



SEL 101



Joelle Hood, Senior Consultant

WELCOME!

- Objectives for today... and how we will learn them
- Handouts/Resources – jhood@clsteam.net
- A little about me...
- A little about you...

A LITTLE ABOUT ME



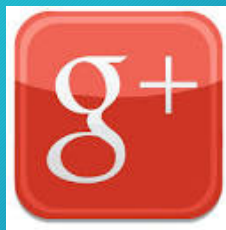
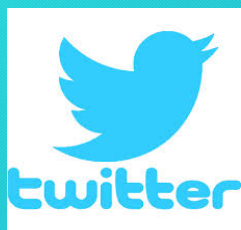
A LITTLE ABOUT CLS



Facebook: Collaborative Learning Solutions
Twitter: @CollabLearnSol

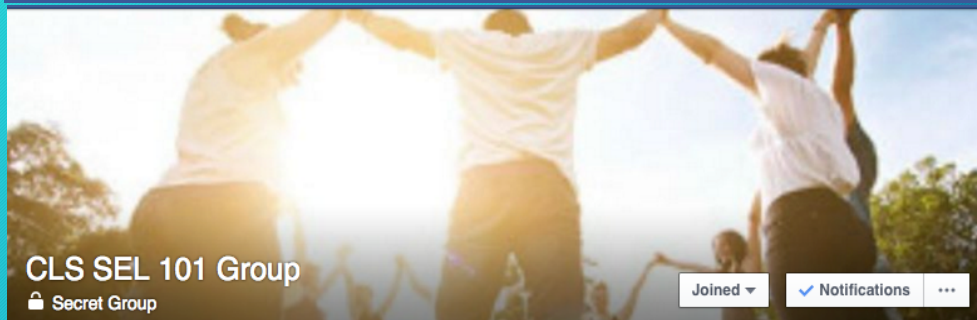


CLS RESOURCES



STAYING CONNECTED— FACEBOOK

facebook®



CLS SEL 101 Group
🔒 Secret Group

Joined ▾

✓ Notifications

⋮

EVERYTHING THAT APPLIES TO STUDENTS APPLIES TO ADULTS

Everything that we talk about today for students applies to you. After all, if you are going to teach it, you have to know it and model it. If you are going to know it and model it, it helps to experience it, learn it, and practice it.

THOUGHT TO PONDER

**YOU are the best prevention/intervention tool in the Universe.
YOUR presence creates the climate.**

MINDFUL MOMENTS— THE PRESENT IS THE PRESENT



THOUGHT TO PONDER

“The best climate for learning comes when students, teachers, and school leaders each take steps to become more emotionally self-aware and socially intelligent.”

--Daniel Goleman

SEL 101

Social Emotional Learning Overview



SEL NEEDS TO BE INTENTIONAL AND CONSISTENT

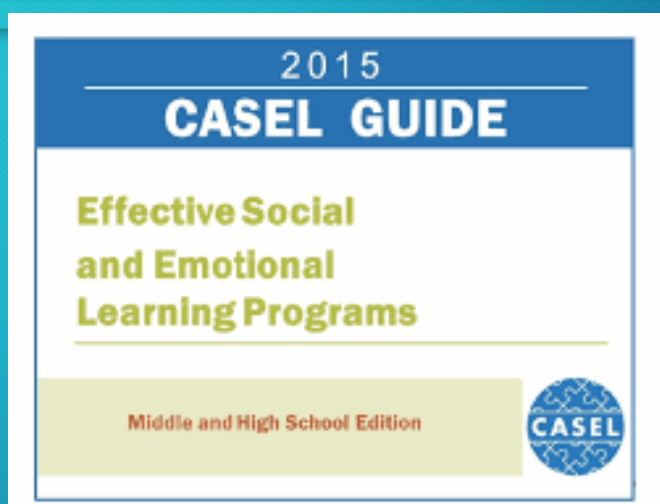
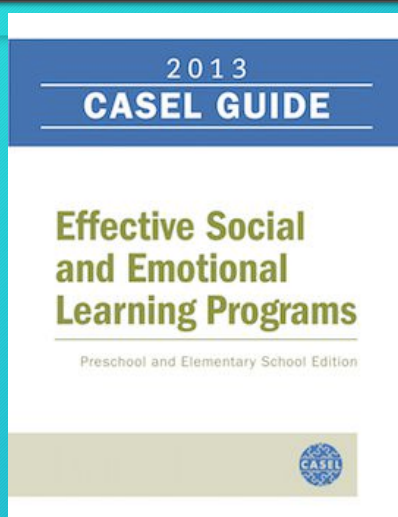
In order for SEL to truly be effective, it can't be something that is done one or two times a year.

