MDE SEL Competencies: What They Are, and How to Assess and Address Them

Part 6: Responsible Decision-Making

XSEL LABS

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xSEL Labs

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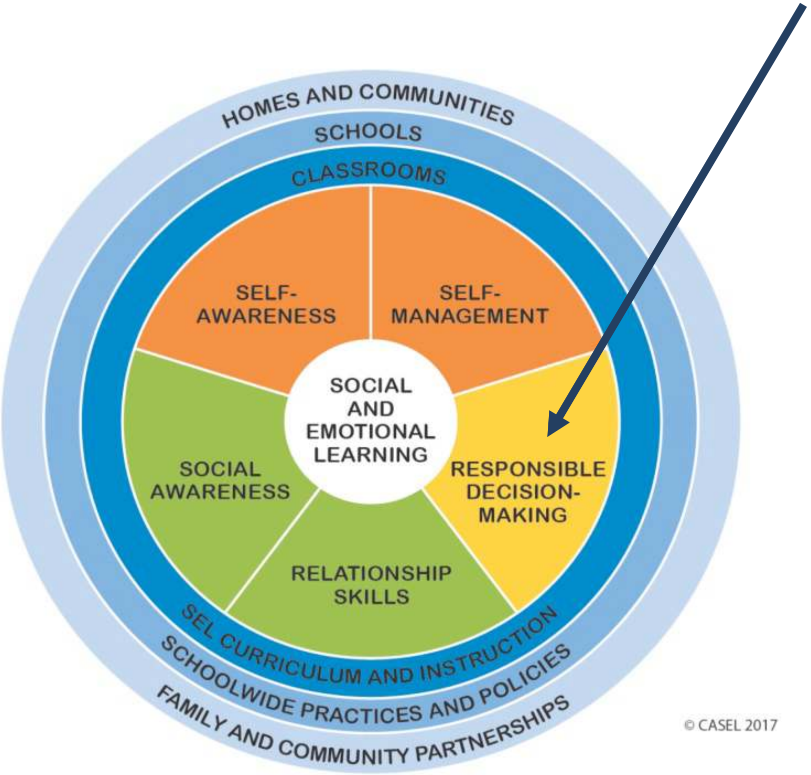
Traverse Bay Area Intermediate
School District

Today’s Focus

Responsible Decision-Making


HOMES AND COMMUNITIES
SCHOOLS
CLASSROOMS
SELF-AWARENESS
SELF-MANAGEMENT
SOCIAL AND EMOTIONAL LEARNING
SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING
RELATIONSHIP SKILLS
SEL CURRICULUM AND INSTRUCTION
SCHOOLWIDE PRACTICES AND POLICIES
FAMILY AND COMMUNITY PARTNERSHIPS

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Today's Focus

Responsible Decision-Making

5A. Uses personal, ethical, safety, and cultural factors in making decisions

5B. Develop, implement, and model effective decision-making skills to deal responsibly with daily academic and social situations

5C. Play a developmentally appropriate role in classroom management and positive school climate

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Why It Matters

Responsible Decision-Making

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What is “Climate”?

Student perceptions of the conditions of learning. These three are highly correlated with academic, social and emotional outcomes:

- Sense of safety
- Sense of belonging
- Academic support

Influences on Climate

Student Behavior

Teacher Practices

Classroom Climate

Real-World Example

abcdefgh
103
Ball
3+3=6
10+10=20
100+100=200
300+300=600

How to Assess It

How to Assess

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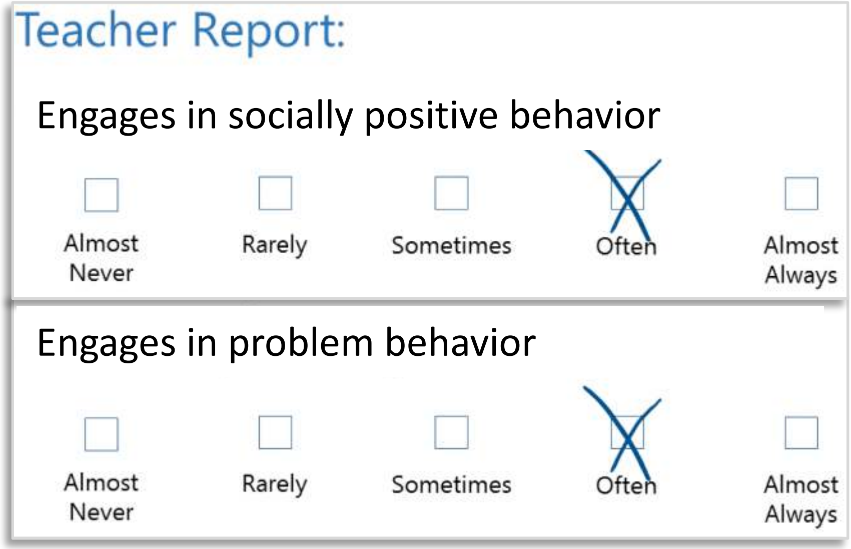
Kinds of Formal Assessments



Teacher Report:

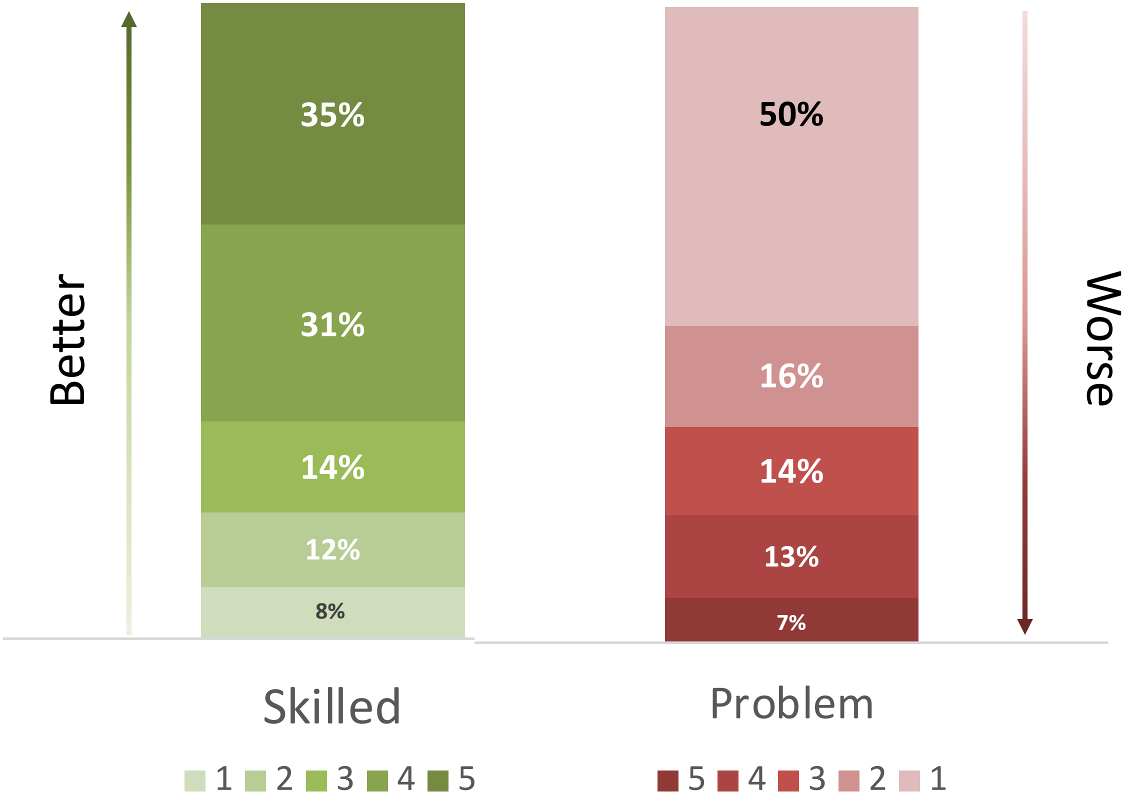
Engages in socially positive behavior

☐ Almost Never ☐ Rarely ☐ Sometimes ☒ Often ☐ Almost Always

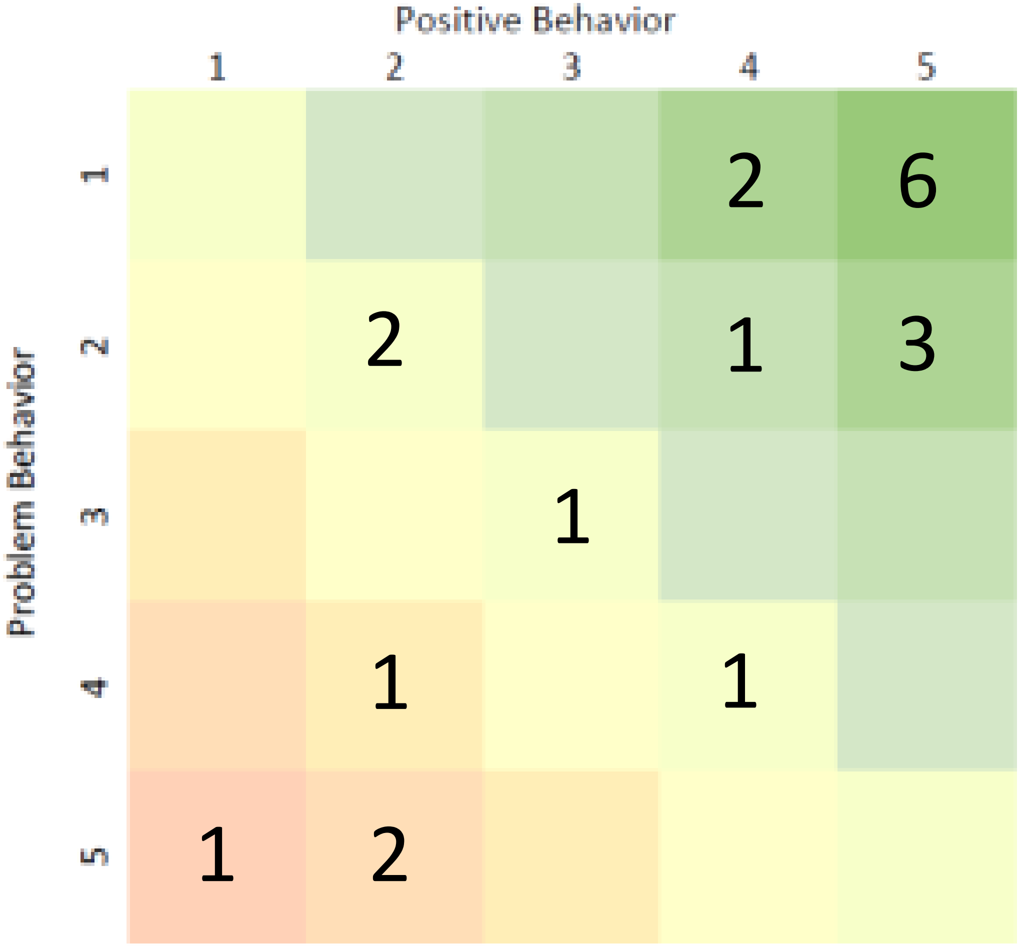
Engages in problem behavior

☐ Almost Never ☐ Rarely ☐ Sometimes ☒ Often ☐ Almost Always

