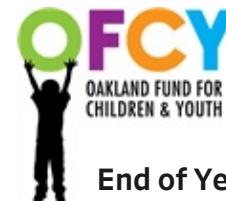


Agency Family Paths, Inc.



End of Year Profile  
FY2020-2021

Program Early Childhood Mental Health Consultation Collaborative

Strategy: Socioemotional Well-being in Preschool and Early Childhood Education Settings  
Annual Grant Funding: \$364,000

The Early Childhood Mental Health Collaborative consists of Family Paths, Through the Looking Glass and Jewish Family and Community Services. We will provide Mental Health and Developmental Consultation to 14 City of Oakland Head Start sites, and 5 OUSD Child Development Centers in high stress neighborhoods in Oakland where 671 infants, toddlers and preschool age children will be enrolled. Our goal is to support early childhood educators and parents to better understand and address developmental and social-emotional growth of young children in order to increase kindergarten readiness.

## Program Score Card

These select performance measures were identified by program staff, OFCY and the evaluation team as indicative of programs' quality and success in working towards the strategic objectives for the Socioemotional Well-Being in Preschool and Early Childhood Education Settings.

### Program Achievements: How much did we do?

Projected Number of Children Enrolled at Participating ECE Sites: **725**

Total Hours of Consultation Provided: **2,272**

### Program Performance and Quality: How well did we do it?

#### Progress Toward Projected Enrollment and Attendance

Program

Strategy Average

Progress towards projected hours of consultation

100%

126%

#### Percent of Educators in Agreement

Strategy

The mental health consultant has a good understanding of the diversity of our community and how to effectively and appropriately support them.

80%

89%

The mental health consultant works as a partner with me to meet children's mental health needs.

98%

99%

### Program Outcomes: Is anyone better off?

#### Percent of Educators in Agreement

The mental health consultant works closely with parents to find resources that meet their children's needs.

80%

88%

My work with the mental health consultant has helped me to feel more confident as a teacher.

78%

87%

Since meeting with the mental health consultant, I have a better understanding of why children behave the way they do.

78%

88%

# Educator Survey Results (Number of surveys collected: 45)

## Mental Health Consultation Outcomes

Outcome scores represent the percentage of questions mapped to each outcome with which educators agreed or strongly agreed. The strategy-level scores reflects all educators who completed surveys at 3 Socioemotional Well-being in Preschool and Early Childhood Education Settings programs (101).

	Program	Strategy
Ability to identify and refer children in need of additional support and intervention	69%	82%
Access to resources, including mental health and trauma-informed care and support services	76%	87%
Confidence and knowledge in schools to support academic and socioemotional development	73%	87%
Confidence in managing children’s behavior	71%	86%
Family involvement	67%	80%

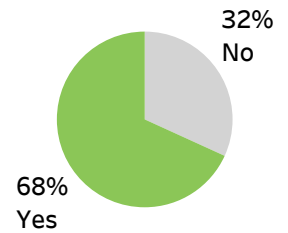
### Survey Questions

Outcome	Question Text	Strongly Disagr..	Disagr..	Not Sure	Agree	Strongly Agree	Strongly Disagree	Disagr..	Not Sure	Agree	Strongly Agree
Ability to identify and refer children in need of support & intervention	Since I began working with the consultant, I have been better able to identify and refer children in need of extra support and interventions.	4%	2%	24%	44%	24%	2%	1%	15%	39%	44%
Access to resources, including mental health and trauma-informed care and support services	The mental health consultant has connected me with useful resources to help me strengthen my work with children and their families.	4%	4%	16%	47%	29%	2%	2%	10%	37%	50%
	The mental health consultant works closely with parents to find resources that meet their children’s needs.	2%	2%	16%	44%	36%	1%	1%	10%	36%	52%
	Working with the consultant has increased my knowledge of available resources that can support children and families in need.	4%	4%	18%	42%	31%	2%	2%	10%	34%	52%
Confidence and knowledge to support child development	Working with the consultant has helped me to ensure that more of the children I work with have the skills they need to succeed in school.	7%	7%	13%	47%	27%	3%	3%	7%	36%	51%
Confidence in managing children’s behavior	Since meeting with the mental health consultant, I feel better able to handle children’s challenging behaviors.	2%	13%	20%	40%	24%	1%	6%	10%	44%	40%
	Since meeting with the mental health consultant, I have a better understanding of why children behave the way they do.	4%	4%	13%	53%	24%	2%	2%	8%	45%	44%
Family involvement	The mental health consultant has good relationships with parents.	2%	2%	29%	47%	20%	1%	1%	18%	41%	40%
	The mental health consultant has helped me to strengthen my relationship with parents and caregivers.	4%	11%	18%	47%	20%	2%	6%	13%	40%	40%

