

Supporting Mental Health

Move This World

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Today's Purpose



- “Why of the Work” around SEL
- Building Culture - Staff/Students/Community
- Implementation & PD - Staff/Students/Community
- Communication & Data - Staff/Students/Community

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This is Us



- **Location:** Rural community 40 miles southwest of Minneapolis off of 169
- **Size:** 1580 students K-12; 710 students 7-12
- **Student Race and Ethnicity:** 13.2% Students of Color; 86.8% White
- **School Support Staff 7-12:**
 - 1 Chemical Health Dependency Counselor
 - 1 Guidance Counselor
 - 1 Student Support Specialist
- **County Support in the Building**
 - 1 Clinical Health Specialist (2 full days, 2- ½ days per week)
 - 1 Clinical Health Specialist (1 full day per week)

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Our Journey - Timeline

- April 2018 - Student Support Presentation at Board Level (additional support)
- June 2018 - ISTE (Intro to Move This World)
- August 2018 - Student Suicide
- September 2018 - Student Support Team tasked with researching and development
- December 2018 - Student Suicide
- January 2019 - Support teams PK-6 (Second Step) 7-12 (Move This World)
- March 2019 - Approval of Move This World Curriculum
- March, April, May Staff Meetings - Building Foundation and Culture of SEL
- July 2019- SEL Leadership Team - Met for 2 days
- August Workshop 2019 - PD provided by MTW & SEL Leadership
- September 2019 - Rollout of MTW to students

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This is Us



Students Receiving Services

Student Support

(students have been seen at least twice by one of the 3 support specialists for mental health)

- 7th: 15%
- 8th: 22%
- 9th: 36%
- 10th: 30%
- 11th: 61%
- 12th: 55%

Scott County Support (on-site) serves:

- 22 students every week for 45 minutes
- 13 on waiting list - applications in

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Continuum of Support



Higher Risk/Intensive 1%-5%
Mental Health Therapy (Connect Program)

Reflections & Other day treatment settings through SW Metro Programing

Targeted/At Risk Students 5%-15%
Check-In-Check Out Groups

Individual sessions - Student Support

Universal/All Students 80%-90%
PBIS

NAMI/MN Teen Challenge/Mental Health Month
SEL Programming for all (MISSING)

Missing Link:
An SEL program that can
provide support services to ***ALL***
of our students

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MDE and CASEL



SEL Framework: Five Competencies

The work group selected the Collaborative for Academic and Social Emotional Learning's (CASEL) framework of five Social and Emotional Learning (SEL) competencies that are important for students to possess: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. In the documents that follow, we define each of five SEL competencies separately and outline learning goals under each competency, which set expectations for what students should learn and be able to do for each of the competencies.



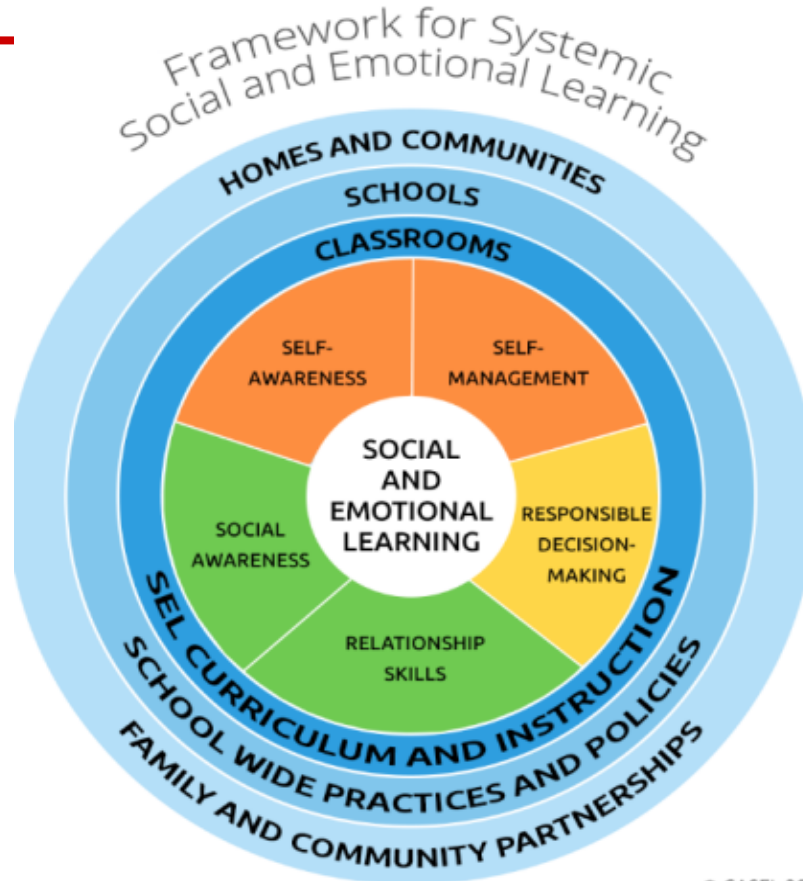
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CASEL Model