Contributors to Climate—Classroom Level

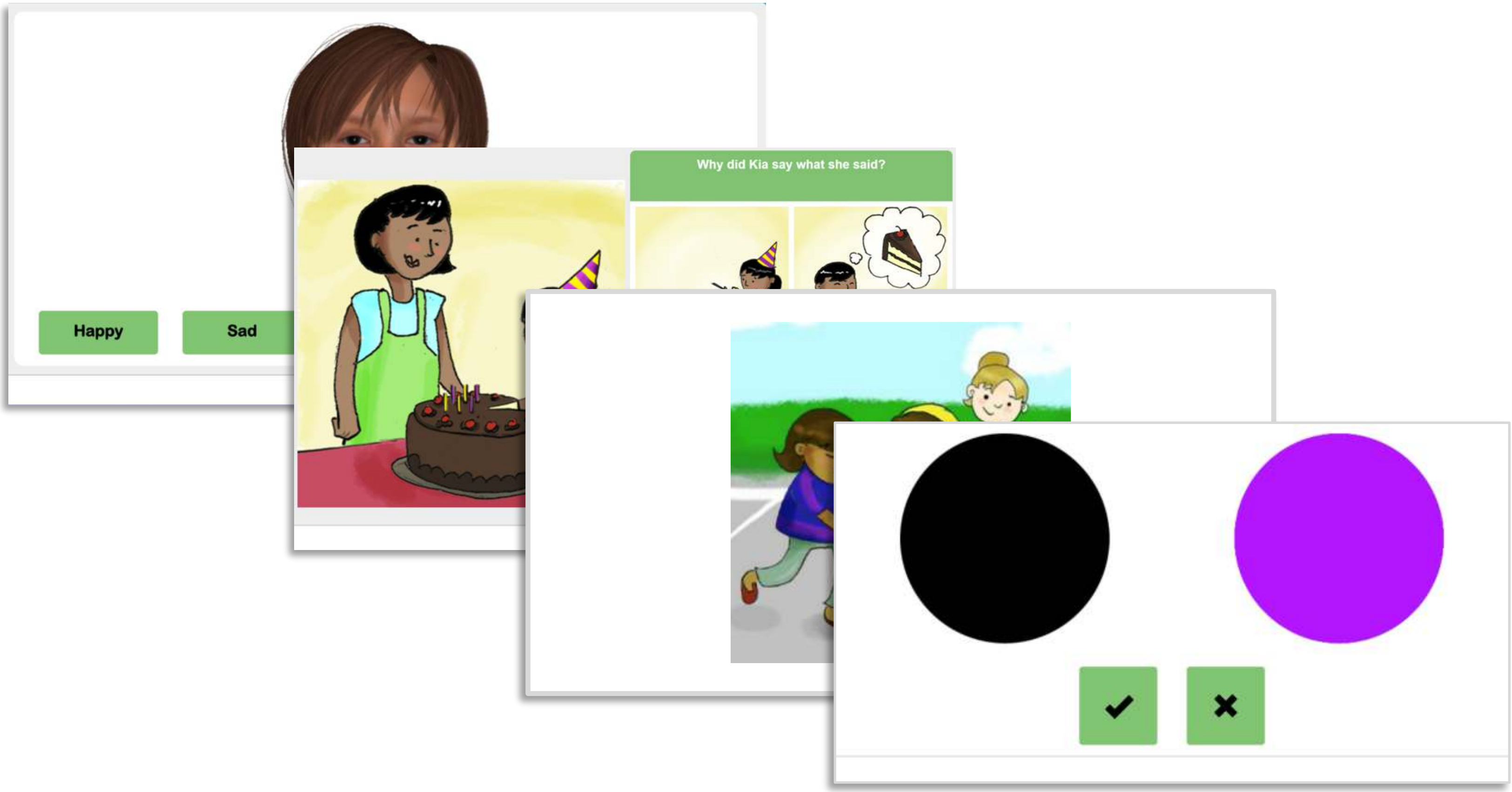


Contributors to Climate—Classroom Level

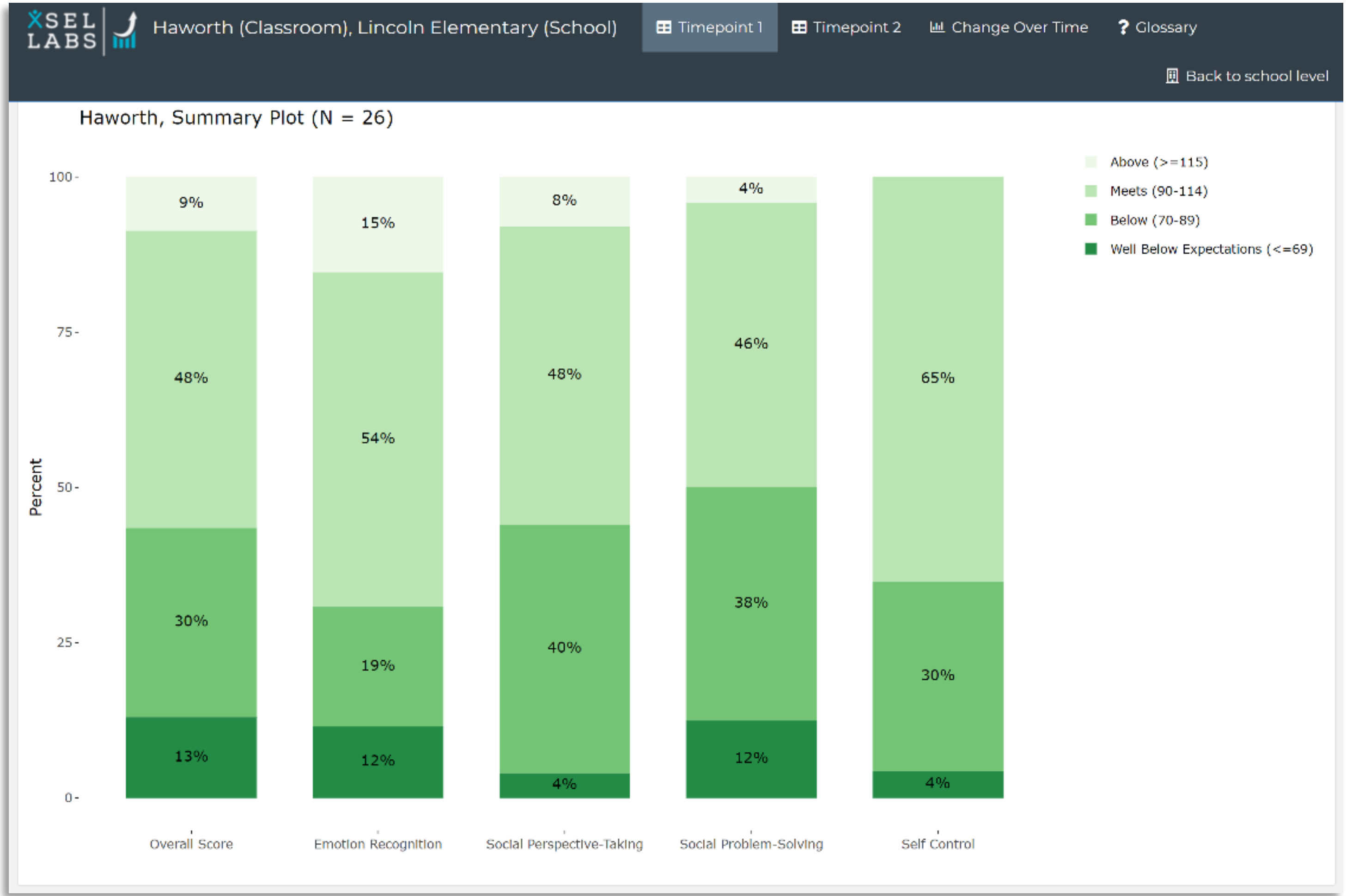


Problem Behavior \ Positive Behavior	1	2	3	4	5
1				2	6
2		2		1	3
3			1		
4		1		1	
5	1	2			

