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ITL 608

Assignment 3A – SEL and Positive Behavior Supports

Introduction

Supporting the whole child is the goal of Social Emotional Learning. This section explores strategies that integrate SEL into Multi-Tiered Systems of Support. SEL and Multi-Tiered Systems of Support complement each other as teachers strive to create a safe and productive learning environment for immediate and future learning experiences. Explore these five cards to discover valuable practices that impacts a child's relationship with peers and teachers

Login

1. Go to the following website and enter your username and password: https://online.sanfordprograms.org/

2. Find the online portal titled "National University – Sanford College of Education" and press "Go Now!" to open it.

3. View the shelf of Playbooks in Social Emotional Learning. For this assignment, you will only need to access Playbook #9, "SEL and Positive Behavior Supports".

4. Once you have opened up the "SEL and Positive Behavior Supports Playbook, you will have access to the five cards for this unit, which will be referenced throughout this assignment and in future courses.

Differentiation

Both intern teachers and student teachers can engage with the "SEL and Positive Behavior Supports" Playbook based on their own teaching and learning experiences. Intern teachers, what SEL strategies are you currently implementing? Student teachers, where do you want to begin with strategies to support Positive Behavior Supports in your classroom?

Considerations

Through your Playbook learning, how can you reflect on ways in which you can bring the whole child into classroom learning experiences? How will you create an environment that is safe, nurturing and empowering for each child that enters your room?

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Card #1: SEL and MTSS (PBIS+RtI)

SEL in Introduction: Watch the video "How to Embed Social-Emotional Learning into MTSS". List 3 steps for incorporating SEL into a tiered support system you heard former principal Ryan Werb suggest.

The purpose of MTSS is to support the needs of individual students

1. Gather SEL data using SEL measurement tools (pan.ed.com/sel)
2. Look at SEL data alongside academics and behavior to gain a fuller view of students
3. Build SEL into tiered intervention strategy

SEL in Action: What are the core ideas presented in each of the four video clips in this section?

The video "Social-Emotional Learning, Explained" describes social-emotional learning as a program that focuses on a menu of social-emotional skills like self-awareness, self-management, responsible decision making, relationship skills, and social awareness. Teachers are at the core of implementing this program, but it can be difficult to measure success of SEL implementation depending on how measurements are taken.

The video "WUSD MTSS Social & Emotional Support" presents the idea of offering resources to students to support their social-emotional needs. Some resources that are used within their school to meet students SEL needs to help students thrive are mentorship programs, big buddy / little buddy, outreach specialists, social workers, etc. Providing students with a "safe adult" has been shown to increase the likelihood of their success.

The video "How to imbed Social-Emotional learning into MTSS and RTI" goes in-depth about how to some of the different options for responding to data and providing an effective intervention in different tiers.

The video "Interventions for classroom disruption" breaks down how important it is to understand that every student is unique and that by seeking to understand student's individual needs and the context of behavior can be the most effective tool for planning intervention strategies.

Act on It: Set an attainable goal for yourself that articulates a vision you have for building classroom where students are the center of focus.

I will incorporate SEL and MTSS (Including PBIS and RtI) into my classroom to remind myself of how I can address the needs of all students by using structures that have clear strategies and goals which will help me to identify and focus on how I can support students.

Card #2: Emotional Regulation

Introduction: As stated in the introduction of this section "the American Psychological Association (APA), defines emotional regulation as, "the ability of an individual to modulate an emotion or set of emotions" (2018). After participating in an exercise that identifies emotions, what three techniques do the children practice to help calm their emotions?

In the video SEL- Emotional Regulation, the teacher has students discuss how different emotions make them feel and then has them put together a "Calming Toolkit" which they can use when needed. Three techniques that the children practiced to help calm their emotions were belly breathing, counting to five, and using a calming object.

SEL in Action: Take notes on each of the four videos: Teaching self-regulation by modeling, Demonstrating self-regulation with voice, Building emotional literacy with preschool Strong Self-regulation skills. Identify four strategies you might use with the children you are teaching or with children the same grade level you plan to teach.

The video "Teaching self-regulation by modeling" discusses how emotions must be regulated in the classroom to facilitate learning. Teachers can model self-regulation by articulating their own authentic emotions and explaining different options about how those emotions can be dealt with.

The video "Demonstrating self-regulation" describes how self-regulation can best be demonstrated by focusing on tone. The educators in the videos share how effective using a calm, neutral, and assertive voice can be in the educational setting.

The video "Building emotional literacy with preschool" explains the importance of teaching students how to speak about their problems before reacting to problems. The educators in the video use "Conscious discipline" which focuses on providing students with the language and understanding needed to become emotional literate, or to express and deal with their feelings.

The video "Strong self-regulation skills" details the qualities of people with strong self-regulation skills. The skills include being able to manage and monitor one's own attention, thoughts, behavior, and emotions. Research shows that students with strong self-regulation skills perform better academically and have less behavior problems.

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Card #3: Sensory Integration

Intro: Read the Introduction to sensory integration. The analogy that our body runs like an engine is used to describe a state of alertness or energy level in the writing. How does your engine run in the morning, in the afternoon, in the evening?

