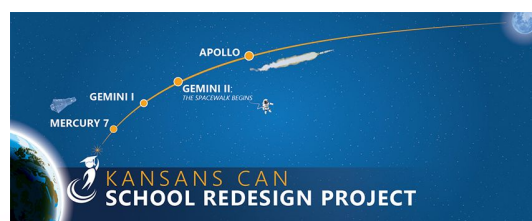
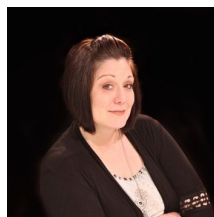
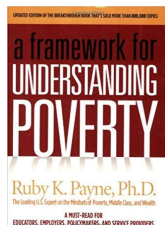




› Coffeyville Public Schools
Social Emotional Learning

#KSTOTHEMOON
#CVILLESCHOOLSROCK



2016

January

- Dr. Ruby Payne

March

- ELC Staff with Dr. Tina Bryson

July

- Greenbush Consultation

November

- Behavior Training at Greenbush

2017

January

- Rebecca Lewis – pOVERty Training
- ACEs Training at RMS

July

- Greenbush - BaSES Consultation Partnership

August

- Mercury 7 Redesign
- District Social Emotional Team

September

- Hired Student Services Coordinator

October

- Moving the Needle Conference
- Heather Forbes In-service

November

- Trauma-Informed Conference

2018

January

- Jim Sporleder In-service
- Regulation Pilot at RMS
- Twister Talk Times at CES
- SOC at RMS
- Neurosequential and Trauma Informed Practices In-service

May

- SOC at FKHS

July

- CES Pilot of SEL Training

August

- Hired 3 Counselors
- SOC at ELC and CES
- 1st Pilot Classrooms at CES
- SEL Curriculum & SRSS Screener

