Enhancing Social Emotional Learning with a Focus on Special Education

January 15, 2020
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Today’s Norms

1. Invest in the process with your full attention.
2. Voice and respond to concerns positively and non-judgmentally.
3. Slow down to think, reflect, and puzzle about things.
4. Love the idea first to embrace its possibilities.
5. Engage in the learning experience as you would like your students to demonstrate.
Objective Statements

1. Define the purpose of Social and Emotional Learning (SEL) and its connection to school climate, student growth, and the success of all learners.

2. Understand the research and competencies that are the foundation for SEL programs and practices and the impact on students with disabilities.

3. Reflect on your current pedagogical practices and policies to create next steps for strengthening SEL integration within a tiered approach.

4. Identify at least three action steps to infuse SEL in program and lesson planning and curriculum to enhance programming for students with disabilities
Enhancing Social Emotional Learning with a Focus on Special Education – January 15, 2019

**Actionable Takeaways**

**Purpose:** To create a list of specific actions you can take based on your learning today and your goal(s) for enhancing SEL.

**Directions:**
1. Using this form to draft initial actionable ideas throughout today’s workshop.
2. Follow-up, review, revise and fully complete this form when you return to your district.
3. Implement your plan step-by-step and revise as necessary.

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Evidence of Success

www.njpsa.org @njpsa
Introductions

Share:

1. Your name and your role in school
2. Why is this role important to you?
3. Why is your role particularly important to your students with special needs?

If you could instantly learn a new skill, acquire a new talent or learn something totally new, what would it be and why?
Qualities and Skills

Identify one quality or skill you believe **all** children should possess by the time they graduate from your school district.

1. Write your individual response on a sticky note
2. Discuss as a table/group
3. Place sticky note on chart paper in alphabetical order
4. Report out
Employers Value SEL

Of surveyed executives say skills such as problem-solving and communicating clearly are equally or more important than technical skills.

National Bureau of Economic Research, 2015

The Top 10 skills identified by the World Economic Forum all involve social and emotional competence.

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

Research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.
CASEL: Social & Emotional Learning Competencies

The Collaborative for Academic, Social, & Emotional Learning

“CASEL”
Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL)
A new report (CASEL.ORG, 2018) reveals that students see the benefits of attending schools that emphasize SEL - but there is more work to be done. 77% of recent high school students believe their schools could have done a better job helping them develop their SEL skills.

Nearly three-quarters (72 percent) of former high school students felt the impact of being stressed on their learning, and among those who said they felt stressed all or most of the time, 87 percent said stress made it harder for them to learn.

Source: “Respected: Perspectives of Youth on High School & Social and Emotional Learning” CASEL.ORG
SEL BENEFITS ADULTS
Positive impact on teachers

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer.

Teachers with high levels of social competence are better able to protect themselves from burnout by:

✔ developing and managing nurturing relationships with their students
✔ managing behavior in their classrooms
✔ serving as behavioral role models for children
✔ regulating their own emotions

1. Read the "Thought" related to your educational community and think about your reaction based on your role and knowledge.

2. Move to the location of the room that best fits with your thinking.

3. Discuss your ideas with the group and prepare to share what you have heard.
• Thought # 1

A co-teaching class is the best educational environment to promote social emotional learning.
• Thought #2

All students with disabilities are able to set goals and pursue their dreams.
Social emotional skills are absolutely essential skills for success in work and life but are the most difficult to achieve for students with disabilities.
Thought #4

Students who struggle with academic learning will struggle with social-emotional learning and generally have difficulty embracing a growth mindset.
1. SEL interventions that address CASEL’s five core competencies increased students’ academic performance by 11 percentile points, compared to students who did not participate in such SEL programs.

2. 57% more students in schools with an SEL program improved their SEL skills compared to students in schools without an SEL program.

3. 27% more improved their academic performance.

4. 24% more improved their emotional well-being and social behavior.

5. The average return on investment for six evidence-based programs is 11 to 1, meaning for every dollar invested there is an $11 return.
SEL works: Compelling national evidence

Science Links SEL to Student Gains:

- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests
- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer because they’re able to work more effectively with challenging students — one of the main causes of burnout.

Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health.
SEL: Process of Acquiring and Applying Knowledge, Skills and Attitudes Related to 5 Core Competencies

- Self-Awareness: Recognize one's emotions, values, strengths and limitations
- Self-Management: Manage emotions and behaviors to achieve one's goal
- Social Awareness: Show understanding and empathy for others
- Relationship Skills: Make ethical and constructive choices about personal and social behavior
- Responsible Decision-Making: Form positive relationships, work in teams and deal effectively with conflict

© CASEL 2017
SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS
The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
- Identifying Emotions
- Accurate Self-Perception
- Recognizing Strengths
- Self-Confidence
- Self-Efficacy

SELF-MANAGEMENT
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- Impulse Control
- Stress Management
- Self-Discipline
- Self-Motivation
- Goal Setting
- Organizational Skills

SOCIAL AWARENESS
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- Perspective-Taking
- Empathy
- Appreciating Diversity
- Respect for Others

RELATIONSHIP SKILLS
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Communication
- Social Engagement
- Relationship Building
- Teamwork

RESPONSIBLE DECISION-MAKING
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
- Identifying Problems
- Analyzing Situations
- Solving Problems
- Evaluating
- Reflecting
- Ethical Responsibility
Taking a look at the SEL Competencies - NJDOE

New Jersey Social and Emotional Learning Competencies and Sub-Competencies

Self-Awareness
- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify when, where, or how to seek help for oneself or others when needed

HANDOUT #3
Keeping Our Kids Safe, Healthy & In School

Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

NEW* - NJDOE SEL Modules for Educators

- Module 1: Competencies for School, Work, and Life: Introduction to Social and Emotional Learning
  - Module Facilitation Guide
  - Professional Learning Tip Sheet
  - Associated Handouts (zip file)
- Modules 2-6: Coming Soon!

Social and Emotional Learning Resources in New Jersey

- SEL Competencies and Sub-Competencies (August 2017)
- Accessible Version SEL Competencies and Sub-Competencies (August 2017)
- Comprehensive Health and Physical Education Standards
- Early Learning Standards
- Approaches to Learning
- Career Ready Practices
5 Keys to Successful Social and Emotional Learning

Studies show that sustained and well-integrated social and emotional learning (SEL) engages students and improves achievement. Explore classroom practices that make up the most effective SEL programs.

May 14, 2013
What We Know

National Center for Learning Disabilities: 1 in 5 Children have learning and attention issues (2017).

Without the right academic or emotional support these students are more likely than their peers to:

- to repeat a grade
- get suspended
- drop out
- struggle in the workplace
- have involvement with criminal justice system
The State of Learning Disabilities: Understanding the 1 in 5

Snapshot of Learning and Attention Issues in the U.S.

1 in 5 children in the U.S. have learning and attention issues.

Only a small subset receive specialized instruction or accommodations...

1 in 16 public school students have Individualized Education Programs (IEPs) for specific learning disabilities (SLD) such as dyslexia and for other health impairments (OHI) such as ADHD and Asperger's.

1 in 50 public school students receive accommodations through a 504 plan.

...while millions of children with learning and attention issues are not formally identified.

What are Learning and Attention Issues?

Learning and attention issues are brain-based difficulties in reading, writing, math, organization, focus, listening, comprehension, social skills, motor skills or a combination of these. Learning and attention issues are not the result of low intelligence, poor vision or hearing, or lack of access to quality instruction.

Common Examples

Learning disabilities, such as:
- Dyslexia
- Dyscalculia
- Dysgraphia

Other difficulties that affect learning and behaviors, such as:
- ADHD
- Executive function deficits
- Dyspraxia
- Nonverbal learning disabilities

Risk Factors

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<td>Learning and attention issues tend to run in families. Genes that can affect brain structure and chemistry get passed down from parent to child.</td>
<td>Exposure to lead and other environmental factors have been linked to ADHD and other issues that impact learning, attention and behavior.</td>
<td>Trauma, such as abuse, neglect, and other adverse childhood experiences, can increase the likelihood of being identified with learning or behavior issues.</td>
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For more information about the challenges and opportunities for the 1 in 5 students with learning and attention issues, visit asld.org/b state1LB

www.njpsa.org
### Barriers to Success

- **Repeating a Grade:** Children with learning and attention issues often don't receive early or effective interventions. A third of students with SLD or OHI have been held back a year, which increases the risk of dropping out.

- **SCHOOL DISCIPLINE:** Students with disabilities are more than twice as likely to be suspended as those without disabilities, and the loss of instructional time increases the risk of course failure and school aversion.

- **Dropping Out:** Students with SLD drop out of high school at nearly three times the rate of all students. The top reason students with SLD drop out? 71% cited dislike of school or having poor relationships with teachers or peers.

