



Supporting Equity and Social and Emotional Learning

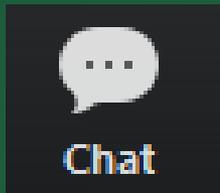
April 17, 2019



Using the Zoom Platform



- If you aren't already connected to audio, click Join Audio in the Zoom toolbar.
 - You have the option to dial into the phone line or listen through computer audio.



- Click on the Chat box to introduce yourself, ask questions for the presenters, or let us know about any technical issues.



- We have live closed captioning available during the webinar – to see the captions, click on Closed Caption.

Meet the presenters:



Jameela Conway-Turner, Ph.D.

*Researcher, REL
Midwest*



Rose Jackson Buckley, Ph.D.

*Assistant Director
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*Early Childhood
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*Senior Technical
Assistance
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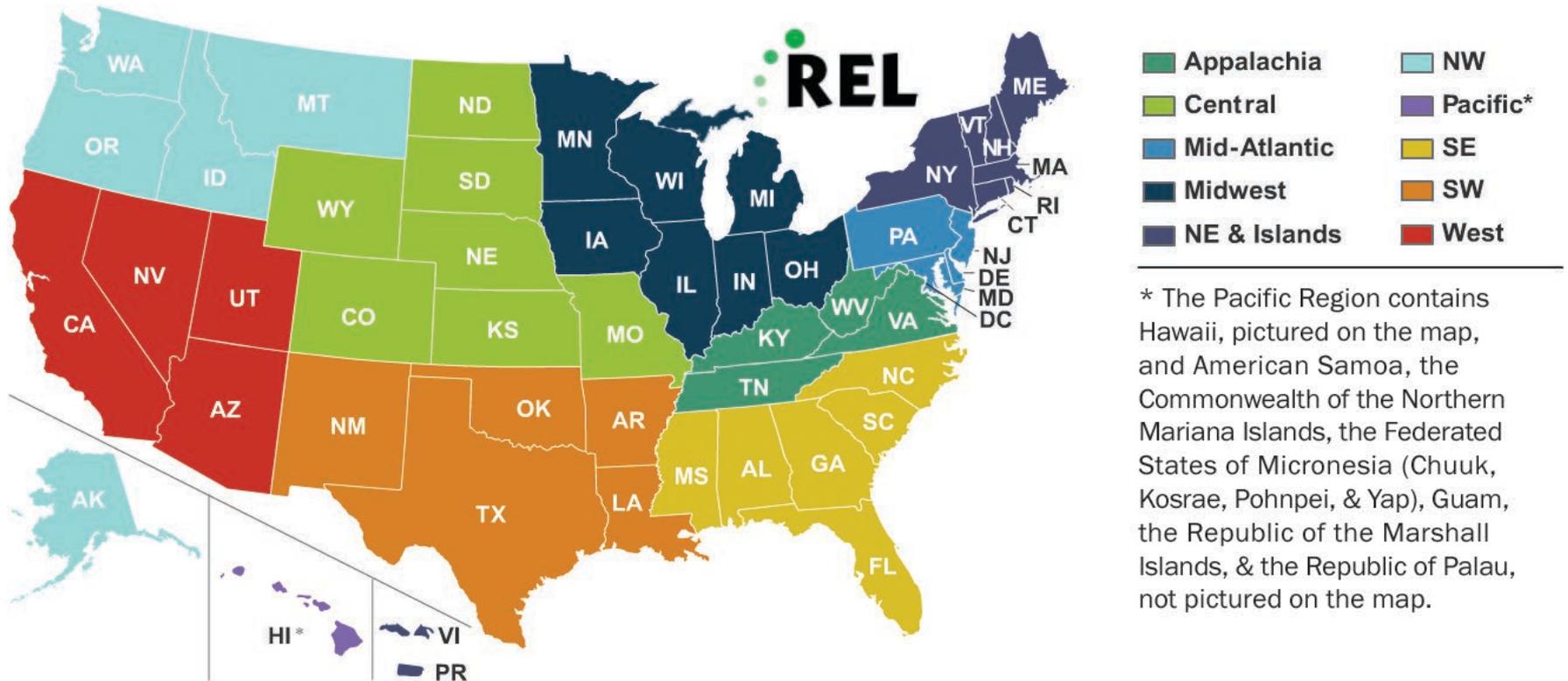
Agenda

1. Research on Social-Emotional Learning (SEL) and Equitable Practices
2. How Districts and Schools Can Support SEL and Equity
3. Head Start Practitioner Experience with SEL and Equity
4. Q&A Session

**How do you support
social and emotional
development for all
students?**

(Share your thoughts in the chat box!)

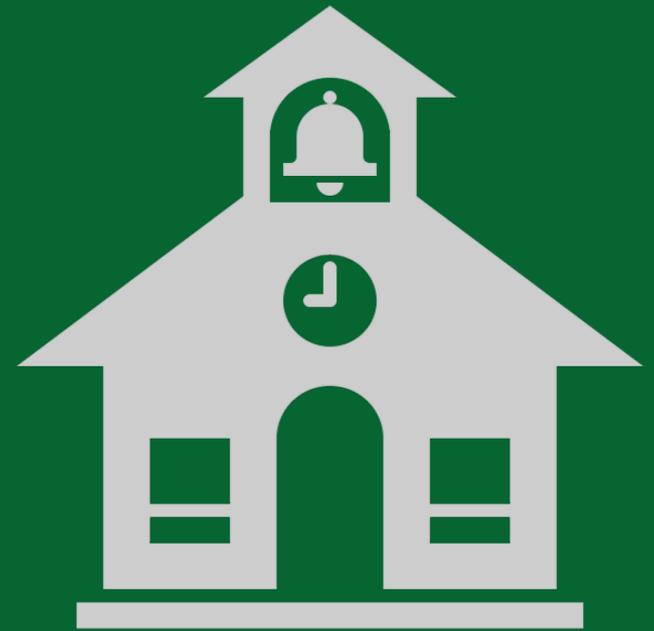
Regional Educational Laboratories



The RELs are funded by the U.S. Department of Education's Institute of Education Sciences (IES).

