Experiencing Two Social Emotional Learning Skills to Improve Teacher and Student Capacity for Deeper Learning

Lisa Leith and Ashleigh Valentine
March 28, 2018
Desired Results

Today we will:

• Connect SEL skills to Deeper Learning
• Experience the benefits of team building for problem solving
• Develop our growth mindset
• Take risks and have fun!
Social-emotional learning is the process of acquiring the skills needed 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 Social Emotional Learning (CASEL)
Research
Everything is connected to Everything
Kaiser and NHO conducted 20 year longitudinal research to explore the impact of ACES on student behavior in school and life outcomes.

Takeaways:
✓ Unresolved trauma impacts student well-being
✓ Schools can mitigate this impact through Trauma Informed Practice*

https://safesupportivelearning.ed.gov/events/webinar/trauma-informed-practices-school-discipline
Connecting SEL & Literacy

When young children learn, they are weaving skills together like strands of a rope: cognitive, emotional and social skills.

Intertwined skills reinforce one another to form the basis of children’s capacity to socialize and learn.

A deep connection has been identified between social emotional development and literacy in children’s early school success including achieving reading proficiency in the early grades.

[Connecting Social and Emotional Health and Literacy](https://www.chdi.org/index.php/download_file/view/1139/878/)
Connecting SEL & Literacy

Intertwined skills reinforce one another to form the basis of children’s capacity to socialize and learn.

A deep connection has been identified between social emotional development and literacy in early school success including achieving reading proficiency in the early grades.

Why do emotion & relationship influence deeper learning?
SEL: A Strategy for Serving the Whole Child

- Awareness
- Relationship
- Safety
- Comfort
- Laughter
- Balance

- Aptitude
- Cognition
- Memory
- Reasoning
- Critical Thinking
- Creativity

- Emotion
- Belief
- Intellect
- Motivation

- Responsibility
- Identity
- Self Efficacy
- Hope
- Optimism
- Vision

- Hierarchy of Needs
- Cause & Effect
- Values
- Relevance
- Engagement
- Future Focus

Leith, Lisa (2013)
SEL: A Strategy for Serving the Whole Child

1. Recognize & manage emotions
2. Develop caring & concern
3. Take responsibility
4. Handle challenges
Academic Focus: Serving the Intellect Alone

- Balance
- Relationship
- Safety
- Comfort
- Laughter
- Joy

- Aptitude
- Cognition
- Memory
- Reasoning
- Critical Thinking
- Creativity

- Relevance
- Identity
- Self Efficacy
- Hope
- Optimism
- Vision

- Cause & Effect
- Hierarchy of Needs
- Expectations
- Engagement
- Future Focus

© 2017 Generation Schools Network
generationschools.org

Leith, Lisa (2013)
SEL: A Strategy for Serving the Whole Child

- Awareness
- Relationship
- Safety
- Comfort
- Laughter
- Balance
- Aptitude
- Cognition
- Memory
- Reasoning
- Critical Thinking
- Creativity

- Responsibility
- Identity
- Self Efficacy
- Hope
- Optimism
- Vision
- Hierarchy of Needs
- Cause & Effect
- Values
- Relevance
- Engagement
- Future Focus

Leith, Lisa (2013)
Evidence-based Impact of SEL Instruction with fidelity to specific models

**Increased**
- Attention
- Motivation
- Socially competent behavior
- Reading & Math performance
- Perseverance
- Optimism

**Reduced**
- Negative emotion
- Aggression
- Disruptive behavior

Daunic, Corbett & Smith, 2013; Brackett, Rivers, Reyes, & Salovey, 2012; Jones, Brown, & Aber, 2011; Shechtman & Yaman, 2012; Cones et al., 2011; Payton et al., 2008; Brackett et al., 2012.
“SEL efforts provide an opportunity to…

…Address and transform schooling and instruction, produce more equitable outcomes for students, and most importantly, better equip all students to handle life’s challenges; build and maintain quality relationships; thrive personally, collectively, and professionally; and become engaged citizens.”

Osher & Kidron American Institute for Research
Team Building
Lions & Gazelles Puzzle

Three lions and three gazelles meet on one side of a river. All of them need to cross to the other side of the river. The current is too strong for any of them to swim across alone. None of the animals can cross without gripping a tree branch to help them float. A single branch lies on their side of the river. Only one or two animals at the most can use the branch at one time to get across, or they will sink. At least one animal must grip the branch to get it across (it can’t simply be tossed back). If more lions than gazelles are on one side of the river, the lions will eat the gazelles. The animals holding onto the branch count toward those who will attack or be eaten when the branch is on either riverbank.
Lions & Gazelles Puzzle

Debrief:

• How did persistence increase or diminish over time?
• How did the group handle opposing ideas?
• Was there a breakthrough? Talk about that!
Collaboration + Teamwork ^ Innovation
Break - Connections Share Out
Growth Mindset
GROWTH MINDSET: The belief that one’s intelligence, competencies, and abilities can be developed

VS

FIXED MINDSET: The belief that we are born with intelligence, competencies, and abilities that cannot be changed
Co-Create a Drawing Activity
SUCCESS

What people think it looks like

SUCCESS

What it really looks like

TheLeaderInMe.org
“Yeah but… Yes and...” Activity
Talk about Something that MATTERS to you

Use “Yes and …”
Engage in a deep, effective, interactive conversation!
Read the quote, get going!

Collaborative dialogue is a process of genuine interaction where individuals listen deeply and respectfully to each other, striving to incorporate the concerns of other participants into their own perspectives even when they disagree. Participants do not give up their identity but recognise the claims of others.

Growth Mindset Around SEL

What would change in your world (school, work, family…) if you said YES whenever humanly possible?
Dr. Lisa Leith
lleith@generationschools.org

Ashleigh Valentine
avalentine@generationschools.org