SEL 2.0: An Essential Element in Prevention, School Culture and Climate, Equity, and Achievement

Maurice J. Elias, Ph.D.
Dept. of Psychology, Rutgers University
Director, Rutgers Social-Emotional and Character Development Lab (www.secdlab.org)

Co-Director, The Academy for Social-Emotional Learning in Schools (SELinSchools.org)

848-445-2444 maurice.elias@rutgers.edu

- *www.edutopia.org/profile/maurice-j-elias*

- ***Workshop, SEL Conference, Manhattan Field Support Center***
- ***NYC Public Schools*, The Wadleigh High School, New York, NY**
- **November 6, 2018**

What is Needed to be College, Career, Community, & Life Ready… in 2028?

www.youtube.com/watch?v=uqZiIO0YI7Y

We are preparing our students for an uncertain future! But one constant will be the importance of caring interpersonal relationships, civil discourse, and a commitment to democratic citizenship and the skills to enact it.

A person is a person through other persons.

–Bantu

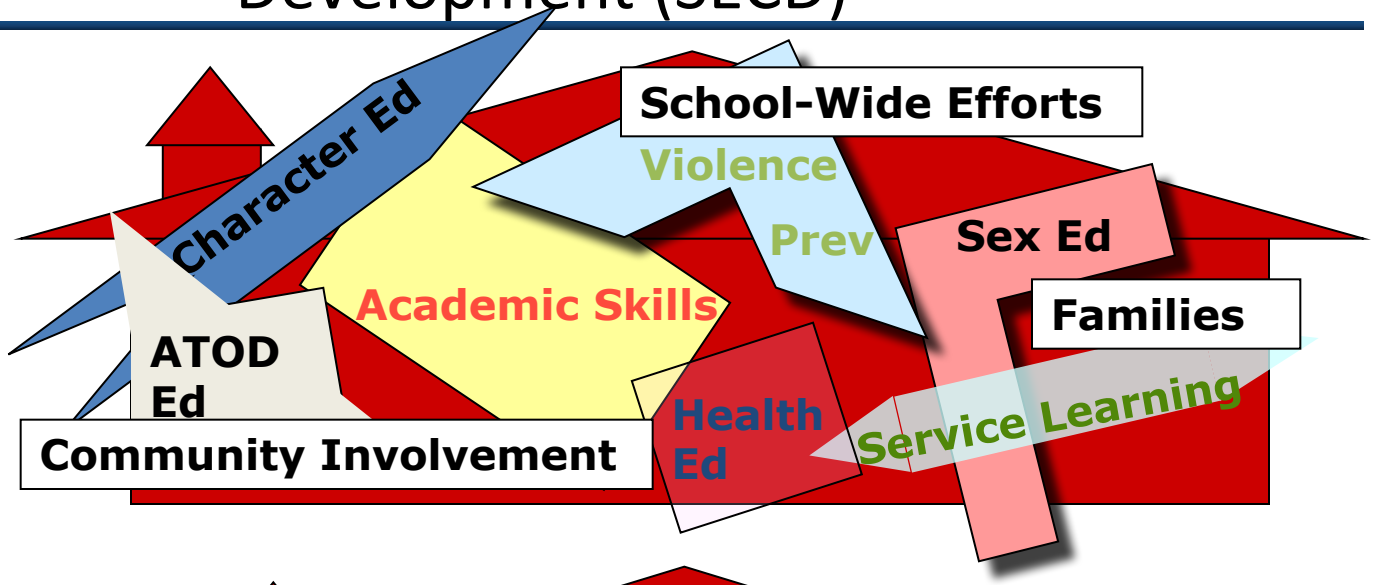
- *To thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning (SEL). Coupled with mastery of traditional skills, social and emotional proficiency will equip students to succeed in the swiftly evolving digital economy.*
- Report of the World Economic Forum, 2016, p. 4
- https://www.weforum.org/reports/new-vision-for-education-fostering-social-and-emotional-learning-through-technology

“Simply passing the accountability assessment is not enough for them to navigate this complex world”

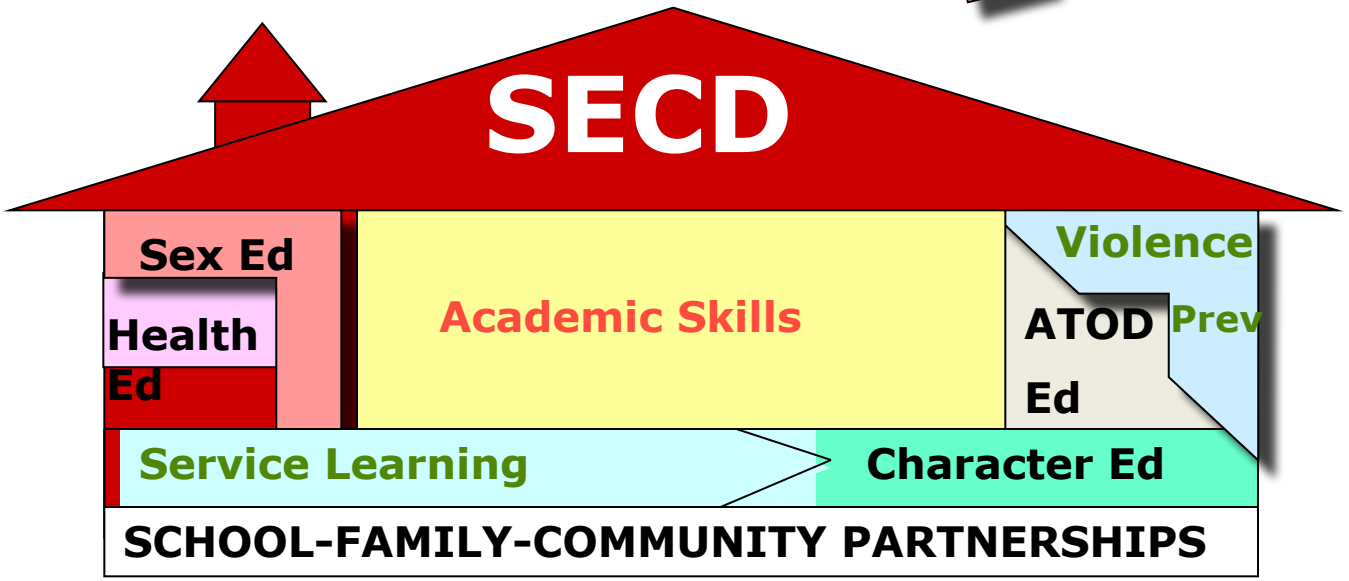
(Metz Elementary Principal)

We must Turn our Jumbled Schoolhouses into Places that Synergistically Promote Social-Emotional and Character Development (SECD)

A Jumbled and Fragmented Schoolhouse



A School of Social-Emotional & Character Competence



If You Had a Magic Wand, What Values Would You Wish Your Children Would Internalize Forever?

- Friendship
- Peace
- Wisdom
- Beauty
- Long Life
- Riches
- Popularity
- Family

Trauma and Challenges: What our youth carry around with them each day

- **Increased pace of life**
- **Greater economic demands on parents**
- **Alterations in family composition and stability**
- **Breakdown of neighborhoods and extended families**
- **Weakening of community institutions; neighborhood violence**
- **Unraveling of parent-child bonds due to work, school demands, time, drugs, mental health, and economic burdens**
- **Climate of war, terror, and societal bullying and intimidation**
- **Ongoing exposure to an array of digital media and pervasive advertising that encourage violence as a problem-solving tool and other health-damaging behaviors and unrealistic lifestyles**

We Must Shift Our Focus

- **Preparation for College Completion"+" and Career Continuity**

Ready, Willing, and Able– Savitz-Romer & Bouffard

Closing the Revolving Door– Rutgers Collaborative Center

How Students Can Truly Achieve: Climate, Character, and SEL Competencies

True achievement in school and in life integrates the intellectual, emotional, and social facets of learning. These are inextricably interconnected.

Positive, Character-Building School Climate

Every day, from the first day of the school year

+

Explicit Instruction in SEL Skills

Ongoing, systematic, developmental, multiyear

+

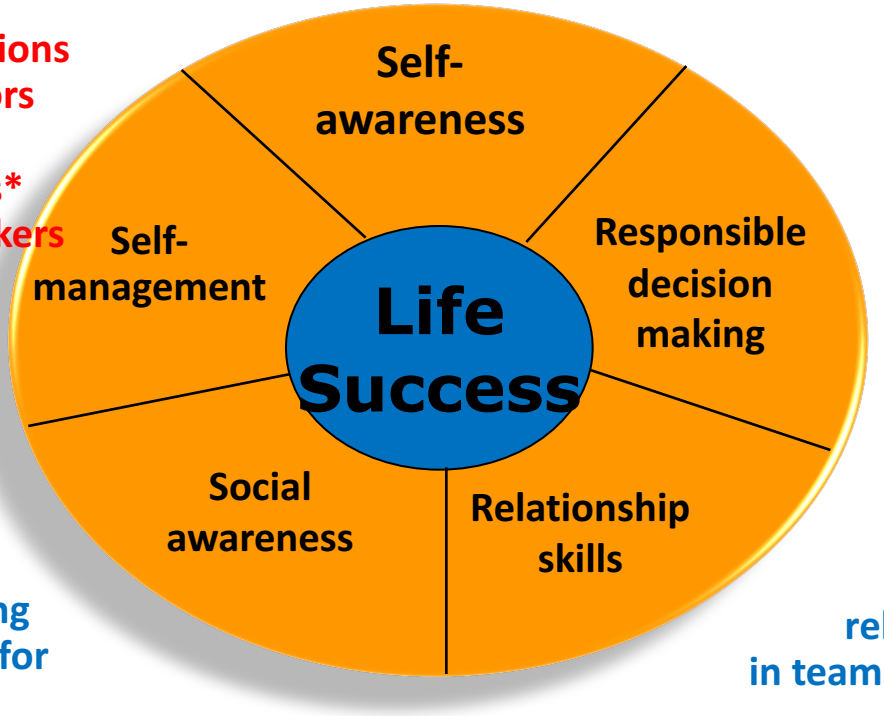
Habits of mind, eye, & ear, and patterns of thinking that include imagination, curiosity, explaining reasoning & products, feedback processes, asking questions, defining & solving problems, and striving to communicate clearly, creatively, and proudly.

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

What Skills are Needed for Success in School and Life/Performance Character?

Recognize one's emotions, values, strengths, and limitations*
*Emotion Vocabulary Quiz

Manage emotions and behaviors to achieve one's goals*
*Trouble Trackers



Make ethical, constructive choices about personal and social behavior

Show understanding and empathy for others

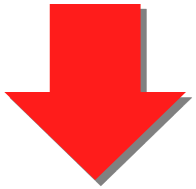
Form positive relationships, work in teams, deal effectively with conflict*
*Collaborative Improvement Plans

Benefits of SECD

Good Science Links SECD to the Following Student Gains:

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 10-11 percentile-point gains on standardized achievement tests

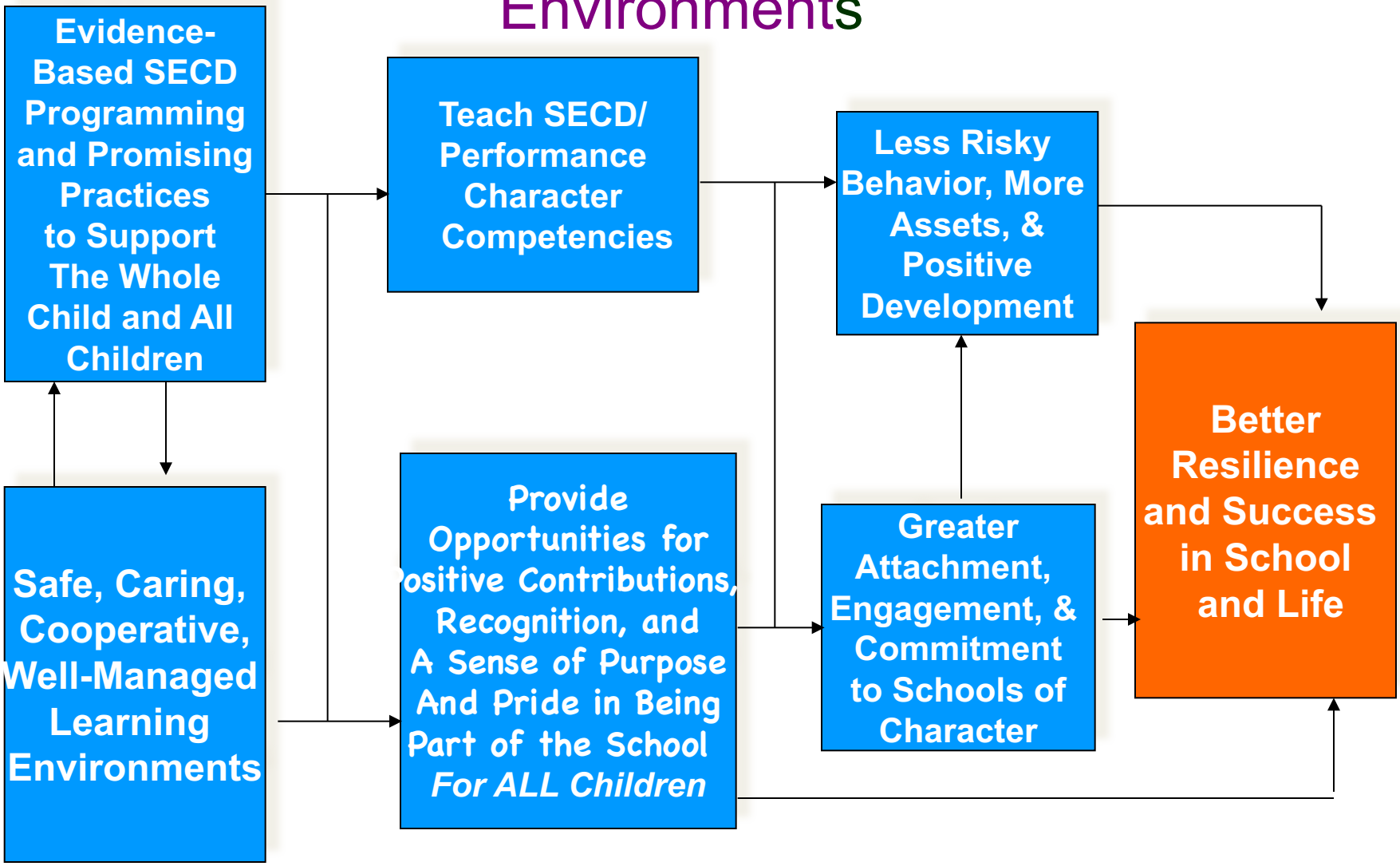
And Reduced Risks for Failure:



- Conduct problems
- Aggressive behavior
- Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*. (available at www.casel.org) and M. Berkowitz & M. Bier, *What works in character education.* (Washington, DC: Character Education Partnership, 2006) (available at www.characterandcitizenship.org.)

Resilience Comes from a Confluence of SECD and Supportive School and Community Environments



Some Myths and Realities: The Task is One of Ethical and Moral Responsibility and Educational Equity

We must guarantee that children are in a positive school climate and will systematically learn social-emotional competencies and character virtues essential for life, college, and career success. ***It cannot be optional.***

For the future, educational equity and excellence require full preparation for the tests of life-- academic, civic, social-emotional, and character-- not mainly a life of tests.

We Need an Integration of Social-Emotional Competence and Character

MOSAIC

Mastering Our Skills And Inspiring Character

If Skills are the propellers,

Virtues are the rudder.

The Journey of Life

requires both.

What is the MOSAIC Approach to Building SECD?

1. Skill Mastery
2. Character Inspiration- 5 Virtues from MOSAIC
3. Purposeful Action (www.secdlab.org/MOSAIC)

Principal Kafele

https://www.youtube.com/watch?v=U98d6CQbz4s

The Power of Purpose

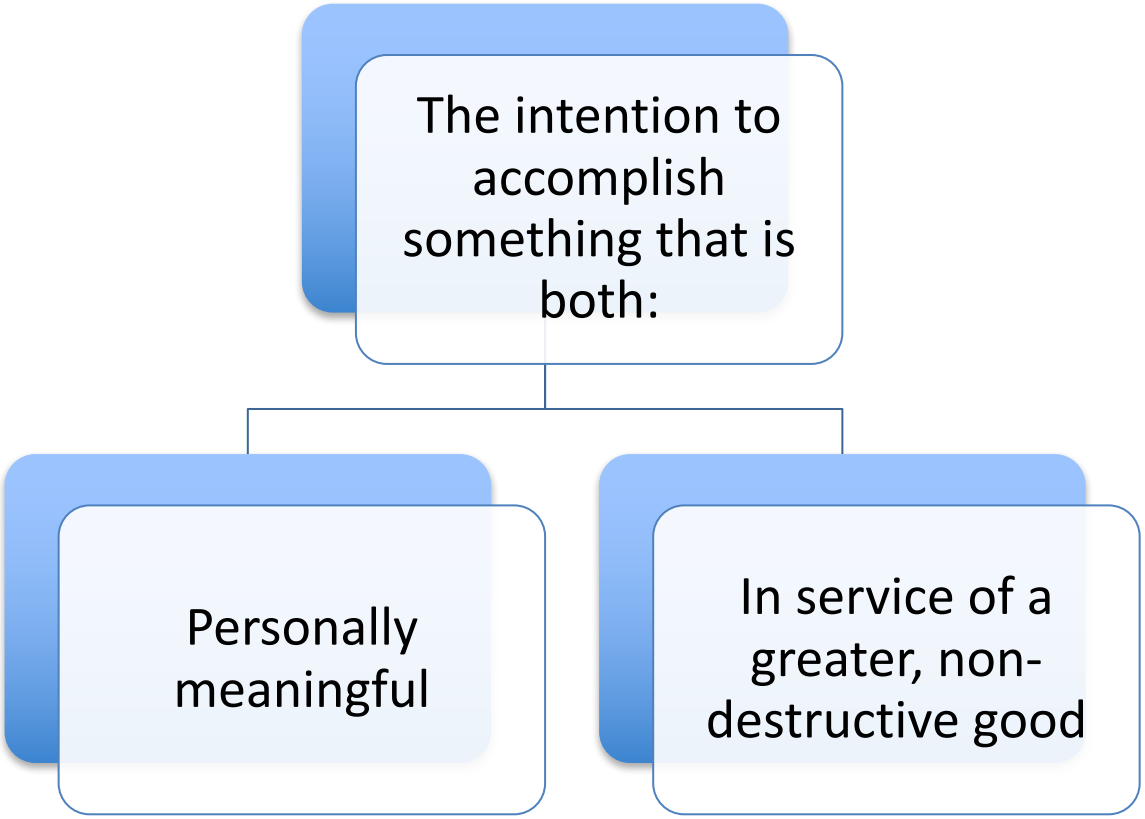
Stanford University psychologist William Damon (2003, p. 9) defines noble purpose:

"stable and generalized intention to accomplish something that is at once meaningful to the self and of positive consequence to the world beyond the self"

2 Minute Reflection and Pair-Share:

What are the implications of a greater focus with students on their sense of Positive Purpose?

Positive (Noble) Purpose



SECD is Directed by Purpose-Ideally, Positive Purpose

Many persons have a wrong idea of what constitutes true happiness. It is not attained through self-gratification but through fidelity to a worthy purpose.

Helen Keller

If you believe you are here for a purpose, your energies will be focused. A sense of mission will give you strength. You will do remarkable things.

Rabbi Lord Jonathan Sacks

Everyone can be great because everyone can serve.

Martin Luther King, Jr.

Trajectory of Purpose-Related Activities

- *Level One: The Positive Purpose of a Well-Known Individual– via picture books, fiction, biographies, documentaries, history, current events, Torah study*

- *Level Two: The Positive Purpose of a Personally-Known Individual– local hero, community leader, clergy, first responder, family members, educators*

- *Level Three: My Positive Purpose- Who Am I?*

Formalizing goal-setting in school toward Positive Purpose

- Set the expectation- do on a half-year or marking period basis-- 3 goals to:
- Make myself better
- Make my classroom better
- Make my school better
- Make the wider community and world better

SEL 2.0: SECD, Purpose, Mindset, & Social Action

Social-emotional and character development (SECD) competencies are as basic, foundational, and essential to academic achievement as reading competence, and must be fostered in schools of character that focus on supporting and actualizing students' sense of positive purpose. When students have a positive purpose and a mindset of contribution, they are willing to learn and cooperate for social action.

Questions/Reflections

- What have we learned from working in over 400 schools in the past 10 years?

Essential Features of SECD Programs

- They are not just programs– they must be part of a multiyear school improvement strategy
- Provide a common language
- Flexibility with consistency
- Specific lessons focused on SECD

- Opportunities for integration across all subjects via skills, themes, core virtues
- We know the implementation processes (Laminated Card)

Creating an SECD Classroom/Group Culture and Climate

- **How do I establish a comfortable learning environment in my classroom?**
- **How do I prepare my students to practice and apply new skills and information?**
- **How do I manage discipline in my classroom?**
- **What are the 3-4 values that I most want my class to operate by and that I want my students to internalize?**

30 Second Reflection

What obstacles do you see in widening student participation in school-related service and wider community and social action?

The Paths to Purpose: Service, Inspiration, Finding a Calling

One thing I know: The only ones among you who will be really happy are those who will have sought and found how to serve.

Albert Schweitzer

It did not really matter what we expected from life, but rather what life expected of us.

Viktor Frankl

Everyone can be great because everyone can serve.

Martin Luther King, Jr.

Action-Focused Pedagogy: Convergence of Service and Purpose

STAT—Students Taking Action Together

- The SECD Lab at Rutgers is undertaking a pilot project to take a basic social action pedagogy module, which we call STAT—Students Taking Action Together—and adapt it for use as part of everyday social studies, history, civics, and current events instruction, as well as to address school problem situations as they happen.

STAT—Students Taking Action Together

- One of the purposes of STAT is to build students' SECD to create dialogue and civility among diverse students, and a sense of empowerment and civic engagement.
- We would like students to start with the classroom and move outward to the school, community, and world.

STAT—Students Taking Action Together

- The STAT approach is ideal for partnerships between school support personnel and those teaching social studies and related classes, as well as language arts, in partnering to conduct respectful debates, social action methodologies, and build communication, problem solving, and other skills needed to achieve effective and sustained social action in the context of our common humanity.

The MOSAIC/STAT Approach to Preparing Students for Engaged Citizenship

MOSAIC/STAT

***M**astering **O**ur **S**kills **A**nd*
*Inspiring **C**haracter by*

Students Taking

Action Together

Focal Social-Emotional Skills in the MOSAIC/STAT Approach

1. Empathy
2. Perspective Taking
3. Communication
4. ***Social Problem Solving***
5. Emotion Regulation

Action-Focused Pedagogy and Students' Views of Social Issues

- Yes-No-Maybe to think about relevant school and social issues and cause cognitive dissonance:

- *There are people who deserve to be treated badly because of certain things about them.*
- *It's okay to say not so good things about others on the internet, as long as they can't tell that it was you who said it.*
- ***Smoking (taking drugs, drinking, etc.) may be bad for some, but it won't happen to me.***

Pedagogy to Promote Critical Thinking, People Getting Along Better, and Being Civil & Civically Engaged

- **(a) PLAN Problem Solving:** an overall framework for analyzing all issue, to provide a repeated strategy that can become internalized
- **(b) Responsible Listening**: having to summarize the positions one just heard
- **(c) Respectful Empathic Debate**: asking students to argue from the perspective of all sides of an issue, especially ones they disagree with, perhaps regarding specifics of how a situation was handled, or the specific actions taken
- **(d) Peer Opinion Sharing**: Yes-No-Maybe

STAT in Action: Examples from MOSAIC at www.secdlab.org/STAT

- **(a) Peer Opinion Sharing**: Yes-No-Maybe

-

- **(b) Respectful Empathic Debate**: asking students to argue from the perspective of all sides of an issue, especially ones they disagree with, perhaps regarding specifics of how a situation was handled, or the specific actions taken

PLAN Problem Solving
Social Action Strategy: *The Front Page*

Each STAT lesson uses the **PLAN** social action process:

1) creating a problem description (**P**),
which defines the issue being discussed,

2) brainstorming a list of options (**L**) to solve the problem,

3) developing and acting on an action plan to solve the
problem (**A**), and

4) noticing successes as part of ongoing evaluation and refinement (**N**).

PLAN Graphic Organizer

Keys to the PLAN Instructional Strategy

- **(e) Collaborative Creativity**: how else could the problem have been viewed? What other solutions might have been considered?

- **(f) Audience-Focused Communication**: how can students share what they have learned with others? Write a letter to a newspaper? Conduct a mock interview? Send something to people involved? Create an artistic or musical depiction? Reach out to an elected official? Conduct a mock debate? Some other kind of social action?

Audience-Focused Communication and Social Action

- Key to the approach is for **students to create products they have to prepare, deliver, and defend collaboratively**. These might be social action improvements in their classrooms or schools, or they might be alternative solutions to historical problems or proposed solutions to current events.
- A part of the learning process that creates flexibility is for **students to get feedback on what they create and have the opportunity to modify in light of feedback**. This will include situations where their ideas are not supported.

Examples of STAT in Action

- **Example #1: Social Studies/History class**
  - **Topic: the Civil War**
- Consider the problem from different perspectives, using the PLAN framework

Example #1 of STAT in Action

- Consider a debate, or a Yes-No-Maybe discussion, based on this statement:

  All through history, many countries have had slaves. What the South was doing was no different.

- Details of the lesson are in The Front Page handout, also available at www.secdlab.org/STAT

Example #2 of STAT in Action

- Consider a debate, or a Yes-No-Maybe, based on this statement:

People should not be able to vote unless they can prove they have a real understanding of the issues in an election.

Example #2 of STAT in Action

- P: How do different groups in the community define the problem? Who are the various voting groups in the community? Do all individuals want to see all different groups of voters increase their voting? What are the issues, from each perspective? Who are the key people involved in making important decisions?
  Note: At this point, it might be valuable to invite diverse community members to come to the class/classes/school to speak about these issues.
- L: What are the goals of different groups with regard to increasing voter turnout? What options did they consider to be acceptable ways to resolve the problem? What are they currently doing?

Example #2 of STAT in Action

- A: How are they carrying out their plans? Who is involved? What obstacles are they encountering? How are they dealing with them?

- N: How is it working out? What has been successful so far? What has not? What can be learned from these experiences that are relevant for future action?

Example #3 of STAT in Action

- **Example #3: Current Problem in the School**
  - **Topic: Cheating on tests (or HIB, etc.)**
- Consider the problem from different perspectives, using the PLAN framework

Example #3 of STAT in Action

- Consider a debate, or a Yes-No-Maybe discussion, based on this statement:

Cheating is only wrong if you get caught.

Otherwise, no one is affected.

- P: What was the problem that those who cheated were trying to solve? What were the issues, from their perspective? What feelings did they have? What were the issues from the perspective of teachers and administrators? Students not involved in cheating?

- L: What options did those who cheated consider to be acceptable ways to resolve the problem? What did they ultimately decide? How did they arrive at the decision that cheating was acceptable?

.

Example #3 of STAT in Action

- A: How did they carry out that plan? What obstacles did they encounter?

- N: How did it work out? What consequences did they not consider that they should have? How would their action have been wrong even if they were not caught? What can be learned from their experience that are relevant to the present?

- **Audience-Focused Communication**: How could students share the outcome of their conversation? What action steps might their be? How can they learn to monitor the success of their plan, and make improvements as needed for the future?

Questions/Reflections

Recommendations to Guide Policy

- Each student should receive a minimum of **one-half hour of explicit instruction per week in skills related to social-emotional and character development** (SECD) with systematic follow through as part of a comprehensive prek-12 scope and sequence

(see Anchorage, Alaska, public schools for an example of such a framework, as well Appendix C of CASEL's *Promoting Social and Emotional Learning: Guidelines for Educators*).

- Recommend a daily advisory structure in middle/high schools (15 instructional minutes per day)

Building a Skill:

Consider Skills You Have Built– driving, hobbies

All Children need the ability to think clearly and make healthy and prosocial decisions under stress

Practice, Prompts, Reflection, and Overlearning are Important because Real Life Application of Skills in Situations that are almost always

- **Complex**
- **Emotionally Charged**

Teach Classrooms and Schools a Self-Calming Strategy

How would you prompt and cue a self-calming strategy for an amnesiac?

Have everyone use a prompt like "Keep Calm"… derived from Lamaze, used in ***Social Decision Making***

How can We Infuse Keep Calm into our Day?

- Keep Calm Corner?
- Common Language/Prompt and Cue
- Reflection
- Keep Calm Journals
- Other Ideas?

Let's Take a Look

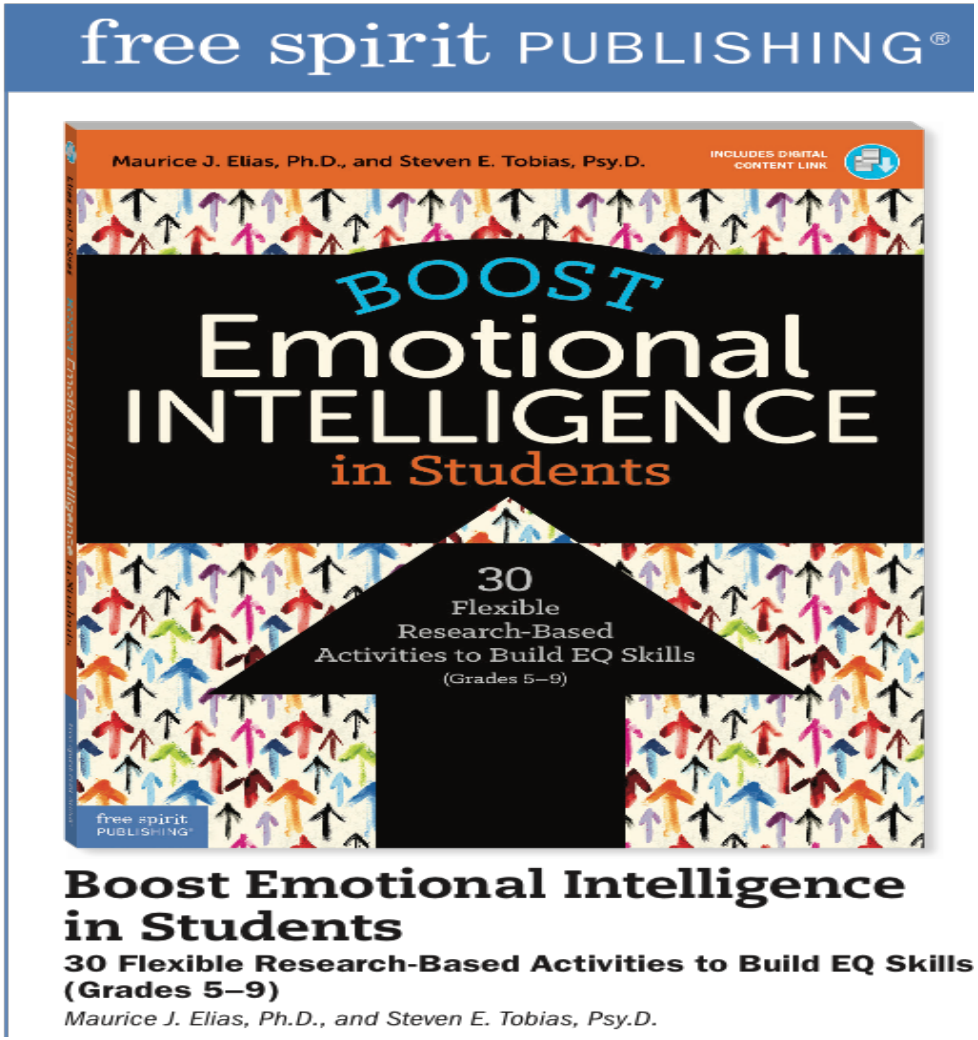
- Watch the "Smart Hearts" video, at www.edutopia.org

- What sound pedagogical techniques are you seeing to foster skill and virtues development?

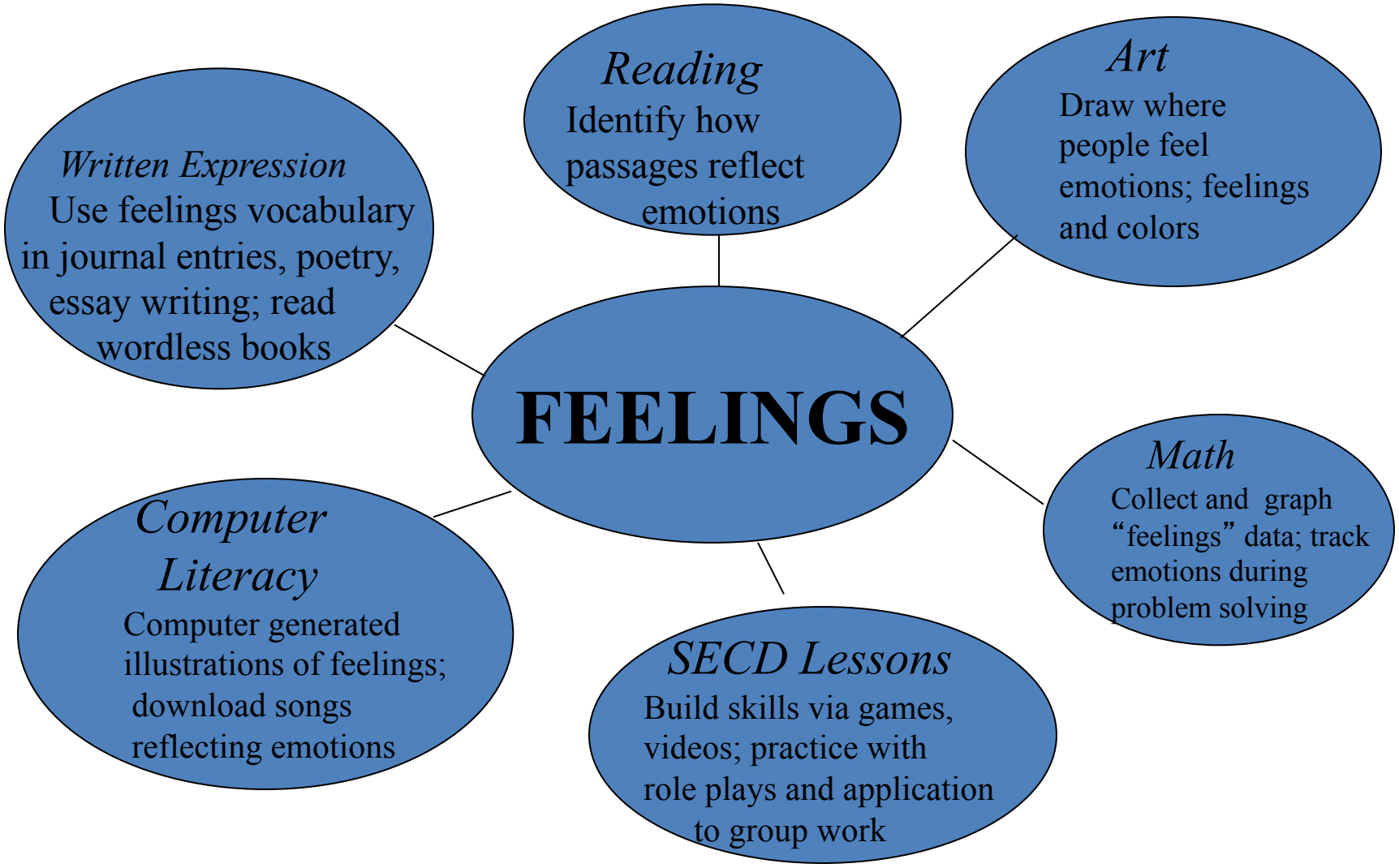
Activities for Use in Skill-Building or Social-Action, Contributory Service Groups

For Grades 5-9

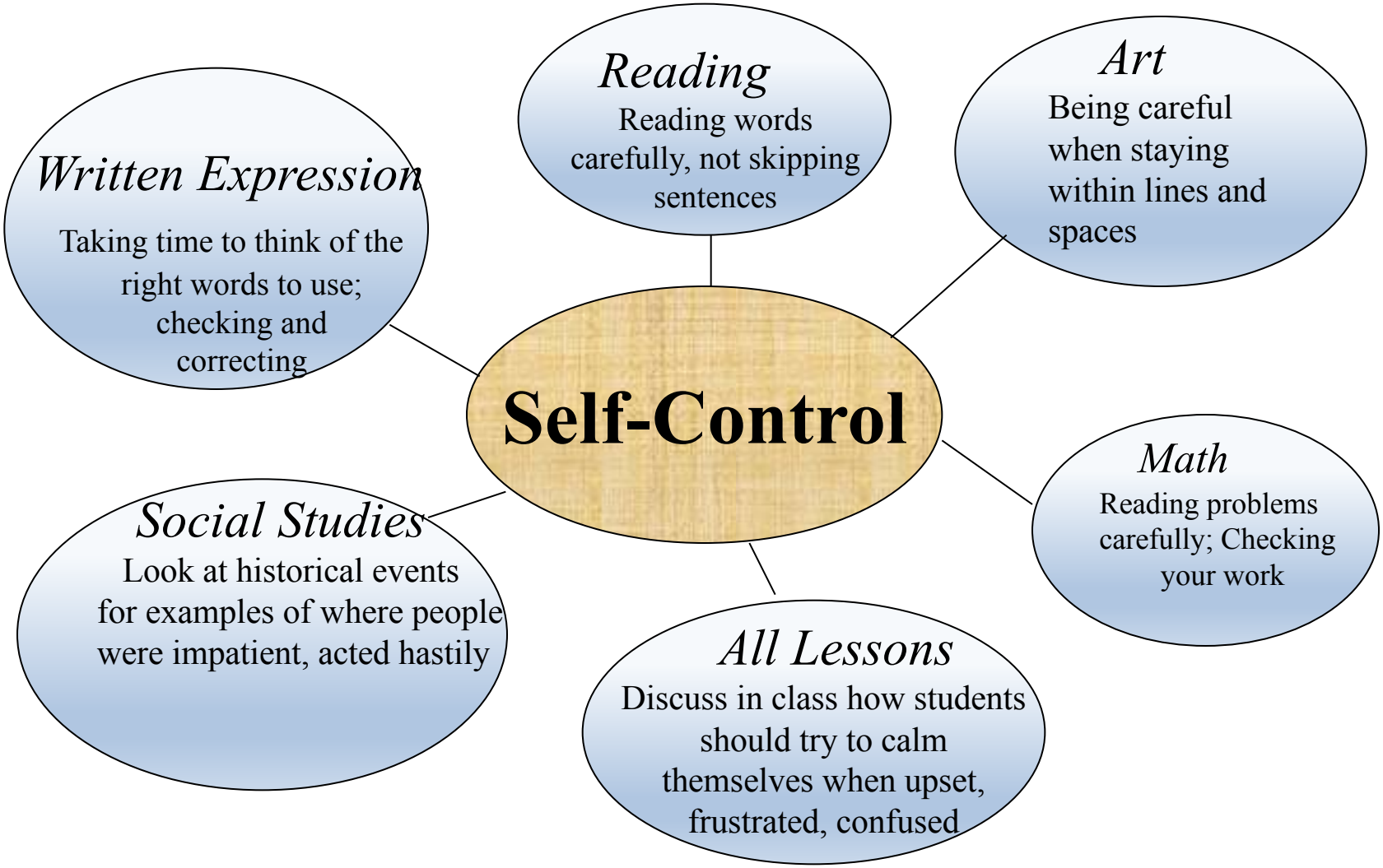
Complements existing SEL programs your school might be using



