



Social Emotional Learning: Building Healthier Students

Amy Macechko, OCPC
Talawanda School District, Health & Wellness Coordinator
Coalition for a Healthy Community - Oxford Area, Director

Talawanda School District & the Oxford Area

- Service area includes the City of Oxford and four surrounding Townships = 144 square miles (same area as Talawanda School District)
- Rural area situated between Cincinnati and Dayton
- Home of Miami University with approximately 16,000 students
- City of Oxford has approximately 7,000 full time residents



Talawanda Health Coordinating Council

Whole School, Whole Community, Whole
Child (WSCC) Model



Purpose: To create a healthier community by addressing non-academic barriers to learning, building upon family and community strengths, and involving families and other community members in all phases of student success.

Asset Based Framework



Search
INSTITUTE

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy developments—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

External Assets	Support	<ol style="list-style-type: none"> Family support—Family life provides high levels of love and support. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. Other adult relationships—Young person receives support from three or more nonparent adults. Caring neighborhood—Young person experiences caring neighbors. Caring school climate—School provides a caring, encouraging environment. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<ol style="list-style-type: none"> Community values youth—Young person perceives that adults in the community value youth. Youth as resources—Young people are given useful roles in the community. Service to others—Young person serves in the community one hour or more per week. Safety—Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. School boundaries—School provides clear rules and consequences. Neighborhood boundaries—Neighbors take responsibility for monitoring young person's behavior. Adult role models—Parent(s) and other adults model positive, responsible behavior. Positive peer influence—Young person's best friends model responsible behavior. High expectations—Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. Religious community—Young person spends one or more hours per week in activities in a religious institution. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.
	Commitment to Learning	<ol style="list-style-type: none"> Achievement Motivation—Young person is motivated to do well in school. School Engagement—Young person is actively engaged in learning. Homework—Young person reports doing at least one hour of homework every school day. Bonding to school—Young person cares about her or his school. Reading for Pleasure—Young person reads for pleasure three or more hours per week.
	Positive Values	<ol style="list-style-type: none"> Caring—Young person places high value on helping other people. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. Integrity—Young person acts on convictions and stands up for her or his beliefs. Honesty—Young person "tells the truth even when it is not easy." Responsibility—Young person accepts and takes personal responsibility. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	<ol style="list-style-type: none"> Planning and decision making—Young person knows how to plan ahead and make choices. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. Resistance skills—Young person can resist negative peer pressure and dangerous situations. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> Personal power—Young person feels he or she has control over "things that happen to me." Self-esteem—Young person reports having a high self-esteem. Sense of purpose—Young person reports that "my life has a purpose." Positive view of personal future—Young person is optimistic about her or his personal future.

Principles of Asset Building

- All young people need assets.
- Everyone can build assets.
- Relationships are key.
- Asset building is an ongoing process.
- Consistent messages are crucial.
- Intentional repetition is important.

Source: Search Institute



CASEL – Collaborative for Academic, Social, & Emotional Learning

Social Emotional Learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions (CASEL, 2017)

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making



Myths about Social Emotional Learning

- SEL is only teaching students about feelings.
- SEL skills aren't as important as “hard” skills.
- Kids learn SEL skills automatically.
- There's only one way to teach SEL.
- SEL is only for kids with behavioral issues.

Source: Understood for All, Inc.



“Social–emotional learning improves children’s mental health and helps them avoid risky decisions, make healthy choices and stay drug free.”

Paolo DeMaria

Superintendent of Public Instruction



Ohio SEL Standards

“Ohio's K-12 Social and Emotional Learning Standards are provided by grade bands (kindergarten-grade 3, grades 3-5, middle grades and high school) and provide a continuum of development across five competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making. The social and emotional learning standards are for all students, kindergarten through grade 12, with the understanding that *each child* develops at his or her own pace and may excel in one set of skills while struggling in another.”

