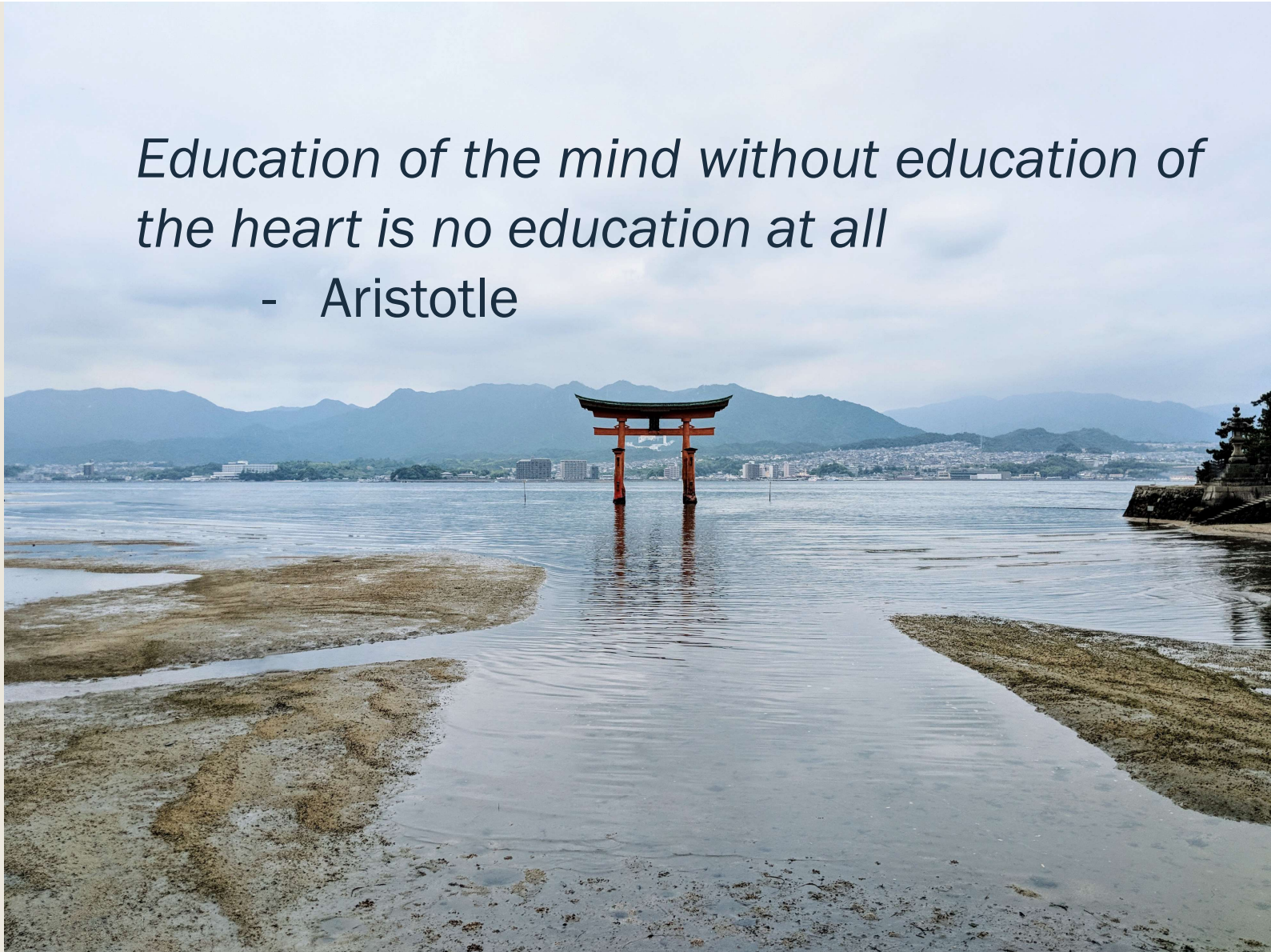
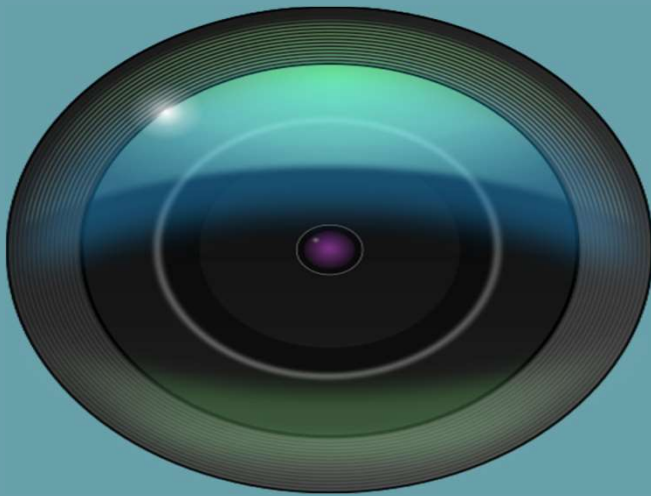


