

Final Report for Teacher and Student Learning at Frazer with Ritu Radhakrishan

Project SMART Topics in Education: Social Emotional Learning in High Needs Schools

Teacher Participant Name(s): Lindsay Maslak & Marcey Fasulo

Please update us on any changes you made to your team action plan:

As part of our action plan, our students were going to participate in many different games/activities to promote kindness, community building, teach conflict resolution, and develop cooperation. As we began our project, we planned to have many different games to target each area at a time. However, we decided to go in the direction of "Responsive Classroom" where all of the areas could be targeted each time we met. After playing a few different games, the students really wanted to see if they could "beat the time" when participating in the Hula Hoop game. They loved participating in this activity and cheering on their peers so we made this the center of our plan (including how many students participated-overall percentage and the time it took to complete task). In addition to the Hula Hoop activity, we continued to encourage our students to participate in "Responsive Classroom" in order to build a sense of community within the classroom. Each day, the students would participate in 4 parts: 1. Morning Greeting (i.e. handshake, beach ball); 2. Share (i.e. favorite color, one thing learned on a field trip); 3. Game (i.e. Hula hoop, Coseeki); 4. Morning Message (i.e. Letter to students from teacher including-date, greeting, body-important notices, schedule changes, etc, closing). Our goal was to have at least 90% participation in each lesson, which was consistently observed.

Analysis of Data on Teacher Learning: We examined our written reflections and found the following:

We found that the students really bought into the idea of Responsive Classroom. They loved to have their voices heard and overall had 98% participation of our students during the morning greeting, share, game, and morning message (see graph). Typically if students did not participate in the activity it was because a situation had occurred prior to the lesson and they were out of the room when the activity began. It was rarely because they did not want to take part in responsive classroom, as this was something they looked forward to each day.

When the 'hula hoop' game was presented initially, the students really struggled to understand the concept of how to complete this task and required excessive adult prompting and modeling in order to follow through on the activity. The task took 6 minutes and 31 seconds to complete (with 25 students participating-100%). Over time, the students began to prompt each other and required less and less adult prompting. They began to use friendlier tones to explain to their friends how to complete the task and would explain the process instead of 'yelling at each other'. The last attempt at the Hula Hoop activity, the students were able to complete it in 2 minutes and 12 seconds. They were so excited, high fiving each other and cheering each other on. We loved to see how well the students were getting along during this time.

In conclusion, all of the students loved to participate in Responsive Classroom time and enjoyed having their voices heard amongst the group. Students who were shy/quiet in the beginning of the school year, now feel a sense of belonging and are more willing to share with others about personal things. The students definitely feel a sense of ownership of their classroom and are proud of themselves and their peers.

Analysis of Data on Student Learning: We examined the level of participation found within the classroom during Responsive Classroom and found the following:

Overall, we had 98% participation from our students during Responsive Classroom. They loved to be a part of the lessons and would encourage their peers to participate to their fullest potential. The days that had fewer participants, it was typically because something had occurred prior to Responsive Classroom beginning, and at times, the students would still choose to participate in the lesson and take their cool down

after the lesson was completed. Students would often encourage others to participate when they were not feeling as willing to be a part of the team. We often heard them say things like, "We need you for this!" or "You can do this!"

During responsive classroom, the students enjoyed greeting each other and over time began to use a louder volume and increased eye contact with others. During the 'share' time, they enjoyed discussing their feelings, their likes/dislikes, etc. and felt a sense of pride following the share. Each student was given an opportunity to share and react to others' in a respectful way. The morning message allowed the students to have a 'heads up' of what would come during the day. This was especially helpful for those students who did not do well with changes in schedules, but gave them time to process the changes and discuss their feelings about it.

Teacher Participant Name: Mary Pat Keegan

Please update us on any changes you made to your team action plan:

My project looked different than my first-grade partners. We did not have a yoga instructor come to our room. We just had me :)

Analysis of Data on Teacher Learning: We examined our reflections & found the following:

I really like using the MindUp curriculum in my classroom. It provides me with a multitude of ideas to use with my students to help them improve their attention and decrease the disruptions during the school day. They enjoy learning about their brain. My class this year has been a very kind group of children. They are able to see positives in each other above all else. We have an autistic child that often needs redirection, repeated directions, and needs a long time to get his thoughts together in order to share verbally. There are several students that will tell him good job.

