Using relationships to support social, emotional, and behavioral needs of students

NeMTSS Region Two Team

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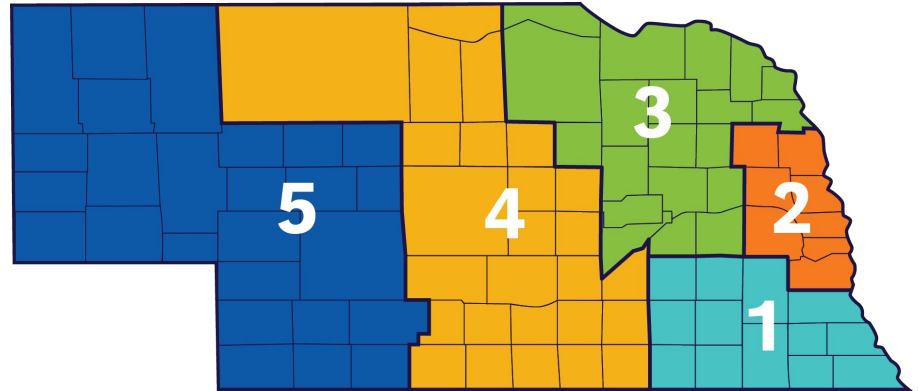**Early Childhood MTSS Facilitator**
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The NeMTSS Implementation Support team works statewide across five regions. If you have questions, please contact a member of your Regional Support Team.

Objectives

✅ Establish a rationale for fostering community in after school programming through the SEBL competencies and research.

✅ Identify strategies to foster community and make connections with individual students.

Norms

Be Respectful
- Take the time to quiet the outside noise

Be Responsible
- Celebrate and problem solve with your colleagues

Be Safe
- Take care of your needs

NeMTSS FRAMEWORK

N CYFS

FALL

THIS or THAT

What is SEBL?

The **systematic** process of fostering **social and emotional skills** among students and adults *in order to* create safe and supportive environments with **positive behavioral** and **mental health outcomes** for all.

SEBL Competencies
- Self-awareness
- Self-management
- Responsible decision-making
- Relationships
- Social Awareness

NeMTSS FRAMEWORK

N CYFS

Students with strong SEBL skills are…

more likely to:

- ✔ be cooperative members of a team

- ✔ self-advocate

- ✔ be resilient

- ✔ graduate from high school

- ✔ complete a college degree

- ✔ obtain stable employment

- ✔ be caring/concerned community members

less likely to:

- ✗ display emotional distress
- ✗ have conduct problems
- ✗ receive public assistance
- ✗ have contact with law enforcement

Source: Damon E. Jones, Mark Greenberg, and Max Crowley. Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health: November 2015, Vol. 105, No. 11, pp. 2283-2290.

NeMTSS promotes and fosters:

- An integrated system involving *all stakeholders*.

- *Early intervention* for students needing additional support.

- A *whole child* approach.

- High-Quality Instructional Materials.

- A *data-based* problem-solving process.

- Support for each learner by establishing a *positive culture and climate*.

ESSENTIAL ELEMENTS

NeMTSS FRAMEWORK

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Communication & Collaboration

- **Families** and **caregivers engaged** as partners
- Elevate **student voice**
- **School and Community partnerships**
- **Communication**

  - Clear, concise, regular

  - Two way home/school

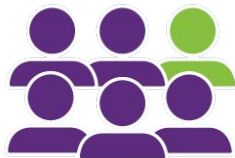 - Intentional with all staff

MTSS Teaming Levels and Examples

Student Support Teams
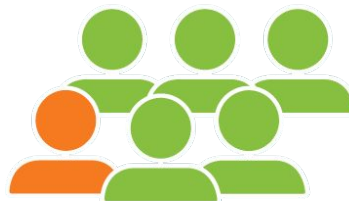
*Tier 2 & 3 Student Support
*In Place of SAT

Collaborative Teams

*Content Teams
*Grade Level Teams
*Professional Learning Communities

School Leadership Teams

*SLTs: MTSS/SIP
*Technology
*PLC Planning
*PBIS

District Leadership Team

*Continuous Improvement
*Strategic Planning

NeMTSS FRAMEWORK

Layered Continuum of Support

- **Schedules** at all levels are student-focused and provide time for Core Instruction, intervention, and enrichment

- ***Provides three tiers of fluid and CONSISTENT support from arrival to departure***

- Evidence-based practices and high-quality instructional materials

- Requires the use of data to monitor student progress and provide specific support

TIER 3 INTENSIFIED:

1 - 10% Skill-focused Intensified Supports

TIER 2 TARGETED:

10-25% Skill-focused Targeted Support

TIER 1 CORE: ALL STUDENTS ACCESS

*Academic and SEBL supports are fluid throughout the school day through after school programming

PBIS: Behavioral expectations, classroom and common area procedures, etc.

ACADEMIC: Access to instructional supports and materials; communication among teachers and after school staff.

