

## Tier 1 Behavior – Social Emotional Learning

Samples of Communication to teachers about Sanford Harmony lessons, training and review. Sanford Harmony is our Tier 1 behavior (SEL) curriculum for all students.

Nesper, Megan

Sat 1/4/2020 11:13 AM

Flores, Casandra



I was going to send this message out to the teachers, but wanted to check with you first:

Hello Everyone!

I hope everyone had a fantastic break! We are going to be having Sanford Harmony training in the Library on Monday January 6th. Training will begin promptly at 8:00am. We are going to meet together first to review data and learn the basics of the Sanford Harmony lessons. We will then break into K-2 and 3-5 groups to participate in a modeled lesson before meeting back together to wrap up the morning's training. If everyone could bring at least one kit per grade level to look at during the training- I will be showing how to use both the lesson plan book in the kit and how to access the materials online. Looking forward to seeing everyone and discussing how we can help our students grow their Social-Emotional learning skills! 😊

Let me know if it is okay to send! I hope you are having a relaxing two weeks.

Megan

Nesper, Megan

Wed 11/6/2019 10:32 AM

Rosewood, Teachers 1st Grade; Rosewood, Teachers Kindergarten; Rosewood, Teachers 2nd Grade; Rosewood, Teachers 4th Grade; Rosewood, Teachers 5th Grade; Bradshaw, Laura; Celaya, Jessica +7 others



Hello Everyone!

As part of our PBIS plan, we have included lessons from Sanford Harmony. We are using Sanford Harmony as a Tier 1 curriculum to insure all of our students are getting instruction to grow their social emotional skills. We were so excited when all the materials arrived for this school year, so we could have full implementation. I am reaching out to see how Sanford Harmony is going and what we can do as a PBIS team to help the implementation process and make sure our students are having access to the Sanford Harmony curriculum.

Our first questions as a team are:

1. When are the Sanford Harmony lessons being taught? We know the schedule has about one 30/40 minute lesson every week or bi-weekly.
2. When is your daily meet-up happening? (This is like the morning meeting).

If you could kindly respond either as a grade-level (if you are all using the same chunks of time) or individually by [this Friday](#) for our PBIS meeting that would be great! You can send your responses to me or Mrs. Norris. Thanks again for your time.

Megan Nesper

Behavior Intervention Specialist

Rosewood Magnet

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March and April					
Unit 5: Peer Relationships					
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
<b>5.1 Caring for Others –</b> Students discuss the importance of being caring toward others, and then practice giving compliments and doing something kind for a peer.	<b>5.1 Caring for Others –</b> Students learn the importance of being caring and kind to others. They discuss how kind acts can help everyone feel good and practice giving compliments to one another.	<b>5.1 Caring for Others –</b> Students learn the importance of being caring and kind to others. They discuss how kind acts can help everyone feel good and practice giving compliments to one another.	<b>5.1 What Makes a Friend –</b> Students develop an awareness of qualities in a friend that are valued by everyone.	<b>5.1 What makes a friend –</b> Students develop an awareness of qualities in a friend that are valued by themselves and their peers.	<b>5.1 What Makes A Friend –</b> Students develop an awareness of qualities in a friend that are valued by themselves and their peers.
<b>5.2 Being Inclusive –</b> Students discuss the importance of making sure that everyone feels welcomed and included, and practice including one another in a musical game.	<b>5.2 Being Inclusive –</b> Students learn the importance of making sure that everyone feels welcomed and included. They discuss scenarios illustrating social exclusion, consider causes and consequence of these behaviors, and brainstorm ways to help everyone feel included.	<b>5.2 Being Inclusive –</b> Students learn the importance of making sure that everyone feels welcomed and included. They discuss scenarios illustrating social exclusion, consider causes and consequence of these behaviors, and brainstorm ways to help everyone feel included.	<b>5.2 Friendship Pledge –</b> Students meet in groups to discuss and compare important friendship qualities. Each student commits to treating his/her friends according to their chosen key friendship qualities by taking a Friendship Pledge.	<b>5.2 Clique Busters –</b> Students engage in exercises that illustrate how social cliques can be exclusive and harmful. Students develop and commit to using strategies to create a socially inclusive environment in their classroom and school.	<b>5.2 I've Got Your Back –</b> Students identify the existing peer support in their classroom and practice providing support in a grade-wide competition.
<b>5.3 Making Amends and Forgiving –</b> Students discuss the elements of making amends and then generate ways to do so in peer conflict scenarios.	<b>5.3 Apologizing and Forgiving –</b> Students learn the importance of taking responsibility and showing concern and care when there is damage to a relationship. They discuss the benefits for forgiveness and learn how to make an apology in action.	<b>5.3 Apologizing and Forgiving –</b> Students learn the importance of taking responsibility and showing concern and care when there is damage to a relationship. They discuss the benefits for forgiveness and learn how to make an apology in action.	<b>5.3 I've Got Your Back –</b> Students identify specific ways they can provide support to each other and practice engaging in these behaviors during a competition.	<b>5.3 I've got Your Back –</b> Students identify specific ways that they can provide support to each other and practice engaging in these behaviors during a grade-wide competition.	<b>5.3 Talk it Out –</b> Students discuss the value of creating friendships with diverse peers and develop strategies to minimize costs that can be associated with these friendships.
<b>5.4 Reflecting and Connecting –</b> Students discuss feelings and memories at the end of the school year, and create a display of their favorite class memories.	<b>5.4 Reflecting and Connecting –</b> Students discuss feelings at the end of the school year and the importance of thinking about past memories and ways they have grown and changed. They discuss some of their memories, feelings, challenges, and accomplishments from the past year and their hopes and goals for the future.	<b>5.4 Reflecting and Connecting –</b> Students discuss feelings at the end of the school year and the importance of thinking about past memories and ways they have grown and changed. They discuss some of their memories, feelings, challenges, and accomplishments from the past year and their hopes and goals for the future.	<b>5.4 Battle the Bullies –</b> Students learn about the roles of the bully, the target, and the bystander in bullying incidents. Through a play writing and role-play exercise, students identify and practice strategies for responding to bullying behavior.	<b>5.4 Battle the Bullies –</b> Students learn about the roles of the bully, the target, and the bystander in bullying incidents. Through a play writing and role-play exercise, students identify and practice strategies for responding to bullying behavior.	<b>5.4 Battle the Bullies –</b> Students develop awareness of the costs associated with bullying and identify strategies for coping with bullying behavior. Students learn about the roles of the bully, the victim, and the bystander in these bullying incidents.

