

# Submission Details

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



# See and Be Seen

Observing SEL Skill to Build SEL Equity

July 20, 2022

NITA M. LOWEY 21ST CCLC GRANT PROGRAM  
2022 SUMMER SYMPOSIUM

This presentation may contain examples and resource materials that are provided for the user's convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services. These materials may contain the views and recommendations of the presenter as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.



WELCOME

PART I.



# QTurn Introduction

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



**Charles Smith**

Managing Consultant, QTurn



# Meeting Objectives

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

- Classroom scan
- Planned observation
- Skill rating

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

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



# Before we get started...

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

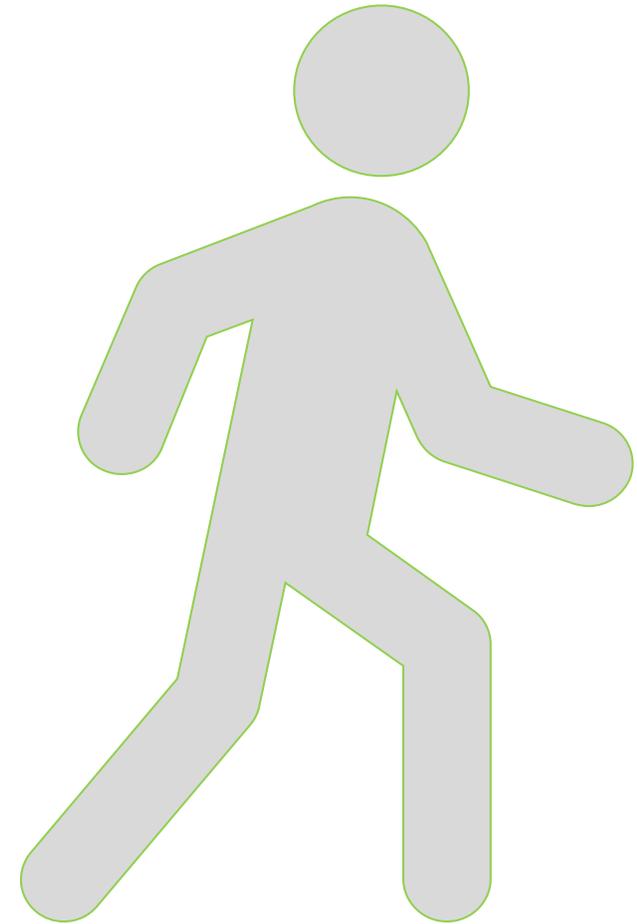
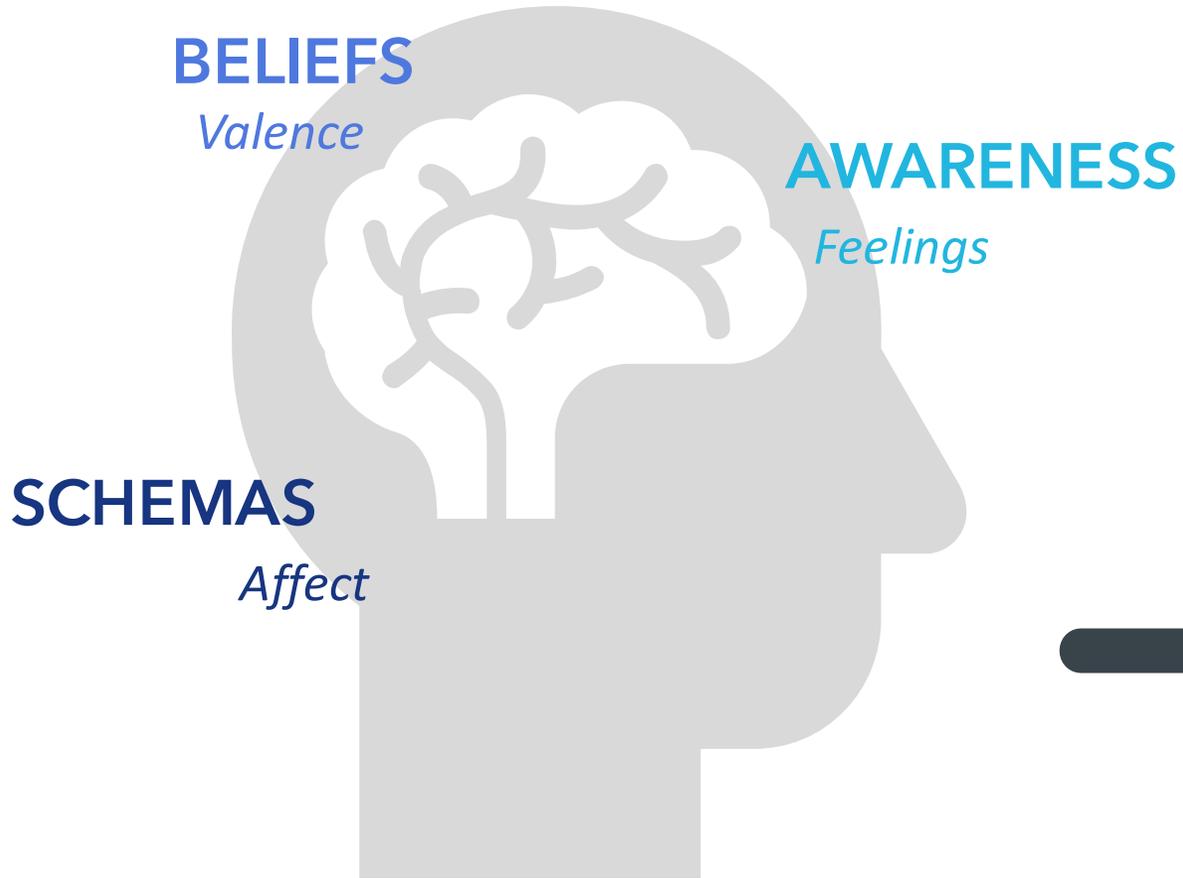
**Download** a copy of the Adult Rating of Youth Skills (AROS) from the chat box.

