

Welcome!

Think of one word that describes a socially-emotionally responsive school. Be ready to share.



The Socially-Emotionally Responsive School

A4LE Northeast
Regional Conference



Philadelphia, PA
April 28, 2023

About Us



Mike Pirollo, ALEP

Principal &
Educational Planner
MLP Integrated Design



17 years

K-12 Educator

6 years

Educational Planner & Consultant



About Us

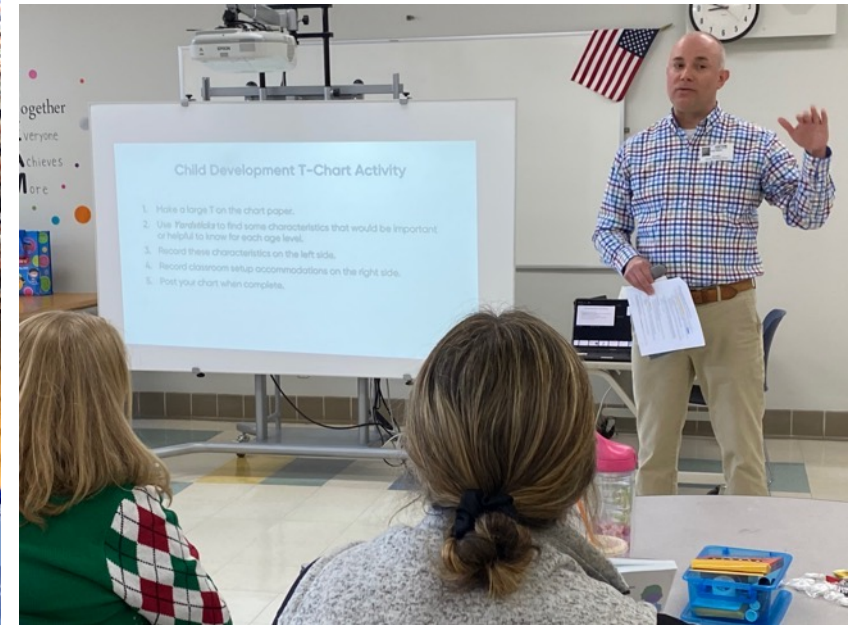


Paul White, M. Ed.
Teacher & Consultant
MLP Integrated Design



26 years
K-3 Educator

9 years
Educational Consultant



One Word Around

Think of one word that describes a socially-emotionally responsive school. Be ready to share.

Agenda

- MLP's Integrated Process
- Understanding the Learner
- Social-Emotional Learning (SEL) & Best Practices
- Socially-Emotionally Responsive Learning Environments

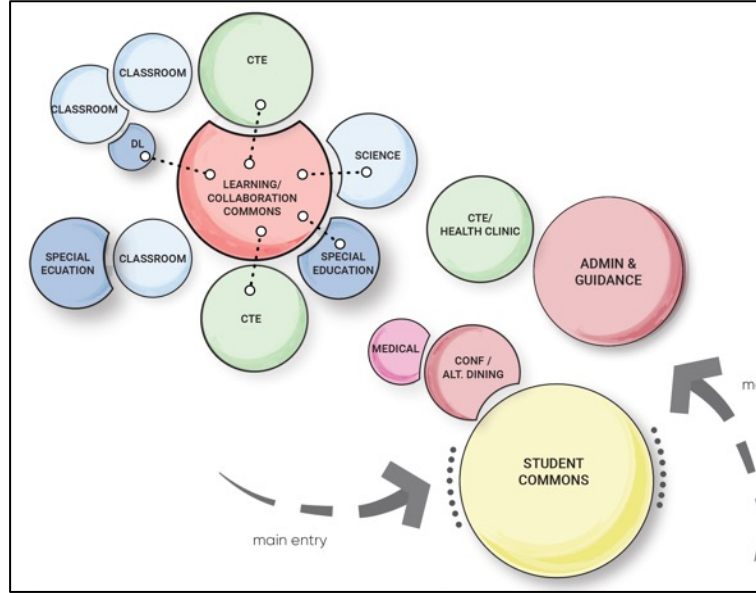


Our Integrated Approach



Educational Road Mapping

- Observation Immersion
- Educational Visioning
- Facilities Master Planning
- Educational Landscape Assessment



