Why You Have to "Maslow" in Order to "Bloom": An SEL Plan To Reset the Culture and Climate of Schools Within the First 30 Days
March 18, 2021

Resources and Handouts

- [CASEL: Restorative Practices and SEL Alignment](#)

- [A Science of Human Dignity - Dr. John Bailie, IIRP President](#)

- [Defining Restorative Practices - Ted Wachtel, IIRP Founder](#)

- [Community Health and Restorative Practices - Dr. Gina Abrams, IIRP Faculty](#)

- [Panel Discussion (47:53) Community Health and Restorative Practices – IIRP Faculty and Instructors](#)

- [Panel Discussion (59:39) The Power of Listening - IIRP Faculty and Instructors](#)

- [Ensuring Whole-Child Well-Being As A Foundation For Learning: Relationships, Routines, and Resilience in the Time of Covid-19 – California Collaborative on District Reform](#)

- [Maslow Before Bloom – Greg Mullen, Exploring The Core](#)

- [Whole Child Development Is Undervalued - Bo Stjerne Thomsen and Edith Ackermann, Edutopia](#)

- [The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement – Shawn Ginwright, Ph.D.](#)

- [The Importance of Ritual and Community During COVID-19 – Andrew C. McMillan, Ed. D., Graduate Programs for Educators](#)

- [Social and Emotional Learning Research Review - Vanessa Vega, Edutopia](#)

Students experience heightened anxiety and depression

There has been widespread speculation that students are experiencing significant challenges from continued social isolation. National surveys of students confirm that.

According to data from the Center for Promise's survey, more than one in four young people reported an increase in losing sleep because of worry, feeling unhappy or depressed, feeling constantly under strain, or experiencing a loss of confidence in themselves.

Increased loneliness is reported among 42 percent of teens surveyed by Common Sense Media, with a higher portion of girls (49 percent) stating this. Youth Truth's survey shows an even larger gender divide. When asked whether anxiety, depression, or stress make it hard to do online assignments, 38 percent of boys responded "yes" compared to 57 percent of girls—and an alarming 70 percent of students who identify as neither.

In a survey focused on students of color conducted by Our Turn, 65 percent of students surveyed state that their mental health has worsened during this pandemic, and 28 percent state that their physical health has also worsened during this time. More than half (56 percent) are concerned about their mental health in both the short- and long-term.

A smaller portion of students in the Our Turn survey say they or their family are experiencing financial (38 percent), housing (9 percent), and food insecurity (11 percent). More than a third (37 percent) cite challenges from additional responsibilities that they have had to take on at home.

Anxiety is high. In the Morning Consult survey, half of student respondents strongly or somewhat agree that they're "worried about the current job market and are more likely to accept a role even if it does not fit exactly what they want."

Despite the mounting evidence that students are experiencing what the Center For Promise deemed "a collective trauma," students say they are receiving little support. A full 40 percent say they have not been offered social or emotional support by an adult from their school. Those that have say they are at least a little helpful.

Percent of youth offered social or emotional support by an adult from their school

center_for_promise_new.png
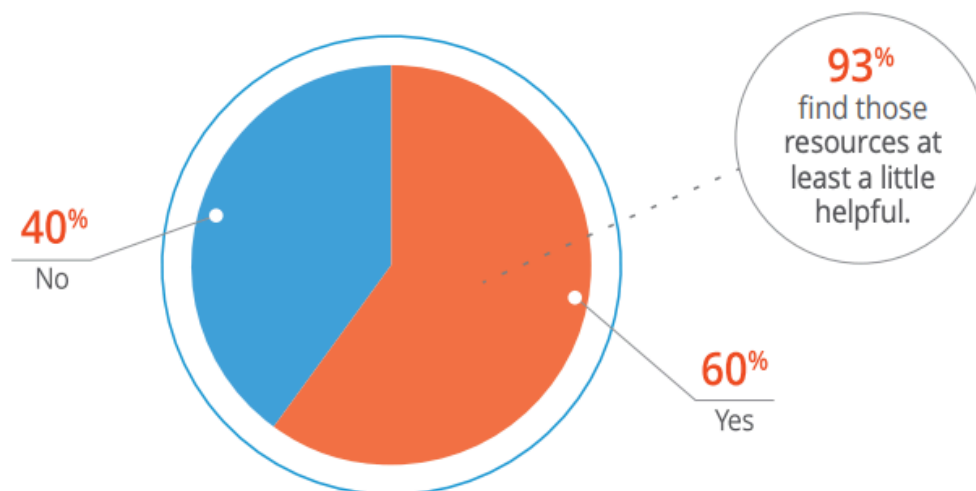
Source: Center For Promise: The State of Young People during COVID-19

