

# Social and Emotional Learning Handbook

## An Implementation Guide for Best Practices

Bend/La Pine Schools  
SEL Committee Members

Spring, 2018



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## THE CASE FOR SOCIAL AND EMOTIONAL LEARNING

Social and Emotional Learning (SEL) is the process through which children and adults acquire the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Social and emotional skills are critical to being a good student and citizen.

(Dusenbury, Calin, et al, for CASEL, October, 2015)

# Social and Emotional Learning in Bend-La Pine Schools

Aligning our district's Social and Emotional Learning work with Oregon's Social and Emotional Guidelines and with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, will lead all students towards success as thriving citizens.

## Components:

### School Culture and Connectivity

- Environment fosters healthy relationships
- Purposeful and explicit relationship-building
- Students feel like a genuine part of their class and school community

### Common Knowledge and Understanding

- CASEL core competencies
- People do well when they can
- Staff members understand and empathize with environmental impacts, both in and outside of school, that affects a student's ability to learn
- Our adult thinking affects the culture of the classroom and our interactions with students

### Effective Teaching and Learning

- Instruction is accessible and explicit for all students and staff
- Instruction is embedded into all aspects of the classroom and school environment
- Instruction is engaging and relevant; fitting school context and culture
- Staff model and reinforce learned skills
- Instruction effectiveness is measured to identify areas of strength and growth
- Reflection and feedback from staff, students, and family is obtained to further understand impact and needs

### Staff Supports and Learning

- Build a school environment where staff, students, and families feel united and connected
- On-going professional development
- Direct skill development and coaching support to integrate practices
- Collaboration across schools and among school staff
- Collaboration and education support with families

## Benefits of Social and Emotional Learning

### Good Science Links SEL to the Following Students Gains:

- Social-emotional skills
- Improved attitudes about self, others, and schools
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

### And Reduced Risks for Failure:

- Conduct problems
- Aggressive behavior
- Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (Inpress). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.

## 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.

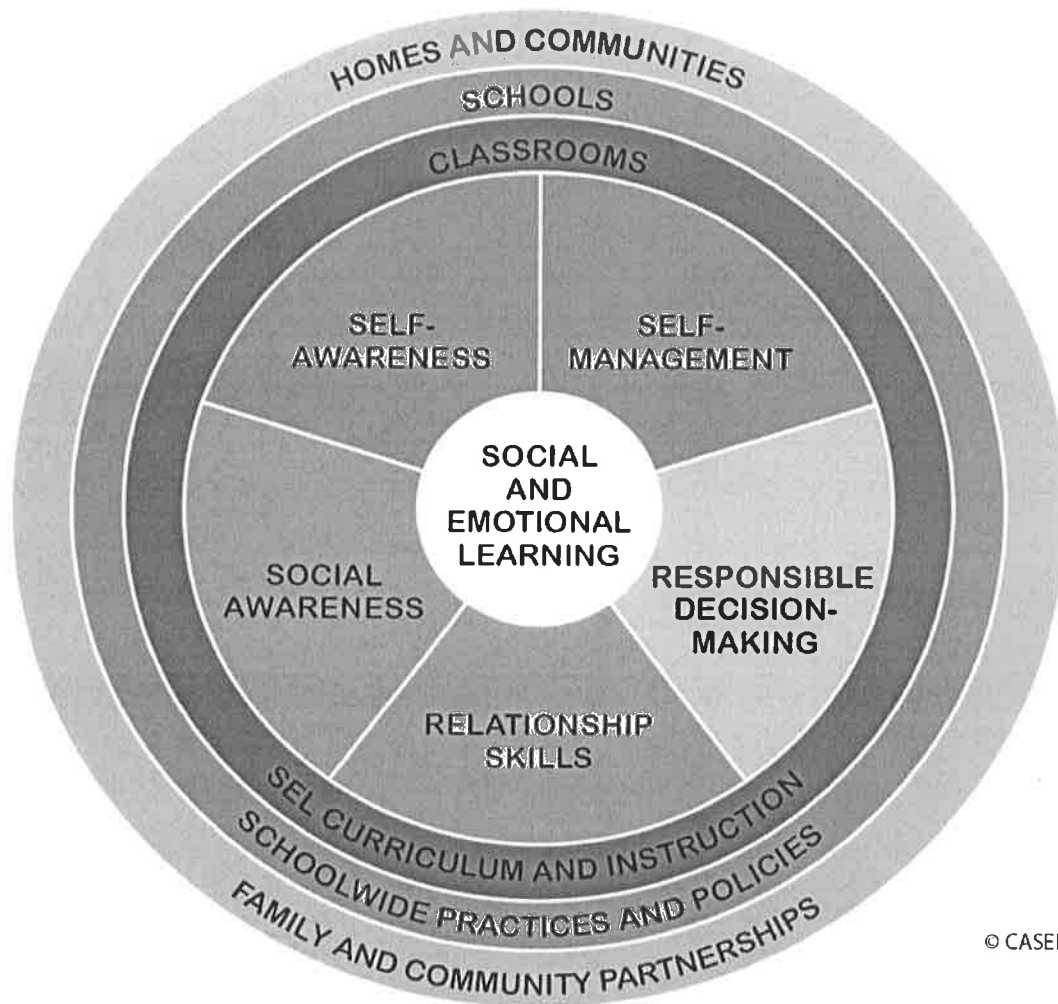
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