Educational Design

- Curriculum Design & Implementation
- Programming & Space Planning
- Reimagining Existing Space



Educational Commissioning & Professional Development

- Pre- and Post-Occupancy Coaching
- Sandbox Classrooms
- Professional Learning Workshops
- Post-Occupancy Assessments of Teaching, Learning, & Space

Our Integrated Approach

Standards & Content,
Both Academic & SEL



Instructional &
Organizational
Methods

Developmental
Stages

Space to Support
all Students

Our Integrated Approach

When curriculum, instruction, learners, and learning environments are in full alignment, educators and architects can create the most **socially-emotionally responsive schools**.



Socially-emotionally responsive educators and designers **understand the learner.**



Understanding the Learner

“Students go to school in many different types of communities, learn in a wide variety of classroom settings, and are taught by teachers using a broad and ever-changing array of curricula and methods. Yet one condition holds constant: To reach their fullest potential, **students need teachers who know and understand them.**”

Understanding the Learner

child development

- Development follows predictable patterns
- Development is influenced by culture, personality, and environment
- Development does not proceed at the same rate each year
- Growth is uneven



Understanding the Learner

early childhood



Pre-K

- Learn more through **muscle activity and constructive play**
- Fine motor skills not well developed yet
- **Imaginative**; love dress up, drama, role play
- Love to work together; love school “jobs”



Kindergarten

- Enjoy **routines, structure**, and **predictability**
- Are better at gross motor tasks
- Energetic and active; **love play**
- **Visual acuity not developed** yet
- Short attention spans
- **Limited core strength**; may prefer standing
- Vivid imaginations and expression

Understanding the Learner

elementary



Grade 4

- Individualistic and competitive
- Like to **work in partners**
- Sense of **who is "in" and "out"**
- **Can't sit for long**; benefit from recess breaks
- Better fine motor control



Grade 5

- **Work** well in **groups**
- Enjoy cooperative and competitive **games**
- **Developing** large **muscles**
- Enjoy collecting, classifying, and organizing
- Able to **concentrate** for **longer periods**
- **Growth spurts** lead to hunger and tiredness

Understanding the Learner

middle and up



Grade 7

- Spontaneous but **care about** peers' **opinions**
- **Growth spurts** lead to being **fidgety** and energetic
- Benefit from **movement** and activity
- Enjoy **conversation**



