



Supporting ALL Students With Social Emotional Learning

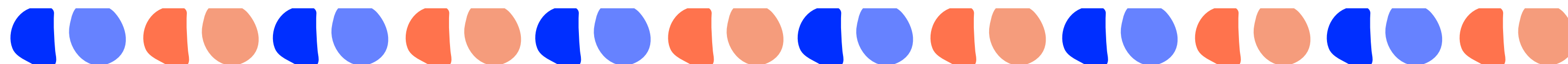
**George County School District
July 29, 2025**



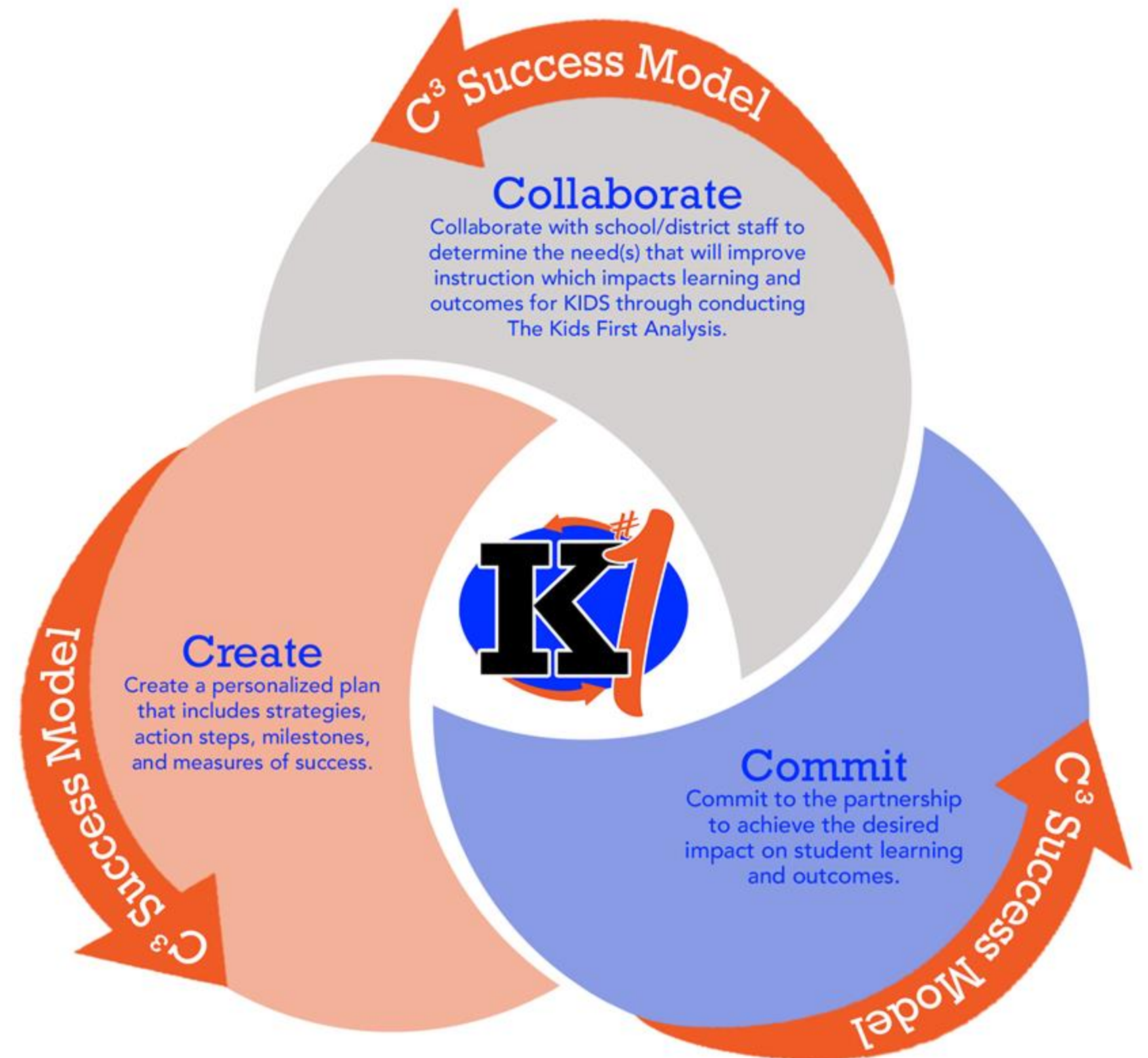
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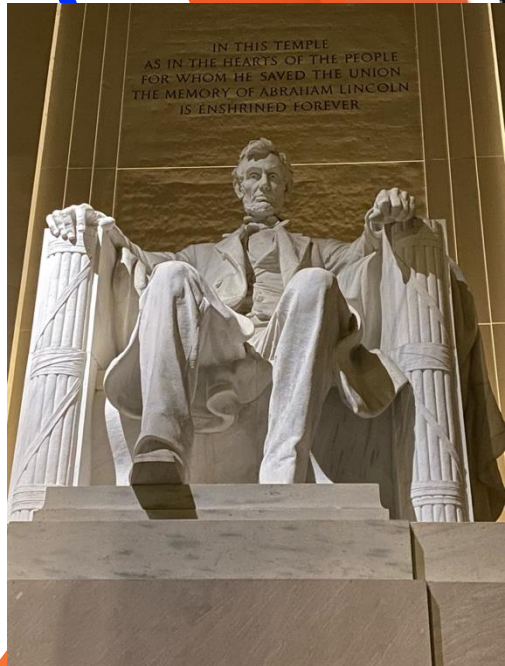
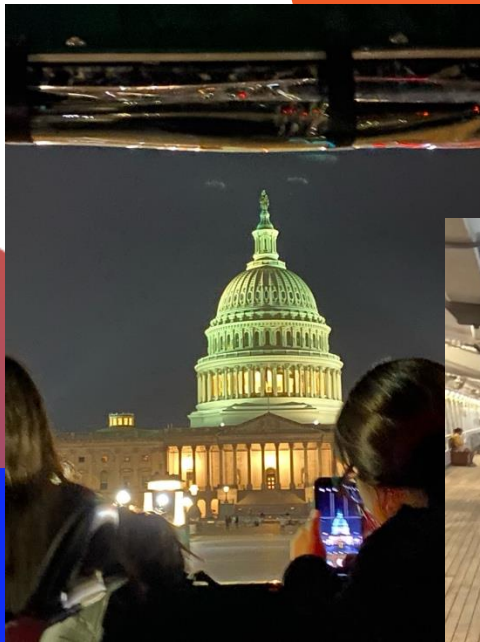
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Door Prize Sign Up



C³ Success Model







Agenda



George County School District
Supporting ALL Students with Social Emotional Learning
July 29, 2025
Facilitator: Penny Allen

Welcome and Introductions

What is SEL?

Maslow's Hierarchy of Needs: A Foundation for Whole-Child Learning

Integrating John Hattie's Strategies with SEL and Maslow's Principles

From Research to SEL Support

More Than Academic Challenges

What Students Experience

Executive Functioning and Emotional Regulation

Why SEL Matters to ALL Students

Tiered SEL Support

Integrating SEL and Academics

Activity: Plan for a Student

Key Takeaways and Final Reflection

Closing

Outcomes



Understand that in order to teach a student holistically, there must be an integration of social, emotional, and academic learning while tapping into human motivation.



Identify strengths and growth areas in your own classroom.



