

Social and Emotional Goals and Transition

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INTRODUCTION

WHO ARE YOU?

WHO AM I?

WHY ARE WE HERE?



DEFINITION OF SOCIAL EMOTIONAL:

SOCIAL EMOTIONAL IS A PROCESS
IN WHICH A PERSON:

LEARNS LIFE SKILLS

LEARNS HOW TO DEAL WITH
ONEMSELF, OTHERS, AND
RELATIONSHIPS

AND LEARNS HOW TO WORK IN AN
EFFECTIVE MANNER.



SEL HELPS US:

N RECOGNIZING OUR EMOTIONS

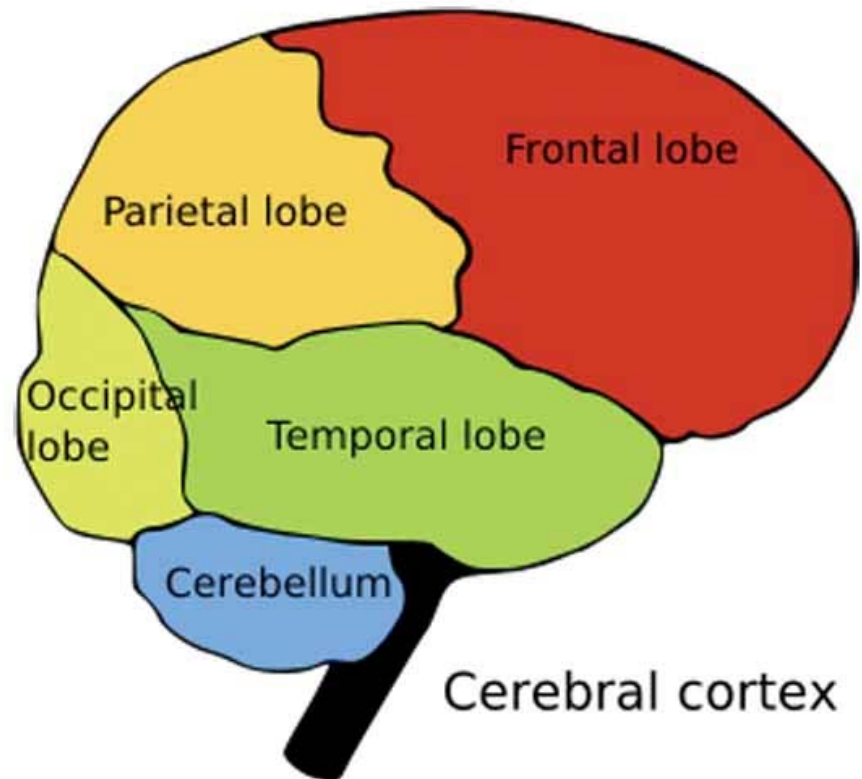
ND HOW TO MANAGE THOSE
FEELINGS



SOCIAL EMOTIONAL DEVELOPMENT:

IS PART OF OVERALL HEALTH
AND WELL BEING

REFLECTS AND IMPACTS UPON
THE BRAINS'S WIRING AND
FUNCTIONING



3 STAGES OF SOCIAL DEVELOPMENT (ERIKSON)

1. LEARNING BASIC TRUST VS.
BASIC MISTRUST (HOPE):

EXAMPLE: BABY TRUSTS CAREGIVER
TO TAKE CARE OF HIS NEEDS.

2. LEARNING AUTONOMY VS.
SHAME (WILL):

EXAMPLE: CHILDREN ARE PROUD
OF THE CONTROL THEY HAVE
AND NOT ASHAMED. THEY CAN
SAY NO BECAUSE THEY FEEL IN
CONTROL



3 STAGES:

- . LEARNING INITIATIVE VS. GUILT (PURPOSE)

EXAMPLE: CHILD LEARNS TO BE A LEADER AS WELL AS A FOLLOWER AND DOES NOT HANG BACK IMMOBOLIZED BY GUILT.

- . INDUSTRY VS. INFERIORITY (COMPETENCE)

EXAMPLE: CHILD LEARNS TO RELATE WITH PEERS ACCORDING TO SOCIETAL RULES AND PROGRESSES FROM FREE PLAY TO PLAY WITH RULES (SUCH AS SPORTS)



3 STAGES:

- . LEARNING IDENTITY VS. DIFFUSION (FIDELITY)

EXAMPLE: CHILD LEARNS WHO HE IS AND THIS SOMETIMES MEANS EXPERIMENTING WITH THAT. CHILD EXPERIMENTS WITH CONSTRUCTIVE ROLES AS OPPOSED TO NEGATIVE ROLES.

- . LEARNING INTIMACY VS ISOLATION (LOVE)

EXAMPLE: IF SUCCESSFUL THE YOUNG ADULT EXPERIENCES TRUE INTIMACY

All *you*
need is
LOVE

3 STAGES:

. LEARNING GENERATIVITY VS.
SELF-ABSORPTION (CARE):

THE WELL ADJUSTED PERSON
KNOWS GENERATIVITY (THE
OPPOSITE OF STAGNATION)
BOTH IN MARRIAGE AND
PARENTHOOD AND
PRODUCTIVITY AND
CREATIVITY IN WORK.

. INTEGRITY VS. DESPAIR
(WISDOM)

EXAMPLE: THIS OCCURS WHEN THE
OTHER SEVEN STAGES HAVE
MATURED.

*Knowledge speaks
but wisdom listens.*

-Jimi Hendrix

IN SHORT:

SOCIALIZATION IS A
LEARNING/TEACHING PROCESS.

IT DOES NOT HAPPEN OVERNIGHT
AND IS FASTER IN SOME PEOPLE
THAN IN OTHERS.

WHEN SUCCESSFUL A PERSON HAS
MOVED FROM THE INFANT STATE
OF HELPLESSNESS AND TOTAL
EGOCENTRICITY TO THE IDEAL
STATE OF AN ADULT WHO HAS
SENSIBLE CONFORMITY AND
INDEPENDENT CREATIVITY.



HOW IS SOCIAL EMOTIONAL BEHAVIOR EXHIBITED IN THE SCHOOL SETTING?

SOCIAL EMOTIONAL BEHAVIOR IS
SEEN IN DIFFERENT WAYS THAT
INCLUDE:

1. ACTING OUT BEHAVIORS

EXAMPLES: YELLING, FIGHTING,
THROWING THINGS.

2. PASSIVE AGGRESSIVE BEHAVIORS

EXAMPLES: WORK REFUSAL, NOT
ANSWERING, NOT LISTENING

**WORK
SUCKS!**

IN THE SCHOOL SETTING:

. WITHDRAWAL BEHAVIORS:

EXAMPLES: ANXIETY, DEPRESSION,
REFUSAL TO GO TO SCHOOL,
LOTS OF ILLNESSES

THIS IS THE GROUP THAT IS OFTEN
OVERLOOKED BECAUSE OFTEN
THIS STUDENT IS NOT CAUSING
PROBLEMS IN THE
CLASSROOM.



ILLINOIS LEARNING STANDARDS FOR SOCIAL EMOTIONAL:

GOAL ONE:

DEVELOP SELF-AWARENESS AND
SELF-MANAGEMENT SKILLS TO
ACHIEVE SCHOOL AND LIFE
SUCCESS.



ILLINOIS LEARNING STANDARDS:

. GOAL 2:

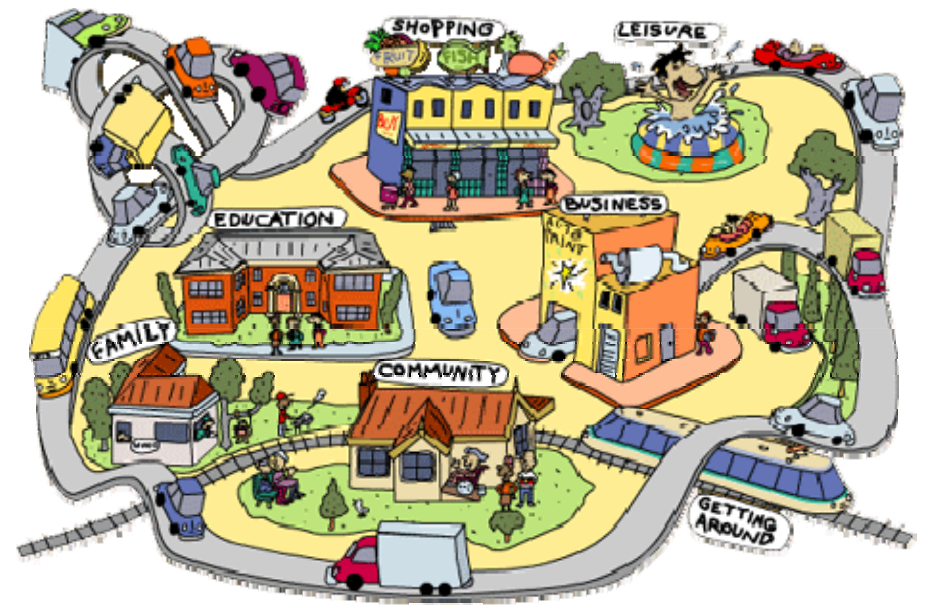
USE SOCIAL-AWARENESS AND
INTERPERSONAL SKILLS TO
ESTABLISH AND MAINTAIN
POSITIVE RELATIONSHIPS



**LOVE
IS ABOUT
TRUST**

ILLINOIS LEARNING STANDARDS:

GOAL 3: DEMONSTRATE DECISION
MAKING SKILLS AND RESPONSIBLE
BEHAVIORS IN PERSONAL, SCHOOL,
AND COMMUNITY CONTEXTS.



DIVIDE INTO GROUPS

COME UP WITH THOUGHTS ABOUT
EACH OF THESE GOALS.

HOW WOULD YOU ADDRESS
THEM?

HOW WOULD YOU HELP A
STUDENT WORK THROUGH THEM?

