Social and Emotional Learning in School and at Home

Supporting our Students' Engagement, Resilience, and Well-Being During Challenging Times

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Presentation
Overview

- Welcome

- Background on CASEL and SEL Research

- What is SEL and how is it implemented at school?

- How can I support SEL at home?

- Q & A

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Reflecting on
the Future

If we were to ask our students one year from now about how they felt during the pandemic, what do you hope they will say?
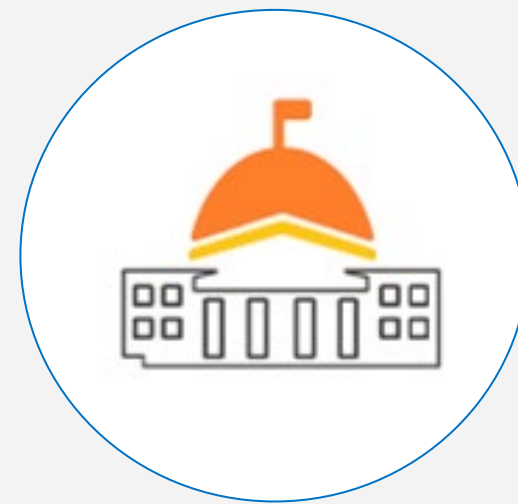
Who is CASEL?

The Collaborative for Academic, Social, and Emotional Learning (CASEL) was founded in 1994 to help make social and emotional learning (SEL) an essential part of education by:

  +   +

Advancing the **science** of SEL

Improving state and federal **policies**

Expanding effective SEL **practice**

Landmark 2011 study documented
multiple benefits of SEL

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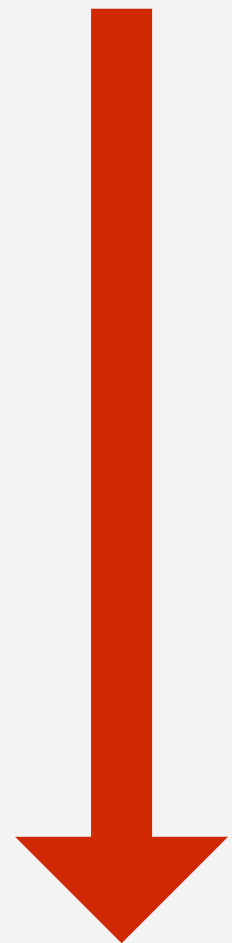
Science Links SEL to Student Gains:

- Social-emotional skills

- Improved attitudes about self, others, and school

- Positive classroom behavior

- 11 percentile-point gain on standardized achievement tests
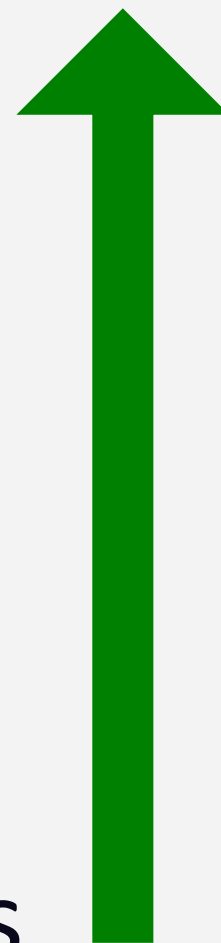
And Reduced Risks for Failure:

- Conduct problems

- Emotional distress

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Impact of SEL is
long-lasting and global

A major new research study finds that social and emotional learning (SEL) programs benefit children for months and even years.

82
different programs reviewed
(38 outside U.S.)

97,000+
Students involved, kindergarten through middle school

Effects assessed
6 mo – 18 yrs
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.**

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What is SEL?

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.

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Core Social and Emotional Competencies

