

Promoting Social-Emotional Growth and School Mental Health

Developing a Plan that Works for You

April 2019



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Introductions

- Jane Groff, Executive Director, Kansas Parent Information Resource Center
- Christina Mann, Kansas MTSS State Trainer, TASN
- Pattie Noonan, Kansans Can Competency Instruction Framework, University of Kansas
- Myron Melton, School Mental Health Consultant, KSDE

Objectives for the Day:

- Examine a process for fully integrating SEG, human growth and development, and educational practices
- Explore foundational concepts and instructional practices for embedding SEG into daily instruction
- Discover meaningful ways to partner with families and communities in supporting SEG
- Connect SEG to a three-tiered system of supports
- Obtain resources and tools to advance your work

Kansans Can Integrated Learning Process

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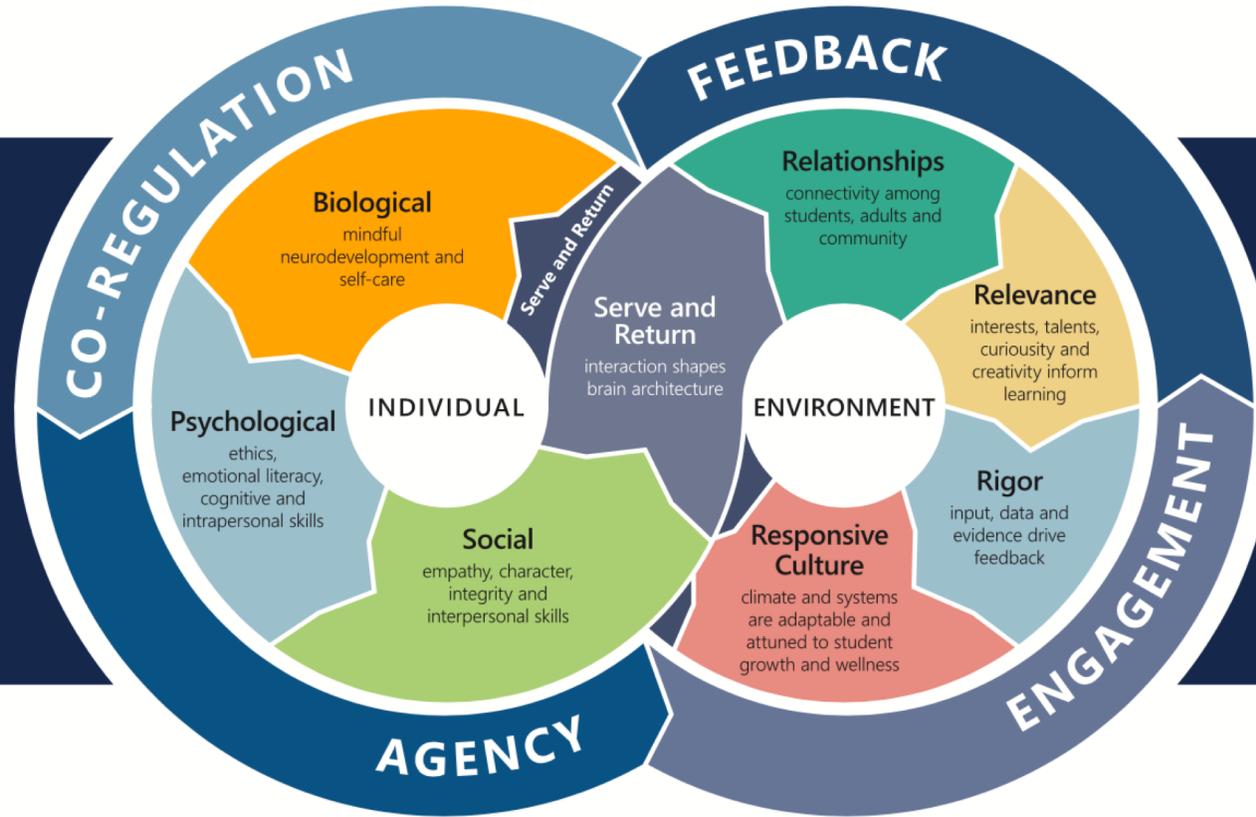
Learning Objectives

- Understand the major elements of the Kansans Can Integrated Learning Process
- Explore the 5 growth principles for leveraging both academic and social-emotional growth
- Develop a personal integrated learning process and reflect on your unique role

Policy: Guides State Level Work

- We have SEL standards
- We have academic standards
- But what is the process that allows us to connect social-emotional growth, behavior, mental health, human development & learning

The **SCIENCE**
of **LEARNING**:
A **DYNAMIC**
Whole Child
Approach



THE KANSANS CAN
INTEGRATED
LEARNING
PROCESS



State-level
VISION for
redesigning
education.