It truly brings a smile to me when that happens. We have incorporated yoga into our mindful lessons this year. At first, we were using activities from the Little Flower Yoga for Kids. It was useful and had a lot of different activities to choose from. Then I found Cosmis Kids on YouTube. We started using them and the kids responded well to them (and it kept me off the floor). We had a new student join our classroom at the beginning of April. He has issues with his anger. When he didn't get his own way, he would throw a major temper tantrum. We introduced him to our calm down area and worked with him on doing deep breathing. He still gets angry when things don't go his way; but we have seen a significant decrease in the level of his tantrums.

We have also been using the "PAX Good Behavior Game" in our classroom since September. We have incorporated several of the "kernels" involved in the game into our classroom. They have responded positively to the "PAX" behaviors. We collect compliments in the hallway from other adults in the building. You can receive compliments when the class is exhibiting good "PAX" behavior in the hallway. We have filled up 10 "Flag" sheets (30 compliments on each sheet).

Analysis of Data on Student Learning: We examined our reflections/data and found the following:

The students loved learning about the brain. They were able to retain much of the information about the brain that we presented. It really helped that it was presented in several modalities (they heard it, they saw it pictorially, and they made it using gestures). It was also presented over the course of the year and was often reviewed. They were also able to see a "brain" at the MOST in April on a class field trip. They were very excited to tell adults what they knew about the brain while we were there.

The students really benefitted from the breathing exercises and the yoga that we demonstrated and then practiced almost daily. They were able to calm themselves and focus on the next learning activity. When we had time to do an extra movement activity during the day they often requested doing one of the yoga activities on either Cosmic Kids OR Go Noodle.

We have one child in our class that very nicely helps others if they need some assistance with deep breathing. He is very good and showing them how to do the deep breathing. My words cannot describe how cute it is when he tries to help others with this skill.

I know that most of our students have seen Inside-Out before. We decided to show the movie in 15-20 minute segments. We did a reminder of what happened previously and we did a prep for what to be looking for in the current segment. We focused on a different emotion each day. After viewing the segment, they completed a worksheet in small groups that focused on the day's emotion. They had to tell what made them ... joyful, sad, angry, fearful, and disgusted. They also had to reflect on what they did when they were angry. They also completed a numbered dot to dot for each character of the day. They really loved doing these pages and sharing with the teacher in their group what they wrote. My co-teacher said to keep this in our repertoire for next year.

All of these mindful activities that we are incorporating into our routines will hopefully help them in their future. I would be interested to see how the same group of students are doing with it as they progress up their academic ladder.

I look forward to continuing on this mindfulness journey in the future.

Yoga Participation data

date	full participation	participated most of time	little participation
1/6/17	12/15	3/15 Student 1, 2 & 3	0
1/13/17	11/12	1/12 Student 1	0
1/20/17	16/16	0	0
1/27/17	11/13	2/13 Student 1 & 4	0
2/3/17	13/13	0	0
2/9/17	13/13	0	0
3/3/17	15/15	0	0
3/10/17	14/16	2/16 Student 5 & 6	0
3/17/17	13/14	1/14 Student 1	0
3/24/17	11/11	0	0
3/31/17	15/15	0	0
4/7/17	14/14	0	0
4/12/17	15/16	1/16 Student 1	0
4/28/17	17/19	2/19 Student 1 & 7	0
5/4/17	15/16	1/16 Student 1	0

The kids really enjoyed doing the yoga (Cosmic Kids). We had really good participation during the yoga sessions. We actually did some sort of mindful activity almost every day, but for data purposes I took one day a week to look at (usually a Friday). Student 1 is our autistic student and sometimes has difficulty with some of the tasks and when this happens they just stop doing it until something easier comes on.

