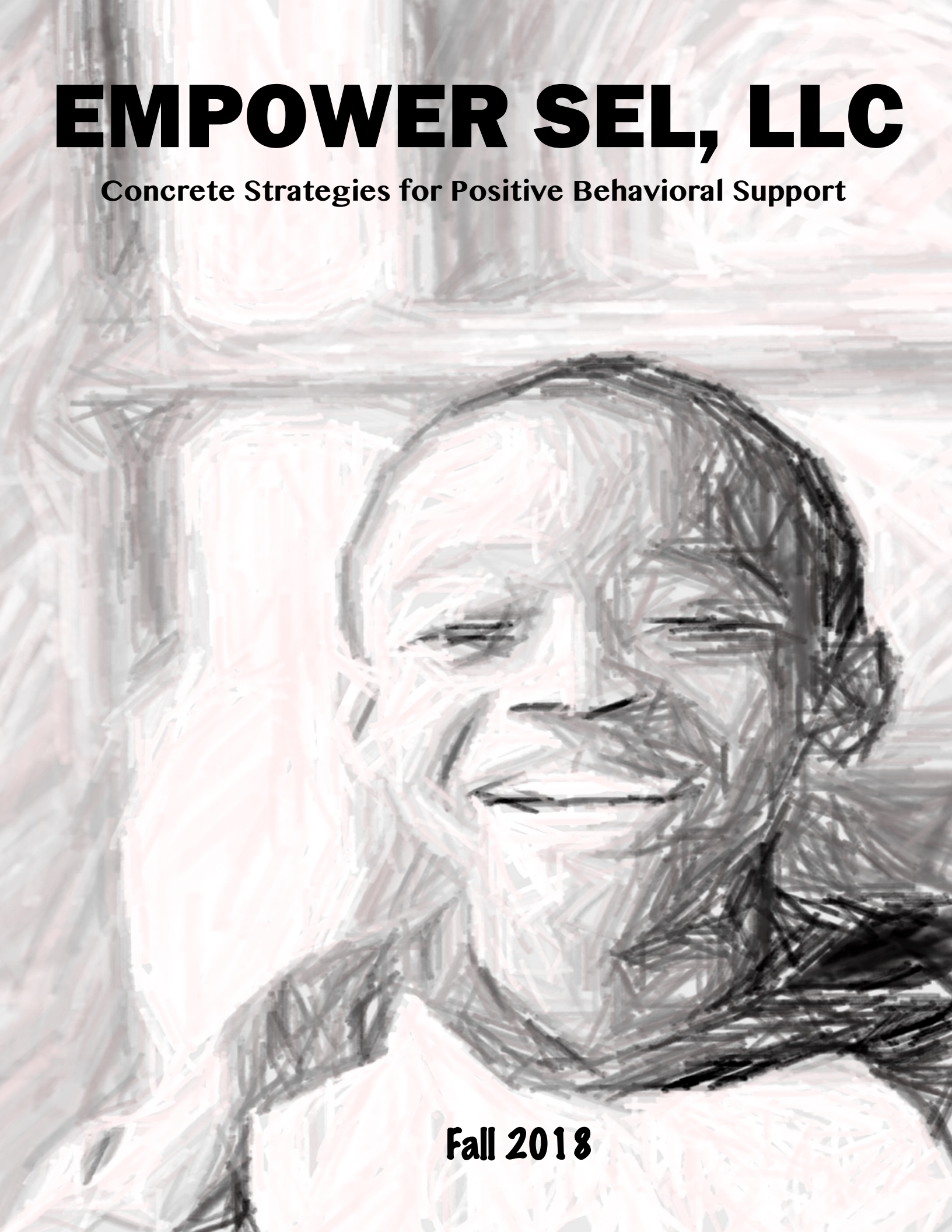# EMPOWER SEL, LLC

Concrete Strategies for Positive Behavioral Support

Fall 2018

WHAT IS EMPOWER SEL?

THE PROGRAM

Empower SEL is a strengths-based framework that gives teachers what they need to support their students. The program provides engaging professional development teaching teachers how to deescalate, build relationships with and, most importantly, empower their students with the social-emotional learning skills they need to access academic learning and establish positive relationships themselves.

THE PROBLEM

The reality is, youth often struggle to navigate common behavioral situations in a positive way. Without emotional coping and problem-solving skills, youth engage in behaviors that cause disruptions, lead to bullying, and pose serious social and safety concerns. A long-term method to address these concerns is to replace exclusionary discipline tactics with a comprehensive program that is inclusive of and values all students. The Empower Program is that method.

WHY EMPOWER?

