

# TeachME Professional Development

## Enhancing Social-Emotional Experiences to Improve Student Outcomes

### **1. What is a whole-school approach to social-emotional wellness?**

- A. One in which wellness is assumed, not taught
- B. One in which no member of the community is invested in physical or mental wellness
- C. One in which every member of the school community works to support whole-child wellness
- D. One in which gym class is mandatory and lengthy

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### **2. What is health literacy?**

- A. A library of health books
- B. A more comprehensive, holistic way to think about health, encompassing mental, physical, and emotional wellness.
- C. A more holistic, comprehensive way to think about health, encompassing health from infancy to geriatric care
- D. A way for people to discuss test results

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### **3. What is one of the best ways to ensure that employees are better-equipped to help students become healthier?**

- A. If they're healthy and happy themselves
- B. If they're told to do so by the students themselves.
- C. If they're all registered nurses.
- D. If they're incentivized with pizza.

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### **4. How can a school extend their academic community off-campus?**

- A. By building a larger school.
- B. By partnering with local businesses and volunteer organizations
- C. By buying up local businesses.
- D. By volunteering free classes for community members

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### **5. What is one of the most telling indicators of student wellness and performance among the following four options?**

- A. How much their families are engaged in the school environment
- B. How old they are
- C. The size of the school

D. The median age of the students

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**6. Whole-school, whole-child programs support both academic outcomes and students' ability to communicate well, deal with problems effectively, and:**

- A. Become more intrinsically motivated
- B. Enhance curiosity
- C. Increase their perseverance
- D. Practice empathy

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**7. What's an easy (and practical) way to help students practice mindfulness?**

- A. Sign them up for yoga
- B. Give them all a popular mindfulness app for their phones
- C. Give them a minute of quiet transition time at the beginning and end of each class.
- D. Mindfulness is not necessary for students

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**8. Why might your school decide to put a student on the committee overseeing any whole-school wellness implementations?**

- A. For a cute photograph
- B. This isn't something a school should do
- C. If there are no parents interested in the position
- D. To engage with and listen to the student body better

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**9. What is one reason that whole-school wellness initiatives often don't work**

- A. They don't receive buy-in from the whole community
- B. They don't work
- C. They have never been tried
- D. They receive too much community support and become swarmed

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**10. Should social-emotional learning be incorporated at the classroom level or at the community level (and why)?**

- A. Community; it's less successful with total buy-in
- B. Community; it's more successful with total buy-in
- C. Classroom; this is a less expensive approach
- D. Classroom; that way, individual teachers can take individual approaches

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**11. What's one reason that physical health and mental wellbeing or academic performance could be connected?**

- A. People need a certain level of energy and alertness in order to learn effectively.

- B. They're both difficult to achieve.
- C. People learn better when they are in poor physical health.
- D. They are in no way connected.

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**12. Students who develop higher emotional resilience and wellness tend to have more or less counts of disciplinary infractions, and why?**

- A. More: They get into more arguments with their peers
- B. More: They tend to skip school more
- C. Less: They practice too much mindfulness
- D. Fewer: They may have higher emotional resilience, which can lead to fewer fights or lowered stress

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**13. Which of the following statements generally reflects the connection between academic performance and social-emotional wellness?**

- A. Better learners are happier and healthier
- B. Healthy learners are healthier overall
- C. Happier, healthier students are better learners
- D. Students who aren't healthy can never learn

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**14. Thorough social-emotional instruction led to a beneficial impact on which of the following:**

- A. Assessments
- B. Absenteeism
- C. Structure
- D. Aestheticism

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**15. What are three factors that lead to a higher likelihood of success of any whole-school initiatives your school implements?**

- A. Assessments, strong partnerships, and planned communication
- B. Social, mental, and behavioral wellness
- C. Emails that go out to the entire school community on a weekly basis
- D. A lack of buy-in from the entire community

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**16. When teachers who make a point of standing outside their classrooms and happily greeting their students perform this action, what are they doing?**

- A. Getting some mild physical activity in
- B. Subtly taking attendance
- C. This is not a recommended practice
- D. Building good relationships with students, and possibly making them happier and healthier in the long run.

