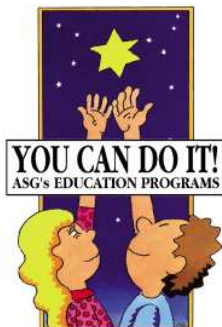# The Theory and Practice of You Can Do It! Education

Participant Handout

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Graduate School of Education,
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Founder and Executive Director,
You Can Do It! Education

You Can Do It! Education –
School Home Implementation Resources

The You Can Do It! Education Images Resource CD Program

A collection of over 100 reproducible colourful illustrations for classroom and whole-school displays covering "The 5 Keys and Blockers to School Success and Well-Being," "Positive and Negative Habits of the Mind," "Motivational Techniques," and "Self-Help Guides, Tips and Quotes."

The You Can Do It! Education Early Childhood Program
(preparatory-Year 1")

This program contains 17 different posters, 5 puppets, 6 songs for children to sing, hundreds of activities in a curriculum, and 4 parent education sessions – all designed to strengthen young children's Confidence, Persistence, Organisation, Getting Along, and Resilience.

Program Achieve (Primary Set for Years 1–6, Secondary Set for Years 7-12)

Hundreds of structured, direct instruction lessons/activities to teach social and emotional competence to all students (prevention, promotion).

Providing ALL Children with the Foundations for Achievement,
Well-Being and Positive Relationships

What teachers and others need to know and do to teach social and emotional competence through integration of social and emotional capabilities – the 5 Foundations – in classroom and school-wide, informal learning (a "must" for school coordinators of You Can Do It! Education).

You Can Do It! Mentoring Program (Years 5–12)

A collection of easy-to-use activities to mentor/coach individual or small groups of students with achievement, social, emotional and behavioural that strengthen their confidence, persistence, organisation, getting along and resilience.
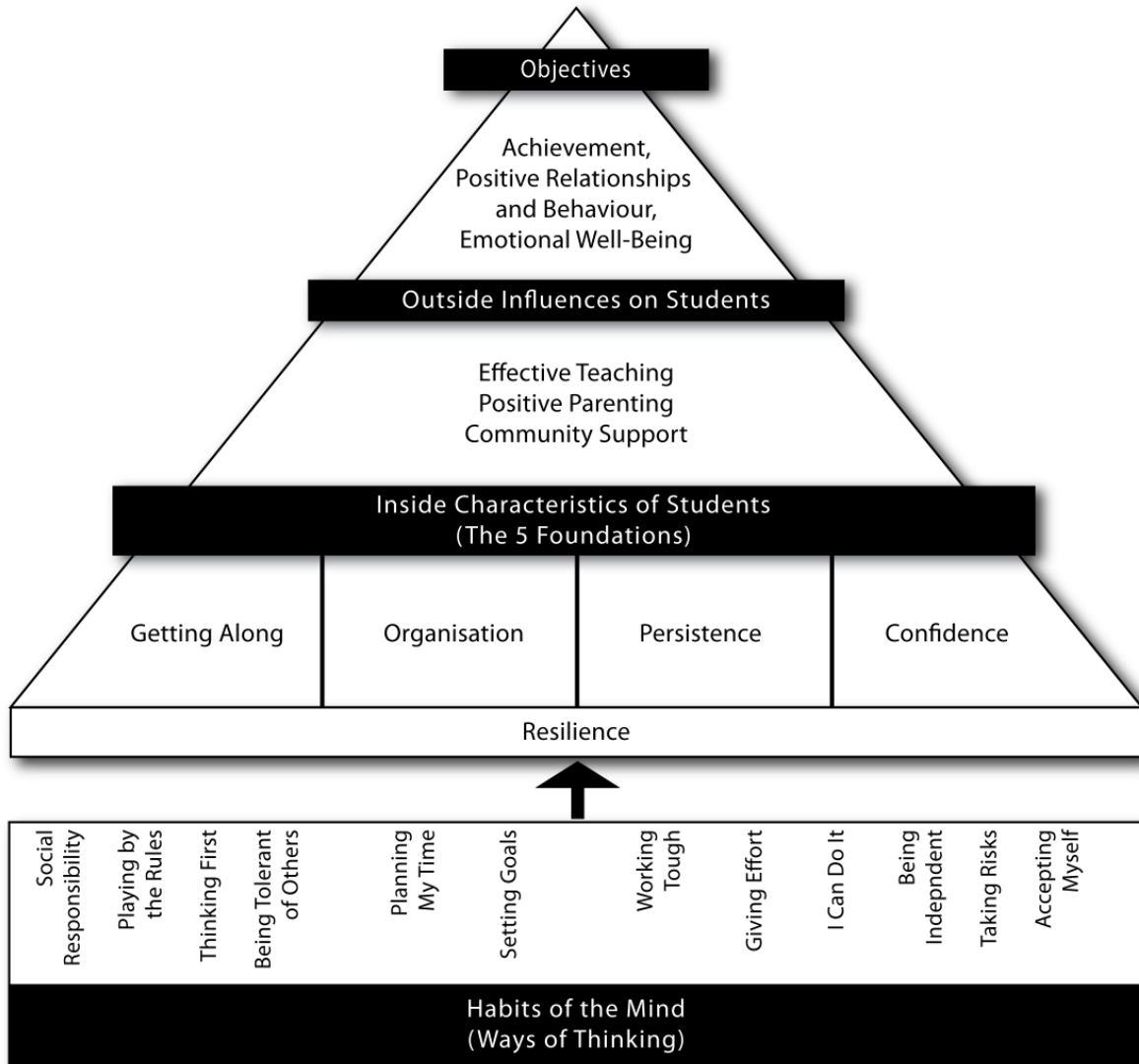
Strengthening the Social and Emotional Capabilities of Young People with
Achievement and Behaviour Problems: A Guide for Working with
Teachers and Parents

