




**SCHOOL COUNSELOR
LEADERSHIP NETWORK**
RIVERSIDE COUNTY

**SCHOOL COUNSELORS
RESILIENT AND RELENTLESSLY
LEADING CHANGE**

A pair of black-rimmed glasses is resting on a stack of books. A red bookmark is visible in the foreground book. The background is softly blurred, showing more books and a wooden surface.

Improving Student Achievement Through Social Emotional Learning

Agenda

Why SEL

SEL Definition

SEL Model

What SEL is NOT

5 Competencies

SEL in the Classroom

Whole School SEL Support

Where's the SEL

Professional Learning Opportunities

Data Data Data



Learning Objectives

- Articulate the need for SEL in our schools
- Define SEL per CASEL
- Understand the holistic SEL support model per CASEL
- Understand common misconceptions of SEL
- Understand the connection between SEL and learning
- Understand the benefits of SEL in the classroom
- Review GCPS SEL Support Services
- Inventory school for SEL practices
- Inventory school/district for SEL professional learning
- Use the Data

Why the need for Social Emotional Learning

Research shows that students who receive intentional instruction in SEL have improved academic, reduced aggression and general improved life outcomes over time.

2003 – Marzano

2011-Meta Analysis CASEL

2015 - American Journal of Public Health



What is Social Emotional Learning

- **Social Emotional Learning (SEL)** is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
- ~*Collaborative for Academic and Social Emotional Learning CASEL*



The 5 SEL Competencies

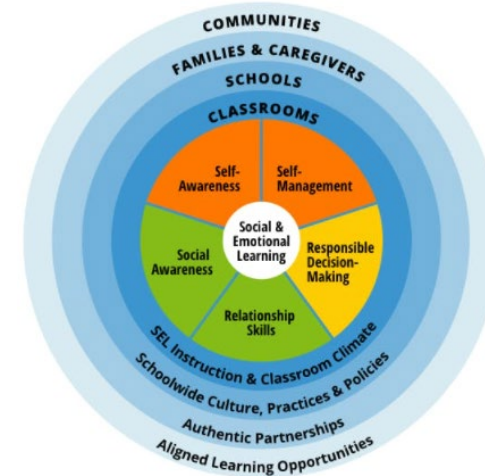
Self-awareness (identifying emotions, accurate self-perception, recognizing strengths, self-confidence, self-efficacy)

Self-management (impulse control, stress management, self-discipline, self-motivation, goal-setting, organizational skills)

Social awareness (perspective-taking, empathy, appreciating diversity, respect for others)

Relationship Skills (Communication, Social engagement, Relationship-building, teamwork)

Responsible Decision Making (Identifying problems, analyzing situations, solving)



Social Emotional Wellness Continuum



• Social Emotional Learning (SEL)

Who – teachers, counselors, support personnel

What – the explicit and integrative teaching of SEL competencies (lessons, school culture, district policies)

How – counseling lessons, curriculum lessons, advisement/SEL time, PBIS, affinity student groups, mentoring, athletics, school and district expectations

• Therapeutic Practices

Who – counselors, social workers, behavioral specialists, psychologists and wrap around services

What – the use of specialized intervention and crisis strategies for troubled students.

How – counseling sessions, small groups, crisis response, wrap around services, and partner agencies

What Social Emotional Learning is NOT...

- Specialized
 - Therapy
 - Political
 - Distracting from academics
 - Only for troubled students
 - Only for minority students
 - Not only for students
-
- **And whose job is it anyway?...**



Curriculum and SEL

- What are my thoughts and feelings?
- What causes those thoughts and feelings?
- How can I express my thoughts and feelings respectfully?

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

⇒ IDENTIFYING EMOTIONS

⇒ ACCURATE SELF-PERCEPTION

⇒ RECOGNIZING STRENGTHS

⇒ SELF-CONFIDENCE

⇒ SELF-EFFICACY

Curriculum and SEL

- What different responses can I have to an event?
- How can I respond to an event as constructively as possible?
- How should I govern myself to reach my goal

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

Curriculum and SEL

- How can I better understand other people's thoughts and feelings?
- How can I better understand why people feel and think the way they do?
- How can I contribute to a supportive and welcoming classroom, school?