Whether it is done through a curriculum, or through scheduled activities and experiential learning, it needs to be INTENTIONAL, CONSISTENT, and regularly EVALUATED for quality and effectiveness.

TEACHING SEL— PREVENTION AND INTERVENTION



SEL CURRICULUM



SOCIAL EMOTIONAL LEARNING THROUGH EXPERIENTIAL OPPORTUNITIES

- Mindfulness
- Neuroscience
- Optimism and Resiliency- Self Efficacy
- Kindness/Altruism
- Empathy and Compassion
- Forgiveness and Restorative Practices
- Gratitude
- Hardwiring Happiness
- Growth Mindset
- Purpose & Passion

*Embedded in the
core curriculum!*

WHY IS THIS IMPORTANT?

- School Safety
- School Climate
- Student Attendance
- Student Engagement
- Common Core/College & Career Readiness
- Student Achievement
- Preparing Students for the Workforce
- Happiness and Health of Students & Staff
- To Make the World a Better Place

NO, REALLY...

**I'm not making
this stuff up!**

**DANIEL GOLEMAN ON
EMOTIONAL INTELLIGENCE**

**What is emotional
intelligence?**

bt bigthink.com/danielgoleman

<https://www.youtube.com/watch?v=Y7m9eNoB3NU>

WHY IS SEL IMPORTANT FOR STUDENTS?



SOCIAL AND EMOTIONAL LEARNING

When embedded in the core curriculum for multiple years, SEL interventions can

- **reduce aggression and emotional distress among students;**
- **increase helping behaviors in school;**
- **improve positive attitudes toward self and others;**
- **increase students' academic performance by 11 percentile points.**

(Durlak et al., 2011)

<https://www.youtube.com/watch?v=DqNn9qWo01M>

WHAT IS SEL?

The **SOCIAL** aspect of SEL indicates a concern for fostering positive relationships with others. This part of SEL reflects **INTERPERSONAL** development.

Merrell, Kenneth W, and Barbara A Guedner. *Social and emotional learning in the classroom: Promoting mental health and academic success*. Guilford Press, 2012.

WHAT IS SEL?

The **EMOTIONAL** aspect of SEL indicates a concern for fostering self-awareness, especially involving emotions or feelings, but also the cognitions or thoughts connected to our emotions. This part of SEL reflects **INTRAPERSONAL** development.

Merrell, Kenneth W, and Barbara A Guedner. Social and emotional learning in the classroom: Promoting mental health and academic success. Guilford Press, 2012.

WHAT IS SEL?

The **LEARNING** aspect of SEL implies that social and emotional growth can be taught and learned through instruction, practice, and feedback.

Merrell, Kenneth W, and Barbara A Guedner. Social and emotional learning in the classroom: Promoting mental health and academic success. Guilford Press, 2012.

WHAT IS SEL?

The development of SEL skills and competence is a parallel process for students, teachers, mentors, and administrators.

www.casel.org <http://www.newteachercenter.org>

SEL COMPETENCIES

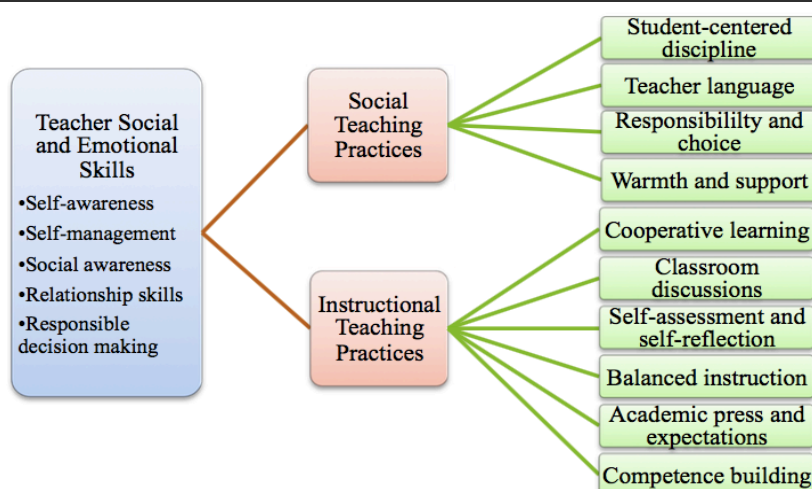


www.casel.org

SEL COMPETENCIES— NOT JUST FOR KIDS...