Given the pain and anxiety students are expressing, it will be critical this fall to offer all students supports that are, hopefully, more than just "a little" helpful. Research-based supports and interventions are available and many can be delivered virtually. It also may be the case that better connections to classmates via live instruction and structured learning help. There is no excuse for continuing to ignore what students are so clearly telling us.

Schools and colleges are preparing for a rush of student mental health needs as campuses reopen

March 16, 2021

Courtesy Manteca Unified
Manteca Unified has been expanding counseling services for students as they come back to campus.

As students begin returning to the classroom as the pandemic eases, schools are bracing for an onslaught of serious mental health conditions that, for some students, may take years to overcome.

In the year that campuses were closed due to Covid-19, students experienced waves of loneliness, fear, upheaval and grief. Some lost loved ones, others saw their parents lose their jobs and their families sink into poverty. Nearly all experienced a degree of depression from being apart from their friends and missing important milestones like proms, graduations and being on campus as college freshmen. Even students who thrived with distance learning endured periods of frustration and sadness.

But amid the gloom, some advocates foresee schools and colleges adopting permanent changes in the way they address students' mental health needs, leading to long-term improvements in campus climate and students' overall well-being.

"I think the universal consensus now is that children, especially Black and brown children, have been suffering greatly during the pandemic, and our system of delivering services is broken. Everyone knows we need to make changes," said Alex Briscoe, principal of California Children's Trust. "Will this be a game changer? Maybe. Is it important that we do it? Hell yes."

Children's visits to mental health professionals jumped dramatically in the past year. According to the Centers for Disease Control, 1 in 4 young adults say they've considered suicide because of the pandemic. Many students say they feel isolated and disengaged from school, their friends and life in general, according to a July report by the Center for Reinventing Public Education.

Strategies for coping

Amy Cranston, executive director of the Social Emotional Learning Alliance for California, said there's plenty schools can do to help students understand and process their emotions once they return to campus. But it won't be easy.

"Everyone thinks we're going back to 'normal,' but the problem is that there is no 'normal.' No one is sure what to expect," Cranston said. "I think it's going to be a tough road for everyone — parents and teachers, too."

Cranston and Danielle Matthew, a licensed marriage and family therapist who's on the steering committee for the alliance, suggested teachers do daily "check-ins" with students where they can talk about their feelings and listen to their classmates, as a way to gain empathy and build communication skills after a year of limited social contact.

Plenty of physical activity and fun projects should also be available, they said. Testing and rigorous academics can wait at least a week or two as students adjust to school again.

In addition, teachers should be trained to recognize signs of more serious mental health conditions, such as depression, and know when to refer students to counselors. Students should all know how to find the school counselors themselves, as well, they said.

"In a lot of ways, these social-emotional skills are more important than algebra," Matthew said. "Most people don't use algebra after high school, but you'll use SEL skills your entire life. That's what will get you through events like this."

Their efforts will get a boost from new funding through the American Rescue Plan Act, which will send $15.3 billion to California districts with broad discretion to spend the funds as needed, including for mental health services. Colleges and universities will receive an additional $5 billion.

Amid the attention to students' well-being, teachers' mental health should not be overlooked, said Dr. Soundhari Balaguru, a clinical psychologist in the Bay Area who consults with schools about social-emotional learning. Teachers have not only experienced their own personal hardships during the pandemic, but lately they've found themselves at odds with parents over school reopening plans.

