

Focusing  
on social and  
emotional  
learning and  
student success:  
Experiences  
and resources



Webinar  
November 4, 2021

If you can see the  
slide and hear the  
music, you are all set.

**Welcome! We will begin shortly.**

All attendees are muted upon entry.  
Please use the chat feature for comments  
and questions during the webinar.

  
**learningforward**  
THE PROFESSIONAL LEARNING ASSOCIATION

# Let's get started

**The webinar will be recorded and available.**

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)

# Thank you for joining us



**Elizabeth Foster**

Vice President  
Research &  
Standards

Learning Forward



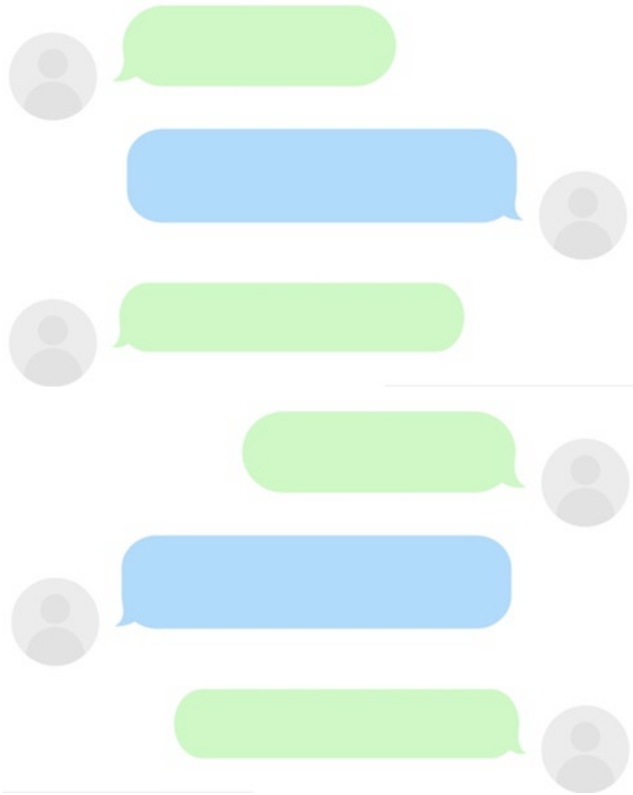
# Social and emotional learning strategies



# Building connections with other educators



# Opportunity for reflection



In the chat box, please share a supportive SEL strategy you find helpful and effective.

# Panel discussion



**Rebecca Bailey**

Assistant Director  
Harvard Graduate  
School of Education  
Cambridge, MA



**Lorea Martinez**

Founder  
HEART in Mind  
Faculty member  
Columbia Teachers  
College  
New York, NY



**Angelyn Nichols**

Specialist  
Professional Growth  
and Innovation  
Virginia Beach City  
Public Schools  
Virginia Beach, VA



**Kristen Rulison**

Manager  
Social and Emotional  
Learning  
Palm Beach County  
School District  
West Palm Beach, FL

# Social Emotional Learning and Student Success: Experiences and Resources

Learning Forward Webinar

November 4, 2021

Rebecca Bailey

EASEL Lab, Harvard University





# EASEL Lab @ Harvard

- Study children's social emotional development
- Design and evaluate SEL programs
- Compile and synthesize research into reports and policy guidance



- Lead trainings/PD
- Work with schools, districts, states, MOE to integrate SEL into education
- Partner with youth development orgs

# What do we know about SEL?

- Social and emotional skills are a foundation for success in school and life
- Social and emotional skills develop over time with support from adults and the environment
- **High-quality SEL programs lead to better mental health, behavioral health, and academic performance for children and youth; and improve teacher wellbeing**
- SEL programs can buffer children (and adults) against some of the negative effects of stress and trauma → **supportive relationships & positive climate**

# SEL and COVID-19

- Increasing SEL needs & concerns due to COVID-related disruptions and stress
- SEL can support students and teachers to build relationships and social connection, have predictable/consistent routines, clear norms for behavior (anti-bullying), opportunities to build skills in the presence of supportive adults, teach strategies for coping and adapting



# Brain Games

Brain Games are short, easy-to-use, play-based activities and games designed to build children's executive function and social skills



**FOCUS POWER:** The ability to sustain attention and ignore distractions when needed



**REMEMBER POWER:** The ability to keep track of, update, and use information over short periods of time



**STOP & THINK POWER:** The ability to manage impulses and to “think before you act”

# Brain Games

## BRAIN GAMES (general info)

**WHAT ARE THEY?** Whole-group or whole-class games.

**WHAT ARE THEY ABOUT?** Practicing and building executive function (EF) skills.



ALL GRADES

### WHY DO THESE?



### MATERIALS

Brain Games pack

### THE BIG IDEA

Playing **Brain Games** helps us to build our “brain powers,” or EF skills.

### THREE “BRAIN POWERS”:



**FOCUS** - The ability to sustain attention and ignore distractions when needed.



**REMEMBER** - The ability to keep track of, update, and use information over short periods of time.



**STOP & THINK** - The ability to control impulses and to “think before you act”.

**Executive function (EF) skills** are the mental processes required to focus, plan, and control behavioral responses in order to reach a goal.

### They’re important because...

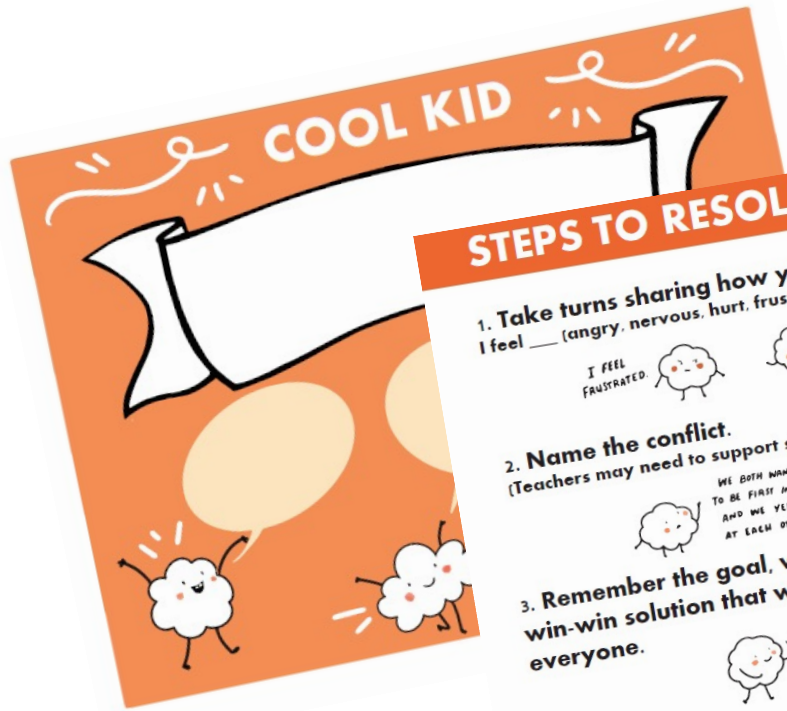
They help students to listen carefully, follow directions, use self-control, and think flexibly. These basic skills are foundational for academic achievement, interpersonal skills, perseverance, and critical thinking.

### WHERE CAN I FIND THE BRAIN GAMES?

Brain Games instructions can be found in the Brain Games pack and/or Strategy Guide, pages 107-142. **The following three cards introduce each “brain power” and an accompanying hand signal** that you can use as a nonverbal cue/reminder to your students to use their Focus, Remember, and Stop & Think powers throughout the school day, without interrupting instruction.