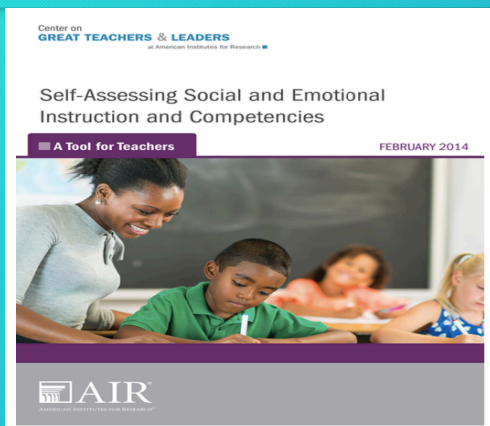
Self-Awareness		Rarely	Sometimes	Often
EMOTIONAL SELF-AWARENESS	I am able to identify, recognize, and name my emotions in the moment.			
	I recognize the relationship between my feelings and my reactions to people and situations.			
ACCURATE SELF-PERCEPTION	I know and am realistic about my strengths and limitations.			
	I encourage others to tell me how my actions have affected them.			
SELF-CONFIDENCE	I know how my own needs and values affect the decisions I make.			
	I believe I have what it takes to influence my own destiny and lead others effectively.			
OPTIMISM	I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence.			
	I believe that most experiences help me learn and grow.			
	I can see the positive even in negative situations.			
Self-Management		Rarely	Sometimes	Often
SELF-CONTROL	I find ways to manage my emotions and channel them in useful ways without harming anyone.			
	I stay calm, clear-headed and unflappable under high stress and during a crisis.			
SETTING AND ACHIEVING GOALS	I have high personal standards that motivate me to seek performance improvements for myself and those I lead.			
	I am pragmatic, setting measurable, challenging, and attainable goals.			
ADAPTABILITY	I accept new challenges and adjust to change.			
	I modify my thinking in the face of new information and realities.			
ORGANIZATIONAL SKILLS	I can juggle multiple demands without losing focus or energy.			
	I balance my work life with personal renewal time.			
Social Awareness		Rarely	Sometimes	Often
EMPATHY	I listen actively and can grasp another person's perspective and feelings from both verbal and nonverbal cues.			
RESPECT FOR OTHERS	I believe that, in general, people are doing their best, and I expect the best of them.			

TEACHING PRACTICES THAT BUILD SEL



<http://www.gtlcenter.org/products-resources/self-assessing-social-and-emotional-instruction-and-competencies-tool-teachers>

SEL SELF-ASSESSMENT FOR TEACHERS



Section 1: Social Interactions

Part A. Teaching Practices. Think about how often you implement a variety of practices that influence students' social, emotional, and academic skills. Think about how often you implement teaching practices that focus on positive social interactions. Using a scale of 1 to 5, rate how often and how well you use these practices.

1—I do not implement this practice 4—I generally implement this practice well
2—I struggle to implement this practice 5—I implement this practice extremely well
3—I implement this practice reasonably well

SEL Practices	Self-Rating	Comments
1. Student-Centered Discipline		
a. I have discussions with my students about how and why classroom procedures are implemented.		
b. I implement consequences that are logical to the rule that is broken.		
c. I am consistent in implementing classroom rules and consequences.		
d. I respond to misbehavior by considering pupil-specific social, affective, cognitive, and/or environmental factors that is associated with occurrence of the behavior.		
e. I hold class discussions with my students so we can solve class problems.		
f. I ask my students to reflect and redirect their behavior when they misbehave.		
g. I teach students strategies to handle the emotions that affect their learning (e.g., stress, frustration).		
h. I model strategies that will help students to monitor and regulate their behavior.		
2. Teacher Language		
a. I promote positive behaviors by encouraging my students when they display good social skills (e.g., acknowledge positive actions or steps to improve).		
b. I promote positive behaviors by encouraging my students when they display good work habits (e.g., acknowledge positive actions or steps to improve).		
c. I let my students know how their effort leads to positive results with specific affirmation.		

Center on Great Teachers and Leaders

Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers—4

<http://www.gtcenter.org/products-resources/self-assessing-social-and-emotional-instruction-and-competencies-tool-teachers>

THE IMPORTANCE OF SEL FOR EDUCATORS

Teachers who possess strong social-emotional competencies (SEC) are **less likely to experience burnout** because they're able to work more effectively with challenging students—one of the main causes of burnout.

http://greatergood.berkeley.edu/article/item/why_teachers_need_social_emotional_skills

THE IMPORTANCE OF SEL FOR EDUCATORS

Instead of quickly **reacting** with punishments, teachers with strong SEC recognize their students' emotions and **have insight** to what's causing them, which then helps teachers **respond with compassionate understanding** when a student is acting out- and **re-direct** the students' behavior appropriately.

http://greatergood.berkeley.edu/article/item/why_teachers_need_social_emotional_skills

THE IMPORTANCE OF SEL FOR EDUCATORS

Teachers who have SEC are high in both self-and social awareness. They **recognize and manage** their own emotions as well as understand how **their emotional responses impact others.**

http://greatergood.berkeley.edu/article/item/why_teachers_need_social_emotional_skills

WHY IS SEL IMPORTANT FOR ADULTS?

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

--Haim Ginott

THE POWER OF CIRCLES



STRENGTHENING SEL THROUGH CLASSROOM CIRCLES

- Classroom Circles
- Class Meetings
- Advisory
- Homeroom
- Family Group
- Tribes

SEL IMPROVES LEARNING

Teaching students skills like empathy, self-awareness, and how to manage distressing emotions makes them better learners. Because of the way our brains are wired, **our emotions can either enhance or inhibit our ability to learn.**

--Richard Davidson, neuroscientist at the University of Wisconsin

http://greatergood.berkeley.edu/article/item/secret_success

HOW DOES SEL FIT IN WITH PBIS?

- PBIS is a structure for implementing prevention, positive behavior, interventions, and supports; it creates the systems that will make implementation sustainable.
- SEL, Mindfulness, and Restorative Practices are prevention/intervention tools that can be utilized in the three tiers of PBIS.

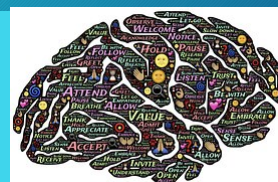
SEL WITHIN PBIS TIERS

TIER ONE	TIER TWO	TIER 3
<ul style="list-style-type: none"> • Morning Meetings (vehicle for PBIS Expectations, SEL Curriculum, Character Ed) • Peace Center 	Peace Center with Support (Adult or Peer Leader/Student Ambassador/Peace Builders)	Individual Social Skills Support
<ul style="list-style-type: none"> • SEL Curriculum Infused with Content Area Learning • Staff Infused Climate Builders (CKH, CC, RC) 	Social Skills Classes- "Lunch Bunch" "Girls Group"	Wrap Around Services- Mental Health, Social Services, Community Agencies
SEL Experiential Learning Activities (Service Learning)	Peer Leadership/Student Ambassador/Peace Builder Classes	Individual Counseling (daily, weekly, monthly as needed)
CLS Climate and Culture Calendar events	Mentorship "Adopt A Student" CICO	

SEL 101 OVERVIEW SPEED DATING STYLE



SEL 101 BRAIN BASICS



STRESS ON THE STUDENTS' BRAIN

- Students are being diagnosed with depression, anxiety, ADHD, eating disorders, addictions, and other self-destructive behaviors at an alarming rate.
- Data shows that stress and poverty result in loss of executive function and working memory for students.
- 30 years of research shows that **mindfulness** reduces stress, anxiety, depression, and hostility and improves executive function, empathy, and compassion.

http://www.contemplativemind.org/Mindfulness-A_Teachers_Guide.pdf

THIS ISN'T BIOLOGY CLASS... WHY SHOULD WE TEACH ABOUT THE BRAIN?

As students learn about the brain, they will learn how to monitor and regulate their behavior by calming down in the face of anxiety, focusing their attention, and taking control of their learning.

"MindUP Curriculum | The Hawn Foundation." 2012. 17 Feb. 2015 <<http://thehawnfoundation.org/mindup/mindup-curriculum/>>

TEACHING—TEAM BRAIN MINI LESSON



Prefrontal Cortex = Quarterback
(helps you pay attention & make good choices)

Amygdala= Blocker
(alert to danger & keeps you safe, expresses emotions, sometimes moves too quickly or too roughly)

Hippocampus = Coach
(remembers the old games & has the playbook... retrieves information)

"MindUP Curriculum | The Hawn Foundation." 2012. 17 Feb. 2015
<<http://thehawnfoundation.org/mindup/mindup-curriculum/>>

FIGHT, FLIGHT OR FREEZE

When a student is in a positive emotional state, the amygdala sends incoming information on to the conscious, thinking, reasoning brain. When a student is in a negative emotional state the amygdala prevents the input from passing along, effectively blocking higher-level thinking and reasoned judgment.

