



Supporting students' social-emotional learning

Webinar 1

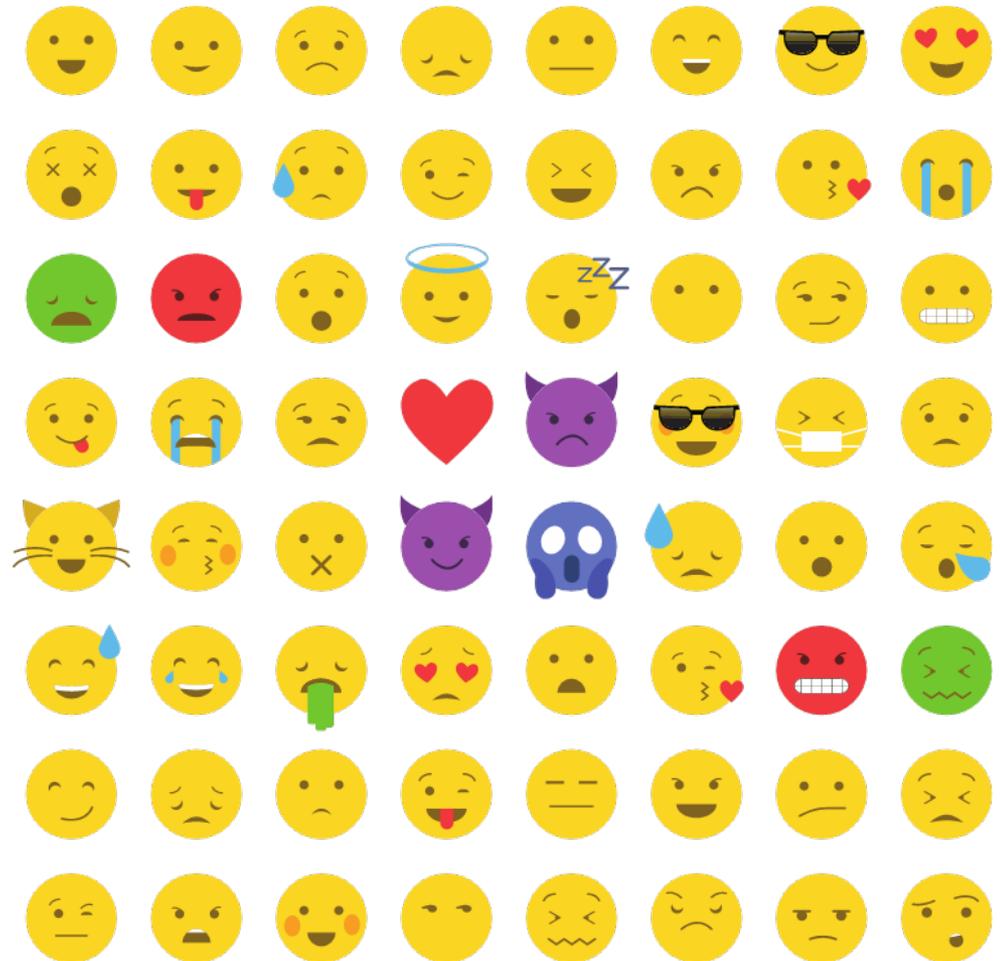
September 27, 2019



Welcome!

As we wait to get started...

Pick the emoji that best describes **how you are feeling right now.**





Supporting students' social-emotional learning

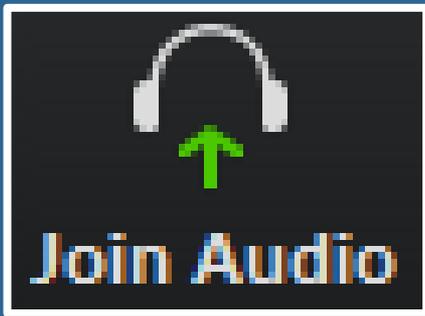
Webinar 1

September 27, 2019



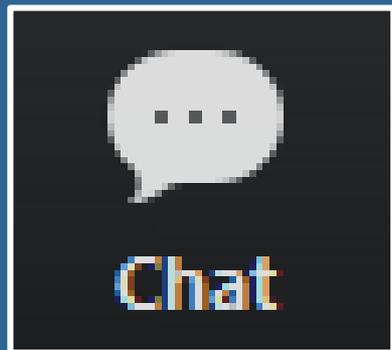


zoom



If you aren't already connected to audio, click Join Audio in the Zoom toolbar.

- You have the option to dial into the phone line or listen through computer audio.



Click on the Chat box to ask questions for the presenters or let us know about any technical issues.

Agenda

1. Welcome and introductions

2. The what and why of social-emotional learning

3. Supporting social-emotional learning in daily practice

4. Next steps



Welcome and introductions

$$\frac{1}{2} = 9 + 9$$
$$= 8 + 8$$

Meet the presenters



Kyle Fagan, PhD

Researcher,
REL Midwest



Sokoni Davis, Ed.D.

Senior
Consultant,
REL Midwest



Christy Berger, MSW, LSW

Assistant Director,
Social, Emotional,
and Behavioral
Wellness

Meet the participants

Please select your role:

- Teacher
- Instructional coach
- School administrator
- District administrator
- Student services
- Other



Meet the participants

How well do you understand the concept of social-emotional learning?

- This is the first I am hearing about it.
- I know a little about it.
- I have a good understanding.
- I'm pretty much an expert.

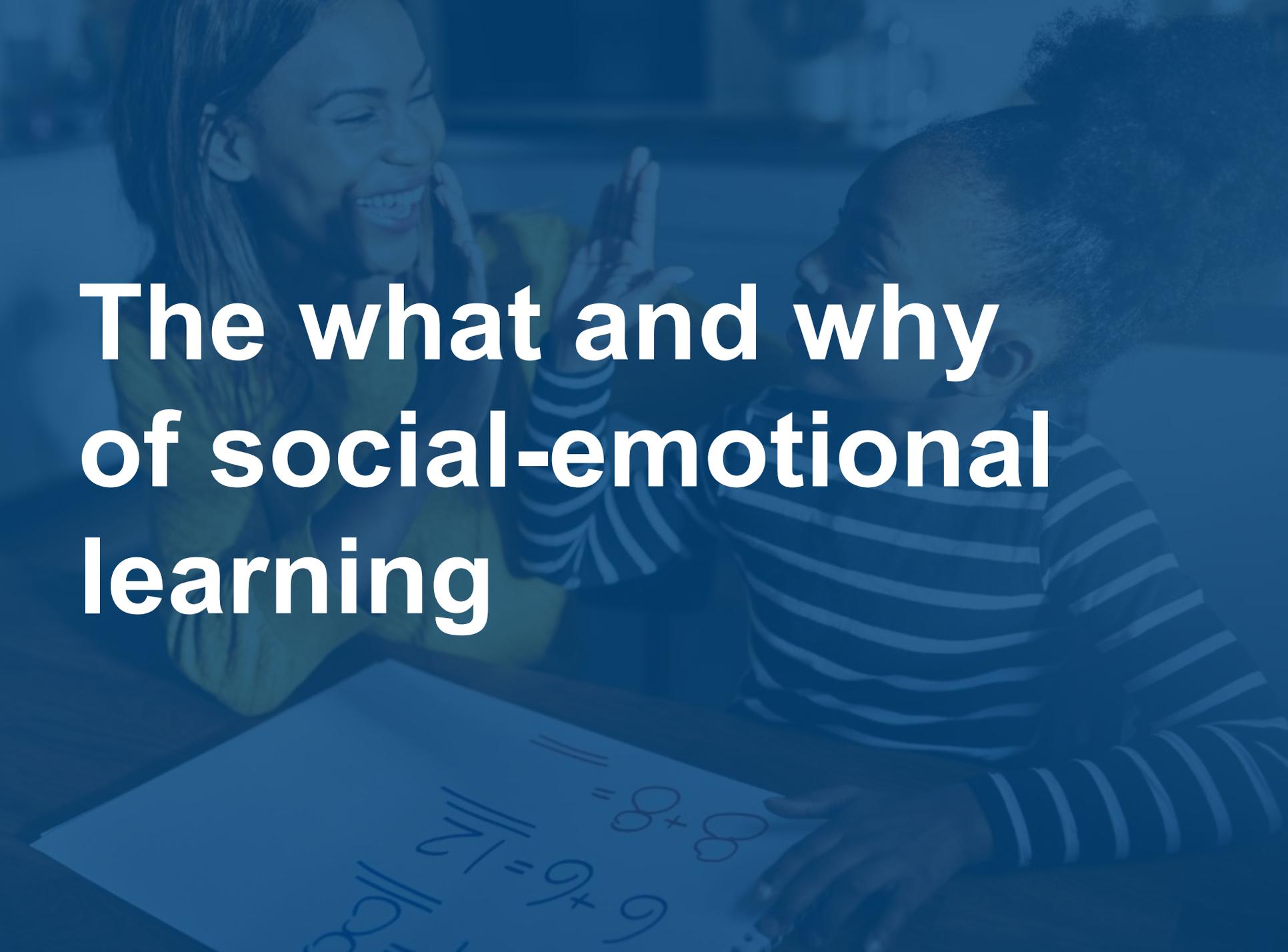


Reflection

Purpose

What is one thing you hope to learn during this webinar?

