

How familiar are you with the term, **Social and Emotional Learning** (SEL)?

- Extremely familiar
- Moderately familiar
- Somewhat familiar
- Not at all familiar

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Social **Emotional** Learning

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Preparing the Whole Child: Social Emotional Learning and its Role in Learning Success

4 Corner Activity: Which resonates most with you?

Adults who have the Emotional skills of Teachers skilled at School leaders with ability to teachers regulating strong SEL recognize, understand, influence **student** their emotions report competencies build label, conduct, less and express, and regulate burnout and more maintain positive and engagement, emotions are attachment to positive trusting more likely to school, and academic affect while teaching. relationships among (Brackett, Mojsa, Palomera, Reyes, & demonstrate patience performance. members Salovey, 2008) (Baker, 1999; Hawkins, 1999; and empathy, of the school Schaps, Battistich, & Solomon, 1997; encourage **healthy** community. Sutton & Wheatley, 2003; Wentzel, (Patti and Tobin, 2006) 2002) communication, and create **safe** learning environments (Brackett, Katella, Kremenitzer, Alster, and Caruso, 2008)

CASEL: The Collaborative for Academic, Social, and Emotional Learning









RESEARCH

Build shared knowledge

PRACTICE

Drive quality implementation

POLICY

Guide supportive legislation

COLLABORATION

Convene SEL Champions





SOCIAL AND EMOTIONAL LEARNING (SEL) 101

presented by



@CASELORG

#SEL101



Think about a young person in your life. What do you hope they will learn and be able to do to prepare for the world of tomorrow?





Now think about YOUR experiences.



Write a memory about the adult who comes to mind for you in your workbook (page 1).

What do you remember about that person?

How did you feel when you were with them?



Let's Come Back to Present Day

Take five minutes to answer the following questions on page 2 of your workbook.

How do you want young people to feel when they are with you?



What do you see and hear if they feel this way?

What needs to be true about their relationships and the environment for them to feel this way?

What skills might they need support with, to strengthen their relationships and contribute to that kind of environment?



SEL is...

The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to:

- develop healthy identities
- manage emotions and achieve personal and collective goals
- feel and show empathy for others
- establish and maintain supportive relationships
- make responsible and caring decisions





Why focus on SEL?

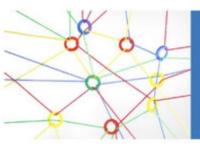
Effective SEL Approaches are

SEQUENCED

ACTIVE

Focused

EXPLICIT



BUILDS MORE POSITIVE AND TRUSTING RELATIONSHIPS

Jennings & Greenberg, 2009; Schonert-Reichl, Hanson-Peterson, & Hymel, 2015



LEADS TO IMPROVED ACADEMIC OUTCOMES

Durlak et al., 2011, Taylor et al., 2017



INCREASES ABILITY TO MANAGE STRESS, ANXIETY, DEPRESSION

Durlak et al., 2011; Taylor et al., 2017; Clarke et al., 2021; Jagers, Rivas-Drake, & Williams, 2019

BENEFITS OF





IMPROVES ATTITUDES ABOUT THEMSELVES, OTHERS, AND SCHOOL

Durlak et al., 2011; Taylor et al., 2017



WITH INTENTIONAL

SEL



relationships
supportive environment
engagement
skill building















SEL IN SCHOOL: facts vs. misconceptions

SEL boosts academic performance and deepens engagement with content.



It is not a distraction from academics.



SEL builds relationships and skills that promote healthy well-being.



It is not therapy.



SEL helps students understand different perspectives and share ideas.



It is not a way to teach one perspective or way of thinking.



SEL is shaped by local priorities set by schools, families, and communities.



It is not onesize-fits-all.



How does this affirm what you already knew about social and emotional learning?

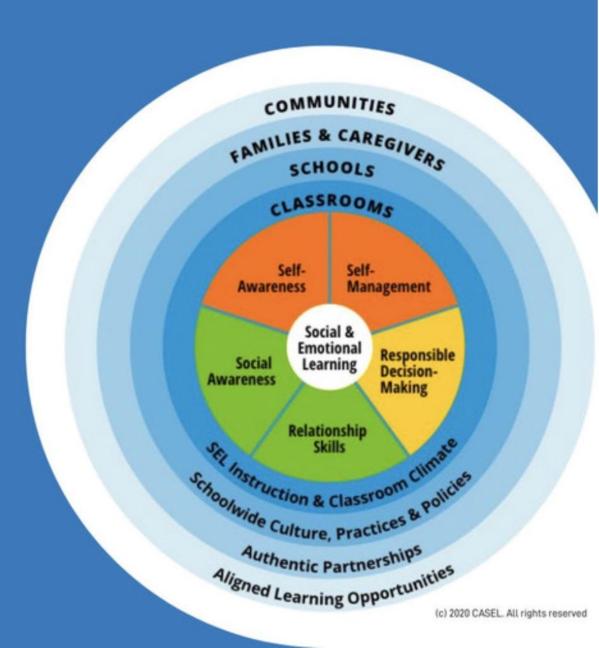
What new thoughts and ideas does this bring up for you?