"It can be very tense," she said. "This is a crisis that's going to be ongoing, and we need to give teachers time to take care of themselves on a daily basis. … Teachers are really the emotional barometer of the classroom, and if they're dysregulated, impatient, or even simply grumpy every day, that impacts every student in their class."

Extra support on college campuses

Students and faculty at the college level have also been affected by anxiety, depression and stress related to the pandemic.

For Taylor Helmes, a senior at Cal State Dominguez Hills, being confined to her Long Beach apartment has been especially difficult. Before the pandemic, she enjoyed being able to spontaneously decide to go on trips or surprise her friends, like when she showed up at a friend's house with wine and chocolate after a breakup.

"Spontaneity is almost nonexistent for me and my friends these days," she said. "That lack of social interaction is just hard."

What began last year as a quick switch from in-person to online and telephone counseling has become a mainstay of college life, with officials expecting a continuation of some form of online mental health services. Some students like the privacy and ease of seeing a counselor online rather than in person.

At Humboldt State, counselors and other staff have been trying to "get creative" to respond to isolation and loneliness among students, said Elizabeth McCallion, outreach coordinator for the counseling center at that campus. They've set up virtual workshops for students to meet each other online and have organized walks in the forests surrounding the campus.

As more students return to campus this fall for in-person classes, McCallion is expecting that they may also need additional support with social and communication skills after more than a year of taking classes from home.

"College is such an important time for developing those interpersonal skills. I could see us really focusing on working with students to decrease social anxiety and get them connected with each other," she said.

College faculty and staff also face the stress of working from home while caring for their own children and family members. CSU Channel Islands is piloting a wellness and self-care program to help staff, and eventually faculty, find balance.

Campuses across the state could also soon get more resources from the state to support students and their mental health. Recently introduced legislation, AB 940, would direct an unspecified amount of money each year to California State University, the University of California and the state's 116 community colleges to expand mental health services across their systems.

'It will take time'

Meanwhile, some K-12 districts are already taking steps to address student mental health needs. At ABC Unified in Cerritos in Los Angeles County, social-emotional learning activities will "saturate everything we do for the first couple of weeks," said Tina Porter, a licensed clinical social worker who heads the district's social work department.

The district already has social workers stationed at all 33 schools in the district, plus an additional 19 college interns available to help, as well as counselors, nurses and school psychologists. Teachers have also been trained in social-emotional learning techniques and how to recognize signs of trauma among students.

But ultimately, it will be impossible to know the extent of students' mental health needs until they're actually back in the classroom, Porter said.

"Every single family in our district has been impacted by the pandemic, but they don't always share with us what's happening," Porter said. "We won't know right away what's required of us. It will take time."

Some districts not only beefed up their counseling staffs, but also contracted with local nonprofits to provide extra services. In anticipation of students' increased mental health needs as they return to school, Manteca Unified in the San Joaquin Valley expanded its contract with Valley Community Counseling Services to provide therapists at each of the district's 29 campuses. The district also contracted with an organization called Sports for Learning, which incorporates social-emotional learning into physical education curriculum.

Paying for these services may get a little easier thanks to $750 million set aside for student mental health services in Gov. Gavin Newsom's 2021-22 budget, said Briscoe, of California Children's Trust. The money is divided between schools, county mental health agencies and managed care organizations that provide benefits to people enrolled in Medi-Cal.

Other recent changes will also help students get mental health services. Students will no longer be required to be enrolled in special education to qualify for psychological therapy services, and managed care plans are now required to include family therapy benefits.

Ideally, schools could use their state grant money to open wellness centers on campus, set up partnerships with outside agencies that provide mental health services, train teachers and set up peer counseling programs — all of which would provide long-term mental health benefits to students, Briscoe said.

"We have an opportunity to do something that can really benefit children's lives, especially those who are most vulnerable," he said. "Basically, children are suffering, and we've learned that schools are the right place to address it."

Changes can't come fast enough for parents like Jennafer Carson, a teacher and mother of three teenagers on the Peninsula. Her youngest daughter often seems withdrawn and disconnected, and her students seem disengaged both academically and socially.

More counselors on campus will help, but so will clubs, sports, theater, music, art — all the activities that bring students a sense of fun and belonging, she said.

