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The Center for  
Health and Health Care  
in Schools

# **D.C. School Behavioral Health Community of Practice (CoP) Practice Group Meeting**

## **Positive School Climate and Social Emotional Learning Implementation**

**Wednesday, May 27, 2020**

**3:00PM**

# Proposed Agenda

- Introductions and Icebreaker
- Reflecting on Our Past, Present and Future
  - *Past*: Our Accomplishments, 2019-2020
  - *Present*: Our Current Reality
  - *Future*: Our Vision Moving Forward
- Closure and Next Steps



# Introductions and Icebreaker

Please share with us your:

- Name
- Title/Role
- School/Organization
- What is the best memory you'll have of your students or school community from distance learning?



# What is a Practice Group?

- A PG is a smaller unit within the DC CoP
- Promotes implementation of specific interdisciplinary practices that improve behavioral health and wellbeing in key areas:
  - Crisis Response and Intervention
  - Family and Youth Engagement
  - Positive School Climate and Social and Emotional Learning Implementation
  - School-based Clinical Supervision
  - Trauma-Informed Practices in Schools



# Positive School Climate and Social Emotional Learning Implementation Practice Group (PSC/SEL PG)

- PSC and SEL implementation focus on the strategies and interventions that foster a positive, caring, and supportive school environment in which programs and practices help students develop skills in understanding and managing their emotions, set and fulfill goals, learn to empathize, and develop positive relationships.
- Identify and overcome common barriers (“Problems of Practice”) to implementing frameworks, strategies, and best practices that foster support for student learning, development, and wellbeing.



# Social Emotional Learning

How children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions (CASEL).

- Intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices
- Actively involves all students in their social, emotional, and academic growth
- Infuses SEL into every part of students' daily lives – across classrooms, times of the school day, and at home and in the community



# *Past: Our Accomplishments,* 2019-2020



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# November – January

## Learning Together

- Current efforts to promote SEL/school climate:
  - School-wide, evidence-based programs
  - Presentations on prevention and healthy development
  - Morning meeting (circles) and advisory classes
  - Home-school communication (Dojo points)
  - Positive behavior reinforcements (recognition, school dollar program)





# November – January

## Learning Together (continued)

- Problems of practice
  - Buy-in and competing (academic) priorities
  - Shared vision for the work
  - Staff turnover
  - Adult self-awareness and social-emotional competencies
  - Leadership commitment and investment



# November – January

## Learning Together (continued)

- Top priorities
  - Identifying reliable shared metrics to assess SEL/school climate
  - Sharing best practices, strategies, and resources across schools and organizations
  - Building capacity for the work (both top-down and bottom-up)



# April 22: DC CoP Meeting

## Social and Emotional Learning: Beyond the School Walls

padlet

April 22 CoP Virtual Meeting: SEL RJ Circlets  
Virtual Restorative Practice Community Building Circle Activity

