

# Increasing Teacher Buy-in for the Implementation of Social-Emotional Learning in the Elementary Classroom

By

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*A capstone submitted in partial fulfillment of the requirement for the degree of Master of Arts in  
Teaching*

**Hamline University**

**Saint Paul, Minnesota**

**August 2021**

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## PROJECT DESCRIPTION

This capstone project's research question is: *How can we increase teacher buy-in for programs like Conscious Discipline, Second Step, and MoveMindfully so that social-emotional learning (SEL) focused programs can be used separately or in concert with one another in the elementary classroom?* To solve this question, I decided to develop a two-day professional development (PD) workshop that would help educate teachers about various SEL programs and inform me of teacher buy-in throughout the workshop experience. Through this workshop, I will collect data from elementary classroom teachers in Independent School District 196, a large school district located in the south metro of the Twin Cities. Since I worked in the district, there was a familiarity regarding their SEL programs. The district currently implements Conscious Discipline and MoveMindfully in their schools and will be incorporating the Second Step program this upcoming school year. Therefore, the materials and presentation included in this project will be organized around these three programs.

The format for this project will including the following: drafted emails that will be sent as means of communicating with participants, a form that teachers will fill out to sign-up as participants, a pre-survey, a post-survey, exit slips, step-by-step directions for how participants can access resources, and presentation slides. One of the essential pieces of this project is the presentation slides that will be used throughout the workshop. SEL programs organize the presentation. First, the slides will give an introductory overview of SEL and the five core competencies students develop over time. Then, the presentation will shift focus to the first SEL program, which is Conscious Discipline.

There will be an overview of Conscious Discipline and its four tenants: brain-based research, safety, connection, and problem-solving. The slides will go over each of these tenants

by connecting them to strategies created by Conscious Discipline. Following this overview, research will be presented that advocates for the effectiveness of Conscious Discipline amongst students and teachers. Lastly, a slide will prompt participant engagement by having each person develop a goal for themselves, related to Conscious Discipline, that they should try to accomplish before the second workshop session. This slide will conclude the portion of the workshop that is devoted to Conscious Discipline.

The following section will be centered around MoveMindfully, a mindfulness-based and movement-oriented SEL program. Similar to the Conscious Discipline section of the presentation, the MoveMindfully section will also begin with a general background. Then this section will move into the three signature practices of the program: move, breathe and rest. Participants will have more of an opportunity to be interactive throughout this section of the workshop because they will practice movement, breathing, and resting techniques modeled after MoveMindfully. After these practices, there will be a slide devoted to the research of MoveMindfully and mindfulness as a whole. There will also be specific slides throughout this section that prompt discussion amongst participants. To close out this first workshop session, I will ask participants to write out a goal for themselves again; but this time a goal connected to MoveMindfully. Once participants have written out this goal for themselves, the first session of the PD workshop will have concluded.

Participants will return to the second session of the workshop, which will be exactly a week after their first session, and that part of the presentation will start on slide 37. The first thing that will occur in this session is reviewing what was discussed in the previous session and the goals they set for themselves. Following this discussion, the presentation will move on to the Second Step program. There will be general background information on the program, including

its purpose, big ideas, outline of typical lessons and activities, materials, and ways teachers can prepare to teach the curriculum. Following this overview, participants will be assigned an activity that they will complete independently and in small groups. In this activity, participants will be asked to access online elementary classroom kits using access codes provided by his or her schools. Going through these steps will allow participants to learn more about Second Step and the lessons and activities that they can utilize in the classroom. As with the previous sections, the following slides include data collected that details the program's effectiveness. Following this slide, there will be an opportunity for participants to write up goals that they have for themselves regarding Second Step. One of the last slides of the presentation asks that participants access the post-survey and fill it out before they leave the workshop.

The information and activities included in the presentation slides for this capstone project are intended to inform educators of Conscious Discipline, MoveMindfully, and Second Step. The pre-survey, post-survey, and exit slips are methods used to collect data on teacher buy-in of the programs and the likelihood of implementation in their classrooms. By having these materials created, I will be able to conduct a PD workshop effectively. By executing this workshop, data will be collected on changes in teacher buy-in for SEL. The data that will eventually be collected will allow me to answer the research question I am striving to answer in this work.

Greetings 196 Staff,

Are you an educator in the district? Do you want to learn more about teaching SEL in the classroom? If yes, you should consider participating in a two-day professional development workshop experience that will take place on \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_, \_\_\_\_\_. Each workshop will start at 4:30pm on each of these dates and be approximately an hour in length. These workshops will take place at \_\_\_\_\_ . More information will follow as it gets closer to these workshop dates. These workshops will be led by myself, Rebekka Schrank, as a part of an educational research study that I will be conducting in pursuance of my Master of Arts in Teaching degree through Hamline University School of Education. Your participation in this workshop will allow me to conduct research to help answer the question of teacher buy-in for social-emotional learning (SEL) programs that are currently being used in ISD 196. Additionally, your cooperation in these workshops will also benefit administrators in the district, so that they are able to make informed decisions on these SEL programs in the future. You will be joined amongst fellow 196 educators who are looking to learn more about Conscious Discipline, MoveMindfully, and Second Step.

This workshop and study will be conducted conjointly. So if you agree to participate in the workshops, you will be asked to participate in the pre- and post- surveys that accompany the study.

**If you are interested in participating in this opportunity, please click on the link below and fill out a 5-question form to sign-up for these workshops.** Please be sure to complete this form quickly, as spots will be filled quickly and there are only 20 spots available. If all spots are filled by the time you complete this survey, I will reach out to you to inform you of the situation. If you wish to be put on a waitlist in case a spot becomes available, I ask that you wait to let me know until the situation arises.

To access this 5-question form, please click on the link below:

[https://docs.google.com/forms/d/e/1FAIpQLSfY3z6aZENM9quwLyAO0wcuvb5F\\_IMYGVnjNSngyMVlnIkF2w/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfY3z6aZENM9quwLyAO0wcuvb5F_IMYGVnjNSngyMVlnIkF2w/viewform?usp=sf_link)

I will contact you one week prior to the first workshop with details pertaining to our workshop location within \_\_\_\_\_. Additionally, this email will contain a link to a pre- survey that you will need to fill out before our first workshop. This survey should take between 5-10 minutes of your time. I ask that you take time to read through each question closely and answer them as honestly as possible.

All the Best,  
Rebekka Schrank



# Participants Sign-Up Survey\_Rebekka Schrank

**Questions** Responses

Total points: 0

## Participant Sign-up for Social-Emotional Learning (SEL) Workshop

A sign-up form for educators interested in a professional development (PD) workshop experience

What is your name? (First Name, Last Name) \*

Short answer text

Please provide your work email address so that we can communicate with you in regards to the PD workshops. \*

Short answer text

What elementary school in ISD 196 do you teach in? \*



2. Deerwood Elementary
3. Diamond Path Elementary
4. East Lake Elementary
5. Echo Park Elementary
6. Glacier Hills Elementary
7. Greenleaf Elementary
8. Highland Elementary
9. Northview Elementary
10. Oak Ridge Elementary
11. Parkview Elementary
12. Pinewood Elementary
13. Red Pine Elementary
14. Rosemount Elementary
15. Shannon Park Elementary
16. Southview Elementary
17. Thomas Lake Elementary
18. Westview Elementary
19. Woodland Elementary

How many years have you taught in ISD 196? \*



Short answer text

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How familiar are you with social-emotional learning? \*

	1	2	3	4	5	
Not Familiar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Familiar





Hello,

You are being contacted because you expressed interest in a two-day professional development workshop opportunity taking place \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

***Congratulations!*** You are one of the 20 people who are slated to take part in these workshops.

Our workshops will take place at \_\_\_\_\_ in their \_\_\_\_\_. As mentioned in my previous email, both workshops will begin at 4:30pm. Our first workshop will take place in one week on \_\_\_\_\_, \_\_\_\_\_. Please try to arrive on time as there is a lot to cover in our workshops and I want to provide enough time for questions and discussions to take place. When you come to both workshops, I ask that you bring: a laptop, notebook (*optional*), and something to use for writing (*optional*).

