

Social Emotional Learning Overview

March 13, 2023



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

STUDENT SERVICES AND ASSESSMENT

EDUCATIONAL SERVICES

Educational Services staff offer a continuum of special education and related services to children ages 3-21, who meet specific eligibility requirements.

SOCIAL EMOTIONAL LEARNING

Social Emotional Learning builds safe and supportive learning environments and fosters students' social and emotional skills. These practices include social and emotional instruction, community building practices, behavior intervention, discipline, and cultural responsiveness.

MULTI-TIERED SYSTEM OF SUPPORT

MTSS and Assessment staff build the capacity of educators to utilize data to effectively plan, implement, evaluate, and adjust instruction and intervention to meet the needs of all learners at all levels.



Strategic Plan- Goal 1

Student Growth and Achievement

- **Readiness/ Achievement/ Proficiency/ Growth**
- **Curriculum Clarity**
- **Aligned Assessment System**

Strategic Plan- Goal 2

Inclusive Learning Environment

- **Systems of Interventions, Enrichments, Supports, and Differentiation**
- **Well-being, social, emotional, and health wellness of students and staff,**
- **Ownership/Engagement/Voice/Choice**



“SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”

“SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.”

The Collaborative for Academic, Social, and Emotional Learning, 2023



Policy 6:65 Student Social and Emotional Development

Incorporate SEL into the District's curriculum and other educational programs consistent with the district's mission and the goals and benchmarks of the Illinois Learning Standards.



