

Social Emotional Coaching at an Elementary Universal Level

December 6, 2018 - DPI Building the Heart of Successful Schools



The Launchpad to Success 

Introductions

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Elementary Social Emotional Coaches

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Mequon-Thiensville School District

- 2018-2021 Strategic Plan drives our work
 - Aligned to the school growth plans
- Driven by our Equity Non-Negotiables
- High parent expectations for academics
- Data driven
- Data rich
- Continuous improvement

Equity Non-Negotiables

1. Eliminating inequities begins with us.
2. We are responsible for the prevention of student failure, supporting students' social emotional growth and overall organizational improvement.
3. Student involvement in all organizational programming is representational and equitable.
4. Educational teams are intentionally designed and collaborate on grade level teams to increase and transform one another's instructional capacity.
5. We collaborate to analyze data, design proactive instruction and select strategies for all learners assigned to our team.

Equity Non-Negotiables

6. Instruction is culturally relevant and curriculum is rigorous for all learners,
7. Curriculum and programming are proactively developed and revised to be delivered to improve overall student achievement, accommodate individual learning differences and be delivered in flexible learning environments.
8. Student performance profiles are regularly updated and maintained in order to assist educational teams in documenting progress and goals and determine appropriate instructional delivery methods of engaging students in learning.
9. We will always persevere in serving students- even when at student lacks home support, guidance and/or requisite knowledge; fails to exert the expected effort; and/or refuses to adhere to the code of conduct.
10. All district policies, procedures and funding are aligned with the school district's Equity Non-Negotiables and are leveraged to eliminate inequities.

MTSD Schools and Demographics

3 Elementary Schools

- Donges Bay Elementary School (EC, 4K-5th) = 482 students
- Oriole Lane Elementary School (4K-5th) = 496 students
- Wilson Elementary School (4K-5th) = 622 students

2 Middle Schools

- Lake Shore Middle School (6th-8th) = 389 students
- Steffen Middle School (6th-8th) = 468 students

1 High School

- Homestead High School (9th-12th) = 1334 students

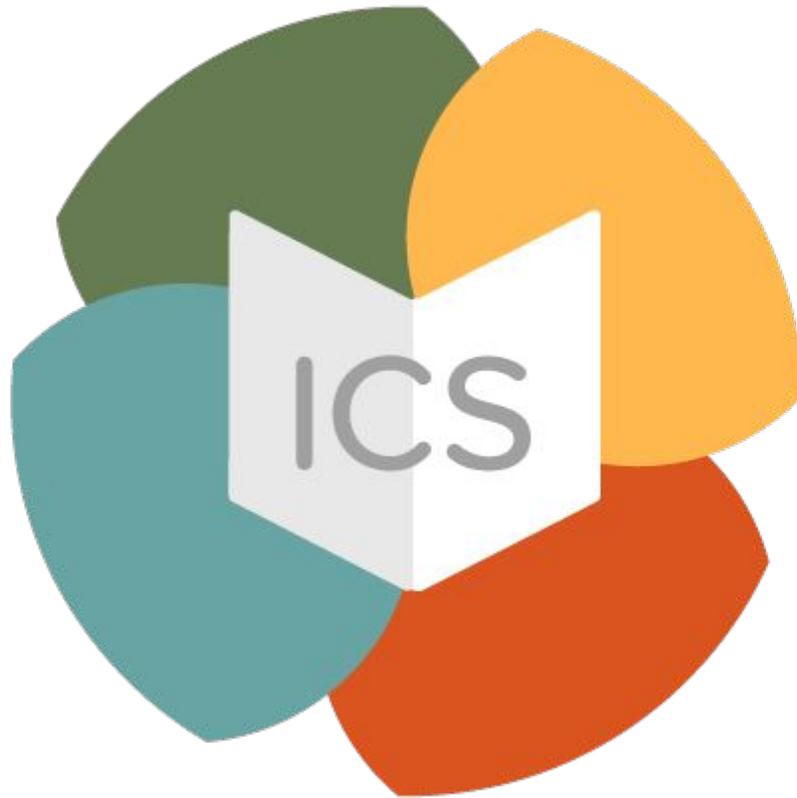
2018-2019 Staffing:

- 6 Social Emotional Coaches, 1 FTE at each building
- 4 School Psychologists
- 1 District MLSS Coordinator
- 7 School Counselors
- ACP District coordinator for 6-12

Social Emotional Learning in MTSD

- District's mission and vision statement support
 - Mission: Together, we ignite each student's passion for learning, preparing for a life of infinite possibilities.
 - Vision: Each student, every time, empowered to succeed.
- Commitment on behalf of district from the current strategic plan and school growth plans
- Aligns to the district's Equity Non-Negotiables and Integrated Comprehensive System (ICS) Equity work
- Research supports the impact of social emotional learning programs on students

District Equity Work



INTEGRATED
COMPREHENSIVE
SYSTEMS SERIES™

Social Emotional Support

Why Social Emotional Coach Position?

- To have a support staff member to who is consistently present to be able to effectively respond to social and emotional needs of students
- Alignment with the work of Integrated Comprehensive Systems Equity work
- Alignment with Literacy and Numeracy coaches in district
- Build teacher capacity to support students, staff and families
 - Co-planning and co-facilitating social emotional learning within the classrooms

Social Emotional Coach Role

The Social Emotional Coach is a school-based position that provides leadership and coaching to grow teachers' capacity in the area of social-emotional well-being.

We believe... If we proactively and systemically attend to the social emotional health of *all* students, then academic achievement will rise as well.

Social Emotional Coach Role (cont.)

- Provides direct services to building level staff, children and families (i.e. assessment , observation, problem-solving, intervention plans and/or strategies at the building, classroom, and/or individual student level).
- Consult and instruct staff in the development, implementation, and assessment of intervention plans designed to assist and help specific groups of children or specific children.
- Review disaggregated school level student performance data in academic and nonacademic areas and work with families, staff and site-based administration.
- Provide consultation and training to parents and staff on issues of social emotional wellness.
- Serve as a liaison between the community and school to develop mutually beneficial relationships and partnerships that assist both the community and school in meeting the needs of students, parents and staff surrounding issues of social emotional health.
- Serve as a leader and facilitator for systems level work related to social and emotional wellness (e.g. PBIS, Student Review/Problem Solving, Trauma, etc.)

Change Leadership Model

SEC's Roles Historically

- Social Workers and Guidance Counselor
- Restructure of current social workers and elementary counselor once the budget initiative was approved to add two additional positions

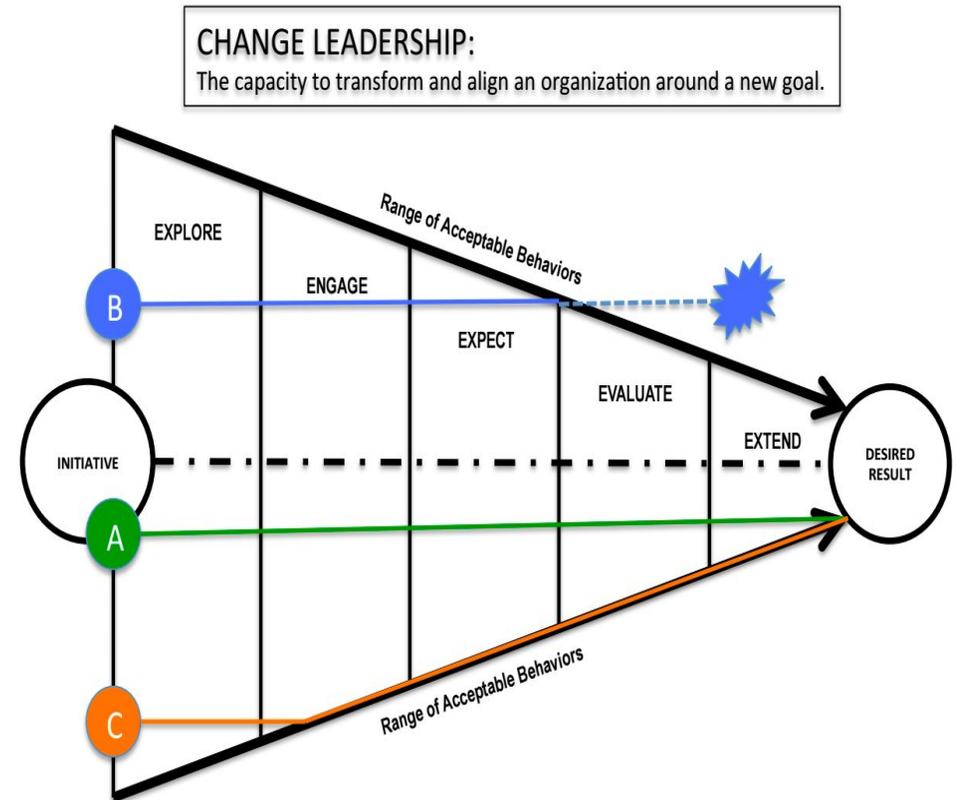
One and a half years as SEC's...