The reflexive response is fight, flight, or freeze.

"MindUP Curriculum | The Hawn Foundation." 2012. 17 Feb. 2015 <<http://thehawnfoundation.org/mindup/mindup-curriculum/>>

FIGHT, FLIGHT, FREEZE IN THE CLASSROOM

FLIGHT	FIGHT	FREEZE
<ul style="list-style-type: none"> • Withdrawing • Fleeing the classroom • Skiping class • Daydreaming • Seeming to sleep • Avoiding others • Hiding or wandering • Becoming disengaged 	<ul style="list-style-type: none"> • Acting out • Behaving aggressively • Humor at others' expense • Exhibiting defiance • Being hyperactive • Arguing • Screaming/Yelling 	<ul style="list-style-type: none"> • Exhibiting numbness • Refusing to answer • Refusing to get needs met • Giving a blank look • Feeling unable to move or act

Souers, K., & Hall, P. (2016). *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*. ASCD.

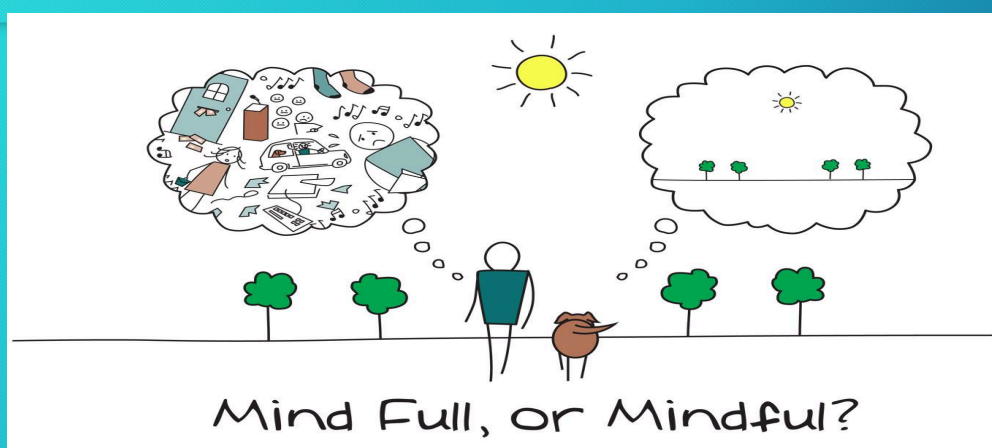
SEL INTERVENTIONS— MINDFULNESS IN EDUCATION



THE MINDFUL REVOLUTION



MIND FULL OR MINDFUL? LET'S WORK TOWARD THE LATTER.

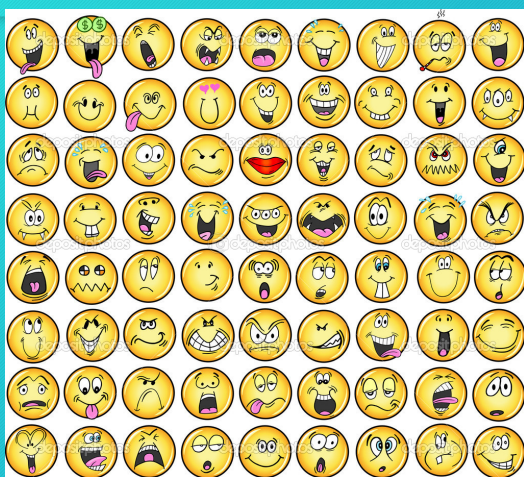


www.uk-space.co.uk

A FEW QUESTIONS... IS MINDFULNESS RELEVANT TO YOU?



NOTICING E-MOTIONS & GETTING BACK TO CENTER



WHAT MINDFULNESS ISN'T

- A religious practice.
- Mindfulness is as religious as red wine is religious.



WHAT IS MINDFULNESS?

Mindfulness means paying attention...

- On purpose
- In the present moment
- Without judgment or criticism
- Allows us to respond, rather than react

http://greatergood.berkeley.edu/topic/mindfulness/definition#what_is

MINDFUL ACTIVITY— MINDFULNESS OF SOUND



WHY PRACTICE MINDFULNESS?

