

Social Emotional Learning Skills Implementation Guide

Intro	3
District Level Strategy	5
Individual School Analysis	8
Teacher Social and Emotional Competencies	16
Staff Development Survey	20
Learner outcomes	21



Executive Summary

While inclusive classrooms allow for greater increased opportunities for all students, they often times present unique challenges. Social emotional learning models can provide teachers and students skills to allow for increase in student outcomes for all students in the inclusive classroom. According to Collaborative for Academic, Social, and Emotional Learning, Social and Emotional Learning (SEL) is the process of developing students' and adults' social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. CASEL identifies five social and emotional competencies, each of which is composed of multiple skills and abilities (see Figure to the right; CASEL, 2015).

When teachers enact and students participate social and emotional skills , students and teachers are able to develop their social and emotional skills and apply these skills to create a more productive and supportive schooling experience.

These skills include:

- Self-Awareness
- Self-Management
- Responsible Decision Making

- Relationship Skills
- Social Awareness

Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. These skills are critical for the development of all students and can serve as a foundational model to create an effective classroom



culture and learning environment in the inclusive classroom.

Well-developed SEL skills can help youth with disabilities develop strong and positive peer relationships, succeed in school, and begin to successfully explore adult roles such as employee, co-worker/colleague, and community member. This guide will assist your district or school in implementing an SEL model within inclusive classroom environments.

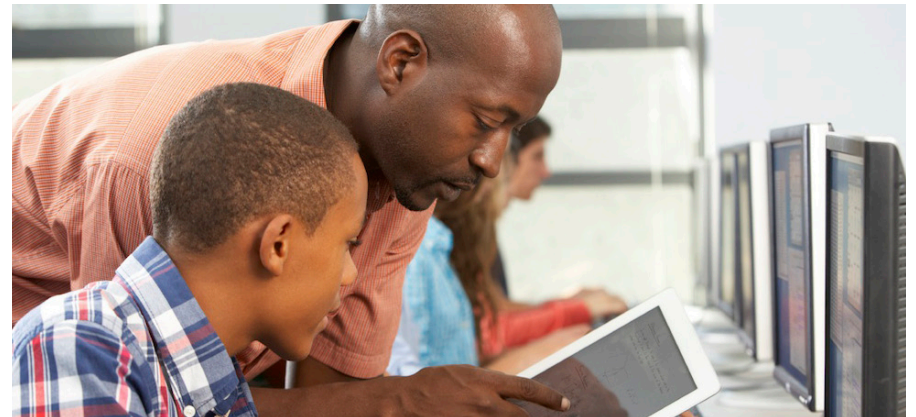
Benefits of SEL

Implementation of SEL programs in schools provides a foundation for creating a safe learning environment where all students can succeed. Effective programs include multi-component school-based interventions involving classroom-based curricula that focus on teaching students skills to enhance social and emotional competencies as well as academic learning. These critical social-emotional competencies involve skills that enable students to calm themselves when angry, initiate friendships and resolve conflicts respectfully, make ethical and safe choices, and contribute constructively to their community.



Academic Achievement

Through SEL, students can learn to handle their feelings for a number of purposes, including helping them to focus on their studies and improve individual performance. Better social skills have been shown to correlate with students' increased time-on-task and with higher achievement scores and higher grades.



Healthy personal-social development

Through SEL, students can learn to exhibit pro-social behavior and character skills that will serve them well not only in school, but throughout their lives. They can learn to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, make responsible decisions, and solve problems.

District level strategy

Leadership is a critical factor in the effective implementation of a high-quality SEL inclusive model, and it should be a priority central to a school's educational mission. Building administrators and school leaders participate in training with school faculty and staff, not only to understand what is being implemented, but also to demonstrate the key role leadership plays in creating a climate conducive to effective SEL implementations.

While every district is different, there are key questions that all districts must consider. As you plan, build and execute your SEL inclusive learning program, use this framework, and the accompanying evaluation tools, to guide discussions and implement your SEL model.





Instructional Leadership Discussion

DISCUSSION GUIDE: IMPLEMENTING SEL INCLUSIVE LEARNING PROGRAM

1. What is driving the need for implementing a social emotional learning model in inclusive classrooms? What existing goals does this advance?

