyboard keys. The icons include Pinterest (red circle with white 'P'), Snapchat (yellow square with white ghost), Instagram (purple-to-orange gradient square with white camera outline), Facebook (blue square with white 'f'), and Twitter (blue bird silhouette).

Follow Us On Social Media!

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- @GreatLakesATTC
- @GMhttc
- @GLPTTC

Presenter

Stefanie Winfield



Integrating Classroom WISE With a Social Emotional Learning (SEL) Framework

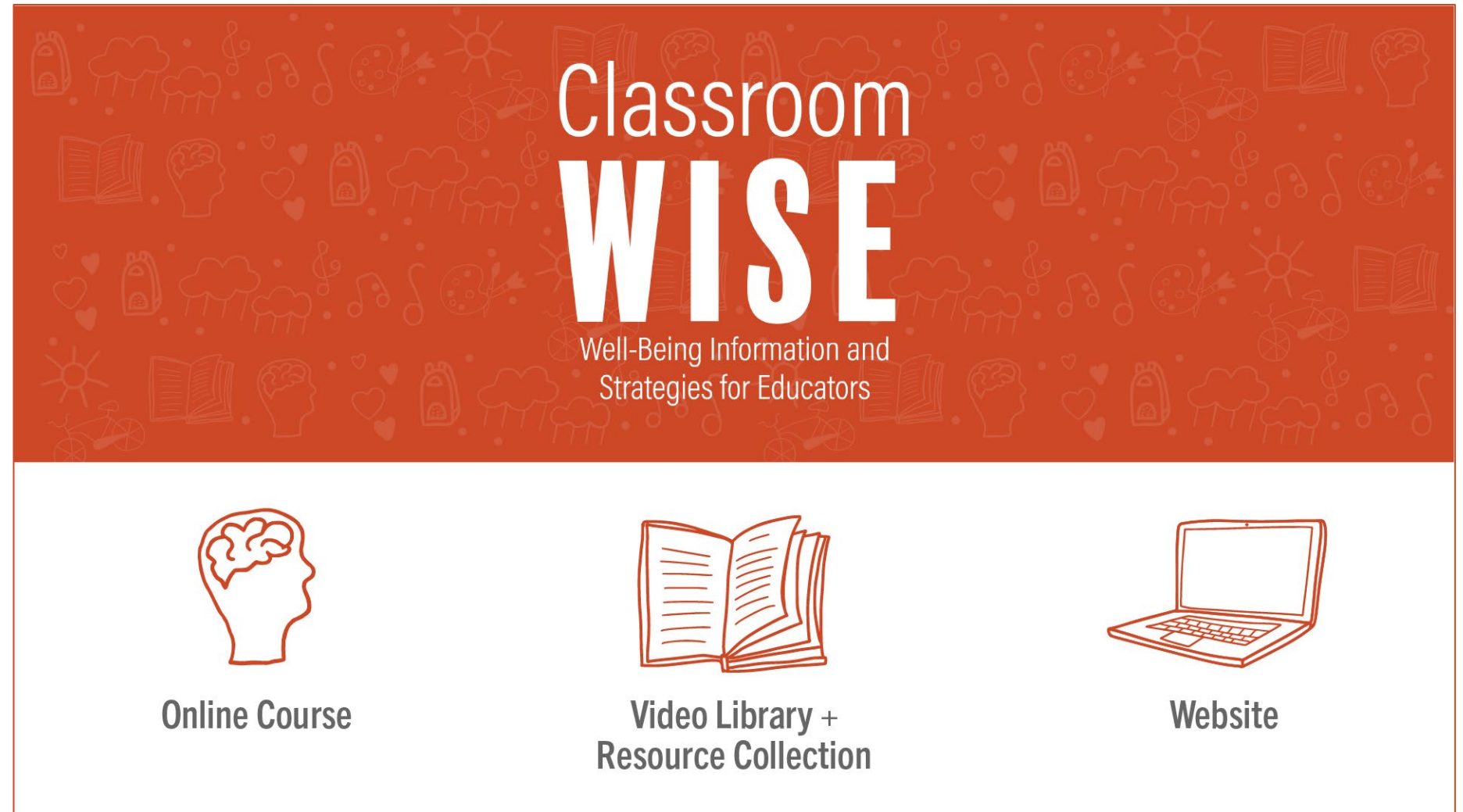
Stefanie Winfield, MSW
Great Lakes, MHTTC
November 9th , 2021
10 am CT

Learning Objectives

- Review Classroom WISE mental health literacy resource.
- Explore how Classroom WISE supports existing school SEL principles, practices, and programs.
- Identify talking points and implementation strategies to integrate Classroom WISE into your school's SEL framework.