- We tested Brain Games in multiple studies across diverse contexts, with consistent positive findings
- In a school-based RCT in the US, we found that Brain Games had a positive impact on K-4 students’ EF (attention, impulsivity), self-regulation, and prosocial behavior
- Effect sizes were moderate to large

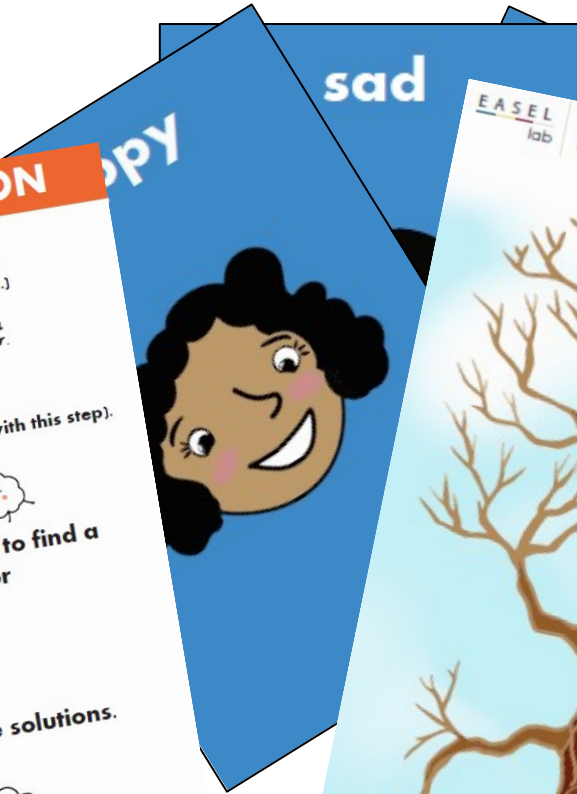
# SEL Kernels



### STEPS TO RESOLUTION

1. Take turns sharing how you feel.  
I feel \_\_\_ (angry, nervous, hurt, frustrated, etc.)  
 I FEEL FRUSTRATED. I FEEL HURT.
2. Name the conflict.  
(Teachers may need to support students with this step).  
 WE BOTH WANTED TO BE FIRST IN LINE AND WE YELLED AT EACH OTHER.
3. Remember the goal, which is to find a win-win solution that works for everyone.
4. Come up with 1-2 possible solutions. Pick one to try.
5. Reflect on the outcome.

EASEL lab SEL KERNELS



### COOLDOWN PROCESS

1. Pause  
 feeling  
s  
ed  
 I FEEL MAD!  
something that helps you  
rn  
breathes  
ches  
reak and coming back later  
a ball or fidget toy  
  
ivity or conversation

EASEL lab SEL KERNELS

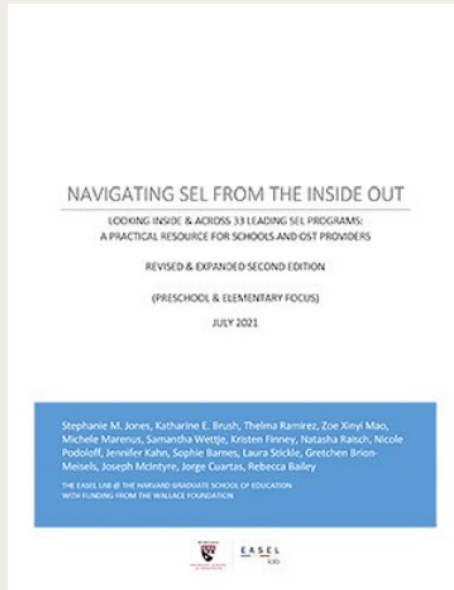
# Guide to SEL Programs

KNOWLEDGE CENTER

## Navigating Social and Emotional Learning from the Inside Out

Looking Inside and Across 33 leading SEL Programs: A Practical Resource for Schools and OST Providers; Revised and Expanded 2nd Edition (Preschool and Elementary Focus)

 REPORT



# Explore SEL Website

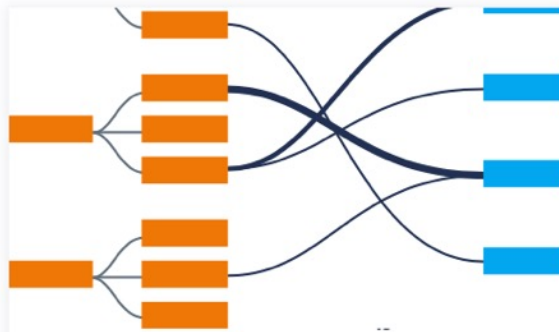
- Learn about different SEL frameworks and SEL concepts (skills)
- Online interactive tools → adding SEL State Standards (PreK-12) now, ongoing updates



## Explore Domain Focus

See how much each framework focuses on six common areas of SEL.

Compare Domains



## Discover Framework Connections

See where skills in one framework are related to skills in another.

Compare Frameworks



## Identify Related Skills

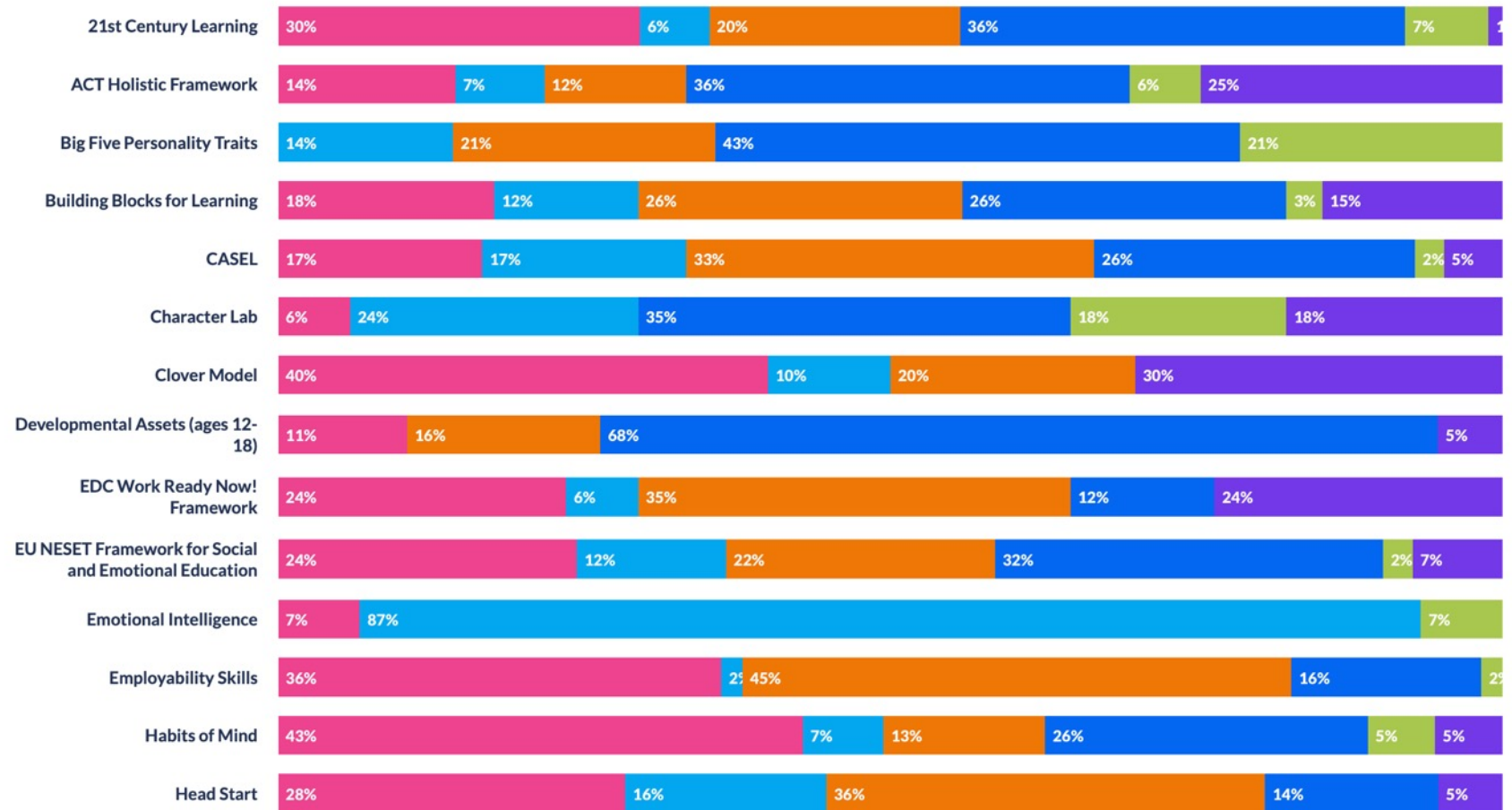
See where similar SEL skills appear across frameworks.