Create an action plan to implement that will address teaching the whole child



That's ME



Social and Emotional Learning Guiding Questions

- **What is SEL?**
- **Why does SEL matter?**
- **What is my role?**



Stop and Jot

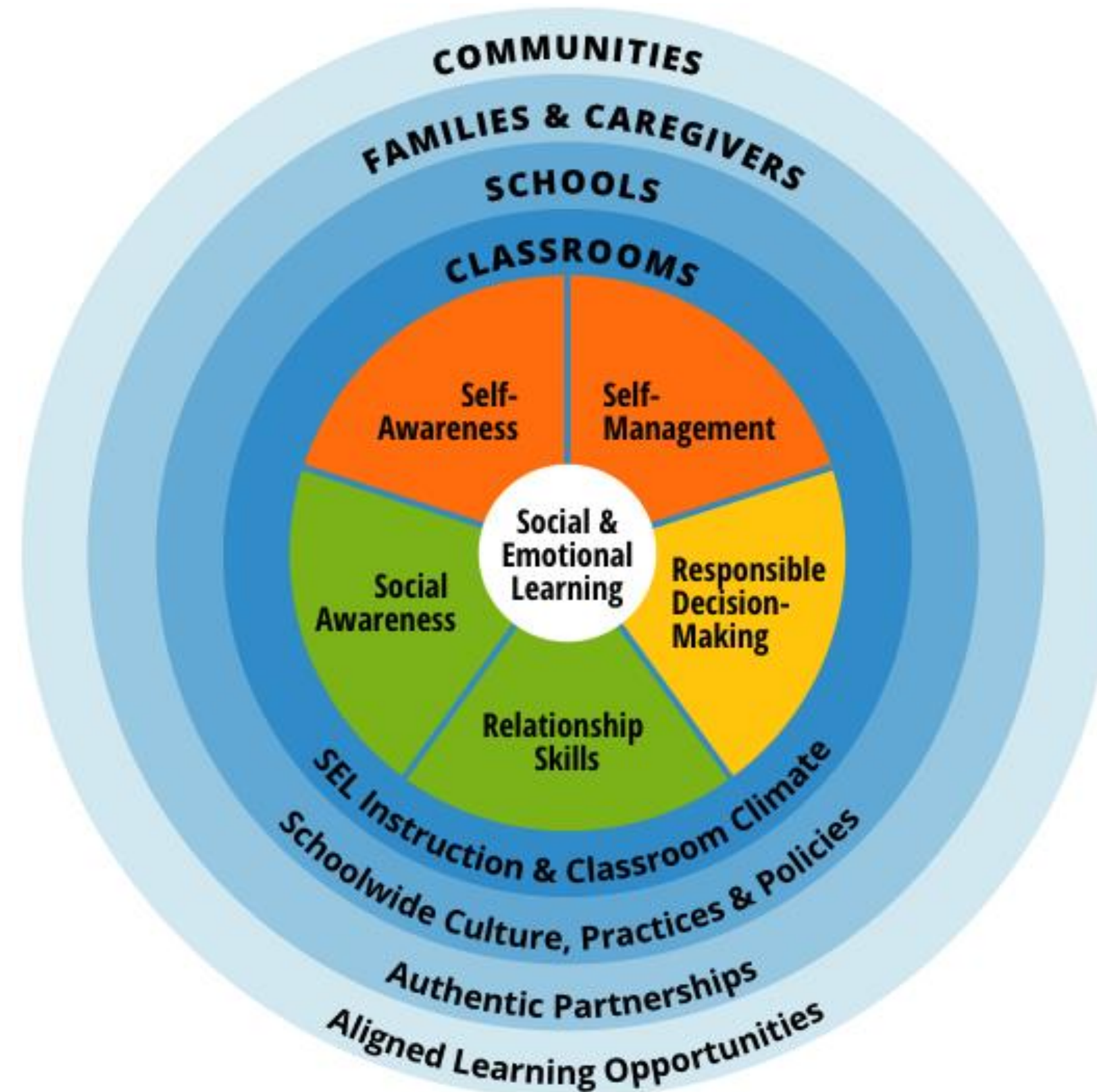
- **With your team, discuss your definition of SEL.**
- **Work together to create a group definition and record it on an index card.**
- **Be prepared to share with the whole group.**



C.A.S.E.L.'s Five Competencies of Social-Emotional Learning



C.A.S.E.L.'s Five Competencies of Social-Emotional Learning



C.A.S.E.L.'s Five Competencies of Social-Emotional Learning

Self-Awareness

The ability to understand one's own emotions, thoughts, and values, and how they influence behavior. This includes recognizing strengths and limitations and having a growth mindset.

Classroom Strategies: Reflection journals, mindfulness activities, and goal setting.



C.A.S.E.L.'s Five Competencies of Social-Emotional Learning

Self-Management

The ability to manage emotions, thoughts, and behaviors to achieve goals. This includes persevering through difficult tasks and complex social interactions.

Classroom Strategies: Time management skills, emotional regulation tools, and relaxation techniques.



C.A.S.E.L.'s Five Competencies of Social-Emotional Learning

Social Awareness

The ability to understand what others are feeling and take their perspective. This includes developing empathy.



Classroom Strategies: Community projects, peer collaboration, and cultural studies.

C.A.S.E.L.'s Five Competencies of Social-Emotional Learning

Relationship Skills

The ability to communicate clearly, listen well, cooperate with others, and negotiate conflict constructively.

Classroom Strategies: Role-playing, group discussions, and cooperative learning.



C.A.S.E.L.'s Five Competencies of Social-Emotional Learning

Responsible Decision-Making

A competency that involves both interpersonal and intrapersonal skills.

Classroom Strategies: Problem-solving frameworks and discussions about moral dilemmas.



Rank 1-5

Rank the competencies 1-5.

1. Your strongest area
2. Your second strongest
3. I'm just okay
4. I could use work here
5. Weakest



The definition according to CASEL

The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible and caring decisions.

