# Social-Emotional Learning (SEL)

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# Welcome!

# Guiding Questions

**What** is SEL?

**Why** does SEL matter?

**How** can schools promote SEL for students?

# What are your hopes & dreams for your child?
# For the children in your community?

# What is Social-Emotional Learning? (SEL)

# What is possible with SEL?

# WHAT IS SOCIAL AND EMOTIONAL LEARNING (SEL)?

# SEL is…

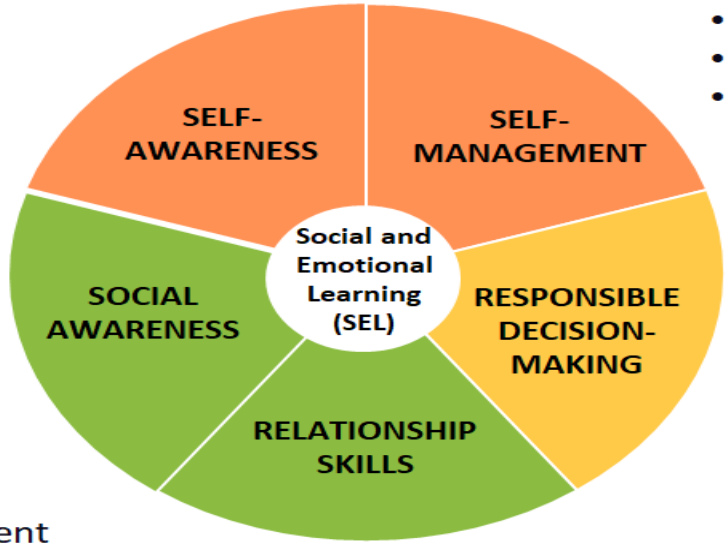
The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

CASEL

# What are the SEL Competencies and skill sets?

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills




- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

# 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
- Recognizing strengths
- Self-confidence
- Self-efficacy

Watch to learn more:
VIDEO LINK

# 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
- VIDEO LINK

# 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.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
- VIDEO LINK

# Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork
- VIDEO LINK

# Responsible Decision-Making

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

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility
- VIDEO LINK

HOMES AND COMMUNITIES
SCHOOLS
CLASSROOMS
SELF-AWARENESS
SELF-MANAGEMENT
SEL
SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING
RELATIONSHIP SKILLS
SEL CURRICULUM AND INSTRUCTION
SCHOOLWIDE PRACTICES AND POLICIES
FAMILY AND COMMUNITY PARTNERSHIPS

# Why SEL?

# SEL Works: National Evidence

## SEL works:
## Compelling national evidence

### Science Links SEL to Student Gains:

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

- Fewer conduct problems
- Less emotional stress
- Lower drug use

### ...and adults benefit too

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

CASEL

- ★ Academics
- ★ Behavior
- ★ Emotional Distress
- ★ Drug Use
- ★ 11:1 Return on Investment
- ★ Can Help Reduce Poverty, Improve Economic Mobility
- ★ Improve Lifetime Outcomes

**We know it works!**

# Demand is at an all-time high in every sector

## public
Most important factor in school quality: teach cooperation, respect, problem solving

*PDK Poll, 2017*

## employers
growth in jobs that require mastery of SEL skills outpaced growth of all other jobs

*National Bureau of Economic Research, 2015*

## district personnel
strong consensus among school/district administrators: SEL skills are important & should be taught in schools to all students

*Ready to Lead survey, 2017*

## principals
95% are committed to developing students' social and emotional skills in their schools

*Ready to Lead survey, 2017*

## teachers
93% of teachers want a greater focus on social and emotional learning

*Missing Piece survey, 2013*

## parents
3 out of 5 give greater importance to their children being happy & not overly stressed, than doing well in school

*Learning Heroes Parent Survey, 2017*

## students
The majority of high school and recent grads agree that going to a school that focuses on developing SEL skills would help better prepare them for life after high school

*Respected Survey, 2018*

# Employers value SEL

Of surveyed executives say skills such as problem-solving and communicating clearly are equally or more important than technical skills

*National Bureau of Economic Research, 2015*

The Top 10 skills identified by the World Economic Forum all involve social and emotional competence.

