



Transformative Social Emotional Learning & Adult Skills

Promising Practices for Student Belonging

Carla Gay
Pathways to Adult Success
September 24, 2024



Overview

- Understand the ODE requirements of Transformative Social Emotional Learning (T-SEL)
- Understand the GBSD Transformative SEL Plan & Next Steps
- Practice Skills Transformative SEL Standards
- Crisis Response/ Co- Regulation



OREGON'S TRANSFORMATIVE
SOCIAL EMOTIONAL LEARNING

Oregon's Transformative SEL Framework

Oregon's Transformative Social and Emotional Learning (TSEL) Framework is grounded by four components that are essential to creating an ecosystem for Transformative SEL to thrive in classrooms, schools, and communities.

Conditions for Learning & Thriving

Describes how we might intentionally humanize systems, policies, and practices to cultivate an ecosystem of Transformative SEL through:

- Authentic partnerships
- Equitable policies
- Thriving learning environments

Guiding Principles

Serve as the foundational values and beliefs that are woven throughout the framework to guide decisions about how the Transformative SEL

Standards are implemented:

- Culturally responsive
- Community responsive
- Strength-based
- Trauma-informed
- Grounded in Neuroscience



Student Transformative SEL

Fosters opportunities for students to develop and practice their knowledge, skills, habits, and dispositions by attending to:

- Integrated approaches
- Developmentally and culturally responsive practices
- The role of curriculum and assessment

Adult Transformative SEL

Focuses on what resources, supports, and conditions adults need to nurture their own well-being while teaching, modeling, coaching, and nurturing students Transformative SEL by:

- Prioritizing adult SEL & well-being
- Embedding Transformative SEL standards & practices
- Building on Oregon's Transformative SEL Standards in Educator Preparation Programs

K-12/Adult Transformative SEL Standards

Identifies what students/adults need to know and be able to do to develop, practice, and grow in their Transformative SEL. Each Transformative SEL standard braids together one of CASEL's five competencies with a focal construct:

- Standard 1: Self-Awareness & Identity
- Standard 2: Self-Management & Agency
- Standard 3: Social Awareness & Belonging
- Standard 4: Relationship Skills & Collaborative Problem-Solving
- Standard 5: Responsible Decision Making & Curiosity

FOMENTAR EL CRECIMIENTO SOCIO-EMOCIONAL A TRAVÉS DE LA EDUCACIÓN

SEL TRANSFORMADORA



Misión

Transformar nuestros sistemas y prácticas educacionales a través del aprendizaje socio emocional para elevar las voces de todos y crear escuelas más inclusivas.

Visión

Todos los miembros de la comunidad de GBSD tengan una experiencia educacional que es culturalmente relevante, centrada en la equidad, que celebra la diversidad de todos los individuos y que alienta el bienestar y las conexiones con otros.

Planificación
23/24

HABILIDADES DE ADULTOS

- Equidad e inclusión
- Definir la visión y la misión
- Comprender el aprendizaje socio-emocional de los adultos
- Desarrollar un plan de implementación

LA VOZ DEL ESTUDIANTE

- Entrevistas estudiantiles de empatía
- Encuestas dirigidas por estudiantes
- Integración al aprendizaje socio-emocional de adultos

MEJORA CONTINUA



Año 1
24/25

HABILIDADES DE ADULTOS

- Equipo de planificación del personal
- Desarrollo profesional
 - Ciclos de escalada
- Integración en el Nivel 1
- Iniciativas de bienestar del personal

LA VOZ DEL ESTUDIANTE

- Equipo de planificación estudiantil
- Adopción del plan de estudios
- Capacitación entre estudiantes dirigida por estudiantes
- Integración al SEL para adultos

VIAJE PERSONAL ACCIÓN PROFESIONAL

Año 2
25/26

HABILIDADES DE ADULTOS

- Continuar el trabajo del año 1
- Implementar un nuevo plan de estudios
- Integrar estándares en todo el contenido
- Reflexionar sobre los datos
- Adaptarse y ajustarse

