

SEL Presentation Q & A from March 23, 2022

Q: Will the presentation be accessible?

A: Yes, the presentation will be posted on our Emily Howland Website.

Q: Are lessons taught daily or weekly?

A: There are approximately 20 lessons per grade level. Approximately one lesson taught a week.

Q: Is the lesson taught in a day or across multiple days?

A: The lessons are taught approximately once a week and vary from one day to multiple days depending on the topic, student response, classroom, etc.

Q: Will the parent survey be available to everyone?

A: The SEL Partnership survey will be sent through school messenger to families.

Q: Are there any digital surveys that students take?

A: Emily Howland completes the BESS in the Fall, Winter and Spring to all students.

Q: Are the BESS results shared with parents?

A: Parents and guardians are made aware of when their child has SEL challenges. Parents and guardians can request their student's BESS results from the classroom teacher at any time.

Q: Are there any downsides to repeatedly asking children about the color zone they are in or is this only used to help identify the zone when the teacher has reason to ask?

A: It is used to help identify if a student is struggling and may need a tool to help them. Teachers do not repeatedly ask children what zone they are in. Some teachers have a zone check-in the morning.

Q: Is there a focus on empathy, rather than exclusively the "I feel..."

A: Empathy is a part of perspective taking in The Zones of Regulation Framework. Unit 3 of Second Step focuses on Empathy and Kindness. Students learn to recognize acts of kindness. Students learn to empathize and exercise multiple perspectives. Students learn the role that acts of kindness and empathy play in building and maintaining friendships.

Q: For bullying prevention, is the focus on peer to peer bullying?

A: Key concepts of recognizing, reporting, and refusing bullying are discussed. Getting help from trusted adults is a crucial focal point. It is strongly encouraged that all students notify trusted adults when they believe bullying is occurring.

Q: Should this be taught in health class?

A: At Emily Howland, we do not have a separate health class. SEL is taught in our classrooms for grades PK-6.

Q: Is there a need to teach SEL to all students?

A: NYS emphasizes the importance of teaching the SEL benchmarks to all students. For more information, visit *New York State Social Emotional Learning Benchmarks*. Research supports students being able to regulate and problem solve. It is important that all of our students acquire these skills.

<https://www.p12.nysed.gov/sss/selbenchmarks.html>

Q: What do the teachers say about SEL? Is it successful from their point of view? Do they embrace it?

A: Yes, we feel our teachers embrace SEL. Teachers see the importance of students being able to self-regulate and problem solve. Teachers recognize that many life events can have an impact on children and providing skills, practice and SEL discussions can help provide necessary support for handling life's challenges.

Q: Are there links to the teacher trainings on SEL and where can they be found?

A: Zones of regulation videos shared with staff will be posted on our Emily Howland website. Second Step in-person staff trainings, focus on teacher implementation and online access this year.