Intentionally Teaching Social Emotional Skills

A Look at the Pyramid Model and Mississippi's Social Emotional Standards

REACHms
ONLINE PROFESSIONAL DEVELOPMENT

REACH MS
Realizing Excellence for ALL Children in Mississippi

- Mississippi's State Personnel Development Grant (SPDG)

- Awarded to the Mississippi Department of Education in 2005, refunded in 2010, 2016, and 2021.

- Operated by the University of Southern Mississippi's School of Education.

- Areas of Focus:

  - **Academic**

    - **Universal Design for Learning (UDL)**

  - **Behavior**

    - **Positive Behavior Interventions and Supports (PBIS)**

    - **Social Emotional Learning (SEL)**

REACH MS Goals

Goal 1: Increase the percentage of K12 students with disabilities who are showing growth in ELA and Math on statewide assessments required for Mississippi students.

○ Integrated Whole-school/Whole-child approach

  ▪ Universal Design for Learning (UDL)

  ▪ Positive Behavior Interventions & Supports (PBIS)

  ▪ Social Emotional Learning (SEL)

REACH MS Goals

Goal 2: Increase the effectiveness of educators and school leaders in the areas of lesson design, student understanding, culture and learning environments, and professional responsibilities by implementing evidence-based academic and behavioral practices at the student and classroom levels as aligned to the Mississippi Professional Growth System.

- Alignment to Mississippi's Professional Growth System

- Targeted training and action planning based on individual needs assessment

What is SEL?

International SEL Organizations

NCPMI

The National Center on Pyramid Model Innovations

NCPMI exists to improve & support the capacity of state systems & local programs to implement an early childhood multi-tiered system of support to improve the social, emotional & behavioral outcomes of young children with, and at risk for, developmental disabilities or delays.

CASEL

The Collaborative on Academic and Social Emotional Learning

CASEL supports educators & policy leaders & enhances the experiences and outcomes for all PK-12 students.

REACH MS

Pyramid Model Supported by NCPMI

- Conceptual framework of evidenced-based practices highlighting social skills & challenging behaviors

- Developed by 2 federally funded training centers
  - The Center for Social and Emotional Foundations for Early Learning (CSEFEL)
  - Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)

- Currently supported by 1 federally funded training center
  - The National Center on Pyramid Model Innovations (NCPMI)