**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 action, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



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## SEL COMPETENCIES AND THE CONNECTIONS WITH SELF AND OTHERS

**Intrapersonal:** existing within the person

- Self-awareness
- Self-management

**Interpersonal:** pertaining to relationships and communication between people

- Social awareness
- Relationship skills

**Behavioral/Ethical:** referring to moral principles and the standards of conduct

- Responsible decision-making

## CONSIDERATIONS AND APPROACHES FOR LEARNING

- SEL instruction should be authentic and connected, and in settings where they spend their time
- Schools should use a variety of approaches to teach SEL skills, including:
  - Direct instruction – lessons that teach and enhance skills
  - Instructional practices that promote SEL - such as cooperative learning, etc.
  - Classroom integration practices - in language arts, math social studies, or health
  - Relationship building – that is intentional and high quality
  - Creating a positive school climate and culture
- Four important elements for effective implementation (S.A.F.E.):
  - **Sequence:** Connected and coordinated activities to foster skill development
  - **Active Participation:** Dynamic forms of learning; students master new skills and attitudes
  - **Focus:** A component that emphasizes developing personal and social skills
  - **Explicit/Intentional:** Targeting specific social and emotional skills
- **Effective Programming:**
  - Incorporates S.A.F.E. elements
  - Occurs within supportive environments
  - Builds adult competencies
  - Connections with family and community
  - Targets key behaviors and skills
  - Set reasonable goals
  - Fits the context and culture of your school
- **Benefits of SEL Instruction:**
  - Increase in academic achievement compared to students who did not have SEL instruction
  - Increased prosocial behaviors such as kindness, sharing, and empathy
  - Improved overall attitudes toward school, themselves, and others
  - Reduced depression and stress
  - Prevention of specific behavioral issues (i.e., substance use, bullying, school failure)
- **Implementation Challenges:**
  - Ensuring sufficient exposure and intensity of instruction
  - Prioritizing and integrating SEL in daily practices
  - Extending SEL beyond classrooms
  - Ensuring sufficient staff support and training
  - Facilitating program ownership and buy-in
  - Using data to inform decision-making
  - Applying and transferring skills



## Social and Emotional Learning Embedding SEL Practices into the Classroom

<b>PRACTICE</b>	<b>MEANING and IMPACT</b>
PBIS – Positive Behavior Interventions and Support, and School-Wide Programming	There is a connection and cohesiveness with school-wide PBIS and SEL instruction, and overlays and linkage in the classroom
Relationship Building	Have students truly get to know one another – builds connections and engagement
Mindfulness	Paying attention, in a particular way, on purpose, in the present moment, nonjudgmentally
Build Resilience	We may not be able to influence what happens to our students, but we do have a powerful influence in how we interpret what happens. This builds resilience. Resilient students bounce back quicker and are more academically successful.
Persistence and Determination	Praise for effort – encourage students to stretch themselves
Build Empathy	Teacher model and encourage students to really listen to each other
Teach Gratitude	Research indicates those who regularly express gratitude have more energy, and enthusiasm, less stress, and better physical wellbeing. At the end of class, ask students these three reflection questions: What aspects of class did you enjoy?, Who did you enjoy working with today?, What areas of this topic would you like to learn more about?
Learning Should Be Fun	Bring laughter, fun, and play into the classroom
Teach Conflict Resolution Strategies and Skills	For example: Restorative Practices, Collaborative Problem Solving, Second Steps Curriculum Problem Solving Skills, etc.
Use Emotional Sandwiching	Start and end every school day with a personal connection
Staff Self Care	Teachers who are emotionally balanced are better able to support the growth of their students. Take time for personal reflection and relaxation. Participate in activities you enjoy and connect with friends and family
Be Supportive	Use supportive messages to communicate support and confidence. This builds trust and strengthens the teacher-student relationship.
Communication is the Key	Critical for building and maintaining healthy and fulfilling relationships
Create a Safe Environment	This allows student to express themselves and to feel safe
Group Activities	Builds stronger bonds among classmates and strengthens communication skills
Remember That All Feelings are Valid	All of your students will have good and bad days; their level or perspective is not as developed yet. Ask students about how they are feeling. This build trust over time and help to build strong relationship.
Explicit Instruction	Direct teaching and instruction
Growth Mindset	Belief that anyone can be good at anything; abilities are not fixed. This belief creates a love of learning and a resilience
High Quality Instruction	Direct link between great instruction and impacts on classroom behavior
Trauma Informed Care Practices	Understanding trauma, it's impact, and strategies
Restorative Justice Practices	Use of circles/class meetings – builds community, support, and a sense of belonging. Use of restorative questions when problem solving is needed
Smile, know your students, and call them by their names	Creates a sense of belonging, caring for others, and is respectful



## Social and Emotional Learning Classroom Instructional Practices that Support SEL

<b>PRACTICE</b>	<b>MEANING and IMPACT</b>
Cooperative Learning	Students learn within small teams to improve their understanding of a subject or concept
Project-Based Learning	Students work for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, challenge, or project
Tier I – School-wide SEL Instruction	Builds common language and instructional framework from which to operation from
Use of Classroom Routines and Schedule	Provides predictability and structure for all
Regular Class Meetings/Circles	Builds relationships, connection with others, respect for one another, and creates a forum for a focus and/or dialogue
Problem Solving Protocol/Skills	School-wide model selected that is used with all students for problem-solving and conflict management. For example, Zones of Regulation, 5-point scale, Kelso’s Wheel, etc.
Challenge Students Academically	Assists with deeper learning, reflection, and application of skills
Service Learning Projects	Helps build community and empathy for others
Social Justice Lessons/Issues	Helps to build an understanding of the world we live in
Role-Playing	Deepens the learning, and helps to strengthen skills and perspective taking
Shared Agreements	Consistent operating norms that help strengthen ties with others
Use of Movement Breaks	Positively affects students cognitively, physically, and mentally
Journaling	To understand and support the development of student thinking
Mindfulness/Breathing Exercises	Build self-regulation skills
Body Space Awareness	Helps to form spatial awareness within the body, and the connection with the environment and others
Label and Teach about Emotions and Feelings	Builds emotional skills and self-awareness
Self-Regulation Space	Teaches emotional regulation, breathing, and sensory skills so students can navigate their day better
Art therapy	Fosters self-expression, exploration of feelings, assists with problem solving and coping skills, helps to develop social skills
Mindfulness/Movement	Students learn to listen to their bodies, learn calming, relaxation, and breathing strategies to better self-regulate
Community Time	Welcomes and supports all, sense of unity, place to reflect and celebrate
Use of Pre-Correction Statements	Statement of desired behaviors wanted/demonstrated prior to the next setting, a reminder statement of expectations
Sub Notes	Include explicit information and language about school-wide and classroom SEL
Guests in Classrooms	Teach students how to greet and respond when unfamiliar adults come into the classroom
Think Alouds	A strategy to guide thinking and construct meaning

