

# Strategic Initiative 1b: Rethink SEL Update and Special Education

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# Agenda

- Alignment to the District Plan
- What is SEL?
  - SEL Core Competencies
- Rethink SEL Theory of Change
- Why, What and an Overview of Rethink Special Education Components
  - Scope and Sequence
  - Tier I vs. 3 Lesson
- Rethink Training Series
  - Disability Awareness
  - Fundamentals of Special Education
- Engagement
  - Questions for Leadership
  - Implementation Process & Strategy
- Closing

# Strategic Initiative 1b. Embed elements of social-emotional learning (SEL) into academic instruction.



- 93% of teachers want a greater focus on SEL in schools
- Students who participate in evidence-based SEL programs show an ***11 percentile-point gain in academic achievement***
- On average, for every \$1 invested in SEL programming, there is a return of \$11

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# What is SEL?



Collaborative for Academic, Social, and Emotional Learning

- Social and emotional learning (SEL) is the process through which **children and adults** acquire and effectively apply 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.  
(from <https://casel.org/what-is-sel/>)



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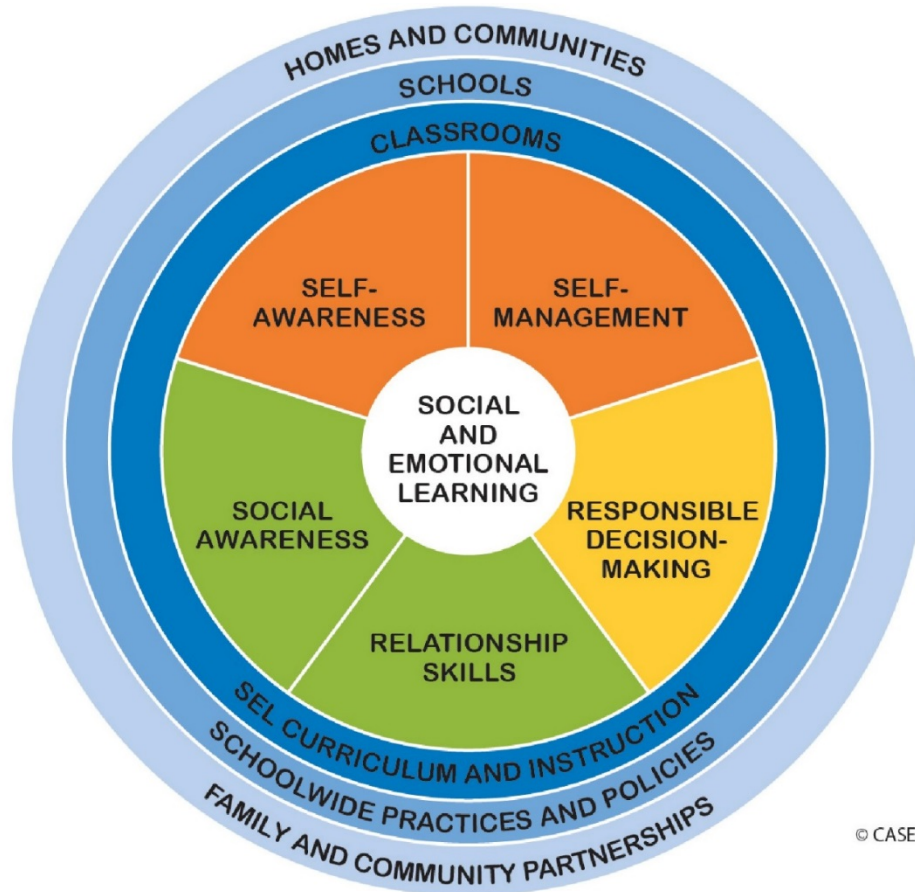
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# SEL Core Competencies



Collaborative for Academic, Social, and Emotional Learning



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1. Self-awareness
2. Self-management
3. Responsible decision-making
4. Relationship skills
5. Social awareness

(from <https://casel.org/core-competencies/> )

