

OVER ARCHING QUESTIONS TO CONSIDER...

Does PAWS
still work?


Are any
adjustments
needed?



Does the current
PAWS reflect our
school values in SEL

How do we help and
support our students to
meet Walter Lee's
school values?

WALTER LEE PAWS MATRIX

 Lee Lions	CLASSROOM (& EVERYWHERE)	HALLWAYS	WASHROOMS	OUTSIDE	INSIDE DAY	ASSEMBLY	ONLINE
P Problem Solve	<ul style="list-style-type: none"> Wait your turn Use words to solve problems Be accountable for your actions Accept consequences When you feel angry or upset, use a calming strategy e.g. count to 10, square breathing, walk away 	<ul style="list-style-type: none"> Keep hands and feet to self Respect personal space of others (e.g. walk around others) 	<ul style="list-style-type: none"> Report issues you see to an adult 	<ul style="list-style-type: none"> Play for fun and play fair Agree on the rules; play by the rules Use your words or walk away Use a problem solving strategy such as: take turns, do it together, or choose something else 	<ul style="list-style-type: none"> Eat your food first Pick your activity quickly Play by the rules Use a problem solving strategy such as: take turns, do it together, or choose something else 	<ul style="list-style-type: none"> Choose to sit next to someone who will not distract you 	<ul style="list-style-type: none"> If you become aware of a problem, tell an adult right away
A Accept Others	<ul style="list-style-type: none"> Respect everyone's differences Be welcoming; smile! Introduce yourself to new students Be inclusive; invite others to join you Listen to others and value their ideas Use polite, respectful, and appropriate language Stand up for others in need 	<ul style="list-style-type: none"> Respect school displays 	<ul style="list-style-type: none"> Respect the privacy of others 	<ul style="list-style-type: none"> Invite and welcome others Encourage others to be respectful and kind to everyone Share and take turns with others 	<ul style="list-style-type: none"> Invite others to join you for your indoor activity Share and take turns with others 	<ul style="list-style-type: none"> Applaud politely for all presentations Stay in your own personal space 	<ul style="list-style-type: none"> Use polite, respectful, and appropriate language
W We Not Me	<ul style="list-style-type: none"> Keep common areas clean Share with others Follow directions Be a role model Take turns Keep hands and feet to self 	<ul style="list-style-type: none"> Stay in line Use an inside voice Use the correct entrance/exits Wait your turn 	<ul style="list-style-type: none"> Keep it clean Flush Leave sink area tidy Put paper towels in the garbage Wait your turn 	<ul style="list-style-type: none"> Share equipment with others Bring in equipment that you've taken outside Be a role model to others Put garbage, compost and recycling in the appropriate bins Clean up litter 	<ul style="list-style-type: none"> Use an inside voice Put garbage, compost and recycling in the appropriate bins Clean up when the bell rings 	<ul style="list-style-type: none"> Keep eyes up front Stay seated so others behind you can see Be quiet so others can hear Listen to speaker Face the front when singing O Canada 	<ul style="list-style-type: none"> Encourage appropriate behaviour in others Respect other students' work on shared devices
S Safety First!	<ul style="list-style-type: none"> Report concerns and unresolved problems to adults Use equipment in designated areas Stay in supervised areas 	<ul style="list-style-type: none"> Walk Stay to the right Listen Carry equipment carefully Hold onto playground balls Open doors slowly 	<ul style="list-style-type: none"> Wash hands with soap Go straight to the bathroom and back to your classroom Report concerns to an adult 	<ul style="list-style-type: none"> Play within boundaries Take turns Enter/exit through assigned doors when the bell rings Stay outside during outside time Use washrooms on the way outside or on way inside Be "Any Day Ready" 	<ul style="list-style-type: none"> Stay in your class except to use the washroom Walk Sit at your desk when eating Report concerns to an adult 	<ul style="list-style-type: none"> Enter and exit the gym quietly Follow adult directions 	<ul style="list-style-type: none"> Never share personal or private information Use school approved sites

Where did our data come from?

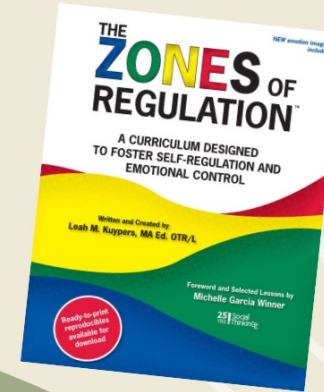
Our SEL innovation grant working group explored with their class SEL has been focused on our student's ability to regulate their actions while at school.

Ministry of Education's Student Learning Survey was conducted in February. It included Gr 4 and 7 students, their families, teachers and administrators

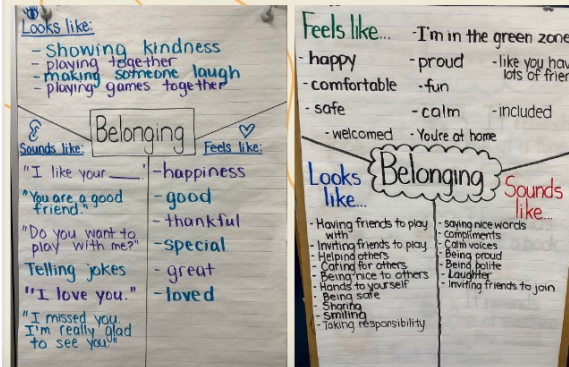
INITIAL POINTS:

We are noticing more challenges with self-management (regulation), lack of focus, harder to transition, taking a lot longer to do simple tasks in the classroom, and more interruptions to deal with behaviours. Overall, we have noticed that students feel overwhelmed much quicker. In previous years, there were only a few students that needed direct instruction on self-regulation. Currently, the majority of the class needs explicit support and direct instruction.

For more understanding of our inquiry, you can find it on the Microsoft Teams SEL Inquiry: Lee Sharing Our Story.



How can we explicitly teach executive functioning to be successful with SEL in the classroom?

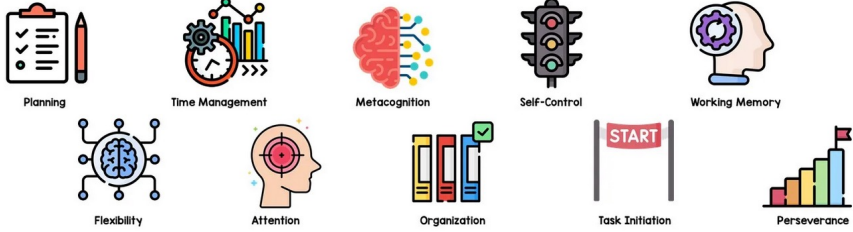


SURVEY QUESTIONS

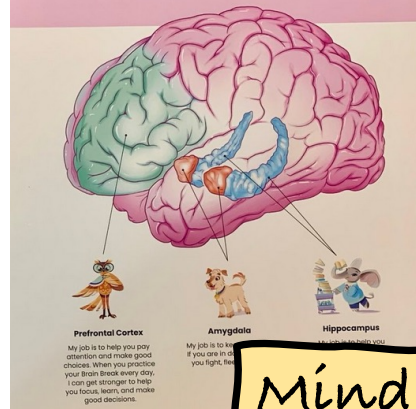
1. HOW OFTEN ARE YOU ABLE TO PULL YOURSELF OUT A BAD MOOD?
2. ONCE YOU GET UPSET, HOW CALM ARE YOU ABLE TO STAY?
3. OVERALL, HOW MUCH DO YOU FEEL LIKE YOU BELONG AT SCHOOL?

Executive Functioning Skills

The Ultimate Guide



My Mindful Brain



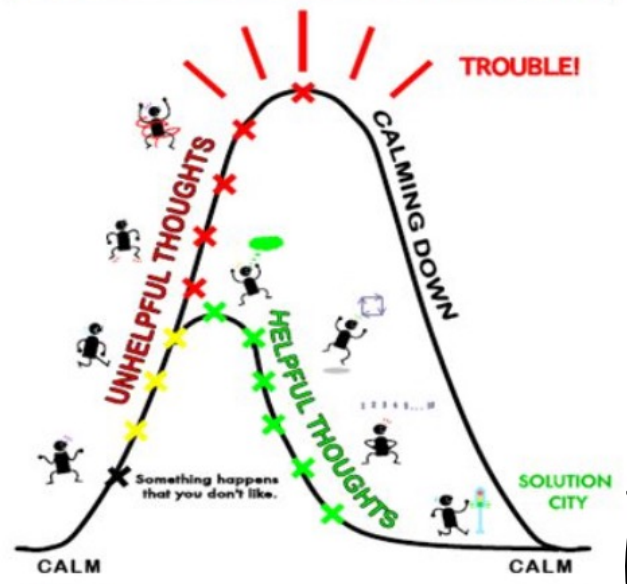
Prefrontal Cortex
My job is to help you pay attention and make good choices. When you practice your Brain Break every day, I can get stronger to help you focus, learn, and make good decisions.

Amygdala
My job is to help you feel if you are in a fight, flee, or freeze situation.

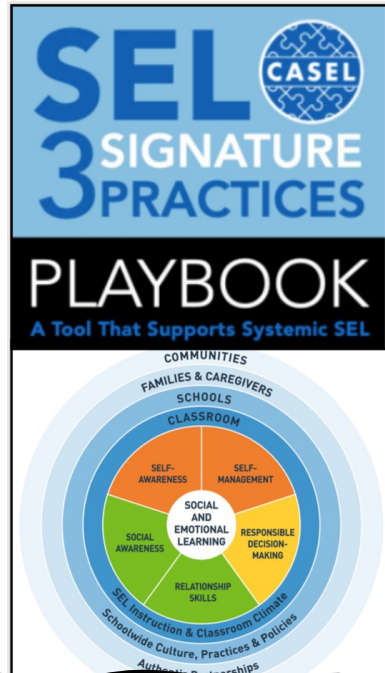
Hippocampus
My job is to help you remember things.