Classroom WISE: Well-being Information and Strategies for Educators

- FREE 3-part training package for K-12 educators and school personnel on mental health literacy/awareness.
- Development process included input from educators, students, and school mental health leaders.



The image shows a promotional graphic for Classroom WISE. The top half has a red background with the text "Classroom WISE" in white, with "WISE" in a larger font. Below it, in smaller white text, is "Well-Being Information and Strategies for Educators". The background is filled with faint, repeating icons of a brain, a book, a heart, a sun, a musical note, and a person. The bottom half has a white background and features three icons: a brain in a head, an open book, and a laptop. Below each icon is a label: "Online Course", "Video Library + Resource Collection", and "Website".

Classroom
WISE
Well-Being Information and
Strategies for Educators

Online Course

Video Library +
Resource Collection

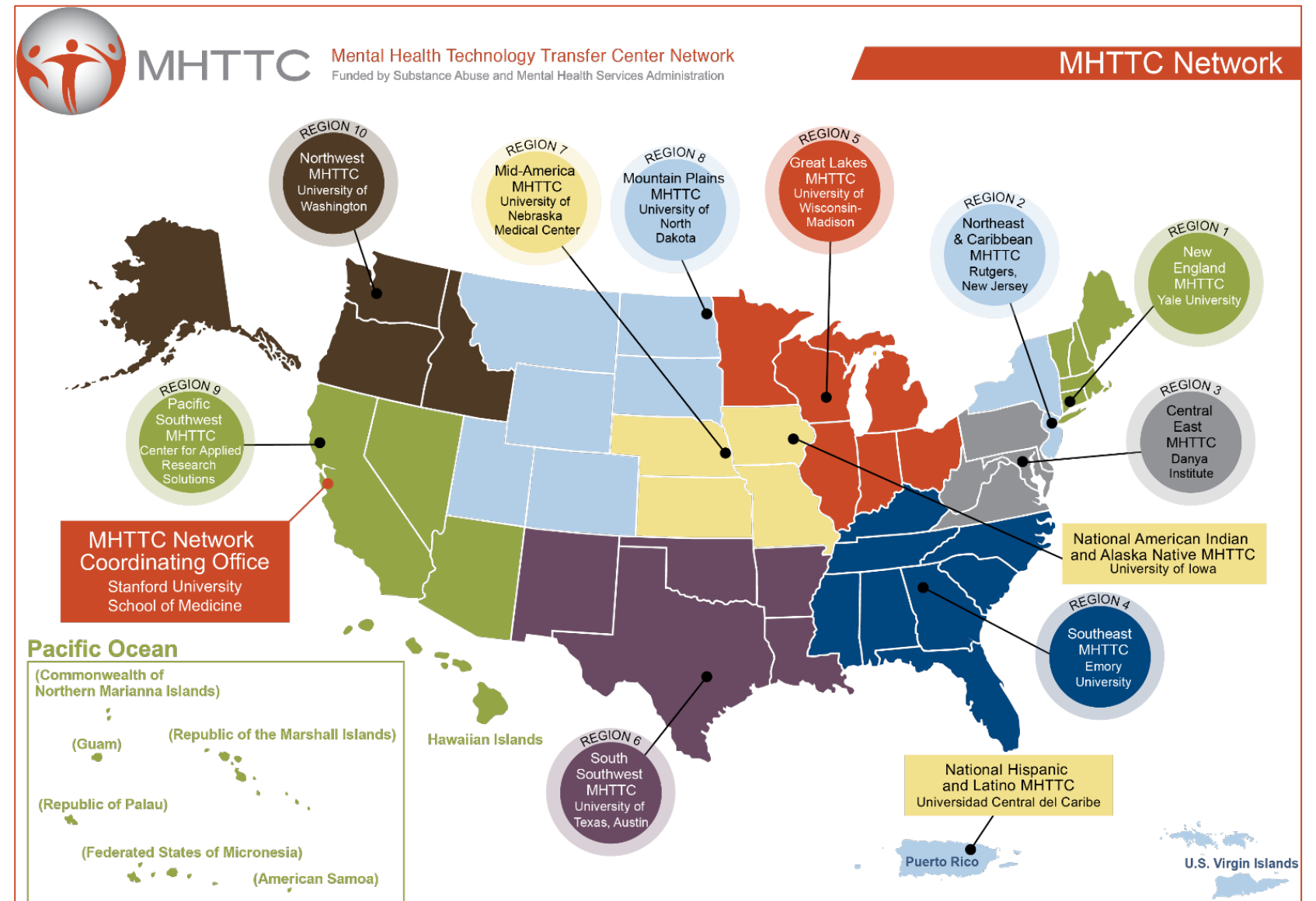
Website

Available at www.classroomwise.org

Mental Health Technology Transfer Center (MHTTC) Network

The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental health prevention, treatment, and recovery.

Visit the MHTTC website at <https://mhttcnetwork.org/>



