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

Presenter: Stefanie Winfield
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STEPHANIE BEHLMAN: Welcome, everyone. We'll get started in just a minute. We'll let folks get in and get settled.

All righty, we'll get started for today's webinar. So today's webinar is Integrating Classroom WISE with a Social Emotional Learning Framework. Our presenter today is Stefanie Winfield. This is the second of a four-part series. The other two sessions will be on November 16 and November 30.

It's brought to you by the Great Lakes MHTTC and SAMHSA. The Great Lakes ATTC, MHTTC, and PTTC are all funded under cooperative agreements with SAMHSA. The opinions expressed in the webinar are those of the speaker and do not reflect the official position of DHHS or SAMHSA. The presentation today is prepared for the Great Lakes MHTTC under the cooperative agreement with SAMHSA. MHTTC network uses affirming, and respectful, and recovery-oriented language in all of their activities.

Thank you for joining us today. If you are having any technical issues, please individually message myself, Stephanie Behlman, in the Chat section, and I'll be happy to help you. If you have any questions for the speaker, please put them in the Chat section at the bottom of your screen.

A copy of the PowerPoint slides, along with the recording and any handouts, will be available on the MHTTC website within a week. You'll be redirected 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 three minutes, and it is how we report back to SAMHSA.

We'll be using automated captioning during the presentation today. And certificates of attendance will be sent out to all who attend the session in full. They'll be sent via email, and they take about a week or two. If you would like to know what else we are up to, please follow us on social media. And if you are on our mailing list, check out the Thursday weekly updates.

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Today's presenter is Stefanie Winfield. Stefanie Winfield is an adjunct faculty instructor at the University of Denver, Colorado Graduate School of Social Work. In her past role as a school mental health lead for the Mountain Plains MHTTC, Stefanie focused on providing intensive technical assistance and training to educators, teachers, administrators, and all school staff on ways to improve and enhance school mental health.

Stefanie has extensive experience working in schools promoting youth sexual health, conflict and anger management, behavioral health education, and school-based health care. With over 20 years of experience working with nonprofits and community organizations, Stefanie has done everything from grant management and implementation to program and outcome evaluation, training, and facilitation. We're so glad to have you, Stefanie, and I'll turn it over to you.

STEFANIE WINFIELD: Great. Thank you, Stephanie. It's strange, and it doesn't happen very often. And I realize I'm wearing the same shirt today as I was wearing in my bio.

So thanks so much for that great introduction and setting the stage for today's webinar. And thanks to everyone who's here. We're so happy to-- I'm so happy to be here with you today to talk about integrating Classroom WISE into social emotional learning framework, and talk about how these two principles really work together.

So just a little bit about what we will be doing today-- we will be talking about Classroom WISE, and understanding how it's developed, and what it really is all about. We're going to learn some strategies in the course that address student well-being and support students in the classroom, specifically around how Classroom WISE supports and integrates with current SEL programs and practices you may already be doing. And we'll also identify some talking points to support the implementation in your school district of how to integrate and connect Classroom WISE into SEL programs.

So I'd like to give you a little bit of background about Classroom WISE. And if you joined us last-- two weeks ago, this is a bit of a refresher for you. But if you're here for the first time, I want to make sure everybody gets the same information.

So in 2019, our network was asked by our funder, SAMHSA, to develop a training package to assist educators in supporting the mental health of students in the classroom. So we partnered with the National Center for School Mental Health, which is based out of University of Maryland. We

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worked with the National Center to conduct an environmental scan of educator mental health literacy training and resources that were already available in the field. And we also conducted a national needs assessment to help us understand what educators, school mental health staff, and mental health and education leaders across the country felt was really needed for teachers to better support students in their classroom.

We reviewed the results of the environmental scan and needs assessment and developed a resource, which is called Supporting Students' Mental Health Resources to Prepare Educators. And we're going to drop that link in the Chat right now, so you can check it out some time. And this resource describes the role of educators in supporting student mental health and provides a list of existing resources and trainings that instruct educators on mental health literacy.

From that work, we conducted focus groups with a diverse group of teachers from different grade levels and ethnic backgrounds and different years of experience. We also held one-on-one interviews with mental health and education leaders. What came out of all that information and data-gathering is Classroom WISE, which is a free three-part package for K-12 educators and school personnel to support students' mental health.

So this-- we have 10-- as you know, we are the Great Lakes MHTTC. And we have 10 regional centers across the country, a National American Indian and Alaska Native Center, a Regional Hispanic and Latino Center, as well as a National Coordinating Office. And all of these centers and groups work together with the National Center for School Mental Health to create Classroom WISE. If you're not from the Great Lakes region, and you're not yet connected with the Regional Center, please reach out, and we'll help connect you.

Classroom WISE training really uses evidence-based content and best practices that likely align with other evidence-based programs and practices you're already using. So it's not based on any specific program. It's really agnostic to all programs.

And so we're putting the link to Classroom WISE in the chat. So you're welcome to pull it up now, follow along as we talk, or check it out later. But it's really easy to navigate through the website, and to register for the actual course, and to take it from there.