LA VOZ DEL ESTUDIANTE

- Continuar el trabajo del año 1
- Integrar estándares en todas las experiencias
- Recopilar y reflexionar sobre los datos
- Adaptarse y ajustarse



“Queremos que al personal y a los maestros les guste estar aquí. Queremos que nos conozcan”
- Estudiante de GBSD



LEARNING PRINCIPLES
CREATING A TRANSFORMATIVE LEARNING EXPERIENCE

NURTURING SOCIAL-EMOTIONAL GROWTH THROUGH EDUCATION



TRANSFORMATIVE SEL

Mission

Transform educational systems and practices through social-emotional learning (SEL) to uplift all voices and create more inclusive schools.

Vision

All members of the GBSD community will experience a culturally relevant, equity centered climate that celebrates the diversity of all individuals and fosters connection and wellbeing.

Planning
23/24

ADULT SKILLS

- Equity & Inclusion
- Define vision & mission
- Understand Adult SEL
- Develop an implementation plan

STUDENT VOICE

- Student Empathy Interviews
- Student-led surveys
- Integration to Adult SEL

CONTINUOUS IMPROVEMENT



Year 1
24/25

ADULT SKILLS

- Staff Planning Team
- Professional Development
 - Escalation Cycles
- Plan integration into Tier 1
- Staff Wellness Initiatives

STUDENT VOICE

- Student Planning Team
- Curriculum Adoption
- Student-led Peer Training
- Integration to Adult SEL

PERSONAL JOURNEY PROFESSIONAL GROWTH

Year 2
25/26

ADULT SKILLS

- Continue from Year 1
- Implement New Curriculum
- Integrate standards across content
- Reflect on Data
- Adapt & Adjust

STUDENT VOICE

- Continue from Year 1
- Integrate standards across experiences
- Gather and Reflect on Data
- Adapt and Adjust



"We want staff and teachers to like being here. We want them to get to know us" - GBSD Student



INSPIRE AND EMPOWER
EACH STUDENT





Transformative SEL Committee work & next steps:

Area 1: Shared Mission & Vision ✓

Area 2: Plan for Adult Transformative SEL ✓

KEY ACTIONS: BEGIN INTEGRATION OF TRANSFORMATIVE SEL STANDARDS

- ◆ Focus on escalation and co-regulation PD
- ◆ Modeling and naming TSEL throughout admin meetings
- ◆ Work on integration of TSEL as a part of PLC planning
- ◆ Staff Wellness: Creating time and initiatives for joy, fun, celebration
- ◆ Integrated into Curriculum Adoption
- ◆ Other Creative Initiatives

Area 3: Student Transformative SEL ✓

KEY ACTIONS: ENGAGE STUDENT VOICE

- ◆ Integration into Adult T- SEL
- ◆ Student T- SEL advisory
- ◆ Curriculum adoption

Area 4: Measuring progress ✓

KEY ACTIONS: FOCUS ON CONTINUOUS IMPROVEMENT

- ◆ Culture and Climate data
- ◆ Attendance
- ◆ Student Empathy interviews
- ◆ SEED survey



What students told us:

We want staff and teachers to like being here. We want them to get to know us

We want to feel excited, less worried, and like we belong

We are tired and anxious

We want to be a part of informing SEL

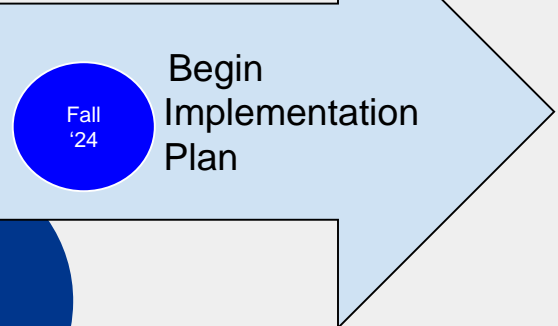


Map our Timeline

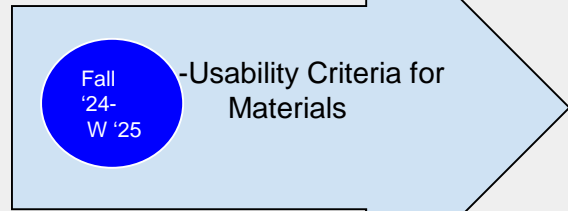


School Year 2024-25 Year 1 of Plan

PD Part 1



PD Part 2 & 3



PD Part 4 & 5



TSEL for Adults

- Professional Development
- Meetings & PLCs
- Creative Initiatives
- Staff Wellness

Curriculum Adoption

- Student Planning Team
- Curriculum Adoption
- Students supporting peer student training
- Integration into Adult T-SEL

Review Implementation Plan & Adjust for Year 2

- Focus on Measuring Progress
- Culture and Climate data
- Attendance data (Connection/ Belonging proxy)
- Student Empathy interviews
- SEED Survey

Next Steps

Transformative SEL with Adults

- ❑ Staff Planning Team
 - ❑ Professional Development
 - ❑ Focus on Admin & Back to School
 - ❑ Discipline Handbook & CR- PBIS
 - ❑ Escalation/ De-Escalation/ Co-Regulation
 - ❑ Staff Wellness
 - ❑ Integration of Standards into instruction

Transformative SEL with Students

- ❑ Student Planning Team
 - ❑ Curriculum Adoption
 - ❑ Students supporting peer student training
 - ❑ Integration into Adult T-SEL

Begin
Implementation
Plan

Fall
'24



OREGON'S TRANSFORMATIVE
SCHOOL DISTRICTS





The T-SEL Standards Activity

Directions:

For each standard there is an activity. We will divide you into 5 groups.

Your group will complete the activity for the standard matching your group number
(Group 1=Standard 1).

At the end we will share what we learned about the standards.



OREGON'S TRANSFORMATIVE
LEARNING PRINCIPLES





Questions to consider/reflect

- What are the cultural, linguistic, and economic implications of each standard? What is valued, what is not?
- Think about yourself as a child. How would you have demonstrated this skill? How did you learn this skill as you got older? If you haven't, what are the barriers?
- Do you have this skill as an adult? What support might you need to develop this skill for yourself if not?
- What is one step you might take to practice this skill?



Applying the Standards: Adult TSEL



Standard 1: Self-Awareness & Identity: Grounding in Joy

Identify and reflect upon one's thoughts, emotions, behaviors, intersectional identity, and capabilities across situations and environments.

Standard 2: Self-Management & Agency: The Marshmallow Experiment

Use management strategies to build personal and collective agency that lead to achieving goals and aspirations.

Standard 3: Social-Awareness & Belonging: Your Identity is your superpower

Develop social awareness that fosters a sense of belonging and leads to co-constructing equitable, thriving communities and a vibrant society.

Standard 4: Relationship Skills & Collaborative Problem-Solving: What do you care about?

Establish and maintain healthy, supportive relationships and effectively navigate diverse settings in order to collaboratively solve problems.

Standard 5: Responsible Decision-Making & Curiosity: That's Weird

Demonstrate curiosity and analysis of oneself and society in order to make caring choices that impact personal, social, and collective well-being across situations and environments.