Competencies Associated with RDM


Happy
Sad
Why did Kia say what she said?
✓
✗

SE Competence Profile



Haworth, Summary Plot (N = 26)

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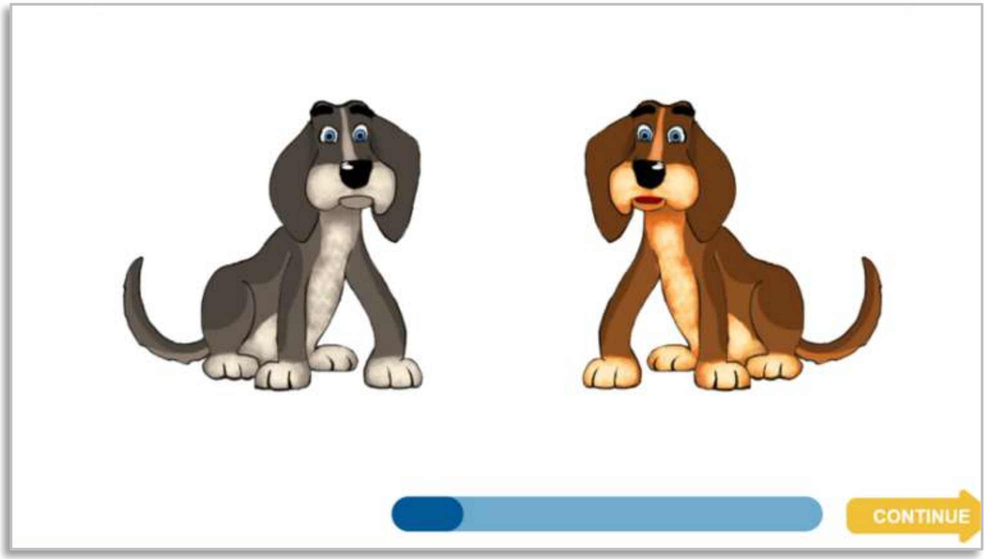
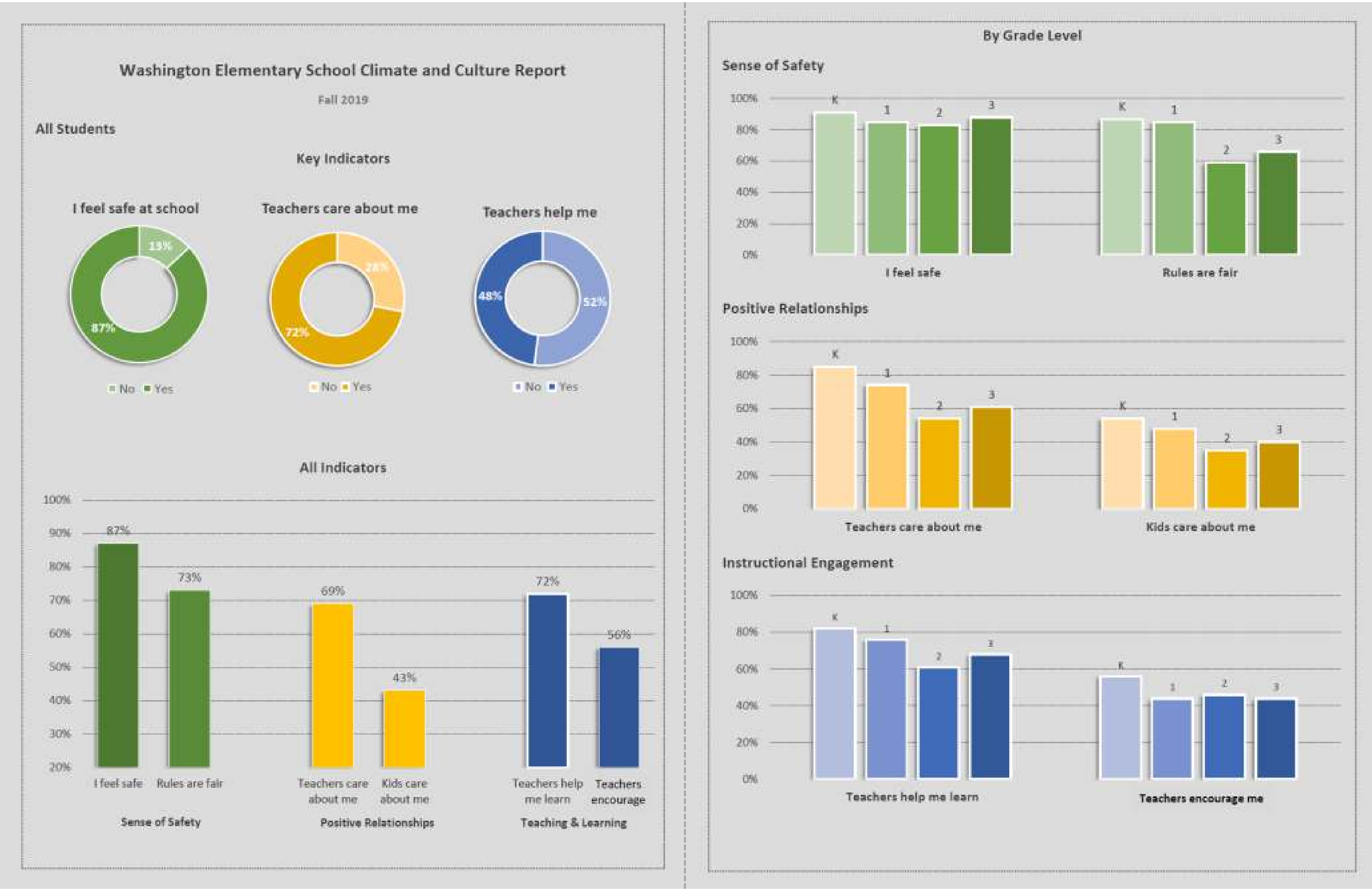
Haworth (Classroom), Lincoln Elementary (School)
Timepoint 1
Timepoint 2
Change Over Time
? Glossary
Back to school level
Percent
100
75
50
25
0
9%
48%
30%
13%
15%
54%
19%
12%
8%
48%
40%
4%
4%
46%
38%
12%
65%
30%
4%
Overall Score
Emotion Recognition
Social Perspective-Taking
Social Problem-Solving
Self Control
Above (>=115)
Meets (90-114)
Below (70-89)
Well Below Expectations (<=69)

