

# 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	<b>M</b> <b>O</b> <b>O</b> <b>D</b>	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
<b>M O O D</b>				<b>M E T E R</b>				
SAD	LONELY	TIRED	BORED	<b>E</b> <b>T</b> <b>E</b> <b>R</b>	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://bit.ly/3D98he0> or [www.dallasisd.org/teffamilies](http://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
<b>Climate &amp; Culture</b>  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.	 <b>Youth voice and engagement</b>	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.	<ul style="list-style-type: none"> <li>→ Student Driven Systemic Practices</li> <li>→ Community Service projects</li> <li>→ Student representatives at the table when making decisions for the campus</li> <li>→ All students belonging to a club of choice...perhaps during advisory period 1 day per week</li> <li>→ Student leadership opportunities</li> <li>→ Student choice in assignment topics or response methods</li> </ul>	<ul style="list-style-type: none"> <li>■ There is evidence of student participation (via surveys, journal writing, or other products).</li> <li>■ Students serve on decision-making and/or advisory teams.</li> <li>■ There is evidence of service-learning projects or student-led awareness campaigns.</li> </ul>
	 <b>Supportive school and classroom climates</b>	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.	<ul style="list-style-type: none"> <li>→ Welcoming, inviting, and organized classrooms/ common areas</li> <li>→ Authentic greetings upon arrival</li> <li>→ Community building opportunities: House/Pod Systems/Weekly Community Meetings</li> <li>→ Safe environment for risk-taking when learning</li> <li>→ Integrated Brain Breaks/Mindfulness practices at transitions</li> <li>→ Daily wellness check-ins (Rhythm, Mood Meter, mentorship)</li> <li>→ SEL Signature Practices shape the day/class/interactions/arrival/departure</li> <li>✓ Warm Welcome, Engagement, Optimistic Closing</li> </ul>	<ul style="list-style-type: none"> <li>■ Focused schoolwide norms are displayed in common areas.</li> <li>■ Students and staff model social and emotional competencies.</li> <li>■ There are inviting, well-maintained common areas.</li> <li>■ A variety of meaningful, creative, and recent student work is prominently displayed.</li> <li>■ Staff greet students as they arrive at school and at class, and in the halls as appropriate.</li> </ul>

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

SEL & Environment Student Survey	% Favorable Responses					
	Grades 3 - 5			Grades 6 - 12		
<b>Green</b> = % of favorable responses is equal to or greater than the national avg	Fall 2020	Fall 2021	Fall 2022	Fall 2020	Fall 2021	Fall 2022
<b>Red</b> = % 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
<b>Supportive Relationships</b> 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%
<b>Social Awareness</b> How well students consider the perspectives of others and empathize with them.	67%	68%	69%	64%	62%	60%
<b>Self-Management</b> How well students manage their emotions, thoughts, and behaviors in different situations.	64%	66%	68%	72%	72%	71%
<b>Self-Efficacy</b> How much students believe they can succeed in achieving academic outcomes.	57%	59%	62%	44%	49%	50%
<b>School Belonging</b> How much students feel they are valued members of the school community.						
<b>School Climate</b> Perceptions of the overall social and learning climate of the school.						
<b>School Safety</b> Perceptions of student physical and psychological safety while at school.						

