Strengthening Systems and Supports to Build Positive Social-Emotional Climates in Out-of-School Time: Session II

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Presenters

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Participant Poll

What type of organization do you represent?

- CCDF
- DOE
- 21st CCLC
- State afterschool network
- CCRR
- Higher education
- TTA organization
- Youth development
- Other
Agenda: Building a Positive Social-Emotional Learning (SEL) Climate

- Welcome, goals, and agenda
- Review SEL brief
- The Aspen Institute Report Recommendations
- Partnerships and Building Staff Capacity
- Building staff capacity and Vermont’s approach
- Mental health and mental health consultation and Oklahoma’s supports
- Discussion
- Wrap-up
Practicing Brief
Voices from the Field

September 2018
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This Practicing Brief is the seventh in a periodic series published by the National Center on Afterschool and Summer Enrichment (NCASE) to build awareness of promising practices in the field of school-age child care.

The goal of NCASE is to ensure that school-age children in families of low income have increased access to quality afterschool and summer learning experiences that contribute to their overall development and academic achievement. For more information, contact us at ncase@ccedta.info.

Strengthening Systems and Supports to Build Positive Social-Emotional Climates in Out-of-School Time

From December 2018 through May 2019, the National Center on Afterschool and Summer Enrichment (NCASE) facilitated a peer learning group (PLG) on social-emotional learning (SEL) in out-of-school time (OST) for 10 state teams.

Build staff capacity on SEL

Staff self-assessment tool:

1. Social practices
2. Program implementation practices
3. Reflection on staff social-emotional competencies
4. Culminating activities and action plans

Yoder and Devaney. 2015
FROM A NATION AT RISK
TO A NATION AT HOPE

THE ASPEN INSTITUTE
NATIONAL COMMISSION ON SOCIAL, EMOTIONAL, & ACADEMIC DEVELOPMENT
The NCSEAD Family

Commission
Mr. Jorge Benitez, co chair
Dr. Linda Darling Hammond, co chair
Dr. Tim Shriver, co chair
Dr. James Comer, Honorary co chair

The Funders Collaborative
The Partners Collaborative
Equity Work Group
Youth Development Work Group

Council of Distinguished Scientists
Council of Distinguished Educators
The Aspen Institute Youth Commission
Parent Advisory Panel
The final report and the accompanying recommendations reports are written for a K-12 audience but use inclusive language (e.g. adult capacity, learning settings) and include recommendations focused on OST.
Six Main Recommendations

1. Set a clear vision that broadens the definition of student success to prioritize the *whole child*

2. Transform *learning settings* so they are safe and supportive for all young people

3. Change instruction to teach *social, emotional, cognitive skills*; embed these skills in academics and in schoolwide practices

4. Build *adult expertise in child development*

5. *Align resources and leverage partners* in the community to address the whole child.

6. Forge closer connections between *research and practice*
The Research Base

This graphic summarizing how SEL (or SEAD) can be explained acknowledges the broader competencies, mindsets and values.

It also makes the distinction between cognitive skills and academic content.
Building Adult Capacity

SoLD:
THE SCIENCE OF LEARNING AND DEVELOPMENT INITIATIVE

WHOLE CHILD PERSONALIZATION OF LEARNING

Relationships, environments with safety & belonging, rich instruction, individualized supports and intentional development of skills, mindsets & habits – it is this combination of things that we are talking about with Whole Child Personalization. - Dr. Pamela Cantor
Definitions of Practice

• Trust and respect
• Continuity

• Caring, culturally responsive
• Consistency in practices
• Predictability in routines

• Explicit instruction in social, emotional, and cognitive skills
• Infusion of opportunities to use social emotional skills
• Approaches to group management that enable children to develop responsibility

• Meaningful work
• Inquiry as a major learning strategy
• Well-designed, collaborative
• Ongoing feedback
• Opportunities to reflect on the development of one’s own thought process

• Ongoing assessment to identify barriers
• Access to integrated services
Institutional Realities Matter

Different systems have different restrictions or opportunities based on their history, community expectations and regulatory demands.

