

We've all read reports about the shortage of qualified workers. Employers are repeating the importance of employability skills. Many of the most sought-after employability skills are directly linked to social and emotional learning competencies. Let's explore a crosswalk of CDO's standards and SEL competencies and the seamless connection between the two in CTE programming. After employability skills are directly linked to social and emotional learning competencies:



Let's Talk CTE & SEL, ASAP!

Marla Berlin

Director of College & Career Education



What is SEL?

Social and emotional learning is a process through which children and adults develop the **fundamental skills for life effectiveness**. These are the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. From *Measuring the Social-Emotional Learning*

SEL "is the process through which children, youth and adults acquire and effectively apply the knowledge, attitudes and skills necessary to **understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**" From *Measuring the Social-Emotional Learning*

Year 4: SEL



Year 1 : Brain

Year 3: Mindfulness

Year 2: Trauma

Citi's SEL Menu...

PREREQUISITES

- Faculty Meeting Materials for Mindfulness-based SEL/Thuma/BRAIN
- Faculty Meeting Materials for Trauma Informed SEL
- Resource Sharing & Collaboration Space (Ongoing-based, ongoing/developing)

LIGHT PAPER

- Why Trauma Matters Part 1 (3/1/16, 34 Pgs., 2:28:19 PM)
- Social Emotional Learning: A Practical Guide (12/15/16, 15:46:34)
- World Educator Network (2/5, 3/18, 5/7, 8/1)
- College Crisis (3/20, 4/17, 5/15, 6/12)
- „Jan Focus on my Breath?—Where to begin with Mindfulness 2.25: 15 Pgs.

ENTRIES

- Embedded PD in Mindfulness-based SEL
- Mental Health Education & Social Emotional Learning: Cultivating Mindful Connections (3/4, 3/22 Two Full Days)
- Helping Kids Own Their Trauma Diapers (1/31 P4)
- Mindfulness in the Classroom: Overview & Getting Started (4/19 Full Day)
- The Ethics of Issues: Health & Wellbeing
- Cognitive Coaching Foundations Training (6/4, 6/5, 6/26, 7/6, 7/10, 7/18, 7/31 Full Day Sessions)
- The Ethics of Self-Care for Educators TBD
- Mindful Communication & Coaching TBD
- Daily Energy Routine TBD
- Mindfulness Practices that Work: A Toolkit, with 60 new TBD
- A Restorative Approach to In-School Suspension TBD
- Trauma-Informed Environment TBD

<https://www.citibos.com/SEL>



NYSED SEL Benchmarks

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

<https://www.nysed.gov/education/standards/SEL/Benchmarks.pdf>



How does this make you feel?

What are you grateful for?

Find someone you don't know. This is your new partner.



Take a moment to reflect on...

...these are MY struggles ...

Share your thoughts with your elbow partner.

How do we connect this...



With this?



What Employers Want: Why SEL is Critical to Career Success



By Stephanie

WHY IS SOCIAL AND EMOTIONAL LEARNING (SEL) ESSENTIAL FOR EMPLOYABILITY?

Improving College and Career Readiness by Incorporating Social and Emotional Learning

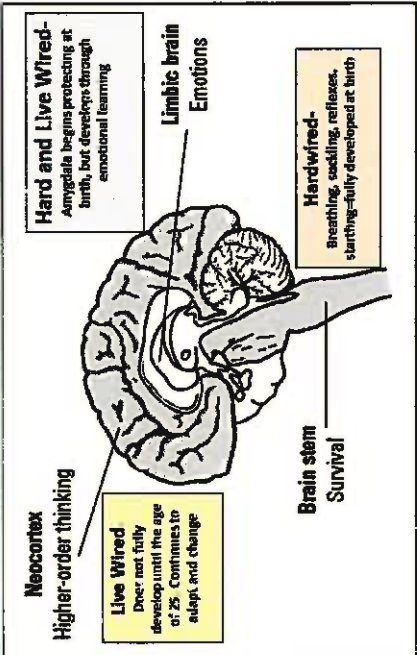
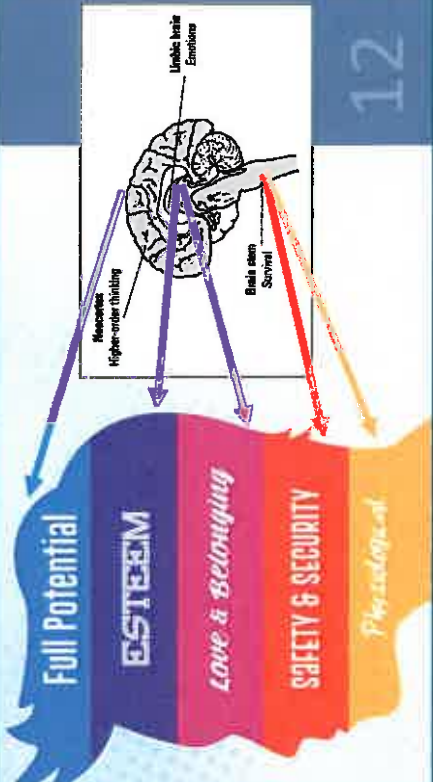
Future-Ready: Connecting Social-Emotional Learning and Employability Skills in the 21st Century Classroom

The Growing Link Between SEL and Employability Skills

Monday, April 30, 2018 | By: Jordan Prosser

Let's start with the brain...





<http://food4freedom.com/brain-brain/>

Emotional Needs Of The Amygdala



Hyper-arousal

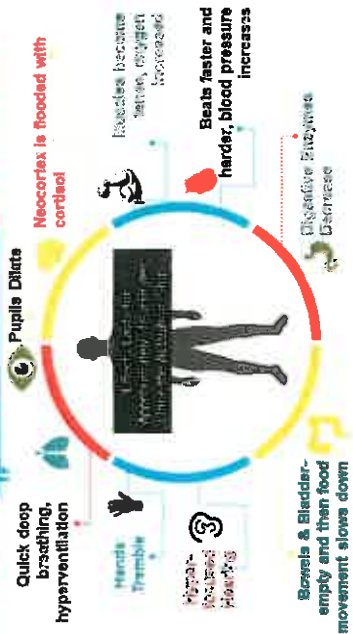
- Unable to focus or not still
- Wild fluctuations in moods
- Aggressiveness
- Manic and depressive episodes
- Hyperemotional
- Accidents (falling, burns)
- Impulsive
- Blame seeking

Hypo-arousal

- Unstable
- Withdrawn from others
- Timid
- Subdued
- Disassociates—flits in and out
- Avoids tasks
- Flounders (can't learn, attitude)
- Frigid-like

From: R. S. Kanner (1924), cited in R. S. Kanner (1953), *Child Psychology: A Modern Approach*. New York: Wiley.

Immediate Effects of an Amygdala Activation



ACES Adverse Childhood Experiences



ABUSE

- Physical: House icon
- Emotional: Person with lightning bolt icon
- Sexual: Person with lightning bolt icon

NEGLECT

- Physical: Person with lightning bolt icon
- Emotional: Person with lightning bolt icon

HOUSEHOLD DYSFUNCTION

- Mental Illness: Person with lightning bolt icon
- Substance Abuse: Person with lightning bolt icon
- Parental Divorce: Two people with lightning bolt icon
- Parental Instability: Person with lightning bolt icon
- Domestic Violence: Person with lightning bolt icon

The 10 Correlated ACES

<https://www.cdc.gov/ncjrs/law/publications/aces.html>

Impact of ACEs on School Performance

Children with 3 or more ACEs are nearly 4 times (OR=3.66) more likely to have developmental delays

Children with 4 or more ACEs are 32 times more likely to have behavioral problems in school

Chen et al., "Trauma-Informed Approach to Address Child Behavioral Problems (ACEs) - Building Resilient Communities" 2014

Possible Adult Impacts

<https://www.cdc.gov/ncpc/lans/prevention/behavioral/aces.html>

BEHAVIOR		PHYSICAL & MENTAL HEALTH	
Look of physical activity	Smiling	Overweight	Depression
Alcoholism	Drug use	Depression	Suicide attempts
Missed work	PTSD	Stroke	Brain injury
Heart disease	Cancer	Diabetes	COPD

Flight

Withdrawing
Fleeing the classroom
Skipping class
Daydreaming
Struggling to sleep
Avoiding others
Hiding or wandering
Becoming disengaged

Fight

Acting out
Behaving aggressively
Acting ally
Exhibiting defiance
Being hyperactive
Arguing
Screaming/yelling

Freeze

Exhibiting numbness
Refusing to answer
Refusing to get needs met
Giving a blank look
Feeling unable to move or act



Your Body Hears
Everything
Your Mind Says.

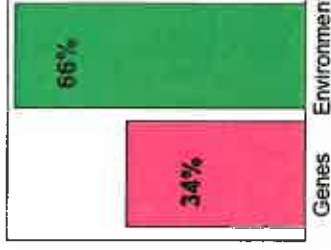
Good Times Foundation



There's nearly a 2-1 advantage of the potency of environmental influences over genetic ones.

This suggests hope for all children!

(Dedrick et al., 1997)



SEL Signature Practice: Welcoming Practices



Brigade Toolbox Talk



**Morning Meeting
Town Hall Meeting**

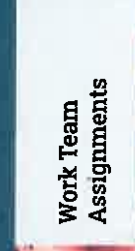


**Tailgate Talks
Roundup Reviews**

SEL Signature Practice: Engaging Practices



Break Time



Work Team Assignments



Project Based Learning

SEL Signature Practice: Optimistic Closure



Gots & Wants



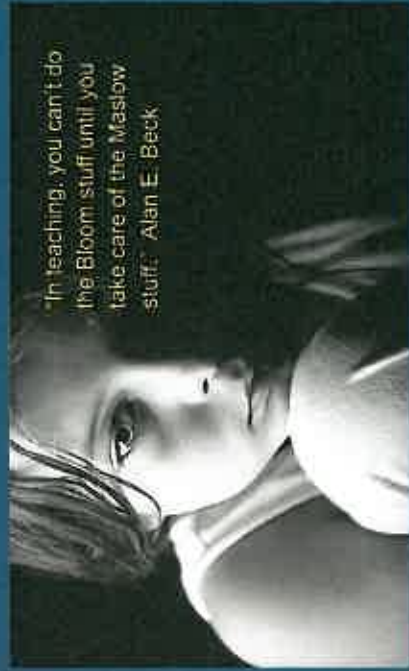
What I learned
today was ...



What we need to
work on tomorrow
is ...



"In teaching, you can't do
the Bloom stuff until you
take care of the Maslow
stuff." Alan E. Beck



Prerequisites for a Safe, Supportive School Community

Prerequisite	Prerequisite	Anticipated Outcomes
School Culture and Climate	School leadership, policies and practices Community building Funding support	Positive school culture and climate Increased positive relationships between and among students and school staff Increased academic performance Health supports
Discipline	Discipline as a "teachable moment" seeking concurrent accountability and social emotional growth SEL and SEL related interventions as a restorative practice, brought into the discipline process	Increased school connectedness Increased attendance Reduced chronic absenteeism Positive relationships between families and school Greater parent and community engagement
Instruction	Explicit instruction in social emotional core competencies Integration of SEL within the content areas Cultural teaching practices that support social emotional development	Increased use of restorative practices to address misconduct seeking concurrent accountability and behavioral change Reduced need for suspension Fewer number and decreased severity of decreased DASA incidents Decreased number of violent incidents Fewer schools designated "persistently dangerous"
Professional Development	Capacity building of instructional and non-instructional staff to support SEL implementation and model the five core competencies	
Parent and Family Engagement	Participation in community building Capacity building to promote children's mastery of the social emotional core competencies Capacity building to support restorative disciplinary practices	
After, Summer & community school programs	Programs, activities, aligned with the school SEL principles, policies and procedures Staff included in SEL professional development	

Self-Awareness Self-Awareness Relationship Skills Responsible Decision-Making Social Emotional Learning Competencies

We Regulate

Develop **self-awareness** and **self management skills** essential to success in school and in life.

- Identify and manage one's emotions and behavior
- Recognize personal qualities and external supports
- Demonstrates skills related to achieving personal and academic goals

We Regulate: Develop self-awareness and self-management skills essential to success in school and in life.

- Work Plans
- Time Sheets
- Daily Journal
- Career Plan
- Identify Available Resources
- ...

We Connect

Use **social awareness** and **interpersonal skills** to establish and maintain positive relationships.

- Recognize the feelings and perspectives of others
- Recognize individual and group similarities and differences.
- Use communication and social skills to interact effectively with others
- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

We Connect: Use social awareness and interpersonal skills to establish and maintain positive relationships.

- Mock Interviews
- Peer Feedback
- Google Classroom
- Customer Service
- ...

We Lead

Demonstrate **ethical decision-making skills** and **responsible behaviors** in personal, school, and community contexts

- Consider ethical, safety, and societal factors in making decisions
- Apply decision-making skills to deal responsibly with daily academic and social situations
- Contribute to the well-being of one's school and community

We Lead: Demonstrate ethical decision making skills and responsible behaviors in personal, school, and community contexts.

- Team Leader
- Project Manager
- CTISOs
- OSHA certification
- ...

How do we support the faculty and staff in embracing SEL?

Is SEL as important as academic learning?

81% of parents

93% of teachers

96% of administrators

said YES 

Michigan SEL Initiatives' 2018 Social and Emotional Learning Report

www.michigan.gov/education

ESSA

- "...mandates that states include at least one non-academic indicator within their system to assess student outcomes."
- "Establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success"
- Safe and healthy students
- Mental health programs

In-School Suspension Room

- What is the purpose? Punishment? Teaching? De-escalation?



Current CITI In-School Suspension Rooms



Proposed Changes:

- Paint
- Blackboard Wall
- Change Lighting
- Alternate seating
- Plants
- Water feature

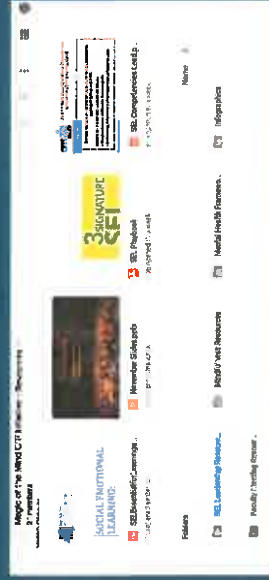
Cafeteria

- Lower lighting
- Games
- Alternate location
- Separate schedules
- ...



CITI's Instructional Support specialists provide in a Google Drive:

- ➔ Powerpoint
- ➔ Activities
- ➔ Articles
- ➔ SED documents



We Connect Social Awareness Interpersonal Skills

Welcoming Ritual

What is something sweet
you are looking forward to
this month?



Welcoming Ritual

What is your favorite Super
Bowl snack?



Small Things Teachers Can Do Every Day

All of these make more of a difference to students than we typically appreciate

- Use students' names often
- Establish shared agreements and rules with students
- Enforce ground rules and agreements consistently with the help of students
- Model behaviors of respect, caring, self-control, and fair decision-making
- Be consistent and predictable with ALL students
- Provide specific feedback: verbal or written
- Use energetic, enthusiastic, and receptive body language and words to convey interest and respect
- Use a respectful *quiet down* signal to gain class attention



Small Things Teachers Can Do Every Day

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- Model behaviors of respect, caring, self-control, and fair decision-making
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SEL Skills That Are Critical in the Workplace

Forbes magazine published survey results from the National Association of College and Employers on the top 10 skills employers want in graduates. The top 4 are directly related to SEL competencies.

