



Three Roads to Rome: Approaches to Systemic SEL

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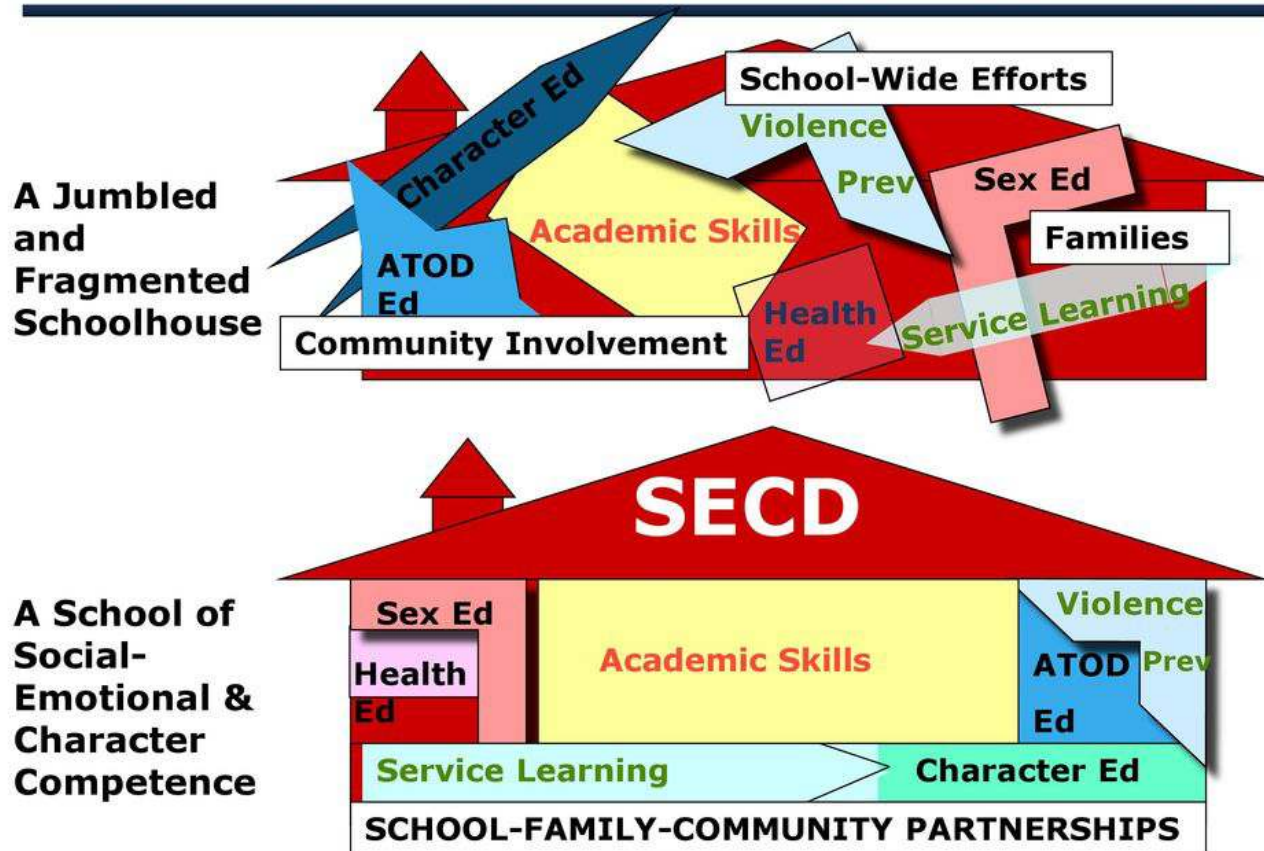
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How do we achieve coherence in our systems for social emotional development?

Social-Emotional and Character Development (SECD):
A Coordinated Framework Provides Synergy

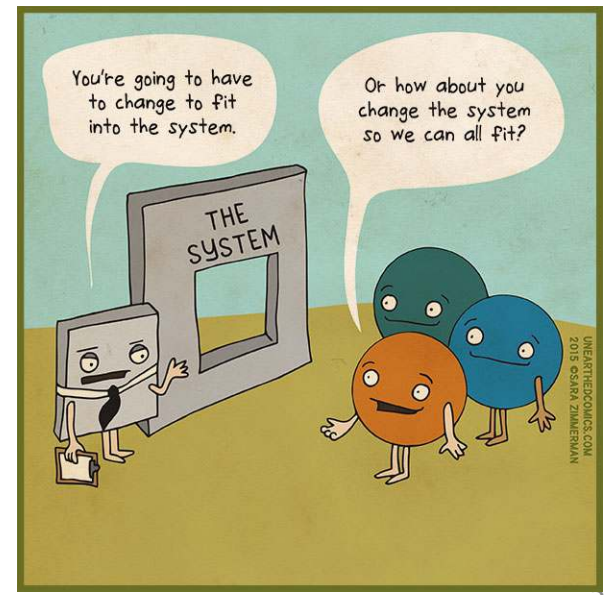


Welcome!