Year 1

- EXPLORE available resources and needs at each building
 - Varied levels of ENGAGE and EXPECT at a more universal level (not yet T1)
- We're constantly EVALUATING what's working and how we can improve and create alignment across the 3 elementary buildings

Year 2

- Back to EXPLORE how we can align our practices across the 3 elementary buildings
- While continuing to ENGAGE and EXPECT supports from Year 1 at each elementary building to be more universal



What's next...

- Frameworks and Data Sources
 - Accountability using a School Growth Plan
- Embedding SEL in the Classroom
- Building the Capacity of Teachers
- Building the Capacity of SEC's

Framework and Data Sources



- CASEL framework
- DPI Social Emotional Learning Competencies
 - School Growth Plans
 - School Perception Survey Data
- PBIS Framework
 - Behavior Data (ODR's, Nurse Visits, Attendance)

District Goal Statement

By June 2020, the average score by MTSD on the Self-Management portion of the School Perceptions Survey will be more than 3.3 (Spring 2018 School Perceptions Survey).

Focus Statement ** Focus for 2018/19 School Year

Coping with Stress - On the 2018 Spring School Perceptions Survey in the Self-Management results, the question, "When I feel stressed I know how to cope" received the index score of (building specific). We will monitor improvement for this focus statement by utilizing a 2 question pulse survey administered in the Fall and Winter and then the identical question on the Spring School Perceptions Survey.

Action Step (IF ...)

If our staff understand how to identify the 4 zones of student emotions and know how to teach, model and reinforce at least 5 strategies to help learners manage themselves,

Evidence of Success (THEN ...)

PK-5K: Then learners will be able to, with adult guidance, display age appropriate self-control.

1st - 3rd: Then learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions.

4th - 5th: Then learners will be able to, with minimal adult guidance, manage emotions (e.g. stress, impulses, motivation) in a manner sensitive to self and others.

Focus Statement ** Awaiting Districtwide Input for 2019/20 School Year

Setting Goals - On the 2018 Spring School Perceptions Survey in the Self-Management results, the question, "I set goals for the school year" received the index score of (building specific). We will monitor improvement for this focus statement by utilizing a 2 question pulse survey administered in the Fall and Winter and then the identical question on the Spring School Perceptions Survey.

Action Step (IF ...)

If our staff understand how to develop resiliency skills in students and teach utilization of those skills through the academic and/or social-emotional goal setting process at least once per trimester,

Evidence of Success (THEN ...)

PK-5K: Then learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities.

1st - 3rd: Then learners will be able to, with encouragement, persist toward reaching a goal despite setbacks.

4th - 5th: Then learners will be able to identify strategies to persist and maintain motivation when working toward short- and long- term goals.

Donges Bay Elementary - Activities

- Complete 6 DPI Trauma Modules plus supplemental reading materials and reflection opportunities
 - Engage in RESET Mindfulness Lessons (Trauma Sensitive approach to delivering MBI)
- PBIS team will evaluate current PBIS framework, processes, and matrices and all staff will explore ways to embed some language and practices that align with Social Emotional Learning and various curricular tools utilized in classrooms
- Collaboration with the social emotional coach on a monthly basis (both indirect coaching opportunities and direct service/instruction) will be used as a way to build educators' capacity and together develop students' ability to manage their emotions

Oriole Lane Elementary - Activities

Engage staff in the understanding of the Zones of Regulation

Excite staff about the benefits and purpose of "break space" in each classroom

Engage staff in taking the "relationship skills" portion of the SEL Personal Assessment and Reflection.

Engage in staff relationship skills to model positive school culture

Expect PBIS structures to be consistently in place

Wilson Elementary - Activities

Focus on building adult competency

Daily community circles

- Defining types of circles
- Purposes and expectations

Revisit and extend Zones of Regulation work

- Faculty learning
- SEL PLC collaboration
- Visuals walkthrough

Mindfulness Instruction

- Classrooms continue reinforcing lessons

SEL PLC time/format

- Strategy check in/share out document

Discussions on what SEL goal setting will encompass for different grade levels

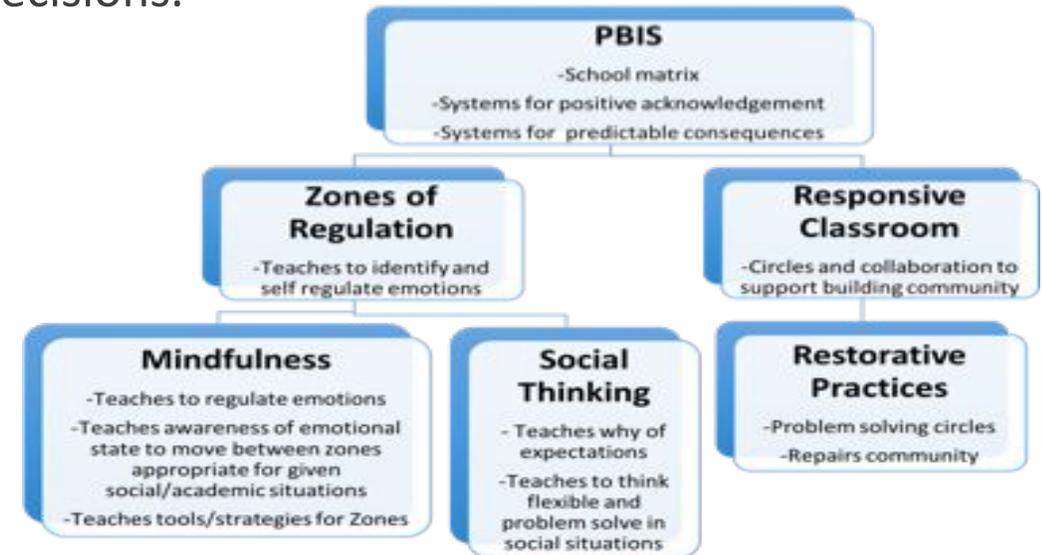
Embedding SEL

What is SEL? **Social and emotional learning (SEL)** is the process through which students **learn/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.

Here are some of the common tools that all 3 SEC's use:

PBIS structures

- Responsive Classroom (Community Circles)
- *Exploration of Restorative Practices*
- Zones of Regulation
 - Mindfulness Based Interventions
 - Social Thinking
- Bully Prevention



SEL: PBIS

- What is PBIS? **Positive Behavioral Interventions and Supports** (PBIS) is an evidence-based **framework** for developing positive behavior, to create a positive climate for learning.
- What is unique about our PBIS structures?
 - We use the PBIS framework as the umbrella to deliver our SEL resources
 - Words of the Month
 - At the beginning of each month, a word is introduced through the format of a schoolwide Community Circle.
 - That word of the month is revisited via morning announcements, classroom community circles/morning meetings.
 - Students are acknowledged for their positive behavior related to the PBIS expectations and the word of the month.
 - All students are invited to school wide celebrations

