

SEL Resources and Tools



Lucy Vezzuto, PhD

Orange County Dept. of Education

lvezzuto@ocde.us

www.ocde.us/healthyminds

Focus

Exploring a variety of resources for a systemic, integrated approach to social and emotional learning

My Take-Aways on SEL Resources

SEL resources I currently know and use...

SEL resources I want to remember, review or use...

A DATA DIALOGUE: SEL Embedded into Core Education Documents

<https://goo.gl/a9HvPd>

Where is SEL embedded in California Content Frameworks and Standards?

1

Predict what you will find in the academic frameworks.

2

What did you find?
Surprises, patterns, trends?

3

What are some of your conclusions?

How could you use this resource?

Circle: Welcoming or Opening Ritual



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

Please share your:

First: Name, role & what you are grateful for

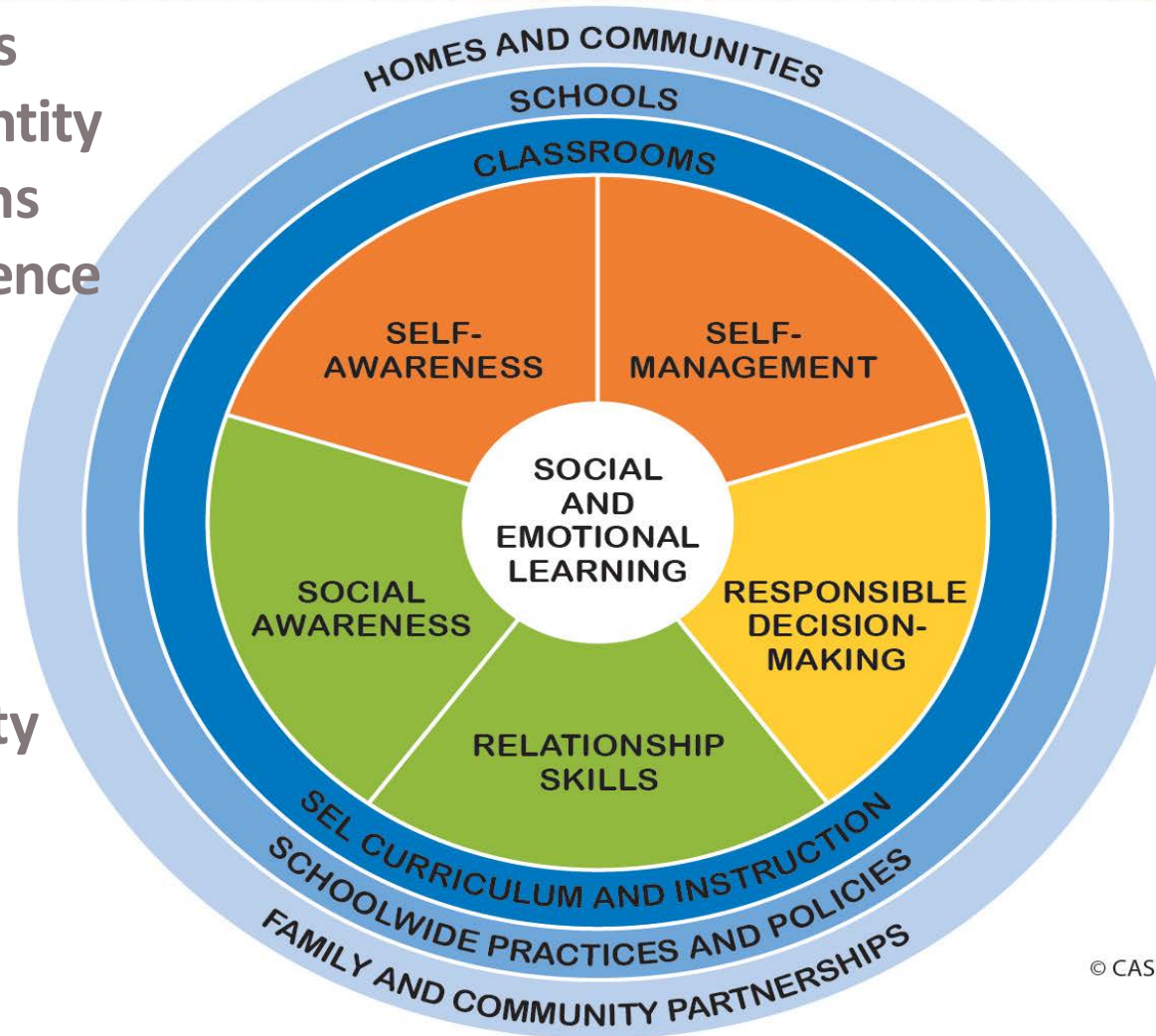
Second: Share what your hope is for this session on resources.