Current Situation Re Teacher Well-Being

- There is a serious crisis of teacher retention
- Teaching is now rated as a highly stressful profession - 46% report excessive daily stress (Gallup)
- We need to support Teacher's Own SEL and professional growth



FOR WELL STUDENTS WE NEED WELL TEACHERS

**Teacher at the beginning
of the school year**



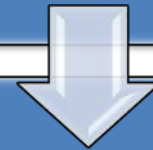
**Teacher at the end
of the school year**



The Burnout Cascade



Emotional Exhaustion



De-personalization

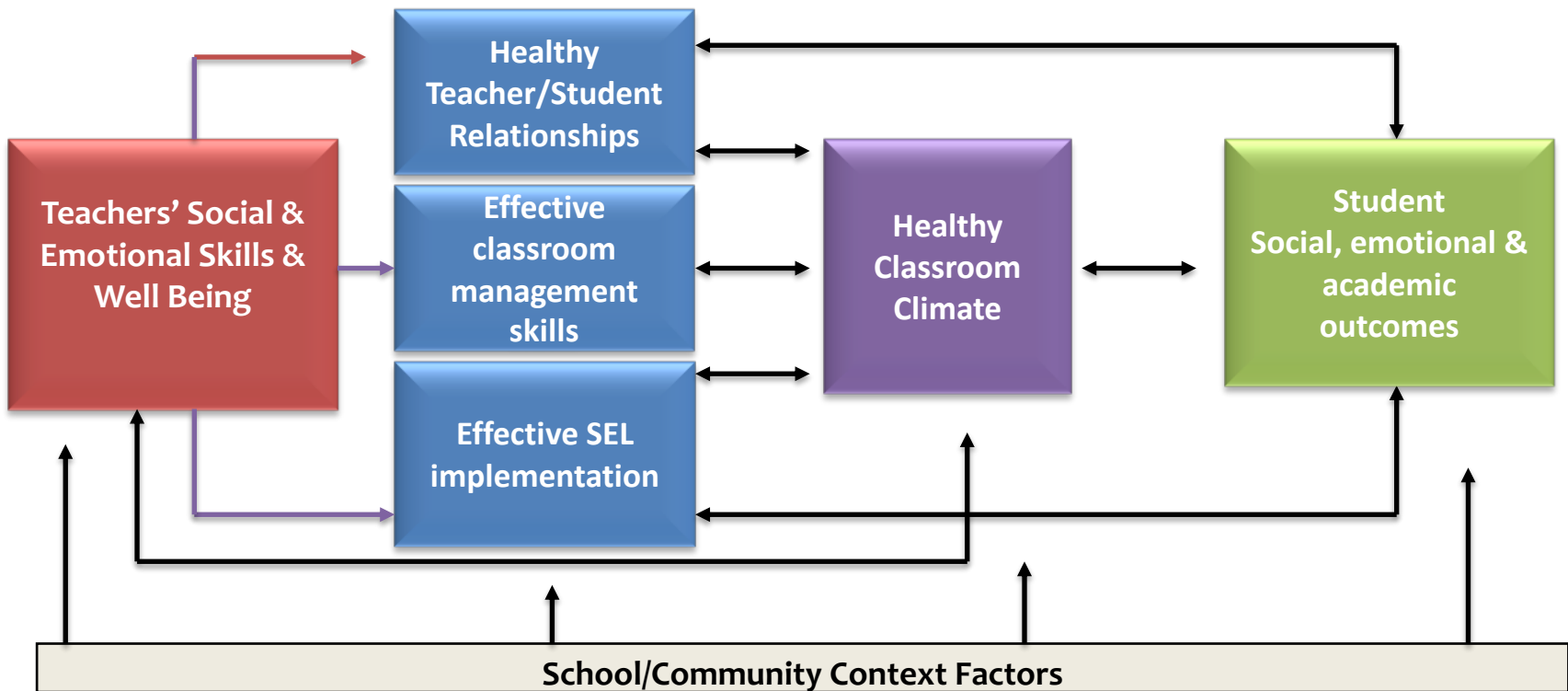


Lack of Accomplishment

30-40 % leave within first 5 years of teaching



The Prosocial Classroom



Jennings & Greenberg, 2009

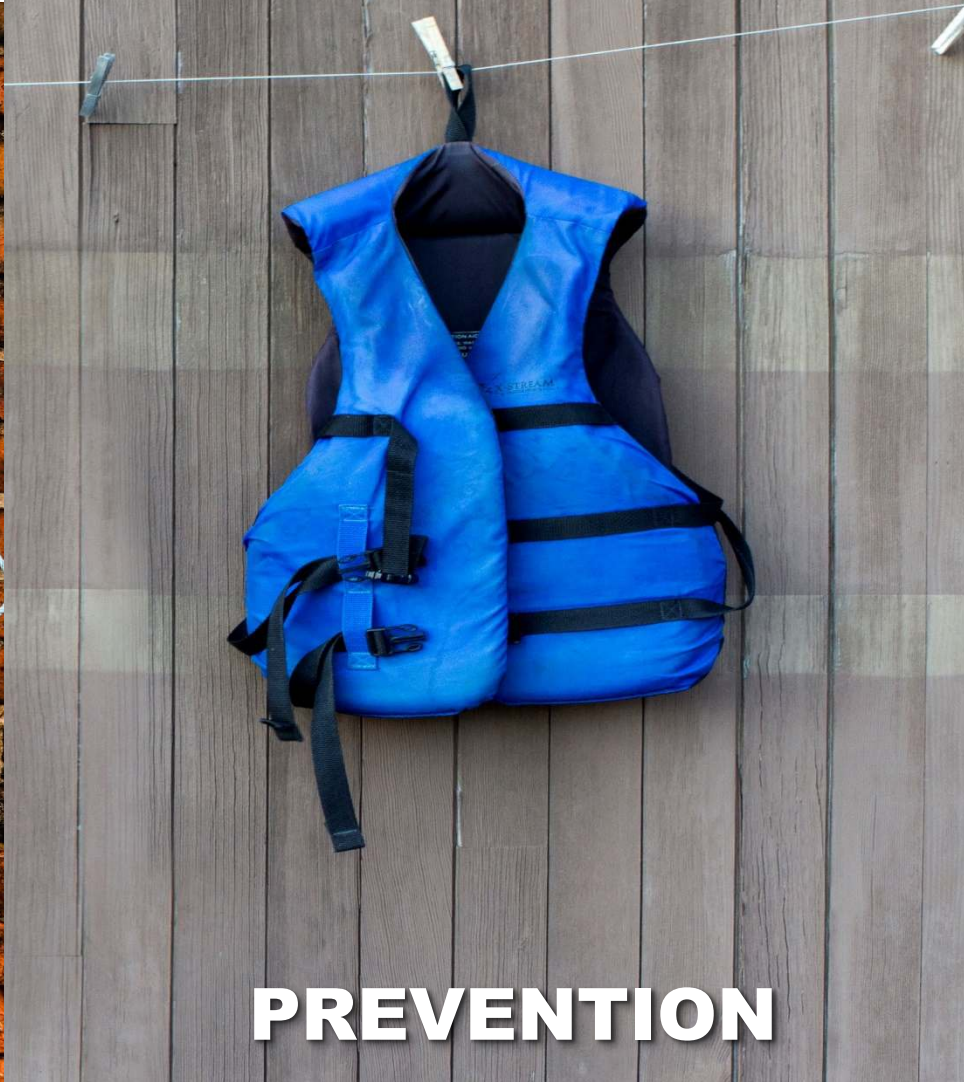


What are the SEL Competencies and skill sets?





INTERVENTION



PREVENTION





Cultivating Awareness & Resilience in Education

- **Developers**
- Patricia (Tish) Jennings
- Christa Turksma
- Richard C. Brown



CARE Program Delivery

- Variety of Models
Total of 18-24 hours
Some full-day experiences

Elements

- Emotion awareness
- Mindfulness Practice
