# Social Emotional Programming
# A Success Story

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Anaconda School District, Lincoln Primary School

## Objectives

1. Participants will be able to define resilience, self-regulation, and social emotional health

2. Participants will learn about the impact of an SEL program on a prek-2nd school.

3. Participants will learn about a few assessments used to assess SEL

4. Participants will learn why SEL is so important

## Stop and Think

What do you think is going well in your classroom that we can celebrate?

What was the most challenging thing that happened in your classroom/school this week? What have you tried to solve that problem?

Take a moment to write it on your sticky note

## This is Our Story



## Wisdom of Geese

## Resilience

- Resilience is the "ability to recover from or adjust easily to misfortune or change" (Merriam-Webster's Dictionary, 2018)
- Protective Factors
- Strong evidence now supports the connection between children's success in school and social and emotional skills acquired during the early years (Beerman et al (2008).

## Social Emotional Health

- Identify and understand one's own feelings
- Accurately read and comprehend emotional states in others
- Manage the expression of strong emotions in a constructive manner
- Regulate one's own behavior
- Develop empathy for others
- Establish and sustain relationships (National Scientific Council on the Developing Child, 2005).

## Self-Regulation

Self-regulation is the ability to manage emotional upset and behavior.

- Self - Regulation is a better predictor of academic success than IQ scores or entry-level reading and math skills.
- The way parents treat each other is even more powerful for a child's development of self-regulation than the way the parents treat the child.
- Without self-regulation, empathy cannot develop. Without empathy bullying, divorce and crime skyrocket.

- There is a growing wave of concern that young children are not entering school with the self-regulatory skills that they need. (Raver & Knitzer, 2002).**Have you noticed more out-of-control children with more difficult behavior problems?**
- Parents who are controlling have children who are angrier and less empathetic (Strayer and Roberst, 2004). **Does a family who fits this dynamic come to mind?**

- In some early childhood centers, there are six or more instances of serious aggressive behavior in a day (Kupersmid et al, 2000 and Willoughby et al, 2001) **What would research show in your school? Has your child been involved in an aggressive incident or witnessed this aggression?**
- When preschool teachers fail to handle social-emotional problems well, they perpetuate unregulated behaviors in their young pupils and pass the problem up through the ages where change is more difficult (Arnold et al, 1998).
  **Do you think this has changed since 1998?**

- Teacher burnout from dealing with out-of-control children is skyrocketing (Hastings, 2003). **How have you changed since you entered the profession?**
- If early early childhood-aged children do not practice self-regulation enough, the related brain areas will not fully develop and the end result may be adults who act like their in their "terrible twos" (Boyd et al, 2005).

## Lincoln Primary School Demographics

275 Students (ages 3 to 8)

10-15 students are enrolled in CSCT - those that don't qualify are referred to other resources.

23.7% of the School District Population is Identified as Having a Disability

100% Free Breakfast and Free Lunch - our school is over 60% on Direct SNAP benefits

28 students are currently being targeted in small groups to focus on their SEL needs

## Challenging Behavior Examples

Challenging Behavior #1

Challenging Behavior #2

## Office Referral Examples

Student threw desk at another student and screamed at the classroom

Student ran out of classroom, ran down the hallway screaming, tearing everything down off the walls

Student punched another student in the face on the playground when student took his ball on the playground

Student called teacher names, hit and kicked teacher repeatedly in legs and arms and torso

Student layed on the classroom floor - crying and kicking - refusing to move.

## Traditional Discipline

We gave punitive consequences

Suspensions

Removal from classrooms

## Teacher's Comments

"I can't teach."

"You need to get this kid out of here."

"This is ridiculous ... why is this student in my class."

"This kid is lazy and he's too dumb to do the work."

"My class is not learning. Why is this kid allowed in school?"

"Why is this kid not at the Center?" (Place for students with challenging behavior)

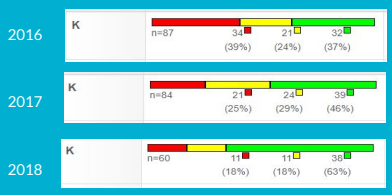
"I've never met a kid I didn't like....until now."

