



A School Culture That Engages Every Family

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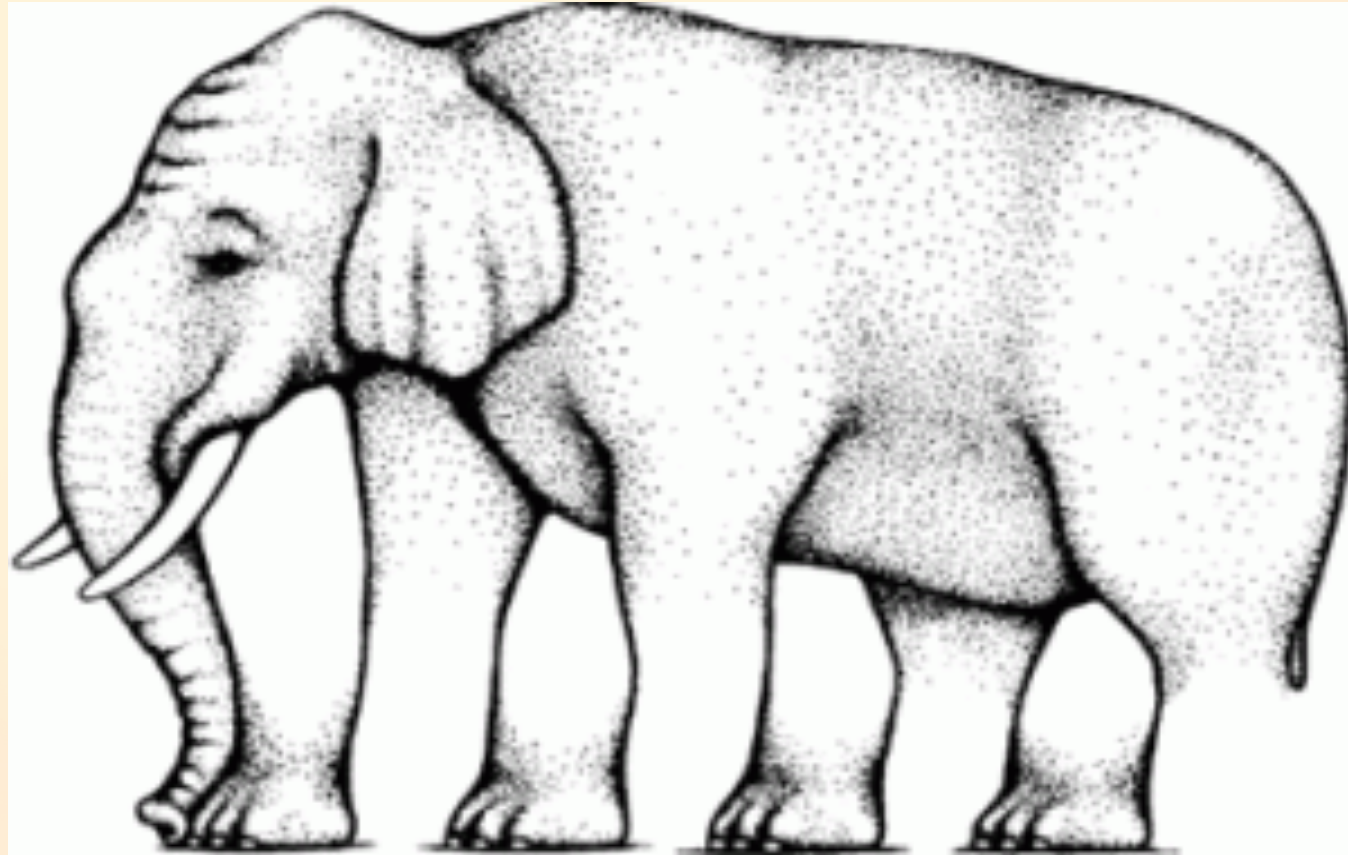
KSDE: Technical Assistance Systems Network (TASN)



Agenda

- Participants will identify one characteristic of a school culture that engages families.
- Participants will identify two Social Emotional Learning (SEL) practices schools can do to engage families.
- Participants will identify two SEL practices families can do to practice at home.
- Participants can share the purpose of incorporating SEL in a MTSS.
- Participants can describe two school examples for engaging families within SEL.