Layered Continuum of Support

NeMTSS FRAMEWORK

NEBRASKA DEPARTMENT OF EDUCATION

Questions to Consider - Layered Continuum of Supports

School-based questions

- Does my school have a MTSS/PBIS team?
  - If yes, who could I talk to about their system process?
- Does my school have behavior values & expectations?
  - If yes, how can we incorporate these into our program?
- Is the after school program staff notified when a student is receiving extra support?
  - If no, can this be considered?
- What are the procedures for sharing pertinent individual student information?

Program-based questions

- Do we have clear processes and procedures for staff when needs arise?
- How do we communicate with staff their role in supporting all students?
- Do our staff need any further training/support?
- Where can we intentionally embed short activities to support the social, emotional, and behavioral needs of students?
- How are we communicating with school personnel?
- How are we communicating with families?
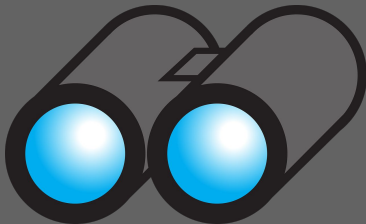
Powerful Practices

Classroom Va... ...agement... ...rage Appropriate
Routines & Pro... ...es... Behavior

RELATIONSHIPS

Active
Supervision

Continuum of
Response

Classroom Values, Routines & Procedures
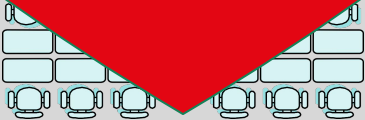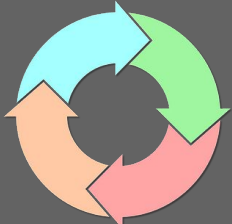
#BulldogSTRONG...
The Map to Success

	In the Classroom	On Campus	In the Community
G Growth	❖ Commit to graduate ❖ Work through failure ❖ Always give 100%	❖ Resolve conflict appropriately ❖ Honor your commitments	❖ Be a lifelong learner ❖ Overcome obstacles
P Pride	❖ Be on time and ready to learn ❖ Follow rules and procedures ❖ Use appropriate language	❖ Clean up after yourself ❖ Promote a positive self-image ❖ Be a Bulldog	❖ Make good choices ❖ Practice good manners ❖ Respect other's property
S Service	❖ Peer support ❖ Acknowledge and respect differences ❖ Make positive contributions	❖ Treat everyone with kindness ❖ Be welcoming to campus visitors	❖ Be helpful ❖ Be positive on social media ❖ Be a good citizen

Behavior Values

Social Emotional Skills

Teaching SEL within PBIS

Supporting & responding to students' SEB needs

Assessing equity in expectations

NeMTSS FRAMEWORK

CYFS

Engagement Strategies

Question Wheel

Student Check-ins

Share out - how do you/could you use student check-ins?

1. "Family Meetings" or closing circles
2. Before extension lessons to gauge student sentiment
3. As a pre-meeting tool before 1-1 student conferences
4. During social-emotional wellness checks
5. At the end of a lesson to capture immediate feedback
6. In preparation for or after returning from an extended break
7. When beginning new enrichment programming (include providers)
8. As part of program-wide presentations
9. In place of taking daily attendance (questions for attendance)
10. On a designated week day

Panorama Check In Questions
Morning Messages
Sample Prompting Circle Questions
Positive Greetings at the Door Handout
Restorative Circles Handout

	Question	
72	What else would you like me to know about your experience in class today?	[Free response]
73	If your friend missed class today and asked you to explain the lesson, what would you tell them?	[Free response]
74	What's the biggest thing I could have done better today?	[Free response]
75	What's the biggest thing I could do better tomorrow to help you learn?	[Free response]
76	What's the biggest thing you could have done better today?	[Free response]
77	What's the biggest thing you could do better tomorrow to help yourself learn?	[Free response]
78	What got in the way of your learning today?	[Free response]

NeMTSS FRAMEWORK

N CYFS

Engagement & Opportunities to Respond

Parent Survey

Form description

Child's Name *

Short answer text

Child's Preferred Name or Nickname *

Short answer text

Fill the Piggy Bank Everyday!

Good News!

Dear _____,

_____

_____

_____

Teacher _____

Date _____

Great Work!

Parent survey example
Student Interest Survey
You 4 Youth Student Interest Survey

10-Minute Tidbits
Emotional Piggy Bank
Hot Buttons
Positive Relationships

Positive phone calls or emails home!
Good News Note
Positive Notes Home

Student Voice and Choice

Planning

Students can be essential partners in planning entire programs, specific activities and many other elements of afterschool programs.

Recruitment

Authentic investment in programming allows students to represent themselves and the activities they're engaged in afterschool.

Delivery

Facilitating, teaching and leading after school activities can be shared through student/adult partnerships, mentoring and student-led activities.

Assessment

Afterschool programs must increasingly work to maintain the integrity and effectiveness of their activities. Student-driven assessment and evaluations can do that.

Reinvention

Using the assessment and planning activities mentioned earlier, students can reinvent the approaches, delivery and outcomes of afterschool programs.

Pre-correcting and Prompting

Adult reminds students of expectations prior to activities that have a history of high risk of failure. Most effective if done immediately preceding the context in which the behavior is expected and provide students with a reminder to increase the probability of success.

