

# Distance Learning Consortium

## The Three SEL Signature Practices: 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 Three SEL Signature Practices: For Adults

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# Objectives

- Understand the foundations & benefits of social-emotional learning
  - Learn how to create structures that foster belonging & engagement for adults with the Three Signature Practices
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# Welcoming Activity

## Make a goal for yourself

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



## 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

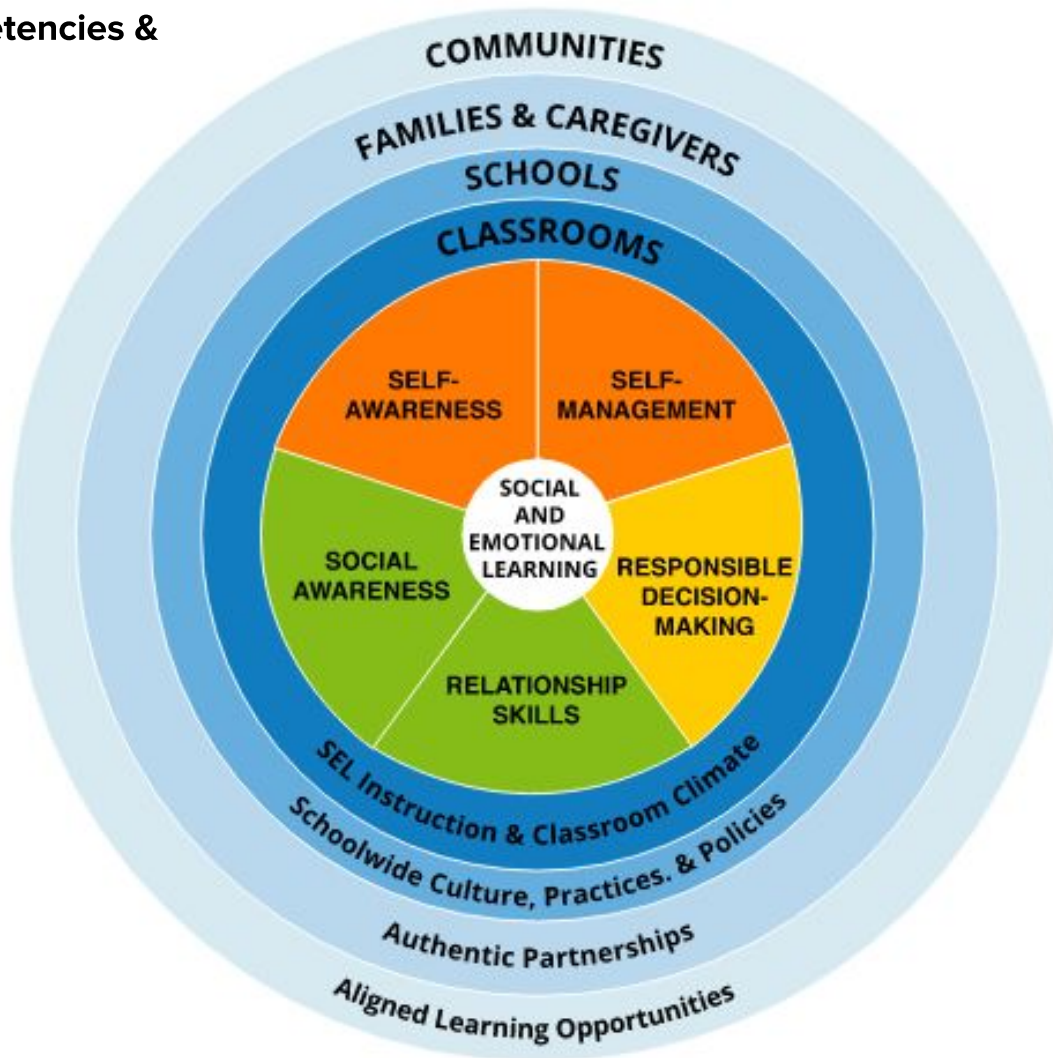
- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

# CASEL's Core Competencies & Skills

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

- Taking others' perspectives
- Identifying diverse social norms, including unjust ones

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



- Managing one's emotions
- Setting personal and collective goals,
- Identifying solutions for personal and social problems
- Demonstrating curiosity & open-mindedness

# Benefits of SEL for Students

## HOW?

Implementation Focus Areas
Build Foundational Support and Plan
Strengthen Adult SEL Competencies and Capacity
Promote SEL for Students
Reflect on Data for Continuous Improvement