"My honest assessment is that we don't yet know the emotional damage this has done to kids. They've lost the social connections that are so important for their development," Carson said. "It feels like we're in a very precarious position right now, and it can't go on."

EdSource staffers Michael Burke, Ashley Smith and Larry Gordon contributed to this report.

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Social and Emotional Learning Research Review: Avoiding Pitfalls

Based on the social and emotional learning research review, we've highlighted some best practices to follow when implementing SEL programs, along with some tips on how to address common challenges.
By Vanessa Vega
November 7, 2012 Updated December 1, 2015

The most common problem when implementing SEL programs is a lack of teacher and administrator support for the program (Durlak, et al., 2011). Most teachers are concerned about their students doing well academically, and if teachers do not see the benefits of SEL programs for academic achievement, they are more likely to implement SEL lessons poorly or haphazardly, which results in the curriculum having less impact. The best way to address this problem is for a principal, champion of the program in the school or district, or one of the support staff to help teachers understand the research behind the program. Once they understand that SEL programs have positive impacts for students both socially and academically, teachers are more likely to implement the program with fidelity.

Provide Adequate Professional Training and Support

Teachers and administrators must practice SEL competencies in order to teach them. Generally, a dedicated curriculum specialist is needed to help ensure that SEL programs are delivered as intended. Teachers and socioemotional learning specialists at Anchorage School District and Cleveland Metropolitan School District have years of experience implementing social and emotional learning curriculum, and Cleveland educators highly recommend the *Pre-Referral Intervention Manual* (McCarney & Wunderlich, 2006) as an ongoing invaluable resource. Teachers can refer to a creative list of evidence-based responses to behavior problems, which also can be used in consultation with a student to discuss best courses of action.

Engage the Community in Collectively Defining SEL Standards

The process of collectively defining standards provides a great way to address the first two pitfalls. Developing collective standards and engaging all stakeholders in the process of constructing the standard help to ensure that everyone understands and supports the implementation of the learning standards. Anchorage School District has clearly defined their districtwide SEL standards and developed an extensive library of learning materials for staff and students. Anchorage staff reported that through grappling with the meaning of the standards and reaching consensus about what they wanted students to learn, everyone involved felt a greater stake in the success of the program.

Monitor Progress

Continuous evaluation is necessary to test for desired implementation and impacts and to develop the collective practices toward those goals (Elias, 2003). Illinois has adopted statewide SEL standards, while Kansas has adopted Social, Emotional, Character Development standards. A recent report of Illinois's statewide social and emotional learning implementation provides a useful framework for understanding the three distinct phases of social and emotional learning programs: readiness, planning and implementation (Gordon, Mulhall, Shaw & Weissberg, 2011). Phases include steps to:

- Develop knowledge-building along with an SEL standard and framework;
- Ensure teacher capacity and readiness to implement SEL;
- Provide professional development and other support necessary to ensure that all lessons are delivered as intended;
- Provide a system for ongoing review of project implementation and impact.

Generally, a dedicated curriculum specialist is needed to help ensure that SEL lessons are delivered as intended. In the final stage of development, it becomes appropriate to assess whether the SEL program is achieving the intended outcomes and whether the program can be adjusted to best serve the needs of the local context. American Institutes for Research has reported on the DESSA as a tool to evaluate SEL programs and has also achieved sufficient reliability and validity by asking teachers to rate the SEL competencies of six randomly selected students in each classroom. Raikes Foundation recently released a report (2011) on various assessment tools to evaluate middle school SEL programs.

30 Day SEL Plan Overview and Steps to Success

"Social emotional learning isn't another thing on the plate; SEL is the plate"

The plan is designed to engage and equip all staff with the support, resources, training, and activities for effectively meeting the social and emotional needs of all students upon their return to school.

The plan provides in class resources and activities and campus wide resources and actions, all designed to strengthen connections, build and deepen trust and give students the opportunity to share and be heard – all prerequisites for successfully engaging and achieving in the learning environment.

The plan can be divided into 4 week increments, each with a theme and specific resources, activities and ideas.

Steps for Successful Implementation Include:

- Forming an SEL Advisory Team at each school site is critical for implementing, monitoring and measuring the progress and success, focusing on: Structure, Roles and responsibilities, Communication

- Engage all school and community stakeholders in shaping and owning plan

- Assess and survey students to determine baseline and collect data

- Create goals, actions and timeline

- Provide resources, training and support to all staff

- Implement and monitor planned activities

- Measure progress and adapt as needed

- Share findings and celebrate

Baltimore County Public Schools SEL Efforts

The Baltimore County Public Schools SEL plan is divided into weeks and outlines goals, outcomes, administrator actions, staff actions and student actions.

https://scs.bcps.org/departments/social_emotional_support

Goals:
Activities outlined in the plan are designed to support one or all of the following goals:
- support the safety and wellbeing of faculty, staff and students
- build trust, connection and shared responsibility for safety and wellness of school community
- cultivate a sense of belonging
- establish safe, authentic, and positive relationships among and between school staff, students, and caregivers
- prepare for academic engagement and social emotional development
- measure student wellness to identify resiliency and determine emotional support/intervention needs
- plan for equitable outcomes for all students through an integrated approach for Social, Emotional, and Academic Development (SEAD)
- establish systems of supports and interventions for student success

Key Learnings:
1. This reopening plan at its foundation is all about **connection** – and is driven by attitude and actions rather than policies and programs.
2. Building staff buy-in and gaining commitment to connecting as a #1 reopening priority, will go a long way in ensuring that students feel welcome, safe, listened to, and connected with caring adults – all prerequisites for successfully re-engaging in the learning environment.

5 MINUTE CHATS WITH STUDENTS

(This tool is built from a similar resource created by the Anchorage School District SEL Team)

Personal connection and relationships are critical in being a culturally responsive educator and as a gateway to engagement in learning. This will prove more difficult with distance learning or other modifications you may be making this year. This template includes a structure and sample questions for one-on-one chats to begin to build those connections.

Those who lead a single class should plan to connect with each student individually during the first weeks of school and periodically throughout the year. Those who lead multiple classes can work with a team of teachers who share students to divide responsibility and make sure each student is contacted. If possible, call upon other staff in the building to assign each person a smaller "advisory group" of students to contact. Other staff may include administrators, deans, counselors, specialist teachers, office staff, paraprofessionals, security staff, or out-of-school time leaders. If the assigned staff member will be someone other than a teacher that is in regular contact with the student and family, be sure to notify families that their child has been assigned to their advisory group and this is an organized, school-wide effort.

The primary purpose of the chat is to hear about your student's experience and perspective so that you can know them as an individual, be responsive to their needs, learn from them for the benefit of the class and school, and build relational trust. If you feel the impulse to share your own story, pause and consider whether your sharing will advance this purpose or if it risks distracting from it.

Initiate – In a virtual or in-person group setting, let all students know you'll be reaching out to them individually to connect and hear more about how things are going. Have students sign up for a time for a call or in-person chat or reach out to them with a school and parent-approved messaging app that allows for easy back and forth exchange. If possible, let them choose! Say something like:

"I'm working on connecting with everyone in this group to get a better sense of what everyone is feeling and thinking about, and how I can be supportive."

Open – Show that they are significant to you and you care about them.

- "I'm glad to have the chance to chat 1 on 1 with you."
- "I'm excited to have you in my class/group this year – I can tell you're going to add a lot to our community."
- If you already know something about their lives, bring it up as appropriate. For example, "Your sister is back from college now, right? How has it been having her home?" or "Normally you'd be into baseball season already. Have you found ways to keep practicing?"

Personalize – Ask a question that invites the student to share as much or as little as they are comfortable sharing. Be more specific than "how are you?" –often we are socialized to answer that question with little thought or detail.

- I know things have been unusual lately; how have you been keeping busy lately?
- What is new for you since last school year?
- Who or what has been on your mind a lot lately?
- What would you say is your biggest source of stress right now?

Invite Feedback – Show your student that you value their perspective and are open to making changes based on their input.