SEL Domains and Competencies

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

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



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

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

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

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

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

Key Approaches to Developing Social and Emotional Competence

Explicit Instruction

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



Culture & Climate

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

Integration & Infusion

How do you intentionally integrate SEL into instructional practice and academic content?

Social and Emotional Learning

www.ocde.us/healthyminds



Orange County Department of Education

[About OCDE](#)

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[School Districts](#)

[OCDE > Student Mental Health Matters > Social and Emotional Learning \(SEL\)](#)

[Student Mental Health Matters](#)

[Social and Emotional Learning \(SEL\)](#)

[Trainings](#)

[Resilient Mindful Learner Project](#)

[School Climate Matters](#)

[Student Mental Health Resources](#)

[Restorative Practices](#)

[Restorative Practices Resources](#)

[Eliminating Barriers to Learning OC Trainers Network](#)

[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](#)



[California SEL](#)



[District/School Planning and Implementation](#)

Professional Development Opportunities

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

SEL for Leaders

[New Training Dates Added](#)

Highlighted Resources

[SEL Resources List](#)

[Five SEL Competencies](#)

[SEL Trends: Integrating with Academics](#)

For California Educators
SEL Embedded into Core Education Documents

New Infographic
Six Steps to Effective SEL Assessment

Newly Released Guide by RAND and CASEL
[Choosing and Using SEL Competency Assessments](#)

[The RAND Assessment Finder](#)

Videos

Explicit Skills Instruction

Resources: SEL Programs and Curriculum

www.ocde.us/healthyminds

Elementary Program Guide (CASEL)

Secondary Program Guide (CASEL)

Guide of 25 SEL Programs

SEL Skill Practice Integrated into Academics

Resources: California SEL
www.ocde.us/healthyminds

SEL Embedded into Core Education Documents

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.



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?**

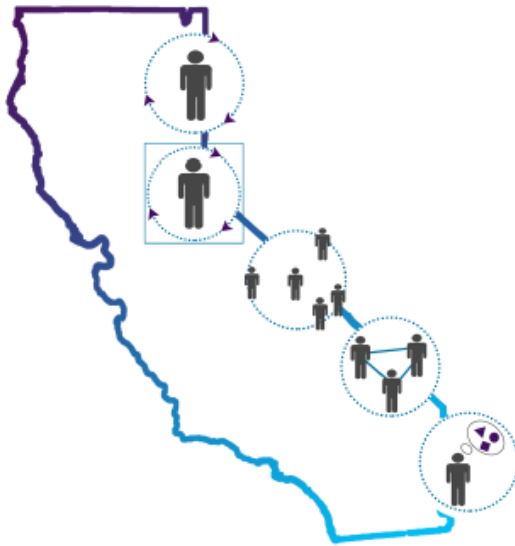
To answer this question a review was conducted of a variety of education documents to determine where social and emotional skills were included. The result of this effort, while not exhaustive, is presented in this document.

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 \(2018\)](#).



Content Standards and Frameworks

- English, Language Arts/Literacy Standards
- English Language Arts /English Language Development Framework
- Common Core State Standards Mathematics
- Mathematics Framework
- Science Framework
- History-Social Science Framework
- Career Technical Education Framework
- Health Education Standards
- Visual and Performing Arts Framework
- Physical Education Framework



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SEL Embedded into Core Education Documents

A Data Dialogue

Where is SEL embedded in CA Frameworks and Standards?

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How could you use this resource?

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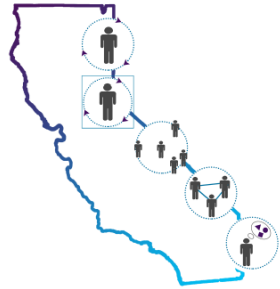
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<https://goo.gl/a9HvPd>




SEL and the Academic Content

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. 

