



Social and Emotional Learning

September 21-24, 2020

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Day 2: Structuring for Social and Emotional Learning

Social and Emotional Learning



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Using Zoom


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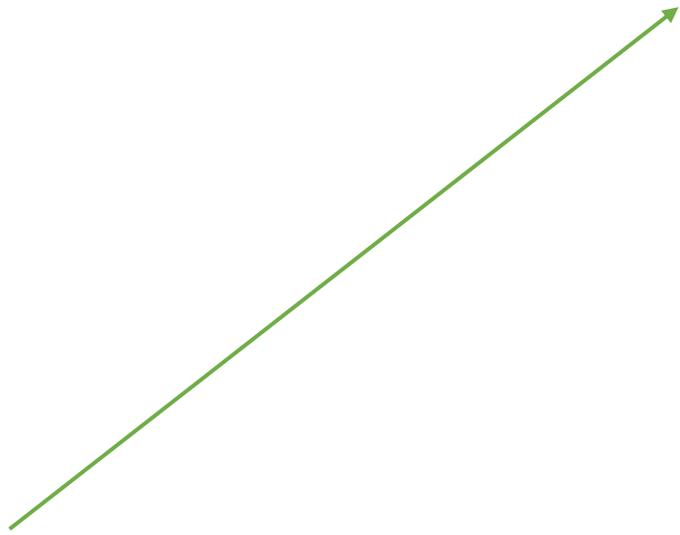

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Mute



Stop Video



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Participants



Share



Chat



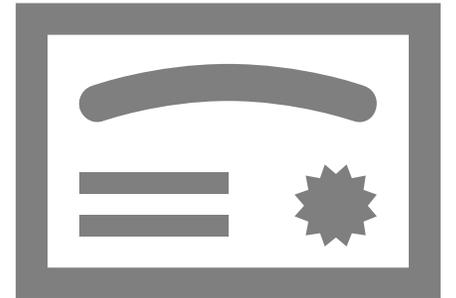
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The Series

Assessing Organizational Readiness

Structuring for Social and Emotional Learning

Planning Successful SEL Activities

Ensuring Continued Success

1 p.m. ET



Today's Documents

Documents and Links

Un-subscribe from this thread

New Topic

Post Reply

21 September 2020 04:22 PM

#1

David McConnell
MODERATOR



Total Posts: 43
Joined 2018-08-08
PM

Day 2: Structuring for SEL Implementation

Need to register for tomorrow's session? <https://y4y.ed.gov/webinars/>

Assigning Team Member Roles:

https://y4y.ed.gov/uploads/media/SEL_Assigning_Roles_Responsibilities.pdf

Youth Risk Behavior Surveillance System (YRBSS):

<https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

SEL Prioritization Chart: https://y4y.ed.gov/uploads/media/SEL_Prioritization_Chart.pdf

SEL Needs Assessment: <https://y4y.ed.gov/tools/capturing-social-and-emotional-learning-program-needs-assessment>

Preparing for Effective SEL Implementation (Wallace Foundation):

<https://www.wallacefoundation.org/knowledge-center/Documents/Preparing-for-Effective-SEL-Implementation.pdf>

SEL Implementation Checklist: <https://y4y.ed.gov/tools/social-and-emotional-learning-implementation-planning-checklist>

Quote

Edit

Move

Objectives



- Review the steps for preparing social and emotional learning activities.
- Identify Y4Y resources to help you implement social and emotional learning.





Steps to Social & Emotional Learning





Steps to Social & Emotional Learning





Program Team

Social Worker

Instructional
Support Staff

Special
Education
Teacher

School Nurse

Section 504
Lead

Family
Member

PBIS Lead

Community or
Business
Leaders



If you could add one of these roles to your program team, which would it be? Why?



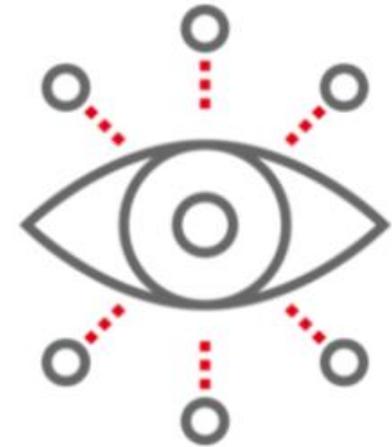
Strategies to Engage



Benefits



Strengths



Cohesion



Assigning Team Member Roles



You for Youth | Social and Emotional Learning

1

Assigning Roles and Responsibilities

As you think about the various people who can help plan and implement social and emotional learning, consider the strengths they would bring to your team. This chart shows examples of what potential team members could offer the program. You can add your own categories of potential team members at the bottom. Then brainstorm who you could recruit for each category and how you'll engage each person in this work.

