21st Century School Social Work: Using a New National SEL Framework to Align Interventions with Common Core
Presenters:

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- Sally Stevens, Psychiatric Social Worker, Los Angeles USD
Objectives


• Design interventions that integrate the Social Emotional Learning and Common Core frameworks into your practice.

• Analyze and create opportunities to collaborate with interdisciplinary stakeholders in mental health and education by using these frameworks to align interests in their school community and state.
COMMON COREZILLA

DON'T BE AFRAID

- Curriculum Models / Frameworks
- Curriculum Alignment
- Instructional Strategies
- Curriculum Comparisons
- Professional Development
- Formative instruction
- And assessment
- Differentiation
CSS Video
Common Core: A Fast Timeline

- **June 2009**: Beginning of CCSS Initiative
- **March 2010**: K-12 Draft Released for Public Comment
- **June 2010**: Formal Release of K-12 CCSS
- **Dec. 2011**: 46 States Have Adopted CCSS
- **2014 - 2015**: Participating States Administer New CCSS Assessments

Implementation is NOW!

CollegeBoard Advocacy & Policy Center
suebeers@netins.net

nassp leading schools
Mixed Reception for Common Core

Common Core, a set of shared academic benchmarks, was supposed to transform U.S. public education. But five years after states began adopting it, the standards are far from uniform.

- **Adopted**
- **Reviewing/revising**
- **Revised**
- **Repealed**
- **Never adopted**

*English Language Arts standards only  
Source: State education officials*
Survey Says . . .

• 72% of Public School Parents are in favor of CCSS (PPIC, April 2014)
• 53% said they received information about CCSS
• **CASSW Survey results:**
  – Demographics: SSWs, Admin, Therapists, Counselors, Retired...
    • Urban, mix K-12, servicing populations between 500-2,000+
  – 65% did not feel confident in their understanding of CCSS
  – 87% felt that they received insufficient training/PD
  – 61% felt support services were not encouraged to engage in implementation of CC at their site
  – 50% felt the school community received adequate communication from school district administration regarding the use of new assessments (SBAC)
  – Support Services: poorest quality of transition to CCSS
  – Participants felt hopeful for CCSS to impact schools positively
Most teachers (77%) felt that they were prepared to implement the CCSS with students overall. However, teachers felt less prepared to implement CCSS with students with disabilities or with integrating technology into Common Core instruction.

Elementary students reported the greatest agreement in doing work designed to help them master the CCSS, such as writing (92%) and discussing solutions in math (88%), compared to middle and high school students.
Current ESEA (NCLB) law demands 100% proficiency by 2014 and loss of funding and one-size-fits-all interventions for schools that do not meet the target.

- No Child Left Behind (NCLB), formally known as the Elementary and Secondary Education Act (ESEA), mandates that all students are academically proficient by 2014.
  - Schools, LEAs, and subgroups must meet these goals to make AYP targets and exit Program Improvement.
  - NCLB neglects subjects like social studies, the arts, health and physical education.
  - The penalty for missing AYP is loss of federal funding for schools serving low-income children.
  - ESEA expired in 2007, and Congress hasn't acted to rewrite or refresh it.
  - In 2011, the US Education Department told states that they could apply for waivers pending a new law because the current law was "forcing districts into one-size-fits-all solutions that just don't work."

California LEAs and schools must meet Participation Rate, ELA, Math, API, and Graduation Rate targets for all students and subgroups under NCLB to be considered making AYP.
Louis CK Video
Assessment Then and Now...

State Standardized Tests

Multiple Choice Items

25 (2013) to 15 states

18 (2013) to 7 states + DC
The History of Public Art

Experiencing the world of art can sometimes seem out of reach for the average person. Viewing such iconic paintings as Leonardo de Vinci’s “The Mona Lisa,” Vincent Van Gogh’s “Starry Night,” or Grant Wood’s “American Gothic” requires a visit to the Louvre in Paris, the Museum of Modern Art in New York, and the Art Institute in Chicago, respectively. Michelangelo’s sculpture “The Pietà” is in St. Peter’s Basilica in Vatican City; his sculpture of David resides at the Academy of Fine Arts in Florence. Clearly, for most people, seeing these masterpieces takes some effort, and for many it is a once-in-a-lifetime experience. Does this mean that the enriching beauty of art is meant for only certain people? Fortunately, the answer is no.

