

# Multilingual Parent Advisory Committee (MPAC)



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Supporting Students Social Emotional  
Learning at School and at Home

April 25, 2024

# Translation

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## Languages Requested

- Japanese - Mihoko Yamamoto
- Ukrainian - Iryna Cambone
- Russian- Lisa Brown



# Welcome!

## District 15 EL Students

- 3679 Eligible Students
- 462 Recent Exits
- 464 Fully Exited
- 86+ Languages



# Agenda

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- What is Social Emotional Learning?
- How we Support SEL at School
- Ways that to support SEL at home



# What is Social Emotional Learning?

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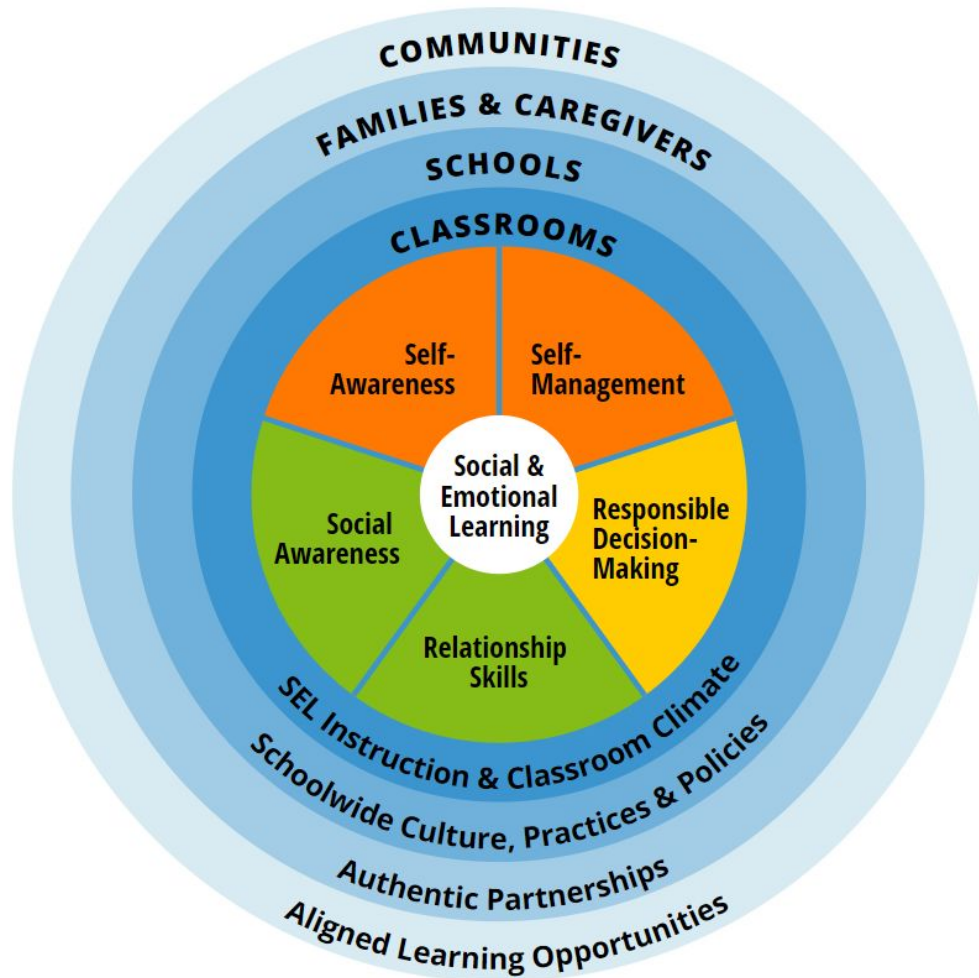


# What is SEL?

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the process through which we **acquire and apply the knowledge, skills, and attitudes** to

- develop healthy identities
- manage emotions
- achieve goals
- feel and show empathy for others
- establish and maintain relationships
- make responsible and caring decisions.



