

# Revisioning Social Emotional Supports: East's Family Group Model



Tenet: *Social-Emotional Health*

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All In: When Theory Meets Practice in School Reform  
CUES Spring Symposium – April 28, 2018



# Welcome



Alone we can  
do so little;  
together we can  
do so much.

# Theory of Practice

## WHAT IS SOCIAL EMOTIONAL LEARNING (SEL)?

“**Social-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**. ....., social-emotional learning gives tomorrow’s workforce the tools for success, while educators find it contributing to a *positive school climate and increased academic success*.”

<sup>1</sup> “What is SEL?” CASEL, [www.casel.org/what-is-sel/](http://www.casel.org/what-is-sel/), (June 19, 2017)

# Theory of Practice

## WHY FOCUS ON SEL & SOCIAL EMOTION HEALTH?

### ACADEMIC OUTCOMES

Meta-analysis of 213 rigorous studies of SEL in schools determined that students participating in planned Social Emotional Learning programs, **scored higher on academic tasks and demonstrated more motivation to learn, including spending more time on homework.**

In another study, Zipora Shechtman and Mary Abu Yaman concluded that **taking away time from academic teaching for socio-emotional learning only improves outcomes.**”

The Research Behind Social and Emotional Learning -  
Edutopia August 13, 2014

### LIFETIME OUTCOMES

A study done by the American Journal of Public Health showed a significant associations between **students who participated in Social Emotional Learning and better outcomes for young adults years later in education, employment, criminal activity, substance use, and mental health.**”

”American Journal of Public Health (AJPH) November 2015



# Remember When



WHAT ADVICE WOULD  
YOU GIVE TO YOUR  
*Younger Self?*

*Don't fight  
your  
destiny,  
but keep your  
character.*

– Diane von Furstenberg  
[letterstomyoungerself.com](http://letterstomyoungerself.com)

THERE IS OPPORTUNITY –  
AND SOMETIMES JOY – IN THE

**CHAOS**  
AND THE  
**UNKNOWN.**

– SOLEDAD O'BRIEN  
[LETTERSTOMYYOUNGERSELF.COM](http://letterstomyoungerself.com)

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# Theory of Practice

## WHY SHOULD SCHOOLS INVEST IN SEL?

### EQUITY & POVERTY

“Despite their importance to education, employment, and family life, the major educational and school reforms of the K-12 system over the last few decades have not focused sufficiently on the socio-emotional factors that are crucial to learning.”

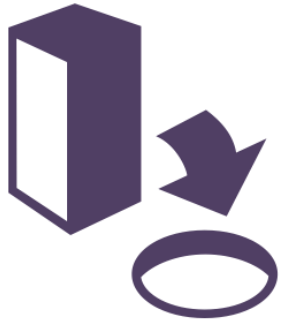
2015 report by the American Enterprise Institute and the Brookings Institution.

### IS IT WORTH THE COST?

“The head and the heart are headed for a reunion in the classrooms of America.”

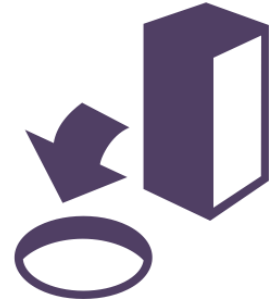
**11:1**  
return on investment

A 2015 study by researchers at Columbia University found that **the measurable benefits of SEL exceed the costs, often by considerable amounts....** result of the analysis showed an average benefit-cost ratio of about 11 to 1 among the six evidence-based SEL interventions studied.



# Context

## East's Family Group Model



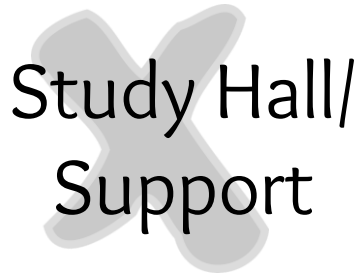
Crew

### University of Rochester - EPO Plan (June 23, 2014)

**“Social Emotional Support for all East students:** East High School students often experience a high stress urban environment. This creates a need for a well-developed approach to providing social emotional support in the school and community. We will therefore articulate and systematically promote a vision for social and emotional developmental health that is **aligned to a curriculum** that provides learning experiences and a safe and healthy school environment for families, teachers and students.



