

The PBIS Virtual Classroom: Social Emotional Learning (SEL)

OBJECTIVES

- ▲ **Self-Care First**
- ▲ **PBIS Framework and SEL** (Implementation & Explicit Teaching)
- ▲ **PBIS Virtual Classroom Practices & SEL** (Foundations, Prevention Practices, Response Practices)
- ▲ **SEL Virtual Student Assignments & Projects** (Insights, Regulation, Cooperation)

RESOURCE LINKS

- ▲ **Supporting Staff Wellness in Covid 19**
https://drive.google.com/file/d/1WoG_pHp5JHqIcOUzafNOAFCutd92CMvM/view
- ▲ **CASEL Cares: SEL Resources During Covid 19**
<https://casel.org/covid-resources/>
- ▲ **Teaching Social Emotional Competencies within a PBIS Framework**
https://assets-global.website-files.com/5d3725188825e071f1670246/5d76ca39247be1864e3ba932_teachingsocialemotionalcompetencieswithinapbisframework.pdf
- ▲ **Social Emotional Learning: Essential Life Skills**
<https://www.pbis.org/video/social-emotional-learning-cultivating-essential-life-skills>
- ▲ **Supporting and Responding to Behavior: Evidence-based Classroom Strategies for Teachers**
<https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>
- ▲ **The Role of Emotion Co-Regulation in Discipline**
<https://www.edutopia.org/article/role-emotion-co-regulation-discipline?fbclid=IwAR1yC-iwIQxgRk84IE4ytHjm4W7wzWhUWr1EtF-CFMq3RxVRoM1jYvfDWPw>
- ▲ **Social Emotional Learning Toolkit**
<https://www.doe.in.gov/sites/default/files/sebw/sel-toolkit-final-updated-cover.pdf>
- ▲ **How to Teach Social Emotional Learning When Students are not at School**
<https://www.edweek.org/ew/articles/2020/03/30/how-to-teach-social-emotional-learning-when-students.htm>
- ▲ **Mood Meter App**
www.moodmeterapp.com
- ▲ **Emotional Intelligence**
<http://www.danielgoleman.info/daniel-goleman-a-relaxed-mind-is-a-productive-mind>

SOCIAL EMOTIONAL LEARNING

Social-emotional learning refers to a wide array of knowledge, attitudes, and skills that are essential both to students' academic and prosocial success.

A positive learning environment reflects the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. Indications of a positive school climate include perceptions of emotional and physical safety, support, inclusiveness, respect, challenge, and engagement. Social-emotional learning and school climate are complementary and interconnected. They are within all settings and impact student-educator/caretaker interactions, and influence students and teachers directly and indirectly. By embedding social-emotional practices, students and staff have multiple opportunities to develop social-emotional competence, therefore enhancing a positive school environment.



INSIGHT

The ability to know your emotions and how they affect your thoughts and actions.

Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.

Developing Personal Strength

Personal Collage

Materials: Paper, glue, magazines, any other items students want to add for their collages

Directions: Invite students to create personal collages illustrating personal qualities, including identifying personal strengths/assets/values.

Acrostic Poem

Materials: Paper, crayons, markers, paints (any creative items)

Directions:

Instruct students to create an acrostic poem using their name. Each letter needs to identify a personal strength. See example.

Finding your Personal Strength

It is important to help students discover, build, and truly 'own' their personal strengths. Here are some resources to aid in this work.

<https://high5test.com/test/>

<https://www.viacharacter.org/survey/account/register>

Top 10 Employer Wish List

Materials: Family Feud template, paper v

Directions: To help students connect personal strengths and future careers, begin brainstorming session about what qualities employers want from employees. List top 10 qualities employers are looking for when hiring.

After discussion, share the final top 10 list with the class.

[Alternate option-- take ideas generated from students and create a Family Feud game]

What Are Your Strengths?

Materials: Pen/Pencil, Paper, Handout <https://drive.google.com/file/d/19sKCx0l4nsSI0cGD6k-2l4DcKKHBD1ey/view>

Directions: Distribute the handout to students.

Using information on page 1, explain what strengths are.

Ask students to select their top 3-5 strengths. They can use the strengths on the list provided or create their own if they identify a strength that isn't on the list.

If they want, they can ask others for input on their strengths. Other methods to identify their strengths can include thinking about what they enjoy doing, when they feel most comfortable, and what energizes them.