Somewhat of a progression



Self-Awareness

Self-Management

Social-Awareness

Relationship Skills

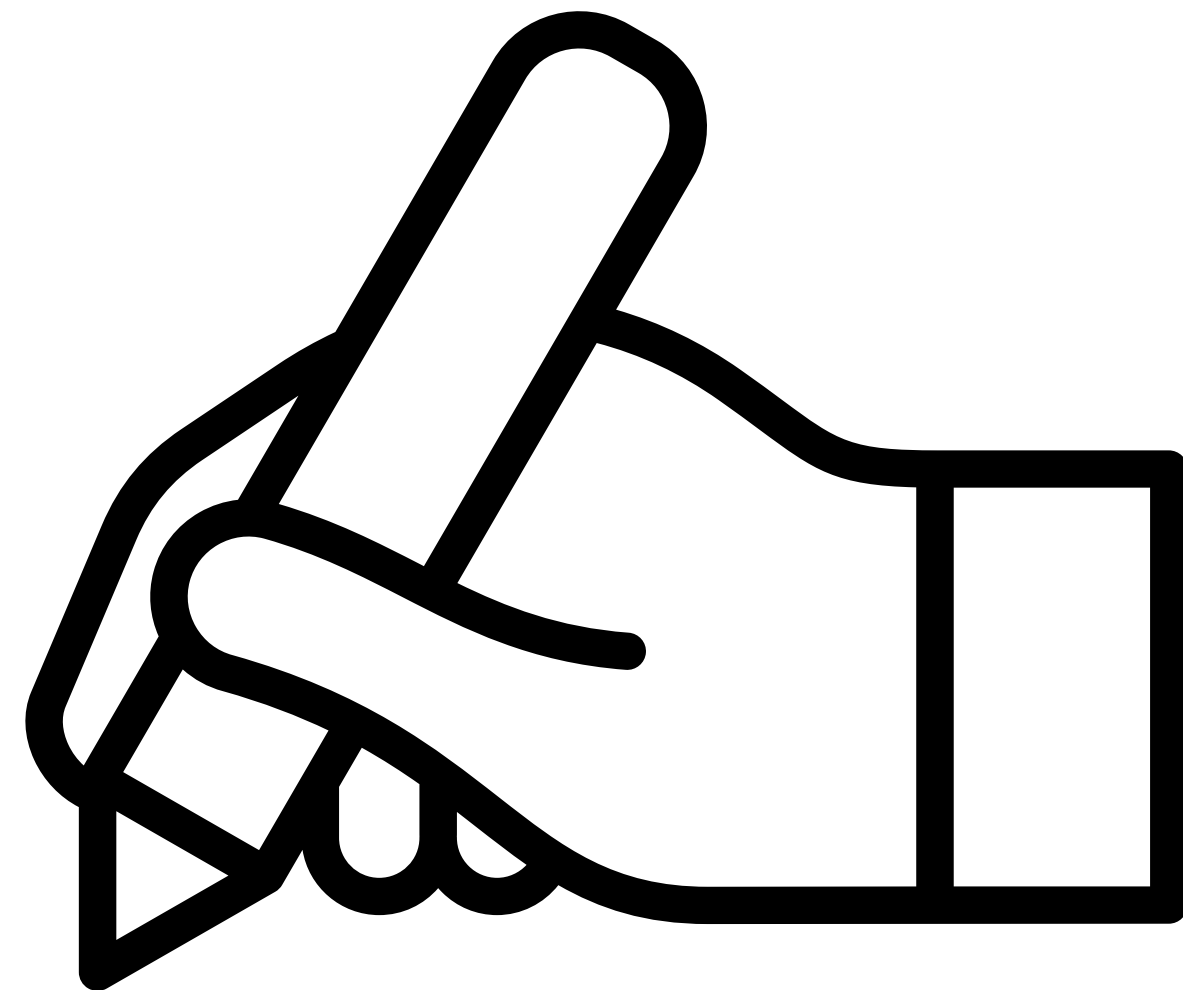
Decision Making

Update Your Quick Write

Add to your

SEL

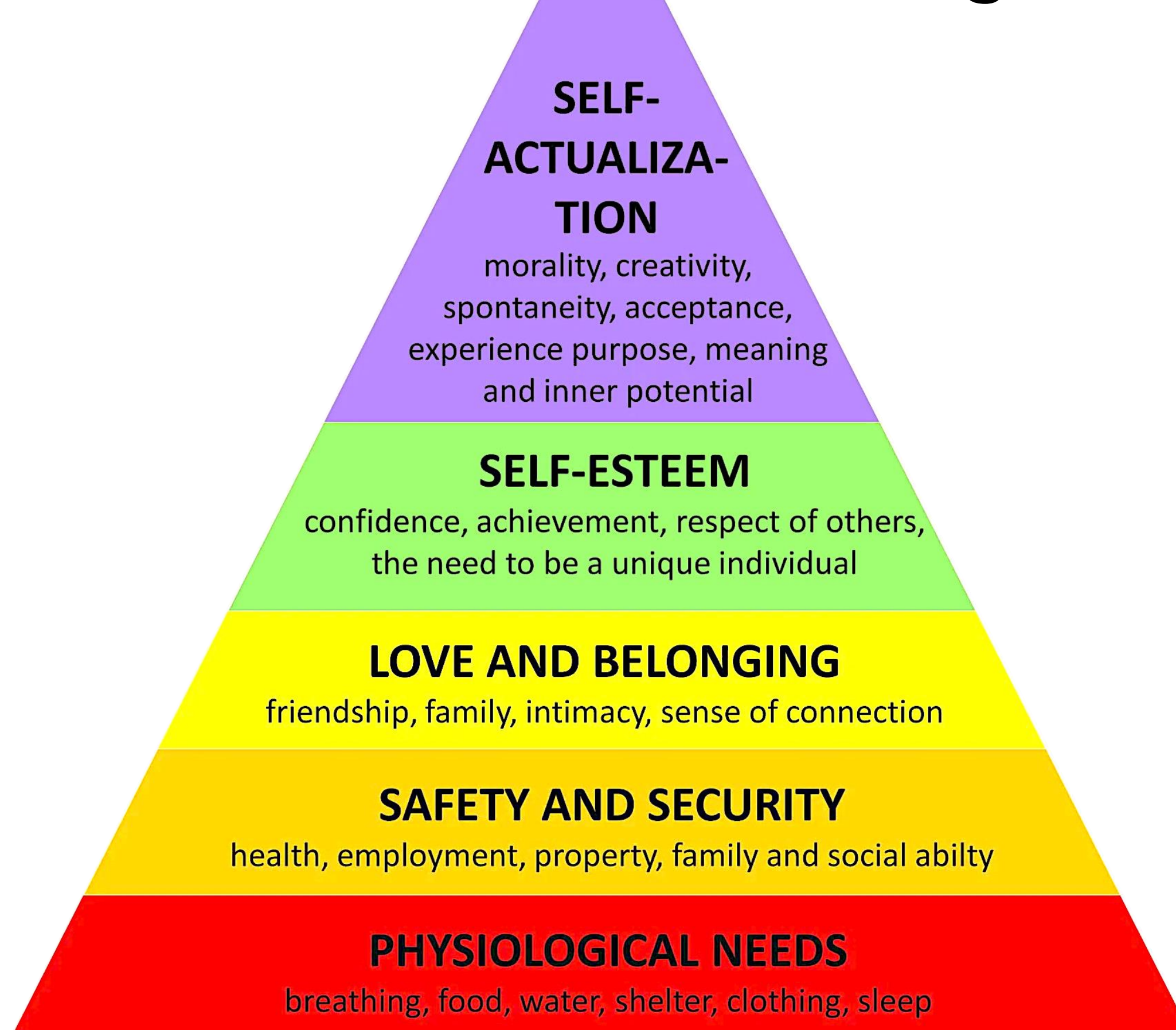
definition!



Maslow's Hierarchy of Needs: A Foundation for Whole-Child Learning



Maslow's Hierarchy of Needs: A Foundation for Whole-Child Learning



Maslow's Hierarchy of Needs: A Foundation for Whole-Child Learning

Physiological Needs

Relevance: Nutrition, sleep, and safe learning environments support focus.

Strategies: Breakfast programs, flexible seating, and consistent routines.

PHYSIOLOGICAL NEEDS

breathing, food, water, shelter, clothing, sleep

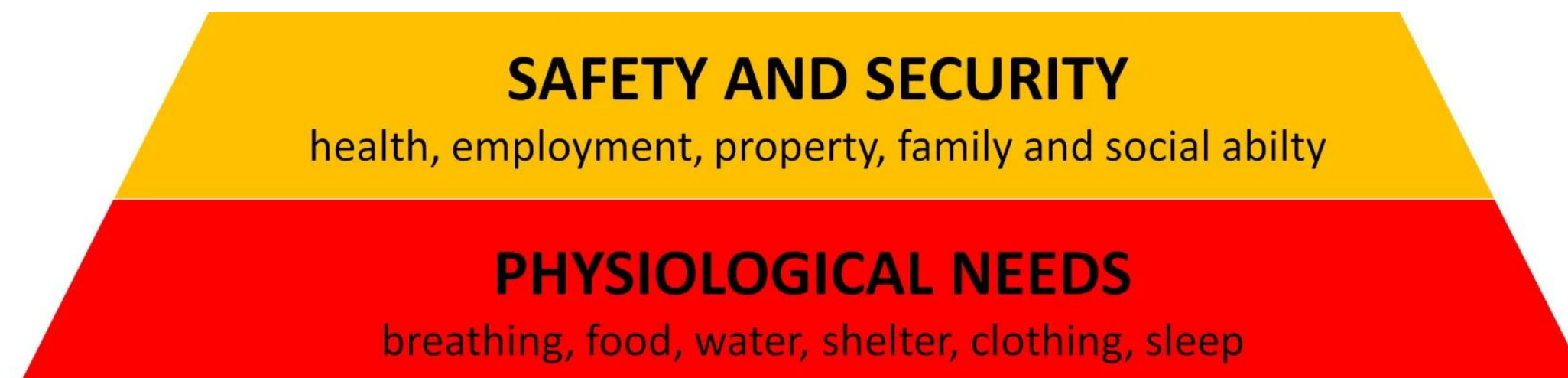


Maslow's Hierarchy of Needs: A Foundation for Whole-Child Learning

Safety Needs

Relevance: Emotional and physical safety fosters learning.

Strategies: Anti-bullying initiatives, trauma-informed teaching, and classroom rules.



Maslow's Hierarchy of Needs: A Foundation for Whole-Child Learning

Belongingness and Love

Relevance: Relationships with peers and teachers enhance engagement.

Strategies: Class meetings, cooperative activities, and mentorship programs.