Interactive Read Alouds	Tool for teaching literary elements and analytical skills
Outdoor Instruction	May increase motivation, opportunities for hands-on instruction, and exploration
Flexible Seating	Gives students control, and may be more committed to learning when seated in a way that works best for them
Peer Mediators	Builds student autonomy in the problem-solving process
Recognize Opportunities for Students to Apply SEL Competencies	Real life/real time application of SEL skills
Buddy Classrooms	Gives students a chance to model SEL or mentor younger kids. Gives younger kids someone to learn from
Recess Coaches	Gives students an opportunity to mentor and assist others
Alternative Recess	Pre-teaching and/or re-teaching specific social and recess skills

## Social and Emotional Learning Practices to Support Staff - Instructionally

PRACTICE	MEANING and IMPACT
PLC's Professional Learning Communities	A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students
Opportunities to observe others' instruction	Learning from others, build skills, and improve instructional practices
Provide regular opportunities for collaboration, coaching, review, training, and support regarding SEL curriculum and practices	Better implementation and better understanding of scope and sequence of skills. Be sure that specialists and classified staff also are trained and knowledgeable about the school's SEL practices and instruction
SIW's/Professional Development	Topics might include: trauma-informed care, ACES, Zones of Regulation, etc.
Push-in support	Consult and coaching staff with SEL lessons
Resources available on SEL	Teachers could access links, apps, materials, etc.
Support and instruction on running circles	Instrumental for building relationships and skills
Using minor behavior data	Review data and utilize for selection of students for small group supports
Surveys	Gather information from staff, students and families on school culture and climate, hope, engagement, etc.
Visit another school	Observe a school's SEL program, self-regulation space, etc.
Studio model/lesson study	Have opportunities to learn from one another
Build an SEL library	Resources for staff, and materials for classroom instruction
Protected time for school-wide SEL instruction	Included in master schedule, make SEL instruction a priority
SEL support during observations and/or walk-throughs	Mini observations with a SEL focus or a walk-through during SEL instruction time
Intentional parent communication about SEL instruction and focus	Engage parents as partners in the work
Communication to all staff members	Send out scheduled SEL emails to staff about programming, updates, etc.
Articulated framework	Guide schools on what, how, why to implement SEL
School newsletter	Monthly section around SEL instruction
PTO/PTA's	Sponsored SEL talks, speakers, table at open house , etc.



# Social and Emotional Learning

## How to Blend Practices into the Classroom/Building by SEL Competencies

### BUILDING SELF-AWARENESS SKILLS:

<b>“THE HOW”/PRACTICE</b>	<b>“THE WHY”/MEANING AND IMPACT</b>
Model and encourage students to really listen to each other – practice of active listening – model awareness of thoughts, feelings, and actions	Builds empathy and respect for the others; helps to increase self-awareness and empathy
Model and teach gratitude. Use reflection statements, such as: What aspects of class did you enjoy today?, Who did you enjoy working with today?, What areas of this topic would you like to learn more about?, etc.	Research indicates those who regularly express gratitude have more energy and enthusiasm, less stress, and better physical well-being
Ask students how they feel and validate their feelings, understand/know your feelings	Students perspectives are not as developed yet, so this builds perspective and helps them to identify and quantify their feelings
Be mindful of the influence you have on your students - model by example helping students to understand perspective and perseverance	Our influence can assist in building resilience. Resilient students bounce back quicker and are more academically successful
Help to build positive growth mindset	The belief that intelligence, abilities, skills, and talents are malleable and can be developed. This increases motivation, engagement, love of learning, and resilience
Opportunities to gain skills and practice self-regulation tools	This will help teach students strategies for when they might need to regulate during the school day

### BUILDING SELF-MANAGEMENT SKILLS:

<b>“THE HOW”/PRACTICE</b>	<b>“THE WHY”/MEANING AND IMPACT</b>
Create a safe classroom environment where everyone has a voice; feels his/her voice will be heard	This allows students to feel secure and express themselves openly and honestly to others without judgment
Praise for effort – encourage students to stretch themselves – coach mistakes as opportunities, and provide specific feedback	This teaches students persistence and determination
Teach and reinforce consistent classroom routines and expectations – post a visual schedule	This enables the classroom to run smoothly, and builds skills of independence
Use of explicit/direct instruction – high quality academic instruction	There is a direct correlation between great instruction and improved classroom behavior. This also helps to build common language and consistent operating protocol
Teach self-regulation, mindfulness, and/or breathing skills	These skills will strengthen students’ ability to identify, monitor, and control their own behavior, emotions, and thoughts, in accordance with the demands of the situation

Make everyday a fresh start for both students and staff	It creates the tone for a positive day. It communicates the opportunity for success each and every day
Self-regulation space	Teaches emotions and awareness, breathing, strategies to regulate, sensory skills, etc.
Instruction on the brain and our responses	Helps students to understand the physiological aspect of feelings and emotions
Movement opportunities	Is the body and brain ready to learn?

