

SUPPORTING STUDENTS' SOCIAL-EMOTIONAL COMPETENCIES THROUGH PBIS SYSTEMS & PRACTICES

SW PBS SUMMER INSTITUTE

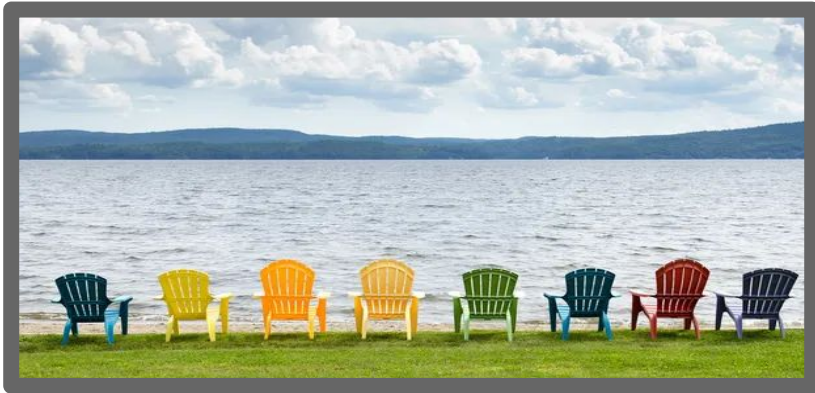


Andrea Rockney
(ATLL)
Agency for
Teaching,
Leading, &
Learning

arockney@missouristate.edu
susannahill@missouristate.edu

Susanna Hill
(ATLL)
Agency for
Teaching,
Leading, &
Learning

INTENDED OUTCOMES FOR OUR TIME TOGETHER



- Learn how to incorporate Social-Emotional Competencies into a Schoolwide Teaching Matrix!
- Learn how Signature SEL Practices create conditions for growth and learning across all five SEL competencies, serve as a foundation for culturally responsive teaching strategies, and help develop collaborative classrooms!

MOOD METER

How are you feeling?

| | | | | | | | | | | |
|--------|------------------|--------------|--------------|--------------|-----------|-----------|------------|--------------|-------------|-----------|
| ↑ | ENRAGED | PANICKED | STRESSED | JITTERY | SHOCKED | SURPRISED | UPBEAT | FESTIVE | EXHILARATED | ECSTATIC |
| | LIVID | FURIOUS | FRUSTRATED | TENSE | STUNNED | HYPER | CHEERFUL | MOTIVATED | INSPIRED | ELATED |
| | FUMING | FRIGHTENED | ANGRY | NERVOUS | RESTLESS | ENERGIZED | LIVELY | ENTHUSIASTIC | OPTIMISTIC | EXCITED |
| | ANXIOUS | APPREHENSIVE | WORRIED | IRRITATED | ANNOYED | PLEASED | HAPPY | FOCUSED | PROUD | THRILLED |
| | REPULSED | TROUBLED | CONCERNED | UNEASY | PEEVED | PLEASANT | JOYFUL | HOPEFUL | PLAYFUL | BLISSFUL |
| ENERGY | DISGUSTED | GLUM | DISAPPOINTED | DOWN | APATHETIC | AT EASE | EASYGOING | CONTENT | LOVING | FULFILLED |
| | PESSIMISTIC | MOROSE | DISCOURAGED | SAD | BORED | CALM | SECURE | SATISFIED | GRATEFUL | TOUCHED |
| | ALIENATED | MISERABLE | LONELY | DISHEARTENED | TIRED | RELAXED | CHILL | RESTFUL | BLESSED | BALANCED |
| | DESPONDENT | DEPRESSED | SULLEN | EXHAUSTED | FATIGUED | MELLOW | THOUGHTFUL | PEACEFUL | COMFY | CAREFREE |
| ↓ | DESPAIR | HOPELESS | DESOLATE | SPENT | DRAINED | SLEEPY | COMPLACENT | TRANQUIL | COZY | SERENE |
| | ← PLEASANTNESS → | | | | | | | | | |

PERMISSION TO FEEL

UNLOCKING THE POWER OF EMOTIONS
TO HELP OUR KIDS, OURSELVES,
AND OUR SOCIETY THRIVE

Marc Brackett, Ph.D.

Director, Yale Center for Emotional Intelligence
Professor, Yale Child Study Center

BEGIN WITH THE END IN MIND

In preparing for our “optimistic closure”, please imagine a deck of cards in front of you.

