

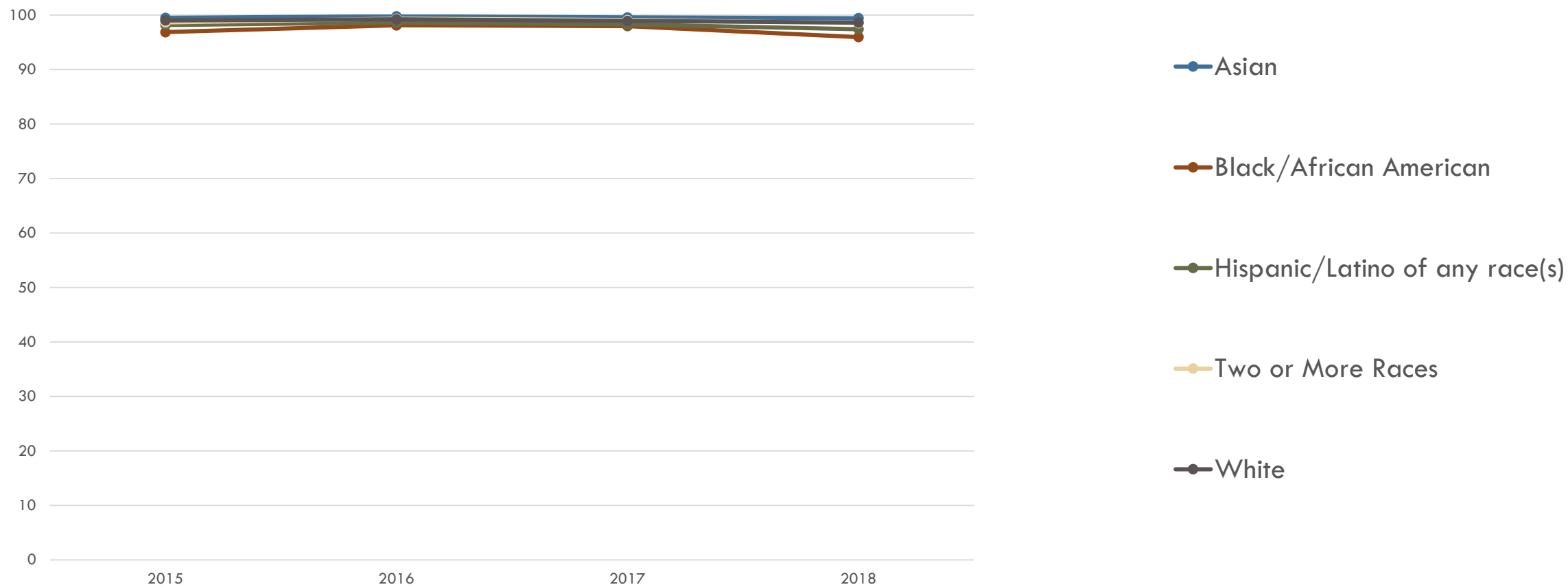
STUDENT SOCIAL, EMOTIONAL, AND BEHAVIORAL SUPPORT