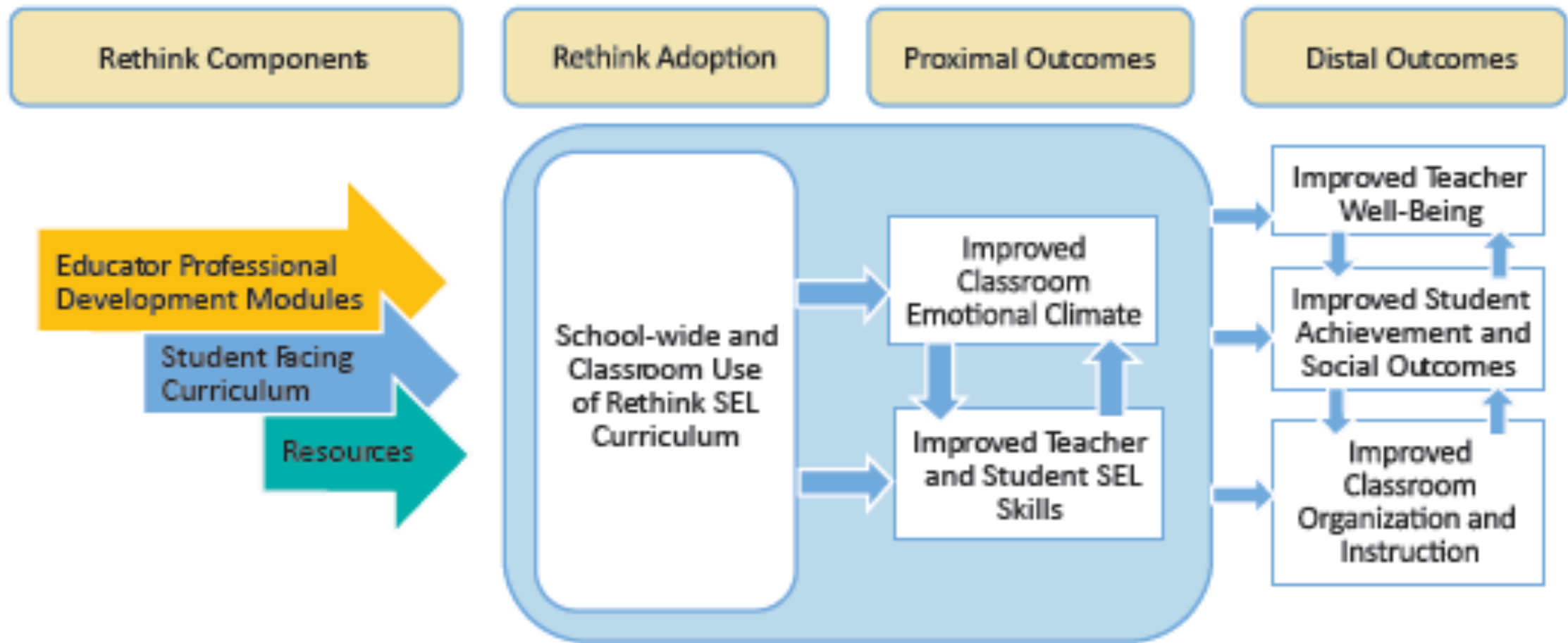


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# SEL and PSE – in Alignment to the District Plan

- Special education can align student data, present levels of functional social emotional performance, IEP goals, SWPIS, to the 5 CASEL domains and the rethink SEL curriculum in order to meet the holistic needs of all students in creating a positive and supportive school culture.
- **Rethink** provides:
  1. Full SEL PK-12 curriculum that is CASEL aligned and meets the needs of **all tiers of learners**.
  2. Lesson plans include guided instructional directions and tier 3 supports.
  3. **Tier 3 lessons include detailed guidelines, generalization, reinforcement and prompting strategies, and sample IEP goals.**

# Rethink SEL Theory of Change



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# Why Rethink?