Recent studies have found that students taught mindfulness techniques show:

- 24% INCREASE in positive social behaviors
- 24% DECREASE in aggression
- 15% IMPROVEMENT in math scores
- REDUCTION and PREVENTION of depression-like symptoms
- IMPROVED classroom behavior (self-control, paying attention, respect for others)

Sources: Developmental Psychology; Mindfulness; Journal of Child and Family Studies Published in THE WALL STREET JOURNAL

WHY PRACTICE MINDFULNESS?

- **There's scientific evidence that teaching mindfulness in the classroom reduces behavior problems and aggression among students, and improves their happiness levels and ability to pay attention.**
- **Teachers trained in mindfulness also show lower blood pressure, less negative emotion and symptoms of depression, and greater compassion and empathy.**

http://greatergood.berkeley.edu/topic/mindfulness/definition#why_practice

MINDFULNESS AND SELF-REGULATION

- **Classrooms that practice mindfulness activities show reduced stress and anxiety, better mood, and improved decision making, impulse control, attention and memory (all executive functions!).**
- **It enables kids to develop an awareness of their inner state and the ability to soothe and refresh themselves.**
- **Every time you support kids in consciously resetting and recharging their nervous systems is an investment in a more thoughtful, harmonious, and self-regulated classroom.**

<http://corkboardconnections.blogspot.com/2014/06/supporting-self-regulation-in-classroom.html>

MINDFUL ACTIVITY— 4-7-8

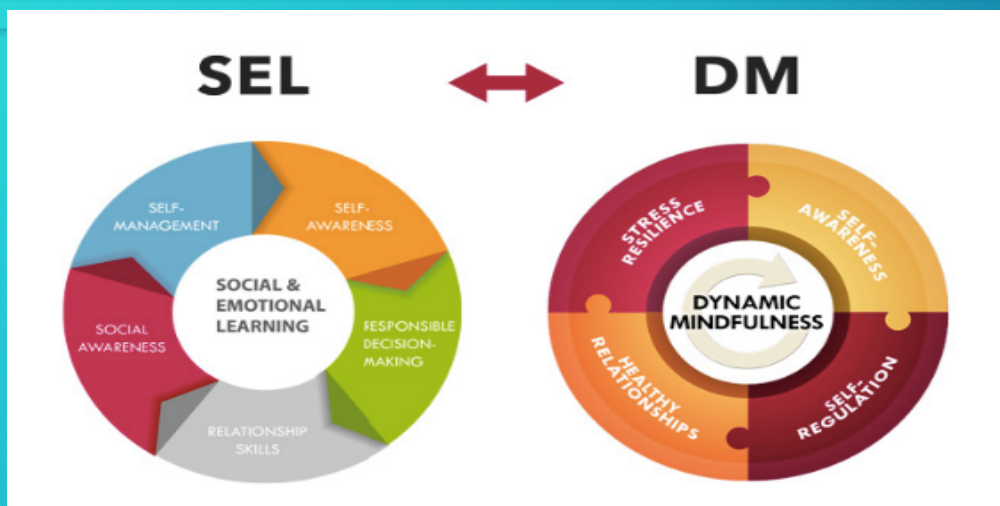


INTEGRATING SEL & MINDFULNESS-- SKILL & WILL

- SEL uses an **outside-in** approach with a focus on teaching skills.
- Mindfulness, on the other hand, works from the **inside out**, calming the emotions in order to use the skills that have been taught.

http://greatergood.berkeley.edu/article/item/how_social_emotional_learning_and_mindfulness_can_work_together

INTEGRATING SEL & MINDFULNESS



http://www.niroga.org/media/news/2015-dynamic_mindfulness_casel.php

INTEGRATING SEL & MINDFULNESS

- **Competency 1: Self-awareness**
- Students' self-awareness deepens when enhanced by the mindfulness practices of focusing attention and self-compassion.
- **Competency 2: Self-management**
- Mindfulness increases students' emotion regulation skills, which enhances their ability to resolve conflict more creatively or to say how they're feeling in an emotionally balanced way.

http://greatergood.berkeley.edu/article/item/how_social_emotional_learning_and_mindfulness_can_work_together

INTEGRATING SEL & MINDFULNESS

- **Competency 3: Social awareness**
- Mindfulness increases students' empathy by helping them to regulate their emotions rather than get emotionally overwhelmed when faced with a difficult situation. As a result, their capacity to notice another person's suffering and respond to it increases.
- **Competency 4: Relationship skills**
- Mindfulness increases compassion. Thus, when students practice SEL skills such as creating a win-win solution with someone who challenges them, they are doing so with more compassionate understanding.

http://greatergood.berkeley.edu/article/item/how_social_emotional_learning_and_mindfulness_can_work_together

INTEGRATING SEL & MINDFULNESS

- **Competency 5: Decision-making**
- Mindfulness increases cognitive flexibility and creativity, which gives students a wider range of responses to challenging situations.

http://greatergood.berkeley.edu/article/item/how_social_emotional_learning_and_mindfulness_can_work_together

HOW DO PBIS & MINDFULNESS WORK TOGETHER?

