

# Social and Emotional Learning

## An Introduction



# Welcome



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# Guiding Questions:

What is SEL?

Why does SEL matter?

How can schools promote SEL for students?



# What are your hopes and dreams for your child and/or the children in our community?



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# What's possible with SEL?



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**WHY SEL?**

A photograph of three people, two women and one man, sitting around a desk in what appears to be a library or study area. They are all smiling and looking towards a computer monitor on the right. The man in the center is wearing a dark shirt and a watch, and is pointing at the screen. The woman on the left is wearing a red jacket, and the woman on the right is wearing a light-colored blazer. In the background, there are bookshelves filled with books. The text "All learning is social. All learning is emotional." is overlaid in white on the image, with a white L-shaped graphic element on the left and another on the right.

All learning is social.  
All learning is emotional.



# Decades of research studies demonstrate the following benefits....



Improvement in students' social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate



Decline in students' anxiety, behavior problems, and substance use



Long-term improvements in students' skills, attitudes, prosocial behavior, and academic performance

Wise financial investment according to cost-benefit research



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# SEL as a Lever for Equity

- SEL is relevant for all students in all schools and affirms diverse cultures and backgrounds.
- SEL is a strategy for systemic improvement and not just an intervention for at-risk students.
- SEL is a way to uplift student voice and promote agency and civic engagement.
- SEL supports adults in strengthening practices that promote equity.
- Districts must engage students, families, and communities as authentic partners in social and emotional development.



A photograph of three children sitting on the floor in a library. A young girl with red hair is on the left, a young boy with dark curly hair is in the center, and a young girl with dark skin is on the right. They are all looking at a large book held by the girl on the right. The background shows bookshelves filled with books. The text 'WHAT IS SEL?' is overlaid in the center in white, bold, sans-serif font.

# WHAT IS SEL?



SEL is...

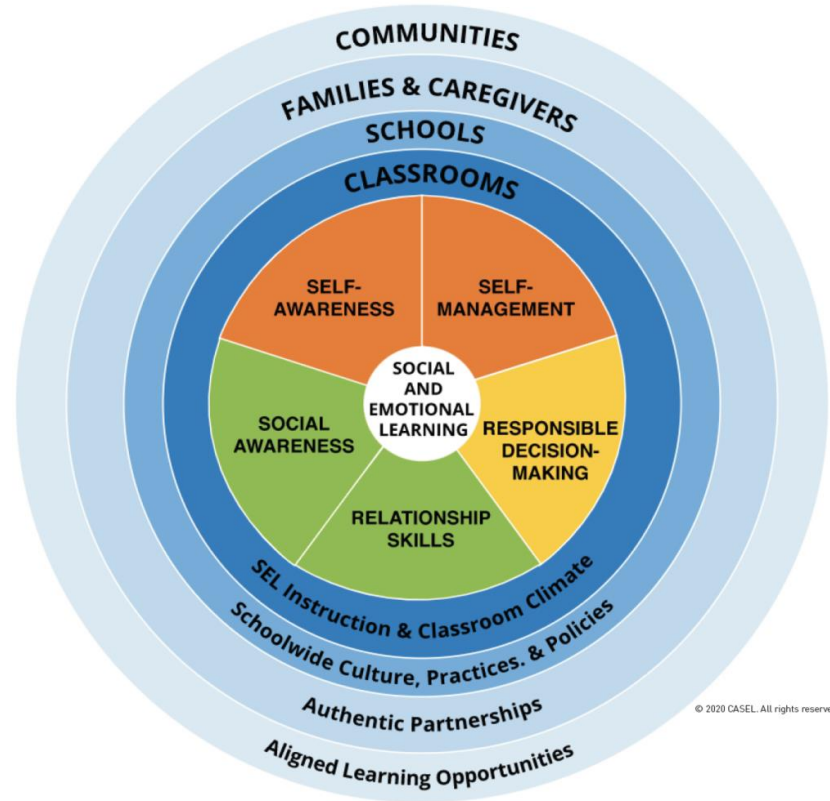
Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

# The CASEL 5...

Five broad and interrelated areas of competence:

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

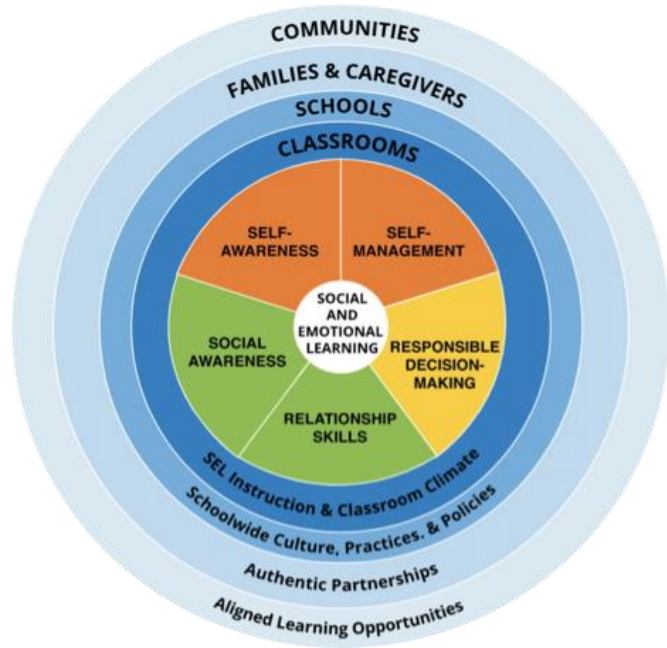


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# SELF-AWARENESS



The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose



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# Reflection: Self-Awareness

The statements below describe some ways you might see self-awareness in your personal experiences.

I use self-reflection to understand the factors that contribute to my emotions and how my emotions impact me.

I recognize and reflect on ways in which my identity is shaped by other people and my race, culture, experiences, and environments.

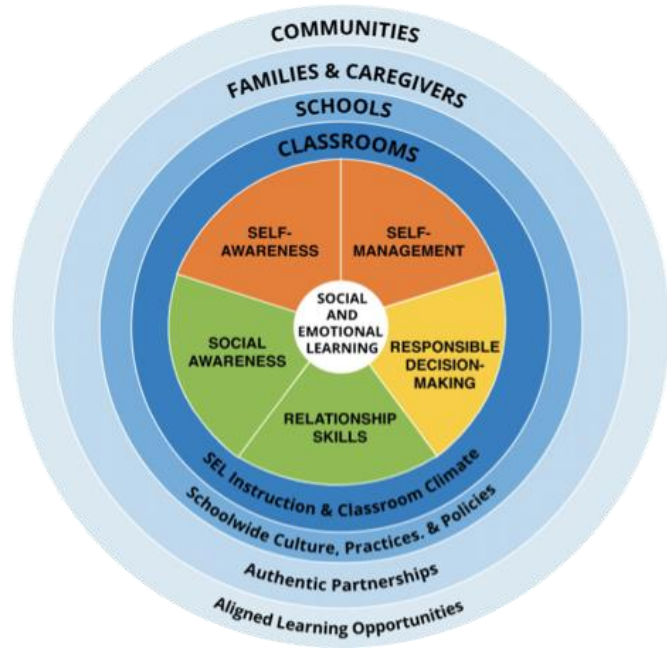
I believe I will continue to learn and develop skills to better support all young people to succeed.

**What comes to mind when you read these statements?**





# SELF-MANAGEMENT



The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Such as:

- Managing one’s emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency



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# Reflection: Self-Management

The statements below describe some ways you might see self-management in your personal experiences.

I can calm myself when I feel stressed or nervous.

I take action to impact change on issues that are important to me and the larger community.

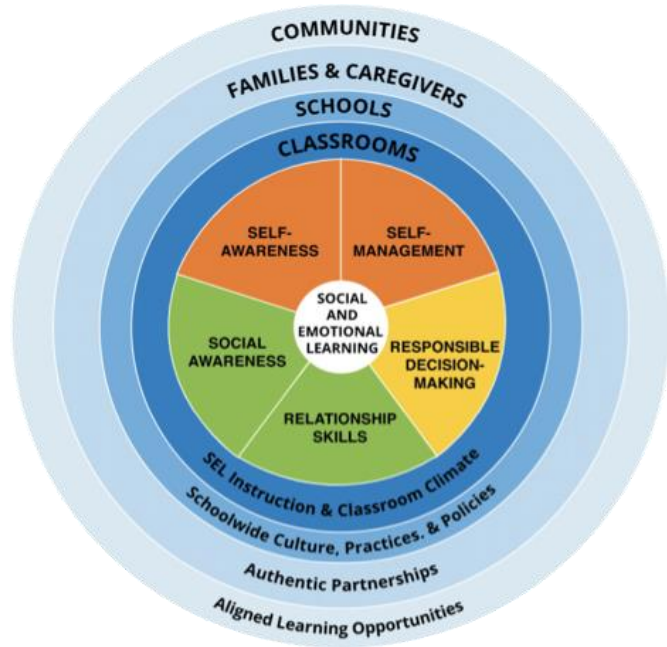
I balance my work life with personal renewal time.