Since this workshop experience is taking place in conjunction with a research study, there is a pre-survey that is required for you to fill out prior to our first meeting. There are 16 questions included in this survey; a combination of open- and closed- ended questions. This survey should take approximately 5-10 minutes to complete. Please take your time to read through each question closely and answer as honestly as possible. To access this survey, please click on the link below:

[https://docs.google.com/forms/d/e/1FAIpQLSfrBF3D225NGT289P-yEMTyWZohJZzLPsxHVwkAXzIVNb1cdg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfrBF3D225NGT289P-yEMTyWZohJZzLPsxHVwkAXzIVNb1cdg/viewform?usp=sf_link)

**If you have questions or concerns leading up to either of our workshops, please reach out to me at \_\_\_\_\_@\_\_\_\_\_. If you have chosen to no longer be a participant in this workshop experience, please contact me immediately at the same email address.** There are other educators interested in this opportunity, and will be contacted to fill your spot if you cannot attend either workshop.

Thank you for taking the time to participate in this opportunity!

All the Best,  
Rebekka Schrank



## Pre-Survey: Teaching Social-Emotional Learning (SEL) in the Classroom

Questions Responses

Total points: 0

# Teaching Social-Emotional Learning (SEL) in the Elementary Classroom

A survey to explore SEL in the classroom and teacher buy-in of various SEL programs.

What age group do you typically work with in your position? \*

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- Other



Do you believe SEL to be important to teach to students? Why or why not? \*

Long answer text

Are you familiar with CASEL's five core competencies? \*

Yes

No

What SEL competency do you believe to be the most important to teach to students? \*

Relationship Skills

Self-Awareness

Self-Management

Social Awareness

Responsible-Decision Making

On a scale of 1-5, how often do you teach SEL skills to your students throughout the school? \*

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Do you believe that SEL curriculum should be taught as a separate content lesson or interwoven within academic content lesson? \*



- SEL should be interwoven within academic lessons/content
- A combination of individual lessons and woven throughout academic lessons

What are barriers that prevent you from teaching SEL on a daily basis? Check all that apply. \*

- Lack of training on the SEL program
- Lack of time to teach SEL
- Lack of support from families
- Inadequate support from administrators
- None of the above (see next question)

If you answered 'none of the above' for the previous question, please explain.

Long answer text

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Which of the following SEL programs are you familiar with? You may check multiple options, if \* applicable.

- Conscious Discipline
- Second Step
- MoveMindfully (previously known as 1000 Petals)
- None of the above



1 2 3 4 5

Not Familiar      Very Familiar

On a scale of 1-5, how familiar are you with Second Step? \*

1 2 3 4 5

Not Familiar      Very Familiar

On a scale of 1-5, how familiar are you with MoveMindfully (previously known as 1000 petals)? \*

1 2 3 4 5

Not Familiar      Very Familiar

Do you have any additional thoughts or ideas in regards to social emotional learning at your school? \*

Long answer text

What is the most effective way for you to believe in a cause? (ex. facts, statistics, personal testimony, etc.) Please explain why. \*

Long answer text

What learning style do you identify with most when learning a new concept in a professional development workshop? Check the option the most applies to you. \*



- Visual - "I need to see pictures or examples"
- Solitary - "I learn best by working alone"
- Social - "I like to learn in groups with other people"
- Logical - "I learn best by learning about systems"
- Kinesthetic - "I learn best by doing"
- Verbal - "I learn best by talking or writing about it"
- Other...

What do you hope to get from this workshop experience? \*

Long answer text

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# How Can We Implement SEL in the Classroom Effectively?



*Looking Closer at Conscious Discipline, Second Step, and MoveMindfully in the Classroom*

Rebekka Schrank

# Research Question

How can we increase teacher buy-in for programs like Conscious Discipline, Second Step, and MoveMindfully so that these programs can be used separately or in concert with one another in the elementary classroom?





# What is Social Emotional Learning?

*“Educating the mind without educating the heart is no education at all.”*

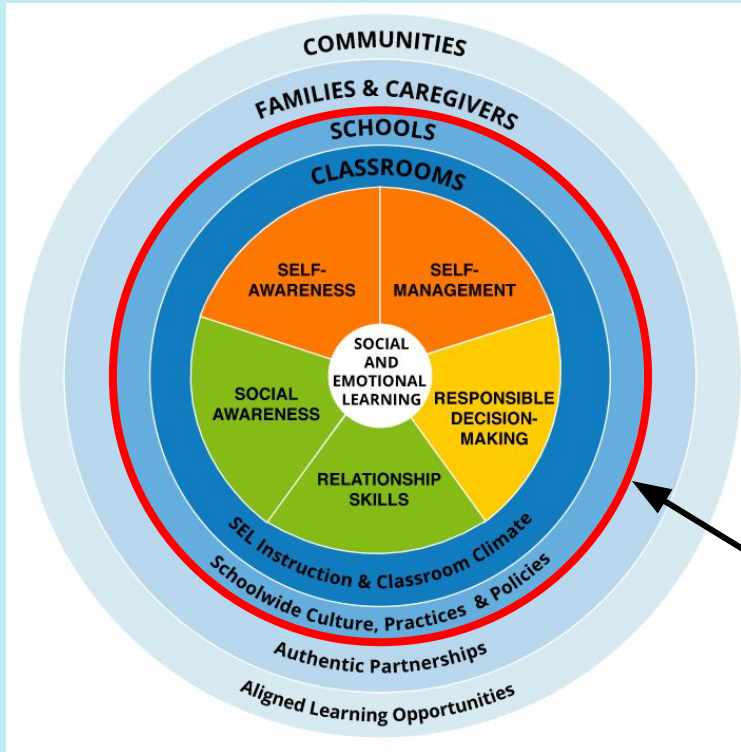
-Aristotle

In social emotional learning, young people and adults can learn and apply the knowledge, attitudes, and skills necessary to:

- Understand and manage emotions
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
- Set and achieve positive goals

(CASEL, n.d.)

# The Competencies of Social Emotional Learning



(CASEL, 2021)

The 5 CASEL competencies:

- 1) Self-awareness
- 2) Self-management
- 3) Responsible decision-making
- 4) Relationship skills
- 5) Social-awareness (CASEL, n.d.)

Which competency do you believe to be the most important to teach in the classroom?

# Effectiveness of Social Emotional Learning

(Greenberg, Domitrovich, Weissberg, and Durlak, 2017)

**Social emotional learning has shown to:**

## Short-Term Effects:

- Positive attitude towards self and others
- Increase in positive social behaviors and relationships
- Improved academic performance
- Decrease in conduct behavior and emotional distress



(School on Wheels, n.d.)

