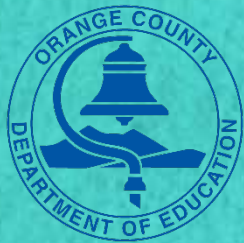


# Introducing Social & Emotional Learning



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For Magnolia School District

# Session Focus

- Three signature practices to create the climate for SEL
- The 'what' of SEL
- The 'why' of SEL
- The 'how' of SEL (different approaches)
- Your current SEL practices
- Integrating with other initiatives into a multi-tier system of support (MTSS)
- SEL resources



# Our Norms

- **Be present and participate.**
- Listen with respect and openness.
- **Say just enough.**
- Put away muted devices.

# Relaxed Alertness: A Mental and Emotional State for Learning

**Let's breathe**



# Three Signature SEL Practices For The Classroom

## Create The Conditions For Student Learning



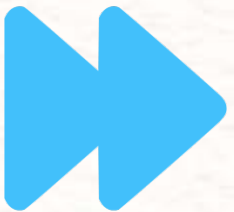
- **Welcoming Ritual** (2–10 minutes)

Activities for inclusion, establish safety and predictability, allow students to connect with one another and create a sense of belonging. Activities are connected to the learning of the day.



- **Engaging Practices**

Academic integration, sense-making, transitions and “brain breaks” foster relationships, cultural humility, empowerment, and collaboration.



- **Optimist Closure** (3–5 minutes)

Reflections and looking forward provides intentional closure by asking students to name something that helps them transition on a positive note.

# Signature Practice #1: Welcoming Ritual

- Purpose – to build connections and community, to tie to learning or content
- Strategies– sequential circle with go around prompts, talking piece, name and info, name tents, getting acquainted prompts, hopes for session/day, dreams, emotional “weather”, strengths, compliments, learning





# Circle: Welcoming Ritual

Select a talking piece for **three** sequential go arounds.

Please share your:

First: Name

Second: Number of years teaching

Third: Hope for this session



The 'what' of SEL



# What is Social and Emotional Learning (SEL)?

Social and emotional learning (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.



# What Is Social And Emotional Learning (SEL)?

## Domains and Competencies





# Where Does SEL Happen?

- Within a context of **safe, participatory school, family, and community environments** that support children's development and provide **opportunities and recognition for successfully applying these competencies**.
- SEL school-wide implementation takes place in the classroom, throughout the building, in families and in the community.



[https://www.youtube.com/watch?v=DqNn9qWoO1M&x-yt-ts=1422503916&feature=player\\_embedded&x-yt-cl=85027636](https://www.youtube.com/watch?v=DqNn9qWoO1M&x-yt-ts=1422503916&feature=player_embedded&x-yt-cl=85027636)



## Signature Practice #2: Engagement

- Look around the room to spot the five SEL competency posters.
- **First round-** Find and stand near the competency poster that is your **strength**. Briefly talk to a partner about your strength.
- **Second round-** Find and stand near the competency poster that is your **stretch** or an area you want to grow. Briefly talk to another partner about that stretch.



**Think about a teacher who had a profound  
impact on your learning.**


**Which competencies made them effective?**



The 'why' of SEL

# Top 10 Qualities Employers Seek

1. Communication skills  
(verbal and written)
2. Honesty - integrity
3. Teamwork skills
4. Interpersonal skills
5. Strong work ethic
6. Motivation - initiative
7. Flexibility - adaptability
8. Analytical skills
9. Computer Skills
10. Organizational skills



*What do you  
notice about  
these qualities  
and skills?*



# SEL Works: The Evidence is Robust

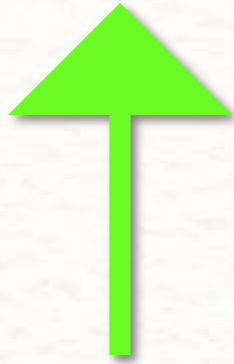
- Neuroscience shows that emotion, attention, and learning are linked.
- Can be taught by teachers, who also benefit:
  - Less stressful working condition
  - Stronger focus on learning
  - Better relationships with students
- Direct impact on school climate
- Bottom line – student achievement goes up, failure goes down





# Benefits of Social and Emotional Learning

Science Links SEL to these Student Gains:



- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure



- Conduct problems
- Aggressive behavior
- Emotional distress

**Source:** Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.



The 'how' of SEL:  
Different approaches to building  
students' SE skills



# Key Approaches to Developing Social and Emotional Competence

How are you intentionally teaching the knowledge and skills of SEL?

