



COLORADO
Department of Education

Intro to Social Emotional Learning (SEL)

Bill Brown, Affective Needs/SED Specialist
Donna M. Trujillo, CSI Coordinator

Course Outcomes

- To gain an understanding of Social Emotional Learning (SEL)
- Synthesize and analyze learning to implement SEL interventions through the MTSS framework in the classroom/school environment

Social Emotional Standards

prepared Graduates:

- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

High School:

- Demonstrate collaboration, cooperation, and leadership skills.
- Demonstrate responsible behavior in group setting

Middle School

8th grade

- Recognize diverse skill performance in self and in others and how diversity affects activities, games, and sport participation.

7th grade

- Demonstrate inclusiveness in and out of classroom settings

6th grade

- Recognize diverse skill performance in self and in others and how diversity affects activities, games, and sport participation.
- Choose to participate cooperatively and productively in group and individual physical activities.

Elementary School

5th grade

- Identify personal activity interests and abilities, and take responsibility for individual and team performance
- Work cooperatively and productively in a group.

4th Grade

- Assess and take responsibility for personal behavior and stress management

3rd Grade

- Demonstrate positive social behaviors during physical activity.

- ## 2nd Grade

- Demonstrate positive and helpful behavior and words toward other students.

- ## 1st Grade

- Work independently and with others to complete work
- Follow the rules of an activity.

- ## Kindergarten

- Demonstrate respect for self, others, and equipment
- Demonstrate the ability to follow directions

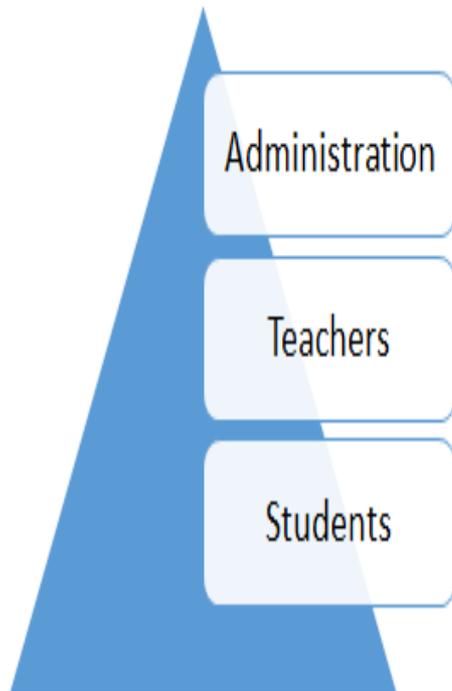
What are the processes by which children acquire the knowledge, attitudes and skills necessary for Social and emotional learning?

- Recognize and manage their emotions
- Demonstrate caring and concern for others
- Establish positive relationships
- Make responsible decisions
- Constructively handle challenging social situations.

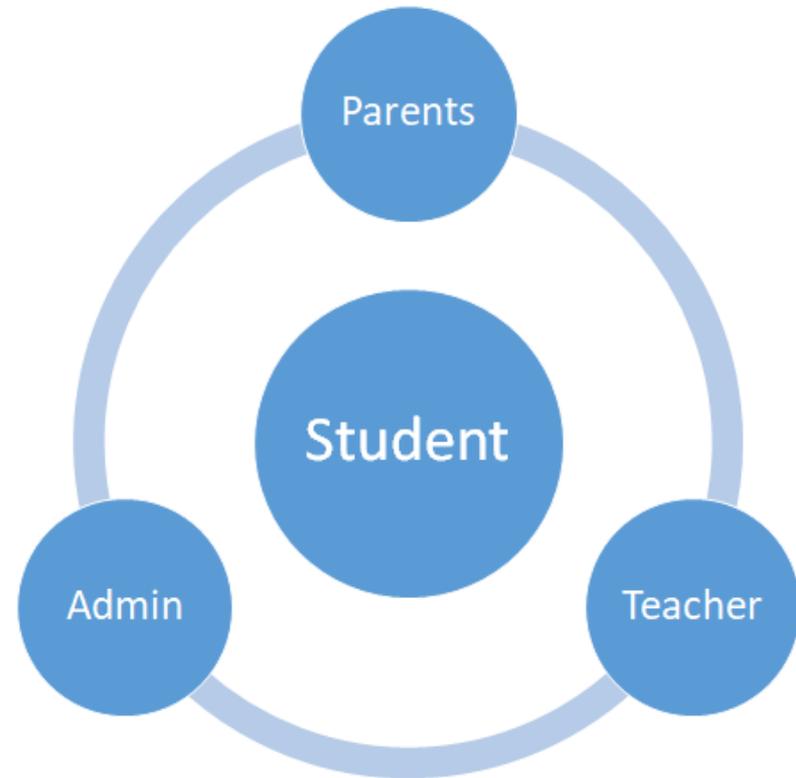
SEL skills are learned through:

- High quality experiences
- Can be supported in many different environments

Traditional Approach vs. Collaborative



VS.



