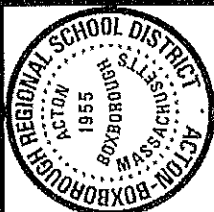
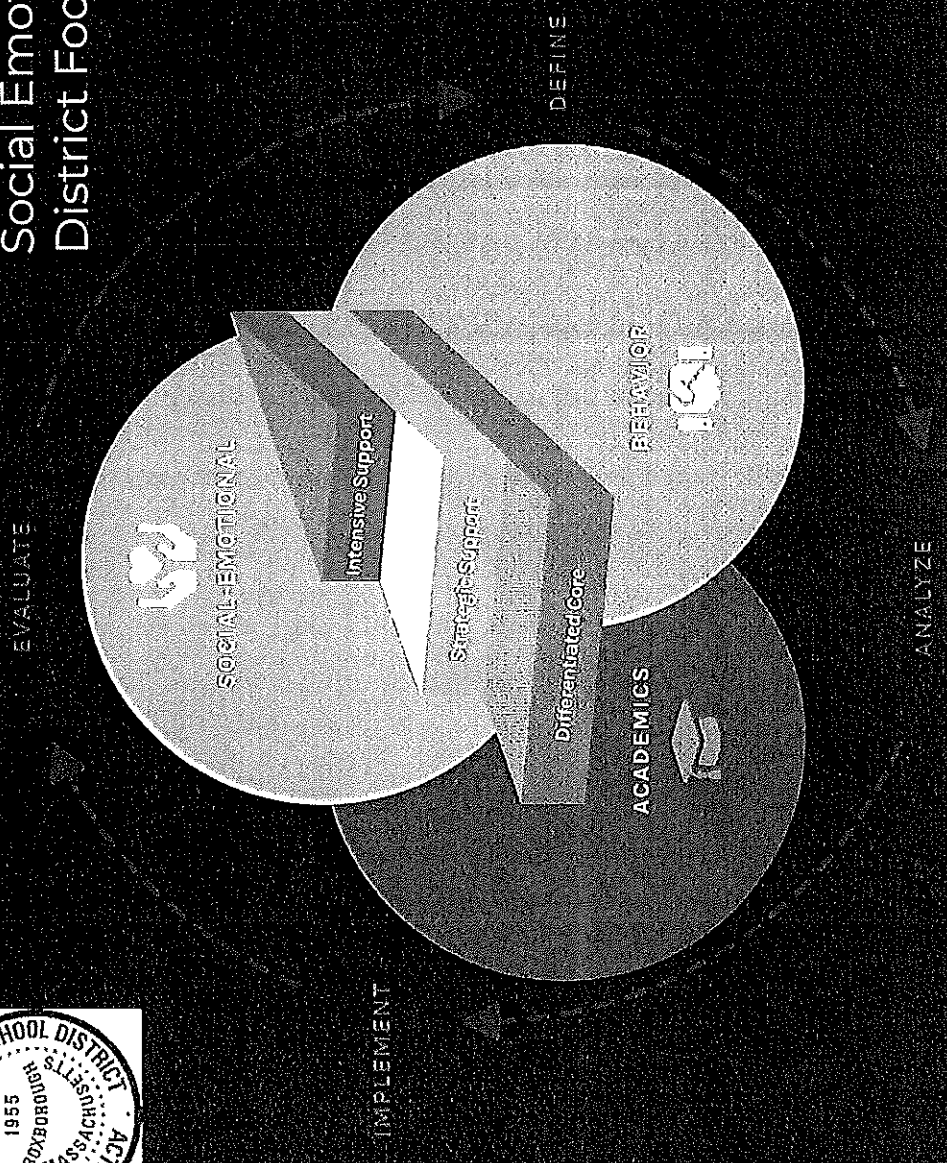