2019

January

- 2nd Pilot Classrooms at CES
- Hired counselor at ELC

February

- Bernard Franklin In-service
- Self-Care, Resilience, and Trauma In-service

March

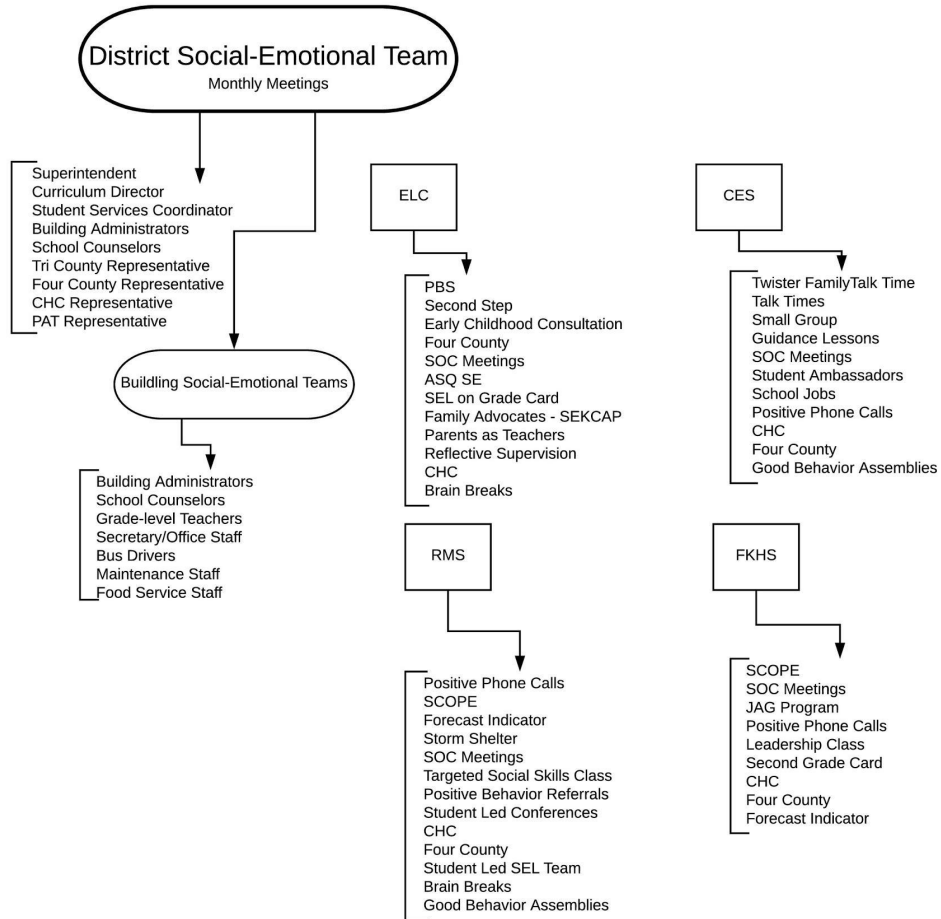
- 3rd Pilot Classrooms at CES

May

- Hired FKHS counselor,
- Drafted plan for Recovery Rooms

Coffeyville Public Schools - USD 445

Social-Emotional Learning Framework





Three Year Plan

- 2018-2019 – Year One
 - Focus on Regulation and Relationships
 - Build and Strengthen Partnerships
 - SE Curriculum
 - Student of Concern Meetings
 - Screeners
- 2019-2020 – Year Two
 - Focus on brain science training and Recovery Rooms/Restorative Practices
 - Parent Involvement
 - Train Support Staff
 - Tiered Interventions
 - Teacher Self-Care/Wellness
- 2020-2021 – Year Three
 - Mastery of Non-Negotiables
 - Utilize Data for Next Steps
 - Social-Emotional Learning Labs



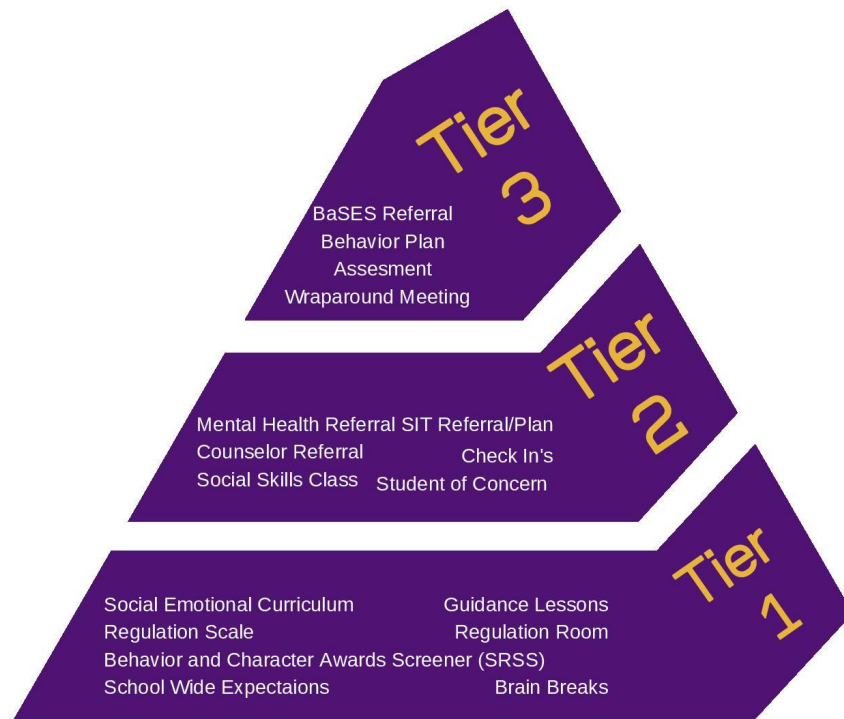
SEL Non-Negotiables

- Screener & Tiered Interventions
- Regulation Room & Chill Zones
- Recovery Room and Restorative Practices
- Zones of Regulation / Checks for Dysregulation
- SEL Curriculum & Lessons
- Student of Concern Meetings

District SRSS Data

Fall 2019-2020

	Internalizing		Externalizing	
	Tier 3	Tier2	Tier 3	Tier 2
K	13%	27%	36%	14%
1st	7%	24%	14%	25%
2nd	0.50%	21.50%	6%	18%
3rd	20%	24%	18%	23%
4th	29%	4%	13%	16%
5th	20%	9%	20%	11%
6th	5%	22%	14%	14%
7th	0.70%	17%	5%	15%
8th	2%	28%	5%	18%
9th	4%	13%	5%	22%
10th	8%	18%	6%	14%
11th	3%	9%	3%	15%
12th	0.90%	18%	5%	17%