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

⇒ PERSPECTIVE-TAKING

⇒ EMPATHY

⇒ APPRECIATING DIVERSITY

⇒ RESPECT FOR OTHERS

Curriculum and SEL

- How can I adjust my actions so that my interactions with different people turn out well?
- How can I communicate my expectations to other people?
- How can I communicate with other people to understand and manage their expectations of me?

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

⇒ COMMUNICATION

⇒ SOCIAL ENGAGEMENT

⇒ RELATIONSHIP BUILDING

⇒ TEAMWORK

Curriculum and SEL

- What consequences will my actions have on myself and others?
- How do my choices align with my values?
- How can I solve problems creatively?

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING

SEL in the Classroom

SEL Instructional tools increase the likelihood of intentional SEL classroom practices.

GCPS' Integrative Social-Emotional Learning and Quality-Plus Teaching Strategies

Social-Emotional Learning (SEL) is the process in which children and adults understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning (CASEL)). Integrating the five SEL competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—into the Quality-Plus Teaching Strategies cultivates adult and student practices that close opportunity gaps and creates more inclusive and equitable learning environments. The following SEL strategies can be incorporated into the Quality-Plus Teaching Strategies to bridge the connection between social-emotional learning and high quality instruction.



► Modeling and Practice

Teacher Behaviors

- Establish a positive, consistent, and predictable environment.
- Explicitly teach expectations and routines.
- Offer balanced instruction, where students have opportunities to directly learn about content as well as engage with the material. Allow students to interact with the content and material in multiple ways.
- Use language that encourages students to monitor and regulate their own behavior, not just tell students how to behave (or approach a problem).
- Throughout the lessons, model pro-social behavior and coach students on how to use their pro-social skills.

Student Behaviors

- Use appropriate tone of voice.
- Follow structured routines and procedure (may be active in creating routines, procedures, and norms).
- Engage in self-reflection
- Demonstrate on-task behavior.

► Questioning

Teacher Behaviors

- During classroom discussions, ask more questions that are open-ended and ask students to elaborate on their own thinking and on the thinking of their peers.
- Create an environment in which students know that taking risks and asking questions are safe.
- Show students you care and that you are invested in them by following up when questions pose a concern.
- Teach students how to pose questions appropriately, whenever they have questions/concerns they want addressed.

Student Behaviors

- Recognize and acknowledge the thoughts and perspectives of others.
- Think about the question before responding.
- Engage with others to promote productive responses.
- Ask clarifying questions when misunderstanding occurs.



SEL in the Classroom



Curriculum,
Instruction
&
SEL

SEL Approaches

- Explicit SEL Skills Instruction →
- Teacher Instructional Practices
- Integration with Academic Curriculum Areas
- Organizational, Culture, and Climate Strategies

Short-Term Outcomes

SEL Skill Acquisition: →
Five Competence Areas

Improved Attitudes: →
Self, Others, Learning, and Schools

Enhanced Learning Environment: →
Supportive, Engaging, and Participatory

Behavioral/Academic Outcomes

Positive Social Behavior

Fewer Conduct Problems

Less Emotional Distress

Improved Academic Performance

Conceptualize Whole School SEL Support for Students

Universal Supports

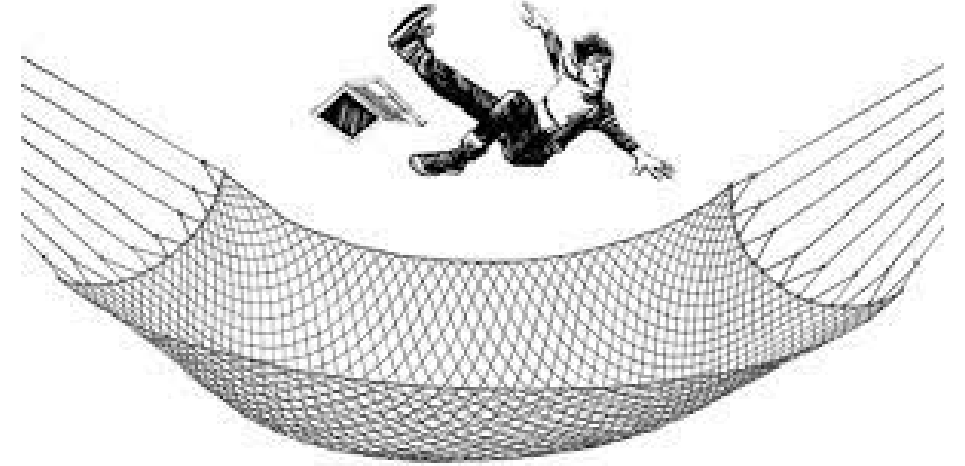
- counseling programming
- School programs
- Classroom practices