How many legs does the elephant have?



Assumptions

- Upon a quick glance, the culture of our school can seem to be one thing. In the case of engaging families, it is easy to make a quick assumption that we are doing a pretty good job.
- But when we stop and take a close look and examine the culture carefully, we may very well see something completely different.
- We make assumptions about the culture, and often the culture, like an illusionary illustration, can deceive us.

Constantino, S. Engaging All Families. (2019)



Culture is built one interaction at a time.

Dr. Steve Constantino

Successful schools have at their core a rich and positive school culture.

Responsive School Culture

Every organization, including schools, has a culture of its own. In most cases, the culture has evolved over time. Sadly, in many instances, school culture is not inclusive of every family.

Without a culture that embraces family engagement, success for every student will undoubtedly remain yet another illusion.

Constantino, S. Engaging All Families (2019).



Building Bridges Between Schools, Families, and Communities can Make a Serious Impact on Our Students' Social-Emotional Learning.



Whole-School, Whole-Family, Whole-Day Approach

- Consistency is key when it comes to building these skills.
- When schools and families have shared behavioral expectations and a common language for social and emotional skills, it can be “easier for kids to transition smoothly and be successful across multiple settings with many different adults”.

<https://www.gse.harvard.edu/faculty/stephanie-jones>

CONSISTENCY
IS 

For Schools: SECD Practices That Engage Families

- Start by learning about families.
- Invite families to generate SECD goals for their children.
- Build internal capacity focused on SECD and family engagement.
- Create a resource center/area for families.
- Plan ongoing SECD initiatives.

Jones, S. Harvard Graduate School of Education; EASEL Lab. (<https://easel.gse.harvard.edu/>)

For Families: SECD Practices at Home

- *Focus on your child's strengths.* A focus on accomplishment can build self-efficacy.
- *Use visual aids to help your child plan.* Showing children what they need to do to succeed, these practices also help children develop self-efficacy.
- *Ask about feelings.* Together, talk about emotions. The ability to identify and label negative emotions can grow self-awareness.
- *Stay calm when you're angry.* Recognize your own “trigger situations.” Show your children how you calm down.
- *Be willing to apologize.* This teaches social competence. Conflict is normal and can be solved respectfully and calmly.
- *Encourage helping and sharing.* Regularly talk with you children about what others might need and how you can help. This builds empathy and cooperation.

Separate Domains

- In their separate domains, educators and parents both understand the importance of social-emotional skills. The ability to manage emotions, to empathize and to collaborate is key to fulfillment and success, in school and in life.
(<https://www.gse.harvard.edu/news/uk/16/07/what-makes-sel-work>)
- As schools implement large-scale, research-backed SECD curricula caregivers at home often have little guidance on how to help their children become resilient, mindful, and kind. (<https://www.gse.harvard.edu/news/uk/17/06/selecting-right-sel-program>)



Share SECD Information With Families

- Schools can encourage continuity at home by sharing emotional strategies and SEL language and activities used in school with parents.
- The goal is to make parents and families aware of the social-emotional learning that's happening in school and openly share resources they can use at home to bolster that growth.

