Seamless Integration of Social Emotional Learning

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Play
Understanding how children develop social and emotional skills through play

Social Development
Helping children develop positive friendship skills, social values & empathy

Emotional Development
Helping children understand feelings, develop emotional awareness & coping skills

Motivation and Praise
Understanding the links between curiosity, confidence, praise, motivation and learning

Positive Separations
Understanding separation distress and developing positive separations

Resilience
Managing life's ups and downs and learning to keep a balance

Making Decisions
Helping children problem-solve and learn how to make good decisions

Managing Behaviour
Positive reinforcement, catching them being good and setting effective limits

Resolving Conflict
Sorting out conflict together and learning to value others

Anger
Helping children understand anger & learn to regulate their behaviour
Montessori
practical-lifework
absorbent-mind
prepared-environment
control-of-error
normalization
grace
sensorial
lessons
rug
courtesy
circle

Self-Management
Self-Awareness
Social Awareness
Responsible Decision-Making
Relationship Skills

Social & Emotional Learning
An Organizing Framework for SEL

**cognitive domain**
- setting goals, organizing abstract thinking, memory, attention, prioritizing

**social domain**
- understanding social cues, managing conflict, cooperating

**physical domain**
- motor planning, energy/stamina

**emotional domain**
- recognizing, understanding, labeling, expressing, and regulating emotion
Why emphasize SEL now?

Science now understands how chronic toxic stress leads to physical and emotional ill health in our community, and how we can give new hope to children.

ACEs

ADVERSE CHILDHOOD EXPERIENCES

These are experiences that can negatively impact a child's brain development and physical, mental and social behaviors.

Toxic Stress

TOXIC STRESS IS CAUSED BY ACEs.

The more ACEs a child encounters, the higher the child's risk of medical, behavioral and social problems as an adult.

How Common are ACES?

ACE Study

- Zero: 36%
- One: 26%
- Two: 16%
- Three: 9.5%
- Four or More: 12.5%
Adverse Childhood Experiences

**ABUSE**
- Physical
- Emotional
- Sexual

**NEGLECT**
- Physical
- Emotional

**HOUSEHOLD DYSFUNCTION**
- Mental Illness
- Mother treated violently
- Substance Abuse
- Incarcerated Relative
- Divorce
<table>
<thead>
<tr>
<th>Risk factors</th>
<th>Protective factors</th>
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</thead>
<tbody>
<tr>
<td><strong>Child</strong></td>
<td><strong>Family</strong></td>
</tr>
<tr>
<td>Difficult temperament</td>
<td>Easy temperament</td>
</tr>
<tr>
<td>Low self esteem</td>
<td>Good social and emotional skills</td>
</tr>
<tr>
<td>Negative thinking style</td>
<td>Optimistic coping style</td>
</tr>
<tr>
<td>Family disharmony, instability or breakup</td>
<td>Family harmony and stability</td>
</tr>
<tr>
<td>Harsh or inconsistent discipline style</td>
<td>Supportive parenting</td>
</tr>
<tr>
<td>Parent/s with mental illness or substance abuse</td>
<td>Strong family values</td>
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<tr>
<td>Peer rejection</td>
<td><strong>School</strong></td>
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<tr>
<td>School failure</td>
<td>Positive school climate that enhances belonging and connectedness</td>
</tr>
<tr>
<td>Poor connection to school</td>
<td></td>
</tr>
<tr>
<td>Difficult school transition</td>
<td><strong>Life events</strong></td>
</tr>
<tr>
<td>Death of family member</td>
<td>Involvement with caring adult</td>
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<tr>
<td>Emotional trauma</td>
<td>Support available at critical times</td>
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<tr>
<td>Discrimination</td>
<td><strong>Social</strong></td>
</tr>
<tr>
<td>Isolation</td>
<td>Participation in community networks</td>
</tr>
<tr>
<td>Socioeconomic disadvantage</td>
<td>Access to support services</td>
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<tr>
<td>Lack of access to support services</td>
<td>Economic security</td>
</tr>
<tr>
<td></td>
<td>Strong cultural identity and pride</td>
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</table>
Resilience can be taught
Intentional Embedded SEL Builds Resilience

The Verdict is in: SEL Matters

A new study reveals that students who participate in school-based programs focused on social and emotional learning benefit in multiple ways as compared to students who do not experience programming in social and emotional learning.

Check out these incredible findings!

- 9% improvement in prosocial behavior
- 9% improvement in attitudes about self, others, and school
- 9% reduction in problem behaviors
- 10% reduction in emotional distress
- 11% increase in standardized achievement test scores
- 23% increase in social and emotional skills

Curriculum Strategy

- How are you intentionally teaching the knowledge and skills of SEL?
- How do you intentionally develop a positive culture and climate in your school and your classroom for all the members of the learning community?
- How do you intentionally create SEL opportunities for parents and families in your community?
- How do you intentionally address SEL through other academic content and SEL skill practice?
## 2015 CASEL Guide

