

SEL Instruction & Accessibility

November 2, 2021

All students in Grades TK-8, including Students with Disabilities and English Learners, are receiving SEL instruction. This instruction includes:

- 1) Ongoing accommodations and supports for Students with Disabilities, English Learners and all students in the general education setting, and
- 2) Materials with embedded Universal Design for Learning (UDL) approaches that increase accessibility for all learners.

Sanford Harmony (TK-5)

What is it?

Sanford Harmony (SH) is an instructional program for elementary educators to help their students develop social and emotional skills.

How it's being implemented?

- Monthly slide decks adapted by elementary counselors for ease of teacher use
- Videos recorded by elementary counselors to go with SH units and lessons
- All teachers provided with hard copy materials and access to all digital materials

UDL Checkpoint	<i>Sanford Harmony</i>
Minimize threats and distractions	Established routines and repetition, stuffed animals as talking pieces, familiar characters in SH videos
Foster collaboration and community	Alternate seating options, partner pairings, and group members for activities
Promote expectations and beliefs that optimize motivation	Playing out example social emotional scenarios with adult guidance and support
Offer alternatives for visual information	Counselor videos, SH videos, story read alouds, hard copy materials
Clarify Vocabulary and Symbols	Provide labeled visual and graphic supports, including common images/ emojis
Activate or supply background knowledge	Reading books, articles, or watching videos related to social skills and interactions
Use multiple media for communication	Acting out, partner work, journals, oral sharing
Build fluencies with graduate levels of support for practice and performance	Sentence starters and frames for SEL topics, journal topics
Support planning and strategy development	Counselors as coaches that model thinking through processes and interactions

Second Step (6-8)

What is it?

Second Step is a social-emotional learning program that helps students develop: self-awareness, self-management, social awareness, responsible decision-making, and relational skills.

How it's being implemented?

- Counselors or teachers are providing weekly lessons to students via Zoom or pre-recorded videos
- Digital lessons include warm-up, activities, and wrap-up
- Student activity pages are provided for each lesson
- Units of study: Mindset & Goals; Bullying & Harassment; Thoughts, Emotions, and Decisions; and Managing Relationships and Social Conflict

UDL Checkpoint	<i>Second Step</i>
Optimize relevance, value, and authenticity	Students provided opportunities talk about and listen to others' personal experiences
Foster collaboration and community	Partner and small group discussions
Offer alternatives for visual information	Short video segments are chunked to highlight key concepts
Clarify syntax and structure	Student activity pages with sentence frames
Use multiple media for communication	Digital tools sort and categorize information
Build fluencies with graduate levels of support for practice and performance	Students provided with multiple examples of concepts including stories, visuals, and additional examples,
Facilitate managing information and resources	Student activity pages include graphic organizers such as a flow charts or problem-solution charts
Guide appropriate goal-setting	Students engage in structured goal-setting and identify roadblocks to achieving these goals.

SEL in specialized programs & Newcomer programs

Specialized Programs:

Incorporate SEL into daily lessons and activities, such as:

- Community circles
- Instruction and books that include lessons about feelings, emotions, conflict resolution, building friendships, managing frustration, seeking assistance, etc.
- Structure lessons to include small group work, which requires explicit teaching and support on collaboration, sharing, conflict resolution, turn taking, social-language, etc.
- Beginning each day with “Zones of Regulation” which focuses on preparing students to identify their emotions/feelings and guides the students towards “ready to work” zone
- Practice “calm connect” strategies such as deep breathing, slow body movements

Newcomer Academy:

Newcomer Academy Social Worker, teacher, and staff provide:

- Individual social emotional needs assessment to connect student with school and community supports.
- Newcomer support group
- SEL presentations focused on community building, school climate, bullying and inclusivity, and follow-up activities for students to discuss and apply their new learning.
- Social emotional support to individual or group of students is provided by the Social Worker throughout the day as needed.
- Classroom teacher is in constant communication with the other school staff to ensure students are provided with the support.
- Parent presentations offered in the evenings with some of the topics focused on raising awareness about social emotional learning and support at home.

Next Steps

- High school SEL materials - Create or purchase materials that embed accessibility for implementation this year
- Provide staff with a UDL refresher resource to support all curriculum areas, including SEL
- On-going training on UDL for staff (teachers, counselors, administrators)



Questions?