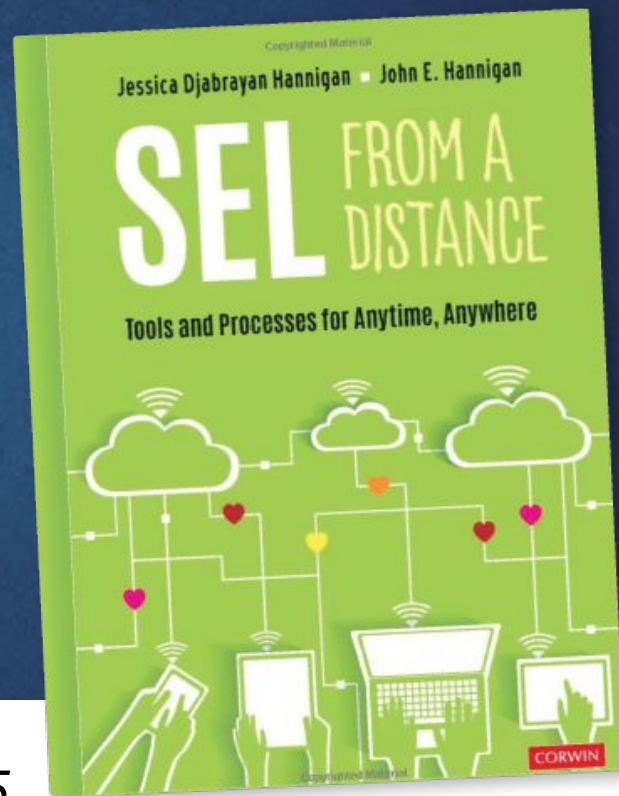


# SEL From A Distance: Anytime, Anywhere!



 Twitter: @jess\_hannigan @John\_hannigan75

 Facebook Group: @equityinschooldiscipline



**SEL is not a thing to do.** It is the way of being— all day everyday—in any setting.

*- Drs. Jessica and John Hannigan*

# PD in a Box

SEL from a Distance Webinar

## GRAPHIC ORGANIZER

[bit.ly/SELFAD](https://bit.ly/SELFAD)

### PD in a Box

SEL from a Distance Webinar Graphic Organizer

Define SEL:

List the SEL core competencies:

What is the purpose of implementing SEL?

List different ways/modalities SEL can be taught from a distance:



# Current State



# Children's mental health needs: Significant Increase

- 1 in 5 children have mental problems
- 43% increase in ADHD (6.4 million children)
- 37% increase in teen depression nationwide
- 100% increase in suicide rate in kids 10-14 years old
- An increase in prevalence of students who have traumatic experiences

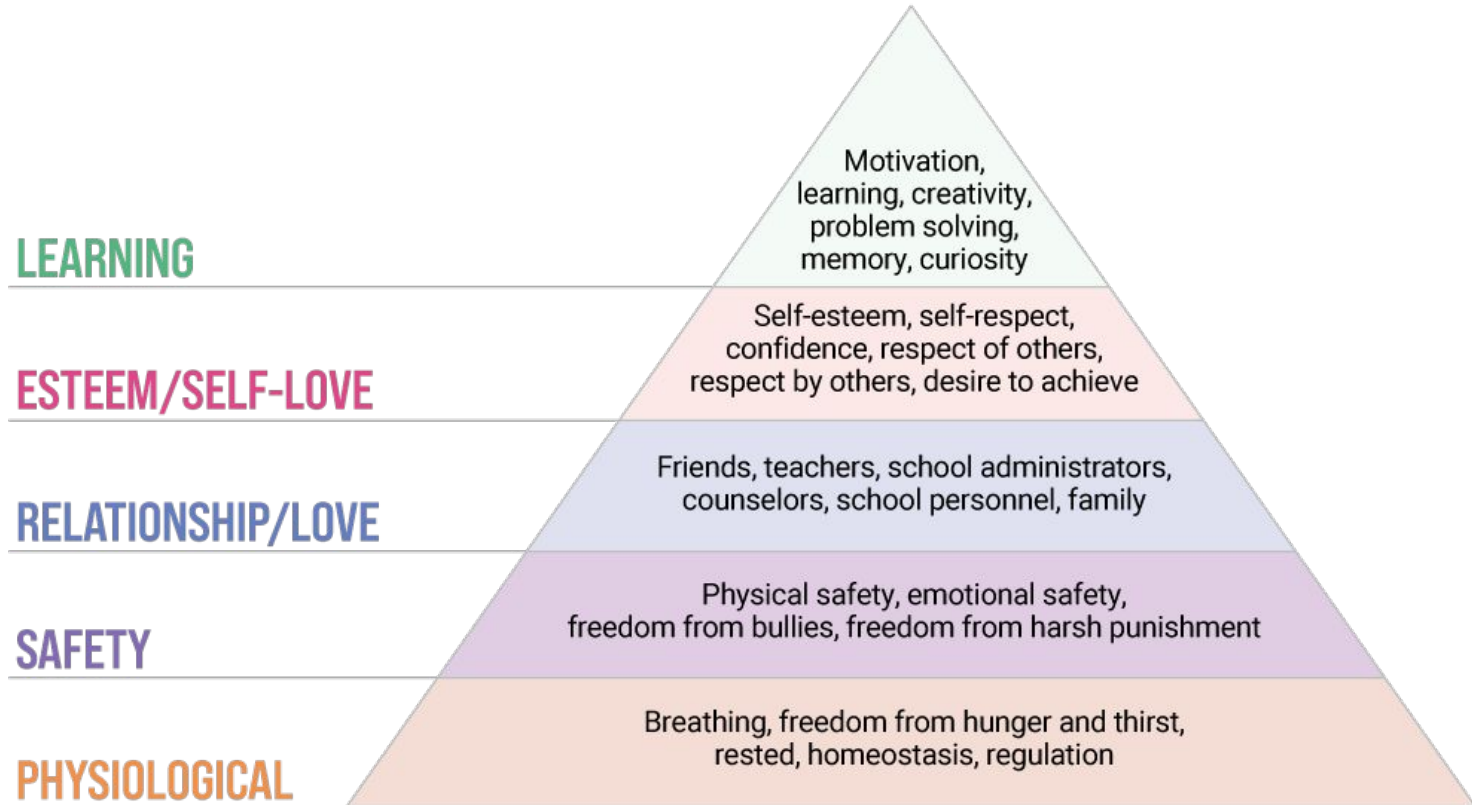
# Adverse impact on Students: COVID-19

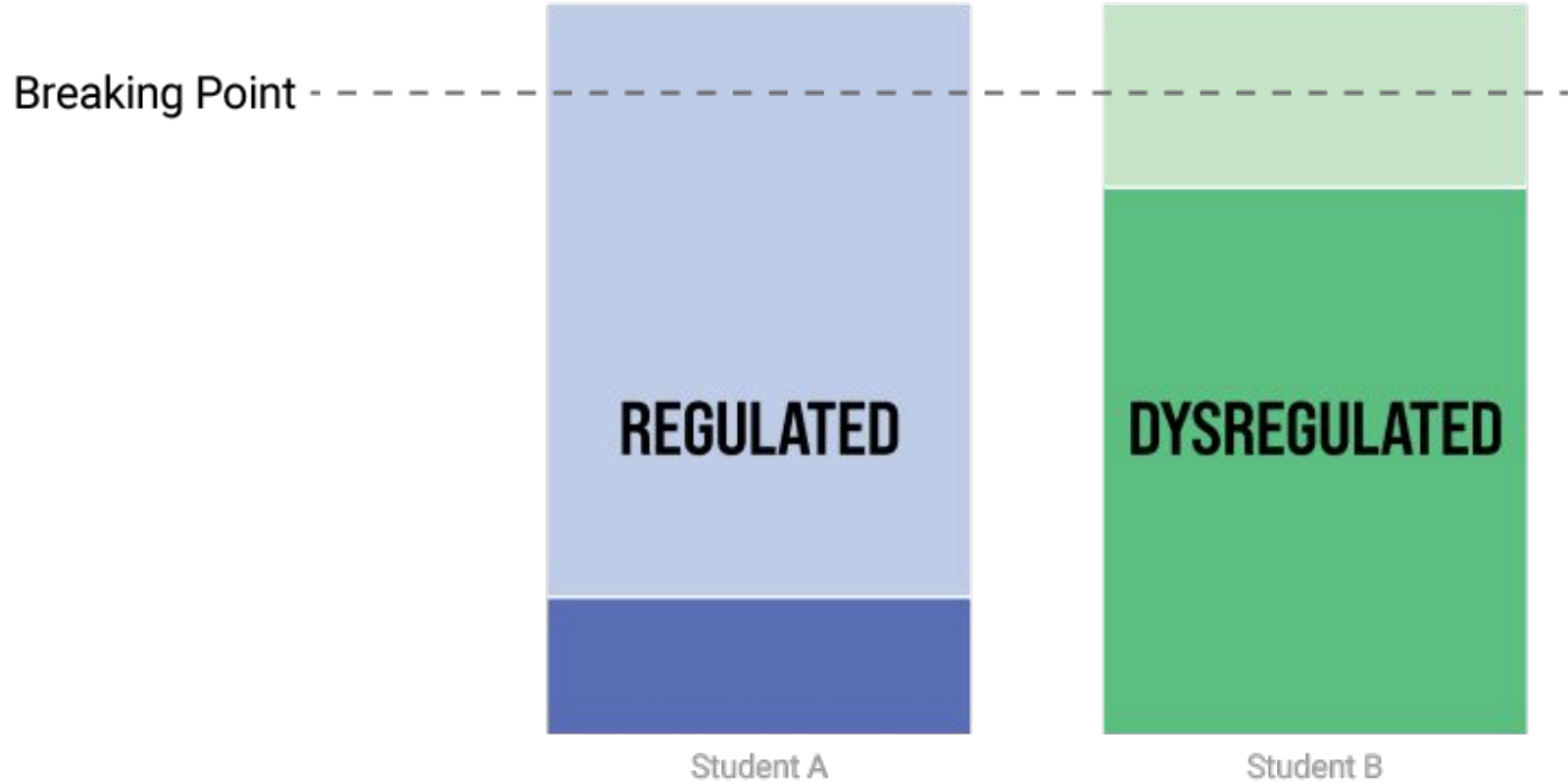
- 7 out of 10 teens reported struggling with mental health in some way
- More than half experienced anxiety
- 45% felt excessive stress
- 43% identified as struggling with depression
- 61% reported loneliness



# Maslow's Hierarchy of Learning

Basic needs must be met for learning to occur



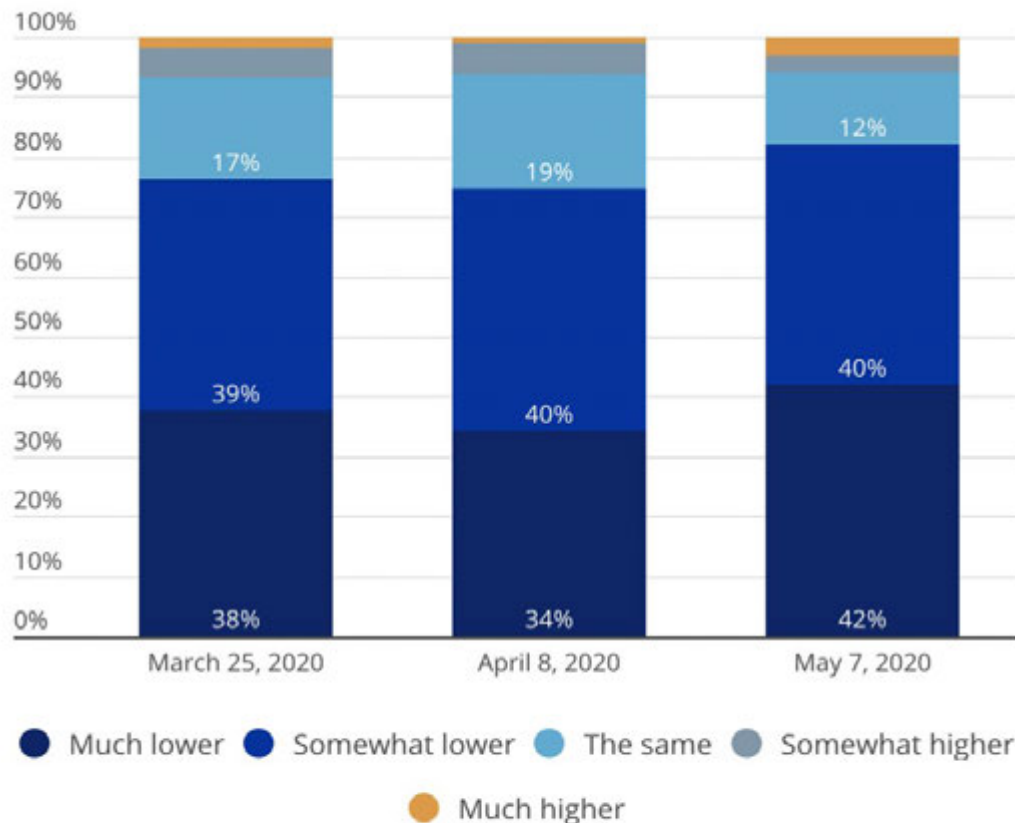




# Hyper– and Hypo-arousal

Hyper-arousal	Hypo-arousal
Unable to focus or sit still	Defiant
Will not adhere to rules	Withdraws from peers
Aggressive	Tardy
Resistant to Directives	Absent
Argumentative	Disassociates - shuts down
Anxious before Tests	Avoids Tasks
Impulsive	Numbs out - “I don’t care” Attitude
Risk-taking	Forgetful

Compared to their engagement level prior to the coronavirus closures, my students' current level of engagement with their schoolwork is:



Source: EdWeek Research Center Survey, 2020

\*Results show responses from teachers

# What percentage of your students are essentially “truant” during coronavirus closures (MIA, not logging in, not making contact with you, etc.)?