Compare Terms



# Compare SEL Frameworks

## DOMAIN KEY



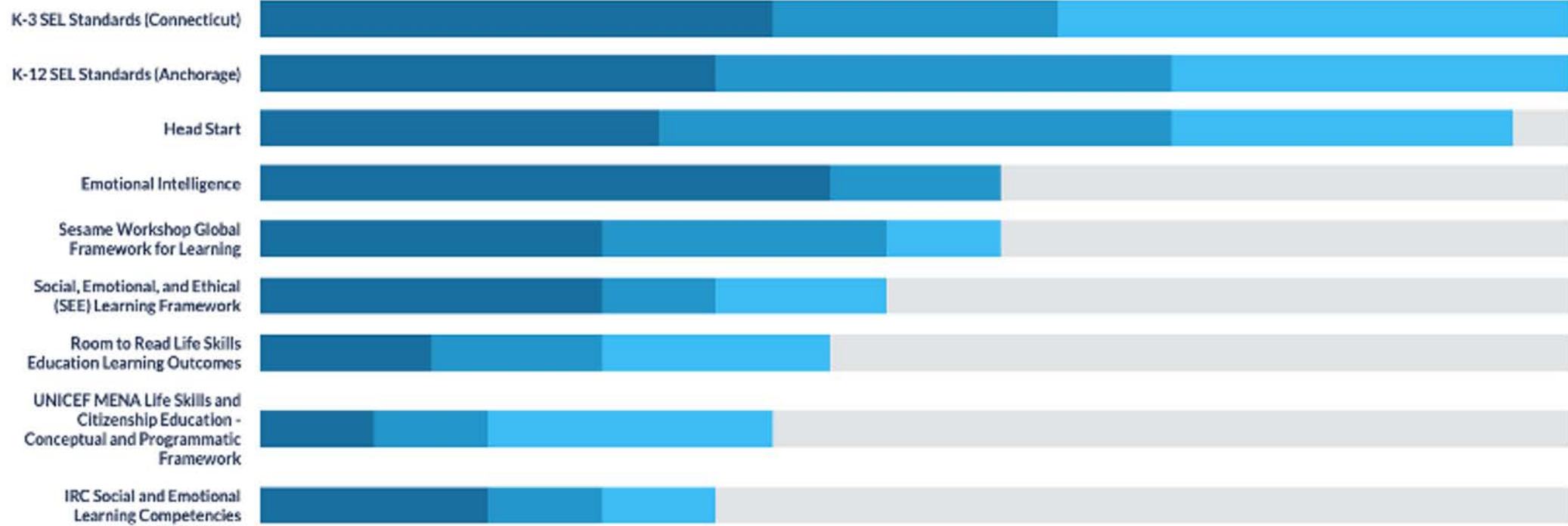
# Sort by Domain

DOMAINS

[SORT](#) [SHOW SUBDOMAINS](#) ✕

Cognitive  **Emotion**  Social  Values  Perspectives  Identity

Emotional Knowledge and Expression  Emotional and Behavioral Regulation  Empathy/Perspective Taking



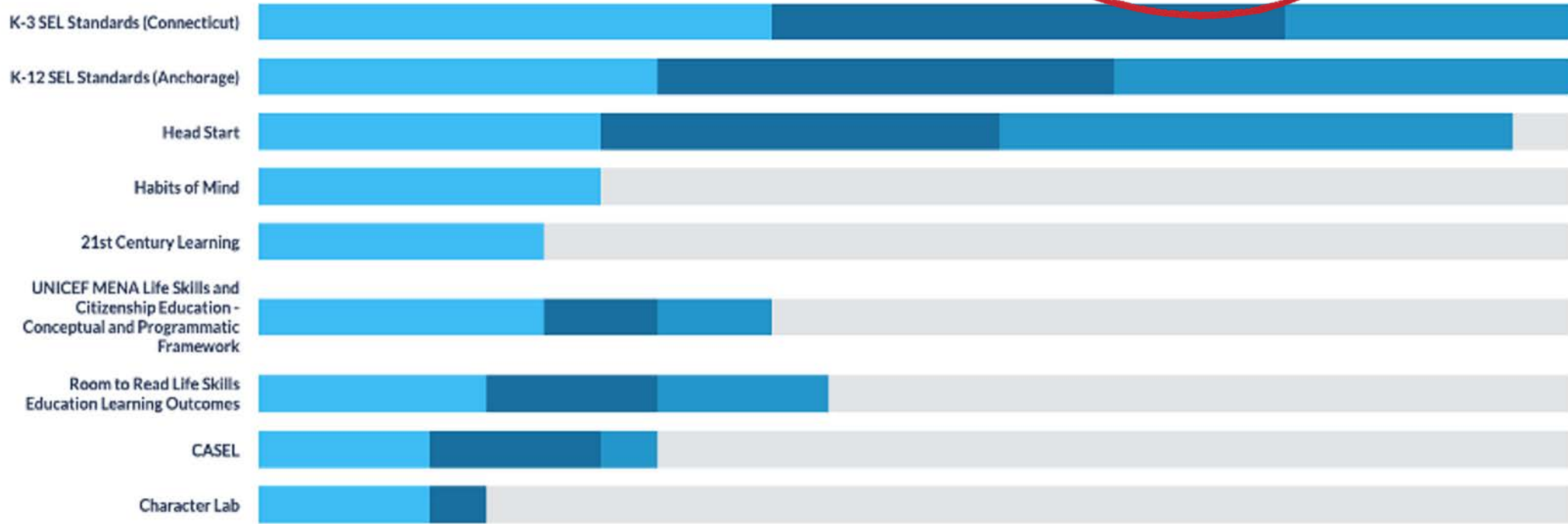
# Sort by Skill

DOMAINS

**SORT** **SHOW SUBDOMAINS** ✕

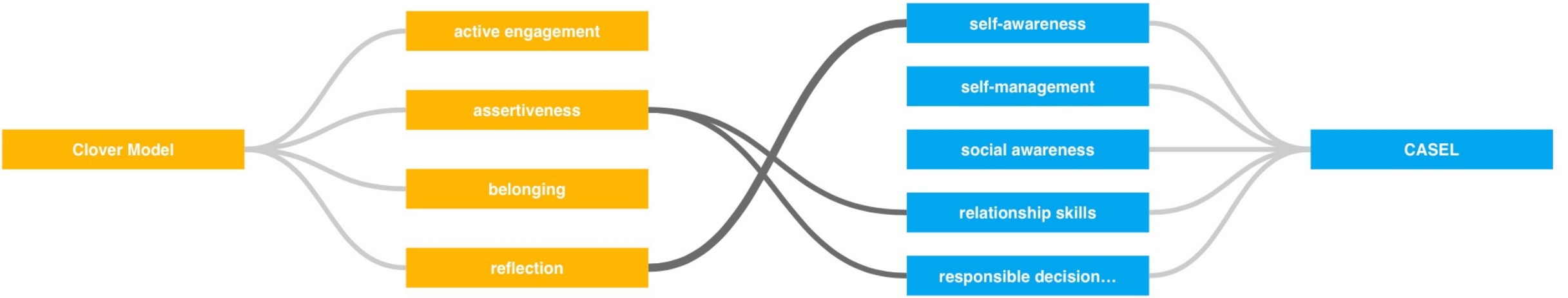
Cognitive  **Emotion**  Social  Values  Perspectives  Identity

**Emotional Knowledge and Expression**  **Emotional and Behavioral Regulation**  **Empathy/Perspective Taking**



# Find Connections

Clover Model ▼ CASEL ▼ [Reset](#)



# Search for Specific Skills

Building Blocks for Learning

## self-regulation

Regulation of attention, emotion and executive functions for the purposes of goal-directed actions.

### ALSO DEFINED IN

Young Adult Success

Developmental Assets (ages 5-9)

Developmental Assets (ages 3-5)

MELQO MODEL Framework

# Thank you!





**HEART**  
in Mind

# Teaching with the HEART in Mind Dr. Lorea Martínez



## 3 Misconceptions about SEL



1. SEL is a behavior management tool to help students meet behavior expectations.
2. SEL is only for students, not the adults.
3. If you teach an SEL curriculum, you are “doing” SEL.



TEACHING WITH THE  
**HEART**  
**IN MIND™**  
A COMPLETE EDUCATOR'S GUIDE TO  
SOCIAL EMOTIONAL LEARNING



LOREA MARTINEZ PEREZ, PhD  
FOREWORD BY YVETTE JACKSON, EdD

“SEL is the vehicle that supports academic excellence, sustainable well-being and committed citizenship.”



SEL Resource



# Discussion Guide for Teaching with the HEART in Mind®

## A Complete Educator's Guide to Social Emotional Learning

---

By Lorea Martínez Pérez, Ph.D.  
[loreamartinez.com](http://loreamartinez.com)





SEL is good teaching

Explicit SEL instruction



Yes!

Infused with academics



What?



# 3 Steps to Infuse SEL into Academic Lessons

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## **STEP 1**

Review your overall lesson design from an SEL perspective.

## **STEP 2**

Identify the HEART skills students need to **ACCESS** the content, **ENGAGE** with the activities and **REACH** the learning goal.

## **STEP 3**

Identify opportunities to connect the content with HEART skills.