**Effective Social and Emotional Learning Programs**

*Middle and High School Edition*

### Success in School: Skills for Life

**SEL Programs for Preschool: Rating Tables**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Grade Level</th>
<th>Average Number of Sessions Per Year</th>
<th>Curriculum Design</th>
<th>Classroom Approach to Teaching SEL</th>
<th>Opportunities to Practice Social and Emotional Skills</th>
<th>Classroom Implementation Strategies Provided</th>
<th>Assessment Tools for Monitoring Implementation and Student Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>A's Pals</td>
<td>Pre-K</td>
<td>24 core lessons + 6 boosters</td>
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<td>✓</td>
<td>□</td>
<td>□</td>
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<tr>
<td>HighScope Educational Approach for Preschool</td>
<td>Pre-K</td>
<td>n/a</td>
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<td>□</td>
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<tr>
<td>I Can Problem Solve</td>
<td>Pre-K</td>
<td>55/63 lessons</td>
<td></td>
<td>✓</td>
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<tr>
<td>The Incredible Years Series</td>
<td>Pre-K</td>
<td>64 lessons</td>
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<tr>
<td>PATHS</td>
<td>Pre-K</td>
<td>40-52 lessons</td>
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<td>✓</td>
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<td>□</td>
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<tr>
<td>Peace Works: Preschooling Skills for Little Kids</td>
<td>Pre-K</td>
<td>30-45 activities varies by grade</td>
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<td>✓</td>
<td>□</td>
<td>□</td>
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</table>

*www.casel.org/guide/ratings/preschool*
Guiding Principles for Choosing Curricula

Our decisions regarding curriculum will be based on:

- Montessori grace & courtesy, and peace education
- SEL research/best practices
- Developmentally-appropriate
- Program with overarching themes, not just directed lessons
- Parent component
- Train-the-trainer component
- Not overly lesson-based
- Not only conflict-resolution or violence-prevention focused
Select Curricula

2015 CASEL GUIDE

Effective Social and Emotional Learning Programs

Middle and High School Edition
Stages of Learning

- **Acquisition** – new skill or concept
- **Fluency** – the ability to immediately use the skill or concept without a prompt
- **Maintenance** – continuing to use the skill or concept over time
- **Generalization** – applying the skill or concept to new situations, people, activities, ideas, and settings

**REMEMBER**

- absent vs emerging vs consistent skill
- controlled vs automatic process
SEL Teaching Strategies

• Outline specific social goals and tasks to be learned
• Embed opportunities for SEL
• Direct teaching (practice, vicarious experience, role play)
• Indirect teaching (draw attention to feeling states, role model effective skills)
• Provide behavioral feedback
• Create a culture & climate that supports development of SEL competencies
Select Methods

Montessori-Inspired Peace Education Activities
LivingMontessoriNow.com

How Big is My Problem?

Emergency
- You definitely need help from a grown-up. (like, someone has hurt and needs to go to the hospital, or car accident, danger)
- 🙁

Gigantic problem
- You’re in big trouble. (like, breaking a leg, broken arm, or getting picked on or bullied)
- 😞

Big problem
- You can ask for help, but you don’t think they will come. (like, a broken bone, needing help after class)
- 😐

Medium problem
- You can ask for help, but they might not come. (like, being angry, feeling sad, needing help)
- 😟

Little problem
- You can ask for help, but they will come. (like, feeling forgotten, needing help, needing help)
- 😊

Glitch
- Extra small, like changing clothes, cleaning up toys, forgetting favorite toy or blanket.
- 😔

Deal for Secondary Students
Establish a Growth Mindset in your Students
The Power of Story

There’s no better way to learn what it means to be empathic and resilient than through story.

“A book is the only place in which you can examine a fragile thought without breaking it.”
— Edward P. Morgan
Teach Reflection

**Head**

- I Understand
  - **4**: I Got It!
    - I understand everything.
  - **3**: I Mostly Get It.
    - I understand most of it, but not all of it.
  - **2**: I Sort of Get It.
    - I am still a little confused.
  - **1**: I Don’t Get It.
    - I don’t understand at all and I am very confused.

**Heart**

- Effort Meter:
  - Exceptional Effort! I worked hard on this! I gave my all to this!
  - Great Effort. I think I could do one thing to make it even better.
  - Good Effort. I know I could do more though!
  - Okay effort, but I can think of many things that would make it better.
  - Some effort. I completed the task, but I may have rushed through it.
  - Little effort, but I did not finish.
  - Zero effort. I didn’t really try.

- “Continuous effort is the key to unlocking our potential!” Winston

**Hands**

- Student Self-Reflection
  - Grading Marks:
    - Yes, I do this all the time!
    - I could be doing better at this!
    - I am not doing this and need to work on this!
  - Self-Reflection Items:
    - I follow school and classroom rules.
    - I show respect for myself and others.
    - I have control over my actions.
    - I work well with other students.
    - I stay on task and do my work.
    - I follow directions the first time they are given.
    - I always complete my homework.
    - I am organized.
    - I listen when the teacher and other students are talking.
    - I am neat and do not rush through my work.
    - I raise my hand and participate every day in class discussions.
Curriculum Sharing

• What activities do you already use to foster development of the SEL core competencies? [self-awareness, self-management, social awareness, relationship skills, and decision-making] How might you amplify those?

• Do you have any new ideas for embedding SEL into curricula/activities you already do with students? What are they?

• What are your concerns when it comes to adopting more intentional approach to SEL? What supports do you need from each other to be able to address these?