SEL Competency Area	Definition
Self-Awareness	
Self-Management	
Social Awareness	
Relationship Skills	
Responsible Decision Making	

SEL Competency Area

Self-Awareness:

Self-Awareness focuses on identifying and recognizing emotions; accurate self-perception; strengths, needs, and values; and self-efficacy.



© CASEL 2017

SEL Competency Area

Self-Management:

Self-Management includes impulse control and stress management; self-motivation and discipline; goal setting; and organizational skills.



SEL Competency Area

Social Awareness:

Social Awareness addresses perspective taking; empathy; difference recognition; and respect for others.



© CASEL 2017

SEL Competency Area

Relationship Skills:

Relationship Skills encompasses communication; social engagement and relationship building; working cooperatively; negotiation; refusal; conflict management; and help seeking.

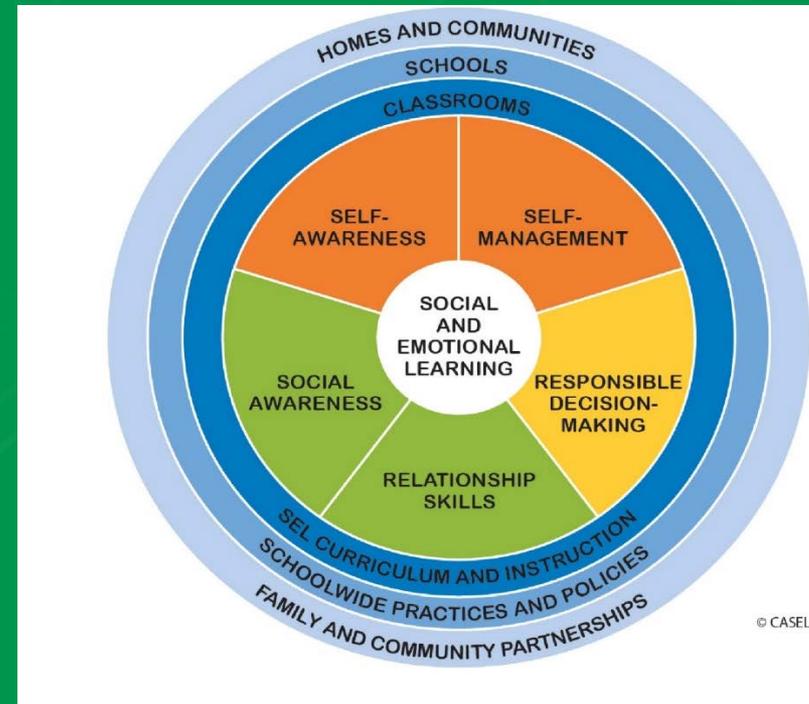


© CASEL 2017

SEL Competency Area

Responsible Decision Making:

Responsible Decision Making includes problem identification and situation analysis; problem solving; evaluation and reflection; and personal, social, and ethical responsibility.



SEL Competency Area	Definition	Importance	Benefits
Self-Awareness			
Self-Management			
Social Awareness			
Relationship Skills			
Responsible Decision Making			

Benefits of SEL

- Improved academic achievement
- Improved school attitudes and behaviors
- Fewer negative behaviors
- Reduced emotional distress
- Healthy personal-social development