Teacher Participant Names: Martin Boatwright, Sherilyn Early, Crysten Howard

<p>Please update us on any changes you made to your team action plan:</p> <p>We did not make any changes to our original action plan.</p>
<p>Analysis of Data on Teacher Learning: We examined our reflections and found the following:</p> <p>While observing students participate in yoga and mindfulness activities, students who experienced behavioral challenges increased in their participation as the school year went on. Students who had more stable home lives and support from home enjoyed yoga from the very beginning of the year, whereas students who struggled more with traumatic experiences at home and behavioral challenges in the</p>

classroom were weary of participating in activities and chose to separate themselves from the group. However, as the year progressed we saw these students slowly begin to participate more with activities, share information about their feelings, and were even able to lay quietly during the end of yoga. At this time of yoga, quiet music was played and they were given “breathing buddies” to put on their stomachs. Students were asked to lay on their backs with arms at their sides and close their eyes. We noticed from the beginning of the year, that students who struggled with behavior and trouble at home, had a very difficult time participating in this part of yoga. Even if they had done some or all of the yoga class, at the end they were unable to relax their bodies. At the end of the year we saw these students lay on their backs and close their eyes for the entire song!

Analysis of Data on Student Learning: We examined PAX Spleem Counts and found the following:

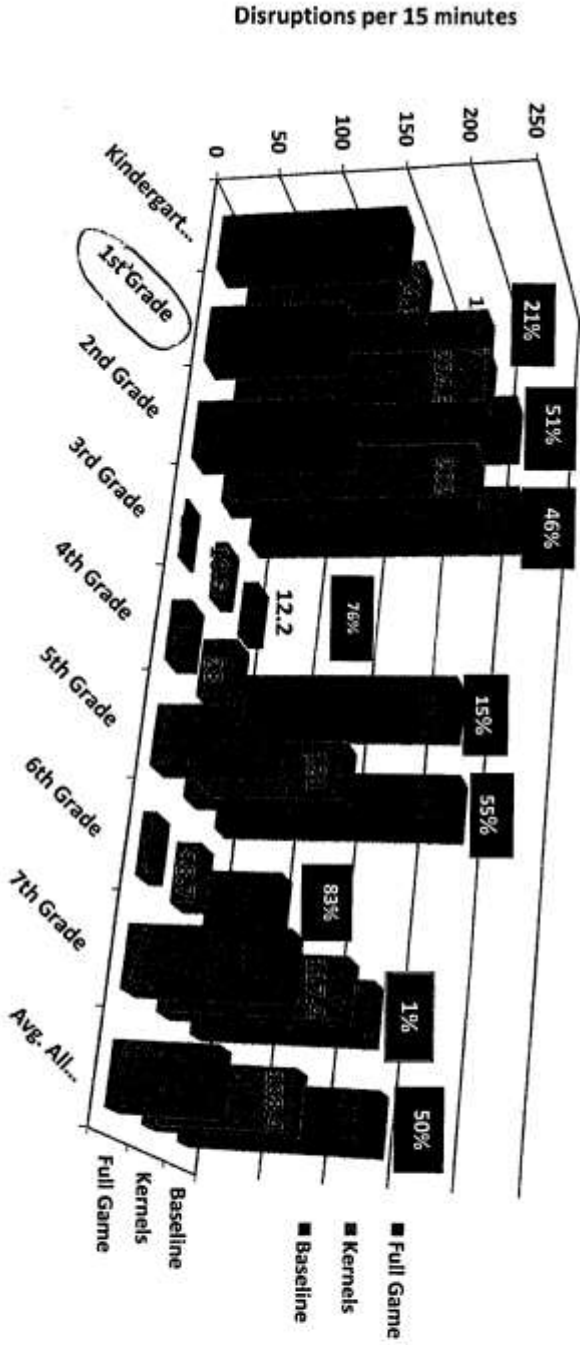
Throughout the school year we tracked the number of undesired behaviors during teaching and while in the classroom. We saw that there was a reduction of disruptive behaviors between 70-79% from September-April. Our classroom was able to play the longest PAX game (50 Minutes of the first grade while reducing the number of disruptive behaviors.