Social Emotional Learning and Mental and Behavioral Health Supports

Acton-Boxborough Regional School
District September 22, 2022



Social Emotional and Behavioral Learning District Focus 2022-23



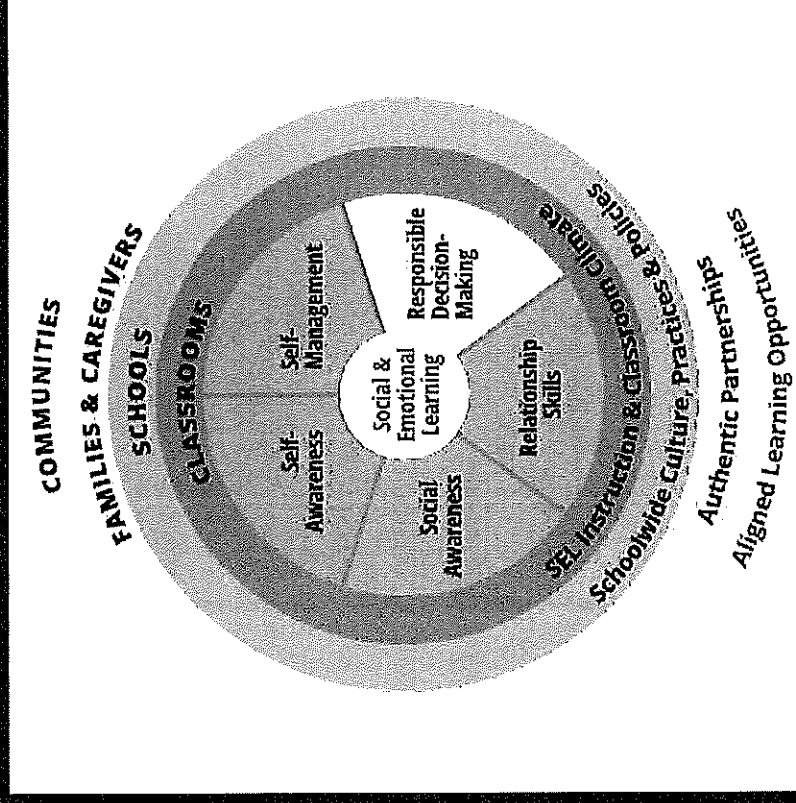
Outcome: Improve social-emotional and mental and behavioral health outcomes for students by shifting our environments, practices and supports so that students can more effectively access learning and cultivate constructive relationships.

Output: Aligned supports across a multi-tier system, focused on the provision of resources, structures, and instruction to meet the range of social-emotional, behavioral, and mental health needs of all students.

Social Emotional Learning

The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies social and emotional learning (SEL) as

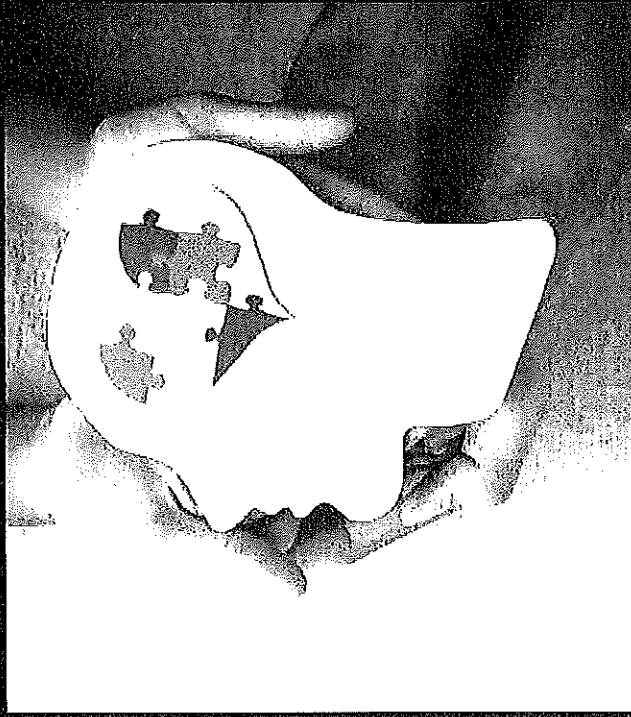
the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



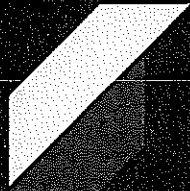
Mental Health

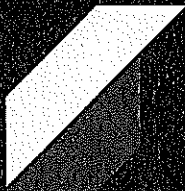
The World Health Organization defines mental health as

a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in.



