

SEL: Making Connections

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<http://bit.ly/NESELCON>





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Why is the
topic of this
session
important?



Why?

A primary goal of implementing SEL is to create an equitable learning experience for all students.

Vocabulary Smackdown:

Make eye contact with someone close to you. Quickly explain the difference between equity and equality.

SEL, MTSS, and Mental Health

Positive school climate that includes safe, supportive, and challenging learning environments.

Social and emotional skills instruction that includes specific skill instruction as well as integration into academic instruction.

Core



Targeted supports for those students who are at-risk or who need some additional learning to develop their social and emotional skills.

Supplemental

Individualized supports for those students who have the highest needs in developing their social and emotional skills.

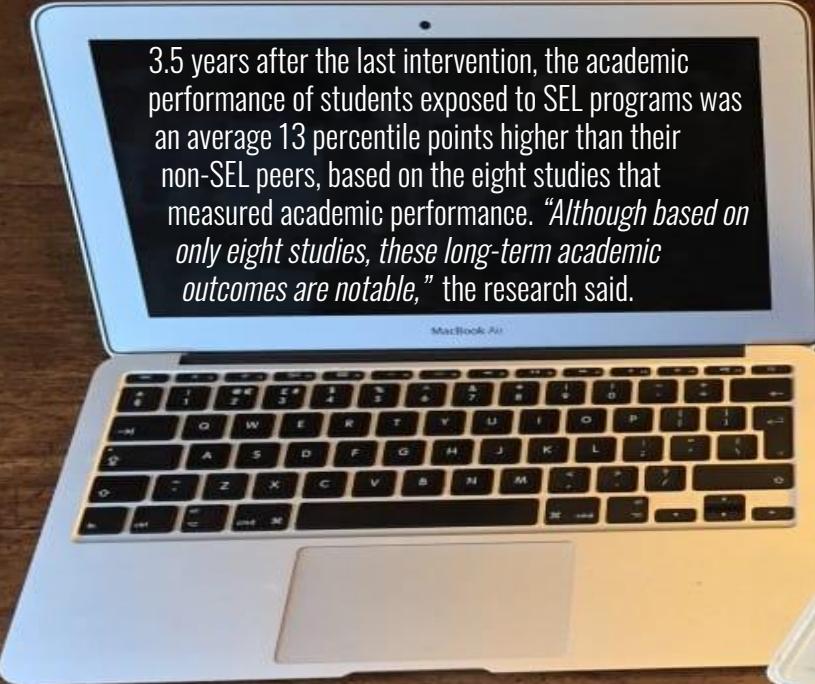
Intensive

As we engage in the work of social emotional learning, it will be important to make connections to mental health as mental wellness. Social emotional learning is asset based and supports the preventative, proactive work of ensuring wellness in all students. Mental health exists along a continuum and exists in us all.