Potential Team Member	What could this person bring to the team?	Who might fill this role?	How do you engage this potential team member?
School counselor	School counselors have regular contact with students and insight into their strengths and needs. They also have expertise in child development, psychology and character education.		
Social worker	Social workers can share information regarding community issues, resources and trends. They also have expertise in psychology and sociology.		
Instructional support staff	Instructional support staff know about supports that students receive during the school day and can help you differentiate activities to meet students' needs and build on their strengths.		



Steps to Social & Emotional Learning





Conduct a Needs Assessment

Data

State Assessment Reports, Report Cards, Student Surveys

Needs

Assets

Intentional
Design of
Activities

Selection of
Partners



School/Community-Level Data

- Data on Risky Behavior
- Climate Surveys

Student-Level Data

- Report Cards
- Observations

Student Voice Data

- Surveys
- Focus Groups

Types Of Data



Youth Risk Behavior Surveillance System (YRBSS)

Youth Risk Behavior Surveillance System (YRBSS)

2019 YRBS Results Coming August 2020



The Youth Risk Behavior Surveillance System (YRBSS) monitors six categories of health-related behaviors that contribute to the leading causes of death and disability among youth and adults, including—

- Behaviors that contribute to unintentional injuries and violence
- Sexual behaviors related to unintended pregnancy and sexually transmitted diseases, including HIV infection
- Alcohol and other drug use
- Tobacco use
- Unhealthy dietary behaviors
- Inadequate physical activity

YRBSS also measures the prevalence of obesity and asthma and other health-related behaviors plus sexual identity and sex of sexual contacts.

YRBSS includes a national school-based survey conducted by CDC and state, territorial, tribal, and local surveys conducted by state, territorial, and local education and health agencies and tribal governments.



Needs Statements

School-Level

There is a 50% rise in disciplinary referrals during the school day.

Student-Level

Individual behavior reports indicate that 40% of students received disciplinary referrals due to fighting.

Student Voice

Students report an interest in martial arts.



CASEL's Five
Core SEL
Competencies



Individual behavior reports indicate that 40% of students received disciplinary referrals due to fighting.

Which skill domain does this represent?



Teacher surveys reported that more than 50 percent of students frequently show disrespect to their peers and adults.

Which skill domain does this represent?



Assets

Individuals

- Administrators
- Social Workers
- Specialists

Institutions

- Colleges/Universities
- Hospitals
- Mental Health Providers

Businesses

- Curriculum Providers
- Gyms



Assets

Community

- Community Groups
- Law Enforcement
- Youth Organizations

School Resources

- PBIS
- Curriculum Specialists

Which Partner?