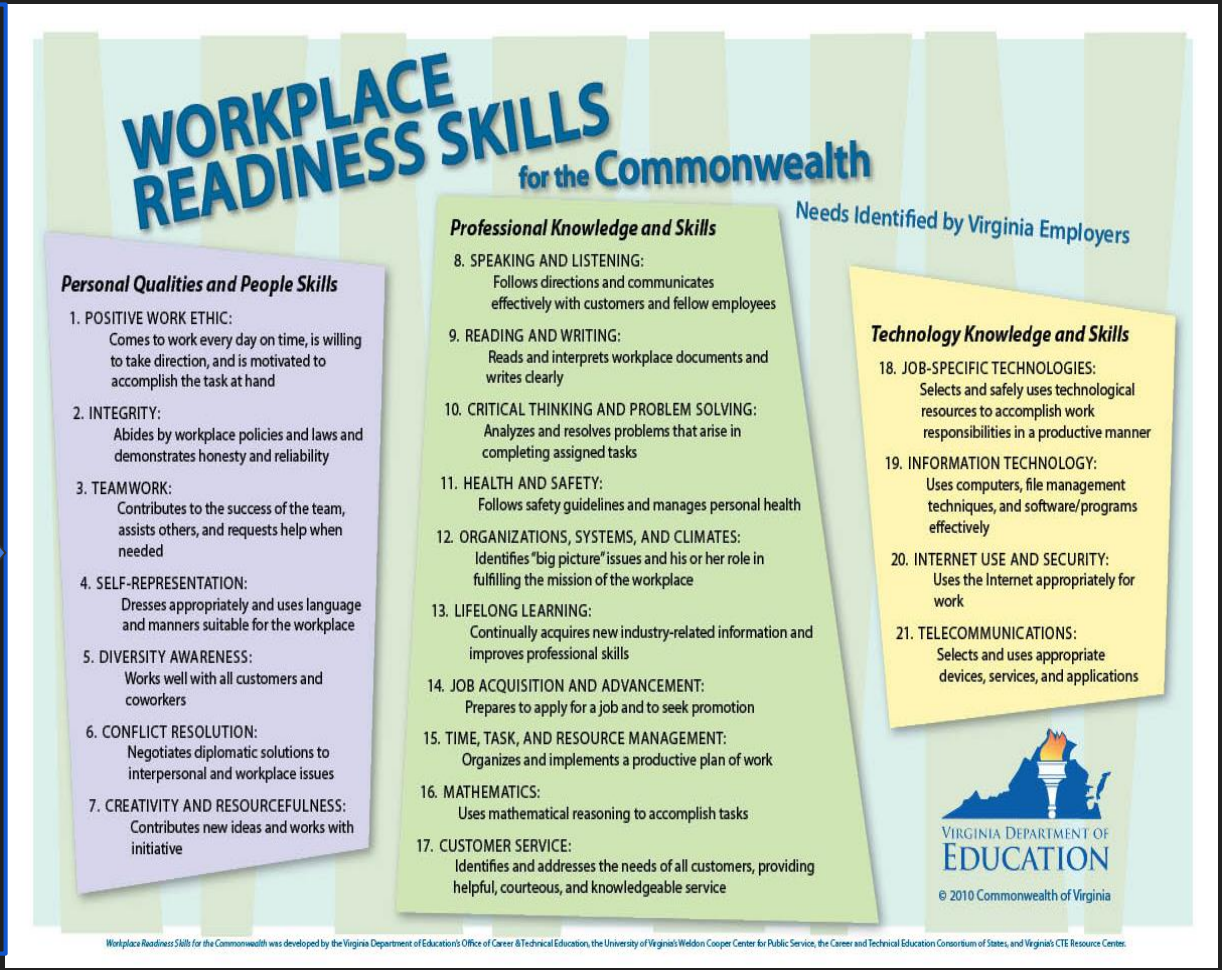
1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others

6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.

Source: Future of Jobs Report, World Economic Forum

1. Self-Management
2. Social Awareness, Self-Management, & Responsible Decision Making
3. Relationship Skills
4. Self-Awareness & Social Awareness
5. Social-Awareness
6. Relationship Skills & Responsible Decision Making
7. Self-Awareness & Self-Management



# How is LCPS supporting SEL?

# Steps for LCPS Implementation of SEL

**March 2019**: Gathered input from Gifted & Talented and SEAC representatives

**April 2019:** Interest inventory administered to school leaders

**June 2019:** Social Emotional Learning Curriculum established, resulting in a unanimous decision to select Second Step as the Tier 1/Universal Curriculum

*33 schools as part of Cohort 1 with varying levels of grade implementation

Grade level SEL leads assigned at all participating schools. **Aug 2019:** Administrator Training (7/30), Lead Teacher Training (8/1 & 13), School Counselors (8/19), SPED Staff (8/20) **Sept 2019:** Training- DPS Administrators, Psychologists

**Oct 2019:** SIFs/DIFs, Social Workers, Parents **Nov 2019:** Parents

# LCPS Vision for Social-Emotional Learning

All elementary schools will implement an evidenced-based social emotional learning curriculum to promote student skill development in the areas of social awareness, self awareness, self-regulation, relationship skills, and responsible decision making.

