Embedding SEL for Academics and Antiracism

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School Support Network Virtual Meeting
October 21, 2020

SEL/SECD: Intentional, Embedded, Developmental, Sustained

- There is a difference between "doing" SEL and students' internalizing SEL. For the latter, SEL is used to accomplish essential school learning goals; the goal is not simply to learn SEL. Internalization comes from intentionally embedding SEL into academic subject areas and into schools' antiracism/equity efforts. This webinar will show how to embed SEL into language arts, social studies, visual and performing arts, and counseling/advisories, as well as how doing so can be further tailored to contribute to equity/antiracism in students. Following this approach will lead to improvements in all of the areas in which SEL is effectively and integrally embedded.

What Are Our Aspirations for All of Our Children/Students?

www.youtube.com/watch?v=QpEFjWbXog0&t=10s

One constant will be the importance of caring interpersonal relationships, civil discourse, and a commitment to democratic citizenship and the skills to enact it.

We cannot learn without caring relationships:

https://www.nytimes.com/2019/01/17/opinion/learning-emotion-education.html

A person is a person through other persons. —Bantu

Redirect our Priorities Toward Preparation for College Completion"+" and Career Continuity

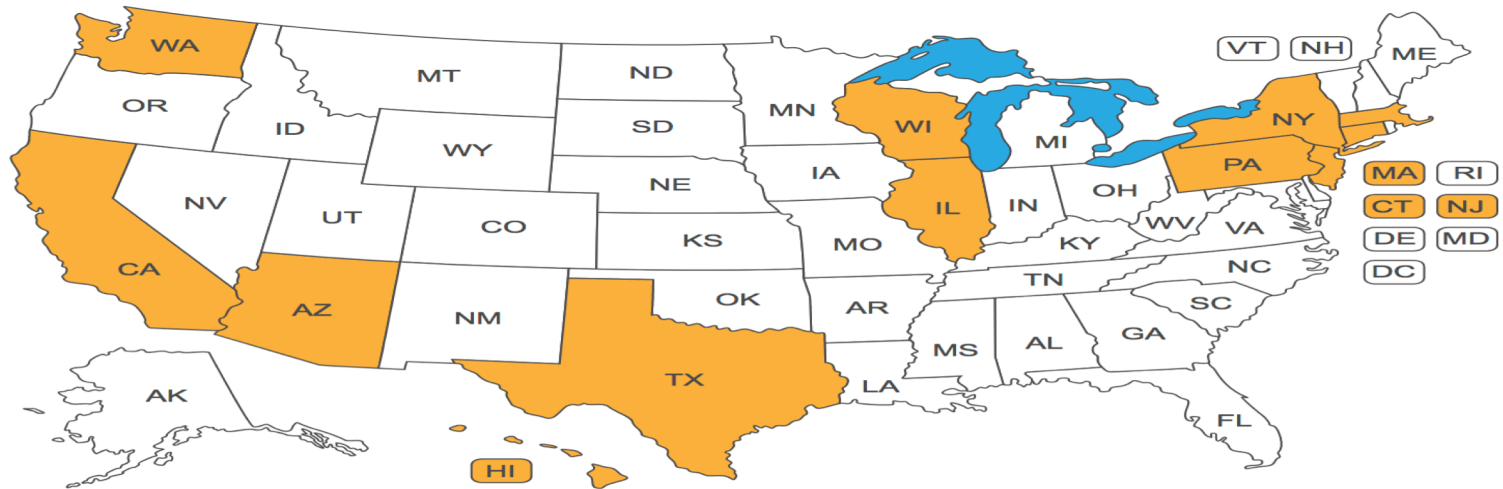College and Career success are mediated by EQ at least as much as IQ.

Students must be prepared for citizenship by understanding our democracy and its history and by living it in the present in our schools (Dewey)
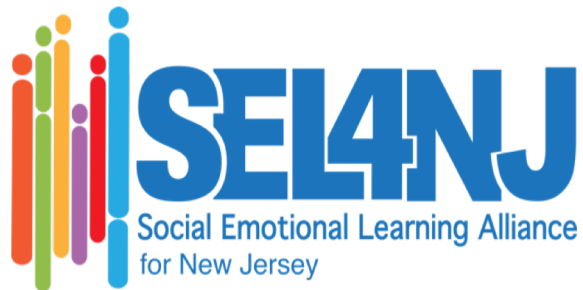
www.SEL4NJ.org

- *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

- European Network for Social-Emotional Competence (https://www.enseceurope.com/)

Reflection Question

Think of a student that you would consider to be...

    Friendly

    Responsible

    A Good Student

    A Good Citizen of the School

    Antiracist

How would someone know that this student earned this label? What overlaps all of these categories?

SEL 2.0- SECD- Has Arrived from CASEL!!

"Elevates identity, agency, and belonging [and Purpose] as critical pillars of SEL."

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.
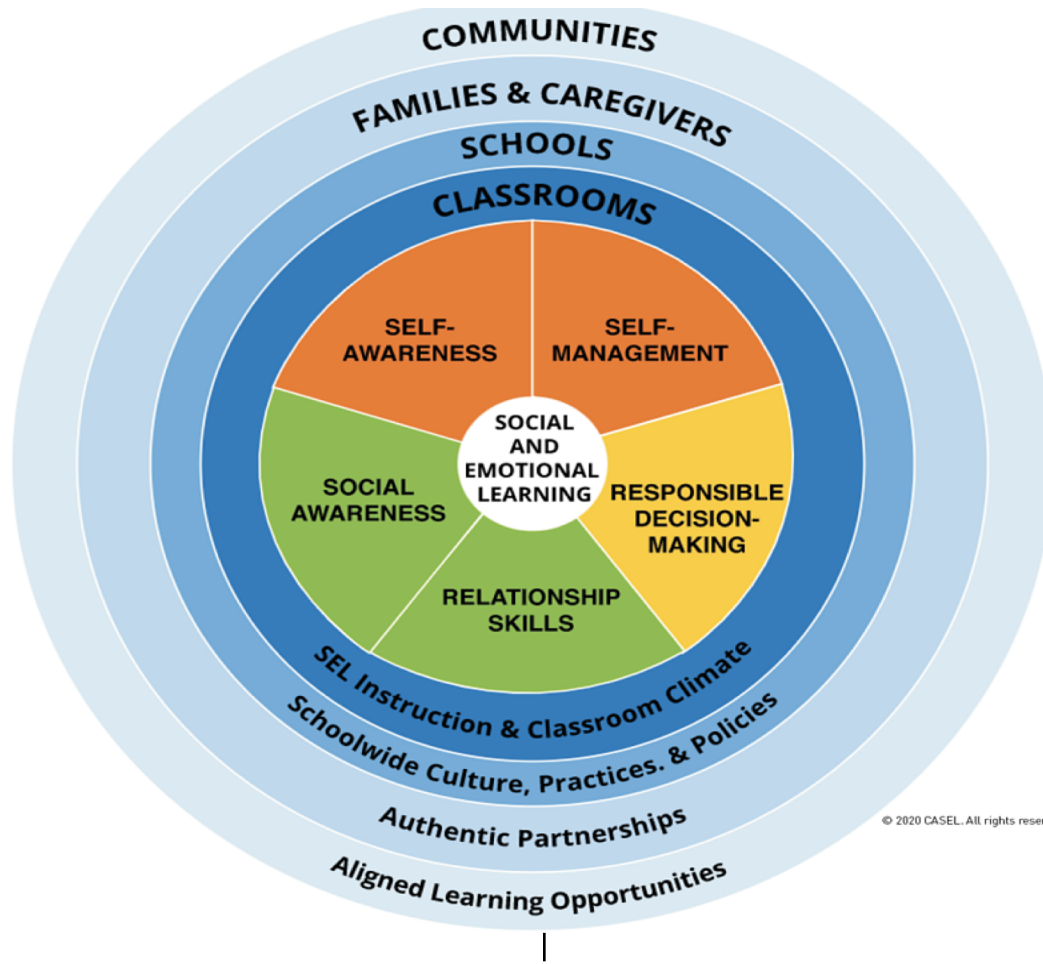
The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.
This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
This includes capacities to recognize one's strengths and limitations with **a well-grounded sense of confidence and purpose**.

