Creating Space for Staff: Strengthening Social and Emotional Supports for OST Staff

October 12, 2021 10 am - 11 am
Agenda

❖ Welcome | Goals | Introductions
❖ Who is ACT Now? | Upcoming Events
❖ Guest Presentations
  ➢ Jennifer Donahue, AIR
  ➢ Veronica Ortiz, BPNC
  ➢ Meg Helder, YMCA Metro Chicago
❖ Q & A
❖ Closing | Moment of Mindfulness | Evaluation
Learning Goals

Understand what Social and Emotional Learning is

➢ Explain the importance of SEL for OST students and staff
➢ Recognize the need for SEL in your program
➢ Identify possible SEL strategies

Implement SEL Practices with and for Staff

➢ Examine current SEL practices
➢ Experiment with new practices
➢ Create an SEL plan for your staff
Introductions

Jennifer Kahn Donahue
she/her
Researcher
American Institutes for Research

Veronica Ortiz, LCSW
they/them
Director of Clinical Services
Brighton Park Neighborhood Council

Meg Helder
she/her
Senior Director, Learning & Evaluation
YMCA Metro Chicago

Lesley Fisher Chapman
she/her
Program Coordinator
ACT Now
Who is ACT Now?

providers

State agencies

Youth Organizations

Educators

Community Advocates

Click here to sign up for our newsletter!
Upcoming Events

★ Afterschool Advocates Meeting #1
Virtual meeting on 10/14 from 1 pm - 2 pm

★ Community Partners Grant Prep: Resources for Starting CS and Tips on Grant Writing
Webinar on 10/15 from 10 am - 11:30 am

★ NBA Math Hoops Training
Curriculum training event on 10/27 from 10 am - 11:30 am

★ The Root of All STEM: Family Engagement in STEM OST Programming
STEM webinar on 11/2 from 10 am - 11 am
Guest Presentations

Jennifer Kahn Donahue
she/her
Researcher
American Institutes for Research
Social and Emotional Learning in Afterschool Settings

Supporting Adult Social and Emotional Learning

Jennifer Kahn Donahue | Researcher | American Institutes for Research

ACT Now SEL Webinar Series | October 2021
Agenda

1. What is SEL?
2. Why does it matter?
3. What does effective SEL look like?
4. Adult SEL
5. SEL in the COVID-19 context
6. Resources
What Is SEL?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is 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.

What Is SEL?

SEL advances educational equity and excellence through authentic school–family–community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

What Is SEL?

- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Relationship Skills
- Social & Emotional Learning

SEL Instruction & Classroom Climate
Schoolwide Culture, Practices & Policies
Authentic Partnerships
Aligned Learning Opportunities

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https://casel.org
CASEL Core Competencies

- **Self-awareness** includes accurately recognizing one’s emotions and thoughts, and their influence on behaviors; assessing one’s strengths and limitations; and possessing a well-grounded sense of confidence and optimism.

- **Self-management** involves regulating one’s emotions, thoughts, and behaviors effectively in different situations (e.g., managing stress, controlling impulses, motivating oneself, and setting and working towards achieving personal and academic goals).

- **Social awareness** is demonstrating the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

- **Relationship skills** include establishing and maintaining healthy relationships with diverse individuals and groups, communicating clearly, listening actively, cooperating with others, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

- **Responsible decision-making** includes making constructive and respectful choices about personal behavior, social interactions, and school based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Illinois SEL Definition

Social and emotional learning (SEL) is the process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision making and responsible behaviors to achieve school and life success.

– Illinois State Board of Education
Illinois SEL Learning Standards

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

- Identify and manage one's emotions and behaviors.
- Recognize personal qualities and external supports.
- Demonstrate skills related to achieving personal and academic goals.

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

- Recognize the feelings and perspectives of others.
- Recognize individual and group similarities and differences.
- Use communication and social skills to interact effectively with others.
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

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

- Consider ethical, safety, and societal factors in making decisions.
- Apply decision-making skills to deal responsibly with daily academic and social situations.
- Contribute to the well-being of one's school and community.
Why Does It Matter?