Select a card & write it down, including the suit. (For example, the 3 of hearts)



THE SOCIAL EMOTIONAL COMPETENCIES

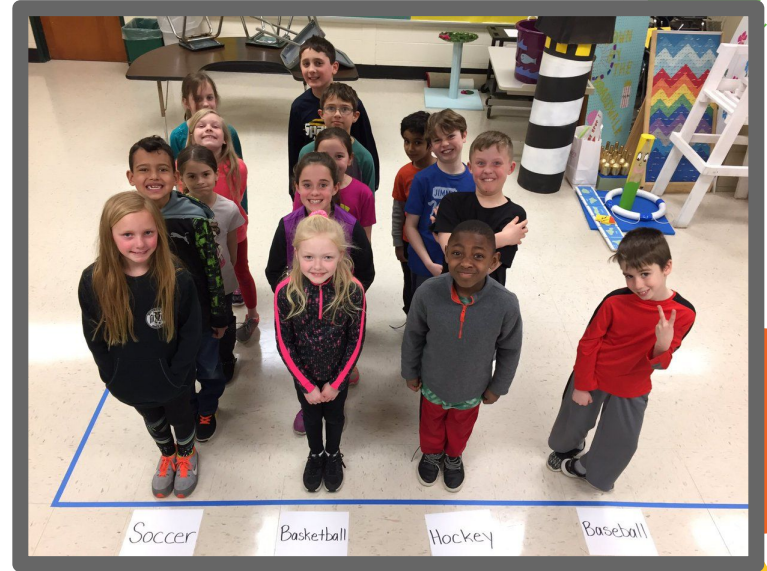


Imagine...

Your school with students and adults acquiring and effectively applying 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 and supportive relationships, and make responsible and caring decisions.**

HUMAN BAR GRAPH

- 1. Self-Awareness**
- 2. Self-Management**
- 3. Social Awareness**
- 4. Relationship Skills**
- 5. Responsible Decision-Making**



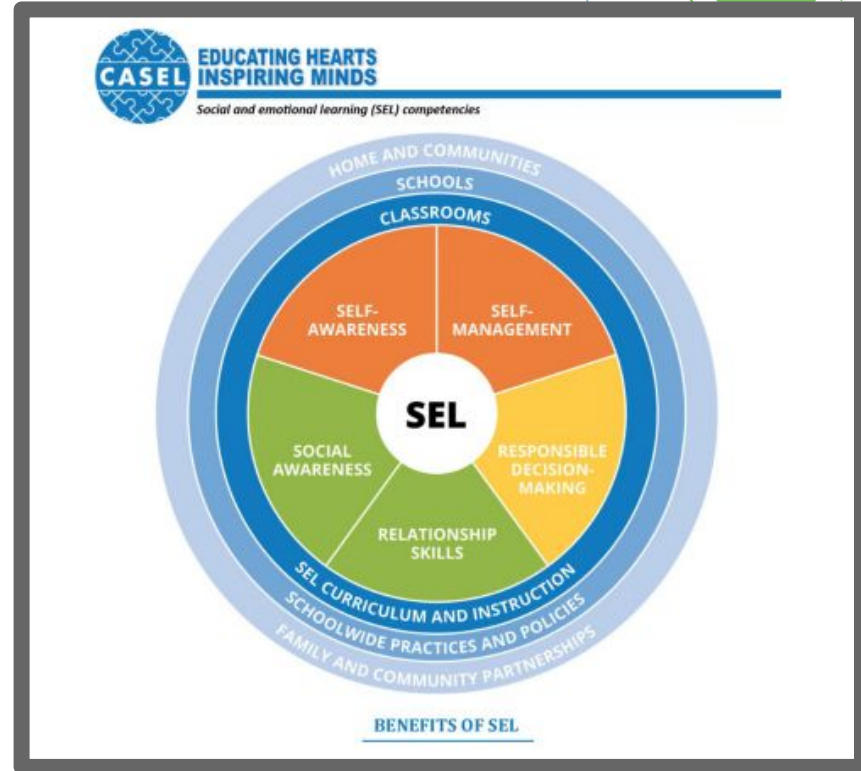
ADVANCING HIGH-PRIORITY COMPETENCIES



Debrief:

What SEL skills/competencies did you use during the “Mix and Mingle?”

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making



PBIS

- Explicit instruction in social and emotional skills
- Prevent problem behavior through self-management
- Foundations: Prevent-Teach-Reinforce
- Function-Based Thinking

Common

- *Preventative*
- *Promote positive behavior*
- *Improve school climate*
- *Safe, predictable environment*
- *Good teaching is integral to behavior management*

SEL

- Explicit instruction to foster effective learning conditions
- Prevent problems through teacher-centered strategies
- Social-Emotional Competencies

SEL AND PBIS CROSSWALK



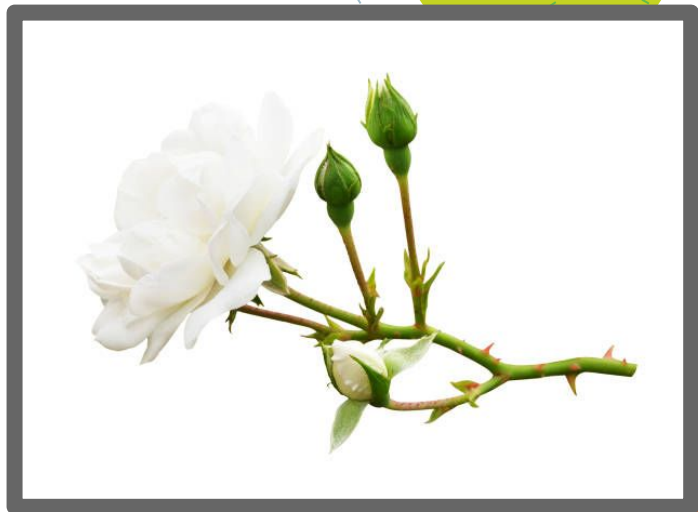
Incorporating Social-Emotional Competency Instruction into a Schoolwide Teaching Matrix

| School-wide Expectations | Incorporate Social-emotional Competencies | | | | |
|--------------------------------|--|---|--|--|---|
| | All Settings | Hallways | Lunch | Bus | Online |
| Respect | Be on time. Assume positive intent. | Walk to the right. Use level 2 voice volume. | <i>Invite those sitting alone to join.</i> | Stay in my seat. | <i>Consider feelings of others before I post. Be an upstander – speak up when I see unsafe behavior.</i> |
| Achieving and Organized | Hands and feet to self. Help/share with others. | Walk directly to my designated area. | <i>Have a lunch plan. Choose quiet or social lunch area. Invite friends to join.</i> | Have a plan. Use headphones to listen to music. | <i>Check my feelings before I post. Re-read message before I post.</i> |
| Responsible | Recycle. Be prepared. | Pick up litter. Maintain physical space. | <i>Use my breathing technique. Listen to my signals.</i> | Watch for my stop. Use level 1 voice. | <i>Double check sources before I post. Think before I forward.</i> |

ROSE, BUD, & THORN

SUMMARY

- ❑ When prompted, **“Maitre d’, Table for Three,”** quickly form a group of three to discuss the prompts
- ❑ **“Rose”** (Something positive you want to share)
- ❑ **“Bud”** (Something you look forward to trying)
- ❑ **“Thorn”** (Something you might need support with)



SEL SIGNATURE PRACTICES



PRACTICAL WAYS TO
INTRODUCE AND BROADEN
THE USE OF SEL PRACTICES
IN CLASSROOMS, SCHOOLS,
AND WORKPLACES



SCAN ME

THE SEL 3 SIGNATURE PRACTICES

- ❑ **Welcoming/Inclusion Activities**
- ❑ **Engaging Strategies**
- ❑ **Optimistic Closure**

Thought Partner—What one word describes/connects the three practices? (Refer to the icons, if needed)



WELCOMING/INCLUSION ACTIVITIES

Examples from the classroom:

- ❑ **Smile & greet each other by name**
- ❑ **Class Meetings**
- ❑ **Purposeful social interactions**
- ❑ **Every voice is heard**



School wide:

- ❑ **Adults express joy in seeing students**
- ❑ **Stack of breakfast items on office counter= "glad to see you" late arrivals**
- ❑ **Morning announcement includes student voice**

ENGAGING PRACTICES



Examples from the classroom:

- ❑ Opportunities for interaction: Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group**
- ❑ Explicitly teach SEB skills through evidence-based practices**
- ❑ Think Partners: Sharing & listening to make sense of new input**
- ❑ Co-create and regularly revisit working agreements with students**
- ❑ Brain breaks: Refresh and reset the brain with movement, music, quiet reflection**

OPTIMISTIC CLOSURE

Examples from the classroom: Think of....

- Something I learned today that surprised me**
- Someone I was able to help today**
- Something I want to share with an adult about my day**
- Something I am looking forward to doing tomorrow**
- Something I learned today that will help me tomorrow**
- Someone who supported me or helped me today**



LET'S "HAVE-A-GO"

Future Me

- ❑ Write a note to your “future self” about what you learned from today’s session and what you would like to try, or
- ❑ Sage advice for next school year, or
- ❑ A message of encouragement you want to send yourself

Two options:

- Go to www.futureme.org
- Use the large Post-It’s provided

SUIT YOURSELF

Optimistic Closure

Digging up...

*What would you like to plant as you go forward?



Gems of wisdom gathered during our time together

Something from the



*What you felt
*What it meant to you...

Things that grow...

*New Ideas
*New thoughts
*New point of view



CONTACT INFORMATION:

- ANDREA ROCKNEY
 - arockney@missouristate.edu
- SUSANNA HILL
 - susannahill@missouristate.edu



Session Evaluation

