



SOCIAL and EMOTIONAL LEARNING

A FOUNDATION FOR STUDENT SUCCESS IN
SCHOOL, WORK, AND LIFE

Presented by



Imagine a school where students...

- Show up eager and ready to learn
- Feel a sense of connectedness to their school and teachers
- Feel safe from bullies
- Perform to their fullest potential
- Treat everyone with respect
- Contribute to the well-being of the community



Today You Will Learn...

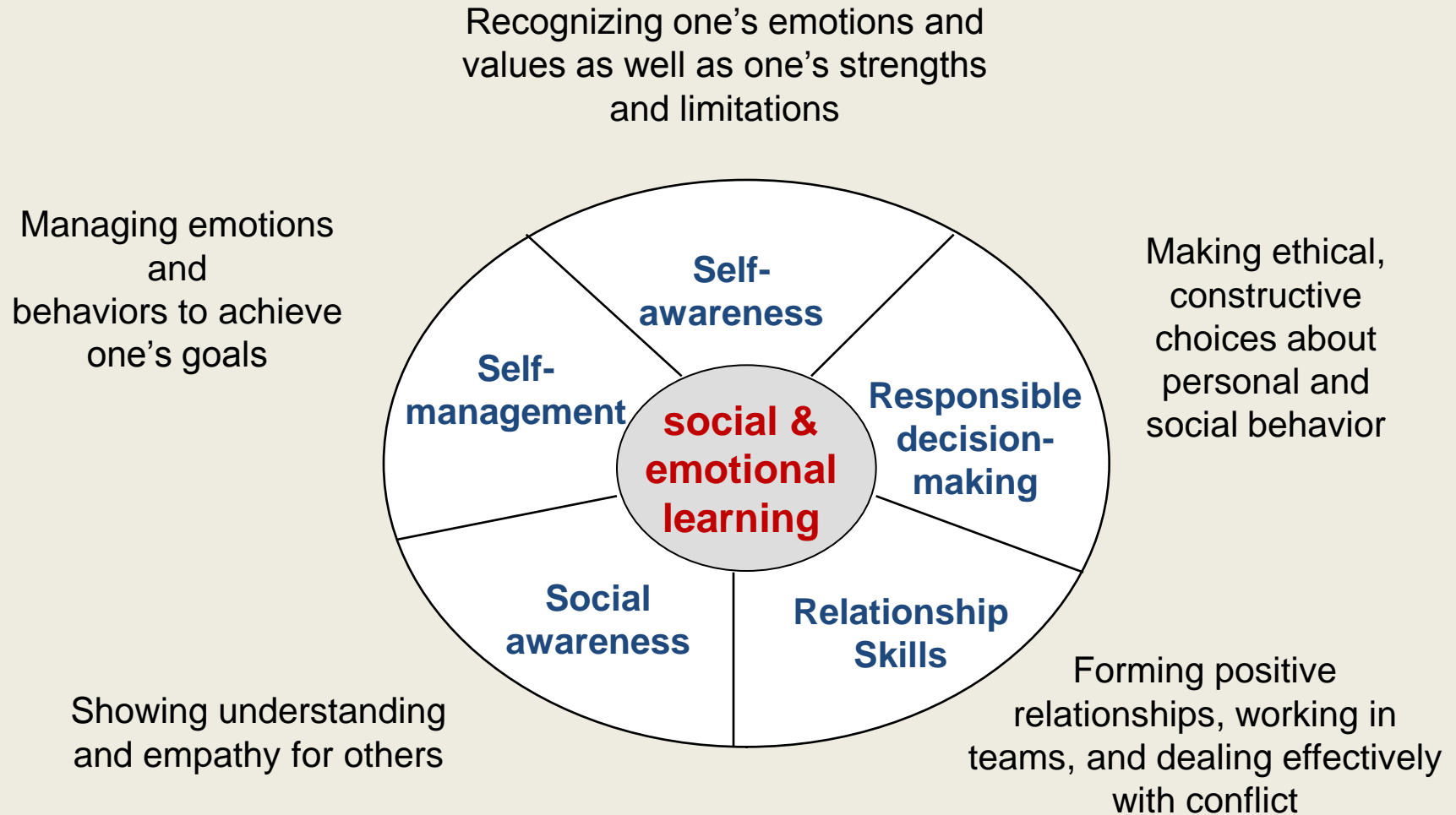
- The definition of social and emotional learning (SEL)
- The importance of SEL
- How schools promote social and emotional competency
- A brief history of SEL in Illinois
- What *you* can do to promote SEL

WHAT IS SEL?

