

Linking Whole Child Skills to Academic Instruction

Doris Mountain Summit
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SCHOOL SERVICES OF
MONTANA





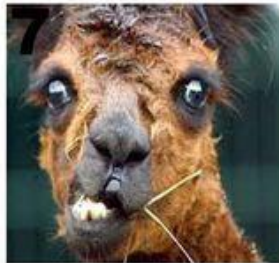
Agenda

- ★ Introduction (check-in, learning targets) (10 min)
- ★ Visualization (the why) (10 min)
- ★ 3 Strategies for SEL-video and discussion (10 min)
- ★ Whole Child/Standards Alignment (20 min)
- ★ Involving Students in the Process (5 min)
- ★ Closing Reflection (5 min)



On this Alpaca scale where
are you today?

A Good Life



Learning Targets



1. I can explain **why** it's important to integrate whole child skills with academics.
2. I can summarize **how** to integrate whole child skills with academics in my planning.
3. I can identify **what** shifts I may need to make in my own planning.

Why integrate whole child and academic skills?

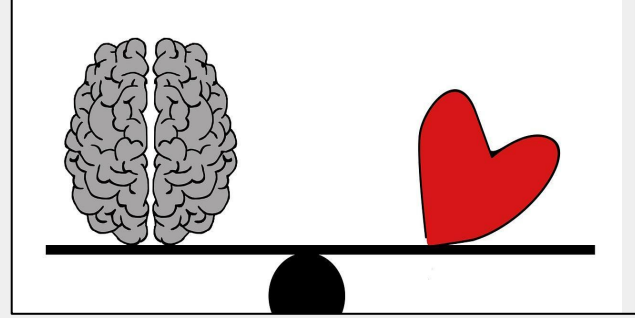




Visualize a child in your life...

(your own child, niece,
nephew, grandchild,
neighbor).

The Brain Basis for Integrated Social, Emotional, & Academic Development



- Emotions are crucial to thinking and meaning-making
- The brain development that supports learning depends on social experience (relationships and interactions).
- An emotionally safe, cognitively stimulating environment contributes to brain development.

[The Brain Basis for Integrated Social, Emotional, and Academic Development: How emotions and social relationships drive learning](#) (Aspen Institute)

3 Strategies (video & discussion)

1. Fostering an academic mindset
2. Aligning SEL and academic objectives
3. Using interactive practices and structures





**How do we align
whole child skills with
academic objectives?**

Terminology

Standards

- Written from the teacher's point of view
- Tend to be focused on one content area
- Serve to unify outcomes across a series of lessons/unit

Learning Targets

- Written from learner's point of view
- Consists of lesson sized chunks of information
- Are specific in nature

Competencies

- Transferable skills and practices (what the student will do with the learning of the standards)
- Often includes knowledge, skills, and dispositions across content areas



Montana Whole Child Skill Development Competencies



Montana Whole Child Skill Development Competencies

Implementation of these competencies requires two underlying conditions. First, all learners will have the support of a trusted adult in a safe and healthy environment. Second, these adults will use developmentally appropriate practice, will explicitly model the skills, and will decrease their level of support as the learner gains confidence.

Competency Area	With support in teaching skill development, educators will:	With modeling and the support of a trusted adult, grade K–2 learners will:	With some support and the guidance of a trusted adult, grade 3–5 learners will:	With reduced support and the guidance of a trusted adult, grade 6–8 learners will:	With minimal support and the guidance of a trusted adult, grade 9–12 learners will:
Self-Awareness <i>The ability to identify emotions; recognize strengths; develop self-confidence; develop self-efficacy.</i>	<ol style="list-style-type: none">1. Identify, understand, and link emotions, thoughts, and values and recognize how they influence behavior across contexts.2. Recognize and model awareness of personal strengths and limitations.3. Integrate personal and social identities.4. Demonstrate/model	<ol style="list-style-type: none">1. Identify and label basic emotions (e.g., happy, sad, mad, scared) and identify situations that cause those emotions.2. Describe one's basic emotions and how they may be the same as or different from others.3. Identify ways to seek help when needed (including help with personal, cultural, and linguistic	<ol style="list-style-type: none">1. Label and describe emotions using a growing vocabulary (e.g., happy, excited, mad, furious, worried, scared).2. When prompted by adults, understand the link between emotions and physical responses and behavior in self and others.3. Identify and reflect upon personal self-interests and skills to develop simple	<ol style="list-style-type: none">1. Recognize, label, and describe emotions linked to physical responses and behavior in self and others across different settings.2. Identify and prioritize personal strengths, skills, and interests to develop personal goals.3. Examine how family and culture impact thoughts, prejudices, biases, and actions.	<ol style="list-style-type: none">1. Recognize, label, and describe emotional and physical stress responses across settings and understand how they promote personal resilience.2. Use self-reflection to determine if behaviors are reflective of personal values and goals.3. Explain how mental attitude and personal

