

Distance Learning Consortium

The Importance of SEL for Adults

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](#)

The Importance of SEL for Adults

presented by *Lina Bender*,
Orange County Department of Education

Objectives

- Identify the importance of Adult SEL
- Explore how Adult SEL can be cultivated

Welcoming Activity

Make a goal for yourself

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



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

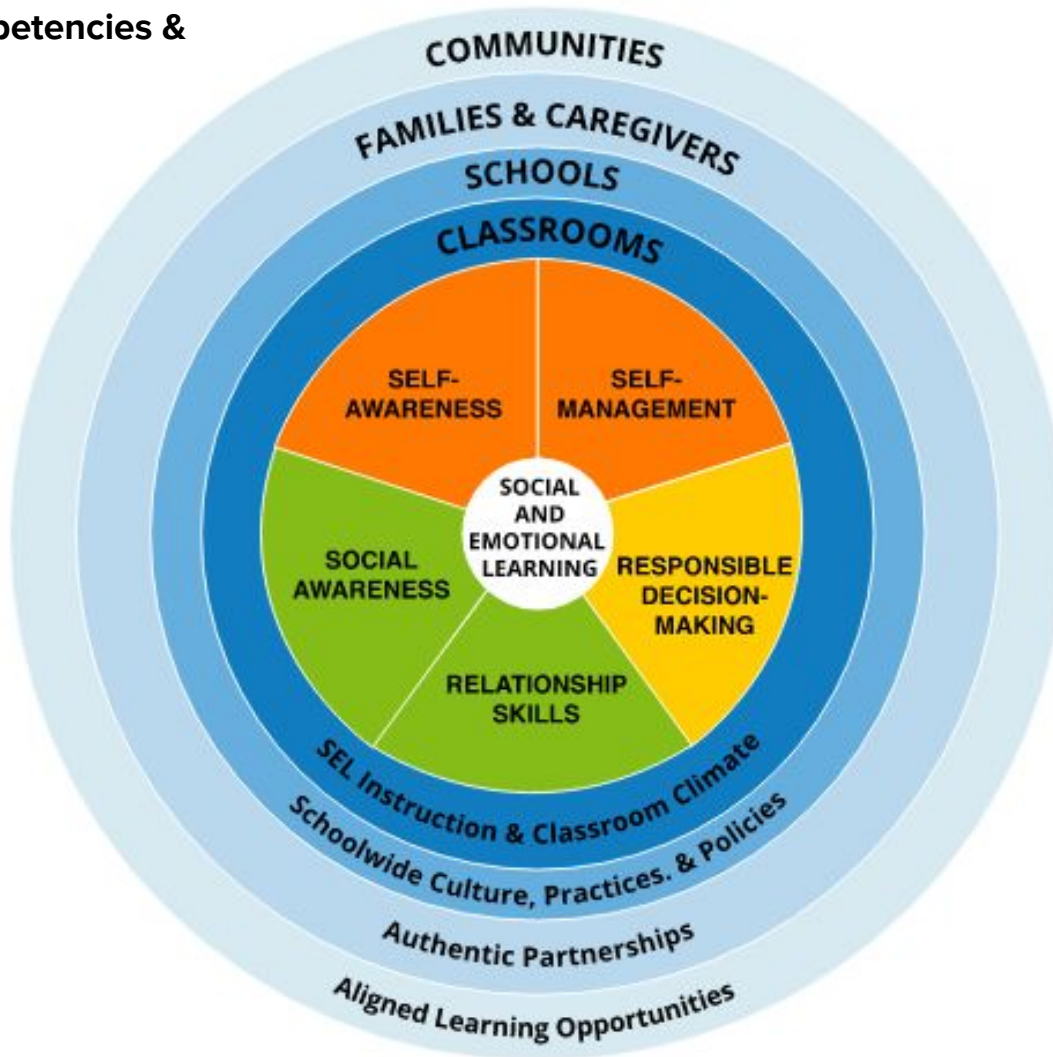
- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

CASEL's 5 Core Competencies & Skills

- Identifying emotions
- Examining prejudices and biases
- Having a growth mindset

- Taking others' perspectives
- Identifying diverse social norms, including unjust ones
- Understanding the influences of organizations and systems on behavior

- Developing positive relationships
- Demonstrating cultural competence
- Standing up for the rights of others