**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).

Co-Keeper One

**TEACHING MATRIX** C. Alton Lindsay Middle School  
**SCHOOL-WIDE BEHAVIOR EXPECTATIONS**

|                                       | Arrival & Dismissal  | Hallway & Transitions  | Restroom  | Cafeteria  | Plaza   | Classroom  |
|---------------------------------------|--|--|---|--|---|--|
| <b>S</b><br>afety First               | <ul style="list-style-type: none"> <li>Walk directly to the designated area</li> <li>Line up in the hallway</li> <li>Keep hands, feet, and belongings to yourself</li> </ul>   | <ul style="list-style-type: none"> <li>Walk directly to the designated area</li> <li>Line up in the hallway</li> <li>Keep hands, feet, and belongings to yourself</li> </ul>   | <ul style="list-style-type: none"> <li>Keep hands, feet, and belongings to yourself</li> <li>Line up in the hallway</li> <li>Keep hands, feet, and belongings to yourself</li> </ul>  | <ul style="list-style-type: none"> <li>Enter and exit with a line or two teacher</li> <li>Always keep my hands to myself</li> <li>Clean up after myself</li> </ul>   | <ul style="list-style-type: none"> <li>Walk around the school building</li> <li>Follow the directions of the teacher</li> <li>Line up in the hallway</li> <li>Keep hands, feet, and belongings to yourself</li> </ul> | <ul style="list-style-type: none"> <li>Line up in the hallway</li> <li>Follow the directions of the teacher</li> <li>Line up in the hallway</li> <li>Keep hands, feet, and belongings to yourself</li> </ul> |
| <b>W</b><br>ork Together Respectfully | <ul style="list-style-type: none"> <li>Remain in the space of others</li> <li>Walk quietly to the right side of the hallway</li> <li>Do not talk or eat in the hallway</li> <li>Do not drink in the hallway</li> </ul>       | <ul style="list-style-type: none"> <li>Remain in the space of others</li> <li>Walk quietly to the right side of the hallway</li> <li>Do not talk or eat in the hallway</li> <li>Do not drink in the hallway</li> </ul> | <ul style="list-style-type: none"> <li>Remain in the space of others</li> <li>Walk quietly to the right side of the hallway</li> <li>Do not talk or eat in the hallway</li> <li>Do not drink in the hallway</li> </ul>  | <ul style="list-style-type: none"> <li>Move away from the line or direction</li> <li>Ask for help when needed</li> <li>Be patient</li> <li>Stay in line</li> </ul>   | <ul style="list-style-type: none"> <li>Follow the directions of the teacher</li> <li>Line up in the hallway</li> <li>Keep hands, feet, and belongings to yourself</li> </ul>  | <ul style="list-style-type: none"> <li>Accept feedback and apologize when needed</li> <li>Be respectful to others</li> <li>Be patient</li> <li>Be respectful to others</li> </ul>                            |
| <b>A</b><br>ccept Responsibility      | <ul style="list-style-type: none"> <li>Keep to your own business</li> <li>Remain quiet in the hallway</li> <li>Carry my own books</li> <li>Do not talk or eat in the hallway</li> <li>Do not drink in the hallway</li> </ul> | <ul style="list-style-type: none"> <li>Remain in the space of others</li> <li>Walk quietly to the right side of the hallway</li> <li>Do not talk or eat in the hallway</li> <li>Do not drink in the hallway</li> </ul> | <ul style="list-style-type: none"> <li>Remain in the space of others</li> <li>Walk quietly to the right side of the hallway</li> <li>Do not talk or eat in the hallway</li> <li>Do not drink in the hallway</li> </ul>  | <ul style="list-style-type: none"> <li>Maintain a clean space and clean up</li> <li>Keep hands, feet, and belongings to yourself</li> <li>Line up in the hallway</li> </ul>  | <ul style="list-style-type: none"> <li>Line up in the hallway</li> <li>Follow the directions of the teacher</li> <li>Line up in the hallway</li> <li>Keep hands, feet, and belongings to yourself</li> </ul>          | <ul style="list-style-type: none"> <li>Attend class daily and on time</li> <li>Clean up after myself</li> <li>Be respectful to others</li> <li>Be respectful to others</li> </ul>                            |
| <b>G</b><br>uide Me                   | <ul style="list-style-type: none"> <li>Teachers will separate groups of students</li> <li>Teachers will separate groups of students</li> <li>Teachers will separate groups of students</li> </ul>                            | <ul style="list-style-type: none"> <li>Teachers will separate groups of students</li> <li>Teachers will separate groups of students</li> <li>Teachers will separate groups of students</li> </ul>                      | <ul style="list-style-type: none"> <li>Teachers will attend by the noise and behavior from the hallway</li> <li>Teachers will attend by the noise and behavior from the hallway</li> <li>Teachers will attend by the noise and behavior from the hallway</li> </ul> | <ul style="list-style-type: none"> <li>Teachers will arrive on time and go to the cafeteria</li> <li>Teachers will arrive on time and go to the cafeteria</li> <li>Teachers will arrive on time and go to the cafeteria</li> </ul> | <ul style="list-style-type: none"> <li>Teachers will separate groups of students</li> <li>Teachers will separate groups of students</li> <li>Teachers will separate groups of students</li> </ul>                     | <ul style="list-style-type: none"> <li>Teachers will separate groups of students</li> <li>Teachers will separate groups of students</li> <li>Teachers will separate groups of students</li> </ul>            |



# May: Infographic Social Emotional Learning and School Climate During Distance Learning



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## Social Emotional Learning and School Climate During Distance Learning

### Tips from the DC CoP

We recently asked school leaders and school mental health clinicians how they promote social emotional learning and maintain a positive school climate for all members of the school community while distance learning is in place. Here's what they had to say:

#### PROMOTE STAFF WELLNESS

**Weekly meetings:** During staff meetings, designate a time to focus on self-care, discuss work-life balance, and share mindfulness techniques.

**Workshops:** Offer specialized workshops focused on self-care and/or mindfulness.

**Resource Sharing:** In staff emails or newsletters, provide tips and resources on social emotional learning in virtual classrooms, student and family engagement, and personal stress relief.



#### ENGAGE FAMILIES

**Debrief Calls:** Offer informal calls for families to bring up concerns or obstacles they are experiencing.

**Family Activities:** Transform group video calls with families into a pizza party, a fun group activity (e.g., Scattergories), or a read aloud or dance party.

**Newsletters:** Create a newsletter with social-emotional learning resources, mindfulness activities and educational materials to help with virtual learning.

**Address Challenges:** Send resources and tips on how to deal with certain challenges such as job loss, sickness, social distancing, etc.



#### SUPPORT STUDENTS

**Morning Check-Ins:** If feasible, build routine by conducting virtual weekly community or individual check-ins with students.

**Virtual Classroom:** To help students focus during virtual class time, conduct mindfulness exercises, a feelings check, or a minute of deep breathing.

**Stress Relief:** Provide relaxation techniques or short activities to help students de-stress.

**Classroom-to-Home:** Encourage students to use classroom techniques outside of class.

**Apps and Social Media:** Use social media technologies (e.g., Instagram) to offer resources specific to COVID-19, mindfulness techniques, or stress-relieving activities.

**ClassDojo:** Use ClassDojo to connect with students and families and designate a time or day (such as "Feeling Fridays") to share resources on emotions.



This infographic was developed  
by the DC School Behavioral Health  
Community of Practice (CoP) | May 2020

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# May: Infographic

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# *Present: Our Current Reality*



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# Present: Our Current Reality

- What continues to be a challenge with SEL and school climate during distance learning and the end of the school year?
- How has the DC CoP and this PG helped to advance Tier 1 implementation during this time?
- What are areas of priority for over the summer?



# *Future:* Our Vision Moving Forward



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# Future: Our Vision Moving Forward


- What are priorities for SEL and school climate in 2020-2021 and beyond?
- What should be our Practice Group's focus next year?
- What strategies, skills, and resources might be needed?



# Contact Us!

Email: [DCCOP@crpcorp.com](mailto:DCCOP@crpcorp.com)

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




**DBH**  
DEPARTMENT OF  
BEHAVIORAL HEALTH

**DC School Behavioral Health Community of Practice (CoP)**

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### 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 (CH@HCS) 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.



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