

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...

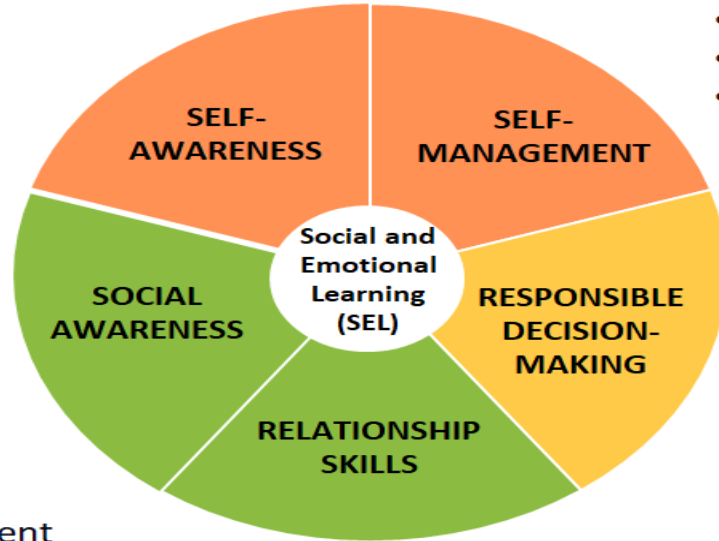
The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



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

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

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



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

HOMES AND COMMUNITIES

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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.**

- ★ 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



WORKPLACE READINESS SKILLS

for the Commonwealth

Needs Identified by Virginia Employers

Personal Qualities and People Skills

1. **POSITIVE WORK ETHIC:**
Comes to work every day on time, is willing to take direction, and is motivated to accomplish the task at hand
2. **INTEGRITY:**
Abides by workplace policies and laws and demonstrates honesty and reliability
3. **TEAMWORK:**
Contributes to the success of the team, assists others, and requests help when needed
4. **SELF-REPRESENTATION:**
Dresses appropriately and uses language and manners suitable for the workplace
5. **DIVERSITY AWARENESS:**
Works well with all customers and coworkers
6. **CONFLICT RESOLUTION:**
Negotiates diplomatic solutions to interpersonal and workplace issues
7. **CREATIVITY AND RESOURCEFULNESS:**
Contributes new ideas and works with initiative

Professional Knowledge and Skills

8. **SPEAKING AND LISTENING:**
Follows directions and communicates effectively with customers and fellow employees
9. **READING AND WRITING:**
Reads and interprets workplace documents and writes clearly
10. **CRITICAL THINKING AND PROBLEM SOLVING:**
Analyzes and resolves problems that arise in completing assigned tasks
11. **HEALTH AND SAFETY:**
Follows safety guidelines and manages personal health
12. **ORGANIZATIONS, SYSTEMS, AND CLIMATES:**
Identifies "big picture" issues and his or her role in fulfilling the mission of the workplace
13. **LIFELONG LEARNING:**
Continually acquires new industry-related information and improves professional skills
14. **JOB ACQUISITION AND ADVANCEMENT:**
Prepares to apply for a job and to seek promotion
15. **TIME, TASK, AND RESOURCE MANAGEMENT:**
Organizes and implements a productive plan of work
16. **MATHEMATICS:**
Uses mathematical reasoning to accomplish tasks
17. **CUSTOMER SERVICE:**
Identifies and addresses the needs of all customers, providing helpful, courteous, and knowledgeable service

Technology Knowledge and Skills

18. **JOB-SPECIFIC TECHNOLOGIES:**
Selects and safely uses technological resources to accomplish work responsibilities in a productive manner
19. **INFORMATION TECHNOLOGY:**
Uses computers, file management techniques, and software/programs effectively
20. **INTERNET USE AND SECURITY:**
Uses the Internet appropriately for work
21. **TELECOMMUNICATIONS:**
Selects and uses appropriate devices, services, and applications



VIRGINIA DEPARTMENT OF
EDUCATION

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**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 19:**

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
<p>Teach the Lesson (Lesson Card)</p> <p>Email or send home copies of Lesson 1 Home Link. (Teacher Materials or Dashboard)</p>	<p>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”.</p> <p>Streaming Lesson Media (Dashboard) or CD</p>	<p>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.</p> <p>Teaching Materials, pg. 18.</p>	<p>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”.</p>	<p>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.</p>