- Fostering academic mindsets
- Aligning SEL & academic content
- Making learning interactive
- Elevating student voice



SEL TRENDS

Integrating with Academics

October 2018

Vol. 3

As school districts systemically implement social and emotional learning (SEL) in all aspects of their operations, integrating SEL with instructional practices and academic content has become a growing priority. The integration is happening in several ways:

- **Fostering academic mindsets.** Helping students see themselves as learners, and feel like they have something to contribute to the learning.
- **Aligning SEL and academic content.** Embedding SEL objectives into the curriculum in reading, writing, social studies, mathematics, the arts, and the other content areas to build and reinforce students' experience of key SEL skills such as empathy, conflict resolution, and appreciating diversity.
- **Making learning interactive.** Using instructional practices and structures that encourage student-led discussions, interactions, and teamwork.
- **Elevating student voice.** Providing all students with opportunities to be leaders, problem-solvers, and decision-makers.

Integration efforts are driven by several factors. Educators are becoming more aware of the impact of SEL on all aspects of students' well-being, including academic achievement. Districts in the [Collaborating Districts Initiative](#) and others are committed to implementing SEL holistically throughout the school day, not limiting it to a specific class or activity. Teachers, principals, and others recognize that SEL, when implemented well and embedded in their work, can be the foundation for all learning and interaction, even in math class (see sidebar). In addition, districts are increasingly focused on college- and career-readiness standards, which place a premium on SEL competencies such as working with diverse teams, problem-solving, active student engagement, and honest self-reflection about one's strengths and weaknesses.

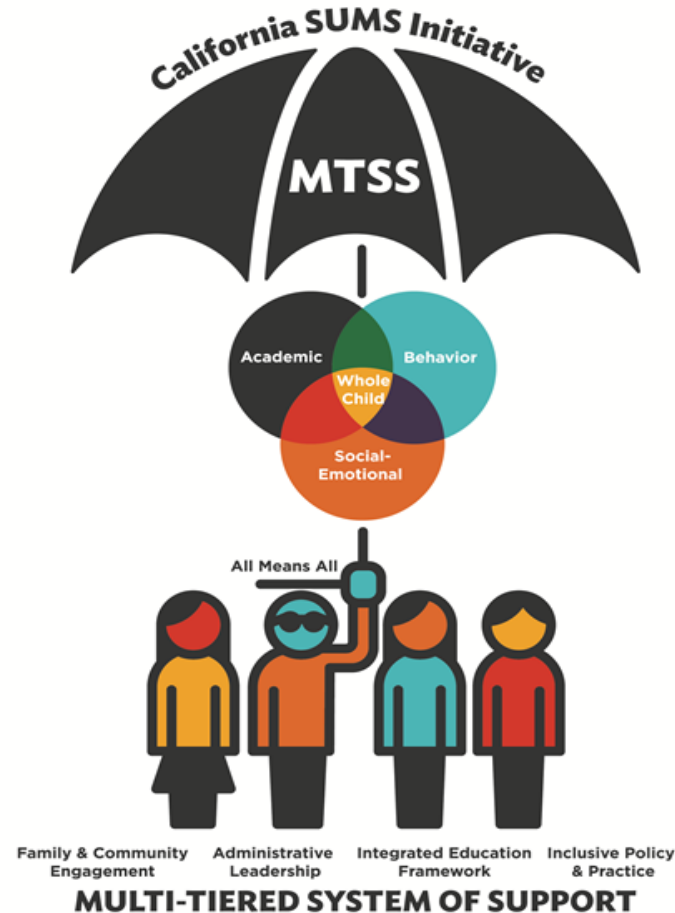
HOW MATHEMATICS AND SEL INTERSECT

Article in
here on
Sacramento
City School
District

SEL and MTSS: A Systems Approach

Resources: Organizational Strategies

Whole Student Approach: Academic, Behavioral & Social-Emotional Learning in a Tiered System Of Support



MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to student needs, with frequent data-based monitoring to inform decision-making and empower each student to achieve their potential.



Example: Universal Support For All Students

- Social and emotional skills instruction including stress-coping skills, mindfulness
- Community & relationship building
- Teaching SEL skills in context of academic content
- School norms, expectations, recognition
- Restorative conversations: expressing feelings, reflecting on behavior with restorative questions, impromptu conversations
- Staff emotional regulation/wellness and SEL competence
- SEL strength-based screening for instruction
- Staff training on student mental health

80% of our efforts should go to creating a solid SEL tier 1 foundation



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 & student reintegration into community



Resource: Organizational Strategy

The CASEL District
Resource Center

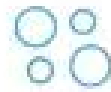
<https://drc.casel.org>



DISTRICT RESOURCE CENTER

launched May 2017

<https://drc.casel.org/>



Priority Setting

- **Questionnaire** guides users through an assessment of their current implementation status to help identify areas of highest priority for future focus.