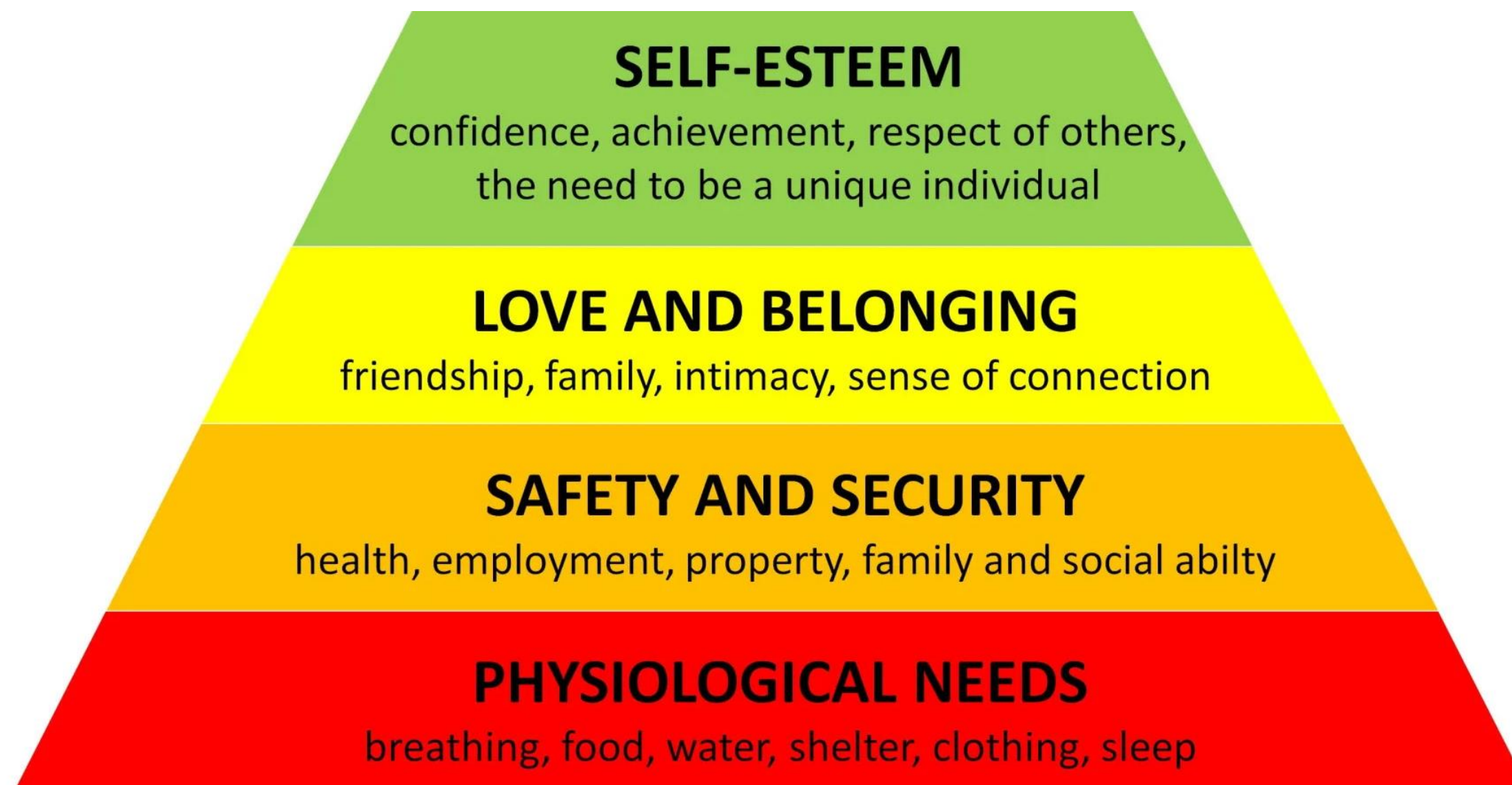


Maslow's Hierarchy of Needs: A Foundation for Whole-Child Learning

Esteem Needs

Relevance: Confidence and recognition encourage motivation.

Strategies: Positive reinforcement, strengths-based feedback, and student leadership roles.



Maslow's Hierarchy of Needs: A Foundation for Whole-Child Learning



Self-Actualization

Relevance: Realizing potential aligns with academic success and creativity.

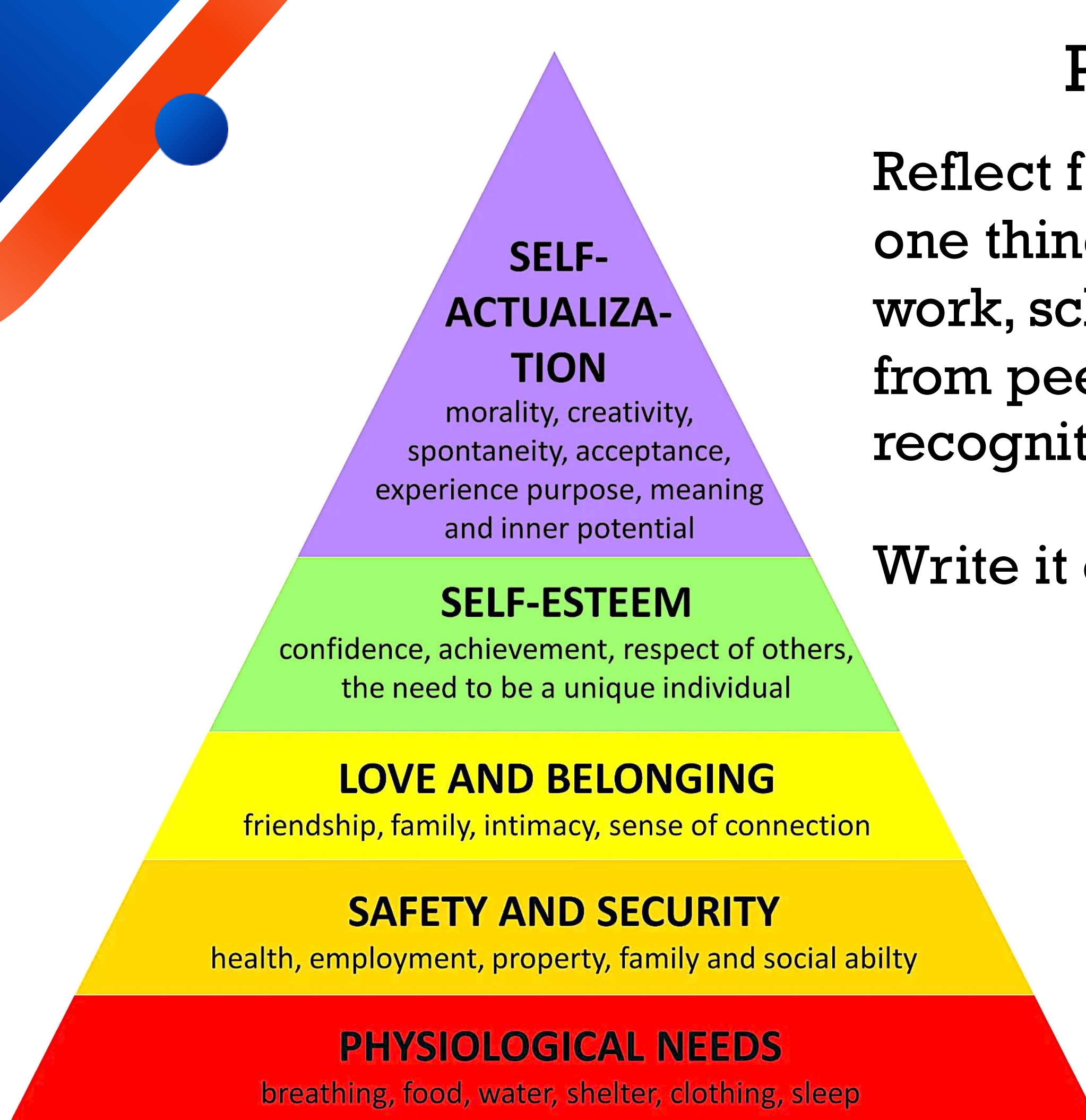
Strategies: Project-based learning, goal setting, and fostering a growth mindset.