- **Justice Involvement:** Unaddressed learning and attention issues lead to conditions that push students into the school-to-prison pipeline. A large study found that half of young adults with SLD or OHI had been involved at some point with the justice system.

- **Not Finishing College:** Young adults with learning disabilities enroll in four-year colleges at half the rate of the general population. Their completion rate for any type of college is 41%, compared to 62% of all young adults.

- **Unemployment:** Only 46% of working-age adults with learning disabilities are employed. Compared with adults who do not have learning disabilities, adults with these issues are twice as likely to be jobless.

### Ways to Help

#### Raise Awareness
Learning and attention issues can look like laziness or lack of intelligence, but with the right support, children can achieve at high levels. Less stigma and high expectations are key.

#### Empower Parents
With major changes ahead in education policy, it has never been more important to empower parents with information and help them be effective advocates for their children.

#### Equip Teachers
Most students with SLD or OHI spend 80% or more of the school day in general education classrooms, and all educators need more resources and strategies to meet the needs of diverse learners.

#### Intervene Early
If a child is struggling with academics or behavior, it's imperative to find out why and to provide targeted, evidence-based instruction and intervention as early as possible.

#### Personalize Learning
Aligning learning with each student's interests, strengths, and needs—as well as rigorous standards—helps all children, especially those with learning and attention issues.

#### Incorporate Social and Emotional Learning (SEL)
Embedding SEL instruction into the curriculum and tailoring it for students with learning and attention issues can help develop important skills such as managing emotions and persevering.

#### Build Self-Advocacy Skills
Helping students understand how they learn and practicing how to ask for accommodations are essential for success and can be fostered through mentoring.

#### Focus Earlier on Postsecondary Transitions
Helping high-schoolers adjust to changing expectations can promote resilience as they transition to college or the workplace.

#### Advocate for Increased Funding
Education laws offer protections and can be powerful tools for change, but implementing them requires adequate, steady funding to provide supports and services.
Stress and Emotional Health

“Anxiety is the Mental Health tsunami of the younger generation”

70% of teens report anxiety and depression is a major problem among their peers, and additional 26% say it’s a minor problem. Students who struggle in school are at a greater risk.

Talk with your group: WHY? What can WE do?
Difficult to Generalize

- No textbook for “every” special need or situation that teachers deal with on a daily basis.
- No one thing works all the time
- No one set of circumstances can determine how a child will react or learn.
- Approx 80% of students with disabilities are educated in general education classrooms. What does this mean for GenEd teachers?
- Special Needs” are not a one size fits all. (“I” in IEP)
Integration of SEL

Schoolwide integration is the most effective approach and beneficial to all students.

All students learn to identify emotions, understand perspective-taking, responsibility and role in the larger community.

Students with significant needs in this area are much more likely to internalize these skills, attitudes and values compared to pull-out models where their peers and teachers are not exposed to the same.
Universal Design for Learning and SEL

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning **challenging, engaging & meaningful**.
The Importance of Putting People First

Look at **ABILITY** rather than the disability to enhance SEL competencies.

Reporting and Writing About People with Disabilities
ENJOY a 10 Minute Break
Building a strong foundation for a positive, engaging, supportive, caring and safe learning environment to enhance acquisition of SEL
Key Points to Ponder:

**Challenge the Status Quo:** Students need to be thought of as needing help to develop key SEL skills and strengths in order to meet school expectations rather than assuming ALL problem behaviors are eliminated by enforcing consequences, firm limits and tangible rewards.

**Determine:** How can existing research-based SEL strategies and programs be tailored to the needs and strengths of students with disabilities?

**Rethink IEP Goals:** should we target SEL goals or continue writing goals that only target decrease in disruptive behaviors?

**Promote Self-Awareness:** Help students to develop a realistic sense of what their strengths are and when they need to ask for help and from whom.
Step 1: Table Assignment - Each table assigned an SEL Competency (Handout)

- 1. Self-Awareness (pg.3-5)
- 2. Self-Management (pg. 6-9)
- 3. Social Awareness (pg. 10-14)
- 4. Relationship Skills (pg. 15-19)
- 5. Responsible Decision-Making (pg. 20)

Step 2: Individually read through your assigned SEL Competency. Note additional handouts for reference: Walkthrough Protocol and SEL Definitions Chart for references (5-10 mins)

Step 3: - At your table, discuss and display, write or draw on your chart paper: (15-20 min)

1) The “HEART” of your Competency
2) 4 or more strategies for lessons and instructions group members plan to implement - include accommodations, modifications within the strategy.
3) 4 or more ongoing teaching practices group members plan to implement - include accommodations, modifications within the strategy.
4) Display your work on the wall, report out
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**Evidence of Success**
Focus on INCLUDING... How do you measure success?

