Developing SEL Skills for Student & Teachers

Session 3428

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Developing SEL Skills for Students and Teachers

- The Why
- The How’s – the do’s and don’ts
  - Trace the steps one district
- The Key Aspects of an effective SEL program
- The Trauma-Informed School of today
  - Essential Elements
  - Phases
  - The Roles – Principal, Teachers, Counselors, Parents, Non-Instructional Support, Students, Social Workers.....
- The Organizational Keys of successful program implementation
- One district’s plan to provide a supportive environment
- Next steps.....
- Results
  - Where we are
  - Program Evaluation
  - Leadership Keys
  - Sustaining the Program
What do you see?
What is Social and Emotional Learning?

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- CASEL - [https://casel.org/what-is-sel/](https://casel.org/what-is-sel/)

A systemic approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach infuses social and emotional learning into every part of students’ daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities.
Research Supporting SEL

- *The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School Based Universal Interventions*

- *Perspectives of Youth on High School & Social and Emotional Learning*

- Aspen Institute- National Commission on Social, Emotional & Academic Development
  - *FROM A NATION AT RISK TO A NATION AT HOPE*
    - Recommendations from the National Commission on Social, Emotional & Academic Development
CASEL’s Framework - Five Core Competencies

- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Social and Emotional Learning (SEL)
- Relationship Skills
Self-Awareness

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy
The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating & Reflecting
- Ethical responsibility
Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork
Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
Self-Management

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills
CASEL’s Framework - Five Core Competencies
What is the state of SEL in YOUR School/District?

- Is there an SEL Curriculum for ALL students?
  - Common Language, Vertical Articulation of Lesson/Themes
  - Do the adults in the school model and support the SEL themes in and out of the classroom
- Is there a climate (or at least a discussion) on Equity
- Do you have a Full Value Contract in place for all students?
  - Physical Safety, Emotional Safety, Give & Receive Honest Feedback and Expect/Accept Non-closure
- Do you have Honest Conversations about the Achievement Gap?
- Is there a focus on Behavioral Health Prevention and Intervention?
- Do you have a Trauma Informed School / District?
- How do you teach and model Resiliency in students and staff?
- Have you incorporated life skills for students and staff - Mindfulness?
UPPER PERKIOMEN SCHOOL DISTRICT
CREATING TRAUMA-INFORMED SCHOOLS
What is Trauma?

Trauma, according to the American Psychological Association, in its simplest form is an emotional response to a terrible event.

Trauma Described
Trauma-informed schools are places that provide safe and supportive environments for children to learn and educators to work. They infuse the science about trauma and its impacts into daily practice, program design, policy creation and implementation, and the culture of the school.

A trauma-informed school fundamentally has changed the way it works to promote healthy, resilient educators and learners capable of disrupting the cycle of trauma in their lives and communities and creating more equitable outcomes.
Why do schools need to be Trauma-Informed?

The prevalence of trauma is incredibly high—believed to affect at least two-thirds of the population. The impacts of trauma are pervasive on learning, development, behavior, and emotional regulation.

Without addressing these impacts and equipping a healthy staff team to support these students, school communities often struggle to meet their goals, both academically and otherwise.

A trauma informed journey provides a framework to apply the best emerging science about the brain and behavior to systems changes that support all learners.
Essential Elements of Trauma Informed Schools

1. Identifying and assessing traumatic stress.
3. Teaching trauma education and awareness.
4. Having partnerships with students and families.
5. Creating a trauma-informed learning environment (social/emotional skills and wellness).
7. Integrating emergency management and crisis response.
9. Evaluating and revising school discipline policies and practices.
10. Collaborating across systems and establishing community partnerships.
Act 18 of 2019

Supporting Trauma-Informed Approaches in Pennsylvania: Act 18 of 2019

Act 18 of 2019 (SB 144) was signed into law on June 28, 2019, amending Act 44 of 2018 and establishing new requirements and initiatives related to school safety and security. Among its provisions, Act 18 added Section 1311-B to Article XIII-B (School Safety and Security) of the PA Public School Code supporting the creation of a Trauma-Informed Approach Plan. The Act also established additional requirements in the PA Public School Code for training of board members and employees in trauma informed approaches to education.
Key Characteristics & Objectives of Trauma-Informed Schools by Phase
Phase 1: Prepare to Adopt a Trauma-Informed Approach

➢ *Leaders have articulated a commitment* to adopting a trauma-informed approach (e.g., leaders have developed and implemented a communications plan for informing staff about plans for integrating a trauma-informed approach).