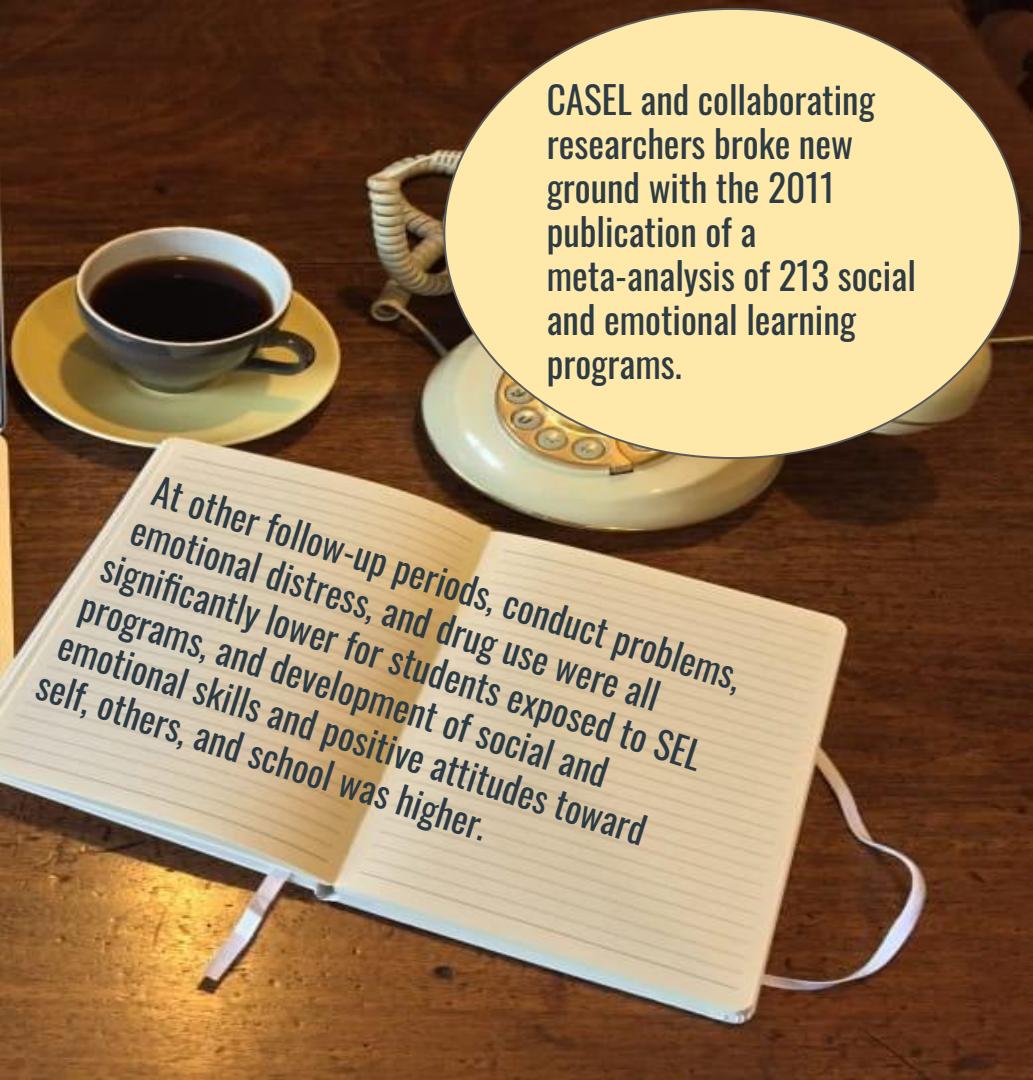
SEL Impact



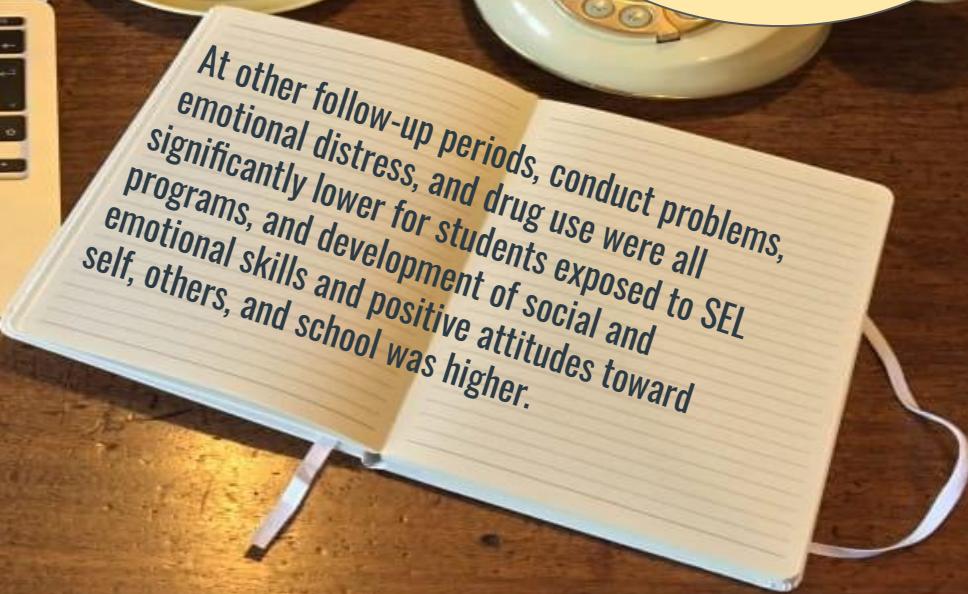
This resource can be found on the
[GASEL](#) website



3.5 years after the last intervention, the academic performance of students exposed to SEL programs was an average 13 percentile points higher than their non-SEL peers, based on the eight studies that measured academic performance. *“Although based on only eight studies, these long-term academic outcomes are notable,”* the research said.



