Social / Emotional Learning Support: In & Out of the Classroom

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Grounding our Experience

- Grounding in this space and time
- Essential questions needing to be addressed
- Thoughts related to the topic
- Requested Take-Aways
Session Targets

● Explore the MTSS model of intervention
● Using data to identify student groups in need of services
● Differentiate between Social & Emotional Learning and Mental Health
● Learn about self-care thoughts for teachers
● Learn about strategies to support students challenged by mental health issues
● Engage in dialogue regarding helpful strategies for teachers
Further Grounding our Experience

● How does your school address social/emotional learning?

● What challenges have you faced as an educator with students experiencing mental health challenges?

● Share your questions about supporting and addressing student emotional regulation needs?

● How are these topics connected?
What do we know?

- The Department of Health and Human Services (2016) documented 12.8% of teens ages 12 to 17 experiencing at least one major depressive episode in the past year, and approximately 31.9% have had an anxiety disorder.

- The 2016 report also indicated increasing levels of suicidal ideation and suicide attempts among adolescents.

- Starting with the tragedy at Columbine High school, over 187,000 students have experienced gun violence during the school day (Cox & Rich, 2018).
The Smartphone Generation: A Statistical Portrait

Monitoring the Future: Youth Risk Behavior Surveillance System

The presence of the internet and social media
THE SMARTPHONE GENERATION: 
A STATISTICAL PORTRAIT

The constant presence of the internet, particularly social media, is changing the behavior and attitudes of today’s teens.
Not Hanging Out With Friends
Times per week teenagers go out without their parents

- 12th-graders
- 10th-graders
- 8th-graders

2007 – iPhone released
In No Rush to Drive
Percentage of 12th-graders who drive

- Drove at all in the past year
- Have a driver’s license

2007 – iPhone released
Less Dating...
Percentage of teenagers who ever go out on dates

- 12th-graders
- 10th-graders
- 8th-graders

2007 - iPhone released
... And Less Sex

Percentage of high-school students who have ever had sex

2007 – iPhone released

- 12th-graders
- 11th-graders
- 10th-graders
- 9th-graders

Less Likely to Get Enough Sleep
Percentage of 8th-, 10th-, and 12th-graders who get less than seven hours of sleep most nights

2007 – iPhone released

1-3, 5-6: MONITORING THE FUTURE. 4: YOUTH RISK BEHAVIOR SURVEILLANCE SYSTEM.
More Likely to Feel Lonely

Percentage of 8th-, 10th-, and 12th-graders who agree or mostly agree with the statement “I often feel left out of things” or “A lot of times I feel lonely.”

2007 – iPhone released

- Often feel left out
- Often feel lonely

How do these statistics appear in your classroom?

- Dialogue with a neighbor group?
- Share your thoughts about the student impact you have observed with the iphone generation?
- What thoughts do you have about Social Emotional learning given the challenges students are presenting?
Social Emotional Learning Standards

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

What skills do you find students lacking?
Connection to Employability Skills

Interviews with 2,600 CEO’s

- They are decisive (can process information and move to decision)
- They are relentlessly reliable (work hard)
- They adapt boldly (flexible)
- They engage with stakeholders without shying away from conflict (connection and collaboration)

From: The CEO Next Door (Botelho & Powell, 2018)
The CASEL Guide to Schoolwide Social and Emotional Learning
Through the Collaborating Districts Initiative (CDI), CASEL has learned that schools are more effective at teaching and reinforcing SEL for students when they also cultivate SEL competencies in adults. Successful SEL implementation depends on how well staff work together to facilitate SEL instruction, foster a positive school community, and model social and emotional competence. This calls on schools to focus on adults’ professional growth as educators as well as their own social and emotional learning (Jones et al., 2018).
Starting with us - looking in and then out

- Share with your neighboring group how your staff interacts with each other (department, school, district).
- What challenges are you experiencing
- What success are you experiencing
- What are the growth edges you can anticipate to improve connections between staff.
Relational Cultural Theory (Miller & Jordan)

1. Think of someone who contributed positively to your growth. How did that person make a difference?

2. Think of a time when you contributed to the growth of another person. What did you do to make a difference?

Zest/Energy, Action, Clarity,
Sense of Worth, Desire for More Connection
Resources for students

- Connections with school-based support services - school counselors
  - How is this happening now in your school?

