Social Emotional Learning

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An Introduction

Definition

The processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:
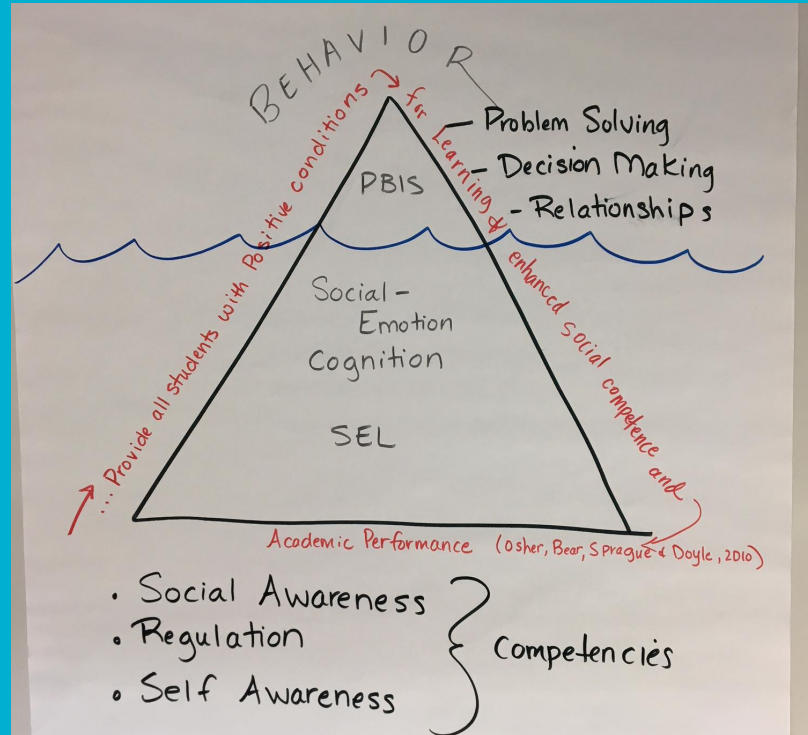
manage their emotions,

set and achieve positive goals,

feel and show empathy for others,

establish and maintain positive relationships,

and make responsible decisions

Iceberg Visual

Research

Three comprehensive meta-analysis of SEL research data found that students who participated in SEL programs saw greater gains in SEL competencies and academic performance relative to students who did not participate. - Phi Delta Kappan, Nov 26, 2018

SEL programs appear to have as great a long-term impact on academic growth as has been found for programs designed specifically to support academic learning. - Hill et al., 2008

SEL Steering Committee

Began Late Spring 2018

45 members - cross section of the District - Parents/Community

Meeting, roughly, quarterly

Building understanding and capacity for the Task Force Teams

SEL Task Force Teams

Elementary

Middle

High

District

Community

CASEL

Collaborative for Academic, Social,

and Emotional Learning

State Standards

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Two Categories - Self & Social

Six Standards - Awareness, Management,

Self Efficacy/Social Engagement

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.	