District-level
GUIDE for
developing
school culture.



Classroom-level
PRACTICE for
propelling learning
and wellbeing.

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Integrated Learning Process

Personal Application

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Process Growth Principles: The How?

- Serve and Return
- Co-regulation
- Agency
- Engagement
- Feedback

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Which is most important to *you* for your well-being?

- Feeling safe physically and psychologically
- Feeling “seen” and “heard”
- Expressing / receiving care
- Feeling connection or connected to other(s)

Serve and Return



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Serve & Return Interaction

- ...is when a child (or spouse or colleague) “serves up” a bid for attention, we respond in a connected and growth-promoting way.

Co-regulation

- When the regulated nervous system of the adult signals and implicitly assists the regulation of the student's nervous system.
- creates the safety and attachment necessary for developing more explicit academic, interpersonal and intrapersonal skills

Which is most important to *you* for your well-being?

- Feeling safe physically and psychologically
- Feeling “seen” and “heard”
- Expressing / receiving care
- Feeling connection or connected to other(s)

Agency



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Which is most empowering?

- Giving voice to your ideas, perceptions
- Making choices
- Exercising your talents and skills
- Trying new things and/or taking risks
- Pursuing areas of interest
- Setting and achieving goals
- Applying ideas / learning to your own life
- Belonging / Contributing to your community

Agency

- Being central to one's own life story with the growing ability to make choices and decisions about one's life, take action, and influence one's environment

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Which makes you feel most alive?

- Discovering, exploring
- Puzzling, experimenting, testing
- Building, designing, creating
- Envisioning, imagining, playing
- Rehearsing, practicing, applying

Engagement

- The degree of connection an individual experiences when learning, doing or interacting
- Implicitly demonstrated through attention, curiosity, interest, and/or passion shown or felt
- Explicitly demonstrated through contact, immersion or interaction with people, materials and / or ideas

Which best helps *you* make meaning and grow?

- Listening, observing, asking questions
- Noticing, reflecting, celebrating
- Describing, clarifying, analyzing
- Dialoguing, conferring, discussing
- Relating, connecting, finding patterns
- Integrating, synthesizing, consolidating

Feedback

- An output that affects the subsequent input
- Words, actions, processes or information that stretch us by helping us make meaning; grow in understanding, clarity or skill; and adjust, celebrate, and/or integrate our experience

Putting it all Together



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Skills Reflection Activity & Planning Tool



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Responsive Culture and Climate

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Introduction to Trauma-Informed Classrooms



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A Responsive Culture...

- Is aware of national and state-wide **trends** impacting students and **expectations** for schools.
- Uses systemic tools to “**hear**” what students & families are telling us **locally** and uses that **data** to make decisions.
- Enacts a **system** of **evidence-based** resources + practices with clear steps to **respond** to need with tiered supports.
- **Analyzes** its system for gaps, needs, and strengths to become more **proactive and aligned**.
- **Assesses growth**, celebrates what’s working, & continuously adapts to challenges while building on strengths.

