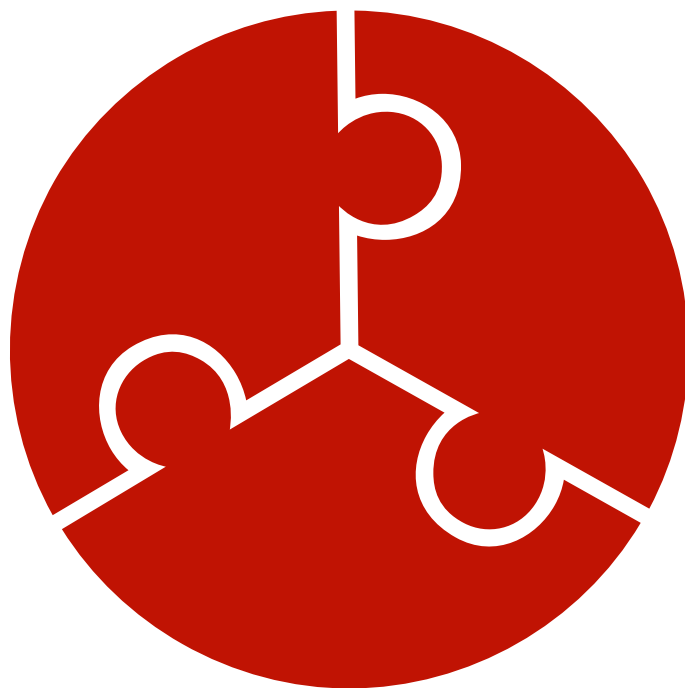
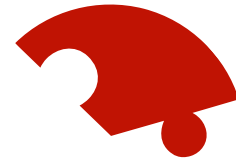


# WHAT ABOUT THE KIDS

Who Need Help?



# THE FALSE NARRATIVE IS THAT SOME OF SEL IS GOOD

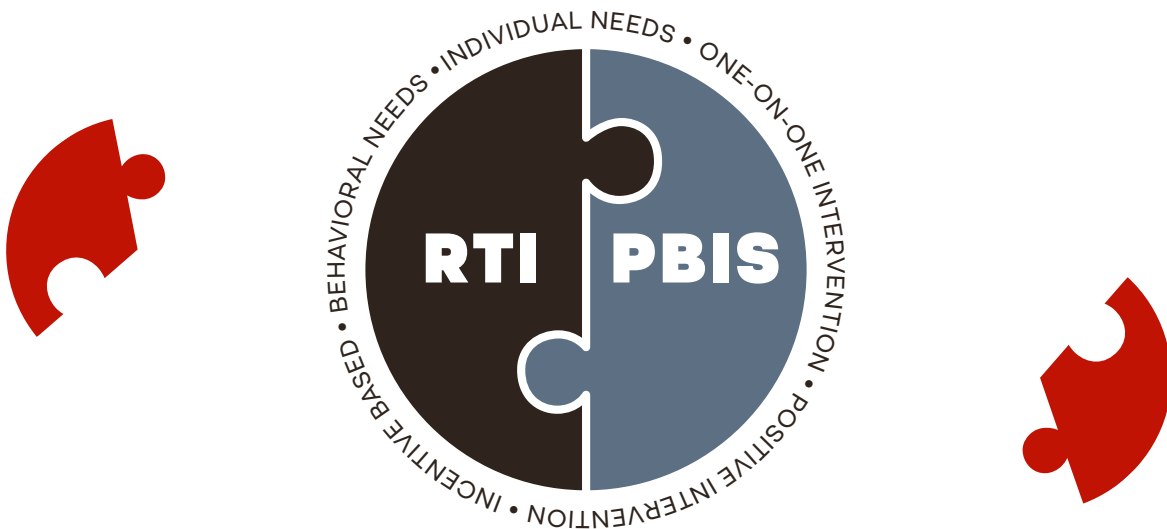


Founders of **Social Emotional Learning** claimed they possessed the missing piece of education. However, the “good parts of SEL” are things schools historically **ALREADY** did. When SEL was introduced, it hijacked all the “good things” and used it as a smoke screen to bring in all the “bad things.”