CORE COMPETENCIES

OF SEL:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

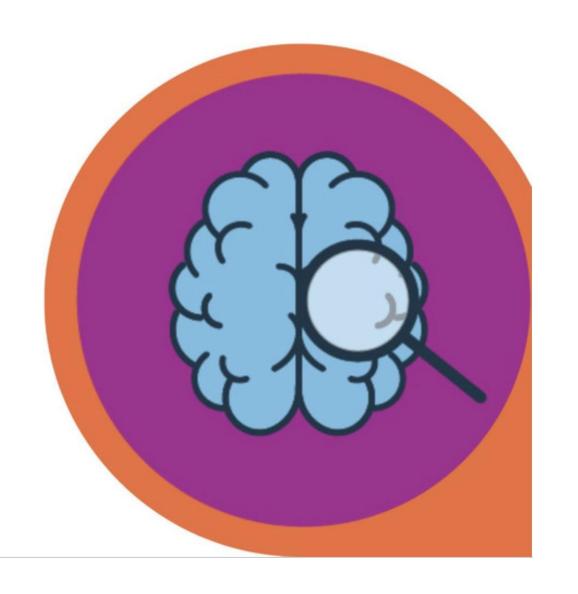




CORE SEL COMPETENCIES

SELF-AWARENESS

- A healthy sense of identity
- Self-reflection
- Understanding thoughts and feelings
- Self-respect
- A sense of purpose





SELF-MANAGEMENT

- Belief that my voice and choices matter
- Overcoming challenges
- Agency: "I'm willing and able to make a difference"
- Managing feelings
- Staying motivated





CORE SEL COMPETENCIES

SOCIAL AWARENESS

- A sense of belonging and trust in others
- Feeling accepted and included
- Understanding others' perspectives
- Showing empathy and compassion for others
- Recognizing why people act the way they do
- Knowing what others expect from us

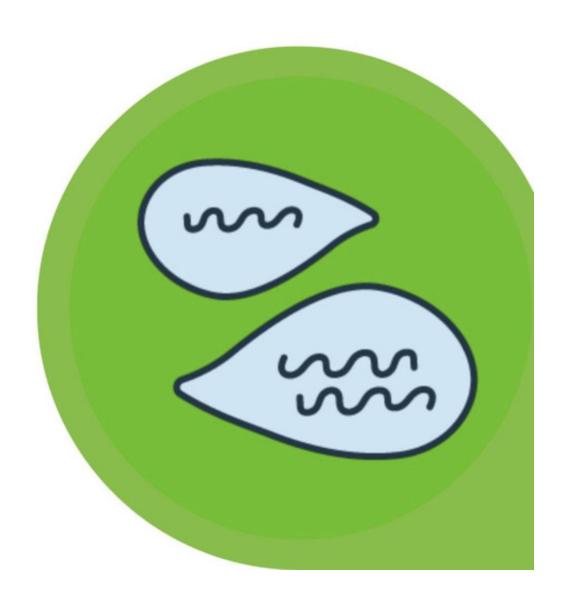




CORE SEL COMPETENCIES

RELATIONSHIP SKILLS

- Collaborative problemsolving
- Communication, including listening
- Healthy, supportive relationships
- Asking for and offering help
- Standing up for others
- Cooperation





RESPONSIBLE DECISION-MAKING

- Curiosity seeking new knowledge and understanding
- Open-minded investigation
- Critical thinking
- Considering the well-being of others and self
- Understanding impact and consequences





- Identifying emotions
- Social and cultural identity
- Recognizing strengths
- Growth mindset
- Self-efficacy
- Examining bias
- Sense of purpose
- Perspective-taking
- Empathy and compassion
- Expressing gratitude
- Appreciating diversity
- Identifying social norms and demands
- Sense of belonging



- Communication
- Cultural competence
- Building relationships
- Teamwork and working cooperatively
- Resolving conflicts
- Helping/Seeking help
- Leadership
- Standing up for the rights of others

- Emotion regulation
- Impulse control
- Stress management
- Self-discipline and motivation
- Perseverance
- Goal-setting
- Organizational skills
- Initiative and Agency
- Demonstrating curiosity and
- open-mindedness
- Identifying and solving problems
- Analyzing situations and consequences
- Ethical responsibility
- Reflecting on one's role to promote individual and collective well-being

Modelling SEL

Indicators of School-Wide SEL





Focus on your own SEL skills and goals

Develop strategies for self-reflection

Develop strategies for self-regulation

Use check-ins as a way to problem solve and work through relationship issues

Building relationships with your students

Check-ins

Modeling empathy and respect

Using a Proactive Discipline Approach

Building a sense of community within your classroom

Establishing Classroom Agreements/Expectations

Whole Group Check-ins

Using a Responsive Classroom Approach

Morning Meetings

Help students develop strategies for emotional regulation

Mindfulness and breathing exercises

Designated Calm Corner

Role-Play Scenarios

SEL Integrated Lessons