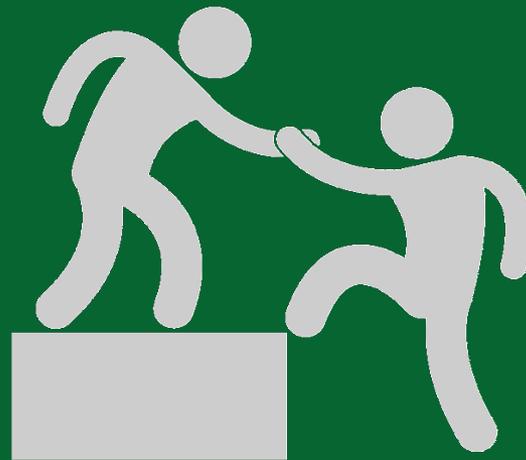
With whom does Regional Educational Laboratory (REL) Midwest work?

School districts, state education agencies, and other education organizations in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin



What does REL Midwest do?

Applied research, technical support, and engagement activities to help partners understand research and evidence.





Collaborative Research Partnerships

Five research alliances:

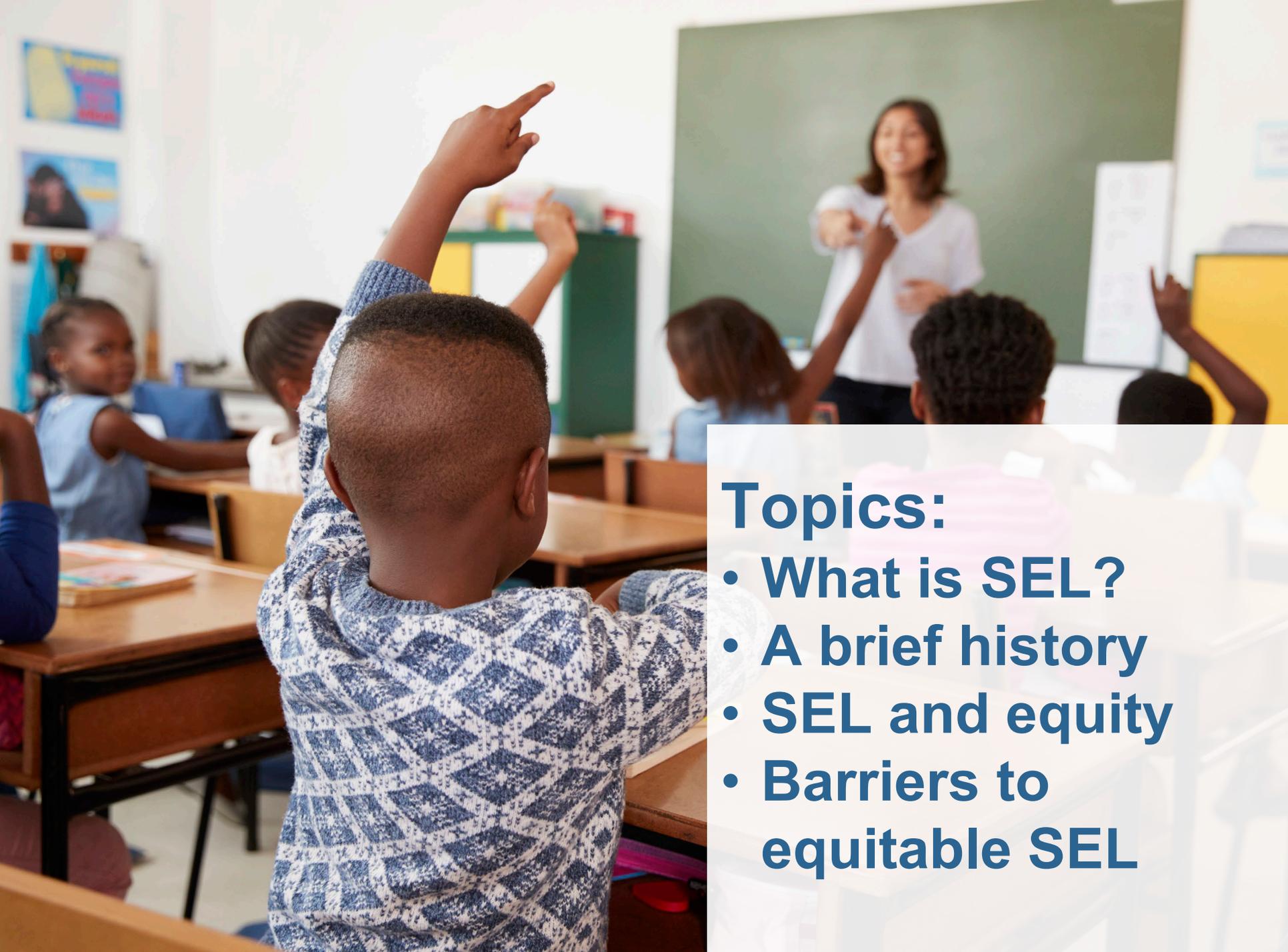
- Midwest Alliance to Improve Teacher Preparation
- Midwest Achievement Gap Research Alliance
- Midwest Career Readiness Research Alliance
- Midwest Early Childhood Education Research Alliance
- Midwest Alliance to Improve Knowledge Utilization

One networked improvement community:

- Iowa Learning and Technology Networked Improvement Community

Research on Social and Emotional Learning and Equitable Practices

Jameela Conway-Turner, Ph.D.