Evidence-Based Content

Classroom WISE offers evidence-based strategies to promote student mental health and support students with mental health challenges.

Skills are based on the scientific literature on school climate, mental health literacy/awareness, social emotional learning, and school-based interventions for mental health problems.



Classroom
WISE

Well-Being Information and
Strategies for Educators

Cultural Inclusiveness and Equity WISE



- A companion course to Classroom WISE, Cultural Inclusiveness and Equity WISE (Well-Being Information and Strategies for Educators), is coming soon!
- Educators will learn how inequities in education impact student mental health and how implicit bias influences our perceptions and responses. Building on this foundation, educators will learn culturally inclusive classroom strategies to support student mental health.
- Visit www.classroomwise.org/companion-course to learn more.



Classroom
WISE
Well-Being Information and
Strategies for Educators

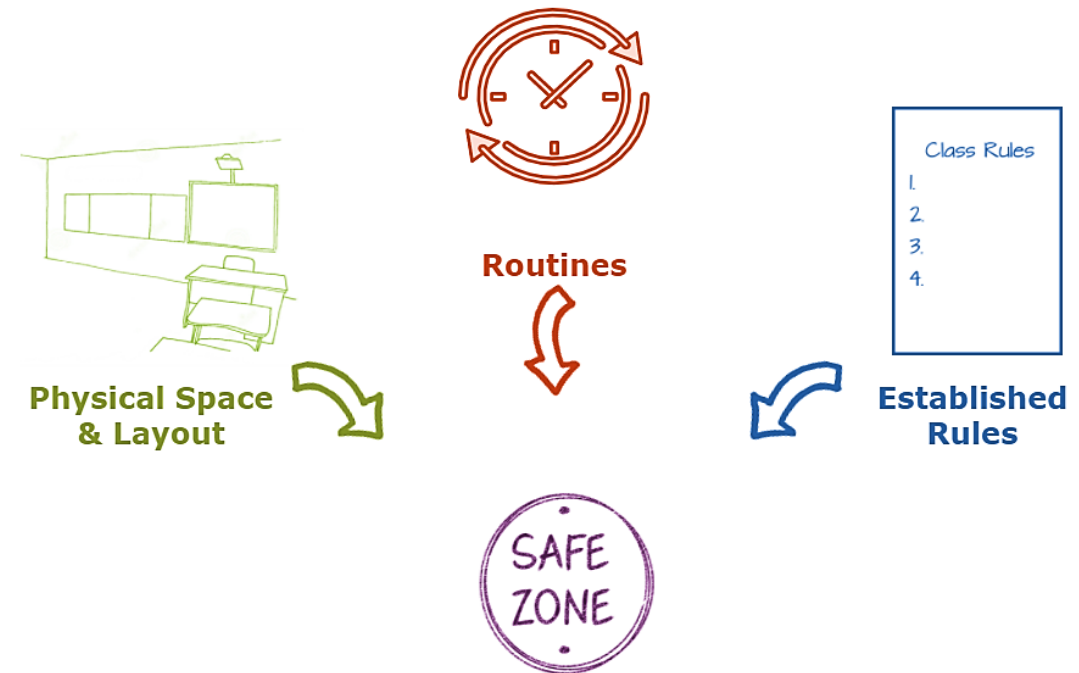
Modules 1-3:

Promoting Mental Health and Well-being of Students

- Creating safe and supportive classrooms.
- Bringing mental health into the classroom and addressing stigma.
- Fostering social emotional competencies.