Social Emotional Team
Relationship Focused:
Building Resilient Students

THE ZONES OF REGULATION

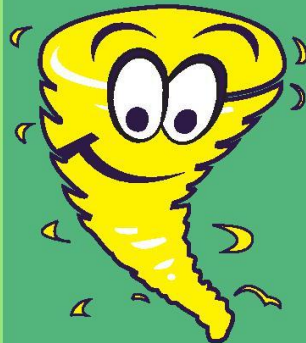
BLUE ZONE

*Sad
Sick
Tired
Bored
Moving Slowly*



GREEN ZONE

*Happy
Calm
Feeling Okay
Focused
Ready to Learn*



YELLOW ZONE

*Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control*



RED ZONE

*Mad/Angry
Mean
Terrified
Yelling/Hitting
Out of Control*



HEAT INDEX

**F1
CALM**



LOOKS LIKE

- READY TO LEARN
- HAPPY
- FOCUSED

SOUNDS LIKE

- POLITE
- CALM TONE

FEELS LIKE

- CONTENT
- PROUD
- CONFIDENT

I CAN HANDLE THIS!

**F2
CHALLENGED**



LOOKS LIKE

- FIDGETY
- CONFUSED
- SLOUCHED SHOULDERS

SOUNDS LIKE

- RAPID SPEECH
- CHANGE OF TONE

FEELS LIKE

- FRUSTRATED
- SHORT TEMPERED
- HOPELESS

I'M A LITTLE NERVOUS

**F3
STRESSED**



LOOKS LIKE

- SHUTTING DOWN
- ANXIOUS OR WORRIED
- HEAD DOWN

SOUNDS LIKE

- SHORT ANSWERS
- RAISED VOICE

FEELS LIKE

- PHYSICAL DISCOMFORT
- ANNOYED
- IRRITABLE

PLEASE DON'T TALK TO ME