Cultural responsiveness is integrated into all of the modules with inclusive language, having conversations about differences in school, and a lot of talk

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about equity. However, coming in winter 2022, the Central East MHTTC, which is Region 3, also in collaboration with the National Center for School Mental Health, will be launching a companion course to Classroom WISE titled CIE WISE, or Cultural Inclusiveness and Equity WISE. And it delves even deeper into cultural inclusivity and equity.

It also will be housed on our Classroom WISE website. And so we'll also put in the link in the Chat for a one-pager, so you can learn a little bit more. And we're really excited to be able to share this resource with students.

So let's dig into Classroom WISE a little bit generally. And then we're going to dig even deeper into Classroom WISE and SEL. So the course goes through six modules. And there's so much that we can cover under the umbrella of mental health literacy for educators. But there are two big specific content areas that resurfaced over and over across the focus groups and interviews with education and mental health leaders, and from the input that we received from our regional national centers within our network.

The first big bucket of content that is really imperative is about promoting the mental health and well-being of students, which includes creating safe space and supportive school environments, addressing stigma in the classroom, and fostering social emotional competencies.

The second big bucket of content is focused on understanding and supporting students experiencing adversity and distress. And that includes really understanding the impact of trauma and adversity on learning and behavior of students, linking students to support, and having impactful classroom strategies in your back pocket to support students with mental health concerns.

So this is what it looks like laid out. Modules 1 through 3 really focus on promoting the mental health and well-being of all students. And we think of that as our tier one or universal supports. And today, we're going to be focusing on module 3, which is social emotional competencies, which falls in that universal supports piece.

Modules 4 through 6 look at understanding and supporting students who are already experiencing diversity and distress. And we think of module 4 through 6 kind of as that tier two and three supports. And hopefully, as you look at these modules, you'll see a lot of alignment with things you already have going on in your school, other school mental health programs and approaches that you're already doing. And by looking through the modules, you can start

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to plan professional development throughout the year and how Classroom WISE might fit in or might be an additional resource that you can use.

As you go through the course, hopefully you'll see a lot of good reminders of just best practices, things that we know are good skills to use. And there's a lot of just real-life skills and videos with real teachers and students using these skills, so you can see what they look like. And then we-- as Stephanie started and said in the beginning, we have two other webinars in the series that will be coming up.

And we'll be focusing next week on module 5 and integrating Classroom WISE and trauma-informed practices. And then on November 30, we're going to talk about how Classroom WISE really fits into this MTSS framework, the Multi-Tiered System of Support framework, and how it can be used in the different tiers. So we hope you'll join us in the upcoming webinars as well.

So we want to get a sense from you about what you're currently doing and using in your schools or in your classrooms. So we're going to pull up a poll. And we'd love to just hear, are you using an SEL program or approach in your school or classroom at this time, yes or no?

And then if you are using a program in your school, we'd love for you to put it in the Chat so we can get an idea of what you're using. Love to see that waterfall come down in the Chat of different programs. So please drop in the Chat what programs you're using.

Wow, it's like really just evenly split right now. That's amazing. It's absolutely equally split. I've never seen that. Oh, there it goes.

OK, so we have a little bit more. We have about 57% who say, yes, they're using an SEL program. And about 43% of you are not. So I'd love to hear a little bit about what's coming in the Chat and what programs people are using.

SARAH MCMINN: So it looks like we have a few-- Move This World, Zones of Regulation, and RULER. We are using two different things-- base education, individual for student, and SEL short activities brought into the classroom once a week.

STEFANIE WINFIELD: OK. Great, well, keep them coming. And I forgot to introduce-- that with Sarah McMinn. She is the school mental health lead for the Great Lakes MHTTC. And she is a great person to reach out to for

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additional information, support for Classroom WISE, or anything else school mental-health related.

SARAH MCMINN: Thank you.

STEFANIE WINFIELD: Well, yeah, thank you. Thanks for giving us some feedback. It's nice to know what people are at and what programs that you're using.

So module 3 is Fostering Social Emotional Competencies and Well-Being. And this module provides easy ways to align any SEL work or programs you're already doing in your school or classroom. There's practical strategies for teaching students SEL skills. And you'll see principles that likely-- that align with best practices that are likely aligning with what you're already doing.

As I said earlier that this Classroom WISE generally, and this module specifically, is agnostic to any SEL package or program. It doesn't promote anything, any specific program. But hopefully, you'll see the alignment to anything that you're already doing, like the Zones of Regulation and RULER. I hope-- I'm not as familiar with some of the other ones. But I think that you'll see how they fit together.

The module is really based on CASEL's framework and research. Hopefully, most of you are familiar with CASEL. If you're not, I hope that you will be after today, and you'll check it out.

We'll put the link in the Chat as well. But CASEL is the Collaborative for Academic and Social Emotional Learning. And they're a great resource on all things SEL. Their website has so much information on choosing programs, and research, and school-wide implementation.

