3 Signature SEL Practices: A Starting Point for Social Emotional Learning K-12

Amy Oost
Franklin High School Counselor
amy.oost@franklin.k12.wi.us

Katharine Reid
FPS School Counseling System Specialist
katharine.reid@franklin.k12.wi.us
Franklin Public Schools

Our Strategic Goals

Better Place to Learn
1. Increase student engagement.
2. Increase % of students who are career and college ready at graduation.

Better Place to Work
3. Increase employee engagement.
4. Increase % of employees who report living and working our core values.

Part of a Better Community
5. Increase the number of partnerships between the District and community businesses.
6. Increase the feeling of pride in our schools as reported by students, staff and community.

2019-20 Enrollment: 4782
Number of Schools: 8
School Enrollments:

- Ben Franklin Elementary: 337
- Country Dale Elementary: 484
- Pleasant View Elementary: 454
- Robinwood Elementary: 495
- Southwood Glen Elementary: 347
- Forest Park Middle School: 1094
- Franklin High School: 1536
- House of Correction: 35

Franklin Public Schools
Inspiring Personal Success
Why Social and Emotional Learning

- Student Hope and Engagement
- Youth Risk Behaviors
- Teacher Perceptions and Reports
SEL works: Compelling national evidence

Science Links SEL to Student Gains:

- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests
- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer because they’re able to work more effectively with challenging students—one of the main causes of burnout.

Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health.
Building an Approach: The CASEL Framework

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL).
Self-Awareness

- Label and recognize own and others’ emotions
- Identify what triggers own emotions
- Analyze emotions and how they affect others
- Accurately recognize own strengths and limitations
- Identify own needs and values
- Possess self-efficacy and self-esteem
Self-Management

- Set plans and work toward goals
- Overcome obstacles and create strategies for more long-term goals
- Monitor progress toward personal and academic short- and long-term goals
- Regulate emotions such as impulses, aggression, and self-destructive behavior
- Manage personal and interpersonal stress
- Attention control (maintain optimal work performance)
- Use feedback constructively
- Exhibit positive motivation, hope, and optimism
- Seek help when needed
- Display grit, determination, or perseverance
- Advocate for oneself
Responsible Decision Making

- Identify decisions one makes at school
- Discuss strategies used to resist peer pressure
- Reflect on how current choices affect future
- Identify problems when making decisions, and generate alternatives
- Implement problem-solving skills when making decisions, when appropriate
- Become self-reflective and self-evaluative
- Make decisions based on moral, personal, and ethical standards
- Make responsible decisions that affect the individual, school, and community
- Negotiate fairly
Social Awareness

• Identify social cues (verbal, physical) to determine how others feel
• Predict others’ feelings and reactions
• Evaluate others’ emotional reactions
• Respect others (e.g., listen carefully and accurately)
• Understand other points of view and perspectives
• Appreciate diversity (recognize individual and group similarities and differences)
• Identify and use resources of family, school, and community
Relationship Skills

- Demonstrate capacity to make friends
- Exhibit cooperative learning and working toward group goals
- Evaluate own skills to communicate with others
- Manage and express emotions in relationships, respecting diverse viewpoints
- Communicate effectively
- Cultivate relationships with those who can be resources when help is needed
- Provide help to those who need it
- Demonstrate leadership skills when necessary, being assertive and persuasive
- Prevent interpersonal conflict, but manage and resolve it when it does occur
- Resist inappropriate social pressures
Plan Components:
1. Universal Instruction
   • 3 Signature Practices
2. Cultivating Adult SEL
3. Continuum of Supports for Mental Health
4. Community Partnerships

Franklin Public Schools
Social and Emotional Learning Program Guide

Equipping all students with social and emotional skills, mindsets, and attitudes to achieve holistic wellbeing within school, home, and community.

Franklin Public Schools
Developed During the 2018-2019 School Year
Welcoming Inclusion Activities
Engaging Practices
Optimistic Closure
Why?
### Getting it Down PATT!

**SEL 3 Signature Practices:**

**Getting it Down PATT!**

**Purpose Alignment Transparency Target**

<table>
<thead>
<tr>
<th>CIRCLE ONE</th>
<th>Welcoming Inclusion Activity/Routine</th>
<th>Engaging Pedagogy</th>
<th>Optimistic Closure</th>
</tr>
</thead>
</table>

**MY ACTIVITY / STRATEGY**

**WHO AND WHEN**

Example: 2nd grade—beginning of day, staff meeting...

- **Anger:** Beginning of day, followed by new seating chart, new small groups for project.

- **Build positive connections**
- **Break down invisible walls**
- **Ease tension**
- **Have fun**

**Relationship skills**

- Use social skills
- Respect others

**TRANSPARENCY**

What do I want them to know about the purpose or the alignment?

How will they know—it’s happening?

What individuals or groups self-assessment will look like?

**TARGET**

Focus of interactions: Teacher <→> Student

Student <→> Student

Student <→> Adult

Adult <→> Adult

**Example:** Focusing on group energy to calm and focus—build relationships.
Community Circles
Let's do this!
Example: Welcoming Inclusion Activity
Create a Thunderstorm

Yellow: Rubbing Hands
Pink: Snapping Fingers
Green:: Stomping Feet
Blue: Slap Hands on Leg
Other: Make other wind sounds
Engaging Strategies: Brain Break
Engaging Teaching Strategies: *Turn and Talk*

What is resonating with you?
What aspects of this approach may work for your district?
Lessons Learned

- Integrate.
- Build momentum.
- Differentiate.
- Personalize.
- Measure.
- Develop a Team.
- Include everyone.
- Not a straight line.
“Start where you are. Use what you have. Do what you can.” – Arthur Ashe
Handouts/Links

● [CASEL.org](https://www.casel.org)
● [CASEL Framework Handout](https://www.casel.org)
● [Franklin Public Schools' SEL Program Guide](https://www.casel.org)
● [3 practices playbook](https://www.casel.org) (CASEL)
  ○ Includes examples and summaries
● [Getting it Down PATT from the CASEL SEL Playbook](https://www.casel.org)