**Introducing Social, Emotional, Behavioral Learning to Educators\***

**Who** – Principal or higher-level administrator in collaboration with the school-level point person. However, the initial message should come from the principal or a higher-level administrator.

**Where** – At the school

**When** – During the next staff meeting

**How** – Here are the talking points when discussing social, emotional, behavioral learning

1. School districts across the state and across the United States are recognizing their role in ensuring that our youth develop good social and emotional skills early in life. Districts are adding social, emotional, behavioral learning to their school-based curriculum so that youth have the opportunity to learn social and emotional skills on a daily basis at school.
2. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), there are five skills that can be developed through social, emotional, behavioral learning initiatives (CASEL, 2017):
	1. **Self-Awareness** – Identifying one’s thoughts, feelings, and strengths, and recognizing how they influence one’s choices and actions.
	2. **Social Awareness** – Identifying and understanding the thoughts and feelings of others, respecting their rights and appreciating diversity.
	3. **Self-Management** – Establishing and working toward short- and long-term goals, and handling emotions so that they facilitate rather than interfere with the task at hand.
	4. **Responsible Decision Making** – Generating, implementing, and evaluating positive and informed solutions to problems, and assuming responsibility for personal decisions and behaviors
	5. **Relationship Skills** – Communication, listening, and negotiation skills to establish and maintain healthy and rewarding connections with individuals and groups.
3. The intent of the \*\*\*\* County School District social, emotional, behavioral learning initiative is to develop a comprehensive, coordinated, and integrated program for advancing wellness and resilience in educational settings for school-aged youth. The project aims to have **all** children to be successful in the school environment.

**What does this mean for you as educators?**

* Through this social, emotional, behavioral learning initiative, you will receive resources and training to conduct universal screening to identify students who may benefit from the additional social/emotional supports provided through the social, emotional, behavioral learning initiative.
* If you are an elementary school teacher, you will conduct the universal screening on the students in your classroom.
* If you are a middle school or high school teacher, your students will complete the universal screening during the school day.
* Through the social, emotional, behavioral learning initiative, the \*\*\*\* County Schools Whole Child Committee will help coordinate interventions to support youth who are struggling socially and emotionally.
* Through the social, emotional, behavioral learning initiative, you may receive additional training and support on how to promote wellness and resilience in the classroom and in the school.
* Through the social, emotional, behavioral learning initiative, you will receive regular *SEBL Tips* that include ways you can support wellness and resilience in your classroom.

**Frequently Asked Questions – Educators**

Q: I am uncomfortable completing the universal screener for the students in my class. Do I have to do it?

A: As you are completing the universal screener, remember the following:

* The universal screening tool is used to determine the number of students who may be experiencing difficulties as well as to identify students who may need additional supports, and for the direct purpose for better understanding of how to support students to be academically and socially successful in school.
* This screening tool consists of items that teachers use to rate their classroom of students based on the teacher's current knowledge with clear evidence of each individual student's behavior. [Note: For some items (e.g. lying, cheating, stealing), it will be important to have documentation to support your response.
* Documentation could include emails or notes to families, notes from phone or in-person meetings with families, or office discipline referrals.] Remember that the screening process is not intended as an assessment of static traits or personality, and it is not used to determine eligibility for or access to programs such as special education. It should be used as one of many data sources to inform instruction and to indicate student well-being or difficulties.

Q: What have families been told about the universal screening and the other SEL initiative activities?

A: Refer to the social, emotional, behavioral learning Messaging for Families document.

**\*These are only suggestions. Please adapt to fit the culture of your school.**