

The Importance of Social Emotional Learning



**Committee of the Whole
November 6, 2019**

“A classroom culture where collaboration and support are the norm conveys a very different social message than a classroom based on strict discipline, rewards, and punishment. A culture of caring and responsiveness supports academic learning by fostering a safe climate in which students can take risks, make mistakes, collaborate with others and receive support.”

“What We’ve Learned About Implementing Social-Emotional Learning,” School Administrator (Sept. 2018).

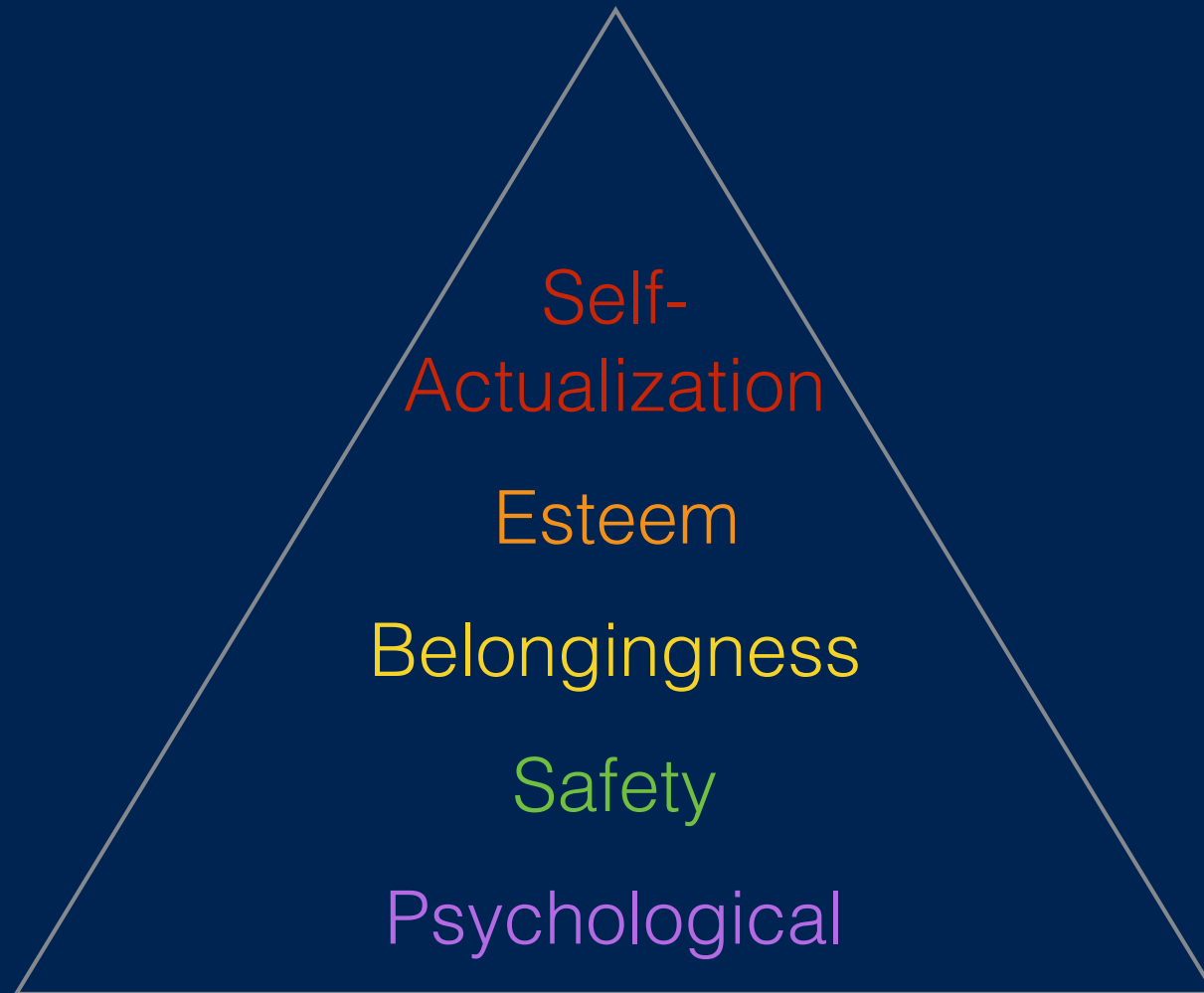
What Does Research Say About Social Emotional Learning?

- Academic success and healthy social and emotional development are inextricably linked
- Cognition and emotion work in tandem
- Integral to how learning is structured and how it takes place
- Healthy social interactions facilitate student engagement leading to deeper, long-term learning
- Supports peer-to-peer connections and collaborations
- Skills act as building blocks for more complex skills that emerge later in life

A Stressed Brain Has Difficulty Accessing Learning Opportunities



Maslow's Hierarchy of Needs



What is Social Emotional Learning?



