Strategic Initiative 1b: Rethink SEL Update and Special Education
Agenda

• Alignment to the District Plan
• What is SEL?
  • SEL Core Competencies
• Rethink SEL Theory of Change
• Why, What and an Overview of Rethink Special Education Components
  • Scope and Sequence
  • Tier I vs. 3 Lesson
• Rethink Training Series
  • Disability Awareness
  • Fundamentals of Special Education
• Engagement
  • Questions for Leadership
  • Implementation Process & Strategy
• Closing
Strategic Initiative 1b. Embed elements of social-emotional learning (SEL) into academic instruction.

1. Meet the holistic needs of all students.
2. Establish a shared commitment and responsibility for positive relationships with every student, family, and staff member.
3. Create effective family and community partnerships in every school.

• 93% of teachers want a greater focus on SEL in schools

• Students who participate in evidence-based SEL programs show an **11 percentile-point gain in academic achievement**

• On average, for every $1 invested in SEL programming, there is a return of $11
What is SEL?

- Social and emotional learning (SEL) is the process through which children and adults acquire and effectively 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. (from https://casel.org/what-is-sel/)
SEL Core Competencies

1. Self-awareness
2. Self-management
3. Responsible decision-making
4. Relationship skills
5. Social awareness

(from https://casel.org/core-competencies/)
SEL and PSE – in Alignment to the District Plan

• Special education can align student data, present levels of functional social emotional performance, IEP goals, SWPIS, to the 5 CASEL domains and the rethink SEL curriculum in order to meet the holistic needs of all students in creating a positive and supportive school culture.

• **Rethink** provides:
  1. Full SEL PK-12 curriculum that is CASEL aligned and meets the needs of all tiers of learners.
  2. Lesson plans include guided instructional directions and tier 3 supports.
  3. Tier 3 lessons include detailed guidelines, generalization, reinforcement and prompting strategies, and sample IEP goals.
Rethink SEL Theory of Change

- Rethink Component
  - Educator Professional Development Modules
  - Student Facing Curriculum
  - Resources

- Rethink Adoption
  - School-wide and Classroom Use of Rethink SEL Curriculum

- Proximal Outcomes
  - Improved Classroom Emotional Climate
  - Improved Teacher and Student SEL Skills

- Distal Outcomes
  - Improved Teacher Well-Being
  - Improved Student Achievement and Social Outcomes
  - Improved Classroom Organization and Instruction

Expect great things.
Why Rethink?

1. PK-12 Rethink Ed SEL Curriculum (SEL)
2. Rethink Ed Professional Development
   • SEL Professional Development Series
   • Fundamentals of Special Education (PSE)
   • Disability Awareness Series (PSE)

10 days of onsite PD and implementation planning/support
## SEL Scope and Sequence

### Self-Management

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*Expect great things.*
Rethink Ed SEL Student Lessons

- **120 lessons**
- **PreK-2, 3-5, 6-8 and 9-12**
- **Scaffolding**
- **Engaging video**
- **Teacher resource**
- **Student materials**
- **Five, ten and twenty-minute activity options**

**Let’s Learn!**
In these lessons, the student is introduced to basic content-terms, ideas, and conceptual definitions in their simplest form.

**Let’s Practice!**
In these lessons, the student is provided with an opportunity to directly engage with skill content through practice with classroom peers.

**Dive Deeper!**
These lessons move the student to apply the most sophisticated application of the skills through targeted transference of knowledge.

- Simple assessment of learning objectives
- Student Reflection and Teacher Reflection

- Three levels of skill support to graduate the student across skills.
Student SEL Curriculum

- Plug & play media clips to introduce content
  - Tier 1 and Tier 3 versions of videos, with how-to guides for Tier 2 supports

- **Learn it! 5 minute lessons**
  - Introduce basics – terms, concepts & definitions

- **Practice it! 15 minute lessons**
  - Opportunities to practice skills in longer activities

- **Dive Deeper! 20 – 30 minute lessons**
  - Move from basic understanding and practice to more sophisticated application
  - Focus on transferring knowledge, collaborative learning & reflection
Feeling, Thoughts, and Behaviors

Overview
We all have stress – even children. Simply put, stress is a reaction to challenges. A certain amount of stress is helpful. It provides children with opportunities to develop skills to deal with new situations. Stress in school helps children focus and learn new information. But too much stress can disrupt brain development and cause many physical and mental health problems.

Objective
Students will learn how feelings, thoughts, and behaviors are connected.

Student Goal
I understand how feelings, thoughts, and behaviors are connected.

Vocabulary
behavior
feeling
thought

Materials
Choose the Change! Activity Cards
Feelings, Thoughts, and Behaviors Activity

Helpful hints
Prior to the Practice part of the lesson, print one set of Choose the Change! Activity Cards for each group of 2-4 students.

Make one copy of the Feelings, Thoughts, and Behaviors Activity per student for the Dive Deeper part of the lesson.

Self-Management

Feelings and Actions

Overview
We all have stress – even children. Simply put, stress is a reaction to challenges. A certain amount of stress is helpful. It provides children with opportunities to develop skills to deal with new situations. Stress in school helps children focus and learn new information. But too much stress can disrupt brain development and cause many physical and mental health problems.

Goal
Stress will learn how feelings and actions are connected and can be changed.

