SELD Observation

Social and Emotional Learning Development Observation asks 'What things are present in this setting?'

Positive reinforcement

redirection

positive self-talk

choices

reframing

stated expectations

Negative reinforcement

words of affirmation

fair consequences

classroom management

calling out good behavior

calling out "bad" behavior

celebrating good choices

delayed gratification

negotiating/bargaining

modeling behavior

incorp. SEL in lesson

accountability

engagement

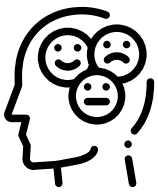## What do I see?

What's working?

What would I like to see?

What isn't working?

BY JAMITA BROWN

SELD Observation

Social and Emotional Learning Development Observation asks 'What things are present in this setting?'

Social & Emotional Learning Assessment Questions
- What are staff doing?
- What are we celebrating/reinforcing?
- How do staff feel? How to students feel?
- What emotions are visibly shown or audibly recognized?
- What is happening in the space?
  - What skills are naturally being shown by staff?
  - What are students doing organically without redirection?
- What preventative things can happen to help prevent negative behaviors? What things can happen to promote positive behavior?
- What does this space do well?
- What does this space need to work on?
- What would happen if _____...changed?
- Does this space have a culture of SEL ingrained in everyday practices?
- What is the goal of implementing more SEL practices?
- How do we see the 5?
  i. **Self-management**
  ii. **Relationship skills**
  iii. **Responsible Decision Making**
  iv. **Social Awareness**
  v. **Self-awareness**

Ideas for Implementation:
SEL Culture Builders
- SEL improvement, recognition, or shoutout wall
- Caught in the acts for students and staff
- Celebration Days that are for positive behavior
- Improve token economy system if necessary
- Challenges to promote classroom behavior and competition throughout program
- Implement character development/SEL activities throughout classroom
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Development
- Staff buy-in, equipping with SEL training
- Small group 'counseling' sessions based on needs
- Individual 'counseling' sessions
- Classroom guidance lessons
- Designated character skills all youth should grow in (Aligns with mission/vision)

Improvement
- Observation
- Assessments from staff/families
- Resources and referrals for youth/families based on community needs