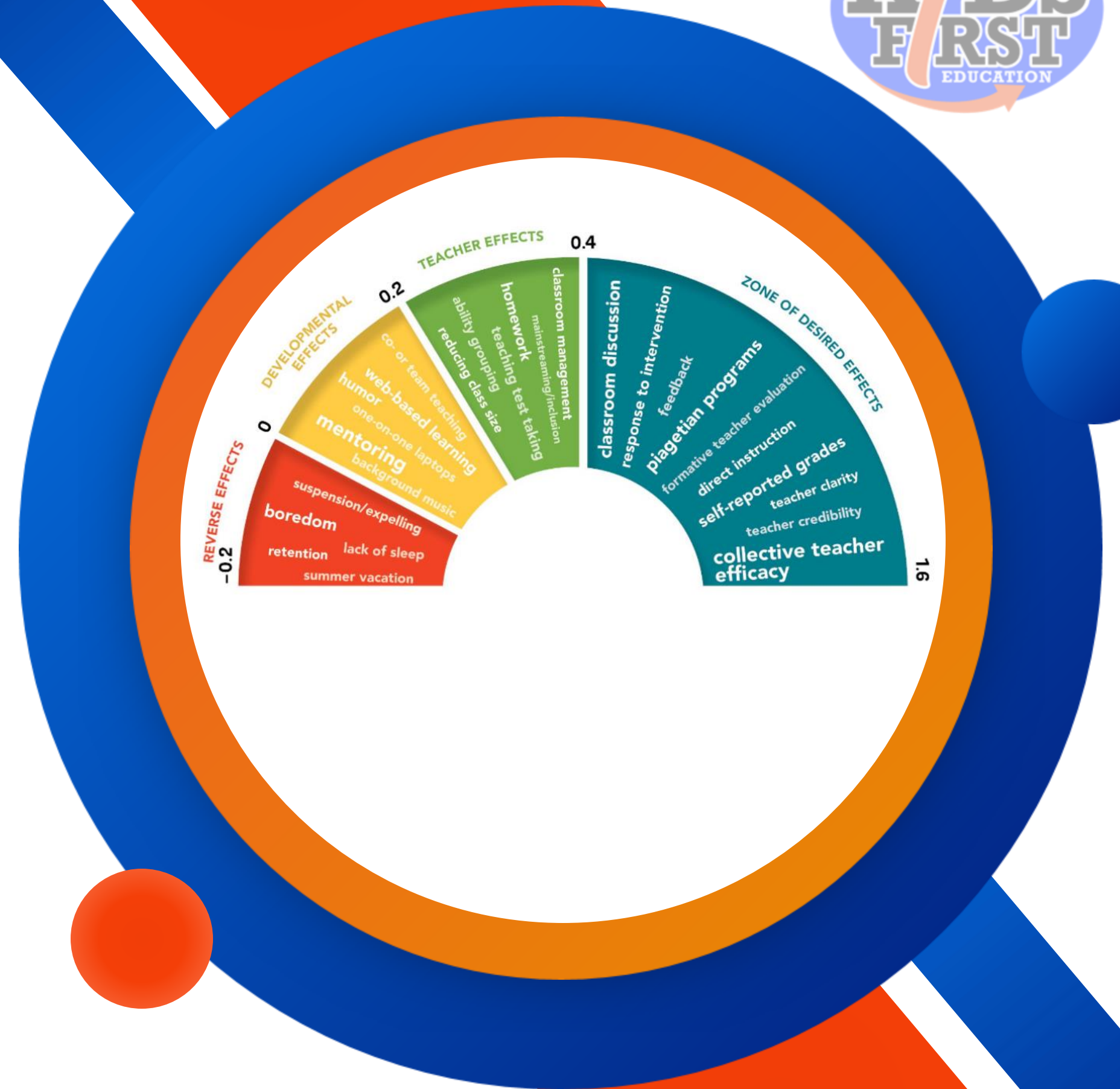
Pyramid Activity:

Reflect for a moment and write down one thing you need to feel your best at work, school, or in life (e.g., support from peers, a quiet environment, recognition for effort).

Write it on a note card.

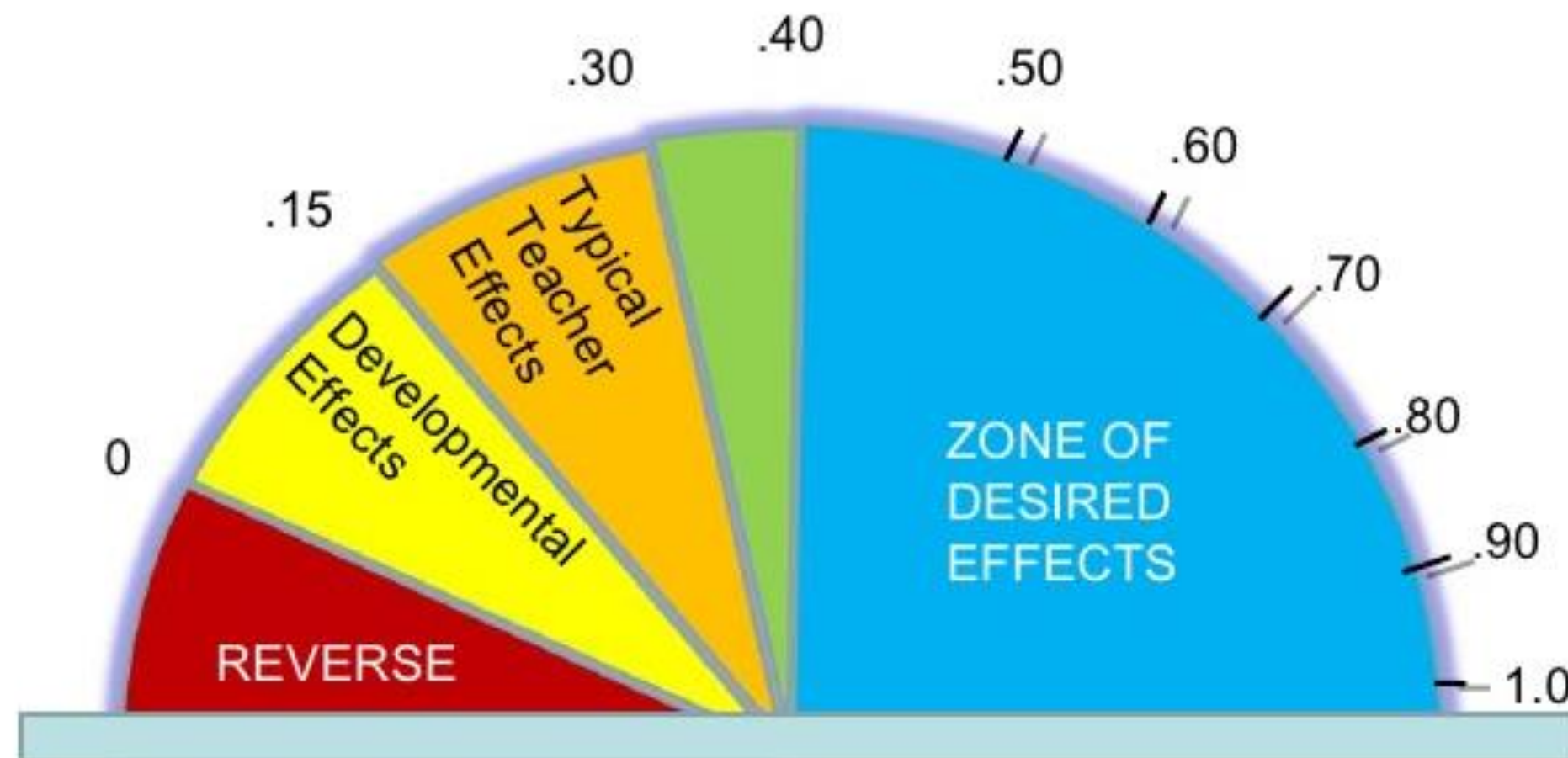


John Hattie's Effect Sizes: Research Informed Practices



John Hattie's Effect Sizes: Research-Informed Practices

John Hattie's meta-analysis identifies instructional strategies with the greatest impact on student achievement.