SMALL STEPS  
ARE STILL  
PROGRESS

Lorea Martínez, Ph.D.  
loreamartinez.com

Twitter: @loreamart  
FB: @loreamartinezSEL

TEACHING WITH THE  
**HEART**  
**IN MIND**<sup>™</sup>  
A COMPLETE EDUCATOR'S GUIDE TO  
SOCIAL EMOTIONAL LEARNING



LOREA MARTINEZ PEREZ, PhD  
FOREWORD BY YVETTE JACKSON, EdD



# Social Emotional Learning & Supports

Angelyn Nichols, Professional Learning Specialist,  
SEL Team Co-chair





**62,000 students**

One of the largest districts in Virginia

**450,000 residents**

Most populous city in the state

**86 schools + centers**





# SEL Vision & Belief Statements



*Each day students and adults learn about, develop and openly practice their social-emotional skills in a safe and equitable environment that prioritizes the well-being of individuals and the collective community.*



- ❖ SEL begins with creating a safe environment for learning.
- ❖ SEL is focused on the well-being of children.
- ❖ Belonging and inclusion are essential for achievement.
- ❖ SEL solidifies the connection kids have to school and the people in it.


# SEL Framework



## The WHAT

## The WHY






## The HOW



### Social Emotional Learning in VBCPS

Social Emotional Learning is formally defined as 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.<sup>1</sup>






**Social emotional learning has FIVE key competencies**

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


<sup>1</sup>Collaborative for Academic, Social, and Emotional Learning (CASEL) website. Retrieved from <https://casel.org/about-us/>

**Social emotional learning BENEFITS students by**

IMPROVING


-  Academic Performance
-  Mental Health
-  Social Skills
-  Attitudes towards self and others
-  Positive Behavior

SUPPORTING THE VBCPS GRADUATE PROFILE




Darlak, J. A., Weinberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schilling, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405-432.


**School staff can SUPPORT social emotional learning by**




Providing a safe and welcoming, equitable, learning environment



Using social-emotional learning strategies that are embedded into the Teaching and Learning Framework



Enhancing student engagement in classroom, school, and community activities



Establishing strong tiered levels of support to respond to student needs

May 2019



# Expanded SEL Framework



## Social Emotional Learning in VBCPS

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Social emotional learning has **FIVE** key competencies



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- IMPROVING Academic Performance
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Durlak, J. A., Waisberg, R. E., Dymnicki, A. B., Taylor, R. D., & Schillinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

School staff can **SUPPORT** social emotional learning by

- Providing a safe and welcoming, equitable, learning environment
- Using social-emotional learning strategies that are embedded into the Teaching and Learning Framework
- Enhancing student engagement in classroom, school, and community activities
- Establishing strong tiered levels of support to respond to student needs

May 2019

## The FIVE Core Competencies of Social-Emotional Learning

COMPETENCY	DEFINITION	SKILLS
<b>Self-Awareness</b> 	Identifying one's thoughts, emotions and strengths, and recognizing how they influence one's choices and behavior.	<ul style="list-style-type: none"> <li>Identify feelings and emotions</li> <li>Recognize interests, strengths and personal values</li> <li>Develop a growth mindset</li> <li>Build self-efficacy and develop a positive identity</li> </ul>
<b>Self-Management</b> 	Managing one's emotions, thoughts and behaviors effectively in different situations to achieve short- and long-term goals and aspirations.	<ul style="list-style-type: none"> <li>Manage one's emotions</li> <li>Identify and use well-being and stress management strategies</li> <li>Set, monitor, adjust and evaluate personal and academic goals</li> <li>Demonstrate self-advocacy</li> </ul>
<b>Social Awareness</b> 	Identifying and understanding others' thoughts, emotions and strengths; respecting their rights; and appreciating diversity.	<ul style="list-style-type: none"> <li>Recognize and respect human dignity, including culture and differences</li> <li>Understand others' perspectives</li> <li>Practice empathy, gratitude and compassion</li> <li>Build awareness of national and world issues and events and their impacts</li> </ul>
<b>Relationship Skills</b> 	Establishing and maintaining healthy and rewarding connections with individuals and groups through communicating, listening and collaborating.	<ul style="list-style-type: none"> <li>Develop positive relationships</li> <li>Work interdependently while collaborating and problem-solving</li> <li>Listen actively and communicate clearly for a variety of audiences</li> <li>Resolve conflict constructively</li> </ul>
<b>Responsible Decision-Making</b> 	Making caring, constructive and responsible decisions about personal behavior and social interactions based on ethical standards, social norms and safety concerns.	<ul style="list-style-type: none"> <li>Gather, analyze and evaluate information and ideas</li> <li>Raise vital questions</li> <li>Develop positive solutions to problems, challenges, or unmet needs</li> <li>Seek or offer support and help when needed</li> <li>Balance different aspects of life (academic, physical and emotional) to achieve well-being</li> </ul>



Sept. 2021

# SEL Implementation Team (SEL-IT)

Coordinator,  
School  
Counseling  
Services



Specialist,  
Professional  
Growth &  
Innovation

**Community Credibility  
& Connections**

**Content Expertise**

**Capacity Building**

**Systems Thinking &  
Strategic Planning**

# SEL-IT Process



## ACT

Use data and shared learning to inform next steps.

## PLAN

Identify key stakeholders and prioritize tactics across the Activation Curve.

## DO

Cross-departmental work teams develop resources & supports.

## STUDY

SEL-IT reflects on outcomes of implementation tactics and measures ongoing progress.

# Social-Emotional Learning Stockpile



## **Three Signature Strategies**

**SEL in Action Video Learning Series**

**Professional Learning Resources**

**SEL Developmental Guides**

## Social-Emotional Learning in VBCPS Classrooms

Social-emotional learning (SEL) helps students thrive in school and life by supporting learners to develop the knowledge, skills, and attitudes 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.

### SEL helps young people develop the skills they need to succeed in school and life.

- SEL supports five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- The need for social emotional skills is rapidly growing in the workplace.
- SEL allows students to practice and develop their citizenship, collaboration, and productivity skills.

### SEL is focused on creating a safe and inclusive learning environment for all students.

- Belonging, emotional safety, and relationships are foundational needs for students to focus on academic learning.
- Fostering positive connections between students, adults and peers establishes a nurturing environment of trust and support.
- SEL is about *how* we teach; a positive classroom community increases students' engagement and enjoyment in learning.

### SEL is about the well-being of young people.

- Research shows that students who participate in SEL have better coping skills, stronger pro-social skills, and more effective stress management skills.
- SEL enables teachers to create classrooms that affirm students' cultures and identities.

VBCPS Social-Emotional Learning Message Map

#### CORE MESSAGE

*Social emotional learning (SEL) helps students and adults thrive in school and life by supporting learners 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.*

#### KEY MESSAGE 1

Social-emotional learning helps people develop the essential skills they need to succeed in school and life.

#### SUPPORT POINTS

- **Developmentally Responsive:** SEL is a process through which young people develop their ability to integrate thinking, feeling, and behaving to succeed at important developmental tasks. SEL supports five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- **Future-Ready Learners:** SEL instruction is essential and influences academic success. In VBCPS we utilize a variety of support resources in partnership with SEL data to empower schools and teachers to tailor SEL instruction to the unique strengths and needs of the students they support.
- **Integration:** SEL is not a separate subject or content area. It is about *how* we teach and develop a supportive learning environment, as well as *what* we teach. Students thrive when SEL is promoted and reinforced throughout their academic learning.

#### KEY MESSAGE 2

Social-emotional learning is focused on creating a safe and inclusive learning environment for all students.

#### SUPPORT POINTS

- **Belonging & Inclusivity:** When teachers and staff build the structures that support belonging and emotional safety, they lay the groundwork for students to focus on academic learning. Establishing structures that create predictability and consistency, being responsive to students' perspectives, and affirming students' strengths increases academic motivation.
- **Relationships:** Learning is a social endeavor. Fostering positive connections between students, adults and peers establishes a nurturing environment of trust and support. When students are taught skills to effectively engage in cooperative learning and class discussions, they are more successful academically and have stronger interpersonal skills.
- **School Climate:** Creating a school culture that fosters SEL and caring relationships improves students' learning environments so they can feel safe, connected, and valued. A positive school climate increases students' engagement and enjoyment in learning.



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
CHARTING THE COURSE

September 2021

VBCPS Social-Emotional Learning Message Map

#### KEY MESSAGE 3

Social-emotional learning is about the well-being of young people and adults.

