North Country Partnership for SEL Practices

Kelly Dussault, SAU 36 System of Care Coordinator
Lori Langlois, Executive Director, North Country Education Services
Shelli Roberts, Principal, Bethlehem Elementary
Mollie White, Executive Manager, Coos Coalition of Young Children & Families
Multi-Tiered System of Support

Tier 3
Targeted/Intensive Inventions
(high-risk students)

Tier 2
Selected Interventions
(at-risk students)

Tier 1
Universal Interventions
(all students)
Social and Emotional Learning Culture
Advisory Committee

Cross-Sectional Representation

- Jackie Daniels (Lisbon Principal)
- Kelly Dussault (SAU 36 System of Care Coordinator)
- Lori Langlois (NCES Director)
- Jessica Loiacono (SAU 36 School Board)
- Kelly Noland (SAU 84 Director of Student Services)
- Danielle Oakes (Parent)
- Jessica Riendeau (SAU 7 Project Aware Coordinator)
- Shelli Roberts (Bethlehem Elementary School Principal)

- Jim Ross (Woodsville Elementary Principal)
- Kerry Sheehan (SAU 36 CIA Director)
- Lynda True-Carter (SAU 20 School Counselor)
- Mollie White (Executive Manager, Coos Coalition of Young Children & Families)
- Kelly Untiet (Administrator, NHDOE Office of Social & Emotional Wellness)
Key Partnerships

- Schools, Districts & SAU’s
- Regional Collaboratives
- Family - Serving Organizations
- Early Learning Providers
- Health & Wellness Centers
- Law Enforcement
Parallel Efforts

To create sustainable systems change we must ENGAGE and COLLABORATE with these on-going efforts.
The Collaborative for Academic, Social, and Emotional Learning
casel.org
Survey responses support focusing on CASEL’s core

Percentage of educators indicating lack of SEL competency as barriers to student learning

- 49% Relationship Skills
- 47% Decision Making Skill
- 43% Social Awareness

Regional survey of 266 participants
1. Produce actionable recommendations on making NH’s schools the safest in the nation.

2. Complementing and furthering the primary mission of NH’s schools by fostering an atmosphere that is conducive to the educational, emotional, physical wellbeing and growth of students and staff.
Legislative

**Mental Health**

Planning

Training

Exercises

Communications

Facilities Upgrade

- Social Emotional Learning
- Stigma
- Protocols & Assessments
- Suicide
- Alternative to Expulsion & Suspension
- Increasing Availability of Mental Health Services
SEL Promotes Success in School

SEL
- Learning Environment
- Social/Emotional Instruction

SE Acquisition
- Improved Attitudes

Positive Social Behavior
- Fewer Conduct Problems
- Less Emotional Distress
- Academic Success

Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011)
Vision: To support social and emotional well-being from birth to adulthood throughout the North Country

Main Goal: Regional adoption of CASEL’s 5 core competencies as the framework for systematic social and emotional learning, this partnership aims to develop learning progressions with performance indicators and strategies and practices from birth through adulthood.

Sub Goals:
- Develop guidelines for best practices in SEL to inform policy
- Identify resources and partnerships to strengthen the systems connected to social and emotional well-being
- Promotion
- Shared professional development
- Website and mechanisms to share resources

Long-term Goal: Recommendations for policy and procedures around SEL supportive-cultures
What have we accomplished?

- Multiple organizational meetings and regional survey seeking to identify barriers to learning and quality instruction
- Secured grant funding and seeking on-going support
- Presentations to stakeholder groups
- CASEL consultation with Linda Dusenbury
- CASEL application to join Collaborative States Initiative (CSI) = technical assistance from experts
- Promoting the work = ongoing
- Actively working on a guidance document to inform best practices in SEL competencies for all learning progressions
Guiding the Work

- A Process for Developing and Articulating Learning Goals or Competencies for Social and Emotional Learning
- The Collaborative States Initiative (CSI) Recommended Process for Developing State Policies and Guidelines to Support Social and Emotional Learning

**=ACTION PLAN:** Introduction and Competencies -> Sharing-> Pilot and Revise-> Adopt and Disseminate -> Continue the Momentum
<table>
<thead>
<tr>
<th>Ages</th>
<th>Birth to Nine Months</th>
<th>Nine Months to Eighteen Months</th>
<th>Eighteen to Twenty-Four Months</th>
<th>Twenty-Four to Thirty Months</th>
<th>Thirty Months to Three Years</th>
<th>Three Years</th>
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<tbody>
<tr>
<td><strong>CONSTRUCTS</strong></td>
<td><strong>We Know That Infants, Toddlers, and Young Preschoolers are Making Progress When They:</strong></td>
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<td><strong>Self-esteem</strong></td>
<td>Smile or are comforted when a trusted caregiver speaks kindly to them</td>
<td>Show likes and dislikes in ways that are consistent with the family’s cultural expectations (E.g., Brady vocalizes pleasure while playing, but cries when having a diaper changed.)</td>
<td>Show awareness of being seen by others such as repeating an action when someone is watching (E.g., Whenever she sees a camera, Ruby smiles and poses.)</td>
<td>Show delight in their abilities</td>
<td>Call attention to themselves in photographs or videos</td>
<td>Draw adult’s attention to their actions and creations (E.g., On the playground Luna keeps telling her father, “Watch me, watch me!”)</td>
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<td><strong>Self-confidence</strong></td>
<td>Smile and laugh when imitating an adult (E.g., 8-month-old Ashton smiles when he imitates his teacher clapping.)</td>
<td>Take actions in the expectation of getting a response from an adult (E.g., 11-month-old Carolyn lifts her arms up knowing that her caregiver will pick her up.)</td>
<td>Show more awareness of their abilities</td>
<td>Perform the tasks requested of them and may initiate tasks on their own (E.g., Kyle’s nana spoons food onto his plate and Kyle says, “Me do it!” and reaches for the spoon.)</td>
<td>Show independence and competence</td>
<td>Begin to experiment with their own potential and show confidence in their own abilities</td>
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<td><strong>Social Identity</strong></td>
<td>By 9 months, recognize that they are separate and distinct from primary caregivers (E.g., 8-month-old Taniesha cries whenever her mother leaves the room.)</td>
<td>Show preference for their family members and primary caregivers</td>
<td>Mimic adult behavior and responses to other people</td>
<td>Point out or comment on differences in gender and physical characteristics, using social labels (E.g., Eddie points to each classroom and labels each as “boy” or “girl.”)</td>
<td>Identify or point to characters that resemble themselves or their family members in books or magazines</td>
<td>Continue to develop awareness of differences and their own gender and cultural identity (E.g., Delia says to her teacher, “I’m a girl, so I can be a mommy someday.”)</td>
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<td><strong>STRANDS</strong></td>
<td><strong>Attachment</strong></td>
<td><strong>Relationships with primary caregivers</strong></td>
<td>Demonstrate interest in familiar adults and develop strong attachment to primary caregivers</td>
<td>Relate to trusted adults to feel secure trying new activities</td>
<td>Continue to need the security of a trusted adult: ask for help, if needed, in verbal and non-verbal ways</td>
<td>Imitate and attempt to please familiar adults (E.g., Rylee joins in shaking when her caregiver sings a silly song with her.)</td>
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<td><strong>Relationships with less familiar adults</strong></td>
<td>Are able, over time, to differentiate between familiar and unfamiliar adults</td>
<td>Show strong preference for familiar adults and may demonstrate fear or rejection responses to unfamiliar adults</td>
<td>Continue to show hesitation around unfamiliar adults (E.g., Billie hides behind his father when the store clerk says “hi” to him.)</td>
<td>Dependent on experience, may show more interest in unfamiliar adults, but are still cautious</td>
<td>May initiate contact with unfamiliar adults, when familiar adults are nearby</td>
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Self-awareness
Self-awareness is the ability to accurately recognize one’s emotions, thoughts, and values and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a grounded sense of confidence, optimism, and a “growth mindset.”

1A. Demonstrate an awareness of his/her emotions.
1B. Demonstrate an awareness of his/her personal qualities and interests.
1C. Demonstrate an awareness of his/her strengths and limitations.
1D. Demonstrate a sense of personal responsibility and advocacy.
1E. Identify external and community resources and supports.

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<th>Grade Band</th>
<th>Developmental Indicators</th>
<th>Strategies</th>
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<td>K-2</td>
<td>Recognizes and accurately names emotions/feelings</td>
<td>Teach students to manage their emotions using the PIE approach—processing, identifying, and expressing their emotions.</td>
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<td>Identifies and communicates an emotions/feelings</td>
<td>Have students identify from pictures how they are feeling or draw a picture.</td>
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<td>Describes emotions and the situations that cause them (i.e., triggers)</td>
<td>Redirect negative behaviors and remind students to use words to explain what they are feeling and what they need.</td>
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<td>Have students play charades by putting feeling words down on slips of paper to act out.</td>
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<td>Create a check-in board where students place their name or photo next to a feeling picture. Provide alternate symbols that could represent feelings (e.g., colors, weather patterns).</td>
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<td>Read stories or show picture books with themes, and ask students to discover the words or phrases used to describe emotions.</td>
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<td>Provide age-appropriate vocabulary words (e.g., happy, sad, hurt, mad)</td>
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Future Direction

- Examples of “toolbox” practices
- Promotion & expansion
- Professional development/resources
- Grant funding- regional coach
- Policy & Procedures
Questions and Comments

Thank You!

Questions?

Comments?

Suggestions?