Guidelines and practical things to communicate to the teachers and parents of students with social-emotional, behavioural and achievement challenges in order to strengthen their social and emotional competence.

Investing in Parents

Thirteen parent education classes that can be offered to groups of parents covering a range of "parenting skills" of highly effective parents (e.g. developing positive parent-child relationships; how to communicate high expectations for achievement/behaviour; managing the stress of parenting; building children's confidence, persistence, organisation, getting along and resilience).

Goals of You Can Do It! Education for Young People

Objectives

Achievement,
Positive Relationships
and Behaviour,
Emotional Well-Being

Outside Influences on Students

Effective Teaching
Positive Parenting
Community Support

Inside Characteristics of Students
(The 5 Foundations)

| Getting Along | Organisation | Persistence | Confidence |

Resilience

Social Responsibility · Playing by the Rules · Thinking First · Being Tolerant of Others · Planning My Time · Setting Goals · Working Tough · Giving Effort · I Can Do It · Being Independent · Taking Risks · Accepting Myself

Habits of the Mind
(Ways of Thinking)

The 5 Foundations

Confidence means knowing that you will likely be successful at many things you study. It means not being afraid to make mistakes or to try something new. Examples of confident behaviour are raising your hand in class to answer a hard question, attempting hard work first before asking for help, or sharing a new idea with a teacher or the class.

Positive Habits of the Mind that help develop a young person's Confidence include:
- **Accepting Myself** - not thinking badly about yourself when you make a mistake or when someone is mean; accepting yourself knowing that you have strengths and areas for improvement and not judging yourself on the negatives.
- **Taking Risks** - wanting but not needing to be successful in things that you think are important to do; thinking that it's good to try something new even though you might not be able to do it.
- **Being Independent** - wanting but not needing the approval of others; thinking that it's important to try new activities and to speak up even if your classmates think I'm silly or stupid
- **I Can Do It** - means thinking that when you are learning something new, you are more likely to be successful than you are to fail.

Persistence means trying hard and not giving up when schoolwork feels like it's too difficult or boring. Examples of persistent behaviour are continuing to try even when school work is hard, not being distracted by others and checking work when it's finished to make sure it's correct.

Positive Habits of the Mind that help develop a young person's Persistence include:
- **I Can Do It** - thinking that when you try really hard, you are more likely to be successful than you are to fail.
- **Giving Effort** - thinking that the harder you try, the more you will learn and the smarter you will become in work and with friends; knowing that doing your best and being successful is caused by your effort and is not due to luck or things being easy
- **Working Tough** - means that you want but do not demand that things you have to do are fun, easy, and exciting; thinking that in order to be successful in the future, you sometimes have to do things that are not easy or fun in the present.

Organisation means setting a goal to do your best in your school work, planning your time so that you are not rushed, having all your supplies ready, and keeping track of your assignments' due dates. Examples of organised behaviour include making sure you understand the teacher's instructions before you begin work, having all your school supplies ready at a neat desk, recording your assignments and their due dates, and planning when you're going to do your homework so that you have enough time.

Positive Habits of the Mind that help develop a young person's Organisation include:
- **Setting Goals** - thinking that setting a goal can help me to be more successful at a task.
- **Planning My Time** - thinking about how long it will take me to do my schoolwork and planning enough time to get it done.

Getting Along means working well with teachers and classmates, solving problems without getting too angry, following the rules of the classroom and making positive contributions to school, home and the community including protecting the rights of others and looking after the environment. Examples of getting along behaviour are being helpful when working in a group, listening and not interrupting when someone else is speaking, talking rather than fighting when someone acts unfairly, following classroom rules, helping others in need and cleaning up the environment.

Positive Habits of the Mind that help develop Getting Along behaviour in a young person include:

- **Being Tolerant of Others** - wanting but not demanding that people behave fairly and considerately; accepting that everyone acts unfairly towards others some of the time and not making overall judgments of people's character ("good person," "bad person") based on their differences or behaviour.
- **Thinking First** - thinking that when someone treats you badly, you need to think about different ways you can react, the consequences of each, and the impact of your actions on the other person's feelings.
- **Playing by the Rules -** thinking that by following important school and home rules, you will live in a safer world where everyone's rights are protected.
- **Social Responsibility** - thinking that it is important to care for yourself and others, to be fair to others, to help others to say what they think and want, to be honest, to do what you say you are going to do, to treat others with respect, to act responsibly and to understand and include others.

Resilience means When faced with difficult and challenging situations and people, being able to: (1) stop getting extremely angry, down, or worried, (2) controlling behaviour when very upset (not fighting, not running away), (3) calming down within a reasonable period of time, and (4) bouncing back to work and play.

