



What one emotion
word best describes
how you are feeling
today?





Build Social-Emotional Know-How with Y4Y

Thursday, October 15, 2020



This presentation was produced under
U.S. Department of Education
contract No. ED-ESE-14-D-0008
with Synergy Enterprises, Inc.

The views expressed herein do not necessarily
represent the positions or policies of
the U.S. Department of Education.

No official endorsement by the U.S. Department of Education of
any product, commodity, service, methodology, technique or
enterprise mentioned here is intended or should be inferred.

Disclaimer



Facilitators



Sherri Lauver

Deputy Director, Y4Y



Robbie Levenberry

Director of Information Technology, Y4Y.





Take a Deep Breath and Center Yourself

“The majority of us lead quiet, unheralded lives as we pass through this world. There will most likely be no ticker-tape parades for us, no monuments created in our honor. But that does not lessen our possible impact, for there are scores of people waiting for someone just like us to come along; people who will appreciate our compassion, our unique talents. Someone who will live a happier life merely because we took the time to share what we had to give. Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have potential to turn a life around. It’s overwhelming to consider the continuous opportunities there are to make our love felt.”

-Leo Buscaglia, PhD

Objectives



-  Define social and emotional learning and its five domains.
-  Examine techniques and strategies for implementing social and emotional learning.
-  Review relevant Y4Y tools and external resources to help build your social and emotional learning program.



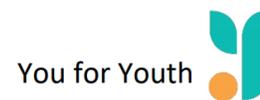
Tool to Download for Today



YOU FOR YOUTH



Implementation Planning Checklist Social and Emotional Learning



This resource is in the public domain. Authorization to reproduce it in whole or part is granted. This resource was funded by the U.S. Department of Education in 2018 under contract number ED-ESE-14-D-0008. The views expressed here are not necessarily those of the Department. Learn more about professional development planning and 21st CCLC learning at <https://y4y.ed.gov>.





Social and Emotional Learning Definition

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
- Make responsible decisions



Five Skill Domains

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 consideration of the well-being of oneself and others.



Steps to Designing an SEL Program

**Assess
Organizational
Readiness**

**Build Your
Program Team**

**Conduct a
Needs
Assessment**

**Create SMART
Goals**

**Set the SEL
Environment**

**Intentionally
Design
Activities**



Six Indicators of Organizational Readiness





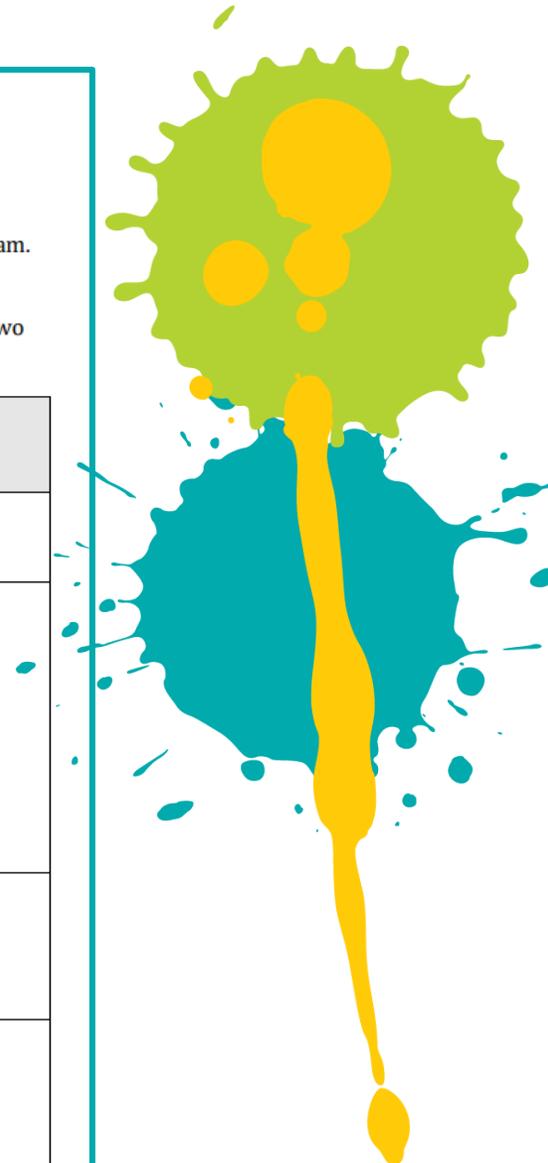
Assessing Readiness Tool



Assessing Social and Emotional Learning Organizational Readiness

There are a number of indicators that can help you assess your program's readiness to successfully implement a social and emotional learning program. The questions in this chart can help you assess your current level of readiness with regard to several key indicators. Discuss each question with your team, and record your answers in the Responses and Documentation column. If your team answers "no" to a question, brainstorm possible staff development resources in addition to the listed resources from the Y4Y Social and Emotional Learning course. Use the last column to record one or two next steps.

Indicator of Organizational Readiness	Questions to Consider	Responses and Documentation	Potential Resources	Next Steps
School day/out-of-school time partnership	Are school-day leaders on your program team?		<ul style="list-style-type: none">• Step 2 will help you build a strong program team.• Other:	<ul style="list-style-type: none">•
	Will out-of-school time social and emotional learning align with the program used during the school day?		<ul style="list-style-type: none">• Step 6 will help you identify ways to collaborate with the school day to create a positive climate and culture and form positive behavior interventions.• Step 7 will help you expand school-day initiatives with your 21st CCLC activities.• Other:	<ul style="list-style-type: none">•
	Is there a plan for sharing logistical resources such as space, budget and professional learning?		<ul style="list-style-type: none">• Step 5 will help you think through time, space, and budget and share with school-day leadership.• Other:	<ul style="list-style-type: none">•
	Are school-day teachers recruited to help design and lead social and emotional learning?		<ul style="list-style-type: none">• Step 8 will help you think about school-day staff who have specific knowledge and skills.• Other:	<ul style="list-style-type: none">•





Assessing Readiness Resource

SECTION 1.