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help



© CASEL 2017

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

MDE and CASEL



This SEL implementation guidance is a suggested framework for comprehensive districtwide SEL implementation using CASEL's Theory of Action framework, which is outlined below.

- Develop a vision that prioritizes academic, social and emotional learning.
- Conduct an SEL-related resources and needs assessment to inform goals for schoolwide SEL.
- Design and implement effective professional learning programs to build internal capacity for academic, social and emotional learning.
- Adopt and implement evidence-based programs for academic, social and emotional learning across all grade levels.
- Integrate SEL at all three levels of school functioning (curriculum and instruction, schoolwide practices and policies, family and community partnerships).
- Establish processes to continuously improve academic, social and emotional learning through inquiry and data collection.

Continuum of Support



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PBIS
NAMI/MN Teen Challenge/Mental Health Month
MOVE THIS WORLD

"Move This World" aligns with the 5 social and emotional learning cores defined by the Collaborative for Academic, Social and Emotional Learning (CASEL)

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Move This World



- ***“Move This World”*** equips educators and students with tools to strengthen their social and emotional well being
- ***“Move This World”*** is currently in 26 states and services over ½ million students
- ***“Move This World”*** aligns with the 5 social and emotional learning cores defined by the Collaborative for Academic, Social and Emotional Learning (CASEL)

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Move This World



By implementing “Move This World” we are explicitly incorporating social emotional learning into our everyday practice which provides a baseline level of support, a common language and enhances the emotional well being of all students.

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Move This World

Daily Routine

- Daily 6-8 minute opening ritual
 - Focus energy on starting the day, safe place at school
 - Daily 4 minute closing ritual
 - Reflect on the day and look ahead of what the evening holds
- ★ The *daily* focus on SEL is to *ritualize* well-being into daily routine



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Content:

- 36 weeks of content provided: Opening and closing video each day
 - Some videos repeat throughout the week to reinforce the skills and allow further practice
 - Overview and facilitation guide provided for each week
- Scope and sequence for each grade band: 7th, 8th, 9-10th and 11-12th
- The entire curriculum is web based
- Teacher commitment is to press play and participate!



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7th Grade Curriculum



	Self Awareness					Self Management					Social Awareness					Relationship Skills					Decision Making				
	Identifying Emotions	Expressing Emotions	Mindfulness	Self-confidence	Recognizing Strengths	Managing Emotions	Resilience	Stress Management	Impulse Control	Self Motivation	Empathy	Discovering Differences	Diversity Appreciation	Civic Engagement	Respect	Conflict Resolution	Listening Skills	Cooperation	Teamwork	Communication Skills	Identifying Problems	Solving Problems	Analyzing Situations	Goal Setting	Leadership
Odds and Ends																	X	X	X						
The Move This																	X	X		X					
The Showbot		X										X	X												
The Positronic							X														X	X	X		
The Rank and File																						X	X	X	
What Chapter Are You On?				X	X																		X		
The Association Station											X							X		X					



Course

Grade 11- 12

Getting Started

- Welcome to Move This World
- How it Works
- Support
- Curriculum Guide
- Media Consent
- Pre-Temperature Check

Intro Videos For Students <

1. The Positive Pivot & The 360 Pivot ✓

- Day 1- The Positive Pivot Opening and Clos...
- Day 2- The Positive Pivot Opening and Clos...
- Day 3- The 360 Pivot Opening and Closing
- Day 4- The 360 Pivot Opening and Closing
- Day 5- Teacher Show
- The Positive Pivot Overview & Facilitation ...

