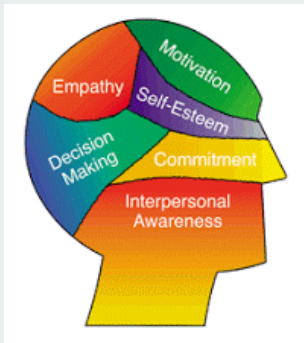


Social Emotional Learning and Positive Behavior Interventions and Supports at HCS



Social Emotional Learning (SEL)

- “The process through which children and adults acquire and effectively apply 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” – CASEL
- SEL helps children to develop the following five sets of core competencies:
 - Self-Awareness
 - Self-Management
 - Social Awareness
 - Relationship Skills
 - Responsible Decision Making

Studies have Shown...

- In the United States students with strong Social Emotional skills are **twice as likely** to earn a college degree *and* **50%** more likely to graduate from high school as well as have a full time job by the age of 25
- SEL not only improves achievement by an average of **11 percentile points**, but it also **increases prosocial behavior** (such as kindness, sharing, and empathy), **improves student attitudes toward school**, and **reduces depression and stress** among students (Durlak et al., 2011).

The Short- and Long-Term Benefits of SEL

Students are more successful in school and daily life when they:

- Know and can manage themselves
- Understand the perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions



The Short- and Long-Term Benefits of SEL

Other benefits include:

- More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- More positive social behaviors and relationships with peers and adults
- Reduced conduct problems and risk-taking behavior
- Decreased emotional distress
- Improved test scores, grades, and attendance
- Positive impact on overall school climate



So, What Do We Do?

Promoting social and emotional development for all students in classrooms involves:

- Teaching and modeling social and emotional skills
- Providing opportunities for students to practice and refine those skills
- Giving students an opportunity to apply these skills in various situations



We chose Second Step because the program...

- Promotes school success
- Creates for more school connectedness
- Promotes a safe and respectful school climate
- Strengthens student's ability to learn
- Directly teaches students to:
 - Have empathy
 - Manage emotions
 - Problem solve more effectively



Second Step

- Second Step is designed to develop student's:
 - Skills regarding self-regulation
 - Social-emotional competencies
 - Pride of school environment
 - Connection to school and teachers/staff



Positive Behavior Intervention and Supports (PBIS)

- What is Positive Behavior Intervention and Supports (PBIS)?
 - We are a PBIS school which means we have trained with the State Department of Education to develop, implement, and continually assess our approach to behavior.
 - PBIS helps create a positive school climate that focuses on teaching and reinforcing desired behaviors rather than simply punishing negative behaviors.
 - Our approach allows us to reach all students within the school. We are also able to identify students who may require additional supports and provide those supports as needed.
 - At HCS we:
 - Use the Second Step program to explicitly teach all students Social Emotional Learning,
 - Recognize students for positive behavior individually as well as school-wide, and
 - Address behavior consistently and with common language across settings.

Dog Bones

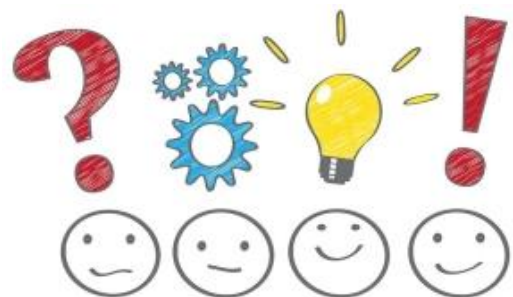
- Recognition:
 - Students will earn a “dog bone” from a staff member when they exhibit any of the three school-wide expectations (Be Safe, Be Responsible, Be Respectful), and/or any of the Second Step traits.
 - Dog bones are collected in a classroom bowl which will then be deposited into a large doghouse in the office on Friday mornings.
 - At times, Mrs. Mazzei will request teachers to send 1-2 students per class to the office to receive special recognition for their positive behavior.
- Reward:
 - When the doghouse is full, all students will receive a school-wide reward selected from student-generated ideas.

School-Wide Behavior Support Plan

When a student makes a poor behavioral choice:

Step 1:	Reminder
Step 2:	Take a quick break
Step 3:	Take a break and talk with a staff member. The student will complete an Action Plan, which will be sent home so that parents are aware that their child needed help to make the right decisions.
Step 4:	Take a break in another room. The student will complete a second Action Plan. The teacher will contact a parent regarding the behavior.
Step 5:	The student will take a break with a staff member outside of the classroom and complete a Think Sheet. The teacher will contact a parent regarding the behavior.
Step 6:	The student will meet with the Principal or another staff member designated by the Principal. The Parent will be contacted.

Discussion and Questions





References

<https://www.facultyfocus.com/articles/teaching-and-learning/what-it-means-to-be-a-self-regulated-learner/>

<http://www.secondstep.org/>

<http://www.casel.org>

<http://www.cfchildren.org/wp-content/uploads/mission-vision/what-is-sel/docs/sel-e-book.pdf>