Examples of Resilience

- when someone treats you unfairly, inconsiderately, or disrespectfully, you can stop yourself from getting too angry and lashing out
- when you make mistakes, do not understand something, get a bad school report, or are teased or ignored, you can stop yourself from getting very down and withdrawing
- when you have an important test or activity to perform, you can stop yourself from getting extremely worried
- when you want to meet someone new, you can stop yourself from getting extremely worried
- when someone is putting pressure on you to do the wrong thing, you can stop yourself from getting extremely worried about what that person will think if you stand up and say "no"

Rational Ways of Thinking that Develop a Young Person's Resilience include:

- **It's Not the End of the World** – "It's not the worst thing that could happen."
- **I Can Stand It** – "I can stand things I don't like."
- **Accepting Myself** – "When things go bad, I know I'm not bad, I have good things about me."
- **Taking Risks** – "I don't have to be successful when I am learning something new. Mistakes are a normal part of learning for everyone."
- **Being Independent –** "I don't need people to approve of what I say and do. It's important for me to speak up even if others think I'm silly or stupid."
- **I Can Do It** – "If I try really hard, I will learn a lot and get smarter."
- **Working Tough** – "I don't need things to be easy or fun to do them. To be successful, I sometimes have to do things that are boring and hard."
- **Being Tolerant of Others** – "While I prefer people to act fairly, to do the right thing and to be the way I am, I know they sometimes won't. I won't judge people by their actions or by their appearances."

Coping Skills that Develop a Young Person's Resilience:

- Finding something fun to do
- Finding someone to talk to
- Relaxation
- Assertion
- Exercise
- Solving the problem

Social and Emotional Learning Survey

Student _____   Year _____   Teacher _____   Date _____

Capability	Established (score = 4)	Consolidating (score = 3)	Developing (score = 2)	Emerging (score = 1)	Not Shown (score = 0)
Work Confidence _____ **score**	• Almost always attempts hard work first before asking for help. • Frequently contributes constructively to class discussions. • Frequently raises hand to answer a difficult question. • In almost all areas of schoolwork, believes s/he will be successful.	• Often attempts hard work first before asking for help. • Often contributes constructively to class discussions. • Often raises hand to answer a difficult question. • In many areas of schoolwork, believes that s/he will be successful.	• Sometimes attempts hard work first before asking for help. • Sometimes contributes constructively to class discussions. • Once in a while raises hand to answer a difficult question. • In some areas, developing the belief that s/he will be successful.	• Rarely attempts hard work first before asking for help. • Rarely contributes constructively to class discussions. • Hardly ever raises hand to answer a difficult question. • Does not seem to believe s/he will be successful at schoolwork.	Behaviours not demonstrated
Persistence _____ **score**	• When encounters difficult material, always tries hard. • Always stays with difficult tasks until completed.	• When encounters difficult material, usually tries hard. • Often stays with difficult tasks until completed.	• When encounters difficult material, shows signs of sticking with it and not giving up. • Beginning to stay with difficult tasks until completed.	• Gives up with difficult material. • Limited follow-through with difficult tasks.	Behaviours not demonstrated
Organisation _____ **score**	• Seems to have the goal to do his/her best in all areas of schoolwork. • Consistently listens and keeps track of when an assignment/homework is due. • Always punctual and plans time well • Always puts things away. • Always has supplies ready.	• Seems to have the goal to do his/her best in some areas of schoolwork. • Often listens and keeps track of when an assignment/homework is due. • Usually punctual and plans time well. • Usually has supplies available. • Usually puts things away.	• Beginning to set the goal of being successful and doing his/her best in different areas of schoolwork. • Punctual some of the time. • Sometimes listens and keeps track of when an assignment/homework is due. • Punctual and plans some of the time. • Sometimes puts things away.	• Does not seem very seem interested in achieving the goal of being successful schoolwork. • Seldom listens and does not keep track of when work is due. • Generally not punctual and wastes time. • Beginning to put things away.	Behaviours not demonstrated
Getting Along _____ **score**	• Always works well with others. • Always follows school rules. • Resolves disagreements peacefully. • Has excellent friendship-making skills. • Always tries to help others.	• Often works well with others. • Generally follows schools rules. • Often resolves disagreements peacefully. • Has good friendship-making skills. • Often tries to help others.	• Sometimes works well with others. • Starting to conform to school rules. • Learning how to resolve disagreements peacefully. • Learning how to make friends. • Sometimes tries to help others.	• Seldom works well with others. • Has trouble following school rules. • Has difficulty resolving disagreements peacefully. • Has trouble making friends. • Does not really try to help others.	Behaviours not demonstrated
Resilience _____ **score**	• Almost always remains calm in confronting or challenging situations. • When very upset, calms down in a reasonable period of time. • Always bounces back to work or play.	• Usually remains calm in some but not all confronting situation. • When very upset, mostly calms down in a reasonable period of time. • Usually bounces back to work or play.	• Sometimes stays calm in difficult or challenging situations. • When very upset, sometimes can calm down in a reasonable period of time. • Sometimes seen to bounce back to work or play.	• Seldom remains calm in confronting or challenging situations. • Stays upset for long periods. • Does not bounce back easily.	Behaviours not demonstrated

Additional Comments _____

The 5 Blockers

Feeling Down means that when something negative happens to you – such as when someone is mean to you, you have a break-up with a friend, you have not achieved a good result in your schoolwork, sport or other extra curricula area, and you feel very unhappy – you can, at these times, feel lonely. You might feel hopeless and inadequate believing that everything is bad and will always stay that way. Sometimes, if you feel very down for a long time, you can lose your motivation to work, lose your appetite, and find it hard to get out of bed.

