

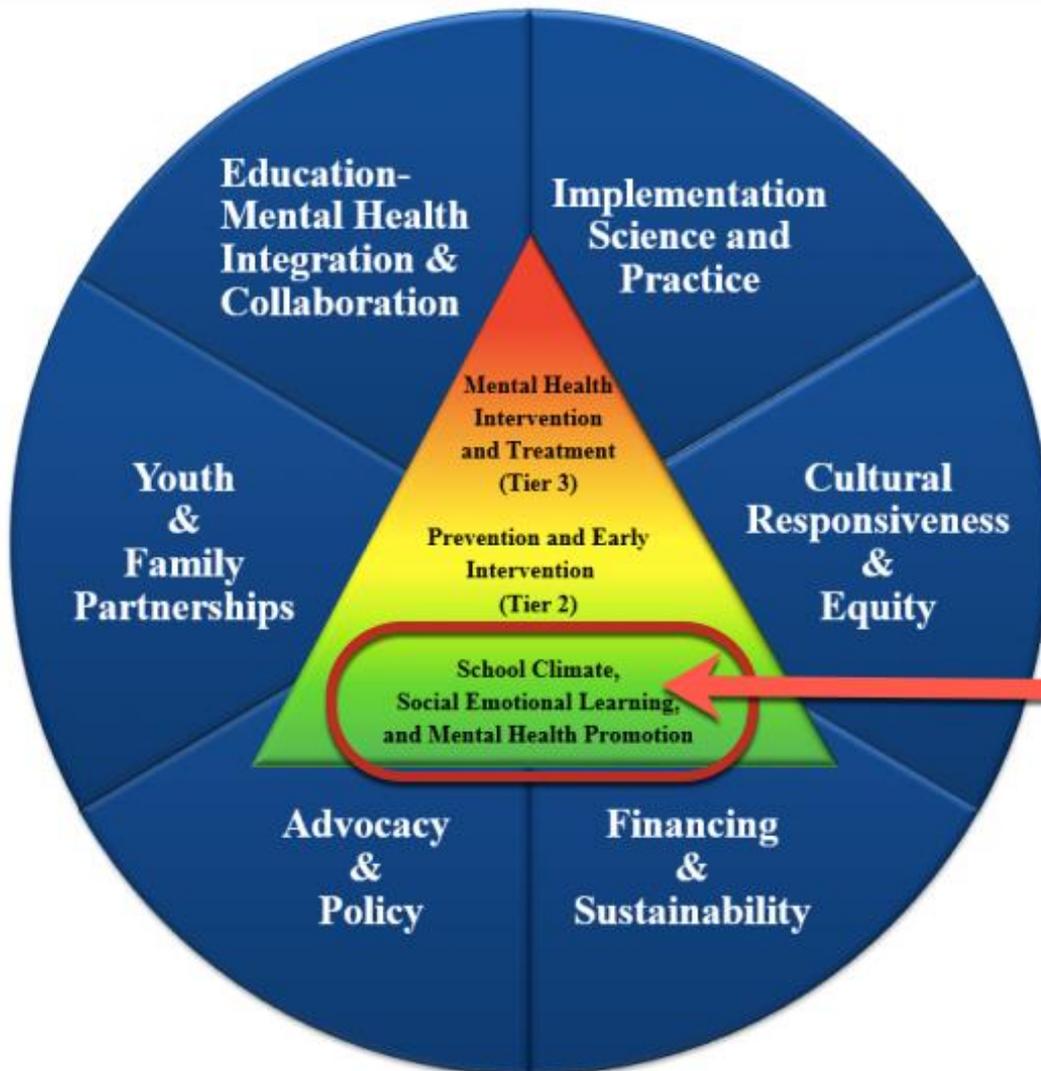
Taking MTSS to Heart: Start With The WHY

Conference Session 5.13

Thurs. Oct 11 3:30-4:30 p.m.

Anne Nunnari & Gregg Iha,

Hawaii Dept. of Education



<https://goo.gl/3N8FgV>

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

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.

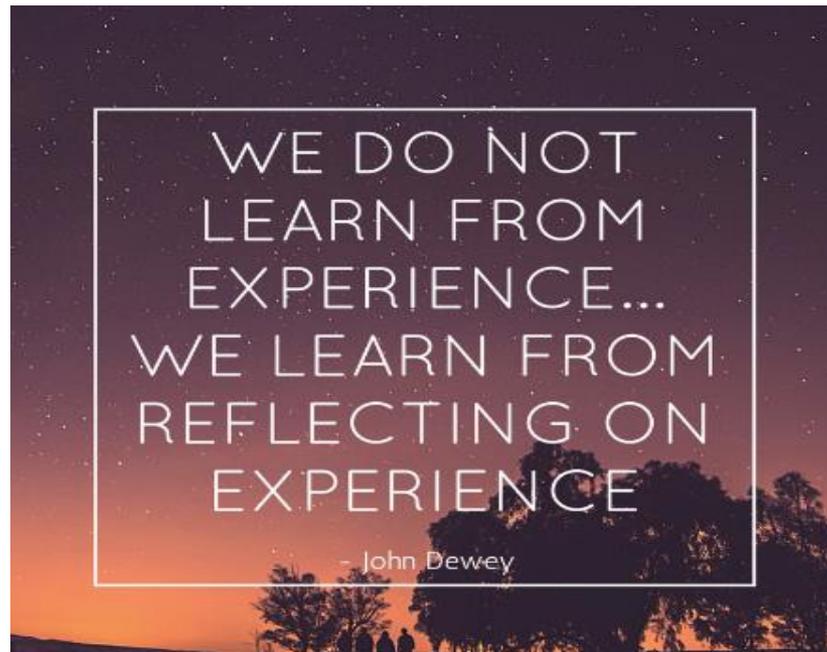
school faculty/staff

“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).



How did schools get so laser-focused on ACADEMICS?



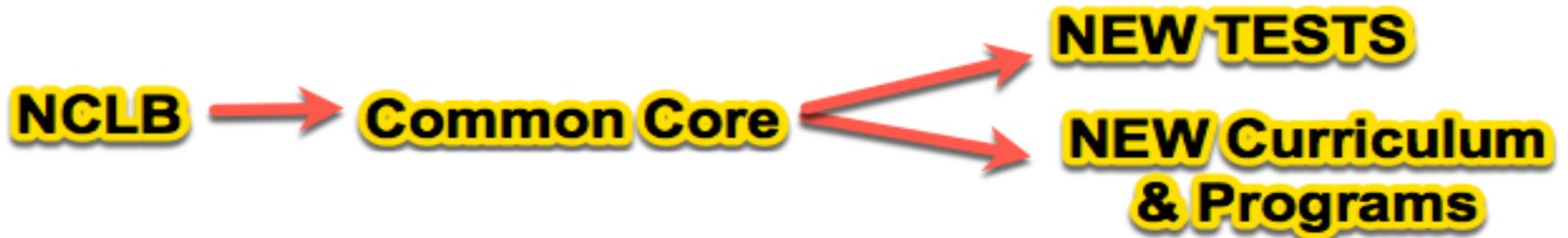
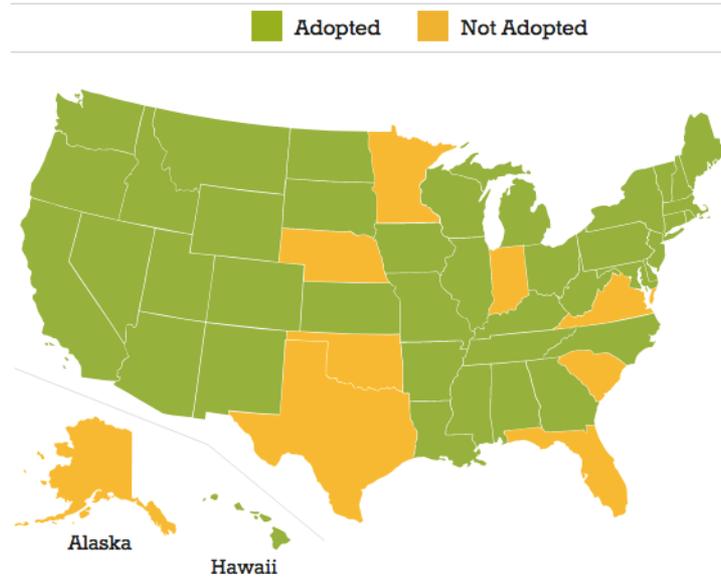
2001-2015 Under the NCLB law, states are required to test students in reading and math in grades 3–8 and once in high school. **All students (100%) are expected to meet or exceed state standards in reading and math by 2014.**

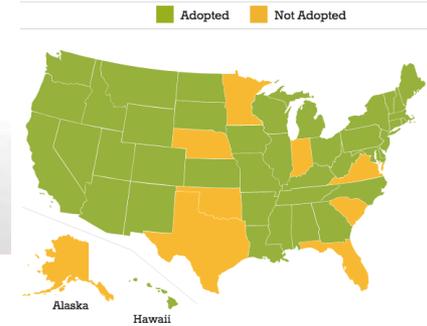


COMMON CORE

STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER





EDUCATION WEEK

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National Testing Landscape Continues to Shift

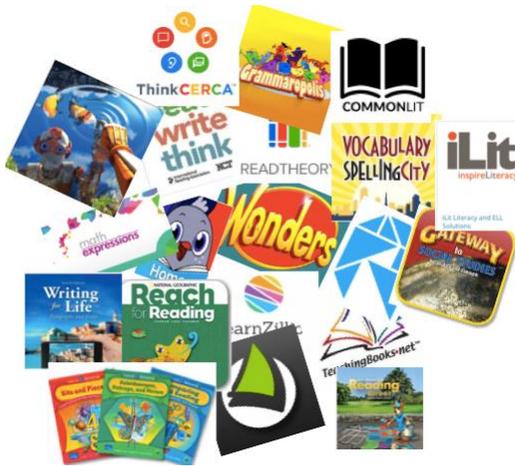
By [Catherine Gewertz](#)

February 15, 2017 | Corrected: February 16, 2017

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.**

Every Student Succeeds Act



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.