And so this slide shows one lesson from Classroom WISE that addresses one of the SEL core competencies of self-awareness. And so we'll talk about more how this module is structured around the five core competencies of social emotional learning. I wanted us first, though, to have a shared definition and understanding when we talk about social emotional learning.

So though I know you're probably familiar with this definition and what it means, I wanted to make sure we're all on the same page on this. Social emotional learning is "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy

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identities, manage emotions and achieve personal collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." And this is CASEL's definition as well.

So I wanted us to further define and differentiate SEL from mental health because sometimes that gets a little confusing or blurred. Since Classroom WISE is a mental-health literacy course, and much of the course talks about mental health, I want to make sure again that we have some clear definitions, some clear shared definitions. So mental health broadly refers to the burden of psychological symptoms children carry to school with them that can interfere with the ability to learn and succeed. These include the effects of trauma, including symptoms of anxiety and depression.

Social emotional learning refers to the competencies we affirmatively want children to develop to be constructive participants in collective life and successful students and members of the community. Social and emotional competencies include things like understanding others' feelings and points of view, constructively resolving conflict, and managing emotions. And those two definitions come from SEL Labs.

So mental health and social emotional learning are different in their meaning, in their consequences, and the time horizons. But that doesn't mean they're unrelated. Social and emotional competencies help children manage the difficulties life bring and maintain good mental health. Playing the long game, teaching all students social emotional competencies, therefore, serves the aim of supporting children's mental health.

So why does Classroom WISE and mental health literacy course include SEL? The more we talk about and the earlier we talk about mental health, the more we reduce stigma and also help recognize when early intervention is needed. According to the CDC, 1 in 5 students show sign of mental health disorders or distress each year.

So while SEL is not a substitute for treatment, it is a helpful tool in managing mental health symptoms directly in the classroom or at home. The core competencies of social emotional learning are essential to understanding emotions and developing coping strategies to deal with them in a healthy manner. When children can manage their own feelings, they're better able to interact with family, friends, and teachers, and the rest of the world around them. And that's some research from Reading Partners.

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So findings from three scientific reviews-- this is also from Reading Partners-- shows that social emotional learning programs have positive effects on social behaviors, conduct problems, emotional distress, and attitudes toward self and other depressed students in kindergarten through eighth grade, regardless of geographic region or racial and ethnic backgrounds. Social emotional learning in the classroom help to create safe and supportive environments in which all children feel they belong, reduce the stigma of mental health difficulties, and encourage help-seeking when children need it, promoting mental health in all students.

So hopefully, you're all familiar with this model, the MTSS model of Multi-Tiered Systems of Support. Likely, if you're not as familiar with it, each of your state departments of education has an office of MTSS, and has lots of resources, and supports, and training on this model. So universal supports, tier one, are the skills that we want everyone to know that help and support all of our students.

Tiers two and three are the interventions and targeted supports for students that need more. And they're often identified through our tier one supports. We talk on social worker terms, which I am, tier one is kind of our macro-level interventions. Tier two is our meso, and tier three is our micro-level interventions.

So mental health approach is focused on supporting children with clinically significant social and emotional problems, with evidence-based therapeutic interventions that aim to reduce symptoms and improve functioning. And social emotional learning approach is focused on applying evidence-based practices and principles to support the development of desirable competencies in all students.

So in regard to Classroom WISE, modules one through three, as I said, are about universal tier one support. And that's where this SEL module falls under. And tiers-- and modules four through six are those tier through three supports, addressing more mental health supports through therapeutic interventions. And we're going to talk a lot more about this in our final webinar in the series on November 30 about Classroom WISE and how to use it through the MTSS model.

So promoting SEL for students really has to start with the adults. When you're doing training on specific SEL programs, it's mostly for teachers to teach the lessons to students. But there's little training for teachers on their own SEL skills. And so Classroom WISE was really designed to build your SEL skills and build that up.

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And we know that schools are more effective at teaching and reinforcing SELs for students when they also cultivate the SEL competencies in adults. So one of the ways that we do that is by observing and naming your own emotions in front of students. By modeling emotion labeling, you'll show students how to deal with frustration, stress, uncertainty in a healthy manner.

In addition, the simple act of just recognizing and naming emotions can reduce negative feelings. And LCL is also about the ability to positively model pro-social behaviors, label emotions, and demonstrate empathy, positive relationships, social awareness, and self-awareness to students. So it's not just knowing what students-- what skills to teach to your students, but learning some new and refreshed skills for yourselves, which will help you identify students who are struggling when you have these skills yourself.

And so SEL is also about well-being for adults. And so we're hoping that through this module, you get a personal benefit as well. For adults, adults also benefit from reflecting on our own social emotional skills and building, including the strengths in the areas that we need for improvement. So you'll see as you use module three that there's CASEL's self-assessment tool is woven throughout module three. So you can get a sense of your own SEL competencies and skills, where-- which areas are strong, and which areas that you can use some additional support and attention and skill building.

So this is what the adult SEL tool looks like. Again, you can also find this on CASEL's website. But this is in module three.