John Hattie's Effect Sizes: Research-Informed Practices

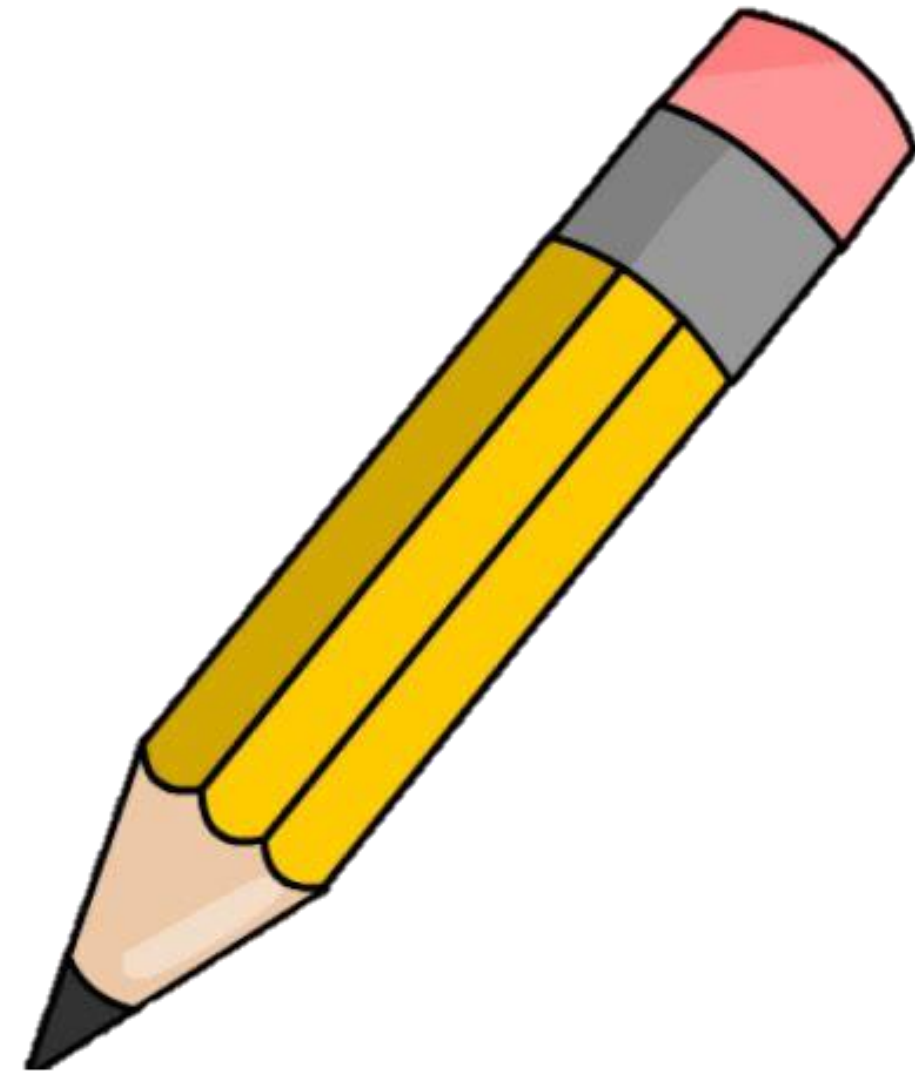
Integrating Hattie's strategies with SEL and Maslow's principles creates a holistic educational approach that supports both academic success and emotional well-being. By fostering a safe, supportive, and challenging learning environment, educators can help students not only achieve their educational goals but also develop essential life skills.



Impact Activity

Instructions: Below are strategies related to educational impact. Without the effect sizes, discuss and rank them based on your understanding of their effectiveness in the classroom.

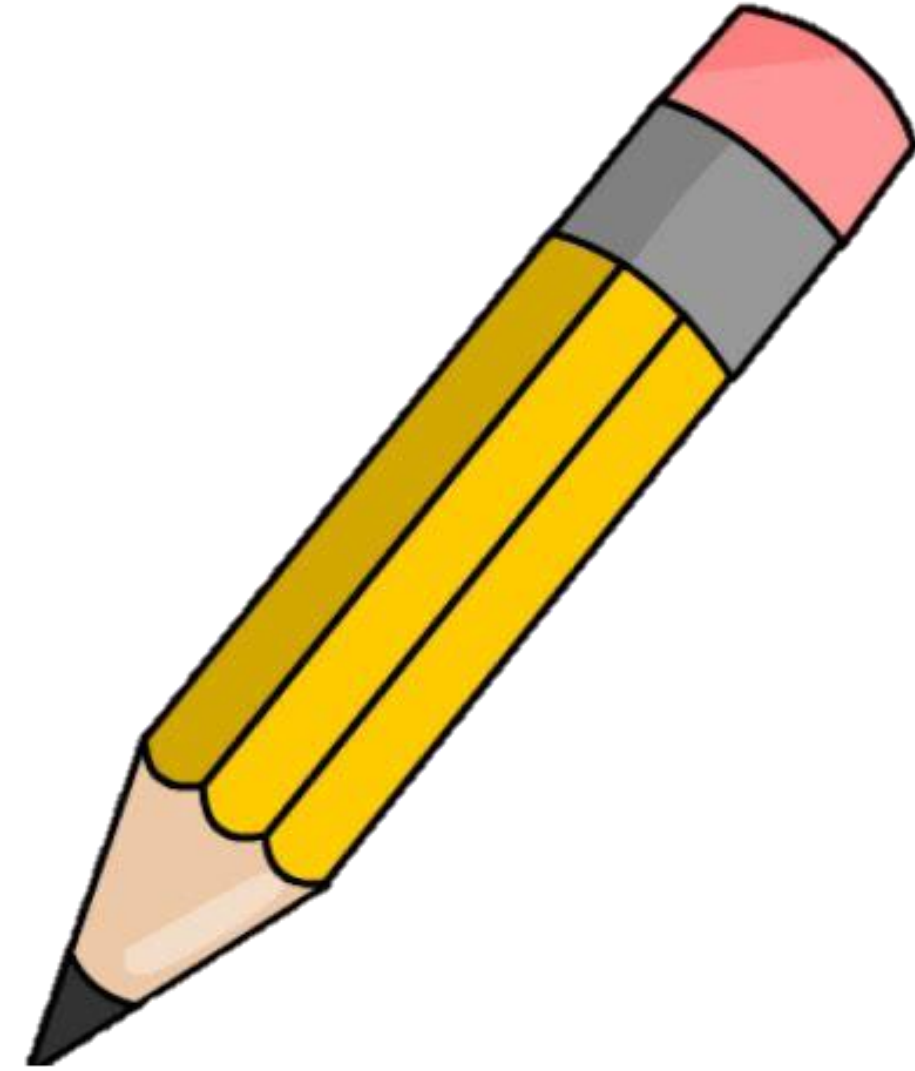
1. Feedback
2. Reducing Class Size
3. Teacher-Student Relationships
4. Homework
5. Classroom Discussion
6. Metacognitive Strategies
7. Collaborative Learning
8. High Expectations
9. Engagement and Motivation
10. Self-Assessment and Goal Setting



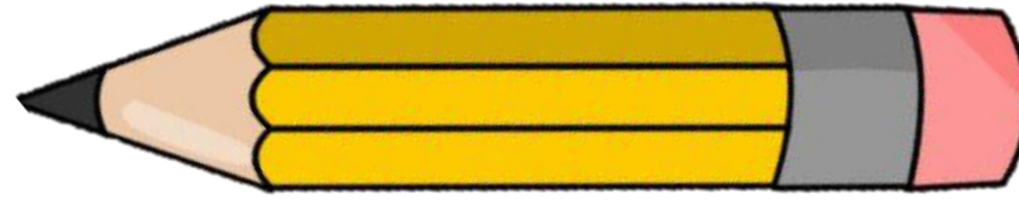
Impact Activity

Answers

1. Classroom Discussion: 0.82
2. Feedback: 0.70
3. Teacher-Student Relationships: 0.72
4. High Expectations: 0.60
5. Metacognitive Strategies: 0.57
6. Collaborative Learning: 0.53
7. Engagement and Motivation: 0.48
8. Reducing Class Size: Effect size varies; generally lower impact.
9. Self-Assessment and Goal Setting: 0.65
10. Homework: Effect size varies; generally lower impact



Impact Activity



1. What factors influenced your ranking of the strategies?
2. Which strategy do you think has the greatest potential for positive impact in your classroom, and why?
3. How can you implement the top-ranked strategies in your teaching practice?