#### SUPPORT POINTS

- **Equity:** All students and staff, regardless of background, deserve a rigorous and respectful learning and work environment where diversity and inclusion is valued and used toward achieving positive academic and social outcomes. SEL supports our ability to intentionally create environments that affirm peoples' cultures and identities.
- **Student Well-being:** Research shows that students who participate in SEL have better coping skills, stronger pro-social skills, and more effective stress management skills.
- **Focus on Adults:** Staff who possess social and emotional competencies are more likely to stay in education longer, build resilience, and cope with stress. In environments that support the cultivation of SEL skills, staff members feel supported, empowered and valued.

#### KEY DATA POINTS

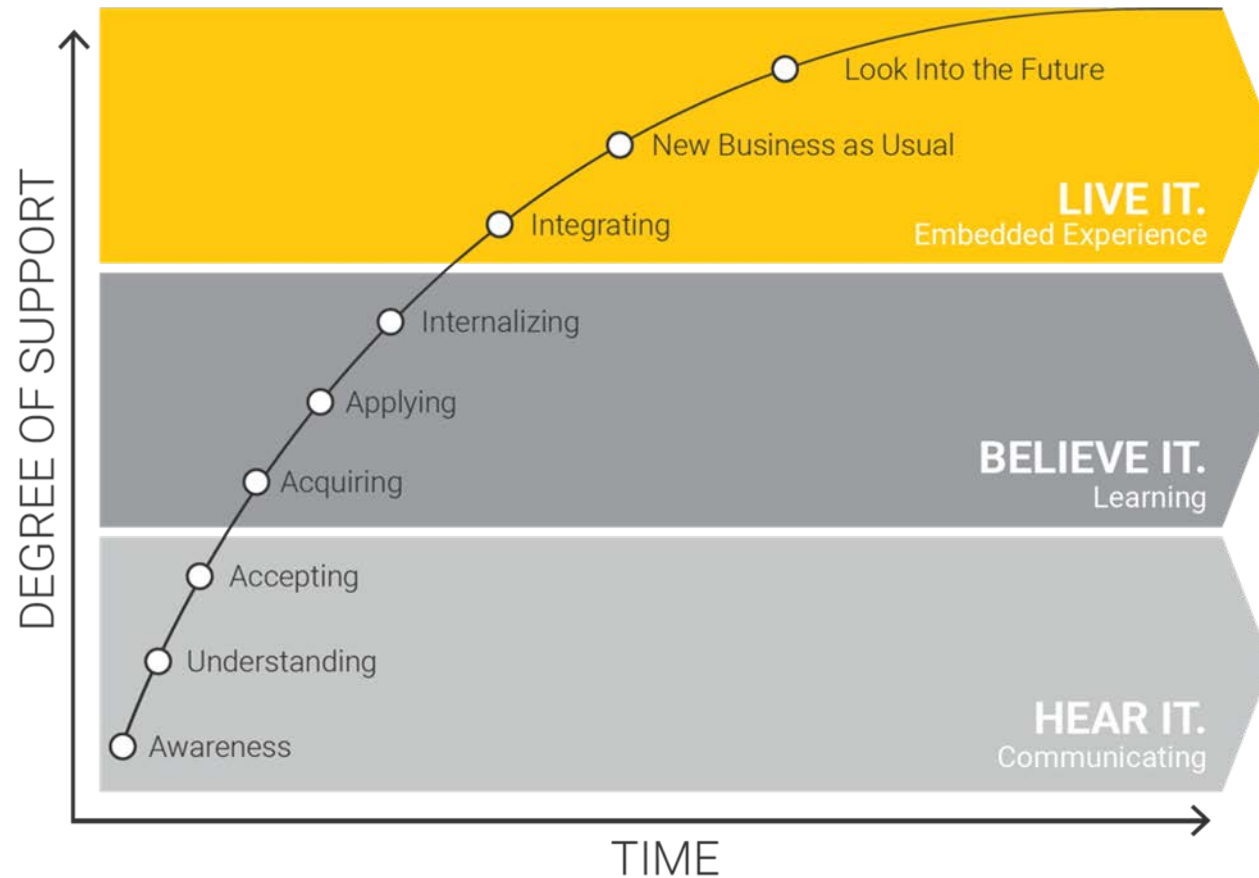
- 97% of principals are committed to supporting SEL in their schools. ([Civic Enterprises/ Hart Research Associates](#), 2017)
- The success of young people in school and beyond is inextricably linked to healthy social and emotional development. ([The Evidence Base for How We Learn](#), the Aspen Institute, 2017)
- 88% of business leaders say there will be an increasing need for social and emotional skills among future employees and job applications. (Ready Nation, Council for a Strong America, 2017)
- Americans say the most important factors in school quality are teaching cooperation, respect, and problem-solving -- all critical social emotional skills. ([PDK Poll](#), 2017)
- Social-emotional learning skills will be the second most in-demand skills in the workforce over the next 10 years. ([McKinsey Global Institute](#), 2016)
- There is broad support among parents for teaching SEL-related skills in schools (Thomas B. Fordham Institute, 2021)
- Stakeholders agree on the importance of equity in opportunities and students treating others with respect. ([National Association of State Boards of Education](#), 2019)
- SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement. (Durlak, Joseph A.; Weissberg, Roger P.; Dymnicki, Allison B.; Taylor, Rebecca D.; Schellinger, Kriston B. Child Development, v82 n1 p405-432 Jan-Feb 2011)



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CHARTING THE COURSE

September 2021

# Professional Learning Action Guide: Resources for Central Support and School Staffs



- SEL in the Classroom Specialization

- Multiple learning activities integrate new resources
- SEL Courses & Community of Practice

- Multiple learning activities to introduce the new resources
- Create an elevator pitch



# Happening Now

## SEL Survey

Student Perception  
Data



## Listening Tours

Teacher Voice on  
SEL Curriculum  
Integration

Family &  
Community Voice  
Groups





Angelyn Nichols  
@MrsN\_VB  
[Angelyn.Nichols@vbschools.com](mailto:Angelyn.Nichols@vbschools.com)

SEL Co-chair  
AASA SEL Impact Grant, Project Lead  
Professional Learning Specialist



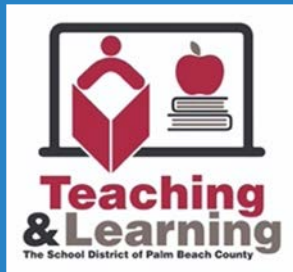


# A Systemic Approach to SEL

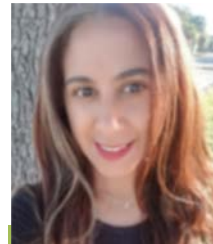
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Kristen Rulison  
SEL Manager  
School District of Palm Beach County  
@kristenrulison

# SEL Team



**Our Team's Vision:** Empower adults and youth to engage in social and emotional learning as a living practice to foster inclusive environments, strengthen relationships, and cultivate social and emotional skills so everyone is successful in school and life.