- Empathy & Compassion for self and other



Applications of these practices to teaching through discussion and role plays



Findings from CARE (Multiple Studies)

- ↓ Stress and less sense of time urgency
- ↓ Depression and anxiety and physical symptoms of stress
- ↑ Efficacy in teaching
- ↑ Compassion for self and others
- ↑ Quality of Teaching (observed)

Longer Term Outcomes – One Year Later

- ↓ Psychological distress
- ↑ Mindfulness
- ↑ Adaptive emotion regulation



The Community Approach to Living and Learning Mindfully Program

Developer: Alexis Harris

Place-based – occurs in the school building

4 X week - 20 min sessions before students arrive

Randomized Trial with Middle School Teachers showed

↓ stress (self report and awakening cortisol response)

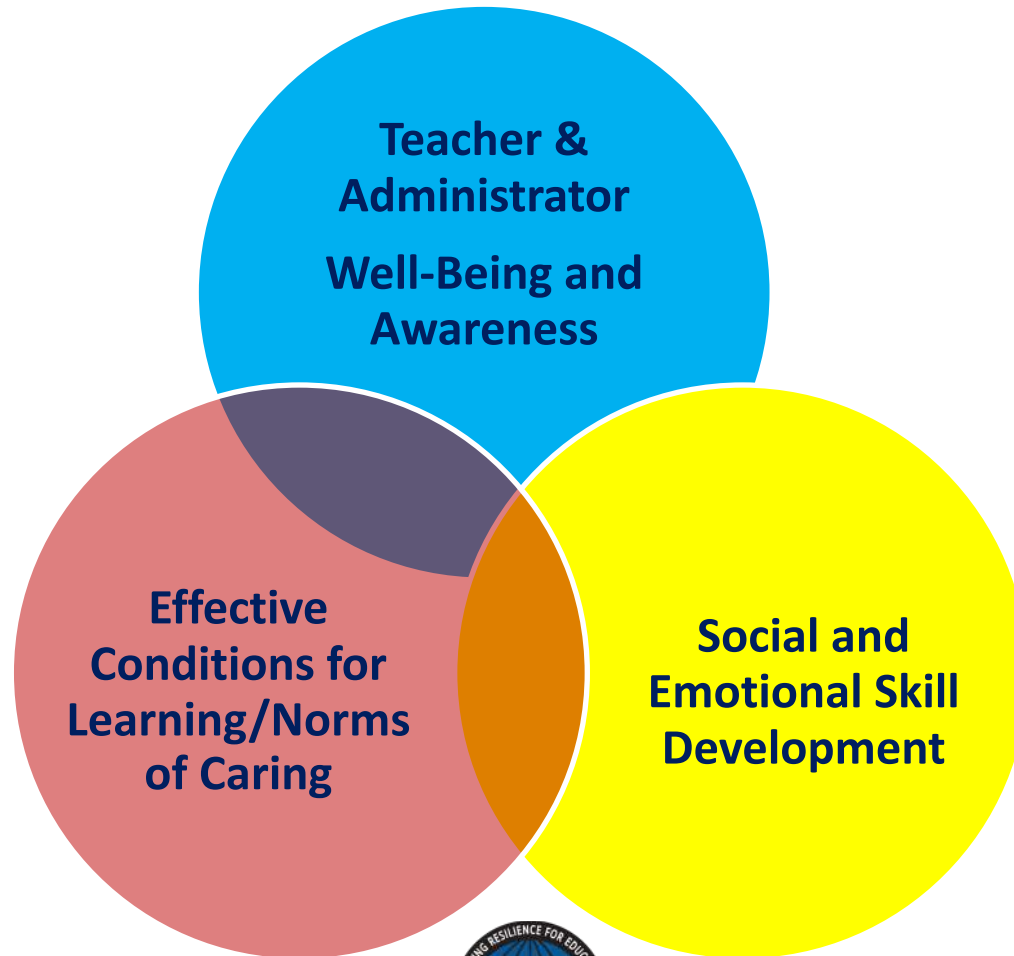
↑ efficacy in teacher

↓ rate of physical symptoms of stress

↓ Blood Pressure



A Holistic Picture: Supporting Social & Academic Development and Well Being





For more information on CARE and CALM
and to listen to audio mindfulness practices

