



# Introduction to Social and Emotional Learning

# Objectives

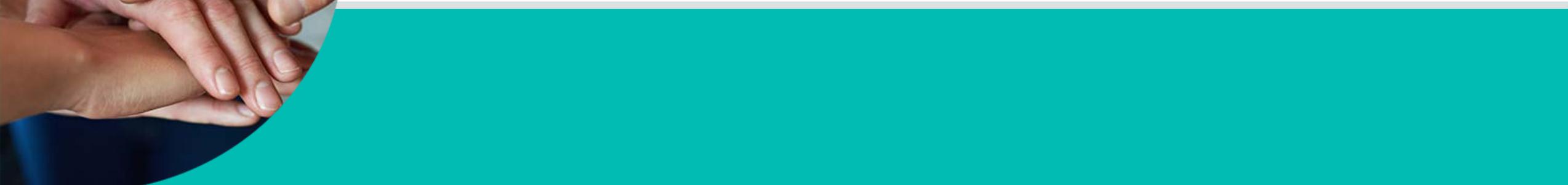


- Define social and emotional learning and its core competencies.
- Describe the evolution of social and emotional learning.
- Explain the importance and benefits of social and emotional learning.





# Part 1: The Definition of Social and Emotional Learning





# What Is Social and Emotional Learning?



# Social and Emotional Learning

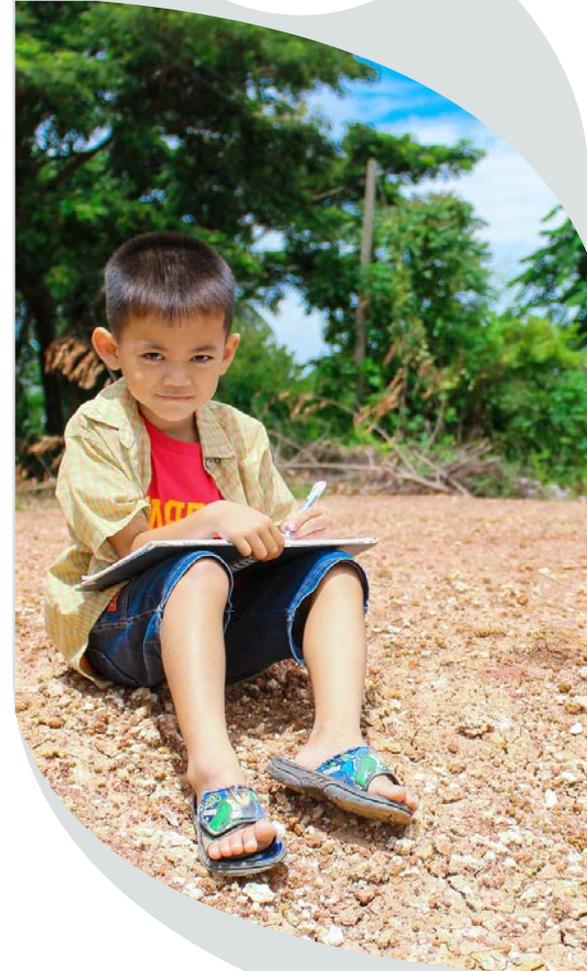


# Social and Emotional Learning (SEL) Is...



The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following:

- Understand and manage emotions.
- Set and achieve positive goals.
- Feel and show empathy for others.
- Establish and maintain positive relationships.
- Make responsible decisions.





# SEL Core Competencies



# SEL Competencies Match Game



## 1. Self-awareness

## 2. Self-management

## 3. Responsible decision making

## 4. Relationship skills

## 5. Social awareness

**A.** Tony thinks to himself, “Although I’m stressed out and finding it hard to focus, if I continue to work hard for the next 15 minutes, I will schedule a break for myself.”

**B.** High school students on the 21<sup>st</sup> CCLC planning committee are helping to plan a fall festival for younger students. They work together to decide the safest place to position the carnival games while still allowing plenty of space to walk.