## Office Referrals

| | |
|---|---|
| 2014 | 263* |
| 2015 | 293* |
| 2016 | 195** |
| 2017 | 108 |
| 2018 | 36 (2 Quarters) |

I felt like I was running a mental health institution. We were handing out lithium and risperdal and adderall to kids ages 3 to 8

## DIBELS Data - Students Entering Kindergarten Ready - Beginning of Year




## Steps to Alleviate the Challenging Behaviors

| | |
|---|---|
| 2015 | Preschool Development Grant |
| 2016 | Conscious Discipline Adoption as SEL Program |
| 2017 | Creation of Transitional Kindergarten |
| | Adopted eDECA to assess Social Emotional Area's for Prek |
| 2018 | Workstations in Kindergarten |
| | Adopted DESSA to assess Social Emotional Area's for k-2 |

## Transitional Kindergarten

- Students that aren't quite ready yet for Kindergarten
- Generally summer birthdays
- Limited Preschool or No Previous Experience
- Low scores on the DIAL
- Areas of need on the DECA
- Designed for students that need help with self-regulation, social emotional health, and resilience

## Preschool

Inclusive Model
- 3 Year Old Classroom
  - ½ day class M- TH
  - 1 Teacher and 1 Paraprofessional - max out at 14
- 4 year old Classroom
  - Full Day M-F
  - 1 Teacher and 1 Para - max out at 16

Serve Students with the Following Disabilities:
Autism, Speech and Language, Developmentally Disabled, Emotionally Disturbed, and Speech and Language Impairment

## Conscious Discipline Adoption

| Traditional Discipline | Conscious Discipline |
|---|---|
| It is possible to control others through environmental manipulations. | Controlling and changing ourselves is possible and has a profound impact on others. |
| Rules govern behavior. | Connectedness governs behavior. |
| Conflict is a disruption to the learning process. | Conflict is an opportunity to teach. |

## Seeing Misbehavior Differently

**A child throws a fit in the grocery store.**

A) Missing the ability to handle frustration?
B) Spoiled child who won't listen to her mother when she says no?

**A child does not follow directions when told.**

A) Missing the ability to pay attention and keep out distractions?
B) Non-compliant child who tests the teacher?

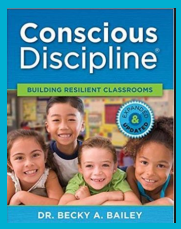
**A child intentionally hits another child.**

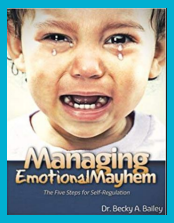
A) Missing the ability to manage frustration?
B) Mean disrespectful child?

**A child constantly pushes or elbows other children.**

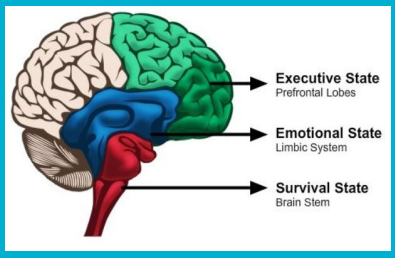
A) Missing the ability to control impulses?
B) Disrespectful child who refuses to keep hands and feet to self?

## Book Study




## Brain States

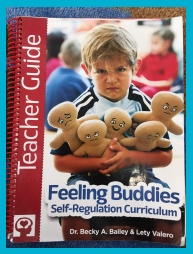




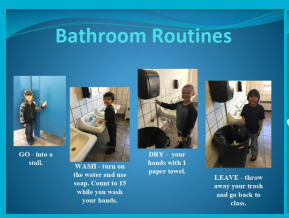


## Conscious Discipline Curriculum



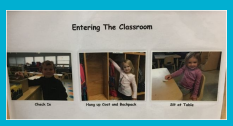




## Rituals and Routines



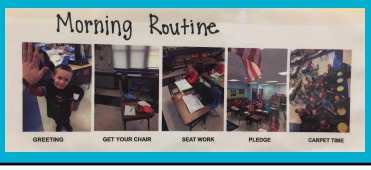












## Connections



## Classroom Greetings

## Noticing Language

"You _____,
so _____.
That was helpful!"
(Describe exactly what they did (like a sports announcer) and then say how it was helpful.)





## Visual Schedules






## Classroom Family




## Our Classroom Wish You Well Ritual...



You were gone and you were missed, where would you like your welcome back kiss!

