



MADDINGTON
EDUCATION SUPPORT CENTRE

Social/Emotional Learning

I Empty My Bucket

What is a social / emotional learning coordinator?

Our SEL Coordinator supports individual planning for our student's regulation needs. The role and framework was formed with the purpose of addressing the learning support needs and welfare of students through the coordination, development, implementation, monitoring and evaluation of social/emotional - PBS programs.

A prime function of our SEL Coordinator is to ensure that the needs of all students in the school are being met using a three-tiered model of support addressing universal, targeted and intensive supports for students and teachers. The SEL Coordinator also employs the principals of Positive Behaviour Support i.e. a strong focus on **systems** (what we do to support adults), **practices** (what we do to support students), and **data** (to inform our decision making about systems and practices.)

A key feature of our Empty My Bucket framework is the facilitation of collaborative planning between SEL Coordinator Principal, teachers, EAs, parents, therapists, and our students.

Why implement a SEL Program? Why is it called '*I Empty My Bucket*'

It will:

- Enable **coordination of support**
- Ensure a whole school plan is implemented to meet the needs of students with high sensory support needs
- Establish guidance and support systems for all staff in order that they can cater for students with high sensory support needs
- Ensure that programs based on current research and best practice are implemented for our students with high sensory support needs

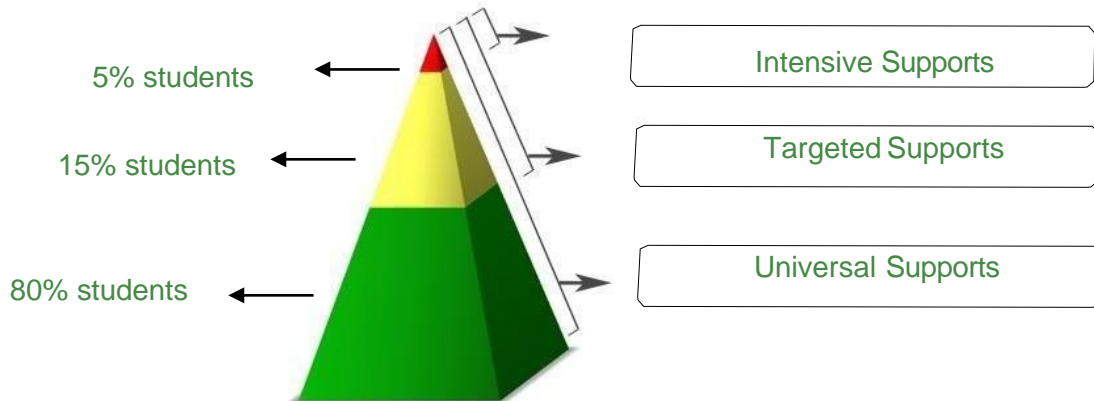
I Empty My Bucket works when:

- Teachers see the SEL Coordinator as a **support** for their classrooms.
- Processes are inclusive, well organised and understood by all.
- Teachers are involved in the identification of outcomes for support for students.
- Support is provided and the teacher is involved in identifying what may be most effective in his/her classroom
- **Realistic** RMP/BMP plans are developed and used in the classroom
- The SEL Coordinator program is seen as a coordinated support framework for teachers and EAs rather than burden.

The “*I Empty My Bucket*” Framework considers:

- implications for school wide planning
- coordination of support resources within and outside the school
- parent involvement
- professional development
- planning for students who need additional support to implement the support cycle including:
- appraisal of achievements, goals and needs in student regulation
- access to services
- development of strategies for behaviour planning, implementation, monitoring and evaluation
- reappraisal of progress towards planned behaviour goals
- collaborative approaches to development of RMP/BMP and support mechanisms
- for all students with high sensory needs.
- Communication and liaison procedures within the school community.
- Implement effective models and programs to improve student positive behaviour outcomes.

Understanding Behaviour



Universal supports: I empty my bucket. Sensory needs are met. Brain breaks. Positive reinforcement, Reward systems in place. Follow our 4 rules.

Targeted supports: Empty my bucket is built into their day, sensory needs are considered with therapists

Intensive: RMP in place, Teach Team 95/5 is used daily. Everyone upskilled in the child's specific needs. Therapist heavily involved.

Classroom Teachers

- Discuss the student with SEL Coordinator.
- Trial suggested strategies / complete frequency tracking for SEL Coordinator.
- Monitor student progress and discuss needs with SEL Coordinator.

Discussion with parents/carers during IEP meetings.

RMP and BMP is gone over with parent/carer at IEP meeting

