

Social Emotional Learning *Panel*

BOOST Conference

Johanna Friedel - Corey Newhouse

Julia Rugg - Stu Semigran

Michelle R. Perrenoud

Panelists

Johanna Friedel, M.Ed.
ACE Project Director
Greenville ISD
Greenville, TX

Julia Rugg
Chief Strategy Officer
WINGS
Charleston, SC

Corey Newhouse, MPP
Founder and Principal
Public Profit
Oakland, CA

Stu Semigran
President & Co-Founder
EduCare Foundation
Van Nuys, CA

Facilitator

Michelle R. Perrenoud, Ed.D.
Project Coordinator - Expanded Learning
Los Angeles County Office of Education
Downey, CA



Goals of Today's Session

Panel Discussions Will Include:

- Social Emotional Learning Program Models
- Identification of effective staff practices
- Partnerships that have shown success
- How to enhance the Social Emotional Learning Aspect of your program or organization

Panel Overview

- **Describe Social Emotional Learning (SEL)**
 - What is it
 - Why is it important
 - Why do this
- **Highlight SEL Research Advances**
 - How does it promote success in school, work, and life
- **Spotlight Advances in Practice**
 - What does it look like in practice
 - How do we know when it is working
 - How can we sustain our momentum



Ice Breaker

What would you like to gain from this session?

Why is SEL important to you?



Our Polling Questions

- What grade levels do you serve?
- Please identify your role in the out-of-school time.
- Do you think SEL is important to students' academic and career and college readiness?
- How do you define SEL?



The Basics of SEL: Terms

Social-emotional learning is an educational process that focuses on development of social-emotional competencies.

Social-emotional competencies are the knowledge, skills, behaviors, and attitudes students and adults need to effectively manage their affective, cognitive, and social behavior.

Safe and supportive learning environments are the conditions that foster safety; a supportive academic, disciplinary, and physical environment; and respectful, trusting, and caring relationships throughout the school community.

Practitioner teaching frameworks define common components of professional practice, which reflect multiple levels of practitioner performance.

SEL “Defined”

Social and emotional learning provides the structure and process for adults and students to develop fundamental emotional and social competencies and experiences to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions

SEL builds and deepens a positive school climate

- improved academic performance and reduced negative behaviors



SEL: Five Core Competencies

Essential Skills for Success in School, Work, and Life

- **Self-Awareness:** ability to identify your emotions; to be able to tie thoughts and feelings to behaviors
- **Self-Management:** ability to self-motivate, to have self-control, to regulate one's emotions
- **Social Awareness:** ability to embrace diversity; showing empathy for others
- **Relationship Skills:** ability to work cooperatively with someone, to handle challenges, and to resolve conflict
- **Responsible Decision Making:** ability to consider the well-being for self and others; evaluate the consequences for various behaviors or actions



Source: CASEL

Benefits of Social Emotional Learning

Good science links
Social & Emotional Learning
to the following:

STUDENT GAINS

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

- Conduct problems
- Aggressive behavior
- Emotional distress

REDUCED RISKS FOR FAILURE

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, (82) 1, Pp. 405-432.

Polling Question

How much of what has been covered on SEL aligns with what you knew or thought about SEL?



Panel Question

How might an effective Social Emotional Learning Program affect students, best practices, or climate of the organization?



Panel Question

How would the following look in a successfully implemented Social Emotional Program?

- Buy-in from stakeholders
- Activities and Approaches
- Training and Coaching

Table Round

What part of implementation might be the most challenging for you?



Panel Question

How will we know it is working?



Listening Energizer Activity



IGNORE THEM

**INTERRUPT
THEM
CONSTANTLY**

LISTENING

Listening
from the
HEART

Empathic



Attentive



Selective



Pretending



Ignoring

LISTENING FROM THE HEART

“What does it mean to listen to a voice before it is spoken? It means making space for the other, being aware of the other, paying attention to the other (and) honoring the other.”

“ ‘When I talk, people listen’ becomes
‘When I listen, people talk.’ ”

~ Coleman McCarthy

Table Round

Using listening skills:

How will we know it is working?
and

What data source are you most
likely to use?



Panel Question

How can we sustain our
momentum?



Final Polling Questions

- How confident are you that SEL will be part of your program in 5 years?
- What are the barriers/challenges to sustainable SEL programming?



Questions



Points Of Integration

- Closing Thoughts and Take-Aways
 1. What were your **Ah-Ha's**... what did you learn?
 2. How will you **apply** what you learned?
 3. Who will you **share** this information with?
 4. What **impact** does having this knowledge do for you in your workplace?



Other Tools and Resources

- **Measuring Quality:** Assessment Tools to Evaluate Your Social-Emotional Learning Practices (2016)
- **Finding Common Ground:** Connecting Social-Emotional Learning During and Beyond the School Day (2016)
- **Preparing Youth to Thrive:** Promising Practices for Social and Emotional Learning (2016)
- **Foundations for Young Adult Success:** A Developmental Framework (2015)
- **Handbook of Social and Emotional Learning:** Research and Practice (2015)
- **Social Rules for Kids:** The Top 100 Social Rules Kids Need to Succeed (2011)
- **Building Academic Success on Social and Emotional Learning:** What Does the Research Say (2004)
- **Promoting Social and Emotional Learning:** Guidebook for Educators (1997)

Contact Us

Johanna Friedel, M.Ed.
Greenville ISD (Greenville, TX)
friedelj@greenvilleisd.com
903.408.4433

Julia Rugg
WINGS (Charleston, SC)
julia@wingsforkids.org
843.410.8009

Corey Newhouse, MPP
Public Profit (Oakland, CA)
corey@publicprofit.net
510.835.1669 ext. 208

Stu Semigran
EduCare Foundation (Van Nuys, CA)
stu@educarefoundation.com
818.646.5225

Facilitator: Michelle R. Perrenoud, Ed.D.
Los Angeles County Office of Education (Downey, CA)
perrenoud.michelle@lacoedu.edu
562.824.2625

