



WELCOME





See and Be Seen

Best practices in observation of children and youth for afterschool settings focused on socio-emotional learning (SEL) skills

Thursday, July 16, 2020
21st Century Learning Center Summer Symposium

Speaker Introductions



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Learning Objectives

- 1 Become familiar with *Best Practice for Observation* of children/youth
- 2 Learn how to create *Anecdotal Records* and *Moderate* data
- 3 Learn about the *Adult Rating of Child Behavior*
- 4 Discuss observation in *Virtual Settings*

Learning Objectives

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- 4 discuss observation in *virtual settings*



Before we
get started...

There are two activities where you will be asked to participate by taking notes, so grab something to write/type with

Download a copy of the Adult Rating of Youth Behavior from the chat box

And lets define socio-emotional skills...

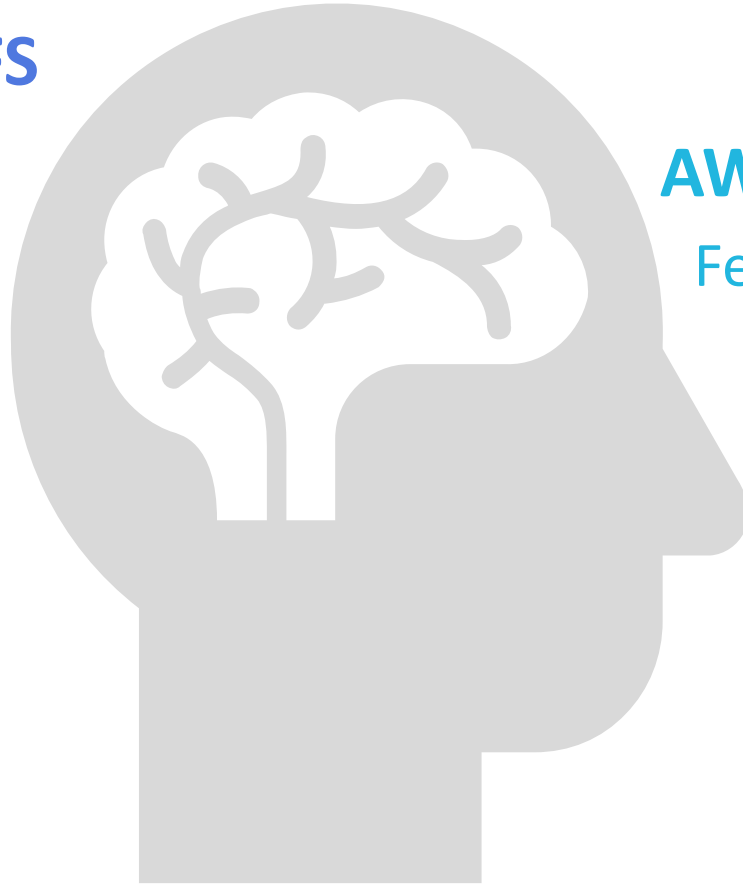


Mental Skill

Behavioral Skill

BELIEFS
Valence

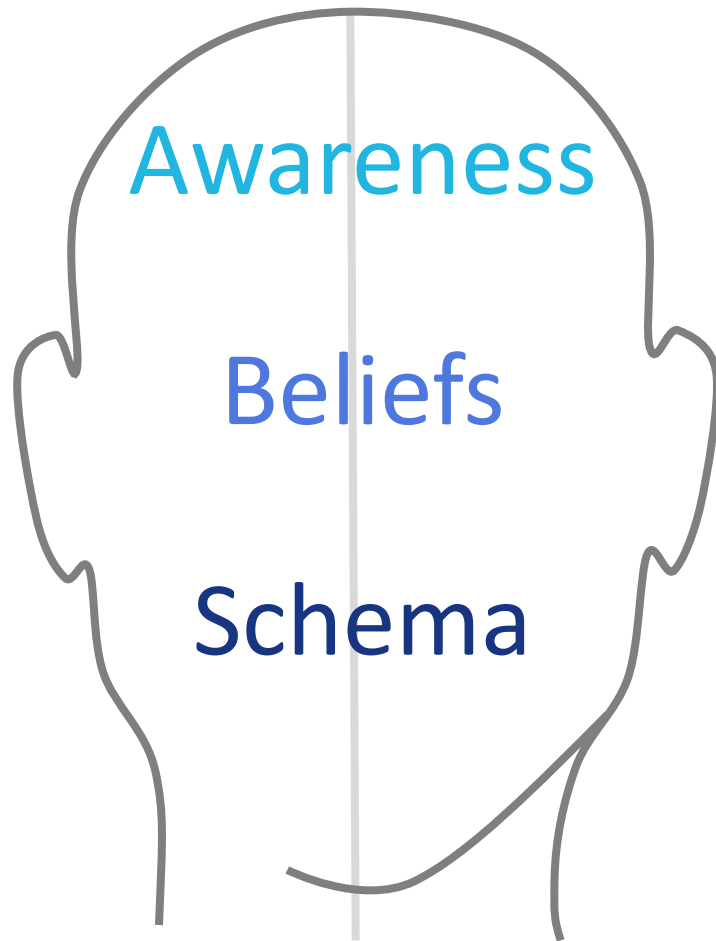
