



NSE Social Emotional Learning Parent Workshop

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Welcome!

10/7/21

➡ START!



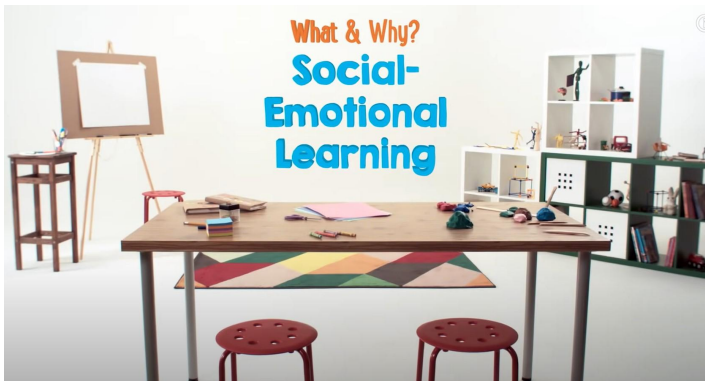


Today's Goals:

Learn more about:

- The *Why* and *What* of social emotional learning
- Second Step - Our school-wide social emotional curriculum
- Responsive Classroom
- PBIS
- Restorative Practices
- Q&A

The Why and What of Social Emotional Learning



video 

 NEXT!



NSE Site Goals

Goal 2

*Increase **parent and student engagement** and provide a safe, healthy, and positive learning environment with an intentional focus on historically marginalized and the most vulnerable student populations.*

- The 3 Rs: Relationships, Routines, & Resilience
- Connecting SEL, equity and learning
- Focus on healing and self-care!



NEXT

Every small act creates a ripple effect that can change the trajectory of all that surrounds it.

Question:

If you could cause a ripple to make a change in your child's (children's) social-emotional experience, what word would be at the center of your ripple?

Add your word to the chat!





Why is SEL important

The Importance of Social-Emotional Learning:

Social-emotional learning (SEL) is recognized as a key component for school and life success. A 2011 meta-analysis found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement. Specific gains include:

- ***11 percentile-point gain in overall academic achievement***
- ***23 percent improvement in social-emotional skills***
- ***9 percent improvement in attitudes about self, others, and school***
- ***9 percent improvement in school and classroom behavior***
- ***9 percent decrease in conduct problems, such as disruptive classroom behavior and aggression***

SEL at NSE through Character Traits

Each month we focus on a character trait. We incorporate read alouds and a monthly challenge that align with each trait. You can find these challenges in the weekly Cheetah Bytes newsletter that goes out each Friday.

Responsibility

Respect

Self-control

Gratitude

Cooperation

Perseverance/Growth Mindset

Empathy

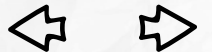
Assertiveness/Courage

Integrity



Second Step

- What is it?
- How might it look and sound in the classroom?
- What social skills do the teachers focus on?





Second Step - What is it?

- The Second Step® program is a research-based, universal social-emotional learning (SEL) program designed to strengthen students' social-emotional skills, such as emotion management, impulse control, problem-solving, and empathy.
- Studies show these skills can help improve academic performance, reduce negative social behaviors, such as bullying, and create more positive classroom and school climates.



Second Step - What is it?

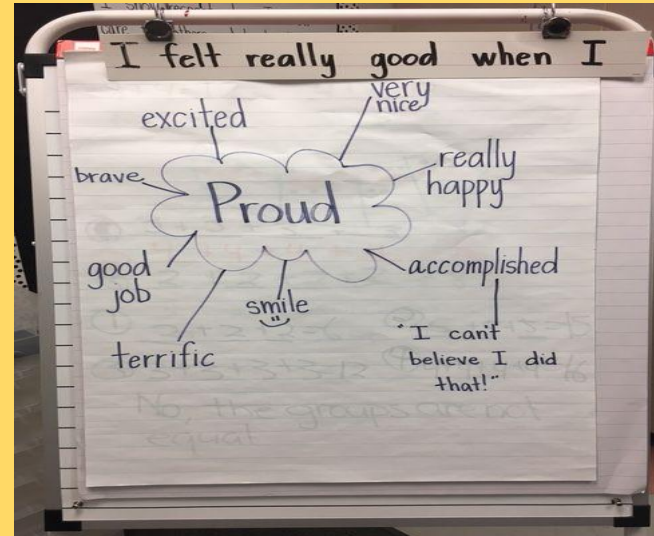
- A curriculum that teaches students skills to:
 - Respond to learning challenges
 - Make good decisions
 - Recognize and respond to emotions
 - Manage strong emotions
 - Get along with others



Second Step - How might it look and sound?