Environment

The physical and instructional environment you create is very important to help students feel safe and supported.





Classroom
WISE
Well-Being Information and
Strategies for Educators

Modules 3-6: Understanding and Supporting Students Experiencing Adversity and Distress

- Impact of trauma/adversity on learning and behavior.
- Understanding and identifying student distress and linking students to support.
- Classroom strategies to support students with mental health concerns.

Stress & Trauma

8. Be **aware of stress or trauma** reminders

It's hard for a student to feel safe when regularly reminded of past events or traumas.

Being center of attention

Sudden or loud noises

Fighting or yelling

Confinement

Physical touch

Unexpected changes



Classroom WISE Modules

Module 1: Creating Safe and Supportive Classrooms

Module 2: Teaching Mental Health Literacy and Reducing Stigma

Module 3: Fostering Social Emotional Competencies and Well-Being

Module 4: Understanding and Supporting Students Experiencing Adversity

Module 5: Impact of Trauma and Adversity on Learning and Behavior

Module 6: Classroom Strategies to Support Students

Poll

Are you currently using an SEL school wide or classroom program?

Yes/no

Write in chat which program

Module 3: Fostering Social Emotional Competencies and Well-Being

- Introduction to social emotional learning (SEL).
- How to integrate SEL competencies into instruction.
- Strategies for teaching students SEL skills.

Self-Awareness: Core Lesson Example

Today we are going to focus on how our feelings feel on the inside. Think about ways that we feel our feelings on the *inside* – in our bodies. If I'm scared, my heart starts to beat fast. What are other things that happen on the inside when we are scared?

I feel sick to my stomach.

My heart beats hard, and I breathe fast.

I get butterflies.

My mouth gets dry.

Identifying Feelings

How can teachers identify and coach through difficult feelings in the classroom?

