



Introduction to Social Emotional Learning

Participant Guide

Alliance® Professional Development Solutions

by

Catapult Learning 



Workshop Question

How does social emotional learning impact students' development and ability to succeed?

Workshop Objectives and Agenda

- Demonstrate understanding of the five overarching social emotional competencies
- Examine the need for social and emotional learning in your current school environment
- Identify benefits of using explicit instruction to teach social emotional competencies to students
- Develop ways to integrate social emotional learning into the classroom

Table of Contents

Define Social Emotional Learning.....	3
Five Keys to Social and Emotional Success.....	3
Five Social Emotional Competencies.....	4
Reflect.....	5
Additional Self-Management Strategies.....	6
Next Steps.....	8



Define Social Emotional Learning

Five Keys to Social and Emotional Success

Competency	What is it? What Does It Look Like? How Does It Benefit Students?
Self-Awareness	
Self-Management	
Social Awareness	
Relationship Management	
Responsible Decision Making	



Five Social Emotional Competencies

1. **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
2. **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
3. **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.
4. **Relationship management:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
5. **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

(National Center on Safe and Supportive Learning Environments, 2018)



Reflect

What are your strengths in terms of social interactions?

Where are your areas for growth?

What is one strength you would like to build this year?

What is one area of growth you would like to improve in this year?



Additional Self-Management Strategies

Planning with If-Then Statements

Ask each student to name an effective behavior to overcome their obstacle and create a specific plan, using an if-then statement:

Writing improvement: *"If I write a sentence, then I will read it aloud to see if it makes sense."*

Tracking assignments: *"If the teacher writes an assignment on the board, then I will immediately make sure I understand it and write it down on my assignments list."*

Test anxiety: *"If I'm worried about a test that takes place on Friday, then I will meet with my teacher on Monday to talk about how to study."*

Attention in class: *"If someone is speaking in class, then I will follow him with my eyes at all times."*

Preparing for a final: *"If the biology final is one week away, then I will make a list of the key facts at the end of each chapter of the textbook and read through it carefully each day."*

Avoiding risky behavior: *"If students drink at the party, then I will leave early with my friend."*

I Learn Best When...

Ask each student to identify three things to seek related to when they learn best and three to avoid. Students record how often these situations occur and track their progress over time. Revisit this exercise regularly.

How Do I...

Support achievement by focusing on strategies to complete projects and assignments rather than focusing only on the content itself. Discuss different processes a student might use to complete a report or project. For example:

- Create a set of milestones for when particular parts of the project should be done.
- Build an outline, then add in details for a full draft.
- Work on sections sequentially vs. starting on the difficult sections.
- Students write down advice to themselves before starting to pursue a goal: *"I plan to complete the project by doing the following..."*

Self-Monitoring

Create clear self-management expectations and provide opportunities for students to track their own progress towards these goals over time. Consider adding a public reporting component.

Readiness to learn: Create a checklist and set aside time at the beginning of class for students to assess their readiness to learn: *"Do I have all the tools to learn? Books, pen, notebook, assignments..."* Track the results so that students can see progress over time.



Classroom behavior: Create a simple series of expectations for students that they can track. At the end of each class, have students rate themselves and record their results.

“Am I listening to others? Am I waiting for people to finish before I talk? Am I using appropriate language to disagree? Am I using an appropriate tone and not raising my voice?”

Create routines: For example, listen when a teacher gives an assignment, watch what she writes, repeat it in your own words so you know you understand it, then write it in an ongoing list of tasks to complete, with the most important items at the top.

Keep locker checklists: Students keep checklists taped to the inside of their lockers for what items to take home at the end of the day.

Break down big tasks into smaller ones: Take a task list and circle the most difficult thing on the list. Break it down into a series of smaller steps, each of which is much simpler to accomplish. Then write down when each step has to be done to complete the larger task on time.

Pausing, Calming, Visualizing

Step back and breathe: Students take a physical step backward and a deep breath before reacting positively or negatively to any situation.

Expanding breaths: Students notice how many seconds of breathing in and breathing out they do. For each new breath, extend the inhale by one second and the exhale by one second. Take five slow, extended breaths.

