# Social Emotional Learning



Emotions affect how and what children learn.
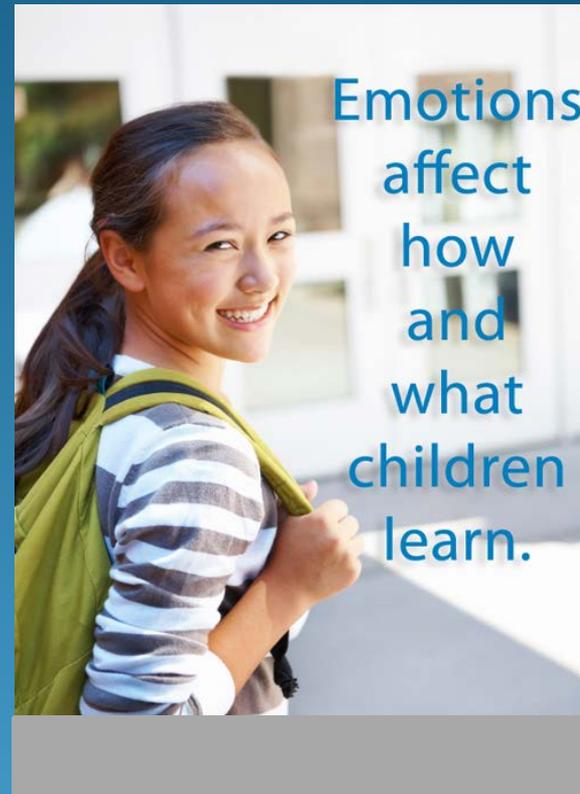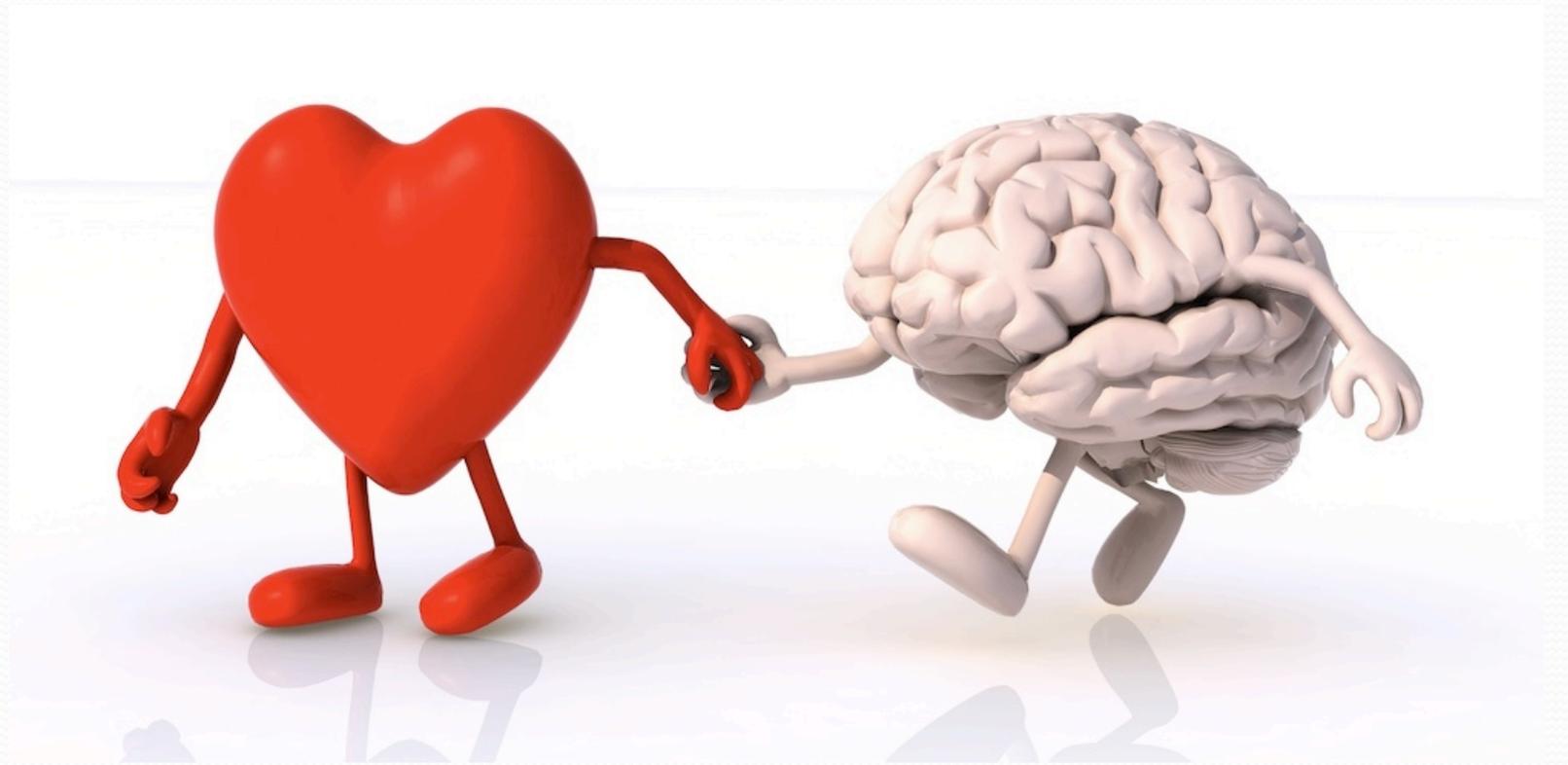
Introduction to Creating and Supporting the Conditions for Social and Emotional Learning to Thrive

