



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

Susan Keister, M.A.


... BE THE ...

CHANGE

YOU WISH TO SEE IN THE

WORLD

-GANDHI



"Educating the mind without
educating the heart is no
education at all."

Aristotle



Today, we will



- 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 health school environments.
- Learn about **specific tools to cultivate Adult SEL**, such as using the Three Signature Practices and fostering personal skillfulness, mindfulness and self-regulation, restorative practices, and deep relationships with colleagues and students.

**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

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 
5. Feet flat



Photo Mingle!



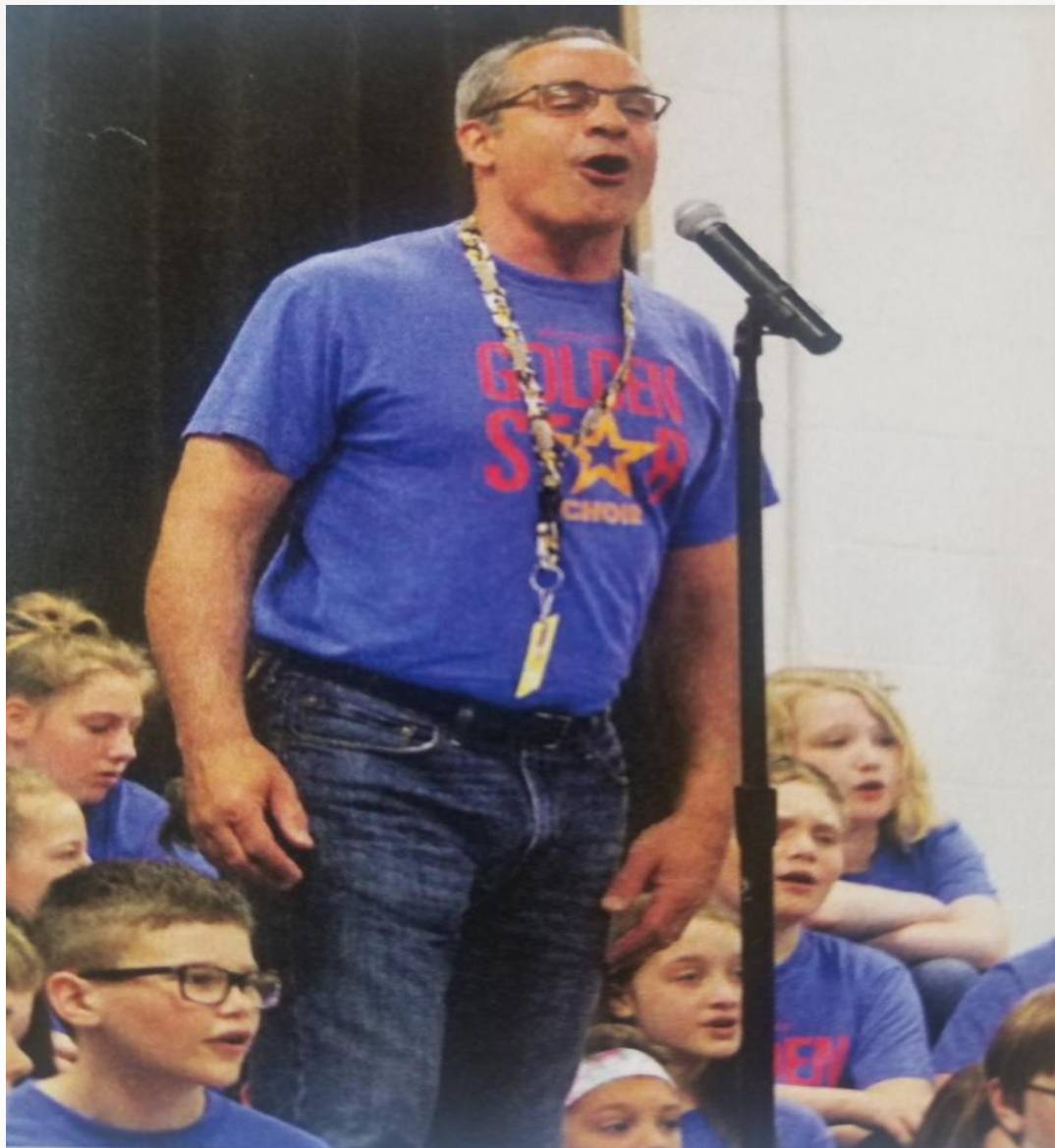
1. Walk around the room. When you hear the bell, find a partner and introduce yourself.
2. Person 1: Share a photo from your phone that has meaning for you.
3. Person 2: When you hear the bell, it's your turn to share a photo.
4. When the bell rings a third time, find a new partner.



**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!**



1961 - 2019

The Power of One

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.





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.

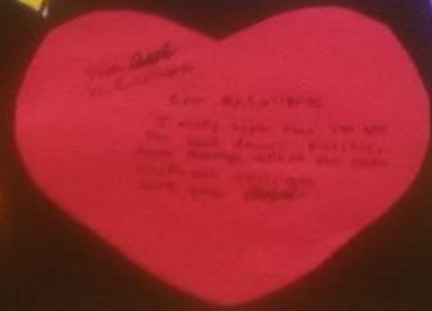
We Love Out Loud, every day, with everyone we meet. Love is all there is.

LOVE

i love you I LOVE Carter



MR. COLLARAS
I hope you get Better
you were amazing and so
are you ties!!



with the progressive music part

b. j. catter. mrs cunning

note to mr. collins

• you are the best
principal in the world.

• Funny

• Bold

• Kind

• Loving

• Friendly

• Nice

• Cool

• Awesome

• Inclusive

• Strong

• Amazing

• best in the hole wi
> univers.



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.

A black and white photograph of a group of diverse young children. In the foreground, a boy on the left is laughing with his mouth wide open. Next to him, a girl is smiling and waving her hand towards the camera. Behind them, several other children are visible, some waving their hands. The children are of various ethnicities and are all looking towards the camera with happy expressions. The background is a plain, light color.