Mind up

ANGER MOUNTAIN



ACT



CASEL FRAMEWORK



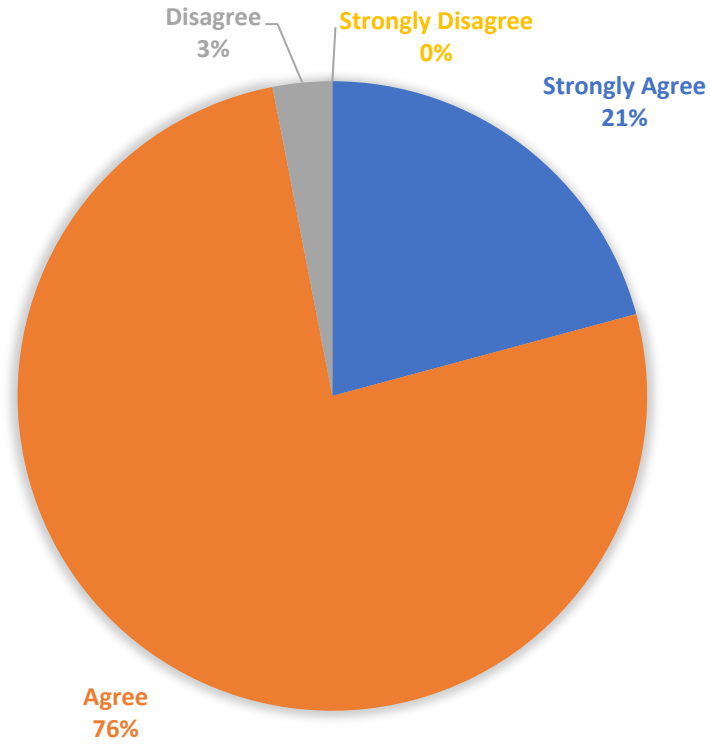
PAWS

The ZONES of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay	Frustrated Worried Silly/Wiggly	Mad/Angry Terrified Elated/Excited

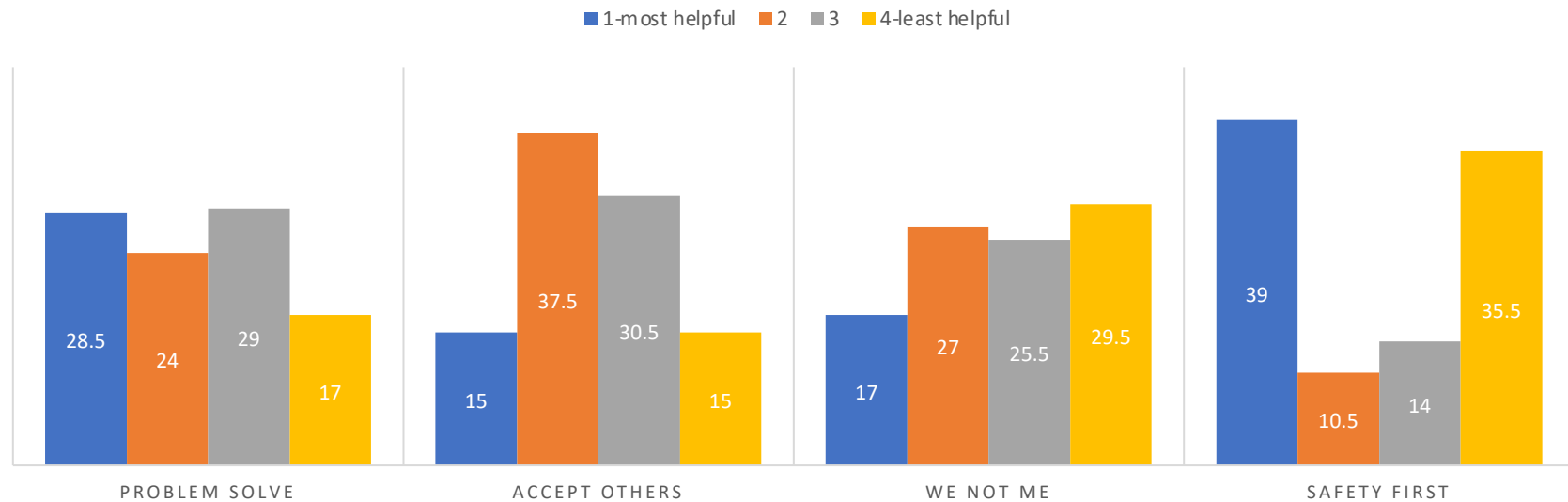
Zones of Regulation

I UNDERSTAND AND I'M ABLE TO FOLLOW ALL PARTS OF WALTER LEE'S PAWS MATRIX.



School-wide data

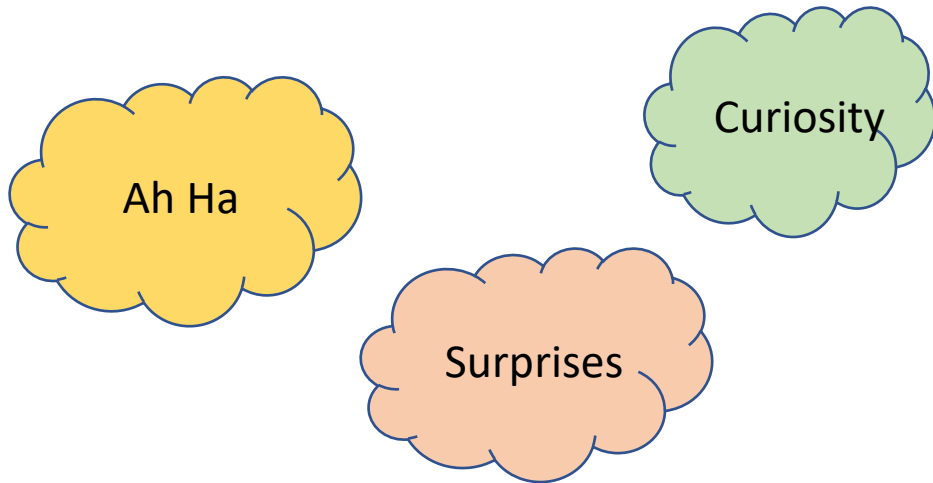
HOW HELPFUL ARE EACH OF THE PAWS STATEMENTS WHEN YOU ARE AT SCHOOL



Data set: Learning

Do our students have working information around aspects that is important to developing SEL skills?