A PROCESS FOR ACQUIRING SKILLS TO:

- Recognize and manage emotions
- Demonstrate caring and concern for others
- Establish positive relationships
- Make responsible decisions
- Handle challenging situations effectively

What are the Core SEL Competencies?



Source: Collaborative for Academic, Social, and Emotional Learning

Why Should Schools Address SEL?

- Emotions affect why and how we learn
- Relationships provide a foundation for learning
- SEL skills can be taught
- SEL competencies are essential for academic achievement

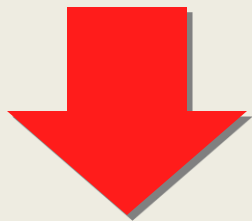
Benefits of Social and Emotional Learning

Good Science Links SEL to the Following Student Gains:



- increase in social-emotional skills
- Improved attitudes about self, others, and school
- increase in positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure:

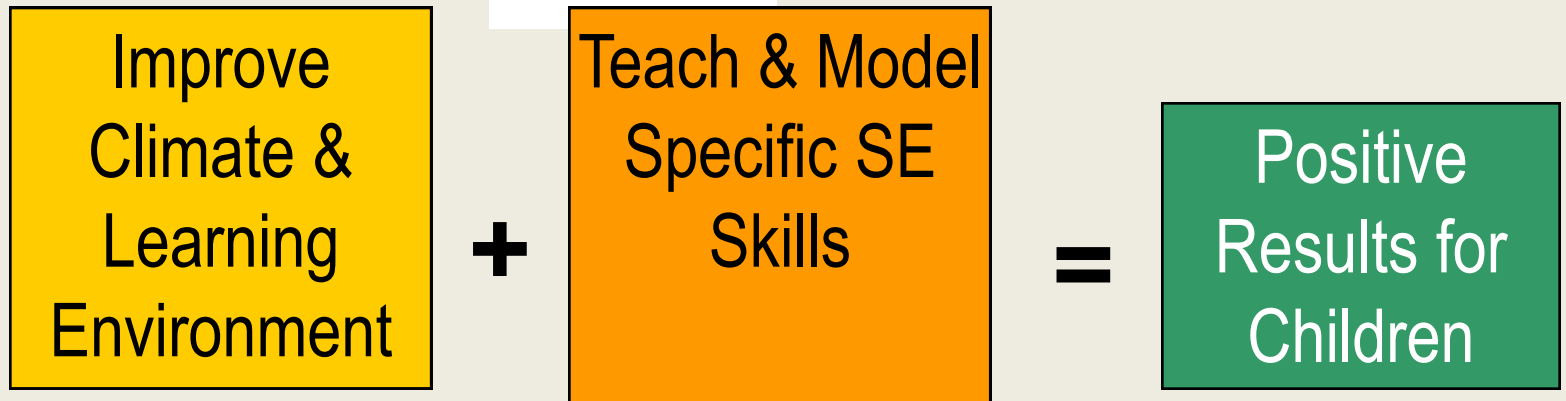


- reduction in conduct problems
- reduction in aggressive behavior
- reduction in Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (in press). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.