1. PK-12 Rethink Ed SEL Curriculum (SEL)
2. Rethink Ed Professional Development
  - SEL Professional Development Series
  - Fundamentals of Special Education (PSE)
  - Disability Awareness Series (PSE)

*10 days of onsite PD and implementation planning/support*



# SEL Scope and Sequence

SELF-MANAGEMENT						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Self-Control	Stress Management	Focus	Problem Solving	Goal Setting	Resilience
PK-2	T 1&2: "Take 5!" T3: "Take 5"	T 1&2: "Feelings Booster" T3: "Be Happy"	T 1&2: "Hocus Pocus: Focus!" T3: "Stepping Up"	T 1&2: "Say the Problem" T3: "What's Wrong?"	T 1&2: "Set a Goal" T3: "Fix It"	T 1&2: "Bounce Back!" T3: "First ___, Then ___"
3-5	T 1&2: "Freeze!" T3: "Tokens"	T 1&2: "Thoughts, and Behaviors" T3: "Feelings and Actions"	T 1&2: "Keep Focused!" T3: "Attention, Please!"	T 1&2: "Think of Solutions" T3: "Fix It!"	T 1&2: "Make a Plan" T3: "Get Fit!"	T 1&2: "If <u>At</u> First You Don't Succeed..." T3: "More and More"
6-8	T 1&2: "Let's Delay" T3: "Buy It!"	T 1&2: "Don't Stress" T3: "Rethink It!"	T 1&2: "Visualize It!" T3: "Am I Focused?"	T 1&2: "Evaluate the Solutions!" T3: "Problem Maps"	T 1&2: "SMART Goals" T3: "My Goal"	T 1&2: "Reframe It!" T3: "Challenges"
9-12	T 1&2: "To Delay or Not to Delay" T3: "Savings"	T 1&2: "Be Your Own CEO" T3: "Calm, Cool, Connected"	T 1&2: "In Focus" T3: "Distract Me Not"	T 1&2: "Pick the Best Solution" T3: "What Will Work?"	T 1&2: "Work the Plan" T3: "Get SMART"	T 1&2: "Overcoming Adversity" T3: "When Things Get Hard"



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# Rethink Ed SEL Student Lessons

## Let's Learn!

In these lessons, the student is introduced to basic content-terms, ideas, and conceptual definitions in their simplest form.

## Let's Practice!

In these lessons, the student is provided with an opportunity to directly engage with skill content through practice with classroom peers.

## Dive Deeper!

These lessons move the student to apply the most sophisticated application of the skills through targeted transference of knowledge.

- Simple assessment of learning objectives
- Student Reflection and Teacher Reflection

- 120 lessons
- PreK-2, 3-5, 6-8 and 9-12
- Scaffolding
- Engaging video
- Teacher resource
- Student materials
- Five, ten and twenty-minute activity options

- Three levels of skill support to graduate the student across skills.

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# Student SEL Curriculum

- Plug & play media clips to introduce content
  - Tier 1 and Tier 3 versions of videos, with how-to guides for Tier 2 supports
- **Learn it!** *5 minute lessons*
  - Introduce basics – terms, concepts & definitions
- **Practice it!** *15 minute lessons*
  - Opportunities to practice skills in longer activities
- **Dive Deeper!** *20 – 30 minute lessons*
  - Move from basic understanding and practice to more sophisticated application
  - Focus on transferring knowledge, collaborative learning & reflection

# Sample: Self Management 3-5 Tier 3

rethinkEd

Self-Management
Stress Management
Grades 3-5

## Feelings, Thoughts, and Behaviors

### Overview

We all have stress – even children. Simply put, stress is a reaction to challenges. A certain amount of stress is helpful. It provides children with opportunities to develop skills to deal with new situations. Stress in school helps children focus and learn new information. But too much stress can disrupt brain development and cause many physical and mental health problems.

### Objective

Students will learn how feelings, thoughts, and behaviors are connected.

### Student Goal

I understand how feelings, thoughts, and behaviors are connected.

### Vocabulary

behavior  
feeling  
thought

### Materials

Choose the Change! Activity Cards  
Feelings, Thoughts, and Behaviors Activity

### Helpful Hints

Prior to the Practice part of the lesson, print one set of Choose the Change! Activity Cards for each group of 2-4 students.

Make one copy of the Feelings, Thoughts, and Behaviors Activity per student for the Dive Deeper part of the lesson.