Source: Ohio Department of Education



Sample of Standards

Competency B: Self-Management

B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development

K-2	3-5	Middle Grades	High School
B1. 1.a Identify personal behaviors or reactions when experiencing basic emotions	B1. 1.b Demonstrate strategies to express a range of emotions within the expectations of the setting	B1. 1.c Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response	B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation
B1. 2.a Describe verbal and nonverbal ways to express emotions in different settings	B1. 2.b Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings	B1. 2.c Analyze positive and negative consequences of expressing emotions in different settings	B1. 2.d Evaluate how emotions expressed in different settings impact the outcome of a situation
B1. 3.a Identify and begin to use strategies to regulate emotions and manage behaviors	B1. 3.b Apply strategies to regulate emotions and manage behaviors	B1. 3.c Apply productive self-monitoring strategies to reframe thoughts and behaviors	B1. 3.d Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors



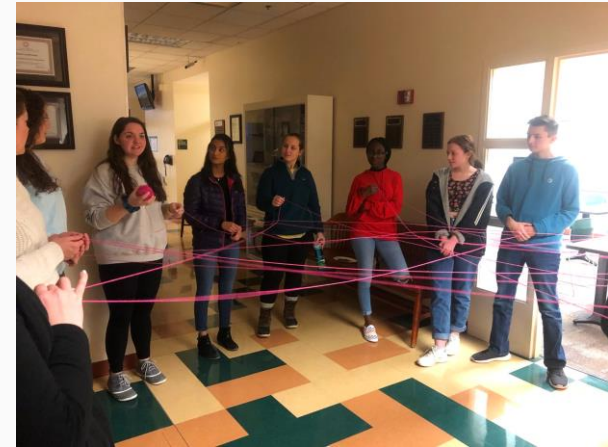
District Initiatives

Funding Sources

- Majority of Initiatives...
 - Health Resources and Services Administration (HRSA) Rural Communities Opioid Response Program Implementation Grant
 - Health Resources and Services Administration (HRSA) Rural Communities Mental and Behavioral Health Grant
- Also...
 - Ohio Department of Mental Health & Addiction Services Primary Prevention Grant
 - Ohio Department of Mental Health & Addiction Services & Ohio Department of Education K-12 Prevention Education Initiative

Panorama Education

- Tool to assess student Social Emotional Learning Needs
 - Student surveys given grades 3-12
 - Teacher perception surveys given K-2
- Administered in Fall and Spring Semesters
- Data reviewed by counselors and available to teachers as needed
- Ability to cast a wider “net” and affirm current knowledge
- Inform SEL lesson focus
- Partner with Butler County Family and Children First Council to include substance use questions grades 4-6



Sample Questions

QUESTION

- Once you get upset, how often can you get yourself to relax?

QUESTION

- Do you have a teacher or other adult from school who you can count on to help you, no matter what?

QUESTION

- During the past 30 days...How much did you care about other people's feelings?

QUESTION

- If you have a problem while working towards an important goal, how well can you keep working?

QUESTION

- During the past week, how often did you feel lonely?













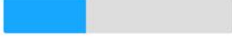

< Home

District

Schools

Comparisons


Response Rates


Topic	Percent Favorable ?	Compared to others nationally ?	Change since Fall 2022 ?
Supportive Relationships ⓘ	87% 	 40th-59th percentile	 1 Greatest increase
Substance Use	65% 		0
Social Awareness ⓘ	56% 	 0th-19th percentile	 6
Grit ⓘ	51% 	 0th-19th percentile	 3
Challenging Feelings ⓘ	49% 	 20th-39th percentile	0
Emotion Regulation ⓘ	36% 	 0th-19th percentile	0


What are strategies for improving **Emotion Regulation**?

Body Scan

Panorama Education










Predictable Positive Attention

Panorama Education










Contemplative Writing

Panorama Education










Three Good Things

Panorama Education










A Box of Calm

Panorama Education










Build Your Coping Toolbox

Panorama Education








[See more on Playbook](#) →


The Strengths Exchange


Panorama Education

Average rating: 5.0/5.0 (3 votes)



This welcoming inclusion activity helps educators reflect on and highlight the strengths of their colleagues.







Circle of Connections


Panorama Education

Average rating: 5.0/5.0 (3 votes)



This activity engages students in quick, rotating conversations with different peers to answer various prompts, fostering social interaction and a sense...







Self-Expression Portraits


Panorama Education

Average rating: 5.0/5.0 (2 votes)



This activity allows students to create self-portraits accompanied by descriptive words, fostering both self-expression and a sense of community.







Snowball Secrets


Panorama Education

Average rating: 5.0/5.0 (2 votes)



This activity engages students in a fun and interactive game to learn more about their peers.