Are students learning enough to understand & follow PAWS matrix?



• What is working?

- As a school and in your classroom.
- (Where does the data show we are successful?)

• What are the challenges?

- (What do you see in your classroom and what do you see outside your classroom in common areas?)



Perseverance



Planning



Time Management



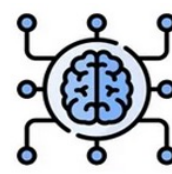
Metacognition



Self-Control



Working Memory



Flexibility



Attention



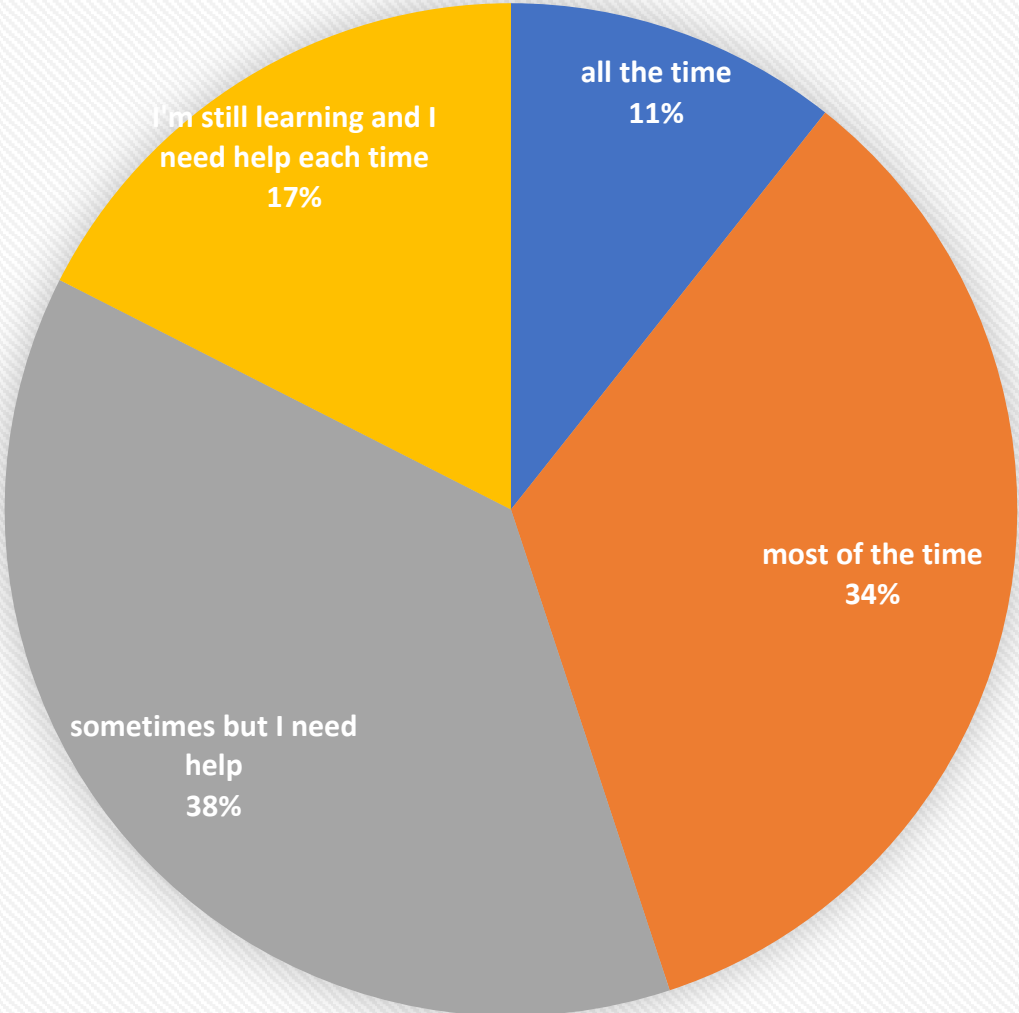
Organization



Task Initiation

How often are you able to pull yourself out of a bad mood