After they identify a few of their strengths, have them answer the questions on the worksheet. Instruct them to think about how and where they use their strengths both at school and at home.

Go around the room -or break into small groups if the group is large-and ask people to share their strengths (if they are comfortable).

Developing Emotional Awareness

Pass the Hat/Bucket

Materials: Pictures of Feeling Faces, Hat or Envelope, Music

Directions: The teacher cuts out pictures that represent various feeling faces and places them in a hat (or large envelope) that is passed around the circle as music plays. When the music stops, the student holding the hat/bucket picks out a picture designating an emotion and is asked to identify it, express how they look when they feel that way, and/or describe a time when s/he felt that way.

**Possible modification: Ask students to connect an emotion to a character in a story you are reading.*

Feelings Check

Materials: Can use the Feelings Check Card (Physically I feel, Mentally I feel, Emotionally I feel,)

Directions: Take a few minutes throughout the day to do a "feelings check" with your students. It is also important to help students think about how feelings may be different regarding how they may be physically feeling, cognitively feeling and/or emotionally feeling.

Paper Plate Feeling Face

Materials: Paper plates, Markers, Crayons

Directions:

Cut out pictures of different facial features. Each student chooses their eyes, nose, mouth, ears and hair, and sticks them on a paper plate to create a face. Ask students to create a face showing a specific feeling and then see if the class can guess the feeling when everyone is finished with their paper plate faces.

Journaling

Journaling can promote and develop self-reflection in all ages by providing time to explore thoughts, feelings, actions, beliefs--can also help with the decision-making process.

Feelings Faces

Materials: Paper, Markers, Crayons, any book/story

Directions: Invite students to draw faces that describe how they feel after listening to a story/book. Another option is to draw how they think the characters were feeling in the story.

Promoting Emotional Literacy

- ▲ Photos of people with various emotional expressions are displayed around the room
- ▲ Books about feelings are available in the classroom library
- ▲ Teachers label their own feelings when talking with students
- ▲ Teachers notice and label student's feelings
- ▲ Teachers draw attention to how a student's peer is feeling
- ▲ Activities are planned to teach and reinforce emotional literacy
- ▲ Students are reinforced with process praise for using feeling words
- ▲ Efforts to promote emotional vocabulary occur daily and across all times of the day
- ▲ Intentional activities and lessons to teach emotional awareness are embedded throughout the curriculum

Vision Boards

Create a Vision Board: Vision boards are used in all types of settings and can be used in the classroom as a valuable learning tool. Help children visualize what they desire, what makes them happy, and what they want for their future.. Precisely, when they have an image in their mind of what makes them successful, they are more likely to reach their own goals, and ultimately be successful in the classroom.

Heart Map

This creative activity encourages students to consider what makes them feel happy and then ask students to draw this on paper. It's a great way to help them own and recognize their emotions and focus more on having a positive outlook. [can expand to other emotions/positive words that help students achieve success in the classroom]

4 Square Feeling

Step 1: Assign Feelings

Select feelings that you would like to focus on during the group activity and write them on strips of paper. Work as a team or have the members work individually. Have each student/group select a feeling.

Step 2: Select a sheet of paper that represents the selected feeling

Each student then selects a color that represents the emotion selected from the 8×10 paper provided.

Step 3: Fold the paper into 4 squares

Ask each student to fold the 8×10 paper into four squares.

Step 4: First Quadrant Assignment

Invite students to write down at least five synonyms that represent the feeling selected in the first quadrant.

Step 5: Second Quadrant Assignment

Ask students to cut out words or pictures from magazines that represent their feeling they selected and then glue the pictures and words onto the second quadrant.

Step 6: Third Quadrant Assignment

Next, ask the students to write down at least five scenarios that might cause someone to experience their selected emotion in the third quadrant.

Step 7: Fourth Quadrant Assignment

Students then Google at least five movies, TV shows, or songs that have their selected feeling in the title and then write the titles in the fourth quadrant. The members might need access to computers or their smart phones to complete this assignment. *NOTE: If you do not have access to the internet, as an alternative to this exercise, the group members can write five things that help when they are feeling this emotion (or self-care ideas.)*

Step 8: Present the emotion to the group

Invite students to come back together in a circle to present their feeling to the rest of the group. The goal would be to present the information written down, so that the rest of the group members can guess the emotion represented.

REGULATION

The ability to recognize and manage one's emotions.