4. I Can Breathe & Woke Up: Day 1- I Can Breathe Opening and Closing

Optional Step



Opening

Set-Up: Students can do this at their desks or by standing in pairs around the room. At the designated times students will discuss question prompts with a partner.

I Can Breathe



? Support



Course

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Intro Videos For Students

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- Day 1- The Positive Pivot Opening and Closing
- Day 2- The Positive Pivot Opening and Closing
- Day 3- The 360 Pivot Opening and Closing
- Day 4- The 360 Pivot Opening and Closing
- Day 5- Teacher Show
- The Positive Pivot Overview & Facilitation Guide
- The 360 Pivot Overview & Facilitation Guide

2. Prove Your Pivot

3. Your Pivot Posse

Primary Competency: Self-Management

Secondary Competency: Decision Making

Skills: Managing emotions, stress management, problem solving

Why do we do this?

The Positive Pivot is a scale that is used to help students examine the different types of responses they have to conflicts and challenging situations. This tool was developed in a partnership between Move This World and Scott Sherman from the Transformative Action Institute at UCLA and highlights the concept that we have a choice when it comes to how we respond to our challenges. In this exercise, students are introduced to the Positive Pivot scale and are taught how it can be used. As the first exercise to the course for high school students, this exercise introduces the common language that they will be using and developing, and how to apply it to their lives.

How to prepare for The Positive Pivot:

- Load the video before students come into the class & check that sound/ volume is working
- Students can participate at their desks and will need a blank sheet of paper and something to write with
- Students will be self-reflecting in this exercise as an introduction to the positive pivot scale and Move This World's curriculum in general

Next level student prompts:

- Ask students to reflect on a time recently that they could have benefited from using the positive pivot scale. Explore whether anyone is willing to share their example
- Have a classroom discussion on how students can hold themselves, and each other, accountable to using the positive pivot scale

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A glimpse of what this program is about!

Positive Pivot (11/12: week 1; day 1)

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Implementation & Professional Development

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Our Journey - Timeline - Fast Forward

- March 2019 - Approval of Move This World Curriculum
- March, April, May Staff Meetings - Building Foundation and Culture of SEL
 - Building an understanding of the 5 competencies of CASEL
 - The needs of our student population
 - Surveying staff for willing SEL Team Leaders
- July - SEL Leadership Team - Met for 2 days
- August Workshop 2019 - PD provided by MTW & SEL Leadership
- September 2019 - Rollout of MTW to students

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MTW Leadership Team

- Math 7th Grade
- English 8th Grade
- English 9th Grade
- Science 10th Grade
- Elective 11th Grade
- Social Studies 11th Grade
- Elective 12th Grade
- 9-10th SPED
- 11-12th SPED
- Student Support
- Student Support
- Guidance Counselor
- Principal
- Assistant Principal

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Move This World Leadership Team

- Coach/support co-workers and assist them in finding the value (if needed)
- Support conversations in weekly PLC meetings
- Help build awareness around SEL
- Help with the initial roll out to staff and students
- Act as backup teachers when staff are out for the day
- Monthly meetings
- Ongoing conversations about future integration opportunities

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Daily Routine

- Daily 6-8 minute opening ritual - Advisory
 - 7 minutes added to Advisory
 - Daily 4 minute closing ritual - 6th hour
 - 5 minutes added to 6th hour
- ★ The *daily* focus on SEL is to *ritualize* well-being into daily routine
- ★ Additional minutes preserved curriculum time



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Staff Expectations

- Review weekly activity during PLC the previous week--if absent, watch video on own time and connect with your team on any questions.
- Have videos loaded and ready at the beginning of Advisory and 6th hour.
- Present video as soon as the bell rings for advisory and 6th hour.
- Participate in the daily activities with the students--MODEL the expected behavior.
- Include MTW expectations and information in all sub plans. Including contact person for support. (SEL Team member)
- After activity is completed--click "I'm Done" button. (data)



Move This World - PD



Strengthen Your Staff's Resilience + Foster a Deeper Connection

- Acknowledged all the roles of an educator and strengthen the need for all of us to be aware of our own social and emotional well being
- Focused on tools to manage stress and resilience amongst our staff
 - 78% of teachers feel overwhelming levels of stress
- Created a deeper level of understanding and connection between staff members, specifically stronger feelings of empathy and respect for one another.