AVID



Study Hall/  
Support



Advisement

# Context

## East's Family Group Model

University of Rochester - EPO Plan (June 23, 2014)

This will involve the following components:

o Each faculty and support staff (*School Counselors, Social Workers*), including each administrator, will be responsible for leading a **small student family** (ideally 5-9 students per family). There will be time available to conduct daily family meetings. **Families will focus on issues including growing into adulthood, attendance, school performance, job readiness skills, and specific social emotional supports within the school.**"



### The 7 HABITS Of Highly Effective People

- 1 Be Proactive
- 2 Begin With The End In Mind
- 3 Put First Things First
- 4 Think Win-Win
- 5 Seek First To Understand, Then To Be Understood
- 6 Synergize
- 7 Sharpen The Saw

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## Family Group

– *“The purpose of family group is for all to feel a sense of belonging through positive relationships, to develop healthy habits, and to empower all to have a voice.”-*



# Structure



**Family**: A group of people, usually of the same **blood** (*but do not have to be*), who genuinely **love**, trust, **care** about, and look out for each other.

# Carent Structure

- Definition : (n.) a person who guides, cares, and advocates for children like a parent who is not theirs biologically.
- **At East, each staff member who guides a Family Group is known as a Carent**



# Structure

## Family Group Tenets



**C**onfidentiality

**A**ll voices are heard

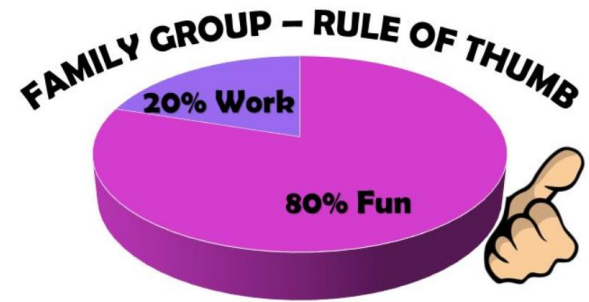
**R**espectful collaboration

**E**ngagement by all

# Structure

## Family Group Setup

- Lower and Upper Schools (6-8 & 9-12) have multi-grade Family Groups.
- Each FG has a minimum of 2 Parents
- Every FG meets daily
- Within each of the schools, FG times are:
  - 9:16 – 9:45 (Upper School)
  - 7:30 – 8:00 (Lower School)



# Structure

## Family Group's Connection to East's Mission

East's Mission: At East we are taking charge of our future by being **tenacious**, **thinking purposefully**, and **advocating for self and others**.

### Schoolwide Norms

#### TENACIOUS

I can have a "can do" attitude when challenged.



I can see mistakes as opportunities to improve.

#### THINKING PURPOSEFULLY

I can think critically and make positive choices.



#### ADVOCATING for SELF and OTHERS

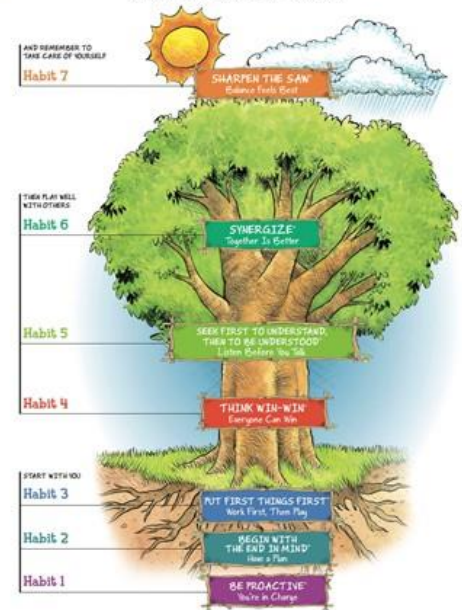
I can work collaboratively.



I can show respect when interacting with others.

# 3-5-7

### The 7 Habits' Tree



# Structure~ Lesson Plans


## Weekly Lesson Plan

Week 10- November 6th -November 9th, 2017



**TOPIC: Access resources necessary to get the job done!**

At East we are taking charge of our future by being <b>tenacious, thinking purposefully</b> , and <b>advocating for self and others.</b>	
Theme of the Month	Unit 2 - Going in the Right Direction
Habit of the Month	Habit 2- Begin with the End in Mind. <i>I am in control of my own destiny.</i>
School Norm	"I Can" Have a Can Do Attitude When Challenged
Leadership Principles	Vision, Commitment, Purpose