**2019-2020 - 33 Elementary**

**2020-2021 - 45 Elementary**

**2021-2022 - All Elementary**

# Cohort 1 Elementary Schools

ALDIE - ALGONKIAN - ARCOLA - ASHBURN - BALL'S BLUFF - BELMONT STATION - BUFFALO TRAIL - CATOCTIN - CEDAR LANE - COOL SPRING - COUNTRYSIDE - DISCOVERY - FOREST GROVE - FREDERICK DOUGLASS - GOSHEN POST - GUILFORD - HILLSIDE - HORIZON - KENNETH CULBERT - LEESBURG - LOVETTSVILLE - LOWES ISLAND - LUCKETTS - MOOREFIELD STATION - MOUNTAIN VIEW - ROSA LEE CARTER - ROUND HILL - STERLING - SUGARLAND - SULLY - SYCOLIN CREEK - TOLBERT - WATERFORD

# SECOND STEP SEL (K-5)

- ★ Evidence-based curriculum
- ★ Engaging materials & activities
- ★ Weekly Lessons to support SEL each day
- ★ Weekly home-links to keep families connected

# Program Materials: K–3 Kits

**Principal Toolkits!**

# Program Materials: 4–5 Kits

# Program Skills and Topics: K–3

## Unit 1: Skills for Learning

• Listening • Focusing attention • Using self-talk • Being assertive

## Unit 2: Empathy

• Identifying one's own and others' feelings • Taking others' perspectives
• Showing care and concern for others

## Unit 3: Emotion Management

• Understanding strong feelings • Identifying and managing strong feelings
• Calming down strong feelings

## Unit 4: Friendship Skills and Problem Solving

• Making and keeping friends • Calming down and using Problem-Solving Steps



# Program Skills and Topics: 4–5

## Unit 1: Empathy and Skills for Learning

• Using self-regulation skills to succeed in school
• Developing the ability to have empathy
• Expressing compassion

## Unit 2: Emotion Management

• Identifying and managing strong feelings
• Using strategies to calm down strong feelings

## Unit 3: Problem Solving

• Solving problems on one's own

# Sample Week for Kindergarten

## UNIT 1: Lesson 1- *Learning to Listen (Unit Description Card)*

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| **Teach the Lesson** (Lesson Card)<br><br>Email or send home copies of Lesson 1 Home Link. (Teacher Materials or Dashboard) | **Daily Practice:** Play the Listening Rules Game again. Introduce "The Learner Song" & have children cup their ear with their hand when they hear the word "listen".<br><br>Streaming Lesson Media (Dashboard) or CD | **Daily Practice:** Play Follow, Follow, Version 1. Listen to "The Learner Song" & have children touch their ears & eyes when they hear those body parts named.<br><br>Teaching Materials, pg. 18. | **Daily Practice:** Play Follow, Follow, Version 1. Use additional challenges as appropriate. Listen to "The Learner Song" & have children touch their hands to their heads when they hear the word "brain". | **Daily Practice:** Have students draw a picture of themselves following the Listening Rules. Have them dictate or write one or more of the Listening Rules. |

**Following Through: Anticipate, Reinforce, Reflect on Listening Rules**

What would it look like, feel like, sound like if your district created the type of schools you’d want for your children?

# SEL in the Classroom

- ★ Supportive Classroom Environment
- ★ Explicit SEL Instruction (*Second Step*)
- ★ Integrations of SEL and Instruction

Weekly Lessons

Visuals

Games & Activities

# What Does SEL Look Like In...

VIDEO LINK to SEL School

## CLASSROOM

Supportive Classroom Climate

Explicit Instruction

Daily Practice & Reinforcement

Morning Meeting

Restorative Circles

Integration into Academic Instruction (Ex. PBL, Writer's Workshop, science investigations)

## SCHOOL

Schoolwide SEL Integrated into the MTSS framework

Alignment with

- RTI (Response to Intervention)
- PBIS (Positive Behavior Intervention & Support)
- Restorative Practices
- Trauma-Informed Practices in Schools
- Academic Standards
- ASCA (School Counseling)