**Region 11 - Advisory Committee Meeting: May 13, 2016**
**Michelle R. Perrenoud**

Educating the **heart** is as important as educating the **mind**.



Let's develop the **whole** child.

# Presentation Overview

- **Describe Social Emotional Learning (SEL)**
  - What is it?
  - Why is it important?

- **Highlight SEL Research Advances**
  - How does it promote success in school and life?

- **Spotlight Advances in Practice**
  - What does it look like in practice?

- **Region 11 Next Steps**
  - How will we integrate SEL into our Technical Assistance to you?

# An Introduction



- **Social Emotional Learning and Skills:**
  - Important tools for navigating life (Larson & Tran, 2014)

  - Promotes success in school and life. Powerful predictors of other important youth outcomes such as academic achievement and work readiness (Durlak et al., 2011)

  - Adults who have the ability to recognize, understand, label, express and regulate emotions are more likely to demonstrate patience and empathy, encourage healthy communication, and create safe learning environments (Brackette, Katella, Kremenitzer, Alster, and Caruso, 2008)

  - Research on SEL/Student Success: Increased Academic Outcomes (attitudes about self, others and schools) and Reduced Risk of Failure (conduct problems and emotional distress) documented (Durlak, Weissberg, Dymnicki, Taylor and Schellinger, 2011)

# Where Do We See It In Our Work?

CA ELP Quality Standards

Emotional Intelligence

Experiential Learning

Common Core Standards

Learning In Afterschool and Summer

Linked Learning

21st Century Skills

Character Education

Soft Skills

Positive Youth Development

Uses student feedback

# A Vision for SEL

- Educators, practitioners, students, families, and community members work together to support the healthy development of all students.

- All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers.

- Students are contributing in positive ways.

THE BIG IDEA

# Questions to Ponder

- **What is Social Emotional Learning (SEL)?**

- Why is SEL important?

- **What does the system of support for SEL look like within your Community, District, or Agency?**

- What does the practice of SEL look like in programs at the site level?

- **What experiences do youth have that develop their SEL skills?**

- What practices do staff demonstrate to ensure youth SEL growth and development?

- **What SEL support and professional development do staff receive?**

# How is SEL Defined?

Social and emotional learning provides the structure and process for adults and students to develop fundamental emotional and social competencies and experiences to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions

SEL builds and deepens a positive school climate

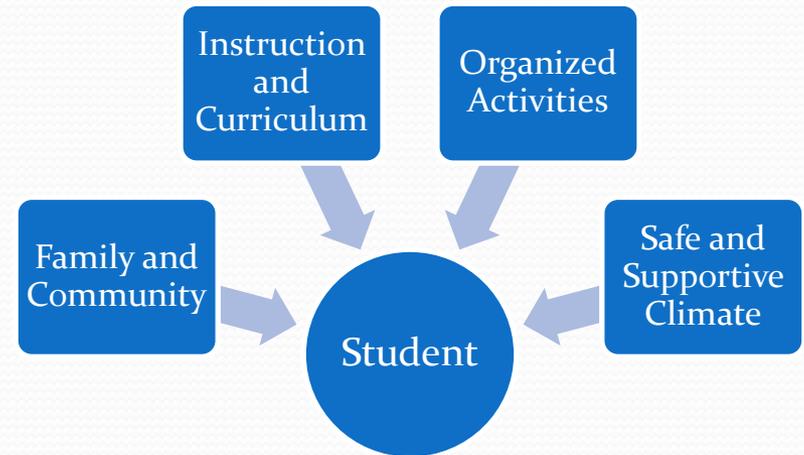- improved academic performance and reduced negative behaviors

