

Social Emotional Learning Differences

Challenges that Impact Our Engagement

Supporting Individuals with Social Emotional Learning Differences

Effective social/emotional (SE) skills contribute to quality of life and are critical to being a good student, citizen and worker. During this workshop, participants will learn about SE development, and how to translate knowledge into skills to support students with SEL differences. Additionally, participants will learn about how to support each other in making decisions with the students' best interests in mind.

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Ground Rules

We will ...

1. Keep the best interest of the child in mind, from various perspectives
2. Be active listeners -- engaging in the content
3. Respectfully state ideas, comments, questions
4. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words
5. Refrain from personal examples by keeping comments/questions broad for all to benefit from the discussion

Together we can learn from each other!

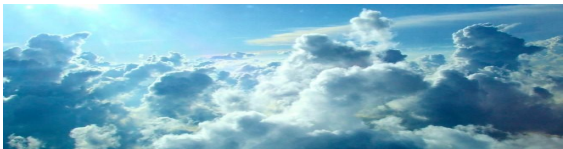
Purpose

To provide information about ...

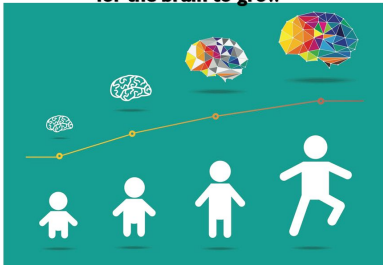
- How individuals develop socially and emotionally in layman's terms
 - Behavior is Communication
 - how we can understand it
 - why we do what we do
- How we apply our knowledge into skills and actions
 - Interpersonal Supports (relationships)
 - Learning Supports (environmental materials)
- How do individuals manage their emotions, set goals and share

Our Goal

The goal is not to agree rather to gain an understanding of social emotional learning differences and how we can support each other.



Social connections provide fuel for the brain to grow



How can we support this growth?

Falling in love with the social world

Seeking out social connections with words

Succeeding in a range of social settings.

To Understand Others



**We Must First
Understand
Ourselves**

Challenges that Impact Engagement

Neurodevelopmental difference that may impact a person's socially and/or emotionally..

Predicting that others are a **source of assistance**

Predicting that others are a **source of engagement or pleasure**

Predicting the **sequence** of activities

Predicting the **steps** within each activity

Predicting **what to say**

Predicting **how to engage** in activities

Predicting **how to regulate** emotions in a manner sensitive to others

Predicting the **purpose** of academic and social activities

Communication

Joint Attention

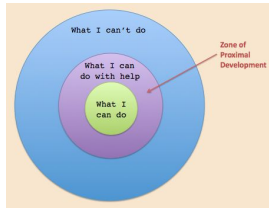
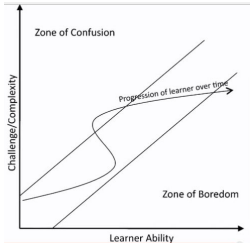
- monitor attentional focus of a social partner
- initiate bids for interactions
- comment on actions or events
- provides information about immediate, past, or future events

Symbol Use

- uses conventional gestures (giving, pointing)
- use a variety of relational words (actions, modifiers)
- use appropriate volume and intonation for the context
- use a variety of word combinations

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Zone of Proximal Development



Regulation

Critical Capacities in Typical Development

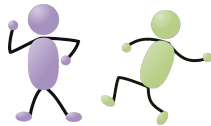
Self-Regulation



The ability to independently obtain an optimal level of arousal (by oneself).

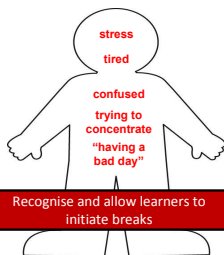
Mutual-Regulation

The ability to solicit and accept assistance from others in regulation one's arousal.