ARE YOU READY TO REALLY INCLUDE ME?
Think of a recent stressful obstacle that you have overcome.

On a sticky note answer:
How did you approach this? What was your thought process? How did you determine you were successful or not? Describe the feelings you experienced.
Are there opportunities to model this in your role?
1. Frequently check-in with students and have them explain what they are doing, make connections
2. Implement a “mindful” break for the class, mindful breathing strategies. (MindfulSchools.org)
3. Have students involved in authentic work in their zone of proximal development (scaffolding for the area between what a child can do and can’t do).
4. Provide useful, frequent feedback that is specific and easy to understand.
5. Sharing Circles/Class Meetings build community
Create Supportive Environments

1. **The Solution Break Room** - Use as a safety net approach.
2. **The Reading Break Room** - Students with difficulty regulating their behaviors, read first to calm, get ready to problem solve.
3. **The Wellness Break Room** - students can practice mindfulness, relaxation activities and exercise and work through problems they are facing.
4. **Sensory Break Room** - area where students can safely regulate their bodies and mind.
5. **Social Problem Solving Club/Lab** - Students are coached on using Social Problem Solving methods, conflict resolution.
6. **Carve out a Safe Space** where all students can be creative.
SEL Teaching Strategies:

1. Model metacognitive processes and promote positive “self-talk” to increase self-confidence and curb negative emotions.

2. **Promote a growth mindset** and **(Display - In Our Classroom)**

3. Have a daily SEL role-play. (Your friends are teasing a person in your class who just got new braces – what do you say or do?)

4. Create game-like learning activities that involve cooperation. (Play detective, use prepared worksheet with questions - need to work with peers to search for answers).
SEL Teaching Strategies:

5. Gratitude Journal – daily writing or drawing.
6. Emotional word wall
7. Grounding Techniques Stress Management Exercise: Orients to the present when emotionally overwhelmed. Focus on the senses instead of thoughts and feelings. For example, name five different things you can see around the room, hold an object in your hands and focus on the color texture, 10 deep breaths, counting each one as the chest rises.
8. Build trust through honesty and humility, always listen.
SEL Individual Interventions

1. Specific targeted group counseling.
4. Comprehensive Social-Emotional/Behavioral services within the school, including family component (can be contractual through agency).
5. Self-contained alternative environments with mainstreaming opportunities.
6. Be there, be present, consistency and show you care.
8. Arrange for student to have alternative space, could be a colleagues classroom, area carved out in the media center, CST office, etc.
9. Provide choice and allow student to create choice chart based on their needs and specific feelings.
10. Create opportunities for leadership.
Classroom Calm Down Area
Mindfulness in Schools
Mindful Stress Strategy

Arrive" - A Mindful Minute Helps Students Arrive in the Classroom
1 Minute Mindful Brain Break

RELAX 1 MINUTE
Highly Individualized Approaches - immediate, proactive, safety and trust
Higher level counseling and support.
All staff need to be involved and accepting

Classwide Interventions
Mindfulness, Structured Spaces for Reflection
Realistic Rules and buy-in
Ongoing respectful feedback
Properly leveled work (bored, frustration)
Allow for choice

Classwide Strategies
Modeling, prompts, signals, consistency,
predictable structures, rehearsal,
relationship building
determine likes, dislikes
differentiated instruction
respectful collaboration

Schoolwide Social Emotional Learning Strategy
PBIS
Targeted Events
Parent Programs
SEL Connection to Culture and Climate

Promoting successful school completion requires a shift in focus from demographic predictors of non-completion, such as race and socioeconomic status, to student engagement at school and with learning over time. Students who are engaged academically, cognitively, psychologically, and behaviorally are more likely to complete school.

A meta-analysis of 213 rigorous studies demonstrated that students receiving quality social and emotional learning instruction had better academic performance, improved attitudes and behavior, fewer negative behaviors, and reduced emotional distress.

*Durlak, Weissberg, et al., Effective Social and Emotional Learning Programs*
Reflection Moment

Take a moment to think about the climate and culture in your school and classrooms. On a sticky note, write at least one action you will take tomorrow to enhance the culture and climate in your classroom based in one or more SEL competencies.