**Source:** EdWeek Research Center Survey, 2020

# **We were already experiencing widening gaps in academic and social behavior needs prior to COVID-19, so as you can imagine...**

- Students are coming back to our schools with greater gaps in social and emotional needs than before.
- Students who may not have had gaps prior to COVID-19 may now.
- Students will need these social and emotional learning skills in order to access their education.

# What is SEL?

Simply put, social and emotional learning (SEL) is a structure designed to help students understand the relationship between emotions and behaviors in relation to their own self-worth, academic achievement, well-being, and ability to learn how to self-regulate and connect with others. However, there are some noteworthy variations in common SEL definitions and styles of implementation. Still, the intended outcomes for SEL implementation are similar.

SEL Competency	SEL Competency Deconstructed Skill
<p>Relationship Skills</p> 	<p>Communication Social engagement Relationship building Teamwork</p>
<p>Responsible Decision Making</p> 	<p>Identifying problems Analyzing situations Solving problems Evaluation Reflecting Ethical responsibility</p>
<p>Social Awareness</p> 	<p>Perspective taking Empathy Appreciating diversity Respect for others</p>
<p>Self-Management</p> 	<p>Impulse control Stress management Self-discipline Self-motivation Goal setting Organizational skills</p>
<p>Self-Awareness</p> 	<p>Identifying emotions Accurate self-perception Recognizing strengths Self-confidence Self-efficacy</p>

**Figure 1: A framework for schoolwide SEL**

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➞ IDENTIFYING EMOTIONS
- ➞ ACCURATE SELF-PERCEPTION
- ➞ RECOGNIZING STRENGTHS
- ➞ SELF-CONFIDENCE
- ➞ SELF-EFFICACY





**Figure 1: A framework for schoolwide SEL**

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➞ IMPULSE CONTROL
- ➞ STRESS MANAGEMENT
- ➞ SELF-DISCIPLINE
- ➞ SELF-MOTIVATION
- ➞ GOAL SETTING
- ➞ ORGANIZATIONAL SKILLS



## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➡ IDENTIFYING PROBLEMS
- ➡ ANALYZING SITUATIONS
- ➡ SOLVING PROBLEMS
- ➡ EVALUATING
- ➡ REFLECTING
- ➡ ETHICAL RESPONSIBILITY

Figure 1: A framework for schoolwide SEL



**Figure 1: A framework for schoolwide SEL**

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK



**Figure 1: A framework for schoolwide SEL**

## SOCIAL AWARENESS

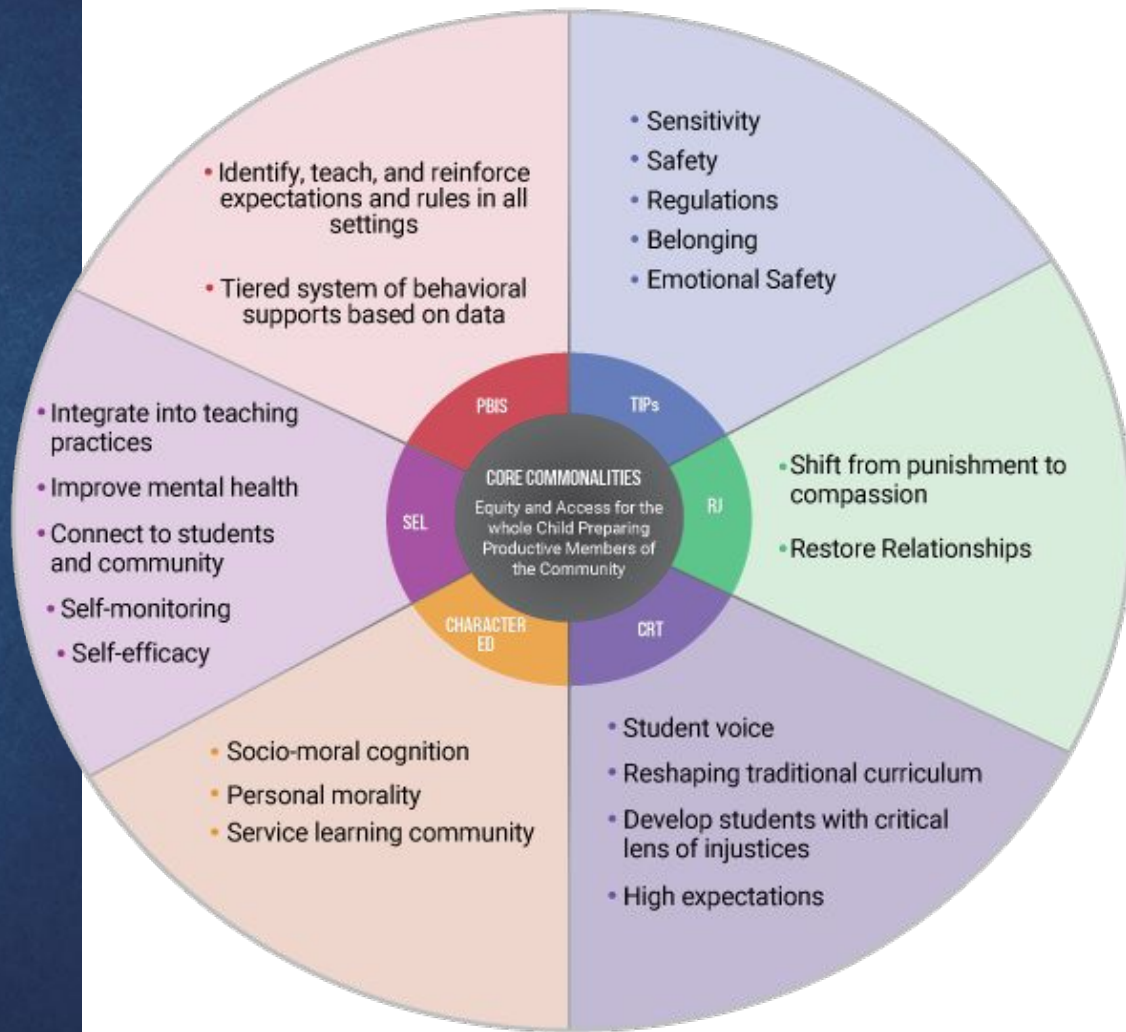
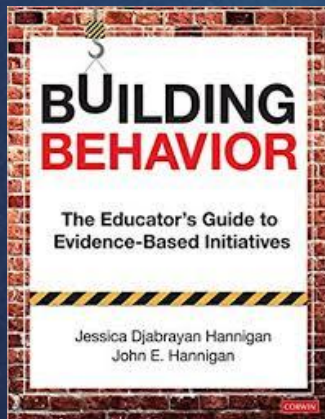
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➡ PERSPECTIVE-TAKING
- ➡ EMPATHY
- ➡ APPRECIATING DIVERSITY
- ➡ RESPECT FOR OTHERS

