EMPOWERING TEACHERS AND STUDENTS, THROUGH SOCIAL-EMOTIONAL LEARNING, YOGA AND MINDFULNESS TO CREATE A MORE EQUITABLE EDUCATIONAL ENVIRONMENT
COOLING DOWN YOUR CLASSROOM

with a foreword by
SARAH DUNCAN

Using yoga, relaxation, and breathing strategies to help students learn to keep their cool.

By CARLA TANTILLO with ERIN CROWLEY
EVERYDAY SEL IN ELEMENTARY SCHOOL
Integrating Social-Emotional Learning and Mindfulness Into Your Classroom

EVERYDAY SEL IN MIDDLE SCHOOL
Integrating Social-Emotional Learning and Mindfulness Into Your Classroom
Why are we here?

Objective: To create a more equitable and impactful Social-Emotional Learning framework by developing teacher SEL competency across the district. This will include building the capacity of students, teaching staff, administration, and parents. As well as connecting teacher practice to the standards and SEL “looks fors” developed by the SEL committee.
“The aim is to get students to learn the skills of teaching themselves – to self-regulate their learning.”

Farrington F.; Roderick, M.; et al, University Chicago (2012)

Identify five categories of “non-cognitive factors” related to academic performance: 1) **Academic behaviors** that directly contribute to academic performance, such as going to class, doing homework, studying; 2) **Academic perseverance**, including persistence and self-control, which shape academic behaviors; 3) **Academic mindsets**, the attitudes and beliefs that motivate students to persist at schoolwork; 4) **Learning strategies**, such as goal-setting and study skills that allow students to leverage academic behaviors to maximize learning; and 5) **Social skills**, such as empathy and cooperation that affect academic behaviors.

Durlak J.; Weissburg R.; et al, Meta-analysis (2011)

Found an **11% percentile gain** in achievement of 270,034 Kindergarten – Secondary Students who participated in Social-Emotional Learning programs.
Ann, would you like me to cut and paste our 2016-2017 Schedule here?

Liz and Ann, I didn't include data here… but can, if you think there is a need…

Before you speak/act
Think and be smart
It's hard to fix
A wrinkled heart
What is driving our work together?

1.) Create a data-driven SEL Framework geared specifically toward student and staff SEL needs, **aligning with their existing resources such as Kagan.**

2.) Assist with creating a **safe and respectful school environment** (Danielson, Domain 2) to decrease student and teacher stress/anxiety and to increase student achievement so that every student, regardless of need, is prepared for productive lives and responsible citizenship.

3.) Support a district-wide culture & climate that **promotes student health and wellness** by addressing students’ personal, social and academic needs to create a holistic and student-centered educational experience.

4.) Conduct planning meetings with various school committees and stakeholders to **ensure all voices are heard** and included in building the SEL Framework.
Today’s Agenda:

1. Reflect: How can we create an integrated and consistent approach to SEL in your district? **What tools do we have?** What do we need to move forward?

2. Experientially learn SEL and mindfulness strategies.

3. Set a goal to share 2 new strategies with our school community.
Pants on Fire:

What is keeping you from being present? What questions need to be answered before we begin?
- Write and Rip
  (team building, movement)

- Shoulder Share
  (mindfulness, active listening)
Our Shared Agreements for Today:

1. Be Fully Present: No Screens or Sidebars

2. Use our tools: Pants on Fire & Postcard

3. Watch your AIR TIME: 2B4Me & 2 Minutes only

4. Speak your truth as you know it now

5. SNAPS 😊 & Table Taps 😞

- Mario Rossero, CPS 2014
Definition: Social-Emotional Learning

SEL is defined as a process of developing the skills needed in order to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations effectively and appropriately. (CASEL, 2015)
“You can’t do the Bloom stuff until you take care of the Maslow stuff”

– A. Beck
STUDENTS AND TEACHERS FORCED TO MAKE SENSE OF ALL THE SEL ACTIVITIES & TERMS
MINDFUL PRACTICES’ INTEGRATED SEL APPROACH

- Kagan
- Zones of Regulation
- Responsive Classroom
- Filling the Gaps
Kagan = Interpersonal. The platform is there. Now, let’s take our work a step further to explicitly teach the SEL competencies. Students understand what “Social-Skills” look like, feel like and sound like.

