



Supporting Mental Health Needs in the Classroom: Recognizing, Supporting, and Providing Effective Instruction for Students in all Educational Settings


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3 Diagnostic Centers: North, Central, South





- Diagnostic Center – North
Director: Robin Zane
- 39100 Gallaudet Dr.
- Fremont, CA 94538
- (510) 794-2500
- www.dcn-cde.ca.gov



California Department of Education- Diagnostic Centers

- 3 Centers: Northern, Central and Southern
- DCN serves 400+ school districts in Northern California
- Provide transdisciplinary assessments
 - All special education students
 - Students ages 3-22
- Provide training and consultations
- No cost to families or LEAs

Diagnostic Center, Northern California Website www.dcn-ca.gov



Have a Question? Ask a Specialist

Ask A Specialist



Specialists answer questions from you on the following topics:

- Behavior
- Autism Spectrum Disorder
- School-Related Medical Conditions
- AD/HD
- Mental Health
- AAC/AT
- Secondary Issues


<http://www.askspecialist.ca.gov/>



Join our growing Special Education Community to find information about:

- What the Diagnostic Center is Doing
- Updates on state policies and announcements
- Information about local professional development
- Information about national professional organizations, new interventions, and the latest research is supporting students in special education


**Diagnostic Center-North
@DiagnosticCenterNorth**



CAPTAIN Website Hosted by DCN!


www.captain.ca.gov
autismebp@gmail.com

CAPTAIN Social Media Links




Links to ASD Resources

Another Diagnostic Center Resource



California Positive Behavior Initiative that provides information and resources for educators striving to achieve high educational outcomes through the use of proactive positive strategies



www.pent.ca.gov

TODAY'S GOALS

- 1 Provide Useful Information
- 2 Provide Tons of Resources
- 3 Show and tell classroom strategies

Agenda

- School Mental Health
- Recognizing Mental Health Symptoms in the Classroom
- Classroom Supports and Strategies

Agenda

School Mental Health
A Brief Overview

What is School Mental Health


“The practice of "school mental health" in recent years has taken on a much broader meaning, with an increasing emphasis on the host of possibilities that schools provide for clinicians, teachers, administrators, students, families, and community members to collaborate in promoting the overall well-being of all students.”

Schoolmentalhealth.org

Outcomes for students who can learn academic information, but struggle socially and behaviorally

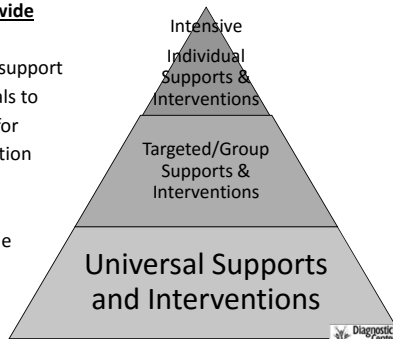

- The most highly-represented percentage of students with disabilities in the juvenile justice system are youth with **emotional disturbance (ED)**.
- 93% of students with ED perform **below grade level in math**.
- 58% of students with ED perform **below grade level in reading**.
 - Both are strong predictors of dropping out of school.
- 64% of students with ED **exit without a diploma**.
- Youth with ED commonly have a longer delay before obtaining employment, have lower employment rates, and earn even less than their peers with and without disabilities.
- **70% of youth with ED will be arrested within three years of leaving school.**

Info Brief: National Collaborative on Workforce and Disability, March 2010





Multi-Tiered Systems of Support (MTSS)

- Tiered level of supports provided school wide
- Initially created to support decrease of referrals to special education for academic intervention (RtI)
- Expanded to include Positive Behavior Supports

School Mental Health- What is Involved?


	Enhancing the environment
	Training all students in promoting social and emotional wellness
	Prevention of EMOTIONAL and BEHAVIORAL problems <ul style="list-style-type: none"> • Early identification • Intervention
	Providing intervention for established problems



Tiered Supports Implemented within Special Education

- All supports at Tier 1 should be implemented within every classroom – including every Special Education Classroom
- Supports at Tier 2 should be implemented for most students in special education
- Tier 3 supports will be individualized for those students

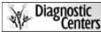
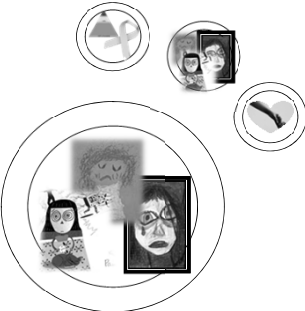
Supports for all also means all SPED students



Recognizing Mental Health Symptoms in the Classroom

Agenda

- Depression
- Stress/Trauma
- Anxiety



Teachers & Diagnoses


Avoid:

- ✓ Labeling

Do:

- ✓ Recognize concerning symptoms
- ✓ Implement accommodations
- ✓ Track and refer if necessary

✓ Referring to student issues with names of disorders if not assigned by a mental health professional



