Healthy Climate Healthy Kids
Looking at Social and Emotional Competencies

Tyrone Martinez-Black
Policy and Practice Specialist

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Objectives

- Identify a working definition of SEL for the group and the core competencies
- Explore connections between social and emotional learning and mental health responses
- Highlight CASEL Resources for SEL efforts
Welcoming Ritual

• Write one word each to describe:
  • Something about yourself (self)
  • Something about this group (social)
  • Something about our work (responsible)
Introduction to Social and Emotional Learning
Identifying, Defining, and Measuring Social and Emotional Competencies Project

Perserverance
Responsible-decision-making
Job-readiness
Creativity
Relationship-skills
Executive-functioning
Interpersonal-skills
Self-awareness
Collaboration
Communication-skills
Critical-thinking
Self-management
Intrapersonal-skills
Active-listening
Grit

Source: Berg et al., 2018
SEL is...

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, and make responsible decisions.
Social and Emotional Competencies

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility
Social and Emotional Competencies

• Social and emotional competencies....
  • Develop across the lifespan.
  • Depend on context.
  • Reflect cultural norms.
SEL and Trauma

- Trauma can have an impact on development of social and emotional competencies
  - E.g., students may have difficulty managing emotions
- SEL supports can help mitigate effects of trauma.
  - E.g., build student internal and external assets
  - E.g., more connections made between emotional and thinking center of the brain
SEL works: Compelling national evidence

Science Links SEL to Student Gains:

- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests
- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer because they’re able to work more effectively with challenging students—one of the main causes of burnout.

Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health.
A System to Support Social and Emotional Learning
Framework for Systemic
School and District SEL

How?

What? and Where?

Why?

DISTRICT AND
SCHOOL
THEORIES
OF
ACTION

Build Foundational Support and Plan for SEL

Strengthen Adult SEL Knowledge, Competencies, & Capacity

Promote SEL for Students

Use Data for Continuous Improvement

Families & Communities

Schools

Classroom

Self-Awareness

Self-Management

Social Awareness

Social and Emotional Learning (SEL)

Relationship Skills

Responsible Decision-Making

SEL Curriculum & Instruction

Climate: Schoolwide Practices, Policies

Family & Community Partnerships

Student Outcomes

Short-Term
Social and Emotional Skills
• Improved Attitudes about Self, Others, and Tasks
• Perceived Classroom and School Climate

Intermediate
• Positive Social Behaviors and Relationships
• Academic Success
• Fewer Conduct Problems
• Less Emotional Distress
• Less Drug Use

Long-Term
• High School Graduation
• College/Career Readiness
• Safe Sexual Behaviors
• Healthy Relationships
• Mental Health
• Reduced Criminal Behavior
• Engaged Citizenship

What? and Where?

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How?

Why?
<table>
<thead>
<tr>
<th>CLASSROOM</th>
<th>SCHOOL</th>
<th>COMMUNITY</th>
<th>FAMILY</th>
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<tbody>
<tr>
<td>Explicit SEL instruction</td>
<td>Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.</td>
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<td>SEL integrated with academic instruction</td>
<td>SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.</td>
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<td>Youth voice and engagement</td>
<td>Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.</td>
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<td>Supportive school and classroom climates</td>
<td>Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.</td>
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<tr>
<td>Focus on adult SEL</td>
<td>Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.</td>
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<tr>
<td>Supportive discipline</td>
<td>Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.</td>
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<td>A continuum of integrated supports</td>
<td>SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.</td>
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<td>Authentic family partnerships</td>
<td>Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students’ social, emotional, and academic development.</td>
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<td>Aligned community partnerships</td>
<td>School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.</td>
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<td>Systems for continuous improvement</td>
<td>Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.</td>
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Responding to the demand:
National Commission on Social, Emotional, and Academic Development

Our nation is truly at a turning point: We now understand that social and emotional development underpin children’s academic learning, growth, and success.

This understanding is fueling a growing movement of young people, educators, parents, researchers, leaders in business and civil rights and communities from across the country. Science has made clear that children learn best when we teach them as whole people, and schools and communities are recognizing that they can no longer separate academics and students’ broader development.

- *A Nation at Hope* is the result of listening to the experiences and needs of young people, parents, teachers, school and district leaders, community leaders, and other experts.
- The report and recommendations, states, communities, educators, and families now have evidence-based, expert-backed ways to foster every student’s social, emotional, and academic development.
CASEL’s tools and resources:
Support high-quality SEL implementation

SEL District Resource Center
Resources from districts where SEL programs, practices, and policies are working to support high-quality SEL implementation.
https://drc.casel.org

Schoolwide Guide to SEL
Guidance for systemic SEL implementation in a school.
https://schoolguide.casel.org/

SEL State Resources
Sample policies and practices that support SEL.
https://casel.org/csi-resources/

SEL Assessment Guide
Guidance to choose and use an SEL assessment.
http://measuringsel.casel.org/assessment-guide/

Program Review Guides
Recommendations for selecting high-quality SEL programs.
https://casel.org/guide/

SEL Starts at Home
Resources to bring SEL into your home and community.
https://casel.org/in-the-home/
Tyrone Martinez-Black
tmblack@casel.org

815 W. Van Buren St., Suite 210
Chicago, IL 60607-3566
312-226-3770
www.casel.org