## Schools **ALREADY** did that.

Prior to the implementation of SEL, schools used support systems to address any individual needs a student had. They imposed academic and behavior interventions to address those needs under 2 systems:

- ✓ **Response To Intervention (RTI)**
- ✓ **Positive Behavior Intervention Supports (PBIS)**



## Students **ALREADY** received extra support.

Students already received extra support by being evaluated and classified as Special Education (SPED). There were many students who didn't meet the SPED qualifications and therefore were not eligible for additional support. RTI and PBIS filled this gap and provided individual interventions for students who needed extra support but not at the level of being diagnosed with a disability. RTI and PBIS used data to inform individual interventions.

## RTI and PBIS **ALREADY** filled the gap.

## RTI

- Address academic needs
- Address behavioral needs
- Works through the MTSS system so the school can provide interventions based on **INDIVIDUAL** needs

### Tier 1 **CLASSROOM INTERVENTION**

**Behavioral Need:** Moving a student with behavioral issues who talks/disrupts neighbors closer to the teacher.

**Academic Need:** Giving a student with dyslexia 15 problems instead of 20.

### Tier 2 **SMALL GROUP INTERVENTION**

**Behavioral Need:** For students who might struggle with acting out, they would be placed in a "Social Group" where they receive lessons on socially acceptable behaviors.

**Academic Need:** Students who cannot keep up with the reading pace of class would receive group reading intervention such as Title 1 services.

### Tier 3 **ONE-ON-ONE INTERVENTION**

**Behavioral Need:** Once a student reached Tier 3, they were evaluated for possible disability (SPED).

**Academic Need:** Consistent individual support was provided by teachers, assistants, or counselors (before these positions were radicalized as we are experiencing today)

## PBIS

- Incentive-based
- Achieve set goals
- Rewards
- Enforce Good Behavior
- Enforce Hard Work

**WORKS PARALLEL TO RTI AS AN INCENTIVE FOR STUDENTS TO ACHIEVE SET GOALS.**

For example:

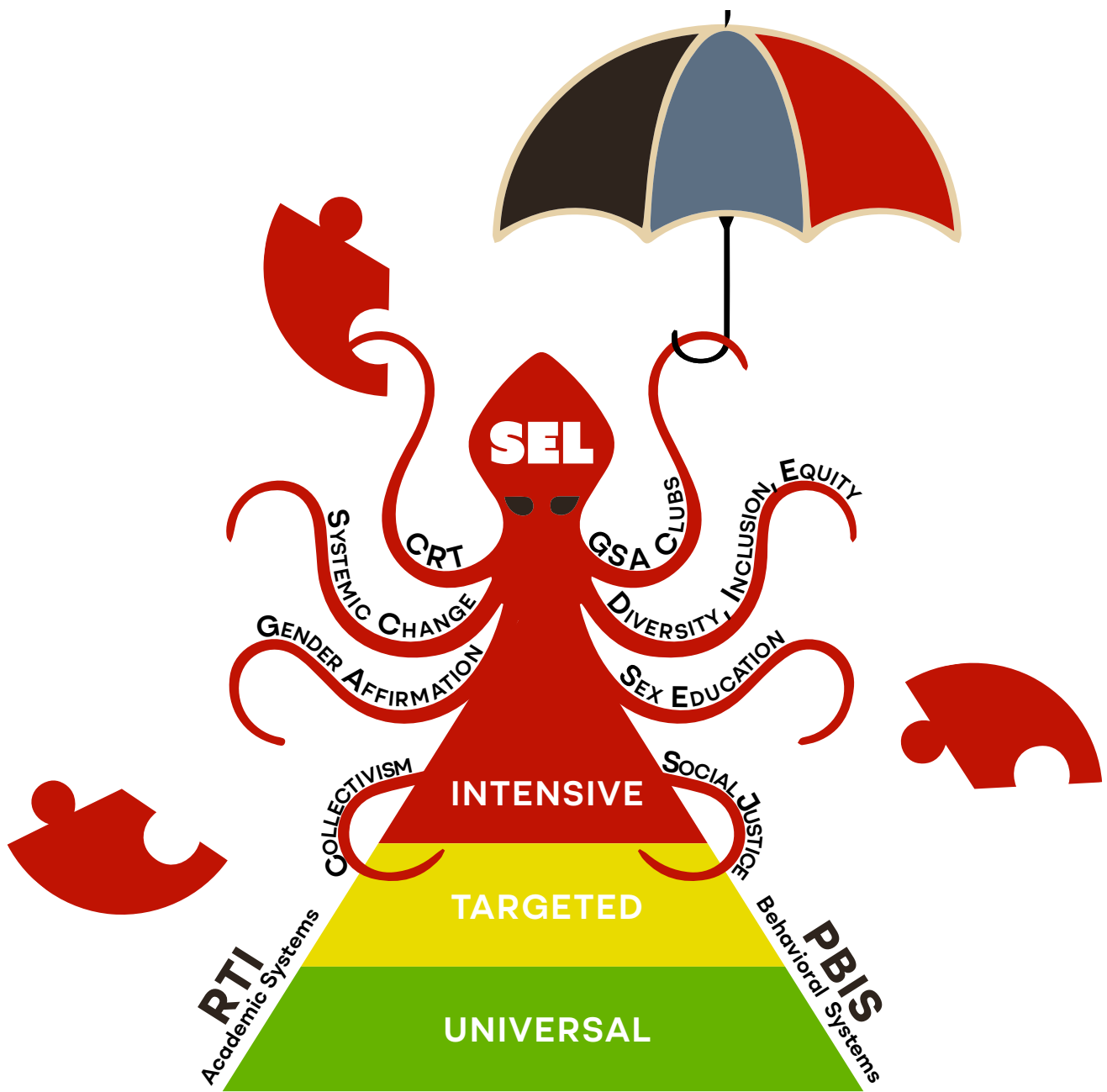
**1** The student who had to be moved to a desk by the teacher gets a reward for not disrupting class for 2 weeks straight.

**2** A student who struggles to get through all 20 problems might be rewarded for working hard and pushing through it.

**3** PBIS serves as an enforcer for good behavior and hard work for students whose circumstances required them to adapt to meet expectations and overcome legitimate issues.