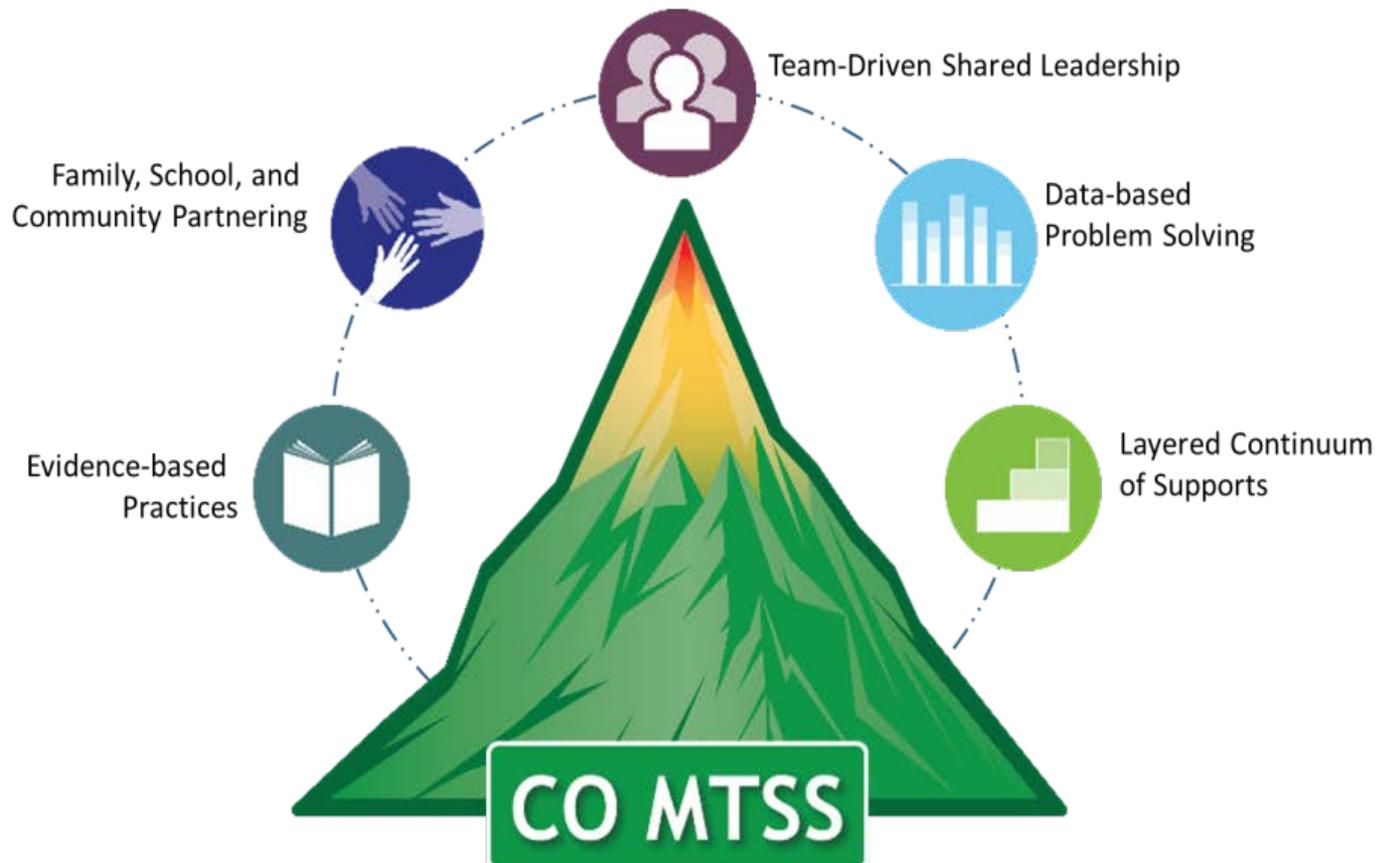
Relax.

www.facebook.com/montereybayholistic

It's a healthy choice!

Multi-Tiered System of Supports (MTSS)