## Educator Survey Results (Number of surveys collected: 45)

### Additional Survey Questions

Since you started working with the mental health consultant, did you learn anything new about your teaching style, your relationship with the children, or how to engage children in activities?

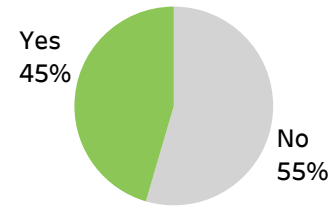


#### Comments from educators:

- \* Be patient listen as the child talking, sharing. Fully respect to the parents
- \* Extended play with children and words to help children with language development skill.
- \* Having the right tone of voice around children. \* How to speak to children for the children needs and how to interact and play
- \* I am beginning to develop a sense of awareness when teaching children based on their needs
- \* I have used more Emotional Literacy, Sensory activities. Emphasis on how to manage feeling an how to support families through Virtual classes. Great experience.
- \* I just met her a few months ago
- \* I learned about how to engage children in activities by making them a leader, using positive reinforcement or positive descriptive acknowledgement (PDA).
- \* I learned about the children different between autism and ADHD.
- \* I learned how to use the solve problems chart to help children who has challenging behaviors.
- \* I learned that children who have a developmental delay can be assisted with developing skills by practicing with them daily routines.
- \* Learn what the family dynamics are and you sure to find the cause of the child's behavior.
- \* more resources has been shared by MH consultant (e.g. self care training (Yoga) for both staff and family, parenting training and etc.). M.H is able to support individual family as needed.
- \* N/A \* Not to judge the children by face value, look a little deeper at the family life and the surrounding community.
- \* Our consultant is always given us immediately supported when we in need. since I work with her, her positive and passions attitudes has a great influence on me.
- \* She gives the staff, parents and child any support as needed.
- \* She provides resources and strategies for children with different social/ emotional issues. She provides us tools to work with them and also she talks with parents
- \* Since i began working with the mental health consultant, I have been better able to Identify and refer children in need of extra support and interactions
- \* They give more ideas how to work with child with different behavior challenging \* To be able to engage the children in activities.
- \* To include Sensory materials and activities in our daily activities considering the stress in Families due to COVID 19.
- \* when the child is not paying attention, I engage him with things that he is interested in.
- \* work and play with children to engage them.

## Educator Survey Results (Number of surveys collected: 45) Additional Survey Questions

Since you started working with the mental health consultant, has your relationship with parents changed?

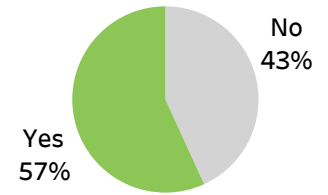


### Comments from educators:

- \* I always try to provide good services for all families and children regardless any kind of problem or situation. I like to support all people.
- \* I feel more comfortable talking with the parents. \* I'm able to talk to the parents more and share my concerns in a positive way.
- \* Increase my knowledge of available resources that can support children and families in need \* N/A
- \* Now me and the parents have positive relationship \* she gave me ideas how to talk to parents.
- \* Since communicating with families on the phone or via zoom it is very different from the fast paced in person interactions. I have come to be a more intense listener and
- \* sustain positive relationship
- \* The mental health consultant helps me to build good relationships with parents by making zoom meeting.
- \* The relationship with parents is closer. \* To meet the parents where they are.
- \* When we had the Parent Conference time we were able to recognize the child capabilities and how to improve his learning and development. Families are learners and I always recognized their cooperation with the program. The main goal was to work on family engagement and build an effective partnership.
- \* Yes treat them that they matter and introduce change a little at a time.