SCHEMAS
Affect



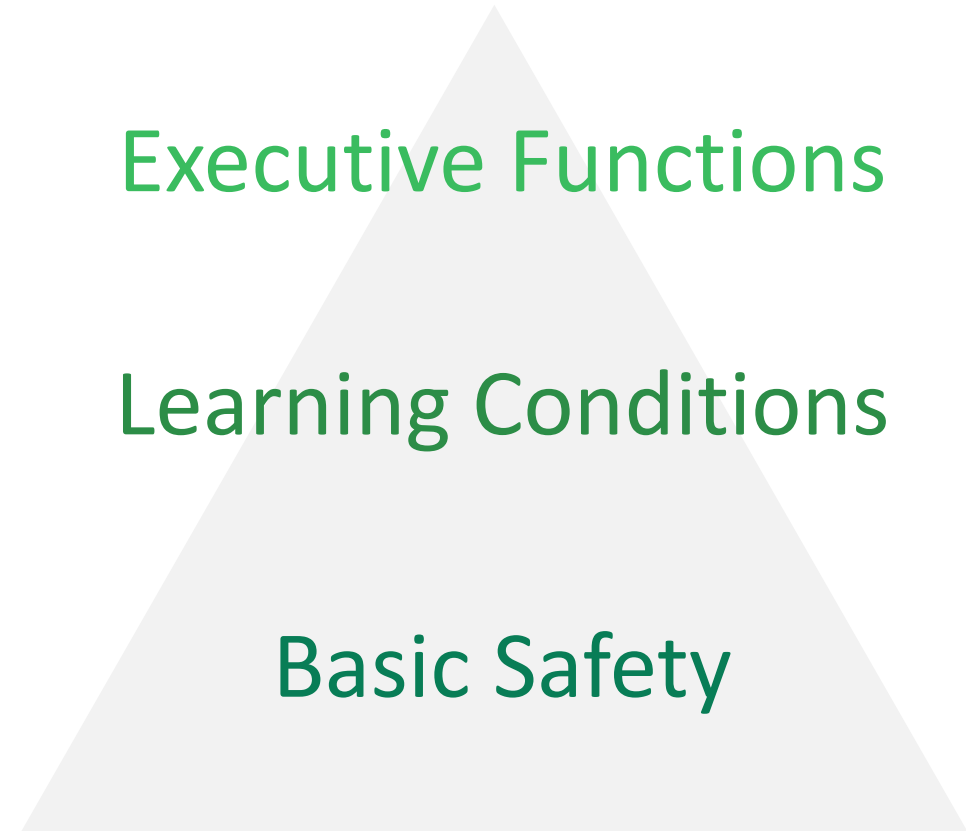
AWARENESS
Feelings



Measuring SEL



Measuring Quality



Q & A

Three types of observation help adults to **know the kids:**



In the moment scans and monitoring



Planned observation during session



Rating behavior in past sessions

Planned Observation During Session

- 1.Planned observation process
- 2.Criteria for writing a objective anecdotal records
- 3.Practice observing children and recording anecdotes
- 4.Moderate anecdotes

Planned Observation process

Focus

Who, where, what?

Record

Anecdotal notes

Moderate

Team interpret notes
using criteria

Criteria for Objective Anecdotal Record



Fact-based

Time, age, setting



Accurate

*Exact description of behavior
and verbal quotation*



Free of Judgement

*Don't "read in" beliefs
and feelings*



Snapshot

Like a photo, short

Video 1: Choice

1. Review 20 second video clip - we will play it twice
2. Record ONE anecdotal note
3. Evaluate anecdote – does it meet our best practice criteria?
4. Share with the group