- Collaboration with students in your classroom experience.
Multi-Tiered Systems of Support (MTSS)
Tier 1

- School culture
- Expectations for all students
- Restorative Practice
- Trauma-Informed Schools
- Intentional connection
- Identifying points of disconnection
Identifying student issues - Using Data

- Screening students in times of transition (grade promotion, transfer school)
- First 3 weeks of school - identify the 3 students you are most concerned about (academic, behavior, social/emotional)
- Work with building based support
- Engaging parents in support
  - Shared goals
  - Focus on student strengths
  - School connection plan
Check in

What Tier 1 practices does your school have in place for behavior and/or social/emotional learning?
## Understanding signs of Depression

Use this checklist to document behaviors/moods that you have observed for the past two weeks or more:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad, depressed or irritable mood</td>
<td>Loss of interest in favorite activities</td>
</tr>
<tr>
<td>Significant weight loss or gain</td>
<td>Restlessness, agitation or anxiety</td>
</tr>
<tr>
<td>Fatigue or loss of energy, including sleeping in class</td>
<td></td>
</tr>
<tr>
<td>Feelings of guilt, Low Self-Esteem; Trouble concentrating or making decisions</td>
<td></td>
</tr>
<tr>
<td>Repeated thoughts of death or suicide, expressed verbally or in writing</td>
<td></td>
</tr>
<tr>
<td>Frequent headaches and stomach-aches</td>
<td>Cutting or other self-injury</td>
</tr>
<tr>
<td>Extreme aggressiveness</td>
<td>Inattention to appearance</td>
</tr>
<tr>
<td>Excessive risk-taking behavior</td>
<td>Drop in school performance</td>
</tr>
<tr>
<td>Low tolerance for frustration</td>
<td>Lack of motivation, apathy</td>
</tr>
<tr>
<td>Disrespect</td>
<td>Misbehavior</td>
</tr>
<tr>
<td>Unable to store or retrieve information</td>
<td>Forgotten materials/assignments</td>
</tr>
<tr>
<td>Frequent absences, trips to school nurse</td>
<td>Social withdrawal</td>
</tr>
</tbody>
</table>
When asked what they want teachers to know about depression, students responded:

“Students perceive school to be very competitive and believe that this environment contributes or worsens depression. Be aware of the pressures students are under.”

“Despite the school size, it is easy to feel alone when you are depressed.”

“Students don’t always seek treatment at school, but that does not mean that they don’t get it outside of school. Some students want to keep this separate.”

“Be understanding about the difference between laziness and depression, especially in regard to homework. Depression can take a lot of a student’s time and energy.”

“Be aware of changes in behavior and ask if something is wrong.”

“Know the symptoms of depression, but understand that there is no one typical look.”
We Need to Talk…

I notice.
“Is everything okay? I’ve noticed you have been….”

I care.
“I’m concerned because I know this isn’t normal for you.

How can I help?
“What can I do to help? Let’s come up with a plan together.”

• Ask questions and listen
• Be prepared for the truth
• Validate your child’s feelings
• Listen to your gut
• Take action and follow up
• Let your kid drive the ship
Classroom Accommodations

Expect a certain level of disorganization, forgetfulness or trouble concentrating.

• Be flexible - balancing the enabling paradigm

• Find the good - Build on strengths

• Exercise compassion

• Validate and encourage
Teaching Resilience, Grit, and Growth Mindset

A comprehensive resource

Developing a Growth Mindset - Carol Dweck

Resources for teaching a Growth Mindset

Resources for Managing Stress

Help for Kids the education system ignores - Victor Rios
SEL Benefits for Educators

Teachers who possess social emotional competencies are more likely to stay in the classroom longer

Teachers with high levels of social competence are better able to protect themselves from burnout by:

- Developing and managing nurturing relationships with their students
- Managing behavior in their classrooms
- Serving as behavioral role models for students
- Regulating their own emotions
Wrapping up

Processing Resources

Innovative Curriculum Takeaways

Future contact
Resources

Mental Health America

Downers Grove South - Counseling and Student Support Services

Erika’s Lighthouse resources for parents

Parent Handbook on Childhood and Teen Depression

The Collaborative for Academic, Social, and Emotional Learning CASEL