CONTACT

Community Services
Advocatic, Counsel, Teach



Frazer Spleems Observations 4/26/17

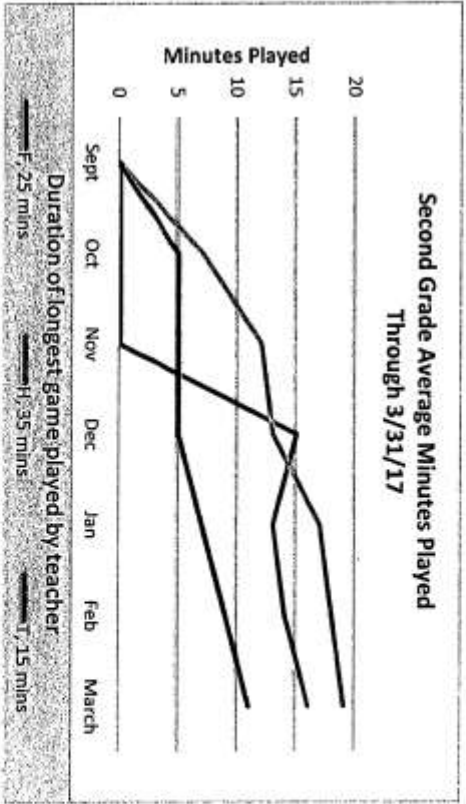
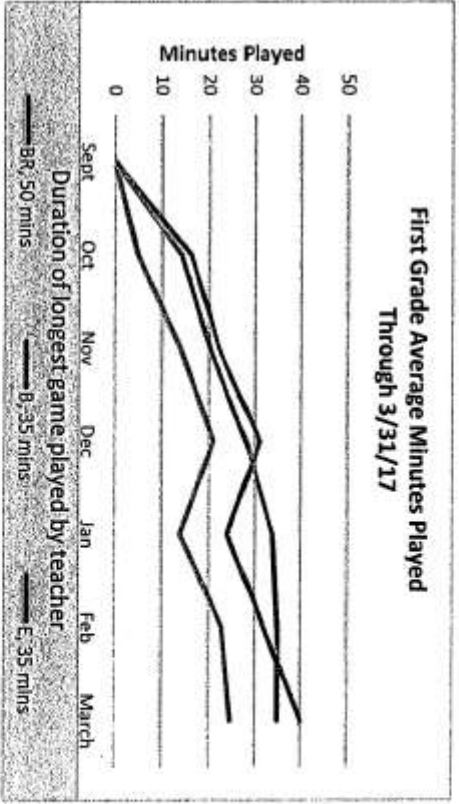
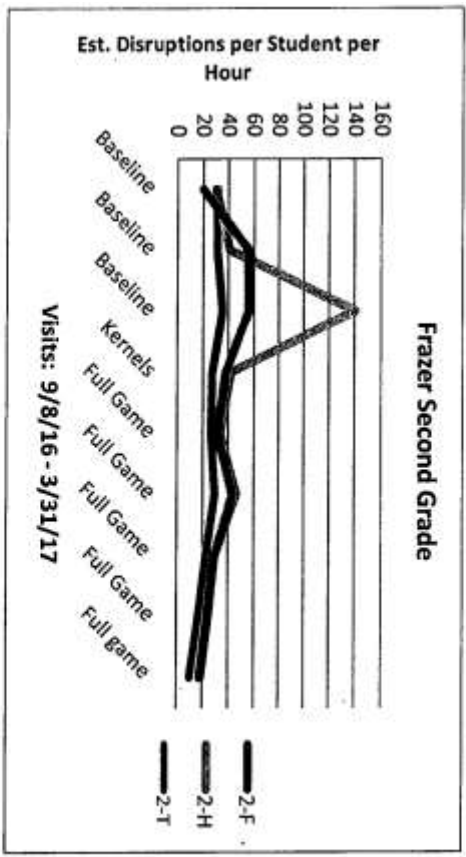
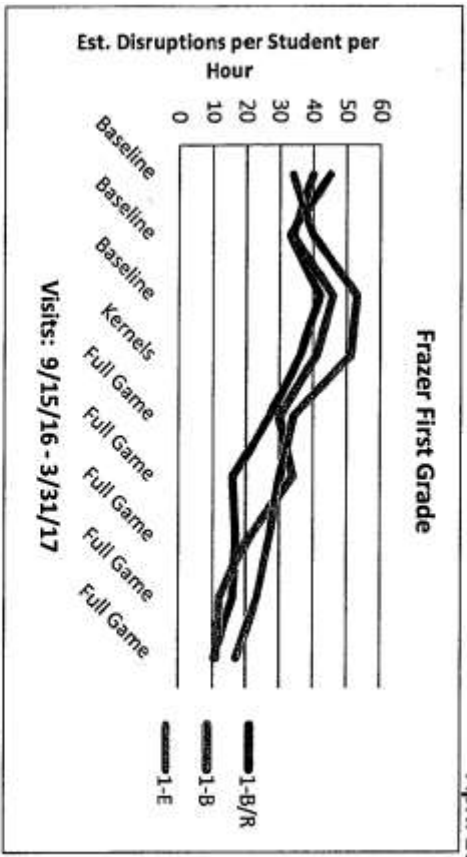