go to the Resource Page of
www.createforeducation.org

Making the Most of Everyday Interactions with Students to Support Social and Emotional Learning

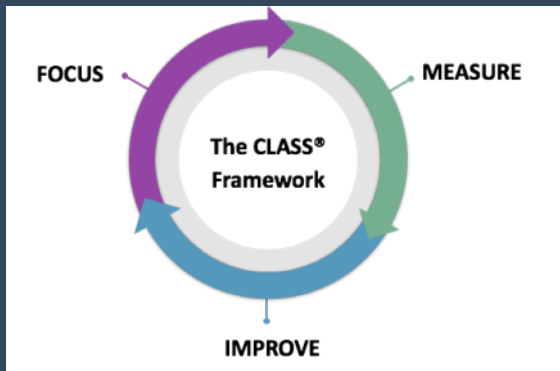
Dr. Bridget Hamre, CEO, Teachstone



*“Of all of the work that occurs at every level of our education system, **the interaction between teacher and student** is the primary determinant of success” (U.S. DOE, 2010, 13)*

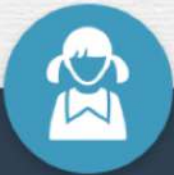
What is CLASS?

- An observational tool and set of aligned professional development resources that help schools measure & improve the classroom interactions that matter most
- Developed over the last 18 years by Robert Pianta and colleagues based on educational & development research
- Grade levels reflect both continuity and uniqueness across development



Dominique McCain, Commit Partnership,
Dallas TX

Backed by Over 200 Research Studies



Emotional Support

IMPROVEMENTS IN CHILD OUTCOMES

- Social Competence
- Relationships with Teachers
- Language & Literacy Skills



Classroom Organization

IMPROVEMENTS IN CHILD OUTCOMES

- Executive Functioning
- Inhibitory Control
- Behavior Competence
- Language & Literacy Skills
- Math Skills