MTSS and Essential Components

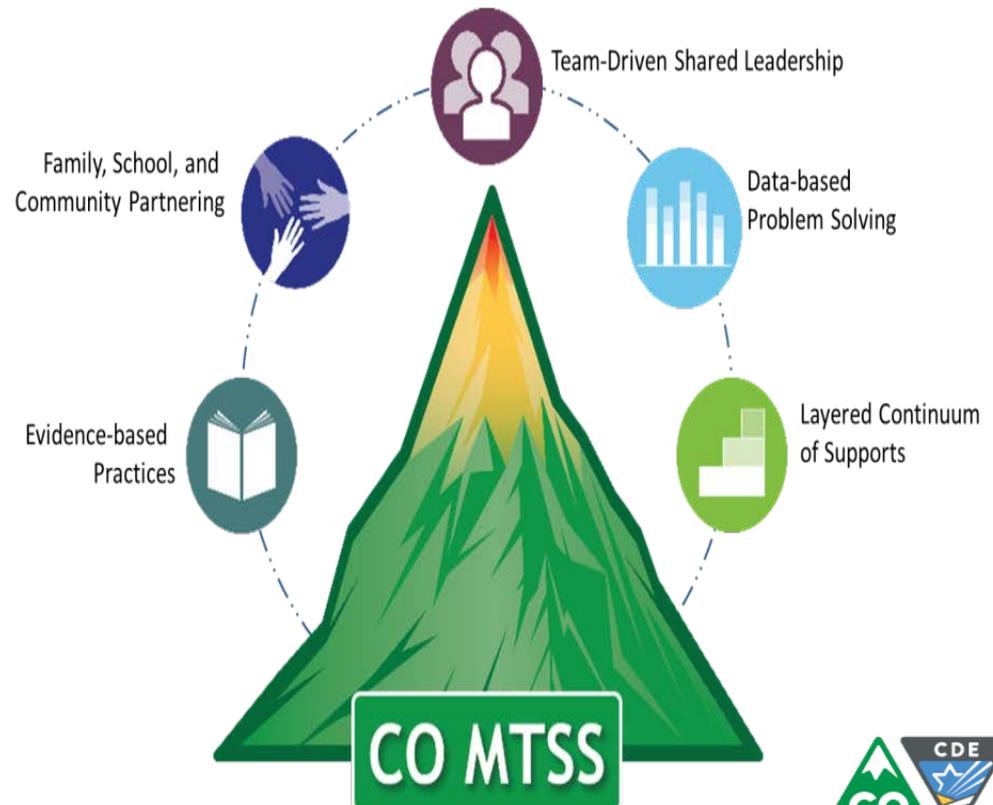


Multi-Tiered System of Supports (MTSS)

Tier 1: Integrated curriculum and School Culture/Climate

* Consider what programming is offered to ALL students at the building level

MTSS and Essential Components



Tier 1: Integrated curriculum and School Culture/Climate

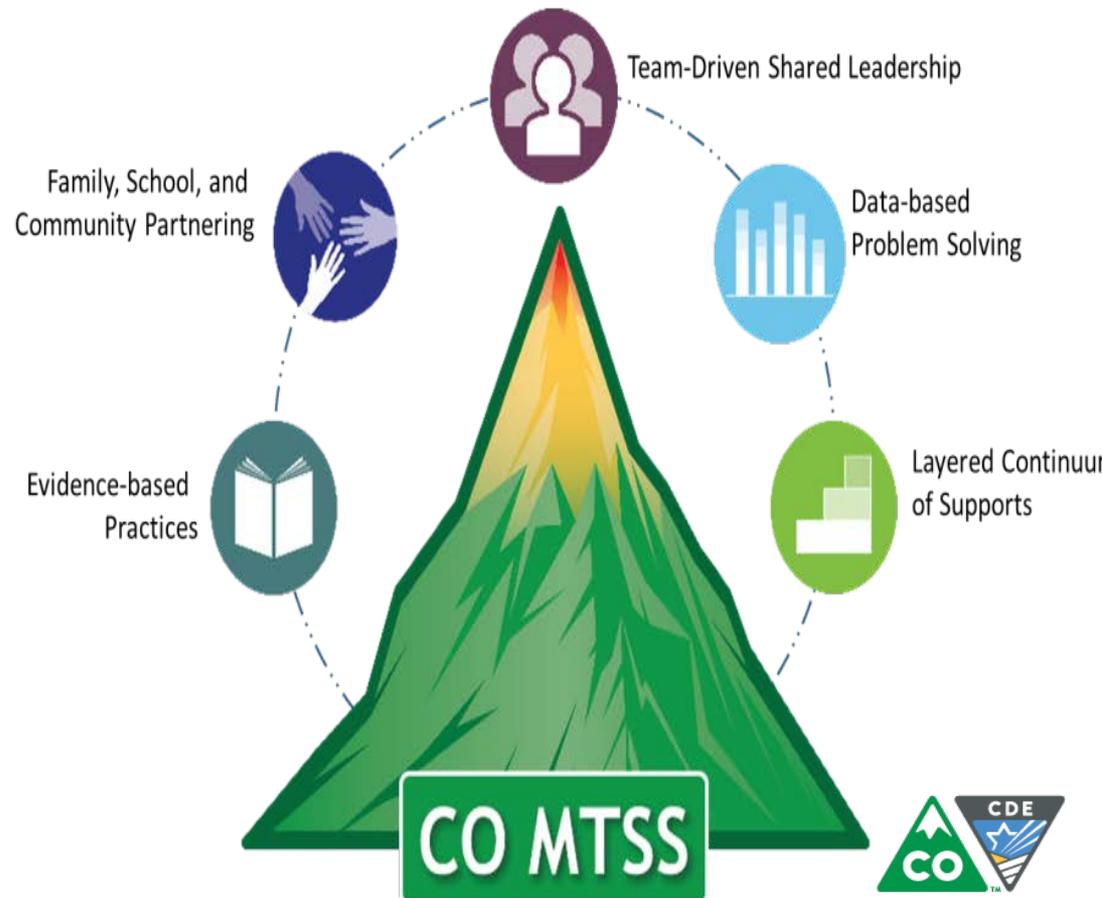
- [CDE Resources for SEL](#)
- PBIS Behavior Matrix
- Colorado State Social Emotional Standards
- Weekly School Wide Social Skills Lesson that is reinforced through your school wide system
- Capturing Kids Hearts
- Boys town
- 7 Habits
- Pathways
- RULER

