Promoting Social-Emotional Growth and School Mental Health

Developing a Plan that Works for You

April 2019
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

*Kansas Leads the World in the Success of Each Student*
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
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Process Growth Principles: The How?

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

Gene Roehlkepartain, Ph.D.
VP of Research and Development, Search Institute

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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.
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
Successful High School Graduate

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce without the need for remediation.

Social-Emotional Factors Measured Locally
- Kindergarten Readiness
- Individual Plans of Study
- High School Graduation
- Postsecondary Success

Evidence-Based Practices
- Relationships
- Relevance
- Responsive Culture
- Resilience
- Stewardships

Staff
- Curriculum
- Leadership
- Career and Technical Education

Students
- Instruction
- Early Childhood Professional Learning

Families
- Student Engagement
- District Climate
- Resources

Community
- Technology
- Nutrition and Wellness

Data

Foundational Structures
- Tiered Framework of Supports
- Stakeholder Engagement
- Diversity and Equity
- Communication and Basic Skills
- Civic and Social Engagement
- Physical and Mental Health
- Arts and Cultural Appreciation
- Postsecondary and Career Preparation

FEW
- Intervention & Support Teams
- Safety & Re-Entry Plans
- Seemless/Referral & Follow-Up Processes
- Deepened Collaboration with Youth, Families, & Community Providers

SOME
- Early Identification, Screening, & Progress Monitoring
- Effective Interventions & Group Interventions
- Wellness Plans
- Co-Planning Strategies with Students, Families & Community Providers

ALL
- Relationship Building, Resilience & Rich Social-Emotional Learning
- Trauma Sensitive Practices
- Mental Health & Wellness Education
- Universal Screening and Early Identification

Compliance
- Follows state and federal laws and regulations
Skills Reflection Activity & Planning Tool

The Kansans Can Integrated Learning Process

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Responsive Culture and Climate

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Introduction to Trauma-Informed Classrooms
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.

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Trend: expectation from Kansas communities for social skills

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State Board of Education Goals

Social–Emotional Growth Measured Locally

Kindergarten Readiness
High School Graduation Rates

Individual Plan of Study Focused on Career Interest
Postsecondary Completion/Attendance

Employability
Trend: Adverse Childhood Experiences Are flipping neurobiology & capacities

Typical Development

- Survival
- Regulation
- Social-emotional
- Cognition

Developmental Trauma

- Survival
- Regulation
- Social-Emotional
- Cognition
Trend: Depression is consuming youth

Youth Death by Suicide is at A 30-yr high
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

Depression’s Effect Size on Learning

Hattie’s Effect Size 2018

Zone of Desired Effects

Developmental Effects

Teacher Effects

Low

Medium

High

Negative

-0.2 -0.1

0.0

0.1

0.2

0.3

0.4

0.5

0.6

0.7

0.8

0.9

1.0

1.1

1.2

Depression

-.36

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

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

**The KANSANS CAN INTEGRATED LEARNING PROCESS**

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

<table>
<thead>
<tr>
<th>If Your <strong>Climate</strong> Trend shows:</th>
<th>Your Core Social-Emotional &amp; Behavior Components should address:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depression</strong></td>
<td>Nervous system FREEZE response needs safe, warm, caring connectivity, engagement &amp; movement</td>
</tr>
<tr>
<td><strong>Anxiety</strong></td>
<td>Nervous system FLIGHT response needs safe, consistent, dependable connection &amp; rhythmic movement</td>
</tr>
<tr>
<td><strong>Conflict</strong></td>
<td>Nervous system FIGHT response needs clear, consistent, predictable boundaries, soothing, and vigorous movement</td>
</tr>
<tr>
<td><strong>Low Empowerment</strong></td>
<td>Nervous system NEGLECT: needs rich, relational, interest-based connectivity &amp; engagement, encouraging feedback</td>
</tr>
</tbody>
</table>
“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.
Respond: system of evidence based practices & tiered supports / interventions

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).
Create Safe & Supportive Environment

Collaborate with Students, Families & Community

Assess* Culture, Needs & Provide Intervention

Build Skills of Staff, Students & Families

Adapt Policies & Procedures

Analyze: Proactively Align Systems

Adapt & Align

*Local climate data; screening data; SEG data

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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
Assess: Both Play Vital Roles

Growth Measure

Screener

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Tools & Resources

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