Classroom and School-wide Programming: The Ten ISBE SEL Standards

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

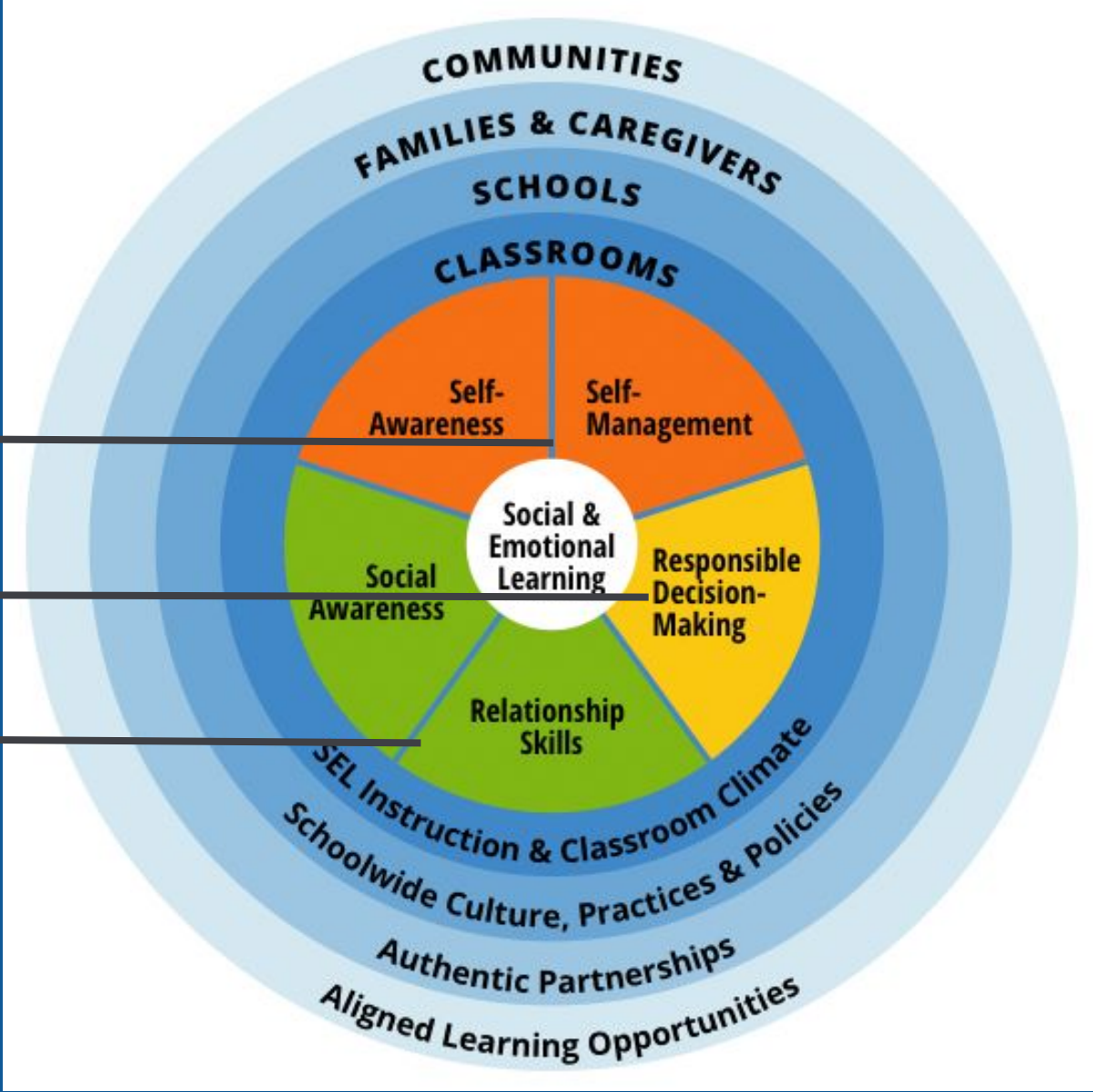


Classroom and School-wide Programming: CASEL Competencies

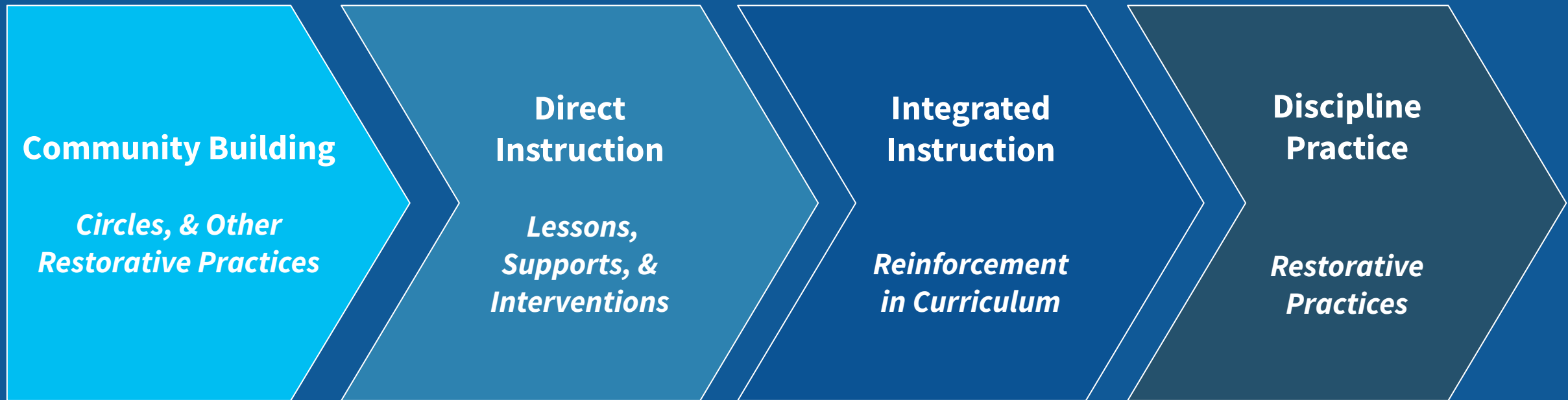
ISBE Goal 1

ISBE Goal 3

ISBE Goal 2



Classroom and School-wide Programming: Instructional Delivery



SEL Team

Ashley Robertson, Director of SEL and Student Equity

Beth Jarosch, Climate and SEL Coach for the District

Tina Bujnowski, SEL Interventionist

Renata Calderon, SEL Interventionist

Open Position, SEL Interventionist



Classroom and School-wide Programming: Instructional Delivery

Community Building

*Circles, & Other
Restorative Practices*



Restorative practices occur on a continuum from informal to formal and are used both proactively, to build healthy relationships and community, and/or responsively, to respond to conflict.

RESTORATIVE PRACTICES CONTINUUM



Restorative Practices Handbook (IIRP, 2019)



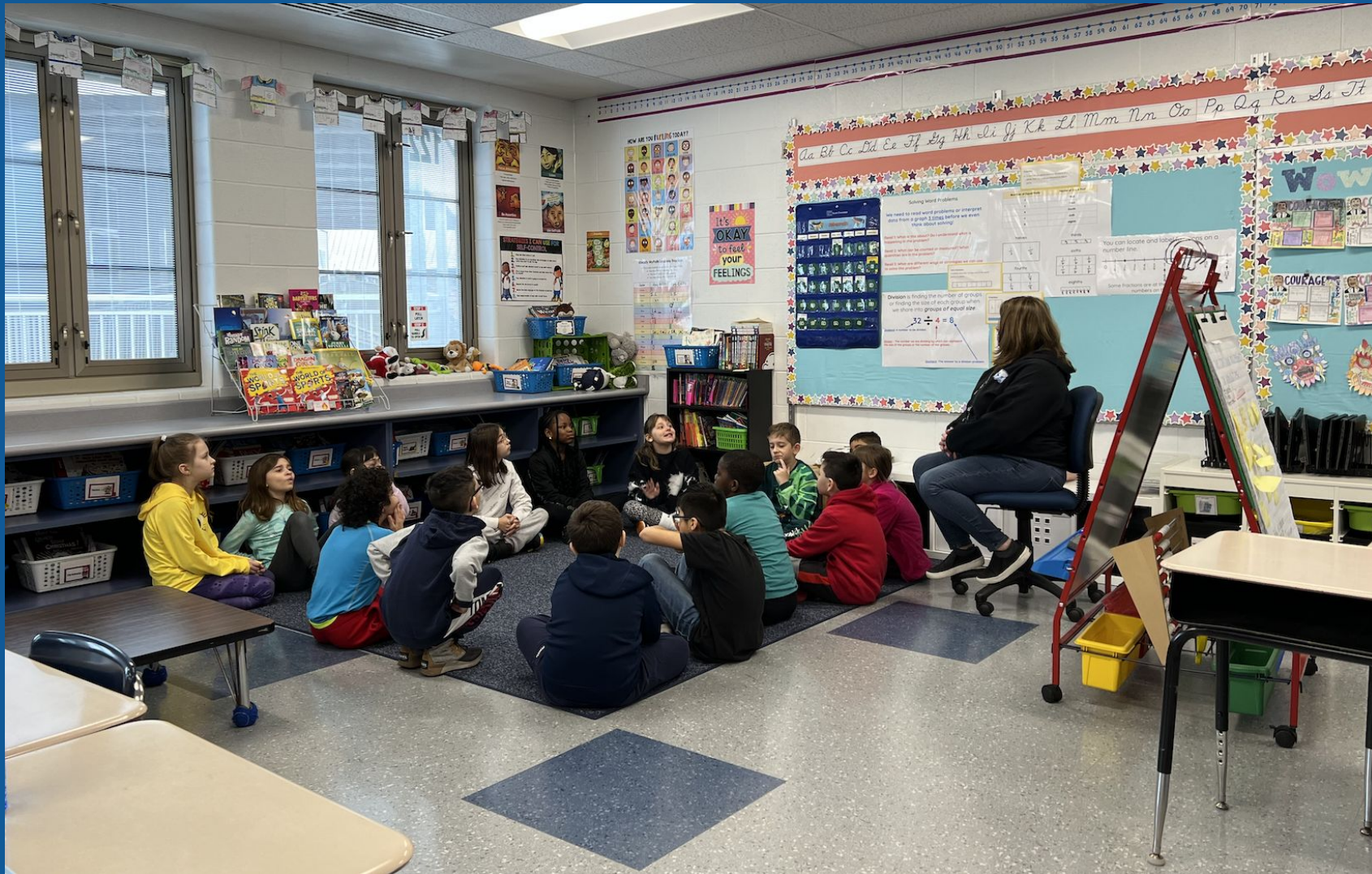
Proactive circles, provide an opportunity to communicate, connect, build trust, and care for one another. Below are some examples of how to use proactive circles to promote SEL skills in the classroom.

- **Daily check-ins** build self-awareness by asking students to identify how they are feeling and/or introducing a lesson or activity to focus and set personal goals.
- **Establishing norms and agreements** requires students to practice communication and team-building, thus building group cohesion and relationship skills.

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Circle: Example from Frost 3rd Grade Classroom



Responsive circles address conflict through the restoration of relationships and community.

By guiding students through rounds of questions, a responsive circle uses the rituals of circle practice and prepares them to rebuild trust while reinforcing the use of social and emotional skills.

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1. What happened?

How were you feeling? What were you thinking?

Who was hurt by what happened?

2. What do you need?

How do you want things to change?

How do we fix the problem together?

3. What's the plan?

What needs to be done to make things right?

What is our agreement for the future?



