

Social and Emotional Learning in Dallas ISD

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WARM WELCOME

Identify the color that best represents how you are feeling right now.

Share with your elbow partner and explain why you are feeling this way.

SERENE	FULFILLED	CALM	BALANCED	M O O D	LIVELY	UPBEAT	EXCITED	ECSTATIC
EASYGOING	CHILL	THOUGHTFUL	CONTENT		ENTHUSIASTIC	ENERGISED	INSPIRED	HYPER
SATISFIED	GRATEFUL	TRANQUIL	RELAXED		MOTIVATED	SURPRISED	FOCUSED	PLEASANT
COMFY	COMPLACENT	PEACEFUL	MELLOW		JOYFUL	BLISSFUL	HOPEFUL	HAPPY
M O O D					M E T E R			
SAD	LONELY	TIRED	BORED	E T E R	TENSE	NERVOUS	RESTLESS	TROUBLED
GLUM	DRAINED	APATHETIC	DOWN		PEEVED	WORRIED	FRIGHTENED	UNEASY
PESSIMISTIC	CONCERNED	EXHAUSTED	MISERABLE		FRUSTRATED	STRESSED	IRRITATED	PANICKED
DISCOURAGED	DRAINED	SPENT	ALIENATED		STUNNED	ANNOYED	ANGRY	FURIOUS

AGENDA

Warm Welcome

Racial Equity & Student Supports

SEL in Dallas ISD

- SEL Framework**

- SEL Services**

- SEL Tools & Resources**

Mental Health Services

- Referrals**

- Staffing**

Aligned Partnership Opportunities

Optimistic Closing



Racial Equity Office Pillars



Mental Health Services

Trauma-induced, severe, and consistent behavior concerns

Counseling Services

Guidance lessons, bullying, Suicide Risk Assessments, grief counseling, and group/individual support

Social & Emotional Learning

Professional learning and coaching: SEL & Positive Behavior Systems

Dallas ISD Police

Assistance with classification of offenses pertaining to the Student Code of Conduct



Office of Student Engagement & Support

All actions of the Student Code of Conduct and Student Discipline data systems compliance

MTSS

Tiered interventions for all students, small groups, and individuals

504

Students who need accommodations in the learning environment

Special Education

Students with a Special Education Behavior Intervention Plan and/or exhibit behavior concerns

Parent Advocacy & Support Services

Support families with resources and services

Social & Emotional Learning in Dallas

Fostering Voice, Choice, and Belonging

DEFINITION

Social and emotional learning builds the **skills, knowledge and attitudes** that students and adults use to be successful in school, work and life.

SEL includes knowing and managing your emotions, understanding and collaborating with others, making positive choices and demonstrating resilience.

SEL cultivates belonging, where people celebrate diversity and make space for **agency** of ALL stakeholders.



VISION

A city where children and adults are prepared with the social and emotional skills to lead healthy lives, co-creating communities in service of justice and equity.

MISSION

To foster collaborative communities that promote social and emotional development through in-school and out-of-school programs.

SEL Dallas | Fostering Voice, Choice, & Belonging

SEL Competencies



SEL Framework



Indicators of SEL in Action



Explicit SEL Skills Instruction



SEL Integrated into Content



Youth Voice, Belonging, & Engagement



Supportive School & Classroom Climate



Focus on Adult SEL



Supportive Behavior Systems



Continuum of Integrated Supports



Authentic Family Partnerships



Aligned Community Partnerships



Systems for Continuous Improvement

SEL Signature Practices

Warm Welcome

Open each class period, meeting, or professional learning experience with a **WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL** that builds community and connects to the work ahead.

Engagement

Embed **ENGAGING STRATEGIES**, including brain breaks to anchor thinking and learning, throughout the experience.

Build in a balance of interactive and reflective experiences to meet the needs of all participants.

Optimistic Closure

An **OPTIMISTIC CLOSURE** highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.

The closing activity may be reflective of the learning, help identify next steps, or make connections to one's own work.

