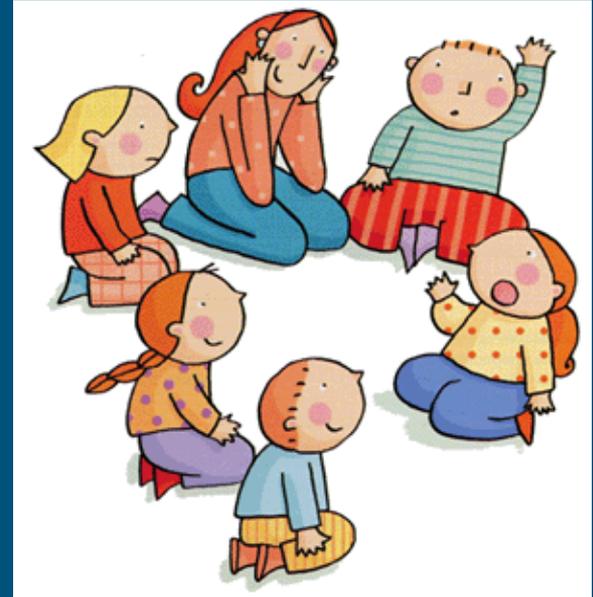


# Share your answer to one of these questions with your tablemates as we all get settled!

- What is one experience this past week that brought you joy?
- How do other people know you are frustrated?
- What is your most effective way to calm down when you are home? How about at work?



# Integrating SEL into the Classroom

(Spoiler alert: if you're teaching well...  
you're probably already teaching SEL!)

# Introduction

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SEL Specialist  
Longfellow Elementary  
Spokane Public Schools

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# Why should I integrate SEL into the classroom?

## SEL Approaches

- Explicit SEL Skills Instruction
- Integration with Academic Curriculum Areas
- Teacher Instructional Practices



SEL Skill Acquisition:  
Five Competence Areas

Improved Attitudes  
about Self, Others, and  
Schools



Positive Social Behavior

Fewer Conduct Problems

Less Emotional Distress

Academic Success



“In 2011, a team of researchers conducted a comprehensive meta-analysis of school-based universal social emotional interventions, which included 213 schools and 270,034 students ranging from kindergarten through high school...

The **most growth was found among students receiving classroom -based interventions administered by their regular classroom teachers.** This finding held true across all education levels (elementary, middle, and high school, and across urban, suburban, and rural schools)”

<http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>

# It is ALL about relationships!

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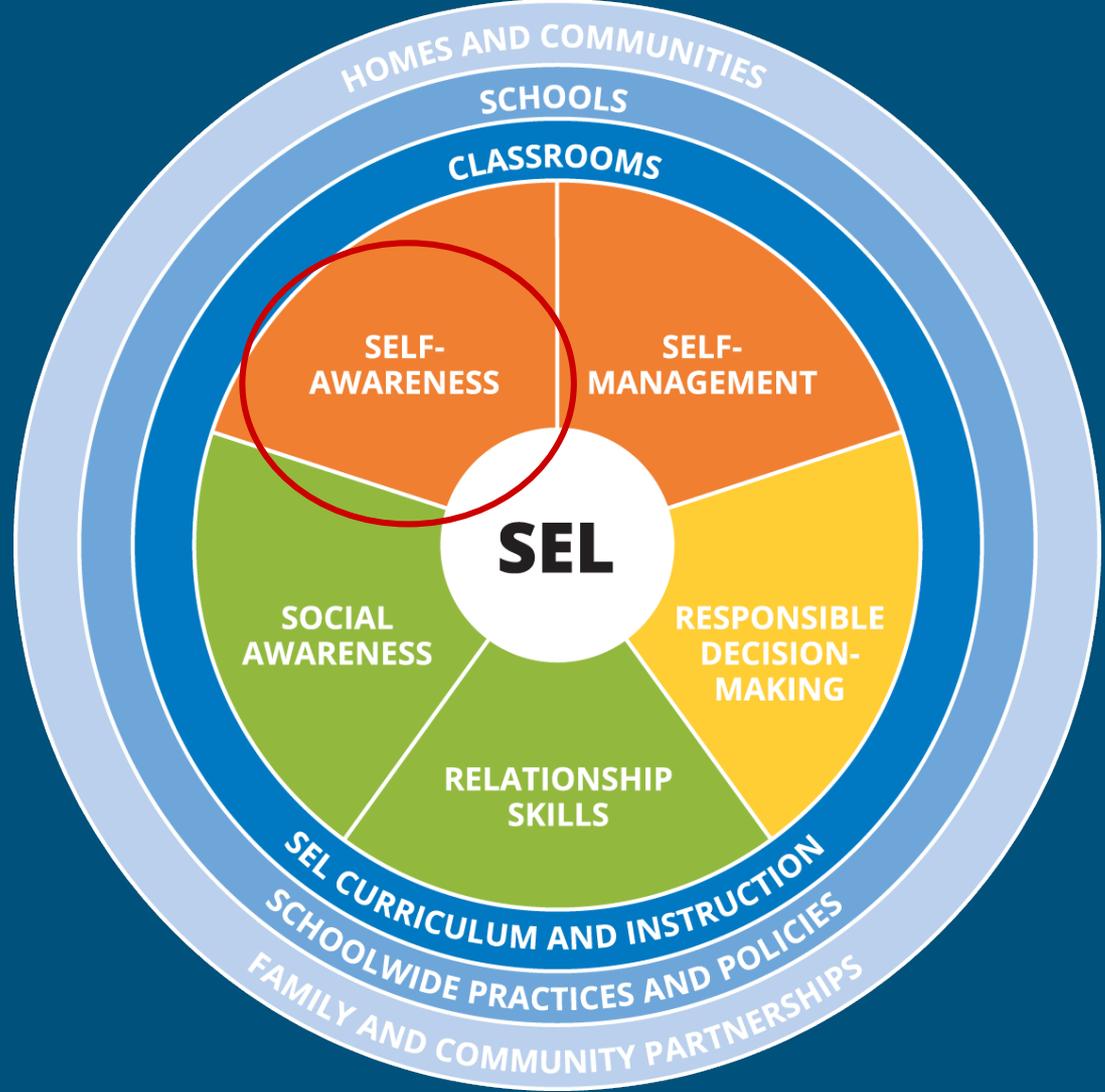
Essential Question:  
How can I integrate SEL  
strategies with what I already  
do in my job?

