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Occupational Therapy's Role in Supporting Teachers' Social-Emotional Learning (SEL) Skill Development

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By Caitlin Read OT/s 2022

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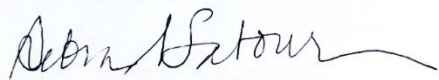by

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Abstract

Adult social-emotional learning (SEL) has become an increasingly popular topic. SEL has been around for over 20 years with the focus on improving the skills of students. Research has shown that teachers who have better SEL skills have better relationships with their students and in return, those students are more engaged in learning (APA, 2020). The purpose of this study was to determine the knowledge and use of SEL skills by general education teachers and identify if more support was needed to enhance their skills and to promote positive, successful school days. Participants (*n* = 5) included teachers and staff from Mary M. Walsh Elementary School in Springfield, MA. Pre and post researcher-developed surveys were utilized to understand baseline SEL skills and any changes in skills following implementation of resources. Individuals attended 3-5 professional development workshops, each targeting one component of SEL. An online Adult SEL toolkit was created with resources to build on each component as well as ways to incorporate these skills into the classroom. Descriptive statistics were used to analyze the data with percentages reported. Results indicated that all participants want more support and resources at the start of the school year and carried out throughout the entire year. All participants reported an increase in SEL abilities as well as improved confidence with implementation of these skills to the classroom. Continued research is warranted with a larger population and a focus on improving all Adult SEL skills with the use of different types of tools and resources.

Keywords: social-emotional learning (SEL); Adult SEL; SEL resources

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

Introduction/Background

Acquisition of social-emotional learning skills (SEL) not only benefits children, but it also benefits teachers and paraprofessionals who may be required to implement these skills into their classrooms. SEL can be defined as "the process through which all young people and adults acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (CASEL, 2020). SEL includes the following five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In schools, SEL is typically implemented only to students. However, research has shown that adults or those that are implementing these skills should have strong SEL competencies for them to run SEL programs (Jones, Brush, Bailey, Brion-Meisels, McIntyre, Kahn, Nelson, & Stickle, 2017). Teachers who have better SEL skills have better relationships with their students and in return, those students are more engaged in learning (APA, 2020). Melnick and Martinez (2019) identified multiple outcomes of teacher education programs about SEL and skill development. This included providing teachers with the education and resources needed to support their own SEL skills. Not only will their competence improve but it will also help them develop safe, inclusive, and supportive environments for their students. The researchers suggest teachers need to understand how to integrate the teaching of SEL into academic subjects and ways to move past the misunderstanding that SEL can only be taught in stand-alone lessons. For adult SEL to become a school's priority, administrators need commit to bettering the school community by creating more opportunities for adults to enhance their SEL skills. By improving adult SEL, school leaders can help manage stress through self-care and build staff resilience, leading to improved job satisfaction, teacher retention, and improved outcomes for students (Malone, 2021).

Teachers and other school personnel are an integral part of children's lives due to the amount of time they spend in school. At a younger age, this is where they develop and learn new skills along with their peers. It is not only important for students to build these skills, but also important for adults to learn and continue to practice these skills to model them for their students. As the pandemic continues to challenge everyone's daily lives, it drastically impacts the school system. At the start of the pandemic, young students had to navigate an online learning platform and miss out on in-person play and SEL skill development with peers. Now that school has resumed in-person learning, teachers must manage atypical classroom behaviors with students who were unable to develop foundational SEL skills. These difficult student behaviors challenge the teachers' SEL abilities and make it more difficult to successfully teach throughout the day. General education teachers can have a huge impact on students by being one of the first ways that they can learn these skills. However, teachers already have a lot to manage when it comes to following an academic curriculum. If they are suddenly told to implement more into their existing, chaotic schedule, then it could lead to some adversity. It is important to improve teachers' confidence in implementation and enhance their knowledge of their SEL abilities, so they are better able to teach their students and build stronger relationships with them.

Theoretical Basis

Throughout my Doctoral Experiential (DEx) Project, a few different theories and models were consulted to shape my framework for both the scholarly and experiential components. For the scholarly portion, the Adult Learning Theory was used to guide the creation of resources and the professional development workshops. The Adult Learning Theory refers to the study of how adults learn and how it differs from children and consists of five key assumptions (O-Neill, 2020). The first assumption is the idea of self-concept or learning via a self-directed approach rather than an instructor led approach. To incorporate this idea into my workshops, I made them more interactive rather than me instructing them

on each component. I made sure to have an activity related to each component and encouraged reflection questions that would help target individualized responses. The second assumption is the adult learner experience which consists of drawing from experiences to learn from them. This was also incorporated in the workshops, more specifically in the reflection questions so that each participant can reflect on their own experiences with each component. The third assumption is readiness to learn. This is directly related to those that chose to be part of my study because they were ready to learn and grow in relation to their work. The fourth assumption is orientation of learning or making sure that the topic is applicable to everyday life. To ensure this assumption was accounted for, I used the first week to observe the teachers in the classroom as well as the students. This helped me to create workshops that would target some of the barriers that they face in the classroom by recalling examples and walking through different ways to manage different behaviors. The last assumption is motivation to learn. Although this assumption wasn't directly asked to each participant, they each had a different motivational factor to be a part of the study. Whether they wanted to learn more about adult SEL or better themselves to ultimately be better role models for their students, each person had a different motivational factor for being involved in the study.

Another model that was used for the scholarly and experiential portion was the Person-Environment-Occupation-Performance (PEOP) Model. In relation to the scholarly portion, this model was used to analyze the occupational performance of the teachers. Characteristics of the teacher, features of the environment or their classroom, and characteristics of their role as a teacher were observed (Baum, Christiansen, & Bass, 2015). This model was especially important when observing each teacher, their interactions with their students, and the classroom dynamic. In relation to the experiential portion this model was used to analyze the occupational performance of the students. Before creating groups to run with the students, I had to observe the characteristics of each student, the classroom environment as well as lunch and recess interactions, and their role as a student. Different lunch groups

were created targeting specific SEL topics that would help selected students work towards

strengthening those skills. The goal was to look for carryover of these skills in the classroom

environment to identify whether the topics were being understood and applied.

Doctoral Experiential Project Overview

Over the past 14 weeks, I have completed my DEx project at Mary M. Walsh Elementary School

located in Springfield, MA. This elementary school consists of grades Pre-K through 5th grade with 2

classrooms per grade, except for Pre-K only having one class. The number of students in each classroom

ranged from around 14 – 24 students each. The staff and administration at Walsh are committed to

their students and want to provide them with the best education and the tools to succeed. There is a

strong emphasis on solving problems in the moment and being more lenient with discipline. The goal is

to problem solve the current issue and think of ways to prevent future issues. Harsh discipline, such as

suspension or expulsion are often not considered because they want to work on solving the issues

rather than just punishing for the action. This type of discipline style worked cohesively with the

experiential component of my project.

Experiential Component

For my experiential component, I set up individual meetings with 7 teachers (1 Pre-K, 2

Kindergarten, 2 first grade, and 2 second grade teachers) to explain my project and offer support in any

way of their choosing for the remainder of the school year. The different types of support included

providing one-on-one support with specific students, working in classrooms with small groups or pulling

several students to work in groups, and providing whole class support during times of heightened stress

levels during the day. Each teacher chose a specific type of support or a combination of a few that would

best suite their needs. A schedule was created to accommodate for each teachers' requests and was

implemented the following week. The first week consisted of observing during those scheduled times to

get a better idea of the students that I would be working with and help to think of ideas for groups based on student behaviors and different student interactions. The Pre-K teacher accepted and requested all types of previously mentioned support. I started with whole class support during their 'centers' time to engage with all children before beginning to pull a few to have one-on-one activities or small group activities (see Appendix A). For the next several weeks, up until the last day of school I followed this schedule and incorporated the support types for each classroom.

The kindergarten classes that I worked with requested different types of support. One was open to all support with the majority being one-on-one with three different students. The other class requested one-on-one support with two students at different times and whole class support. Both classes were working towards creating an indoor recess path, also known as a sensory pathway, to set up in their school for every grade to use. Groups of students were created, with students mixed from each class where they selected different activities to create and set up in the hallway (see Appendix B). I had the opportunity to help different groups set up their station and reveal it to the rest of the school. The students created step by step instructions on how to complete the path properly and then gave a visual demonstration. In addition to the sensory pathway, the students that I worked with for one-on-one sessions created a calming wheel along with a few students in first grade. This calming wheel was full of student-selected calm down strategies to use when they begin to feel upset (see Appendix C). There were also two other activities for this age group that focused on what they like to do when they feel positive emotions. Oftentimes, we always think about what to do to solve the negative emotions, but what about things that are okay to do when we are feeling good (see Appendix C).

The support type for 2nd grade consisted of whole class support during morning arrival and routine, and small groups run during lunch periods related to different SEL topics. Every Tuesday and Thursday of each week, I would take students from one class at a time during their lunch period. These

groups were held in a different room so we didn't distract the other students and could have some

space to focus on each topic. The main game that the students enjoyed, were different Jeopardy games,

each consisting of different categories (see Appendix D). I continued with this style of game because the

students enjoyed the competition and liked to keep track of how many points they earned each round.