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.

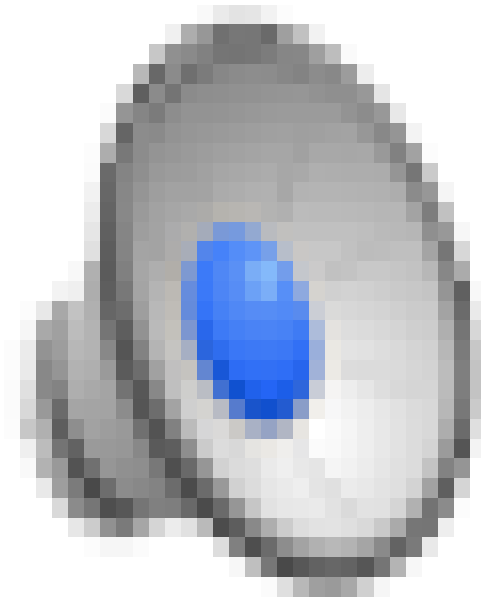


“Five Keys to Successful SEL”

<https://www.youtube.com/watch?v=DqNn9qWoO1M>

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?

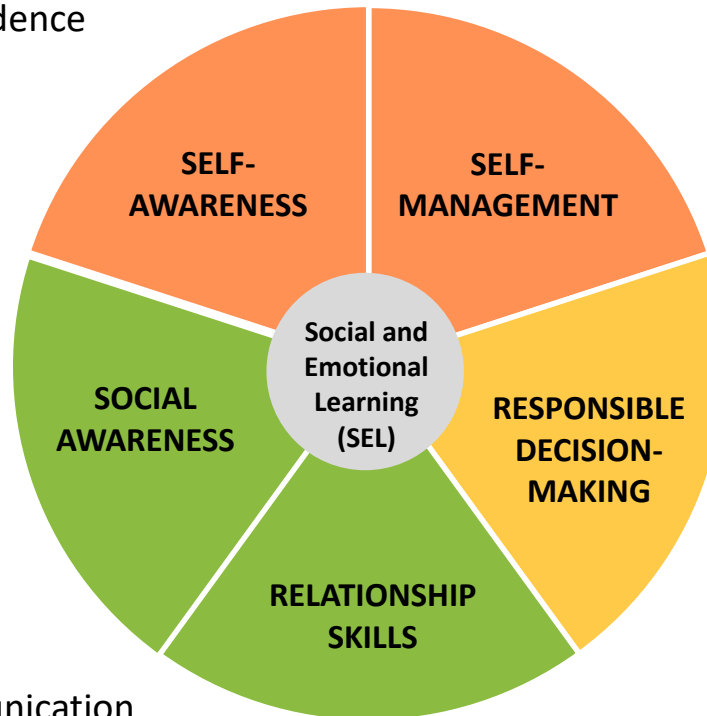


Social and Emotional Learning (SEL)