Social Practices Reflection

Think about how often you implement program implementation practices and academic skills. Using a scale of 1 to 4, rate how often and how well you implement these practices.

- 1 = I do not implement this practice**
- 2 = I struggle to implement this practice**
- 3 = I implement this practice reasonably well**
- 4 = I implement this practice extremely well**

1. Youth-Centered Problem Solving

SEL Practices	
a. I work with my participants to co-develop program norms, at the beginning of the program, that address the program's purpose.	
b. I invite youth to suggest consequences that address when a rule is broken.	
c. I make sure participants make the connection between their choices and potential consequences.	
d. I am consistent in implementing program rules.	
e. I try to understand the social and environmental factors causing behavior problems in my program.	
f. I hold discussions with participants so that we can solve problems that occur in the program.	
g. I ask participants to reflect on our jointly developed program norms and guidelines when there is a problem or conflict.	
h. I teach participants strategies to handle the emotions that affect their ability to focus in the program (e.g., stress, frustration).	
i. I model strategies that will help participants to monitor and regulate their emotions.	

SECTION 2.

Program Implementation Practices

Think about how often you implement a variety of practices and academic skills. Using a scale of 1 to 4, rate how often and how well you implement these practices.

- 1 = I do not implement this practice.**
- 2 = I struggle to implement this practice.**
- 3 = I implement this practice reasonably well.**
- 4 = I implement this practice extremely well.**

5. Cooperative Learning/Group Learning

SEL Practices	
a. I encourage participants to work with other youth when they have trouble with assignment program activity.	
b. I create program experiences in which participants must apply positive social skills to be successful.	
c. I hold individuals and the group accountable for skill development during small-group work.	
d. I provide opportunities for participants to share what they are learning and to receive feedback from each other.	
e. I provide space to allow participants to reflect on how well they work together during group work.	

SECTION 3.

Reflection on Social and Emotional Competencies

Now think about your own social and emotional competencies and how those influence your ability to implement the social and program implementation practices across sections. Use the scoring guide below to rate how your SEL skills influence your participants. Consider each statement, and score yourself according to where you are for you.

- 1 = Strongly disagree.** I have a difficult time with this practice. I know I do not have the skills mentioned, but I do not necessarily find them relevant to my instructional practices.
- 2 = Disagree.** I demonstrate some of these skills with participants. I do not have a lot of and/or more support, I could demonstrate these skills more to improve my instructional practices.
- 3 = Agree.** I am strong in this area. I know I do a good job modeling these skills and I use these skills most of the time when I implement the instructional practices.
- 4 = Strongly agree.** I am very strong in this area. I am able to use these skills to effectively implement the instructional practices.

Self-Awareness

	Strongly disagree	Disagree	Agree	Strongly agree
I am aware of the practices that I need to improve in order to grow professionally.	1			
I can effectively implement social and program implementation practices with participants.	1			
I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my practices with participants.	1			
I understand how student responses (positive and negative) affect my emotions and my behaviors in the program.	1	2	3	4
I am aware of how my cultural beliefs and background affect my practices with participants.	1	2	3	4

SECTION 4.

Culminating Activities and Action Planning

- In the table below, indicate the score you received for each social and emotional competency on the blank line in column two. Next, calculate your percentage for each set of practices by dividing your score by the total possible score and placing it in column three. This will give you a sense of your overall rating for each set of practices.**

Instructional Practice	Your score	Your percentage
1. Youth-Centered Problem Solving	____/36	
2. Program Staff Language	____/12	
3. Responsibility and Choice	____/16	
4. Warmth and Support	____/28	
5. Cooperative Learning/Group Learning	____/20	
6. Group Discussions	____/20	
7. Self-Reflection and Self-Assessment	____/24	
8. Balanced Program Practices	____/20	
9. Encouraging Grit and Persistence	____/16	
10. Competence Building—Modeling, Practicing, Feedback, and Coaching	____/20	

2. Reflect on your scores.

1. On which SEL practice did you score the highest? Why?	
2. On which SEL practice did you score the lowest? Why?	



Program Team





Measuring Social Emotional Skills Resource



What is the Assessment Guide?

The Assessment Guide provides several resources for leaders and implementation teams in PreK-12th grade settings who are making decisions about selecting and using measures of student SEL. This includes guidance on how to select an assessment and use student SEL competency data, a catalog from which to select assessments, equipped with filters and bookmarking, and real-world accounts of how practitioners are using these data. Upcoming features include a platform to nominate measures for inclusion and a user forum for practitioners to ask questions and share their experiences.

There are three important parts of our guide:

- 1 Part 1** Prepare to assess
- 2 Part 2** Select an assessment
- 3 Part 3** Use assessment data

Part 1: Prepare to assess

Before selecting an assessment, consider each of these topics.

Click the buttons for a summary and to access more in-depth information on each topic.

What are SEL competencies?	Why assess SEL competencies?	Considerations for SEL competency assessment
Step 1: Frame the overall SEL effort	Step 2: Plan the role of assessment	Step 3: Choose the SEL competencies to assess

Part 2: Select an assessment

You are now prepared to review assessment options and select an assessment tool. Click the buttons for a summary and to access more in-depth information on each topic.

Step 4: Review the assessment options

Step 5: Select assessment tool(s)

[Search the Assessment Catalog](#)



Part 3: Use assessment data

Read our guidance on implementing the assessment and using the assessment data. Click the buttons for a summary and to access more in-depth information on each topic.