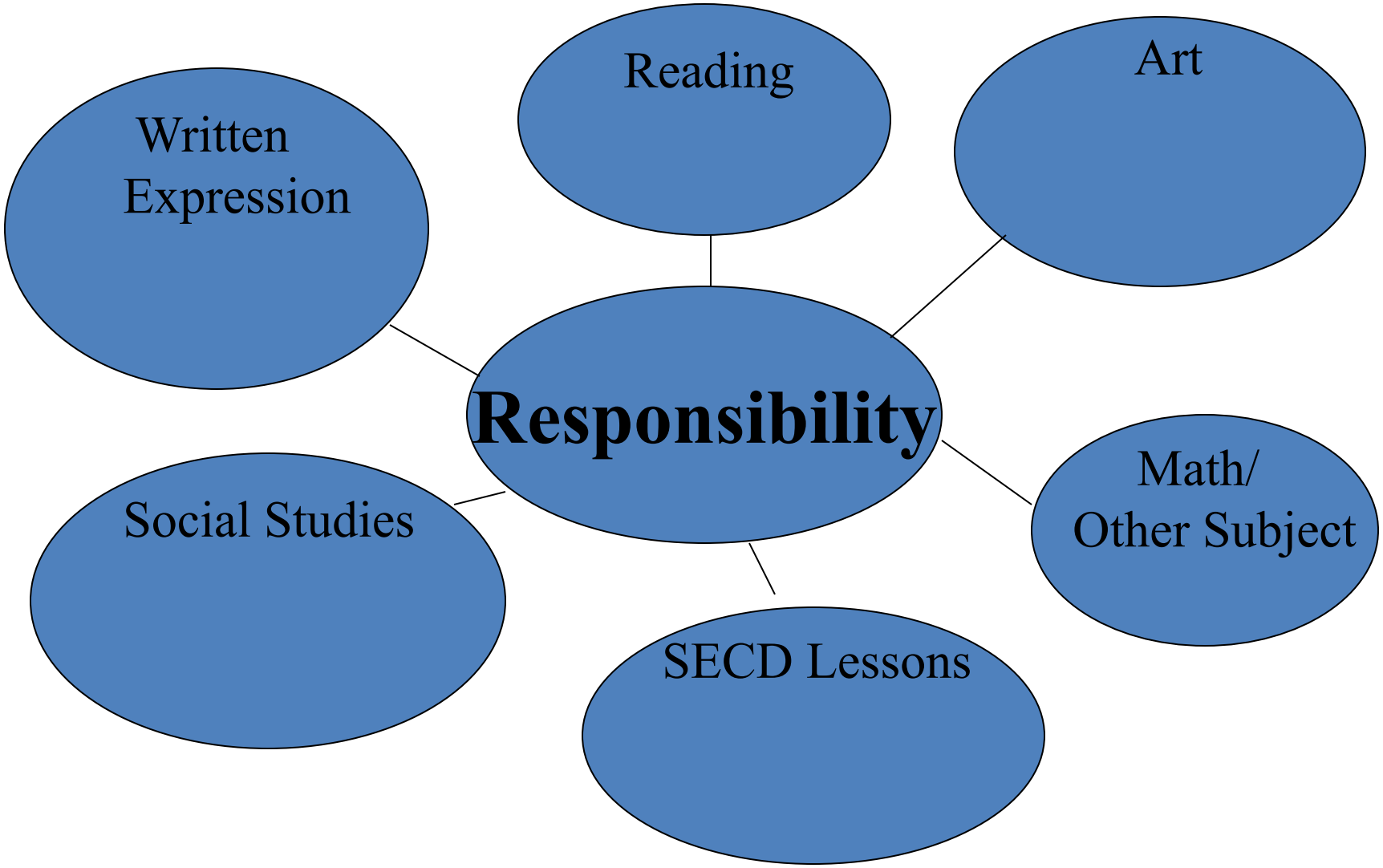
Help Subject Area Teachers Integrate SECD into Lessons



Reinforce Key Skills in Many Areas



Integration of SECD Virtues into Lessons: Fill in the Blanks



SECD Responsibility Lesson Integration

- *Math*: Check work, ask for help if you don't know
- *Language arts*: Synonyms, examples in stories, how carried out by characters, why challenging
- *Pedagogy*: Keep track of assignments, tests; leave time for preparation; how to be a good group member
- *Science*: care for the environment, conservation of resources, e.g., water, soil, clean air; lab etiquette
- *Art*: Photograph examples of responsibility; create responsibility collages, mosaics
- *Health*: proper care of body, nutrition, sleep patterns, hygiene
- *SECD Lessons*: Skills needed to be responsible

WHO?
WHOM?
WHEN?
WHOSE?
QUESTIONS
HOW?
WHAT?
WHY?
WHERE?
WHICH?

Academy for Social-Emotional Learning in Schools: *SELinSchools.org*

- Overarching goals are to address the gap in professional development of school leaders and teachers that exists today and to create a community for on-going mentoring, resource support, and sharing of experiences from walking the talk!
- The Academy offers a virtual Professional Learning Community and two certificate programs.
- Certificate for School Leadership in Social-Emotional Learning and Character Development.
- Certificate for Instruction of Social-Emotional Learning and Character Development. (sel.rutgers.edu)
- Academy Overview Video: http://sel.cse.edu/

Academy for SOCIAL-EMOTIONAL Learning in Schools

A Partnership of COLLEGE of SAINT ELIZABETH and RUTGERS

What is the Online Professional Development Community?

- A unique feature of the courses and the certificate is participants' involvement in a virtual Professional Learning Community (vPLC). Beginning with participation in one's classes and practicum, there is an emphasis on being part of a community of learners who support and assist one-another during the courses– and beyond.

Research Confirms Long-Held Good Sense

- *To educate a person in mind and not in morals is to educate a menace to society.* -- Theodore Roosevelt

- *We are going to ask our children not just to talk but to act, serve, and live in accordance with a set of higher values and with a buoyant optimism.*–– R. Sargent Shriver

- *Intelligence plus character - that is the goal of true education.* -- Rev. Dr. Martin Luther King, Jr.

Courage, Persistence, and Support Structures/Empowering Settings Are Needed to Sustain Nurturance and Truly Foster Moral and Performance Character

"Don't let what you cannot do interfere with what you can do."

John Wooden

"The children are waiting."

Ted Sizer

Contact Information for Involvement in STAT Pilot Work

- *www.secdlab.org/STAT*
- Questions: STAT.SECDLAB@gmail.com
- ***You can download copies of all STAT and MOSAIC materials***

- For ongoing information about SECD:
- *www.edutopia.org/profile/maurice-j-elias*
- *SELinSchools.org*