EXPLICIT  
INSTRUCTION

*Explicit Instruction*

How do you intentionally address SEL in academic content and SEL skill practice?

INTEGRATION  
& INFUSION

*Integration/Infusion*

*Culture and Climate*

How do you intentionally develop a positive culture and climate in your school and your classroom for all members of the learning community?

CULTURE & CLIMATE



## Approaches to Promoting SEL

- Use of Teaching Practices
- Infusion of SEL into Academic Curriculum
- Organizational Strategies
- Free-Standing SEL Lessons

## Program Outcomes



## Student Outcomes

- Improved Positive Social Behavior
- Reduced Problem Behaviors
- Reduced Emotional Distress
- Improved Academic Performance

# Use of Teaching Practices

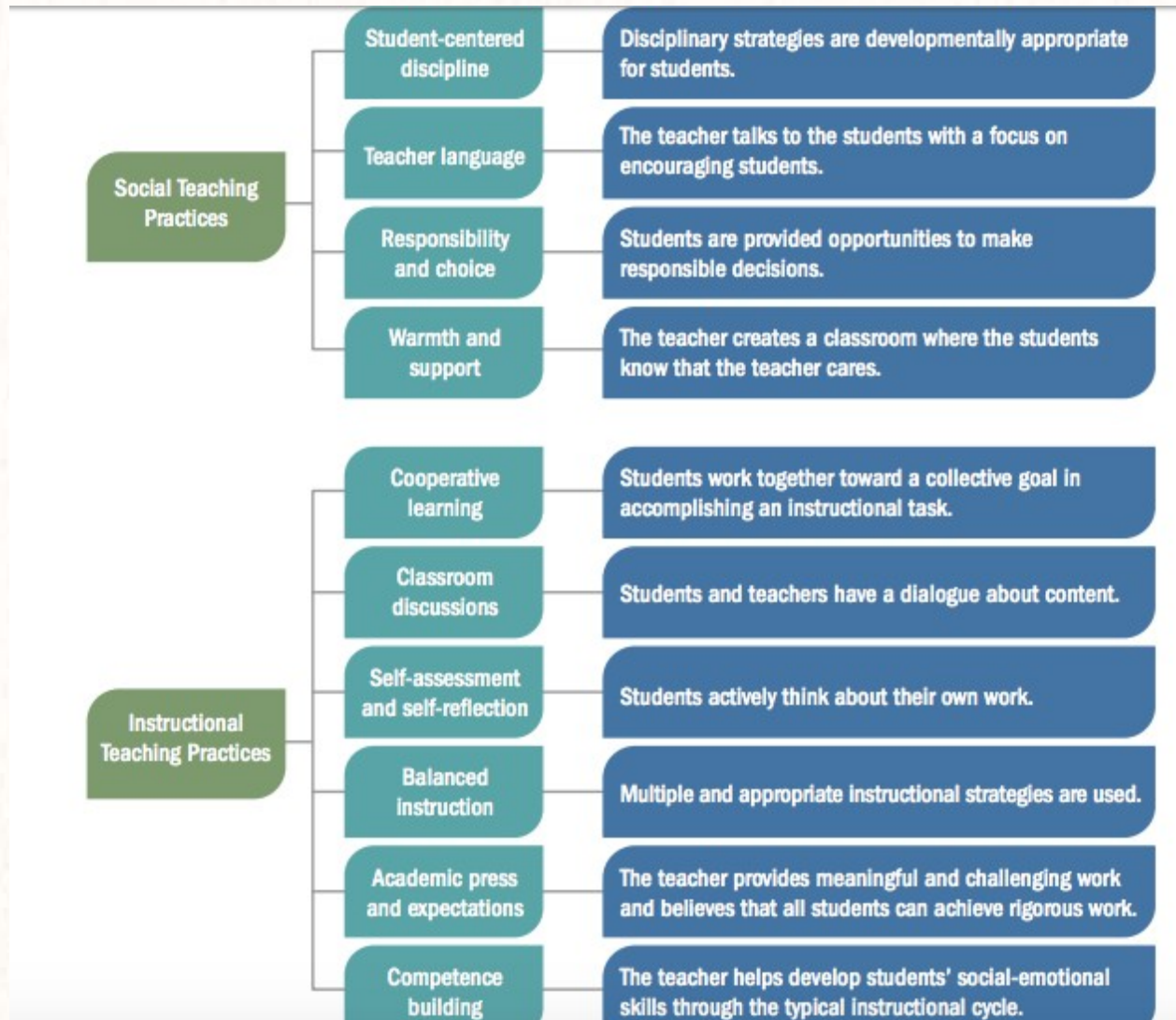
## MORE

- Project-based learning and inquiry
- Cooperation and teaming
- Critical thinking
- Problem solving
- Collaborative structures
- Student-centered
- Self-assessment

## LESS

- Lecture
- Competition
- Rote learning
- Independent seatwork
- Teacher-directed
- Rewards

# Social Teaching Practices & Instructional Teaching Practices



- Which strategies do you currently use to support SEL in your classroom/school?
- Which strategies would you like to use more? What are barriers to this?





## REFLECTION ON MY SEL PRACTICES: Social Teaching Practices and Instructional Teaching Practices

**Jot down your ideas and try to be as specific as possible.**

- Which strategies do you currently use to support SEL in your classroom/school?
- Which strategies would you like to use more? What are barriers to this?
- What small steps could you take to overcome a barrier?