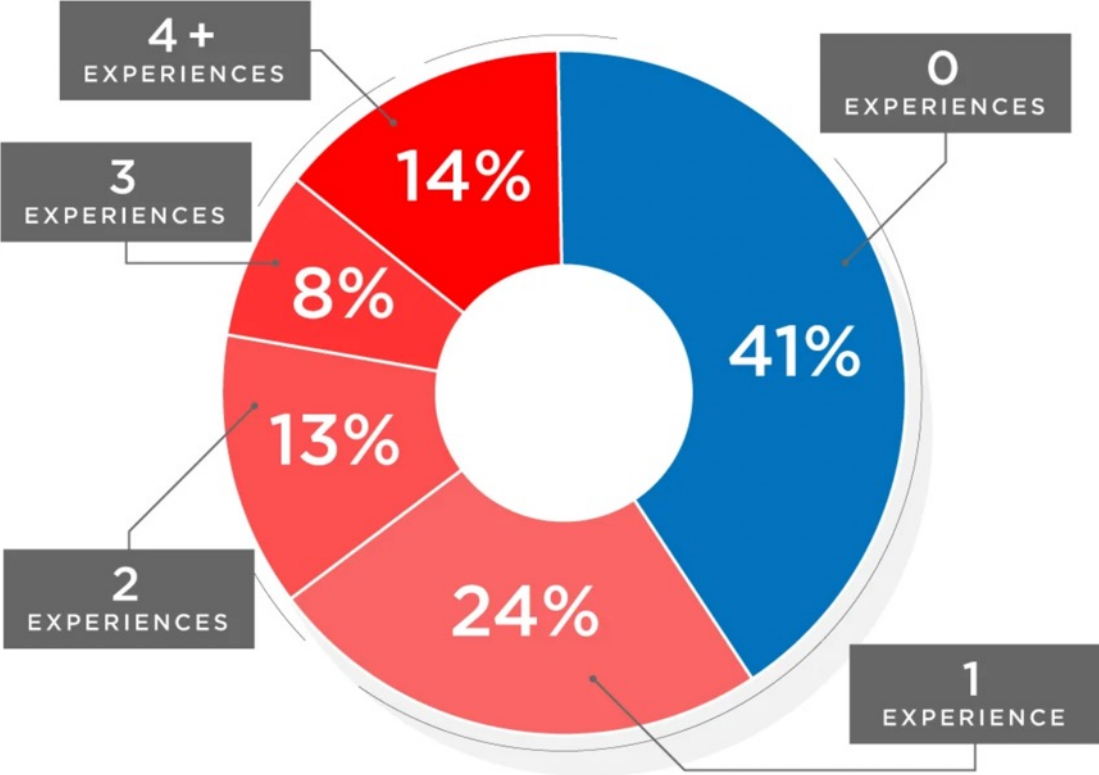
Grade 8+

- Pay close attention to **what's in** and **what's out**
- May need support working in groups
- **Tentative** or unwilling **to take risks** on academic tasks
- Likes to express their likes and dislikes (more **vocal**)
- Have lots of **physical energy**

Understanding the Learner

the impact of trauma on children

NUMBER OF ADVERSE CHILDHOOD EXPERIENCES

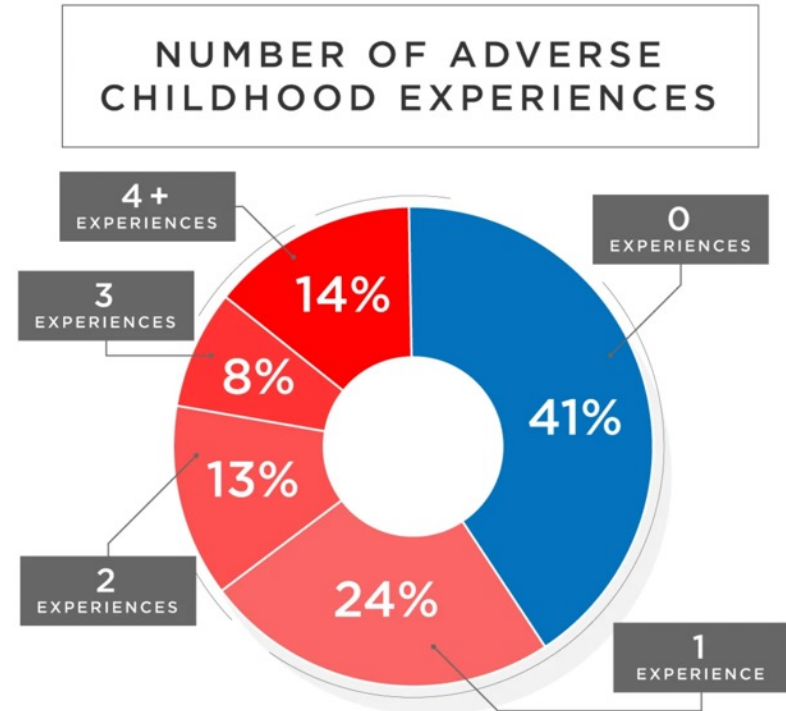


Source: Centers for Disease Control and Prevention

Understanding the Learner

establishing a trauma-sensitive environment

- Reduce stress
- Focus on community where students feel safe
- Foster predictability and stability
- Give students opportunities to self regulate their emotions and improve focus
- Look at the whole-body health of the child



Source: Centers for Disease Control and Prevention

Understanding the Learner

How does understanding the learner shape the **design of the learning environment**?