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The what and why of social-emotional learning

Social-emotional learning

Purpose

What is one thing you hope to learn during this webinar?

How you are feeling



How does that emotion impact the way you process information?

Social-emotional learning

“ Social and emotional learning is the process through which children and adults

- acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions;
- set and achieve positive goals;
- feel and show empathy for others;
- establish and maintain positive relationships; and
- make responsible decisions.

- CASEL, 2019



Social-emotional learning

Social-emotional skills:

- enhance students' connection to school and improve academic achievement;
- provide opportunities for improved school performance and greater wellbeing;
- enhance children's success in school and life.

- Durlak et al., 2011



Social-emotional learning

More than two decades of research shows that SEL leads to

- increased academic achievement and
- improved behavior, such as decreased dropout rates, and school and classroom behavior improvement.

- CASEL, 2019



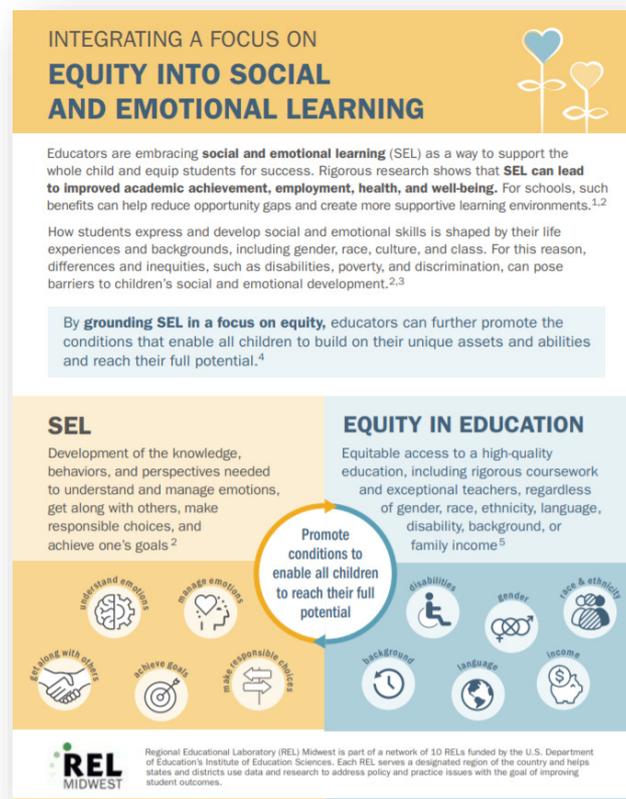
Social-emotional learning

- Social-emotional learning is a deeply ingrained part of the way students and adults interact both in the classroom and out of it.
- Social-emotional learning helps provide children with equitable, supportive, and welcoming learning environments.

- CASEL, 2019

[Link to infographic](#)

[Link to Ask A REL annotated bibliography](#)

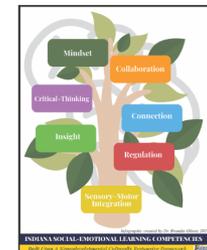
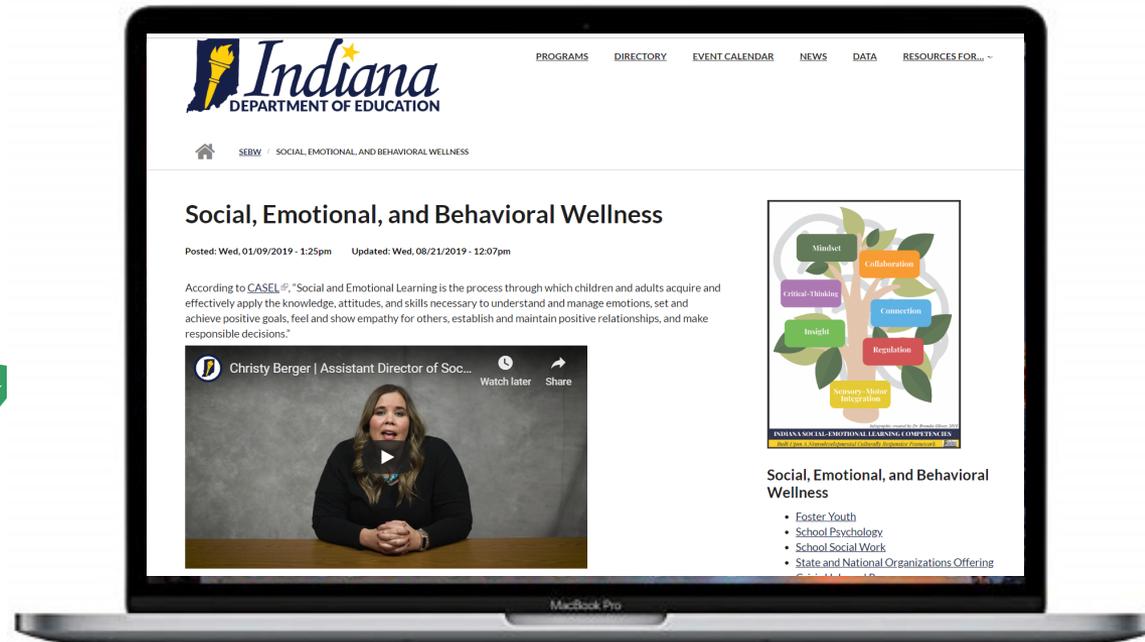
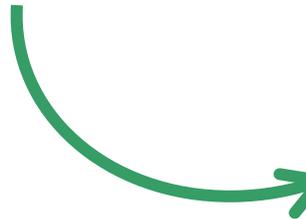


Social-emotional learning

Social, emotional, and behavioral wellness at Indiana Department of Education

Together, school districts and educators can help students develop social-emotional learning competencies by intentionally teaching these skills, by implementing educational neuroscience learning strategies, by practicing culturally responsive classroom management, and by approaching this work with a growth mindset.

doe.in.gov/sebw

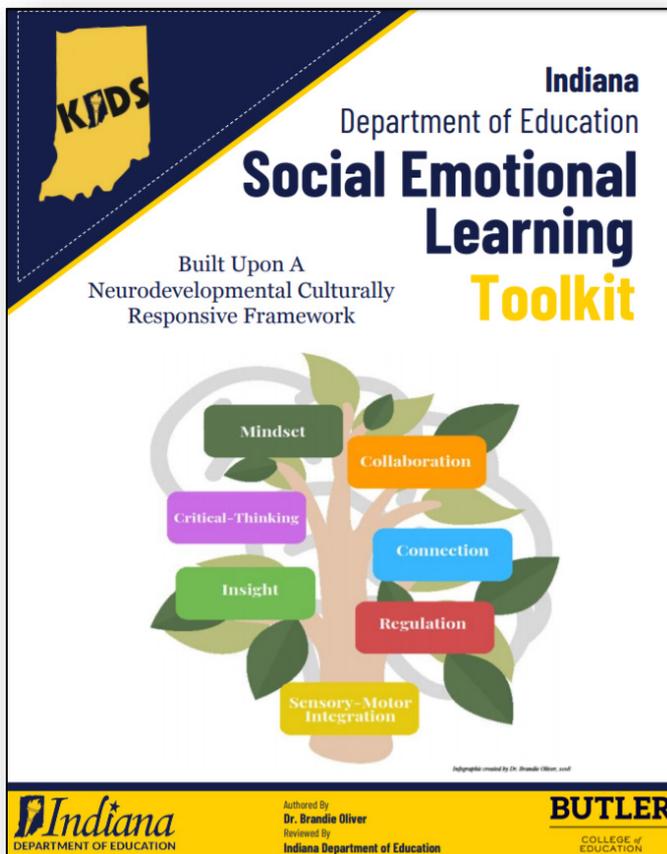


Social, Emotional, and Behavioral Wellness

- Foster Youth
- School Psychology
- School Social Work
- State and National Organizations Offering