> **Negative Habits of the Mind that lead to Feeling Down include**:

- **Self-Downing** – thinking that I am a total failure or useless when I have been rejected or have not achieved a good result.
- **Needing to be Perfect** – thinking that I have to be successful in everything important I do and that it's horrible when I'm not.
- **Needing Approval** – thinking that I need people (parents, teachers, peers) to approve of what I do and that, when they don't, it's the worst thing in the world.
- **I Can't Do It** – when I have not been successful at something, thinking I am not good at anything and never will be; thinking that when someone I like or respect seems not to like me, there is nothing I can do to make things better.
- **Giving Up –** thinking that I have no control over what happens to me (good or bad) and that there is little point in trying anything because I'll never be successful.

Feeling Anxious means that you worry a lot about whether other people like you and what your friends and others think about you. You can also feel anxious about your schoolwork or other achievements and you can spend a lot of time worrying about mistakes or having to do things perfectly.

> **Negative Habits of the Mind that lead to Feeling Anxious include:**

- **Needing to be Perfect** – thinking that I have to be successful in everything important I do and that it's horrible when I'm not.
- **Needing Approval** – thinking that I need people (parents, teachers, peers) to approve of what I do and that, when they don't, it's the worst thing in the world.
- **I Can't Be Bothered** – thinking that life should always be fun and exciting, and that I can't stand it when things are frustrating, boring, or uncomfortable.

Procrastination (Feeling Lazy) means that you put off doing tasks and chores because they are frustrating, boring, or hard even though you see the disadvantages of delaying. You give up easily after having started something that is difficult or boring to do. You may rush to finish your work so that you can do fun things.

> **Negative Habits of the Mind associated with Procrastination (Feeling Lazy) include:**

- **I Can't Be Bothered** – thinking that life should always be fun and exciting, and that I can't stand it when things are frustrating, boring, or uncomfortable.
- **Having No Goals** – thinking that it's pointless to have any goals associated with being successful for anything I do.
- **Planning Time Poorly** – thinking that it's pointless to plan my time; thinking that things will somehow get done; thinking, "When is the latest I can start?" when approaching some chore or task that isn't fun.

Not Paying Attention – Disturbing Others means that you may have trouble paying attention for a long period of time, listening and following instructions, and may find yourself easily distracted. You may or may not have a lot of energy with the result that you may be fidgety, move around the classroom at inappropriate times, or talk excessively, and you may have difficulty working or playing quietly. You may blurt out answers, interrupt others, begin an assignment without waiting for instructions, and have trouble waiting your turn.

Negative Habits of the Mind associated with Not Paying Attention – Disturbing Others include:

- **Acting Without Thinking** – (this Habit of the Mind can be defined by the absence of reflection about different ways to handle interpersonal conflict, the consequences of different course of action, and how someone else will feel after you have chosen to act in a certain way)
- **Being Intolerant of Others** – judging people by their behaviour or differences.
- **Having No Goals** – thinking that it's pointless to have any goals associated with being successful for anything I do.
- **Planning Time Poorly** – thinking that it's pointless to plan my time; thinking that things will somehow get done; thinking, "When is the latest I can start?" when approaching some chore or task that isn't fun.
- **I Can't Be Bothered** – thinking that life should always be fun and exciting, and that I can't stand it when things are frustrating, boring, or uncomfortable.

Feeling Angry-Misbehaving means that you may lose your temper easily when faced with people who block you from getting what you want. You may act defiantly towards people in authority. You may break important rules at home and school even if property is destroyed or people get hurt.

Negative Habits of the Mind associated with Feeling Angry-Misbehaving include:

- **Being Intolerant of Others** – judging people by their behaviour or differences.
- **Acting Without Thinking –** (this Habit of the Mind can be defined by the absence of reflection about different ways to handle interpersonal conflict, the consequences of different course of action, and how someone else will feel after you have chosen to act in a certain way)
- **Being Intolerant of Limits** – thinking that I should be able to do what I want, that nobody should be able to tell me what to do, and that I can't stand having to follow rules.
- **Social Irresponsibility** –thinking that I only have to be concerned about me and that it is not important to be a good citizen and to help make contributions to my community. It also means that I do not need to concern myself with others who are less fortunate, nor do I need to be sensitive to the feelings of others, act honestly, and to treat others – especially those from different backgrounds – with respect.

Habits of the Mind Checklist

Self-Downing leads to … feeling very down, poor resilience, and losing confidence

or

Accepting Myself leads to … not feeling very down, resilience, and staying confident

"I'm a total failure when I have not achieved a good result or when people are mean to me."

"When things go bad, I know I am not bad. I am good at doing many things."