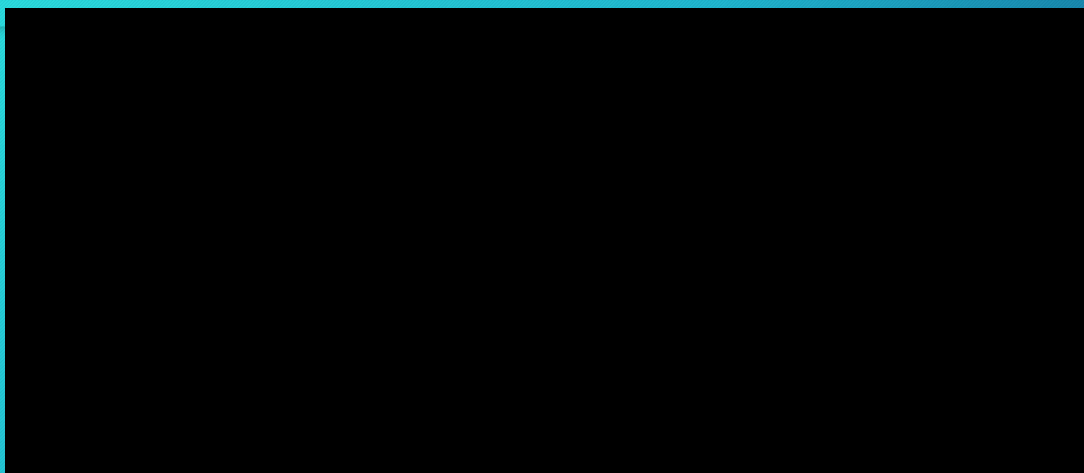
- Teaching mindfulness to students helps them to **learn to pause before responding**. This pause helps them move from reactive mode to thinking mode in the pre-frontal cortex.
- Mindfulness **reduces negative emotion** and builds new brain cells in regions that play an important role in information and emotion processing.
- It aligns with PBIS behavioral interventions and can be a Tier 1 and Tier 2 Intervention.

<http://www.onmilwaukee.com/family/articles/mindfulness.html>

MINDFULNESS WITHIN PBIS TIERS

TIER ONE	TIER TWO	TIER 3
Mindfulness lessons and resources for students and staff	BREATH Bottle	One-on-one Mindfulness Coaching
Mindfulness embedded into staff meetings and school culture	Self-referred Mindfulness breaks	Mindfulness Room
Time allotted in school day for Mindfulness, and randomly utilized throughout day as needed	Mindfulness Groups (longer sessions 1x or 2x per week)	

JUST BREATHE... LEARNING LESSONS FROM KIDS

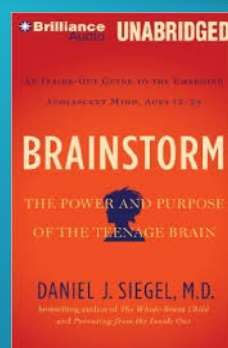
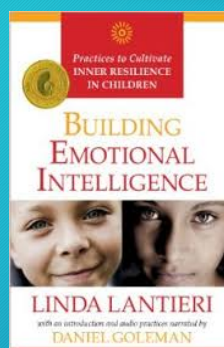
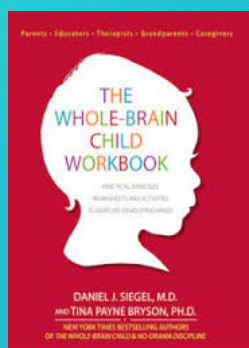
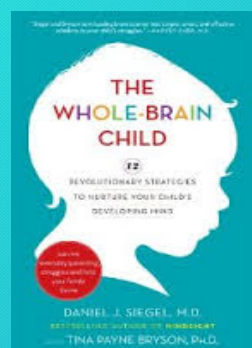


<https://www.youtube.com/watch?v=RVA2N6tX2cg>

BOOKS ON MINDFULNESS IN EDUCATION



MORE BOOKS TO EXPLORE



MINDFULNESS REVIEW SPEED DATING STYLE



CULTIVATING A CLIMATE OF KINDNESS, EMPATHY, AND COMPASSION



SCIENCE OF KINDNESS



<https://www.youtube.com/watch?v=FA1qgXovaxU>

WHY IS THIS PRO-KINDNESS STUFF SO IMPORTANT TO SCHOOL SAFETY?

*"Men hate each other because they fear each other,
and they fear each other because
they don't know each other,
and they don't know each other because
they are often separated from each other."
--Martin Luther King Jr.*

LOOK OUT FOR NUMBER ONE



SURVIVAL OF THE KINDEST



<https://www.youtube.com/watch?v=Z-eU5xZW7cU>

HAPPINESS SPRINKLING PROJECT



<http://www.happinesssprinklingproject.org>

HAPPINESS SPRINKLING PROJECT



www.happinessprinklingproject.org <https://www.youtube.com/watch?v=6woKEd94H10>

RECENT HAPPINESS SPRINKLINGS



EVERYDAY KINDNESS


COUNT IT LOGIN SIGN UP

[About](#) [Tool Kit](#) [Participants](#)



“Kindness is having empathy and showing you care!”
- Warner Unified School District

SEE IT. COUNT IT. CELEBRATE IT.


12963
acts

13
schools

WHAT IS EMPATHY?

The term “empathy” is used to describe a wide range of experiences. Emotion researchers generally define empathy as the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling.

#EverydayEmpathy



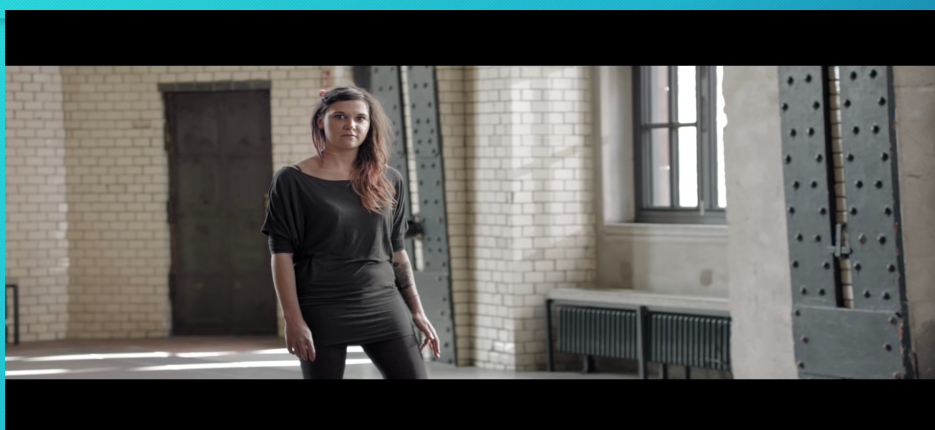
<http://greatergood.berkeley.edu/topic/empathy/definition>

LOOK INTO MY EYES

STUDIES SAY 4 MINUTES OF UNINTERRUPTED
EYE CONTACT INCREASES INTIMACY

<https://www.youtube.com/watch?v=Xm-T3HCa618>

LOOK IN INSTEAD OF AT EMPATHY BUILDER



https://www.youtube.com/watch?v=By_BHbskg_E

PAIR SHARE ACTIVITY— IF ONLY...

- At your school site (or office), whose eyes do you need to look into and why?
- Who would you want to bring together at your school site (or office) to look into each other's eyes?

WHAT IS COMPASSION?

- It is defined as the feeling that arises when you are confronted with another's suffering and feel motivated to relieve that suffering.
- **COMPASSION is EMPATHY IN ACTION!**

<http://greatergood.berkeley.edu/topic/compassion/definition>

COMPASSION IN ACTION

https://www.youtube.com/watch?v=0Ejh_hb15Fc

SERVING OTHERS INSTEAD OF SELF

<https://www.youtube.com/watch?v=cAWnVL3yMeU>

IT'S UP TO US...

**to create the climate we wish to see
and to be the change we wish to be.**

THOUGHT TO PONDER

**YOU are the best prevention/intervention
tool in the Universe.
YOUR presence creates the climate.**

THANK YOU! LET'S KEEP IN TOUCH!

Website: <http://www.clsteam.net>

Twitter: <http://www.twitter.com/CollabLearnSol>
<http://www.twitter.com/joellethecoach>

Facebook: <http://www.facebook.com/CollaborativeLearningSolutions>

Email: jhood@clsteam.net

Google+: <http://plus.google.com/+ClsteamNet>

Pinterest: <https://www.pinterest.com/joellethecoach/>