## Social Emotional Standards on the Report Card

Self-Awareness & Self-Management	Relationship Skills & Social Awareness	Responsible Decision-Making
<b>Standard 1A.</b> Identify and manage one's emotions and behavior.	<b>Standard 2A.</b> Recognize the feelings and perspectives of others.	<b>Standard 3A.</b> Consider ethical, safety, and societal factors in making decisions.
<b>Standard 1B.</b> Recognize personal qualities and external supports.	<b>Standard 2B.</b> Recognize individual and group similarities and differences.	<b>Standard 3B.</b> Apply decision-making skills to deal responsibly with daily academic and social situations.
<b>Standard 1C.</b> Demonstrate skills related to achieving personal and academic goals.	<b>Standard 2C.</b> Use communication and social skills to interact effectively with others.	<b>Standard 3C.</b> Contribute to the well-being of one's school and community.
	<b>Standard 2D.</b> Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	





# SELF-AWARENESS

Self-awareness: The abilities to...

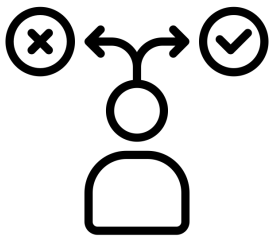
1. understand your emotions
2. understand your thoughts and interests
3. understand your values
  - and understand how these (1, 2, 3) influence behavior
  - recognize your strengths and limitations
  - have sense of confidence and purpose