Topics:

- **What is SEL?**
- **A brief history**
- **SEL and equity**
- **Barriers to equitable SEL**

What is SEL?

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



Social and Emotional Competencies

Self-Awareness

Social Awareness

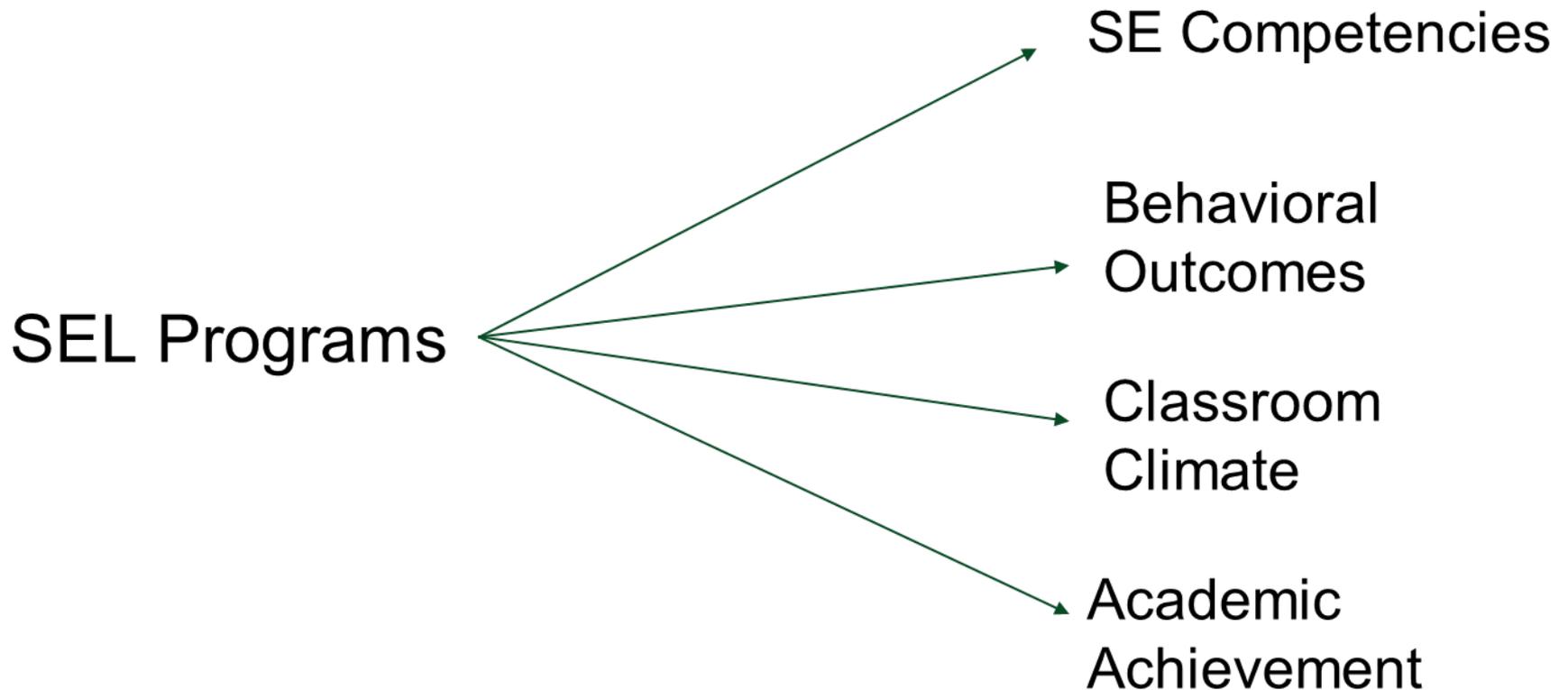
Responsible Decision-Making

Self-Management

Relationship Skills

Research on SEL

Decades of research on SEL shows:



Poll Question

Are you familiar with the SAFE acronym that describes the elements of effective SEL approaches?



