

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



Presenters:

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- Cherie Hudson, LCSW, Psychiatric Social Worker, Los Angeles USD
- Maureen James, LCSW, Salt Lake City, UT
- Rebecca Kunkel-Oliver, LMSW, ED-School Social Work Association of America (SSWAA)
- Sally Stevens, Psychiatric Social Worker, Los Angeles USD

Objectives

- Engage in learning about Common Core State Standards and School Social Work National Standards for Social Emotional Learning.
- 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

CCSS Video

Common Core: A Fast Timeline

Implementation is NOW!

June 2009
Beginning
of CCSS
Initiative

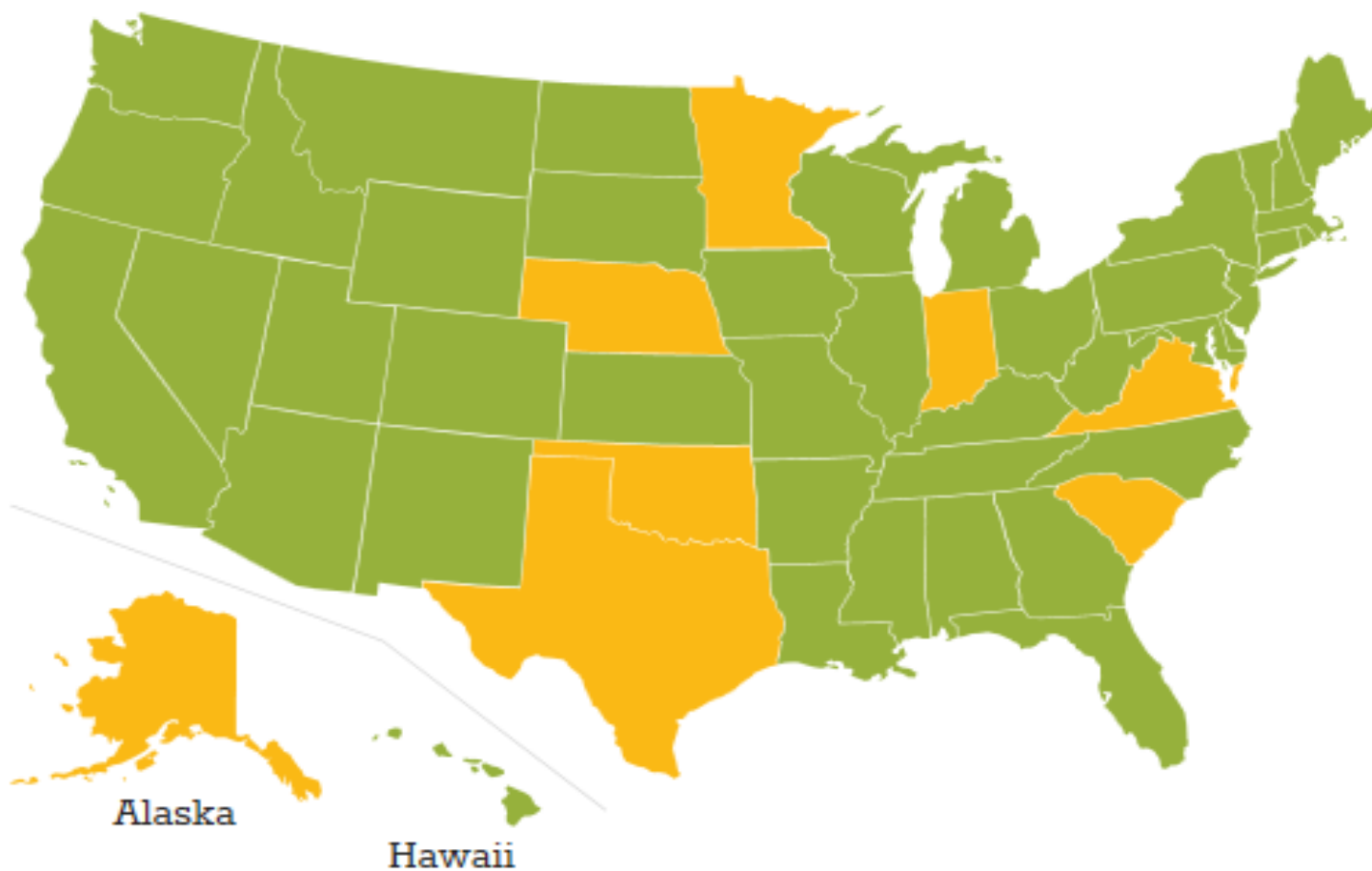
March 2010
K-12 Draft
Released for
Public
Comment