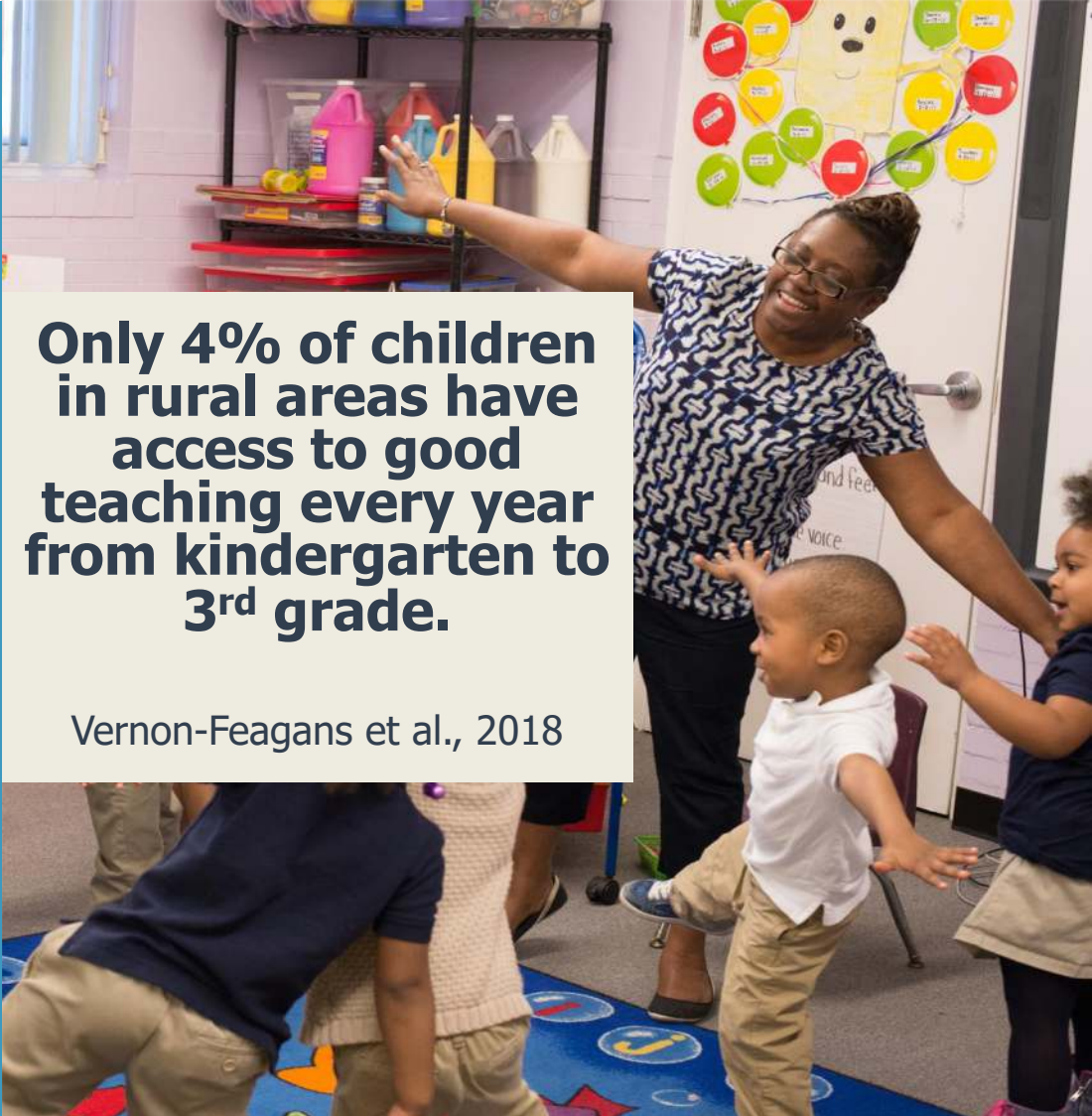


Instructional Support

IMPROVEMENTS IN CHILD OUTCOMES

- Behavior Competence
- Language & Literacy Skills

Unfortunately, not all children are lucky enough to experience effective teacher-child interactions in their early educational experiences.

A photograph of a teacher with glasses and a patterned shirt interacting with several young children in a classroom. The teacher is smiling and has her arms outstretched. The children are also smiling and appear to be engaged in an activity. In the background, there is a shelf with various containers and a door decorated with colorful balloons and a smiley face.

Only 4% of children in rural areas have access to good teaching every year from kindergarten to 3rd grade.

Vernon-Feagans et al., 2018

What everyday interactions enhance SEL?

1. Develop supportive relationships
2. Give students authentic and meaningful voice
3. Call explicit attention to the social and emotional learning in the everyday

Develop Supportive Relationships

- Engage in social conversations
- Join in activities with students
- Watch for opportunities to match student's emotional responses
- Model prosocial behavior - respect and care - students are watching!



Give Students Authentic and Meaningful Voice

- Actively elicit students ideas and opinions - seek diversity in perspectives and watch for students who are less likely to respond
- Demonstrate genuine interest in what students have to say
- Scaffold students in listening to and asking questions of one another



Call Explicit Attention to the Social and Emotional Learning in the Everyday

- Label your feelings and and encourage students to do the same – in the moment
- Call out and scaffold the social skills students need as they engage in group work





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Supporting Consistent and High-Quality SEL Practices with Assessment

Clark McKown, President
xSEL Labs



Assessment in One Slide

Only if we routinely assess practices and the outcomes they are intended to produce can we sustain consistent, high-quality practices that maximally benefit teaching, learning, and student outcomes.

Why assess?

- To support consistent, high-quality practice

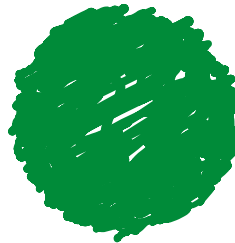
What to assess?

- Student competence
- Climate
- Implementation

What Competencies to Assess



Skills that matter...



...that are in standards...



...and are important locally...

| GRADES 1 & 2 Standard Elements Lesson / SELWIDE SKILL | | 1 | 2 | 3 | 4 |
|---|-----------------------------|------|-----|-----|-----|
| | | 100% | 75% | 50% | 25% |
| Unit 1 | Self-Awareness | ✓ | ✓ | ✓ | ✓ |
| Unit 2 | Social Awareness | ✓ | ✓ | ✓ | ✓ |
| Unit 3 | Self-Management | ✓ | ✓ | ✓ | ✓ |
| Unit 4 | Social Management | ✓ | ✓ | ✓ | ✓ |
| Unit 5 | Relationship Skills | ✓ | ✓ | ✓ | ✓ |
| Unit 6 | Responsible Decision-Making | ✓ | ✓ | ✓ | ✓ |

...that you plan to teach.

How to Assess Social and Emotional Competencies: Example of Social Awareness

Self-Report:

I know what other people are feeling.

Not At All True A Little True Pretty True Very True Extremely True

Teacher Report:

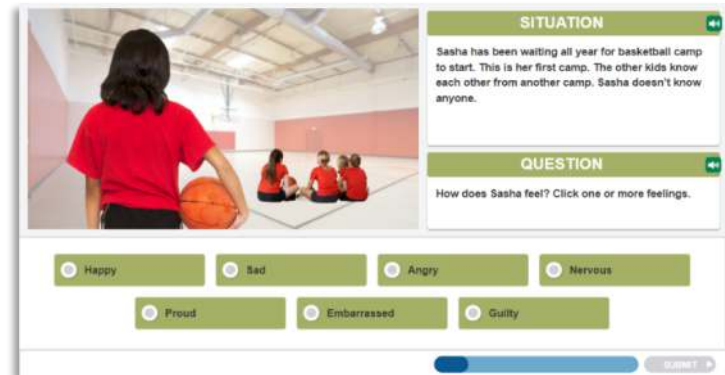
Understands what others are feeling.

Almost Never Rarely Sometimes Often Almost Always

Direct Assessment:



Happy Sad Angry Scared Just OK



SITUATION
Sasha has been waiting all year for basketball camp to start. This is her first camp. The other kids know each other from another camp. Sasha doesn't know anyone.

QUESTION
How does Sasha feel? Click one or more feelings.

