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

**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, through a flyer, an app, or the school’s e-newsletter

**When** – Ideally, the first introduction to the district’s social, emotional, behavioral learning initiative will occur through an in-person contact with families (e.g., during curriculum night, at a PTA/PTO meeting, at the first PTA/PTO event, at a Title I family night, at parent/teacher conferences).

If the next in-person contact with families will not happen for several weeks, send a flyer and an email to families informing them about the exciting news that their children attend a school with a social, emotional, behavioral learning initiative.

**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.
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 families?**

* Through this social, emotional, behavioral learning initiative, your child’s school 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.
* Through the social, emotional, behavioral learning initiative, our district has developed a mental health committee to coordinate supports for youth who are struggling socially and emotionally.
* Through the social, emotional, behavioral learning initiative, the teachers at your child’s school will 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 and your family can support wellness and resilience in the home

**Frequently Asked Questions - Families**

Q: Does my child’s participation the social, emotional, behavioral learning activities mean my child has done something wrong?

A: No. The intent of the 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.

Q: What if I don’t want my child to participate in the social, emotional, behavioral learning activities?

A: All of the social, emotional, behavioral learning activities are designed to build wellness and resilience in youth. We want all children to be successful in our school environment. Many of the social, emotional, behavioral learning activities will be integrated into the school day for all students. You will be contacted by the school if your child is recommended for additional supports through the social, emotional, behavioral learning initiatives. You may speak with your school about opting out of activities.

Q: Why do you need to screen all the kids? My kid seems to be doing fine.

A: The purpose of universal screening is to identify ways the school can better meet the needs of all children. When we analyze the screening data, we will determine additional supports that are needed school-wide, in individual classrooms, and for individual groups of students. The intent of the screening process is to identify how we can increase the success of all kids in the school environment.

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