Revisioning Social Emotional Supports: East’s Family Group Model

Tenet: Social-Emotional Health
Susan Gross ~ Carleen Pierce~Jermone Grant
Welcome

Alone we can do so little; together we can do so much.
WHAT IS SOCIAL EMOTIONAL LEARNING (SEL)?

“Social-emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. ......., social-emotional learning gives tomorrow’s workforce the tools for success, while educators find it contributing to a positive school climate and increased academic success.”

WHY FOCUS ON SEL & SOCIAL EMOTIONAL HEALTH?

**ACADEMIC OUTCOMES**

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

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

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

**LIFETIME OUTCOMES**

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

”American Journal of Public Health (AJPH) November 2015
Remember When

What advice would you give to your younger self?

Don’t fight your destiny, but keep your character.

Diane von Furstenberg
lettersfrommyyoungerself.com

There is opportunity – and sometimes joy – in the chaos and the unknown.

Soledad O’Brien
lettersfrommyyoungerself.com

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

WHY SHOULD SCHOOLS INVEST IN SEL?

EQUITY & POVERTY

WHY SHOULD SCHOOLS INVEST IN SEL?

IS IT WORTH THE COST?

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

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

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

11:1 return on investment

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

University of Rochester - EPO Plan (June 23, 2014)
“Social Emotional Support for all East students: East High School students often experience a high stress urban environment. This creates a need for a well-developed approach to providing social emotional support in the school and community. We will therefore articulate and systematically promote a vision for social and emotional developmental health that is aligned to a curriculum that provides learning experiences and a safe and healthy school environment for families, teachers and students.”
University of Rochester - EPO Plan (June 23, 2014)

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

“The purpose of family group is for all to feel a sense of belonging through positive relationships, to develop healthy habits, and to empower all to have a voice.”
Family: A group of people, usually of the same blood (*but do not have to be*), who genuinely love, trust, care about, and look out for each other.
Carent Structure

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

Confidentiality
All voices are heard
Respectful collaboration
Engagement by all
Structure

Family Group Setup

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

Family Group’s Connection to East’s Mission

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

Schoolwide Norms

- TENACIOUS
  - I can have a “can do” attitude when challenged.
  - I can see mistakes as opportunities to improve.

- THINKING PURPOSEFULLY
  - I can think critically and make positive choices.

- ADVOCATING for SELF and OTHERS
  - I can work collaboratively.
  - I can show respect when interacting with others.

3-5-7

The 7 Habits Tree
**Weekly Lesson Plan**

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

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

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

<table>
<thead>
<tr>
<th>Theme of the Month</th>
<th>Unit 2 - Going in the Right Direction</th>
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<tbody>
<tr>
<td>Habit of the Month</td>
<td>Habit 2 - Begin with the End in Mind. <em>I am in control of my own destiny.</em></td>
</tr>
<tr>
<td>School Norm</td>
<td>“I Can” Have a Can Do Attitude When Challenged</td>
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<tr>
<td>Leadership Principles</td>
<td>Vision, Commitment, Purpose</td>
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**LET’S TALK**

<table>
<thead>
<tr>
<th>DAY</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td></td>
<td>Whip-Around In your circle... post-weekend check-in.</td>
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<td></td>
<td>- Was your weekend slow &amp; boring, pleasant and relaxing, or way too busy?</td>
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<td></td>
<td>- Can you share one high and one low from your weekend?</td>
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</table>

**Monday**

**EAGLE EYE**

END OF MP1 is THURSDAY!! - PRINT PROGRESS REPORT WITH GRADES AND ASSIGNMENTS

**Parents:** show Eagle Eye

**Parents:** We are beginning Habit 2: Which is **Begin with the End in Mind** also known as “I am in control of my destiny.”

**Prompting Question:** “Are you in control of your destiny when it comes to ending MP1 to the bests of your abilities?” or do you have the attitude “I will just write off this marking period and try again for the next one?”

**Parents - here are some suggestions:**

- Have scholars prioritize their missing assignments - if they have a project they haven’t completed but can still turn-in encourage them to finish that before they finish a missing HW assignment.
Structure~ Lesson Plans

**Tuesday**

*Whip Around*

In your circle... This or That? (have your scholars guess what each other will answer when asked would you rather have This... or That...?)

- eggs or pancakes?
- chicken nuggets or chicken fingers?
- theme park or water park?

-------------------------------------------------------------------------------------------------------------

**Habit 2: Begin with the End in Mind = Control YOUR Destiny!!**

**UPPER SCHOOL CARENTS: Please do the Take 15 about Thursday’s Assembly first**

Video: President Obama - Speaks about Habit 2: [https://www.youtube.com/watch?v=mGlIs8-PKpc](https://www.youtube.com/watch?v=mGlIs8-PKpc)

Carents:

Prompting Questions:

- Which of our 5 - School wide norms is focusing on not quitting - making the choice to keep going?
- What reason(s) do you give for not finishing something you have started? What “I can statements” could you use to motivate yourself to finish what you start?

  - I can go through my assignments in FG and figure out those that are worth the most so I can bring up my grades?
  - I can set aside 20 minutes after school to...
  - I can get a planner or notebook to record my assignments in......
  - I can e-mail my ....... with a list instead of trying to get their attention about my grades while another class is coming in......

