



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



WSCC Emotional Well-Being Learning Collaborative

April Community of Practice Call

Using Data to Demonstrate Impact of Emotional Well-being Initiatives

CDC DASH National Initiative to Advance Health in K-12 Education
by Preventing Chronic Disease and Promoting Healthy Behaviors

Priority 2: Emotional Well-Being

**National Center for School Mental Health &
Collaborative for Academic, Social, and Emotional Learning**



Agenda



- Inclusive Welcome
- Tier 1 Schoolwide Indicators – Walkthrough Protocol
- West Virginia – Physical Activity & Emotional Well-Being
- Using Data to Demonstrate Impact
- Intentional Close & Feedback



Inclusive Welcome

What is a **goal** you have set in your personal life, and how do you know whether you have achieved that goal or not?

Walkthrough Protocol

- **Section 1: Classroom Climate and Practices**
 - Supportive classroom climate
 - Explicit Instruction of emotional and social skills
 - Integration of emotional and social skills with academic instruction
 - Youth voice and engagement (classroom level)
- **Section 2: Schoolwide Systems and Practices**
 - Youth voice and engagement (school level)
 - Supportive school climate
 - Focus on adult emotional and social skills
 - Schoolwide supportive discipline
 - A continuum of integrated supports
 - Authentic family partnerships
 - Aligned community partnerships
 - Systems for continuous improvement

2. Supportive school climate					
The schoolwide learning environment is supportive, culturally responsive, and focused on building relationships and community.					
2a. Sense of community and safety Look for/Learn about: - SEL-focused schoolwide norms are displayed in common areas. - Students and staff model social and emotional competencies. - There are inviting, well-maintained common areas. - A variety of meaningful, creative, and recent student work is prominently displayed.	Culturally responsive and collaboratively developed schoolwide norms clearly convey how all staff and students agree to interact with each other. Clear routines and procedures are evident and contribute to the safety of students and staff in common areas. Students and staff consistently model schoolwide norms and social and emotional competencies.	Clear schoolwide norms for interactions are evident throughout the school. Routines and procedures are mostly followed. Students and staff can navigate common areas safely. Most students and staff model schoolwide norms and social and emotional competencies.	Norms are present in some areas but not consistently followed or reinforced. Routines and procedures are unclear in some areas, but students and staff can navigate most common areas safely. Some students and staff model norms and social and emotional competencies.	There is no evidence that schoolwide norms have been developed yet. Safety may be a concern for students and staff.	
2b. Staff and student relationships Look for/Learn about: - Staff greet students as they arrive at school and at class, and in the halls as appropriate. - Staff demonstrate knowledge of students on a personal level.	Staff engage regularly in positive and encouraging interactions with students in common areas . At times, students initiate these interactions. Staff demonstrate knowledge of students on a personal level . Feedback around norms for common spaces is shared in a way that respects students' dignity .	Staff have mostly positive interactions with students in common areas. Feedback around norms for common spaces is shared in a way that respects students' dignity.	Staff have mostly neutral interactions with students in common areas. At times, feedback around norms in common spaces is negatively framed.	Staff have limited or frequently negative interactions with students in common areas.	
2c. Staff relationships Look for/Learn about: - Staff greet one another in the halls as appropriate. - Staff demonstrate knowledge of one another on a personal level.	School staff are highly supportive of one another. Interactions are friendly and respectful . Staff seek out collaborative relationships.	School staff are supportive of one another. Interactions are friendly and respectful.	Staff mostly interact professionally with one another but do not show active support for one another.	Staff do not regularly interact with each other or have negative staff relationships.	
2d. Student relationships Look for/Learn about: - Student interactions that are respectful, friendly, and inclusive.	Students seem to genuinely care for one another and hold one another accountable for respectful interactions . There is a sense of inclusivity among all students.	Student interactions are respectful and friendly.	Students are somewhat respectful to peers, but they may have a few conflicts.	Students are routinely disrespectful to one another and/or have frequent conflicts with peers.	



End-of-Year Evaluation Activities

Activity	Time Frame	Estimated Duration	State & Entity Leaders	District & School Leaders
End-of-Year Evaluation Survey	May 1 st – 29 th	-30-60 minutes	✓	✓
Success Template	Complete by May 12 th session	-30-60 minutes	State & Entity Version	District & School Version
The SHAPE System	Complete by May 29 th	-30-60 minutes	Update School Mental Health Profile <i>if not returning for 2026-2027 LC</i>	Complete one priority domain of School Mental Health Quality Assessment
Successes Interview	Schedule with Perrin May 1 st – 29 th	-30 minutes	✓	n/a





What is Active Academics®?