# Infusion of Skill Practice and Integration into Academics

# Learning IS Social and Emotional

## SEL and the Academic Standards

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (CCSS.ELA--RL.3.3)

- Label and recognize own and others' emotions.
- Describe what someone is like based on what they say or do.
- Analyze emotions and how they affect others.
- Reflect on how current choices affect the future.





# SEL and the Academic Standards

## Identify the SEL Domains and Competencies

Students will:

- ELA Become a self-directed learner.
- ELA Evaluate a speaker's point of view.
- ELA Learn to work together, express and listen carefully to ideas.
- Math Develop a belief in diligence and sense of one's own efficacy.
- Math Monitor and evaluate own progress and change course if necessary.
- Science Student-to-student discourse is productive, using practices to...solve problems.
- H/SS Improve their ability to make reasoned decisions based upon evidence.
- Health To deal with frustrations...and to follow a plan to manage stress. ■

**Resource:**  
**<https://tinyurl.com/yckhh5zq>**

## Social and Emotional Learning Embedded in Core Education Documents

This document is a response to the question, where is social and emotional learning (SEL) embedded in core education documents that inform and guide California K-12 Education?

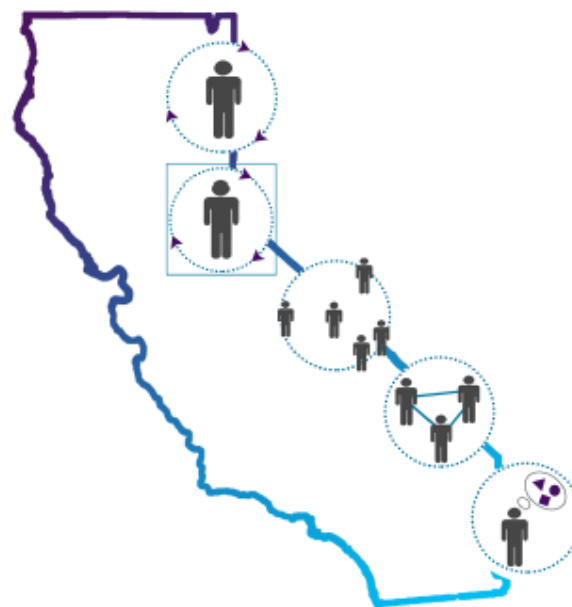
To answer this question a review was conducted of a variety of education documents to determine where social and emotional skills were included. The result of this effort, while not exhaustive, is presented in this document.

