

Don't Hulk Out! Implementing SEL and Addressing Behavior in the Classroom

Date:

Set Your Intention



What is your intention for today?

My intention for today is to...

Your Core Belief System

Directions: Write at least three of your core beliefs (classroom rules/expectations).

- 1.
- 2.
- 3.

Maslow's Theory and Classroom Behavior



Maslow's hierarchy of needs

Classroom Management Discussion

SAMPLE PROCEDURE 1

Problem- Student B never turns their work in when the teacher asks, argues that he did the work already, but blames others for “messing with their stuff”, which ultimately leads to arguments and sometimes fights. What should the teacher do?

1. KEEPING ORDERLY DESK- This procedure helps with organizational skills that only in class, but in other aspects of their lives. Students will be able to quickly find their material.
2. Develop Procedural Steps for this procedure. Using the 3-step teaching classroom procedures, how would you implement the procedure?

SAMPLE PROCEDURE 2

Problem- Student C loves working in groups because it gives him time to talk more with his friends in the class. Student C often gets overly excited when working with groups. What can the teacher do?

1. Keeping students on-task. This procedure helps with over-active engagement and reminds students to adjust their activities to establish classroom norms and their actions if they are unacceptable. It eliminates noisy, off-task behavior. Returns classroom to an appropriate learning atmosphere. An example strategy is the STOP strategy.
2. Develop Procedural Steps for this procedure. Using the 3-step teaching classroom procedures, how would you implement the procedure?

SAMPLE PROCEDURE 3

Problem- Students A, B, and C sometimes pick on students who are not like them in the classroom. This leads to others feeling bullied and not feeling as if they are not a part of the class. What can the teacher do?

1. Cultivating Social Skills- Social Skills are essential to a positive classroom environment. This creates a classroom where everyone practices courtesy and treats one another with dignity and respect. This procedure provides opportunities for effective communication in spoken and body language, increased productivity, and a positive classroom atmosphere.
2. Develop Procedural Steps for this procedure. Using the 3-step teaching classroom procedures, how would you implement the procedure?

SAMPLE PROCEDURE 4

Problem- Student D is a student who often becomes anxious when around others and frustrated when a new task is presented to them. This can manifest itself in the student yelling, crying throwing objects, or withdrawing. What can the teacher do?

1. Handling Student Anxiety- some students have a difficult time adjusting to their environment and can experience anxiety and frustration. With the proper support and structure, students can be successful.
2. Providing procedures for students to follow when they feel overwhelmed resolves:

Minimize interruptions in the instructional lesson

Allows the teacher and the student to receive support without drawing negative attention

Reinforces the use of appropriate “replacement” behaviors

3. Develop Procedural Steps for this procedure. Start with, observing the student to pinpoint the specific behavior problem the student is experiencing. Create a step-by-step procedure for the students to follow when they experience anxiety or frustration. Using the 3-step teaching classroom procedures, how would you implement the procedure?

SEL in the Classroom



Directions: Take a moment to review each SEL domain. Choose one standard under each SEL domain. Choose a grade band. On a sticky note, write down one activity for the standard under the domains that you could use in your classroom. Place the sticky note on the chart paper that matches the domain.

Self-Awareness

- 1A. Identify emotions and related feelings in oneself.
- 1B. Develop an accurate perception of oneself (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.

Self-Management

- 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.

Social Awareness

- 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 the school, home, and community.

Relationship Skills

- 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.

Responsible Decision Making

- 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
