Local student data (even common student emotions observed by teachers in math class) can be an excellent place to start for identifying student SEL targets. Here are some detailed steps from a Classrooms in Action ‘front line’ support of integrating social emotional standards benchmarks at the classroom level with Urbana grade level leaders, PBIS coaches, and student education advocates.

Local teacher teams can discuss potential links between observed student needs within Math instruction (ongoing emotional or social student behaviors) and SEL benchmarks. For effective implementation, team focus on three to four prioritized benchmarks helps continually reinforce specific SEL benchmark targets throughout the year connected to multiple lessons and classroom behavioral expectations. With explicit SEL benchmark goals being reinforced continually, teams can then begin to brainstorm common strategies in support of student SEL skill practice.

Educators who continue use of this common language and goal approach, can continue SEL integration by co-creating a rubric for agreed upon student performance observation behaviors or artifacts which supports recording and tracking student progress.

### Middle School (Grades 6-8) SEL benchmarks

#### Identified Need

<table>
<thead>
<tr>
<th>Feeling frustrated in math performance (Math Practice #1)</th>
<th>Dialogue with peers in math work groups (Math Practice #3)</th>
<th>Student Math Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEL 1A.3a - Analyze factors that create stress or motivate successful performance.</td>
<td>SEL 2C.3b - Demonstrate cooperation and teamwork to promote group effectiveness.</td>
<td>SEL 1A.3a* - Apply strategies to manage stress and to motivate successful performance.</td>
</tr>
</tbody>
</table>

#### Strategies for support

- **3B4T Chart** (Brain, Browse, Buddy, Teacher)
- **Beyond ’I Can’t Do This’ strategies**
- **Supporting student discussions through use of Classroom Collaboration Kit. Order yours or print for use today!**
- **Reduction of Math Anxiety**
  - Teacher Language
  - Planning and study supports
  - Student mindfulness practice
  - PBIS or referral for supports

#### *SEL 1A.4a - Teacher/Student Observation Rubric*

<table>
<thead>
<tr>
<th>1 - Beginning</th>
<th>2 - Emerging</th>
<th>3 - Consistent</th>
<th>4 - Exemplar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student rarely applies provided strategies to manage stress and to motivate successful performance.</td>
<td>Student shows occasional ability to apply provided and/or new strategies to manage stress and to motivate successful performance.</td>
<td>Student shows consistent ability to apply provided and/or new strategies to manage stress and to motivate successful performance.</td>
<td>Student shows consistent ability to help self and others apply provided and/or new strategies to manage stress and to motivate successful performance.</td>
</tr>
</tbody>
</table>

Image is hyperlinked to this free printable Additional grade levels available at: