

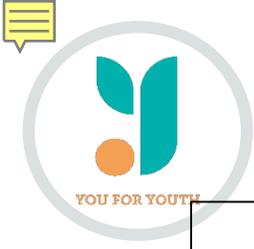


# Integrating Social and Emotional Learning

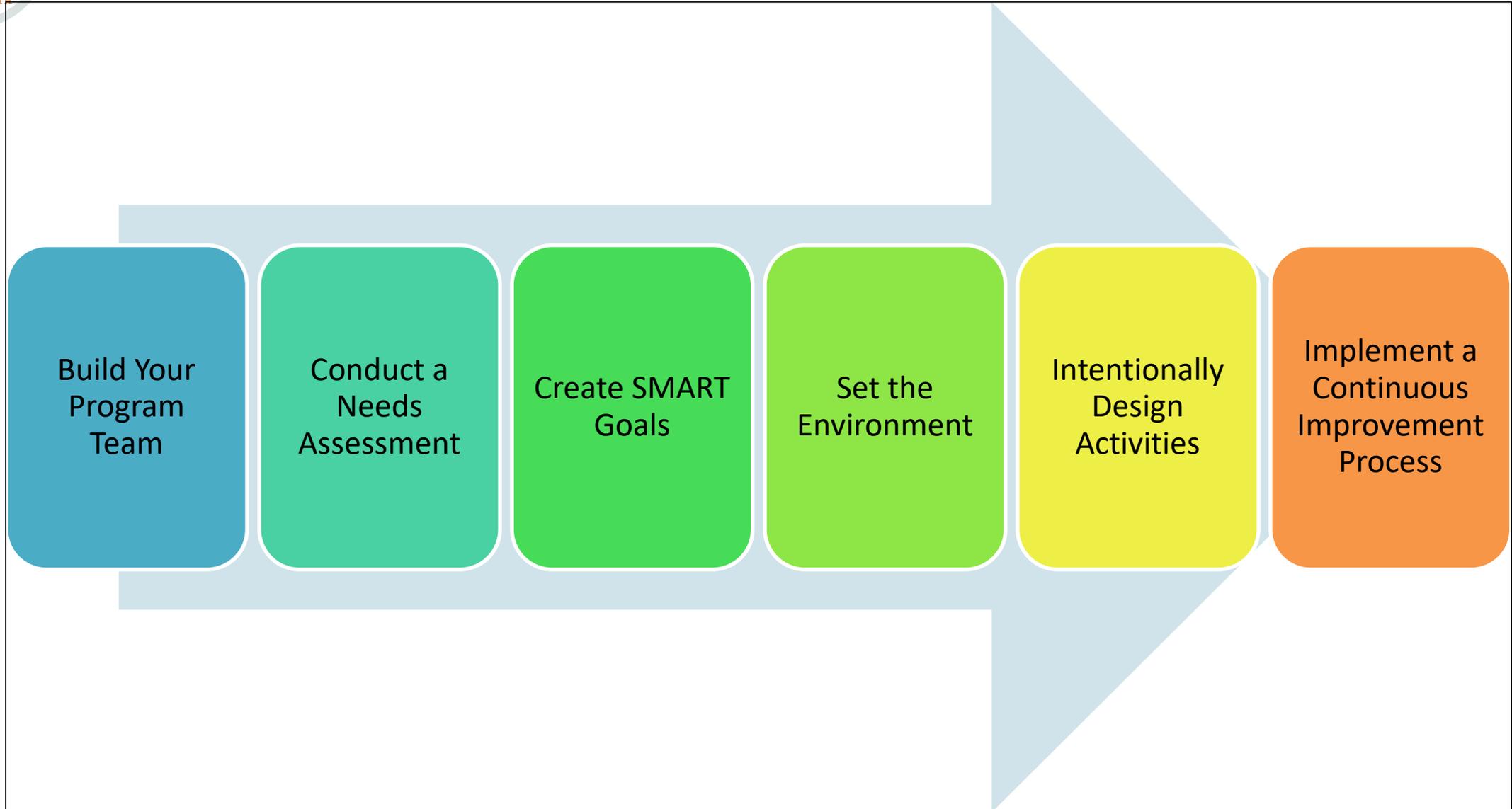
# Objectives

- Learn how to conduct a comprehensive social and emotional learning needs assessment.
- Develop social and emotional learning SMART goals.
- Plan and design an approach to integrate social and emotional learning that aligns with program goals and student needs.