Restorative Questions I

TO RESPOND TO CHALLENGING BEHAVIOR

- What happened? *Requires self-management skills to regulate one's emotions and tell the story objectively, using affective "I" statements.*
- Who has been affected and in what way? *Uses social awareness skills to take the perspective of and empathize with others.*
- What do you think you need to do to make things right? *Requires relationship building to listen, communicate, and negotiate conflict constructively, as well as responsible decision-making to make respectful choices about repairing harm and rebuilding relationships.*

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Restorative Questions II

TO HELP THOSE HARMED BY OTHERS' ACTIONS

- What did you think when you realized what had happened? *Uses self-awareness skills to recognize one's own thoughts and emotions.*
- What impact has this incident had on you and others? *Uses self-awareness skills to recognize one's own behavior and social awareness to take the perspective of and empathize with others.*
- What do you think needs to happen to make things right? *Requires relationship building to listen, communicate, and negotiate conflict constructively, as well as responsible decision-making to make respectful choices about repairing harm and rebuilding relationships.*



Both social and emotional learning (SEL) and restorative practices (RP) are used to intentionally build equitable learning environments in schools.

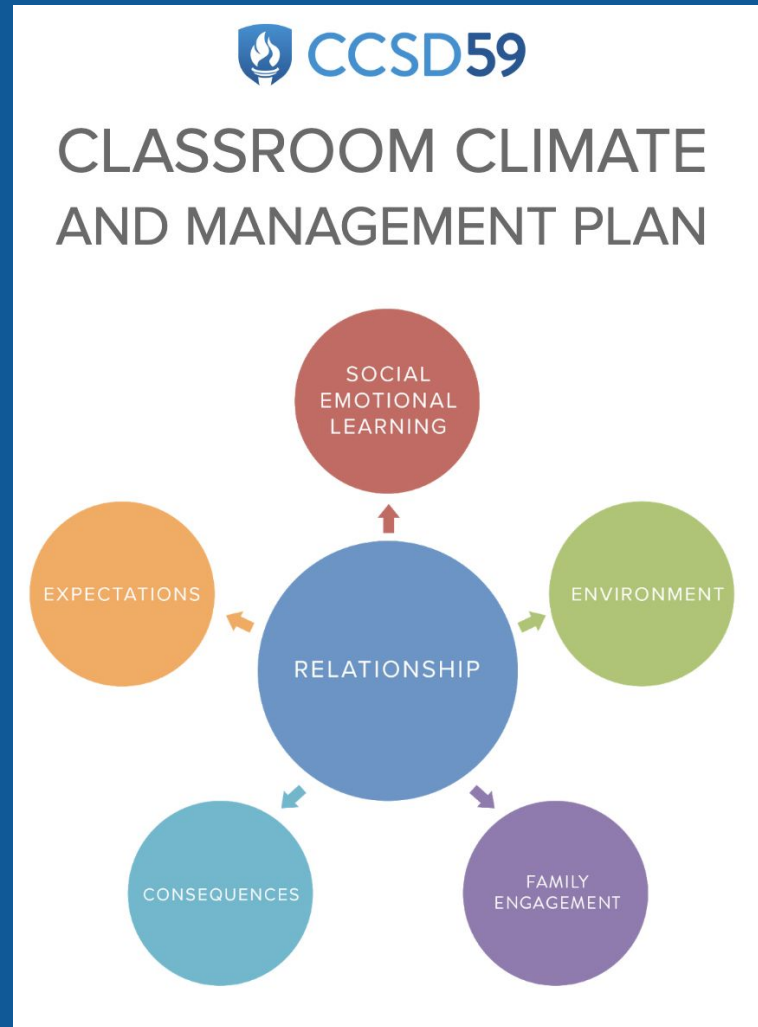
When students are given opportunities to listen and talk through RP, they learn empathy, consider perspectives other than their own, practice impulse control, and reflect on how their actions affect the people around them.

Embedding restorative practice structures into real-world situations presents even greater opportunities for students and adults to practice and model skills for others.




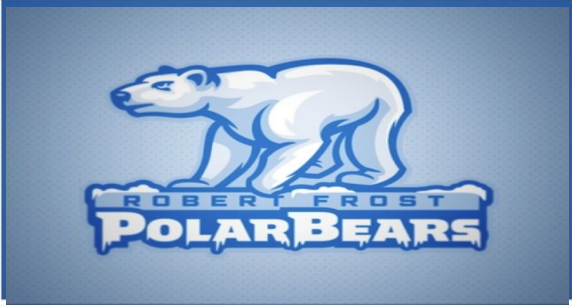


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Classroom Climate and Management Plan



Setting Clear Expectations for Learning

C	H	A	M	P	S
 Communication	Voice Level 0 (Silent)	Voice Level 1 (Whisper)	Voice Level 2 (Normal)	Voice Level 3 (Presentation)	Voice Level 4 (Outside voice)
 Help	Raise your hand	Do not raise hand (unless it is an emergency)	Ask your friend	Ask your group	
 Activity	Whole group	Independent work	Pair or Group work		
 Movement	Stay in your seat	Stay in one place	Safe movement		
 Participation	Listening with eyes and ears	Reading and Writing	Respectful Discussion	Listening and taking notes	

Establishing Classroom Values: Rupley 4th Grade Classroom

I will Rise Up and be...

<p style="text-align: center;">Respectful by</p> <ul style="list-style-type: none">• Treating everyone the way I want to be treated.• Using kind words.• Giving people personal space.• Being patient.• Following voice level expectation.• Listening to others.• Keeping some thoughts to myself	<p style="text-align: center;">Responsible by</p> <ul style="list-style-type: none">• Focusing on my work.• Trying my best.• Keeping our school clean.• Keeping my Chromebook charged.• Learning as much as I can.• Not giving up even if it's hard.
<p style="text-align: center;">Safe by</p> <ul style="list-style-type: none">• Stopping and thinking before I speak or act.• Being safe with my body and words.• Keeping my hands to myself.	<p style="text-align: center;">A Rupley Riser by</p> <ul style="list-style-type: none">• Being and doing my best today.• Doing the right thing.• Looking for positivity because if I do, I'll find it.• Being a role model.• Helping others.• Challenging myself.

Brave
by

Asking for help and doing the right thing even if it's **hard**.