# SELF-MANAGEMENT

Self-management: The abilities to...

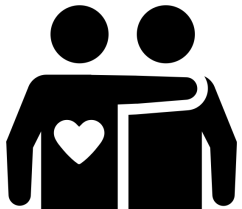
- manage your emotions
- manage your thoughts
- manage your behaviors
- set goals and aspirations
- delay gratification
- manage stress
- feel motivation



# RESPONSIBLE DECISION MAKING

Responsible decision-making: The abilities to...

- make caring and constructive choices about your behavior
- anticipate and evaluate the benefits of your actions
- anticipate and evaluate the consequences of your actions
- demonstrate curiosity and open-mindedness
- identify solutions for personal and social problems



# RELATIONSHIP SKILLS

Relationship skills: The abilities to...

- *establish* healthy and supportive relationships
- *maintain* healthy and supportive relationships
- effectively navigate settings with diverse individuals and groups
- communicate clearly
- listen actively
- cooperate
- problem solve when there is a conflict
- seek or offer help when needed



# SOCIAL AWARENESS

Social awareness: The abilities to...

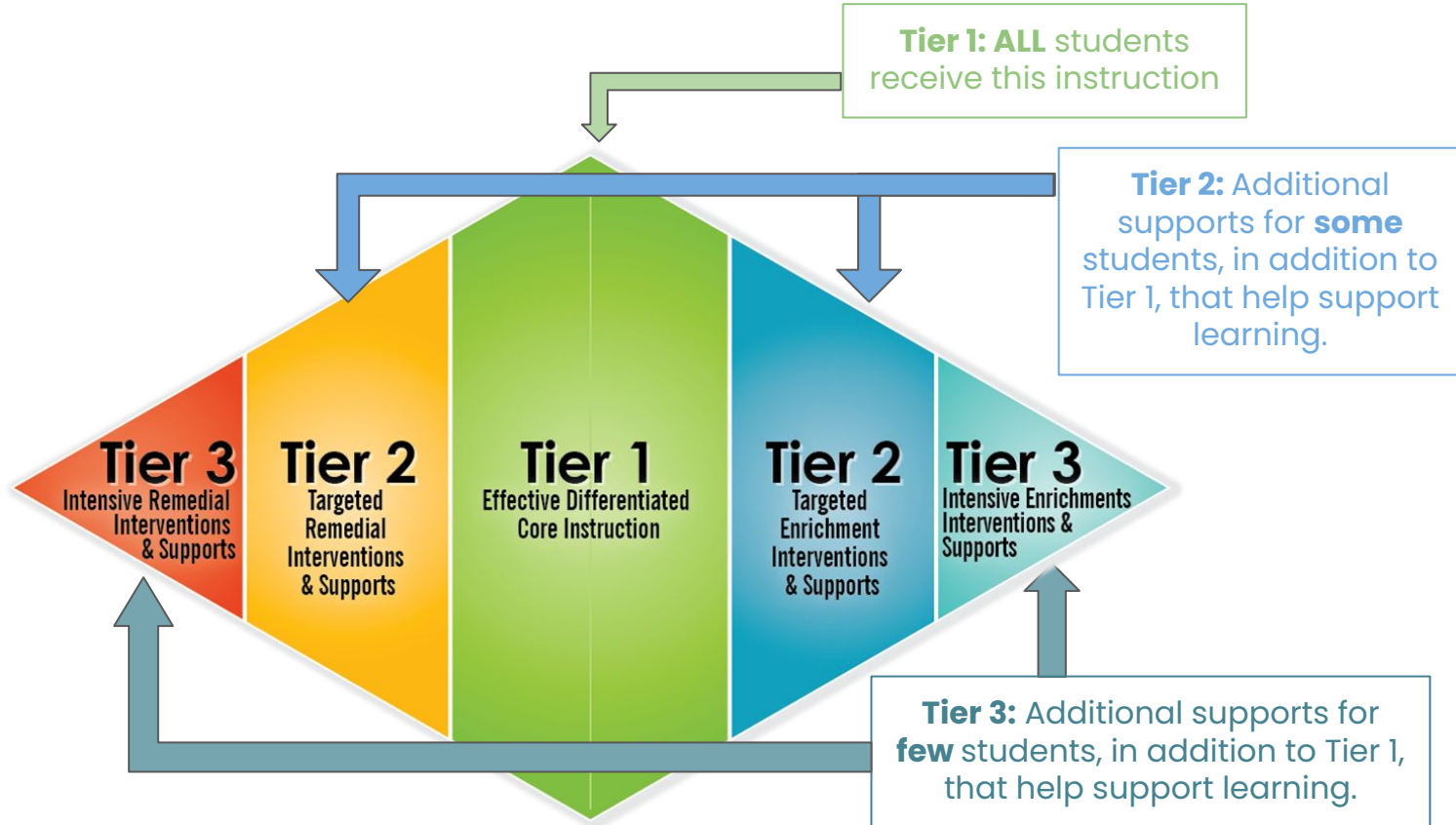
- take others' perspectives, including those from diverse backgrounds and cultures
- empathize and feel compassion for others
- show concern for the feelings of others
- understand and expressing gratitude
- recognizing strengths in others
- identify diverse social norms, including unjust ones