Trend: expectation from Kansas communities for social skills

Kansans Can State Board of Education Goals



Social-Emotional
Growth Measured
Locally



Kindergarten
Readiness



Individual Plan of
Study Focused on
Career Interest



High School
Graduation Rates

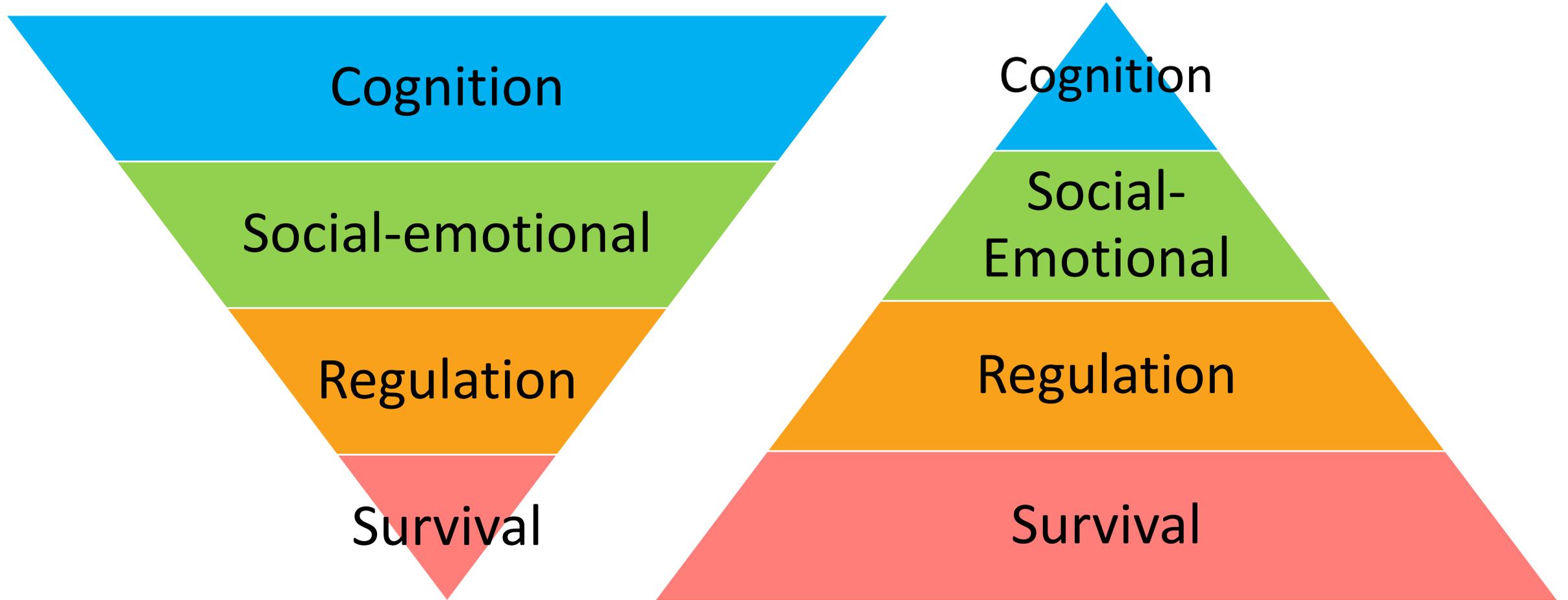


Postsecondary
Completion/
Attendance

Employability



Trend: Adverse Childhood Experiences Are flipping neurobiology & capacities