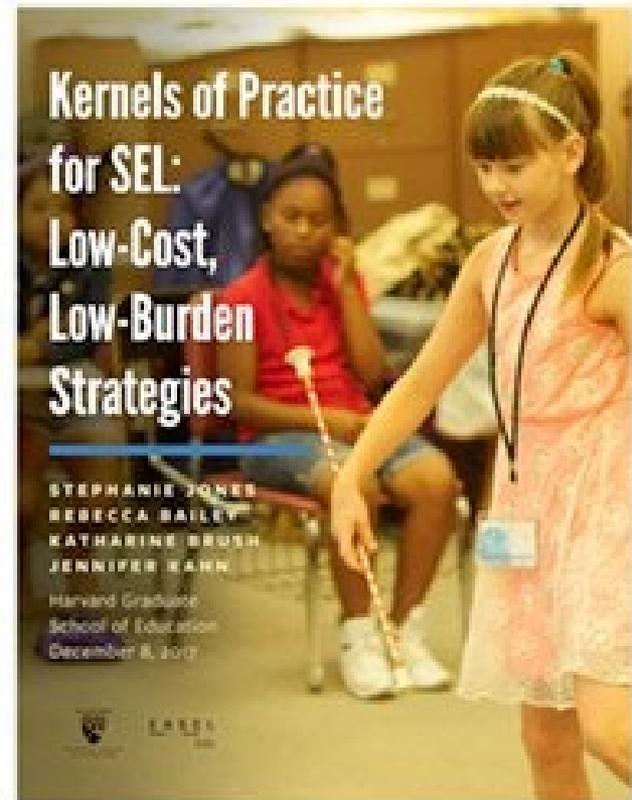
A brief history of SEL

Structured SEL Programs

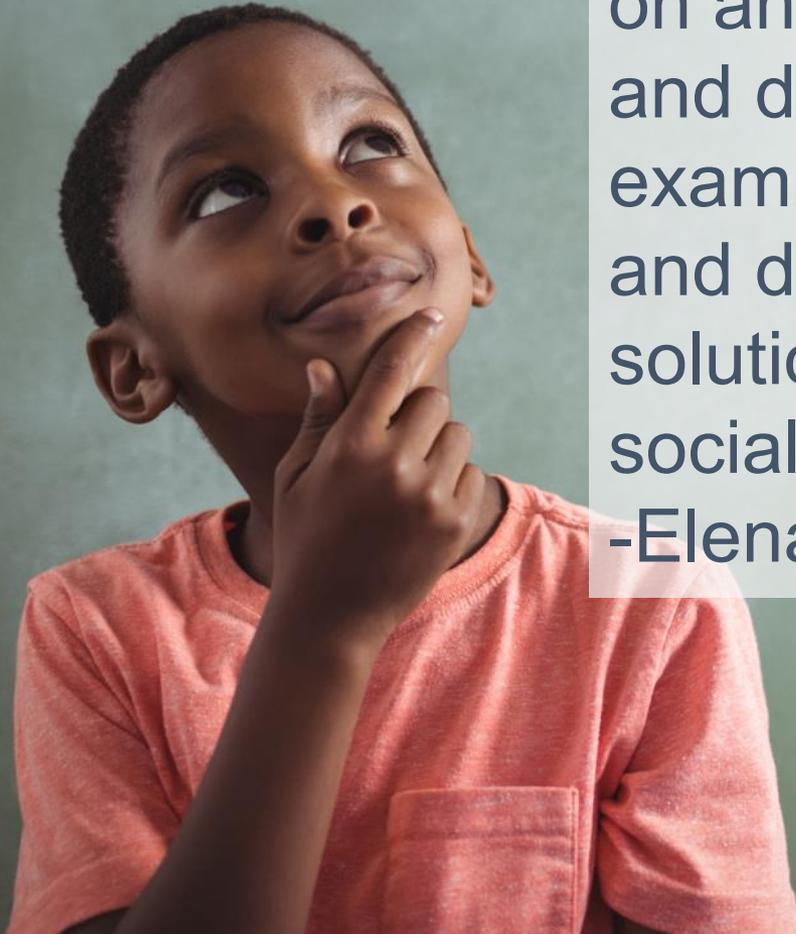


SEL Strategies

- Sequenced
- Active
- Focused
- Explicit



SEL and Equity

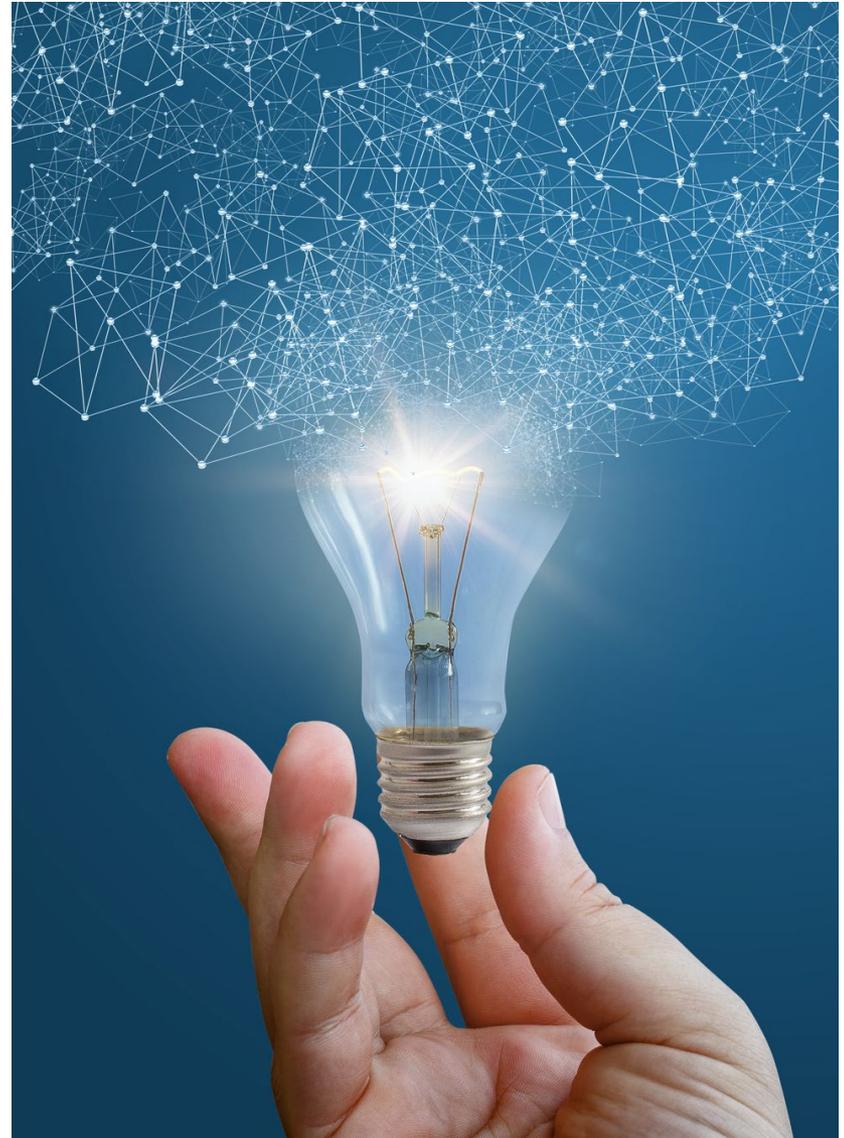


“A process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences; learn to critically examine root causes of inequity; and develop collaborative solutions to community and social problems”

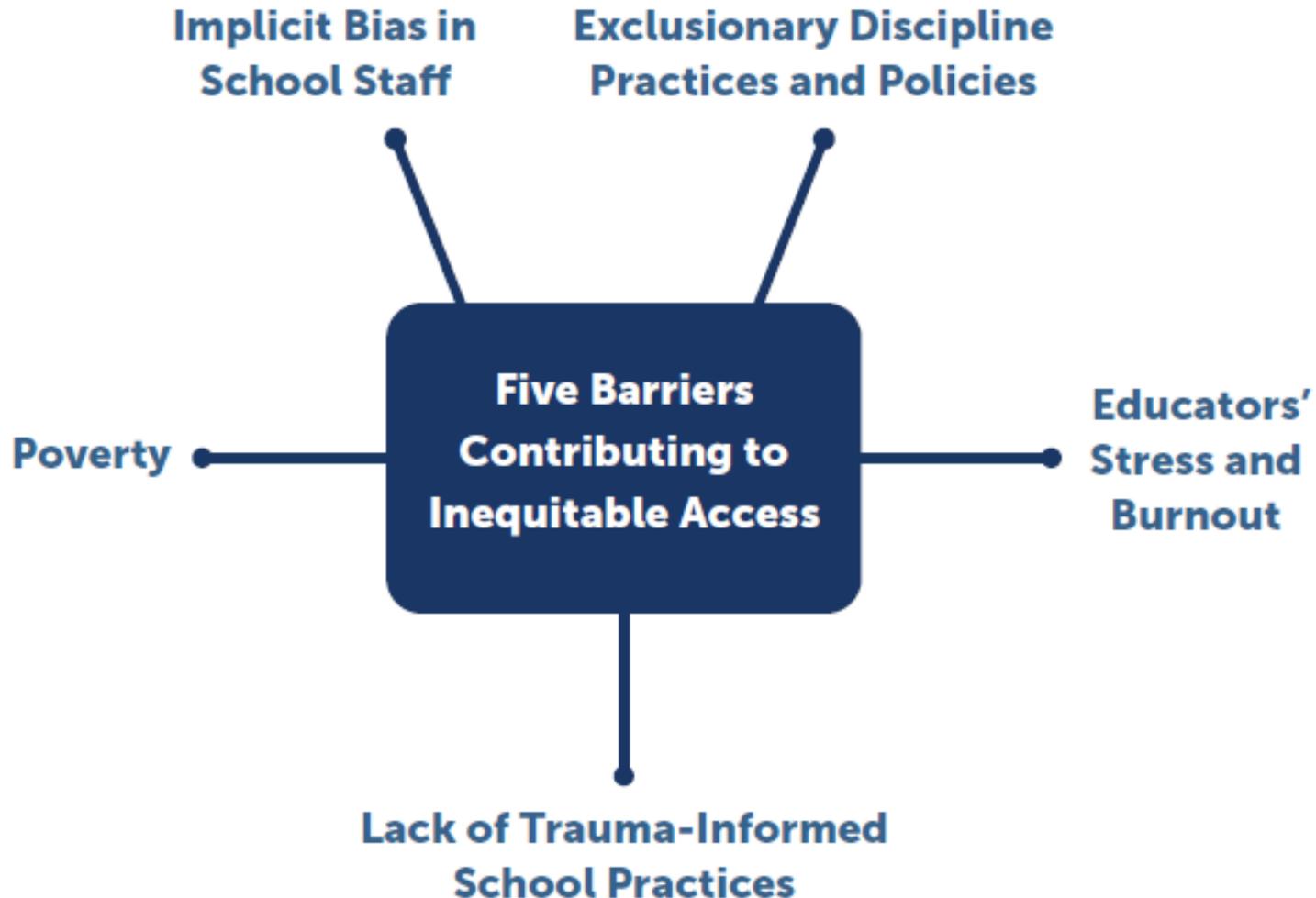
-Elena Saavedra & Liz Nolan

What are some barriers that might keep teachers/ adults/ schools from reaching all students in implementing high quality SEL practices?

Let us know in the chat box!



Barriers to equitable, high-quality SEL



How Districts and Schools Can Support SEL and Equity

Rose Jackson Buckley, Ph.D.