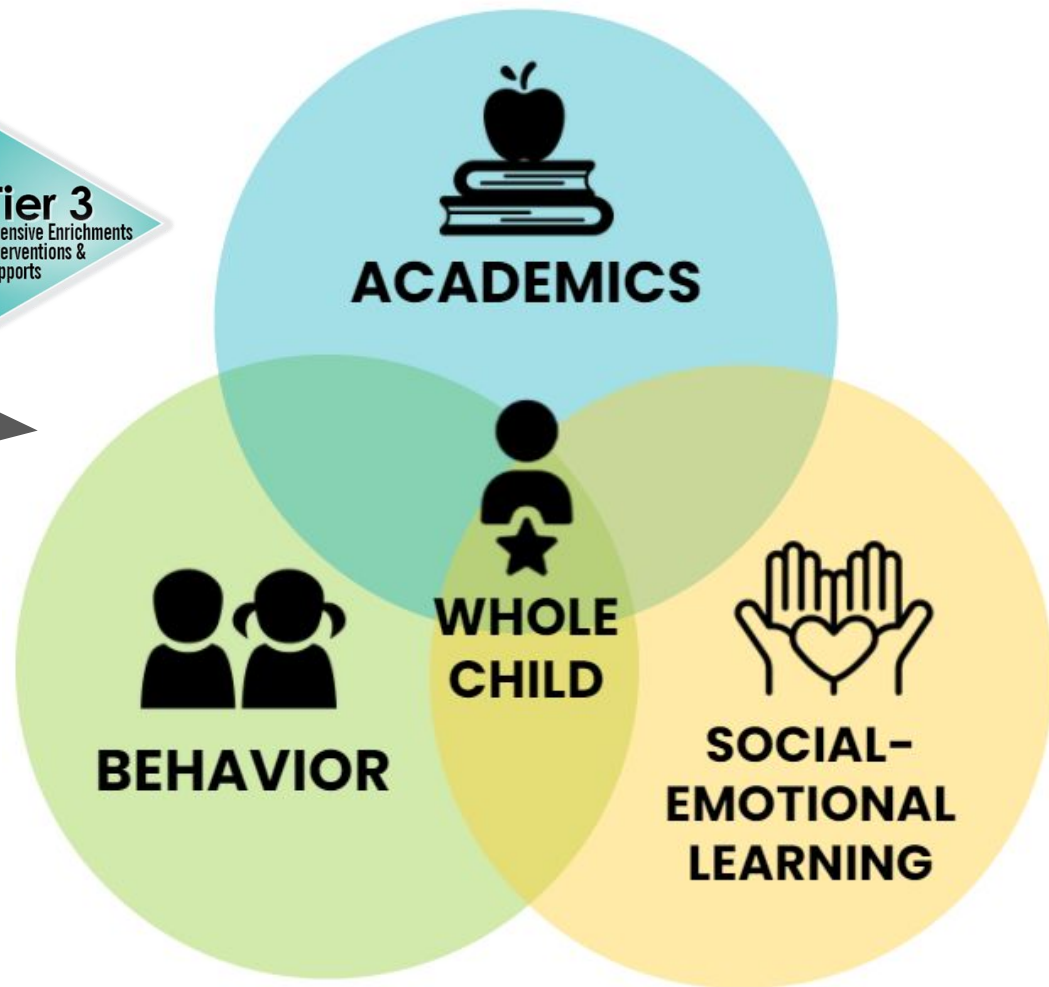
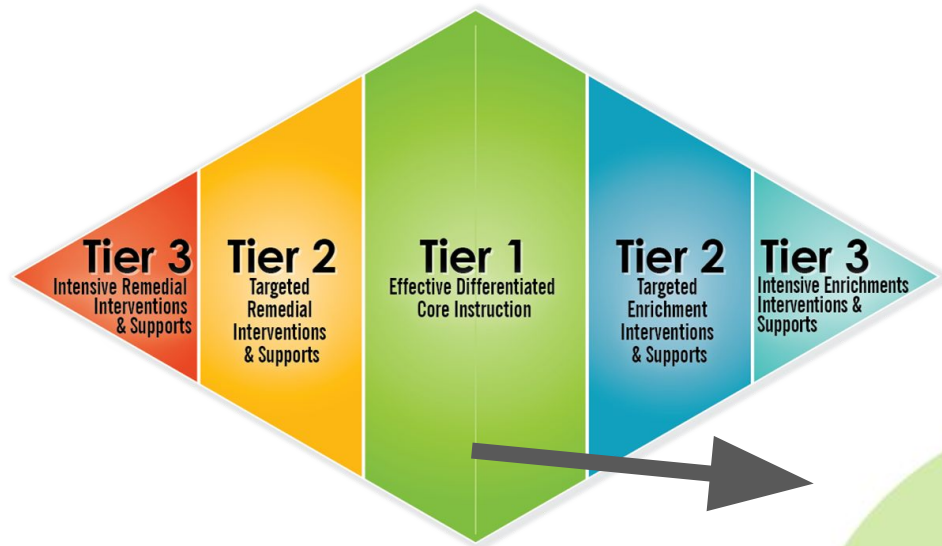
# Supporting SEL at School

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**MTSS:** *A tiered continuum of services to serve students by setting, intensity and instructional content based on their need.*











# Multi-Tiered Systems of Support (MTSS) in CCSD15

A tiered continuum of services to serve students by setting, intensity and instructional content based on their need.

	Tier 3	Tier 2	Tier 1	Tier 2	Tier 3
MTSS for Behavior = PBIS					
 <b>BEHAVIOR</b>	<b>Individualized Intensive Interventions &amp; Supports:</b> Social-Emotional Plan, Complex FBA/BIP, Wraparound, Social Work <a href="#"><i>(Decision Rules)</i></a>	<b>Targeted Interventions &amp; Supports:</b> PIPO, CICO, SAIG, CICO+mentor, simple FBA/BIP <a href="#"><i>(Decision Rules)</i></a>	<b><u>Universal Supports:</u></b> School Management System, Acknowledgement of Appropriate Behavior, Correcting Inappropriate Behavior, Classroom Management	<b>Student Leadership, Extracurricular, Intramural Activities and Opportunities</b>	
 <b>SEL</b>			<b><u>Explicit Instruction:</u></b> Second Step and Morning Meetings		

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 SEL					

# PBIS

Positive Behavioral Interventions and Supports

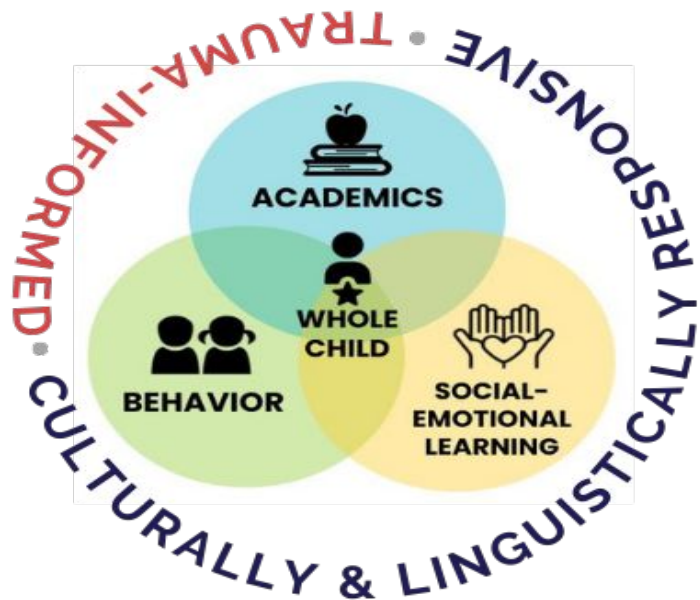
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 SEL	<b>SECOND STEP</b>		<b><u>Explicit Instruction:</u></b> Second Step and Morning Meetings		

**CHAMPS**

# KEY COMPONENTS OF OUR WORK IN D15



## A DISTRICT 15 GRADUATE IS...



WHO CAN...

# Supporting SEL at Home

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# SELF-AWARENESS

Self-awareness at home:

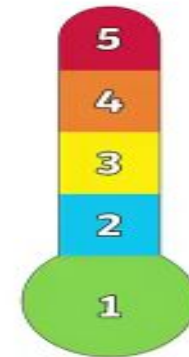
- Emotions check-in
  - 立 A ○ [Zones of Regulation Check In](#)
  - 立 A ○ [Stress/Feelings Thermometer](#)
- Help children identify their [emotions](#)
- 立 A ● Self-awareness [journal](#) prompts
  - Discuss strengths and challenges
  - Make a gratitude list
  - Make a hopes and dreams list
  - Discuss values and beliefs

The ZONES of Regulation™ Reproducible 1: The Zones of Regulation House

The **ZONES** of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE

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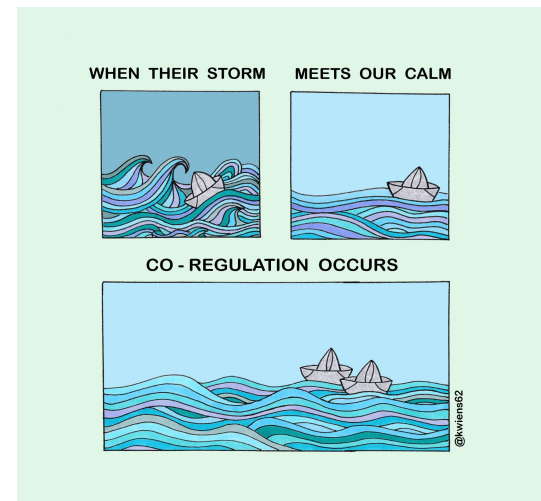


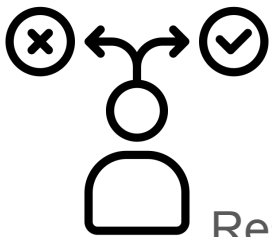
# SELF-MANAGEMENT

Self-management at Home:



- Practice [coping strategies](#)
- Co-regulation
- Develop routines for success
- [Validate emotions](#)
- Discuss self-control, model self-control
- Practice mindfulness, Free Mindfulness [App](#)
- Set [goals](#) and track progress
- Play [self-control games](#)





# RESPONSIBLE DECISION MAKING

Responsible decision-making at Home:

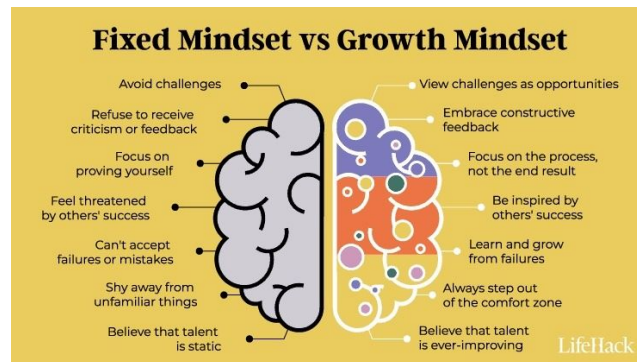
- Start by giving kids options when they are making decisions
- Practice problem solving by giving different scenarios

