

APPENDIX I – 1

**PROGRESS REPORT ON RESEARCH-BASED SOCIAL AND EMOTIONAL LEARNING (SEL)
COMPONENTS OF THE ISI AND DAE PROGRAMS**

February 11, 2016

See Court Order of December 22, 2015 [ECF 1879]

The Tucson Unified School District has been utilizing Social Emotional Learning in both the ISI and DAE programs which were created this year. As these programs serve different needs, the approach to addressing SEL is different in each. Both programs used the research-based CASEL guide as a basis for their SEL work, and below have provided crosswalk information that ties the SEL program components to the Social and Emotional Learning Core Competencies outlined by the Cooperative for Academic, Social, and Emotional Learning (CASEL).

In-School Intervention (ISI)

This is a short term program where students will only attend between two to five days as an alternative to an out of school suspension. In this short time frame students keep up with their regular academic classwork and also spend time receiving support in SEL. The SEL component for this program is implemented with daily interventions by site staff as well as through direct training in SEL:

- 1) **Daily interventions:** The ISI teacher conducts restorative circles with the whole group and Restorative conferences with small groups each day in the ISI program. This time is spent to help students realize the impact of their actions on the larger community and to devise strategies by which they can avoid taking such action in the future. Each site's school counselor and Learning Support Coordinator also come into the ISI program daily in order to provide counseling, support, and direct intervention using SEL.
- 2) **Direct Training:** The ISI teacher provides direct training in SEL to students in the ISI program. As students are enrolled for a short time frame, for varying lengths, and on a daily basis, TUSD has to utilize SEL resources that are both flexible and easily understood by students. The primary resource currently used is The 7 Habits of Highly Effective Teens by Sean Covey. Daily SEL lessons are provided to students in ISI where they have an opportunity to reflect on their behaviors and learn strategies to find social and behavioral success in an academic environment. ISI teachers have attended trainings by TUSD in order to ensure consistency of programing and delivery of SEL. They also attended a "Job Alike" where they shared resources for the delivery of SEL using The 7 Habits of Highly Effective Teens as well as stories of their successes.

CASEL's library of social and emotional learning (SEL) documents and resources included information about how one district/school used ***7 Habits of Highly Successful Teens*** to meet the SEL standards. <https://casel.squarespace.com/s/FRI-3-Austin-High-MAPS.pdf>

The 7 Habits of Highly Effective Teens also crosswalks easily into the 5 major SEL Core Competencies:

7 Habits of Highly Successful Teens	CASEL - Social and Emotional Learning Core Competencies
<p>Be Proactive: Being proactive is the key to unlocking the other habits. Help teens take control and responsibility for his/her life. Proactive people understand that they are responsible for their own happiness or unhappiness. They don't blame others for their own actions or feelings.</p>	<p>Self awareness Responsible decision making</p>
<p>Begin With the End in Mind: If teens aren't clear about where they want to end up in life, about their values, goals, and what they stand for, they will wander, waste time, and be tossed to and fro by the opinions of others. Help teens create a personal mission statement which will act as a road map and direct and guide his decision-making process.</p>	<p>Self awareness Responsible decision making</p>
<p>Put First Things First: This habit helps teens prioritize and manage their time so that they focus on and complete the most important things in their lives. Putting first things first also means learning to overcome fears and being strong during difficult times. It's living life according to what matters most.</p>	<p>Self management Self awareness</p>
<p>Think Win-Win: Teens can learn to foster the belief that it is possible to create an atmosphere of win-win in every relationship. This habit encourages the idea that in any given discussion or situation both parties can arrive at a mutually beneficial solution. Your teen will learn to celebrate the accomplishments of others instead of being threatened by them.</p>	<p>Self-awareness Social awareness Responsible decision making Relationship skills Self management</p>
<p>Seek First to Understand, Then to be Understood: Because most people don't listen very well, one of the great frustrations in life is that many feel misunderstood. This habit will ensure teens learn the most important communication skill there is: active listening.</p>	<p>Self-awareness Social awareness</p>
<p>Synergize: Synergy is achieved when two or more people work together to create something better than either could alone. Through this habit, teens learn it doesn't have to be "your way" or "my way" but rather a better way, a higher way. Synergy allows teens to value differences and better appreciate others.</p>	<p>Self-awareness Self-management Social awareness Relationship skills</p>
<p>Sharpen the Saw: Teens should never get too busy living to take time to renew themselves. When a teen "sharpen the saw" she is keeping her personal self sharp so that she can better deal with life. It means regularly renewing and strengthening the four key dimensions of life – body, brain, heart, and soul.</p>	<p>Self awareness Self management</p>

