
Social Emotional Learning

— An Overview —

What is it?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to:

- 1) understand and manage emotions,
- 2) set and achieve positive goals,
- 3) feel and show empathy for others,
- 4) establish and maintain positive relationships, and
- 5) make responsible decisions.

What is it?

CASEL Model

(Collaborative for

Academic, Social, and

Emotional Learning)



SEL in Washington

SELF

SOCIAL

Self-Awareness	Social Awareness
Self-Management	Social Management
Self-Efficacy	Social Engagement

Washington's K-12 Social Emotional Learning Standards and Benchmarks

SELF		SOCIAL	
STANDARD 1	SELF-AWARENESS – Individual has the ability to identify and name one’s emotions and their influence on behavior.	STANDARD 4	SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
BENCHMARK 1A	Demonstrates awareness and understanding of one’s emotions.	BENCHMARK 4A	Demonstrates awareness of other people’s emotions, perspectives, cultures, language, history, identity, and ability.
1B	Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations.	4B	Demonstrates an awareness and respect for one’s similarities and differences with others.
1C	Demonstrates awareness and understanding of family, school, and community resources and supports.	4C	Demonstrates an understanding of the social norms of individual cultures.
STANDARD 2	SELF-MANAGEMENT – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.	STANDARD 5	SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
BENCHMARK 2A	Demonstrates the skills to manage and express one’s emotions, thoughts, impulses, and stress in constructive ways.	BENCHMARK 5A	Demonstrates a range of communication and social skills to interact effectively with others.
2B	Demonstrates constructive decision-making and problem solving skills.	5B	Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
		5C	Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.
STANDARD 3	SELF-EFFICACY – Individual has the ability to motivate oneself, persevere, and see oneself as capable.	STANDARD 6	SOCIAL ENGAGEMENT – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.
BENCHMARK 3A	Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.	BENCHMARK 6A	Demonstrates a sense of social and community responsibility.
3B	Demonstrates problem-solving skills to engage responsibly in a variety of situations.	6B	Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
3C	Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.	6C	Demonstrates effective strategies to contribute productively to one’s school, workplace, and community.

Why do this?

Schools have a moral and ethical imperative to take responsibility for students' well-being, not just their academic knowledge.

- Maurice Elias, Rutgers University's Social Emotional Learning Lab

Helping children improve their self-awareness and confidence, manage their emotions and impulses, and increase their empathy pays off *both* in improved behavior and measurable academic achievement.

It supports our Strategic Plan: 1.4 - Positive and Safe Learning Environment

How do we do this?

4 things need to be in place for students to move from risk to resiliency:

- 1) A caring, nurturing environment (relationships)
- 2) High expectations (common language)
- 3) Meaningful engagement (purposeful activities)
- 4) SAFE approach to implementation (sequenced, active, focused, explicit)*

*Bradshaw, Bottiani, Osher, Sugai

PBIS

SEL is **NOT** PBIS

but

PBIS **IS** SEL

(or at least a lot of it is)

PBIS & SEL

PBIS & SEL are both rooted in the belief that students learn best in a safe and well-managed learning environment.

- PBIS establishes a common approach to discipline throughout the school by establishing, teaching, practicing, and reinforcing positive expectations for all students (**Manages the Environment**).
- SEL helps students develop specific social and emotional competencies through explicit instruction, practice, feedback, and application throughout the school setting (**Student Self-Management/Skill Building**).

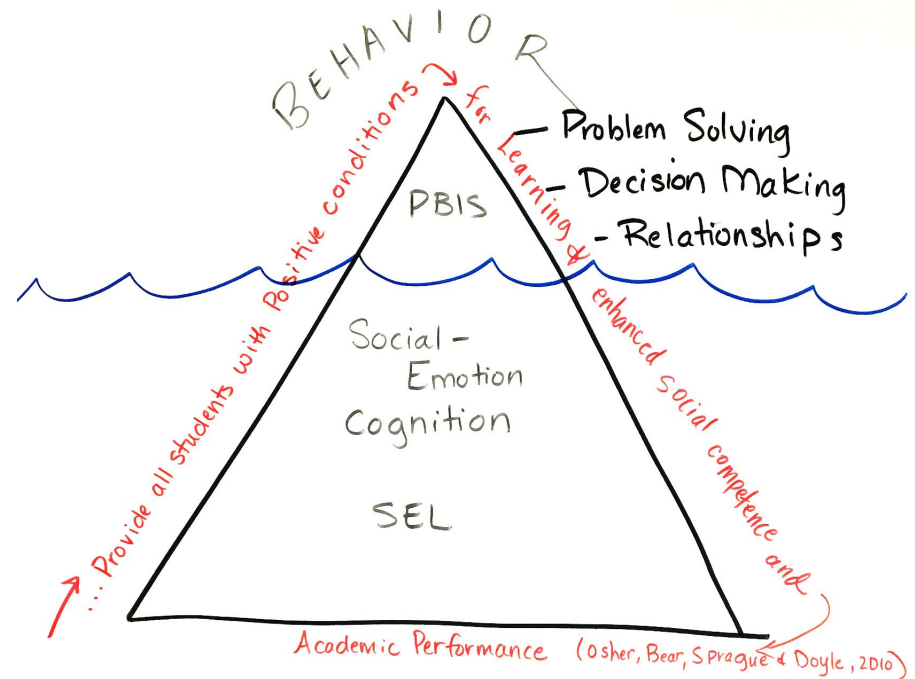
Source:

<http://www.casel.org/wp-content/uploads/2016/08/PDF-10-social-and-emotional-learning-and-positive-behavioral-interventions-and-supports.pdf>

Environmental Supports

Graphic

- PBIS seeks to improve behavior
- SEL seeks to improve cognitive & emotional competence
- SEL gives students the tools they need to realize and contribute to the schools PBIS expectations
- (Bradshaw, Bottiani, Osher, & Sugai, 2010)



- Social Awareness
 - Regulation
 - Self Awareness
- } Competencies

Emotional Support

Misconception

SEL is NOT a Tier 3 response

SEL is a comprehensive, Tier 1, 2 and 3 approach to addressing student needs

Practices

Tier 1 - “Daily” instruction delivered by the classroom teacher

- Second Steps (Empathy, Emotional Management, Problem Solving)
- Kelso’s Choices (Conflict Resolution)
- Bullying Prevention
- PBIS Strategies
- Suicide Prevention Lessons
- SEL lessons incorporated in daily lessons
- SEL curriculum being intentionally taught (Potentially)

Practices

Tier 2 - Additional supports delivered by multiple adults in the building

- Check and Connect - teacher, counselor, administrator, secretary
- Support/Friendship Groups - counselor
- Study Skills Group - Intervention teacher
- Wenatchee Learns Volunteers - Lunch Buddy, Reading Buddy

Practices

Tier 3 - Focused supports delivered by highly skilled adults in the system

- Functional Behavioral Analysis - Behavior Interventionist
- Smaller Group / Individualized Support groups - Counselor
- Connections with outside agencies for support

Impact - Unintended Consequences

Adopting standards implies measuring growth towards those standards

How will it be assessed (more assessments?)

How will we respond to assessment data?

Curriculum adoption & Integration

See as “Another thing” for teachers to do

Financial impact?

Who is responsible for implementation?

Impact - Unintended Consequences

Coordination with external customers

Parent education, Community Resource coordination,

Student Health Center model expansion?

Healthy Youth Survey

6th Grade - Social and Emotional Learning

141. I know how to disagree without starting a fight or argument.

	Your Students%		Statewide%	
a. Strongly agree	33.9%	(+/-4.7)	38.8%	(+/-1.4)
b. Agree	46.8%	(+/-5.0)	46.4%	(+/-1.4)
c. Disagree	13.2%	(+/-3.4)	10.4%	(+/-0.9)
d. Strongly disagree	6.2%	(+/-2.4)	4.4%	(+/-0.6)

Healthy Youth Survey

8th Grade - Social and Emotional Learning

141. I know how to disagree without starting a fight or argument.

	Your Students	Statewide
a. Strongly agree	44.3% (+-7.5)	46.3% (+-2.1)
b. Agree	46.0% (+-7.5)	43.0% (+-1.5)
c. Disagree	7.5% (+-3.9)	8.3% (+-1.0)
d. Strongly disagree	2.3% (+-2.2)	2.4% (+-0.6)

Healthy Youth Survey

12th Grade - Social and Emotional Learning

141. I know how to disagree without starting a fight or argument.

	Your Students	Statewide
a. Strongly agree	48.1% (+-8.7)	52.3% (+-2.3)
b. Agree	38.2% (+-8.4)	40.2% (+-1.9)
c. Disagree	9.2% (+-5.0)	5.6% (+-0.9)
d. Strongly disagree	4.6% (+-3.6)	1.9% (+-0.5)

SEL & Bullying

Board Policies/Procedures:

3205/P - Sexual Harassment of Students Prohibited

3207/P - Prohibition of Harassment, Intimidation and Bullying

SEL & Bullying

Definition:

- Harm - physical / property
- Substantially interfere with education
- Severe, persistent, pervasive
- Disrupts the operation of the school

SEL & Bullying

In other words (in kid language):

If someone says or does something unintentionally hurtful, that's **RUDE**.