- I can incorporate SEL strategies into my work with youth.
- I can evaluate which strategies best suit my teaching style and/or context.
- I can learn from my colleagues.

# CASEL SEL Competencies

## Standard 1: Self-Awareness

Individual has the ability to identify and name one's emotions and their influence on behavior





What you think



How you feel



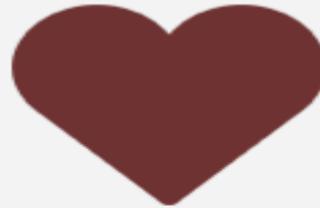
What you do

# LAST STOP ON MARKET STREET



WORDS BY  
MATT DE LA PEÑA

PICTURES BY  
CHRISTIAN ROBINSON



**Situation**  
something happens

**Thought**  
the situation is interpreted

**Emotion**  
a feeling occurs as a result of the thought

**Behavior**  
an action in response to the emotion

You are sitting in a summer workshop.

“What a valuable topic to discuss. This material will definitely be applicable to my work with students.”



**Situation**  
something happens

**Thought**  
the situation is interpreted

**Emotion**  
a feeling occurs as a result of the thought

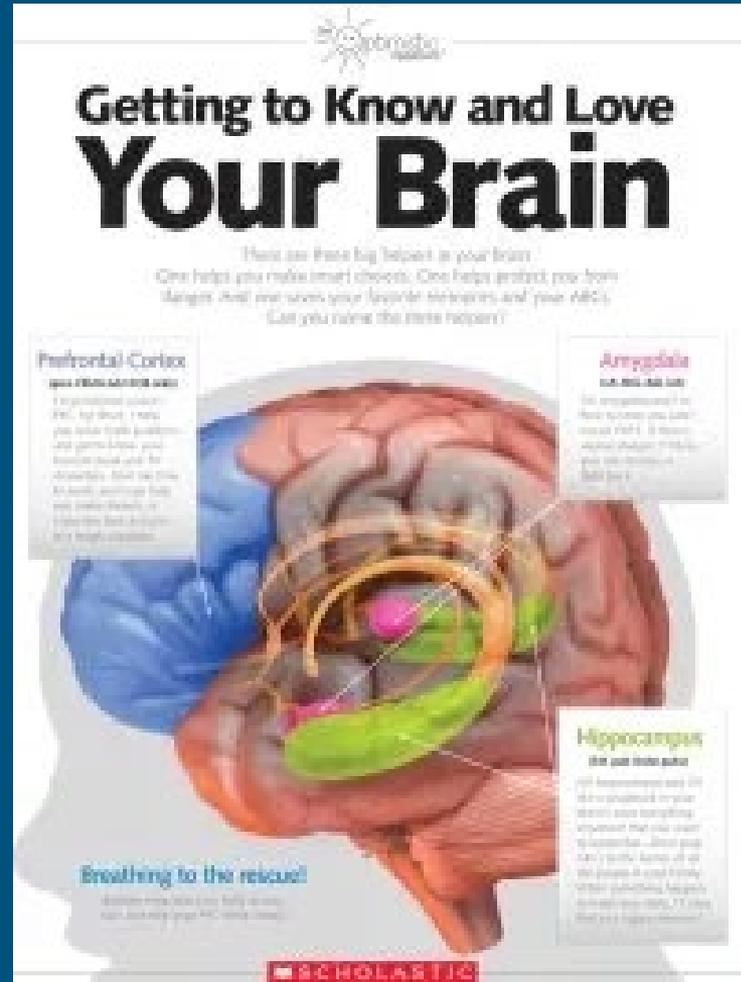
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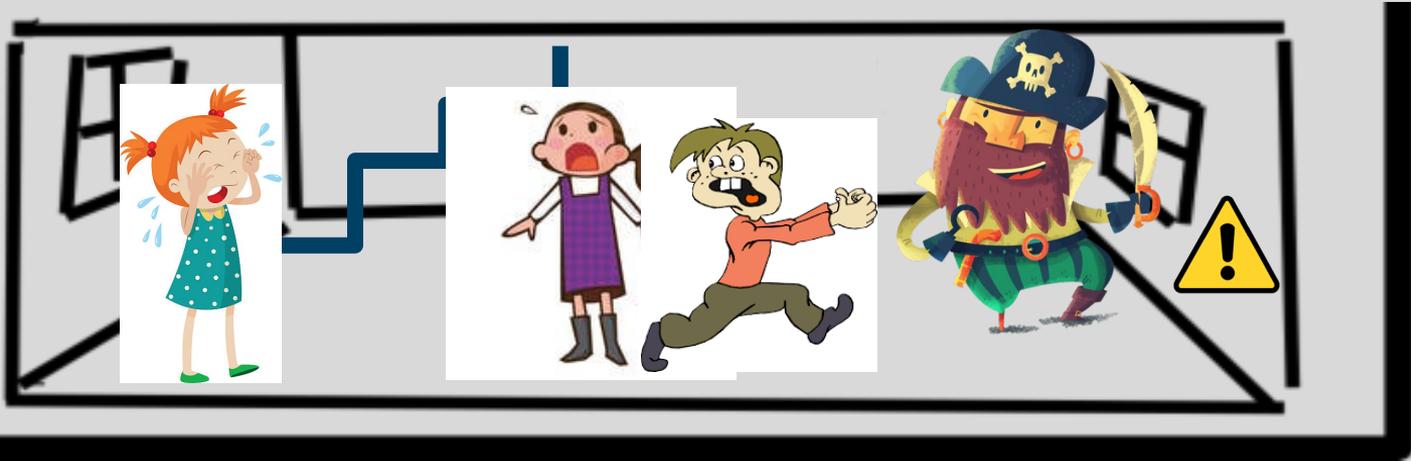
“Ugh. This chair is uncomfortable. This is going to be a long day. Why did I sign up for this conference again?”