District Alternative Education Program (DAEP)

Students are assigned to DAEP on a long term basis from 20 to 45 days as an alternative to long term out of school suspension. The SEL curriculum at the District Alternative Education Program (DAEP) sites utilizes a variety of sources, and is delivered using an explicit implementation model as well as incorporating, addressing and reinforcing the skills across the curriculum. The explicit model means that there is a dedicated time during the school day when the SEL skills are targeted and taught. At the Middle School sites the lessons are taught a minimum of 2 days per week; at the High School level they are taught daily. The DAEP SEL curriculum blends lessons, ideas, and strategies from the following sources:

- 1) **STUDENT SUCCESS SKILLS:** a CASEL-endorsed curriculum, Student Success Skills is a skills promotion program that uses teaching practices and free-standing SEL lessons to support social and emotional learning. It is designed to be implemented in a regular class where the teacher delivers five lessons that provide students with strategies for (1) setting goals, monitoring progress, and sharing success; (2) building a caring, supportive, and encouraging environment; (3) developing and practicing memory and cognitive skills; (4) calming anxiety and managing emotions; and (5) developing healthy optimism. The stress reduction techniques include mindfulness strategies such as muscle relaxation. The dosage is one lesson per week with three booster sessions, one for each of the following months. After completing the five lessons teachers are expected to cue and coach students to apply the appropriate skills and strategies during academic lessons throughout the year to master the curriculum and develop a healthy and supportive classroom climate.
- 2) **DECISIONS FOR HEALTH:** district adopted health textbook published by Holt, ISBN# 0-03-067522-7. Key topics covered are: Understanding the primary aspects of health and wellness; Successful decision making/choices; Setting goals, and the key that long term goals are made up of short term goals; Learning about self-concept; How to express and manage a variety of emotions and stressors; Importance of healthy relationships and steps to mediate conflicts and avoid violence.
- 3) **THE WHY TRY JOURNAL:** a tool designed to help make positive changes in one's life.
- 4) **SMART MOVES 4 LIFE:** Smart Moves 4 Life is a straight talk program designed to build self awareness, resiliency, compassion, empowerment and inner peace in adolescents. The lessons are designed to be motivating, relevant and life changing even to the most discouraged and challenging teens. Smart Moves 4 Life uses interactive presentations, motivational videos, and written exercises to help teens develop a deeper understanding of the inner world. DAEP staff go through regular trainings and review of the Smart Moves 4 Life program during their Professional Learning Community breakout sessions. They have also attended three different Trauma Informed trainings from Pima County Juvenile Court Center so that they can adapt to and understand where many of their students are coming from.

EVIDENCE BASED FEATURES/ CROSSWALK OF SMART MOVES 4 LIFE and CASEL CORE COMPETENCIES

1. Teaching character and core values helps lead to good decision making. (CASEL core competency 1, 5)
2. Learning to overcome fear and limiting beliefs enables students to tap into their capabilities. (CASEL core competency 1,2)
3. Discovering passion and purpose in life gives a clear sense of direction. (CASEL core competency 1,2,5)
4. Learning to hold ourselves accountable removes a victim's mentality.(CASEL core competency 2)
5. Providing encouragement, support and acknowledging positive behavior helps decrease aggression, vandalism, truancy and dropping out. (CASEL core competency 4)
6. Defining and teaching positive social expectations helps create a positive school climate. (CASEL core competency 3,4,5)
7. Connecting goals to practices increases the likelihood of long term personal growth. Smart Moves 4 Life takes students through a 30 Day personal growth program. (CASEL core competency 2)
8. Having healthy relationships is crucial to personal growth and happiness. (CASEL core competency 1,2,4)
9. The willingness to overcome obstacles will be a defining factor in one's success. (CASEL core competency 1,2)
10. One must become self aware before they can begin the journey to self improvement and personal growth. (CASEL core competency 1)