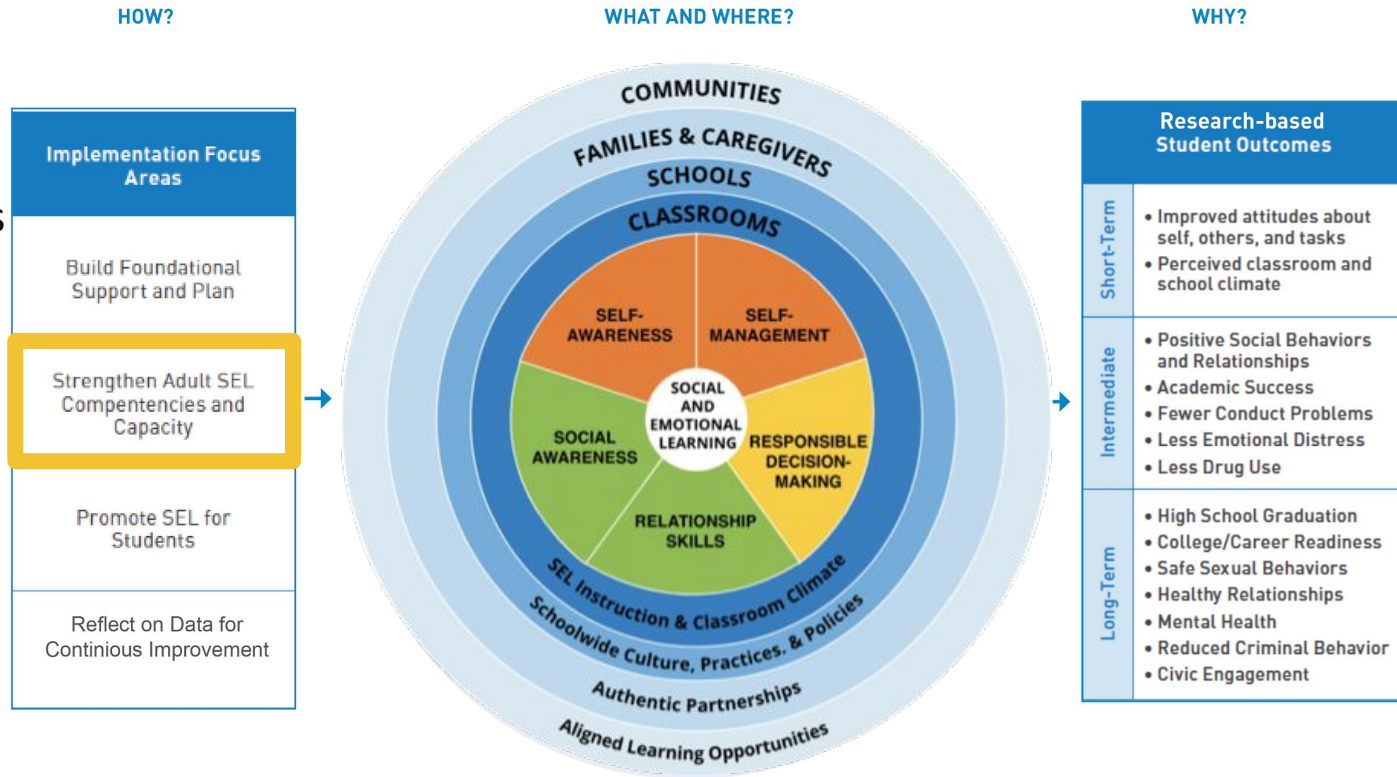


- Managing one's emotions
 - Setting personal and collective goals,
 - Demonstrating personal and collective agency
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- Identifying solutions for personal and social problems
 - Recognizing how critical thinking skills are useful inside and outside of school
 - Demonstrating curiosity & open-mindedness

CASEL Theory of Action for Effective Implementation

CASEL's SEL Framework is guided by a Theory of Action across the school, district, and state to comprehensively support quality SEL implementation.

It reflects years of field testing.



ADULTS BENEFIT FROM SEL, TOO!



Teachers who possess strong social and emotional competencies are **more likely to stay in the classroom longer** because they're able to partner more effectively with students and address challenging behaviors — 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.**

SEL benefits adults, too

Positive impact on teachers

Teachers with high levels of social competence are better able to protect themselves from burnout by:

- Developing and managing nurturing relationships with their students
- Serving as behavioral role models for children
- Regulating their own emotions

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer.



Benefits of SEL for Adults

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)

School leaders with strong SEL competencies **build and maintain** positive and **trusting relationships** among members of the school community. (Patti and Tobin, 2006)

Cultivate Adult SEL



LEARN



Support adults in reflecting on personal SEL competencies and developing capacity for supporting SEL in their peers and students.

