

LEADING WITH A SOCIAL & EMOTIONAL LEARNING (SEL) FRAMEWORK



22February2018 * NYC DOE Empire State (ESAP) PD

STEP TO THE LINE



Proposed Group Agreement

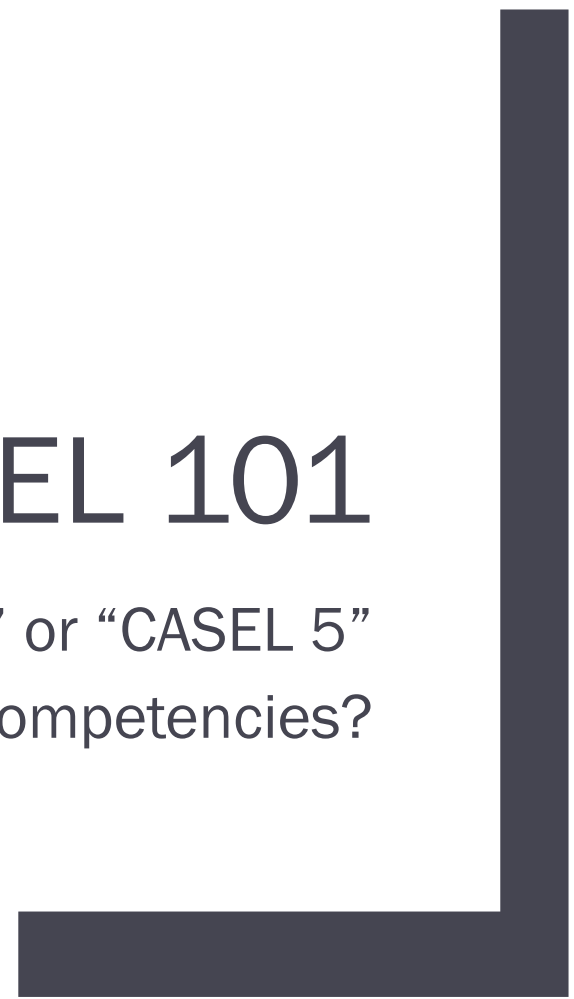
- All learn, all teach
- Step up, step back
- One mic
- Use technology mindfully
- Assume positive intent

Learning Goals

- What is SEL? **CASEL5**
- How does SEL show up in out-of-school-time (OST) in NYC? **DYCD Promote the Positive**
- What are three ways to support SEL in out-of-school-time? **Navigating SEL from the Inside Out**

