Understanding SEL:
Big Picture, Small Steps

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Agenda

Gain an understanding of the WHAT, WHY, and HOW of Social Emotional Learning

- What: Improve your understanding of SEL
- Why: Recognize the importance of SEL for staff and students
- How: Review and build upon SEL practices for the classroom

WELCOMING ACTIVITY: TWO-WORD CHECK IN

Reflect on the past two weeks.
Think about your feelings and emotions. Consider your building, students, colleagues, and your own well-being?

What **two words** express your emotions?
Turn and Share your Reflections.

Mindful Moment

Understanding the What and Why of Social Emotional Learning

What is SEL? (And What It's NOT)

- SEL is *not* a class

- SEL is *not* a singular program

- SEL is *not* classroom lessons

- SEL is *not* an add-on service that is offered to struggling students (it is not mental health therapy)

- SEL is a paradigm shift, a mindset, a way of thinking; an all-day process of interactions

- SEL is a way of setting up an educational environment based on core values and positive relationships

- SEL IS the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2008)

5 CORE COMPETENCIES OF SEL

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AWARENESS

Social and Emotional Learning (SEL)

RESPONSIBL DECISION-MAKING

RELATIONSHIP SKILLS

SELF-AWARENESS

- Accurate naming emotions and feelings
- Accurate self-perception
- Recognizing one's own strengths and challenges
- Self-confidence
- Self-efficacy

SELF-MANAGEMENT

- Impulse control
- Appropriate feelings expression
- Stress Management
- Self-discipline
- Goal Setting
- Organizational skills

SOCIAL AWARENESS

- Perspective taking
- Empathy
- Appreciating diversity
- Respecting others

RELATIONSHIP SKILLS

- Effective communication
- Social engagement
- Cooperative collaboration
- Conflict resolution
- Accepting constructive feedback
- Helping/Seeking help when needed

RESPONSIBLE DECISION-MAKING

- Problem identification
- Analyzing solutions
- Solving problems
- Evaluating and reflecting
- Ethical responsibility

Other Considerations for Ohio

SEL STANDARDS

- Adopted in 2019
- Provided by grade bands (kindergarten-grade 2, grades 3-5, middle grades and high school) for all students with the understanding that *each child* develops at his or her own pace and may excel in one set of skills while struggling in another
- Provide a continuum of development across the five CASEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making

OTES 2.0

Planning instruction for the whole child

- Connection with student experiences, culture, developmental characteristics
- Identifying strengths, needs, talents, and background of the student

Classroom climate/culture competency - Accomplished range:

- Intentionally creating a classroom environment with respectful, supportive, and caring interactions
- Anticipates and effectively addresses needs related to student sense of wellbeing
- Seeks and is receptive to the thoughts and opinions of each student

For example...

Competency D: Relationship Skills

D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups

K-2	3-5	Middle Grades	High School
D1. 1.a Identify and engage in positive communication skills	**D1. 1.b** Apply active listening and effective communication skills to increase cooperation and relationships	**D1. 1.c** Demonstrate the ability to actively listen and understand multiple perspectives	**D1. 1.d** Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals
D1. 2.a Practice giving and receiving feedback in a respectful way	**D1. 2.b** Demonstrate the ability to give and receive feedback in a respectful way	**D1. 2.c** Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others	**D1. 2.d** Apply constructive feedback to strengthen connections and achieve common goals
D1. 3.a Develop an awareness that people communicate through social and digital media	**D1. 3.b** Describe the positive and negative impact of communicating through social and digital media	**D1. 3.c** Interact on social and digital media responsibly and understand the potential impact on reputation and relationships	**D1. 3.d** Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals

Why is SEL Important?