The aim of this review is to inform the work of teachers and administrators to develop, enhance, and support youth social and emotional development.

For teachers, this document can provide an awareness and starting point to intentionally support SEL skill instruction through pedagogical approaches and academic integration into content area curriculum.

For administrators, it can inform the development of a district's Local Control and Accountability Plan, School Plans, and Multi-tiered System of Support. This review may also benefit policy makers by informing their deliberations of opportunities to strengthen the commitment and supports for making social and emotional learning an integral component of a well-rounded education.

This document is offered in support of the [California Department of Education's Social and Emotional Learning Guiding Principles \(2018\)](#).



# Climate and Culture: The Learning Environment



**We are STARS in "The Circle"**

	Hallway	Playground	Cafeteria	Restroom	Bus
<b>Safety</b>	-Walk on the right side -Facing forward -Hands and feet to self -Stay with class	-Hands and feet to self -Use equipment properly -Stay with class	-Feet on the floor -Walk -Hands and feet to self -Stay in seat -Place your hand if you need help	-Feet on the floor -Walk -Hands and feet to self	-Listen to the bus driver -Stay in assigned seat -Keep hands/feet to self
<b>Taking Responsibility</b>	-Straight to destination -Remain quiet -Stay with your buddy	-Report all dangerous problems -Keep the area clean -Take turns	-Food on tray -Talk quietly -Stay in seat -Clean up after yourself	-Keep restroom clean -Flush -Wash hands -Use water and paper towels wisely	-Follow bus rules -Keep bus clean -Be on time
<b>Positive Attitude</b>		-Share -Include others and be a friend -Work together to solve problems		-Follow directions with a smile.	
<b>Respect</b>	-Listen to teachers -Respect the personal space of others -Hands off of work.	-Stay in our personal space -Treat others as you would like to be treated -Use equipment properly	-Listen to monitor's -Use good manners -Silence when music is on -Leave others' food alone	-Be a true reporter -Talk quietly -Respect privacy -Clean up after yourself	-Obey driver -Keep hands and feet to yourself -Use a quiet voice

### RESTORATIVE QUESTIONS

- What happened?
- What were you thinking then/since?
- Who could have been affected by what you did and how?
- What could you have done differently?
- What needs to happen now to make things right?



# Climate and Culture

- Behavior matrix
- Classroom shared agreements
- Community-building- circles & class meetings
- Consistent classroom procedures & routines
- Student-centered discipline i.e. Restorative practices
- Promotion of and recognition for growth mindset



## REFLECTION ON MY SEL PRACTICES: Social Teaching Practices and Instructional Teaching Practices

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- What small steps could you take to overcome a barrier?



# Explicit Instruction

- Skills can be taught
- Opportunities for practice are essential
- Second Step curriculum



## Second Step Curriculum Crosswalk with SEL Skills & Your Students' Needs

- If you have a grade level partner, work together.
- Review the scope and sequence for your grade level(s)
- Using the SEL Competencies Chart, for each lesson identify the SEL domains and the competencies that you will be teaching.
- What skills are needed most by your students?



# SEL and MTSS





## Example: Universal Support For All Students



80% of  
efforts

- Social and emotional skills instruction including stress-coping skills, mindfulness
- Community & relationship building
- Restorative conversations: expressing feelings, reflecting on behavior with restorative questions, impromptu conversations
- School norms, expectations, recognition
- SEL screening and assessment for instruction
- Staff wellness and SEL competence
- Staff student mental health training

## Example: Additional Support For Some Students

- Check in – check out around specific skill development and behavior issues
- Social skills groups & wellness support groups: anger, depression, stress, self-regulation, & other identified SE skill needs
- Restorative conversations using affective statements & questions
- Restorative circles for conflict & problem resolution
- Short-term counseling
- Mentoring