- What would you like to see happen this school year?
- What do you need most right now from me (and your other teachers)?
- What do you think our school/class is getting right so far this year?
- What do you think our school/class should be doing differently?

Close – End on an optimistic, forward-thinking note.

- What's the best thing you've seen today?
- What's keeping you going/giving you energy/making you happy right now?
- I'm making a class playlist – what song have you been listening to the most lately?

Here are some additional phrases to draw upon as needed:

- **Probe:** "Tell me more about that." "What does that look like?" "I want to make sure I understand what you're saying. Can you explain a little more?"

- **Communicate care and a calm emotional state:** "Your teachers care a lot about your success." "Your teachers all want to make sure you're getting your needs met."

- **Validate emotions:** "That must be so difficult. I see you and I'm here for you." "I can only imagine how much that impacts you."

- **Stay solution-oriented:** "It sounds like a lot has been happening that is out of your control, and that sounds really frustrating. What are some things you do have control over – something small you can do to start to make things better?"

- **Wind down the conversation:** "You've given me some things to think about. I'm going to take some time to process what you shared, and we'll make some time to talk again in a few days."

Practical Tips for Creating Connection

Too often, teachers talk about how uneasy and unprepared they feel when it comes to reaching out to connect with their students. The days of being the person whose job it is to provide students with an education -- and little more -- are long over.

 Teachers – at all levels, are much more than people teaching curriculum. For some students, school and their teachers are the best part of their daily lives.

As teachers, it's important to understand that there is so much more to students than the life they lead in class and school. It is important to take and show interest in a student outside of the day's schoolwork.

Here are a few simple things a teacher and staff member can do to connect with students and let them know there is more to school than just a report card.

- o   Make a point to introduce yourself to parents and family members
- o   Say hello to the family member each time they pick up their students. Eye contact, a wave, a smile, or even a brief hello work wonders for building connection.
- o   Greet students at the door of your classroom with a smile and a hello.
- o   Start each student meeting with a greeting or question. In other words, don't immediately jump into data or information.
- o   Model open communication by appropriately and authentically sharing aspects of your life with your students.
- o   See and use walk time during the day as an opportunity for creating connections with student, especially those who appear lonely and isolated.
- o   Utilize email to communicate changes, compliments, concerns, etc.
- o   Have FUN!!!

Making time to authentically connect with students creates "chips in the bank", and has students know that the staff at their school - "have my back". Connection builds trust, belonging, and a willingness to look out for each other. When we prioritize relationships with students, their attendance and achievement happen more easily and successfully.

Rituals for School

Rituals are routines and activities that are infused with deeper meaning. They help common experiences uncommon events. The rituals are often connected o the schools mission and its values.

Ritual Examples:

Greetings

Handshakes

Gratitude and Appreciation Wall

Themes

- Diversity Day
- Tuesday – lunch with someone you don't know well

Establishing classroom norms and agreements

What are the annual events at your school that get your students the most excited? Does your faculty feel the same way? What do your school's biggest traditions say about what your school most values?

The best rituals are what alumni still talk about, what brings them back to campus. Too often school rituals can become unmoored from their original purpose or outlive their usefulness. Too often the most important school rituals center around what happens outside the classroom or after the school day is over.

At Casco Bay High School in Portland, ME, we want students to feel the same adrenaline rush and intense engagement about academic accomplishments as is normally reserved for a big game, performance, or concert.

We are a small, diverse urban school, a lead school in the EL Education network, and we strive for school rituals that students and faculty look forward to with equal passion—and which reflect our community's noblest aspirations for students. Here are four of our favorites.

The Clap Out

Several times a year, each grade level engages in a long-term, interdisciplinary project that addresses a social justice issue. We call these learning expeditions. After a grade level has successfully shared and defended their learning, we celebrate them with a "clap out." After the culmination of their projects, the rest of the school—students and staff—lines the hallway, and the triumphant students are applauded wildly as they exit the building.

CBHS value: Expect—and celebrate—academic excellence for all.

