

**PART IV: SEDL in Action:
What SEDL Practice in Schools and Communities Looks Like ¹**

Social and emotional development and learning begins at home and is further facilitated within or in cooperation with schools through seven approaches in some combination:

- 1. Outreach to and engagement of families and community;**
- 2. Attention to school - classroom environment and relationships;**
- 3. Skill acquisition through sequenced social - emotional learning opportunities and standards-based instruction;**
- 4. After school, out-of-school, extra curricular and service learning and mentoring;**
- 5. Alignment of district and school personnel, policies, and practices to support students;**
- 6. Collaboration between school district and community-based service providers;**
- 7. Staff development for administrative, instructional, student support staff and willing partners.**

See NYS COUNTY MAP <http://www.p12.nysed.gov/sss/map/counties.html>

¹ NYSED does not endorse any commercial or locally developed program.

#1. Outreach to and engagement of families and community:

America's Promise Alliance, founded in 1997

Since April 2008, the Alliance has awarded grants to 14 states, including New Jersey and New York, to hold summits to develop communitywide plans for reducing dropout rates. Colleen Wilber, a spokeswoman for the Alliance, said that dropouts are more than just a problem for schools, because those students are more likely to become a burden to society — ending up in jail, on welfare rolls or without any health insurance. According to the group's research, dropouts from the class of 2007 will cost the nation more than \$320 billion in lost wages, taxes and productivity over their lifetime. "We think that solving the dropout crisis is going to take the entire community. Not only is it important to have the schools and the parents, but it's also critically important for the business community, the faith community and the nonprofit groups to be there."
New York Times 10-26-08

The Harlem Children's Zone

The Harlem Children's Zone combines educational, social and medical services. If you offer a new program you want the neediest students but how do you get those parents to apply? HCZ "knocked on the door of every apartment in a 21-story building on 118th Street, looking for parents with children under 4, leaving fliers under the doors if no one answered... In addition to the door-to-door approach, recruiters visit laundromats, supermarkets and check-cashing outlets to look for new mothers."

The HCZ pipeline begins with a series of workshops for parents of children ages 0-3. Attending with parents were familiar faces from the community: administrators of the pre-kindergarten programs, leaders of tenant and block associations, volunteers from a group that donates children's books to parents, a hospital representative inviting parents to enroll in a home-visiting program, another from the Public Library. "The goal of HCZ is to create a "tipping point" in the neighborhood so that children are surrounded by an enriching environment of college-oriented peers and supportive adults, a counterweight to "the street" and a toxic popular culture that glorifies misogyny and anti-social behaviour."

Tough, 2004, 2008.

It's all in the clothing: Sagging pants and the adults who tolerate them

Riding on the subway a N.Y.S. State Senator observed an all too familiar sight: low-slung pants: "He had underwear, but even the underwear was sagging. All the passengers were looking at each other in disgust, but nobody was saying anything." So the Senator began a campaign to do something about saggy bottom boys *and* about adults who have a high tolerance for antisocial behavior, whether out of indifference or fear. "Children always push the envelope but we have abdicated our responsibility of telling them when they've gone too far. Even if they don't follow our advice, the adult is supposed to say, 'This is not acceptable.'"

Does a State Senator have better things to do and bigger problems to address? "I tell them no," said the former police captain. "This is probably not a perfect science but if you start looking at how your child is dressing, it is an indicator of who his friends are and what group he's associated with. It's all in the clothing."

www.nytimes.com/2010/04/02/nyregion/02nyc.html

Community-based Bullying Prevention Tips

Although much bullying happens at school, it doesn't stop at the schoolhouse door. Bullying prevention messages are likely to be more effective if they come from many adults in a community—not just from educators and parents. The four page PDF document is geared toward community members, discussing bullying prevention.

www.creducation.org/resources/SBN_Tip_25.pdf

Unique outreach to ensure parent participation in a school survey

The Arts and Technology Academy (ATA), a K-6 Washington, DC charter school serving an environmentally stressed neighborhood, faces community violence and poverty, rising incidents of in-school violence, and increasing demands on educators. The school planning committee used a survey to get a baseline measure of the school climate and to understand the needs of students, parents and staff. ATA realized that computer-illiteracy within their community created a challenge to parent participation.

In year two, the school assigned *sixth graders* to guide parents during parent-teacher conferences day through the survey. It successfully increased participation and allowed the school to collect valuable feedback, give students an empowering opportunity to showcase their, and engage parents more actively throughout the year in subcommittees and information sessions.

Contributed by the Center for Social and Emotional Education <http://www.schoolclimate.org/>

#2. Attention to school environment and student-adult relationships:

Bullying Prevention Program, Lynnwood Elementary School, Guilderland NY

Parents were concerned about bullying behavior and were looking for a process to create a school culture where students took responsibility for their environment. The teachers in the school, already conducting classroom meetings and using cooperative learning strategies, were trained to provide coaching and guidance in response to inappropriate behaviors. In principal Jim Dillon words, "Kids who make mistakes never forfeit their membership in the community."

Student surveys between 2003 and 2006 showed that the biggest impact occurred with those students who report being bullied. Fourteen percent of all students who were bullied didn't report it to anyone in 2003 but in 2006, 100 percent of students who were bullied reported it to someone. "The 100 percent indicates that students got the message that bullying was not something they had to accept. Students trusted the adults enough to tell them about the bullying and they felt that they would be heard." Students also had dramatically fewer behavioral problems when teachers turned the weekly classroom meetings into daily meetings.

For more information see Olweus Bullying Prevention Program www.olweus.org and *Making Connections Newsletter* <https://www.astihosted.com/GVBDCP/DesktopDefault.aspx?tabid=608>

On the Bus, Lynnwood Elementary School, Guilderland NY

"If you were to create an environment that would invite a mosaic of inappropriate behavior, it would be a bus. The older kids claim territory, and with noise level high "kids can get pretty good at doing things and not being noticed." Principal Jim Dillon invented a program called **The Peaceful School Bus**. What the principal also discovered was that much of the bullying at school took place on the bus, often initiated by kids who were outstanding citizens in the building.