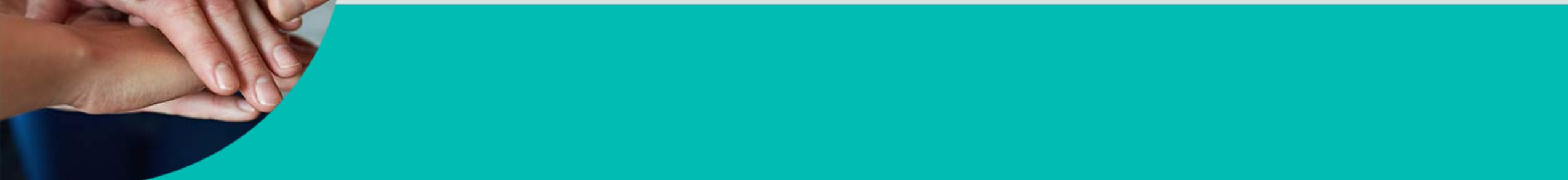


# Integrating Social and Emotional Learning





# Build Your Program Team



# Importance of a Planning Team



- Expertise and wisdom
- Access to data
- Perspectives on students' needs
- Energy and enthusiasm



# Building a Planning Team



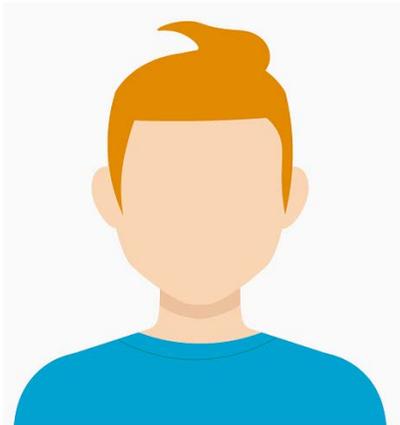
- Brainstorm potential members.
- Think about their roles and responsibilities.



Teachers



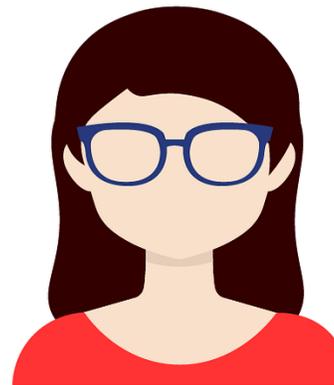
PBIS Lead



Family Members



School Counselor



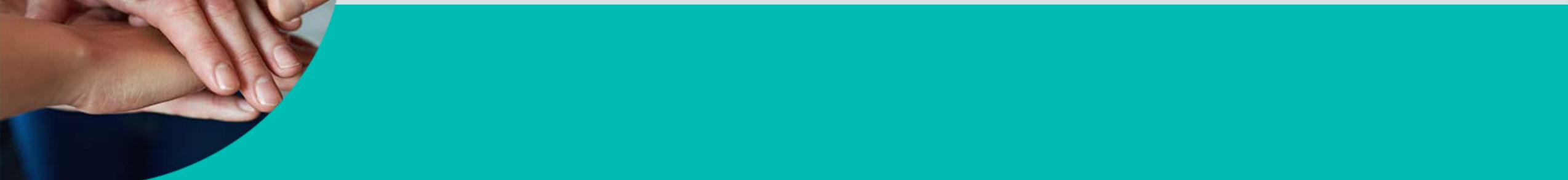
Nurse



Community Leaders



# Conduct a Needs Assessment



# Conduct a Needs Assessment



## School Level

- Climate survey
- Rates of disciplinary actions
- Assignments to special education
- Community data such as youth risky behavior statistics

## Student Level

- Staff survey on student SEL skills
- Teacher or counselor reported student needs
- Family surveys
- Report cards and attendance records
- Observations