Local Hospital

Rotary Club

School Physical Education Teacher

Local Mixed Martial Arts Gym

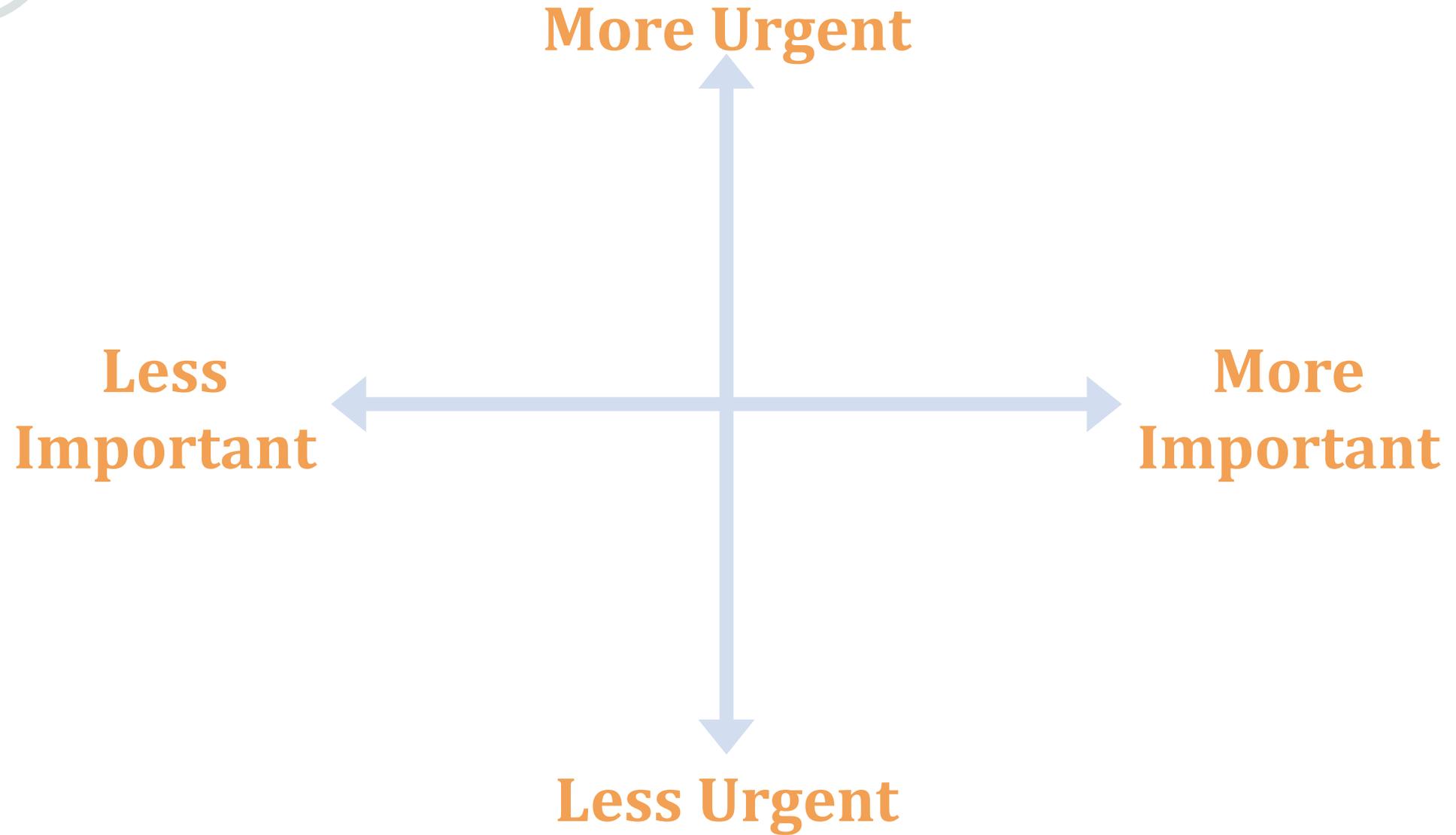
Mental Health Center

Individual behavior reports indicate that 40% of students received disciplinary referrals due to fighting.

Students report an interest in martial arts.



Prioritizing Needs



SEL Prioritization Chart



	More Urgent	Less Urgent
More Important	<p>Priority Level 1: Urgent and Important <i>A need that's important to student or program success that should be addressed right away, often for the sake of students' safety and welfare.</i></p> <p>Example: Data show that the hallways, cafeteria, bathrooms, and playgrounds are hotbeds for inappropriate behavior. These are the areas where fighting and drug use are most often observed.</p>	<p>Priority Level 2: Important but Not Urgent <i>A need that's important to student or program success, but may not have to be addressed immediately.</i></p> <p>Example: Students are observed interrupting activity leaders and other students frequently during sharing time.</p>
Less Important	<p>Priority Level 3: Urgent but Less Important <i>A need that's not especially important to student or program success, but is matched with an asset or opportunity that will be lost if it's not used immediately.</i></p> <p>Example: A community partner offers to fund a program for grandparents who are raising grandchildren. It would be relevant to fewer than 5 percent of the families your program serves. You have only two days to decide whether to accept the offer.</p>	<p>Priority Level 4: Less Important and Not Urgent <i>A need that's not especially important to student or program success and does not need to be addressed immediately.</i></p> <p>Example: A local business offers to fund a Daddy and Daughter Dance sometime this year but wants your staff to plan, organize and implement the activity. Staff members don't think the activity is directly related to program goals or student needs.</p>

SEL Prioritization Chart



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SEL Prioritization Chart



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SEL Prioritization Chart



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SEL Prioritization Chart



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CASEL's Five
Core SEL
Competencies



Capturing Social and Emotional Learning Program Needs Assessment

Before planning and designing your social and emotional learning program, your team should conduct a thorough needs assessment.