Active Academics® is an online educational resource providing lesson ideas to help teachers integrate movement throughout the school day.

Comprehensive School Physical Activity Program (CSPAP)

Two main areas of focus in Active Academics:

- **Physical Activity During School**
 - Content standards-based lessons
 - Classroom Energizers
 - Recess/Lunch Break Activity Ideas
- **Physical Education**
 - Content standards-based lessons in PE and Health



Active Students = Better Learners

www.cdc.gov/healthyschools/PEandPA



Content Standards-Based Lessons

Content Standards-Based Lessons – active lesson ideas to enhance the learning of academic content.

Subject areas featured in Active Academics®:

- Physical Education
- Health
- Math
- Reading/Language Arts
- Science/Social Studies



Classroom Energizers & Recess/Lunch Break Activity Ideas

- **Classroom Energizers** – simple activity ideas to give students a "moving break" from classroom activities.
- **Recess and Lunch Break Activities** – movement ideas that are appropriate for large groups in large spaces and take little instruction.





At Home and Adapted Physical Activity Lessons

- **At Home Lessons** – activity ideas suitable for use in the classroom or in home-based learning environments.
- **Adapted Physical Activity Lessons** – lesson ideas that include modifications and accommodations to tailor the activity for students with a variety of special needs.



Two Main Ways to Engage with the Active Academics Resource



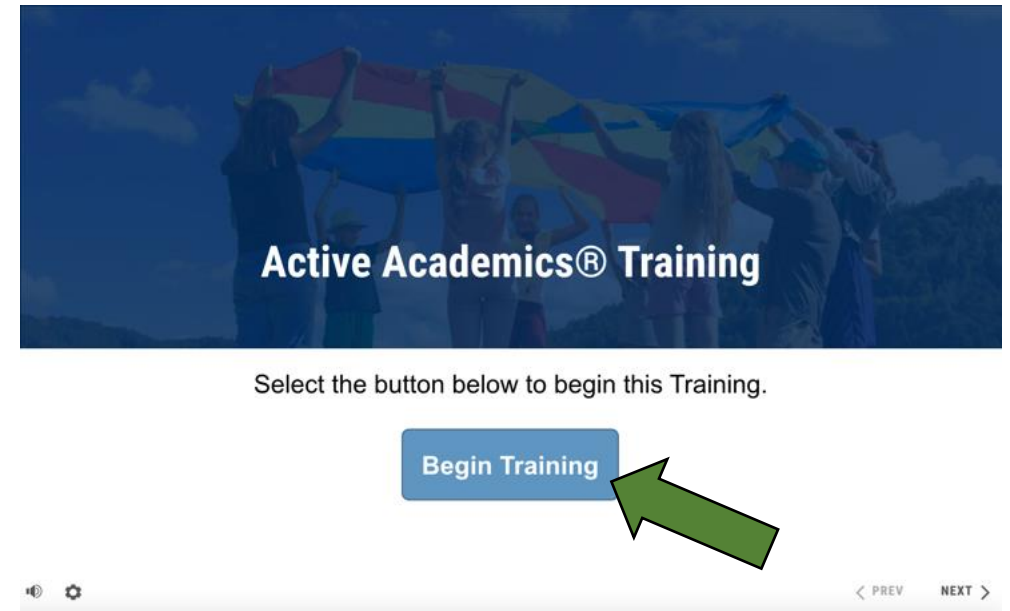
Using Active Academics® lesson ideas & adapting them to fit your students/class



Submitting your own lesson ideas to share on Active Academics®

Teacher Training Module

- In the Spring of 2021, our research team launched a new online professional development resource.
- This *free* training was created to help reach members of our educational communities with a resource to:
 - learn about physical activity recommendations and benefits
 - tips for integrating physical activity in the classroom and throughout the day.



Who Should Consider This Training?

This **FREE** Active Academics® Training was created to help reach all members of our educational communities with an interest in promoting physical activity among youth:

- In-Service Teachers
- Pre-Service Teachers
- College and University Professors
- Administrators
- Program Coordinators
- Parents



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Learning on the Move!

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What Will I Learn?