CASEL Social Emotional Learning (SEL) Competencies



Centering Critical Practice in SEL

Self-Awareness

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graph LR; SA[Self-Awareness] --> SA_desc[Demonstrate an awareness of one's own cultural history, personal identities, and community practices]; SM[Self-Management] --> SM_desc[Able to express one's emotions, desires and opinions constructively. Empowered to make decisions towards self-determination]; SAw[Social-Awareness] --> SAw_desc[Recognize, respect, and appreciate difference. Able to demonstrate an appreciation of the lived experiences and multiple perspectives of others];
```

Demonstrate an awareness of one's own cultural history, personal identities, and community practices

(Ladson-Billings, 1995; Duncan-Andrade, 2007; Laing, 2013)

Self-
Management

Able to express one's emotions, desires and opinions constructively. Empowered to make decisions towards self-determination

(Duncan-Andrade, 2007; Ladson-Billings, 2014)

Social-
Awareness

Recognize, respect, and appreciate difference. Able to demonstrate an appreciation of the lived experiences and multiple perspectives of others

(Achinstein et al., 2010; Ingersoll & May, 2011; Lau et al., 2007; Partee, 2014)

Centering Critical Practice in SEL

Relationship
Building



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graph LR; A[Relationship Building] --> B["Cultivate empowering relationships with diverse individuals and groups through acknowledging individuals' assets, agency, funds of knowledge and community practices (Moll, Amanti, Neff, & Gonzalez, 2001, Paris and Alim, 2014)."]; C[Responsive Decision-Making] --> D["Able to engage in social critique and make decisions that will lead to changes toward a socially just society (Stovall, 2006; Gay, 2010; Aronson & Laughter 2015)."];
```

Cultivate empowering relationships with diverse individuals and groups through acknowledging individuals' assets, agency, funds of knowledge and community practices

(Moll, Amanti, Neff, & Gonzalez, 2001, Paris and Alim, 2014).

Responsive
Decision-
Making

Able to engage in social critique and make decisions that will lead to changes toward a socially just society

(Stovall, 2006; Gay, 2010; Aronson & Laughter 2015).

Classroom Practices: Creating “Healing Spaces”

A healing centered approach is holistic involving culture, spirituality, civic action, and collective healing.

(Ginwright, 2018)



Classroom Practices: Develop Critical Consciousness

Engage in self-awareness & self-reflection

Recognize the impact of individual and social identities & bias

Understand the impact of power and privilege in context

Model SEL competencies

Classroom Practices: Cultural Responsiveness

Center the identities, cultural assets and achievements of all students' lived experiences

Curricular content demonstrates appreciation and respect for diverse cultural experiences, histories, and community practices

Focus on social justice through critiques of discourses of power

Students' home/heritage languages are recognized, valued and used in the classroom

Discuss the history and continued existence of racism, sexism, classism, ableism, linguicism, etc., and that these oppressive constructs must be overcome, not internalized

Classroom Practices: Communal Values

Use approaches that teach and honor interdependence and social responsibility

Emphasize meaning-making, creativity, and free thought

Resolve conflicts and understand relationships within the school community

Co-construct processes and structures that are inclusive, equitable and mutually supportive

Classroom Practices: School and Community Engagement

Support students in school and community engagement for social justice

Develop partnerships with community organizations, including churches and mosques, locally-owned neighborhood stores

Invite community partners that have varied lived experiences who can provide a counter narrative

Pursue varied communication and partnership strategies to extend SEL programming

Head Start Practitioner Experience with SEL and Equity

Elise Belknap



Early Childhood Social and Emotional Support at Champaign County Head Start

Elise Belknap, PhD, NCC
Early Childhood Mental
Health Consultant



Welcome to Champaign County, Illinois

Champaign
County
Community
Health
Improvement
Plan 2018-
2020

Champaign County has a higher percentage of food insecurity than Illinois as a whole.

Champaign county is diverse, but segregated.

- 40% of our black children live in poverty
- 36% of our Hispanic children live in poverty
- 10% of our white children live in poverty

Champaign
County
Community
Health
Improvement
Plan 2018-
2020

Top 5 health concerns of respondents to the Champaign-Urbana Public Health Survey were:

- Mental health
- Alcohol and drug abuse
- Gun violence
- Obesity
- Domestic violence

Snapshot of our students

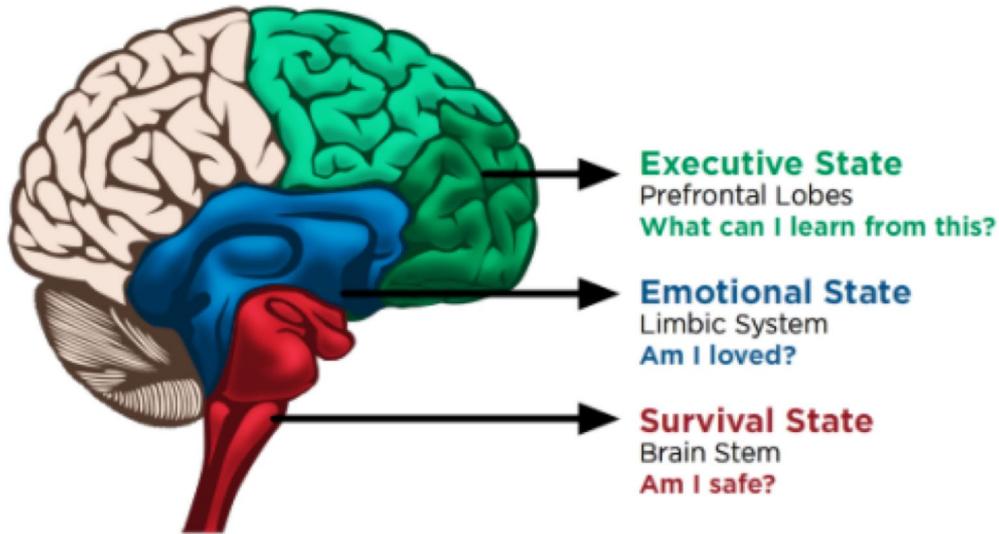
- 417 children living at or below the poverty line
- 37 children with an IEP
- 58 children experiencing homelessness
- 28 children involved with DCFS
- 16 children impacted by gun violence