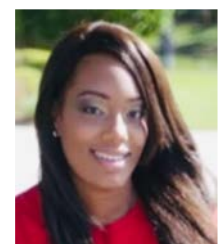
Aleida Trinidad  
SEL Specialist



Eileen Nieves  
SEL Specialist



Frances Basich  
SEL Specialist



Jolisa Castell  
Behavioral Health  
Professional



Kaitlyn Kohls  
SEL Specialist



Kristen Rulison  
SEL Manager



Michael Kanusky  
SEL Specialist



Dr. Tieandra Cole  
SEL Specialist



Dr. Glenda Sheffield  
Chief Academic  
Officer



Diana Fedderman  
Assistant  
Superintendent of  
Teaching & Learning

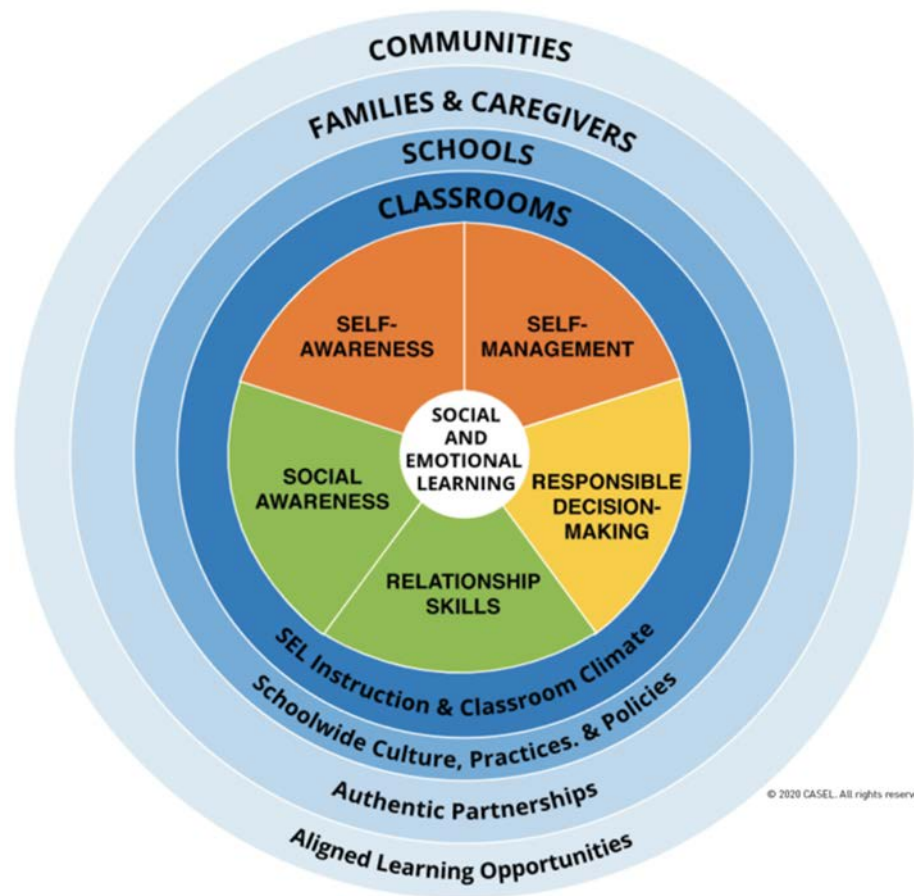
# Our Focus

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Building belonging for all adults and young people while developing common language around SEL skills



# Developing Common Language



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CASEL's Core Competencies	
<p><b>Self-Awareness</b> The ability to identify and understand one's own emotions, thoughts, personal and social identities, goals and values, and how they influence behavior across contexts. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and self-efficacy.</p>	<p><b>Self-Management</b> The ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, and control impulses through coping. It includes managing expressiveness, perseverance and agency in addressing personal and group level challenges to achieve self-and collectively defined goals and objectives.</p>
<p><b>Social Awareness</b> The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand broader historical and social contexts and norms for behavior in different settings, and to recognize family, school, and community supports for self and others.</p>	<p><b>Relationship Skills</b> The ability to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with different social and cultural norms and demands. The ability to communicate clearly, listen actively, seek collective well-being, negotiate conflict constructively, seek help and offer leadership when needed and working collaboratively to problem solve across differences.</p>
<p><b>Responsible Decision Making</b> The ability to make caring, constructive choices about personal behavior and social interactions across settings. Critically examining ethical standards, safety concerns, behavioral norms, and making realistic evaluations of benefits and consequences of various actions, and to consider collective health and well-being.</p>	
<p><b>2021-2022 District SEL Themes</b></p>	<ul style="list-style-type: none"> <li>- Knowing &amp; Sharing about Who I Am</li> <li>- Identifying Different Feelings &amp; Emotions</li> <li>- Connecting Thoughts, Feelings, &amp; Actions</li> <li>- Identifying Strengths &amp; Opportunities for Growth</li> <li>- Having a Growth Mindset</li> <li>- Knowing When &amp; How to Seek Help</li> <li>- Demonstrating Honesty &amp; Integrity</li> </ul>
<ul style="list-style-type: none"> <li>- Managing Feelings &amp; Emotions</li> <li>- Managing Stress</li> <li>- Setting Personal &amp; Collective Goals</li> <li>- Being Focused &amp; Staying Motivated</li> </ul>	<ul style="list-style-type: none"> <li>- Discovering Commonalities</li> <li>- Building a Community of Belonging</li> <li>- Taking Others' Perspective</li> <li>- Demonstrating Empathy &amp; Compassion</li> <li>- Respecting Differences</li> <li>- Understanding &amp; Expressing Gratitude</li> </ul>
<ul style="list-style-type: none"> <li>- Offering Help</li> <li>- Listening Attentively &amp; Making Conversation</li> <li>- Communicating Assertively</li> <li>- Giving &amp; Receiving Feedback</li> <li>- Communicating for Collaboration</li> <li>- Using Technology to Communicate Responsibly</li> <li>- Building Inclusive &amp; Supportive Relationships</li> <li>- Resisting Negative Peer Pressure</li> <li>- Resolving Social Conflicts Constructively</li> <li>- Apologizing and Forgiving</li> </ul>	<ul style="list-style-type: none"> <li>- Solving Problems for Ourselves</li> <li>- Understanding My Role as a Community Member</li> <li>- Demonstrating Global Citizenship</li> <li>- Applying Critical Thinking Skills to Solve a Social Problem</li> </ul>


# A Systemic Approach: Our SEL Guide



Unit 1 Being My Best Self				
4	August 30th - September 3rd	Self-Awareness	Identifying Different Feelings & Emotions	Emotions are the way we react to things. They can change how we feel on the inside and look and sound on the outside. Everyone can feel and show emotions in different ways. We could have strong or mild feelings that differ from one another. The <a href="#">Mood Meter</a> is one tool that can help you identify how you are feeling. ( <a href="#">Primary Version of Mood Meter</a> ) <b>SEL Check-in</b> What are some of the different feelings that you have experienced throughout this week?
5	September 8th - 10th	Self-Awareness	Connecting Thoughts, Feelings, & Actions	It is important to understand the relationship between our thoughts, feelings, and actions. Our thoughts can influence our feelings and actions. It is important to be aware of our thoughts so we can think and act in more positive ways. <b>SEL Check-in</b> How can changing your thoughts influence your feelings and actions?
September 15th - October 15th: Hispanic Heritage Month				
6	September 13th-17th	Self-Management	Managing Feelings & Emotions	Learning to identify and express feelings in a positive way helps us develop the skills we need to manage emotions effectively. It is important we know how to apply strategies to help us stay calm when big feelings start to take over. <b>SEL Check-in</b> What strategies do you use to help manage your emotions effectively?
September 21st: International Day of Peace				
7	September 20th-24th	Self-Management	Managing Stress	Stress is how you feel when you are worried or uncomfortable about something. There is good stress and bad stress. Good stress makes us stronger. However, bad stress can feel overwhelming and interfere with your life so it is important we learn strategies to reduce and manage stress. <b>SEL Check-in</b> What mindfulness exercise works best for you when you are feeling stressed?

- ❖ Getting Started Unit
- ❖ Unit 1: Being My Best Self
- ❖ Unit 2: Understanding Each Other & Appreciating Diversity
- ❖ Unit 3: Communicating with Each Other
- ❖ Unit 4: Maintaining Healthy Relationships
- ❖ Unit 5: Supporting the Well-Being of Our School and Community


# Resources for SEL Themes



## SEL Morning Meeting



Week #13: November 1st-5th  
2nd Grade


<b>Theme:</b> Solving Problems for Ourselves	<b>Competency:</b> Responsible Decision-Making
<p><b>Description:</b> Everyday you are faced with all kinds of problems and challenges. You have the ability to take action and solve your own problems. You can use a five step process to make a plan and be a <a href="#">SUPER problem solver</a>: 1. Stop and name the problem; 2. Understand the problem; 3. Plan possible solutions; 4. Elect and implement; 5. Reflect.</p>	



## SEL Morning Meeting



Tuesday, November 2, 2021

<b>WELCOMING RITUAL</b>	<b>EXPLICIT INSTRUCTION</b>	<b>OPTIMISTIC CLOSURE</b>
<p><b>Silly Voice Greeting:</b> Today I am going to greet you with a silly voice and you are going to respond as a whole class with a greeting using a silly voice.</p> <p>Some ideas for your silly voice:</p> <ul style="list-style-type: none"> <li>• Underwater</li> <li>• Opera singer</li> <li>• Cowboy</li> <li>• Monster</li> <li>• Baby</li> </ul> 	<p>WEEK 13 ELEMENTARY VIDEO LESSON 1-5</p> <p><a href="#">SEL, SOCIAL &amp; EMOTIONAL LEARNING</a></p>	<p>Everyday you are faced with all kinds of problems and challenges. You have the ability to take action and solve your own problems. You can use a five step process to make a plan and be a <a href="#">SUPER problem solver</a>:</p> <ol style="list-style-type: none"> <li>1. Stop and name the problem;</li> <li>2. Understand the problem;</li> <li>3. Plan possible solutions;</li> <li>4. Elect and implement; 5</li> <li>5. Reflect</li> </ol> <p>So, don't forget to be a SUPER problem solver!</p> 



## SEL Morning Meeting

Thursday, November 4, 2021

<b>WELCOMING RITUAL</b>	<b>CLASS ACTIVITY</b>	<b>OPTIMISTIC CLOSURE</b>
<p><b>Choose Your Greeting:</b> When I say, "Happy Thursday, everyone!" you will say "Happy Thursday" back to me along with your choice of:</p> <ul style="list-style-type: none"> <li>• Air High Five</li> <li>• Air Fist Bump</li> <li>• Wave</li> <li>• Air Hug</li> <li>• Thumbs up</li> </ul>	<p><b>Mindful Moment:</b></p> 	<p>Think about the main character in a book you have read this year. What problem(s) have they faced? How could they have used the SUPER process to help solve their problem?</p> 
<p><b>Group Sharing:</b> If our class could create a new social media challenge that would make the world a better place, what do you think it should be? A new social media challenge our class could create to make the world a better place would be _____.</p>		



# SEL Academic Integration Practices



## SEL Integration Ideas

### Unit 1: Being My Best Self

Below is a menu of options of possible ways to integrate the SEL themes that are being explicitly taught from *Unit 1: Being My Best Self*. Please keep in mind that this list is not grade level specific so it is important that you select ideas that are developmentally appropriate and align to your grade level standards and expectations.