CASEL and collaborating researchers broke new ground with the 2011 publication of a meta-analysis of 213 social and emotional learning programs.



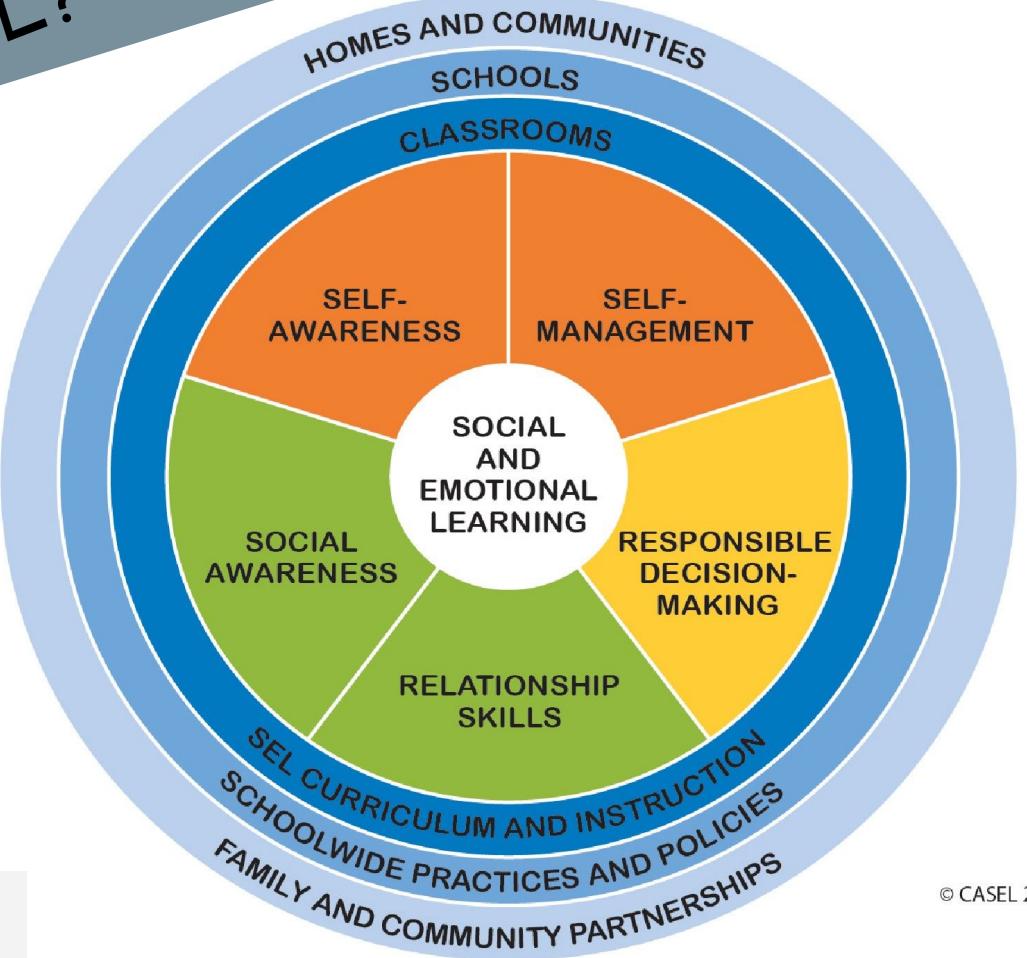
At other follow-up periods, conduct problems, emotional distress, and drug use were all significantly lower for students exposed to SEL programs, and development of social and emotional skills and positive attitudes toward self, others, and school was higher.



2

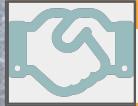
**Where Do
We
Begin?**

What is SEL?



This resource can be found on the
[CASEL](#) website

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Huddle

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

Self-awareness

Relationship skills

Responsible
decision-making

Self-management

Social awareness



Huddle

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Self-awareness

Relationship skills

Responsible
decision-making

Self-management

Social awareness



Huddle

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Self-awareness

Relationship skills

Responsible
decision-making

Self-management

Social awareness



Huddle

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

Self-awareness

Relationship skills

Responsible
decision-making

Self-management

Social awareness



Huddle

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Self-awareness

Relationship skills

Responsible
decision-making

Self-management

Social awareness

Core first

We will need to begin clarifying this term and set out some recommendations around Core for social-emotional learning.



