Social Emotional Learning & Afterschool Programs: Creating More & More Spaces for Student Success

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Illinois State Board of Education
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This is clearly about STUDENTS

but it’s also about ADULTS

Adult Behaviors  Adult Self-Care
Overarching Principles

• Mind shift

• Practice shift

• Systems

• Moving from deficit based to strength based, continuous improvement & whole student
  – Stabilization
  – Even recovery
  – Outcomes matter
What is Social Emotional Learning?

- The process through which children and adults acquire the knowledge, attitudes, and skills they need to...
  - ...recognize and manage their emotions,
  - ...demonstrate caring and concern for others,
  - ...establish positive relationships,
  - ...make responsible decisions, and
  - ...handle challenging situations constructively.
What SEL Isn’t...

• SEL is not a stand alone program

• SEL is not practices and teaching from or for just a few

• SEL is not 30 to 40 minutes every Tuesday ...
What is Social Emotional Learning?

- 2004 – Illinois was the first state in the nation to adopt and implement free-standing K-12 SEL standards
- 2013 – Illinois SEL standards extended, Pre-K through 12

- SEL Competencies Framework for **non-academic supports**
  - Clear and meaningful to educators, students, parents and community
  - Balance of **specificity** (what students should learn) and **breadth** (allowing for a variety of approaches for implementation and teaching)
Illinois Social Emotional Learning (SEL) Standards

1. Develop self-awareness and self-management skills to achieve school and life success

2. Use social-awareness and interpersonal skills to establish and maintain positive relationships

3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts
Resources

http://www.ilclassroomsinaction.org/sel.html

Kindergarten through 3rd Grade

Comprehensive System of Learning Supports

Identifying and Supporting Illinois Social Emotional Learning Standards

<table>
<thead>
<tr>
<th>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</th>
</tr>
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<tbody>
<tr>
<td><strong>Standard A— Identify and Manage one’s emotions and behaviors</strong></td>
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<tr>
<td>Recognize and accurately label emotions and how they are linked to behavior.</td>
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<tr>
<td>Identify family, peer, school, and community strengths.</td>
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<tr>
<td>Describe why school is important in helping students achieve personal goals.</td>
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- Identify emotions using photographs (happy, sad, angry, proud, afraid, surprised, etc…).
- Discuss emotions that story characters are feeling within the texts being read.
- Make posters, draw pictures, or participate in a role playing activity depicting emotions.
- Share feelings through speaking, writing, and drawings.
- Identify and discuss how characters deal with emotions within stories read in the classroom.
- Teach and model emotion strategies.

- Identify during a tour where the adults are located in the school in case of emergency.
- Encourage each student to share a special skill or talent they have in a class meeting.
- Identify personal traits of characters in stories.
- Have students share the community resources they enjoy, such as parks and pools.
- Create pictures of the favorite things students like to do with their friends, like ride bikes.
- Have a class meeting to discuss ways to ask for help in school if trouble and a way.

- As a class, discuss what it means to be successful at school...what does it look like?
- Guide students to set an academic goal for the semester or maybe just the week.
- Assist students in dividing the goal into manageable steps...especially long term goals.
- Share examples of goals that have been achieved after overcoming obstacles with stories and biographies.
- Describe how distractions may interfere with achievement of goals and model what to do...
The Impact of SEL

- Improved school/classroom climate, culture and conditions for learning
  - Safe
  - Caring
  - Cooperative
  - Well-managed
  - Participatory
The impact of SEL

- Increased school connectedness
- Reduction in school absenteeism
- Reduction in suspensions
- Improved academic outcomes
- Promotion of mental wellness
- Prevention of mental health issues
- Adopting, implementation, and institutionalization of new practices that promote personal qualities of resiliency
Ideas for implementation...

- Look at data
  - demographics, attendance, community factors
- Identify target areas, systems first
  - program-wide
  - school-wide
  - classroom-wide
- Every day, every student, every adult
  - “one caring adult” & research re: teachers/educators
- Identify cross-content opportunities
- Involve families
- Involve the student/youth voice
Resources Activity

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Kindergarten through 3rd Grade

**Comprehensive System of Learning Supports**

Identifying and Supporting Illinois Social Emotional Learning Standards

**Goal 1:** Develop self-awareness and self-management skills to achieve school and life success.

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<th>Standard A-- Identify and Manage one’s emotions and behaviors</th>
<th>Standard B-- Recognize personal qualities and external supports.</th>
<th>Standard C-- Demonstrate skills related to achieving personal and academic goals.</th>
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<td>Recognize and accurately label emotions and how they are linked to behavior.</td>
<td>Demonstrate control of impulsive behavior.</td>
<td>Identify one’s likes and dislikes, needs and wants, strengths and challenges.</td>
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<td>Identify goals for academic success and classroom behavior.</td>
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How can we grow and improve?

- Common language
- Embedding
- Aligning
- Becoming Seamless
- Interpersonal Familiarity
- Predictable, Familiarity of Routines/Expectations
- Learning + application, modeling + support
- Culturally informed
- Trauma informed
Critical Factors in Culture Change

• Teaching & learning alternatives
  – Dispute resolution/restorative practices/mediation
  – Sensory focus and interventions
    • Connecting the mind and body
  – Universal approach to wellness & self-care skill development/learning how to self-calm
    • Individual
    • Organizational
    • Environmental
  – Caring for the caregivers/compassion fatigue
  – Optimistic closure