*Education of the mind without education of
the heart is no education at all*
- Aristotle



LOOKING AT CHILDREN AND YOUTH THROUGH A DIFFERENT LENS "



Paul Cook
Executive Director
Learning Disabilities Association
of London Region
Lecturer Faculty of Education
Western University

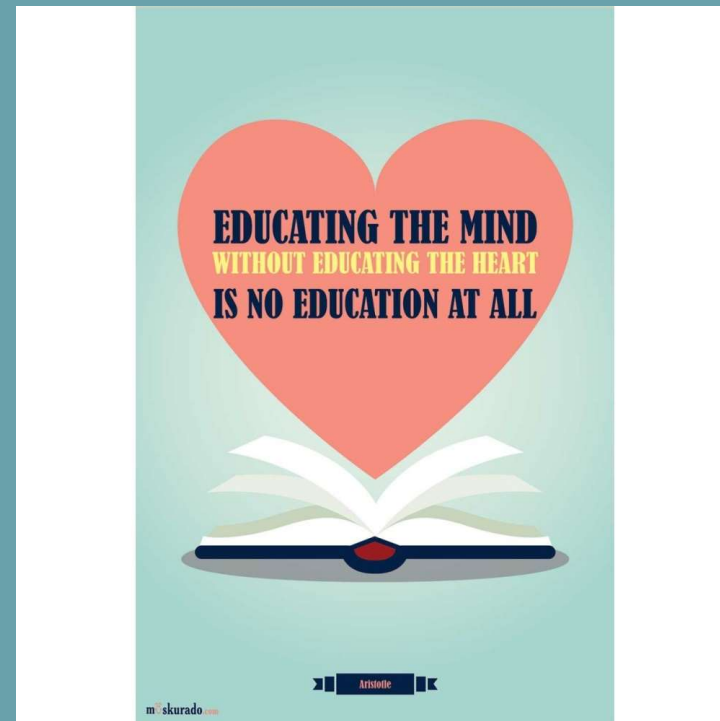
Deborah Shore Reid
Resource Development and Parent
Support Services Coordinator
Learning Disabilities Association
of London Region

Learning Differently

**Educating the
Heart**

**As well as the
Mind**

**Social/Emotional
Learning - SEL**



Family

Student

OT,PT, SpL,
Doctor, Clinician

School;
Teacher,
Resource,
Psych, EA

**CYN Family
System Service**

*Happy, healthy
children and
youth today;
caring,
creative,
responsible
adults
tomorrow."*

Parents

Student

**Community
LDA**

School

Life Success

Cognitive Skills

- Thinking skills
- Verbal Reasoning
- Visual Spatial Reasoning
- Logics
- Memory (Short term, Long term, Visual, Spatial)
- Processing Speed



Non-Cognitive Skills

- Conscientiousness
- Perseverance
- Mind set
- Self-regulation
- Cooperation/ Collaboration
- Motivation
- Values
- Integrity