Behavioral Signs & Symptoms of Depression

- Agitation and irritability
- Outbursts
- Somatic complaints
- Fatigue
- Social isolation
- Eating and/or sleeping
- Recklessness
- Psychomotor
- Substance abuse
- Recurrent thoughts of death or suicide



Academic Signs & Symptoms of Depression

- Uncharacteristic poor school performance
- Chronic boredom; sulking
- Concentration
- Initiation
- Motivational deficits
- Processing speed
- Memory
- Working memory
- Planning



Student lives in a world of negative perceptions which cloud all aspects of functioning



Primary approach for depressive symptoms
modify demands & teach skills

Classroom Intervention Focus:

- Modify demands to support level of functioning from day to day
- Teach more appropriate coping skills
 - Building self-esteem
 - Positive self-talk
- Remove or reduce environmental barriers when behaviors arise rather than strict behavioral follow-through
- Avoid consequences or punishments for behaviors
- Teach appropriate responses



Common Trauma & Stress Triggers

- Approaching a student
 - From behind
 - Directly face to face
 - Quickly
- Hearing a door shut or a book slam shut
- Seeing a peer with whom a student has had a run in
- Smelling certain foods
- The sound of a school bell indicating that it's time to transition and the student will see their bully
- The teacher writing with the same pen as a previous aggressor



<http://www.do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf>



Behavioral Signs of Trauma and Stress Response

- Exaggerated startle response
- Hyper-vigilance
- Reclusiveness
- Headaches, stomach aches
- Denial
- Poor perspective-taking
- Impaired relationships with primary caregivers, siblings, peers



Facts for Families on PTSD. Am Academy of Child and Adolescent Psychiatry (2012).
<http://www.aaca.org/living-with-anxiety/children/posttraumatic-stress-disorder-ptsd/symptoms>



Academic Signs of Trauma and Stress Response



Impaired ability to problem solve and analyze

- ↳ Cause-effect relationships
- ↳ Perspective-taking
- ↳ Organizing narrative material
- ↳ Attention to classroom tasks
- ↳ Frustration
- ↳ Depressed executive functions
 - Concentration, inhibition, planning
- ↳ Engaging the curriculum
- ↳ Language
- ↳ Decreased learning



Umbrella strategies for Creating Safety



- Be predictable through routines
 - Greetings
 - Procedures
 - Responses
- Be your authentic self: Smile!
- Nurture:
 - Clearly state: "It is my job to keep you safe"
 - Clearly ask: "How will you know you are safe in my class?"



Behavioral Signs of Anxiety at School




- Avoidance of particular settings or engaging in activities with unfamiliar people
- Extreme sensitivity and fear of criticism
- Avoidance of being the center of attention
- Fear of doing things if people are present and may be watching

❖ Often described as completely different people or unrecognizable in different settings



Behavioral Signs of Anxiety at School

- Often appears preoccupied
- Frequent questions about things that may go wrong.
- Facial expressions and posture reflects chronic apprehension or edginess
- Often appears tired; complains of trouble sleeping
- It is an ordeal to get through the day



Effects of Anxiety on the body and brain

= Hard to learn

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Academic Signs of Anxiety

- Perfectionistic
- Chronic boredom; sulking
- Concentration
- Initiation
- Motivational deficits
- Processing speed
- Working memory
- Planning
- Fear of having work evaluated
- Avoidance of social and learning experiences
- Limited participation

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Primary approach for Anxiety related symptoms – Reduce stressors

Students excessive fear and anxiety put them into fight/flight/freeze when experiencing discomfort/stressors

Intervention Focus:

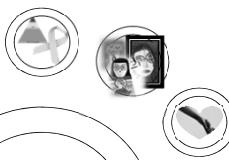


- Increase coping skills
- Remove or reduce environmental barriers when behaviors arise rather than strict behavioral follow-through
 - Avoid consequences or punishments for behaviors
 - Teach appropriate responses

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Classroom Supports and Strategies

- Creating the environment
- Providing accommodations
- Using curriculum to teach SEL

Agenda

Safe & Supportive Learning Environments

➔ Create Caring Relationships
Implement strategies to reduce stress

Make the classroom safe by creating a culture of respect, trust and support

Promote a calm classroom and help students attend

CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS



Safe & Supportive Learning Environments

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CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS



Safe and Supportive Matters...