Our Message: Relationships Matter





Today's Highlights

Responsive
Classroom

Tier 1: Universal

Grades: K-6

SEL and Behavior

Advisory

Tier 1: Universal

Grades: 7-12

SEL

LIFTS

Professional
Development:
Supporting All
Tiers and Grades

Behavior and
Mental health

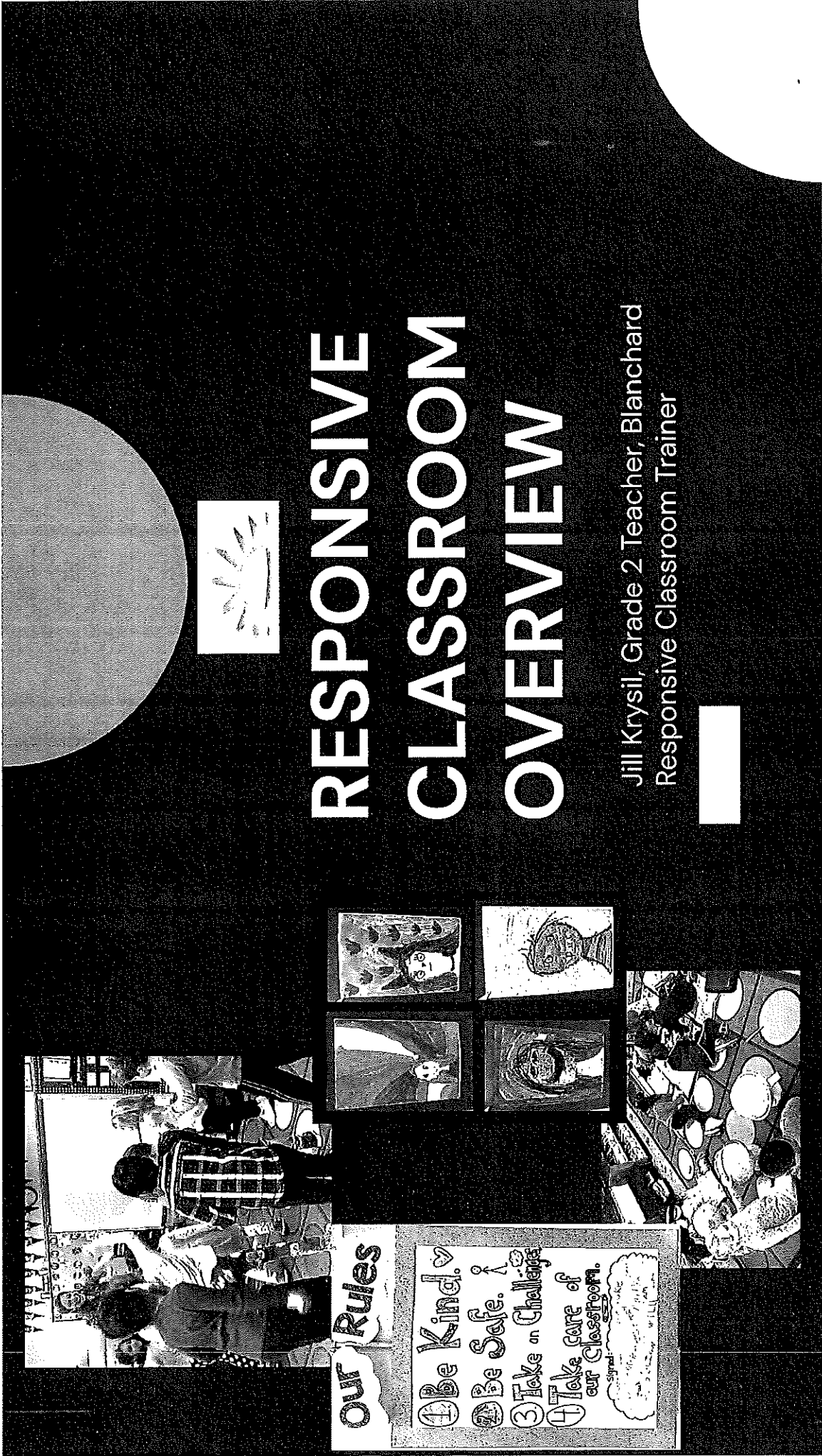
Cartwheel Care

Tier III: Intensive
Direct

Grades: 5-12

PD and Consult:
Supporting All Tiers
and Grades

Mental Health



RESPONSIVE CLASSROOM OVERVIEW

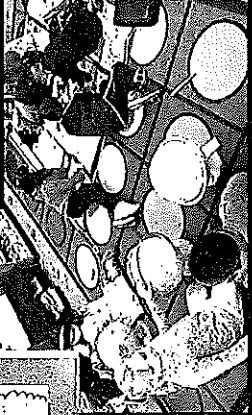
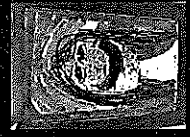
Jill Krysil, Grade 2 Teacher, Blanchard
Responsive Classroom Trainer



Our Rules

- 1 Be Kind. ♥
- 2 Be Safe. i
- 3 Take on Challenges
- 4 Take care of our Classroom.

Signatures of the Learners



Core Belief

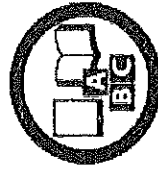
In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

Guiding Principles

Six principles guide the Responsive Classroom approach.



1 Teaching social and emotional skills is as important as teaching academic content.



2 How we teach is as important as what we teach.



3 Great cognitive growth occurs through social interaction.



4 How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.

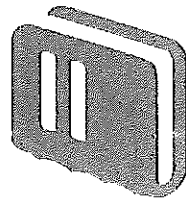


5 What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.



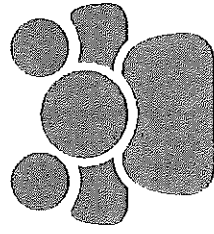
6 Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

The Four Key Domains of Responsive Classroom



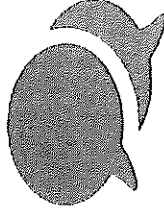
Engaging Academics

Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant and promote curiosity, wonder, and interest.