And it's based on the five CASEL competencies. And as you can see, there are four here. The last-- there's also one for self-awareness, which is not pictured.

So this is something-- this is a tool that you can do with or without using Classroom WISE as a professional development learning opportunity, or just to track how your school-wide efforts and training may be impacting your staff, or not impacting your staff. You could do, and use, this tool at different intervals throughout the year. And so there's an assessment for each of the five competencies. And at the end of the module, you'll receive a printout or an overview of your own self-assessment.

So you can use it personally. Or you can use it professionally. And there's a variety of different ways that you really can use this tool to strengthen the SEL skills for the adults in your school.

And so SEL-- adult SEL is also about staff well-being. So we often talk about the benefits of SEL for students, and how adult learning skills is good for students. We don't really pay enough attention to what's good and necessary for adults and school staff.

So we know the year that you are all having, and the amount of stress, and pressure, and anxiety that you feel personally, and for your students. And we know the high level of burnout that everybody's feeling right now. And so we really think that SEL can be a part of your self-care and your wellness.

Adult self-care practices help educators cope with stress and manage their emotion. But it can't just be lip service. So we know that it's good for adults, but it can't just be something that schools tell their staff, oh, you should do this. But schools and administrators really need to make the time for that, and really need to make that part of the day, and make room for that. So we also need that environmental support and leadership investment to allow educators to cultivate and practice their own SEL skills while feeling supported, empowered, and valued.

A study from the Yale Center on Emotional Intelligence found that teachers who were mandated to teach SEL but did not cultivate their own practice worsened their students' SEL skills. However, teachers who developed their own SEL skills not only improved their own well-being, but also improved the social, emotional, and academic development of their students.

So self-care and self-compassion-- there's a lot of different words you use. It looks really different for everyone. And adult SEL skills help us identify what we need and when we need it.

We could, and do, a whole webinar on self-compassion and self-care. One activity I really like to do when I do a self-compassion webinar is to have everybody think about you're talking to a friend who's having a really hard time, or struggling, or is feeling really stressed. And think about what you would say to that friend, how you would support that friend. And then think about yourself when you are having a hard time or struggling and how you talk to yourself and the things that you say to yourself.

So thinking about how those two reactions and responses might be similar or different, most people when I do this activity say that it's very different, and that they would likely ditch themselves as a friend if a friend ever talked to them the way they talk to themselves. And so it's really important to treat

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yourself the way that you would treat a friend who needs that extra support. And that's a piece of that self-compassion.

Portable practice-- I love this term. It's about having these tips and strategies in your back pocket, so you're prepared for whenever you're triggered or feel overwhelmed, knowing in advance the kind of things that you need to do to take care of yourself and manage your emotions. So whether it's a breathing exercise that you like that's been effective for you, or a specific meditation that you use that's really fast and quick, or even simply just putting your hand on your heart and reciting a mantra like, I can get through this day, I can get through this day.

A portable practice is also something that you can do and pull it out anywhere. So when you're walking down the hall to your next class, or just in the staff room, or huddled in the restroom for a two-minute break, you can do these skills. And likewise for stress management, having those tools and skills and a plan in place so that you know before you get to a place where you really need it, you know the things that work for you and the things that you can do to help yourself. And this is really a big piece of this adult SEL that we talk about.

So moving on a little bit more just to the general benefits of SEL, you likely already know this and have seen the benefits of you're doing SEL, as more than half of you today are. So here's a reminder for those of you, and maybe first time hearing some of this for those who have not used SEL, about why we do it, and how it supports students, and how it connects to mental health literacy. So this is a video from Classroom WISE that you can also access on your own. And so we're going to just look at this quick video. Come on.

[VIDEO PLAYBACK]

[MUSIC PLAYING]

- I started integrating SEL into my daily classroom routines, short amount of time-- 5 to 15 minutes, what I could fit in. And by implementing these SEL procedures, whether it be meditation, simply quiet time, journaling, whatever it may have been, implementing just a short span of SEL time into my classroom has benefited in the area of more calmness, student focus, more engaged learning, students that are better able to deal with problems when they arise, whether that be peer to peer or personal.

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I've had families reach out and say, hey, I noticed that my son or my daughter is dealing with their anger better. Or I'm seeing that they're doing maybe a meditation practice, or they're sitting down quietly, or they're journaling. So some of the things that we were doing in class were starting to be present at home as well.

- They're learning to think more before they react since we have incorporated the social emotional learning, because it gives them the opportunity to think through what they're feeling, and what they're thinking about doing. So they're making better choices, I would say, now, and not reacting so quickly.

[END PLAYBACK]

So like I said, that's one of the videos within the Classroom WISE module that you can use. So the benefits for students we know are tenfold. And we've talked about some of them. And we'll keep talking about them through the rest of our webinar.

But really, a school-wide SEL creates a culture of belonging, especially because we can use that shared knowledge and shared skills across the school. And so it really improves the culture of a whole school. And we know that teaching SEL leads to a decrease in students' emotional distress, and then improvement in their emotional management and problem-solving ability. And it also impacts a positive impact on their academic performance.

