

# SOCIAL EMOTIONAL LEARNING

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# INTRODUCTION TO SEL

## **Question 1**

- What are the skills and competencies that employers seek?

## **Question 2**

- What are some of the skills and competencies that students will need in order to master the Minnesota Academic Standards?

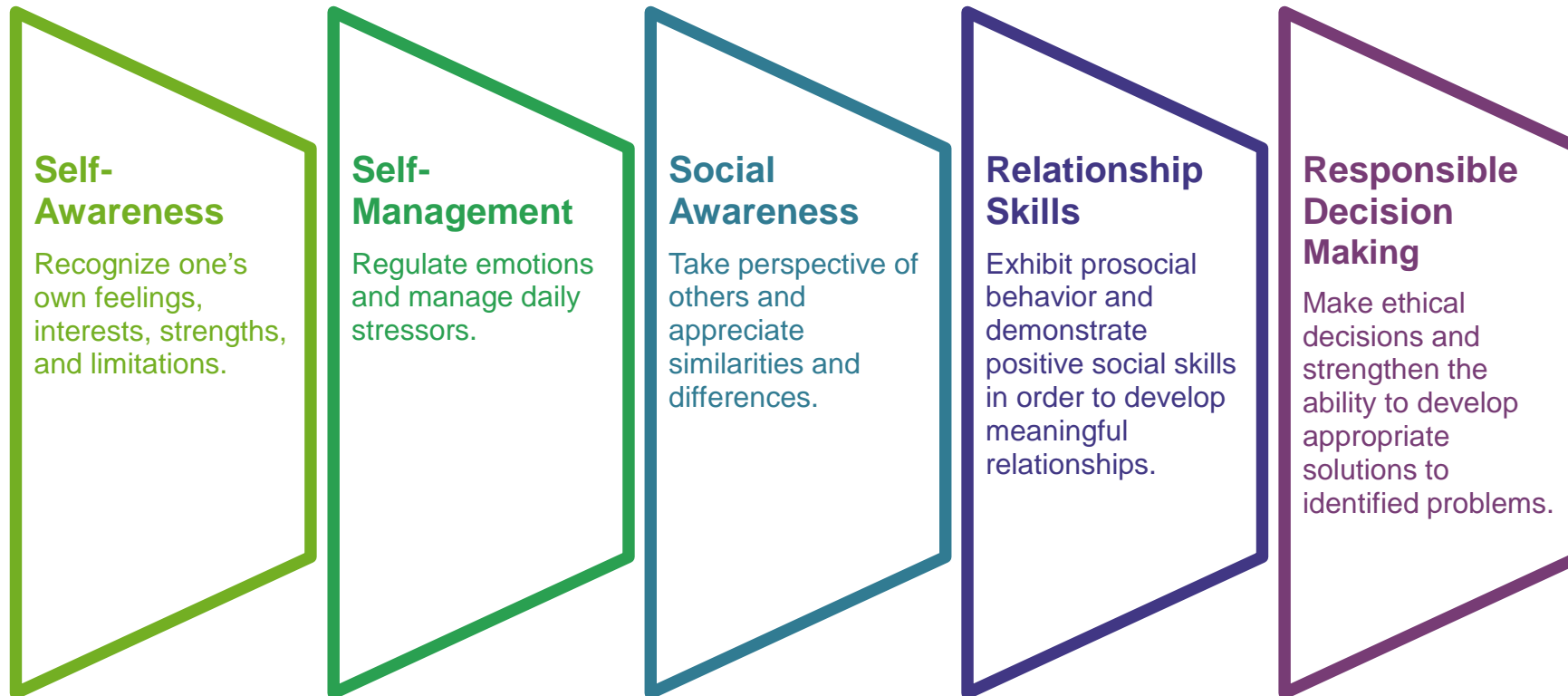
## **Question 3**

- What does SEL mean to you?

# INTRODUCTION TO SEL

- SEL is the process of developing and using the skills, attitudes, and knowledge that help youth and adults (CASEL, 2013).
  - Identify and regulate emotions.
  - Develop positive relationships.
  - Make responsible decisions.

# INTRODUCTION TO SEL



# WHAT IS SEL?

## **Self-Awareness**

- Recognize one's own feelings, interests, strengths, and limitations

- Label and recognize own emotions
- Identify what triggers own emotions
- Analyze emotions and how they affect others
- Accurately recognize own strengths and limitations
- Identify own needs and values
- Possess self-efficacy and self-esteem

# WHAT IS SEL?



## **Self-Management**

Regulate emotions and manage daily stressors.