## Student Voice

- Student surveys
- Student focus groups
- Student self-assessments

# Conduct a Needs Assessment

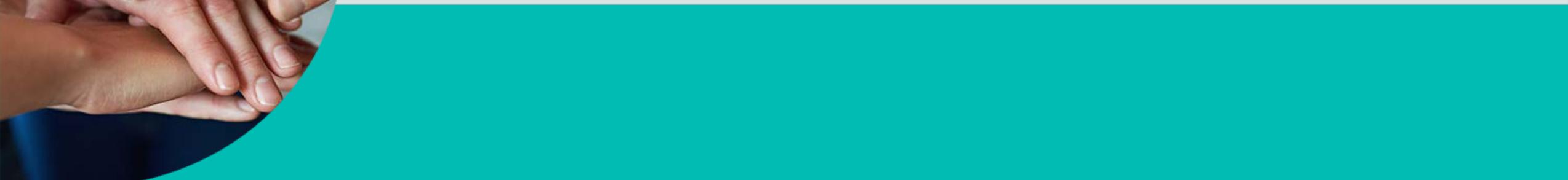


- **School-Level Need:**
  - Police crime reports indicate a 30 percent community increase in youth arrests for possession of drugs and alcohol.
- **Student-Level Need:**
  - 10 percent of students surveyed indicated that they had used drugs or alcohol to cope with the recent death of a student.
- **Student Voice:**
  - Students indicated that they wanted more sports and time outside, and they wanted to learn about space.





# Create SMART Goals for Social and Emotional Learning



# SMART Goals



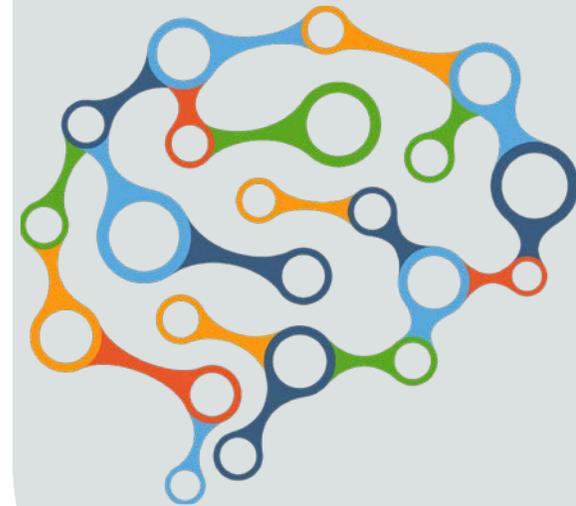
**S**pecific

**M**easurable

**A**chievable

**R**elevant

**T**imebound





## Program

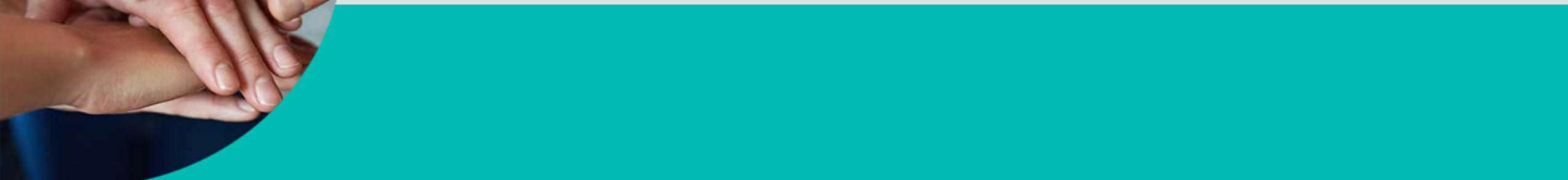
- By the end of the program year, disciplinary referrals will decrease by 10 percent, as measured by behavioral reports.

## Activity

- 75 percent of students identified as in need and who regularly participate in martial arts will report a more positive response at the end of the program year, as measured by pre- and post-activity student interviews.



# Set the Social and Emotional Learning Environment



# 3 Strategies for Setting the SEL Environment



- Promote positive culture, climate and relationships.
- Support positive behavior.
- Use classroom practices and curricula that are specific to social and emotional learning.





# Promoting Positive Culture, Climate and Relationships



- We build supportive relationships.
- We provide opportunities for student engagement.
- We make student safety a priority.
- We are culturally competent.
- We are culturally responsive.
- We expect greatness.





