

Social Emotional Learning (SEL) Handbook



This handbook is to be used as a reference for both parents and staff. It consists of SEL Common Language that should be used with students across the building to help them succeed in functioning in their classrooms and collaborating with others.

This common language is from Michelle Garcia Winner's *Social Thinking* curriculum. The SEL School Wide Proactive Strategies are done regularly here at Longwood to teach social-emotional skills to our students, as well as reinforce and practice these skills. All students at Longwood benefit from the strategies described.

SEL Common Language

Flexible Thinking: Being able to adapt across places and people in the moment.

Stuck Thinking: Not being able to change what we are doing or thinking based on what is happening around us.

“Ready to Learn” (ie: looks like, sounds like)

Group Plan: The idea that everyone is a part of a group and that the group works together towards a common goal. Knowing the group plan helps us know what to anticipate and therefore what is expected.

Body in the group: Your body is in the group if others feels you are a part of the group.

Brain in the group: Your brain in in the group when others feels that you are paying attention to what is happening in the group

Size of the Problem/Size of Your Reaction: Understanding that challenging behaviors are temporary until we can figure out better ways to manage and prevent hard situations. Problems can come in all different sizes and it is important to match your reaction to how big or little the problem is.

Expected Behavior: These are things we do and say that give people good thoughts about us and make them feel good too. Doing what is expected is different based on where we are and who we are with.

Unexpected Behavior: These are things we do and say that give people uncomfortable (odd) thoughts about us and makes them feel sad, mad or bad. Doing what is unexpected is different based on where we are and who we are with (different situations).

Thinking with your Eyes: This means that you are using your eyes to look at a person and it makes them feels that you are thinking about what they are saying or doing. We use our eyes combined with our brain power to make decisions on what is going on in the group (ex: Student walks in late. Sees everyone working silently on math. He then goes to his desk to begin working on math.)

Thought Bubble: Words, ideas, or pictures in your brain. Silent words that other people cannot hear, not to be spoken out loud or shared.

Glitch: A small problem, a little unexpected situation that can be easily fixed as long as you stay calm. A small problem usually doesn't last too long, and they can usually be fixed easily.

Inner Coach: The "inner coach" is inside your brain and helps you work through the problem, find the best way to think about it, figure out how big or small it is, and come up with ways to handle the problem while staying calm. Thinking brain vs. Emotional brain.

Just Me Person: Someone who thinks only about himself or herself. It's okay to be a just me person when it's a time that you can do what you want to do and it won't disrupt others.

SEL School Wide Proactive Strategies

Parent Communication (i.e. parent teacher conferences, dojo communication): There are various ways for families and staff to communicate about social emotional learning. One is through the Class Dojo app, where families can connect with teachers regarding student behavior. Another way to communicate is by attending Parent Teacher Conferences and communicating regularly throughout the school year.

Positive Behavioral Interventions and Supports (PBIS) Reinforcement System: School wide, students follow the expectations Be Safe, Be Responsible and Be Respectful (as seen above). The expected behaviors are taught to students at the start of the year and reinforced daily. Students can earn positive reinforcements for following the expectations.

School Wide/Grade Level Systems (i.e. CHAMPS, Voice Levels): Teachers structure the classroom environment to embed social emotional learning into all parts of the day. Primary teachers use a structure called CHAMPS, in which the expectations for movement, activity, and collaboration are specifically defined. The entire building uses numbers to define what voice levels should be during different activities and in different spaces. These are just some examples of the strategies used to help students succeed.

Positive Referrals: Students can receive a positive referral from any staff member for displaying the building wide expectations. Students can choose how they want to be recognized for their referral.

Buddy classes: Primary and intermediate classrooms partner to work together throughout the year to encourage positive climate and leadership across the grade levels.

Parent Volunteers: Longwood encourages parent volunteers to assist in a variety of ways in order to build community and provide positive examples of generosity and kindness.

SEL Planned Lessons: SEL lessons are planned based on the targeted needs of the students in the classroom.

SEL Learning Targets: Each academic lesson is paired with an SEL skill to be taught and practiced throughout the lesson.

Community Meetings: All classrooms hold community meetings at least once a week to discuss classroom community concerns. At the upper levels, many of these meetings are student led.

Integration of SEL into Core Curriculum: The core curriculum, specifically English Language Arts, was created to include SEL, such as empathy, compassion, kindness, etc.

Longwood leaders and teaching of character traits: Each month, students are recognized for exemplifying character traits such as dedication, integrity and sportsmanship. These traits are introduced at our monthly spirit assemblies by certain grade levels and highlighted throughout the month.

Kindness Day: At the start of the year, all students participate in team building activities that develop and encourage treating each other with kindness. The day is celebrated with a school wide spirit assembly.

Common SEL Language: We use common language to teach and practice SEL across grade levels for consistency.

Team Building: Classrooms are encouraged to build a sense of community throughout the year by using different activities and discussing the experience afterwards.

Future Ready Learning Opportunities: Our strong focus on SEL supports the skills identified that our students will need in order to be successful. Teachers provide regular opportunities for students to collaborate, communicate, think critically and be creative.

Kagan Cooperative Learning: Teachers use these cooperative learning structures to help students meaningfully collaborate, which improves their social emotional skills.

Leadership Opportunities (i.e. Safety Patrol, Student Council): Students can become involved in different leadership roles throughout the school. For example, in the upper grades, students can be a part of safety patrol or student council. Throughout the building, classrooms provide different leadership opportunities such as recess ambassadors, substitute teacher liaisons or new student ambassadors.