Embedding Social and Emotional Learning throughout the School Day to Support Social Interactions

The Collaborative for Academic, Social, and Emotional Learning
CASEL
www.casel.org

CSEFEL
www.vanderbilt.edu/csefel

National Center promoting social emotional development and school readiness of young children birth to age 5.
Jointly funded by the Office of Head Start and the Child Care Bureau, under the auspices of the Administration on Children, Youth and Families at the U.S. Department of Health and Human Services.

Objectives
- Define social and emotional learning (SEL)
- Discuss rationale and importance of SEL
- Understand SEL within a 3-tiered pyramid model of intervention
- Describe how to embed SEL into school-wide, classroom, and individual routines and curriculum

Our World is Social
- We live in a social and emotional world and our ability to respond appropriately according to our social norms helps us to contribute productively in society.
- The skills learned in school should form a foundation for students’ success in their adult lives as members of the community.
School's Role in SE Development

- An important topic capturing national attention is the school's role in supporting healthy social and emotional development for students, including those with exceptionalities.
- Schools are currently facing challenges figuring out how to provide opportunities to attend to the whole student, including social and emotional well-being, in the school context.

When and Where to Teach?

- Though there is mounting evidence of the importance of social emotional learning for the success of students in school and beyond, teaching these critical skills may be viewed by many educators as additional duties instead of integral and necessary for learning.
- Some professionals think you have to pull a student with autism out of general education to teach these skills.

Integrate into Daily Routines

- This session addresses the tension between recognition of the importance of attending to the social and emotional development of students with and without disabilities, and the need to maintain the highest possible levels of student academic achievement by integrating SEL into the daily curriculum and routines.

Create Environments

- In this session, we discuss what schools can do to create and sustain environments that contribute to social well-being and academic success for today's students.

Move from a Fragmented Approach...

- Moving from here: Fragmentation …
  - Categorical programs
  - Instructional programs and mental health services
  - School and family/community interventions
  - Classroom and after-school
  - No common language or consistent message to bridge programs with similar goals addressing risk & protective factors

Typical Approaches by Schools

- Bullying Prevention
- Career Education
- Character Education
- Civic Education
- Dropout Prevention
- Drug Prevention
- Family Life Education
- Health Education
- Mental Health Promotion
- Multicultural Education
- Nutrition Education
- Sex Education
- Suicide Prevention
- Truancy Prevention
- Violence Prevention
- Positive Behavior Supports

Many of these are short-term or unrelated efforts
To A Coordinated Approach

SEL as a coordinating framework is a lens to focus on students’ social and emotional development; a way to examine everything that is going on in a school to coordinate across programs, reduce duplication, improve outcomes, etc...

An Integrated Schoolwide Model for Academic, Social, and Emotional Learning

Planned, systematic classroom-based SEL instruction and a supportive school climate

Coordinated mental health and health services that reinforce SEL instruction

School-Family-Community partnerships to enhance social, emotional, and academic competence

After-school and community activities that are coordinated with SEL efforts

CASEL: Mission and Goals

Mission: To make social and emotional learning (SEL) an essential part of education

Goals:
- Expand integrated, evidence-based SEL practice
- Strengthen the field and impact of SEL

www.casel.org

Quick Assessment

Is your school a caring, encouraging environment that is set up to teach students social emotional skills?

Are you teaching students to….

• Think through the results of his/her choices and plan ahead?
• Care about others’ feelings, feel sad when a friend is unhappy, make and keep friends?
• Respect the values/beliefs of people of different races/cultures/abilities?

Define Social Emotional Learning

A learning process for helping children develop the fundamental life skill that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.

Social and Emotional Learning (SEL)

SEL is the process whereby individuals develop essential social and emotional competencies to:
- Recognize and manage emotions
- Handle oneself and tasks effectively
- Develop care and concern for others
- Establish positive relationships
- Make responsible decisions
SEL Rationale

- Through SEL, children enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks.
- SEL provides schools with a framework for preventing problem behaviors and promoting students' well-being and success.
- SE competencies provide the foundation for positive health practices, engaged citizenship, academic achievement, and lifelong learning.

5 Core Social and Emotional Competencies

- Recognizing one’s emotions and values as well as one’s strengths and limitations
- Managing emotions and behaviors to achieve one’s goals
- Showing understanding and empathy for others
- Forming positive relationships, working in teams, dealing effectively with conflict
- Making ethical, constructive choices about personal and social behavior

Wisconsin State Performance Plan Indicator #7

Outcomes

- Demonstrate improved positive social-emotional skills (including social relationships)

Select Learning Goals: Illinois Example

Operationalize Goals: Illinois Example
Framework for SEL Programming to Enhance Student Success in School and Life

SEL Continuum

Social and Emotional Learning

Learning Environment + SE Skills Instruction = Positive Outcomes

Primary School - Classroom-Wide Systems for All Students, Staff, & Settings
Focus on SEL skill instruction and learning environment

Secondary Social Skills Groups for some students

Tertiary Intensive Individualized Support

Teaching Pyramid

Pyramid Foundation: Effective Workforce= 3 Ps

- Policies, resources and procedures
- Principal/Administration Support and Buy In
- Professional development – both initial and ongoing training
  - Knowledge of Evidence Based Practices & Fidelity of implementation

Teaching Pyramid

Relationships

- Universal Condition that is the foundation for ALL other practices
- Nurturing, respectful, supportive & responsive relationships are essential to healthy social development
  - Engaging in responsive and positive interactions with students and the development of partnerships with families.
  - Collaborating and teaming is essential

Teaching Pyramid

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  - Engaging in responsive and positive interactions with students and the development of partnerships with families.
  - Collaborating and teaming is essential
Relationships Examples

The relationships level of the pyramid for very young children might include practices such as:
- actively supporting student’s engagement
- embedding instruction within routine, planned, and play or curricular activities
- providing encouragement to promote skill learning and development.
- developing strong collaborative partnerships with families/caregivers
- providing support and guiding caregivers in establishing responsive and nurturing interactions that promotes social development.

High Quality Environments

- Universal Condition that is the foundation for ALL other practices
- Inclusive opportunities
- Supportive home & school environments
- Safe & well-managed
- High expectations and challenging
- Participation and leadership opportunities
- Rigorous, relevant curriculum and engaging practices

Environment Examples

This environment level of the pyramid refers to providing:
- predictable supportive environments & interactions to promote student’s social & emotional development
- instruction & support within inclusive environments that offer the rich social context essential to development of social skills & peer relationships for students at risk
- curriculum that fosters development
- developmentally, culturally appropriate & effective teaching approaches
- safe physical environments promoting active learning & appropriate behavior
- positive & explicit guidance on rules & expectations
- support, guidance, & the teaching of social skills
- schedules & activities to maximize engagement & learning

Framework for SEL Programming to Enhance Student Success in School and Life

Social and Emotional Learning
Learning Environment + SE Skills Instruction = Positive Outcomes

SE Skills Instruction

Explicit SE Skills Instruction utilizing evidence based practices
1. Self-awareness
2. Self-management
3. Social awareness
4. Relationships skills
5. Responsible decision-making
Social Skills Training Goals

- Promote social skills acquisition (Teach)
- Enhance skill performance (Practice)
- Facilitate generalization & maintenance of skills (Expand)


Social Skills Instruction Steps

- Explain (Rationale for skill)
  - Why & how skill benefits them (Cognition)
- Direct instruction-Teach
  - Teach them how to do skill
- Model
- Rehearse & Practice
  - Role play skill
- Coach
  - Feedback
  - Periodically review
  - Troubleshoot
- Reinforce
  - Tell 'em
  - Show 'em
  - Watch 'em
  - Share with 'em
  - Send 'em forth
  - Bring 'em back

5 Core Social and Emotional Competencies

- Self
- Other
- Decision-making

Self-awareness
Social-awareness
Self-management
Relationship Skills
Responsible Decision-making

Competency: Self-Awareness

- Description: Recognizing & assessing one’s feelings, interests, values & strengths as they occur; having a realistic assessment of one’s own abilities and a well-grounded sense of self-confidence.

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<tr>
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<th>Intervention Strategies</th>
<th>Goals: Intervention Strategies</th>
<th>Outcomes</th>
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<tbody>
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<td>Elementary</td>
<td>School wide Classroom Individual</td>
<td>Recognize simple emotions such as sadness, anger, and happiness</td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>School wide Classroom Individual</td>
<td>Identify factors that trigger stress reactions</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>School wide Classroom Individual</td>
<td>Demonstrate understanding of how various expressions of emotion affect other people</td>
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TA-SEI and the TA Center for State Implementation and Scaling Up of Evidence-Based Practices

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<td>School wide</td>
<td>Recognize simple emotions such as sadness, anger, and happiness</td>
</tr>
<tr>
<td></td>
<td>Adopt &amp; Implement specific SEL curricula to guide instruction (school-wide program has a focus on teaching to recognize emotions)</td>
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</tr>
<tr>
<td>Classroom</td>
<td>Language Arts: Teach students to identify feelings using characters in books such as <em>Have you Filled a Bucket today?</em></td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td>Teach individual students to recognize a range of emotions on a rating scale such as the Incredible Five Point Scale. Play emotional charades.</td>
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5 Core Social and Emotional Competencies

### Competency: Self-Management

- Regulating one’s emotions so they facilitate rather than interfere with the task at hand (handle stress & control impulses); delaying gratification to pursue goals; persevering in the face of setbacks; expressing emotions appropriately.

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<td>Elementary</td>
<td>School wide Classroom Individual</td>
<td>Describe the steps of setting and working toward goals</td>
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<td>Middle</td>
<td>School wide Classroom Individual</td>
<td>Set and make a plan to achieve a short-term personal or academic goal</td>
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<tr>
<td>High</td>
<td>School wide Classroom Individual</td>
<td>Identify strategies to use available school and community resources to overcome obstacles in achieving a long-term goal</td>
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### Competency: Social Awareness

- Sensing what others are feeling; being able to take their perspective and empathize with others; recognizing, appreciating and interacting positively with diverse groups.