# Promoting Positive Culture, Climate and Relationships



- We build supportive relationships.
  - We honor students' need to ask questions.
- We provide opportunities for student engagement.
  - Student interest inventories are used to design the activity schedule.
- We make student safety a priority.
  - Staff never use a voice level above a 2 with students.
- We are culturally competent.
  - All students are welcome.
- We are culturally responsive.
  - We provide opportunities for students to engage in culturally relevant learning.
- We expect greatness.
  - We never do for students what they can do for themselves.

# Supporting Positive Behaviors

- Focus on why students are behaving the way they are.
- Set clear expectations.
- Encourage positive behaviors more than you punish negative behaviors.
- Offer targeted support.
- Help students set their own personal social and emotional goals.



# Supporting Positive Behavior



- Focus on why students are behaving the way they are.
  - Take the time to get to know the students.
- Set clear expectations.
  - Put a marble into a fishbowl every time a student exhibits kindness or respect. Have a pizza party when the fishbowl is full.
- Encourage positive behaviors more than you punish negative behaviors.
  - Catch students being good: “Thanks for helping clean up at snack time!”
- Offer targeted support.
  - Link students to counseling services.
- Help students set their own personal social and emotional goals.
  - Teach students about SMART goals!

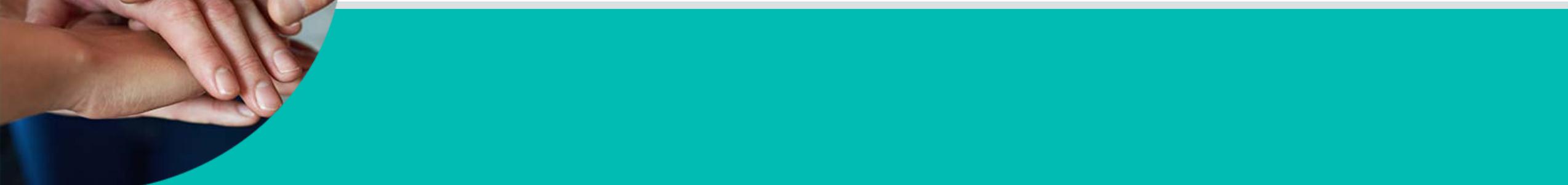
# SEL-Specific Classroom Practices

- Create a positive classroom environment.
- Manage emotions.
- Model appropriate language and attitudes.





# **Intentionally Design Social and Emotional Learning Activities**





# Instructional Strategies



## Explicit

- An antibullying curriculum that helps students build compassion and empathy.

## Embedded

- A service learning club where students practice compassion and empathy skills by mentoring young homeless students at the local shelter.



# Activity Types

- Academic
- Enrichment
- Recreation
- College and Career Readiness
- Family Engagement





# Delivery Methods

- Project-based Learning
- Cooperative learning
- Youth-directed learning
- Discussion
- Self-reflection and self-assessment
- Service learning
- Conferencing
- Nonlinguistic representations
- Think-alouds or self-talk



# Intentionally Designing Your SEL Activity



## Program

- By the end of the program year, disciplinary referrals will decrease by 10 percent as measured by behavioral reports.

## Activity

- 75 percent of students identified as in need and who regularly participate in martial arts will report a more positive response at the end of the program year as measured by pre- and post-activity student interviews.

## SEL Skill Domain

- Self-Management

## Instructional Strategy

- Embedded

## Intentional Design Description

- Students engage in the practice of tae kwon do and other sports to achieve fitness and focus while also utilizing self-discipline and socialization skills to positively manage conflict and anger.

