“How can we get the SCHOOL faculty & staff to embrace the value of TEACHING behavioral, social, & emotional competencies?”

https://goo.gl/3N8FgV
CONFERENCE OBJECTIVES

At the end of the conference, attendees will be able to:

1. Identify three or more strategies for effectively implementing a full continuum of integrated school mental health approaches to support students’ academic, behavioral, and social-emotional outcomes.

2. List three evidence-based practices and programs in school mental health.

3. Identify three action steps to meaningfully partner with youth and families in school mental health.

“How can we get the SCHOOL faculty & staff to embrace the value of TEACHING behavioral, social, & emotional competencies?”
Today’s Desired Outcome

In today’s session, participants will

• Consider why schools have been so focused on academics in recent years.
• Reflect on their own experiences with behavioral, social, and emotional learning.
• Reflect on the role and value of addressing the behavioral, social, and emotional needs of students (& adults).

WE DO NOT LEARN FROM EXPERIENCE... WE LEARN FROM REFLECTING ON EXPERIENCE
- John Dewey
How did schools get so laser-focused on ACADEMICS?

**2001-2015** Under the NCLB law, states are required to test students in reading and math in grades 3–8 and once in high school. All students (100%) are expected to meet or exceed state standards in reading and math by 2014.
Published June 2010
- Adopted by 41 states
- 48 states were part of developing CCSS
NCLB → Common Core

NEW TESTS

NEW Curriculum & Programs
For School Year 2016-2017:

- 20 states will use SBA or PARCC (the new CCSS aligned tests)
- 27 states using tests they designed or purchased
- 3 states blending SBA/PARCC with home-designed questions
- 25 states require students to take SAT or ACT in high school
- 12 states require passing test to graduate from high school
Schools have experienced strong ACADEMIC PRESSURE for the past 15+ years!!!

A flurry of NEW PROGRAMS & CURRICULUM MATERIALS

NEW or more rigorous high-stakes Tests & Assessments
That Was Then, This Is Now

2001-2015  Under the NCLB law, states are required to test students in reading and math in grades 3–8 and once in high school. *All students (100%) are expected to meet or exceed state standards in reading and math by 2014.*

2016-Present

*ESSA retains the annual standardized testing requirements of the 2001 NCLB Act but shifts the law's federal accountability provisions to states. Allows school districts across the entire country to embrace a more WHOLE CHILD perspective.*
ASCD’s Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. We help educators, families, community members, and policymakers move from a vision about educating the whole child to sustainable, collaborative action. Join us, and together we’ll change the face of education policy and practice.
Multi-Tiered System of Supports (MTSS) is an umbrella framework that includes **Response to Intervention (RTI)** and **Positive Behavioral Intervention and Supports (PBIS)** frameworks.
What strategies can we use to get schools to focus on the WHOLE CHILD?

Your “why” will always dictate what you do, and how you do it!
Strategy 1: “Red Zone Students” (in no particular order)

• Draw attention to the MOST at-risk students
  – Those in need of TIER 3 behavioral, social, emotional, mental health supports.
  – Chronic repeat offenders, suspensions
  – Chronic absenteeism, suicidal ideations
  – Victims of abuse, bullying

• ACES or Trauma Data

Likely Result? Focused efforts for a few students by the few school adults who work with them
Strategy 2: “Compliance” (in no particular order)

- Leverage federal, state, or district policies, guidelines, regulations, mandates, requirements about the need to support the “whole child”.
- Get the “next level up” to create policies, guidelines, regulations, mandates, requirements.

Likely Result? Minimal commitment, no buy-in, going through the motions.
Strategy 3: “$$$$$$”
(in no particular order)

• Buy Character Education &/or Social Emotional Learning program(s) and provide training to faculty & staff.

Likely Result: Program may get taught during a 30-minute time block once a week, but may not go much further than that. We bought it so you HAVE TO use it...
Strategy 4: “Whole Adult”
(in no particular order)

• Have the adults reflect on their own experiences with social emotional learning in their own life.

Likely Result: The hope is that adults will take the “Whole Child” approach to heart, see the value of SEL in their OWN LIFE, and will embrace this philosophy all day, everyday, with all students, and in their own lives.
Let’s talk “WHOLE ADULT”…

What causes YOU to feel stressed out & ?
What causes YOU to feel stressed out & ?

Triggers, Antecedents, Setting Events

Self-Awareness

“If you can name it, you can tame it.”
How well do YOU perform, behave, treat others when you feel stressed?

fearful  fed-up  mad  enraged  stressed  give-up  tense  hopeless  furious  exhausted  anxious  terrified  rage  tired  frustrated  irritated  pissed-off
How well do YOU perform, behave, treat others when you feel stressed?

Self-Awareness
Social Awareness
Self-Management
Relationship Skills
Responsible Decision Making

“If you can name it, you can tame it.”
Our EMOTIONS can get in the way of bridging the KNOWING-DOING GAP.
ESCALATION CURVE

Behavior Intensity vs. Time

Calm → Trigger → Agitation → Peak → De-escalation → Recovery
High Behavior Intensity

Acceleration

Peak

De-escalation

Agitation

Trigger

Calm

Recovery

Time
What’s going on in the BRAIN that causes these emotions to impact negatively on behavior and performance?
Who can explain what’s going on between the amygdala and prefrontal cortex that causes strong negative emotions to impact on our performance, attention, behavior?
Who/Where/When were you taught what’s going on in the brain that causes negative emotions to interfere with behavior, performance, attention, concentration, focus...?
What social emotional competencies do PEOPLE need to develop to bridge that knowing doing gap?
What social emotional competencies do PEOPLE need to develop to bridge that knowing doing gap?