SEL Task Force Share Out

Elementary - Sunny Savage - Assistant Principal - JNB & L&C

Middle - Elissa Johnston - Foothills Core Teacher

High - Shelly Jelsing - WHS SEL Student Intervention Specialist

Elementary School Task Force Update

- Alignment of Current Resources to SEL Standards

- Second Steps Survey

- "Mini"- Pilot - Sanford Harmony

- Explore Character Strong for District Alignment

Elementary SEL Crosswalk: Tier 1

Washington's K-12 Social Emotional Learning Standards	Self-Awareness Individual has the ability to identify and name one's emotions and their influence on behavior.	Self-Management Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.	Self-Efficacy Individual has the ability to motivate oneself, persevere, and see oneself as capable.	Social-Awareness Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.	Social Management Individual has the ability to make safe and constructive choices about personal behavior and social interactions.	Social-Engagement Individual has the ability to consider others and a desire to contribute to the well-being of school and community.
Second Step SEL	Emotion Management, Empathy and Communication, Skills for Learning	Emotion Management, Empathy and Communication, Skills for Learning	Empathy and Communication, Skills for Learning, Problem Solving, Emotional Management	Empathy and Communication Problem Solving, Emotional Management	Emotion Management, Problem Solving, Empathy and Communication	Empathy,and Communication, Problem Solving
Second Step Bully Prevention - 3rd grade	Recognize bullying, Bystander lesson	Recognize, Refuse, and Report bullying, Bystander lesson	Refuse and Report Bullying, Bystander lesson	Recognize Bullying and Bystander Lesson	Refuse Bullying, Bystander lesson	Refuse Bullying and Bystander lessons
K-5 Bully Prevention	Recognize bullying behaviors	Bullying V. Conflict	Report bullying	Bystander Power	Conflict resolution	Refuse bullying
Suicide Prevention Lessons - 5th Grade	Depression and anxiety	How to manage	Getting help	Listening to a friend, non-nosey questions	My words and behaviors influence others, I have choices of behaviors	Supporting others
PBIS		School wide common expectations	Positive reinforcement			School wide common expectations
Kelso's Choices	Small Problem vs BIG problem.	Conflict Resolution, I can talk out problems, I need to be respectful	I have choices, I can solve small problems and get help for big problems	My behaviors affect others, Others have feelings too	Responsible decision making	My choices influence others and the outcomes of problems

Middle School Task Force Update

The overall goal for our task force is to present to the Steering Committee, a plan to bring SEL to the Middle Schools in a systemic and lasting way.

We have been researching and collaborating as a group and going through several steps in order to ensure the greatest success of implementation.

Steps:
1. Build a common understanding
2. Evaluate what is currently in place
3. Research and evaluate curriculum
4. Determine best tier 1 option
5. Data collection from stakeholders
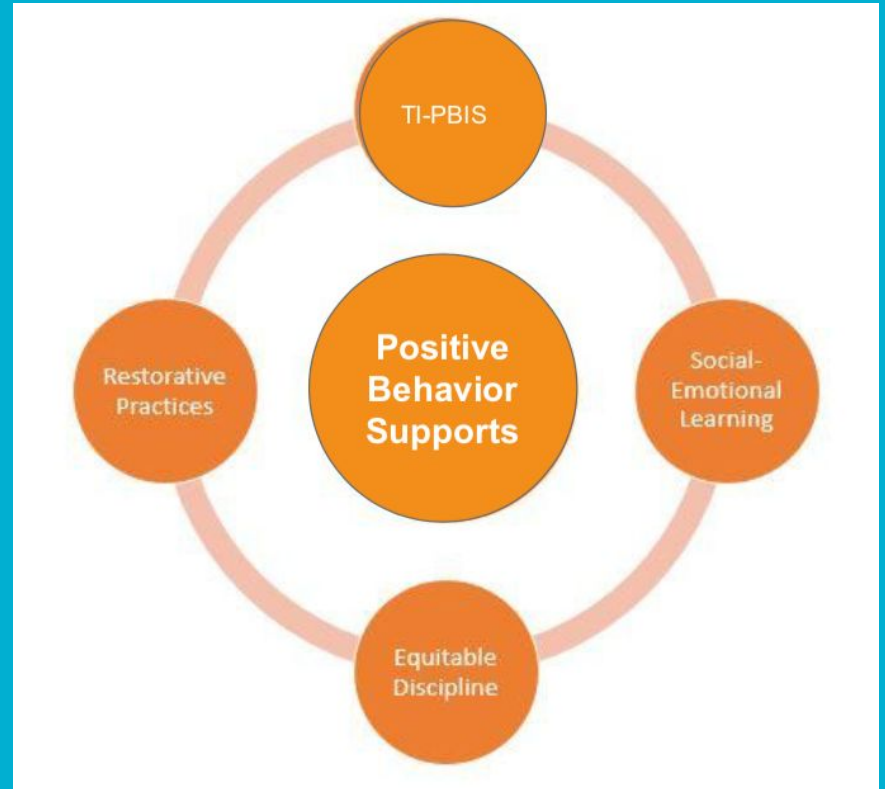6. Built common belief between all MS
7. Proposal
8. Next steps

Proposal:

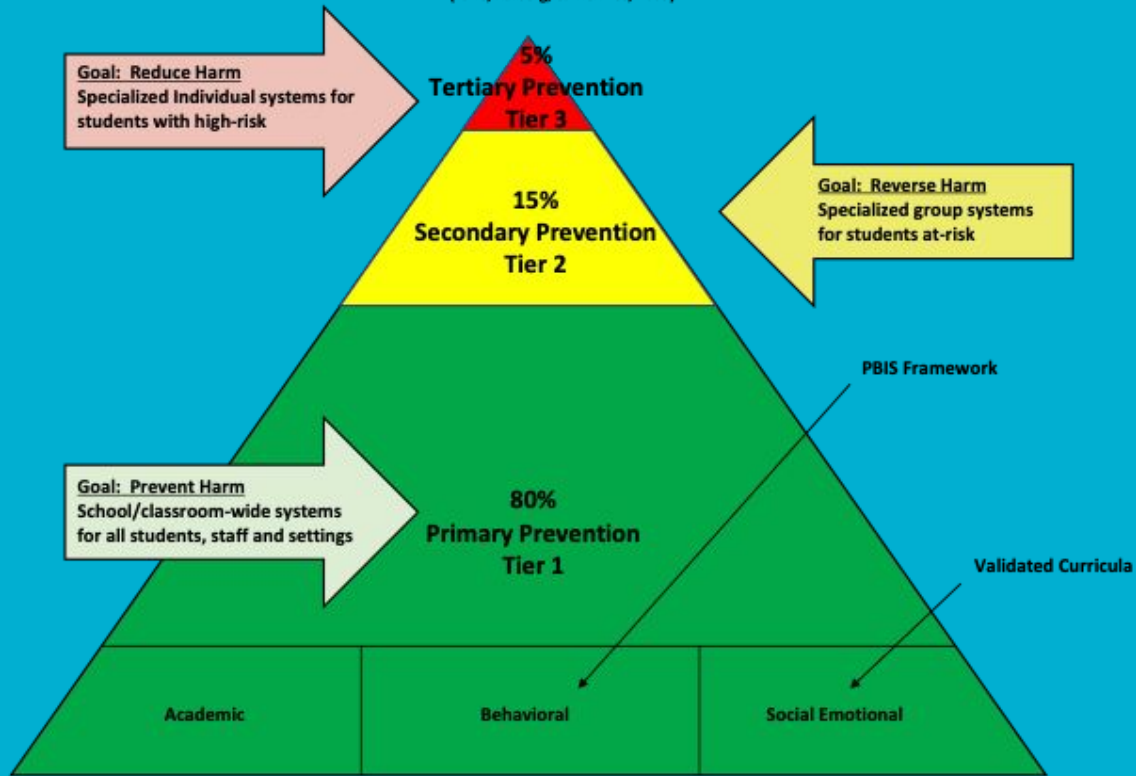|	Plan	Staff	Task Force	District Committee
Year 1 19-20	• Build Understanding around SEL and the standards • Build school culture that is supportive for SEL practices • Pilot: Character Strong	• Learn about SEL & Standards • Pilot Curriculum • Begin Implementing SEL strategies • Plan Logistics	• Training • Piloting • Building Scope and sequence • Needs assessment • Tier ⅔ research	• Training and Support • Analyze Needs • Purchase Pilots • Work with stakeholders
Year 2 20-21	• Curriculum Slow Roll out • Work out systems and practices • Use data to support decisions	• Implement SEL based on trained staff and agreed upon practices	• Support staff with Implementation	• Support schools with implementation
Year 3 21-22 & Beyond	• Full Implementation	• Full implementation	• Implementation plan for new staff and retraining • Tier ⅔ supports	• Provide training opportunities and support at the MS level including maintenance support

High School Task Force Update

- Studied schools and the success they have seen with SEL education and using information to guide our process.

- Assessed need for SEL education at the secondary level.

- Studied Tier 1 Curriculum.

- WSHS and WHS starting to pilot some strategies

Comprehensive, Integrated, Three-Tiered Model of Prevention

(Lane, Kalberg, & Menzies, 2009)

Goal: Reduce Harm
Specialized Individual systems for students with high-risk

5%
Tertiary Prevention
Tier 3

15%
Secondary Prevention
Tier 2

Goal: Reverse Harm
Specialized group systems for students at-risk

PBIS Framework

Goal: Prevent Harm
School/classroom-wide systems for all students, staff and settings

80%
Primary Prevention
Tier 1

Validated Curricula

| Academic | Behavioral | Social Emotional |

Questions?