Climate Itself

- Climate survey—K to 6; 6 items; 5 minutes

- Three domains:
  - Sense of safety
  - Sense of belonging
  - Instructional support





Washington Elementary School Climate and Culture Report

Fall 2019

All Students

Key Indicators

All Indicators

By Grade Level

Sense of Safety

Positive Relationships

Instructional Engagement

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How to Address It

How to Address It

Responsible Decision-Making

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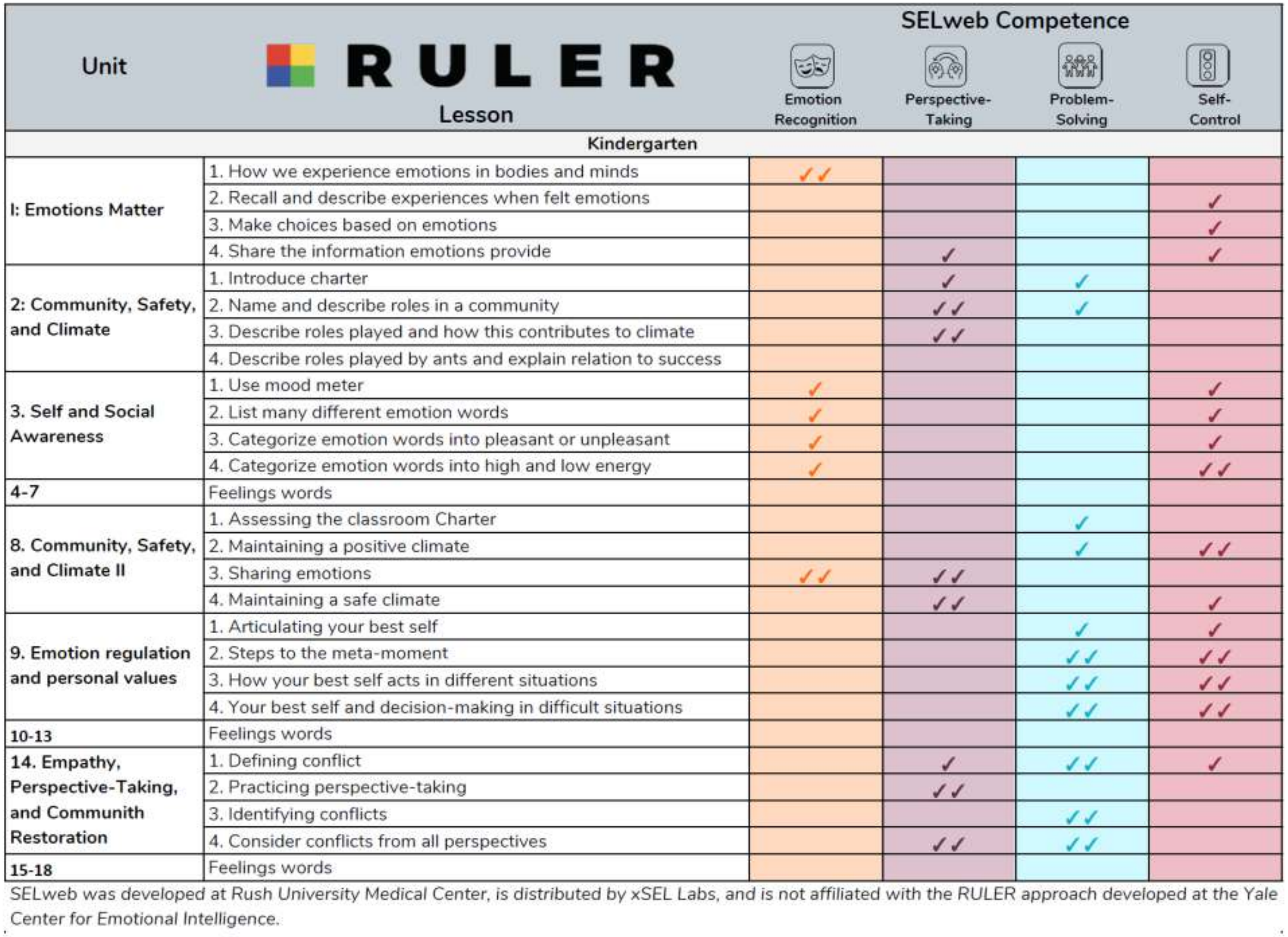
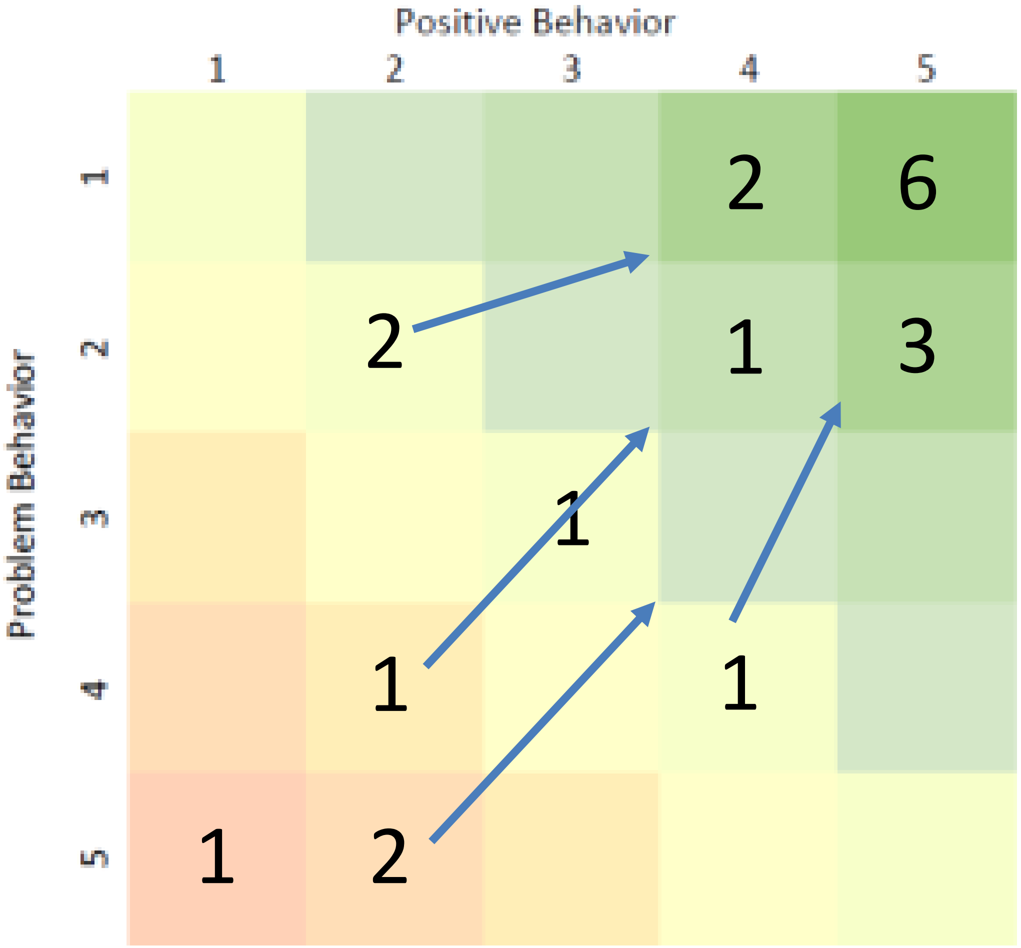
Tier 1 Explicit Instruction: The Charter