Pair-Square

With a partner...

Review the first 3 paragraphs on page 1 of the [Core Social Emotional Practices](#)

Find another pair - debrief:

What's the gist?

Do we all have common understanding?



This resource can be found in our [NC MTSS Implementation Guide](#)
(LiveBinder)

Before we begin talking about building an intervention system that encompasses both behavior and social-emotional skills, we begin by establishing common language and understanding around social-emotional learning and recommendations for core support in this area.

SEL is synonymous with behavior management.

True

False



Students choose an option

FALSE

Although social and emotional learning (SEL) has been shown to improve student behavior, behavior management can be seen more as a by-product rather than the main purpose or output. SEL is about helping students develop the skills and competencies needed to be successful in life, which reaches far beyond following directions and behaving appropriately. Keep in mind that eliminating misbehavior does not necessarily mean that students have mastered the social and emotional competencies.

Children who are developmentally on track also need social and emotional skill development.

True

False



Pear Deck



Students choose an option

Pear Deck Interactive Slide
Do not remove this bar

TRUE

A common misconception is that students who are on track do not need social and emotional competencies. However, we recognize that students have strengths and weaknesses in their skill set. For example, some youth need more targeted supports around tolerance and accepting diversity, while others need more on their social skills, and others need to become more self-aware—recognizing what they do and do not know.

Similarly, on occasion developing children may struggle to accept other children who do not appear or react within their idea of “typical,” which often is based on experience, culture, and perceived values. Thus, all students can benefit from SEL.

After we learn a social and emotional skill, we use it consistently across contexts.

True

False



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Students choose an option

FALSE

SEL is not only about building student skill sets; it also is about providing supports for students to develop and apply those skills. For example, a student may be a great communicator; however, he/she might not have the chance to demonstrate those communication skills if the classroom is dominated by teacher talk. Thus, it is important that we create the conditions and the supports necessary for students to not only develop their competencies but also apply them.

Social and emotional skills are consistent across cultures.

True

False



Pear Deck



Students choose an option

FALSE

Although broad social and emotional competencies—such as being aware of oneself and forming meaningful relationships—are consistent across cultures, the way that individuals exhibit or demonstrate those skills may vary depending on the culture in which one is situated.

Social and emotional skills are only taught in preschool and early elementary.

True

False



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Students choose an option

FALSE

Research has demonstrated that specific social and emotional skills are best developed in early childhood (e.g., executive function).

However, anyone (even adults, yes!) can hone their social and emotional skills. Commonly, SEL gets boxed into lower grade levels because the teachers have students all day long and their lessons often include teaching SEL naturally (e.g., sharing), whether planned or unplanned. However, we are trying to dispel this stereotype and promote SEL for all.

Social and emotional skills are multifaceted and complex.

True

False



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Students choose an option

TRUE

SEL enhances students' capacity to deal effectively and ethically with daily tasks and challenges. SEL involves recognizing one's own emotions, other people's emotions, and reacting accordingly. It also involves deescalating situations, dealing with conflict, learning ethical behaviors, and making responsible decisions.

SEL aligns well with a multi-tiered system of support (MTSS).

True

False



Students choose an option

TRUE

SEL is considered a Tier 1 or universal approach to learning. SEL lays the foundation to support student growth and development in multiple facets of students' lives inside and outside of school. Thus, it aligns well with MTSS given that it supports instruction that is good for all students, reducing the opportunity gap by providing all students with the skills they need to be successful in school. Invariably, some students will need additional support (e.g., small-group or individualized interventions) to master and apply the full range of social and emotional skills, but this number should be greatly reduced if all students have opportunities that support SEL in the classroom.

SEL is focused only on skills that make children better students.

True

False



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Students choose an option

FALSE

Although SEL has been shown to improve academic learning, it also is the key to successful relationships with spouses, family, children, coworkers, and peers later in life.

Individuals learn about themselves and how to identify their strengths and weaknesses inside and outside of the classroom, which continues on after they leave school. It takes an entire community to teach SEL. It is something that cannot be taught only in schools.