Watch on YouTube



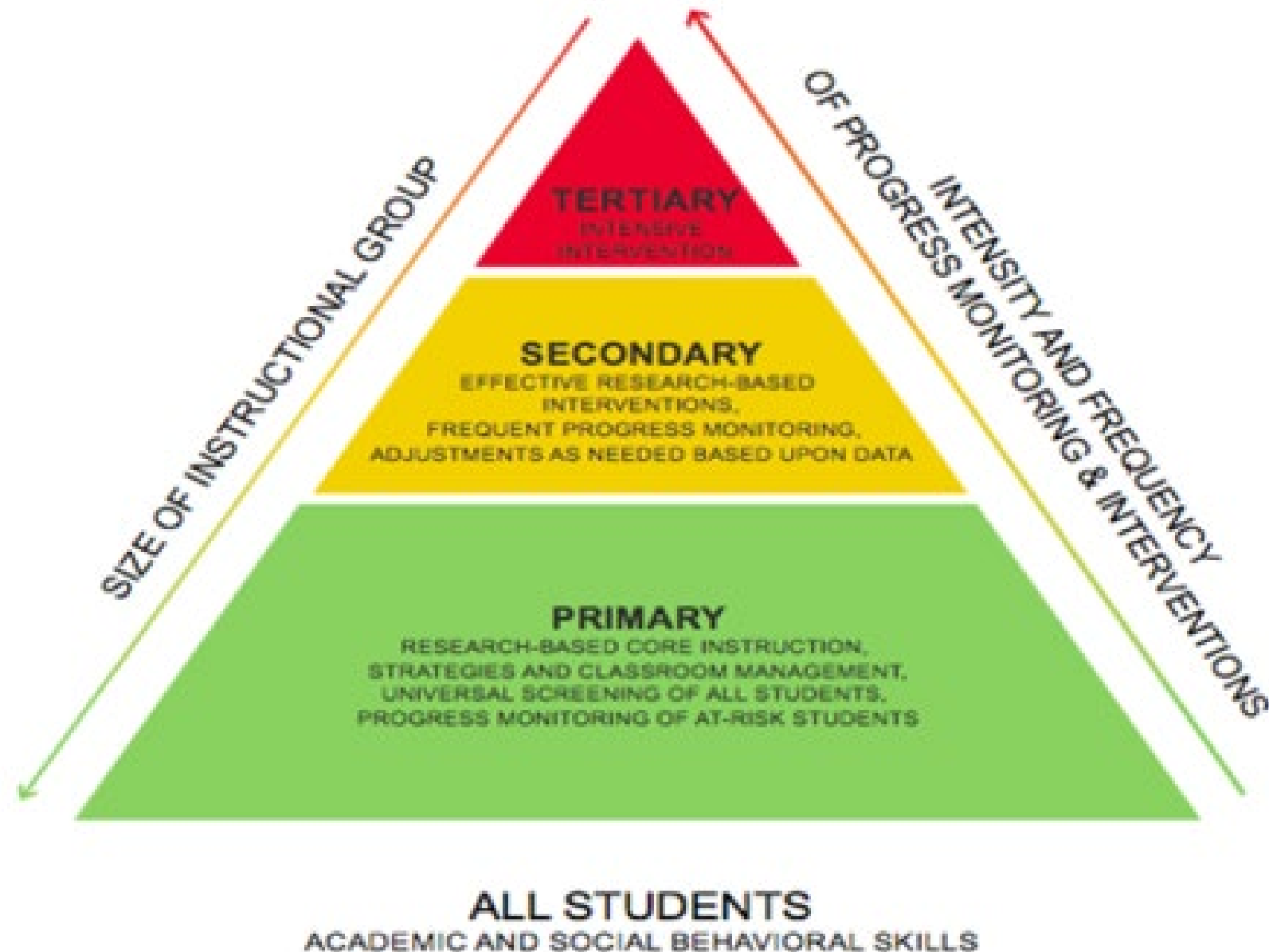
According to CASEL

Social-emotional learning (SEL) is “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (CASEL, n.d.)

Classroom WISE and SEL Alignment

- It is never too early to talk about SEL/ Mental health
- 1 in 5 children show signs of mental health disorder each year
- SEL programs have positive effects on:
 - social behaviors
 - conduct problems
 - emotional distress
 - attitudes towards self and others

Multi-Tiered Systems of Support (MTSS)



Benefits of SEL for Teachers

- Teachers and school staff need SEL skills too.
- Model SEL skills
- An important way to promote mental health and well-being is by fostering social emotional competencies in yourself.
- Self assessment tool



Personal SEL Reflection Tool

Self-Management		Very difficult	Difficult	Easy	Very easy
MANAGING EMOTIONS	I find ways to manage strong emotions in ways that don't negatively impact others.				
	I can get through something even when I feel frustrated.				
	I can calm myself when I feel stressed or nervous.				
MOTIVATION, AGENCY, AND GOAL-SETTING	I hold high expectations that motivate me to seek self-improvement and encourage growth in those I lead.				
	I take action and impact change on issues that are important to me and the larger community.				
	I set measurable, challenging, and attainable goals and have clear steps in place to reach them.				
PLANNING AND ORGANIZATION	I modify my plans in the face of new information and realities.				
	When juggling multiple demands, I use strategies to regain focus and energy.				
	I balance my work life with personal renewal time.				

Social Awareness		Very difficult	Difficult	Easy	Very easy
EMPATHY AND COMPASSION	I can grasp a person's perspective and feelings from verbal and nonverbal cues.				
	I pay attention to the feelings of others and recognize how my words and behavior impact them.				
	I show care for others when I see that they have been harmed in some way.				
PERSPECTIVE TAKING	I work to learn about the experiences of people of different races, ethnicities, or cultures.				
	I learn from those who have different opinions than me.				
	I ask others about their experience & perspective before offering my version of events.				
UNDERSTANDING SOCIAL CONTEXT	I understand the systemic, historical, and organizational forces that operate among people.				
	I appreciate and honor the cultural differences within my school community/workplace.				
	I recognize the strengths of young people and their families and view them as partners.				