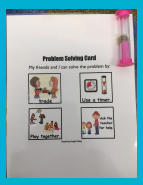


## Building Connections






## Visual Supports















## Safe Place or Retreat Center








## 5 Steps to Self-Regulation




## E-deca - 3-5 years of age

Attachment/Relationships

Initiative

Self-Regulation

Behavioral Concerns

Intervention Strategies tied to Conscious Discipline

## E-DECA questions

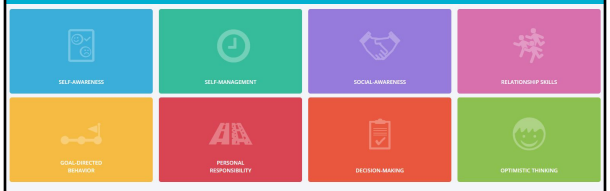
| Item # | During the past 4 weeks, how often did the child... | Never | Rarely | Occasionally | Frequently | Very Frequently |
|---|---|---|---|---|---|---|
| | | | ✓ | ✓ | ✓ | ✓ |
| 1. | act in a way that made adults smile or show interest in him/her? | | | | | |
| 2. | listen to or respect others? | | | | | |
| 3. | control his/her anger? | | | | | |
| 4. | seem sad or unemotional at a happy occasion? | | | | | |
| 5. | show confidence in his/her abilities (for instance, say "I can do it!")? | | | | | |
| 6. | have a temper tantrum? | | | | | |
| 7. | keep trying when unsuccessful (show persistence)? | | | | | |
| 8. | seem uninterested in other children or adults? | | | | | |
| 9. | use obscene gestures or offensive language? | | | | | |
| 10. | try different ways to solve a problem? | | | | | |

## E-DECA Reports

**Names:** Eamon, Brianna; Calissey, Stacy;

| | Type Rating: Pre | | | | | Type Rating: Mid | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | IN | SR | AR | TPF | BC | IN | SR | AR | TPF | BC |
| ster, Parker | 42 | 45 | 39 | 41 | 55 | 43 | 53 | 49 | 48 | 42 |
| ton | 39 | 48 | 45 | 42 | 58 | | | | | |
| n | 52 | 53 | 49 | 52 | 37 | 56 | 55 | 51 | 56 | 30 |
| e | 56 | 51 | 49 | 53 | 50 | 50 | 51 | 49 | 50 | 43 |
| | 52 | 55 | 51 | 54 | 40 | 56 | 55 | 51 | 55 | 30 |
| ne | 52 | 51 | 49 | 51 | 47 | 54 | 53 | 49 | 53 | 33 |
| | 56 | 55 | 51 | 55 | 36 | 56 | 55 | 51 | 56 | 29 |
| dan | 36 | 31 | 38 | 33 | 66 | 35 | 38 | 45 | 38 | 59 |
| | 36 | 55 | 51 | 46 | 45 | | | | | |
| ries | 42 | 38 | 47 | 41 | 61 | 48 | 46 | 51 | 48 | 52 |
| adison | 51 | 55 | 51 | 53 | 36 | 56 | 55 | 49 | 54 | 36 |
| er | 48 | 50 | 49 | 49 | 47 | 54 | 55 | 49 | 54 | 39 |
| ylee | 52 | 55 | 51 | 54 | 33 | 56 | 55 | 51 | 55 | 30 |
| , Kambree | 56 | 55 | 51 | 55 | 30 | 56 | 55 | 51 | 55 | 29 |
| sn | 56 | 55 | 51 | 55 | 30 | 56 | 55 | 51 | 55 | 29 |
| | 48 | 55 | 49 | 51 | 39 | 46 | 55 | 49 | 51 | 33 |
| | 54 | 53 | 51 | 54 | 36 | 52 | 55 | 51 | 54 | 39 |
| Anthony | 46 | 31 | 43 | 39 | 65 | 52 | 44 | 51 | 49 | 53 |

# DESSA - ages 6 - 8th grade




# DESSA mini

| Item # | During the past 4 weeks, how often did the child... | Never | Rarely | Occasionally | Frequently | Very Frequently |
|---|---|---|---|---|---|---|
| 1. | accept responsibility for what she/he did? | 0 | 1 | 2 | 3 | 4 |
| 2. | do something nice for somebody? | 0 | 1 | 2 | 3 | 4 |
| 3. | speak about positive things? | 0 | 1 | 2 | 3 | 4 |
| 4. | pay attention? | 0 | 1 | 2 | 3 | 4 |
| 5. | contribute to group efforts? | 0 | 1 | 2 | 3 | 4 |
| 6. | perform the steps of a task in order? | 0 | 1 | 2 | 3 | 4 |
| 7. | show care when doing a project or school work? | 0 | 1 | 2 | 3 | 4 |
| 8. | follow the advice of a trusted adult? | 0 | 1 | 2 | 3 | 4 |