WHOLE CHILD

The Whole Child

Ronn Nozoe

ASCD's Whole Child Approach to Education

#ASCDGlobal

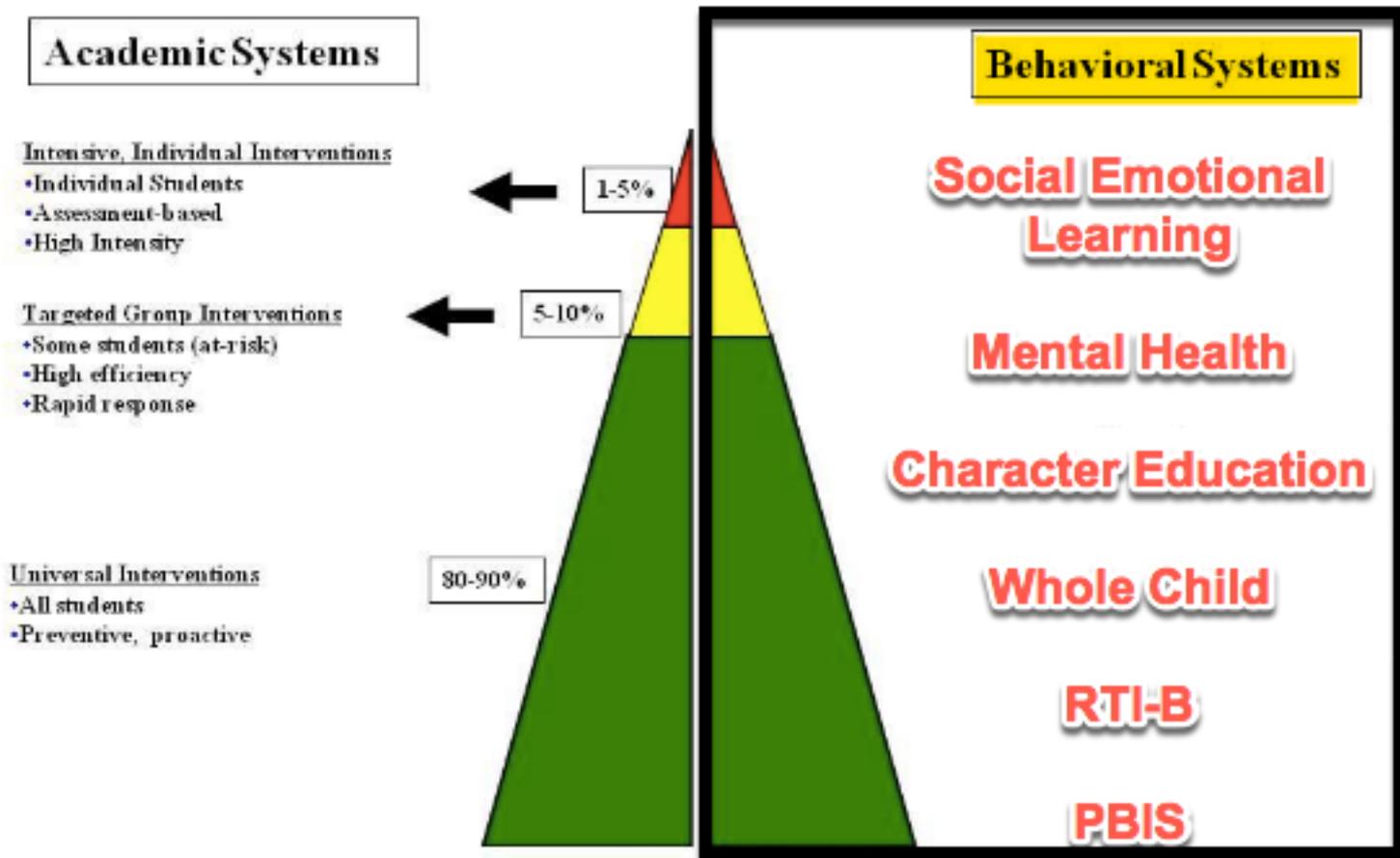
ASCD 2016
GLOBAL INSTITUTE

Ensuring Educational Equity for Each Child

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.



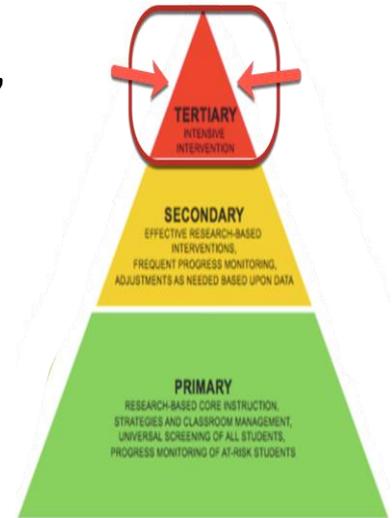
What strategies can we use to get schools to focus on the WHOLE CHILD?

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”

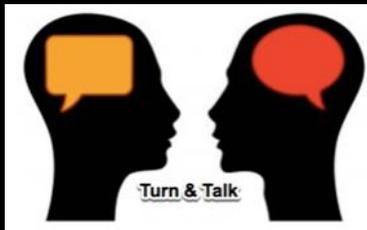
(in no particular order)

- 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 & ?



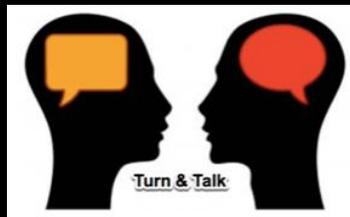
What causes YOU to feel stressed out & ?

Triggers, Antecedents,
Setting Events

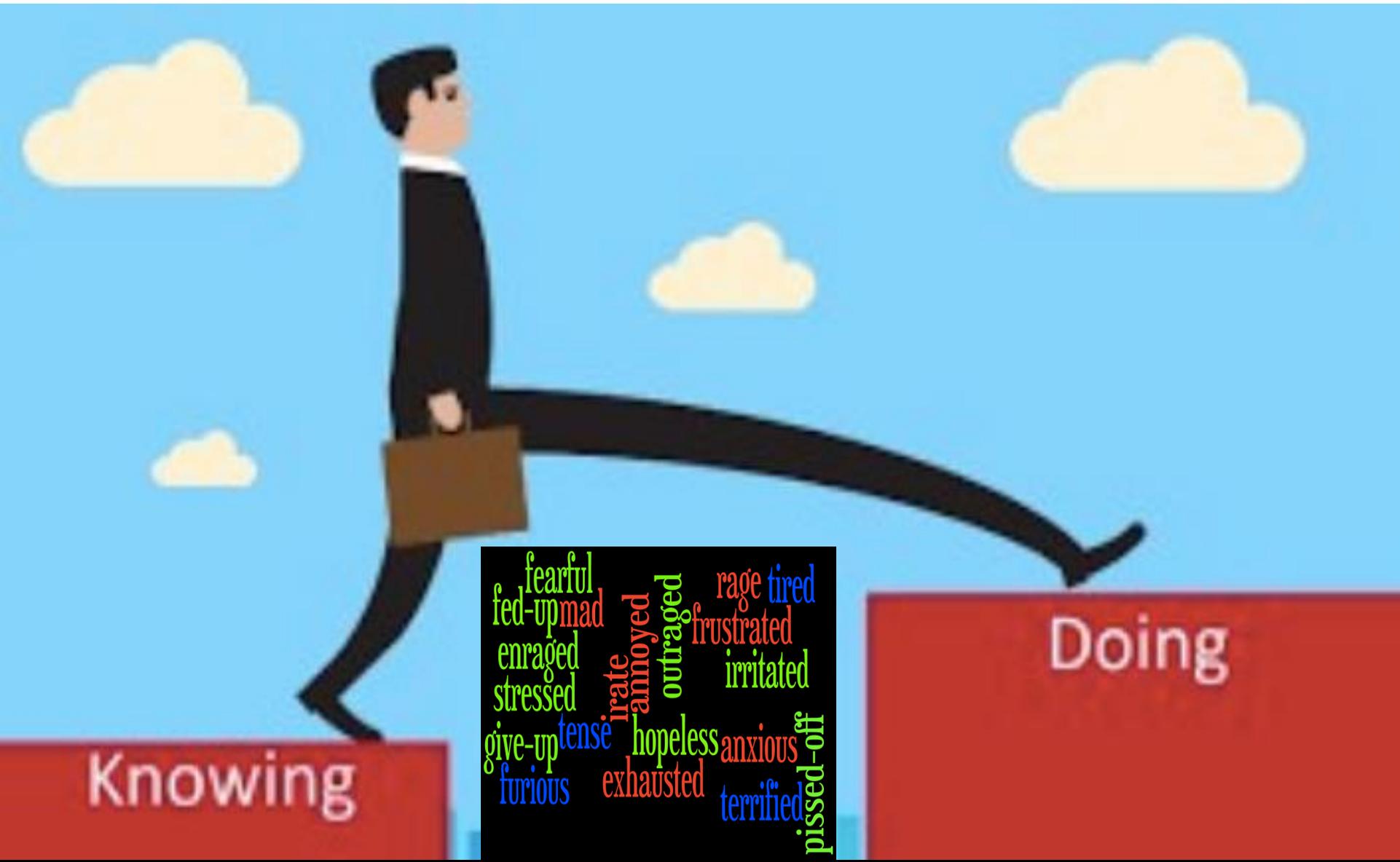
"If you can
name it,
you can
tame it."