### LET'S TALK



DAY	TOPIC
<p><b>Monday</b></p> <p><b>EAGLE EYE</b></p> <p>END OF MP1 is THURSDAY!!- PRINT PROGRESS REPORT WITH GRADES AND ASSIGNMENTS</p> 	<p><b>Whip-Around</b> <b>In your circle</b>....post-weekend check-in.</p> <ul style="list-style-type: none"> <li>Was your weekend slow &amp; boring, pleasant and relaxing, or way too busy?</li> <li>Can you share one high and one low from your weekend?</li> </ul> <hr/> <p><b>Carents:</b> show Eagle Eye</p> <hr/> <p><b>Carents:</b> We are beginning Habit 2: Which is <b>Begin with the End in Mind</b> also known as "I am in control of <u>my</u> destiny."</p> <p><b>Prompting Question:</b> "Are you in control of your destiny when it comes to ending MP1 to the best of your abilities?" or do you have the attitude "I will just write off this marking period and try again for the next one?"</p> <hr/> <p><b>Carents - here are some suggestions:</b></p> <ul style="list-style-type: none"> <li>Have scholars prioritize their missing assignments- if they have a project they haven't completed but can still turn-in encourage them to finish that before they finish a missing HW assignment.</li> </ul>

# Structure~ Lesson Plans

<p><b>Tuesday</b></p>  <p>See Google Classroom: <a href="#">Upper School</a> <a href="#">Lower School</a></p>	<p><b>Whip Around</b> <i>In your circle... This or That?-( have your scholars guess what each other will answer when asked would you rather have This.... or That.....?)</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> eggs or pancakes?</li><li><input type="checkbox"/> chicken nuggets or chicken fingers?</li><li><input type="checkbox"/> theme park or water park?</li></ul> <hr/> <p><b>Habit 2: Begin with the End in Mind = Control YOUR Destiny!!</b></p> <p><b>UPPER SCHOOL CARENTS: Please do the Take 15 about Thursday's Assembly first</b></p> <p>Video: President Obama - Speaks about Habit 2: <a href="https://www.youtube.com/watch?v=mGll68-PKpc">https://www.youtube.com/watch?v=mGll68-PKpc</a></p> <p><b>Carents:</b></p> <p>Prompting Questions:</p> <ul style="list-style-type: none"><li>● Which of our 5 - School wide norms is focusing on <b>not quitting</b> - making the choice to keep going?</li><li>● What reason(s) do you give for not finishing something you have started? What "I Can statements could you use to motivate yourself to finish what you start?<ul style="list-style-type: none"><li>○ <i>I can go through my assignments in FG and figure out those that are worth the most so I can bring up my grades?</i></li><li>○ <i>I can ...set aside 20 minutes after school to...</i></li><li>○ <i>I can get a planner or notebook to record my assignments in.....</i></li><li>○ <i>I can e-mail my ..... with a list instead of trying to get their attention about my grades while another class is coming in...</i></li></ul></li></ul>
<p><b>Wednesday</b></p> <p><b>LOWER SCHOOL</b></p> 	<hr/> <p><b>In your circle...Have you Ever??-( We recommend these questions be asked to the group as a whole, and then let the answers lead your discussions )</b></p> <p><b>"HAVE YOU EVER . . .?"</b></p>



# Structure~ Lesson Plans

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# Structure~ Student Choice/Voice



- Fun Fridays
- Crafts
- Door Decorating
- Spirit Week
- Special Events
- Team Building Games
- Poster Creation
- Recognitions
- Celebrations
- Field Trips
- Barbecues
- Tournaments

# Role of the University

Year 1	Year 2	Year 3
Family Group Implementation Team	Continued Support:	Continued Support:
<ul style="list-style-type: none"> <li>● U of R Staff, School Leadership, Teachers, Social Workers, School Counselors, Support Staff</li> <li>● Met multiple times during the summer of 2015 to layout the structure.</li> <li>● Hired 2 staff members as US and LS Coaches</li> <li>● Created a Mission/Vision for the program.</li> <li>● Focus on 7-Habits of Highly Successful Teens</li> <li>● Choose term Carents</li> <li>● Daily Lesson Plans Provided</li> <li>● Binder and supplies provided</li> <li>● 7-Habits &amp; Restorative Practices Training of <u>all</u> staff</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development offered to staff during Superintendent's Conference Day and Summer.</li> <li>● Kept two coaches for both LS and US - providing release time</li> <li>● Leader in Me - 7-Habits continued support through Franklin Covey consultant</li> <li>● Created the <b>Soaring Eagle</b> to offset expenses</li> <li>● FACE committee donated monies for outside play items and board games</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development offered to staff during Superintendent's Conference Day and Summer.</li> <li>● Kept two coaches for both LS and US - providing release time</li> <li>● Leader in Me - 7-Habits continued support through Franklin Covey consultant</li> <li>● Added to <b>Soaring Eagle</b> donations to increase opportunities for FG's to participate in outside activities.</li> </ul>

# Evolution of the Initiative

Year 1	Year 2	Year 3
Single Parenting	Co-Parenting (2-Adults)	Co-Parenting (2-3 adults)
LS: 6th-8th ( 7-8 per group) US: 9th & 10-12 (10 per group)	LS: 6th-8th (13-15 per group) US:9th-12th (10 per group)* <i>*Added BL &amp; ESOL</i>	LS: 6th-8th (13-15 per group) US:9th-12th (10 per group)** <i>*ESOL by region</i>
LS FG time: after lunch US FG times: Opposite each lunch period	LS FG time: same US FG time: <b>Moved right after</b> <i>1st block (9:16 -9:46)</i>	LS FG time: same US FG time: same
Daily lesson plans- Binders	<b>Weekly</b> lesson plans- Binders & Posted in a Google Classroom	<b>Weekly</b> lesson plans Posted in a Google Classroom
Focus on 7 Habits	Focus on 7 Habits <b>NEW</b> added: <i>East's</i> <i>Mission/Vision &amp; School-wide</i> <i>Norms</i>	Focus on 7 Habits Mission/Vision/Norms <b>NEW</b> added: <i>Leader In Me -</i> <i>Leadership Skills</i>

# What We've Noticed

## Family Group Scholar Mid-Year Survey 2017

Name \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

DIRECTIONS: PLEASE USE THE ANSWER KEY TO RECORD YOUR ANSWERS

- I am in the following school:
  - Upper School - Grades 9-12
  - Lower School - Grades 6-8
- When I am in school I attend family group.
  - Agree
  - Somewhat Agree
  - Somewhat Disagree
  - Disagree
- I think Family Group is better this year.
  - Agree
  - Somewhat Agree
  - Somewhat Disagree
  - Disagree
  - I am new to East this year
- I feel comfortable sharing during Family Group.
  - Agree
  - Somewhat Agree
  - Somewhat Disagree
  - Disagree
- I feel that I have good relationship with my Parents.
  - Agree
  - Somewhat Agree
  - Somewhat Disagree
  - Disagree

### Family Group

*"The purpose of family group is for all to feel a sense of belonging through positive relationships, to develop healthy habits, and to empower all to have a voice."*

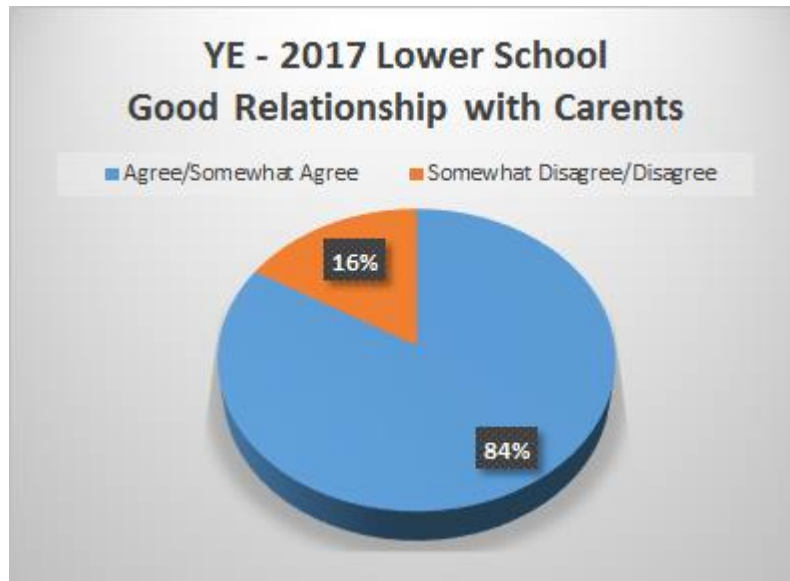
### Tell Us Your Story!!

How did Family Group help you this year....