**F4
ANGERED**



LOOKS LIKE

- TEARING UP
- DISRESPECT
- NO EYE CONTACT

SOUNDS LIKE

- CUSSING
- LOUD

FEELS LIKE

- FEELING HOT
- RACING HEART RATE
- EASILY IRRITATED

I NEED SOME SPACE

**F5
TOXIC MELTDOWN**



LOOKS LIKE

- AGGRESSION
- NOT RESPONSIVE
- CRYING

SOUNDS LIKE

- SCREAMING
- TROUBLE BREATHING

FEELS LIKE

- OUT OF CONTROL
- OVERWHELMED
- FURIOUS

I NEED TO LEAVE



Storm Shelter and Chill Zones

Purpose

- Self Regulation

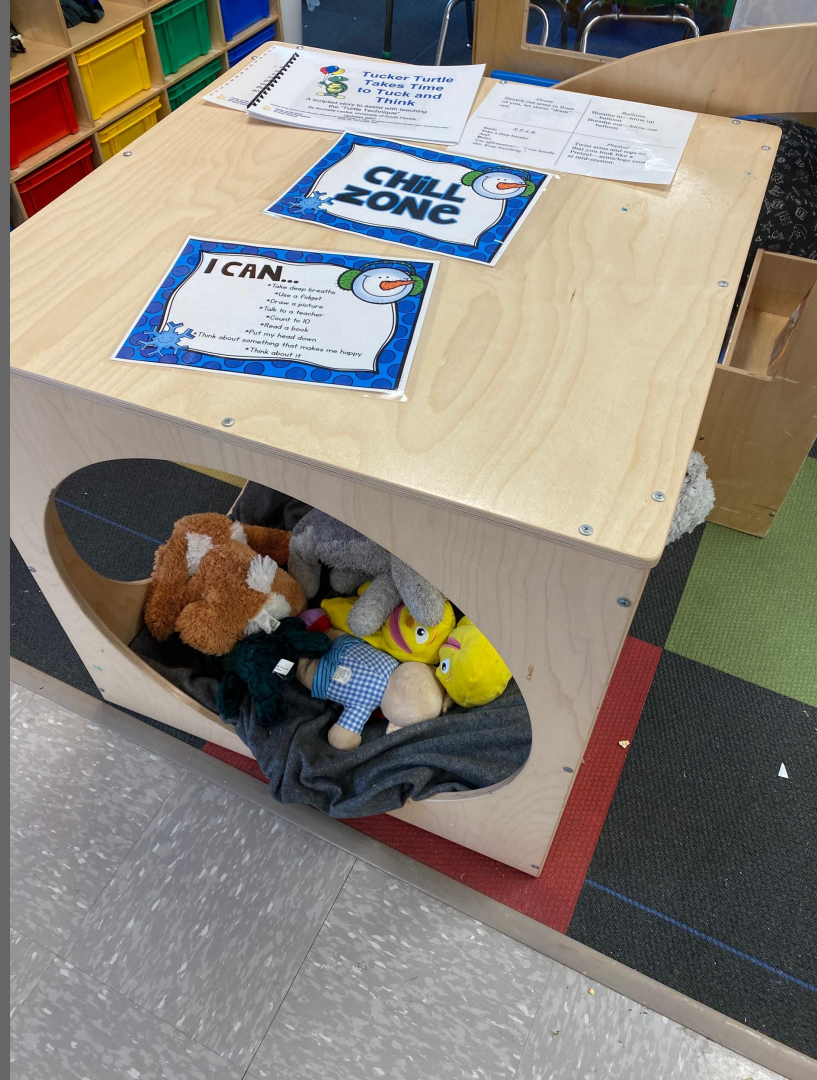
- Proactive Intervention

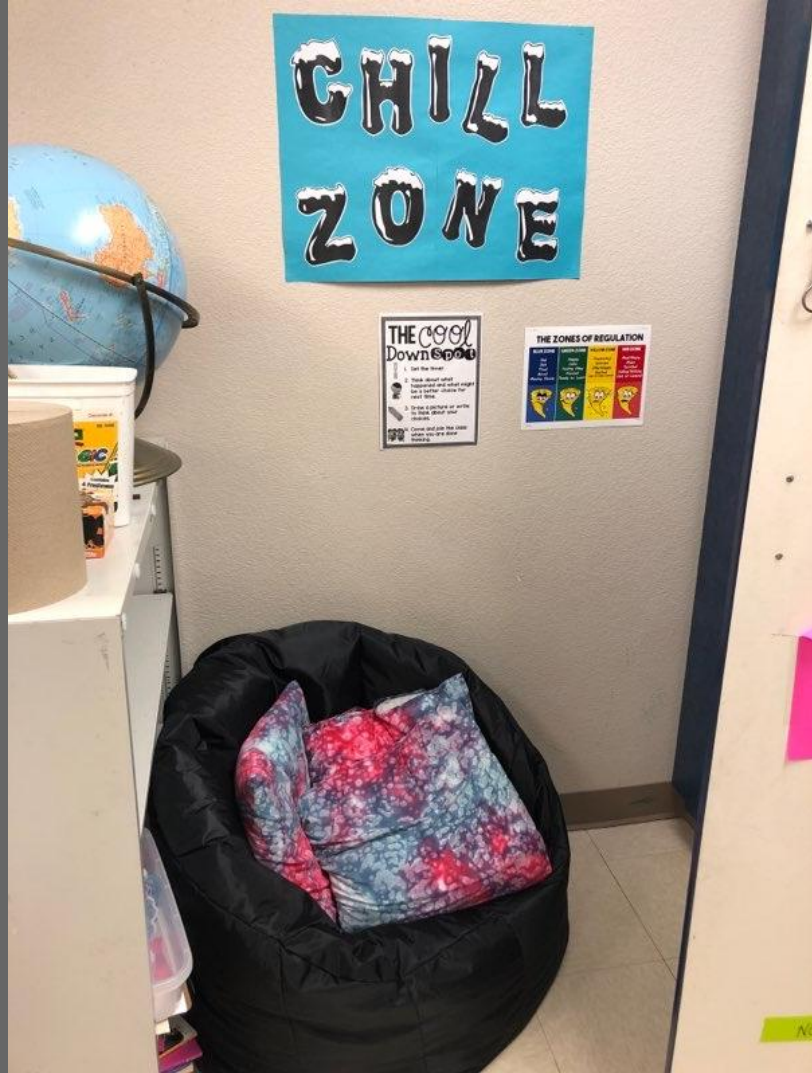
Structure

- Education about processes

- Student choice or staff recommendation

- Individualized approach











STORM SHELTER PROCESSING

What lead to me visiting the Storm Shelter?

What was my number when I got here?

F1 F2 F3 F4 F5

What emotions was I experiencing?

What did I do to regulate my mood and emotions?

What is my number as I prepare to return to class?

F1 F2 F3 F4 F5

How can I continue to work on my self-regulation?