Multi-Tiered System of Supports (MTSS)

Tier 2: Intensive Classroom and Small Group Instruction

*Specific student interventions identified and documented through the MTSS process delivered at higher frequency, duration, and intensity than Tier 1

MTSS and Essential Components



Tier 2: Intensive Classroom and Small Group Instruction

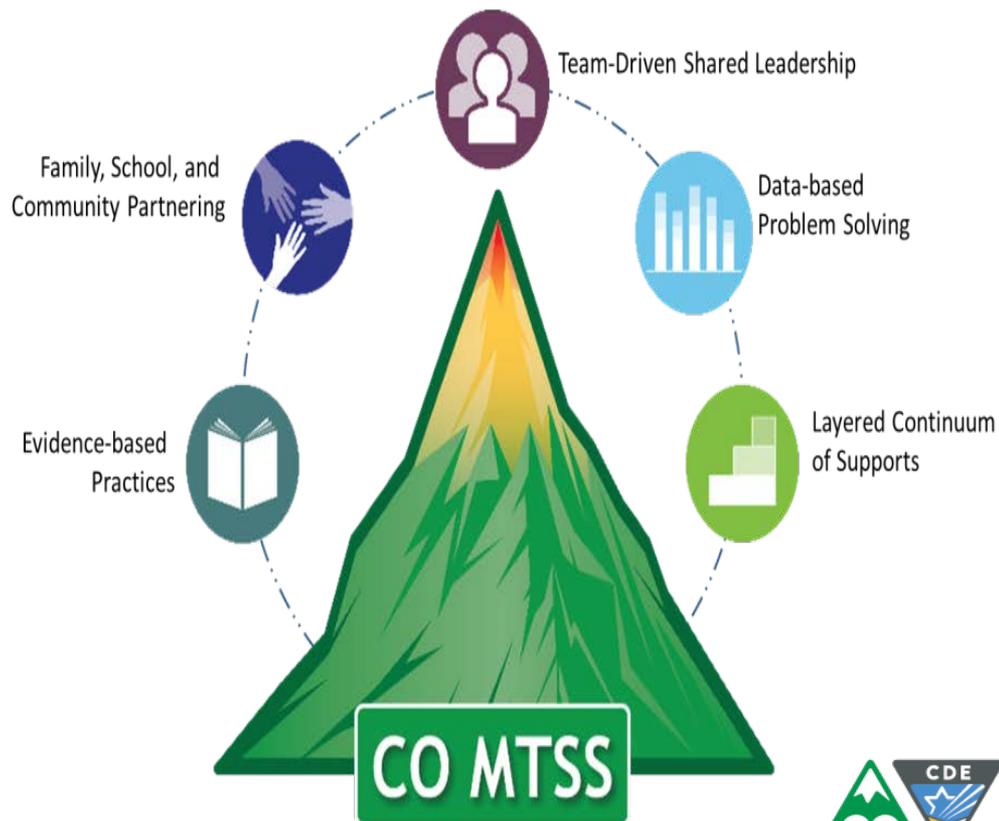
- Increased frequency (higher repetitions) of teaching behavioral expectation
- Increased duration, providing a more detailed (example and non-example) explanation of expected behaviors and why those behaviors are important. Discussion about expected behaviors
- Looking for Teachable Moments: Re-teaching behavioral expectation
- Small group based on identified need
 - -Why Try
 - -Brain Wise
 - -Second Step
 - -Anger group
 - -Problem Solving
 - -Coping Skills Group