- Self-Awareness
- Social Awareness
- Self-Management
- Relationship Skills
- Responsible Decision Making
- Grit (perseverance)
- Growth Mindset
- Self Efficacy

- PBIS
- Character Ed
- Behavioral Expectations

Knowing

Social Emotional Learning (SEL)

Doing

- fed-up
- mad
- enraged
- stressed
- tired
- frustrated
- irritated
- give-up
- tense
- hopeless
- anxious
- terrified
- furious
- exhausted
Who/Where/When were you taught STRATEGIES to deal with these emotions effectively using brain research?
“Our teachers are fantastic so they are already dealing with behavioral, social, and emotional competencies on their own in their classrooms in their own way. Do our WHOLE CHILD efforts really have to be school-wide?”

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making
Effective Organizations

Consistency
Continuity
Coherence
Clarity
Collaboration
Without School-Wide Consistency...

(ii) No disciplinary action amounting to serious discipline shall be imposed for violation of any individual school rule as a class D offense.

Rules:

- (J) Firearms; possession of an explosive substance; or
- (K) Intoxication of a minor;
- (L) Homicide;
- (M) Possession of an instrument of a serious nature;
- (N) Property damage;
- (O) Robbery;
- (P) Sexual offenses;
- (Q) Terroristic threats.

Productive:

- MAXIMUM learning time by staying on task, following directions, and remaining seated unless you've been given permission to get up.

Patient:

- Wait respectfully and calmly for your turn, do not play or stay seated and talk when someone else is using the equipment.

Follow the teacher's directions the first time.

Keep your hands, feet, and other objects to yourself.

But, we still have to remember...

Stay in your seat.

Class B offenses:

- (A) Bullying;
- (B) Cyberbullying;
- (C) Disorderly conduct;
- (D) False alarm;
- (E) Forging;
- (F) Gambling;
- (G) Harassment;
- (H) Hazing;
- (I) Inappropriate or questionable uses, or both of internet materials or equipment, or both;
- (J) Theft; or

(P) Property pencils off the walls;

SEL. Self between yourself;

DIRECTIONS hear directions feels points.

1. Be kind to each other
2. Play nicely together
3. Be polite to everyone
4. Be careful with the equipment
5. When the bell rings, stand still in silence
How important is CONSISTENCY in our WHOLE CHILD efforts?

- School-wide PBIS, Character Education
- Social Emotional Learning (SEL) Program
- Universal Screening for behavioral, social, emotional competencies

Collective Teacher Efficacy (CTE) according to John Hattie

Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$

Collective Teacher Efficacy is strongly correlated with student achievement. Here is a quick overview of John Hattie’s “new number one” influence.
Many schools don’t assess social & emotional competencies?

- Once you get upset, how often can you get yourself to relax?
- How possible is it for you to change how easily you give up?
- In the past 30 days, to what extent were you able to disagree with others without starting an argument?
- In the past 30 days, how well did you get along with people who are different from you?
- If you have a problem while working towards an important goal, how well can you keep working?
- How sure are you that you can complete all of the work assigned in your classes?

What might we predict for our 4.0, straight-A students who LACK the SEL competencies or mindsets described above?
Think about someone who did not live up to expectations, to their potential?

Now consider the root cause for their under-achievement…

- Were they not “smart enough”? Lack of talent? Lack of content knowledge & skills?
- Lack of perseverance (grit), growth mindset, self efficacy, emotional self regulation?
Think about someone who exceeded expectations...

Now consider the key ingredient in their over-achievement...

- Did they magically become academically gifted?
- Or did perseverance (grit), growth mindset, self efficacy, emotional self-regulation help them?
Think of someone significant in your life who you have (or had) arguments, escalations, or frustrations with... What’s the root cause?
If you could magically change just ONE thing about this person, what would it be?

**ACADEMICS?**
- Reading
- Writing
- Math
- Science
- Social Studies

**SOCIAL & EMOTIONAL Issues?**
- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Decision-Making
- Perseverance
- Growth Mindset
Dealing with the “Push Back” from Teachers

“Most of my students don’t need behavioral, social, emotional supports. They’re fine already…”

When WE were students in school, many/most of us were probably “fine already” too, but consider what today’s reflections revealed about many or most of us as ADULTS…
Dealing with the “Push Back” from Teachers & Parents

“I teach academics. Aren’t the PARENTS responsible for teaching behavior, social, emotional skills?”

“I send my child to school to learn ACADEMICS. The kids will learn behavior, social, emotional skills at home.”
Most skills in life are taught, so it’s only logical that we should TEACH BEHAVIORAL, SOCIAL, & EMOTIONAL SKILLS in school.

- “If a child doesn’t know how to read, we teach.”
- “If a child doesn’t know how to swim, we teach.”
- “If a child doesn’t know how to multiply, we teach.”
- “If a child doesn’t know how to drive, we teach.”
- “If a child doesn’t know how to behave, we teach? ... punish?”

~John Herner, Counterpoint (1998, p.2)

Prevent instead of React
I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.

Michael Jordan