➢ *Resources have been allocated* to support the adoption of a trauma-informed approach (e.g., training to support change has been built into professional development plans for the school year).

➢ All school staff members have a baseline understanding of trauma and its impact on students and staff as well as what it means to be a trauma-informed school.
Phase 2: Envision Your Trauma-Informed School

➢ The school entity understands its current capacity related to trauma sensitivity.

➢ The school has a tailored plan in place for integrating trauma-informed practices across core domains (e.g., support staff development, create safe and supportive environments, assess needs and provide support, build social and emotional skills, collaborate with students and families, adapt policies and procedures, etc.).

➢ There are processes in place for ensuring maintenance of a trauma-informed workgroup or similar multidisciplinary team (e.g., MTSS/PBIS, SAP, etc.).

➢ There is a plan in place for monitoring progress towards goals.

➢ There is a plan in place for evaluating impact related to adopting a trauma-informed approach.
Phase 3: Align Trauma-Informed Approach with Other Evidence-Based Approaches

➢ The school entity has an established process for ensuring ongoing alignment between different multidisciplinary workgroups and implementation teams employing similar principles and goals to trauma sensitivities.

➢ The school entity provides joint *professional development activities related to trauma sensitivity and complementary approaches and frameworks* (e.g., MTSS/PBIS, SAP, restorative practices, etc.).

➢ The school entity has formally incorporated trauma-Informed practices into other approaches that already include implementation and monitoring processes (e.g., MTSS/PBIS, SAP, restorative practices, emergency planning, etc.).
PHASE 4: Sustain Trauma-Informed Approach

➢ The school entity identifies student, staff, and school-level outcomes associated with adopting a trauma-informed approach (e.g., staff members report increased satisfaction with their work, improved school climate survey scores, etc.).

➢ The school entity updates its trauma-informed approach plans based on data.

➢ The school entity engages with others who are adopting a trauma-informed approach.

➢ The school entity educates others in the community about trauma sensitivity and the effects of adopting a trauma-sensitive approach (e.g., other community members and stakeholders are aware of the school entity’s efforts concerning trauma-informed systems).
Trauma informed schools see each child as an individual with their own story and seek to meet each student's individual needs.

**COUNSELOR**
- Listen
- Provide emotional support
- Provide Interventions
- Support students daily
- Counseling Groups
- Help teachers eliminate triggers
- Awareness around trauma
- Coordinate behavioral interventions
- Coordinate wrap-around services from school perspective
- Coping tools - Self-regulation strategies
- Support teachers in social skill development

**TEACHER**
- Support students
- Listen
- Provide relevant educational opportunities
- Direct students to appropriate support
- Don't be a counselor
- Provide safe, consistent, and inviting environment
- Establish a mindset of understanding the child
- Be a champion for every student
- Forgive
- Start fresh with students every day
- Identify signs of anxiety in students

**PRINCIPAL**
- Adjust school environment to be supportive of students impacted by trauma
- Ensure safety of staff and students
- Student support team
- Crisis team
- Communication about trauma-informed practices to staff, students, and parents
- Organizational structure supportive of trauma informed practices

**NON-INST. SUPPORT**
- Create a welcoming environment
- Provide opportunities to recognize students
- Support students
- Listen
- Get students help they need
- Pass information about student to the person who can help
- Attend trauma-informed practices trainings

**PARENT**
- Involved in creation of plans to support their children
- Learn about ACES and how to support students
- Support students holistically
- Partner with the school and notify school staff of challenges
- Get help if dealing with situations that contribute to trauma for their children

**SOCIAL WORKER**
- Coordinate wrap-around services from family perspective
- Create and organize trainings for parents
- Maintain list of referrals in the community
- Teach staff about trauma and its effects
- Teach self-regulation strategies
- Partner with mental health organizations
- Provide direct support to students and staff

**STUDENT**
- Communicate when disregulated
- Establish mindfulness and self-care routines
- Take responsibility of their own life
- Be self-aware
- Express needs/wants
The journey to becoming trauma informed is not a linear one, and there is no single roadmap or checklist to complete.
What School Related Elements Will be Explored

SCHOOLS AND STAFF:

➔ School Leadership and Staff Demonstrate an Understanding of the Impact and Prevalence of Trauma in Daily Practice.