Multi-Tiered System of Supports (MTSS)

Tier3: Individualized Social Skill Instruction

* Specific student interventions identified and documented through the MTSS process delivered at higher frequency, duration, and intensity than Tier 2

MTSS and Essential Components



Tier 3: Individualized Social Skill Instruction

- Individual instruction (pull out) time with a Teacher, Para, Mental Health provider 15-20 minutes a week.
- Application/Practice of skills in a small group (Tier 2 intervention group).
- Generalization takes place when the use of the skill is supported in the classroom setting (Tier 1) where the student receives feedback and is reinforced for the use of the skill.

Assessment

Not Effective:

Traditional paper and pencil

Office Discipline Referrals

Attendance

Grades

Effective:

Demonstrate their abilities

Project-based learning

Cooperative learning

Critical thinking

Problem solving

Individualized Social Skill Instruction



Proper assessment is needed to systematically target student interventions.

- Observation in Natural Setting
- Observations of peers in Natural Settings
- Student and Parent Interviews
- Quality of Life
- Replacement for problem behavior
- Support Network
- Skill Streaming

SEL Tiers of Intervention Gallery Walk



SEL Competency Area	Definition	Importance	Benefits	Tier1	Tier 2	Tier3
Self-Awareness						
Self-Management						
Social Awareness						
Relationship Skills						
Responsible Decision Making						

The Lost Child by Dr. Greene

“challenging behavior occurs *when the* Expectations *being placed on a kid exceed* *the kid’s* Capacity *to respond* Adaptively, *and that some kids are lacking* The Skills *to handle* Certain Demands *and expectations”.*





Dr. Ross Green

HINTS & TIPS FOR USING THE ALSUP

- The **Assessment of Lagging Skills and Unsolved Problems (ALSUP)** is best used as a discussion guide rather than as a freestanding checklist or rating scale.
- Meetings should be focused almost totally on identifying lagging skills and unsolved problems. It is not the goal of the meeting to try to explain why a child has a particular lagging skill or unsolved problem, so hypotheses and theories about cause are to be avoided. It is also counterproductive to have participants go into great detail about the behaviors that a child exhibits in response to a given unsolved problem, so story telling is to be avoided as well.
- It's best to discuss each lagging skill (rather than "cherry-picking"), starting at the top.
- If a lagging skill is endorsed, don't continue moving down the list of lagging skills. Move over to identify the unsolved problems associated with the lagging skill.
- An unsolved problem is an expectation a child is having difficulty meeting.
- To identify unsolved problems, begin with the stem, "Can you give some examples of times when (name of child) is having difficulty..." and then restate the endorsed lagging skill.
EXAMPLE: *Can you give me some examples of times when Tommy is having difficulty making transitions?*
- Identify as many unsolved problems as possible for each endorsed lagging skill... don't move on after identifying only one unsolved problem
- Many lagging skills may contribute to the same unsolved problem...don't spend valuable meeting time trying to be precise about which lagging skill best accounts for a given unsolved problem.

GUIDELINES FOR WRITING UNSOLVED PROBLEMS

- They usually begin with the word **Difficulty**.
EXAMPLE: *Difficulty taking out the trash on Thursday mornings*
 - They should contain no reference to the child's challenging behaviors, though reference to **expected behaviors is fine**.
EXAMPLE: You wouldn't write *Screams and swears when having difficulty completing the word problems on the math homework*. Instead, write *Difficulty completing the word problems on the math homework*.
 - They should contain no adult theories.
EXAMPLE: You wouldn't write *Difficulty writing the definitions of the spelling words in English... because his parents were recently divorced*.
 - They should be **split, not clumped**.
EXAMPLE: You wouldn't write *Difficulty getting along with others*, but rather, *Difficulty agreeing with Chad on the rules of the four-square game during recess*.
- They should be specific. Here are two strategies that help:
- Include details related to who, what, where, and when.
 - Ask *What expectation is the child/student having difficulty meeting?*