Learning Skills & Work Habits

Learning Skills and Work Habits		E – Excellent	G – Good	S – Satisfactory	N – Needs Improvement
Responsibility	<ul style="list-style-type: none"> • Fulfils responsibilities and commitments within the learning environment. • Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour. 	Organization			
Independent Work	<ul style="list-style-type: none"> • Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision. 	Collaboration			
Initiative	<ul style="list-style-type: none"> • Looks for and acts on new ideas and opportunities for learning. • Demonstrates the capacity for innovation and a willingness to take risks. • Demonstrates curiosity and interest in learning. • Approaches new tasks with a positive attitude. • Recognizes and advocates appropriately for the rights of self and others. 	Self-Regulation			
		<ul style="list-style-type: none"> • Devises and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 			
		<ul style="list-style-type: none"> • Accepts various roles and an equitable share of work in a group. • Responds positively to the ideas, opinions, values, and traditions of others. • Builds healthy peer-to-peer relationships through personal and media-assisted interactions. • Works with others to resolve conflicts and build consensus to achieve group goals. • Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 			
		<ul style="list-style-type: none"> • Sets own individual goals and monitors progress towards achieving them. • Seeks clarification or assistance when needed. • Assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. • Perseveres and makes an effort when responding to challenges. 			

Essential Questions Each Community Must Answer

What do we want our children to be, to know, and to be able to do when they graduate?

*Happy, healthy
children and
Youth today; caring,
Creative responsible
Adults tomorrow*



How can the entire community be organized to ensure that all students reach the stated goals?