### BUILDING SOCIAL AWARENESS SKILLS:

<b>"THE HOW"/PRACTICE</b>	<b>"THE WHY"/MEANING AND IMPACT</b>
Promote growth mindset	The belief that intelligence, abilities, skills, and talents are malleable and can be developed. This increases motivation, engagement, love of learning, and resilience
Understand trauma and its impact, ACE's (Adverse Childhood Experiences), and trauma-informed practices	Students feel supported, feel safe asking for help, assists in expanding coping skills, and increases engagement
Model and teach appropriate problem solving and coping skills	Students will understand emotions better, and recognize that we all have tough situations that sometimes require strategies/coping skills/tools to manage them
Follow-through in the classroom with whole-school practices and themes; with language and skill focus	Creates consistency for students, and increases the likelihood that skills will be mastered and applied
How your feeling/actions affect others	Our actions have an impact on others

### BUILDING RELATIONSHIP SKILLS:

<b>"THE HOW"/PRACTICE</b>	<b>"THE WHY"/MEANING AND IMPACT</b>
Smile and know your students' names and call students by their names	Builds a positive environment and promotes a sense of belonging
Greet students at the door	Builds a personal connection, and reduces time in transition while improving the time it takes for students to begin working
Run "Circles" or "Class Meetings"	Creates a sense of belonging and establishes a time for all students to have a voice
Use supportive messages to communicate support and confidence	This builds trust and strengthens the teacher-student relationship
Bring laughter, fun, and play into the classroom	Learning should be fun
Start and end every school day with a personal connection	Increases engagement, and the building of positive relationships
Group activities and cooperative learning	Builds bond between classmates and strengthens communication skills
Use restorative questions when problems arise	Understand the situation better and allows for all voices to be heard
Show and model mutual respect	Builds trusting relationships, and gives students skills for getting along with others
Show interest in your students' lives	Builds community and trust

**BUILDING RESPONSIBLE DECISION-MAKING SKILLS:**

<b>"THE HOW"/PRACTICE</b>	<b>"THE WHY"/MEANING AND IMPACT</b>
Teach conflict resolution strategies and skills (Second Steps Problem Solving Skills, Kelso's Choices, etc.)	Builds skills. and gives them a framework for problem solving
Restorative questioning	Keeps students engaged in the process and elicits feedback from both parties involved to repairing harm and restore the relationship
Collaborative Problem Solving (CPS)	Allows for the valuing of each other's ideas during the problem-solving process. Skill-based practice
Post problem solving steps in classroom and on playground	Serves as a reference and model for problem solving
Community service/volunteering	Doing something nice for others strengthens ties and builds empathy



## SEL Competency and Language to Use to Help Support and Connect Learning

Competency	Examples
<p><b><u>SELF-AWARENESS:</u></b> 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.”</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Identifying emotions</li> <li>• Accurate self-perception</li> <li>• Recognizing strengths</li> <li>• Self-confidence</li> <li>• Self-efficacy</li> </ul>	<p>What are you good at in this class and how do you know you are good at it?</p> <p>When you don’t understand something in this class, what do you do?</p> <p>What does it feel like when.....</p> <p>How would you feel if you were in his/her shoes?</p> <p>So, what’s it like when.....</p> <p>What do you notice when you feel _____?</p> <p>What are you like when you are at your best? Or not at your best?</p> <p>What emotion do you have? How does that make your body feel?</p> <p>What was the best/worst part of your day?</p> <p>What number /zone are you at? (for self-regulation)</p> <p>What was easy/hard?</p> <p>You did it!</p> <p>What are you thinking?</p> <p>Tell me more.....</p> <p>I noticed you.....</p> <p>Do you remember.....</p> <p>What do you want to difference this time?</p> <p>Big deal or little deal?</p>

**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.

**Skills:**

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

When you are working in a group, how do you make sure it is fair for everyone?

What did you notice about \_\_\_\_\_ when he/she said/did that?

What did it look like?

How would you feel if.....?

Let me see if I have this right....

How do you think ..... feels?

What can we learn from understanding another perspective?

What did you notice about how others interacted at recess?

Can you think of something you have in common?

Did you know.....

When have you felt like.....?

What is your perspective of the problem? What do you think \_\_\_\_\_'s perspective of the problem is?

How do you think they felt when.....?

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.

Skills:

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

How do you move toward your goals, especially when you lose focus or are stuck or stressed?

I've noticed that... How can I help?

When your body is \_\_\_\_\_, it seems like \_\_\_\_\_ . What's going on for you?

How can you put space between your problem and your reactions – turning it into a response instead?

I bet you might be feeling .....; how can you solve this?

Is this a big deal or a little deal?

Is this helping you be a learner?

I'll know you're ready when.....

What helps you calm down when you "Flip your lid"?

What happens in your brain/body just before you .....?

**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.

**Skills:**

- Communication
- Social engagement
- Relationship building
- Teamwork

What do you do so that your classmates and teacher have heard and understand your ideas/what you are saying?

What impact do your actions/behaviors have on .....?

What I hear you saying is .....

Teach "I" statements

Can you put yourself in their shoes?

What do you think \_\_\_\_\_ is thinking?

Can you think of a win/win solution?

It's hard to listen sometimes.

Who would you like to invite to play?

When we solve problems, we get better at it.

Let's practice asking.....

Let's practice telling.....

**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.

**Skills:**

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

When you are working with others, how do you make a decision?

What might happen if you made that choice?

What could you try to solve this problem? What might be the first step?

