SEL Plan

Class Profile # *3*
Additional Students: *Harper (Gifted), Kai (ID) & Skyler (LD)*

Grade Level: *9*

MH Framework	Sub-Category	Strength	Challenge
Belonging	Sense of community	**Class profile :** supportive community/families & multilingual/ multicultural.	**Skyler** : plays by themselves or daydreams. **Skyler** : is not disliked, but has no friends and is not looking to make any. **Kai** : does not have many opportunities to interact with other children.
	Loving others	**Harper** : can empathize with anyone and has strong connections with a friend.	**Kai** : can get annoyed with other students who are not bothering them. **Harper** : overly empathetic and gets frustrated by others' struggles; extremely fearful of abandonment.
Independence	Making decisions		
	Setting goals		**Harper** : sets impossible standards for themselves and becomes highly upset over mistakes.
	Self-discipline	**Skyler** : has good concentration with hands on material.	**Kai** : has trouble focusing for long periods of time. **Harper** : gets overwhelmed by timelines and struggles to keep organized.

Generosity	Contributing to community	**Skyler** : is liked by other students and teachers; has a good sense of humor. Does well in group work. **Kai** : can be very helpful and kind at times, has a good sense of humor and loves to play. **Harper** : popular amongst teachers and peers; polite and cooperative in class.	**Kai** : will kick, bite, punch, or slap when they feel that other students have broken a rule (whether or not it affects Kai) or are being mean.
	Sharing with others		
Mastery	Developing competence	**Kai** : sometimes surprises their teachers and peers with insights when Kai has lived experience with the topic. **Harper** : creates publishable material in writing; is a gifted artist and athlete.	**Kai** : is not at grade level. **Kai** : is significantly challenged by abstract, inferential, or critical thinking tasks. **Harper** : is frustrated by repetitive instructions and explanations in class.
	Self-control		**Class profile :** challenging behaviours. **Skyler :** has difficulty focusing in class, and is often wandering, daydreaming or playing with things on their desk. **Kai** : after an incident, will cry and fall apart for about 15 minutes (occurs daily).
	Taking responsibility	**Harper** : highly responsive to teachers calling out behaviours.	
	Striving for mastery	**Class profile :** unique interests. **Skyler :** has some knowledge in obscure areas, plus good computer skills that need to be developed. **Kai** : is able to perform rote tasks such	**Harper** : is overly self-critical; often bursts into tears when they make a mistake.

		as computation or written work. **Harper** : aims to be creative and exceptional for every project.	

Tier 1

We have decided our SEL focus should be on the Circle of Courage, based on the above evaluation of our group.

For that reason, we would begin the year by focusing on the Three-Block Model of UDL, because it will help create a physically, emotionally, socially and academically accessible learning environment for all learners in our class. Falling under Block 1: SEL, we would implement the Respecting Diversity Program to help students develop a positive self-concept and respect for others, reduce challenging behavior, and create learning teams that support diverse learners (Katz, 2013). For Block 2: Inclusive Instructional Practice, we would afford multiple means of representation to our students (giving learning various ways of acquiring information and knowledge), allow for expression (providing learners alternatives for demonstrating what they know), and many opportunities for engagement (tapping into learners' interests, challenge them appropriately and motivate them to learn) (CAST, 2018). For Block 3: Systems/Structures, we would implement the RTI program, because it would help to create a truly inclusive learning environment.

As a whole class, we feel that implementing the RTI program is important because it would support all of the students in our classroom. We would aim for high-quality instruction from all educators (teachers, EAs, resource teachers), provide ongoing student assessment to determine when students need closer monitoring or intervention both individually and in group settings, use a tiered instruction approach to differentiate learning for all students (particularly our students with exceptionalities), and involve parents to inform them/keep them up to date of their child's progress and behaviour. (RTI Action Network, 2021).

We would also consider implementing The Brain Unit later in the year. Consisting of seven lessons and a workshop format, it would help students develop a broader understanding of how their own brains work, and consequently how to nurture their mental well-being. The Brain Unit covers topics of mental illness and would educate students in how to recognize signs within themselves or others, and in how to get help (Katz, 2018). With the design of this unit focusing more on our physical brains, using materials like LEGO or 2D and 3D models, the class can more easily visualize images of how different parts of the brain function. They can then apply these new understandings when learning about neurochemistry, and learn the effects of these physical processes on how we experience feelings. Learning about how the brain acts in different scenarios and what chemicals are being released can help students stay mindful of their own actions and emotions at any given time.