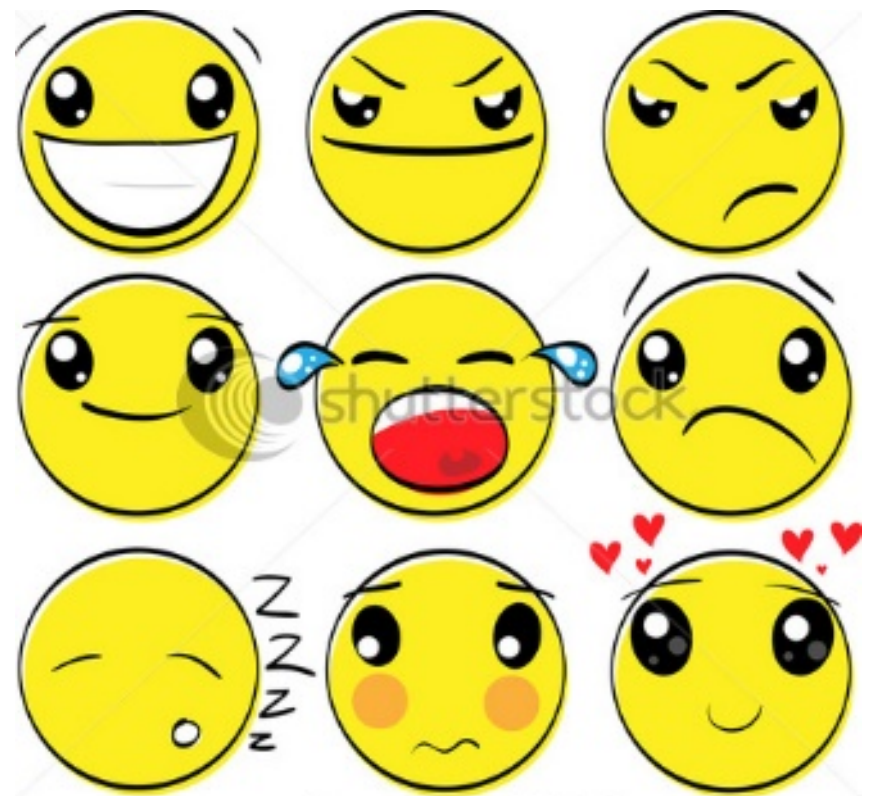


GOAL 1::

DEVELOP SELF-AWARENESS AND
SELF-MANAGEMENT SKILLS TO
ACHIEVE SCHOOL AND LIFE
SUCCESS.

OBJECTIVE 1:

IDENTIFY AND MANAGE ONE'S
MOTIONS AND BEHAVIOR



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GOAL ONE, OBJECTIVE ONE:

GRADES 1 AND 2:

.IDENTIFY EMOTIONS (HAPPY,
SURPRISED, SAD, ANGRY, PROUD,
AFRAID) EXPRESSED IN FACES OR
PHOTOGRAPHS.



GOAL ONE, OBJECTIVE ONE:

GRADES 11,12:

. EXPLAIN HOW FOCUSING ON
OUR COMMUNITY'S ASSETS
RATHER THAN ITS DEFICTS CAN
AFFECT YOUR CHOICES.



GOAL ONE,
OBJECTIVE TWO:
RECOGNIZE PERSONAL QUALITIES
AND EXTERNAL SUPPORTS.



GOAL ONE,
OBJECTIVE TWO:

GRADES 1,2:

.IDENTIFY THINGS YOU LIKE TO
DO.



GOAL ONE,
OBJECTIVE TWO:

GRADES 11,12:

. IDENTIFY THE SKILLS AND
CREDENTIALS REQUIRED TO ENTER
A PARTICULAR PROFESSION AND
BEGIN TO PREPARE ACCORDINGLY.

CAREER

LIFE

GOAL ONE, OBJECTIVE THREE:

DEMONSTRATE SKILLS RELATED TO
ACHIEVING PERSONAL AND
ACADEMIC GOALS.



GOAL ONE, OBJECTIVE THREE:

GRADES 1,2:

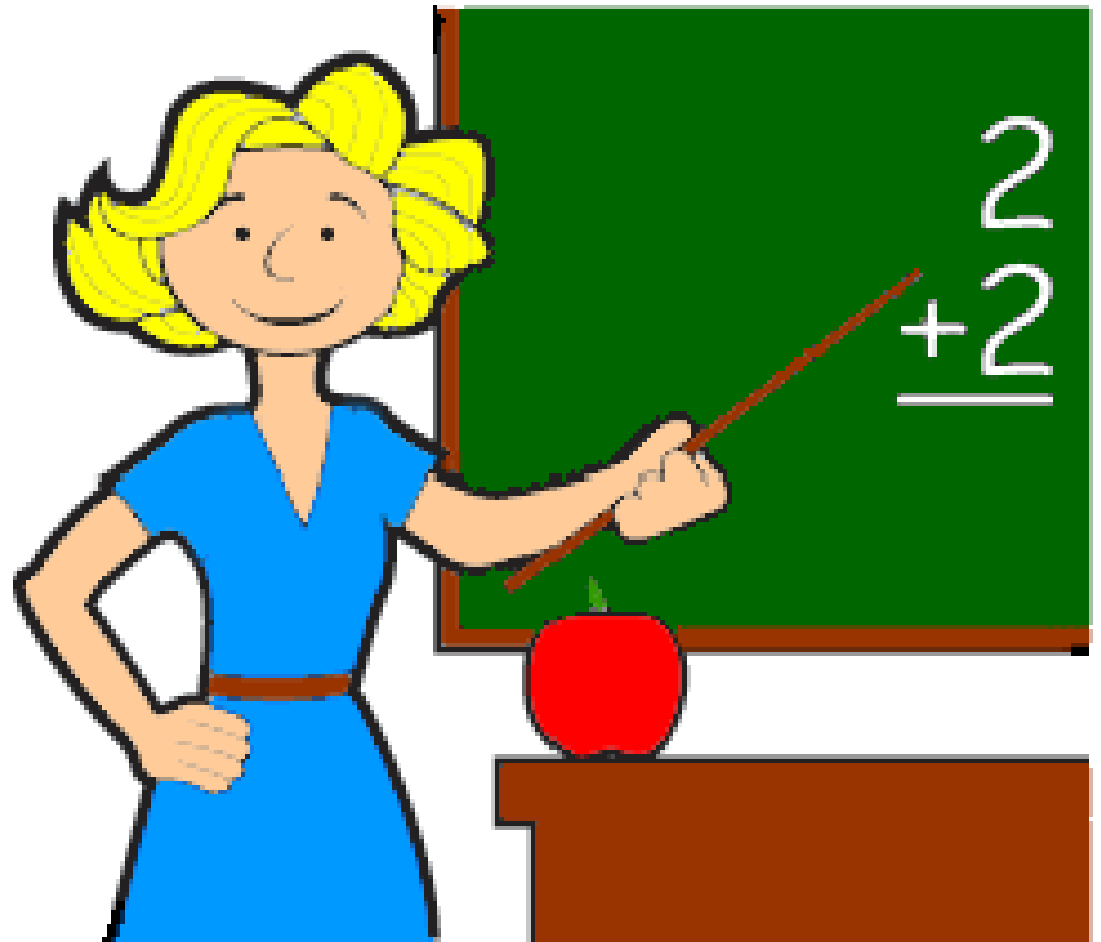
1. RECOGNIZE THE RELATIONSHIP
BETWEEN WHAT YOU WANT TO
ACCOMPLISH AND SETTING GOALS.



GOAL ONE, OBJECTIVE THREE:

GRADES 11,12:

1. SET A LONG-TERM
ACADEMIC/CAREER GOAL WITH
DATES FOR COMPLETION OF THE
ACTION STEPS.



GOAL TWO:

USE SOCIAL-AWARENESS AND
INTERPERSONAL SKILLS TO
ESTABLISH AND MAINTAIN
POSITIVE RELATIONSHIPS.

OBJECTIVE ONE:

RECOGNIZE THE FEELINGS AND
PERSPECTIVES OF OTHERS.



GOAL TWO, OBJECTIVE ONE:

GRADES 1,2:

.RECOGNIZE THAT OTHERS MAY
INTERPRET THE SAME SITUATION
DIFFERENTLY FROM YOU.



GOAL TWO, OBJECTIVE ONE:

GRADES 11,12:

. ANALYZE BARRIERS TO EFFECTIVE
COMMUNICATION.

Communication



GOAL TWO, OBJECTIVE TWO:

RECOGNIZE INDIVIDUAL AND
GROUP SIMILARITIES AND
DIFFERENCES:



GOAL TWO, OBJECTIVE TWO:

GRADES 1,2:

IDENTIFY EXAMPLES OF CLASS
ROOM BEHAVIOR THAT ARE
SENSITIVE TO THE NEEDS OF
OTHERS SUCH AS TAKING TURNS,
LISTENING TO ONE ANOTHER,
SUPPORTING EACH OTHER'S IDEAS.



GOAL TWO, OBJECTIVE TWO:

GRADES 11,12:

ANALYZE YOUR PERCEPTIONS OF
CULTURE VARIATION IN LIGHT OF
EXPERIENCES YOU HAVE HAD WITH
MEMBERS OF VARIOUS CULTURAL
GROUPS.

**STOP
HATE
CRIME**

GOAL TWO, OBJECTIVE THREE:

USE COMMUNICATION AND SOCIAL
SKILLS TO INTERACT EFFECTIVELY
WITH OTHERS.



GOAL TWO, OBJECTIVE 3

GRADES 1,2:

.DESCRIBE APPROPRIATE WAYS TO
EEK GROUP ENTRY.



GOAL TWO,
OBJECTIVE
THREE:

GRADES 11,12:

. ANALYZE HOW YOU AND OTHERS
FEEL IN GIVING AND RECEIVING
HELP.

LITTLE MISS HELPFUL

by Roger Hargreaves



GOAL TWO, OBJECTIVE 4

DEMONSTRATE AN ABILITY TO
PREVENT, MANAGE, AND RESOLVE
INTERPERSONAL CONFLICTS IN
CONSTRUCTIVE WAYS.



