

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

Diana Browning Wright
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 presentmentally
 - Stay on-task
 - Respectful conversations
 - Don't attempt to multi-task
- ❖ Roles
 - Discussion leader
 - Note taker
 - Time keeper
 - Processor

5

Establishing Your Team Roles

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

6

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

7

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)

8

Who Are We?

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



Mindset or Belief Systems: Identifying Potential Positive Beliefs and Barriers

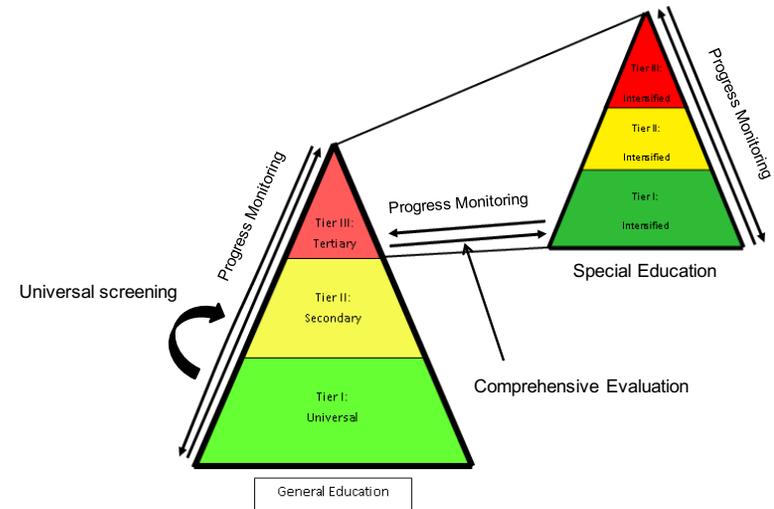


Team Activity

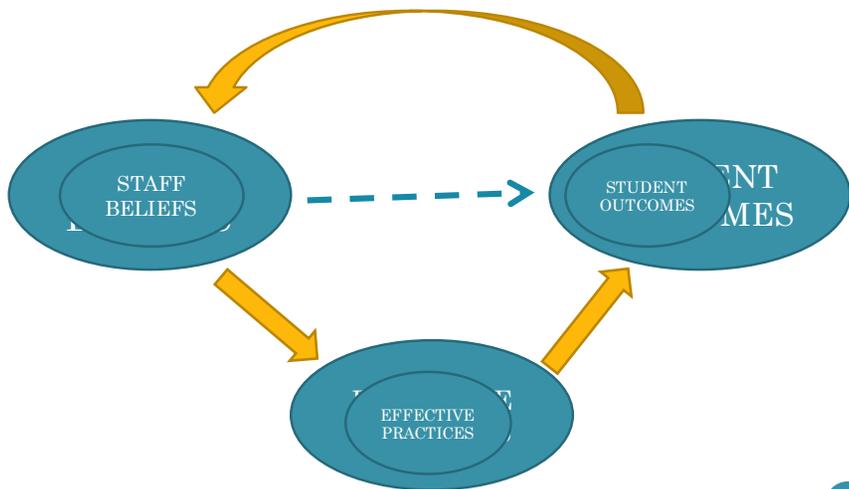
- ❖ What are the main belief barriers among staff that would interfere with the adoption and implementation of practices that target students' social, emotional, and behavioral functioning?
- ❖ What are the main supportive beliefs among staff that would result in adoption and implementation of practices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



The Vision



Triadic Model of Student Outcomes

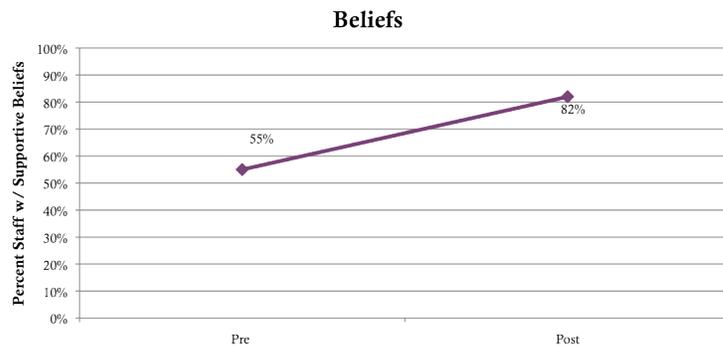


Beliefs: Study 1

- ❖ 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.

