Social and Emotional Learning: Keys to School and Life Success

GUAM DEPARTMENT OF EDUCATION
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Jim Squires, Ph.D.
Center on Enhancing Early Learning Outcomes
National Institute for Early Education Research
In Cooperation with the Pacific Regional Comprehensive Center
On a Post-it, please complete the following:

Today will be successful when . . . .
AGENDA

- Components of Social and Emotional Learning (SEL): What it is and isn’t
- Research-based benefits of SEL for school and life success
- The Learning Child
- Impact of positive and adverse environments and experiences in early childhood
- Role of SEL in an integrated, developmentally appropriate early education program
  - Aligned learning goals and standards
  - Early childhood and primary curriculum
  - Screening and assessment
- Roles and responsibilities of teachers and administrators
- Supportive School Climate, Culture, and Program Design
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.
Characteristics of a Well-Functioning Child
Characteristics of a Well-Functioning Child


Learn to trust themselves and others;
   Learn self-discipline;
Gain an awareness of others and the ability to feel for and with them;
   Be spontaneous when expressing feelings;
Become self-reliant and self-starting;
   Become increasingly responsible for their own behavior;
Develop a sense of humor;
   Form creative ideas;
Extend basic moving, manipulating; and communicating skills;
   Listen with heightened and prolonged attentiveness;
Acquire factual information and develop the capacity to conceptualize and represent ideas;
   Have a variety of interests and resources;
Find pleasure in the process as well as the product; and
   Show the desire to try, the courage to fail, and the persistence to continue their effort.
Understanding Social and Emotional Learning
Six Universal Emotions

Happiness  Sadness  Anger
Fear       Surprise  Disgust

Source: iLabs, Univ. of Washington
What is Social and Emotional Learning?

“Children’s ability to learn about and manage their own emotions and interactions in ways that benefit themselves and others, and that help children and youth succeed in schooling, the workplace, relationships, and citizenship”

a.k.a. character education, personality, 21st-century skills, soft skills, and non-cognitive skills; grit, empathy, social skills, emotional intelligence (EQ)
Benefits of SEL

Short-term

- Confidence
- Reduced emotional stress
- Engagement in school
- Improved test scores and grades
- Reduce conduct problems
- Meaningful relationships and friendships
Long-term

- Ready for college or advanced study
- Positive relationships
- Successful careers
- Financial security
- Improved physical and mental health
- Engaged citizens
Complex interplay

- Cognitive skills
- Self understanding
- Social awareness

SEL is central to understanding and remediating stubbornly persistent gaps in achievement and behavioral concerns.
Elements of SEL

- Self-awareness
- Self-management
- Social-awareness
- Responsible Decision-making
- Relationship Skills
**Elements of SEL**

**Self-awareness** — the ability to identify one’s own emotions, thoughts, and values and understand how they guide behavior.

**Self-management** — the ability to successfully regulate one’s own emotions, thoughts, and behaviors in different situations, and to set and work toward goals;

**Social awareness** — the ability to take the perspective of and empathize with others, and to understand social and ethical norms for behavior;

**Relationship Skills** — the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed; and

**Responsible Decision-making** — the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.
Understanding your own emotions, values, and personal goals

Accurately assessing your strengths and limitations

Possessing a well-grounded sense of self-efficacy and optimism

Having a growth mindset that you can learn through hard work

Recognizing how your thoughts, feelings, and actions are connected to one another

Think → Feel → Behave
Skills and attitudes that help regulate emotions and behaviors, including:
- ability to delay gratification
- manage stress
- control impulses
- persevere through challenges to achieve personal and educational goals
Social Awareness

- Ability to take the perspective of people with different backgrounds or from different cultures
- Understanding social cues and interpret others’ behaviors
- Empathize and act with compassion toward others
- Understanding social norms for behavior
- Recognizing family, school, and community resources
Establish and maintain healthy and rewarding relationships and act in accordance with social norms
- Communicating clearly
- Listening actively
- Cooperation
- Resisting inappropriate social pressure
- Negotiating conflict constructively
- Seeking help
Requires the knowledge, skills, and attitudes to make constructive choices about personal behavior and social interactions, whatever the setting.

- Ability to consider ethical standards, safety, and the norms for risky behavior
- Realistically evaluate the consequences of various actions
- Take the health and wellbeing of yourself and others into consideration
Stephanie Jones’ Model for SEL

**Cognitive Regulation**—the ability to focus attention, plan, solve problems, coordinate behavior, make choices among competing alternatives, and override a preferred response in favor of a more appropriate one;

**Emotional Processes**—the ability to recognize, express, and regulate one’s own emotions and understand the emotions of others

**Social and Interpersonal Skills**—the ability to accurately interpret other people’s behavior, effectively navigate social situations, and interact positively with peers and adults.

## 12 SEL Skills Linked to Child Outcomes

### Cognitive Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Control</td>
<td>The ability to attend to relevant information and goal-directed tasks while resisting distractions and shifting tasks when necessary, such as listening to the teacher and ignoring kids outside on the playground.</td>
</tr>
<tr>
<td>Inhibitory Control</td>
<td>The ability to suppress or modify a behavioral response in service of attaining a longer-term goal by inhibiting automatic reactions like shouting out an answer while inhibiting controlled responses appropriate to the situation such as remembering to raise one's hand.</td>
</tr>
<tr>
<td>Working Memory and Planning Skills</td>
<td>Working memory refers to the ability to cognitively maintain and manipulate information over a relatively short period of time, and planning skills are used to identify and organize the steps or sequence of events needed to complete an activity and achieve a desired goal.</td>
</tr>
<tr>
<td>Cognitive Flexibility</td>
<td>The ability to switch between thinking about two different concepts to thinking about multiple concepts simultaneously, or to redirect one's attention away from one salient object, instruction, or strategy to another.</td>
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### Emotional Skills

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<tr>
<td>Emotion Knowledge and Expression</td>
<td>The ability to recognize, understand, and label emotions in oneself and others (emotion knowledge) and to express one's feelings in contextually appropriate ways (emotion expression).</td>
</tr>
<tr>
<td>Emotion and Behavior Regulation</td>
<td>The ability to use effortful control strategies to modify the intensity or duration of emotional arousal, both positive and negative (emotion regulation) as well as the ability to learn and conform to expectations for appropriate social behavior (behavior regulation).</td>
</tr>
<tr>
<td>Empathy and Perspective-Taking</td>
<td>The ability to understand another person's emotional state and point of view. This includes identifying, acknowledging, and acting upon the experiences, feelings, and viewpoints of others, whether by placing oneself in another's situation or through the vicarious experiencing of another's emotions.</td>
</tr>
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Jones et al., 2017
## 12 SEL Skills Linked to Child Outcomes

### Interpersonal Skills

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<th>Skill</th>
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<tbody>
<tr>
<td>Understanding Social Cues</td>
<td>The process through which children interpret cues from their social environment and use them understand the behaviors of others.</td>
</tr>
<tr>
<td>Conflict Resolution/Social</td>
<td>The ability to generate and act on effective strategies or solutions for challenging interpersonal situations and conflicts.</td>
</tr>
<tr>
<td>Problem-Solving</td>
<td></td>
</tr>
<tr>
<td>Prosocial Skills</td>
<td>The skills required to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes a broad range of skills and behaviors such as listening/communication, cooperation, helping, community-building, and being a good friend.</td>
</tr>
</tbody>
</table>

### Additional Skills

<table>
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<tr>
<th>Skill</th>
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</tr>
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<tr>
<td>Character</td>
<td>A set of culturally determined skills, values, and habits required to understand, care about, and act upon core ethical values (e.g., respect, justice, citizenship, responsibility for self and others) and to perform to one’s highest potential in achievement or work contexts, such as perseverance, diligence, and self-control.</td>
</tr>
<tr>
<td>Mindset</td>
<td>Attitudes and beliefs about oneself, others, and one’s own circumstances that impact one’s interpretation of and response to events and interactions throughout their day.</td>
</tr>
</tbody>
</table>
SEL Skills are Malleable

Skills can be taught and learned by:

- teaching students specific SEL skills through direct instruction using a specific curriculum;
- by altering the school environment (often referred to as school or classroom climate), through teachers’ practices and their style of interaction with students, or by changing school rules and expectations; or
- by influencing students’ mindsets—that is, their perceptions of themselves, others, and the environments they experience.
Developmental Considerations

- Neurological and physical changes dictate which SEL skills are most important at a given developmental stage and when mastery should be achieved.
- Children experience broader and more diverse environments as they grow older, and out-of-home environments become more influential.
- The method of intervention delivery must be appropriate to a child’s developmental level. In preschool, play-based programs seem to be most effective.
Learning Increases When Children:

- Focus their attention
- Manage negative emotions
- Navigate relationships with peers and adults
- Persist in the face of difficulty
How We Learn
The Whole Child
How Do Children Learn?