GOAL 2, OBJECTIVE 4:

GRADES 1,2:

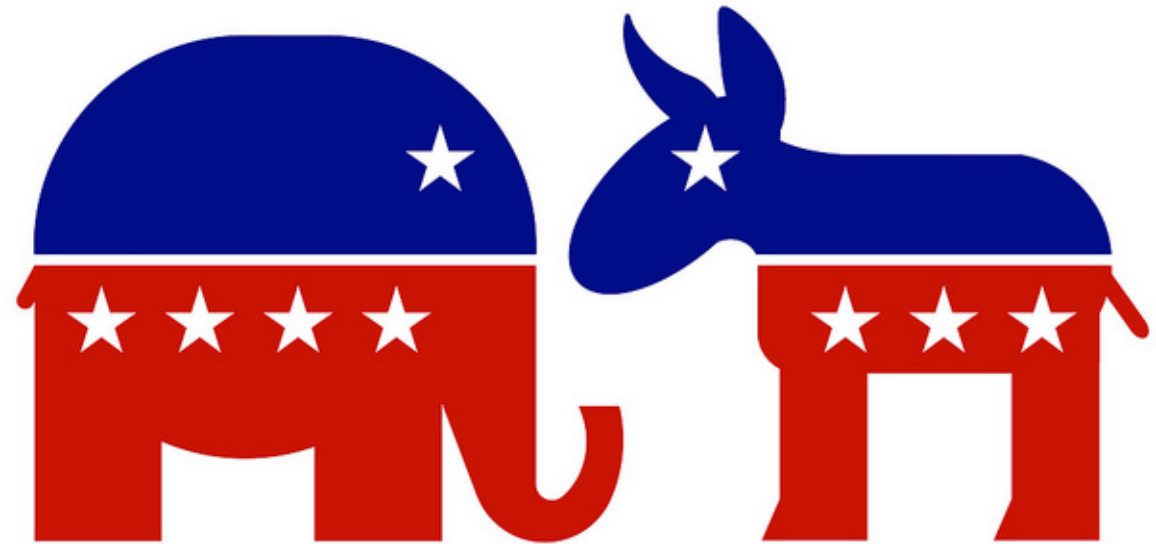
.DESCRIBE SITUATIONS AT SCHOOL
N WHICH CLASSMATES MIGHT
DISAGREE AND EXPERIENCE
CONFLICT SUCH AS REFUSING TO
HARE SUPPLIES, NOT
POLOGIZING FOR HURT FEELINGS,
XCLUDING SOMEONE FROM AN
CTIVITY.



GOAL 2, OBJECTIVE 4:

GRADES 11,12:

4. ANALYZE THE CAUSES OF
CONFLICT IN VARIOUS SITUATIONS
WITH A FRIEND, SOMEONE YOU
ARE DATING, A NEIGHBOR,
ANOTHER COUNTRY, SOMEONE
WITH A DIFFERENT POLITICAL VIEW.



GOAL THREE:

DEMONSTRATE DECISION-MAKING
SKILLS AND RESPONSIBLE
BEHAVIORS IN PERSONAL, SCHOOL,
AND COMMUNITY CONTEXTS.

GOAL ONE:

CONSIDER ETHICAL, SAFETY, AND
SOCIAL FACTORS IN MAKING
DECISIONS.



GOAL THREE, OBJECTIVE ONE:

GRADES 1, 2:

IDENTIFY AND FOLLOW BUS,
CLASSROOM, AND SCHOOL SAFETY
RULES.



GOAL THREE, OBJECTIVE ONE:

ades 11,12:

Describe the value of resisting
er pressure that causes social or
otional harm to self or others.



GOAL THREE, OBJECTIVE TWO

APPLY DECISION-MAKING SKILLS TO
DEAL RESPONSIBLY WITH DAILY
ACADEMIC AND SOCIAL
SITUATIONS.



GOAL THREE, OBJECTIVE TWO:

GRADES 1,2:

RECOGNIZE THAT THERE ARE
CHOICES.



**KEEP
CALM
AND
WRITE
ON**

GOAL THREE, OBJECTIVE TWO:

GRADES 11.12:

IDENTIFY HOW SOCIAL
RELATIONSHIPS IMPACT ACADEMIC
PERFORMANCE



GOAL THREE, OBJECTIVE THREE:

CONTRIBUTE TO THE WELL-BEING
OF ONE'S SCHOOL AND
COMMUNITY



GOAL THREE, OBJECTIVE THREE:

GRADES 1,2:

.IDENTIFY HOW YOU CURRENTLY
HELP OUT AT HOME AND WHAT
ELSE YOU MIGHT DO TO HELP A
PARENT OR SIBLING.



GOAL 3, OBJECTIVE 3:

GRADS 11, 12:

1. DESIGN A SURVEY TO IDENTIFY
SCHOOL NEEDS.



GOOD TO KNOW HOW BUT WHO AND WHEN?

ALL STAFF SHOULD BE WORKING
WITH STUDENTS WHO SOCIAL AND
EMOTIONAL SUPPORT.

THIS INCLUDES EVERYONE FROM
THE BUS DRIVER TO THE TEACHER
TO THE ADMISTRATOR TO THE
PEOPLE IN THE LUNCHROOM.



WHO?