# RADICAL SEL INTERVENTION

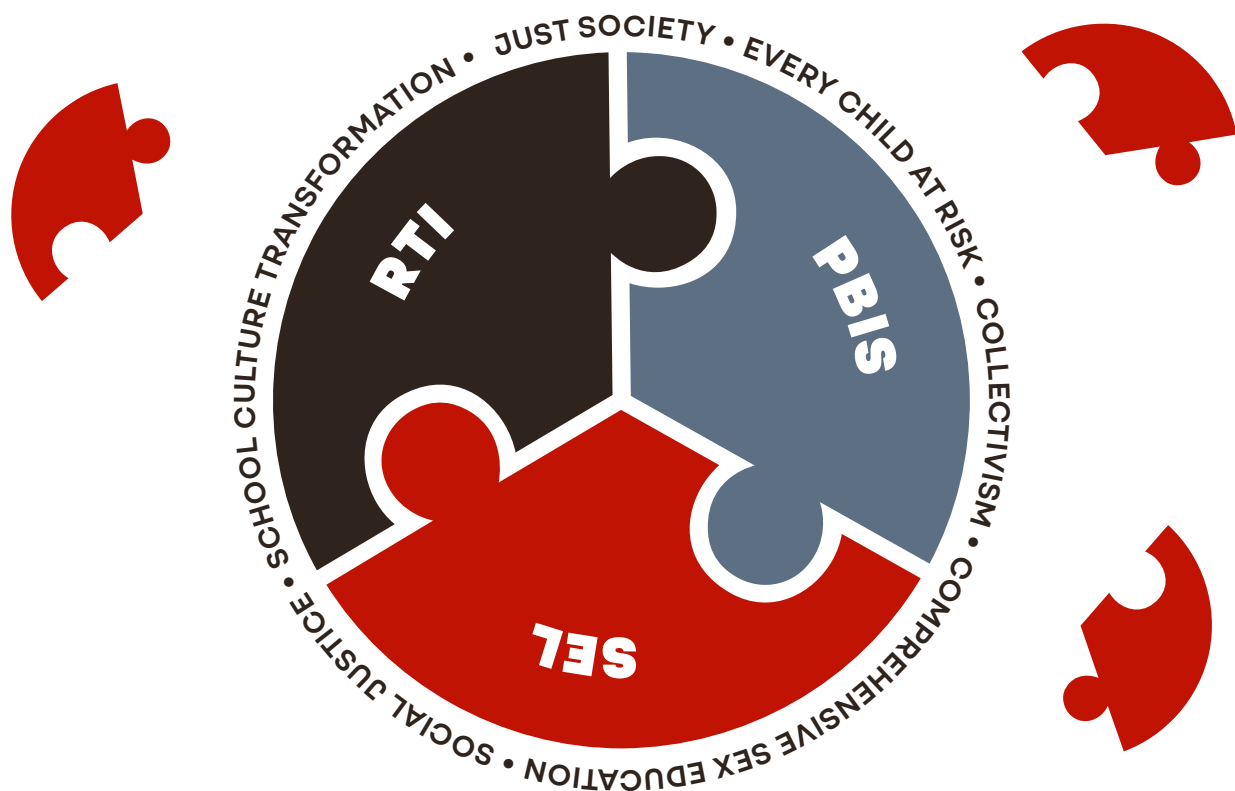


At one time, the Multi-Tier Systems of Support ([MTSS](#)) was used to address individual student needs. Now MTSS assumes and treats every student as if they're "traumatized" due to systemic racism and oppression.

# SEL

**Systemic Transformation.** When SEL came in as trauma-informed systemic change, it placed RTI and PBIS under its umbrella and included all of the radical interventions we see now:

- Put ALL children in Tier 1 intervention as “at-risk” and in need of “proactive” COLLECTIVE policies/methods to address “systemic inequities” (CRT)
- Required school counselors to service EVERY child in some way (one-on-one, group meetings, or culture transformation)
- Emphasized data collection to create “systemic change” for collective supports (instead of individual support)
- Required a school culture transformation to emphasize “Equity and Social Justice” causes. (Representation of BLM, LGBTQ+, Climate Change Activism)
- Education of the “Whole Child” meaning “MIND, BODY, SPIRIT. (Collectivism, Comprehensive Sex Education & services, and mindfulness practices)
- Psychological profiling of attitudes, beliefs, morals, values and worldview
- Restorative Justice practices deeming inappropriate behaviors are the fault of society and not the individual
- Gender fluidity affirmation and high emphasis on sexual preferences
- Promotion of “human rights” which includes minors to make sexual and medical decisions without parental consent



# CALL TO ACTION

**Share with your  
fellow parents to dispel  
the myth that there is  
anything redeemable  
about SEL**

@CourageHabit



[COURAGEISAHABIT.ORG](http://COURAGEISAHABIT.ORG)

@CourageHabit



# APPENDIX

---

## TRANSFORMATIVE SEL

**T**here is a misconception that SEL was “good” prior to what is now known as “Transformative SEL” (TSEL). All “TSEL” did was allow CASEL\* to be more bold and obvious in their true mission. This did not change the core intent of SEL which was always meant to transform school culture to create social justice activists.

*\*90% of all SEL programs in K-12 take their directives from The Collaborative for Academic and Social and Emotional Learning (CASEL) which is an extremely radical organization that is heavily funded by the Bill & Melinda Gates Foundation and the Chan Zuckerberg Initiative.*

###