## WHAT AND WHERE?



## WHY?

Research-based Student Outcomes	
Short-Term	<ul style="list-style-type: none"> <li>Improved attitudes about self, others, and tasks</li> <li>Perceived classroom and school climate</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>Positive Social Behaviors and Relationships</li> <li>Academic Success</li> <li>Fewer Conduct Problems</li> <li>Less Emotional Distress</li> <li>Less Drug Use</li> </ul>
Long-Term	<ul style="list-style-type: none"> <li>High School Graduation</li> <li>College/Career Readiness</li> <li>Safe Sexual Behaviors</li> <li>Healthy Relationships</li> <li>Mental Health</li> <li>Reduced Criminal Behavior</li> <li>Civic Engagement</li> </ul>

# 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)

**Teachers** skilled at regulating their emotions **report less burnout** and more positive affect while teaching.

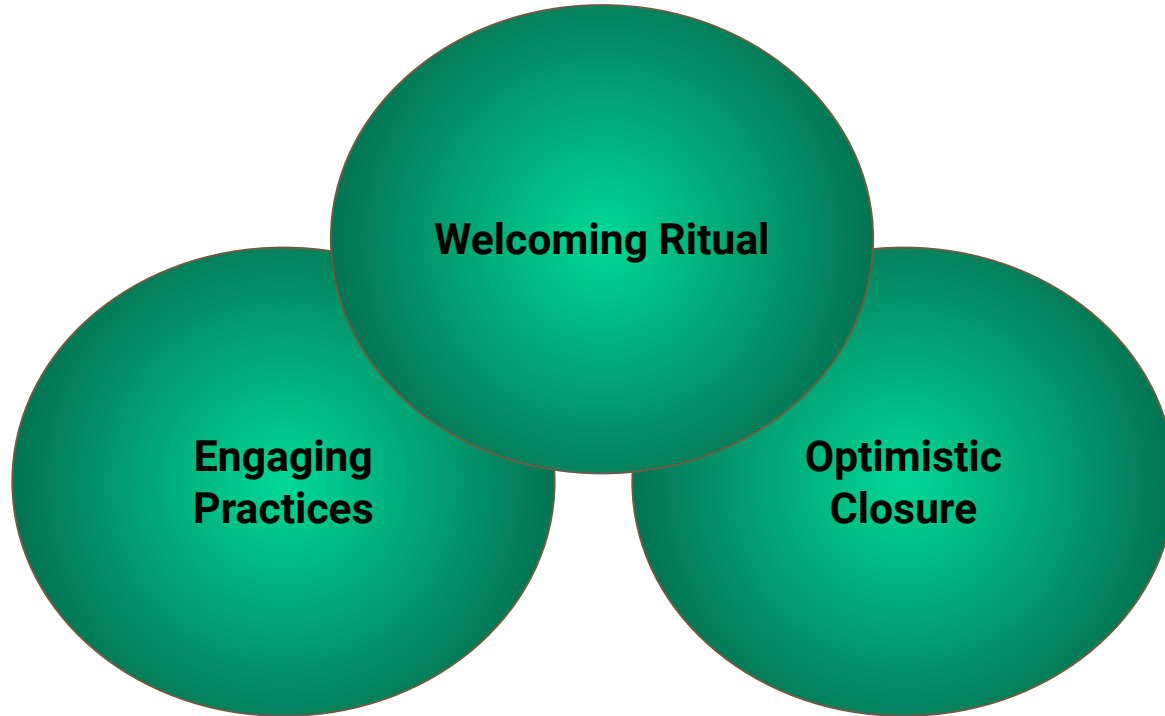
(Brackett, Mojsa, Palomera, Reyes, & Salovey, 2008)

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



# Three Signature SEL Practices

For Adults



# 1. Welcoming Ritual: Activities for Inclusion



## Community Building

Using open-ended questions for peer-share & whole group response

## Check-In

Individuals finish a sentence starter:

- “A success I recently had...”
- “One thing that’s new about...”
- “One norm I will hold today is...”

## 2. Engaging Practices: sense Making, Transitions, Brain Breaks



**Opportunities for Interaction:** Partnerships, triads, small/whole group  
**Think Time:** 30-90 seconds of wait time before speaking/sharing  
**Turn to your Partner:** Sharing & listening to make sense of input  
**Think-Ink-Pair-Share:** Generating ideas & deepening understanding  
**Stand & Stretch (Brain Break):** Refreshes & resets the brain

# 3. Optimistic Closure: Reflections and Looking Forward

**Closure**

**Reinforces  
the Topic**

**Momentum**

## **Reflective Questions**

What are my next steps?

What's the next conversation I'm going to have about this and with whom?

Who do I want to connect with about this topic?