Montana Whole Child Competencies, Summarized



Self-Awareness

Identify Emotions

Recognize Strengths

Self-Confidence

Self-Efficacy



Self-Management

Impulse Control

Stress Management

Self-Discipline

Goal Setting

Organizational Skills



Social Awareness

Perspective-Taking

Empathy

Appreciating Diversity

Respect for Others



Relationship Skills

Communication

Social Engagement

Relationship Building

Teamwork



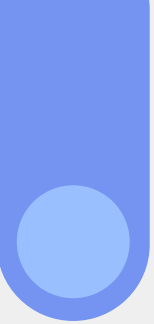
Responsible Decision Making

Identifying Problems

Analyzing Situations

Solving Problems

Ethical Responsibility



Braiding Whole Child Skills with Standards




Considerations for the Process:

- ★ Use school or district graduate profile and strategic plan
- ★ Work collaboratively with colleagues
- ★ *Involve students in the process* (writing learning targets - assessment evidence ideas; how they will show you what they know and can do; assessment choices)





Steps:


1. Review your prioritized standards and select a standard(s) of focus (use R.E.A.L criteria and graduate profile/school priorities)
2. Identify which whole child skills best support the learning of the standard(s).
-  3. Write a competency statement that includes the standard(s) and whole child skills together.
4. Use the competency statement to frame a unit of instruction, and to identify/align assessments, instruction, and resources.





Standard - Gr. 7 ELA

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.



Standards - HS Math



HS-N-Q.3

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.



- *Are there explicit whole child skills embedded?*
- *Which whole child competencies do you think best support this standard?*





Standards/Whole Child Match-Up

Now try at your tables...

- In your groups, take turns picking a standard card from the “deck” (blue cards).
- Together, determine if a whole child competency is embedded. If not, which whole child competencies best connect? (pink cards)
- Find a specific skill or two from the *Montana Whole Child Skill Development Competencies* for that particular grade level that could add to your learning targets.





The Process

1. Review your prioritized standards and select a standard(s) of focus.
2. Identify which whole child skills best support the learning of the standard(s).
3. Write a competency statement that includes the standard(s) and whole child skills together.
4. Use the competency statement to frame a unit of instruction, and to identify/align assessments, instruction, and resources.





Integrating students into the planning

How were you, as the learner, integrated into the process of learning today?



Closing Reflection

What shifts may be needed in your planning to be able to intentionally integrate whole child skill development with academics?

Revisiting Learning Targets



1. I can explain **why** it's important to integrate whole child skills with academics.
2. I can summarize **how** to integrate whole child skills with academics in my planning.
3. I can identify **what** shifts I may need to make in my own planning.

Resources

- The Brain Basis for Integrated Social, Emotional, and Academic Development: How emotions and social relationships drive learning (Aspen Institute Research Brief)
- SEL Integrated with Academic Instruction (CASEL video)
- Giving Students a Say: Smarter Assessment Practices to Empower and Engage (Dueck, Myron) ASCD
 - Resources Site
- Assessing through the Lens of Social and Emotional Learning (Sistek, C. & Fabry, D.) Corwin
- Montana Whole Child Skill Development Competencies (Montana OPI)

Thank you!

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