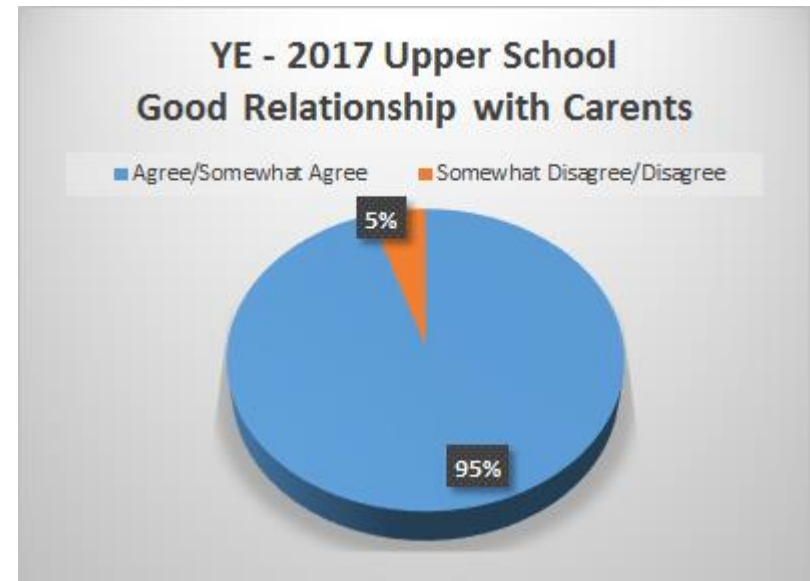

Please return to your Parent or you can bring it to F211

# What We've Noticed

## Lower School

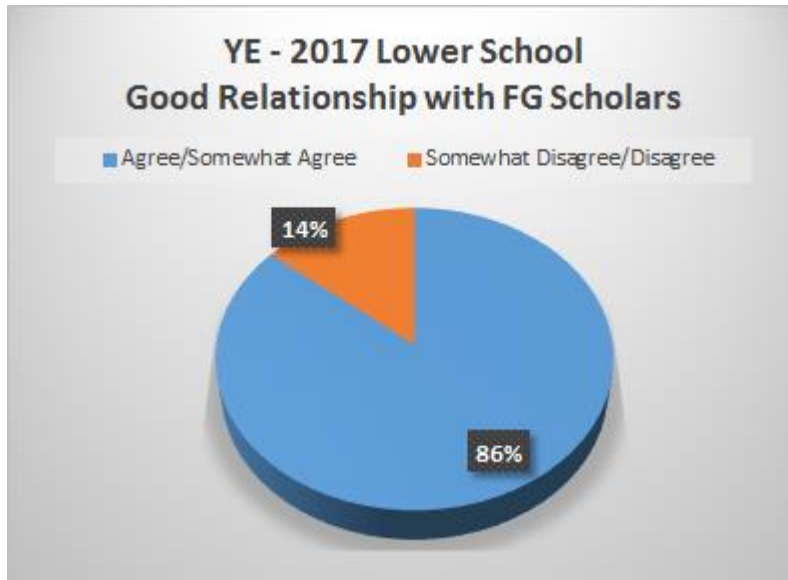


## Upper School

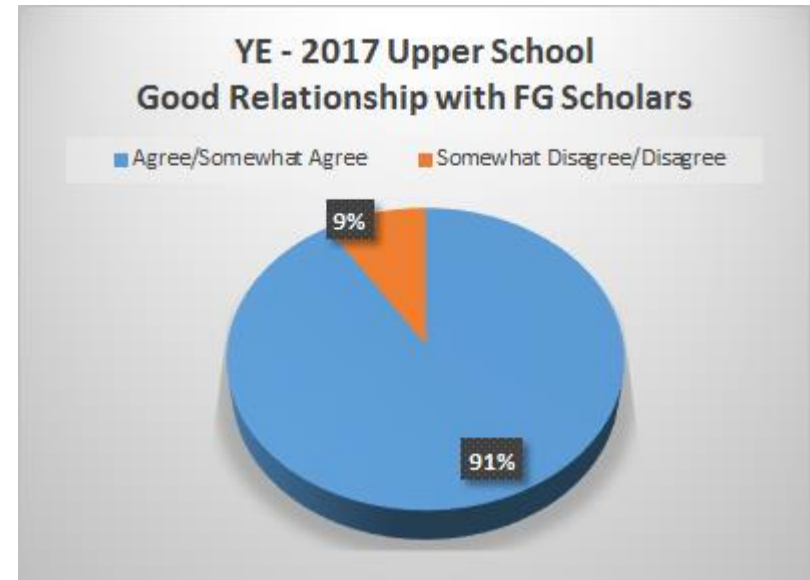


# What We've Noticed...

## Lower School

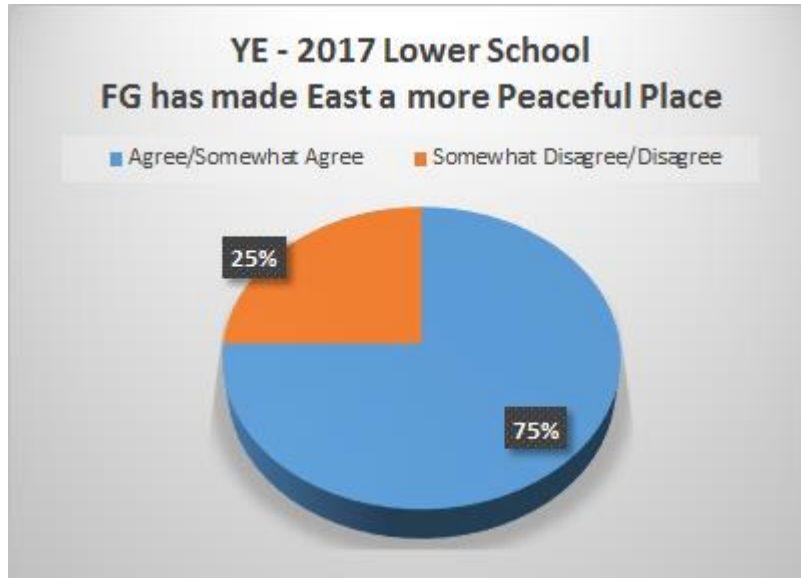


## Upper School

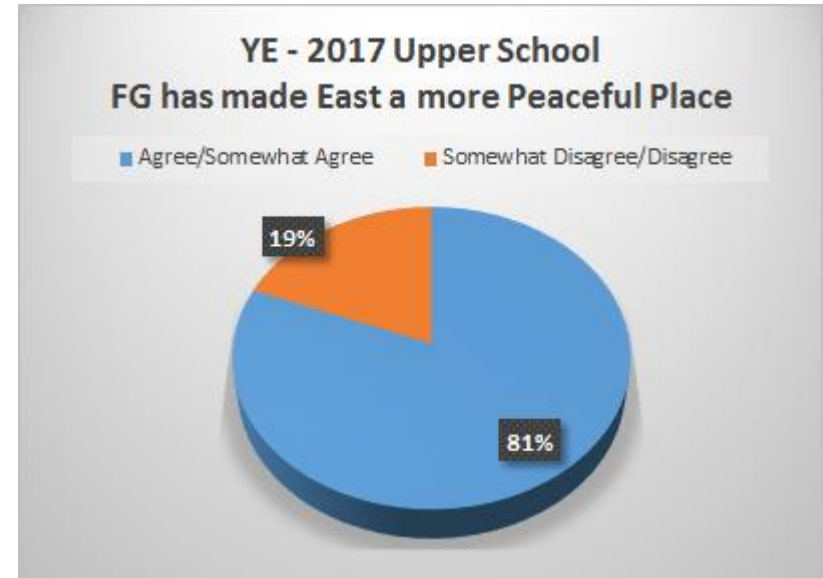


# What We've Noticed...

## Lower School

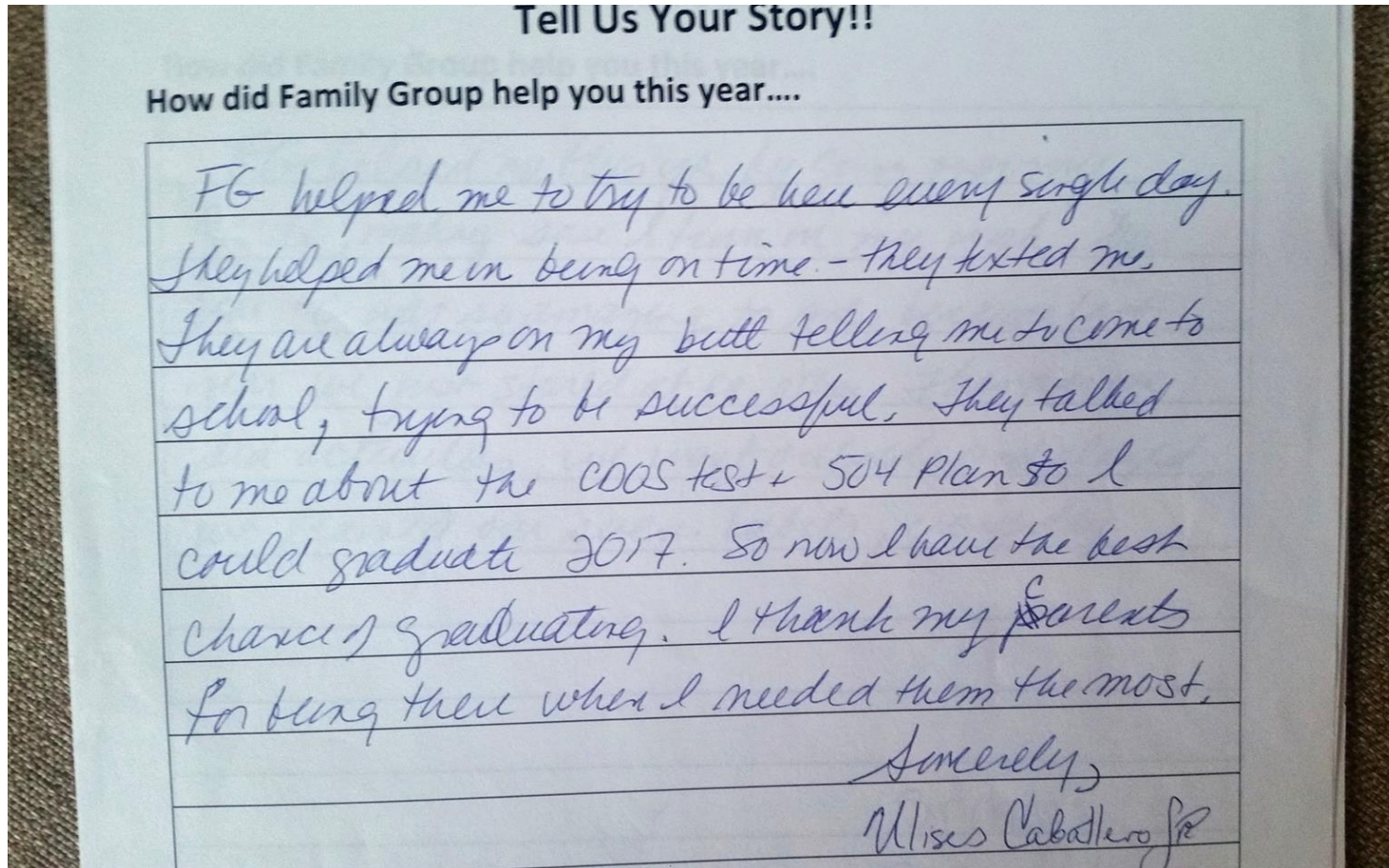


## Upper School





# What We've Noticed....



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# Challenges

- Parents Buy-in and Support
- Teachers:
  - Sage on the Stage
  - Following Lessons
  - Allowing Student Voice
  - Lack of mentoring experience
  - Personalities/Talents
- Students:
  - Want to be with friends
  - Not graded = Not important
  - Personalities/Cultural Differences
  - Outside Issues/Trama
- Keeping Family Time Sacred
- Fresh Materials
- Expenses: Food, Crafts, Games, Outdoor Equipment

## **WE ARE A TEAM!**

*Whatever you lack, we have got you. We will balance each other out. Minor setbacks? We will make major comebacks. Bad Day? Well we promise you a better tomorrow. You need support? We will be your backbone. We will keep you motivated and at the top, always. As long as you appreciate us and we you, you don't every have to doubt our loyalty. You have go us. We've got you.*

~

# Table Talk-Exit Survey

Think about implications of this presentation for your own work...?



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# GREAT THINGS

ARE HAPPENING HERE



## Questions from Exit Survey's/Audience

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## Family Group

– “The purpose of family group is for all to feel a sense of belonging through positive relationships, to develop healthy habits, and to empower all to have a voice.”-

# THANK YOU FOR COMING TODAY TO LEARN MORE ABOUT EAST’S FAMILY GROUPS



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