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**Wisconsin Social and Emotional Learning  
Out-of-School Time Case Study: Goodman  
Center, Madison**

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# Wisconsin Social and Emotional Learning Case Study: Goodman Center, Madison

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## Introduction/Background

### **HISTORY**

- Goodman Community Center opened its doors in 2008.
- Previously Atwood Neighborhood Center, the organization had a long history of working with children and youth in the community.
- The move brought dozens of staff together who were previously working at four different locations under various programming models. How do we get on the same page?
- In 2008, we were awarded our 1<sup>st</sup> CLC grant and the model became clear. HOME–SCHOOL–GCC all had to get on the same page.

### **THE MODEL**

#### **Starting place—PBIS and CHARACTER COUNTS (GOODMANSHIP VALUES)**

PBIS framework helped us:

1. Set our program rules—SAFE, RESPONSIBLE, RESPECTFUL
2. Create visuals of our expectations
3. Create common language to be used with school and home
4. Give consistent options for children when they make mistakes
5. Support children in fixing their mistakes
6. Holding children accountable consistently
7. Teaching children how to manage conflict and express themselves in a positive way
8. Celebrate successes!

CHARACTER COUNTS helped us:

1. Determine the values we felt a community center should be teaching, modeling, and helping to foster in our community
2. These efforts became GOODMANSHIP VALUES—Caring, Community, Fairness, Trust, Respect, and Responsibility
3. Used when we onboard new staff and program volunteers
4. Teaching team is expected to incorporate these values into their lesson plans for children to explore and to think critically about

#### **Looking at programming—GENDER SPECIFIC PROGRAMMING, SPARK REC OPTIONS, YOGA/MINDFULNESS**

Gender specific programming:

1. Girls Inc.
2. Boys Group

### **SPARK**

1. Lesson plans and approaches to teaching group games, team work, and leadership opportunities

## YOGA/MINDFULNESS

1. Breath for Change in MMSD—how can we incorporate this into our weekly offerings?

## Once established—TRAUMA INFORMED CARE AND CONSCIOUS DISCIPLINE

TIC offers us:

1. Relationships as key and core to our work
2. What children are bringing with them that we can and cannot see
3. Basic needs as a starting point
4. Empathy and listening to understand

CONSCIOUS DISCIPLINE offers us:

1. A brain state model--explains where a child is at in the moment of stress
2. Strategies to get a child out of lower brain state
3. Approaches to set up our classroom as a welcoming place for children and their families
4. Emphasis on making connections whenever we can

## THE PLAYERS

- Who isn't involved? Community approach benefits us all!

## **Big Ideas From ...**

### INSTRUCTION

Core at what we do each and every day

- Establishing expectations
- Teaching prosocial behaviors and critical thinking
- Learning about self and peers
- Finding strategies to self-cope in times of stress
- To think bigger and into the future
- How to create healthy relationships

### ADULT

- Teaching staff are trained in PBS approaches and CD prior to working with children.
- Overview about Goodmaship values is part of onboard with HR
- Programming components are part of bi-weekly lesson planning and discussion points at supervision meetings.

### SUSTAINABILITY

- Supported through school partnerships (PBS)
- City of Madison and other partner agencies working together around ongoing PD for staff (PROGRAMMING, CD, TIC)
- Foundations/Community Funders (SPARK CURRICULM)

### EQUITY

- Frameworks, values, programming goals, and background on who we are working with and why helps take away assumptions and negative labeling that follows us throughout our school careers.

## **Conclusion**

### ***WHAT HAVE THE OUTCOMES BEEN?***

- Drastic decrease in physical acts of aggression
- Increased engagement with home and school
- Higher staff retention rates
- Increased year round participation
- Child successes despite challenges outside of GCC

### ***HOW ARE THINGS DIFFERENT FOR KIDS?***

- Children and families feel safe
- Consistent expectations and follow through
- Behaviors viewed as communication
- Increased empathy and willingness to want to understand