- Academic achievement
- High school and college completion
- Career success
- Positive relationships
- Positive school climate
- Engaged students
- Mental and physical health
- Civil engagement
- Teacher effectiveness and well-being

- Violence
- Drug use
- Behavior problems
- Disciplinary referrals
- Unexcused absences
- Mental health problems

What Does Effective SEL Look Like?

1. Get in touch with your own SEL competencies.
2. Acknowledge diverse characteristics of the community and other learning contexts.
3. Plan for SEL.
4. Build in coaching and reflection for continuous improvement.
5. Understand social and emotional development so you can effectively support social and emotional growth.
6. Create a safe and supporting environment that is warm and welcoming.
7. Support belonging and positive relationships.
8. Provide opportunities for voice, choice and leadership to engage youth in learning and development.

Equitable and Culturally Responsive SEL

• Ensure safe and inclusive learning environments that are respectful and affirming of diverse identities
• Design and adapt activities and lessons to reflect students' identities, cultures, assets, and needs
• Promote student agency and voice
• Acknowledge issues of bias, power, and inequality
• Invest in adults
• Engage families and the community

Note: Illinois recently adopted a set of culturally responsive teaching and learning standards that can be found here.

SEL is not just for kids!
Why Focus on Adult SEL?

- Positive relationships with students and colleagues
- Personal well-being
- Job satisfaction
- Better outcomes for students
- Positive school climate
- Less burnout for teachers

How to Support Adult SEL

• Seek professional development and training opportunities that build knowledge about SEL
• Take time to reflect on your own SEL competencies and areas in which you want to grow
• Practice self-care
• Peer support and connection
• Advocate for additional time and support to focus on SEL
SEL and COVID-19

- Attend to students’ mental health and well-being
- Be aware of how students’ individual experiences may differ given their specific developmental stage, culture, home context, etc.
- Keep equity at the forefront
- Provide a safe, supportive environment
- Provide consistency in daily routines to foster a sense of safety and predictability
- Take time to reflect and adjust course as needed
- Take care of yourself!


Additional Resources

- Afterschool and Expanded Learning at AIR
- Coordinating SEL Across School and Out-of-School by RAND
- Expanded Learning Partnerships by PACE and AIR
- SEL to the Core by the National Afterschool Association
- SEL for Educators Toolkit by Transforming Ed
- SEL and Equity by the National Equity Project
- SEL Knowledge Center by the Wallace Foundation
- SEL Roadmap for Reopening School by CASEL
- SEL Videos by Edutopia
- Trauma-Sensitive Schools and SEL by AIR
Thank you!

Jennifer Kahn Donahue

Researcher
jdonahue@air.org
Guest Presentations

Veronica Ortiz, LCSW
they/them
Director of Clinical Services
Brighton Park Neighborhood Council
Safe Spaces for Teachers

Peer-to-Peer Pilot

Presented By
Veronica Ortiz, LCSW
(they/them pronouns)
1. Stressors observed in collaboration with teachers.
2. Resistance in trainings from teachers.
3. Evaluated what was working for us as a clinical team.
The Education Equity COVID-19 Response Fund focused on:

1. Re-establishing safe and healing environments for teachers
2. Creating an intentional space for personal connection and mutual support in a safe, trauma-informed setting.
3. This space would be a non-administrative space.
4. A clinician would facilitate each session
5. This would be a confidential space
6. Improve educators’ trauma literacy levels to enhance overall approaches and structures for an impactful trauma-informed school community.
7. Providing additional training on resilience and fellowship.
What did we do?

1. Develop concept
2. Recruit teachers
3. Facilitate Pilot
4. Facilitate additional training
Develop the concept

How will this look? How do make it work?
<table>
<thead>
<tr>
<th>Who?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>● We needed 20 teachers who would buy into the idea of doing personal work in order to improve their teaching environment.</td>
<td>● Monthly 1.5 hour meetings for 5 months virtually</td>
</tr>
<tr>
<td>● A school with admin who would support the concept.</td>
<td>● Two schools: Shields Middle School and Brighton Park Elementary</td>
</tr>
</tbody>
</table>
Recruitment Process