PM Overview Video Link
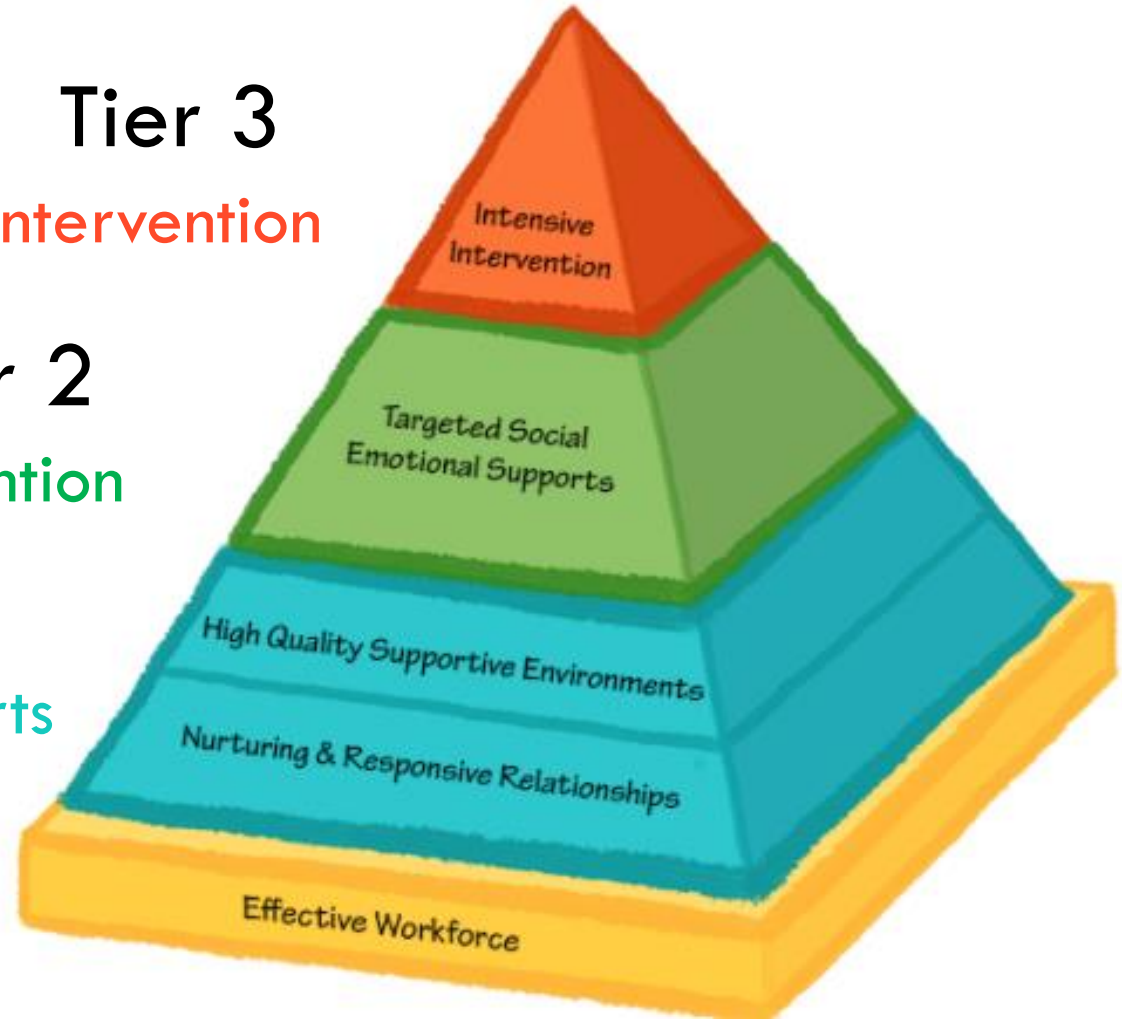
https://youtu.be/A_byPfNPkKM
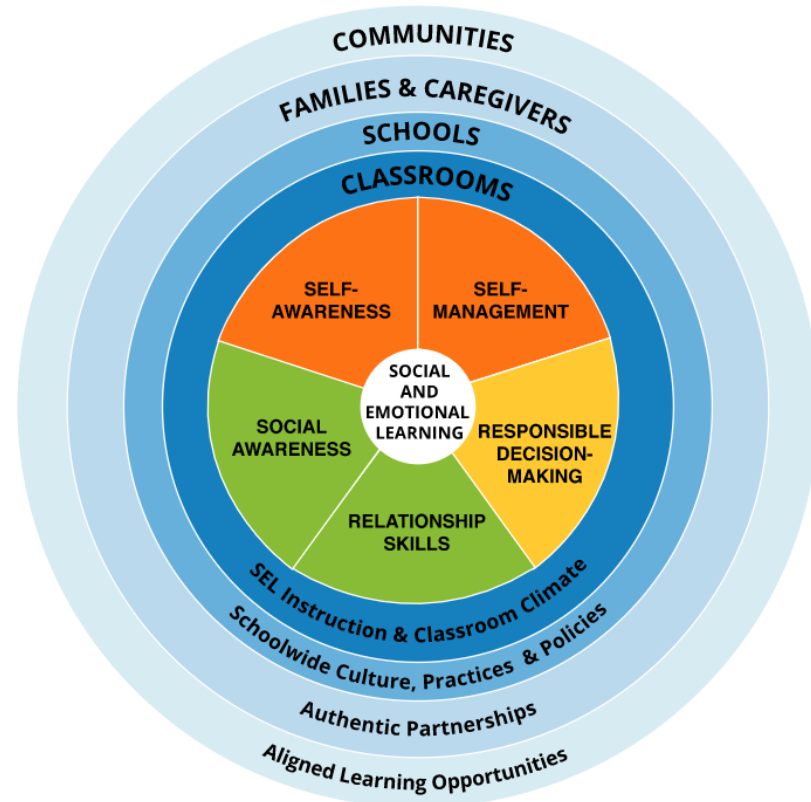
Pyramid Model Graphic