June 2010
Formal Release
of K-12 CCSS

Dec. 2011
46 States
Have Adopted
CCSS

2014 - 2015
Participating
States
Administer New
CCSS
Assessments

Adopted Not Adopted



District of Columbia

American Samoan Islands



Department of Defense Education Activity

Puerto Rico

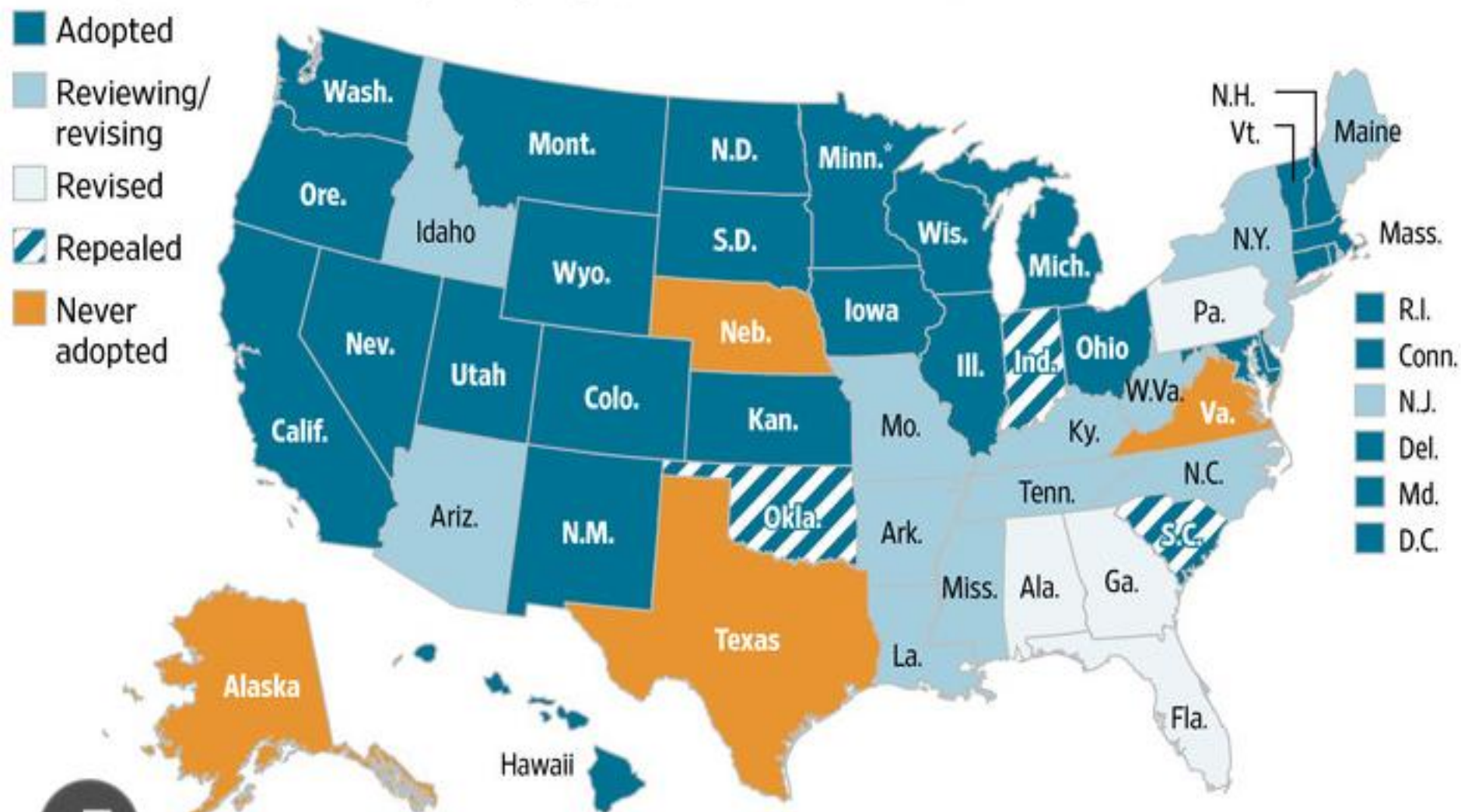
Guam

US Virgin Islands

Northern Mariana Islands

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.



*English Language Arts standards only Source: State education officials

THE WALL STREET JOURNAL.

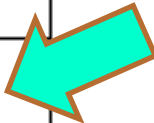
Survey Says . . .