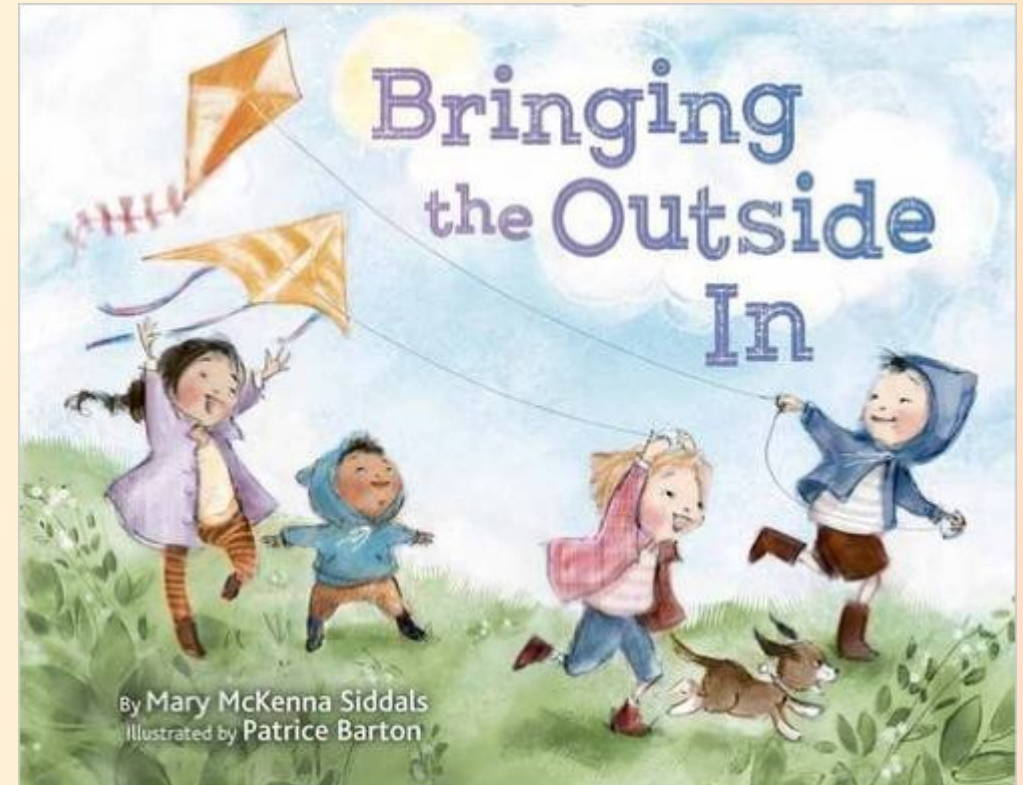
Gunn, J. (2018). *Engaging Families in Social-Emotional Learning*.



Bring the Outside In

- SECD programs are more effective when they are extended into the home.
- Hosting workshops for parents on things like listening, anger-management, self-esteem building, and relationship building can help students and parents build stronger interpersonal relationships and reduce stress.
- Make community connections and open up a world of resources for your school families.

(Christenson, S., Reschly, A.)



INTERCONNECTED SYSTEMS OF CARE

Appropriate Information Sharing
Supported Navigation through Systems of Care
Continuous Communication Loop
Family Driven & Youth-Guided Planning
Wraparound Support



FOUNDATION

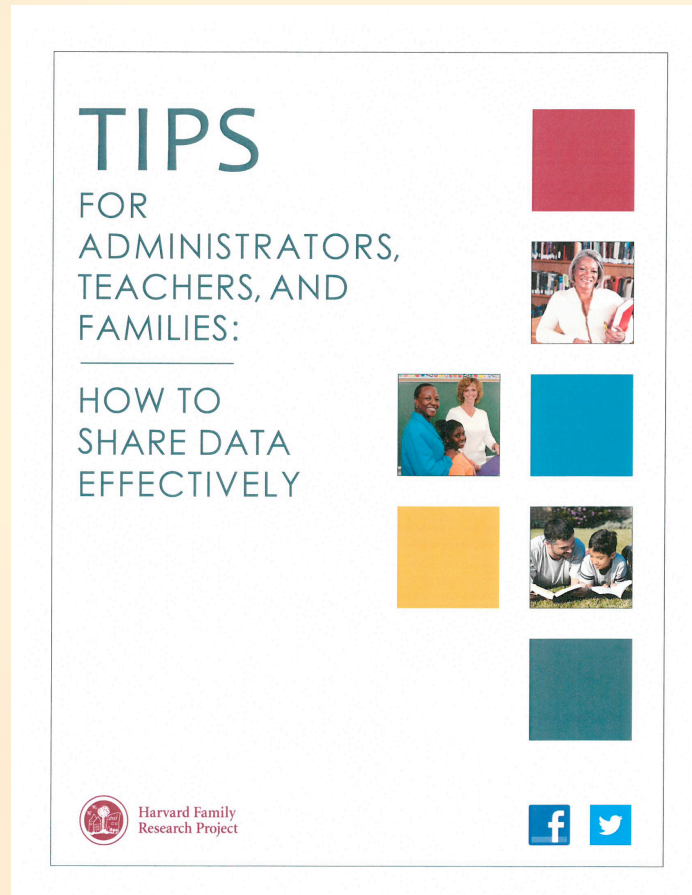
Embedding School Mental Health within a Multi-Tier System of Supports:

1. Strong Universal Implementation
2. Integrated Leadership Teams
3. Youth-Family-School-Community Collaboration at all Levels
4. Culturally Responsive Evidence Based Practices
5. Data-Based Continuous Improvement
6. Positive School Culture & Climate
7. Staff Mental Health Attitudes, Competencies & Wellness
8. Systemic Professional Development & Implementation
9. Confidentiality & Mental Health Promotion Policies
10. Continuum of Supports

In Partnership with the Kansas State Department of Education and TASN ATBS School Mental Health Initiative. Spring, 2016. Updated 2018.08.01

Adapted from Wisconsin Department of Public Instruction. *The Wisconsin School Mental Health Framework: Integrating School Mental Health with Positive Behavioral Interventions & Support*. December 2015.

Sharing Data Resource



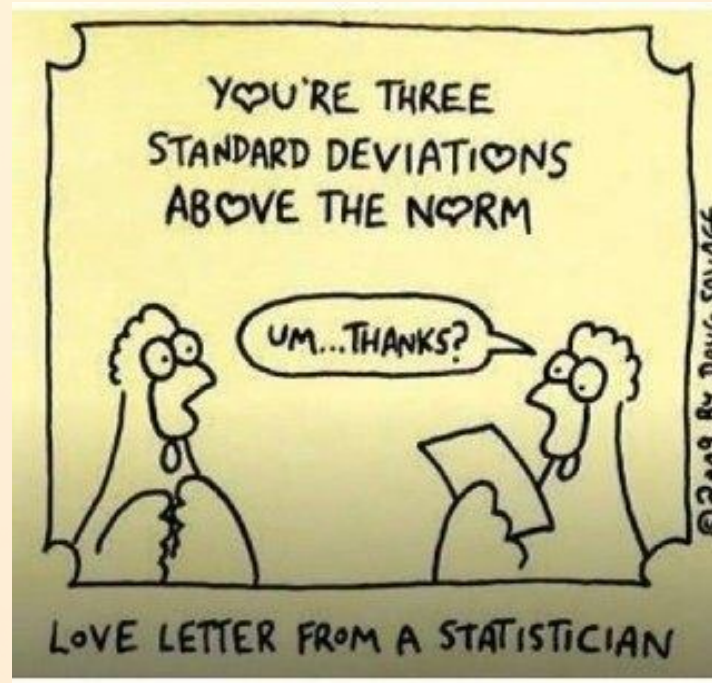
- This resource highlights tips for sharing data effectively. Useful for:

- Administrators
- Teachers, and
- Families

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What is Data?

- Combined set of information about students' achievements, strengths and challenges, areas of interest, and learning styles
- Includes grades and test scores, but they also include students' preparedness, problem solving ability, and critical thinking skills





1. Assess SEL Skills

Measure social-emotional strengths & needs

SELweb and Second Step Alignment

SELweb is a direct assessment of key social-emotional skills, including: emotion recognition, social perspective-taking, social problem-solving, and self-control. Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive. This document describes alignment between SELweb and Second Step skills. Key: ✓ = some overlap, ✓✓ = significant overlap.

KINDERGARTEN Second Step Lesson / SELweb Skill		Emotion Recognition	Social Perspective-Taking	Social Problem-Solving	Self-Control
Unit 1: Learning Skills	Following rules, listening				✓
	Paying attention				✓
	Following directions				✓
	Self-talk for focus				✓
	Being assertive				✓
Unit 2: Empathy	Identifying feelings	✓✓			
	Feelings and their causes	✓	✓✓		
	Identifying anger	✓	✓✓		
	Feeling different about a situation	✓	✓✓	✓	
	Resolving problems			✓✓	