Self-Awareness

How well do YOU perform, behave, treat others when you feel stressed?



Our EMOTIONS can get in the way of bridging the KNOWING-DOING GAP

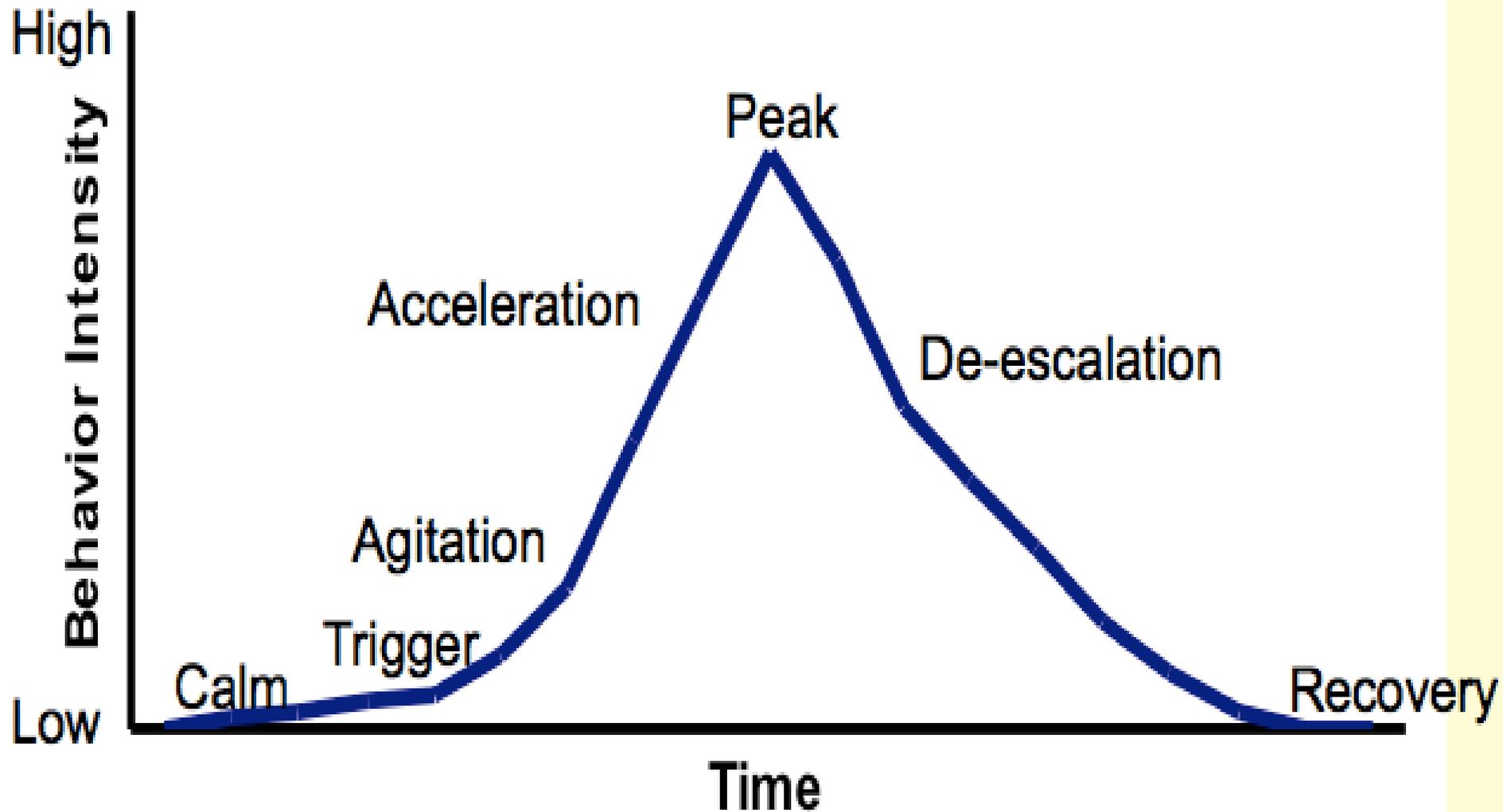


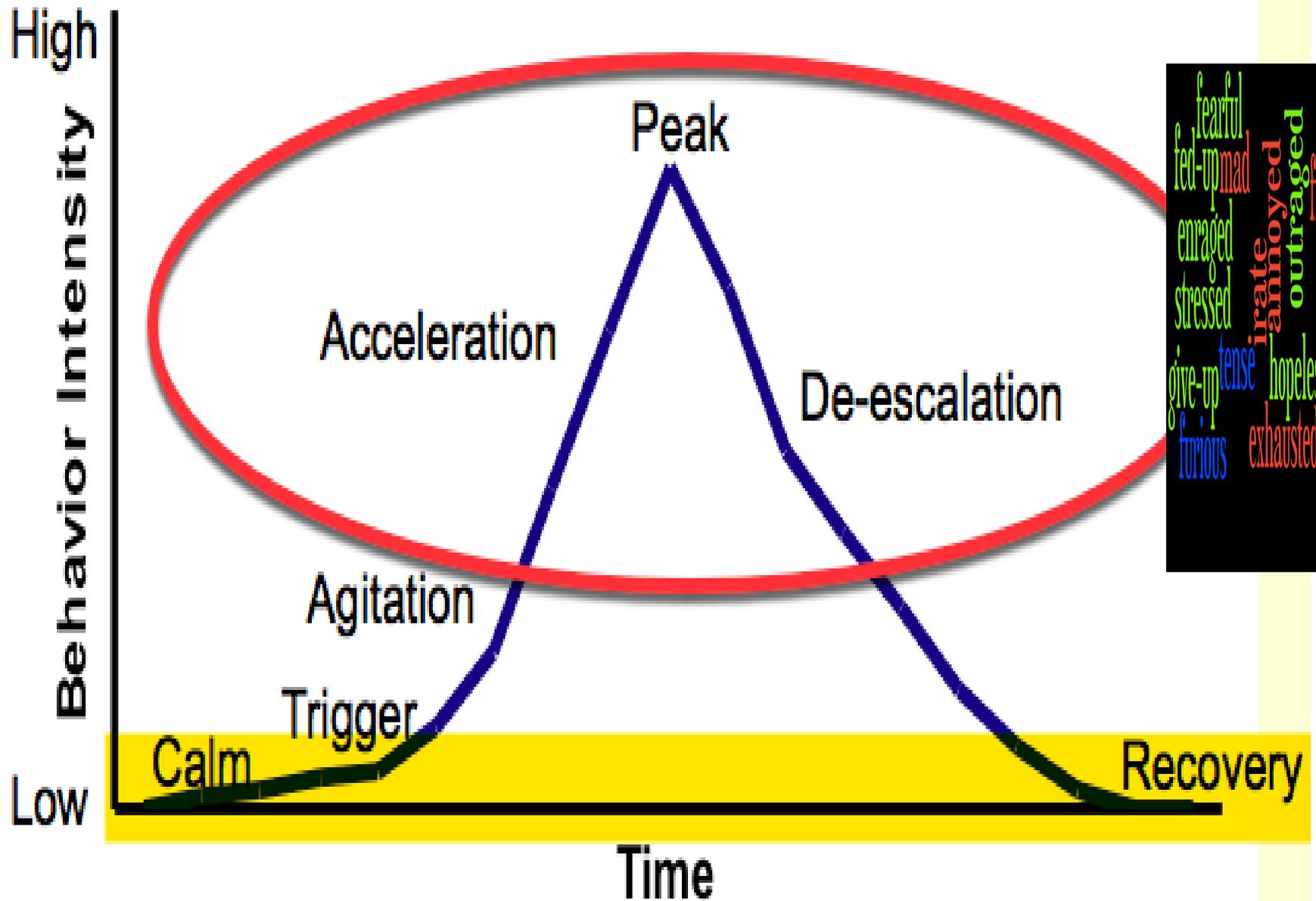
Knowing

fearful
fed-up mad
enraged
stressed
give-up tense
furious
irate
annoyed
outraged
hopeless
exhausted
rage
tired
frustrated
irritated
anxious
terrified
pissed-off

Doing

ESCALATION CURVE





fearful
 fed-up
 enraged
 stressed
 give-up
 furious
 mad
 annoyed
 irate
 tense
 exhausted
 outraged
 hopeless
 exhausted
 rage
 frustrated
 irritated
 anxious
 terrified
 pissed-off
 tired

What's going on in the BRAIN that causes these emotions to impact negatively on behavior and performance?

A word cloud of negative emotions on a black background. The words are arranged in a roughly rectangular shape and include: fearful, fed-up, mad, enraged, stressed, give-up, furious, tense, irate, annoyed, outraged, exhausted, hopeless, frustrated, rage, tired, irritated, anxious, terrified, and