Social and Emotional Learning | Services



SEL Coaching: New Teachers, New Administrators, SEL Champion, Administrators

Student Leadership Development support

Campus SEL Planning Support

Campus SEL Professional Learning

FALL ELEMENTARY SEL CHAMPION PLC 2022

Please note: Administrators must approve SEL Champion participation.

September 13: SEL Implementation
We will dive into the SEL Implementation Guide and collaborate on the strategies and resources that support the essential components of schoolwide social and emotional learning for elementary students. "Robot, Rhythm, Explicit Skills Resources"
Time: 3:45 -5:15 pm

October 18: Cultivating Agency
We will collaborate to examine and plan for practices that foster student leadership and opportunities for cultivating agency. "Content Integration & Student Leadership"
Time: 3:45 -5:15 pm

November 16: Identity, Agency, & Belonging
We will center our time together around identity, agency, and belonging for elementary students. "Effective Teacher Language & Avoiding Power Struggles, Panorama Data"
Time: 3:45 -5:15 pm

December 13: Creating Connections
We will focus on self-care and creating connections in elementary learning communities. "Self-Care, Family Engagement & Community Building"
Time: 3:45 -5:15 pm

<https://bit.ly/3dLRLY1>

@DallasISSEL DALLAS Social and Emotional Learning

SEL Champion PLCs
Elementary | Secondary

All Campuses

DALLAS Social and Emotional Learning Journeyman COMMUNITY DESIGN PARTNERS

STUDENT LEADERSHIP SUMMIT 2021-22

I DREAM A WORLD...

#DallasISSEL

JOIN VIA ZOOM

Student Leadership Development Opportunities

SOCIAL AND EMOTIONAL LEARNING
Morning to Night

Helping children develop social and emotional skills takes an environment of trust, respect and support. By modeling these skills and nurturing positive behaviors throughout the day, together we can create a climate where everyone thrives.

MORNINGS AT HOME
A simple hug, genuine eye contact and a positive thought for the day can help your child wake up to a world of love and encouragement.

AT SCHOOL
An inclusive morning meeting sets the tone for a productive day with everyone equally welcomed, greeted and encouraged.
Children practice relaxation strategies that promote planning skills, increase readiness to learn, and reduce anxiety.
In morning or afternoon meetings, a child may get to lead the discussion by sharing a story, a feeling or a favorite character from a book.

AFTER SCHOOL
Encouraging teamwork and child-to-child mentoring in group activities helps build cooperation and respect across grades and ages.
Before activities start, a quiet 30-second "Power Pause" can re-set emotions and moods for both children and staff.

NIGHTS AT HOME
Having a short daily one-on-one conversation about the highs and lows of the day, without technology, builds family connection, and helps create a safe haven for both celebrating wins and dealing with challenging situations.

To learn more about social and emotional learning in our schools and at home, go to <https://dhs.org/families> or www.dallasisd.org/teffamilies

DALLAS Social and Emotional Learning

Family/Caregiver SEL Development

District-wide SEL Professional Learning Sessions

Social and Emotional Learning | Tools & Resources



Social and Emotional Learning



INDICATORS OF SCHOOLWIDE SEL – IMPLEMENTATION GUIDE

When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people. In the table below, reflect on the programs, practices, and strategies that your school is already using to support the essential components of schoolwide SEL. Then, reflect on how your school community can grow the most. This reflection can be a helpful step in establishing common ground among stakeholders about where the school should focus their learning and implementation efforts for SEL.

Goal	Indicator of Schoolwide SEL	Description	Practices	Look For/Learn About
Climate & Culture SEL concepts, skills and tools permeate the school, reinforcing comprehension of SEL core competencies and creating a positive place to learn and work for students, staff and community.	 Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.	→ Student Driven Systemic Practices → Community Service projects → Student representatives at the table when making decisions for the campus → All students belonging to a club of choice...perhaps during advisory period 1 day per week → Student leadership opportunities → Student choice in assignment topics or response methods	■ There is evidence of student participation (via surveys, journal writing, or other products). ■ Students serve on decision-making and/or advisory teams. ■ There is evidence of service-learning projects or student-led awareness campaigns.
	 Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.	→ Welcoming, inviting, and organized classrooms/ common areas → Authentic greetings upon arrival → Community building opportunities: House/Pod Systems/Weekly Community Meetings → Safe environment for risk-taking when learning → Integrated Brain Breaks/Mindfulness practices at transitions → Daily wellness check-ins (RiThm, Mood Meter, mentorship) → SEL Signature Practices shape the day/class/interactions/arrival/departure ✓ Warm Welcome, Engagement, Optimistic Closing	■ Focused schoolwide norms are displayed in common areas. ■ Students and staff model social and emotional competencies. ■ There are inviting, well-maintained common areas. ■ A variety of meaningful, creative, and recent student work is prominently displayed. ■ Staff greet students as they arrive at school and at class, and in the halls as appropriate.

