

Submission Details

- **Description for Conference Program (50 words or less):** Socio-emotional skills are at the center of the 21st CCLC theory of change because SEL skills have a compounding effect on many developmental outcomes (e.g., academic achievement) and must be accurately “seen” to build SEL equity. Three best practice methods of observing children’s SEL skills are introduced to participants with guidance for use.
- **What new knowledge will participants gain as a result of this session?** Participants learn an applied theory for SEL skills and SEL equity, then consider different methods to most accurately observe SEL skills during afterschool offerings, while taking explicit steps to address observer bias.
- **Identify 3-4 specific outcomes for this session (i.e., "after this session, participants will..."):** Participants will learn about the parts of SEL skill and the definition of SEL equity; learn three types of observational assessment; consider the relationship between mindfulness and bias reduction; understand how an adult rating can be used to capture skill growth.



See and Be Seen

Observing SEL Skill to Build SEL Equity

July 20, 2021

NITA M. LOWEY 21ST CCLC GRANT PROGRAM
2021 SUMMER SYMPOSIUM

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PART I.



QTurn Introduction

- Build Quality Improvement Systems (QIS) that increase social value
- Flip the script on higher-stakes models that limit potential
- Create opportunities for managers and teachers to implement QIS and achieve outcomes
- Produce citizen science



Charles Smith

Managing Consultant, QTurn



Meeting Objectives

1 Become familiar with Best Practice for Observation of SEL behavioral skills:

- Classroom scan
- Planned observation
- Skill rating

2 Learn methods to reduce bias, collect objective anecdotal records, produce valid ratings of an "SEL skill level"

3 Q&A about challenges for observation and measurement of socio-emotional skills



Before we get started...

There is one activity where you will need to take notes, so **grab something to write/type with.**