2

Discipline and Healthy Youth Data

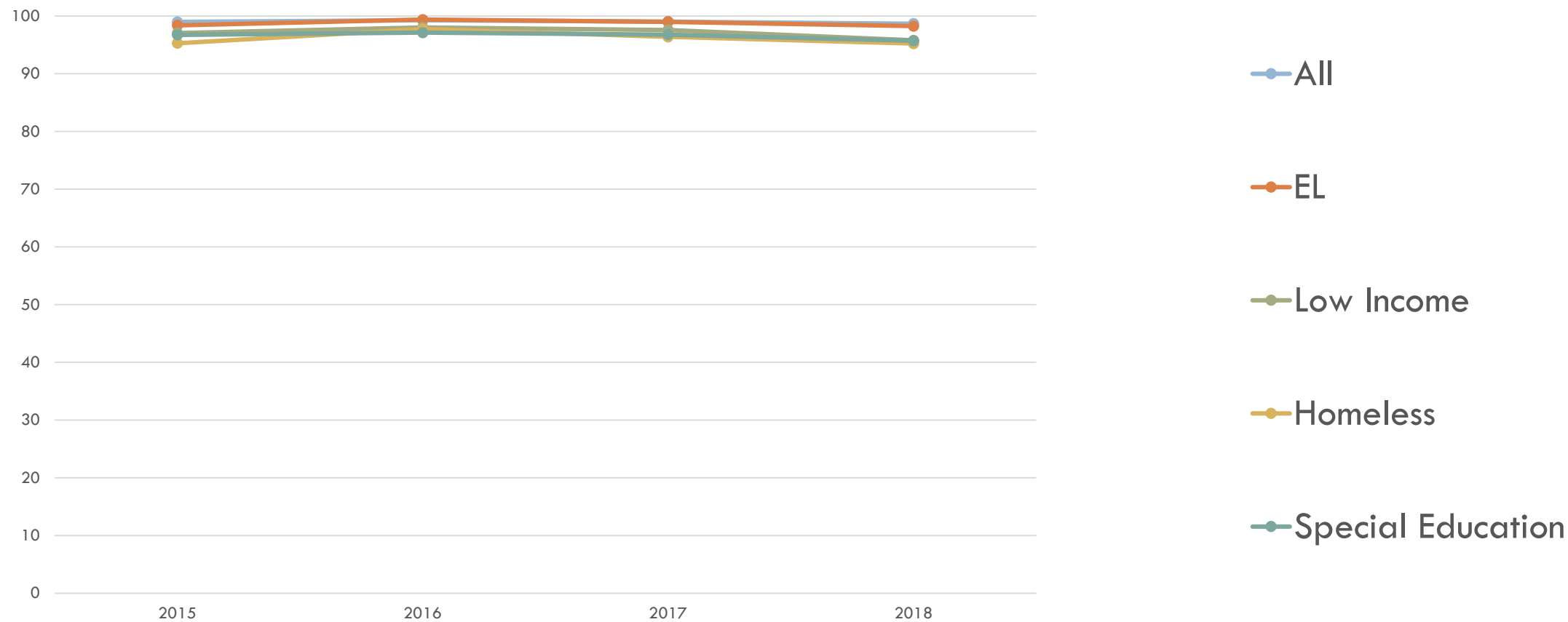
Percent of Students Avoiding Exclusionary Discipline: Race/Ethnicity