## Self-Management

Grades 3-5

## Stress Management

Tier 3

## Feelings and Actions

### Overview

We all have stress – even children. Simply put, stress is a reaction to challenges. A certain amount of stress is helpful. It provides children with opportunities to develop skills to deal with new situations. Stress in school helps children focus and learn new information. But too much stress can disrupt brain development and cause many physical and mental health problems.

### Goal

Student will learn how feelings and actions are connected and can be changed.

### Materials

- Feelings and Actions worksheet
- White board and markers

### Prerequisites

- Student should be able to identify feelings in self and others.
- Student should be able to describe their own actions.
- Student should be able to follow basic directions and imitate.

### Teaching Sequence

**Step 1 – Learn It:** The student will learn how feelings and actions are connected.

1. Sit with the student at a table.
2. Have the student watch the *Feelings and Actions* video.
3. *A feeling is something that we feel at different times. We have a lot of different feelings. Like, right now, I feel happy. How do you feel write now?* Allow the student to respond. *I feel happy because I am going on vacation next week. Why do you feel (feeling) right now?* Allow the student to respond.
4. For each feeling, ask the student to come up with a time that they feel that way.
5. *Actions are things that we do like kick a ball or raise our hand or snap our fingers. When we have certain feelings, we might do certain things because feelings and actions are connected. Name a feeling from the video. Allow the student to respond. What are some things that someone might do when they feel that way?* Allow the student to respond.

**Step 2 – Practice It:** The student will give examples of how feelings and actions are connected.

1. Sit with the student at a table.
2. *Remember some of the feelings that we talked about? What are some different feelings?* Allow the student to respond. *An action is something that we do and we*



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# Student Activities

## *Differentiated materials for Tiers 1, 2 and 3.*

Name: \_\_\_\_\_

**Keep Calm**

Directions: Complete the organizer to show how you can handle a hard situation.

**The Situation**

\_\_\_\_\_

**How You Might Feel**

\_\_\_\_\_

**What You Might Think**

\_\_\_\_\_

**How You Might Act (Your Behavior)**

\_\_\_\_\_

**How You Can Change**

\_\_\_\_\_

**How Your Feelings**

\_\_\_\_\_

Name: \_\_\_\_\_

**Keep Calm**

Directions: Complete the organizer to show how you can handle a hard situation.

**The Situation**

\_\_\_\_\_

**I Feel**

\_\_\_\_\_

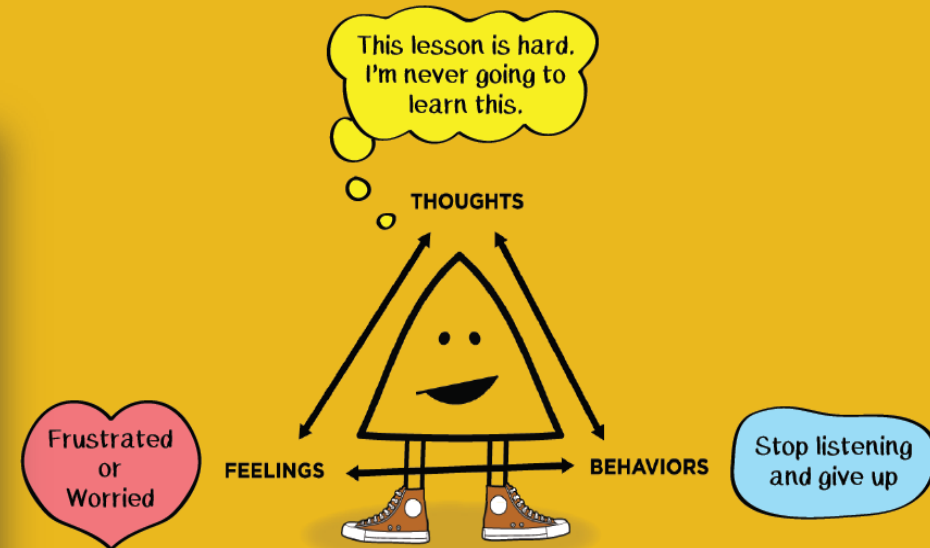
**I Think**

\_\_\_\_\_

**I Do**

\_\_\_\_\_

## Feelings, Thoughts, and Behaviors



Feelings, thoughts, and behaviors are connected.

