

# SEL From A Distance: Anytime, Anywhere!

## PD IN A BOX NEXT STEPS GUIDE

### NEXT STEPS GUIDE

Check when  
**COMPLETED**

#### IDENTIFY

Identify one SEL competency out of the five (see pg. 10 for definitions and deconstructed skills for all five or visit [www.casel.org](http://www.casel.org)) you want to begin with at your school and/or in your classroom based on your precise problem statement (i.e., the precise problem statement is comprised of a few sentences capturing what skill(s) students are struggling with based on student behavior data and teacher perception data). After you identify 1 of the 5 SEL competencies, select the deconstructed skill you want to begin with (i.e., SELF-MANAGEMENT - one deconstructed skill for self-management is **self-discipline**).

**TIP** 💡 One way of doing this is using the SEL Competency Priority Forced Rating Scale on page 20.

#### MASTERY

Define what mastery looks like for the SEL competency (deconstructed skill from your selected SEL competency) you selected (i.e., if you selected self-discipline, mastery may be a student improving logging in on time percentage rate from 60% to at least 80% weekly independently without prompt).

**TIP** 💡 One way of doing this is using the SEL Competency Mastery Rubric on page 22.

#### TEACH

Teach the selected SEL competency (deconstructed skill from your selected SEL competency) using multiple modalities of teaching (i.e., direct instruction, student led, role-playing, wrong way right way, collective projects, classroom meetings, etc.). Model and reinforce what you are teaching.

**TIP** 💡 One way of doing this is using the SEL Teaching Process (specifically, the SEL From a Distance Planning Template) on pages 24-25.

#### REPEAT

Assess and adjust as needed and start back at the identify phase and go through these phases again based on student data and teacher perception and needs.