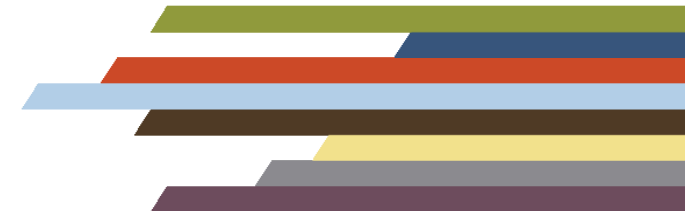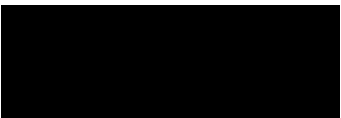Southeast (HHS Region 4)

MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Implementing Social Emotional Learning During A Crisis

December 7, 2021

The **Southeast Mental Health Technology Transfer Center** and
the **National Center for School Mental Health**

DISCLAIMER

The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).

Southeast (HHS Region 4)

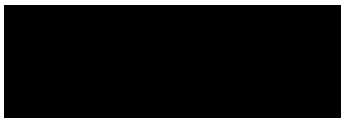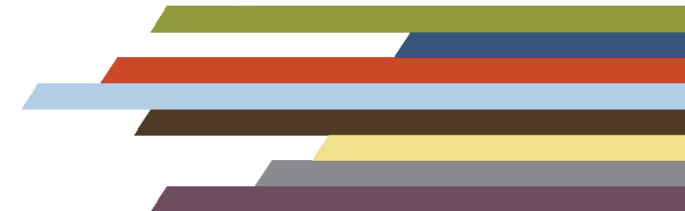**MHTTC** Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

The Southeast MHTTC is located at Emory University in the Rollins School of Public Health.

Our Mission: To promote the implementation and sustainability of evidence-based mental health services in the Southeastern United States.

Our Vision: Widespread access to evidence-based mental health services for those in need.

Our Services: We use a public health approach to build leadership capacity and to provide mental health trainings and resources to providers, agencies, and communities across the Southeast.

Region IV Southeast Mental Health Technology Transfer Center

Please visit our website at www.southeastmhttc.org for upcoming trainings as well as archived recordings of past trainings.

Elizabeth Connors, PhD
Assistant Professor

Michael Strambler, PhD
Associate Professor

Division of Prevention and Community Research, Yale University

Learning Objectives

1. Understand **SEL skill domains** and how to conduct a **needs assessment** to identify **priority areas** for student SEL skill development.

2. Locate **free or low-cost SEL lessons or practices** that can be flexibly implemented by teachers with mental health staff coaching and consultation supports.

3. Integrate SEL implementation approaches that are **practical**, **feasible**, and **effective** during times of crisis or community-wide stress.

Agenda

➢ SEL Skill Domains

➢ Assessing SEL Skills

➢ Identifying SEL "Kernels" or Practices

➢ SEL "Kernel" Implementation
  ▪ Guest Speaker: Dawn Capes, Bay District Schools

SEL Core Competencies

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Source: Collaborative for Academic, Social, and Emotional Learning (CASEL)

Other Frameworks

Framework Profile Summary Table

Framework	Developer		Key Parameters		Level of Detail				Key Considerations				Available Resources		
	Name	Type	Age	Setting	Framework	Skill	Observable Behaviors	Learning Progression	Culture & Diversity	Developmental Perspective	Context & Environment	Associated Outcomes	Support Materials	Programs & Strategies	Measurement Tools
ACT Education and Workforce Readiness	ACT, Inc.	⚖	Kindergarten to career	School, college & workplace	●	●	✓	✓	○	●	◑	●	●	●	●
Anchorage Standards	ASD SEL Steering Committee	🏛	Grades K-12	School	◑	●	✓	✓	○	●	○	○	◑	○	○
Big 5 Personality Traits	Multiple researchers	📋	All ages	Not specified	◑	◑	✗	✗	◑	◑	○	●	○	○	●
Building Blocks for Learning	Turnaround for Children	⚖	Grades K-12	School	◑	◑	✗	✓	◑	●	◑	◑	◑	○	◑