American Gothic

Public art is artwork that is displayed in a public or open space and can be viewed by the general population free of charge, just as the
SBAC Test Results

MATHEMATICS
Emily’s overall score is: **2279**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2219-2454</td>
<td>Standard Not Met</td>
</tr>
<tr>
<td>2455-2527</td>
<td>Standard Nearly Met</td>
</tr>
<tr>
<td>2528-2578</td>
<td>Standard Met</td>
</tr>
<tr>
<td>2579-2700</td>
<td>Standard Exceeded</td>
</tr>
</tbody>
</table>
Unfortunately, Susie, it doesn't meet the new national standard.
Math Strand Standards

Standards for Mathematical Content - Procedures & Understanding

• Critical thinking
• Problem-solving
• Reflection
• Analysis
COMMON CORE......
Making parents feel stupid all over the state....as if Algebra didn't suck enough!!
ELA strand Standards

Includes Standards for Students in K-12 grades

- Reading: Literature
- Reading: Informational Text
- Reading: Foundational Skills (K-5 only)
- Writing
- Speaking & Listening
- Language
Depth of Knowledge

Level One (Recall)
- Describe
- Explain
- Interpret

Level Two (Skill/Concept)
- Level Four (Extended Thinking)
- Level Three (Strategic Thinking)

- Analyze
- Create
- Prove
- Apprise
- Use Concepts to Solve Non-Routine Problems
- Critique
- Formulate
- Draw Conclusions
- Hypothesize
- Cite Evidence
- Revise
- Develop a Logical Argument
- Construct
- Appraise
- Explain Phenomena in Terms of Concepts
- Investigate

- Compare
- Contrast
- Differentiate
- Use Context Cues
- Make Observations
- Summarize
- Show
- Relate
- Distinguish
- Predict
- Interpret
- Compare
- Investigate
- Estimate
- Predict
- Infer
- Categorize
- Collect and Display
- Identify Patterns
- Organize
- Construct
- Modify
- Use Concepts to Solve Non-Routine Problems
- Critique
- Formulate
- Draw Conclusions
- Hypothesize
- Cite Evidence
- Revise
- Develop a Logical Argument
- Construct
- Appraise
- Explain Phenomena in Terms of Concepts
- Investigate

- Connect
- Synthesize
- Apply Concepts
- Critique
- Analyze
- Speak
- Listen
- Engage
- Interpret
- Delineate
- Adapt
- Present
- Participate
- Describe

- Produce
- Recount
- Initiate
- Collaborate
- Integrate
- Evaluate
- Use digital media
- Ask & Answer Questions
My teacher said that 'Common Core' is the reason she drinks before breakfast...
What is one thing you learned about Common Core that you did not know?

Pair Share to the Left
all about College & Career Readiness: SEL Five Core Competencies

Social & Emotional Learning Core Competencies

- **Self-Management**: Managing emotions and behaviors to achieve one's goals.
- **Self-Awareness**: Recognizing one's emotions and values as well as one's strengths and limitations.
- **Social Awareness**: Showing understanding and empathy for others.
- **Relationship Skills**: Forming positive relationships, working in teams, dealing effectively with conflict.
- **Responsible Decision-Making**: Making ethical, constructive choices about personal and social behavior.
What is SEL? Video
Research supporting SEL

Improvements in the following areas...

- Social and emotional skills
- Attitudes about themselves, others, and school
- Social and classroom behavior
- Conduct problems
- Emotional Distress
- Higher achievement with test scores & grades; 11% points higher on standardized tests

UIC, 2010
SCHOOL CLIMATE

- Schools with SEL programs have documented a decrease in at-risk behaviors.
- Students skills have significantly improved.
- Attendance has improved.
- Students are more involved in the life of their school.
Who is CORE?

California Office to Reform Education (CORE) is a collaboration among ten California school districts that are working together to significantly improve student outcomes.

- Together CORE districts serve more than one million students and families.

Note: Garden Grove and Clovis are not participating in the ESEA waiver application.
The School Quality Improvement Index provides a more holistic view of school and student performance than under NCLB.

**Academic**
- Performance measured against ELA, Math, API, and graduation rate targets

**Social-Emotional**
- Not included

**Culture and Climate**
- Not included

| NCLB | Academic domain includes ELA & Math performance and growth. For middle schools it will also include a high-school readiness metric. For high schools a 4, 5, and 6 yr. graduation rate will be included. | Non-Cognitive skills will be included, in addition to measuring absentee and suspension/expulsion rates | Student, staff, and parent surveys included, in addition to Special Ed identification and ELL re-designation rates |
| CORE Waiver | | | |

Research has demonstrated the importance of these factors not only for academic achievement but also life success (e.g., employment, wages, avoidance of risky behavior).
SCHOOL SOCIAL WORK
COMMON CORE STANDARDS FOR SOCIAL EMOTIONAL LEARNING

Improving academic and behavioral outcomes through social emotional learning.
School Social Work National Standards for Social Emotional Learning Goals:

1. **Self Awareness**: Learn to recognize and assess one’s feelings, interests, strengths and challenges.