Research has indicated that quality of relationships at school are one of the strongest predictors of student academic achievement and teacher career satisfaction



There are direct correlations to when students feel unsafe at school and their having fewer cognitive resources available for academics

Schools are perceived as safe by students when the environment is rich in positive, supportive relationships and there is interesting and rigorous learning opportunities.

c.f. Wolf, 2009 Hong & Eamon, 2011
Hattie, 2009; Grayson & Alvarez, 2008



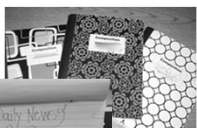
Creatively and individually greet students each and every morning

- Connect with each child
- Consider asking several different questions to learn about their lives
 - i.e., include questions about family, friends, and extracurricular activities
- Meet each child where they are at
 - Simplified language/responses based on need
 - Get a heads up about where the student is starting the day



Start the Day Positive

Create an opening activity that is consistent where all students can be successful



- Free journal writing
- Quick review
- Funny greeting/song/game
- Yoga or relaxation



Make student interest and preferences important

- Student interest surveys
- Reinforcement inventories
- Parents/student completed interest profiles
- Class presentations on favorites or strengths

Likes and dislikes in the classroom

Review accommodations



A screenshot of a survey form. At the top, it says 'Name _____'. Below that are nine questions, each with a star icon and two triangles for rating. The questions are:

- Do you like to learn new things at school?
- Do you like to play with other kids?
- Do you like to use the computer?
- Do you like to read stories?
- Do you like to brush your teeth every day?
- Do you like to do your chores?
- Did you like answering these questions?
- Are you a boy or a girl?

 At the bottom right, there are radio buttons for '1. BOY' and '2. GIRL'.



Creating Caring Relationships

Get to know and share about student culture



Emphasize the Individual

A Look At:
Sarah

Personal Info

I am a seventh grader at Marengo Middle School in the Athens Area. I have an older brother and a cat. My hobbies are playing the cello, painting, and reading. I think my favorite thing to do is to be with my friends. My birthday is May 18th and I am 12 years old.

Grade Level - 7
Major - Drama

[Link to Administrative Data](#)



Make it public!

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Safe & Supportive Learning Environments

Create Caring Relationships
<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 10px;">➔</div> <div> <p>Make the classroom safe by creating a culture of respect, trust and support</p> </div> </div>
Implement strategies to reduce stress
Promote a calm classroom and help students attend

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Diagnostic Centers

Implement Class Meeting

- Supports a positive classroom environment
- Provides opportunities to practice specific vocabulary and social emotional skills
- Builds respect and trust with teacher and peers
- School psychologist, clinical staff or administrators can make a positive presence during class meeting

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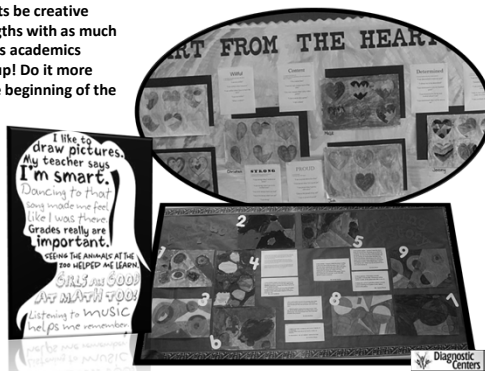
How To: Class Meeting

- Choose a positive name for your class meeting as a class
- Set specific times during each day for class meeting-which remain consistent
- Hold class meeting in a space different from academic learning areas if possible
- Set clear expectations for the class meeting:
 - Give specific language to use (target skills from SEL lessons)
 - Focus on positive language – try ending each session with giving compliments
 - Allow opportunities and choice for each child to be heard
 - Develop a structure to deal with conflict resolution
- Monitor the students for those who have a difficulty during this time:
 - Disruptive or angry behavior
 - Shut-down or withdrawn behavior



Identify & Celebrate Student Strengths

- ✓ Be creative
- ✓ Let students be creative
- ✓ Post strengths with as much presence as academics
- ✓ Change it up! Do it more than at the beginning of the year



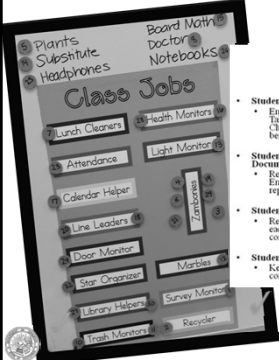
Infuse Positive Outlook into Daily Class Language

- ✓ Compliment Boards
- ✓ Catch students being good!
- ✓ Increase opportunities to practice positive scripts





Create Student Responsibilities

Provide opportunities for high expectations for student responsibility as a student



Our Cooperative Roles


- Student A: The Materials Manager.**
 - Encourages and manages materials.
 - Takes care of materials and equipment.
 - Checks lists and encourages all to do best teamwork.
- Student B: Official Reporter and Documenter.**
 - Records and reports. Keeps notes.
 - Encourages all to speak and makes reports when called for.
- Student C: Coach.**
 - Ready activity instructions. Checks that each task is done and that all are contributing.
- Student D: Timekeeper**
 - Keeps time. Makes sure tasks are completed in a timely matter.

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Create Student Responsibilities

Provide opportunities for high expectations for student responsibility as a citizen



PERSONAL RESPONSIBILITY	COMMUNAL RESPONSIBILITY
<ul style="list-style-type: none"> Ensuring I do the right thing. Controlling your temper. Help students having trouble Making sure nobody is picked on. Students and teachers have the right to learn in a safe and comfortable classroom. 	<ul style="list-style-type: none"> Encouraging others to do the right thing. Encouraging members of the class not to lose their temper at each other. Ensuring classmates help their peers who are having trouble. Encouraging others not to bully "no bullying policy". Encouraging students to listen and trying to stop classmates from distracting each other.