In a 2008 review, CASEL discovered the findings below:

- Students in SEL schools demonstrated improvement in multiple areas of students' personal, social, and academic lives.
- SEL fostered positive effects on students' social emotional skills, social behaviors, academic performance, and attitude toward self, school, and others. Other effects included increased engagement, decreased conduct issues and defiant behaviors, and lower emotional distress.
- SEL programs are among the most successful interventions offered to school-aged children.
- SEL is effective when conducted by school staff, suggesting that SEL practices can be incorporated into the daily routine of the classroom/school building.
- Follow-up studies indicate that these positive changes remain over time.

In a nutshell...

SOCIAL EMOTIONAL LEARNING

is essentially the knowledge, skills, attitudes and mindsets that individuals (students and adults) need to succeed.

Implementing SEL:
Big Picture, Small Steps

Big Picture

- Build Foundational Support
- Create an Implementation Plan
- Strength Adult SEL
- Promote Student SEL
- Increase Community Education and Involvement
- Practice Continuous Improvement

Considerations

- Focus/Cohort Groups
- Data Collection
- Professional Development Opportunities and PLC
- Websites and Newsletters
- Book Studies
- Parent Education Groups
- Community Partnerships
- Creating a mission/vision
- Developing a SEL Team
- Training SEL coaches
- Focusing on SEL standards
- Introducing and enhancing classroom-based practices
- SEL instruction
- Elevating ALL voices
- Engaging ALL stakeholders

Year 1

- Use data to set year-end goals
- Create a mission and vision for district-wide SEL
- Develop a SEL team (plan yearly implementation goals)
- Conduct focus groups to elevate staff and student voice
- **Educate staff using cohort groups, professional development opportunities, and professional learning experiences (prioritize time for reflection and recovery)**

- Support relationship building with planned activities
- Collect and review data
- Collaborate with counselors to build a SEL MTSS pyramid of support
- Evaluate procedures, guidelines, policies around SEL
- Begin to engage the community
- Create a website and newsletter
- Revisit and revise plan as needed

"It is difficult, if not impossible, for adults to help students build skills that they themselves do not possess. It is vital, then, for adults working in educational settings to have strong SEL skills themselves."

-- Dr. Stephanie Jones, Harvard

Small Steps

- Gain an understanding of SEL and the 5 core competencies
- Familiarize yourself with Ohio's SEL standards
- Identify practices already in place
- Challenge yourself to try new SEL strategies or be more intentional with current practices

3 SIGNATURE SEL PRACTICES

❖ **Welcoming/Inclusion Activities**

❖ **Engaging Strategies, Brain Breaks, and Transitions**

❖ **Optimistic Closure**

TOP SEL STRATEGIES FOR THE CLASSROOM

1. Classroom mission statement, vision, or contract
2. Create and nurture a culture of kindness
3. Work toward a common goal (an act of service)
4. Build social emotional vocabulary
5. Foster deeper connections (i.e. cultural backgrounds, family traditions, etc)
6. Set up a calming corner
7. Create visuals for the classroom (Respect Looks like… Respect sounds like…)
8. Consider pairing older and younger classes for modeling and relationship building

TOP SEL PRACTICES FOR THE CLASSROOM

1. Intentional classroom opening and closing exercises
2. Morning meetings (elevate student voice)
3. Regular mood/feeling checks
4. Teach and practice mindfulness
5. Social skills-building opportunities (i.e. role-playing)
6. Utilize worksheets for planning and goal setting (self-monitoring systems)
7. Allow for talk time (structured and unstructured) and brain/movement breaks
8. Use partner and group activities (teach students how to work in a group)
9. Teach and practice conflict resolution (consider peer mediation)
10. Use literature (or story time), writing, and reflective journaling to reinforce SEL concepts
11. Use art for self-expression and perspective taking
12. Play games that reinforce an SEL theme

CHANGE IS...

- Slow and steady
- Systematic and strategic
- Inevitable and necessary

Organize ➡ Implement ➡ Improve

Learn ➡ Collaborate ➡ Model

Mindful Moment

OPTIMISTIC CLOSURE:

Thumb Up

Thumb Sideways

Thumb Down