"One huge mistake that is made in dealing with bullying," Jim explains, "is if you get it mixed up with conflict. It's important to keep the distinction. Not every mean word is bullying. You have to understand about the power differential – the big aspect of bullying – and that sometimes is overlooked by students and parents. If you try to do a conflict resolution between a kid who is truly a victim and a kid or group of kids who are bullies, you're going to traumatize that victim even more so."

From "The Geography of Bullying" William Patrick 2006
www.williampatrickwriter.com/pdf/Commercial_Vanguard-Bullying.pdf

Speech by School Student Council President, from Barker Road Middle School, in Pittsford, NY, designated as an *Essential Elements School-To-Watch*:

"... Google the phrase 'Work hard and play hard' and up pops 'BRMS student body.' ...The kids can show up and the parents can bring them here, but without our teachers to open the doors, we could never walk through them. "Our motto is: 'BRMS under construction, we're building character.' ... Here in Pittsford, we have the perfect recipe for success: throw in a dash of motivated students, heavily seasoned with supportive families, and add the main ingredient of the body of exceptional professionals who run and teach at this school. We know we are lucky to have people all around us who care about us and want to see us do well. And that truly is a recipe for success. So my fellow students, lets give a standing ovation for our Barker Road Family." (CLAP)

Peer Leadership: Lindenhurst NY Senior High School

Two pathways: 1) "peer mediation/conflict resolution" and 2) "cultural diversity."
Students apply to be peer leaders and are selected to represent all the "cliques."

Peer mediation

- 11-12th graders provide elementary school children a 10 week program called "stamp out negativity;" a "Leaders on the Rise" component assigns a "big buddy" to select elementary school children.
- Peer leaders design and conduct freshman orientation, and organize the two-day pre-prom alcohol awareness program called "Shattered Dreams"

Cultural Diversity "Culture is not only where you are from, but how you live your life."

- Cultural Diversity Month includes foods, dances & presentations and on the last day face painting to emphasize "content of your character."

Outcome: Three year data on school fights have steadily declined.

#3. Acquiring social-emotional skill through sequenced social - emotional learning opportunities and standards-based instruction

3a) Social-Emotional Learning (SEL)

SEL instruction follows four recommended "SAFE" practices: Sequenced, Active, Focused and Explicit

While Children Are at Play in School

In an effective play-based kindergarten the teacher is attuned to the children's play themes and builds on them, introducing new content and play materials to stimulate their minds and help them overcome obstacles in their lives that hinder learning.

www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten_report.pdf

"Giving and Receiving Compliments: Grade 4-- California Elementary School, Uniondale, NY, taught by school social worker.

A photo of teenagers in a playground and a brief story of an intended compliment mistaken as a slight. Children discuss steps you follow to give a compliment, e.g., think what you'll say about why the receiver did well, be sincere. Think what skills for receiving a compliment are.

Practice activity: Every child compliments one other child in the class

Homework: think of two things you like about mom, compliment her on one and report on what happened.

For more information see "Second Step" www.cfchildren.org/programs/ssp/overview/

"Conflicting Feelings:" -- California Elementary School, Uniondale, NY Grade 3 Bilingual Class.

Book: *I Speak English for My Mom*

Photo: Boy looking for returning older brother who will help build a tree fort (but younger fears heights).

Activity: Kids are in pairs and have 4 faces (on lollipop sticks) and must choose with each new scenario and discuss the feelings they observe, i.e., Happy – Excited; Scared – Nervous; Sad – Upset, etc

For more information see "Second Step" www.cfchildren.org/programs/ssp/overview/.

"Resolving Conflict Creatively:" Patrick Daly Elementary School, Brooklyn, NY

The "heart lesson" and the mediation strategies demonstrated by a fifth grader to younger children show social and emotional learning in action.

6 minute video www.edutopia.org/resolving-conflict-creatively-program-video

"Peace Helpers:" PS 24, Brooklyn, NY

Fourth and fifth graders help younger students resolve conflicts.

8 minute video. www.edutopia.org/peace-helpers-video

Bullying and the culpability of bystanders: Grade 6 teachers Jericho, NY Middle School serve as judges in mock court room. Sixth grade students act as lawyers and jury in a hypothetical case of bullying and harassment. It provides a lesson in the definition of bullying and its effects. "The goals of this activity are for students to recognize bullying and learn strategies to deal with it, especially their shared responsibility as bystanders," explains Principal Don Gately. "Students learn that every member of the school community owns partial responsibility for creating the school's culture."

See "Social and emotional learning catches on" *On Board Online*, March 8, 2010 www.nyssba.org/

3b) SEDL lessons through NYS standards-based instruction

Promoting Emergent Literacy and SEL through Dialogic Reading

Leo and Malik (pseudonyms) often play and work together in Ms. Bruss's (kindergarten) classroom, but they have different styles of playing. Malik finds it challenging to control his feelings when Leo skips turns, grabs favorite toys from his hands, and pushes in front of him. Ms. Bruss notices that these encounters affect Malik's concentration during class and interfere with Leo's relationships with others. Ms. Bruss works individually with Leo on play skills, coaches small groups in cooperation activities, and decides that the entire class will benefit from some basic emotion-regulation strategies. She begins with *Matthew and Tilly*, by Rebecca Jones and Beth Peck, a story about a tense conflict among good friends.

After three dialogic readings of the story, Ms. Bruss uses the illustrations of the characters in the heat of the conflict to introduce the need for calming down. She teaches the class a simple strategy to control feelings – taking deep breaths. She models the technique, guides children in practicing it, and then coaches them to use the technique during situations throughout the day. Ms. Bruss continues to remind the children about taking deep breaths and even has them make a class Calm-Down Poster with other ideas. Malik begins to feel more confident in social situations because he knows that he has more control over his emotions. Better concentration in class follows naturally, and both Malik and Leo benefit from their growing social competence. The teacher is witnessing what research tells us: Learning to cope with strong emotions is important for social and academic success. (Doyle& Bramwell, 2006).