Understanding the Learner

how development shapes the environment

We need to look at classroom spaces through the eyes of students.

- Furniture selection & arrangement
- Accessibility of materials to promote independence and agency
- Display of student work & instructional materials
- Ability to adjust plans throughout the year as students develop









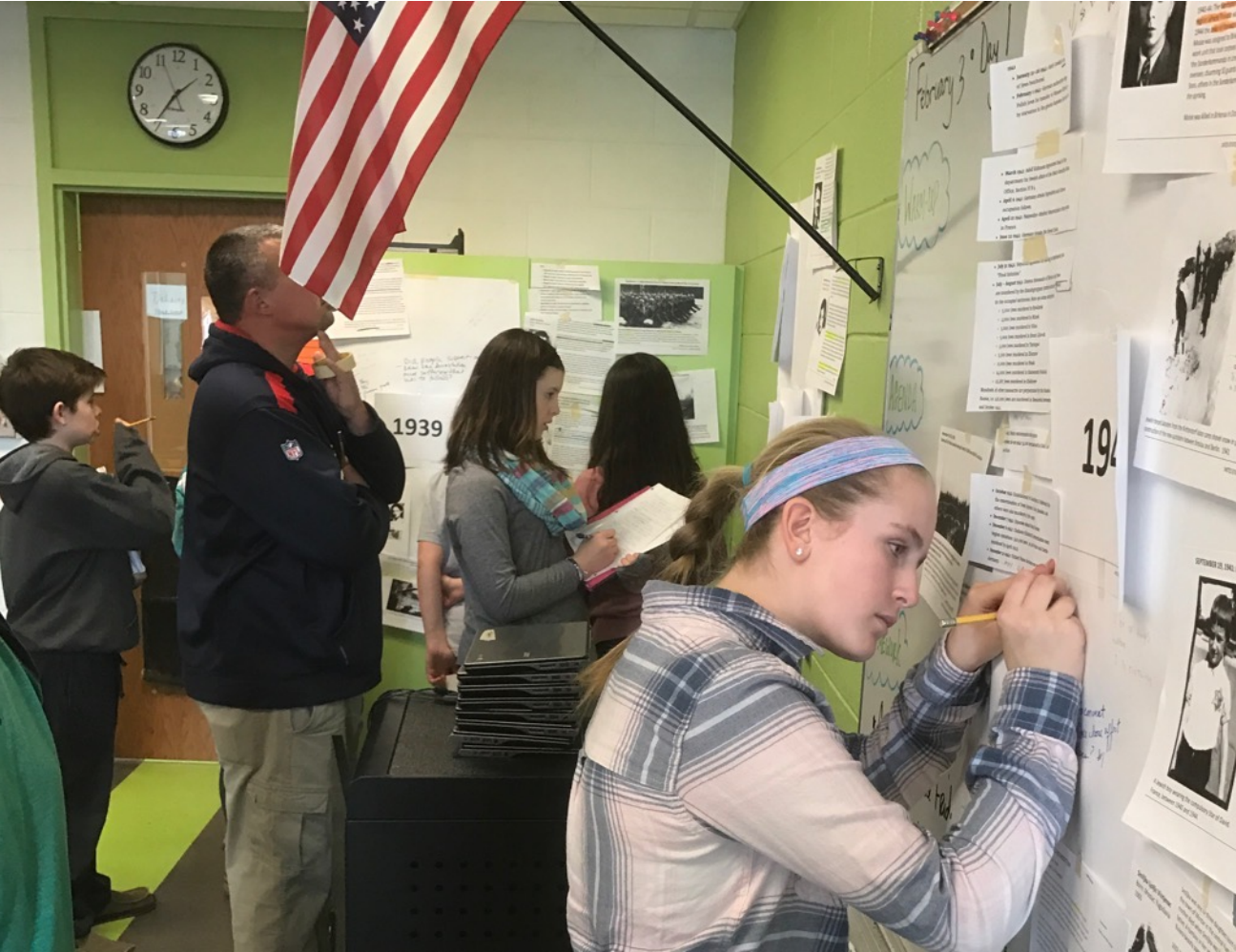
Designing for the Learner

working on the floor



Designing for the Learner

taking learning vertical



Designing for the Learner

creating a sense of belonging



Discovery ES, VMDO Architects



Ehrman Crest Elementary & MS, Cannon Design

Designing for the Learner

education as playful learning



Designing for the Learner

education as playful learning



Gray Puksand Architects





How does **understanding
the learner** shape and
inform the design of the
learning environment?

Socially-emotionally responsive educators and designers **know SEL practices.**



Social-Emotional Learning

“Social-emotional learning is the process of developing self-awareness, self-control, and interpersonal skills that are vital for school, work and life success.”

Social-Emotional Learning

SEL competencies



Cooperation



Assertiveness



Responsibility



Empathy



Self-Control



Social-Emotional Learning

common practices and strategies

- **Community Building**
- Teacher Language
- Classroom Organization
- Interactive Modeling
- Guided Discovery
- Intentional Grouping
- Academic Choice
- Interactive Structures
- Quiet Time
- **Movement Opportunities**
- Mindfulness