SEL is best for students with disabilities or those who are lacking social skills.

True

False



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Students choose an option

FALSE

SEL benefits students of all abilities, regardless of their baseline social skills.

Between 1980 and 2012, jobs with high social skill requirements grew by nearly 10 percentage points as a share of the U.S. labor force. In contrast,

math-intensive but less social jobs (including many science, technology, engineering, and mathematics occupations) shrank by about 3 percentage points in the same period. Employment and wage growth were particularly strong for jobs requiring high levels of both cognitive skill and social skill

(*The Growing Importance of Social Skills in the Labor Market*).

SEL is needed for all students (some students in special education may benefit from more SEL support than those who are not).

Choosing an SEL curriculum is the first step in implementing SEL.

True

False



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Students choose an option

FALSE

Although there are multiple evidence-based SEL programs that support student development, most recognize that one of the first steps in implementing any SEL program is to focus on adult social and emotional skills. To model and encourage positive student interactions, teachers themselves need the social and emotional skills required to communicate effectively with students and to handle stressful situations that can occur in classrooms (Brackett et al., 2009).^[1]

[1] Brackett, M. A., Patti, J., Stern, R., Rivers, S. E., Elbertson, N., Chisholm, C., & Salovey, P. (2009). A sustainable, skill-based model to building emotionally literate schools. In R. Thompson, M. Hughes, & J. B. Terrell (Eds.), *Handbook of developing emotional and social intelligence: Best practices, case studies, and tools* (pp. 329–358). New York, NY: Wiley.

SEL should be taught year round.

True

False



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Students choose an option

TRUE

A common misperception is the assumption that SEL should only be taught at the beginning of the school year. However, SEL is not the same as setting expectations or behavior management, and it is best if it is ongoing and woven throughout the curriculum.

Family engagement is a key component of SEL.

True

False



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Students choose an option

TRUE

Social and emotional skills are exhibited across multiple contexts, including home, school, and the community. Thus, it is important to have consistent messages about the social and emotional skills that students may need to use across these varying contexts. Schools and families should have

If you're
interested,
here's a link
to the quiz.



SEL
QUIZ



3

How Do
We
Begin?

Vision for SEL Implementation

3 tasks



Task 1

Target specific social and emotional competencies during specified instructional time.



Task 2

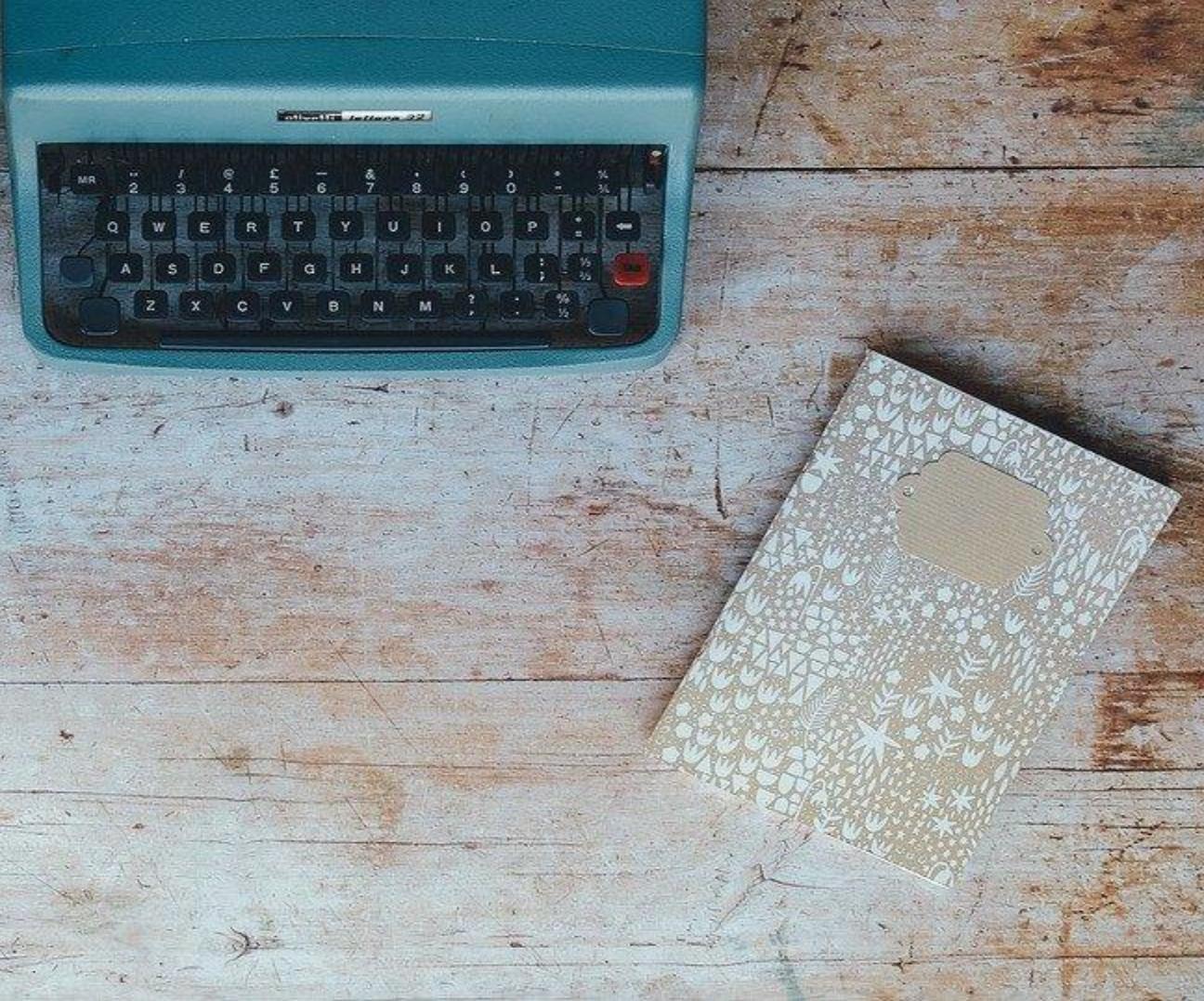
Integrate social and emotional competencies with academic content.