Social-emotional learning

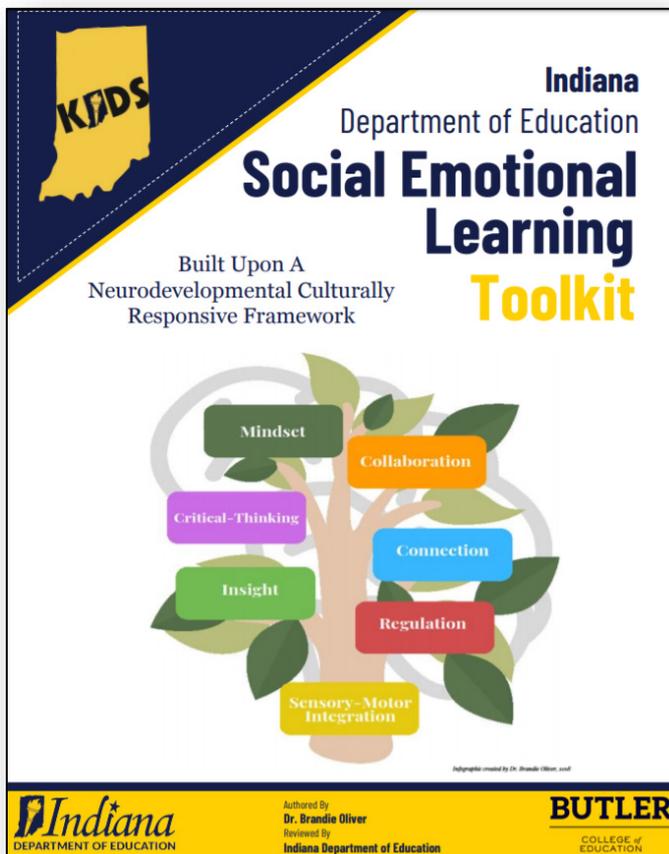
Social Emotional Learning Toolkit



- Increase educators' awareness, knowledge, and skills regarding social-emotional learning.
- Promote collaboration between educators, community, and families to address the social-emotional learning competency development of all students.
- Enhance knowledge of educational practices that promote social-emotional learning competency development.
- Provide tools and resources to educators to help improve students' social-emotional skills.

Social-emotional learning

Social Emotional Learning Toolkit



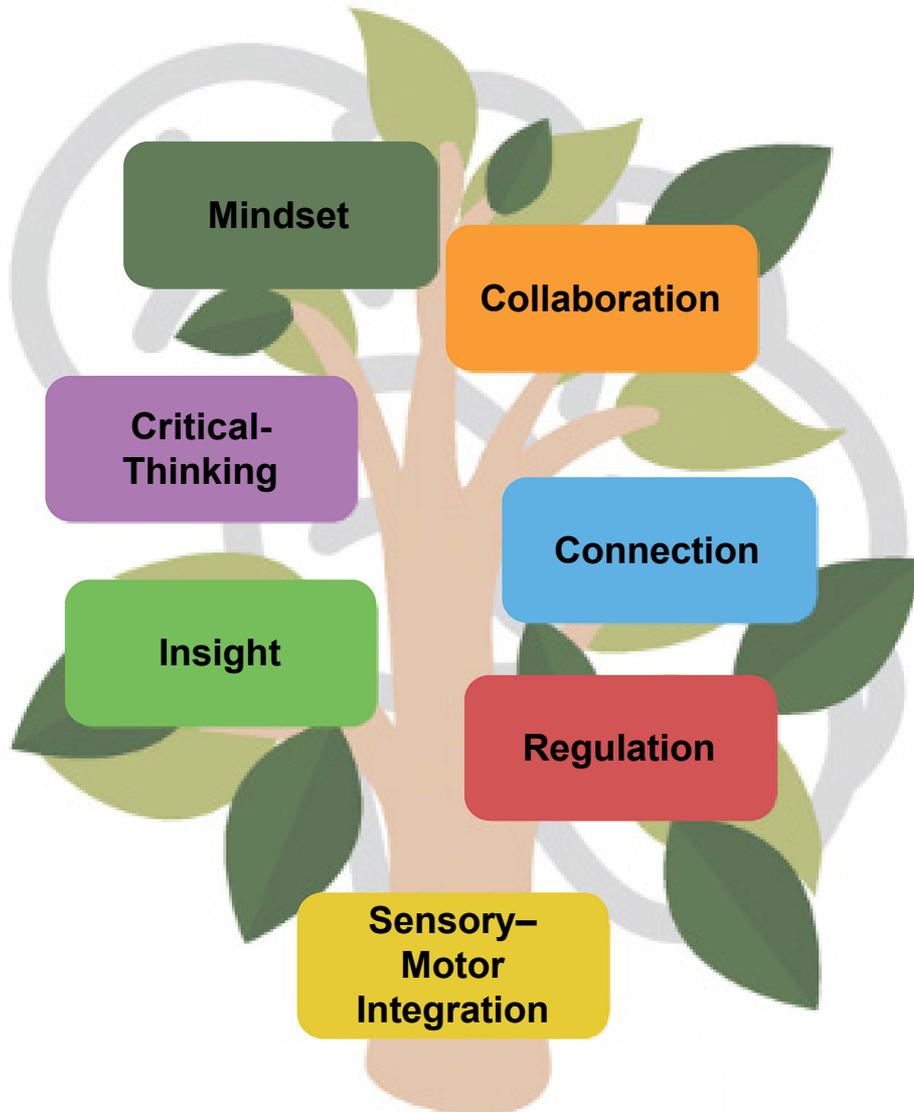
Section 1: Exploring SEL

- What is social-emotional learning (SEL)?
- Brief SEL research: Why SEL?
- Implementation: What is needed? Next steps.
- Educational best practices for SEL implementation.

Section 2: PK–12 Resources

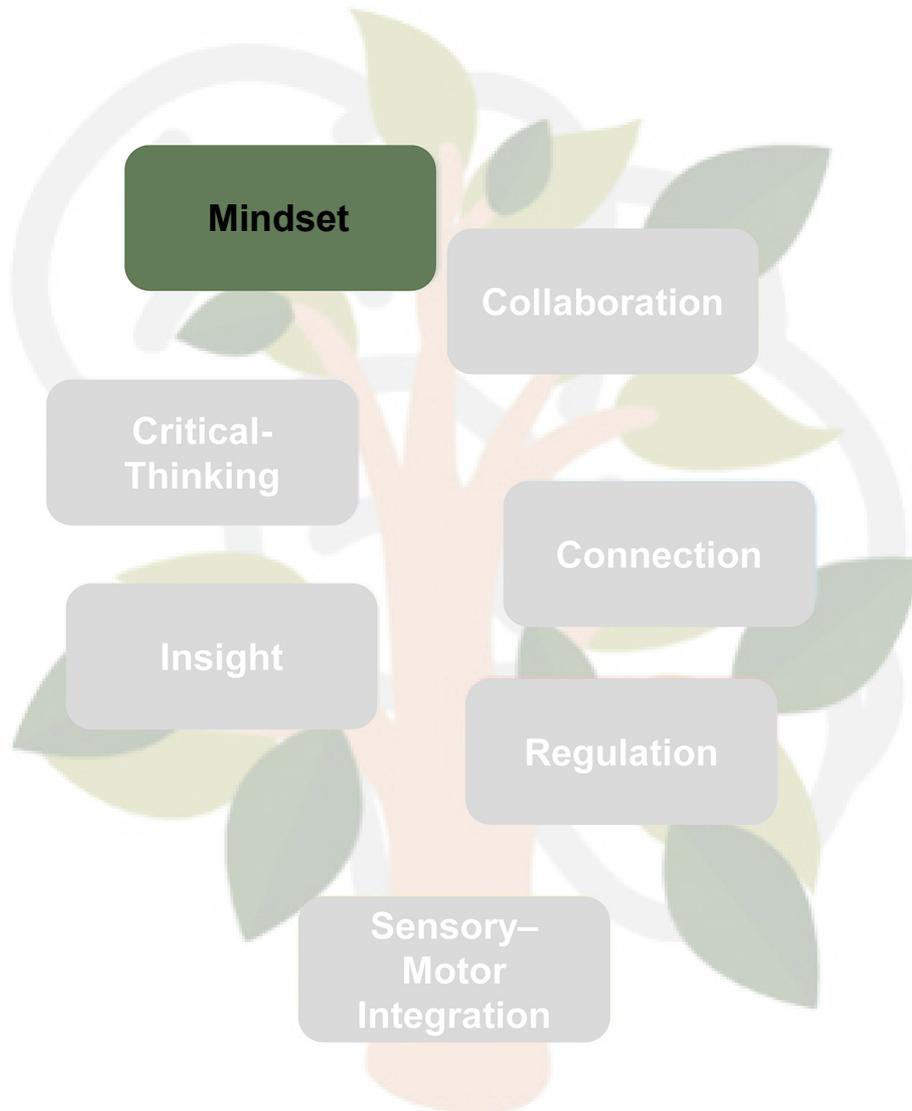
- This section provides sample activities and resources that demonstrate ways educators can infuse SEL into daily practice.