# Neuroscience:

Empower students to understand their own reactions and give them language with which to express their triggers/responses.









**Brain Bully**

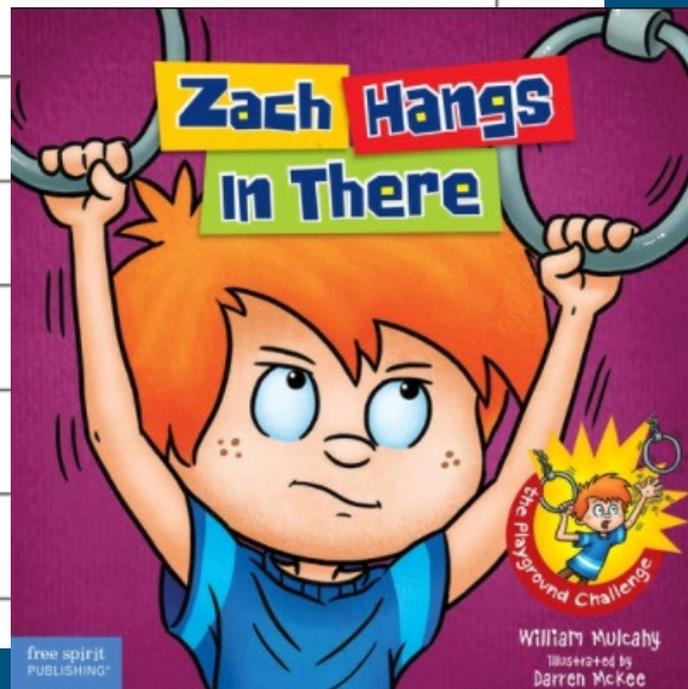
Are you using positive  
or negative self-talk?



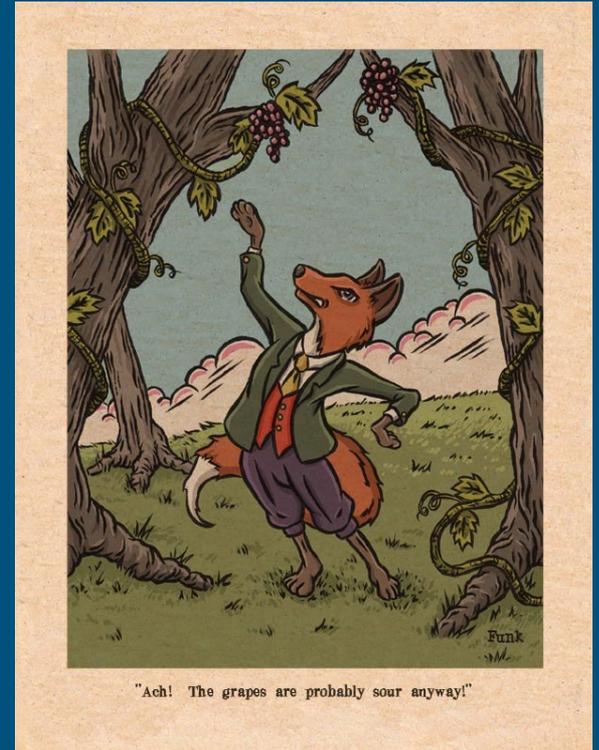
**Brain Coach**

# Change negative self-talk to positive self-talk!

I don't want to write in my journal... I can't think of anything to write!	
I can't wait another minute!	
I have the worst luck...I always lose.	
I look awful today!	
Nobody wants to be my friend.	
Why does everyone else always get called on? I never get chosen.	



