Overview of Social-Emotional Learning & Restorative Practices

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P-H-M Forum
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What are some things that students need at school?
AGENDA

- Overview of Social-Emotional Learning (SEL)
  - Competencies
  - Highlight some SEL initiatives
- Overview of Restorative Practices
  - 4 Pillars
  - Restorative Practices Initiatives
Social-Emotional Learning (SEL)

SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
**WHY SEL?**

**Increase In:**
- Prosocial Behaviors (e.g., kindness, sharing, empathy)
- Student Positive Attitudes Toward School
- Lifetime Earning Potential
- Mental & Physical Health
- Graduation Rates
- Adjustment Rates
- Sense of Psychologically Safety
- Ability to Reach Fullest Potential
- Positive Images
- Tools to Manage Stress
- Skill Acquisition
- Foundation to Build & Maintain Healthy Relationships
- College & Career Readiness
- Potential to Reach Post-Secondary Goals
- Social, Emotional, Psychological & Behavioral Skills
- Positive School Climate
- Employability (work on team, problem-solve, make decisions & communicate)

**Reduction In:**
- Academic Gains (13 point percentile increase)
- Ability to Know and Manage Self
- Ability to Understand Others’ Perspectives & Effectively Relate
- Ability to Make Sound Choices Related to Personal & Social Happenings
- Readiness to Learn
- Acceleration of Learning
- Suspension Rates
- Depression
- Juvenile Crime Rates
- Substance Abuse
- Public Assistance
- Mental Illness
- Conduct Problems
- Unhealthy Risk-Taking Behaviors
- Emotional Distress
- Barriers to Learning & Social Relationships
Core Competencies: CASEL

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making
Side-by-Side View of SEL Competencies

**INDIANA**
- Insight
- Regulation
- Collaboration
- Connection
- Critical Thinking
- Sensory-Motor Integration
- Mindset

**CASEL**
- Self-Awareness
- Self-Management
- Relationship Skills
- Social Awareness
- Responsible Decision Making

**Indiana Specific**
What competency do you feel needs the most focus?
What does SEL look like at P-H-M?

- Half-Day SEL Initiative
- SEL Tier 1 Lessons
- Mental Health Crisis Team
- Youth Service Bureau
- Trauma-Informed Care
- Resources to Students, Staff and Families
- Restorative Practices
First ever Half Day PD initiative focused solely on SEL
- Presenters from PHM & Community Partners
- Open to P-H-M employees
- Hoping to grow this initiative in years to come
SEL Tier 1 Lessons
SEL

TIER 1 Lessons

- For ALL
- Proactive Approach
- Lessons Created by P-H-M Teachers, Counselors & Administrators
- Social & Emotional Development
- Covered All SEL Competency Areas
- Meets our Needs
- Systematic Focus Across District
How:

Tier 1 SEL Lessons

- Preschool-SEL Lessons
- Elementary-SEL Lessons and YSB
- Middle-SEL Lessons, 5 Star Life, YSB, & Naviance
- Penn-SEL Lessons & Naviance
- Young Adult Program-SEL Lessons
Mental Health Crisis Team

MESH = Mental, Emotional & Social Health

Able to Respond in Times of Crisis/Tragedy

Resources Created & Shared

Meet Regularly

Professional Development

Share Resources and Discuss Therapeutic Techniques and Review Certain Cases, as Needed
Youth Service Bureau

- YSB added 1 YSB Specialist in EACH elementary and middle school
- Social Supports available in school 1-1 or group
- Tier 1 Lesson Delivery for Elementary
- Protect Yourself Curriculum
- Long-term community partnership
- Served 8,802 Children (3,309 received individual or group services)
Community Partners & Affiliations

- Beacon Community Health
- Saint Joseph County Cares Consortium
- Local Professors
- Area Psychologists & Social Workers
- Community Organizations
- Five Star Life
- Oaklawn
- TRUST Initiative
- Neighboring Schools
- Indiana School Mental Health Initiative
- Mental Health Awareness of Michiana
ACE Community Impact
Trauma Awareness & Practices
Partnered with Beacon
ACE-Interface Train-the-Trainer
  ○ ACE=Adverse Childhood Experiences
  ○ 18 PHM Staff Trained to be ACE-Interface Trainers
  ○ Recognize Prevalence and Raise Awareness
  ○ Respond by putting this into practice
Professional Development
Restorative Practices
What is one word that resonates with you regarding SEL?
- It helps now and then to step back and take the long view.
- We can’t do everything and there is a sense of liberation in that.
- We plant the seed that one day will grow; we may never see the end result.
- We provide the yeast that produces effects far beyond our capabilities.

Adapted from Archbishop Oscar Romero Prayer (Bishop Ken Untener, 1979)
The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviors when those in positions of authority do things with them, rather than to or for them.
Aim: Develop community and manage conflict tensions by repairing harm and restoring relationships
General Overview

Four Pillars:

1. Fair Process
2. Social Discipline Window
3. Psychology of Affect
4. Continuum
Social Discipline Window

Pillar 1

CONTROL
(limit-setting, discipline)

SUPPORT
(encouragement, nurture)

Adapted by Paul McCold and Ted Wachtel from Glaser, 1969
Social Discipline Window

Pillar 1

CONTROL (limit-setting, discipline)

TO Punitive  WITH Restorative
NOT Neglectful  FOR Permissive

SUPPORT (encouragement, nurture)

Adapted by Paul McCold and Ted Wachtel
Fair Process

Pillar 2

- Engagement
- Explanation
- Expectation Clarity

Psychology of Affect

Pillar 3

The Compass of Shame
Adapted from D.L. Nathanson, Shame and Pride, 1992

**Withdrawal:**
- isolating oneself
- running and hiding

**Attack Other:**
- ‘turning the tables’
- blaming the victim
- lashing out verbally or physically

**Attack Self:**
- self put-down
- masochism

**Avoidance:**
- denial
- abusing drugs and alcohol
- distraction through thrill seeking
Psychology of Affect

Pillar 3

Respond to Shame:
- Listen
- Being Present
- Reflecting
- Acknowledging
- Encouraging

Deal with Shame:
- Set Boundaries
- Apologize
- Admit Wrongdoing
- Make Amends
- Express Feelings
Continuum

Pillar 4

80% Proactive
20% Responsive

informal

| affective statements | affective questions | small impromptu conversations | circle | formal conference |

formal
Train-the-Trainer Model is Self-sustainable

Four (4) Trainers for the District
In three words or less, what resonates with you about Restorative Practices?
Takeaways:

- Overview of SEL
  - Initiatives at P-H-M
- Overview of Restorative Practices
  - Not a training - Overview of general concepts
  - Builds community
  - Restores relationships
“It is easier to build strong children than repair a broken adult.”
-Fredrick Douglas