Fact-based



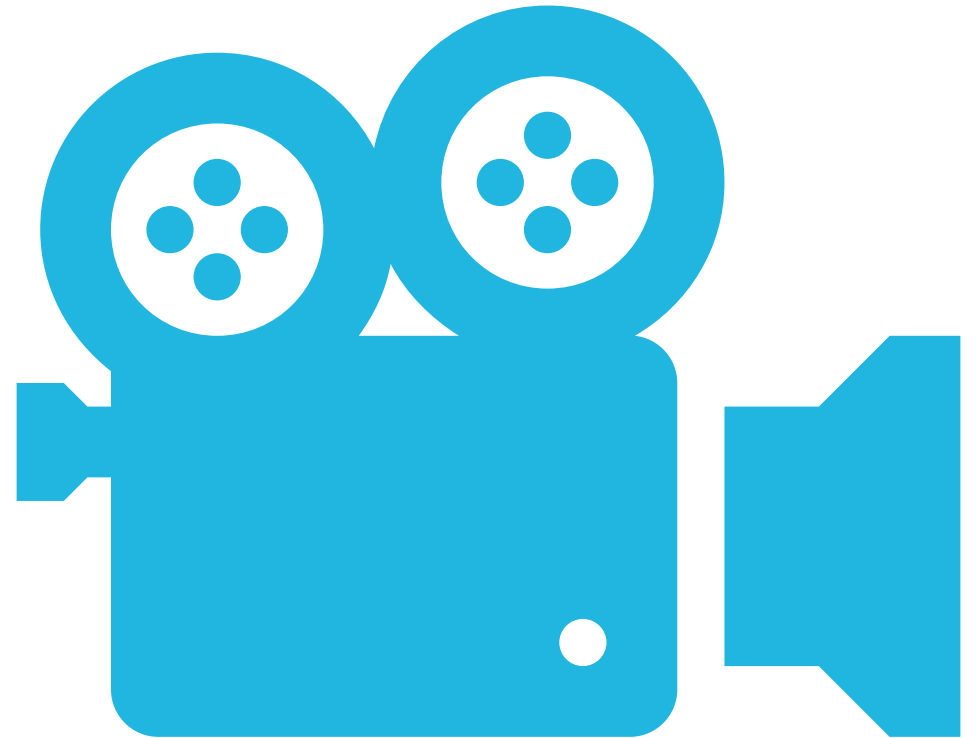
Accurate



Free of
Judgement



Snapshot



Video 1: Choice



Staff: Do you want to do colors or designs?



Evaluate your Anecdote



Fact-based

Time, age, setting



Accurate

*Exact description of behavior
and verbal quotation*



Free of Judgement

*Don't "read in" beliefs
and feelings*



Snapshot

Like a photo, short

Share!

How did you see staff provide youth with choices?

How students react when staff provides them with decision making tool (rock-paper-scissors)?

Video 2: Problem Solving

1. Review 20 second video clip - we will play it twice
2. Record ONE anecdotal note
3. Evaluate anecdote – does it meet our best practice criteria?
4. Share with the group