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

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

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

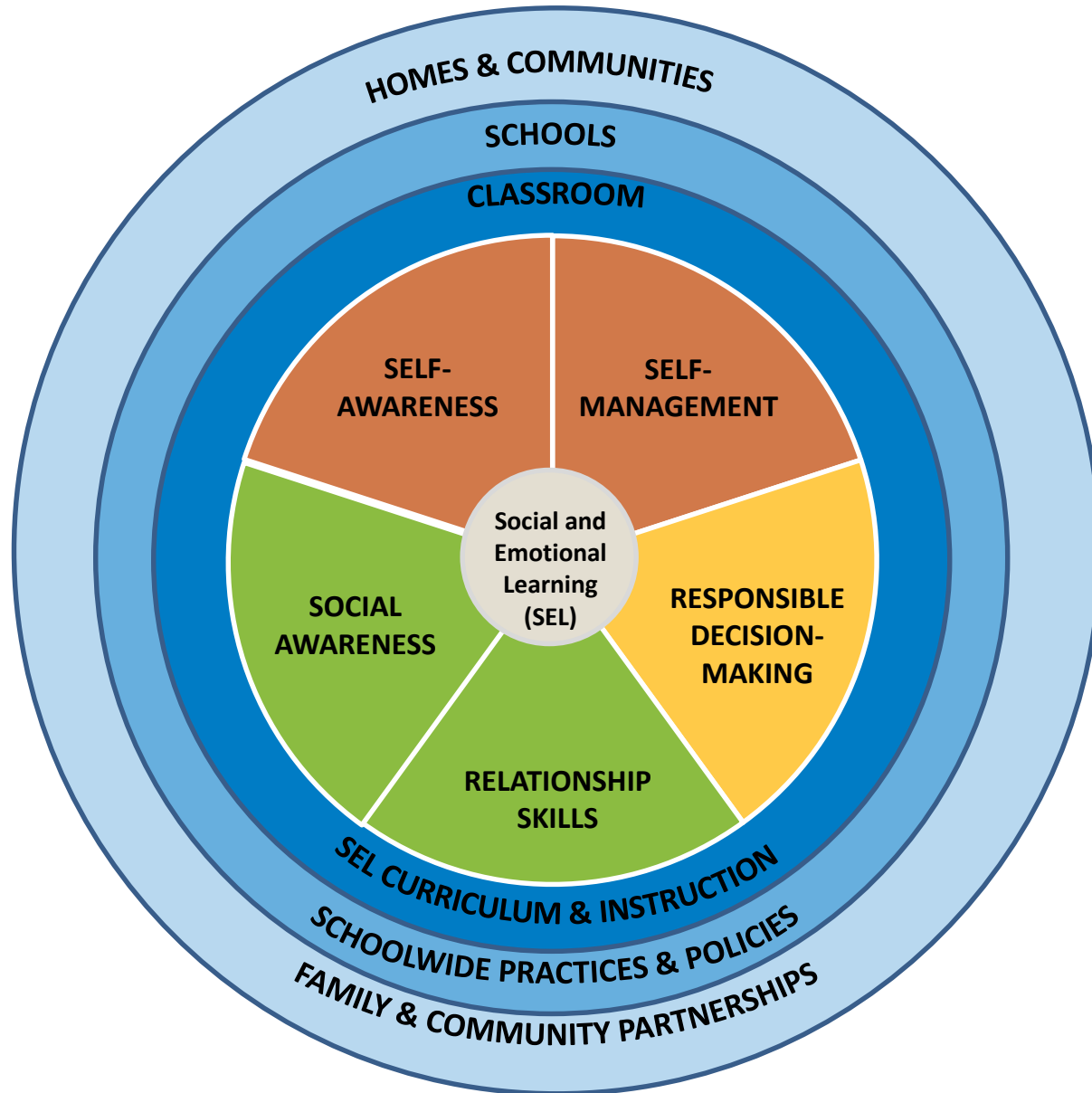


- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

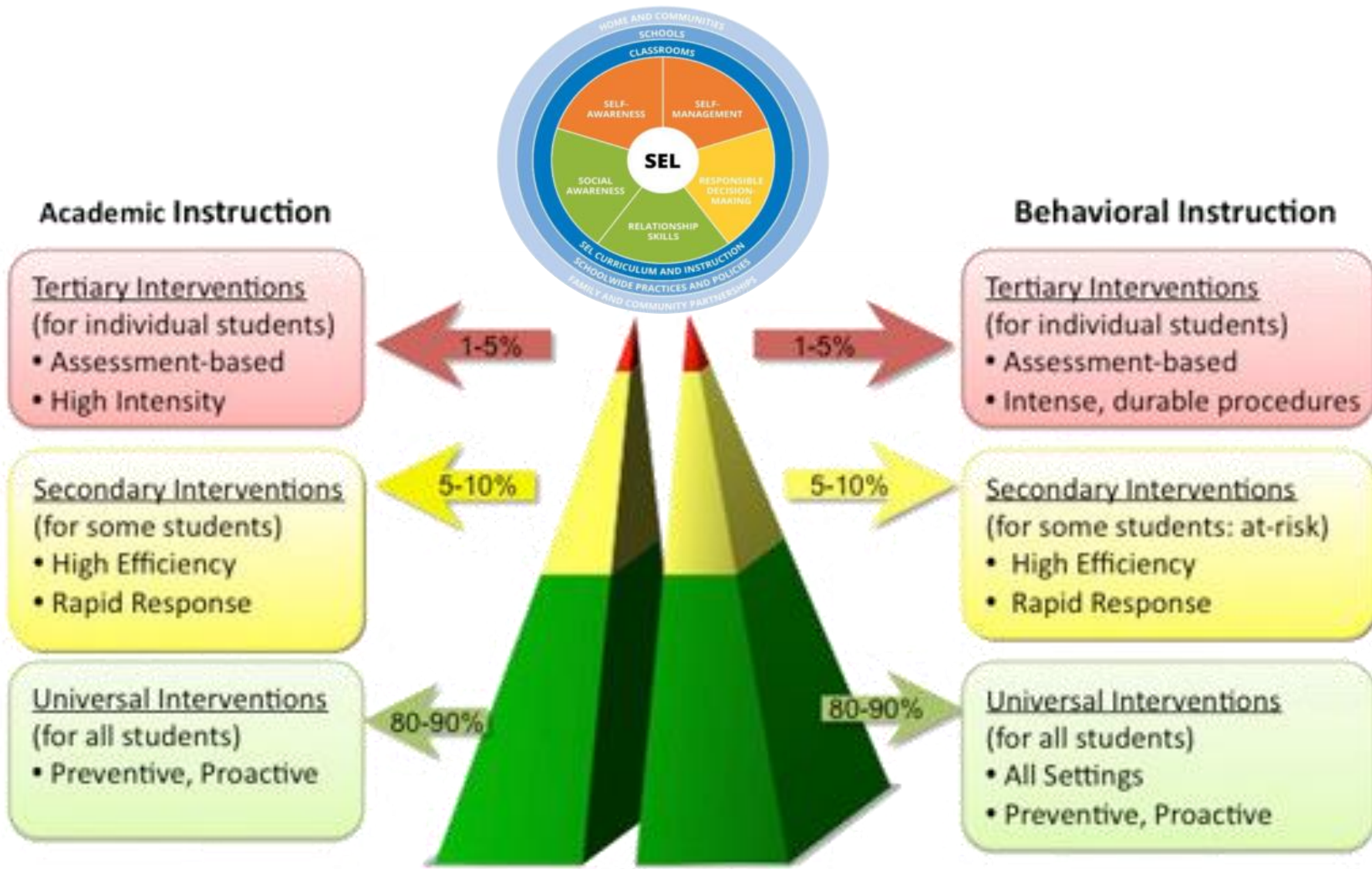
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