2. **Self Management**: Regulate one’s emotions, thoughts, and behaviors effectively in different situations.

3. **Social Awareness**: Recognize and express acceptance of the thoughts, feelings, and perspectives of others in a variety of social and cultural settings.

4. **Relationship Skills**: Build and maintain positive peer, family, school, work and community relationships.

5. **Decision Making**: Develop and demonstrate decision-making skills and responsible behaviors in all personal, school, family and community contexts.
Why National SEL Standards for SSW?

- Social and emotional readiness critical for college/career success
- Anchor SSW activities to common expectations
- Ownership in specific competency area
- Create future roles for SSWs as experts
- Reflects national perspective vs. state-specific interpretations
- Can be adopted by all SSWs regardless of state affiliation
- Tailored to SSW practice
THE IDEA

• SSWAA Board Task Group
• Research on link between SEL and academics
• Examined state specific SEL standards
• Examined Common Core

DEVELOPMENT PROCESS

• Developed working draft

DESIGN IT

• Review and feedback from SSWAA Conferences 14-15
• Delegate Assembly
• MD SSWIM State Conference
• CA CASSW State Conference

BUILD IT

• Publicized on SSWAA website and put out for public comment
• Operationalized CASEL competencies

LOVE IT
Connecting SEL with CCSS

Self-Management
- Self-control as they get wiggly
- Self-motivation to stay engaged with text
- Manage stress as they encounter more unfamiliar vocabulary than before
- Setting and achieving goals

Social-Awareness
- Perspective-taking as they make meaning of the text
- Empathy for classmates who are struggling
- Understanding social and ethical norms for behavior when working in peer groups

Relationship Skills
- Communicating Clearly and Working Cooperatively with peers
- Seeking help if they struggle with longer passages, unfamiliar vocabulary and structure

Responsible Decision Making
- Considering the well-being of self and others
- Seeking help if they struggle with longer passages, unfamiliar vocabulary and structure
How has your school or district incorporated SEL into its core curriculum? What efforts need to happen to more fully integrate it?

Pair Share to the Right
PUTTING SOCIAL EMOTIONAL STANDARDS AND COMMON CORE TO WORK IN A TIERED-APPROACH
A Multi-Tiered Approach to Physical Aggression in Grade K-5

• A safe school environment for teachers and learners
• Appropriate conflict resolution
• Improved social skills
• Physical aggression has been increasing in grades K-5. This was a particular problem in grades 3 and 4, where there were new teachers and large class sizes.

• Administration and staff members sustained injuries while attempting to stop students from fighting.
Who Are Our Students?

14 students received Tier III
* New to the School
* No Previous Interventions

30 students received Tier II

The majority received Tier I
Defined Target Behavior

• Physical aggression among students in K-5.
• Students in class or in hallways/cafeterias will hit, kick, and bite classmates, and will strike out at adults who are attempting to intervene.
• Making positive statements toward others
• Contacting a trusted adult
• Participating in social skills groups conducted by school social work and social work interns
• Participating in class activities conducted by D.A.R.E. officer
Tier I Interventions

Positive Consequences

• Positive Behavioral Intervention Support (PBIS)
  • Special monthly events
  • “Star Bucks”
• “Good phone call” home

Negative consequences

• Verbal redirection
• Office referral for aggressive behavior
• Parent-school communication
### Sarah M. Roach Positive Behavior Intervention Support (PBIS) Expectations Matrix

