Tomahawk School District Social Emotional Learning Whole Child Update

10/27/2020

What is Social Emotional Learning? (SEL)

- The process through which children acquire and 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.

- These skills are critical to being a good student, citizen, and worker, and many risky behaviors (e.g., drug use, violence, bullying and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills.

- Effective SEL programming begins in preschool and continues through high school.

Areas of SEL

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.
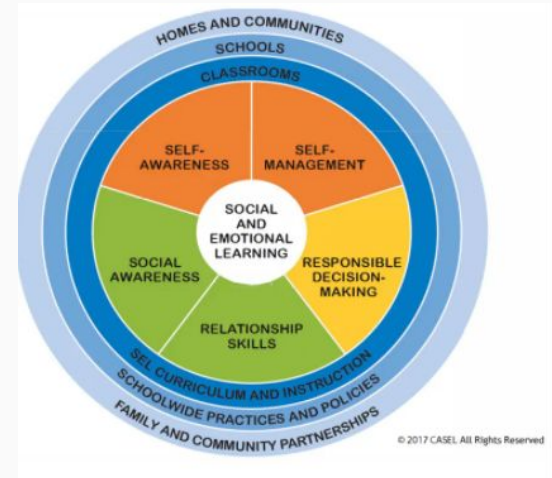
CASEL 2013

Highlights

- Academic and Career Planning (ACP)
- Positive Behavioral Interventions and Supports (PBIS)/Hatchet Pride
- Link Crew
- WEB
- Collaborative Teams grade level and content area
- Instructional Design
- YRBS/Social Norms Surveys
- School Social Worker
- Trauma Sensitive Schools
- SEL Curriculum Implementation (Second Step)
- Social Emotional Screener B.e.s.t

And many more...

- [SEL and Instruction](#)

Provide options for
Self Regulation (9) ➡

- Promote expectations and beliefs that optimize motivation (9.1) ❯
- Facilitate personal coping skills and strategies (9.2) ❯
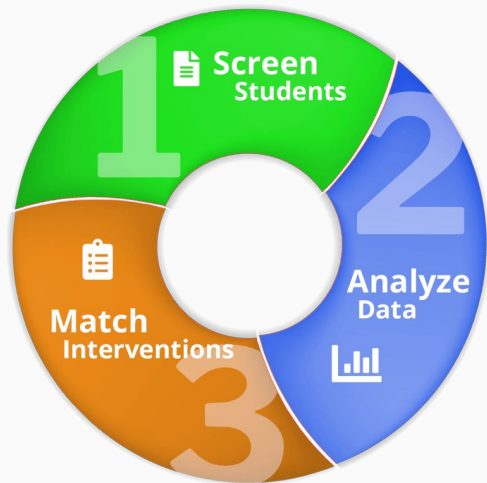- Develop self-assessment and reflection (9.3) ❯

Provide options for
Executive Functions (6) ➡

- Guide appropriate goal-setting (6.1) ❯
- Support planning and strategy development (6.2) ❯
- Facilitate managing information and resources (6.3) ❯
- Enhance capacity for monitoring progress (6.4) ❯

Internalize

B.e.s.t. Universal Screener

- ## Goal of Universal Screening

  The primary purpose for universal screening of emotional, behavioral and social issues would be to help identify children who appear to be functioning well and those children who may, by reason of personal/social problems, have limited capabilities of functioning in the classroom.

- Identify and target risk and protective factors that have the greatest impact on promoting positive outcomes and preventing negative outcomes

- Matches individual needs to different intervention strategies, evaluating the response to these interventions and building up a set of practices should result in positive developmental changes.

- b.e.s.t can help build staff capacity by introducing and sharing the effect of risk factors and by providing classroom training on universal and specific classroom b.e.s.t. ® practices to reinforce behavioral health and to reduce or counteract harmful circumstances to help develop and teach replacement behavior.

Second Step

Why Choose Second Step SEL?

Trusted by Schools
Second Step SEL has been successfully implemented by over 26,000 schools worldwide. Our curriculum is designed to align with district standards.

Easy to Use
Educators love using Second Step SEL because lesson plans and activities are easy to implement and require little prep time.

