Social and Emotional Learning: Keys to School and Life Success

GUAM DEPARTMENT OF EDUCATION
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Center on Enhancing Early Learning Outcomes
National Institute for Early Education Research
In Cooperation with the Pacific Regional Comprehensive Center
DAY THREE

The Teaching-Learning System, SEL & You
As educators and administrators, we will:

- Understand how children develop and learn best, including brain development.
- Have a shared understanding of SEL as a complex, learned set of skills.
- Be more knowledgeable and adept about developing and implementing effective, aligned curricula, including play.
- Act upon the critical role of teacher and quality teaching strategies to reach and benefit every child.
- Understand our impact on SEL on the personal and system level (classroom, school, education system, community).
OUR AGREEMENTS

- We start and end our meetings on time.
- We are fully present and engaged.
- We honor everyone’s time and good faith attempt to participate fully.
- We respect confidentiality, diverse perspectives and honesty in supporting one another to create a safe environment for open exchange.
- Everyone has the opportunity to speak once before anyone speaks twice.
- We focus on solutions rather than admiring the barriers.
- We work together as a learning community, taking responsibility to create value for each person and agency.
Overnight Reflections
SEL Line Dance

Children’s personalities are set for life.

Having SEL learning standards is a good thing for children.

Teachers and schools should focus on academics, not SEL.

Parents have common expectations for their children’s behavior.

Anyone can be a good teacher with training and support.

When interventions fail, disruptive and dangerous children should be removed from the classroom.
The easy part is knowing why we chose this profession.

The hard part is remembering it.
# Same and Different

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<tr>
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<th>0-5</th>
<th>K-12</th>
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<tbody>
<tr>
<td><strong>Approach</strong></td>
<td>Developmental</td>
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<td><strong>Enrollment</strong></td>
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<td>Universal</td>
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<td>Targeted</td>
<td>Mandatory</td>
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<td>Universal</td>
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<td><strong>Governance</strong></td>
<td>Federal, State, District, private</td>
<td>State Board of Education</td>
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<td>Health/Human Services/Ed, other entity</td>
<td>DOE</td>
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<td>Local school board</td>
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<td><strong>Standards</strong></td>
<td>State: Birth – 3, Pre-K, Birth – K</td>
<td>K-12 Curriculum Frameworks</td>
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<td>Federal: Head Start Child Outcomes</td>
<td>Common Core/CCR/Next Gen</td>
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<td>Comprehensive domains</td>
<td>Content-specific</td>
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<td><strong>Curriculum</strong></td>
<td>Self-selection</td>
<td>State or local required</td>
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<td>180 days or year-round</td>
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<td><strong>Assessment</strong></td>
<td>Required and optional</td>
<td>Defined points;</td>
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<td></td>
<td>Variety of Measures</td>
<td>Prescribed measures</td>
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<td><strong>Teacher Qual.</strong></td>
<td>Varied by auspice (HS -&gt; MA)</td>
<td>Defined by SEA or PSB (BA min)</td>
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<td><strong>Accountability</strong></td>
<td>Varies from none or basic health/safety compliance to student/program outcomes</td>
<td>Student-outcome based</td>
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<td>School-/district level performance</td>
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<td>SLDS</td>
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<td><strong>Resources</strong></td>
<td>Parent fees, federal, state, local</td>
<td>Local, state, federal</td>
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## School-based Assessment/Curriculum/Instruction Issues

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<tr>
<th>FROM</th>
<th>TO</th>
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<tr>
<td>Bell Curve</td>
<td>“J” Curve</td>
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<tr>
<td>Grades A-F</td>
<td>Grades A, B, and Incomplete</td>
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<tr>
<td>Calendar-defined</td>
<td>Outcome-defined</td>
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<tr>
<td>Curriculum coverage</td>
<td>Teaching for mastery</td>
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<tr>
<td>Assigned activities/tasks</td>
<td>“Ultimate” outcome demonstrations</td>
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<tr>
<td>Fixed grouping</td>
<td>Flexible grouping</td>
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<tr>
<td>Fixed teacher roles</td>
<td>Flexible, team-based roles</td>
</tr>
<tr>
<td>Grading in ink</td>
<td>Evaluating outcomes in pencil</td>
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<tr>
<td>Offering and providing</td>
<td>Facilitating and intervening programs and experiences for outcome success</td>
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<tr>
<td>Pedagogy</td>
<td>Mathetics</td>
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What does this have to do with SEL?
Prosocial Classroom Model
(Jennings & Greenberg, 2009)
Figure 1. A Conceptual Model for Advancing SEL in Schools

