



# THE ESSENTIALS

SUPPORTING ADULTS AND STUDENTS IN  
MARION COUNTY SCHOOL DISTRICT

# MCSD SEL DESIGN TEAM MEMBERS

Adrianna Wingard-Counselor, CBSA

Adrienne Johnson-Reading Coach, CBSA

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Cassandra Strickland-Director of Federal Programs, CSOA

Cheryl Warren-Coordinator of Teacher Evaluation, CSO

Deidra Bowden-Counselor, MaHS

Farrah Owens-Director, AEL

Gretchen Whitman-Coordinator of Special Services, CSOA

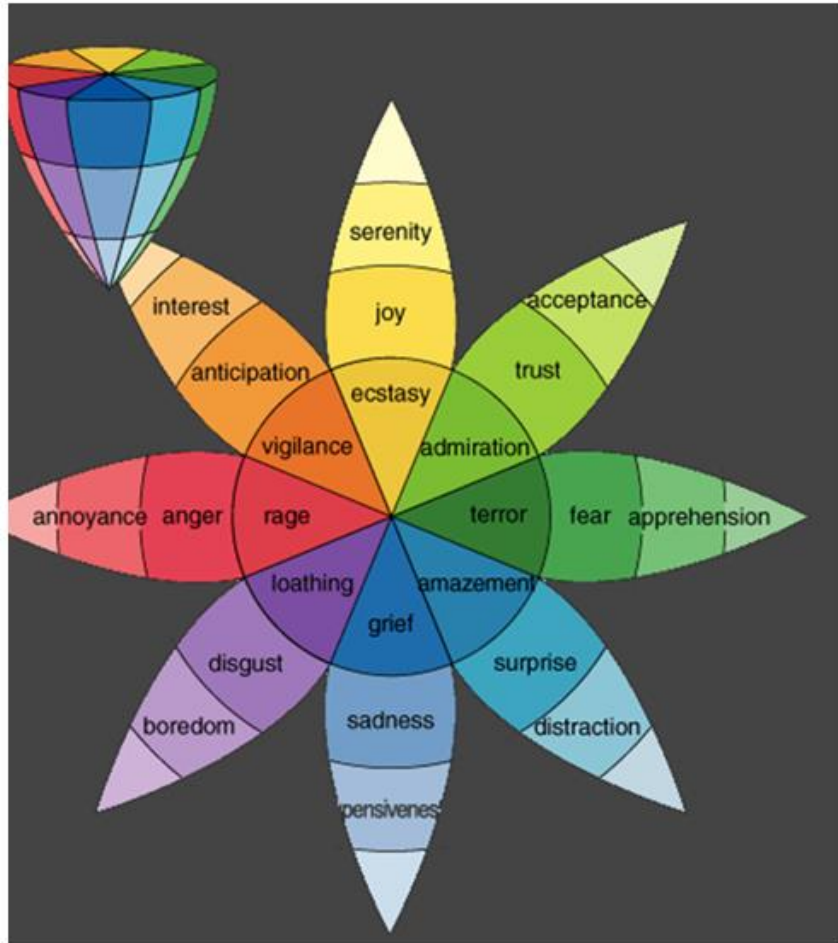
Martina Y. Rush-Student Services Specialist, CSOA