## Long-Term Effects:

- Greater likelihood of graduating from high school
- Increase college readiness
- Reduced criminal behavior
- Reduced mental health
- More engaged citizenship

# Barriers to Effectively Teaching Social Emotional Learning in the Classroom

What are barriers that have prevented you from teaching SEL to your students in the classroom?

Not enough time to teach SEL  
after teaching academic  
content

Inadequate support from  
administrators and mental  
health professionals (MHPs)

Lack of professional  
development  
opportunities

Lack of support from  
families

INADEQUATE SEL  
PROGRAMS IN THE SCHOOLS

Only 29% of teachers have reported having any mental health training at all. (Schwartz, 2019)

# Implementation in Minnesota Schools

*(MDE Social Emotional Learning District Implementation and Professional Development Guidance, 2021)*

1. Create SEL leadership teams
2. Assess district needs and capacities
3. Create a vision for SEL that prioritizes academic, social, and emotional learning
4. Establish a SEL implementation plan
- 5. Do SEL professional development \***
6. Develop a district expertise
7. Develop a SEL communicating plan
8. Adopt SEL learning goals
9. Resource alignment
10. Continually improve upon SEL school standards



*(Purdue University, n.d.)*

# SEL Programs

## Second Step



(Schoolserve.com, n.d.)

## MoveMindfully



(Virtual Green Gifts Fair, n.d)

## Conscious Discipline



(Little Colonials Early Education Program, n.d.)



# What is Conscious Discipline?



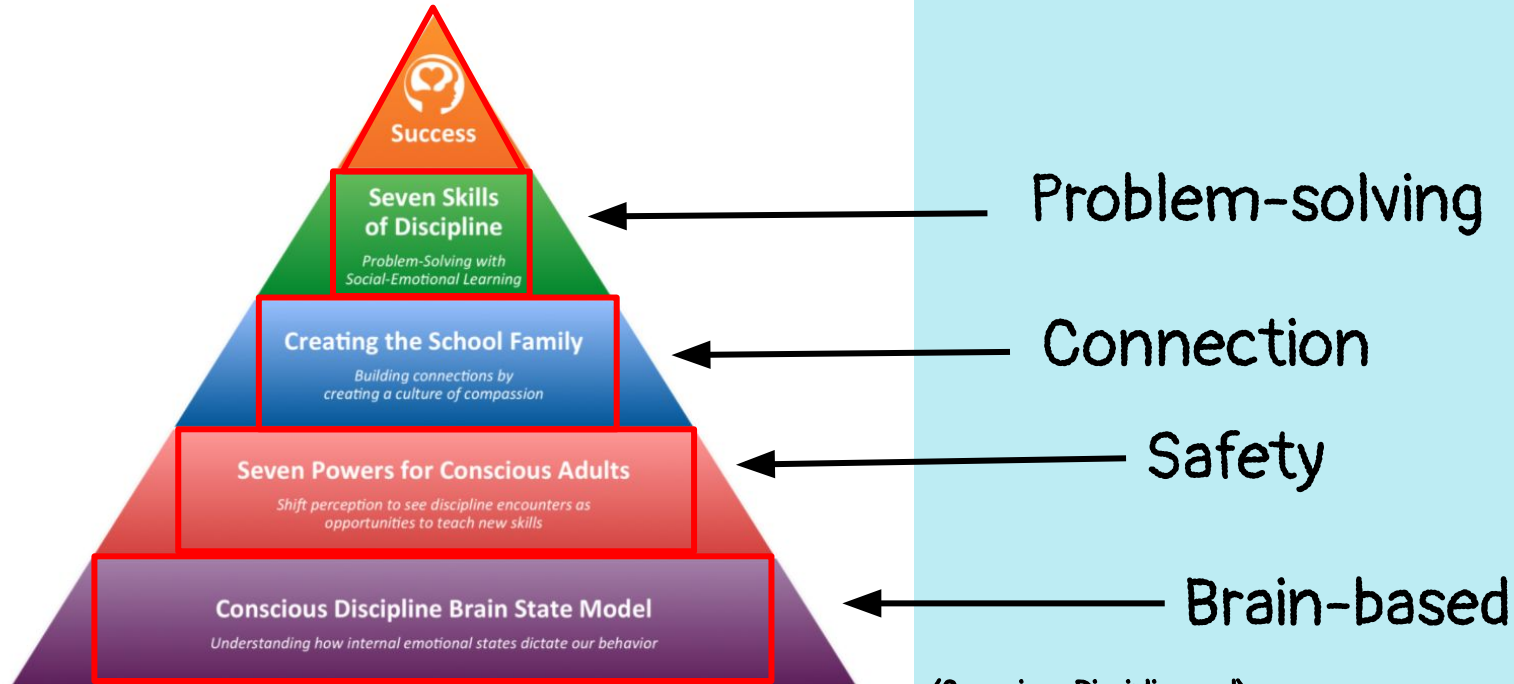
Conscious Discipline is a trauma-informed, evidence-based social-emotional learning and classroom management program that has been around for nearly 25 years. It is organized around four key components.

(Bailey, 2014)

(Conscious Discipline, 2017)

# The Four Components of Conscious Discipline

Success



(Conscious Discipline, n.d)

(Bailey, 2014)



# The Brain State Model

(Bailey, 2014)

## Survival State



(Conscious Discipline, n.d.)

**"Am I safe?"**

## Emotional State



(Conscious Discipline, n.d.)

**"Am I loved?"**

## Executive State



(Conscious Discipline, n.d.)

**"What can I learn?"**

# The Survival State

(Bailey, 2014)

***"Am I safe?"***

*To address this question, educators can use:*

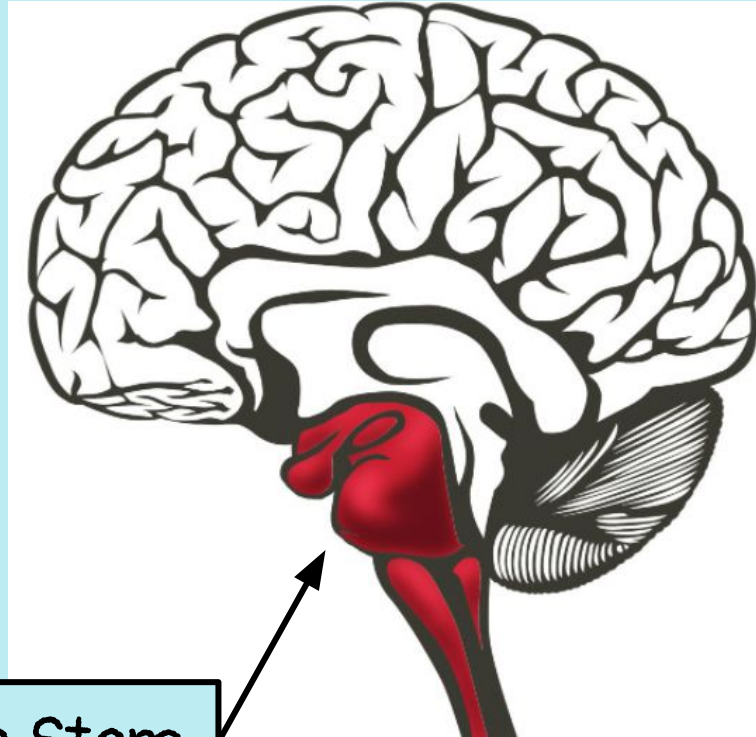
Noticing

Assertiveness

Routines in pictures

Composure

Safekeeper and safe place



The Brain Stem

(Conscious Discipline, n.d.)