Happy Sad Angry Nervous
Proud Embarrassed Guilty

In Addition to Competence Assessment

Implementation

- How often are SEL practices used?
- How well are they implemented?

Climate

- Student perceptions.
- Safety, Belonging, Instructional Support

Data Use to Support SEL Practice



1. Assess Competence and Climate

| Standard | Indicator | Assessment | Formative | Summative | Other |
|----------|---------------------|------------|-----------|-----------|-------|
| SEL.1 | Self-awareness | SEL.1.1 | ✓ | ✓ | ✓ |
| SEL.2 | Self-management | SEL.2.1 | ✓ | ✓ | ✓ |
| SEL.3 | Relationship skills | SEL.3.1 | ✓ | ✓ | ✓ |
| SEL.4 | Critical thinking | SEL.4.1 | ✓ | ✓ | ✓ |
| SEL.5 | Civic engagement | SEL.5.1 | ✓ | ✓ | ✓ |

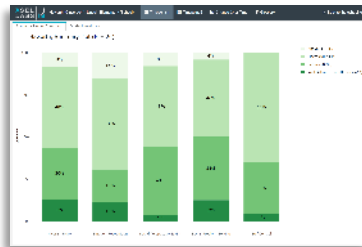
3. Teach SEL



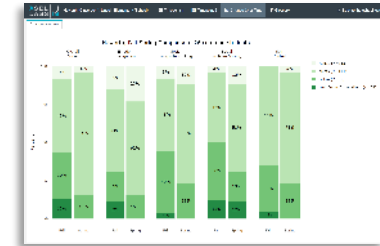
4. Re-Assess Competence and Climate

Fall → Spring

2. Review data



5. Review data



Measure Implementation

Putting Data to Work

Imagine You Did This



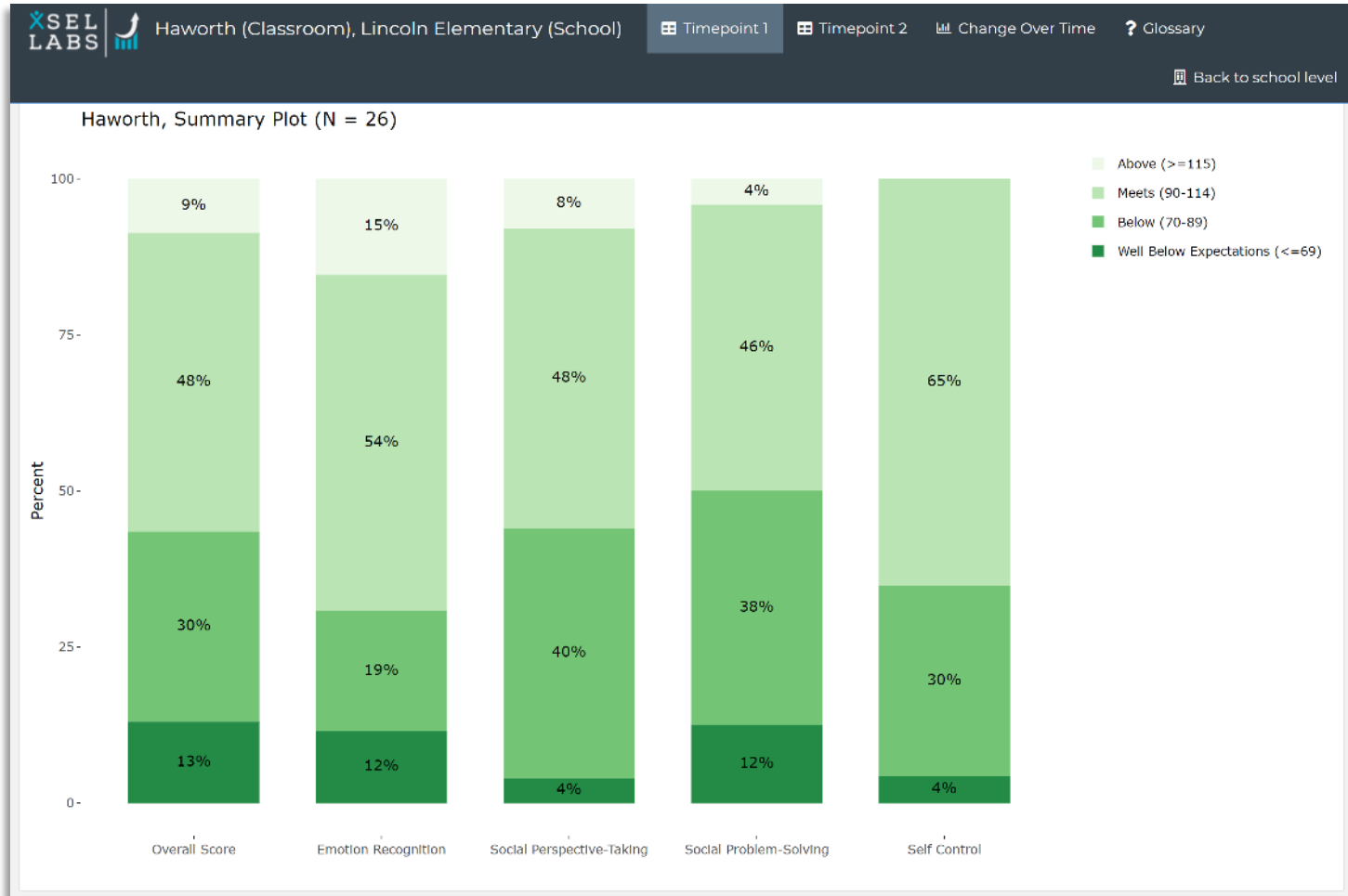
1. Assess Competence and Climate

Fall  Spring






2. Review data



And You Learned This



And You Were Using This

| Unit |  RULER Lesson | SELweb Competence | | | |
|--|---|--|---|--|---|
| | |  Emotion Recognition |  Perspective-Taking |  Problem-Solving |  Self-Control |
| Second Grade | | | | | |
| 1: Emotions Matter | 1. How we experience emotions in bodies and minds | ✓✓ | | | |
| | 2. Tracking emotions during an activity | | | | ✓ |
| | 3. Effects of emotions on decisions, learning, health, relationships | | ✓ | | ✓ |
| | 4. Storybooks illustrating emotion --> Outcome | | ✓ | | |
| 2: Community, Safety, and Climate | 1. Introduce charter | | ✓ | ✓ | |
| | 2. Students have agency over their emotions | | | | ✓✓ |
| | 3. Story: How ones' actions affect others' emotions | | ✓✓ | | ✓ |
| | 4. Story: How framing affects emotions | | ✓ | | ✓✓ |
| 3. Self and Social Awareness | 1. Introduction to the Mood Meter | ✓ | | | ✓ |
| | 2. Introduction to five RULER skills | ✓ | ✓ | ✓ | ✓ |
| | 3. Recognizing and labeling emotions | ✓✓ | | | |
| | 4. Recognizing emotion cues, part 2 | ✓✓ | | | |
| 4-7 | Feelings words | | | | |
| 8. Community, Safety, and Climate II | 1. Evaluate effectiveness of charter | | | ✓ | |
| | 2. Recognizing cues about unwanted emotions | ✓✓ | ✓✓ | | |
| | 3. What an emotion regulation strategy is | | | | ✓✓ |