Diagnostic Centers

Safe & Supportive Learning Environments

Create Caring Relationships

Make the classroom safe by creating a culture of respect, trust and support

➔ Implement strategies to reduce stress



Promote a calm classroom and help students attend



Diagnostic Centers



Reducing Stress for All

- Create a learning environment where mistakes are viewed as part of the learning process
- Provide predictable routines and schedules
- Provide advance warning for changes in the routine
- Embed simple relaxation activities








Creating Safety in Making Mistakes

- Teach language for students to use when they 'don't know'
- Take the time to *teach* not *tell*
- Take notice of how students respond best to correction
 - 'teachable moment' vs. 1:1 instruction
- If they didn't get it...RETEACH!!!


Classroom Routines and Schedules

 Teacher Does	2 min writing 5 min model
 Team Does	5 min
 You Do	10 min
 Check back	5 min
2 min	


Supports consistency and follow-through of expectations

Voice Levels

- 0 **Silence is Golden** - Absolute Silence - No one is talking
- 1 **Spy Talk** - Whispering, only 1 person can hear you
- 2 **Low Flow** - Small group work, only the group can hear you
- 3 **Formal Normal** - Normal conversation voice
- 4 **Loud Crowd** - Presenting voice, Everyone can hear you
- 5 **Out of Control** - Playground voice, never used inside



Reduces time and energy students spend concerned with what they have to do



Daily Schedule Posted

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	PHYSICAL EDUCATION	PHYSICAL EDUCATION	LIBRARY	PHYSICAL EDUCATION	LIBRARY
8:15	MATH	MATH	MATH	MATH	MATH
8:30	RECESS	RECESS	RECESS	RECESS	RECESS
8:45	LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS
9:00	SOCIAL SKILLS GROUP	SOCIAL SKILLS GROUP	HEALTH/SCIENCE	SOCIAL SKILLS	ART
9:15	HONORS ROOM WITH STAFF	HONORS ROOM WITH STAFF	HONORS ROOM WITH STAFF	HONORS ROOM WITH STAFF	HONORS ROOM WITH STAFF
9:30	RECESS/PERIOD	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS
9:45	WHY TRY?	WHY TRY?	TRUN/CIRCLE	TRUN/CIRCLE	ENRICHMENT
10:00	WHY TRY?	SOCIAL SCIENCE HISTORY GEOGRAPHY	HEALTH/SCIENCE	ENRICHMENT	ENRICHMENT
10:15	DEBRIEF DBRS PERCAT 5	DEBRIEF DBRS PERCAT 5	DEBRIEF DBRS PERCAT 5	DEBRIEF DBRS PERCAT 5	DEBRIEF DBRS PERCAT 5

Take note of social emotional learning and reinforcement

Explicitly teach and post procedures for everything!

When students know what is expected of them they have less stress about doing this incorrectly!

After Lunch Procedure

- Walk quietly back to the classroom
- Place your lunchbox on the shelf
- Quietly find a seat
- Be prepared for the math lesson with a sharpened pencil.

<h4>Classroom Signals</h4> <ul style="list-style-type: none"> -10" for water -10" for restroom -10" for break 	<h4>Questions and Answers</h4> <ul style="list-style-type: none"> • Raise your hand when you want to ask a question • Think time • When someone is called on, put your hand down and listen to what is said
<h4>Restroom Procedures</h4> <ul style="list-style-type: none"> • Use the restroom before 8:55AM • Use hand signals to ask during class • Wash your hands with soap • Clean the restroom clean • Quietly and quickly return to your seat and continue working 	<h4>Water Procedures</h4> <ul style="list-style-type: none"> • Drink water in the morning before 8:55AM • Stop hand signals to ask during class • Walk quietly to the water fountain • Use a cup or a straw to line • Drink in a count of 5 seconds • Quietly and quickly return to your seat and continue working
<h4>Pencils</h4> <ul style="list-style-type: none"> • Sharpen pencils in the evening (10:00) before 8:55AM • If your pencil breaks, check with your seat for another pencil • Check a pencil • Use a pencil with both hands for 100 	<h4>Paper</h4> <ul style="list-style-type: none"> • Handbook (hard) paper is to be back binder • You may get paper as you need it. If it is during class you need to ask permission • On every assignment, use binding • Handwritten

Relaxation Strategies

- Explicitly teach to the class
 - o Model and practice
- Implement as part of the class routine at specific times of the day
 - o Following recess
 - o Unstructured times
 - o Conflicts
 - o Before stressful activities, such as tests or writing
- Encourage and praise students for using strategies on their own

Cool Down Strategies

It is ok to feel mad or frustrated, but you should not hurt or bother other people or yourself.