MyKea Jordan-Principal, EPS

Paula Rabon-Lead Teacher, JMS



# CHECKING IN!



## HOW DO YOU FEEL?



# WHAT IS SOCIAL EMOTIONAL LEARNING (SEL)?

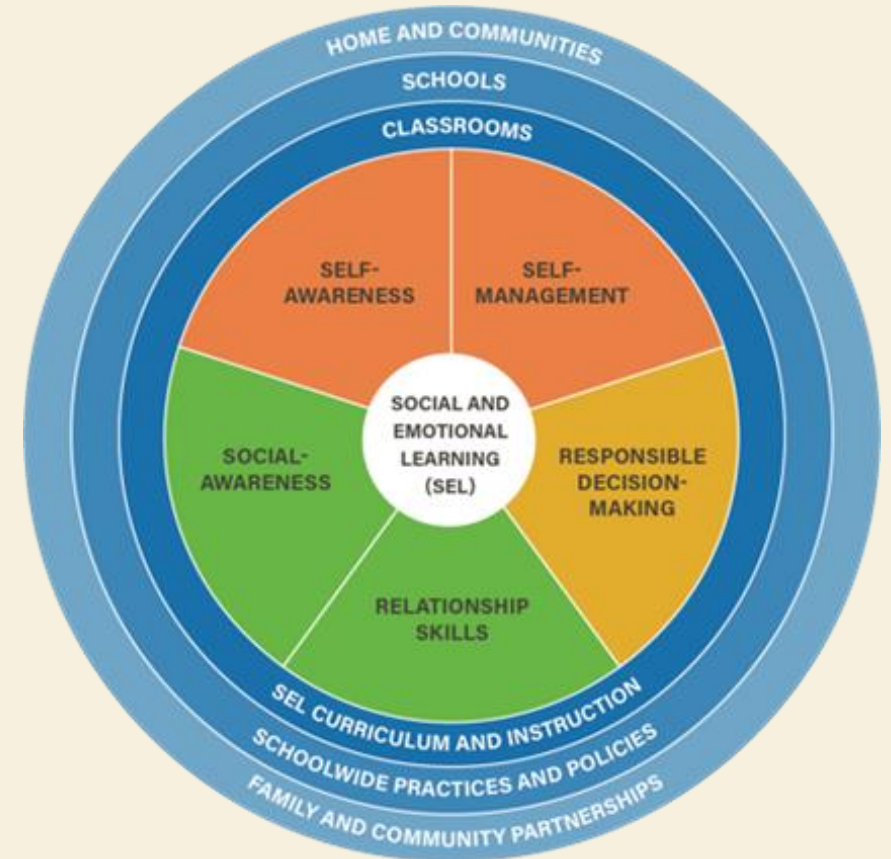
- “Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Source: CASEL

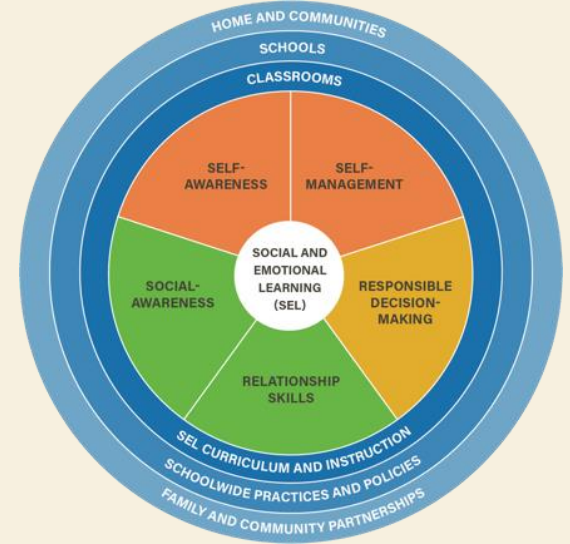
- [YouTube Video Link](#)