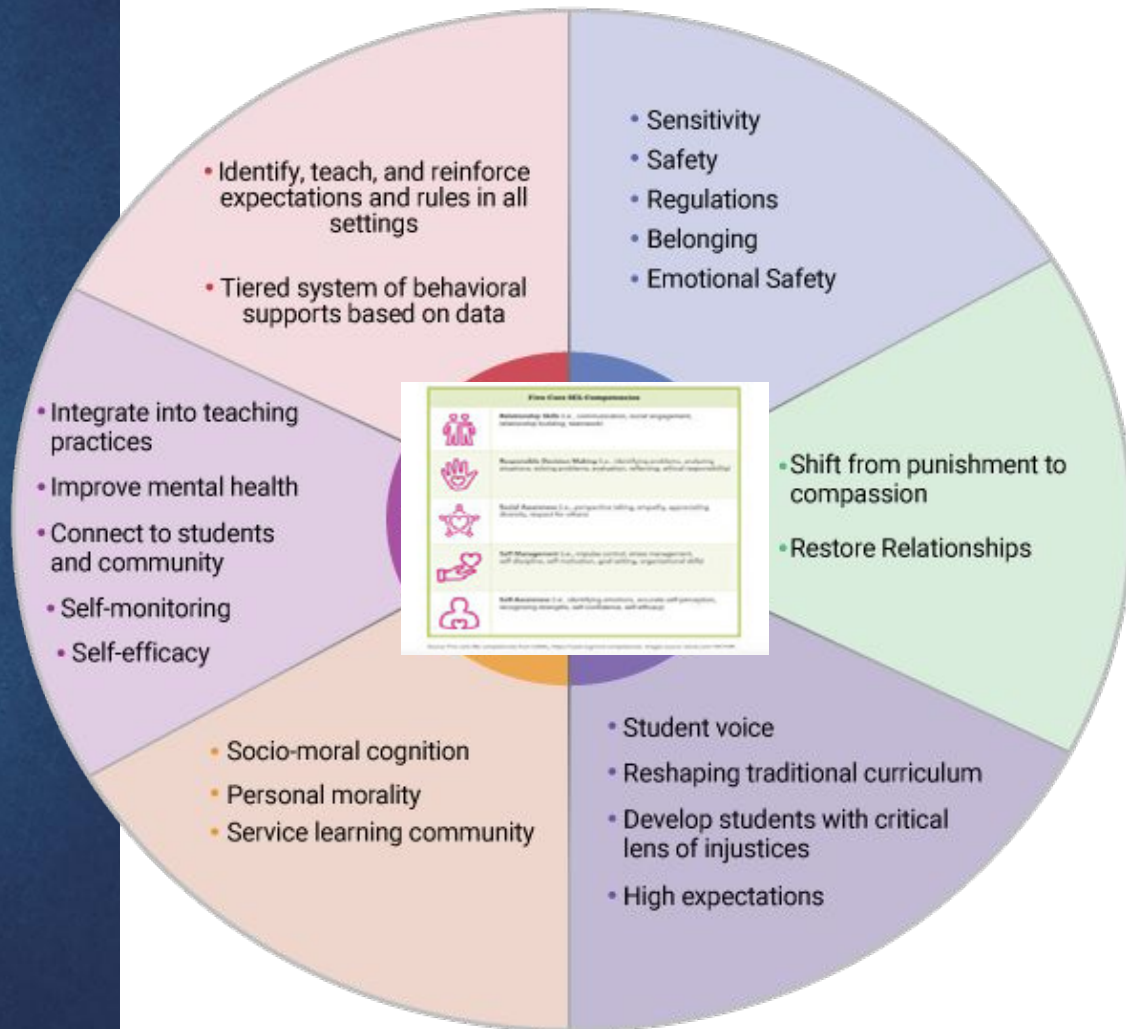




# SIX BEHAVIOR INITIATIVES at a GLANCE



# SIX BEHAVIOR INITIATIVES at a GLANCE



# BEHAVIOR SOLUTIONS

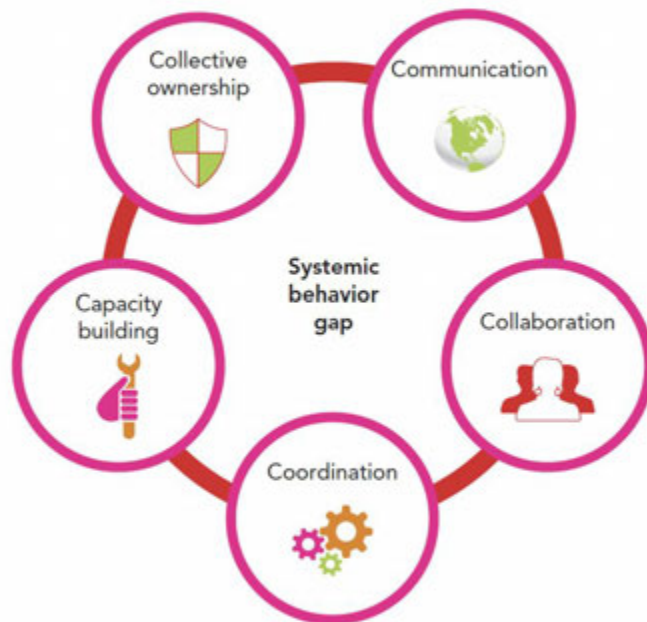
Teaching Academic and Social Skills  
Through RTI at Work™



John Hennigan • Jessica Djabrayan Hennigan  
Mike Mattos • Austin Buffum

Figure 6

## Systemic Behavior Gap



Source: Used with permission. From *Behavior Solutions: Teaching Academic and Social Skills Through RTI at Work* by John Hennigan, Jessica Djabrayan Hennigan, Mike Mattos, and Austin Buffum. Copyright 2021 by Solution Tree Press, 555 North Morton Street, Bloomington, IN 47404, 800.733.6786, SolutionTree.com. All rights reserved.



# Where do you begin?

Start with these two questions:

**What are the challenging behaviors  
you are seeing?**

**What SEL skill is the student is  
lacking?**

**1. What are the challenging student behaviors you are seeing?**

**2. What SEL *skill* is the student lacking (i.e., what skill needs to be taught and modeled for the student to not engage in each challenging behavior)?**