The Active Academics® Training Consists of 5 Modules:

1. The Benefits of Physical Activity
2. The Components of Fitness
3. The Components of a CSPAP
4. Registering with Active Academics®
5. Navigating Active Academics®

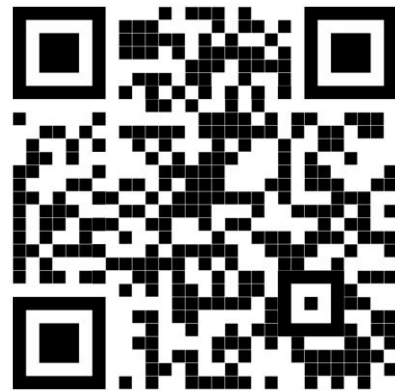


I'm Interested!

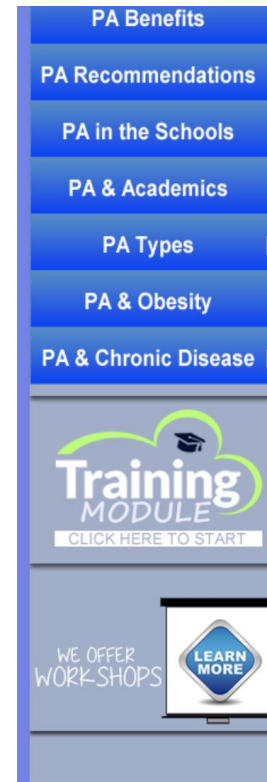
How Do I Access the Training?

You can access our teacher training on our website at activeacademics.org

Once you have requested access to the training, you will receive an automated email, within minutes, from our team at Active Academics® that includes a link to the training module.

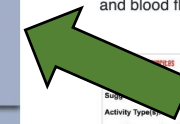


SCAN ME



FOLLOW US

Active Academics
@Active_Academic
This week we are featuring a Classroom Energizer that can easily be implemented into the school day for just 5 minutes of quick activity! Students will use their desk chairs to engage in a variety of physical activity movements that will increase their heart rate and blood flow.



Grade: All: Pre-K, K, 1, 2, 3, 4, 5
Activity Type: Classroom Energizer
Purpose of Activity (objectives, etc.): This is a quick activity to do with the students at the beginning of the day.
Materials/Equipment (Needed): Music with strong upbeat tempo
Description: Have the students position their chairs so that they have enough room to stretch out their legs while sitting on the edge of their chairs and keeping their back straight.
Play music with a strong beat and have the students do the following actions:
HINKING: Students swing their arms and reach left and right while tapping their toes and lifting their knees.
SWIMMING: Students move their arms as if doing the front or back crawl and kick their legs in a buffer kick.
CYCLING: Students hold on to the seat of their chairs and pedal their legs as if riding a bike.
PADDLING: Students use an imaginary paddle to paddle a canoe (both sides).
Time:



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Example Activities



www.activeacademics.org

Copy & Create Dance

Classroom Energizer

♥ [add to my favorites](#)

Copy & Create Dance

Suggested Grade Level(s): Pre-K, K, 1, 2, 3, 4, 5

Activity Type(s):

- Classroom Energizer

Purpose of Activity (objectives, etc.):

Students will create a dance together with each student adding his/her dance move.

Materials/Equipment (Needed):

- music (optional)

Description:

Have students stand in a circle.

The first student will begin the dance by creating their own dance move.

All of the children will then mimic the dance move and the child to the right of the dance move creator will add to the dance by creating their own dance move.

All of the children then dance the dance again adding this new move at the end.

This will continue around the circle with the students dancing all of the previous moves in order and the next person in turn adding a new dance move.

Continue until all of the students have been able to add a move.

Time:

5 minutes



Share
This

Copy & Create Dance

Classroom Energizer

♥ Add to my favorites



Copy & Create Dance

Suggested Grade Level(s): Pre-K, K, 1, 2, 3,

Activity Type(s):

- Classroom Energizer

Purpose of Activity (objectives, etc.):

Students will create a dance together with each other.

Materials/Equipment (Needed):

- music (optional)

Description:

Have students stand in a circle.

The first student will begin the dance by creating their own dance move.

All of the children will then mimic the dance move and the child to the right of the dance move creator will add to the dance by creating their own dance move.

All of the children then dance the dance again adding this new move at the end.

This will continue around the circle with the students dancing all of the previous moves in order and the next person in turn adding a new dance move.

Continue until all of the students have been able to add a move.

Time:

5 minutes

Incorporating music into as many activities as possible will increase student engagement and make the activity more fun!