**What comes to mind when you read these statements?**



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# SOCIAL AWARENESS



The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior



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# Reflection: Social Awareness

The statements below describe some ways you might see social awareness in your personal experiences.

I pay attention to the feelings of others and recognize how my words and behavior impact them.

I ask others about their experience and perspective before offering my version of events.

I appreciate and honor the cultural differences within my school community / workplace.

**What comes to mind when you read these statements?**



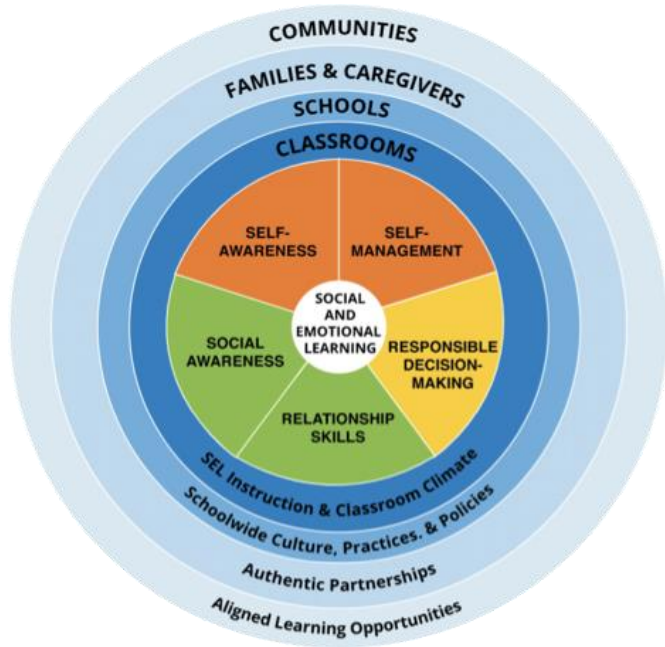
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# RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others



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# Reflection: Relationship Skills

The statements below describe some ways you might see relationship skills in your personal experiences.

I stay focused when listening to others and carefully consider their meaning.

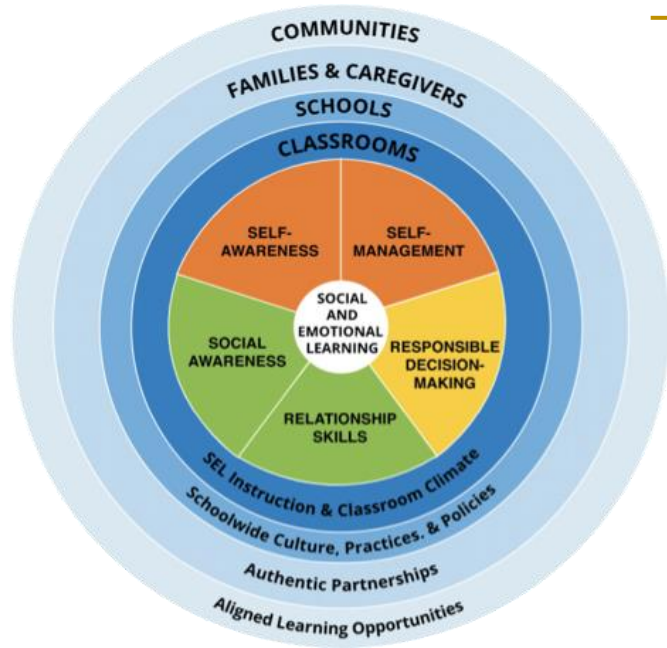
I try to get to know the people around me.

I openly admit my mistakes to myself and others and work to make things right.