Website:
http://exploresel.gse.harvard.edu/

21st Century Learning	ACT Holistic Framework	Big Five Personality Traits	Building Blocks for Learning
CASEL	Character Lab	Clover Model	Developmental Assets (ages 12-18)
EDC Work Ready Now! Framework	EU NESET Framework for Social and Emotional Education	Emotional Intelligence	Employability Skills
Habits of Mind	Head Start	Hilton & Pellegrino Clusters of 21st Century Competencies	IB Learner Profile

Social and Emotional Skills and Academic Success

- **11%** gains in academic achievement among students in SEL programs

- **11:1** benefit-to-cost ratio across 6 SEL programs

- **Other SEL Outcomes:**
  - ✓ enhanced SEL skills, attitudes
  - ✓ positive social behaviors
  - ✓ fewer conduct problems
  - ✓ lower levels of emotional distress

Sources:

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, *82*(1), 405-432.

Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. *Journal of Benefit-Cost Analysis*, 6(3), 508-544.

Social and Emotional Skills

Brain Power
- Paying Attention
- Impulse Control
- Working Memory
- Flexible Thinking

Feelings Power
- Emotional Self-Awareness
- Emotional and Behavioral Control
- Empathy / Perspective Taking

People Power
- Understanding Social Cues
- Conflict Resolution
- Friendship Skills

Citizen Power
- Character Skills

Attitude Power
- Mindset Skills

Source: Jones, S. M., et al. (2017). Navigating SEL from the inside out: Looking inside & across 25 leading SEL programs: A practical resource for schools and OST providers (Elementary School Focus). New York, NY: The Wallace Foundation. and https://ggie.berkeley.edu/student-well-being/sel-kernels/

Share: SEL Programs and Implementation

https://pg.casel.org/

- *What SEL programs are you implementing?*

- *What barriers have you experienced bringing SEL programs to scale?*

AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health

Home / Advocacy / Child and Adolescent Healthy Mental Development / AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health

The challenges facing children and adolescents are so **widespread** that we call on policymakers at all levels of government and advocates for children and adolescents to join us in this declaration and advocate for the following:

- Increase implementation and sustainable funding of effective models of **school-based mental health care**, including clinical strategies and models for payment.

- Strengthen emerging efforts to reduce the risk of suicide in children and adolescents through **prevention programs in schools**....

- Accelerate strategies to address longstanding **workforce challenges** in child mental health....

American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN®

AMERICAN ACADEMY OF CHILD & ADOLESCENT PSYCHIATRY
W W W . A A C A P . O R G

CHA CHILDREN'S HOSPITAL ASSOCIATION

https://www.aap.org/en/advocacy/child-and-adolescent-healthy-mental-development/aap-aacap-cha-declaration-of-a-national-emergency-in-child-and-adolescent-mental-health/

SEL Kernels

➢ Low cost, targeted strategies that are the "active ingredients" in comprehensive, evidence-based SEL curricula

➢ Selected based on student needs and teaching goals and style

➢ Not tied to a specific SEL curriculum (because they appear in many)

➢ Relatively simple to use

➢ Can select and adapt to local needs and context

➢ May have a better chance of being used and sustained in daily practice

(Jones et al., 2017)

SEL Kernels Approach in Action

- 5 Title I Elementary Schools in Panama City, Florida
- Multiple community-wide crises and school disruptions due to Hurricane Michael (2018) and then COVID-19 pandemic
- Part of a multi-tiered approach to Trauma Sensitive Classrooms
- SEL Kernel Selection Steps:
    1. Teacher survey to assess student SEL skill needs
    2. Select kernels to match survey results and local capacity
    3. Provide training and ongoing implementation support to teachers

Yale SCHOOL OF MEDICINE

BAY DISTRICT SCHOOLS FLORIDA

7-Dippity
Custom Educational Programs & Materials

SEL Skill Survey Sections

Student SEL Skills

Teacher SEL Skills

Current SEL Teaching Practices for Students

Teacher Self-Use of SEL Skills

Any other SEL strategies, curriculum or resources used

Demographic and Professional Characteristic Questions

Access this survey here: [OSP link]

Access related measures from our team here: [OSP link for SEL Bridgeport measures]

Student SEL Skill Section

How much support do your students need for each of the following SEL skills?