Tier 3
Intervention

Tier 2
Prevention

Tier 1
Universal Supports

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

Systems & Policies

CASEL Overview

CASEL Overview Video Link

https://youtu.be/jiixERVE_tl

- Formed in 1994
- Comprised of a national leadership team to advance social emotional learning (SEL)
- 4 areas of work to produce high-quality, evidence-based supports
  - Research
  - Practice
  - Policy
  - Collaboration

CASEL's 5 Core Competencies

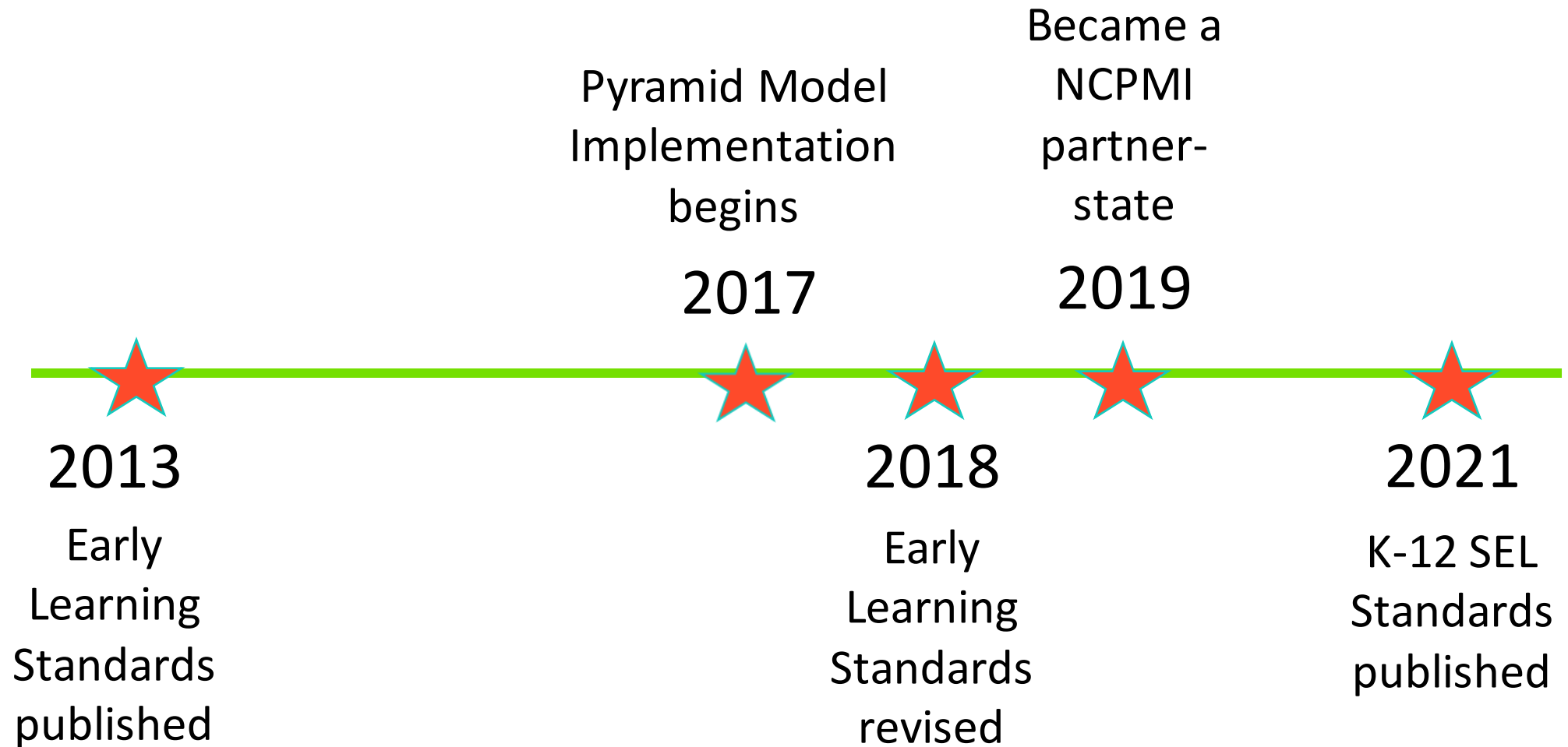|	
Self-Awareness	acquire & apply knowledge, skills & attitudes to develop healthy identities
Self-Management	manage emotions & achieve personal & collective goals
Social Awareness	feel & show empathy for others
Relationship Skills	establish & maintain supportive relationships
Responsible Decision-Making	make responsible & caring decisions