# Social Emotional Learning

Collaborative for Academic, Social, and Emotional Learning (CASEL)

## Core Competencies
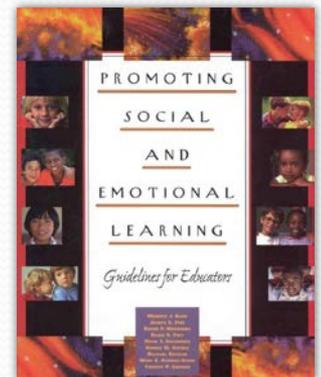


## Student Learning Experience



## Staff Responsive Practices

Observe, interact, provide structure, actively listen, receive feedback, coach, model and facilitate in real-time.

# How Do We Develop Students' SEL Skills?

- **S**equenced, **A**ctive, **F**ocused, **E**xplicit (SAFE) programming… and now add **R**eflective (SAFER)

- Adults and students **model** SEL skills and **discuss** relevant situations (teachable moments)

- Developmentally/culturally competent **instruction** and community-building **activities**

- Students have opportunities to **contribute** (voice, choice, and action) to their class, school, activities and community



PROMOTING SOCIAL AND EMOTIONAL LEARNING

Guidelines for Educators

# Latest Research

# **Foundations for Young Adult Success:**
## A Developmental Framework

- Developmental Experiences Can Happen in All Settings

- Developmental Experiences Require Action and Reflection

- Developmental Experiences Build 4 Foundational Components and 3 Key Factors of Success



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# Weikart Center for Youth Program Quality
## SEL Domains and Curriculum Features

### SEL Domains (Practice and Skills)

- Emotion Management
- Empathy
- Teamwork
- Responsibility
- Initiative
- Problem-Solving

### SEL Curriculum Features (Foundational Blocks)

- Project and SEL Content Sequence
- Safe Space
- Staff Responsive Practices
- Supports for Staff

PREPARING YOUTH TO THRIVE

Promising Practices for Social & Emotional Learning

# Weikart Center for Youth Program Quality
## SEL Skills are Action Skills

- **Emotion Management:** Abilities to be aware of and constructively handle both positive and challenging emotions.

- **Empathy:** Relating to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.

- **Teamwork:** Abilities to collaborate and coordinate action with others.

- **Responsibility:** Dispositions and abilities to reliably meet commitments and fulfill obligations of challenging roles.

- **Initiative:** Capacities to take action, sustain motivation, and persevere through challenge toward an identified goal.

- **Problem-Solving:** Abilities to plan, strategize, and implement complex tasks.



PREPARING YOUTH TO **THRIVE**
Promising Practices for Social & Emotional Learning
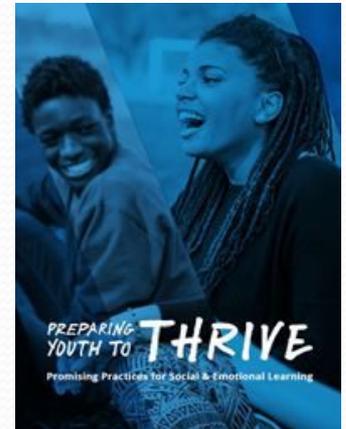
# Intentional Practices to Support Social and Emotional Learning

- The role of the youth practitioner is *central* to SEL process and outcome.

- SEL skills are both *taught* and *caught*.

- While we can design experiences that will *teach* youth specific language and skills, these youth are also *catching* SEL skills through the everyday experiences in a program.

- It is not only *what* we say, or teach, that matters, but also *how* we act and what we do to create experiences and environments where youth catch positive SEL skills.

