

SEL programs

Whether you choose an evidence-based SEL program or pull together a variety of materials from multiple sources, ensure that the material matches the needs of your learners. Always consider your particular school environment or classroom setting.

The advantages to selecting a published, evidence-based SEL program are:

- Field tested for effectiveness
- Strategically developed to target a specific area
- Based on theoretical constructs known to be effective with children in the school setting
- Sequential with a logical flow of content
- Minimize preparation time
- Already tested ideas regarding implementation

Below are evidence-based SEL programs that work for complex learners:

- You are a Social Detective (socialthinking.com)
- Superflex: A Superhero Social Thinking Curriculum (socialthinking.com)
- Zones of Regulation (zonesofregulation.com)
- Second Step: A Violence Prevention Curriculum (cfchildren.org)
- Alert Program for Self-Regulation (alertprogram.com)
- Kelso Choices: Conflict Management Skills Program (kelsoschoice.com)
- MindUp Curriculum (thehawnfoundation.org)
- Playing to Our Strengths (improvenabled.ca)
- Student Success Skills (studentsuccessskills.com)
- Consistency Management & Cooperative Discipline (cmcd.coe.uh.edu)

Credit to:
Reaching and Teaching Children Who Hurt (S.E.Craig) CASEL www.case.org
Social and Emotional Learning in the Classroom (Merrel & Gueldner)
Calmer Classrooms, Child Safety Commissioner, (2007)
Community Counselling Center (2008)

What is FASD?

FASD describes a spectrum of disorders caused by prenatal exposure to alcohol. Children living with FASD have a neurodevelopmental disability.

 **FASD-Informed Practice** is a strength-based approach that applies effective strategies and accommodations to support learners with FASD, which benefits all learners. It involves understanding the neurodevelopmental profile of learners and building strong relationships to positively impact present and future school experiences. A collaborative, purposeful, and reflective practitioner empowers students, educators, and families.

It is important to remember that each learner is an individual with varied strengths and stretches. It is through building a relationship with our learners and getting to know their strengths and stretches that we can discover which strategies will allow us to create calm, safe, and productive learning environments for all children. Knowing our learners will also allow us to provide social emotional strategies and programs that will best support learners in the classroom and school

www.fasdoutreach.ca

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SOCIAL EMOTIONAL LEARNING (SEL)

**For Learners with FASD
and other
Complex Learning Needs**

Social-Emotional Learning is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2016)

Need help building a relationship?

- 2x10 strategy is simple: spend two minutes per day for ten days in a row talking with an at-risk student about anything she or he wants to talk about.
- Find, Remind, and Bind: FIND a student you want a stronger connection with, REMIND them why you are grateful for them and this will BIND you.

REFLECT 

There are 8 Keys + a Master Key that positively impact learners. Are they in place in your environment, your communication, your resources, and your curriculum implementation?

- Structure Specific
- Simplicity Supervision
- Concrete Consistency
- Routine Repetition
- TRUSTING RELATIONSHIP

(adapted from Deb Evensen)

Do you . . .

- create a climate of emotional safety?
- have a consensus among adults about behavioural expectations for the learner?
- build repeat exposure to experiences that build capacity?
- teach and practice activities that help children maintain a comfortable state of arousal (e.g., physical activity, deep breathing, visualization)?
- provide additional support for activities and times of day that are particularly difficult?
- provide supervision for structured and unstructured times?
- provide children with a visual template for tasks or sequence directions?
- help children identify their “window of tolerance” for classroom activities?
- practice Low and Slow?
 - lower the volume and pitch of your voice?
 - lower your heart rate?
 - slow down your speech?
 - slow down your body movements?
 - slow down your agenda (take your time)?
- have exercise breaks scheduled into the daily plan?
- have mindful activities incorporated into your daily plan?
- use T-charts to specify what expected behaviours look and sound like?
- review T-charts at the beginning of activities?
- use rehearsal strategies to practice behaviours for new situations?
- use an evidence-based SEL program (see back panel)?
- recognize early warning signs of dysregulation and communicate these to the student?
- provide a safe place to cool down before discussing the out of control behaviour?
- have a ‘chill’ box with self-regulating tools (i.e. glitter bottle, squeeze toy, playdough, books, coloring book, bubbles)?
- have a daily schedule?
 - is it visual?
 - do you stick to it?
- have clear transition rituals?
- prepare children in advance for unavoidable changes?
- provide children with a variety of modalities that they can use to express themselves?
- provide safe opportunities to explore the full range of human emotions through role plays, drama, art, or literature?
- provide opportunities to observe how they feel by using a rating scale or emotion thermometer (e.g. tired, sad, happy)?
- read stories that explore and illustrate the whole range of human emotions?
- talk to your students about how you are feeling and things you do to help yourself feel happy and in control?
- remain in control of your own emotions?
- use journaling, writing and drawing activities to help children find the words to describe feeling states?
- teach children to notice how they feel – self-monitoring?