REACHms
ONLINE PROFESSIONAL DEVELOPMENT

Mississippi's SEL Timeline

Pyramid Model
Implementation
begins

2017

Became a
NCPMI
partner-
state

2019

2013

Early
Learning
Standards
published

2018

Early
Learning
Standards
revised

2021

K-12 SEL
Standards
published

REACH MS

Pre-K Social Emotional Performance Standards

Approaches to Learning

- Play
- Curiosity and Initiative
- Persistence and Attentiveness
- Problem-Solving Skills

Most performance standards

Social and Emotional Development

- Social Development
- Emotional Development

All performance standards

REACHMS

K-12 SEL Standards

- The SEL standards are comprised of 5 domains aligned to content & the national model from CASEL as well as other states, including Tennessee & Illinois.

- Each domain contains measurable performance standards that students should be able to master before exiting the given grade band.

  - K-2
  - 3-5
  - 6-8
  - 9-12

K-12 SEL Resource Guide

SOCIAL EMOTIONAL
LEARNING STANDARDS

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

1 SELF-AWARENESS

2 SELF-MANAGEMENT

3 SOCIAL AWARENESS

4 RELATIONSHIP SKILLS

5 RESPONSIBLE DECISION-MAKING

REACH MS

Domain 1: Self-Awareness

Self-awareness is the ability to identify one's thoughts, values and emotions and recognize how these shape behaviors. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.

1A. Identify emotions and related feelings in one's self.

1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).

1C. Determine one's strengths and areas for growth.

1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.

Domain 2: Self-Management

Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.

2B. Identify and utilize skills needed in organization and self-motivation.

2C. Demonstrate ability to set and accomplish specific tasks and goals.

Domain 3: Social Awareness

Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.

3B. Develop an awareness of and respect for individual differences, including cultural diversity.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.

Domain 4: Relationship Skills

Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.

4B. Develop and maintain positive relationships with others.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.

Domain 5: Responsible Decision-Making

Responsible decision-making includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.

5B. Analyze outcomes of decisions including the consideration of their effects on others.

K-12 SEL Domains & Anchor Standards

REACH MS

Mississippi's Crosswalk of Early Learning Standards to K-12 Social Emotional Learning Standards

This crosswalk provides alignment of the Mississippi K-12 Social Emotional Learning Standards with Mississippi's Early Learning Standards for Classroom's Serving Three- and Four-Year-Old Children at the performance standard level. The early learning performance standards are in the left column, and the K-12 performance standards are in the right column. Use this document to understand how the social emotional content progresses from one age group to the next.

Early Learning Performance Standards	K-2 SEL Performance Standards: Self-Awareness
Anchor Standard 1A **Identify emotions and related feelings in <u>one's self</u>.**	
1. SE.ED.PK4.1b & SE.ED.PK4.6b 2. N/A 3. SE.ED.PK4.6c & SE.ED.PK4.6d	1. With prompting, identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion. 2. With prompting, determine the antecedents to own emotions. 3. Utilize words or gestures to communicate own feelings.
Anchor Standard 1B **Develop an accurate perception of <u>one's self</u> (i.e., beliefs, values, skills, talents, and interests).**	
1. SE.ED.PK4.2 2. SE.ED.PK4.1a & SE.ED.PK4.2a 3. SE.ED.PK4.1a	1. Distinguish between own likes and dislikes. 2. Describe skills and special abilities. 3. Identify personal qualities that assist in making good choices.