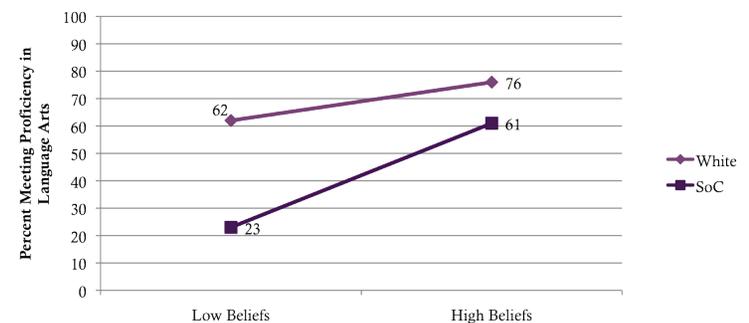
Beliefs: Study 2

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



Beliefs: Study 3

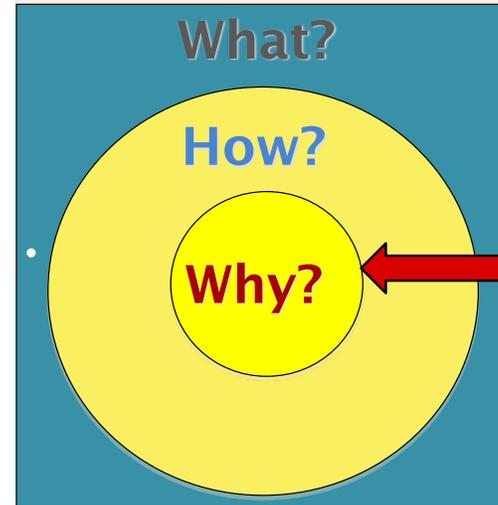
- ❖ To what extent are educators' beliefs associated with the achievement gap between students of color and white students?



The Golden Circle Simon Sinek Video

❖ http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en

What is Your Golden Circle ?



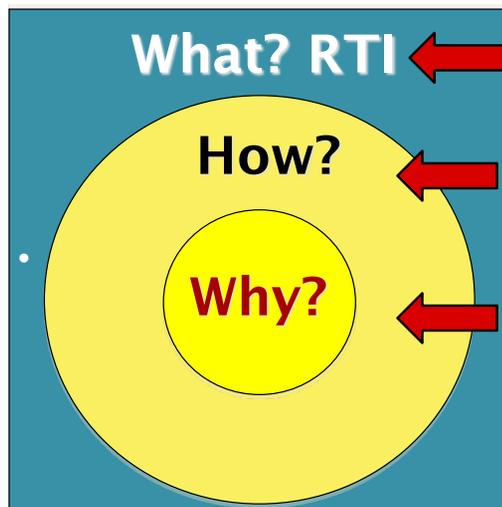
Consider RTI at your site.

Discuss with your team the following questions:

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?



Example of One School's Golden Circle for RTI



The **WHAT**
School-wide RTI

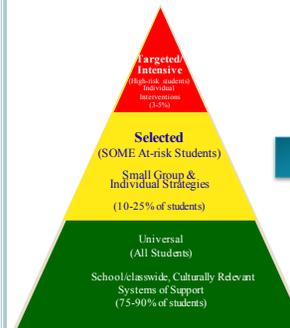
The **HOW**
Implement the best practices available and make the best decisions possible to address the needs of ALL students within an RTI service delivery framework

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

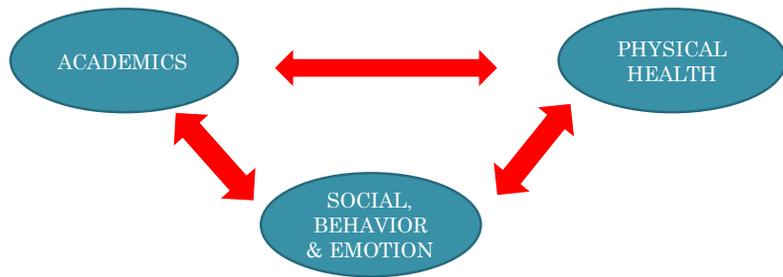
Positive and Productive

Academic Success

Career and College Ready

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 later academic achievement than is earlier academic achievement



