



Social-Emotional Learning: Providing Mental Health Supports for **ALL** students

Overcoming Barriers

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Identifying the Barriers

- Using the provided questions, discuss the barriers faced with implementation of Social-Emotional Learning supports within your SELPA.
- Focus your discussion around provision and implementation of Tier One interventions and supports.



Discussion Questions

- On a scale of 1-5 (1=very low, 5= extremely comfortable), how would you rate your district's general confidence and/or level of comfort with supporting teachers and/or providing direct support to students with Mental Health/social-emotional needs (i.e. SEL curriculum, interventions, understanding of student needs)?
- How do you feel this affects consistency and fidelity of implementation?
- How do you think this affects reactivity to behavioral incidents? For example, lack of proactive implementation of SEL/Mental Health supports; rather, people reacting to incidents and requesting ERMHS/ERICS or change of placement?

Identifying Barriers

- **What are barriers in supporting universal social-emotional learning?**
 - Teacher preparedness and understanding
- **What barriers were faced in initial stages of implementation?**
 - Lack of overall understanding of social-emotional learning needs, implications for the classroom, how to use Tier One supports in the classroom



Addressing barriers: Know the guiding framework

- CDE has adopted “Guiding Principles” for SEL implementation in California
- As a state we are still at step 1!

California's Social and Emotional Learning Guiding Principles

- 1 Adopt Whole Child Development as the Goal of Education**
Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.
- 2 Commit to Equity**
All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.
- 3 Build Capacity**
Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.
- 4 Partner with Families and Community**
Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.
- 5 Learn and Improve**
Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

<https://www.cde.ca.gov/eo/in/socialemotionallearning.asp>

Addressing barriers: Know the guiding framework

- Adopt the whole child development as the GOAL OF EDUCATION

- Where is your district/school-site?



Instructional practices

Vision statement

Curricular adoption criteria

Budgetary decisions

School-wide policies

Instructional quality assessment

Staffing

Professional learning

Addressing barriers: Start small

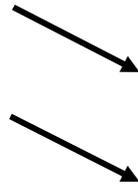
- Use broad trainings to increase teacher awareness and decrease concern in implementing SEL curriculum/strategies

- **Adverse Childhood Experiences**
(ACE Study) Training for Educators: We're all affected.

- **Helping Traumatized Children Learn**

- Power Point focused on children who have experienced trauma, implications for the classroom and behavior, and universal supports that can be implemented.

- Adapted From: Helping Traumatized Children Learn, Antelope Valley SELPA



Share resources

Provide general psycho-educational professional development

Identify "early adopters"

Focus on environmental Tier 1 supports

Addressing the Barriers: Identifying Resources and Supports



Addressing the Barriers

- Using the provided questions, discuss how your SELPAs have addressed the barriers faced with implementation of Social-Emotional Learning.
- Fill out the guided notes page with details about how your Regional Implementation Team will share resources.

Social-Emotional Learning Supports and Resources

Regional Implementation Team Resource Sharing

Resource <i>(brief description)</i>	Who has it? <i>(name of PENT Cadre member)</i>	How will it be shared? <i>(e.g., Google Drive, via email, etc.)</i>	By when will it be shared? <i>(date)</i>
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Discussion Questions

- Has your SELPA provided general information about mental health disorders to teachers? Implications for the classroom, etc.?
- Has your SELPA provided other supports regarding social-emotional needs to teachers/staff?
- Can any resources be shared with the Regional Implementation Team?
- If not, what steps could be taken to begin discussion about these needs? What PENT resources would help facilitate this conversation?

Addressing barriers: Overcoming teacher buy-in

- Take the “mystery” out of what Tier 1 looks like

- **Creating Safe and Supportive Learning Environments**

- Power Point focusing on Tier One SEL Supports that can be presented to teachers on how to create supportive classrooms

- Adapted From: *Creating a Safe & Supportive Learning Environment: Universal Tier-One classroom Supports for the Mental Wellness of all Students.* Tara Zomouse, M.Ed., BCBA, NCED

- Use Environmental Checklist to build positive feedback and give concrete next steps

Share resources

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Resources to Support Tier One Implementation

- *Minnesota Association for Children’s Mental Health – Fact Sheets*
 - Clear descriptions of mental health disorders, their symptoms, implications and resources for children.
 - <https://www.macmh.org/>
- *Child Trauma Toolkit for Educators*
 - Fact sheets regarding trauma in children and implications for preschool, elementary and high school students.
 - National Child Traumatic Stress Network Schools Committee. (October 2008). *Child Trauma Toolkit for Educators.* Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.
- *Social-Emotional Learning Resources*
 - List of website resources supporting Social-Emotional Learning

Questions and Answers