Cultivating the "Self-Starter" Mindset


Panorama Education

Average rating: 5.0/5.0 (2 votes)



This activity aims to help secondary students understand the importance of being a "self-starter" and provides them with an opportunity to practice...







The Power of Responsibility


Panorama Education

Average rating: 5.0/5.0 (2 votes)



This activity aims to help secondary students understand the concept of personal responsibility and how it can be a form of power to effect positive...





Calm Classroom

- Trauma sensitive mindfulness for preK-12
- 3 minute scripted techniques
- Breathing, stretching, focusing, and relaxation techniques
- Provides staff training and self-care wellness support
- Staff volunteer to participate
 - Year 1 Cohort
 - Year 2 Cohort



Evaluation Report



“The Calm Classroom techniques helped students learn to regulate their energy levels and recognize when they need to de-escalate.”



“My favorite part of Calm Classroom is that my students have the opportunity to recognize their heart rate and breathing patterns, and these noticings correlate to understanding their anxiety and stress levels.”



“The Calm Classroom program helps me take a step back when a student is disruptive. I can now try different approaches to de-escalate the situation.”



Let's practice!

Second Step

- Curriculum used K-5; available K-12
- Digital version or Teacher Kits
- Aligns with SEL standards
- Taught by Counselors, reinforced by teaching staff
- Choose lessons based upon Panorama data

**Middle and High School have chosen different curriculum based upon staff feedback & needs*

FULL SCOPE AND SEQUENCE

Second Step® Elementary Digital Program

Kindergarten

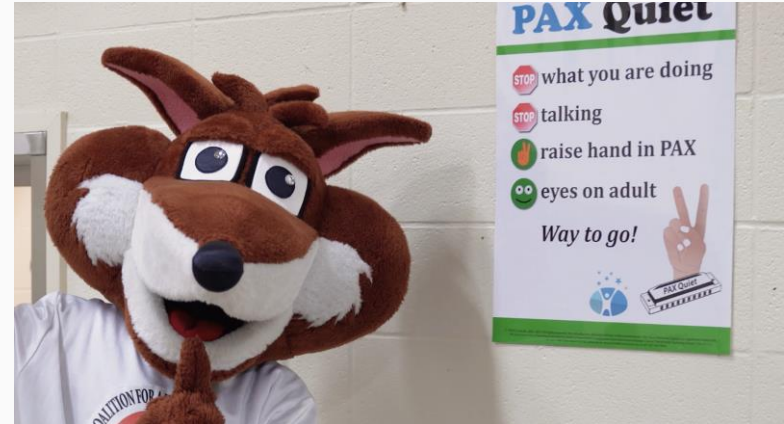
Unit 1: Growth Mindset & Goal-Setting

CASEL Core Competencies: Self-Awareness, Self-Management, Relationship Skills

Lesson Title	Objectives Students will be able to:
Lesson 1 We Watch. We Listen. We Think.	Demonstrate they know ways to pay attention
Lesson 2 Why We Pay Attention	Identify reasons to pay attention
Lesson 3 Mistakes Are Okay!	Recognize mistakes are a part of learning by encouraging themselves and others when they make mistakes
Lesson 4 Practice Makes Better	Name two ways they can get better at a skill
Lesson 5 Let's Practice and Learn!	Demonstrate paying attention and using kind words to encourage themselves and others while learning something new together

PAX Good Behavior Game

- Evidence based, universal prevention strategy
- Teaches the skills of self-regulation - helps students manage thoughts, feelings, & behaviors
- Strategies implemented as part of normal classroom routine/instruction
- Aligns with CASEL core competencies



PAX Tools

- Intended for parents, caregivers, and other caring adults in a community
- Teaches and provides motivation for building skills of self-regulation
- Common language & science as PAX Good Behavior Game



Community Level

- Building protective factors across the community
- Consistent messaging
- Working with employers of youth



Collaboration with Districts

- Does your state have SEL standards?
- Are there District priorities related to SEL?
- Demonstrate common goals between community and schools

Social Emotional Learning =
Positive Outcomes

- Academic performance
- Mental wellness
- Healthy behaviors
- School climate & safety
- Reduction in bullying

Source: <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

Thank you!



Resources:

Panorama Education

<https://www.panoramaed.com/>

Calm Classroom

<https://calmclassroom.com/>

Second Step

<https://www.secondstep.org/>

PAX Good Behavior Game & PAX Tools

<https://www.paxis.org/>