



Practice Frameworks for Social and Emotional Learning

As you incorporate practices specific to social and emotional learning, it’s helpful to know about three practice frameworks: trauma-informed practice, mindfulness development and positive youth development. These frameworks are like special lenses that can help you see a variety of ways to meet student needs and develop their social and emotional skills. Review the definitions and examples below with your team. Then brainstorm ways to implement each framework into your program.

Framework	Trauma-Informed Practice	Mindfulness Development	Positive Youth Development
Definition	<p>Trauma-informed practice reflects an understanding of the impact of trauma on child development and ways to minimize its effects, and a commitment to avoid causing additional trauma.</p> <p>Possible causes of trauma include child abuse or neglect, and living in a household with violence, addiction, mental illness, death or physical illness.</p> <p>You may or may not be aware of a child’s specific trauma and its triggers, but you can adopt a trauma-informed approach by addressing the following principles in your program design:</p> <ul style="list-style-type: none"> • Safety • Trustworthiness and transparency • Peer support • Collaboration and mutuality • Empowerment, voice and choice • Cultural, historical and gender issues 	<p>Mindfulness development includes practices that increase a person’s ability to focus on the present moment rather than past or future events. This focus prevents unhelpful thoughts and feelings from taking over.</p> <p>Mindfulness development shows promise as a strategy for improving executive function skills, such as the ability to monitor and regulate one’s focus.</p> <p>Mindfulness is a skill, and it takes practice to develop.</p>	<p>Positive youth development supports positive outcomes for young people by fostering the 5 C’s that underlie all social and emotional learning:</p> <ul style="list-style-type: none"> • Competence: Help students build a positive view of their actions. • Confidence: Provide opportunities for students to feel a sense of success. • Connection: Help students build connections with one another, program staff, their families and the community. • Character: Enable students to respect social and cultural norms and to develop internal standards of behavior. • Caring: Help students develop empathy and compassion.
Example	<p>Andreas notices that one student, Jamal, flinches each time the buzzer signals a transition between activities. Andreas tries different signals until he finds that turning the light off for three seconds, then turning it back on, seems to work for everyone without startling Jamal.</p>	<p>Kendra and Evan are working together on an art project. They have only 30 minutes left. “Oh no,” she says, “time is running out. How will we finish on time?” Evan reminds her of something their art teacher said: “Having a time limit can make us even more creative! Let’s stay focused on creating the shapes and colors we want.”</p>	<p>K’lyra creates caring rituals by greeting every second-grader by name and giving a special handshake that the student selected or created. K’lyra also encourages students to learn each other’s names and handshakes.</p>
How could you integrate this framework into your program?			