# The Emotional State

(Bailey, 2014)

***"Am I loved?"***

*To address this question, educators can use:*

Rituals

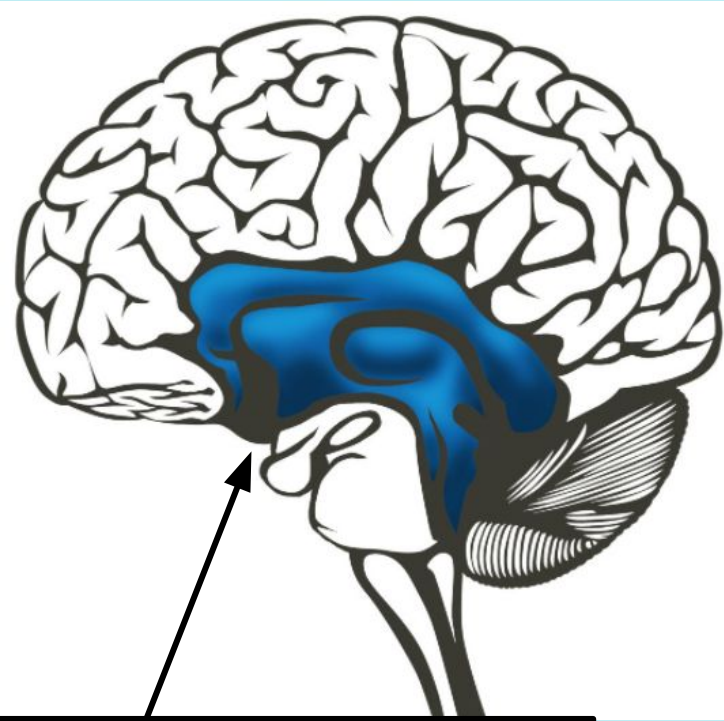
Encouragement

Jobs

Empathy

Choices

The School Family



The Limbic System

(Conscious Discipline, n.d.)

# The Executive State

(Bailey, 2014)

***"What can I learn?"***

*To address this question, educators can use:*

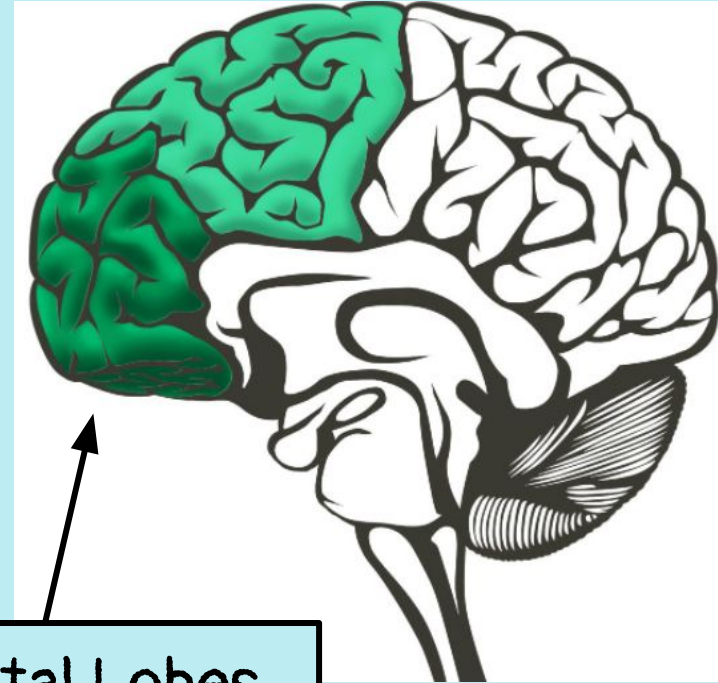
Solutions

Positive Intent

Academic Integration

Consequences

Executive Skills



Prefrontal Lobes

(Conscious Discipline, n.d.)

# The Seven Powers for Conscious Adults

(Bailey, 2014)

What power do you think is the most important to use in the classroom? Why?



(Conscious Discipline, n.d.)



(Conscious Discipline, n.d.)



(Conscious Discipline, n.d.)



(Conscious Discipline, n.d.)



# The School Family

*"The School Family is built on a healthy family model - the goal of which is the optimal development of all members."* - Conscious Discipline

The School Family is  
created through:

- Routines
- Rituals
- Structures



(Freeiconspng.com, n.d.)

(Bailey, 2014)

What are ways that you have created a School Family with your own students?

# The Significance of the School Family



(Free Icons PNG, n.d.)

The School Family creates shifts in:

- A willingness to learn
- Impulse control
- Attention

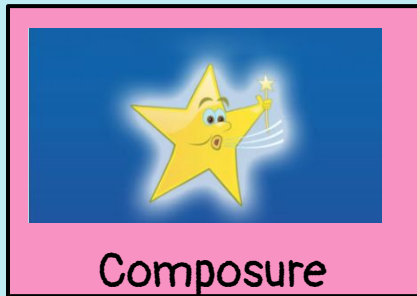
(Bailey, 2014)

What routine, ritual, or structure seems to be the most effective in positive shifts in student behavior?

# The Seven Skills for Discipline

(Bailey, 2014)

The Seven Skills of Discipline are meant to take the place of addressing discipline issues and instead be ways of providing teaching moments for students.



(Conscious Discipline, n.d.)



(Conscious Discipline, n.d.)



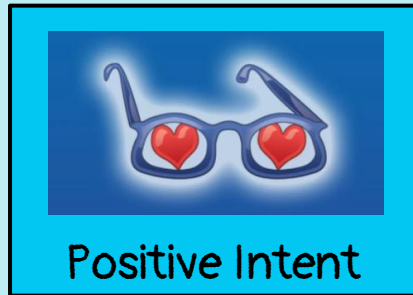
(Conscious Discipline, n.d.)



(Conscious Discipline, n.d.)



(Conscious Discipline, n.d.)



(Conscious Discipline, n.d.)



(Conscious Discipline, n.d.)



# The Seven Skills for Discipline

(Bailey, 2014)

CONSCIOUS SKILL <small>(emerges from powers)</small>	LIFE / COMMUNICATION SKILLS	VALUE
Composure	Anger management, delay of gratification	Integrity
Encouragement	Pro-social skills: kindness, caring, helpfulness	Interdependence, optimism, gratitude
Assertiveness	Bully Prevention, healthy boundaries	Respect for self and others
Choices	Impulse control, goal achievement	Persistence
Empathy	Emotional regulation, perspective-taking	Honoring diversity, honesty
Positive Intent	Cooperation, problem-solving	Compassion, generosity
Consequences	Learning from your mistakes	Responsibility

Is there a skill that you think will be most important for you and your students to focus on this school year?

*Share your thoughts with someone sitting next to you. Be prepared to share with the group!*

(Conscious Discipline, n.d.)