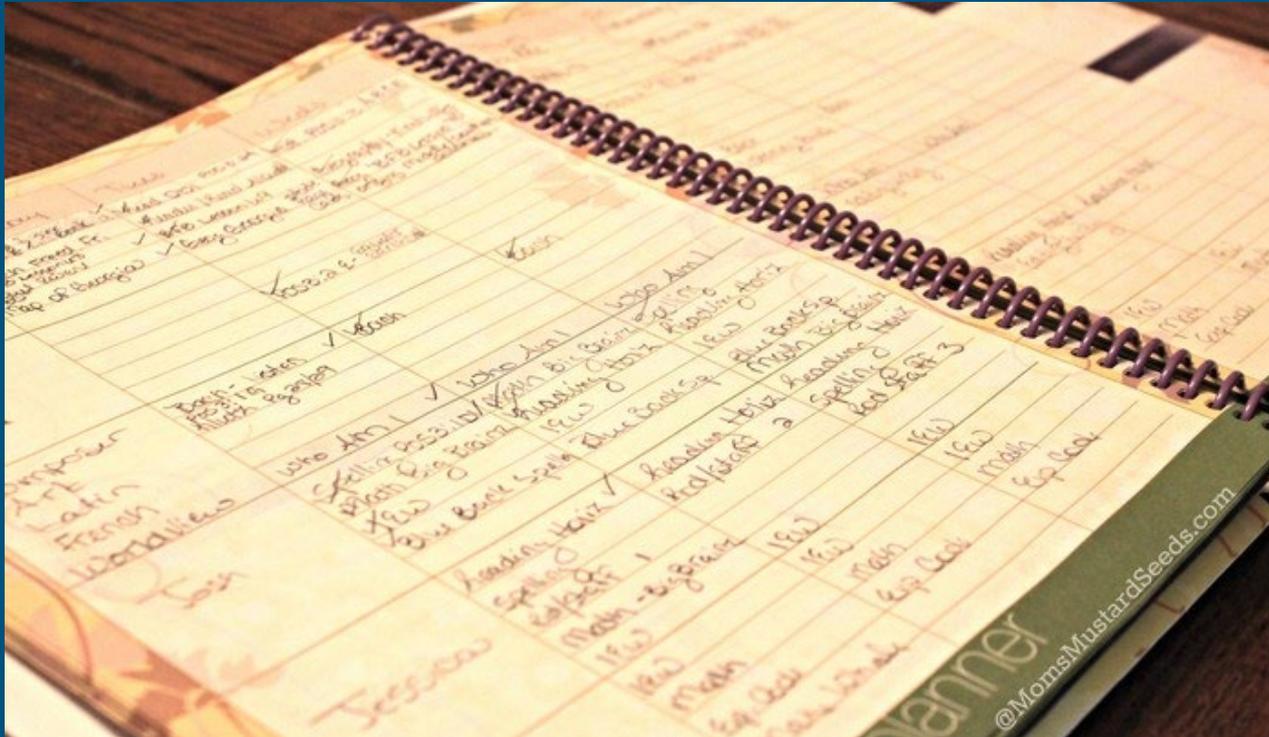
“Sounds like he’s listening to his brain bully...if you’re feeling frustrated or discouraged, you should listen to your brain coach instead.” - **1st grader at Longfellow Elementary**



“One way to engage self-awareness in the classroom is to **connect whatever is being taught to the personal lives, memories, feelings, and experiences of the students.**

For example, if students in a science class are studying anatomy, the teacher might bring in the skeleton of a dead animal to share and ask students to share their own experiences of finding animal skeletons while out walking in nature. A simple formula I like to use in eliciting personal connections to course content is as follows: “Think of a time in your life when you \_\_\_\_\_. And you fill in the blank with whatever is relevant to what you’re teaching at the moment. For example, if the lesson is about the American Revolution, ask your students to “think of a time in your life when you felt like revolting against authority.” Or, in algebra, when asking students to “solve for x, which is an unknown,” ask students to think of a time in their lives when they confronted an unknown and how they went about solving it.”

# Journals or planners:



-Highlight the task that's stressing you out the most

-Circle the task that you feel you're going to do really well on

-At the bottom, write one obstacle you might have to completing these tasks and one thing your brain coach would say about that obstacle

I know someone cares about me when they...



### Check your writing!



Stretch out your words



Use capital letters at the beginning of your sentences and for proper nouns.

My name is Sam.



Use finger space



Use punctuation marks at the end of your sentences



Check your work  
Does your writing make sense?



Large empty rectangular box for writing practice.

Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Large empty rectangular box for writing practice.

Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

# “Final Word” Protocol

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**Purpose:** To discuss ideas giving an opportunity for each person to share their ideas, understandings, and perspectives.

**Step #1:** Read the text and highlight ideas that you find especially important and/or interesting.

**Step #2:** Person A shares an idea highlighted in the article. Just read the section -- do not offer thoughts on the quote yet!

**Step #3:** Persons B, C, and D briefly respond to the quote. Avoid cross-talk.

**Step #4:** Person A gets the final word and gets to share his/her perspective on the quote, build on others' thinking.

**Repeat steps--** Person B shares a different quote etc.

# Affective Statements

From IIRP's *Restorative Practices Handbook*, Page 15

## Common Response

- ▶ Stop teasing Sandy
- ▶ Stop talking during class.
- ▶ You shouldn't do that.
- ▶ Sit down and be quiet!
- ▶ I don't want to see you fighting with him/her.

## Affective Statement

- ▶ It makes me uncomfortable when I hear you teasing Sandy.
- ▶ I am frustrated that you aren't listening to me.
- ▶ I feel sad when I hear you say something like that to John.
- ▶ I get angry when you talk and joke during my lectures.
- ▶ I was shocked to see you hurt Pete.