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

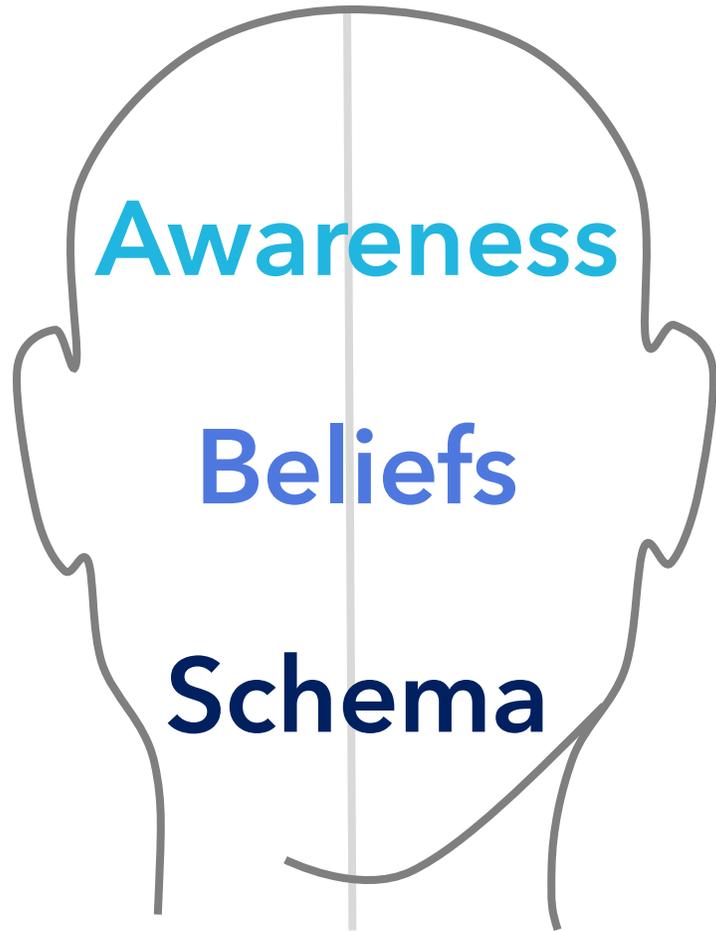


# Mental Skill

# Behavioral Skill



# Measuring SEL



# Measuring Quality

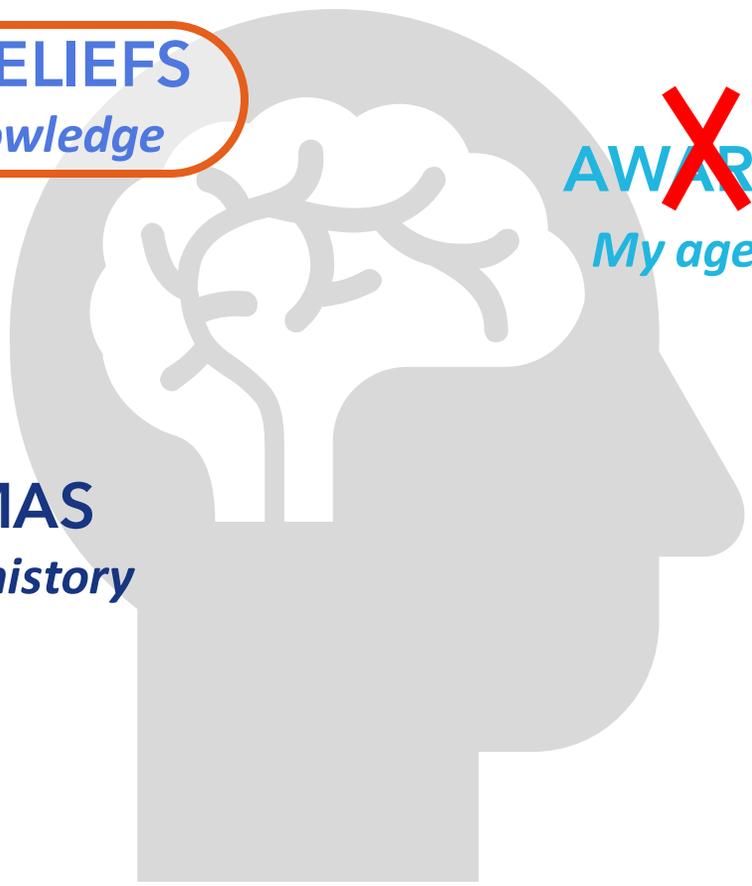


# NCLB-Person

**BELIEFS**  
*My knowledge*

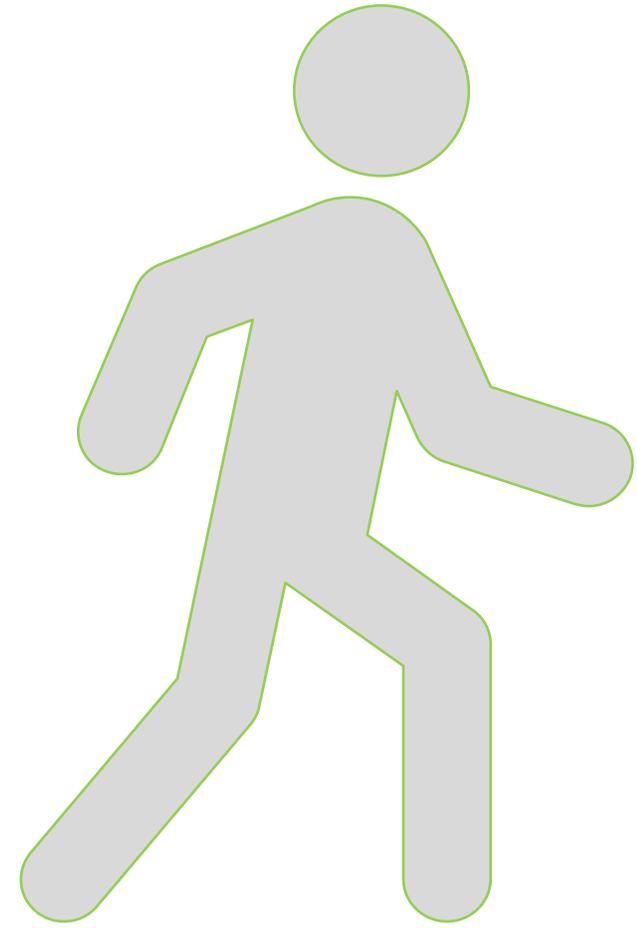
~~**AWARENESS**~~  
*My agency*

~~**SCHEMAS**~~  
*My history*



# Behavioral Skill

*What I can do*



# The Problem of Socio-Emotional “Domains”

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



# Three types of observation help adults to see SEL skills:



In the moment  
setting-scan

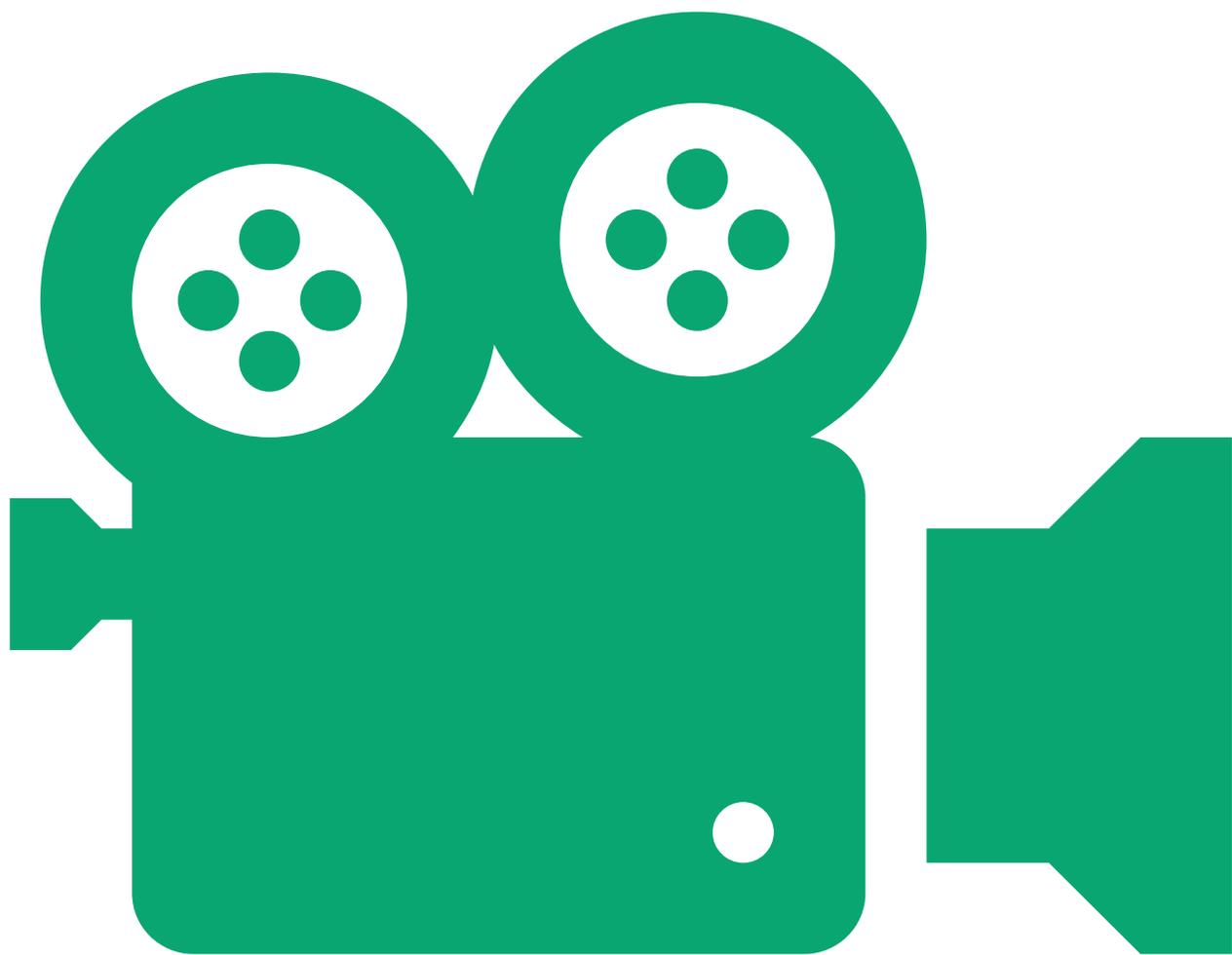


Planned observation  
during session



Rating optimal  
skill levels





# Video 1

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

**Are you ready?**





# What did you see?

Unmute and share, or type it in the chat!



# Classroom Scan



**1** Fast and effective

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

**3** Best Practice: Observe calmly and mindfully

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

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



# Evidence about problem and solution

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



# Planned Observation

**1** Observe fit between setting and specific skills

**2** Vulnerable to bias (schemas, beliefs), verify with voice

**3** Best Practice: Anecdotal records with team moderation

# Planned Observation process

## Focus

Who?  
Where?  
What?

## Record

Take  
anecdotal  
notes

## Moderate

Team interprets  
notes using  
criteria



# Criteria for ~~Objective~~ Wholistic Anecdotal Records



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



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



## Specific Judgement

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



## Emotion Snapshot

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



# Video 2: Choice

1. Review 30 second video clip - we will play it twice
2. Record ONE anecdotal note
3. Evaluate anecdote – does it meet our best practice criteria?
4. Share with the group



Factual



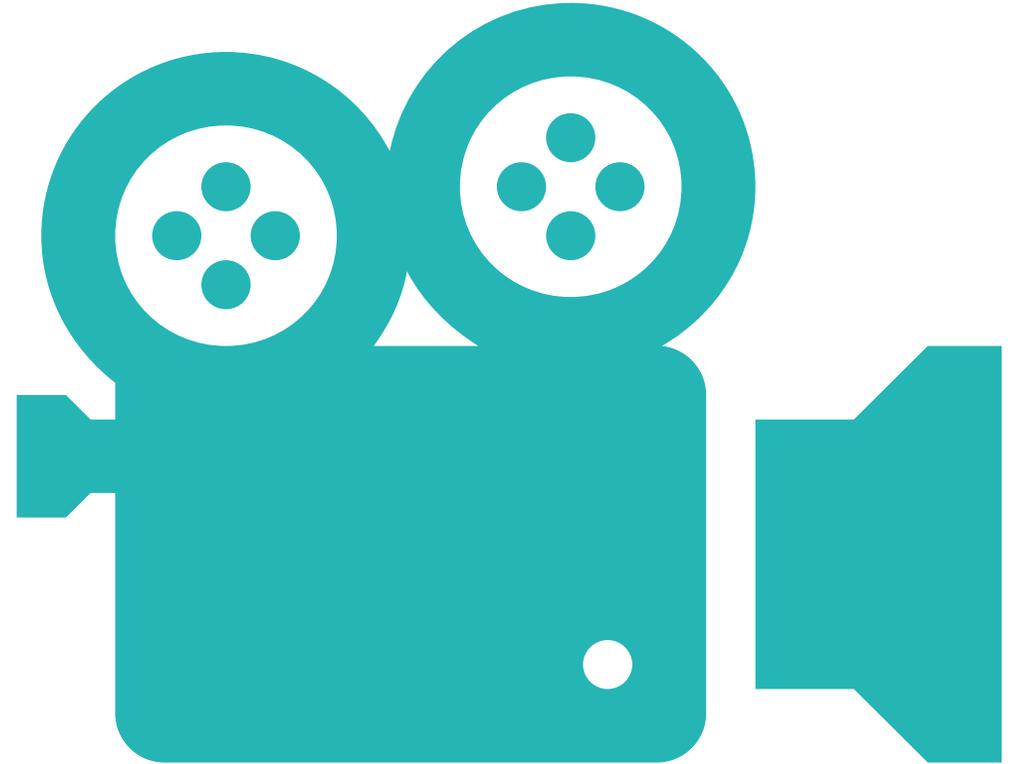
Detailed



~~Specific  
Judgement~~



Emotion  
Snapshot





**Staff: Do you want to do colors or designs?**

# Evaluate your Anecdote



Factual  
Context



Detailed  
Action



Emotion  
Snapshot

## Share!

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

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



# Video 3

1. Review 25 second video clip - we will play it twice
2. Record ONE anecdotal note
3. Evaluate anecdote – does it meet our best practice criteria?
4. Share with the group