IF THIS IS INCLUDED IN A 504 OR IEP
THE PEOPLE RESPONSIBLE FOR
IMPLEMENTING SHOULD BE
WRITTEN IN.

THIS CAN BE THE SOCIAL WORKER
OR PSYCHOLOGIST/COUNSELOR AS
THE PRIMARY IMPLEMENTER BUT
THE TEACHER SHOULD BE A CO-
IMPLEMENTER. HOWEVER STAFF
IN GENERAL SHOULD BE AWARE OF
WHAT TECHNIQUES, ETC. ARE
BEING USED TO SUPPORT THE
STUDENT.



WHO?/WHEN?

PARENTS ARE ALSO A CRUCIAL PART OF THIS AND EVERYONE WORKING WITH THE STUDENT SHOULD BE ON THE SAME PAGE SO THERE IS CARRYOVER BOTH AT SCHOOL AND AT HOME.

THE PLAN SHOULD BE IN PLACE SO THAT THE STUDENT IS SUPPORT AT ALL TIMES OF THE DAY BOTH IN ACADEMICS, SOCIAL AND HOME SITUATIONS.



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TRANSITION STUDENTS:

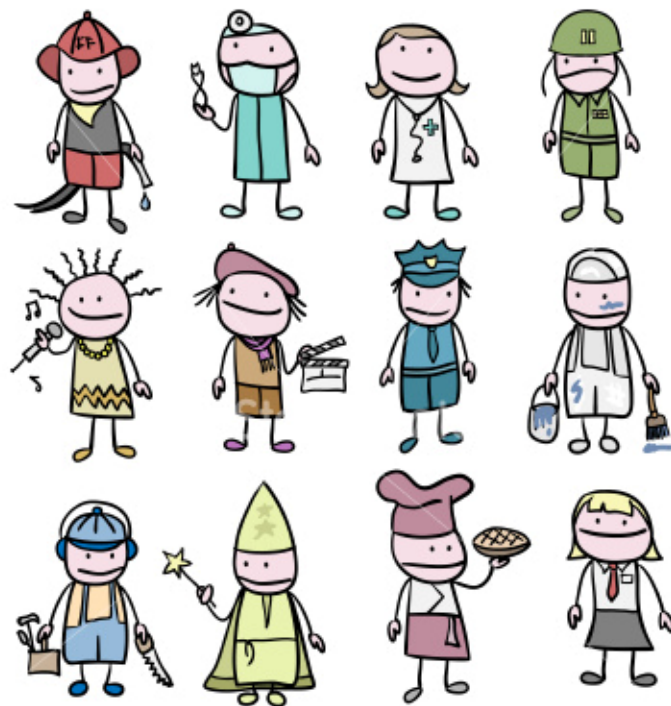
IF THE STUDENT HAS A TRANSITION
PLAN, THIS SHOULD BE
INTEGRATED INTO:

ACADEMIC GOALS

EMPLOYMENT/TRAINING GOALS

HEALTH GOALS

INDEPENDENT LIVING GOALS



SYSTEM OF LEARNING SUPPORTS:

QUAL ATTENTION TO LEARNING
SUPPORTS IS ESSENTIAL SO THAT:

EVERY STUDENT WILL DEMONSTRATE
ACADEMIC ACHIEVEMENT AND BE
PREPARED FOR SUCCESS AFTER HIGH
SCHOOL.

EVERY STUDENT WILL BE SUPPORTED
BY HIGHLY PREPARED AND EFFECTIVE
TEACHERS AND SCHOOL LEADERS.

EVERY SCHOOL WILL OVER A SAFE
AND HEALTHY LEARNING ENVIRONMENT
FOR ALL STUDENTS.



DOES EVERY
SCHOOL DO THIS?

ES

IO

WHY OR WHY NOT?

HOW DO WE FIX THAT?



COMPREHENSIVE SYSTEM OF LEARNING:

PROMOTES THE NECESSARY
CONDITIONS FOR LEARNING THAT
INCLUDE:

SAFE, CARING, PARTICIPATORY AND
RESPONSIVE SCHOOL CLIMATE

AND

THE DEVELOPMENT OF ACADEMIC,
PHYSICAL, SOCIAL, EMOTIONAL,
AND BEHAVIORIAL COMPETENCIES



COMPREHENSIVE SYSTEM OF LEARNING:

ADDRESSES BARRIERS SUCH AS:

BULLYING

DISENGAGEMENT

ABSENTEEISM

BEHAVIORAL HEALTH ISSUES



PUBLIC HEALTH MODEL OF BEHAVIORAL HEALTH:

IER ONE: UNIVERSAL PROGRAM
OR PRIMARY PROMOTION AND
REVENTION

IER TWO: TARGETED EARLY
INTERVENTION/SECONDARY
REVENTION

IER THREE: INTENSIVE
INDIVIDUALIZED
SUPPORTS/TERTIARY PREVENTION



SYSTEM OF SUPPORTS:

SUCH A SYSTEM IS FULLY
INTEGRATED WITH THE
CURRICULUM AND INSTRUCTION
SYSTEM AND THE SCHOOL
GOVERNANCE SYSTEM AS PART OF
THE DISTRICT/SCHOOL
IMPROVEMENT PLAN.