# Effectiveness of Conscious Discipline

**Conscious Discipline has shown to positively influence social-emotional development, school readiness, and school climate.**

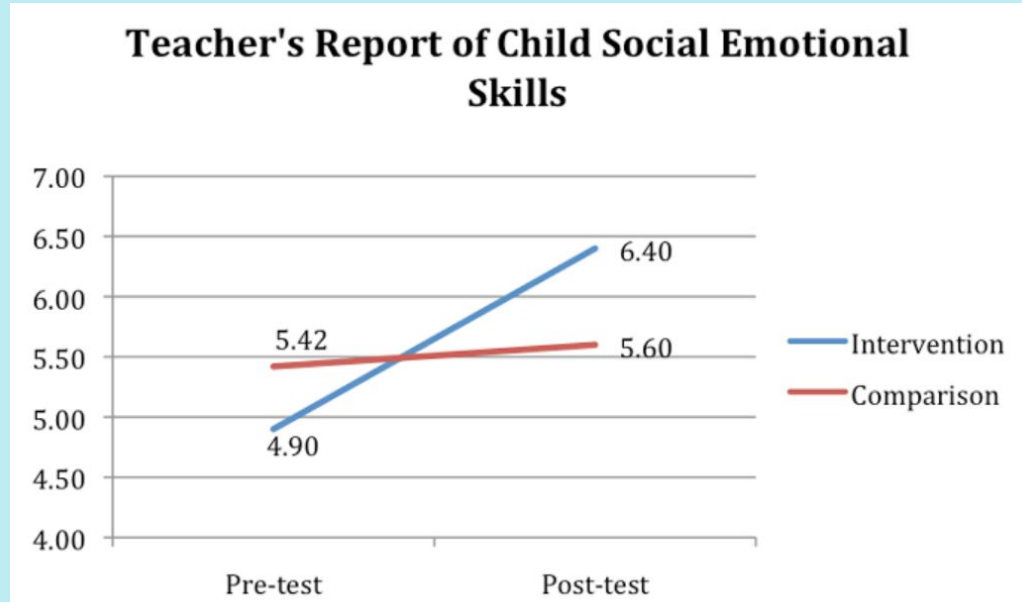
*(Rain, 2014)*

**Conscious Discipline has proven to positively impact student behavior in the classroom.**

*(Hoffman, Hutchinson and Reiss, 2015)*

CONSCIOUS DISCIPLINE HAS LED TO IMPROVEMENTS IN THE QUALITY OF STUDENT-TEACHER INTERACTIONS.

*(RAIN, 2014)*



**(Conscious Discipline,n.d.)**

# Set Your Goal

Think back to all the features you have learned about Conscious Discipline. What would be one takeaway from this SEL program that you would want to implement in your classroom? **Write out your goal on the half-sheet provided.**

## Exit Slip

*Conscious Discipline:* What would be one takeaway from Conscious Discipline that you would want to implement in your classroom? Throughout the next week, you will attempt to use this strategy in your own classroom. *Write this goal below.*



# SEL Programs

## Second Step



(Schoolserve.com, n.d.)

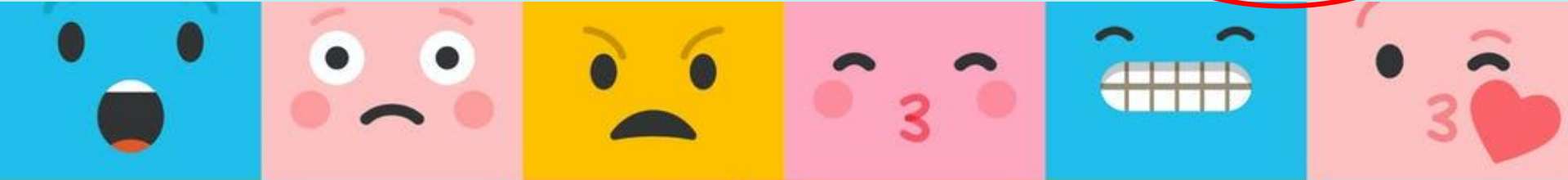


(Virtual Green Gifts Fair, n.d)

## Conscious Discipline



(Little Connections Early Education Program, n.d.)



# What is MoveMindfully?

(MoveMindfully, 2021)

MoveMindfully is a yoga-based program that strives to integrate mindfulness, movement, and social-emotional learning into the lives of young people. It's a program that serves a variety of populations in settings, such as:

- Early Education
- Elementary Schools
- Middle Schools
- High Schools
- Hospitals
- Juvenile Services
- Mental Health Facilities

(YouTube, 2021)



# Signature Practices

(MoveMindfully, 2021)



Breathe

(MoveMindfully, 2021)



Movement

(MoveMindfully, 2021)

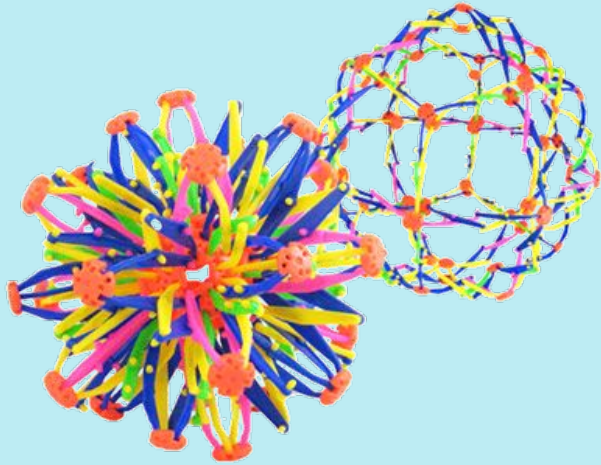


Rest

(MoveMindfully, 2021)

# Tools Used for Breathe-Move-Rest

(Kroeze, personal communication, 2021)



Hoberman Ball

(Metropolitan Pediatrics, n.d)



Permission to Pause Posters

(MoveMindfully, n.d.)



MoveMindfully Card Deck

(MoveMindfully, n.d.)



Pinwheels

(Ideastage.com,n.d)



Chime

(Montessori Services, n.d.)

# Breathe

*Emotional Regulation*

MoveMindfully believes that the quickest way to change how we feel is to change our breathing.



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(MoveMindfully, n.d)

## CENTERING BREATHING

I AM CENTERED

Place a hand on your heart  
and a hand on your belly.

Breathe in and out  
and just let yourself be.

I am centered.



© 2019 1000 Petals, LLC.

(MoveMindfully, n.d)

When teaching these skills in the classroom, you can have students try:

(Minogna, 2021)

- Slowing down their breathing
- Using a buddy
- **Centering their breathing**
- Strengthening the mind-body connection
- Being consistent



# Let's Practice!

*Place one hand over your heart and the other on your stomach. Be sure to close your eyes to limit distractions. Start to take nice, slow breaths and begin to fall in to a rhythm. Take notice of your stomach as you breathe. Pay attention to how your stomach expands when you inhale and how your stomach sinks down as you exhale.*

How does your heart feel when  
you breathe like this?

*Does it feel quiet?*

*Does it feel happy?*

*Does it feel excited?*

## UPWARD MOUNTAIN SEATED

I CAN DO THIS

Sit up tall in your chair  
with your feet on the floor.

Breathe in to reach  
your arms up overhead.

I can do this.



© 2019 1000 Petals, LLC.

(MoveMindfully, n.d)

# Move

*Physical Regulation*

MoveMindfully believes that movement creates a relaxed and alert state, which helps students to focus better on learning.