So this is the CASEL Framework that I've mentioned a few times. Many people call it the CASEL Five or the CASEL Wheel. So you may already be familiar with this model.

At the center are the five core social emotional competencies, which are broad, interrelated areas that support learning and development. And that's the self-management, self-awareness, social awareness, relationship skills, and responsible decision-making. Circling them are four key settings where students live and grow. School, family, community, partnerships coordinate SEL practices and establish equitable learning and environments across all of these contexts.

Schools, districts, states, and others can use the CASEL Framework to foster knowledge, skills, attitudes across the five areas of social and emotional competence. And they can also establish equitable learning environments and coordinate practices across key settings that support students' social emotional and academic development.

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So module three of Classroom WISE covers the four-- addresses the five core competencies and provides videos, and lessons, and resources for each of the competencies. So if you're already doing SEL in your school or in your classroom, and you want to enhance one aspect or spend more time training teachers in a specific competency, like responsible decision-making for example, you can use any of the specific resources and videos separate from just going through the module that works for what's in your school. And so we'll talk a little bit more about the videos and resources shortly. But you can use this in whatever framework or whatever way that makes sense to you in its entirety or just pieces of it.

So at this point, I'd really love to hear from you all about how you see Classroom WISE complementing or connecting with SEL efforts at your school, if you're doing that already. And if you're not, how you see Classroom WISE maybe fitting in or serving a role or a goal at your school. So we have a Discussion Board link that we're going to put in the Chat. And I'll open it up in a minute, and you can start answering this question.

We know that you all have a lot of experience rolling out mental health programs. So we'd love to see how you see this fitting into anything you may already be doing or aligning-- how might it align with your existing priorities of school mental health in your district or your school. And if you're in the role where you have to message this to people in your school, it's good to have some talking points. And so as we go through this, we're hopefully creating some talking points that you'll be able to use.

So we hope that Classroom WISE is complementary and brings a deeper level to the programs you're already doing, especially SEL enhancing that. And as I've said, this is a new program. So we're really open to feedback about how it works. We want to hear from you. We want to hear your thoughts as you start using it so that we know how this really can be used.

So I'm going to open this Padlet now. And hopefully, you've started to add in some of your responses of really how you see Classroom WISE complementing or connecting with SEL in your schools. So we'll give a few moments as people start sharing some thoughts. If you're more comfortable using the Chat, that's fine, too.

Some more staff SEL, finding more ways to integrate and teach SEL into our professional development, or maybe with weekly presentations or something. OK, so fitting it into professional development that you're already doing for

staff, yeah. Other thoughts on how you see Classroom WISE implementing, or complementing, or connecting with SEL efforts in your schools?

We'll come back to this Padlet again. So if you have-- again, you're welcome to put things in the Chat. But if you have some specific thoughts that come up, please-- oh, we have some coming in. But please continue to use this Padlet, and we'll come back to it again at the end of our session for today. I'll give it one more second because I can see that there's some things happening.

All right, well, we'll come back to the-- oh, here we go. Curriculum-- seeking opportunities for universal precautions and tier one strategies. OK. So, yeah, so I think, if I understand this comment correctly, that looking for more strategies on tier one. And so Classroom WISE really can help provide some of that structure on tier one. And SEL is one of the best tier one supports.

So if there are specific questions about that, I'm happy to respond. So we'll move on. And we'll come back to this Padlet.

So we've touched on this a little bit, about why it's important to teach SEL in the school. So there's a lot of research. And again, CASEL really is one of the best places to get that research to share with your administrators about why SEL is valuable in schools, to make the case for that.

So here are a few more data points to make your case about teaching SEL really decreases students' emotional distress, improves self-control, emotional regulation, and problem-solving. And then it's also demonstrated a positive effect on academic performance on test scores, attendance, feeling of connectedness and that kind of school culture, and fewer conduct problems as well. So whenever you're making the case or talking about why you think the school-- if that's your role, why you think the school should implement a new program or needs to address mental health, it's really great to have data.

And then as much local data as you can have, the better. So if you're doing any kind of evaluation in your school on your SEL programs or any other mental health programs, that data is really the best that you can have to make your case. And if you're not doing the data, if you're not collecting data, there are several different ways that you can start to do that.

One that we really recommend is the SHAPE System, which is also created and run by the National Center for School Mental Health. And they have a variety of different tools and evaluations that you can do on different school mental health indicators. And again, do that at different intervals so you can

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see how your school is doing at different times, and what areas that you need to focus on more. And that will also help to make a case for why you might want to implement something like Classroom WISE or social emotional learning skills.

And then last-- not lastly, but social emotional learning also helps increase equity. And so here are a few ways. There are many ways, but here are a few.

It supports authentic school community family partnerships, where young people, families, educators, and community partners work together to plan, implement, and continuously improve strategies and programs to best serve all students in their local context. SEL helps stakeholders develop the skills and relationships to communicate and collaborate effectively across different perspectives and backgrounds. It also fosters trusting and collaborative relationships, where educators can attune to and appreciate students' developmental needs and unique strengths; develop deeper awareness of students' cultures, backgrounds, and learning differences; and create classroom environments that are inclusive of all learners.

