School Counseling Department and Social Emotional Learning Programming Update

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November 12, 2018
Counseling Program Evaluation 2016 Update
School Counseling Program Evaluation (2015–16)

Strengths:
- Well-prepared and dedicated professionals on staff
- Strong college planning component of program

Recommendations:

PROGRAMMING
- Write middle school curriculum and align K–12
- Develop K–12 career development program
- Naviance not used to maximum potential
- Increase/improve communication with stakeholders
- Develop proactive programming to better address mental health issues

STAFFING
- Staffing recommendations: Counselors work on weekly rotating basis over summer for updating curriculum, master scheduling and collaboration with CST staff prior to schedules being finalized

TECHNOLOGY
- Seek new SIS for online scheduling

Information from Program Evaluation 2015–16
Progress on Recommendations

**Strengths:**
- Well-prepared and dedicated professionals on staff
- Strong college planning component of program

**Recommendations:**

**PROGRAMMING**
- Write middle school curriculum and align K-12
  - *Middle school mental health curriculum summer 2018*
- Develop K-12 career development program
  - *10th grade career module rewritten summer 2018*
  - *11th grade college planning presentation to include career readiness component*
- Naviance not used to maximum potential
  - *Naviance Student: New interface as of August 2018 with opportunities for expansion*
- Increase/improve communication with stakeholders
  - *First installment of Counseling Corner Newsletter, video on role of counselors*
- Develop proactive programming to better address mental health issues
  - *Collaborating with Project Citizen, Bernards Township Health Alliance*
Progress on Recommendations (continued)

STAFFING
● Staffing recommendations: Counselors work on weekly rotating basis over summer for updating curriculum, master scheduling and collaboration with CST staff prior to schedules being finalized
  ○ Continuation of this for summer 2019

TECHNOLOGY
● Seek new SIS for online scheduling
  ○ Currently underway and seeking to implement online scheduling

Information from Program Evaluation 2015–16
Current and Future Focus

- **Long-term vision for Bernards Township Counseling Department:**
  - Implementation of the American School Counseling Association (ASCA) National Model, as the framework for a comprehensive school counseling program
  - RAMP: Recognized ASCA Model Program
  - Goal: By 5 years, all schools are RAMP certified (Currently only 6 schools in New Jersey, but hundreds nationwide)

- **Areas of focus for 2018–2019:**
  - Building strong relationships with stakeholders via increased communication
  - Dynamic duo of curriculum and counseling: Continue alignment and updates
    - Health curriculum expansion, elementary and middle counseling curriculum writing
    - Program of Studies revamp
  - SEL: Build momentum and progress with District goal #2
District Goal: Social Emotional Learning
2016–18
District Goal #2: Improve the social, emotional, health and well-being outcomes for students.

2018–19
District Goal #2: Strengthen the ability of the staff to promote social, emotional, health and well-being outcomes through staff development.
Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. - CASEL
Social Emotional Learning Competencies
Why Social Emotional Learning (SEL)?
“To foster maximum student achievement, and to promote the total growth of students, school leaders must deliberately create the kind of community in which adults and students want to work and learn. This is not easy, but ultimately it helps increase the creativity and effectiveness of faculty and students alike.”

-Higher Expectations (Pasi, p. 20)
Social and Cultural Issues

Several Years In the Making

- National and global statistics indicate high prevalence of mental health issues
  - Increase in student stress over the last 10-15 years nationally & locally

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**Mental Health Facts**

**Children & Teens**

- 20% of youth ages 13-18 live with a mental health condition
- 11% of youth have a mood disorder
- 10% of youth have a behavior or conduct disorder
- 8% of youth have an anxiety disorder

**Impact**

- 50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24
- The average delay between onset of symptoms and intervention is 8-10 years
- 37% of students with a mental health condition age 14 and older drop out of school—the highest dropout rate of any disability group
- 70% of youth in state and local juvenile justice systems have a mental illness

**Suicide**

- 3rd leading cause of death in youth ages 10-24
- 90% of those who died by suicide had an underlying mental illness

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1. National Alliance on Mental Illness (NAMI)
According to the 2016–17 Healthy Minds Study, an annual survey of mental health on American college campuses, while 44 percent of students said that they were flourishing, 39 percent reported experiencing symptoms of depression or anxiety. The proportion of students experiencing suicidal ideation has grown from 6% in 2007 to 11% in 2017. The percentage of students receiving psychotherapy has jumped from 13 percent to 24 percent over the same period. Even though more students are getting help, only a little more than half of those with symptoms of depression and anxiety had received treatment in the previous year.

“Some argue that all this is nothing new, that school has always been anxiety inducing. But regardless of whether today’s students really do face a greater number of stressors than generations past, there is little doubt that the impact of those stressors is felt more than before. Today’s young adults seem to arrive at college with less resiliency and a lower appetite for risk and failure.”
From the Inside at Ridge

**School Year 2017-2018**

- Effective School Solutions established
- Increase in Child Study Team Referrals for emotional or behavior concerns
- Increase in students seen by School Assistance Counselors at least once per month
- Increase in students out on Home Instruction because of Mental Health issues
- Increase in suicide intervention reports
- Drug and Alcohol issues in the community/opiate crisis

*Data compiled by Ridge High School SEL Committee (2018)*
# District-Wide Efforts

<table>
<thead>
<tr>
<th>2007-2015 (some ongoing)</th>
<th>2016-2017</th>
<th>2017-2018</th>
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</thead>
<tbody>
<tr>
<td>&quot;Good to Great&quot; Gates Program (Collins 2007)</td>
<td>SEL District Goal Established</td>
<td>Effective School Solutions</td>
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<tr>
<td>SDFSC - Rutgers Project (2010)</td>
<td>District Climate Survey</td>
<td>“Crazy Stressed' Saving Today's Overwhelmed Kids…” Dr. Michael Bradley</td>
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<tr>
<td>Rotating Drop Schedule Discussion (2014-15)</td>
<td>Breathalyzers</td>
<td>Signs of Suicide (SOS) - Columbia Depression Scale</td>
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<tr>
<td>Counseling Program Evaluation (2015-16)</td>
<td>Ridge Wellness Club</td>
<td>Grade Weighting Policies Discussion</td>
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<tr>
<td>Trends in Mental Health Report (2015-16)</td>
<td>BOE SEL Committee</td>
<td>RHS Anti-Stigma Club</td>
</tr>
<tr>
<td>Psychological First Aid Training (2013)</td>
<td>Culture &amp; Climate Initiative (Mt. Prospect)</td>
<td>&quot;Race to Nowhere&quot; (Resurfacing)</td>
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<tr>
<td>VRDT Research and Discussion</td>
<td>George Scott Presentations</td>
<td>Rotating Drop Schedule Discussion (Resurfacing)</td>
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<tr>
<td>Project Pride</td>
<td>VRDT (Enacted)</td>
<td>Mindfulness and Technology</td>
</tr>
<tr>
<td>Dr. Fowlin</td>
<td>Chris Herron</td>
<td>Health Curriculum Revision</td>
</tr>
</tbody>
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Ridge HS SEL Committee, 2018
SEL’s Impact Is Long-Lasting — and Global

A major new research study finds that social and emotional learning (SEL) programs benefit children for months and even years.

- 82 different programs reviewed (38 outside U.S.)
- Involving more than 97,000 students, kindergarten through middle school
- Effects assessed 6 months–18 years after programs completed

SE students benefit in many areas

<table>
<thead>
<tr>
<th>HIGHER...</th>
<th>PERCENTILE POINTS</th>
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<tbody>
<tr>
<td>Academic performance</td>
<td>13</td>
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<tr>
<td>SEL skills</td>
<td>9</td>
</tr>
<tr>
<td>Attitudes</td>
<td>5</td>
</tr>
<tr>
<td>Positive social behaviors</td>
<td>5</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>LOWER...</th>
<th>PERCENTILE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct problems</td>
<td>6</td>
</tr>
<tr>
<td>Emotional distress</td>
<td>6</td>
</tr>
<tr>
<td>Drug use</td>
<td>6</td>
</tr>
</tbody>
</table>

Infographic courtesy of casel.org
District wide SEL-Related Efforts
Bringing District Goal #2 To Life

Strengthen the ability of the staff to promote social, emotional, health and well-being outcomes through staff development.

- We are intentional with our focus, and informed by these 7 key insights from CASEL
- Driven by staff voices
- Multidisciplinary team approach with central office and school level staff

Infographic courtesy of casel.org
Elementary: K-5

- Character Education programs in each building
- Mt. Prospect *United Way* Partnership
- “Project Morning”
- Mindful Mondays
- Book Talks (i.e., *The Gift of Failure*)
- Creation of Student SEL Team (Grades 3-5)
- Staff Appreciation
- Counseling curriculum lessons on SEL topics
- Elementary Enrichment/Gifted & Talented Education Review
- Group and individual counseling
William Annin: Grades 6–8

- United Way Partnership – 2018–19
- Annual Evaluation of Character Education Program
- Community Service Learning Resource
- STAT Pilot Program
- Book Talks for staff, “Artificial Maturity”
- Mental Health curriculum lessons expanded with SEL topics
- Speaker Program through PTO (Ryan Halligan’s Story, FBI Cyber Unit)
- Group and individual counseling
Ridge High School: 9-12

- Addressing SEL through the Program of Studies & Master Scheduling
  - Revised scheduling timeline
  - Teacher Recommendation
  - Rotating drop schedule analysis for decision making

- Physical Environment
  - Rest & Relaxation Room/Chill Zone
  - Therapy Dogs
  - School-Wide Spirit Facelift
  - Counseling Suite Redesign

- District Goal #2
  - SEL starts with our staff: School-based PD for this year
District Professional Development Plan
School Year 2018–19:
Staff In Service 2018–19


Book Talk and Staff Discussions about Standards Based Report Card Initiative

6-12: “Higher Expectations: Promoting Social Emotional Learning and Academic Achievement in Your School”

- William Annin – United Way, Culture & Climate
- Ridge High School – Culture & Climate Focus

Planned outcomes of the two district in-service days for Social Emotional Learning:

- To improve staff understanding of Social Emotional Learning (SEL)
- To consider what it means to our practice
- To plan next steps
Post Survey from Ridge High School In-Service

What staff wellness programming would you like to have at the 1/30/19 in-service program? You can select more than one, or write in your own idea(s).