SEL 101

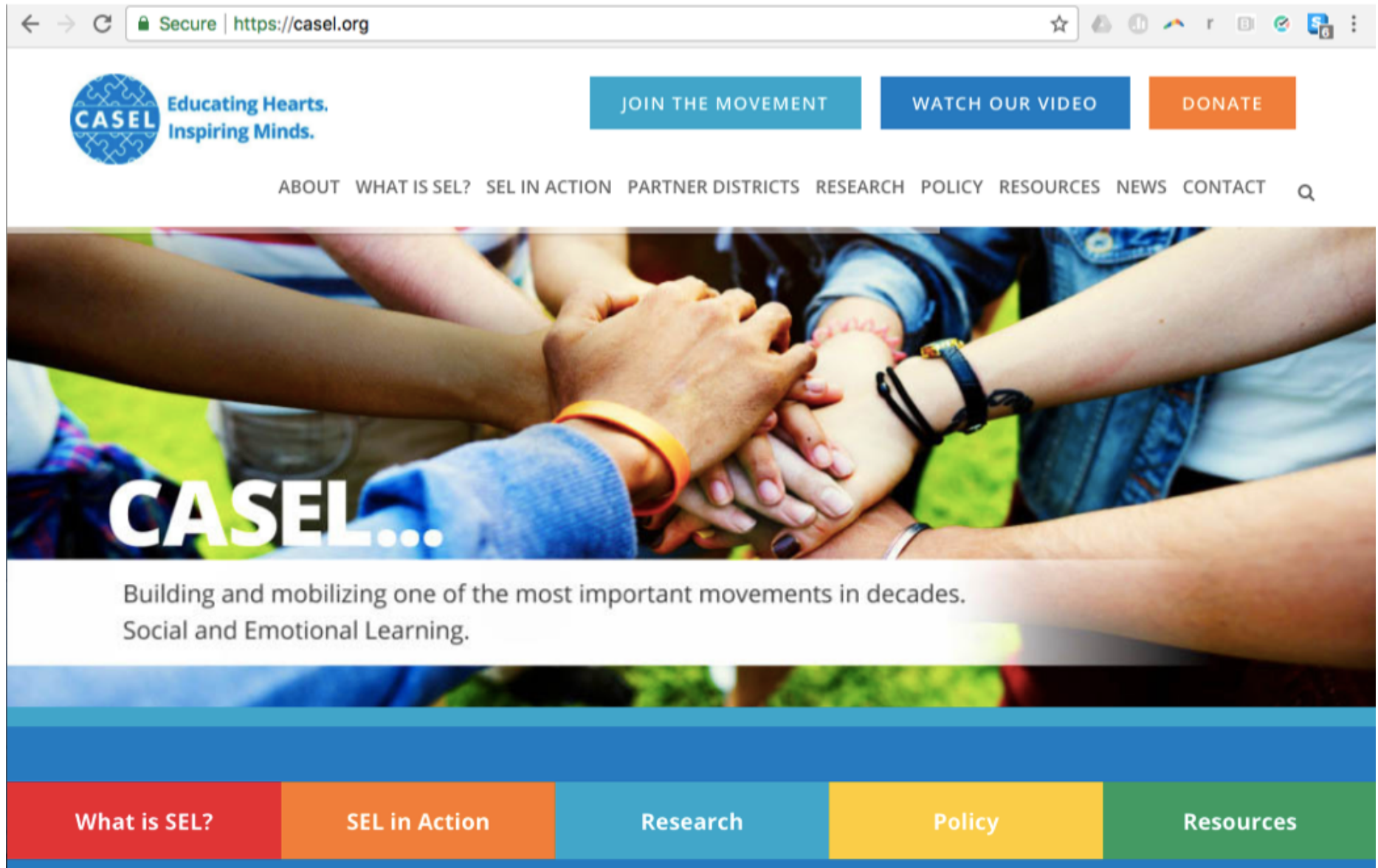
Who is familiar with the “CASEL Wheel” or “CASEL 5”
competencies?



What is Social and Emotional Learning (SEL)?

Process through which children and adults acquire and 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

Center for Academic, Social, and Emotional Learning (CASEL)



The image shows a screenshot of the CASEL website homepage. At the top, there is a browser address bar with the URL <https://casel.org>. Below the address bar is the CASEL logo, which consists of a blue circular icon with the word "CASEL" and the tagline "Educating Hearts. Inspiring Minds." To the right of the logo are three buttons: "JOIN THE MOVEMENT" (teal), "WATCH OUR VIDEO" (blue), and "DONATE" (orange). Below these buttons is a navigation menu with links: "ABOUT", "WHAT IS SEL?", "SEL IN ACTION", "PARTNER DISTRICTS", "RESEARCH", "POLICY", "RESOURCES", "NEWS", and "CONTACT". A search icon is also present. The main content area features a large photograph of several hands of diverse people stacked together in a circle, symbolizing unity and teamwork. Overlaid on the bottom left of this image is the text "CASEL..." in large white letters. Below the image, there is a white text box with the message: "Building and mobilizing one of the most important movements in decades. Social and Emotional Learning." At the bottom of the page, there is a horizontal navigation bar with five colored buttons: "What is SEL?" (red), "SEL in Action" (orange), "Research" (teal), "Policy" (yellow), and "Resources" (green).

What is SEL?