➔ An Equity Lens is Applied to all Programs and Policies to Address Bias and the Impact of Historical Trauma and Systemic Oppression.

➔ Staff have Access to Needed Supports, Including Coaching, Consultation and Meaningful Professional Development; Benefits that Support their Health and Well-Being; Necessary Materials and Resources; and Administrative Support in Prioritizing Self-Care.

➔ Have access to meaningful leadership opportunities and are supported in trying new and innovative techniques to support students.

➔ Human resources and Supervision practices, including hiring, performance management, and employment transitions reflect the principles of trauma-informed care.

➔ Schools have a system in place to continually evaluate and improve practices and policies.
What School Related Elements Will be Explored

STUDENTS ARE:
→ Given Age-Appropriate Information About Stress, Trauma, and Emotional/Behavioral, Regulation and Opportunities to Develop New Coping Tools.
→ Given Discipline practices and policies support restoring and repairing the community.
→ Given Meaningful and developmentally appropriate leadership and decision-making opportunities.
→ Given Curriculum design across grade levels and subject areas supports the trauma-informed process.

PARENTS AND COMMUNITY ORGANIZATIONS:
→ Schools actively and appropriately, and meaningfully partner with parents and community organizations to meet the needs of students and staff.
Program Implementation

Key Components
Program Commitment

- Break Down the Barriers
  - Identify the Stakeholders
  - Understand the Factors for Full Commitment
  - Define the Process
  - Leadership Role
Parameters For Success

- CHILD FIRST FOCUS
  - SYSTEMIC
  - ANALYTICAL
  - INSTRUCTIONAL
  - MEASURABLE
Program Leadership

- SYNERGISTIC
- STRATEGIC
- “SYNERTEGIC”
Organizational Chemistry

- STRATEGIC SELECTION OF PERSONNEL
  - COMPATIBLE SKILLS
  - ATTITUDE
  - RESILIENCE
Focus the Organization

BUILD INTERNAL CONSENSUS
  - URGENCY
  - ELIMINATE SKEPTICISM
  - UNDERSTAND THE ESSENTIAL ELEMENTS/INTERRELATIONSHIPS
  - ORGANIZATIONAL DYNAMICS
Essential Elements

- ALIGNMENT
- ATMOSPHERE/ATTITUDE
- ACCOUNTABILITY
- ADEPT LEADERSHIP

(SEE REFERENCES)
# TIER I: Student Supports for Prevention & Skill Building

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<td>Consultation on classroom mgmt.</td>
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<td><strong>Middle School</strong></td>
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<td>Guidance Lessons on Character edu</td>
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<td>Consultation on classroom management</td>
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<td>CHS programming (Friends for Life)</td>
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<td>6th grade individual student meetings</td>
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<td>CHS (Operation Prevention)</td>
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<td>Positive incentives for students (early release, parking pass, etc.)</td>
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<tr>
<td>Consultation on classroom management</td>
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<td>Link Crew (mentoring)</td>
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<td>Staff training on trauma</td>
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<td>Safe Driving 11th &amp; 12th</td>
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<td>Anti-bullying 9th &amp; 10th (US Army)</td>
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<tr>
<td>Dating Violence Lesson 9th grade (Laurel House)</td>
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TIER II:
Early Intervention Support for Students

➔ Student Assistance Program
➔ Guidance Groups
➔ 504 (MH related)
➔ Risk assessments
➔ Check-in/Check-Outs with Students
➔ Individualized Behavior Contract
➔ Individual sessions w/ school counselor
➔ Parent meetings
TIER III: Intensive Intervention

- Functional Behavioral Assessment
- Individualized Positive Behavior Support Plan
- Student Attendance Improvement Plans
- Identified agency services (Progressions, VOCA, etc.)
- Individual counseling w/ Student Assistance Counselor
- Specialized small groups (SAP)
- Home visits
- Parent & Caregiver Training & Support
# TIER I: Student Counseling Groups