<table>
<thead>
<tr>
<th>We are:</th>
<th>Classroom/Assemblies</th>
<th>Cafeteria</th>
<th>Bathrooms</th>
<th>Hallways/Offices</th>
<th>Buses</th>
<th>Computer Lab/Library</th>
<th>School Grounds</th>
</tr>
</thead>
</table>
| **Safe**         | • Follow directions/respond to quiet signals  
                  • Walk at all times  
                  • Raise your hand  
                  • Use appropriate language  
                  • Use an appropriate tone  
                  • Keep your hands & feet to yourself | • Follow directions/respond to quiet signals  
                  • Walk at all times  
                  • Exhibit good table manners  
                  • Keep food on your plate or in your mouth  
                  • Keep food in cafeteria | • Follow directions/respond to quiet signals  
                  • Walk at all times  
                  • Respect the privacy of others  
                  • Keep the facilities clean | • Follow directions/respond to quiet signals  
                  • Walk at all times  
                  • Keep hands & feet to yourself  
                  • Observe personal space  
                  • Wait in offices quietly and patiently  
                  • Use your quiet inside voice | • Follow directions/respond to quiet signals  
                  • Walk at all times  
                  • Wait in line  
                  • Listen to the bus driver  
                  • Share seats  
                  • Use appropriate language | • Follow directions/respond to quiet signals  
                  • Use appropriate language  
                  • Obey fire drill procedures | **Achievers**  
| **Trustworthy**  | • Employ active listening  
                  • Participate appropriately  
                  • Stay in designated area  
                  • Clean up your eating area | • Take care of your personal needs  
                  • Flush the toilet  
                  • Throw trash in appropriate receptacles  
                  • Wash hands | • Carry a valid hall pass  
                  • Go straight to your destination  
                  • Pick up litter | • Stay seated while the bus is moving  
                  • Keep your body and belongings inside the bus | • Follow media center and computer lab rules  
                  • Use equipment correctly  
                  • Access only appropriate websites | **Respectful**  
| **Achievers**    | • Keep your hands & feet to yourself  
                  • Remain in assigned location  
                  • Wait in line for your turn | • Report problems, vandalism, etc.  
                  • Walk on the right  
                  • Wear appropriate shoes at all times | • Enter and exit in an orderly fashion  
                  • Stay in your seat  
                  • Report any incidents | • Enter and exit in orderly fashion  
                  • Stay in your seat  
                  • Report any incidents | • Dispose of trash in appropriate receptacles  
                  • Use equipment correctly | **Successful**  
| **Respectful**   | • Keep your hands & feet to yourself  
                  • Remain in assigned location | • Report problems, vandalism, etc.  
                  • Walk on the right  
                  • Wear appropriate shoes at all times | • Enter and exit in an orderly fashion  
                  • Stay in your seat  
                  • Report any incidents | • Enter and exit in orderly fashion  
                  • Stay in your seat  
                  • Report any incidents | • Keep your hands & feet to yourself | **Successful**  
| **Successful**   | • Keep your hands & feet to yourself  
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                  • Wear appropriate shoes at all times | • Enter and exit in an orderly fashion  
                  • Stay in your seat  
                  • Report any incidents | • Enter and exit in orderly fashion  
                  • Stay in your seat  
                  • Report any incidents | • Keep your hands & feet to yourself |
“Star Bucks”
Tier I Intervention

Behavior instruction strategies

– Social skills lessons weekly by SSW and social work interns
– Positive relationship skills
– Statements of personal strengths
– Bullying prevention (PBIS)

All classes gathered in cafeteria prior to school to sing school song, which celebrated positive behavior expectations.
Tier II Interventions

• Strategies
  – Social skills instruction
  – Bullying prevention

• Consequences
  – Positive: Received “Starbucks” for positive behaviors and recognition at school assemblies by administration
  – Negative: Unable to participate in special monthly events
Student Support

• Students requiring Tier II interventions are referred to the Student Support Team (SST) to address academic, behavioral, and attendance issues. These referrals are made early in the school year.

• SST, which includes teachers, mental health providers, and parents, determines appropriate interventions and meets back 5-6 weeks after the initial meeting to discuss effectiveness of interventions and revise as necessary.
Tier III Interventions

- Check in / check out
- Proximity control
- Behavior chart
- Increased adult supervision
- In-school suspension
- Out-of-school suspension
- Referral to Child Partial Hospitalization Program for evaluation / therapy / medication management
- Individual and group sessions with school social worker and social work interns
- Emergency petition to nearby hospital emergency room
• Based on SWIS data, suspensions and office referrals decreased in 2014-15
• Referred students received evaluation, treatment, and 504 plans/IEPs when warranted
• Number of students requiring Tier III interventions declined
• New teachers received additional support from school mental health staff
Multi-tiered Approach to Sexually Inappropriate Behavior in 6th grade:

Defined Target Behavior

- Sexually inappropriate behavior among the sixth grade students: When an opportunity presents itself, some students in class or in unstructured common areas, will make sexually explicit statements, gestures and/or physical contact of a sexual nature with other students.
Let’s Look at Our Students

Who were our students within Tier 1?
The vast majority of the students
71 students – 20 became 6th grade Leadership

Who were our students needing Tier II support - as follower and enablers of the behavior?
20 students

Who were the students that would need Tier III?
4 students identified (Really became only 2 students)
Intervention: Tier I

• Positive Behavior Intervention Support (PBIS)
  – School/Classroom expectations
  – Consequences (Hawk tickets)

• Social Emotional Learning (SEL)
  – Teach social skills, reinforce, reteach if needed
  – Self Awareness, Self Management, Social Awareness, Relationship Skills and Decision Making

