The Game Changer: How Adult Social and Emotional Learning Transforms Education from the Inside Out

Susan Keister, M.A.
Learn about CASEL'S Five Core Social and Emotional Learning (SEL) Competencies and the research that supports them as a foundation for high quality education and wellness.

Become acquainted with elements of systemic implementation of SEL in districts and schools.

Identify and apply best practices related to mental health and SEL to support school districts and schools when creating and sustaining healthy school environments.

Learn about specific tools to cultivate Adult SEL, such as fostering personal skillfulness, mindfulness and self-regulation, restorative practices, and deep relationships with colleagues and students.

Today, we will...
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“Educating the mind without educating the heart is no education at all.”

Aristotle
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Activity

Turn to a neighbor and recall a principal, administrator, teacher, counselor, coach, or adult in school who took an interest in your and showed you that they got who you are.

Who was that educator?

Say their name into the room and share what they did that made you feel seen, heard, known, valued, and perhaps even loved.

IN CASE NO ONE TOLD YOU TODAY...
HELLO!
YOU BELONG HERE!
YOU'RE DOING GREAT!
I BELIEVE IN YOU!
YOU MATTER!
Who is in the Room?

- District Administrators
- State Department of Education
- State Department of Health
- Higher Education
- Health and Wellness Directors and Coordinators
- Teachers
- Counselors
- School Nurses and Psychologists
- 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
Working Agreements

- Be present
- Have an open mind
- Make connections
- Stay engaged
- Be active listeners
- Encourage full participation of all members
- Respond to the Quiet Signal (e.g. chime, raised hand)
- Turn cell phones off or on vibrate
1. Walk around the room. When you hear the bell, find a partner and introduce yourself.

2. Person 1: Share a photo from your phone that has meaning for you.

3. Person 2: When you hear the bell, it’s your turn to share a photo.

4. When the bell rings a third time, find a new partner.
No one cares how much you know until they know how much you care!
Students and adults are at their best relationships where they feel seen, heard, known, valued, and loved.
A GAME CHANGER is ADULT SEL!
Social and Emotional Learning educates the heart as well as the head!
Let me begin with the story of Chris Collaros, a friend and beloved principal who transformed his school through his love, courage, values, sense of fun, and 100% commitment to making every school community member feel seen, heard, known, and valued.
Love Out Loud
Wickliffe School Guidelines

We create a community filled with kindness every single day.

We listen to each other…the Wickliffe Way…with our eyes, our ears, and our hearts to show compassion to one another.

We learn from and with each other…with endless joy and curiosity.

And we honor and embrace our differences…the color of your skin…the way we express your gender…the different ways we learn…the faith traditions that guide us…because celebrating diversity is a hallmark of being a Wickliffe Wolf.

We have the courage to do what’s right.

And we learn how to disagree with each other with respect and civility.

We Love Out Loud, every day, with everyone we meet. Love is all there is.
i love you

CARTER

WE ARE ONE

MR. COLLARES
I hope you get better
you were amazing and so are you guys!!

I love you

Guitar

WE LOVE YOU

Sheet music

Progressive Music Group
Note to Mr. Collaros
You are the best principal in the world.

- Funny
- Bold
- Kind
- Loving
- Friendly
- Niced
- Cool
- Awesome
- Inclusive
- Strong
- Amazing
- Best in the hole with yealivers.
Activity

Turn to a neighbor and recall a principal, administrator, teacher, counselor, coach, or adult in school who took an interest in you and showed you that they saw the special soul that you are.

Who was that educator?

Say their name into the room and share what they did that made you feel seen, heard, known, valued, and perhaps even loved.
What is Social and Emotional Learning?
Focusing Activity

• Turn to a partner.
• Take two minutes total to share your reflections on the following:

What comes to mind when you hear the words “social and emotional learning”? Why is it important to our work?
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.
As you watch this video, think about the following:

- What do you see students doing?
- What do adults say about SEL?
- How would SEL look in your school?
Social and Emotional Learning (SEL)

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

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

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility
Three Levels of SEL Implementation