Distict-wide SEL
- Cultivate Commitment & Support for SEL
- Assess SEL Resources & Needs
- Establish Classroom, School-wide, & Community SEL Programming
- Establish Systems for Measurement and Continuous Improvement

School-Wide SEL
- Family and Community Partnerships
- School Climate, Policies, and Practices
- Classroom Curriculum and Instruction

Self-Awareness
- Responsible Decision-Making
- Social Awareness

Self-Management
- Relationship Skills

Short-Term Student Outcomes
- Social and Emotional Skills
- Positive Attitudes Toward Self, Others, and Tasks
- Positive Social Behaviors and Relationships
- Fewer Conduct Problems
- Reduced Emotional Distress
- Academic Performance

Long-Term Student Outcomes
- High School Graduation
- College and Career Readiness
- Healthy Relationships
- Mental Health
- Reduced Criminal Behavior
- Engaged Citizenship

State Policies and Supports

Federal Policies and Supports

Three-legged Stoll of SEL
Knowing The Child’s Stakeholders
FIGURE 1-1 The complex landscape that affects children ages 0-8.
Steps to Take to Promote SEL

- Classroom level
- School/program level
- System level

Policies - Practices - Connections
SEL at the Classroom Level

- Develop and communicate clear behavioral norms/expectations
- Teach and model SEL, give opportunities to practice and apply skills and strategies
- Enforce discipline fairly
- Support educators own SEL competence
SEL at the School-wide Level

- Develop and communicate clear behavioral norms/expectations
- Improve school structure (policies, rules, common expectations)
- Offer SEL curricula to promote knowledge and teach specific skills to all children
- Support teachers pedagogical and teaching quality
- Provide vertical and horizontal integration
SEL at the System Level

- Develop and communicate a shared vision with clear behavioral norms/expectations
- Identifying and building on existing strengths and supports for SEL at all levels
- Establishing infrastructure and resources for professional development that can build SEL awareness, enhance adults’ own social-emotional competence, and cultivate effective SEL instructional practices
Establish student learning standards for SEL that guide the scope and sequence of SEL programming

Adopt and align evidence-based SEL programs in classrooms and throughout the school

Integrate SEL into a supportive climate for all school goals, priorities, initiatives, programs, and strategies
System Level/cont.

- Communicate frequently with parents to establish partnerships
- Coordinate with specialized mental-health services to align approaches
- Establish a learning community among school staff members to encourage reflection and use of data to improve SEL practice and student outcomes
Early Childhood Considerations

- Include training or professional development for early childhood teachers and administrators; some also emphasize building teachers’ own SEL skills
- Embed direct instruction and practice of targeted skills into daily activities, giving children repeated opportunities to practice SEL skills in different contexts
- Engage children’s families so children have a chance to work on their SEL skills both at school and at home
Key Features of Effective SEL Programs

- Incorporate SAFE elements
- Set reasonable goals
- Occur within supportive contexts
- Target key behaviors & skills
- Build adult competencies
- Partner with family & community
Common Implementation Challenges

- Applying and transferring skills
- Ensuring sufficient exposure and intensity
- Prioritizing and integrating SEL in daily practices
- Using data to inform decision-making
- Extending SEL beyond classrooms
- Facilitating program ownership and buy-in
- Ensuring sufficient staff support and training
A Very Difficult Child

Think of a time you encountered a very “difficult” child.

- How did the child behave?
- What was your emotional reaction?
- How did you behave?
- What was the result?
- How did you communicate with the family?
- What lesson did you learn?
Investigate the Scene

**Antecedent** (What conditions preceded the concerning behavior (i.e., location and time, group size, activity, special changes in routine at home or school)?)

**Behavior** (What happened? Who was involved)

**Consequences** (What happened? Did the child benefit as a result of her/his actions? What were responses of adults & peers?)

**Trends and Long-term Results** (Is undesired behavior occurring less often? Is desired behavior appearing more frequently?)
Problem of Practice

- The issue is:
  - Clarifying questions/answers
  - Discussion
  - Reflection and response
STRENGTHENING AND IMPROVING TEACHERS’ AND ADMINISTRATORS’ SEL SKILLS
Mental Models

Iceberg... Seeing What's Below the Surface

- Events
  - What happened?
- Patterns of Behavior
  - What's been happening?
  - What are the trends?
  - What changes have occurred?
- Structure of the System
  - What has influenced the patterns?
    - (e.g. policies, laws, physical structures)
    - What are the relationships among the parts?
- Mental Models
  - What assumptions, beliefs, and values do people hold about the system?
Equity and SEL
COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEAR THE PATH FOR EVERYONE!
Teaching Strategies for SEL
<table>
<thead>
<tr>
<th><strong>17 Instructional Practices for Developing SEL Skills</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Discussion</strong></td>
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<tr>
<td><strong>Didactic Instruction</strong></td>
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<tr>
<td><strong>Book/Story</strong></td>
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<tr>
<td><strong>Vocabulary</strong></td>
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<tr>
<td><strong>SEL Tools/Handouts</strong></td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td><strong>Drawing</strong></td>
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</tbody>
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Jones et al. 2017
<table>
<thead>
<tr>
<th>Art/Creative Project</th>
<th>Art or creative project other than drawing related to an SEL theme. May be an individual project, such as using clay to make faces that show different emotions, or a collaborative project, such as creating a logo to represent team personality traits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Display</td>
<td>Charts, posters, or other visual displays. Examples include classroom posters that break down emotion regulation strategies, a class rules chart, or a hanging circle that represents the connection between thoughts, actions, and feelings. Often used as a way to establish or reinforce routines in the classroom.</td>
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<tr>
<td>Video</td>
<td>Videos typically depict children in challenging classroom or playground situations and are often used to prompt discussion around emotions, conflict resolution, and appropriate behaviors.</td>
</tr>
<tr>
<td>Song</td>
<td>Songs (and music videos or sing-song chants) are typically used to reinforce an SEL theme and often involve dances, hand movements, and/or strategy practice. For example, a song might lead students through the steps for a calm breathing technique or problem-solving process. Songs may be played once or repeated over the course of a unit.</td>
</tr>
<tr>
<td>Skill Practice</td>
<td>Students actively practice using SEL skills or strategies outside of a game or role-play scenario. For example, students might practice paraphrasing what their partner just said to practice good listening skills or use emotion/behavior regulation strategies to calm down during a tense moment.</td>
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<tr>
<td>Role-Play</td>
<td>At younger ages, this may involve a teacher role-playing a scene with puppets. At older ages, it may involve the entire class role-playing in pairs or two students performing in front of the class. It is often used to act out emotions, demonstrate/practice emotion regulation strategies and problem-solving processes, or to practice managing conflict/interpersonal challenges.</td>
</tr>
<tr>
<td>Game</td>
<td>Can be used to reinforce an SEL theme, build community, practice an SEL skill, or transition students into/out of a lesson, etc. Examples include playing feeling charades to help teach about emotions and social cues, using Simon Says to practice cognitive regulation skills, or cooperating during a relay game.</td>
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<tr>
<td>Kinesthetic</td>
<td>Activities involving student movement and physical activity. Examples include games like Freeze Dance and Feelings Charades or dancing and moving along to a song.</td>
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<tr>
<td>Teacher Choice</td>
<td>May include portions of a lesson during which teachers are instructed to choose their own activity from a range of options, such as choosing from a selection of different games or songs based on class preferences or SEL needs. May also include building a lesson around a template, such as selecting an SEL topic and related activities when the lesson structure is otherwise left open.</td>
</tr>
<tr>
<td>Other</td>
<td>Any activity not captured by the above descriptions. Common examples include poetry, visualization exercises, meditation, and more.</td>
</tr>
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Making Time for SEL