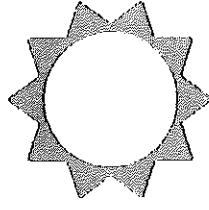
Positive Community

A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance.



Effective Management

A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.

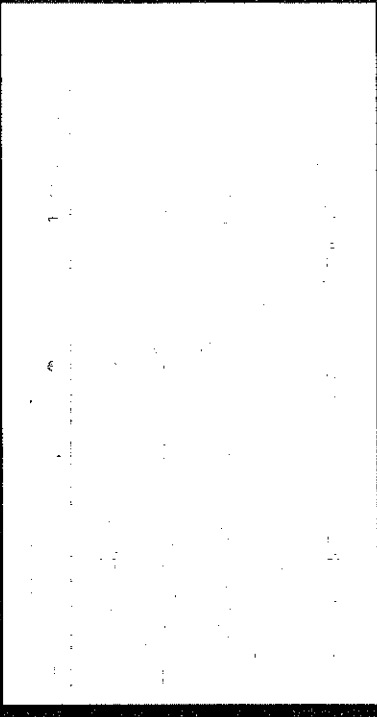


Developmentally Responsive Teaching

Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development.

Responsive Classroom Practices

- Morning Meeting
- Teacher Language
- Interactive Modeling
- Guided Discovery
- Rule Creation
- Logical Consequences
- Interactive Learning Structures
- Role-Play
- Academic Choice
- Quiet Time
- Energizers
- Closing Circle



Morning Meeting

MORNING MEETING FORMAT

GREETING

Students greet each other by name, often including handshaking, singing, movement, and other activities.



SHARING

Students share some news or information about themselves and respond to each other, articulating their thoughts, feelings, and ideas in a positive way.

GROUP ACTIVITY

The whole class does a short, inclusive activity together, reinforcing learning and building class cohesion through active participation.

MORNING MESSAGE

Students practice academic skills and warm up for the day ahead by reading and discussing a daily note to the class posted by their teacher.

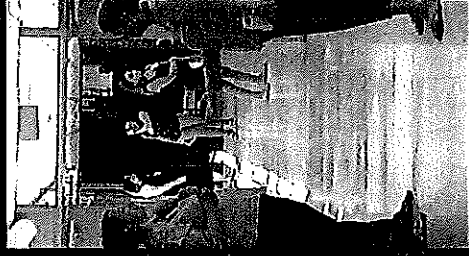
BUILDS AND ENHANCES
CONNECTIONS AMONG
STUDENTS AND BETWEEN
STUDENTS AND TEACHERS.

SETS A TONE FOR
RESPECTFUL AND
ENGAGED
LEARNING IN A
CLIMATE OF
TRUST.

*Merges academic,
social, and emotional
learning.*

Motivates students
by addressing the
human need to feel
a sense of
significance and
belonging, and to
have fun.

THROUGH THE
REPETITION OF MANY
ORDINARY MOMENTS OF
RESPECTFUL
INTERACTION ENABLES
SOME EXTRAORDINARY
MOMENTS.



Summer 2022

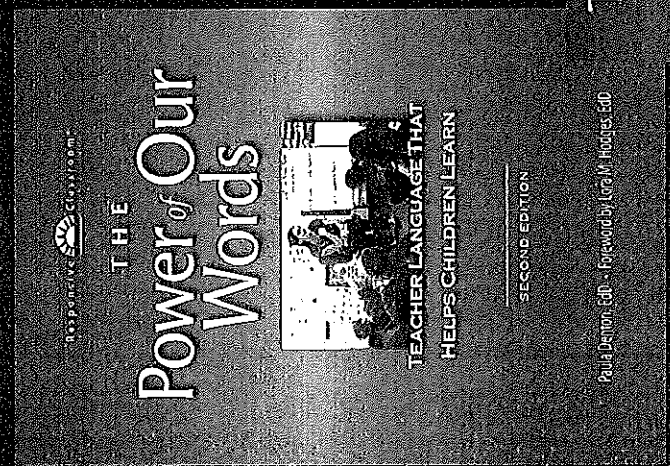
Responsive Classroom 4 Day Elementary Core Course

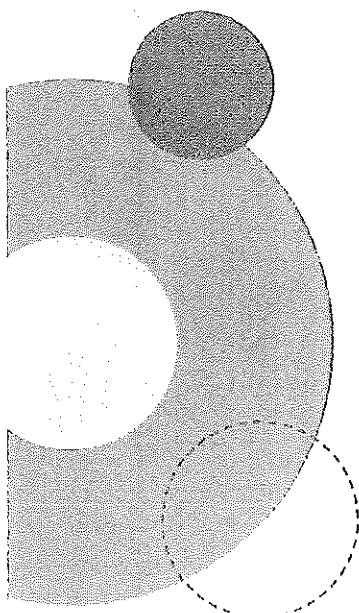


Coming soon...