Emotional Well Being and Physical Health: Human Biology

Stress, depression, and anxiety can contribute to a host of physical ailments including digestive disorders, sleep disturbances, and lack of energy. Harvard Health Publications explain how stress and anxiety can affect the body. <https://www.health.harvard.edu/category/emotional-well-being-and-mental-health>

“Are you brave enough to be true to yourself?” Grade 7 ELA class, Jericho, NY Middle School

After reading *Wings* by Christopher Myers, students discuss how to go beyond being a bullying bystander. Examples in literature are used to “decode” ones behavior and the behavior of others. From Bully Reduction/Anti-Violence Education (BRAVE), locally developed with North Shore Hospital

HS drama program during and after school

ENACT uses the drama techniques of writing, movement, and performance to promote social and emotional development skills that help students thrive in class and beyond the classroom. The 9th grade program provides three workshops, one in-school and two after school per week. The after-school program is led by a drama therapist who works closely with self-selected ninth grade students. In a safe space students develop an original script, rehearse, and receive feedback from peers that leads to a public performance.

An example of one student's social and emotional growth centers on “Tasha.” Her participation initially was guarded and withdrawn and often Tasha passed on activities. Through involvement in the program's structured activities, she began to express her feelings and expand her emotional range. Such practice conveys to young people social-emotional attributes of self awareness, social awareness, self management that inform responsible decision making. Tasha had a central role in the final city-wide performance. ENACT finds that its program helps students acquire important skills that equip them to thrive both in and out of the classroom. enact.org/Home/index.php

Math as a social activity—Anchorage Alaska

The teacher led his 5th and 6th grade students at Willard L. Bowman Elementary School through discussions early in the school year to establish the conditions for learning in this classroom. Throughout the video he explains the 8 steps of a math lesson that teaches students social skills he believes are essential for learning and gives students opportunities to practice these skills and reflect on their performance. www.edutopia.org/math-social-activity-sel-video 9 minutes.

Exercise & Emotional Well Being: Implications for Recess and Physical Education

“(R)egular exercise helps to alleviate stress, lessen anxiety, and improve mild to moderate depression... Emotions can be effected by brain chemistry, and exercise has a direct effect on brain chemistry. It stands to reason, then, that exercise (or the lack thereof) can alter emotions. All activity, from short bursts of intense exercise to moderate aerobic workouts can raise levels of “feel good” endorphins, as well as adrenaline, serotonin, and dopamine. These chemicals can elevate mood and offer kids who exercise a mental boost. Additionally, even moderate exercise can improve sleep quality, making kids feel more well-rested, energetic, and alert. Anxiety is becoming more commonplace amongst people of all ages, including kids and teens, but exercise is known to help relieve tension and lower anxiety levels or at least make anxious feelings more manageable. Certain types of workouts such as yoga and Pilates are especially useful for promoting relaxation and alleviating stress.”

www.kidsexercise.co.uk/ExerciseEmotionalWellBeing.html

Aerobic fitness changes their biology to help them to learn: The PE Central Challenge

Among children and adolescents, there always will be the athletes who are in no danger of going without exercise. It's the rest of the under-18s that people worry about. At one end of Albany's Montessori Magnet School gym, students bounce foam balls on a tennis racket. On the other, kids try to keep a hula hoop spinning for 20 seconds. Other youths are balancing on a two-by-four, jumping rope or practicing throwing and catching a rubber ball. Teachers are giving out pedometers for walking contests and are looking for new ways - such as yoga or dance - to get children to enjoy exercise. One school, for instance, has installed a climbing wall, ropes and a cargo net in the gym. They also teach "life skills" like ultimate Frisbee, golf, yoga, bowling, cross-country skiing, even ballroom dance. A gym teacher at Blue Creek Elementary in Colonie holds an early-morning walking club in the warmer weather. As many as 40 kids, plus some parents, have taken part.

www.timesunion.com/AspStories/story.asp?storyID=791519&category=SPORTS

Interpersonal relationships during a simulated stressful situation - Home and Career Skills

Students are told that their class has been selected to make small group presentations to the Board of Education. In a few minutes, the principal will be in and each group will have to give a short speech about what they have learned in middle school. After a few minutes of speech preparation time, students are asked to discuss how they are feeling. Discuss the symptoms people exhibit when under stress including the group processes for cooperating, compromising, and collaborating; and individual influence over others.

“**Indivisible:**” East Rockaway, NY Jr. - Sr. High School

--Led by each member of the interdisciplinary teacher teams across **grade 7 and grade 8.**

--Topic (Grade 8): Class time is set aside once weekly in social studies, ELA, science, mathematics, foreign language, home and career skills and technology to find application of a selected word e.g., “scapegoat,” “irrational,” “devastation.” Time is allowed for conversation on school and personal experiences. This day's word is “indivisible.”

--Activity: Subject matter examples were cited in civil war, prime numbers, family life, etc. Discussion coincided with Thanksgiving week and it was discovered that 14 students were products of divorce and divided families. Students new to this situation expressed their stress. Experienced kids gave advice. Another time, the word “alienation” was discussed. One girl suggested: “girls become alienated from friends; boys become alienated from family members.” Lots of discussion followed.

For more information see “*Emotional Literacy in the Middle School Classroom*” www.ei-schools.org

Connecting Students and Curricula in:

Romeo and Juliet by Wm. Shakespeare

What situations could stress out Romeo and Juliet? Fighting with one's parents, marriage, the deaths of a family member and a friend—all are items that score high points on the Recent Life Changes Questionnaire for Teens, a survey of stress factors recently adapted for use with adolescents. The focus

of the day's discussion is students' written answers to two questions: What makes you happy? and What gives you deep satisfaction? Students quickly pick out commonalities. What make them happy are fleeting pleasurable experiences: hanging out with friends or seeing a good movie; and those that provide deep satisfaction often involve hard work, such as reaching a sought after goal. "What about Romeo? Is he chasing pleasurable experiences (and new highs) by carousing with his friends and falling in and out of love (first Rosalie, then Juliet) or does he operate on a deeper level?"