What can I do to help you make safe choices or decisions?

What else could you have done? What options do you have?

What were you hoping would happen when you.....?

Help me understand.....

How did that work?

What do you say to yourself when.....?

I'm wondering if we.....

Will your decision bring positive or negative consequences?



**Social and Emotional Learning  
Practices to Support Staff: Self-Care and Wellness**

<b>PRACTICE</b> (Take care of yourself and staff)	<b>MEANING and IMPACT</b> (Creating a positive and healthy school culture)
Teaching is a marathon, not a sprint – pace yourself	It's a long school year, and we are stronger when we recognize we thrive in periods of deep exertion coupled with moments of deep rejuvenation and restoration. Identify/know your "low" spots in the school year and plan for it.
You matter! Know that you matter in a child's life!	Know that you matter; you are valued employee and human being. Save notes from your students and reread them
Breath	When you need to, do some slow, deliberate breathing to remain even and calm
Connect	Reach out and connect with your fellow teachers
Mindfulness - move/exercise/yoga	Helps to relieve stress and it's good for you. Have group exercise/walk times and activities
Enjoy the outdoors	Get out in nature to relieve stress. Fresh air is so good for you. Walking meetings.
Detached from devices/emails	Schedule some no-tech time each evening
Reflect	Think about things for which you are grateful
Get creative/art	Artistic expression is therapeutic for relieving stress
Pamper yourself	Take care of yourself, and do something nice for yourself, get good rest, etc.
With leadership, create a culture of care	For example, SIW's with self-care stations, or self-care Fridays, carve out specific times for self-care, and administration model good boundaries
Going outside during lunch/breaks	A breath of fresh air does a person good
Promote relationship building activities and staff gatherings	Such as potlucks, gatherings, etc. Having fun with the people you work with is important!
Transform the staff room into a place where teachers want to be	Helps to build connection and camaraderie with others
Journaling	Record special moments with students and/or families
Take your lunch break!!!	Get out of your room for a while
Optimize any weird/short transitions to your advantage	Breathing breaks, reflection breaks, etc.
Track your self-care activities	Promote and give permission for self-care and keep a log of activities, or have a self-care buddy for accountability
Form a self-care school committee	Organize activities, promote wellness, etc.
Professional development	Self-care topics
Extra prep time	Is there an opportunity for a teacher to occasionally have an extra prep time, or for someone to do a duty for them
Offer assistance after a tough situation	Allow staff to walk, de-brief, take a break, etc., after an emotional situation with a student
Take time for personal reflection and relaxation, and participate in the activities you enjoy	Emotionally balanced adults are better able to be present for students to support their growth and education
Team-building activities throughout the year	When teachers feel part of a group, they are happier
Get togethers after the school day	Some with and some without kids – gives flexibility for all staff to participate



## Guidelines for Selecting SEL Programs

(CASEL, Alberta Government, National Resource Center for Mental Health Promotion, and Harvard Graduate School of Education)

CONSIDERATIONS	DETAILS AND FOCUS
Program description/age range covered/grade-by-grade sequence	Some schools prefer to select programs that cover every grade level which aligns around a unified framework and set of activities. Consider the intended population of program, and does it meet your school's needs
Program and staff capacity	Schools need to explicitly consider the amount of time they can devote to SEL, number of sessions per year, delivery, and implementation details
Cost	Can you afford it and maintain the program costs
Cultural sensitivity	Is the program relevant and appropriate for your school's culture and community
Organizational climate and administrative support	Consider readiness to implement, current attitudes, dynamics and structure. Administration support is critical for program success
Point person or committee	Identify a person or group of people who will help lead and coordinate the work
Contexts that promote and reinforce SEL	SEL is more powerful when it is reinforced across all the settings and environments where students spend their time
Provides opportunities to develop positive relationships	Strengths-based, positive messaging, and promotes healthy relationships
Builds adult competencies	Promotes teachers' own social and emotional competence with the ongoing integration of classroom management and content-related skills
Whole-school approach	Fosters a positive school-wide learning environment and engages families
Evidence-based practices	There is strong and reliable evidence that the program has positive impacts on students' knowledge, attitudes, and/or behavior
Targets important set of skills	Explicitly targets social-emotional competencies, including: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
Variety of teaching methods for increasing knowledge	Provides ample opportunity for students to develop and practice social-emotional skills in meaningful situations (role plays, think/pair/share, etc.), and develop decision-making skills
Well-prepared, skilled staff	Staff have participated in program training. They support and actively participate. There is on-going support, resources, and learning opportunities to build capacity
Set reasonable goals	Short and long-term outcomes that are reasonable, short-term indicators of growth and progress



## SEL Curricular Information, Resources, and Reviews

- CASEL Guide – Effective Social and Emotional Learning Programs – Preschool and Elementary School Edition – 2013  
<https://casel.org/preschool-and-elementary-edition-casel-guide/>
- CASEL Guide – Effective Social and Emotional Learning Programs – Middle and High School Edition – 2015  
<http://secondaryguide.casel.org/casel-secondary-guide.pdf>
- Navigating SEL From the Inside Out – Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary School Focus) – March, 2017  
<http://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>
- Safe and Drug-Free Schools Expert Panel Exemplary Programs – U.S. Department of Education, 2001  
<https://www2.ed.gov/admins/lead/safety/exemplary01/index.html>
- Scientifically-based Social-Emotional Programs: A Compilation of Reviews. Heartland Area Education Agency 11 – 2004  
<http://nirn.fpg.unc.edu/resources/reviews>
- Promising Practices Network – June, 2014  
[www.promisingpractices.net/programs.asp](http://www.promisingpractices.net/programs.asp)
- Dropout Risk Factors and Exemplary Programs – A Technical Report - National Dropout Prevention Center of Clemson University and Communities in Schools, Inc. – May, 2007  
<https://dropoutprevention.org/wp-content/uploads/2015/05/DropoutRiskFactorsandExemplaryProgramsCoverPages5-16-07.pdf>
- Exemplary/Promising Program Matrix
- Curriculum-based Intervention Resources for Prosocial Development of children and Youth – June, 2009
- The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions – Durlak, Weissberg, et al., January/February, 2011



# SEL Resource List

## Reviews of SEL Assessments

CASEL's resource center is a comprehensive site containing tools for ongoing measurement and improvement of Social Emotional Learning (SEL). It provides over 500 tools that districts and schools can use to implement SEL in a systematic way. The tools come from CASEL's CDI work with 10 districts.

Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures. This compendium, published by the University of Illinois-Chicago and CASEL, describes the tools to assess the social and emotional learning of preschool and elementary school students, along with aspects of the contexts in which they learn and their learning behaviors.

Encouraging Social and Emotional Learning in the Context of New Accountability. This report, by the Learning Policy Institute, provides a framework for considering how measures of SEL and school climate may be incorporated into an accountability and continuous improvement system that provides useful information about school status and progress at the state, district, and school levels.

Measuring Quality: Assessment Tools to Evaluate Your Social-Emotional Learning Practices. This guide is designed to help schools and districts identify tools to assess the quality of their SEL practices.

Identifying Indicators and Tools for Measuring Social and Emotional Healthy Living: Children Ages 5-12 Years. This paper looks at SEL indicators from around the world and identifies common indicators and measures.

Measuring MESH: Student and Teacher Surveys Curated for the CORE Districts. This guide, created by TransformEd in partnership with the CORE Districts, provides you with a curated set of survey-based measures used in the CORE districts, along with detailed information on the reliability and validity of those measures.

## Preparing for and Doing SEL Assessment

Are You Ready to Assess Social-Emotional Development? This American Institutes for Research (AIR) toolkit includes three resources: a brief, a decision tree, and a list of SEL measurement tools.

Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers. This tool provides a self-assessment for teachers to use in assessing their own social and emotional competencies, as well as instructional practices that promote SEL.

Social and Emotional Learning (SEL) Solutions at AIR. This website hosts numerous tools designed to help district and school staff embed and integrate SEL into work currently underway within the district and school—creating a coordinated, purposeful SEL and school climate effort.

Measuring SEL: Using Data to Inspire Practice. This website hosts a multidisciplinary collaborative of leading researchers and practitioners in the fields of PreK-12 education, assessment, social and emotional learning (SEL), and related fields.

*Self-Assessment Rubric for Social & Emotional Development*. This rubric, developed by Edutopia, was created for students and educators, and provides questions that address short- and long-term goals.

*CORE Case Study Tools*. These tools, created and published by TransformEd, come from their work with the CORE districts and are centered on implementation best practices.

*Social and Emotional Learning in Practice: A Toolkit of Practical Strategies and Resources*. This toolkit has multiple components that could be useful to districts and schools, including a readiness inventory and information on designing an impactful learning environment. It also highlights cultural competency as an important part of this framework, including the Ways of Being model.

## **Guidance for Developing and Evaluating Measures**

*Measuring Hard-To-Measure Student Competencies. A Research and Development Plan*. This report from the Rand Corporation provides guidelines to promote thoughtful development of practical, high-quality measures of interpersonal and intrapersonal competencies that practitioners and policymakers can use to improve valued outcomes for students.

## **SEL Implementation Resources**

*Addressing Social Emotional Learning in Washington's K-12 Public Schools*. This is the guiding document that Washington has used to guide its SEL standards and benchmarks, and it provides the guiding principles for SEL work in the state.

*CASEL District Resource Center*. CASEL's resource center provides over 500 tools that districts and schools can use to implement SEL in a systematic way. The tools come from CASEL's Collaborating Districts Initiative (CDI) work with 10 districts.

*Social and Emotional Learning Toolkit*. This interactive toolkit provides an introduction to SEL as well as the five core competencies as defined by CASEL.

*Keeping Social and Emotional Learning at the Center of Teaching and Learning* provides an overview of SEL. Specifically provides a "day in the life" of a student who uses a variety of social and emotional competencies.

*Five Keys to Social and Emotional Learning Success* is a video that provides an overview of what SEL is and the five social and emotional competency domains as defined by CASEL. In addition, it shows brief clips of what SEL could look like.

## **General SEL Resources**

*25 Things to Know About SEL* discusses 25 simple statements about SEL that speak to the history of SEL, what is SEL, and the importance of SEL.

*In Brief: Executive Function: Skills for Life and Learning* provides an overview of executive function skills, particularly for youth.

*Three Essential Facts About Feelings* is a video that identifies eight different emotions and provides some insight into how to define each and how they affect the brain and body.

*Big Ideas: Social and Emotional Learning* includes multiple videos for growth mindset, perseverance, empathy, and gratitude.

*“Teaching Character Versus Life Skills in Schools: What’s the Best Approach?”* This article describes the difference between character and executive function.

*Nonacademic Skills Are Key to Success. But What Should We Call Them?* This article identifies skills that students must learn that go beyond academics, such as grit, soft skills, cognitive skills and character.

*This Time with Feeling: Integrating Social and Emotional Development and College- and Career-Readiness Standards*. This primer provides concrete connections between academic standards and social and emotional development. It also provides explicit action steps that educators can take to begin to implement SEL.

*How Social-Emotional Learning Helps Children Succeed in School, the Workplace, and Life*. This provides two-page articles from individuals across the education and business sector on the importance of SEL.

*University of British Columbia SEL Resource Finder*. This website provides a list of resources on SEL implementation, with a focus on “learning” about SEL, “applying” SEL, and “assessing” SEL—mostly links to articles on other sites, including Edutopia.

*A Sampling of the Literature on Social, Emotional, and Academic Development*. This resource provides introductory news articles and research reports.

### **Online Professional Development SEL Modules**

*Social and Emotional Learning in Washington State Schools: Building Foundations and Strategies*. This module is designed for educators, administrators, school staff, others professionals and parents who interact with youth as a means to help them build and improve their understanding of social emotional skills.

*Incorporating Social and Personal Competencies into Classroom Instruction and Educator Effectiveness: A Toolkit for Tennessee Teachers and Administrators*. This toolkit is designed to increase administrator and teacher awareness of SEL and help them integrate it into the daily classroom and school experience of students.

### **SEL Teacher Development Resources**

*The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. This journal article provides a model of teacher social and emotional competencies, defining adult SEL using the CASEL domains of social and emotional competencies. The article also suggests the potential influence adult SEL has on students.

*Teacher Stress and Health Effects on Teachers, Students and Schools*. This article describes the effect of stress on teacher well-being and the profession as a whole, and provides both systematic and individual-level strategies to support teacher stress and well-being.

Belonging for Educators. This course addresses the importance of belonging and ways to engage in belonging activities with students.

10 Self Care Tips for Teachers. This article provides 10 self-care tips teachers can use to ground themselves.

## **SEL Classroom Resources**

InspirED Educator Toolbox. This toolbox provides a series of learning events that will help educators practice emotional intelligence skills, apply relationship building strategies in classrooms, and implement emotional intelligence practices in schools.

iSEL: Introduction to Social and Emotional Learning. This online tool provides a series of online modules that will help educators understand and implement SEL in classrooms.

Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers. This website summarizes evidence-based, positive, proactive, and responsive classroom behavior intervention and support strategies for teachers. These tools can help teachers capitalize on instructional time and decrease disruptions, which is crucial as schools are held to greater academic and social accountability measures for all students.

Social and emotional learning activities. This website provides lesson plans and activities for various grade levels that address the five social and emotional competencies.

## **Culturally Responsive SEL Resources**

Understanding Implicit Bias: What Educators Should Know. This article provides an overview of what is a part of the unconscious mind and how that influences ways we interact with others. It also discusses how implicit bias shows itself in education, as well as strategies to mitigate the effects of implicit bias.

Learning to Walk in Another's Shoes. This article provides action steps to help educators develop social perspective with their students.

How Discrimination Shapes Parent-Teacher Communication. This article from *The Atlantic* focuses on a research study that demonstrates that a child's race influences how teachers communicate with parents about behavior.

5 Keys to Challenging Implicit Bias. This article provides four strategies teachers can use to reduce implicit bias with their students.

Diversity Toolkit: Cultural Competence for Educators. This webpage provides five basic cultural competence skill areas, including valuing diversity, being culturally self-aware, the dynamics of difference, knowledge of students' culture, and institutionalizing cultural knowledge and adapting to diversity. It also provides strategies for culturally responsive teaching.

The Influence of Cross-Cultural Experiences and Location on Teachers' Perceptions of Cultural Competence. The results of this study highlight the importance of cross-cultural experiences in the development of cultural competence and the importance to institutions of higher learning for understanding the cross-cultural experiences typical of the locations from where they draw their students. This resource provides insight into how much, on average, cultural competence and experience new teachers bring to their practice.

*The Teaching Tolerance Webinar Series*. This video provides resources to help teachers increase their capacities for culturally responsive teaching.

*Culturally Responsive Teaching & the Brain*. This 45-minute podcast, hosted by the author of the book, "*Culturally Responsive Teaching and the Brain*," explains what culturally responsive teaching is, what it isn't, and how to bring the systems change work needed to include this type of pedagogy in your school or district. In the podcast, the author tackles elements from her book and gives practical examples for teachers and leaders to begin implementing the culturally responsive teaching mindset.

### **SEL Parent Resources**

*Parenting Cue Cards* provide common parenting challenges parents might face with their children involving various social and emotional issues and ways to address those challenges.

*Free downloads about SEL activities*. Includes materials for teachers to share with families, activities to use in the classroom and sample lesson plans.

*SEL for Parents* is an informational video—created by CASEL and Chicago Public Schools—for parents on social and emotional learning (SEL). The video aims to inform parents on SEL in schools and provide them with insights on SEL into their own parenting practices, so they can support their children's social and emotional know-how.

*EQ 101 for Parents* is an online module that parents use to understand what SEL is and ways to support SEL.

- **Minnesota Department of Education**



Bend/La Pine Social Skills Materials, Practices, and Resources List  
Fall, 2017

**CURRICULUM**

<b>PROGRAM</b>	<b>AGE/LEVEL</b>	<b>FOCUS</b>
Second Step	Elem, Middle, High	Social-emotional skills; empathy, feelings, social skills, problem solving, decision making
Safe and Caring Schools	Elem, Middle	Social-emotional learning; self-awareness, social awareness, relationship skills, responsible decision-making
Yoga Calm	Elem, Middle, High	Students learn emotional resiliency leadership and communication skills, trust and empathy, focus and self-control
Mind-Up (Mind Up Supplemental Picture Books)	Elem, Middle, High	Teaches social skills and self-regulation skills. Pillars include: neuroscience, mindful awareness, positive psychology, social-emotional learning
Seeing Red	Elem	Anger management – often used as a tier II small group intervention
Getting Along with Others	Elem, Middle	Social and communication skills – often used as a tier II small group intervention
Kelso’s Choice Conflict Management Program	Elem	Problem solving program; understanding and interventions for “small” and “big” problems
A Volcano in my Tummy	Elem, Middle	Skills for helping children to handle anger
Strong Start, Strong Kids, Strong Teens	Elem, Middle, High	Social-emotional learning curriculum; feelings, anger management, conflict resolution
Bully Prevention in Positive Behavior Support	Elem	Tools to extinguish bullying through the blending of PBIS, explicit instruction and skill building
Bullying and Harassment Prevention in Positive Behavior support: Expect Respect	Middle, High	Tools and strategies regarding bullying and harassment
Character Education/Character Counts	Elem, Middle, High	Monthly focus – tied in with PBIS efforts. Activities include: lessons, assemblies, posters, practice, etc.
Thinking, Feeling, Behavior	Elem, Middle, High	Resource for social-emotional activities
A Five is Against the Law	Middle High	Focus on behaviors that can spell trouble for adolescents and young