**What comes to mind when you read these statements?**



# RESPONSIBLE DECISION-MAKING



The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts



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# Reflection: Responsible Decision-Making

The statements below describe some ways you might see responsible decision-making in your personal experiences.

I involve those who are impacted to explore a problem collaboratively before choosing a solution.

I consider how my choices will be viewed through the lens of the young people I support and the community around them.

I take time for self-reflection and group reflection on progress toward goals and the process used.

**What comes to mind when you read these statements?**

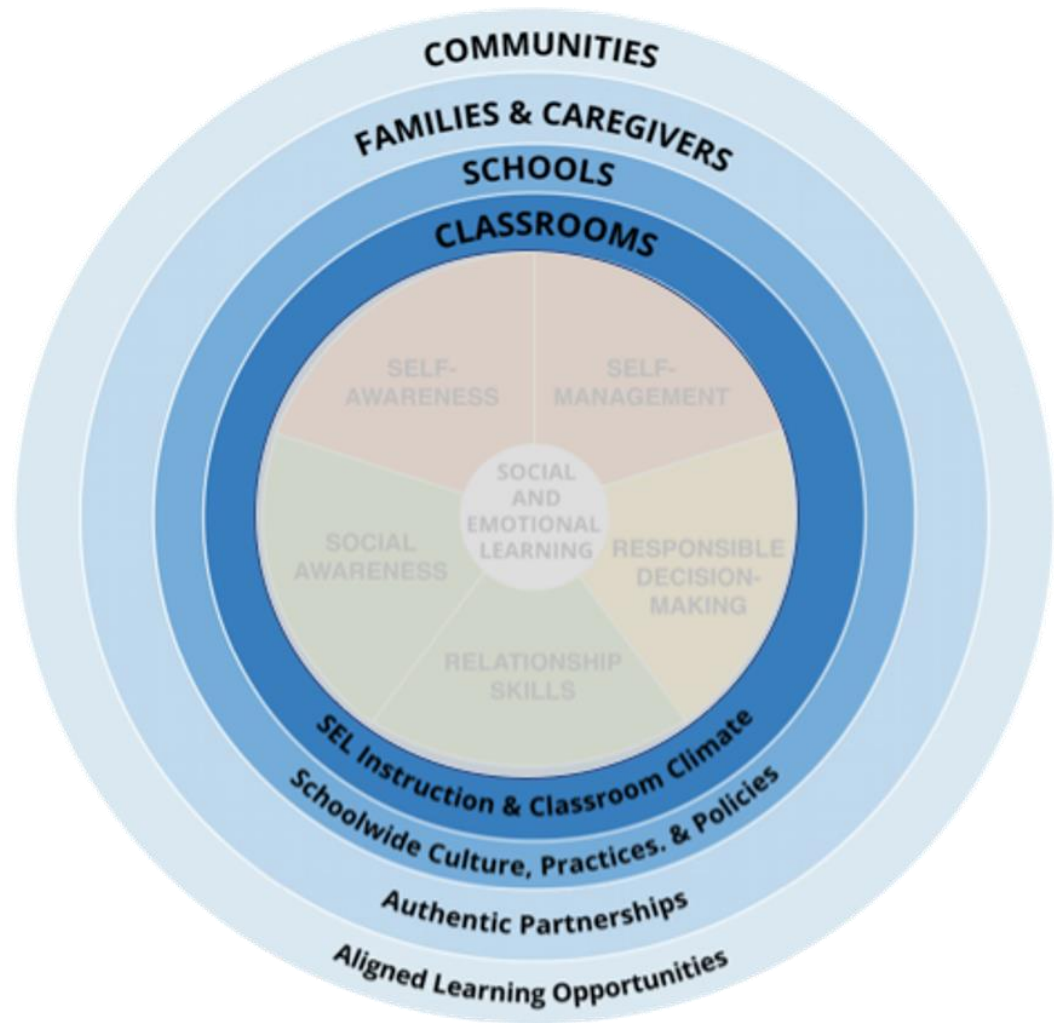


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# The Key Settings

Our framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of *classrooms, schools, families, and communities* to enhance all students' social, emotional, and academic learning.