The Five Competencies

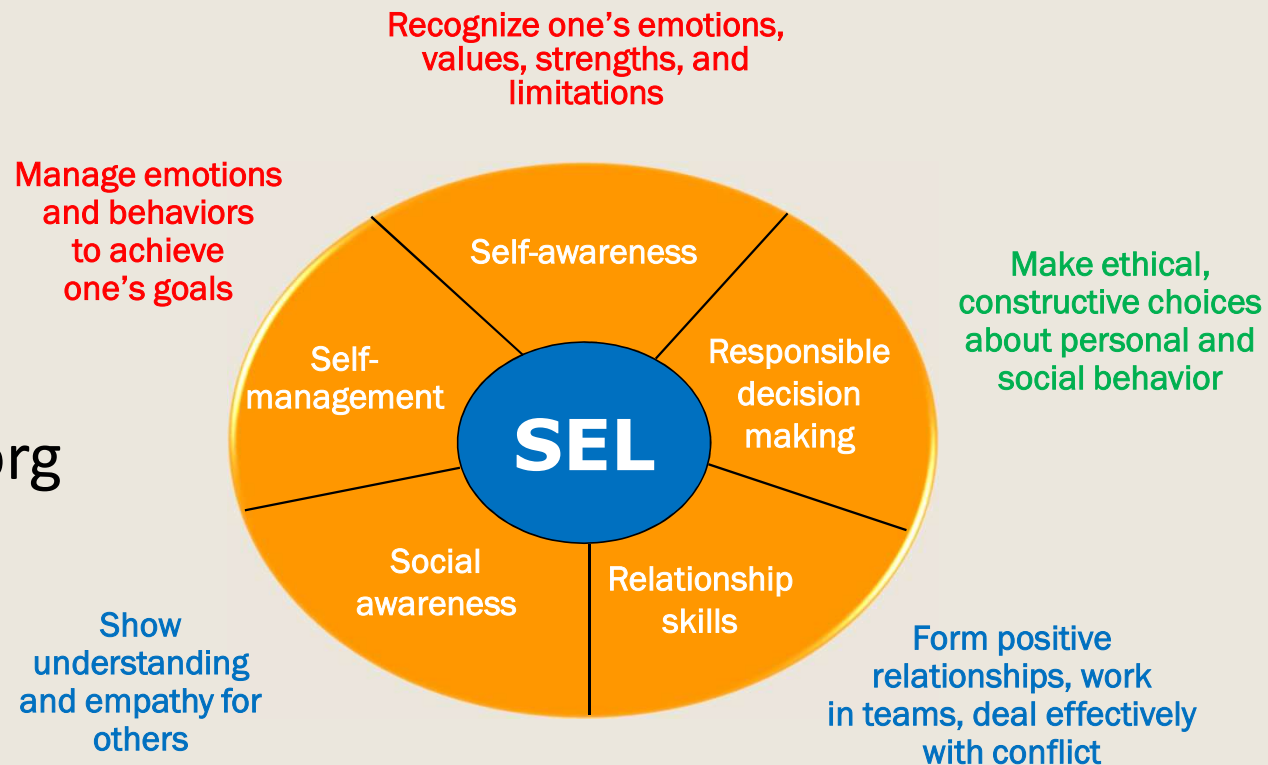


Why do these matter to us?



What is Social and Emotional Learning?

SEL is a process of acquiring knowledge and skills related to five core competencies:



www.casel.org

Adulthood
Grade 12

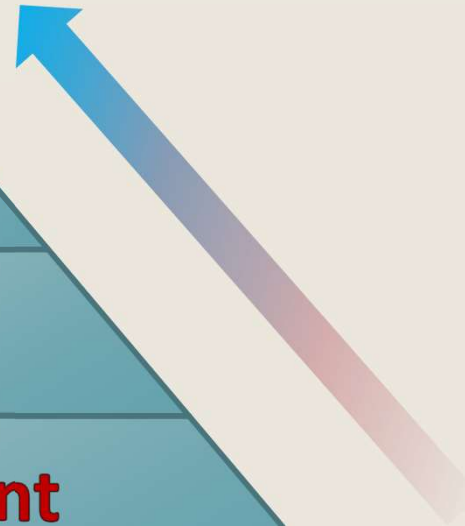
**Responsible
Decision Making**

**Relationship
Skills**

Social Awareness

Self-Management

Self-Awareness

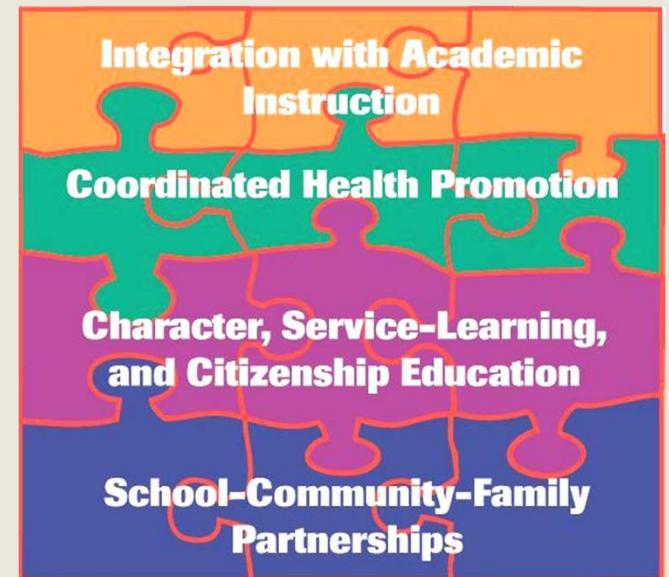


K

SEL as a Coordinating Framework

...to a better place for kids

- Built on student strengths
- Academic *and* life success
- Coordinated efforts
- Systemic integration



CASEL Meta-Analysis

(213 studies – 270,000 K-12 students)



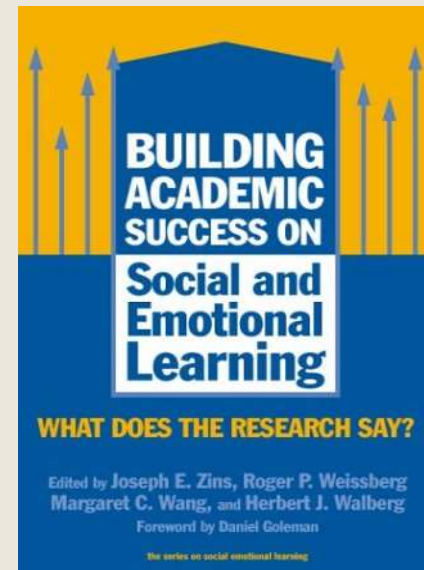
- **9% improvement in attitudes about self, others, and school**
- **23% improvement in social and emotional skills**
- **9% improvement in classroom behavior**
- **11% improvement in achievement test scores (U of III)**



- **9% decrease in conduct problems, such as classroom misbehavior and aggression (U of III)**
- **10% decrease in emotional distress, such as anxiety and depression (U of III)**

SEL Improves Academic Outcomes

- **Attitudes**
 - Motivation, commitment
- **Behaviors**
 - Participation, study habits
- **Performance**
 - Grades, subject mastery



Source: Zins, Weissberg, Wang, & Walberg (2004). *Building Academic Success on Social and Emotional Learning (SEL): What Does the Research Say?*

Example activity: Smile challenge

- Make someone smile with your smile
- Try it now! Turn to your neighbor (one is A and one is B)
- A's first
- and try to make them smile or laugh with only your smile



**This simple activity involves self-awareness,
social awareness and relationship building!**

**Identifying emotions, being aware of others
emotions, and communicating in a non-
verbal manner.**



How will we implement SEL?

Social & Emotional Learning Core Competencies



Decision-Making



A child's approach to problem solving that involves learning from others and from her/his own previous experiences, using her/his values to guide her/his action, and accepting responsibility for her/his decisions.



Self-Awareness



A child's realistic understanding of her/his strengths and limitations and consistent desire for self-improvement.



Optimistic Thinking



A child's attitude of confidence, hopefulness, and positive thinking regarding herself/himself and her/his life situations in the past, present, and future.



Self-Management



A child's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.



Personal Responsibility



A child's tendency to be careful and reliable in her/his actions and in contributing to group efforts.



Goal-Directed Behavior



A child's initiation of, and persistence in completing, tasks of varying difficulty.



Relationship Skills



A child's consistent performance of socially acceptable actions that promote and maintain positive connections with others.



Social-Awareness



A child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes her/his impact on them, and uses cooperation and tolerance in social situations.



Combined Student Group Report: “mini”

Name	Rating Date	Rating Period	Rater Name	Rater Contact	Social-Emotional Total
A, Olivia	02/20/2019	A	Jennifer Robitaille	Teacher	49
B, Alexander	02/20/2019	A	Jennifer Robitaille	Teacher	34
B, Tristan	02/20/2019	A	Jennifer Robitaille	Teacher	45
C, Samuel	02/20/2019	A	Jennifer Robitaille	Teacher	49
D, Cooper	02/20/2019	A	Jennifer Robitaille	Teacher	59
D, Stella	02/20/2019	A	Jennifer Robitaille	Teacher	67
F, Micah	02/20/2019	A	Jennifer Robitaille	Teacher	61
G, Mateo	02/20/2019	A	Jennifer Robitaille	Teacher	51
G, Maya	02/20/2019	A	Jennifer Robitaille	Teacher	29
H, Ella	02/20/2019	A	Jennifer Robitaille	Teacher	53
K, Charles	02/25/2019	A	Jennifer Robitaille	Teacher	39
M, Xavier	02/20/2019	A	Jennifer Robitaille	Teacher	51
P, Reva	02/20/2019	A	Jennifer Robitaille	Teacher	55
R, Alexa	02/20/2019	A	Jennifer Robitaille	Teacher	53
R, Gabriel	02/20/2019	A	Jennifer Robitaille	Teacher	38
R, Javier	02/20/2019	A	Jennifer Robitaille	Teacher	40
S, Samirah	02/20/2019	A	Jennifer Robitaille	Teacher	67
S, Thomas	02/20/2019	A	Jennifer Robitaille	Teacher	48
T, Adam	02/20/2019	A	Jennifer Robitaille	Teacher	49
T, Avery	02/20/2019	A	Jennifer Robitaille	Teacher	61
T, Lily	02/25/2019	A	Jennifer Robitaille	Teacher	31
V, Isaac	02/20/2019	A	Jennifer Robitaille	Teacher	42
W, Layla	02/20/2019	A	Jennifer Robitaille	Teacher	51
Y, Isabella	02/20/2019	A	Jennifer Robitaille	Teacher	53



