What words do you associate with social and emotional learning?
Strengthening the Foundations of School-based SEL
The SEL & Mental Health Academy is designed to help school districts across Massachusetts align and integrate SEL and mental health with existing priorities, requirements, and activities, and build dedicated teams that are capable of establishing multi-tiered systems of support focused on student SEL and mental health.
Organizations in Partnership
Participation Tips

Participant Chat

Raise Hand

Press *# to ask a question on the phone

Ask Questions Any Time!

SOCIAL EMOTIONAL LEARNING & MENTAL HEALTH ACADEMY
Today’s Presenter(s)

Jim Vetter, Ed.M.
Associate Director of Health and Technology Education Development Center
Executive Director
Social Emotional Learning Alliance for Massachusetts (SEL4MA)
Objectives

- Describe strategies for building a comprehensive understanding in a school community of core principles of SEL
- Identify key structures needed in a school or district to support systematic, school-wide SEL
- Name sources of information about evidence-based and promising SEL practices and programs and key considerations for selection
Do key stakeholders in your school/district have a clear understanding of what is meant by social and emotional learning (SEL)?
What words do you associate with social and emotional learning?
What is Social and Emotional Learning (SEL)?
What Should We Call It?

- 21st Century Skills
  - Soft Skills
  - Executive Function
  - Growth Mindset
  - Grit
  - Culturally Responsive Teaching

- Social and Emotional Learning
- School Climate
- Character Education
- Social Justice & Equity Education
- Non-cognitive Skills
- Mindfulness
SEL and Mental Health

Academic Achievement

Social Emotional Learning

Psychological and Social Well-Being

Biological Conditions

Mental Health

Academic Achievement

Social Emotional Learning

Psychological and Social Well-Being

Biological Conditions

Mental Health
MA’s Multi-Tiered System of Supports Framework

- **5%**
  - Universal Design for Learning
  - Driven by Leadership

- **15%**
  - Tier 3: Intensive Support
  - Driven by Academic

- **80%**
  - Tier 1: Universal Support
  - Driven by Social & Emotional
Social and emotional learning (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.

~Collaborative for Academic, Social and Emotional Learning¹
A systemic, schoolwide approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and evidence-based practices that actively involve all students in their social, emotional, and academic growth. This approach requires a coordinated strategy across classrooms, schools, homes, and communities.

The goal is to prepare students for long-term success in life and to become responsible, caring citizens in our multicultural society.

~Collaborative for Academic, Social and Emotional Learning²
Benefits of SEL³

- **Reduced emotional distress:** Fewer reports of student depression, anxiety, stress, and social withdrawal

- **Fewer negative behaviors:** Decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals

- **Improved attitudes and behaviors:** Greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior

- **Better academic performance:** Achievement scores an average of 11 percentile points higher
Social and Emotional Learning Core Competencies
How familiar are you with the CASEL SEL competencies?
Social Skills Teaching Techniques

- **Model**
- **Instruct**
- **Practice**
  - As the student practices (e.g., role plays), provide:
    - Non-Judgmental Responses
    - Cue
    - Coach
    - Performance Feedback

- **Reinforce**
  - As the student uses the skills spontaneously, use:
    - Natural reinforcement
    - Structured reinforcement
What is your school/district doing to *consistently, systematically* promote the development of these competencies for *all* students?
Self-Awareness

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy
PERMISSION TO FEEL

Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive

Marc Brackett, Ph.D.

Director, Yale Center for Emotional Intelligence
Professor, Yale Child Study Center
Six Basic Emotions

- Happy
- Sad
- Angry
- Scared
- Surprised
- Disgusted
Anger Thermometer
Mood Meter

Energy

Pleasantness
What is your school/district doing to promote self-awareness?
Self-Management

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills
How to Handle Anger

- Recognize that you’re angry
  - Physical cues
  - Self-talk cues

- Use calming techniques
  - Deep breathing
  - Distracting activity
  - Positive visualization
  - Positive self-talk

- Work to solve the problem
- Reflect on the situation later
What is your school/district doing to promote self-management?
Social Awareness

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
Components of Training for Empathy

- Determine the emotional state of another person
- Assume the perspective and role of another person
- Respond emotionally to another person
What is your school/district doing to promote social awareness?
Relationship Skills

- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Helping/seeking help
Behavioral Skills Training Examples

- Listening
- Joining into a group
- Asking for help
- Giving and receiving compliments
- Apologizing
- Interrupting politely
- Refusing peer pressure
What is your school/district doing to promote relationship skills?
Responsible Decision-Making

- Problem identification
- Situation analysis
- Problem-solving
- Evaluation
- Reflection
- Ethical responsibility
Define

Assess

Brainstorm

Implement

Evaluate

Choose

Problem
Problem Solving Traffic Light

Stop
Think
Go
Problem-Solving Process

▪ Define the problem
▪ Brainstorm as many different possible solutions
▪ Evaluate the possible consequences:
  ─ Safety
  ─ Feelings
  ─ Relationships
  ─ Fairness
  ─ Long-term consequences
▪ Choose a solution and implement it
▪ Assess whether the problem is solved
  ─ If not, work through the steps again
What is your school/district doing to promote responsible decision making?
Selecting SEL Resources for Your School/District
Programs

▪ Provide structured support
▪ Are easier to research to more research-based models available
▪ Few models available at the secondary level
▪ May feel rigid and not address needs of student population
▪ Maybe become disconnected, stand-alone initiatives

Practice Frameworks

▪ Are designed to be infused through the day
▪ May be flexible to address needs of student population
▪ May require considerable professional development
▪ Are harder to research so fewer research-based model available
Resources for Program Selection

- The Rand Foundation’s Social and Emotional Learning Interventions: Evidence Review

- CASEL Guide: Effective Social and Emotional Programs

- The Wallace Foundation’s Navigating SEL from the Inside Out
What factors would you keep in mind when selecting an SEL program or practice for your school?
Considerations for Program Selection

- Developmental appropriateness
- Fit with needs of community
- Evidence of effectiveness
- Cultural appropriateness
- Resource demands
- Past experience in school/district
Implementation & Integration Structures

How can we fully support students in developing those competencies?
SEL Approaches and Outcomes

**SEL Approaches**

- Explicit SEL Skill Instruction
- Teacher Instructional Practices
- Integration with Academic Curriculum Areas
- Organizational, Culture, and Climate Strategies

**Short-Term Outcomes**

- SEL Skill Acquisition: Five Competence Areas
- Improved Attitudes: Self, Others, Learning, and Schools
- Enhanced Learning Environment: Supportive, Engaging, and Participatory

**Behavior/Academic Outcomes**

- SEL Skill Acquisition
- Fewer Conduct Problems
- Less Emotional Distress
- Improved Academic Performance
SEL Integration Approach

Conducive environments promote the integration of SEL in physically, intellectually, cognitively, behaviorally, social-emotionally, and culturally safe and inclusive ways.

Strong relationships are foundational for learning. Intentionally building connections with students, having a personal regard for them as individuals, and facilitating meaningful peer interactions creates caring communities.

Teachable moments are spontaneous learning opportunities used to help students recognize SEL in context, engage in metacognitive reflection with peers or adults, and learn from the skills being demonstrated (or not).

Explicit instruction helps students develop their social-emotional skills by spending time to directly discuss a competency what it is, why it's important, and helpful strategies to develop it.

Practice opportunities help students try new skills they have recently learned and then transfer them to new contexts. This offers them a chance to apply their skills in a nuanced or complex way.

Thoughtful modeling provides a pre-planned example of thinking or action that students can observe, unpack, and adopt. Students can learn from an educator's or a peer's modeling.
Social, emotional, and academic development is for all students

Social, emotional, and academic learning for students starts with adults

Strong leadership is central

Explicit and embedded instruction and a caring classroom and school climate develops social, emotional, and academic competencies

Home-school-community partnerships matter
SEL isn’t one more thing on the plate…

…it is the plate.
Resources
1. **Resource Map:** Three-tiered template that lists the programs and supports currently in place in your school or district

2. **Systems Map:** Visual 'web' of people and/or teams that you consider part of your school/district’s SEL and mental health efforts

3. **Needs Assessment:** Multi-step tool that lists existing sources of data on the SEL and mental health needs of students in your school/district, data gaps, plans for addressing data gaps, and relevant SEL and mental health indicators
The CASEL Guide to Schoolwide Social and Emotional Learning

Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

How it Works

Scroll for more
Questions & Discussion

Press *# to ask a question on the phone
Thank You!

We want your feedback!

https://www.surveymonkey.com/r/SELMH12-3
References


6. Yale Center for Emotional Intelligence (n.d.). Website: http://ei.yale.edu/