

Social Emotional Engagement - Knowledge & Skills

Finding the “Fuel” for Language, Literacy and Learning



SEE-KS 
Social Emotional Engagement - Knowledge & Skills

Overview presented
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For freely accessible tools: www.SEE-KS.com

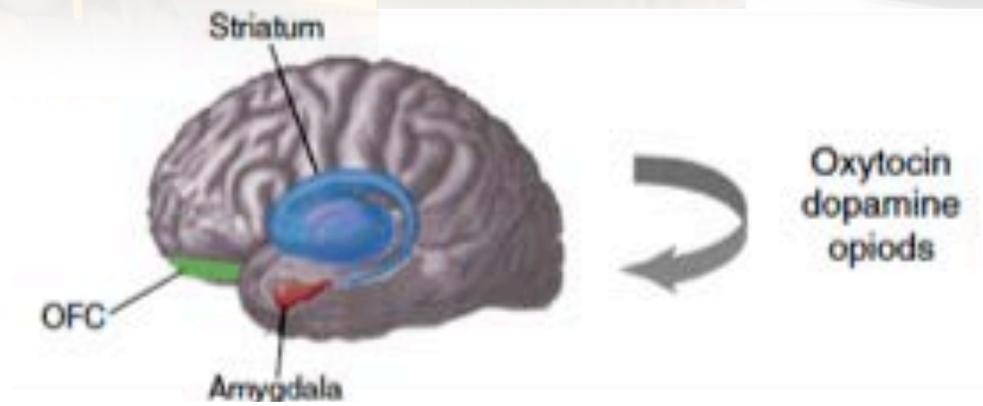
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Those engaged in this professional development and mentorship are empowered with freely accessible tools for:

- measuring student engagement,
- identifying instructional strategies to increase engagement at *universal* and higher tiers of support,
- providing a structured, appreciative inquiry-based process for educators to mentor one another to sustain the work, and
- identifying & empowering Learning Engagement Mentors (LEMs) at the state, regional, district, and school level to scale out the approach.





The Neurochemistry of Learning



What happens when the chemistry is not there?



What happens when the chemistry is not there?

The “Why” of Social Emotional Engagement

Engagement & Relationships = Language, Literacy, & Learning

We are all “brain architects” who can “fuel” the brain



Social Craving



Language & Literacy



Resilience and
Self-Management



oxytocin,
opioids, and
dopamine



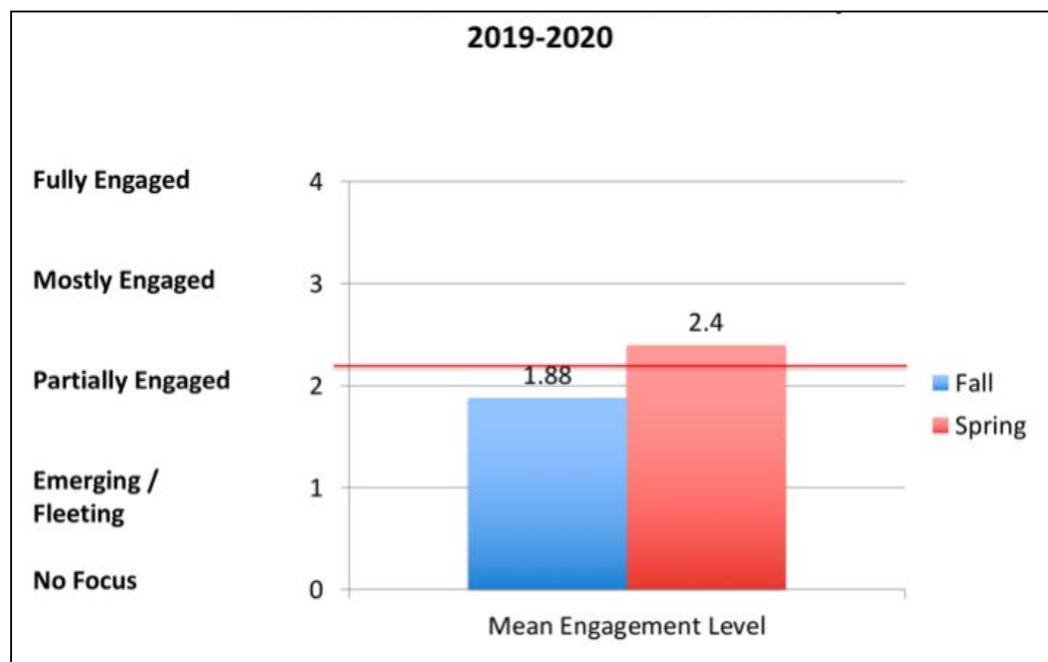
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Our Impact on Literacy Instruction