Apathy



Social awareness

Lack of engagement

Self-discipline

Silent

Self-confidence

Disruptive

Impulse control

Lack of focus

Goal setting

Opposition

Solving problems

Attention seeking

Relationship building

Peer attention

Social engagement

Shutting down

Identifying emotions

Lack of motivation

Self-motivation

Anger

Stress management

Staying organized

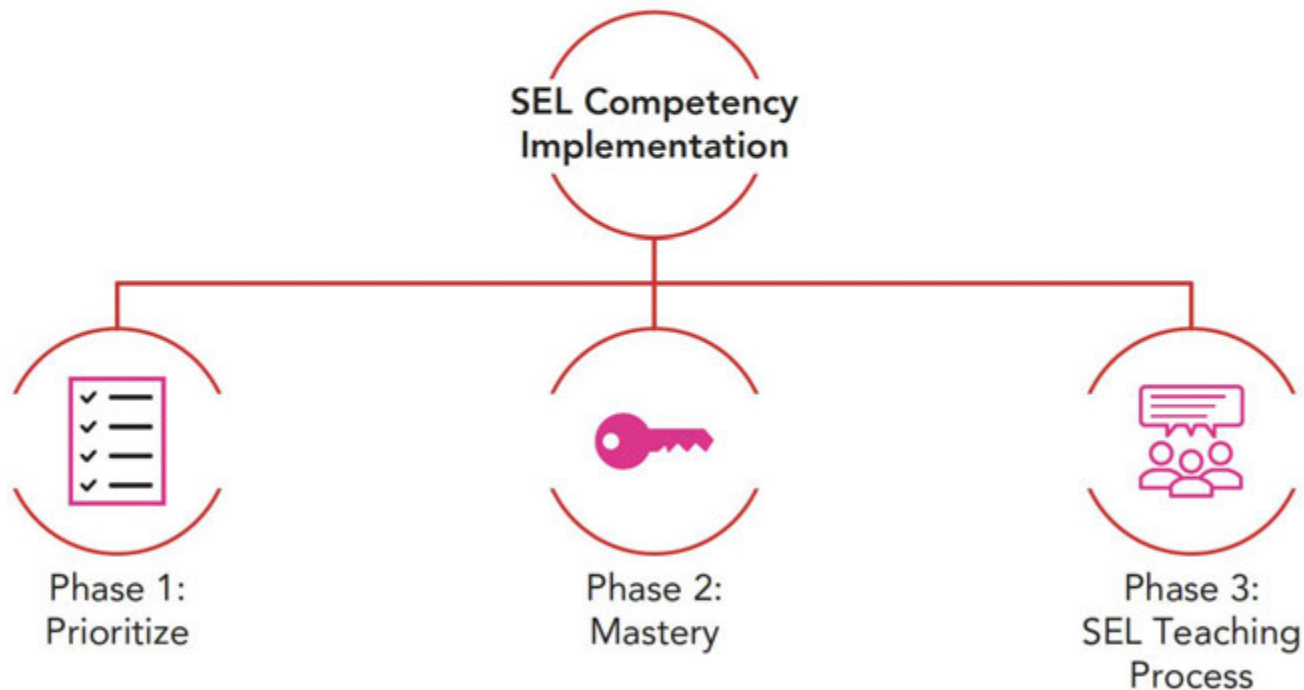


Organization

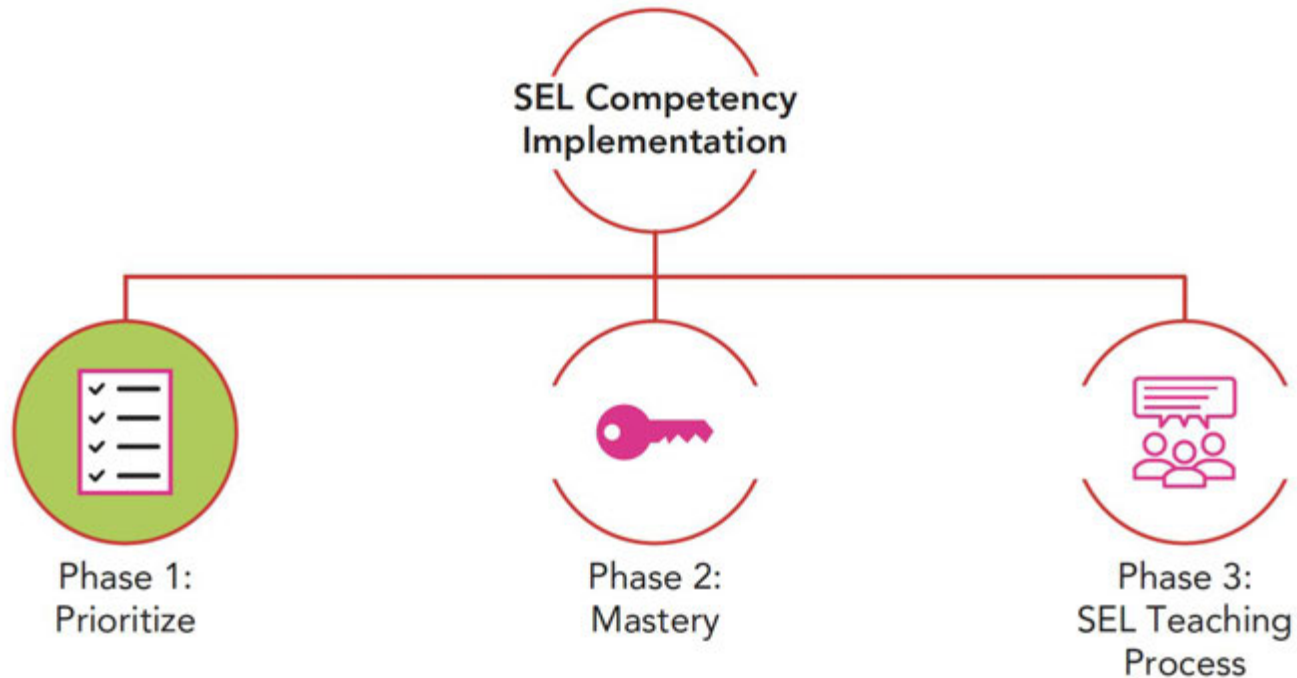
Giving up easily

Self-efficacy

# SEL Competency Implementation Framework



# SEL Competency Implementation Framework: Phase 1



### Sample Completed SEL Competency Priority Forced Rating Scale

Date: 9-1-20

Team or individual completing the rating scale: *Sixth-grade teacher team (four members on the team)*