# Restorative Practices and SEL

# Nonviolent Communication

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<http://www.cnvc.org>



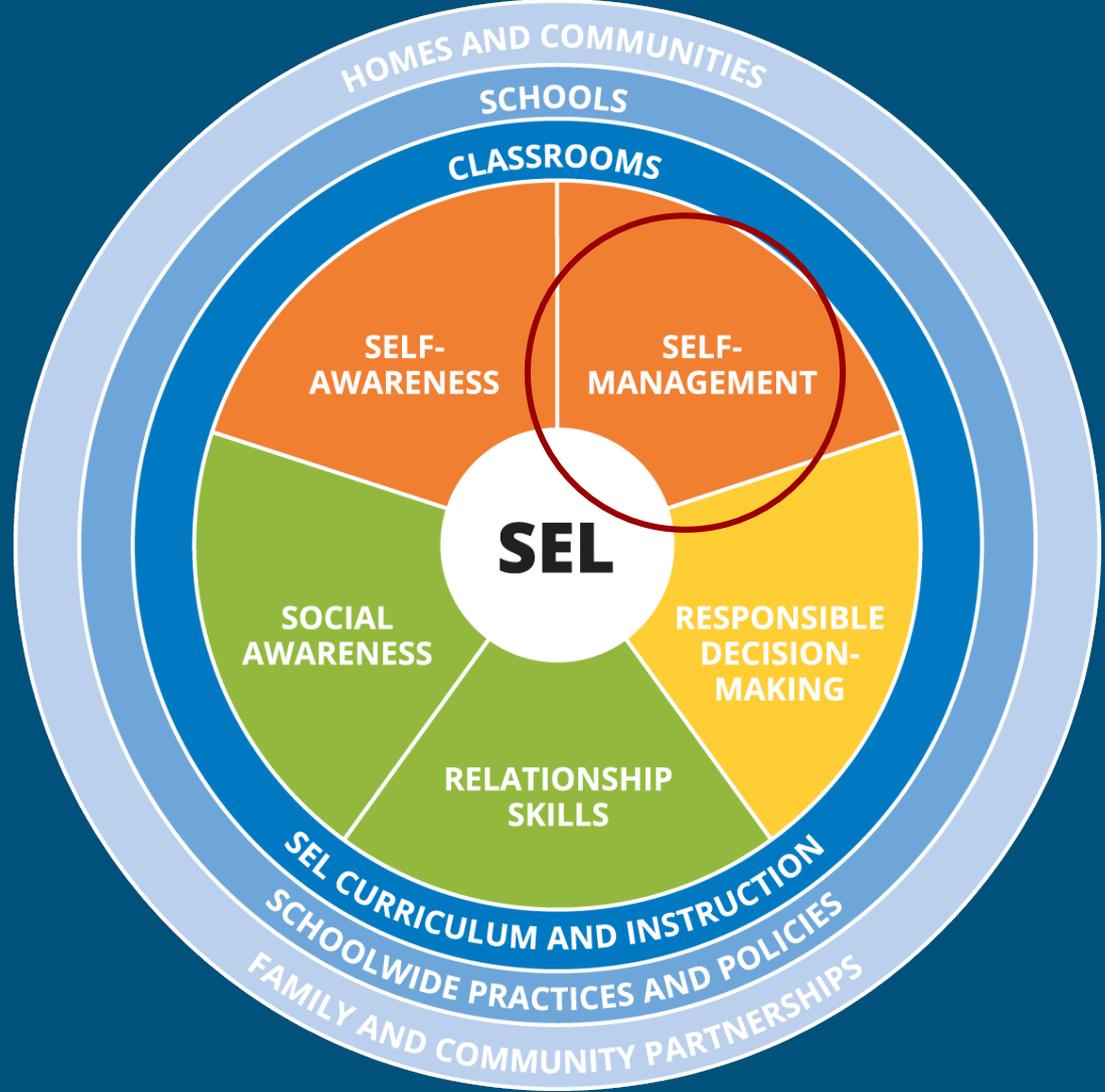
## 4 basic steps of NVC process:

1. Objectively **OBSERVING** the situation (without evaluation, blame or moralistic judgment).
2. **IDENTIFYING** the feelings that the situation brings up,
3. **DIGGING** deeper to identify what need is or is not being met and
4. **REQUEST** actions that would better meet your needs.