Tier 2/3

We also believe Harper, Kai and Skyler may need the following support/considerations.

For Harper :

2-3 goals :
- Improve emotional regulation in cases like making a mistake, or witnessing others' struggles.
- Better organisational skills and time management so as to not be overwhelmed by their own ambitious ideas for projects.
- Strengthen connections with others, so Harper does not feel dependent solely on Alex's friendship

Strategies :
- Practice mindfulness with breathing exercises, counting slowly, or taking a break when Harper is feeling overwhelmed.
- Give Harper a helping role in the class when they are finished with their work. Harper hates hearing repetitive instructions and is extremely empathetic to others, so they should be more engaged in the class if they are in a position to help.
- Give Harper accountability buddies. When working on projects, pair Harper with other students so they can share progress reports with each other.
    - Put up a class calendar or timeline to have a physical reminder of deadlines. Add in dates for rough drafts and establish a class routine of having students cross off the days so that they are always aware of how much time they have for their work.
- Craft group activities that cover student interests and passions. Harper is already popular with peers, so it speaks to their ability to get along with others. In class, if they can make connections with different peers about shared interests, it can help spread out Harper's attention that seems to focus mostly on one person (their best friend Alex). This can also lessen what seems to be Harper's codependency on Alex, which leaves them very vulnerable to breaking down should the friendship end.

For Kai :

2-3 goals :
- Improve Kai's emotional regulation and self-control in order to avoid/limit the intensity and/or frequency of their daily incidents.
- Create opportunities for Kai to socialize with peers in order to feel a sense of belonging both in and outside of the classroom.
- Find alternative ways for academic success that allow Kai to complete the same task as their peers but through a different or alternative modality.

Strategies :

- Develop a schedule/routine for Kai to help their focus (i.e., taking frequent movement breaks between tasks) and use the repetition of the schedule to reinforce positive behaviour (i.e., when Kai plays nicely with others or doesn't bother other students when doing independent work). Connect with resource teacher to monitor Kai's progress and modify or change their routine as necessary.
- Give Kai breathing exercises (mindfulness activity) to use when they are feeling overwhelmed or frustrated to limit the degree or frequency of "incidents".
- Connect with Kai's family/resource teacher to see if there are any after school programs or extra-curricular clubs that Kai could get involved with to have more opportunities for social interaction. Create opportunities for group work/collaboration in the classroom (i.e., a group project where everyone has a meaningful role). Reinforce positive social behaviour.
- Seeing as abstract, inferential, or critical thinking tasks are a challenge for Kai, seek visual aids (i.e., pictures and images) or multi-sensory learning methods (i.e., manipulatives) to help explain and break down tasks into smaller, more manageable chunks. Have Kai explain their learning through any relevant lived experiences and help them make connections from abstract concepts to real-life situations or events.

For Skyler :

2-3 goals :
- Better socialization for Skyler : feeling like they are part of the classroom and can get their peers' support will help a lot with confidence, and will also help with their involvement in class.
- Improve Skyler's confidence in their own skills : having been through the testing and being aware that they have learning disabilities can be devastating. Skyler seems to struggle in a wide range of areas but has many "random" strengths that can be tapped into to build activities. Better confidence = more willing to be part of the learning process.

Strategies :
- Focus on group work / projects to help him with his weaknesses, allow his strengths to shine, build better relationships with his peers, have more people around him that remind him to stay focused on the task at hand. (good with the class profile too : large size so group work is better, less "teacher talk").
  This also allows ELL students to develop their language skills, and/or to receive support in their group regarding the language skills so that their language skills are not a hurdle in assessing their learning abilities.
- More creative projects that offer the students opportunities to showcase their creative writing skills, and their capacity to invent stories or create fantasy worlds.
- Offer the students various supports for the classroom material
- Use special techniques to improve focus in class (pomodoro, for instance), to help Skyler with their concentration. Start with smaller increments and increase the productive time throughout the year.

References

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