Factual  
Context



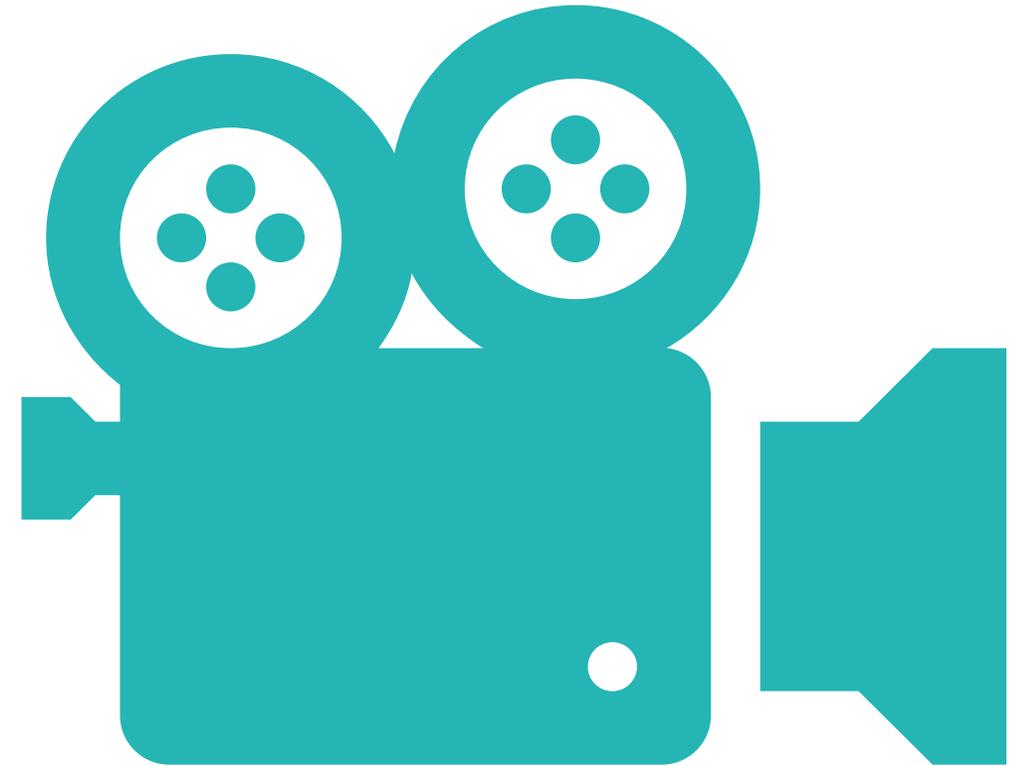
Detailed  
Action



Specific  
Judgement



Snapshot  
Emotion





# Moderate

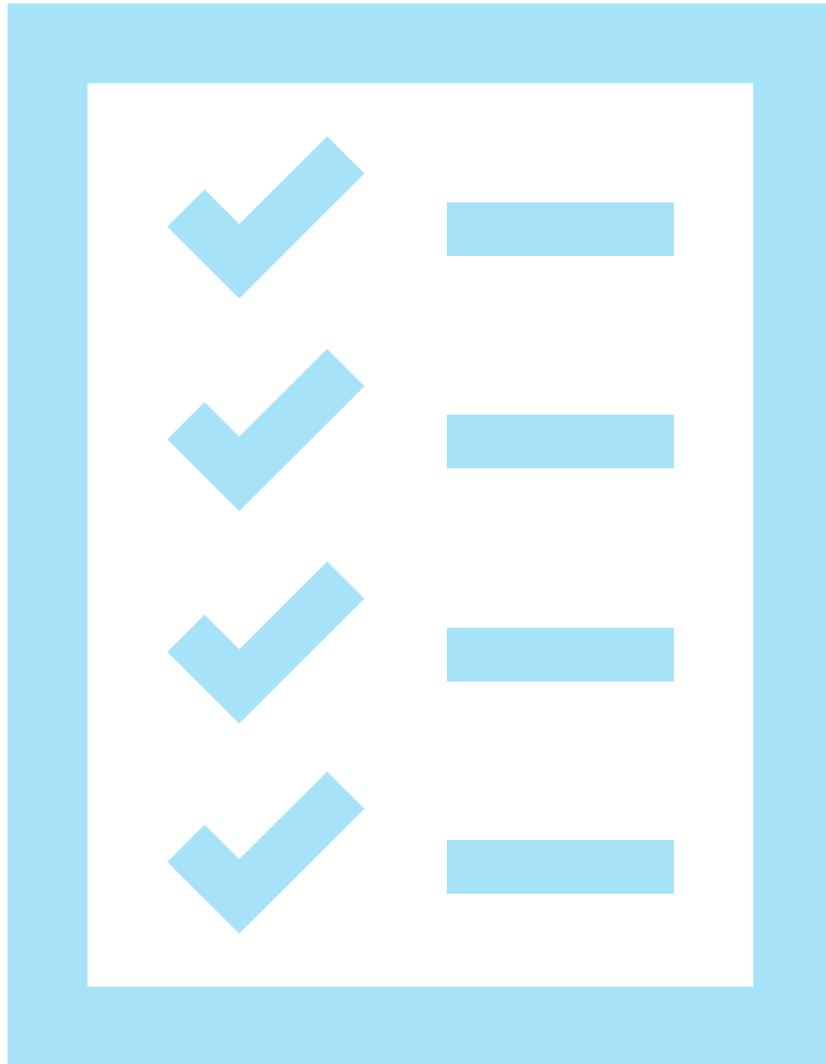
**Please share anecdotes in the chat.  
Lets review...**

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

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



# (Optimal) Skill Rating



**1** Focus on multiple skills and skill change efficiently

**2** Vulnerable to rater bias/error, precision with training

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



# NCLB-Person

# Behavioral Skill

*What I can do*

**BELIEFS**

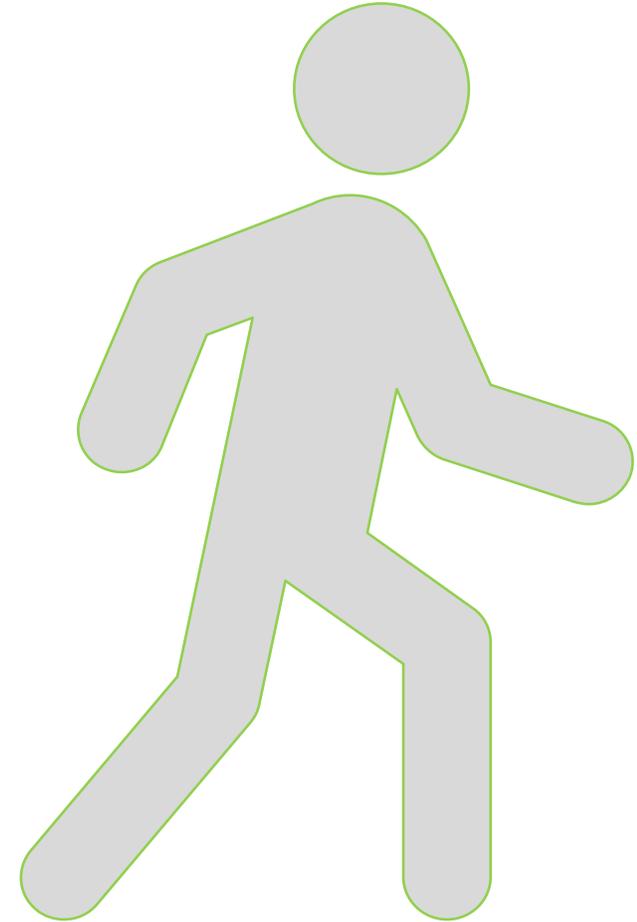
*My knowledge*

**AWARENESS**

*My agency*

**SCHEMAS**

*My history*



# Adult Rating of Youth Optimal Skill

Assess youth socio-emotional mental skills.

Requires eight contact hours with youth.

No right or wrong answers.

**QTURN** Adult Rating of Youth Optimal Skills: AROS 1.0

Read the scenarios about youth behavior and, using the responses below, mark the circle that best describes how often you would expect to see the behavior (1 = never and 5 = always).

The scale is right in the middle (3). There are no right or wrong answers.

Requirement	1	2	3	4	5
	Never	Rarely	Sometimes	Often	Always
<b>Positive Schema</b>					
1. How often did the youth take the initiative (pro-actively) to do a challenging task, quickly to meet a need or respond to a situation in the classroom?	<input type="radio"/>				
2. How often did the youth contribute during a challenging situation?	<input type="radio"/>				
3. How often did the youth respond constructively when frustrated (e.g., didn't blame others or give up, thought about how to solve the problem or sought help)?	<input type="radio"/>				
4. How often did the youth respond to the youth's behavior in the classroom? (If the youth is, e.g., out of control, will you say?)	<input type="radio"/>				
<b>Negative Schema</b>					
5. How often did the youth withdraw from an activity?	<input type="radio"/>				
6. How often did the youth get frustrated easily (e.g., challenging tasks, minor setbacks, change in plans, or not being able to do something he or she wanted to do)?	<input type="radio"/>				
7. How often did the youth complain about the level of?	<input type="radio"/>				
8. How often did the youth appear to be confused, depressed?	<input type="radio"/>				
9. How often did the youth not follow directions?	<input type="radio"/>				
<b>ADAPTATION</b>					
10. How often did the youth stay focused on a task if he or she was asked?	<input type="radio"/>				
11. How often did the youth manage time (e.g., by putting things on a priority list, recognizing when a task may not have been completed perfectly but accepted and moving on, or staying on schedule)?	<input type="radio"/>				
12. How often did the youth have trouble shifting from one task to another?	<input type="radio"/>				
13. How often did the youth have trouble concentrating?	<input type="radio"/>				
14. How often did the youth work on alternative plans for a problem (e.g., looking for alternative plans, or a plan B, or a change in focus)?	<input type="radio"/>				
15. How often did the youth engage in activities, for example, reading, guided imagery, etc.?	<input type="radio"/>				