A good introductory exercise to movement in the classroom is Upward Mountain. This movement can be done in a combination of ways, including:  
(Kennelly, 2021)

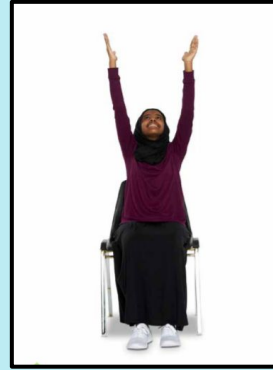
- Seated Upward Mountain combined with Head on Desk
- Upward Mountain combined with Tree
- Seated Upward Mountain combined with a Seated Twist



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(MoveMindfully, n.d)

# Let's Practice!



How did these  
movement  
exercises make you  
feel?

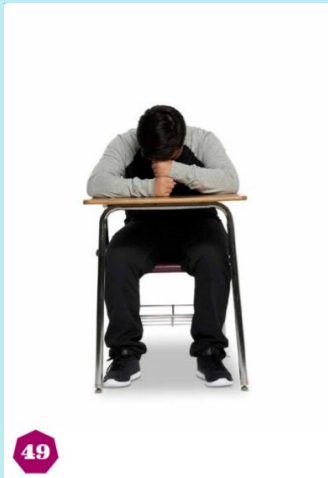
*Relaxed?*

*Regulated?*

*Focused?*



*Share with someone  
sitting near you how  
these movements made  
you feel.*



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(MoveMindfully, n.d)

# Rest

*Cognitive Regulation*

MoveMindfully believes that mindfulness breaks help to decrease stress and improve sleep.

Movemindfully introduces the concept of Progressive Rest which is when the mind and body work together to access a relaxed state.

It entails us consciously tensing up our muscles and then releasing these muscles. Simultaneously, an individual participates in deep breathing. Practicing these movements will allow us to enter a relaxed state.

(Minogna, 2021)

## HEAD ON DESK

I TAKE A BREAK

Sit up tall with your feet on the floor.

Breathe in and reach up high.

Breathe out and fold forward.

Rest your head on stacked hands  
to get your mind ready.

I take a break.



© 2019 1000 Petals, LLC.

(MoveMindfully, n.d)

# Rest Break



(Elevate, n.d.)

We are going to practice  
a MoveMindfully Rest  
Break!

Please find a  
comfortable place in the  
room away from others  
and be ready to begin  
our exercise.



Audio Credit: (MoveMindfully, n.d.)

# Effectiveness of MoveMindfully

Teachers and students have an increased acceptability of mindfulness.

*(Kuyken et al., 2013)*

Students experience a drop in cortisol levels and exhibit improved behaviors in the classroom.

*(Butzer et al., 2015)*

**Students experience a decrease in stress and depression.**

*(Kuyken et al., 2013)*



**(MoveMindfully, n.d.)**

# Share Your Takeaways

What Signature Practice do you imagine using regularly in your classroom? Why? When would you likely use it?

*Share your thoughts with someone sitting next to you. Be prepared to share with the group!*



(MoveMindfully, n.d)

# Set Your Goal

Think back to all the practices you have learned about MoveMindfully. What would be one takeaway from this SEL program that you would want to implement in your classroom?

When would you want to use it? **Add on to your goal on the half-sheet provided.**

## Exit Slip

*MoveMindfully:* What would be one takeaway from MoveMindfully that you would want to implement in your classroom? Throughout the next week, you will attempt to use this strategy in your own classroom. *Write this goal below.*





# How Can We Implement SEL in the Classroom Effectively?



## Day 2

*Looking Closer at Conscious Discipline, Second Step, and MoveMindfully in the Classroom*

Rebekka Schrank

# Welcome Back!

*Last week we discussed two different Social-Emotional Learning (SEL) programs that are currently being used in ISD 196*



(Little Colonials Early Education Program,  
n.d.)



(Virtual Green Gifts Fair, n.d)

You were asked to use what you learned from our workshop to create a set of goals that you wanted to accomplish in your classroom over the week. I want you to take some time to share with the people around you what your goals were and if you accomplished them over the course of the week. Be prepared to share your experiences with the group!

# SEL Programs

Second Step

Not Just Better Students,  
Better People™

SECOND  
STEP

(Schoolserve.com, n.d.)

Conscious Discipline



(Little Colonials Early Education Program,  
n.d.)

MoveMindfully



(Virtual Green Gifts Fair, n.d)



# What is Second Step?

Second Step is a universal, classroom-based SEL program that provides a curriculum for young people of all ages. Second Step uses a comprehensive approach where SEL skills and concepts are taught across various settings. (Second Step, 2021)



(YouTube, 2018)

# The Goal of Second Step



(Pin Clipart, n.d.)

Increase school success



Decrease problem behaviors



(Seek Png, n.d.)

The program teaches skills that will develop students ability to:

1. Learn
2. Have empathy
3. Manage emotions
4. Solve problems

(Second Step, n.d.)

# The Big Ideas for Each Skill

*Second Step is a program in which skills should be taught in order based on how the curriculum was constructed. (Second Step, n.d.)*

## Learning

To develop this skill, students need to practice their self-regulation skills. Students that are able to self-regulate are better able to participate and take part in learning.

## Empathy

Students with empathy are less aggressive, better liked, and more socially skilled. It is important for students to develop this skill, because students with high empathy tend to make better progress in school.

## Emotion Management

Students who are able to recognize their strong emotions and able to calm themselves down are likely to be less aggressive. These students are able to cope with stress when it arises.

## Problem Solving

Students who develop this skill are able to think rationally and solve conflicts with peers. When students are able to problem solve, they are less likely to experience aggression and impulsive behavior.

# The Components of the Second Step Program

*(Once each week)*

## Lessons

1. Warm-up
2. Brain Builder Games
3. Story and Discussion
4. Skill Practice/Activity
5. Wrap-up

*(Second Step, n.d.)*

*Lesson times  
range between  
20 and 40  
minutes*

*Reinforcement  
Activities are  
about 5 minutes*

*(Every day)*

## Reinforcement Activities

- Daily Practice Activities
- Using Skills Everyday
- Home Links
- Academic Integration Activities



# How Can You Prepare to Teach a Lesson?

*Per Second Step recommendations, you should prepare to teach the program one week in advance of actually teaching the lesson to your students.*

1. Complete a Second Step training either remotely with the online training or through your school's professional development opportunities
2. Go through and read the program overview in your Second Step teacher binder
3. Look through your curriculum kit to ensure that you have all the materials you need
4. Read through your unit card to familiarize yourself with what you will be teaching
5. Establish your teaching schedule in a way that incorporates Second Step into your daily routine
6. Organize your space in way that will be effective for student learning (if necessary)
7. Send out an Introductory Family Letter to your students' families

**(Second Step, n.d.)**



# What is Included in the Curriculum Kits?

Teaching Materials Binder which includes: *Follow Through Cards, Home Link Activities, and Student Handouts* (Second Step, n.d.)

Classroom Posters

Puppy and Snail Puppet (K-3)



"Be Calm" Bunny (K)

(Second Step, n.d.)

Grade-Level CDs

Photo-Lesson Cards

Unit Cards

Skills for Learning Cards

Grade-Level DVDs

# Practice Activity

*"I hear and I forget. I see and I remember. I do and I understand." -Confucius*

We will now break up into 6 small groups. In these small groups, you will be assigned a grade-specific Second Step lesson plan. In your groups you will go through the lesson plans and reinforcement activities together. As you do this, I want you all to think about:

- What are parts of the lesson that you would use with your students?
- What are parts of the lesson that you would *not* use with your students?
- What are ways that you could tweak the lesson to make it your own?

