

Framework	Factor	Programs/Strategies?
SEL	Self-Awareness	RD Program, Mind-UP
	Social Awareness	ROE, RD Program
	Responsible Decision-Making	Class Meetings
	Self-Management	ZOR, DBT, Mind-Up,
	Relationship Skills	Co-operative Learning, ROE
Circle of Courage	Belonging	TRIBES, Spirit Buddies, RD Program
	Mastery	PBL, Land Based, UDL
	Independence	Class Meetings
	Generosity	Service Projects
TBM	Resiliency & Distress Tolerance	ZOR, DBT, Mind-Up
	Self-Worth	RD Program, Mind-UP
	Emotion Regulation	ZOR, DBT, Mind-Up
	Meaning & Purpose	Service Learning, RD, Mindfulness
	Belonging	TRIBES, Spirit Buddies, RD Program
	Interpersonal Skills	Class meetings, Co-op Learning, ROE, DBT
	Interconnectedness	Mindfulness, Indigenous Perspectives

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Assessing Well-Being

- ◆ This is not for diagnostic purposes, it is for designing supportive programming!
- ◆ Need to decide on a framework for organizing the assessment and building a profile.
- ◆ Look for clues in the report cards, teachers' comments, observations, etc.

	Factor	Strengths	Challenges
Intrapersonal	Distress Tolerance		
	Self-Worth		
	Emotion Regulation		
	Personal Integrity		
	Self-Awareness		
Interpersonal	Solving problems in peaceful ways		
	Belonging		
	Interpersonal Skills		
	Valuing diversity		
Spiritual	Interconnectedness		
	Meaning		
	Purpose		

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Case Study: Jerry

- ◆ Mr. Santos was concerned. Jerry was a seemingly typical 10th grader, a little smaller than most, but otherwise typical. He seemed a bit shy, but gradually had begun to participate in class over time. He had one or two friends, though he seemed a bit on the outside of “the group.” At times, he had heard kids snicker when Jerry talked, his high pitched voice a bit unusual now. Maybe that was why he had been shy to talk. His work was good, though, even a bit above average. Lately, though, Jerry had been missing a lot of school. He often complained of stomach-aches, and asked to be allowed to leave.

- ◆ Mr. Santos read Jerry’s poem again. It was the last two lines that struck him, *“You have no say, and no one hears your cries in the wind. There is no need for you on this planet. Life spins out of control like a tumbleweed in a desert storm, until a lightning strike ends it all.”*

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Case Study: John

John’s teacher says he has the potential to do so much more in class because when giving oral responses, he understands the daily lesson, but fails with the written work. John is in a constant bad mood, especially in the morning when school begins.

He also has problems socially. Other students are complaining he is calling them names and challenging them to fights. After his last fight he was suspended for a day and given detention. When asked whether he was sorry John said no and that the situation was the other student’s fault.

This morning, John seemed particularly agitated. When his teacher asked him whether he had done his homework, he screamed at her to “get off his F#*ing back” and tipped over his desk.

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Class Profile #5

Strengths

- ◆ Strong leadership
- ◆ Athletic, competitive
- ◆ Enjoy having fun
- ◆ Strong cultural affiliations

Challenges

- ◆ Dominance of a few leaders not always prosocial
- ◆ Social cliques based on ethnicity
- ◆ High anxiety due to parental pressure
- ◆ Disconnect from place – urban, from many places

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SEL Plan

- ◆ Create a framework, and assess your focus students and class
- ◆ Rationale
 - ❖ Tier 1 (whole class)
 - We have decided our SEL focus should be on ...
 - For that reason, we would begin the year with strategy/program X, because it would support....
 - We would also/then implement _____ because....
 - ❖ Tier 2/3 (Small group, individualized)
 - We also believe (student) may need...

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Your Assignment

Review your case

- Use a chart to show the clues/evidence
- What are the major SEL needs and strengths?
- Select strategies / programs, and explain your choices

Major Concerns	Programs / Strategies
Emotional regulation	ZOR, Brain Unit, Mind up...

Strengths	Programs / Strategies
Leadership / strong personalities	Service project
High energy	Kinesthetic learning

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