

# **Social Emotional Learning (SEL)**

**Socially Savvy & Emotionally Educated Learners**

**Ashford BOE “workshop” Meeting: November 4, 2021  
Craig Creller, Superintendent  
Polly Borysevicz, Asst. Principal**

**Ashford SEL Committee: Alissa Tatro, LCSW  
Emily Deliberto  
Jessica Bernardi  
Stephanie Noheimer  
Allison Welz  
Dory Moore**

# What is our mission?

Ashford School learners engage in authentic ***EXPERIENCES*** to ***DISCOVER*** their passion, ***STRIVE*** for excellence, ***CONNECT*** with their community and the world, and ***CONTRIBUTE*** in positive and meaningful ways.

-Ashford School mission statement

# Ashford School Goal #2:

## **Support the physical, emotional, and mental well-being of the Ashford School community**

Teach and model wellness through age-appropriate self-care, personal-regulation, healthy habits, stress management, peer- and self-advocacy, and positive community engagement.



# What is Social Emotional Learning? (SEL)

Social emotional learning (SEL) teaches students to regulate their emotions, to pay attention and to work well with peers.



# Fundamentals of SEL

Help all young people and adults:

- thrive personally and academically
- develop and maintain positive relationships
- become lifelong learners
- contribute to a more caring, connected world



# Why is SEL important?

- Helps students learn to recognize and communicate about emotions, gives children the language and self-regulation skills they need to manage strong feelings and control aggression
- Improves attitudes and behaviors, including a greater motivation to learn, improves relationships with peers, and deepens connections to their school
- Reduces emotional distress, including fewer reports of depression, anxiety, stress, and social withdrawal



