



FALL 2018

Creating Conditions for Learning

**NEW OFFICE
LOCATION —
COME VISIT!**

COMP – New and Improved Office Location!

This October, COMP has relocated on the Vanderbilt University Campus to improve the services we are able to provide to teachers, schools, and districts around the world!

While we have moved office locations, our contact information remains the same, so you don't need to update your address book. As always, you can visit us at www.comp.org:

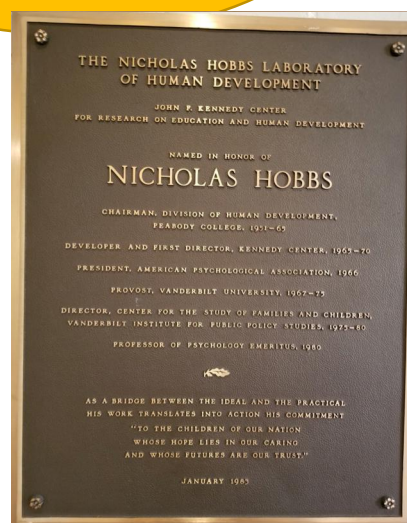


Reach the COMP Staff via email at
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(Jennifer Kinsey, COMP Program Coordinator)
aaron.meier@vanderbilt.edu
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Contact us by phone at
615-343-8500

Send any snail mail to us at
COMP
Box 541 GPC
Vanderbilt University
Nashville TN 37203

Now housed in the Hobbs Building, Suite 401, COMP has a front-row view of the many special events and concerts scheduled on the Commons Lawn. In addition, this places COMP next door to our annual Training of Trainers location – talk about convenient!



Dedication for the Hobbs Building – “To the children of our nation whose hope lies in our caring and whose futures are our trust.”

What might be the top benefit of our move is that COMP is now in a building with other independent programs operating through Vanderbilt. This puts our program in direct connection with programs who share both passions and logistics. One example is the Next Steps at Vanderbilt University program (visit them at <https://peabody.vanderbilt.edu/departments/nextsteps/>). Also on the 4th floor, Next Steps is focused on providing equitable, inclusive academic and social education to individuals with intellectual disabilities across a 4-year higher education experience. We are looking forward to meeting our new Hobbs neighbors, including members of the Department of Psychology and Human Development, and finding more connections!

Please feel free to visit us if you are on the Vanderbilt University Campus. If you can't tell, we're excited about our new place and would love to welcome you here.

www.comp.org

We always look for ways to promote students, teachers, and education leaders. One of the ways we do that within the program is to help interested individuals progress in the leadership of COMP itself. In August, the COMP Leadership Committee updated the steps for advancement to better reflect the multiple paths people might take. If you are interested in leadership opportunities through COMP, please look through these steps and see where you might want to go next. Contact the COMP Office (615.343.8500) if you are at a point of transition to the next step.

Steps for Leadership Advancement in COMP

adopted August 2018

1. District Certified COMP Workshop Leader

- trained via Vanderbilt or district TOT, training paid for by district
- able to lead COMP Level One Workshops for the district

2. Independent Certified COMP Workshop Leader

- trained via Vanderbilt TOT, paid for own training, *OR*
- served as a District Certified COMP Workshop Leader for at least 3 workshops that have resulted in successful ratings and included presenting each of COMP's 8 modules and introduction across the workshops
- able to lead COMP Level One Workshops within and outside the district

3. District Certified COMP Level Two Trainer

- trained while co-presenting district TOT with COMP National Trainer, district pays for TOT
- able to lead COMP Level Two (TOT) trainings for district and COMP Level One trainings within and outside district

4. Independent Certified COMP Level Two Trainer

- selected by COMP Leadership Committee recommendation, trained while co-presenting Vanderbilt TOT, paid for own training, *OR*
- served as a District Certified COMP Level Two Trainer for at least 2 district TOTs that have resulted in successful ratings, approved by COMP Leadership Committee, having presented each of the training segments across the TOTs
- able to lead COMP Level Two (TOT) and Level One trainings within and outside district

5. **National Trainer** - selected by COMP Leadership Committee from available Independent Certified COMP Level Two Trainers as positions open to train/mentor upcoming Certified Level Two Trainers.

FEATURED RESOURCE



www.casel.org

CASEL is *The Collaborative for Academic, Social, and Emotional Learning*. Founded in 1994, CASEL has focused for almost 25 years on building a strong research and evidence-base for the benefits, effective dissemination, and practical application of social-emotional learning in preK-12 classrooms. CASEL developed a set of core SEL competencies as a framework for these efforts (see image to the left).

COMP has long provided workshop modeling and instructional support for the development of SEL within classrooms. With the 9th edition of the COMP manuals released in 2015, these SEL opportunities were emphasized more strongly, including placing CASEL's SEL competency wheel within the COMP Introduction section (with CASEL's permission, of course!).

With each module, there are multiple opportunities to explore and practice SEL skills in the context of the content. Consider the examples below:

- Module 1** – Do the expectations signaled by my classroom arrangement match my instructional expectations? How do I support students' self-awareness and self-management within this arrangement?
- Module 2** – Do I include student voice in our classroom norms (e.g., having students help write classroom rules)? How do my procedures support students' responsible decision-making?
- Module 3** – Do I provide regular SEL feedback to students? Does my feedback help students make effort-outcome links?
- Module 4** – Am I consistently utilizing corrective consequences to *teach* students the expected behavior? Do I model both effective social awareness and productive relationship skills with behavioral interventions?
- Module 5** – Do I teach students how to self-manage and be socially aware across different formats of instruction? Do I provide quality instruction for *all* students?
- Module 6** – Am I clear in communicating my expectations? Do I regularly check for understanding with SEL as well as academic instruction?
- Module 7** – Do I model positive relationship skills in my interactions with students and parents/guardians from the beginning of the year? Do I review both academic and social-emotional learning skills?
- Module 8** – Do I help students to identify what specific behaviors to target for improvement and teach them how to move toward self-management? Do I model self-management effectively?

www.casel.org serves as a centralized site for research, support, and engagement with social-emotional learning. Check out the collected resources on their webpage *Creating a Safe, Supportive Environment for Learning* (<https://casel.org/creating-a-safe-environment-for-learning/>) as a quick reference for responding to multiple situations in productive, positive ways.

www.comp.org



The sculpture, *Come Play*, by Katherine Haven invites you to the Hobbs Building.

http://cpc-fis.vanderbilt.edu/Peabody_sculpture_brochure.pdf

Peabody Commons – location of the 2019 Vanderbilt TOT!

With this newsletter edition, we are celebrating COMP's move to a new location on the Vanderbilt University Campus (but we are keeping all of our same contact information!) and introducing you to a featured online resource, www.casel.org, homepage for the Collaborative for Academic, Social, and Emotional Learning.

www.comp.org

Thanks to Jennifer Kinsey, COMP Program Coordinator, for the great photos of our new location!

The COMP Newsletter is edited by COMP Lead National Trainer, Inge R. Poole, Ph.D.



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