



Utilizing the WIDPI SEL Competencies in the Elkhorn Area School District

February 6, 2020
DPI Webinar



Who are we?

Elkhorn Area School District

Wisconsin



Grades: K4-12

Enrollment: 3,278

- 12.4% Disabilities
- 32.3% Economically Disadvantaged
- 6.0% English Learners

Buildings:

- High School & Alternative High School
- Middle School
- 3-Elementary Schools
- 3-K4 Community-based Sites
- Options Virtual Charter School (is brick and mortar)

Where did we start?

1.

**Special
Education**

2.

**Pupil
Services**

In the Beginning...

Special Education

→ CCR-IEP

→ PCSA

Step 1:

**Understanding
Achievement**

Functional Skills PLOP

Expectations



DPI CCR IEP Resources

Tips for Step 1: Understand Achievement

“When considering functional performance, use early childhood/grade level social-emotional learning competencies...”

So we did!



PCSA Item IEP-3

“Mark “Y” if the student’s IEP includes information on the student’s functional performance compared to grade-level expectations.”

Required on all IEPs!



Next Step...



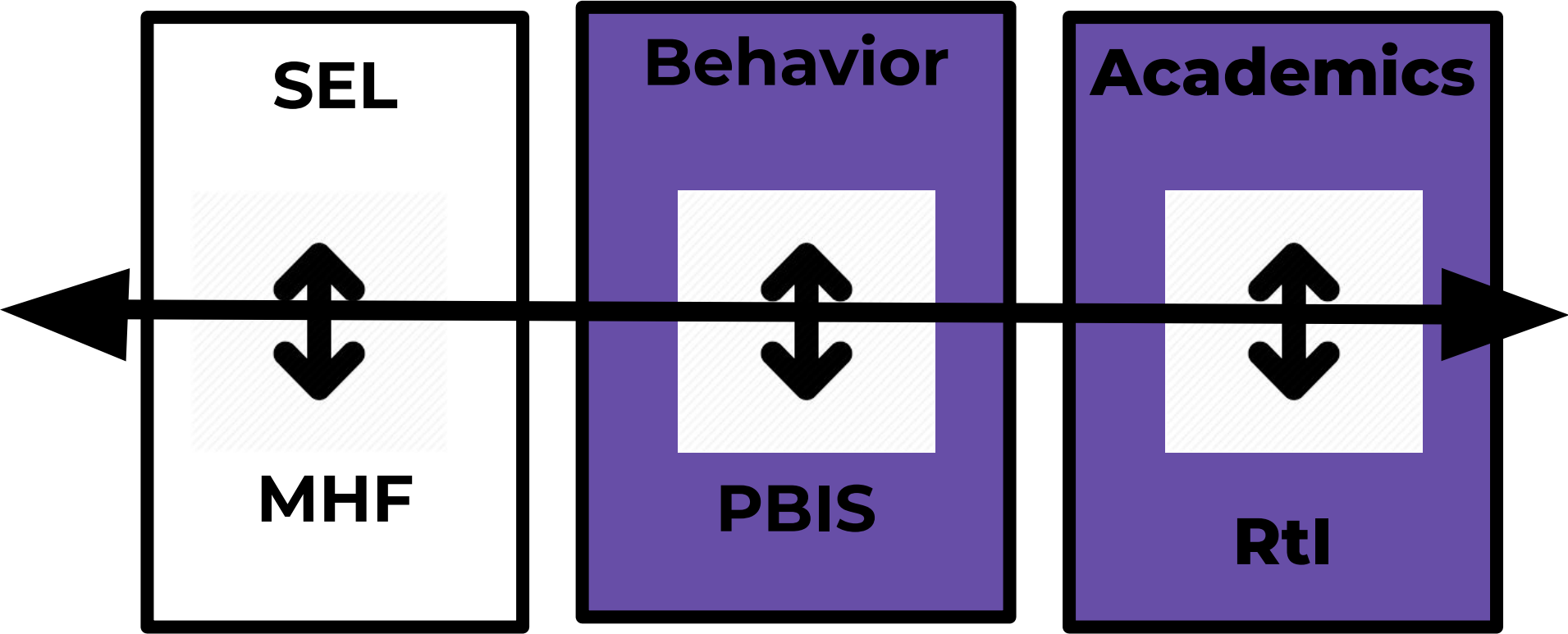
How to roll this out
with

**General
Education?**

But First!

**A lot of
questions to be
answered!**

To be College, Career, and Life Ready...



Big Decisions

- How does this fit into our MLSS?
- Which model should we use?
- What language/vocabulary do we use?
- How do we not overwhelm our staff?



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WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

***Every Child a Graduate
College and Career Ready***

“All students in Wisconsin graduate from high school academically prepared and socially and emotionally competent...”



Adopted



National College and Career Readiness Indicators

“Being LIFE READY means students leave high school with the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of *self-awareness, self-management, social-awareness, responsible decision making, and relationship skills.*”



HERD



Educating Hearts.
Inspiring Minds.

