Supporting Social Emotional Learning

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Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.
Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

• Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

• Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.
Agenda

• Introduction
• Social Emotional Learning Overview
• Washington State SEL Framework
• Breakout Groups
• Close
Introductions

Share in the chat:

• Name
• District
• One attribute, characteristic, or strength that you draw on to help you weather your storms in life
What Is Social Emotional Learning (SEL)?

A process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that supports success in school and in life.
SEL as an Opportunity to Advance Equity

SEL can support a transformative approach to education through building skills and competencies—founded on strong, respectful relationships, and focused on the appreciation of similarities and differences—to develop collaborative solutions for community and social problems

(Jagers, Rivas-Drake, & Borowski, 2018)
How Are Students Doing?

Share in the chat:
What are you seeing, or hearing, is happening in the classroom?
## COVID Youth Survey Data 2021

<table>
<thead>
<tr>
<th>% students</th>
<th>Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.8%</td>
<td>Worried about falling behind in their schools and/or learning</td>
</tr>
<tr>
<td>26.4%</td>
<td>Worried about not having enough food to eat</td>
</tr>
<tr>
<td>35.7%</td>
<td>Worried about their family being unable to afford rent or housing</td>
</tr>
</tbody>
</table>
## COVID Youth Survey Statistics 2021

<table>
<thead>
<tr>
<th>% students</th>
<th>Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.6%</td>
<td>Felt depressed or sad MOST days, even if they felt OK sometimes</td>
</tr>
<tr>
<td>14.1%</td>
<td>Seriously considered attempting suicide</td>
</tr>
<tr>
<td>4.31%</td>
<td>Attempted suicide</td>
</tr>
<tr>
<td>77.4%</td>
<td>Had an adult they could turn to for help and support</td>
</tr>
</tbody>
</table>
The Good News: SEL Can Help!
Benefits of SEL

• All students benefit from being in developmentally rich and safe environments and having supportive adults who care about them and take interest in their lives.

• SEL especially benefits students who face additional stress due to trauma, adversity, and lack of access to quality housing, food, health care, and safety.

• SEL also provides an important and necessary foundation for approaches to discipline that are student centered and restorative in nature.
SEL Improves Student Outcomes

- Lowers the number of conduct problems
- Decreases emotional distress
- Reduces bullying

SEL Improves Student Outcomes

Science Links SEL to Student Gains:
• Social-emotional skills
• Improved attitudes about self, others, and school
• Positive classroom behavior
• 11–13 percentile-point gain on standardized achievement tests

SEL as a Long-Term Change Process

**Inputs**
- Universal school-based SEL programming

**Conditions of Learning**
- School climate
- Educational equity

**Short-Term Outcomes:**
- Positive attitudes towards self and others

**Long-Term Outcomes:**
- Positive behavior
- Academic success
- Mental health
Implementing SEL With Fidelity

"A lot of the time this work can be very fragmented. The SEL work lives by itself and hasn't been fully integrated with equity work or academics. But SEL is fundamentally equity work. It's also fundamentally academic work. If we haven’t integrated the work from a systems-perspective, we aren’t going to leverage our collective power to move it forward. It’s all interconnected."

– Dr. Clayton Cook, Associate Professor of Educational Psychology at the University of Minnesota
Washington State SEL Framework
Shared responsibility:
- with families
- with schools
- with communities
Four Guiding Principles

- Equity
- Culturally Responsive
- Universal Design
- Trauma-Informed
Three Essential Elements

Create Conditions to Support SEL
- Positive school climate and culture
- Infuse SEL into policies and practices

Work in Collaboration
- Collaborate from onset of planning to implementation
- Include families, students, educators, and youth-serving organizations

Build Adult Capacity
- Create a leadership team and vision
- Assess needs and create an implementation plan
- Create a professional learning system
CASEL’s Indicators of Schoolwide SEL

- Explicit SEL Instruction
- SEL integrated with academic instruction
- Youth voice and engagement
- Supportive school and classroom climates
- Focus on adult SEL

- Supportive discipline
- A continuum of integrated supports
- Authentic family partnerships
- Aligned community partnerships
- Systems for continuous improvement
## Washington SEL Standards