- Paying attention
- Impulse control
- Working memory
- Flexible thinking
- Emotional self-awareness
- Emotional and behavioral control
- Empathy and perspective taking
- Understanding social cues
- Conflict resolution
- Friendship skills
- Character skills
- Mindset skill

No Support Needed	Minimal Support Needed	Some Support Needed	Much Support Needed

Character Skills are a set of culturally-determined skills, values, and habits that help us understand, care about, and act on core values, such as respect, justice, citizenship, and responsibility for self and others. _Student Example: Taking responsibility for a mistake and apologizing or trying to make it right._

Poll Question

Access this survey here: https://osf.io/d4pz7/

Access related measures from our team here: https://osf.io/nwzrs/

SEL Skill Assessment Administration

Canva "Course" 20-Minute Video TSC Project Overview + Survey link
Survey also sent to principals via email to forward

Educator training on SEL Kernels

July 2021

June 2021

Aug. 2021

96 educators from 3 schools completed survey
Yale team rapidly analyzed data and selected Kernels

SEL Skill Survey Sample Results

What SEL skills do your students need the most help with?

Skill	All Schools
aying attention	25.6%
mpulse control	46.7%
orking memory	13.3%
exible thinking	14.4%
Emotional self-awareness	11.1%
tional and behavioral control	
pathy and perspective taking	22.2%
Understanding social cues	8.9%
Conflict resolution	54.4%
Friendship skills	15.6%
haracter skills	7.8%
Mindset skills	15.6%

Brain Power

Feelings Power

People Power

Citizen Power

Attitude Power

SEL Kernel Selection Process

Methods: Iterative process within the partnership

Considerations when choosing specific strategies
- ✓Open source/access materials
- ✓Short and practical to implement
- ✓Not looking for programs
- ✓Flexible to different grades/classrooms PreK-5
- ✓Informed by needs assessment
- ✓Core strategies / "basics" that show up in the research literature/ education

SEL Kernels Selection

What considerations are important to you when choosing specific SEL strategies or lessons?

Social-Emotional Learning (SEL) Library:
Lessons, Practices, and Artifacts for Enhancing Social-Emotional Skills

Featuring...
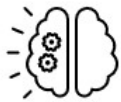
Cognitive Skills

Emotional Skills

Interpersonal Skills

Character

Mindset

Yale University

SEL Skills and Links to Corresponding Lessons, Practices, and Artifacts

Click on SEL skills listed below to access lessons, practices, and artifacts that help to build the respective skill.

Cognitive Skills: *The ability to direct thoughts and actions toward achieving goals*

SEL Skill	Description	Example
Paying attention	Focusing on relevant information and tasks, by ignoring distractions and changing tasks when needed, to stay on track.	Ignore noise of other students playing outside on the playground to listen during instruction
Impulse control	Ability to suppress the urge to do a behavior in service of attaining a longer-term goal. Also referred to as "inhibitory control" or "putting the brakes on".	Raise a hand instead of shouting out the answer.
Working memory	Ability to cognitively maintain and manipulate information over a relatively short period of time, and planning skills are used to identify and organize the steps or sequence of events needed to complete an activity and achieve a desired goal.	Remember the page number the teacher directed everyone to and turning to that page while listening to the lesson that is starting.
Flexible thinking	Ability to switch thinking between different concepts, multiple concepts at the same time, or to redirect your attention away from one thing to another.	Generate multiple, different solutions for solving a social conflict.

https://bit.ly/3dboDCR

5 Proactive, Trauma-Sensitive Strategies Selected to Promote Student SEL Skills

Brain Power

1. Brain Breaks

Feelings Power

2. Routine Check-ins
3. Calming Choices

People Power

4. I Statements & Reflective Listening (2020-21)

Class Rules & Routines (2021-22)