# Overview of SEL Curriculum by Month

**September-** Emotions (PreK-2); Healthy Boundaries (3-8)

**October-** Self-Control

**November-** Responsibility

**December-** Problem Solving

**January-** Self-Esteem

**February-** Friendship & Respect

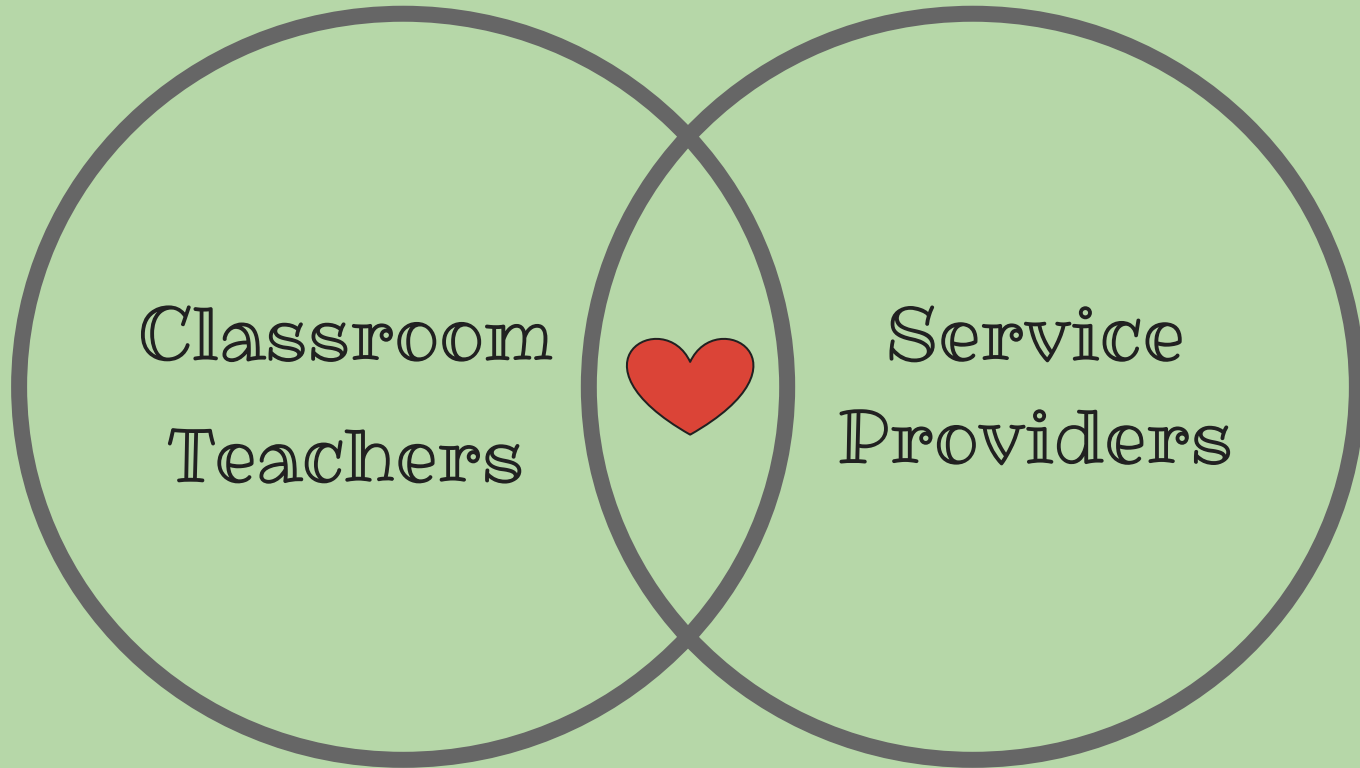
**March-** Honesty

**April-** Stress & Coping Strategies

**May-** Perseverance



# Implementation throughout the school building







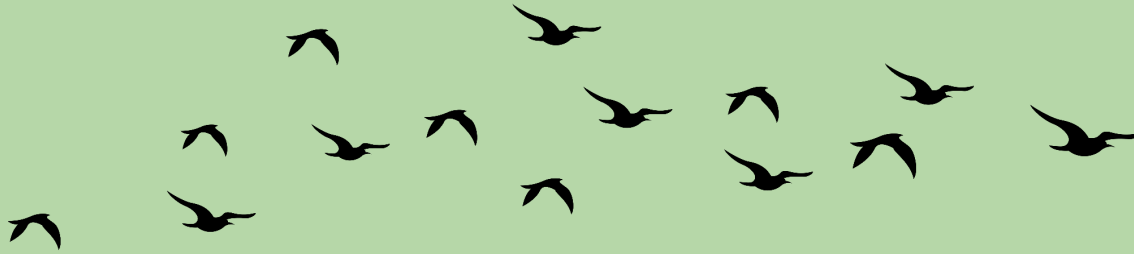
Allison Welz  
Classroom teacher



# Stephanie Noheimer - Health/Physical Education

SOAR  
SWINGS

WINGS  
FLIGHT



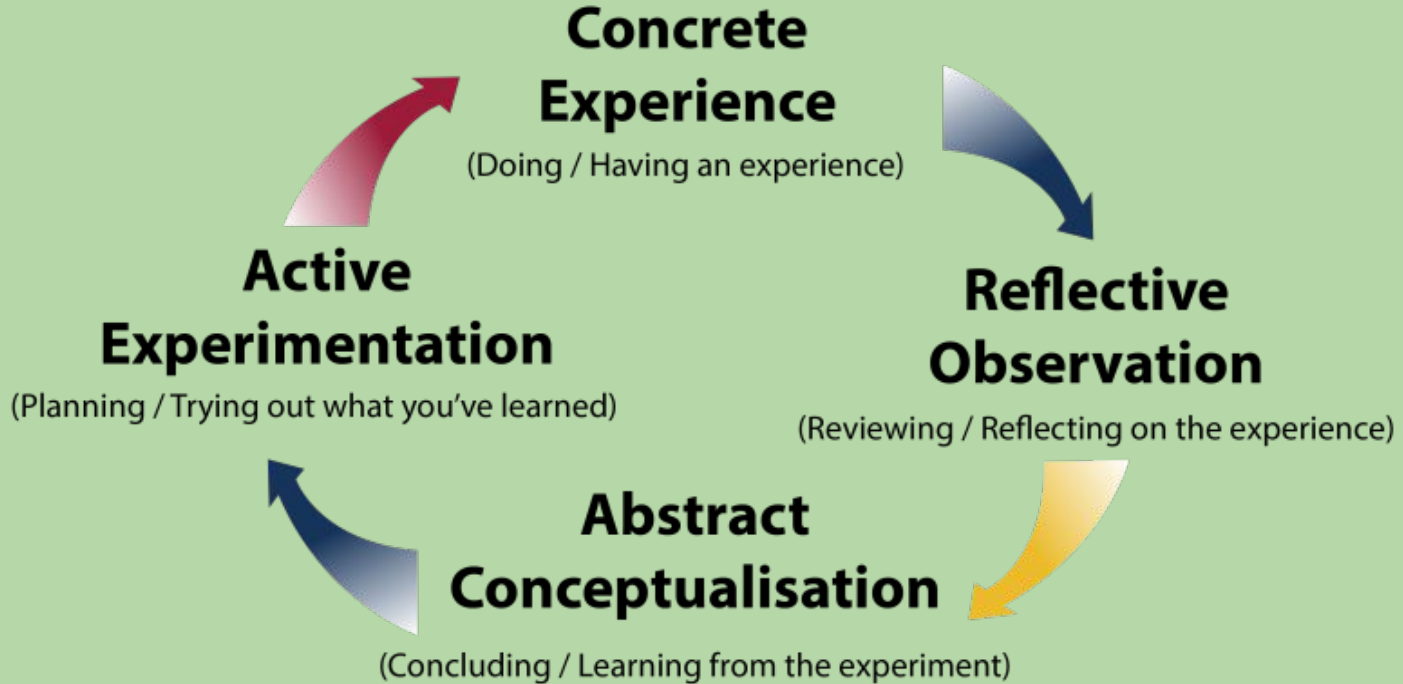
*Program developed by Marti Hardisty 35 years ago*

**Program Intent:** instill intrinsic motivation in students to make decisions that demonstrate good character to peers, community and selves.