From CASEL's Guide to Schoolwide SEL Rubric

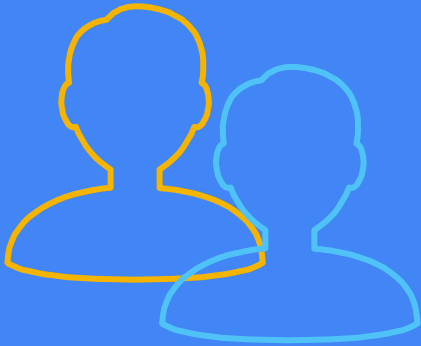
Do staff have meaningful opportunities to reflect on and develop their own social, emotional, and cultural competencies?

Are these opportunities built into regular staff meetings and part of the school's overall professional learning strategy?

Do these opportunities include structured activities to support staff in practicing self-care and examining their mindsets and biases?

Does the SEL team regularly review data related to adult SEL and cultural competence to plan ongoing support?

COLLABORATE



Set up structures, such as professional learning communities or peer mentoring for staff, to collaborate on how to hone their strategies for promoting schoolwide SEL.

From CASEL's Guide to Schoolwide SEL Rubric

Do the SEL team and school leadership intentionally foster a sense of community and shared purpose among staff?

Do the SEL team and school leadership use data on staff perceptions to improve the work climate?

Do staff have dedicated time to learn from each other, share best practices, and collaboratively problem-solve around SEL implementation challenges?

Do staff norms or shared agreements guide respectful interactions, effective collaboration, and an inclusive staff culture?

MODEL



Support staff in modeling SEL competencies, mindsets, and skills throughout the school community with students, students' families, community partners, and one another.

From CASEL's Guide to Schoolwide SEL

Do leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners?

Have school leaders and the SEL team built supportive relationships with staff?

Do school leaders and the SEL team regularly acknowledge staff efforts and contributions?

Tool you could use tomorrow

Personal Assessment and Reflection

SEL Competencies for School Leaders, Staff, and Adults

TOOL: Personal Assessment and Reflection—SEL Competencies for School Leaders, Staff, and Adults

[This tool was designed for self-reflection. It should not be used to evaluate performance. Principals, administrators, SEL team members, and staff members can use it to assess their personal strengths and think about how they can model those strengths when interacting with others. The tool also offers prompts that encourage thinking about strategies to promote growth across areas of social competence.]

Insights gained from this personal reflection tool can be effectively used during SEL professional learning. After individuals privately complete the tool, they can discuss general findings with colleagues. If time allows, staff can revisit personal goals.

Here's how to use this tool:

1. Read each statement and rate your response (never, sometimes, often). [1-4]
2. When you finish, select the statement that best describes you, so answer a and b.
3. After completing the tool, discuss your responses with a colleague.
 - a. Reflect upon your responses.
 - i. If you selected "never," [1-4]
 - ii. If you selected "sometimes," [1-4]
 - iii. When you selected "often," [1-4]
 - b. List ways you can model your strengths.
 - c. List ways you can promote growth.

TOOL: Personal Assessment and Reflection—SEL Competencies for School Leaders, Staff, and Adults

		Rarely	Sometimes	Often
Self-Awareness				
EMOTIONAL	I am able to identify, recognize, and name my emotions in the moment.			
SELF-AWARENESS	I recognize the relationship between my feelings and my reactions to people and situations.			
ACCURATE	I know and am realistic about my strengths and limitations.			
SELF-PERCEPTION	I encourage others to tell me how my actions have affected them.			
	I know how my own needs, biases, and values affect the decisions I make.			
SELF-CONFIDENCE	I believe I have what it takes to influence my own destiny and lead others effectively.			
	I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence.			
OPTIMISM	I believe that most experiences help me learn and grow.			
	I can see the positive even in negative situations.			
Self-Management				
SELF-CONTROL	I find ways to manage my emotions and channel them in useful ways without harming anyone.			
	I stay calm, clear-headed, and unflappable under high stress and during a crisis.			
SETTING AND ACHIEVING GOALS	I have high personal standards that motivate me to seek performance improvements for myself and those I lead.			
	I am pragmatic, setting measurable, challenging, and attainable goals.			
ADAPTABILITY	I accept new challenges and adjust to change.			
	I modify my thinking in the face of new information and realities.			
ORGANIZATIONAL SKILLS	I can juggle multiple demands without losing focus or energy.			
	I balance my work life with personal renewal time.			

Optimistic Closure

Think back to your goal...

**What is one next step you'd like to take to
further Adult SEL?**

Thank You!