3. Teach SEL

Support skill development



4. Re-Assess SEL Skills

Measure progress

Fall → Spring

2. Review data

Review and reflect on assessment data to focus use of SEL program resources

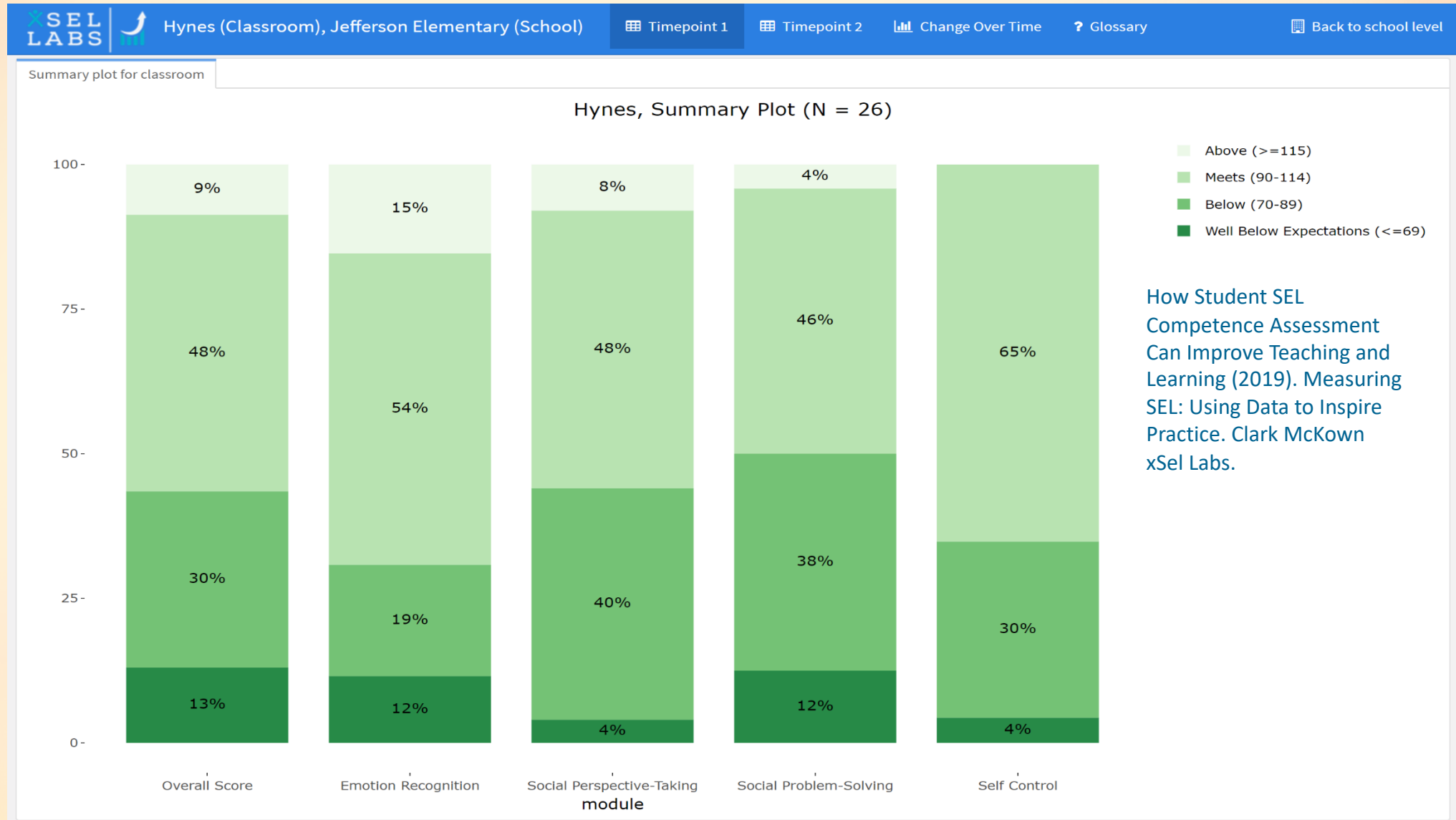


5. Review data

Review and reflect on student growth and plan for the fall



Fall: Determine Instruction & Share with Families



Spring Monitor Progress & Share with Families



Hynes (Classroom), Jefferson Elementary (School)