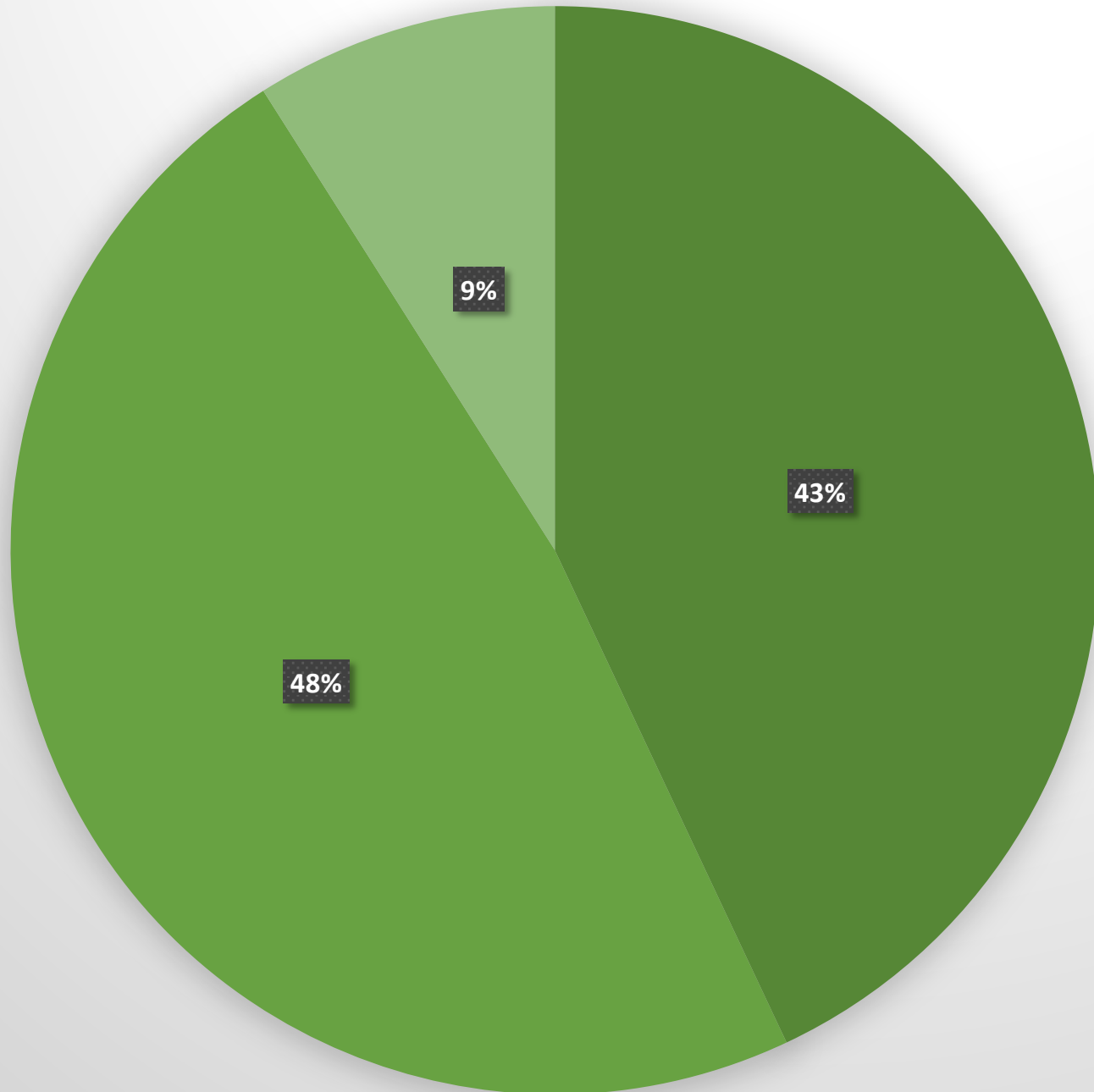
School-wide data



■ all the time ■ most of the time ■ sometimes but I need help ■ I'm still learning and I need help each time

Q2: Once you get upset, how calm are you able to stay?

Innovation grant data

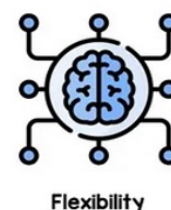
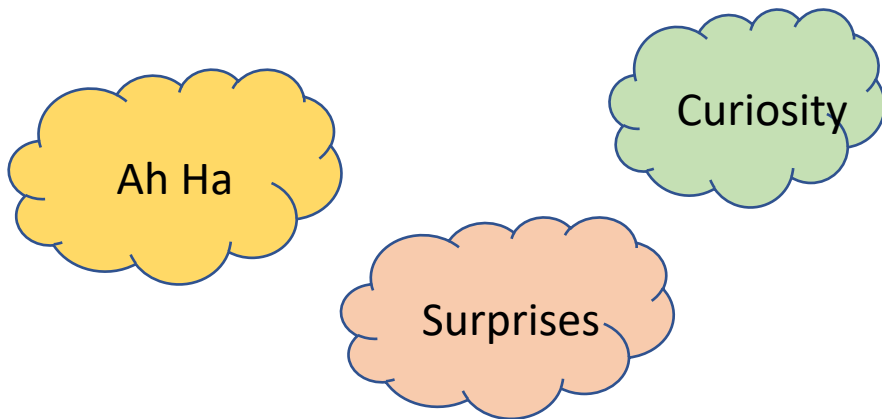


- I can stay calm
- I can somewhat stay calm
- I stay upset
- Other

■ Data set: Safety & Empathy

Do students know how to use empathy to help with problem-solving or making healthier social choices?

Do students have the language to express how they feel and what they need?



• What is working?