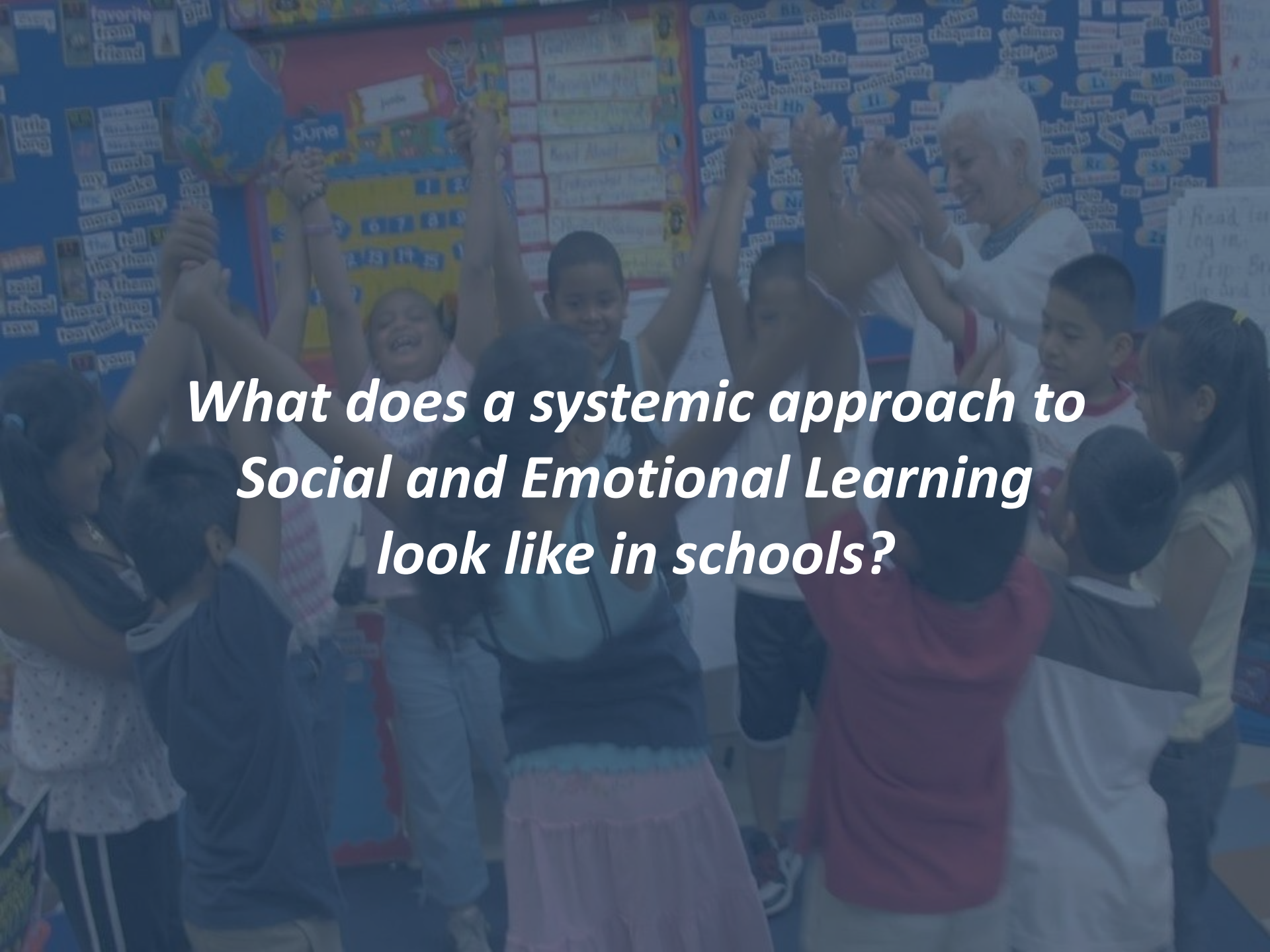


Three Levels of SEL Implementation



SEL Impacts Academic and Behavioral Instruction



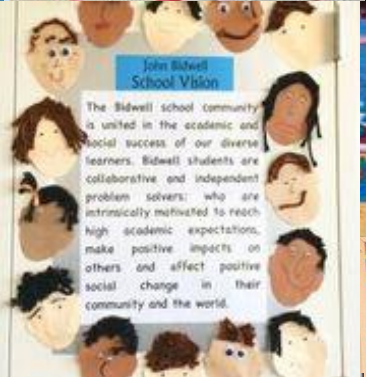


***What does a systemic approach to
Social and Emotional Learning
look like in schools?***

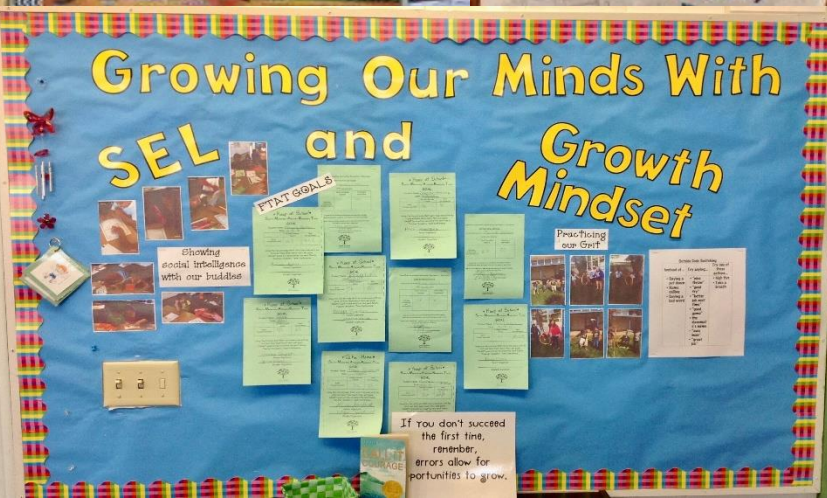
Systemic Schoolwide SEL Roadmap



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



Dec 5, 2012
 (greeting)
 Dear Mrs. Aoun,
 (body)
 We are thank ful
 that you are our principal
 You always smile when you
 see us You speak in a soft
 voice. You dont put people
 down, even when they
 make a mistake You are
 the best principal ever!
 (closing)
 Love,



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:

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





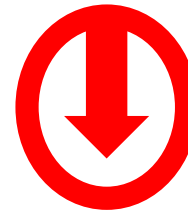
What does the research say?

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



- Fewer conduct problems
- Less emotional stress
- Lower drug use

...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:

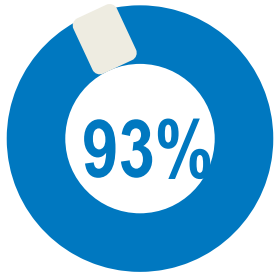
- ✓ developing and managing nurturing relationships with their students
- ✓ managing behavior in their classrooms
- ✓ serving as behavioral role models for children
- ✓ regulating their own emotions,



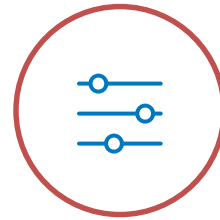
Source: Jennings, P.A. & Greenberg, M.T. (2009) *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. American Educational Research Association.