- Think about juvenile justice settings, afterschool setting and K-12 schools, each with their own set of circumstances.
- Expectations and restrictions are imposed not only by official policy, but statutes, regulations administrative directives, organizational policies and the informal practices that exist in many places.
- Research has shown that federal grantees tend to be risk-averse and only take actions that are explicitly stated as allowable
- Readiness Traps: age, time, completion, and access
Putting it all Together

• Integrating social, emotional, and academic development is critical to the development of the whole child.

• Adult capacity in learning settings is critical to youth success.

• Good developmental practice can create optimal conditions for youth success.

• Organizational practices can incentivize or prohibit developmental practice, often unintentionally!
Discussion

• What program level practices are you doing to set the environment and support adult capacity to create optimal and equitable conditions for learning?

• What system level practices and supports are in place or are needed to support learning and development throughout a young person’s day and year?

• How are your organizational policies and procedures promoting or inhibiting good developmental practice?
Exploring Policies and Systems that Support Practices

**Policies and Systems**
- Vision and communication
- Standards and competencies
- Training and TA Systems
- Aligned resources and leveraged partnerships

**Practices**
- Staff capacity
- Curriculum and activities
- Suspension and expulsion
Building Afterschool Systems to Promote Child and Youth Resiliency

Holly Morehouse, PhD
Executive Director
Vermont Afterschool, Inc.
Vermont Overview and Timeline

Vermont Afterschool is expanding scope of professional development for afterschool providers in social-emotional learning and trauma-informed practice:

- 2016 $100,000 grant as part of the Race to the Top for pilot of evidence-based SEL curriculum
- After 1 year, grant was extended ($75,000) to include communities of practice model and regional training opportunities
- 2017-2018, funding from Agency of Education allowed for one-to-one coaching and evening trainings
- In 2018-2020, a local bank foundation is funding the Youth Resiliency Project. Additional program elements supported by Vermont Dept of Health.
State Policy Successes

- Afterschool was included in state effort to address ACES and trauma through Vermont Act 261
- Tobacco Settlement provided $600,000 in 2019 to help Afterschool Network address opioid crisis.
- Expanding access to afterschool and summer learning programs was included as a priority in recommendations from both the Vermont Marijuana Commission and the Vermont Opioid Coordination Council
- Multiple state agencies support the SEL and trauma-informed work
SEL Curriculum Pilot – Lessons Learned

• SEL curriculum pilot: We found lessons were too academic and too challenging for staff to implement.

• Best elements of the curriculum were 1st-tier supports for positive behaviors and teaching children how to compliment.

• Culture shifts in handling challenging behavior required more staff training and ongoing support than a curriculum allowed

• Staff needed coaching to have buy-in and depth of understanding around SEL learning principles
Trauma Informed and Resiliency Efforts

- Family outreach events on SEL and ACES
- Communities of practice for leadership-level staff to increase staff skill on toxic stress among the youth and families (38 programs meeting once or twice per month)
- Partnering with medical and mental health providers, community justice centers, and social service agencies, providing 64 trauma informed trainings
- Wide range of training topics; creation of toolbox and staff resources
- Youth Resiliency Leadership Institute with 36 hours of training and leadership skills to support culture change
- In 2018-2019, provided training and support to over 178 programs reaching hundreds of staff
Getting More Intentional About How Competencies are Caught and Taught

- Intentional efforts to pass on knowledge
- More often in schools

Caught
- Learning by doing
- Youth development

Taught

Blyth. 2018
Navigating SEL from the Inside Out

Examines and compares highly-developed, evidence-based SEL programs with regard to:

1) SEL skills targeted
2) Instructional methods used
3) Program components included

Visit the NCASE Resource Library:
https://childcareta.acf.hhs.gov/ncase-resource-library
Discussion

