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Social and Emotional Learning: Beyond the School Walls

**Wednesday, April 22, 2020
3:00 PM – 4:30 PM**

D.C. School Behavioral Health Community of Practice (CoP)

Housekeeping

- This meeting will be recorded
- All participants are muted on entry
- You can unmute your phone/computer by clicking on the mic icon
- Please keep your phone or microphone on mute if you are not speaking
- Use the chat box to ask questions and share your ideas
- Contact DCCOP@crpcorp.com or call 202-486-0110 if you need technical support



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Please Share...

Please share... what does a positive school climate look like during distance learning?



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Agenda

3:00 – 3:05 Welcome

Olga Acosta Price & Mariola Rosser, CHHCS/GWU

3:05 – 3:15 CoP Shared Vision

3:15 – 3:30 SEL: Beyond the School Walls

Dr. Kenya Coleman (DCPS), Rachel Sadlon
(CHHCS/GWU) & Lisa Shaw (SchoolTalk)

3:30 – 4:00 Restorative Circles & Small Group Debrief

4:00 – 4:05 Large Group Debrief

4:05 – 4:30 Practice Group Breakouts

PG Facilitators



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CoP Meeting Objectives

- Describe how school climate and SEL support a Tier 1 strategy
- Learn to use restorative circles to build student relationships and prosocial skills
- Share strategies and resources to improve school climate and promote SEL
- Advance the work of the Practice Groups and share next steps



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DC CoP Shared Vision (in progress)

We are a diverse community of people who share expertise and passion for the wellbeing of students, families and school communities.

Together, we are united in supporting school-based teams as they engage partners, collaborate to create safe and supportive school environments, and implement interdisciplinary practices that improve mental health and wellbeing.

To accomplish this, we mobilize resources, ensure equitable access, align services, and promote culturally-responsive interventions within schools and across DC.

We know we are having an impact when participating DCPS and DC Public Charter Schools improve school climate and social emotional wellbeing of students and families by demonstrating positive outcomes in such areas as...



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We know we are having an impact when ...

We have **cross-sector representation**

Agreed upon metrics that measure growth **in equitable access** to behavioral supports and services in all school communities in all 8 wards; **more general education** students/families **gaining access** to mental health supports; **increase in utilization** of mental health services.

Engagement, families and youth are **having difficult conversations** in and out of school, and talking about their struggles and community providing support when needed; **Normalizing mental health** and creating physical **spaces for those conversations** to happen in order to build community

Positive **feedback** children and families can say that they are at their **optimal level of functioning**; feedback from families about changes and improvements; positive feedback from families/schools

We see **positive change in climate**; Improved **academic functioning**; Staff, family and students are able to state **progress in their SEL** and academic improvement in school culture, visible changes; Positive feedback from schools; Data will show that we **increase daily school attendance**; Increase community/family **engagement**, and help **close the achievement gap** as we work towards a **thriving** school community.

Sharing with other communities



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School Climate/SEL as Tier 1 MH Promotion

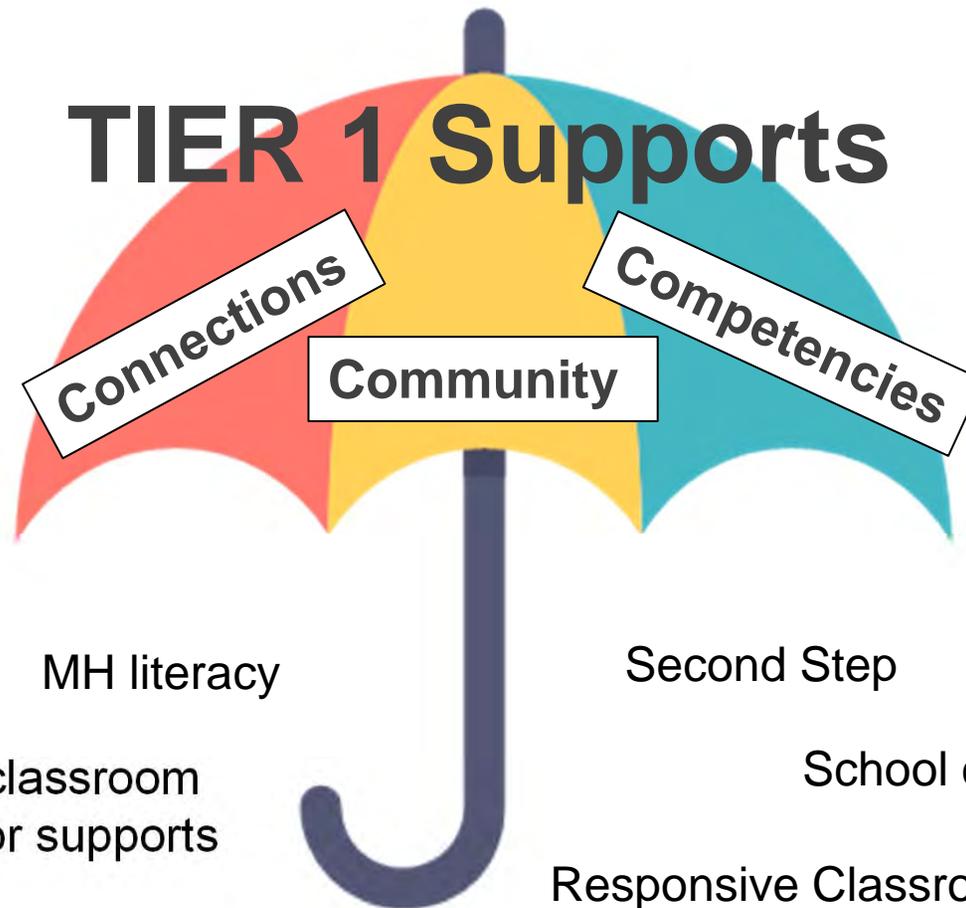
- Promotes well-being and educational success for all students
- Serves as foundation for Tiers 2 and 3 mental health services and supports
- Produces cost savings by investing in mental health promotion and early intervention (versus treatment)
- Decreases stigma about mental health and illness
- Promotes school staff well-being
- MH is part of overall health, and students must be healthy enough to learn, and teachers healthy enough to teach