★ Monthly coaching calls with MTW Team



Communication & Data

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Parent Communication - Monday Parent Email - Advisory

Phase 1 HS <i>I Can Breathe</i>	Objective: Students will be able to practice mindfulness strategies in order to acknowledge how they are feeling, identify stressors, and determine appropriate strategies for managing stress.
	Competencies: Self-awareness, self-management
	Skills: Identifying emotions, mindfulness, managing emotions, resilience
Phase 1 JH <i>Pre-Emoging</i>	Objective: Students will be able to identify their emotions and use positive thinking in order to set intentions.
	Competencies: Self-management
	Skills: Managing emotions, impulse control, stress management



Parent Communication - Monthly Newsletter

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Belle Plaine Jr./Sr. High School

NEWSLETTER September, 2019

Social Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitude and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.



Introducing Move This World to all 7-12 grade students!!

Move This World offers SEL learning that strengthen skills within five core SEL competencies

Self-awareness

Identifying emotions
Expressing emotions
Mindfulness
Self-confidence
Recognizing strengths

Self-management

Managing emotions
Resilience
Stress management
Impulse Control
Self-motivation

Social Awareness

Empathy
Discovering differences
Diversity appreciation
Civic engagement
Respect for others

Relationship Skills

Conflict resolution
Active listening
Cooperation
Teamwork
Communication skills

Decision Making

Identifying problems
Problem solving
Analyzing situations
Goal setting
Leadership skills

During the month students will cover skills in the following competencies:

Self-awareness & Self-management

Monthly Highlights

SEL- Move This World
PBIS- BE RED
Tech/Online Safety
Classroom Highlights



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Belle Plaine Jr./Sr. High School

NEWSLETTER October, 2019



Technology/ Online Safety

Classroom Highlights

Over the next month students will cover skills in the following competencies:

Self-awareness & Self-management



Data Collection

- Fall student survey- baseline data - Google Form
- End of year student survey - compare to baseline data
- MTW collects staff usage data from the website - supporting our initiative of implementing the program with fidelity
- Data from previous year end reports - attendance, suspensions, office referrals

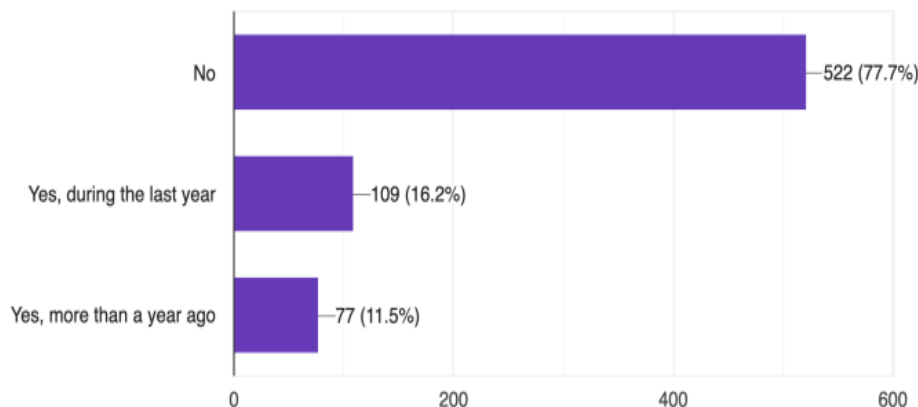
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Fall Data 2019



Have you ever been treated for a mental health, emotional or behavioral problem (check all that apply)