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, *work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership,* and seek or offer help when needed.

Social awareness · **Self-management** · **Responsible decision making** · **Life Success** · **Self-awareness** · **Relationship skills**

The New CASEL 5 Wheel– October 2020:
In Ecological Models, People Usually Are at the Center

SmartFocus on Social-Emotional Learning and Character Development   A **SmartBrief** Update

SPONSORED BY   Academy for **SOCIAL-EMOTIONAL** Learning in Schools   IN COLLABORATION WITH **RUTGERS** School of Arts and Sciences   WINTER 2018

GETTING SERIOUS ABOUT SECD

Tips for developing policy, teacher training and instructional practices around social-emotional character development.

"THIS IS OUR TIME," asserts Tim Shriver, an educator, advocate and Collaborative for Academic, Social, and Emotional Learning board chairman. "When you look at what's going to make the country stronger, restore or rebuild the fabric of citizenship and service, reduce anxiety and fear, and promote competition and creativity and the entrepreneurial spirit — it's not politics or business or entertainment. It's education."

Social and emotional learning and character development have been on the education priority list for decades but are getting a new attention thanks to:

1 Increasing business demand for interpersonal skills. Employers want people who can communicate and interact well with others, but many US workers lack these skills, according

to research from LinkedIn. "Communications is the No. 1 skills gap across those major cities in the United States," says LinkedIn CEO Jeff Weiner in an interview with CNBC's "SquawkBox."

2 Mounting scientific evidence that suggests success in school and life is dependent on healthy social and emotional development, including the ability to understand and manage emotions, according a report by The Aspen Institute.

3 Growing realization that this is not a minority or low socioeconomic status issue. "Today, the most elite independent private schools are looking for social and emotional learning programs in the same way most challenged urban high schools are," Shriver says. SEL is not relegated to class or status; it impacts students from all walks of life.

Citizenship Requires Organization, Action, Skills, and Character

- Our students will inherit the instruments of democratic government, and *we need them to be ready*.
- To be ready, *they need social-emotional and character development competencies*.
- They also need their time in schools to provide them with *opportunities to organize for meaningful social action* directed at real school and community problems.
- They need to be critical thinkers, compassionate actors, and literate in multiple media.

SECD, Purpose, Mindset, Social Justice, and Social Action

Social-emotional and character development (SECD) competencies are as <u>basic, foundational, and essential</u> 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, put their learning to constructive use, and cooperate for social action and social justice.

SEL Helps Valued Outcomes to Happen

SEL in the COVID Context

- Emotions are heightened
- Stress is greater
- Feelings of loss are constant
- Relationships are strained
- Creativity is taxed

SEL is More Important than Ever because SEL Helps Valued Outcomes to Happen

Example: Text Complexity's SEL Connection

Academic Standards require students to engage deeply in much *more complex text* than most have been exposed to previously. And not just read the text, but **deeply engage in its vocabulary, point of view, and author's intent**, all while connecting to prior knowledge and prior reading.   To do this, students require SEL skills. Here's why:

Students will experience...	And so may need.....
Longer periods of engagement with text	• Self-control as they get wiggly (Self-Management) • Self-motivation to stay engaged with text (Self-Management) • Perspective-taking as they make meaning of the text (Social Awareness)
Frustration with unfamiliar vocabulary or more complex text structure	• Seeking help if they struggle with longer passages, unfamiliar vocabulary and structure (Relationship Skills) • Manage stress as they encounter more unfamiliar vocabulary than before (Self-Management) • Empathy for classmates who are struggling (Social Awareness)
Increased frequency working with peer groups to examine and problem solve around text	• Setting and achieving goals (Self-Management) • Understanding social and ethical norms for behavior when working in peer groups (Social Awareness) • Communicating clearly and working cooperatively with peers (Relationship Skills) • Considering the well-being of self and others (Responsible Decision-Making)

We Know How Students Learn:
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	**+**	Explicit Instruction in SEL Skills	**+**	Habits of mind, eye, ear, mouth, and hand that include curiosity, explaining their reasoning, feedback process, asking questions, and defining and solving problems, and striving to communicate clearly and proudly.