Teacher Language Guided Workshop Fall/Winter 2022

*"Language is one of the most
powerful tools available to teachers"*
- Paula Denton: Power of Our Words

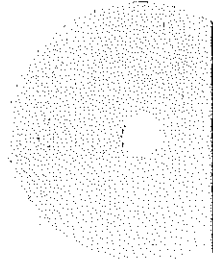
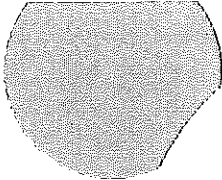


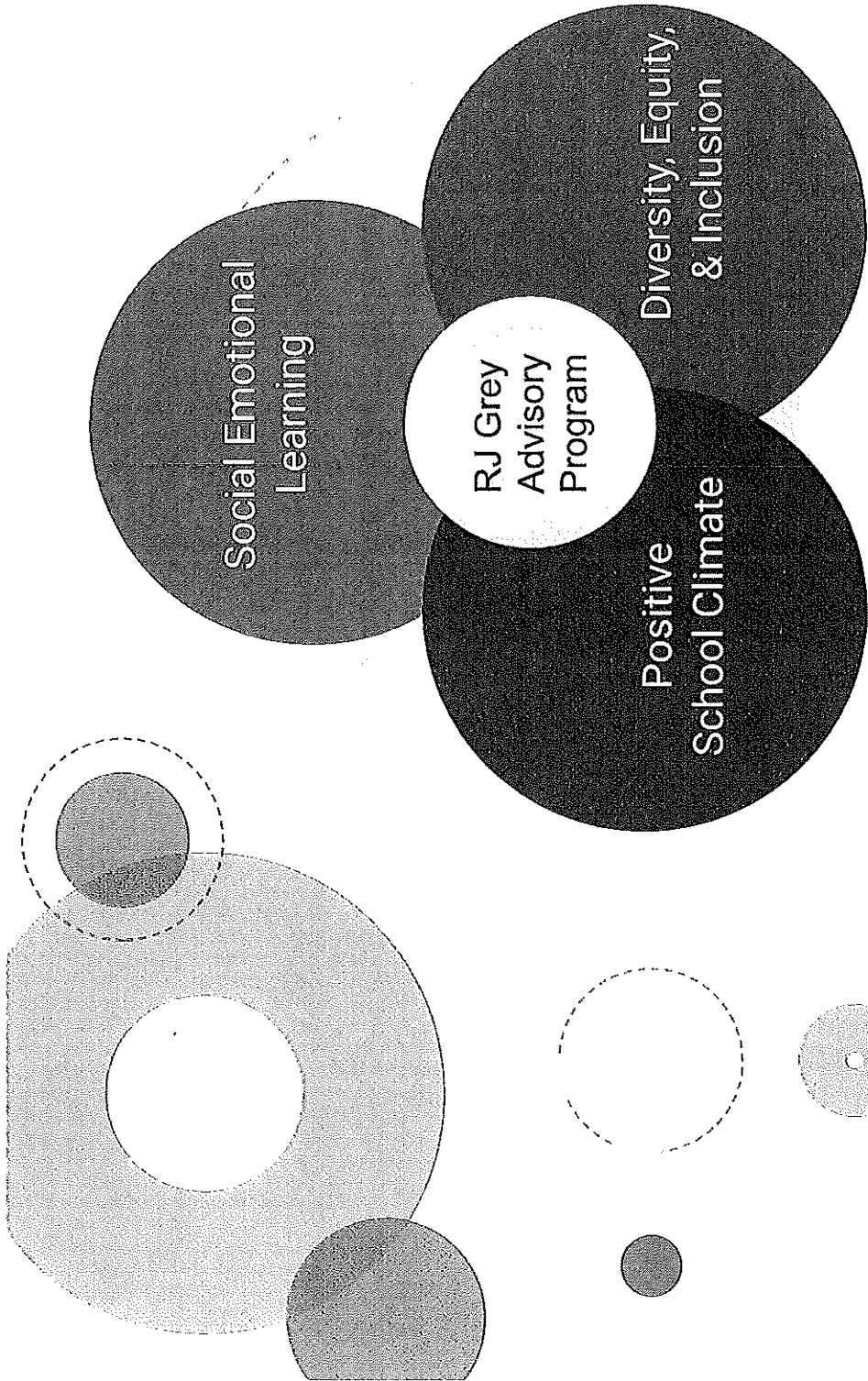


RJ Grey Junior High School

Advisory Program

2022-23

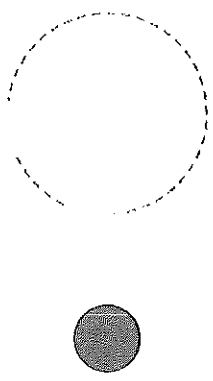

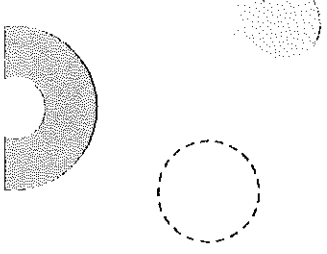


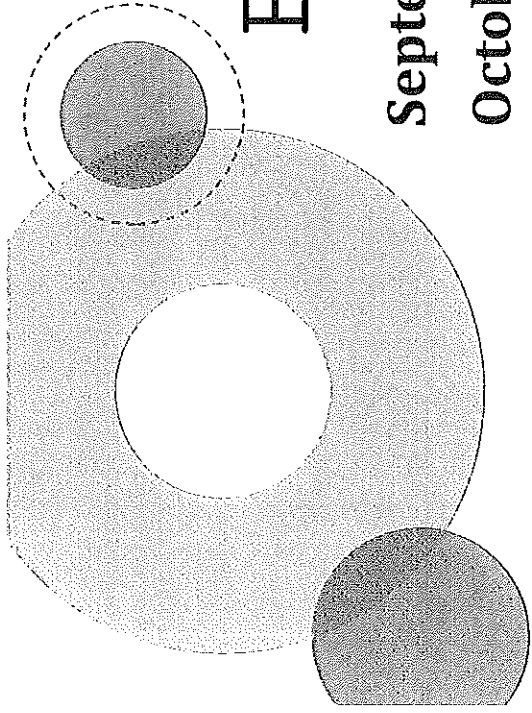


How can we teach, model, and practice skills in these core areas, while having FUN?



Advisory Program

- ◎ Small groups (8-12) with one licensed staff member
