Social Emotional Learning

Emotions affect how and what children learn.

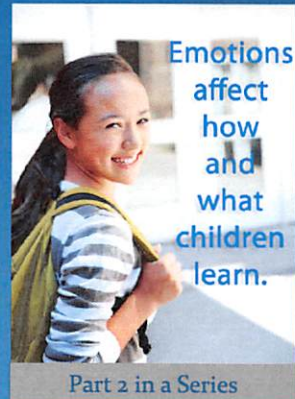Part 2 in a Series

Diving In: Social Awareness + Emotional Skills = Successful Kids
Creating and Supporting the Conditions for Social and Emotional Learning to Thrive

Region 11 - Advisory Committee Meeting: September 9, 2016
Michelle R. Perrenoud, Ed.D.

Today: On The Agenda

- **SEL: More than Values – Let's Focus on Skills!**

  Program/Agency Readiness and Group Dialogue

  - ***In your words:*** *in our field within your agency and for your program*

    - What is SEL?

    - Why is it important?

    - How does SEL promote success in school and life?

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

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

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

    - What SEL support and professional development do staff receive?

    - What are your program's existing strengths and areas for growth as it relates to Key Youth Experiences and Staff Practices to increase impact on SEL outcomes via three areas: Attention – Action – Assessments

SEL: Skills More Than Values

Distinguishing the difference, although they are complimentary to one another:

- "To Become" we need Values.

- "To Do" we need Skills.

- Skills change with passage of time. Policy is flexible. Principles and values are not. We have permanent fundamental values.

- **Developmental Relationships are The Active Ingredient!** We need well prepared staff to ensure that the learning environment and system of support is such that our students are able to imbibe values as well as skills.

Hhhmmmmm......

I wonder:
"What is
Social Emotional Learning?"

SEL "Defined"

... my thoughts include...

Three things we are doing right now that meet this "definition"

1.

2.

3.

Readiness: A Self-Assessment

The ATTENTION we pay to SEL 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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OK...What Might That Mean for Program Provider Organizations

"That SEL is a **philosophy** and **approach** that guides leaders in the way they **organize program supports** so young people (and adult staff) can develop to their full potential.
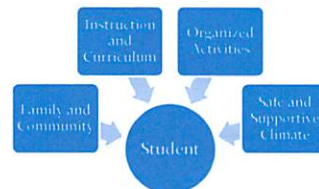

SEL Frameworks

CASEL and 360/365

Core Competencies

Student Learning Experience

Foundational Areas

I Am
I Belong
I Can

Staff Responsive Practices

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

Developmental Relationships Are The Active Ingredient!

Developmental Relationships

Young people need adults and peers in their lives who express care, challenge growth, provide support, share power, and expand possibilities.

Search Institute

A developmental relationship helps young people attain the psychological and social skills that are essential for success in education and in life. Young people can form these relationships with their parents and family members, with their friends and peers, with staff members in their schools and programs, and with caring adults in their neighborhoods and communities.

Building Developmental Relationships

The **Relationships** category provides *data on the degree to which students believe that their teachers do the following*:

- Believe in them
- Set high expectations for them
- Help them learn and grow from failures
- Give them a voice to express their ideas
- Respect them
- Guide them
- Inspire them
- Know about and tap into their sparks (their talents and interests)

Search Institute: www.search-institute.org

Readiness: A Self-Assessment

| The ACTION we as practitioners undertake to improve SEL outcomes 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?			

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OK......

"How can/does our program develop student's SEL skills?"

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

- 360/365 Expanded Learning Foundational Areas: I AM – I BELONG – I CAN
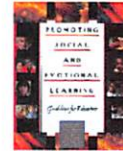
Readiness: A Self-Assessment

The ASSESSMENT we use to help improve and describe a program's impact on youth 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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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.

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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

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Region 11: Next Steps

How we can support you and integrate SEL into our TA to you
- Advisory Committee Presentations
  - Next Face-to-Face Meeting: Going Deeper – Assessing the Road Ahead
    - Where do you want to be?
    - Where are you now?
    - How do we get to where we want to be?
      - Assessing Curriculum Design
      - Assessing SEL Practices
      - Assessing Youth SEL Skills
      - In Consideration of the CQI Process

- Local Learning Community Conversations

- On-Demand Training Opportunities

- Integration Through Site Coordinator Super Saturdays

- "And"
  - **What are your suggestions...**

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)