<table>
<thead>
<tr>
<th>Class Building</th>
<th>Team Building</th>
<th>Social Skills</th>
<th>Communication Skills</th>
<th>Decision Making</th>
<th>Knowledge building</th>
<th>Procedure Learning</th>
<th>Processing Info</th>
<th>Thinking Skills</th>
<th>Presenting Info</th>
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<td>Rally Robin</td>
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<td>Stand Up, Hand Up, Pair Up</td>
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Interpersonal | Academic

What is our next step to tie together the tools that you already have in your school and district?

- **Teach SEL Competencies**: self-awareness, self-regulation and social awareness so we can RESPOND appropriately to dysregulation instead of incorrectly categorizing it as misbehavior.
- **Zones of Regulation** – For example, when students are blue: Give them energy exercises or yoga to practice. When students are yellow: Given them regulating activities and calming breath work.
- **Kagan**: Explicitly narrate what SEL competencies are being observed (ie active listening, personal space, etc.) when students are engaging in “Interpersonal” activities
- **Create a POP Chart** in your classrooms: Align to Zones, Kagan, etc. as the stop before the Ready Room
- **Reflect** on our own competencies as educators. Where are the gaps?
Illinois Social-Emotional Learning Standards

**Goal 1:** Develop self-awareness and self-management skills to achieve school and life success.

**Goal 2:** Use social-awareness and interpersonal skills to establish and maintain positive relationships.

**Goal 3:** Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.

These standards are divided up into 5 different grade bands:

- Early Elementary
- Late Elementary
- Middle/Junior High School
- Early High School
- Late High School
GOAL 30
Develop self-management skills to achieve school and life success and develop positive relationships with others.

LEARNING STANDARD 30.A
Identify and manage one's emotions and behavior.

Preschool Benchmarks
30.A.ECa Recognize and label basic emotions.
30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings.
30.A.ECc Express feelings that are appropriate to the situation.
30.A.ECd Begin to understand and follow rules.
30.A.ECe Use materials with purpose, safety, and respect.
30.A.E Cf Begin to understand the consequences of his or her behavior.

Example Performance Descriptors

<table>
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<tr>
<th>EXPLORING</th>
<th>DEVELOPING</th>
<th>BUILDING</th>
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<tr>
<td>Begin to label own basic emotions with teacher assistance (e.g., Teacher: “How does that make you feel when they don’t let you play here?” Child: “That makes me mad.”).</td>
<td>Identify the emotions of characters in a storybook (e.g., “How do you think that made her feel when...?”).</td>
<td>Use language to express feelings when playing with or negotiating with another child (e.g., “Don’t yell so loud. That scares me.”).</td>
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<td>Begin to increase ability to follow early childhood environment rules and procedures (e.g., accept need to wait when interested in playing at the sand table when it is already “full”).</td>
<td>Increase ability to control impulses and follow rules (e.g., wait for teacher approval before opening the early childhood environment door to the outdoor play area).</td>
<td>State rules as reasons for own behavior and for what other children should do (e.g., “You shouldn’t run in the classroom. You can run outside.”).</td>
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<tr>
<td>Begin to respond appropriately to teacher intervention when not following early childhood environment rules (e.g., stops throwing sand when asked most of the time).</td>
<td>Can discuss with teacher reason for teacher intervention when not following classroom rules (e.g., Teacher: “You need to come off the slide now. Do you know why?” Child: “Because I’m climbing up the slide instead of the stairs.”).</td>
<td>Accept, with minimal frustration, consequences for not following the rules (e.g., being removed from the water table after repeatedly and intentionally splashing another child).</td>
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<td>Begin to use materials safely and with purpose.</td>
<td>Use materials safely and with purpose (e.g., put away things in designated locations at cleanup time).</td>
<td>Recognize unsafe use of materials and tell an adult.</td>
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Mindful Practices’ 4 Tiered Social-Emotional Learning Framework

