

A S C A W E B I N A R S E R I E S



AMERICAN
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Promote SEL and Literacy Development with Literature

Webinar Presenter: Amy Cook, PhD
Webinar Date: May 11, 2018



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Learning outcomes:

1. Support children's academic growth, literacy learning and social/emotional development through shared reading discussions and activities.
2. Describe how to integrate and deliver culturally responsive shared-reading activities within a comprehensive school counseling program.
3. Identify strategies and best practices on measuring shared-reading activity outcomes on students' academic and SEL development.



Today's Webinar

- Overview of Literature
 - *relevant issues to the opportunity gap*
 - *significance for low income children*
 - *social-emotional development and literacy*
- Curriculum Description
 - *dialogic reading*
 - *reading with caring approach*
 - *link to ASCA delivery system*
- Lesson Sample
 - *What ways could you use this curriculum in your school?*



Write in Responses

1. What is your **biggest challenge** related to **social-emotional learning** and **academic engagement** in your school/classroom/educational setting?
2. What is your **most pressing question** coming into this webinar?



Rationale for Curriculum Development

Literacy Issues

- Achievement and opportunity gaps persist
 - **Children from low-income homes** enter high school with reading skills at an average of **5 years behind high-income peers** (Reardon, Valentino, & Shores, 2012)
 - Delays have **long term consequences on academic achievement** (Reardon et al., 2012)
 - Early involvement and maintenance of skills is crucial to successful development (Annie E. Casey Foundation, 2012)



Rationale

Significance for at-risk children

- **Students from low-income homes face greater risks** for developing key literacy skills compared to peers without income barriers
 - **African American and low-income students** face risk disproportionately to White and middle income students (Lee, Autry, Fox, & Williams, 2008)
 - **Disproportionality of quality reading time** is present **across race and class** (Raikes et al., 2006; Yarosz & Barnett, 2001)



Curriculum Foundation

What is SEL? (CASEL, 2015)

- The process in which children:
 - acquire/use skills to **understand/manage emotions**
 - set and achieve **positive goals**
 - **empathize** with others
 - positive **relationship formation**
 - **responsible decision making**



Importance of SEL

- SEL has been associated with **increased student skills, prosocial behavior, test scores** (math and reading), and better **attitudes about themselves and their environments**
- **Lower emotional distress and reduced problem behaviors** (Osher, 2011)
- **Need** for a curriculum that **strongly embeds SEL** principles to **break down barriers to success** in schools (Cook et al., 2017)



SASH Curriculum Lessons

- Respect
- Patience
- Inclusion
- Self-regulation
- Relationship skills
- Teamwork
- Problem solving
- Asking for help
- Effort and perseverance
- Accountability
- Building self-efficacy
- Leadership



SASH Curriculum Foundation

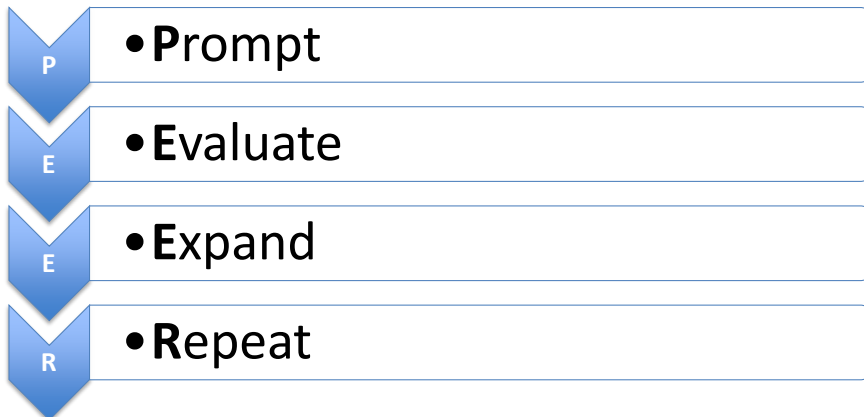
Dialogic Reading with children whose literacy skills are emerging: K-2
Reading with Caring Approach for children who are reading to learn: grades 3-5

What is DR?

- Type of **shared reading** where adults facilitate child **interaction with the material**
 - Effective in supporting literacy preK and K (IES, 2012)
 - Preliminary support for its efficacy in SEL (Daunic et al., 2013; Fettig et al., under review)
- **DR** has been **helpful for children at risk** from **associated factors of poverty** (Flynn, 2011)
 - developmental delays
 - expressive language issues



PEER & CROWD Acronyms





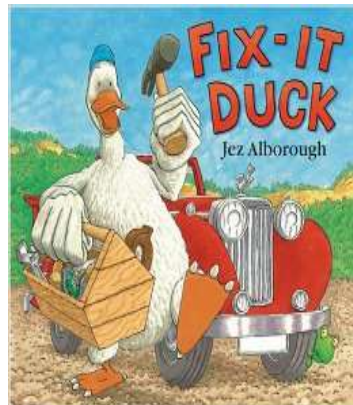
PEER & CROWD Acronyms

- C** • Completion
- R** • Recall
- O** • Open-Ended
- W** • Wh-Questions
- D** • Distancing



Some examples...

- “Fix it Duck”
 - by Jez Alborough (2007)



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He says, "It's easy to repair—
But how's he going to reach up there?"

He can't climb up—it's much too steep.

So he drives round to borrow
a ladder from Sheep.

C • Completion

R • Recall

O • Open-Ended

W • Wh-Questions

D • Distancing

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Some examples...

Counselor prompt:
"They have to use Duck's truck to pull Sheep's little house but the house wouldn't connect to the truck. How is Sheep solving this problem?"

Child response:
"He is connecting the house and the truck with a ladder."

Counselor response:
"Duck sure is very good at problem solving, isn't he? Have you solved problems before? Tell me about it."

Target SEL competencies addressed:

- Relationship skills
- Self-management
- Responsible decision making
- Social awareness



Reading with Caring Approach

- Provide emotional support as children engage in meaning making and drawing personal connections to texts (Sanacore, 2012)
 - Preliminary efficacy for reinforcing literacy development (Cook et al., 2016) and SEL (Cook et al., 2017)
1. *Use of picture books* with OWD prompts from CROWD technique
 2. *Promoting Autonomy and Leadership: Provide opportunities for choice*
 3. *Show children that you care:* Encourage sharing through caring
 - If I were the main character, how would I respond in this situation? Or, how would I have dealt with the problem? (Open-ended prompt)
 - Share about a situation that occurred in your life that reminds you of the character's situation. (Distancing prompt)
 4. *Reflective Learning: Support children's emotional and intellectual interaction with stories through reflective learning.* Drawing connections to other stories, personal experiences and narratives



SASH Curriculum Implementation

- Small group or classroom delivery
 - Small groups are inclusive and supportive of children's diverse learning needs and strengths
 - Consider children's age and development to maximize book comprehension and relevance
- Storybook selection
 - Culturally relevant, age appropriate, and contain fun, interactive story plots with plenty of discussion opportunities focused on the targeted social-emotional skill
- Session duration
 - 30 minutes: allows for shared reading discussion and 1 brief extension activity
 - 45 minutes: allows for sharing reading discussion and 1-2 extension activities



Skill-Building Activities in SASH

- Activities to practice and reinforce the academic, literacy, and social-emotional skills that are learned during shared reading
- Sample extension activities include:
 - Drawing and writing prompts related to SEL skill described in the storybook, to reinforce literacy and academic skills
 - Role-playing and game-like activities related to SEL skill
 - Engaging in art or dance activities and making connections to SEL skill
 - Co-create activities to demonstrate choice-making to reinforce relationship skills
- In sum, extension activities are flexible so long as there are active connections made to SEL skills



Alignment with ASCA Delivery System

- Aligned with ASCA Mindsets and Behaviors
 - Learning strategies; self-management skills; social skills
- Maps onto ASCA Delivery System
 - **Direct services** – Implementation through one-on-one counseling, small group counseling, and classroom guidance delivery
 - **School counseling core curriculum** – School counselors can reinforce the academic and literacy instruction that occurs in the classroom, while supporting children's social-emotional development
 - **Individual student planning** – School counselors can build upon the knowledge and skill development obtained through engaging in shared reading and counseling discussions.
 - SASH lessons focus on building academic self-confidence, responsible decision making, and self-awareness, all important skills that scaffold the development of personal goals and future plans.