- * choose a physical activity - **BOUNCE BREAK**
- * breathe deeply
- * count to 10
- * sit and think
- * drink some water
- * think of a happy place
- * smile anyway
- * talk to someone
- * quiet spot/cool down box
- * write about it
- * draw a picture

Safe & Supportive Learning Environments

Create Caring Relationships
Make the classroom safe by creating a culture of respect, trust and support
Implement strategies to reduce stress
➔ Promote a calm classroom and help students attend

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Promote Ability to Attend

- ✓ Provide structure and consistency
 - Rules
 - Procedures
 - Class agenda
- ✓ Establish procedures for moving from one activity to the next
- ✓ Provide advance warning of changes

All mental health symptoms can affect students ability to attend

Change!

Allow all students equal opportunity to participate

Promoting a Positive Outlook

- Encourage class-wide coping skills and problem-solving
- Address important topics such as: ways to address peer pressure, building friendships, feeling sad, exercise, sleep, hygiene
- Model optimism, positive language, attitude and language
- Create student responsibilities
- Build on student strengths
- Create a calming or relaxing space in the classroom
- Provide strategies for 'chunking' large assignments preparing for tests

Mindfulness Benefits




- Better focus and concentration
- Increased sense of calm
- Decreased stress & anxiety
- Enhanced health
- Improved impulse control
- Increased self-awareness
- Skillful responses to difficult emotions
- Increased empathy and understanding of others
- Development of natural conflict resolution skills



How it Works



Without Mindfulness: Stimulus → Reaction

With Mindfulness: Stimulus → Mindfulness → Response

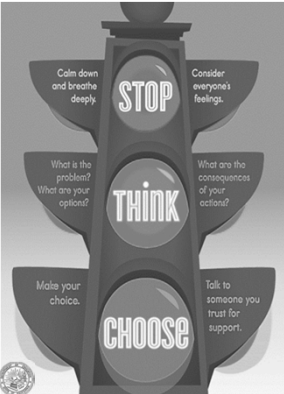


MindUP™ : <http://thehawnfoundation.org/mindup/>

Mindful Schools www.mindfulschools.org





Encourage Students to Use Coping Skills



- STOP**
Calm down and breathe deeply. Consider everyone's feelings.
- THINK**
What is the problem? What are your options? What are the consequences of your actions?
- CHOOSE**
Make your choice. Talk to someone you trust for support.

- Praise identification of emotions
- Suggest specific strategies to address emotions
- Acknowledge student struggles and effort
- Allow student breaks
- Encourage calming skill





Actively Engage the use of Coping And Calming Strategies

Practice coping and calming strategies when students DON'T need to use them

Create a culture where feeling stressed, overwhelmed and upset about academics, learning or social interactions is accepted ----


And teach what to do about it

Actively Engage the use of Coping And Calming Strategies


Avoid consequences for the need or use of coping strategies...

If they are not appropriate then **TEACH** something more appropriate





Label what you see and describe what to do

"I can see that you are frustrated and having a hard time staying in your desk. Class, lets stop and take some deep breathes together."



More Attention Strategies

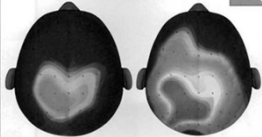
Provide instructions that are easy to follow

Learn by doing

Opportunities to exercise


LOOK! EXERCISE REVS YOUR HEAD

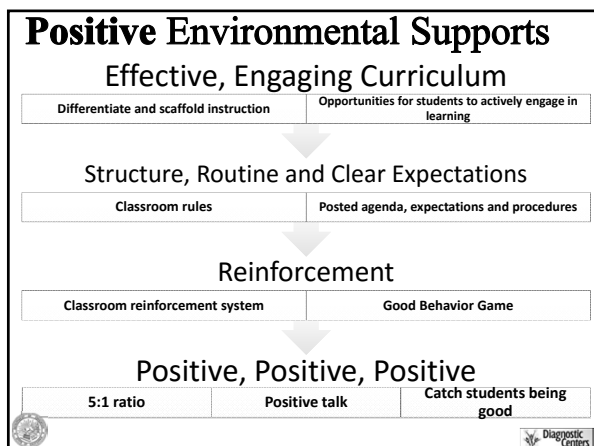


The brain at rest
An EEG image of neuroelectrical brain activity after 20 minutes of sitting. The blue area suggests a dip in neural resources devoted to focus.

And after a walk
The same brain shows more red after 20 minutes of hoofing it, indicating heightened attention and faster information processing.

Source: The University of Illinois in Urbana-Champaign





Engaging Curriculum

When students are engaged and interested they experience higher rates of comprehension and retention
And FEEL MORE POSITIVE about school

Bottom line – LESS WORKSHEETS....less emphasis on rote learning

Engaging Curriculum

More interaction and more doing
More experiencing the curriculum



Aligned to foundations of the
COMMON CORE STATE STANDARDS CALIFORNIA

How To...

