An Introduction to SEL

What is social emotional learning and why is it important?
What We Will Know and Do

● Build an understanding of the importance of social emotional learning.

● Explore how we are organized to implement VTSS with SEL practices to support trauma sensitive schools.
What is SEL?

Social Emotional Learning 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.
Quick Review of Definitions

**SELF-AWARENESS**
The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across context.

**SELF-MANAGEMENT**
The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

**SOCIAL AWARENESS**
The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

**RELATIONSHIP SKILLS**
The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

**RESPONSIBLE DECISION MAKING**
The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.
**Self Awareness:**
- Identifying personal, cultural, and linguistic assets
- Identifying one’s emotions
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Having a growth mindset

**Self Management:**
- Managing one’s emotions
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative

**Social Awareness:**
- Taking others’ perspectives
- Showing concern for the feelings of others
- Identifying diverse social norms, including unjust ones
- Understanding the influences of organizations/systems on behavior

**Relationship Skills:**
- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively

**Responsible Decision Making:**
- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Reflecting on one’s role to promote personal, family, and community well-being
Where? SEL in School, Classroom, Families, and Communities
Why SEL?

Science links SEL to Student Gains:

- Better social emotional skills
- Improved attitudes towards self, others, and school
- Positive classroom behavior
- 11 percentile gain on standardized achievement tests
- Fewer conduct problems
- Less emotional stress
- Lower drug use
According to research by the Robert Wood Johnson Foundation, social-emotional learning helps young people to be "twice as likely to attain a college degree in early adulthood; 54% more likely to earn a high school diploma; and 46% more likely to have a full-time job at the age of 25."
Adults Benefit from SEL:

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer, because they’re able to work more effectively with challenging students.

Research shows significant associations between social emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance abuse, and mental health.
Top 10 skills employers value:
1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgement and decision making
8. Service orientation
9. Negotiation
10. Cognitive flexibility
According to a report released by McGraw Hill in 2018, the findings indicated that the overwhelming majority of administrators (96%), teachers (93%) and parents (81%) believe that social and emotional learning is just as important as academic learning.
Indicators of School-Wide SEL

**How?**

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<th>Implementation Focus Areas</th>
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<td>Build Foundational Support and Plan</td>
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<td>Strengthen Adult SEL Competencies and Capacity</td>
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<td>Promote SEL for Students</td>
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<td>Practice Continuous Improvement</td>
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**What and Where?**

**Why?**

<table>
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<th>Student Outcomes</th>
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<td>Improved attitudes about self and others</td>
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<td>Academic Success</td>
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<td>College and Career Readiness</td>
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<td>Healthy Relationships</td>
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SEL in Virginia

The 2020 General Assembly (HB 753) required the VDOE to develop a uniform definition of Social Emotional Learning and to create K-12 SEL standards (and deliver to schools by July 1, 2021).
The vision of social emotional learning in Virginia is to maximize the potential of all students and staff to become responsible, caring, and reflective members of our diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience.

Virginia defines social emotional learning as:

"the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."
Group Discussion

- Review and discuss the VDOE vision and definition as a team.
- What resonates with you?
- What are you still curious about?
VTSS Implementation Logic

**DATA**
Expand the data that teams use to identify which skills to teach

**SYSTEMS**
Promote adult wellness by creating a nurturing environment

**PRACTICES**
Teach SEL Competencies using VTSS Instructional Systems

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https://www.pbis.org/Common/Cms/files/pbisresources/TeachingSocialEmotionalCompetenciesWithinABTSIFramework.pdf
SEL is for EVERYONE

Tier 3 for a Few: Intensive, Individualized

Tier 2 for Some: Targeted for Small Groups

Tier I for All: Core/Universal
Integrated SEL and Trauma

- Equity focused
- Builds individual and collective agency and resilience
- Supports systems change to transform structures of injustice and to promote robust equity
- Supports and benefits from positive school climate, conditions for learning, and restorative practices
Focus on Adult SEL

- Adults reflect on their own SEL skills
- Support staff on developing capacity for supporting SEL (example: self-care)
- Set up structures to support staff’s professional development
- Model SEL competencies throughout school community with students, families, and community partners
School-wide Approach

We want to move from a small number of staff delivering lessons to all staff providing opportunities to teach in all settings, all day.
Culturally Responsive SEL Instruction

- Teaching and learning practices recognize that there are multiple viewpoints and multiple constructive ways to reach various situations.

- Does not over-simplify what "appropriate" social and emotional responses are without exploring the complexities of social interactions.

- Empowers students to constructively question inequitable treatment and make decisions that will move them towards growth and change.
How? ...Same Process

DEFINE (TELL)
Simplify

MODEL (SHOW)

MONITOR

PRACTICE
In setting

ADJUST (RETEACH)
For efficiency

BE CONSISTENT
Student Voice
Implementing SEL

• Explicit skills instruction
  – Direct
  – Linked to real life experiences (social and cultural environment)
• Curriculum integration
• Teacher instructional practices
• Programming beyond the classroom
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Discussion

How can supporting SEL in your classroom impact you specifically?

Could development of social and emotional competencies — your own and your students’ — and SEL practices in general, create a more equitable learning environment for your students?
References/Resources

https://casel.org/what-is-sel/


https://youtu.be/0N_Y34tjQm8


https://www.mheducation.com/prek-12/explore/sel-survey.html

Future of Jobs Report, World Economic Forum

References/Resources