Recognise internal and external factors that might impact on self regulation and engagement

Uncomfortable seating
Unpleasant smells
Harsh lighting
Noises that are difficult to filter out



Language overload
Sudden noises
Being too hot or too cold
Language overload
Lots of changes

(c) Scot Greathead

Regulation Goals

Self-Regulation

- Demonstrate availability for learning and interacting
- Use strategies appropriate to developmental level to regulate arousal during familiar activities
- Regulation emotion during new and changing situations
- Recover from extreme dysregulation by self



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Regulation Goals

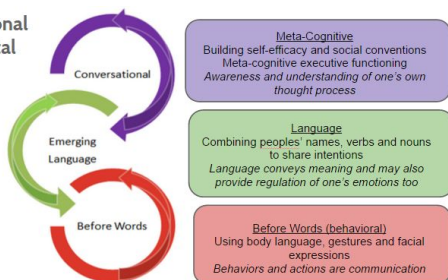
Mutual Regulation

- Expresses range of emotions
- Responds to assistance offer by others
- Responds to feedback and guidance regarding behavior
- Requests others' assistance to regulate emotional state
- Recovers from extreme dysregulation with support from partners



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Social Emotional Developmental Progression



SEE-KS

Interpersonal Support Goals

- Respond to a student's signals to foster a sense of competence
- Provide a balance between initiated and respondent turns
- Provides information to support emotional regulation
- Provide guidance for success with peers
- Adjusts complexity of language models to child's developmental stage

Learning Support Goals

- Incorporates student's preferred learning modalities
- Infuses motivating materials & topics into activity
- Creates turn-taking opportunities and leaves space for child to fill in
- Provide visuals to enhance receptive understanding,
 - to define clear beginning and end to activity
 - to define steps within a task
 - to support social understanding and expectations
- Uses support to organize segments of time across the day , to enhance attention in group activities, to foster active involvement in group activities

[Reference](#)

Meet Alex

Alex is a student in his neighborhood school. He likes to socialize, share stories about his fish and watch National Geographic movies. He has three siblings at home, his favorite color is blue and his favorite food is pizza with extra cheese. Alex has a social emotional learning difference.

Alex's parents are receiving communication from the school about their son's off task behaviors.

Alex's teachers are somewhat frustrated with him because he inaccurately reports information about situations and requires a lot of direct adult attention.





Present Level - The classroom team took data for five consecutive days in one of Alex's classes and determined that on average, Alex raise his hand 30+ times in a 30 minute class period to interrupt and comment about someone else's actions, 90% of the comments were record to be inaccurate based on the observed situation.

Alex, his parents, teachers, and therapists met and chose the following annual goals as a priority for the year.

Given the visual model of a task and no more than 1 verbal reminder to sustain effort on a task, Alex will engage productively by using self regulation strategies to complete tasks within the allotted time by with 80% accuracy or better on 4/5 tasks given.

Data:
#4) Name: ____min/____min allotted, Reminders: 0 1 +1, ____% accuracy

Given direct reading instruction, Alex will develop literacy skills by accurately reading, retelling, and writing a 3-sentence story in a sequential order containing basic story elements (i.e. character, setting, problem-solution) to attain an independent reading level H.

Data:
#3) reading Y N, retelling Y N writing Y N # of sentences: 1 2 3, sequential order Y N

Learning Support Goals

Thinking about Alex, let's ask ourselves

How are we ...

- Incorporating his preferred learning modalities
- Infusing motivating materials & topics into activity
- Providing visuals to enhance understanding to support social understanding and expectations

Interpersonal Support Goals

Thinking about Alex, let's ask ourselves

How are we ...

- Responding to his signals to foster a sense of competence
- Providing information to support emotional regulation
- Providing guidance for success with peers
- Adjusting complexity of language models to child's developmental stage

Activity Task	Educational Goals					Writers Workshop Group
	1 Exp. Can.	2 Problem Solution	3 Read Read Writing	4 Sustain effort	5 Securing attention maintain conversation	
Arrival		X				X
Data: #2 (Only inappropriate reports)						
Reading			X	X		
Data: #3 Takes part in Instructional Reading: Y N Able to Retell what was read: Y N						
Writing Circle one (1) Was he Writing: Y N Independently / With support						
# of sentences written: 1 2 3 more than 3 Written in Sequential order: Y N						
Independent Reading #4 Name of Book: _____ mins. read / _____ min allotted # of Reminders to sustain effort: 0 1 +1 _____ % accuracy						
AM Recess		X				

LEARNING SUPPORT
*Provide clarity of assignments & expectations - visual model of completed activity/assignment to complement verbal explanations.

