



# 2023 NEPBIS Forum



*Welcome*



May 18, 2023

# Building Systems Coherence

## Transforming Culture and Empowering Youth Social Emotional/ Behavioral Learning

Kimberly S. Traverso, LPC - State Education Consultant and Program Manager  
Dr. Michael Mallery - District SEL Coordinator  
Kruti Dharsandiya - WHS, Student Presenter % 2023



## Who We Are



Kimberly S. Traverso, LPC  
State Education Consultant and  
Program Manager - CSDE



Dr. Michael Mallery  
District Coordinator of  
Social Emotional Learning



Kruti Dharsandiya  
Windsor High School  
Class of 2023



# CSDE's Entry Points for Implementing SEL



## State-Level Priorities on SEL



Scale-up SEL based on statewide findings provided by districts to improve student academic and behavioral outcomes.

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Intensify tier one supports based on feedback from districts.

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Bolster TA and coaching on using the Devereux Student Strengths Assessment (DESSA) System and integration into implementation practices.

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Unpacking SEL as a measurable indicator to uncover students' needs much earlier.

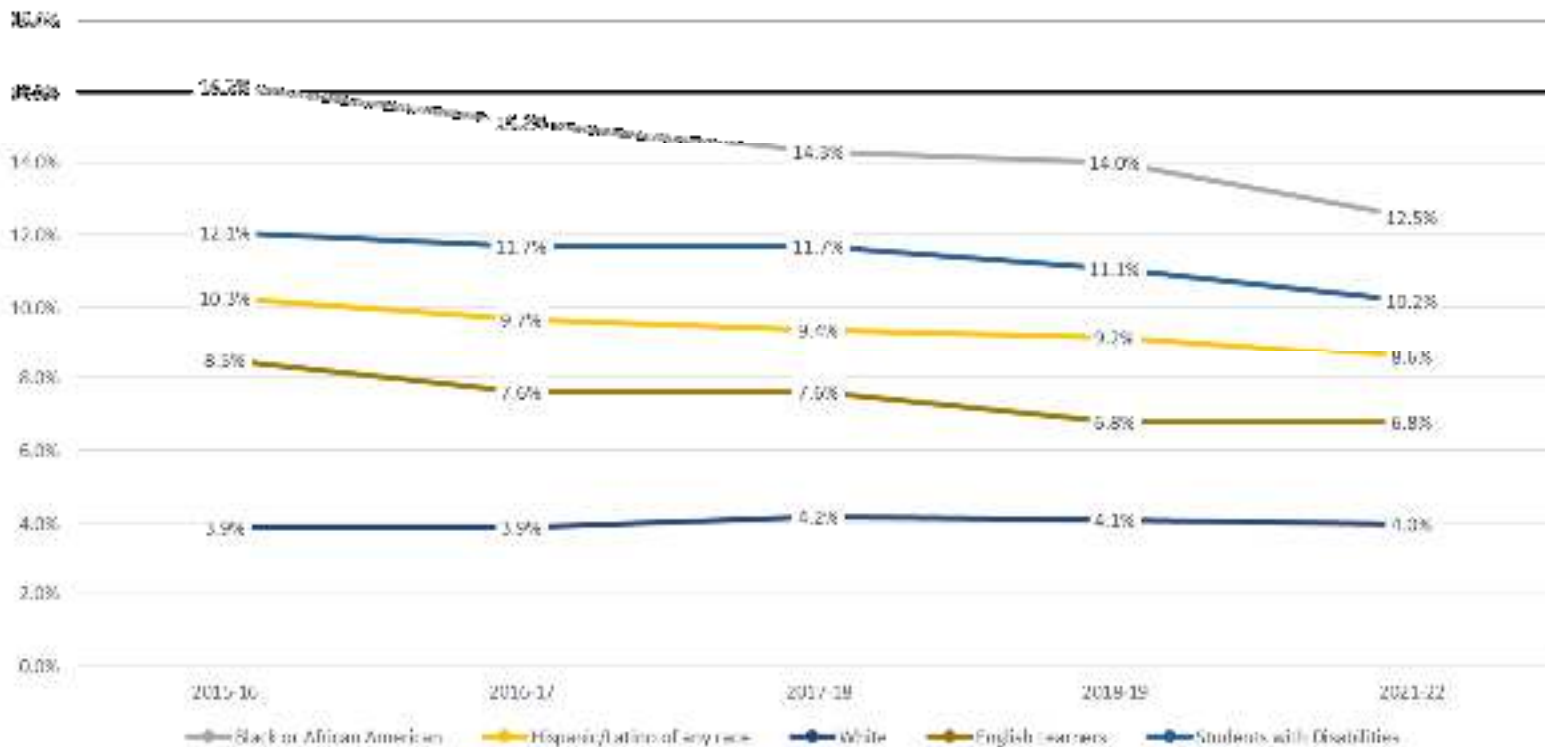
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# Data Trends – Highlights from Board Report