1. Ability to work in a team structure
2. Ability to make decision and solve problems
3. Ability to communicate verbally with people inside and outside an organization
4. Ability to plan, organize and prioritize work

How do we maintain community throughout the school year?

What is your hunch about why this matters?

How do we maintain teamwork throughout the school year?

Why does it matter?



Optimistic Closure

Share one word or phrase that summarizes your learning for today



Optimistic Closure

Share one word or phrase that summarizes your learning for today



NYS Employability Profile

1. I am a hard worker and I take pride in my work.	
2. I am a team player and I work well with others.	
3. I am a good listener and I follow directions.	
4. I am a good communicator and I can express my ideas.	
5. I am a good problem solver and I can think of creative solutions.	
6. I am a good time manager and I meet deadlines.	
7. I am a good decision maker and I can take responsibility for my actions.	
8. I am a good learner and I can take feedback.	
9. I am a good leader and I can inspire others.	
10. I am a good customer service representative and I can meet the needs of my customers.	

We Regulate
We Connect
We Lead

Employability Profile

Response to Supervision

Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance.

We Regulate.

We Connect.

We Lead.

Employability Profile

Health & Safety

Complies with health and safety rules for specific workplace.

We Regulate.

We Connect.



"In teaching, you can't do the Bloom stuff until you take care of the Maslow stuff." Alan E. Beck

CDOS Standard	Commencement Level	SEL Benchmark	Sample Connections
<p>Standard 1: Career Development</p> <p>Students will be knowledgeable about the world of work options, and relate attitudes and abilities to future career decisions</p>	<p>Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</p> <ul style="list-style-type: none"> Re-evaluate long-range personal goals and match them to a career option Prepare a personal balance sheet of strengths and weaknesses and experiences needed for successful employment in a career option Develop resumes and letters of application Apply effective interviewing techniques Design a personal school-to-work plan 	<p>Self-Awareness & Self-Management:</p> <ul style="list-style-type: none"> Identify and manage one's emotions and behavior Recognize personal strengths and external supports Demonstrate skills related to achieving personal and academic goals <p>1 CAN!</p> <ul style="list-style-type: none"> Analyze how thoughts and emotions affect decision making and problem solving Set priorities that build on strengths and identify areas for improvement Analyze how positive adult role models and mentors can contribute to my personal growth and achievement 	<ul style="list-style-type: none"> Interviewing techniques relate to self-awareness and self-management Self-regulation skills at play when engaging in an interview Goals --setting, monitoring, adjusting, and reflecting on them --a gain directly overlap



Business Leaders Agree:
SEL Is Key

— Jack Brown, University of Wisconsin System, CEO and former governor, strategic
Source: Survey of the Top 100 Business Leaders in America, 10th Edition, October 2012. Includes the findings from the 2012 survey, published in the National Business Leadership Initiative Report, November 2012. See www.nbls.org for more information. © 2012, University of Wisconsin System, Center for the Study of Entrepreneurial Leadership.

OF 381 BUSINESS LEADERS SURVIVED BY 2012 BY ANNUALITY

88% of respondents agree that children's physical, emotional, and emotional experiences in the first five years of life affect the development of their communication skills and social skills that last a lifetime.

55% of business leaders spanning more than 100 years ago request to recruit the top talent for their organizations based on their soft skills that last a lifetime.

92% of respondents agree that children's physical, emotional, and emotional experiences in the first five years of life affect the development of their communication skills and social skills that last a lifetime.

Which of the following terms best describe the set of skills that are most important for business leaders, CEO's, Presidents, and other top executives to possess? (Multiple choice, select all that apply)

Term	Percentage
Leadership	45%
Communication	42%
Emotional Stability	38%
Problem Solving	35%
Teamwork	32%
Resilience	28%
Networking	25%
Adaptability	22%
Strategic Thinking	20%
Empathy	18%
Conflict Resolution	15%
Time Management	12%
Decision Making	10%
Public Speaking	8%
Writing Skills	7%
Customer Service	5%
Project Management	4%
Financial Literacy	3%
Global Awareness	2%
Technical Skills	1%
Other	1%

"The pipeline to a successful workforce depends on children of all backgrounds"

Source: Survey of the Top 100 Business Leaders in America, 10th Edition, October 2012. Includes the findings from the 2012 survey, published in the National Business Leadership Initiative Report, November 2012. See www.nbls.org for more information. © 2012, University of Wisconsin System, Center for the Study of Entrepreneurial Leadership.





