

Increasing Mental Health Supports through Community Partnerships

10/11/2018

Resources & Websites:

- **Padlet Info:** www.padlet.com/ksvision/secd
 - Kansas Resources for you to peruse and utilize
 - Categories: Classroom Activities, Assessments, Videos, Curriculum
- **Social Emotional Growth and Kansans Can**
 - https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Social_Emoional_Growth
- **Measuring SECD Toolkit**
 - <https://drive.google.com/file/d/1M1VGZCMbGgu83qGarmbl9F2yiBmOaGV3/view>
- **Kansans Can Competency Sequence**
 - <https://drive.google.com/file/d/1Lu78uMuRr5qPeWkzRTf7PFDO9kJMPmkV/view?usp=sharing>
- **Safe to Tell App (Colorado)**
 - <https://www.safe2tell.org/>
- **Chat Packs**
 - https://www.amazon.com/Chat-Pack-Favorites-Questions-Favorite/dp/1939532000/ref=sr_1_5?ie=UTF8&qid=1535051781&sr=8-5&keywords=the+chat+pack
- **Chat Pack Stories**
 - https://www.amazon.com/Chat-Pack-Stories-Story-filled-Conversations/dp/098199461X/ref=sr_1_1?s=books&ie=UTF8&qid=1535051980&sr=1-1&keywords=the+chat+pack+stories

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- **Edutopia resources and videos**
 - https://www.edutopia.org/social-emotional-learning?gclid=CjwKCAjwzenbBRB3EiwAltS-uzzaTMkbetguXgnHHTyUIyetFxTpWJZIK-yKu0suRI3x7EfxCJYjrxCXywQAvD_BwE
- **Share My Lesson**
 - [https://sharemylesson.com/search?f\[\]=curriculum_tree:27921/28008](https://sharemylesson.com/search?f[]=curriculum_tree:27921/28008)
- **Pathway to Success- free SEL resources**
 - <https://www.thepathway2success.com/free-social-emotional-learning-resources/>
- **Teacher Vision- lessons/printables**
 - <https://www.teachervision.com/social-emotional-issues>
- **SEL Lesson Plans (Missouri Dept. of Education)**
 - <https://dese.mo.gov/college-career-readiness/school-counseling/curriculum/social-emotional-development-lesson-plans>
- **Collection of K-3rd grade lessons**
 - https://drive.google.com/file/d/1yNSe_VUbPzNEg5Q5K67rFitPvNRI1-c/view?usp=sharing

You Tube Videos:

- **5 Keys to Social and Emotional Learning Success**
 - <https://www.youtube.com/watch?v=DqNn9qWoO1M>
- **The Champion (Carrie Underwood & Ludacris)**
 - <https://www.youtube.com/watch?v=Htu3va7yDMg>
- **Making Sure Each Child Is Known**
 - https://www.youtube.com/watch?time_continue=13&v=xjZx0VdmgkE
- **The Invisible Boy (read aloud on YouTube)**
 - https://www.youtube.com/watch?time_continue=16&v=okAJ62ia63Q

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- **"I wish my teacher knew" assignment reveals kids' hardships**
 - https://www.youtube.com/watch?time_continue=2&v=BgmZ45HYPss
- **What is my sentence?**
 - <https://www.youtube.com/watch?v=gw2xSdp4bOc> (Daniel Pink explains this project.)
 - <https://www.youtube.com/watch?v=SJ5M3WyMz10> (student example)

Movement Ideas:

Gonoodle Website: <https://www.gonoodle.com/>

Brain Breaks: <https://brain-breaks.com/>

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Class Participation Rubric

	5 Points -- A	4 Points - B	3 Points - C	2 Points - D	1 Points - F
Attitude	<ul style="list-style-type: none"> •Displays an exemplary, helpful, positive and consistent attitude. •Graciously accepts feedback and is able to use it constructively •Always respectful of other's opinions •Peer leader 	<ul style="list-style-type: none"> •Displays positive attitude •Open to positive feedback •Willing to work with others •Respects other's opinions 	<ul style="list-style-type: none"> •Displays inconsistent attitude •Sometimes unwilling to accept feedback •May find it difficult to work with others •May not completely respect other's opinions 	<ul style="list-style-type: none"> •Displays passive attitude •Seemingly ambivalent about receiving feedback •Finds it difficult to work with others •Seemingly ambivalent about the opinions of others 	<ul style="list-style-type: none"> •Unwilling to display a positive attitude. •Resistant to positive feedback. •Unwilling to work with others. •Disrespectful of other's opinions.
Listening	<ul style="list-style-type: none"> •Proactively listens when the teacher and fellow students are speaking. •Consistently able to follow directions or respond to questions. 	<ul style="list-style-type: none"> •Actively listens when the teacher and fellow students are speaking. •Attempts to follow directions or respond to questions. 	<ul style="list-style-type: none"> •Sometimes listens when the teacher or fellow students are speaking. •Sometimes able to follow directions given, but often may need repeating. 	<ul style="list-style-type: none"> •Rarely listens to the teacher or other students. •Relies on other students for direction/instruction. 	<ul style="list-style-type: none"> •Almost always ignores what is going on in the classroom. •Does not take or follow direction.
Classroom Interaction	<ul style="list-style-type: none"> •Exhibits exemplary self-control and total respect for others. •Always volunteers in class. •Shows leadership qualities. 	<ul style="list-style-type: none"> •Exhibits good self-control and respect for others. •Consistently volunteers and participates. 	<ul style="list-style-type: none"> •Sometimes able to following directions, but often check to see what other students are doing. •Will answer questions or read aloud if called upon. 	<ul style="list-style-type: none"> •Rarely participates in classroom activities. •Reluctantly answers questions or reads aloud, etc. 	<ul style="list-style-type: none"> •Does not participate in classroom activities. •Unwilling to answer questions or read aloud
Behavior	<ul style="list-style-type: none"> •Always on task. •Often goes beyond expectations •Displays mature behaviors •Exemplary adherence to boundaries and rules. 	<ul style="list-style-type: none"> •Consistently on task •Displays appropriate behavior •Respects boundaries and rules of the class. 	<ul style="list-style-type: none"> •Most times is on task •Most times displays appropriate behavior •Most times observes boundaries and rules of the class. 	<ul style="list-style-type: none"> •Needs to be refocused frequently •Frequently displays lack of impulse or self-control. •Frequently ignores boundaries and rules. 	<ul style="list-style-type: none"> •Rarely on task. •Displays improper, disruptive, inappropriate behavior •Ignores boundaries and rules.
Preparedness	<ul style="list-style-type: none"> •Always prepared with required materials •Always ready to engage in daily classroom activities •Exemplary effort in completing assignments. •Always on time for class. 	<ul style="list-style-type: none"> Consistently: •Brings required materials to class •Ready to engage in daily classroom activities •Completes assignments on time. 	<ul style="list-style-type: none"> •Most times brings required materials to class. •Most assignments are completed on time •May come to class late. 	<ul style="list-style-type: none"> •Sometimes brings required materials to class. •Inconsistently completes assignments. •Frequently late getting to class. 	<ul style="list-style-type: none"> •Does not bring materials to class. •Does not complete assignments on a timely basis. •Consistently late getting to class.

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CHARACTER GROWTH CARD

 Q1 Q2 Q3 Q4						
STUDENT NAME _____						
GRADE _____ SCHOOL _____ DATE _____						
1 = Almost Never · 2 = Very Rarely · 3 = Rarely · 4 = Sometimes · 5 = Often · 6 = Very Often · 7 = Almost Always						
SELF-ASSESSMENT	AVERAGE TEACHER SCORE	TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	TEACHER 5
GRIT Finished whatever s/he began Stuck with a project or activity for more than a few weeks Tried very hard even after experiencing failure Stayed committed to goals Kept working hard even when s/he felt like quitting						
OPTIMISM Believed that effort would improve his/her future When bad things happened, s/he thought about things they could do to make it better next time Stayed motivated, even when things didn't go well Believed that s/he could improve on things they weren't good at						
SELF CONTROL (school work) Came to class prepared Remembered and followed directions Got to work right away instead of waiting until the last minute Paid attention and resisted distractions						
SELF CONTROL (interpersonal) Remained calm even when criticized or otherwise provoked Allowed others to speak without interrupting Was polite to adults and peers Kept temper in check						
GRATITUDE Recognized what other people did for them Showed appreciation for opportunities Expressed appreciation by saying thank you Did something nice for someone else as a way of saying thank you						
SOCIAL INTELLIGENCE Was able to find solutions during conflicts with others Showed that s/he cared about the feelings of others Adapted to different social situations						
CURIOSITY Was eager to explore new things Asked questions to help s/he learn better Took an active interest in learning						
ZEST Actively participated Showed enthusiasm Approached new situations with excitement and energy						