Suspension Rates for Select Student Groups



Over the past decade, Connecticut has made major strides in reducing exclusionary discipline... though disparities remain



# Social-Emotional Learning and Behavioral Supports

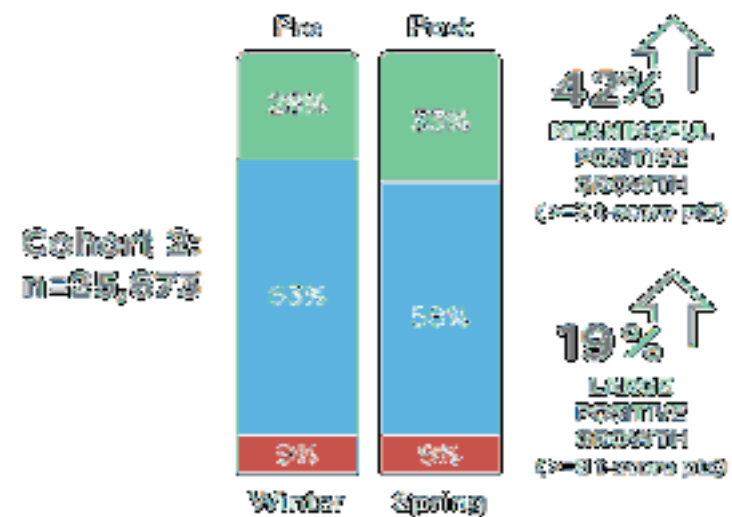
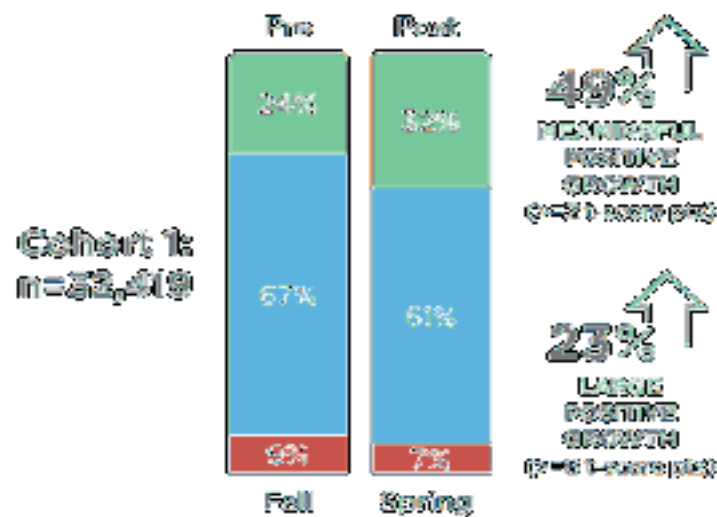


- \$183M in District ESSER investments in Social, Emotional and Mental Health
- \$28M in School Mental Health Personnel and Supports
- Statewide Landscape Scan for SEL and Behavior Health
- Social-Emotional Universal and Supplemental Assessment
  - DESSA, SSR and EdSERT
- Social-Emotional and Intellectual Habits: Grades 4 through 12
- The Behavioral Health Pilot
- CT Learning Hub for Social-Emotional Learning
- Webinars and Resources for School Staff and Families

