

# What is SEL?

Social and emotional competencies include:

**Social and emotional learning (SEL)** is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP SKILLS	RESPONSIBLE DECISION-MAKING
Recognizing your own emotions and accurately assessing your strengths and challenges.	Effectively regulating your emotions and behaviors in different situations.	Understanding the perspective of and empathizing with others, inclusive of our diverse backgrounds.	Creating healthy relationships, communicating clearly, and cooperating with others.	Making positive choices about personal behavior and social interactions.

# Why SEL?



The Teays Valley Local Schools are committed to graduating students who have the knowledge, skills and dispositions necessary to succeed in their academic, social, and professional life as highlighted in our *Profile of a Graduate*.

We believe that students with well-designed and well-implemented instruction in social-emotional learning benefit over the long term in the areas of academics, behaviors, attitudes and skills. Since learning is a social experience, children's development of social-emotional skills is fostered through positive interactions and relationships. The social-emotional skills in young people are strong predictors of high school and college completion, the likelihood of being employed, and higher earnings. Moreover, social-emotional learning promotes resiliency and builds protective factors that can help a child cope with adverse childhood experiences (ACES).

## SEL in Teays Valley Schools

Ohio's Social Emotional Learning Standards are based on CASEL's integrated framework. The five core SEL competencies, as represented on the CASEL Wheel, can be taught in many ways across a variety of school settings:

- ➔ Direct instruction lessons to build students' SEL competence.
- ➔ Teaching practices that promote SEL
- ➔ Integration of SEL within academic curriculum
- ➔ Organizational strategies that promote SEL as a school-wide initiative, creating a welcoming climate and culture conducive to learning for all.

Teays Valley aims to seamlessly integrate SEL into the academic experience. Some ways that SEL is already being integrated include things such as:

- Advocacy Period in grades 6-12
- *Zones of Regulation* curriculum in K-5
- Staff professional development - Trauma-Informed Care, Supporting Students with Anxiety
- Teays Valley Parent U



## Social-Emotional Topics Related to Each Competency

(See Ohio's SEL Standards for standards by grade level band.)

### SELF AWARENESS

- Demonstrate an awareness of personal emotions
- Demonstrate awareness of personal interests and qualities, including strengths and limitations
- Demonstrate awareness of and willingness to seek help for self or others
- Demonstrate a sense of personal responsibility, confidence and advocacy

### SELF MANAGEMENT

- Regulate emotions and behaviors by using thinking strategies that are consistent with brain development
- Set, monitor, adapt, and evaluate goals to achieve success in school and life
- Persevere through challenges and setbacks in school and life

### SOCIAL AWARENESS

- Recognize, identify and empathize with the feelings and perspectives of others
- Demonstrate consideration for and contribute to the well-being of the school, community and world
- Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures
- Read social cues and respond constructively

### RELATIONSHIP SKILLS

- Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups
- Develop and maintain positive relationships
- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

### RESPONSIBLE DECISION MAKING

- Develop, implement, and model effective decision and critical thinking skills
- Identify the outcomes associated with one's actions to make constructive choices
- Consider the ethical and civic impact of decisions
- Explore and approach new situations with an open mind and curiosity while recognizing the some outcomes are not certain or comfortable

## How does SEL help us to meet student needs?

SEL is one component of an integrated **Multi-Tiered System of Supports (MTSS)**. MTSS is a comprehensive continuum of systematic practices to support a rapid response to student needs. A solid MTSS system includes RTI, PBIS and SEL. MTSS is what we do for all students and it must be part of the culture and habit structure of our schools.

### Response to Intervention (RTI)

RTI is a multi-tier approach to the identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.



### Positive Behavior Intervention & Support (PBIS)

PBIS is an organizational model to help students acquire behaviors for success. PBIS is about adults being on the same page to create safe, nurturing, predictable and reinforcing environments for students.



### Social Emotional Learning (SEL)

SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

## Multi-Tiered System of Supports (MTSS)