SEL helps young people and adults learn and practice empathy, perspective-taking, and active listening to build deeper connections with one another. Promotes rigorous and meaningful curriculum and instruction that sets high standards and expectations for all students, and actively engages them in developing academic, social emotional skills to achieve their goal and contribute to their communities. Evidence-based SEL programs and approaches help ensure all students have consistent opportunities to learn and practice developmentally appropriate skills that help them thrive.

And lastly, applying an ongoing evaluation of policies, practices, and outcomes to ensure all students are treated fairly, have access to supportive learning environments, engage in high-quality education opportunities and programs, and achieve excellence in academic, social, and emotional outcomes. SEL implementation is grounded in research, and continuous improvement helps drive efforts towards equitable and optimal outcomes. By prioritizing SEL, educators and families, communities, and students can work together to develop skills and create learning environments and experiences that are more fully nurtured the development of all young people, so they all can thrive.

So as I said, this is a three-part training package. And our other two pieces of Classroom WISE, the six-module course, is one part of that. And then there's a Classroom WISE video library.

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So in this library, you'll find several videos specifically for module three on SEL. And you saw one of them. And then here's another one that we can look at in a moment. But these are all-- and then they're woven throughout all of the other modules as well. And their brief, high-impact videos are all about 1 to 2 minutes that incorporate both student voice and educator strategies to give teachers ideas and examples of how to help all students and welcome them in their classroom.

So personally, I often feel when I'm taught a new skill if I don't get to see it be implemented, it's a lot harder for me to know how it might look or what I would do. And so I really like that a lot of these videos show you how to do the skill and what it looks like in real life. So the videos are threaded throughout the course. They're also available as a standalone.

So as some of you mentioned, if you wanted to enhance adult SEL or add things to your professional development, you can just pull these videos out, and weave them into any other kind of training that you're doing. So we'll do one more video so you can see what these look like.

[VIDEO PLAYBACK]

[MUSIC PLAYING]

- Because I teach middle school, so sixth grade, they're just leaving elementary school. So I try to promote self-regulation a lot, and give student choice, and try to model for the students what they actually should be doing, like how to stay calm during certain situations, how to talk about things without yelling. And I try to convey to them, we are all human. The same feelings that you have, I have, too.

So when someone is feeling mad or angry, upset, I try to give them space. And I tell them it's OK to talk to me. Like in the morning, some kids, if they've had a rough morning at home, and I automatically see on their face, they are not in the mood this morning, I'll pull them to the side and say, it's OK for you to be upset.

It's OK for you to say, I need a moment. I'm not ready to enter the classroom right now. And give them like 5 or 10 minutes to get themselves together, so they know how to handle those things themselves.

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- And a lot of times, teachers monitor their behaviors and tell them what not to do. But as you get older, it's super important to find ways to manage your own behavior, just tracking them, a little piece of paper. What are my triggers? And what are things that I can do to minimize my response to things that are upsetting? So I think that's important.

- I promote student self-management through asking questions, not giving the answers, giving them time to think about what they're feeling, what they're doing, why they're doing it, giving them an opportunity to think through their own actions and their own feelings.

- If they're saying, oh, I can see from your eyes that you're crying, water's coming out, that typically means that you're sad, do you want to talk to me, and they say no, that's the end of the conversation. And then saying, OK, here are some tools. So in my "Safe Space" is what we call it, there's fidget spinners. There are coloring pages.

There's-- they can put on-- like I have this old walkie-talkie bull thing that they put in their hair, and they listen to calming music. Or they can do yoga poses. We teach-- I teach them certain breathing techniques. So again, knowing that that is always offered to them, I don't assign them to them. I teach them if I'm feeling this way, that's my body telling me I need to go there.

[END PLAYBACK]

So likewise, the third part is this Classroom WISE SEL-- Classroom WISE Resource Collection. And then there's a specific one for each module. And so there's a lot of resources specific to the SEL module.

And so there's tip sheets, toolkits, and educator-friendly examples that were developed specifically for Classroom WISE, as well as many other national experts and school mental health that accompany the online course resources. So as you go through the course, there'll be a symbol that lets you know that there is an additional resource available for that content. And so you'd come to this resource collection to find them.

And then you also, likewise, can come here any time that you want an additional resource to enhance anything that you may already be doing. So you don't have to take the Classroom WISE course to access the videos or the resources. So you really can use them in any way that you see makes the most sense.

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So here are a couple examples from module three, from the SEL module that you can use with Classroom WISE. Or you can use them on their own. And these are really meant to enhance what you're already doing.

And so the one on the left is Habits of the Mind. And this is a problem-solving handout with strategies for students. And so within this handout, teachers can access different curriculum, and lessons, or posters for their classroom. And then the other one on the right is for SEL activities by grade level. So it provides, again, pretty much what it says. SEL activities are best used in elementary and secondary classrooms based on where students are developmentally. And so there are additional resources in this Resource Collection for SEL module.