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**17. What are the first two steps a school must take when implementing a whole-school approach to wellness?**

- A. Paving school walkways and investing in a new theater
- B. Rebranding and coming up with a new mission statement
- C. Narrowing the focus, and establishing a streamlined leadership team.
- D. Making sure that a child and a doctor are on the leadership team

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**18. In order to model social-emotional wellness for your students, what's a good way to go about making a decision?**

- A. With a pro-con list
- B. Use a demonstrably strategic problem-solving process, and speak about it with your students.
- C. Ask your students to make the decision for you
- D. Never make a visible decision

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**19. What is the first step in learning effective self-regulation?**

- A. Getting a thermometer
- B. Taking five deep breaths
- C. Figuring out how to identify your emotion, or finish the sentence, "I am feeling..."
- D. This is not a learned skill

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**20. What is one of the most important strategies to employ for social-emotional wellness if your student population is experiencing a rapid shift to distance learning?**

- A. Give your students as much structure as you can
- B. Get a really high-quality webcam and a ring light
- C. Don't shift to distance learning
- D. Visit your students at home

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**21. How does trauma impact brain development in children?**

- A. It does not impact brain development in children
- B. It can cause the prefrontal cortex, responsible for executive functioning, to grow prematurely
- C. It can disrupt growth in brain areas responsible for executive functioning, emotional regulation, and memory processing
- D. It only temporarily disrupts growth in brain areas responsible for emotional regulation

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**22. What is one way teachers can support students with behavioral issues?**

- A. Encouraging competition among students
- B. Offering empathy and understanding

- C. Providing less structure and routine
- D. Ignoring negative behaviors to avoid giving attention to them.

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**23. What is the purpose of establishing clear boundaries in the classroom?**

- A. To increase disruptive behavior and conflicts.
- B. To prevent misunderstandings and conflicts.
- C. To discourage self-regulation and decision-making skills.
- D. To promote a sense of safety and predictability.

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**24. What is one of the primary impacts of psychosocial issues on school-age youth?**

- A. A decrease in academic performance
- B. An increase in academic performance
- C. No impact on academic performance
- D. Only a temporary impact on academic performance

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**25. Why is open communication important for creating a safe environment for students with psychosocial issues?**

- A. It leads to increased feelings of stress and anxiety.
- B. It promotes negative social-emotional development.
- C. It helps students feel heard, understood, and supported.
- D. It fosters a sense of competition and rivalry among students.

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**26. Which of the following is NOT a strategy that schools can use to help children experiencing psychosocial challenges?**

- A. Implementing school-wide positive behavior interventions and supports (PBIS)
- B. Providing individual counseling services for students
- C. Offering extracurricular activities that foster social connections
- D. Reducing academic rigor and expectations

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**27. What are some of the most common psychosocial issues experienced by school-age youth?**

- A. Family conflict that manifests as physical symptoms
- B. Anxiety, depression, trauma, behavioral issues, and bullying
- C. Asthma, allergies, ADHD, and sleep disturbances
- D. Poverty, truancy, oppositional defiance, and gang activity

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**28. How can educators encourage open communication in the classroom?**

- A. By providing opportunities for discussion and using active listening skills.
- B. By encouraging passive communication styles.

- C. By limiting peer-to-peer communication and collaboration.
- D. By modeling emotional intelligence.

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**29. Some impacts of anxiety and depression on social functioning include social withdrawal, impaired ability to engage in social activities, and:**

- A. Inability to understand social clues
- B. Increased impulsivity
- C. Fear of rejection
- D. Difficulty initiating conversations

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**30. Why is providing opportunities for social support an important strategy to use with students with psychosocial issues?**

- A. It promotes academic motivation.
- B. It leads to increased feelings of accomplishment.
- C. It enhances a student's sense of belonging and reduces stress.
- D. It fosters a sense of competition and rivalry among students.

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**31. What is the Platinum Rule?**

- A. Treating others the way you want to be treated.
- B. Treating others the way they want to be treated.
- C. Treating others better than they treat you.
- D. Treating others the same as they treat you.