- Common Language
- Discipline Policies & Procedures Promoting SEL
- School Leadership Reinforcement

## FAMILY & COMMUNITY

Educating the Community on SEL

Linking SEL in School to Home

Authentic Family Partnerships

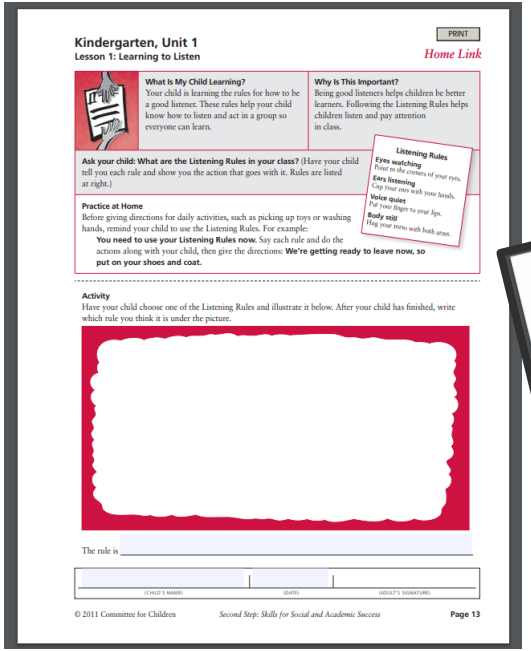
Aligned Community Partnerships

**SYSTEMS FOR CONTINUOUS IMPROVEMENT**

## 4 CORE PROGRAM COMPONENTS

1. Lessons
2. Daily Practice
3. Skills Reinforcement
4. Family Engagement

# What Parents Can Look For at Home



Kindergarten, Unit 1
Lesson 1: Learning to Listen

PRINT

*Home Link*

**What Is My Child Learning?**
Your child is learning the rules for how to be a good listener. These rules help your child know how to listen and act in a group so everyone can learn.

**Why Is This Important?**
Being good listeners helps children be better learners. Following the Listening Rules helps children listen and pay attention in class.

**Ask your child: What are the Listening Rules in your class?** (Have your child tell you each rule and show you the action that goes with it. Rules are listed at right.)

**Listening Rules**
**Eyes watching**
*Point to the corners of your eyes.*
**Ears listening**
*Cup your ears with your hands.*
**Voice quiet**
*Put your fingers to your lips.*
**Body still**
*Hug your torso with both arms.*

**Practice at Home**
Before giving directions for daily activities, such as picking up toys or washing hands, remind your child to use the Listening Rules. For example:
**You need to use your Listening Rules now.** Say each rule and do the actions along with your child, then give the directions: **We're getting ready to leave now, so put on your shoes and coat.**

**Activity**
Have your child choose one of the Listening Rules and illustrate it below. After your child has finished, write which rule you think it is under the picture.

The rule is _____

(CHILD'S NAME) (DATE) (ADULT'S SIGNATURE)

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Grade 3, Unit 3
Lesson 13: Handling Accusations

PRINT

*Home Link*

**What Is My Child Learning?**
Your child is learning to manage strong feelings by saying stop, naming the feeling, and using different Ways to Calm Down.

**Why Is It Important?**
When strong feelings are under control, children are better able to think clearly and pay attention.

**Ask your child: What are the steps for calming down strong feelings?** (See "Read Together," below.)

**How to Belly Breathe**
- Focus your attention on your breathing.
- Take a break that makes your stomach move out when you breathe in, and in when you breathe out.
- Breathe in slowly through your nose and out slowly through your mouth. It should be so quiet that you can barely hear it.

**Read Together**
When you feel strong feelings, you can use these steps to help you calm down:
1. Stop—use your signal
2. Name your feeling
3. Calm down:
   - Breathe
   - Count
   - Use positive self-talk

**Practice Together: Belly Breathing Basics**
1. Read "How to Belly Breathe" (above right).
2. Practice together.
3. Pick a feeling from the list below.
4. Think of a time you felt that feeling in a strong way.
5. Say a stop signal and name the feeling. (For example: "Quiet! I feel worried.")
6. Do some belly breathing to calm down.
7. Try another feeling.

annoyed
FRUSTRATED
discouraged
SCARED
WORRIED

(CHILD'S NAME) (DATE) (ADULT'S SIGNATURE)

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## HOME LINKS

- Sent home weekly
- What your child is learning and why it's important
- Suggested questions to ask your child
- Activities for practicing at home

# **Home Link Example:** Kindergarten - Handling Waiting (Unit 3/L-15)

**What Is My Child Learning?** how to calm down & choose something quiet to do to make waiting easier.

**Why Is This Important?** Children who have good waiting skills tend to do better at school and have better social skills than those who do not.