- 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

LAUSD School Experience Survey

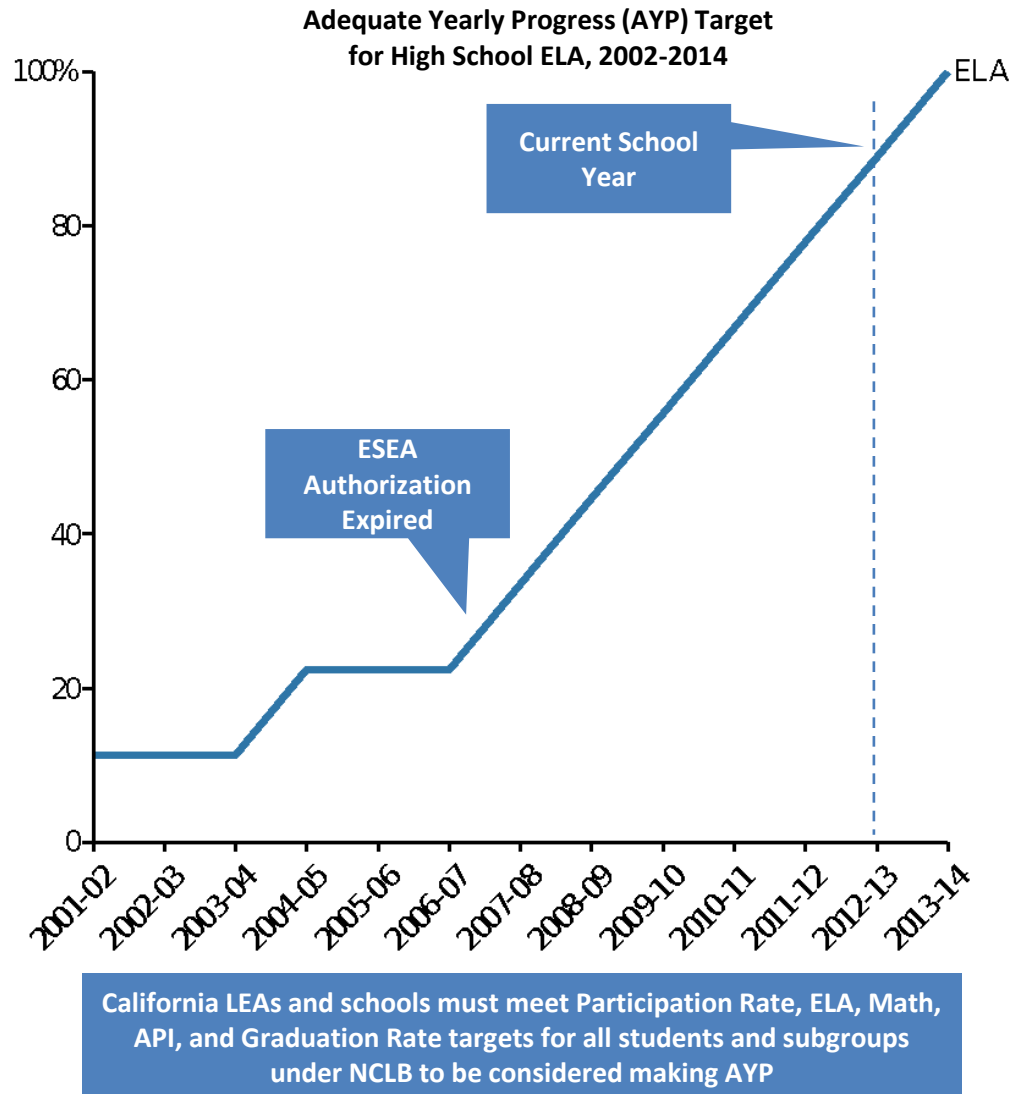
Exhibit 2: Number of Survey Participants 2008-09 to 2013-14

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Students	230,982	278,634	281,147	339,321	326,685	303,907
Teachers	7,754	19,200	15,035	13,948	15,007	12,964
All other staff	4,382	5,838	5,280	6,960	7,983	5,686
Parents	75,949	109,820	136,861	175,966	157,344	139,689
Total	319,067	413,492	438,323	536,195	506,019	462,246



- 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"

Louis CK Video

State Standardized Tests



**Smarter
Balanced**
Assessment Consortium

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

1 ⓘ 🚩

As a mission statement, Source #2 makes some general claims about public art. One of these claims states:

"Through government partnerships, public art can also transform dull or run-down public spaces and inspire the people who live and work there."

Identify another source that addresses this claim and explain **two** ways in which that source supports the claim.

Type your answer in the space provided.

2 ⓘ 🚩

According to what you have learned from your review of the sources, what are some potential challenges artists might face when creating public art pieces that are government-funded? Provide **three** challenges from at least two sources.

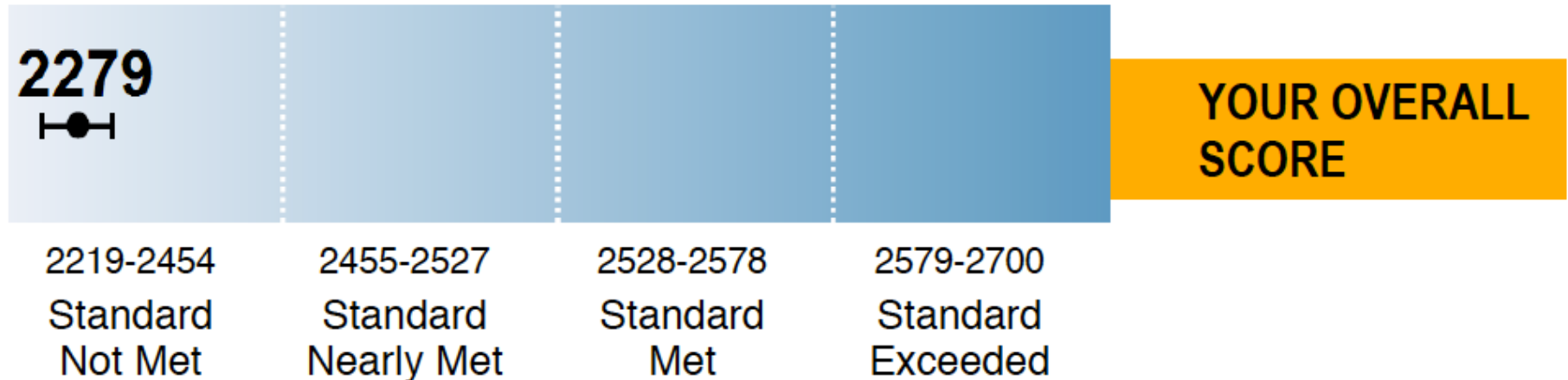
Type your answer in the space provided.

3 ⓘ 🚩

SBAC Test Results

MATHEMATICS

Emily's overall score is: **2279**





UNFORTUNATELY, SUSIE,
IT DOESN'T MEET
THE NEW NATIONAL
STANDARD

-BODY-

Math Strand Standards

Standards for Mathematical Content- Procedures & Understanding

- Critical thinking
- Problem-solving
- Reflection
- Analysis



COMMON CORE.....