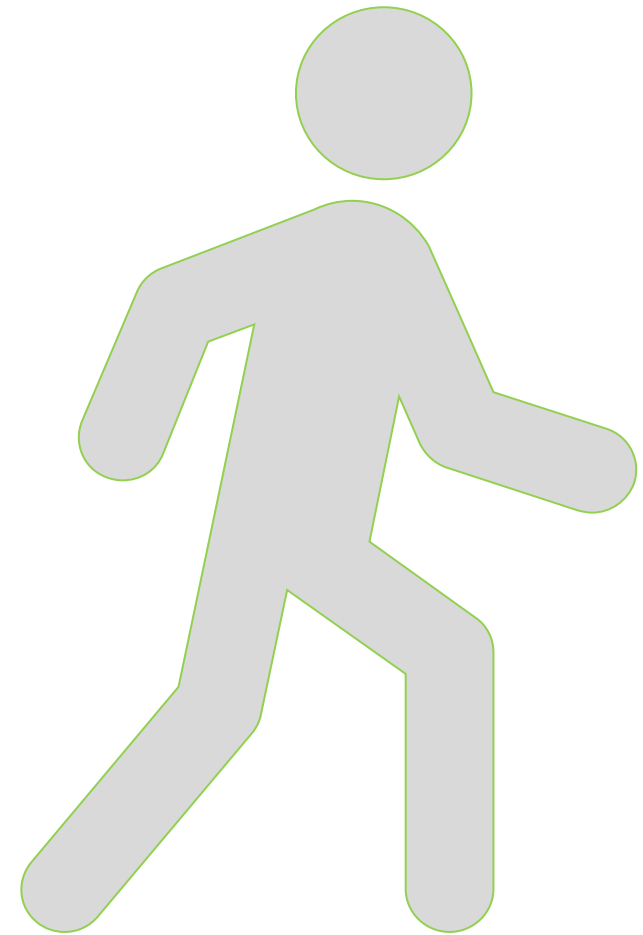
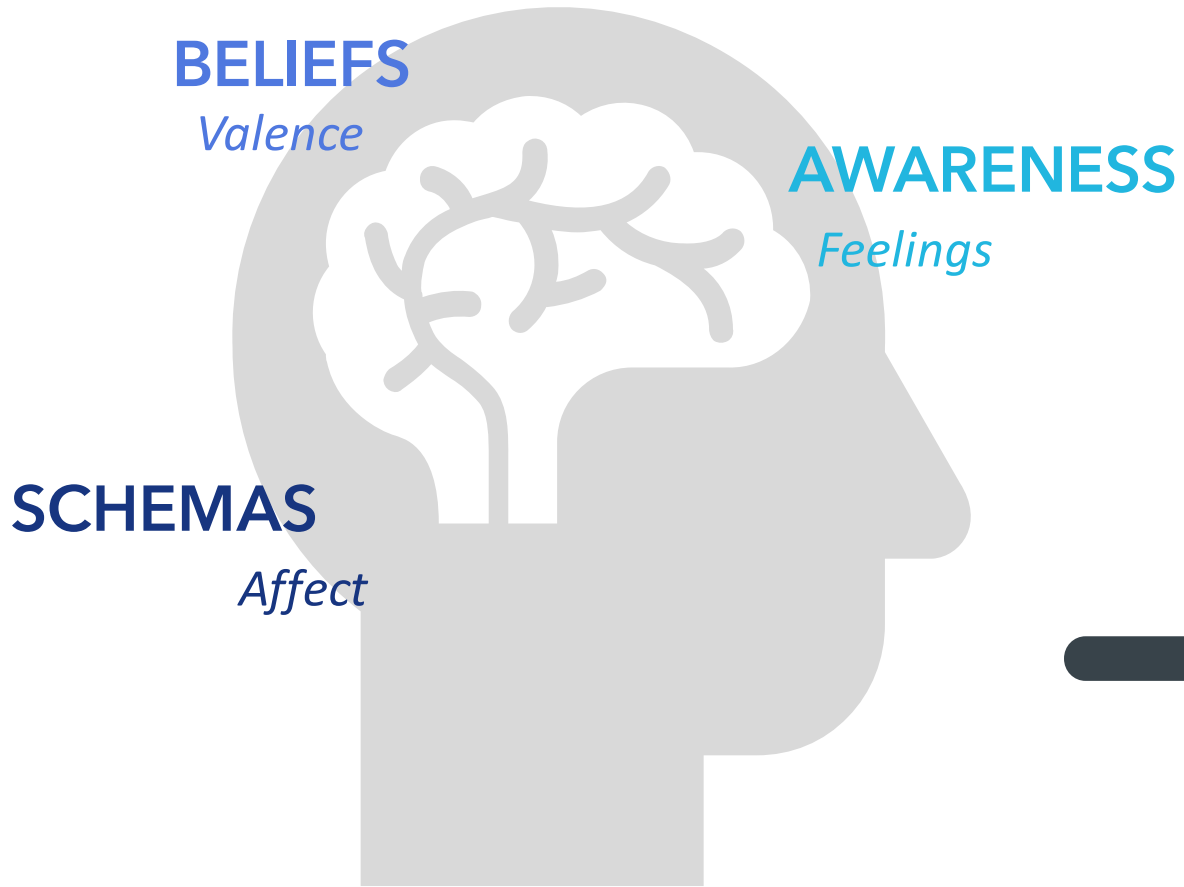
Download a copy of the Adult Rating of Youth Skills (AROS) from the chat box.

And let's define socio-emotional skills...

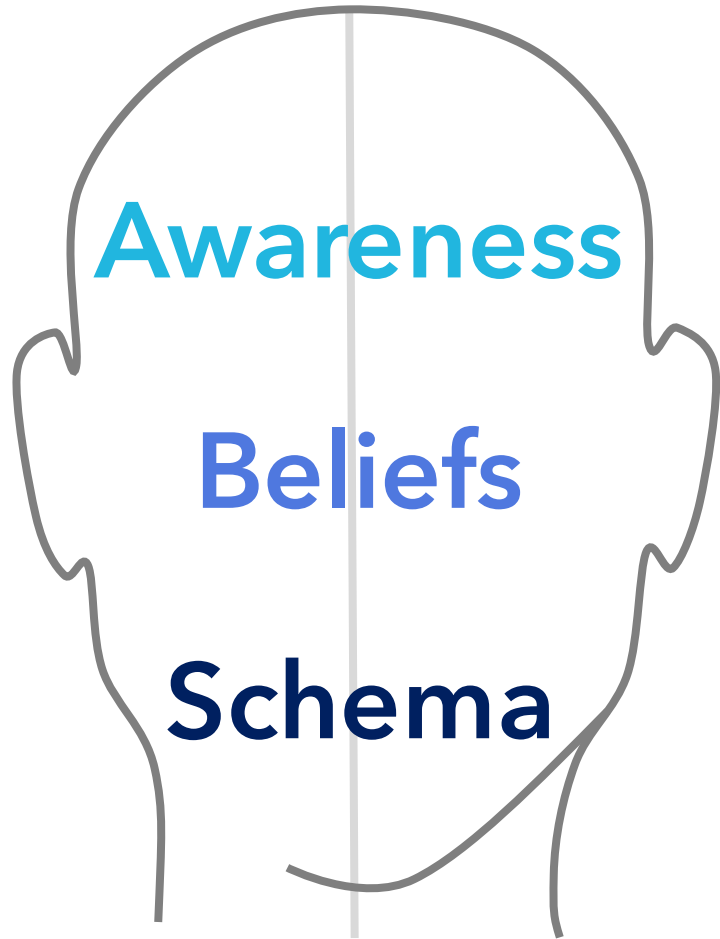


Mental Skill

Behavioral Skill



Measuring SEL



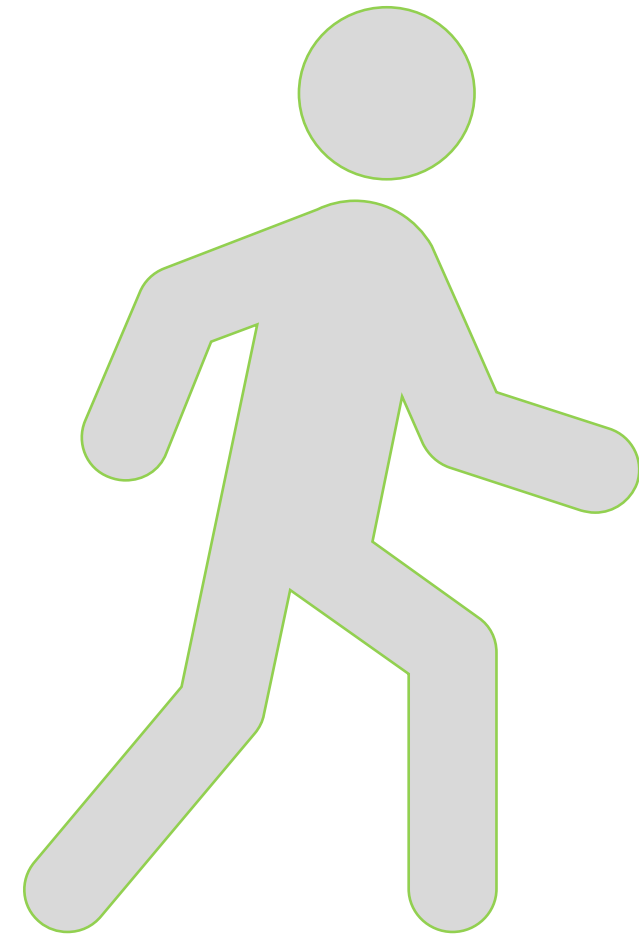
Measuring Quality



NCLB-Person

Behavioral Skill

What I can do






The Problem of Socio-Emotional “Domains”

SEL Domain	Teacher Practice	Parts of SEL Mental Skill			SEL Skill Processes	
		Schemas	Beliefs	Awareness	Behavior	Agency
Emotion Management	<p>Younger – Play “Red Light, Green Light”</p> <p>Older – Adult model at one on one check in</p>	Anxious Attachment, Fear of... e.g., Rejection	Self and Social Efficacy, Emotion Vocabulary	Sustain focus on task for instruction	<p>Moving to safe space in the room</p> <p>Sharing feelings when appropriate</p>	TBD
Teamwork	Planning a group art project	Secure Attachment	Shared Goals, DEI Vocabulary	Redirect Group to Task	Cooperate toward shared goals	TBD
Problem Solving						Etc.
Empathy						Etc.
Self-Awareness						Etc.
Responsibility						Etc.





Three types of observation help adults to see SEL skills:



In the moment
setting-scan

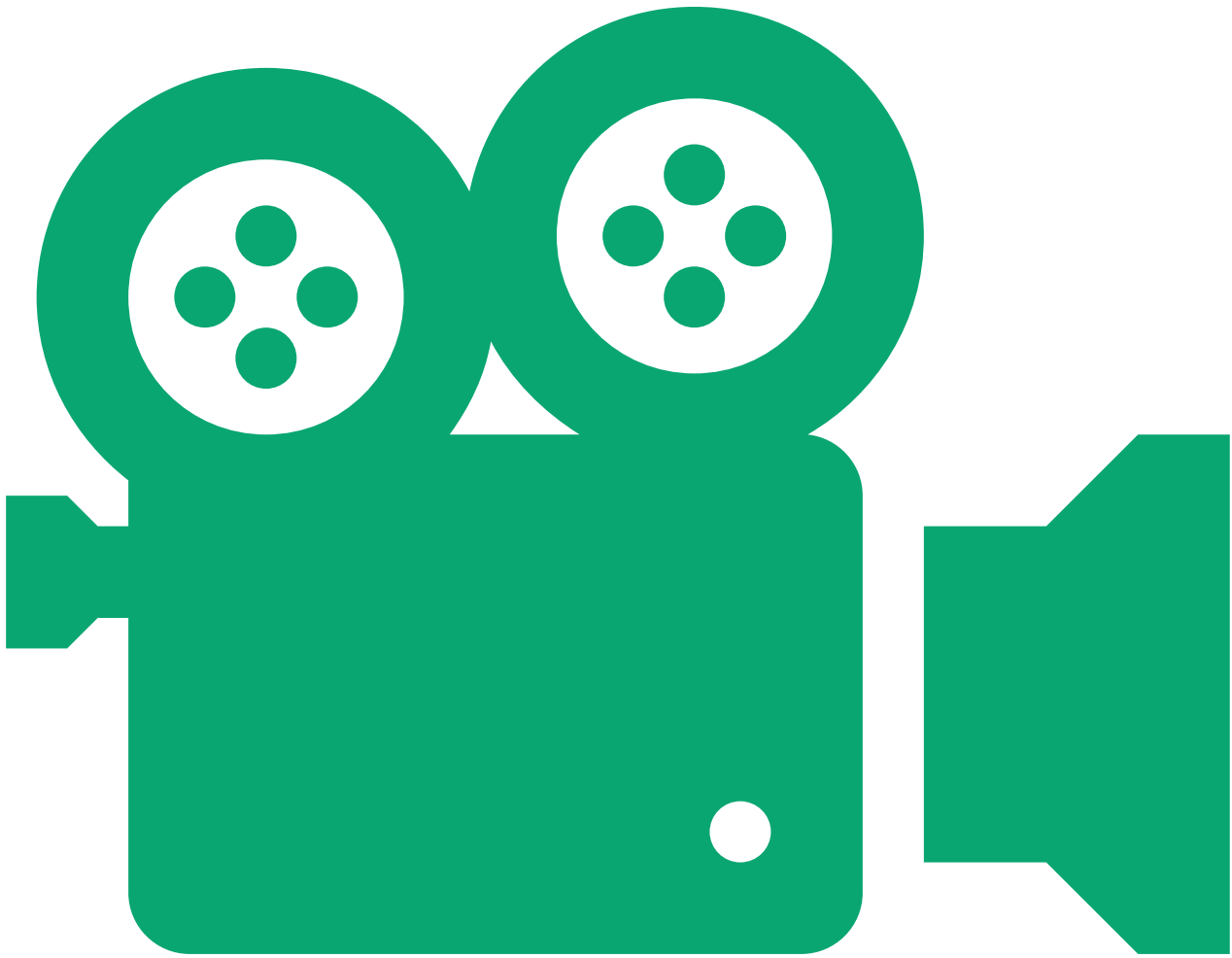


Planned observation
during session



Rating optimal
skill levels





Video 1

We are going to watch a **one second** video clip.

Are you ready?





What did you see?

Unmute and share, or type it in the chat!



Classroom Scan



1 Fast and effective

2 Vulnerable to biased schemas, particularly when mad, sad, scared, frustrated, tired

3 Best Practice: Observe calmly and mindfully



Read the titles in bold, don't worry about the rest!

- Burgess et al. (2017). **Mindfulness practice: A promising approach to reducing the effects of clinician implicit bias on patients.** Patient Education and Counseling, 100(2), 372–376.
- Lueke & Gibson. (2016). **Brief mindfulness meditation reduces discrimination.** Psychology of Consciousness: Theory, Research, and Practice, 3(1), 34–44.
- Roeser, et al. (2020). **Mindfulness complements sexual harassment and racial discrimination training by counteracting implicit gender and race biases.** Industrial and Organizational Psychology: Perspectives on Science and Practice, 13(2), 142–146.
- Harrison (2013). **Mindfulness training and reductions in teacher stress and burnout: Results from two randomized, waitlist-control field trials.** Journal of Educational Psychology, 105(3), 787–804.



Evidence about problem and solution


- Gilliam, W., Ph., D., Maupin, A.N., Reyes, C.R., Accavitti, M.R., S., B., & Shic, F. (2016). **Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?**
- Roeser, R. W., Skinner, E., Beers, J., & Jennings, P. A. (2012). **Mindfulness training and teachers' professional development: An emerging area of research and practice.** *Child Development Perspectives*, 6(2), 167–173





Planned Observation



- 1** Observe fit between setting and specific skills
 - 2** Vulnerable to bias (schemas, beliefs), verify with voice
 - 3** Best Practice: Anecdotal records with team moderation
- 



Planned Observation process

Focus

Who?
Where?
What?

Record

Take
anecdotal
notes

Moderate

Team interprets
notes using
criteria



Criteria for ~~Objective~~ Wholistic Anecdotal Records



Facts about situation and routine - *At this time, the setting is X..., the teacher does X..., the focus child does X..., the other children generally do X*



Detail about what happens in each moment - *Describe momentary change in setting and behavior, and verbal statements of teacher and focus child*

Specific Judgement



Don't "read in" mental states unless specific part of setting design (known in advance) is being experienced by focus child; verify with child when possible



Emotion Snapshot

What was the students voice, face, body, appearance telling you about emotion; verify with child when possible



Video 2: Choice

1. Review 30 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



Factual



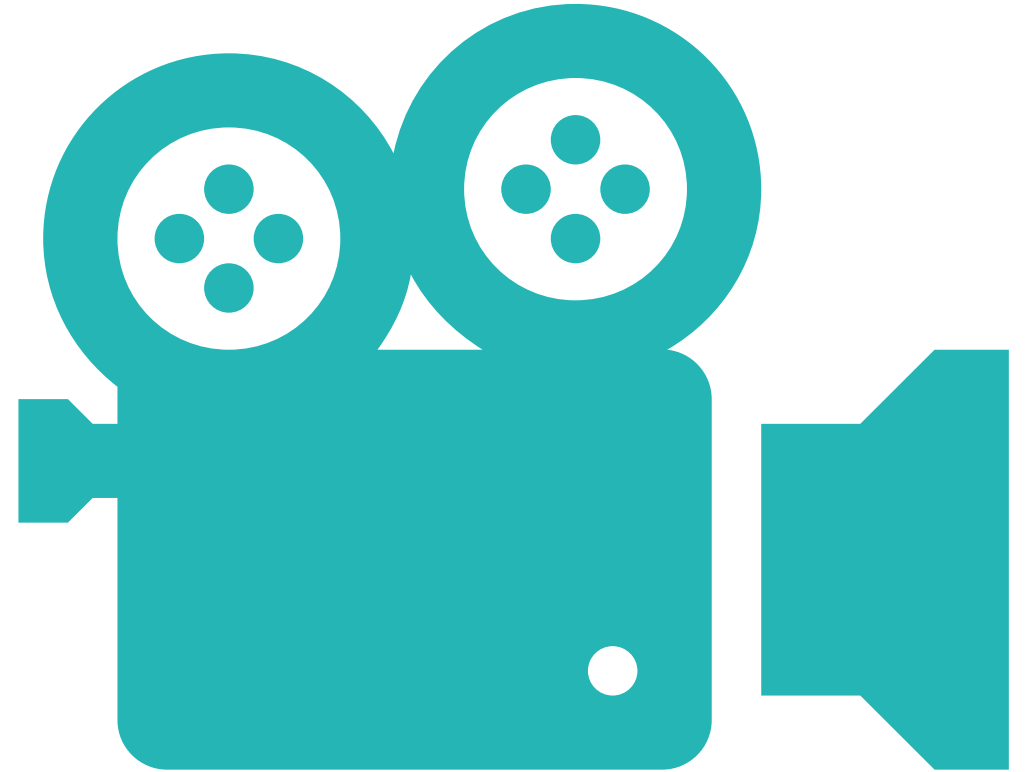
Detailed



~~Specific
Judgement~~



Emotion
Snapshot







Evaluate your Anecdote



Factual
Context



Detailed
Action



Emotion
Snapshot

Share!

What was the setting and behavior? What was the emotion?

How did student react when staff provided them with decision making tool (rock-paper-scissors)?



Video 3

1. Review 25 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



Factual
Context



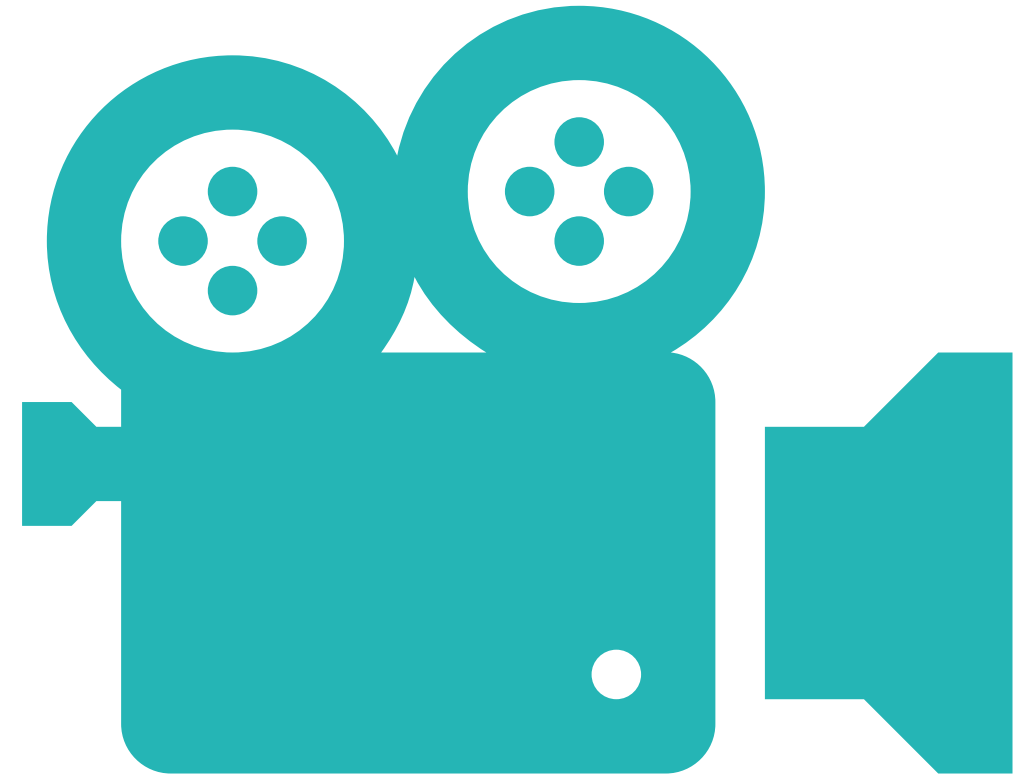
Detailed
Action



Specific
Judgement



Snapshot
Emotion







Moderate

**Please share anecdotes in the chat.
Lets review...**

Is the specific skill (i.e., easy relaxed focus) being demonstrated in the anecdote?

Could the environment better support the child practicing the specific skill?



(Optimal) Skill Rating



1 Focus on multiple skills and skill change efficiently

2 Vulnerable to rater bias/error, precision with training

3 Best Practice: Rate consistency of recent behavioral skill at two or more time points



NCLB-Person

Behavioral Skill

What I can do

BELIEFS

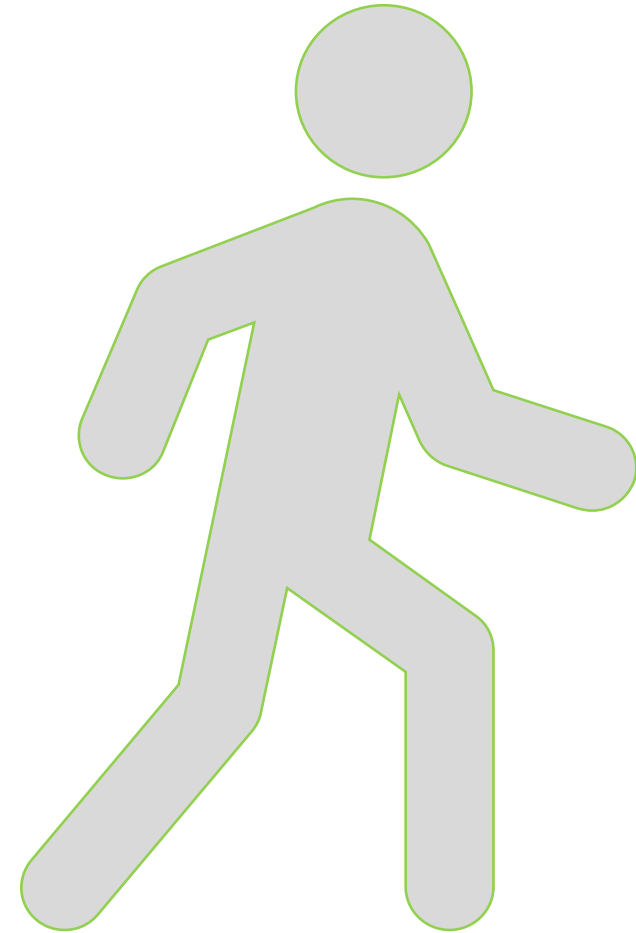
My knowledge

AWARENESS

My agency

SCHEMAS

My history



Adult Rating of Youth Optimal Skill

Assess youth socio-emotional mental skills.

Requires eight contact hours with youth.

No right or wrong answers.

QTURN Adult Rating of Youth Optimal Skills: AROS 1.0

Read the statements about youth behavior and, using the response scale shown below, mark the circle that best describes how often you saw the behavior during the past 30 days (or, if you observed program activities).

The scale ranges from 1 (never) to 5 (always).

Requirement	1	2	3	4	5
	Never observed	Rarely observed	Sometimes observed	Often observed	Always observed

Positive Schemas

1. How often did the youth take the initiative (pro-actively) on a challenging task, quickly to react/respond to difficult or public groups?

2. How often did the youth contribute during a challenging situation?

3. How often did the youth respond constructively when frustrated (e.g., didn't blame others or give up, thought about how to solve the problem or sought help)?

4. How often did the youth respond to the youth's behavior in a constructive manner (e.g., calmly, calmly, or helpfully)?

Negative Schemas

5. How often did the youth withdraw from an activity?

6. How often did the youth get frustrated easily (e.g., challenging tasks, minor setbacks, change in plans, or not being able to do something or not being able to do something)?

7. How often did the youth complain about the level of?

8. How often did the youth appear to be confused, depressed?

9. How often did the youth not follow the rules?

ADDITIONAL

10. How often did the youth stay focused on the task despite distractions?

11. How often did the youth manage their time (e.g., by prioritizing steps or a process, recognizing when a task may not have been completed perfectly but accepted and moving on or starting on something)?

12. How often did the youth have trouble staying seated for an extended period?

13. How often did the youth have trouble concentrating?

14. How often did the youth make or follow other plans for something (e.g., develop alternative plans, or a plan, or a case change or follow up)?

15. How often did the youth engage in activities, for example, reading, guided imagery, etc.?

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Q&A about Socio-Emotional Skills, Observation, SEL Measurement

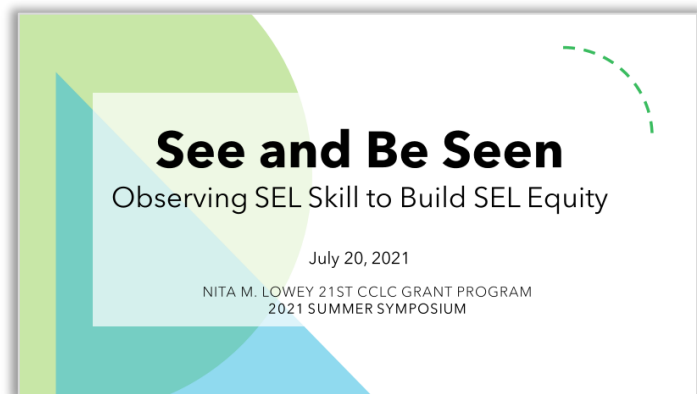


Links

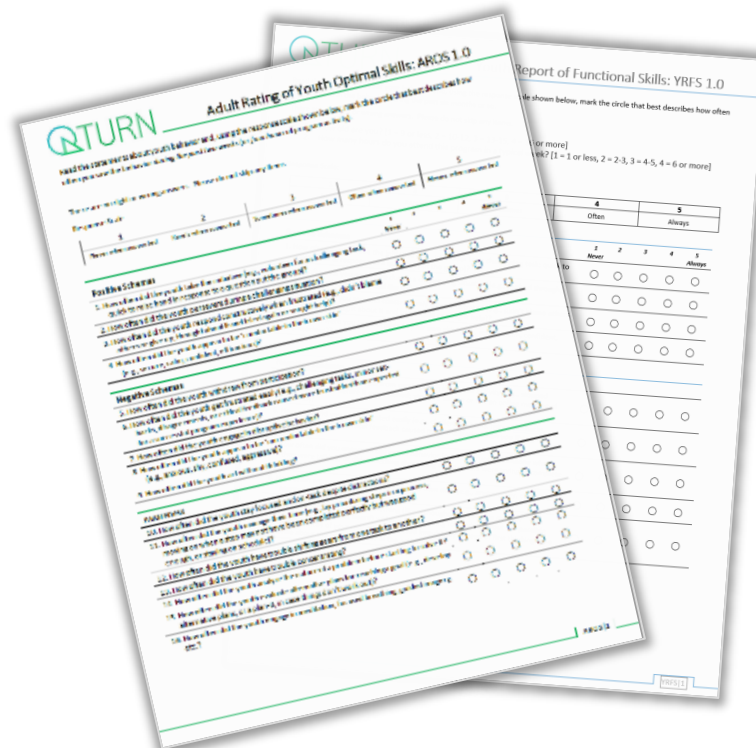
To access AROS, YROS
and User Guide:

To access White Paper:

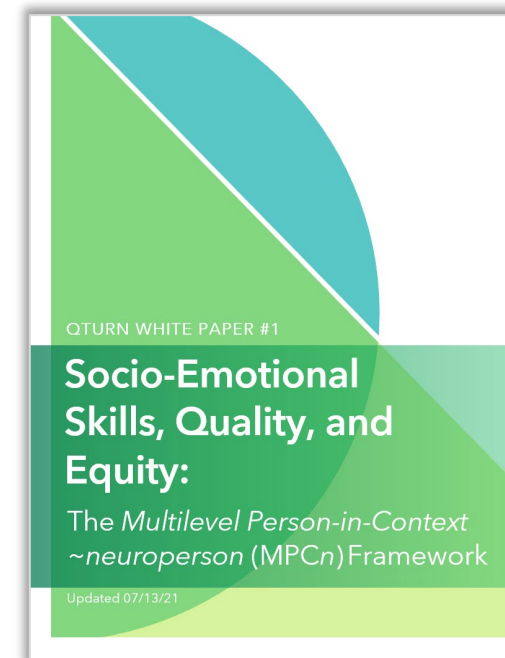
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Thank you for all your hard work.

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