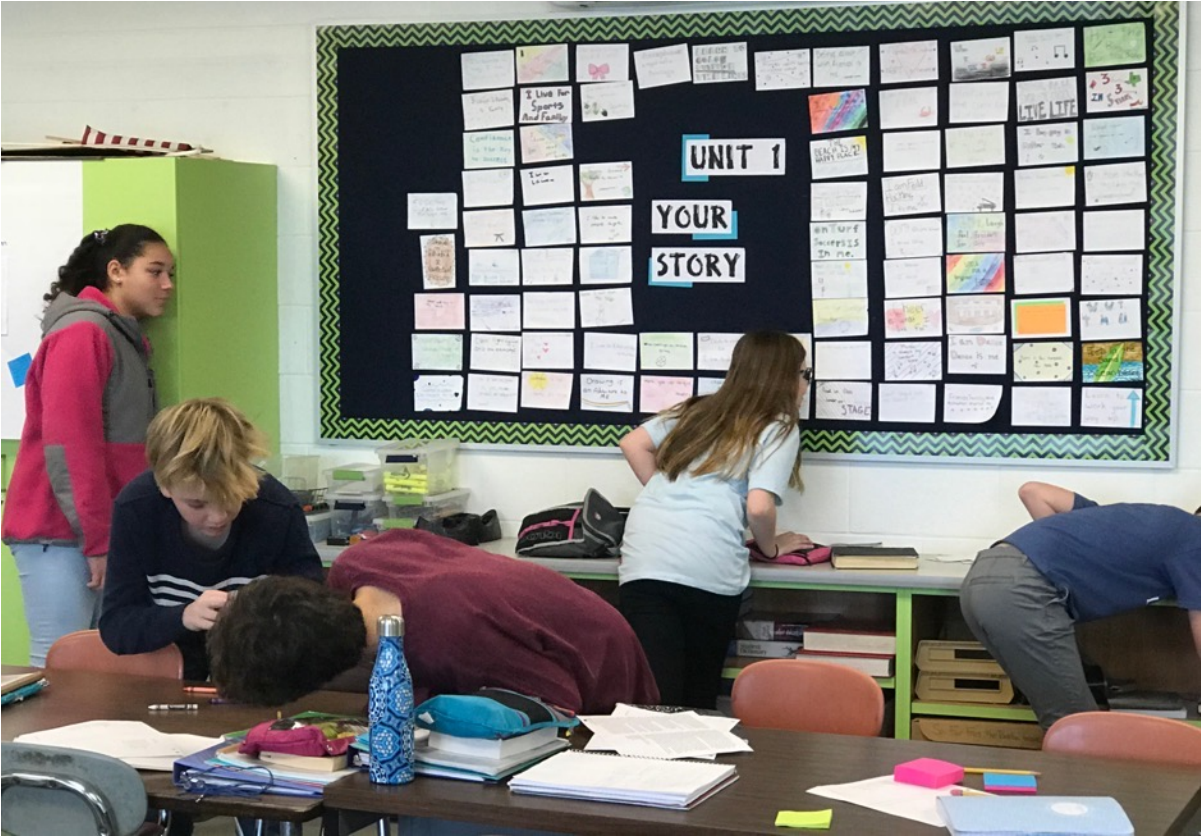
Social-Emotional Practices

building community



Social-Emotional Practices

movement opportunities