- Allows development of the whole child
- Helps equip students to:
  - handle conflict
  - develop positive relationship skills
  - improve independence & positive relationships
  - problem solve
  - develop positive morals/values.

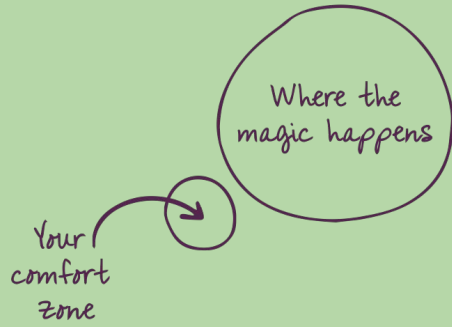


# Experiential Learning Cycle





# Zones of Proximal Learning



# Jessica Bernardi - School Counselor

Grades 5-8 social-emotional/academic success and transition to high school

“The school counselor is key to identifying students’ social/emotional needs (VanVelsor, 2009). Educational systems as a whole, including school counselors, should graduate students who are not only proficient in core academic subjects, but demonstrate an ability to **socially and emotionally practice healthy behaviors and behave respectfully when working with others from diverse backgrounds**” ASCD, 2007).



# Peer Mediation

Peer mediation teaches crucial life skills in today's world where conflict resolution skills are vital for communicating effectively, evaluating solutions to problems, and co-existing with others with whom one may have disagreements.

- Problem solving/conflict resolution
- Communication
- Brainstorming possible solutions
- Advocating for themselves
- Empowers students
- Taking ownership of behaviors
- Stepping out of comfort zone



# Tier 1 Intervention (universal - all students)

- “Minute Meeting” with caseload (~140 students)
- Screening done to collect data
- Relationship mapping based on results

Name \*

Your answer \_\_\_\_\_

How is your school year going? \*

☐ Great!

☐ Pretty good

☐ Okay

☐ Not so good

☐ Terrible

Do you have friends at school? \*

☐ Lots

☐ Some

☐ One

☐ None

Is there an adult at school you can talk to if there is a problem? \*

☐ Yes

☐ No

If so, who?

Your answer \_\_\_\_\_

Is there anything you would like Miss Bernardi to know about you? \*

Your answer \_\_\_\_\_

## **Tier 2 Intervention (small group strategy)**

- Lunch groups
- Teacher/administration referral
- Non-punitive
- Review of SEL themes, academic support, relationship building
- Approximately 2 weeks in length, longer if needed





# Emily Deliberto - School Psychologist

Individualized Programming and Support for Tier 3 & Special Education Students PK-3

- **Special Education Individual & Small Group Counseling Services**
- **Tier 3 Intervention Individual & Small Group Counseling**
- **Tier 3 & Special Education Teacher Consultation**
- **On Call Behavior Crisis Support for Tier 3 & Special Education Students. Available to all students if needed.**
- **Individualized cognitive and social-emotional-behavioral evaluations for special education eligibility**

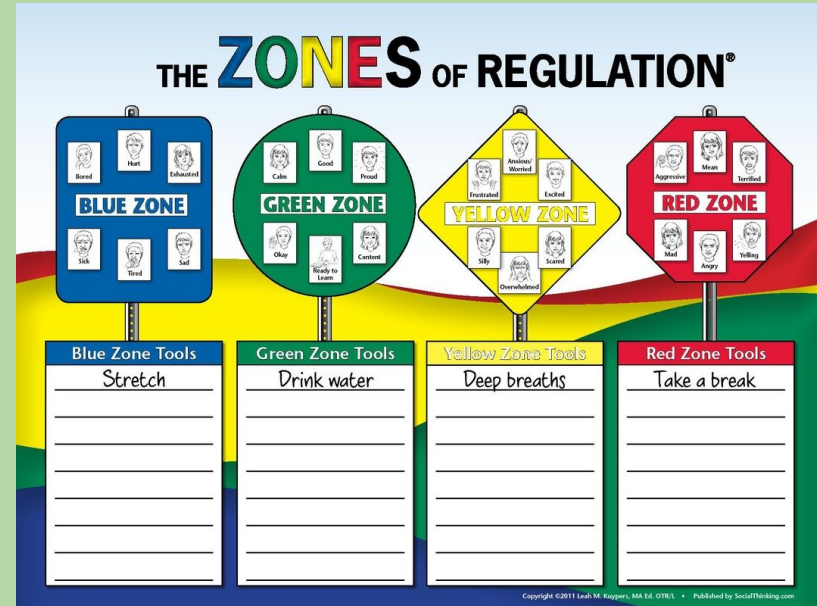


# Individualized Support

*Working with students on specific counseling IEP goals & objectives tailored to each student's current individual needs. Students receive services on a weekly basis or more and generally continue for a year or longer.*