Regulation skills build positive self-control, positive self-discipline, and impulse control.

Exploration Activities

Choose Your Own Adventure

Materials: Computer or paper/pencil

Directions: Students write a choose-your-own adventure story in which a character has choices about possible behaviors and then experiences logical/natural consequences. Students can work individually or in small groups.

Freeze Dance

Materials: Music

Directions: Play music. Instruct students to move around (not to run) and when the music stops playing they need to freeze (stop moving). It is encouraged to use various types of music--think about ways to bring in different cultural music.

Blurt

Directions: Read a definition of a word and have students try to figure out what the word is. For example, a question might be, "What is the state capital of Indiana?" When the student answers "Indianapolis," they win that turn. You can play in rounds--however, it is important that the only two students that can "blurt" out the answer are the two students selected for the question. Everyone else in the room must practice self-control--before the game, invite the class to come up with an agreed upon "consequence" for any student that "blurts" out of turn (e.g., first time student gets a warning, second time the student can no longer stay in the game, etc.). The questions for the game can connect to course content or other social-emotional learning content.

Perception Circle

Directions: Students to form a circle. Choose a person to begin the activity. That person will whisper a word in the ear of the person sitting beside him or her. Once a student hears the word, that student then turns to the next person and whispers the first thing that comes into his or her mind. Repeat the process until everyone has had a turn. Before you start, remind students that each person at the end will say his or her word out loud in front of the entire group. Encourage each member of the group to pay attention to what is happening.

Journaling

Directions: Ask students to choose a special notebook, tablet, or binder that will be their personal journal. Spend a few minutes decorating/personalizing their journals. Their assignment is to write in their journals at least three times over the next week. The focus of the assignment is to write open and honestly about their feelings, their worries, their stressors, and what how they have tried to respond to their stress--not to worry about grammar, spelling--remind students they can even draw pictures if they feel like that is the best way to express themselves. Here are some ideas for journal prompts:

Write a letter to someone you wish to talk to but you haven't been able to. Write a letter to yourself, saying the things you think you need to hear.

Write a script between you and anyone else you'd like to talk to, imagining what the person might say to you when you tell them what's on your mind.

Write about your day, focusing on what's bothering you or causing you stress and explore what might be causing this stress and what you might try to better cope with it.

Write a poem expressing your feelings.

Write a story in which one of the characters expresses your feelings.

After the week is up, review the students' journaling experience. Did they find it helpful, fun, or useful?

Anger Maps

It is important to help students recognize what their body feels like (body sensations), their face looks like, and reflect on words they use and thoughts they have when they are angry. The Anger Map handout is a useful tool to walk students through these steps. Additionally, the handout provides students an opportunity to reflect on better ways to react to their anger and reflect on the consequences of their actions.

Anger Map Handout: <https://drive.google.com/file/d/1hN6lbHkj4qRbBmWujLeKK2xkxfWaRFA-/view?usp=sharing>

Tucker Turtle

https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story.pdf

Breathing Techniques

<https://consciousdiscipline.com/resources/safe-place-breathing-icons/>

The Calming Corner should be a safe place where a student can go to calm himself using pre-taught strategies for a short amount of time. The goal is to give the student a "time away" so that his behavior does not escalate any further. The Calming Corner is a positive place that rewards students for keeping their emotions in check and using strategies to calm themselves so that learning can occur.

Material Suggestions:

- bean bag chair(s) or floor cushions/large pillows and soft rug
- relaxation CD and player
- headphones
- books, magazines
- markers, crayons, paper
- Visual calming strategies / Feeling Charts / Kid Yoga Poses
- visual timer

Process:

- ▲ Select an out-of-the way area in the classroom to create the Calming Corner.
- ▲ Furnish the space with a soft rug, beanbag chairs, floor cushions and/or large pillows, a relaxation CD and player, headphones, books and magazines, etc..
- ▲ Set up the partitions to provide enough privacy for the student while still allowing visibility by the teacher.
- ▲ Post a set of visual calming strategies in the area to provide self-managing reminders for the student.
- ▲ Talk with the student privately and explain how and when to use the area. Let him know that he is allowed to go to this area at the first sign of becoming upset. Tell him that you'll meet him back there and together, you'll quietly agree on a time limit to use the area. Set the visual timer for the agreed upon amount of time.
- ▲ When the time is up, privately reinforce the student for returning to his work area. This reinforcement may help the student repeat this desired behavior in the future.
- ▲ If you feel that the student is beginning to use this area frequently and suspect he's possibly avoiding work, you may decide to start providing a limited number of break tickets he can specifically use in the morning and in the afternoon to curtail this behavior.
- ▲ Color has been linked to positive effects on both student academic achievement and pro-social behavior - Different Colors Cause Different Moods - The colors red, orange and yellow stimulate and increase brain activity. **The colors green, blue and violet induces relaxation.**

