

Chris Gibson

Crosswalking Social Emotional Learning

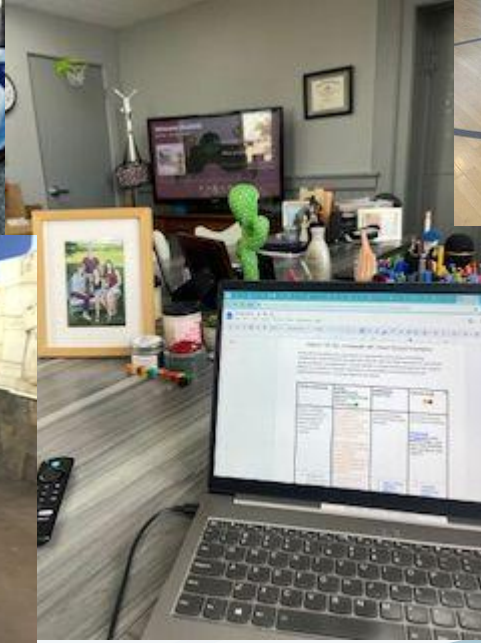
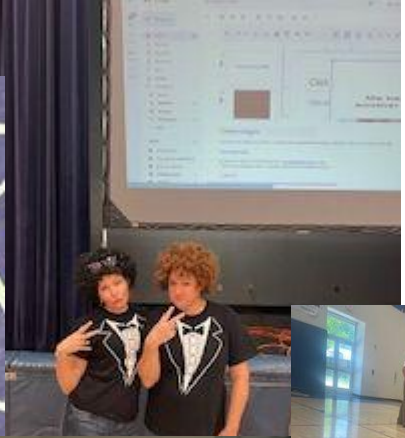


Chris Gibson, Behavior Analyst, MAED

District #118 Director of Behavioral Support Services and SEL Coordinator

Belleville District 118 services families with children 3 through 14 in the downtown area. We have eleven schools with a student body population of about 3500. District 118 is ethnically diverse, and home to 75% low income families. One third of our students have an IEP to support learning. All of our students are worthy of a learning environment where we educate students, empower individuals, build character.





Crosswalking SEL

- The Activity
- The Why
- The Facts
- The Meat and Potatoes
- The Share
- The Framework
- The Help



Why so focused on human behavior?

Everything we do all day long is behavior. In the behavior analyst world there is something called the DPT (Dead Person Test). The philosophy behind it is if a dead person can do it, it is not a replacement behavior and can not be taught as an evidence based intervention.

Teaching SEL with intentionally while embedding practices to grow new neuro pathways is essential to building socially significant behaviors.

How do I do it all and still teach, counsel, lead, etc....

Facts:

- Strong social emotional skills increase academic success.
- Strong social emotional skills reduces educator burnout.
- Strong social emotional skills allows for more learning to occur.
- Strong social emotional skills increases overall health and wellness.

Chances are you already do it all all day long. Who in here is tired? However, our goal today is work smarter not harder.

What do you need? How about an SEL Crosswalk?

[Copy of Crosswalk](#)

Thought Partners/Sharing

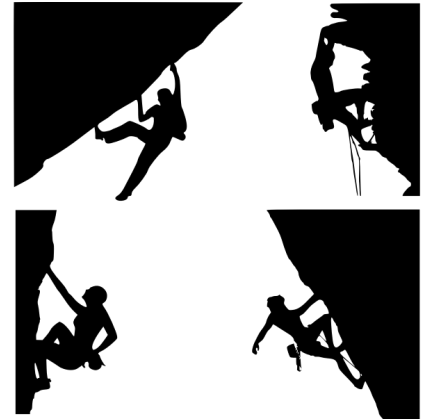
Two Positives

Two Barriers



How much work is involved in building a strong framework?

Building something great takes time and commitment. We have found that embedded SEL for staff and students gives our people the space to be heard and supported. To grow and learn together how to self regulate, use a growth mindset, and perform at their best. However, we also know that all the SEL in the world within a classroom of students that lack the skill or will to demonstrate appropriate socially significant behaviors leaves educators frustrated.



Copy of Tiered Supports Master

Activities

Outputs

Short-Term Outcomes

Long-Term Outcomes

Review SEL state standards and pick a CASEL approved curriculum

Teachers, counselors, leaders are all using a shared language and set goals.

Socially significant behaviors are taught with fidelity.

Students grow new neuro pathways and skills are generalized across settings.

Embedded SEL in our staff and students daily practices in district

Classrooms, staff, students feel autonomy to grow their own personal SEL

Self awareness is prioritized and self management becomes an important part of our daily learning.

All stakeholders in 118 feel grow their individual SEL competencies.

Collect baseline data on district culture and climate and overall SEL of staff and students. Then build a strong framework.

Intentionally brought to the table and SEL is the forefront in the learning process instead of an afterthought

Educators see structure and routines in place that give them faith in our ability to change behavior.

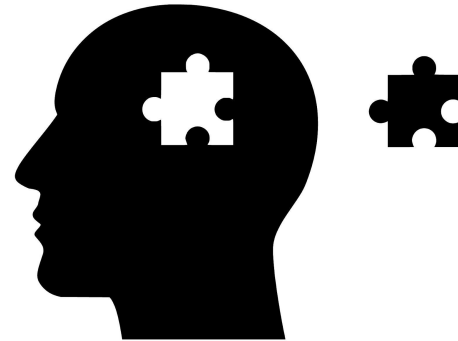
School stability increases, improving student learning outcomes, educator retention, and climate and culture

How can I get more info or pick your brain?

Email me at cgibson@belleville118.org

What if I need help with my administration?
Your administration can reach out to myself and Dr. Ryan Boike rboike@belleville118.org to ask for an opportunity for more training an insight.

Why this works so well: Our information is specific to our District and the children and families we are fortunate enough to serve.



Concluding Slide: What you did, why you did it

these are the 3 items we covered:

1. Why behavior matters
2. Crosswalk
3. Tiered Document



5 minute Q /A

How can I help?





Thank YOU!

carla.p@mindfulpractices.us