2. What are the current challenges we are seeking to address?



3. What could be considered the first goals and priorities in the implementation of the SEL model within the inclusive model? What makes them the most important priorities?

4. Are there other priorities that should be in contention? Why do you think so? Are they actually competing priorities or is there a way to make them synergistic?

Instructional Leadership Discussion

DISCUSSION GUIDE: IMPLEMENTING SEL INCLUSIVE LEARNING PROGRAM



5. What is the research rationale/evidence base that convinces you (and will convince teachers) that an SEL model will have a positive impact on student achievement and behavior in the inclusive classroom?

6. What would represent evidence that an effective inclusive learning environment is happening? How would we collect evidence (e.g., lesson plans, observations, assignments, formative and summative data, collaboration amongst staff)?

7. What SEL competencies are already priorities? In what ways can we build on or leverage existing efforts to streamline implementation? What elements will be a true paradigm shift? Should we focus our priorities and efforts on those? Can creating a solid plan and model based on the competencies allow for both leveraging of existing efforts and genuine shifts?

8. What is needed for teachers and other school-based instructional personnel to deeply understand, embrace, and integrate this change? What experiences would they need to have? What resources do they need?

Individual School Analysis

According to Salend (2001), there are four principles of effective inclusion:

1 Effective inclusion improves the educational system for all students by placing them together in general education classrooms-regardless of their learning ability, race, linguistic ability, economic status, gender, learning style, ethnicity, cultural background, religion, family structure, and sexual orientation. Inclusionary schools welcome, acknowledge, affirm, and celebrate the value of all learners by educating them together in high-quality, age appropriate general education classrooms in their neighborhood schools.

2 Effective inclusion involves sensitivity to and acceptance of individual needs and differences. Educators cannot teach students without taking into account the factors that shape their students and make them unique. In inclusive classrooms, all students are valued as individuals capable of learning and contributing to society. They are taught to appreciate diversity and to value and learn from each other's similarities and differences.

3 Effective inclusion requires reflective educators to modify their attitudes, teaching and classroom management practices, and curricula to accommodate individual needs. In inclusive classrooms, teachers are reflective practitioners who are flexible, responsive, and aware of students' needs. They think critically about their values and beliefs and routinely examine their own practices for self-improvement and to ensure that all students' needs are met.

4 Effective inclusion is a group effort; it involves collaboration among educators, other professionals, students, families, and community agencies. The support and services that students need are provided in the general education classroom. People work cooperatively, reflectively, sharing resources, responsibilities, skills, decisions, and advocacy for students' benefit.

Our learner outcomes

For many years, through changes in leadership, assessments and curricula, the General Learner Outcomes have been there. These are the over-arching goals of standards-based learning for all students in all grade levels. Our teachers rely upon rubrics built upon these to inform their assessment of students — going beyond academic achievement to ensure students become engaged, lifelong learners.

These are:

Complex Thinker

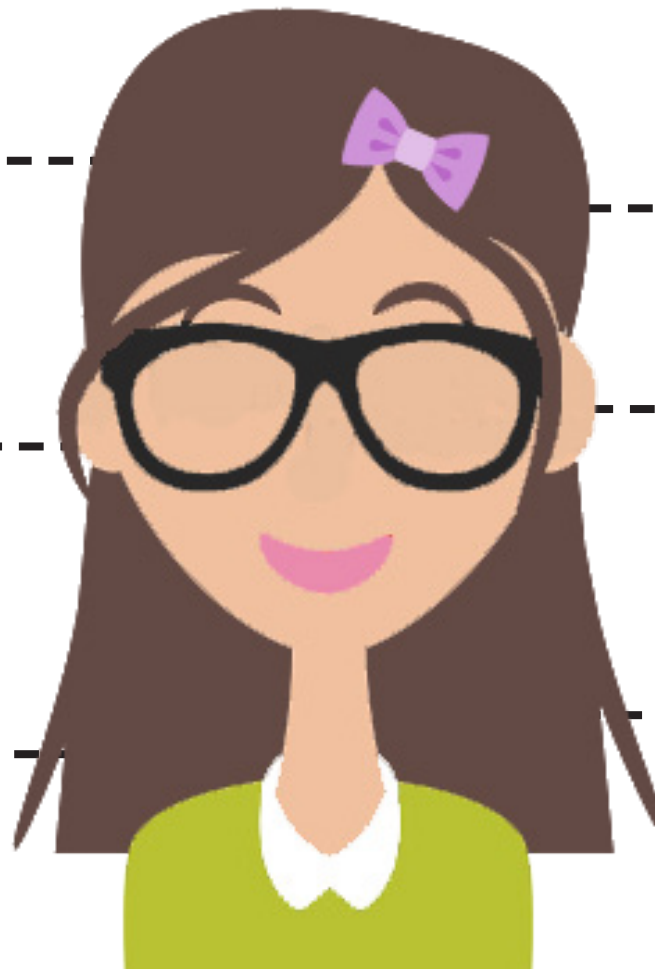
- The ability to demonstrate critical thinking and problem solving