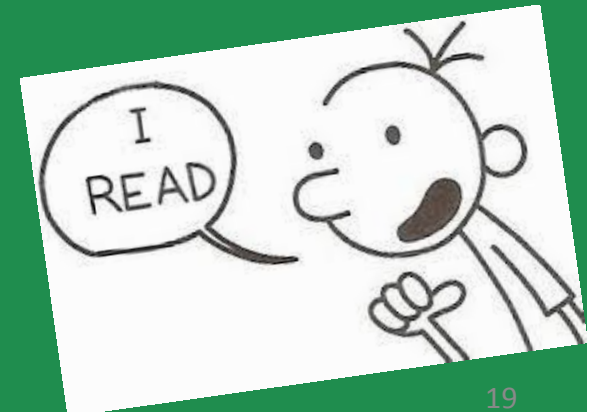
Making parents feel stupid all over
the state....as if Algebra didn't
suck enough!!



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







- ☐ Speak
- ☐ Listen
- ☐ Engage
- ☐ Interpret
- ☐ Delineate
- ☐ Adapt
- ☐ Present
- ☐ Participate
- ☐ Describe



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- ☐ 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



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.

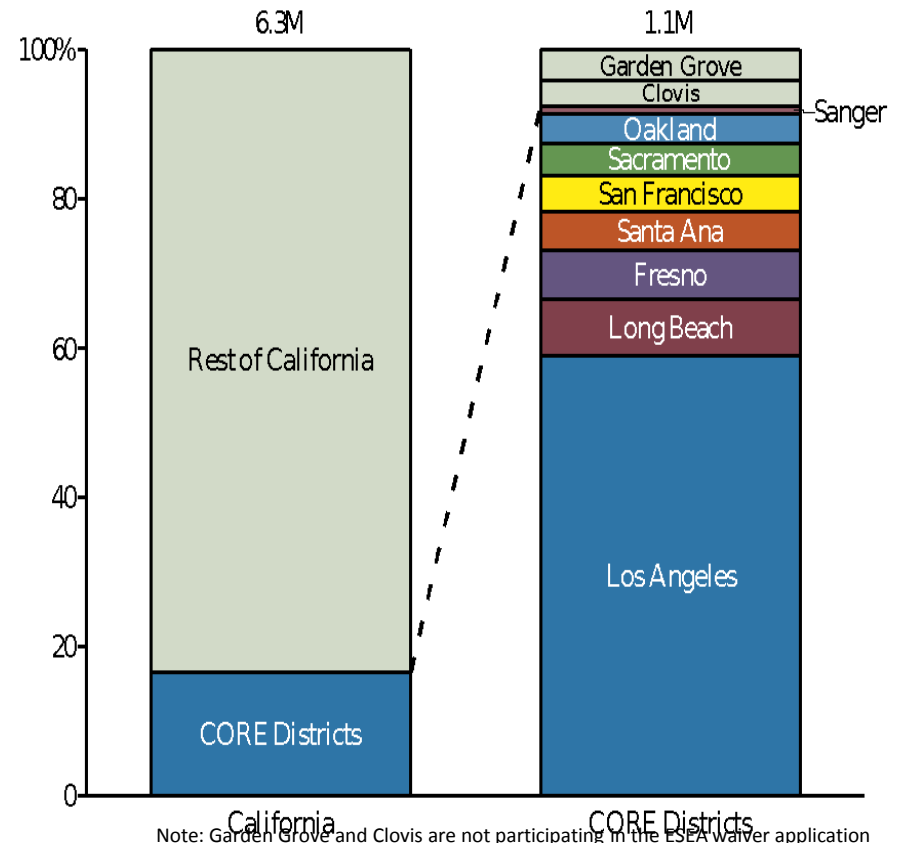


Who is CORE?

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

Number of Students
CORE Districts, SY 2011-2012



The School Quality Improvement Index provides a more holistic view of school and student performance than under NCLB

	Academic	Social-Emotional	Culture and Climate
NCLB	Performance measured against ELA, Math, API, and graduation rate targets	Not included	Not included
CORE Waiver	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

