

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

## SW PBS SUMMER INSTITUTE

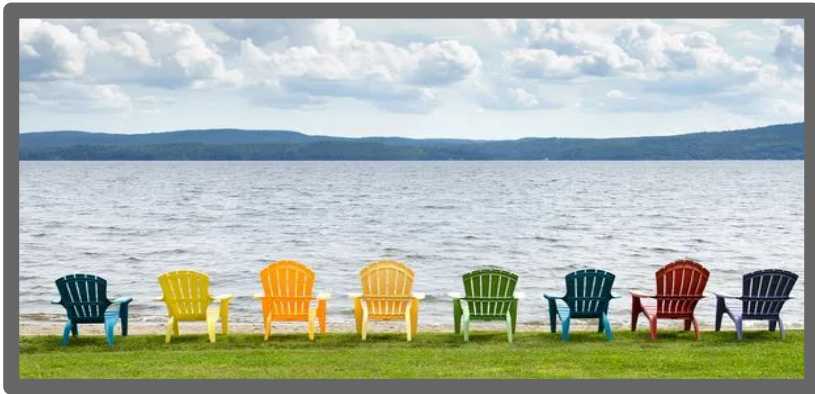


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# INTENDED OUTCOMES FOR OUR TIME TOGETHER



- 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!
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# 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)





THINK ABOUT A YOUNG PERSON IN  
YOUR LIFE...

**Turn & Talk-**

What do you **hope** they will learn  
and/or be able to do to be  
**successful in their future?**

What gives you **hope**?

# 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.**

# SEL & WHY IT MATTERS



# HUMAN BAR GRAPH

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



# Social and Emotional Learning Competencies



## **SELF-AWARENESS**

Understand one's own emotions, thoughts, and values and how they influence behavior across contexts.



## **SELF-MANAGEMENT**

Manage one's emotions, thoughts, and behaviors in different situations and to achieve goals and aspirations.



## **SOCIAL AWARENESS**

Understand the perspectives of and empathize with others, including those from diverse backgrounds.



## **RELATIONSHIP SKILLS**

Establish and maintain healthy, supportive relationships and effectively navigate settings with diverse individuals/groups.



## **RESPONSIBLE DECISION-MAKING**

Make caring and constructive choices about personal behavior and social interactions across diverse situations.



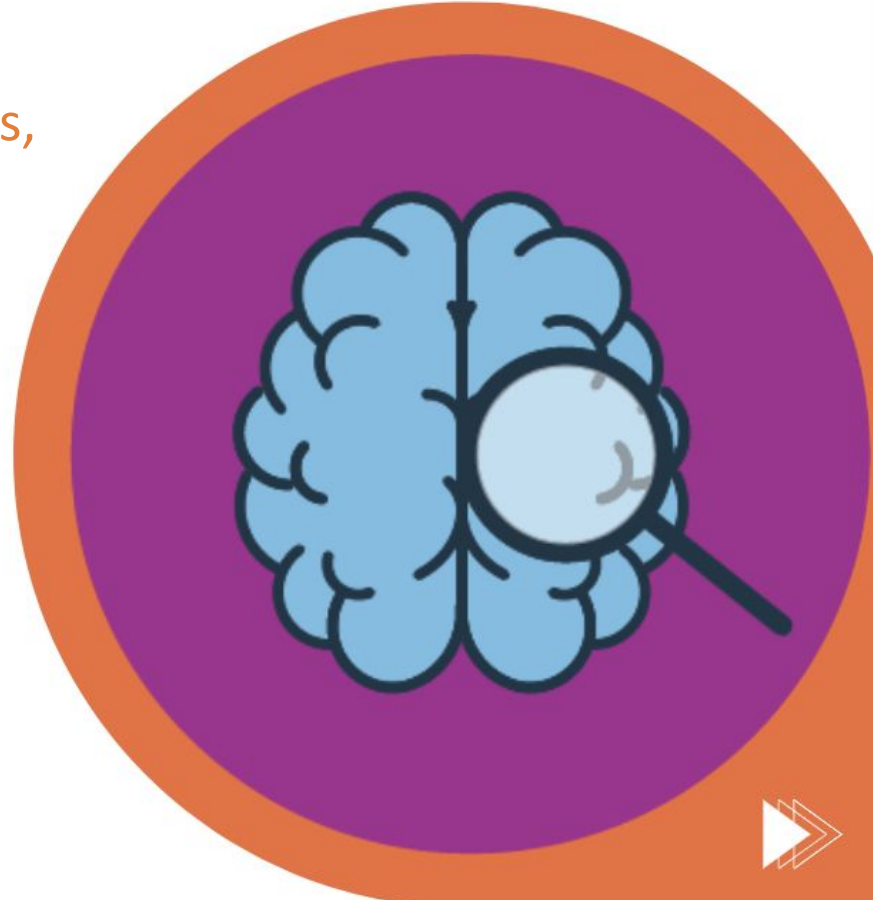
CORE SEL COMPETENCY

# SELF-AWARENESS

Understanding our emotions and thoughts,  
and how they influence our actions.

Examples:

- A healthy sense of identity
- Self-reflection
- Understanding thoughts and feelings
- Self-respect
- A sense of purpose

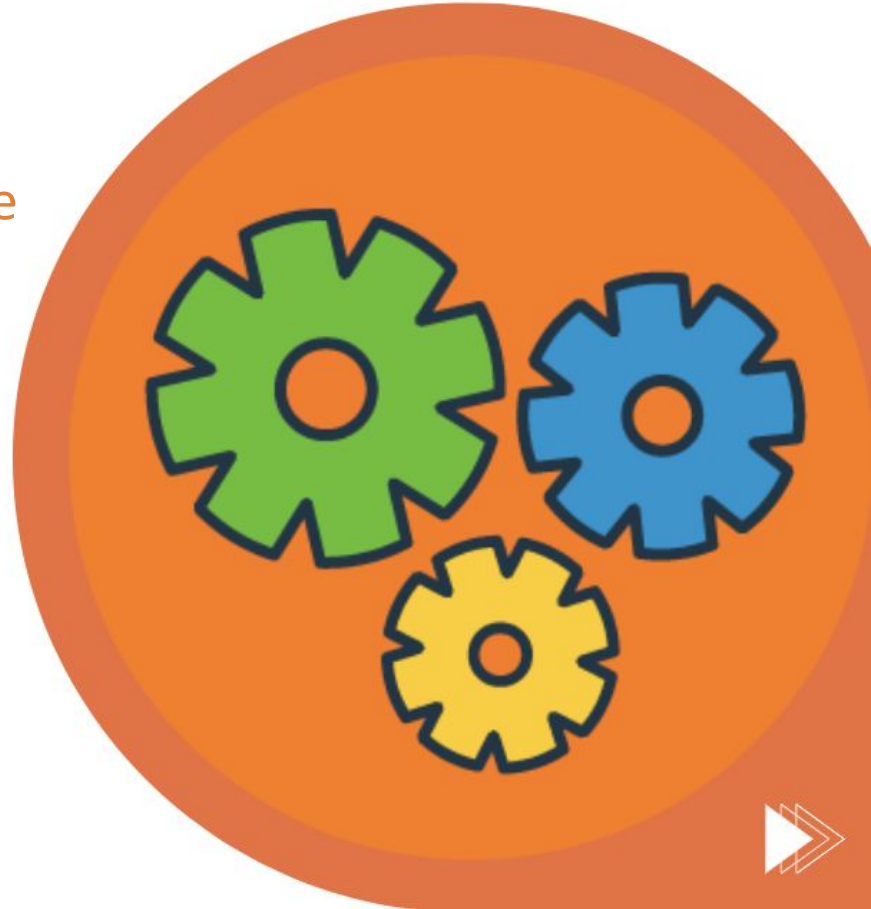


# SELF-MANAGEMENT

Managing one's emotions, thoughts, and behaviors in different situations to achieve goals and aspirations.