School climate reform is a viable, data driven school improvement strategy that promotes safer, more supportive and civil K-12 schools. The Centers for Disease Control and Prevention recommends school climate reform as a tool that promotes healthy relationships, school connectedness, and dropout prevention. A growing number of State Departments of Education are focusing on school climate reform as an essential component of school improvement and/or bully prevention.

Educators:
- Feel unprepared to handle negative student behavior
- Feel overwhelmed
- Want supportive solutions
- Want effective solutions
- Need to focus on instruction
- Need tools and resources

Students:
- Feel unprepared to handle frustration and anxiety
- Feel overwhelmed
- Want to be supported
- Want to learn and be successful
- Need to focus on instruction
- Need tools and resources

THE PLAN

- Educators get the **practical tools** they need to be and feel in control when presented with negative behaviors.
- Students get the **social-emotional learning skills** to be and feel in control when anxious, frustrated or any other emotion that interferes with learning.
- Schools get **long-term solutions** and supports for positive and inclusive classroom climate.

MODULE 1: ENVIRONMENT

W-E1 "Concrete Ways to Build Trust with Students"
Learn 11 simple yet genuine methods for creating and maintaining meaningful, trusting relationships with your students. See these methods demonstrated, differentiated in multiple contexts and most importantly, practice specific strategies to use in your classroom tomorrow!

W-E2 "Correct and Connect – A Formula for Positive Verbal Redirection"
Learn how to verbally redirect a student without making matters worse. Using a simple formula, you will learn how to both correct student behavior directly while motivating that student to actually listen.

W-E3 "Using Executive Questions – How to get students to solve their own problems"
Learn how to answer the question, "How do I get my students to solve their own problems?" Practice using specific language, prompting and feedback loops to engage student self-efficacy and turn tattle tailing into student directed problem solving!

W-E4 "The Rebuilding Area – A Productive Place for Student Space"
Learn how to give your students both the time and space to calm down when they are upset. Provide students a proactive self-regulation space while allowing teachers to respond, rather than react, when their students need to calm down after a problem occurs.

W-E5 "Solution Sheets – Your 2-Dimensional, Portable Social Worker on Paper"
Wouldn't it be nice if you could have a personal social worker inside of your classroom ready and willing to conference with students while you continued with instruction? Learn how to provide students with that same individualized attention, step-by-step processing and assisted problem solving without actually needing a teacher there!

MODULE 2: ABILITY

W-A1 "Teaching Social-Emotional Learning Skills Directly"
Learn how to teach social-emotional skills in a clear, direct and easy to follow manner. Watch full demonstrations of direct instruction lessons, examples of differentiation and leave able to teach social skills in an effective and engaging way!

W-A2 "Common Language Prompts – Using Skills-Based Language for Redirection"
Learn how to replace ineffective redirection with social skills prompts in order to more productively and positively communicate with students. After a fun and energizing series of role-plays, you will know how to use this strategy in your classroom tomorrow!

W-A3 "Supporting Social-Emotional Learning in Classroom Activities"
Learn multiple ways to reinforce weekly social skills instruction throughout the week using games and activities that utilize multiple learning styles to assure every student can participate and be engaged!

W-A4 "Assessment for Social-Emotional Learning"
Learn how to use authentic, multiple intelligence-based ideas to provide meaningful assessment opportunities for social-emotional learning skills. From art to analysis, raps to riddles, these projects are not only engaging for students but also promote them to synthesize and evaluate their understanding of the social skills they are learning so they can use and remember them!

MODULE 3: MOTIVATION

W-M1 "Visual Tracking Strategies"
Learn both whole group and individual methods for tracking student behavioral progress. These strategies are visual, interactive and most importantly, geared to create student buy-in and group cohesion. You will leave this workshop with whole group strategies to motivate teamwork and tracking templates that you can use for any number of diverse student needs.

W-M2 "Using Independence Levels to Provide Student Choice"
Learn how to give your students what they want – a sense of power and control by offering a sense of choice while actually increasing your effectiveness as a classroom manager! Specific structures and demonstrations provided.

W-M3 "Ways to Foster Student Leadership"
Learn multiple methods for encouraging student leadership. See daily strategies that shift classroom management responsibilities from teachers to students and ignite student motivation to become positive role models and classroom leaders!

W-M4 "Supporting Student Needs with Access Accommodations"
Learn simple strategies for accommodating antsy students by first, looking at potential barriers students may face that limit their ability to focus on instruction. By understanding the how (process), what (content) and why (engagement) aspects of learning, we can reduce student anxiety, increase availability for learning and prevent those potential access barriers from becoming negative behavioral triggers.

CONTACT INFORMATION

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