3

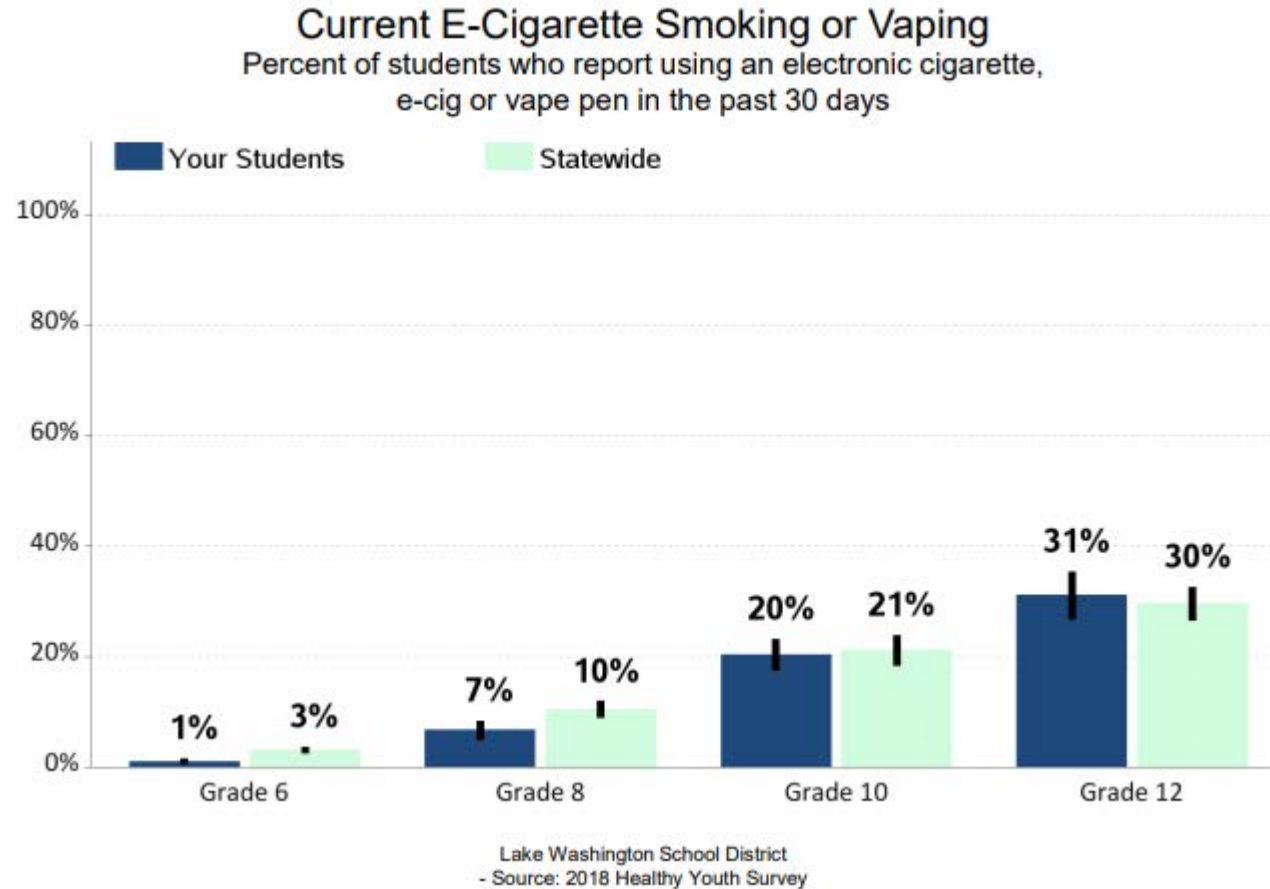


Percent of Students Avoiding Exclusionary Discipline: Student Groups

4



2018 Healthy Youth Survey: Vaping

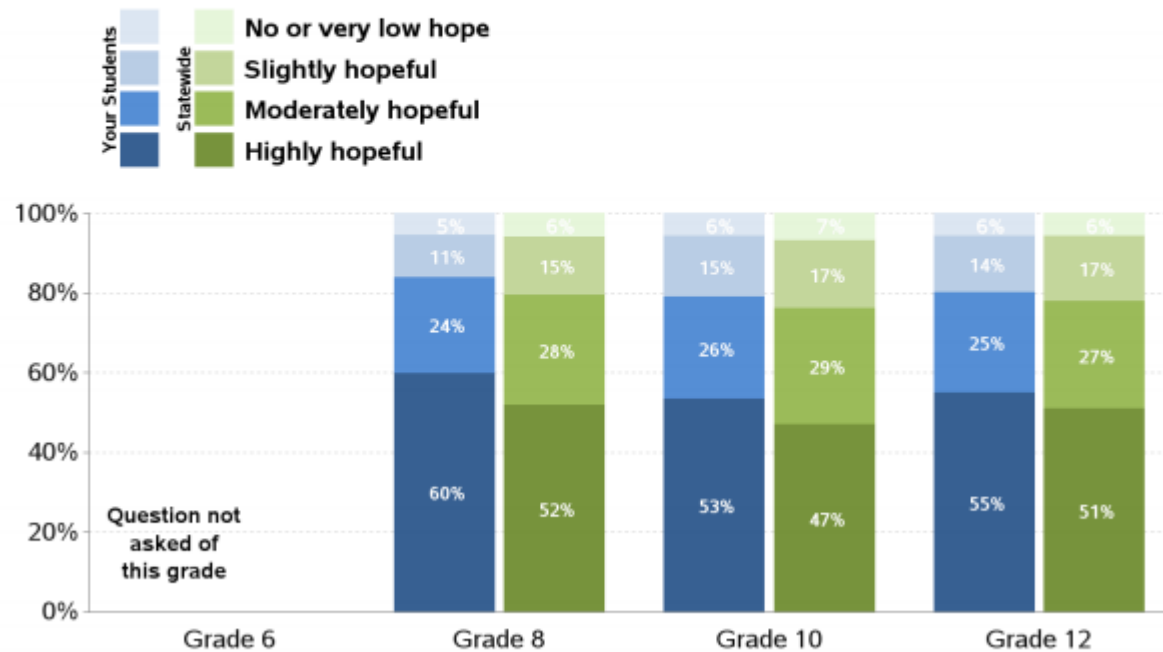


4

2018 Healthy Youth Survey: Hope

Children's Hope Scale

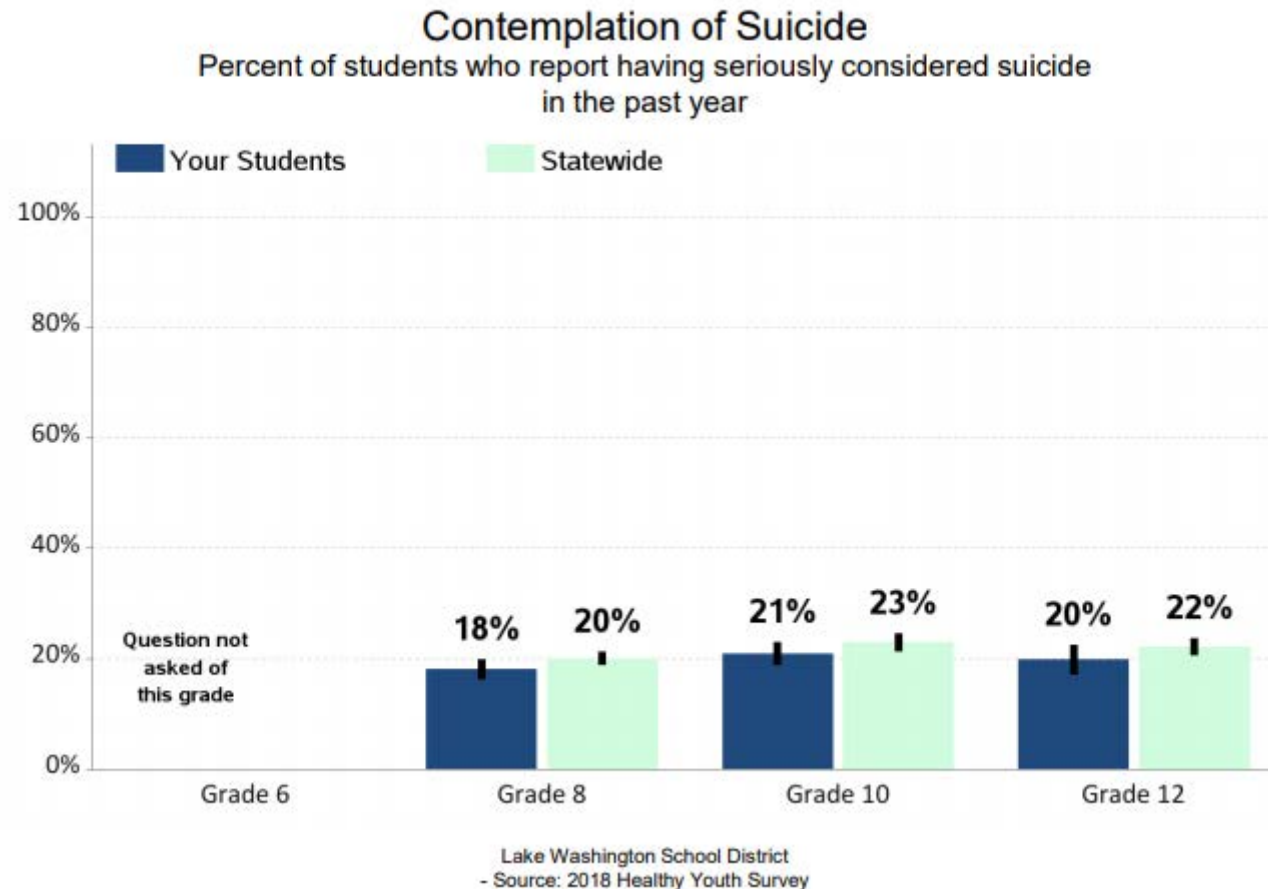
Hope reflects a future orientated mindset and motivational process toward attaining a desirable goal.
Research has linked hope with overall physical, psychological, and social well-being.



Lake Washington School District
- Source: 2018 Healthy Youth Survey

41

2018 Healthy Youth Survey: Contemplation of Suicide



57

8

Student Social, Emotional, and Behavioral Support