- **Gesture** – includes making a physical gesture. such as pointing to the hooks to hang a backpack.
- **Verbal** – includes verbal clues, rule statements, questions, and hints, such as naming items to put in a backpack.
- **Visual** – includes providing pictures, written instructions, and objects such as using a checklist of items to go in backpack.
- **Model** – includes partially or fully showing the expected behaviors. such as demonstrating how to fill a backpack.
- **Physical** – includes actually helping the student hand-over-hand to exhibit a given behavior, such as assisting a student in filling his backpack (Neitzel & Wolery, 2010).

- ❖ Better Behavior Handout
- ❖ Short video examples by subject /ages
- ❖ Longer video example

Positive Descriptive Feedback

Describe the desired behavior, tied to the school-wide expectations, specific to the student/ group, with positive praise (and how it helps).

That was nice!

VS.

Tommy, you were very respectful to the speaker when you raised your hand and asked good questions at the end of the presentation. Speakers will want to continue to come to our school because they feel respected. Thank you!

NeMTSS FRAMEWORK

CYFS

NCPMI

Providing Positive Feedback and Encouragement

➔ **Verbal & Nonverbal Encouragement**

➔ **Some Starters**

Looking for more resources?

Check out these sites!
➔ NCPMI
➔ Social & Emotional Foundations for Early Learning

Verbal Encouragement

▶ "You are working so hard on…"

▶ "You must feel proud of yourself for…"

▶ "Thank you for helping me…"

▶ "What a great listener you are, you…"

▶ "Great job remembering to…"

▶ "That's a cool way to…"

▶ "Way to go! You ____ all by yourself!"

▶ "You almost have it! You can…"

▶ "You are being a helper when you…"

▶ "Your brother/sister looks so happy when you…"

▶ "You are really growing up because you…"

Nonverbal encouragement also works! Try…

▶ Giving a hug

▶ A thumbs up or wink

▶ Clapping

▶ Using a special hand shake

▶ Smiling

▶ Imitating gestures, words or sounds

▶ A happy dance

NeMTSS FRAMEWORK

CYFS

The Features of Active Supervision

1. Movement

2. Scanning

3. Positive Contact

4. Positive Reinforcement

5. Instructional Responses

6. Delivery of Logical Consequences

7. Team Directed Data-based Decision Making

NeMTSS FRAMEWORK

10 Minute Tidbits Link   7 features of systematic supervision

Common Area Supervisor's Self-Assessment Checklist

Name: Date:

After at least a 15 to 30 minute recess period in which you were directly engaged in supervising students, take a few minutes and answer the following questions. Answer as accurately as you can, this is for your own use.

	Active Supervision Features	(circle one)				
1	I move through all areas under supervision.	1	2	3	4	5
2	I achieve close proximity with most students present in the total area being supervised.	1	2	3	4	5
3	I scan the more distant parts of the area while supervising.	1	2	3	4	5
4	I initiate prosocial contact with students engaged in appropriate behaviors.	1	2	3	4	5
5	I have more positive interactions with students than corrective, instructional, or negative interactions (4 to 1).	1	2	3	4	5
6	I consistently use a system of positive reinforcement for acknowledging appropriate student behavior.	1	2	3	4	5
7	I know and teach/reteach common area behavioral rules and expectations to all students two or more times a year.	1	2	3	4	5
8	I correct or provide consequences for inappropriate student behavior quickly and consistently.	1	2	3	4	5
9	I use a calm, controlled, business-like, and respectful tone when correcting inappropriate student behavior.	1	2	3	4	5
10	I recognize and acknowledge student cooperation when the student is compliant during the correction of an inappropriate behavior.	1	2	3	4	5
11	I use a behavior log to record and share information concerning problem behaviors and what was done to correct them.	1	2	3	4	5
12	I attend regularly scheduled supervisor "team" meetings to discuss behavior and behavioral issues and plan interventions and supports with my colleagues.	1	2	3	4	5

Not at all	Seldom	About half the time	Often	Constantly
1	2	3	4	5

Use this self-assessment to determine your use of various key systematic supervision features and strategies and identify those areas in which you might want to increase or maintain your level of effort or attention.

This form is not intended as a job evaluation – it is not a valid tool for assessing job performance

NeMTSS FRAMEWORK

Arrangement of Physical Environment

Why:

- Increases on-task behavior
- Increases perception of safety
- Supports a respect of others' personal space
- Allows for staff movement (Active Supervision)

Consider:

- Ease of movement: ability to move between/around furniture, access to exits, etc.
- Designated areas: space for supplies and activities (program supplies and equipment)
- Coordinate with cooperating school or classroom staff

[MWPBIS Snapshot](#)