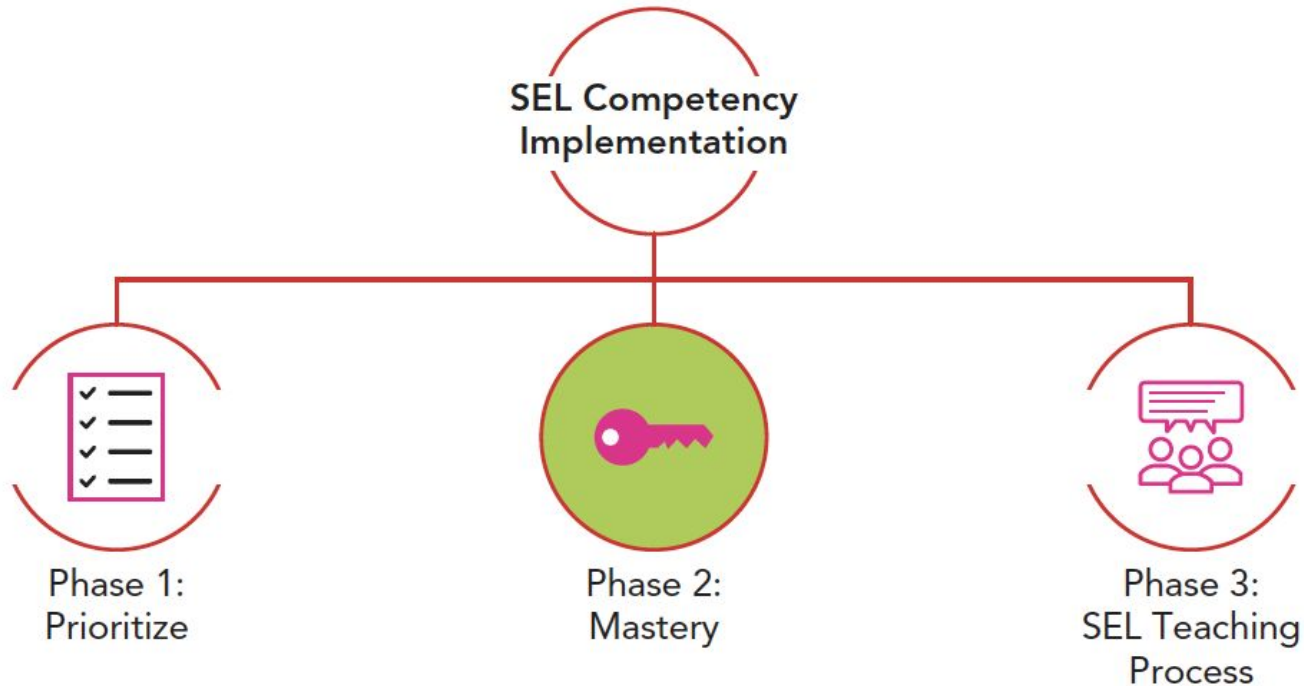
TM = team member

SEL Competency	TM1	TM2	TM3	TM4	Overall rank order score (1 highest priority – 5 lowest priority)
Relationship Skills (i.e., communication, social engagement, relationship building, teamwork)	4	5	5	5	19
Responsible Decision Making (i.e., identifying problems, analyzing situations, solving problems, evaluation, reflecting, ethical responsibility)	2	2	4	4	12
Social Awareness (i.e., perspective taking, empathy, appreciating diversity, respect for others)	3	4	3	3	13
Self-Management (i.e., impulse control, stress management, self-discipline, self-motivation, goal setting, organizational skills)	1	1	2	1	5
Self-Awareness (i.e., identifying emotions, accurate self-perception, recognizing strengths, self-confidence, self-efficacy)	5	3	1	2	11

Highest priority SEL competency: *Self-Management (want to begin focus on self-discipline skill)*

# SEL Competency

## Implementation Framework: Phase 2

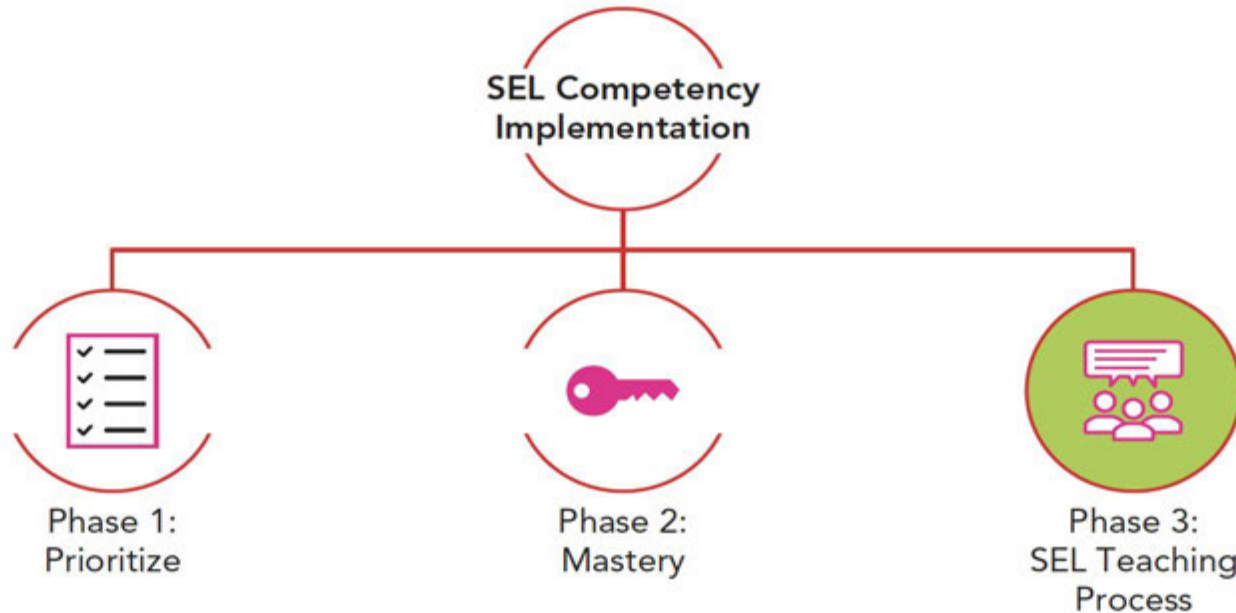


**Sample Completed Rubric for Self-Management  
(Self-Discipline Skill)**

<b>SEL Competency</b>	<b>Internalized Mastery</b>  Student independently demonstrates (2)	<b>Emergent Mastery</b>  Student demonstrates with prompt or cue (1)	<b>Minimal to No Mastery</b>  Student inconsistently demonstrates or does not demonstrate (0)
<b>Self-Management (Self-Discipline)</b>	<i>Completes weekly assignments and turns them in on time on the due date independently with no prompt or cue needed</i>	<i>Completes weekly assignments and turns them in on time on the due date or 1 day late with multiple reminder prompts and cues</i>	<i>Does not complete weekly assignments and does not turn them in on time on the due date, even with multiple prompts and cues</i>



# SEL Competency Implementation Framework: Phase 3



# The SEL Teaching Process



## Identify

Based on schoolwide and/or classroom data, the leadership team or teacher team identifies common SEL competencies necessary for student success and develops problem of practice statements and success criteria.



## Teach

Students are explicitly taught using a variety of modalities the focus SEL competency skill(s) schoolwide or in every learning environment (or both).



## Model

The taught skills are demonstrated (modeled) by the educators on a daily basis by providing examples.



## Reinforce

Taught skill is reinforced on an ongoing basis (daily, weekly, monthly, etc.).

# Precise Problem Statement

Based on this information, they developed a precise problem statement: *All teachers on this teacher team were reporting a significant decrease in the number of students completing and turning in tasks and assignments on time individually and in groups. Compared to prior to COVID-19 (average 80% of students were completing tasks/assignments on time), it has decreased to an average of 50% of students in April and May.*

- SEL Competency (self-management with the focus on self-discipline skills to address, e.g., struggling with self-monitoring, completing tasks on time, goal setting).