Pre-K to K-2 SEL Standards Crosswalk REACHms

Social Emotional Skills

Social Skills

Friendship Skills

Problem Solving

Emotional Literacy

Emotions

Executive Functioning Skills

REACHMS

- Taking Turns
- Sharing
- Helping
- Cooperating
- Using (nice) words
- Initiating interactions
- Engaging in sustained positive interactions
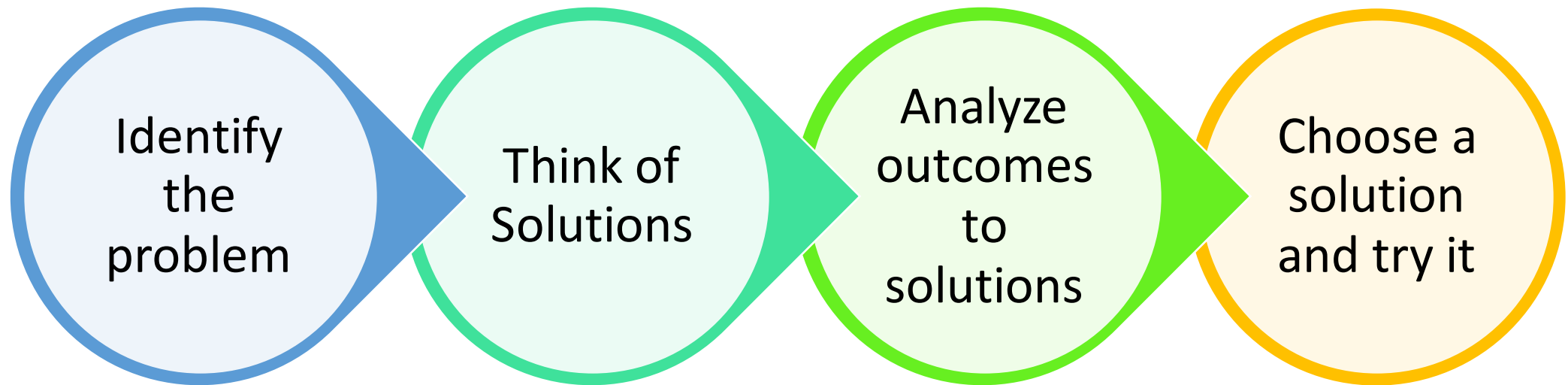- Recognizing others' feelings
- Showing empathy
- Resolving Conflict

Social Skills to Teach
Friendship Skills

Positive Climate
Concept Development
Language Modeling

REACH MS
ONLINE PROFESSIONAL DEVELOPMENT

Social Skills to Teach
Problem Solving

Identify the problem → Think of Solutions → Analyze outcomes to solutions → Choose a solution and try it

Teacher Sensitivity
Concept Development
Quality of Feedback
Language Modeling

Positive Emotions

- Happy
- Excited
- Loved
- Joy
- Proud
- Relaxed
- Surprised*

Negative Emotions

- Embarrassed
- Frustrated
- Lonely
- Mad
- Sad
- Nervous
- Scared
- Jealous
- Stressed

Emotions to Teach

REACH MS
ONLINE PROFESSIONAL DEVELOPMENT

Negative Climate
Teacher Sensitivity
Concept Development
Quality of Feedback
Language Modeling

Recognizing our feelings → Recognizing others' feelings → Relating to others' feelings

Understanding appropriate ways to express anger & other negative emotions

Learning how to calm down/self-regulate

Utilizing executive functioning skills

REACH ms
ONLINE PROFESSIONAL DEVELOPMENT

Emotional Literacy Skills To Teach

Negative Climate
Teacher Sensitivity
Concept Development
Quality of Feedback
Language Modeling

Okay, I've got the skills to teach but HOW do I teach them?