Snapshot of our students

- 26 children with an incarcerated parent
- 81 children with high ASQ-SE scores
- 81 children experienced divorce or transient caregivers
- 28 children exposed to domestic violence

Other
Adverse
Childhood
Experience
(ACE) Related
Factors

- 108 children identified as overweight
 - 47 of those have a BMI in or above the 95th percentile and were referred to a nutritionist
- 69 children in need of dental treatment for cavities

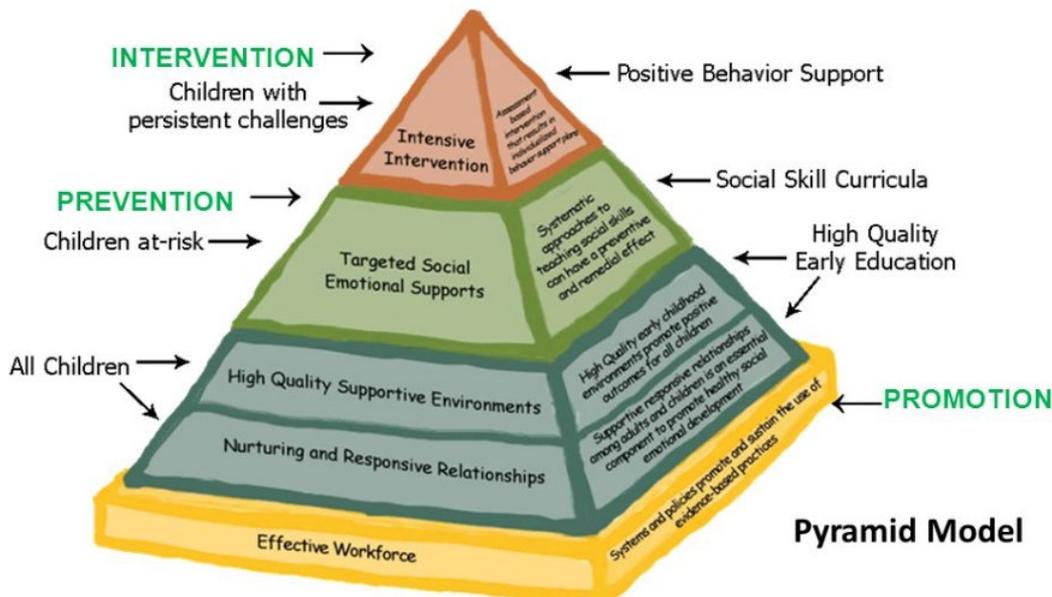


Conscious Discipline:

- Brain State Model
- Safe Place
- Teaching coping skills

Social Emotional Programming

<https://consciousdiscipline.com>



The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

<http://www.pyramidmodel.org/about/>

<http://csefel.vanderbilt.edu/>

Staffing



- Through funding from our local County Mental Health Board we were able to hire 3 mental health support staff for 3 out of our 4 sites.
- Social Skills and Prevention Coaches (SSPCs) are supervised by a Social Emotional Development Specialist (SEDS).
- SSPCs function as an extension of the SEDS to provide social-emotional support, learning, parent education, and referrals as needed.

Intensive
Intervention

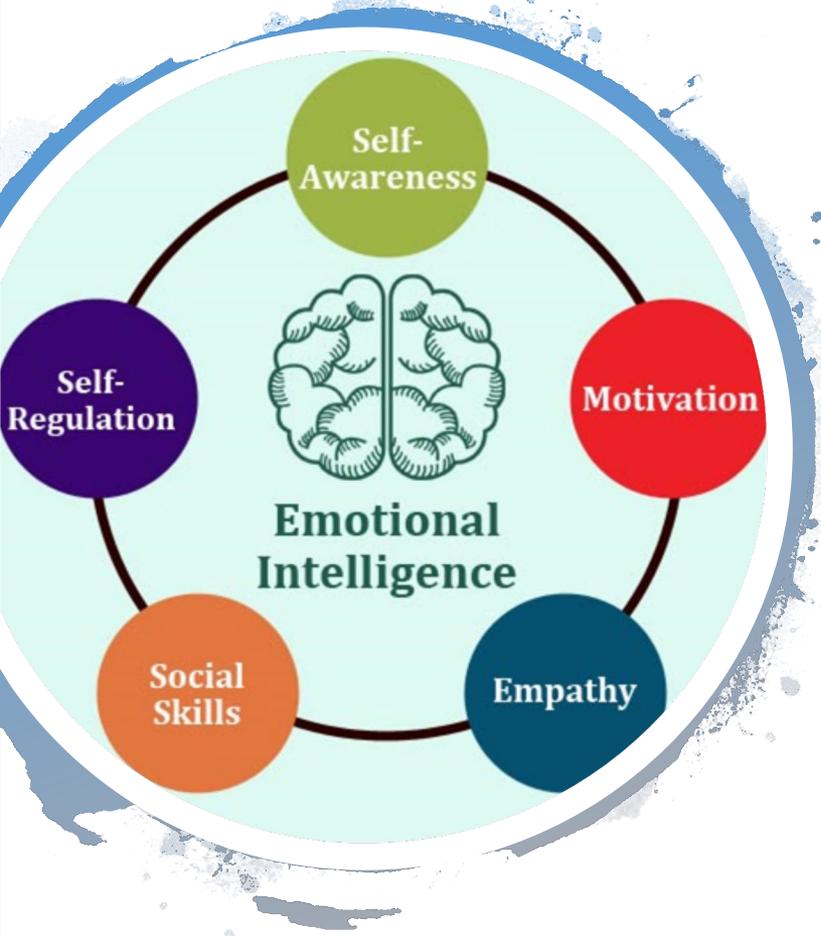
Involves the SEDS,SSPC, families, teachers, family advocates in a child study process to identify referrals and a treatment plan to support successful inclusion of children engaged in persistent challenging behaviors.