Social-emotional learning



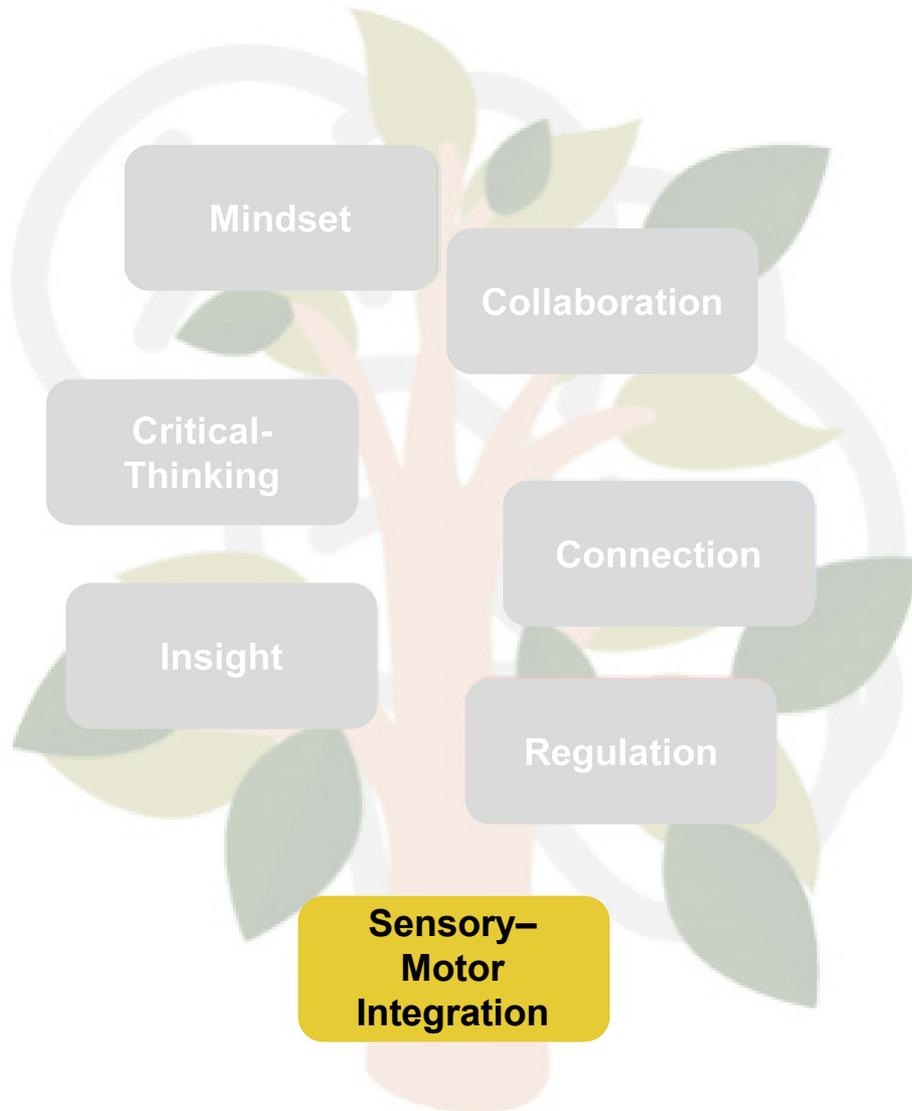
Indiana
social-emotional
competencies

Social-emotional learning



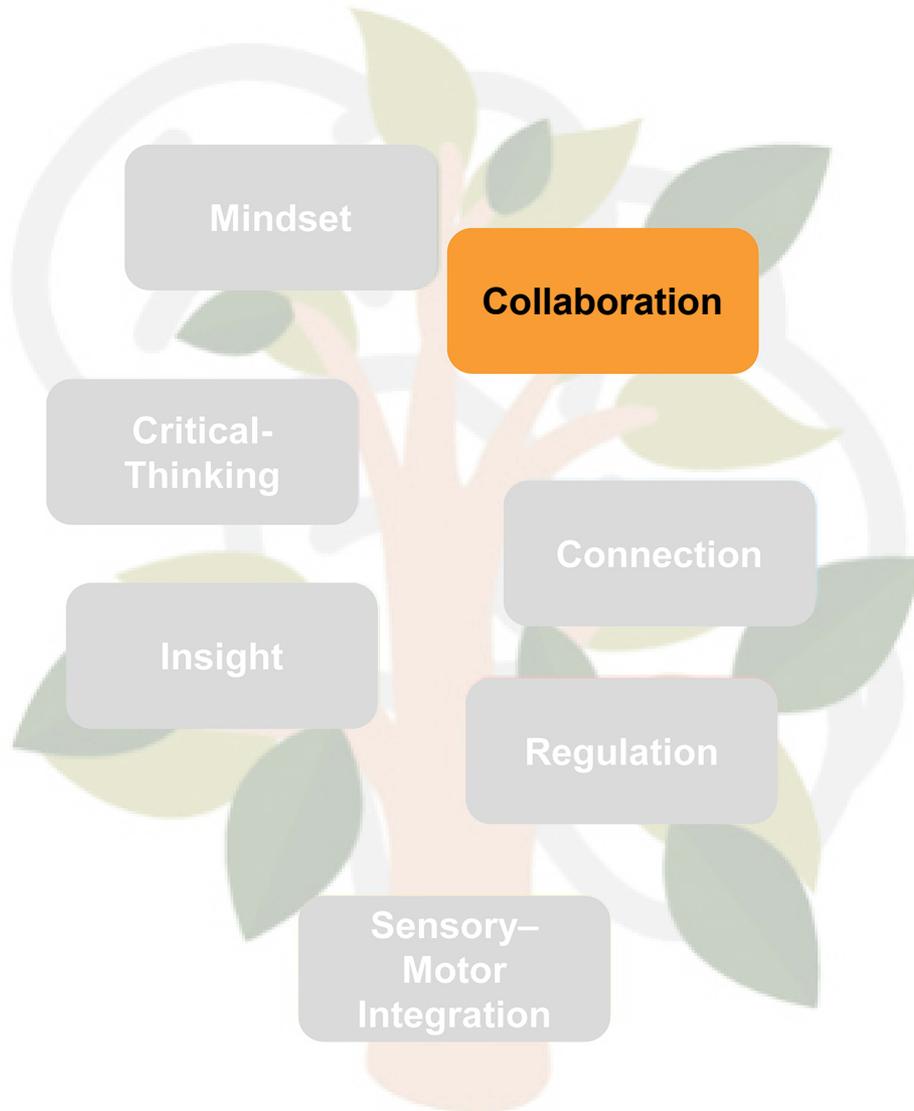
Mindset: the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and the ability to receive and give constructive feedback.

Social-emotional learning



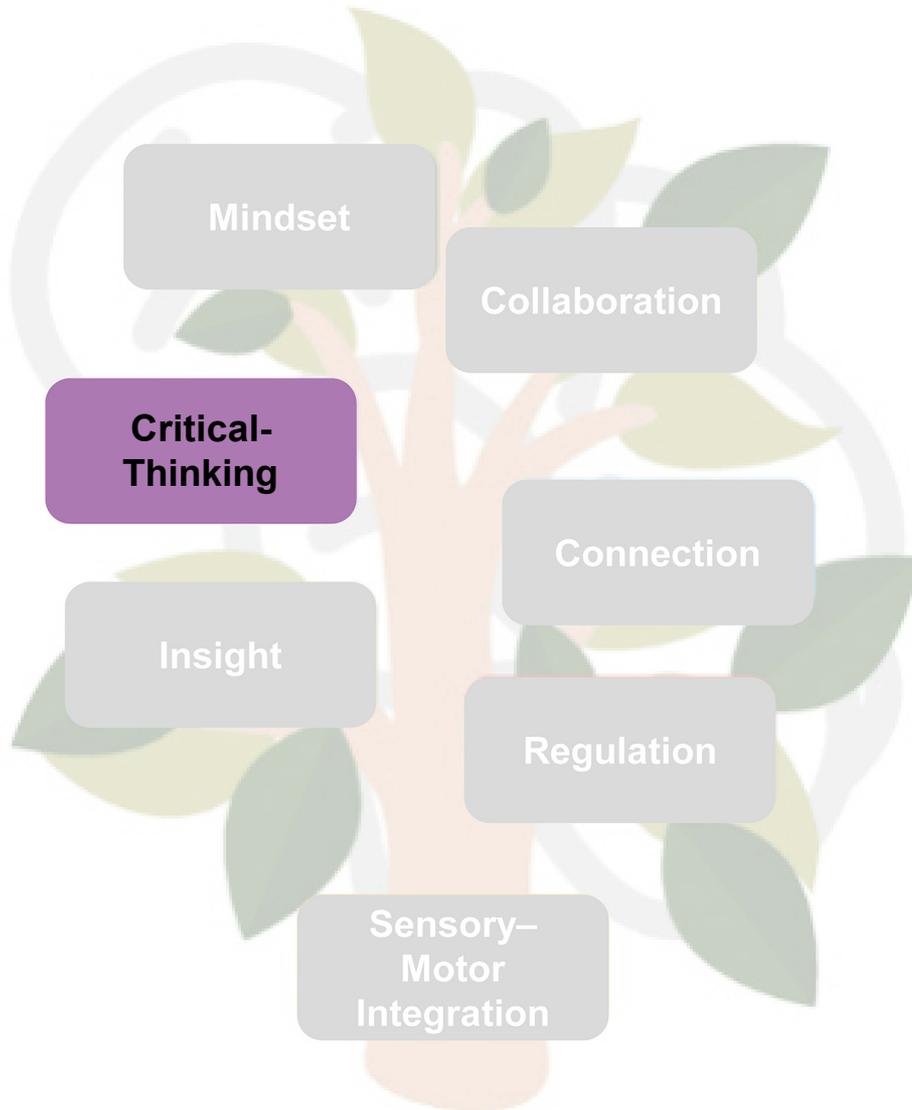
Sensory–Motor Integration: the ability to have body awareness and recognize sensations in the body. Gaining sensory–motor integration is an important skill for managing transitions, changing routines, increasing alertness for learning, and improving regulation.

Social-emotional learning



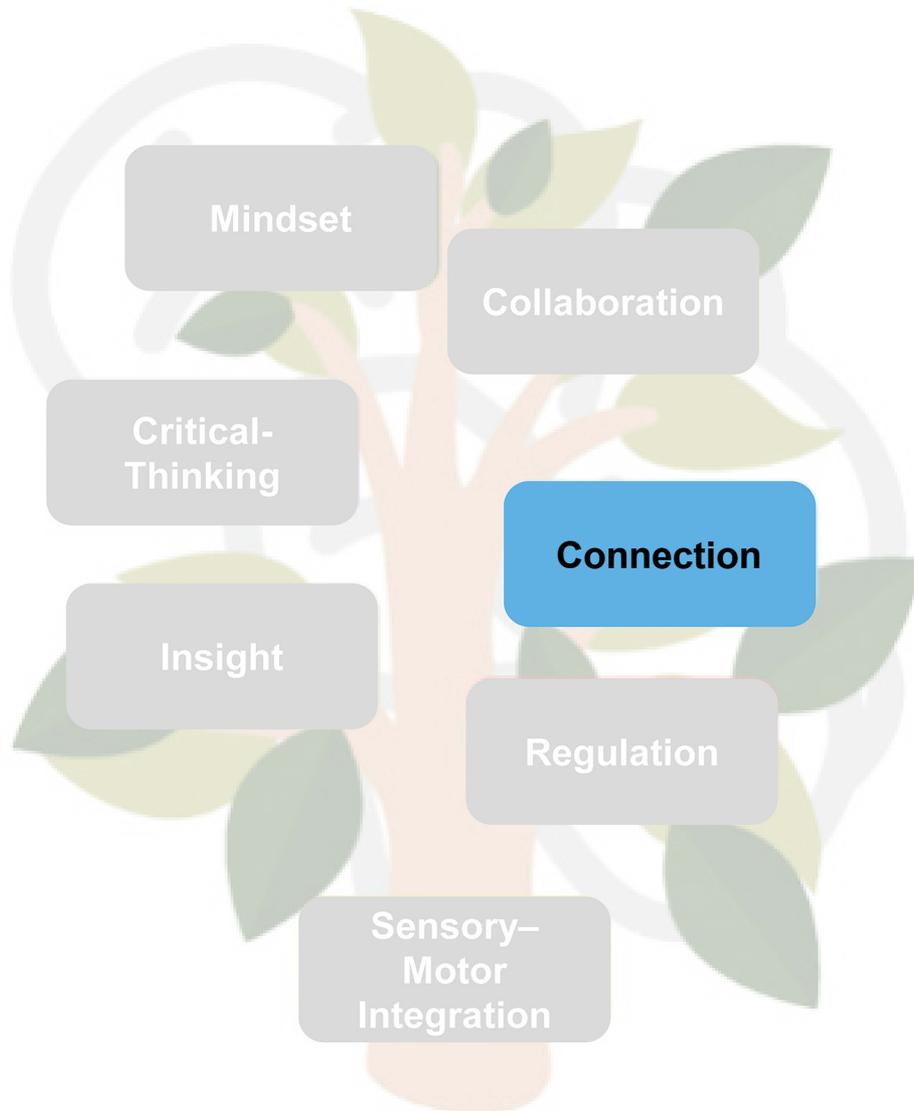
Collaboration: the ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.

Social-emotional learning



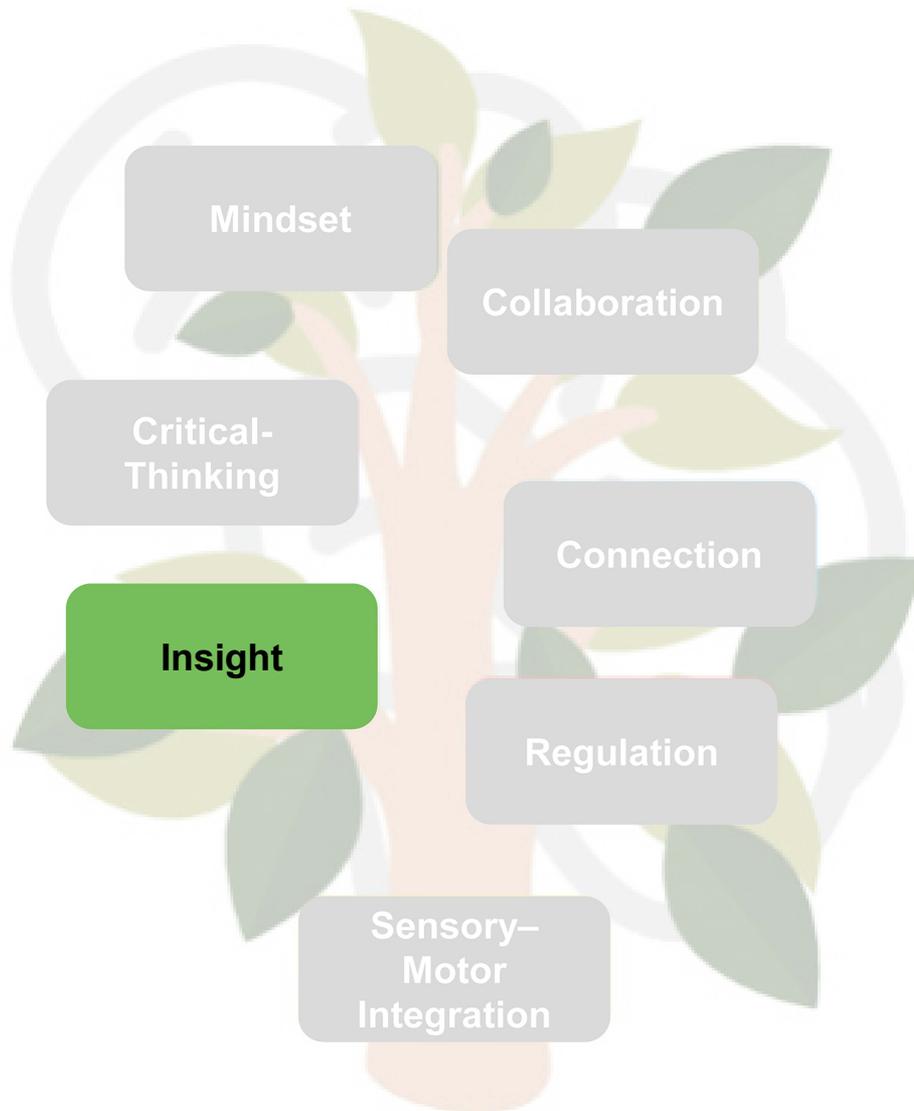
Critical-Thinking: the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical-thinking skills build responsible decision-making, analytical, and critical inquiry skills, which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

Social-emotional learning



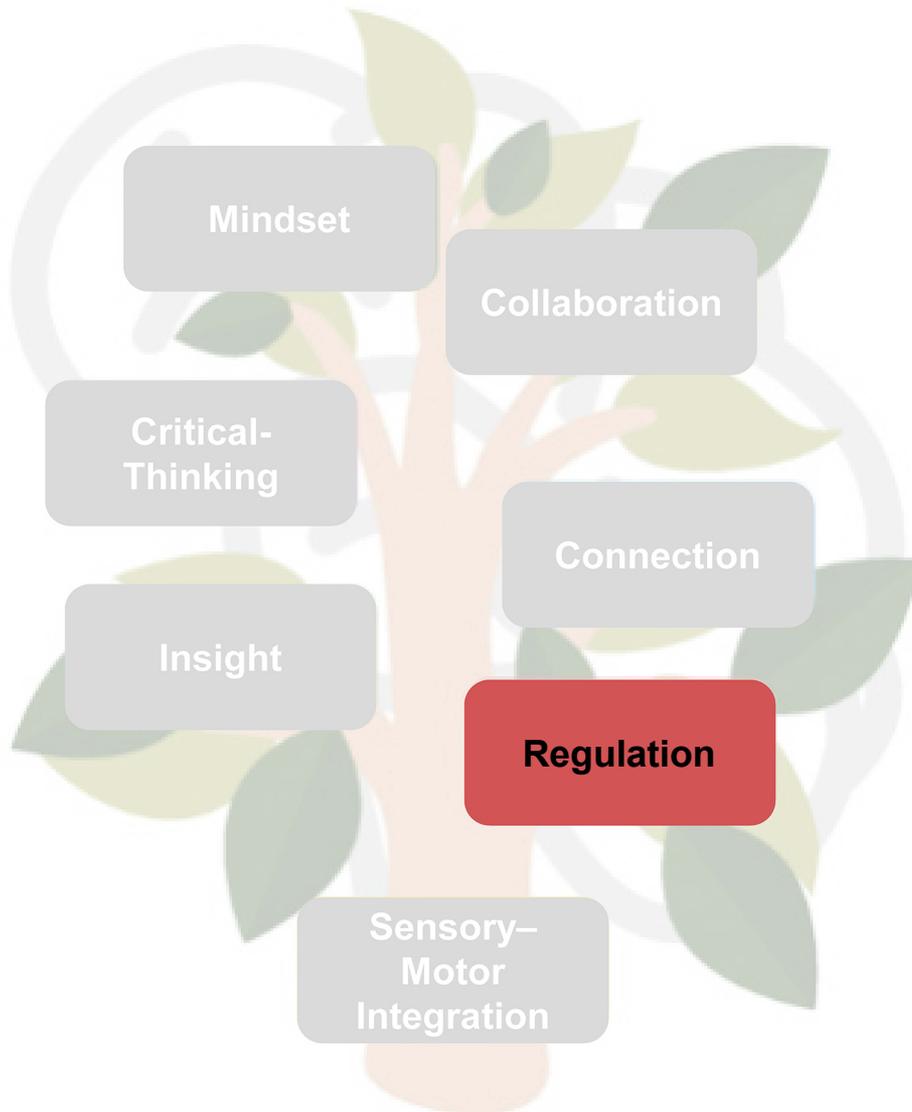
Connection: the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.

Social-emotional learning



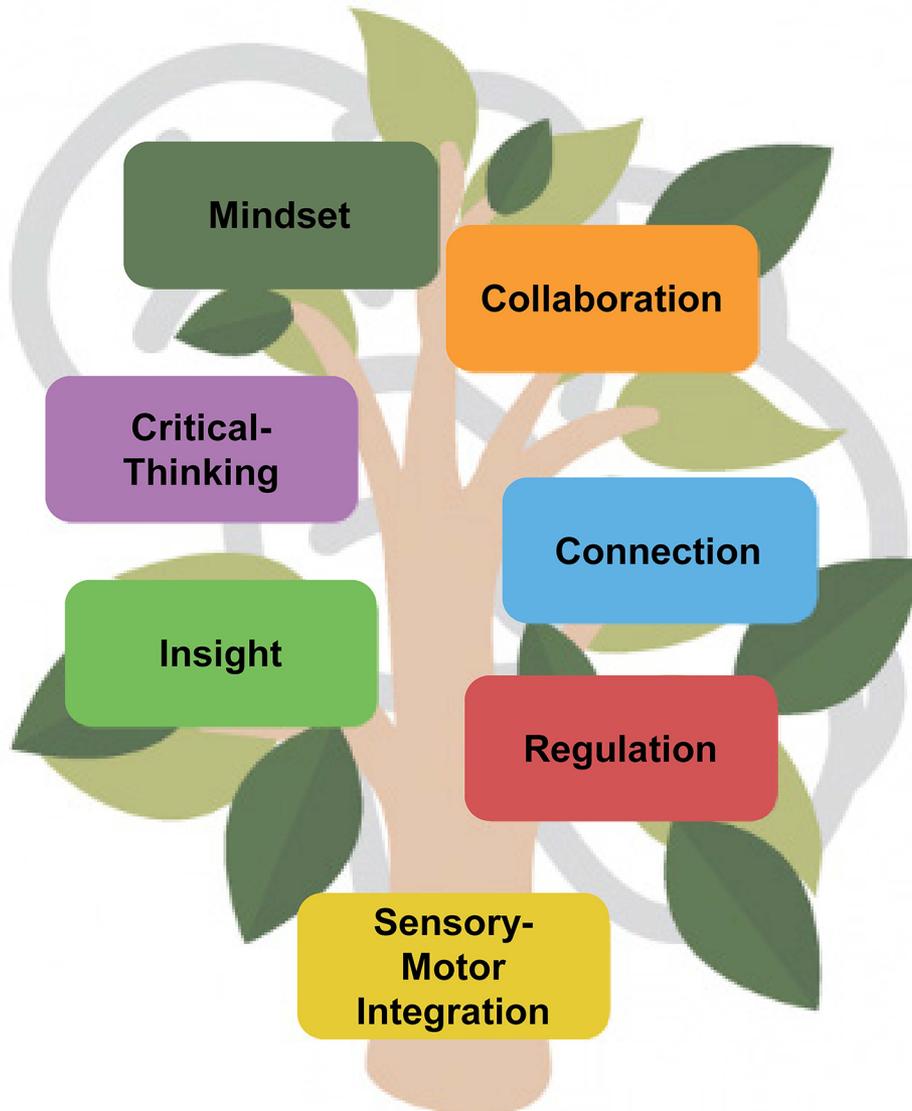
Insight: the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.

Social-emotional learning



Regulation: the ability to recognize and manage one's emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.

Social-emotional learning



Indiana
Department of Education
PK-12 Social-Emotional Learning Competencies

Built Upon A
Neurodevelopmental Culturally
Responsive Framework

INDIANA
DEPARTMENT OF EDUCATION

Authored By
Dr. Lori Desautels & Dr. Brandie Oliver
Reviewed By
Indiana Department of Education

BUTLER
COLLEGE OF
EDUCATION

Adapted from created by Dr. Brandie Oliver, 2018

Social-emotional learning

Insight

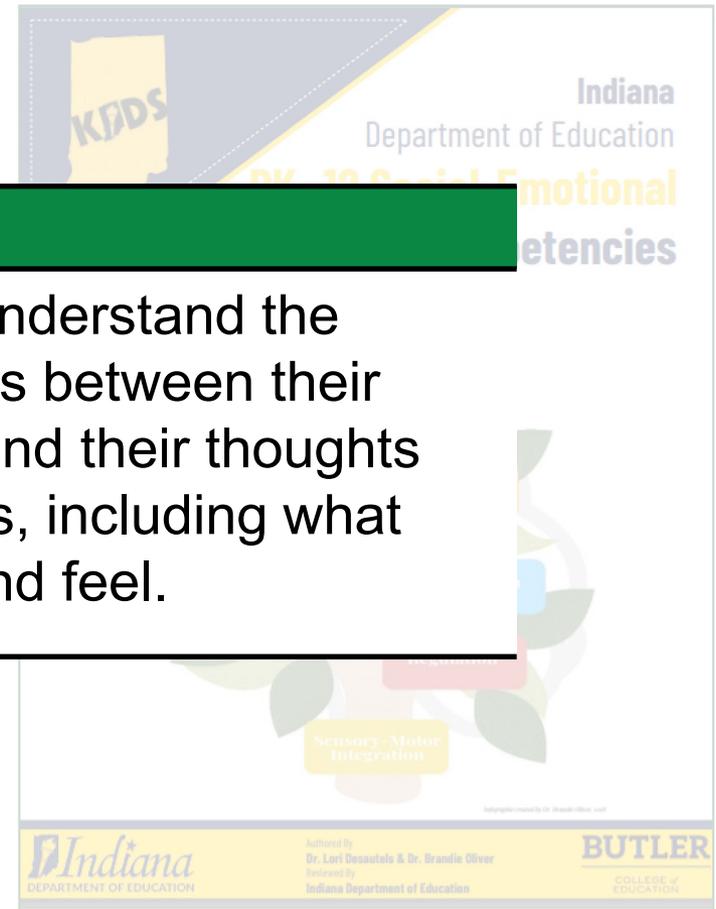
Grade Level

Indicator

Late High School
(11-12 grade)

1. Students understand the connections between their emotions and their thoughts and actions, including what they say and feel.

Sensory-
Motor
Integration



Meet the participants

Which social-emotional competency do you feel the most confident to support in daily practice?

- Mindset
- Collaboration
- Critical-Thinking
- Connection
- Insight
- Regulation
- Sensory–Motor Integration



Meet the participants

Which social-emotional competency do you feel the least confident to support in daily practice?

- Mindset
- Collaboration
- Critical-Thinking
- Connection
- Insight
- Regulation
- Sensory–Motor Integration

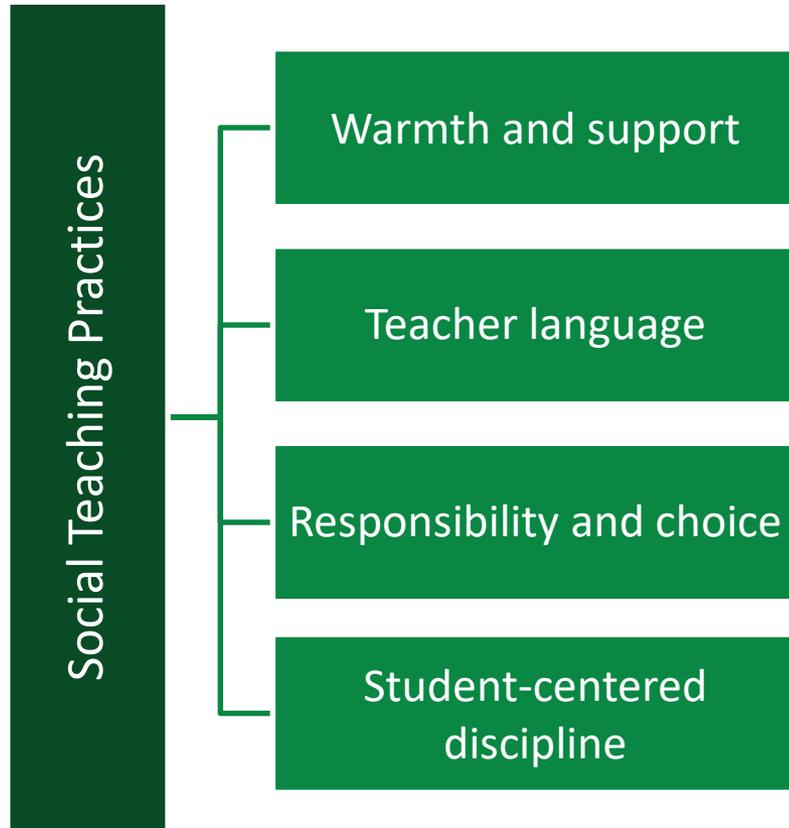


A teacher and a student are sitting at a desk, smiling and looking at a worksheet. The teacher is on the left, and the student is on the right. The worksheet has several math problems written on it. The background is a solid blue color.

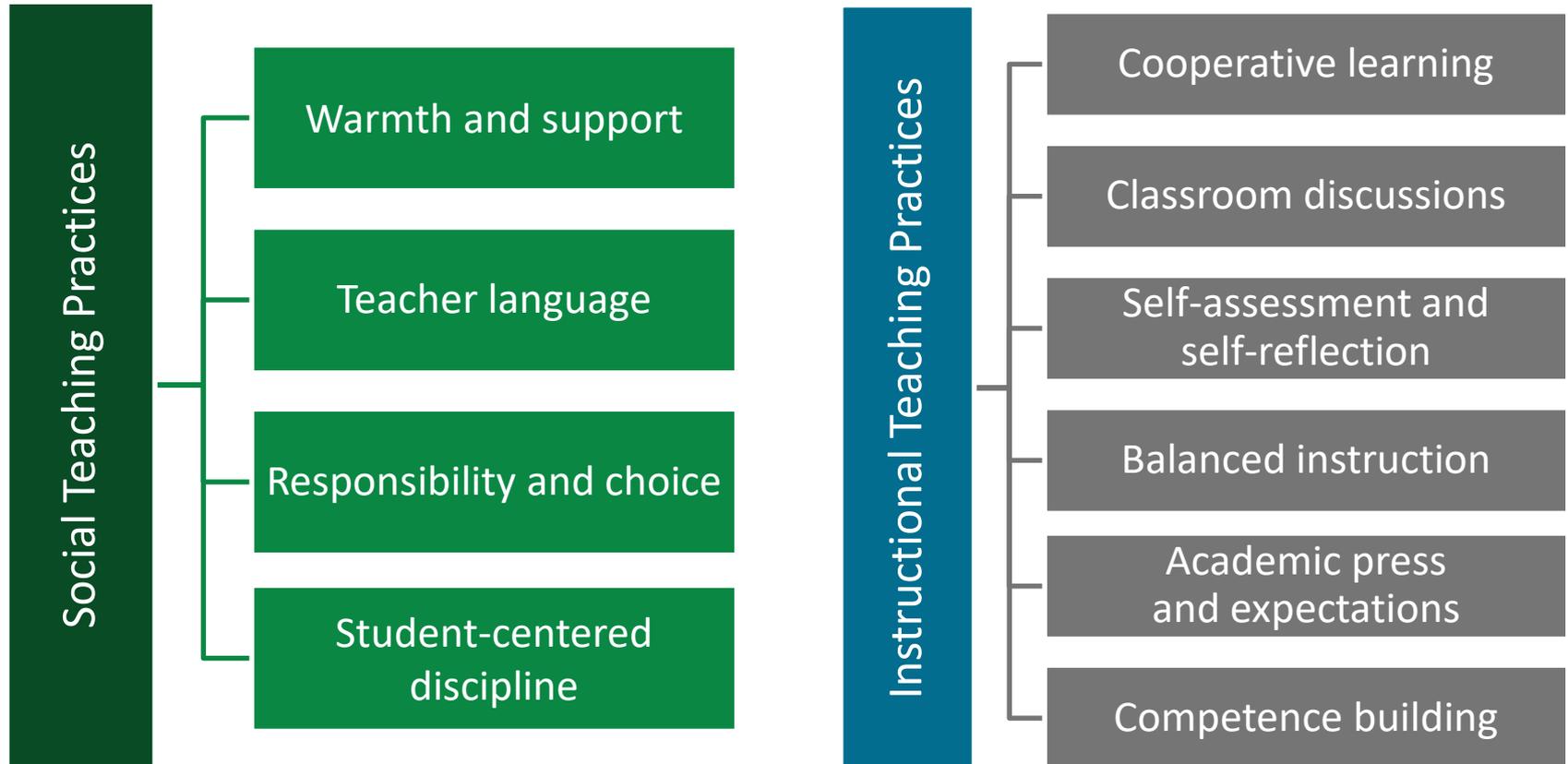
Supporting social-emotional learning in daily practice