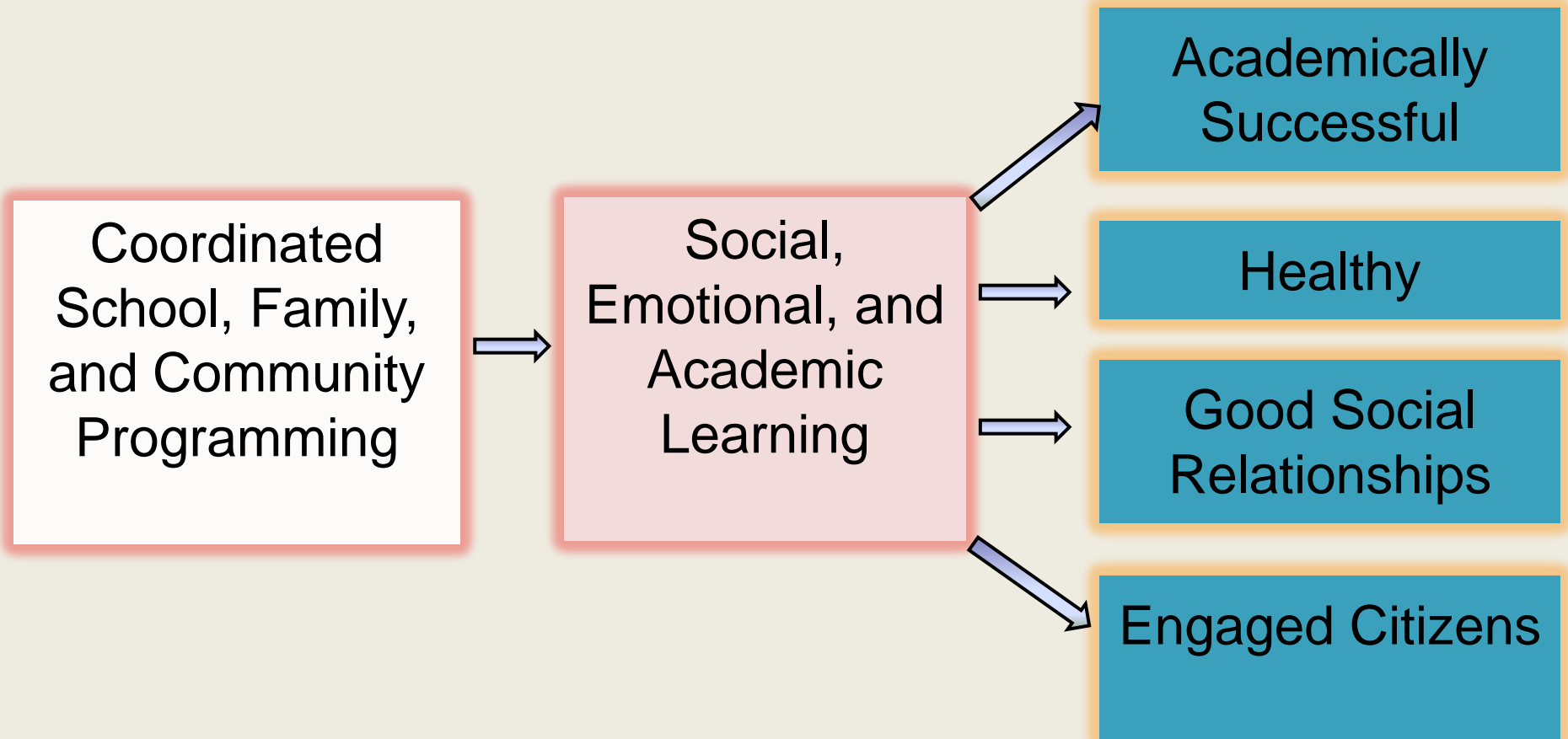


A Simplified Framework for Enhancing Student Success in School and Life



Source: *SEL and Academics: Research Brief*, Collaborative for Academic, Social and Emotional Learning, 2007.

SEL Conceptual Framework for Academic, Social, and Emotional Competence



Source: *SEL and Academics: Research Brief*, Collaborative for Academic, Social and Emotional Learning, 2007.