Social-Emotional Learning

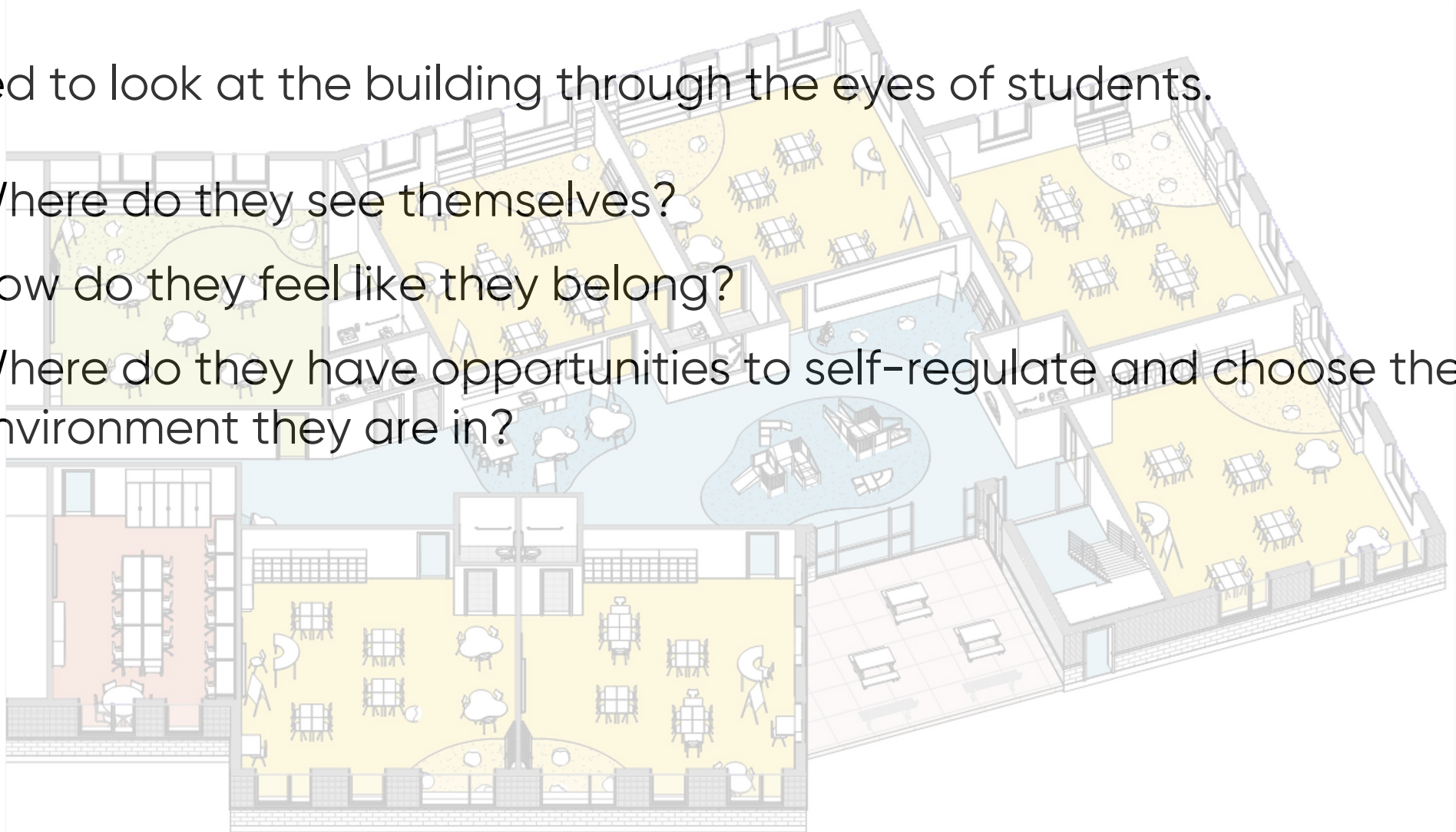
How does understanding SEL practices shape the **design of the learning environment**?