***The House on Mango Street* by Sandra Cisneros**

Social awareness dovetailed nicely with the story of Esperanza a Mexican-American girl growing up in Chicago. Skills related to social awareness—perspective taking, empathy, appreciating diversity—are the very ones Esperanza struggled with daily. By linking students' experiences and prior knowledge, 9th-grade English teacher Amy Corvino thought students might be better able to understand the book's themes and the author's intent.

Implementing SEL is not only about integrating social-emotional competencies with academic content, it also has to do with the way class is conducted and how students relate to one another. Corvino's first order of business was to create a classroom environment where students felt emotionally safe to speak up, especially about the sensitive issues that were raised in the literature.

See www.school-connect.net/PL0307Beland.pdf (Beland, 2008)

Assessing Creative and Practical Thinking

Robert J. Sternberg *Educational Leadership* December 2007-January 2008, Vol. 65, No. 4 writes that teaching for analytical, creative, and practical thinking, as well as for memory, boosts achievement on tests that measure achievement broadly, across subject-matter areas and grade levels; and, even when students are assessed solely for memory, they perform better when taught broadly than when taught just for memory:

In Science, we might ask (1) What is the evidence suggesting that global warming is taking place (*analytical*)? (2) What do you think the world will be like in 200 years if global warming continues at its present rate (*creative*)? (3) What can you, personally, do to help slow down global warming (*practical*)? and (4) What responsibility do we have, if any, to future generations to act on global warming now before it gets much worse (*wisdom*)?

In English, assess understanding of a novel such as *The Adventures of Tom Sawyer* by asking (1) How was the childhood of Tom Sawyer similar to and different from your own childhood (*analytical*)? (2) Write an alternate ending to the story (*creative*); (3) What techniques did Tom Sawyer use to persuade his friends to whitewash Aunt Polly's fence (*practical*)? and (4) Is it ever justified to use such techniques of persuasion to make people do things they do not really want to do (*wisdom*)?

Teaching for Tolerance

A collection of literature color coded according to the age group they are suited to primary, 6 -9 years, middle grades, 10 –13, secondary, 14-16 and college 17+ that promises fruitful dialogue, an attitude of acceptance, of curiosity, even of excitement about diversity must be in place before we begin the process of dialogue. www.fredsundervisning.no/english/t4t.php

ART 4 ME

This class conducted within the YWCA of Niagara Advantage After School Program provides students the opportunity to use art as a tool to identify and express emotions. The workshops, guided by an Art Therapist, give students a safe place to address, share and learn about issues that confront middle school students. Topics of discussion are often self directed and have included depression, suicide, divorce and peer pressure. The student's comfort level is paramount and levels of participation are completely voluntary. One of the students' favorite sessions is the project *Roadway Map to Life*, a self-exploratory activity designed to encourage students to think about their future. An obvious indicator of the Art 4 Me Program's success is student engagement and its popularity (represented by an ongoing waiting list) suggests that parents believe the program makes a difference in the students' lives.

Civics Education in the Classroom

Montana's 2009 Teacher of the Year teaches how the government works by identifying a problem that can be solved by public policy and then solving it, from new public restrooms downtown and a school-wide bicycle helmet policy to a matter of interest to Homeland Security. "Living in prime earthquake country, students investigated the ways a nearby dam could fail. They met with county officials to discuss ways to solve the problem and presented a final plan to the county commissioners. The county got a state grant, with students testifying at the state hearing, to initiate some of the changes the students had suggested. And the county later got a grant from Homeland Security to implement all the measures students had recommended, including an early warning system, a well-publicized evacuation route, and a reverse 911." See *Edutopia* <http://www.edutopia.org/blog/civic-education-high-priority-anne-obrien>

#4. After school, out-of-school, extra curricular, service learning and mentoring:

Groove With Me, New York, New York

Groove With Me is a dance program for Harlem girls, 4 to 18 years old that meet every day after school and Saturdays at a neighborhood dance studio above the hustle and bustle of East Harlem's 3rd Avenue. It serves approximately 300 girls and young women each year. The program uses a youth development model to provide the young women a holistic experience that builds their social and emotional skills. Dance classes are offered by volunteers who dance professionally or as a hobby. Classes include ballet, jazz, tap, hip hop, and others that appeal to young people and are organized by age. Each class begins with Circle Time which provides the girls and their instructors an opportunity for them to bring up issues of importance, e.g., what is going on in school, concerns about friends, quandaries that they may be facing at home, etc. Over time the girls come to trust the members of their classes and even the initially shy and non-communicative youngsters begin to share their thoughts and experiences. Youth of all ages participate in this activity and come to expect it as a part of their routine. Once the discussion time is completed, the girls move on to their regular dance class with open hearts and open minds.

After School Civic Ecology Projects, Jefferson County

The Advantage After School Program in cooperation with LaFargeville Central Schools and Cornell Cooperative Extension nutrition department (CCE) successfully launched a weather-dependent tradition: ecology projects like "portable gardens" for local food pantries. In partnership with CCE which provided top soil, 300 five-gallon buckets and 300 tomato plants, dozens of Advantage After School students, grades 2 through 8, assembled with adult help "*Bucket Gardens*" that trucks later delivered to area pantries. Other projects followed: working with 4-H Educators, Advantage students planted bulbs at the Stone Mills Agricultural Museum, and 100 spruce trees. This spring they will plant an equal number of shrubs, all donated by the NYS Nursery. Students learned safe use of hand and power tools as well as good planting technique. They also learned through cooperative efforts about their collective impact on a grateful community.

After School Fitness & Nutrition Program

The YWCA of Niagara Advantage After School Program implemented a comprehensive nutrition and fitness program that complements the Lockport and Newfane School Districts' school based health and wellness initiatives. Through a variety of interactive activities including Jeopardy, Food Pyramid Kickball and Muscle Relay students engaged in active learning to understand the link between physical fitness, nutrition and health. A hands-on cooking club allowed students to explore menu and meal preparation while exposing them to a variety of healthy food options as an alternative to junk foods. The program was a huge success not only did students increase their nutritional knowledge, they published a cookbook, implemented new fitness programs and continued the cooking club beyond the duration of the program.