Relationship Skills		Very difficult	Difficult	Easy	Very easy
COMMUNICATION	I stay focused when listening to others and carefully consider their meaning.				
	I can articulate ideas that are important to me in ways that engage others.				
	I can have honest conversations about race and racism with young people, their families, and other community members.				
BUILDING RELATIONSHIPS AND TEAMWORK	I connect meaningfully with young people, their families, colleagues, and community members who are from a different race, culture, or socioeconomic background than I am.				
	I get to know the people around me.				
	I work well with others and generate a collegial atmosphere.				
CONFLICT MANAGEMENT	I make sure everyone has had an opportunity to share their ideas.				
	When I am upset with someone, I talk to them about how I feel and listen to their perspective.				
	I openly admit my mistakes to myself and others and work to make things right.				
	I can work through my discomfort when dealing with conflict, listen to feelings from all parties, and help them understand different perspectives.				

Responsible Decision-Making		Very difficult	Difficult	Easy	Very easy
PROBLEM ANALYSIS	I gather relevant information to explore the root causes of problems I see.				
	I recognize the need to continually grow, to examine the status quo, and to encourage new thinking in my school community.				
	I involve others who are impacted* to explore a problem collaboratively before choosing a solution or launching a new project.				
IDENTIFYING SOLUTIONS	I involve others who are impacted* to generate multiple solutions and predict the outcome of each solution to key problems.				
	I find practical and respectful ways to overcome difficulty, even when it comes to making decisions that may not be popular.				
	I consider how my choices will be viewed through the lens of the young people I serve and the community around them.				
REFLECTION ON IMPACT	I take time for self-reflection & group reflection on progress toward goals & the process used.				
	I consider how my personal and professional decisions impact the lives of others.				
	I help to make my personal and professional community a better place.				

*such as staff and colleagues, young people, their families, and other community members -- especially those who are historically underrepresented in decision-making

A group of diverse young children, including boys and girls of various ethnicities, are smiling and looking up at the camera. They are arranged in a circle, creating a sense of unity and positivity. The background is bright and slightly blurred, emphasizing the children's faces.

Benefits of SEL for Students

- **SEL Programs focus on specific skills for students**
- **Building school wide culture of SEL**
- **Training for teaching staff to implement specific programs**

Benefits of SEL in the classroom



CASEL Framework



Discussion

How do you see
Classroom WISE
complementing
or connecting with
SEL efforts at your school?



Discussion Board

<https://padlet.com/greatlakeevents/y6jy1bfi8hgg5xm>



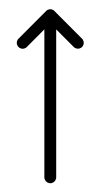
Why SEL in Schools?

Teaching SEL leads to decreases in students' emotional distress, improved self-control, emotion regulation, and problem-solving.



SEL has also demonstrated positive impact on academic performance, including:

- Standardized test scores
- Attendance
- Increased feelings of safety and connectedness at school
- Fewer conduct problems, suspensions, and expulsions



SEL and Equity

Supporting	Supporting authentic school-family-community partnerships
Fostering	Fostering trusting and collaborative relationships
Promoting	Promoting rigorous and meaningful curriculum and instructions
Applying	Applying ongoing evaluation of policies, practices and outcomes.

Classroom WISE SEL Video Library



Promoting Self-Regulation

Self-regulation incorporates stress management, impulse control, and goal setting to positively impact motivation and moderate one's emotions, thoughts, and behaviors. In this video, teachers discuss strategies for promoting self-regulation in the classroom.

2min 30sec

Classroom WISE SEL Resource Collection

Below is a compilation of resources that are referenced in the Classroom WISE online course. All resources were developed by the MHTTC Network and the National Center for School Mental Health for Classroom WISE, unless otherwise noted. A complete list of Classroom WISE resources is available [here](#).



