

# Social & Emotional Learning and Destination 2020

ASD K-12 SEL Team, Professional Learning Department

## SEL and Positive Behavior Support

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Social and Emotional Learning (SEL) becomes a habit of practice when students, adults, and the entire school community remember that we use our SEL skills all day long. This issue of the SEL Academic Journal addresses how to connect the purpose of adhering to behavior expectations and the approach to classroom management with the SEL skills we use all day every day in real life.

*“As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized.”*

*-Hiam Ginott from Between Teacher and Child*

### What is Positive Behavior Support (PBS)?

Traditionally, school discipline has relied on a reactionary model: Educators wait for students to misbehave, then respond with some type of consequence. Positive Behavior Support focuses on the prevention of behavior problems. Research has touted the success of school-wide Positive Behavior Support models like that of Randy Sprick’s CHAMPs, and Geoff Colvin’s Behavior Matrix. PBS frameworks, such as the afore mentioned, “have the potential, when implemented with fidelity, to improve school climate, reduce negative behavior, strengthen responsible behavior, and increase academically engaged time” (Safe and Civil Schools).

Behavior management is a topic in education that affects everyone directly involved with children. As the academic demands of teaching increase with greater accountability and standardized testing, the need to effectively manage inappropriate behaviors has become more relevant as educators strive to maximize classroom instructional time and reach every student. Explicitly teaching Social and Emotional Learning skills students need to manage their own behavior (2A), develop a sense of personal responsibility (1D), and build constructive relationships (4B), positively impacts and increases valuable instruction time.



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## Positive Classroom Behavior Management Strategies

The table below aligns eight researched and proven classroom management strategies with one of the ASD K-12 SEL skills and instructional practices, and one of Danielson’s teaching responsibilities: This is one way to look more closely at how our teaching responsibilities foster the need for direct instruction of SEL, which is essential to creating a safe and respectful learning environment that is well managed, supportive, and rooted in a culture for learning and respect.

Positive Behavior Support Strategy	ASD K-12 SEL Standard	Danielson Framework for Teaching
<p><b>#1 Build community</b> Create multiple opportunities for students to connect, get to know each other, and learn together.</p>	<p>4B Builds constructive relationships Include students in creating positive classroom rituals, e.g. greetings, morning/afternoon meetings, debriefing cooperative learning activities.</p>	<p>1b Demonstrate knowledge of students (Planning and Preparation) Teacher recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for individual students (p. 50).</p>
<p><b>#2 Know your students</b> Ask open-ended questions to discover what the students already know.</p>	<p>3A Cares about the feelings and viewpoints of others Ask students to put themselves in someone else’s shoes, whether as an assignment idea, as a service-learning project, or in response to a negative reaction they may have had toward someone.</p>	<p>2a Creating an environment of respect and rapport (Classroom Environment) Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed (p. 66).</p>
<p><b>#3 Teach and re-teach the expectations</b> Teach, practice, and re-teach until the activity or transition goes perfectly for at least three consecutive days.</p>	<p>3C Appreciates diversity and respects human dignity Model and lead students in reflecting on strategies that demonstrate respect for others’ differences.</p>	<p>2b Establishing a culture for learning (Classroom Environment) Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content (p. 69).</p>
<p><b>#4 Effectively use your classroom rules and expectations to set students up for success</b> Include students in creating the rules and expectations and refer to them constantly Remind students of the expectations before, during, and after activities</p>	<p>2C Uses effective decision-making skills Guide students in reflecting on the role of decision-making in fostering responsible social and work relations.</p>	<p>2c Managing classroom procedures (Classroom Environment) Small-group work is well organized, and students are productively engaged at all times while assuming responsibility for productivity (p. 72).</p>
<p><b>#5 Implement corrective consequences calmly and consistently</b> Establish consequences that fit the nature of the problem Discuss consequences in advance with students Have a plan for responding consistently to all misbehaviors</p>	<p>2A Manages one’s emotions Teach self-monitoring strategies and problem-solving protocols so students know what to do when they experience academic or behavioral problems, and inter/intrapersonal conflicts.</p>	<p>2d Managing student behavior (Classroom Environment) Monitoring by teacher is subtle and preventative. Students monitor their own and their peers’ behavior, correcting one another respectfully (p.74).</p>
<p><b>#6 Use positive feedback and your attention strategically</b> 3 to 1 ratio of attention to positive behavior versus attention to negative behavior. Some students are starved for attention so make it positive.</p>	<p>4A Communicates and interacts effectively with others Expectations are set and taught for group interaction, discussion, cooperative structures, and debrief.</p>	<p>3a Communicating with students (Instruction) Teacher’s directions and procedures are clear to students and anticipate possible student misunderstanding (p. 80).</p>
<p><b>#7 Partner with parents and guardians</b> Make positive contact with parents and/or guardians as often as possible, either face-to-face, on the phone, or via a nice note home, to foster engagement and create a positive relationship.</p>	<p>1C Seeks help from external supports Assist students in recognizing and seeking out supports (peers, parents, mentors, friends, leaders, teachers, tools, and resources).</p>	<p>4c Communicating with parents (Professional Responsibilities) Teacher provides information to families frequently on student progress, with students contributing to the design of the system (p. 100).</p>
<p><b>#8 Keep it real</b> Discuss with students the “why?” and how it applies to their life</p>	<p>1D Acts on personal responsibilities Hold students accountable for their learning and choices Access prior knowledge Assign classroom jobs</p>	<p>3b Using questioning and discussion techniques (Instruction) Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions (p. 82).</p>