Step 6: Implement assessment

Step 7: Use data

Assessment Catalog

Search and find assessments



Search for specific competencies you want to measure



Narrow down by the grade level of the students you're assessing



View by who will assess the students, e.g. teachers or students



Finally, click each result to view the full profile for each measure

SEL Needs Assessment Tool



You for Youth | Social and Emotional Learning

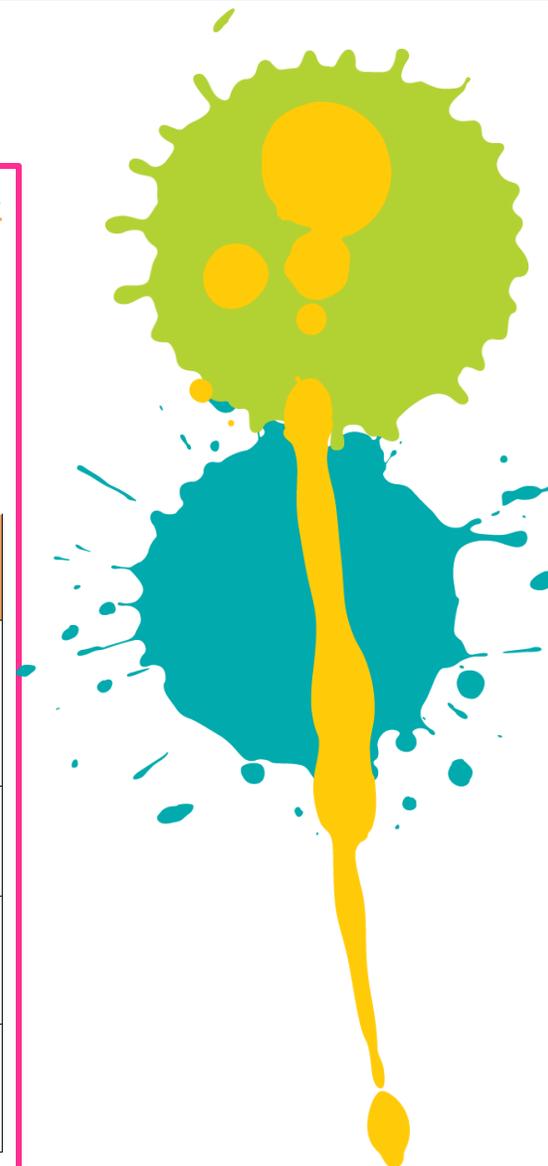
1

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 to gather data on student needs and interests. Use the tables below to record needs and priorities. (The Y4Y Prioritization Chart, available for download, can to help you prioritize needs.)

School-level data provide the “big picture” of student needs. Analyze needs by reviewing the school climate survey, attendance and behavior reports, community data, and any other readily available data. Then use the guiding questions and examples in this table to facilitate team discussions.

Guiding Question	School-Level Data	Information Source	Priority (High, Medium, Low)
When looking at school-day data (e.g., school improvement plans, school climate survey results, community data, attendance and behavior reports), what are the overall trends? What is needed for improvement?	Over 50 percent of students need to build positive competencies based on the school-wide social and emotional learning assessment.	Schoolwide social and emotional learning assessment results	Medium
Based on community data, where do you see areas of concern or a need for improvement?	Youth arrests for possession of drug and alcohol have risen by 30 percent in the past year.	Report issued by local law enforcement agency	High
Based on school attendance reports, what trends do you see that need to be addressed?	15 percent of students have been absent 10 or more days this year.		
Based on behavioral reports, what trends do you see that need to be addressed?	Disciplinary referrals have risen by 50 percent this year.		





Needs Statements

**Conduct a
Needs
Assessment**

School/Community- Level Data

A 50% rise in disciplinary referrals during the school day.

Student-Level Data

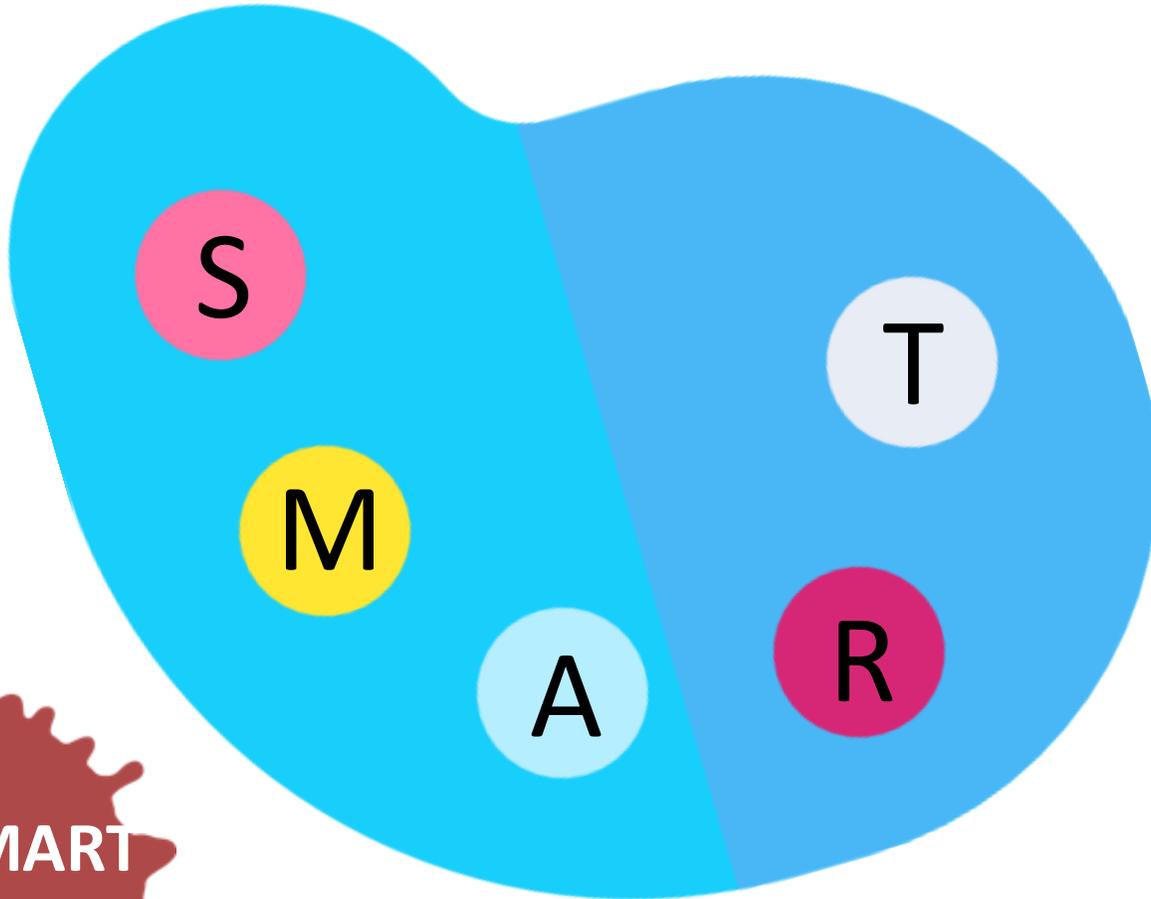
Individual behavior reports indicate that 40% of students received disciplinary referrals due to fighting.