Unit	RULER Lesson	SELweb Competence			
		Emotion Recognition	Perspective-Taking	Problem-Solving	Self-Control
Kindergarten					
I: Emotions Matter	1. How we experience emotions in bodies and minds	✓✓			
	2. Recall and describe experiences when felt emotions				✓
	3. Make choices based on emotions				✓
	4. Share the information emotions provide		✓		✓
2: Community, Safety, and Climate	1. Introduce charter		✓	✓	
	2. Name and describe roles in a community		✓✓	✓	
	3. Describe roles played and how this contributes to climate		✓✓		
	4. Describe roles played by ants and explain relation to success				
3. Self and Social Awareness	1. Use mood meter	✓			✓
	2. List many different emotion words	✓			✓
	3. Categorize emotion words into pleasant or unpleasant	✓			✓
	4. Categorize emotion words into high and low energy	✓			✓✓
4-7	Feelings words				
8. Community, Safety, and Climate II	1. Assessing the classroom Charter			✓	
	2. Maintaining a positive climate			✓	✓✓
	3. Sharing emotions	✓✓	✓✓		
	4. Maintaining a safe climate		✓✓		✓
9. Emotion regulation and personal values	1. Articulating your best self			✓	✓
	2. Steps to the meta-moment			✓✓	✓✓
	3. How your best self acts in different situations			✓✓	✓✓
	4. Your best self and decision-making in difficult situations			✓✓	✓✓
10-13	Feelings words				
14. Empathy, Perspective-Taking, and Communith Restoration	1. Defining conflict		✓	✓✓	✓
	2. Practicing perspective-taking		✓✓		
	3. Identifying conflicts			✓✓	
	4. Consider conflicts from all perspectives		✓✓	✓✓	
15-18	Feelings words				

SELweb was developed at Rush University Medical Center, is distributed by xSEL Labs, and is not affiliated with the RULER approach developed at the Yale Center for Emotional Intelligence.