5. Mindful Moments

Lessons Learned from SEL Kernel Implementation in the Southeast

Dawn A. Capes
District Lead, Trauma Sensitive
Classroom (TSC) Project
Director of Student Wellness Programs
Bay District Schools
Panama City, FL

How the TSC Project Works

✓ Practical Classroom Strategies
✓ Flexible Teaching Options
✓ Post-Training Support
✓ Classroom Materials
✓ Administrator Support

Responsive

Proactive

Early Intervention
& Crisis Response
COOL
(For Some Students)

Universal Social Emotional
Learning
(For All Students)

Brief TSC Overview: https://bit.ly/3IhNLcn
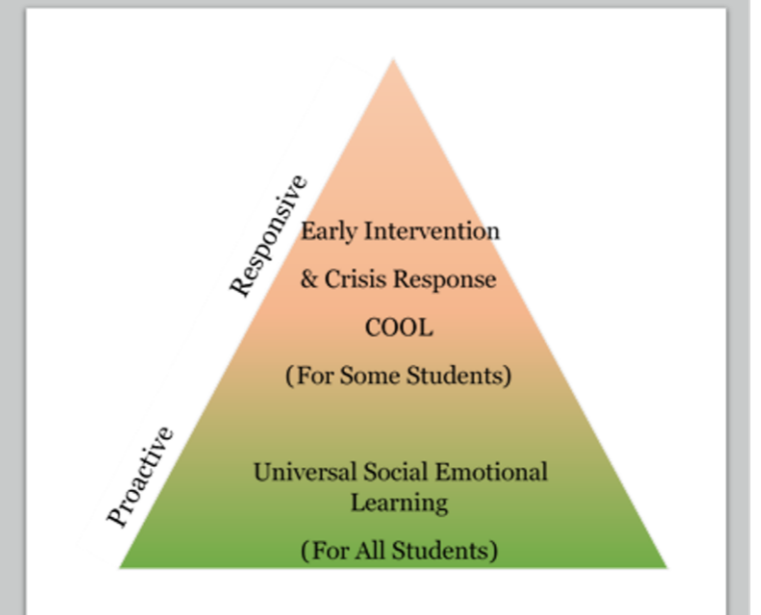
SEL Kernels or Programs?

Do you prefer a SEL program or kernel approach? Why or why not?

What are some advantages/ disadvantages/ considerations of each?

RESOURCES

For More Info on TSC Project in Bay County, FL

Trauma Sensitive Classroom (TSC) Project

TSC goes beyond realizing and recognizing trauma to training and coaching teachers on practical, evidence-informed strategies to use with students. TSC started post-Hurricane Michael to equip teachers to respond to student behavioral and emotional outbursts related to trauma and stress in a way that would resist re-traumatization. TSC has evolved to support schools throughout COVID-related stressors with multi-tiered strategies to promote resilience for all students and school staff.

TSC Strategies: Proactive and Responsive

Proactive Strategies* – Daily or weekly classroom routines to teach and practice social emotional learning (SEL) skills. Proactive strategies promote resilience for all students, build the foundation for a safe and supportive school environment and establish conditions for learning. Proactive strategies can lessen the need for more intensive interventions (Tier 2 and Tier 3). Teachers deliver these strategies in the classroom to build lifelong student skills.

Proactive Strategy	Student SEL Skill(s)
Routine Feelings Check-In Calming Choices	Feelings Power – emotional self-awareness, emotional behavioral control
Brain Breaks	Brain Power – paying attention, impulse control, working memory, flexible thinking
Mindful Moments	Brain, Feelings and People Power

*Proactive strategies can be customized for each school to specific SEL skills students need.

"It was helpful to keep SEL on our minds, because it is so important to the children and their comfort at school which leads to their academic success."
-Educator, Lucille Moore Elementary

Have SEL already?

We can integrate your current universal, Tier 1 efforts to ensure the Trauma Sensitive foundation for your students is grounded in what you already do! Our team will ask administrators, facilitators, and teachers to share current Tier 1 practices via planning meetings and an *optional* Summer Needs Assessment Survey.