Which curriculum are you using?

Mississippi Beginnings Pre-K

OWL

Another Curriculum

SEL embedded throughout curriculum

Overarching Mississippi Approaches to Learning & Social and Emotional Development performance standards aligned to each unit

Specific Mississippi Approaches to Learning & Social and Emotional Development performance standards aligned to each week

Mississippi Beginnings Pre-K

Social Emotional Learning Aligned to the OWL Curriculum
Strategies, Activities, Visuals & Other Resources

Unit 4 – Week 3

Topic: In the Barnyard	Skill(s): Giving Apologies/Resolving Conflicts

Early Learning Performance Standards		
	AL.PS.PK4.2	With guidance and support, begin to use a variety of strategies to solve a problem, reach a goal or answer a question (e.g., work with others, use a variety of materials, use trial and error).
	SE.SD.PK4.6	Resolve conflicts with others.
	SE.SD.PK4.6a	With guidance and support, use discussions and negotiations to reach a compromise (e.g., "I had the drum first or you can have it when this song is over.").
	SE.SD.PK4.6b	With guidance and support, use courteous words and actions (e.g., "Please give me the book." "I'm sorry I stepped on your mat.").

Strategies	
	• Teach children what apologies are, including multiple ways to express an apology:
	o With words
	o With a drawing/note
	o With a small token
	• Encourage children to use apologies as one way to resolve a conflict.
	• Using visuals, teach children multiple solutions they can use to resolve conflicts.
	• Encourage children to use words and gentleness when solving conflicts.
	• Encourage children to try again when their first solution doesn't work.

Social Emotional Teaching Sheets REACH MS

Topic: In the Barnyard	Skill(s): Giving Apologies/Resolving Conflicts

Activities	Discuss how to give apologies to others and resolve conflicts with others in regards to *Click, Clack, Moo: Cows That Type* and the other readings below. • *The Rainbow Fish and the Big Blue Whale* on YouTube • *The Pout-Pout Fish and the Bully-Bully Shark* on YouTube • *I'm Sorry* on YouTube Discuss the words "sorry" and "apology." Talk about their relationship with each other. Which character(s) in the book said "sorry?" Was it a true apology? Using an old key board, "click clack" the letters in both sorry and apology. Discuss the role Duck played in the story. Talk about what a neutral party means in regards to resolving conflicts. Have children think of a time when they used a neutral party to resolve a conflict (i.e., self and sister with mom as neutral party; self and friend with teacher as neutral party). Ask children whether they could be neutral parties to their friends' or siblings' conflicts. Discuss a recent conflict that happened in the classroom. Ask children how they could be like Duck, a neutral party, and help their friends resolve the conflict.
Visuals	*We Can Be Problem Solvers* social story Problem Solving Steps Solution Kit Cards Classroom Edition: • Ask for a hug • Use kind words
Additional Resources	*We Can Be Problem Solvers at Home* Solution Kit Home Edition