- Use student's areas of interest
- Let students make choices
- Include multi-media and multiple means of experiencing content
- Hands-on, seeing, touching
- Take learning outside of the classroom
- Connect learning to student's personal experiences

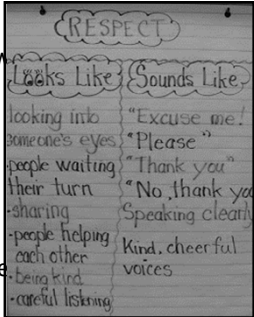


The Foundation: Classroom Rules

- Choose 3-5
- State rules **positively** – tell the students what you **want** them to do
- Post the rules prominently in the classroom environment (and school!)
- Explicitly teach what **is** and **is not** following the rules
- “Catch” students following-the rules
- When rules are not being followed-redirect with what students **should do**







Teach What the Rules Mean

- Positive rules support students feeling of safety because they **explicitly** know what they are supposed to do
- Publicly identify kids who are following the rules
- Put less emphasis on kids who are not following the rules....they will jump on the ‘positive bandwagon’ if it more fun and exciting!







Miss Agema's Classroom Rules


Be Safe	<ul style="list-style-type: none"> *Use inside voices *Walk in the room *Throw garbage away *Sit nicely in chairs *Push your chairs in *Tell the teacher if you need to leave the room 	
Be Respectful	<ul style="list-style-type: none"> *Use kind words *Listen to others *Keep hands, feet, and materials to yourself *Raise your hand *Follow directions 	
Be Responsible	<ul style="list-style-type: none"> *Take care of all classroom materials *Always do your best work 	

Explicitly Posted

Positive Across All Environments

PLAYGROUND BEHAVIOR EXPECTATIONS

Responsible	Walk 	Run in lanes and on field 
Organized	Clean up trash 	Follow game and activity rules 
Always Respectful	Hands and feet to yourself 	Use Kind Words 



take turns
don't talk when someone talks
push in your chair
RESPONSIBLE
When we do things by ourselves
Clean up
Follow the rules
use nice words
don't step on plants
vision

Include Students in the creation of the rules which increases their ownership of them

Rules
Be Safe
Be Respectful
Be Responsible
Be Treasurable

Be
Participate
Only use English words in class
No outside food (NO) in class
Treat others the way you would want to be treated

Respectful

Diagnostic Centers

Reinforcement

Students with mental health needs benefit exponentially from positive attention called to what they are doing right

WE RESPECT OUR OTHER BEST TEAM
WE DON'T GIVE UP
WE LEARN FROM MISTAKES
WE COMMUNICATE
WE CELEBRATE EACH OTHER'S SUCCESS
WE CREATE
WE ACHIEVE
WE FOLLOW DIRECTIONS

Especially when they struggle with:
Self regulation
Emotional reactions
Sadness and insecurity
Anger and worry
Learning difficulties

Provide as much positive as they need to counteract the negative emotions

Diagnostic Centers

Reinforce ALL students many times a day

I CAUGHT YOU
DOING SOMETHING GOOD
SOMETHING GOOD DOING

MUSIC
Super Swaps
Teacher's Best
Stamps
Fluffy Friends
Super Swaps
Teacher's Best
Stamps
Fluffy Friends
Super Swaps
Teacher's Best
Stamps
Fluffy Friends

Diagnostic Centers

Positive Reinforcement

it can move mountains

Use the 5:1 Ratio

Presenting redirection so students can hear it

You can... instead of You loose

INDEPENDENT WORK RUBRIC


College Ready! 4	I AM FOCUSED AND THINKING ABOUT MY WORK THE ENTIRE TIME.
Almost College Ready! 3	I AM FOCUSED ON MY WORK THE MOST OF THE TIME. I AM THINKING ABOUT MY WORK ALMOST THE ENTIRE TIME.
Approaching College Ready 2	I AM FOCUSED ON MY WORK MOST OF THE TIME. I CAN DO BETTER NEXT TIME.
Struggling to be College Ready 1	I AM FOCUSED ON MY WORK ONLY PART OF THE TIME. I NEED TO THINK ABOUT WHY IT IS IMPORTANT TO FOCUS ON MY WORK.

Struggling... but still trying

Social Emotional Learning



Agenda

- What is it?
- Evidence Based Practices & Curriculum
- Be Creative!
- Addressing the Common Core






Students need *explicit instruction* in how to be socially and emotionally WELL

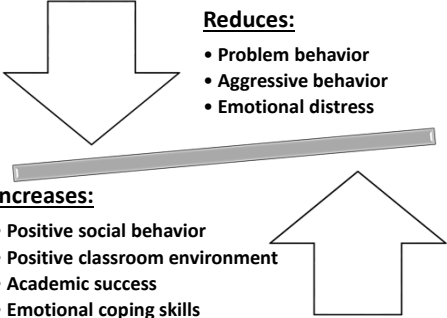
Learn how to learn before learning as a learner



Social and Emotional Learning - 5 Core Components



Why Implement SEL within the Classroom and School?