Examples:

- Belief that my voice and choices matter
- Overcoming challenges
- Agency: "I'm willing and able to make a difference"
- Managing feelings
- Staying motivated

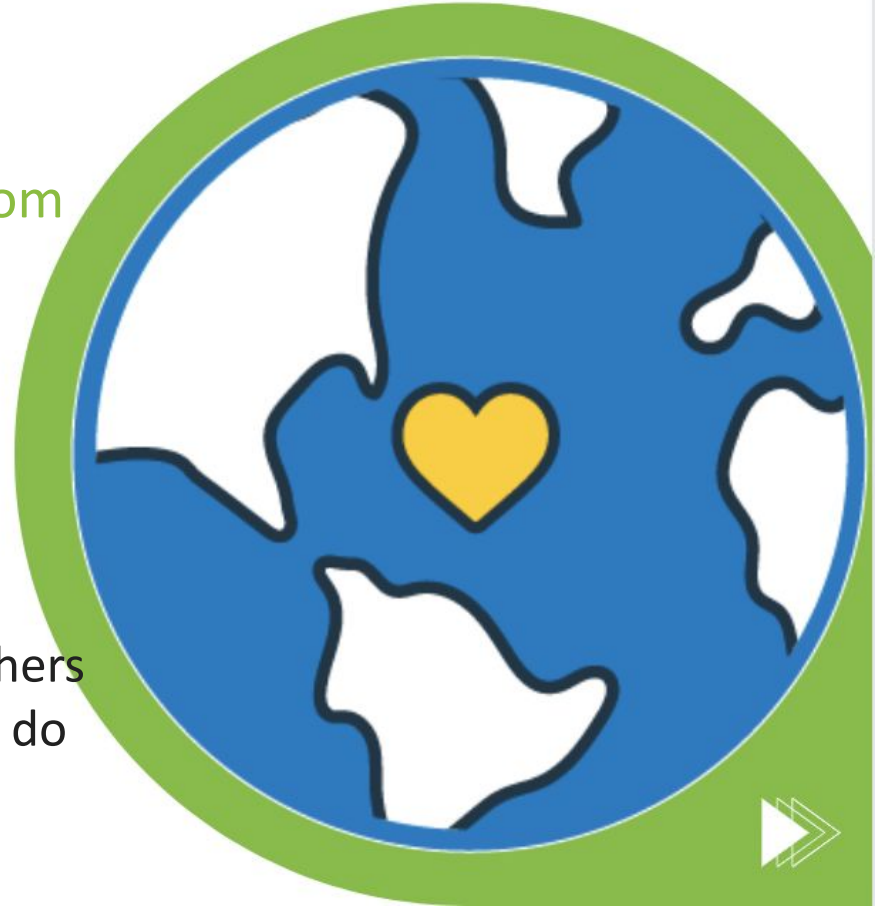


# SOCIAL AWARENESS

Understanding the perspectives of and empathize with others, including those from diverse backgrounds.

Examples:

- A sense of belonging and trust in others
- Feeling accepted and included
- Understanding others' perspectives
- Showing empathy and compassion for others
- Recognizing why people act the way they do
- Knowing what others expect from us

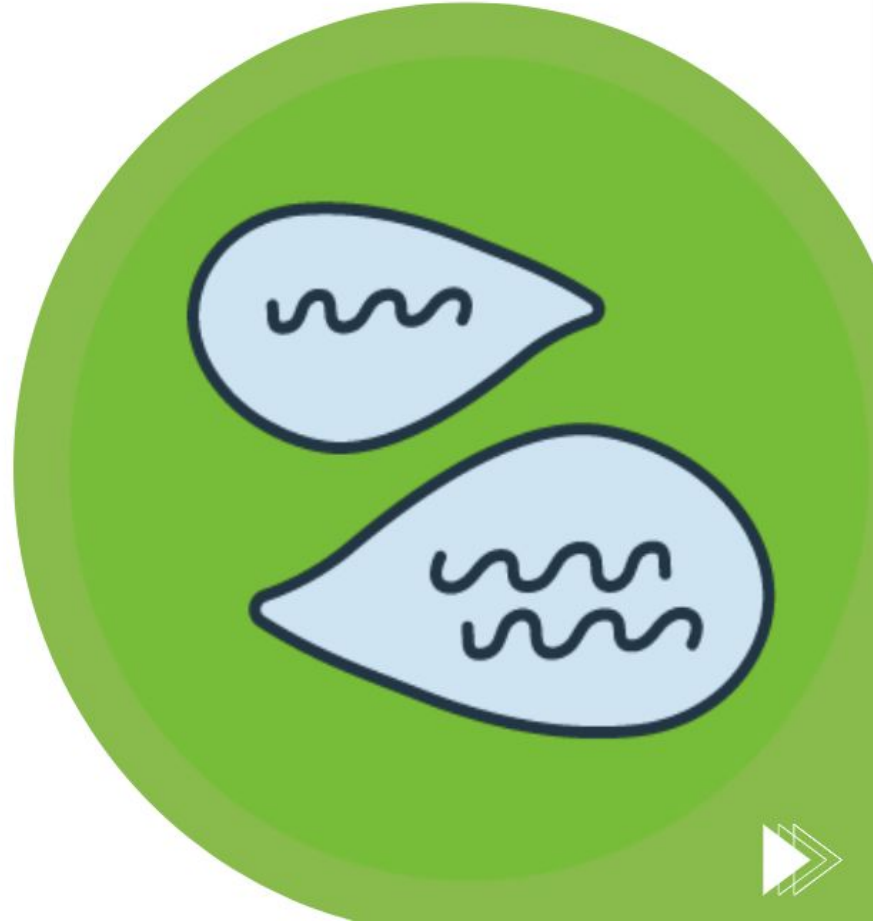


# RELATIONSHIP SKILLS

Establishing and maintaining healthy, supportive relationships and effectively navigating settings with diverse groups.

Examples:

- Collaborative problem-solving
- Communication, including listening
- Healthy, supportive relationships
- Asking for and offering help
- Standing up for others
- Cooperation



CORE SEL COMPETENCY

# RESPONSIBLE DECISION-MAKING

Making caring and constructive choices about personal behavior and social interactions across diverse situations.

Examples:

- Curiosity: Seeking new knowledge and understanding
- Open-minded investigation
- Critical thinking
- Considering the well-being of others and self
- Understanding impact and consequences





**Social and Emotional Learning  
advances **urgent priorities in education.****

**Academic recovery**

**Mental health**

**School safety**

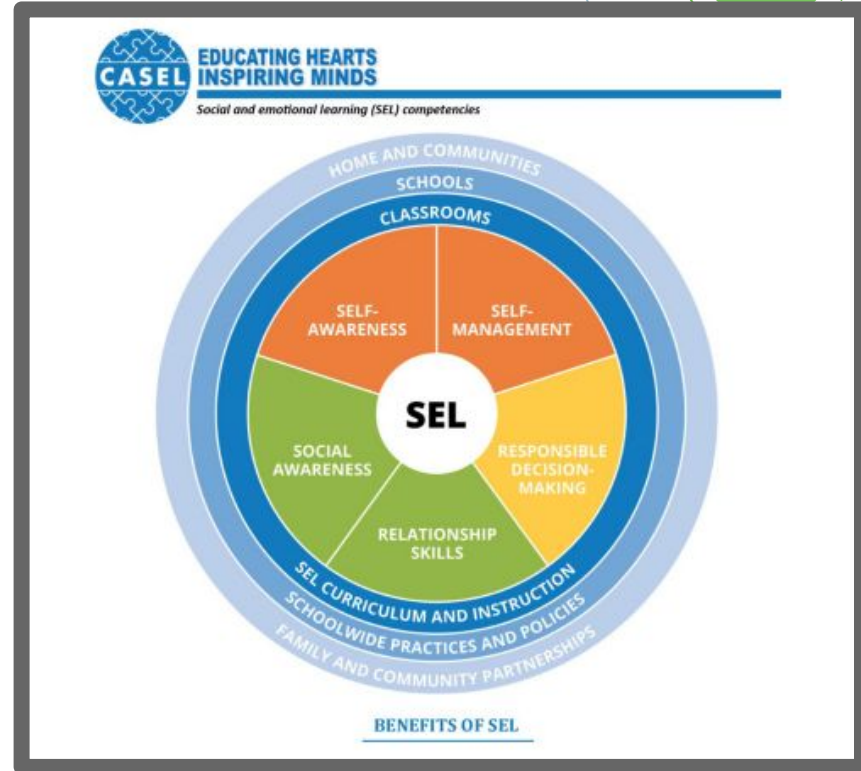
**Future readiness**





**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 taught, modeled, practiced, and integrated

# 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
<b>Respect</b>	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>
<b>Achieving and Organized</b>	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>
<b>Responsible</b>	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,**” (snap, snap, snap) 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](http://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



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When a flower  
doesn't bloom,  
you fix the  
environment in  
which it grows,  
not the flower.

Alexander Den Heijer

Spirit Science