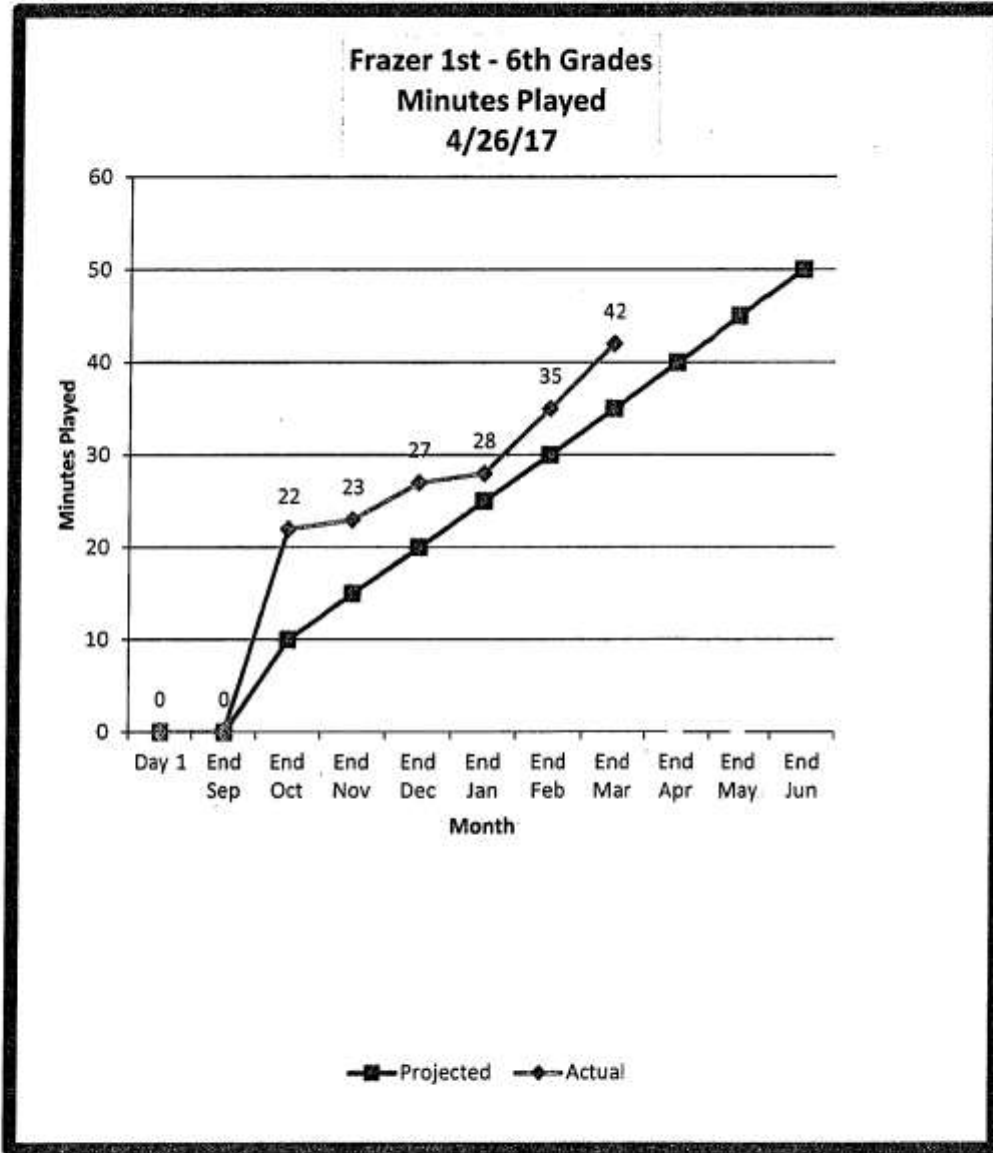
pax | Good Behavior Game



Frazer K-8 Spleen Observation & Minutes Played by Teacher

April 26, 2017





Teacher Participant Names: Jeff Bergett and Elizabeth Donaldson

Please update us on any changes you made to your team action plan:

Original Plan: We worked with a group of eight fifth grade students in a book club to read the book Wonder to teach empathy. We met with students for 20 minute sessions daily. During each session, we read 2 chapters from the book and had discussions about character development and how the author had us feel empathy for certain characters. After the discussion, the students would complete a written response & share their response with the group. After reading the book the students complete a collaborative project to teach other students about empathy.