Rubric for Assessing Social and Emotional Competencies

Use this rubric to assess your own social and emotional learning competencies. For each statement, circle the response that best describes your level of agreement. Be honest! This assessment is for your own development and growth. Once you've responded to each statement, you'll tally your responses and determine targets and next steps for increasing your competencies.

Self-Assessment					
Domain: Social Awareness					
I understand and appreciate individual and group differences.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
I consider myself culturally competent.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
My students' physical and emotional safety is my top priority.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
It's easy for me to understand others' perspectives.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
I have strong morals and ethics.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
Domain: Self-Management					
I'm able to manage my emotions and feelings in healthy ways.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
I remain calm when addressing student misbehavior.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
I'm able to effectively manage stress.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
I regularly set and achieve goals.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
I always think before I act.	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure

Priority (High, Medium, Low)
Medium
High

Survey, questions and

the Y4Y



Steps to Social & Emotional Learning





SMART Goals



Specific
Measurable
Achievable
Relevant
Time bound



Needs Statements

School-Level

There is a 50% rise in disciplinary referrals during the school day.

Student-Level

Individual behavior reports indicate that 40% of students received disciplinary referrals due to fighting.

Student Voice

Students report an interest in martial arts.



Example:

By the end of the program year, disciplinary referrals for students who participate in the 21st CCLC program will decrease by 10% as measured by behavioral reports.



Yes



No



Program SMART Goal

Example:

By the end of the program year, disciplinary referrals for students who participate in the 21st CCLC program for at least 60 days will decrease by 10% as measured by behavioral reports.

- Specific
- Measurable
- Achievable
- Relevant
- Time bound





Steps to Social & Emotional Learning





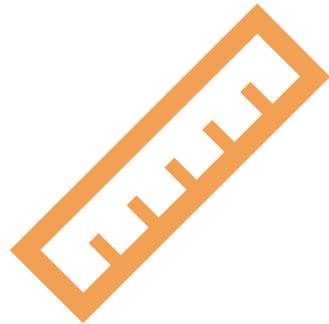
Logistics



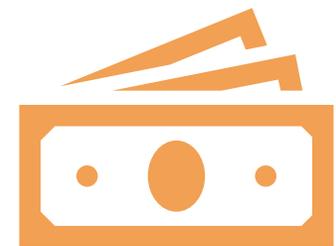
Time



Materials



Space



Budget



Yoga and Mindfulness Sessions

A

Periodically
throughout the
year

B

The day before
and the day
after a break

C

As an
enrichment
class once a
week



Remember Your Goal

What's the intent?

A

Because a new partner has emerged

B

Current out-of-school time facilitator is a certified yoga instructor

C

To increase self-management skills



What We Know

- Our students have difficulty self-managing directly before and after breaks.
- We have an out-of-school time staff member who does yoga but only works two days a week.
- Our schedule for the year was set a month ago.
- There are only two rooms with enough space to accommodate yoga.



Yoga and Mindfulness Sessions

A

Periodically
throughout the
year

B

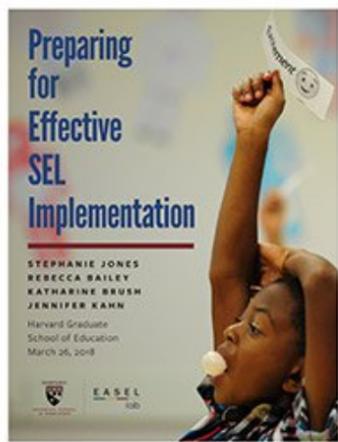
The day before
and the day
after a break

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As an
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SEL Implementation Resources



KNOWLEDGE CENTER

Preparing for Effective SEL Implementation

This brief by Harvard's Easel Lab describes features and best practices of effective social and emotional learning programs and offers a set of recommendations.

