Social Emotional Programming
A Success Story

Norah Barney- Preschool - 2nd Grade Principal

Rose Kellegher- School Counselor

Tracy Russell- Kindergarten teacher

Brianna Saltenberger- Preschool teacher

Objectives

1. Participants will learn about the impact of an SEL program
2. Participants will learn about a few assessments used to assess SEL
3. Participants will learn why SEL is so important

Stop and Think

What was the most challenging thing that happened in your classroom/school this week?

Take a moment to write it on your sticky note

Lincoln Primary School Demographics

275 Students (ages 3 to 8)

10-15 students are enrolled in CSCT - those that don't qualify are referred to other resources.

23.7% of the School District Population is Identified as Having a Disability

100% Free Breakfast and Free Lunch - our school is over 60% on Direct SNAP benefits

ADD ED KIDS, ADD SMALL GROUP KIDS WITH ROSE,

Office Referral Examples

Student threw desk at another student and screamed at the classroom

Student ran out of classroom, ran down the hallway screaming, tearing everything down off the walls

Student punched another student in the face on the playground when student took his ball on the playground

Student called teacher names, hit and kicked teacher repeatedly in legs and arms and torso

Traditional Discipline

We gave punitive consequences

Suspensions

Removal from classrooms

Teacher's Comments

"I can't teach."

"You need to get this kid out of here."

"This is ridiculous ... why is this student in my class."

"This kid is lazy and he's too dumb to do the work."

"My class is not learning. Why is this kid allowed in school?"

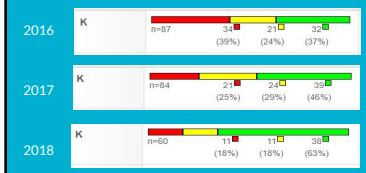
"Why is this kid not at the Center?" (Place for students with challenging behavior)

"I've never met a kid I didn't like it....until now."

Office Referrals

2014	263*
2015	293*
2016	195**
2017	108
2018	36 (2 Quarters)

DIBELS Data - Students Entering Kindergarten Ready - Beginning of Year



I felt like I was running a mental health institution. We were handing out lithium and risperdal and adderall to kids ages 3 to 8."

Steps to Alleviate the Challenging Behaviors

2015	Preschool Development Grant
2016	Conscious Discipline Adoption as SEL Program
2017	Creation of Transitional Kindergarten
	Adopted eDECA to assess Social Emotional Area's for Prek
2018	Workstations in Kindergarten
	Adopted DESSA to assess Social Emotional Area's for k-2

Preschool

Inclusive Model
- 3 Year Old Classroom
  - ½ day class M- TH
  - 1 para - max out at 14
- 4 year old Classroom
  - Full Day M-F
  - 1 para - max out at 16

Serve Students with the Following Disabilities:
Autism, Speech and Language, Developmentally Disabled, Emotionally Disturbed, and Speech and Language Impairment

Transitional Kindergarten

- Students that aren't quite ready yet for Kindergarten
  - Generally summer birthdays
  - Limited to No previous experience in preschool
  - Low scores on the DIAL
  - Areas of need on the DECA
  - Designed for students that need help with self-regulation

Conscious Discipline Adoption

Traditional Discipline	Conscious Discipline
It is possible to control others through environmental manipulations.	Controlling and changing ourselves is possible and has a profound impact on others.
Rules govern behavior.	Connectedness governs behavior.
Conflict is a disruption to the learning process.	Conflict is an opportunity to teach.

Seeing Misbehavior Differently

A child throws a fit in the grocery store.

A) Missing the ability to handle frustration?
B) Spoiled child who won't listen to her mother when she says no?

A child does not follow directions when told.

A) Missing the ability to pay attention and keep out distractions?
B) Non-compliant child who tests the teacher?

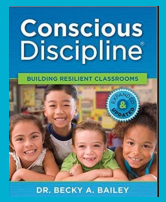
A child intentionally hits another child.

A) Missing the ability to manage frustration?
B) Mean disrespectful child?

A child constantly pushes or elbows other children.

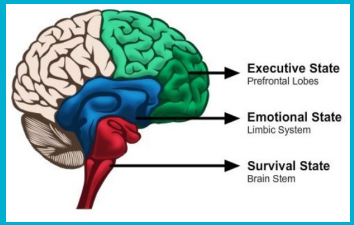
A) Missing the ability to control impulses?
B) Disrespectful child who refuses to keep hands and feet to self?

Book Study





Brain States





Noticing Language

"You _____,
so _____.
That was helpful!"
(Describe exactly what they did (like a sports announcer) and then say how it was helpful.)

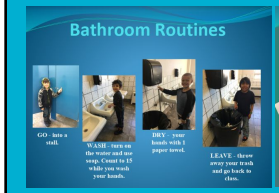


Visual Schedules

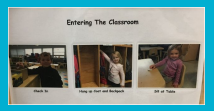




Rituals and Routines









Classroom Family





5 Steps to Self-Regulation



E-deca - 3-5 years of age

Attachment/Relationships

Initiative

Self-Regulation

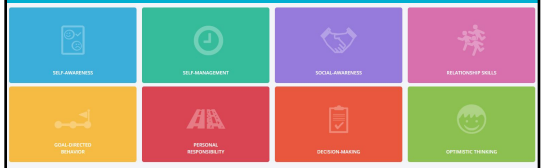
Behavioral Concerns

Focus on a student strengths - tied to Conscious Discipline

DECA Questions

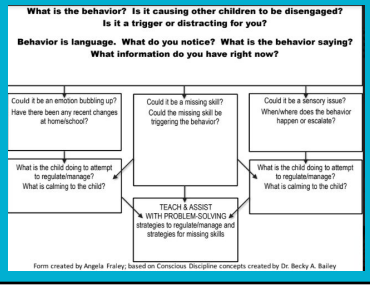
1. act in a way that made adults smile or show interest in him/her?
2. listen to or respect others?
3. control his/her anger?
4. seem sad or unemotional at a happy occasion?
5. show confidence in his/her abilities (for instance, say "I can do it!")?
6. have a temper tantrum?
7. keep trying when unsuccessful (show persistence)?
8. seem uninterested in other children or adults?
9. use obscene gestures or offensive language?
10. try different ways to solve a problem?
11. seem happy or excited to see his/her parent or guardian?
12. destroy or damage property?
13. try or ask to try new things or activities?
14. show affection for familiar adults?

DESSA - ages 6 - 8th grade



Our Process

1. All students are evaluated with edeca or DESSA
2. Grade Level Meetings are Held
   a. Students who are flagged are given needed support in the following ways:
      i. Classroom Teacher's focus on 1 area
   b. Students are given individual or small group lessons on needed area's through CSCT or the school counselor
3. Parents are also given the assessment - Family Engagement Coordinator provides needed support
4. Process repeats 3 times a year (September, December, April/May)
5. Self-Regulation Tools are sent on with the student so next year's teacher doesn't have to start from scratch



Final Words of Wisdom

SEL - takes time - no quick fixes

There are many SEL programs available - pick one and get started

Philosophy Switch - will not work in a punitive toxic work environment

Exit Ticket

3-2-1 Activity

3 Things You Learned	2 Things You Want to Know More About	1 Thing You Will Implement in Your School
1. 2. 3.	1. 2.	1.

Contact Information

Norah Barney - principal - nbarney@anacondaschools.org

Rose Kellegher - counselor - rkellegher@anacondaschools.org

Brianna Saltenberger - preschool teacher - bsaltenberger@anacondaschools.org

Tracy Russell - K teacher - trussell@anacondaschools.org