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SEL Core Competencies

Self-Awareness	<ul style="list-style-type: none">• Identifying emotions• Accurate self-perception• Recognizing strengths• Self-confidence & Self-efficacy
Self-Management	<ul style="list-style-type: none">• Impulse control• Stress management• Self-discipline• Self-Motivation• Goal Setting
Social-Awareness	<ul style="list-style-type: none">• Perspective-taking• Empathy• Appreciating diversity• Respect for others
Relationship Skills	<ul style="list-style-type: none">• Communication• Social engagement• Relationship building• Team work
Responsible Decision-Making	<ul style="list-style-type: none">• Identifying problems• Analyzing situations• Solving problems• Evaluating• Reflecting• Ethical Responsibility

Illinois Social Emotional Learning Standards

Self-Awareness	Social Awareness	Responsible Decision-Making
Self-Management	Relationship Skills	
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.	Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.	Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

K-5 Sample SEL Learning Performance Descriptors

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships

Stage A	Stage B	Stage C
1. Recognize that others may interpret the same situation differently from you.	1. Identify verbal, physical, and situational cues in stories.	1. Distinguish between nonverbal and verbal cues and messages.
2. Recognize that others may feel differently from you about the same situation.	2. Recognize the value of sharing diverse perspectives.	2. Analyze alignment and non-alignment of verbal and non-verbal cues.
3. Describe how others are feeling based on their facial expressions and gestures.	3. Explain why characters in stories feel as they do.	3. Role-play the perspectives and feelings of characters from a story.
4. Explain how interrupting others makes them feel.	4. Analyze how students being left out might feel.	4. Paraphrase what someone has said.

Grade 1 (A-B)

Grade 2 (A-B-C)

Grade 3 (B-C-D)

Grade 4 (C-D-E)

6-8 Sample SEL Learning Performance Descriptors

Goal 2C: Use communication and social skills to interact effectively with others

Stage E	Stage F	Stage G
1. Describe the qualities of an effective communicator.	1. Recognize the difference between positive and negative relationships.	1. Role-play how to report bullying behavior.
2. Response positively to constructive criticism.	2. Describe ways to express forgiveness.	2. Participate in setting and enforcing class rules.
3. Interview an adult on the topic of how to develop friendships.	3. Practice effective listening.	3. Practice strategies for maintaining positive relationships.
4. Demonstrate support for others' contributions to a group/team effort.	4. Respond non-defensively to criticism or accusation through role-play.	4. Recognize the importance of setting limits for yourself and others.

Grade 6 (E-F-G)

Grade 7 (F-G-H)

Grade 8 (G-H-I)

SEL Curriculum and Instruction Practices

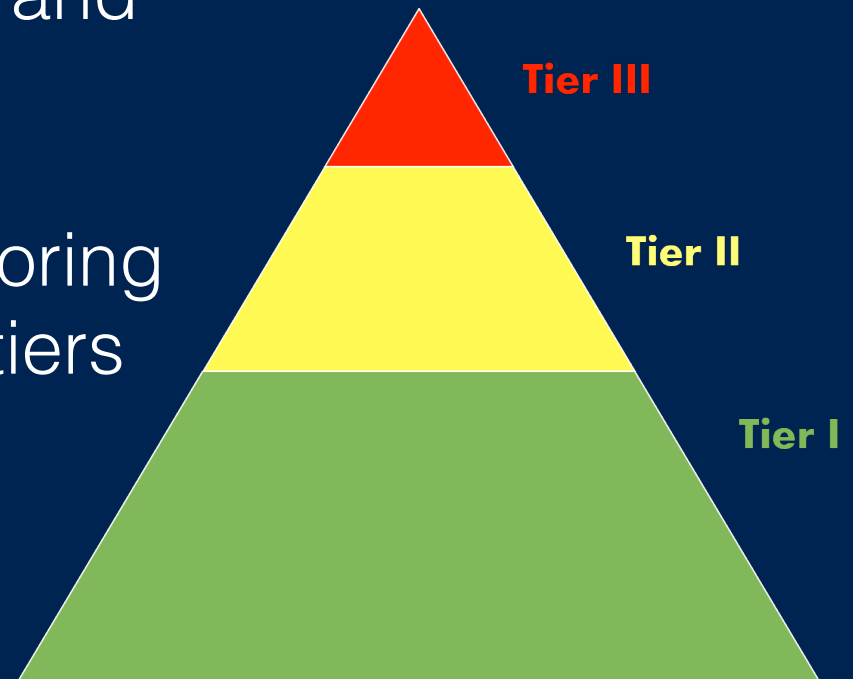
- Embeds student-to-student collaboration with problem-solving
- Supports rigorous challenge and persistence
- Provides opportunity for student talk
- Encourages student voice
- Facilitates student independence and agency
- Aligns with Universal Design for Learning