Funny Bones

Content Standards-Based Lessons

Name of Activity:
Funny Bones



Suggested Grade Level(s): 5

Content Standard(s):

- **5 - Science / Social Studies**
 - **NS.5-8.3:**
Life Science

Purpose of Activity (objectives, etc.):

Students will be able to identify different bones in the body.

Materials/Equipment (Needed):

- Music for the Hokey Pokey (without words)

Description:

1. This activity will be based on the song "The Hokey Pokey".
2. The teacher will teach a lesson on the anatomical names of the bones of the body and then tell the students to get in a circle formation.
3. The students will sing and learn while they point to each body part identified and place each body part inside the circle.
4. An example: "You put your tarsals in, you put your tarsals out, you put your tarsals in, and you shake it all about. You do the fun bone dance, and you turn yourself around, that's what it's all about!"
5. Other bones that could be identified: Fibula, Sternum, Radius, Tibia, Pelvis, Carpals, Humerous,



Funny Bones

Content Standards-Based Lessons

Use the bones of the body parts that you normally “put in” during the Hokey Pokey

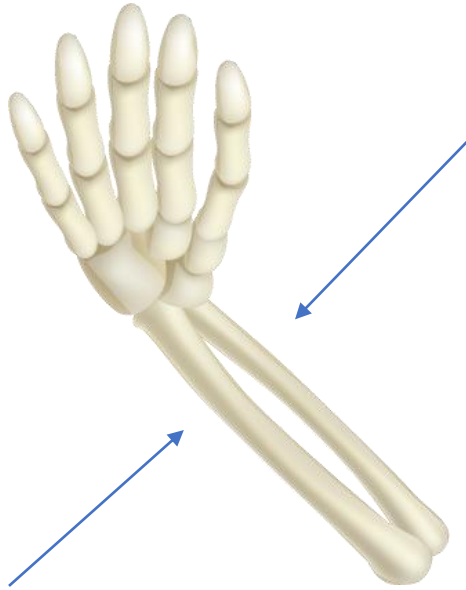
- Radius or Ulna (arm bone)
- Tibia or Fibula (leg bone)
- Patella (knee bone)
- Skeleton (Whole body)
- And more...



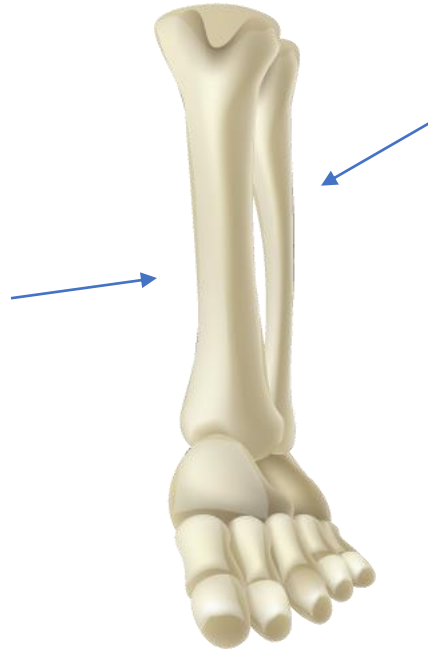
Funny Bones

Content Standards-Based Lessons

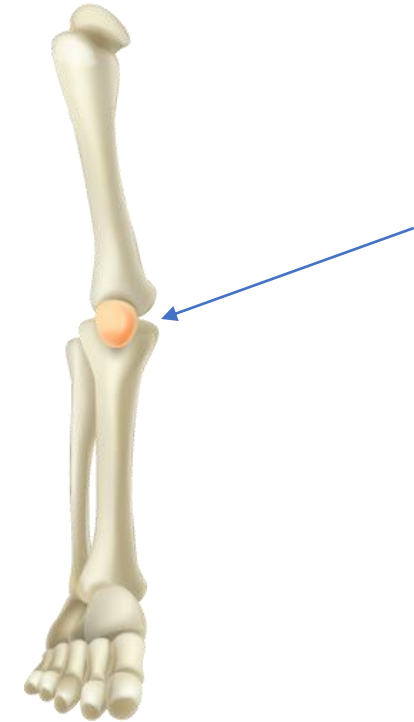
Radius & Ulna



Tibia & Fibula



Patella



Sentence Shape Up

Content Standards-Based Lessons

♥ [Add to my favorites](#)

Sentence Shape Up

Suggested Grade Level(s): 4, 5

Content Standard(s):

4 - Reading/Language Arts

Conventions of Standard English | L.4.1:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5 - Reading/Language Arts

Conventions of Standard English | L.5.1:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Purpose of Activity (objectives, etc.):

Students will identify various parts of a sentence and complete a corresponding physical activity.