Student Voice

Students report an interest in martial arts.



Program SMART Goals



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.

Create SMART Goals



Three Strategies to Support SEL

Set the SEL Environment

Promote positive culture, climate and relationships.

Support positive behaviors.

Use practices and curricula specific to social and emotional learning.



Selecting SEL Programs Resource

CASEL Program Guides

Effective Social and Emotional Learning Programs

The CASEL *Guide* provides a systematic framework for evaluating the quality of social and emotional programs and applies this framework to identify and rate well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The *Guide* also shares best-practice guidelines for district and school teams on how to select and implement SEL programs. Finally, it offers recommendations for future priorities to advance SEL research and practice.

We are grateful to the *1440 Foundation*, the *Einhorn Family Charitable Trust*, and *NoVo Foundation* for their generous support of this effort. We also thank the many SEL program developers and researchers who have generously and graciously shared their evaluation reports, curriculum materials, and professional learning strategies during our extensive review process. And we express our sincere appreciation to the CASEL board of directors and the team of colleagues at CASEL and the University of Illinois at Chicago Social and Emotional Learning Research Group who produced this guide.



Select one of the two buttons below to view either the *Preschool and Elementary Edition* or the *Middle and High School Edition* of the CASEL *Guide*.

PRESCHOOL AND ELEMENTARY EDITION

MIDDLE AND HIGH SCHOOL EDITION



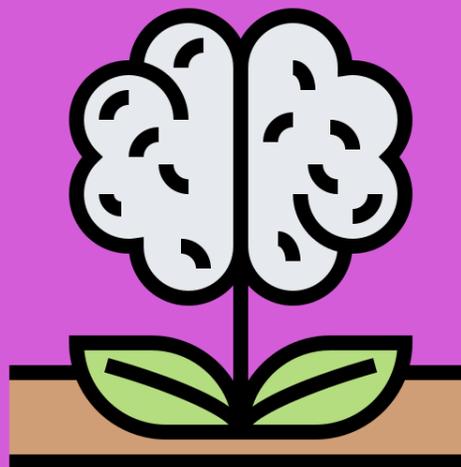
Three Frameworks for Practice

Intentionally
Design
Activities

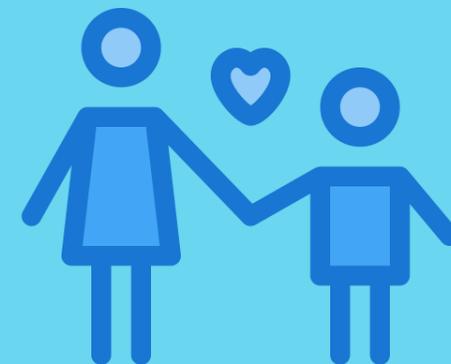
Trauma-
Informed
Practice



Mindfulness
Development



Positive Youth
Development





Trauma-Informed Practice

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.



Tools and Resources

CLICK & GO 1: TRAUMA-INFORMED CARE

TRAUMA-INFORMED CARE

Are you familiar with the signs of childhood trauma, or the impact it can have on lifelong learning, engaging and even health? What is the role of a 21st CCLC practitioner in the life of a child experiencing trauma? This Click & Go offers valuable background, insights and strategies for helping those students who need your compassion the most.

OBJECTIVE

After completing this Click & Go, learners will be able to do the following:

- Define trauma.
- Differentiate and discuss the connections between positive stress, tolerable stress, toxic stress and trauma.
- Explain the importance of understanding the Adverse Childhood Experiences (ACE) Study in order to better inform educators about children experiencing trauma.
- Identify the biological, psychological, emotional and cognitive effects trauma can have on a child.
- Use educational strategies and pedagogical tools to address the needs of children exposed to trauma.

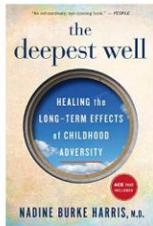
[Zip Link](#)  (76 MB) Click on the link to download the resources for this Click & Go!