Source: *SEL and Academics: Research Brief*,
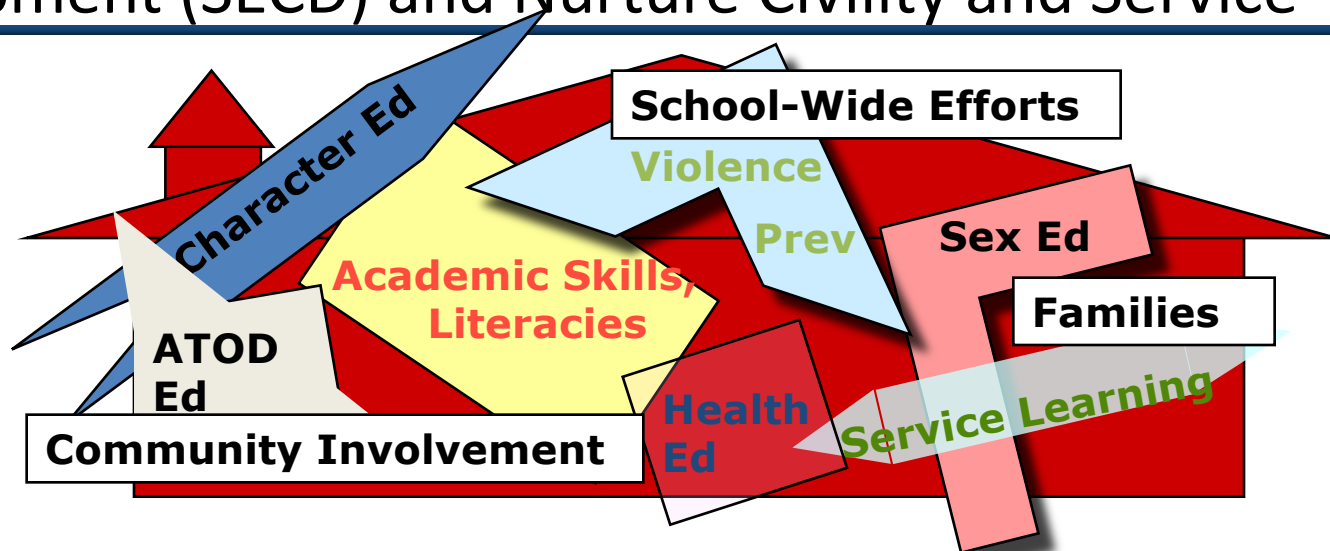Collaborative for Academic, Social and Emotional Learning, 2007.
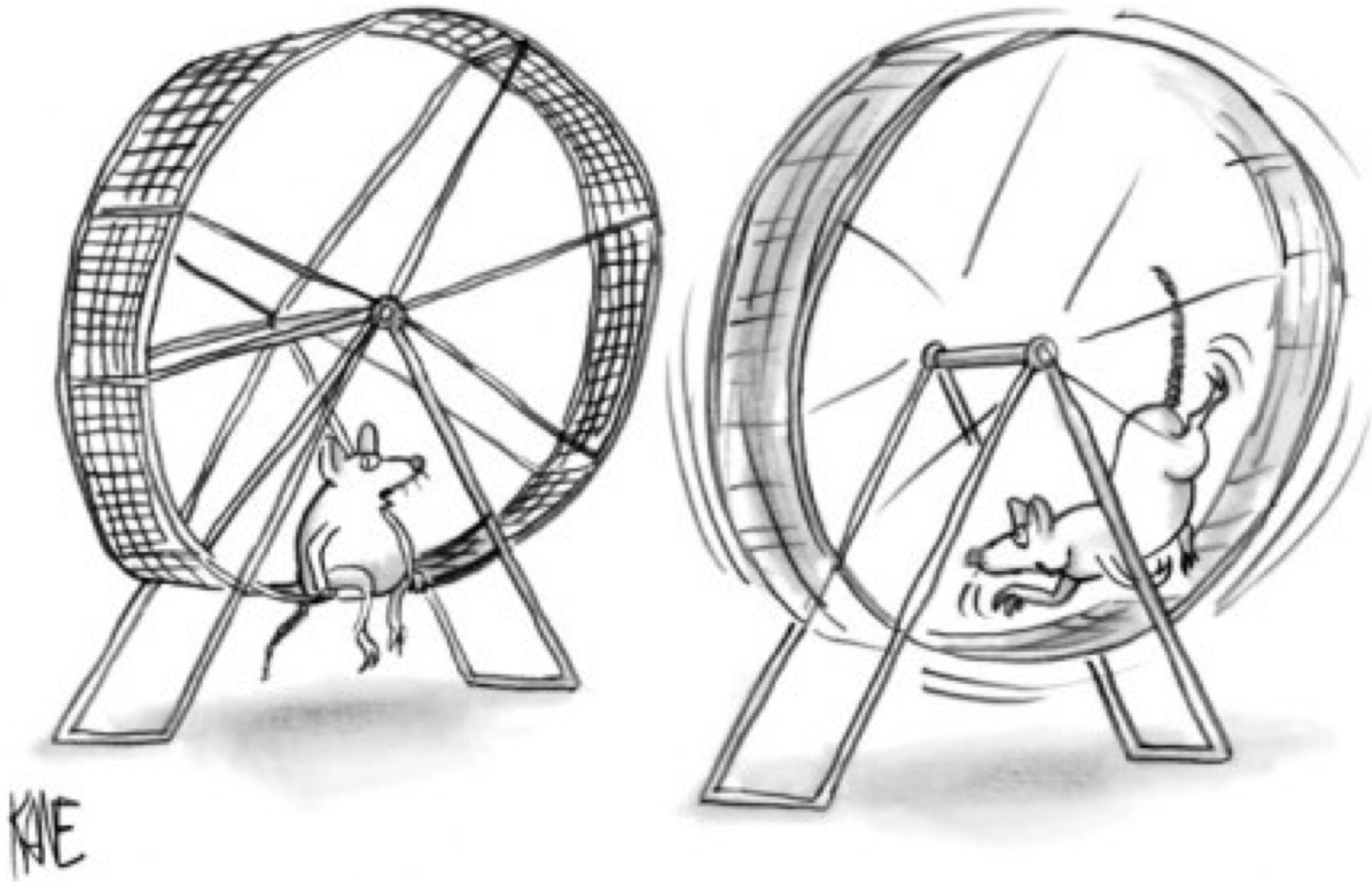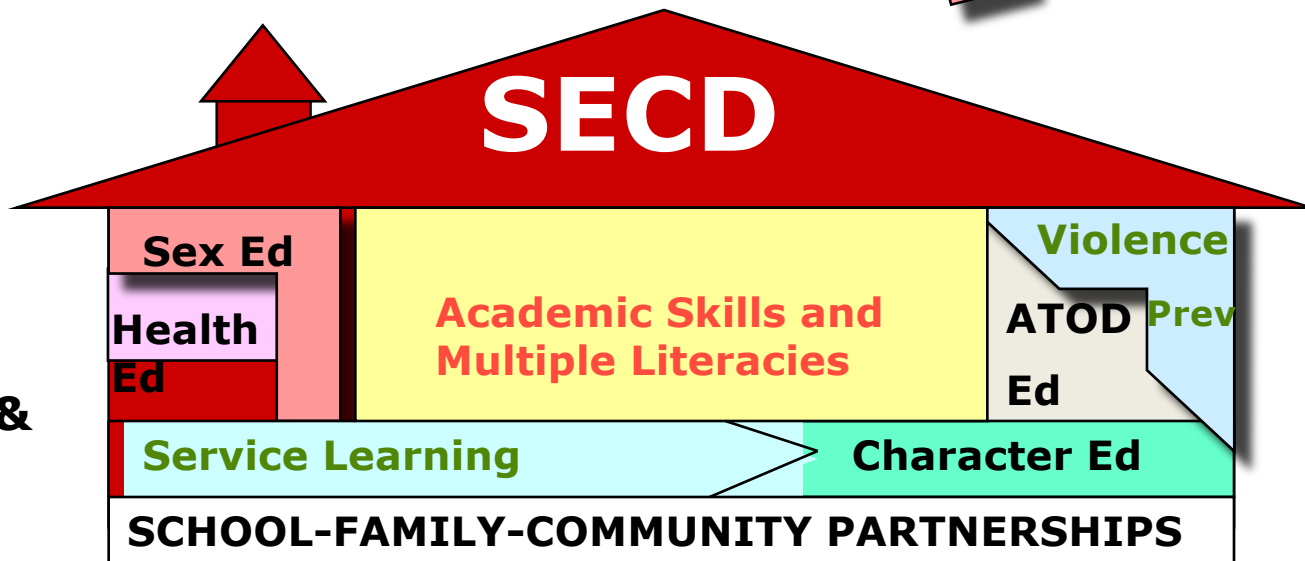
"I had an epiphany."