pissed-off. The words are in various colors (green, red, blue) and orientations (horizontal, vertical).

fearful
fed-up
mad
enraged
stressed
give-up
furious
tense
irate
annoyed
outraged
exhausted
hopeless
frustrated
rage
tired
irritated
anxious
terrified
pissed-off

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?

Getting to Know and Love Your Brain

There are three big helpers in your brain. One helps you make smart choices. One helps protect you from danger. And one saves your favorite memories and your ABCs. Can you name the three helpers?

Prefrontal Cortex

(ree-FRUN-tuht KOR-tekst)

I'm prefrontal cortex—PFC, for short. I help you solve math problems and get to know your favorite book and TV characters. Give me time to work, and I can help you make friends, or make the best decision in a tough situation.

Amygdala

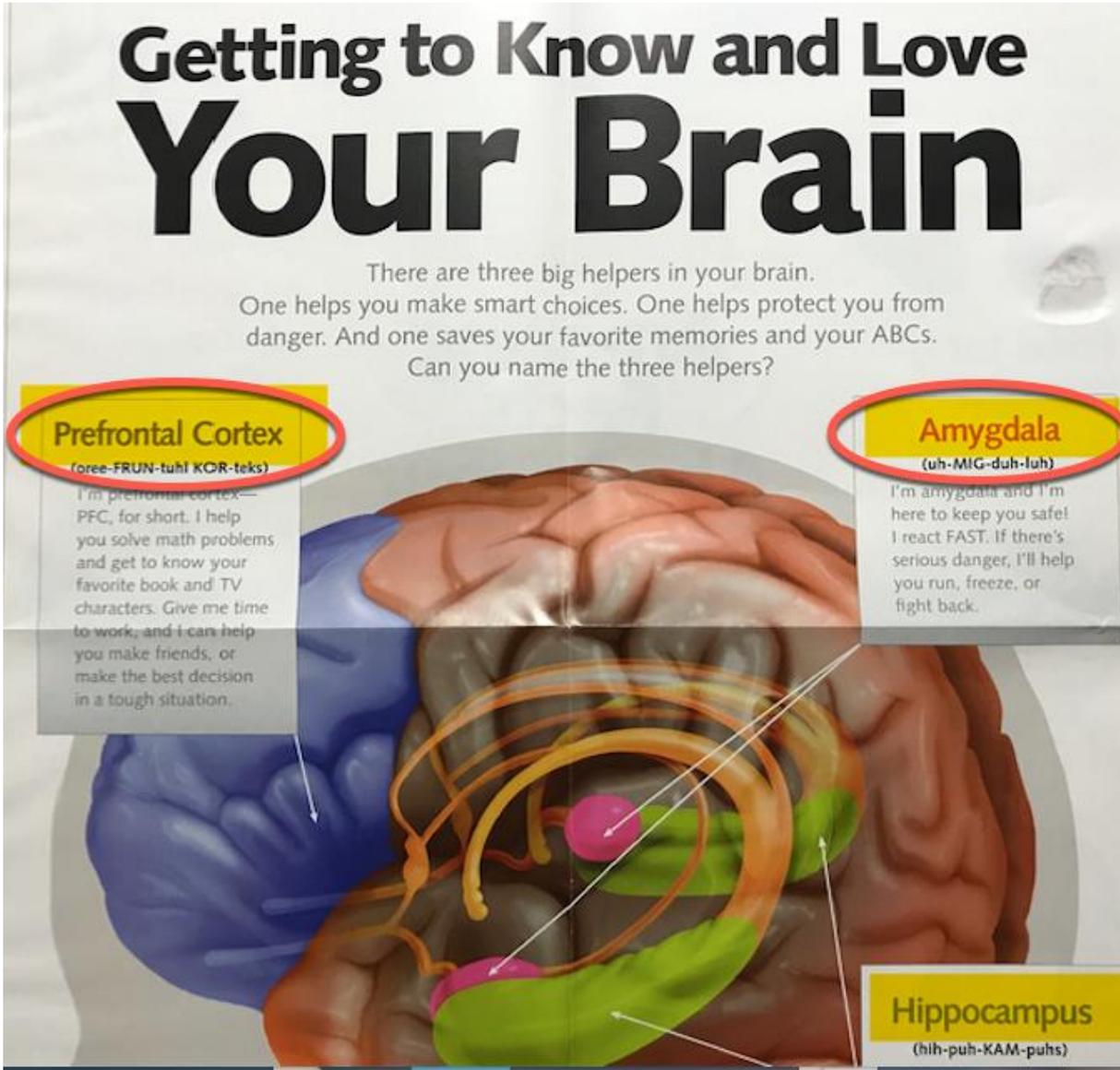
(uh-MIG-duh-luh)

