Introduction to
Social Emotional Learning
SEL

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Social and Emotional Learning SEL

Karakia *Opening or Closing Karakia*

E te whānau

Whāia kia mārama

Kia whai take i roto i āu
mahi katoa

Kia tū, kia kaha

Kia hora te marino

Aroha atu, aroha mai

Tātou ki a tātou katoa

Haumi ē, hui ē, tāiki e!

Let us all seek knowledge, have purpose in all that we
do. Stand tall & be strong, let peace be widespread.
Care for one and other – Let us be united!

What is Social Emotional Learning?

- What comes to mind when you think about the term Social Emotional Learning (SEL) **?**

- Think, pair, share

- SEL is an Umbrella Term
 - for approaches aimed at improving
  - Social Emotional Wellbeing

Social and Emotional Learning SEL

- The process
- through which children and adults
- acquire and apply the knowledge 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
- https://casel.org/

CASEL
Collaborative for Academic Social Emotional Learning (SEL)

USA born & shares research internationally, is dedicated to making SEL an integral part of education from pre-school to high school. Anchoring this mission are five interrelated sets of transformative cognitive (thoughts), affective (feelings & emotions), and behavioural competencies.

▶ http://www.casel.org/what-is-sel/

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES
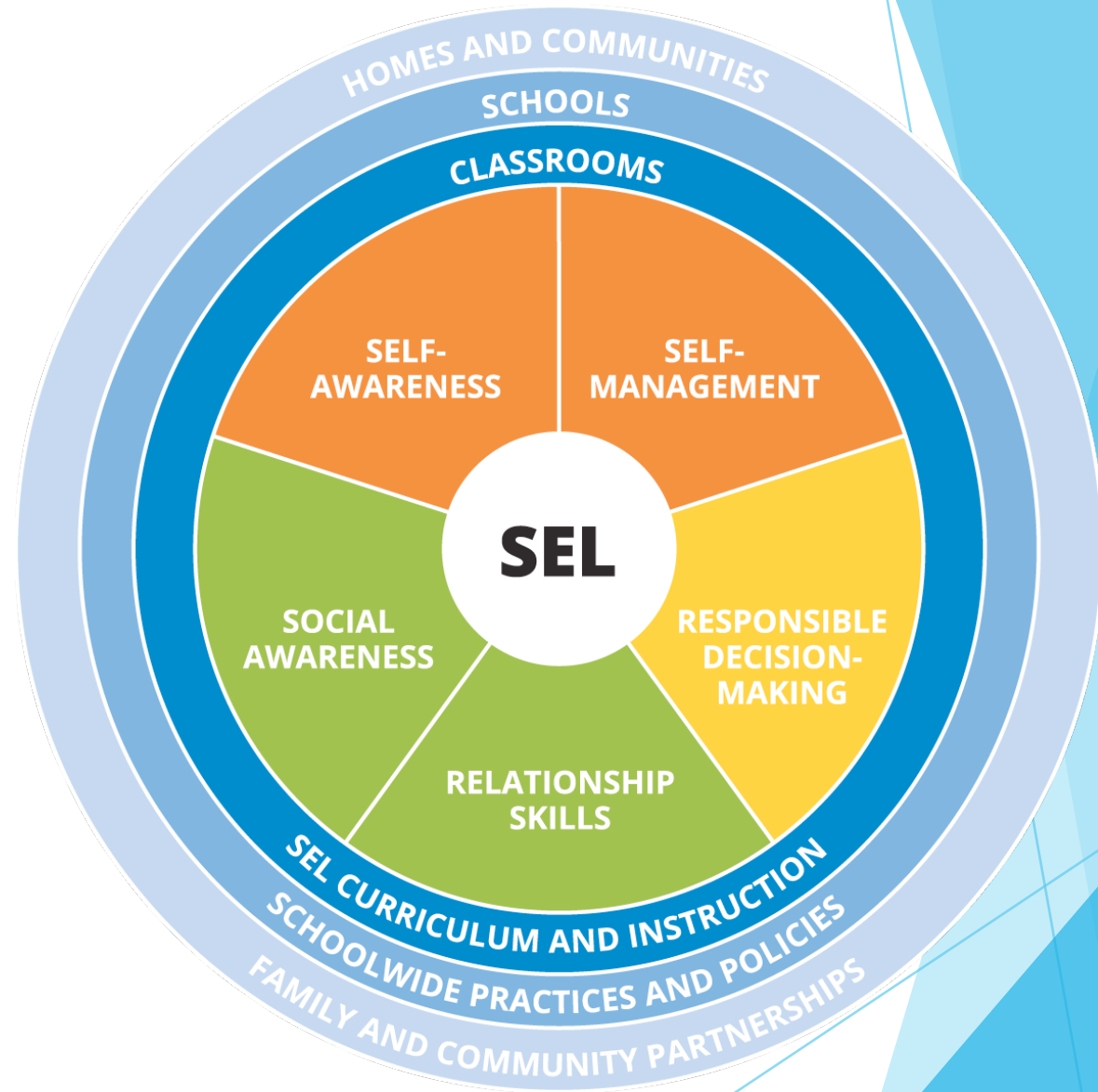
SELF-AWARENESS