CHILD'S NAME _____ DATE _____

INSTRUCTIONS: The ALSUP is intended for use as a discussion guide rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS		UNSOLVED PROBLEMS
<input type="checkbox"/>	Difficulty handling transitions, shifting from one mindset or task to another	
<input type="checkbox"/>	Difficulty doing things in a logical sequence or prescribed order	
<input type="checkbox"/>	Difficulty persisting on challenging or tedious tasks	
<input type="checkbox"/>	Poor sense of time	
<input type="checkbox"/>	Difficulty maintaining focus	
<input type="checkbox"/>	Difficulty considering the likely outcomes or consequences of actions (impulsive)	
<input type="checkbox"/>	Difficulty considering a range of solutions to a problem	
<input type="checkbox"/>	Difficulty expressing concerns, needs, or thoughts in words	
<input type="checkbox"/>	Difficulty managing emotional response to frustration so as to think rationally	
<input type="checkbox"/>	Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	
<input type="checkbox"/>	Difficulty seeing "grays"/concrete, literal, black & white, thinking	
<input type="checkbox"/>	Difficulty deviating from rules, routine	
<input type="checkbox"/>	Difficulty handling unpredictability, ambiguity, uncertainty, novelty	
<input type="checkbox"/>	Difficulty shifting from original idea, plan, or solution	
<input type="checkbox"/>	Difficulty taking into account situational factors that would suggest the need to adjust a plan of action	
<input type="checkbox"/>	Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid")	
<input type="checkbox"/>	Difficulty attending to or accurately interpreting social cues/poor perception of social nuances	
<input type="checkbox"/>	Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills	
<input type="checkbox"/>	Difficulty seeking attention in appropriate ways	
<input type="checkbox"/>	Difficulty appreciating how his/her behavior is affecting others	
<input type="checkbox"/>	Difficulty empathizing with others, appreciating another person's perspective or point of view	
<input type="checkbox"/>	Difficulty appreciating how s/he is coming across or being perceived by others	
<input type="checkbox"/>	Sensory/motor difficulties	

UNSOLVED PROBLEMS GUIDE:

Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior; free of adult theories and explanations; "split" (not "clumped"); and specific.

HOME EXAMPLES

- Difficulty getting out of bed in the morning in time to get to school
- Difficulty getting started on or completing homework (specify assignment)
- Difficulty ending the video game to get ready for bed at night
- Difficulty coming indoors for dinner when playing outside
- Difficulty agreeing with brother about what TV show to watch after school
- Difficulty with the feelings of seams in socks

SCHOOL EXAMPLES

- Difficulty moving from choice time to math
- Difficulty sitting next to Kyle during circle time
- Difficulty raising hand during social studies discussions
- Difficulty getting started on project on tectonic plates in geography
- Difficulty standing in line for lunch