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

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

SELF-AWARENESS

SELF-MANAGEMENT

Social and Emotional Competencies

SOCIAL AWARENESS

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

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

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

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

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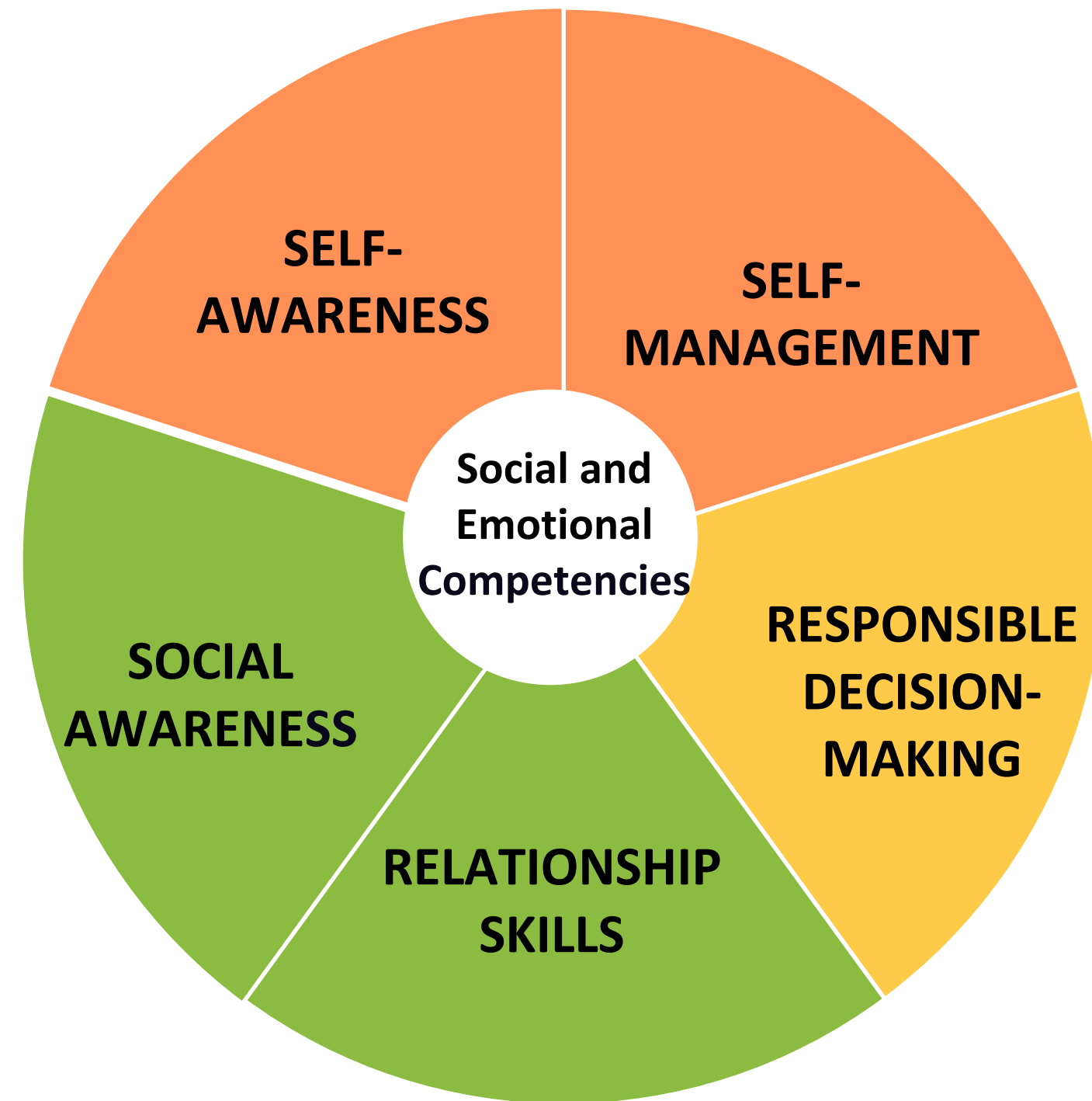
Systemic Schoolwide SEL Framework

Creates **equitable learning conditions** and **inclusive cultures** that:

- foster **caring relationships**
- actively involve **all students** in learning and practicing **social, emotional, and academic competencies**

This requires:

- aligned policies, resources and actions to **support adults**
- coordinated **school-family-community** partnerships
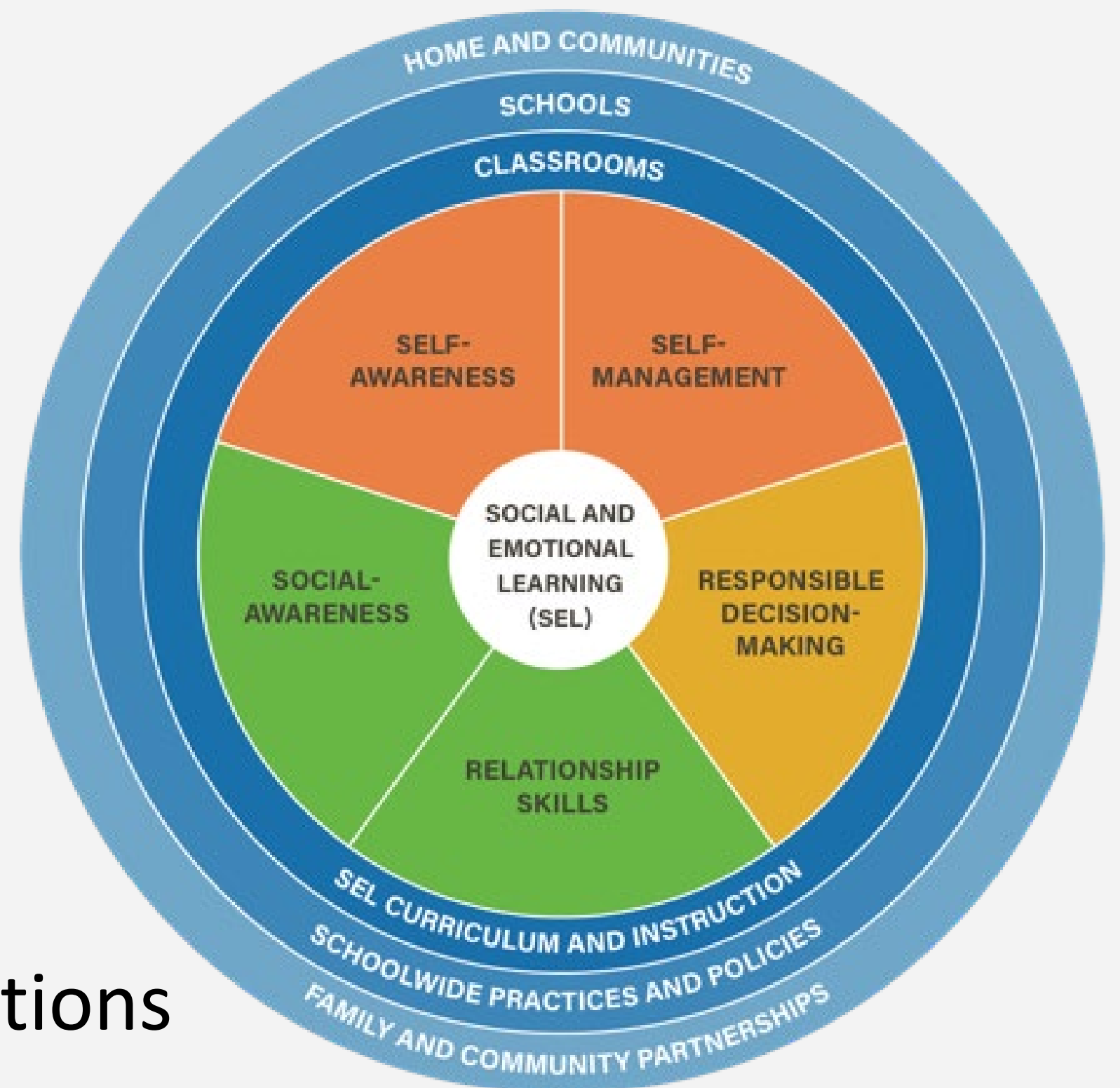
Indicators of Schoolwide SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts.

For Educational Use Only

How can Schools achieve systemic SEL implementation?

CLASSROOM
- Explicit SEL instruction
- SEL integrated with academic instruction
- Youth voice and engagement

SCHOOL
- Supportive school and classroom climates
- Focus on adult SEL
- Supportive discipline
- A continuum of integrated supports

FAMILY
- Authentic family partnerships

COMMUNITY
- Aligned community partnerships
- Systems for continuous improvement

SCHOOLWIDE SEL

Organize — Build Awareness, Commitment and Ownership Create a Plan (1)
Implement — Strengthen Adult SEL (2)
Implement — Promote SEL for Students (3)
Improve — Practice Continuous Improvement (4)

Schoolguide.casel.org

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What can schools do to promote social and emotional development?

ORGANIZE:

Build Awareness, Commitment, and Ownership

- Create a representative **SEL team** to create a plan and lead implementation
- Establish robust structures for t**wo-way communication** with families, staff, and community stakeholders
- Collaborate with staff and community partners to develop plans for **foundational learning** for all stakeholders

What can schools do to promote social and emotional development?