Positive and Negative Consequences

Our Class Expectations

Be Respectful *yden Mrs. Jette

*dam Be Responsible

Be Resourceful Mina

Be Resilient Dylan Asha Lybby

APi am zarah christina Logan Ella y aksh
Juliet
Angel

Positive Consequences

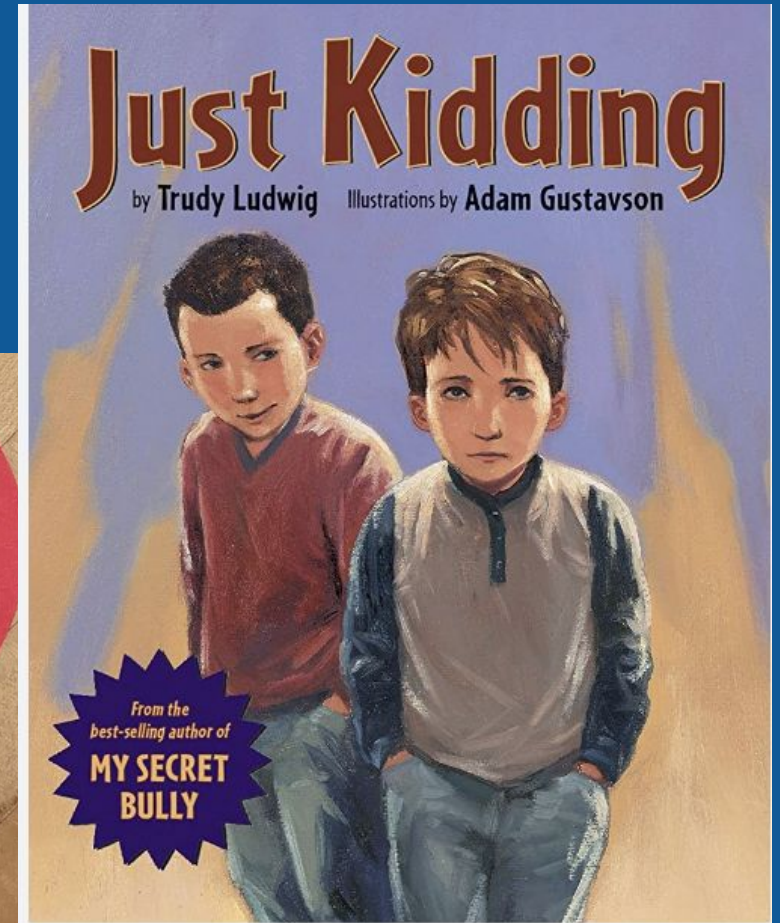
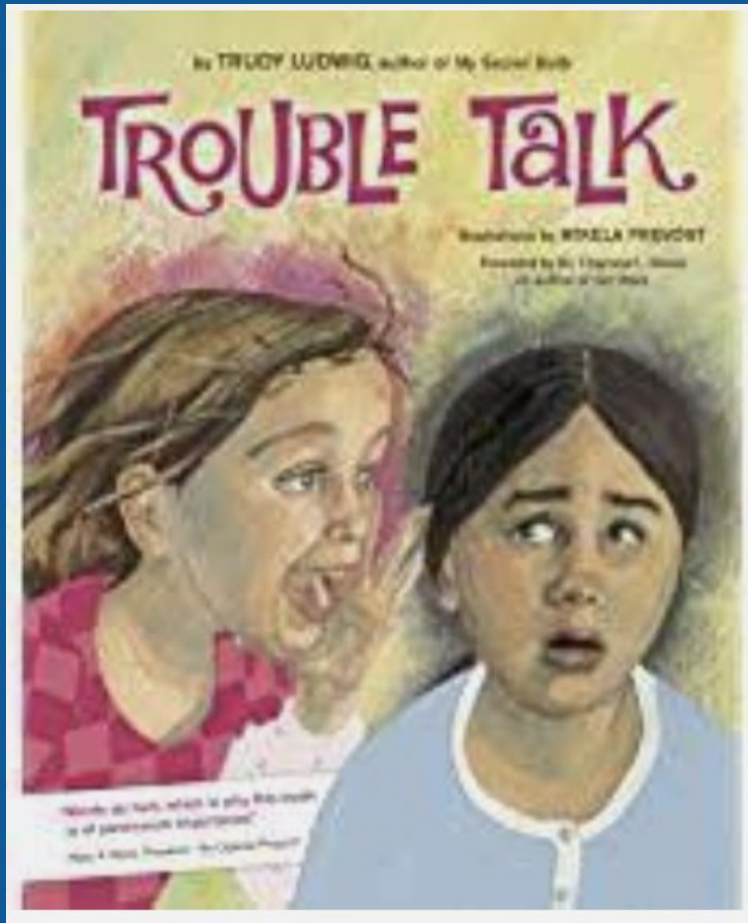
- * Feel good
- * Compliment
- * Make others happy or excited
- * Smiles
- * Family proud
- * Feedback
- * Notes/Calls

Reminders

- * Warning
- * Problem solving
- * Practice



Direct Instruction: Example from Jay 3rd Grade Classroom



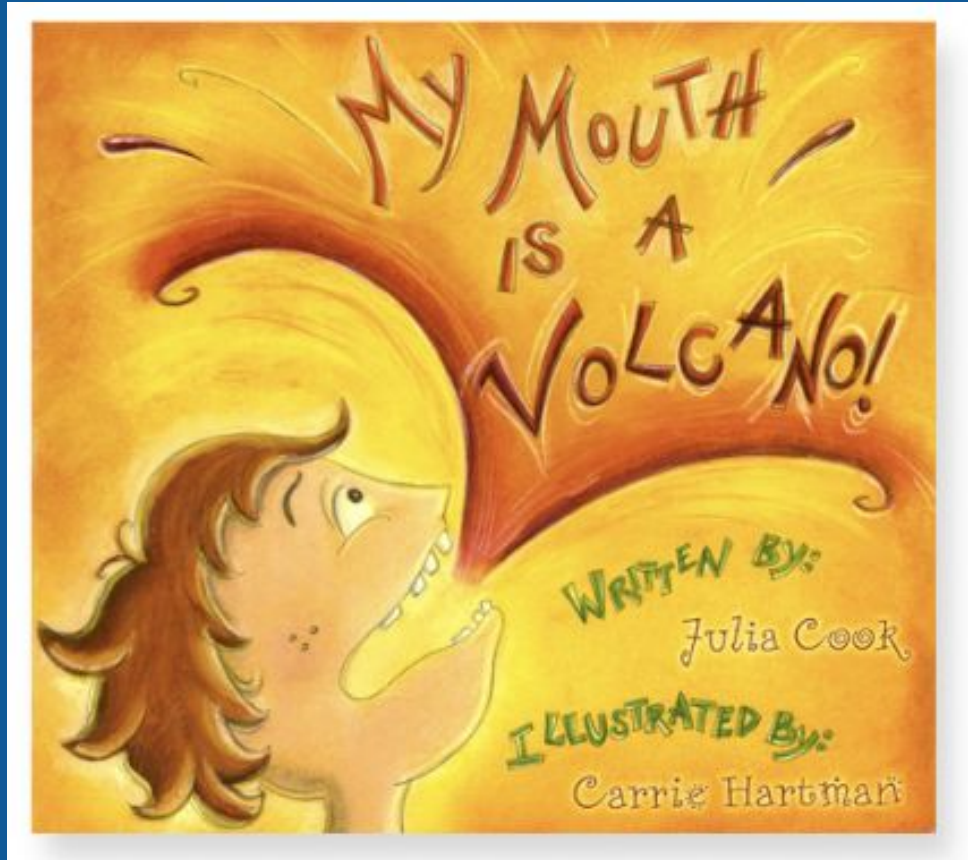
Direct Instruction: Example from Jay 3rd Grade Classroom







Direct Instruction: Example from Juliette Low 4th Grade



Classroom and School-wide Programming: Instructional Delivery



Example of Integrated/Embedded SEL Support

Are You Following a Herd?