# SEL ASSESSMENT INITIATIVE BRIEFING

2021-2022 School Year

## CHANGES IN STUDENTS' OVERALL SOCIAL AND EMOTIONAL GROWTH



Strength Typical Need for Instruction

National Norms: Strength Typical Need for Instruction





# School Discipline Resource



## Guidance for Families on Suspensions and Expulsions

WHEN A CHILD IS SUSPENDED FROM SCHOOL  
A FACT SHEET FOR CONNECTICUT FAMILIES



CUANDO UN ALUMNO ES SUSPENDIDO DE LA ESCUELA  
HOJA INFORMATIVA PARA LAS FAMILIAS DE CONNECTICUT



WHEN A CHILD IS EXPELLED FROM SCHOOL  
A FACT SHEET FOR CONNECTICUT FAMILIES



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# Behavioral Guidance for Pre-K to Grade 2



## Partnership: Office of Early Childhood (OEC) Grades PreK- Two

**DECISION GUIDE FOR BEHAVIORAL SUPPORTS PRESCHOOL TO GRADE 2**

Events	Questions	Actions	Data
Child is doing well but struggling with a behavior challenge.	Is the child's behavior challenge interfering with their learning or social interactions?	<p><b>YES</b></p> <ul style="list-style-type: none"> <li>Identify the behavior challenge and its function.</li> <li>Identify the child's strengths and interests.</li> <li>Identify the child's needs and preferences.</li> <li>Identify the child's social skills and abilities.</li> <li>Identify the child's cultural and linguistic background.</li> <li>Identify the child's family and community resources.</li> <li>Identify the child's individualized learning goals.</li> <li>Identify the child's individualized behavioral goals.</li> <li>Identify the child's individualized support strategies.</li> <li>Identify the child's individualized assessment and data collection methods.</li> <li>Identify the child's individualized progress monitoring methods.</li> <li>Identify the child's individualized communication and social skills training methods.</li> <li>Identify the child's individualized behavior management methods.</li> <li>Identify the child's individualized crisis management methods.</li> <li>Identify the child's individualized transition and re-entry methods.</li> <li>Identify the child's individualized evaluation and reflection methods.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the child's behavior challenge.</li> <li>Identify the child's strengths and interests.</li> <li>Identify the child's needs and preferences.</li> <li>Identify the child's social skills and abilities.</li> <li>Identify the child's cultural and linguistic background.</li> <li>Identify the child's family and community resources.</li> <li>Identify the child's individualized learning goals.</li> <li>Identify the child's individualized behavioral goals.</li> <li>Identify the child's individualized support strategies.</li> <li>Identify the child's individualized assessment and data collection methods.</li> <li>Identify the child's individualized progress monitoring methods.</li> <li>Identify the child's individualized communication and social skills training methods.</li> <li>Identify the child's individualized behavior management methods.</li> <li>Identify the child's individualized crisis management methods.</li> <li>Identify the child's individualized transition and re-entry methods.</li> <li>Identify the child's individualized evaluation and reflection methods.</li> </ul>
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### TIP SHEET: SEEK TO UNDERSTAND A CHILD'S BEHAVIOR

All behavior has meaning. When trying to understand a child's behavior, it is important to step back, calmly reflect, and consider all perspectives. This Tip Sheet includes Questions to Ask you seek to understand a child's behavior. It also includes possible Actions to Take based on what you learn.

### WHEN AN UNSAFE OR CHALLENGING BEHAVIOR OCCURS

#### QUESTIONS TO ASK

- 1. What was the child's intent?
- 2. What was the child's motivation?
- 3. What was the child's skill level?
- 4. What was the child's emotional state?
- 5. What was the child's social skills level?
- 6. What was the child's cultural and linguistic background?
- 7. What was the child's family and community resources?
- 8. What was the child's individualized learning goals?
- 9. What was the child's individualized behavioral goals?
- 10. What was the child's individualized support strategies?
- 11. What was the child's individualized assessment and data collection methods?
- 12. What was the child's individualized progress monitoring methods?
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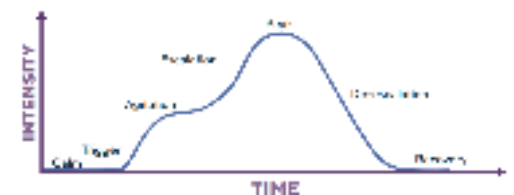
### TIP SHEET: DE-ESCALATION STRATEGIES

When a child is having a difficult time, it is important to take a step back and try to understand the child's behavior. This Tip Sheet includes Questions to Ask you seek to understand a child's behavior. It also includes possible Actions to Take based on what you learn.