Let's stop doing the same old thing…

We Must Turn Jumbled Schoolhouses into Places that Synergistically Promote Social-Emotional and Character Development (SECD) and Nurture Civility and Service

A Jumbled and Fragmented Schoolhouse

Character Ed

School-Wide Efforts

Violence Prev

Sex Ed

Academic Skills, Literacies

ATOD Ed

Families

Community Involvement

Health Ed

Service Learning

A School of Social-Emotional Competence & Character

SECD

Sex Ed

Violence Prev

Health Ed

Academic Skills and Multiple Literacies

ATOD Ed

Service Learning

Character Ed

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

SEL4NJ Guidelines for Successful Schools
The Culture of a Learning Organization

- *INSPIRING......................of one another*
- *CHALLENGING…………..take risks to improve*
- *SUPPORTIVE…………….collective efficacy*
- *SAFE AND HEALTHY……others' keepers*
- *ENGAGED…………………collaborative norms*
- *RESPECTFUL……………..no-fear communication*
- *COMMUNITIES OF LEARNERS…set and pursue goals for learning together*

Successful Organizational Guidelines- Schools and Units

- *Have a conversation/reflect upon the dimensions of the SEL4NJ Guidelines and how they can be encouraged in a virtual context*

- **For both students and adults, how would you make your virtual and hybrid classrooms and schools-** all aspects of them-- **more Inspiring? Supportive? More of a Community of Learners?**

Classroom and School Leadership in the Virtual and COVID-19 Contexts: Everyone's Responsibility

- **Create Brave Space**

- **Build in Mindful Moments for all**

- **Allow for Strength Breaks**

- **Ensure Students Understand the Science of COVID and the Context of the World Around Them**

- **Be Encouraging and Forgiving**

- **Establish Values as part of establishing norms**

- **Involve Students in setting and maintaining positive classroom and school climate**

- **Have Regular Feelings Check-ins/outs (and with staff) and Connect with School Support Staff**

Engaged Youth Lead to a Better Climate for Learning and Application: Best Practices*

- **Meaningful, Participatory Student Government**
- *Service Learning-- Lions-Quest International*
- **Feedback/Sharing Opportunities**
- **Open Forums for School Problem Solving**
- **Staff/Student Committee Involvement**
- **Having a Voice/Diversity Monitoring**
- **Buddies, Mentors, and Tutors**
- **Opportunities for Reflection**
- *Opportunities for Identifying and Developing one's Laws of Life and Sense of Positive Purpose*

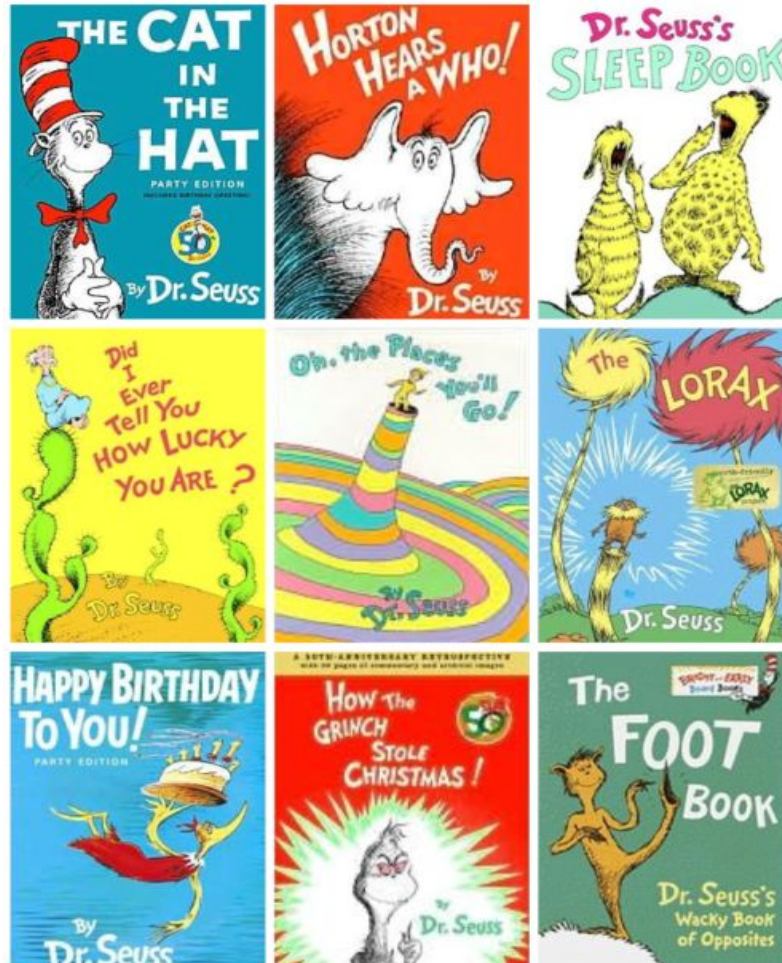***** Best practices are best practices live and virtual... hence, "best"

How Are Literacy and SEL Connected?

- *Emotional literacy-* a key aspect of Emotional Intelligence and an essential element among social-emotional learning (SEL) skills– is based on *Emotion Vocabulary. Emotion Vocabulary* is more than word recognition. It shapes how children see the world. If one only knows black and white, one will not be able to see and appreciate all the colors that there are in the world. Similarly with feelings, if one only knows sad, mad, and glad, one will not be able to appreciate all the nuances of relationships and understanding in the world.

- This begins in preschool and influences how children understand the world, engage in it, and engage others. Myrna Shure and George Spivack have been champions and leaders in defining the strategic vocabulary young children need for social cognition and problem solving.

Build Students' Feelings Vocabulary so They Can Grasp the Nuances of Literature, History, Current Events, and their Own Reactions to the Learning Process—
Emotion Vocabulary and Nuance is at the Core of ELA

Read the Pictures First!

Linking Feelings to Faces –
With or Without Emoji!

Integration of Feelings/ Other SEL Skills into Lessons

Reading
Identify how passages reflect emotions

Art
Draw where people feel emotions; feelings and colors

Written Expression
Use feelings vocabulary in journal entries, poetry, essay writing; read wordless books

FEELINGS

Math
Collect and graph "feelings" data; track emotions during problem solving

Computer Literacy
Computer generated illustrations of feelings; download songs reflecting emotions

SECD Lessons
Build skills via games, videos; practice with role plays and application to group work

Students' Writing Improves When they Write about Their Broad Priority/Values Often After Expressing them in Multiple Intelligence Projects and Products

- What is one rule that you believe is important to live your life by, that gives your life meaning and purpose?

- If you could change one thing about yourself, what would it be?

- Is there some situation or place that you think is unfair/makes you upset/you can't stand?

- If we lived in a perfect world, how would people behave differently than they do now?

Positive Purpose Essay Prompt

- *In your classes and in your life you may have learned about and encountered people with a strong sense of purpose. Similarly, you might feel your own sense of purpose. In a five-paragraph essay, that includes an introduction, three body paragraphs, and a conclusion, please respond to the following:*

- *What is your definition of purpose?*

- *What might be your purpose? Why?*

- *How would someone know that is your purpose in life?*

Laws of Life Contract

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I, _____, *pledge to live my life by the law of*

_____

᭡

Over the next few months, I plan to live out my Law of Life by accomplishing these specific goals:

....

*Goal 1:*_____

_____

In order to achieve this goal, I will go through the following steps:
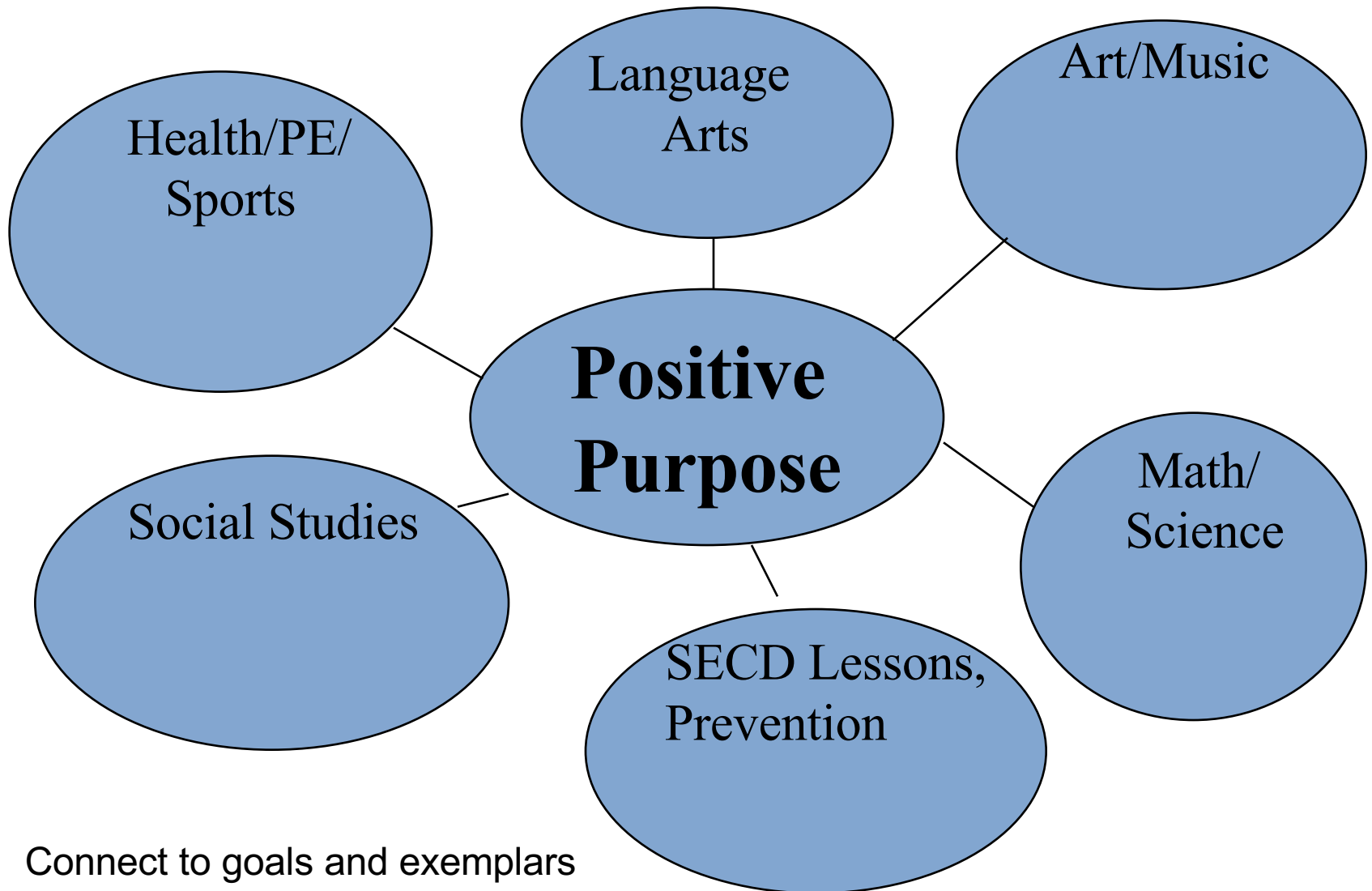
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

I plan to have achieved this goal by:

Problems I might face in reaching my goal:	*How I plan to solve them:*

Help Students Create Contracts That Enhance Sense of Positive Purpose and/or Other Focal Virtues

Integration of Purpose/Other Virtues into Academics: Fill in the Blanks

Health/PE/Sports

Language Arts

Art/Music

Positive Purpose

Social Studies

SECD Lessons, Prevention

Math/Science

Connect to goals and exemplars

SEL Equity, Social Studies/History/Civics, Student Voice/ Engagement and Citizenship with Social Action converge with STAT: Students Taking Action Together (www.secdlab.org, secdlab@gmail.com for upcoming events- NJSBA, NJEA, webinar)

Why should **teachers**, **school counselors**, and **administrators** care about **STAT**?

LACK OF CIVIL DISCOURSE

- Not listening
- Disrepecting others
- Unquestioned implicit biases
- Jumping to conclusions

THE NEED

Societal Problems Affect Learning in School

LACK OF CIVIC ENGAGEMENT

- Being pessimistic
- Feeling that nothing can be done
- Complaining vs. doing

Hearing diverse perspectives, summarizing, and checking for understanding.

REFLECTIVE LISTENING

THE SOLUTION

STAT

Teaching strategies that build civil discourse & civic engagement into current curriculums according to state and national standards.

SEL based teaching strategies

CLASSROOM NORMS

Developing norms as a community and making the choice to follow those norms

Creating positive change by being respectful listeners, problem- solvers, and communicators

TAKING ACTION

ACCEPTING OTHERS

Being respectful debaters by helping students discuss from all sides.

AMPLIFYING VOICES

https://www.secdlab.org/stat-resources

CIVILITY AND SOCIETY

How to boost civil discourse in K-12 classrooms

AMERICA IS STRUGGLING WITH CIVILITY. According to a 2018 study from KRC Research, Civility in America: A Nationwide Survey, Americans report a severe civility deficit, with 93% identifying a civility issue and 69% classifying it as a major societal problem.

Incivility goes beyond rude words and actions. It represents a complete disregard for the belief systems of others. With ethics, quality of life, health and civility so closely intertwined, however, more people are seeing the importance and necessity of civil interactions for society to thrive. Lack of civil behaviors within the nation's educational system, workforce or communities at large can threaten the greater good.

"Our society is more polarized than ever. That, paired with the nature of communicating electronically, which is devoid of the nuances of emotion and nonverbal cues, makes it essential we teach our students how to have a civil conversation," says Nicole Gianfredi, principal at Timberlane Middle School in Pennington, N.J.

So how can educators help students rise above the current climate of incivility? This SmartFocus on Social and Emotional Learning, sponsored by the Social-Emotional and Character Development Lab at Rutgers, offers a blueprint for building civil discourse in the classroom. Educators offer practical insights on how to integrate social and emotional skills into lessons, create an environment for honest discussion and teach the importance of civic participation.

Focal Social-Emotional Skills in the STAT Approach

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

Students Should be able to Think, Speak, and Act on Statements Like These: **Yes-No-or Maybe**

- All schools should have metal detectors for the protection of students and staff.

- Students should participate in school committees about bullying, drugs and alcohol, and discipline.

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

- **(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
- **(c) PLAN Problem Solving:** an overall framework for analyzing all issue, to provide a repeated strategy that can become internalized

PLAN Problem Solving
Social Action Strategy for History, Current Events

One essential approach to STAT 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**).

- ***But you can use any problem solving strategy already in use!!***

Example of STAT in Action: Social Studies Curriculum

- **Example #2: Social Studies/History class**

  - **Topic: the Civil War**

- Consider the problem from different perspectives, using the PLAN framework

- NOTE: This example is elaborated in the Front Page resource pages and this and other full lessons can be found at www.secdlab.org/STAT

Example #2 of STAT in Action

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

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

-   Then, with background reading from your current curriculum, consider the problem from different perspectives, using the PLAN framework

Example #2 of STAT in Action

- P: How did the North and the South define the problem in the country? What were the issues, from each perspective? Who were the key people/groups involved in making important decisions?

- L: What were their goals? What options did they consider to be acceptable ways to resolve the problem? What did they ultimately decide?

- A: How did they carry out their plan? What obstacles did they encounter? How did they deal with them?

- N: How did it work out? What can be learned from their experiences that are relevant to the present?

# Integration of SECD into Lessons: Fill in the Blanks
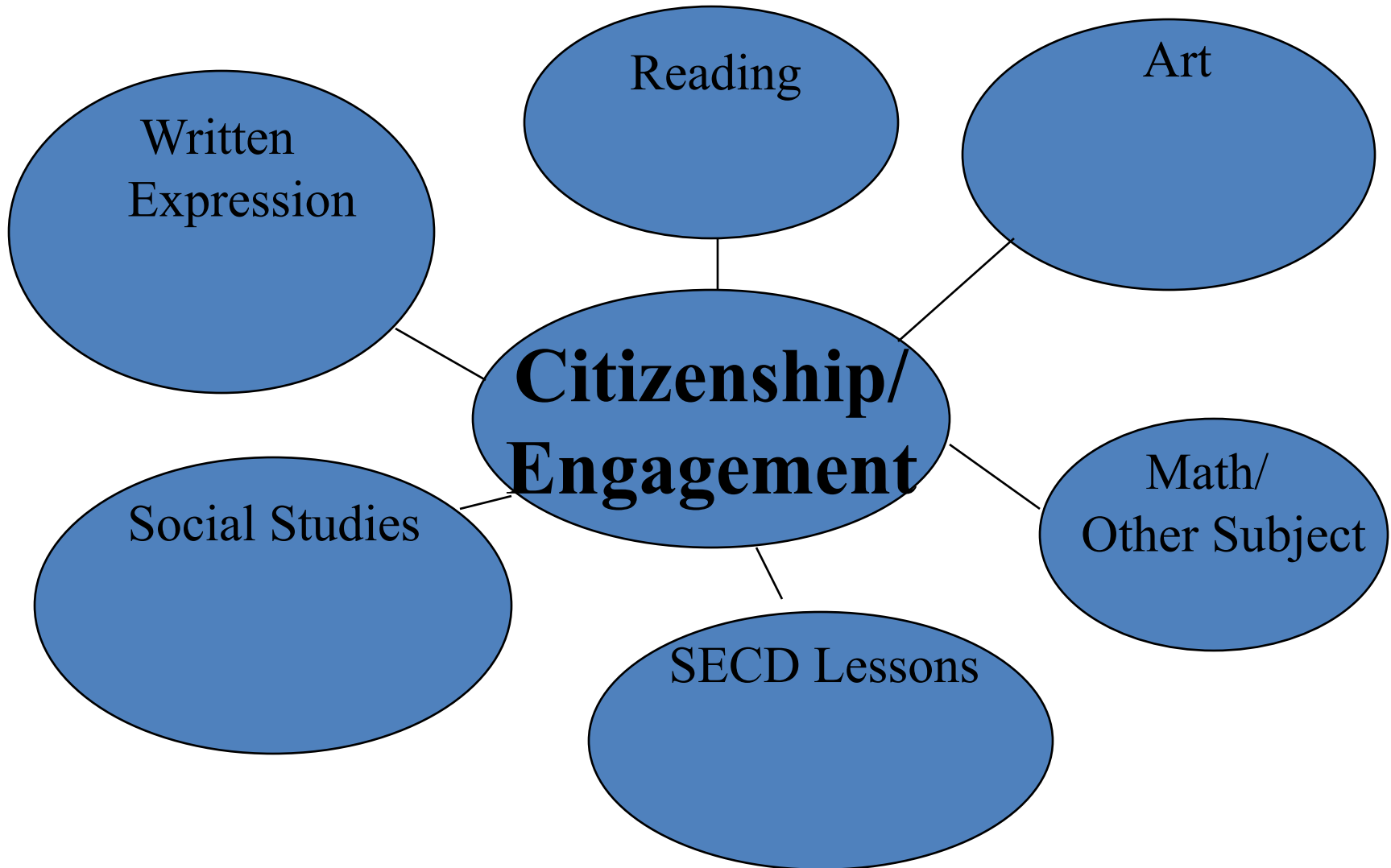
The Arts Help with Mastery of Life Complexity

"Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world"

(Education Week, Dec. 2014, p. 24)

Observing, analyzing, and understanding art and its production and context build many competencies but also promote a sense of common humanity....
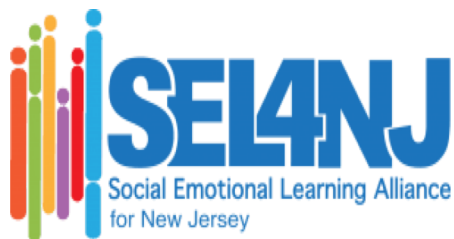
SEL/SECD Competencies

- Self Awareness

- Self Management

- Social Awareness

- Relationship Skills

- Responsible Decision Making and Problem Solving

- Sense of Positive Purpose

Artistic Processes

- Creating

- Performing, Presenting, Producing

- Responding

- Connecting

See the SEL-Arts Integration and Lesson Plans at SELarts.org

SEL Skills Attune Students for Success in Activities Across all of the Arts: *Creating, Performing/Presenting, Responding, Connecting*
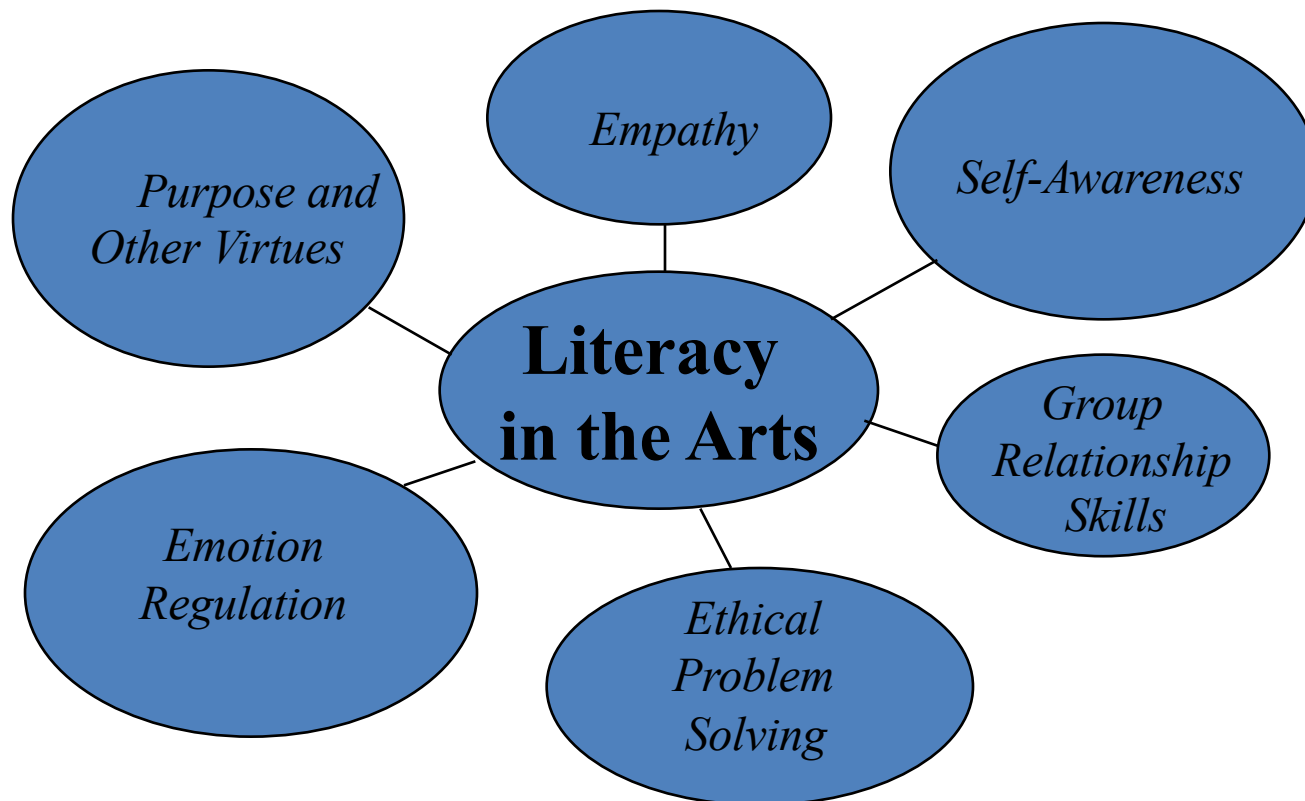
To be effective, SEL must be Embedded, Intentional, Sustained

Art is Equity

- "Art reaches a segment of children who have not found their way in another specialty. If we can help those kids find themselves in any way possible, then we've helped this generation get that much further along in how they will eventually contribute to society."

  Heather Becker, Chicago Conservation Center CEO, February 2009 (Greater Good, p. 30)

  See also Howard Gardner's work on Multiple Intelligences

Art and Equity

- The VPA are ways to introduce students to the range of human accomplishments.