Social Emotional Learning Intervention and Supports

The Multi-Tiered Systems of Support (MTSS) Framework:

- supports equity-based inclusion
- encompasses both academic and social dimensions of learning
- uses data and progress monitoring to drive interventions at three tiers
- responds to students' varying and evolving needs

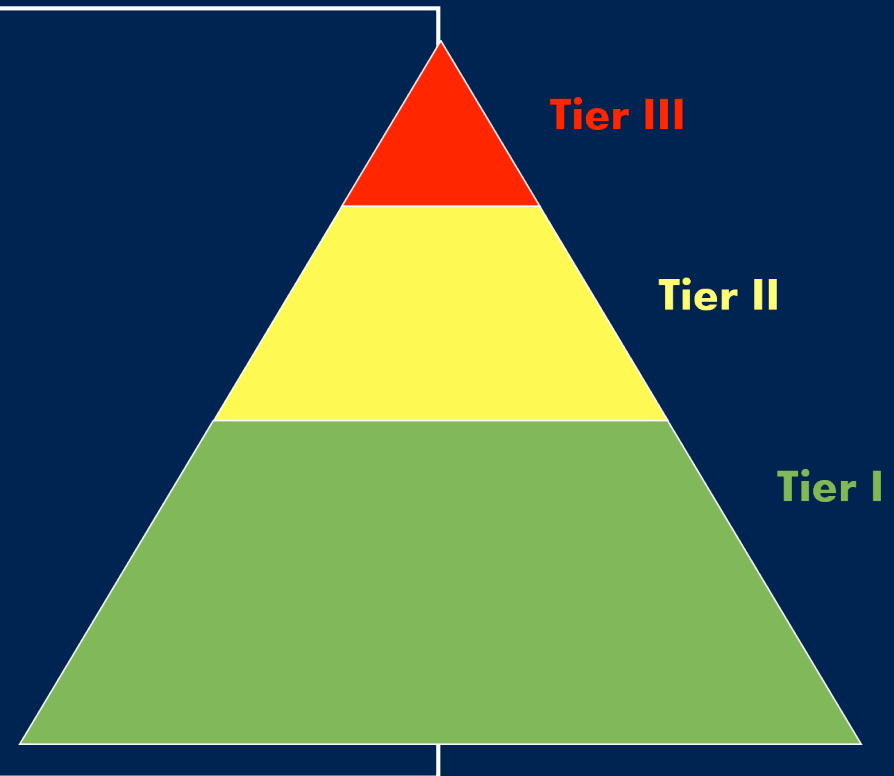


Multi-Tiered Systems of Support (MTSS) for SEL

Tier III:
Intensive, Individualized

Tier II:
Targeted, Supplemental

Tier I:
Universal, Core



Fluid - not mutually exclusive

Flexible - vary from school to school

Evolving - responds to students

Multi-Tiered Systems of Support (MTSS) for SEL

Tier 1 Instruction & Supports

Proactive

Focuses on Environment

Involves All Staff and Students

Establishes school culture

Some examples in D90:

*Rigorous Academic Curriculum, Class Meetings,
The Willard Way, Lincoln PRIDE, Roosevelt Advisory Program,
Second Step, Town Hall, Peer Buddies, Kindly Wizards,
Mindfulness Club, Staff Consultation and Professional
Development, Building Committees*

Multi-Tiered Systems of Support (MTSS) for SEL

Tier 2 Instruction & Supports

Supplemental

Targets more specific area of need

Involves smaller groups of students & staff

Reinforces school culture

Some examples in D90:

Targeted grade or classroom direct instruction via SEL lessons

*Consultation or PD to provide strategies and supports for staff
at grade or classroom level*

Lunch bunch counseling for small groups

SEL-based student clubs

Multi-Tiered Systems of Support (MTSS) for SEL

Tier 3 Instruction & Supports

Intensive

Targets on-going
area of need

Involves a few students

Reinforces school culture

Some examples in D90:

*Counseling (Individual, dyad, small group), Check-In/Check-Out
Functional Behavioral Assessments/Behavior Support Plans
Crisis Intervention Protocol (CPI), Parent Groups, BTAT Development*

Roosevelt Middle School Advisory Partnerships

Encouraging Service

Beyond Hunger

Sarah's Inn

Shriners Hospitals for Children

Humane Society of Downers Grove

Humane Society of Hinsdale

Paws with a Cause

Heartland Alliance

Supporting Inclusion

Lurie Children's Hospital

Best Buddies

The Nora Project

National Alliance of Mental Illness (NAMI)

Special Olympics

OPRF Snowball



Parent Teacher Organization Partnerships

Kindly Wizards
Mindfulness Club
Heartworks Service Club
Girls on the Run
Hero Boys Run Club
Connect4Kids