Visualize memories: Students visualize a time when they were happy, calm, proud, or another feeling they want to evoke.

(Transforming Education)



Next Steps

Self-Awareness

	I provide varied opportunities for students to practice identifying and expressing their feelings (e.g., through dialogue, visual and performing arts, journaling).
	I help to expand students' emotional vocabulary and their abilities to identify physical sensations related to particular feelings
	I give students opportunities to explore how they learn.
	I provide opportunities for students to practice identifying potential situations or experiences that lead to feeling overwhelmed and struggling to manage emotions.
	I help students accurately assess their own capabilities and qualities.
	I regularly acknowledge students' strengths.
	I work to build students' self-confidence.
	I ask my students for feedback on lessons and activities to empower and engage them.
	I provide opportunities for students to feel successful.
	I am aware of my own emotions and internal states.
	I am able to recognize internal biases that may skew how I view my students.

Self-Management

	I provide opportunities for students to practice managing their thoughts and behaviors.
	I offer positive support when students are having difficulties with self-regulation.
	I teach students about stress and help them practice ways of coping with stressful experiences.
	I incorporate emotional and behavioral regulation techniques that include breathing exercises; muscle relaxation; journaling; mindfulness exercises; and use of nonverbal means of expression such as music, art, dance, and yoga.
	I offer students opportunities to set goals and work to achieve them.
	I offer students with a range of strategies to help them manage their work (e.g., checklists, reminders, prompts).
	I am able to manage my emotional reactions and behaviors using techniques such as mindfulness strategies, breathing, and self-talk.
	I actively practice self-care strategies.



Social Awareness

	I provide opportunities for students to practice identifying how others may be feeling and using active listening skills such as body positioning and reflective responses.
	I provide opportunities for students to listen to their peers' opinions and express disagreements in constructive ways.
	I recognize commonalities and differences (e.g., racial, cultural) that exist among students.
	I demonstrate respect for diversity among students and find ways for students to share their cultural backgrounds and experiences
	I provide and enforce clear expectations regarding students' behaviors toward others (e.g., anti-bullying, harassment, and violence policies).
	I model respect for others in my daily interactions with students and staff.
	I provide opportunities for students to practice skills related to respecting others.
	I work to foster students' awareness of real-world problems and issues to apply what they are learning.

Relationship Management

	I provide opportunities for students to practice communication skills (e.g., verbalizing your message, listening to others).
	I provide opportunities for students to work together in groups or with partners
	I support students in resolving interpersonal conflicts with each other.
	I provide opportunities for students to reflect on positive and negative choices in relationships and consequences of each choice.
	I work to foster an environment that supports relationship building among students and between students and staff.
	I model positive and respectful relationships with students, families, and colleagues.
	I offer students multiple options for communicating with me.

Responsible decision making

	I allow students to have a decision-making role related to classroom activities and rules
	I provide students with a range of options for completing their work.
	I offer students choices about ways they can present their ideas



	I encourage students to develop their own strategies for how to complete a task or learn a new concept.
	I work to create an environment in which students believe that their thoughts and opinions are valued.
	I provide opportunities for students to evaluate their own work.
	I work with students to solve problems
	I help students make connections between classroom activities and their personal goals.
	I provide opportunities for students to evaluate various real-world scenarios and make decisions based on the information at hand.
	I help students understand cause and effect.

(National Center on Safe and Supportive Learning Environments, 2018)

References

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About Alliance® Professional Development Solutions

Catapult Learning, now celebrating more than 40 years of partnering with schools and districts, delivers research-based and proven-effective professional learning solutions. Our offerings build capacity for teachers and for school and district leaders and help raise and sustain student achievement.

Delivered in a range of durations and intensity of implementation by our nationwide team of experienced consultants, Alliance solutions feature best practices directly informed by our own extensive educational experience.

This workshop is part of the Learning Environment strand of our holistic, research-based model, represented by the diagram shown right. Each of the five interrelated areas are integral to a learning organization's ability to promote behaviors that can increase and successfully maintain student achievement.