# CASEL SEL Competencies

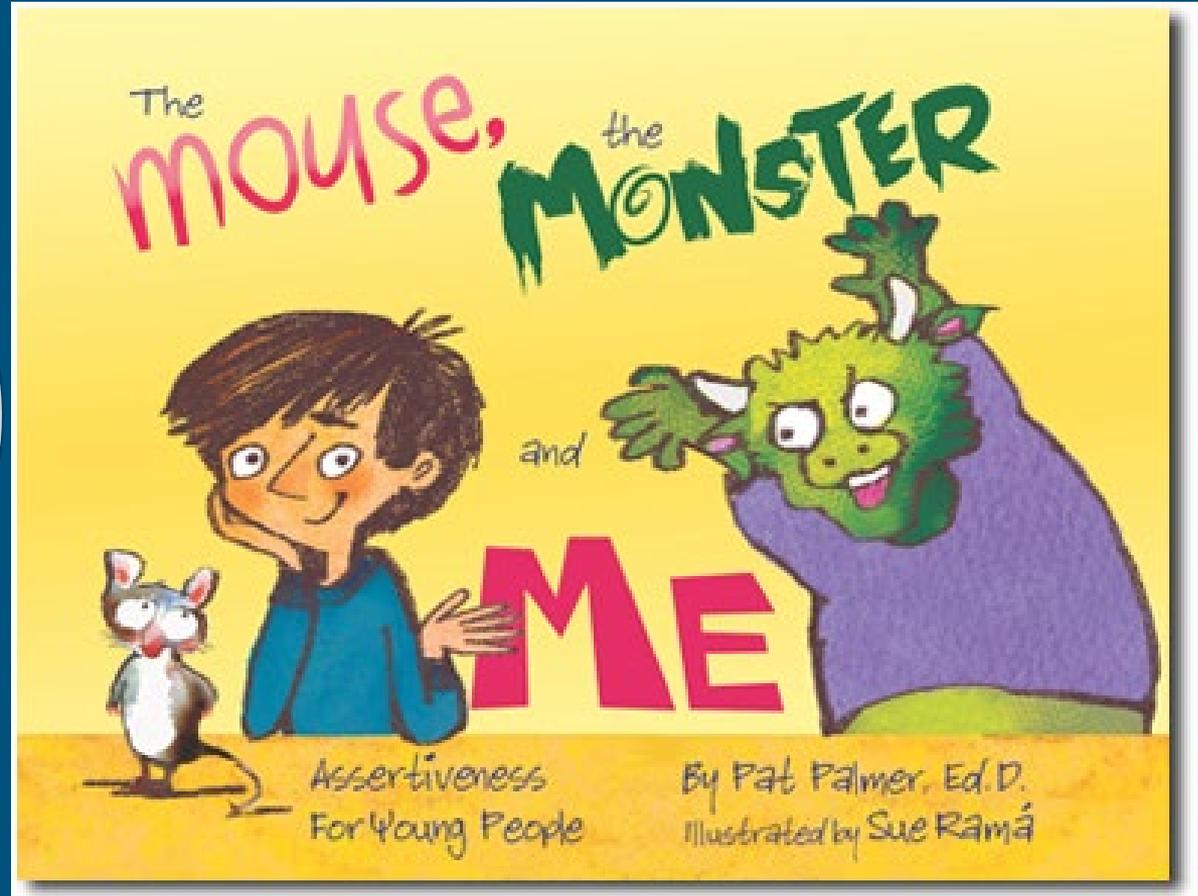
## Standard 2: Self- Management

Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself



# Assertive, passive, and aggressive communication:

Are you asking  
for help  
assertively  
right now?



**ROLE PLAY!**

# BEING ASSERTIVE

Ask for what you need from ADULTS

- Get their attention politely

Excuse  
me...



- Say the problem



I don't know how to  
read this word...

- Ask for what you need



Can you please  
help?



Asking for what you need from KIDS

I feel \_\_\_\_\_

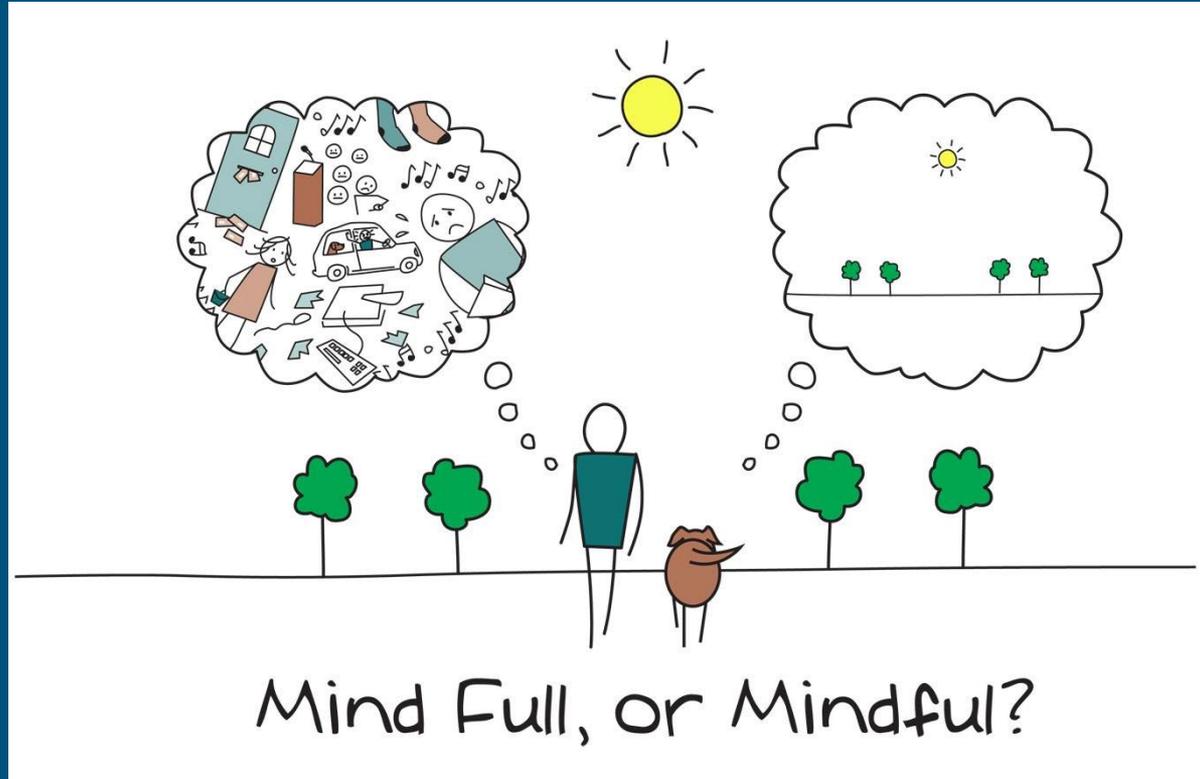
when you \_\_\_\_\_

because \_\_\_\_\_.

Please \_\_\_\_\_.

Use an  
I-message!

# Mindfulness



# THE ZONES OF REGULATION®



I can try...



I can try...



I can try...



I can try...



WE ARE learning to self-regulate.