District SEL Theme(s)	SEL Competency	Possible Integration Opportunities
Identifying Different Feelings & Emotions  and  Connecting Thoughts, Feelings, & Actions	Self-Awareness	<ul style="list-style-type: none"> <li>Model identifying your own feelings in different situations and contexts.</li> <li>Provide different opportunities for students to check-in on how they are feeling using the Mood Meter.</li> <li>When reading a text, stop and allow students to respond by having a conversation about what/how they are feeling:               <ul style="list-style-type: none"> <li>How are you feeling during this part of the story?</li> <li>What is happening in the text that is making you feel this way?</li> </ul> </li> <li>Have students identify how a character or individual was feeling and explain a time when they have felt that way.</li> <li>Invite students to discuss how they felt after reading a book or participating in a specific activity and explain why.</li> <li>Provide students with a feelings chart reference guide or the Mood Meter to help them identify emotional states of characters to grow their own feeling vocabulary to be able to more precisely identify their own feelings.</li> <li>Invite students to look for examples of how characters' feelings impact their thoughts and/or actions.</li> <li>As mathematicians, we use patterns and structure to help connect mathematical concepts. How does identifying patterns and structure in life help you to make connections between your thoughts, feelings, and actions?</li> </ul>
Managing Feelings & Emotions	Self-Management	<ul style="list-style-type: none"> <li>When a teachable moment arises, model managing your own feelings and emotions.</li> <li>When needed, prompt for students to apply strategies taught to manage feelings and emotions. Also, reinforce when you see students applying strategies on their own.</li> <li>Invite students to talk about how a character or individual managed their feelings/emotions:               <ul style="list-style-type: none"> <li>How did _____ feel when _____?</li> <li>How did they manage their emotions?</li> <li>Do you think that was a healthy way to manage them?</li> </ul> </li> <li>As mathematicians, we know that different strategies can be used to solve a problem. How do you manage your feelings and emotions, when someone demonstrates a different way to approach a problem?</li> </ul>

❖ Fostering Academic Mindsets

❖ Using Interactive Pedagogy

❖ Modeling, Prompting & Reinforcing for SEL Skills

# Family & Caregiver Resources



Parents and Caregivers,

Social and Emotional Learning (SEL) cultivates skills and fosters attitudes that support college, career, and life success. In addition, SEL strengthens academic learning and productive classrooms. SEL involves acquiring and effectively applying knowledge, attitudes, and skills to manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, make responsible and caring decisions, and demonstrate behaviors that contribute to academic success. Children and youth develop these skills in many ways as they interact in different settings throughout their day: classroom(s), school, home, and community. When opportunities for SEL across all of these contexts are consistent, students are more likely to internalize these SEL skills.

I wanted to let you know that we kicked off our first Social and Emotional Learning (SEL) unit with "Being My Best Self". In this unit, your child will explore different SEL themes and skills related to Self-Awareness and Self-Management. Below is a chart with the different SEL themes that we will be discussing and some possible ways that you can reinforce these SEL themes at home if you wish.

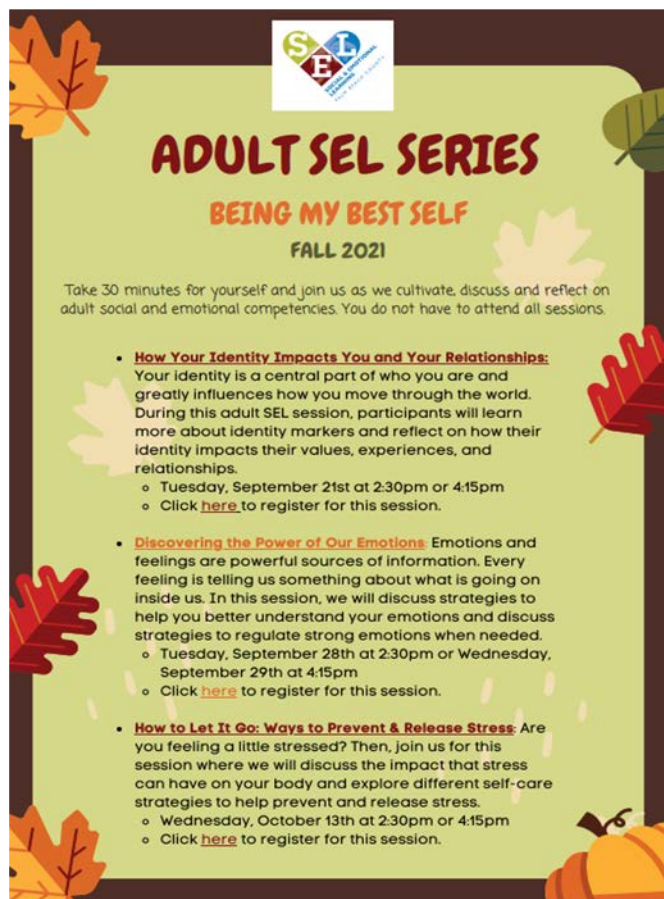
Date	SEL Theme & Competency	Possible Discussion Questions	Possible Family Activities
August 30th- September 3rd	Identifying Different Feelings and Emotions  (Self-Awareness)	-How are you feeling right now? Why do you think you are feeling that way? -What was the high (best) part of your day? What was the low part of your day? -What is something that makes you happy (substitute with other emotion words)?	- <b>Read Aloud:</b> Read a book and discuss with your child how the character is feeling and if they have ever felt this way. Share when you have felt that way too. - <b>Emotional Charades:</b> Can your family guess your emotions? Use a piece of paper to create cards with different emotions. Everyone picks a card and acts out that emotion.
September 8th- 10th	Connecting Thoughts, Feelings, & Actions  (Self Awareness)	- How can you tell that you are happy (or substitute with another emotion word)? What does your body feel like? What are you thinking? -What is something nice you could say to yourself? -Share a time when your emotions impacted your actions. Did you respond in a positive or problematic way?	- <b>Happiness Scavenger Hunt:</b> Find an object in your house that makes you smile. Find an object in your house that brings you peace or comfort. Find an object in your house that makes you laugh. Share with your family and explain why you selected each object. - <b>Emotion Journal:</b> Create journals for each member of the family to have time to reflect on their thoughts, feelings, and actions through writing and/or drawing.

Resources for each week aligned to the theme for that week:

- Possible Discussion Questions
- Possible Family Activities

Available in English, Spanish, Haitian Creole, & Portuguese

# Adult SEL



**ADULT SEL SERIES**  
**BEING MY BEST SELF**  
 FALL 2021

Take 30 minutes for yourself and join us as we cultivate, discuss and reflect on adult social and emotional competencies. You do not have to attend all sessions.

- How Your Identity Impacts You and Your Relationships:** Your identity is a central part of who you are and greatly influences how you move through the world. During this adult SEL session, participants will learn more about identity markers and reflect on how their identity impacts their values, experiences, and relationships.
  - Tuesday, September 21st at 2:30pm or 4:15pm
  - Click [here](#) to register for this session.
- Discovering the Power of Our Emotions:** Emotions and feelings are powerful sources of information. Every feeling is telling us something about what is going on inside us. In this session, we will discuss strategies to help you better understand your emotions and discuss strategies to regulate strong emotions when needed.
  - Tuesday, September 28th at 2:30pm or Wednesday, September 29th at 4:15pm
  - Click [here](#) to register for this session.
- How to Let It Go: Ways to Prevent & Release Stress:** Are you feeling a little stressed? Then, join us for this session where we will discuss the impact that stress can have on your body and explore different self-care strategies to help prevent and release stress.
  - Wednesday, October 13th at 2:30pm or 4:15pm
  - Click [here](#) to register for this session.