Fact-based



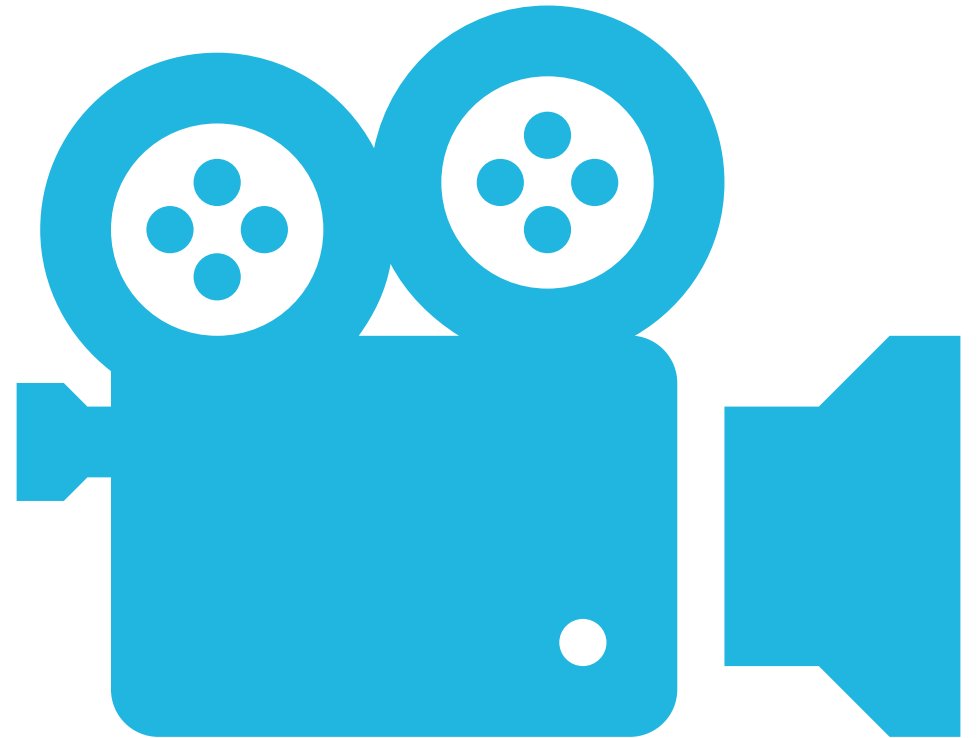
Accurate



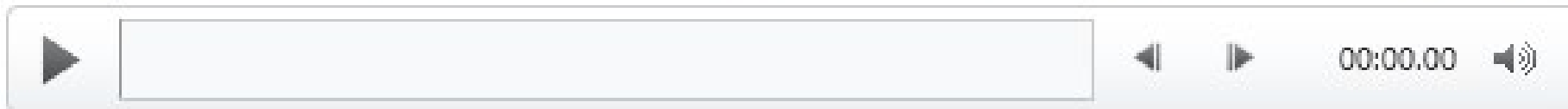
Free of
Judgement



Snapshot



Video 2: Problem Solving

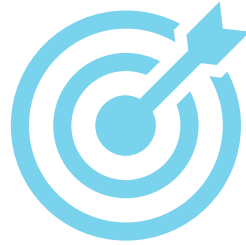


Evaluate your Anecdote



Fact-based

Time, age, setting



Accurate

*Exact description of behavior
and verbal quotation*



Free of Judgement

No subjective states



Snapshot

Like a photo, short

Share!

Who was problem solving?
How was staff engaging with youth?

Video 3: Teamwork and Safe Space

1. Review 20 second video clip - we will play it twice
2. Record ONE anecdotal note
3. Evaluate anecdote – does it meet our best practice criteria?
4. Share with the group



Fact-based



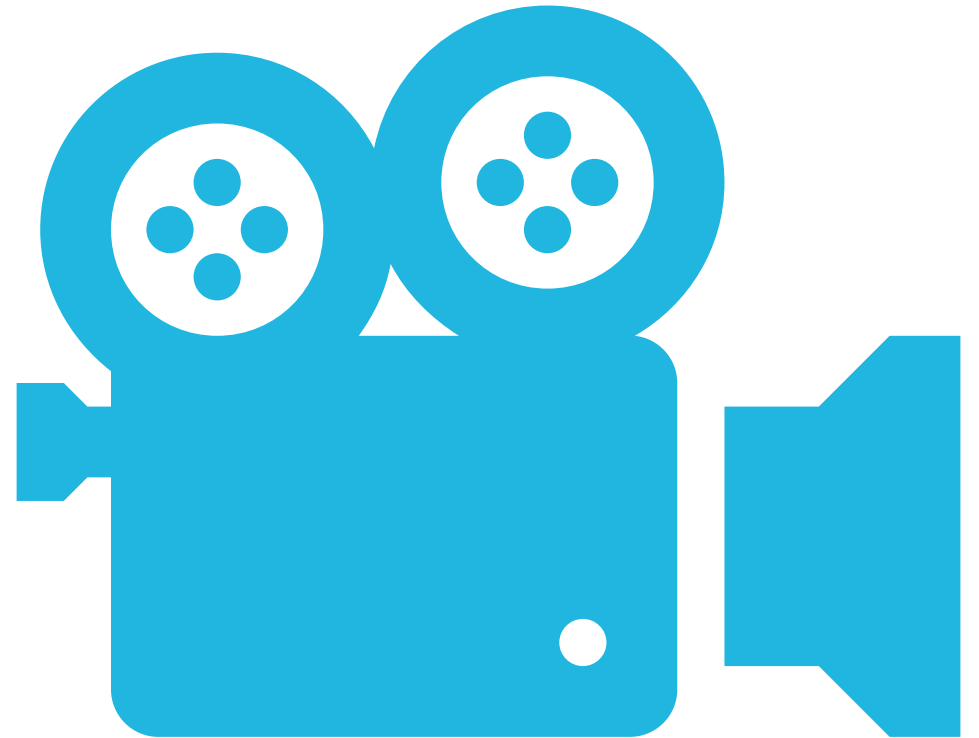
Accurate



Free of
Judgement



Snapshot



Video 3: Teamwork and Safe Space



Share, Moderāte, Plan

1. Please share anecdotes in the chat. Lets review...
2. What skill is being demonstrated in the anecdote?
3. Could the environment better support the child practicing the skill?