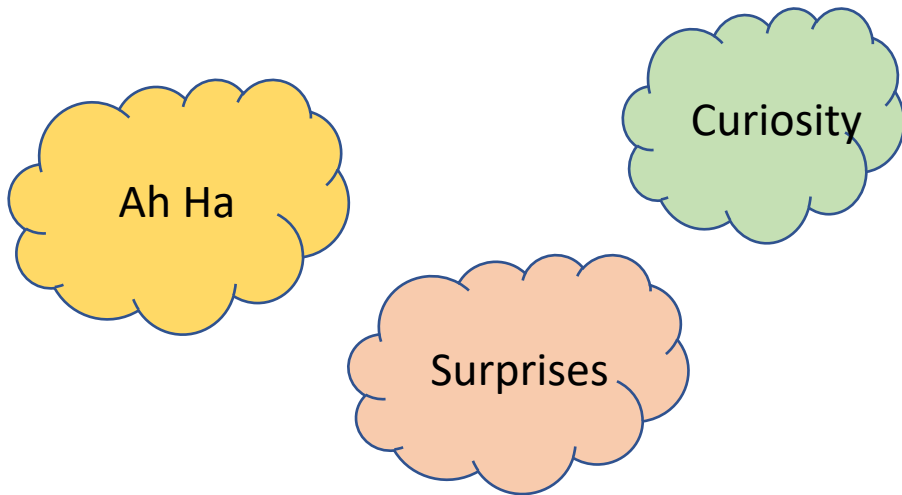
- As a school and in your classroom.
- (Where does the data show we are successful?)

• What are the challenges?

- (What do you see in your classroom and what do you see outside your classroom in common areas?)

■ Data set: Belonging

Are we creating enough opportunities for students to connect with individuals outside of their class?



• What is working?

- As a school and in your classroom.
- (Where does the data show we are successful?)

• What are the challenges?

- (What do you see in your classroom and what do you see outside your classroom in common areas?)