- **CASEL's District Framework** identifies 10 essential areas for systemically implementing SEL throughout a district, from needs assessment to continuous improvement.



- **Resource Library** houses 500+ guidance, resources, and artifacts curated from CASEL's partner districts, addressing areas such as culture and climate, professional development, math, and more.



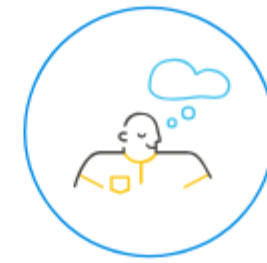
Comprehensive Framework Of 10 Essential Areas For Systemically SEL Implementation

Districts that implemented these 10 components saw improvements in school climate, behavior, attendance, graduation rates, and academic achievement.



Communication

Communicate SEL as a priority to stakeholders



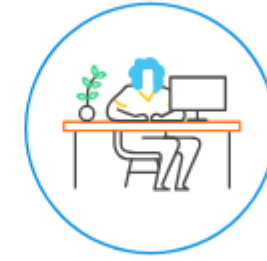
Vision

Develop a districtwide vision and plan



Align Resources

Align financial and human resources



Build Expertise

Develop central office expertise and competence



Needs Assessment

Conduct an SEL-related needs and resources assessment



Professional Learning

Design and implement effective professional learning programs



Integration

Integrate SEL with district initiatives



Programming

Adopt and implement evidence-based programs



Standards

Establish K-12 SEL standards



Continuous Improvement

Establish systems for continuous improvement



Part 1: Key Activities

Activity	Benchmarks
Resource Alignment & Needs Assess. - District & Schools	4. The district has shared findings from the resource and needs assessment with stakeholders to support SEL planning and implementation at the district and school levels, and has plans to assess resources and needs regularly (every two years or less).
	3. The district has collected and summarized information from its resource and needs assessment.
	2. The district has started to conduct a thorough resource and needs assessment to support SEL implementation district-wide.
	1. The district has initiated their SEL resource and needs assessment process by reviewing the CASEL tool, integrating it with district resources and needs assessment processes, and identifying stakeholders who will lead and participate in this process.
Integrated SEA Vision for All Students	4. The district has completed a process with opportunities to involve all stakeholders (including students) to contribute to developing shared language, understanding, and ownership for prioritizing the goals of academic, social, and emotional learning for all students. The governing board and district leadership have taken action for public commitment to support implementation of the SEL vision as a priority for student learning.
	3. The district has completed a vision development process, but either did not include all the stakeholders noted in the benchmark above (#4), or have not publicly committed to SEL implementation as a priority.
	2. The district is actively working on developing a vision for academic, social, and emotional learning, but the work is not complete.
	1. The district is beginning to think about plans for developing a district-wide vision that prioritizes academic, social, and emotional learning for all students.
Develop expertise at central office	4. The district has developed widespread capacity, commitment, and knowledge in SEL theory, research, and practice across many central office leaders from diverse departments to provide guidance and support for school and classroom academic and SEL development.
	3. The district has developed capacity, commitment, and knowledge in SEL theory, research, or practice for a core group of central office leaders to provide guidance and support for school and classroom SEL development.
	2. The district is implementing a plan to build central office capacity, commitment, and knowledge in SEL theory, research, and practice to provide guidance and support for school and classroom SEL development.
	1. The district is developing a plan to assess central office staff capacity, commitment and knowledge to provide guidance and support for school and classroom SEL development.
PD for internal capacity building	4. The district has <i>implemented</i> a coordinated professional development program that provides PD to address academic, social, and emotional learning capacity development for <i>all</i> staff at individual, school, and district levels using <i>effective</i> PD practices including embedded, ongoing support and continuous assessment for improvement.
	3. The district has <i>developed</i> a coordinated professional development program that provides PD to address academic, social, and emotional learning capacity development for <i>most</i> staff at individual, school, and district levels using <i>effective</i> PD practices including embedded, ongoing support and continuous assessment for improvement.
	2. The district has a professional development program that provides PD to address academic, social, and emotional learning capacity development for <i>some</i> staff at

STEP 1: STRENGTHS AND NEEDS INVENTORY: VISION, PRIORITY, AND SEL ALIGNMENT

This initial activity walks your team through a high-level inventory of your district's social and emotional learning (SEL) strengths and needs. The goal is to obtain clarity about your district's long-term vision, current district priorities and how SEL aligns with them. Completing this worksheet should inform planning discussions with your leadership team or department, which should help significantly in identifying strategies and approaches for implementing SEL district-wide (Step 2). You can complete this form electronically by checking the appropriate boxes and typing your responses directly in the spaces provided below. Expected time: 3-8 hours

District Priorities

Our district's top three priorities are....	Priority 1	Priority 2	Priority 3
The primary goal/outcome for each priority is...	Priority 1 Goal/Outcome	Priority 2 Goal/Outcome	Priority 3 Goal/Outcome
Who has primary responsibility for leading and monitoring this priority?	Title/Role/Department	Title/Role/Department	Title/Role/Department
How does SEL fit within this priority?	Describe	Describe	Describe
How can SEL co-exist with this priority?	Describe	Describe	Describe

SEL Vision and Long-Term Plan

Does your district have an explicit vision or long-term plan for SEL implementation?	Explicit vision? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please attach. Long-term plan? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate period (e.g., 2013-2017) If no, is there a plan to develop an explicit vision and/or long-term plan?
To what extent is SEL being advanced already?	Describe how and where SEL is being advanced in your district.

Evidenced-Based SEL Programs and Practices

Which evidence-based SEL programs are in your district?	List programs
At what levels? Check all that apply.	<input type="checkbox"/> PreK/Preschool <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High School
What number and percentage of students do these serve?	Number: Percentage of all students:
What kind(s) of data do you collect to monitor progress or success towards achieving desired SEL goals and objectives?	Describe your district's monitoring/data collection efforts.

Resource Alignment

Does your district currently have dedicated human and financial resources in place to implement SEL district-wide?	Dedicated SEL staff (part- or full-time) in place now? <input type="checkbox"/> Yes <input type="checkbox"/> No Dedicated SEL financial resources now? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe or attach documentation.
How far into the future will those sources be dedicated? How are they being used now?	Human resources are available through Year and are used for Financial resources are available through Year and are used for
Where does the majority of the financial resources used for SEL programs and practices in your district come from?	
Is there a line item for district-wide SEL in your district's budget?	<input type="checkbox"/> Yes. Indicate amount and where in the budget <input type="checkbox"/> No
Does/could support for SEL come from other line items?	<input type="checkbox"/> Yes. Indicate amount and where in the budget <input type="checkbox"/> No
How much is your district dedicating to SEL in total for the school year?	
For districts with school-based budgeting, is there a line item for SEL in the schools' budgets?	<input type="checkbox"/> Yes Indicate amount and where in the budget <input type="checkbox"/> No <input type="checkbox"/> Varies by school

SEL Integration

How is SEL integrated within your district's priority initiatives?	
As you work to implement SEL, are there other initiatives/programs that can be replaced or phased out?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, list them here.
What are the major barriers to adopting SEL district-wide?	Describe (e.g., initiative fatigue).