Five + 1 Core Social Emotional Competencies Embedded within NYS SEL Goals

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- Identify and manage one's emotions and behavior
- Recognize personal qualities and external supports
- Demonstrates skills related to achieving personal and academic goals

We Connect

Use **social awareness** and **interpersonal skills** to establish and maintain positive relationships.

- Recognize the feelings and perspectives of others
- Recognize individual and group similarities and differences.
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We Lead

Demonstrate **ethical decision-making skills** and **responsible behaviors** in personal, school, and community contexts

- Consider ethical, safety, and societal factors in making decisions
- Apply decision-making skills to deal responsibly with daily academic and social situations
- Contribute to the well-being of one's school and community

EMPLOYABILITY PROFILE

Student Name:	Identification Number:	School Name:
Type of Work-based Learning Experience(s):	Worksite Name/Location(s):	Description of Experience(s)

EVALUATION GRADING SCALE: General Key

PERFORMANCE SKILLS	Needs Improvement (2)		Meets Expectations (3)				Exceeds Expectations (4)
	Needs Improvement (2)	Inconsistently demonstrates the skills needed for the position. Further development is needed.	1	2	3	4	
PERFORMANCE SKILLS	PERFORMANCE EXPECTATIONS						
ATTENDANCE	Understands work expectations for attendance and adheres to them. Notifies supervisor in advance in case of absence.						COMMENTS: STUDENT WORK READINESS SKILLS
PUNCTUALITY	Understands work expectations for punctuality. Arrives on time for work, takes and returns from breaks on time and calls supervisor prior to being late.						
WORKPLACE APPEARANCE	Dresses appropriately for the position and duties. Practices personal hygiene appropriate for position and duties.						
TAKES INITIATIVE	Participates fully in task or project from initiation to completion. Initiates interactions with supervisor for the next task upon completion of previous one.						
QUALITY OF WORK	Gives best effort, evaluates own work and utilizes feedback to improve work performance. Strives to meet quality standards and provides optimal customer service.						
KNOWLEDGE OF WORKPLACE	Demonstrates understanding of workplace policy and ethics.						
RESPONSE TO SUPERVISION	Accepts direction, feedback and constructive criticism with positive attitude and uses information to improve work performance. Demonstrates flexibility when nature of work changes.						
COMMUNICATION SKILLS	Gives full attention to what other people are saying, asks questions as appropriate and understands what was heard. Communicates concerns clearly and asks for assistance when needed.						

Handwritten notes with arrows pointing to the evaluation grid:

- WE Regulate
- WE Connect
- WE Lead

PERFORMANCE EXPECTATIONS		1	2	3	4	COMMENTS: STUDENT WORK READINESS SKILLS
PERFORMANCE SKILLS						
SOLVES PROBLEMS and MAKES DECISIONS	Identifies the nature of the problem, evaluates various ways of solving the problem and selects the best alternative.					
COOPERATES WITH OTHERS	Interacts and communicates with others in a friendly and courteous way. Shows respect for others' ideas, opinions and racial and cultural diversity. Effectively works as a member of a team.					
RESOLVES CONFLICT	Identifies the source of conflict, suggests options to resolve it and helps parties reach a mutually satisfactory agreement.					
OBSERVES CRITICALLY	Carefully attends to visual sources of information. Evaluates the information for accuracy, bias and usefulness. Develops a clear understanding of the information.					
TAKES RESPONSIBILITY FOR LEARNING	Identifies one's strengths and weaknesses. Sets goals for learning. Identifies and pursues opportunities for learning. Monitors one's progress toward achieving these goals.					
READS WITH UNDERSTANDING	Reads print materials in a variety of formats (signs, books, instruction sheets, forms, charts, etc.) to locate, understand, apply and manage information they contain.					
SOLVES PROBLEMS USING MATH	Works with mathematical information (numbers, symbols, etc.), procedures, and tools and applies skills to answer a question, solve a problem, verify the reasonableness of results, make a prediction or carry out a task that has mathematical dimensions.					
HEALTH AND SAFETY	Complies with health and safety rules for specific workplace.					
TECHNOLOGY	Uses job-related tools, technologies and materials appropriately.					
ADDITIONAL INFORMATION						
Based on your knowledge of this student, how would you rate his/her overall work performance?						
OTHER WORK-RELATED (JOB SPECIFIC/TECHNICAL SKILLS); STRENGTHS and/or ACADEMIC ACHIEVEMENTS						
Signature of reviewer:		Print name:		Title:		Review date:



Safety Brief Series

Safety Brief - 2015-1
Updated—2018

How to Conduct a Tailgate Talk

Use T2 Tailgate Talks as guides to help you conduct 10-15 minute tailgate training sessions for your crew.

The Concept

A tailgate talk is a short informational meeting held with employees to discuss a worksite related safety topic. The term *tailgate meeting* comes from the practice of meeting around the tailgate of a pickup truck on site. The goal of the tailgate talk is to inform employees of specific hazards associated with a task and the safe way to do a job. Tailgate talks also serve as reminders to employees of what they already know while establishing the supervisor's credibility and conscientiousness about his/her responsibilities for safety.

Tips for Running Successful Tailgate Talks

- Keep them brief. Ten to 15 minutes is an ideal amount of time for a tailgate talk.
- Keep them specific. Tailgate meetings must address specific hazards or safe workplace practices that relate to the job and/or work the employees are actually performing.
- Keep them relevant. Meetings should draw on the experience of employees and utilize that experience to remind them of the dangers of particular construction processes, tools, equipment and materials.
- Limit sessions to a small number of workers. Six to ten is a good number.
- Always give workers an opportunity to ask questions at the end of the tailgate talk. Don't make snide remarks to employees who do ask questions, as this will discourage others from asking questions later.
- Conduct tailgate talk training sessions an average of once a week. Dedicate a specific time for the training. Hold sessions early in the week, but not on Monday mornings. Choose a quiet spot that is comfortable for your workers.
- Keep a short record of what topic was discussed, when, and which employees were present so you can avoid repetition and maximize the impact of the talks.
- Practice what you preach. Nothing makes a trainer lose credibility faster than to have a worker see him/her doing something that violates the safety procedures that were covered in a previous tailgate talk. Always set a good example.
- Remember to always just KISS (Keep it Simple for Safety).

Prepare Your Presentation

- Present one topic per session. It is easier for most workers to digest one topic at a time.
- Use topic-related fact sheets like the Tailgate Talks provided by the T2 Center (found at: www.t2center.uconn.edu).
- Look for visual aids (examples: warning signs, a flipchart, an illustration on poster board).
- Photocopy handouts ahead of time.
- Read through the materials the night before.

Conduct the Session

- Keep your presentation informal. Hold sessions on employees' turf.
- Limit sessions to no more than 15 minutes to avoid losing employees' attention. Employees are more likely to look forward to shorter sessions.
- Conduct sessions regularly. Consistently held sessions reinforce the importance of safety. Employees are more likely to put concepts into action and constant reinforcement keeps ideas fresh.
- Do not "lecture."
- Do not use words your employees won't understand.
- Use visual aids.
- Involve the workers in discussion of the topic.
- Allow time for questions at the end.
- Have workers sign a sheet showing they were trained and keep it on file.



Basic Training Tips:

- Be enthusiastic about the topic.
- Don't speak in a monotone voice.
- Don't "spoon-feed" information to trainees. Get them involved.
- Choose topics employees can relate to.
- Set a good example.
- Reward good ideas and safe practices.
- Show you really care.