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TIER 1 Supports



MH literacy

Second Step

School-wide & classroom
positive behavior supports

School climate improvement

Responsive Classroom

Community circles
(restorative practices)

SEL

Positive youth development



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Are SEL and School Culture still relevant while students learn from home?

- CASEL defines SEL as, “...how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions”.
 - 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.
-

SEL in action: Seaton Elementary School Community



SEL Core Competencies



Incorporate SEL into existing structures

TEACHING MATRIX						
C. Alton Lindsay Middle School						
SCHOOL-WIDE BEHAVIOR EXPECTATIONS						
	Arrival & Dismissal	Hallway & Transitions	Bathroom	Cafeteria	iPads	Classroom
S Safety First	<ul style="list-style-type: none"> Walk directly to my designated area Stay in my area Talk softly Keep hands, feet, and belongings to myself 	<ul style="list-style-type: none"> Walk directly to my designated area 	<ul style="list-style-type: none"> Keep hands, feet, and belongings to myself Allow for the privacy of others 	<ul style="list-style-type: none"> Enter and exit with a pass or my teacher Throw away my trash and tray Clean up after myself 	<ul style="list-style-type: none"> iPads should be closed while walking in the hallway. Make sure iPads remain in a case and/or cover. Visit only authorized websites and apps. 	<ul style="list-style-type: none"> Listen Follow directions the first time given Ask appropriately for help Clean up after myself Follow lab rules and procedures
W Work Together Respectfully	<ul style="list-style-type: none"> Respect the space of others 	<ul style="list-style-type: none"> Walk quietly to the right side of the hallway so that others can continue learning and working 	<ul style="list-style-type: none"> Conserve supplies: <ul style="list-style-type: none"> 2 squirts of soap 2 pushes/turns on the paper towel dispenser Dispose of trash in the trash can. 	<ul style="list-style-type: none"> Move away from conflict or distractions Ask for help when needed Be patient Stay in line 	<ul style="list-style-type: none"> Have iPad charged and/or bring charger everyday. Be responsible for your iPad only. Do not share or swap devices with another student. Bring iPad to school everyday. 	<ul style="list-style-type: none"> Accept feedback and discipline from staff by listening, asking questions, and following directions the first time. Be ready to learn Be present and focused Encourage others
A Accept Responsibility	<ul style="list-style-type: none"> Keep to your own business 	<ul style="list-style-type: none"> Remain quiet in QUIET ZONES Carry my own belongings Keep lockers locked Walk directly to my designated area 	<ul style="list-style-type: none"> Flush Wash my hands Use appropriate fixtures Go 	<ul style="list-style-type: none"> Maintain a clean space and conversation Keep food on my tray or in my mouth 	<ul style="list-style-type: none"> Use iPad for learning and instruction (school purposes only). Release iPads to teachers/staff upon request. 	<ul style="list-style-type: none"> Attend class daily and on time Clean up after myself Be prepared for instruction with all necessary materials
G Guide Me	<ul style="list-style-type: none"> Teachers will supervise groups of students at all times Teachers will ensure that they know the location of all students 	<ul style="list-style-type: none"> Teachers will enforce safety Teachers will monitor students by being at their doors and in the hallways 	<ul style="list-style-type: none"> Teachers will stand by bathrooms to monitor the noise and behavior from the hallway 	<ul style="list-style-type: none"> Teachers will arrive on time and pick up students on time Teachers will walk students directly into the cafeteria 	<ul style="list-style-type: none"> Teachers will supervise the use of iPads/various technology at all times. Teachers will have lesson plans prepared and alternate assignments for students without their iPads. 	<ul style="list-style-type: none"> Teachers will supervise groups of students at all times Teachers will be prepared for class <ul style="list-style-type: none"> Lesson plans posted Engaged and present Observable outcomes

How to Facilitate Restorative Circles Virtually

The screenshot shows a Padlet board with a dark wood-grain background. In the center is a white text box with the following content:

Restorative Practices Self-Facilitated Circles Instructions

Hello, and welcome to the Restorative Practices Self-Facilitated Circles activity!