Teachers value SEL

In 2013, we learned that:



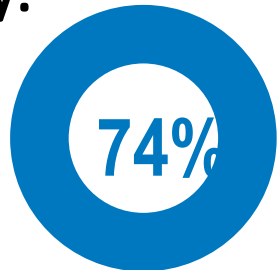
want a greater focus on
SEL in schools



Teachers cite positive effects on:



More recently:



Report that they are devoting more time to
teaching SEL skills today compared to five years
ago.



Source: *The Missing Piece*, 2013

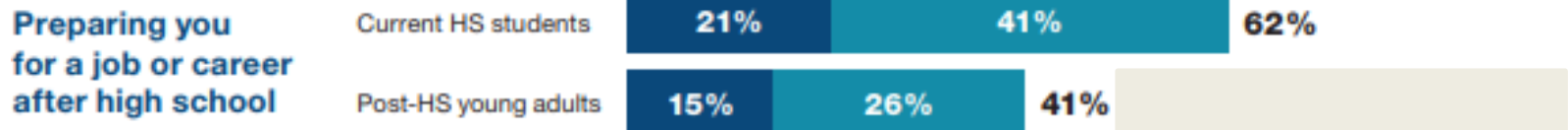
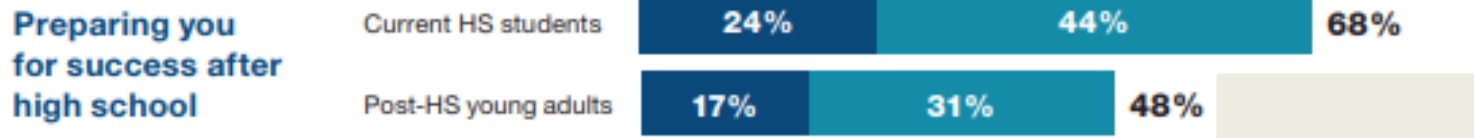
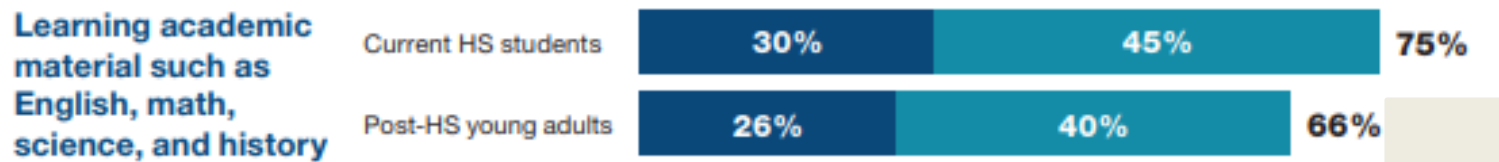
Source: *2018 Social and Emotional Learning report*, 2018

Students value SEL

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

How good a job does/did your high school do helping you in this area?

■ Great Job ■ Pretty Good Job



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”

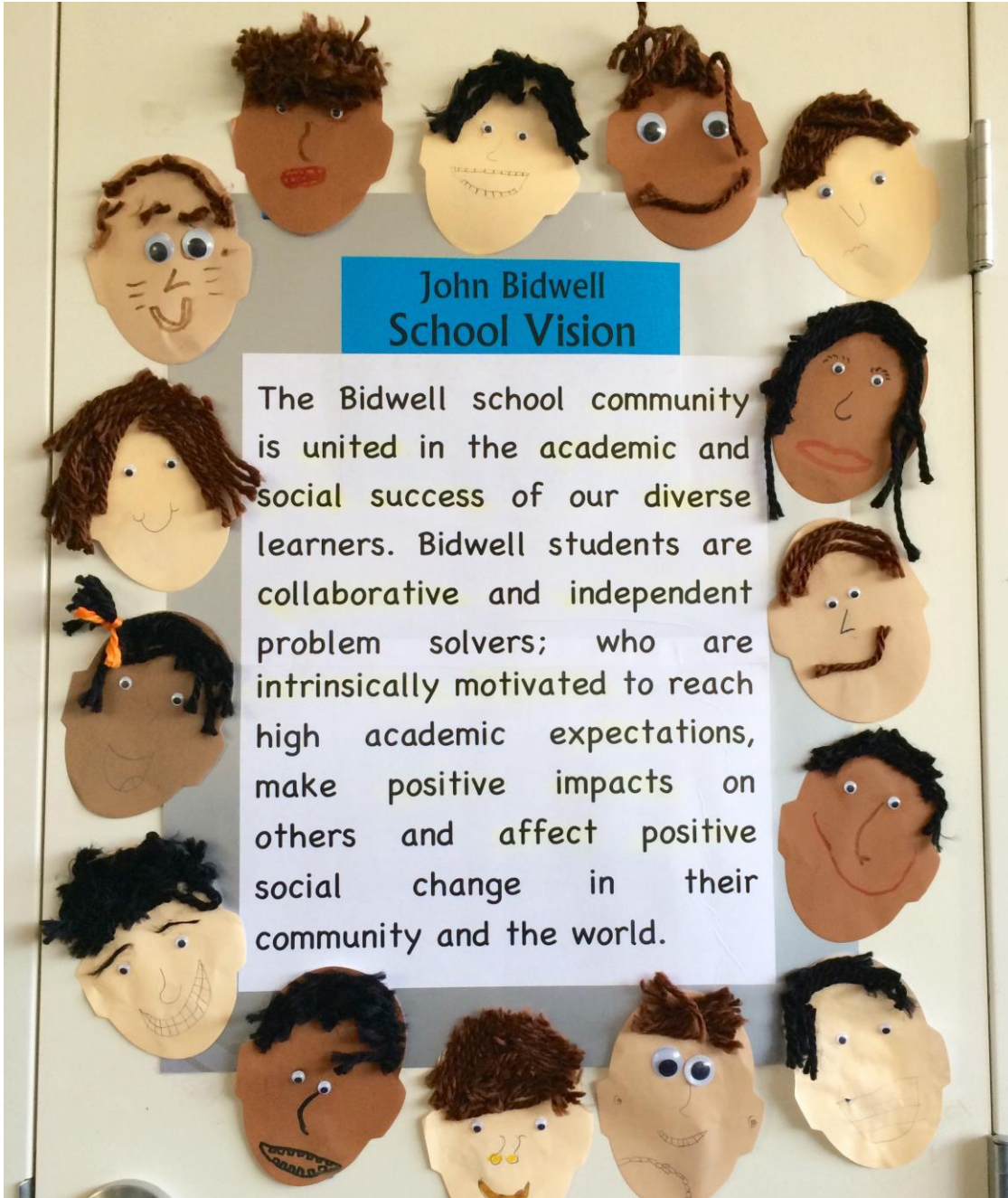
<https://www.youtube.com/watch?v=LZe5y2D60YU>