Dr. Ross Green

Case Study



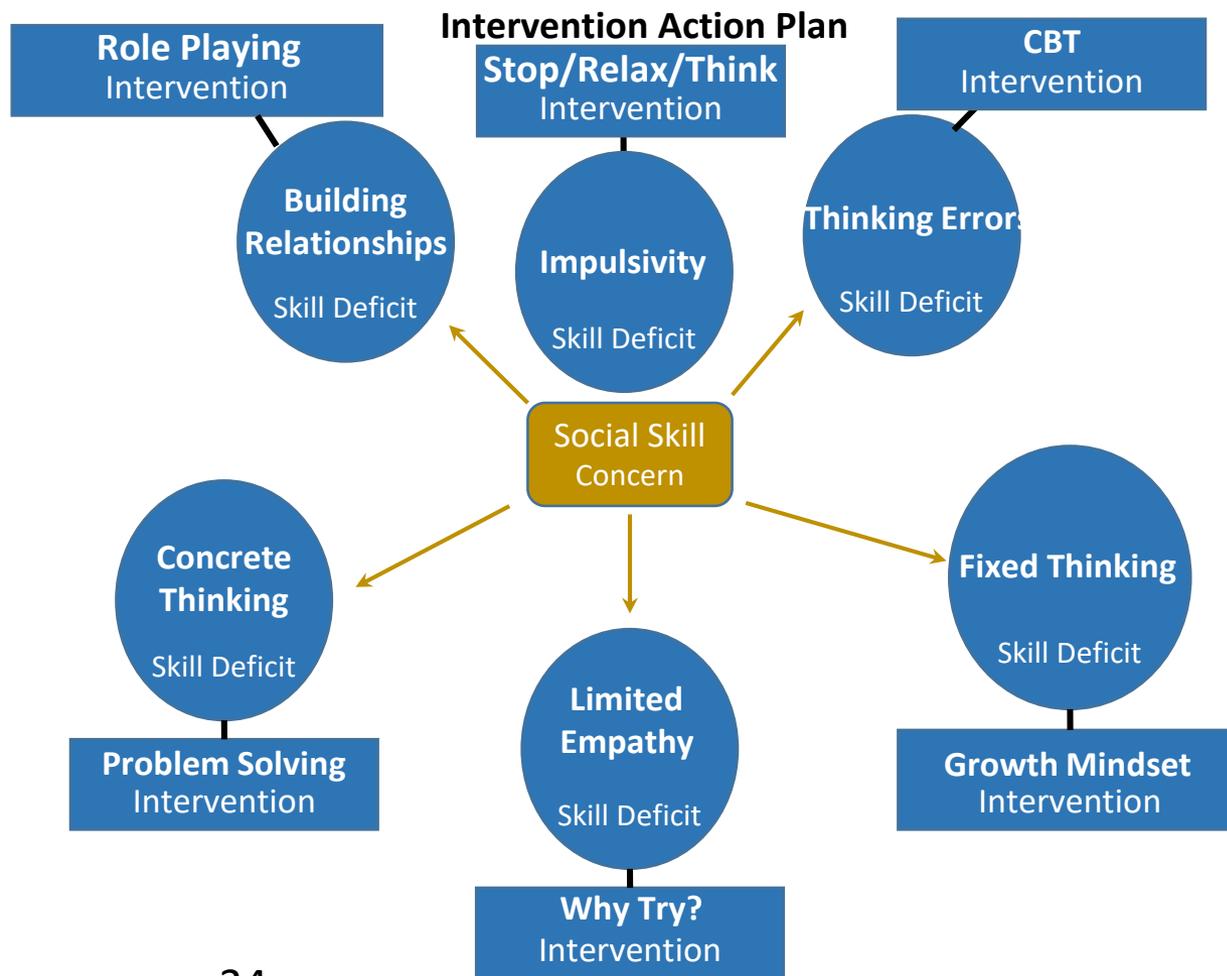
Steven becomes aggravated easily, resulting in shutting down where he will not talk and he will not complete any of his work. At times when he refuses to work he will put his head down on his desk. Other times he will tear up his assignments and break pencils, keeping an eye on the teacher, waiting to see what type of response he will get, trying to push the teacher's buttons. When the work is too easy or covers knowledge that he already has he will refuse to complete the work. He considers it to be a waste of his time. If the work is too hard, complicated or long he will also refuse to complete the work. He prefers group work to individual work. Steven's shutting down behavior is also mood dependent, happening when he is either mad, frustrated or angry. When he acts up in the classroom the other students will look at him which he reports as escalating his behavior. He stated that some kids make fun of him or tease him when he is removed from the classroom. Steven reports, "The teachers just ignore me, sometimes they will call the office or security to come and get me."

Lagging Skills Assessment

Dr. Ross Green

<p>Difficulty seeing "grays/concrete, literal, black and white thinking</p>	<p>Difficulty when his definition of a word does not match the definitions others have for the same word. Difficulty adjusting to different expectations than the expectation in his mindset. Difficulty understanding that there is more than one way to get things done.</p>
<p>Inflexibility, inaccurate interpretations/cognitive distortions or biases (e.g. Everyone's out to get me, nobody likes me, you always blame me, it's not fair, I'm stupid)</p>	<p>Difficulty when things do not go his way, when he does not get what he wants his default is negative thoughts about self. Time when the principal threw his water bottles away response was you hate me and I hate your school. Difficulty when he wanted the para to help him complete his work and got a response that he did not need assistance, interpreted this as being personal that the para did not like him anymore.</p>
<p>Difficulty managing emotional response to frustration so as to think rationally</p>	<p>Difficulty managing his anger and frustration when technology does not work. Difficulty managing his emotions when simple tasks do not go well.</p>
<p>Chronic irritability and /or anxiety significantly impede capacity for problem solving or heighten frustration.</p>	<p>Chronic anxiety, struggles with perfectionism, easily upset and frequently irritable. Low frustration tolerance.</p>
<p>Difficulty appreciating how s/he is coming across or being perceived by others</p>	<p>Self perception is that he is a cool, well liked kid, when typically his peers do not share the same perception. Difficulty understanding that his behaviors are what pushes other students away from wanting to be his friend.</p>





Any Questions????