Targeted
Intervention

SSPC's work with teachers to identify areas of need of individuals and strategies to support the learning of social emotional skills

Engaging Environment &
Responsive
Relationships

SSPC's support this through providing Practice Based Coaching and behavior support to all classrooms.



We focus on the building blocks of emotional intelligence and resilience:

- Emotional Literacy
- Self-regulation
- Attachment
- Problem-solving
- Friendship skills

Child study and support plans

Process includes

Functional Behavioral
Assessment

Conducting and Review of
assessments (ASQ-SE;
DECA)

Observation/data
collection

Collaboration with families

Referrals for further
evaluation or services

Child study and support plans

Involvement of SSPCs

Carries out and supports strategies of support plans on site

Friendship groups

Kindergarten readiness groups

Creation of visual aid materials

Bonding and attachment with teachers

Outcomes

Building outcome tracking capacity

ASQ-SE

DECA

CLASS

TPOT

Behavior Data collection

Outcomes

To date, our three additional staff have served 95 students and more than doubled our support services from the previous year.

- Improved data collection
- Reduction in transition related behaviors
- Social skills learning groups
- Decreased stress in teachers related to behaviors
- More ongoing support to teachers and students

Future goals

More consistent reflective supervision/consultation for staff

Trauma screening for students and their families

Trauma-informed parenting classes

Using restorative practices with staff and students

K.J.

K.J. started school in Sept. This is his first school experience. He witnessed domestic violence at home and was currently living in a homeless shelter with mom. When he started the school year, he was agitated and paced the room throughout most of the day, feeling unsure of his environment and missing his mom. His way of dealing with conflict in the classroom was to hit and scream, making it hard for him to make and maintain friendships with his peers.

K.J.

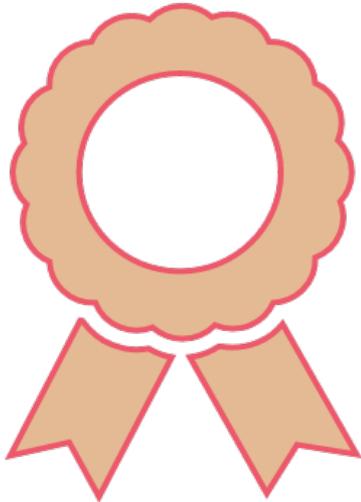
Our coach worked with him a couple of times a week helping him learn how to calm down through breathing. The coach also worked with teachers on how to recognize behaviors caused by hypervigilance in the classroom.

K.J.

Now, when he becomes upset, he works on his breathing to help calm himself down and uses his words for his wants, needs and how he feels in a calm manner. He comes into the classroom calm, excited to learn, is eager to help and loves being in the company of his classmates and teachers.

He has even generalized this skill to other environments! His case manager shared with us that she has seen him practice his breathing to self-regulate at home and in the community with great success.

Innovative Bright Practices Award



Our program was recently awarded the Illinois Head Start Association's Innovative Bright Practices Award, which is designed to highlight programs that are using innovative and creative strategies within their program.

Since we were selected, our program is automatically nominated for the yearly Vanessa Rich Innovative Award at the IHSA Annual Conference in March 2019.

Question and Answer Session

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and visit our website
for resources and
news!

@RELMidwest

[https://ies.ed.gov/ncee/
edlabs/regions/midwest
/default.aspx](https://ies.ed.gov/ncee/edlabs/regions/midwest/default.aspx)

Following 229 Followers 1,929 Likes 293 Lists 1

Pinned Tweet

REL Midwest @RELMidwest · Mar 17

Learn more about our research partnerships! Watch our latest video:
youtube.com/watch?v=AESDeq... #edresearch



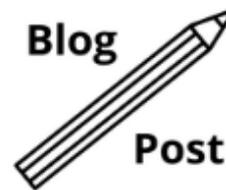
Introduction to Research Alliances

The Regional Educational Laboratory Midwest is committed to using research-based evidence in education. To support this, we lead a variety of resear...
youtube.com



REL Midwest @RELMidwest · 18h

REL Midwest is leading 2 projects that support @mieducation's focus on #teacherprep and #teacher shortages: ies.ed.gov/ncee/edlabs/re... #educatoreffectiveness



New projects investigate
teacher pipeline and
residency programs

REL MIDWEST



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