 - ◎ Monthly theme with at least one 25 minute activity that directly teaches and practices one or more SEL core skill.
 - ◎ Quick, 10 minute advisories allow for check-ins and fun games or discussions.
 - ◎ Create a space where all kids feel safe, valued, and create a sense of belonging.
- 
- 
- 



Example SEL Lessons

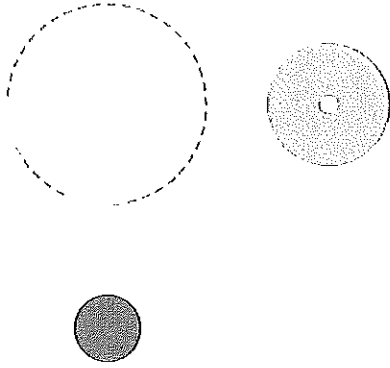
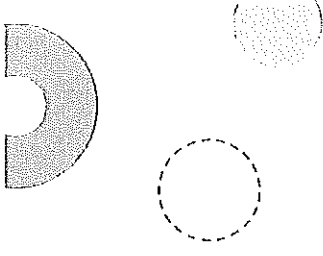
September: Belonging, International Dot Day

October: Perseverance, Letter to Self (ID'ing setbacks and setting goals)

November: Communication, Conflict Resolution

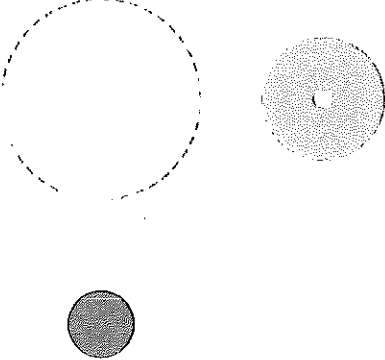
Other themes include *Courage, Mindfulness, Empathy, Gratitude, Anticipating Changes, and Celebration*