Although each teacher and grade level requested different support types, it was easy to get into

a routine and know which class needed what, especially after getting to know the students. A lot of time

was spent working with the students, which ultimately helped the teachers lessen their stress or help

them to re-focus their attention to the rest of the class. However, my scholarly portion of the project

solely focused on the teachers.

Scholarly Component

A narrative article about my scholarly project and the importance of adult SEL was submitted to

OT Practice to help build on current research surrounding the need for more supports to enhance

adults' SEL skills (see Appendices E and F). The purpose of this study was to determine the knowledge

and use of SEL skills by general education teachers and identify if more support was needed to enhance

their skills and to promote positive, successful school days. This quantitative pre and post survey design

consisted of researcher-developed surveys conducted online via Google Forms. Participants (n = 5)

consisted of elementary school general education teachers and staff (ages 18+) teaching Pre-K through

5th grade. Participants attended 3-5 professional development workshops (see Appendix I), each

focusing on one component of SEL. They also received an online Adult SEL Toolkit (see Appendix J) full of

resources aimed at enhancing Adult SEL abilities and how to incorporate each skill into the classroom to

give teachers more ideas to strengthen student skills.

Descriptive statistics were used to analyze and report participants' responses. Percentages were

reported, as well as bar graphs showing the change in each Likert scale question (see Appendix G). In

addition to those figures, there were other important outcomes (see Appendix G). All participants reported needing more support at some point throughout the day. Of the barriers listed, the biggest barriers reported included the following: negative student behaviors, limited support staff in the room, and not having enough time to prep. Additionally, all participants reported SEL skill improvement following the workshops and that teachers can use more resources and support, especially in the beginning of the year and continuing throughout the school year. Although there were some positive outcomes, it is important to know some baseline components. Participants had strong baseline self-awareness, self-management, and social awareness skills. On the other hand, relationships skills (specifically with students) and responsible decision-making had inconsistent results at baseline. With every study, there are always limitations. For this study, there was a small sample size of only 5 teachers who participated. Even with those participants, there were also varied levels of engagement. Some attended the minimum number of workshops, whereas others asked for more support and resources following each workshop to help better themselves. Lastly, the timeline of the procedure was rushed due to limited amount of school days left. More time to hold the professional development workshops and give teachers time to implement the strategies could have led to different post-survey results.

Discussion and Recommendations

The findings of my DEx project supported current research in the sense that teachers want and can benefit from resources and tools to help enhance their own Adult SEL skills. The participants in my study had strong baseline skills of self-awareness, self-management, and social awareness skills. This means that relationships skills (specifically with students) and responsible decision-making skills needed more resources to improve due to inconsistent responses. These results indicate that every teacher is going to have a different baseline set of skills, indicating the need for a variety of resources to target each skill level and each component of SEL. Another key finding was that 60% of participants improved overall SEL skills following the workshops. These short workshops only provided a brief overview of each

component and an activity to put the skill into action. If participants reported improvements following only one small workshop, then their skills would drastically improve from yearlong resources of continued practice with each skill and dedication to enhancing their abilities. Only 40% of participants reported improved confidence with their own skills as well as implementation of SEL skills to students. Resources targeting Adult SEL with a variety of different learning styles can help individuals absorb all the knowledge and in return be able to implement these ideas to their students. The biggest limitation to this study was the number of participants. This can be related to many different factors, including any of the following: timing of the project (at the end of the school year versus having it in the beginning of the school year), teachers not wanting to add another thing to their schedule, teachers not thinking their skills can improve, not wanting to be a part of a study, etc. Even with a small sample size, it is important to recognize that there is still a need for additional supports regarding Adult SEL to improve the well-being of school staff. It is also important to consider the role of occupational therapy (OT) practice and how it can support the school system by more than just working with the students.

Occupational Therapy (OT) practitioners are well equipped to consult with teachers, evaluate SEL programs, and identify barriers with SEL implementation. Observing and analyzing a classroom dynamic can reveal barriers that teachers face to teaching successfully. OT practitioners can also provide teachers and administrators with SEL supports and resources, although additional Adult SEL curriculums might be more beneficial. If an Adult SEL curriculum is purchased for the school, OT practitioners can provide guidance on how to implement SEL throughout the day or provide additional trainings on each competency if there is confusion. Lastly, it is important for OT practitioners to advocate on behalf of teachers and administrations for necessary supplies, resources, trainings, or any other assistance that can help strengthen Adult SEL abilities throughout the entire school system.

Learning Outcomes

Throughout my DEx experience, I have learned to be flexible and ready to adapt to any situation. Whether it was managing a delay in being on site or a delay with initiating the scholarly portion, I had to alter my schedules to accommodate for what I could achieve at that time. I also needed to be flexible to accommodate each teacher's needs and requests for in class support. I have managed to accomplish all 12 of the learning objectives I created before starting this experience (see Appendix K). Learning to collaborate with various professionals as part of the interprofessional team was an integral part of this experience. Open, direct communication was warranted to ensure professionalism and proficiency during implementation of the scholarly portion. Creating time efficient professional development workshops allowed for participants to make the most of their prep times as well as learn new skills or build off their existing skills. In addition, the creation of the online Adult SEL toolkit will be a resource that teachers can use year after year, build upon, and use to strengthen their own skills as well as their students' skills.

Additional Information

As I continue to reiterate the importance of Adult SEL in relation to general education teachers and staff, I want to clarify that these skills are not only for teachers to build on. Any adult can work towards strengthening their skills and learn something new. The more research I conducted and the more I practiced what I was implementing, the more I became aware of my own SEL skills. For example, since the start of my experience, I noticed that I have become more mindful of my own emotions and have thought of different ways to manage and cope with different situations. These are not skills that are learned overnight but are skills that take time and practice to improve.

Upon completion of this project, the student submitted an article that is awaiting publication within OT practice (see Appendix F).

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

Message of Thanks

As I finish my 14-week DEx project at Mary M. Walsh Elementary School, I want to acknowledge and thank those that have helped make this project possible. First, I'd like to thank Vinnie Regan, principal of Walsh Elementary School, for allowing this project to take place at this site and for always being available to offer support in any way that was needed. I would also like to thank Melissa Weiner, one of the school counselors, who was able to offer her time to give background information about the entire school and guidance in the direction of which staff I could work with and who she thought would need more support. I would also like to thank all the teachers that were a part of my experiential (7 teachers) as well as the 5 participants took part in my scholarly portion. Although it was an inconvenient time to be on site at the end of the school year, these individuals were willing to offer up any free time they had to help get this project completed and to better themselves at the same time. I would like to thank my faculty mentor, Dr. Burton for all the support and guidance not only during these 14 weeks but throughout the past 3 years. My topic has changed since the beginning of research and without her help, I wouldn't have decided on a final topic. Lastly, I would like to thank one of my DEx group members, Sinead O'Brien. We were fortunate enough to be located at the same site, but we were working with different populations and had differing research questions. We were able to problem solve a lot of each other's questions and be an additional support for one another on site throughout the 14-week project.

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    of preschool teacher beliefs about social-emotional learning and relations to observed

    emotional support. *Infant & Child Development, 23*(5), 471-493.

Appendices

**APPENDIX A: Experiential Products – Pre-K Activities**
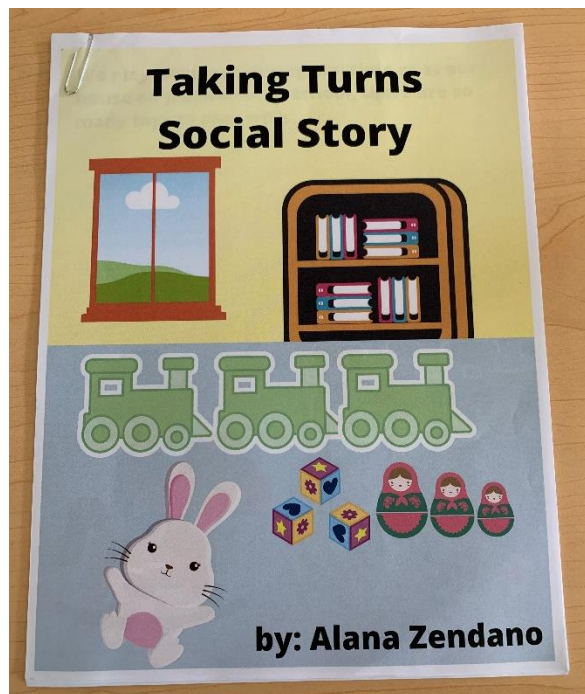
This social story was the first activity that I chose to complete with a student one-on-one due to multiple observations of her not knowing how to share or how it made others feel. This story described a situation between two students who didn't want to share a special toy. We talked about the emotions that each student felt on each page and how not sharing can upset our other friends. Once this story was completed, we talked about sharing the toys on the classroom. For the next several weeks, we focused on sharing and if we didn't want to share then we discussed the emotions of how each person feels when we don't share. Progress was made by the end of the school year and the student was able to share more often but ask for the toy back when the other student was done with it.
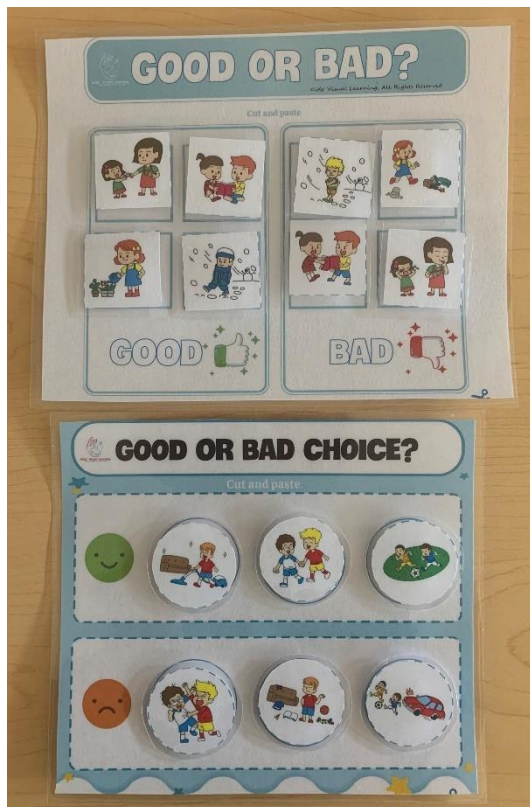