Needing To Be Perfect leads to … extreme performance anxiety and losing confidence

or

Taking Risks leads to … lower levels of performance anxiety and strong work confidence

"I have to do things perfectly. It's terrible to make a mistake."

"I prefer but do not need to be successful. It's okay To make mistakes when learning something new."

Needing Approval leads to … extreme social anxiety and losing confidence

or

Being Independent leads to … lower levels of social anxiety and strong social confidence

"I need people to approve of what I say or do. It's terrible to be criticised or laughed at."

"I don't need people to approve of everything I say or do. It's not the end of the world if my classmates think I'm silly or stupid."

Negative and Positive Habits of the Mind Checklist (cont.)

"I'm not good at anything and I never will be."

or

"I'm more likely to be successful than to fail."

"No point in trying. I won't be successful."

or

"The harder I try, the better and smarter I get."
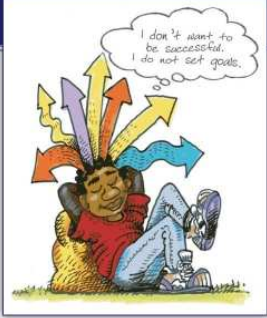
"Things should always be fun and exciting. I cannot stand doing things that are boring and hard."

or

"I prefer but don't demand that things always be fun and exciting. To be successful, I sometimes have to do things that are not easy of fun."

Negative and Positive Habits of the Mind Checklist (cont.)

or

"I do not want to be successful. I do not set goals."

"Setting a goal can help me to be successful."

or

"I don't need to plan my time. Now, when is the latest I can start my work?"

"It's good to plan my time so that I get everything done on time."

or

"I cannot tolerate people who act unfairly and I do not accept people who are different." People who are unfair or different are totally bad and deserve to be punished."

"I prefer people to act fairly and considerately. I can tolerate it when people act poorly, and I accept people who are different."

Negative and Positive Habits of the Mind Checklist (cont.)

"I just react by lashing out. I don't think about what I should say or do."

or

"It's best to think about what I should say and do rather than lashing out."

"People who follow rules are jerks. I can't stand following rules."

or

"Following rules protects everyone's rights. It makes the world a better place to live and learn."

"I do not care about anyone accept myself. As long as I get what I want, that's all that's really important."

or

"It's important to care for others, to treat everyone with respect, and to help build a world with fairness and justice for all."

Practice Worksheet: It's Worth a Re-Think

Instructions: Fill in the blank "New Thinking" to show how the student by changing his/her thinking, about a negative event, would be less upset, have better problem-solving behaviour and improved consequences.

Scenario 1. Very Angry About Being Teased

What Happened? -> What Did You Think? -> How Did You Feel? ->How Did Your Behave? ->Consequences

What Happened?	What Did You Think?	How Did You Feel?	How Did Your Behave?	Consequences
Billy called me a bad name	This is terrible. I can't stand this. He's a crap-head.	very angry	punched Billy	get into trouble

Next time the same thing happens, how could student change his/her thinking so that feelings and behaviour change?

What Happened? -> New Thinking?   ->   New Feeling?   ->   New Behaviour?   ->   Consequences

What Happened?	New Thinking?	New Feeling?	New Behaviour?	Consequences
Billy called me a bad name		less angry confident	tell Billy to stop	Billy stops teasing

Scenario 2. Very Down About Not Being Invited to a Party

What Happened? -> What Did You Think? -> How Did You Feel? ->How Did Your Behave?->Consequences

What Happened?	What Did You Think?	How Did You Feel?	How Did Your Behave?	Consequences
Don't get invited to classmate's party	No one likes me. I'm a loser.	very down	stayed by myself	no one to play with

Next time the same thing happens, how could student change his/her thinking so that feelings and behaviour change?

What Happened? -> New Thinking?   ->   New Feeling?   ->   New Behaviour?   ->   Consequences

What Happened?	New Thinking?	New Feeling?	New Behaviour?	Consequences
Don't get invited to classmate's party		little down confident	play with friends	friends to play with

Scenario 3. Very Worried About an Upcoming Test

What Happened? -> What Did You Think? -> How Did You Feel? ->How Did Your Behave?->Consequences

What Happened?	What Did You Think?	How Did You Feel?	How Did Your Behave?	Consequences
Important test forgetfulness	I won't do well. This is terrible.	very worried	loss of concentration	poor grade

Next time the same thing happens, how could student change his/her thinking so that feelings and behaviour change?

What Happened? -> New Thinking?   ->   New Feeling?   ->   New Behaviour? ->   Consequences

What Happened?	New Thinking?	New Feeling?	New Behaviour?	Consequences
Important test		less worry, confident	good concentration	good results

The Barrier Model

Negative Habits of the Mind

The 5 Blockers

Feeling Very Angry–Misbehaving

Not Paying Attention–Disturbing Others

Procrastination

Feeling Very Worried

Feeling Very Down

Social Irresponsibility

Being Intolerant of Limits

Acting Without Thinking

Being Intolerant of Others

Planning Time Poorly

Having No Goals

Giving Up

I Can't Be Bothered

I Can't Do It

Needing Approval

Needing To Be Perfect

Self-Downing

BARRIER

Positive Habits of the Mind

Social Responsibility (Values of Character)

Playing by the Rules

Thinking First

Being Tolerant of Others

Planning My Time

Setting Goals

Giving Effort

Working Tough

I Can Do It

Being Independent

Taking Risks

Accepting Myself

The 5 Foundations

Getting Along

Organisation

Persistence

Confidence

Resilience

Young People's…
• poor relationships
• under-achievement
• poor mental health

Young People's…
• positive relationships
• success
• well-being

A Habit of the Mind in Action

Happening		Thinking		Feeling		Behaving		Consequences

difficult and challenging assignment, exam, or situation

Positive Habit of the Mind: I Can Do It!