Physical Environment

Inventory of Practices to Promote SEBL

Inventory of Practices for Promoting Social Emotional Competence

Designing Supportive Environments

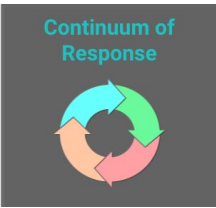| Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
4. Designs the physical environment	**3**	**2**	**1**	**YES**	**NO**	
☐ Arranges traffic patterns in classroom so there are no wide open spaces						
☐ Removes obstacles that make it difficult for children with physical disabilities to move around the room						
☐ Clearly defines boundaries in learning centers						
☐ Arranges learning centers to allow room for multiple children						
☐ Provides a variety of materials in all learning centers						
☐ Designs learning centers so that children spend time evenly across centers						
☐ Considers children's interests when deciding what to put in learning centers						
☐ Makes changes and additions to learning centers on a regular basis						
☐ Visually closes learning centers when they are not an option for children to use						
Comments:						
5. Develops schedules and routines	**3**	**2**	**1**	**YES**	**NO**	
☐ Designs schedule to include a balance of large group and small group activities						
☐ Designs schedule to minimize the amount of time children spend making transitions between activities						
☐ Implements schedule consistently						
☐ Teaches children about the schedule						
☐ Provides explanations when changes in the schedule are necessary						
Comments:						

Date 1 Completed: _____   Date 2 Completed: _____

Continuum of Response

What are effective responses?

A. Praise Other Students

B. Reteach

C. Engagement Strategies

D. Proximity

E. Attend, Wait and Praise

F. Provide Choice

G. Private Redirect

H. Nonverbal Cue

I. When...Then

SEBL Competencies: Self-awareness, Self-management, Responsible decision-making, Relationships, Social Awareness

Continuum of Response

5 Universal Practices To Support Young Children's Positive Behavior

1 **Use a Five-One Ratio of Positive Attention**

The 5:1 ratio of positive attention is based on research that has shown that children are better behaved in preschool settings when adults spend the majority of their time attending to positive behavior and not challenging behavior.

2 **Use Predictable Schedules**

Developing a daily schedule and directly teaching children what comes next is about maintaining a routine and keeping all of the children informed about the routine. This strategy maximizes children's ability to predict what comes next.

3 **Establish Routines within Routines**

The predictability of a general schedule does not provide enough structure to prevent some children's challenging behaviors. It is often helpful to specify other levels of predictability with one's overall classroom schedule.

4 **Directly Teach Behavioral Expectations**

Make certain that all children know precisely what behavioral expectations you have for each routine. It is recommended that there be no more than three expectations for any one routine.
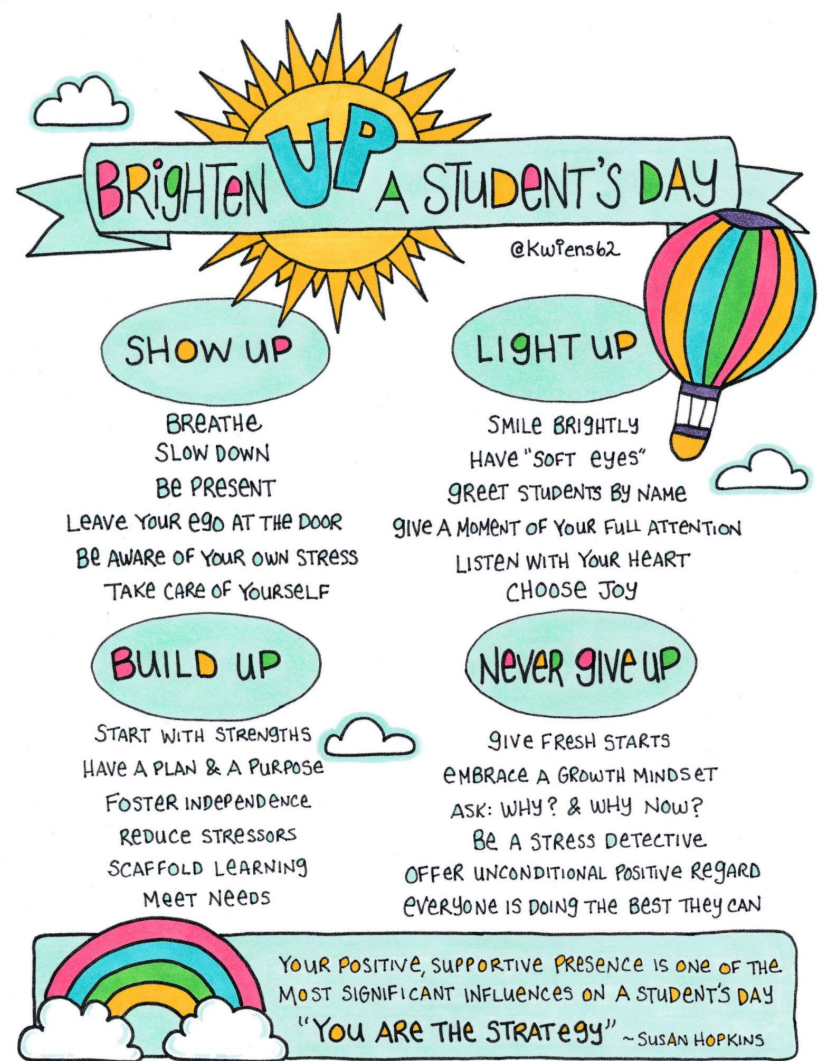
5 **Directly Teach Peer-Related Social Skills**

Actively teaching social skills involves careful planning around routines and activities, arranging the environment to support peer interaction, and implementing strategies such as peer-mediated interventions, adult cueing and prompting, and reinforcement.