# THERE ARE 5 COMPETENCIES OF SEL

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making



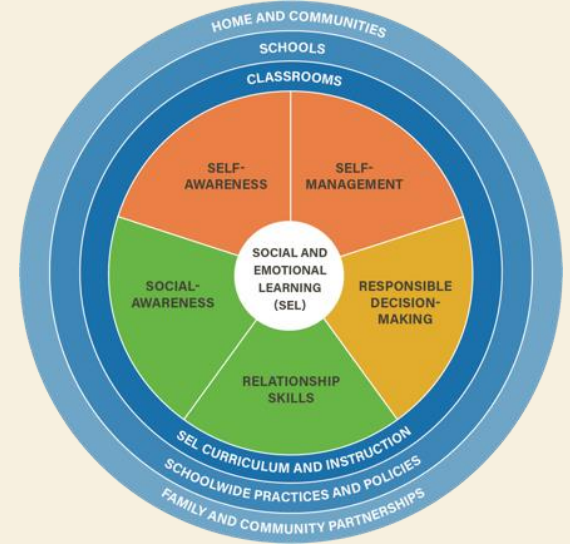
# SELF-AWARENESS



The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

# SELF-MANAGEMENT

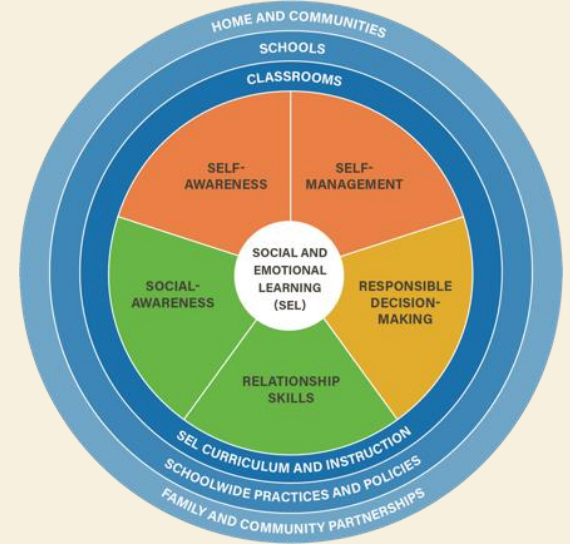


The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills



# SOCIAL AWARENESS

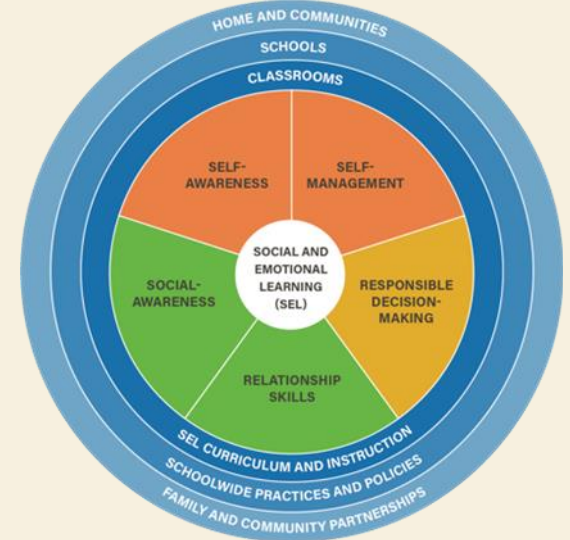


The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



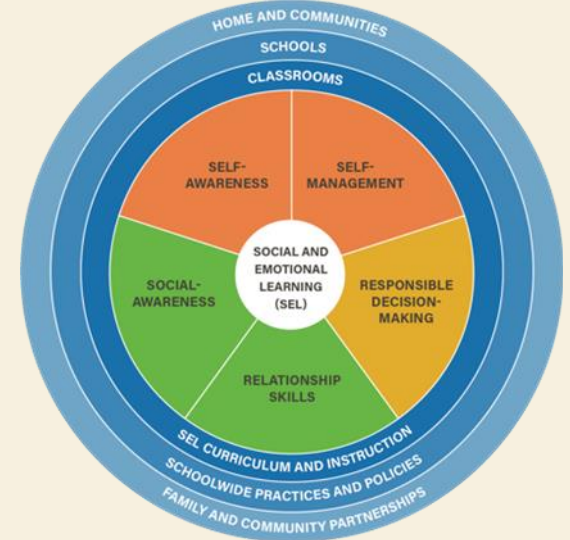
# RELATIONSHIP SKILLS



The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

# RESPONSIBLE DECISION-MAKING



The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

# SEL IN MCSD

WHAT CAN YOU EXPECT IN OUR SCHOOLS?