**Email Principals**
Reached out to principals at our 6 schools.

**Responses**
Evaluated most interest and capacity

**Identified participants**
20 teachers identified. 10 from each school.

**Reach out to teachers**
Emailled all teachers at both schools.
Pilot Roll Out

Get to work!
Roll out

- Week 1
  - Establish group norms
  - Identified topics
  - Pre-survey
- Week 2
  - Group discussion
- Week 3
  - Group discussion
- Week 4
  - Group discussion
  - Identify closing activity
- Week 5
  - Closing activity
  - Post-survey
Survey Responses
<table>
<thead>
<tr>
<th></th>
<th>PRE</th>
<th>POST</th>
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<tbody>
<tr>
<td>I currently feel that I have the emotional/mental bandwidth to respond to my students as it relates to their adverse experiences.</td>
<td>2.8</td>
<td>2.07</td>
</tr>
<tr>
<td>I currently feel supported by my colleagues to facilitate the learning and development of my students.</td>
<td>2.6</td>
<td>2</td>
</tr>
<tr>
<td>I feel that I am currently able to identify how adverse experiences affect me and my teaching experience.</td>
<td>2.2</td>
<td>1.9</td>
</tr>
<tr>
<td>I feel that I am currently able to identify how adverse experiences affect my students' learning experience.</td>
<td>2.5</td>
<td>1.6</td>
</tr>
<tr>
<td>I currently feel overwhelmed in my role as an educator.</td>
<td>2.1</td>
<td>3.7</td>
</tr>
<tr>
<td>I currently feel hopeful in my role as an educator.</td>
<td>2.5</td>
<td>1.7</td>
</tr>
<tr>
<td>I am able to recognize symptoms of trauma in my students.</td>
<td>2.72</td>
<td>2</td>
</tr>
<tr>
<td>I am able to identify and implement practices that create a safe learning environment for students exposed to or having experienced trauma in a virtual setting.</td>
<td>2.55</td>
<td>2.2</td>
</tr>
<tr>
<td>At this time I feel that there are adequate resources at my disposal to effectively to facilitate a safe learning environment.</td>
<td>3</td>
<td>2.3</td>
</tr>
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</table>
## What are two takeaways from participating in this pilot?

<table>
<thead>
<tr>
<th>Takeaway 1</th>
<th>Takeaway 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>hearing and sharing experiences that I thought &quot;only I feel this way&quot; and realizing I am not alone</td>
<td>Having support and understanding that everyone passes through difficult times</td>
</tr>
<tr>
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<td>- It is okay to ask for help when you need it; be kind to yourself, don't be so hard on yourself you're human</td>
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<tr>
<td>- It is okay to ask for help when you need it; be kind to yourself, don't be so hard on yourself you're human</td>
<td>The need to process the emotional toll of teaching (especially in a pandemic), skills, strategies and allies needed to handle the challenges of teaching (especially in terms of trauma)</td>
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<td>The biggest takeaway from participating in this pilot is to really be kind to ourselves as educators. It is hard to manage daily (personal) life and be responsible for development and growth of our students. On top of being their parent, nurse, teacher, etc. Another key takeaway from this is that if I, the teacher, am not ok, then my students will not be learning the important skills that they should be learning. I would also not be the best teacher and support in the classroom.</td>
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<td>Participating in this pilot has been so helpful. Through the process I was able to become more reflective on my current challenges and how they affect me. More importantly, I am more able to save and purpose time for me to reflect. Further, I was able to hear how I am not alone in my challenges. Many educators are going through their own personal challenges, and it has allowed me a greater sense understanding and reminded me to stop and think about others before judging. And lastly, &quot;Be kind to yourself.&quot; It is so important for me to make sure everything and everyone is okay and when something goes wrong, I can be so negative and feel like I failed. Vero, you have reminded me that I need to stop and be kind to myself too.</td>
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<td>1- You don't need to be all knowing all of the time. 2- It is okay to make space in your day to heal yourself and others.</td>
</tr>
</tbody>
</table>
Knowing that others are going through some of the same challenges, if not worse, which served as a grounding force for myself and my anxiety. Also, just being able to dedicate time for myself to listen, reflect, vent, question, learn, and experience alongside others outside of work.

People want to connect. People have struggles we don’t realize.

1. Knowing that other teachers are experiencing the same struggles as me.
2. Feeling comfortable enough to talk openly with the people in my group.