SASH Curriculum Alignment with ASCA

- **Responsive services** – As situations arise, children may be better prepared to cope with challenges by having developed a variety of social-emotional skills.
 - Aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, allowing children to develop core SEL competencies:
- **Indirect student services** – School counselors support children’s development through providing collaborative consultation services.
 - School counselors can provide consultative support to teachers by offering recommendations on ways to infuse social-emotional skill development into academic instruction.
 - SASH curriculum offers strategies to engage parents and families in shared reading.



Ideas on Measuring Outcomes of SASH

- Pre-test, mid-point, and post-test surveys
 - Protective Factors Index (PFI) examines relationships between social-emotional skills and academic achievement (Bass, Lee, Wells, Carey, & Lee, 2015). PFI includes 13 Likert-type items: motivation, self-knowledge, self-direction, and relationships
 - Program satisfaction survey
 - CASEL – focused questionnaire and post-interview (Cook et al., 2018)
- Session-by-session progress monitoring
 - Direct Behavior Ratings: brief evaluative ratings of an observed behavior (Christ, Riley-Tillman, & Chafouleas, 2009). School counselor can choose to observe any given social-emotional behavior that can be operationally defined, such as turn taking, communication skills, positive peer feedback, self-regulation and complete rating scale with ranges from 0 (not at all) to 10 (always).



Sample Lesson: Accountability

- **ASCA Mindset Standards**
 - M 2. Self-confidence in ability to succeed
 - M 3. Sense of belonging in the school environment
 - M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
 - M 6. Positive attitude toward work and learning
- **CASEL Competencies:** self-awareness, self-management, responsible decision-making
- **Lesson Objectives**
 - Students will learn three accountability steps.
 - Students will be able to list examples of accountability both at home and at school.
 - Students will engage in activities focused on personal and group accountability.



Accountability Lesson: Opening

- Check in with students and briefly share the focus of last session's storybook and skill
- Brainstorm what Accountability means:
 - *"What does it mean to be accountable?"*
 - *"What are some examples of a time when you or someone else held themselves accountable?"*
 - *"What would happen if you did not hold yourself accountable?"*
 - *"How does it feel when you hold yourself accountable? How do you think other people feel?"*
- Write out Accountability definition: *"Willingness to accept responsibility or to account for one's actions."* (Webster Dictionary)



Accountability Lesson: Shared Reading

- Transition into counselor-led shared reading
- Select a book that depicts main character(s) who must take responsibility for an action or are held accountable for their words
- Sample books:
 - Beginner Level - Being Responsible (Citizenship) by Cassie Mayer
 - Intermediate Level - But It's Not My Fault! (Responsible me!) by Julia Cook or Zach Makes Mistakes (Zach Rules Series) by William Mulcahy
 - Advanced Level - Horton Hatches The Egg by Dr. Seuss



Accountability Lesson: Sample Prompts

- **Cover Page:** Show the cover of the book and encourage everyone to participate. Ask the students:
 - *“What do you think this book is going to be about? What makes you think that?”*
 - *“How do you think this book relates to our conversation about accountability? What makes you think that?”*
- **Throughout the Book:**
 - *“What is another way that the main character could explain what happened in the story?”*
 - *“How does the main character feel after taking on the responsibility?”*
 - *“What did the other characters do after the main character was held accountable? What do you think they were thinking?”*
- **After Reading:**
 - *“What did the main character do to be accountable in the story?”*
 - *“What is another way that the main character could have handled the situation?”*
 - *“Can you think of a time when you were held accountable for your actions or words? Share what happened?”*
 - *“In what ways is being accountable easy or difficult?”*



Accountability Lesson: Extension Activities

- **Transition Activity:** *“Before we start the next activity, we are all going to do some stretching. First, let’s all try to reach the ceiling by stretching our arms up. Next, we’ll try to touch our toes by stretching our arms down to the ground. Let’s stretch our arms up to the ceiling again! And now, down to the floor. Great stretching everyone!”*