Q & A

Rating Behavior in Past Sessions


1. Overview of ARYB
2. Adjusting for virtual settings
3. Complete pre, post COVID
4. Discuss

Optimal vs. Functional Skill Measures

	Youth Survey Items about Mental Skills	Adult Ratings of Behavioral Skills
Optimal		X
Functional	X	

Adult Ratings of Child/Youth Behavior (ARYB)

- Assess youth “behavioral skills” for social and emotional learning.
- Requires eight contact hours with youth.
- No right or wrong answers.



Adult Rating of Youth Behavior: ARYB

Read the statements about youth behavior and mark the box that best describes how often you saw the behavior. There are no right or wrong answers. Please do not skip any items.

Student + Staff Background	<i>Less than 2 weeks</i>	<i>2-8 weeks</i>	<i>2-6 months</i>	<i>6-12 months</i>	<i>1 year or more</i>
How long have you known this youth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For about how many hours of program-session time have you observed this youth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Emotion Management	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Most of the time</i>	<i>All of the time</i>
How often did the youth accurately name personal feelings (e.g., “I was angry” or “that made me happy” or “I’d be surprised if...”)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth describe feelings using more than simple words like happy or sad (e.g., embarrassed, exuberant, ashamed)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth describe the reason for their feelings (e.g., “I got into a fight with my mom” or “he called me names”)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Emotion Regulation	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Most of the time</i>	<i>All of the time</i>
How often did the youth easily manage both positive and negative feelings (e.g., didn’t lash out at others when feeling bad; didn’t brag or gloat when feeling good)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth get frustrated easily (e.g., challenging tasks, minor set-backs, disagreements, or critical feedback cause more frustration than expected for a successful youth provision experience)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth respond constructively when frustrated by challenging tasks, minor set-backs, disagreements, or critical feedback (e.g., didn’t blame others or give up; thought about it and tried again or sought help)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth engage in disruptive behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth check for misunderstanding when negative feelings occurred?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Empathy	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Most of the time</i>	<i>All of the time</i>
How often did the youth notice when someone was sad, upset, uncomfortable, or feeling rejected or bullied?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth respond without judgement to other people’s opinions, feelings, or situation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth appear to share others’ feelings (e.g., not just understand, but feel what someone else was feeling, or empathize with others)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth correct other’s bias or use of intolerant language?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often did the youth explain social biases (e.g., ableism, classism, racism)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ARYB|1

Practice Completing the ARYB

1. Think of a student with whom you interact regularly.
2. Score the indicators below, either in-person or at-distance

How often did the youth...

1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Most of the time, 5 = All of the time

In-person

At-
distance

...describe the reason for their feelings (e.g., “I got into a fight with my mom” or “he called me names”)?

...manage their time (e.g., by prioritizing steps in a process, sticking to a plan, or moving on when a step may not have been completed perfectly but was good enough)?

...evaluate alternative plans for reaching a specific goal (e.g., develop alternative plans, or a plan-B, in case things don’t work out)?

Responses and Share

1. Were you able to answer all three of the indicators using observed youth behavior in either *in-person* or *at-distance*?
2. Could you rate youth's SEL skills through on-line interaction?

physical classroom vs virtual classroom



Scans and monitoring

What to look for?



Planned observation

One-on-one Check-ins?



Rating past behavior

Rating for virtual setting?

Links

To access this training deck and notes:

See and Be Seen

Best practices in observation of children and youth for afterschool settings focused on socio-emotional learning (SEL) skills

Charles Smith
Managing Consultant, QTurn LLC

Thursday, July 16, 2020
21st Century Learning Center Summer Symposium

www.qturngroup.com/webinars/see-and-be-seen

To access the ARYB and associated materials:

QTURN Adult Rating of Youth Behavior: ARYB

Read the statements about youth behavior and mark the box that best describes how often you saw the behavior. There are no right or wrong answers. Please do not skip any items.

Student + Staff Background

	Less than 2 weeks	2-8 weeks	2-6 months	6-12 months	1 year or more
How long have you known this youth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For about how many hours of program-session time have you observed this youth?

	Less than 4 hours	4-8 hours	8-16 hours	16-32 hours	32 hours or more
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Emotion Management

	Never	Rarely	Occasionally	Most of the time	All of the time
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How often did the youth explain social biases (e.g., adultism, sexism, ableism, classism, racism)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ARYB11

www.qturngroup.com/ourtools/ARYB

Q & A

Well Wishes -

Thank you for your thoughts and feedback!

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www.qturngroup.com

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QTURN

Improvement science for the social and public sector