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**32. Which of the following is an impact of trauma and psychosocial issues on development, behavior, and learning?**

- A. Increased attention and focus
- B. Enhanced memory and cognitive abilities
- C. Improved social skills
- D. Reduced academic achievement

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**33. Why is collaborating with other professionals important for educators who are supporting students with psychosocial issues?**

- A. It makes the educators' job more manageable
- B. It ensures success
- C. It increases the opportunity for students to receive the support they need
- D. It encourages educators to prioritize self-care

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**34. Summarize social and emotional learning (SEL):**

- A. A research-based process that focuses on academic learning through a social-emotional lens
- B. A process that enables educators to routinely provide psychosocial interventions within the classroom
- C. A process that helps students develop the skills and attitudes necessary to manage their emotions, build positive relationships, and make responsible decisions
- D. A process that helps an identified group of students learn life skills

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**35. How can using clear and concise language be helpful for students with psychosocial issues?**

- A. It helps students feel like they are being treated as equals
- B. It can help students understand expectations and reduce confusion or frustration
- C. It prioritizes helping students understand how their behavior impacts others
- D. It encourages them to talk, even when they don't feel comfortable with communication

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**36. Which of the following communication strategies is important for making students feel heard and respected?**

- A. Using non-judgmental language
- B. Interrupting students to correct their statements immediately
- C. Making assumptions about students' experiences
- D. Avoiding self-expression

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**37. Summarize differentiated instruction:**

- A. A teaching strategy that involves adapting instruction to meet the diverse learning needs of students
- B. It is proactive and built in the design of the lesson before instruction begins
- C. A teaching strategy that focuses on student-driven adjustments
- D. A teaching strategy that involves only visual aids

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**38. What are some difficulties that students with psychosocial issues may experience?**

- A. Difficulty with coordination and balance
- B. Difficulty with reading and writing
- C. Difficulty concentrating, memory, and motivation
- D. Difficulty with mathematical concepts

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**39. Identify a potential consequence of unaddressed trauma in students?**

- A. Improved academic performance due to increased resiliency
- B. Better relationships with peers
- C. Increased engagement in classroom activities
- D. Difficulty with emotional regulation and behavior management

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**40. Which of the following best summarizes collaborative problem-solving?**

- A. The process of solving problems by oneself
- B. The process of ignoring challenges and hoping they will go away
- C. The process of giving up on a problem and moving on to the next one
- D. The process of working together to identify solutions and develop a plan of action

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**41. Which of the following defines youth violence?**

- A. Potentially traumatic events that occur in childhood (0-17 years)
- B. The intentional use of physical force or power to threaten or harm others by young people ages 10-24
- C. Developed physical symptoms that have no clear medical cause and appear to be influenced by the person's emotional state
- D. Any unwanted aggressive behavior(s) by another youth or group of youths, that involves an observed or perceived power imbalance

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**42. Which of the following is NOT a risk factor for bullying victimization?**

- A. Being perceived as different from peers
- B. Being perceived as weak, anxious, or have low self-esteem
- C. Lack of parental involvement and support
- D. Not accepted by peers

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**43. Damon is a 9th grade student with a low degree of involvement at school. He has little connection with peers or teachers, and the friends he does have are often getting into trouble. What risk factors for gang involvement are present in Damon's situation?**

- A. Low school involvement/connectedness
- B. Being perceived as having low self esteem
- C. Engaging in high risk activities
- D. Lack of social involvement

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**44. John is an 8th grader that has recently been referred for social work services. Overall, John does well academically. However, he has poor relationships outside of his friend group and comes off as aggressive. John has some close friends and is involved in sports. John's teachers are concerned that he is involved in bullying. What risk factors for bullying perpetration does John have?**

- A. Strong academic skills
- B. Lack of parental monitoring
- C. Perceived as weak or anxious
- D. Relates negatively to peers

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**45. Which choice best summarizes some of the negative impacts of bullying victimization?**

- A. Increased aggression and difficulty controlling impulses
- B. Greater levels of anxiety, depression, and loneliness
- C. Lack of involvement with parents and family
- D. Higher incidences of conduct disorders

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**46. Which of the following defines bullying?**

- A. Any unwanted aggressive behavior(s) by another youth or group of youths, that involves an observed or perceived power imbalance
- B. Potentially traumatic events that occur in childhood (0-17 years)
- C. The intentional use of physical force or power to threaten or harm others by young people ages 10-24
- D. A disagreement or conflict between two students, regardless of intent or power imbalance

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**47. North Park Middle School (NPMS) is known for its positive school climate. In addition to many interest-based clubs, the school also offers several clubs geared toward LGBTQ+ youth, as well as students experiencing racism. NPMS teachers also have open-door policies so that their students can turn to them in times of need. What youth violence prevention methods is NPMS emphasizing?**

- A. Universal school-based programming
- B. Reducing exposure to community level risks
- C. School connectedness
- D. Providing education on youth violence for students

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**48. Which of the following is NOT a protective factor against bullying?**