The Patroon Creek Study - Albany, NY High School

Biology students collected trash out of an urban streambed, which by itself provided a highly valued and important volunteer service to the community. The students then analyzed pollution samples, identified possible sources and shared the results with nearby residents with suggestions for reducing pollution.

Providing such service paid dividends for the participants according to their teachers and mentors: students matured in peer relationships, and in social and leadership skills. They grew academically, learning about water quality and laboratory analysis, developing an understanding of pollution issues, learning to interpret science issues to the public, and practicing communications skills by speaking to residents. The experience afforded the opportunity to reflect on their personal and career interests in science, the environment, public policy and related areas.

Mentoring and Ghost Mentoring

Battle Creek, Michigan schools has launched a far-reaching initiative to improve early childhood education, graduation and school attendance rates, college readiness and family health. Parts of the plan are old school practices given a renewed focus such as identifying spending extra time with kids who show signs they won't graduate on time.

"Ghost mentoring" is where administrators, teachers and coaches touch base informally with struggling kids in school hallways, ask how things are going and compliment them on successes. "Sometimes, just knowing that someone's there, that someone's watching, that can be a big motivation," reports a high school principal.

One high school senior had a 0.0 grade-point average last semester. He had personal problems that caused distractions at school. Working with school mentors whom he said "get where I'm coming from," he has been able to reach a 3.0 GPA.

The push from school leaders helped, he said, but most important was his own decision to buckle down. "You have to get out of the mindset that it doesn't matter. You have to want to do it for being successful later in life."

<http://www.battlecreekenquirer.com/article/20110124/NEWS01/101230321>

Teen Outreach Program - St. Louis, Missouri (locations in 28 states including Rochester, NY)

The Wyman Teen Outreach (www.wymantop.org/) program involves young people in volunteer work and then links this work to classroom discussions led by a facilitator once or twice a week. It provides teens a vision of themselves successfully taking responsibility in the adult world and a chance to shine in their efforts to help others. One child care site supervisor described a student volunteer, Tonya, an unassuming 11th grader who had struggled in school for years: "When Tonya comes in on Tuesday mornings, to the kids she's like a rock star!" Gaining that sense of competence in handling adult responsibility, and reflecting on that experience in classroom discussions, helps teens start seeing themselves as future adults. As a result, they *want* to be prepared to enter that adult world. Teens, like adults, enjoy being counted on and feeling helpful and important.

In carefully controlled studies (Allen, Philliber, Herrling, & Kuperminc, 1997) the program achieved consistent reductions in school dropout, suspension, course failure, and even teen pregnancy rates.

From: Allen and Allen (2010) "Giving Students Meaningful Work." *Educational Leadership*. September
<http://www.ascd.org/publications/educational-leadership/sept10/vol68/num01/The-Big-Wait.aspx>

#5. Aligned district and school support personnel policies and practices:

Elementary School 22, Rochester

"The old saying, *It takes a village*, is absolutely true. When you have a building like ours, to really make an impact it takes not one or two individuals – it takes everybody working cohesively for these children. In fact, my two administrators in this building were teachers, and they know children. They understand how children develop. Their input is important to me. So the ability to be able to sit with them and conference with them is very critical' says Erminie Izzo, a school psychologist and counselor at 22 School.

"The compassionate, everyday work of educators at all levels in the school culture is the real work that makes a difference. How else can we model creative strategies for children who are swimming in an inescapable, electronic sea of destructive news and entertainment images, as well as coping with the normal challenges of family life and social realities – and whose brains are forming their notions of identity in the midst of it all?"
Grondahl (2008)

AuSable Valley Central School District

"Matthew Rogers, director of school counseling, (notes) the prevalence of what he calls 'situational mental health issues. He explains that the counselors and psychologists in his district deal with situational depression and anxiety, the bereavement issues, the loss of a parent, things like that. These kids may not necessarily have mental health concerns. A parent has just died and they're depressed, and they're working through that.

"Or it's working kids through situations that cause anger or resentment or depression,' Matthew continues. 'Things are bad at home, mom or dad lost a job, and there's a lot of anxiety in that regard. A lot of our counseling is done in those day-to-day situational things that pop up. Kids breaking up with their girlfriend or boyfriend – that's traumatic. Having trouble with peers may bring about those situational mental health issues.'"
Grondahl (2008)

Resolving Conflict:

O'Farrell Middle School, a diverse 1,500 student body grades 5-8 San Diego, CA.

School leaders place equal emphasis on the social, intellectual, psychological, and physical needs of their students. A Family Support Services Center in the school's main building provides crisis intervention, family support and parenting education, academic tutoring and mentoring, and preventive health care.

9 minute video www.edutopia.org/resolving-conflict-ofarrell-middle-school

A Learning Supports Resource Team for a Family of Schools and Community Partners

Schools in the same geographic or catchment area have a number of shared concerns, and schools in the feeder pattern often interact with students from the same family. Furthermore, some programs and personnel already are or can be shared by several neighboring schools, thereby minimizing redundancy and reducing costs. A multi-site team can provide a mechanism to help ensure cohesive and equitable deployment of learning support resources and also can facilitate the pooling of resources to reduce costs.

Such a mechanism can be particularly useful for integrating the efforts of high schools and their feeder middle and elementary schools. This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster. It is neither cost-effective nor good intervention for each school to contact a family separately in instances where several children from a family are in need of special attention. With respect to linking with community resources, multi-school teams are especially attractive to community agencies that often do not have the time or personnel to make independent arrangements with every school.

From *Developing Iowa's Youth-Investing in Iowa's Future*

School Counseling Programs - Rochester City School District (RCSD)

RCSD has selected three high need elementary schools to demonstrate that having Social Workers available to oversee a continuum of youth development services and supports can lower disciplinary referrals and improve school performance. In addition to hiring high quality staff, the RCSD will follow best practices to provide a safe, nurturing disciplined environment and screen students to identify those at-risk before disciplinary problems emerge. RCSD will also provide early supports to those students with school adjustment problems and teach all students social competencies, empathy, self-control, and anger management skills.

