



CASE STUDY

Social-Emotional Development: Elko (Southside)

Jennifer Aranguena (Vice Principal)

Audrey Karr (4th Grade)

Melinda Gomez (Kindergarten)

Maria Spence (Kindergarten)

Ashley Meadows (4th Grade)

Jamie Donnelly (2nd Grade)



What is your Design Challenge?

We had made repetitive attempts over time to break through students' negative behaviors and were in search of something that worked deeper, not surface level. We embarked on this search for strategies to support students' mental health and to create a toolbox for ourselves and others. We quickly learned as we began to work with students that you can't change or fix an emotion that a student is feeling, but you can identify it and develop tools to support students so that negative emotions don't lead to a pattern of negative behaviors.

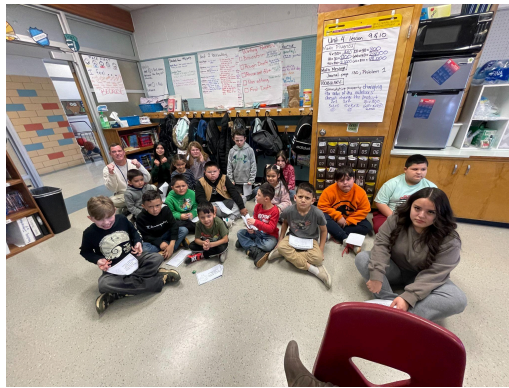
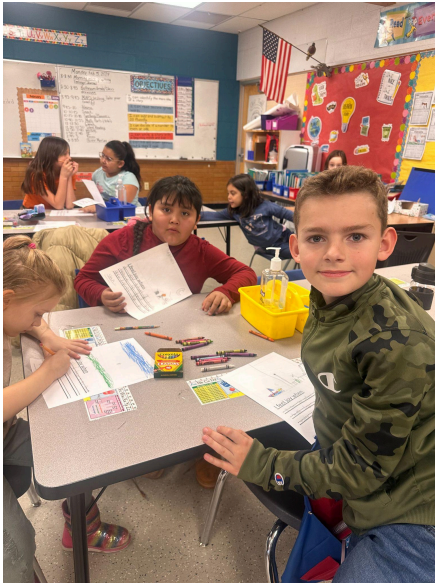
Design Challenge:

What if we create a more safe and open community within our classroom by increasing communication regarding emotions and that in turn reduces negative behaviors and support students' academic accomplishments?

What did you do?

We started identifying students' feelings and quickly realized that students were very basic in their identification. They couldn't explain why they felt the way they did, and their behavior didn't change. As teachers, we immediately came to the conclusion that we needed next steps for students after identifying their emotions. We found the students wanted to do deeper work with their emotions.

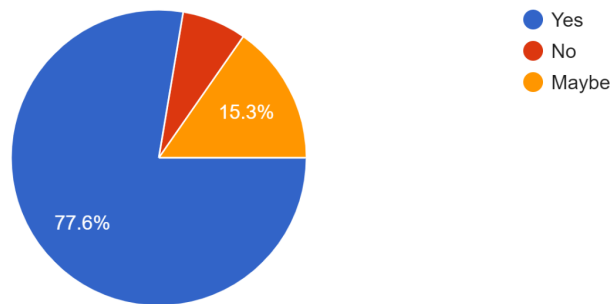
We started seeing the Thrive draft competency emerge. Regulation necessary for perseverance.



Relationship Skills Self-Management Self-Awareness

Is talking about our emotions important?

85 responses



What was the biggest surprise/barrier in implementation? What was the impact?

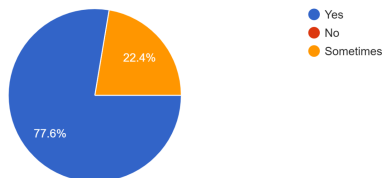
The biggest surprise emerged as we began to implement our approach. When the WHOLE group came together everything went great, but once we broke into heterogeneous groups in individual classrooms, students clammed up and wouldn't participate. There were many social challenges and students struggled with applying what they were learning about their emotions to multiple settings.

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What was the greatest success? How did this success impact young people or how might it impact young people on your campus? What are their perceptions?

The greatest success was the excitement and participation of our students when we implemented the house concepts. Students began to look for and were excited when they saw students from their house and their house teacher. Students began to look forward to the work they were doing on their emotions and the lessons and videos connected to the social emotional work we were doing. This has led to students beginning to "tattle" on each other for doing good things. They want to share that they got a reward for "us" in their houses, not just for themselves.

Do you enjoy the house system and house meetings?
85 responses



What's next? How does your team plan to evolve this work? What are the most significant pieces of learning you see impacting adult work and

young people's experiences? What school level, district level, state level policy may need to be addressed?

Next, we will roll out the house model school-wide and focus on emotions as a whole school through the TILL360 program. We are expanding the vertical alignment and diving deeper into social-emotional learning through common lessons, expectations, and themes.

SOCIAL EMOTIONAL LEARNING

self-awareness
self-management
social awareness
relationship skills
responsible
decision-making

TILL 360

A Whole Child Perspective
The whole child perspective recognizes that a child's success depends on more than just academic performance. Social and emotional skills, physical health, and behavioral functioning are also important factors. This approach is based on the belief that every child has the potential to thrive if they receive encouragement and opportunity. Amazing things can happen when adults work together to support the whole child and that's why Southside has partnered with TILL 360. TILL 360 supports adult & student SEL, restorative practices, responsive classrooms, trauma-informed care, and much more! To learn about this incredible program visit till360.com.

SOUTHSIDE ELEMENTARY
501 South 9th Street
Elko, NV 89801
775-738-3731
775-738-9507

WELCOME TO OUR HOUSE

SOUTHSIDE HOUSES
Integrity
Honesty
Loyalty
Leadership

MEETINGS
Why do we hold house meetings?
• students and teachers come together to strengthen their social and emotional skills
• students learn about and practice SEL strategies

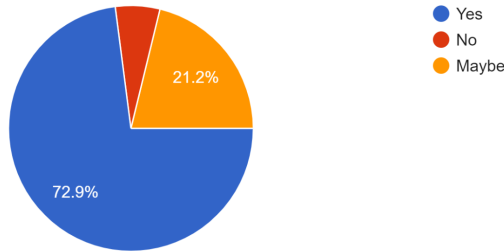
REWARDS
• Houses are rewarded monthly based on their demonstration of SEL skills.
• Houses earn points for acts of kindness, collaboration, and respectful behavior.
• The house with the most points at the end of each month receives a special reward.

EXPECTATIONS
Our expectations for house meetings are simple yet impactful:
• expect all students to participate actively
• respect others' opinions,
• contribute positively to the discussion
• create a supportive and caring community where every student feels valued and empowered to succeed.

WOLF PACK

Do you think your classroom teacher should work on emotions again next year?

85 responses



Research + Resources that inspired and informed our thinking

<https://casel.org/>

<https://till360.com/>

<https://humanconnectionhub.com>

<https://www.ecsdnv.net/article/1336964>

<https://www.ecsdnv.net/page/behavioral-health-and-emotional-support>

<https://doe.nv.gov/saferrespectfulllearning/school-climate-universal-supports/social-emotional-learning-sel/>