- What Should Danny Do? [resources](#)

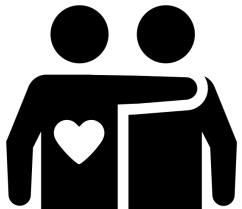


- Learn from mistakes= [growth mindset](#)
- Ask “would you rather” [questions](#)
- Discuss responsible decision making

- What decision do I need to make?
  - What are the pros and cons of each choice?
  - How will this decision impact others?
  - How does that decision make me feel?







# RELATIONSHIP SKILLS

Relationship skills at Home:



- Be an active listener when you child is talking
  - What Parents Can do at Home [Questions](#)
- Coach your child through relationships rather than solving it for them or avoiding it
- Take time to work through conflict at home. Accept and validate their feelings
- Create opportunities to allow your child to practice making friends
- Practice turn-taking using open ended questions



# SOCIAL AWARENESS

## Social awareness at Home:

- Discuss “how would you handle” scenarios
- Discuss different perspectives on a topic
- Discuss diversity
- Using I statements:

○ I feel \_\_\_\_\_ because \_\_\_\_\_, I need \_\_\_\_\_.

### I STATEMENTS

A Simple Tool to Help Kids and Parents Be Heard

#### I FEEL

sad	worried	ashamed	tired
angry	jealous	hurt	scared

**BECAUSE** \_\_\_\_\_ **HAPPENED**  
(NAME THE SITUATION)

#### I NEED

A hug	You to listen and try to understand	A snack or a drink
Alone time to calm down	You to remind me you love me	Help Breathing
Help safely releasing my big energy	Help Fixing the Problem	

Constructive Parenting

## Closing Activity



- Check In: Use one of the following sentence stems

I feel \_\_\_\_\_ because \_\_\_\_\_.

I understand \_\_\_\_\_ because \_\_\_\_\_.

- What is one thing you learned that you plan to try with your children & families?

# Questions?

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# Translated Materials- Japanese- 日本

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- [Zones of Regulation](#)
- [Stress/Feelings Thermometer](#)
- Self-awareness [Journal Prompts](#)
- [Coping Strategies Practice](#)
- Growth Mindset [Poster](#)
- What Parents Can do at Home [Questions](#)
- [I Statements](#)



# Translated Materials- Ukrainian- українська

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- [Zones of Regulation](#)
- [Stress/Feelings Thermometer](#)
- Self-awareness Journal [Prompts](#)
- [Coping Strategies Practice](#)
- Growth Mindset [Poster](#)
- What Parents Can do at Home [Questions](#)
- [I Statements](#)



# Translated Materials- Russian Русский

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- [Zones of Regulation](#)
- [Stress/Feelings Thermometer](#)
- Self-awareness [Journal Prompts](#)
- [Coping Strategies Practice](#)
- Growth Mindset [Poster](#)
- What Parents Can do at Home [Questions](#)
- [I Statements](#)



# Translated Materials- Spanish- Español

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- [Zones of Regulation](#)
- [Stress/Feelings Thermometer](#)
- Self-awareness Journal [Prompts](#)
- Growth Mindset [Poster](#)
- [I Statements](#)





# Translated Materials- Korean- 한국인

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- [Zones of Regulation](#)
- [Stress/Feelings Thermometer](#)
- Self-awareness Journal [Prompts](#)
- [Coping Strategies Practice](#)
- Growth Mindset [Poster](#)
- What Parents Can do at Home [Questions](#)
- [I Statements](#)



# Translated Materials- Polish- Polski

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- [Zones of Regulation](#)
- [Stress/Feelings Thermometer](#)
- Self-awareness [Journal Prompts](#)
- [Coping Strategies Practice](#)
- Growth Mindset [Poster](#)
- What Parents Can do at Home [Questions](#)
- [I Statements](#)



# Translated Materials- Bulgarian- български

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- [Zones of Regulation](#)
- [Stress/Feelings Thermometer](#)
- Self-awareness Journal [Prompts](#)
- [Coping Strategies Practice](#)
- What Parents Can do at Home [Questions](#)



THANK  
YOU