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<th>Elementary School</th>
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<th>High School</th>
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<td>Lunch groups – all grades:</td>
<td>Project Connect (Caron Foundation)</td>
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<td>Changing Families</td>
<td>Running everyday</td>
<td>STAR Club (military awareness)</td>
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<tr>
<td>Social Skills / Social Thinking</td>
<td>Girls Drama group-</td>
<td>UP 101 (new students)</td>
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<td>Friendship</td>
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<tr>
<td>Coping Strategies</td>
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<td>Unstuck and on Target</td>
<td>Social Skills</td>
<td>Friendship (boys or girls’ group)</td>
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<tr>
<td>Zones of Regulation</td>
<td>Mindfulness</td>
<td>Strategies for Success</td>
</tr>
</tbody>
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Lunch groups – all grades: Running everyday, Girls Drama group, Grief Group, Families in Transition, Social Skills, Mindfulness.
Staff & Parent Trainings

- Community Provider Forum
- Clear the Air About Vaping
- Q.P.R (Question, Persuade, & Refer)
- Social Emotional Learning & Home Connection
- Screenagers
- Supporting a Child with ADHD
- Understanding Mental Health
- Connecting Families with Post High School Transition Services
- Current Trends in Juvenile Drug Use and Community Supports to Assist Families.
- Preparing for Life Beyond School
- Suicide Prevention and Awareness
- Parental Strategies for Behavior
- Grandparents Raising Grandchildren
- Screen Time & Developmental Implications on Children
Current Partnerships

- Creative Health: SAP Liaison
- Progressions Behavioral Health: School-Based Outpatient
- Victim of Crime and Abuse (VOCA): Outpatient Therapy
- Caron Foundation: Substance Abuse
- Mobile Crisis: Crisis Response and Training (ASIST, QPR)
- Montgomery County Intermediate Unit: Mental Health, Crisis Response Training
- Bucks County Intermediate Unit: Foster and Homeless Support
- Service Access Management: Berks County-Wide Supports
- Laurel House: Domestic and Relationship Abuse
- Center for Loss and Bereavement: Training and Referrals
- Lakeside: Trauma Training for School (counselors)
Next Steps
The Pupil Services Committee will spearhead the work of developing a Trauma-Informed School Action Plan.

To date, there have been two meetings of the Pupil Service team to lay out the work for the school.

The initial task of the team is to identify the “readiness assessment” that will be administered to the staff to gather baseline data on schoolwide frameworks and prevention efforts.

Additional data sets that will be utilized in conjunction with the readiness assessment are the 2017 PAYS survey and the 2018 Climate Survey.
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Program Evaluation

METHOD OF ASSESSMENT
- QUANTITATIVE/QUALITATIVE DATA: HARD OR SOFT
- DEFINING STUDENT GROWTH/IMPROVEMENT
- MEASURING THE CULTURE
  - STAFF "BUY-IN"
  - TEAMWORK
Program Leadership

ACCOUNTABILITY
- FOCUS THE ORGANIZATION
- SEEKS SOLUTIONS AND EXPECTS RESULTS
- POSSESSES AND EXECUTES THE PROGRAM VISION
- COLLABORATES IN DEVELOPING THE PLAN FOR THE PROGRAM
- ELIMINATES PERIPHERAL DISTRACTIONS
  - CONTROL PROGRAM VARIABLES
    - BUILDS CONSENSUS
  - EXECUTION AND IMPLEMENTATION
    - COMMUNICATION
  - ENGAGES THE COMMUNITY
Systemic Integration

- INTEGRATION OF GOALS
- OVERALL AWARENESS/UNDERSTANDING
- PHILOSOPHICAL AND CULTURAL CONSISTENCY
  - ASSESSMENT INTEGRATION
  - FORMATIVE SUPPORTS
- OUTCOMES BASED WITH MEASURABLE GOALS

(SEE REFERENCES)
Sustaining the Program

ADMINISTRATIVE LEADERSHIP
CULTURE OF CONTINUOUS IMPROVEMENT
STAKEHOLDER SUPPORT
TEAMWORK
COLLECTIVE RECOGNITION/PROMOTING SUCCESS
TEACHER LEADERSHIP
REFLECTION AND ADJUSTMENT
THANK YOU!
QUESTIONS
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Evaluation
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References & Resources

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