Module 1: Creating Safe and Supportive Classrooms



Module 2: Teaching Mental Health Literacy and Reducing Stigma



Module 3: Fostering Social Emotional Competencies and Well-Being



Module 4: Understanding and Supporting Students Experiencing Adversity and Distress




Module 5: The Impact of Trauma and Adversity on Learning and Behavior



Module 6: Classroom Strategies to Support Students Experiencing Distress

Resource Examples



Classroom WISE
Well-Being Information and Strategies for Educators

MODULE 3:
Fostering Social Emotional Competencies and Wellbeing

Habits of Mind

Habits of Mind are a series of strategies students can use to behave intelligently when faced with a problem. There are 16 problem-solving strategies that students can use inside and outside the classroom.

Habit of Mind Include:


<i>Persisting, Managing Impulsivity, Listening With Understanding and Empathy, Thinking Flexibly, Striving for Accuracy, Taking Responsible Risks, Thinking Interdependently, Applying Past Knowledge to New Situations</i>	<i>Finding Humor, Thinking About Your Thinking, Remaining Open to Continuous Learning, Creating, Imagining, and Innovating, Gathering Data Through All Senses, Responding With Wonderment and Awe, Thinking and Communicating With Clarity and Precision</i>
---	--

These strategies teach students to have a disposition to behave intelligently and successfully navigate various obstacles using Habits of Mind skills as they creatively problem solve. These skills can be taught to students in primary and secondary settings. There are a plethora of free resources and paid resources available to teachers to help develop these skills. Additionally, there are individual activities and lessons associated with each Habit of Mind that teachers can introduce to their students.


ASCD.org has free resources dedicated to teaching Habits of Mind. On the website there are activities, curriculum, and posters available to educators free of use. Printing the Habits of Mind poster and displaying it in the classroom provides an illustrative example of how students can use the Habits of Mind in their everyday life. Alternatively, these posters can be created by students as part of a Habits of Mind activity.

Free Teaching Resources Available:
<http://www.ascd.org/research-a-topic/habits-of-mind-resources.aspx>


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NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH



Classroom WISE
Well-Being Information and Strategies for Educators

MODULE 3:
Fostering Social-Emotional Competencies and Well-Being

SEL Activities by Grade Level

Social-emotional learning can be taught using several different approaches. You can provide individual lessons to teach students core social emotional skills, with lessons that vary in frequency and last different amounts of time. You may also promote SEL through embedding social-emotional competencies throughout academic instruction. Listed below are several ideas for activities that can be integrated into elementary and secondary classrooms.

ELEMENTARY

High Five to Friendship – This activity can help students learn how to be a better friend. First, brainstorm as a class to identify characteristics of a good friend. Then have students trace their right and left hands onto two pieces of paper. On one hand, have them write the characteristics that make them a good friend. On the other hand, have them write areas where they can improve to become a better friend. Ask the students to choose one area to practice that week.

Snowstorm in a Bag – This activity can encourage students to practice deep breathing with a fun technique. First, explain the concept of deep breathing and its purpose. Choose a container (e.g., bottle, baggie) that can have a straw inserted and add small pieces of paper into the container. Ask students to breathe deeply and exhale into the straw to create a "snowstorm". Encourage students to reflect on how they feel during and after the activity.

SECONDARY


Gratitude Journal – This activity can help students intentionally recognize the positive. At the end of the day or class period, ask students to take a moment and write down or draw two things they are grateful for. Allow the opportunity for students who want to share to describe to the class one thing they are grateful for.

Self-Advocacy Cards – This activity can help students grow aware of their own needs and learn to self-advocate. Ask students to reflect on questions such as:


- What are things that I do or how do I feel when things are not going well for me?
- How would someone else be able to tell things are not going well for me?
- What can I do to help myself when I am struggling in school?
- What is my next step if these coping strategies are not working?

Everyday Mental Health Classroom Resource. (2021). View and filter all practices. <https://smho-smso.ca/emhc/filter/>

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NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

Classroom WISE Value Added

 Cost: FREE.

 Pace: Self-paced.

 Duration: 6 hours.

 Timing: Available 24/7.

 Engagement: Accessible yet interactive.

Questions? Next Steps

Contact Information

Sarah Parker McMinn

sarah.mcminn@wisc.edu



Classroom
WISE

Well-Being Information and
Strategies for Educators

Upcoming Webinars

11/16- TIP

11/30- MTSS



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