Trauma-Informed Practice Resources

You for Youth | Trauma-Informed Care Click & Go Professional Development to Teach

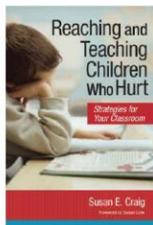
Resources on this book list can inform educators about how to help students overcome adversity. The books can support students who have experienced traumatic events such as abuse, neglect or violence. Read these books based on their interest; however, they are for staff to vote on one to read every few months.



Harris, Nadine Burke. *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity*. Houghton Mifflin Harcourt, 2018.

Dr. Harris takes readers on a personal journey as she shares how her own experiences can lead to lifelong health challenges. She applies her experiences and research to help readers understand how to break the cycle of trauma.

[Click to find on Amazon](#)



Craig, Susan E. *Reaching and Teaching Children Who Hurt: Strategies for Your Classroom*. Brookes Publishing, 2008.

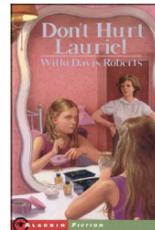
This guidebook for education professionals gives realistic scenarios and practical strategies for teaching vulnerable students who have been exposed to trauma. It highlights current research that illustrates how abuse, neglect, violence and other forms of trauma can impact academic achievement and social success.

[Click to find on Amazon](#)

You for Youth | Trauma-Informed Care Click & Go Student Trauma Book List

Resources on this book list can help educators address traumatic events through literacy programming. These books specifically target students who have faced traumatic experiences such as child abuse, violence, death, foster care or divorce. Using the books will help students build their resilience and guide them in expressing their feelings. Some books highlight characters who need additional support in expressing emotion. Literacy programming alongside activities such as journal writing and role-play can provide guidance for students who need support during a traumatic event.

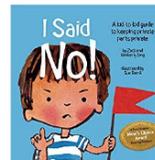
Child Abuse



Roberts, Willo D. *Don't Hurt Laurie*. Aladdin Books, 2014.

Laurie has a big and horrible secret. She is hiding her past. This story takes the reader on Laurie's journey to ultimately find safety.

[Click to find on Amazon](#)



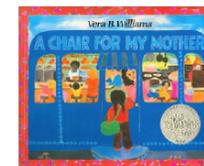
King, Kimberly, and King, Zachary. *I Said No! My Body is My Own*. Boulden Publishing, 2016.

This story is written from a child's point of view about setting boundaries for their bodies. Approaching teachers, parents, counselors and educators. Use this book as a resource.

[Click to find on Amazon](#)

You for Youth | Trauma-Informed Care Click & Go Teaching Resilience Book List

Resources on this book list can teach or inform students about common life challenges and how they can overcome or make the best of difficult situations. Students who have faced traumatic experiences such as the death of a loved one, a fire or difficulty expressing their emotions will find these books helpful for building their resilience and perseverance. Fictional stories can be used for students to model and discover healing strategies while facing various adversities. Consider incorporating them in your literacy programming with activities such as read-alouds, journal writing starters, role-play activities, and other ways to encourage students to grow through any struggles they may encounter.



Williams, Vera B. *A Chair for My Mother*. Greenwillow Books, 1982.

This story teaches students empathy and responsible decision-making. Three generations of hard-working women who live together experience the hardship of a house fire. Young Rosa sees the value in doing for her mother and grandmother, and begins a campaign to scrape together their savings to afford the comfortable chair they all deserve to share.

[Click to find on Amazon](#)



Santat, Dan. *After the Fall: How Humpty Dumpty Got Back Up Again*. Roaring Brook Press, 2017.

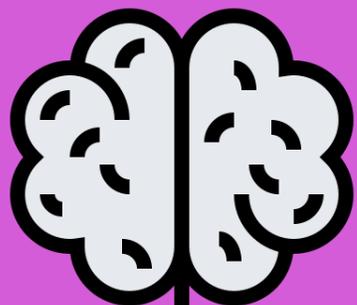
In a humorous spin on the classic nursery rhyme, Humpty Dumpty is re-introduced as a birdwatcher who becomes paralyzed with fear after his legendary fall. Humpty lets his fears change his life, showing the reader that getting up isn't always easy. This story teaches children about courage and the ability to face fears head on.

[Click to find on Amazon](#)



Mindfulness Development

Mindfulness
Development



Practices that increase a person's ability to focus on the present moment rather than past or future events.