Accountability Steps Drawing (Literacy-Focused Activity)

- Draw a picture of each Accountability Step in the 3 boxes and then write out explanations of the drawings underneath. Use following prompts for guidance:
 - *“Do you remember what happened in the story we read? What was the main character’s responsibility?”*
 - *“How did the main character follow through with the responsibility?”*
 - *“When the main character evaluated what happened afterwards, did the main character complete the responsibility or did he or she have to do something else? How did the story end?”*



Accountability Lesson: Steps Activity

Grades K-2

- *“On your Three Accountability Steps page, you may draw three scenes from the story when the main character completed the Three Accountability Steps. After you have completed the three drawings, write a few words on the bottom to describe each drawing if you are able.”*
- After each student has completed their drawings and descriptions, ask a couple students to share what situation they drew and the three steps involved.

Grades 3-5

- *“Let’s make a group list of situations when we have needed to be accountable either at school or at home. You will now choose one of the situations we brainstormed or another situation and draw three scenes that show the Three Accountability Steps from the situation on your page. After you have completed the three drawings, write one to two sentences on the bottom to describe each drawing.”*
- After each student has completed their drawings and descriptions, ask a couple students to share what situation they drew and the three steps involved.



Accountability Lesson: SEL-Focused Activity

Have You Scene This Play?

- Accountability Steps (write these three steps on the large paper pad or white board):
 - Say the responsibility out loud.
 - Follow through with the responsibility.
 - Evaluate if you have completed the task. If not, what steps can you do hold yourself accountable?
- Begin with a short group conversation about the three Accountability Steps related to the story's characters and plot. Ask the group:
 - “What was the main character responsible for in the story?”
 - “How did the main character follow through with the responsibility?”
 - “What happened afterward? Was the main character accountable to the task? Why or why not?”
 - If applicable, “What could the main character have done instead?”



Accountability Lesson: Role-play

- Students will next role-play 2-3 situations in which someone needs to be accountable for their words or actions:
 - “Two to three volunteers will act out the responsibility, follow through with the responsibility, and then evaluate if you have completed the task or if there are more steps to take to completing it.”
- Suggested role-play situations: For Grades K-2:
 - One student takes an object from another student without asking first. The first student must apologize to the second student.
 - The teacher asks a student if he or she has completed a homework assignment, but the student has not. The student must be held accountable for not turning in homework.
 - One student has been assigned to be the line leader, but the student has gotten distracted at the water fountain. The teacher explains to the student that he or she must be accountable as the line leader.



Accountability Lesson: Role-play

- Suggested role-play situations: For Grades 3-5:
 - The teacher asks a student if he or she has completed a homework assignment, but the student has not. The student must be held accountable to not turning in homework.
 - One student tells another student a story and asks the second student to keep it a secret, but instead the second student shares the secret with a third student.
 - It is the day before a group presentation, and one student in the group has not done any of the work and the other student is feeling upset at the first student.
 - Situation suggestions from the group.



Accountability Lesson: Closing

- Have students gather in circle and discuss what they have learned from the activity, how it relates to the lessons in the shared reading book, and how they can practice this lesson in school and at home.
- Example prompts could include:
 - *“Now that we have read a book and did an activity about accountability, tell me why it is a good idea to be accountable?”*
 - *“What does accountability mean to you?”*
 - *“How can you practice being accountable at school?”*
 - *“How can you practice being accountable at home?”*



Suggestions for practitioners and future research...

Suggestions for practitioners

- More thorough **SEL incorporation throughout the school day** could help **improve overall school climate**, while also improving literacy outcomes
- Partner and consult with teachers/staff in curriculum delivery
- **Encourage shared reading at home and partner with families**
- Explore **afterschool program** for curriculum delivery

Future research

- **Better understand the role of shared reading in SEL**
- **Program evaluation** of in-school and after school programs instituting shared reading for SEL
- **Parent/caretaker engagement**
 - in these programs
 - at home
- Investigate the role of **DR, reading with caring approaches** in SEL
 - Across age groups



Recommended Books by Topic

Respect

- Beginner Level - I Show Respect! by David Parker
- Intermediate Level - Hey, Little Ant by Phillip and Hannah Hoose
- Advanced Level - Baseball Saved Us by Ken Mochizuki, Dom Lee

Patience

- Beginner Level - Waiting by Kevin Henkes or Llama Llama Red Pajama by Anna Dewdney
- Intermediate Level - Owl Moon by Jane Yolen
- Advanced Level - Umbrella by Taro Yashima

Inclusion

- Beginner Level - Moon Patrol by Devin C. Hughes
- Intermediate Level- My Brother Charlie by Holly Robinson Peete and Ryan Elizabeth Peete
- Advanced Level- Don't Call Me Special: A First Look at Disability by Pat Thomas

Self-Regulation

- Beginner Level - Crankenstein by Samantha Berger or When Miles Got Mad by Sam Kurtzman-Counter
- Intermediate Level- The Way I Act by Steve Metzger
- Advanced Level- What Were You Thinking? By Bryan Smith



Recommended Books by Topic

Relationship Skills

- Beginner Level - Rulers of the Playground by Joseph Kuefler
- Intermediate Level - Enemy Pie by Derek Munson and Tara Calahan King
- Advanced Level - The Invisible Boy by Trudy Ludwig

Teamwork

- Beginner Level - I Can Cooperate by David Parker
- Intermediate Level - Stone Soup by Heather Forest
- Advanced Level - Bebop Express by H.L. Panahi, Steve Johnson, and Lou Fancher

Problem Solving

- Beginner Level - Shark Trouble! By Sam Lloyd
- Intermediate Level - The Playground Problem by Margaret McNamara or Apple Trouble by Ragnhild Scamell
- Advanced Level - Prudy's Problems and How She Solved It by Carey Armstrong-Ellis

Asking For Help

- Beginner Level - I Just Want To Do It My Way! By Julia Cook
- Intermediate Level - Shelia Rae, The Brave by Kevin Henkes
- Advanced Level - Please Be My Hands, A Book About Asking for Help by Karen Hutchins Pirnot



Recommended Books by Topic

Effort and Perseverance

- Beginner Level - Flight school by Lita Judge
- Intermediate Level - Stuck by Oliver Jeffers
- Advanced Level - Wilma Unlimited by Kathleen Krull

Accountability

- Beginner Level - Being Responsible (Citizenship) by Cassie Mayer
- Intermediate Level - But It's Not My Fault! (Responsible me!) by Julia Cook or Zach Makes Mistakes (Zach Rules Series) by William Mulcahy
- Advanced Level - Horton Hatches The Egg by Dr. Seuss

Building Self-Efficacy

- Beginner Level - A Chair for My Mother by Vera B. Williams
- Intermediate Level - One Word from Sophia by Jim Averbeck and Yasmeen Ismail
- Advanced Level - Henry's Freedom Box: A True Story from the Underground Railroad by Ellen Levine and Kadir Nelson

Leadership

- Beginner Level - The Little Engine That Could by Watty Piper or Duck for president by Doreen Cronin
- Intermediate Level - Rainbow Fish by Marcus Pfister
- Advanced Level - The Hundred Dresses by Eleanor Estes



Helpful Websites for Storybooks

School Library Journal

- <http://www.slj.com/2013/01/books-media/25-best-books-for-kids-social-emotional-learning/#>
- <http://www.slj.com/2017/02/industry-news/hearts-and-minds-picture-books-that-strengthen-social-emotional-learning/>

Center on the Social and Emotional Foundations for Early Learning

- <http://csefel.vanderbilt.edu/documents/booklist.pdf>

Best Character Education Books

- <http://www.the-best-childrens-books.org/Character-Education-books.html>

Scholastic: How to Choose the Best Multicultural Books

- <https://www.scholastic.com/teachers/articles/teaching-content/how-choose-best-multicultural-books/>



Discussion and Takeaways

- What ideas or specific practices from this presentation could you implement today in your classroom or counseling practices?
- What, if any, are the major barriers to implementation?
 - What can we do as practitioners to encourage SEL curriculum implementation in these settings?



Questions?

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