Social-Emotional Learning

how SEL shapes the building

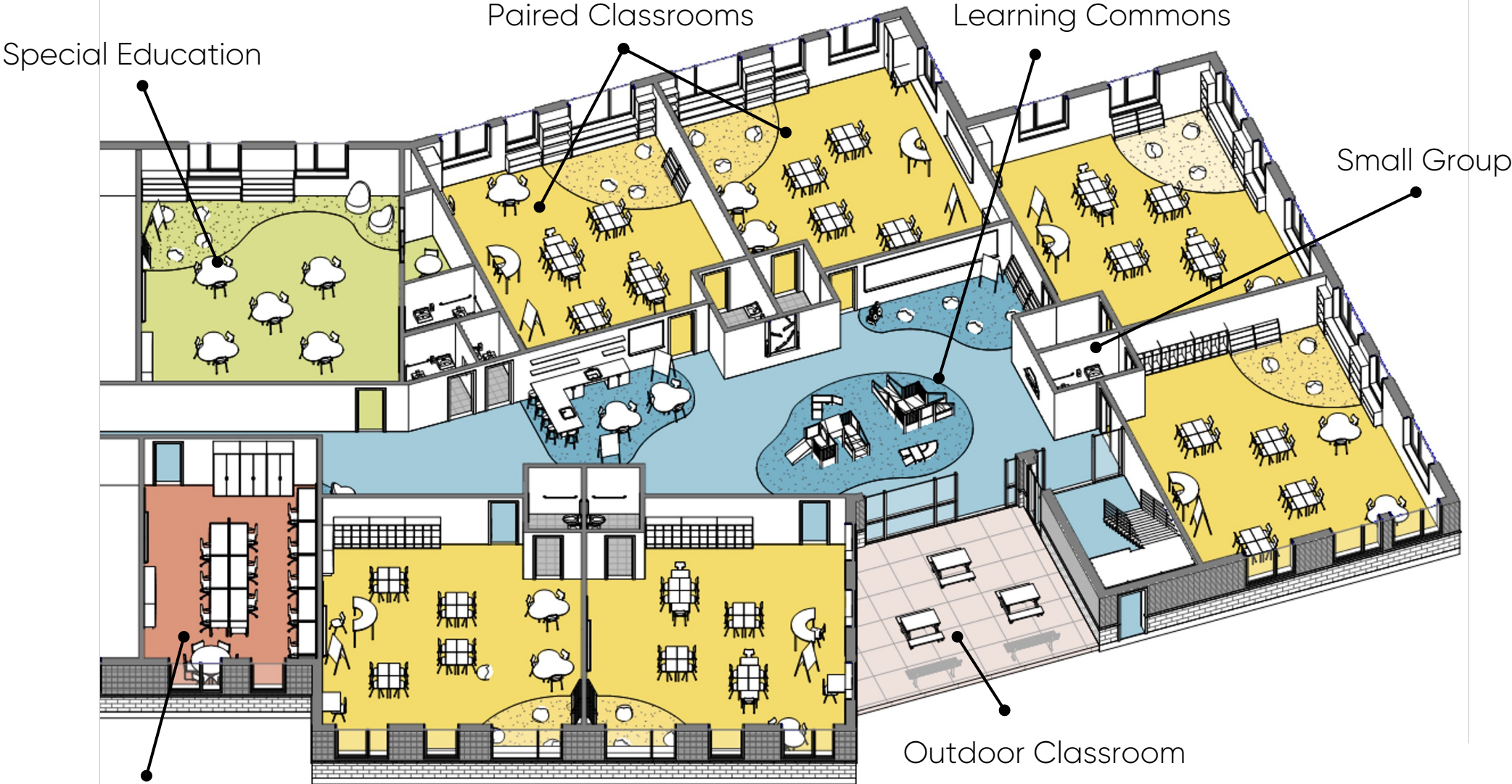
We need to look at the building through the eyes of students.