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

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

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

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

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

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SEL Competency Task (Handout)

- What comes to mind when you read this list of competencies**?**

- Identify the one competency that you see as the most relevant for you in the classroom?

- Think, pair, share.

- Let's share a few examples.

- Remember which competency you chose.

  - Keep this in mind as we go through the next few slides.

Social and Emotional Learning

▶ CASEL research has provided:

  ▶ Guides to effective, evidence-based programmes

    ▶ CASEL was formed in 1994 with the goal of establishing high-quality, evidence-based social and emotional learning (SEL) as an essential part of preschool through high school education.

  ▶ Examples of effective teaching activities & programmes to support Core SEL Learning Competencies (eg your chosen competency)

▶ Effective SEL programmes use one or more of the following four approaches:

SEL Four Effective Approaches

1. Free standing lessons that provide explicit, step-by-step instructions to teach students social and emotional competencies.
   - Thinking of the competency you chose, what sorts of things do you currently do that might already help your student/s with this?
   - What support do *you* need in order to support/teach your student/s better?
   - Pair, Share
2. General teaching practices that create classroom and schoolwide conditions that facilitate and support social and emotional developments in students.
   - Thinking of the competency you chose, what do you currently do to support the classroom environment?
   - What support do *you* need in order to support this better?

SEL Four Effective Approaches ctd

▶ 3. Integration of skill instruction and practices that support SEL within the context of an academic curriculum.

▶ 4. Expert Research-Based Guidance to administrators and school leaders on how to create policies and organisational structures within a school or school system that support students' social and emotional development as a schoolwide initiative.

▶ This fourth one is crucial for instigation & success of SEL.

SEL Methods

► Roger P. Weissberg, PhD, Chief Knowledge Officer at CASEL, recommends

  ► SEL skills can be embedded in students of all ages especially through a variety of active, participatory, engaging methods that range from mentoring to problem-solving modelling.

► The key to fostering SEL is collaboration among the following key stakeholders in order to integrate SEL fully into the life of the school

  ► School Principals (Assess the need, lead & resource)

  ► Teachers & Teacher Aides ("chalk face" enhance SEL & motivation)

  ► Professionals in School Support (reinforce SEL instructional skills)

  ► Parents (pivotal to support & understand their children's SEL development, as an extension of school-based SEL

SEL Research

▶ Research shows that:

▶ "To reach the students, teach the teachers" (Schonert Reichl et al., 2017)

▶ Teachers & teachers aides need support in identifying and implementing specific strategies,

▶ See https://casel.org/ for strategies

▶ Embedding SEL programmes within the school-family framework partnership extends learning opportunities to apply social emotional skills in school, home and community.

Intervention Triangle for Student Support

Tier 1: 80–90% of school effort

universal proactive approaches

Tier 2: 5–10%

selective prevention & support

for targeted groups

Tier 3: 1–5%

Boyd, S., Bonne, L. & Berg, M. (2017). Finding a balance—fostering student wellbeing, positive behaviour, and learning Findings from the NZCER national survey of primary and intermediate schools 2016. Wellington NZCER.