Targeted supports

- counseling interventions
- Wraparound services
- Parent meetings

Crisis Supports

- Emergency interventions





K-12 Social & Emotional Learning (SEL)

SUPPORT SERVICES

Universal SEL Supports All Students

K-12

- 21C3 Core Curriculum
- CB Mentoring
- Peer Leaders
- Advisement

ES

- Child Lures
- PBIS
- Anxiety/Depression Bibliotherapy

MS

- Teen Lures
- PBIS
- Lifelines Curriculum
- Bridge Bill Lessons

HS

- Teen Lures
- PBIS
- Lifelines Curriculum
- Bridge Bill Lessons



Targeted SEL Supports

- Small Groups
- CB Mentoring
- Classroom guidance lessons
- Check-ins
- Special Ed Support/Consultation
- Crisis Intervention & Support for students/families
- Social Worker Support



Crisis SEL Supports

- Safety Plans
- ERT
- DFCS referrals
- Outside Agencies
- Family Supports

Where's the SEL???

Take Inventory

...Look hard

...Very hard



Advisement Lessons (**classroom**)

Counseling Lessons (**classroom**)

Therapeutic counseling and wraparound services (**wrap around/crisis**)

Culturally Responsive Teaching Practices (**classroom/school**)

SEL integration with curriculum and instruction (**classroom**)

Student Programs (PBIS, No Place for Hate, affinity clubs, athletics) (**School**)

Homeless and Foster care) (**wrap around/crisis**)

ERT – School Crisis Support (**wrap around/crisis**)

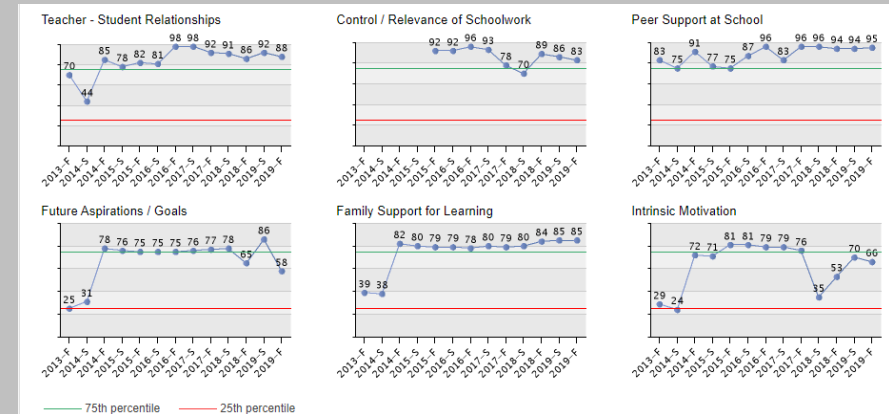
Professional Learning Opportunities

1. Introduction to Social Emotional Learning
2. Advisement Professional Learning & Support
3. Culturally Responsive Teaching Practices
4. Diversity, Equity and Inclusion Professional Learning
5. SEL and QPTS
6. Metlife – School Crisis and personal crisis Support



Know the Data!!

- Student Engagement Instrument (SEI)
- ABC Report
- Student Disclosures
- Clinic Workers
- Teacher Referrals
- OECD
- Georgia Health Survey
- CCRPI Surveys
-



Active **A B C** Grade 11, Brookwood High School

GCPS Student Since Mar 21, 2007 Advisor: Laura



Questions???





Keep in Touch

Tinisha.parker@gcpsk12.org

678-301-7291



@Dr.TinishaParker