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De-escalation Strategies are a set of skills and techniques used to help a child who is having a difficult time. This Tip Sheet includes Questions to Ask you seek to understand a child's behavior. It also includes possible Actions to Take based on what you learn.

#### THE BEHAVIOR CYCLE

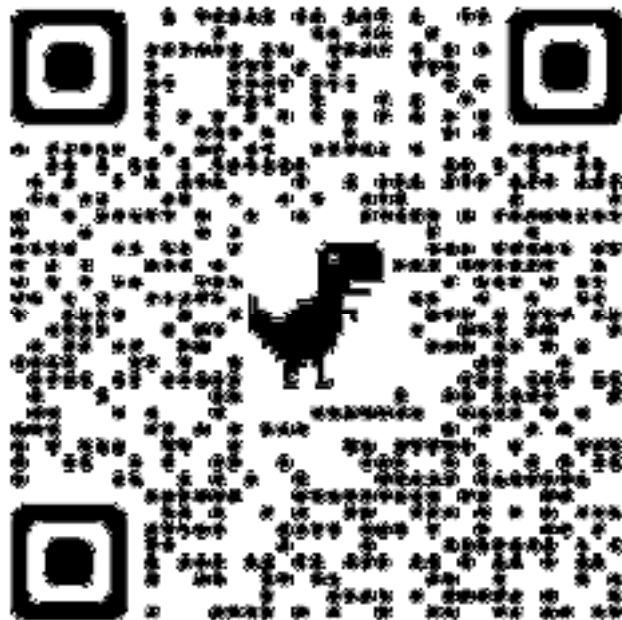




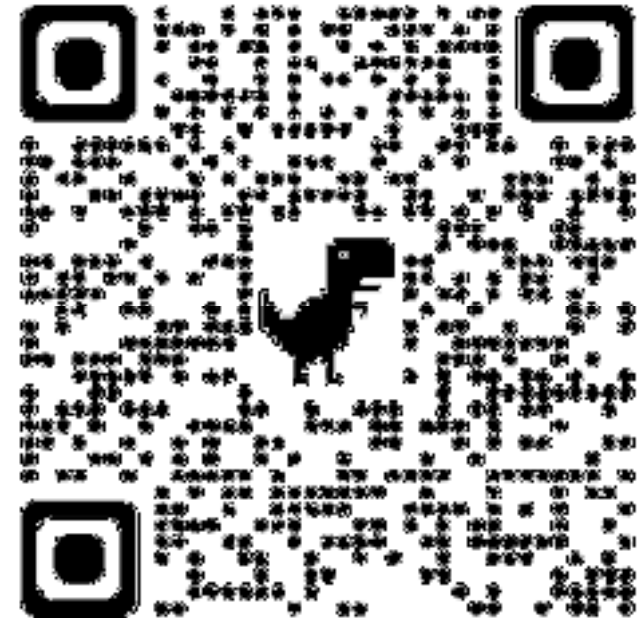
# CSDE School Discipline Resources



For the Family Guides, visit  
“Documents/Forms”



For the Tip Sheets, visit  
“How To”