SEL in Action

Research

Policy

Resources

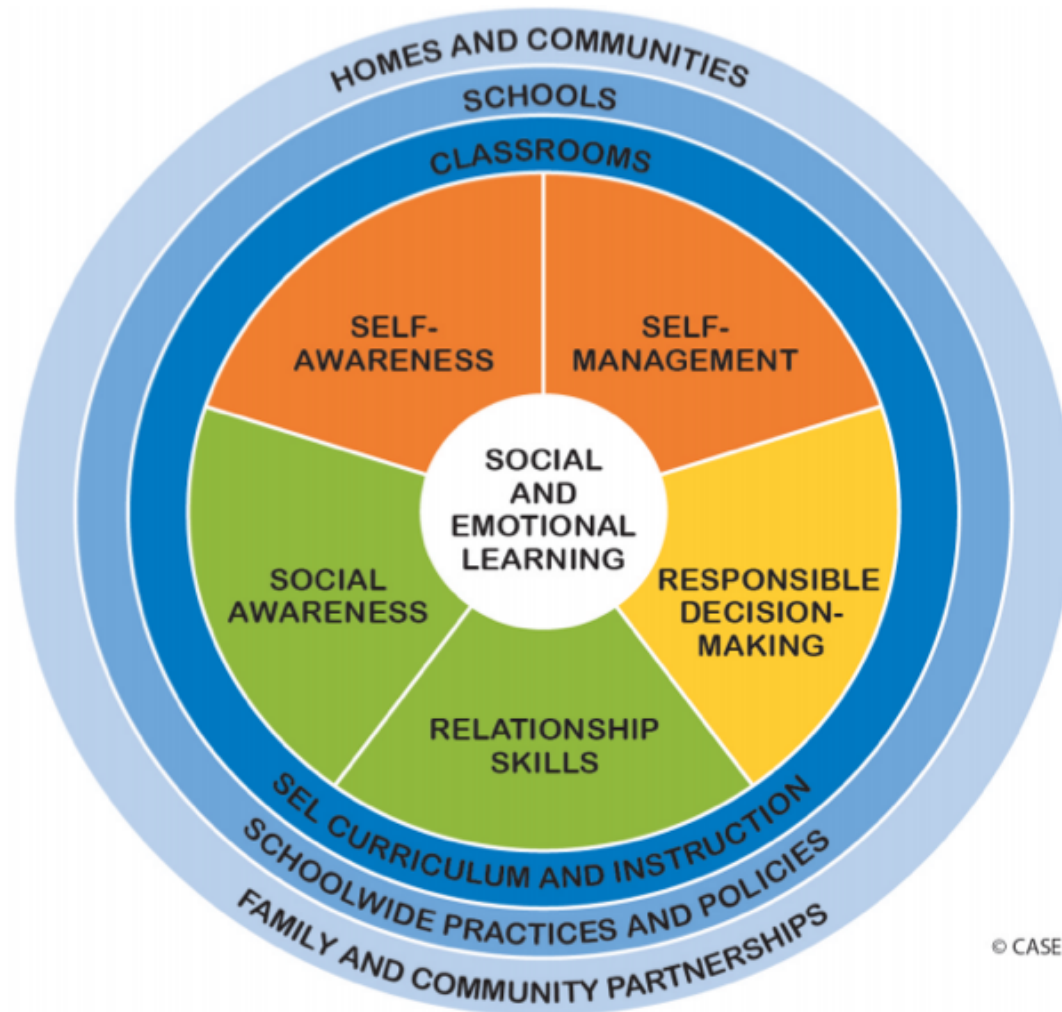
NYC Vision for SEL

Developed with superintendents, DOE central staff, FSCs, DYCD and CBOs



Our vision is that all young people in New York City reach their full academic, social and emotional potential. This is possible when all the adults in their lives consistently use a culturally-responsive approach to empower students to develop and practice social and emotional competencies in school, at home and in their communities. We define social-emotional competencies as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

CASEL Wheel: Core Competencies & Learning Environment



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



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

SELF-AWARENESS

➔ IDENTIFYING EMOTIONS

One-minute
meditation to tap
into emotions and
thoughts

SELF-MANAGEMENT



Inhale =
heart rate increases

Exhale =
heart rate decreases

➔ STRESS MANAGEMENT

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

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



SOCIAL AWARENESS

➤ EMPATHY

SOCIAL AWARENESS

➤ EMPATHY



I acknowledge
your suffering.

I care about
your suffering.

I feel your
suffering.

I want to relieve
your suffering.

SOCIAL AWARENESS

➤ EMPATHY



Pity:
I acknowledge
your suffering.

Sympathy:
I care about
your suffering.

Empathy:
I feel your
suffering.

Compassion:
I want to relieve
your suffering.

RELATIONSHIP SKILLS

- Check in: group agreement



➡ TEAMWORK

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



THINK, PAIR, SHARE

What is our responsibility as adults who work with young people to support their social and emotional development?

➔ ETHICAL RESPONSIBILITY

Review: Practices to Support CASEL 5

- 1 Minute Meditation
- Breathing to Reduce Stress
- Understanding Empathy (Emotion Vocab)
- Group Norms
- Think, Pair, Share

Making the CASEL 5 Real

- Where are your own strengths and growth areas?
- Where do you see strengths and growth areas for your young people?