Read more: [The Effects of Color in the Classroom | eHow http://www.ehow.com/list_7708890_effects-color-classroom.html#ixzz2WoSgCzKT](http://www.ehow.com/list_7708890_effects-color-classroom.html#ixzz2WoSgCzKT)

COOPERATION

The ability to work well with others, including in the group and teamwork environment.

Collaboration works to build positive communication, problem-solving and conflict management skills.

Cooperative Learning

If You Build it...

Materials: Various items (e.g., pipe cleaners, marshmallows, straws, toothpicks, etc.)

Directions: This team-building game is flexible. Simply divide students into teams and give them equal amounts of a certain material, like pipe cleaners, blocks, or even dried spaghetti and marshmallows. Next, give them something to construct. The challenge can be variable (think: Which team can build the tallest, structurally-sound castle? Which team can build a castle the fastest?). You can recycle this activity throughout the year by adapting the challenge or materials to specific content areas.

Worst-Case Scenario

Create a scenario in which students would need to work together and solve problems to succeed, like being stranded on a deserted island or getting lost at sea. Ask them to work together to come up with a

solution that ensures everyone arrives safely. Encourage them to find a solution that uses a democratic approach — everyone must agree to the final solution.

https://insight.typepad.co.uk/lost_at_sea.pdf

https://insight.typepad.co.uk/moon_landing.pdf

https://drive.google.com/file/d/1cMtjGNiQtQG59lspc-ZqDFz7nlo_huoi/view?usp=sharing

<https://drive.google.com/file/d/1QZJFt0rBOytqeE49DVXCreVD5PpFb-p3/view?usp=sharing>

New from Old

Materials: Old board games, dice, playing cards, plastic chips, or any other items that could be used to build a board game

Directions:

Place students in small groups (usually it is best to work in groups of 4-6 students). Give each group an old board game and share with the group where they can find additional supplies if they need them.

Explain to the entire class (after each group has their old board game) that the task is to create a new group game from the old board game they have been given. They can use any of the supplies in the original game and any supplies at the shared station (the area available to the entire class). The new game does not need to reflect any aspect of the old game. It can be completely new and innovative. Encourage them to be creative!

The final step for the new game is to create instructions. Each group needs to develop a set of clear rules for their game that is included on the instruction sheet. Other items that may be necessary could be details for set-up for the game.

Process Questions:

How did your group decide on the goals of your game? How did your group work together?

What was difficult about this task? How did you overcome any obstacles?

What was enjoyable/fun about this task?

Materials: [What Would You Do? Handout](#), pens/pencils

Directions: Place students in small groups. Give each group a scenario and ask each group to discuss what options the student has in this scenario. What is the "conflict" in this situation? What decision might this student be struggling with and why? What are some options? What do you think is the best decision and why?

How did your group come to this decision?

<https://drive.google.com/file/d/1f2-CC2TlebnS1bXSHoElwcdBDAiYvdfO/view?usp=sharing>

Ten Lesson for Teaching Conflict Resolution Skills

http://creducation.net/resources/CR_Guidelines_and_10_CR_lessons_FCPS.pdf

Problem-Solving Kit

https://challengingbehavior.cbcs.usf.edu/docs/SocialEmotionalSkills_problem-solving-steps_poster.pdf

<http://csefel.vanderbilt.edu/modules/2006/solutionkit.pdf>

TEACHING SOCIAL EMOTIONAL COMPETENCIES with CLASSROOM ROUTINES

“Teach routines and procedures directly.”

“Teach using examples and non-examples and with opportunities to practice and receive feedback.”

OBSERVABLE -MEASUREABLE – POSITIVELY STATED – ALWAYS APPLICABLE - UNDERSTANDABLE

| | When I feel upset... | When I have a problem... |
|--------------------|-----------------------------|---------------------------------|
| Respectful | | |
| Responsible | | |
| Kind | | |

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