**The Red zone.**

- mad
- angry

**The yellow zone**

- worried
- excited
- frustrated
- upset

**The Green zone**

- ready to learn
- curious
- focused
- calm happy

**The Blue zone**

- tired
- sad
- scared

**fighting/struggling**

- red face
- hands to face
- eyes squeezed shut
- not listening

**feel strong**

- screaming, yelling
- crying
- grawling

**heart**

- need to be alone
- body is not calm

**stiffen or posture**

- face
- arms crossed/body closed
- stiff body
- quiet/silent
- creaky
- loud voice
- not nice words or language

**heart**

- overly excited
- frustrated
- annoyed
- need to be alone
- not very calm
- an empty bucket

**staring**

- looking at wall
- fixed stare
- collaborating
- body calm
- quiet body listening
- people working and present

**heart**

- quietly listening
- hope people working together
- not people filling bucket

**heart**

- good
- happy inside your heart
- a full bucket

**staring**

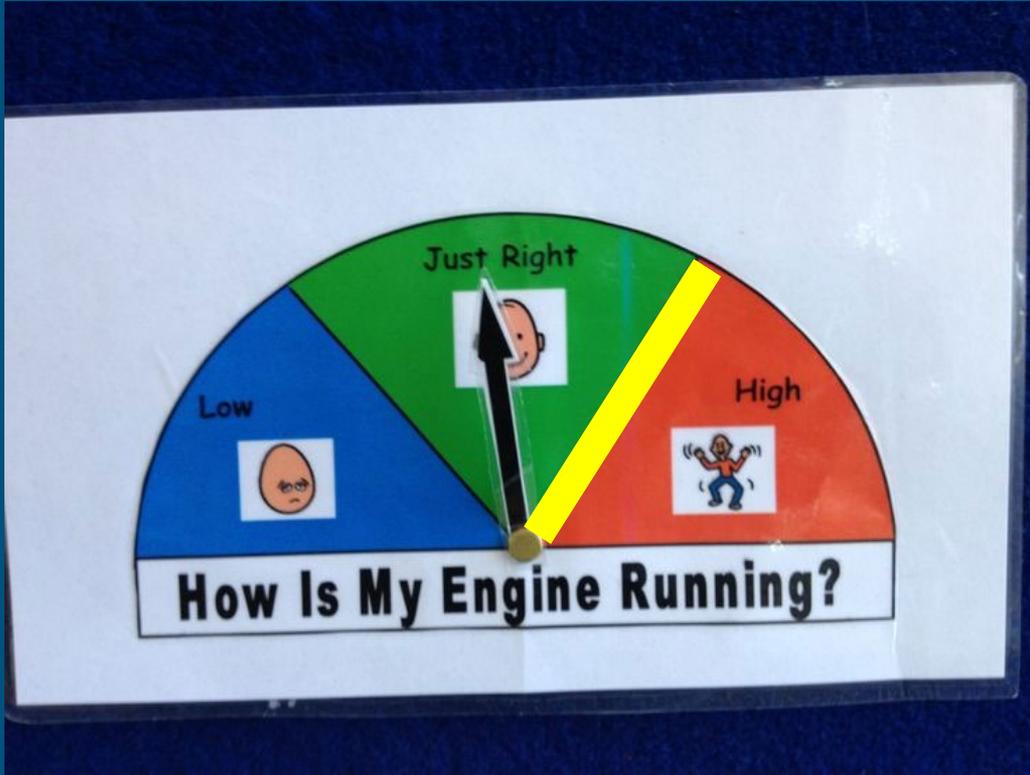
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**heart**

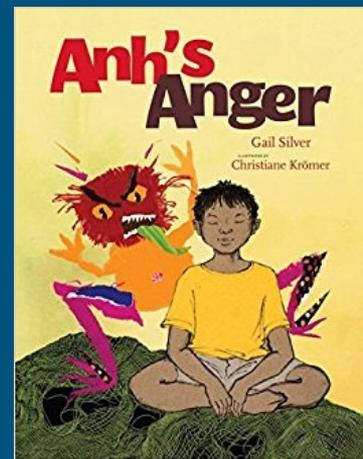
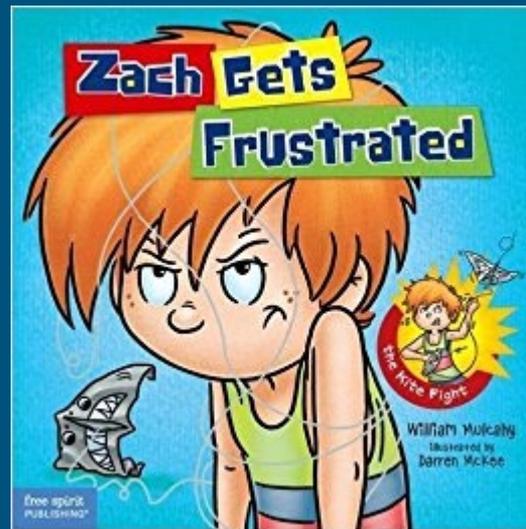
- good
- happy inside your heart
- a full bucket



Teaching  
(and modeling!)  
healthy  
coping  
skills:

# Our Chill Skills:

- Breathing\*
- Walk away
- Be alone
- Do something different (that makes you happy)
- Don't think about it... think happy thoughts!
- Listen to brain coach
- Talk to friends or an adult
- Take a rest
- Run, jump, dance, or play
- Counting
- Go for a walk (slowly)



# Restorative Practices Incident Report



What happened?

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What were you thinking at the time?

---

---

---



What have you thought about since?

---

---

---



Who was affected and how?

---

---

---



How can you make things right?

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Think Sheet

My Zone:



My Behavior: \_\_\_\_\_

---

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Was my behavior expected or unexpected?

Why? \_\_\_\_\_

Did my behavior have a positive or negative impact on others?

Why? \_\_\_\_\_

What tools could I have used to get back to the green zone?