I'm amygdala and I'm here to keep you safe! I react FAST. If there's serious danger, I'll help you run, freeze, or fight back.

Hippocampus

(huh-puh-KAM-puhs)

"If you can explain it, you can tame it."

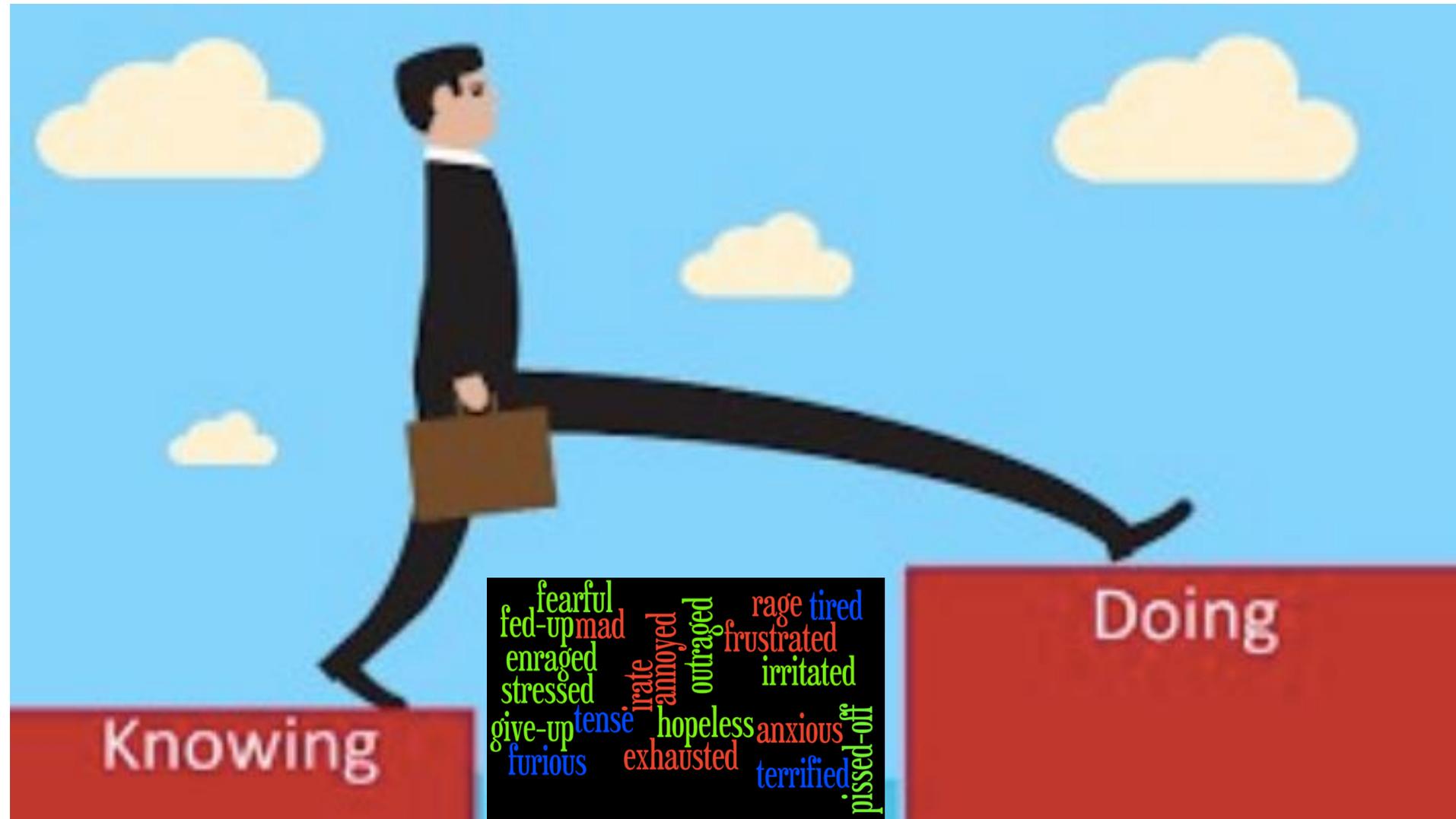


Who/Where/When were you taught what's going on in the brain that causes negative emotions to interfere with behavior, performance, attention, concentration, focus...?

A word cloud of negative emotions on a black background. The words are arranged in a roughly circular pattern and vary in size and color. The colors include shades of green, blue, red, and orange. The words are: fearful, fed-up, mad, enraged, stressed, give-up, tense, furious, irate, annoyed, outraged, exhausted, hopeless, anxious, rage, tired, frustrated, irritated, terrified, and pissed-off.

fearful
fed-up mad
enraged
stressed
give-up tense
furious
irate annoyed outraged
exhausted hopeless
rage tired
frustrated
irritated
terrified
pissed-off

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?