CASEL Collaborative for Academic, Social, and Emotional Learning



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<https://casel.org/core-competencies/>

EMOTIONAL DEVELOPMENT

Understand and manage one's emotions

No.	CASEL Domain	PK-5K	1st-3rd	4th-5th
1	Self-Awareness	Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. <i>Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1</i>	Learners will be able to recognize and label a variety of their own basic emotions.	Learners will be able to recognize and label a variety of complex emotions in self and others.
2	Self-Management	Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. <i>WMELS Domain II A EL.1</i>	Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.	Learners will be able to express their emotions to self and others in respectful ways.
3	Self-Management	Learners will be able to, with adult guidance, display age appropriate self-control. <i>WMELS Domain II A EL.1</i>	Learners will be able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions.	Learners will be able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self and others.
4	Focus Attention	Learners will be able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities. <i>WMELS IVA.EL.1</i>	Learners will begin to be able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions.	Learners will be able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals.
5	Social Awareness	Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. <i>WMELS Domain II A EL.2</i>	Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.	Learners will be able to identify others' need for empathy and respond in respectful ways.
6	Social Awareness	Learners will be able to associate words and gestures with a variety of emotions expressed by others. <i>WMELS Domain II A EL.2</i>	Learners will be able to predict how someone else may feel in a variety of situations.	Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others.

WI DPI SEL Competencies



Social and Emotional Learning Competencies



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Self-Audit

Build
Foundational
and Universal
Practices

Wisconsin School Mental Health Framework Promoting Relationships, Engagement & Learning

Linking with Systems of Care

Appropriate Information Sharing
Continuous Communication Loop
Supported Navigation through Systems of Care
Wraparound Support
Family-Driven & Youth-Guided Planning

FEW

Counseling & Support Teams
Safety & Re-entry Plans
Seamless Referral & Follow-up Processes

Deepened Collaboration with Youth, Families, & Community Providers

SOME

Early Identification, Screening, & Progress Monitoring
Effective Individual & Group Interventions
Wellness Plans
Co-Planning Strategies with Students, Families & Community Providers

ALL

Relationship Building, Resiliency & Rich Social-Emotional Learning
Trauma Sensitive Practices
Mental Health & Wellness Education

Foundation

Integrating School Mental Health with Existing Behavioral Interventions & Supports through:

Data-Based Continuous Improvement
Positive School Culture & Climate

Systemic Professional Development & Implementation
Staff Mental Health Attitudes, Competencies & Wellness
Confidentiality & Mental Health Promotion Policies

Strong Universal Implementation
Integrated Leadership Teams
Youth-Family-School-Community Collaboration at all Levels
Culturally Responsive Evidence Based Practices
Continuum of Supports



Three Year Implementation Plan Life Ready Competencies



- 1. Supportive Classroom Environment**
- 2. Integration of SEL and Instruction**
- 3. Explicit SEL Instruction**

Year 1

Tier 1 Universal Implementation 19-20



- Framework/Competency Awareness
- Supportive Classroom Environment
- Audit of universal instruction

LIFE READY - Social Emotional Competencies Crosswalk

EMOTIONAL DEVELOPMENT

No.	CASEL Domains	4K and 5K	1st, 2nd, 3rd	4th and 5th
1	Self-Awareness	<p><i>Learners will be able to demonstrate an awareness of their emotions and how they may be the same or different from others</i></p> <p><i>Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1</i></p>	<p><i>Learners will be able to recognize and label a variety of their own basic emotions.</i></p>	<p><i>Learners will be able to recognize and label a variety of complex emotions in self and others.</i></p>
		<p>OLWEUS Self-Control Lesson 6</p> <p>IRA: When Sophie Gets Angry, Really, Really Angry, Giraffes Can't Dance, Chrysanthemum</p> <p>Soc. Studies Unit 1: Family, Leaders, Friends</p> <p>Storytelling Writing Unit 1</p>		

EMOTIONAL DEVELOPMENT

**Middle
and
High
School**

CASEL Domains	6-8	9-10	11-Adult
Self-Awareness	Learners will be able to recognize and label a variety of complex graded emotions in self and others.	Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.	Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships.
	7th grade Health - Mental & Emotional Health 6th gr SCC: Mad, Mad, Mad	9th: Health: "What is Health" "Relationships/HGD" "Depression/Suicide" 9th: Link Crew: "Acceptance/Tolerance/Respect" "Decision Making" "Citizenship"	11th/12th Olweus Lesson?

Elkhorn Area School District



Tradition • Innovation • Distinction

Challenges

- **Conceptualizing**
- **Starting**
- **Moving from information to action**
- **Making the big decisions**



Takeaways & Ahas!

- **Read, read, read...so many resources**
- **Make some big decisions first in order to lead**
- **Explain the why, build capacity, partner with others**
- **Don't start another initiative**
- **Staff are doing this already**
- **Long range plan...OK to start small**



Action Planning

- **Exploration**
- **Installation**
- **Initial Implementation**
- **Full Implementation**



WI DPI Disclaimer

The information and views shared during this presentation reflect those of the presenter(s) and do not necessarily reflect the requirements or the views of the Wisconsin Department of Public Instruction.