- Where do they see themselves?
- How do they feel like they belong?
- Where do they have opportunities to self-regulate and choose the environment they are in?



Designing for the Learner

the learning community



Staff Planning

Designing for the Learner

personalized dining opportunities



Hanlon ES, D+W Architects

Designing for the Learner

personalized dining opportunities



Rockford Public Schools, Cannon Design

Designing for the Learner

opportunities for wellness



Designing for the Learner

finding moments of respite



Nock MS Media Center, MLP Integrated Design



Discovery ES, VMDO Architects & Iconograph

Designing for the Learner

finding moments of respite



Ehrman Crest Elementary & MS, Cannon Design



How does **SEL** shape and inform the design of the learning environment?

Educators and designers create socially-emotionally responsive **learning environments** by aligning space with developmental traits, SEL practices, and engaging instructional practices.



Choose one grade level and consider **design features** to best support the developmental stage and social-emotional needs.

Grade K



Developmental Traits

- Enjoy routines and predictability
- Are better at gross motor tasks
- Energetic and active; love play
- Visual acuity not developed yet
- Short attention spans
- Limited core strength

Grade 4



Developmental Traits

- Individualistic and competitive
- Like to work in partners
- Sense of who is "in" and "out"
- Can't sit for long; benefit from recess breaks
- Better fine motor control

Grade 8+



Developmental Traits

- Pay close attention to what's in and what's out
- May need support working in groups
- Tentative or unwilling to take risks on academic tasks
- Have lots of physical energy



One Word Reflection

A socially + emotionally responsive school is...



inclusive

A socially + emotionally responsive school is...



inclusive



community-based

A socially + emotionally responsive school is...



inclusive



student-centered



collaborative



community-based

A socially + emotionally responsive school is...



inclusive



student-centered



collaborative



connected



community-based



developmentally appropriate

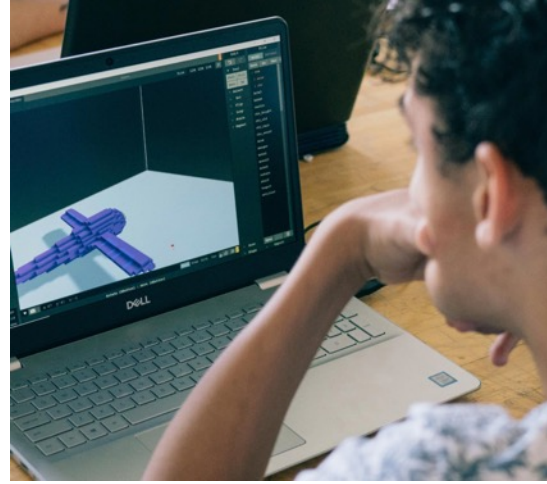
A socially + emotionally responsive school is...



inclusive



student-centered



engaging



collaborative



active



connected



community-based



developmentally appropriate

Stay Connected



Mike Pirollo, ALEP

Principal
MLP Integrated Design

mike@mlpid.com



Paul White, M. Ed.

Teacher & Consultant
MLP Integrated Design

paul@mlpid.com

Check us out at
mlpid.com

Scan the QR code to
learn more

