



SELutions: Enhancing Academic, Social, and Emotional Learning with Tools for Schoolwide and Classroom Implementation

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Today, we will



- Take a deep dive into the **SEL classroom and schoolwide implementation practices.**
- Learn what it means to offer **S.A.F.E. implementation of SEL learning experiences** – sequenced, active, focused, and explicit instruction.
- Practice using tools related to mental health and SEL to **create and sustain a supportive classroom environment, explicitly teach SEL, and integrate SEL into curriculum and instruction.**

Who is in the Room?



- **District Administrators**
- **State Department of Education**
- **State Department of Health**
- **Higher Education**
- **Counselors**
- **Nurse Consultants**
- **Teachers**
- **Other**

3 Signature Practices for SEL

Welcoming rituals that promote activities for inclusion.

- Greetings and check-ins
- Community building Exercises
- Staff meetings

Engaging practices that provide adult learners with opportunities for sense-making and “brain breaks.”

- Circle practice
- Inquiry-based prompts, turn and talk
- Collaborative, cooperative activities
- Stand and stretch, movement, music

Optimistic closure that offers time for reflections and looking forward.

- Something I learned today
- Something I felt or thought about the topic
- Something I look forward to applying



Community Building: Rock Star



1. Find a partner.
2. When you hear the chime, begin with Rock, Paper Scissors. (Rock breaks scissors, scissors cut paper, paper cover rock)
3. Whoever wins after three completed tries finds another partner who just won. Those who did not win root on those still playing.
4. Those winning keep going until there are only two people still playing. The entire group gathers around them and roots them on.
5. Whoever wins the last round is the Rock Star!

1.2.1

DISCOVERING
ACTIVITY

What Does a Respectful Classroom Look, Sound, and Feel Like?



Working Agreements

- Be present
- Have an open mind
- Make connections
- Stay engaged
- Be active listeners
- Encourage full participation of all members
- Turn off cell phones and eliminate distractions

Agreement Expectation
Everyone moves
Greet partner(s)
talk about topic
Partner up with
outside your group

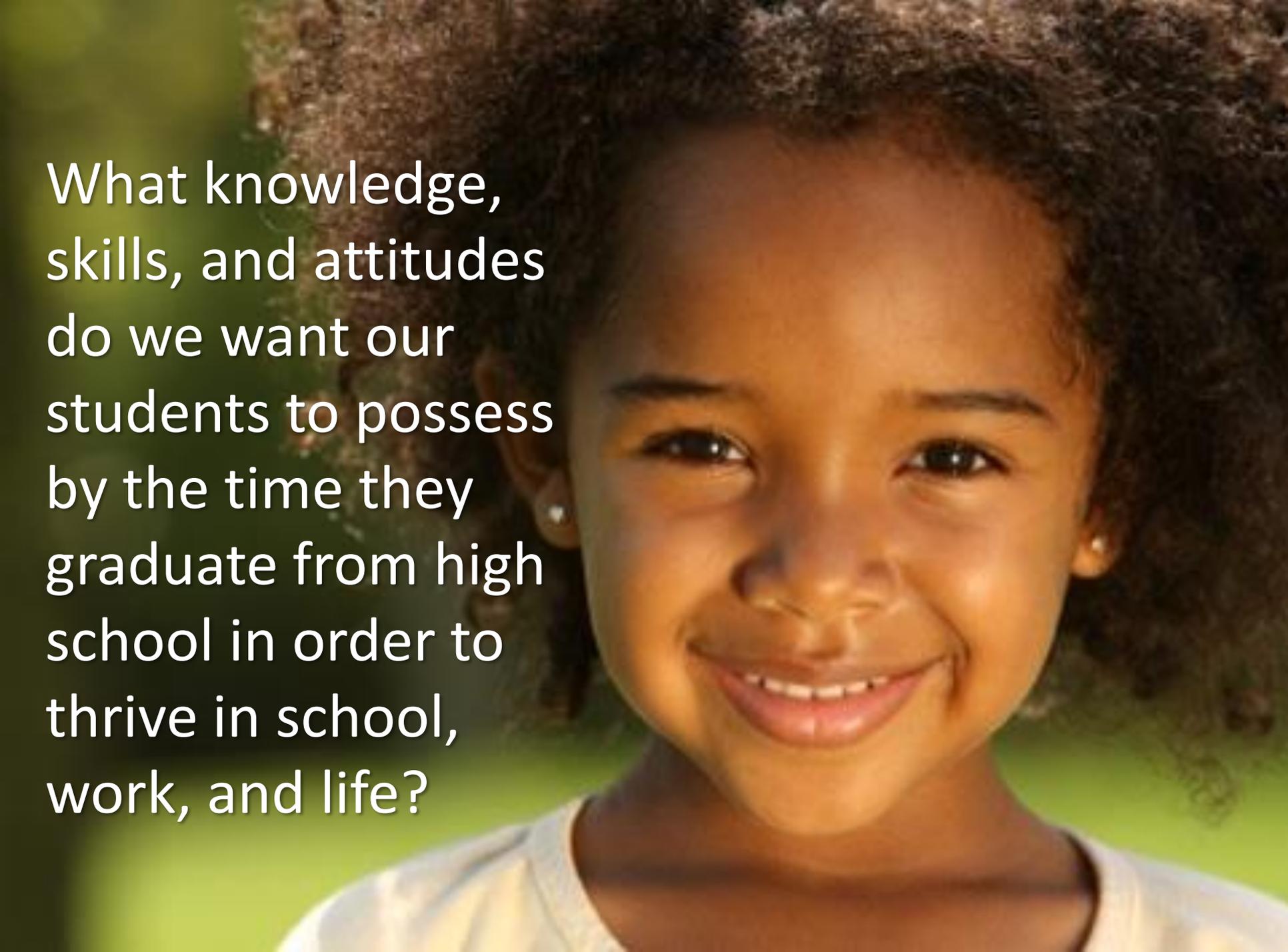
- problem solving
- empathy
- think of the best solution
- respect • kindness
- responsibility
- communicate respectfully
- check your emotions

Give Me 5

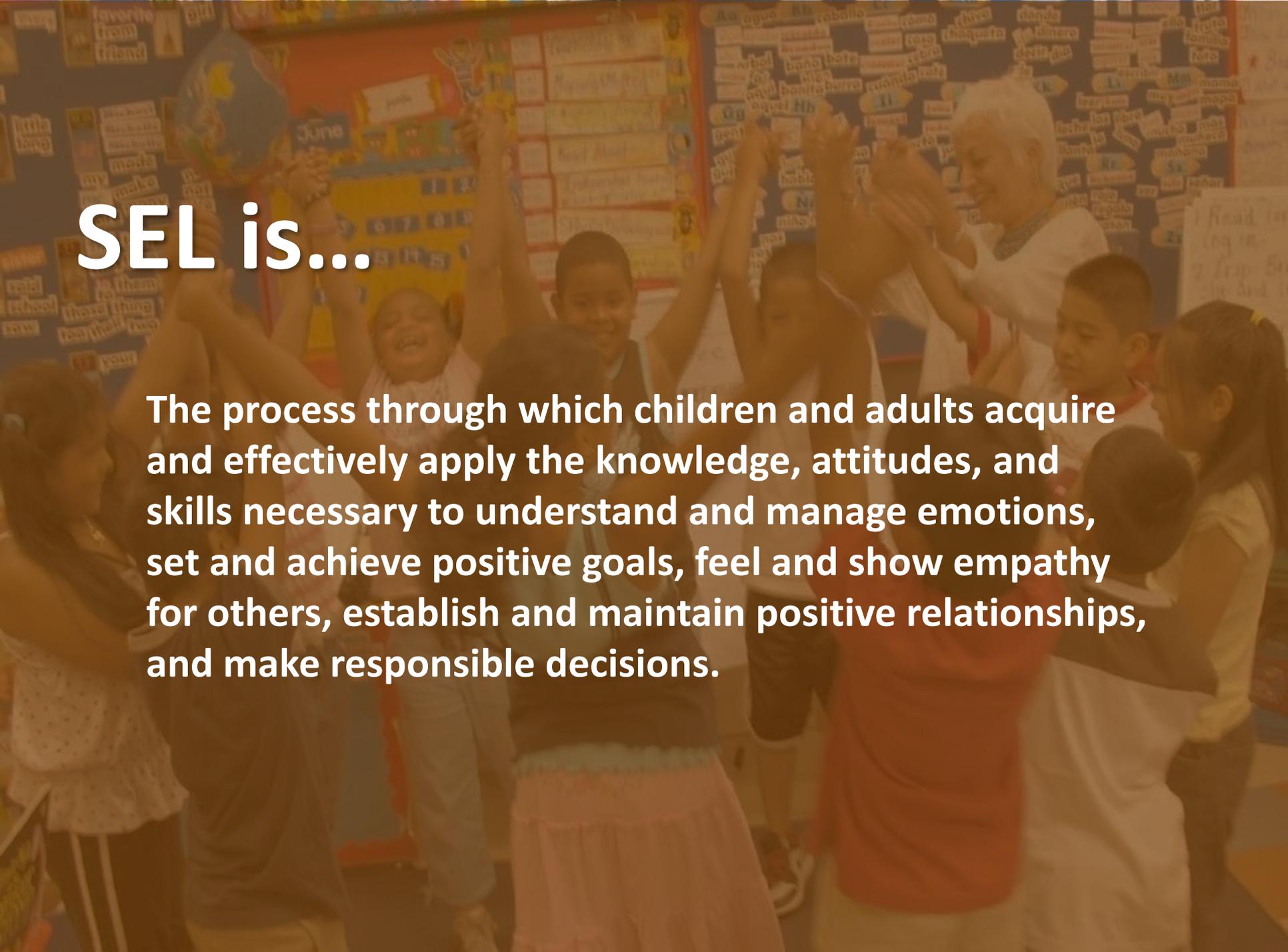
1. Pause activity 
2. Eyes on speaker 
3. Voice silent 
4. Body still 

A black and white photograph of a diverse group of young children. In the foreground, a boy on the left is laughing with his mouth wide open. Next to him, a girl is smiling broadly. In the center, a girl is waving her hand towards the camera. To her right, another girl is smiling. In the background, a boy is waving his hand, and a girl is looking off to the side. The overall mood is joyful and energetic.

What is your SEL Why?



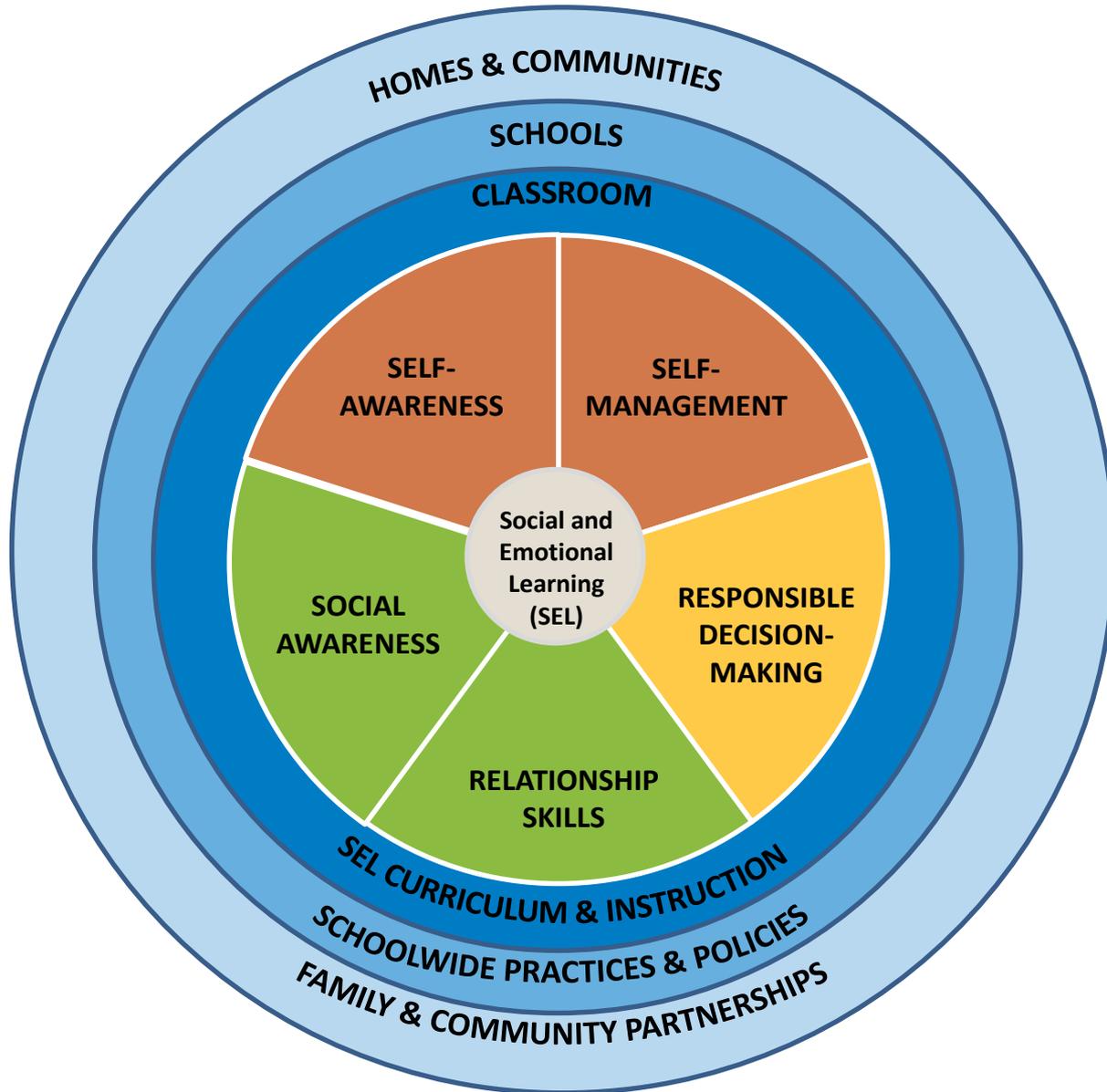
What knowledge,
skills, and attitudes
do we want our
students to possess
by the time they
graduate from high
school in order to
thrive in school,
work, and life?



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.

Three Levels of SEL Implementation



SEL In Action

Stop. Think. Act.

The Rise of Social and Emotional Learning

<https://www.youtube.com/watch?v=W34KiYJ6W5k>

As you watch this video:

- Pay attention to how SEL skills are being taught and learned, both explicitly and implicitly
- Listen for the research basis of SEL.



Schoolwide Model for SEL Implementation



Activity: Imagine...

When a school makes social and emotional development and well-being a priority for every student:



What do you see – in the halls, classrooms, on the walls?

What do you hear children and adults saying?



What are students and school staff doing in the office, in the lunchroom, in hallways, and in classrooms?

What teaching practices do you see and hear?



What feelings are you having witnessing this ?

Now imagine this for every student at your school....

SEL at the Classroom Level

Three-Legged Stool of Classroom Practice

Supportive Classroom Environment

Classroom learning environments are supportive, culturally responsive, developmentally appropriate, and focused on building community. Classroom shared agreements provide guidance for how students and teachers interact with one another and set the tone for learning.



Integration of SEL & Instruction

In addition to explicit SEL instruction, SEL is integrated into instruction. The use of interactive and collaborative pedagogies enables ongoing practice of SEL skills and strengthens teaching and learning of academic content.

Explicit SEL Instruction

All students receive explicit SEL instruction and opportunities to practice SEL that are developmentally appropriate and culturally responsive.

Strategies for a Supportive Learning Environment

- Community building
- Creative grouping strategies
- Classroom shared agreements
- Circle Practice
- Restorative practices
- Trauma-informed practices
- Reflection



Community Building



- **Clustering** around facts and preferences
- **Forced Choices**, e.g. Are you a peaceful lake, a running river, or a babbling brook?
- **Pair-Share** Interviews
- **Tell Me About** (Write 3 words that describe people and things you love, then mingle and ask partners to tell you about one of those words.)
- **Who Do You Like?** (Musical chairs around topics and people students like)
- **Human Knot** (Groups of six or more cross arms and hold hands of people other than those next to them, then try to untangle themselves.)
- **Balancing Act** (Groups work together to build cup towers, balance balloons on pieces of paper, etc.)

Community Building



- **Wheel Within a Wheel** (Inside Wheel and Outside Wheel converse on several topics, moving each time.)
- **Weave a Web** (Give prompt and pass the ball of yarn around until the class has created a web)
- **People Bingo** (Hand out a 25-square sheet with descriptions and find one person who fits each one.)
- **4, 3, 2, 1:** (Give four topics, ask participants to choose ones they have 1, 2, 3, and 4 responses to. Share.)
- **Group Juggle** (Create a pattern for throwing and catching a ball, then try to keep 3 balls in the air. Reflect.)

Creative Grouping Strategies

Back-to-Back: “Find someone not sitting next to you and stand back to back.” Back-to-back also works for creating groups of 3 – 4.

Mingles and Huddles: “Mingle around the room until I call, ‘Stop! Huddle (pick a number)!’



Clock Buddies: “Draw a clock on a sheet of paper and indicate 12, 3, 6, and 9 o’clock. Mingle around the room and make appointments for your four spots. You may only have one partner for each spot. I will say, for example, ‘Meet with your 9:00 buddy,’ etc.

Find Someone Who: “Find someone with one item of clothing that is the same color as you. Pair up.” (Use similar categories for pairing.)

Maître’ D: “I’m your Maître D. When I call out your table order—Table for 2! Table for 3! Table for 4!—gather with that number of people.

‘Tis the Season: “Count off by seasons—Fall, Winter, Spring, Summer—and then find the others with your season.”

Creative Grouping Strategies

Divide It Up: “We’re going to count off and find our groups today by:

Arm positions: Count off by arms on head, arms in the air, arms on shoulders, arms on hips, arms on knees, etc..

Colors: Red, white, and blue; school colors; primary colors; etc.

Sounds: Quacking, barking, oinking, mooing, growling, etc.

Exclamations: Wow, Ohhh, Yikes!, Hurray!, Huh? Hmmm..., Oh my!

Parts of a saying: Lions, Tigers, Bears, Oh My!

Motions: Clap hands, snap fingers, pat thighs, wiggle fingers, circle arms, etc.



Special Ingredients: “We’re going to make dishes that require a variety of ingredients. Let’s make a pizza. This quarter of the room is crust, this quarter is pepperoni, this quarter is cheese, and this quarter is mushrooms. Make a pizza with one of each ingredient.” Try this with salads, sundaes, hamburgers, hot dogs, spaghetti, etc.

Shake It Up: Count off by the number of groups needed. “Let’s count off by five. Now let’s shake hands and shake your number. Ones shake one time, twos shake two times, etc. When you meet others shaking their hand the same number as you, that’s your group.”

Circle Practice



- **Circle Practice builds a relationship-centered learning community** for all grade levels where circles might not otherwise be used.
- **Circle Practice is a research-based and proven practice to help achieve a deep level of classroom safety, trust, and respect** that is essential to learn the new skill sets of social and emotional learning.
- **Circle Practice lifts every student's voice and provides an equitable format for sharing** one's personal thoughts, feelings, options, perceptions, and perspectives in a safe and respectful environment.
- **Circle Practice builds genuine empathy** and caring among students.

Guidelines for Effective Circles



- All participants are invited to share responses to prompts or questions.
- A talking piece identifies the speaker.
- Participants who are not using the talking piece listen actively without commenting.
- All participants have the opportunity to speak.
- A time frame is established to monitor talk time.
- Participants may pass the first time around and are encouraged to share after everyone has had a turn.
- Circles may be sequential or non-sequential.

Topics for Effective Circles

Getting Acquainted

Share a happy childhood memory.

If you could be a superhero, what super powers would you choose and why?

How would your best friend describe you?

Exploring Values

What do you keep returning to in your life?

What touches your heart?

What gives you hope?



Storytelling from our lives to share who we are and what has shaped us (to build community)

Invite participants to share:

A time when you were outside of your comfort zone

An experience in your life when you “made lemonade out of lemons”.

Relating to Curriculum:

The best/worst thing about this science project is...

The main character in the book we are reading is like/not like me when...

These math problems make me feel...

Restorative Circles

To Respond to Challenging Behaviors

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?



To Help Those Affected or Harmed by Others' Actions

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

From the International Institute for Restorative Practices

SEL and Trauma-Informed Practices



Adult SEL Skills Enhance Our Ability to be Trauma Sensitive!!

Self-awareness: Model reflective behaviors, identify emotions, nurture growth mindsets, hold conversation circles with safety norms.

Self-management: Model managing stress through mindfulness and relaxation techniques, facilitate community building exercises, co-create norms for safe community, eat healthfully and exercise.

Relationship skills: Create a safe, nurturing, participatory, and well-managed learning environment; implement restorative practices to create and restore trusting relationships; practice team work; forge ongoing connections for students.

SEL and Culturally Responsiveness



Self-awareness: Implicit bias is continually examined to ensure equitable practices in the ways school community members relate to and treat each other.

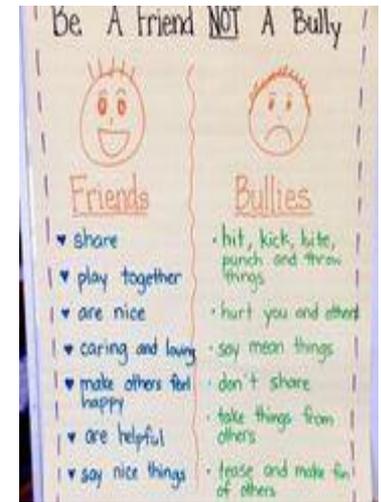
Self-Management: Shared agreements create behavior guidelines that are equitable and explicit for a relationship-centered environment.

Social Awareness: Values and attitudes honor and celebrate diverse ways of being, seeing, understanding, speaking, listening, and acting.

Relationship skills: Communication styles reflect the cultures, ethnic backgrounds, and languages of the district/school populations and include visual aids, physical prompts, language-specific resources to enhance learning.

Responsible Decision Making: Decisions about policies, procedures, and practices provide equitable access to resources and positive outcomes for all in the district/school community.

Explicit SEL Instruction



Explicit SEL instruction refers to **lessons or experiences in which the primary objective is to build an SEL competency**, such as managing stress or empathic listening.

Providing a scaffolded and developmentally appropriate sequence of explicit SEL lessons can be challenging. For this reason, **CASEL recommends using an evidence-based SEL program to explicitly teach social-emotional skills and knowledge.**

S.A.F.E. Implementation

- ✓ **S**equenced set of lessons and activities to achieve SEL objectives
- ✓ **A**ctive form of learning
- ✓ **F**ocused time in the curriculum on SEL skill development
- ✓ **E**xplicit instruction of SEL skills

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: 82 (1), 405-432.

Sample SEL Learning Cycle - Lions Quest

Phase	Purpose
Discovering	Find out what students already know or have experienced about a topic.
Connecting	Link students' current knowledge and experience to new skills and concepts.
Practicing	Guide students as they practice new skills and concepts with feedback from the facilitator and reflect on learning.
Applying	Direct students to use the new skills and/or concepts in other situations and settings.

3.1.1

**DISCOVERING
ACTIVITY**

*In what
ways do you think
effective listening
can help you?*

*Why do
you think you should
BE an effective
listener?*

3.1.2

CONNECTING
ACTIVITY

ART of Listening

A

*Attend
to the
Speaker*

- Make the speaker the center of attention using body language and eye contact.
- Be sure not to read, text, or look around the room while the speaker is talking.
- If another person or action distracts you, return your eye contact and your thoughts to the speaker.

R

*Recognize
the Speaker's
Point of View*

- See the situation from the speaker's viewpoint without interrupting or giving opinions or unasked-for advice.
- Listen for what is said and how it is said.
- Stay open to different and valid perspectives, needs, feelings, values, and experiences.
- Avoid judgments. Don't get lost in preconceptions or stereotypes.
- Check understanding by paraphrasing what you think you heard.

T

*Take Time
to Ask and
Comment*

- Encourage the speaker to tell you more by asking why, where, and how questions that show you are interested.
- Ask the speaker for additional opinions, thoughts, and feelings.

Practicing Phase



Divide participants into triads.

Invite participants to choose one of the topics to speak about:

- ❖ Name the person who influenced you to become a teacher and why.
- ❖ Describe two SEL competencies that make you a effective teacher.
- ❖ Describe one place you would like to visit and explain why.

Decide who will be the first Speaker, Listener, and Observer.

Speaker 1 chooses a topic, Listener 1 uses ART skills for two minutes, and Observer 1 gives feedback to the Listener. Switch roles three times.

SFA, Grade 8, Unit 3, Lesson 3.1 Reflecting page 3.1

31 Reflecting

SKILL communication

Reflect on what you've learned about the benefits of effective listening in this lesson.

WHAT?

What pictures or symbols can you draw to represent the steps of ART?

Which steps do you think are most comfortable for you already?

SO WHAT?

NOW WHAT?

How do you think improving your listening skills will help you in personal relationships at home and in your community?



Applying

Pay attention to your own ART of Listening skills for the next few days. Identify a situation in which you were able to use ART to strengthen a relationship.

Describe the situation in which you used your ART of Listening skills.

Describe how you used each step in the ART of Listening.

How did your use of the ART of Listening skills help you strengthen your relationship?

Instructional Practices that Promote SEL

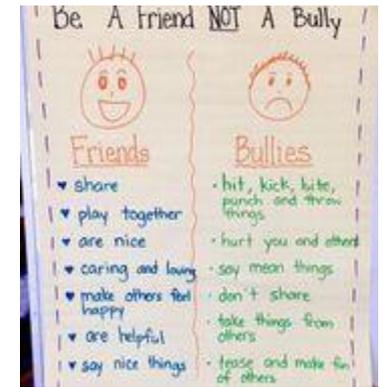


More

Less

- Teacher lecture
 - Disconnected subject areas
 - Competition
 - Rote learning
 - Independent seatwork
 - Teacher-directed
 - Rewards
- **Inquiry/project based learning**
 - **Integrated learning**
 - **Cooperation**
 - **Critical thinking & problem solving**
 - **Collaborative structures**
 - **Student-centered**
 - **Self-assessment**

Integrate SEL into Curriculum and Instruction



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SEL in Acti



“How to Teach Math as a Social Activity”

[http://www.edutopia.org/
math-social-activity-cooperative-learning-video](http://www.edutopia.org/math-social-activity-cooperative-learning-video)

Pay attention to how the math teacher uses instructional strategies that promote SEL in math and how the students respond.

Optimistic Closure

Create a team chart with your reflections on the following:

Wow: Take-aways that are high impact for your school

Wonder: Some things you are still wondering about

Worry: Any concerns you have about launching schoolwide SEL

Wish: Your biggest wish for your SEL work right now

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