SEL Lesson was tied to an article previously discussed in an 8th grade ELA class.

CASEL SEL Competency: Relationship Skills (resisting negative social pressure)

Focus: Impact of herd/group mentality aka peer pressure with guided discussions and activities.

Goal: Take concepts of lesson to directly connect and apply it to real life.

Outcome: Students analyzed the effects of peer/group influences, both negative and positive.

That's Not All!

As a teen, you're especially susceptible to herd mentality. The section of your brain involved in decision-making is still developing, while the part linked to social activity is super-active.

That means you're wired to pay more attention to the rewards of belonging to the group—even if the group is doing something like shoplifting or cutting class—than to the risks of getting caught.



Example of Integrated/Embedded SEL Support

Student responses to the question:

“What do you think about herd mentality?”

Yeah it happens and depending on the circumstances it can be negative or positive and all depends on your choice.

I think that there can be good outcomes in the herd mentality, but there can also be bad outcomes that can be negative influences.

I think its dangerous since it can change the way people think and make them different people

Just weird to be honest, you dont have to follow what everyone is doing just to be cool. Just be yourself and do what you want to do.

It could have good and bad effects to it.

I think that the herd mentality can be a good thing and a bad thing.

I feel that the herd mentality can be negitive but also positive it just depends on the moment or where your state of mind is.

I think it can be good and bad it different situations, just depending on the situation

There can be good and bad that come out of it

Can be good and bad. Bad; choosing a choice that can be risky. Good; choosing a safe choice or going with the gut feeling.

Example of Integrated/Embedded SEL Support

Student responses to the question:

“Why do you think kids go along with the group?”

The image displays 15 student responses to the question "Why do you think kids go along with the group?" arranged in a 3x5 grid of speech bubbles. The second bubble in the first row is circled in blue.

To fit it and be like other people ,	Kids go along with the group to fit in and act the same as everyone else	From my own experience, Its to would be appreciated by others and not want to be alone or hated for being weird or different.	Try to fit in.	They do not want to be different
because they don't want to get made fun of.	They want to fit in or they wanna be popular	Because they don't want to be singled out and targeted for doing something else.	kids don't want to be different because they don't want to get made fun of for something you like doing, or that they want to be the same as everyone, to fit in with everyone and to gain popularity.	They dont want them to think of that they are weird, they dont want to stick out. They want to fit in so the people would think of them as cool and not weird.
to try to fit in	So they can fit in	to fit in with everyone	to not be the odd one out, or to feel included	eagles are better

Example of Integrated/Embedded SEL Support

Teacher Feedback after SEL Support:

“I wanted to do a lesson on the impact of conformity. I contacted Friendship's counselors, and Renata responded saying she'd be happy to push in and do a lesson. I shared my vision for the lesson, and after she assembled the slide deck, she shared it with me. This allowed me the opportunity to offer feedback, which she took. Renata came in and engaged the students in a Pear Deck lesson about "following the herd." She shared her expertise in a guided lesson format, and I chimed in to connect the message of being an independent thinker to "The Lottery." In the end, **it was a great collaboration!**

-Kristin Hahn, ELA teacher at Friendship JHS



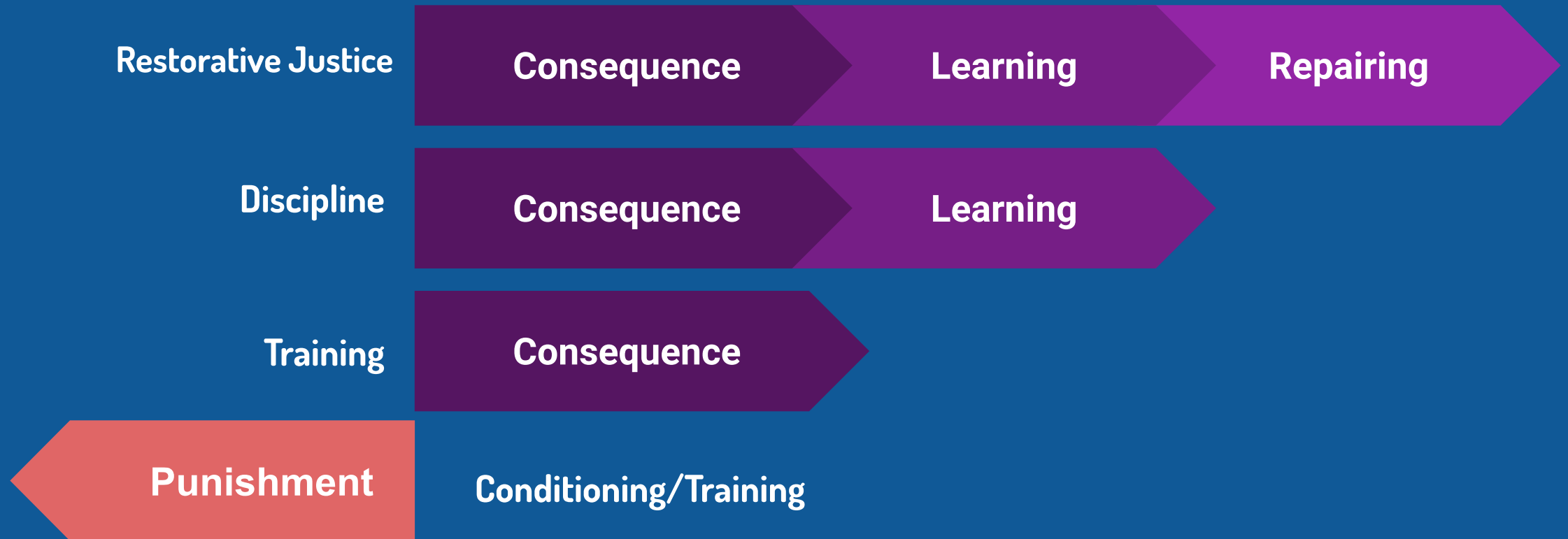
Classroom and School-wide Programming: Instructional Delivery



**Discipline
Practice**

*Restorative
Practices*

Classroom and School-wide Programming: Discipline Practice



Classroom and School-wide Programming: Discipline Practice & Senate Bill 100, PA 99-456 (2016)

Premise: exclusionary discipline is correlated with decreased academic achievement, increased likelihood of students dropping out of school, and increased involvement with the juvenile justice system.



Classroom and School-wide Programming: Discipline Practice & Senate Bill 100, PA 99-456 (2016)

Change: Zero-tolerance practices are not permitted.