"I have the talent to be able to do this."
"Even if I make a mistake, I still do other things well."
"If I keep trying, I'll do it."

confident

**strong effort
sticking to it**

success

Negative Habit of the Mind: I Can't Do It!

"What's the point in trying?"
"I'll never be able to do this."
"I'm not good at anything."
"It's my fault that this is so hard."
"If I'm successful, it's because I was lucky or the task was easy."

**down
worried**

giving up

**under-achievement
failure**

Building Critical Mass: Summary of Core Practices for Embedding Social and Emotional Learning (the 5 Foundations) throughout School-Home Community

Leadership and Management Practices

1.   Strong Leadership Role for School Principal. Principal takes opportunities to discuss the importance of SEL to school community (staff, students and parents). Principal takes lead in developing school management implementation plan for SEL. Principal acknowledges individual and groups of students for competence in SEL (e.g., at assembles). Principal attends SEL planning meetings. Principal attends whole staff training in YCDI.

- Our principal is vocal and in front of staff that shows her support for the YCDI Program.

- Our principal uses the Habits of the Mind and the 5 Foundations in interactions with   staff and students.

- Our principal's opening address was totally based on the 5 Foundations.

- Our principal is a good role model as she does practise the 5 Foundations that she preaches – that's the secret!

- Our principal attends every YCDI planning meeting.

- Our principal writes a "You Can Do It" section in our school newsletter every week. She goes out of her way to find articles for us to read that focus on the 5 Foundations. She also puts photos in of students and parents who have been successful.

- Our principal acknowledges teachers who display the 5 Foundations in our school newsletter.

- Our principal celebrates YCDI at staff meetings by saying things such as, "YCDI continues to be successful because …….."

- We have a proforma letter for each of the Foundations. When a student shows significant development in one of the Foundations, the principal signs the letter and mails it home to the student.

- YCDI raffle tickets for any of the 5 Foundations are awarded to students in the playground. If a student's ticket gets drawn, they get invited to principal's morning tea.

2.   Management Team for YCDI. One (preferably two) YCDI coordinators appointed plus representatives from different year levels and areas of school, two or more parents and student representatives.

- We believe we have chosen our YCDI team wisely! A coordinator needs support. We have one representative from each level as well as leadership.

- We have chosen people who want to be on the YCDI team because they are passionate rather than because they have been told they have to be.

- We have a strong team to drive YCDI! 18 teachers out of 30 represent P-6.

- Our YCDI coordinator needs a "partner in crime" to help her keep all staff on board!

- We work in teams to plan how to embed YCDI throughout our school. We ensure that the targeted YCDI outcomes are still reached but are delivered in a way that will engage our students.

- We make one of the YCDI Foundations a focus for a term.

- We incorporate YCDI in our regular meetings.

- We specifically timetable for each class to do Program Achieve at the same time.

- YCDI team organised that each teacher got posters – YCDI Foundations (rocket) and they are displayed in each class.

3. **Robust, School-Based Professional Social and Emotional Learning Program.** On a regular basis and in various setting (e.g., staff meetings, year level meetings, subject area meetings, site based management team), staff have an opportunity to discuss and learn from each other good SEL teaching-learning practices.

- Our commitment to ongoing PD in YCDI is a major component of how we created and maintain YCDI at our school.

- We distribute show bags for teachers – everything a teacher needs for the term to teach YCDI; includes an enlarged class list so that teachers can chart/monitor children as they display behaviour associated with each Foundation.

- First day back curriculum day is dedicated to revamping the program which has inspired everyone.

- We train first year staff in YCDI.

- We plan our Program Achieve lessons together! Breaking into teams is a great way to do it.

- We share success stories! Our staff shares anecdotes concerning how YCDI has impacted students (e.g. "Jenny did high jump for the first time today; she said she was scared but then she kicked her stinking thinking and did it!").

- We share good practices at our staff meetings.

- Every other week, we discuss YCDI in our grade level meetings.

- We have held "twilight" after school staff development sessions.

- Our site-based school leadership/management meets regularly discuss YCDI.

- Our YCDI coordinator and head teacher regularly circulates a summary of professional articles, chapters and books dealing with priority professional development YCDI goals.

- We have periodic/regular review and revision of Individual and Whole Staff Action Plans devoted to "up-skilling" ourselves in YCDI teaching methods.

- Our head teacher provides support/feedback on Individual Action Plans in staff review process.

- We are beginning to visit each other's classes to see how YCDI is being presented.

- We have begun action research into YCDI. Small teams of teachers evaluate the impact of YCDI teaching method(s) on students.