SEL MATTERS

Do you believe SEL is impo?

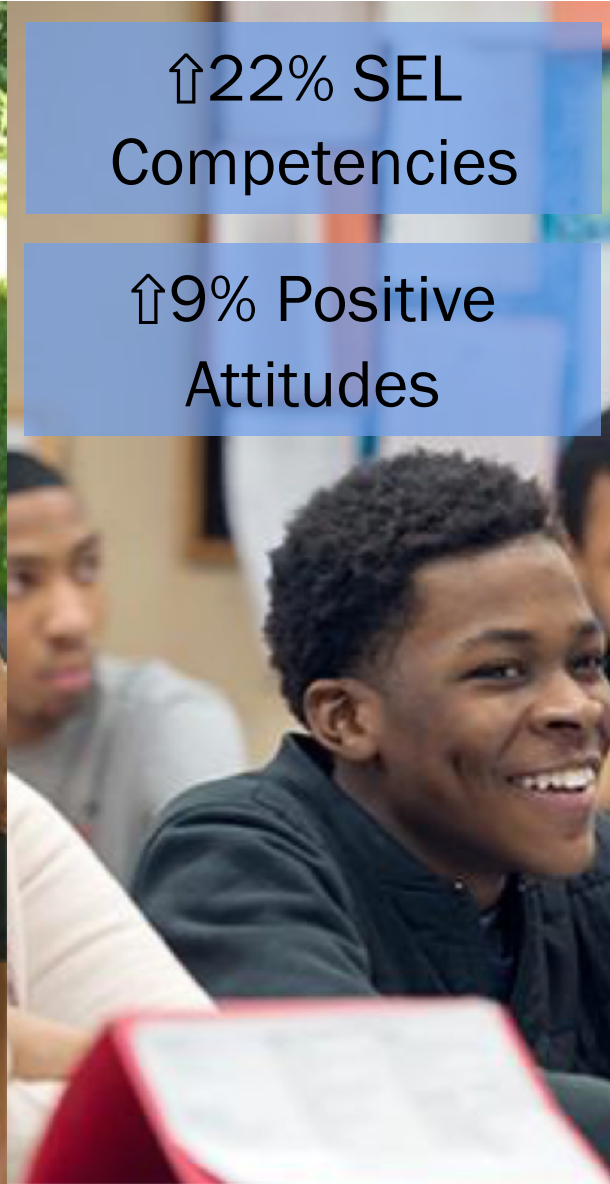


SEL Matters



Learning Environment

SEL Competency Development



↑22% SEL Competencies

↑9% Positive Attitudes



↑11% Academic Achievement

↑9% Prosocial Behavior

↓9% Conduct Problems

↓10% Emotional Distress

Source: Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82: 405–432.

SEL Matters

3.5 years after SEL intervention...

↑13% Academic Achievement



Source: Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A Meta-Analysis of follow-up effects. *Child Development*, 88(4):1156-1171. doi: 10.1111/cdev.12864


SEL Matters



**\$11 return for every \$1 invested
in high quality SEL programming**

Source: Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The Economic Value of Social and Emotional Learning. New York: Center for Benefit-Cost Studies in Education, Teachers College, Columbia University.