STUDENT SIGNATURE

DATE

STORM SHELTER ATTENDANT

DATE

TIME OUT



Student of Concern Meetings





Student of Concern Form



Name: _____ Grade: _____ DOB: _____

Grade	Teacher

Reason for Referral:

Family History:

Significant Relationships:

Check In's:

Timeline (Trauma, Mental Health, Court, DCF/KVC, Lunch/Social Interactions, Social Media, etc.)

Date	Event	People Involved

Notes/Important Extras:



Recovery Room and Restorative Practices

- Changed Handbooks
- Designed to Teach, not Punish
- Recovery Room replaces ISS
- Reflection documents
- Point System
- Restorative Conferences

RMS Recovery Room

- Goal: To provide an alternative to suspension that allows students to own and make amends for their behavior, while completing all school work to an acceptable level.

A Day in the Life

1. Rules and Procedures
2. Trigger sheet
3. Restorative Questions
4. Apology
5. All classwork
6. Mini Lessons based on behaviors

Supports

- Hourly Admin Check Ins
- Daily meeting with Counselor/Social Worker
- Small group lunch with Social Worker
- Checkout with adult

Point System

- 25 Total Points

Required Points

- Expectation/Procedures (1 point)
- Trigger Worksheet (1 point)
- Restorative Questions (1 points)
- Meeting with Counselor/Social Worker (1 point for the meeting, 1 point for active participation, and 1 point for owning their behavior)
- Classwork (up to 7 points)
- Overall Behavior (1 point)

Other Point Options

- Hourly Behavior (up to 9 points)
- Mini Lessons (points vary)
- Reading (1 point per 30 minutes)
- Missing Work (1 point per 30 minutes of productive work)

If a student reaches 25 points by 3:10 they may leave. If not, they have until the end of detention at 4:00 to get it. If they still don't get to 25 points, they have to come back and start over the next day.



EMOTIONAL TRIGGERS



Student Name: _____ Date: _____

What things trigger me, or make it harder on me, when I'm getting upset?

- | | |
|---|---|
| <input type="checkbox"/> Being touched | <input type="checkbox"/> Being tired |
| <input type="checkbox"/> Being separated from other students | <input type="checkbox"/> Being hungry |
| <input type="checkbox"/> Having to work in groups with other students | <input type="checkbox"/> People in uniform |
| <input type="checkbox"/> Unexpected changes to my schedule | <input type="checkbox"/> Being corrected by someone |
| <input type="checkbox"/> Having to ask for help or wait to be helped | <input type="checkbox"/> Being bored |
| <input type="checkbox"/> Loud noises /Yelling | <input type="checkbox"/> Others (please list): |
| <input type="checkbox"/> When I feel like something isn't fair | _____ |
| <input type="checkbox"/> Making an error or mistake | _____ |
| <input type="checkbox"/> A particular time of day (when _____?) | _____ |
| <input type="checkbox"/> Not having control/input/choices | _____ |
- Explain: _____

How can someone else tell I am getting upset?

- | | | |
|--|---|--|
| <input type="checkbox"/> I raise my voice | <input type="checkbox"/> I talk back to staff | <input type="checkbox"/> I glare at others |
| <input type="checkbox"/> I clench my fists | <input type="checkbox"/> I distract other students | <input type="checkbox"/> _____ |
| <input type="checkbox"/> I use curse words | <input type="checkbox"/> I have trouble sitting still | <input type="checkbox"/> _____ |
| <input type="checkbox"/> I stop paying attention | <input type="checkbox"/> I don't listen to directions | <input type="checkbox"/> _____ |

Now that I know my triggers, what coping skills could I use to help my brain calm down?

- ☐ Leave the situation/Walk away
- ☐ Go to the Storm Shelter
- ☐ Ask for help
- Three people I could ask for help are _____
- ☐ Use a self-control strategy such as:
- ☐ Deep breathing
- ☐ Stretching
- ☐ Exercise
- ☐ Other: _____

What are my favorite coping skills?