Community Contributor

- The understanding that it is essential for human beings to work together

Self-directed learner

- The ability to be responsible for one's own learning



Quality Producer

- The ability to recognize and produce quality performance and quality products

Effective Communicator

- The ability to communicate effectively

Effective and Ethical User of Technology

- The ability to use a variety of technologies effectively and ethically

THE EDUCATOR



Providing options for student engagement, persistence, and self-regulation

Conducting frequent checks for students understanding

Providing clear academic objectives and behavioral expectations

Providing frequent and varied feedback and positive reinforcements to student responses

Collaborating actively when other adults are in the room

Presenting curriculum content through multiple means and providing scaffolds and support for metacognitive processing

Providing multiple and varied options for student communication and expression

Modeling and reinforcing positive behavior expectations

Using data and student response to differentiate instruction and support

Total # of checks

THE STUDENT

Making connections between new content, prior knowledge, and real-world applications

Engaging in learning through a variety of approaches and developmentally appropriate tasks with a variety of resources

Demonstrating self-regulation strategies by monitoring his or her own thinking, setting goals, and monitoring and reflecting on progress

Demonstrating autonomy and self-advocacy by choosing appropriate learning tools and support

Persevering on difficult task

Making academic and behavioral corrections based on staff feedback and other evidence

Using a variety of tools and means to demonstrate and communicate knowledge

Collaborating with peers and demonstrating appropriate behavior during group and individual work

Total # of checks



THE CLASSROOM



Support a variety of tasks and learning formats

Provide positive reinforcement and motivators

Clearly display expectations, rules, and routines

Use clear and effective displays of information, tools, resources, prompts, etc.

Safe and respectful of all cultures and backgrounds

Rich with connections to student experience and interest

Support student use of resources and scaffolding

Conductive to collaboration and group work

Create a nonthreatening, positive, and academically rigorous atmosphere

Allow for smooth physical movement of students and educators

Total # of checks

Now let's see where you stand

Total # of checks:

1 check = 1 point

Beginning Phase
(0-9 Points)

Implementation Phase
(10-18 Points)

Advanced Phase
(19-27 Points)



Beginning Phase

(0-9 Points)

Your responses indicate that you are at the BEGINNING stage of inclusive education. At this stage, practices are generally associated with an early stage of inclusive education

CHARACTERISTICS OF THE BEGINNING PHASE

COLLABORATION



Faculty possess basic communication and team building skills.

INSTRUCTION



Faculty members are increasing their use of differentiated instruction techniques.

OUTCOMES



Post- school education, employment and independent living measures are tracked annually

Implementation Phase

(10-18 Points)

Your responses indicate that you are at the IMPLEMENTATION stage of inclusive education. At this stage, practices are generally associated with schools that have invested time and effort toward inclusive education, are experiencing some success, but still have more sophisticated or more complex practices to add.

CHARACTERISTICS OF THE IMPLEMENTATION PHASE

COLLABORATION



Faculty possess collaborative planning skills and use structured formats to guide their meetings.

INSTRUCTION



Differentiated instruction techniques are increasingly implemented for all learners.

OUTCOMES



Teachers routinely modify classroom assessments to meet the needs of individual students.

Advanced Phase

(19-27 Points)

Your responses indicate that you are at the ADVANCED stage of inclusive education. At this stage, practices reflect high levels of effectiveness and impact for all students in inclusive environments.

CHARACTERISTICS OF THE ADVANCED PHASE

COLLABORATION



Faculty members view themselves as members of a “seamless system” working together on behalf of all students.

INSTRUCTION



Students with disabilities have access to the general curriculum through the quality of what is taught and how it is taught.