## Educator Survey Results (Number of surveys collected: 45) Additional Survey Questions

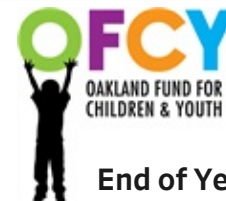
Since you started working with the mental health consultant, have you noticed any changes in children's behavior?



### Comments from educators:

- \* Always was there. \* Because I have changed they also change. \* Because with working together
- \* Children are getting less misbehaviors. \* children listen to directions and follow routine.
- \* I feel better able to handle children's challenging behaviors
- \* I have not been in the classroom due to my position as a Family Advocate.
- \* More calm Consistency with parent and teacher about strategies to use with the child. \* N/A
- \* She has given me strategies and suggested techniques to use with children
- \* She provides ideas and strategies to work with different kind of behaviors.
- \* Since M. H wasn't able to be in-person due to pandemic, children have less opportunities to interact with MH via zoom. It will be more benefit for children to have M.H in person interaction.
- \* Some children sometimes might not want to do what was directed by the teacher just to get attention.
- \* Teachers providing activities for children that are of their interest and allow the children to have choices.
- \* They are more clam and they listen more. The mental health consultant is very supportive of the staff, children and parents.
- \* They are not running they say more words they interact together very good relationship with teachers
- \* They calm themselves a little more because I am calm more. \* They participated more in the classroom activities.
- \* They're listen to me during 1:1 learning.

Agency Jewish Family & Community Services East Bay



Program Integrated Early Childhood Consultation Program

End of Year Profile  
FY2020-2021

Strategy: Socioemotional Well-being in Preschool and Early Childhood Education Settings

Annual Grant Funding: \$364,000

The Integrated Early Childhood Consultation Program (IECCP) is a collaboration between JFCS East Bay, Lincoln, and Oakland Unified School District Early Childhood Department to provide comprehensive, trauma-informed early childhood mental health services at 18 preschools and 9 transitional kindergartens in Oakland. The program will serve 1,144 children, 120 educators, and 700 parents. IECCP integrates child development services and direct therapeutic work into a proven mental health consultation model to support children’s healthy social-emotional development and promote learning readiness.

## Program Score Card

These select performance measures were identified by program staff, OFCY and the evaluation team as indicative of programs’ quality and success in working towards the strategic objectives for the Socioemotional Well-Being in Preschool and Early Childhood Education Settings.

### Program Achievements: How much did we do?

Projected Number of Children Enrolled at Participating ECE Sites: **1,115**

Total Hours of Consultation Provided: **3,002**

### Program Performance and Quality: How well did we do it?

#### Progress Toward Projected Enrollment and Attendance

Program

Strategy Average

Progress towards projected hours of consultation

173%

126%

#### Percent of Educators in Agreement

Strategy

The mental health consultant has a good understanding of the diversity of our community and how to effectively and appropriately support them.

94%

89%

The mental health consultant works as a partner with me to meet children’s mental health needs.

100%

99%

### Program Outcomes: Is anyone better off?

#### Percent of Educators in Agreement

The mental health consultant works closely with parents to find resources that meet their children’s needs.

92%

88%

My work with the mental health consultant has helped me to feel more confident as a teacher.

94%

87%

Since meeting with the mental health consultant, I have a better understanding of why children behave the way they do.

97%

88%

## Educator Survey Results (Number of surveys collected: 36)

### Mental Health Consultation Outcomes

Outcome scores represent the percentage of questions mapped to each outcome with which educators agreed or strongly agreed. The strategy-level scores reflects all educators who completed surveys at 3 Socioemotional Well-being in Preschool and Early Childhood Education Settings programs (101).