- We can cultivate a respect for cultures by focusing on diversity among the cultures, contexts, and artists represented in what we bring to students and by ensuring they know the backstory to the art they learn about– and that we assign them to learn the backstory about the art they consume all the time.

Arts and COVID-90 Resources

- https://www.younison.org/teachers

- https://teachrock.org/distancelearning
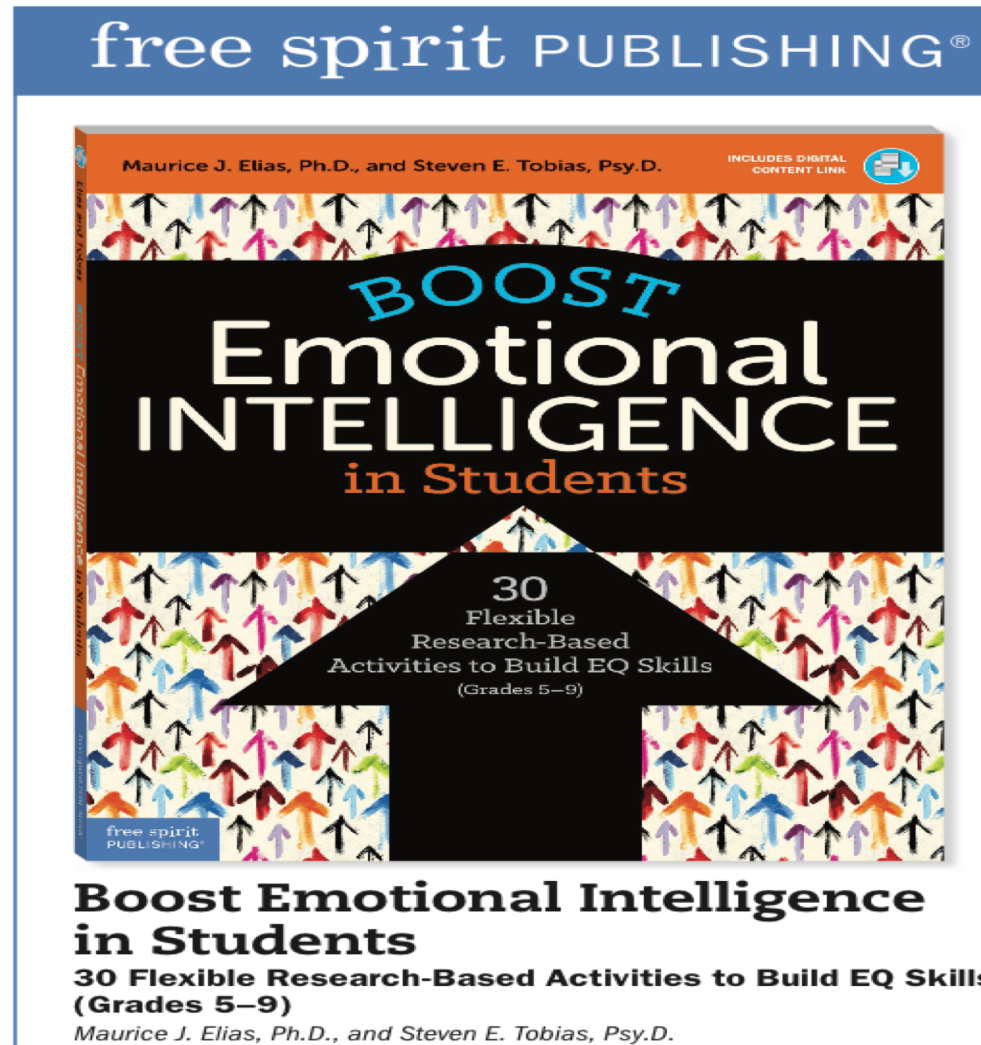
- https://www.secdlab.org/supplemental-lessons-1

     for SECD Songwriting and 4 Freedoms and visual arts lessons

https://greatergood.berkeley.edu/article/item/help_students_process_covid19_emotions_with_this_lesson_plan

- https://www.yanjep.org/covid-19-resources/

- https://selproviders.casel.org/sel-resources/

- https://docs.google.com/document/d/17t_gr0GIhc3I8QD5J_roDlwo8xS4JrJEFW3YyyZTveo/edit?ts=5e6ab5f4

     for how to help students discuss COVID-19

- https://www.njea.org/tips-for-managing-virtual-instruction-during-the-covid-19-crisis/

-

Reflection Questions

https://www.younison.org/teachers

- What did you learn about factors that influence how artists create new work?

- How did you feel while analyzing the lyrics of "Lean on Me"? What emotions do you hear in "Lean on Me"?

- What messages or emotions do you hope to translate to others when you share the song? Were the emotions different in your version?

- How did you channel your emotions into your work/performance?

- What creative choices did you make to personalize your performance? Why did you make those choices?

- How can you apply what you learned with "Lean on Me" to learning new songs in the future?

Build EQ Realistically in Your Tier 2 Counseling

Boost Emotional Intelligence in Students
30 Flexible Research-Based Activities to Build EQ Skills
(Grades 5–9)
Maurice J. Elias, Ph.D., and Steven E. Tobias, Psy.D.

Three Primary EQ Areas

- Self-Awareness and Self-Management

- Social Awareness and Relationship Skills

- Responsible Decision-Making and Problem Solving

Sample Time Frames and Lesson Planning

- ***You must be brutally realistic!!***

- What you can implement successfully with your students, so that they learn and retain skills, *depends on the time frames you have available.*

-

- If you have a full school year: focus on all 3 EQ Areas

- If you have 21 or more meetings: wisest to focus on EQ Area 1 (Self-Awareness and Self-Management) and either EQ Area 2 (Social Awareness and Relationship Skills) or EQ Area 3 Responsible Decision-Making and Problem Solving)

Sample Time Frames and Lesson Planning

- If you have 11 meetings:
- Select one EQ Area as your focus

- If you have 6 meetings:
- Either focus intensively on three skills within EQ Area 1, or devote one lesson to each of 6 skills within EQ Area 1

- Regardless, conclude with students' self-evaluation assessment of what was learned and a plan for how to keep skill development going

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/

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– in making applications of SEL/SECD and academics for prek-12.

Small Steps Toward a Great Journey: Our Practices Today are Shaping Our Society Tomorrow

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

John Wooden

For SECD and Academics Materials

- *www.secdlab.org/STAT*   *www.secdlab.org/MOSAIC*
- The Resource Center at SELinSchools.org
- For Support or Questions about Implementation:
  - SECDLab@gmail.com

Please follow the lab @SECDLab for updates and information on the latest projects and events.
https://twitter.com/SECDLab

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