A Profile from the Priority-Setting Questionnaire



Communication

⑦



Vision

⑦



Align Resources

⑦



Build Expertise

⑦



Needs Assessment

⑦



Professional Development

⑦



Integration

⑦



Programming

⑦



Standards

⑦



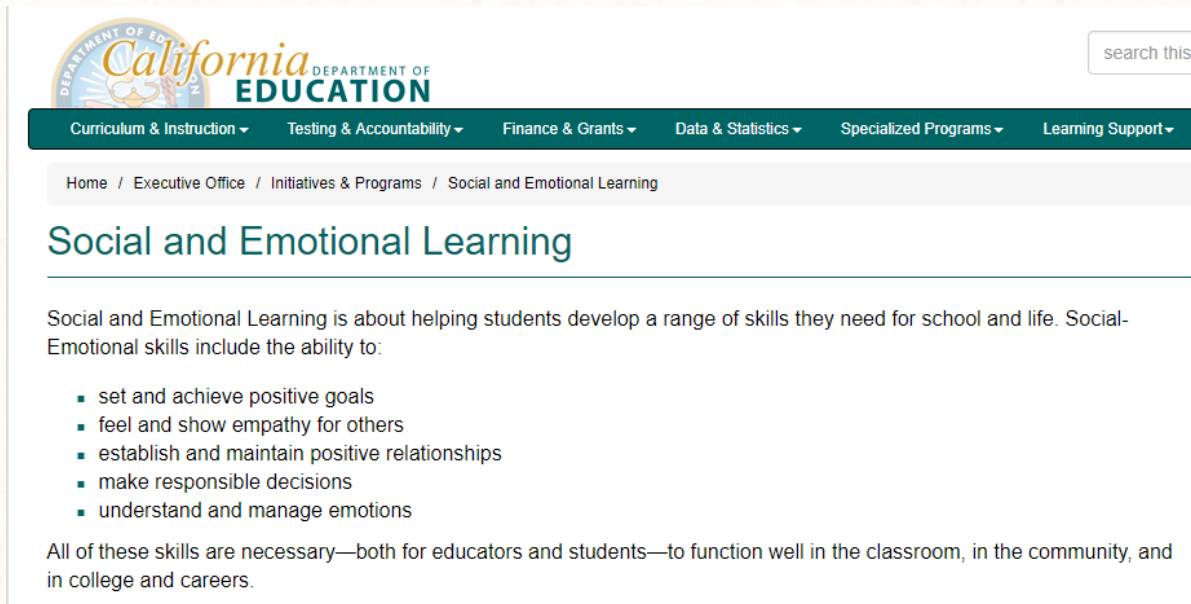
Continuous Improvement

⑦

<https://drc.casel.org>

COMING SOON ON CDE SEL WEBSITE

<https://www.cde.ca.gov/eo/in/social/emotionallearning.asp>



The screenshot shows the California Department of Education website. The header includes the state seal and the text "California DEPARTMENT OF EDUCATION". A navigation bar lists various departments: Curriculum & Instruction, Testing & Accountability, Finance & Grants, Data & Statistics, Specialized Programs, and Learning Support. The breadcrumb trail reads: Home / Executive Office / Initiatives & Programs / Social and Emotional Learning. The main heading is "Social and Emotional Learning". Below it, a paragraph states: "Social and Emotional Learning is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:" followed by a bulleted list: "set and achieve positive goals", "feel and show empathy for others", "establish and maintain positive relationships", "make responsible decisions", and "understand and manage emotions". A final paragraph notes: "All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers."

California DEPARTMENT OF EDUCATION

Curriculum & Instruction Testing & Accountability Finance & Grants Data & Statistics Specialized Programs Learning Support