Use Your Data to Up Their Game



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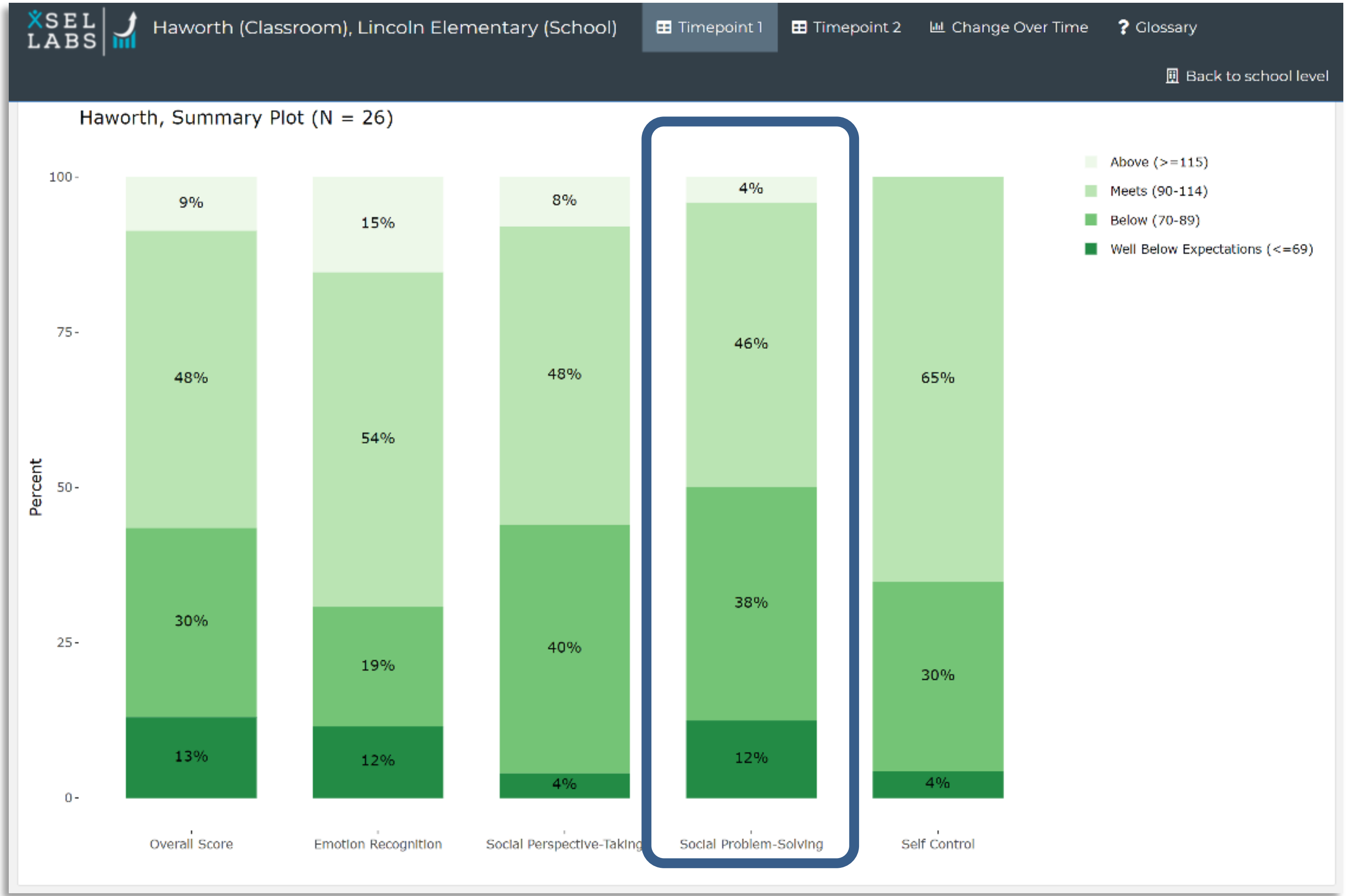
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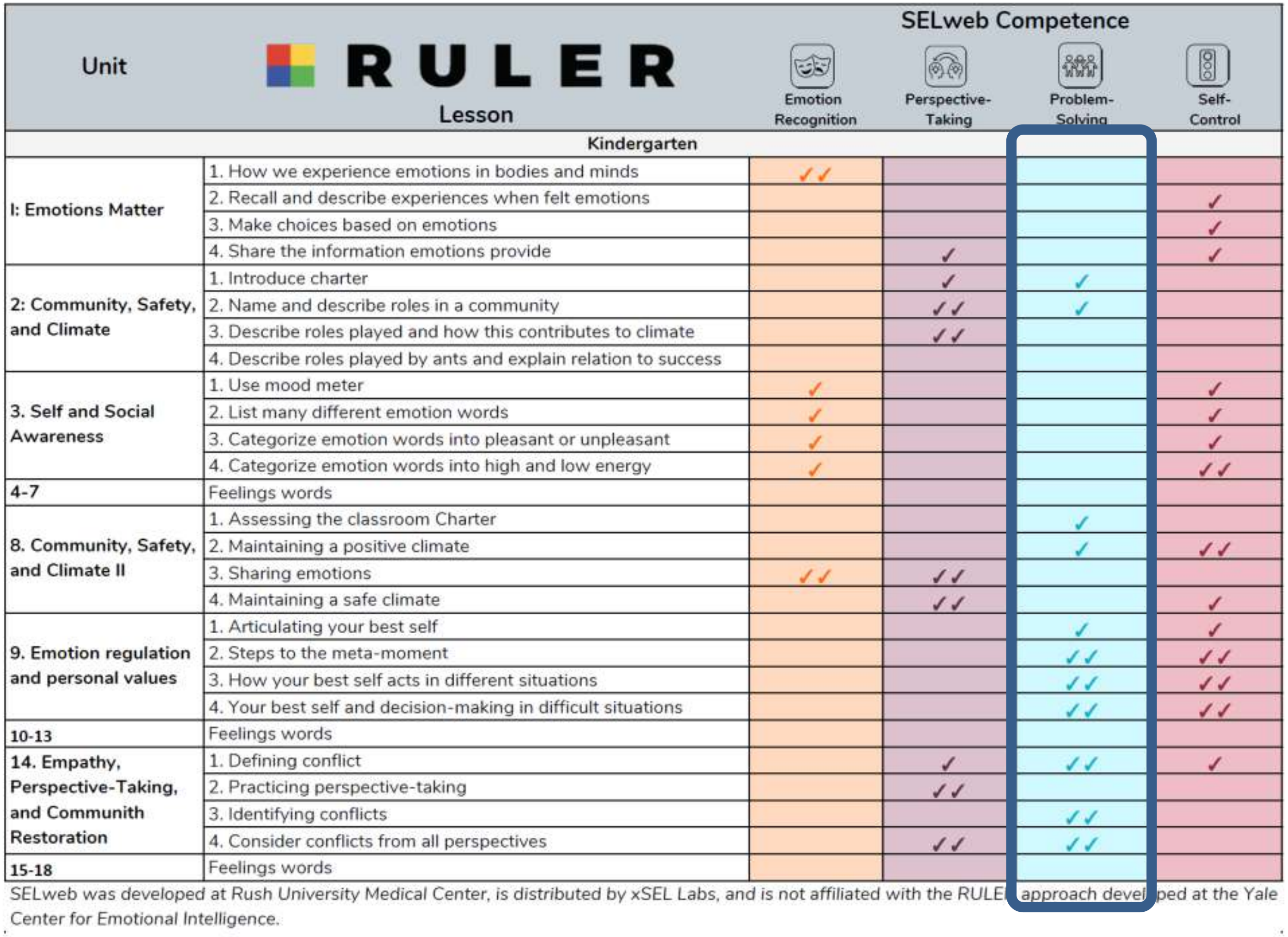
Tier 1 Explicitly Teach SE Competencies



