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**Wisconsin Social and Emotional Learning
Out-of-School Time Case Study: Shell Lake**

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Wisconsin Department of Public Instruction
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Introduction/Background

HISTORY

The Shell Lake School District has been providing after school services for over 17 years. Social and Emotional Development has always been a core value of the after school program, but the past two years we have made a more formal effort in developing SEL skills in the students who participate. During the 2016-17 school year, I took part in DPI's secondary PLC group, where I choose to focus on SEL and staff development. This is when we started to take a closer look at SEL during after school programming.

THE MODEL

The SEL model in the Shell Lake CLC/After School Program is through staff building relationships with kids. We do not use a curriculum and teach SEL to the students. We have found that it feels more authentic and have seen better outcomes in the students when staff incorporate SEL competencies in their everyday activities. This starts with high quality staff development. We have used a couple of the SEARCH Institutes trainings, the 40 Development Assets, SPARKS, and Building Developmental Relationships. This gives the CLC staff the tools to connect with kids every day in meaningful ways to build those relationships and to help kids develop more assets, find those things that interest them, and get them excited about learning. This means that when staff sit with the kids during snack they talk about their day, ask questions to find out more, help kids listen to each other, and problem solve with each other. During academic enrichment activities students are encouraged to work together on projects; when problems do come up, staff can guide students through solving problems. SEL also guides staff program offerings. Community service activities and community building activities are often a part of our schedule. Even in a program that does not necessarily have an SEL focus, staff is able to tie in some key components in an authentic way that helps students reflect on some of the main components that we try to integrate in our program. The competencies that we focus on are: emotion management, empathy, teamwork, responsibility, initiative, and problem solving. These seven competencies come from the Thrive Guide. Having these to focus on helps guide staff when they are planning programs for students. For each lesson staff are asked to identify which competencies they will be incorporating into their lesson. Weekly staff meetings are held; this gives staff time to reflect on what has been working, what has not, what competencies they have been focusing on, and just provides time to problem solve and plan together.

THE PLAYERS

Staff and students play the biggest role in our SEL program.

Big Ideas From ...

INSTRUCTION

My big message to my staff is relationships. Building those relationships with the students. We do not use an SEL curriculum; instead we incorporate an SEL competency into lesson planning, as well as the 40 Developmental Assets. The seven competencies that we decided to focus on came out of the Thrive Guide. They are: emotion management, empathy, teamwork, responsibility, initiative, and problem solving. Staff are then able to plan and

design enrichment activities with one or more of those competencies in mind. This, for us, has felt like a more authentic way to help students develop those life skills.

ADULT

Staff training has included sessions through the SEARCH Institute on the 40 developmental assets, SPARK, and Building Developmental Relationships. Staff also take part in the school-wide PBIS training, and standards of SEL. The goal with staff development is to give them the tools to incorporate SEL competencies in everything they do, and have staff consistently guiding students to build those SEL components in their lives. As a staff we also meet weekly; here we talk through challenges, share ideas, success stories, and other items that may come up. This seems to give my staff more ownership over that portion of our program and reiterates the message that SEL is a major component of the program.

SUSTAINABILITY

I am looking at becoming a trainer for the Asset Building and Building Developmental Relationships. That way we do not have to pay on outside person for training. We have an education foundation in our District; they offer small grants every school year, which we have also used.

EQUITY

As a staff we did an activity at the beginning of the school year where we put the names of all the students enrolled in the program on a star on the wall, and staff had five stickers to add to each star of students they felt they have made a connection with. This gave everyone an opportunity to see who they needed to start building relationships with.

Conclusion

WHAT HAVE THE OUTCOMES BEEN?

We have tried doing pre- and post-surveys but have not gotten good feedback from them. During the 2018-19 school year we will be using the SEARCH Institutes Developmental Assets Profile to get a baseline and an end of the year measurement of student progress. Although we have not gotten a good measurement on progress, we have seen student behaviors change, and I have also seen my staff more genuinely connect with all the kids in our programs.

HOW ARE THINGS DIFFERENT FOR KIDS?

I see more staff connecting with more kids. I see kids learning about themselves and learning to accept each other. I have also seen staff be more intentional in their program planning and delivery. My goal for next year will be assessment of how it has been going. We will use the SEARCH 40 Developmental Assets Profile as one measurement, and I will also be tracking behavior reports on CLC students during the school day and during after school.