NeMTSS FRAMEWORK

N CYFS

Classroom Intervention Bank

Your success as an educator is more dependent on positive, caring, trustworthy RELATIONSHIPS than on any skill, idea, tip or tool.

- *Eric Jensen*

Connection Toolkit

Using SEB skills to foster community and build relationships

SEBL Competencies

Self-awareness — What matters to me?
- Interests
- Strengths & Limitations
- Emotions, Thoughts & Behaviors
- Identity

Self-management — How can I make a difference?
- Regulate Emotions
- Confront Biases
- Plan and Organize
- Build motivation and Set Goals

Social Awareness — What is happening in the world around me?
- Empathy
- Understand other Perspectives
- Awareness of Culture
- Combat "-isms"

Relationships — How can we build a brighter tomorrow?
- Teamwork
- Conflict Resolution
- Be a Good Friend
- Communication

Responsible decision-making — How can I work with others to solve the problems?
- Responsible Choices
- Problem Solve
- Boundaries
- Evaluate Consequences

NeMTSS FRAMEWORK

Self-Awareness

What matters to me?

Interests
- Identify needs
- Go outside comfort zone
- Set goals
- Develop a sense of purpose

Emotions Thoughts & Behaviors
- Label and recognize
- Practice self-compassion
- Identify triggers
- Analyze emotions and their impact

Strengths & Limitations
- Use a growth mindset
- Show honesty and integrity
- Identify biases
- Identify areas for growth

Identity
- Acknowledge impact of experiences
- Self-acceptance
- Recognize values
- Integrate personal and social identity

Self-Awareness

Adult Example:

When I give directions and a student ignores them, I notice my patience tolerance decreasing and my frustration increasing.

Student Example:

When I don't understand the directions, my body becomes tense and my hands get sweaty.

Know your warning signs!

Link

Happiness Triggers

FOR WHEN YOU NEED THEM

CLEAN SHEETS	A WALK OUTSIDE	YOUR FAVORITE SMELL
AN ACT OF KINDNESS	MOVING YOUR BODY	SUNLIGHT & FRESH AIR
HOT COFFEE OR TEA	ENJOYING A FAVORITE MEAL	CONNECTING WITH A LOVED ONE
LISTENING TO A FAVORITE SONG	SPENDING TIME WITH A PET	FRESH FLOWERS

@MOMBRAIN.THERAPIST

Happiness Triggers
WORKSHEET

LIST TIMES YOU'VE FELT CALM

LIST THINGS THAT MAKE YOU FEEL NOSTALGIC

WHAT COLORS, SOUNDS, SMELLS & TASTES MAKE YOU SMILE?

LIST SOME THINGS YOU'RE GRATEFUL FOR

ParentsTogether

LINK

One-Pager

Name:

Today's Date:

My Strengths

My Interests

My Preferences

My Needs

NeMTSS FRAMEWORK

One-Pager Link
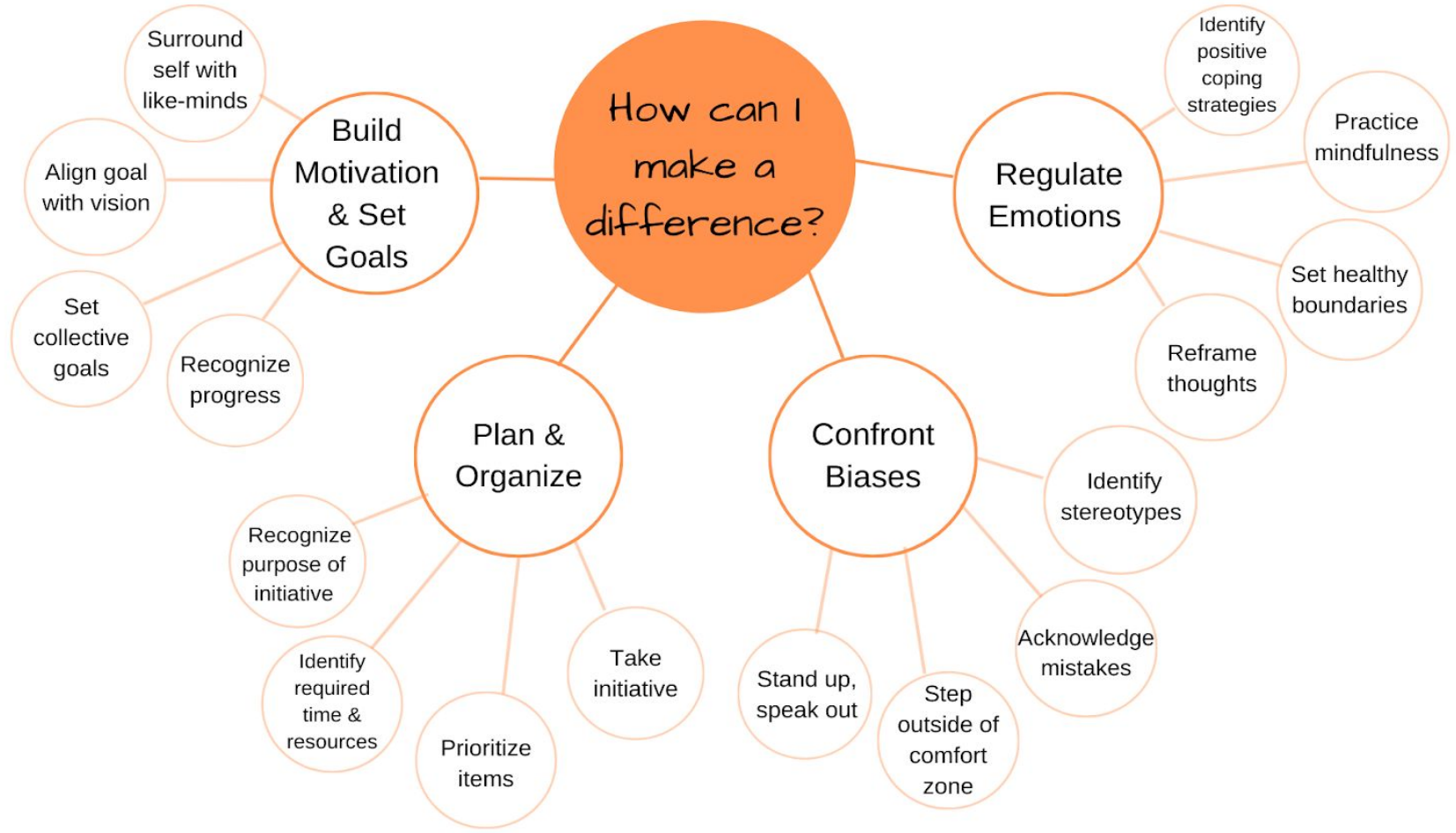
Self-Management

Self-Management

Adult Example:

When I notice my patience tolerance decreasing, I can step out of the room, walk to a different area in the room, or take a deep breath.

Student Example:

*When my body becomes tense & my hands are sweaty, I can count to 10 or use a fidget and then ask for help.*

SQUARE BREATHING

inhale 2... 3... 4

breathe

rest 2... 3... 4

hold 2... 3... 4

exhale 2... 3... 4

ZENCARE
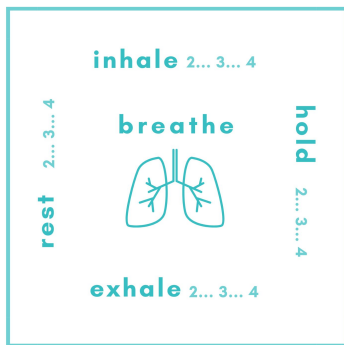
Mindfulness Strategies

GROUNDING TECHNIQUE
For Kids
Using their 5 Senses

5 things you can see

4 things you can feel

3 things you can hear

2 things you can smell

1 thing you can taste

MODERN HOMESTEAD MAMA

30 Grounding Techniques
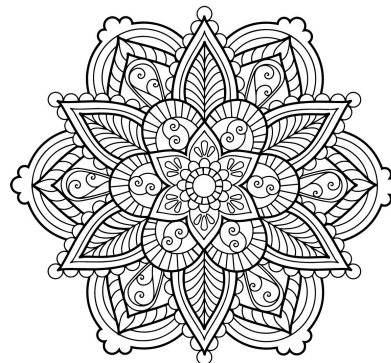
Online Mandala Coloring

WHAT TO TELL MYSELF WHEN I'M FEELING DISCOURAGED

1. This is tough. But so am I.

2. I may not be able to control this situation. But I am in charge of how I respond.

3. I haven't figured this out...yet.

4. This challenge is here to teach me something.

5. All I need to do is take it one step at a time. Breathe. And do the next right thing.

WHOLEHearted
SCHOOL COUNSELING

101 Positive Things to Say to Myself

Highlights Hidden Pictures
Family Stargazing
While this family searches for constellations, can you find all the hidden objects?

ladder
balloon
pennant
umbrella
fish
heart
adhesive bandage
lock
horseshoe
glove
button
dinosaur
teacup
eyeglasses
pencil
envelope
open book

Hidden Pictures

Feelings Thermometer

	How Do You Act?	What Can You Do About It?	
Agitated Angry Devastated Frightened Furious Jealous Stressed Out	Arguing, Refusing Tantrum, Shutting Down Yelling, Stomping	Count to 10 or 100 · Stop, and walk away · Take a nap · Tell an adult · Take deep breaths · Practice grounding techniques · Move your body or exercise	
Confused Embarrassed Excited Irritated Nervous Silly Worried	Avoiding, Pacing Clingy, Hyper Shutting Down Overstimulated	Take deep breaths · Use positive self-talk · Tense and relax your muscles · Take a break · Relax and try again · Think of a peaceful place · Pause, and ask for help	
Confident Fine Focused Happy Hopeful Peaceful Proud	Smiling, Relaxed Laughing, Engaged Paying Attention Enjoying Yourself	Smile & practice gratitude · Use kind & positive words · Keep listening · Help someone else · Take steps toward your goals · Write about your successes · Exercise	
Bored Disappointed Lonely Sad Shy Sick Tired	Withdrawn, Disengaged Crying, Slowed Down Understimulated Depressed	Get or give a hug · Stretch · Move your body or exercise · Talk to friends or family · Listen to music · Do a hobby you enjoy · Get some fresh air	