Reduces:

- Problem behavior
- Aggressive behavior
- Emotional distress

Increases:


- Positive social behavior
- Positive classroom environment
- Academic success
- Emotional coping skills




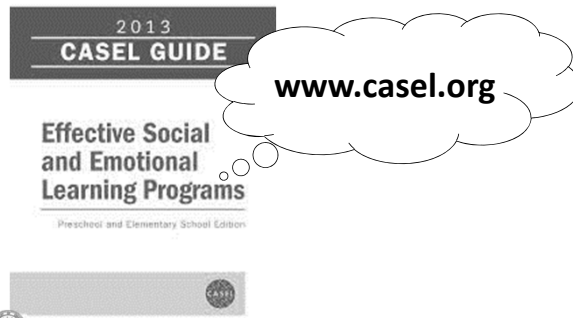


How to Effectively Implement Social Emotional Learning

- Use evidence-based SEL curriculum
- Work collaboratively as a team within the classroom
- Teach skills systematically and explicitly
- Make SEL a regular part of the curriculum
- Make lessons engaging and multi-model
- Create visuals to support skills that are posted in the learning environment
- Include families whenever possible



How to Choose SEL Curriculum?



English Language Arts and SEL



Describe characters in a story (e.g., their motivations, traits, or feelings) and explain how their actions contribute to the sequence of events

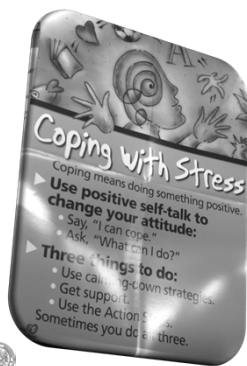


Social-Awareness & Self-Awareness

- Label and recognize own and others' emotions
- Analyze emotions and how they affect others
- Evaluate others' emotional reactions
- Reflect on how current choices affect future



Speaking, Listening and SEL



English Language Arts and SEL



• Students can practice reading using books with SEL content

• Use emotions for vocabulary development

Levels of Emotion

Physical Sensation				
Generative	Fight or Flight	Play	Hunger	
+3 Ecstatic	Raging	Vigilant	Admiring	+3
+2 Joyful	Angry	Anticipation	Trusting	+2
+1 Serene	Annoyed	Interested	Accepting	+1

0 Center				

-1 Pensive	Apprehensive	Distracted	Bored	+1
-2 Sad	Fearful	Surprised	Disgusted	+2
-3 Grieving	Terrified	Amazed	Loathing	+3



English Language Arts and SEL

COMMON
CORE
State Standards

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

Relationship Skills

- Exhibit cooperative learning
- Work towards group goals
- Cultivate relationships with those who can be resources when help is needed
- Provide help to those who need it
- Demonstrate leaderships skills: being assertive and persuasive
- Prevent interpersonal conflict
- Resolve conflict when it occurs

English Language Arts and SEL

Identify Your School Triggers Page 1 of 4

Name: _____ Date: _____

Directions: Read each item and answer honestly. Take your time as you complete this. Ask for help if you don't understand a question.

Rate each item from 1-5:

1 = Never happens to me at all
 2 = Happens only a few times
 3 = Happens a few times often
 4 = Happens often
 5 = I'm going to be honest!

1	2	3	4	5
A teacher gives me feedback / constructive criticism.				
Someone is bullying / teasing / picking on me when I am working.				
A teacher tells me to stop or to leave.				
When I don't understand what someone is saying to me.				
When I disagree with someone.				
When a classroom rule is broken.				
Disruption.				
When a teacher tells me to do something.				
Group work with peers / classmates.				
When someone makes suggestions on how to do something.				

Let's calm our feelings down.
 Hey human being, yes you, the one who is playing this game and controlling the avatar! Breathe with us!

Learn Social & Emotional Skills!

**IF...
 By If You Can**

Open iTunes to buy and download apps.

Provide reading comprehension tasks about SEL topics



Writing and SEL

- Use journals!
- Double entry journal: one side is emotions of characters, the other is emotions of themselves
- Daily SEL write in the morning


Practice grammar, capitalization, punctuation and spelling by using SEL statements for daily correction

Writing and SEL


Use comic strips to evaluate telling a narrative, sequencing and use of dialogue

<http://bitstrips.com/>
<http://www.readwritethink.org>





Math and SEL




Students make sense of problems and persevere in solving them

Self-Management

- self-efficacy
- work towards a goal
- attention control
- manage personal stress
- Regulate emotions: impulses, aggression
- seek help when needed
- positive motivation, hope, and optimism
- display determination and perseverance



Math and SEL



Constructing viable arguments, justify conclusions, communicate to others and respond to arguments of others

Social-Awareness & Relationship Skills

- Listen accurately and carefully
- Understand others point of view
- Identify social cues to determine how others feel
- Predict others' feeling and reactions
- Manage and express emotions in relationships
- Respect diverse viewpoints

Engaging Families in SEL

- Create homework assignments that focus on the children using, explaining, and practicing social and emotional skills at home
- Send home a newsletter, email or classroom notes that outline SEL skills or the week
- Create specific notes home that ask parents to report positive ways they saw their student using SEL skills at home or in the community



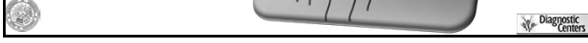
Teaching SEL Creatively



Follow your curriculum **creatively** ... Make it work for your group and you!