The RCSD plan aims to a) increase students' access to needed mental health services, b) engage parents whose children have severe behavioral challenges, c) train staff to know the difference between discipline problems and emotional challenges – and give them the tools and resources they need to support students with emotional or behavioral challenges. *USED 2010 Grantee Award Abstracts*

Transitions create at-risk students

The Upper Darby School District a suburb of Philadelphia has 14 schools, including seven Title I schools, and 12,000 students. The district created a temporary school in their database for students in transition (homeless, in foster care) to better track when a student changed to a new school in the district. Students are often inappropriately placed when they arrive at a new school. They often need clothes, homework help, and access to interventions

The district made AYP in 2008, 2009, and 2010 which it attributes to data-driven RTI, a standards-based core curriculum, and building-based professional development. All staff, including crossing guards, secretaries, and cafeteria workers, are trained to recognize problems related to student transitions and know where to refer them for support.

#6. Collaboration between district, school and community-based service providers:

Freeing Teachers to Teach - Jane Quinn and Joy Dryfoos (2009)

A third-grade teacher, at the Gardner Pilot Academy in Boston in a low-income school, is invited at the beginning of the year to review her class list with a community resource coordinator, a school social worker, and a mental health worker (who was assigned to the school by a local agency). The purpose is to identify all of her students' circumstances that might warrant special attention—for example, a father not being in the home, poor housing conditions, bad attendance records, and the like. Each team member then took on a specific follow-up assignment, e.g., visiting homes, enrolling students in an after school program, providing parents with employment assistance. The process is repeated every three months, so that everyone on the team is well aware of his or her responsibilities regarding each child and each family.

“A few of (my students) need so much attention. If I spend the time with them, I let the rest of the class down. Under this arrangement, everyone gets what he or she needs.”

Observation and interview by Joy Dryfoos during site visit, November 4, 2005.
American Educator Summer 2009 <http://www.aft.org/newspubs/periodicals/ae/issues.cfm>

Inter-Systems Support for Cross-Systems Services in Broome County

The Child Protective Services / School / Agency Liaison Committee of the DSS Family Violence Prevention Council, meets every other month throughout the school year. The meetings are coordinated by county social services and co-chaired by a school social worker and a local district superintendent, which allows for direct communication back to the BOCES and the school superintendents, and:

- Brings together area school social workers and representatives from Social Services, Probation, Mental Health, and other community organizations that service youth.
- Provides a forum for issues that arise between school and agency personnel working with Child Protective Services. Community agencies introduce their program and the referral process, to show how programs and schools work together to increase student academic success.
 - o e.g., local mental health clinic and schools collaborate to screen students and elicited useful feedback from school social workers on how to improve the process.
- Identifies issues and problems between schools and agencies, including reviews of student achievement trends, in order to reach workable solutions.

Supporting a Full-Service School Environment: The Children's Aid Society

New York City schools with which the Children's Aid Society has partnered are based on the belief that children can succeed academically only when all of their health, nutrition, emotional, and developmental needs are met. Healthier kids, a safer school, and improved academic achievement are some of the positive effects of this unique partnership between New York City schools and The Children's Aid Society.

10 minute video www.edutopia.org/childrens-aid-society-video

Monroe County's Community Health Improvement Process: Maternal / Child Health Report Card

"Improving Social and Emotional Well-being of Children" was identified a Priority for Action in 1998. The December 2003 report reviewed the progress made on eight priorities including *Social and Emotional Well Being*. It documented the collaboration of multiple agencies: Catholic Family Center, Family Resource Centers of Rochester, Monroe County Legal Assistance Corporation, Rochester City School District, American Cancer Society, Cancer Action, Monroe County Cooperative Extension, Urban League of Rochester and The Children's Institute: www.monroecounty.gov/File/Health/finalreportcardcorrected.pdf

University Partnership - Boston College Lynch School:

"Teachers and principals have quite enough to do without trying to solve the problems of poverty. You can't expect schools to stop educating kids and become social workers. But schools are where the kids are five days a week. So how do you work through the schools to help kids?" Boston College Lynch School of Education pulled together faculty from the University's professional schools of education, social work, nursing, business, and law, to explore cross-disciplinary ways of responding to the needs of urban children. bcm.bc.edu/issues/winter_2009/features/life-support.html

Warren County Interagency Collaboration:

Representatives from health, social, protective and preventive service agencies seeks better coordination of its services to pre-school and school-aged children and their families. The committee developed a survey to identify the presence of and barriers to effective parenting. The most frequent "parenting issues" reported by respondents were: discipline, emotional concerns, kids' safety, angry outbursts, peer pressure, family communications, fitting in and friendships, child growth and development, bullying, depression, lying and/or stealing, sleep, and Internet safety. "Parenting challenges" included peer and "outside" influences; teaching children "right and wrong," as well as parents knowing the "right" way to raise children; discipline; and safety. Parents turn to family member/friend, the hospital/doctor, and the Internet as their chief information resources. The interagency committee will use these findings to determine future program decisions to help all children "be ready to learn everyday."

See Survey Results Summary: www.wshwboces.org/

A Partnership for Results since 1999 - Cayuga County

The partnership is a 501(c)(3) quasi-governmental tax-exempt organization with a board of directors drawn from public education, human services, and law enforcement. Its elements include a multidisciplinary (educational and mental health) assessment process attuned to the early onset of problems; an MOU detailing how the Partnership collects, stores, and uses child and family-based data; timely and thorough inter-agency service planning and delivery, and ongoing evaluation of programs.

The outcomes are impressive: juvenile violence, criminal offending, and destructive risk-taking by children and youth have declined dramatically; safer schools with reductions of more than 55% in fighting and crimes of violence on school property. The admission rate to foster care as a result of abuse and neglect has decreased by nearly one-half (it declined by a quarter in Upstate NY). Independent outcome evaluations indicate that nearly two-thirds of students receiving mental health prevention and short-term interventions experienced substantial improvements socially and emotionally, with a greater capacity to manage problems at home and school, including significantly lower levels of school suspensions.