Safe, nurturing and productive learning environments

9

In order to support safe, nurturing and productive learning environments, the Lake Washington School District encourages schools to take an instructive, restorative and corrective approach in regards to student behavior.

Source: LWSD Student Handbook



The goals of these approaches are to...

10

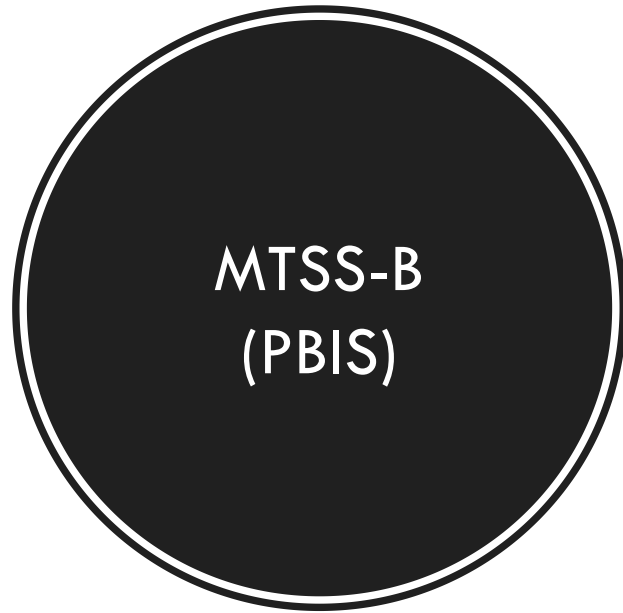
- ▣ Correct inappropriate or unacceptable behavior,
- ▣ Develop empathy for others,
- ▣ Accept responsibility for their actions,
- ▣ Develop the capacity to improve their behavior,
- ▣ Repair the harm caused as a result of their behavior.