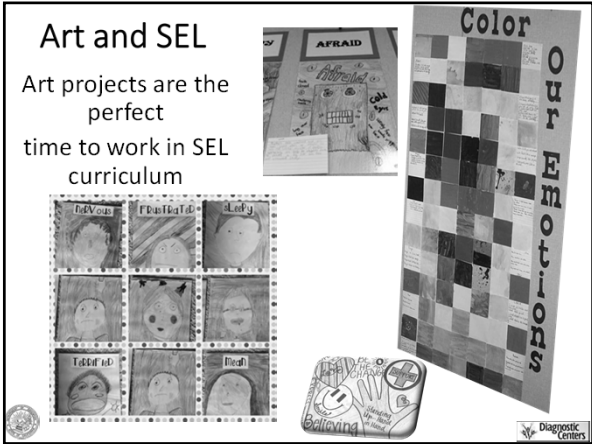


Create Personalized Depictions Of Targeted SEL Skills

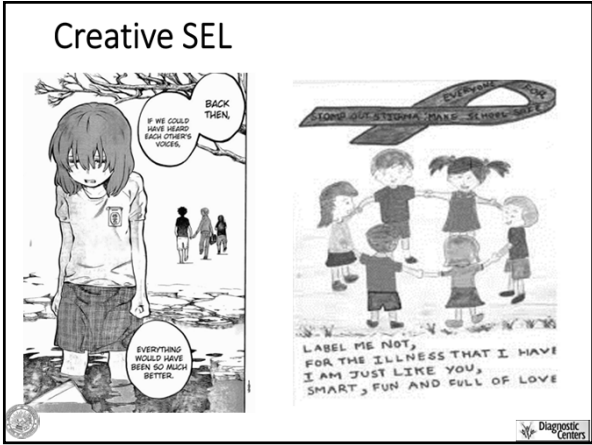


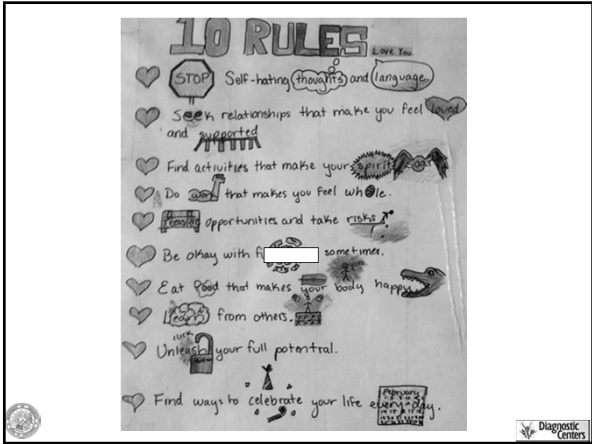
Art and SEL

Art projects are the perfect time to work in SEL curriculum




Creative SEL





Creative SEL Using Reinforcement

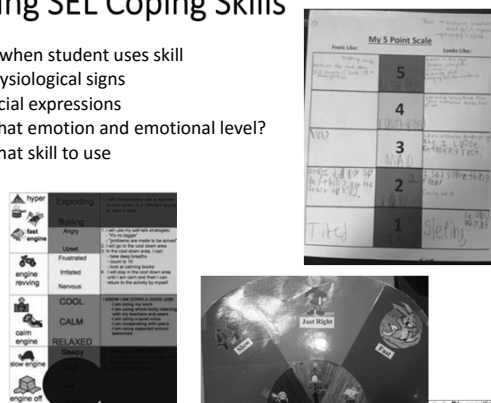
Have students create the reinforcements that will be used when students USE the new skills!



Using SEL Coping Skills

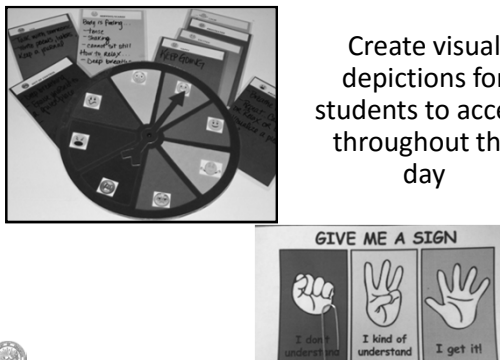
Establish when student uses skill

- o Physiological signs
- o Facial expressions
- o What emotion and emotional level?
- o What skill to use



Using SEL Coping Skills

Create visual depictions for students to access throughout the day



Specific Symptom Based Strategies

Access online Padlet:

<https://padlet.com/tzombres1/mental-healthsupports>



We did it!!!

Contact:

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