Community Partnerships

Oak Park Youth Township Services

Community Support Services

Amity Children's Aid

River Forest Township Supervisor/Carla Sloan

Thrive Counseling Service

Pillars Community Health

Western Suburban Special Recreation Association



Connect 4 Kids

- PTO-sponsored parent group committed to advancing the principles of social emotional learning
- Focused on building a mindful learning community
- Provides teachers, parents, and caregivers top-quality guest speakers to support SEL topics
- Offers extracurricular opportunities for movement before and after school



D90 Opportunities: Trauma Informed Care

Three Pillars of Care



Safety

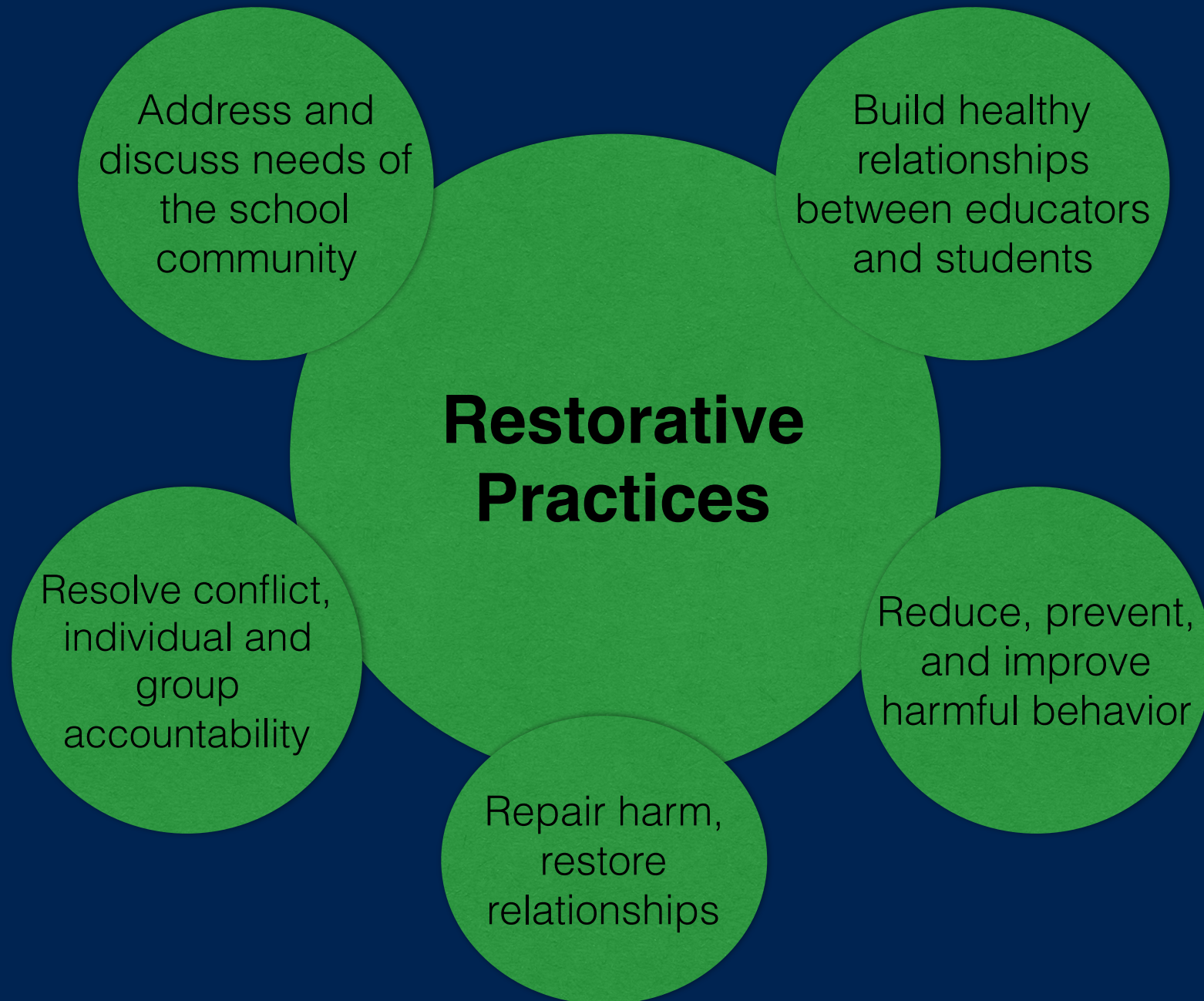
Connections

**Managing
Emotions**

D90 Opportunities: Trauma Informed Care

- Every misbehavior is an attempt to fill a need that isn't being met
- Essential to understand the source and meaning behind the behavior
- Trauma must be healed by relational interventions and strategies for support

D90 Opportunities: Restorative Justice





Q & A