For more detail see *Child Trends* April 2010.

www.childtrends.org/Files/Child_Trends-2010_04_01_RB_EBProgramsinAction.pdf

So that Food Insecure Children Have Full Tummies over Weekends and School Holidays

One Friday afternoon, a fourth grader in rural Yates County boarded his school bus for the ride home, a backpack slung over each shoulder. One pack held his books and homework; the other was stuffed with small boxes of raisins, cups of applesauce, packets of oatmeal, packaged tuna and chicken, peanut butter, and easy-to-open, microwave-ready soup.

Earlier that week, volunteers from Milly's Pantry, a nonprofit organization that works with Foodlink and Feeding America <http://feedingamerica.org/> which supplies emergency food to school children and their families, filled more than 500 backpacks, some in a church hall and others in a village youth center. The backpacks were delivered to two school districts, some 20 miles apart.

Susan Black, "The Hunger," *American School Board Journal* February 2011 www.asbj.com

#7. Staff development for administrative, instructional, student support staff and willing partners.

CARE For Teachers: Cultivating Awareness and Resilience in Education

Socially and emotionally attuned teachers are able to establish a classroom of supportive relationships and behavioral expectations so that they can manage a class, teach the curriculum, coach students through difficulties, and impart academic and life skills to learn. When teachers lack the resources to effectively manage the emotional and behavioral challenges that emerge in school and classroom, children exhibit lower levels of on-task behavior and performance. A deteriorating classroom environment can also trigger in teachers a “burnout cascade.” Such teachers do not always quit, they adapt e.g., grudgingly wait for the class, or the day, to end.

The CARE program was designed by educators and researchers from Pennsylvania State University to help teachers reduce stress and enliven their practice by learning about *their* inner resources. The training involves direct instruction and experiential activities such as role-plays of challenging situations, meditation exercises, and discussion time.

In a follow up survey, a middle school teacher reported back from her classroom, where she used to hope “the challenging students would be absent” that by practicing “mindfulness” in private she noticed subtle change, “a better mood when the difficult class arrives, less defensiveness and anticipation of a problem, increased use of humor and personal talk with the students.”

See www.garrisoninstitute.org/care and www.edutopia.org/meditation-teacher-stress-care

Professional Development for Pupil Personnel Services Professionals in Broome County

In October 2009 will be our fourth annual Superintendents Conference Day dedicated to Pupil Personnel Services staff work of staff from 15 schools and all agencies are invited to send staff. It is an initiative between the Southern Tier Chapter of the New York State Social Workers Association and the County Family Violence Prevention. This conference fulfills professional development mandates for PPS staff and sets us up for a day of networking. Area agencies and programs are invited to set up "vendor" tables to advertise, inform and distribute information to the attendees. Workshops are relevant to school social workers, counselors, psychologists, nurses, school resources officers, and agency personnel. The conferences are held at a school; the speakers are pro-bono; and, lunch is provided for by the school cafeteria. This keeps cost to a minimum. Johnson City School District hosted the first two; Maine-Endwell hosted last year and in 2009-10 the conference will be held in Vestal.

Conflict Resolution Education in Teacher Education, based at Temple University, Philadelphia, PA

CRETE is a US Department of Education-FIPSE Program (Fund for the Improvement of Postsecondary Education) to develop teachers' critical skills in conflict education and classroom management at pre-service and in-service levels across the US. CRETE works with 20 colleges in five states including New York. Below is a selection of Resources for Teachers www.creeducation.org/cre/teachers:

SCORE peer mediation guide for students: Student conflict resolution experts

A 34-page PDF manual "guides students through the principles and techniques for successful mediation. The content of the student manual reflects that of the coordinators' manual." With lessons in introduction to mediation, building trust, listening and troubleshooting.

www.mass.gov/Cago/docs/Community/Peer%20Mediation%20Guide%20for%20Students.pdf

Strategies to prevent youth violence

The 92-page PDF chapter from "Best Practices of Youth Violence Prevention: A Sourcebook for Community Action," investigates "social-cognitive interventions to equip children with the skills they need to deal effectively with difficult social situations, such as being teased or being the last one picked to join a team. They build on the theory that children learn social skills by observing and interacting with parents, adult relatives and friends, teachers, peers, and others in the environment, including media role models (Bandura 1986). Interventions incorporate teaching, modeling, and role-playing www.cdc.gov/ncipc/dvp/bestpractices/chapter2b.pdf

Bullying prevention

This on-line learning module teaches definitions and types of bullying, its short and long-term effects, places where bullying happens, examples of effective and appropriate interventions, the roles of parents, siblings and others in preventing bullying, the requirements of a school bullying prevention program and necessary resources for bully prevention.

www.creducation.org/resources/bullying_prevention/index.html

Conflict management

The 12-page PDF document, intended for adults working in school settings, examines the process of mediation for conflict resolution, includes sample peer mediation journal.

www.creducation.org/resources/curwen_conflict_management_overview_adults.pdf

Conflict Resolution Day school toolkit

A 14-page PDF toolkit aids in the planning of programs to celebrate Conflict Resolution Day on the third Thursday in October. It includes strategy tips, an activities list, publicizing advice and sample proclamations. www.acrnet.org/pdfs/School.Conflict.Resolution.Day.Toolkit.pdf

Rutgers University Social-Emotional and Character Development (SECD) Online Coursework and Credentialing Program

This program is intended to give all educational staff and mental health professionals working with schools or in after-school programs the opportunity to enhance their professional development skills in the field of social-emotional and character development and to earn a credential in Social-Emotional and Character Development. Course #1 focuses on Theory and Research, course #2 on Pedagogy and Practice, and course #3 on providing a Practice and Intervention Practicum www.teachsecd.com/launch/launchTeachSECD.html (click What's New)

Return to SEDL GUIDELINES: <http://www.p12.nysed.gov/sss/sedl/DRAFTguidelines.pdf>

Culturally Competent and Responsive SEDL

“Diversity happens... pluralism is a conscious effort.” (Hutchinson 2003).