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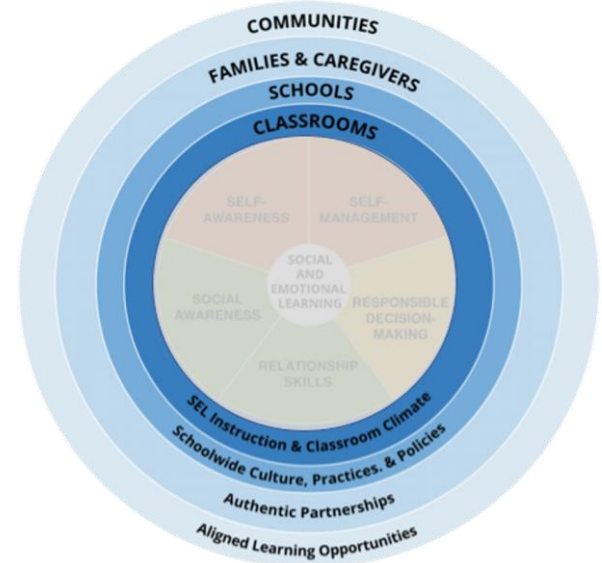
# Classrooms

## Classroom-based approaches include:

- A supportive classroom environment
- Integration of SEL and instruction
- Explicit SEL instruction

## High-quality SEL instruction is SAFE

- *Sequenced*
- *Active*
- *Focused*
- *Explicit*

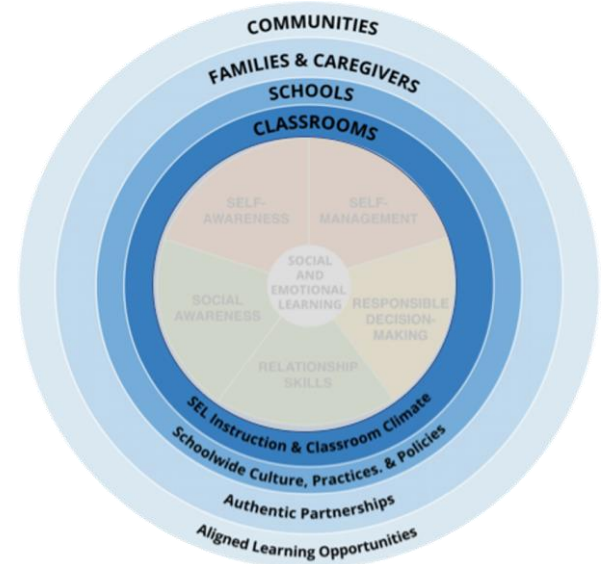


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# Schools

## Schoolwide practices and structures that promote SEL:

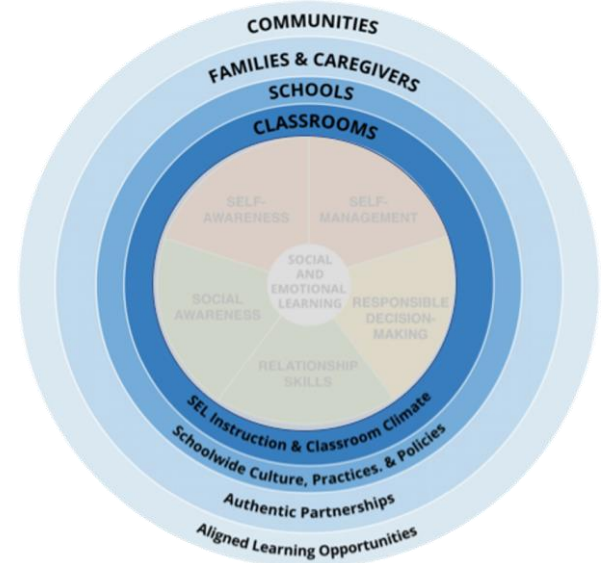
- Foster a supportive school climate
- Adopt an evidence-based program for SEL
- Integrate student supports with SEL
- Establish discipline policies that promote SEL
- Elevate student voice



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# Families & Caregivers

- Communication is two-way - Ask families and caregivers about their views and experiences to shape the school's approach to SEL
- Invite them to contribute to the development of the vision and goals, selection of programs, reflection on data
- Position them as experts about their children and their community



