Social-Emotional Learning (SEL)

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Welcome!
Guiding Questions

What is SEL?

Why does SEL matter?

How can schools promote SEL for students?
What are your hopes & dreams for your child? 
For the children in your community?
What is Social-Emotional Learning? (SEL)
What is possible with SEL?
WHAT IS SOCIAL AND EMOTIONAL LEARNING (SEL)?
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.
What are the SEL Competencies and skill sets?

**SELF-AWARENESS**
- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

**SELF-MANAGEMENT**
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

**SOCIAL AWARENESS**

- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

**RESPONSIBLE DECISION-MAKING**
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Social and Emotional Learning (SEL)
Self-Awareness

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Watch to learn more: [VIDEO LINK]
Self-Management

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills
- VIDEO LINK
Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
- VIDEO LINK
Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork
- VIDEO LINK
Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility
- VIDEO LINK
Why SEL?
# SEL Works: National Evidence

## SEL works: Compelling national evidence

### Science Links SEL to Student Gains:

- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests
- Fewer conduct problems
- Less emotional stress
- Lower drug use

## ...and adults benefit too

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer because they’re able to work more effectively with challenging students—one of the main causes of burnout.

Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health.

- Academics
- Behavior
- Emotional Distress
- Drug Use
- 11:1 Return on Investment
- Can Help Reduce Poverty, Improve Economic Mobility
- Improve Lifetime Outcomes

*We know it works!*
Demand is at an all-time high in every sector.
Employers value SEL

Of surveyed executives say skills such as problem-solving and communicating clearly are equally or more important than technical skills.

92%

National Bureau of Economic Research, 2015

The Top 10 skills identified by the World Economic Forum all involve social and emotional competence.

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.

Source: Future of Jobs Report, World Economic Forum
1. Self-Management
2. Social Awareness, Self-Management, & Responsible Decision Making
3. Relationship Skills
4. Self-Awareness & Social Awareness
5. Social Awareness
6. Relationship Skills & Responsible Decision Making
7. Self-Awareness & Self-Management
How is LCPS supporting SEL?
Steps for LCPS Implementation of SEL

March 2019: Gathered input from Gifted & Talented and SEAC representatives

April 2019: Interest inventory administered to school leaders

June 2019: Social Emotional Learning Curriculum established, resulting in a unanimous decision to select Second Step as the Tier 1/Universal Curriculum

*33 schools as part of Cohort 1 with varying levels of grade implementation

Grade level SEL leads assigned at all participating schools.

Aug 2019: Administrator Training (7/30), Lead Teacher Training (8/1 & 13), School Counselors (8/19), SPED Staff (8/20)

Sept 2019: Training - DPS Administrators, Psychologists

Oct 2019: SIFs/DIFs, Social Workers, Parents

Nov 2019: Parents
LCPS Vision for Social-Emotional Learning

All elementary schools will implement an evidenced-based social emotional learning curriculum to promote student skill development in the areas of social awareness, self awareness, self-regulation, relationship skills, and responsible decision making.

2019-2020 - 33 Elementary
2020-2021 - 45 Elementary
2021-2022 - All Elementary
Cohort 1 Elementary Schools

SECOND STEP SEL (K-5)

★ Evidence-based curriculum
★ Engaging materials & activities
★ Weekly Lessons to support SEL each day
★ Weekly home-links to keep families connected
Program Skills and Topics: K–3

Unit 1: Skills for Learning
- Listening
- Focusing attention
- Using self-talk
- Being assertive

Unit 2: Empathy
- Identifying one's own and others' feelings
- Taking others' perspectives
- Showing care and concern for others

Unit 3: Emotion Management
- Understanding strong feelings
- Identifying and managing strong feelings
- Calming down strong feelings

Unit 4: Friendship Skills and Problem Solving
- Making and keeping friends
- Calming down and using Problem-Solving Steps

Program Skills and Topics: 4–5

Unit 1: Empathy and Skills for Learning
- Using self-regulation skills to succeed in school
- Developing the ability to have empathy
  - Expressing compassion

Unit 2: Emotion Management
- Identifying and managing strong feelings
- Using strategies to calm down strong feelings

Unit 3: Problem Solving
- Solving problems on one's own
## Sample Week for Kindergarten

### UNIT 1: Lesson 1 - Learning to Listen (Unit Description Card)

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach the Lesson (Lesson Card)</td>
<td>Daily Practice: Play the Listening Rules Game again. Introduce “The Learner Song” &amp; have children cup their ear with their hand when they hear the word “listen”. Streaming Lesson Media (Dashboard) or CD</td>
<td>Daily Practice: Play Follow, Follow, Version 1. Listen to “The Learner Song” &amp; have children touch their ears &amp; eyes when they hear those body parts named. Teaching Materials, pg. 18.</td>
<td>Daily Practice: Play Follow, Follow, Version 1. Use additional challenges as appropriate. Listen to “The Learner Song” &amp; have children touch their hands to their heads when they hear the word “brain”.</td>
<td>Daily Practice: Have students draw a picture of themselves following the Listening Rules. Have them dictate or write one or more of the Listening Rules.</td>
</tr>
</tbody>
</table>