		adults who have difficulty understanding and maintaining social boundaries
The Incredible 5-Point Scale	Elem, Middle, High	Focus on self-management and self-regulation
Zones of Regulation	Elem, Middle, High	Focus on self-regulation, calming strategies, and emotional control. Colored coded zones/moods/feelings
Super Flex – A Superhero Social Thinking Curriculum	Elem	Understanding and learning skills around social issues and situations
Alert Program	Elem, Middle, High	Focus on self-regulation
First Steps	Elem – Grades K - 2	Early intervention program, offering positive behavioral intervention
Why Try	Elem, Middle, High	Resilience education program, teaching social and emotional principles
Growing Early Mindsets (GEM)	Elem – Grades K - 3	Literacy-based program that integrates growth mindset and social and emotional learning principles
S'cool Moves	Elem	Movement intervention strategies for focus and self-regulation
Brain Gym	Early Childhood, Elem	Movement, exercises, and activities that coordinate the body for optimal learning
Social Decision Making/Social Problem Solving	Elem K – 1	Teaching students to be reflective, non-impulsive, and responsible decision makers and problem solvers – while emphasizing essential literacy skills
Ready... Set... Relax	Elem, grades 1 - 6	Teaches specific, skill-based relaxation activities and a systematic process for applying these skills in various settings. Effective for small group or individual use

### STRATEGIES and APPROACHES

METHOD	FOCUS
Collaborative Problem Solving	A strengths-based problem solving model, and the understanding of lagging skills
Sensory Breaks/Tools/Calm Down Kits/Fidgets	A break from a seated or structured activity to help with regulation
Self-Regulation Rooms/Classroom Areas	Instruction and practice of calming and self-regulation techniques
Restorative Justice Practices/Circles	Building healthy relationships and sense of community, and effective problem solving practices

Classroom Morning Meetings	Building community in the classroom setting
Video Modeling	Visual teaching method
PBIS Practices	Systems approach for building effective support practices for all students
Social Stories	Written story that models and describes a situation with relevant social cues, other's perspectives, and suggested appropriate responses
Student Focus Groups	Feedback from students to help inform practices
Therapy Dog	Brings affection and comfort to others
Therabands	Provides assistance with body regulation
Mindful Moment Cards	Thoughtful reflection and self-awareness
Staff Self Care and Wellness	Improving physical, mental, and emotional quality of life. Reduces stress and improves wellness
Fostering a positive classroom environment and the building of strong relationships	Builds positive relationships, improved communication, and trust

### WEBSITES

pbisnetwork.org (NW PBIS Network)	pbis.org
tolerance.org	pacerc.org/bullying
pbisworld.com	dailygood.org
greatkindnesschallenge.org	classtools.net
viacharacter.org	ssdcop.neglected-delinquent.org
randomactsofkindness.org	safesupportivelearning.ed.gov
mindfulschools.org	nepbis.org (NE PBIS Network)
casel.org	edutopia.org/social-emotional-learning
playworks.org	opheliaproject.org
lifevestinside.com	gonoodle.com
cosmickids.com/mindfulness-meditation-videos-kids/	mindyeti.com/
malacollective.com/collections/guided-audio-meditations	theleaderinme.org
elfenworks.org/butterfly/breathing.php	

### VIDEOS and POWERPOINT PRESENTATIONS

NAME	THEME	LINK
Talking Mental Health	Mental health	<a href="http://www.youtube.com/watch?v=2hVAPFyukvY#action=share">www.youtube.com/watch?v=2hVAPFyukvY#action=share</a>
What and Why is Social Emotional Learning	SEL training video for staff	<a href="http://www.youtube.com/watch?v=ikehX9o1Jbl">www.youtube.com/watch?v=ikehX9o1Jbl</a>
Ten Meter Tower	Feeling of fear	<a href="http://www.thisicolossal.com/2017/02/ten-meter-tower/">www.thisicolossal.com/2017/02/ten-meter-tower/</a>
SEL resources – ODE and Education N.W.	Social belonging, self-regulation, growth mindset	<a href="http://www.oregon.gov/ode/educator-resources/assessment/Pages/Social-and-Emotional-Learning-Resources.aspx">www.oregon.gov/ode/educator-resources/assessment/Pages/Social-and-Emotional-Learning-Resources.aspx</a>
You Can Learn Anything: Khan Academy	Growth mindset	<a href="https://www.youtube.com/watch?v=JC82I12cjqA">https://www.youtube.com/watch?v=JC82I12cjqA</a>
Don't Give Up (Sesame Street/Bruno Mars Song)	Grit	<a href="https://www.youtube.com/watch?v=pWp6kkz-pnQ">https://www.youtube.com/watch?v=pWp6kkz-pnQ</a>



## 2017/2018 SEL Round Table Participants and Handbook Contributors

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*Thank you for your participation and guidance!*