Many of them are from CASEL. There are several different compilations of SEL activities for the different developmental ages and stages, and different ways to enhance your SEL, or implemented school-wide. Or there's some on empathy for students, or improving the executive functioning skills, and then how to make it more relevant to older students. So there's a lot of different things that you can find within that Resource Collection for module three and SEL.

And then lastly, I really just wanted to touch on generally this-- why Classroom WISE was created and may be a good fit for your school or your district. You'll really have to determine that and determine how and where you see this fitting best. So if you are the person responsible for integrating or getting buy-in for a mental health program in your school, it'd be good to have some talking points and some reasons why that this may be a good fit.

As we've said, it's a new resource package. And we know that there's a lot of options out there for you that you may be using already or thinking about using. So you really need to look at whether or not this is duplicative, or whether or not it adds value to what you're already doing, and enhances or maybe offers you something new.

And so it was designed to eliminate a number of different barriers to other mental health training for teachers, and to address some needs in the field that were not being met. One of those is cost. So many mental health literacy trainings are costly. We think mental health knowledge should be accessible to everyone, regardless of the cost. So that's why Classroom WISE is completely free.

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We know that everyone learns differently. And so self-paced means that it's more accessible learning and retention for diverse audiences, because you can go as fast as or slow as you need to go. You can move forward or move back and repeat some parts. So you really can direct the learning the way you want it to be.

The course is efficiently packed with essential information. So it averages about 6 hours. It's 6 hours of training.

And it is available 24/7, 365 days a year. So unlike standalone trainings, anyone can access this training at any time. So we know that educators and school mental health professionals, everyone has really full plates. And we wanted this training to be as accessible as possible for everyone's schedules, so you can do it whenever you can fit it in.

And then while we know that live trainings are great, and they are personally my preference, the priority, really, was to make this accessible to as many people as possible. So we worked hard to design this course with a balance of accessibility and make it interactive at the same time.

So we've come to the end of our content for today. And we'd really love to hear your thoughts about this so far. I want to just say thank you to all of our teachers and mental health professionals out there.

We appreciate you so much. We know how hard you work to support our students every day and how dedicated you are. And so we thank you. And we hope that we can offer any pieces that can make your jobs a little easier and make things a little easier on you.

We would love for you to reach out to us with any questions, or ideas, or needs, any additional technical assistance. As I've said many times that this is a brand-new program. And we're really learning about what it looks like in schools, and how it works, and what else would be useful to have to use this program in your school.

So we'd love to hear from you. And we want to be responsive to your needs. And we know that it's going to look different in different schools, and even different schools within a state, but also across the country as this is being rolled out nationally.

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So it's helpful to get that feedback from you. And so definitely reach out to Sarah with any questions or feedback as you go. As I said that we have two more upcoming webinars in the series, that next week we're going to talk about how Classroom WISE integrates with trauma-informed practices in your school and that framework. And then on the 30th, we'll talk about Classroom WISE in an MTSS framework.

So I'm going to pull back up that Padlet and see if we have some more thoughts and comments there. And then as well, you're welcome to put anything in the Chat if you have questions. Or you're welcome to ask any questions.

So we have a few things here so far. So this was, I think, in relation to how to connect-- how we see Classroom WISE complementing SEL efforts buy-- so there's the question, how to get staff to buy into the social skills curriculum and use it with fidelity. Yeah, that's very tricky.

This Classroom WISE is not a specific curriculum. So it's-- the fidelity is not-- there's not a level there. But if you're using a packaged program, it's really-- that is a tricky thing.

And so usually, the programs have different levels of fidelity or different-- they have the fidelity standard. And then they have ways that you can adapt. And so that's a great resource I usually find in these evidence-based programs to see what is allowed, and where you have a little bit more flexibility to be able to provide staff as much flexibility as they need. If you have specific questions on fidelity, I'm happy to answer them.

Schools must promote healthy relationships among all school community members, help adults be role models for students, and let students and faculties be partners in the school. Yeah. I think SEL is a really good way to weave all those things together in a school, especially when it's done school-wide, because then everybody really is using the same language, and building those relationships in the same way, and really allowing that to be partners, and to create that really safe place and safe environment for the students.

And then the last comment up here is, to be fully effective, the responsibilities and expectations that faculty already have should be aligned with SEL approaches. Yeah, as I said it earlier that when we talk about SEL for adults, or that self-care and self-compassion, that it can't just be lip service. It needs to be something that's not just coming-- that's not the responsibility of staff

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and teachers, that it's coming from the administration, and it's built into the culture, that it's supportive of that.

So it's not just saying, oh, you really need to take time for SEL, or for your own skills, your own self-care, but actually administrators making time for that and making that a priority. So I don't know, Sarah, Stephanie, if there's any additional comments in the Chat or questions.

STEPHANIE BEHLMAN: We did have a few questions. One was, did you say school mental health has surveys to collect data on school mental health? I don't know if it was meaning like the MHTTC or Classroom WISE specifically, if they've collected data on school mental health, and that's why this project was created?