It was very helpful to have a supportive space to talk to my peers about our struggles in the classroom. The group further developed my relationships with my peers in a positive manner. This group helped me understand students’ behavior and emotional challenges more and I received strategies to help our students have a positive learning experience.

a) I am not alone in this and we can lean on each other.
b) Realize that this is a pandemic, a year like no other and it is ok to be overwhelmed.

Listening is key to understanding and learning. You can only absorb as much as you are open to. Coming in with an open mind was very important and allowed me to get a lot more out of this experience.

First, I am able to take away the sense of belonging. I felt so bogged down and stressed a lot of the time, and simply being in a space where others felt the same as me helped me connect with others while easing my mind that other teachers struggled too. I also took away that it’s okay to express yourself, as a teacher, in a variety of healthy ways such as crying, talking to a peer, or even being physically active.

Two takeaways from I have are that I am not alone and it’s ok to say out loud that I am not ok.
Resilience Workshop

Sharing pilot concepts with larger group
Resilience Together Workshop

54 Teachers from our 6 Community Schools: Brighton Park Elem, Burroughs Elem, Davis Elem, Shields Elem, Shields Middle, Kelly College Prep
Objectives

- Explore daily challenges associated with classroom stress and provide insight and skills for managing chronic stress, emotional triggers, and planning ahead for difficult situations.
- Increase awareness around interpersonal responses to stressful situations, identifying skills to manage them and ultimately build upon our resilience.
<table>
<thead>
<tr>
<th>Post data</th>
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<tbody>
<tr>
<td><strong>96%</strong> <strong>YES</strong> Would attend a non-administrative, monthly, peer-to-peer space if one was provided</td>
</tr>
<tr>
<td><strong>85%</strong> <strong>Strongly Agree</strong> This workshop was beneficial.</td>
</tr>
<tr>
<td><strong>2.8 Average Rating</strong> On a scale from 1-5: I currently feel that I have the emotion/mental bandwidth to respond to my students as it relates to their adverse experiences.</td>
</tr>
</tbody>
</table>
Exhaustion
Teachers are overwhelmed and working past their emotional and mental capacities

Resources
There is limited resources available for teachers to build resilience and address challenges

Safe Space
Teachers need a safe, non-judgmental space to process their experiences and seek validation and support from peers.

“A country that fails to value its teachers, fails to value its future.”
- Lord David Puttnam - Educator and Film Producer
Thank you!

Contact Information
vortiz@bncchicago.org
773.558.3353
bncchicago.org
Guest Presentations

Meg Helder
she/her
Senior Director, Learning & Evaluation
YMCA Metro Chicago
SEL for OST staff

YMCA of Metropolitan Chicago
Standard Practices

- Check ins
- Reflective supervision
- Communities of Practice/Professional Learning Communities
- Compassion Satisfaction/Compassion Fatigue monitoring and Self Care support
Check-In
Communities of Practice/Professional Learning Communities

- Prioritize peer learning
- Make space for check in reflection and ongoing self monitoring
- Space to model practices for use in program
Compassion Satisfaction/Compassion Fatigue monitoring and Self Care support

CS-CF Model

Professional Quality of Life

Compassion Satisfaction

Compassion Fatigue

Burnout

Secondary Trauma
Compassion Satisfaction/Compassion Fatigue monitoring and Self Care support

Tertiary Self Care Practices
- What rituals, practices, or routines restore your well being when you are struggling with Compassion Fatigue, trauma, or loss?

Secondary Self Care Practices
- What things are useful to you when you begin to notice signs of Compassion Fatigue (Burnout and Secondary Trauma)?

Universal Self Care Practices
- What are the things you do on a daily/weekly/monthly basis that support your well being?
Q & A

How do you get administrative and educator buy-in for SEL practices?
Q & A

What are some ways of evaluating SEL practices?
I am smart, amazing, and powerful.

My heart is full of kindness and courage.

Everything I do matters.
Additional Resources

❖ 125 Positive Affirmations
❖ How to Consider Employee Mental Well-Being
❖ Tools for Supporting Emotional Well Being in Youth
❖ K12 Emotional Learning Resources
Thank you!

Please fill out the evaluation

Lesley Fisher Chapman
Program Coordinator | ACT Now
chapmanl@actnowillinois.org
312-273-8252