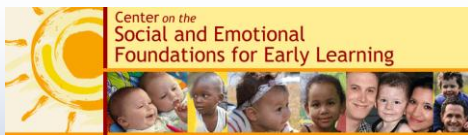**Embedding Social and Emotional Learning throughout the School Day to Support Social Interactions**

The Collaborative for Academic, Social, and Emotional Learning

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

Center on the
Social and Emotional Foundations for Early Learning

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.

Technical Assistance Center on Social Emotional Intervention for Young Children

IDEAs that Work
Office of Special Education Programs

The Technical Assistance Center on Social Emotional Intervention
TACSEI
www.challengingbehavior.org

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

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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

To here:

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…
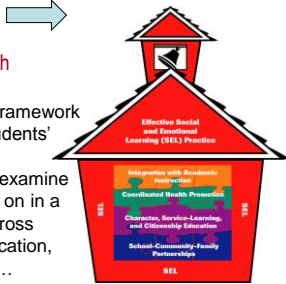
Integrated Schoolwide SEL

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

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.

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?

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 life long learning.

SEL focuses on explicit skills instruction and creating learning environments that support social and emotional development and learning

5 Core Social and Emotional Competencies

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

CASEL

5 Core Social 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

Illinois Learning Standards

Social/Emotional Learning (SEL)

The standards describe the content and skills for students in grades K - 12 for social and emotional learning. Each standard includes five benchmark levels that describe what students should know and be able to do in early elementary (grades K - 3), late elementary (grades 4 - 5), middle/junior high (grades 6-8), early high school (grades 9-10), and late high school (grades 11-12). These standards build on the Illinois Social/Emotional Development Standards of the Illinois Early Learning Standards.

These standards have been developed in accordance with Section 15(a) of Public Act 93-0495. This Act calls upon the Illinois State Board of Education to "develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards."
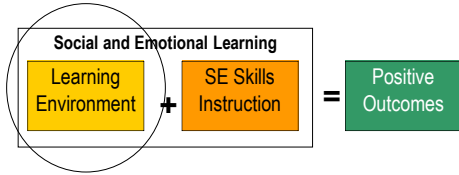
Goals
- Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
- Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
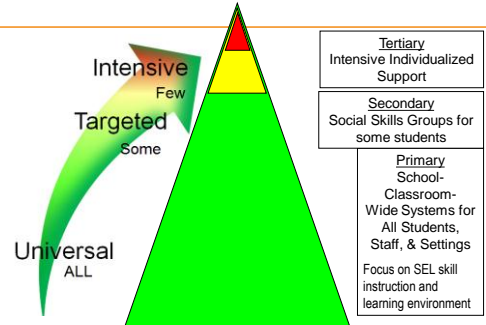
Operationalize Goals: Illinois Example

Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.					Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

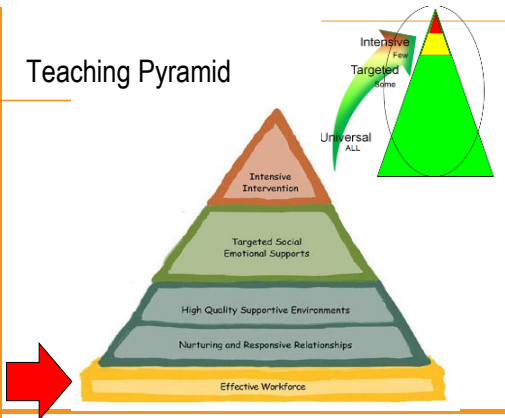| Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
A. Identify and manage one's emotions and behavior.	1A.1a. Recognize and accurately label emotions and how they are linked to behavior.	1A.2a. Describe a range of emotions and the situations that cause them.	1A.3a. Analyze factors that create stress or motivate successful performance.	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	1A.5a. Evaluate how expressing one's emotions in different situations affects others.
	1A.1b. Demonstrate control of impulsive behavior.	1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	1A.3b. Apply strategies to manage stress and to motivate successful performance.	1A.4b. Generate ways to develop more positive attitudes.	1A.5b. Evaluate how expressing more positive attitudes influences others.

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

Social and Emotional Learning

Learning Environment	+	SE Skills Instruction	=	Positive Outcomes

SEL Continuum

Intensive
Few

Targeted
Some

Universal
ALL

Tertiary
Intensive Individualized Support

Secondary
Social Skills Groups for some students

Primary
School-Classroom-Wide Systems for All Students, Staff, & Settings

Focus on SEL skill instruction and learning environment

Teaching Pyramid

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce

Pyramid Foundation: Effective Workforce= 3 Ps

- **P**olicies, resources and procedures
- **P**rincipal/Administration Support and Buy In
- **P**rofessional development – both initial and ongoing training
  - Knowledge of Evidence Based Practices & Fidelity of implementation

Teaching Pyramid

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce

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

Relationships Examples

The relationships level of the pyramid for very young children might includes 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.

Teaching Pyramid

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 engagir 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
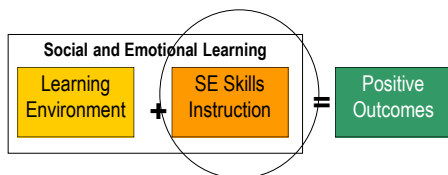
SE Skills Instruction

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)

Walker, Ramsey & Gresham (2004)

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
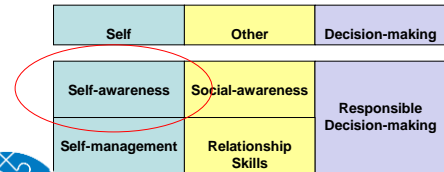
- Tell 'em
- Show 'em
- Watch 'em
- Share with 'em
- Send 'em forth
- Bring 'em back

Social & Emotional Learning Core Competencies

5 Core Social and Emotional Competencies

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

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.

Population	Intervention Strategies	Goals: Intervention Outcomes
Elementary	School wide Classroom Individual	Recognize simple emotions such as sadness, anger, and happiness
Middle	School wide Classroom Individual	Identify factors that trigger stress reactions
High	School wide Classroom Individual	Demonstrate understanding of how various expressions of emotion affect other people

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.
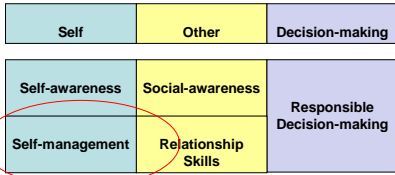
Population	Intervention Strategies	Outcomes
Elementary	School wide Adopt & Implement specific SEL curricula to guide instruction (school-wide program has a focus on teaching to recognize emotions) Classroom Language Arts: Teach students to identify feelings using characters in books such as "Have you Filled a Bucket today?" Individual Teach individual students to recognize a range of emotions on a rating scale such as the Incredible Five Point Scale. Play emotional charades.	Recognize simple emotions such as sadness, anger, and happiness

5 Core Social and Emotional Competencies

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

CASEL

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

Population	Intervention Strategies	Goals: Intervention Outcomes
Elementary	School wide Classroom Individual	Describe the steps of setting and working toward goals
Middle	School wide Classroom Individual	Set and make a plan to achieve a short-term personal or academic goal
High	School wide Classroom Individual	Identify strategies to use available school and community resources to overcome obstacles in achieving a long-term goal

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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
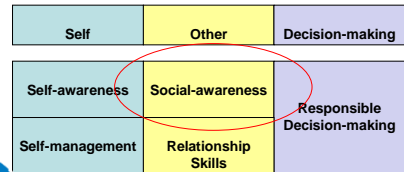
Population	Intervention Strategies	Outcomes
Middle	**School wide** Have all students in school set a short-term personal goal in regards to a school project. **Classroom** Science: Teach students to set and achieve goals to complete a science fair project. **Individual** Teach individual student set a personal self-regulation goal and use a monitoring system such as the Alert Program.	Set and make a plan to achieve a short-term personal or academic goal

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5 Core Social and Emotional Competencies

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

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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.
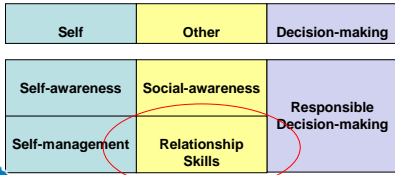
Population	Intervention Strategies	Intervention Outcomes
Elementary	School wide Classroom Individual	Identify verbal, physical, and situational cues indicating how others feel
Middle	School wide Classroom Individual	Predict others' feelings and perspectives in various situations
High	School wide Classroom Individual	Evaluate ability to empathize with others.

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.

Population	Intervention (WHAT) Strategies	Outcomes
High	**School wide** Engage students in service learning and civic activities; including school-wide drive to collect donations for causes such as disaster relief. **Classroom** Social Studies: Teach empathy in the context of the Civil Rights movement using resources such as the film The Children's March www.teachingtolerance.org **Individual** Teach individual student perspective-taking skills through strategies such as social stories by Carol Gray. Answer comprehension questions after story to assess comprehension.	Evaluate ability to empathize with others

5 Core Social and Emotional Competencies

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

CASEL

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
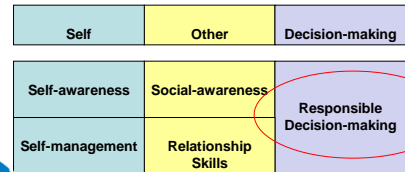
Population	Intervention Strategies	Intervention Outcomes
Elementary	School wide Classroom Individual	Describe how to make and keep friends
Middle	School wide Classroom Individual	Demonstrate cooperation and teamwork to promote group goals
High	School wide Classroom Individual	Evaluate uses of communication skills with peers, teachers, and family members

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

Population	Intervention (WHAT) Strategies	Outcomes
Elementary	School wide Promote and celebrate relationships through activities such as picnics, open houses, and school-wide activities Classroom Physical Education: Teach students to cooperate during team games & activities Individual Teach students a conflict management / problem solving strategy to avoid peer conflicts.	Describe how to Make and Keep Friends

5 Core Social and Emotional Competencies

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

CASEL

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

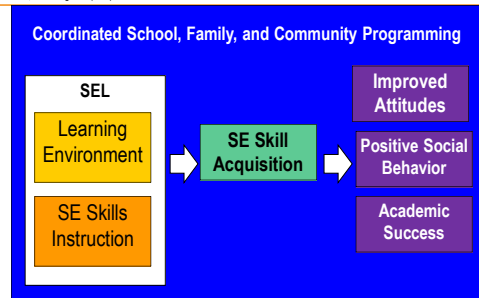| Population	Strategies	Outcomes
Elementary	School wide Classroom Individual	Respect peers and others
Middle	School wide Classroom Individual	Resist peer pressure to engage in unsafe or unethical activities
High	School wide Classroom Individual	Analyze how current decision-making affects future (college & career prospects)

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

Population	Intervention Strategies	Outcomes
Middle	School wide Define what respect and ethical behavior looks like in different school settings and post visually Classroom Language Arts: Teach about derogatory words using resources such as film *Offense Taken* http://rtc.uwmn.edu/rtcmedia/offencetaken Individual Teach individual student about good versus bad choices using a social behavior map or SOCCSS.	Resist peer pressure to engage in unsafe or unethical activities

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
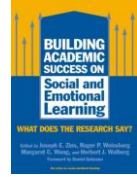
Source: Zins, Weissberg, Wang, & Walberg (2004). *Building Academic Success on Social and Emotional Learning (SEL): What Does the Research Say?*

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

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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
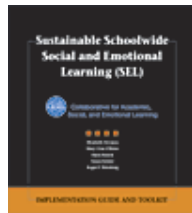
Summary

- 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.