Student Rating Report

DESSA

Devereux Student
Strengths Assessment
K-8th Grade

DESSA^{HSE}

Devereux Student
Strengths Assessment
High School Edition
9-12th Grade

Child's Name:	K, Charles	Program:	DCRC	Rater Name:	Jennifer Robitaille
Gender:	Male	Site:	Lincoln Elementary	Relationship to Child:	Teacher
Birth Date:	4/10/2009	Group:	4th Grade - Robitaille	Date Of Rating:	2/25/2019
Age at Rating:	9 Yrs 10 Mos	Rating Period:	Detailed DESSA Assessment 2018-2019		

Score Summary Table

	Personal Responsibility (PR)	Optimistic Thinking (OT)	Goal-Directed Behavior (GB)	Social Awareness (SO)	Decision Making (DM)	Relationship Skills (RS)	Self-Awareness (SA)	Self-Management (SM)	Social-Emotional Composite (SEC)
T-Score	45	49	61	41	31	37	35	32	40
Percentile	31	46	86	18	3	10	7	4	16
Description	Typical	Typical	Strength	Typical	Need	Need	Need	Need	Need



Group Rating Report - Universal

Name	Rating Date	Rating Period	Rater Name	Rater Contact	PR	OT	GB	SO	DM	RS	SA	SM	SEC
B, Mikayla	10/19/2015	A	Jennifer Robitaille	Teacher	44	69	30	45	43	44	30	45	43
C, Simon	10/19/2015	A	Jennifer Robitaille	Teacher	47	40	47	29	48	45	52	43	43
D, Isabella	10/19/2015	A	Jennifer Robitaille	Teacher	50	51	51	45	48	52	52	69	53
G, Tyler	10/19/2015	A	Jennifer Robitaille	Teacher	63	30	69	64	65	62	67	66	61
K, Charles	10/19/2015	A	Jennifer Robitaille	Teacher	45	49	61	41	31	37	35	32	40
K, Michael	10/19/2015	A	Jennifer Robitaille	Teacher	63	49	29	45	48	53	65	66	53
L, William	10/19/2015	A	Jennifer Robitaille	Teacher	48	32	28	31	31	46	34	30	33
M, Braedon	10/19/2015	A	Jennifer Robitaille	Teacher	54	51	51	51	57	54	59	49	54
M, Christina	10/19/2015	A	Jennifer Robitaille	Teacher	51	49	67	69	65	72	67	68	63
N, Eliza	10/19/2015	A	Jennifer Robitaille	Teacher	47	45	29	66	46	45	65	44	49
P, Sara	10/19/2015	A	Jennifer Robitaille	Teacher	50	51	51	54	48	52	44	69	53
X, Jessica	10/19/2015	A	Jennifer Robitaille	Teacher	54	39	49	56	48	58	40	53	50
Y, Cori	10/19/2015	A	Jennifer Robitaille	Teacher	50	53	45	41	57	30	48	52	47



What can I do with DESSA and DESSA-HSE data?

- Create individual student plans for targeted instruction
- Develop specific behavior plans for IEP and Special Education Students
- Prioritize areas for large group (universal) instruction
- Form balanced small groups or pull out groups
- Progress Monitoring/Outcome Evaluation