Observable Behaviors taken from the Chicago Public Schools Code of Conduct.
☑ Partner Mirroring  
   (team building, movement)

☑ Seated Arm Stretch  
   (yoga, relaxation, movement)
Mindful Practices’ schools are:

- Organized in a way that all students’ needs for safety (physical, social, emotional and academic) are met
- Characterized by predictable routines and respectful relationships
- Based on balance between consistent expectations (all school stakeholders) and the flexibility of a caring learning environment

– adapted from Cole, Eisner, Gregory & Ristuccia, 2013
Data Collection with Dr. Kim at the University of Chicago - December - June 2017

December 2016-2017-Year 1
Teacher-Centered looking to create a baseline for work in Year 2 & 3.

Teacher Competency Measurement Tool included
Research Objective Included

Projected Outcomes: Year 3*

82% of students self-report an increase in self-regulation skills

73% of students self-report an increase in social-awareness skills

58% of students and their families report an increase in positive school climate and culture

54% of school staff reports an increase in positive school climate and culture

*Based upon the CORE study (Collaborative School Districts, California), January 2016, Dr. Catherine Cook Cottone (SUNY, 2015) & CASEL recommendations.
There are number of factors that can impact academic performance.
The issues impacting academic performance can vary greatly from social-emotional to environmental.
While various factors can divide students into fragmented groups, a set of explicit SEL skills can narrow the gaps created by these elements and **build equity** in a classroom, where more students are Ready to Learn.
With respect to overall scores and sub-scale scores, higher values indicate greater difficulty in regulating emotions. Therefore, a decrease in scores from pre-test to post-test indicates an improvement in regulation of emotions. At the school level, three of seven schools experienced decreases in their overall scores; this indicates slight improvement in their students’ emotional regulation. This disparity between the results of the entire population and the results of individual schools suggests that factors at the school level influenced the effectiveness of the curriculum.

-Kiljoong Kim, U of C, Chapin Hall
The Importance of Administrator Competency & School Culture:

- **School leaders** and teachers need to create school, staffroom, and classroom environments where error is welcomed as a learning opportunity, where discarding incorrect knowledge and understanding is welcomed, and where participants can feel safe to learn, re-learn, and explore knowledge and understanding.

Mindful Listening
(mindfulness, relaxation)

Compliment Partners
(team building, movement)

Memory Minute
(mindfulness, relaxation)
Mindful Practices’ 4 Tiered Social-Emotional Learning Framework

- **Self-Awareness**
  - Self-esteem
  - Body Awareness
  - Personal Responsibility
  - **Behavior - CALM**

- **Self-Regulation**
  - Adaptability
  - Expressing Emotions
  - Managing Stress & Anxiety
  - Goal Setting
  - **Behavior - REFLECT**

- **Social Awareness**
  - Empathy
  - Service Orientation
  - Community
  - Active Listening
  - **Behavior - REPAIR**

- **Self-Efficacy & Social Harmony**
  - Leadership
  - Collaboration
  - Team Work
  - Peer-to-Peer communication
  - **Behavior - RESTORE**

Observable Behaviors taken from the Chicago Public Schools Code of Conduct.
What does our collaboration look like, sound like and feel like?

Action Steps

- Align all SEL work to Reporting standards/rubric
- Review SEL standards implementation EC-8 grade
- Report on SEL Pilot revision to goals
- Continue to review data on implementation and SEL plan as well as Pilot implementation
- Provide high quality professional development through SEL committee work and site based need
- Continue to build capacity by expand SEL coaching for school stakeholders
Goal Setting Postcard:
“In the next two weeks I will...”
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