Description:

1. Write the following parts of a sentence and corresponding exercise on the board.

Noun = Arm circles

Verb = Jumping jacks

Adjective = Lunges

Pronoun = Push ups

Adverb = Arm circles

Preposition = Jogging in place

Conjunction = Knee jumps

Interjection = Hop scotch



Share
This



Sentence Shape Up

Content Standards-Based Lessons

Noun – Arm circles

Verb – jumping jacks

Adjective – Lunges

Pronoun – Push Ups

Adverb – Arm circles

Preposition – Jog in place

Conjunction – Knee slaps

Interjection – Hopscotch

The **BOY**...

Sentence Shape Up

Content Standards-Based Lessons

Noun – Arm circles

Verb – jumping jacks

Adjective – Lunges

Pronoun – Push Ups

Adverb – Arm circles

Preposition – Jog in place

Conjunction – Knee slaps

Interjection – Hopscotch

The boy **RAN**...

Sentence Shape Up

Content Standards-Based Lessons

Noun – Arm circles

Verb – jumping jacks

Adjective – Lunges

Pronoun – Push Ups

Adverb – Arm circles

Preposition – Jog in place

Conjunction – Knee slaps

Interjection – Hopscotch

The boy ran to the
SMALL...

Sentence Shape Up

Content Standards-Based Lessons

Noun – Arm circles

Verb – jumping jacks

Adjective – Lunges

Pronoun – Push Ups

Adverb – Arm circles

Preposition – Jog in place

Conjunction – Knee slaps

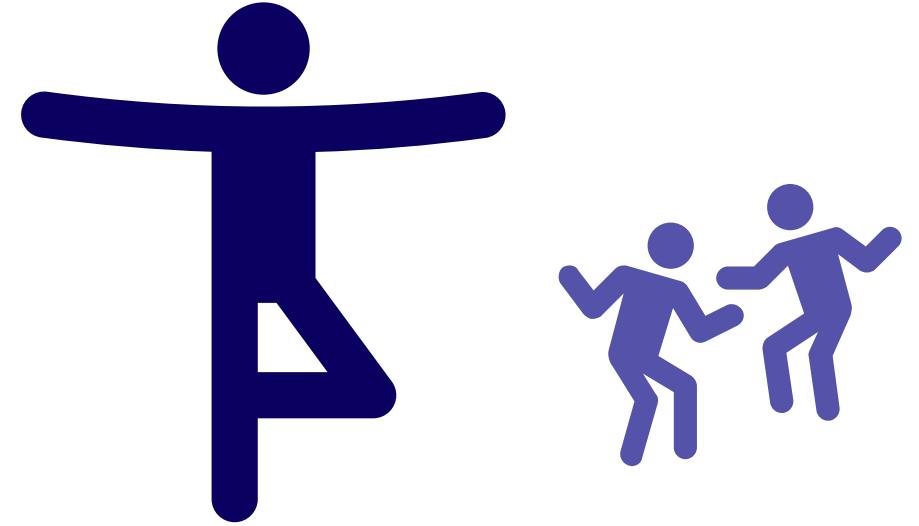
Interjection – Hopscotch

The boy ran to the
small **HOUSE**...

Rock, Paper, Scissors... Jump

Incorporating Movement into Assessment

Question:



Answer A:

Answer B:

Answer C:

Answer D:

How to Answer

Answer A: Land with feet apart

Answer B: Land with one knee up

Answer C: Land in a squat

Answer D: Land facing backwards

Rock, Paper, Scissors... Jump

Incorporating Movement into Assessment

Question:

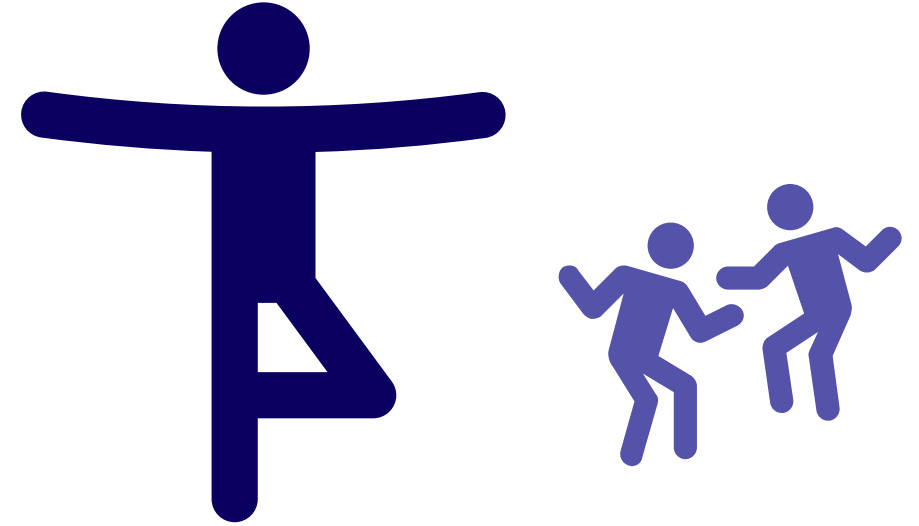
Which of the following content areas are represented in Active Academics® lessons?

Answer A: Reading & Language Arts

Answer B: Math

Answer C: Physical Education

Answer D: All the Above



How to Answer

Answer A: Land with feet apart

Answer B: Land with one knee up

Answer C: Land in a squat

Answer D: Land facing backwards

Rock, Paper, Scissors... Jump

Incorporating Movement into Assessment

Question:

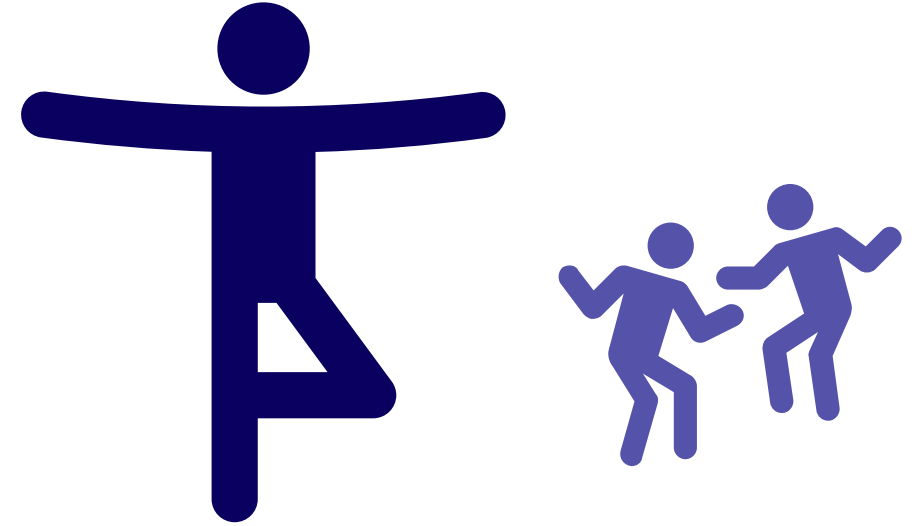
Which grade levels does Active Academics® best serve?

Answer A: K-8th Grade

Answer B: 1st – 4th Grade

Answer C: 9th – 12th Grade

Answer D: K-5th Grade



How to Answer

Answer A: Land with feet apart

Answer B: Land with one knee up

Answer C: Land in a squat

Answer D: Land facing backwards

Rock, Paper, Scissors... Jump

Incorporating Movement into Assessment

Question:

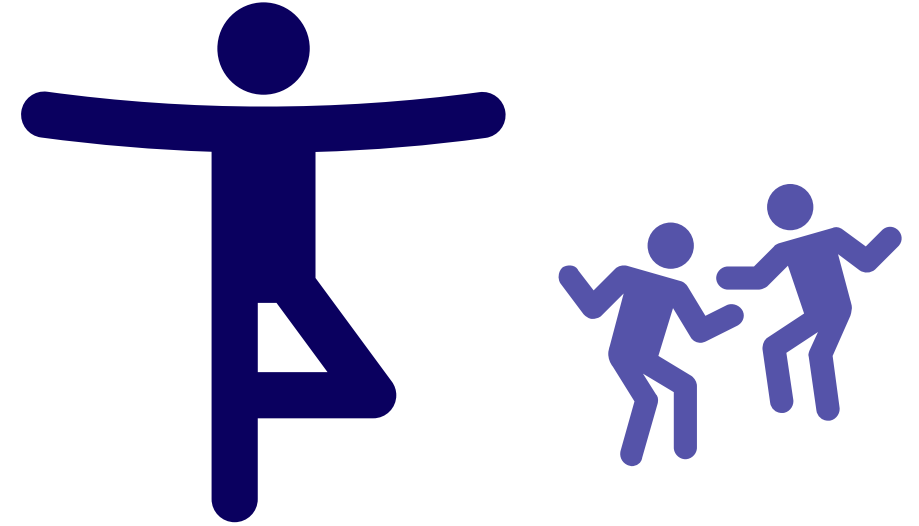
Which two elements of the CSPAP does Active Academics® focus on most?