Student Rating Report

Group Rating Report

Student Rating Comparison Report





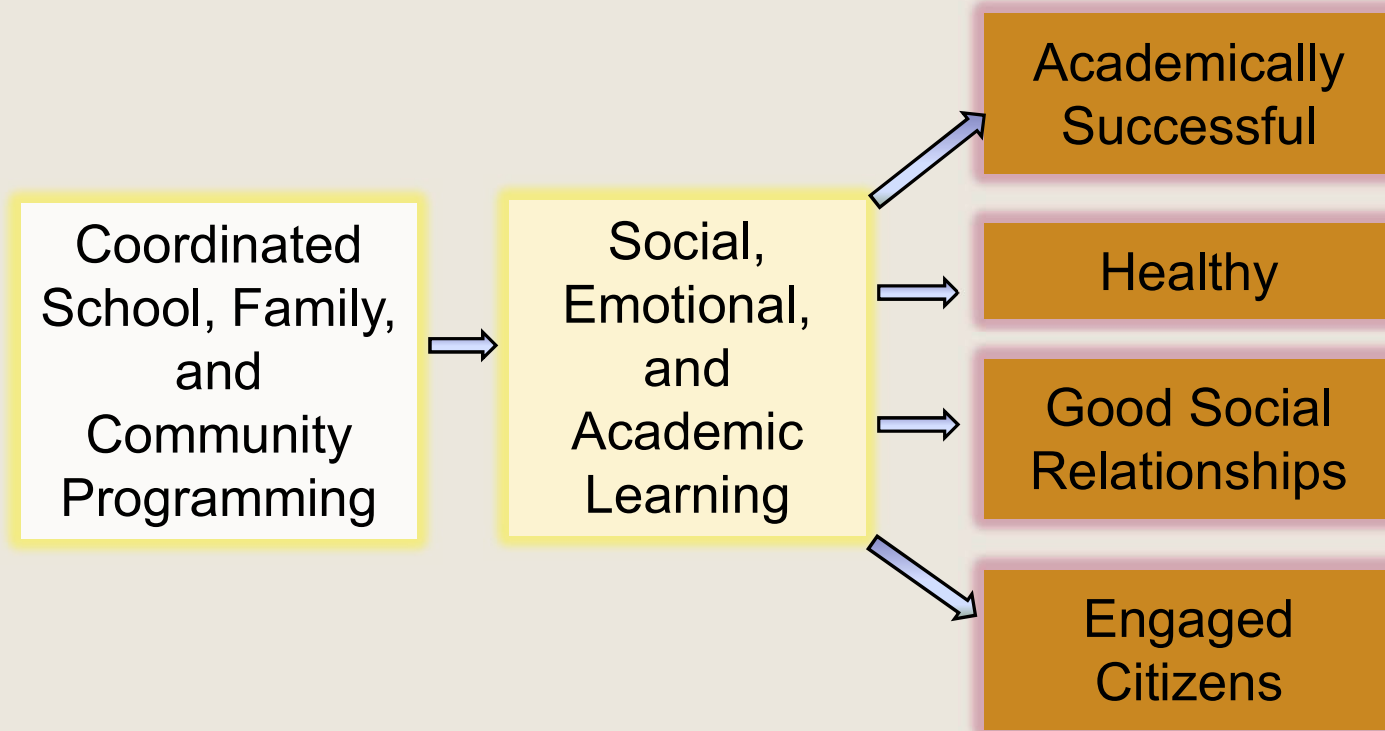
APERTURE EDUCATION

Strategies

Classroom Activities



SEL Conceptual Framework for Academic, Social, and Emotional Competence



Take-Home Message & Question

We can not always build the future for our youth, but we can build the youth for our future.

- Franklin D. Roosevelt

What can we do next to improve the lives of millions of school children?

- Roger P. Weissberg

SEL Resources (free)

- (Social emotional Lesson Plans)

<https://www.centervention.com/social-emotional-learning-activities/>

- (Welcome to our free Social Emotional Learning Activities page.)

<https://dese.mo.gov/college-career-readiness/school-counseling/curriculum/social-emotional-development-lesson-plans>

- (Missouri Department of Education. K-12 teaching strategies)

<https://www.tnvoices.org/wp-content/uploads/A-Collection-of-Social-Emotional-Lesson-Plans-Website-Version-3-23-20152.pdf>

- A Collection of Social Emotional Lesson Plans & Activities (K-3rd grade)

<http://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf>

<http://www.selresources.com/>

Social & Emotional Learning Resource Finder. A collection of social and emotional learning (SEL) resources for educators and other adults who work with children and youth.

<https://www.teachspered.ca/>: Click on Mental Health Strategies first and there are a bunch of other associated needs listed below with links to strategies.

<https://childmind.org/audience/for-educators/>

<https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/social-emotional-learning-what-you-need-to-know>