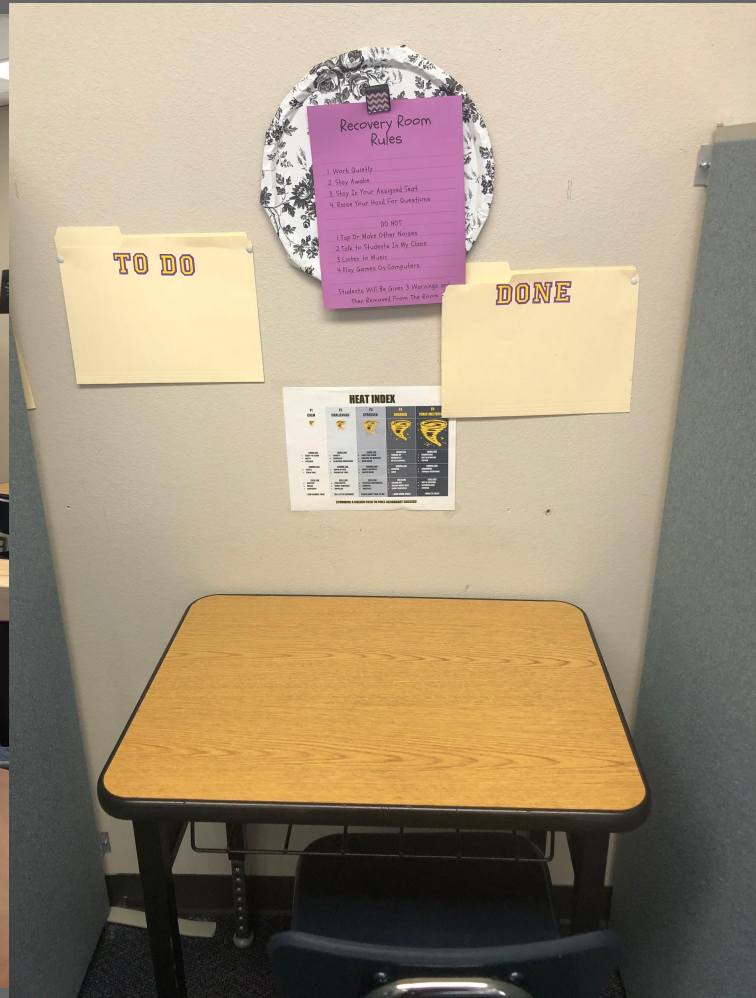


RESTORATIVE QUESTIONS INDIVIDUAL

Student Name: _____ Date: _____

- What events led to you being in the Radar Room?
- What school rule or expectation was broken?
- What part did you play in this?
- When did you notice you were escalating on the Forecast Indicator?

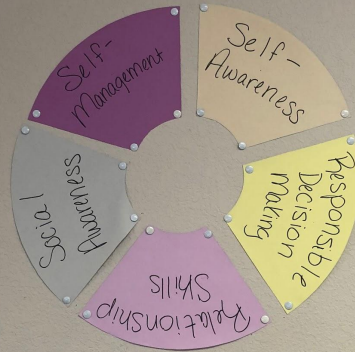
• What number were you when the event happened?	1	2	3	4	5
• What number are you at right now?	1	2	3	4	5
- What were your triggers?
- How were YOU affected by what happened?
- What should I do instead?
- What good things could happen to me if I do it this way?
- How can we support you?





Self-Management

- Regulate Your Emotions
- Manage Stress
- Show Self-Control
- Show Self-Motivation
- Set and Achieve Goals



Self-Awareness

- Label and Explain your Feelings
- Relate Feelings and Thoughts to Behaviors
- Self-Assess Strengths and Challenges
- Self-Efficacy
- Be Optimistic

Social Awareness

- Look at other's perspectives
- Show empathy
- Respect diversity
- Understanding social and ethical behavior norms and expectations
- Recognize support resources

RELATIONSHIP SKILLS

- BUILD RELATIONSHIPS WITH DIVERSE INDIVIDUALS AND GROUPS
- COMMUNICATE CLEARLY
- WORK COOPERATIVELY
- RESOLVE CONFLICTS
- SEEK HELP WHEN NEEDED

Responsible Decision Making

- Consider the wellbeing of yourself and others
- Behave ethically
- Base decisions on safety, social, and ethical considerations
- Evaluate consequences to your actions
- Make constructive and safe choices for self, relationships, and school



Self Care of Teachers

- Professional Development
- Tag in, Tag out
- Teachers Lounge
- Wellness Team
- Inventory of Self-Care Practices
- Professional Quality of Life Scale (PROQOL)
- Employee Assistance Program



Early Learning Center

- Sarah Lange, Counselor
- Positive Behavior Supports
- Second Step Curriculum
- ASQ-SE
- DECA
- Mental Health Consultation
- Family Style Dining