- Design Team Recommendations

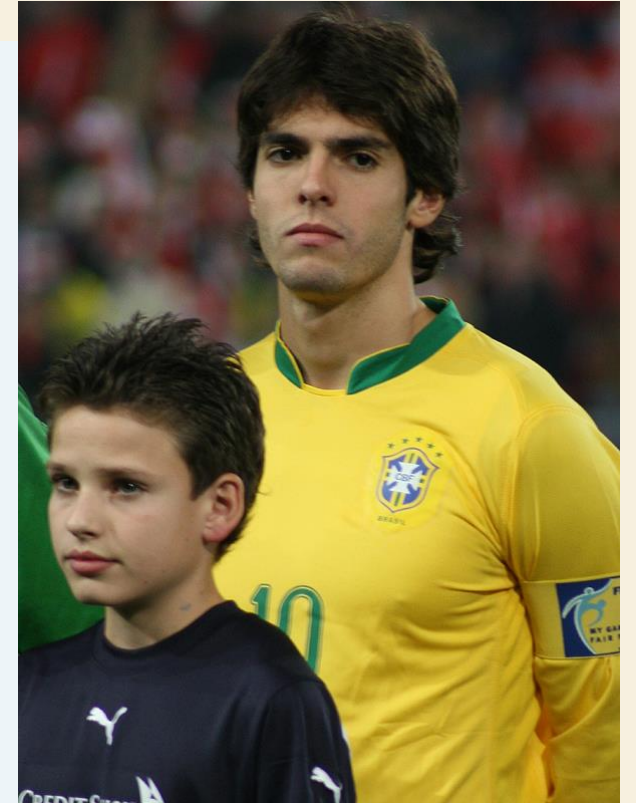
# **SEL SCENARIOS**

**CONSIDER THESE QUESTIONS WHILE READING EXAMPLES ON THE FOLLOWING SLIDES.**

- 1. Which SEL competencies are areas of strength for the student?**
- 2. Which SEL competencies does the student need to build?**
- 3. What questions might you ask the student or family members that would help you form more meaningful relationships with the student and check your own assumptions about the student?**
- 4. What are some strategies you would use to help the student improve on that competency?**

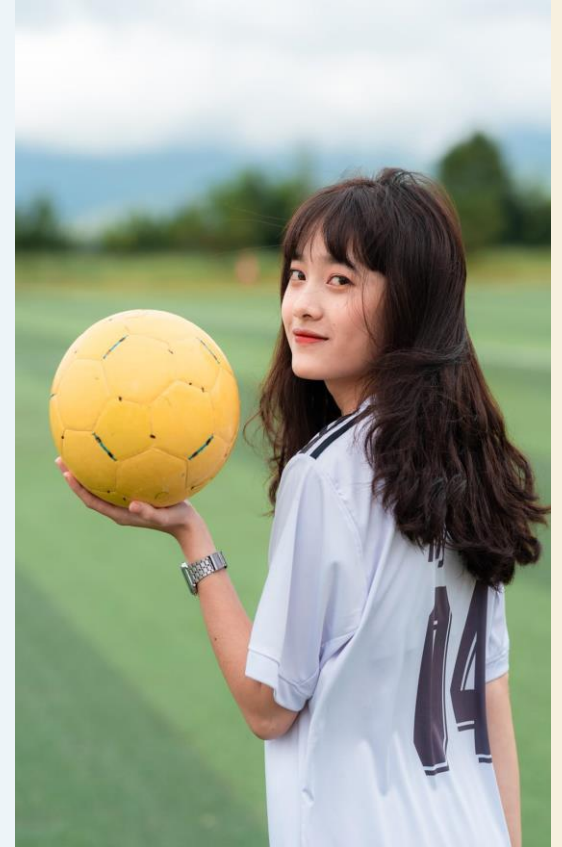
# SCENARIO #1

**Javier mostly enjoys school.** He gets decent grades. Although he prefers to keep to himself most of the time, he willingly works with his classmates when the teacher requires it. He enjoys playing kickball at gym and is often one of the leaders when forming teams, but he frequently gets frustrated when he makes an out. When that happens, he sometimes just quits the game, has a hard time focusing after gym, and mopes around the classroom, telling everyone that he “sucks” at sports.