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**Following Through: Anticipate, Reinforce, Reflect on Listening Rules**
What would it look like, feel like, sound like if your district created the type of schools you’d want for your children?
SEL in the Classroom

★ Supportive Classroom Environment

★ Explicit SEL Instruction (Second Step)

★ Integrations of SEL and Instruction
What Does SEL Look Like In...

### SCHOOL

Schoolwide SEL Integrated into the MTSS framework

Alignment with

- RTI (Response to Intervention)
- PBIS (Positive Behavior Intervention & Support)
- Restorative Practices
- Trauma-Informed Practices in Schools
- Academic Standards
- ASCA (School Counseling)

- Common Language
- Discipline Policies & Procedures
- Promoting SEL
- School Leadership Reinforcement

### CLASSROOM

- Supportive Classroom Climate
- Explicit Instruction
- Daily Practice & Reinforcement
- Morning Meeting
- Restorative Circles
- Integration into Academic Instruction (Ex. PBL, Writer’s Workshop, science investigations)

### FAMILY & COMMUNITY

- Educating the Community on SEL
- Linking SEL in School to Home
- Authentic Family Partnerships
- Aligned Community Partnerships

### SYSTEMS FOR CONTINUOUS IMPROVEMENT

VIDEO LINK to SEL School
4 CORE PROGRAM COMPONENTS

1. Lessons
2. Daily Practice
3. Skills Reinforcement
4. Family Engagement
What Parents Can Look For at Home

HOME LINKS

- Sent home weekly
- What your child is learning and why it’s important
- Suggested questions to ask your child
- Activities for practicing at home
Home Link Example: Kindergarten - Handling Waiting (Unit 3/L-15)

**What Is My Child Learning?** How to calm down & choose something quiet to do to make waiting easier.

**Why Is This Important?** Children who have good waiting skills tend to do better at school and have better social skills than those who do not.

**Ask your child:** What can you do to make waiting easier for you? Possible answers: Take some belly breaths. Count. Use self-talk (“I can wait.” “Stay still.” “Be patient.”) Do something quiet that will not distract others (tap fingers together, count everyone in line, hum a song quietly)

**Practice at Home** During daily activities that require waiting, such as waiting for you to finish a phone call, waiting for dinner, or waiting for a friend to visit, remind your child to use one of the ways to make waiting easier learned in class.

**For example:** I am going to make a phone call. I need you to wait very patiently while I finish the call. What can you do to help you wait? Wait and let your child respond. Offer suggestions if needed, such as belly breathing, counting, using self-talk, or doing something quiet that will not distract others.
Complete activity with your child at home.
Students and parents work together on identifying feelings. *(Kindergarten- Unit 1:Lesson 6)*
Practice Problem-Solving

**Problem-Solving Steps Flowchart for Families**

**WHAT?**
- Your child is learning the Second Step Problem-Solving Steps at school.
- Use the flowchart to help you solve problems using the Problem-Solving Steps at home.

**WHY?**
- This flowchart gives you simple steps to help you and your family members solve problems.
- Using a structured process to work through a problem can help stop the problem from getting bigger.

**WHO?**
- You can use this flowchart to help anyone in your family solve a problem.
- It can help solve a problem between siblings or between adults and children.

**WHEN?**
- Use this flowchart anytime your family needs to work through a problem together.

**Say the Problem:** Write a problem statement using non-blaming words.

**Think of Solutions:** Think of three solutions that are safe and respectful.

**Explore the Consequences:** Think of one positive and one negative consequence for each solution.

**Pick the Best Solution**
Additional Parent Resources

★ Teachers with Second Step have an Activation Key for parents - access to online resources
★ Book Lists - for children & adults
★ Brain Builder Games - directions & videos through parent online resource
★ Song lyrics & sheet music
★ Visuals - mini posters
SEL Voices

Parent shared this story about how SEL is impacting at home.

Setting - Dinner Table

Student: I’m self-talking in my head right now.

Mom: Oh really, what about? Is it something you can tell me or do you keep it to yourself?

Student: Yes, I can tell you. Could you please help me cut up my food?

Mom says to teacher: Wow! Love this program and how it is helping my son!
QUESTIONS
Optimistic Closure

“I am curious about...”

Think & Write
Let’s Stay Connected!

@LCPS_MTSS
@OrmeLindsay

MTSS/SEL Website

SEL for Parents (video from CASEL)

Second Step YouTube Channel