Grade 3 Unit 2: Managing Emotions

Video





Second Step - SEL Skills Focus

4 Units

- 1) Growth Mindset and Goal Setting
- 2) Emotion Management
- 3) Empathy and Kindness
- 4) Problem-Solving



More on Second Step

Explicitly teaches:

Emotion Management: Children learn how to identify and label emotions and use emotion-management strategies - including stress management for older students - to calm feelings.

Problem-Solving Skills: Children learn how to identify and state a problem, recognize if a problem is an accident, and use the STEP problem-solving process:

S - Say the problem

T - Think of solutions

E - Explore the outcomes

P - Pick a solution

Responsive Classroom (RC)

- What is it?
- How might it look and sound in the classroom?
- What social skills do the teachers focus on?





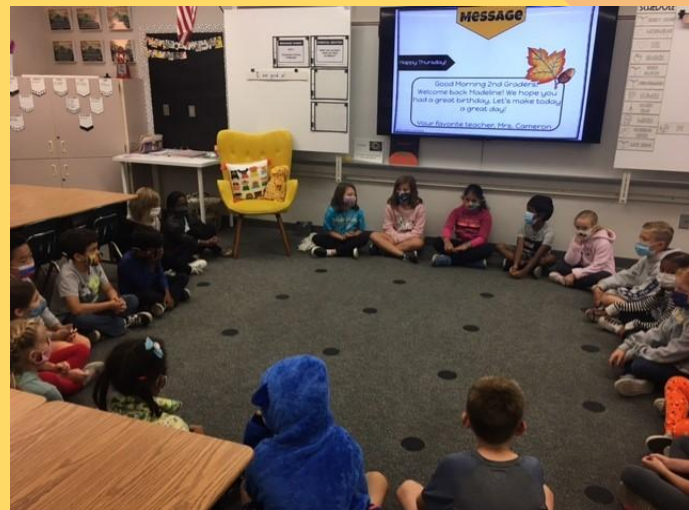
RC – What is it?

- An approach not a program
- Engaging Academics
- Positive Community
- Effective Management
- Developmentally Responsive Teaching



RC - How might it look and sound in the classroom?

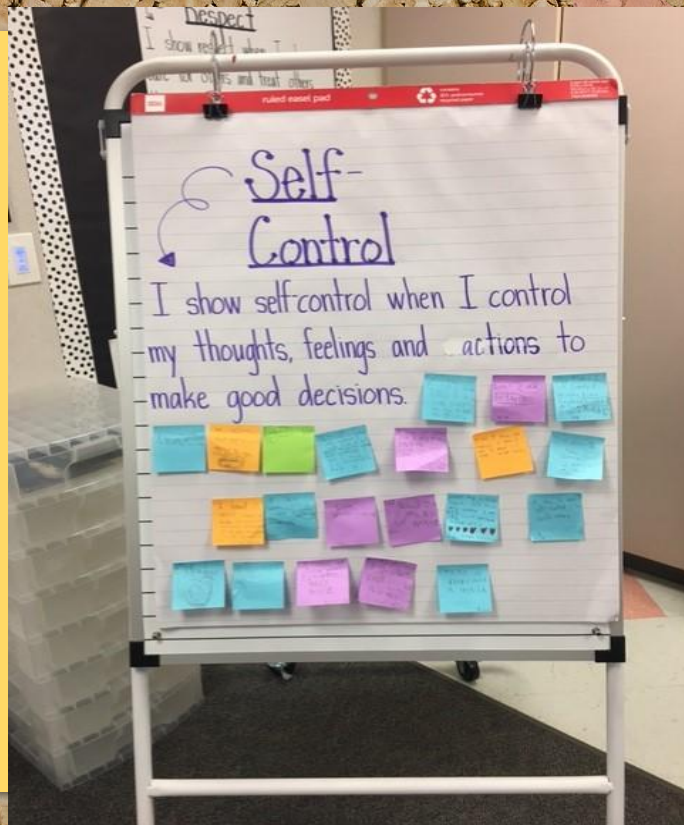
- Morning Meetings
- Energizers
- Quiet Time
- Closing Circle
- Quiet Signal
- Positive Teacher Language
- Student Engagement