What’s your “WHY”?

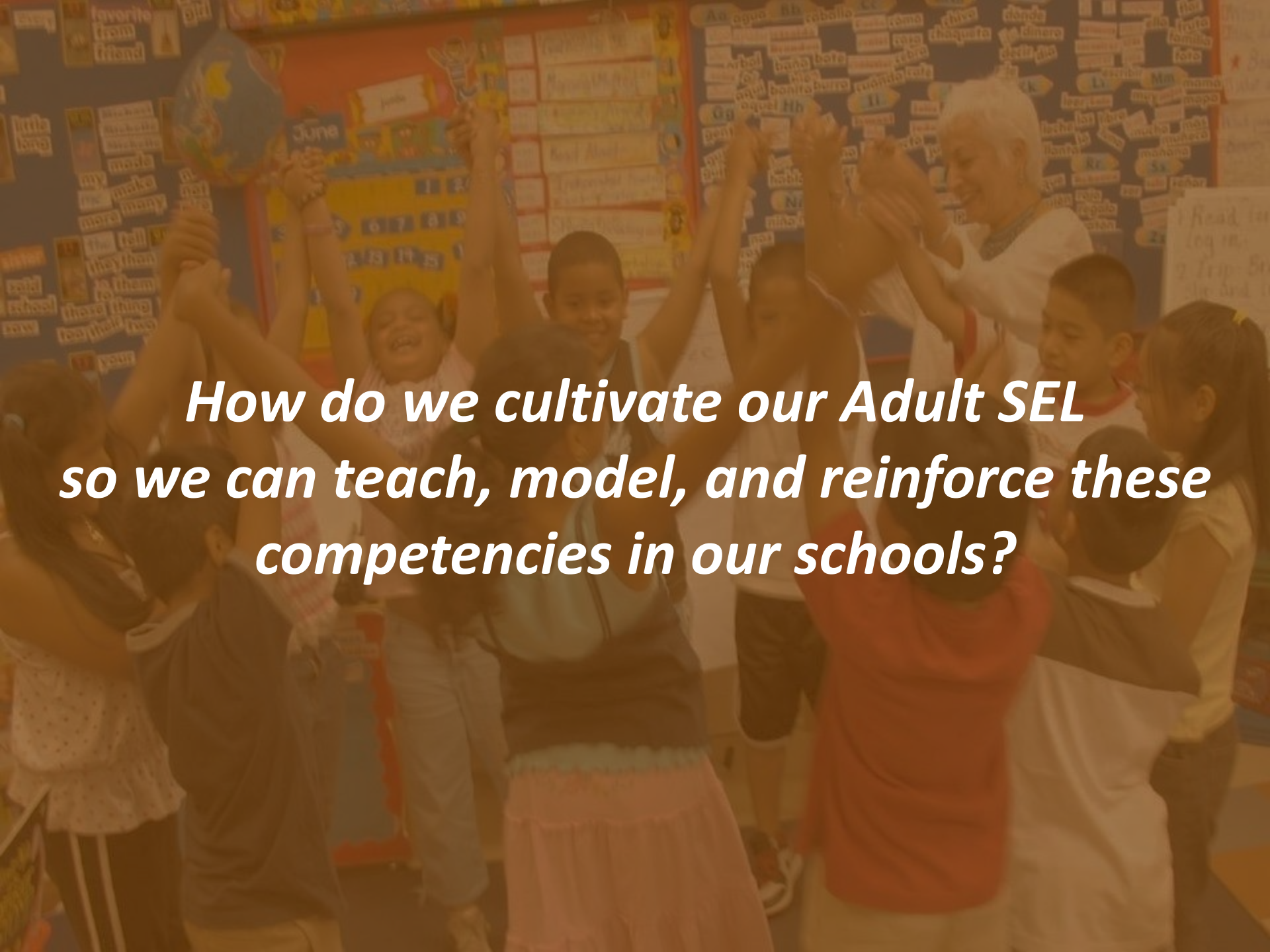
John Spry School Shared Vision

"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."



John Bidwell School Vision

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.

The Prosocial School Leader



This model parallels Jennings and Greenberg's¹⁷ 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 Builds SEL Skills

*Without
Mindfulness*



*With
Mindfulness*



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)

Love
yourself
enough
to live
a healthy
lifestyle.

