

PTS Rising 2020-21

SEL IMPLEMENTATION HANDOUT

*When clicking on links (any underlined words) a pop-up window will appear with the active link embedded in that window. *Click on the link within this pop-up window to get to the site.*

SEL BIG PICTURE: REGULATE, EMPATHIZE, ADVOCATE, APOLOGIZE & REPAIR, and SET & ACCOMPLISH GOALS

[SEL Competencies](#) ([Spanish](#))

[What does SEL mean?](#)

[K-12 Learning Targets - Example](#)

IMPLEMENTING SEL - CORE PRACTICES AND CONTENT

1 - TAKE CARE OF YOURSELF AND BUILD YOUR RESILIENCE RESERVES

- A. [SMART Breaks](#)
- B. [Resilience Checklist](#)
- C. Other Resources (all are frequently update)
 - a. [Wellness Weekly](#)
 - b. [PTS Staff Padlet](#)
 - c. [Resource page from our E&R website](#)
 - d. [Recommended PD/Resource of the Month](#)
 - e. [TIP \(Trauma Informed Practice\) of the Month](#)
 - f. [APA Article](#) - Building Your Resilience
 - g. [13 Signs of High Emotional Intelligence](#)
 - h. [Greater Good Magazine](#) [Greater Good in Education](#)

2 - CREATE A GROWTH-CENTERED CLASSROOM ENVIRONMENT in which all students are seen, heard, valued, and validated, in which the following are true for each child: “I’m safe, I matter, I care and am cared about, I contribute, I’m significant, I belong.”

Always keep in mind: [Four Questions We Unconsciously Ask Each Other at All Times](#)

Comprehensive resource and guide: [Greater Good in Education](#), [Well-Being During the Pandemic](#)

Teach the importance of names, respecting identity, and honoring culture:
[Elementary](#), [Secondary](#)

Check-in daily with each student’s social and emotional well-being

[YOU MATTER Student Check-in Example \(Google form from Sara Zander, PHS\)](#)

[Mood Meter Check-in \(Google form adapted from Michael Gullo, PHS\)](#)

[Mood Meter Check-in \(Google form from internet\)](#)

[Harvard Check-in Survey \(Google form\)](#)

[Questions for Getting to Know Your Students](#)

[Quick Check-in Questions](#)

Show you care, build community, employ active participation, use student feedback, and give them choice, voice, and power with decisions (using surveys, polls, and interviews)

[Simple Ways to Promote Student voice in the Classroom](#)

[7 Activities to Build Community and Positive Classroom Culture During Online](#)

[Learning; Encouraging Students to Turn On Their Cameras](#)

[Student Preferences Spreadsheet](#) (see Clint Rodreick)

[Example HS Student Interest Inventory](#)

[An Easy Way to Build Rapport Online \(Or In Class\)](#)

[5 Minute Chats with Students](#)

[Engagement in the Virtual Learning Environment \(SEE-KS\)](#)

[3 Signature Practices](#) -- [Handbook from CASEL](#)

[Pear Deck Tutorial](#) (Flipgrid and Padlet are also useful engagement tools)

[Tips from Seasoned Educators](#)

Solve problems collaboratively

[Positive Discipline - class meetings](#) (see Lisa for more information)

[Collaborative Problem Solving](#), [Sample Planning Tool](#), [Plan B Organizer](#)

Use restorative practices to apologize and repair harm (with agility)

[Resolve - Restorative Responses to Repair Harm](#), [RJ Questions Cards](#)

3 - TEACH ABOUT THE BRAIN USING THE 'HAND MODEL' (ala Drs. Dan Siegel & Bruce Perry) - useful and affordable curriculum: [Mindup](#)

Parts/regions of the brain (Dr. Dan Siegel): based on developmental level of students, here are some examples (select the phrasing that works for you / your students):

- A. Reptile brain, mammal brain, thinking/human brain
- B. Lower-brain, midbrain, upper-brain
- C. Brain stem, limbic system, prefrontal cortex
- D. Amygdala, hippocampus, prefrontal cortex

Sequential processing and engagement (Dr. Bruce Perry): happen in this order (i.e. students can learn only if they feel safe, secure, connected, that they belong, and are cared about):

- 1. **Regulate** (safe and secure)
- 2. **Relate** (connected and belong)

3. Reason (communicate, problem-solve, make decisions, and create)

Good videos that teach about the brain and “flipping your lid” (see E & R Website - Jan TIP):

- [Primary](#)
- Intermediate: [1\) Why We Lose Control of Our Emotions](#), [2\) Mindfulness & the Brain](#), [3\) Working with Difficult Emotions](#)
- Adolescents - Adults: [Dan Siegel Hand Model of the Brain](#)

4 - TEACH HOW TO CALM THE AUTONOMIC NERVOUS SYSTEM using deep breathing, mindfulness, and ‘reboot’ practices (useful and affordable curriculum: [Mindup](#))

- [Intro to Chime Meditation \(i.e. regulating focus and attention\)](#)
- [1 - Minute Chime Meditation \(Core Practice\) for Children](#)
- [Hoberman Sphere Breathing](#) and [Five Finger Breathing](#)
- [4-7-8 Breathing](#)
- [Calm Breathe Bubble](#)
- [One Minute Practices Reference Sheet - SEE Learning](#)
- [Minute Practices Video Playlist - SEE Learning](#)
- [YoMind - Ashland, OR \(Resource Portal\)](#)
- [Rapid Resets](#) and [Strategies to Reboot](#)

5 - TEACH ABOUT EMOTIONS, EMOTION REGULATION, AND EMPATHY via think alouds, modeling, explicit instruction, daily routines, and integration into ELA, social sciences, and other content areas

The [Mood Meter, Yale Center of Emotional Intelligence](#), is a useful tool:

- [Adapted MM w/ sentence frames - 4 versions](#)
- [Simple](#) [Advanced](#) [w/ White Background](#)
- [Spanish](#)
- [w/ faces](#)
- [w/ labeled emotions](#) [w/ labeled emotions version 2](#)
- [MOOD METER App](#)

[Mood Shifting Strategies](#)

[Gottman Feeling Wheel](#)

DISTRICT CREATED RESOURCES

[PTS Equity & Resilience Website](#)

[PTS Staff Resource Padlet](#)

[Regulation, Resilience, and Mood Shifting Strategies List](#)

[PTS Wellness Weekly](#)

[SEL Scope & Sequence Touchstones \(Slide Deck\) and Summary](#)

[Managing Emotions & Building Resilience Slide Deck](#)

[In-Service, ' Let it RAIN' Slide Deck](#)

Infographics - PTS created

[Regulate, Relate, Reason](#)

[Threads of Resilience](#)

Infographics - from other sources

[R.A.I.N.](#)

[Creating a Healthy SEL Environment](#)