- A. High self esteem / positive self-concept
- B. Strong group of friends
- C. Strong school connection
- D. High intelligence

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**49. Which of the following summarizes potential impacts of youth gang involvement?**

- A. Higher risk of eating disorders, poor mental health, and future relationship issues
- B. Greater levels of anxiety and depression, loneliness, and frequent psychosomatic symptoms
- C. Higher risk of violence and victimization, high-risk behaviors, and incarceration
- D. Difficulty managing emotions and the onset of sleeping disorders

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**50. Which of the following is NOT a risk factor for teen dating violence?**

- A. Experiencing past trauma
- B. Having friends involved in teen dating violence

- C. Identifying as LGBTQ+
- D. Being perceived as different from peers

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**51. Jazmin is a 7th grade queer female. Jazmin is short and overweight, and is often the victim of verbal bullying. Jazmin struggled during 6th grade but in 7th grade her social worker connected her with an LGBTQ+ club at school, where she has made some close friends, as well as support from the club sponsor. What protective factors has Jazmin gained in 7th grade?**

- A. Positive family environment
- B. Close group of friends and school connection
- C. High peer status and social skills
- D. Problem solving skills and assertiveness

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**52. Which of the following is a school-based option for preventing youth violence?**

- A. Frequent home visits
- B. Street outreach
- C. Strengthening youth soft skills
- D. Targeted mental health intervention

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**53. Which of the following is NOT a risk factor for gang involvement?**

- A. Having a strong group of friends
- B. History of conduct disorders
- C. Low levels of parental involvement
- D. Living in an area with high gang activity

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**54. Which of the following is true about caring adult relationships as a protective factor against youth violence?**

- A. Caring adult relationships can improve school engagement and motivation
- B. Caring adult relationships teach kids appropriate behaviors and communication skills
- C. Caring adult relationships reduces the risk of involvement in substance abuse and
- D. All of the above

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**55. Which of the following is NOT a risk factor for bullying perpetration?**

- A. Witnessing abuse in the home
- B. Lack of parental involvement
- C. Acting with aggression and impulsivity
- D. Being perceived as different

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**56. Which of the following is an effective school-based teen dating violence prevention strategy?**

- A. Zero tolerance policies
- B. Informational Assemblies
- C. Having an accessible and effective TDV policy
- D. Peer mediation

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**57. Which of the following is NOT a consequence of involvement in gang violence?**

- A. Stalking
- B. Dropping out of school
- C. Early parenthood
- D. Lack of stable employment

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**58. Which of the following is an effective bullying prevention strategy?**

- A. Suspension for the bully
- B. Zero tolerance policies
- C. Student training
- D. Peer mediation

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**59. Which is NOT a special concern associated with cyberbullying?**

- A. It's permanent
- B. It can be deleted
- C. It's persistent
- D. It's hard to notice

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**60. Which consequences are most closely associated with teen dating violence victimization?**

- A. Increased risk of substance use and unhealthy weight control behaviors
- B. Delinquency and incarceration
- C. More frequent physical and psychosomatic symptoms
- D. Difficulty with academics and future employment

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**61. Neuroeducation is a combination of what three disciplines?**

- A. Neurology, education (pedagogy), and sociology
- B. Education (pedagogy), neuroscience, and psychology
- C. Education (pedagogy), physiology, and neuroscience
- D. Psychology, neuroscience, and social work

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**62. An individual's genetic makeup, personal experiences, and freewill change the anatomy of the brain. Which principle does this statement support?**

- A. Principle 3: New learning is influenced by prior experiences

- B. Principle 6: There is no new learning without some form of memory and attention
- C. Principle 1: Human brains are as unique as human faces
- D. Principle 2: Each person's brain is differently prepared to learn different tasks

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**63. In math class, Jessica is trying to remember the steps for long division, while completing a long division problem. What mental process is Jessica using?**

- A. Self-Regulation
- B. Working memory
- C. Social-emotional functioning
- D. Rehearsal

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**64. While a student's attention brings in the information, it is their memory that makes the information meaningful and relevant. What principle does this statement support?**

- A. Principle 6: There is no new learning without some form of memory and attention
- B. Principle 2: Each person's brain is differently prepared to learn different tasks
- C. Principle 1: Human brains are as unique as human faces
- D. Principle 3: New learning is influenced by prior experiences