SEL Supports School Improvement

- Provide a safe and drug-free environment
- Close the achievement gap for all students
- Prevent at-risk students from dropping out
- Implement prevention programs that are research based and provide evidence of effectiveness

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Social Emotional Systems

Tier 3/Tertiary Interventions

1-5%

1-5%

Tier 3/Tertiary Interventions

Tier 2/Secondary Interventions

5-15%

5-15%

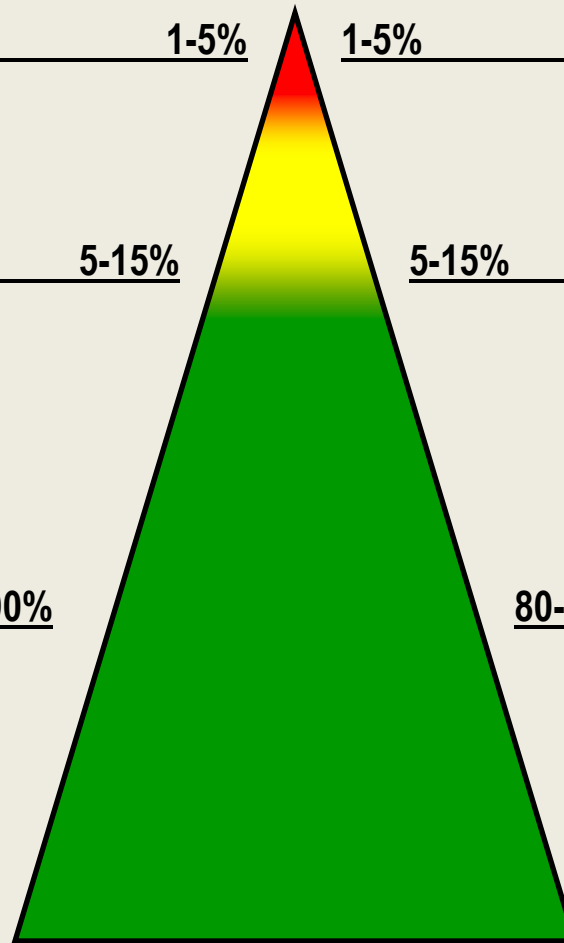
Tier 2/Secondary Interventions

Tier 1/Universal Interventions

80-90%

80-90%

Tier 1/Universal Interventions



SEL Prepares Students for the Workforce

21st Century Skills

- Critical thinking and problem-solving
- Ethical and social responsibility
- Communication
- Collaboration and teamwork
- Lifelong learning and self-direction
- Leadership
- Global awareness

What's Needed

How do we move from here...

- Fragmented efforts
- Piecemeal implementation
- No common language



SEL as a Coordinating Framework

...to a better place for kids

- Built on student strengths
- Academic *and* life success
- Coordinated efforts
- Systemic integration



How Do Students Acquire SEL Skills?

- Explicit interactive instruction
- Practice and feedback
- Observation of modeling by adults and peers
- Reflection on one's experiences
- Application and generalization within the school

How Do We Develop Students' Social and Emotional Skills?

- Sequenced, Active, Focused, Explicit (SAFE) programming
- Modeling SEL skills and discussing relevant situations (teachable moments)
- Developmentally/culturally competent instruction and community-building activities
- Providing students opportunities to contribute to their class, school, and community

How Can The Learning Environment Support SEL?

With schools and classrooms that are:

- Safe
- Caring
- Highly participatory
- Well managed
- Engaging
- High in behavioral and academic expectations



Illinois Children's Mental Health Act, 2003

Key provisions of the ICMHA (Public Act 93-0495)

1. Development of a comprehensive mental health plan for prevention, early intervention, and treatment services through age 18
2. Public schools addressing the mental health needs of all students

Illinois Requires Schools to Implement SEL

- All districts must have a policy to incorporate SEL in schools
- All schools must address the social and emotional needs of ALL children
- ISBE required to develop and implement social and emotional learning standards

Connection Between Mental Health and SEL

- SEL provides skill development for social and emotional competencies
- Displaying the skills necessary to handle situations enhances one's ability to be resilient
- SEL promotes positive mental health