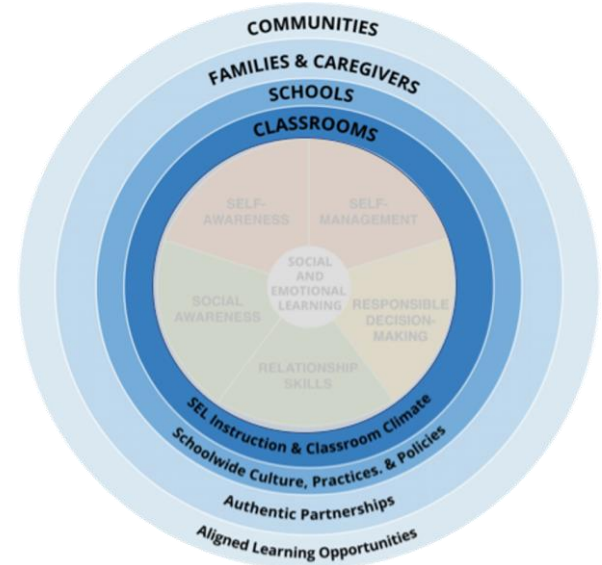
# Communities

Community organizations offer students more opportunities to practice SEL skills they are learning at home and during the school day.



## Community partners might include:

- Out-of-school time providers
- Community-based nonprofit organizations
- Health care providers
- Universities and colleges
- Local businesses
- Other institutions that can connect students to their broader communities



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# HOW CAN SCHOOLS PROMOTE SEL?

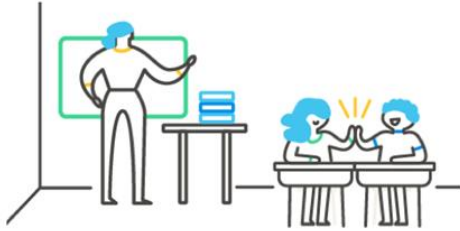


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# What does SEL look like when it's *schoolwide*?

**In classrooms?**



**In all-school practices and policies?**



**In staff convenings?**

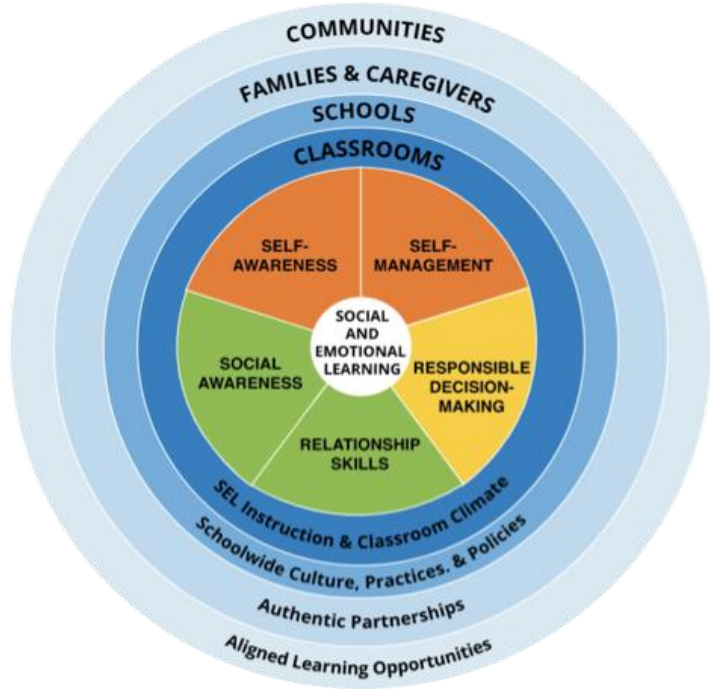


**In family and community relations?**





# Indicators of Schoolwide SEL



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CLASSROOM



Explicit SEL instruction



SEL integrated with academic instruction



Youth voice and engagement



Supportive school and classroom climates



Focus on adult SEL



Supportive discipline



A continuum of integrated supports



Authentic family partnerships



Aligned community partnerships



Systems for continuous improvement

SCHOOL

FAMILY

COMMUNITY

# Ten Indicators of Schoolwide SEL



Explicit SEL instruction



SEL integrated with academic instruction



Youth voice and engagement



Supportive school and classroom climates



Focus on adult SEL



Supportive discipline



A continuum of integrated supports



Authentic family partnerships



Aligned community partnerships



Systems for continuous improvement



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# Marcus Garvey Elementary School

## Chicago Public Schools



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# Applying the Indicators of Schoolwide SEL