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

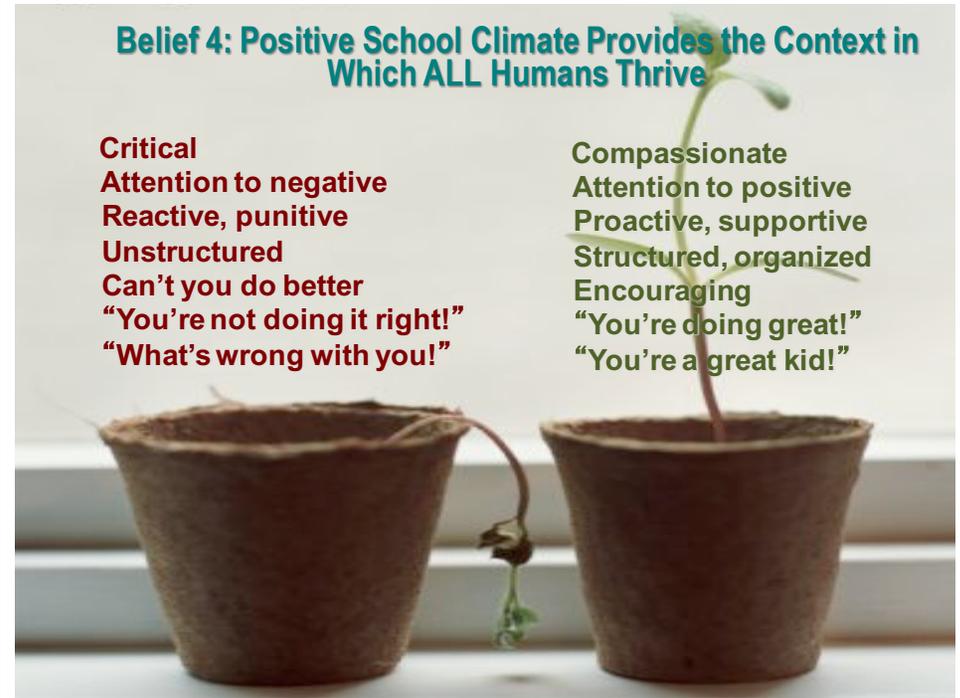
- Extrinsic and intrinsic motivation are complimentary and not mutually exclusive
- A student's motivation depends on the task, his mood, whether he got good sleep last night, as well as many other factors
- Schools that employ a combo of intrinsic & extrinsic strategies are the most successful