## SEL From a Distance Planning Template

**SEL Competency Focus:** *Self-Management*

**SEL Competency Deconstructed Skill:** *Self-Discipline*

**This week's mastery evidence (how will you know if your students have mastered the skill):**  
*85% of my class will submit work on time and actively participate in joint group assignments/ conversations as measured by weekly individual and classroom assignment products.*

**Week of:** August 10, 2020

### Monday

Identify: *Self-Discipline*

Teach: *Self-Discipline*  
sections of the virtual learning matrix explicitly taught (page 83)

Model:  
*Demonstrate self-discipline*

Reinforce:  
*Classroom challenge, student voice (develop class weekly goal)*

### Tuesday

Identify: *Self-Discipline*

Teach:  
Complete a virtual learning classroom agreement (addressing self-discipline) (page 78)

Model:  
*Include your commitments in the virtual learning classroom agreement*

Reinforce:  
*Classroom challenge update, verbal praise*

### Wednesday

Identify: *Self-Discipline*

Teach:  
*Introduce and teach students how to use the self-monitoring tool (page 94)*

Model: Show the students how to use it

Reinforce:  
*Classroom challenge update, verbal praise, positive conversations*

### Thursday

Identify: *Self-Discipline*

Teach: *Revisit the self-monitoring tool, show examples (page 94)*

Model:  
*Highlight how you use it as you plan*

Reinforce:  
*Classroom challenge reminder, highlight students*

### Friday

Identify: *Self-Discipline*

Teach:  
*Classroom meeting topic (How do we improve classroom self-discipline?) (page 54)*

Model:  
*Actively participate and model steps in classroom meetings*

Reinforce:  
*Revisit classroom challenge goal, celebrate growth, and develop new goal (student voice)*

## S.O.A.R. VIRTUAL LEARNING MATRIX

# S

SELF-CONTROL



- Follow instructions
- Wait for your turn to speak or contribute
- Use the raise your hand feature
- Minimize distractions
- Utilize chat features appropriately

# O

ON-TASK



- Log in on time
- Be present/actively engaged
- Organize your materials
- Set daily goals
- Make yourself visible
- Have a backup plan if you get disconnected

# A

ACHIEVEMENT



- Complete tasks on time/Stay on top of assignments
- Be prepared
- Complete preparation work
- Reach out to the teacher for help
- Share and collaborate
- Write in complete sentences
- Create a schedule/space to complete assignments (something about time and space management)

# R

RESPECT



- Mute microphone when others are speaking
- Respect others' perspectives
- Use kind words
- Use proper text etiquette (i.e., ALL CAPS, bold, italics, sarcasm/jokes, etc.). Can be misinterpreted in a digital space
- Help each other during group assignments and in designated meeting rooms
- Resolve conflict peacefully

# R

RESPECT



- Mute microphone when others are speaking
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Monday	Tuesday	Wednesday	Thursday	Friday
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Teach: <i>Self-Discipline</i> sections of the virtual learning matrix explicitly taught (page 83)	Teach: Complete a virtual learning classroom agreement (addressing self-discipline) (page 78)	Teach: Introduce and teach students how to use the self-monitoring tool (page 94)	Teach: Revisit the self-monitoring tool, show examples (page 94)	Teach: Classroom meeting topic (How do we improve classroom self-discipline?) (page 54)
Model: Demonstrate self-discipline	Model: Include your commitments in the virtual learning classroom agreement	Model: Show the students how to use it	Model: Highlight how you use it as you plan	Model: Actively participate and model steps in classroom meetings
Reinforce: Classroom challenge, student voice (develop class weekly goal)	Reinforce: Classroom challenge update, verbal praise	Reinforce: Classroom challenge update, verbal praise, positive conversations	Reinforce: Classroom challenge reminder, highlight students	Reinforce: Revisit classroom challenge goal, celebrate growth, and develop new goal (student voice)



## TOOL 1: VIRTUAL CLASSROOM AGREEMENTS

### Process:

- **Step 1:** Review the SOAR Virtual Agreement with students (Figure 7, page 83).
- **Step 2:** Tell students you want their voice and agreement as to what this should look like in your classroom.
- **Step 3:** As a class or in groups, have students list as positive statements what they agree to in each quadrant.
- **Step 4:** Have a discussion and consensus for each quadrant.
- **Step 5:** Have students sign the agreement (virtually sign).
- **Step 6:** Review the virtual agreement every week.
- **Step 7:** Virtual learning agreement check-in and adjust. (Create poll: How did we do?)

**Sample SOAR Virtual Agreement**  
**(Self-control, On-task, Achievement, and Respect)**

**Students-to-Students  
Demonstrating SOAR**

- Avoid distractions
- Allow for different opinions
- Work together
- Communicate kindly

**Students-to-Teacher  
Demonstrating SOAR**

- Listen and ask questions for clarity
- Be on time
- Come prepared

**Teacher-to-Students  
Demonstrating SOAR**

- Limit busy work
- Be understanding
- Assume best intentions
- Treat us fairly

**Everyone-to-Virtual-  
Learning-Environment  
Demonstrating SOAR**

- Stay on task
- Use kind words
- Be engaged

**Mr. Hannigan's Period 4  
Student Electronic  
Signatures**

Jessica  
 John  
 Henry  
 Matt  
 Veronica  
 Jesus  
 Damien  
 M-wasi  
 Angel  
 Frank  
 Riley  
 Rowan  
 JJ  
 Matt  
 Andrew  
 Martina

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Reinforce: <i>Classroom challenge, student voice (develop class weekly goal)</i>	Reinforce: <i>Classroom challenge update, verbal praise</i>	Reinforce: <i>Classroom challenge update, verbal praise, positive conversations</i>	Reinforce: <i>Classroom challenge reminder, highlight students</i>	Reinforce: <i>Revisit classroom challenge goal, celebrate growth, and develop new goal (student voice)</i>

### Self-Monitoring Form for Older Students

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

Week of: \_\_\_\_\_

**This week's  
priority: tasks/  
assignments/  
projects, etc.  
and due date**

**I completed on  
time (explain  
what strategy  
helped you  
complete on  
time)**

**I completed  
late (explain  
what made you  
late)**

**I did not  
complete it  
(explain why  
you did not  
complete and  
what your plan  
is to complete)**

1.

2.

3.

4.

5.

**Monday:**

**Teacher  
initials:**

**Student  
initials:**

**Tuesday:**

**Teacher  
initials:**

**Student  
initials:**

**Wednesday:**

**Teacher  
initials:**

**Student  
initials:**

**Thursday:**

**Teacher  
initials:**

**Student  
initials:**

**Friday:**

**Teacher  
initials:**

**Student  
initials:**



## SEL From a Distance Planning Template

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Reinforce: <i>Classroom challenge, student voice (develop class weekly goal)</i>	Reinforce: <i>Classroom challenge update, verbal praise</i>	Reinforce: <i>Classroom challenge update, verbal praise, positive conversations</i>	Reinforce: <i>Classroom challenge reminder, highlight students</i>	Reinforce: <i>Revisit classroom challenge goal, celebrate growth, and develop new goal (student voice)</i>

- **Step 1: Preparation (4 minutes):** Teach all students the purpose and roles of a virtual classroom meeting. The purpose is to have a safe space to discuss difficult topics and feelings and/or problem solve specific issues/questions/challenges taking place in the classroom, school, or community. *Tips:* Have a process where students can also submit questions or topics anonymously for consideration. Set up a consistent schedule for classroom meetings (e.g., every Monday, twice a week), but also allow for impromptu meetings as needed. Here are some sample topics or questions:
  - How can we improve student engagement during this time?
  - How are you being impacted by physical distancing, loss of social connections, virtual learning, etc.?
  - Share some strategies that have helped you move forward during this crisis.
  - What has been the most challenging thing for you during this crisis?