1000



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

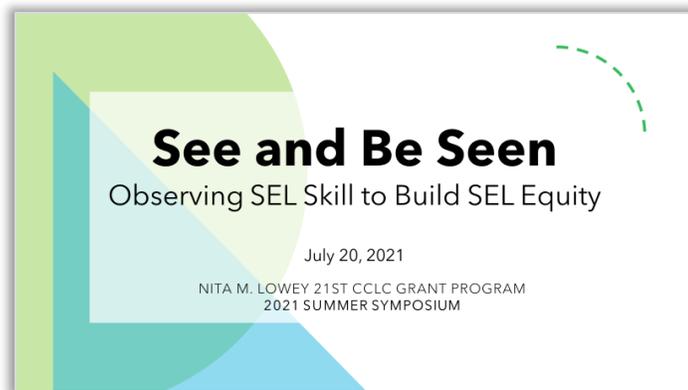


# Links

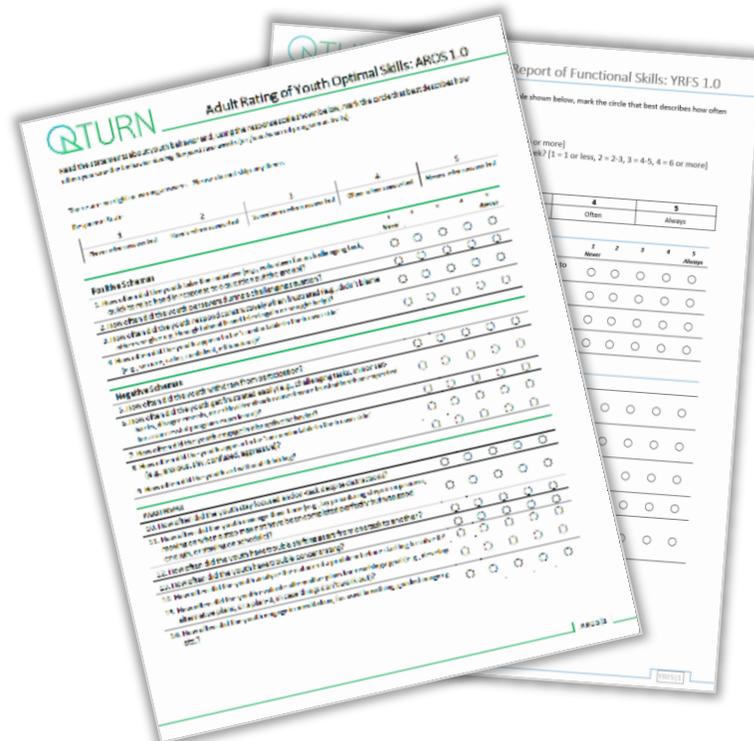
To access AROS, YROS  
and User Guide:

To access White Paper:

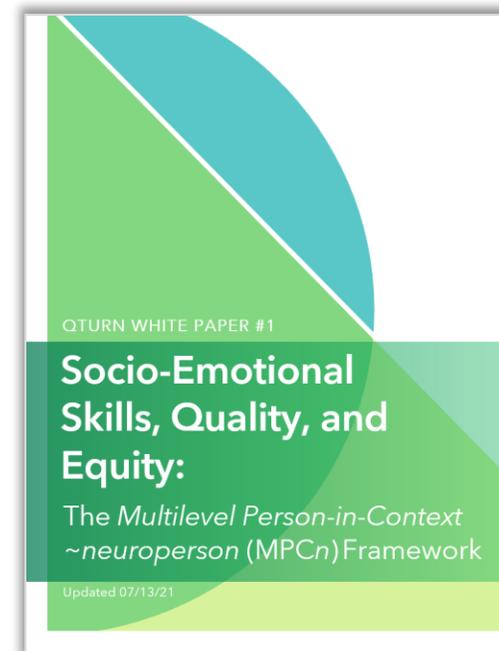
To access this deck:



[www.qturngroup.com/2021Conferences/SBS](http://www.qturngroup.com/2021Conferences/SBS)



[www.qturngroup.com/ourtools](http://www.qturngroup.com/ourtools)



[www.qturngroup.com/knowledgecenter/white-paper-1/](http://www.qturngroup.com/knowledgecenter/white-paper-1/)



# Thank you for all your hard work.

**Charles Smith**

Managing Consultant

[charles@qturngroup.com](mailto:charles@qturngroup.com)



**Lucy N. Smith**

Research Consultant

[lucy@qturngroup.com](mailto:lucy@qturngroup.com)



[www.qturngroup.com](http://www.qturngroup.com)

734-221-5780

