

# **Streator Elementary School District #44 Social Emotional Learning**

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# Designing School-Wide Systems for Student Success

## Academic Systems

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All students
- Preventive, proactive

## Behavioral Systems

### Intensive, Individual Interventions

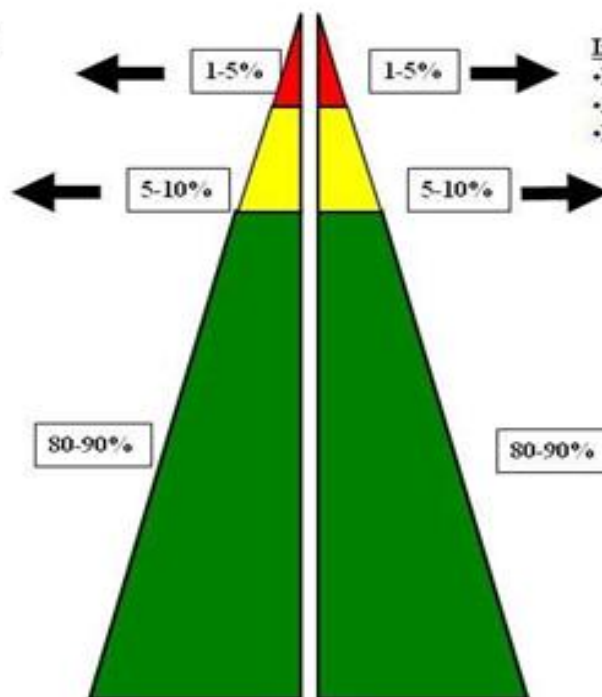
- Individual Students
- Assessment-based
- Intense, durable procedures

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All settings, all students
- Preventive, proactive



# CASEL-Collaborative Academic, Social and Emotional Learning

- **SES is working under the framework from CASEL. CASEL defined the field and coined the term SEL, based on decades of research. All SEL programs should be aligned with CASEL's 5 competencies:**
  - **Self-Awareness:** The abilities to understand one's own emotions, thoughts and values and how they influence behavior across contexts
  - **Self-Management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
  - **Social Awareness:** The abilities understand the perspective of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
  - **Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups
  - **Responsible Decision-Making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.



## 5 Keys to Social and Emotional Learning Success



# What have we done?

Restorative Justice	Whole building point systems	Incredible Years
Character Counts	Character Strong	Trauma Training
Love and Logic	Harry Wong	Brian Mendler
Second Step	Teacher Pay Teacher	Project Wisdom
Be Cool		
Poverty Training		

All great PD, but have had little follow through-one and done.  
Curriculum and programs implemented without the foundation and connections between buildings and support.

## What has been done since July?

- Workshops-Attended 40 hours of training through CASEL. Leading District Wide SEL, in process of Demystifying Systemic Social and Emotional Learning training through CASEL, Trauma Training and Interventions through Behavior Development Solutions
- Collaborated with Atlanta School District and Nashville School Districts
- District meeting with Principals, Assistant Principals, Heidi, Social Workers discussing needs at buildings.
- Building and aligning BIST program at Kimes with already implemented systems. Training staff on implementing successful plans for success and working with lead team on building in accountability at all levels



## What has been done since July (cont)

- Attending PBIS meetings at NL and student problem solving meetings. Completed staff survey and met with staff to discuss results.
- Trained in new 360 programs at Centennial and Northlawn. Working with implementation at Centennial.
- Aligning paperwork and templates district wide.
- Building the base knowledge with adults.
- Lead problem solving meetings with parents and staff



## **District Goals 2022-2023**

- Building relationships with staff.
- Understanding the culture at each building.
- In depth knowledge about what SEL tools are already in place.
- Assist with adding SEL tools (360/BIST-Centennial/NL, Character Strong/BIST-Kimes).
- Implement Parent Notification of interventions.
- Attending building meetings relating to SEL.
- Mini SEL PD sessions.





# District Goals 2022-2023

- **Assist with data collection, reporting out to teachers and building wide.**
  - Documenting the effectiveness of interventions.
  - Working with staff to understand the functions of behavior to match consequences (negative and positive), before responding, setting up interventions and collecting data. We need to make sure we are measuring what we intend to measure



## District Goals 2022-2023

- Working with individual teachers and students as requested.
  - Help develop Plans for Success (old-behavior plans), observe students, meet with staff, provide PD, problem solve with principals, assist families with home based interventions, assist with individual data collection, provide resources, attend IEP meetings, model for staff, research a need, help develop FBAs and BIPs, preference assessments, work with students on the autism spectrum, OBM (Organizational Behavior Management-staff)
- Develop a district wide SEL team (spring 2023) and begin the process for building the foundation.



# A look ahead

## **Create District Level SEL Team (2023-2025)**

### **Use CASEL 5 Framework to :**

- Build the foundation for SEL foundation with team and create a 4-5 year plan.
- Strengthen adult competencies and capacities
- Begin to align the district and systems with evidence based programming
- Promote SEL with students
- Reflect on data for continuous improvement
- Create SEL teams/coaches at each building
- Parent program integration with Suite 360



**Where do we want to go?  
Where are we now, and  
where have we been?**

- Strategic Planning



**How do we get from where we are now to where we want to be?**

- Implementation
- Interim Data Tracking
- Progress Monitoring

**Are we moving in the right direction?  
What are we learning on our journey?**

- Reflection on implementation and outcomes
- Data analysis and planning