**Ask your child:** What can you do to make waiting easier for you? *Possible answers: Take some belly breaths. Count. Use self-talk ("I can wait." "Stay still." "Be patient.") Do something quiet that will not distract others (tap fingers together, count everyone in line, hum a song quietly)*

**Practice at Home** During daily activities that require waiting, such as waiting for you to finish a phone call, waiting for dinner, or waiting for a friend to visit, remind your child to use one of the ways to make waiting easier learned in class.

**For example:** I am going to make a phone call. I need you to wait very patiently while I finish the call. What can you do to help you wait? Wait and let your child respond. Offer suggestions if needed, such as belly breathing, counting, using self-talk, or doing something quiet that will not distract others.

**Complete activity with your child at home.**

**Activity**

Complete the following questions about this girl with your child.

**1.** This girl needs to wait. What do you think she is waiting for?

**2.** She is very excited. How should she breathe to help herself calm down?

**3.** What can she say to herself that will help her wait? (Fill in the speech bubble.)

**4.** What is something quiet she can do while she waits that will not distract others?

**5.** Is there anything else you can think of that will help her wait?

| (CHILD'S NAME) | (DATE) | (ADULT'S SIGNATURE) |
|---|---|---|

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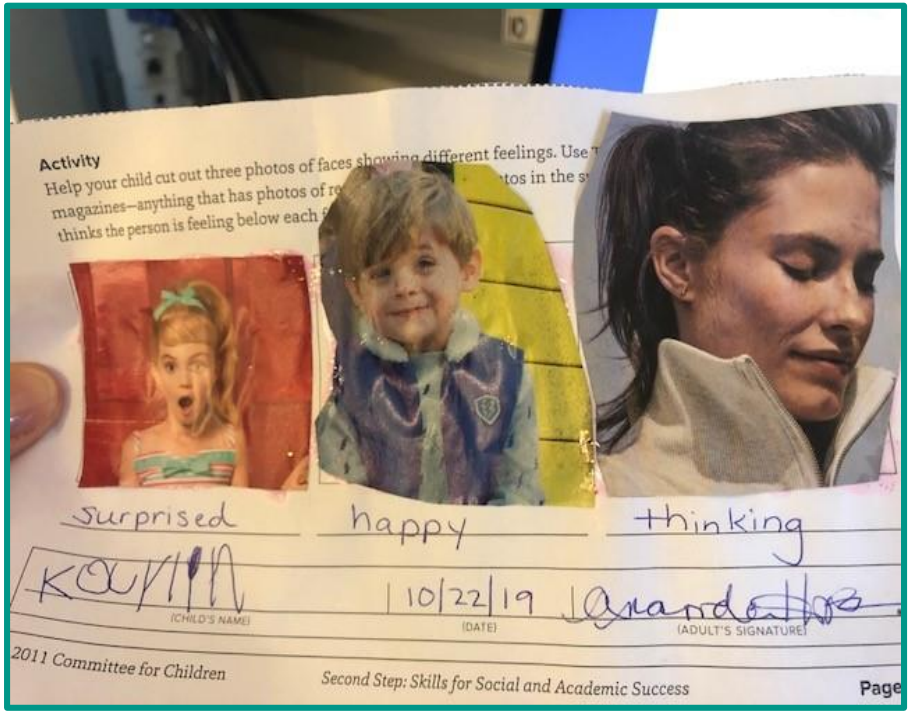
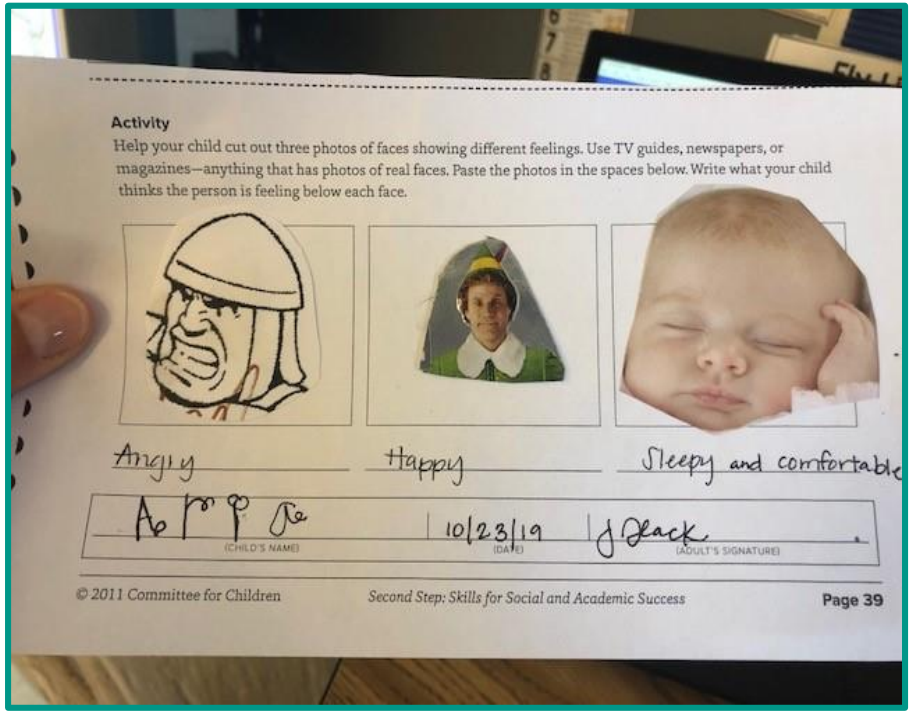
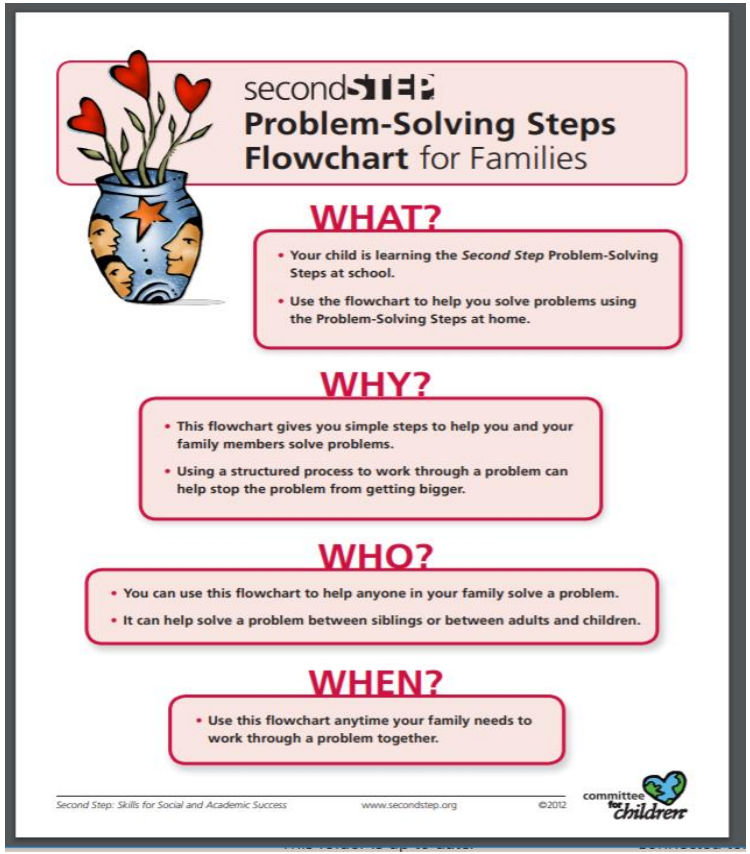



Students and parents work together on identifying feelings. ***(Kindergarten- Unit 1:Lesson 6)***

# Practice Problem-Solving



second STEP
**Problem-Solving Steps Flowchart** for Families

## WHAT?

- Your child is learning the *Second Step* Problem-Solving Steps at school.
- Use the flowchart to help you solve problems using the Problem-Solving Steps at home.

## WHY?

- This flowchart gives you simple steps to help you and your family members solve problems.
- Using a structured process to work through a problem can help stop the problem from getting bigger.

## WHO?

- You can use this flowchart to help anyone in your family solve a problem.
- It can help solve a problem between siblings or between adults and children.

## WHEN?

- Use this flowchart anytime your family needs to work through a problem together.

