

Distance Learning Consortium

What is SEL for Students?

Kern County Superintendent of Schools
Orange County Department of Education
San Diego County Office of Education
San Bernardino County Superintendent of Schools

[* Link to DL Consortium content](#)

What is SEL for Students?

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Objectives

- Introduce CASEL and SEL definition
- Learn about the 5 core SEL competencies for students

Welcoming Activity

Make a goal for yourself

What are you hoping to walk away with today?
(Personally, professionally, or for students)

California Department of Education's Research-Based Distance Learning Principles recommend SEL and inclusive academic practices



DEPARTMENT OF
EDUCATION

Teaching & Learning

Finance & Grants

Data

search this site

Support

Collaborative learning opportunities.

Assessment through formative feedback, reflection, and revision.

Health / Health Services & School Nursing

Distance Learning Instruction Planning Guidance

[Common Definitions](#)

[Distance Learning](#)

[Grade Level](#)

[Research-Based](#)

[Common Tools](#)

[Success Criteria](#)

Distance learning in the COVID-19 context

educators chose to engage in this model of

control. It is also important to acknowledge the understandably high levels of stress and anxiety these circumstances have

created across the system

provide space for the

is meant to offer suggestions for best practice in a distance learning setting through a lens of continuous improvement. As

Explicit teaching of self-management strategies.

Activities such as experiments, debates, data analysis, and groups solving challenging

offer students approaches that are universally designed

change in that, in many cases, neither families nor educators chose to engage in this model of instruction, it is an opportunity provided due to circumstances beyond our control. It is also important to acknowledge the understandably high levels of stress and anxiety these circumstances have created across the system. Distance learning in the COVID-19 context provides an opportunity to and

provided here is meant to offer suggestions for best practice in a distance learning setting through a lens of continuous improvement. As



Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

CASEL and SEL Definition

What is CASEL?

Collaborative for Academic,
Social, and Emotional Learning



- Drive research
- Guide practice
- Inform Policy
- Convene Networks

SEL is...

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

BENEFITS OF SEL...

Decades of research studies demonstrate the following benefits of SEL:



Improvement in students' social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate



Decline in students' anxiety, behavior problems, and substance use



Long-term improvements in students' skills, attitudes, prosocial behavior, and academic performance



Wise financial investment according to cost-benefit research

SEL Competencies and Skills

The CASEL 5...

Five broad and interrelated areas of competence:

- *Self-awareness*
- *Self-management*
- *Social awareness*
- *Relationship skills*
- *Responsible decision-making*

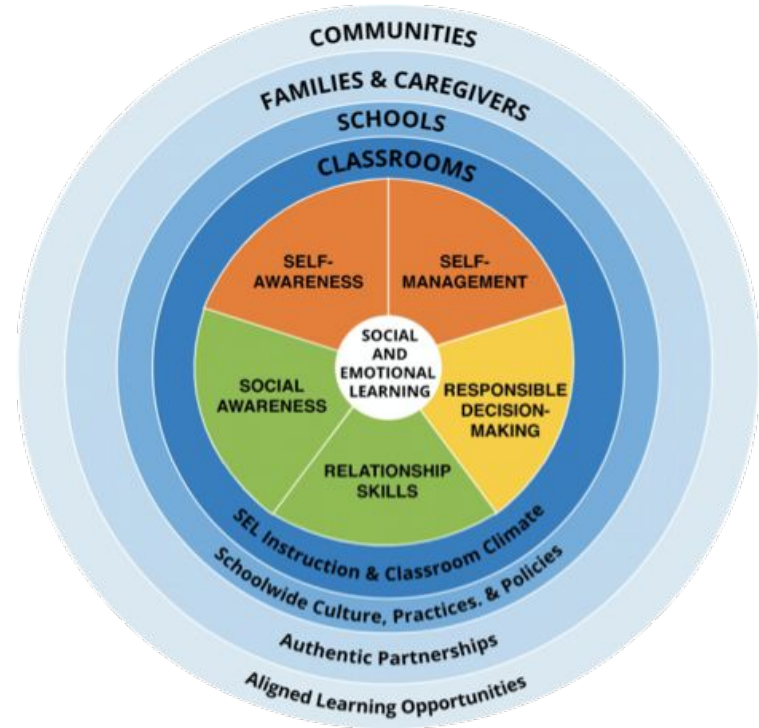


SELF-AWARENESS

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

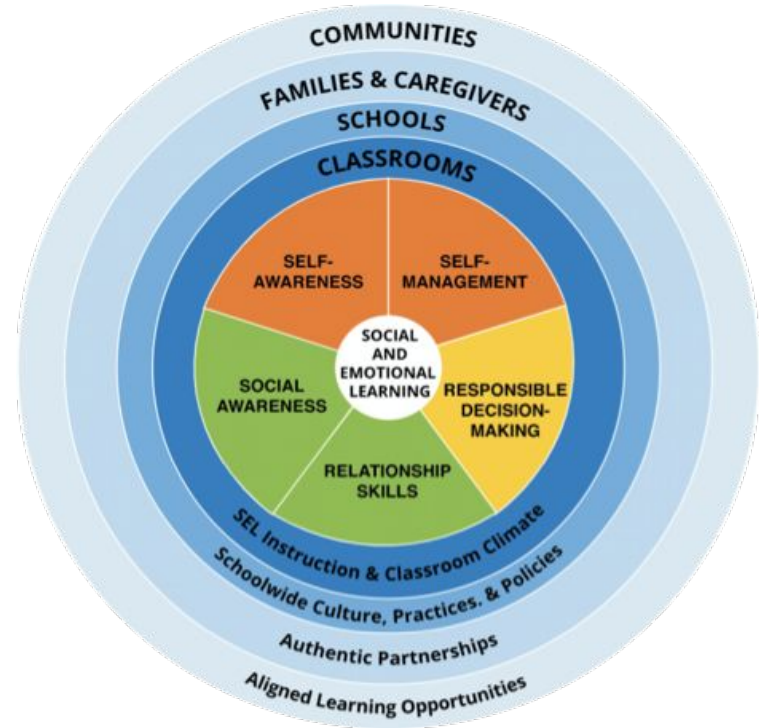


SELF-MANAGEMENT

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

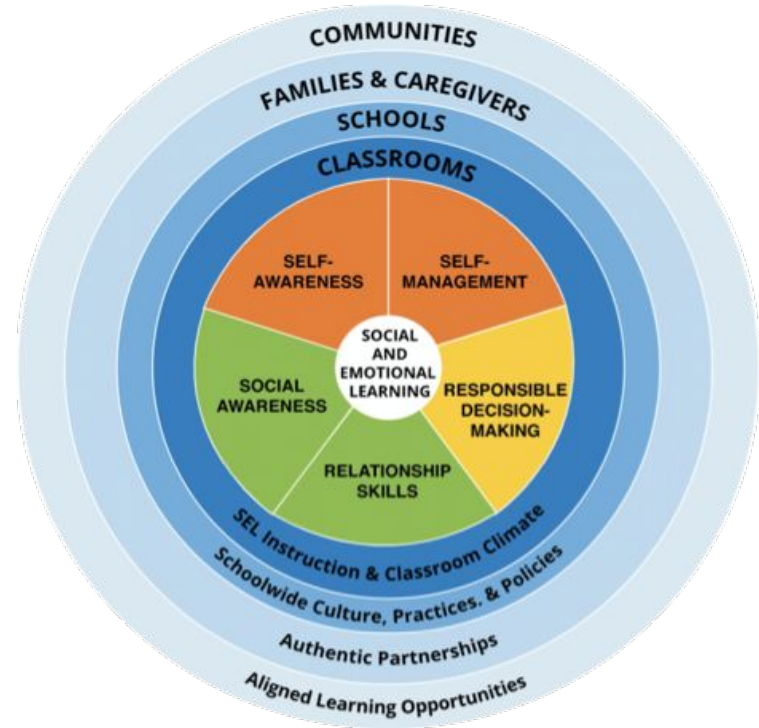


SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior

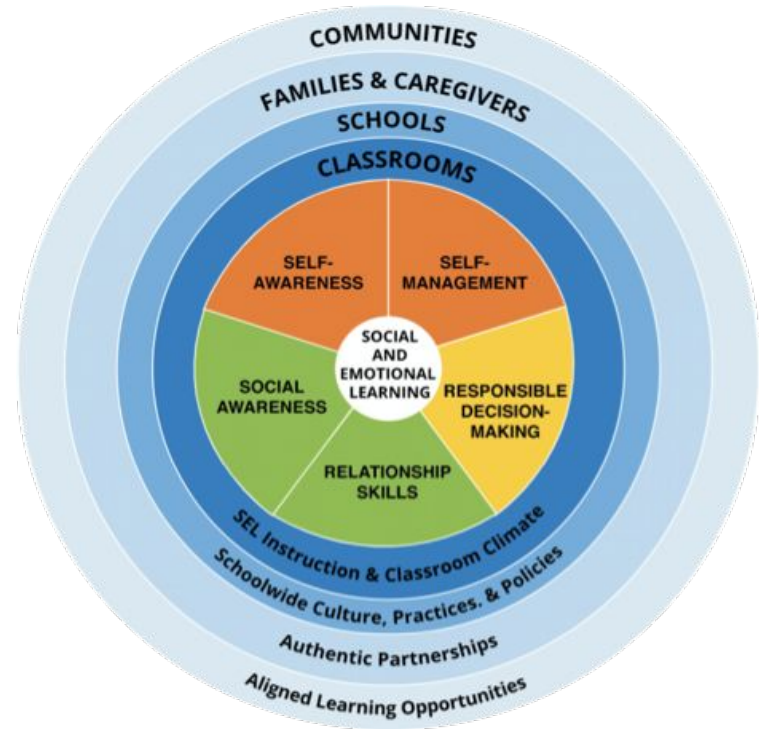


RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

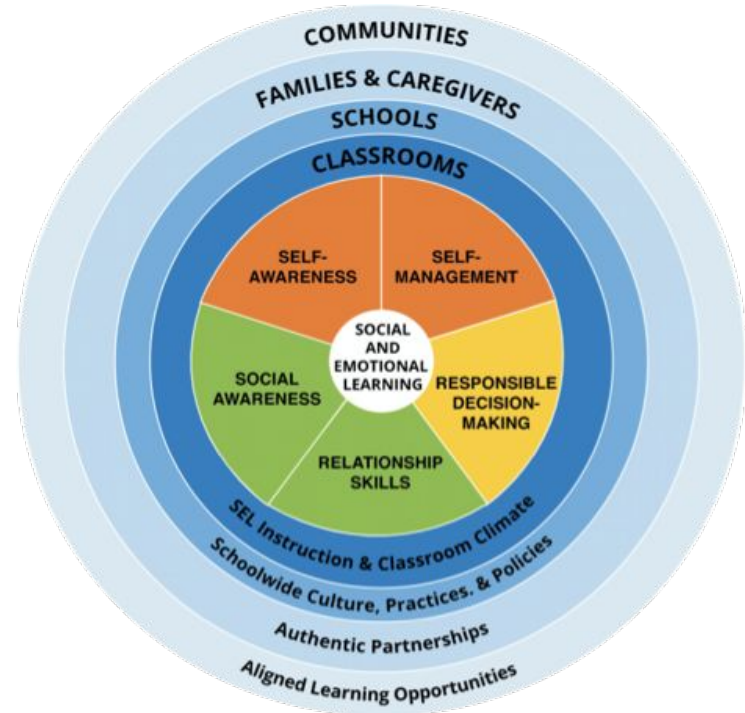


RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts



Tool you could use tomorrow

A Checklist of Core Competencies of Social and Emotional Learning

CASEL Collaborating to Advance Social and Emotional Learning
A Checklist of Core Competencies of Social and Emotional Learning

What is SEL?
SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- REGULATING EMOTIONS
- SELF-CONFIDENCE
- SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical character, safety concerns, and social norms. The ability to evaluate consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen with empathy with others, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

©2018 CASEL | [Checklist of Core Competencies of Social and Emotional Learning](https://www.casel.org/wp-content/uploads/2018/08/Checklist-of-Core-Competencies-of-Social-and-Emotional-Learning.pdf)

Assess Your Students SEL Skill Needs

- Use this checklist to identify the current SEL needs of your students.
- Then prioritize 2 or 3 skills that you want to work on in the next few months.
- Write your priorities here:

- Use your priorities when you design your integrated SEL-Academic lessons.
- Refer to the handouts, *SEL Signature Practices Playbook* and the *Sample 1 Activities to Support Core Competencies of Social and Emotional Learning*.