- PBIS
- Character Ed
- Behavioral Expectations

Knowing

**Social
Emotional
Learning
(SEL)**

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

Grit (perseverance)
Growth Mindset
Self Efficacy

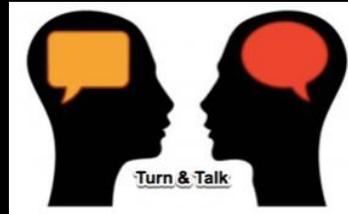
fearful
fed-up
enraged
stressed
give-up
furious
tense
hopeless
anxious
exhausted
terrified
pissed-off
irrate
annoyed
outraged
rage
tired
frustrated
irritated

Doing



Who/Where/When were you taught STRATEGIES to deal with these emotions effectively using brain research?

fearful
fed-up mad
enraged
stressed
give-up tense
furious
irate
annoyed
outraged
hopeless
exhausted
rage
tired
frustrated
irritated
anxious
terrified
pissed-off



“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

Grit (perseverance)
Growth Mindset
Self Efficacy

Effective Organizations

- Consistency
- Continuity
- Coherence
- Clarity
- Collaboration



Without School-Wide Consistency...



Rules

es:

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us w raphe

;

- (J) Fighting;
- (K) Firearms; possession of a firearm;
- (L) Homicide; attempted homicide;
- (M) Illicit drugs; possession of a controlled substance;
- (N) Intoxicating substances;
- (O) Property damage; destruction of property;
- (P) Robbery; attempted robbery;
- (Q) Sexual offenses; sexual harassment;
- (R) Terroristic threats;



ices; or

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

Productive

MAXIMIZE 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 stop or interrupt when someone is speaking.



BUT, WE STILL HAVE TO REMEMBER...

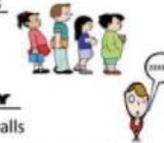
Stay in your seat



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

PECT OTHERS

right, in a line



PROPERTY

pencils off the walls



SELF

between yourself



DIRECTIONS

hear directions



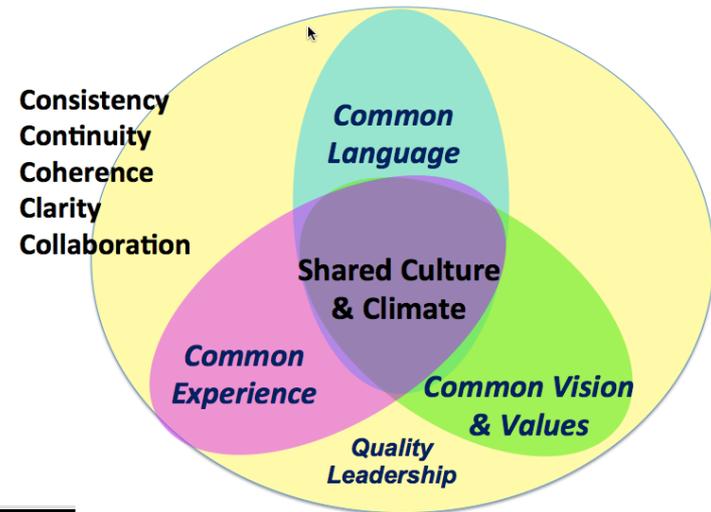
ck points



- 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?

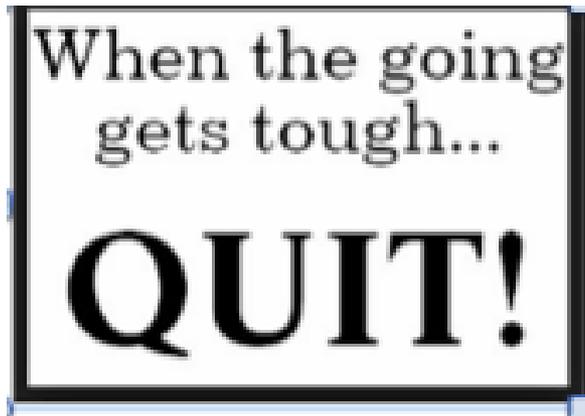
- Once you get upset, how often can you get yourself to relax?
- How possible is it for you to change how easily you give up?
- In the past 30 days, to what extent were you able to disagree with others without starting an argument?
- In the past 30 days, how well did you get along with people who are 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?

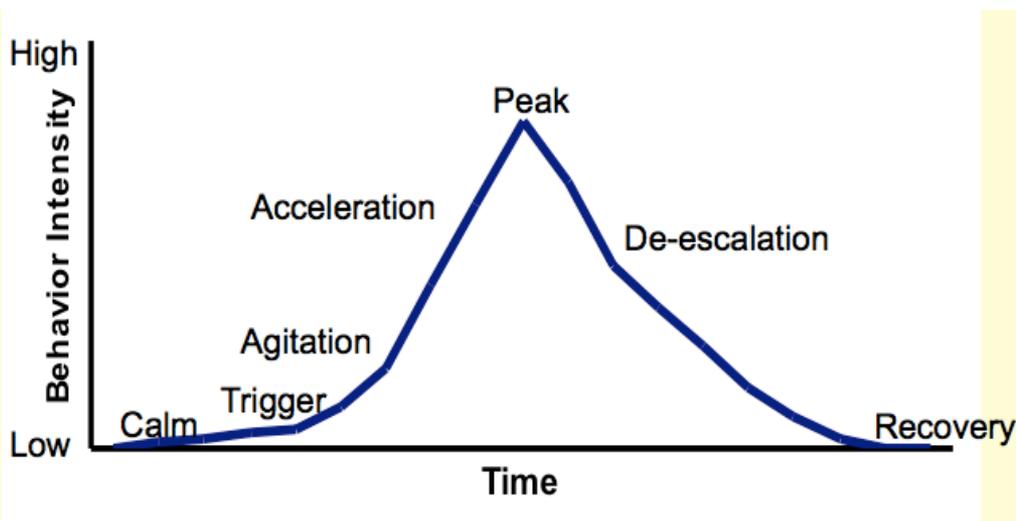


Think about someone who exceeded expectations...