These two activities consisted of laminated cards with laminated good and bad choices that are occurring in each picture. The bottom activity was used first due to its simplicity of set up with faces rather than words because these students were just beginning to identify letters. The first time this was completed, the students were able to easily verbalize whether the choice was good or bad. We then talked about how the green smiley face was good and the red sad face was bad. Once they completed this a few times, we then talked about why they were good and bad. We also talked about how to turn the bad choices into good choices.

The first activity was completed similarly to the first one. This one was harder for them because it had more choices and they had trouble figuring out which side was good and bad. I told them to look at the thumbs up or down picture instead of the words. Once they understood this activity, we also moved on to discussing each picture and how to make bad choices good choices.
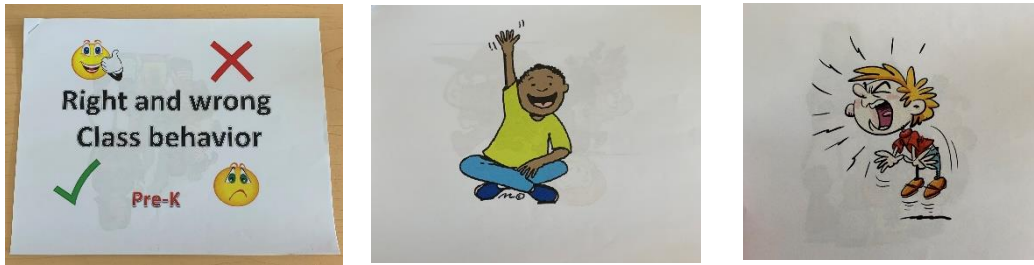
This is another activity that was done with Pre-K students where they had to look at the picture and identify whether the behavior was something that we should do in class or something that we shouldn't do in class. Below are similar activities with this one above being the simplest version of these types of pictures and set up with minimal content on each page.
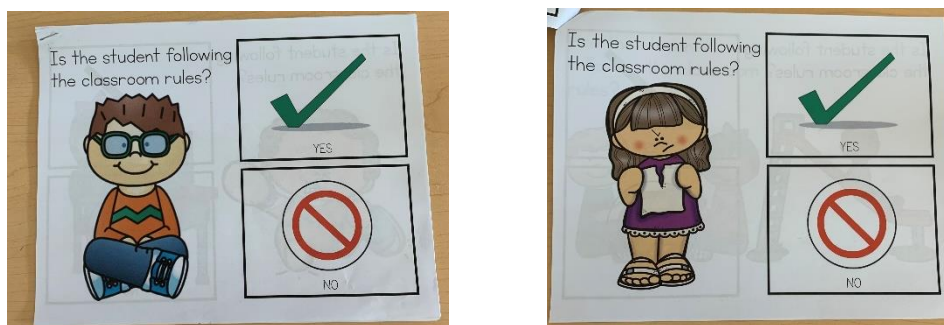
In this activity, I asked the students to look at the picture and identify whether they were following classroom rules or not. I gave each child a tangram shape and once they decided their response, they placed their shape on either the green check for yes or the red slash symbol for no. The next time I completed this activity with a different group, we didn't use the tangram shapes but instead pointed to yes or no and took it a step further and listed a time in the classroom where the yes activities took place. For example, the first picture of the student sitting crisscross is an example of following the rules. The students then said that this rule applies to when they sit on the carpet for morning meetings. Each time I completed this activity, I upgraded the steps to challenge the students more.
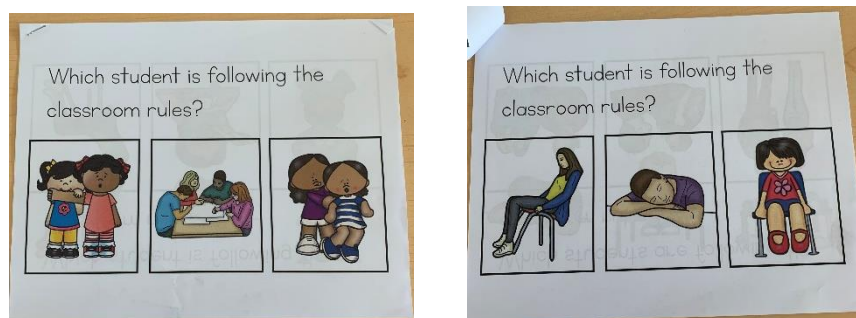

This activity is like the one above where the students had to identify which picture out of the three in which the students were following the classroom rules. This version of the activity made it a little more challenging with three pictures instead of one.

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

APPENDIX B: Experiential Products – Kindergarten Sensory Pathway

The two Kindergarten classes worked together to create an indoor recess pathway, also known as a sensory pathway, to set up in their school for every student to use when they need to have indoor recess. Below you can see some images of the different types of activities they came up with as part of their pathway.
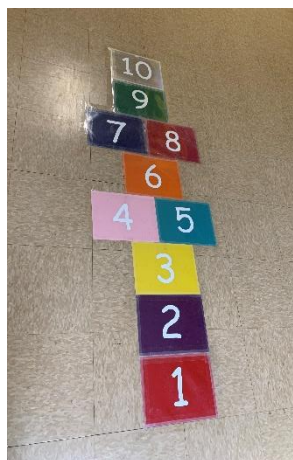
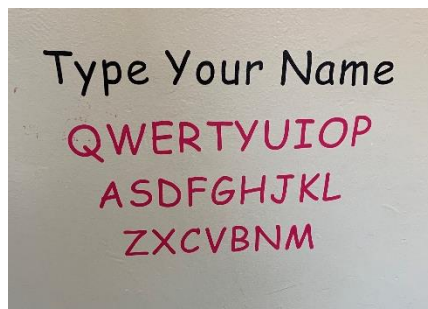| Hopscotch	Alphabet Hopping Path	Balance Beam	Zig-Zag Path

Dandelion Breathing	Type Your Name	Wall Push-Ups

| Figure 8 Pathway	Frog Hops

APPENDIX C: Experiential Products – Kindergarten & 1ˢᵗ Grade Activities

The calming wheels were used with the Kindergarten and 1ˢᵗ grade classes. These wheels were developed with the students. I had a list of calm down strategies that they could choose from. After they chose 4-5, then I created their wheel, had them color the front and showed them how to use it. If they felt a heightened emotion, they would take out their wheel and select a strategy that would help them calm down and return to class ready to focus. Some students had negative ways to handle their heightened emotions that they used when they felt upset or angry. For example, one student would hit their head on the table if they were upset. I wanted them to think of other ways they can cope with their emotions.
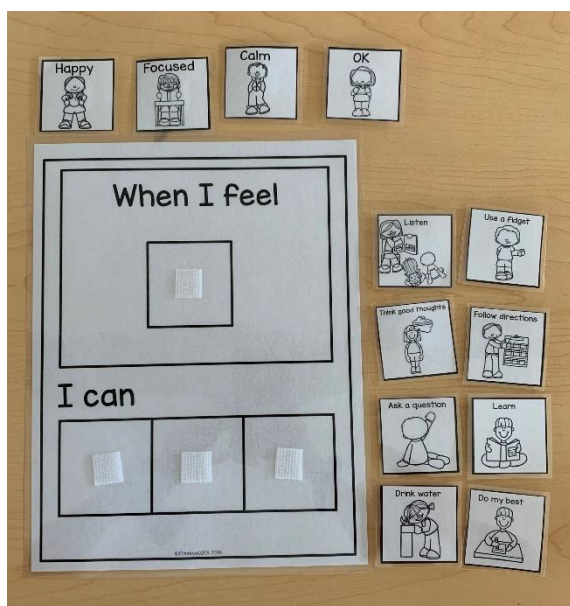
"When I feel… I can…"   "When I am… I can…"
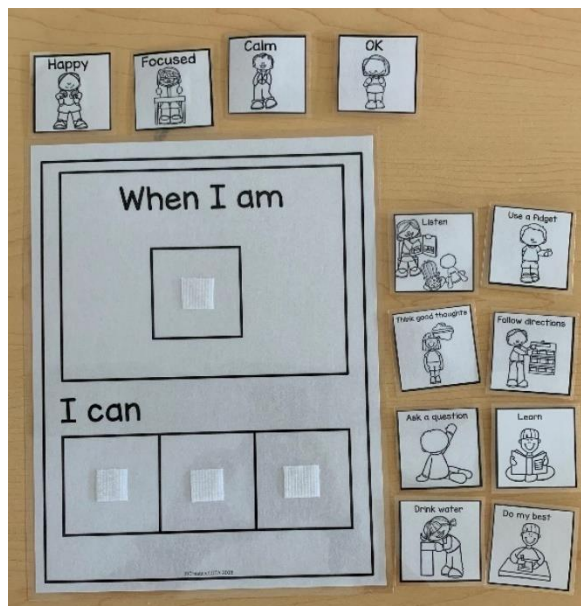
The above two activities were a bit harder to use in the moment when students were feeling negative emotions. This was used with small groups or one-on-one with specific students to review how they feel during positive emotions. For this activity, I also chose to only use the positive emotions so the children can also create connections between those emotions and things they enjoy. The kindergarten students were able to identify what they could do for each emotion that wasn't always on the choice cards, but at least they were able to identify activities they do when they fell a certain way.

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

APPENDIX D: Experiential Products – 2nd Grade Activities

Self-Control Jeopardy: This jeopardy game focused on self-control and things the students can do if they feel like things are getting out of control. Students would take turns and pick one card at a time, read the question, and then provide an answer. Oftentimes, I would ask a follow-up question or ask another student if they felt the same or maybe had a different answer.
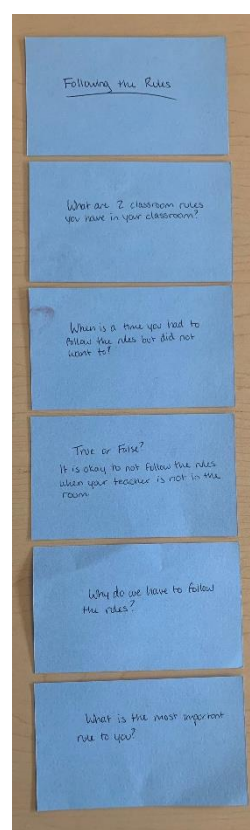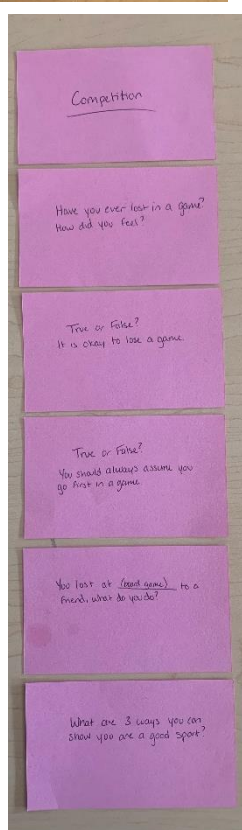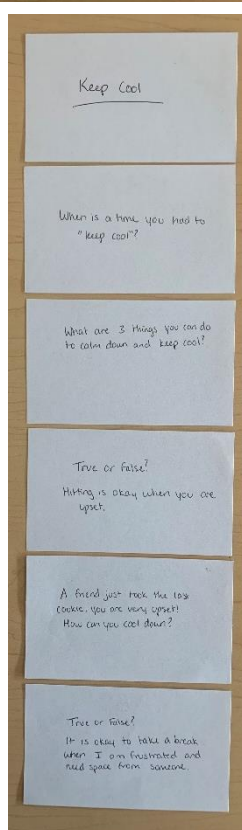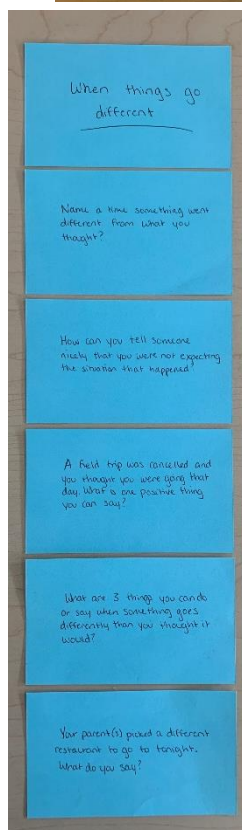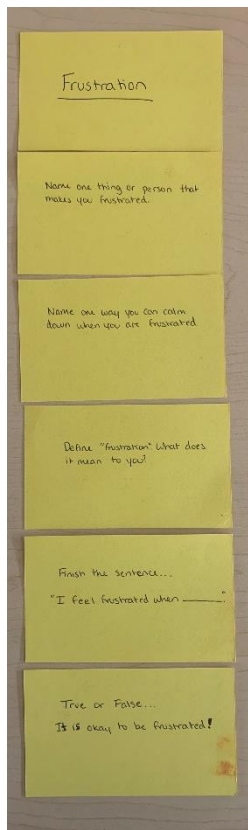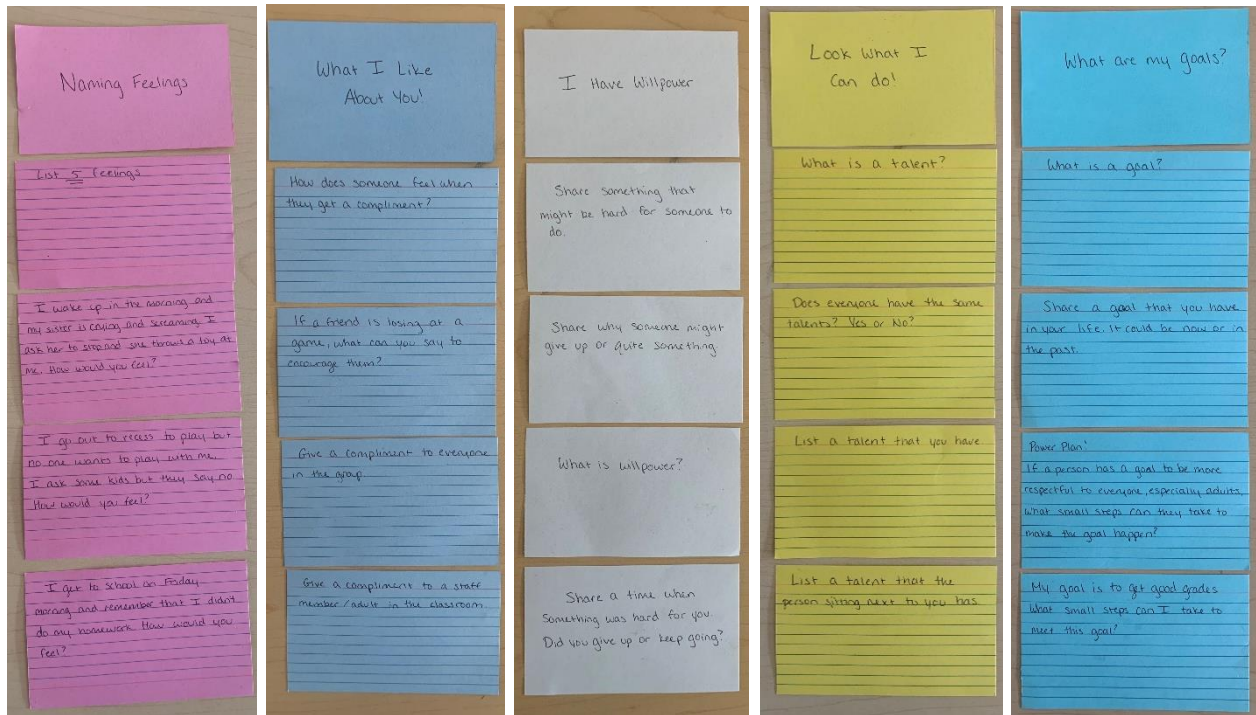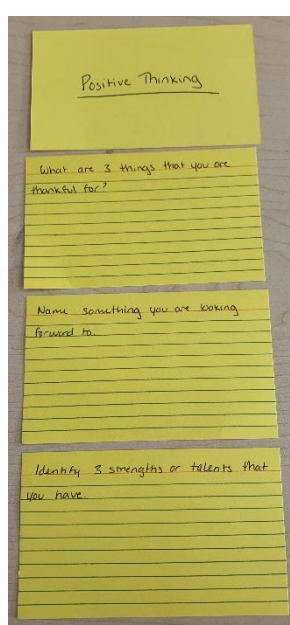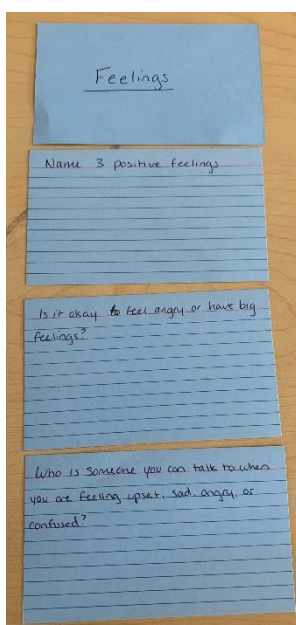
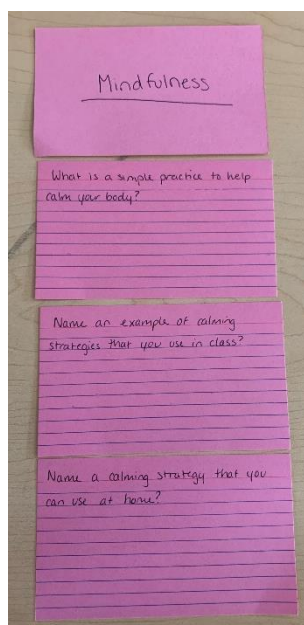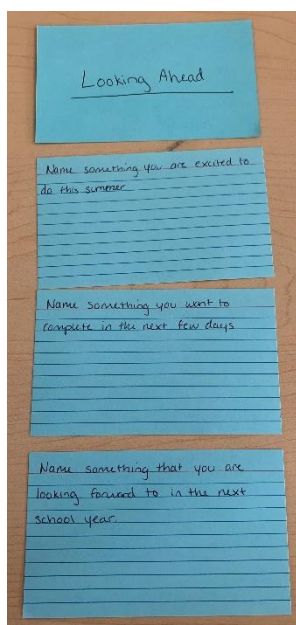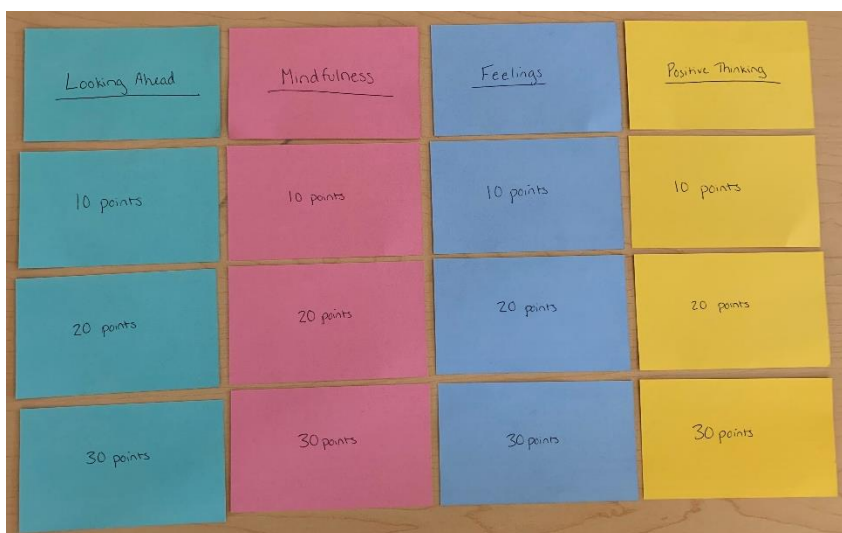ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