Mindfulness Resources



Tools and Toolkits

Social Awareness Strategies

Self-Efficacy Strategies

Self-Management Strategies

Growth Mindset Strategies

SEL Integration Approach

Introduction to Agency

SEL Integration Approach:
Teacher Self-Check Tool

Introducing TransformEd's
SEL Integration Approach for
Classroom Educators

Introduction to SEL

Introduction to Social
Awareness

Introduction to Self-
Management

Papers and Studies

Webinars

Trauma-Informed SEL Toolkit

Introduction to Self-Efficacy

Introduction to Growth
Mindset

Mindfulness Toolkit

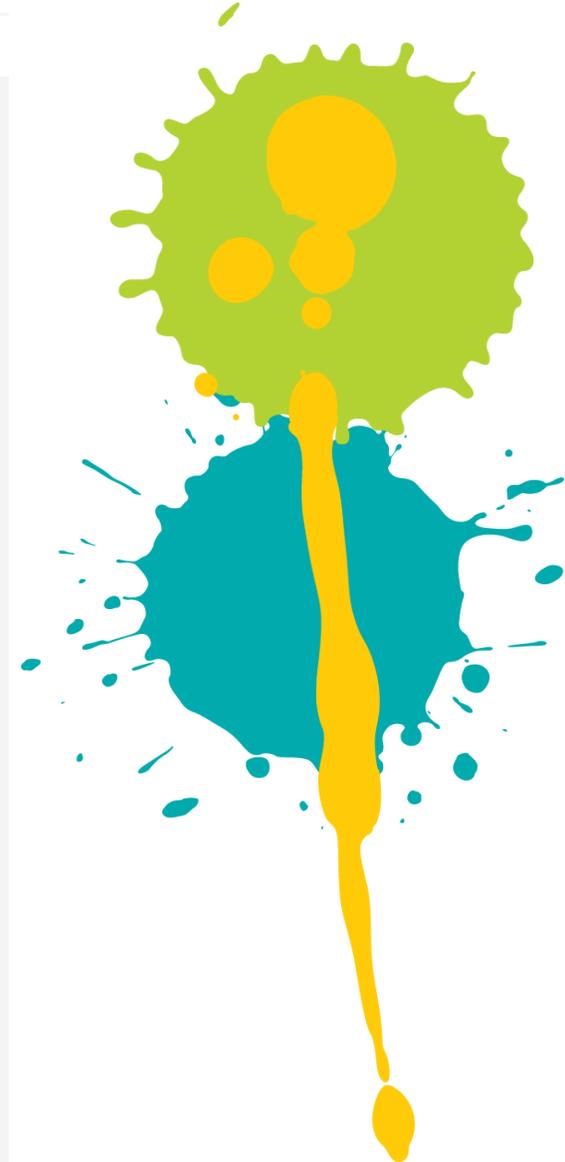
Self-Efficacy Toolkit

Social Awareness Toolkit

Self-Management Toolkit

Growth Mindset Toolkit

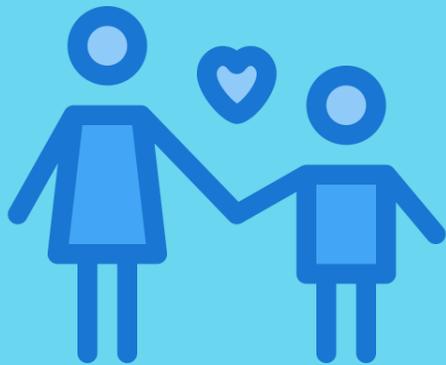
CORE Case Study Tools



Positive Youth Development



Positive Youth Development



Supports positive outcomes for young people by fostering the Five C's that underlie all social and emotional learning: competence, confidence, connection, character and caring.



Positive Youth Development Resources

Feature Section

Social and Emotional Learning Toolkit

SEL Toolkit

SEL Strategies and Tools

Self-Awareness

Self-Management

Social Awareness

Relationship Skills

Responsible Decision Making

Find new resources each week in the ACT for Youth Update

Professional Development for Youth Workers

printer-friendly

ACT for Youth is committed to promoting the language of positive youth development (PYD) and integrating core PYD principles into the field of youth work. We aim to enhance the capacity, knowledge, and competencies of adults who work with and for young people, as well as their organizations.

Positive Youth Development 101 Training

The 10-hour training curriculum [Positive Youth Development 101](#) offers an orientation to positive youth development for new youth work professionals. The curriculum includes five sections:

- Theoretical Foundation of PYD and Adolescent Development
- Positive Youth Development Outcomes
- Youth Voice and Engagement
- Youth Development Programming
- Youth Worker Competencies

PYD 101 Online Courses

[Positive Youth Development \(PYD\) 101 Online](#) is a series of short, interactive courses intended to introduce PYD to new youth work professionals, volunteers, and advocates. The series can be used independently or to supplement the training curriculum listed above.

ng (SEL)