 REPORT

RECOMMENDATIONS FOR EFFECTIVE IMPLEMENTATION

As mentioned above, the success of SEL programming relies on more than just putting in place a strong, evidence-based curriculum – the curriculum needs to be implemented well. A growing body of research highlights the conditions needed for effective implementation. Based on this research and our collective experience, we outline a set of recommendations for effective implementation:



SEL Implementation Resources

- 1. Allot the time required to implement the program sufficiently and effectively.**

SEL programs often take the form of short lessons, implemented during a weekly half-hour or hour-long section of a language arts, social studies, or other class.¹⁵ However, lessons and other program activities are often abridged or skipped due to tight schedules and competing priorities such as academic content. In other cases, schools adopt programs without setting aside time in the daily schedule, leaving it to teachers to find extra time or adapt the curricula so that it fits appropriately into the day. To address these issues, a growing number of schools and organizations have made efforts to integrate SEL skills with academic content (e.g., using history, language arts, and social studies curricula to build cultural sensitivity,



Steps to Social & Emotional Learning





SEL Implementation Resources



You for Youth | Social and Emotional Learning

2

Implementation Planning Checklist

Use this checklist to document how your team will implement social and emotional learning. It includes helpful tips and reminders for successful planning and implementation.

Check the box for each section as you complete it.

Step 1: Assess Organizational Readiness

Determine Areas of Organizational Need

Step 2: Build Your Program Team

Identify Potential Team Members

Engage Your Team

Step 3: Conduct a Needs Assessment

Collect Three Types of Data

Map Needs to Assets

Step 4: Create SMART Goals for Social and Emotional Learning

Set Program SMART Goals

Step 5: Plan Logistics

Time

Space

Materials

Budget



Needs Statements

School-Level

There was a 30% rise in drug and alcohol use among young people.

Student-Level

10% of surveyed students indicated that had used drugs and alcohol directly after the death of a student.

Student Voice

Students are interested in sports, martial arts, yoga, art and journalism.

Aligning Needs to Skill Domains



- There was a 30% rise in drug and alcohol use among young people.
- 10% of surveyed students indicated that had used drugs and alcohol directly after the death of a student.

Which skill domain does this represent?



Community Organizations

Institutions

School Resources

Businesses

Individuals



Write the SMART Goal.

Specific

Measurable

Achievable

Relevant

Time bound

Program SMART Goal



Example:

By the end of the program year, **80%** of students who regularly attend the 21st CCLC program **will improve their decision-making skills**, as measured by student self-assessments and staff observation rubrics.

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time bound**

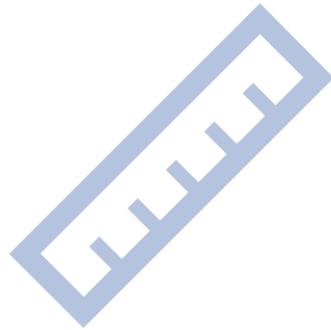




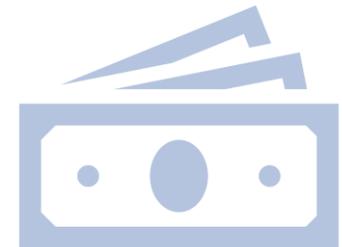
Time



Materials



Space



Budget

Objectives



- Review the steps for preparing social and emotional learning activities.
- Identify Y4Y resources to help you implement social and emotional learning.





What information did we provide today that filled a need you identified yesterday when assessing your organization's readiness?



Questions





The Series

Assessing Organizational Readiness

Structuring for Social and Emotional Learning

Planning Successful SEL Activities

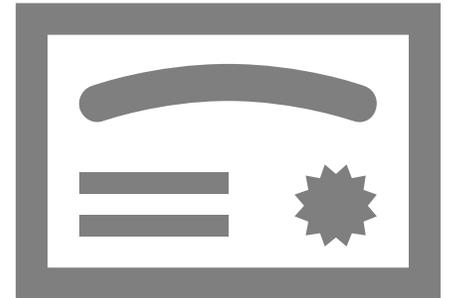
Ensuring Continued Success

1 p.m. ET



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Social and Emotional Learning

Introduction →



Estimated time to complete: 2 hours

Upon completion, you will receive a **Basic Level** certificate of completion.

Explore the history, benefits and importance of social and emotional learning in 21st CCLC programs. Learn about the 10 steps you can implement to ensure an impactful experience.

Implementation Strategies →



Estimated time to complete: 5-7 hours

Upon completion, you will receive an **Advanced Level** certificate of completion.

Go step-by-step through each step of planning, designing, implementing and assessing high-quality social emotional learning activities. Get tips, tools and examples to prepare your program for success.

After you complete this section, you'll be able to

- Prepare a foundation for supporting social and emotional learning in your program activities.
- Plan and design an approach for integrating social and emotional learning into your program in alignment with program goals and student needs.
- Implement social and emotional learning into new and existing activities.
- Use data to continuously monitor social and emotional learning outcomes and improve program design.



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