SEL: Responsive Classroom

- What is Responsive Classroom? **The Responsive Classroom** approach to teaching is comprised of a set of well designed practices intended to create safe, positive, and engaging classroom and school communities. <https://www.responsiveclassroom.org/about/>
- Whole school community circles
- Community Circles (classroom, vertical*)
 - DB - 3 signatures of an SEL lesson (Greeting, Engaging Pedagogy, and an Optimistic Closure)
 - Morning (Afternoon) Meetings, and Eagle Teams (vertical teams)
 - OL - Classroom Morning Meetings:
 - Reinforce word of the month, community building activities
 - WI - Classroom community circle:
 - Community building activities, teaching SEL curriculum and supplemental activities
 - *Restorative circle: Exploring and piloting problem solving to build relationships*

SEL: Zones of Regulation

- What is **Zones of Regulation**? It is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones.
- How is Zones of Regulation used in our classrooms?
 - In SGP, *“If our staff understand how to identify the 4 zones of student emotions and know how to teach, model, and reinforce at least 5 strategies to help learners manage themselves... ”*
 - Common language and visuals of the 4 different zones of emotions (Blue, Green, Yellow, Red)
 - Adapted lessons from the Zones of Regulation Curriculum that are inclusive of the tools/toolkit to grow beyond emotion identification
 - Classroom teachers use the 4 color zones in read alouds, writer’s workshop, etc. to help students grow their ideas
 - Improved academic performance (F&P in primary grades)
 - Zones language and mindset is also used when helping to “de-escalate” a student and be able to problem solve and repair relationships/environment when necessary (get from “Red” back to “Green”)

SEL: Mindfulness Based Interventions

- What is **Mindfulness**? Mindfulness skills are designed to support, regulate, and reset the nervous system to build self-awareness, emotional regulation, social-awareness, responsible decision making and relationship skills developing a positive outlook.
- Mindfulness Based Interventions
 - The toolkit within the Zones of Regulation includes mindfulness strategies
 - Programs some of our buildings invested in include: RESET, Growing Minds <https://reset-mindbody.com>
 - RESET - Trained facilitators come to buildings and deliver instruction (modeling for staff) on mindfulness based interventions for 10 weeks)
 - Upon the completion of the 10 weeks, buildings are expected to continue to engage in these practices
 - Growing Minds - Curriculum/posters used in some classes **Now Growing Minds is just doing Professional Development (RESET is the curriculum/direct instruction). PD for staff on Mindfulness strategies in the classroom.*
 - These tools have also been used as tools to build capacity of educators through the format of a Professional Practice Goal (PPG)
 - Programs free to the public include:
 - [Children's Hospital - Healthy Kids Learn More](#)
 - [Center for Healthy Minds \(UW-Madison\)](#)

SEL: Social Thinking

- What is **Social Thinking**? Teaches the why of expectations, teaches students to think flexible and problem solve in social situations.
- Social Thinking
 - We Thinkers! Social Explorers - Volume 1
 - We Thinkers! Social Problem Solvers - Volume 2
 - You are a Social Detective!
 - SuperFlex

SEL: Bully Prevention

Why focus on **Bully Prevention**?

- After completing a 4K-12 data review, there was evidence that there was a need to be proactive in preventing bullying in the upper grades (middle school and high school).
- Elementary buildings focus on being proactive to help students identify what is bullying, how to stand up for themselves and others, and the power of a bystander.
- **Emphasis on prosocial behavior - like promoting KINDNESS**

- Varied read-aloud book recommendations with related activities
- Children's Hospital
 - Act NOW!
<https://www.healthykidslearnmore.com/Healthy-Kids-Learn-More/Course-Topics/Bullying-Prevention>

Coaching: Building Teacher Capacity

These are the various formats in which SEC's work to build the capacity of all staff:

(Imitates the frameworks of Literacy, Math and Research and Digital Learning Specialists)

- Professional Practice Goals (PPG's) and Student Learning Outcomes (SLO's)
- Professional Learning Community (PLC's)
- Professional Development
 - Building
 - District
- Coaching/Modeling

Coaching: PPG's and SLO's

Professional Practice Goals (PPG's)