INTERPERSONAL SUPPORT
Provide information to support emotional regulation
-selection of books, text, writing topics shall be specific to his personal interests i.e. bugs, fish, national geographics, etc.

Writers Workshop Group		1	2	3	4	5
Data: #1 Irregular past tense verbs (+/-) _____ % accuracy						
#4 Name: _____ min allotted. Reminders: 0 1 +1 _____ % accuracy						
Specials						X
Data: #5 secure attention: Y N # conversational turns: 1 2 3						
Writing Independent wk.		X		X	X	
Data: #1 Irregular past tense verbs (+/-) _____ % accuracy						
Data: #3 Reading: Y N Retelling: Y N Writing: Y N Sequential order: Y N # of sentences written: 1 2 3						
Takes part in Content Area Writing: Y N Able to Retell what was read: Y N Was he Writing: Y N # of sentences written: 1 2 3 Written in Sequential order: Y N						
Content Area Reading #4 Book: _____ mins. read / _____ min allotted # of Reminders to sustain effort: 0 1 +1 _____ % accuracy						

Examples of LEARNING SUPPORTS

Thank you to all the parents, educators and students for creating these powerful supports so all students can be meaningfully engaged within their learning.

#bebrave #bethedifference

Visual Support: Expression Key Rings



Educator Developed, Medal.R, 2012



Educator Developed, Unknown

Active Task Engagement: Connecting to Meaningful Topics

Training Schedule

Cardio Day
Water stations located every 1 mile

	Sensory Room	DISTANCE
Stretch	Fluency work	25 mile
Sprints	Literacy Block	1/4 mile
Circuit Training		
1.		1/4 mile
2.		1/4 mile
3.		1/4 mile
4.		1/4 mile
Run	Writing	1/4 mile
Carb loading	Recess	1/4 mile
	Lunch	1/4 mile
		1/4 mile
Rotation Training	Math	
1.		1/4 mile
2.		1/4 mile
3.		1/4 mile
4.		1/4 mile
Cool Down	Pack Up	1/6 mile
	Total	



Training Schedule

Strength Training Day
Water break after lifting 60 lbs

	Sensory Room	Weight
Stretch	Fluency work	30 lbs
Bicep Curls	Literacy Block	15 lbs
Chest and Arms		
1.		15 lbs
Triceps		15 lbs
2.		15 lbs
Deltoids		15 lbs
3.		15 lbs
Pectorals		15 lbs
4.		15 lbs
Bench Press	Writing	15 lbs
Carb loading	Recess	30 lbs
	Lunch	30 lbs
		30 lbs
Leg Press	Math	
Hamstring curls		15 lbs
1.		15 lbs
Quadriceps		15 lbs
2.		15 lbs
Calves		15 lbs
3.		15 lbs
Hips		15 lbs
4.		15 lbs
Cool Down	Pack Up	10 lbs
	Total	

Emotional Expression: Connecting to High Interests of OTIS elevators

Rating	Looks/Sounds Like	Feels like	I can try to...
5	Founding on windows, doors, and walls Blurring out in a loud, angry voice	Can't control anger Can't control frustration	Use strategies in a safe location Take deep breaths Count Look at Maps Look at pictures of elevators
4	Hurling out and jumping up to open windows and doors Unable to listen/hear staff re-direction	Can't control anger Can't control frustration	Go to a safe location Take deep breaths Count Look at Maps Look at pictures of elevators
3	Bouncing on the exercise ball really high Continuously rubbing hands together faster Blurring out Standing up pacing the room	I feel miserable I am frustrated	Take deep breaths Take a break Walk to the fitness center Look at Visitors Guide Go in the hallway
2	Being re-buonitose, Tapping my sandals, Kibbling my hands together, Beginning to laugh in a higher voice	I am anxious I am nervous Changes are happening	Take a deep breath Look at Visitors Guide Look at People Game Doodle on paper Bounce lightly on a ball Look at Elevator Pride Code in binder Check schedule
1	Quiet Working - on task Following Agendas Voice sounds friendly to subject	I am happy I am calm I feel comfortable	Use Visitor Guide Table Look at Exit Sign Agendas & Mile Think about staying on the Interstate Make comments on subject Complete assignments

Sensory Modulation and Communication Tool

PURPOSE: To visually show student(s) what they can do when they need/want to take a break from the task/activity and provide a visual prompt for student to request a break to staff.