John Hattie's Effect Sizes: Research-Informed Practices

Teacher-Student Relationships (Effect Size: 0.72)

Alignment with SEL: Hattie emphasizes the significance of positive relationships between teachers and students. Strong connections enhance trust and promote a safe learning environment, critical for SEL.

Maslow's Principles: Building rapport satisfies the need for belonging and love, making students feel valued and understood.

Strategies: Regular check-ins, mentorship, and relationship-building activities.



John Hattie's Effect Sizes: Research-Informed Practices

Feedback (Effect Size: 0.70)

Alignment with SEL: Providing timely and constructive feedback helps students develop self-regulation and emotional intelligence. It teaches them to reflect on their performance and manage their emotions effectively.

Maslow's Principles: Feedback reinforces the need for esteem, as students recognize their progress and areas for improvement, promoting a sense of achievement.

Strategies: Specific, timely feedback focused on effort and improvement.



John Hattie's Effect Sizes: Research-Informed Practices

Self-Reported Grades (Effect Size: 1.33)

Alignment with SEL: Hattie advocates for self-assessment as a way for students to reflect on their learning. This practice aligns with SEL by promoting self-management and goal-setting skills

Maslow's Principles: Setting personal goals can fulfill the need for self-actualization, motivating students to reach their full potential

Strategies: Goal-setting and self-assessment tools



John Hattie's Effect Sizes: Research-Informed Practices

Metacognitive Strategies (Effect Size: 0.60)

Alignment with SEL: Metacognitive strategies involve students reflecting on their own thinking processes, which fosters self-awareness and self-regulation—key components of SEL. This helps students manage their emotions and improve their learning strategies.

Maslow's Principles: Encouraging metacognition can fulfill the need for self-actualization, as students gain insights into their learning processes and set personal goals for improvement.

Strategies: Reflection journals, think-alouds, and planning tools.



John Hattie's Effect Sizes: Research-Informed Practices

Classroom Discussion (Effect Size: 0.82)

Alignment with SEL: Classroom discussions promote communication and social skills, allowing students to express their thoughts and listen to others. This enhances empathy, collaboration, and relationship-building—core aspects of SEL.

Maslow's Principles: Engaging in discussions helps satisfy the need for belonging and social interaction, creating a supportive environment where students can share ideas and feel valued.

Strategies: Open-ended questioning, Socratic seminars, and peer feedback.





Integrating SEL, Maslow, and Hattie's Strategies

Example: Blended Learning Activity

CASEL Competency: Relationship Skills

Maslow Level: Belongingness

Hattie's Strategy: Classroom Discussion (0.82 effect size)

Activity: Organize a peer-led debate on a topic related to students' interests, ensuring a safe space for collaboration and feedback.



Integrating SEL, Maslow, and Hattie's Strategies

Example: Academic Goal Setting

CASEL Competency: Self-Management

Maslow Level: Esteem

Hattie's Strategy: Self-Reported Grades (1.33 effect size)

Activity: Students reflect on strengths, set achievable academic and personal goals, and track progress with teacher feedback.





Core Academic Difficulties



Struggles with:

- **Decoding unfamiliar words**
- **Reading fluency and accuracy**
- **Spelling (even with common words)**



Slower processing speed in literacy tasks

- **Organizing written thoughts**



Difficulty recalling sequences (e.g. days, directions, steps)



Daily Struggles



Faces anxiety or fear due to the possibilities of being called upon to read aloud



Difficulty keeping up with assignments



Exhaustion from overworking to compensate



Misunderstood as unmotivated or inattentive



Emotional Tolls



Frustration: “Why is this so hard for me?”



Shame: Comparing themselves to peers



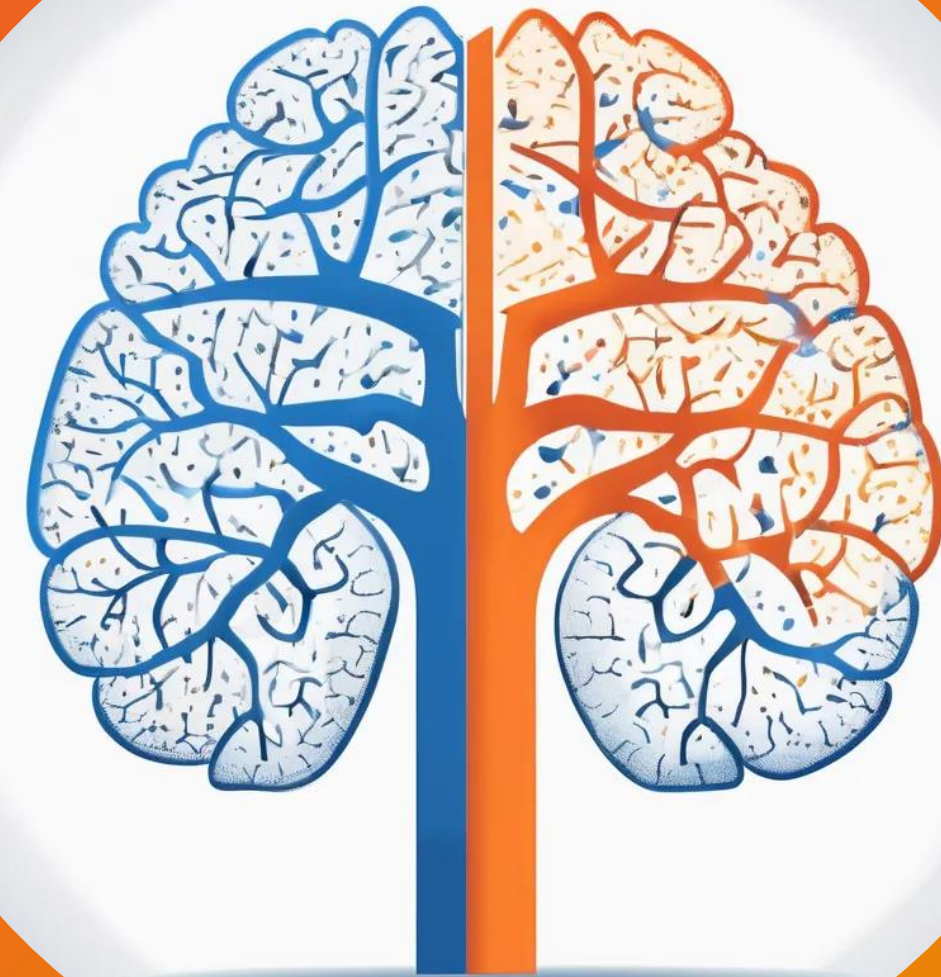
Anxiety: Anticipating failure or public embarrassment



Low self-esteem: Internalizing the idea that they’re “not smart”



Anger or Withdrawal: Behavioral signs of emotional distress



What Students Experience

Internal Behaviors

- Anxiety
- Self-doubt
- Embarrassment
- Fear of Making Mistakes

External Behaviors

- Disruption
- Defiance
- Avoidance
- Frustration



Executive Functioning

Executive functioning refers to a set of mental skills that help individuals plan, focus, remember instructions, and manage multiple tasks. These skills are critical for everyday activities, from completing homework to organizing a backpack.

For children with dyslexia, weaknesses in executive functioning can amplify their struggles with reading and writing, creating barriers to success.

Dyslexia and Executive Function: How They're Connected

Here's how the connection plays out:

Working Memory: Dyslexia often affects the ability to hold and manipulate information in the mind, making it harder to follow multi-step instructions or remember details while reading.

Attention and Focus: Many children with dyslexia struggle to maintain focus, especially during tasks that involve reading or writing.

Planning and Organization: Dyslexia can impact the ability to break tasks into manageable steps, leading to difficulty completing assignments on time.

Emotional Regulation: Frustration from repeated struggles can make it harder for children to manage their emotions in academic settings.