## Example IEP Objectives:

- “Given a situation or problem that is frustrating to the student, STUDENT’S NAME will accurately determine the appropriate emotional reaction(s) based on the problem size in 3 out of 4 opportunities.”
- “In the counseling setting, STUDENT’S NAME will identify and practice a preferred calming strategy for each zone.”

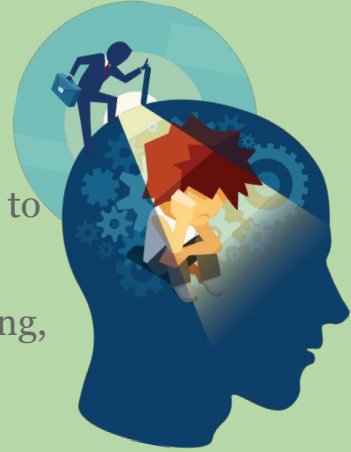


# Assessment

## *Individualized Assessment*

Students may undergo an ***individualized evaluation to determine eligibility for special education services*** from the Student Intervention Team (SIT) or parent referral to *determine what may be impacting a student's ability to best access their education.*

School psychologists may assess cognitive (reasoning, memory, processing speed) functioning, social-emotional-behavioral functioning, functional behavior analysis. In addition to direct testing with students, the school psychologist may conduct staff, student, and parent interviews and classroom observations.



## ***School-Wide Assessment:***

***Coming February 2022! DESSA Screener***

Strength based assessment and universal screener completed by teachers to identify and progress monitor all student's SEL needs and progress.

# Alissa Tatro, LCSW

## School Social Worker

Individualized Programming and Support for Tier 3 & Special Education Students Grades 4-8

- **Individual/Group Counseling**  
*Addressing the Social, Emotional, Behavioral And Mental Health Needs of Students That Are Barriers to Student Learning*
- **Participate in Section 504/PPT Meetings**
- **Develop/Implement IEP Goals And Appropriate Accommodations**
- **Create Behavioral Intervention Plans Specific to Student Need**
- **Grades 4-8 Team Meetings**
- **Student Intervention Team (SIT) Meetings**
- **Regular Consult With Teachers & Administrators**
- **Bridge Connections Between School and Home**
- **Home Visits**
- **Identify At-Risk, Vulnerable Students And Connect With Community Supports If Necessary**
- **Provide Crisis Management Services Including Safety Plans/Risk Assessments**



# Identify/Support/Connect Mental Health Treatment

The number of children seeking urgent behavioral health care at Connecticut Children's has tripled since the summer, forcing families to wait hours on end for an emergency department bed

By ELIZA FAWCETT  
HARTFORD COURANT  
OCT 06, 2021 AT 6:00 AM



## Coordinate Community Mental Health Resources for Students/Families:

- **Community-Based Therapists**
- **Pediatricians**
- **Joshua Center - Natchaug Hospital**
- **EMPS - Mobile Crisis**
- **CT Department of Children and Families (DCF)**
- **Intensive In-Home Treatment Providers**
- **Horizons**
- **EASTCONN**

- **Community Health Center (CHC)**  
**Ashford School-Based Health Center**

*\*Currently servicing 21 students with pending referrals*

# Administration

- SEL Story time (grades 1 & 2)- Mrs. Borysevicz reads SEL theme book to class
- Restorative Practices- improve and repair relationships between people and communities. The purpose is to build healthy communities, generate goodwill, repair harm and restore relationships
- Afternoon Opportunities- support for students after school with Mrs. Borysevicz (or Mr. Hopkins) to work on academic, social, or behavior skills
- Grade level student and teacher meetings to reinforce positive social skills
- Parent engagement- regular communication with home

# Professional Development



Kick-off orientation began with staff planning to sustain their own physical, emotional, and mental well-being. Additionally, time was afforded for collaboration between grade level teams and SEL committee members to review curriculum enhancements

Brian Mendler training- Engaging and Managing Hard to Reach, Uninterested and Disruptive Students

Monthly coaching sessions with Brian Mendler during grade level meetings (currently grades 7&8, soon to begin for grades 6 and 2)

SEL training through our HOT SCHOOL grant at faculty meetings in December, February and March

*Social Emotional Wellness is imperative for our teachers and school staff who have all endured added stress as a result of Covid-19 and the many changes that followed.*

*To best support our students, we know that our staff must be well. We are launching initiatives to focus on this vital task.*