Change: We did not get as far along in the book and project because we were not in our classroom with a regular schedule due to testing, workshops and scoring assessments. Therefore, we had to change the timeline of the project. We plan to finish reading the book with the students in the upcoming weeks. The fifth-grade students have brainstormed a project idea and plan complete the final project in the month of June. The students chose to make a video to teach other students about empathy. Included in the video will be a short book talk about Wonder to encourage other students to read the book.

Analysis of Data on Teacher Learning: We examined our reflections and found the following:

After attending our monthly classes and reading many articles on empathy, we identified how important it is for teachers to teach empathy at school. Many of our students at Frazer come from challenging home environments and need to be taught about empathy. It is important for teachers to constantly be role models for our students when displaying empathy. Empathy can be taught through literature, videos, and student behavior. Developing empathy is critical for social emotional learning, which will then increase academic achievement.

Throughout the last two months, we kept a journal with our reflections after meeting with the book club. Our reflections confirmed that empathy has to be taught to our students. Students that we thought already displayed empathy in certain situations still needed conversations and encouragement about how to act in certain situations. Having open communication with students is critical to them displaying empathy. In addition to the students learning about empathy, we found the book club had a positive effect on the students' academic learning. The book club was a choice and students thought it was a privilege to join. By giving the students choice, along with encouraging thoughtful conversations in a small group, students had a positive attitude about attending the book club. Their love of reading transferred into their classrooms and their homeroom teachers said they were more attentive and productive in class. The students were more open in class discussions and confident with their written responses.

Analysis of Data on Student Learning: We examined student reflections and found the following:

The group consisted of eight fifth grade students who signed up to be part of the book club. They were all students that were also part of our ELA AIS group and all are working on grade level. For AIS, the students worked with us for 45 minutes per day, five days a week. The book club met for twenty minutes after the AIS group. The group was a mixture of students who we have seen demonstrate empathy and a few students who did not display empathy on a regular basis.

We examined student responses over a two-month time period and how reading the book affected their understanding of empathy. At the start of the project the students were asked to write about what empathy means. None of the students knew the meaning of empathy at the beginning of the book club. After reading and discussing characters that displayed empathy over a two-month time period the students were asked again to complete a response. The students were able to define empathy and give an example from the book. In addition, to thoroughly demonstrate their understanding, students were able to work collaboratively to create a project to teach others about empathy. In the upcoming weeks students will create a video to talk about what empathy is, to show to students in younger grades.

Teacher Participant Name: Heather Eldredge

Please update us on any changes you made to your team action plan:

There were no changes to the action plan.

Analysis of Data on Teacher Learning: We examined our written reflections and found the following:

If breathing techniques are incorporated into the classroom on a regular basis, this just becomes the norm. Students will be able to utilize the breathing techniques anywhere they go in order to tame frustration, anger etc. Data was collected on how many times student N walked out of class angry, slamming the door and how many times he had to be redirected to not talk and focus on the teacher.

The number of behaviors increased dramatically when provided with flexible seating, since student N was able to move around the room throughout the day. He was distracted by others, choosing his seat based on who he wanted to talk to rather than which seat was best for him at the time. This is not the best mindfulness tool.

Analysis of Data on Student Learning: We examined the effects of mindfulness activities on behavior and found the following:

When the student used breathing techniques and movement breaks, his behaviors decreased the most. The flexible seating week, behaviors increased by half. Structure and breathing techniques seem to help this student to focus and complete work.

When practicing yoga daily for 15 minutes behaviors went down slightly from over 100 times of being redirected and 5 times a day leaving the classroom to 65 times a day being redirected and 2 times leaving classroom.

When adding breathing techniques to the day, the redirection decreased by another 11 and the walking out of classroom stayed at 2x a day on average.