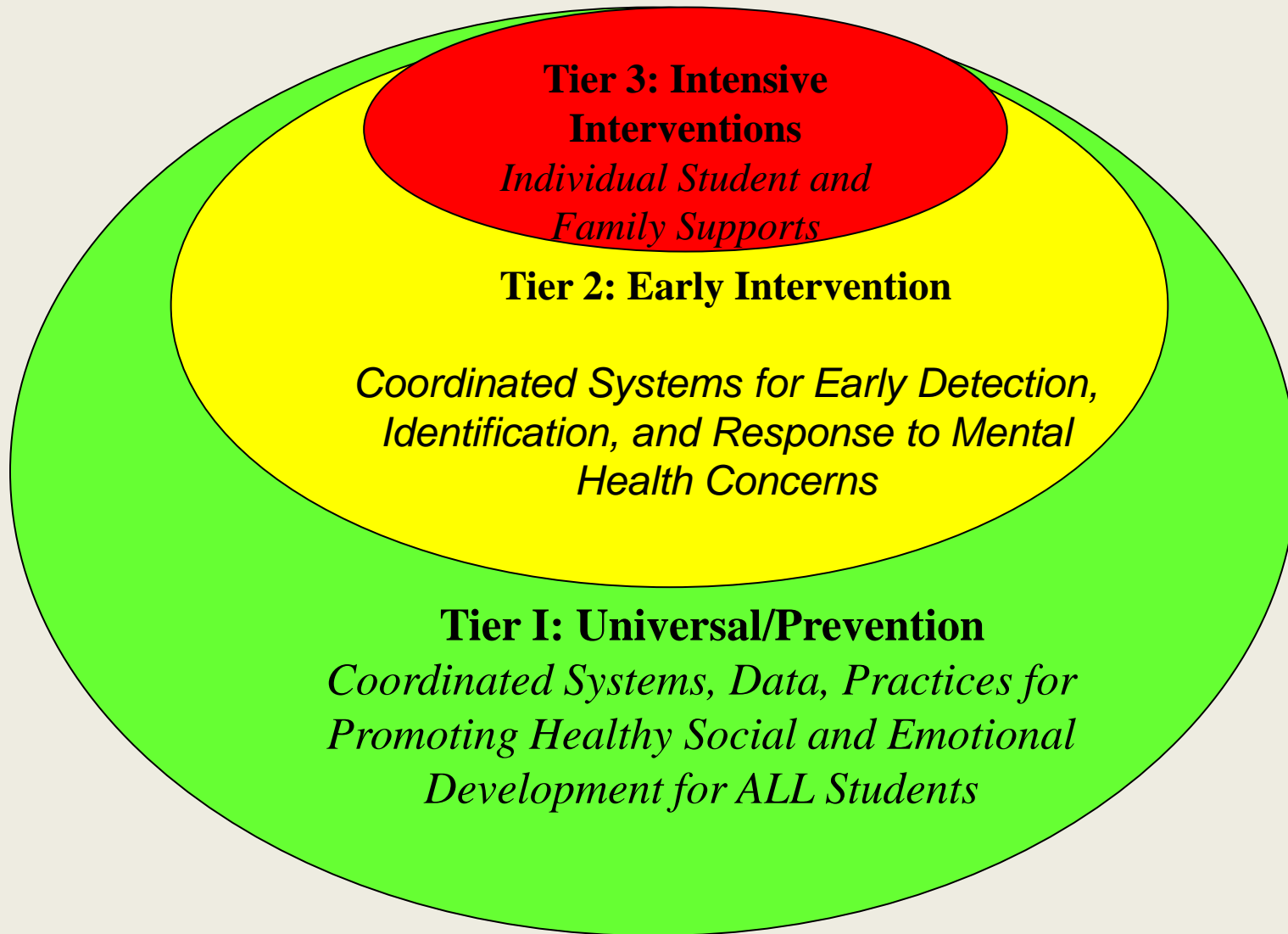
Mental Health

Mental health is the “successful performance of mental function resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity.”