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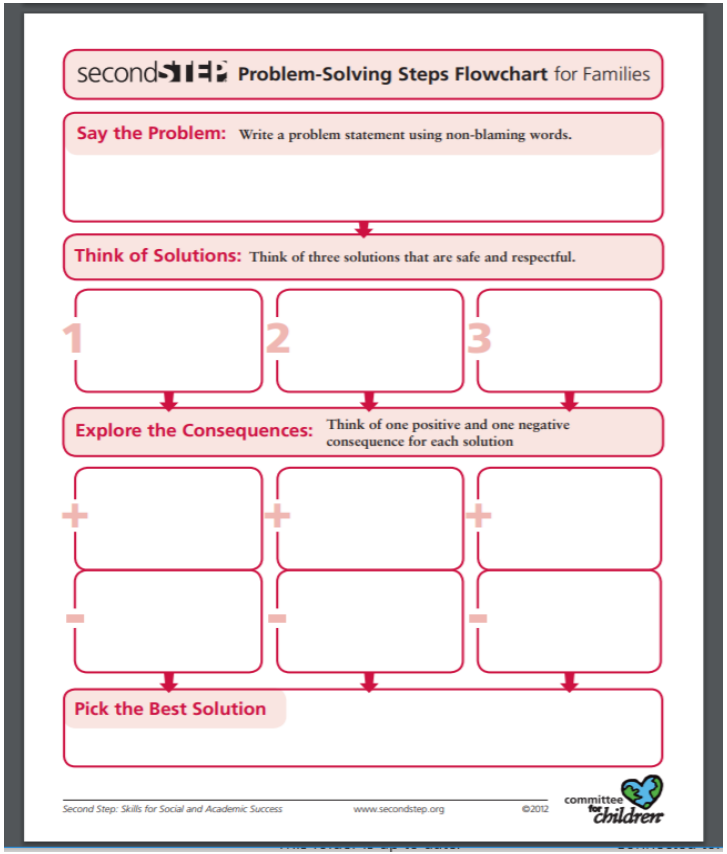

second STEP **Problem-Solving Steps Flowchart** for Families

**Say the Problem:** Write a problem statement using non-blaming words.

**Think of Solutions:** Think of three solutions that are safe and respectful.

1 2 3

**Explore the Consequences:** Think of one positive and one negative consequence for each solution

+ + +

− − −

**Pick the Best Solution**

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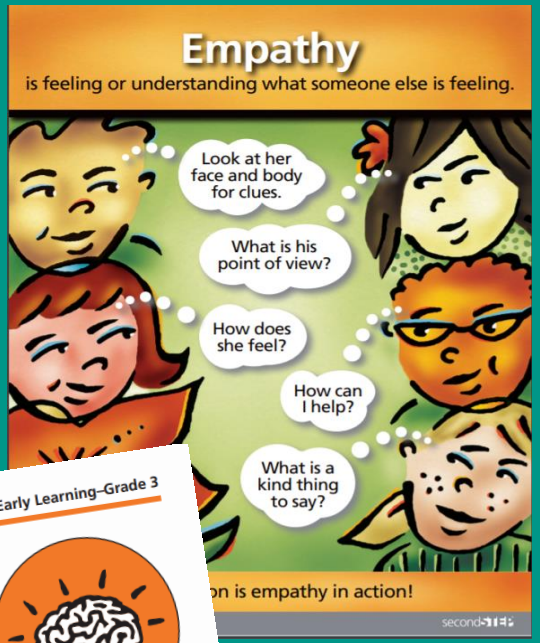
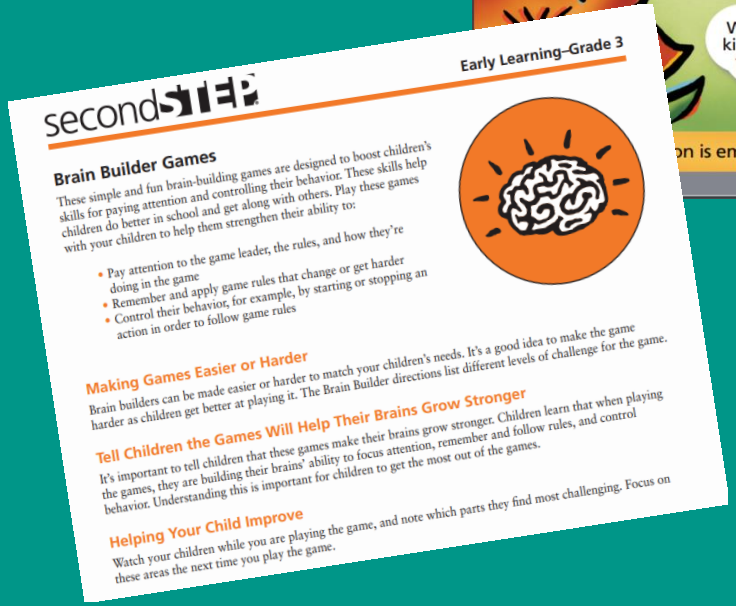
# Additional Parent Resources