SYSTEM OF LEARNING SUPPORTS INCLUDE:

- ❖ IDENTIFYING RISK FACTORS
WITHIN THE COMMUNITY
- ❖ IDENTIFYING PROTECTIVE
FACTORS
- ❖ DEVELOPING HOME-SCHOOL-
COMMUNITY PARTNERSHIPS
- ❖ UTILIZING DATA-BASED
DECISION MAKING TO
DETERMINE NEEDS AND GAPS IN
RESOURCES



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LEARNING SUPPORTS:

UNIFYING ALL DIRECT EFFORTS
TO PROMOTE NECESSARY
CONDITIONS FOR LEARNING
AND ADDRESS FACTORS
INTERFERING WITH TEACHING
AND LEARNING.

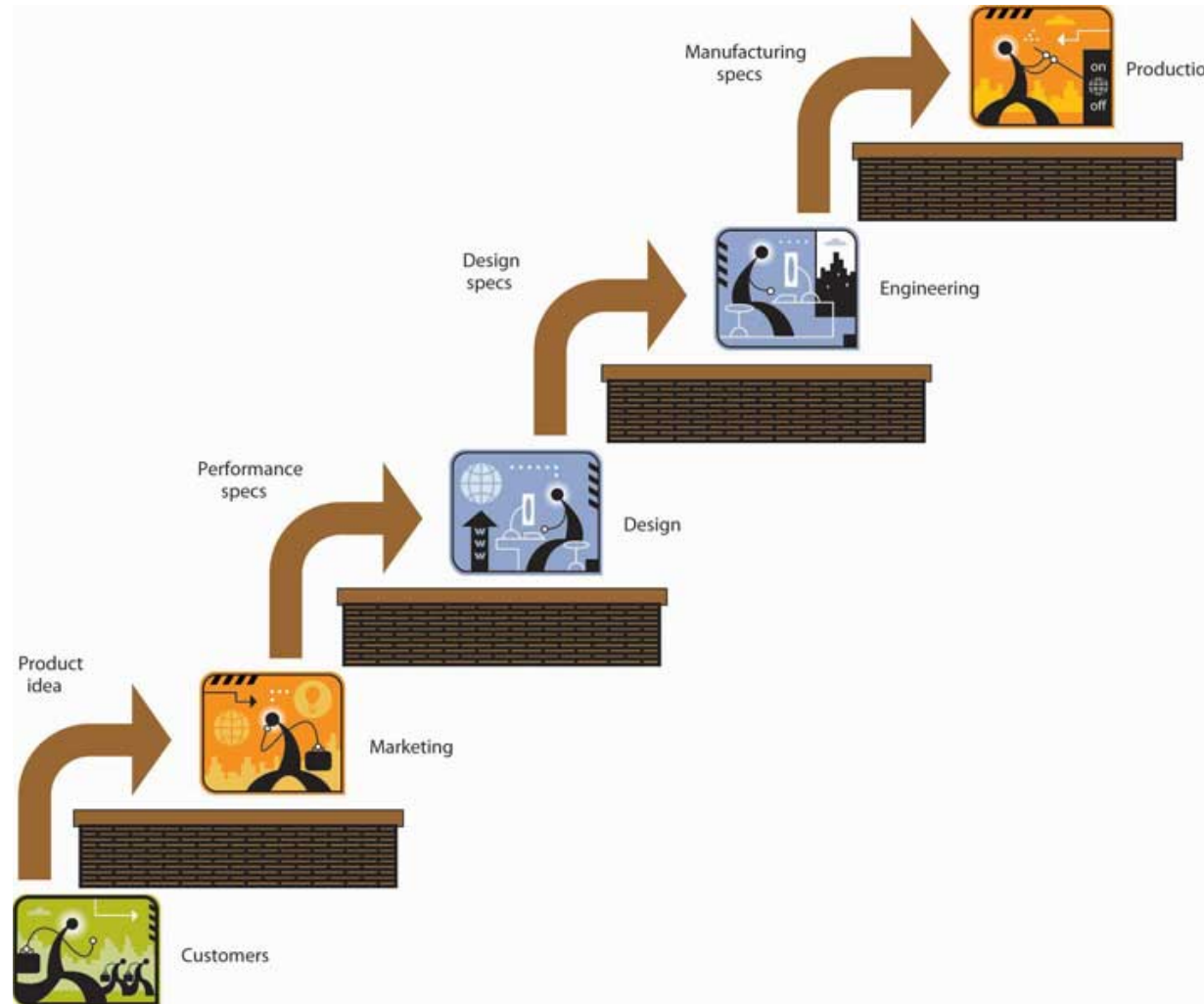
ALLOCATING RESOURCES
ACROSS SCHOOLS, STAFF,
INSTRUCTIONAL IMPROVEMENT



LEARNING SUPPORTS:

TAKING ADVANTAGE OF
NATURAL OPPORTUNITIES TO
PROMOTE THE ACADEMIC,
PHYSICAL, SOCIAL, EMOTIONAL
AND BEHAVIORAL
DEVELOPMENT OF ALL.