128 responses

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count (Percentage)</th>
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<tbody>
<tr>
<td>Project Adventure Activities</td>
<td>47 (36.7%)</td>
</tr>
<tr>
<td>Meditation</td>
<td>63 (49.2%)</td>
</tr>
<tr>
<td>Massage</td>
<td>39 (30.5%)</td>
</tr>
<tr>
<td>Walking</td>
<td>34 (25.6%)</td>
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<tr>
<td>Meditation, Journaling, Exercise</td>
<td>49 (38.3%)</td>
</tr>
<tr>
<td>School Safety</td>
<td>19 (14.8%)</td>
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<tr>
<td>Yoga</td>
<td>57 (44.5%)</td>
</tr>
<tr>
<td>Community Read</td>
<td>8 (6.3%)</td>
</tr>
<tr>
<td>Kickball Tournament</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>Other Fun activities</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>A lunch and time to just be with our co…</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>Free time to work with colleagues or d…</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>Staff bonding activities</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>None</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>Not sure if this is logistically poss…</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>Going for a run, happy hour</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>Team building with different members of…</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>Boxing, a group workout, class, a shared…</td>
<td>1 (0.8%)</td>
</tr>
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</table>

Did today’s in-service make you more or less enthusiastic about District Goal #2: To strengthen the ability of the staff to promote social, emotional, health and well-being outcomes through staff development.

130 responses

<table>
<thead>
<tr>
<th>Level</th>
<th>Count (Percentage)</th>
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<tbody>
<tr>
<td>1</td>
<td>3 (2.3%)</td>
</tr>
<tr>
<td>2</td>
<td>7 (5.4%)</td>
</tr>
<tr>
<td>3</td>
<td>36 (27.7%)</td>
</tr>
<tr>
<td>4</td>
<td>63 (48.5%)</td>
</tr>
<tr>
<td>5</td>
<td>21 (15.2%)</td>
</tr>
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</table>

Do you feel your understanding of Social Emotional Learning (SEL) has improved as a result of today’s in-service?

130 responses

<table>
<thead>
<tr>
<th>Level</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 (12.3%)</td>
</tr>
<tr>
<td>2</td>
<td>13 (19%)</td>
</tr>
<tr>
<td>3</td>
<td>44 (33.8%)</td>
</tr>
<tr>
<td>4</td>
<td>45 (35.4%)</td>
</tr>
<tr>
<td>5</td>
<td>11 (8.5%)</td>
</tr>
</tbody>
</table>
Current Areas of Focus

- Formalizing a K-12 Character Education Program
- Staff Wellness
- Mindful Practices in the Classroom
Staff Wellness
Decline in Teacher Morale

The 2012 MetLife Survey of Teachers found that teacher job satisfaction declined from 62% of teachers feeling “very satisfied” in 2008 to 39% by 2012. This was the lowest in the 25-year history of the survey.

The survey also showed how stressed teachers in America were. It found that over “half (51%) of teachers report feeling under great stress several days a week,” an increase of 70% from teachers reporting stress in 1985.

It is not surprising then that the turnover rate in the teaching profession is on the rise. The report for the Alliance for Excellent Education estimated that “over one million teachers move in and out of schools annually, and between 40 and 50% quit within five years.”

The Conversation, August 7, 2015
Staff Wellness Efforts

- November 7 In Service
  - Getting a baseline measure of staff connectedness to their workplace
  - Voices of the staff were heard, helped to determine the needs moving forward

- January 30 In Service
  - Designing this as a direct reflection of the staff’s voices

- Other staff wellness events, i.e., Flu Clinic
Mindful Practices in the Classroom
“Mindfulness is paying attention in a particular way: on purpose, in the present moment, and non-judgmentally... Exposure to mindfulness training by a skilled teacher can nurture emotional balance... foster greater stress resilience and greater social intelligence and cooperativity – just what one would hope for from an enlightened and engaged citizenry.”

– Jon Kabat-Zinn in Mindfulness for Beginners: Reclaiming the Present Moment—and Your Life
What is mindfulness?

- Using one’s concentration to direct the mind and your awareness; to control mindless impulses and direct what you place concentration on.

- This is what we also ask students to do in a mindful moment. When you “practice” focusing and directing concentration on a sound, breath or our body, it’s easier to notice when a thought or impulse breaks or diverts your focus. By redirecting your concentration back to the intended focus, you develop this skill for whatever you are doing in life. Particularly important as a student. This way your mind doesn’t get to wander off, instead you develop your ability to redirect the mind with purpose.

  - Ridge HS Teacher

For further research:
https://www.mindfulschools.org/about-mindfulness/research/
Conclusions

- The time is now to address this problem and implement real and sustained change in partnership with the Bernards Township community.
- Student and staff wellness needs to be our priority.
- Next steps: Developing vision/mission for SEL implementation through CASEL’s implementation plan, based on staff feedback.