## Purpose, Process, Payoff

1

**Purpose:** To illuminate our SEL initiatives

2

**Process:** Walkthrough of our SEL priorities and progress and staff/student reflections

3

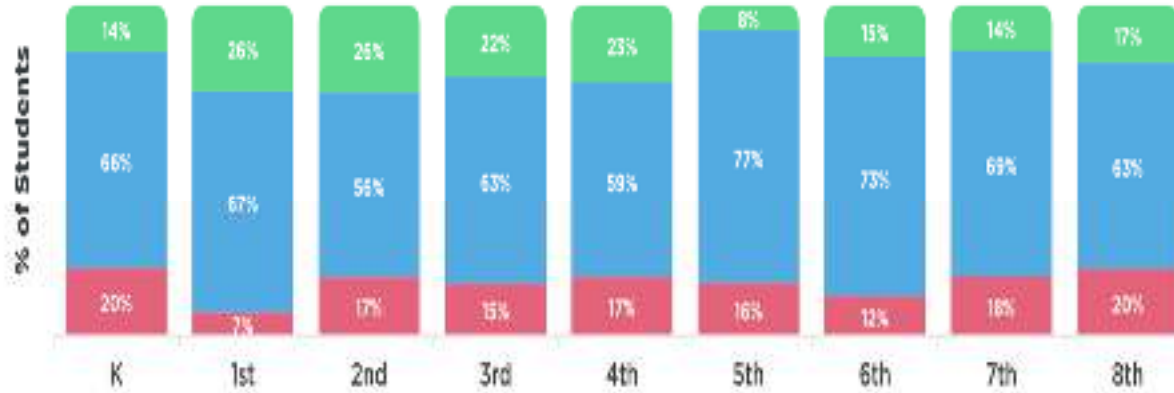
**Payoff:** A better understanding of SEL and how we are transforming culture and being intentional about how we teach SEL skills to all members of our school community.