STEFANIE WINFIELD: So the Classroom WISE, a lot of information was collected from across different-- across the country, and different stakeholders to get an idea of what was needed and what was missing in current programs. But I'm thinking that that might be related to the SHAPE System, which has a variety of ways to track your school mental health systems. And see, you could do it school-wide or district-wide.

You can look at how your trauma-informed practices, what areas you're strong in, and what areas you need more work in, and specific community efforts and communication. So I'm thinking that that might be what that question was about. Feel free to ask it again if I didn't answer it.

But the SHAPE System is a great tool. Again, it's also free. And it really helps you have some of that data to see what's happening in your school, and where you want to go from it.

AUDIENCE: So I'm sorry, can I just re-ask that question?

STEFANIE WINFIELD: Yes, please.

AUDIENCE: So what I'm thinking is to try to get buy-in because all of this work is so important. And thank you so much for the presentation. But in order to get buy-in from schools, from administrators, from teachers, usually we try to look at the data.

Well, it's hard to collect data because that also takes time. So the question was about are there any, in particular, surveys that you might suggest schools using to collect data to back them up on why this work is so important?

Number two question is-- and I repeated it a couple of times-- if you know of any websites, if you know of any articles to really make the connection between SEL and mental health? Because as we all know, right now there are so many different levels of mental health issues, which have increased over the past year or two, not necessarily suicide but certainly other kinds of mental health conditions.

So if we can show that there is this connection between SEL and mental health through some research, which I really can't find right now, and show the data, then I think we have a lot of important information to give to our administrators to say, look, this is the picture. We really need to do this work. Thank you so much.

STEFANIE WINFIELD: Yeah, thanks so much for that question and elaborating. And I think my answer is still similar. I don't know if you're familiar with the SHAPE System. But it really does have those variety of tools to collect data on so many different indicators on school mental health.

And so you can look. You can choose one area and just focus on that. Or you could go across the board. But obviously, absolutely agree that it takes time. And it takes somebody's time to put in that data and spend time with it.

So if you are that person, maybe you focus on one or two indicators for this year, or this quarter, or this semester, or something like that. And then start collecting data on those specific indicators so that you have data to look at as you go. But it is a fabulous tool. And I think it's helped a lot of schools to really have that on-the-ground-level data.

So I hope you'll check that out. We put the-- we could put the link in there again. But it's the SHAPE System through the National Center for School Mental Health.

And then the websites-- I don't know if you've looked at CASEL and not found what you're looking for there. But I do know that CASEL has a lot of great information about SEL and research. A few of the other ones that I mentioned today through the presentation that I found in preparing for today, one is called xSEL, so it's just all those letters, xSEL. And they had a lot of great

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information around social emotional learning and mental health and the connection.

And then the other was called Reading Partners. And that also had a lot of great information about how SEL supports mental health, and then also how it supports academic competencies for students. So I hope that some of those might be a little bit useful. I absolutely agree that the data and the research are what we need for those talking points to really make the case. So--

AUDIENCE: Yeah, and there's two different--

STEFANIE WINFIELD: Are there more questions?

STEPHANIE BEHLMAN: There is one other question. And Linda did ask you to repeat those two extra resources. So that SEL, and then what was the other?

STEFANIE WINFIELD: So it's x-- xSEL is one of them. And the other was Reading Partners.

STEPHANIE BEHLMAN: OK, thank you.

STEFANIE WINFIELD: And CASEL.

STEPHANIE BEHLMAN: Awesome. And then one other question we had-- do you have any online programs for parents to teach them SEL along with teachers, so they are all speaking the same language in school and at home?

STEFANIE WINFIELD: So some SEL programs come with a parent component. Nobody mentioned Second Step on the Chat as one of the programs that they're using. But that's one that I'm pretty familiar with that comes with a parent program.

And so there's like letters that you can send home every week that say, this is the lesson that we did in class this week. Here's how-- here's what you can do at home. There's also letters like for overall, the beginning-- here's what we're doing this year. And then there's some information in there about how to set

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up parent meetings and include parents throughout the year in some of the lessons and teach them to parents.

So Second Step. The Committee for Children owns Second Step. And there's a lot of resources you can actually get from their website without using their programs. And I think some of that parent stuff might be there.

Otherwise, I think it's program by program. So there's not anything specific. And I know we're just out of time for today. It's 10 o'clock. I want to make sure and honor all of your time.

But we're happy to ask-- answer any additional questions that you may have. And as I said, Sarah is that great resource for you. I think her email's in the Chat if you want to reach out to her for anything else. And we just really thank you for being here today.

STEPHANIE BEHLMAN: Thank you so much, Stefanie. Like you mentioned, Sarah's contact information is in the Chat if you want to reach out to Sarah, who's the Great Lakes MHTTC school lead. And she'll be happy to answer any questions.

Thank you so much, Stefanie, for your time. Folks, you will be redirected to a survey. If you could please take a moment to fill that out, we would really appreciate it. And thank you guys so much, and have a great day.

STEFANIE WINFIELD: Thanks.