Explicit Activities



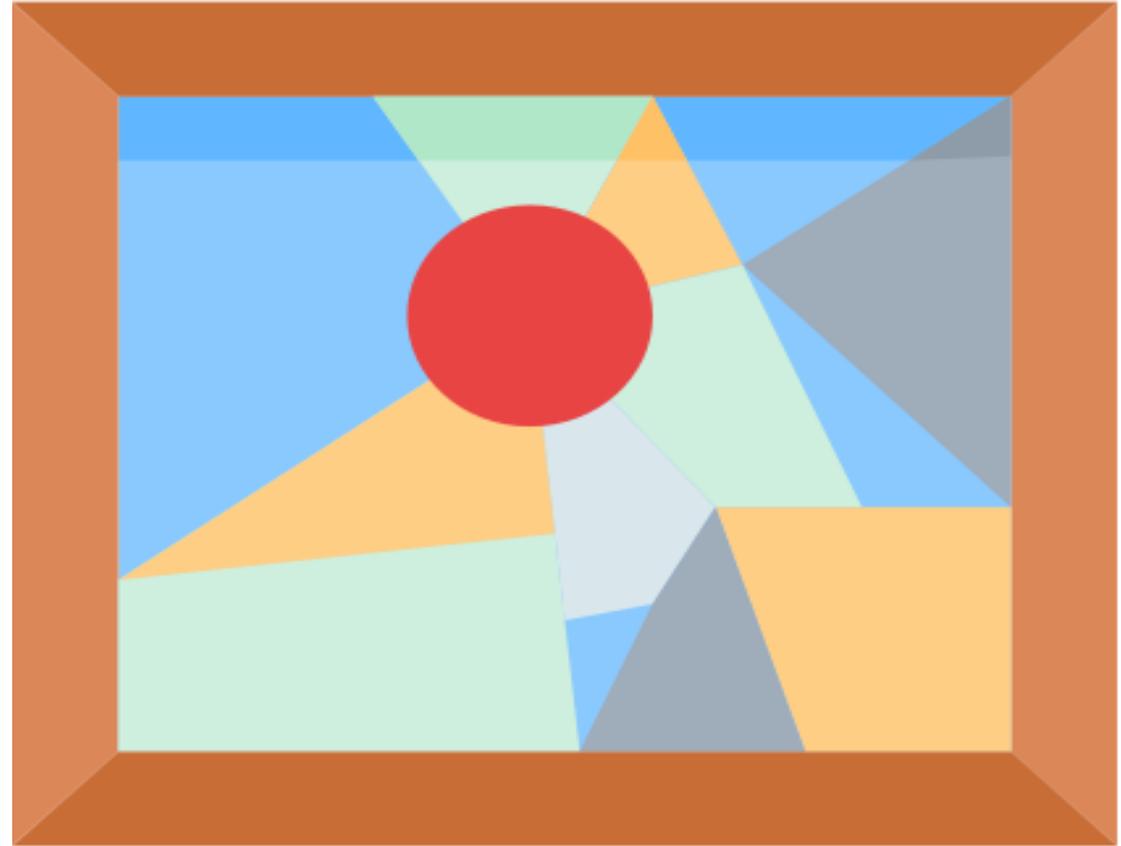
Teaches specific
concepts or skills



Embedded Activities



Provides opportunities
to practice social and
emotional skills or
behaviors





Intentionally Designing SEL Activities

Need: Program SMART Goal	Want: Student Voice	SEL Domain	Instructional Strategy	Activity	Intentional Design	Activity SMART Goal	Delivery Method	21 st Century Skill
By the end of the year, school-day disciplinary referrals will decrease by 10 percent as measured by campus behavioral reports.	Students want sports activities.	Self-management	Embedded	Martial arts	Students engage in the practice of tae kwon do to achieve fitness and focus while also using self-discipline and socialization skills to positively manage conflict and anger.	By the end of the year, 80 percent of students who regularly participate in martial arts will receive zero disciplinary referrals due to fighting, as measured by referrals.	Think alouds and self-talk	Communication
	Students want to socialize with friends and be online.	Self-management	Explicit	Growth Mindset	Students will engage in the PERTS online growth mindset program and the in-person Mindset Kit activities both individually and as a group to learn to transition from a fixed to a growth mindset.	By the end of the session, 85% of students who regularly participate in Growth Mindset will report an increase in their ability to manage their emotions as measured by the SEL survey.	Think-alouds or self-talk Youth-directed learning	Communication



COVID-19 and SEL Resources

CASEL CARES: SEL Resources During COVID-19. [LEARN MORE](#)



CASEL CARES INITIATIVE
Connecting the SEL Community

Resources

Guidelines for Educators, Parents, and Caregivers

Below we share guidance for keeping SEL at the forefront during the COVID-19 pandemic following the four core focus areas from CASEL's guides for [schoolwide SEL](#) and [districtwide SEL](#).

First, create a foundation for social and emotional learning

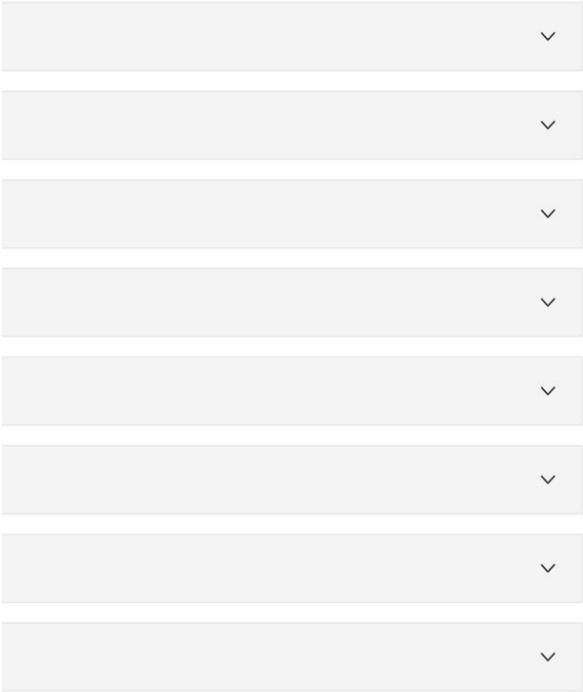
Second, attend to well-being and mutual support among adults