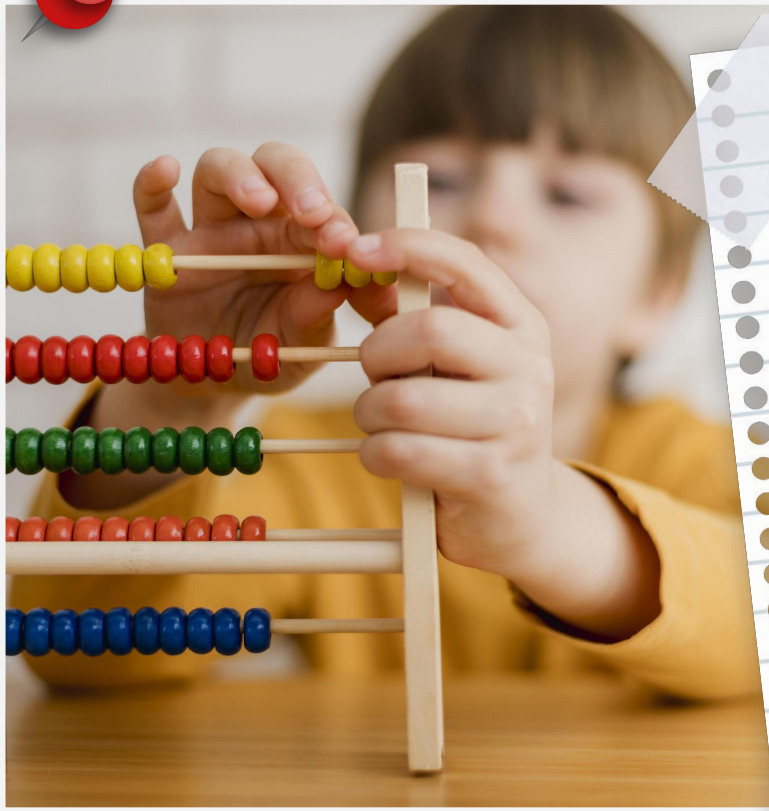




RC - What social skills does it focus on?

- Cooperation
- Assertiveness
- Responsibility
- Self-Control
- Empathy





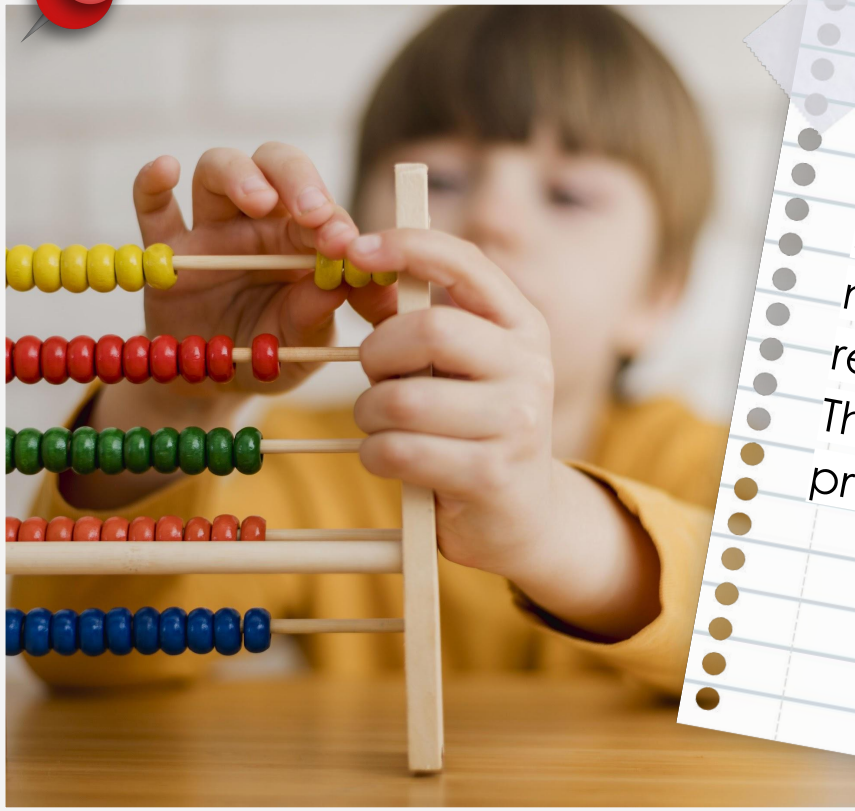
The Morning Meetings have created a classroom environment that helps all students feel supported and heard. I've noticed that new students have an easier time making friends. They feel more confident to approach other children on the playground and ask for help from peers.