■ **Typical Development**

■ **Developmental Trauma**

Trend: Huge Unmet Mental Health Need

**Only 1/3 of youth CLEARLY
needing help receive it**

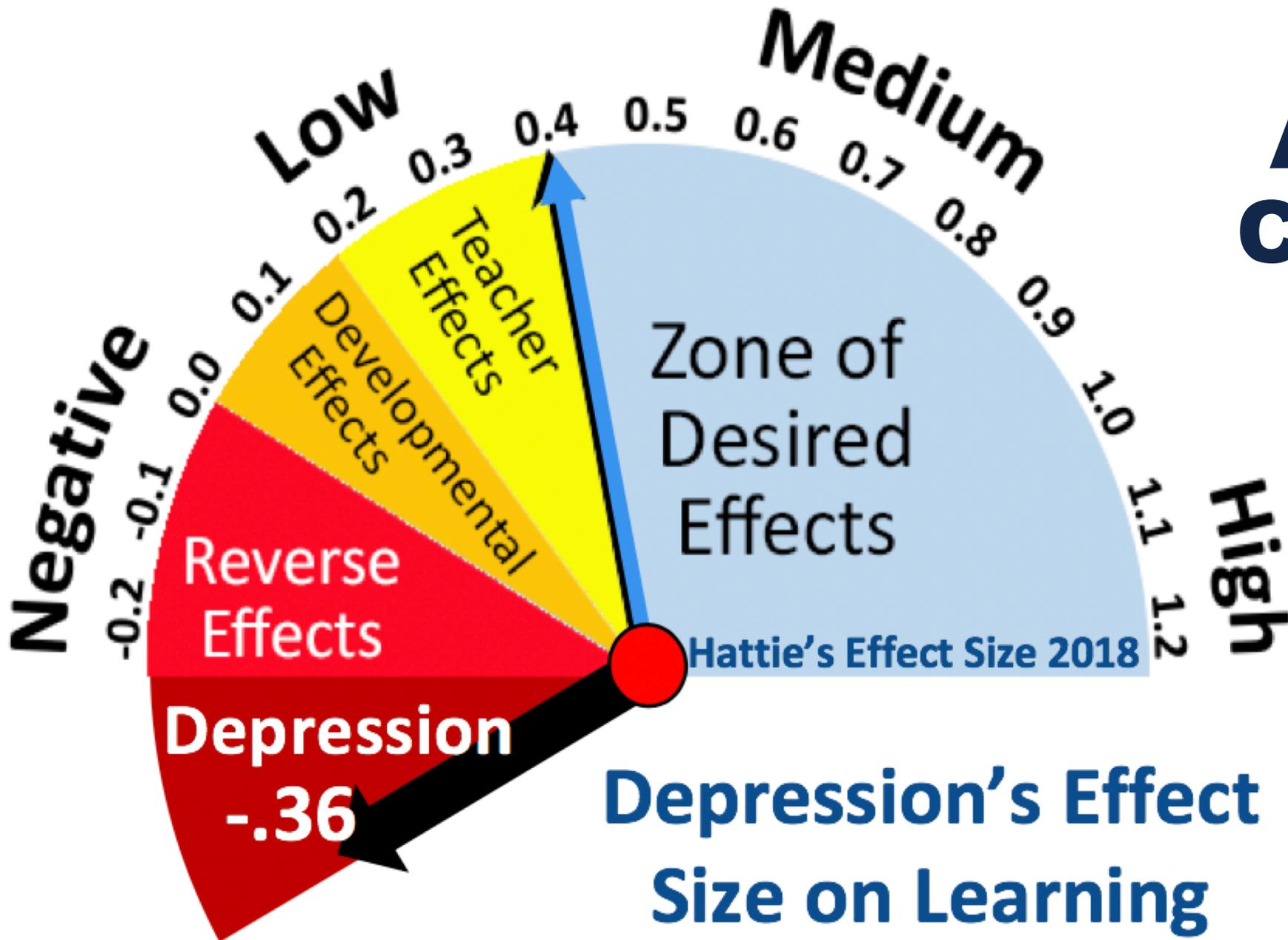
**and 70% of
these receive
it from their
schools**

20% of youth

Barret, S., Eber, L. & Weist, M. Advancing Educator Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support. Baltimore, MD