Executive Functioning and Emotional Regulation

The Impact of Dyslexia on Organization Skills

One of the most noticeable effects of dyslexia is its impact on organization skills. Children with dyslexia often struggle to:

Manage Time Effectively: They may underestimate how long tasks will take or forget deadlines entirely.

Organize Thoughts: Writing assignments can feel overwhelming as they struggle to sequence ideas logically.

Keep Track of Materials: Losing books, papers, or supplies is common, adding extra stress to their academic experience.

Neuhaus Education Center



Why SEL Matters for These Learners

- Builds resilience, confidence, and self-regulation
- Helps students feel seen and supported
- SEL bridges the gap between academic difficulty and classroom behavior

Universal SEL Supports Tier 1

- **Predictable routines**
- **Visual schedules and check-ins**
- **Classroom calm-down corners**
- **Positive reinforcement systems**



Universal SEL Supports Tier 2

- **Small group social skills**
- **Break passes or safe spaces**
- **Daily emotion check-ins**
- **Mentoring or adult connection time**



Universal SEL Supports Tier 3

- **Behavior Intervention Plan (BIPs)**
- **Individual counseling/therapy referrals**
- **Functional Behavior Assessments**
- **Personalized reinforcement systems**

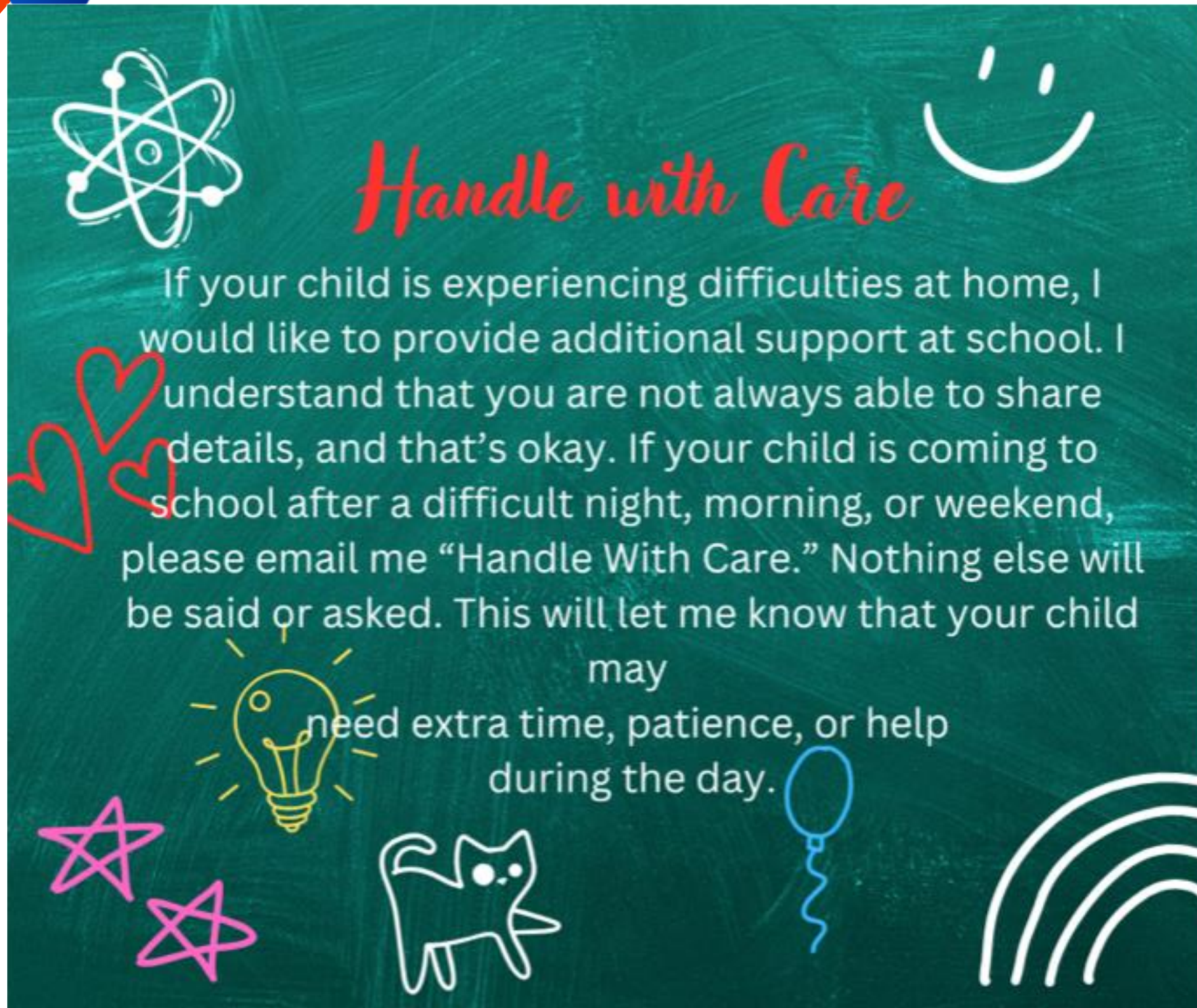




Academic-SEL Integration Strategies

- Chunking assignments with breaks
- Pairing reading with audio or visuals
- Previewing content for success
- Teaching emotional vocabulary alongside reading content

Handle with Care



Getting to Know Your Child

A Parent Questionnaire



Getting to Know Your Child

A Parent Questionnaire

Helping us better understand and support your child

Student Information

Child's Full Name: _____

Parent/Guardian Name(s): _____

Email Address: _____

Email Address: _____

Phone Number: _____

1. What do you see as your child's greatest strengths or skills?
2. What is the most important thing I should know about your child?
3. What does your child enjoy (hobbies, favorite movies/shows, interests)?
4. What ways would you like to see your child grow this school year?
5. Overall, how does your child feel about school and entering the new school year?
6. What fears does your child have? (Big or small)
7. What is the best way to motivate your child?
8. Is there anything else you can tell me about your child that you think would help me support his/her learning?

Thank you so much for taking the time to share more about your child. Your voice and partnership are deeply valued, and I'm looking forward to a great year together!



Activity:

Each group creates an action plan for applying the whole-child approach in their own settings.

Task: Identify

One strategy for meeting students' basic needs (Maslow).

One SEL competency to focus on (CASEL).

One high-impact teaching strategy (Hattie).



Your handouts will support you with the following questions:

Maslow: What systems will ensure students' basic and psychological needs are met?

CASEL: Which activities will teach SEL competencies?

Hattie: How will evidence-based teaching strategies improve learning outcomes?



Be sure to include:

Classroom layout (drawing or description)

Daily schedule (bullet points)

Example activities or teaching strategies

Be prepared to share!



Integrating SEL, Maslow, and Hattie's Strategies

Your turn! Work with your group to create an integration:

Example: _____

CASEL Competency: _____

Maslow Level: _____

Hattie's Strategy: _____ (_____ effect size)

Activity: _____



How to Support the Social Emotional Outcomes of a Dyslexic Student

- Be transparent to the student regarding their identification. Explain to them what dyslexia is. Explain that it doesn't change the good traits about them and the things that make them special and unique.
- Be sure that an appropriate dyslexia intervention is being used. Discuss instructional options with the school counselor, classroom teacher, or dyslexia specialist.
- Provide the student with opportunities to display strengths in other areas. Encourage an athletic child to join a sports team, encourage the artistic student to take art, music, or acting lessons. Whatever their strengths may be, continue to grow and cultivate that area to boost self-esteem.



How to Support the Social Emotional Outcomes of a Dyslexic Student

- Demonstrate ways to self-advocate. This is especially helpful as the student grows older and may need additional accommodations/modifications. Teach the student identified with dyslexia that it is ok to ask for help from their other teachers and peers.
- Read books with characters who have dyslexia.
- Review and discuss famous people with dyslexia. Some of these people include well-known entertainers, authors, inventors, artists, athletes, and politicians. This list could include, but is not limited to:
- Most importantly, keep the lines of communication open.



Final Thought

Dyslexia doesn't define a child's ability or future. When we understand the research, struggles, support the emotional toll, and focus on strengths, we unlock potential far beyond academics.



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Questions?



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Thank You



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