**Aligned Daily Curriculum**
- Classroom
- School-wide

**Specialized Support**
- Developmental guidance
- Individual guidance
- Referral to community services

**Special Events**
- Recognition
- Family engagement
- Community service
Quality Counts- CLASS Results

Infant
- Responsive Caregiving
  - Relational Climate
  - Teacher Sensitivity
- Facilitated Exploration
- Early Language Support

Toddler
- Emotional and Behavioral Support
  - Positive Climate
  - Negative Climate
  - Teacher Sensitivity
  - Regard for Child Perspectives
  - Behavior Guidance
- Engaged Support for Learning
  - Facilitation of Learning and Development
  - Quality of Feedback
  - Language Modeling

Pre-K
- Emotional Support
  - Positive Climate
  - Negative Climate
  - Teacher Sensitivity
  - Regard for Student Perspectives
- Classroom Organization
  - Behavior Management
  - Productivity
  - Instructional Learning Formats
- Instructional Support
  - Concept Development
  - Quality of Feedback
  - Language Modeling
THE WAY FORWARD
INGREDIENTS FOR IMPROVEMENT

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA + RELATIONSHIPS = IMPROVEMENT


HTTP://CEELO.ORG/2017ROUNDTABLE/
INGREDIENTS FOR IMPROVEMENT

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA + RELATIONSHIPS = IMPROVEMENT

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA + RELATIONSHIPS = CONFUSION

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA + RELATIONSHIPS = ANXIETY

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA + RELATIONSHIPS = SLOW CHANGE

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA + RELATIONSHIPS = FRUSTRATION

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA + RELATIONSHIPS = FALSE STARTS/TREADMILL

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA + RELATIONSHIPS = UNCERTAINTY/ FALSE BELIEFS/ POOR DECISIONS

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA + RELATIONSHIPS = ISOLATION/ MORE WORK/ REJECTION/ LIMITED IMPACT


HTTP://CEELO.ORG/2017ROUNDTABLE/
A Vision for Guam

All children in Guam will _____________.

A Mission for Guam Dept. of Education

To support the social and emotional well-being of Guam’s children, the Guam Department of Education will _________________.

THE EARLY EDUCATION COLLECTIVE LEADERSHIP CYCLE

- SUSTAIN
- URGENCY
- STAKEHOLDERS
- CELEBRATE
- COMMUNICATE
- measure
- ACT
- VISION
- PLAN

CEELO.org/leadership-toolkit
Selected Resources

Center on the Developing Child (Harvard)
Center for Emotional and Social Foundations for Early Learning (CSEFEL) - Teaching Strategies
Collaborative for Academic, Social and and Emotional Learning (CASEL)
EarlyEdU
Institute of Learning and Brains Sciences iLabs (Univ. of Washington)
Search Institute
Univ. of Wisconsin-Madison Center for Healthy Minds
“Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative and creation, there is one elementary truth the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then providence moves too. All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision, raising in one's favour all manner of unforeseen incidents, meetings and material assistance which no man could have dreamed would have come his way.

Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it. Begin it now.” Johann Wolfgang van Goethe
<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Team:</th>
<th>Date of Update:</th>
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<tbody>
<tr>
<td><strong>Action and the steps needed to fully implement it.</strong></td>
<td><strong>With Whom will you partner?</strong></td>
<td><strong>When will the action be completed?</strong></td>
<td><strong>Contribution to the Result How will the actions contribute to making a measurable difference?</strong></td>
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Questions, Thoughts & Breakthroughs
Closing Thoughts
“Do you remember your first day being a teacher?

Ron Cushman spent nearly 30 years teaching kindergarten in Bothell, Washington, a suburb outside of Seattle.

But he hadn’t always planned on becoming a teacher.

MAKE PEOPLE BETTER BY EMPOWERING THEM.
LEADERSHIP IS THE ART OF CREATING GREATNESS IN OTHER PEOPLE.
“I want to be thoroughly used up when I die, for the harder I work, the more I live. I rejoice in life for its own sake. Life is no ‘brief candle’ to me. It is sort of a splendid torch which I have a hold of for the moment, and I want to make it burn as brightly as possible before handing it over to future generations.”

- George Bernard Shaw
“What one loves in childhood stays in the heart forever.”

Mary Jo Putney, American novelist
Thank You!

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OTHER
A Sense of Urgency

Shift Happens

In Our Hands