# Full DESSA

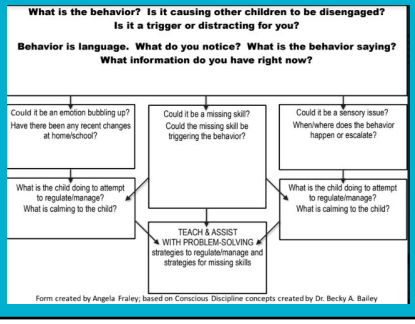
| Item # | During the past 4 weeks, how often did the child... | Never | Rarely | Occasionally | Frequently | Very Frequently |
|---|---|---|---|---|---|---|
| 1 | remember important information? | | | | | |
| 2 | carry herself/himself with confidence? | | | | | |
| 3 | keep trying when unsuccessful? | | | | | |
| 4 | handle his/her belongings with care? | | | | | |
| 5 | say good things about herself/himself? | | | | | |
| 6 | serve an important role at home or school? | | | | | |
| 7 | speak about positive things? | | | | | |
| 8 | cope well with insults and mean comments? | | | | | |
| 9 | take steps to achieve goals? | | | | | |
| 10 | look forward to classes or activities at school? | | | | | |
| 11 | get along with different types of people? | | | | | |
| 37 | follow the example of a positive role model? | | | | | |
| 38 | compliment or congratulate somebody? | | | | | |
| 39 | accept responsibility for what she/he did? | | | | | |
| 40 | do something nice for somebody? | | | | | |
| 41 | make accurate statements about events in her/his life? | | | | | |
| 42 | show good judgment? | | | | | |
| 43 | pay attention? | | | | | |
| 44 | wait for her/his turn? | | | | | |
| 45 | show appreciation of others? | | | | | |
| 46 | focus on a task despite a problem or distraction? | | | | | |
| 47 | greet a person in a polite way? | | | | | |

# DESSA Reports

| | Rating Date | Rating Period | Rater Name | Rater Contact | PR | OT | GB | SO | DM | RS | SA | SM | SEC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| colas | 02/13/2019 | B | Andrea Daly | Teacher | 40 | 43 | 42 | 44 | 43 | 44 | 44 | 46 | 42 |
| . Rolando | 02/13/2019 | B | Andrea Daly | Teacher | 37 | 47 | 43 | 40 | 41 | 47 | 55 | 40 | 43 |
| | 09/25/2018 | A | Andrea Daly | Teacher | 38 | 45 | 38 | 38 | 43 | 43 | 42 | 40 | 40 |
| abriel | 02/13/2019 | B | Andrea Daly | Teacher | 35 | 37 | 34 | 39 | 38 | 40 | 40 | 37 | 36 |
| | 09/25/2018 | A | Andrea Daly | Teacher | 41 | 40 | 36 | 37 | 39 | 44 | 40 | 40 | 39 |
| Selina | 02/15/2019 | B | Andrea Daly | Teacher | 48 | 43 | 47 | 43 | 46 | 52 | 52 | 49 | 48 |
| Hunter | 02/15/2019 | B | Andrea Daly | Teacher | 46 | 43 | 46 | 44 | 41 | 45 | 44 | 48 | 44 |
| yrondo | 02/15/2019 | B | Andrea Daly | Teacher | 37 | 39 | 33 | 41 | 39 | 42 | 40 | 41 | 38 |
| | 09/25/2018 | A | Andrea Daly | Teacher | 40 | 42 | 43 | 40 | 37 | 43 | 41 | 40 | 40 |

# Our Process

1. All students are evaluated with edeca or DESSA
2. Grade Level Meetings are Held
   a. Students who are flagged are given needed support in the following ways:
      i. Classroom Teacher's focus on 1 area
   b. Students are given individual or small group lessons on needed area's through CSCT or the school counselor
3. Parents are also given the assessment - Family Engagement Coordinator provides needed support
4. Process repeats 3 times a year (September, December, April/May)
5. Self-Regulation Tools are sent on with the student so next year's teacher doesn't have to start from scratch



## Reflective Question

**What was the most challenging thing that happened in your classroom/school this week?**

**What is the student trying to communicate?**

**What new strategy(s) would you use to teach the child the missing skill?**

## Final Words of Wisdom

SEL - takes time - no quick fixes

There are many SEL programs available - pick one and get started

Philosophy Switch - will not work in a punitive toxic work environment

## Call to Action

3-2-1 Activity

| 3 Things You Learned | 2 Things You Want to Know More About | 1 Thing You Will Implement in Your School |
|---|---|---|
| 1.<br>2.<br>3. | 1.<br>2. | 1. |

## Contact Information


Norah Barney - principal - nbarney@anacondaschools.org

Rose Kellegher - counselor - rkellegher@anacondaschools.org

Brianna Saltenberger - preschool teacher - bsaltenberger@anacondaschools.org


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