-------------------------------------------------------------------------------------------------------------

*In your circle... Have you Ever??* (We recommend these questions be asked to the group as a whole, and then let the answers lead your discussions)

“HAVE YOU EVER...?”
Structure ~ Lesson Plans

Tuesday

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Wednesday

LOW SCHOOL TOWN HALL MEETING

In your circle... Have you Ever?? (We recommend these questions be asked to the group as a whole, and then let the answers lead your discussions

“How have you EVER... ?”
Structure ~ Student Choice/Voice

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td><strong>Family Group Implementation Team</strong></td>
<td><strong>Continued Support:</strong></td>
<td><strong>Continued Support:</strong></td>
</tr>
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</table>
| ● U of R Staff, School Leadership, Teachers, Social Workers, School Counselors, Support Staff  
● Met multiple times during the summer of 2015 to layout the structure.  
● Hired 2 staff members as US and LS Coaches  
● Created a Mission/Vision for the program.  
● Focus on 7-Habits of Highly Successful Teens  
● Choose term Carents  
● Daily Lesson Plans Provided  
● Binder and supplies provided  
● 7-Habits & Restorative Practices Training of all staff | ● Professional Development offered to staff during Superintendent’s Conference Day and Summer.  
● Kept two coaches for both LS and US - providing release time  
● Leader in Me - 7-Habits continued support through Franklin Covey consultant  
● Created the **Soaring Eagle** to offset expenses  
● FACE committee donated monies for outside play items and board games | ● Professional Development offered to staff during Superintendent’s Conference Day and Summer.  
● Kept two coaches for both LS and US - providing release time  
● Leader in Me - 7-Habits continued support through Franklin Covey consultant  
● Added to **Soaring Eagle** donations to increase opportunities for FG’s to participate in outside activities. |
## Evolution of the Initiative

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<th>Year 2</th>
<th>Year 3</th>
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<tr>
<td><strong>Single Carenting</strong></td>
<td>Co-Carenting (2-Adults)</td>
<td>Co-Carenting (2-3 adults)</td>
<td></td>
</tr>
<tr>
<td>LS: 6th-8th (7-8 per group)</td>
<td>US: 9th &amp; 10-12 (10 per group)</td>
<td>LS: 6th-8th (13-15 per group)</td>
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<td></td>
<td></td>
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<tr>
<td></td>
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<td>*Added BL &amp; ESOL</td>
<td>*ESOL by region</td>
</tr>
<tr>
<td>LS FG time: after lunch</td>
<td>US FG times: Opposite each lunch period</td>
<td>LS FG time: same</td>
<td>LS FG time: same</td>
</tr>
<tr>
<td>Daily lesson plans- Binders</td>
<td>Weekly lesson plans- Binders &amp; Posted in a Google Classroom</td>
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<td>Focus on 7 Habits</td>
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<td><strong>NEW added: Leader In Me - Leadership Skills</strong></td>
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What We’ve Noticed

Family Group Scholar Mid-Year Survey 2017

1. I am in the following school:
   a. Upper School - Grades 5-12
   b. Lower School - Grades 6-8

2. When I am in school I attend Family Group:
   a. Agree
   b. Somewhat Agree
   c. Somewhat Disagree
   d. Disagree

3. I think Family Group is better this year:
   a. Agree
   b. Somewhat Agree
   c. Somewhat Disagree
   d. Disagree
   e. I am new to East that year

4. I feel comfortable sharing during Family Group:
   a. Agree
   b. Somewhat agree
   c. Somewhat Disagree
   d. Disagree

5. I feel that I have good relationship with my Mentor:
   a. Agree
   b. Somewhat Agree
   c. Somewhat Disagree
   d. Disagree

Tell Us Your Story!!

How did Family Group help you this year?

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

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

EAST
IN PARTNERSHIP WITH THE UNIVERSITY OF ROCHESTER
What We’ve Noticed

Lower School

Upper School

YE - 2017 Lower School
Good Relationship with Carents

Agree/Somewhat Agree: 84%
Somewhat Disagree/Disagree: 16%

YE - 2017 Upper School
Good Relationship with Carents

Agree/Somewhat Agree: 95%
Somewhat Disagree/Disagree: 5%
What We’ve Noticed...

Lower School

YE - 2017 Lower School
Good Relationship with FG Scholars

- Agree/Somewhat Agree: 86%
- Somewhat Disagree/Disagree: 14%

Upper School

YE - 2017 Upper School
Good Relationship with FG Scholars

- Agree/Somewhat Agree: 91%
- Somewhat Disagree/Disagree: 9%
What We’ve Noticed...

Lower School

Upper School
What We’ve Noticed….

Tell Us Your Story!!

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

FG helped me to try to be here every single day.
They helped me in being on time - they texted me.
They are always on my butt telling me to come to
school, trying to be successful. They talked
to me about the COOS test, 504 Plan so I
could graduate 2017. So now I have the best
chance of graduating. I thank my parents
for being there when I needed them the most.

Sincerely,
Ulises Cabrera Jr.
Challenges

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

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**WE ARE A TEAM!**

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

~
Table Talk-Exit Survey

Think about implications of this presentation for your own work...?
Questions from Exit Survey’s/Audience
THANK YOU FOR COMING TODAY TO LEARN MORE ABOUT EAST’S FAMILY GROUPS