Place your sticky note on the chart paper.
**SEL Connection to Academics**

Students who strongly agree that they have at least one teacher who makes them “feel excited about the future” and that their school is “committed to building the strengths of each student” are 30 times more likely to be engaged in their classrooms.

Research shows that among students from grades 5 - 12, positive emotions such as hope, wellbeing, and engagement account for 31 percent of the variance in students' academic success.

*Gallup’s 2014 State of America’s Schools report*

*The Missing Piece, Collaborative for Academic, Social, and Emotional Learning*
Reflection Moment

Take a moment to think about student engagement to promote academic success. On a sticky note, write at least one action you will take tomorrow to that is designed to increase academic success for one or more students with a disability in one or more SEL competencies.

Place your sticky note on the chart paper.
Embedding SEL Skills
Lesson Planning

Connecting WHAT I teach & HOW I teach to Student Engagement and SEL
How do I include SEL practices when planning lessons?

- Decide what SEL competency you would like to target. Can be more than one. Think about the lesson and decide which SEL competency may lend itself to the content.
- **Cooperative structures** built into your lessons promote SEL:
  - *positive interdependence* (group success) = social awareness
  - *individual and group accountability* = self management, social awareness, responsible decision-making
  - *promoting others success and efforts* = relationship skills
  - *group processing* = responsible decision making

**10 Fun Alternatives to Think-Pair-Share** Source: weareteachers.com
Building a Community of Caring

In order to experience a community as caring, all people within it need:

- to experience a sense of belonging
- feel emotionally and physically safe
- to experience both autonomy and influence
- to have a sense of shared purpose and ideals
- to have a feeling of accomplishment and pride
- to feel valued and respected
- to feel that each of them can make a difference
- to feel empowered
The Power of Relationships in School
Takeaway Reflection

Did you think of a particular student or several students during the *Power of Relationships in Schools* video? **Take a moment to think about one or more students you feel needs to connect with you.** Determine at least one **action** you will take tomorrow to increase the potential of making a positive connection with the student(s). Take time to think about a linkage to the SEL Competencies and the actions you will take. Note your action(s) on a sticky note and place it where you will see it first thing in the morning.

**Your action will make a difference on the SEL journey for this student and others as you build your SEL Competency toolbox.**
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**Evidence of Success**

@njpsa
RESOURCES

1. Collaborative for Academic, Social and Emotional Learning
   Student Learning Plan
   www.casel.org

2. NJDOE Social Emotional Learning Competencies and Resources
   https://www.state.nj.us/education/students/safety/sandp/sel/

3. Engaging Schools Connect- Engage-Collaborate
   https://engagingschools.org/

4. Teaching Social Responsibility
   http://www.morningsidecenter.org/teachable-moment

5. Six Ways to Teach Social and Emotional Skills All Day
   https://www.kqed.org/mindshift/52980/six-ways-to-teach-social-and-emotional-skills-all-day

6. Edutopia - 13 Powerful SEL Activities
   https://www.edutopia.org/article/13-powerful-sel-activities-emelina-minero
RESOURCES

7. Rutgers Social, Emotional, and Character Education Lab (SECD)
   https://www.secdlab.org/

8. Overcoming Obstacles
   https://www.overcomingobstacles.org/curriculum/

9. 21 Ways to Integrate SEL Throughout the Day

10. 10 Fun Alternatives to Think-Pair-Share
    https://www.weareteachers.com/think-pair-share-alternatives/

11. Social and Emotional Learning - NJ Department of Education Website Resources
    https://www.state.nj.us/education/students/safety/sandp/sel/

12. NJDOE Website. Social Emotional Learning Modules
    https://www.state.nj.us/education/students/safety/sandp/sel/
Thank you for attending today.
We value your feedback.

1. Please respond to the online Evaluation Survey which will be emailed to you by 2PM today.

2. Certificate of attendance will be electronically generated upon your submission of the online Evaluation Survey.
21 Ways to Integrate SEL Throughout The Day

Future Reflection:

Do I have similar practices?
Can I embed this within my teaching?
Connection to SEL Competency?

(Can use resource during common planning, grade level meetings, and/or PLC Focus)

Source: www.weareteachers.com
Example of how SEL competencies are demonstrated in the secondary level.

What did you notice and why did it catch your eye?
10 Movies to teach SEL Skills in Middle School