A Practical and Proven Solution to Implement SEL in a Multi-Tiered Framework
“Children are not well served when teachers believe that teaching behavior requires different skills than teaching academics, or that teaching academics will magically improve behavior.”

Dr. Bob Algozzine, University of North Carolina
## Loss of Time

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>432 O.R.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minutes</td>
<td>12,960</td>
<td>6,480</td>
</tr>
<tr>
<td>Hours</td>
<td>216</td>
<td>108</td>
</tr>
<tr>
<td>Days</td>
<td>27</td>
<td>14</td>
</tr>
</tbody>
</table>

[www.pbismaryland.org/costbenefit.xls](http://www.pbismaryland.org/costbenefit.xls)
Emotional
Mental
Social

ACADEMIC ACHIEVEMENT
Social and Emotional Learning

The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to...
Social and Emotional Learning

• Understand and manage emotions
• Set and achieve positive goals
• Feel and show empathy for others
• Establish and maintain positive relationships
• Make responsible decisions
What’s the connection?

Social and Emotional Learning

Academics
<table>
<thead>
<tr>
<th>SOCIAL AND EMOTIONAL LEARNING</th>
<th>CRITICAL THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>Understanding where your perspective comes from</td>
</tr>
<tr>
<td>Self-Management</td>
<td>Having the desire to learn and evolve</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>Understanding that others’ perspectives are unique and nuanced</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>Exploring and collaborating productively</td>
</tr>
<tr>
<td>Responsible Decision-Making</td>
<td>Making judgements based on evidence and context</td>
</tr>
</tbody>
</table>
Proactive Teaching

We can’t hold kids accountable for things we’ve never told them we expect.

**Behavior should be treated like academics.** Students have to be taught the skills they need.
Proactive Teaching

Planned Teaching

Preventive Prompts

Blended Teaching
Proactive Teaching

Planned Teaching

Preventive Prompts

Blended Teaching

- Whole-School Approach
- Skill-of-the-Week
- When to Use/How to Use
Planned Teaching

Proactively Teach

- Rules/Expectations
- Procedures
- Social Skills
- Consequences
Planned Teaching

When to do it:

• **Neutral Time** – not in context with behavior

• **Frequently** – review learned skills so it stays fresh

• **To Reinforce** – strengthen new or weak skills or when an upcoming situation will require them

• **Before difficult situations** – when you anticipate that students might struggle
Proactive Teaching

Planned Teaching
Preventive Prompts
Blended Teaching
Preventive Prompts

Examples:

• “We’re going to the library to do research. How will you ask for help when you’re in there?”

• “When we go to the assembly, how do know what our appropriate voice tone should be?”
Proactive Teaching

- Planned Teaching
- Preventive Prompts
- Blended Teaching

Teach skills within the context of academic lessons. This gives time to academics while reinforcing behavior as well as creating generalizations for the skill’s use in other situations.
Blended Teaching

Examples:

• While studying artwork focus on **Disagreeing Appropriately** and **Having a Conversation**

• Conducting an experiment in chemistry class requires **Following Instructions**

• While reading Romeo and Juliet, ask what might have been different if they had **Asked for Permission** to see each other and what they should have done if they got ‘NO’ for an answer
Blended Teaching

Generalization

• Train in different settings
• Train with different people
• Make training sessions realistic
• Assign training or relevant homework
• Teach self-control strategies
Spontaneous Teaching

Examples:

• “Looks like we don’t have enough rulers for everyone. Let’s use our skill of sharing with others to make sure we can all get our work done.”

• “Principal Smith is here, let’s make sure we greet her.”
Maintaining & Motivating

Praise

Correction
Maintaining & Motivating

Praise

**General**
- “Good job!”
- Thumbs up

**Specific**
- “Thank you for raising your hand!”

**Effective**
- “Molly, great job getting in line quickly. That will help us all get to lunch on time.”
Maintaining & Motivating

Corrective Prompts
Guided Self-Correction
Corrective Teaching
Corrective Strategies
Incidents of Serious Misconduct

Academic Reading Scores

3.1%

Attendance

15.6%

80%
Omaha South High School
Omaha, NE

Referral Comparison

2017-2018: 2329
2018-2019: 1759
Slade Middle School
New Britain, CT
Referral Comparison

2017-2018: 1279
2018-2019: 973
Suspensions

Chamberlain Elementary

2015-2016: 57
2016-2017: 26

Gaffney Elementary

2015-2016: 16
2016-2017: 0
Manch Elementary
Las Vegas, NV
Referral Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>1591</td>
</tr>
<tr>
<td>2018-2019</td>
<td>492</td>
</tr>
</tbody>
</table>
Where can you go from here?

- Prevent Problem Behavior
- Encourage Positive Behavior
- Correct Problem Behavior

**Tertiary**
- Specialized Classroom Management
- Positive Alternatives to Suspension
- Day School Replication

**Secondary**
- Inclusion Support
- No Room for Bullies

**Universal**
- Well-Managed Schools, Administrative Intervention®
- Safe & Healthy Secondary Schools
- Teaching Social Skills in Schools
Boys Town Resources

• Boys Town National Hotline
  1-800-448-3000

• Workshops
  1-800-545-5771
  boystowntraining.org
  Questions: training@boystown.org

• Boys Town Press
  1-800-282-6657
  boystownpress.org

• Social Media Accounts
  @BT_Ed
  @BoysTownTraining
  @BoysTownTraining
  @BoysTownPress
  @BoysTownPress
  @BoysTownPress