Technology Transfer Center

Celebrating **35** Years

For more Tailgate Talks, Safety Briefs or more information about the Connecticut Technology Transfer Center, visit us at: www.T2center.uconn.edu

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APPENDIX A: EXAMPLE OF MULTI-TIERED SYSTEM OF SUPPORTS



Tier 3: Tertiary Interventions - Specialized, individualized, serves high-risk students (1 -5% of total population)

Tier 2: Secondary Interventions - Specialized, serves groups with at-risk behaviors (5-15% of total population)

Tier 1: Universal Interventions - School-wide or classroom-wide, serves all students (Effective for approximately 80% of total population)

	SEL	Mental Health Support	Behavioral Supports & Interventions	Restorative Practices	Academic Supports & Interventions/RTI
Tier 3	<ul style="list-style-type: none"> Targeted explicit instruction in SEL competencies General SEL practices and strategies that build skills Practices and strategies that build skills 	<ul style="list-style-type: none"> Change in behavior Individualized interventions Group counseling Family/peer support Referral to services 	<ul style="list-style-type: none"> Individual/small group counseling Support groups (e.g. anger management, etc.) Family Engagement Substance abuse prevention counseling Referral to services 	<ul style="list-style-type: none"> Peer Mediation Restorative Problem-Solving Circles Formal Restorative Conference Community service 	<ul style="list-style-type: none"> Peer Tutoring and Paired Reading Small group supplemental instruction Guided instruction Visual/auditory aids/cues and manipulatives
Tier 2	<ul style="list-style-type: none"> Explicit instruction in SEL Competencies Integration of SEL within the content areas General teaching practices that model and support SEL School climate surveys (student, staff, families) SEL Plan based on survey and other student data Family engagement 	<ul style="list-style-type: none"> Mental health education Mental health screening Prevention/ intervention supports (e.g. stress management, wellness, drug/substance abuse/ suicide prevention, etc.) Trauma-Informed/ trauma-sensitive approach Peer education 	<ul style="list-style-type: none"> Faculty/staff mentor Daily Check In/Check Out Daily Progress Reports (DPR) Social and Academic Instructional Groups (Small Group) Individual Behavior Contract Academic and/or behavioral coach Targeted afterschool support program(s) 	<ul style="list-style-type: none"> Community Building Circles Negotiation Skills Training Peer Mediation Restorative Circles Community service Student circle keeper training Family Engagement Responsive discipline policies 	<ul style="list-style-type: none"> Standards-aligned, differentiated, data informed, cross-curricular, culturally responsive instruction Goal-setting for learning Student self/peer assessments Project based learning/ assessments Family engagement Universal Design for Learning Health Education Coordination
Tier 1	<ul style="list-style-type: none"> Explicit instruction in SEL Competencies Integration of SEL within the content areas General teaching practices that model and support SEL School climate surveys (student, staff, families) SEL Plan based on survey and other student data Family engagement 	<ul style="list-style-type: none"> Mental health education Mental health screening Prevention/ intervention supports (e.g. stress management, wellness, drug/substance abuse/ suicide prevention, etc.) Trauma-Informed/ trauma-sensitive approach Peer education 	<ul style="list-style-type: none"> Schoolwide Behavioral Expectations Evidence-based classroom management Guidance conference(s) Training of peer educators Student leadership opportunities Bullying prevention (i.e., DASA) Culturally responsive practices Student government, extracurriculars Afterschool and summer programs Community schools Community service opportunities 	<ul style="list-style-type: none"> Community Building Circles Negotiation Skills Training Peer Mediation Restorative Circles Community service Student circle keeper training Family Engagement Responsive discipline policies 	<ul style="list-style-type: none"> Standards-aligned, differentiated, data informed, cross-curricular, culturally responsive instruction Goal-setting for learning Student self/peer assessments Project based learning/ assessments Family engagement Universal Design for Learning Health Education Coordination

Adapted from Illinois SS/HS State Group and Erie 2 BOCES