SEL CURRICULUM & INSTRUCTION

SCHOOLWIDE PRACTICES & POLICIES

FAMILY & COMMUNITY PARTNERSHIPS

SEL CURRICULUM & INSTRUCTION

HOMES & COMMUNITIES

SCHOOLS

CLASSROOM

SELF-AWARENESS

SELF-MANAGEMENT

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

SOCIAL AWARENESS

Social and Emotional Learning (SEL)
SEL Impacts Academic and Behavioral Instructional

Academic Instruction
- Tertiary Interventions (for individual students)
  - Assessment-based
  - High Intensity
- Secondary Interventions (for some students)
  - High Efficiency
  - Rapid Response
- Universal Interventions (for all students)
  - Preventive, Proactive

1-5%

Behavioral Instruction
- Tertiary Interventions (for individual students)
  - Assessment-based
  - Intense, durable procedures
- Secondary Interventions (for some students: at-risk)
  - High Efficiency
  - Rapid Response
- Universal Interventions (for all students)
  - All Settings
  - Preventive, Proactive

1-5%
5-10%
80-90%
What does a systemic approach to Social and Emotional Learning look like in schools?
Systemic Schoolwide SEL Roadmap
I promise to love you.
I promise to care about you.
I promise to believe in you.
I promise to make learning fun so you will love school.
I promise to help you to become a great reader and writer.
I promise to help you to become a happy and...
What does it look like when a school achieves schoolwide SEL?
# Indicators of Schoolwide SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

<table>
<thead>
<tr>
<th>Classroom</th>
<th>School</th>
<th>Community</th>
<th>Family</th>
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<tbody>
<tr>
<td><strong>Explicit SEL instruction</strong></td>
<td>Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.</td>
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<td><strong>SEL integrated with academic instruction</strong></td>
<td>SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.</td>
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<td><strong>Youth voice and engagement</strong></td>
<td>Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.</td>
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<td><strong>Supportive school and classroom climates</strong></td>
<td>Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.</td>
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<td><strong>Focus on adult SEL</strong></td>
<td>Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.</td>
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<td><strong>Supportive discipline</strong></td>
<td>Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.</td>
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<td><strong>A continuum of integrated supports</strong></td>
<td>SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.</td>
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<td><strong>Authentic family partnerships</strong></td>
<td>Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students’ social, emotional, and academic development.</td>
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<td><strong>Aligned community partnerships</strong></td>
<td>School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.</td>
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<tr>
<td><strong>Systems for continuous improvement</strong></td>
<td>Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.</td>
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What does the research say?
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

...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.
Impact of SEL: long-lasting and global

A 2017 research study finds that social and emotional learning (SEL) programs benefit children for months and even years.

82 different programs reviewed (38 outside U.S.)
97,000+ Students involved, kindergarten through middle school
Effects assessed 6 mo – 18 yrs after programs completed

SEL Students Benefit in Many Areas

HIGHER...
- Academic performance
- SEL skills
- Positive attitudes
- Positive social behaviors

LOWER...
- Conduct problems
- Emotional distress
- Drug use

Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits. Benefits were the same regardless of socioeconomic background, students’ race, or school location.

SEL benefits adults:
Positive impact on teachers

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer.

Teachers with high levels of social competence are better able to protect themselves from burnout by:

- developing and managing nurturing relationships with their students
- managing behavior in their classrooms
- serving as behavioral role models for children
- regulating their own emotions,

Teachers value SEL

In 2013, we learned that:

- 93% want a greater focus on SEL in schools

Teachers cite positive effects on:

- Workforce readiness: 87%
- Life success: 87%
- Attendance/graduation: 80%
- College preparation: 78%
- Academic success: 75%

More recently:

- 74% report that they are devoting more time to teaching SEL skills today compared to five years ago.

Source: The Missing Piece, 2013
Source: 2018 Social and Emotional Learning report, 2018
Students value SEL

Recent high school graduates see **significant deficits in high schools preparing for life after school.**

*Source: Respected: Perspectives of Youth on High School & Social and Emotional Learning (2018)*
Where to begin?
Why start with a vision for SEL?
Starting with the “Why”

https://www.youtube.com/watch?v=LZe5y2D60YU

What’s your “WHY”?
John Spry School Shared Vision

"Our Spry Community will instill in our students the love of learning, respect for others, and appropriate social emotional skills to become healthy, productive members of society. Our students will reach their full potential through a safe and nurturing environment that encourages rigorous learning, individuality, and dual language development."
The Bidwell school community is united in the academic and social success of our diverse learners. Bidwell students are collaborative and independent problem solvers; who are intrinsically motivated to reach high academic expectations, make positive impacts on others and affect positive social change in their community and the world.
How do we cultivate our Adult SEL so we can teach, model, and reinforce these competencies in our schools?
Education is one of the most stressful occupations in the U.S. (Gallup, 2014).

Key Findings from the Teacher Stress and Health Report – 2016 from the Robert Wood Johnson Foundation and Penn State:

• Forty-six percent of teachers report high daily stress, which compromises their health, sleep, quality of life, and teaching performance.

• When teachers are highly stressed, students show lower levels of both social adjustment and academic performance.

• Interventions on the organizational or individual level, or those that reach both, can help reduce teacher stress by changing the culture and approach to teaching.

• Programs for mentoring, workplace wellness, social emotional learning, and mindfulness are all proven to improve teacher well-being and student outcomes.
Adult SEL Competence and Learning

- Adults who have the ability to Recognize, Understand, Label, Express, and Regulate emotions are more likely to demonstrate **patience and empathy**, encourage **healthy communication**, and create **safe learning environments**.

- Emotional skills of teachers influence **student conduct**, engagement, attachment to school, and academic performance.

- Teachers skilled at **regulating their emotions report less burnout and more positive affect** while teaching.

- School leaders with **strong SEL competencies build and maintain positive and trusting relationships** among members of the school community.
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This model parallels Jennings and Greenberg's prosocial classroom model, which frames the quality of teachers' SECs and well-being as the foundation for positive social emotional and academic student outcomes.

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Mindfulness creates space... replacing impulsive reactions with thoughtful responses.
SEL and Mindfulness
SEL and Self-Care Strategies
University of Buffalo, School of Social Work, Self-Care Starter Kit

- Healthy eating (SA, SM)
- Physical fitness (SM)
- Reducing stress (SM)
- Time management (SM)
- Relaxation (SM)
- Mindfulness (SA, SM)
- Be Good to Yourself (All)
# Adult SEL Self-Assessment

http://schoolguide.casel.org/

**TOOL: Plan for Professional Learning Opportunities**

<table>
<thead>
<tr>
<th>Self-Awareness</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
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<tbody>
<tr>
<td><strong>EMOTIONAL</strong></td>
<td>I am able to identify, recognize, and name my emotions in the moment.</td>
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<td><strong>SELF-AWARENESS</strong></td>
<td>I recognize the relationship between my feelings and my reactions to people and situations.</td>
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<td><strong>ACCURATE</strong></td>
<td>I know and am realistic about my strengths and limitations.</td>
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<td><strong>SELF-PERCEPTION</strong></td>
<td>I encourage others to tell me how my actions have affected them.</td>
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<td></td>
<td>I know how my own needs, biases, and values affect the decisions I make.</td>
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<td><strong>SELF-CONFIDENCE</strong></td>
<td>I believe I have what it takes to influence my own destiny and lead others effectively.</td>
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<td></td>
<td>I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence.</td>
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<td><strong>OPTIMISM</strong></td>
<td>I believe that most experiences help me learn and grow.</td>
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<td></td>
<td>I can see the positive even in negative situations.</td>
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<td><strong>SELF-CONTROL</strong></td>
<td>I find ways to manage my emotions and channel them in useful ways without harming anyone.</td>
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<td></td>
<td>I stay calm, clear-headed, and unflappable under high stress and during a crisis.</td>
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<td><strong>SETTING AND ACHIEVING GOALS</strong></td>
<td>I have high personal standards that motivate me to seek performance improvements for myself and those I lead.</td>
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<td></td>
<td>I am pragmatic, setting measurable, challenging, and attainable goals.</td>
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<td><strong>ADAPTABILITY</strong></td>
<td>I accept new challenges and adjust to change.</td>
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<td></td>
<td>I modify my thinking in the face of new information and realities.</td>
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<tr>
<td><strong>ORGANIZATIONAL SKILLS</strong></td>
<td>I can juggle multiple demands without losing focus or energy.</td>
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<td>I balance my work life with personal renewal time.</td>
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3 Signature Practices for Adult SEL

Welcoming rituals that promote activities for inclusion.

- 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
- Community building, collaborative and 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
3 Signature Practices for Adults Video

https://drive.google.com/file/d/0B2DcKbJpERRRT21XNTAwRWMxU2M/view
CASEL’s District Theory of Action

key activities

Build foundational support and plan

Strengthen adult SEL competencies and capacity

Promote SEL for students

Practice continuous improvement

• Develop a shared vision and plan for SEL
• Promote collaboration among school and district leaders around SEL, academics, and equity
• Communicate SEL as a district priority
• Align resources for SEL
• Develop central office expertise
• Design and implement a professional learning program for SEL
• Strengthen adult social and emotional competence
• Promote equitable learning environments
• Adopt and implement PreK-12 SEL standards or guidelines
• Adopt and implement evidence-based programs and practices
• Develop and strengthen family and community partnerships
• Integrate SEL with academics, district priorities, and policies

• Planning for improvement (Plan)
• Documenting and assessing (Do)
• Data reporting and reflecting (Study)
• Action planning and sharing (Act)
Every person – All in!!

Front Office Staff

Community members

Counselors

Social workers

Bus Drivers

SEL School

Administrators

Teachers

Parents

Lunchroom staff

Custodians
Every space, the right place

- Front Office
- Hallways
- School Grounds
- Parent/teacher conferences
- Lunchroom
- Classrooms
- Bus
- Teacher's Lounge
- Sporting Events
- Afterschool/Extra-curriculars
- Bathrooms

SEL School
MS. FUNG LOVES ME.
MS. FUNG CARES ABOUT ME.
MS. FUNG BELIEVES IN ME.
WILL FEED MY BRAIN WITH
KNOWLEDGE AND
LEARN, LEARN, LEARN!
YES! I CAN!
Ways a Positive and Healthy School Environment is Established

- Adults teach, model, and reinforce the SEL competencies in their daily interactions with staff, students, and families.
- Adults form personal relationships with all students so every child feels seen, heard, known, valued, and loved.
- All school policies, procedures, and practices are aligned with and demonstrate SEL throughout the school functioning.
- SEL is messaged throughout the school through a shared SEL vision statement, in morning announcements, on bulletin boards, through student work posted in the halls, through inspiring messaging on the school walls, etc.
- Opportunities throughout the day to practice the five SEL competencies and citizenship skills through curriculum based on inquiry, collaboration, reflection, and application.
Every time, the right time

- Entering encounters
- Hallway encounters
- Classroom visits
- Faculty meetings
- Grade team meetings
- Community partners meetings
- Meetings with students
- Parent meetings
- Meetings with individual staff
- Exiting encounters
Summing Up!

• **Relationships are the key to learning.** We learn and remember what we care about and from people we care about. Be the big, bright light in your school who brings love, joy, and passion to learning!

• **Adults are the game changers, and SEL is the game!** Teach model and reinforce SEL competencies in all daily interactions with all members of the school community.

• **Cultivate Adult SEL through staff meetings, PLCs, and professional development opportunities.** Focus on building personal competence in the Five SEL Core Competencies throughout the school year.

• **Create and sustain safe, nurturing, and well-managed learning environments** through establishing SEL norms for the school and classroom and offering restorative practices to restore relationships in conflicts.

• **Practice** the five SEL competencies through using engaging instructional practices, such as the Three Signature Practices, that promote SEL in every staff gathering and classroom learning environment. Teach an evidence-based SEL program.

• **Message SEL throughout the school** through a shared SEL vision statement, in morning announcements, on bulletin boards, through student work posted in the halls, through inspiring messaging on the school walls, etc. Tell the world: SEL LIVES HERE!
Chris Collaros loved to sing and play guitar. He gathered the staff and students together to sing:

All you need is love.....

All you need is love.....

All you need is love, love,

Love is all you need!

And remember to (shout it with me) LOVE OUT LOUD!!!
Susan Keister, M.A.
SELutions Consulting
suekquest@aol.com

For more information about CASEL resources, contact casel.org