What strategies or resources are you using in your state, territory, tribe, or community:

1. To build staff capacity on SEL in OST?
2. To support practices or policies on implementation?
Overview of Child and Youth Mental Health

Most prevalent

- ADHD
- Depression and anxiety
- Behavior or conduct disorder
- Substance use
- Autism spectrum and Tourette syndrome

Level of prevalence

- 20% experience a mental, emotional or behavior disorder annually
- ½ receive no mental health services
- Only 7.4% report mental health visits
- Schools often serve as mental health support

Freeman and Kendziora, 2017
Tiered services

Intensive

Targeted

Universal

Every Moment Counts, n.d.
Examples of Tiered Services

• Universal: Mindfulness
• Targeted: Mental health first aid
• Intensive: Therapeutic Afterschool programs
• Innovative intensive level service for ages 5-17
• Children/youth remain at home, in school, and in their community to:
  » reduce mental health symptoms
  » enhance youth and family functioning
• Strong family engagement component
• Suggestions for building state-wide system:
  » Establish a collaborative planning team
  » Phase in implementation, starting with a pilot
  » Use evaluation data to inform model implementation
  » Invest in staff training to improve and sustain a model of care with fidelity

Vanderploeg, et. al, 2010
Mental Health Consultation

Definition: A prevention-based service provided by a mental health professional that builds the capacity of families and professionals to help support and sustain health social and emotional development.

Center of Excellence for Infant and Early Childhood Mental Health Consultation, Crosswalk of Early Childhood Mental Health Services.
Oklahoma’s Child Care Warmline

- Partnership between DHS & OSDH
- Services:
  a) for providers and families of children ages 0-12 across the state
  b) provided by child development, guidance, parent education & health and safety professionals
- Live phone consultation available M-F, 8am-5pm; phone & email messages returned within 24 hours
- Consultation re: specific health, behavior, & developmental questions
- Provide on-going problem solving, resources, referrals for onsite health or mental health consultation, and follow-up

https://www.ok.gov/health/Family_Health/Child_Guidance_Service/Child_Care_Warmline/
Oklahoma’s Child Care Mental Health Consultation

- Partnerships among DHS & OSDH & ODMHSAS
- Services:
  a) for CCPs and FCCHs serving children ages 0-12
  b) provided by OSDH Guidance staff & other qualified behavioral health and early childhood professionals (currently 55 across state’s 77 counties)
- Child Care Warmline determines eligibility
- Free ongoing, onsite consultation
- Objectives: increase staff competence with challenging behaviors, emphasize relationships & positive SE development, decrease expulsion rates, strengthen family systems by linking to community resources
Oklahoma’s Extended Day/Public Schools Partnership Example

• Partnership between public school and OST programs
• Developed over many years by cultivating relationships
  
a) **School counselors**: work together with OST to meet specific children or groups of children’s needs (bullying, group interactions, referrals)

b) **Behavior-check individuals**: during the school day, work 1-on-1 with children experiencing behavior issues; 1 hr/day at OST and full time during summer

c) **Paraprofessionals**: work 1-on-1 with children during school day; 1 hr/day at OST and full time during summer

d) **Licensed counseling service**: onsite child counseling during school day or OST
Oklahoma’s OST SEL Action Plans

• Cross-sector work

• Goal: Oklahoma OST personnel are knowledgeable about ACES and PACES

• Action Steps:
  a) High-quality PD available statewide
  b) HUB for SE resources
  c) Resiliency video

• QRIS update and expansion
Resources


Discussion

What did you learn from today's session?

What next steps might you take?

What questions do you still have?
Upcoming from NCAE

• Virtual Infant/Toddler and School-Age Institute, co-hosted by State Capacity Building Center:
  » Family Child Care Webinar – November 13
  » Quality Systems Webinar – December 11
  » Trauma and Resilience Webinar – January 8

• Quality Systems and OST Community of Practice: January through April
  » Watch for OCC Announcement