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

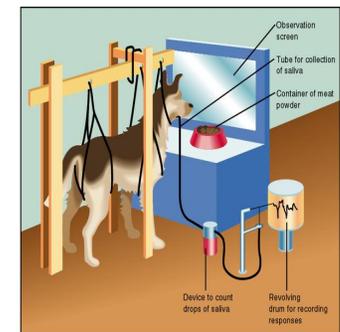


Parental Involvement/ Support

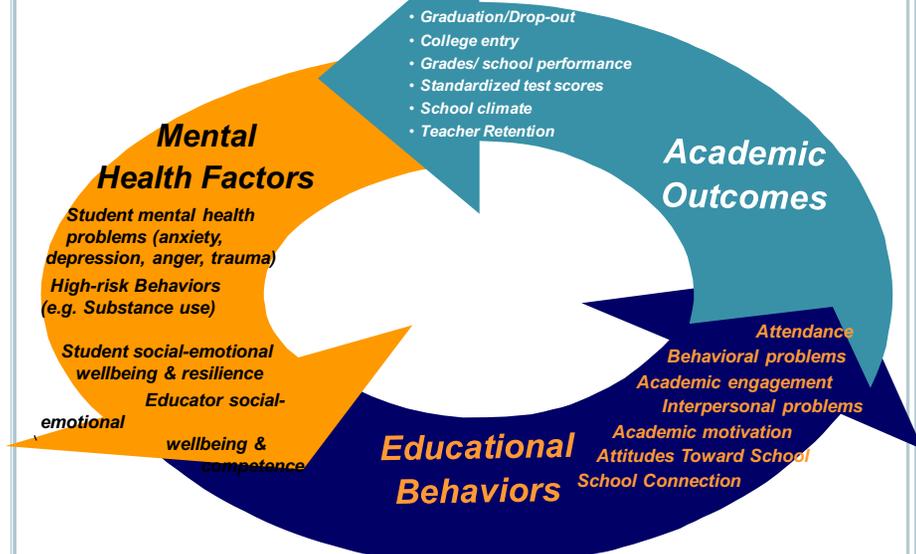
- ❖ Can we teach our students who come from homes with limited parental involvement & support how to read?
- ❖ Can we teach our students who come from homes with limited parental support behavioral expectations and social-emotional skills?
- ❖ **If we can't count on parents, then what other system in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



ADAPTED FROM: Geierstanger, S. P., & Amaral, G. (2004). School-Based Health Centers and Academic Performance: What is the Intersection? April 2004 Meeting Proceedings. White Paper. Washington, D.C.: National Assembly on School-Based Health Care.

It's All About How You "Read" Behavior



In Every Classroom You Get Both! H A L O



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

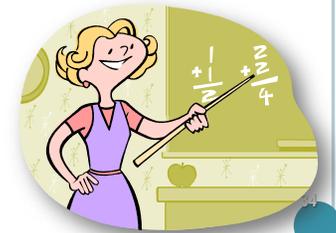
1. Firm

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

33

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?



35

Laissez-faire — Who cares, I'm Overwhelmed!



36

Authoritarian



37

Authoritative – The True Teacher



38

Educators Words and Actions

CAPS



❖ Concern

- for individual welfare
- for group welfare

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

Diana Browning Wright, M.S., LEP

39

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

40

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

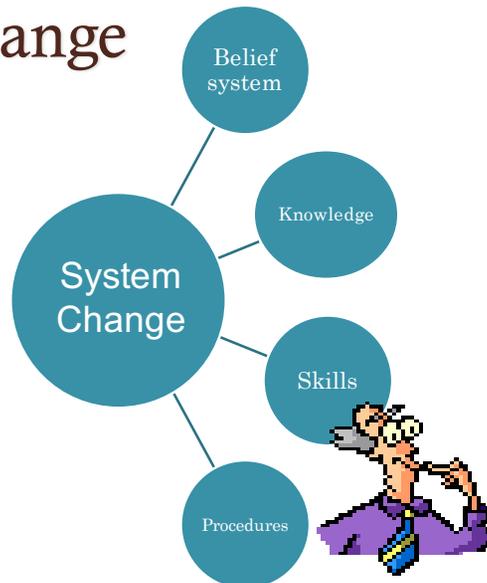
Dear Ms. XXXX,

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.