## Activity Type

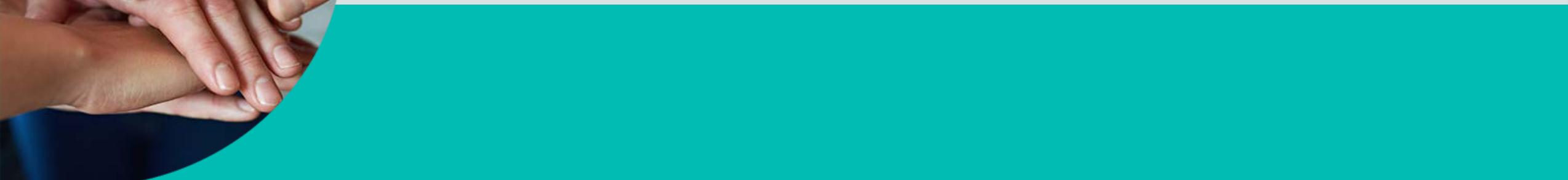
- Enrichment

## Delivery Method

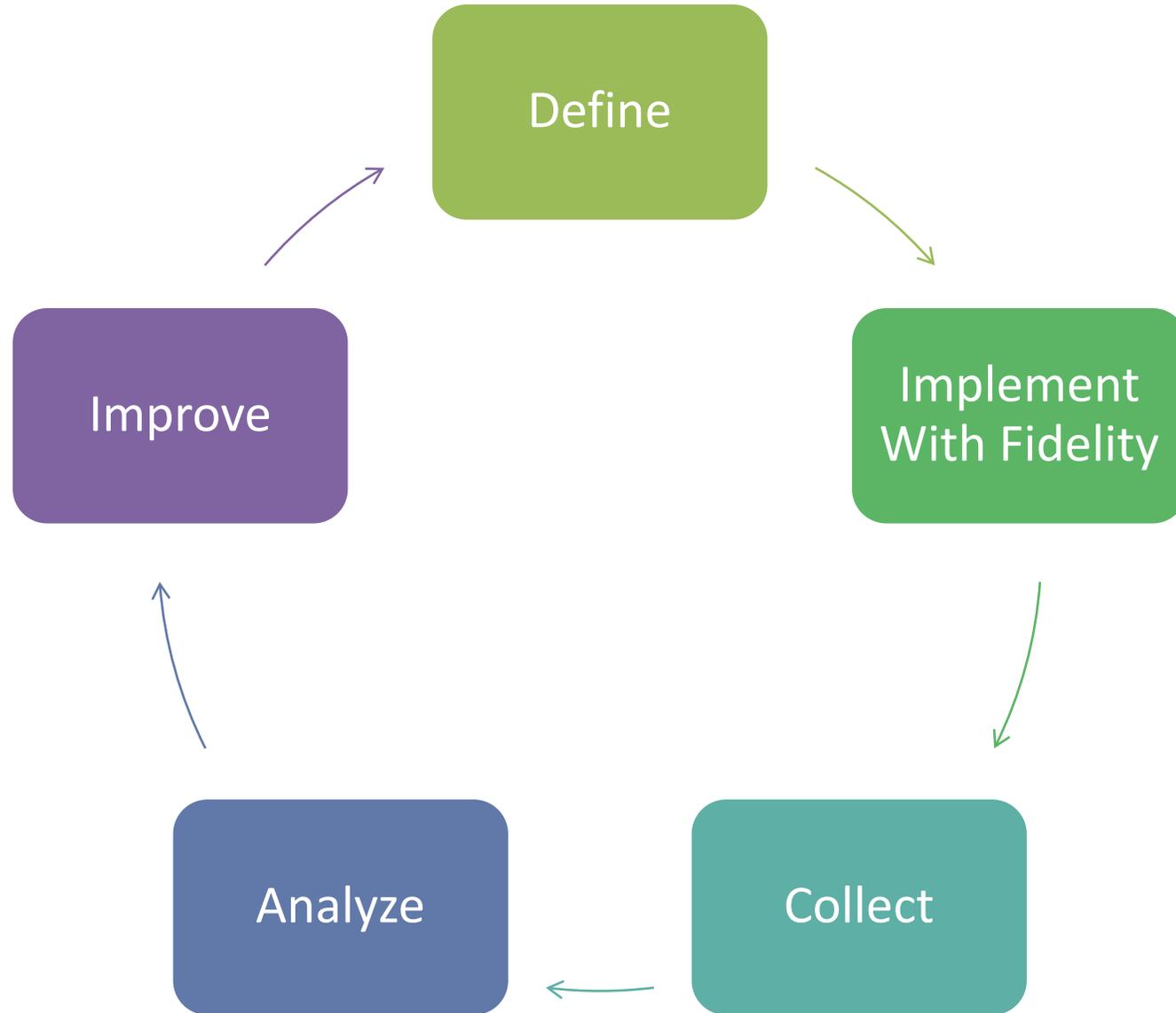
- Think-alouds or self-talk



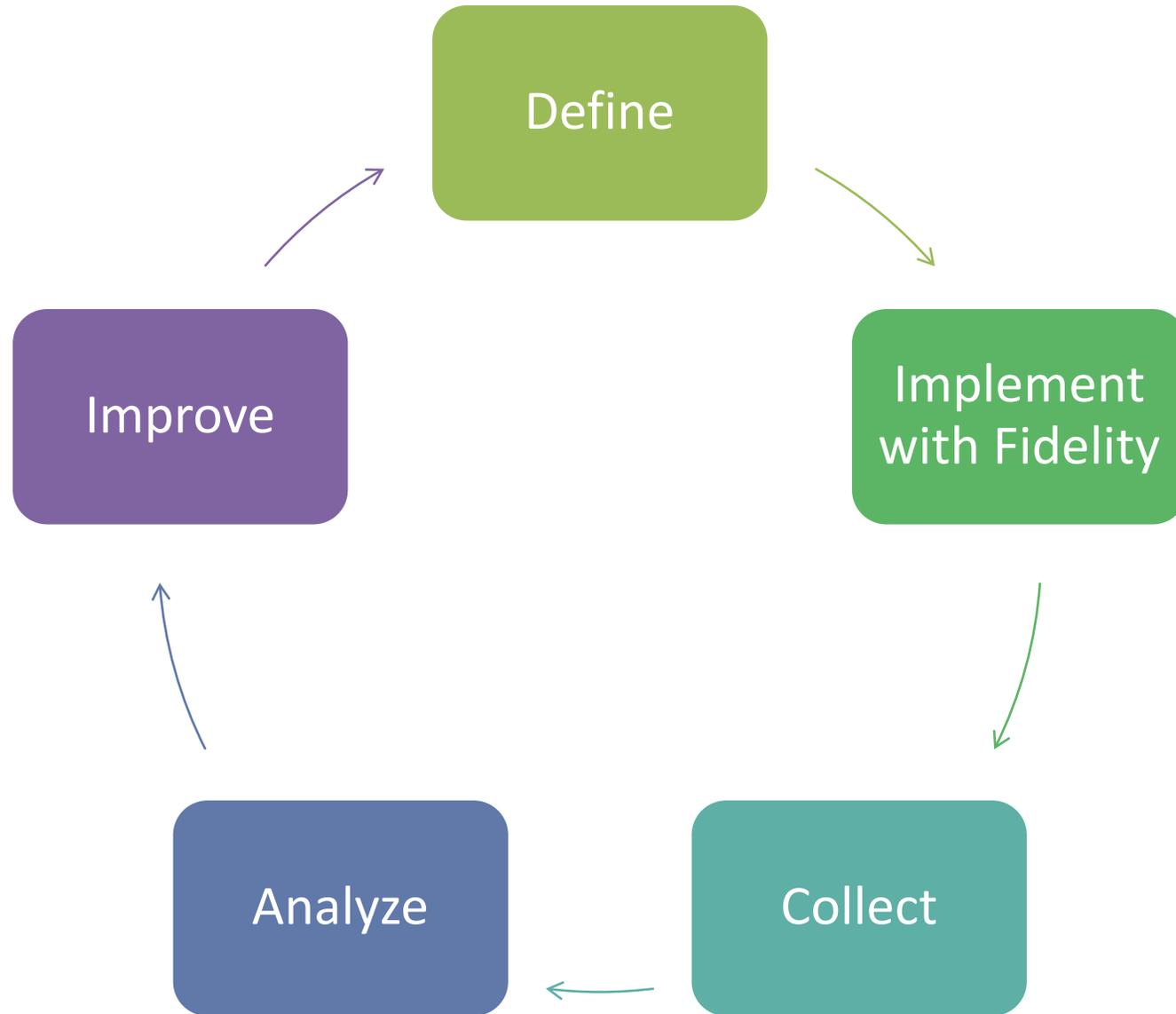
# Implement a Continuous Improvement Process



# The Continuous Improvement Process



# Your Continuous Improvement Process



# Next Steps



- What do you need to do to begin implementing social and emotional learning in your program?
- What challenges might you encounter?
- What additional support do you need to get started?