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 ASSOCIATION OF AMERICA®



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





DESIGN IT



Developed
working draft



BUILD IT

THE IDEA

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

Development Process

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

LOVE IT



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

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



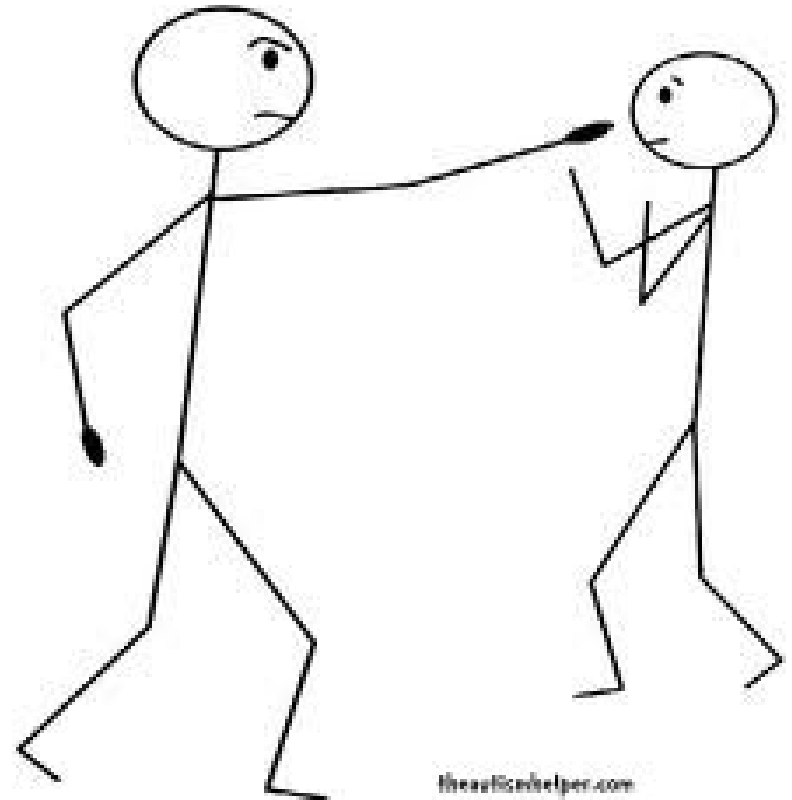


A Multi-Tiered Approach to Physical Aggression in Grade K-5

- A safe school environment for teachers and learners
- Appropriate conflict resolution
- Improved social skills

Background Info

- 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

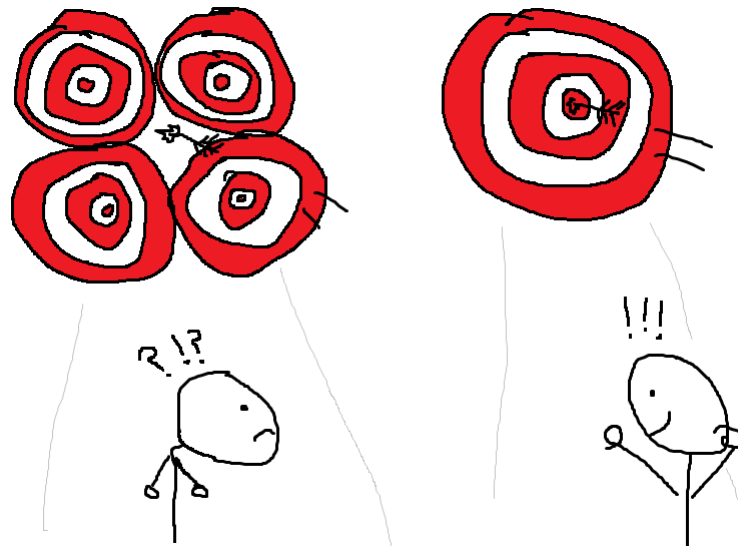
- * No Previous Interventions

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.



Acceptable



- 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



Remember! The Golden Star says, "We Are Stars in Education"

Sarah M. Roach Positive Behavior Intervention Support(PBIS) EXPECTATIONS MATRIX

We are:	Classroom/ Assemblies	Cafeteria	Bathrooms	Hallways/ Offices	Buses	Computer Lab/Library	School Grounds
Safe Trustworthy Achievers Respectful Successful	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Follow directions/ respond to quiet signals Walk at all times Respect the privacy of others Keep the facilities clean 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Follow directions/ respond to quiet signals Walk at all times Wait in line Listen to the bus driver Share seats Use appropriate language 	<ul style="list-style-type: none"> Follow directions/ respond to quiet signals Walk at all times Use your quiet inside voice Raise your hand to be recognized 	<ul style="list-style-type: none"> Follow directions/ respond to quiet signals Use appropriate language Obey fire drill procedures
	<ul style="list-style-type: none"> Employ active listening Participate appropriately 	<ul style="list-style-type: none"> Stay in designated area Clean up your eating area 	<ul style="list-style-type: none"> Take care of your personal needs Flush the toilet Throw trash in appropriate receptacles Wash hands 	<ul style="list-style-type: none"> Carry a valid hall pass Go straight to your destination Pick up litter 	<ul style="list-style-type: none"> Stay seated while the bus is moving Keep your body and belongings inside the bus 	<ul style="list-style-type: none"> Follow media center and computer lab rules Use equipment correctly Access only appropriate websites 	<ul style="list-style-type: none"> Dispose of trash in appropriate receptacles Use equipment correctly
	<ul style="list-style-type: none"> Keep your hands & feet to yourself Remain in assigned location 	<ul style="list-style-type: none"> Wait in line for your turn 	<ul style="list-style-type: none"> Report problems, vandalism, etc. 	<ul style="list-style-type: none"> Walk on the right Wear appropriate shoes at all times 	<ul style="list-style-type: none"> Enter and exit in an orderly fashion Stay in your seat Report any incidents 	<ul style="list-style-type: none"> Enter and exit in orderly fashion Stay in your seat Report any incidents 	<ul style="list-style-type: none"> 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



Results

- 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

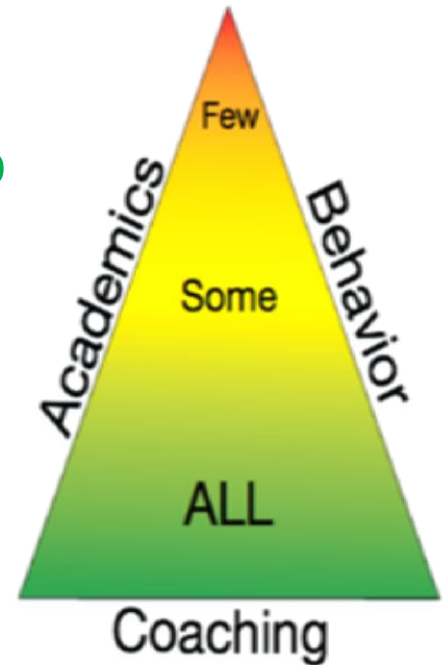
71 students – 20 became 6th grade Leadership