Social Emotional Teaching Sheets Ⓡ Ⓔ Ⓐ Ⓒ Ⓗ 𝑀𝑆

Another Curriculum

Look where specific skills align with your curriculum.
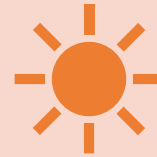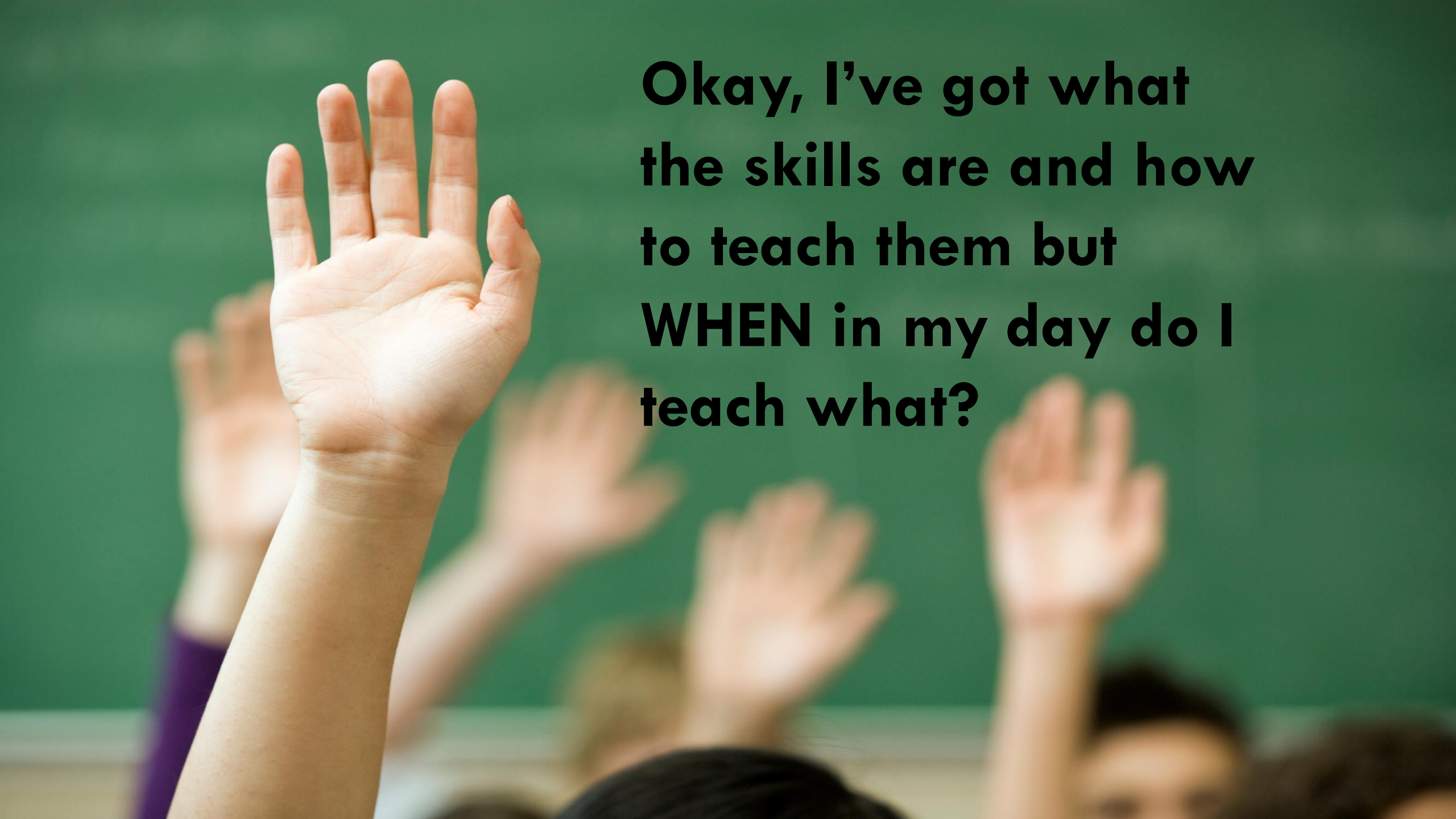
Mark seasonal and time-related topics.

Begin with common/easier skills.

Prioritize needed skills.

REACH ms
ONLINE PROFESSIONAL DEVELOPMENT

Okay, I've got what the skills are and how to teach them but WHEN in my day do I teach what?

Teach, Practice & Reinforce Method

Whole group direct teaching of the skill	Whole group, small group, or learning center planned activities or interactions to practice the skills appropriately	Naturally occurring situations that teachers address as the skills appear
Teach	**Practice**	**Reinforce**

Whole Group Teaching

Day 1
Introduce the skill

1. Skill name

2. Illicit background knowledge

3. Meaning/example

4. Show Solution Kit card (if applicable)

Day 2 – Day x
Choose one daily

- Read a **book** or view a **social story** & discuss what happens with the characters.
- Have a **puppet** tell children about the skill or role play it.
- Show/review **visuals** that help to understand the skill.
- Create a **chart/graph** that corresponds to a component of the skill.
- Complete an **activity** specific to the skill.