- Developmental/Maturational
- Environmental/Behavioral
- Constructivist

Universal and Unique Characteristics
Sequential Development
  - Bursts – Pauses – Regressions
  - Disruption >> Reorganization

Context Matters
What does “Ready for School” look like?

Look for the leader in every child!

Norwich Graded School, Norwich, VT (1948 - First grade)
HeartStart: Social and Emotional Foundations of School Readiness

**Confidence** — A sense of control and mastery of one’s body, behavior, and world; the child’s sense that he or she is more likely than not to succeed at what he or she undertakes and that adults will be helpful.

**Curiosity** — The sense that finding out about things is positive and leads to pleasure.

**Intentionality** — The wish and capacity to have an effect and to act on that desire with persistence, a characteristic that is clearly related to a sense of competence and of being effective.

**Self-Control** — The ability to modulate and control one’s own actions in age-appropriate ways; a sense of inner control.

**Relatedness** — The ability to engage with others based on the sense of being understood by others and understanding others.

**Capacity to Communicate** — The wish and ability to exchange ideas, feelings, and concepts with others, a characteristic that is related to a sense of trust in others and a sense of pleasure in engaging with others, including adults.

**Cooperativeness** — The ability in a group activity to balance one’s own needs with those of others.
Every Child Needs

- Good health and nutrition
- Unhurried time
- Responsive caregiving
- Safe and supportive environments
- Special support for families with special needs
How do adults learn?

Unconscious Incompetence
Conscious Incompetence
Conscious Competence
Unconscious Competence

When I hear, I forget.
When I see, I remember.
When I do, I learn.  
Confucious
Discuss

What are you wondering about SEL right now?

What concerns you?

What do you need to feel more confident and competent?
NOURISH

mind  body  spirit

Watch
The Developing Brain
Lessons from Neuroscience
Synaptogenesis
RAPID EARLY DEVELOPMENT: These PET scans suggest that the brain of a one year old more closely resembles an adult’s brain than a newborn’s.

Source: H.T. Chugani
Windows of Opportunity

Human Brain Development
Synapse Formation Dependent on Early Experiences

Sensory Pathways (Vision, Hearing)  Language  Higher Cognitive Function

Conception  Birth  (Months)  (Years)

Age

Challenges Faced by Children, Families and Communities
Each Day in America

2 mothers die from complications of childbirth.
4 children are killed by abuse or neglect.
7 children or teens commit suicide.
8 children or teens are killed with a gun.
22 children or teens die from accidents.
37 children or teens are injured with a gun.
45 children or teens are injured or killed with a gun.
64 babies die before their first birthday.
167 children are arrested for violent crimes.
311 children are arrested for drug crimes.
566 babies are born to teen mothers.

589 public school students are corporally punished.*
879 babies are born with low birthweight.
912 babies are born into extreme poverty.
1,414 babies are born without health insurance.
1,759 babies are born into poverty.
1,854 children are confirmed as abused or neglected.
2,805 children are arrested.
2,857 high school students drop out.*
4,388 babies are born to unmarried mothers.
12,816 public school students are suspended.

Based on 180 school days a year

Children’s Defense Fund, 2017
Each Day in America for Asian/Pacific Islander Children

Less than one child is killed by abuse or neglect.
Less than one child or teen is killed with a gun.
Less than one child or teen commits suicide.
Less than one child or teen dies from accidents.
2 public school students are corporally punished.*
2 babies die before their first birthday.
2 children are arrested for violent crimes.
4 children are arrested for drug crimes.
9 babies are born to teen mothers.
19 children are confirmed as abused or neglected.
33 children are arrested.
52 babies are born into extreme poverty.
81 high school students drop out.*
110 babies are born into poverty.
127 babies are born to unmarried mothers.
132 babies are born without health insurance.
162 public school students are suspended.*
Barriers to Optimal Development

- **Physiological**: breathing, food, water, sex, sleep, homeostasis, excretion
- **Safety**: security of: body, employment, resources, morality, the family, health, property
- **Love/belonging**: friendship, family, sexual intimacy
- **Esteem**: self-esteem, confidence, achievement, respect of others, respect by others
- **Self-actualization**: morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
30 Million Word Gap

Cumulative Language Experiences

- Professional: 45 words
- Working-Class: 26 words
- Low-Income: 13 words

Cumulative Words Spoken to Child (in millions)

Age of Child:
- 0 mo.
- 12 mo.
- 24 mo.
- 36 mo.
- 48 mo.