OUTCOMES



Participation of students with disabilities in statewide assessments is 5% above the state average.

Teacher Social and Emotional Competencies

Now think about your own social and emotional competencies and how those competencies influence your ability to implement the social interaction teaching practices. Please use the scoring guide below to rate yourself on how your SEL skills influence your social interaction teaching practices with your students. Consider each statement and score yourself according to where each statement holds true for you.



Teacher Social and Emotional Competencies



1 Strongly Disagree
2 Disagree
3 Agree
4 Strongly Agree

I have a difficult time with this practice. I know I do some of the things mentioned, but I do not necessarily find them relevant to my teaching.

I demonstrate some of these skills with my students. I think with more practice and/or more support, I could demonstrate these skills more to improve implementation of this practice.

I am strong in this area. I know I do a good job modeling these skills for my students. I use these skills most of the time when I implement the instructional practices.

I am very strong in this area. I am able to use these skills when I am implementing the instructional practices.

Self-Awareness

I am aware of social teaching practices that I need to improve upon and grow professionally.

I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my social teaching practices with my students.

I understand how student responses (positive and negative) affect my emotions and my behaviors during social teaching practices.

I am aware of how my cultural beliefs and background affect my social teaching practices with my students.

Strongly Disagree

Disagree

Agree

Strongly Agree

Teacher Social and Emotional Competencies

Self-Management/Emotion Regulation	Strongly Disagree	Disagree	Agree	Strongly Agree
I continuously refine my personal goals about how I will best implement social teaching practices with my students.				
I effectively use multiple strategies (e.g, breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g, stress, anger) when implementing social teaching practices.				
Through the effective management of my emotions (e.g, use of stress reduction techniques), I am better able to implement social teaching practices, use positive approaches to discipline, and develop a positive learning environment that is free from bias and prejudice.				
I model behaviors (e.g, form guidelines, set boundaries) to help students learn to regulate emotions during social teaching practices.				
Social Awareness	Strongly Disagree	Disagree	Agree	Strongly Agree
To effectively implement positive social teaching practices, I usually understand the perspectives of my students and can pay attention to their emotional cues during classroom interactions.				
I try to understand why my students are or are not actively participating, and I am usually successful at providing my students the necessary skills to participate in the social teaching practices.				
I successfully support positive emotions and respond to negative emotions during social teaching practices.				
I address the commonalities and differences (e.g, racial, ethnic, cultural) that exist among students when I implement the social teaching practices.				

Teacher Social and Emotional Competencies

Relationship/Social Skills	Strongly Disagree	Disagree	Agree	Strongly Agree
I clearly communicate behavioral and academic expectations in a manner that addresses students' individual needs and strengths when implementing social teaching practices.				
I am comfortable helping my students resolve interpersonal conflicts that come up during social teaching practices, and I have experienced success with this.				
I use the social teaching practices to help form meaningful relationships with my students and cultivate their SEL skills, and I am usually successful at building meaningful relationships.				
I use the social teaching practices to help cultivate my students' SEL skills, and I am usually successful at building their SEL skills.				
Responsible Decision Making	Strongly Disagree	Disagree	Agree	Strongly Agree
I am effective at considering multiple forms of evidence, such as balancing the needs and the behaviors of my entire class, while implementing the social teaching practices.				
I regularly include my students and/or collaborate with colleagues to solve problems that arise in the classroom related to the social teaching practices.				
I stay focused and consistent when I implement social teaching practices.				
When I implement the social teaching practices, I balance students' emotional needs and academic needs.				

Staff Development Survey

Topic or Concept	5 Significant Need	4 Strong need	3 Average Need	2 Some Need	1 No Need
Differentiated Instruction- Meeting the instructional needs of all learners through multi-level instruction					
Cooperative Learning- Strategies for increasing student participation, knowledge acquisition and success					
Best Practices for Differentiated Schools- Meeting the Instructional needs of all students, recognizing diversity					
Integrative/Thematic Instruction- Teaching essential learning or concepts across a variety of contents					
Accommodations & Modifications- Adaptions to how (adjusting processess) & what (adjusting curriculum standards) Students are learning					
Positive Behavior Approaches- Adaptions to how (adjusting processes) & what (adjusting curriculu standards students are learning					