## Emotional Resilience Educator Cohort

### TOPICS

- Know Yourself
- Understand Emotions
- Tell Empowering Stories
- Build Community
- Be Here Now
- Take Care of Yourself
- Focus on the Bright Spots
- Cultivate Compassion
- Be a Learner
- Play and Create
- Ride the Waves of Change
- Celebrate and Appreciate



# Our SEL Culture

## SEL Signature Practices with Adults

- Welcoming Ritual
- Engaging Practices
- Optimistic Closure

High-performing A-rated District

**Welcoming Ritual**

SDPBC Mood Meter

**HOW ARE YOU FEELING?**

Engaged	Furious	Flustered	Stressed	Surprised	Uplifted	Relieved	Excited
LAME	Hungry	Angry	Heartless	Overwhelmed	Overjoyed	Inspired	Stunned
Worried	Apprehensive	Nervous	Accused	Joyful	Happy	Calm	Yelled
Reckless	Concerned	Worried	Unsure	Proud	Hopeful	Peaceful	Blind
Disappointed	Embarrassed	Shocked	Scared	Relaxed	At Ease	Content	Fulfilled
Uninterested	Exhausted	Tired	Apologetic	Calm	Secure	Grateful	Grateful
Unfriendly	Abandoned	Overwhelmed	Overwhelmed	Peaceful	Cool	Relaxed	Content
Hopeless	Lonely	Drunk	Tired	Steady	Thoughtful	Confident	Steady

**September SEL Themes**

- Identifying Different Feelings & Emotions
- Connecting Thoughts, Feelings & Actions
- Managing Feelings & Emotions
- Managing Stress
- Identifying Strengths & Opportunities for Growth

High-performing A-rated District

**Optimistic Closure**

**Self-care Share Out**

❖ What is one thing that you are going to do for yourself this weekend to recharge?

# Discussion and Questions



Let us hear from you

**Please fill out our  
post-webinar  
survey**

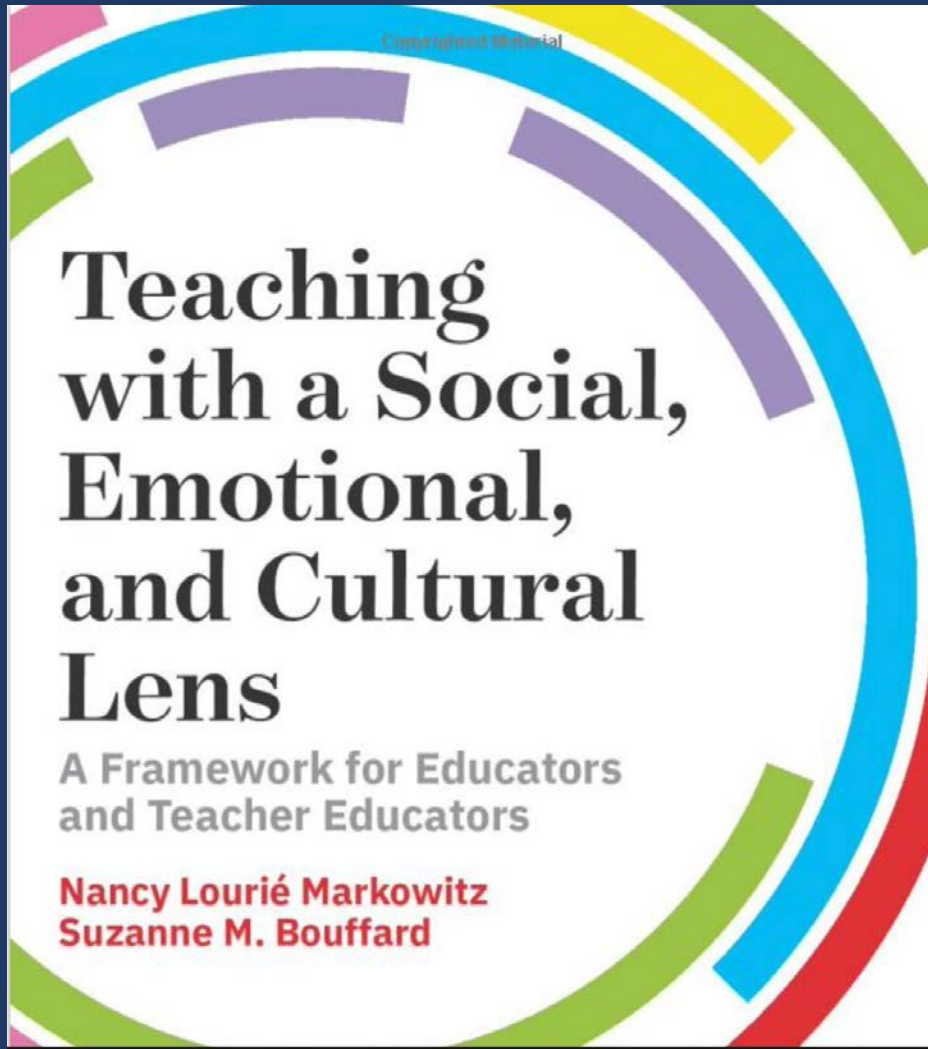
<https://www.surveymonkey.de/r/NBZ6229>

Please join us

**Thursday, November 18**  
**3 pm ET**

**The Learning Principal:  
Living Equity-Centered Leadership**

# One additional resource

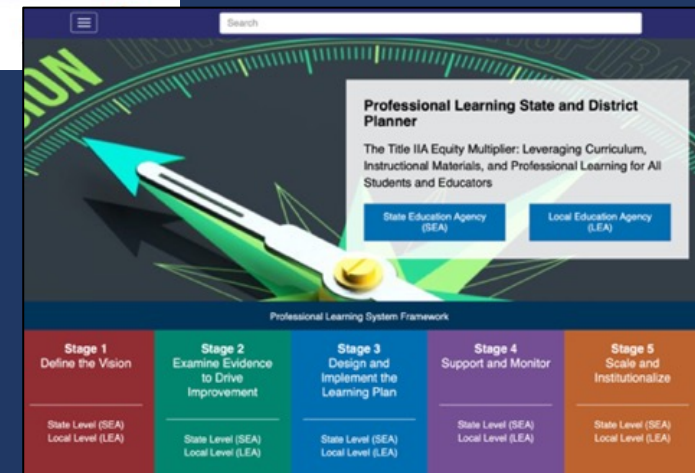
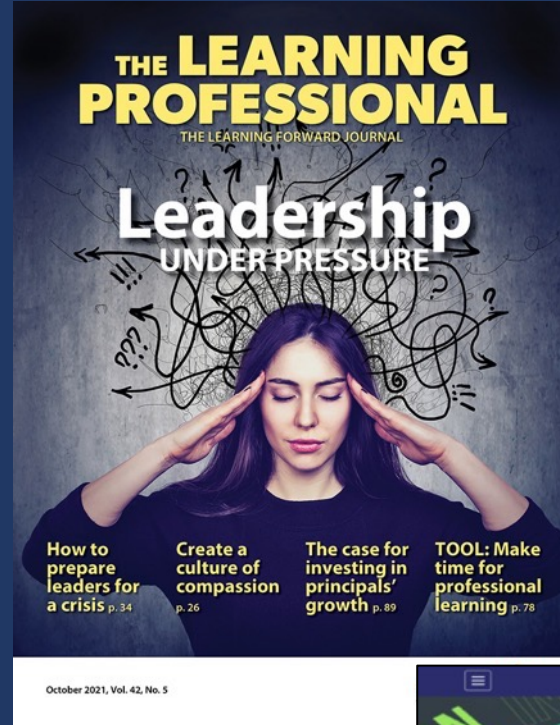




# Online resources

Look for follow-up resources, including a recording of this webinar and slides

- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)
- Use the planner at [Professional Learning State and District Planner](#)



**VIRTUAL**

learningforward

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DEC. 5-7, 2021

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2021 Virtual Conference

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YOUR EXPERTISE



Gloria Ladson-Billings



Kyle Schwartz

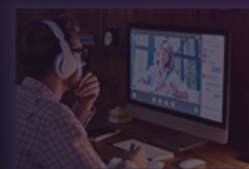


Jal Mehta

SHIFT  
YOUR PERSPECTIVE



TRANSFORM  
YOUR PRACTICE



REGISTER HERE

Thank you!