# SCENARIO #2

Ever since she began school, Leora acted on impulse. Her behavior seemed innocent and forgetful at first and was characterized by minor lapses in judgement like being a few minutes late for class or not completing a full assignment. Two months ago, she quit the soccer team, something she's done since she was little. Since then, she has joined and dropped out of choir, band, and journalism. Her mother has become increasingly worried and has called the school counselor, asking how to tell the difference between normal student behavior and behavior that should raise a red flag.





# SCENARIO #3

**Ibrahim rarely completes his homework.** Sometimes he gets home and is distracted by a video game or has to take care of his younger siblings. Sometimes he forgets to write down the assignment. On the nights he actually remembers to finish his homework, he often leaves it on the kitchen table accidentally. Several teachers have started to give him detention for missing homework assignments. One day during detention, he stares out the window and muses, “Why do I even bother to do it, anyway?”





# SCENARIO #4

**Diamond is a friendly child who enjoys being the center of attention.** She is an adequate student who picks up on material easily, but her behavior takes her and others off-task. Despite her teacher's attempt to address Diamond's difficulty, she has continued to struggle to follow directions and needs multiple redirections throughout the day. Loss of privileges or being removed from the classroom has done little to change the behavior. At times, Diamond does connect with her teacher, especially during science lab, which is her favorite subject.



# SCENARIO #5

**Mr. Jones is loved by his students.** After each period, students stay behind to talk to him about homework, their social lives, or common concerns that they have about their futures. Mr. Jones also is loved by his peers. They constantly stop by to crack a joke or tell them about their weekend plans. Even though Mr. Jones has great relationships, his students are not achieving at rates that his principal would like, and oftentimes when he is observed, the class has engaging conversations that often veer off subject. Mr. Jones is not aware that he does this and is consistently perplexed by why his students are not achieving at higher levels—everyone seems so engaged.



# SCENARIO #6

**Ms. Howard is an established teacher who has always taken pride in developing the “scholars” in her classroom. Ms. Howard sets down clear expectations and is consistent with follow-through. In the last few years, Ms. Howard has been struggling with some students who don’t seem to respect her and challenge her over minor moments such as getting materials out or taking down notes. Ms. Howard believes it her students’ jobs to “get” their education, not her job, and gets visibly frustrated with her students when they do not**



# SEL RESOURCES

- [SC Dept of Ed – SEL Resources](#)
- [MCSD SEL Page](#)
- [CASEL](#)
- [centervention](#) – SEL Activities
- [25 Ways to Integrate SEL](#)
- [100 Free SEL Resources](#)
- [InsideSEL](#) - SEL Resources for Parents, Educators & School Communities Related to COVID-19
- [Common Sense Education](#) – Educator Toolkit for SEL
- [We Are Teachers](#) – SEL Resources
- [We Are Teachers](#) – 21 Ways to Integrate SEL
- [Proud to Be Primary](#) - 28 Social Emotional Activities that Support Distance Learning at Home
- [Education.com](#) – SEL Lesson Plans/Activities
- [Waterford](#) – 15 Activities for Teaching CASEL Core Competencies
- [My Learning Tools](#) – Self-Awareness
- [NEWSELA](#)
- [SEL Choice Boards](#)
- [SEL Learning Activities for Families and Educators](#)
- [13 Powerful SEL Activities](#)
- [5 Ways to Incorporate SEL in Middle School](#)
- [Grades 6-8 SEL Skills](#)

## Videos

[PBS Learning Media](#) – Social and Emotional Development



# ONE FINAL QUESTION TO PONDER

- Does every student know that there is someone in the building who
  - BELIEVES in them
  - CARES about them
  - they can GO & TALK to about their concerns?

