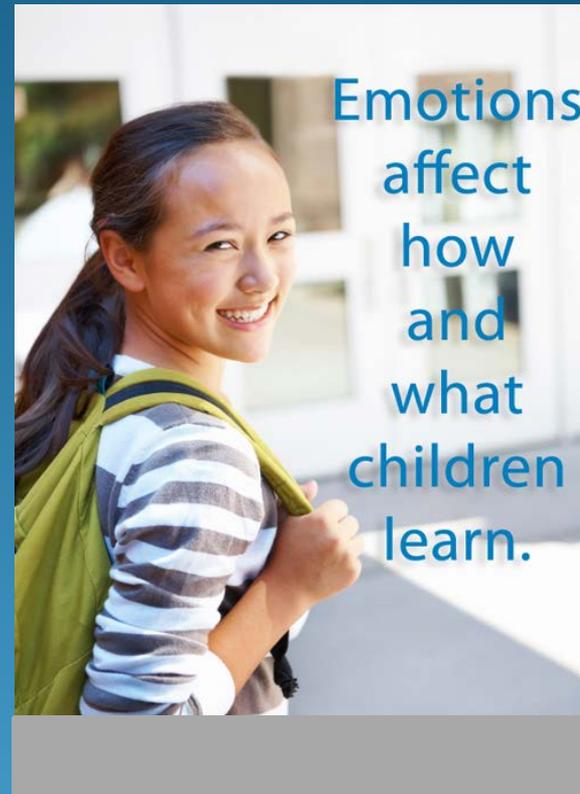


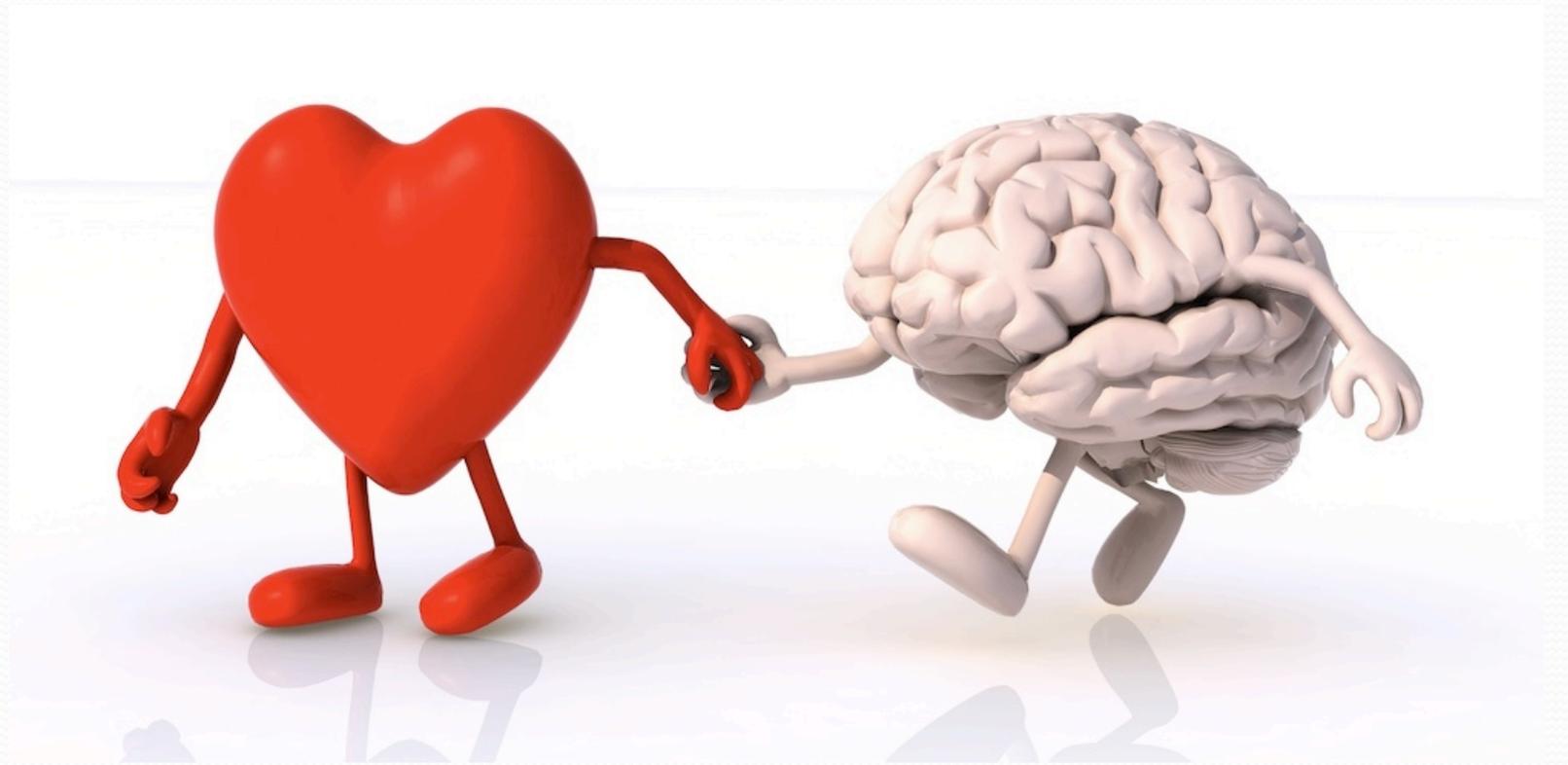
Social Emotional Learning



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.