REACHms

Whole Group Teaching Example

Day 1
Introduce Sharing

1. Sharing
2. When I say "sharing," what do you think about?
3. Sharing is when you have an item and you let someone else have a turn with it or use it together.
4. Solution Kit card

Share

Day 2 – Day x
Choose one daily

- Read *The Rainbow Fish* & discuss sharing of the scales.
- **Puppet** tells children about last night when it wanted the baby doll's blanket & how it's sister wouldn't share it.
- **Sad/mad face**
- Chart "**items that are hard for me to share**" & discuss.
- Decorate a **share box**. Have children put items they would like to share with their peers in it each morning. Set aside 3-4 min. during group time for class to engage with & share items.

REACH MS

Whole/Small Group & Center Practicing

Plan	Practice	Promote	Play
Plan opportunities for the specific skill. • Where children work together to create 1 product • So children can have conversations & interact with one another • Remove materials so children have to take turns & share	Practice multiple breathing strategies for calming down.	Promote activities where children learn more about one another's likes, dislikes, strengths & families. • Show and Tell • All About Me • Talent Show	Play or involve children in activities with rules, that require turn taking & where children can take on different roles.

REACHms
ONLINE PROFESSIONAL DEVELOPMENT

Reinforcing Skills in Routines

Specific positive feedback

When?

Appropriate use of skill

Behavior

Specificity

Positive remark

Assist children

When?

Inappropriate use of skill

Help: calm

Discuss: appropriate behavior

Reflect: what happened & what can be done differently next time

Share with group

When?

Whole/small group

Appropriate use of skill

Inappropriate use of skill

Discuss & reflect

REACHms
ONLINE PROFESSIONAL DEVELOPMENT

NCPMI

1

2 →

3 ←

| About ▾ | Pyramid Model ▾ | Implementation ▾ | Training & Technical Assistance ▾ | Pyramid Nation ▾ |

Resource Library

Program-Wide ▸
Statewide
Data Decision-Making ▸
Coaching
Equity
Family Engagement
Mental Health Consultation

Overview
Components
Considerations
FAQ
Practical Strategies
Program-Wide Resources

Supporting implementation of the Pyramid Model with fidelity. **Get Training**

https://challengingbehavior.cbcs.usf.edu/

NCPMI

Program-Wide Implementation

| Overview | Components | Considerations | FAQs | Practical Strategies | Program-Wide Resources |

Practical Strategies for Implementing the Pyramid Model

The Pyramid Model is comprised of practices that are implemented by teachers and families. Below are ideas, resources, and illustrations of strategies that might be used to implement Pyramid Model practices and promote young children's social and emotional competence.

Scripted Stories for Social Situations ▾

Tools for Working on Building Relationships ▾

Book Nook ▾

Teaching Social Emotional Skills ▾

Videos on Pyramid Practices ▾

What Works Briefs ▾

General Resources ▾

REACHMS

Resources

CASEL

https://casel.org/

NCPMI

https://challengingbehavior.cbcs.usf.edu/

Mississippi's Early Learning Standards

https://www.mdek12.org/sites/default/files/final_infants_through_four-year-old_early_learning_standards_2020.08.21_jg.pdf

Mississippi's K-12 SEL Standards

https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/sel_standards_final_1.21.21.pdf

Social Emotional Teaching Sheets

https://drive.google.com/drive/folders/103NRQclU4_OK8vsCXFPoR5xjR5CkB787?usp=sharing

REACH MS

@reach_ms_pbis

reach_ms_pbis

Brittany Herrington, Ph.D.

Brittany.Herrington@usm.edu

601.266.4693

reachms@usm.edu

reachms.org