Perseverance



Planning



Time Management



Metacognition



Self-Control



Working Memory



Flexibility



Attention

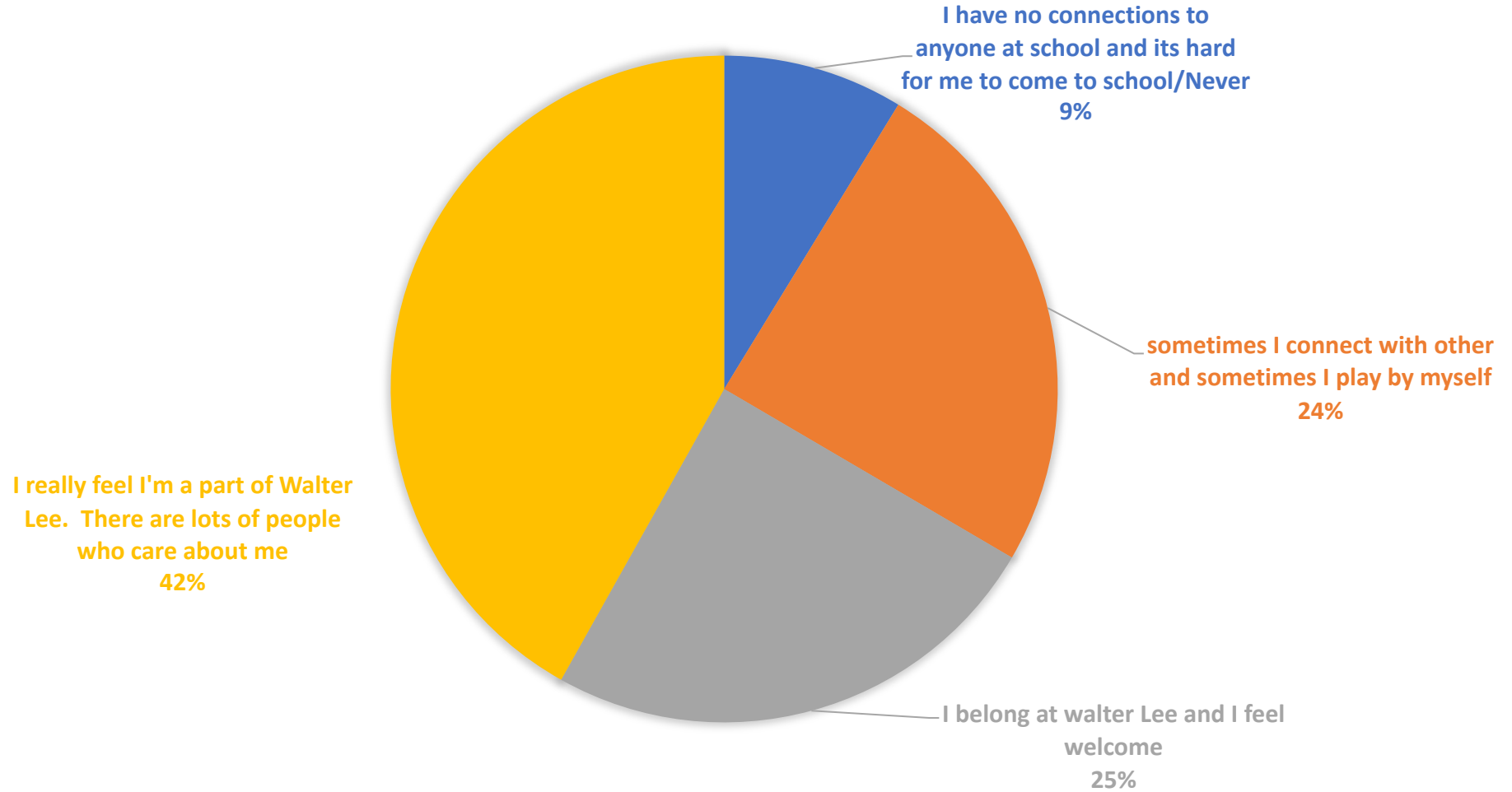


Organization



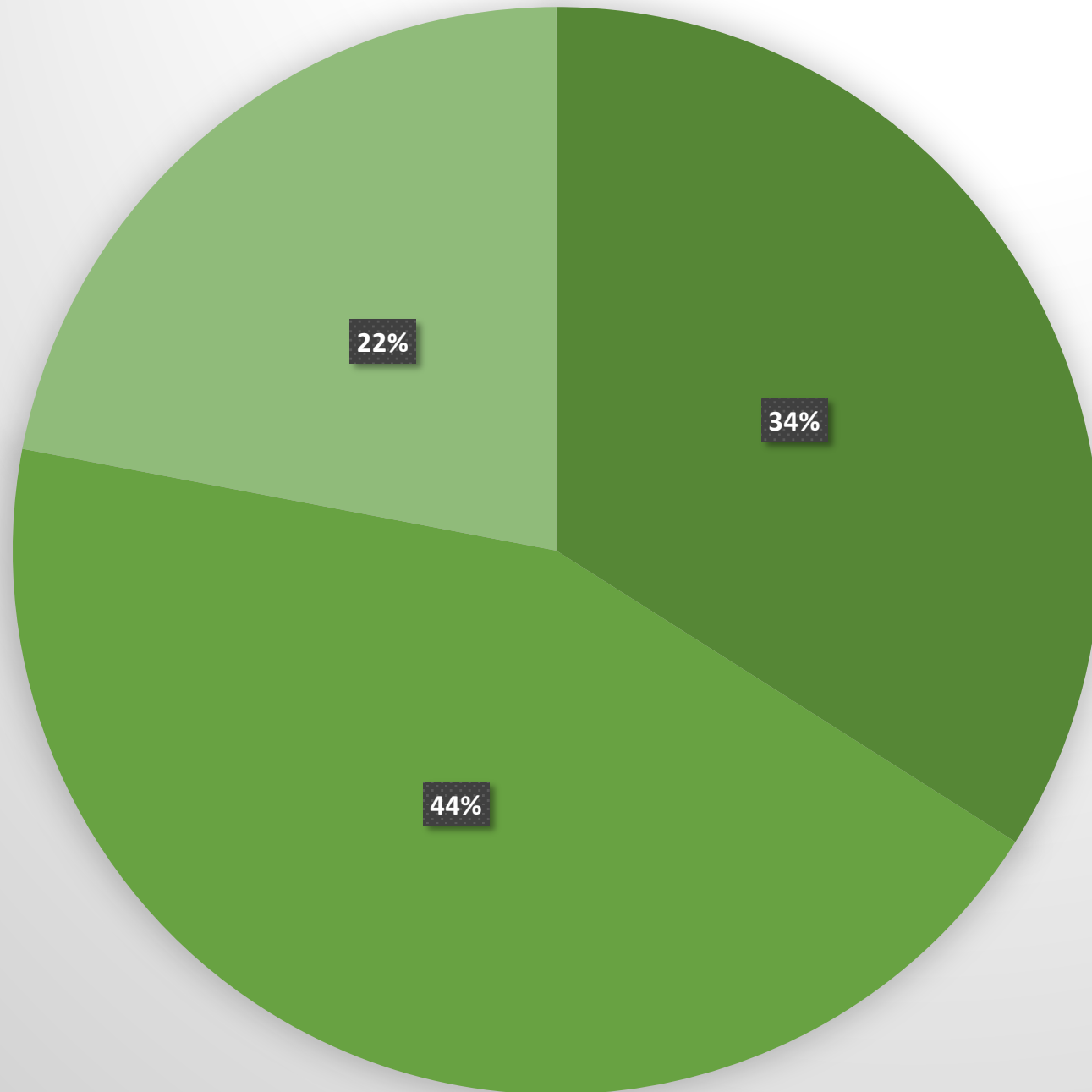
Task Initiation

OVERALL, HOW MUCH DO YOU FEEL LIKE YOU BELONG AT WALTER LEE



School-wide data

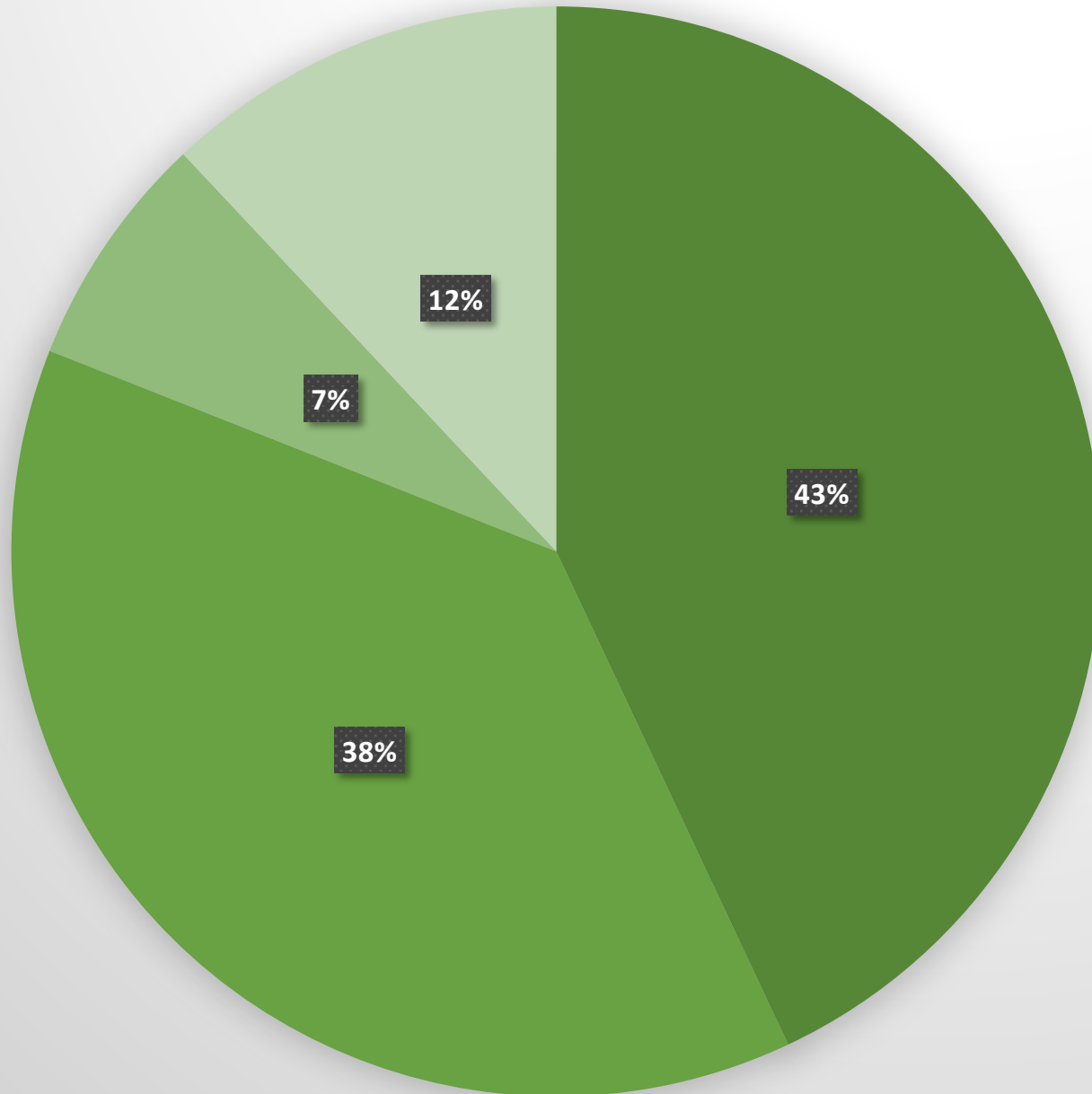
Q5: How connected do you feel to others in the class?



- I connect with everyone in my class, including the adults in the room
- Sometimes I connect with others and sometimes I play by myself
- I only feel connected to 1-2 classmates
- Other

Innovation grant data

Q4: Since the start of the year, do you think you've been able to build connections and make friends?



- I have been able to make friends and get along with them
- I have made a few friends, but we don't always get along
- When I play with others, there are often problems, and we need an adult to help us
- I do not have any friends

Innovation grant data