Winter Solstice Assembly

In our last hour before December break, our entire school community sits in a circle on the floor of our "Great Space." At the core of the Solstice Assembly is a 30-minute open forum that allows any student or staff member to rise and speak to the following prompt for one minute: "What gift have you received from this community for which you would like to express gratitude?" What transpires next has consistently been magical as a cross-section of students and staff rise to give authentic thanks. Last year, about 50 alums chose to join the circle as well, adding even more depth and poignancy. This year's Solstice Assembly began with a fifth-year senior giving thanks to all of the

teachers and peers who had believed in him when he had not believed in himself and helped him persevere toward the diploma he would be receiving in January.

CBHS value: Build community and deeper learning will follow.

Movin' On Up at the End of School Meetings

We end almost every one of our weekly school meetings between November and June with a "Movin' On Up" ceremony. Any time one of our seniors has been accepted to college, they have the option to "Move On Up." We crank the (classic) theme to "The Jeffersons" and call out the student's name and his or her college options. Then the student basks in the standing ovation, wades through a sea of hugs, and climbs a ladder to place a personal pennant on the Movin' On Up wall. This amateur video gives you a sense of the delightful madness.

CBHS value: Every CBHS student is college material.

The Final Word

The Final Word challenges each senior to craft and deliver a brief speech to an audience that consists of fellow seniors as well as staff, family, and other loved ones. Students answer questions such as "What is most important for me to say to the world about who I am, where I've been, and where I am going?" After each speech, a peer and mentor are invited to add their perspectives about why the speaker is ready to graduate. The school community is treated to about 10 Final Words a day for the last two weeks of senior classes. During the graduation ceremony, each senior proclaims his or her favorite Final Word sentence in a gorgeous performance collage.

CBHS value: Each student matters and has something important to say, for themselves and their world.

School rituals are a powerful means to both create and perpetuate school culture. They can help distinguish your community from others and imprint students for years to come. School leaders are well-served to shape rituals that not only energize students and faculty but also

Slide 1

COMMUNITY MATTERS | *Empowering Youth Transforming Communities*

IIRP Graduate School

Why You Have to "Maslow" in Order to "Bloom"
An *SEL Plan* To Reset the Culture and Climate of Schools within the First 30 Days

Rick Phillips MS Ed.
Founder, Community Matters

Keith Hickman
IIRP Graduate School

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Slide 2

HOPE WITH ACTION

WHAT IS YOUR HOPE?

2

Slide 3

Lecture 1: Multiple Crisis Facing Students

► Public Health
► Economy
► Political Divide
► Racial Violence

3

Discussion 1: Small Group Discussion

1. Why is it important for you to be part of this conversation?

2. What's the crossroads you're at, at this stage of your life and profession?

3. What's the promise you're making to yourself after this first Conversation?

4

Lecture 2: Whole-child and Well-being

► Stress Inducers
► Competency-based Supports
► Healing Centered Environment (HCE)

5

Discussion 2: Small Group Discussion

1. What is the commitment you are in this moment?

2. What's the possibility I am a stance for? (What's the possibility that emerges from your 'crossroads'?)

3. This was the gift that touched me...

6

A New "Normal"

30-Day Plan of Action

Maslow's Hierarchy & **Bloom's Taxonomy**

Maslow's pyramid (bottom to top): Physiological, Safety, Love/belonging, Esteem, Self-actualization

Bloom's pyramid (bottom to top): Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

7

The New 3 R's

► Relationships

► Resilience

► Readiness

8

Steps to Success

Familiarity

Trust

Achievement

Connectedness

9

What Connection Looks Like

- Greet students
- Notice isolated students & reach out
- Use Active Listening
- Connect to Correct

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30 Day Plan -
Steps for Successful Implementation

- Form an SEL Advisory Team at each school site
- Engage all school and community stakeholders in shaping and owning plan
- Assess and survey students to determine baseline and collect data
- Create goals, actions and timeline
- Provide resources, training and support to all staff
- Implement and monitor planned activities
- Measure progress and adapt as needed
- Share findings and celebrate

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Recommendations

1. Gaining all staff buy-in and support for plan
2. Listening and Encourage Voice
3. Strategies for Building Relationships
4. Establish Rituals and Routines
5. Foster Student Engagement and Resilience
6. Leverage Community Support

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