| | 4. Designing emotion regulation strategies | | | | ✓✓ |
| 9. Emotion regulation and personal values | 1. Difficult decisions and acting according to values | | | ✓✓ | ✓✓ |
| | 2. Introducing the meta-emotion steps | | | ✓✓ | ✓✓ |
| | 3. Strategies for being your best self | | | ✓✓ | ✓✓ |
| | 4. Choosing and enacting strategies for being best self | | | ✓✓ | ✓✓ |
| 10-13 | Feelings words | | | | |
| 14. Empathy, Perspective-Taking, and CommunitH Restoration | 1. Defining conflict | | ✓ | ✓✓ | ✓ |
| | 2. Understanding empathy | ✓✓ | ✓✓ | | |
| | 3. Asking questions to cultivate empathy | ✓✓ | ✓✓ | | |
| | 4. Conducting an empathy interview | ✓✓ | ✓✓ | | |
| 15-18 | Feelings words | | | | |

SELweb was developed at Rush University Medical Center, is distributed by xSEL Labs, and is not affiliated with the RULER approach developed at the Yale Center for Emotional Intelligence.

And Doing This

Ways That Social-Emotional Learning Can Be Integrated Throughout the School Day

Students practice self-awareness by identifying how they feel throughout the day, especially when confronted with difficult academic tasks.

Students are given multiple opportunities for self-directed work and play, which develops self-management and responsible decision-making.

Teacher identifies the social and emotional competencies needed for academic work, and incorporates them into the lesson plan.

Teacher actively models social and emotional competencies, stopping at times to "think aloud" and describing how she or he feels, thinks, and acts in a certain situation.

Students develop relationship skills, such as communication and collaboration, through structured group work.

Teacher uses "teachable moments" to help guide students through social and emotional challenges, such as helping students mediate a conflict.

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Then You Did This



1. Assess Competence and Climate

| Standard | Indicator | Assessment | Implementation | Climate | SEL |
|----------|-----------------------------|------------|----------------|---------|-----|
| SEL.1 | Self-Awareness | ✓ | ✓ | ✓ | ✓ |
| SEL.2 | Self-Management | ✓ | ✓ | ✓ | ✓ |
| SEL.3 | Relationship Skills | ✓ | ✓ | ✓ | ✓ |
| SEL.4 | Caring and Empathy | ✓ | ✓ | ✓ | ✓ |
| SEL.5 | Responsible Decision-Making | ✓ | ✓ | ✓ | ✓ |