$$\frac{1}{2} = 9 + 9$$
$$\frac{1}{2} = 8 + 8$$
$$\frac{1}{2} = 7 + 7$$
$$\frac{1}{2} = 6 + 6$$

Supporting social-emotional learning in daily practice



Supporting social-emotional learning in daily practice



Next steps



$\frac{1}{2} = 9 + 9$
 $\frac{1}{2} = 8 + 8$

Next steps



[Social Emotional Learning Toolkit](https://doe.in.gov/sebw)

The cover features a dark blue diagonal banner in the top-left corner with a yellow outline of the state of Indiana and the text "K-12S" in white. The main title "Social Emotional Learning Toolkit" is prominently displayed in dark blue and yellow. Below the title, it states "Built Upon A Neurodevelopmental Culturally Responsive Framework". A central graphic depicts a tree with a brown trunk and green leaves, where each leaf is a colored box containing a skill: Mindset (dark green), Collaboration (orange), Critical-Thinking (purple), Connection (light blue), Insight (light green), Regulation (red), and Sensory-Motor Integration (yellow). The bottom of the cover is a yellow banner with the Indiana Department of Education logo, author information (Dr. Brandie Oliver), and the Butler College of Education logo.

Indiana
Department of Education
Social Emotional Learning Toolkit

Built Upon A
Neurodevelopmental Culturally
Responsive Framework

Mindset
Collaboration
Critical-Thinking
Connection
Insight
Regulation
Sensory-Motor Integration

Infographic created by Dr. Brandie Oliver, 2018

Indiana
DEPARTMENT OF EDUCATION

Authored By
Dr. Brandie Oliver
Reviewed By
Indiana Department of Education

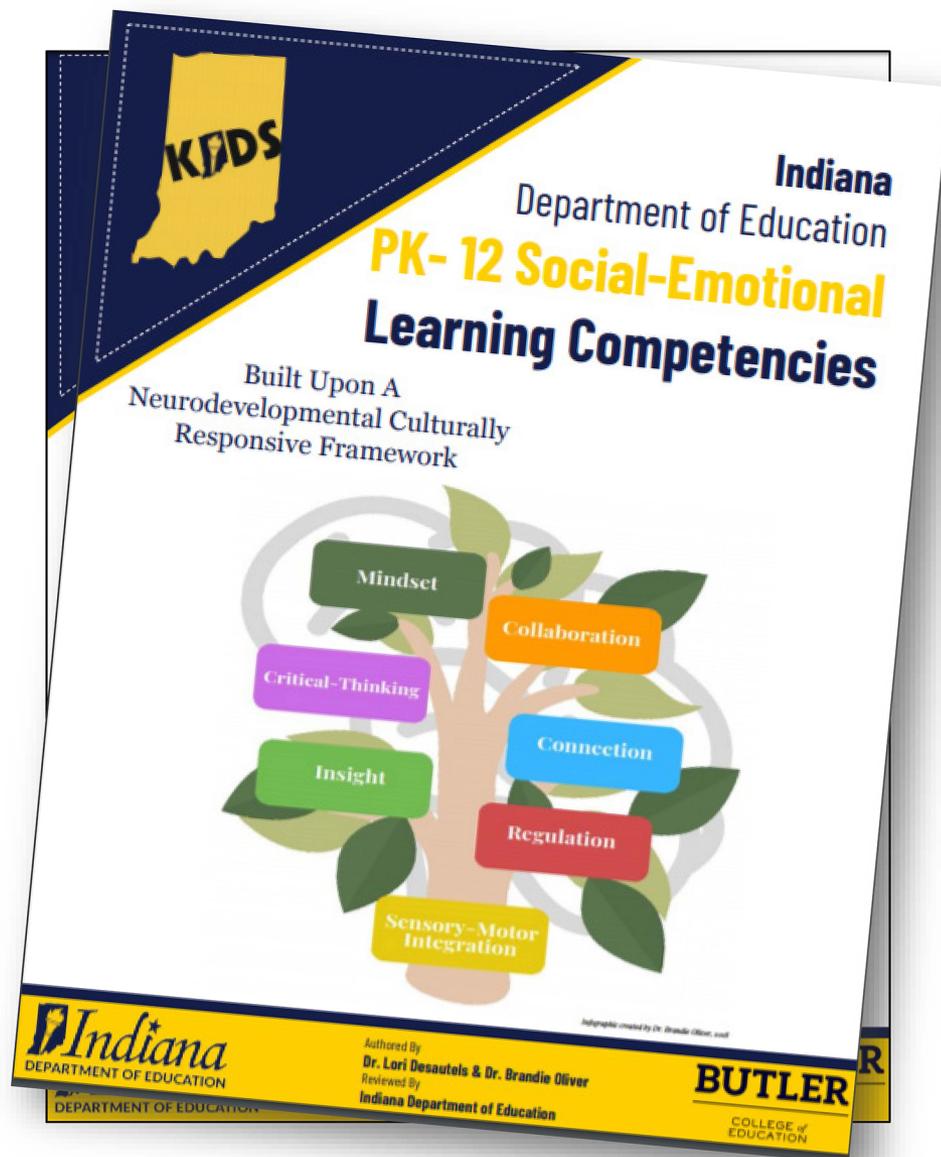
BUTLER
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EDUCATION

Next steps



[Social Emotional Learning Toolkit](#)

[PK-12 Social-Emotional Learning Competencies](#)



Next steps



[Social Emotional Learning Toolkit](#)

[PK–12 Social-Emotional Learning Competencies](#)

[PK–12 Social-Emotional Learning Lesson Plans](#)

Indiana Social Emotional Learning Competencies PK-12 Lesson Plans

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Next steps



[Social Emotional Learning Toolkit](#)

[PK–12 Social-Emotional Learning Competencies](#)

[PK–12 Social-Emotional Learning Lesson Plans](#)

Much more!



Next steps

Purpose

What is one thing you hope to learn during this webinar?

How you are feeling



How does that emotion impact the way you process information?

Action items

What are two things you could personally take action on in the short term?

Next steps

Purpose

What is one thing you hope to learn during this webinar?

How you are feeling



How does that emotion impact the way you process information?

Action items

What are two things you could personally take action on in the short term?

Connectedness

Who are three people you could connect with on this topic?



Questions?



Feedback survey

$$\frac{1}{2} = 9 + 9$$
$$\frac{1}{2} = 8 + 8$$
$$\frac{1}{2} = 7 + 7$$

Thank you!



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References

CASEL. (2019). *What is SEL?* Retrieved from <https://casel.org/what-is-sel/>

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405-432.