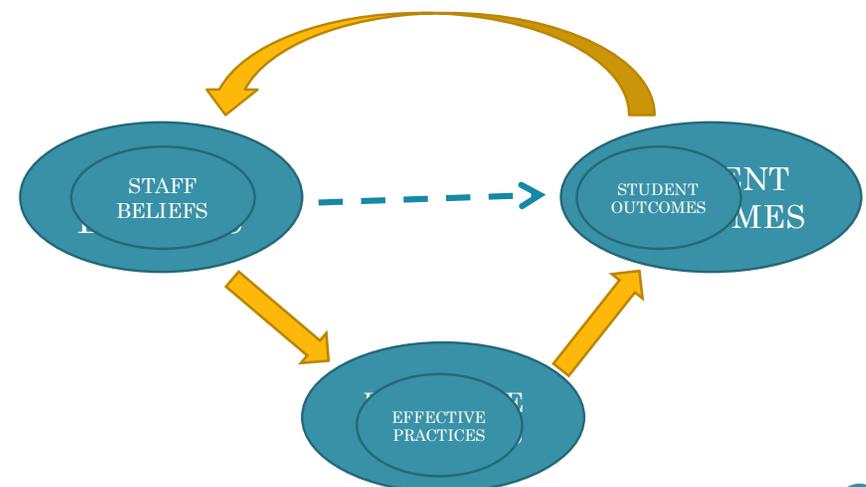
Sincerely,
Zack YYYYY



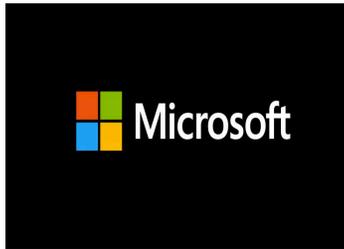
System Change



Triadic Model of Student Outcomes



Mindset or Belief System of the Perfect Educator



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

45

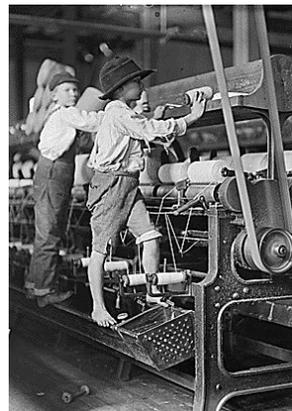
Big Question?

- ❖ What abilities are babies born with?



HER SKILL MUST BE LEARNED (I.E., TAUGHT, MODELED, REINFORCED)!

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 in our family?
- ❖ Curling anyone?
- ❖ Do we agree:
 - Children who are struggling in school need guidance and instruction on those skills that are not taught in school?





Gerber Baby



jp2006_0003452
www.fotosearch.com



The Mythical Student

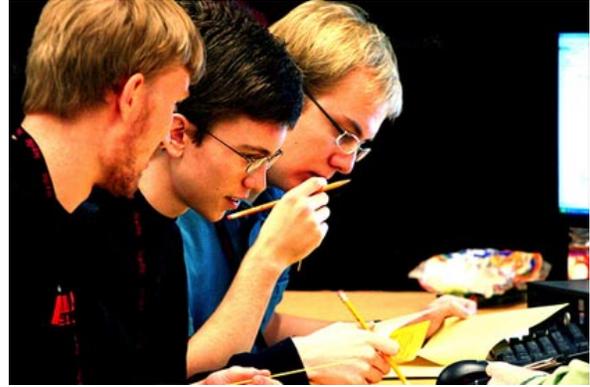


Mythical Student

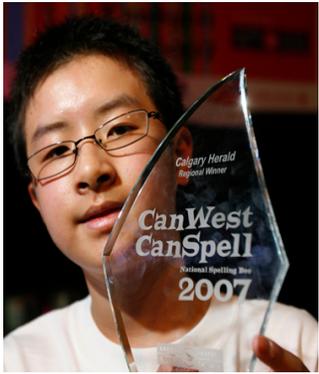


42-16956524 [RF] © www.visualphotos.com







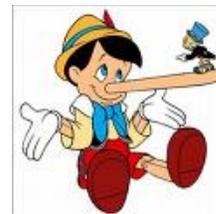


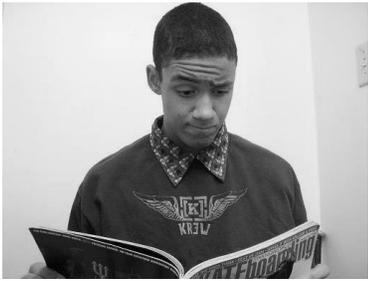
The Facts About Many of Our Students

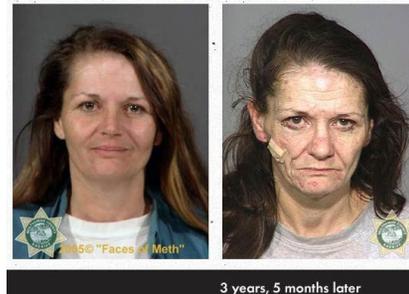




Teacher







Team Activity: Ingredients to Promoting Student Well-Being



81

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)

82

WHERE ARE WE RIGHT NOW?

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

83