INDIVIDUALS

In the 2019 - 2020 school year, over 180 teachers were supported in 30 schools and 15 school districts here in Georgia. These educators focused on enhancing learner engagement within literacy instruction.



This is a set of sample data from an elementary school with 91% free and reduced lunch to illustrate typical outcomes for individual educators / students in the project.

Our Impact on Literacy Instruction **INDIVIDUALS (In-person)**

"I think that....."



Our Impact on Literacy Instruction ***INDIVIDUALS (Virtual Learning)***

"What is made out of apples?"



Our Impact on Literacy Instruction Proven Model

The Education Science Research Core at the Marcus Autism Center has used pilot data from research conducted in the City Schools of Decatur and in the GA Department of Education's L4K Literacy Grant funded schools in Carrollton City Schools, to obtain an National Institute of Health (NIH) R21 grant in early childhood settings.

Findings:

- Enhance engagement has led to improved literacy outcomes
- A sense of collective self-efficacy across a teaching staff, and
- Reduced teacher burnout.

The US DOE Institute of Educational Science is reviewing our plan for a randomized trial here in Metro Atlanta schools in the 2021 - 2022 school year.

Our Impact on Literacy Instruction ***SCALING out the Tools***

Deal Center for Early Learning & Literacy & the Central Savannah River Area RESA Partnership

Program specialists at the Central Savannah River Area - Regional Educational Service Agency are gaining the knowledge and skills for sustaining and replicating the approach. Their program specialists are “deepening” their knowledge to facilitate SEE-KS mentorship sessions with programs within their RESA, including McDuffie County, Richmond County, and Wilkes County.

Additionally, the CSRA RESA team is working with the East Central GLRS in Dublin, GA to replicate this approach with their program specialists, piloting a scalable mechanism for statewide expansion.

Our Impact on Literacy Instruction ***SCALING out the Tools in Metro ATL***

SEE-KS has been implemented in 29 districts throughout Georgia and in 81 schools (from preschool through high school settings).

In Metro Atlanta, SEE-KS has been implemented in Clayton County, Dekalb County, Cobb County, Marietta City Schools, and the City Schools of Decatur.

We are collaborating with the GA DOE Office of School Improvement and the GA DOE Positive Behavioral Interventions and Supports (PBIS) program to support the conditions of learning needed for literacy and learning.

The Metro RESA team has shown their letter of support for participating in our randomized controlled trial of SEE-KS through the Institute of Educational Sciences.

Our Impact on Literacy Instruction

Addressing the needs of ALL learners - Equity & Inclusive Practices

The materials of SEE-KS are designed to be accommodating to every child and are student-centered. Engagement levels are measured in all learners and instructional strategies are tailored to the language level, unique learning style and relevancy of the lesson to the learners in each setting.

Of the schools that participated in professional learning in the 2019 - 2020 school year, 10 of those schools had over 90% of their students on free and reduced lunch.

The L4L network can help connect us with systems, programs and schools that are seeking to create the conditions of learning for literacy in more of these schools.

What is needed for successful implementation are teachers and administrators at schools that are committed to getting learners hooked on literacy. Once we have this, teachers learn from one another and can sustain the work.

To learn more

**To learn more Social Emotional Engagement (SEE-KS),
contact: emily@CommXRoads.com**

**To access freely accessible materials:
www.SEE-KS.com**