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

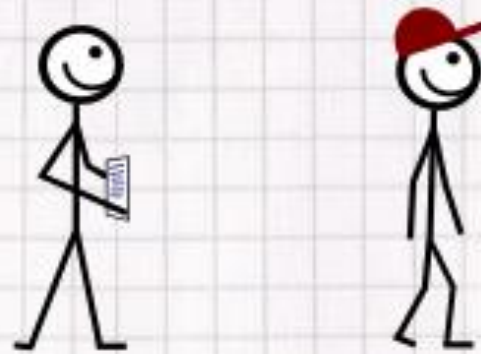


WRITING A **GRATITUDE LETTER...**

DEAR ALAN,
THANK YOU
FOR...



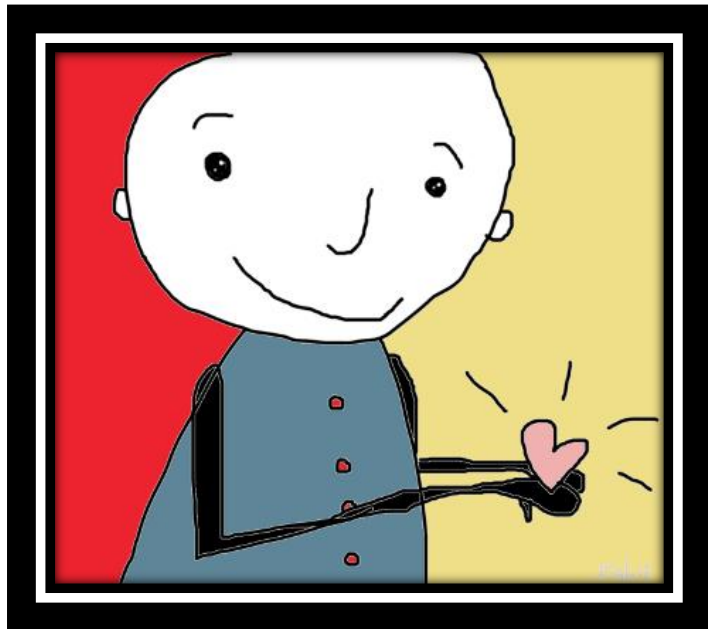
...WILL MAKE BOTH YOU AND
THE RECIPIENT **FEEL GREAT!**



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



[PLAY THE GAMES – GET STARTED!](#)



OUT OF THE BOX!

FUN!

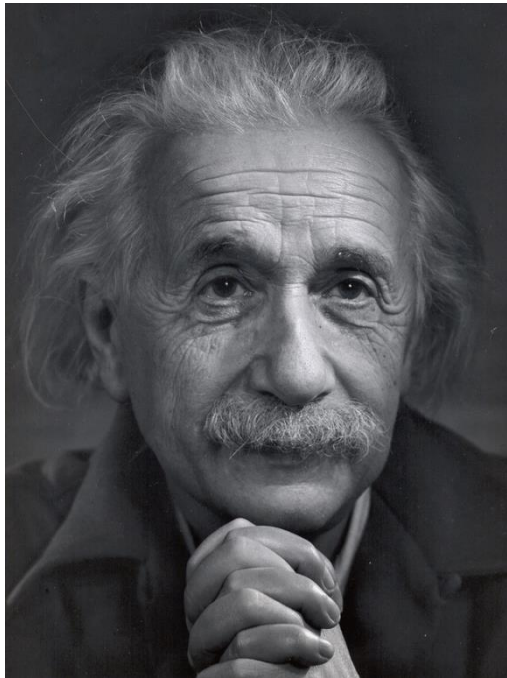
CREATIVE!

INTERESTING!