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



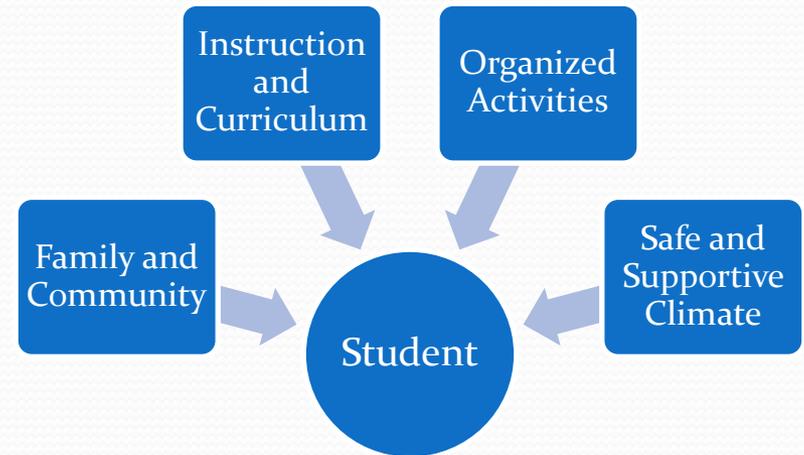
Social Emotional Learning

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

Core Competencies



Student Learning Experience

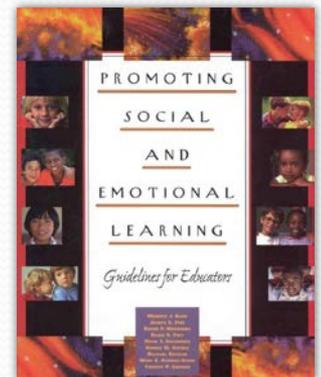


Staff Responsive Practices

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

How Do We Develop Students' SEL Skills?

- Sequenced, Active, Focused, Explicit (SAFE) programming... and now add **Reflective** (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



Latest Research

UCHICAGOCCSR
THE UNIVERSITY OF CHICAGO
EDUCATION IN CHICAGO
SCHOOL RESEARCH

CONCEPT PAPER FOR RESEARCH AND PRACTICE JUNE 2015

Foundations for Young Adult Success A Developmental Framework

Jenny Nagaoka, Camille A. Farrington, Stacy B. Ehrlich, and Ryan D. Heath
with David W. Johnson, Sarah Dickson, Ashley Cureton Turner, Ashley Meys, and Kathleen Hayes

UCHICAGOCCSR

Foundations for Young Adult Success: A Developmental Framework

Download the full report at www.uchicago.edu/~ccsr/research/young-adult-success

This framework synthesizes decades of research evidence, practice wisdom, and theory to capture a holistic view of children's developmental needs from early childhood to young adulthood. Whether at home or school, in an after-school program, or out in their community, young people are always developing. Broader societal contexts, systems, and institutions shape youth development—often creating big disparities in opportunities and outcomes. Adults also play a crucial role, and can give young people a better chance at successful lives by understanding and intentionally nurturing their development.

Developmental Experiences Can Happen in All Settings

Children are shaped by their interactions with the world. The adults around them, and how they make meaning of their experiences, matter where they are.



Developmental Experiences Require Action and Reflection

Children learn through developmental experiences that combine Action and Reflection, usually within the context of trusting relationships with adults.



Developmental Experiences Build Components and Key Factors of Success

Over time, through developmental experiences, children build four foundational components, which underlie their key factors for success.

Foundational Components
Self-Regulation includes awareness of oneself and one's surroundings, and managing one's attention, emotions, and thoughts in goal-directed ways.
Knowledge is sets of facts, information, or understanding about self, others, and the world. Skills are the learned ability to carry out a task with intended results or goals, and can be general or domain-specific.
Mindsets are beliefs and attitudes about oneself, the world, and the interaction between the two. They are the lenses we use to process everyday experiences.
Values are enduring, often culturally-inherited, beliefs about what is good or bad and what is important in life. Values serve as touchstones for living and provide an orientation for one's desired future.

Key Factors
Being successful means having the Agency to make active choices about one's life path, possessing the Competencies to adapt to the demands of different contexts, and recognizing different aspects of oneself fit into an Integrated Identity.



Continued on next slide.

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Focus of Development Changes as Children Grow Older

Providing the right experiences for youth means knowledge of what and youth development. The development of the four foundational components, along with agency, integrated identity, and competencies, occurs at different stages throughout childhood and adolescence. Development of a successful young adult entails growth of the self and one's ability to interact with others within the broader world. The degree to which these developmental experiences are available, meaningful, and consistent across a community, and contributing to a high goal.



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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



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

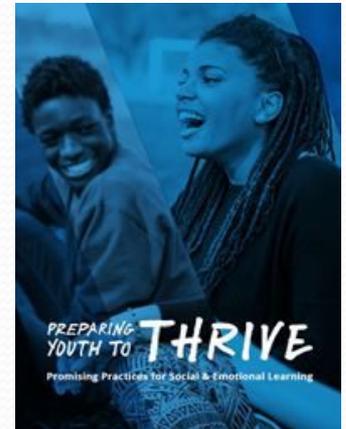
PREPARING
YOUTH TO **THRIVE**

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.



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

(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)?

ACTION (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

(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?

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?

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)