**C.** A new student, Andy, has joined the program midyear and utilizes a wheelchair. A few areas of the program space are difficult for him to navigate. Some of the other students recognize this, and work together to make clear paths.

**D.** Anna and Juan are partners on a school project. In the past, they haven’t gotten along very well. Juan thinks to himself, “I want to get a good grade on this project, so I’ll try to work through our disagreements and do whatever it takes to make sure the project and our partnership run smoothly.”

**E.** Joy, a kindergarten student, says, “I’m upset because I’m not able to play with the trucks right now.”

# SEL Competencies Match Game!



## 2. Self-management

**A.** Tony thinks to himself, “Although I’m stressed out and finding it hard to focus, if I work hard for the next 15 minutes, I will schedule a break for myself.”

## 3. Responsible decision making

**B.** High school students on the 21<sup>st</sup> CCLC planning committee are helping to plan a fall festival for younger students. They work together to decide the safest place to position the carnival games while still allowing plenty of space to walk.

## 5. Social awareness

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## 4. Relationship skills

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## 1. Self-awareness

**E.** Joy, a kindergarten student, says, “I’m upset because I’m not able to play with the trucks right now.”

# Self-Awareness



- Recognizing one's own emotions, thoughts, and values and how they influence behavior.
- Assessing one's strengths and limitations.
- Having a well-grounded sense of confidence, optimism and a growth mind-set.



# Self-Management



- Regulating one's emotions, thoughts and behaviors.
- Effectively managing stress.
- Controlling impulses.
- Setting and monitoring goals.





# Responsible Decision Making



- Making constructive choices based on ethical standards, safety concerns and social norms.
- Identifying analyzing and solving problems.
- Evaluating consequences realistically.
- Considering the well-being of oneself and others.





# Relationship Skills



- Establishing and maintaining healthy and rewarding relationships.
- Cooperating with others.
- Resisting social pressure.
- Negotiating conflict constructively.
- Seeking and offering help when needed.



# Social Awareness



- Being able to empathize with others.
- Understanding social and ethical norms for behavior.
- Recognizing family, school, and community resources and supports.



# SEL Core 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 mind-set."

## 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.



## 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, including the ability to organize time and tasks.

## Social Awareness

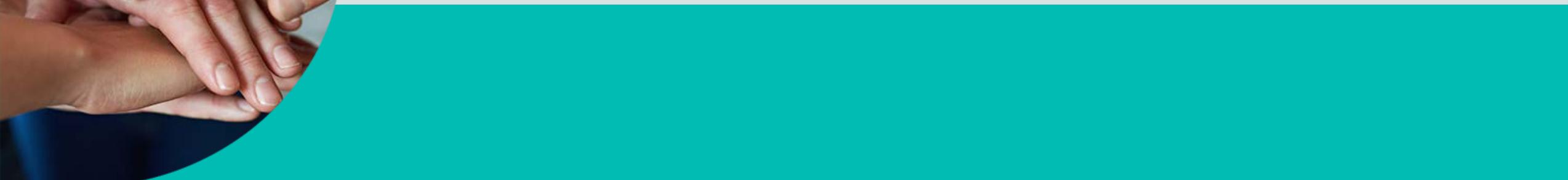
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

## 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 ability to identify, analyze, and solve problems. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.



# Part 2: The Evolution of Social and Emotional Learning



# Did You Know?



**Social and emotional learning is an ancient practice.**

**Research confirms the value of emotional intelligence.**

**Research shows social and emotional learning increases academic performance.**

**The term “social and emotional learning” gains traction.**

**Two federal acts support social and emotional learning.**

# SEL Frameworks Match Game



## Positive Youth Development

Shows promise as a strategy for improving executive skills — the ability to monitor and regulate one's focus.

The ability to focus on the present moment rather than past or future events prevents unhelpful thoughts and feelings from taking over.