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

# Brain Break



# Comprehensive 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

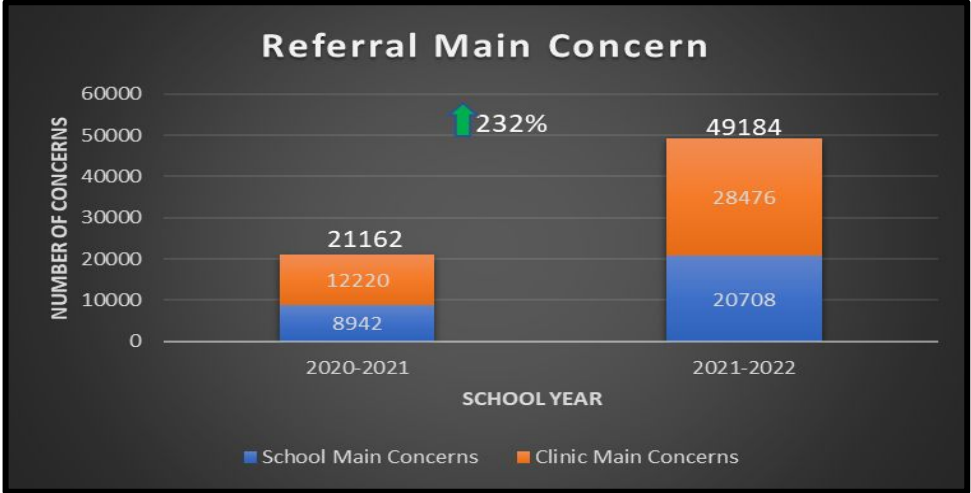
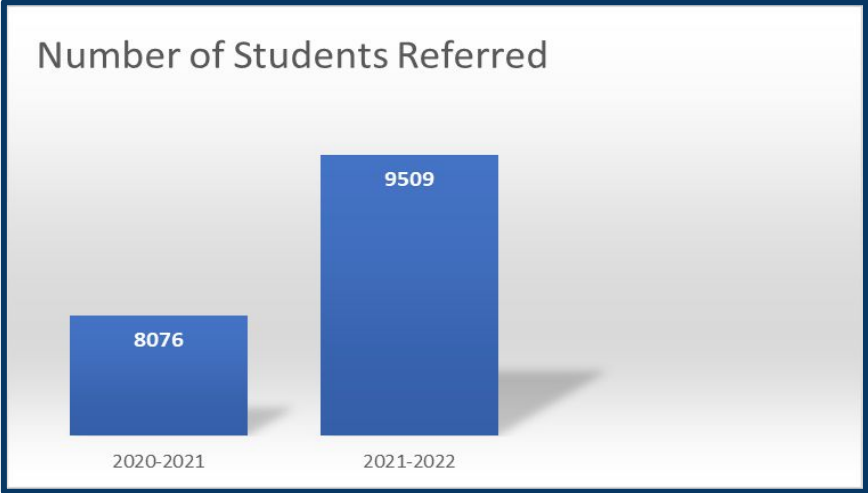
## Wraparound Support

Wraparound Specialists connect families to Dallas area community resources

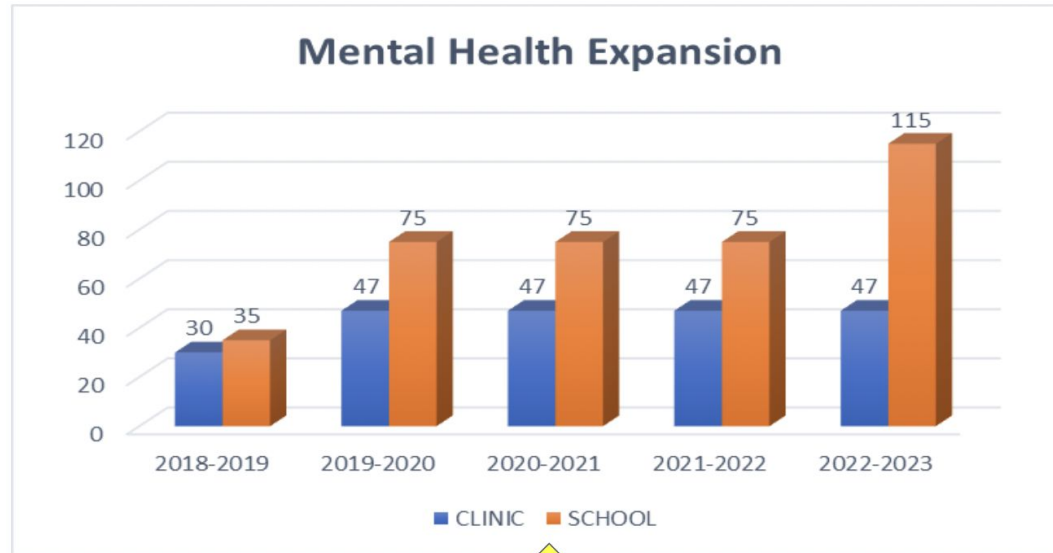
***The Dallas ISD Mental Health Services program*** includes licensed professional clinical and physical health staff who strive daily to implement a comprehensive program designed to support academic achievement by addressing students' mental, physical, and behavioral health concerns.



# 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

**DALLAS**   
INDEPENDENT SCHOOL DISTRICT