Responsive
Early Intervention & Crisis Response
COOL
(For Some Students)

Proactive
Universal Social Emotional Learning
(For All Students)

Responsive Strategies

Use already-familiar proactive strategies to support some students "in the moment" of stress and crisis escalation. The COOL sequence is an easy-to-remember approach teachers can use to check in with students, offer calming choices, observe the response, and then loop back to themselves to decompress and take care of themselves after the crisis.

Check feelings (yours and theirs)
Offer choices
Observe the response
Loop back to yourself
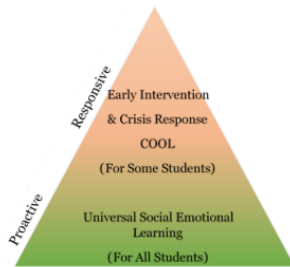
"The calming choices was an amazing revelation because you can convince the students to make a better decision by empowering them with choices instead of bombarding them with negative energy from not doing the right thing."
-Educator, Northside Elementary

TSC Implementation

Training and ongoing implementation supports are customizable to the school year and building. The ultimate goal of TSC implementation is for teachers to adopt and use proactive and responsive strategies directly with their students. To achieve this, **teachers receive individualized, in-person consultation and coaching from identified "facilitators" among school-based behavioral support staff**. Facilitators work with teachers to develop personalized classroom goals, model strategies, co-deliver strategies with teachers, and provide feedback on teacher delivery of strategies. In our experience, both facilitators and teachers value the partnership to implement and problem solve strategies together.

Core implementation supports for every school include:

✓ Training for teachers and facilitators (by Yale team)
✓ Ongoing consultation for facilitators (by Yale team)
✓ In-classroom coaching for teachers (by facilitators)
✓ Customized supports in "real time" (by teacher and facilitator feedback surveys)

Training dates and details are decided in partnership with school leaders.

Classroom Materials Provided

This project includes funding for classroom materials teachers can use to create calming spaces and choices in their classroom. Facilitators are available to help teachers create calm down corners, assemble calm down boxes, display laminated print materials of calm down menus or reminders, and teach students how to appropriately use materials.

Before   After

School building administrator support is key to success!

✓ Set expectations that everyone will implement TSC strategies in some way
✓ Protect time for facilitators to visit classrooms to model strategies
✓ Encourage discussion of strategy implementation during PLC time
✓ Identify specific times of the week that teachers can implement proactive strategies

Get creative!

Have ideas about how to promote TSC in your school this year? Share them with us! We are here to support you with newsletter tips, handouts, materials for classrooms, etc!

TSC is a collaboration among 7-Dippity, Bay District Schools, and The Consultation Center at Yale University. Proactive Strategies are informed by SEL Kernels work from Stephanie Jones and colleagues at Harvard University. COOL was developed by Dr. Elizabeth Connors for Bay District Schools based on evidence-based, trauma-informed crisis response approaches.

Trauma Sensitive Classrooms Roles and Responsibilities

"Teachers are the engine that drives SEL programs and practices in schools and classrooms." - Schonert-Reichl, 2017

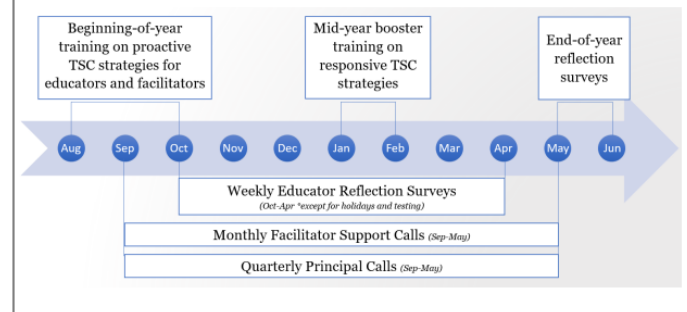| Teachers	Facilitators
Students learn the TSC strategies best when they are practiced regularly in the classroom. The teacher role in TSC is to **teach** the skills in collaboration with your paired facilitator, **practice** the strategies as part of your daily routine, and **prompt** students to use the strategies when needed. *Your facilitator is there for guidance and support.*	*Facilitators partner with teachers to:* ➤ **Select** and try out proactive and responsive classroom strategies ➤ **Observe** and **learn** about the classroom, educators, school staff, and students. ➤ **Demonstrate** and then **support** teacher use of the strategies. ➤ Provide **non-judgmental**, **creative**, **individualized** consultation & coaching to meet teacher needs.