Factors used to determine disciplinary action in D59:

- Context of the situation
- Discipline history of the student
- Disability
- Age and development
- Peer factors
- Exposure to trauma
- Motivation and purpose of behavior
- Appropriate academic placement
- Impact of the behavior on the learning environment



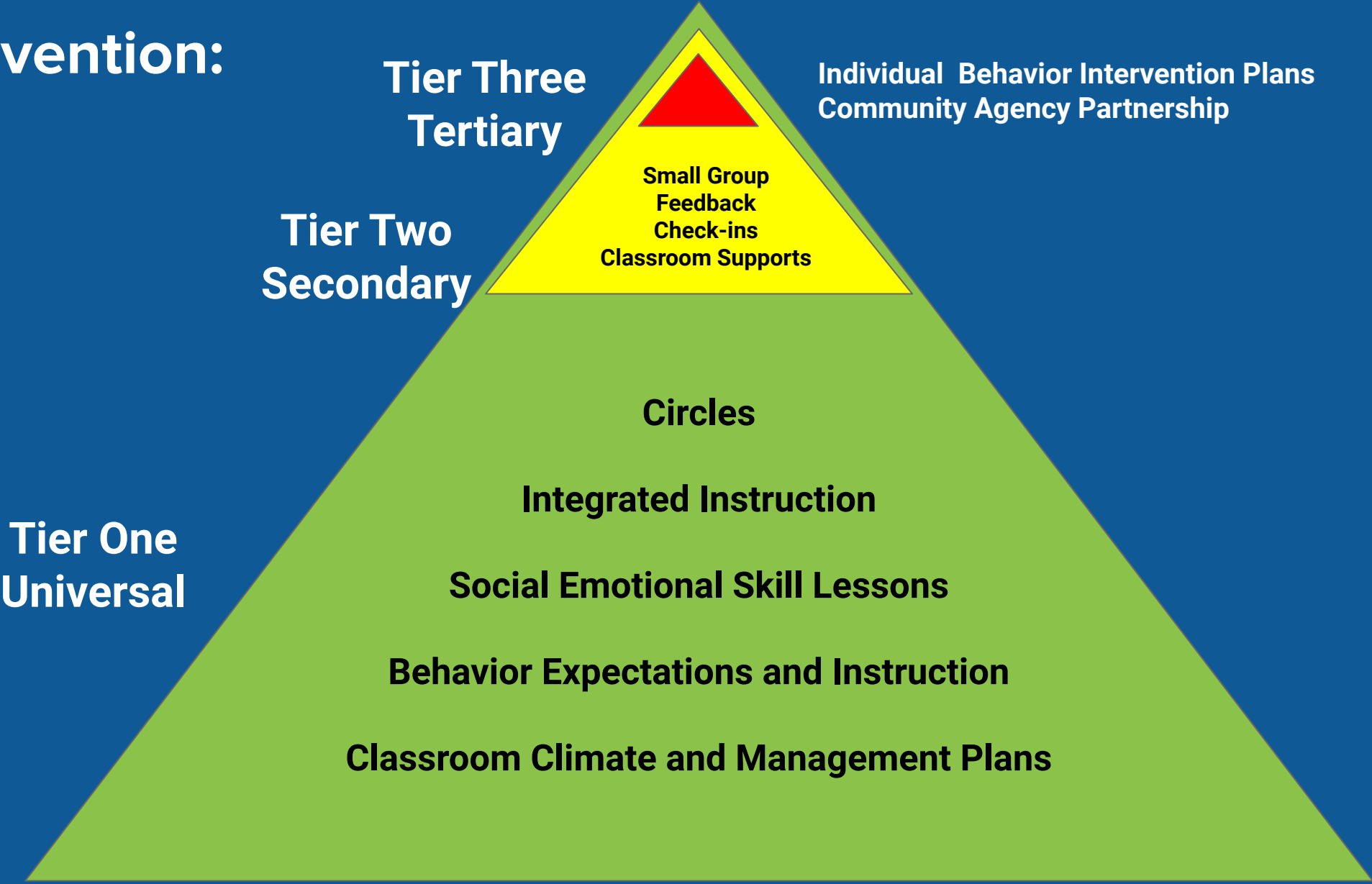
Classroom and School-wide Programming: Discipline Practice & Senate Bill 100, PA 99-456 (2016)

Change: Clear expectations of when out-of-school suspensions can be used

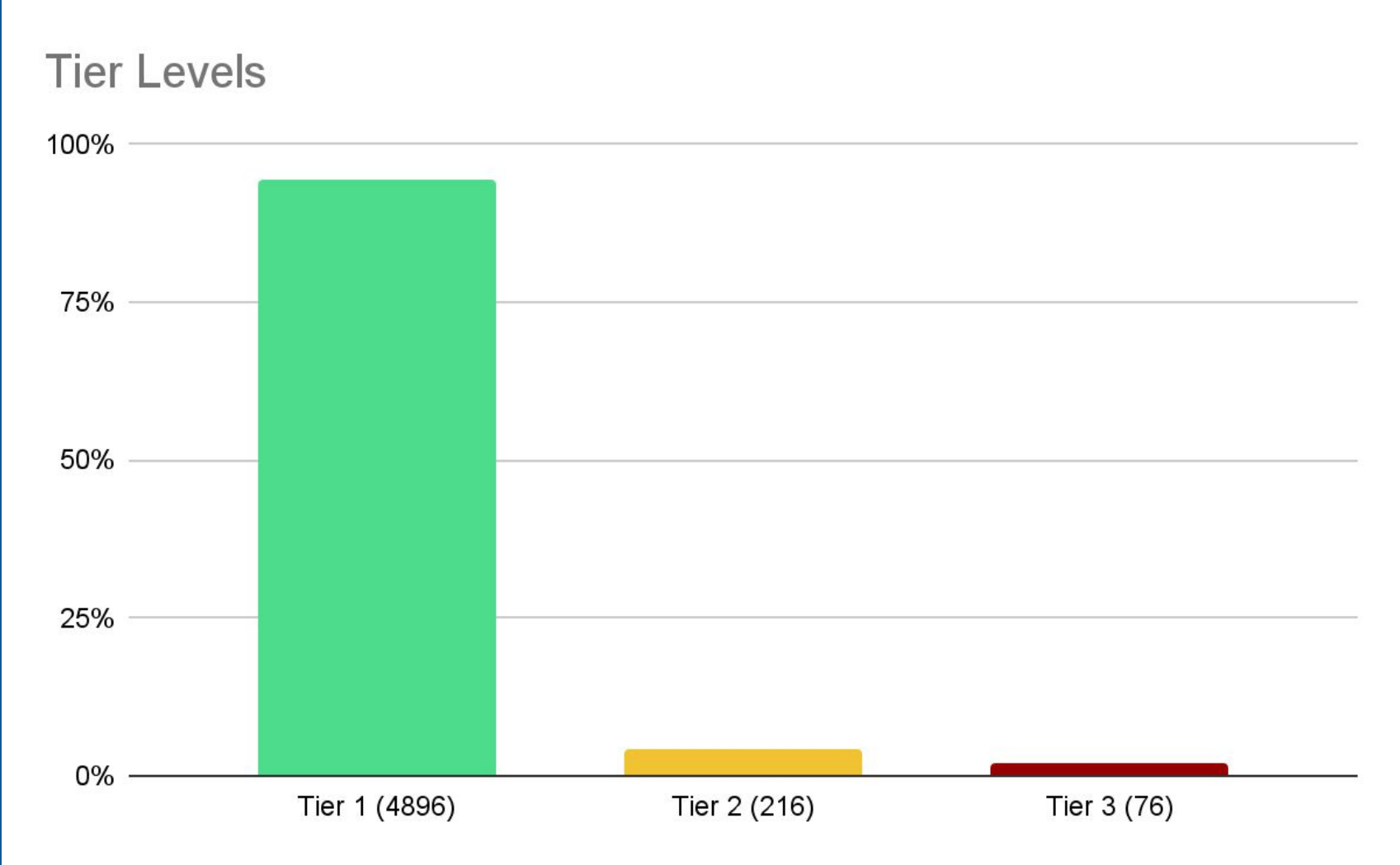
- Schools are required to exhaust all appropriate and available behavioral and disciplinary interventions before seeking an out-of-school suspension or expulsion of more than three days
- Schools may only use out-of-school suspension for situations where a student's continuing presence in school would pose threats to "the safety of other students, staff, or members of the school community" or "substantially disrupt, impede, or interfere with the operation of the school."
- Schools must make all efforts to minimize length of time out of school.