Chill Out Pass
Please excuse me.
I need a few minutes to take a break and calm down.
Thank you.
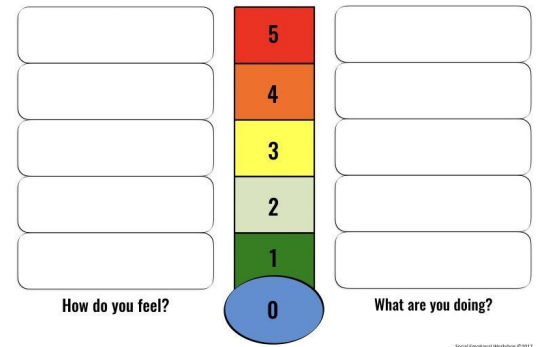
Things I Can Do When I'm Upset

Upset

Emotion Thermometer

5
4
3
2
1
0

How do you feel?

What are you doing?

Social Emotional Workshop ©2017

NeMTSS FRAMEWORK

CYFS
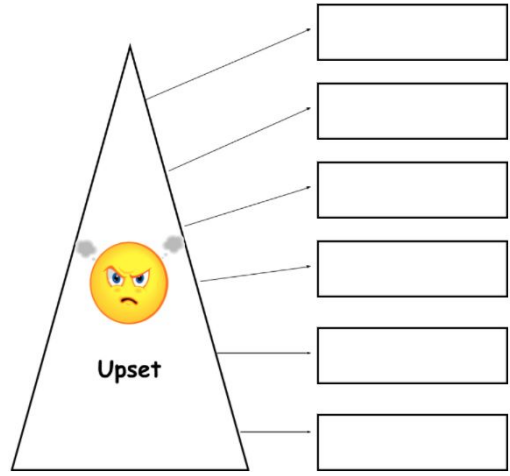
GROWTH MINDSET & SELF-REGULATION

@Kulens62

INSTEAD OF THINKING...
(FIXED MINDSET)

TRY THINKING...
(GROWTH MINDSET)

- HE NEEDS TO LEARN SOME SELF-CONTROL.
- SHE KEEPS GIVING ME A HARD TIME.
- MY CLASSROOM WORKS FINE FOR ALL THE OTHER STUDENTS.
- HIS BEHAVIOUR COMES OUT OF THE BLUE.
- NOTHING WORKS FOR THIS CHILD.
- SHE JUST NEEDS TO CALM DOWN.
- HE WON'T EVER LEARN SELF-REGULATION.

- HE NEEDS HELP WITH SELF-REGULATION.
- SHE IS HAVING A HARD TIME. HOW CAN I HELP?
- EVERY STUDENT IS UNIQUE. WHAT CHANGES CAN I MAKE TO SUPPORT THIS STUDENT?
- LET'S LOOK DEEPER FOR PATTERNS AND SETTING EVENTS.
- WHAT ELSE CAN I TRY?
- DOES SHE EVEN KNOW WHAT CALM FEELS LIKE?
- HOW CAN I HELP HIM LEARN SELF-REGULATION?

GROWTH MINDSET AND SELF-REGULATION
DECREASE JUDGEMENT AND INCREASE CURIOSITY

FREE DOWNLOAD: northstarpaths.com

[Download](#)

Reframing: Train the brain for growth.

Situation	Negative/ unhelpful thought	Evidence against this	Reframe
I had an argument with Kya.	I have no friends, everyone hates me.	Sam and Ciara were nice to me and asked me to play with them. ☺	It is good to have more than one friend to support you, like I do.

[Reframing Thoughts Activity](#)

NeMTSS FRAMEWORK

N CYFS

Responsible Decision Making

How can I work with others to solve the problems?

Responsible Choices
- Use technology appropriately
- Analyze information & facts
- Be curious & open minded
- Practice honesty, integrity & fairness

Evaluate Consequences
- Anticipate outcomes
- Understand how actions impact outcome
- Identify pros & cons
- Ask questions

Problem Solve
- Identify problem
- Think critically
- Prioritize & select alternative solutions
- Evaluate solution effectiveness

Boundaries
- Recognize role in creating well-being
- Know your limits
- Share personal information appropriately
- Be OK saying No

Problem Solving

BIG Problems

4   5

- Impact many people (more than 10)
- Not a quick, clear solution to begin right away
- Lasts a long time – maybe many weeks or months
- The solution or recovery takes a group of people to solve (more than 4 people)
- Danger or harm may be involved

EXAMPLES:
- Tornado hitting a neighborhood
- Car crash with fatalities/people hurt
- a Bully who picks on many kids in your grade everyday