• Common Core
  – *Wonder* by R.J. Palacio
  – ELA; Writing, Listening/Speaking,
  – Math; Critical Thinking, Reflection, Analysis
Intervention: Tier II Leadership

• Student Leadership teams met weekly

• Social Emotional Learning:
  – Bully prevention, leadership skills, respectful behavior, standing up for others, perspective taking

• Common Core:
  – Activities included: journaling, team building
  – ELA; Writing, Speaking/Listening
  – Math; Problem solving, Reflection, Analysis
Intervention: Tier III
Individualized

• Individualized instruction strategies
• Skill development with school MH Professional
• Increased parent involvement
• Collaboration with community MH Professional
• Social Emotional Learning:
  – Self Management, Relationship skills, Problem Solving
• Common Core:
  – ELA; Listening/Speaking
  – Math; Problem Solving, Reflection, Analysis
• Reduced Office Referrals
  – Decrease in sexual behavior incidents
• Increased positive school/classroom climate
  – Increase in appropriate behavior
  – Decrease in bullying, harassment
• Connection made between SEL and Common Core
  – Teachers and MH Professional working together with common goal for students
Developing Interventions that align with SEL/CCSS

Gratitude Letter
- Social Awareness
- Decision Making
- Relationship Skills

Compassion Games
- Social Awareness
- Self-Awareness

Chalkboard
- Social Awareness
- Self-Awareness
- Relationship Skills
- Decision Making

Mindfulness
- Self-Awareness
- Self-Management
- Social Awareness

SEL

CCSS

ELA Writing

ELA Writing

ELA Writing

ELA Speaking/Listening
Gratitude Letter

Writing a gratitude letter will make both you and the recipient feel great!

Writing a simple gratitude letter is a proven win-win happiness habit.
The Compassion Games are designed to help, heal and inspire, making our community a safer, kinder, more just and better place to live. GAME ON!

COMPASSION GAMES FOUR STEPS

1. Commit
   Be a Player
   Be an Organizer

2. Play
   Secret Agents of Compassion
   Do Random Acts
   Participate in Service Projects

3. Report
   Submit and Share Reports
   Review Reports
   Checkout the Leader Board

4. Rejoice
   Appreciate Each Other
   Celebrate Our Results

PLAY THE GAMES – GET STARTED!
You have a student/staff sit in front of a white board. Other students then come up and write good things about the person on the board. Take a picture of the person and the white board. Do not let the person look at the whiteboard. They will get to see them all when they see the photo.
Yesterday is history.
Tomorrow is a mystery.
Today is a gift.
That is why it is called
the present.

- Alice Morse Earle -
Suicide Prevention

help
ask · listen · tell
Remember: everyone in the classroom has a story that leads to misbehavior or defiance. 9 times out of 10, the story behind the misbehavior won’t make you angry. It will break your heart.

– Annette Breaux
Special Populations

• Socio-Economically Disadvantaged
• English Language Learners
• Special Education
• Foster Care
• Homeless
Talk about aligning your interventions with Common Core, SEL, and MTSS.

Pair Share with someone in the row behind you
Common Planning
Welcome

PLEASE SEAT YOURSELF

influence

Conversations
Matter
Q & A

TWENTY QUESTIONS

VAN  FLORENCE  ALDO RAY
Resources

• www.corestandards.org  Lists the CCSS for Math and ELA
• http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
• http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf
• http://www.americanradioworks.org/documentaries/greater-expectations/
• www.cassw.net & www.sswaa.org
• http://frameworksinstitute.org/toolkits/californiacommoncore/index.html
• www.commoncoreil.org  Info. for parents & teachers re: CCSS
• www.commoncurriculum.com  An online plan book to help align lessons to CCSS
• http://www.hslda.org/commoncore/topic7.aspx  Private schools and home schools do not have to do common core
• http://thecenter.spps.org/uploads/standards_organization_graphic.jpg
• English Language Arts Standards | Common Core State Standards Initiative
Resources

- [www.cgcs.org](http://www.cgcs.org/) Council on Great City Schools; 67 districts, LB, LA, Santa Ana, SD, SF
- [www.commoncorecafe.blogspot.com](http://www.commoncorecafe.blogspot.com): SBAC CCSS question writer-reviewer Gabriela Orozco Gonzalez
- [http://www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/) CDE
- [http://www.cde.ca.gov/re/cc/tl/whatareccss.asp](http://www.cde.ca.gov/re/cc/tl/whatareccss.asp)
- [www.teachingthecore.com](http://www.teachingthecore.com)
- SAMHSA link
- PBIS link