## Example: Intensified Support **For Few Students**

- Individual behavior plans
- Functional behavior assessment
- Wraparound
- Individual Therapy
- Suicide intervention & postvention
- Restorative Conferences for serious harm & reintegration



# MTSS: Meeting Behavioral Needs in Elementary School



<https://www.youtube.com/watch?v=HC78HQbnmgI>



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Q and A



# SEL Resources



# Orange County Department of Education

[About OCDE](#)[Board](#)[Departments](#)[Employment](#)[School Districts](#)[OCDE > Student Mental Health Matters > Social and Emotional Learning \(SEL\)](#)[Student Mental Health Matters](#)[Orange County Student Mental Health Initiative](#)[Trainings](#)[Resilient Mindful Learner Project](#)[Eliminating Barriers to Learning OC Trainers](#)[Student Mental Health Resources](#)[Restorative Practices](#)[Restorative Practices Resources](#)[Social and Emotional Learning \(SEL\)](#)[Contact Us](#)

## Social and Emotional Learning (SEL)



*Social and Emotional Learning (SEL) is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively.*  
- Collaborative for Academic and Social Emotional Learning (CASEL)

[Assessments and Screeners](#)[Online Resources](#)[California SEL](#)[SEL Programs and Curriculum](#)[District/School Planning and Implementation](#)[SEL Presentations](#)

### Upcoming Professional Development Opportunities

**NEW TRAINING SERIES**  
Integrating Social and Emotional Learning into Teaching and Leading  
[SEL Series Flyer 2018-19](#)

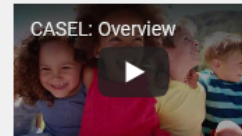
[Click HERE for the MTSS Professional Learning Institute SEL Open House Resources List](#)

### Highlighted Resources

**New for California Educators!**  
[SEL Embedded into Core Education Documents](#)

[Learn 4 ways to de-stress today](#)

[National Education Association's Diversity Tool Kit](#)



CASEL: Overview on SEL

More Resources

SEL Series Training Info

Academic Integration Doc

Videos on SEL

[www.ocde.us/healthyminds](http://www.ocde.us/healthyminds) OR <https://tinyurl.com/yckhh5zq>

## Circles

### Circle Planning Tool

A template for planning a circle

### Everybody Has a Voice in Our School

Students and school staff talk about the impacts of using classroom circles.

### Fishbowl Circle Script

The double circle fishbowl can be used with students and school staff. Here's a script for setting up a school staff fishbowl focusing on problem solving.

### Teaching Restorative Practices with Classroom Circles

A resource from San Francisco Unified School District. This manual provides step-by-step instructions about how to run and facilitate various circles within the classroom with goals to build community and respond to challenging behavior through restorative practices.

### Circle Prompts and Questions

Topics include: Getting acquainted, exploring values, sharing our lives, and curriculum-related prompts

### Student Voices

A video from SFUSD that highlights circles and how the process allows students' voices to be heard and valued. Students in this video reflect on using circles in the classroom and how it has affected them.



# Orange County Department of Education

[About OCDE](#)[Board](#)[Departments](#)[Employment](#)[School Districts](#)

[OCDE](#) > [Student Mental Health Matters](#) > [Restorative Practices Resources](#)

## Restorative Practices Resources

Resources include articles, documents, videos, presentations, and monographs.

- [About Restorative Practices](#)
- [Affective Statements/Questions](#)
- [Circles](#)
- [Restorative Practices Formal Conference](#)
- [Implementing Restorative Practices School-Wide](#)
- [Multi-Tiered Systems of Support \(MTSS\) and Restorative Practices](#)
- [Bullying and Restorative Practices](#)
- [Restorative Practices in the News](#)
- [Research Articles](#)

Resources for Using Circles  
[www.ocde.us/healthyminds](http://www.ocde.us/healthyminds)



## Signature Practice #3: Optimistic Closure

- What moves your heart?
- What moves your thinking?
- What moves you to action?



Thank you for all you  
do for kids!