- Set plans and work toward goals.
- Overcome obstacles and create strategies for long-term goals.
- Regulate emotions.
- Manage personal and interpersonal stress.
- Exhibit attention control.
- Use feedback constructively.
- Exhibit motivation, hope, and optimism.
- Seek help when needed.
- Display grit, determination, or perseverance.
- Advocate for oneself.

# WHAT IS SEL?

## **Social Awareness**

Take perspective of others and appreciate similarities and differences.

- Identify social cues to determine how others feel
- Predict others' feelings and reactions.
- Evaluate others' emotional reactions.
- Respect others.
- Appreciate diversity.
- Identify and use resources of family, school, and community.

# WHAT IS SEL?

## **Relationship Skills**

- Exhibit prosocial behavior and demonstrate positive social skills in order to develop meaningful relationships

- Demonstrate capacity to make friends
- Exhibit cooperative group skills
- Evaluate own communication skills
- Manage and express emotions
- Communicate effectively
- Cultivate relationships with resources
- Provide help to those who need it
- Demonstrate leadership skills
- Prevent and manage interpersonal conflicts
- Resist inappropriate social pressures



# WHAT IS SEL?

## **Responsible Decision Making**

Make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems.

- Identify decisions one makes at school
- Discuss strategies used to resist peer pressure
- Reflect on how current choices affect future outcomes
- Identify problems when making decisions
- Implement problem-solving skills when making decisions

## SEL Increases Students' Capacity to Learn



- Social-Emotional Skills (22nd percentile)
- Positive Attitudes (ninth percentile)
- Prosocial Behaviors (ninth percentile)
- Academic Achievement (11th percentile)



- Conduct Problems (ninth percentile)
- Emotional Distress (10th percentile)

**Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011)**



# IMPLEMENTING SEL

## Ways to implement SEL

1. Target specific SEL skills during specified instructional time.
2. Integrate SEL skills with academic content.
3. Promote practices that develop safe and supportive schools and classrooms.
4. Implement general pedagogical practices.

# WHAT CAN WE DO?

- Smile; know your student's names.
- Follow up with consequences for misbehavior.
- Find ways to stay calm when angry.
- Avoid mocking or embarrassing the student.
- Give students choices and respect their wishes.
- Ask questions that help students solve problems on their own.
- Be culturally competent.

# TEACHER SEL SELF-ASSESSMENT TOOL



The Teacher SEL Self-Assessment Tool takes you step by step to self-assess your implementation of the 10 teaching practices that promote SEL and your own social and emotional competencies.

Source: <http://www.gtlcenter.org/sel-school>

# CASEL COLLABORATING STATES INITIATIVE

- Minnesota is one of 7 states funded in the first round
- Small grant, focused on co-learning with 6 other states and receiving targeted technical assistance from CASEL and other national experts
- Grant period runs from August 2016 – November 2017
- Proposed developing following guidance for schools and districts:
  - Implementation
  - Professional Development
  - Assessment
  - Connect SEL to Minnesota Academic Standards
  - Resources for Special Education
  - Alignment to revised Early Childhood Indicators

QUESTIONS?

# REVISITING THE COUNCIL'S DUTIES AND PRIORITIES



# COUNCIL'S PURPOSE

A 23-member multiagency leadership council is established to improve school climate and school safety so that all Minnesota students in prekindergarten through grade 12 schools and higher education institutions have a safe and supportive learning environment in order to maximize each student's learning potential.

# COUNCIL DUTIES

- Establish norms and standards for prevention, intervention, and support around issues of prohibited conduct;
- Advancement of evidence-based policy and best practices to improve school climate and promote school safety;
- Development and dissemination of resources and training for schools and communities about issues of prohibited conduct and school safety-related issues;
- Develop policies and procedures for their services provided by the school climate center

# REFLECTION QUESTIONS

- Has participation on the Council met your expectations?
- Has participation on the Council met your expectation of the stakeholder group/association/agency you represent?

# DISCUSSION QUESTIONS

- What do you feel is your role and responsibility as a Council member?
- What do you think is the next phase of the Council's work?

# DISCUSSION QUESTIONS

- How would you like to operate going forward?
- How can you engage the stakeholder group/association/agency you represent?