Social Emotional Learning (SEL): An Overview of CASEL, Resources, and Research

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survey for link to Google Folder with resources: https://goo.gl/mcHXFJ

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Who is in the room? Please take this quick survey:

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Welcome!

- Primary teacher for 10 years, Intermediate for 2 years
- 7 years full-inclusion, 5 years of “that class”
- Life Long Learner-seek out innovative strategies
- M.A. in Education Administration, Working on EdD
- Curriculum Maps, Math Frameworks, Goal Team & PLC Leader
This introduction to SEL will allow you to:

● Explore the CASEL Framework
● Define: What are SEL skills?
● Examine the benefits of applying SEL skills to classroom and school environment
● Explore the development of SEL in schools
● Apply an understanding of SEL in a variety of contexts
Guiding Questions:

**What** is SEL?

**Why** does SEL matter?

**How** can schools promote SEL for students?
"Think of something that is new with you, or something that you are proud of accomplishing, to share with your partner."
WHAT IS SOCIAL AND EMOTIONAL LEARNING (SEL)?
What comes to mind when you think of “social-emotional learning”? 
Let’s Share!

aps.classflow.com/join/QTWVP
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 are SEL Competencies and skill sets?

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

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

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

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

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

SEL CURRICULUM & INSTRUCTION

SEL CURRICULUM & INSTRUCTION

SCHOOLWIDE PRACTICES & POLICIES

FAMILY & COMMUNITY PARTNERSHIPS

HOMES & COMMUNITIES

SCHOOLS

CLASSROOM

SELF-AWARENESS

RESPONSIBLE DECISION-MAKING

SELF-MANAGEMENT

RELATIONSHIP SKILLS

SOCIAL AWARENESS

Social and Emotional Learning (SEL)
Have you encountered students that have lacked these skills?
Why SEL?
Why?


All learning is social.

All learning is emotional.

Research tells us that students are more successful in school and daily life when they:

● Know and can manage themselves.

● Understand the perspectives of others and relate effectively with them.

● Make sound choices about personal and social decisions (Weissberg et al., 2016).
The Research
Collective evidence from:

- Academic Achievement Research
- Neuroscience
- Health Research
- Employment Research
- Cognitive Behavioral Research & Classroom Management Research
- Teacher Research
- Learning Theory Research
- Economic Inequality Analysis
- Primary Prevention Studies
SEL works: Compelling national evidence

2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

Science Links SEL to Student Gains:

- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests
- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too

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 —one of the main causes of burnout.

Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health.
A major new research study finds that social and emotional learning (SEL) programs benefit children for months and even years.

- **82** different programs reviewed
- **97,000+** Students involved, kindergarten through middle school
- **6 mo – 18 yrs** Effects assessed after programs completed

**SEL Students Benefit in Many Areas**

**HIGHER…**
- Academic performance
- SEL skills
- Attitudes
- Positive social behaviors

**LOWER…**
- Conduct problems
- Emotional distress
- Drug use

Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits. Benefits were the same regardless of socioeconomic background, students’ race, or school location.

SEL works:  
Linked to young adult outcomes

Statistically significant associations exist between measured social-emotional skills in kindergarten and young adult outcomes across multiple domains:

Kindergartners who were stronger in SEL competence were more likely to:

✓ graduate from high school
✓ complete a college degree
✓ obtain stable employment in young adulthood

And less likely to be:

✗ living in public housing
✗ receiving public assistance
✗ involved with police
✗ in a detention facility

Demand is at an all-time high in every sector.

**public**
Most important factor in school quality: teach cooperation, respect, problem solving  
*PDK Poll, 2017*

**employers**
growth in jobs that require mastery of SEL skills outpaced growth of all other jobs  
*National Bureau of Economic Research, 2015*

**district personnel**
strong consensus among school/district administrators: SEL skills are important & should be taught in schools to all students  
*Ready to Lead survey, 2017*

**principals**
95% are committed to developing students’ social and emotional skills in their schools  
*Ready to Lead survey, 2017*

**teachers**
93% of teachers want a greater focus on social and emotional learning  
*Missing Piece survey, 2013*

**parents**
3 out of 5 give greater importance to their children being happy & not overly stressed, than doing well in school  
*Learning Heroes Parent Survey, 2017*

**students**
The majority of high school and recent grads agree that going to a school that focuses on developing SEL skills would help better prepare them for life after high school  
*Respected Survey, 2018*
Employers value SEL

Of surveyed executives say skills such as problem-solving and communicating clearly are equally or more important than technical skills

National Bureau of Economic Research, 2015

The Top 10 skills identified by the World Economic Forum all involve social and emotional competence.