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**65. Which neuroeducation discipline focuses on the art and science of the teaching and learning process?**

- A. Psychology
- B. Neuroscience
- C. Education
- D. Sociology

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**66. Mr. Parsons noticed that one of his students seemed nervous and restless during his lesson. The following day this student did poorly on the test. This scenario is an example of what?**

- A. Hunger impacts learning
- B. Emotions impact learning
- C. Multisensory teaching
- D. Lack of motivation impacts learning

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**67. Which brain network deals with memory and cognitive flexibility?**

- A. Executive control network
- B. Salience network
- C. Default Mode Network
- D. Primacy-Recency Network

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**68. All brains are not equal because context and ability influence learning. Which principle does this statement support?**

- A. Principle 1: Human brains are as unique as human faces
- B. Principle 3: New learning is influenced by prior experiences
- C. Principle 6: There is no new learning without some form of memory and attention
- D. Principle 2: Each person's brain is differently prepared to learn different tasks

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**69. Which network is activated during resting-awake states, including “tasks that involve internally directed, interpretive, and reflective thought, for example when remembering past experiences,**

- A. Salience network
- B. Default Mode Network
- C. Executive control network
- D. Psychosocial network

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**70. Which neuroeducation discipline focuses on the brain's development, structure, and function?**

- A. Neuroscience
- B. Psychology
- C. Education
- D. Neuropsychology

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**71. Our mind learns and makes sense of experiences by finding old patterns to relate to before creating new ones. Which principle does this statement support?**

- A. Principle 6: There is no new learning without some form of memory and attention
- B. Principle 1: Human brains are as unique as human faces
- C. Principle 5: The brain is plastic
- D. Principle 3: New learning is influenced by prior experiences

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**72. Mr. Parsons is reviewing decimal places with his sophomore class. In addition to presenting the material through Slides, he is having students work with base ten blocks to reinforce concepts. Which teaching strategy is Mr. Parsons implementing?**

- A. Emotional and physical safety
- B. Multisensory teaching
- C. Closure
- D. Primacy-Recency Effect

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**73. Which network weighs emotional relevance and perceived importance and urgency of information to facilitate switching between mindsets?**

- A. Executive control network
- B. Left hemisphere network
- C. Salience network
- D. Default Mode Network

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**74. Critical periods refer to a time when the brain is in an optimal state to acquire new information or develop new skills. It doesn't mean that it is impossible to acquire such skills after the CP ends but it is much more difficult. Which principle does this statement support?**

- A. Principle 5: The brain is plastic
- B. Principle 3: New learning is influenced by prior experiences
- C. Principle 6: There is no new learning without some form of memory and attention
- D. Principle 2: Each person's brain is differently prepared to learn different tasks

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**75. After his lesson, Mr. Parsons decided to read the funny, upbeat math book Math Curse to his students. Which teaching strategy is Mr. Parsons implementing?**

- A. Closure
- B. Primacy-Recency Effect
- C. Rehearsal
- D. Using humor

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**76. Mr. Parsons noticed that one of his students regularly came into his 3rd period class, which is before lunch, pretty lethargic and disengaged. As soon as Mr. Parsons gave the class a snack, this student became more attentive. What type of need did this student have before he was able to learn?**

- A. Social-emotional
- B. Physiological
- C. Psychological
- D. Educational

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**77. Which neuroeducation discipline focuses on the developmental mental processes responsible for cognition and behavior?**

- A. Psychology
- B. Education
- C. Neuroscience
- D. Sociology

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**78. Mr. Parsons just finished his lesson on algebraic equations. He instructs the class, "You will have two minutes to think about the best strategy to solve this problem that we discussed today. Be prepared to turn and talk to your partner after the two-minutes is up." Which teaching strategy is Mr. Parsons implementing?**

- A. Primacy-Recency Effect
- B. Closure
- C. Positive emotions
- D. Cognitive Load Theory

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**79. Which answer is NOT an ideal learning condition?**

- A. Adequate sleep
- B. Emotional & physical safety
- C. High interest topics
- D. Positive classroom climate

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**80. When you learn something new, the neurons involved in the learning episode grow new projections and form new connections. Your brain may even produce new neurons. Which principle does this statement support?**

- A. Principle 4: The brain changes constantly with experience
- B. Principle 1: Human brains are as unique as human faces
- C. Principle 6: There is no new learning without some form of memory and attention
- D. Principle 3: New learning is influenced by prior experiences

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