Visual made by J. Kuzma 2/06
Concept Source: Inside Out: What Makes a Person with Social Cognitive Deficits Tick, Michelle Garcia Winner

Graphic Organizer: Pros and Cons Table for Two Choices

Name: _____ Date: _____ ClassPeriod: __

Title: _____

Choice	Pros	Cons

Pros and Cons

Communicating Boundaries

➢ Physical, emotional, and mental limits we establish between ourselves and other people - what **is** and **is not** okay

➢ Allow us to maintain our own identity and respect the identity of others

➢ Don't let others make you feel bad about your boundaries

➢ **Have students practice using I-statements**

➢ **Use a serious tone and say exactly what you mean so others understand**

➢ **Discuss physical, mental, emotional, time, and material boundaries**

I- Statements Handout

I-Statements Activity

NeMTSS FRAMEWORK

N CYFS

Group Problem Solving

Rules

• Everyone is responsible for listening to the speaker.
• Everyone must share their point of view about the problem.
• No one is allowed to interrupt the speaker.
• Everyone will show respect for others. No one can make fun of or criticize anyone else's ideas.

Problems

• The group must choose a place to go for a field trip.
• The group must choose a gift for someone.
• There aren't enough seats for everyone for movie night.
• There are ten people and only six pieces of cake.
• Two teams want to practice basketball but there is only one ball.

Relationship Skills

How can we build a brighter tomorrow?

Teamwork
- Show leadership skills
- Collaborative problem solving
- Reliable & flexible
- Self-motivated

Communication
- Initiate conversation
- Active listening
- Identify nonverbal cues
- Genuine assertiveness

Conflict resolution
- Practice emotion regulation
- Negotiate conflict constructively
- Solution-based thinking
- Ask reflective questions

Be a good friend
- Demonstrate cultural competency
- Seek or offer support & help
- Stand up for others
- Be trustworthy

CASEL 3 Signature Practices

Welcoming Ritual

Welcoming Slide Deck 1
Welcoming Slide Deck 2
Welcoming Slide Deck 3

Engaging Practices

101 Inclusive Get To Know You Questions
Would You Rather Questions
Question Wheel
Student This or That Questions
This or That
That's Me!
Four Corners
West-Ed Building Relationships
Connection Toolkit

Oakland Schools 3 Signature Practices
CASEL 3 Signature Practices Playbook

Optimistic Closure

3-2-1 Feedback
Think, Pair, Share
Quick Rating
Exit Tickets
Journal Entry
Gallery Walk
Word Cloud
Closing Circle

Peer Relationships

[Connection Toolkit](#)

Conflict Resolution

Solve problems with
The Blueprint

Describe	What happened?	
RULER Skill	**Me**	**Other Person**
Recognize & Label	How did I feel?	How did _____ feel?
Understand	What caused my feelings?	What caused _____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did _____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

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It's not what you say, it's how you say it

Social Awareness

Gratitude means appreciating the good things in life, no matter how big or small. Making the practice of gratitude a regular part of your day can build happiness, self-esteem, and provide other health benefits.

Greater Good

Notes of Gratitude
Gratitude Journal Templates
Staff Gratitude Journal Prompts
2-5 Gratitude Journal Prompts
6-12 Gratitude Journal Prompts

OCTOBER 2023

RANDOM ACTS OF KINDNESS FOUNDATION®

[Calendar Link](#)

[Service Learning Opportunities](#)

KINDNESS BEYOND THE CLASSROOM™

NEW! Teach important kindness skills in an out of school time setting.

Kindness Beyond the Classroom™ is a concise yet comprehensive curriculum that you can use to extend kindness beyond the typical school day. There is a mix of whole group and small group lessons that focus on one of our six kindness concepts: Respect, Caring, Inclusiveness, Integrity, Responsibility, and Courage. We also have two "kindness boost" lessons at the end of each unit that you can use when you feel that students need a quick shot of kindness!

What's the Tint of Your Glasses?

[Directions](#)

Overview: Students learn how different perspectives result from different backgrounds, building acceptance and valuing differences.

Reflection Questions:
- What did you learn about how different people see the same thing?
- In what ways did your group work well together during this activity?
- How did your group show support for one another's differences?
- How did you feel when someone had a different point of view?
- How can you help others see your point of view?
- What personal strengths did you use to communicate your point of view?

NeMTSS FRAMEWORK

CYFS

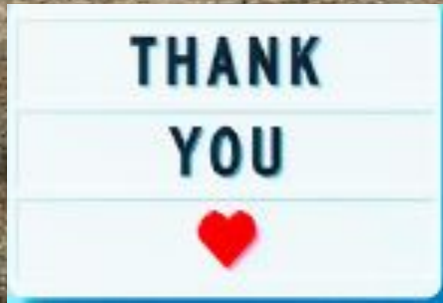"SEL is not one more thing on the plate. It is the plate."

-Lisa Xagas

Review

✅ Establish a rationale for fostering community in the classroom through the SEBL competencies and research.

✅ Identify strategies to foster community and make connections with individual students.

Optimistic Closure

Notes of Gratitude