If someone says or does something intentionally hurtful, that's **MEAN**.

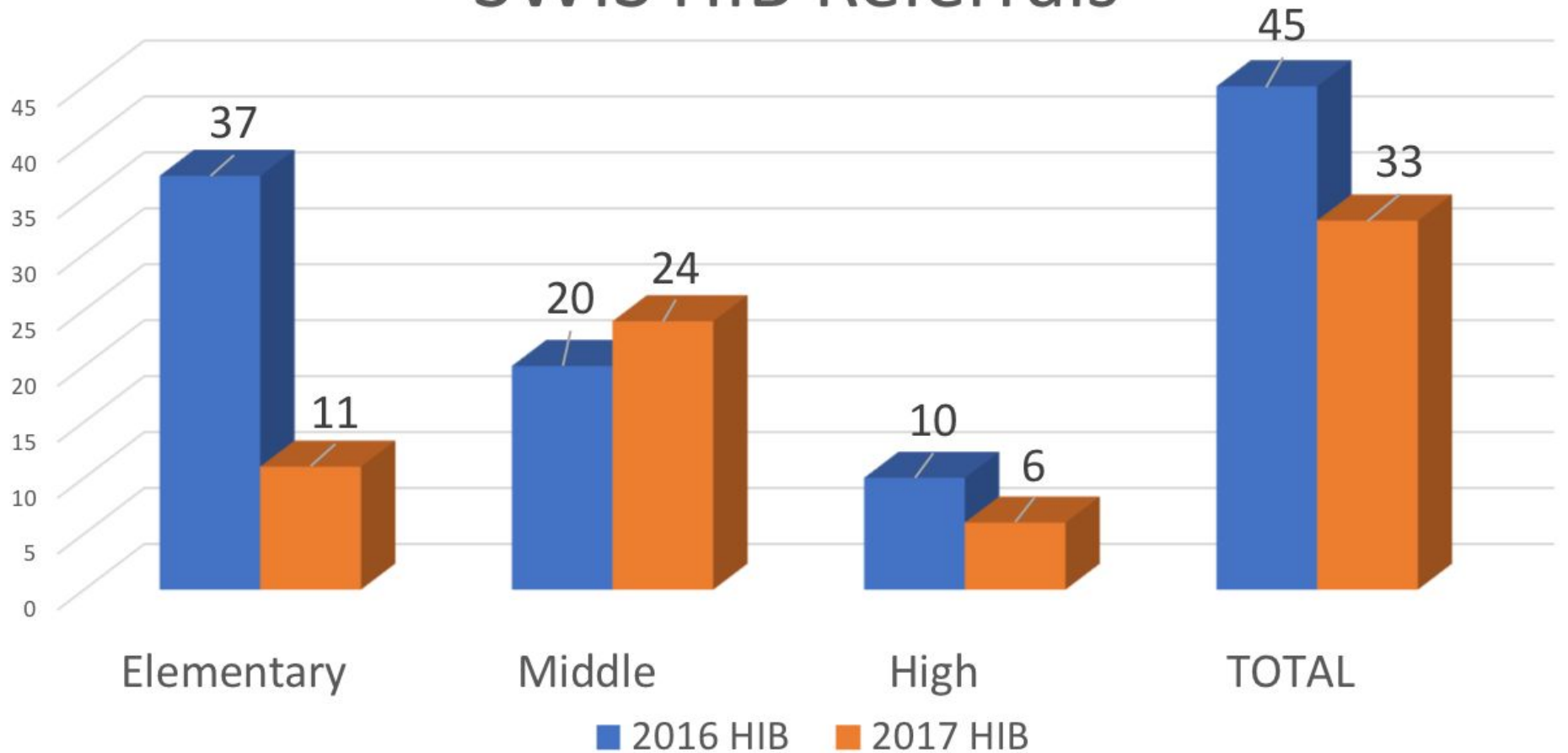
If someone says or does something intentionally hurtful, and they keep doing it even if you ask them to stop, that's **BULLYING**.

SEL & Bullying

Data - District's Data Dashboard

<http://www.wenatcheeschools.org/strategicplan/strategic-dashboard/strategy>
1

SWIS HIB Referrals



Recommendations

2018-19

Continue full implementation of PBIS with integrity

Systemic Second Steps curriculum delivery

Establish a committee to determine next steps for a comprehensive, multi-tiered, district-wide SEL approach (in process)

In Conclusion

Integrating social and emotional learning requires intentionality with content and process, and provides the foundation for trauma-informed schools and classrooms that are responsive to students' mental health needs.