ASSESSING HOW WELL YOUR
DISTRICT/SCHOOL PROMOTES
CONDITIONS FOR LEARNING
AND ADDRESSES BARRIERS TO
TEACHING AND LEARNING AS
PART OF YOUR SCHOOL
IMPROVEMENT PLANNING
PROCESS.



SCHOOL CLIMATE: THE MAKE IT OR BREAK IT WHITE ELEPHANT

SCHOOL CLIMATE REFERS TO THE
CHARACTER AND QUALITY OF
SCHOOL LIFE. IT IS BASED ON
PATTERNS OF SCHOOL LIFE
EXPERIENCES AND REFLECTS:

FORMS

GOALS

VALUES

INTERPERSONAL RELATIONSHIPS

TEACHING/LEARNING

LEADERSHIP PRACTICES

ORGANIZATIONAL STRUCTURES



SCHOOL CLIMATE:

SCHOOL CLIMATE PLAYS A ROLE IN:

ADOPTION OF NEW PRACTICES

LARGE TRANSFORMATIONAL
CHANGES

SOCIAL AND EMOTIONAL LEARNING

PREVALENCE OF MENTAL HEALTH
ISSUES

PREVALENCE OF SCHOOL VIOLENCE
AND BULLYING

ACADEMIC SUCCESS

TEACHER ATTRITION



SOCIAL/EMOTIONAL LEARNING:

THIS IS THE PROCESS THROUGH WHICH CHILDREN AND ADULTS ACQUIRE THE KNOWLEDGE, ATTITUDES AND SKILLS THE NEED.



WHAT SEL HELPS WITH:

RECOGNIZING AND MANAGING
EMOTIONS

DEMONSTRATING CARING AND
CONCERN FOR OTHERS

ESTABLISHING POSITIVE
RELATIONSHIPS

MAKING RESPONSIBLE
DECISIONS

HANDLING CHALLENGING
SITUATIONS CONSTRUCTIVELY



QUALITY SEL INSTRUCTION INCLUDES:

PROMOTION OF MENTAL
WELLNESS

PREVENTION OF MENTAL
HEALTH ISSUES

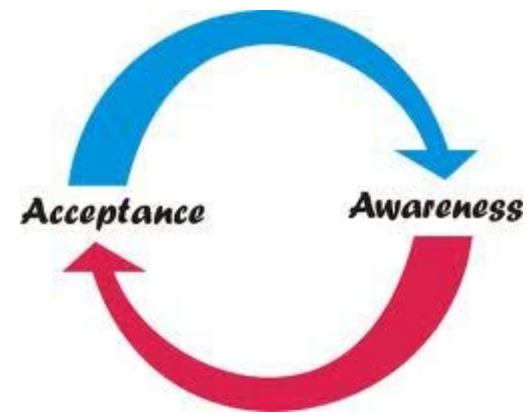
SCHOOL CONNECTEDNESS

REDUCTION IN ABSENTEEISM

REDUCTION IN SUSPENSIONS

ADOPTION, IMPLEMENTATION
AND INSTITUTIONALIZATION OF
NEW PRACTICES

IMPROVED ACADEMIC
OUTCOMES



HOW CAN SEL BE INTEGRATED?

EXAMINING EXISTING SYSTEMS
AND STRUCTURES TO
DETERMINE HOW SEL EFFORTS
CAN BE INTEGRATED INTO THEM

EMBEDDING SEL INSTRUCTION
INTO EXISTING CURRICULA

TAKING ADVANTAGE OF
TEACHABLE MOMENTS THAT
OCCUR NATURALLY THROUGH
THE DAY



HOW CAN SEL BE INTEGRATED?

PROMOTING STUDENTS'
FEELINGS OF AUTONOMY,
RELATEDNESS, AND
COMPETENCE

PROVIDING OPPORTUNITIES
FOR STUDENTS TO PRACTICE
SOCIAL AND EMOTIONAL
COMPETENCIES

PRACTICE
makes
PROGRESS,
NOT
PERFECT.

BARRIERS:

WHAT DO YOU SEE AS THE BARRIERS?

WHAT'S A SOLUTION TO EACH OF THESE?



IN A NUTSHELL:

SOCIAL EMOTIONAL CONCERNS ARE
A PART OF LIFE BUT NO WHERE IS IT
MORE IMPORTANT THAN HOW IT IS
ADDRESSED AT SCHOOL.

THERE IS SUPPORT OUT THERE FOR
THE SCHOOLS BUT THEY MUST BE
USED.

WHAT HAPPENS AT SCHOOL CAN
GREATLY IMPACT A STUDENT'S
ENTIRE LIFE.



AND WHO CAN
SAY IT BETTER
THAN DR SUESS?

TO BE SURE WHEN YOU STEP
STEP WITH CARE AND GREAT TACT
AND REMEMBER THAT LIFE'S A
GREAT BALANCING ACT.

AND WILL YOU SUCCEED?

YES! YOU WILL INDEED!!

8 AND $\frac{3}{4}$ % GUARANTEED!!!

IF, YOU WILL MOVE MOUNTAINS!

FROM OH THE PLACES YOU'LL GO.



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