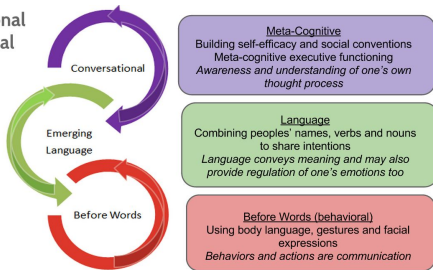


HOW TO USE:

- Place break choice on wall or student desk
- Student can take off break choice options and place them on the sentence prompt
- Student will give break choice options card to staff
- Staff will point to the words Red, Green, Yellow and support student reading words aloud to request a break.

VIDEO [LINK](#) for How To Use

Social Emotional Developmental Progression



Student:

Social Emotional Stage	What does it look like?	Describe interpersonal or learning supports
Conversational (Metacognitive) awareness and understanding of one's own thought process		
Emerging Language method of communication, either spoken or written, consisting of words (symbols) use to convey a message.		
Before Words the way in which one acts or conducts oneself		

Remember a person can move between developmental stages based on internal and external factors

Student:

Social Emotional Stage	What does it look like?	Describe interpersonal or learning supports
Conversational (Metacognitive) awareness and understanding of one's own thought process		<ul style="list-style-type: none"> • Infuse high interesting into all learning opportunities (example: listen to princess music while working/on-task, turn off music when Student disengages) • Continue to use videos/social stories • Monitor and provide behavior specific praise independence (similar to what is used with peers) • Continue to comment on actions, events, situations and comment about others actions, events, situations. • Asking open interest questions to gain more perspective about who Student feels she is as a person • Continue to use and reference learning supports such as visuals, stories, cues, peers, etc. • Continue to have access to liquids (water bottle)
Emerging Language method of communication, either spoken or written, consisting of words (symbols) use to convey a message.		
Before Words the way in which one acts or conducts oneself		

Remember a person can move between developmental stages based on internal and external factors*

Student:

Social Emotional Stage	What does it look like?	Describe interpersonal or learning supports
Conversational (Metacognitive) awareness and understanding of one's own thought process		<ul style="list-style-type: none"> • Infuse high interesting into all learning opportunities (example: listen to princess music while working/on-task, turn off music when Student disengages) • Use of videos/social stories • Monitor and provide behavior specific praise independence (similar to what is used with peers) • Commenting • Asking questions about interests, events when answers are known • Use of and reference to visual schedules/supports • Access to liquids (water bottle) & snack items available
Emerging Language method of communication, either spoken or written, consisting of words (symbols) use to convey a message.		
Before Words the way in which one acts or conducts oneself		

Remember a person can move between developmental stages based on internal and external factors*

Student:

Social Emotional Stage	What does it look like?	Describe interpersonal or learning supports
Conversational (Metacognitive) awareness and understanding of one's own thought process		<ul style="list-style-type: none"> • Allow Student to move about as needed • Offer physical options visually (her favorite things) • Put on music, favorite song or calming music • Model appropriate behavior with actions (no words) • Access to liquids (water bottle) & snack items available
Emerging Language method of communication, either spoken or written, consisting of words (symbols) use to convey a message.		
Before Words the way in which one acts or conducts oneself		

Remember a person can move between developmental stages based on internal and external factors*

Can the student...	Y	N
Predict that others are a source of assistance		
Predict that others are a source of engagement or pleasure		
Predict the sequence of activities/tasks		
Predict the steps within each activity/task		
Predict what to say		
Predict how to engage in the activity/task		
Predict how to regulate emotions in a manner sensitive to others		
Predict the purpose of academic and social activities/tasks		
Date: _____ Time/Class: _____ Initials: _____		

A Social Emotional Learning Difference is a
Neurological Difference that Impacts One's
Ability to Predict the Intentions of Others...

Be THE Difference



thank you

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