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

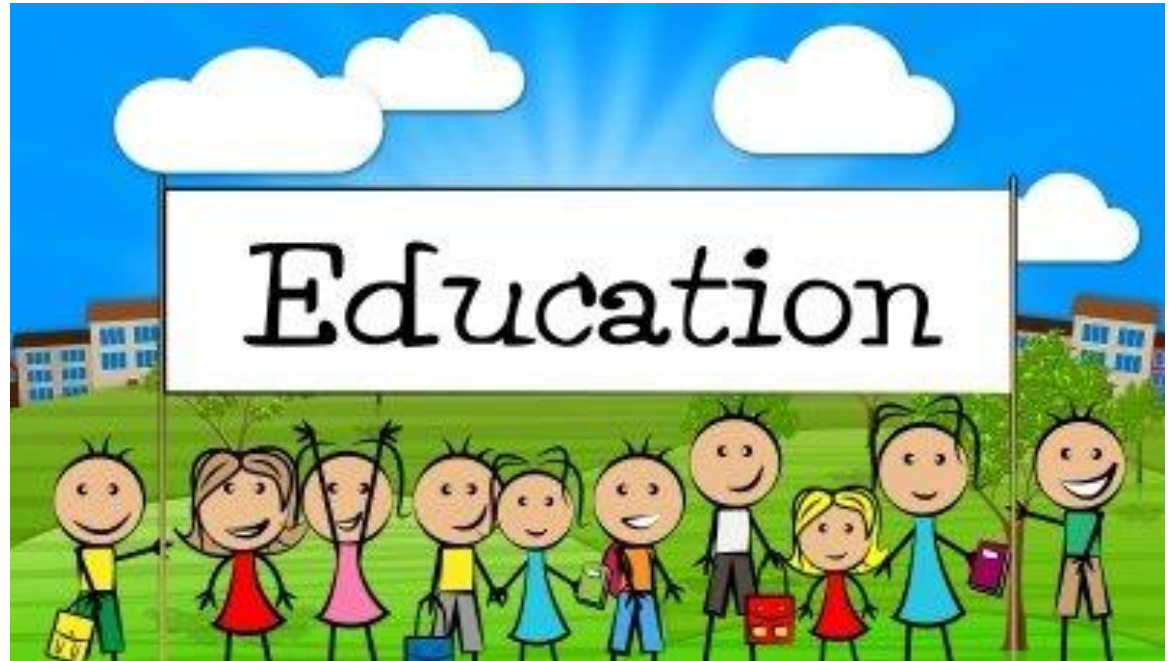
Trauma Informed Services

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

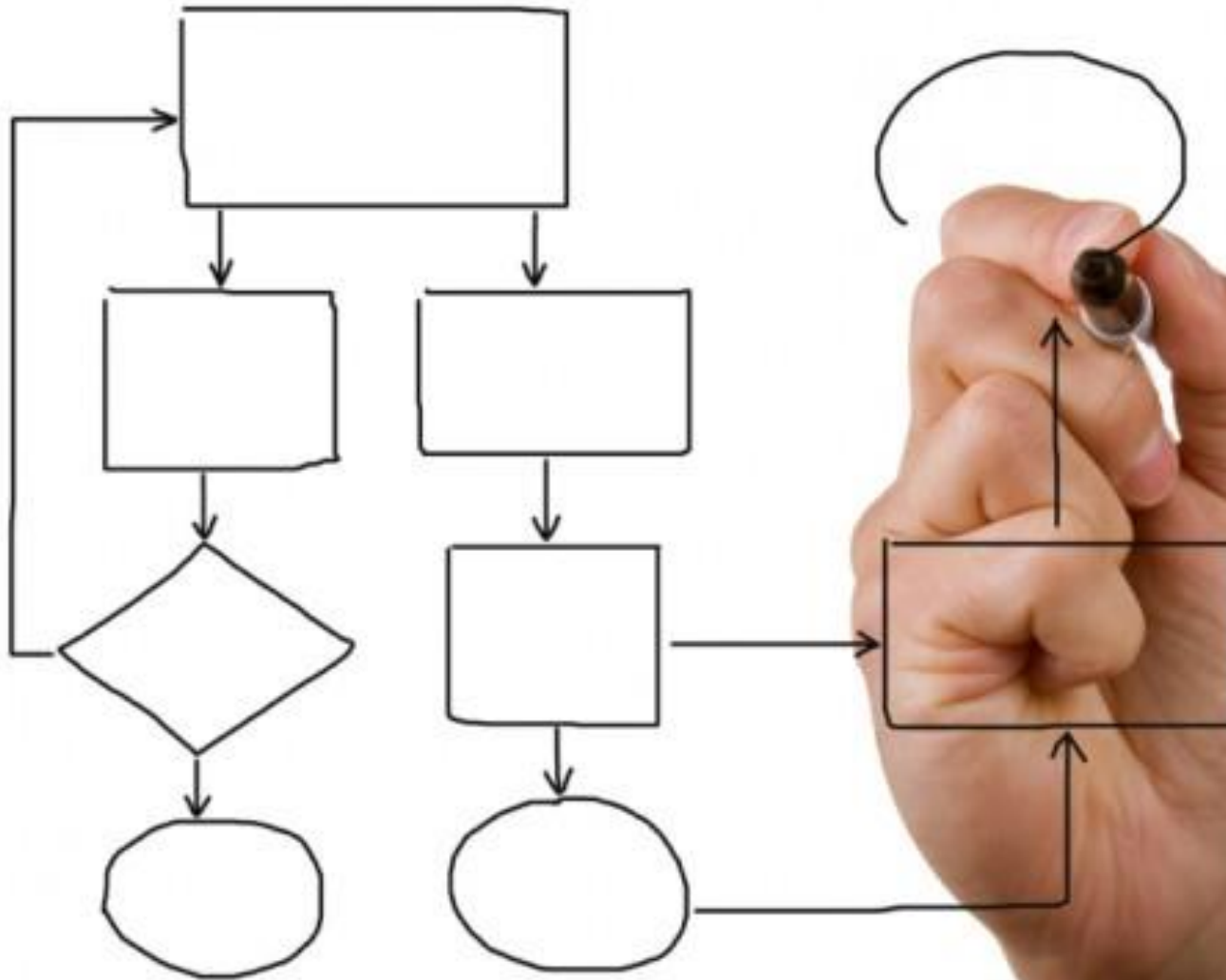
- Socio-Economically Disadvantaged
- English Language Learners
- Special Education
- Foster Care
- Homeless