Implement: Strengthen Adult Capacity

- Provide supportive opportunities and resources for adult **learning** to strengthen staff professional skills and social and emotional competence, especially in
  - self-care
  - trauma-informed practices
  - distance learning strategies for building SEL

- Create structures that foster relationships, trust and **collaboration** among staff

- Support staff in **modeling** SEL competencies and mindsets

What can schools do to promote social and emotional development?

Implement: Promote SEL for Students

- Prioritize adult-student as well as peer relationships
  - check-ins
  - advisory
  - morning meetings
  - comunity building rituals

- Build critical social and emotional skills
  - awareness of emotions
  - coping/stress management
  - empathy/relationship skills

- Create spaces and use practices that allow students to use their voice in instructional activities and also to talk about the impact of COVID, racial disparities, and other issues that they may be facing

- Connect with families regularly, inviting input and sharing information
- Align with community partners to provide supports to students and families

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What can parents do to support their children's social and emotional development?

ORGANIZE & PLAN: Structures, routines are key

With your children:

- Create a physical environment that is conducive to learning at home

- Set expectations together of predictable routines, break activities, rewards, etc…

- Make a plan for how to get help (technology questions, instruction questions, homework)

- Check in regularly with your child to see how things are going and if adjustments are needed

What can parents do to support their children's social and emotional development?

Build Adult Capacity:

- Take care of yourself and your own needs (routines, physical and mental health)

- Reduce activities that cause distress (social media, news, overindulgence)

- Foster your own relationships and support systems

- Intentionally model positive, inclusive, and healthy behaviors and coping strategies

- Check in with yourself regularly to reflect on how YOU are doing, seek help if appropriate

What can parents do to support their children's social and emotional development?

Promote SEL for children:

- Foster opportunities for your child to maintain and build relationships with peers, family members, teachers

- Provide support for stress management and coping skills

- Practice gratitude, empathy, acts of kindness towards others

- Encourage your child to use their voice, problem solve, advocate for themselves, seek help when they need it rather than jumping to "fix it"

- Communicate about what is happening in developmentally appropriate ways

- Check in with your child regularly, ask them how they feel, and listen to and validate emotions

Resources for Schools

CASEL Guide to Schoolwide SEL

Reunite, Renew, and Thrive: SEL Roadmap for Reopening School

Greater Good in Education: Supporting Learning and Well-Being During the Coronavirus Crisis

Education Week: Video: 7 Tips for Remote Teaching

Teaching Tolerance: A Trauma-Informed Approach to Teaching Through Coronavirus

WestEd: Strategies for Trauma-Informed Distance Learning

Education Week: How to Teach Social-Emotional Learning When Students Aren't in School

The COVID-19 Education Coalition: Learning Keeps Going

Facing History and Ourselves: Taking School Online with a Student-Centered Approach

American Federation of Teachers: COVID-19 School Closures: Distance Learning Tips

Search Institute: Building Developmental Relationships During the COVID Crisis

Edsurge: How Can Educators Tap Into Research to Increase Engagement During Remote Learning?

Buck Institute for Education: Project Based Learning for Remote Learning

Resources for Parents

- **Jennifer Miller**: ***Confident Parents Confident Kids* blog**

  Jennifer Miller's blog is all about how family members can support social and emotional development at home, and recent posts provide a range of quality resources and ideas for supporting SEL during school closures

- **Harvard Graduate School of Education**: ***Caring for Preschoolers at Home***

  Guidance for creating structure and routine and developing social and emotional skills while preschool-aged children are staying home

- **xSEL Labs**: ***SEL In An Unplanned Home School Setting***

  Ideas for setting expectations, teaching SEL competencies in context, motivating, and staying connected with social support networks

- **AIR**: ***Building Positive Conditions for Learning at Home: Strategies and Resources for Families and Caregivers***

  Four basic elements for parents on creating a supportive learning space at home, with concrete strategies in both English and Spanish

- **Child Mind Institute**: ***Single Parenting During the Coronavirus Crisis***

  Provides strategies for single parents during COVID-19 grounded in the ideas of "radical acceptance" and self-compassion

Optimistic Closure

At the beginning of this session, we asked you to think about what you hope students will say one year from now about how they felt during the pandemic.

It's up to all of us to make that hope a reality.

What is one commitment that you will make today to help ensure that SEL is central to every child's experiences?

Thank you!

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