# *Let's Look At...*


PREPARING YOUTH TO THRIVE
Promising Practices for Social & Emotional Learning

# Key Youth Experiences
## and
## Staff Practices

# ARE YOU READY?
## SEL Program Readiness Inventory

**Increasing SEL intentionality in programs through practitioners**

Identify your program's existing strengths and areas for growth in an effort to increase impact on SEL outcomes via three areas:

- The **ATTENTION** practitioners pay to SEL
- The **ACTION** practitioners undertake to improve SEL outcomes
- The **ASSESSMENTS** practitioners use to help improve and describe a program's impact on youth

| ATTENTION<br>(cite observable evidence) | Yes | No | Maybe |
|---|---|---|---|
| Does our organization have explicit program goals connected to social and emotional learning skills? | | | |
| Do our staff comfortably talk about the components of social emotional learning and why it matters? | | | |
| Do we focus on specific SEL skills (like self-control, teamwork, conflict resolution, grit/initiative, time management)? | | | |

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| ACTION<br>(cite observable evidence) | Yes | No | Maybe |
|---|---|---|---|
| Do we regularly engage with and provide feedback to youth and parents about SEL skills and attitudes? | | | |
| Do we integrate social and emotional learning opportunities into regular program activities? | | | |
| Does our staff have opportunities for professional development to intentionally improve SEL practices? | | | |

| ASSESSMENT<br>(cite observable evidence) | Yes | No | Maybe |
|---|---|---|---|
| Do we have tools and strategies in place to measure progress in social and emotional skills? | | | |
| Do we use data to make changes to our practices to improve social and emotional learning and skills? | | | |
| Do we have tools to measure changes in social emotional learning outcomes? | | | |

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# Strategies for Improving SEL Practices

- Add Reflective Planning Time
- Be Explicit – Use SMART Goals
- Utilize a Continuous Quality Improvement Cycle

- Equip Staff
- Create the Every Day Learning Environment
- Develop Impactful Learning Experiences
- Use Data for Improvement

# Strategies for Improving SEL Practices

- **Equip Staff:**

  Expertise in SEL begins with a foundation in good youth development practices and grows with deeper understanding of the SEL domain and learning process. Effective staff need to be fluent in the concepts and language of social emotional learning.

  - Build understanding and fluency
  - Support social and emotional learning in practitioners
  - Develop a culture of coaching
  - Practice giving effective feedback

# Strategies for Improving SEL Practices

- **Create the Everyday Learning Environment:**
  SEL skills are best developed within a culture that values ways of feeling, relating, and of doing.  Staff are responsible for cultivating a learning environment in which youth voices are expected and respected (Rusk et al., 2013).  Staff can influence the culture of the program by paying attention to the ways that routines, behavior expectations, and conflict resolution processes support SEL.

  - Spend time developing and using consistent routines
  - Develop positive behavior expectations

# Strategies for Improving SEL Practices

- **Developing Impactful Learning Experiences:** Programs that focus on specific skill development using sequenced and active learning strategies and focused and explicit skill content are consistently successful in promoting SEL with youth (Durlak et al., 2011) and adults (Humphrey, 2013). Reflection is also an important characteristic of SEL cycles (Blyth, Olson and Walker, 2015).

  - Sequenced, Active, Focused, Explicit
  - Reflection

# Strategies for Improving SEL Practices

- **Using Data For Improvement:**

  In order to be intentional about SEL, so that young people experience growth and positive change, using data for improvement is a critical tool.  Meaningful measurement is not only about proving that your program works, but also about improving the work that you do.

  - **Guiding Question:**  Are the youth in my program growing on their capacity to use SEL skills in our program and in their lives?

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EXTENSION

# Region 11:  SEL in 2016-2017

- Advisory Committee Presentations

- Local Learning Community Conversations

- On-Demand Training Opportunities

- Integration Through Site Coordinator Super Saturdays

# Other Tools and Resources

- **Measuring Quality:**  Assessment Tools to Evaluate Your Social-Emotional Learning Practices (2016)

- **Finding Common Ground:**  Connecting Social-Emotional Learning During and Beyond the School Day (2016)

- **Preparing Youth to Thrive:**  Promising Practices for Social and Emotional Learning (2016)

- **Foundations for Young Adult Success:** A Developmental Framework ( 2015)

- **Handbook of Social and Emotional Learning:**  Research and Practice (2015)

- **Social Rules for Kids:**  The Top 100 Social Rules Kids Need to Succeed (2011)

- **Building Academic Success on Social and Emotional Learning:**  What Does the Research Say (2004)

- **Promoting Social and Emotional Learning:**  Guidebook for Educators (1997)