Social-Emotional Learning Jeopardy: This jeopardy game is like the one above where the focus is naming emotions and feelings. I also wanted to incorporate the idea of goal setting and get an idea of whether these students had thought about setting academic or personal goals. Another big idea that I wanted to focus on was giving another student a compliment. Oftentimes, these students were quick to make fun of another student or crack a joke about something. I wanted them to think outside the box and think about different ways to compliment people, especially others in the group.

Naming Feelings	What I Like About You!	I Have Willpower	Look What I Can do!	What are my goals?
10 Points	10 Points	10 points	10 points	10 Points
20 Points	20 Points	20 Points	20 Points	20 Points
30 Points	30 Points	30 Points	30 Points	30 Points
40 Points	40 Points	40 Points	40 Points	40 Points

Naming Feelings

List 5 Feelings?

I wake up in the morning and my sister is crying and screaming. I ask her to respond she throws a toy at me. How would you feel?

I go out to recess to play but no one wants to play with me. I ask some kids but they say no. How would you feel?

I get to school on Friday morning and remember that I didn't do my homework. How would you feel?

What I Like About You!

How does someone feel when they get a compliment?

If a friend is losing at a game, what can you say to encourage them?

Give a compliment to everyone in the group.

Give a compliment to a staff member/adult in the classroom.

I Have Willpower

Share something that might be hard for someone to do.

Share why someone might give up or quite something

What is willpower?

Share a time when something was hard for you. Did you give up or keep going?

Look What I Can do!

What is a talent?

Does everyone have the same talents? Yes or No?

List a talent that you have

List a talent that the person sitting next to you has

What are my goals?

What is a goal?

Share a goal that you have in your life. It could be now or in the past.

Power Plan:
If a person has a goal to be more respectful to everyone, especially adults, what small steps can they take to make the goal happen?

My goal is to get good grades. What small steps can I take to meet this goal?

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

Positive Jeopardy: This last Jeopardy game combined a little from the previous two games. I wanted to end the school year on a positive note as well as plan and think about goals, the summer, and the next school year. Students struggled the most with making goals for the next school year because they were so focused on the summer and what they wanted to do once school was out.

*I continued with Jeopardy games after having the first set of lunch groups because the students were eager to be a part of the group, especially because I kept track of points and declared a winner at the end.
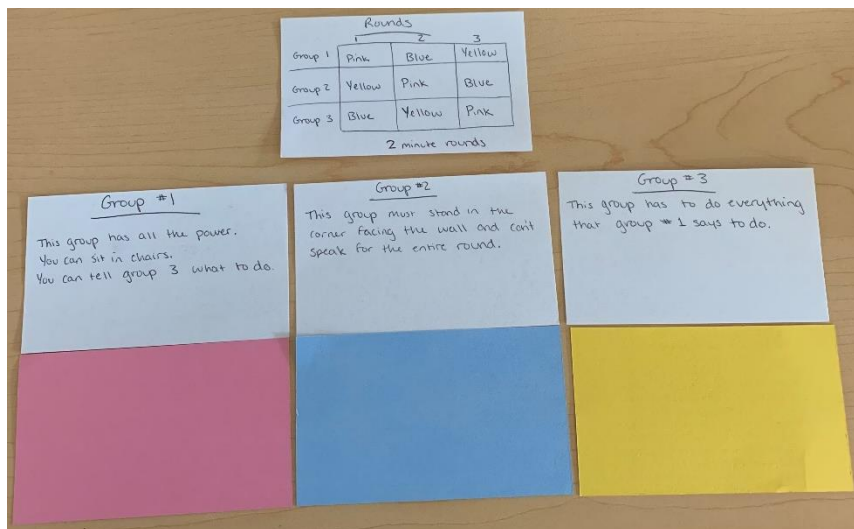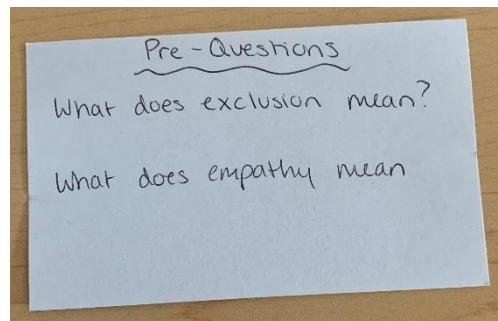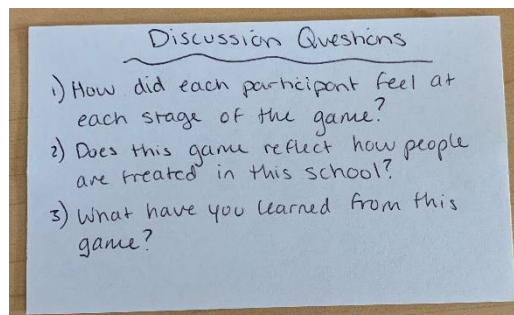
ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

Exclusion Game:

The purpose of this game was for students to understand how it feels to be excluded and ultimately understand what empathy means.

Pre-Questions

What does exclusion mean?

What does empathy mean

Students were split up into three groups and had to follow the rules of each group for two-minute rounds before switching to different rules. Group 1 oversaw group 3 and was able to tell them different exercises to do (jumping jacks, squats, push-ups, etc.). Group 2 had to sit and watch and was not able to talk or offer ideas. Group 3 had to listen to everything group 1 said to do.

Rounds		
	2	3
Group 1	Pink	Blue	Yellow
Group 2	Yellow	Pink	Blue
Group 3	Blue	Yellow	Pink

2 minute rounds

Group #1

This group has all the power.
You can sit in chairs.
You can tell group 3 what to do.

Group #2

This group must stand in the corner facing the wall and can't speak for the entire round.

Group #3

This group has to do everything that group #1 says to do.

Students were able to identify that Group 2 was the group that was excluded each round and they said it was their least favorite group to be in. We discussed that it is important to make sure everyone is included in the things we do so they don't feel upset if they aren't able to participate.

Discussion Questions

1) How did each participant feel at each stage of the game?
2) Does this game reflect how people are treated in this school?
3) What have you learned from this game?

APPENDIX E: Scholarly Abstract

Occupational Therapy's Role in Supporting Teachers' Social-Emotional Learning (SEL) Skill Development

Caitlin Read, OT/s
Western New England University, Caitlin.read@wne.edu

Teachers and other school personnel are an integral part of children's lives due to the amount of time they spend in the school system. Younger students are developing social-emotional learning (SEL) and academic skill alongside their peers. It is not only important for students to build these skills, but also important for adults to learn and continue to practice these skills to be appropriate role models for their students, in return students will be more engaged in learning [1]. Adult SEL competencies on the topic and their own SEL skills should be strong for them to implement SEL components and programs into the classroom [2]. The aim of this quantitative pre and post survey study is to determine the knowledge and use of SEL skills by general education teachers and identify if more support is needed to enhance their skills and to promote positive, successful school days. Participants (n = 5) consisted of elementary school staff teaching Pre-K through 5th grade. Researcher developed pre and post surveys were used to identify baseline SEL abilities as well as determining their confidence level of implementation and current management of their own skills. Participants received an online SEL toolkit and attended 3-5 professional development workshops, each focusing on one component of SEL. Descriptive statistics were used to analyze pre and post survey responses. Percentages of the most common responses were reported. Results indicated that all participants reported needing more support in their classroom at some point throughout the day. In addition, all reported that teachers can use more SEL resources and trainings to enhance their skills as well as their students' skills. In conclusion, more resources targeting adult SEL should be considered by administration to help strengthen the school community.