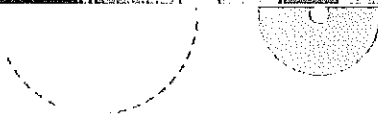
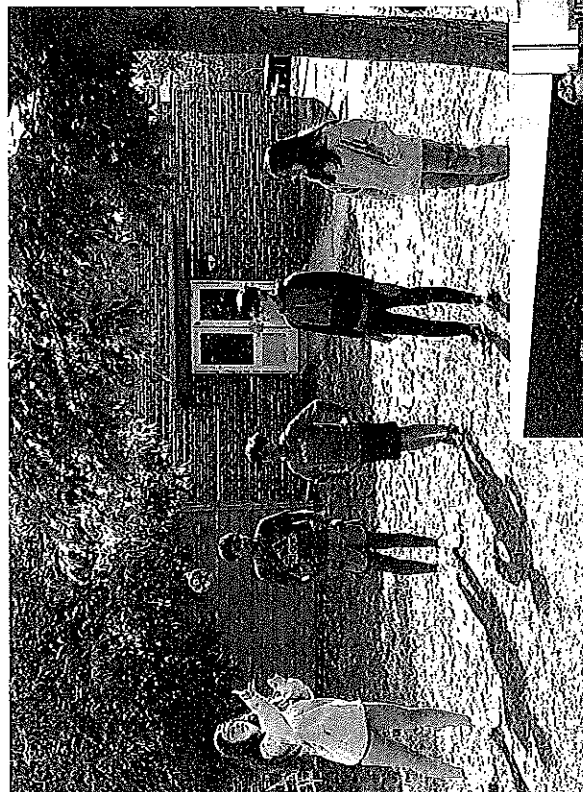
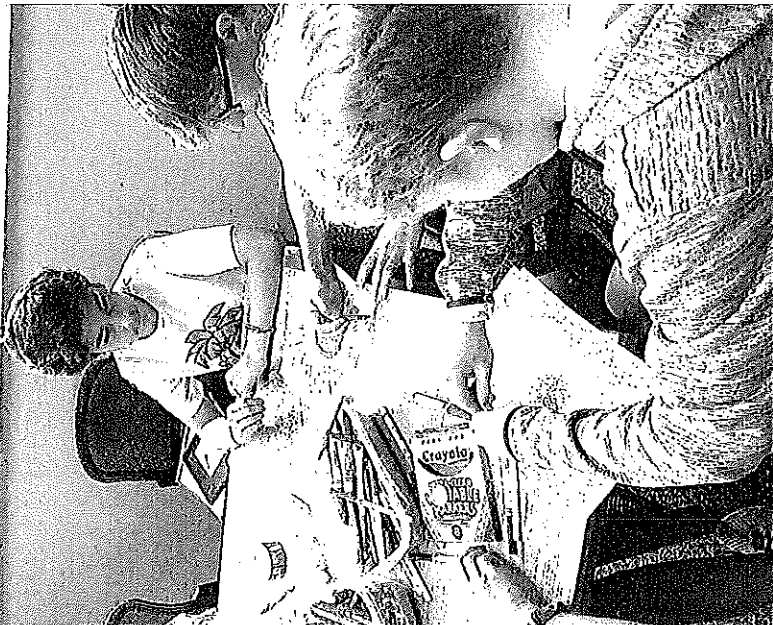
Community Circles: Protocol for practicing perspective taking and respectful, active listening





Creating FUN in a safe space

- ⊙ An Activity bank for 10 or 25 minutes has been created for staff.
 - ⊙ Includes games, discussions, and community circles
 - ⊙ Individual or group reflection, movement games, collaborative thinking activities, etc.
- 



Advisory 2022-23

Teacher Leaders:

Kerri Chartier, Rob Donaldson, Darren Gwin, Nikki Jeannotte

Goal of Advisory

To create a cohesive community that encourages students to connect with peers and staff.

Advisory Structure

- 8-12 Students per Advisory
- Mixed Grade Levels (9th - 12th)
- Everyday Mondays for 20 minutes
- Routines/Rituals/Recurring Formats
- Technology Free
- Circles

Thank you

LifTS: Acton Boxborough

Lesley Institute for Trauma Sensitivity

Introduction

- **LifTS (Lesley Institute for Trauma Sensitivity)**
 - Located in the School of Education at Lesley University
 - Graduate level Coursework (5) for practicing educators /Grant subsidized
 - Research arm connected to the Lesley University Doctoral programs
 - Executive Coaching/Consult
- **The Team at A-B**
 - Joe Ristuccia-Lead Clinical Faculty/35 years Public School experience
 - Marissa del Rosario-Adjunct Professor/20+ years experience
 - Donna DesRosiers-Adjunct Professor/25+ years experience

Brief Overview of Our Work

- Goal: Support the development of safe and supportive, trauma sensitive, schools/classrooms for all students
- Building Blocks
 - Graduate level coursework to build staff knowledge/capacity
 - Training and consultation to support leadership and staff
 - Research to better understand core components and effective processes
- Key Concepts
 - Prevalence > 80%
 - Impacts academic, behavior and relationships
 - Develop whole school/classroom approaches (Complement Individual)

Acton-Boxborough

- Course work
 - Initial Course 1 begins on 9/28 and a second begins on 10/31
 - Other courses will be offered later this year as needed
- Working with Pre-School, Elementary and Middle Schools
 - Initial whole staff training
 - Elementary and Pre-School is complete
 - Middle School on October 3
 - Three subsequent sessions to address staff identified urgencies (Scheduled)
 - Consult with building leadership