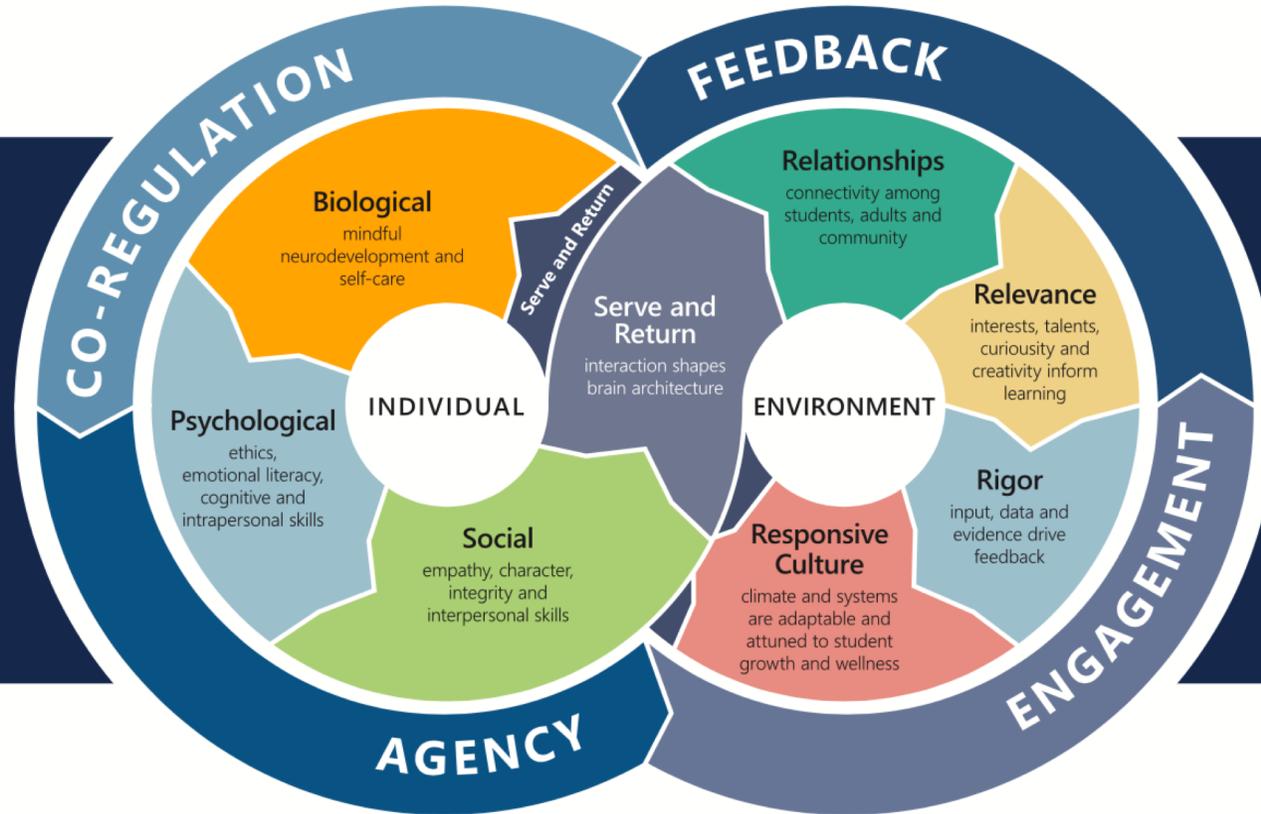


The Academic Connection



A Responsive Culture ... Uses *Process* to create coherence throughout

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Hear: Climate Survey as a local tool for data-based decisions about core needs

If Your Climate Trend shows:	Your Core Social-Emotional & Behavior Components should address:
Depression	Nervous system FREEZE response needs safe, warm, caring connectivity, engagement & movement
Anxiety	Nervous system FLIGHT response needs safe, consistent, dependable connection & rhythmic movement
Conflict	Nervous system FIGHT response needs clear, consistent, predictable boundaries, soothing, and vigorous movement
Low Empowerment	Nervous system NEGLECT: needs rich, relational, interest-based connectivity & engagement, encouraging feedback

Hear: Systemic Screening as a tool for data-based decisions on individual needs

“For practitioners looking to identify students in need of additional support based on emotional or behavioral problems, we recommend using tools developed specifically for this purpose.”

Screening for risk is different from showing social emotional growth.

CASEL: Choosing and Using SEL Competency Assessments: What Schools & Districts Need to Know

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Respond: system of evidence based

SAFE AND SUPPORTIVE ENVIRONMENT

Prevent

Be Aware of potential triggers in the classroom and throughout the building.

Minimize triggers where possible (e.g./ clear transitions, respectful tone, well-monitored spaces).

Recognize early warning signs (e.g., acknowledge, listen, validate, offer choices and positive reinforcement).

Support

Shift to non-verbal support (e.g., calm tone, body language and gestures, space) when student is in escalated state.

Use grounding techniques to help deescalate (e.g., breathing, space, things to hold).

Avoid arguing, directing, punishing in the moment.

Repair

Debrief and learn.

Reconnect and repair.

Avoid isolation and disconnection.

Develop plans (e.g., triggers, warning signs, what helps/hurts, safe people and places).

**Practices
& tiered
Supports /
Interventions**

Analyze: Proactively Align Systems



Assess: Measure Growth, Celebrate Progress

“..it is important to take a *strength-based approach*, which focuses on students’ strengths and assets to promote positive development and prevent problems from emerging. This approach distinguishes SEL from related disciplines.”

Screening for risk is different from showing social emotional growth.

CASEL: Choosing and Using SEL Competency Assessments: What Schools & Districts Need to Know

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Assess: Both Play Vital Roles



Growth Measure

Screeener



System Reflection Activity & Planning Tool



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Tools & Resources

- Five Growth Principles Skills Reflection
- Five Growth Principles Examples/Non-Examples
- Responsive Culture Systems Reflection

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Social-Emotional Growth and Practice Across the Curriculum

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Engaging Families in Social- Emotional Growth

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Tools & Resources

- School-Family Partnership Strategies to Enhance Social, Emotional and Academic Growth
 - <https://www.cde.state.co.us/cdesped/school-familypartnershipstrategies>
- What, When and How Planning Document

Technical Assistance Resources

- Kansans Can Competency Framework
- Kansas Multi-Tier System of Supports and Alignment
- Kansas Parent Information Resource Center
- Kansas School Mental Health Initiative

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Gallery Tour

- An opportunity to learn from each other
- One person from each table will represent the team; explaining the work and answering questions
- Other group members will tour the room, collect ideas, and report back to the team

THANK YOU!

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 - Myron Melton, mmelton@ksde.org
 - Pattie Noonan, pnoonan@ku.edu