SEL Matters



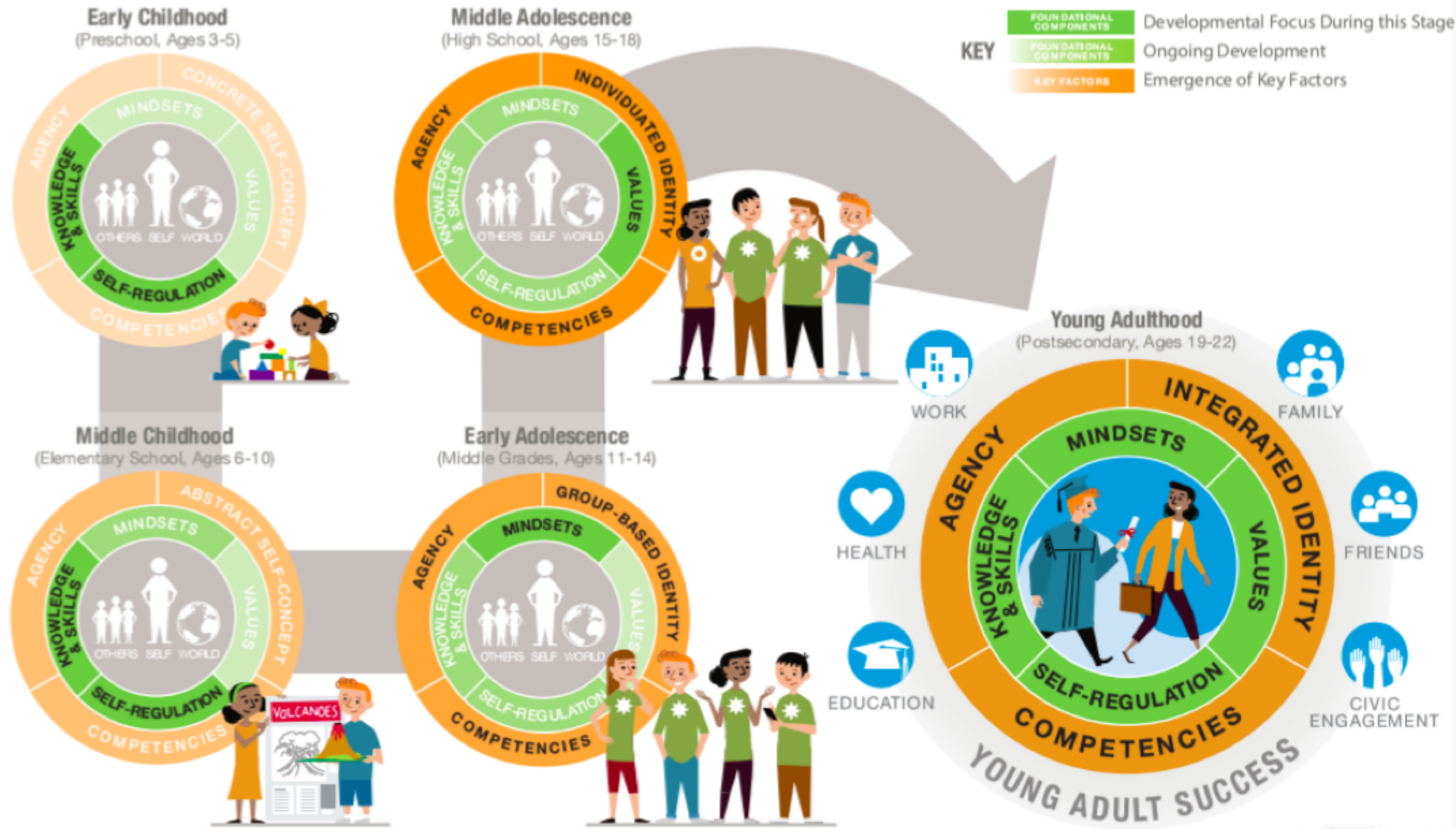
↑ positive, responsive,
and organized
afterschool classrooms

↑ Academic
Development

Source: Cappella, E., Hwang, S.J., Kieffer, M.J., & Yates, M. (2017). Classroom practices and academic outcomes in urban afterschool programs: alleviating social-behavioral risk. *Journal of Emotional and Behavioral Disorders*.

<https://doi.org/10.1177/1063426617739254>

Development Matters



Source: <https://consortium.uchicago.edu/publications/foundations-young-adult-success-developmental-framework>

SEL Resources



- CASEL <https://casel.org/>
- National Commission on Social, Emotional, and Academic Development (NCSEAD): [NCSEAD Research infographic](#)

What does SEL look like?



DYCD PROMOTE THE POSITIVE

How many DYCD-sponsored afterschool programs
(COMPASS and SONYC) are there currently in NYC?
What's your guess?

DYCD Promote the Positive



**PROMOTE
THE POSITIVE**

**LEAD EFFORTS TO ADVANCE
POSITIVE YOUTH DEVELOPMENT,
SOCIAL AND EMOTIONAL
LEARNING, AND YOUTH
LEADERSHIP**

How are SEL competencies & Positive Youth Development (PYD) related?

Evidence-based SEL is “SAFE”

- Sequenced:* Connected and coordinated activities
- Active:* Active forms of learning
- Focused:* Emphasis on developing personal and social skills
- Explicit:* Targeting specific social and emotional skills

<http://www.casel.org/what-is-sel/approaches/>

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How does your program measure up?