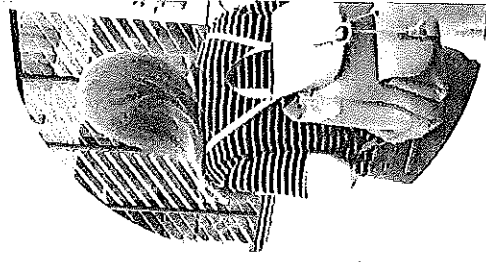
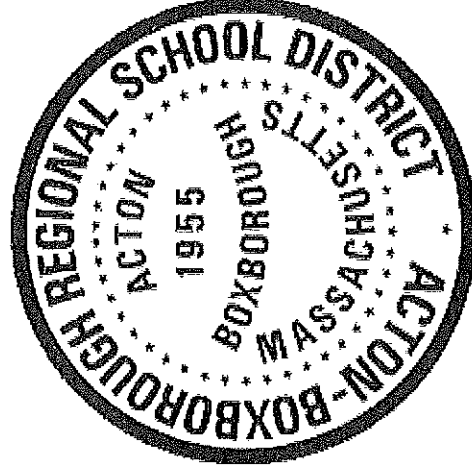
Thank You

Questions?

Cartwheel

Helping Massachusetts schools and families
return to balance through mental health support

www.cartwheelcare.org



School districts are on the frontlines of a national mental health crisis

- More students seeking mental health services
- Educators and staff are stretched thin
- Long waitlists and high costs for outside providers
- Impact: Students struggling, staff burnout, family stress

Acton-Boxborough – Cartwheel Partnership Overview

- Cartwheel is Boston-based
- 100% telehealth-based services aligned to the Multi-Tiered System of Support
- Available to students in grades 5-12 referred by a school counselor
- Care Team of licensed therapists and child psychiatrists with decades of experience
- Affordable for all students and families, regardless of insurance status

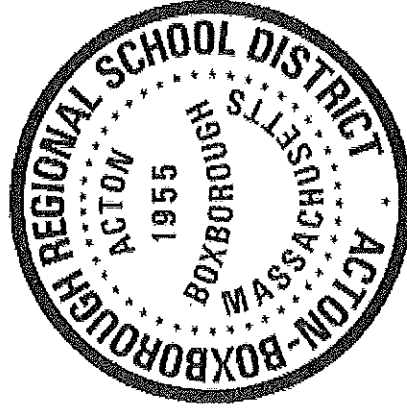


WWW.CARTWHEELCARE.ORG/OUR-TEAM

Partnership Goals

- 1** Increase the number of students who can get timely access to mental health care
- 2** Help students with longer-term needs transition to an ongoing provider
- 3** Reduce the need for crisis intervention and longer-term care by investing in Multi-Tiered Systems of Support

Cartwheel's services will
further strengthen
Acton-Boxborough's
**Multi-Tiered System
of Support**



TIER III – INTENSIVE SUPPORT

Example: Rapid access to a licensed therapist

TIER II – TARGETED SUPPORT

Example: School counselor consultations



TIER I – UNIVERSAL SUPPORT

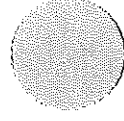
Example: Skill-building workshops for families

How it works

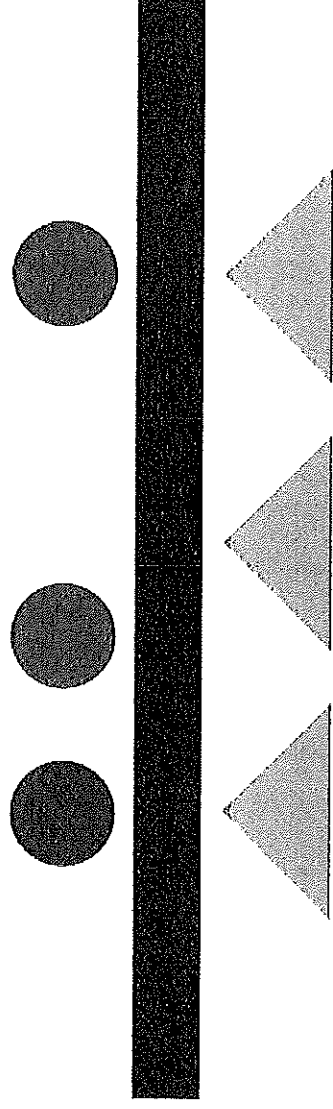


School Referral	Assessment	Personalized care	Ongoing support
Counselor identifies need and obtains parent/guardian consent to refer	Telehealth visit with licensed therapist	Short-term teletherapy (6-10 sessions)	Assessment and referral to other providers to support longer-term needs
Cartwheel team reaches out to family	Student and parent/guardian join the first visit	Ongoing touchpoints with family and school counselor	
		Medication evaluation as appropriate	

Note: All services currently off-campus but we are exploring on-campus options



Supporting our kids takes teamwork.



www.cartwheelcare.org