672 responses



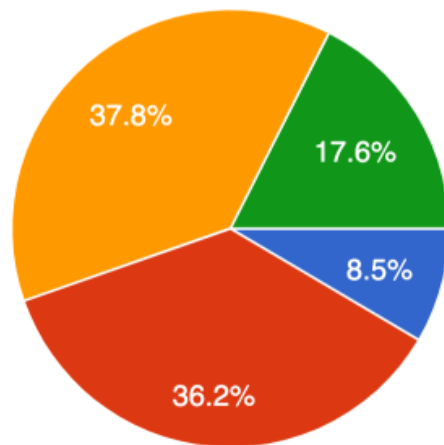
- **16.2%** of our Students have been treated for a Mental Health, Emotional or behavioral problem within the last year.
- **11.5%** of our Students have been treated for a Mental Health, Emotional or behavior problem more than a year ago

Fall Data 2019



I deal with disappointment without getting too upset

672 responses



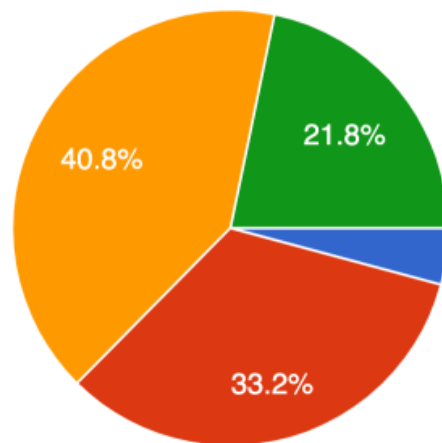
- Not at all or rarely
- Sometimes or somewhat
- Very or often
- Extremely or almost always

Fall Data 2019



How often do you feel you appropriately manage your emotions?

671 responses



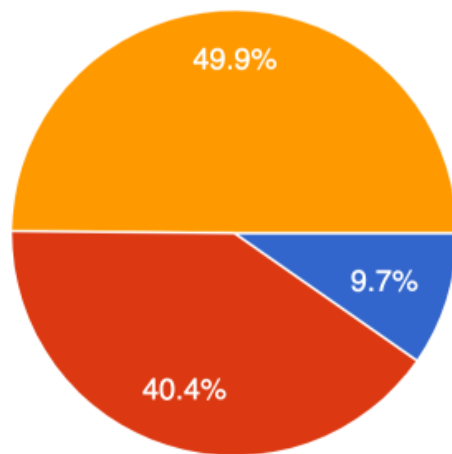
- Not at all or rarely
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Fall Data 2019



Do I know what coping skills are?

670 responses



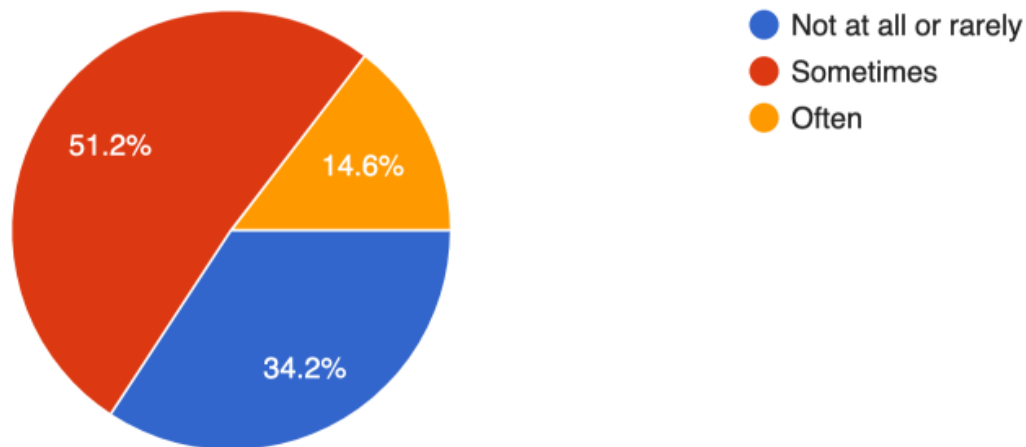
- Not really
- Somewhat
- Absolutely

Fall Data 2019



How often are you taught coping and stress management skills?

672 responses



Success Story



Here is a short video highlighting some student and staff successes!

Favorite Student Video

(11/12; week 5; day 3)

- Shake it off - student led
 - [VB Match](#)
 - [Student led with a sub](#)
 - [Coops Interview](#)

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Thank you!!

Questions?

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