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



# Data Drives Decisions Student Assessment

Oct.  
2021



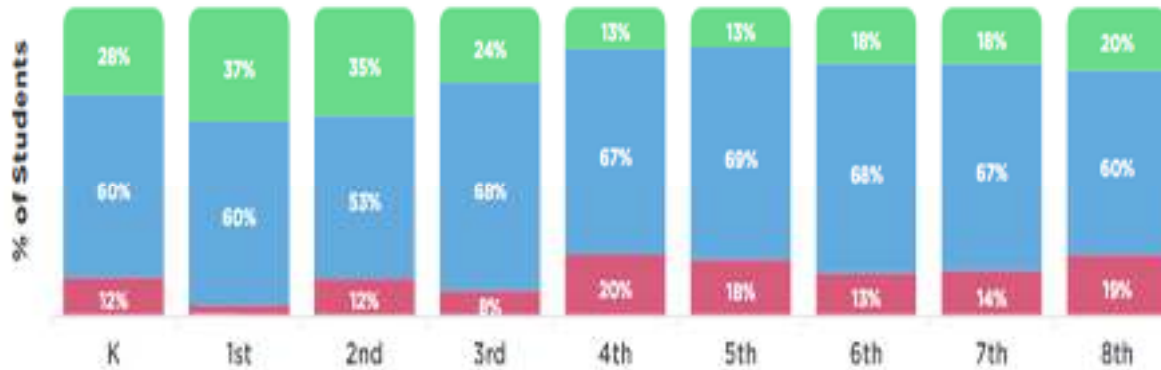
**17.5%**

Need for Instruction

**52%**

Typical

Feb.  
2022



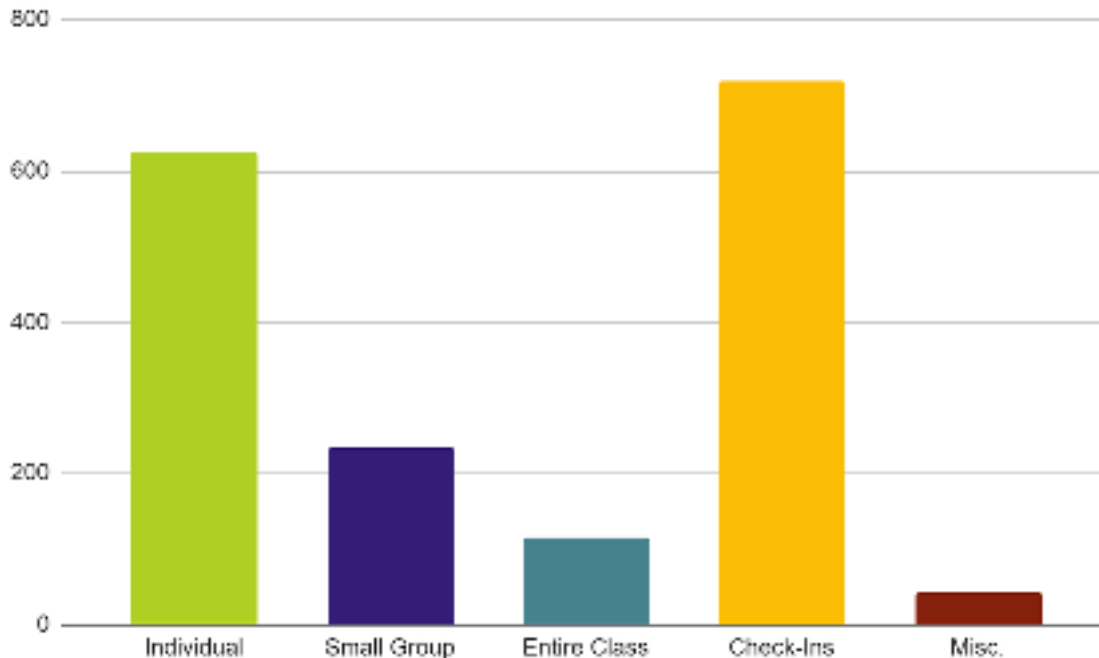
**30.5%**

Strength



## Data Drives Decisions Cont.

### Internal SEL Data Collection



**Individual Sessions**

**625**

**Small Group Sessions**

**233**

**Entire Class Sessions**

**115**

**Check-Ins**

**720**

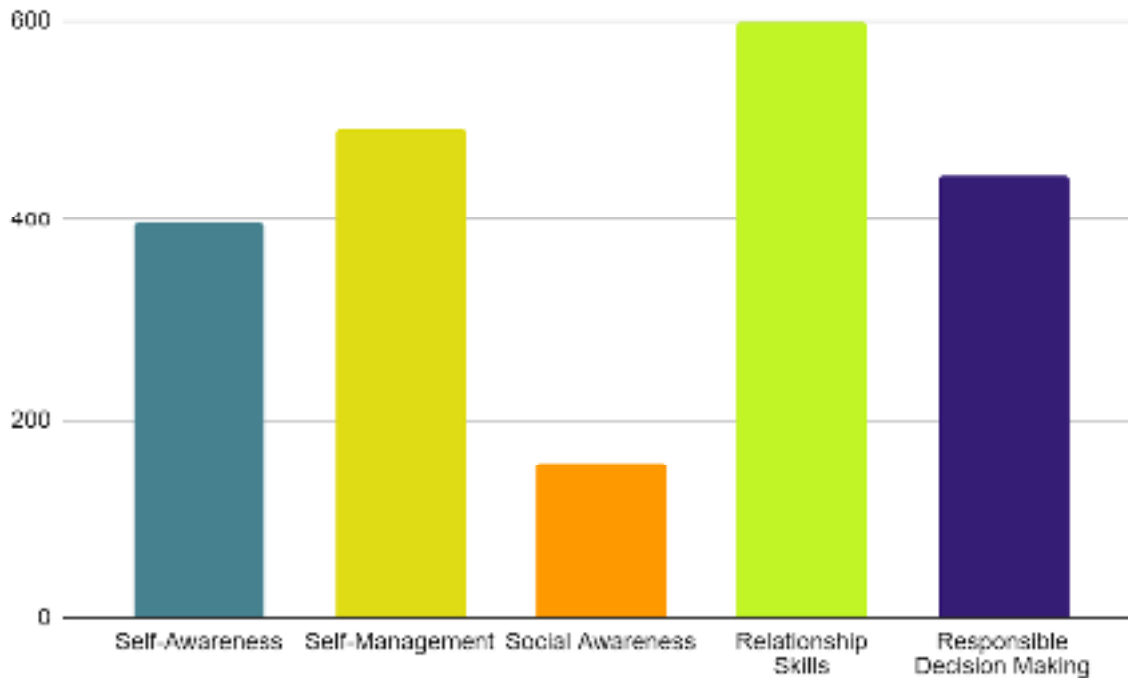
**Misc.**

**43**

**Total = 1736**



**Priority Area Three cont.**  
Internal SEL Data Collection



**Self-Awareness**

**298**

**Self-Management**

**408**

**Social Awareness**

**95**

**Relationship Skills**

**507**

**Responsible Decision Making**

**385**

**Total =1693**

**\*Excludes Misc.**



## District Walk Throughs

Identified School Based SEL Champions and Built Coalitions

**67%**

*Evidence of positive relationship building: students to students*

**68%**

*Evidence of positive relationship building: students to teacher*

**53%**

*Students have a sense of personal responsibility or independence*

**37%**

*Students use effective choice making and decision making skills*

**42%**

*Evidence of teacher modeling behavior he/she wishes to see in class*

**80%**

*Teachers are interested in learning more about SEL skills and strategies*

Introduce SEL Authentically and Strategically to Family Partnerships

## **CORE STRATEGIES**

1. Collaborative Trusting Relationships focused on Learning
2. Communication centered around SKILL enhancement
3. Reduce/Eliminate Barriers to Learning
4. Family & School Capacity Development

# **EMPOWERING STUDENT VOICES**



Learning SEL skills is everything to me. In my life, I understand my strengths and weaknesses in every situation I come across. Learning **self-awareness** skills helps me to know when I am wrong and what I need to work on.

**Brooklyn Walker** - WHS Class of 2022



I am 9/10 times able to make good **self-management choices** for myself. I am able to think wisely and not emotionally in tough situations, and morally help myself. About time we start learning useful skills.

**Alexis Agyei** - WHS Class of 2023



Everyday I attend school, I really enjoy showcasing and working on my **self-management skills**. I know what I need to get done to be a successful student.