Engaging and Useful
Students eagerly anticipate Second Step's fun, captivating lessons that include games, activities, and songs. The skills they learn are useful in school, on the playground, and at home.
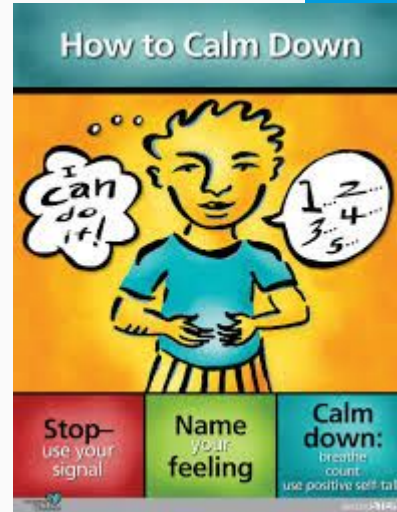
Endorsed
Second Step has been endorsed by numerous organizations, including the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the Department of Education, for the quality of our research, training, and teacher and family support.

Instruction of Replacement Behaviors
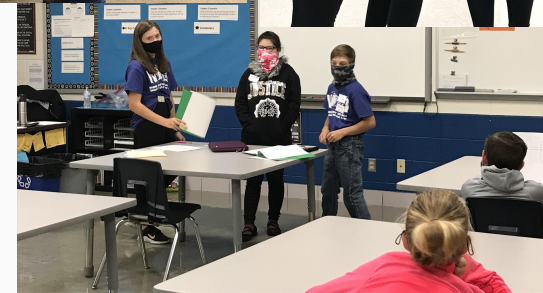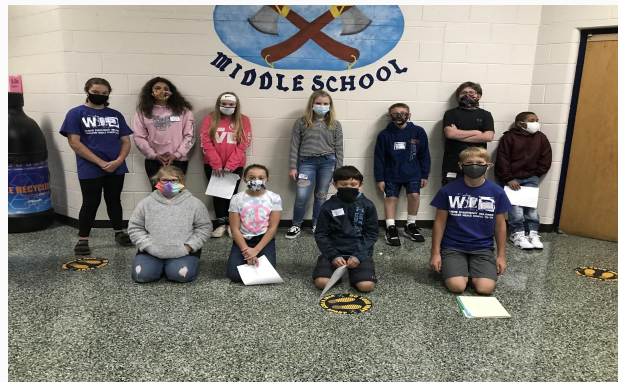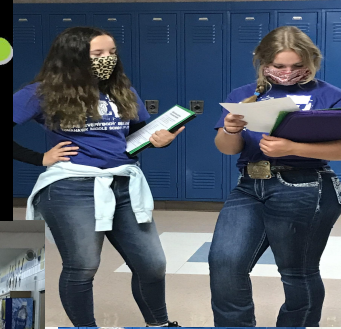
Elementary SEL

Focus Area
- [Elementary Second Step](#)
- Tier II Meetings
- Welcome groups for new students
- Hawaii Room for breaks and skill learning
- Trauma Sensitive School Practices
- Student Assistance Meetings
- Individual targeted support/counseling
- Small groups working on targeted skills
- Direct social skill instruction
- Family Engagement Activities/Events
- Love and Logic training for families
- Mental Health First Aid Training
- Morning Meetings
- Positive Behavioral Interventions Supports (PBIS)

Tomahawk Middle School

Focus Area-Balanced programming to create a cohesive system of support

- Second Step for Middle School Weekly Lessons
- Where Everyone Belongs WEB
- ACP Xello Academic and Career Planning
- Weekly Team meetings (RtI/PBIS/MTSS)
- Staff Book Study….Permission to Feel by Marc Brackett, PhD
- Love and Logic-Teacher Training
- Trauma Sensitive Schools Online Professional Development
- Study Buddies-after school program
- Small group and individual counseling

Tomahawk High School

Focus Areas:

- Link Crew
- Individual student meetings
- Community mental health professional satellite office in building
- Academic progress support for struggling students
- Staff book study last semester: <u>Lost At School</u> by Ross Greene
- Career plan support
- Trauma Informed Care training for staff with Lincoln County & HAVEN
- Youth Mental Health First Aid trainings for staff & community
- Youth Mental Health First Aid trainer on staff
- Self-care staff in-service presentations
- Question Persuade Refer trainers on staff
- Student transition and academic review meeting with parent & child minimum of 9th and 11th grade years
- Senior interviews
- Semi-annual screening for at-risk students
- Alternative education programming