Third, promote social and emotional learning for young people

Fourth, reflect on how things are going and adjust as you learn

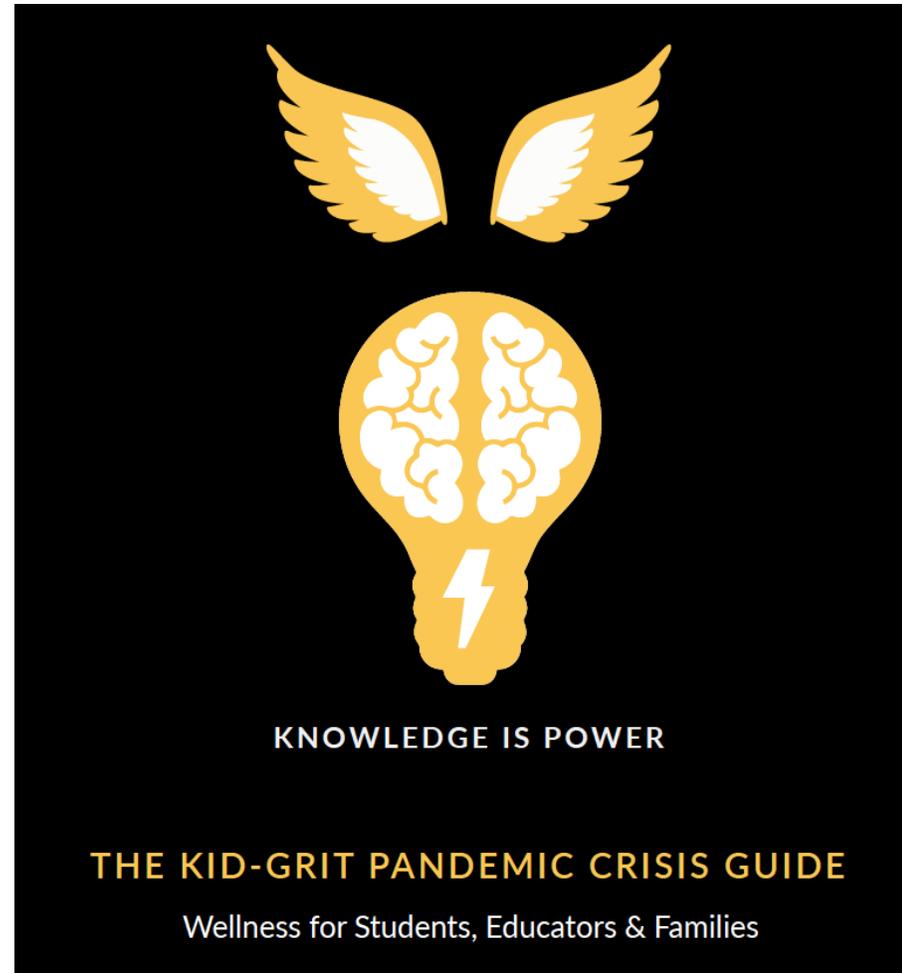
AN INITIAL GUIDE TO LEVERAGING THE POWER OF SOCIAL AND EMOTIONAL LEARNING

→ AS YOU PREPARE TO
REOPEN AND RENEW
YOUR SCHOOL COMMUNITY





COVID-19 and SEL Activity Resources



SEL Activity Resources





Tools and Resources

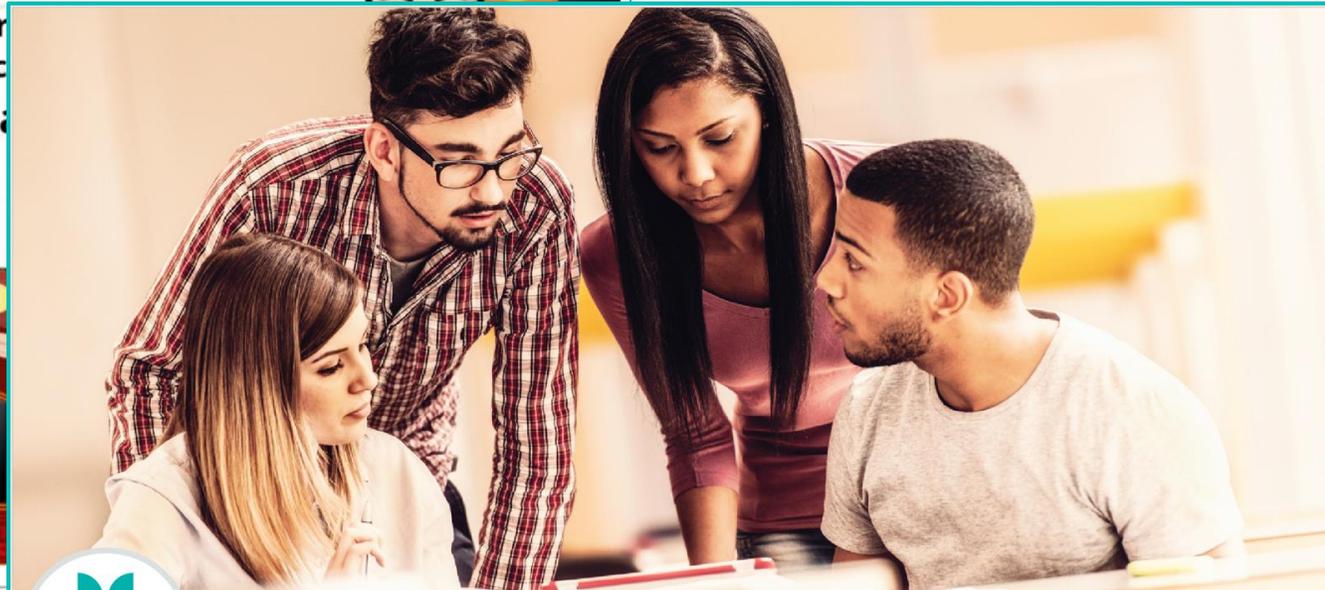
Social and Emotional Learning: Implementation Strategies

Resources | Glossary | Menu

Introduction

Now Showing

Implementation Strategies
of the You for Youth Center
Social and Emotional Learning

A graphic of a theater marquee with a red border and yellow lights. The text 'Now Showing' is prominently displayed. Below it, the title 'Implementation Strategies of the You for Youth Center Social and Emotional Learning' is partially visible. A small icon of two theater masks (one blue, one yellow) is also present. At the bottom of the marquee, there is a ticket booth with a sign that says 'TICKET' and a price list: 'NOW \$5.00', '\$10.00', '\$15.00'.

Introduction to Social and Emotional Learning



Questions/Feedback?



Sherri Lauver
SLauver@seiservices.com



Robbie Levenberry
RLevenberry@seiservices.com

<https://y4y.ed.gov>
<https://y4y.ed.gov/webinars>



<https://y4y.ed.gov>

[HOME](#)

[GET STARTED](#)

[LEARN](#)

[TECHNICAL ASSISTANCE](#)

[RESOURCES](#)

[STEM INITIATIVES](#)



Search



[SIGN IN](#)

[Contact Us](#) | [Join](#)



Online Professional Learning and
Technical Assistance for
21st Century Community Learning Centers