- **Step 2: Whole-Group Virtual Meeting (4 minutes):** Post the topic or question, explain context, and allow for students to process on their own by jotting down their own thoughts for a minute. Remind them of the importance of their voice in the breakout rooms. Review roles, remind them of virtual classroom agreements, and assign them to their breakout rooms (five to six per group).
- **Step 3: Small-Group Virtual Meeting (6 minutes):** If you want to preset the groups, you can have the students rename themselves with their group number. In the small group, students identify roles. The virtual classroom leader in the group will facilitate this process. Each person has 30 seconds to respond to the prompt. Recorder will take notes. Reporter will share out a few items.
- **Step 4: Closing and Commitments (6 minutes):** Repose the prompt or question. Allow time for share out from each group. Synthesize what you heard and type up a classroom closing or commitment for the meeting (keep an ongoing log). Each student also privately writes down their commitment. Meeting closes. If actions are decided, they should be put in place based on the meeting feedback.

*in* **20 MINUTES**  
**or less!**

[illegible]

# Additional Tools *and* Processes

## TOOL 1: EMPATHY INTERVIEW (FOUR-STEP PROCESS)

**Process:** What is an empathy interview? To understand the experience(s) of the user (i.e., student), you have to allow for a safe opportunity for students to share their thoughts, emotions, experiences, and motivations to help meet their social and emotional needs.

- **Step 1: Introductions.** Introduce yourself/role (e.g., teacher, counselor, admin), and have the student introduce themselves.
- **Step 2: Purpose.** Explain the purpose of the interview/check-in to the student, and let them know their input is valued.

*Tip:* Actively listen to the student and be authentic.

- **Step 3: Questions.** Ask neutral questions.

*Tip:* Avoid asking binary questions that can be answered in a word. Ask, “Why?” Pay attention to nonverbal cues and observe body language and emotions.

### Sample Questions

1. Tell me about your experience(s) in the virtual learning environment.
2. Tell me about your overall virtual learning experience(s).
3. Tell me about the last virtual learning class session(s) you experienced (i.e., encourage stories).
4. What do you feel about your teacher’s interaction with you in the virtual learning environment?
5. Why do you feel that way? Is there anything else you would like to share?

- **Step 4: Wrap Up.** Thank them, wrap up, validate their input, and set up a follow-up to share the actions taken based on their input.



## TOOL 1: "GETTING TO KNOW ME" EXERCISE

### Process:

- **Step 1:** Create a joint classroom PowerPoint or slides in whatever modality you prefer.
- **Step 2:** Create a sample of a "getting to know me" slide of yourself and describe the essential components. Students can use words, videos (link to short video), images, drawings, and so on to answer each prompt.

Your name	Love to do for fun	Your strongest trait	Best teacher from personal experience, film, TV, etc. (Why?)
Learning style preference	Learning style nonpreference	Future goals	Helps when I am upset or overwhelmed

- **Step 3:** Have students create their slide.
- **Step 4:** Share out in whatever modality you prefer, one-on-one with you, small groups, whole class. Make sure to designate time for each student to share.

## Sample Slide

Your name



Hannigan

Love to do for fun



"I love to watch anime."

Your strongest trait



"Courage."

Best teacher (Why?)



"She was chill, and she actually taught."

Learning style preference

"Video lectures or face to face."

Learning style nonpreference

"Definitely not groups. I tend to do most of the work, so I prefer working alone."

Future goals



"University of Washington"

Helps when I am upset or overwhelmed

"Hug my Baby Yoda or listen to music, read."



# BEHAVIOR STREAK Sheet

## Behavior Streak Sheet

**Streak Focus Behavior:** Logging in on time

**Reinforcement:** Every 5 consecutive (🔥 Yes) days, student receives a student choice reinforcement (i.e., free homework pass).

**Did I keep my streak?:** Insert the corresponding image daily.


🔥 Yes

🕒 No One 🕒 a week triggers a one-on-one chat with teacher to help student get the streak restarted.

★ Indicates streak reinforcement received

WEEK OF: Sept 28-Oct 2	WEEK OF: Oct 5-Oct 9
🔥 🔥 🔥 🕒 🔥	🔥 🔥 🕒 🕒 🔥
WEEK OF: Oct 12-Oct 16	WEEK OF: Oct 19-Oct 23
🔥 🔥 🔥 🔥 🔥 ★	🔥 🔥 🔥 🔥 🔥 ★
WEEK OF:	WEEK OF:
WEEK OF:	WEEK OF:

# Schoolwide Teaching of Essential Academic and Social Behaviors Suggestions

Schoolwide Level Teaching Essential Academic and Social Behavior Standards Suggestions (coordinated and provided by the leadership team)	Classroom Level Teaching Essential Academic and Social Behavior Standards Suggestions (coordinated by the leadership team with collaborative teacher team input and provided by classroom teachers)
At least 3 times a year a teaching of the essential standards in all locations schoolwide and additional booster reteaching sessions based on schoolwide data	Every day in every classroom as part of Tier 1 prevention; additional information about Tier 1 classroom design will be provided in this chapter <i>and</i> reteaching opportunities or booster sessions based on schoolwide data
<p>Passport schoolwide teaching day: teaching what is expected in all settings and the resources provided for schoolwide behavior and social/emotional supports.</p> <ul style="list-style-type: none"> <li>Course syllabi</li> <li>Schoolwide videos</li> <li>Announcements</li> <li>Assemblies</li> <li>Rallies</li> <li>Newsletters</li> <li>Projects</li> <li>School Challenges</li> <li>Peer mediators teaching skills</li> <li>Students teaching students</li> <li>Social media campaign</li> </ul> 	<ul style="list-style-type: none"> <li>Weekly behavior lessons</li> <li>Morning meetings</li> <li>Behavior lessons</li> <li>Respect agreements</li> <li>Scheduled time to review academic and social behavior standards</li> <li>Embed into lesson design</li> <li>Classroom circles/talks/commitments</li> <li>Weekly classroom meetings</li> <li>Project based learning norms</li> <li>Service learning projects: connecting classroom to real life challenges in the community and world</li> <li>Weekly behavior scenarios</li> <li>Incorporating a school-adopted SEL curriculum</li> <li>Utilizing what activities, challenges designed by the leadership team</li> </ul>

SEL from a Distance Webinar

# GRAPHIC ORGANIZER

[bit.ly/SELFAD](https://bit.ly/SELFAD)

## PD in a Box

SEL from a Distance Webinar Graphic Organizer

Define SEL:

List the SEL core competencies:

What is the purpose of implementing SEL?

List different ways/modalities SEL can be taught from a distance:



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