	Program	Strategy
Ability to identify and refer children in need of additional support and intervention	92%	82%
Access to resources, including mental health and trauma-informed care and support services	93%	87%
Confidence and knowledge in schools to support academic and socioemotional development	97%	87%
Confidence in managing children’s behavior	97%	86%
Family involvement	86%	80%

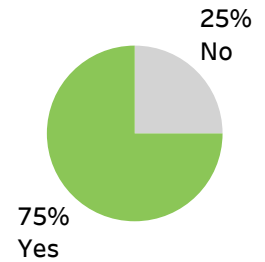
### Survey Questions

Outcome	Question Text	Strongly Disagr..	Disagr..	Not Sure	Agree	Strongly Agree	Strongly Disagree	Disagr..	Not Sure	Agree	Strongly Agree
Ability to identify and refer children in need of support & intervention	Since I began working with the consultant, I have been better able to identify and refer children in need of extra support and interventions.	0%	0%	8%	33%	58%	2%	1%	15%	39%	44%
Access to resources, including mental health and trauma-informed care and support services	The mental health consultant has connected me with useful resources to help me strengthen my work with children and their families.	0%	0%	8%	22%	69%	2%	2%	10%	37%	50%
	The mental health consultant works closely with parents to find resources that meet their children’s needs.	0%	0%	8%	28%	64%	1%	1%	10%	36%	52%
	Working with the consultant has increased my knowledge of available resources that can support children and families in need.	0%	0%	6%	22%	72%	2%	2%	10%	34%	52%
Confidence and knowledge to support child development	Working with the consultant has helped me to ensure that more of the children I work with have the skills they need to succeed in school.	0%	0%	3%	22%	75%	3%	3%	7%	36%	51%
Confidence in managing children’s behavior	Since meeting with the mental health consultant, I feel better able to handle children’s challenging behaviors.	0%	0%	3%	42%	56%	1%	6%	10%	44%	40%
	Since meeting with the mental health consultant, I have a better understanding of why children behave the way they do.	0%	0%	3%	33%	64%	2%	2%	8%	45%	44%
Family involvement	The mental health consultant has good relationships with parents.	0%	0%	14%	31%	56%	1%	1%	18%	41%	40%
	The mental health consultant has helped me to strengthen my relationship with parents and caregivers.	0%	3%	11%	25%	61%	2%	6%	13%	40%	40%

## Educator Survey Results (Number of surveys collected: 36)

### Additional Survey Questions

Since you started working with the mental health consultant, did you learn anything new about your teaching style, your relationship with the children, or how to engage children in activities?



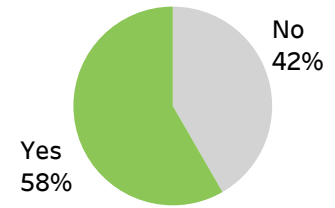
#### Comments from educators:

- \* of teaching. I feel surrounded by artists of spirit and soul. It is appreciated. \* Building trust
- \* children not focused or engaged in large group activities the MHC gave alternative suggestions to engage that child
- \* Gabby has been incredibly helpful as a liaison with families during this difficult time. \* Has helped me identify with the children
- \* Have a fully picture of children in general. \* How to handle children \* I learned how to prevent the problem behavior
- \* Interaction communication \* Learn to be patient and understanding to there needs \* Meet the child where they are at!!!!!!
- \* Ms Michelle is new to the program and we havent had the opportunity to work on that area.
- \* Ms.Amy has encouraged meditation with the children; she also introduced resources and tips to emphasize meditation and listening to children when there is difficult behavior.
- \* My consultant helps to think differently about my teaching. \* Positive support Lots of praise
- \* She appreciates the relationships I have with the children.
- \* She has taught me how to work more with children who has special needs and need more 101 attention and how to support them and their families and also she supports the teachers in my classroom when we need her
- \* She helped me to understand how really important to recognize and respond what the kids need when they at school every day.
- \* She make realize that i have a good relationship with the children
- \* That my teaching style and how I teach is in the positive areas of the way children interact with me and their learning.
- \* Through conversations and presentations. \* Understanding why the children do what they do.
- \* Very helpful with strategies on how to work with children and do work during a pandemic
- \* Working with the mental health consultant has helped me learn to be patient with the children. And allow the development process happen naturally.
- \* Yes I have learned that some children Can benefit from simple sensory play activities for example water play , sand play
- \* Yes, She has given us ideas and resources to help with family needs during the pandemic,.. for teachers and families



## Educator Survey Results (Number of surveys collected: 36) Additional Survey Questions

Since you started working with the mental health consultant, has your relationship with parents changed?