[1] American Psychological Association (APA). 2020. The benefits of social-emotional learning. 51(6).
[2] Collaborative for Academic, Social, and Emotional Learning (CASEL). 2020. Chicago, IL.
[3] Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). Navigating SEL from the inside out. *Harvard Graduate School of Education.*

Keywords: social-emotional learning (SEL); adult SEL; elementary school; school-based

Presenting Author: Caitlin Read, OT/s, United States of America

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

APPENDIX F: Scholarly Article Submission Receipt

[AOTA Customer Service] Re: OT Practice Article Submission

LG Lisa Gwaltney (AOTA Customer Service Support)
To: Caitlin M. Read

The External Email below originated from outside the University. Unless you recognize the sender, do not click links, open attachments, or respond.

##- Please type your reply above this line -##

Your request (120722) has been updated. To add additional comments, reply to this email.

Lisa Gwaltney (AOTA Customer Service)
Jul 26, 2022, 12:12 PM EDT

Hi Caitlin,

Thank you for your submission. I will review your manuscript as soon as I can, and get back to you just as soon as possible on whether it is a good fit for *OT Practice*.

All the best,

Lisa

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

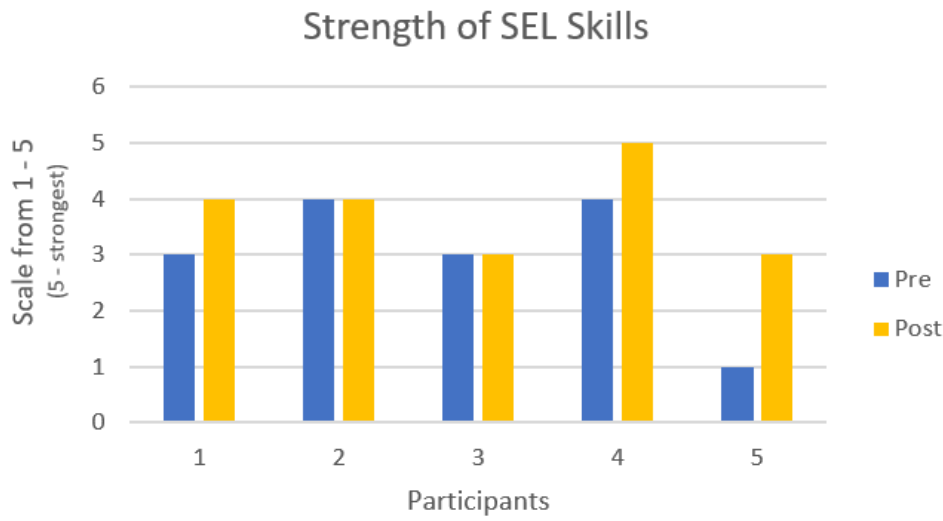**APPENDIX G: Scholarly Project Results**

Strength of SEL Skills

Figure 1: 60% of participants reported improved overall SEL skills

Confidence with Implementation
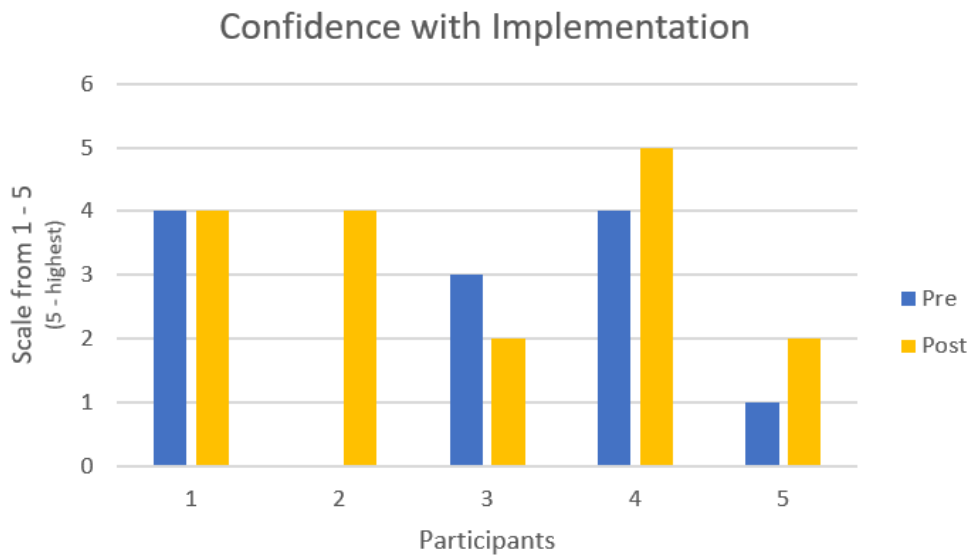
Figure 2: 40% of participants reported improved confidence of their own skills & with SEL implementation

Figure 3: This chart represents the highest reported post survey response for each SEL component-based question.

Self-Awareness:

100% reported they are capable of recognizing their emotions & the cause during times of heightened intensity situations

Self-Management:

60% reported having multiple different ways to cope with all types of situations

Relationship Skills:

40% reported strong, positive relationships with their students & coworkers

Social Awareness:

80% reported being able to recognize & understand when someone has a different perspective

Responsible Decision-Making:

40% reported during heightened intensity situations they determine what needs to be done & return to teaching

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

APPENDIX H: Surveys – Pre & Post

Link to Pre-Survey: https://forms.gle/y3fyoU6HcvmfCFBX9

Occupational Therapy's Role in Supporting Teachers' SEL Skill Development: PRE-Survey
You are receiving this survey because you have qualified for this study with hopes of identifying the need for increased support and resources for teachers to build upon improving confidence of implementation and enhancing knowledge of their own social emotional learning (SEL) abilities. Social emotional learning can be defined as "the process through which all young people and adults acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (CASEL, 2020). SEL can be broken down further in 5 components:
1) Self-Awareness – "The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts."
2) Self-Management – "The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations."
3) Social-Awareness – "The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts."
4) Responsible decision making – "The abilities to make caring and constructive choices about personal behavior and social interaction across diverse situations."
5) Relationship Skills – "The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups."
This survey should take approximately 10-15 minutes of your time. Thank you for participating!

1) On a scale from 0-5, how strong would you say your overall SEL skills (based on the above five components)?
1 – I don't know what these components are or how to respond to situations involving each one"
5 – "I have a full understanding of each skill and know how to identify each during specific situations"

2) How confident do you feel with your skills and when implementing SEL skills to others?
1 – "I don't feel confident in my skills or implementing those skills to others."
5 – "I feel very confident in my skills and implementing them to others."

3) Self-Awareness: At times of heightened emotions, are you able to identify which emotion you are feeling and what caused the change in emotions
a. I am able to identify my emotion but NOT the cause.
b. I am able to identify my emotion AND the cause.
c. I am unable to identify my emotion but I know the cause.
d. I am unable to identify my emotion AND the cause.
e. I haven't experienced this throughout a day of teaching.

4) Self-Management: Have you found ways to cope with your emotions in different situations?
a. I have multiple different ways to cope with all different situations.
b. I have a few different ways to cope with some situations.
c. I have found one way to cope but it does not work with all situations

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

d. I don't have any effective coping strategies for managing my emotions.

5) Social-Awareness: Are you able to recognize different perspectives of others and understand things from their point of view?
a. I can recognize when someone has a different perspective than me and I understand their reasoning.
b. I can recognize when someone has a different perspective than me but I don't understand why.
c. I have a hard time recognizing if someone has a different perspective than me.
d. I can't recognize different perspectives or understand their reasoning.

6) Responsible decision making: At times of heightening situations, are you able to decide the best action to take for you in order to return to teaching with a positive attitude.
a. I am able to figure out what needs to be done and return immediately to teaching.
b. I am unable to figure out what needs to be done but I return to teaching as soon as possible.
c. I am unable to figure out what needs to be done and ignore the situation and continue teaching.
d. Heightened situations don't occur because I anticipate them and alleviate the cause before disruption occurs

7) Relationship Skills: Do you feel like you have a strong/close, positive relationship with your students?
a. I have a strong/close, positive relationship with all my students.
b. I have a strong/close, positive relationship with at least half of my students.
c. I have a strong/close, positive relationship with a few of my students.
d. I don't have a strong/close, positive relationship with any of my students.

8) Relationship Skills: Do you feel like you have healthy friend relationships with coworkers?
a. I have healthy relationships with all coworkers.
b. I have healthy relationships with half of my coworkers.
c. I have healthy relationships with a few of my coworkers.
d. I don't have any healthy relationships with any of my coworkers.

