Promoting the Social-Emotional Well-being of Students as the Foundation for Academic Success

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Session One

Who Are We?

- Me
- You
- Us: None of us is as skilled as all of us!

TWO-DAY AGENDA

- Establishing Supportive Beliefs and Begin Identifying Barrier Beliefs
- Overview of key concepts of RTI/MTSS
- Focus on TIER ONE
  - Content that works!

Background Norms

- THERE IS NO SUCH THING AS MULTI-TASKING, it is neurologically impossible! In reality, we flip back and forth rapidly between tasks which results in shallow storage of content, misinterpretations, lack of reflection, release of Cortisol (a damaging brain chemical)….DON'T DO IT PLEASE!
- We will do activities – what are your personal norms for performance? THINK!
- Commit to turning OFF electronics, or commit to ONLY use electronics when a critical life altering event is occurring
Establishing Norms and Roles for Effective Teaming

- **Example norms**
  - Be present mentally
  - Stay on-task
  - Respectful conversations
  - Don’t attempt to multi-task

- **Roles**
  - Discussion leader
  - Note taker/chart maker
  - Time keeper
  - Processor

Establishing Your Team Roles

- Discussion leader
- Note taker/chart maker
- Time keeper
- Processor

What is the MTSS Project.....

- Train-the-trainers with embedded coaching
  - Process that makes sure expertise is within the system (central- and site-based)
- 3 to 5 year system change process (not a one-time event or the “train and hope”)
  - Incremental improvement model that allows for individualization
- Ongoing two-way communication system between sites and central support

Statement about Education: Not Much Has Changed

“For century after century all the way into the remote millennia of its origins, Education got along by sheer guesswork and the crudest sort of empiricism. It is hard to conceive of a less scientific enterprise among human endeavors.”

It was, in retrospect, the most frivolous and irresponsible kind of human experimentation, based on nothing but trial and error, and usually resulting in precisely that sequence.”

Lewis Thomas (1983)
Who Are We?

- Why did you get into this profession in the first place?
- What excites you about the MTSS Project?

Team Activity

- What are the main belief barriers among staff that would interfere with the adoption and implementation of practices that target students’ social, emotional, and behavioral functioning?
- What are the main supportive beliefs among staff that would result in adoption and implementation of practices that target students’ social, emotional, and behavioral functioning?

Mindset or Belief Systems: Identifying Potential Positive Beliefs and Barriers

The Vision

Universal screening
Tier II: Universal
Tier IV: Comprehensive Evaluation
Special Education
General Education
Progress Monitoring
Triadic Model of Student Outcomes

Beliefs: Study 1

- To what extent do educators’ beliefs predict school-wide student outcomes above and beyond the socioeconomic status and student diversity of the school?

- Results:
  - Beliefs predicted:
    - Academic achievement
    - Punitive discipline
    - Student perceptions of school climate
  - Educator beliefs appear to buffer students from the effects of poverty.

Beliefs: Study 2

- To what extent do educators’ beliefs shift as the result of strategic activities that focus on altering beliefs?

Beliefs: Study 3

- To what extent are educators’ beliefs associated with the achievement gap between students of color and white students?
The Golden Circle
Simon Sinek Video


What is Your Golden Circle?

1. Start with the **Why** your school exists (i.e., purpose).
2. **How** are you achieving the **why** of RTI?
3. **What** exactly are you implementing?

Consider RTI at your site. Discuss with your team the following questions:

- Start with the **Why** your school exists (i.e., purpose).
- **How** are you achieving the **why** of RTI?
- **What** exactly are you implementing?

Example of One School’s Golden Circle for RTI

**What?** RTI

The **WHAT**
- School-wide RTI

The **HOW**
- Implement the best practices available and make the best decisions possible to address the needs of ALL students within an RTI service delivery framework

Start with the **WHY**
- Prepare ALL students holistically to learn the academic, social, and emotional skills necessary to be successful in an ever-changing and challenging world.

Golden Circle Theory of Action

The **Framework and Practices**

The **’How’ Ingredients**
- Positive relationships with ALL students
- Positive, structured, and safe environments
- Delivery of effective instruction that teaches necessary skills to be successful in life and optimize well-being
- A responsive, needs-driven focus that seeks to implement supports at any point a student needs them

The Why

- Positive and Productive
- Academic Success
- Career and College Ready

2.a.1.
Belief 1: Whole-Child Perspective

- Academic, emotional/behavioral, and physical functioning are all interconnected (not separate)
- The best academic intervention is often a behavioral intervention

Belief 2: Social-Emotional Skills are an Essential Aspect of Effective Education

- Social skills are the best predictor of later academic performance:
  - Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo (2000) & Malecki & Elliott (2002) have found that prosocial skills (cooperating, helping, sharing, and consoling) are a better predictor of later academic achievement than earlier academic achievement

Belief 3: All people, including students, are motivated intrinsically and extrinsically

- Extrinsic and intrinsic motivation are complimentary and not mutually exclusive
- A student’s motivation depends on the task, his mood, whether he got good sleep last night, as well as many other factors
- Schools that employ a combo of intrinsic & extrinsic strategies are the most successful

Belief 4: Positive School Climate Provides the Context in Which ALL Humans Thrive

- Critical: Attention to negative
  - Reactive, punitive
  - Unstructured
  - Can’t you do better
  - “You’re not doing it right!”
  - “What’s wrong with you!”

- Compassionate: Attention to positive
  - Proactive, supportive
  - Structured, organized
  - Encouraging
  - “You’re doing great!”
  - “You’re a great kid!”
Belief 5: Positive Relationships are a Must to be an Effective Educator

- Strong teacher-student relationships is pre-condition to learning and good behavior:
  - Greater motivation
  - Higher rates of student engagement
  - Greater task completion
  - Reduced problem behaviors
  - Problem behavior more easily corrected

Belief 7: “We” Can Be Effective Even Without Parental Support

- Students are responsive to school-based supports **without parental support** (Cook et al., 2008)
  - Parental support involvement isn’t a necessary condition to be an effective educator
  - Parental support/involvement can help enhance our efforts

Parental Involvement/ Support

- Can we teach our students who come from homes with limited parental involvement & support how to read?
- Can we teach our students who come from homes with limited parental support behavioral expectations and social-emotional skills?
- If we can’t count on parents, then what other system in our communities can we count on to teach students social, emotional, and academic skills?

Belief 8: Students are Conditioned By Their Experiences to Either Like or Dislike School

- Albeit unintentional, educators condition certain students to dislike school through their decisions and actions
  - Through repeated negative experiences child develop a negative attitude toward school & appear unmotivated
Mental health and academic outcomes

In Every Classroom You Get Both!

Activity: List Your Strengths From 1 to 4

- Firm
  (being able to set a limit and hold to a limit to establish clear boundaries)

- Fair
  (making sure everyone is getting what they need to be successful)

- Consistent
  (predictable and less confusing so they know what to expect)

- Kind/Caring
  (compassionate, understanding, empathic)
Activity: MATCH

1. Kind  1. Fair
1. Consistent  1. Firm

- What can be done better?
- What can you do to achieve a balance between them all?

Teacher Styles:

- Authoritarian – firm and focused on equality without caring/nurturing & fairness
- Totally Democratic – caring/nurturing without firmness and consistency
- Laissez-faire – inconsistent
- AUTHORITATIVE

Democratic – Will They Still Like Me?

Laissez-faire — Who cares, I’m Overwhelmed!
Educators Words and Actions

**CAPS**

- **Concern**
  - for individual welfare
  - for group welfare

- **Ability and willingness to cooperate with each student, a “zero reject” policy**

Teacher Words And Actions Can Convey

**CAPS**

- **Positive attitudes and expectations about each student’s learning potential**
  - Every class has a HALO previous learning: high average low other

- **Sincerity and Integrity**

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Educator With An Authoritative Style

- Speaks as an experienced, mature adult
- Retains ultimate decision-making power
- Unlike an authoritarian style
  - Solicits input
  - Seeks consensus
  - Sees that everyone is clear on rationales for decisions, as well as decisions themselves

Zack’s Note

Dear Ms. XXXX,

Why do you keep on picking on me? I've done nothing wrong. For you to take my test, make me look like a cheater, and give me an “O” is outrageous. I was simply borrowing a calculator. I hope that in the future you won’t get me in trouble for such a harmless act.

Sincerely,
Zack YYYYY

System Change

Belief system
Knowledge
Skills
Procedures

Triadic Model of Student Outcomes

STAFF BELIEFS

STUDENT OUTCOMES

EFFECTIVE PRACTICES

NTMES

2.a.1.
Mindset or Belief System of the Perfect Educator

We are capable of adopting every one of these beliefs!!

Big Question?

- What abilities are babies born with?

Are children & adolescents just miniature adults? Yes or No?

- Does knowing how to be successful in one setting mean you know how to be successful in another?
  - Would we crack open a beer in church?
  - Do we behave the same at work as we do at home with our family?
  - Curling anyone?
  - Do we agree:
    - Children who are struggling in school need additional guidance and instruction on those skills that lead to success in school?

Does knowing how to be successful in one setting mean you know how to be successful in another?
Mythical Student
The Facts About Many of Our Students
Team Activity: Ingredients to Promoting Student Well-Being

WHERE ARE WE RIGHT NOW?

- PREVIOUS ATTEMPTS TO ADDRESS CONCERNS
- SUCCESSES
- PARTIAL SUCCESSES
- FAILURES

Ingredients to Promoting Student Social, Emotional, and Academic Success

- Establish **positive relationships** so all students feel sense of trust, connection, and belonging to school
- Create a **positive, structured and safe environment**
- Teach students **skills** to manage stress/emotions, have a sense of purpose in life, and get along well with others
- Make sure all students **receive the supports they need** to be successful (needs-driven model)