# Accessing Your Second Step Resources



(Second Step,n.d.)

Click on the link below to access to learn how you can access your Elementary Classroom Kits!

Step-by-Step: How to Access Your Elementary Classroom Kits

# Share Your Takeaways

After taking time out to look through the materials for your assigned Second Step lesson plan, you will need to discuss your thoughts about the lesson in your small group. Remember, you need to consider the following:

- What are parts of the lesson that you would use with your students?
- What are parts of the lesson that you would *not* use with your students?
- What are ways that you could tweak the lesson to make it your own?

*Be prepared to share your thoughts and ideas  
from small group discussion to the large  
group!*

# Effectiveness of Second Step

**Second Step has shown to positively influence student behavior and school readiness.**

*(Low, Cook, Smolkowski and Buntain-Ricklefs, 2015)*

SECOND STEP EARLY LEARNING PROGRAM (SSEL) HAS SHOWN TO HAVE BETTER OUTCOMES IN EXECUTIVE FUNCTIONING AND SOCIAL-EMOTIONAL SKILLS OVER TIME WHEN COMPARED WITH TRADITIONAL PROGRAMS.

*(UPSHUR, HEYMAN, WENZ-GROSS, 2017)*



*(Second Step, n.d)*

# Set Your Goal

Think back to all the practices you have learned about Second Step. What would be one takeaway from this SEL program that you would want to implement in your classroom?

When would you want to use it? **Add on to your goal on the half-sheet provided.**

## Exit Slip

*Second Step:* What would be one takeaway from Second Step that you would want to implement in your classroom? Throughout the next week, you will attempt to use this strategy in your own classroom. *Write this goal below.*



# Thank you!

*Thank you for attending this workshop to learn more about Conscious Discipline, MoveMindfully, and Second Step. I hope that you will walk away from this training with the knowledge, skills, and motivation to incorporate these programs into your classroom.*

**Before leaving today, I ask that all of you take 5-10 minutes to fill out a survey reflecting on your experience in this workshop. You can access this survey by clicking on the following link:**

**[SEL PD Workshop - Post-Survey](#)**

*When you have completed this survey you are free to leave and continue on with your day. If you have questions or concerns regarding what you learned in this workshop, please stay after the workshop so that I can answer your questions.*



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## Exit Slip

**Conscious Discipline:** What would be one takeaway from Conscious Discipline that you would want to implement in your classroom? Throughout the next week, you will attempt to use this strategy in your own classroom. *Write this goal below.*

---

## Exit Slip

**MoveMindfully:** What would be one takeaway from MoveMindfully that you would want to implement in your classroom? Throughout the next week, you will attempt to use this strategy in your own classroom. *Write this goal below.*

## Exit Slip

**Second Step:** What would be one takeaway from Second Step that you would want to implement in your classroom? Throughout the next week, you will attempt to use this strategy in your own classroom. *Write this goal below.*

---

## Exit Slip - Reflection

**Thinking Back:** Looking back over the course of these two workshops, which SEL program do you expect to most likely implement in your classroom?

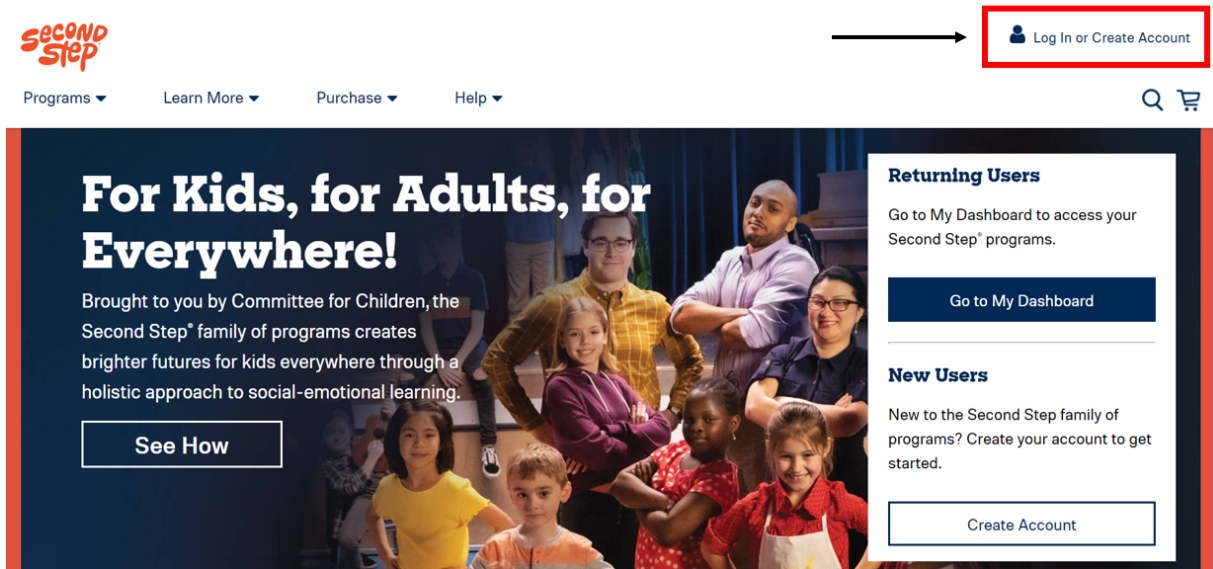
**Learning:** What do you believe to be the most important thing you learned from this workshop experience?

**Questions:** What questions remain unanswered about these programs after participating in this workshop experience?

## K-5: Online Access to Second Step Lessons

You can access your Second Step Elementary Classroom Kit online – all videos/lessons will be available to each teacher. Directions on how to access as follows:

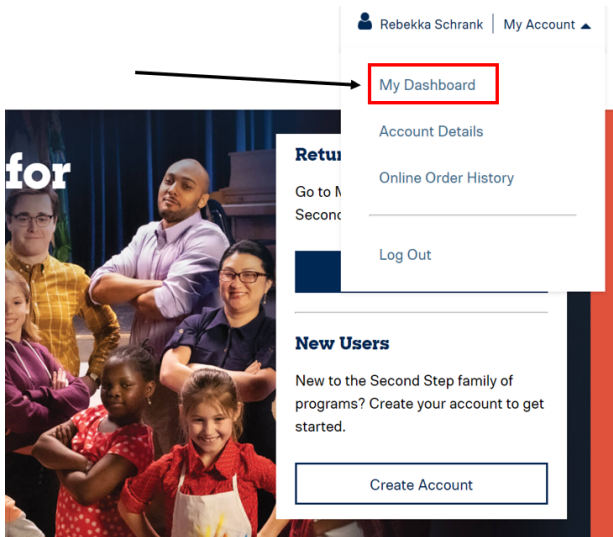
1. If you haven't already, create a Second Step account here: <https://www.secondstep.org/>
2. When on the Second Step main webpage, you will spot a link that will take you to a log-in page or a place where you can create your own account.