Answer A: Physical Education

Answer B: Community Engagement

Answer C: Physical Activity During School

Answer D: Answers A & C



How to Answer

Answer A: Land with feet apart

Answer B: Land with one knee up

Answer C: Land in a squat

Answer D: Land facing backwards

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Learning on the Move!

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Contact us at info@activeacademics.org



Share in chat or unmute! :)

A blackboard with white chalk writing that reads "ANY QUESTIONS?".

ANY
QUESTIONS
?



Using Data to **Demonstrate the Impact of Emotional Well-Being Initiatives**





Use **WSCC LC District & School or State & Entity Success Template Worksheets** to create your success story!

Let's walk through the forms together! – **See Word docs in chat**



1. Emotional Well-Being Supports and Services Overview

- **School demographics** (number of schools, number of students served, geographic region etc.).
- **Description of current emotional well-being supports and services** (MTSS, school and community partners).
- **Example:** *Pear School District is a suburban and rural school district in western Maryland spanning 50 square miles and serving 11,324 students in 19 schools. Pear School District has a comprehensive school mental health system that uses a multi-tiered system of support model to provide mental health promotion, prevention and intervention supports and services. These services are provided by school employed school counselors and school social workers and through a partnership with Pear Medical Center Psychiatry Department that provides school-based and community-based services for Pear School District students.*





2. District/School Goal(s)

- Describe your **emotional well-being goal**, including the goals developed by youth leaders
- **Examples**
 - *Conduct an environmental scan of available Emotional & Social skills curriculum that fits the needs of the district's student population.*
 - *Establish a youth advisory council comprised of youth representative of the student body.*
 - *Create mental health awareness social media campaign.*





3. MTSS Model

Example: School counseling services for students and families that are respectful of different ways diverse cultures experience healing.



Tier 3

Example: Created groups for youth at increased risk for mental health challenges that affirm student identities and promote adaptive coping skills.