Additional Support

✓ Reach out to Elizabeth Connors (elizabeth.connors@yale.edu) or Rachel Ouellette (rachel.ouellette@yale.edu) on the Yale team with any questions about implementing the TSC strategies in your school/classroom!
✓ Reach out to Elizabeth Granzow (elizabeth.granzow@gmail.com) or Scott Sevin (scott@7-dippity.com) at 7-Dippity with any questions about TSC materials.

Training and Support Timeline

Beginning-of-year training on proactive TSC strategies for educators and facilitators

Mid-year booster training on responsive TSC strategies

End-of-year reflection surveys

Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun

Weekly Educator Reflection Surveys
*(Oct-Apr *except for holidays and testing)*

Monthly Facilitator Support Calls *(Sep-May)*

Quarterly Principal Calls *(Sep-May)*

OSP Site with Project Materials: https://osf.io/d4pz7/
Brief TSC Overview: https://bit.ly/3IhNLcn

Other Free SEL Resources

SEL Strategies & Approaches

- Greater Good in Education: https://ggie.berkeley.edu/
- PERTS Co-Pilot Elevate: https://www.perts.net/elevate
- Khan Academy Growth Mindset: https://www.khanacademy.org/college-careers-more/learnstorm-growth-mindset-activities-us

Assessment

- CASEL SEL Assessment: https://measuringsel.casel.org/access-assessment-guide/
- RAND Assessment Guide: https://www.rand.org/education-and-labor/projects/assessments.html

Course Description

The goal of this 6-module, self-paced, online course is to equip educators with information and strategies to more effectively promote the mental health and well-being of students.

- **Module 1** Creating Safe and Supportive Classrooms
- **Module 2** Teaching Mental Health Literacy and Reducing Stigma
- **Module 3** Social and Emotional Learning (SEL)
- **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

Select for a [detailed list of all module objectives (PDF)](#).

References

Select the superscript number on the slide title. It will link to the References slides at the module's end. Select Previous to return to your original slide.

Course Objectives: https://mhttcnetwork.org/sites/default/files/2021-05/Classroom%20WISE%20Course%20Objectives.pdf

References

Connors, E., Strambler, M. J., Zieher, A., Ouellette, R., & Genovese, M. (2021). Bay District SEL Project. The Consultation Center at Yale, New Haven, CT. osf.io/d4pz7

Jones, S., Bailey, R., Brush, K., & Kahn, J. (2017). Kernels of practice for SEL: Low-cost, low-burden strategies. The Wallace Foundation, Harvard Graduate School of Education, Cambridge, MA. Retrieved on June 4, 2020 from: https://www.wallacefoundation.org/knowledge-center/Documents/Kernels-of-Practice-for-SEL.pdf

Jones, S. M., et al. (2017). Navigating SEL from the inside out: Looking inside & across 25 leading SEL programs: A practical resource for schools and OST providers (Elementary School Focus). New York, NY: The Wallace Foundation. and https://ggie.berkeley.edu/student-well-being/sel-kernels/

Nayman, S., & Connors, E.H. (2021, July 9). *Social-emotional learning (SEL) library: Lessons, practices, and artifacts for enhancing social-emotional skills.* The Consultation Center at Yale, New Haven, CT. https://bit.ly/3db0DCR

Region IV Southeast Mental Health Technology Transfer Center

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- Twitter: @SE_MHTTC   https://twitter.com/SE_MHTTC

Evaluation

Please complete the following survey:

https://ttc-gpra.org/P?s=909173

If you have additional questions or suggestions, please email us at
schoolmh@southeastmhttc.org

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