In the morning, I usually have a high fuel level once my coffee kicks in! In the afternoon is when my fuel level runs low. I become more overwhelmed by my senses, especially to sound, and need some peace and quiet time with low stimulation to gain my energy back. If I get peace and quiet time, then in the evening I get to green, or an energy level that is just right. If I do not get peace and quiet time, then I sometimes will stay at yellow, or low energy, in the evening. It's important that I am aware of how my engine works so that I can assess my needs and keep my engine running. I think this is a great analogy to use with students to help them articulate their energy level and to help me assess their engagement.

SEL Snapshot: Read the in class case study. After viewing the videos, reading the case study and graphics, think about what sensory strategies you have experienced to support different types of learning. Where they for a physical activity or cognitive activity?

A lot of my students like to use sensory objects while they work. I collect squishy toys and stress balls to provide to them to keep their hands busy and this always seems to help them to focus.

Plan It! What sensory strategies can you adapt to your school / school environment to support your students? Share how you will implement two of the suggestions

One sensory strategy that I can adapt in my classroom is drumming. I plan to implement this strategy by getting pool noodles and cutting them into drumsticks, putting colored circles on each desk, and having students follow along with a video which shows them which color to hit with their sticks along with a song. I could even adjust this activity to fit the content, for example, I can switch the colored circles into symbols for a math lesson where I can instruct students to use their drum sticks to hit either the addition or subtraction sign for a given problem.

Another sensory strategy that I can adapt into my classroom is using seating options, like a yoga ball, for students to sit and move on while listening to instruction

Act on It: Think about the intentional strategies listed in "Plan It". List three strategies that are appropriate for your grade level and subject area.

Colorful pom-pom drop: Students use tongs to color sort pom poms into matching color tubes. The pom poms fall through the bottom, but this is a great hand-eye coordination skill. Pre-Writing Squishy Bag: Students will be able to draw different shapes and even letters using the squishy bag and a Qtip to write with. Moon Sand/Kinetic Sand: Students can play with sand and form shapes without using water.

Card #4: Title: Behavioral Recognition & Management

(Pick Your Own)

SEL in Action: Watch the video and provide a 3-5 sentence summary of your learning and how it connects to your SEL comprehension so far.

Behavior recognition and management are crucial factors of SEL comprehension. There are many ways to teach students how to balance their emotions and thoughts and it's important the I as a teacher integrate different strategies into the classroom that focus on facilitating behavior recognition and management. Some ways of doing this that I learned from the videos are by building positive connections with students, giving specific praise, noticing improvements, offering rewards, etc.

Think About It: Answer each of the guided reflection questions in this section.

What do students do with these feelings they are experiencing? How are they acting? Students react to their feelings. Their actions will depend on what they are feeling and their abilities to recognize and manage their behaviors.

How do students appropriately display what they feel? An appropriate method of displaying ones feels is by articulating their emotions. There are different methods that teachers can use to help students to communicate their feelings like having an emotions chart available for students to see and choose from to assist them in identifying how they feel.

How can classroom management strategies effectively support students' feelings in a productive and socially acceptable way? Once students can identify their emotion, it's then time consider an appropriate response. A method discussed in the videos is Stop. Think. Act. This is a great practice to teach as it encourages students to reflect before the react.

Act on It: List your action plan in the box below, following the directions listed on this card.

I plan to teach about emotions and implement practices into the classroom which support students social-emotional development and abilities to manage their own behavior. I can do this by having class discussions about different scenarios and guiding students to think about effective ways of dealing with emotional situations.

Card #5: Title: Positive-Behavior Supports to Promote Study Skills

(Pick Your Own)

- **SEL in Action:** Watch the video and provide a 3-5 sentence summary of your learning and how it connects to your SEL comprehension so far.

Having academic success requires positive behavior supports. The videos in this card detail different behavioral strategies that promote study skills. Some of these strategies include, having dedicated study areas, limited distractions, breaking studying up into sections and taking breaks, getting good sleep, and working toward rewards. We are learning how influential our emotions are to learning so it is essential that we are prepared to teach different positive behavior supports that will promote student learning.

- **Think About It:** Answer each of the guided reflection questions in this section.

Preparing the Environment: The teacher should prepare the classroom environment and advise the students how to prepare their home environment. External variables should be addressed, such as putting in place: a behavior-management system, routines, expectations, classroom arrangement system, etc. These are all elements conducive to learning. It is advisable that the student prepare a study space where she/he feels comfortable and has all the elements needed to study (books, notebooks, eraser, pencils, highlighters, etc.). A conducive study space should include: (natural) light, fresh air, a comfortable temperature, safety, quiet (noise level), cleanliness, structure, and simplicity. A student's body posture is also important — sitting up with feet on the ground is best.

- **Act on It:** List your action plan in the box below, following the directions listed on this card.

Preparing FOR Test-Taking and DURING Tests: As testing can be a highly, emotionally charged event, teachers should also prepare students on self-regulatory and self-management strategies. These can be used just before and during a text or examination.