Social, Emotional, Learning Plan

James Tansey Elementary School is focusing on **two** approaches for SEL this year:

1) **Responsive Classroom**
   - *Philosophy*→ Helps students become aware of how their actions produce positive and negative consequences to themselves and others.
   - This approach focuses on teachers using respectful methods to redirect misbehavior and re-establish positive behaviors to continue learning within the classroom.

2) **Collaborative and Proactive Solutions:**
   - *Philosophy*→" kids do well if they can."
   - This approach analyzes skills kids are lacking, which translates through challenging behavior.

The Responsive Classroom Guiding Principles

1) The social curriculum is as important as the academic curriculum.
2) How children learn is as important as what they learn: How children process and the content go hand in hand.
3) The greatest cognitive growth occurs through social interaction.
4) To be successful academically and socially, children need a set of social skills:
C.A.R.E.S: cooperation, assertion, responsibility, empathy, and self-control.
5) Knowing the children we teach individually, culturally, and developmentally is critical in their learning development.
6) Knowing the families of the children we teach and working with them as partners is essential to children's education.
7) How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

Responsive Classroom Teaching Practices

1) **Morning Meeting**→ greet one another every morning
2) **Rule Creation**→ create classroom rules using Hopes and Dreams for class year
3) **Interactive Modeling**→ Modeling expectations

4) Positive Teacher Language➔ Presenting language positively: The Three R's (reminding, redirecting, reinforcing)
5) Logical Consequences➔ consequence is realistic, relevant, respectful.
6) Guided Discovery➔ Teachers use classroom materials to encourage independence, creativity and responsibility.
7) Academic Choice➔ allowing teacher-structured choice when **learning**
8) Classroom Organization➔ structure the room to encourage students to be independent, cooperate and be productive
9) Working with Families➔ hearing parent's insight
10) Collaborative Problem Solving➔ conferencing, role-playing with students to learn resolve conflicts.

The Three R's

- *Reinforcing*: offering feedback for students that expresses appreciation and respect for student efforts.

Ex: Sonya, I noticed how you completed all your assignments and then went and got a book to read while you were waiting for the class to be finished.

- *Reminding:* Used to remind students of expectations

Ex: "Jordan, recess rules" when a teacher notices him cutting in line

- *Redirecting:* clear, non-negotiable instructions (when student is off track, being disruptive).

Ex: "Joshua, take a space" instead of "Joshua, take a space, yelling is unacceptable here."

Responding to Misbehavior

Logical Consequences are *realistic, respectful* and *relevant.*

1) *"You break it, you fix it"*➔ Student takes responsibility for action (accident or intentional)
2) *Loss of Privilege*➔ If a student is not using a privilege responsibly, take away privilege temporarily
3) *Take a Space*➔ A chair placed in the classroom where students can take a break to refocus if becoming distracted or distracting to others.
4) *Buddy Teacher System*➔ This is used when take a space does not help the student and they are still having trouble controlling themselves. Students will go into a different classroom to have a new environment to refocus and come back to class ready to learn.

Student Handbook and Misbehaviors

- This year we are taking a ***proactive approach*** to misbehaviors.

Our goal:

Guiding students to make better choices by providing opportunities to learn and grow from their prior choices that led to negative outcomes/responses.

The Process:

1) Challenging behavior/s is presented

2) Address the behavior with student

3) Provide intervention→ (I.e. grade reflection sheet, redirection, rules reminder to student, parent phone call/meeting, administration notification, logical consequences)

4) Continued challenging behavior/s

5) Collaborative and Proactive Solutions Approach→ Determining lagging skills of student with team of teachers, administration and specials and work with student collaboratively to come up with a solution to challenging behaviors.

6) RTI Process (Response to Intervention)→ Student brought to RTI team to brainstorm different interventions to help student be successful in the school.