Home / Executive Office / Initiatives & Programs / Social and Emotional Learning

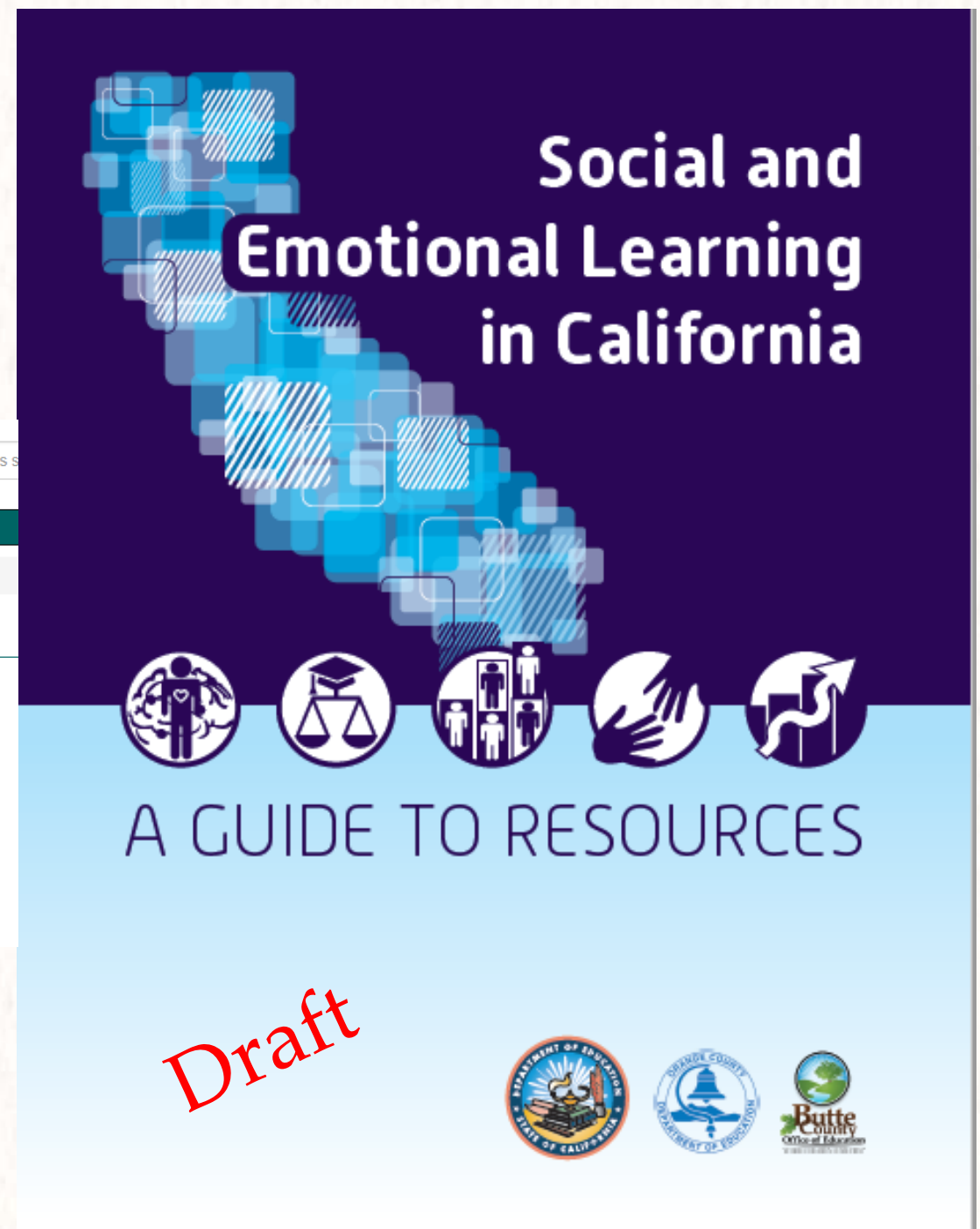
Social and Emotional Learning

Social and Emotional Learning is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions
- understand and manage emotions

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

To **subscribe** to the Social-Emotional Learning (SEL) Planning listserv, send a "blank" message to join-sel-planning@mlist.cde.ca.gov



The cover features a dark blue background with a large, stylized graphic of a staircase made of blue squares on the left. The title "Social and Emotional Learning in California" is in large white text. Below the title is a row of five circular icons: a person with a heart, a graduation cap on scales, a family silhouette, two hands shaking, and a path leading up. The subtitle "A GUIDE TO RESOURCES" is in large white text. A large red "Draft" watermark is diagonally across the bottom. At the bottom right are three logos: the California Department of Education seal, the Orange County Department of Education seal, and the Butte County Office of Education logo.

Social and Emotional Learning in California

A GUIDE TO RESOURCES

Draft

DEPARTMENT OF EDUCATION STATE OF CALIFORNIA

ORANGE COUNTY DEPARTMENT OF EDUCATION

Butte County Office of Education

PURPOSE

The CASEL DRC supports planning for systemic implementation of district-wide, school-based and community-based SEL initiatives

LINK

<https://drc.casel.org>

FORMAT

Online resource center

AUTHORS AND CONTRIBUTORS

Collaborative for Academic, Social, and Emotional Learning, 2017; Various contributing school districts

USER

Pre-K educators
Elementary school educators
Middle school educators
High school educators
Elementary school administrators

Middle school administrators
High school administrators
Counselors
Expanded Learning staff (after and out-of-school program staff)

STUDENT POPULATION

Pre-K students
Elementary school students
Middle school students
High school students

CONTEXT

CASEL is nonprofit practice, research and policy organization, dedicated to advancing the science and practice of school-based social and emotional learning. CASEL's mission is to make social and emotional learning an integral part of education from preschool through high school. The CASEL DRC is a product of CASEL's Collaborating Districts Initiative, a partnership with large urban school districts across the nation, with the goal of studying systemic SEL implementation. Lessons learned from the participating school districts are distilled into the CASEL DRC theory of action.

CONTENT

- A comprehensive framework of 10 essential areas for systematic district wide, school-based implementation of SEL initiatives: communication, vision, align resources, build expertise, needs assessment, professional learning, integration, programming, standards, and continuous improvement.
- Implementation process guides, program reviews, videos, webinars, rubrics, and school district artifacts.
- Priority-setting questionnaire to guide step-by-step efforts with best practices for implementing SEL initiatives.
- Resource library of tools and artifacts by topic.
- 30-minute webinar for guidance on using the CASEL DRC.