## ***K-12 SEL Instructional Practice: How to Infuse SEL into Positive Classroom Behavior Management***

Positive Behavior Support strategies provide a framework to teach appropriate behavior and social skills in a school-wide setting. Positive behavior expectations need to be taught, practiced, reinforced, and modeled throughout the school community. However, even if students can recite the behavior expectations, they may struggle to meet them; therein lies the purpose for direct instruction and infusion of social and emotional learning throughout the school community. The 15 ASD K-12 SEL Standards equip students with the skills they need to calm themselves (2A), prevent and resolve conflict (4C), think through decisions (2C), and show consideration for others (3B). Blending instruction that teaches the behavior expectations and SEL skills simultaneously helps students better understand pro-social norms and real life skills. The following planning steps infuse SEL into Geoff Colvin's framework for teaching K-12 behavior expectations:

- Step One      **PLAN to INFUSE the SEL SKILL:** Identify the SEL skill students will be developing and practicing while demonstrating the expected behavior.
- Step Two      **EXPLAIN:** Create questions and statements that directly connect the behavior expectation to the SEL skill and to real life.  
Give students reasons and purposes for the particular behavior.  
Encourage students to discuss the rules and why they are needed, ask questions, and develop strategies.
- Step Three    **SPECIFY STUDENT BEHAVIORS:** Clearly specify behaviors required of the students.  
Involve students in the development of these expectations.
- Step Four      **PRACTICE:** Infuse SEL instructional practices that increase student engagement in the process and maximize learning the expectations.  
Use practice to develop fluency in skill development.  
Call upon the students to role play.  
Use small groups of students to demonstrate the routine.
- Step Five      **MONITOR:** While students are working, identify the SEL skills they are practicing.  
Catch problems early, provide prompts, correction, and encouragement to students who may be making errors.
- Step Six      **REVIEW:** Periodically review the students' performance on the expected behaviors.

### **Destination 2020 and Positive Behavior Support**

Teaching Social and Emotional Learning skills pays off in the long run too. The Anchorage School District's Destination 2020 goals - 90% proficiency, 90% graduation, 90% attendance, 90% parent recommendation, 100% safety, operational efficiency - are attainable when students are taught and have opportunities to practice their Social and Emotional Learning skills: Students attend school; students feel safe; students can learn.

The SEL Team is here to support you - Heather Coulehan, Jan Davis, Clare Morrison, and Gavin Vaughan - with questions or inquires. We look forward to working with you.

The way we teach is as important as what we teach.



# Steps for infusing SEL into Teaching Behavior Expectations

This is an example of a behavior expectations lesson plan that follows the Colvin/ASD K-12 six step process to teach students how to ask for help during independent/small group learning while the teacher is working with a student/small group. (*This example is not appropriate for all grade levels and content areas: Please take it and make it your own*).

## Step One: PLAN to INFUSE the SEL SKILL

ASD SEL K-12 Standard: 1C. Seeks help from external supports

## Step Two: EXPLAIN

*Think of a time when you needed help or someone asked you for help? What happened? People and tools help us in real life. What tools help us learn during literacy stations /centers /science lab /math /reading? Sometimes we need help from a person because we need a question answered. Let's talk about why it is important to know how to get help and how we actually get help: -*

- *Why is it important to know how to get help during literacy stations / science lab /math /reading?*
- *What does getting help look like?*
- *What does getting help sound like?*
- *What does getting help feel like?*

## Step Three: SPECIFY STUDENT BEHAVIORS

Behaviors should be discrete, sequential, and observable. Class discusses specific behaviors:

- *To get help during literacy stations / centers / math means to ---*
  1. *Post a sticky note in the "questions" area on the whiteboard*
  2. *Look for a friend you could quietly and politely interrupt*
  3. *Choose from the Tools/Resources list*

## Step Four: PRACTICE

- 1) *Individual Model* - "I am going to show you what ...EXPECTED BEHAVIOR... looks like."
    - Turn to your shoulder buddy and think, pair, share what you noticed.
  - 2) *Small Group Model* - "Now I am going to have \_\_\_ and \_\_\_ demonstrate / model for us."
    - I want everyone to watch how they get help.
- Thank the students and the rest of the class for watching.
- Turn to your shoulder buddy and think, pair, share how did they get help.
- Give feedback.
- Repeat this routine with other students.
- 3) *Whole Class Practice* - Say, "Now it is everybody's turn. ..."

## Step Five: MONITOR

Provide feedback to the students on their completion of the activity.

*I noticed you were quiet in your approach and that you waited silently for my attention.*

*I appreciated how you followed our class expectations and continued to work on something else while you were waiting for a response to your question.*

*Thank you for following our expectation for seeking help. I noticed you sought out someone to ask with the least amount of disturbance.*

*I am aware that some students are feeling disturbed when they are asked to help while they themselves are listening to the book-on-tape. What can we do about this?*

## Step Six: REVIEW

*Is there anything we can improve while we are seeking help during literacy stations /centers /science lab /math /reading?*

*Ask students to self-assess their behavior*