- Led by SEC
- Optional staff participation
- Aligned with individual school growth plans action steps
 - DB - Trauma Modules
 - OL - Trauma Sensitive School Strategies
 - WI - Universal Zones Instruction

Student/Teacher Learning Outcomes (SLO's/TLO's)

- SEC's have their own SLO's/TLO's
 - DB - Schoolwide Data and Trauma Modules
 - OL - Student knowledge of effective coping strategies - grade 4
 - WI - Coping Skills/Perceptions Survey and Zones instruction
- SEC also offered optional SLO for staff to use with their students
 - Aligned with individual school growth plans action steps
 - DB - Coping Skills

Coaching: PLC's

Professional Learning Community (PLC's)

- SEC's advocated to meet with grade level PLC's at least once a month:
 - DB - **Great idea WI to add data!** (1) Collaboratively problem-solving needs as identified from grade level team, (2) Focus on SEL lesson development.
 - OL - (1) Review PBIS data for grade level team (2) Collaborative problem solving around classroom and individual student behavior (3) Focus on SEL classroom development and classroom intervention time (4) Reviewing SE survey data.
 - WI - (1) Review grade level data, PBIS T2/T3 plans, (2) Collaboratively problem-solving needs as identified from grade level team, (3) Focus on SEL lesson development.

Coaching: Professional Development

- Building Level
 - Topics covered: Zones of Regulation, Mindfulness, PBIS, Social Thinking, etc.
 - Staff Meetings
 - PLC's
 - Other identified times before school or teacher prep time

- District In-Service Dates
 - Trauma Modules
 - Time built in during in-service dates to have all staff view identified modules
 - SEC's lead activities and/or reflections related to the modules viewed
 - *District implementation for moving forward is in development...*
 - TBD on other future district-wide implementation

Coaching: Modeling

- Universal
 - Coaching/Modeling of Lessons
 - SEC to do more “heavy lifting” early on by leading lessons and modeling how to use various curriculums
 - Goal is to build the capacity of the classroom teachers to be able to independently lead the follow-up lessons/activities
 - RESET (outside organization) serviced in a similar fashion - leads 10 lessons and provides materials to be maintained upon their completion
 - ***It is critical that the classroom teacher is in the room and engaging fully whether it is the SEC or the RESET instructor.***
- Selective
 - Coaching/Modeling use of RESET corner and Crisis Prevention Intervention (CPI)
 - Goal to deescalate a student in need WITHIN the classroom
 - Reinforces that the student can become regulated by using tools and strategies within the classroom

Building SEC's Capacity

Signing up for this conference and putting this together has been a great exercise in building our own capacities in learning what one another is doing at their respective buildings and how to improve and align our own practices.

- Local and State Level Conferences
 - ACSSW, DPI - CESA (unpacking the SEL competencies), Saint A's Train the Trainer (Trauma), BHSS
- District Level Leadership Teams and Trainings
 - SEL/PBIS, Student Services (SEC and Psychs), Consultation with Doctor Munther Barakat at Aurora
- Elementary SEC PLC
 - Historically used to share resources and to consult on cases
 - In the future we will focus on action steps identified in "Next steps..."
- SEC's PPG's related to building our own capacity
 - SK - Trauma Modules, Book Study - *The Happiness Advantage*
 - EK - Social Thinking and DB SPED Team, SEC Support Calendar (direct/indirect)
 - BP - Social Thinking, Restorative Practices

Next steps...

We are always striving for continuous improvement. We have a lot to be proud of in our work over the last two years, and we have room for growth.

- Elementary system alignment:
 - Align our practices, as much as possible and with good reason, across the 3 elementaries
 - Embed and/or develop structures/systems within our own buildings (examples like: Rtl structures, etc.) to work smarter not harder
- Continue to determine what social emotional curriculum and resources will be used:
 - How are we similarly using current curriculum?
 - What is potentially missing?
- Continue to work with administration to align social emotional standards:
 - Minutes for PLC's and direct instruction
 - Use of WI DPI Social Emotional Competencies:
 - Goal setting portion of SGP's
 - Report card revisions
- Networking with other professional organizations

Questions...

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