**Trey Griggs** - WHS Class of 2023



My social emotional strength is definitely **social awareness**. At school or out in the community, I have learned to take my time to understand those of different backgrounds, ethnicities, and races. With this knowledge I am able to empathize with them and can help them fight their struggles as an ally.

**Querondra Dilworth** - WHS Class of 2023



My SEL strength is **Relationship Skills**. I have learned that I am extremely good at building relationships with people and having a positive impact on my friends. Knowing that I have this skill has made all of the difference for me.

**Troy Griggs** - WHS Class of 2023



My SEL strength is **Responsible Decision-Making**. I have learned that I am extremely good at making responsible decisions throughout my day. By having this skill, I am confident that I will be able to reach my future goals and dreams.

**Gage Miller** - WHS Class of 2022





SEL  
CLASSROOM  
SESSIONS

LUNCH  
BUNCHES

MORNING  
BROADCASTS

SEL  
ONE  
ON  
ONE  
SESSIONS

SEL  
Teacher  
PLC's

SEL  
SMALL  
GROUP

SEL  
STAR  
TICKETS

SEL  
CHESS  
CLUB

SEL  
CALM  
CORNER

FAMILY  
ENGAGEMENT

# **STUDENT LED ADVISORY**

# S. E. L. F

What Impacts Us and Our Schools!

KRUTI DHARSANDIYA  
SEL STUDENT REPRESENTATIVE  
WINDSOR HIGH SCHOOL

# Activity

## Question:

How is your district incorporating student voice into the decision making process?

## Directions:

- Independently think of the answer to this question.
- Discuss with your group members your responses to the question.
- Share one response discussed in your small groups with the whole room.

# (S)ocial Interactions

# Activity

## Question:

How does your school use data on students to evaluate their performance and develop adequate supports for students?

## Directions:

- Independently think of the answer to this question.
- Regroup as a large group and have conversation regarding this question.



# (E)nvironment & (E)xperiences

(L)istening

# (F)amily & Community

# Our Takeaways

Question:

What did we learn?

AND

How are we going to apply what we learned at our schools?

Directions:

- Look around the room at the categories on the large poster paper on the walls.
- Complete two sticky notes which describe what you will be bringing back to your schools pertaining to two of the categories on the wall.
- Put the note on the corresponding poster.

# Thank you!

KRUTI DHARSANDIYA

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