## Mindfulness

Addresses issues that could be caused by child abuse or neglect or living in a household with violence, addiction, mental illness, death or physical illness. Include these principals in your program design:

- Safety
- Trustworthiness and transparency
- Peer support
- Collaboration and mutuality
- Empowerment, voice and choice
- Cultural, historical and gender issues

## Trauma-Informed Practice

Underlies all social and emotional learning:

- Competence
- Confidence
- Connection
- Character
- Caring

# SEL Frameworks Match Game



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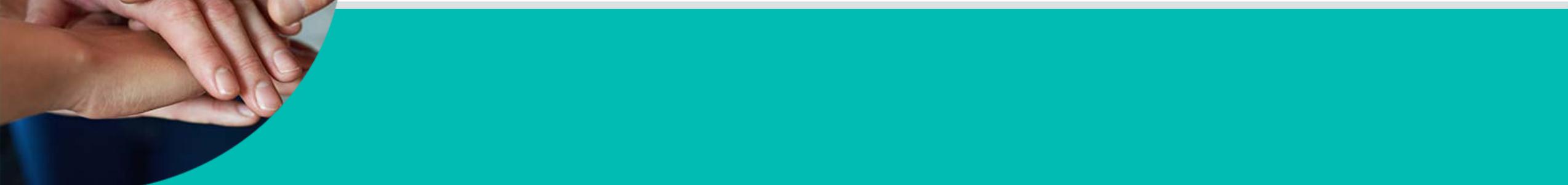
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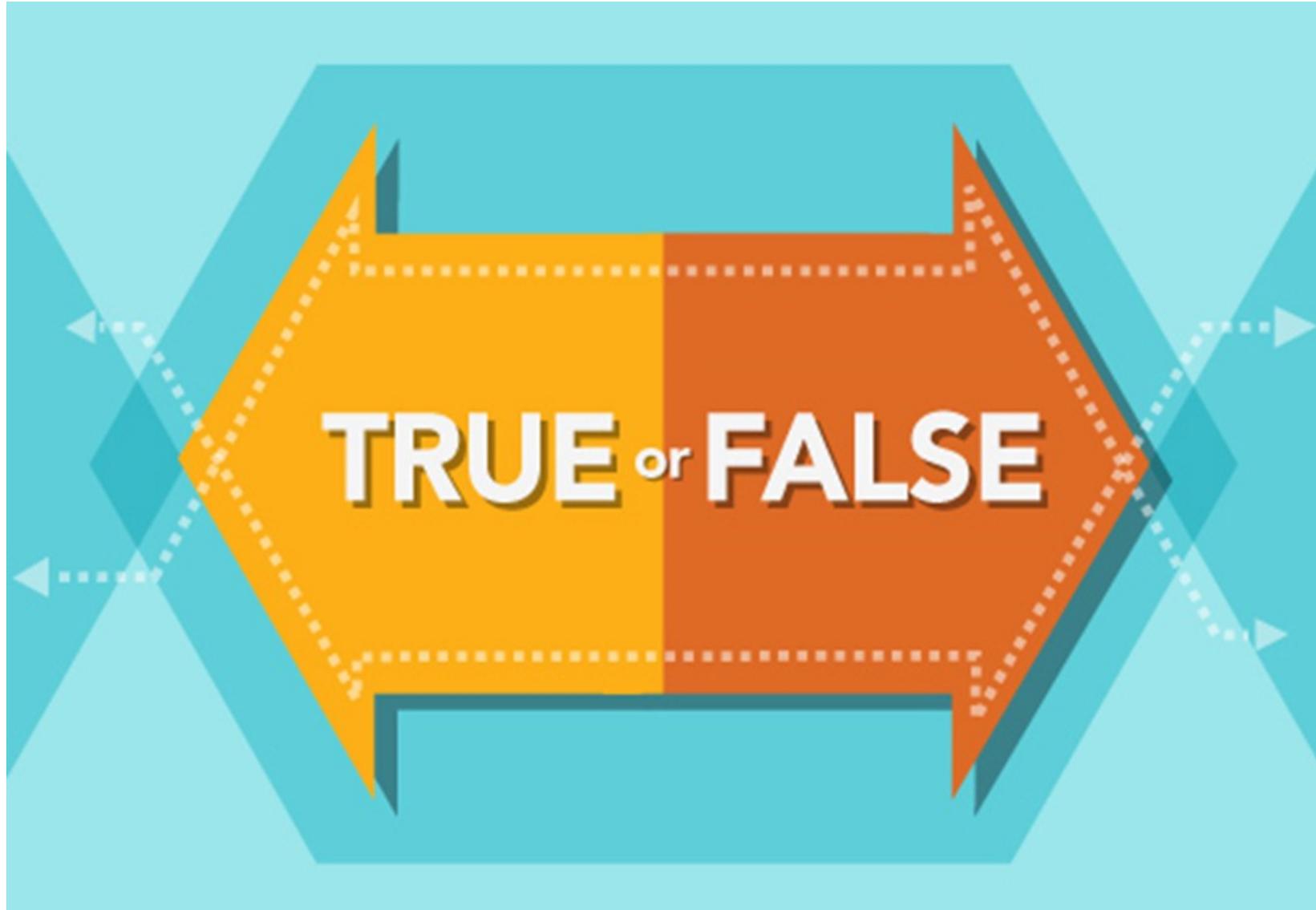