NAVIGATING SEL FROM THE INSIDE OUT

What are opportunities for integrating SEL?



Key Features of Effective SEL Programs

Key Features of Effective SEL Programs



Source: Navigating SEL from the Inside Out

Example SEL Programs Built for Out-of-School-Time



Source: [*Navigating SEL from the Inside Out*](#)



WINGS
helping kids soar®

Who We Are

I SOAR WITH WINGS,
LET ME TELL YOU WHY



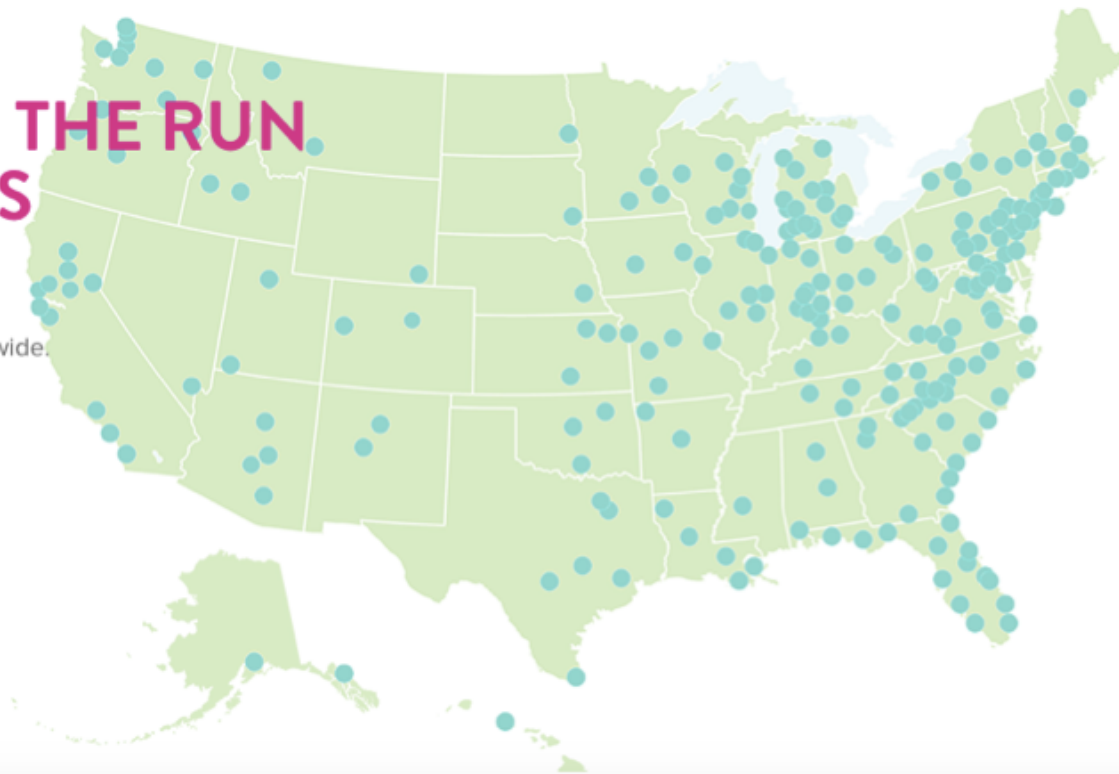


GIRLS ON THE RUN COUNCILS

Girls on the Run has **225** councils and counting that impact communities nationwide.

225

[LEARN MORE](#)



Common Principles



Common Principles



Safe and positive **environment** for children and adults



High quality **relationships** between children and adults



Developmentally appropriate, relevant and engaging for children



Opportunities for **direct skill building**

Source: [Navigating SEL from the Inside Out](#)

SEL Resources with Out-of-School-Time Focus



- Download [*Preparing Youth to Thrive Field Guide*](#)
- Download [*Navigating SEL from the Inside Out*](#)


Reflect on Learning Goals

- How would you talk about SEL with a new staff member?
- What does “SAFE” SEL mean for OST staff?
- What are the four common principles of SEL and OST?

What's one takeaway about SEL and your after-school program?

 When poll is active, respond at **PollEv.com/lorinathanso643**

 Text **LORINATHANSO643** to **37607** once to join

 No responses received yet. They will appear here...