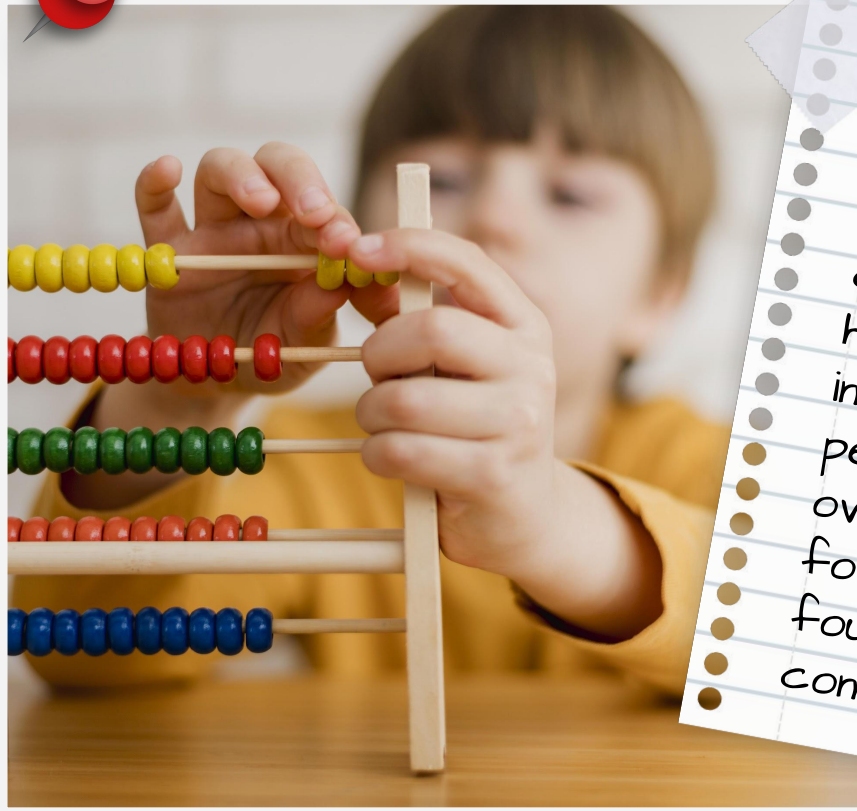
Responsive Classroom has created a classroom community that feels like family. My first graders have learned each others' names, interests, and likes and dislikes within a matter of weeks. When there is conflict, they treat each other with respect and empathy, which is huge! We love the responsive classroom approach!





My students look forward to a few minutes of mindfulness each day after recess. It helps settle their minds, bodies and gives them a moment to cool down and get ready for the next part of our day. The looks on their faces as they are practicing is priceless.



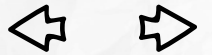


My 4th grade students look forward to Morning Meeting each day as an opportunity to greet one another and learn something new or discover things they share in common. Sharing with one another has allowed us to learn about the importance of understanding perspectives different from our own! This time has really allowed for us to create a strong foundation for our classroom community.



PBIS

- What is it?
- How might it look and sound in the classroom?





PBIS - What is it?

- Student framework with different levels of support.
- Proactive, non-punitive
- An approach not a program
- Encourages self-control, self-regulation, and self-reflection
- Positive language

Tier 1 Primary Universal



Description: Teach foundational social-emotional skills to all students using high-quality instructional techniques. Strategies at this level are implemented with all children in a classroom or school.

Strategies: Set and teach classroom and schoolwide behavioral expectations for all students (e.g., walking in hallways, keeping hands and feet to themselves); establish recognition and correction systems; use data-driven decision-making.

≈80%

of students will master skills with this level of support.

Tier 2 Secondary Targeted



Description: Some students will require extra support in order to master the skills and behaviors taught at the universal level.

Strategies: Use small-group interventions aimed at teaching specific skill sets; use data-driven decision-making.

≈15%

of students will need this level of intervention in addition to the universal programming.

Tier 3 Tertiary Indicated



Description: A small subset of students will need more intensive interventions in order to move toward mastery of the universal skills and behaviors.

Strategies: Create support plans that include individualized therapeutic supports; use data-driven decision-making.

≈5%

of students will need this level of intervention in addition to the universal programming.



PBIS - What social skills does staff focus on?

- Catch students “being good”
 - Cheetah Champ tickets
- Clear school-wide expectations
 - Signs posted around school
- Common language
 - Behavior standards
 - How to apologize



Restorative Practices

- What are they?
- How might they look and sound in the classroom?
- What social skills do the teachers focus on?





Restorative Practices - What are they?

- Restorative practices are a schoolwide approach to creating a positive school climate that's based on building, maintaining, and restoring relationships in the school community.



Restorative Practices - What social skills does staff focus on?

- Restorative practices include restorative justice, an approach to wrongdoing and harmful behavior **based on repairing the harm that has been done and restoring relationships**. Restorative justice includes the active participation of all involved—students, school staff, and (where appropriate) family members—in resolving the wrongdoings or conflict and restoring a sense of community.





Restorative Practices - How about academic skills & discipline?

- Keep students in class where they can learn by:
 - reducing suspensions
 - reducing office referrals
 - being proactive and responsive



Q & A



We want your feedback!

Take 2 minutes to take our survey!

[Parent Feedback Survey Link](#)



Thank You!



We appreciate your time!