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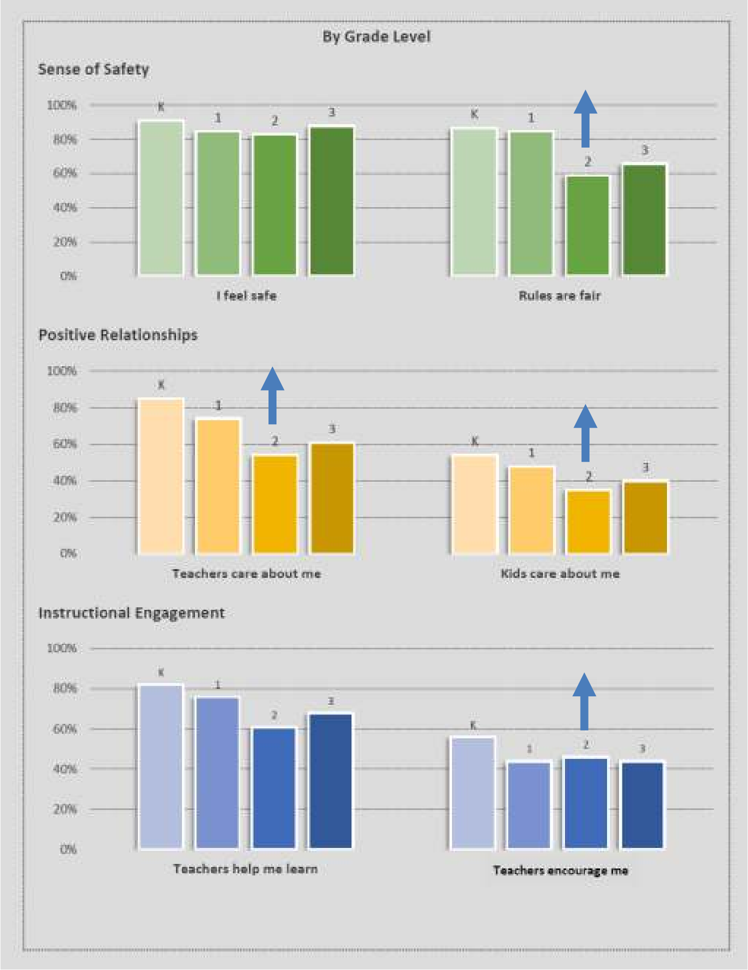

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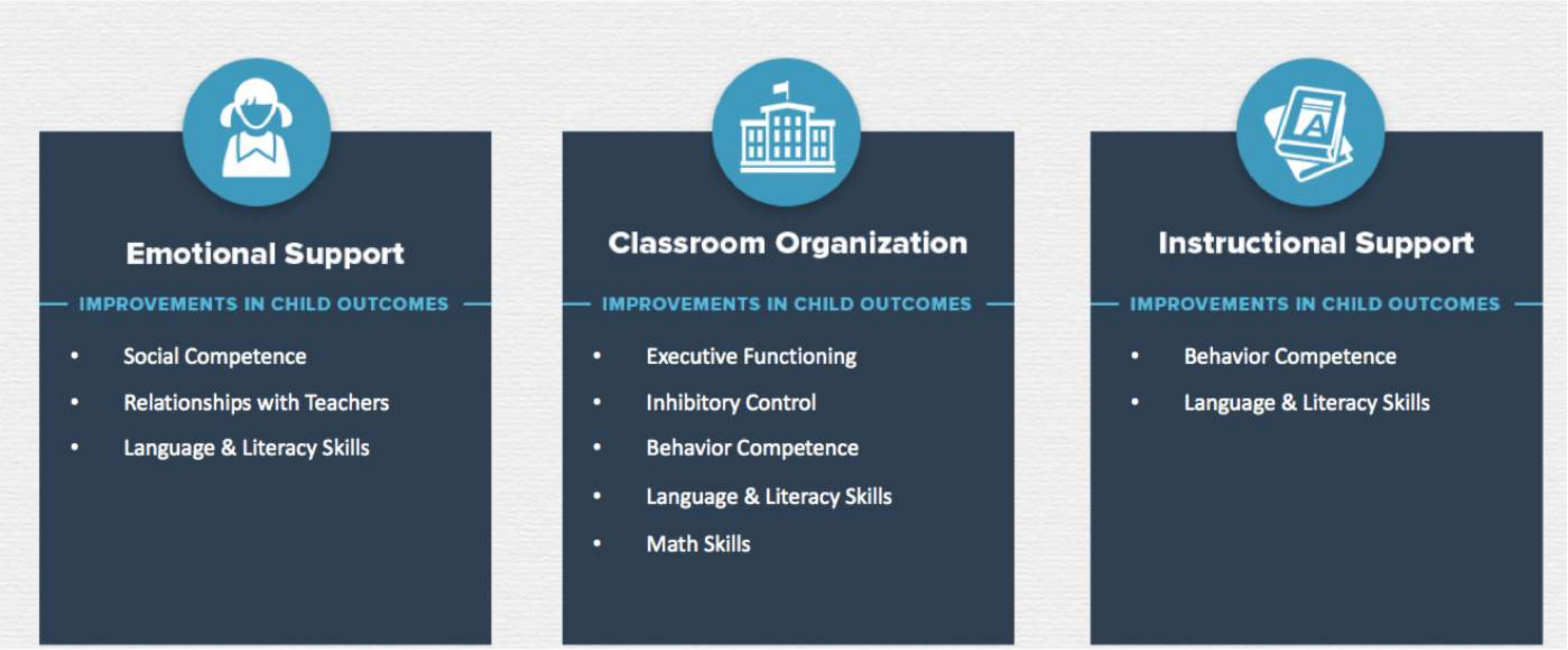
Flouridate the Proverbial Water



Emotional Support

IMPROVEMENTS IN CHILD OUTCOMES

- Social Competence
- Relationships with Teachers
- Language & Literacy Skills

Classroom Organization

IMPROVEMENTS IN CHILD OUTCOMES

- Executive Functioning
- Inhibitory Control
- Behavior Competence
- Language & Literacy Skills
- Math Skills

Instructional Support

IMPROVEMENTS IN CHILD OUTCOMES

- Behavior Competence
- Language & Literacy Skills

Pulling it Together

1. Assess SEL Skills

Measure social-emotional strengths & needs

3. Teach SEL

Support skill development

4. Re-Assess SEL Skills

Measure progress

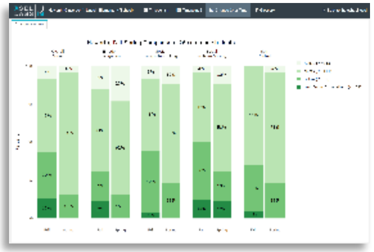
Fall → Spring

2. Review data

Review and reflect on assessment data to focus use of SEL program resources

5. Review data

Review and reflect on student growth and plan for the fall



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