Adult SEL Self-Assessment

<http://schoolguide.casel.org/>

TOOL: Plan for Professional Learning Opportunities

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

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
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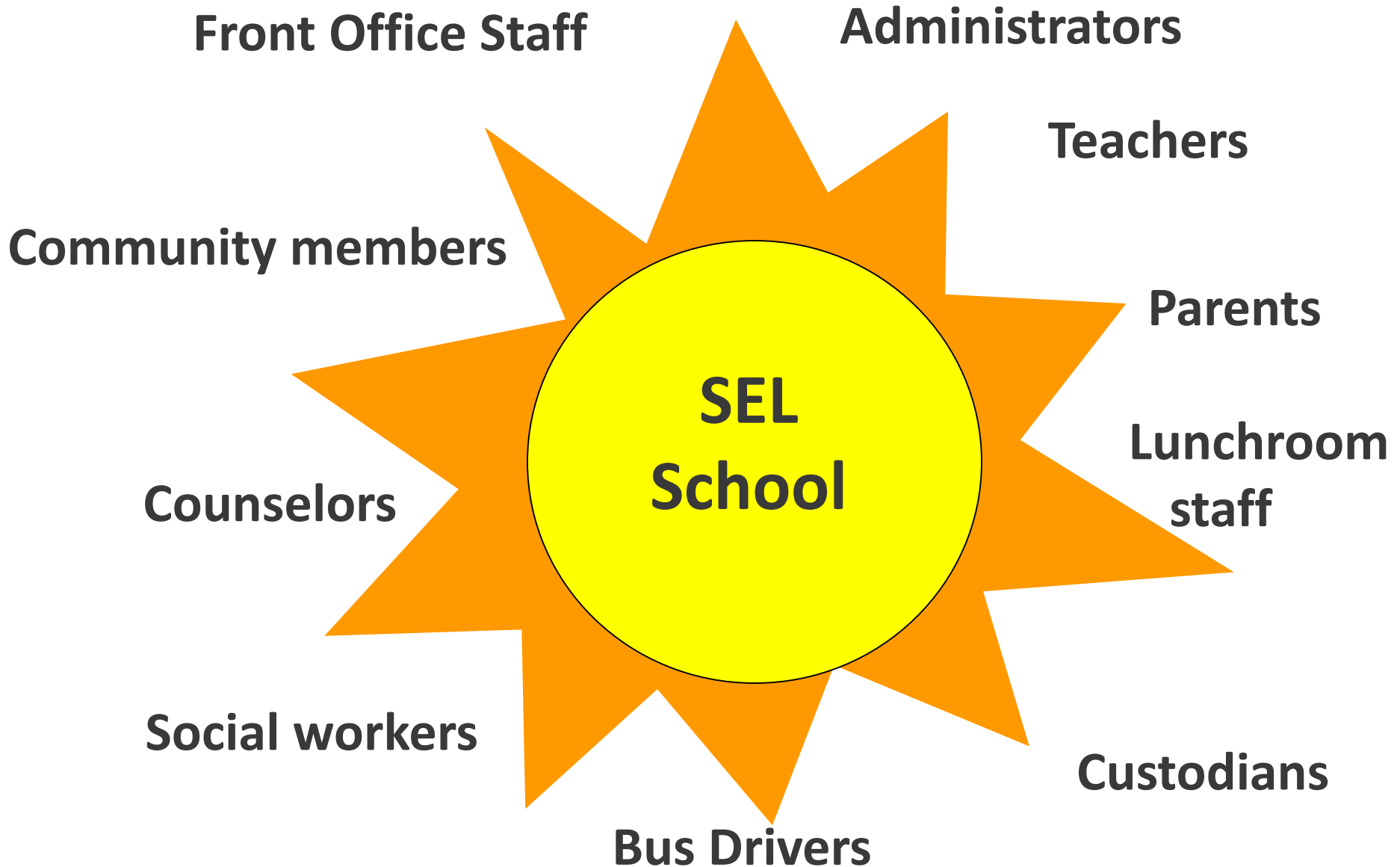


