

SOCIAL EMOTIONAL LEARNING: EVERYDAY IN THE CLASSROOM

**Monica Ryan-Rausch, MSW, LMSW, Autism Consultant
Grant Wood AEA**

Grant Wood Area Education Agency

LEARNING OBJECTIVES FOR TODAY....

- Becoming familiar with Iowa's Social Emotional Learning (SEL) Competencies.
- Have an overarching understanding of social emotional learning.
- Resources and ideas for how to integrate social emotional learning in the classroom everyday with students.

A group of five young children are sitting together on a carpeted floor in a classroom. They are all smiling and looking towards the camera. The children are of diverse backgrounds. In the background, there is a yellow calendar on the wall with numbers 16, 17, 18, 23, 24, 25, 28, and 30 visible. The overall atmosphere is warm and positive.

**All learning is social.
All learning is emotional.**

FIVE SOCIAL EMOTIONAL CORE COMPETENCIES

These foundational competencies support positive well-being and academic success---it's a WHOLE CHILD approach.

- Self-Awareness
- Self-Management
- Responsible decision making
- Social Awareness
- Relationship skills

SOCIAL EMOTIONAL LEARNING (SEL)

What??

The process of developing and applying the skills, attitude and knowledge that help youth and adults (CASEL, 2021)

- Identify & regulate emotions
 - Develop positive relationships
- Make responsible decisions

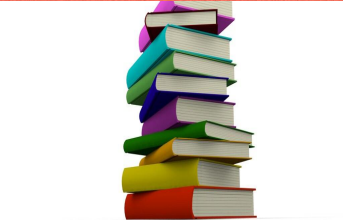
It isn't just about the **HOW** of teaching and learning.

It is also about the **WHAT** you teach and **WHERE** you learn.

SOCIAL EMOTIONAL LEARNING (SEL)

Why??

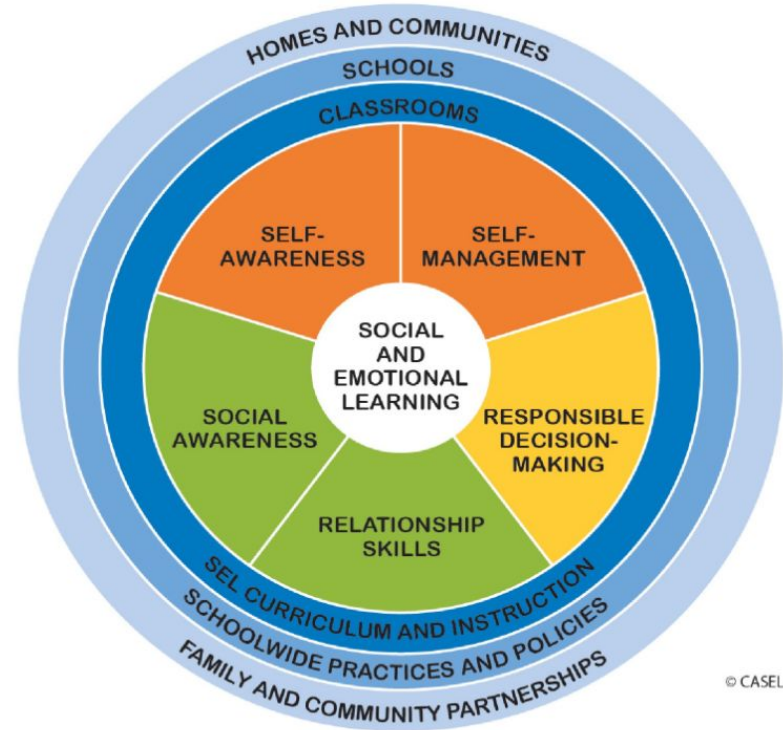
Social Emotional Learning **enhances** students' capacity to integrate skills, attitudes and behaviors, so they can deal effectively with daily demands & tasks, challenges as well as relationships.



SOCIAL EMOTIONAL LEARNING (SEL)

How???

There are 5 core competencies that can be taught in many **WAYS** across many **SETTINGS**.



COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING

CASEL

3 Signature Practices You Tube Video

SEL 3 Signatures Playbook

THE 15 DEFINITIVE SOCIAL & EMOTIONAL SKILLS FOR CHILDREN



Happy Students need
Happy Teachers!!

Every Kid Needs a Champion Rita Pierson

IOWA SOCIAL EMOTIONAL LEARNING

- [Iowa's Social Emotional Learning](#)

- [Iowa's Social Emotional Learning Competences](#)

- [K-2 Competences, Learning Targets & Indicators](#)

- [3-5 Competences, Learning Targets & Indicators](#)

- [6-8 Competences, Learning Targets & Indicators](#)

- [9-12 Competences, Learning Targets & Indicators](#)

TRAUMA LENS CROSSWALK WITH THE 6 CLASSROOM PRACTICES

1. Physical Environment	<p>A well-designed classroom environment promotes a sense of safety and security for students impacted by trauma.</p>
2. Classroom Teaching Matrix (Expectations, Rules, & Routines)	<p>A well-designed teaching matrix creates consistency and predictability through clearly stated positive expectations with examples (rules). Routines support regulation, and can develop social-emotional competencies.</p>
3. Active Supervision	<p>Active supervision provides a sense of safety as well as frequent opportunities for relationship development for students impacted by trauma.</p>
4. Encouraging Appropriate Behavior	<p>These practices (Behavior lesson plans, preventative prompts, specific praise, individual reinforcers, and group contingencies) teach and increase use of desired social-emotional competencies (e.g.: sense of self, emotional regulation) often underdeveloped in students impacted by trauma.</p>
5. Continuum of Responses to Inappropriate Behavior	<p>The continuum of response provides opportunity to use trauma informed strategies to help the student regulate, connect (relate) with the adult, and allows the student to access their problem-solving skills (reason).</p>
6. Engagement & Opportunities to Respond	<p>Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)</p>

CLASSROOM CONTINUUM OF RESPONSE

1. CALM 2. CONSISTENT 3. BRIEF 4. IMMEDIATE 5. RESPECTFUL

Proximity	Move and scan. Source of support to the student
Signal	Eye contact, hand gestures, card system, picture cues
Ignore/ Attend/Praise	When you notice a student that is not following expectations. Look for and praise 3 students that are following the expectation.
Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix behavior.
Praise Approximations	Reinforcing one behavior and not another. For example praise the positive behavior while ignoring the student's inappropriate behavior.
Reteach	State and demonstrate the matrix behavior. Have student demonstrate. Provide immediate feedback.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.
Conference (within Restorative School)	Ask the five restorative questions. Describe the problem and the alternative behavior. Provide rationale. Practice and give feedback.
Restorative Circle	Inclusive circle format and processes to address specific incidents that have occurred, and connect learning to school-wide expectations

REMEMBER IT'S NOT A LESSON OR A PROGRAM, IT'S A MINDSET

Edutopia

RESOURCES

- **Paula Kluth Inclusive Classroom Website**
- **Inclusion Rules by Paula Kluth**
- Book: All Learning is Social and Emotional: Helping Students Develop essential skills for the classroom and beyond by Nancy Frey, Douglas Fisher and Dominique Smith
- Book: The Emotionally Connected classroom: Wellness and the Learning Experience by Bill Adair
- Book: Creating Social and Emotional Learning Environments by Amy Cranston
- **CASEL Organization**
- **Edutopia**
- **Midwest PBIS Network**

Please feel free to reach out;

Monica Ryan-Rausch, MSW, LMSW

Grant Wood AEA

mryanrausch@gwaea.org

Personal email: monicarr42@gmail.com

Cell phone: 319-310-6845