Staff Responding to Crisis

TRAUMA AND THE HULK



LEARNING PRINCIPAL

OREGON'S COMPASSION FOR

June 2023



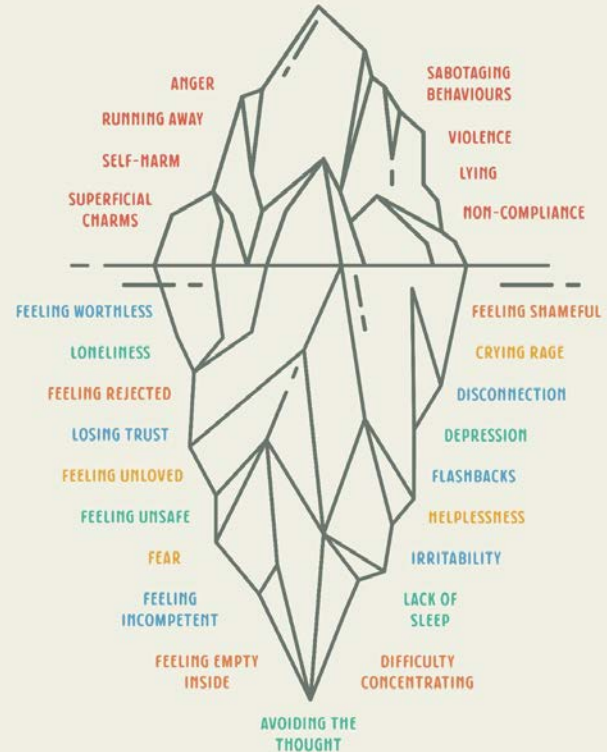
Common Triggers/Antecedents

- Stern / raised voice from staff, body language that does not match what is being said, facial expressions
- Being told “no” or overcorrected
- Attempting to or taking items out of student hands, desk, or belongings
- Corrective feedback from staff, which can be amplified when it is delivered in front of their peers

Peer conflict

COPING WITH TRAUMA ICEBERG

WHAT WE SEE VERSUS WHAT COULD ACTUALLY BE HAPPENING





Escalation Cycle for Students & Adults

Higher Escalation / Crisis: Cue a safer behavior / Protect for safety, consider and use the graded hierarchy of Mandt Interventions.

Lower Escalation: offer choices from their baseline (3)

Stimulus / Trigger: seek to identify the trigger and remove it from the environment,

Baseline: support the student in what they are doing, provide reinforcement, and build rapport.

Escalation Cycle

De-escalation: listen to them, validate feelings not the behaviors, refrain from placing demands, gauge their readiness

Stabilization: continue to allow time to regulate, prompt coping skills, let them know that you are there when they are ready to talk

Post crisis drain: check-in with them when they are ready, listen to them and help problem solve for next time, create a plan for re-entry.



Helpful Phrases/Tips

1. Something about (following this expectation) seems hard, what's up?

1. I noticed (neutral observation) and I'm curious. What's going on?

1. I noticed (this happened). Are you ok? Do

check in?

1. Do you need (accommodation)?



face or connection (co-regulation)



OREGON'S TRANSFORMATIVE LEARNING PRINCIPLES

1. 3 Rs. Regulate, Relate, Reason

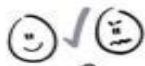
June 2023



Co-Regulation



Model a calm body & calming strategies



Remember all feelings are okay

"In all situations it is my response that decides whether a crisis will be escalated or de-escalated or a child humanized or de-humanized."

- Dr. Haim Ginoff -

De-escalation is the goal



How?

Actively listen

Why?

"Connection calms."

- Dr. Dan Siegel -

Avoid threats of punishment, consequences, and redirection



Provide validation & empathy

"Emotional co-regulation with caring adults leads to successful self-regulation."

- Dr. Mona Delahooke -

Be aware of your sensations, emotions, thoughts, body language & nervous system states



Focus on the student's feelings

SUPPORTABLE Solutions™

Teachers & Administrators need support too!

- Remember to take deep breaths/Regulate your heart rate
- Take a break/staff switch
- If you are ready to, make time to come back together with student and problem solve / repair harm caused
- Debriefing after significant events
- Trauma is stored in the body: find ways to decompress and relieve stress



Questions/Thoughts?