Rule 6: If you are asked a question in conversation, ask one in return

Rule 9: Always say thank you when given something

Rule 11: Surprise others by performing random acts of kindness

Rule 50: Be positive and enjoy life

August					
Unit 1: Diversity & Inclusion					
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
<b>1.1 Getting to Know Each Other</b> – Students discuss the value of getting to know all of their classmates, and play a game in which they share about themselves with their peers.	<b>1.1 Getting to Know Each Other</b> – Students learn the value of getting to know all of their peers. They have opportunities to gain comfort in sharing about themselves and to listen to and learn about others as they share.	<b>1.1 Getting to Know Each Other</b> – Students learn the value of getting to know all of their peers. They have opportunities to gain comfort in sharing about themselves and to listen to and learn about others as they share.	<b>1.1 Who We Are</b> – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.	<b>1.1 Who We Are</b> – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.	<b>1.1 Who We Are</b> – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.
<b>1.2 Discovering Commonalities</b> – Students discuss how talking and spending time with their peers can help them find things in common with one another, and then have an opportunity to find things that they have in common with a buddy.	<b>1.2 Discovering Commonalities</b> – Students learn that talking and playing with different peers can help them find things in common with one another. They have opportunities to discover what they have in common with many of their peers.	<b>1.2 Discovering Commonalities</b> – Students learn that talking and playing with different peers can help them find things in common with one another. They have opportunities to discover what they have in common with many of their peers.	<b>1.2 The Things We Have in Common</b> – Students play the “Commonalities” game to identify similarities that they have with a peer in their classroom.	<b>1.2 The Things We Have in Common</b> – Students play the “Commonalities” game to identify similarities that they have with a peer in their classroom.	<b>1.2 The Things We Have in Common</b> – Students play the “Commonalities” game to identify similarities that they have with a peer in their classroom.
<b>1.3 Learning from Diversity</b> – Students discuss how everyone is different in some ways and that this makes each person unique and interesting, and then work with a buddy to create a collage that reflects many different things about each of them.	<b>1.3 Learning from Diversity</b> – Students learn that everyone can be different in some ways and that this makes each person unique and interesting. They discuss the value of diversity and how they can learn new things from others.	<b>1.3 Learning from Diversity</b> – Students learn that everyone can be different in some ways and that this makes each person unique and interesting. They discuss the value of diversity and how they can learn new things from others.	<b>1.3 Learn Something New</b> – Students learn to appreciate and value differences by teaching and learning new skills from each other.	<b>1.3 Learn Something New</b> – Students learn to appreciate and value differences by teaching and learning new skills from each other.	<b>1.3 Learn Something New</b> – Students learn to appreciate and value differences by teaching and learning new skills from each other.
<b>1.4 Building Community</b> – Students discuss what it means to belong to a community, and then work together to create a representation of their classroom community.	<b>1.4 Building Community</b> – Students learn what it means to belong to a community. They discuss the things that make their classroom a community and together create a representation of this community.	<b>1.4 Building Community</b> – Students learn what it means to belong to a community. They discuss the things that make their classroom a community and together create a representation of this community.	<b>1.4 Classroom Identity</b> – Students develop a common classroom identity by working together to develop a classroom name and motto.	<b>1.4 Classroom Identity</b> – Students develop a common classroom identity by working together to develop a classroom name and motto.	<b>1.4 Classroom Identity</b> – Students develop a common classroom identity by working together to develop a classroom name and motto.

**\*\* Bonus Start of School Rule: Rule 21: Follow specific classroom protocols\*\***

Rule 25: Greet visitors and make them feel welcomed

Rule 23: Know others’ names and greet them in the hall by name

Rule 26: Do not save seats

Rule 13: Follow along when we read together in class