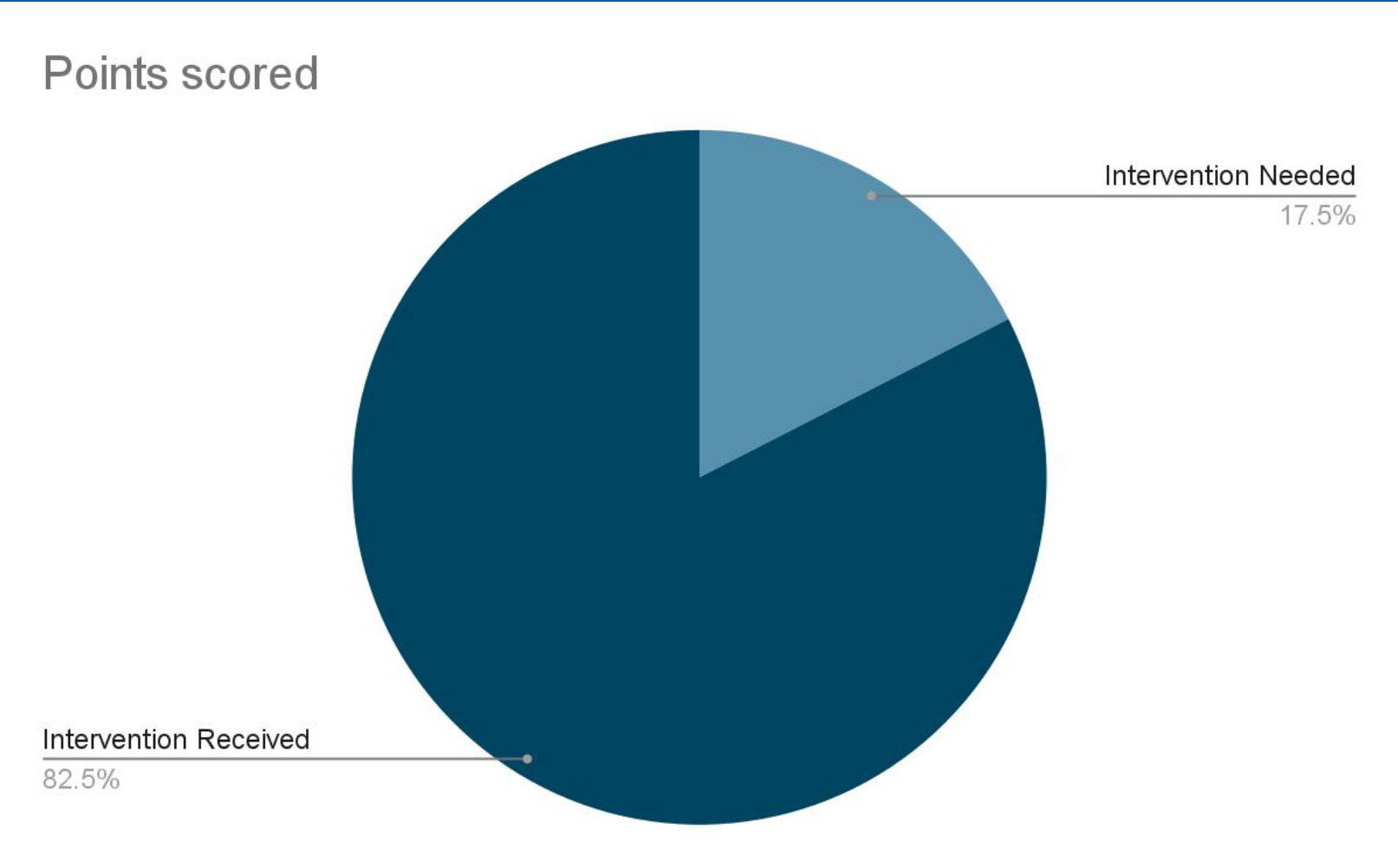
Intervention:



Intervention Needs



Intervention Received



SEL and Belonging Surveys- Elementary

Your result compared to National

School Setting

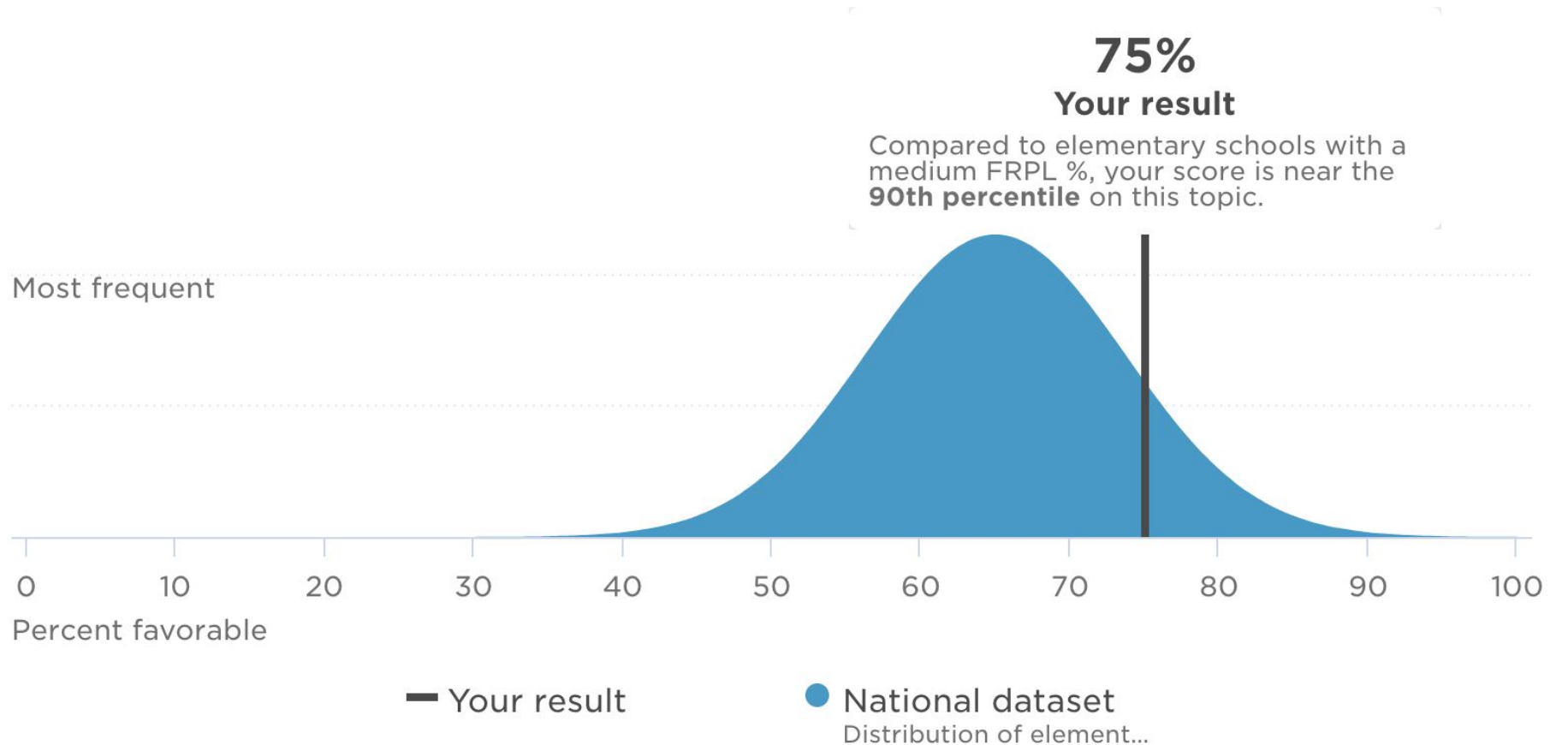
- All
- Urban
- Non-Urban

School Level

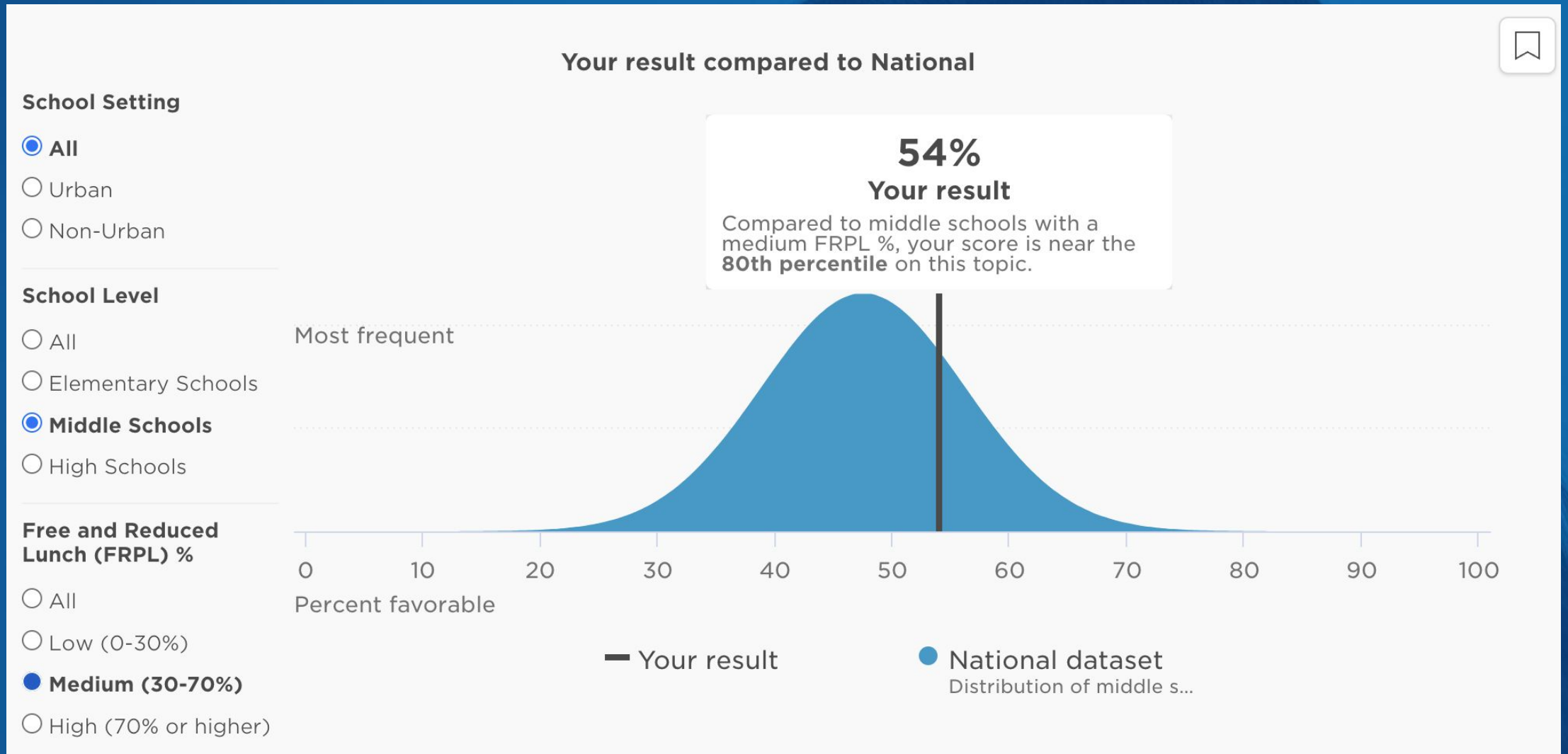
- All
- Elementary Schools
- Middle Schools
- High Schools

Free and Reduced Lunch (FRPL) %

- All
- Low (0-30%)
- Medium (30-70%)
- High (70% or higher)



SEL and Belonging Surveys- Junior High



SEL In Action



Questions