All the handouts and other tools such as sample integrated lessons, a *SEL Integrated Lesson Planning Checklist*, can be found in the Google SEL Tr Resource Folder: bit.ly/2MM3nyg

Self-Awareness	
Accurately Recognizing One's Own Feelings and Thoughts and Their Influence on Behaviors	
Students will be able to...	Correctly label their own emotions.
	Recognize that emotions are temporary and can and will change.
	Recognize that emotions can affect their behavior.
	Recognize that behavior can affect emotions (including that it is possible to improve how one feels).
	Recognize that emotions have physical effects.
Accurately Assessing One's Interests, Strengths and Limitations, and Possessing a Well-Grounded Sense of Self-Efficacy and Optimism	
Students will be able to...	Identify their interests and strengths, and build on those.
	Be aware of their own positive qualities and values.
	Demonstrate interest in trying new things.
	Express confidence (where appropriate) that they can handle both daily tasks and challenges effectively and maintain optimism about their future.

10 INDICATORS OF SYSTEMIC SCHOOLWIDE SEL IMPLEMENTATION



CLASSROOM



Explicit SEL instruction



SEL integrated with academic instruction



Youth voice and engagement



Supportive school and classroom climates



Focus on adult SEL



Supportive discipline



A continuum of integrated supports



Authentic family partnerships



Aligned community partnerships



Systems for continuous improvement

SCHOOL

COMMUNITY FAMILY

Optimistic Closure

Think back to your goal...

What is one next step you'd like to take to promote SEL in your school/classroom?

Thank You!