## At Marcus Garvey Elementary:

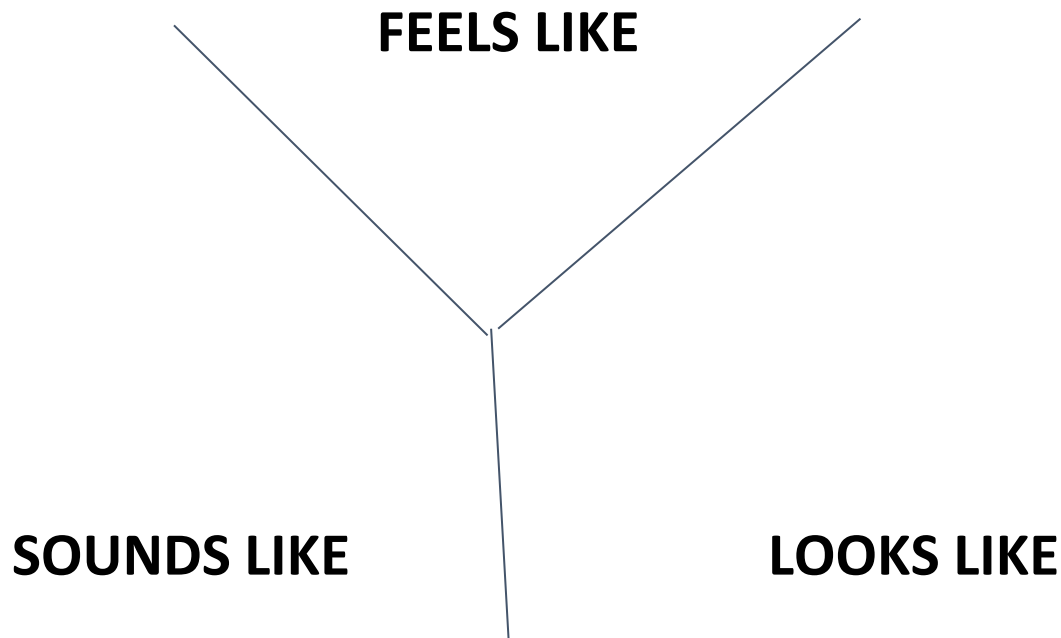
- What indicators of schoolwide SEL were most apparent? Why?
- What work do you think the school did that made that indicator show up?

## In our school:

- Which indicators are strongest here? Why?
- Which ones are you unsure about? Why?



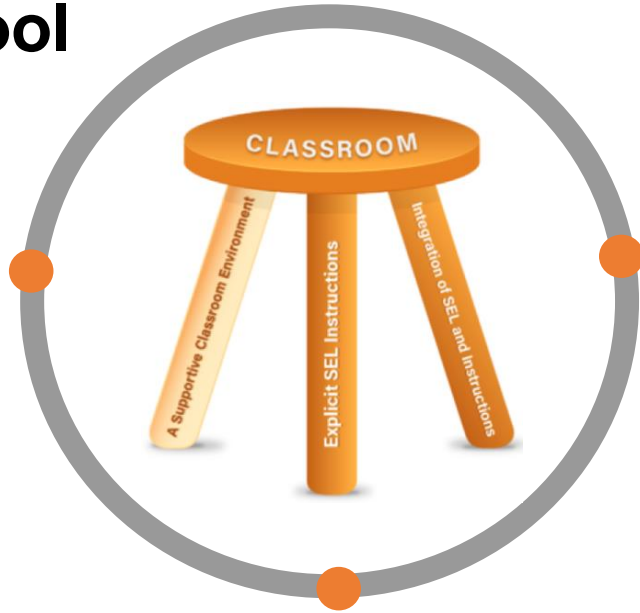
# How would our school feel, look, and sound if we made SEL an integral part of the way we do things?



# Classroom SEL

## A 3-Legged Stool

Supportive  
Environment



Integration of SEL  
throughout instruction

Explicit SEL instruction



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# SEL in the Classroom

## Self-Assessment



**How does this align with what we are already focused on?**

**What stands out to you?**



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# What's next?

What does SEL look like within your family? When have you found yourself supporting your child to use these skills?

What would you like to see happen in this school as we work to implement SEL schoolwide?

How would you like to be included and invited as we implement SEL?





# A Process for Schoolwide SEL



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# How has your understanding of SEL changed?



Thank You!