So Now What?



CARES
PAWS

- self
- others
- community

Yes! but values focus
Does PAWS
still work?

↳ should be the
centre/foundation to
autonomous programs

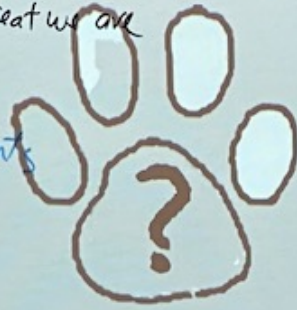
Current PAW expectations
not our values (I am PAWstive)

Does the current
PAWS reflect our
school values in SEL

- C.C.
- I can statements

What are we doing well?
Staff - Positive feeling - proud of how great we are
- we can be ourself

How do we capitalize on that w/ students



- Prides
- Clubs
- SEL Cort

Parent
Communication

Are any
adjustments
needed?

Common experiences
help to build
common language

↳ common threads

- what does it
look like in our classroom

How do we help and
support our students to
meet Walter Lee's
school values?



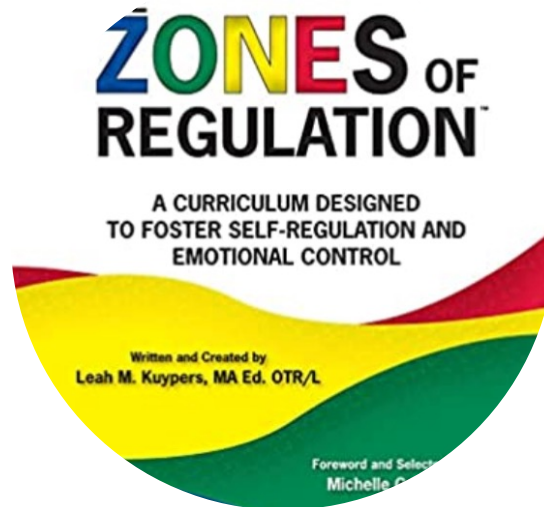
Intentions for 2023/24 school year

Yes, PAWS still works, as a staff, we will collaborate and continue our learning along side our students using resources like:

Mind Up:



Zones of Regulation:



ACT:

