



Social Emotional Learning
Essential for Learning, Essential for Life



Agenda


- Introductions
- Overview of NYS Safe Schools Task Force Recommendations
- Strategies to Promote School Climate
- What exactly is Social Emotional Learning (SEL)?
- Mindfulness Activity
- Emotion Mapping
- How does this integrate with other initiatives?
- Discussion



New York State Safe Schools Task Force Recommendations

Two Themes Were Evident Throughout the Deliberations of the NYS Safe Schools Task Force


- *Promote and measure school climate rather than focus exclusively on measuring school violence, and*
- *Focus on Social Emotional Learning to help students learn the essential skills that affect every area of our lives, including how to understand and manage emotions, and how to establish and maintain positive relationships.*



Why Measure School Climate?

- Research suggests that:
 - The quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement;
 - If we want achievement gains, we need to begin by improving the school climate.



Stindler, J., Jones, A., Williams, A.D., Taylor, C., Cardenia, H. (2016). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving the climate. *Journal of School Administration Research and Development*, 1(1), 9-16.



Delivery Models For A Positive School Climate Framework

Examples:

- Social Emotional Learning
- Trauma-Sensitive Schools
- Restorative Practices
- Whole School, Whole Community, Whole Child
- Mental Health Education in Schools
- Positive Behavioral Interventions and Supports (PBIS)
- Community Schools and School-Based Mental Health and Health Centers





Promoting A Safe & Supportive School Climate

Measuring school climate is a crucial step in improving school climate. To promote and measure school climate, schools and school districts take the following steps:

- Pick a Framework i.e., Positive Behavioral Intervention Strategies (PBIS), Social Emotional Learning (SEL);
- Administer the USDE School Climate Surveys to students, parents and school personnel;
- Establish a Community Engagement Team;
- Produce Reports and Analyze Survey Data and other pertinent data (chronic absenteeism data, school violence index) with the Community Engagement Team; and
- Create an Action Plan with the Community Engagement Team to address areas of need.

School Climate reflects how members of the school community experience the school - including interpersonal relationships, teacher and other staff practices and organizational structures and policies.



Social Emotional Learning in the New York State Every Student Succeeds Act Plan

New York State's recently approved ESSA Plan specifically states the following goal :

- “[e]nsure that all students have access to support for their social-emotional well-being.”

Fostering the development of SEL competencies for all students and adults in our schools and communities supports the following ESSA Plan priorities to:

- improve academic achievement and graduation rates;
- improve school climate; and
- increase educational equity.



Social Emotional Five Core Competencies

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



SEL for Our Students

The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things.

~Jean Piaget




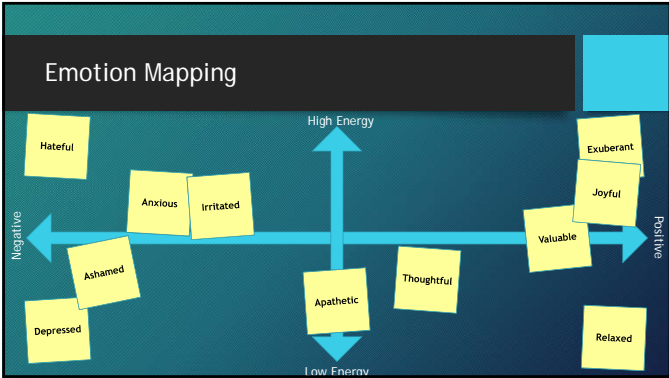
2011 Meta-Analysis Findings

Better Academic Performance	achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction
Improved Attitudes and Behaviors	greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior
Fewer Negative Behaviors	decreased disruptive class behavior, noncompliance, aggression, and disciplinary referrals
Reduced Emotional Distress	Less student depression, anxiety, stress, and social withdrawal

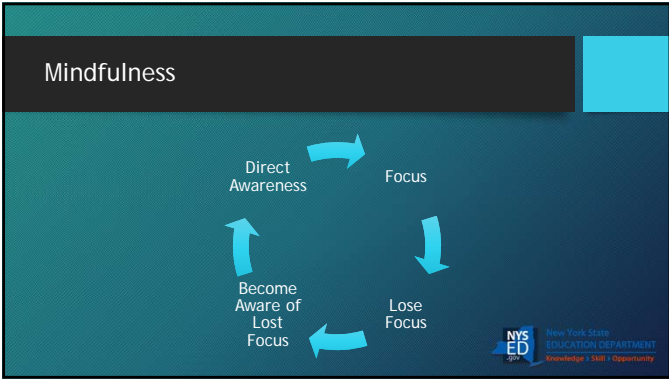
SEL for Us!

You can't pour from an empty cup. Take care of yourself first.
-Unknown










“ Look at other people and ask yourself if you are really seeing them or just your thoughts about them. ”

Jon Kabat-Zinn


SEL and Academic Instruction

- Free standing lessons that provide explicit, step-by-step instruction to teach students the five social and emotional core competencies.
- Integration of social and emotional skill instruction and practices within the context of academic curriculum
- General teaching practices that create classroom and schoolwide conditions that teach and model the five core competencies to facilitate and support social and emotional development in students



SEL and Equity

Equity, implicit bias, Culturally Responsive Teaching, and SEL are intertwined. Increasing SEL competencies in our systems and ourselves can help us decrease implicit bias and increase cultural responsiveness, and if we can do that, we can increase equity for our students.




SEL and Approach to Discipline

Restorative Practices to provide for concurrent accountability and behavioral change

Help students who have engaged in misconduct to:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation
- Learn pro-social strategies and skills to use in the future, and
- Understand the progression of more stringent consequences if the behavior recurs



“ I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do. ”

Edward Everett Hale

Thank You!

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