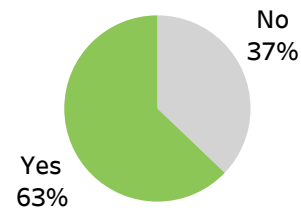


### Comments from educators:

- \* I am able to have tough conversations with the support of Gabby.
- \* I feel more confident in approaching certain subjects when working with parents as I feel I have the mental health consultant to support me
- \* It has helped communicating with parents easier. \* It's easier for me to have a relationship with the whole family.
- \* More engagement. \* more knowledgeable about families
- \* Ms Mason is new to the program and she hasn't had a chance to work with the parents yet.
- \* Ms. Amy offered advice to deal with difficult parents and it has helped me communicate with parents better.
- \* Parents seeking and willing to accept help from teachers at the suggestion of the MHC \* Positive feedbacks
- \* Relationship with my parents has improved greatly due to helpful strategies
- \* She's taught us how to ask certain questions to make them feel more comfortable and open up so we can be able to understand the situation they're going through and give them the support that they need
- \* Strong and improved relationships \* They have more respect and an open mind. \* Trust \* Understanding their life changes too!!
- \* We discussed about a child and found a way to help their child \* We haven't had the chance to work on the relationship with parents.
- \* Yes better communication with parent and caregivers, got more confident speaking to parents

## Educator Survey Results (Number of surveys collected: 36) Additional Survey Questions

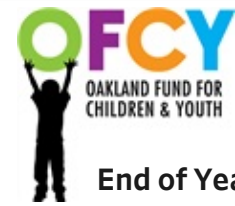
Since you started working with the mental health consultant, have you noticed any changes in children's behavior?



### Comments from educators:

- \* Along with my partner in the classroom. We use the strategies that the mental health consultant come up with. And we implemented
- \* because we have identified certain behaviors and the MHC has provided ways to address these behaviors, certain behaviors have diminished and self management has increased
- \* Calmness \* children interact with teachers during he day
- \* I havent observe that area yet. We just started working with second step.
- \* I see Children calm down than before . They listen, follow direct teachers. \* Improvements \* Listening abilities improved
- \* More calm
- \* Mrs. Marla has been by our side since we have started our on line zoom class and given us good feedback about the flow of our class which has been very helpful.
- \* Ms.Amy consistently observed children that misbehaved in our classroom but with her help and advice, their behavior have improved overtime. \* N/A
- \* opening up to staff and communicating with staff more
- \* She hasnt work with indivual students yet but she is going to start doing second step next week.
- \* The resources that parents get from the consultant help the families and the teachers to better understand the needs of the child.
- \* They are listening and following directions
- \* They are more expressive because of the use of Positive Descriptive Acknowledgments
- \* They are responsive to being seen more fully \* They calmed and engaged with the teachers.
- \* Through new routines and emotion charts that helped children to express themselves.
- \* yes the children are able to utilize more skills of working with their peers

Agency Lincoln



End of Year Profile  
FY2020-2021

Program Early Child Mental Health Consultation (ECMHC)

Strategy: Socioemotional Well-being in Preschool and Early Childhood Education Settings

Annual Grant Funding: \$187,999

Lincoln’s Early Child Mental Health Consultation (ECMHC) program will provide services to educators and parents/caregivers at 9 OUSD Child Development Centers/Pre-K’s, which serve 672 low-income, at-risk children ages 2-5 annually. Services--including ASQ screenings, child specific consultations with teachers and parents, teacher and parent workshops, resource linkages and referrals--build educators’ and parents’ capacity to promote the social and emotional well-being of children in their care, and assist in the early identification and treatment of developmental delays and behavior concerns.

### Program Score Card

These select performance measures were identified by program staff, OFCY and the evaluation team as indicative of programs’ quality and success in working towards the strategic objectives for the Socioemotional Well-Being in Preschool and Early Childhood Education Settings.