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# SEL Curriculum Integration Example

- **Monday** – play Learn it! Video during morning meeting
- **Tuesday** – use academic crosswalk to pull in a targeted SEL skill alongside existing academic goals.
- **Wednesday** – do Practice it! activity
- **Thursday** – repeat academic integration from Tuesday
- **Friday** – do Dive Deeper! lesson and activity

# Academic Connections

## ACADEMIC CONNECTIONS

SOCIAL AND EMOTIONAL LEARNING

SELF-KNOWLEDGE  
GRADES PK-3

Teachable moments arise throughout the school day in any subject area to introduce and practice strategies to promote Social and Emotional Learning. Here are some ways to help students develop more knowledge of themselves throughout the curriculum.

- Take advantage of opportunities as they arise to help students identify their likes and dislikes and strengths and weaknesses. While our likes and dislikes and strengths and weaknesses are part of what makes us unique, it is important to try new things and use our strengths to develop new interests and strengths.
- When reading a fiction book, direct students' attention to the likes and dislikes of the main character. Have the students compare their likes and dislikes to the likes and dislikes of the main character or other characters in the book.
- Celebrate when students change a dislike to a like. For example, celebrate when a student who previously thought science was boring, begins to engage in a new concept. This helps students become more self-aware and also promotes the growth mindset that our likes and dislikes are not necessarily fixed.
- Social studies is a great subject area for students expand their self-knowledge. Encourage students to think about how they would feel about

Every lesson includes strategies for incorporating SEL into daily activities such as academics, as well as out-of-classroom and out-of-school time.



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# Home Connections

## HOME CONNECTION

SOCIAL AND EMOTIONAL LEARNING

STRESS MANAGEMENT  
GRADES 6-8

Dear Families/Caregivers,

We all have stress – even teens. Simply put, stress is a reaction to challenges. A certain amount of stress is helpful. It provides an opportunity to develop skills to deal with new situations. Stress in school helps students focus and learn new information. But too much stress can disrupt brain development and cause many physical and mental health problems.

This week we have been learning strategies to manage our stress. Some strategies include:

- change feelings, thoughts, and behaviors.
- stop 'stinking thinking' such as worst possible outcome, all or nothing, or mind reading,
- take a breath, and
- tense and relax muscles.

Think about the strategies you use for dealing with stress. Share one of your

Every lesson includes a home school connection letter to inform parents and caregivers of the SEL goals their child is working on in the school setting and how they can practice at home.



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# Rethink Ed SEL Educator Support

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- Focus on adult learners' social & emotional wellbeing.
- Online, on-demand, self-paced training series .
- 30 video-based training modules, 5-8 minutes each
- Additional printable supplementary materials (discussion guidelines, research library, instructional guides, and links to correlated student lessons).
- Topics aligned to student SEL curriculum.

# Fundamentals of Special Education

- Designed to improve educator instructional delivery through establishing quality learning environments and instructional strategies to meet the needs of educators.
- Covers
  - Introduction to Individuals with Disabilities Education Act (IDEA)
  - Introduction to Individualized Education Programs (IEPs)
  - Setting-up the Physical Environment/Classroom for Student Success
  - Effective Use of Visual Supports for All Learners
  - Differentiating Instruction

# Disability Awareness Series

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- 22 On-Demand Video Based Training Modules training for school support staff, educators, peers, community members, and families to encourage awareness, understanding and collaboration to promote success for students with disabilities.
  - Support staff: 4 Modules
  - Community: 2 Modules
  - Educators: 5 Modules
  - Home: 5 Modules
  - Peers: 6 Modules

# Disability Awareness Videos

## Disability Awareness Series

These modules are designed to provide training for school support staff, educators, peers, community and home to promote greater understanding of students with disabilities and how to support their needs

- Assign individual modules
- Add to a specific training plan
- Opportunity to use the same language and monitor what the audience needs are by looking at the back end

### EDUCATORS

- Communicating Effectively with Students with Developmental Disabilities
- Managing Behavior Challenges of Students with Developmental Disabilities
- Improving Social Interactions for Students with Developmental Disabilities
- Effective Strategies for Keeping Students Safe
- Internet and Social Media Safety