2022-23

Modified from CASEL | 2020 Indicators of Schoolwide SEL



SEL Elementary
Explicit Skills Lessons



Reboot:
Daily Mindfulness
Application | All Levels

7 MINDSETS

SEL Secondary
Explicit Skills Lessons

Rhithm™

Well-being Check-in
Application | All Levels



Social and Emotional Learning

SEL & Environment Student Survey	% Favorable Responses					
	Grades 3 - 5			Grades 6 - 12		
Green = % of favorable responses is equal to or greater than the national avg	Fall 2020	Fall 2021	Fall 2022	Fall 2020	Fall 2021	Fall 2022
Red = % of favorable responses is less than the national average	24,211 Responses	25,601 Responses	23,355 Responses	37,879 Responses	43,430 Responses	37,135 Responses
Supportive Relationships How much students feel that teachers care about and support their personal development and well-being beyond the classroom.	84%	87%	88%	79%	81%	82%
Social Awareness How well students consider the perspectives of others and empathize with them.	67%	68%	69%	64%	62%	60%
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	64%	66%	68%	72%	72%	71%
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	57%	59%	62%	44%	49%	50%
School Belonging How much students feel they are valued members of the school community.						
School Climate Perceptions of the overall social and learning climate of the school.						
School Safety Perceptions of student physical and psychological safety while at school.						

[3rd - 5th grade survey](#) | [6th - 12th grade survey](#))

Brain Break



Comprehensive Mental Health Services



Mental Health
Services

School Services

Licensed Mental
Health Clinicians serve
on-campus

Clinic Services

Licensed Mental Health
Clinicians serve at each
of our 12 Youth & Family
Centers.

Drug & Alcohol Prevention & Intervention Program

Coordination
of drug and
alcohol
educational
services,
programs, and
resources

Psychiatry Services

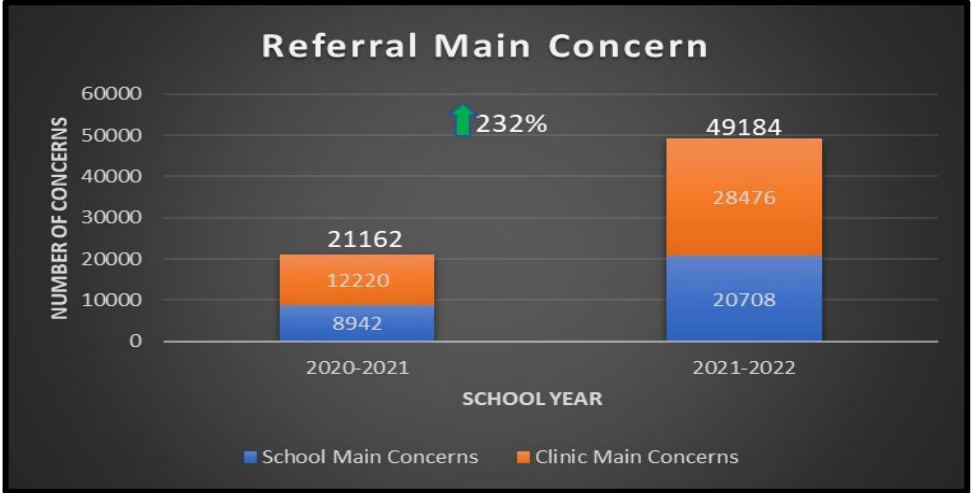
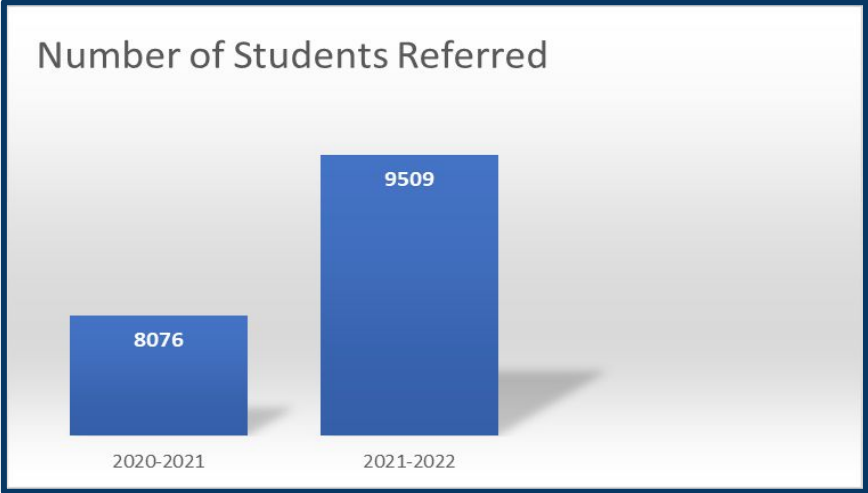
Licensed psychiatrists
provide psychiatry
services at Youth &
Family Centers

Wraparound Support

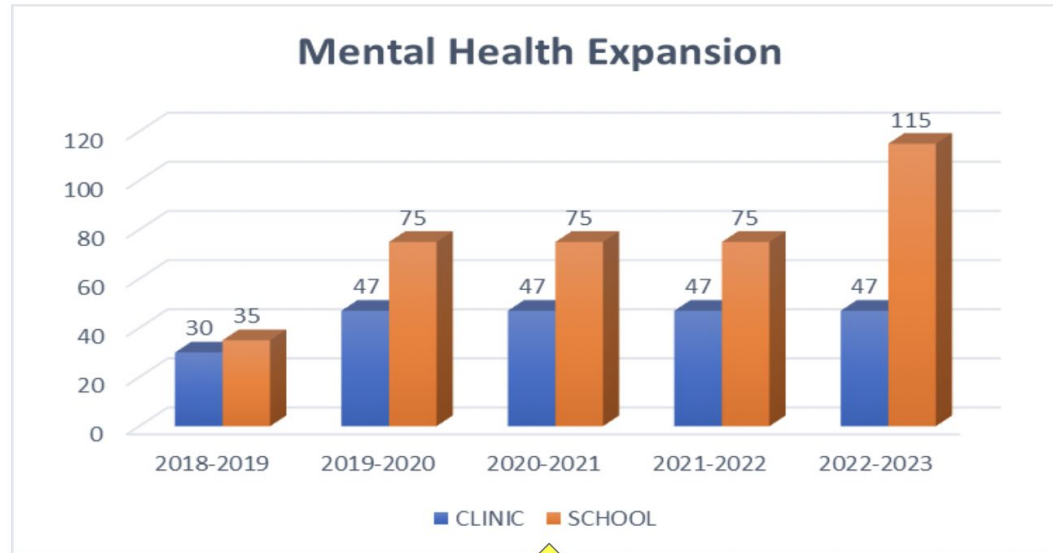
Wraparound
Specialists connect
families to Dallas area
community resources

***The Dallas ISD Mental Health
Services program*** includes licensed
professional clinical and physical health staff
who strive daily to implement a comprehensive
program designed to support academic
achievement by addressing students' mental,
physical, and behavioral health concerns.

Mental Health Referrals



Mental Health Service Expansion



In just 2 1/2 years, we have expanded student outreach by 249%!

Partnership Opportunities

- Proclamation for SEL Day 
- Mental Health Awareness Campaign
- Suicide Prevention Walk
- City of Dallas Self-Care Day
- BE KIND Campaign
- Wellness Committee Collaboration
- Wellness Resources for Adults
- City-wide Parenting Education Opportunities

Optimistic Closing:

What is one take-away
from our time together?



THANK YOU