### Program Achievements: How much did we do?

Projected Number of Children Enrolled at Participating ECE Sites: **672**

Total Hours of Consultation Provided: **1,369**

### Program Performance and Quality: How well did we do it?

#### Progress Toward Projected Enrollment and Attendance

Program

Strategy Average

Progress towards projected hours of consultation

106%

126%

#### Percent of Educators in Agreement

Strategy

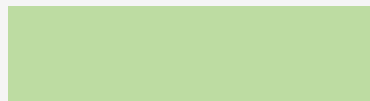
The mental health consultant has a good understanding of the diversity of our community and how to effectively and appropriately support them.



100%

89%

The mental health consultant works as a partner with me to meet children’s mental health needs.



100%

99%

### Program Outcomes: Is anyone better off?

#### Percent of Educators in Agreement

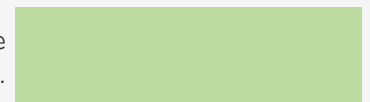
The mental health consultant works closely with parents to find resources that meet their children’s needs.



100%

88%

My work with the mental health consultant has helped me to feel more confident as a teacher.



95%

87%

Since meeting with the mental health consultant, I have a better understanding of why children behave the way they do.



95%

88%

## Educator Survey Results (Number of surveys collected: 20)

### Mental Health Consultation Outcomes

Outcome scores represent the percentage of questions mapped to each outcome with which educators agreed or strongly agreed. The strategy-level scores reflects all educators who completed surveys at 3 Socioemotional Well-being in Preschool and Early Childhood Education Settings programs (101).

	Program	Strategy
Ability to identify and refer children in need of additional support and intervention	95%	82%
Access to resources, including mental health and trauma-informed care and support services	100%	87%
Confidence and knowledge in schools to support academic and socioemotional development	100%	87%
Confidence in managing children’s behavior	98%	86%
Family involvement	98%	80%

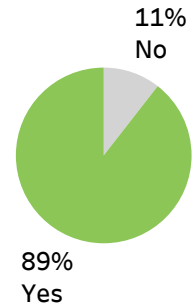
### Survey Questions

Outcome	Question Text	Strongly Disagr..	Disagr..	Not Sure	Agree	Strongly Agree	Strongly Disagree	Disagr..	Not Sure	Agree	Strongly Agree
Ability to identify and refer children in need of support & intervention	Since I began working with the consultant, I have been better able to identify and refer children in need of extra support and interventions.	0%	0%	5%	35%	60%	2%	1%	15%	39%	44%
Access to resources, including mental health and trauma-informed care and support services	The mental health consultant has connected me with useful resources to help me strengthen my work with children and their families.	0%	0%	0%	40%	60%	2%	2%	10%	37%	50%
	The mental health consultant works closely with parents to find resources that meet their children’s needs.	0%	0%	0%	30%	70%	1%	1%	10%	36%	52%
	Working with the consultant has increased my knowledge of available resources that can support children and families in need.	0%	0%	0%	35%	65%	2%	2%	10%	34%	52%
Confidence and knowledge to support child development	Working with the consultant has helped me to ensure that more of the children I work with have the skills they need to succeed in school.	0%	0%	0%	35%	65%	3%	3%	7%	36%	51%
Confidence in managing children’s behavior	Since meeting with the mental health consultant, I feel better able to handle children’s challenging behaviors.	0%	0%	0%	55%	45%	1%	6%	10%	44%	40%
	Since meeting with the mental health consultant, I have a better understanding of why children behave the way they do.	0%	0%	5%	45%	50%	2%	2%	8%	45%	44%
Family involvement	The mental health consultant has good relationships with parents.	0%	0%	0%	45%	55%	1%	1%	18%	41%	40%
	The mental health consultant has helped me to strengthen my relationship with parents and caregivers.	0%	0%	5%	50%	45%	2%	6%	13%	40%	40%

## Educator Survey Results (Number of surveys collected: 20)

### Additional Survey Questions

Since you started working with the mental health consultant, did you learn anything new about your teaching style, your relationship with the children, or how to engage children in activities?