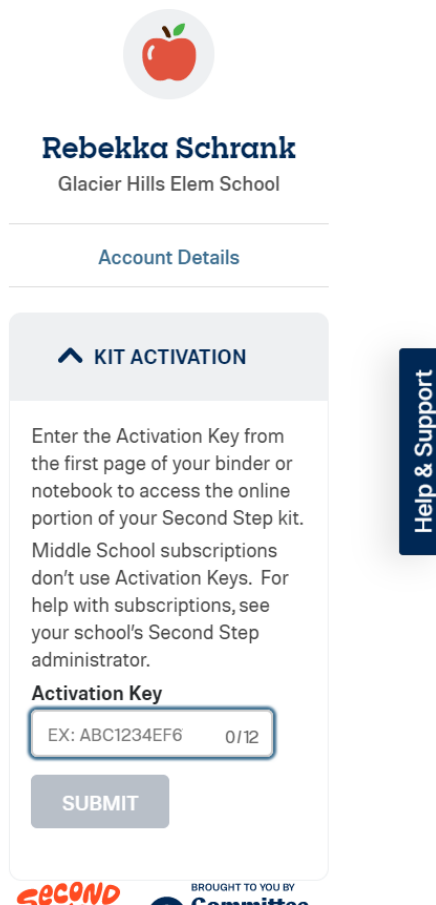
3. Once you are on the log-in page, you will sign in using your work email address and your chosen password. If you do not have an account set-up yet with Second Step, create an account.



4. You will then be brought back to Second Step's main webpage, where you will still be logged in.
5. When on the main web page, you will then click on your name in the upper right hand corner of the screen. There will be a drop down menu. On this drop down menu, you will click on 'My Dashboard.'



- You will then be brought to your Dashboard. On the right hand side of your screen you will see your name and your school. Below that will be a button that says 'Kit Activation.' You will click on the button, where it will prompt you to type in your activation key.



- Here is your grade-level Activation Key:
  - Second Step Activation Key: ABD123FED654**  
(no spaces and all uppercase letters with entering key online)
- This Activation Key is also found on the first page in your Teaching Materials Notebook.
- When you click 'submit' the page will be reloaded and on this new page you will see your kit available for you to access. Click on your grade-level kit.

**Second Step Programs**

## My Dashboard

### Second Step® Elementary Classroom Kits

My Kits

GRADE **K** GRADE **1** GRADE **2** GRADE **3** GRADE **4** GRADE **5**

Program Training [Resume Training](#)

Principal Toolkit [View Resources](#)

**Rebekka Schrank**  
Glacier Hills Elem School

Account Details

**KIT ACTIVATION**

Enter the Activation Key from the first page of your binder or notebook to access the online portion of your Second Step kit. Middle School subscriptions don't use Activation Keys. For help with subscriptions, see your school's Second Step administrator.

Activation Key  
EX: ABC1234EF6 012

Help & Support

10. When you do this, you may default to the 'Training' tab, you will know where you are by looking at the tabs in the upper left-hand corner of the page. You will click over to the 'Teach' tab to find all your lessons. You're all set!

**Elementary Classroom Kits**

**Teach** Training Program Supports Principal Toolkit Families

## My Kits

Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5

### Kindergarten

Second Step Elementary helps teach kids skills that can help them in school, at work, and in life, such as listening, focusing attention, making friends, and problem-solving. The lesson sequence is research-based, so we recommend you teach the lessons in order.

[VIEW ALL Brain Builders](#)

[VIEW ALL Songs](#)

**Lesson Material PDFs** English | Spanish | Australia

- [Scope and Sequence, Kindergarten](#)
- [Family Letter](#)
- [All Home Links](#)
- [All Following Through Cards](#)
- [All Song Lyrics](#)
- [All Sheet Music](#)
- [All Mini-Posters](#)
- [Listening Rules Cards](#)
- [Summative Knowledge Assessment: Student Version in English](#)
- [Summative Knowledge Assessment: Teacher Version](#)
- [Book List for Children](#)
- [Book List for Adults](#)

Help & Support





# Post-Survey: Teaching Social-Emotional Learning (SEL) in the Classroom

Questions Responses

Total points: 0



## Teaching Social-Emotional Learning (SEL) in the Elementary Classroom

A survey to explore SEL in the classroom and teacher buy-in of various SEL programs.



What age group do you typically work with in your position?



Multiple choice



Kindergarten



1st Grade



2nd Grade



3rd Grade



4th Grade



5th Grade



Add option or [add "Other"](#)

(0 points)



Required



After learning more about SEL in the workshop, do you believe it is important to teach to SEL students? Why or why not? \*

Long answer text

After learning about CASEL's five core competencies, how familiar would you say you are with these competencies? \*

	1	2	3	4	5	
Not Familiar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Familiar

What SEL skill do you believe to be the most important to teach to students? \*

- Relationship Skills
- Self-Awareness
- Self-Management
- Social Awareness
- Responsible-Decision Making

On a scale of 1-5, how often do you plan to teach SEL skills to your students throughout the school year? \*



Never



Always

Do you believe that SEL curriculum should be taught as a separate content lesson or interwoven within academic content lesson? \*

SEL should be taught as separate content

SEL should be interwoven within academic content

A combination of individual lessons and woven throughout academic lessons

What kind of barriers do you continue to encounter when it comes to teaching SEL in the classroom? \*

Long answer text

On a scale of 1-5, how familiar are you with Conscious Discipline? \*

1

2

3

4

5

Not Familiar



Very Familiar

On a scale of 1-5, how familiar are you with Second Step? \*

1

2

3

4

5

Not Familiar



Very Familiar



1 2 3 4 5

Not Familiar      Very Familiar

How satisfied are you with this two-day workshop experience? \*

1 2 3 4 5

Very Dissatisfied      Very Satisfied

What was most effective in convincing you that SEL is important? Please explain why. \*

Long answer text

---

What was something you learned from the workshops that you plan to use in your own classroom? \*

Long answer text

---

Do you have any additional thoughts or ideas in regards to social emotional learning at your school? \*

Long answer text

---

Do you still have any questions about what was talked about in the workshops? If so, please write it below.



What activity was your favorite throughout these professional development workshops? \*

Long answer text

---



Hello SEL Experts,

Thank you to all of you who took part in this professional development workshop experience! It was such a pleasure to get to know each and every one of you over our time together. There were great discussions that took place, and so many questions that were answered through great collaboration. My hope is that you will take the skills and knowledge you gained in these workshops and apply them to your own teaching practice.

At the end of our last workshop you were asked to fill out a post- survey where you had the chance to reflect on what you learned and your next steps going forward. Thank you to those of you who provided such great responses in the survey on your experience! **If you were unable to fill out this survey before you left, I ask that you fill it out now by accessing it in this email through the link below:**

[https://docs.google.com/forms/d/e/1FAIpQLSczUojkNZAVIxnplfuwgPPf66nRaMNQcJ1edNadTyX8Zslww/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSczUojkNZAVIxnplfuwgPPf66nRaMNQcJ1edNadTyX8Zslww/viewform?usp=sf_link)

This feedback will be important in collecting data on teacher buy-in for SEL in ISD 196. This will ultimately help administrators in your school make decisions on how to proceed with the three different SEL programs in the future. Additionally, your responses will influence how this workshop will be conducted in the future for other educators in the district.

Thank you again for your participation in these workshops. If you have any questions following our last workshop, I wanted to provide you with dates and times I have available in the next two weeks where you can meet with me to discuss further questions. These dates and times are below:

Dates	Times
XX-XX-XXXX	XX:XX - XX:XX
XX-XX-XXXX	XX:XX - XX:XX
XX-XX-XXXX	XX:XX - XX:XX

I want you to feel confident in teaching SEL to your students, so suggest other alternative dates or times if the ones provided do not work in your schedule.

Thank you again!

All the Best,  
Rebekka Schrank