- During this community building circle, everyone will have an opportunity to be a Co-Keeper (facilitator) of the circle.
- In your group, decide who will be Co-Keeper number One, Two, Three, Four and Five. The following are the roles for each Keeper:
 - Co-Keeper One: Opening Ceremony
 - Co-Keeper Two: Circle Guidelines
 - Co-Keeper Three: Opening Round
 - Co-Keeper Four: Storytelling Round
 - Co-Keeper Five: Closing Ceremony
- Each Co-Keeper should read through their part before starting the circle.
- Co-Keeper One will check with the group to be sure everyone is ready and start the circle.
- Once the group has completed the Circle, please use the Google link to complete the activity evaluation (as a group).

Below the text box, the text "Co-Keeper One" is visible. The background of the Padlet board features various colorful sticky notes with handwritten words like "Confidence", "EMPATHY", "THINKING", and "Hope".

Please proceed to the Padlet: <https://padlet.com/lisashaw/ojk4jwl5mwsqore9>



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Dismiss for Restorative Circles and Small Group Discussion

Please proceed to the Padlet:

<https://padlet.com/lisashaw/ojk4jwl5mwsqore9>



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Large Group Discussion

1. What was the experience like for you to participate in Restorative Circle?
2. How do you see yourself using Restorative Circles during distance learning?



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Practice Group Discussions

Breakout 1: Crisis Response and Intervention

- Facilitators: Claudia Price, Alexandra Vann

Breakout 2: Family and Youth Engagement

- Facilitators: Linda Sheriff, Dr. Chioma Oruh, Ron LaFleur

Breakout 3: Positive School Climate and Social and Emotional Learning Implementation

- Facilitators: Rachel Sadlon, Lisa Shaw, Dr. Kenya Coleman

Breakout 4: School-based Clinical Supervision

- Facilitators: Inma Iglesias and Monica Hammock

Breakout 5: Trauma-Informed Practices in Schools

- Facilitators: Dr. Danielle Palmer and Monique Leopold



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Future CoP Meetings and Chats

- April 29, 2020 3:00 – 4:15 PM
A High Functioning Wellness Team
- May 13, 2020 3:00 – 4:15 PM
The Ecology of Wellness
- May 27, 2020 3:00 – 4:30 PM
D.C. CoP Virtual Meeting



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Contact us at DCCOP@crpcorp.com



DBH DEPARTMENT OF BEHAVIORAL HEALTH

DC School Behavioral Health Community of Practice (CoP)

Home Calendar Events About CoP Archive

About CoP



The D.C. School Behavioral Health Community of Practice (CoP) was launched in September 2019 to expand comprehensive school behavioral health supports in all D.C. public and public charter schools.

The purpose of the D.C. CoP is to engage school professionals and community leaders, alongside clinicians from community-based organizations (CBOs) who jointly conduct school-based activities and services designed to promote healthy development and wellbeing for all students and their families.

The comprehensive school behavioral health system is defined as a strategic collaboration between school personnel, community mental health providers, students and families to create a positive school culture that provides timely access to high-quality, reliable supports for children, youth, and their families. Teams offer a full array of trauma-informed, culturally-responsive, evidence-based tiered interventions to promote wellness, identify challenges early, and offer treatment services when necessary so that all children and youth succeed and thrive.

Communities of Practice

"are groups of people who share expertise and passion about a topic and interact on an ongoing basis to further their learning ... members typically solve problems, discuss insights and share information ... develop tools and frameworks ... and over time, these mutual interactions and relationships build up a shared body of knowledge and a sense of identity". (Wenger, McDermott, & Snyder, 2002)

The D.C. CoP will meet monthly face to face and offer additional learning activities (e.g., webinars, trainings, dialogue) around topics selected by the community members (e.g., trauma-informed practices, crisis response and intervention, social and emotional learning, family engagement and more) to build new knowledge, support implementation of best practices in school behavioral health and solve persistent problems of practice.

The D.C. CoP will be supported by the Center for Health and Health Care in Schools (CHHCS) at the Milken Institute School of Public Health at the George Washington University, the Department of Behavioral Health (DBH), the District of Columbia Public Schools, the District of Columbia Public Charter Schools, the Office of the State Superintendent of Education (OSSE) and CRP, Inc.

One hundred and nineteen (119) Schools (Cohorts 1 and 2) were invited to participate in the D.C. School Behavioral Health Community of Practice this year.

<https://dbh.dc.gov/service/school-behavioral-health-program>



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