Timepoint 1

Timepoint 2

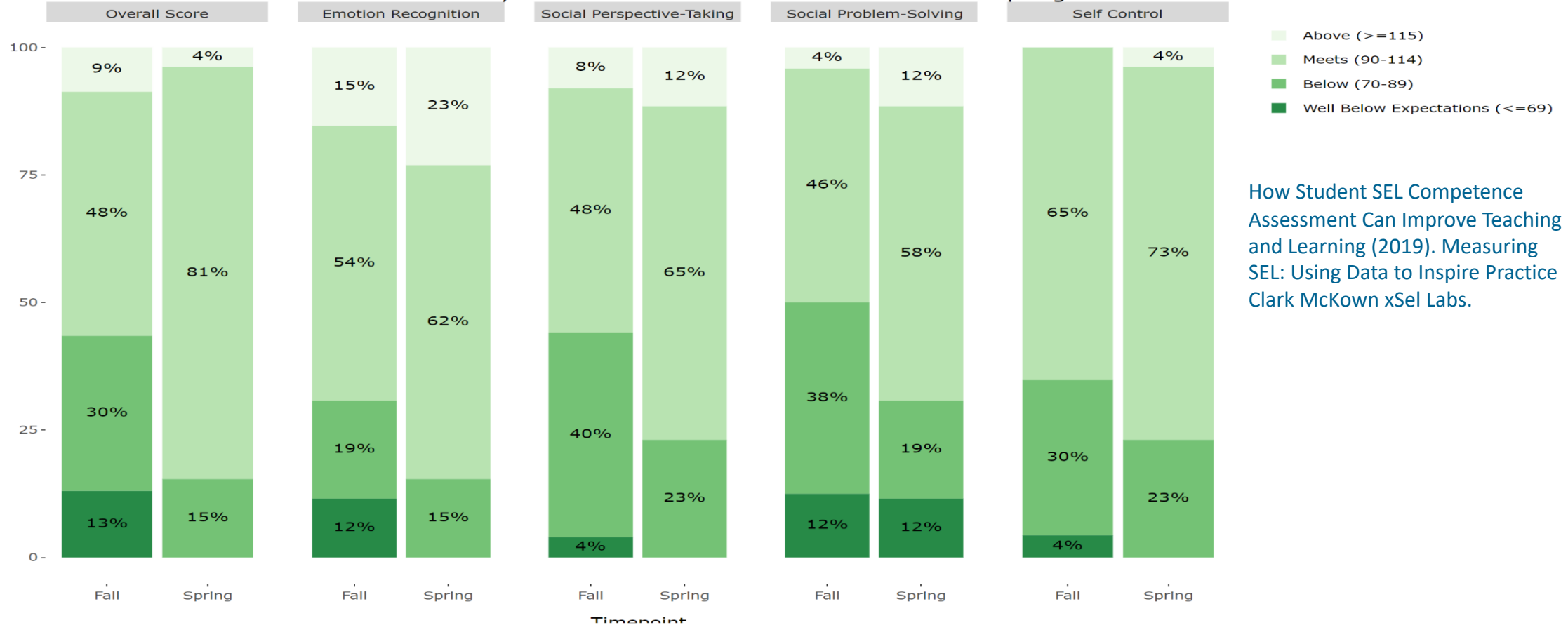
Change Over Time

Glossary

Back to school level


Change over time

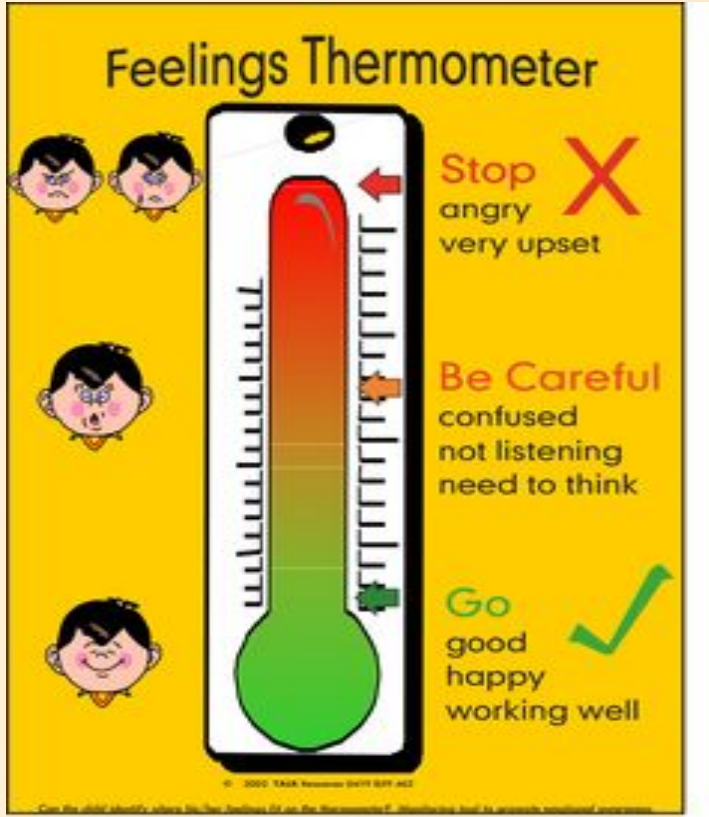
Hynes: 26 students in Fall vs 26 students in Spring



How Student SEL Competence Assessment Can Improve Teaching and Learning (2019). Measuring SEL: Using Data to Inspire Practice Clark McKown xSel Labs.

Share Resources with Families

 Home Expectation Matrix							
Be Safe							
Be Responsible							
Be Respectful							



Examples of Sharing SECD Data and Skills with Families

1. Student Led Conferences – Middle School Student Led Conference