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

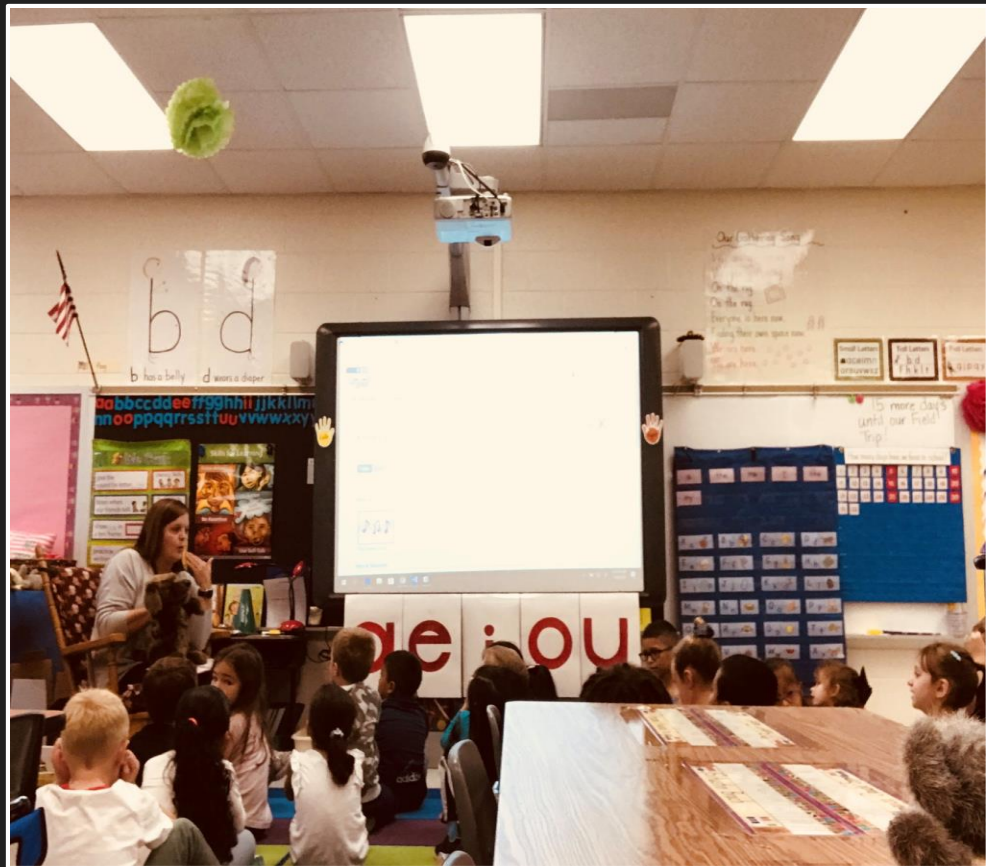
What would it look like, feel like, sound like if your district created the type of schools you'd want for your children?



SEL in the Classroom

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





Weekly Lessons



Games & Activities



Visuals

What Does SEL Look Like

In...

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
- PBIS
- 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.

Listening Rules
Eyes watching
Look in the centers of your eyes.
Ears listening
Cup your ears with your hands.
Noise quiet
Put your finger to your lips.
Belly still
Hold your nose with both arms.

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.

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: _____ PARENT'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.)

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: "Child I feel worried.")
6. Do some belly breathing to calm down.
7. Try another feeling.

How to Belly Breathe

- Relax your muscles and your breathing.
- Make a sound like bubbles. Your change shows to others you are calm, but do not tell your teacher you.
- Breathe as slowly and deep as you can. It should take about 30 seconds to do a round that you can handle.

annoyed
FRUSTRATED
discouraged
SCARED **WORRIED**

CHILD'S NAME: _____ DATE: _____ PARENT'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?



<input type="text"/>	<input type="text"/>	<input type="text"/>
(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)

Practice Problem-Solving



secondSTEP 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.

secondSTEP 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

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+

+

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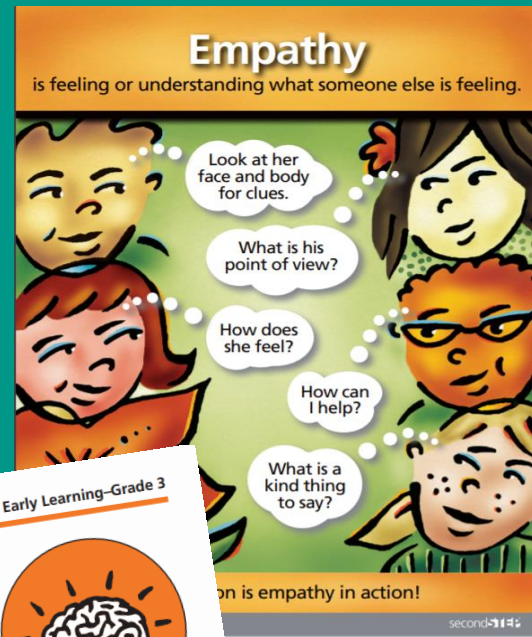
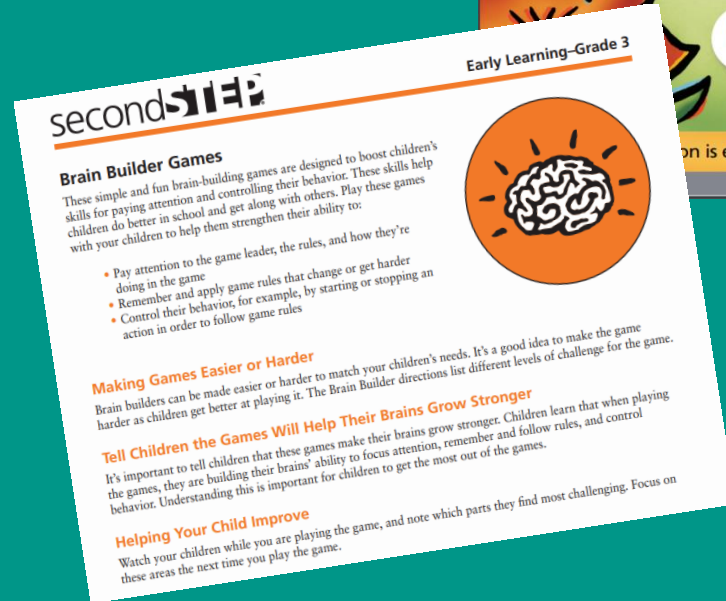
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Pick the Best Solution

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



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](#)