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Department of Health and Human Services (1999)
Mental Health: A Report of the Surgeon General

Illinois' Interconnected Systems Model for School Mental Health



Illinois' Social and Emotional Learning Goals

Self-Awareness	Social Awareness	Responsible Decision-making
Self-Management	Relationship Skills	
Goal 31: Develop self-awareness and self-management skills to achieve school and life success.	Goal 32: Use social awareness and interpersonal skills to establish and maintain positive relationships.	Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.

Illinois' Social and Emotional Learning Goals

- 31) Develop **self-awareness** and **self-management** skills to achieve school and life success
- 32) Use **social awareness** and **interpersonal skills** to establish and maintain positive relationships
- 33) Demonstrate **decision-making skills** and **responsible behaviors** in personal, school, and community contexts

Source: http://www.isbe.state.il.us/ils/social_emotional/standards.htm

SEL Standards for Goal 31

Goal: Develop self-awareness and self-management skills to achieve school and life success

Standards:

- A. Identify and manage one's emotions and behaviors
- B. Recognize personal qualities and external supports
- C. Demonstrate skills related to achieving personal goals

SEL Standards for Goal 32

Goal: Use social awareness and interpersonal skills to establish and maintain positive relationships

Standards:

- A. Recognize the feelings and perspectives of others
- B. Recognize individual and group similarities and differences
- C. Use communication and social skills to interact effectively with others
- D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

SEL Standards for Goal 33

Goal: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Standards:

- A. Consider ethical, safety and societal factors in making decisions
- B. Apply decision-making skills to deal responsibly with daily academic and social situations
- C. Contribute to the well-being of one's school and community

Illinois SEL Standards Professional Development Project

- Formation of SEL Cadre to provide training and coaching statewide
- 2007-2010 – 75 schools state-wide received training, coaching, and resources to implement SEL
- 2010/2011 – Training materials and training and coaching offered to interested schools

Family Involvement

- SEL project recognized a need for support and training related to family involvement
- In 2008, SEL project named non-educators (parents) to serve in the role of Family Advocate supporting each area of the state

Family Advocates

- Support the SEL family representative on the SEL team
- Assist the schools with family engagement
- Provide training for parents or families on the topic of SEL
- Develop and design materials for family information on SEL

Recommended Next Steps for School Administrators

- Learn more about SEL
- Promote the value of SEL as a framework for student success
- Assess own personal SEL skills
- Discuss the central role SEL plays in the educational mission of your school
- Incorporate SEL into district and/or school improvement plans

Recommended Next Steps for School Administrators (cont.)

- Discuss SEL, including standards, policies and implementation strategies, at staff meetings
- Assess what your school is already doing to address the standards and create safe, caring learning environments
- Provide professional development about SEL, the SEL standards, and implementation strategies

Recommended Next Steps for School Staff

- Learn more about SEL and how to integrate it in your classroom
- Find out about your school/district SEL policy
- Express your support of SEL by discussing it with your administrator, other staff, and parents
- Share SEL information with colleagues
- Model positive social and emotional behaviors in school
- Seek out professional development around SEL standards and practices

Recommended Next Steps for Parents and Caregivers

- Seek out information about SEL
- Talk to your child's teacher about how SEL is integrated in school
- Support your school's SEL initiative
- Talk to other parents about SEL
- Commit to modeling and teaching social and emotional skills to your child

For More Information

- For more information about SEL implementation, please contact:

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Presentation Developed By:

- **The Illinois Children's Mental Health Partnership (ICMHP)** www.icmhp.org
- **The Illinois State Board of Education (ISBE)** www.isbe.net
- **The Collaborative for Academic, Social, and Emotional Learning (CASEL)** www.casel.org
- **University of Illinois Extension** <http://web.extension.uiuc.edu/sel>

Ponder this. . .

“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings...warmth is the vital element for the growing plant and for the soul of the child.”

Carl Jung