3 Signature Practices for Adults Video

<https://drive.google.com/file/d/0B2DcKbJpERRRT21XNTAwRWMxU2M/view>

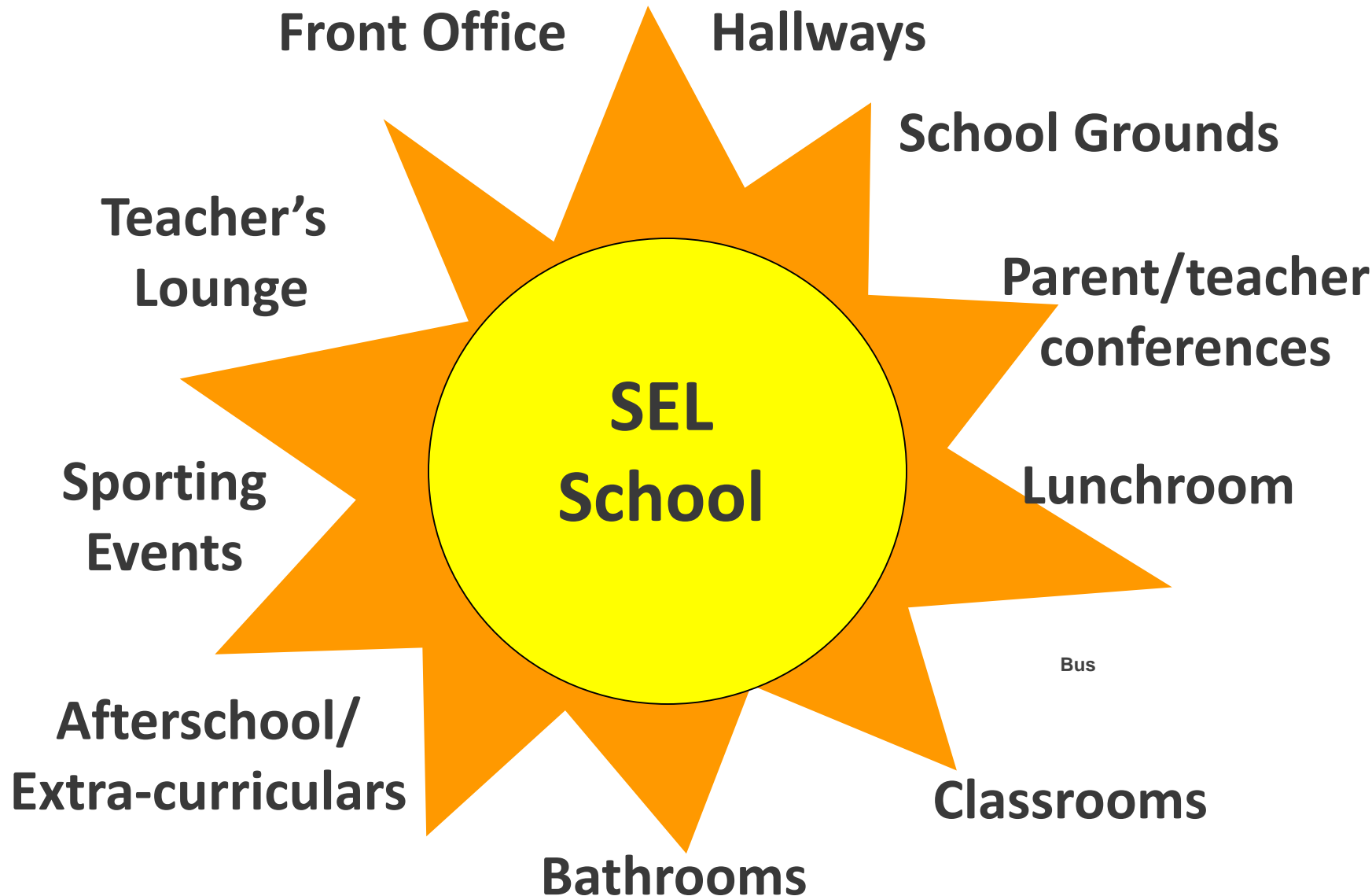


Every person – All in!!





Every space, the right place



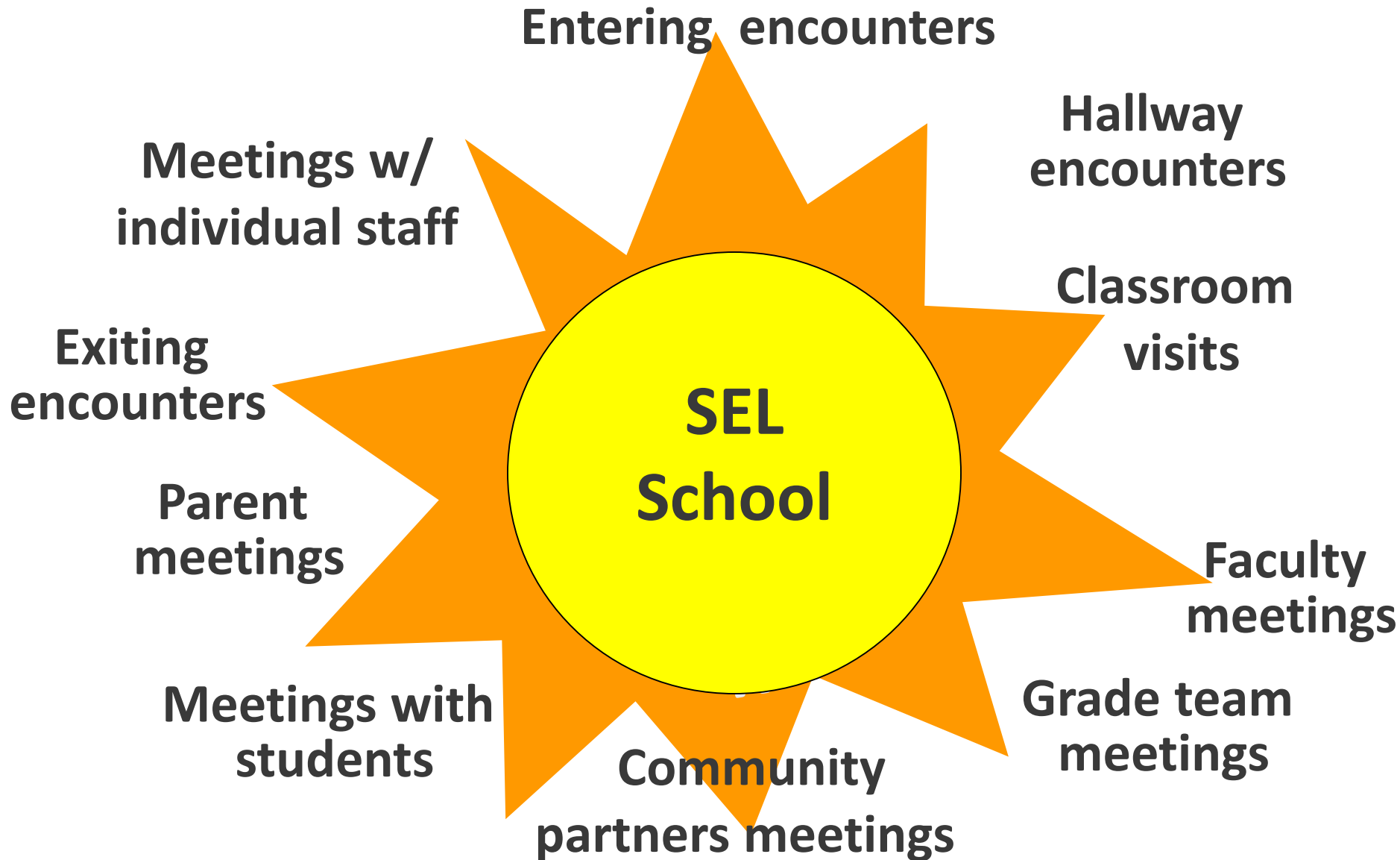


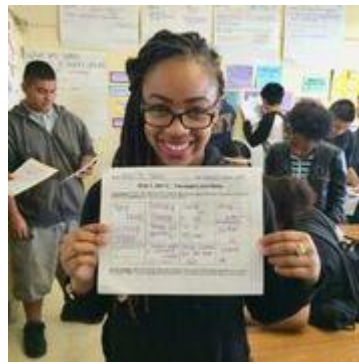
MS. FUNG LOVES ME.
MS. FUNG CARES ABOUT ME.
MS. FUNG BELIEVES IN ME.
WILL FEED MY BRAIN WITH
KNOWLEDGE AND
LEARN, LEARN, LEARN!
YES I CAN!



How always
make me
smile

Every time, the right time





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.
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**For more information about CASEL
resources, contact casel.org**