3. Teach SEL



4. Re-Assess Competence and Climate

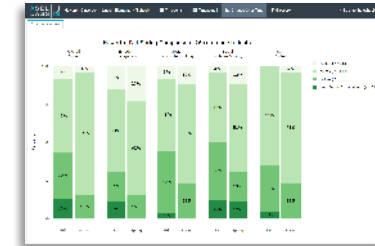
Fall

Spring

2. Review data

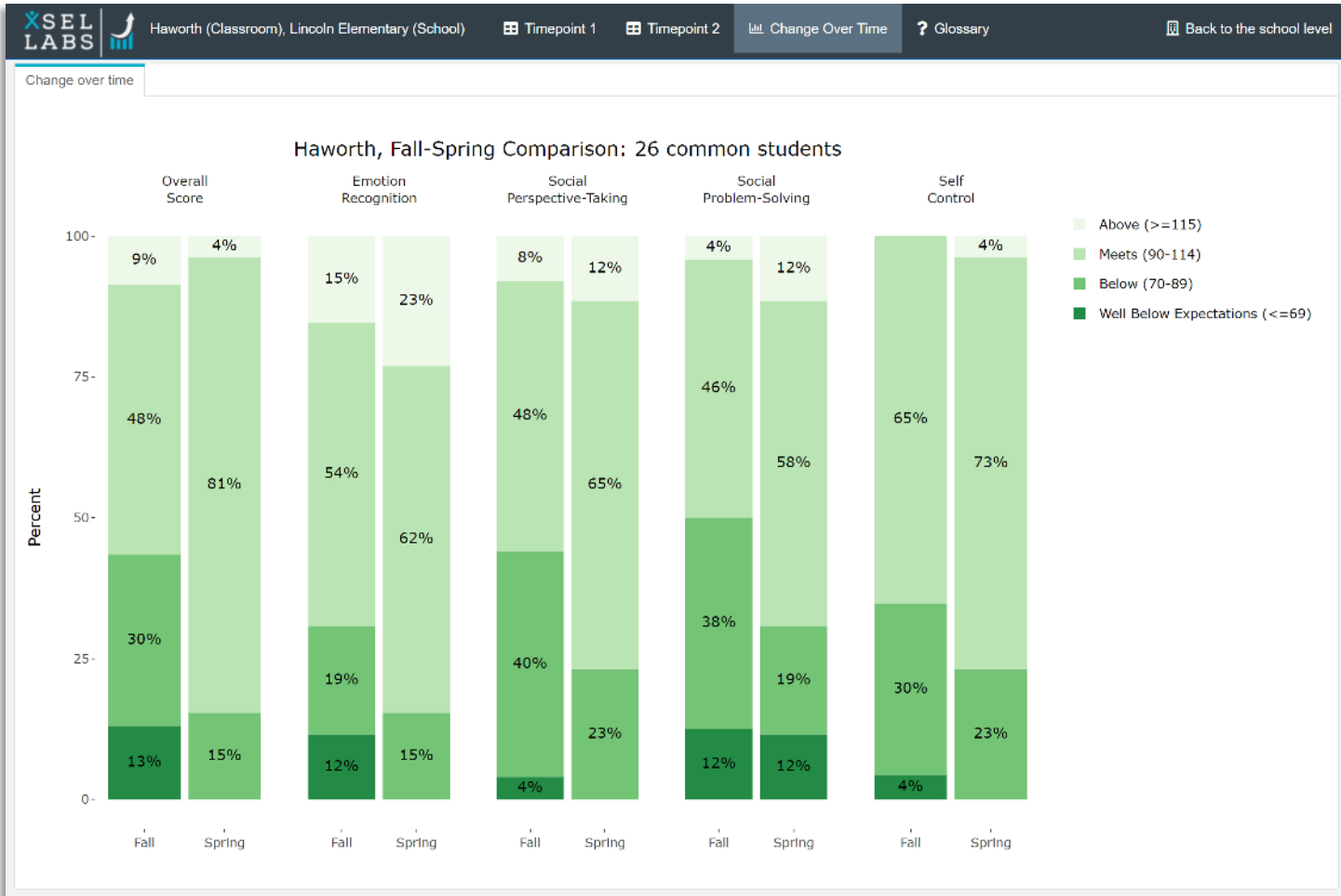


5. Review data

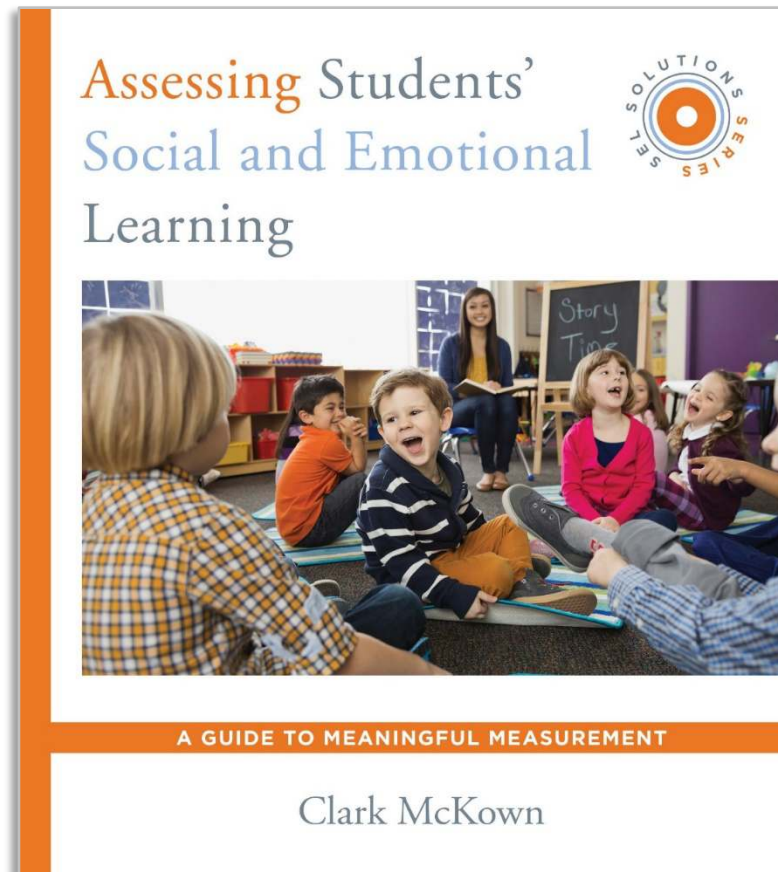


Measure Implementation

And Found This



For More Than a 10-Minute Flyby





<https://xsel-labs.com/>

Discussion