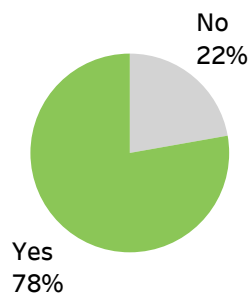


#### Comments from educators:

- \* Ella tiene muy buena comunicación con todo el personal, aprendí a comunicarme más con los niños.
- \* I have become more observant of behaviors and antecedents and triggers.
- \* I have gained more patient to observe the students, new strategies, resources, take notes, and discuss with mental health consultant.
- \* I learned about additional resources that I can use during class. \* I learned how to approach each child's needs individually.
- \* Jessica has prompted me to take a closer look at how I can incorporate more socioemotional activities in my class. \* Same.
- \* She gives lots of positive feedback which served as a mirror to me and made me realize a lot about what I'm like as a teacher from an outsider's perspective
- \* Take time to observe and not to jump into the conclusion.
- \* The mental health Consulting has guided me and helped me gain stronger relationship with parents
- \* This year has been a challenging one since I have had to do distance learning with my moderate to severe students. My mental health consultant was a wonderful resource for me and the families...and she also taught me it was okay to create boundaries with my families even though it was a unique situation with the pandemic. She also helped me to learn balance with work and life.
- \* This year has been particularly challenging for many of my students and their families-Linda has helped me prioritize my support and know when to step back
- \* We often have conversations that support my reflection and looking closely at my beliefs.
- \* We worked on creating social emotional cards
- \* Working with Rachel has been an excellent experience for me as a teacher and as a voice for the families I serve. I have seen Rachel in action interacting with our students during our zoom classes. I have learned so much from her from the very beginning of our school year she has provided great guidance on how to relate to our students and families during this pandemic. Furthermore, she has been part of our classroom as a guest speaker several times and she has provided written guidance to our weekly classroom newsletter.

## Educator Survey Results (Number of surveys collected: 20) Additional Survey Questions

Since you started working with the mental health consultant, has your relationship with parents changed?

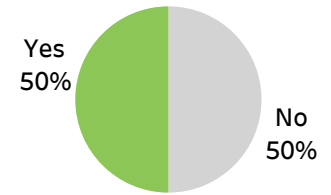


### Comments from educators:

- \* I am learning more about the families at the site and understanding their priorities (e.g., expressed needs, socio-economic concerns) through discussing issues with the mental health consultant and brainstorming ways to partner with families.
- \* I feel like I have a good resource to send my families to now which helps me keep my time with families student focused.
- \* I have communicated with parents more.
- \* In a way has changed to the benefit of our families. I know that I can always had a very resourceful colleague in Rachel. It has been several times that I had consulted her situation that I knew I could handle it better if I consulted the situation with her.
- \* It brings families have closer relationship to us, \* Much stronger. I've become a better listener. \* Same. Good relationships.
- \* The mental health consultant has express interest in my relationship with parents
- \* The MH helped parents understand the support available to parents. \* Understanding parents' needs
- \* We have tried to connect with parents to build stronger relationship to support their children needs
- \* Yes, I've worked much more closely with families this year and Linda has helped me navigate some of the trickier relationships with families that have been struggling quite a lot in the pandemic

## Educator Survey Results (Number of surveys collected: 20) Additional Survey Questions

Since you started working with the mental health consultant, have you noticed any changes in children's behavior?



### Comments from educators:

- \* Behavior has been under control, my consultant has helped me mostly with family relationships
- \* Behavior hasn't really been an issue this year during school, but I have seen increased attendance or connection with some families
- \* Children who need more attention during specific activities or times have been able to participate more with the help of social stories and visuals
- \* I have not noticed changes in children's behaviors because we have been proactive in talking about emotions and we have been using tools such as picture cards, books and videos to relate to the children and families on how important is to have a healthy emotional intelligence. We have noticed how children feel comfortable to express themselves because of the techniques we have learned from Rachel.
- \* I have noticed increasing focus in Zoom classes for students in SEL-related activities, more self-expression, willingness to interact with peers.
- \* More engagement. \* Same. Virtual learning has changed many dynamics in the sense that, physical/social interaction is limited.
- \* Students open up about their emotions more often.
- \* They have engaged in most activities and have improved their expressive languages.
- \* With the help of the parents we are able to give support
- \* Yes definitely one child particular seems to be more relaxed calm ready for school