Community Elementary School

- Chelsey Martin, Counselor
- Madison Kester, Counselor
- Amy Ford, Counselor
- Paula Page, Resource Specialist
- Family Talk Time
- Mentor Times
- Small Groups
- Guidance Lessons
- Student Ambassadors
- School Jobs
- Good Behavior Assemblies



Family Talk Time



Family Talk Time

- Multi aged groups
- Every adult has a family
- Meet once a week
- Pre designed lessons available









Roosevelt Middle School

- Jennifer Foraker, Counselor
- Ashley Horick, Social Worker
- Good Behavior Assemblies
- Student of the Month
- Positive Contacts and Referrals
- Intense Social Skill Training
- Behavioral Coaching
- CARE Team/SIT Team
- Individualized Plan Based on FBA
- Soft Start Option



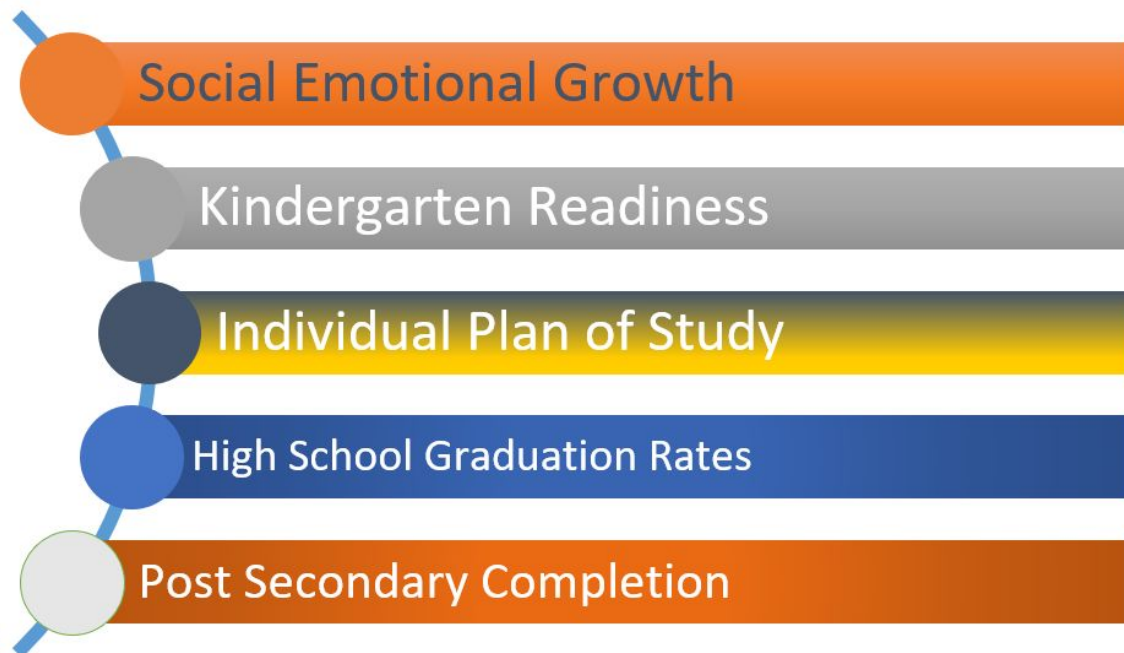
Field Kindley High School

- Delia Northup, Counselor
- Roman Lopez, Resource Specialist
- Student of the Month
- Thinking for a Change Class
- JAG
- Positive Phone Calls
- Leadership Class
- Second Grade Card
- SMART Goals
- Mentoring
- Ramp Up to Readiness
- Service Learning

Creating a Vision for Kansas -- State Outcomes



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Common Misconceptions

- Letting kids get away with behavior
- Not meeting all kids' needs
- We are babying kids
- Kids will abuse interventions
- A ton of work for teachers
- Trauma is linked to Poverty
- Academics suffer



What we have learned...

- Start with SOC's
- Focus on Resilience just as much as ACEs
- Mindset that the plan is fluid
- Be intentional with implementation
- Communication Plan
- Adapt Policy and Procedures
- Call it SEL, not Trauma



Social Emotional Team
Relationship Focused:
Building Resilient Students



Mercury 7 Redesign

- 36+ Districts from Kansas and Oklahoma have toured USD 445 schools
- USD 445 staff have presented at:
 - Kansans Can
 - KSDE
 - USA
 - National Trauma Informed Conference
 - Moving the Needle (2018 & 2019)
 - KU Education Day