

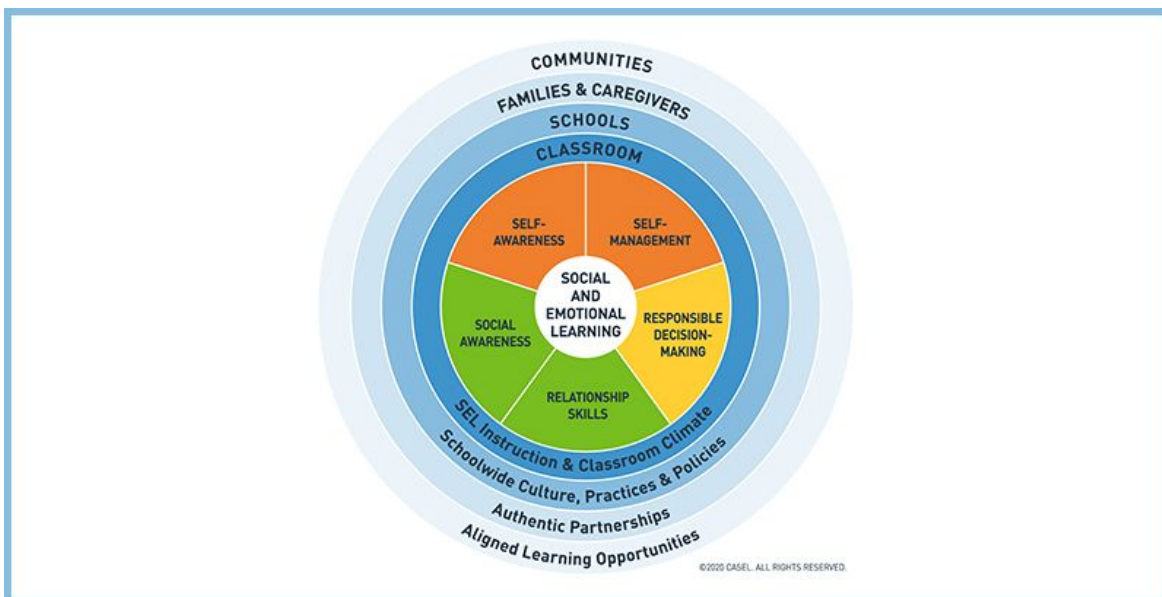
# SEL- Social and Emotional Learning



## CASEL- Collaborative for Academic Social and Emotional Learning

defines SEL as:

- SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
- SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



# SEL and Prevention at PLSD



## Second Step

Research-based SEL programs prevent substance abuse through the promotion of both personal and social skills

(<https://www.cfchildren.org/policy-collateral/one-pagers/sel-and-substance-abuse-in-young-people/>). Second Step is a classroom-based program designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. The elementary years are the ideal time to nurture social emotional competence and develop foundational learning skills. The program is divided into four units: (1) skills for learning, (2) empathy, (3) emotion management, and (4) problem solving ([Social-Emotional Learning Curriculum](#)).

- Our elementary schools are providing Second Step to their students.
- Regardless of race, socioeconomic background, or school location, students have shown significant positive benefits. Second Step can support the positive development of students from diverse family backgrounds or geographical contexts.
- Second Step materials were evaluated for cultural relevance and representation to identify stereotypical photos and videos. Second Step has updated their materials and made replacements available for free.
- The updated version will include lessons from Learning for Justice (<https://www.learningforjustice.org/classroom-resources>) formerly named Teaching Tolerance.



*Evidence-Based Prevention Programs for Schools, Families, and Communities*

## **Botvin Life Skills Training**

Botvin LifeSkills Training (LST) is a classroom-based prevention program designed to prevent adolescent tobacco, alcohol, marijuana use, and violence. There are three major program components: (1) personal self-management skills, (2) social skills, and (3) information and resistance skills specifically related to drug use. Skills are taught using instruction, demonstration, feedback, reinforcement, and practice. LifeSkills Training is developmentally designed to promote mental health, social emotional skill building, and positive youth development (Botvin LifeSkills Training Middle School Program).

