
Social Emotional Learning at Highlands Elementary School



James DiLorenzo, MSW, LSW
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Agenda

1. Define Social Emotional Learning
2. Updates since March 2020
3. Projected Plans for 2021-2022 School Year

What is Social Emotional Learning?

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

<https://casel.org/what-is-sel/>

SEL Works

More than two decades of research shows that SEL leads to:



Increased Academic Achievement

According to a 2011 meta-analysis of 213 studies involving more than 270,000 students, those who participated in evidence-based SEL programs showed an 11% point gain in academic achievement.



Improved Behavior

Studies show decreased dropout rates, school and classroom behavior issues, drug use, teen pregnancy, mental health problems, and criminal behavior.



Strong Return on Investment

A review of six SEL interventions in evidence-based SEL programs showed that for every dollar invested there was an economic return of 11 dollars.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



SELF-AWARENESS

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



SELF-MANAGEMENT

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



SOCIAL AWARENESS

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



RESPONSIBLE DECISION-MAKING

- Develop implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions



RELATIONSHIP SKILLS

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

All was on track until...



How We Started...

-Creating a Trauma Informed Classroom

-Recognizing that the COVID-19 Pandemic can be considered a collective trauma for the school community.

-Trauma research shows working memory, attention, response inhibition and cognitive flexibility have all been found to be impaired by stress.

-If a student is anxious, their brain can be in full survival mode which does not support the forming of new neural pathways needed for learning something new. By helping students to learn to regulate their emotions better we are making our job as educators of all subjects easier.

<https://traumainformedschoolpractices.pressbooks.com/chapter/chapter-4/>

SEL Library

Created the [SEL Library](#) that contains resources for teachers to facilitate Social Emotional Learning in their classrooms. These include:

- [Resources for Building Trauma Sensitive Classrooms](#)
- [Providing Emotional Safety in the Classroom](#)
- [Teacher Mental Health Resources](#)
- [Simple Daily SEL Tips](#)

Also within the SEL Library are activities that focus on various SEL concepts for all grade levels, such as acceptance, empathy, anxiety, coping skills, emotional intelligence

Emotional Recognition

Every homeroom teacher was provided with an Emotion Chart for every student to help students express their emotions privately, if needed.



ZONES OF REGULATION

Sad Hurt Sick Disappointed	
Happy Joyful Excited Proud Working Hard Successful Feeling Alive	
Worried Confused Annoyed Headache/In-Pain Embarrassed	
Mad Stressed Raging Frustrated Having to repeat things	

Where We Are Now...

- **Dedicated Social-Emotional Learning Block built into the school day.**
 - Social Worker Support during SEL Lessons at least 2x/month
- **Utilize the Pearson SSIS-SEL Program**
 - The SSIS SEL CIP provides 23 Skill Units covering Self-Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making using a highly-effective instructional approach with all digital materials (PowerPoints, videos, etc.) to maximize engagement.
- **Teachers also highly encouraged to use their own tools and resources to support SEL**
 - These include Class Dojo, TeacherPayTeacher, Emotional ABCs, etc

School-Wide SEL Initiatives

- **Creation of SEL Committee**
 - **“The SEL Committee will strive to create a school community where every student, staff member, and family feels safe, validated, and empowered. This committee will work towards facilitating a learning environment in which every HES community member can express their thoughts and feelings with confidence and have the skills necessary to navigate social-emotional challenges.”**
 - **Character Pillars- S.O.A.R- Safety, Overcome, Acceptance, Respect**
 - **School wide vote**
 - **Banners in process of being created**
 - **Door Decorating Contest- Sponsored by HES-NHS (Ms. Jennifer Lebel)**
 - **Incorporated S.O.A.R.**
 - **Cathartic Release Day- In June 2021**

Looking Ahead for SEL 2021-2022 SY

- Continuation of Pearson SSIS-SEL Program
- Incorporating Zones of Regulation as part of SEL Curriculum
 - Using a cognitive behavior approach, the curriculum's learning activities are designed to help students recognize when they are in different states called "zones," with each of four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another.
- Social Thinking/Social Detective/Superflex Curriculum used for individual counseling and small groups.
- Incorporate S.O.A.R throughout the building
 - Signs, Murals, Banner, etc
- Rutgers School-Based Program
 - Licensed Clinician will come 2x/week for intensive individual counseling
 - Provide Professional Development

Our Philosophy

Children who are emotionally well and function more effectively in an academic setting.

Our Goal

The Rutgers School Based program strives to enhance the opportunities for student learning by providing free mental health programs in a non-threatening & familiar environment.

We are committed to provide mental health & support services to children & adolescents who have limited access to services & instill in them hope for the future.

RUTGERS

University Behavioral Health Care



Partnering with School Districts to Promote Social, Emotional, and Academic Success for All Students

Our Services

Custom created programming
Individual counseling
Group Counseling
Family Counseling
Parent Coaching
Professional development
After-school programs
In-school suspension counseling
Crisis intervention
Psychiatric consultation
Medication management
Child study team evaluations
Staff development workshops
Consultations with school staff
Drug/alcohol Services
Case management
Self-contained classrooms
Integration with community programs

Social Worker- Summer Goals

- **Provide Social Emotional Support, as needed**
- **Provide counseling, group or individual, as mandated in IEP or 504 Plan for students attending the Summer STEM Academy/ESY**
- **Review attendance from the 2020-2021 SY and facilitate meetings with families at-risk of chronic absenteeism through Google Meets, in-person meetings, or home visits**
- **Create incentives for families at risk of chronic absenteeism, based on evidence-based research from Attendance Works and other resources.**
- **Create/update classroom-based SEL lessons/Google Drive for the 2021-2022 SY, including Zones of Regulation, Pearson SSIS Program, and SuperFlex**
- **Create/Develop school-wide SEL initiatives, such as Nurtured Heart and events that relate to S.O.A.R.**
- **Create S.O.A.R. signs, banners, letters to parents, etc for implementation at the start of 2021-2022 SY**
- **Prepare presentations or reach out to possible community resources to present on following topics: DCP&P referrals, Counseling Referrals for Rutgers Program, Room Service, Family Engagement, etc**
- **Other tasks, as designated by Mr. Layton**