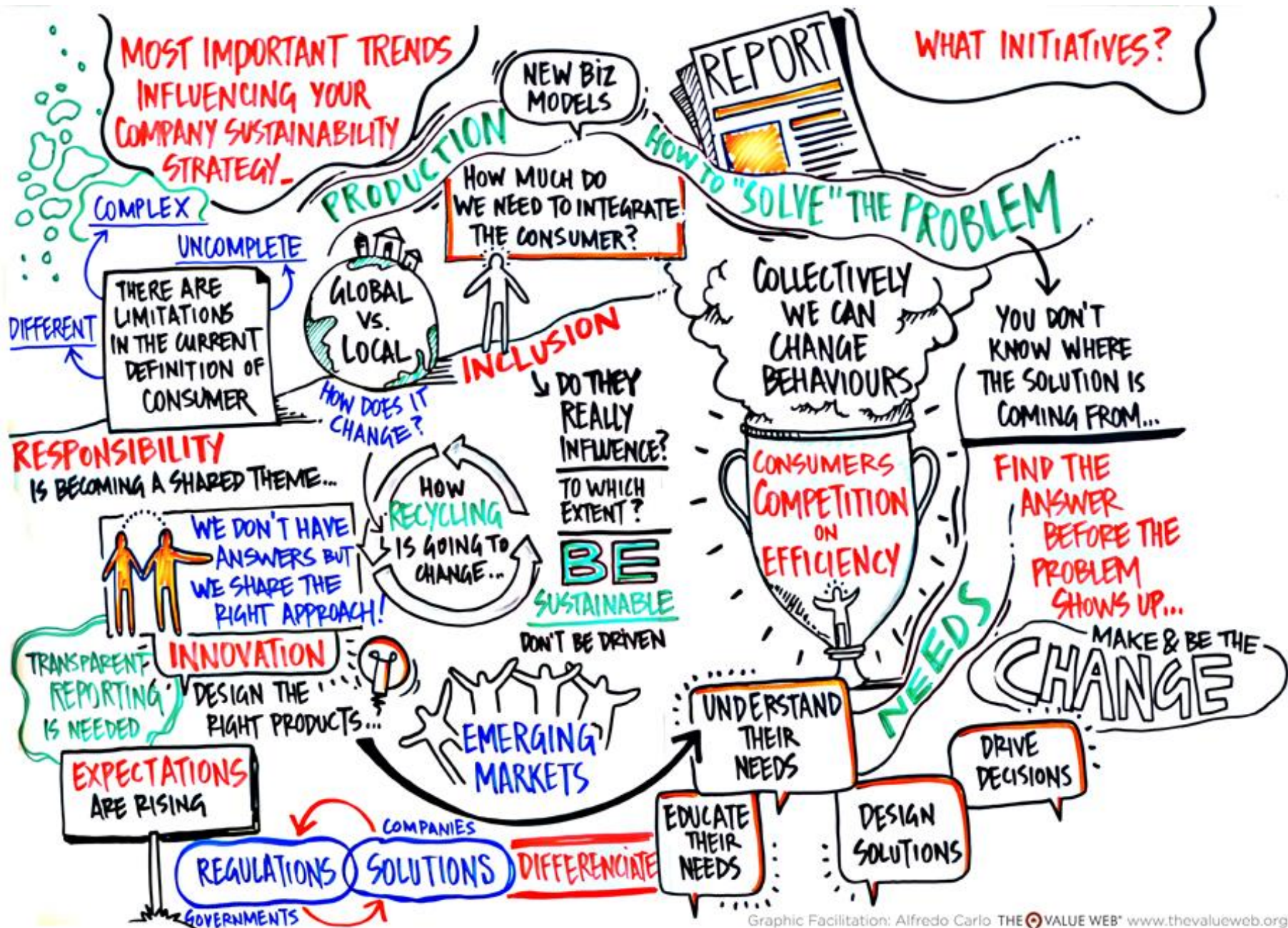


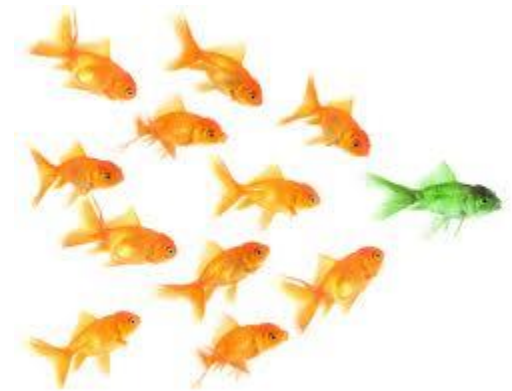
Talk about aligning your interventions with Common Core, SEL, and MTSS.

Pair Share with someone in the row behind you

Common Planning







Q & A



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
- <http://www.edweek.org/ew/collections/standards-report-diverse-2013/index.html?intc=EW-CC1013-EML> Education Week-CCSS articles
- 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/ Council on Great City Schools; 67 districts, LB, LA, Santa Ana, SD, SF
- http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf : Common Core Math Standards
- <http://www.corestandards.org/standards-in-your-state/> CCSS
- <http://www.corestandards.org/wp-content/uploads/FAQs.pdf>
- www.commoncorecafe.blogspot.com : SBAC CCSS question writer-reviewer Gabriela Orozco Gonzalez
- <http://www.cde.ca.gov/re/cc/> CDE
- <http://www.cde.ca.gov/re/cc/tl/whatareccss.asp>
- www.teachingthecore.com
- <http://www.teachingthecore.com/ccr-anchor-standards/>
- <http://www.casel.org/social-and-emotional-learning/outcomes/>
- <http://blogs.berkeley.edu/2014/01/22/how-to-integrate-social-emotional-learning-into-common-core/>
- SAMHSA link
- PBIS link