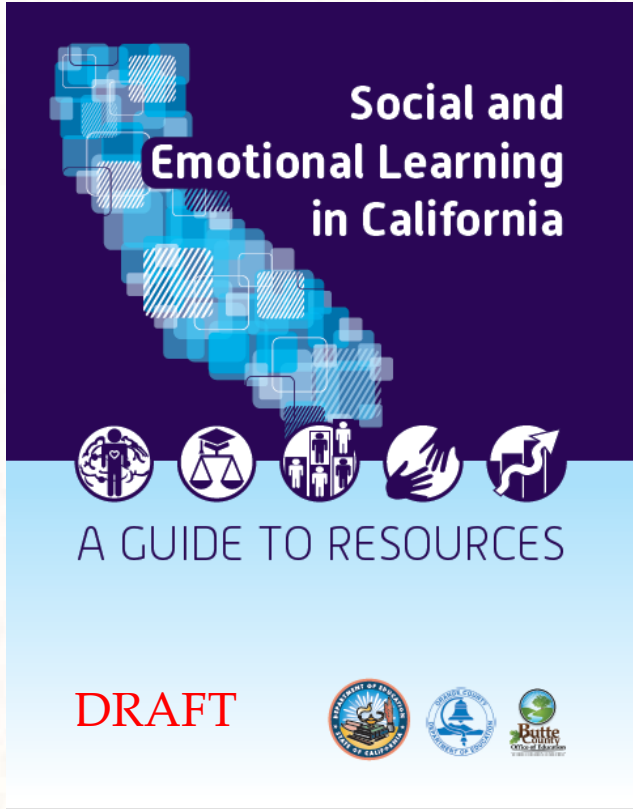
STRENGTHS

- A one-stop shop for SEL initiative implementation offering hundreds of resources.
- A wealth of district-developed templates, documents, and artifacts for download and adaptation.
- User friendly.
- A district profile can be created and updated through the priority-setting questionnaire.

**SEL GUIDING PRINCIPLES ADDRESSED**

- 1. Adopt Whole Child Development as the Goal of Education**
 - A. Systems
 - B. Diverse & inclusive leadership teams
 - C. Social and emotional skills development
 - D. Student-centered discipline policies and practices
 - E. Climate and culture
- 3. Build Capacity**
 - A. Positive relationship and belonging
 - B. Student and adult competencies
 - C. Developmental standards
 - D. Pre-service and ongoing professional development
- 4. Partner with Families and Community**
 - A. Family engagement
 - C. Expanded learning
 - D. Community partnerships
- 5. Learn and improve**
 - A. Implementation plans and progress monitoring
 - B. Measurement

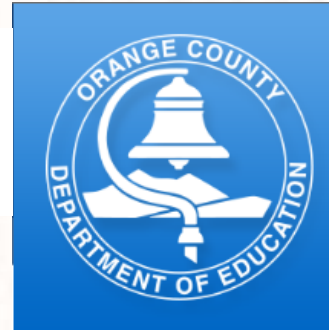
SAMPLE CONTENTS



- AIR Center on Great Teachers and Leaders
- Social & Emotional Foundations Center for Early Learning
- Edutopia
- Heart-Mind Online
- A Toolkit for Incorporating Social and Personal Competencies Into Classroom Instruction & Educator Effectiveness
- NEA Diversity Toolkit
- NBC Parent Toolkit
- Preparing Youth to Thrive: Promising Practices for Social & Emotional Learning
- Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, A Guide for Educators
- Social and Emotional Learning Resource Finder

Social and Emotional Learning

- Assessments and Screeners
- [California SEL](#)
- District/School Planning & Implementation
- [Adult SEL](#)
- Online Resources (articles, teaching materials, research)
- [SEL Programs & Curriculum](#)
- SEL Presentations
- [Parent/Community](#)



Student Mental Health Matters

Social and Emotional Learning (SEL)

Trainings

Resilient Mindful Learner Project

School Climate Matters

Student Mental Health Resources

Restorative Practices

Restorative Practices Resources

Eliminating Barriers to Learning OC Trainers Network

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[OCDE](#) > [Student Mental Health Matters](#) > [Social and Emotional Learning \(SEL\)](#)

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](#)



[California SEL](#)



[District/School Planning and Implementation](#)

Professional Development Opportunities

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

SEL for Leaders

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[The RAND Assessment Finder](#)

Videos

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

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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

Creating Conditions For Adult Learning: Three Signature SEL Practices



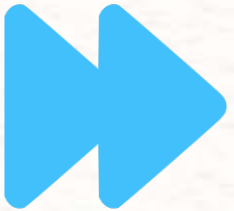
- **Welcoming Ritual** (2–10 minutes)

Activities for inclusion, establish safety and predictability, allow learners 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 learners to name something that helps them transition on a positive note.

Signature Practice #3: Optimistic Closure

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