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?

fearful
fed-up mad
enraged
stressed
give-up tense
furious
hopeless
exhausted
irritated
pissed-off
tired
frustrated
anxious
terrified
outraged
annoyed
irate



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

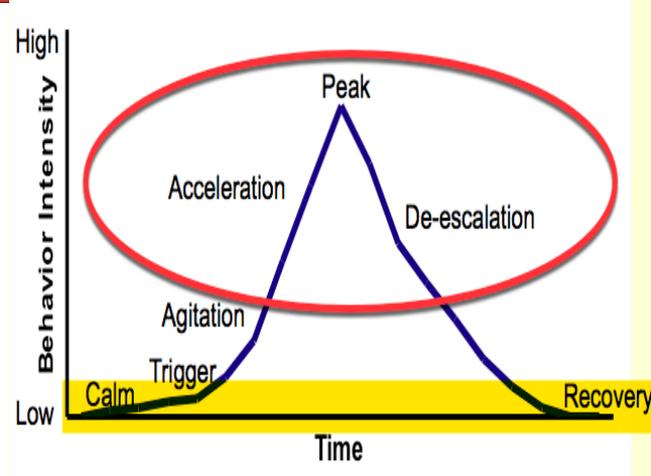
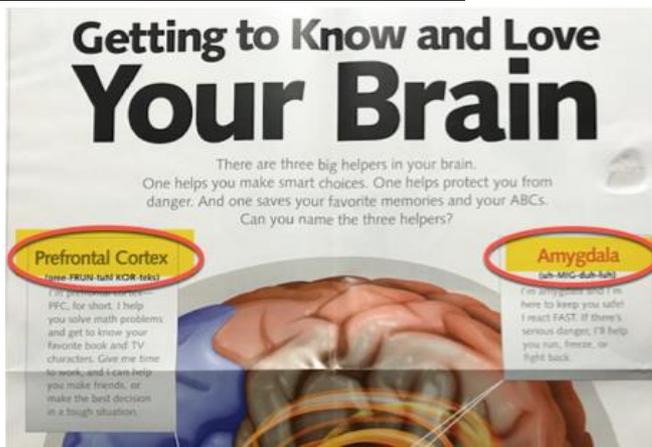
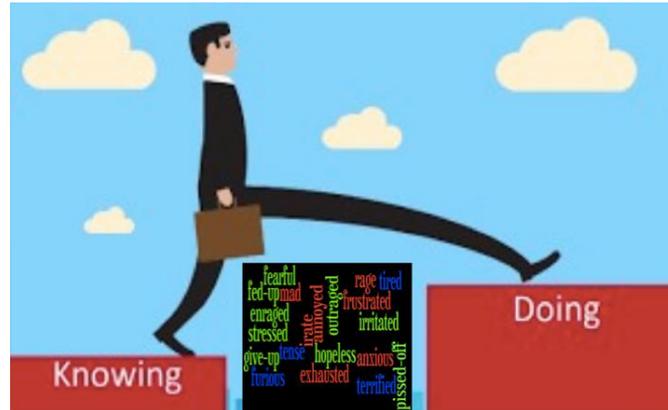
Perseverance

Growth Mindset

Dealing with the “Push Back” from Teachers

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

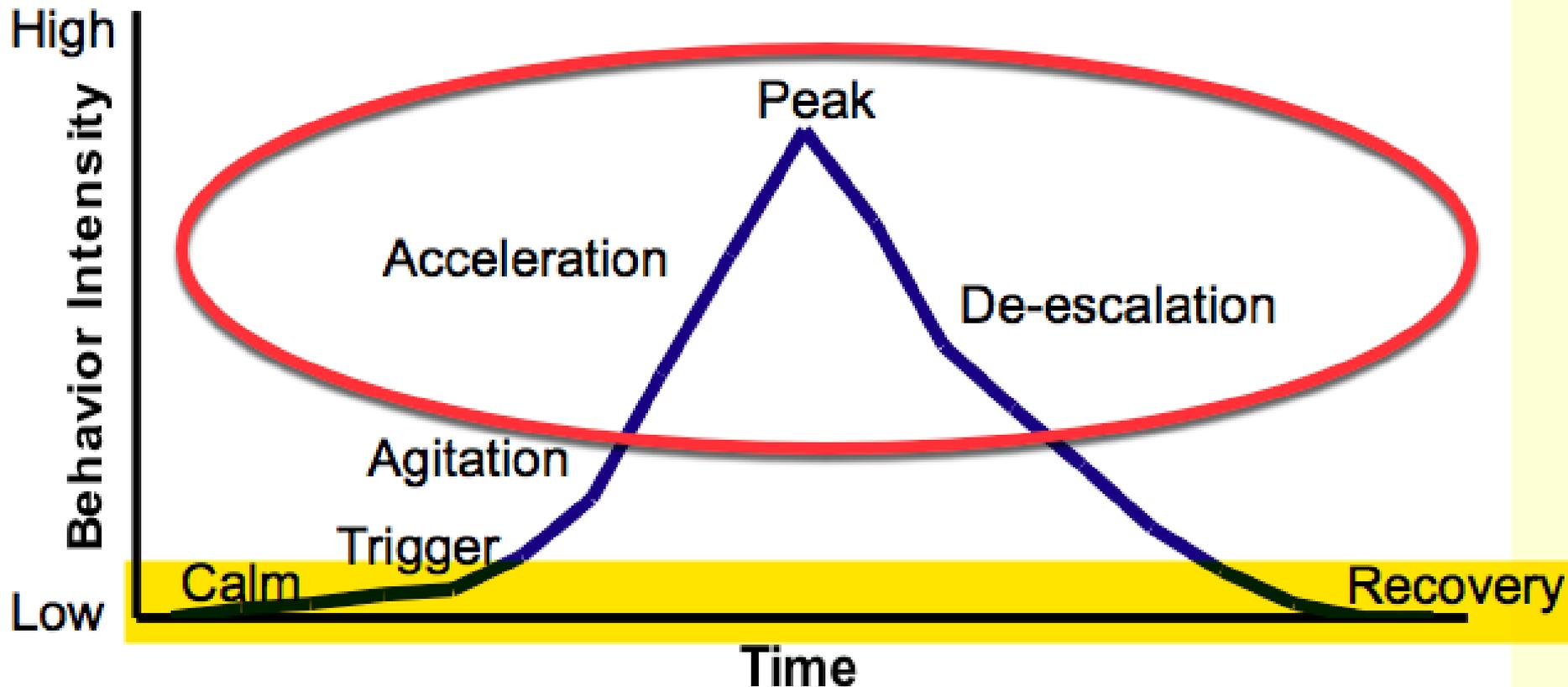
When WE were students in school, many/most of us were probably “fine already” too, but consider what today’s reflections revealed about many or most of us as ADULTS...



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
9000 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 SUCCEEDED.

MICHAEL JORDAN



CALLING DREAMS