

Inclusive Practice Tool: Social and Emotional Learning (SEL) Planning Tool

A RESOURCE FOR SUPPORTING INCLUSIVE PRACTICE

Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for **all students**, with and without disabilities, in general education settings.

To support inclusive practice, the tools of this *Guidebook* are based on the frameworks of [Universal Design for Learning](#), [Positive Behavioral Interventions and Supports](#), and [Social and Emotional Learning](#).

How do I use this tool?

This tool is designed to help design lesson plans for instruction in social-emotional learning. It provides examples of instructional practice that promote each of five SEL competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL). It also includes space for educators to identify the type of approach to SEL instruction demonstrated and space for educator reflection.

Directions: **Classroom educators** can use this tool when designing lesson plans to promote inclusive practice. **Building administrators** can use this tool to support classroom educators and target feedback and supports to meet the needs of educators and students. **District administrators** can use this tool to support inclusive practice across schools.

The *Guidebook* tools are designed to strengthen inclusive practices and empower educators to meet the needs of all students by leveraging and augmenting the educator evaluation process. Although each tool is designed as a stand-alone resource, many tools mutually support educator practice. This tool has a strong relationship to the following *Guidebook* tools:

- Tool 3a: [Professional Practice Goal Setting Template](#)
- Tool 5b: [Example Artifact List](#)

Background Information

The collaborative for Academic, Social, and Emotional Learning (CASEL) has provided the following descriptions of Social and Emotional Learning (SEL).

Five Core Competencies of SEL:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.

Four Approaches to SEL Instruction

CASEL has identified four general approaches to SEL instruction in the classroom:

- **Free-standing lessons** that provide explicit, step-by step instructions to teach students social and emotional competencies across the five core competency clusters;
- **General teaching practices** that create classroom and school-wide conditions that facilitate and support social and emotional development in students;
- **Integration** of skill instruction and practices that support SEL within the context of an **academic curriculum**; *and*
- Guidance to administrators and school leaders on how to facilitate SEL as a **school-wide initiative**.

SEL Competency	Examples	Planned Activity & Approach to SEL
<ul style="list-style-type: none"> ✓ Self-Awareness Self-Management Social-Awareness Relationship Skills Responsible Decision-Making 	<p>Example practices that address Self-Awareness:</p> <ul style="list-style-type: none"> • Clearly state classroom rules • Provide students with specific feedback regarding academics and behavior • Offer different ways to demonstrate understanding • Create opportunities for students to self-advocate • Check for student understanding / feelings about performance • Check for emotional wellbeing • Facilitate understanding of student strengths and challenges 	<p>Lesson Activity</p> <hr/> <p>Approach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free-standing lessons <input type="checkbox"/> General teaching practices <input type="checkbox"/> Integration with curriculum <input type="checkbox"/> School-wide programs
<ul style="list-style-type: none"> Self-Awareness ✓ Self-Management Social-Awareness Relationship Skills Responsible Decision-Making 	<p>Example practices that address Self-Management:</p> <ul style="list-style-type: none"> • Encourage students to take pride/ownership in work and behavior • Encourage students to reflect and adapt to classroom situations • Assist students with being ready in the classroom • Assist students with managing their own emotional states 	<p>Lesson Activity</p> <hr/> <p>Approach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free-standing lessons <input type="checkbox"/> General teaching practices <input type="checkbox"/> Integration with curriculum <input type="checkbox"/> School-wide programs

<p>Self-Awareness Self-Management ✓ Social-Awareness Relationship Skills Responsible Decision-Making</p>	<p>Example practices that address Social-Awareness:</p> <ul style="list-style-type: none"> • Encourage students to reflect on the perspective of others • Assign appropriate groups • Help students to think about social strengths • Provide specific feedback on social skills • Model positive social awareness through metacognition activities 	<p>Lesson Activity</p> <hr/> <p>Approach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free-standing lessons <input type="checkbox"/> General teaching practices <input type="checkbox"/> Integration with curriculum <input type="checkbox"/> School-wide programs
<p>Self-Awareness Self-Management Social-Awareness ✓ Relationship Skills Responsible Decision-Making</p>	<p>Example practices that address Relationship Skills:</p> <ul style="list-style-type: none"> • Engage families and community members • Model effective questioning and responding to students • Plan for project-based learning • Assist students with discovering individual strengths • Model and promote respecting differences • Model and promote active listening • Help students develop communication skills • Demonstrate value for a diversity of opinions 	<p>Lesson Activity</p> <hr/> <p>Approach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free-standing lessons <input type="checkbox"/> General teaching practices <input type="checkbox"/> Integration with curriculum <input type="checkbox"/> School-wide programs

<p>Self-Awareness Self-Management Social-Awareness Relationship Skills</p> <p>✓ Responsible Decision-Making</p>	<p>Example practices that address Responsible Decision-Making:</p> <ul style="list-style-type: none"> • Support collaborative decision making for academics and behavior • Foster student-centered discipline • Assist students in step-by-step conflict resolution process • Foster student independence • Model fair and appropriate decision making • Teach good citizenship 	<p>Lesson Activity</p> <hr/> <p>Approach:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free-standing lessons <input type="checkbox"/> General teaching practices <input type="checkbox"/> Integration with curriculum <input type="checkbox"/> School-wide programs
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