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<th>Intervention Strategies / WHAT</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Elementary</td>
<td>School wide Classroom Individual</td>
<td>Identify verbal, physical, and situational cues indicating how others feel</td>
<td>Evaluate ability to empathize with others</td>
</tr>
<tr>
<td>Middle</td>
<td>School wide Classroom Individual</td>
<td>Predict others’ feelings and perspectives in various situations</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>School wide Classroom Individual</td>
<td>Evaluate ability to empathize with others.</td>
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### 5 Core Social and Emotional Competencies

- Self-awareness
- Social-awareness
- Responsible Decision-making
- Self-management
- Relationship Skills

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<th>Decision-making</th>
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### Competency: Self-Management

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- Social awareness

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<th>Intervention WHAT</th>
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<tr>
<td>Elementary</td>
<td>School wide Classroom Individual</td>
<td>Engage students in service learning and civic activities; including school-wide drive to collect donations for causes such as disaster relief.</td>
<td></td>
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<tr>
<td>Middle</td>
<td>School wide Classroom Individual</td>
<td>Social Studies: Teach empathy in the context of the Civil Rights movement using resources such as the film The Children’s March <a href="http://www.teachingtolerance.org">www.teachingtolerance.org</a></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>School wide Classroom Individual</td>
<td>Individual: Teach individual student perspective-taking skills through strategies such as social stories by Carol Gray. Answer comprehension questions after story to assess comprehension.</td>
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### 5 Core Social and Emotional Competencies

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### Competency: Relationship Skills

- Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed

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<td>Elementary</td>
<td>School wide Classroom Individual</td>
<td>Describe how to make and keep friends</td>
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<tr>
<td>Middle</td>
<td>School wide Classroom Individual</td>
<td>Demonstrate cooperation and teamwork to promote group goals</td>
</tr>
<tr>
<td>High</td>
<td>School wide Classroom Individual</td>
<td>Evaluate uses of communication skills with peers, teachers, and family members</td>
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### Competency: Responsible Decision Making

- Accurately assessing risks; making decisions based on a consideration of all relevant factors and the likely consequences of alternative courses of actions; respecting others; taking personal responsibility for one’s decisions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community

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<td>Elementary</td>
<td>Respect peers and others</td>
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<td>Middle</td>
<td>Resist peer pressure to engage in unsafe or unethical activities</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Analyze how current decision-making affects future (college &amp; career prospects)</td>
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### Competency: Responsible Decision Making

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<td>Middle</td>
<td>Define what respect and ethical behavior looks like in different school settings and post visually</td>
<td>Resist peer pressure to engage in unsafe or unethical activities</td>
</tr>
<tr>
<td>Classroom</td>
<td>Language Arts: Teach about derogatory words using resources such as film Offense Taken</td>
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<tr>
<td>Individual</td>
<td>Teach individual student about good versus bad choices using a social behavior map or SOCCSS.</td>
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Meta-analysis: Enhancing SEL Promotes Success in School

Durlak, Weissberg et al. (2008)

Coordinated School, Family, and Community Programming

SEL

Learning Environment

SE Skills Instruction

SE Skill Acquisition

Improved Attitudes

Positive Social Behavior

Academic Success

SEL Improves Academic Outcomes

Improvements in:

- **Attitudes**
  - Motivation, commitment

- **Behaviors**
  - Participation, study habits

- **Performance**
  - Grades, subject mastery


Positive Outcomes

- Academically successful
- Mentally and physically healthy
- Positive social relationships
- Prepared to join the workforce
- Engaged citizenship

Why Implement SEL in Schools?

- Relationships provide a foundation for learning
- Emotions affect how and what we learn
- Relevant skills can be taught
- Positive effects on academic performance, health, relationships, and citizenship
- Demanded by employers
- Essential for lifelong success
- A coordinating framework to overcome fragmentation of prevention and youth-development programs

Implications for Practice & Policy

- **SEL works**
  - Multiple positive outcomes including academic achievement
    - Across grade levels
    - In all contexts
- **SEL is doable**
  - Good results from programs run by existing school staff
- **SEL is sustainable**
  - 3 P's: Supported by federal and state Policies, leadership (Principals), and Professional development

Safe and Sound: An Educator’s Guide to Evidence-based SEL Programs
Safe and Sound

- Provides objective information about nationally available SEL programs for the classroom that promote social and emotional learning.
- Help plan and selection of a strong, evidence-based program that best serves students’ needs.
- Details costs, grades covered along with narrative descriptions of the programs.

Schoolwide SEL

CASEL’s Sustainable Schoolwide Social and Emotional Learning (SEL): Implementation Guide and Toolkit

- 3 Phases
- 10 steps
- 7 Sustainability Factors

Summary

- SEL is the process whereby children and adults develop essential social and emotional competencies.
- SEL improves school-related attitudes, behaviors, and academics and provides the foundation to life success.
- Well-designed, well-implemented SEL programming produces the best outcomes.
- Sustainable, effective schoolwide SEL requires 3 Ps: Policy, principals, and professional development.