Second Step SEL and Student Support Frameworks

(MTSS, RTI, PBIS)

MTSS/RTI/PBIS Continuum			Second Step SEL	
Tier 1 Primary Universal	**DESCRIPTION:** Teach foundational SEL skills to all students using high quality instructional techniques. Strategies at this level are implemented with all children in a classroom or school. **STRATEGIES:** Set and teach classroom and schoolwide behavioral expectations for all students (walking in hallways, keeping hands and feet to themselves); establish recognition and correction systems; use data-driven decision making.	**≈80%** of students will master skills through this level of support.	**Classroom Curriculum**	**DESCRIPTION:** Second Step Social-Emotional Learning (SEL) is a Tier 1, universal, classroom-based curriculum for teaching foundational social-emotional and self-regulation skills to all students, Early Learning through Grade 8. **STRATEGIES:** Second Step SEL teaches specific skills that strengthen students' abilities for learning, empathy, managing emotions, and solving problems. With the ability to focus, listen, and stay calm and in control, students are better able to meet schoolwide behavioral expectations and attend to their learning.
Tier 2 Secondary Targeted	**DESCRIPTION:** Some students will require extra support in order to master the skills and behaviors taught at the universal level. **STRATEGIES:** Use small-group interventions aimed at teaching specific skill sets; use data-driven decision making.	**≈15%** of students will need this level of intervention in addition to the universal programming.	**Small Groups**	**DESCRIPTION:** Some schools have had measurable success using Second Step SEL in small groups. Since the program is designed as a Tier 1 universal intervention, the best small-group interventions are those designed to complement the classroom program. **STRATEGIES:** Typically, these programs pre-teach Second Step lessons in the small group before they're presented to the whole class. This provides students in the small group with an introduction to lesson content before they encounter it in the whole-class setting.
Tier 3 Tertiary Indicated	**DESCRIPTION:** A small subset of students will need more intensive interventions in order to move toward mastery of the universal skills and behaviors. **STRATEGIES:** Create support plans that include individualized therapeutic supports; use data-driven decision making.	**≈5%** of students will need this level of intervention in addition to the universal programming.	**Individuals**	**DESCRIPTION:** Although Second Step SEL is not a Tier 3 strategy, the skills for learning (such as listening, focusing attention, and using self-talk) and the calming-down and problem-solving skills taught in the program could inform Tier 3 interventions.

Second Step

SecondStep.org | 800-634-4449   Second Step is a registered trademark of Committee for Children

Research Findings

▶ Effectively implemented SEL programmes significantly improve student's academic performance on standardized tests & their social emotional wellbeing.

▶ When compared to control groups, SEL participants have better school attendance, less disruptive behavior, enjoy school more and perform better at school prosocially & academically.

SEL Research Findings

The first meta-analysis (Durlak et al., 2011) collated the findings from studies of 213 school-based, universal SEL programmes that included the outcome data from more that 270,000 students from kindergarten through to high school.

► When compared to control students, SEL participating students showed significantly more positive outcomes with respect to enhanced SEL skills, attitudes, positive social behavior and academic performance. Conduct problems and emotional distress showed significantly lower levels.

► The higher academic performance of SEL programme participants translated into an 11 percentile-point gain in achievement, suggesting that SEL programmes tend to bolster rather than detract from students' academic success.

Three Further Meta-Analyses

- Sklad et al., 2012; Taylor et al., 2017; Wiglesworth et al., 2016 and their findings closely matched the previous meta-analysis.

- Independent research teams have found similar outcome findings from many experimental-control groups involving several hundred thousand K12 (year 13) students and evaluations strongly support that well-implemented SEL programmes are beneficial for children and adolescents.

In Conclusion

▶ There is much to learn before teachers, teacher aides & practitioners can start to implement specific strategies.

▶ As stated by Schonert Reichl et al. (2017)

▶ *To reach the students, teach the teachers first.*

▶ This means teachers & teacher aides must first develop their own SEL competencies, before supporting and guiding their students' SEL development which is most effective in a whole school approach as has been highlighted in this presentation.

▶ This session is about the first competency which is Self Awareness and I hope this has given you an insight into what SEL encompasses and its real effectiveness in our practice.

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