### PEERS

- We are all different (Lower Elementary)
- We Can All Get Along! (Lower Elementary)
- Getting Along with Kids (Upper Elementary & Middle School)
- Respecting Differences in Others (Upper Elementary & Middle School)
- Interacting with Peers with Disabilities (High School)
- Respecting Abilities (High School)

### SCHOOL SUPPORT STAFF

- Communicating Effectively with Students with Developmental Disabilities
- Understanding Behavior Challenges of Students with Developmental Disabilities
- Promoting a Safe Environment
- Including Students with Developmental Disabilities

### HOME & FAMILY

- Understanding Your Child's Behavioral Challenges
- Keeping Your Child Safe
- Sibling Support
- Helping Siblings Interact Positively with the Child with a Disability
- Internet and Social Media Safety

### COMMUNITY

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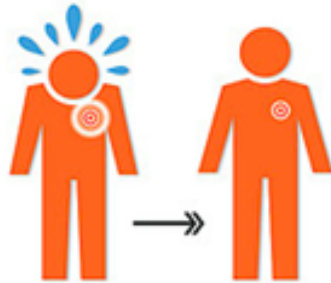


# SEL Outcomes for Students

Students who participate in SEL programs demonstrate



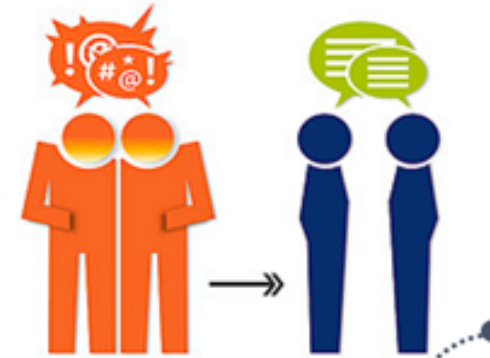
Perform better academically.



Have less anxiety.



Are more attentive and less hyperactive in school.



Are less aggressive

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# SEL Outcomes for Classrooms:

Classrooms who participate in SEL programs demonstrate



Are more engaged  
in learning.



Have better quality  
relationships between  
students and teachers.



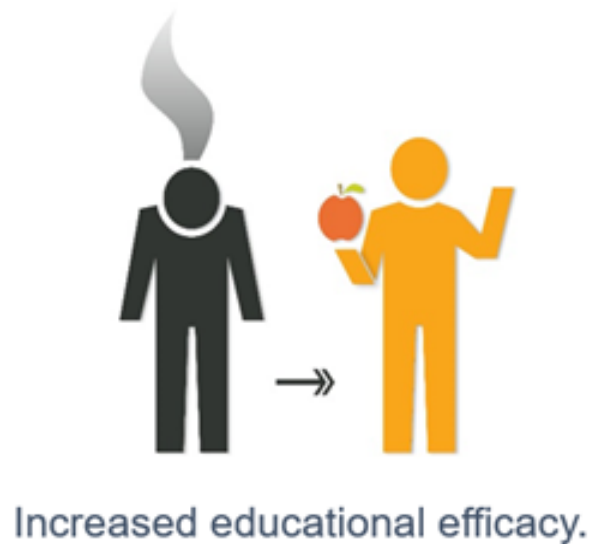
Demonstrate increased  
prosocial behavior.



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# SEL Outcomes for Teachers

Teachers who participate in SEL programs demonstrate



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# Questions



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# SEL Lesson Plans

## Self-Management

GRADES 3-5

## Stress Management

TIER 3

### Feelings and Actions

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- *Emotions* cards
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#### Prerequisites

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#### Teaching Sequence

**Step 1 – Learn It:** The student will learn how feelings and actions are connected.

1. Sit with the student at a table.
2. *Happy, sad, angry and surprised. These are all feelings. Can you name some*

Every student lesson plan also provides instructions and strategies for **accommodations and modifications** to meet every student's need.



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# PK-12 Rethink Ed SEL Curriculum

- 120 lessons for students in general education (Tier 1), accommodations and modification strategies (Tier 2) and 120 lessons for students in special education (Tier 3).
- Focus on
  - Awareness of Self & Others
  - Self Management
  - Social Skills
  - Social Awareness
  - Self Care