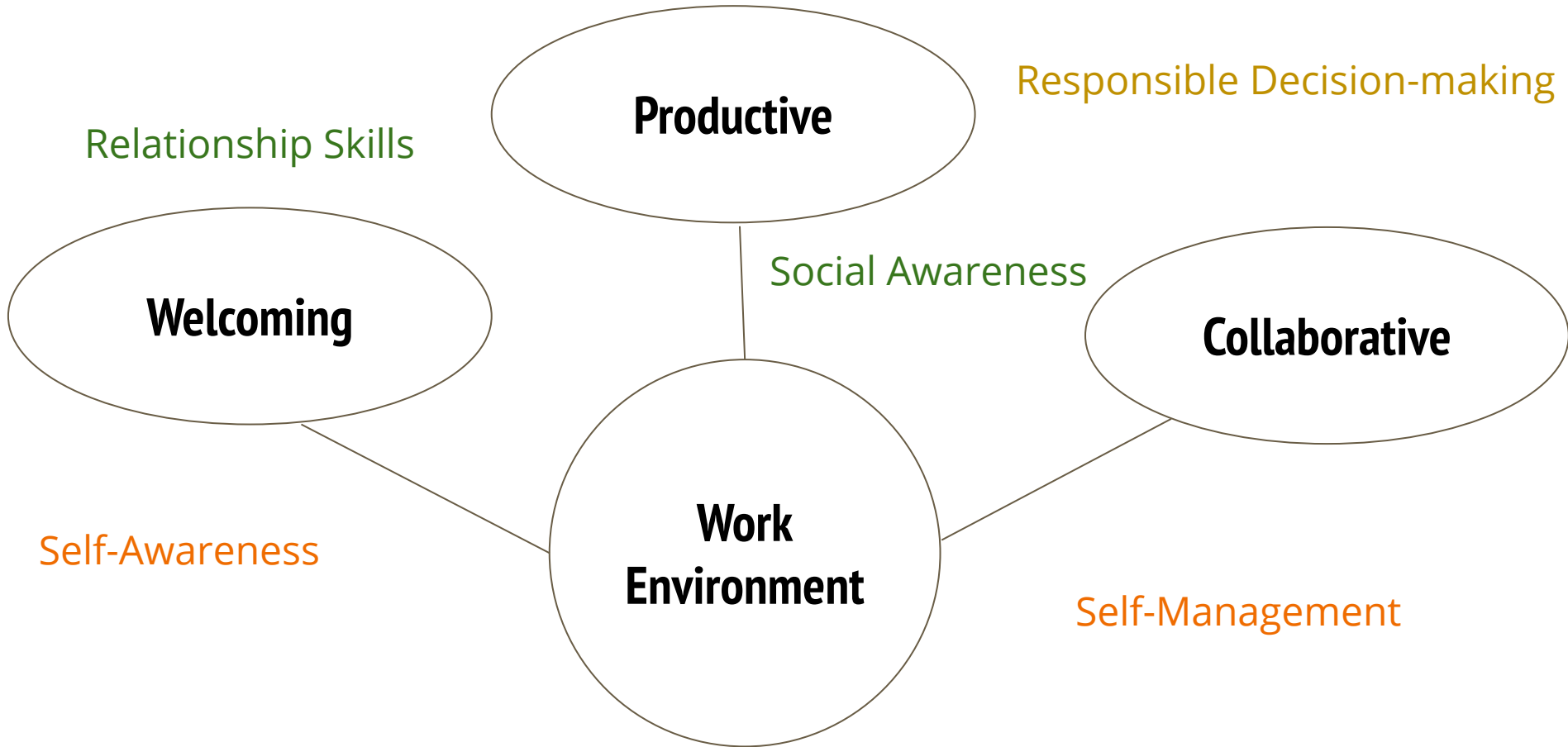
## **Sentence Stems**

A word/phrase that reflects how I feel about moving forward with this is...

An appreciation I have for someone in this room is...

I'm eager to learn more about...

# Why the 3 Signature Practices for Adults?



# What could this look like in a Staff Meeting or Professional Learning event?

## Focus: Promoting Student Engagement

1. **Welcoming Ritual:** Facilitator can pose the **Check-In question**, “What is one success you had recently?” Participants can answer to whole group, share in a small group, or with a partner.
2. **Engaging Strategies:** Triads/Small groups of educators can work on generating a list of ideas, using the practice **Think-Ink-Pair-Share**, of successes they have had in supporting student engagement. Group representatives share their lists aloud, and in-between, small groups have **Turn to your Partner** time to make sense of ideas shared. Give a **Stand & Stretch** break halfway through this process.
3. **Optimistic Closure:** Pose the **Reflective Question**, “What are my next steps?”

# Optimistic Closure

Think back to your goal....

**What are your next steps for integrating  
SEL?**

# Thank You!