- Our middle (6th-grade) and junior high schools (7th-grade and 8th-grade next year) are providing LifeSkills Training to their students.
- Research indicates that LST is generalizable to a variety of ethnic groups. The program has been proven effective with White, African-American, and Hispanic/Latino youth; middle-class and economically-disadvantaged youth; and suburban, urban, and rural youth.



## **School Connect**

Efforts to improve child and adolescent health have typically addressed specific health risk behaviors, such as tobacco use or violence. However, results from a growing number of studies suggest that greater health impact might be achieved by also enhancing protective factors that help children and adolescents avoid multiple behaviors that place them at risk for adverse health and educational outcomes (School Connectedness | Protective Factors | Adolescent and School Health).

For the 2020-2021 school year, School-Connect designed Digital Solution to help teachers support students and equip them with the social, emotional, and academic skills they need to meet current challenges and to prepare for the future. There are eight topic areas: (1) Returning to Learning with Trauma-Informed Supports, (2) Creating a Supportive Learning Environment, (3) Studying Effectively Remotely or at School, (4) Managing Stress Before It Manages You, (5) Bouncing Back from Challenges, (6) Building an Empathetic and Inclusive Community, (7) Navigating Relationships in Tight Quarters, and (8) Making Plans for Your Future. Every lesson includes an opener, essential questions, wrap-up, and opportunities for reflection ([School-Connect](#)).

- Our high schools are providing School-Connect Digital Solution to their students.
- School-Connect focuses on Building an Empathetic and Inclusive Community through teaching and discussion on the following: Understanding Empathy for Others, Appreciating Diversity, Standing Up for Others, Skill-building for Challenging Conversations, and Apologizing and Forgiving.



## [SMART Labs](#)

The Stress Management and Resiliency Training (SMART) Labs are designed as a prevention and intervention resource for students and/or teachers to improve regulation and reduce stress. Developed by Sarah Geiger at LVJH, Labs and “desks” are being rolled out across the district ([SMART Lab Stations](#) by Ryan Max, LVJH). The SMART Lab provides a place in the school where students feel safe, learn and practice skills with a trusted adult, and develop goals. It is a representation of trauma-informed (regulate, relate, and reason) best practices.

SMART Labs support emotion regulation. Emotion regulation equips children and adults to handle conflict, intense feelings, and challenges. When children and adults practice noticing their feelings, understand the context for them, and can consider next steps, they are less likely to enter “fight, flight or freeze” mode in the face of conflict. Instead, they are equipped to stand up for themselves and others. Emotion regulation allows children and adults to settle their stress response enough to access their “thinking brain” and consider right action. All children and adults need emotional literacy and emotional regulation to serve in the role of allyship. ([The Goal of Emotional Regulation is Not Quiet, Compliant Kids](#)).



## HOPE Curriculum

The Health and Opioid Prevention Education (HOPE) Curriculum is a kindergarten through high school opioid prevention curriculum. It is designed to support local health education curriculum. The HOPE Curriculum also meets the Ohio HB 367 requirements to provide a health education curriculum that “includes instruction on the dangers of prescription opioid abuse and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.”

The HOPE Curriculum provides developmentally appropriate lessons to build students' skills and functional knowledge. Those students can then make healthy choices about drugs and medicines throughout their life ([Health and Opioid Prevention Education \(HOPE\) Curriculum | Department of Kinesiology and Health | College of Education and Human Services | Wright State University](#)).

- Our JH and HS health classes utilize HOPE lessons.



## Start With Hello

Start With Hello is one of Sandy Hook Promise’s campaigns that teaches students to be more socially inclusive and connected to each other. Students are empowered to end social isolation in three easy steps: See someone alone, Reach out and help, Start with hello.

- Our schools participate in this campaign at the beginning of the school year.



## Say Something

Sandy Hook Promise's Say Something is a universal awareness campaign that informs students in grades 6-12 how to look for warning signs, signals and threats, especially in social media, of an individual who may be a threat to themselves or others and to say something to a trusted adult to get help.

- MS: March 3-26
- JH: March 15-19
- HS: PHSC March 22-26



## Red Ribbon Week

Red Ribbon Week is an alcohol, tobacco, and other drug and violence prevention awareness campaign observed annually in October in the United States.