2. Kindergarten ASQ event – Emerson Elementary, Kansas City, KS
3. Afterschool Program – Cold Calls, Warm Hearts & Skillstreaming



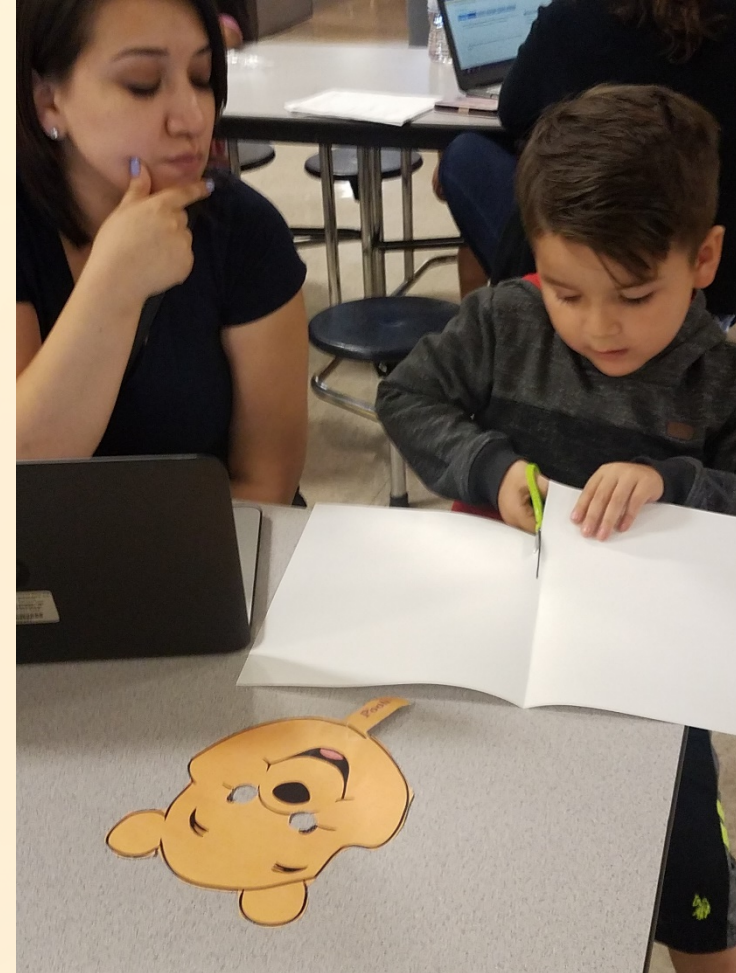
Middle School Student Led Conference (SECD)

- <https://www.youtube.com/watch?v=VB9wraYtWKA&t=231s>
 - Student demonstrates understanding of SECD language for father.
 - Student creates chart demonstrating ratings on SECD skills.
 - Student knows her areas of strength and challenges.
 - Father sees student share her SECD areas of growth and challenges.
 - Father sees student's confidence grow.
 - Father hears SECD goal-setting target.