<table>
<thead>
<tr>
<th>SELF</th>
<th>SOCIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD 1 – SELF-AWARENESS</strong></td>
<td><strong>STANDARD 4 – SOCIAL AWARENESS</strong> Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.</td>
</tr>
<tr>
<td>Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.</td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD 2 – SELF-MANAGEMENT</strong></td>
<td><strong>STANDARD 5 – SOCIAL MANAGEMENT</strong> Individual has the ability to make safe and constructive choices about personal behavior and social interactions.</td>
</tr>
<tr>
<td>Individual has the ability to regulate emotions, thoughts, and behaviors.</td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD 3 – SELF-EFFICACY</strong></td>
<td><strong>STANDARD 6 – SOCIAL ENGAGEMENT</strong> Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.</td>
</tr>
<tr>
<td>Individual has the ability to motivate themselves, persevere, and see themselves as capable.</td>
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Washington SEL Resources

- Washington State Implementation Guide
- SEL Briefs
- Online Modules
- SEL Professional Learning Network
SEL Professional Learning Network

- Learn about new research, resources, and strategies
- Develop and refine SEL implementation plans
- Engage with content experts and peers to work through implementation challenges
- Access individualized supports, including coaching
Breakout Groups

Group 1: Districts that HAVE NOT selected an SEL program

Group 2: Districts that HAVE selected an SEL program
Breakout 1: Selecting an SEL Program
CASEL Program Guide

1. Determine your SEL team and goals
2. Connect your needs to CASEL metrics
3. Identify and compare SEL programs
Determine Your SEL Team and Goals

• With staff, families, students, and community representatives, discuss the following questions as a selection team:
  • What would a program need to include so that it is able to meet the needs of our student population and their families?
  • What kind of program or approach makes sense based on the needs of our teachers?
  • What district goals should we keep in mind while selecting an SEL program?
  • What school priorities will our evidence-based program for SEL need to align with?
Reflect & Discussion

What are some needs, considerations, or goals that are coming up for you?

Who would you involve in your stakeholder group to discuss?
### Connect Your Needs to CASEL Metrics

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Design</th>
<th>Program Designation</th>
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<tbody>
<tr>
<td>• Significant evaluation outcomes</td>
<td>• Program approach</td>
<td>• SESelect</td>
</tr>
<tr>
<td>• School characteristics</td>
<td>• Promoting SEL across settings</td>
<td>• Promising</td>
</tr>
<tr>
<td>• Student characteristics</td>
<td></td>
<td>• SEL-supportive</td>
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Identify and Compare SEL Programs

[Image of a webpage showing a list of SEL programs with details on each program including program snapshot, program approach, significant evaluation outcomes, student characteristics, and school characteristics.]
What's Next?

I’m wondering about...

My next step is...
In the chat, please tell us what SEL topics/areas you would like more information about.
Poll Question

• What method of technical assistance would work best for your district?
• Panel
• Webinar series
• Office hours
• Individual coaching
Breakout 2: Implementing SEL

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Three Essential Elements for Implementing SEL

Create Conditions to Support SEL
- Positive school climate and culture
- Infuse SEL into policies and practices

Work in Collaboration
- Collaborate from onset of planning to implementation
- Include families, students, educators, and youth-serving organizations

Build Adult Capacity
- Create a leadership team and vision
- Assess needs and create an implementation plan
- Create a professional learning system
CASEL’s SEL 3 Signature Practices

- Welcome/Inclusion Activities
- Engaging Strategies, Brain Breaks, and Transitions
- Optimistic Closure
Welcoming Inclusion Activities

Opening Ritual or Circle

Greeting

Interactive “Do-Now”
Engaging Strategies

Think, Ink, Pair, Share

Clock Partners

Mindful Minute Brain Break
Optimistic Closures

Something I learned today...

I’m curious about...

I am looking forward to...

My next step is...
Implementing 3 Signature Practices

- Classroom
- Staff Meetings
- Community Events
- Where Else?
Discuss

<table>
<thead>
<tr>
<th>What are you currently implementing around SEL?</th>
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<tbody>
<tr>
<td>What has been successful or going well?</td>
</tr>
<tr>
<td>What are the challenges or barriers you’ve discovered?</td>
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What can you do to strengthen the conditions to support schoolwide SEL?
Optimistic Closure

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