4.   **Celebration of Student "Success" Stories.** Your school's SEL/well-being coordinator should gather stories from all teachers about students who have shown development of their SELs and the impact of strengthening SELs on their motivation-engagement, achievement, behaviour and/or emotional well-being. These stories should be shared on a regular basis at staff meetings and in school-home newsletter.

5.   **Assessment and Accountability.** For students and staff to take SEL seriously, it is good practice for students to be formally assessed by their teachers on your school's report card in terms of their display of their social and emotional learning skills. Also, after your school has been teaching SELs for awhile, have students complete a survey that asks them how successful their teachers, coaches and school has been in teaching different SELs –and how you can do it better!

School-Wide Implementation Practices

6.   **Social and Emotional Learning Curricula Taught.** There is no doubt that effective teaching of SELs is aided when teachers have on hand student-friendly activities that explicitly teach the knowledge and skills surrounding specific SELs which students then apply to their lives (e.g., YCDI Early Childhood Curricula, Program Achieve).

7.   **Mentoring.** Because of social, emotional and behavioral challenges, some students will require, in addition to whole class instruction, opportunities to learn about social and emotional skills in one-to-one or small group mentoring.

8.   **Feedback to Students.** Students need to hear from their teachers when they are engaged in SEL-related behaviour. You need to increase the number of times you speak to students when they show different forms of SEL behaviour and verbally as well as non-verbally (thumbs up); say: "That was confident – you weren't afraid to make a mistake." "You persisted, massive effort." "Your organisation helped you budget time for studying for the exam and look how successful you were." "Solving that conflict without fighting was awesome—you are showing strong social intelligence." "You certainly stayed calm in that situation –resilience paid off."

9.   **Integration of SELs in Classroom Learning.** This core SEL practice has teachers scaffolding SELs in a variety of classroom learning activities including: reminding students of the "hard yakka" of an upcoming lesson and the importance

of having a "working tough" way of thinking; students conducting an analysis of a "character" (e.g., Harry Potter) in terms of his/her SELs; reinforcement of the "do's" and "don'ts" of teamwork; setting goals for what students wish to learn in a lesson and how SELs can help students manage their own learning.

- Each class puts an YCDI! article in the school newsletter each week.

- We are incorporating YCDI into the Literacy Block – through stories.

- Our children write stories about the 5 Foundations and share with other students.

- We are really getting into student *self*-assessment of their own Foundations.

- We assess our students and they complete an YCDI self assessment sheet completed mid-term and end of year. It is then discussed with the teacher and put in student reports.

- Our students are involved in the creation of a success book – children nominate other students (can't nominate themselves) the teacher reads them out to the class after a week or two.

10.   **Helping Students Begin and End the Day with a Positive Mindset.** At the beginning of the day in home room, pastoral care or other settings, teachers can take opportunities to remind students to employ different SELs throughout the day. These beginning "teachable" moments can also be used by teachers to emphasize to students different positive and negative ways of thinking (Habits of the Mind) that contribute to an overall positive (or negative) mindset. The SEL/well-being coordinator can provide teachers with specific conversations, discussions and questions/ answers that can assist teachers to send their students on their way with a positive mindset.

11.   **Classroom/School-wide Awards.** See if you can modify your existing awards (classroom, school-wide) so that students "are caught" and acknowledged by their teachers for displaying confidence, persistence, organisation, getting along and resilience. A small card can be designed with boxes to tick that indicate the SEL skill being observed, with room for student name and actual description of what the student was caught doing. These cards can be placed by teachers in a "positive behaviour box" or "You Can Do It! Box" and at assemblies a student raffle can take place where a few students' cards are drawn randomly from the box and students receive some form of public acknowledgment.

- The junior years use a caped crusader representing each of the 5 Foundations! If P-Year 2 students are caught showing one of the Foundations, they get to wear a cape the following day.

- IT teacher made fantastic YCDI certificates and stickers. Children who were rewarded during the week with stickers and are acknowledged at assembly.

- Weekly certificates are awarded at assembly (related to foundation being studied) – one child per class.

- YCDI raffle tickets for any of the 5 Foundations are awarded to students in the playground. If their ticket was drawn, they get invited to a head teacher's morning tea.

- At the end of the year, a scholarship is given for a student that exemplifies the keys.

12.   **Classroom/School Visuals.** Take opportunities to engage students in the design of posters, art work, IT construction, outdoor murals that communicate in a visual fashion the core SELs being taught in your school. Display in the library, reception area, corridors, inside/outside walls and in select spots around the school grounds.

- Computers have screensavers that display different Habits of the Mind (e.g. take risks!).

- YCDI posters and words displayed in each class (see YCDI CD Images Program).

- Children's names appear on a public bulletin board with plenty of spaces running horizontally so that stars can be attached to spaces when children display a behaviour associated with one of the Foundations. As children accumulate stars, several are picked by teacher to be awarded YCDI Recognition Certificates at school assembly.

- Puppets are photographed and laminated so children can see them in every class.

- High profile in the school – lots of displays.

- YCDI t-shirts for staff and students

- Lots of visual displays of 5 Foundations and positive Habits of the Mind.