Task 3

Use general teaching practices to create conditions to support SEL.

This resource can be found in our [NC MTSS Implementation Guide](#) ([LiveBinder](#))



Select the task that matches the implementation example



Huddle

Task 1

Task 2

Task 3

Target specific social and emotional competencies during specified instructional time.

Integrate social and emotional competencies with academic content.

Use general teaching practices to create conditions to support SEL.

Example: A chemistry teacher might teach ways to make responsible decisions as students engage in an experiment and the consequences for both good and bad choices that might occur within a lab.

Select the task that matches the implementation example



Huddle

Task 1

Task 2

Task 3

Target specific social and emotional competencies during specified instructional time.

Integrate social and emotional competencies with academic content.

Use general teaching practices to create conditions to support SEL.

Example: Teachers may co-create positive social norms with students that allow students to feel safe to take intellectual risks, encouraging group work and collaborative learning, or talk with students in a way that encourages student voice and responsibility.

Select the task that matches the implementation example



Task 1

Task 2

Task 3

Target specific social and emotional competencies during specified instructional time.

Integrate social and emotional competencies with academic content.

Use general teaching practices to create conditions to support SEL.

Example: A teacher might set aside time to teach students how to communicate their ideas for understanding.

Professional Learning Opportunity that Supports Implementation



Canvas
Course

The image shows a screenshot of a Canvas course page. At the top is a purple header with a map of North Carolina and the text 'MTSS'. Below the header, the course title 'Core Social Emotional Practices in ...' is visible, followed by the subtitle 'Core Social Emotional'. There are two icons at the bottom left: a person icon and a folder icon.



District/School Level

Our Core SEL Practices Course was released in September. This online course is for district and school teams. To determine if your district/school is ready for this course, consider the following resources:

[Frequently Asked Questions](#)

[Readiness Activity](#)

[Core SEL Course Registration](#)



State Level

North Carolina is a part of the [Collaborating States Initiative \(CSI\)](#)! We are working with over 20 states already in the CSI to scale up social-emotional learning across our state education agency.



State Level

We are developing a State Education Agency SEL implementation plan- working across multiple NCDPI divisions and other state agencies (You can see the state tool here: [CASEL State Education Agency Tool](#) and, if you are using CASEL's [District Resource Center](#) or the [School Guide](#), you will notice alignment.)

Thank You