9) If you find yourself in a difficult situation, how do you get to a solution?
a. I have numerous coping strategies to pick from.
b. I find the cause of the problem first before figuring out a way to get to a solution.
c. I ask a coworker for help.
d. I think of a few solutions before determining the best outcome at that time.

10) At what point of the day do you find yourself needing more support? More support can be help from workers, a break from the class, managing tough student behaviors, etc.
a. Morning
b. Middle of the day
c. Afternoon
d. Multiple times throughout the day

11) If you had to choose, what would you say is the biggest barrier to having a successful day in the classroom?
a. Negative student behaviors
b. Not having enough time to prep
c. Not having enough support staff in the room
d. Needing to take a personal minute but no opportunity or gap in the day to do so.

Link to Post-Survey: https://forms.gle/TK2j4y8W5qqyECaEA

Occupational Therapy's Role in Supporting Teachers' SEL Skill Development: POST-Survey
You are receiving this survey because you have qualified for this study with hopes of identifying the need for increased support and resources for teachers to build upon improving confidence of implementation and enhancing knowledge of their own social emotional learning (SEL) abilities. Social emotional learning can be defined as "the process through which all young people and adults acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (CASEL, 2020). SEL can be broken down further in 5 components:
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3) Social-Awareness – "The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts."
4) Responsible decision making – "The abilities to make caring and constructive choices about personal behavior and social interaction across diverse situations."
5) Relationship Skills – "The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups."
This survey should take approximately 10-15 minutes of your time. Most questions will be similar to the pre-survey with a few additional questions. Thank you for participating!

1) On a scale from 0-5, how strong would you say your overall SEL skills (based on the above five components)?
1 – I don't know what these components are or how to respond to situations involving each one"
5 – "I have a full understanding of each skill and know how to identify each during specific situations"

2) How confident do you feel with your skills and when implementing SEL skills to others?
1 – "I don't feel confident in my skills or implementing those skills to others."
5 – "I feel very confident in my skills and implementing them to others."

3) Self-Awareness: At times of heightened emotions, are you able to identify which emotion you are feeling and what caused the change in emotions
a. I am able to identify my emotion but NOT the cause.
b. I am able to identify my emotion AND the cause.
c. I am unable to identify my emotion but I know the cause.
d. I am unable to identify my emotion AND the cause.

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

e. I haven't experienced this throughout a day of teaching.

4) Self-Management: Have you found ways to cope with your emotions in different situations?
a. I have multiple different ways to cope with all different situations.
b. I have a few different ways to cope with some situations.
c. I have found one way to cope but it does not work with all situations
d. I don't have any effective coping strategies for managing my emotions.

5) Social-Awareness: Are you able to recognize different perspectives of others and understand things from their point of view?
a. I can recognize when someone has a different perspective than me and I understand their reasoning.
b. I can recognize when someone has a different perspective than me but I don't understand why.
c. I have a hard time recognizing if someone has a different perspective than me.
d. I can't recognize different perspectives or understand their reasoning.

6) Responsible decision making: At times of heightening situations, are you able to decide the best action to take for you in order to return to teaching with a positive attitude.
a. I am able to figure out what needs to be done and return immediately to teaching.
b. I am unable to figure out what needs to be done but I return to teaching as soon as possible.
c. I am unable to figure out what needs to be done and ignore the situation and continue teaching.
d. Heightened situations don't occur because I anticipate them and alleviate the cause before disruption occurs

7) Relationship Skills: Do you feel like you have a strong/close, positive relationship with your students?
a. I have a strong/close, positive relationship with all my students.
b. I have a strong/close, positive relationship with at least half of my students.
c. I have a strong/close, positive relationship with a few of my students.
d. I don't have a strong/close, positive relationship with any of my students.

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a. I have healthy relationships with all coworkers.
b. I have healthy relationships with half of my coworkers.
c. I have healthy relationships with a few of my coworkers.
d. I don't have any healthy relationships with any of my coworkers.

9) If you find yourself in a difficult situation, how do you get to a solution?
a. I have numerous coping strategies to pick from.
b. I find the cause of the problem first before figuring out a way to get to a solution.
c. I ask a coworker for help.
d. I think of a few solutions before determining the best outcome at that time.

10) At what point of the day do you find yourself needing more support? More support can be help

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

from workers, a break from the class, managing tough student behaviors, etc.
a. Morning
b. Middle of the day
c. Afternoon
d. Multiple times throughout the day

11) If you had to choose, what would you say is the biggest barrier to having a successful day in the classroom?
a. Negative student behaviors
b. Not having enough time to prep
c. Not having enough support staff in the room
d. Needing to take a personal minute but no opportunity or gap in the day to do so.

12) How many professional development workshops did you attend?
a. 1
b. 2
c. 3
d. 4
e. 5
f. None

13) Overall, do you think that your SEL skills have improved after completing this study?
a. Yes, definitely.
b. Yes, somewhat.
c. Not at all.

14) Do you think teachers are in need of more support and resources to manage their daily needs?
a. Yes, definitely.
b. Yes, somewhat.
c. No, the school provides an adequate amount.
d. No, we don't need any support.

15) Optional: Please feel free to list any additional feedback! (Open ended question)

APPENDIX I: Professional Development Workshops

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

Link to Google Drive with all 5 workshops in separate folders:
https://drive.google.com/drive/folders/1FniPhm6MuwF6FWbcEdsR494dpYbzYQO1?usp=sharing

Link to Google Drive with all 5 workshops in 1 PDF:

https://drive.google.com/file/d/114fkyFyrSOJeUliuwarru8rNBsBWGOGv/view?usp=sharing

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

APPENDIX J: Adult SEL Online Toolkit

Link to online version of Adult SEL Toolkit:
https://drive.google.com/drive/folders/1EUwbKE11ta5lLW78yck3-ByhDhATpFgh?usp=sharing

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

APPENDIX K: Learning Objectives

<u>**WNE OTD Objective #1:**</u>	*Collaborate with various professionals as part of an interprofessional team to advocate the role of occupational therapy in a nontraditional setting.*

Planned Activity or Methodology: **Student will engage with site mentor and elementary school teachers via conversations and surveys explaining the purpose and importance of SEL skills by the end of week 2.**

Evidence of Accomplishment:
- By midterm, student has met with Pre-K teacher, 2 kindergarten teachers, 2 1st grade teachers and 2 2nd grade teachers and identified check-in teacher and has discussed purpose of project and importance of SEL with surveys going out by the middle-end of week 3 on site or by 6/1-6/2 (week 8 of DEx).
- By final, student has distributed a pre-survey and post-survey throughout the five weeks on site. Student ran SEL workshops discussing the importance of each component of SEL as well as the purpose of having strong skills to model for their students.

Midterm:	Final:
☐ Accomplished	☐ Accomplished
☐ Making Progress	☐ Making Progress
☐ Not progressing, needs attention	☐ Not progressing, needs attention

<u>**WNE OTD Objective #2:**</u>	*Document a needs assessment for a particular population and use said assessment as the foundation for planning a successful Doctoral Experiential Capstone Project. Additional evidence will include feedback from consumers that indicates the impact of the project on the population they represent.*

Planned Activity or Methodology: **Student will complete classroom observations and survey teachers to get a full understanding of barriers teachers face throughout the day to help create ideas for resources to alleviate these barriers by the end of week 3.**

Evidence of Accomplishment:
- By midterm, student has conducted at least three observations per grade and class to get an idea of classroom environment by the end of week 2. Pre-survey will be distributed by the end of week 3 to identify barriers in class (week 8 of DEx).
- By final, student has surveyed teachers to identify the biggest barrier that they face throughout the day. During observations, teachers requested specific resources/tools to manage specific barriers. These requests were incorporated into the workshops that were created to enhance SEL component skills.

Midterm:	Final:
☐ Accomplished	☐ Accomplished
☐ Making Progress	☐ Making Progress

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

☐ Not progressing, needs attention	☐ Not progressing, needs attention

WNE OTD Objective #3:	*Demonstrate proficiency and professionalism with the use of personal computers, learning platforms, zoom meetings, etc to fully document and implement Doctoral Experiential Project for WNE as well as for members of the population served.*

Planned Activity or Methodology: **Student will ensure confidentiality when requested and respond to all concerns in a timely manner in order to provide solutions as quickly as possible to maintain a positive learning environment throughout the 14 weeks.**

Evidence of Accomplishment:
- By midterm, student has created a weekly schedule to accommodate for each teacher's requested time to have more support in the room. Student has given the option to provide one-on-one support, group support or whole class support in order to ensure students are engaged in a positive learning environment. Student will continue to maintain communication and provide support for teachers as needed for the remainder of the school year.
- By final, student has continued with original schedule up to week 4 on site (week 9 of DEx). Week 5 on site (week 10 of DEx), student asked teachers when they would need more support during this last week of school. Instead of rotating classes every half hour or hour, student stayed with one class in the morning and then a different one in the afternoon to help with an altered schedule/fun week of end of year events.

Midterm:	Final:
☐ Accomplished	☐ Accomplished
☐ Making Progress	☐ Making Progress
☐ Not progressing, needs attention	☐ Not progressing, needs attention

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

WNE OTD Objective #4:	*Recognize and be able to describe the diverse systems of service delivery that are most cost-effective and considerate for health, social, and educational settings, both traditional and nontraditional. Through both clinical and reflective writing, be able to articulate a sensitivity to cultural, linguistic, and other diversities and describe solutions for care disparities.*

Planned Activity or Methodology: **With the use of the needs assessment and objective data collected, the student will ensure all concerns are processed and then create adequate resources that target different learning styles to promote inclusion for the entirety of the staff throughout the 14 weeks.**

Evidence of Accomplishment:
- By midterm, student has conducted the needs assessment by the end of week 2 on site (week 7 of DEx) and has created a toolkit full of resources targeting the five components of SEL that will be reviewed with staff week 5 on site (week 10 of DEx).
- By final, student has reviewed hard copy of toolkit with participants during their last workshop. Student also discussed the online version of the toolkit that may be easier to access and print specific resources.

Midterm:	Final:
☐ Accomplished	☐ Accomplished
☐ Making Progress	☐ Making Progress
☐ Not progressing, needs attention	☐ Not progressing, needs attention

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

WNE OTD Objective #5:	*Demonstrate the ability to work with others to identify meaningful objectives, organize, manage, and motivate people and resources, communicate effectively, and oversee action to accomplish stated program or service goals.*

Planned Activity or Methodology: **Student will begin the experiential open minded, willing to alter any ideas in order to provide the most benefit to the teachers including keeping open communication throughout the entire experience to continue to adapt to the site's needs.**

Evidence of Accomplishment:
- By midterm, student has met with each teacher individual to discuss the needs for their class and what they would like (whole class support, one-on-one, or group support). Student created a schedule to be in each class everyday during the times of the most need. Student checks in with teacher to see what else student can do to provide support and at any time to let student know if needs change.
- By final, student has continued to meet with teachers and altered schedule for the last full week of school (week 5 on site/week 10 of DEx) by going into rooms for either full morning or full afternoon to spend more time with classes and support teachers during end of year events (field day, splash day, graduation, etc.).

Midterm:	Final:
☐ Accomplished	☐ Accomplished
☐ Making Progress	☐ Making Progress
☐ Not progressing, needs attention	☐ Not progressing, needs attention

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

WNE OTD Objective #6:	*Demonstrate the ability to implement in existing programs, and plan for in developing programs, an occupational therapy process that is occupation-based, client-centered, culturally sensitive, and ethically appropriate.*

Planned Activity or Methodology: **Student will align this experience with the fundamentals of SEL as well as the Occupational Therapy Practice Framework 4th Ed. (OTPF4) in order to develop an adequate experience that promotes the interprofessional alliance between teachers and occupational therapists throughout the 14 weeks.**

Evidence of Accomplishment:
- By midterm, student has created a toolkit focused on the fundamentals of SEL with evidence-based resources supported by occupational therapists. Student will continue to use an occupational therapy viewpoint throughout the experiential to best support students and staff.
- By final, student continued to support students and staff with focusing support on SEL skills, especially with students and working towards building their self-awareness and self-management skills.

Midterm:	Final:
☐ Accomplished	☐ Accomplished
☐ Making Progress	☐ Making Progress
☐ Not progressing, needs attention	☐ Not progressing, needs attention

WNE OTD Objective # 7:	*Document an experiential and scholarly project that reflects the literature in restorative justice/community re-entry and use responsive, ethical methods. The scholarly process and results should be made accessible to the college and the community, especially to the population served by the project. A report of the project, presented in a professional format that others can replicate or build upon, will be evidence of accomplishment.*

Planned Activity or Methodology: **By the end of the experience, the student will combine all subjective and objective data to create a toolkit of resources that can continue to be built upon (either via hard copy and an online version) that can be accessed by this site and other schools that may face the same barriers.**

Evidence of Accomplishment:
- By midterm, student has created the majority of the toolkit and just waiting to include the workshop information into each section once those workshops are completed (week 4 on site, week 9 of DEx). Student has all resources printed and on Google Drive and can send a link to whoever is interested in using the toolkit as a resource.
- By final, student has completed online and hard copy versions of toolkit full of resources. Student has reviewed toolkit with participants and will send out link of online version on the last day of school.

Midterm:	Final:
☐ Accomplished	☐ Accomplished
☐ Making Progress	☐ Making Progress
☐ Not progressing, needs attention	☐ Not progressing, needs attention

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

WNE OTD Objective # 8:	*Through both clinical and reflective writing, be able to articulate a clear awareness of my own personal and professional strengths and boundaries and identify supports and strategies for goal achievement.*

Planned Activity or Methodology: **Student will create opportunities for open communication at any point of the process to ensure support and resources are geared to the proper topic. Student will also collaborate with other group members and mentor when needed to ensure progress is being made towards the goals of the experience and site throughout the 14 weeks.**

Evidence of Accomplishment:
- By midterm, student created opportunities to check-in with teachers to talk about upcoming supports that they will need in order to have a successful teaching day. Student has weekly check-ins with lead check-in teacher to review progress made with students and what types of support is being provided to each class/student. Student will continue to check in with teachers and lead check-in teacher in order to provide the most to this site throughout the 14 weeks.
- By final, student has altered support schedule to spending more time with each class instead of rotating after half hour or hour increments. This way extended support can be provided to staff and students without having to leave to visit another class.

Midterm:	Final:
☐ Accomplished	☐ Accomplished
☐ Making Progress	☐ Making Progress
☐ Not progressing, needs attention	☐ Not progressing, needs attention

Student Objective # 9:	*To immerse self fully into the school dynamic to better understand its mission and vision goals for their students & staff.*

Planned Activity or Methodology: **Student will create surveys and conduct classroom observations to create a full picture of the site and its values within the first two weeks.**

Evidence of Accomplishment:
- By midterm, student has conducted at least 3 observations per classroom (7 classrooms) by week 2 on site (week 7 of DEx) and will send out surveys by week 3 on site (week 8 of DEx).
- By final, student has immersed self within each classroom routine and has built relationships with students of each grade level. Participants completed pre-surveys and workshops to better understand the importance of SEL and enhance their skills. Post-surveys are being completed by the end of this week (week 5 on site/week 10 of DEx).

Midterm:	Final:
☐ Accomplished	☐ Accomplished

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

☑ Making Progress	☐ Making Progress
☐ Not progressing, needs attention	☐ Not progressing, needs attention

Student Objective #10:	*To engage in interprofessional collaboration with administration and teachers to fully understand the barriers they face throughout the day.*
Planned Activity or Methodology: **Student will provide contact information and ensure open communication at any time is accepted to promote a positive learning experience for all those involved throughout the 14 weeks.**	

Evidence of Accomplishment:
- By midterm, student provided detailed project information and introduction after two days of being on site via email. Open communication is ensured via check-ins with teachers throughout the week. Student will continue to check-in with teachers and reach out via email to send scholarly information (pre/post surveys and details about workshop times).
- By final, student has connected with teachers after completing workshops and determined a new schedule for the last full week of school (week 5 on site/week 10 of DEx). Student ensured increased support in any form is available during the last week, with some classes needing more support and others not needing any support.

Midterm:	Final:
☐ Accomplished	☑ Accomplished
☑ Making Progress	☐ Making Progress
☐ Not progressing, needs attention	☐ Not progressing, needs attention

Student Objective #11:	*To provide at least one (or more) informational trainings to help teachers better understand the benefits of personally improving their own SEL skills.*

Planned Activity or Methodology: **Within the last few weeks of the experience, the student will use all data and teacher input to create an informational training that will not only help build their skills but bring teachers together who may be going through the same thing and hopefully help to strengthen their support system.**

Evidence of Accomplishment:
- By midterm, the student is preparing workshop outlines and planning to have all five workshops in the same week due to end of the year events changing the schedule during the last full week of school (week 5 on site, week 10 of DEx). Workshops are planned for week 4 on site (week 9 of DEx) but with week 5 as the option to have participants to attend during make-up times and select which workshop they missed and would like to go over.
- By final, student created workshops based off of survey responses, classroom observations, and teacher requests of specific skills. All workshops were held during week 4 on site/week 9 of DEx and the post-survey was distributed on the Monday of week 5 on site/week 10 of DEx.

Midterm:	Final:
☐ Accomplished	☐ Accomplished
☐ Making Progress	☐ Making Progress
☐ Not progressing, needs attention	☐ Not progressing, needs attention

ADULT SOCIAL-EMOTIONAL LEARNING SKILL DEVELOPMENT

Student Objective # 12:	To develop a toolkit of resources with strategies for staff to utilize to enhance their SEL skill development.
Planned Activity or Methodology: **By the end of the 14 weeks, all relevant material and resources will be combined for teachers to utilize in the future if they come across any new barriers or want to build upon their current skills.**	

Evidence of Accomplishment:
- By midterm, the student has completed the online and hard copy version of the toolkit. Workshops will be placed into toolkit once completed for teachers to refer back to. During the debriefing session held during week 5 on site (week 10 of DEx), the toolkit will be reviewed and teachers will be able to access all material.
- By final, the toolkit is complete with workshops in each section. Toolkit was briefly reviewed during week 4 on site/week 9 of DEx but during debriefing a thorough discussion will take place as well as reviewing how to access the toolkit online.

Midterm:	Final:
☐ Accomplished	☐ Accomplished
☐ Making Progress	☐ Making Progress
☐ Not progressing, needs attention	☐ Not progressing, needs attention