- Capes made for "Captain Confidence," "Captain…" (Captain for each Foundation). When children display the particular skill, they can wear capes.

- YCDI mascots around the school representing each of the 5 Foundations– dragons! This ties in with the Asian culture being taught in the school and reflects town history.

- 5 large plaques of the YCDI keys are displayed in entrance to school.

- 5 large pencils in different colours appear as an archway in the entranceway to our school. We also have a plaque next to the arch for all to read: "If you want to write your own life story, you have to use the right pencils."

13.   **Integration in Life of School** (art, music, drama, activities)
- Balloon launch to celebrate first year – one YCDI balloon for each year.

- At the beginning of the year, we have a Success Day that communicates to students that everyone has been successful and that success means doing the best you can and that you don't have to be the best student in the class to be a success. We have students construct posters that display specific examples of times when each has been successful.

- YCDI quilt – each child drew a picture showing a foundation and they were made into a quilt.

- YCDI concerts with songs composed to YCDI themes and commonly melodies.

- Made a play based on YCDI themes.

- School musical based on the five foundations.

- Parents, teachers and children involved in a big breakfast and activities focusing on the 5 Foundations are then scheduled (e.g. beading persistence, painted big paintings of the mascots).

- Our student diary has the YCDI triangle and the 5 Foundations.

- Common language across the year. Common YCDI language from staff and students

- Launch of Friendship Place! A street sign has been made where children can meet and where children who can't find friends can be helped by Junior School Council members to display Getting Along.

- Whole school buddy day (older students with younger students) participate in activities that promote "Getting Along".

14.   Assemblies. Use assembly time to invite speakers to talk to students about the importance of SELs in their lives. Also, if students are typically acknowledged at assemblies for their achievement, behaviour or citizenship, adapt your awards to acknowledge students for demonstrating strengths in one or more of their SELs.

- Use of guest speaker budget that invites successful speakers to present at assemblies – politicians, musicians, sport stars. They are asked to talk about the keys and how they helped them to be successful.

- Use of YCDI puppets in the assemblies to talk to students about YCDI themes.

15.   **Excursions.** Make sure that those adults who take students on excursions prepare students for successful outings by reviewing in advance with students how different SELs can make their excursion a success. Additionally, adults should acknowledge students when they have in the excursion displayed different SELS ("Your organisation has helped us get away on time." "You showed you are a real team player." "That took confidence.").

16.   **Student Representative Council.** Show students how their performance as representatives of their peers can be strengthened by their own use of SELs. Discuss how they can use different SELs in planning school events, gathering student opinion through surveys, passing student concerns onto school administration and in fund raising activities. Then, have student representatives take an active role in planning school assemblies that have SELs as a focus. Your student council can also design a whole school, half- or full-day of fun activities and games that explicitly incorporate SELs. Also, one or more student representatives can sit on your school's SEL planning committee.

17.   **Sporting Coaches.** Students are very open-eared to their coaches. It is vital that PE and sporting coaches are involved in SEL professional development. They need to take time to brainstorm how SEL messages can be communicated to

students on a regular basis as students are preparing to compete as well as during competition.

18.   **Integration of SELs in Behaviour Management.** General behaviour management policy includes awareness that in order to reduce incidents of misbehaviour, rule breaking and bullying, "offending" students need to have their social and emotional competencies (5 Foundations) developed.

- Students who demonstrate frequent examples of misbehaviour are placed on some form of program where they receive regular recognition (e.g., behaviour-specific feedback, stickers, stamps) for times when they demonstrate one of more of the 5 Foundations.

- Through use of self-monitoring forms/charts, students with challenging behaviour self-monitor on a daily basis in each class period the extent to which they demonstrate behaviour reflective of one or more of the 5 Foundations. Self-monitoring compared with teacher ratings of same behaviour.

- Students who demonstrate frequent examples of misbehaviour receive regular mentoring that includes support in helping them develop 5 Foundations.

- Time spent with the parents/guardians and teachers of students with challenging behaviour in showing them how to develop these students' social and emotional competence (5 Foundations).

- For children who have been misbehaving, complete a Re-Think Sheet where they have to analyze and change their thinking in response to a difficult situation.

- Students on behaviour plans receive Merit Book where they receive stamps from their teachers for demonstrating the Foundation(s) targeted for improvement. 10 stamps and they receive an YCDI pencil.

19.   **Parent Education.** As part of parents supporting school and school supporting parents, time is spent helping parents become aware of the importance of their children's social and emotional learning and through meetings (individual, year level) as well as school-home newletters, parents become better informed about what they can do and say at home to strengthen their children's social and emotional learning skills.

- We are committed to policy of developing parents' social and emotional parenting skills in order to support their children's social and emotional development.

- We involve a representative group of parents in helping to make decisions concerning the forms of YCDI parent education (e.g., parent education classes, events, newsletters).

- Regular YCDI parent education classes/sessions offered to parents at school.

- School-home newsletter has regular YCDI articles/features.

- Newsletters home helping parents to support YCDI at home and describing what is happening in class and school.

- Regular YCDI spots in the school-home newsletter

- Well-attended parent nights where parents informed about YCDI and what they can do to support it at home (see Parent Guide in YCDI Early Childhood Program; Investing in Parents. Module 10).