- ★ **Teachers with Second Step have an Activation Key for parents - access to online resources**
- ★ **Book Lists - for children & adults**
- ★ **Brain Builder Games - directions & videos through parent online resource**
- ★ **Song lyrics & sheet music**
- ★ **Visuals - mini posters**



secondSTEP Early Learning–Grade 3

**Brain Builder Games**

These simple and fun brain-building games are designed to boost children's skills for paying attention and controlling their behavior. These skills help children do better in school and get along with others. Play these games with your children to help them strengthen their ability to:

- Pay attention to the game leader, the rules, and how they're doing in the game
- Remember and apply game rules that change or get harder
- Control their behavior, for example, by starting or stopping an action in order to follow game rules

**Making Games Easier or Harder**

Brain builders can be made easier or harder to match your children's needs. It's a good idea to make the game harder as children get better at playing it. The Brain Builder directions list different levels of challenge for the game.

**Tell Children the Games Will Help Their Brains Grow Stronger**

It's important to tell children that these games make their brains grow stronger. Children learn that when playing the games, they are building their brains' ability to focus attention, remember and follow rules, and control behavior. Understanding this is important for children to get the most out of the games.

**Helping Your Child Improve**

Watch your children while you are playing the game, and note which parts they find most challenging. Focus on these areas the next time you play the game.

# SEL Voices

Parent shared this story about how SEL is impacting at home.

*Setting- Dinner Table*

Student: I’m self-talking in my head right now.

Mom: Oh really, what about? Is it something you can tell me or do you keep it to yourself?

Student: Yes, I can tell you. Could you please help me cut up my food?

Mom says to teacher: Wow! Love this program and how it is helping my son!

# QUESTIONS

# Optimistic Closure

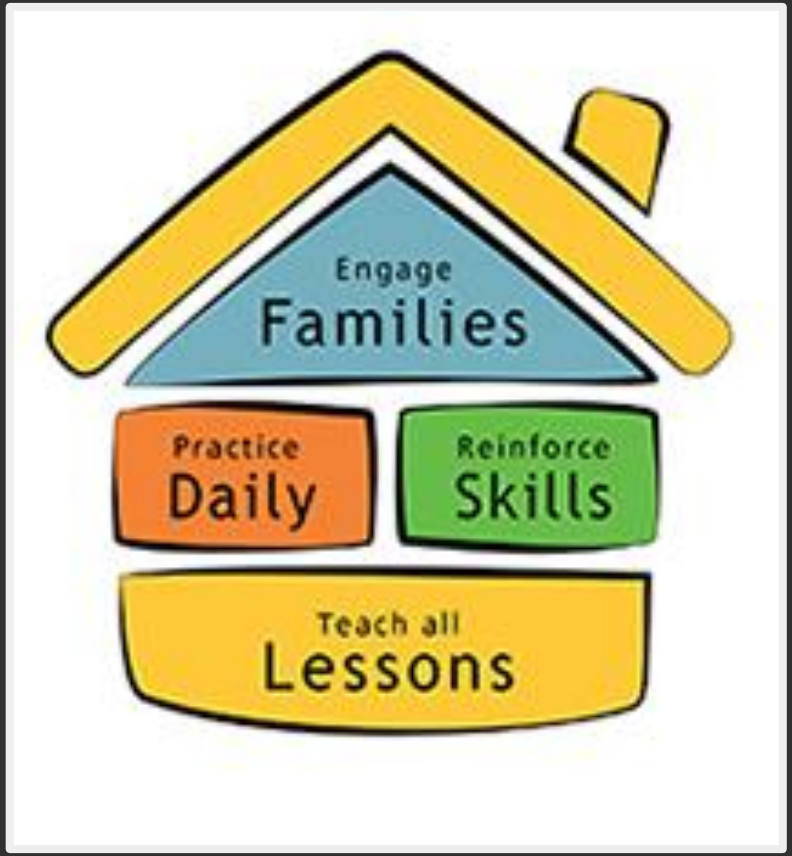
***"I am curious about…"***

***Think & Write***

# Let’s Stay Connected!

@LCPS_MTSS
@OrmeLindsay

MTSS/SEL Website

SEL for Parents (video from CASEL)

Second Step YouTube Channel