Hart and Risley, 1995
Stress

Still Face Experiment
Resilience & Developmental Assets

**External Assets** - The personal skills, commitments, and values they need to make good choices, take responsibility for their own lives, and be independent and fulfilled.

- **Support** - Young people need to be surrounded by people who love, care for, appreciate, and accept them.
- **Empowerment** - Young people need to feel valued and valuable. This happens when youth feel safe and respected.
- **Boundaries and Expectations** - Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.
- **Constructive Use of Time** - Young people need opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.

The Search Institute, 1997
Resilience & Developmental Assets

**Internal Assets** - The supports, opportunities, and relationships young people need across all aspects of their lives

- **Commitment to Learning** - Young people need a sense of the lasting importance of learning and a belief in their own abilities.
- **Positive Values** - Young people need to develop strong guiding values or principles to help them make healthy life choices.
- **Social Competencies** - Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.
- **Positive Identity** - Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.
## Hidden Rules Across Classes

<table>
<thead>
<tr>
<th></th>
<th>Poverty</th>
<th>Middle Class</th>
<th>Wealth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Possessions</strong></td>
<td>People</td>
<td>Things</td>
<td>One-of-a-kind objects, legacies, pedigrees.</td>
</tr>
<tr>
<td><strong>Money</strong></td>
<td>To be used, spent.</td>
<td>To be managed.</td>
<td>To be conserved, invested.</td>
</tr>
<tr>
<td><strong>Personality</strong></td>
<td>Is for entertainment. Sense of humor is highly valued.</td>
<td>If for acquisition and stability, achievement is highly valued.</td>
<td>Is for connections. Financial, political, social connections are highly valued.</td>
</tr>
<tr>
<td><strong>Social Emphasis</strong></td>
<td>Social inclusion of people he/she likes.</td>
<td>Emphasis is on self-governance and self-sufficiency.</td>
<td>Emphasis is on social exclusion.</td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td>Key question: Did you have enough? Quantity important.</td>
<td>Key question: Did you like it? Quality important.</td>
<td>Key question: Was it presented well? Presentation important.</td>
</tr>
<tr>
<td><strong>Clothing</strong></td>
<td>Clothing valued for individual style and expression of personality.</td>
<td>Clothing valued for its quality and acceptance into norm of middle class. Label important.</td>
<td>Clothing valued for its artistic sense and expression. Designer important.</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Present most important. Decisions made for moment based on feelings or survival.</td>
<td>Future most important. Decisions made against future ramifications.</td>
<td>Traditions and history most important. Decisions made partially on basis of tradition and decorum.</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Valued and revered as abstract but not as reality</td>
<td>Crucial for climbing success ladder and making money.</td>
<td>Necessary tradition for making and maintaining connections.</td>
</tr>
<tr>
<td><strong>Destiny</strong></td>
<td>Believes in fate. Content do much to mitigate chance.</td>
<td>Believes in chance. Can change future with good chances now.</td>
<td>Noblesse oblige. ('Nobility Obliges')</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Casual register. Language is about survival.</td>
<td>Formal register. Language is about negotiation.</td>
<td>Formal register. Language is about networking.</td>
</tr>
<tr>
<td><strong>Family Structure</strong></td>
<td>Tends to be matriarchal.</td>
<td>Tends to be patriarchal.</td>
<td>Depends on who has money.</td>
</tr>
<tr>
<td><strong>World View</strong></td>
<td>Sees world in terms of local setting.</td>
<td>Sees world in terms of national setting.</td>
<td>See world in terms of international view.</td>
</tr>
<tr>
<td><strong>Love</strong></td>
<td>Love and acceptance conditional, based upon whether individual is liked.</td>
<td>Love and acceptance conditional and based largely upon achievement.</td>
<td>Love and acceptance conditional and related to social standing and connections.</td>
</tr>
<tr>
<td><strong>Driving Forces</strong></td>
<td>Survival, relationships, entertainment.</td>
<td>Work, achievement.</td>
<td>Financial, political, social connections.</td>
</tr>
<tr>
<td><strong>Humor</strong></td>
<td>About people and sex.</td>
<td>About situations.</td>
<td>About social faux pas.</td>
</tr>
</tbody>
</table>

Understanding Children’s Behavior
Understanding Misbehavior

- Conscious or unconscious goals
- Four Goals of Misbehavior (Dreikurs)
  - Attention
  - Power
  - Revenge
  - Avoidance of failure
Responding to Children’s Behavior

Power assertion
Love withdrawal
Inference/Induction
How are you smart?