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.

Source: Future of Jobs Report, World Economic Forum
Teachers and Parents value SEL

93% want a greater focus on SEL in schools

Teachers cite positive effects on:

- Workforce readiness: 87%
- Life Success: 87%
- School attendance & graduation: 80%
- College preparation: 78%
- Academic success: 75%

The Missing Piece, 2013

Parents (81%) believe that social and emotional learning is just as important as academic learning.
Principals value SEL

Social and emotional skills are teachable in a school setting.

I am very/fairly committed to developing students’ social and emotional skills in my school.

SEL should be taught to all students.

73% believe students from all types of background would benefit from SEL

Ready to Lead, 2017
Research on successful whole-school improvement has identified school leader support as the single biggest predictor of whether change takes hold and is beneficial (Fullan, 2011).

Becoming this kind of leader requires one to “lead from the center rather than the top” and take responsibility for the learning of colleagues (DuFour & Eaker, 1998; Lambert, 2003).
SEL supports equitable outcomes for all students: *Everyone gets what they need to succeed.*

Our entire community can be organized to ensure that all students reach their goals.
What is our school community already doing to ensure that every student gets what they need to succeed?
Work with your table
3 minutes on each topic
All record Round Robin- go around the table and share ways to target the category-everyone else records the ideas
3 minute reflection steps
How does Schoolwide SEL Happen?
Schoolwide SEL: 5 Key Activities

1. Build Awareness, Commitment & Ownership
2. Establish a Shared Vision & Plan
3. Cultivate Adult SEL
4. Promote SEL for Students
5. Use Data for Continuous Improvement
CASEL Guide to
Schoolwide Social
and Emotional
Learning

schoolguide.casel.org
Why Adult SEL?

**Adults** who have the ability to recognize, understand, label, express, and regulate emotions are more likely to demonstrate patience and empathy, encourage healthy communication, and create safe learning environments. (Brackett, Katella, Kremenitzer, Alster, and Caruso, 2008)

**Teachers** skilled at regulating their emotions report less burnout and more positive affect while teaching. (Brackett, Mojsa, Palomera, Reyes, & Salovey, 2008)

**School leaders** with strong SEL competencies build and maintain positive and trusting relationships among members of the school community. (Patti and Tobin, 2006)
SEL in the Classroom: The Three-legged Stool

- A Supportive Classroom Environment
- Explicit SEL Instruction
- Integration of SEL and Instruction
What does SEL look like?
Teaching Practices that Support SEL

Social Teaching Practices

- Student-centered discipline: Disciplinary strategies are developmentally appropriate for students.
- Teacher language: The teacher talks to the students with a focus on encouraging students.
- Responsibility and choice: Students are provided opportunities to make responsible decisions.
- Warmth and support: The teacher creates a classroom where the students know that the teacher cares.

Instructional Teaching Practices

- Cooperative learning: Students work together toward a collective goal in accomplishing an instructional task.
- Classroom discussions: Students and teachers have a dialogue about content.
- Self-assessment and self-reflection: Students actively think about their own work.
- Balanced instruction: Multiple and appropriate instructional strategies are used.
- Academic press and expectations: The teacher provides meaningful and challenging work and believes that all students can achieve rigorous work.
- Competence building: The teacher helps develop students' social-emotional skills through the typical instructional cycle.
SEL Competencies

- National Implementation is Increasing
- Resources are Available
- Applicable to a Variety of Settings
The Wisconsin PK-Adult Social and Emotional Learning Competencies
Time to Explore!

https://casel.org/

Check out these slides with some recommended resources:

What can we do right now?

1. WELCOMING RITUAL
2. ENGAGING PRACTICES
3. OPTIMISTIC CLOSURE
What are your hopes and dreams for your child or the children in our community?
How has your understanding of SEL changed?
Exit Survey (for me): https://goo.gl/mcHXFJ

Thank You!

Get the link to view the slides when you complete the survey!