



RULER Update

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RULER Update

This presentation will cover:

1. Research
2. Timeline
3. Highlights
4. RULER in District 25 Video



RESEARCH CONFIRMS

Social and
emotional
learning supports
academic
achievement.

Across PreK-12, SEL in schools has **consistent, positive impact** on student academic achievement.

Durlak et al., 2022

Brain science shows that social, emotional, and cognitive development are intertwined and integral to **academic learning and success**.

Immordino-Yang, 2011

Academic instruction that makes social and emotional connections results in **deeper, longer-term learning**.

Farrington et al, 2012

Years after students participated in SEL, their academic performance was an average of **13 percentile points higher** than peers.

Taylor et al, 2017



Timeline

2019

-

2020

SEL Committee
Selected RULER
Framework

RULER Institute,
Yale Center for
Emotional
Intelligence

2020

-

2021

Staff Training &
Implementation

2021

-

2022

Student
Implementation
Year 1

Parent
Presentations at
Schools

2022

-

2023

Student
Implementation
Year 2

Continued Parent
Education

District Office
Staff Training

2023

-

2024

Student
Implementation
Year 3

Continued Parent
Education

Highlights



- Early Childhood through Grade 8
- RULER Approach, Tools, Lessons
- SEL Facilitators (20-21 through 22-23)
- School-Based Implementation Teams

RULER Embedded Throughout the School Day

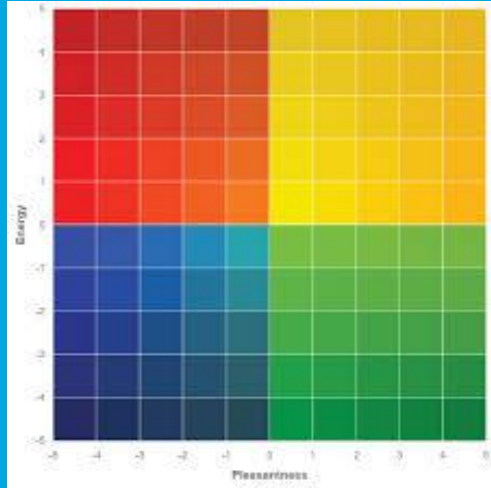


Recognizing
Understanding
Labeling
Expressing
Regulating

Tools

- Mood Meter
- School & Classroom Charters
- Meta Moment
- Blueprint

Mood Meter



Quadrants

- Yellow - Pleasant, High Energy
- Green - Pleasant, Low Energy
- Red - Unpleasant, High Energy
- Green - Unpleasant, Low Energy

Meta-Moment



- De-escalate and Avoid Unhelpful Responses
- Activate Prefrontal Cortex by Taking Slow Deep Breaths
- Calms
- Prepares for Problem Solving
- Recall Our Best Self

Charter



- Living Document
- Build & Sustain a Positive Climate
- Staff & Classroom Charters
- Family Charters

Charter Pictures



Our Class Charter

We want to feel:

| | |
|---|---|
| <h3><u>Happy</u></h3> <ul style="list-style-type: none"> • be kind to everyone • listen to others • choice | <h3><u>Proud</u></h3> <ul style="list-style-type: none"> • positive teacher feedback • marbles • accomplishments |
| <h3><u>Included</u></h3> <ul style="list-style-type: none"> • invite others • sit w/ at lunch • Play | <h3><u>Focused</u></h3> <ul style="list-style-type: none"> • Quiet voices • Attention to speaker • listening |
| <h3><u>Safe</u></h3> <ul style="list-style-type: none"> • follow Rules • walking feet • share feelings | |

Super 2-1 Charter

This is a promise we make to each other about how we want to feel at school and what we will do to make sure we will feel those things more of the time.

In Super 2-1, we will

James

Mrs. C. Laurie Dom

Levi Quinn Jahna

Sofia Ryan Nico

Emmett Gavin Lila

Avery Raine

Nora

Safe

included

happy

calm

focused

Blueprint



- Resolve Conflict with Empathy
- Restore Relationships & Communities
- Build Perspective Taking Skills
- Conflict Management Strategies

RULER in District 25



Next Steps



- Continue Staff & Student Learning
- Continue to integrate SEL across content areas



Questions

Together Today to Transform Tomorrow