Social and Emotional Goals and Transition

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INTRODUCTIONS

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 ONESELF, OTHERS, AND RELATIONSHIPS

AND LEARNs HOW TO WORK IN AN EFFECTIVE MANNER.
SEL HELPS US:

IN RECOGNIZING OUR EMOTIONS AND 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:

1. 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.

2. 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:

1. 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.

2. LEARNING INTIMACY VS ISOLATION (LOVE)
   EXAMPLE: IF SUCCESSFUL THE YOUNG ADULT EXPERIENCES TRUE INTIMACY
8 STAGES:

1. LEARNING GENERATIVITY VS. SELF-ABSORPTION (CARE):
   HE WELL ADJUSTED PERSON KNOWS GENERATIVITY (THE OPPOSITE OF STAGNATION) BOTH IN MARRIAGE AND PARENTHOOD AND PRODUCTIVITY AND CREATIVITY IN WORK.

2. INTEGRITY VS. DESPAIR (WISDOM)
   EXAMPLE: THIS OCCURS WHEN THE OTHER SEVEN STAGES HAVE MATURED.
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 RESPONSIBLE 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
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.
LLINOIS
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
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
GOAL ONE, OBJECTIVE ONE:
GRADES 1 AND 2:
- IDENTIFY EMOTIONS (HAPPY, SURPRISED, SAD, ANGRY, PROUD, AFRAID) EXPRESSED IN FACES OR HOTGRAPHS.
GOAL ONE, OBJECTIVE ONE:

GRADES 11,12:

- EXPLAIN HOW FOCUSING ON YOUR COMMUNITY’S ASSETS RATHER THAN ITS DEFICITS 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:
1. IDENTIFY THE SKILLS AND CREDENTIALS REQUIRED TO ENTER A PARTICULAR PROFESSION AND BEGIN TO PREPARE ACCORDINGLY.
GOAL ONE, OBJECTIVE THREE: DEMONSTRATE SKILLS RELATED TO ACHIEVING PERSONAL AND ACADEMIC GOALS.
GOAL ONE, OBJECTIVE THREE:

GRADES 1,2:

RECOGNIZE THE RELATIONSHIP BETWEEN WHAT YOU WANT TO ACCOMPLISH AND SETTING GOALS.
GOAL ONE, OBJECTIVE THREE:

GRADES 11,12:

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:

1. ANALYZE BARRIERS TO EFFECTIVE COMMUNICATION.
GOAL TWO,
OBJECTIVE TWO:

RECOGNIZE INDIVIDUAL AND
GROUP SIMILARITIES AND
DIFFERENCES:
GOAL TWO, OBJECTIVE TWO:

GRADES 1,2:

1. IDENTIFY EXAMPLES OF CLASSROOM 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.
GOAL TWO, OBJECTIVE THREE: USE COMMUNICATION AND SOCIAL SKILLS TO INTERACT EFFECTIVELY WITH OTHERS.
GOAL TWO, OBJECTIVE 3

GRADES 1, 2:

1. DESCRIBE APPROPRIATE WAYS TO SEEK GROUP ENTRY.
GOAL TWO, OBJECTIVE THREE:

GRADES 11,12:

1. ANALYZE HOW YOU AND OTHERS FEEL IN GIVING AND RECEIVING HELP.
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 IN WHICH CLASSMATES MIGHT DISAGREE AND EXPERIENCE CONFLICT SUCH AS REFUSING TO SHARE SUPPLIES, NOT APOLOGIZING FOR HURT FEELINGS, EXCLUDING SOMEONE FROM AN ACTIVITY.
GOAL 2, OBJECTIVE 4:

GRADES 11,12:

1. 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 SOCIETAL FACTORS IN MAKING DECISIONS.
GOAL THREE, OBJECTIVE ONE:
GRADES 1, 2:
IDENTIFY AND FOLLOW BUS,
CLASSROOM, AND SCHOOL SAFETY RULES.
GOAL THREE,
OBJECTIVE ONE:

Grades 11,12:
Describe the value of resisting peer pressure that causes social or emotional 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 HOICES.
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:
- 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 MOTIONAL 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 HERE 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.
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:

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

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

3. EVERY SCHOOL WILL OVER A SAFE AND HEALTHY LEARNING ENVIRONMENT FOR ALL STUDENTS.
DOES EVERY SCHOOL DO THIS?

YES

NO

WHY OR WHY NOT?

HOW DO WE FIX THAT?
COMPREHENSIVE SYSTEM OF LEARNING:

ROMOTES 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

disenagement

absenteeism

behavioral health issues
PUBLIC HEALTH MODEL OF BEHAVIORAL HEALTH:

TIER ONE: UNIVERSAL PROGRAM FOR PRIMARY PROMOTION AND PREVENTION

TIER TWO: TARGETED EARLY INTERVENTION/SECONDARY PREVENTION

TIER 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
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:

- Norms
- Goals
- Values
- Interpersonal relationships
- Teaching/learning
- Leadership practices
- Organizational structures
SCHOOL CLIMATE:
SCHOOL CLIMATE PLAYS A ROLE IN:
ADOPTION OF NEW PRACTICES
ARGE TRANSFORMATIONAL HANGES
OCIAL AND EMOTIONAL LEARNING
REVALENCE OF MENTAL HEALTH ISSUES
REVALENCE OF SCHOOL VIOLENCE AND BULLYING
CADEMIC SUCCESS
ACHER 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?

EXAMING 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.

HERE 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?

SO 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 ¾% GUARANTEED!!!

AND, YOU WILL MOVE MOUNTAINS!
FROM OH THE PLACES YOU’LL GO.
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