- Our elementary schools participate in Red Ribbon Week.



## D.A.R.E.

D.A.R.E. is a police officer-led series of classroom lessons that teaches children how to resist peer pressure and live productive drug and violence-free lives. The D.A.R.E./*kiR* curriculum is based in Socio-Emotional Learning. Pickerington Police Officer Frost teaches basic skills and processes needed for healthy youth development, including: 1) self-awareness and management, 2) responsible decision-making, 3) understanding others, 4) relationship and communication skills, and 5) handling responsibilities and challenges. Students are taught to control their impulses and think about risks and consequences resulting in more responsible safe and healthy choices.

- Students in grades 5th-6th were offered virtual D.A.R.E.



## Too Good For Drugs

Too Good for Drugs is a school-based drug prevention program designed to reduce students' intention to use alcohol, tobacco, and illegal drugs, while promoting prosocial attitudes, skills, and behaviors. The program seeks to build the self-confidence of students so they are better able to make healthy choices and achieve success. Although there are different objectives across grade levels, promoting positive, prosocial attitudes, and fostering healthy relationships is a running theme throughout the program's curriculum. Overall, TGFDF seeks to develop positive peer norms; appropriate attitudes toward alcohol, tobacco, and illegal drug use; personal and interpersonal skills relating to alcohol, tobacco, and illegal drug use; knowledge of the negative consequences of alcohol, tobacco, and illegal drug use; and finally the knowledge of the benefits of living a drug-free lifestyle.

- The Recovery Center made the Too Good for Drugs curriculum available through videos on youtube for all 5th and 6th-grade students.



## Where Everybody Belongs

Where Everybody Belongs is a middle school orientation and transition program that welcomes 7th-graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from the 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 7th-graders to discover what it takes to be successful during the transition to junior high school and help facilitate 7th grade success.

- Our junior highs utilize WEB.





## Link Crew

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Boomerang Project's proven high school transition program trains mentors from your junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

- PHS: Central utilizes Link Crew.



## Sources of Strength

Sources of Strength is a best practice youth suicide prevention program designed to utilize the power of peer social networks to change unhealthy norms and culture,

ultimately preventing suicide, bullying, and substance abuse. The mission of the program is to increase help seeking behaviors and promote connections among peers and caring adults. Sources of Strength moves beyond a singular focus on risk factors to using Peer Leaders to strengthen multiple sources of support through protective factors at the school population level.

- PHS: Central (Julie Brunner), PHS: North (Eric Rutter), and Cathy Ely were recently trained in Sources of Strength.
- Recruiting diverse Peer Leaders from a wide variety of social cliques and groups is an essential element in achieving the widespread social network impact that is core to the Sources of Strength model.



## SOS

The SOS Program seeks to educate students on the signs and symptoms of depression and suicidality. The school-based mental health programs are designed to help youth navigate the often difficult path of adolescence. Programming focuses on prevention through education by teaching students to identify symptoms of depression, suicidality, and self-injury in themselves and their peers. Using the ACT® model (Acknowledge, Care, Tell), students are taught specific steps to take if they encounter a situation that requires help from a trusted adult. The SOS Signs of Suicide® High School Prevention Program is the only school-based suicide prevention program listed on SAMHSA's National Registry of Evidence-based Programs and Practices that addresses suicide risk and depression, while reducing suicide attempts.

- The SOS program is offered in the fall and spring at the 2 junior highs and 3 high schools.



## OhioGuidestone: Incredible Years

The Incredible Years evidence-based program reduces challenging behaviors in children and increases their social-emotional learning and self-control skills. Evidence shows the programs have improved behaviors of up to 80 percent of the children of participating parents and teachers. If left unchecked, these behaviors would mean those children are at greater risk in adulthood of unemployment, mental health problems, substance abuse, early pregnancy/early fatherhood, criminal offending, multiple arrests and imprisonment, higher rates of domestic violence and shortened life expectancy.

- This program is being delivered to Tussing Elementary to select kindergarten classes through ADAMH funding.