Materials
• Feelings and Actions worksheet
• White board and markers

Prerequisites
• Students should be able to identify feelings in self and others.
• Students should be able to describe their own actions.
• Students should be able to follow basic directions and imitate.

Teaching Sequence
Step 1 – Learn It: The student will learn how feelings and actions are connected.
1. Sit with the student at a table.
2. Have the student watch the Feelings and Actions video.
3. A feeling is something that we feel at different times. We have a lot of different feelings. Like, right now, I feel happy. How do you feel when you’re happy?
4. Ask the student to respond. Why do you feel (feeling) right now?
5. Allow the student to respond. What are some things that you might do when you feel that way?
6. Actions are things that we do like kick a ball or rub our eyes and feel our fingers. When we have certain feelings, we might do certain things because feelings and actions are connected. Some a feeling from the video. Allow the student to respond. What are some things that someone might do when they feel that way?

Step 2 – Practice It: The student will give examples of how feelings and actions are connected.
1. Sit with the student at a table.
2. Remember some of the feelings that we talked about. What are some different feelings?
3. Allow the student to respond. An action is something that we do and we
Student Activities

Differentiated materials for Tiers 1, 2 and 3.
SEL Curriculum Integration Example

- **Monday** – play Learn it! Video during morning meeting
- **Tuesday** – use academic crosswalk to pull in a targeted SEL skill alongside existing academic goals.
- **Wednesday** – do Practice it! activity
- **Thursday** – repeat academic integration from Tuesday
- **Friday** – do Dive Deeper! lesson and activity
Every lesson includes strategies for incorporating SEL into daily activities such as academics, as well as out-of-classroom and out-of-school time.
Dear Families/Caregivers,

We all have stress – even teens. Simply put, stress is a reaction to challenges. A certain amount of stress is helpful. It provides an opportunity to develop skills to deal with new situations. Stress in school helps students focus and learn new information. But too much stress can disrupt brain development and cause many physical and mental health problems.

This week we have been learning strategies to manage our stress. Some strategies include:

- change feelings, thoughts, and behaviors.
- stop ‘stinking thinking’ such as worst possible outcome, all or nothing, or mind reading.
- take a breath, and
- tense and relax muscles.

Think about the strategies you use for dealing with stress. Share one of your
Rethink Ed SEL Educator Support

• Focus on adult learners’ social & emotional wellbeing.
• Online, on-demand, self-paced training series.
• 30 video-based training modules, 5-8 minutes each
• Additional printable supplementary materials (discussion guidelines, research library, instructional guides, and links to correlated student lessons).
• Topics aligned to student SEL curriculum.
Fundamentals of Special Education

• Designed to improve educator instructional delivery through establishing quality learning environments and instructional strategies to meet the needs of educators.

• Covers
  • Introduction to Individuals with Disabilities Education Act (IDEA)
  • Introduction to Individualized Education Programs (IEPs)
  • Setting-up the Physical Environment/Classroom for Student Success
  • Effective Use of Visual Supports for All Learners
  • Differentiating Instruction
Disability Awareness Series

- 22 On-Demand Video Based Training Modules training for school support staff, educators, peers, community members, and families to encourage awareness, understanding and collaboration to promote success for students with disabilities.
  - Support staff: 4 Modules
  - Community: 2 Modules
  - Educators: 5 Modules
  - Home: 5 Modules
  - Peers: 6 Modules
Disability Awareness Series

These modules are designed to provide training for school support staff, educators, peers, community and home to promote greater understanding of students with disabilities and how to support their needs

• Assign individual modules
• Add to a specific training plan
• Opportunity to use the same language and monitor what the audience needs are by looking at the back end
SEL Outcomes for Students

Students who participate in SEL programs demonstrate:

- Perform better academically.
- Have less anxiety.
- Are more attentive and less hyperactive in school.
- Are less aggressive.

Expect great things.
SEL Outcomes for Classrooms:

Classrooms who participate in SEL programs demonstrate:

- Are more engaged in learning.
- Have better quality relationships between students and teachers.
- Demonstrate increased prosocial behavior.
SEL Outcomes for Teachers

Teachers who participate in SEL programs demonstrate

- Increased educational efficacy.
- Improved attitudes
- More engagement with parents and peers.
SEL Lesson Plans

Self-Management

STRESS MANAGEMENT

Feelings and Actions

Overview
We all have stress - even children. Simply put, stress is a reaction to challenges. A certain amount of stress is helpful. It provides children with opportunities to develop skills to deal with new situations. Stress in school helps children focus and learn new information. But too much stress can disrupt brain development and cause many physical and mental health problems.

Goal
Student will learn how feelings and actions are connected and can be changed.

Materials
- Feelings and Actions worksheet
- Emotions cards
- Actions cards
- White board and markers

Prerequisites
- Student should be able to identify feelings in self and others.
- Student should be able to describe their own actions.
- Student should be able to follow basic directions and imitate.

Teaching Sequence
Step 1 - Learn It: The student will learn how feelings and actions are connected.
1. Sit with the student at a table.
2. *Happy, sad, angry and surprised. These are all feelings. Can you name some*
PK-12 Rethink Ed SEL Curriculum

• 120 lessons for students in general education (Tier 1), accommodations and modification strategies (Tier 2) and 120 lessons for students in special education (Tier 3).

• Focus on
  • Awareness of Self & Others
  • Self Management
  • Social Skills
  • Social Awareness
  • Self Care