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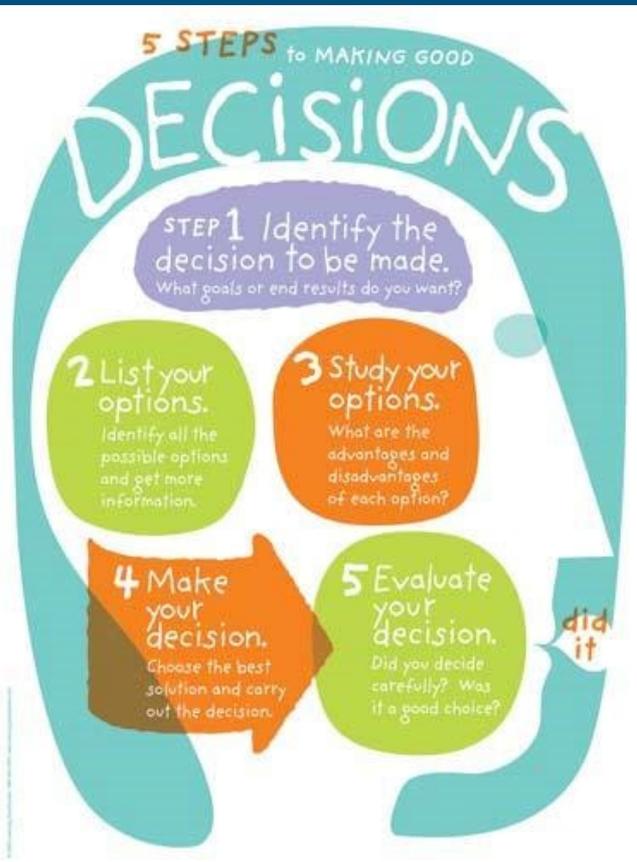
What choice can I make next time that would be a better option?

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Reflection Sheets:

# Decision-making frameworks:



Our decision-making model

When I've got a decision that I need to make...

I've got to ..... 

then ..... 

then ..... 

then ..... 

What model you choose matters less than implementing it consistently. Help students SLOW their automatic responses!

# On accident



Did **not** mean to do it

Did **not** want it to happen

Did **not** choose to do it

Did **not** think about doing it before it happened

Feel surprised or sorry

# On purpose



Did mean to do it

Did want it to happen

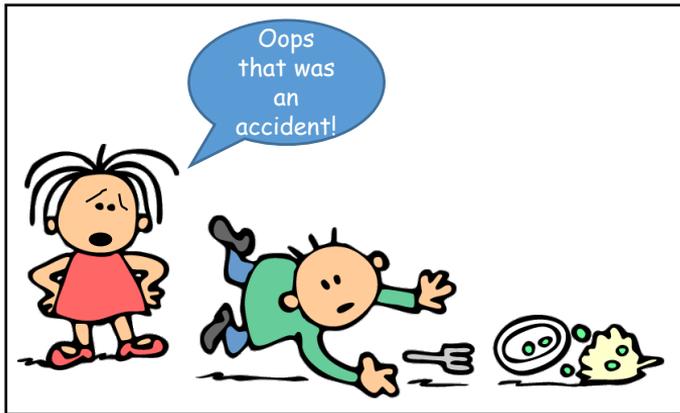
Chose to do it

Thought about it before it happened

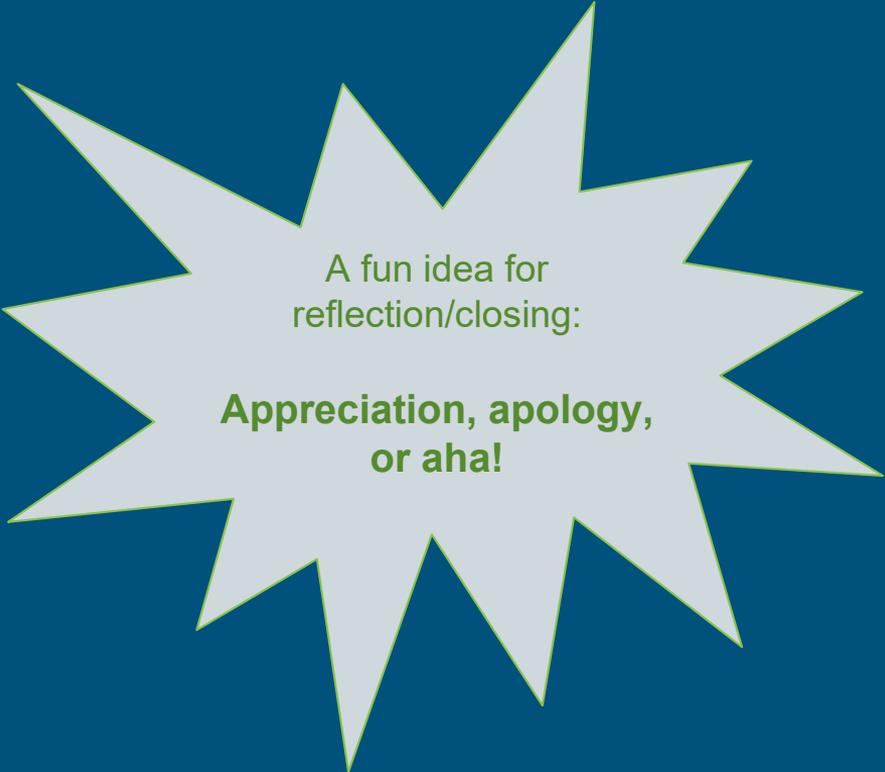
Feel annoyed, angry, or uncomfortable

# If an accident happens:

1. Say it was an accident  
(they might be mad because they don't know!)
2. Apologize
3. Help fix the problem



# The End!



A fun idea for  
reflection/closing:

**Appreciation, apology,  
or aha!**