ASQ:2 and ASQ:SE-3 for Kindergarteners

Emerson Elementary School, KCK Family Night

- Families complete the screenings together
- Stations are set up with staff and interpreters to assist
- Results are presented and discussed during parent/teacher conferences



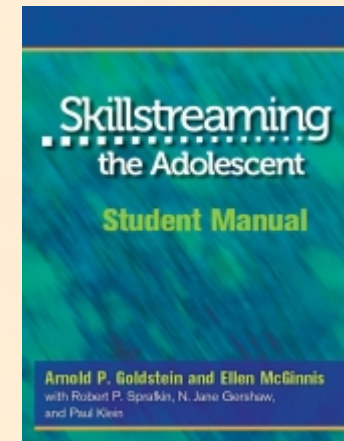
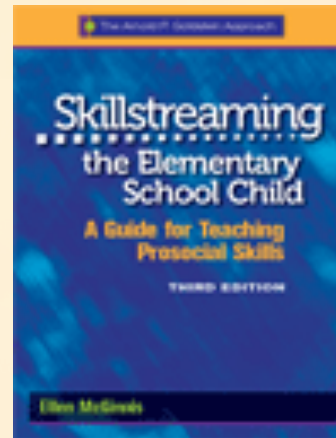
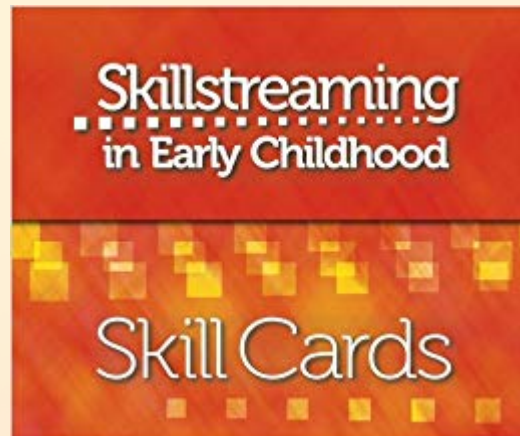
Afterschool Program: Cold Calls, Warm Hearts

- Cold Calls, Warm Hearts
 - In an effort to validate one-on-one interactions with parents via phone calls,
 - we have instituted a new policy this year to do positive phone calls twice a month.
- As a team we created this to ensure:
 - that parents were communicated with in a personal way,
 - and to demonstrate our belief that parent partnership is crucial to the success of our afterschool program.



Skillstreaming (SECD) Curriculum in Afterschool

1. Parents are surveyed as to which skills they think would benefit their student in class and in social settings.
2. Afterschool team compiles data from surveys, selects approximately 20 skills.
3. Afterschool team creates bi-weekly Skill Sheets in English and Spanish.



Skillstreaming and Toontastic

- Skillstreaming twice a month as parents walk in they are handed the skill sheet for the week with reminders to discuss with their child.
- Afterschool students create short cartoons that details the skill and the steps needed to successfully gain the skill.
- The Toontastic cartoon is shared on the afterschool Facebook page.
- This not only helps the student to process the skill, but also allow parents to reinforce the skill at home.



Toontastic Cartoon on SECD Skills

- <https://www.facebook.com/604268779715986/videos/660676870741843/>

Knowing Your Feelings



Resources

- http://casel.org/wp-content/uploads/2017/11/CASELCaregiverGuide_English.pdf
- <https://www.edsurge.com/news/2018-06-26-11-ways-schools-can-and-should-involve-families-in-sel-programming>
- <https://www.casel.org/wp-content/uploads/2016/06/schools-families-and-social-and-emotional-learning.pdf>
- <https://www.edutopia.org/SEL-parents-resources>
- <http://measuring.sel.casel.org/how-student-sel-competence-assessment-can-focus-sel-program-resources/>

Next Steps----What Are Yours?



Contact Information

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- KPIRC – Kansas Parent Information Resource Center
- www.ksdetasn.org/kpirc



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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