“Culture determines our world view and provides a general design for living and patterns for interpreting reality that are reflected in our behavior. Therefore, services that are culturally competent are provided by individuals who have the skills to recognize and respect the behavior, ideas, attitudes, values, beliefs, customs, language, rituals, ceremonies and practices characteristic of a particular group of people.”

New York State Office of Mental Health (2008): *The Children’s Plan: Improving the Social and Emotional Wellbeing of New York’s Children and Their Families*. Albany, NY

“Culturally responsive teaching is defined as using the cultural characteristics, experiences and perspectives of ethnically diverse students as conduits for teaching them more effectively.”
(Gay, 2000)

Anchorage school district’s “Culturally Responsive Education Continuum” addresses attitudes, environment, curriculum, teaching strategies, and family / community involvement

www.asdk12.org/CulturalResp/PDF/CRE_Continuum.pdf

See also *The Alaska Native Knowledge Network* www.ankn.uaf.edu/ and *Alaska Standards for Culturally Responsive Schools* www.ankn.uaf.edu/Publications/standards.html

The Metropolitan Center for Urban Education Technical Assistance Center on Disproportionality (funded by NYSED’s Special Education Office) offers culturally responsive professional development in

- Curriculum & Instruction,
- Building Student Engagement,
- Building Home & School Connection,
- Assessment, and
- Leadership.

Among the training modules are “Principles of Culturally Responsive School Environments & Teaching;” “Creating Inclusive Classrooms;” “Reaching Out to Male Students;” “Racial /Ethnic Disparities in Special Education Assessments;” and “Self-Assessing Culturally Responsive Policies, Practices, and Beliefs,” among others. steinhardt.nyu.edu/metrocenter/tacd.html

The Harlem Children’s Zone

Geoffrey Canada: “Culture is very strong around child rearing practices. A lot of families we work with think good kids are quiet. If you’re a good parent your child listens to you and if you’re a bad parent, your child doesn’t. Well the problem is no two–year old listens to a parent. But no one has ever explained that to a lot of our parents. So you see a parent smacking a two–year old’s hand saying, “Didn’t I tell you not to do that?” ... It helps to understand how much of what you’re doing is just a custom. We want our parents to have the same information the rest of America has.” (p. 80, Tough, 2008).

Listening to Latinas: Barriers to High School Graduation

According to a study by the National Women's Law Center and the Mexican-American Legal Defense and Education Fund, nearly all Latina students planned to graduate from high school, and more than four out of five of such students wanted to earn a college degree or beyond. Yet 41 percent of Latina students do not graduate on time with a regular diploma, and the students surveyed seemed to recognize this; about a third said they did not expect to meet their educational goals due to poverty, limited English skills, and family difficulties, among others. The two organizations argue that schools and districts should target programs to ensure Latina students feel engaged in school, including:

- Early and regular counseling about students' short- and long-term educational goals, with monitoring to ensure course selections and extracurricular activities support this.
- Inclusive programming, activities and curricula that incorporate Latino and other history, culture and identities.
- Strong English-language acquisition programs that help ELL students also progress in their native language.
- Parent involvement outreach that ensures Latino parents are comfortable communicating with the school and their children. For example, Kaufman noted several schools now include mother-daughter development programs.
- Comprehensive, medically accurate, and age-appropriate sex education, as well as supports for students who do become pregnant. www.nwlc.org/details.cfm?id=3631§ion=education.

Cultural Rituals as Part of the Therapeutic Process

Although youth violence is not limited to any racial, ethnic, or cultural group, the San Francisco Children's System of Care (SOC) found a high level of violence among African American and Latino youth in the southeast area of the city. Based on these data, the SOC focused their efforts on Latino and African American youth, primarily young males, and supported healing ceremonies and Rites of Passage to address violence prevention. Rituals that emanate from one cultural tradition can resonate with other cultural groups.

Healing ceremonies was based on "healing circles," a common ritual within many Native American communities. "The youth gather and have spiritual healing in a communal way. These events often involve other traditional practices and are linked with natural healers in the community. The county usually contracts with a culture-specific mental health program in the community to lead or facilitate the ceremony.

Rites of Passage Mentors from the African American community lead young males in a 12-week course of study, activities and community service. The last day ends with a ritual ceremony, Rites of Passage, which recognizes a young man's entry into adult life and his responsibility to his community. The African American youth also conduct Rites of Passage during Kwanza, a 7-day celebration of African heritage held annually in December. The activities connect them to their past and cultural affirm of who they are.

www11.georgetown.edu/research/gucchd/nccc/documents/ppsfran.pdf

Source: **The National Center for Cultural Competence** policy brief on innovative measures to combat the issue of gang violence. The mission of NCCC is to increase the capacity of health care and mental health care programs to design, implement and evaluate culturally and linguistically competent service delivery systems. gucchd.georgetown.edu/nccc

School Practices Relevant to Boys of Color

Single-sex schools for Latino and African-American males from grades 4-12 use interventions like fostering a feeling of “brotherhood” among students, providing relevant instruction, and countering negative messages in the media and in their daily lives, i.e., that school is more suitable for girls. Researchers point to findings of common practices found in single-sex schools that should shift the focus in discussions about why boys of color aren’t doing well academically in their school environments.

“In order for the young men to succeed, the schools’ interventions need to be directed towards creating nurturing environments that provide alternative messages to what black and Latino boys have received in traditional public schools.” The Coalition of Schools Educating Boys of Color said the study underscores the importance of educators’ addressing the social and emotional needs of boys of color and helping them understand what it means to be masculine, incorporating an academic identity, and developing community leaders.

Neither the Coalition nor the researchers are pushing single-sex over coed schools. “We go where the boys are.”

Education Week: May 5, 2010

steinhardt.nyu.edu/scmsAdmin/media/users/eaf7/An_Intervention_in_Search_of_Theory_Research_Brief.pdf

Last updated 3-4-11

Return to SEDL GUIDELINES: <http://www.p12.nysed.gov/sss/sedl/DRAFTguidelines.pdf>