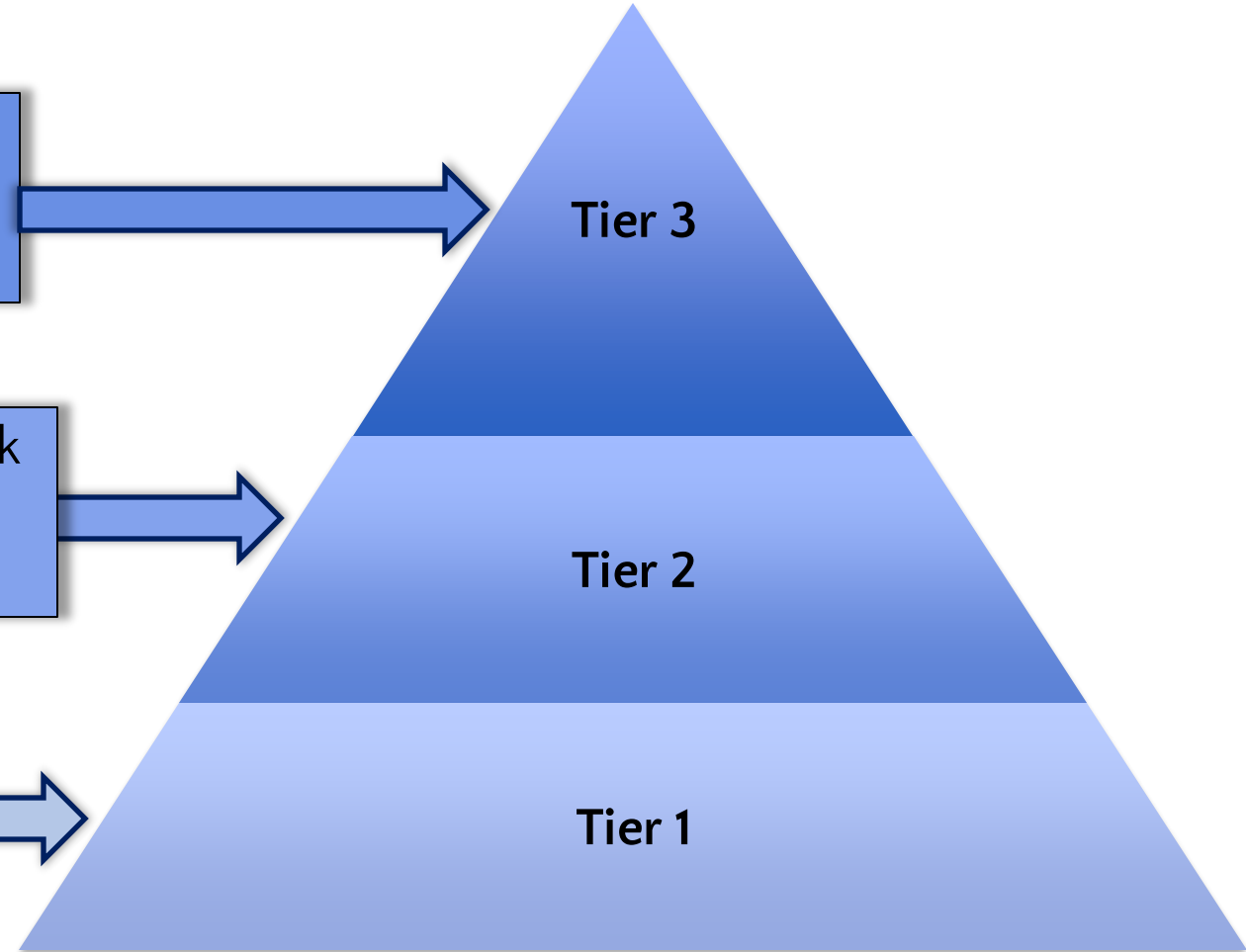


Tier 2

Example: Youth created mental health awareness bulletins and social media posts for whole school.



Tier 1





4. Accomplishments & Impact

- Describe your accomplishments and what changed (impact) as a result of your work
 - **Soundbite:** Make your point clear and compelling
 - **Story:** Illustrate your point with a concise, concrete example or anecdote
 - **Statistic:** Back up this point with data or research that demonstrates the impact



Example of Accomplishment & Impact

- **Soundbite.** Engaging youth in co-leading emotional and social learning and school mental health (SMH) initiatives builds youth capacity to function as leaders.
- **Story.** Through the Youth Leadership Academy, the youth leaders in our district set an emotional well-being goal to support the mental and physical health of their peers. In this process, they cultivated and practiced the leadership skills of mindfulness, assertive communication, constructive feedback and elevator speeches.
- **Statistic.** Across our district, our youth leaders have created awareness about SMH thereby engaging 10 additional youth leaders in the district.





5. Sustaining Success & Next Steps

- Describe how you will sustain the impact of your work, and the next steps needed
 - Include 'what', 'when', and 'how' you will sustain the success and the next steps
 - Provide 3-4 clear and compelling statements



Questions to consider while you complete the templates...

1. How can I **elevate** my team's **awesome** work?
2. What are the **key messages** to share with stakeholders?





Breakout Groups (30 minutes)

Goal

- Districts/Schools will work on Worksheet and State/Entity leads will do the same (can use same or separate room)
- Faculty liaison will start in District/School rooms and pop over to State rooms (if applicable)
- Perrin will be in the main room to assist w/ movement

If you complete your worksheets early...

- Share goal progress updates
- Get TA support from faculty liaison on goals





Final Session - Celebrating Your Accomplishments and Planning for Next Steps!

- Each district and school will be asked to **present their accomplishment document progress** in small groups in the May LC.
- Please use your breakout time today to get a head start.





What's Next For Youth Leadership?

- **In the March call:** Youth practiced giving and receiving feedback
- **Final Youth Action Call scheduled for April 28, 2026, 1-2pm EST/12-1pm CST/11-12pm MST/10-11am PST**
 - Leadership Skill Topic - **Mentorship**
 - **Strongly encourage as much adult participation as possible!**





Intentional Close

What is one
celebration or
accomplishment
you would like to
share from today's
call?



Thank you for joining today!

Next Monthly Call:
May 12, 2026