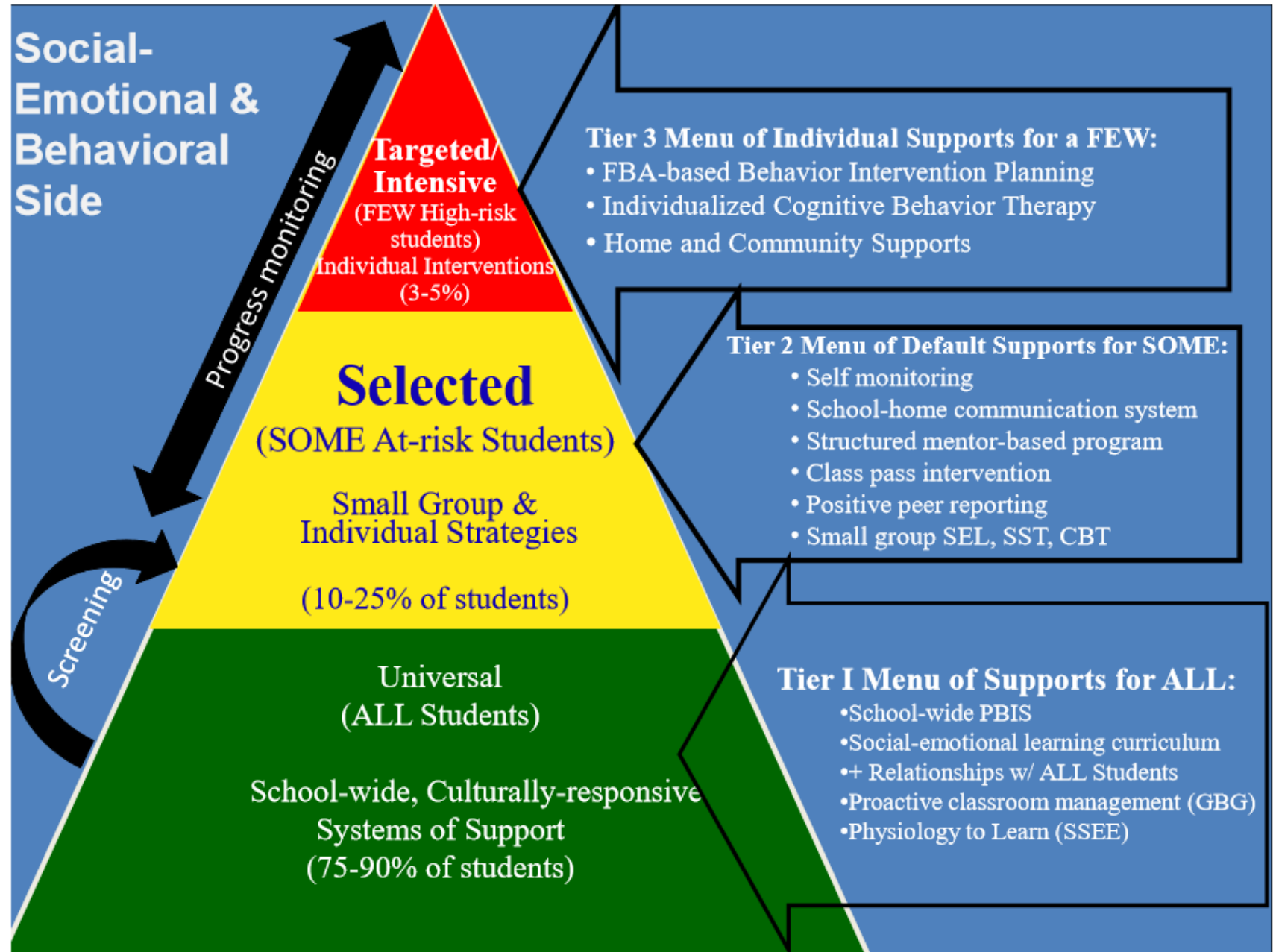
Source: LWSD Student Handbook

Washington Social Emotional Learning Benchmarks

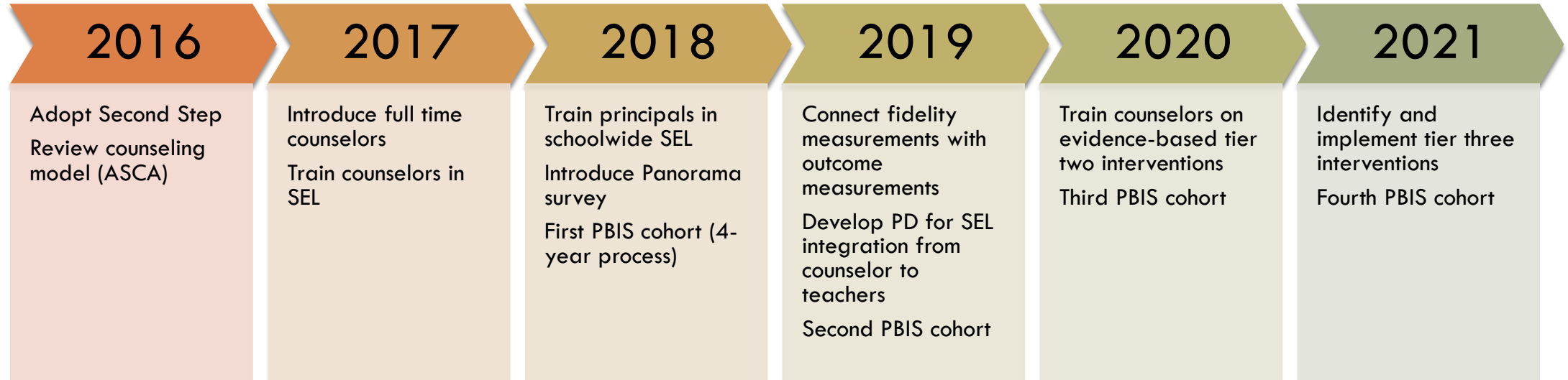
| Self | Social |
|--|---|
| Self-Awareness Individual has the ability to identify and name one's emotions and their influence on behavior | Social Awareness Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures. |
| Self-Management Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself. | Social Management Individual has the ability to make safe and constructive choices about personal behavior and social interactions. |
| Self-Efficacy Individual has the ability to motivate oneself, persevere, and see oneself as capable. | Social Engagement Individual has the ability to consider others and a desire to contribute to the well-being of school and community. |



- MTSS-B: Multi-Tiered Systems of Support – Behavior
- PBIS: Positive Behavior Interventions and Support



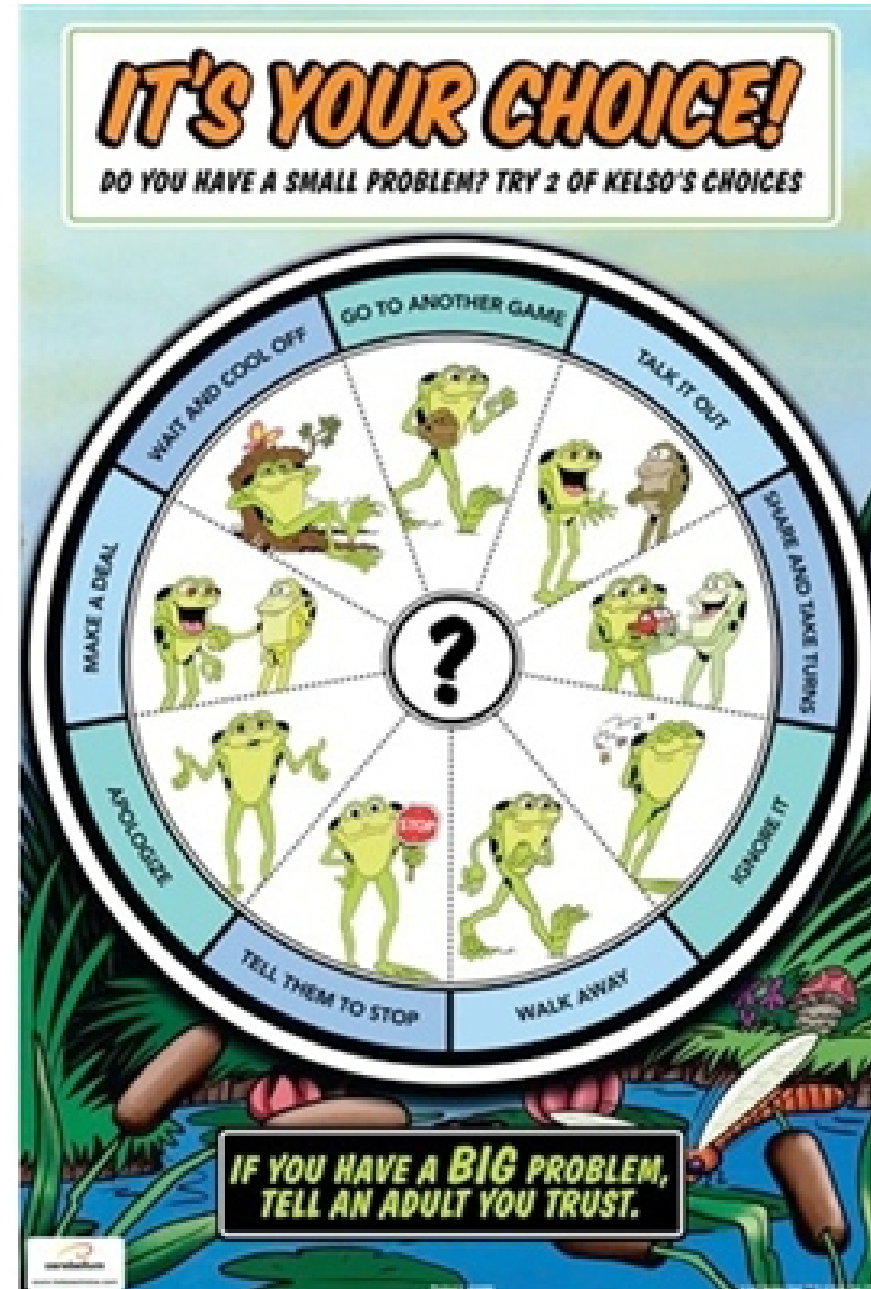
Elementary Social Emotional Learning Implementation Timeline



Elementary Social Emotional Learning



Elementary Social Emotional Learning




















3rd-8th Grade Social Emotional Learning Survey

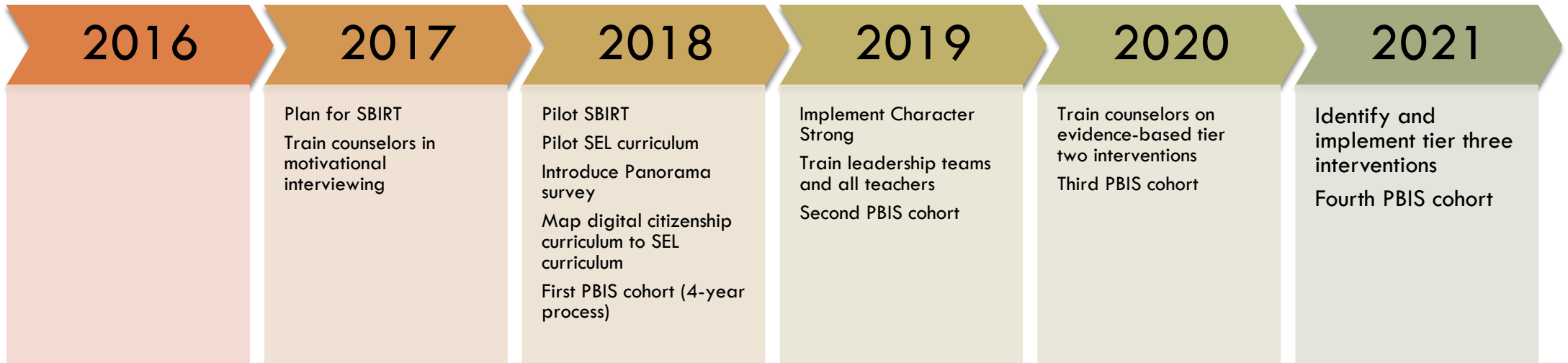
Social Emotional Learning Measures, Fall 2016

What is this report?

You recently answered a survey in class that asked questions about how you think and feel. Take a look at the topics below and consider the ways you can build on your strengths and work to improve on your areas for growth.

| Skill | You said... (Between 1 and 5) | Your teacher said... (Between 1 and 5) | Try this! |
|--|--|--|--|
|  Grit Students with grit keep trying even when things get hard. | 3.6  | 2.0  | Name a challenge by thinking of something that stops you from doing your best. Make a plan to beat that challenge and share the plan with a friend or family member. |
|  Growth Mindset Students with a growth mindset know that if they work hard they can learn anything. | 3.2  | No data available | View hard tasks as great chances to learn. When you hear yourself say "This is hard!" remind yourself that the harder something is, the more you can grow by doing it. |
|  Social Awareness Students with a strong sense of social awareness get along well with classmates and teachers. | 3.0  | 4.0  | When a teacher or peer does something well in class, give them a compliment. Try to give at least 1 compliment each day! |
|  Self-Management Students with strong self-management are calm and focused in their work. | 3.6  | 2.0  | Become a focus buddy with a classmate who sits near you. Ask your buddy to encourage you to stay focused if they see you get distracted. |
|  Self-Efficacy Students with self-efficacy believe they can do a good job on their work. | 3.2  | 2.0  | When you have a hard task to do, think about another time that you did a great job on something that was hard. |
|  Emotion Regulation Students with strong emotion regulation can stay calm when they feel frustrated or angry. | 3.0  | 5.0  | When you start to feel angry or frustrated with something or someone in school, take three deep breaths before responding or doing anything. |

Middle School Social Emotional Learning Implementation Timeline



Middle School Social Emotional Learning



Middle School Response to Student Needs

S

Screening

A short series of questions to evoke signs of difficulty. We will be using the "Check Yourself" screening tool.

BI

Brief Intervention

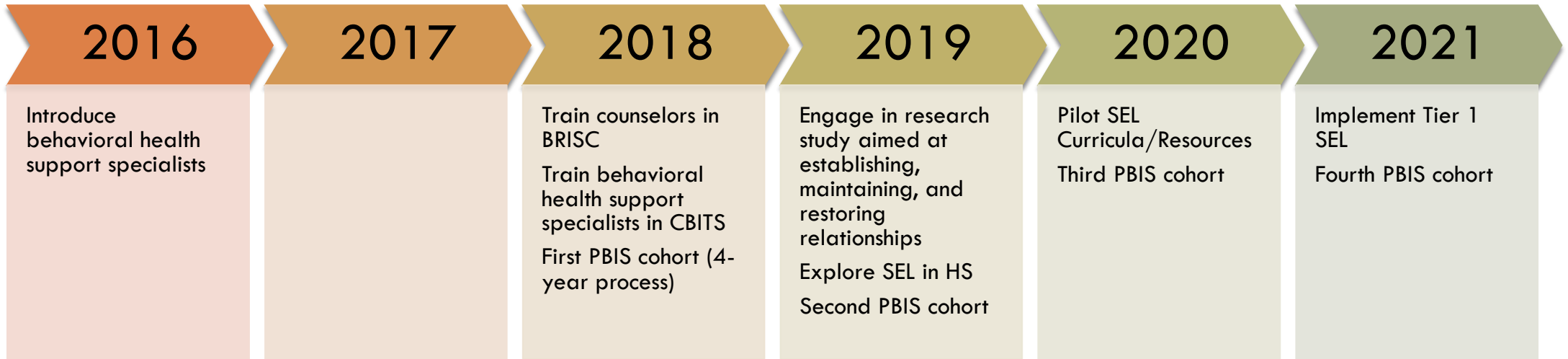
A series of short meetings with a student designed to elevate their awareness of problematic substance use or mental health concerns.

RT

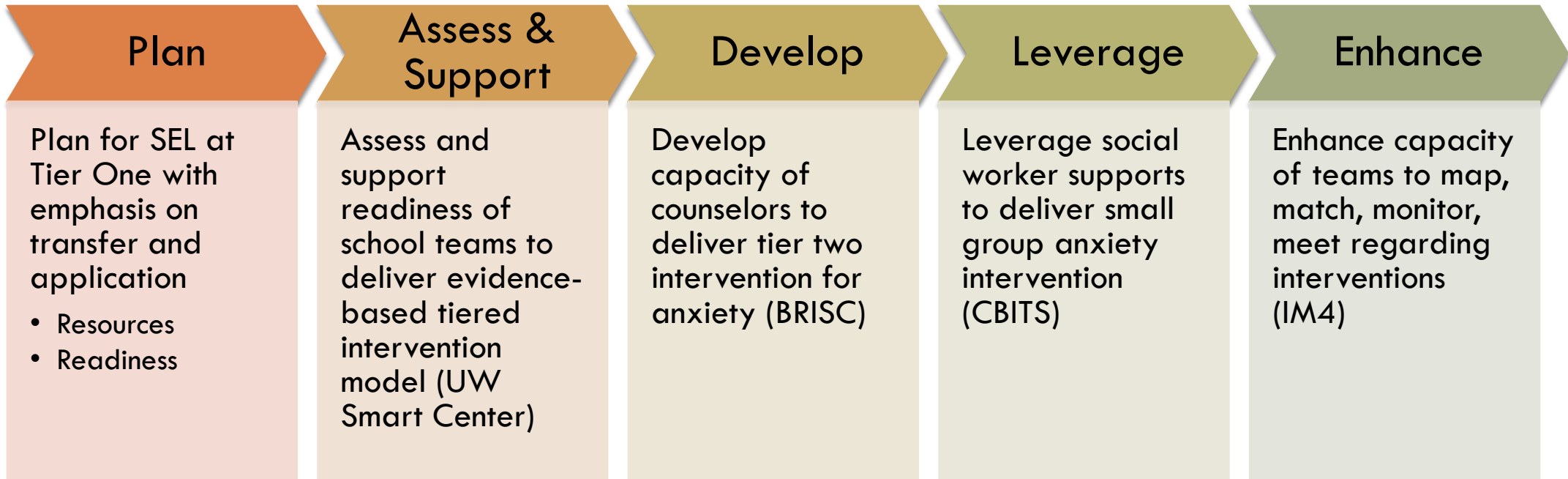
Referral to Treatment/ Services

Collaboration with a student to decide on a course of action.

High School Social Emotional Learning Implementation Timeline



High School Social Emotional Learning Implementation Timeline



22

Next Steps

Next Steps

23

- ❑ Implement MTSS-B (PBIS)
- ❑ Implement and Enhance Social Emotional Learning at Middle and Elementary Levels
- ❑ Explore Social Emotional Learning at High School
- ❑ Expand Behavioral Health Support Services