# Part 3: The Benefits of Social and Emotional Learning





# What Are the Benefits of SEL?



# Question 1



*With regard to students:*

**FALSE!** or FALSE?

Research shows that social and emotional learning improves academic achievement in students by an average of **81** percentage points.





# Question 2



*With regard to schools:*

**TRUE!** or **FALSE?**

School performance and school community are **ENHANCED** by students who take part in culminating events in which students showcase a finished product.



# Question 3



*With regard to families:*

**TRUE!** or **FALSE?**

Family members **need opportunities and support** to develop the knowledge and skills to create meaningful social and emotional learning experiences for youth.





# Question 4



*With regard to communities:*

**TRUE!** or **FALSE?**

Studies have shown the benefits of social and emotional instruction can be long-term as students with social and emotional learning skills still have **10% fewer psychological,** behavioral, or substance abuse problems when they reach the **age of 25.**



# Benefits of Social and Emotional Learning



## Short-Term Student Benefits

- More positive attitude toward selves, other people and tasks
- Increased sense of purpose
- More connected and committed to school and obligations
- Growth in self-efficacy, confidence, persistence and empathy
- Development of positive social behaviors and relationships with peers and adults
- Improvements in grades and attendance



## Long-Term Student Benefits

- Career success
- Strong family and work relationships
- Good mental health
- Engaged citizenship
- Less likely to
  - Use illicit drugs or engage in potentially criminal activity
  - Live in public housing or receive public assistance



## Benefits to Schools

- Significantly enhance
- Self-perceptions
  - School connectedness
  - Positive social behaviors
  - School grades
  - Achievement test scores



## Benefits to the Workforce

- Provide 21<sup>st</sup> century skills such as
- Collaboration
  - Emotional intelligence



# How Can SEL Fit Into Your Program?



## Your 21<sup>st</sup> CCLC program can help youth

- Develop and apply new skills and talents.
- Get to know themselves better.
- Practice constructive ways to express their feelings.

## Your program can provide

- Strong, supportive and sustained relationships with caring adults.
- Safe space to try out new skills and behaviors.
- Encouragement and feedback as youth build social and emotional skills

# Next Steps



YOU FOR YOUTH

- What social and emotional learning integration strategy do you plan to try in the next two weeks?
- What further professional learning is needed to help you successfully implement a social and emotional learning program?

