SEL Basics:
How Afterschool Programs Can Incorporate Social and Emotional Learning

Illinois Quality Afterschool Webinar
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Presenters

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Supporting Social and Emotional Development Through Quality Afterschool Programs

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American Institutes for Research
January 2017
American Institutes for Research

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.
The Afterschool and Expanded Learning team at AIR has more than a decade of experience in supporting the implementation of high-quality opportunities for young people, evaluating afterschool initiatives using qualitative and quantitative techniques, and supporting informed policy decisions. Team members are experts in building continuous improvement systems, and they strive to provide practitioners with meaningful linkages between research and practice in afterschool and expanded learning programs.
Beyond the Bell®

Beyond the Bell® is a suite of professional development services, products, and practical tools designed to help afterschool program leaders and staff create and sustain high-quality, effective afterschool and expanded learning programs.

The practical, easy-to-use *Beyond the Bell Toolkit* provides information about program management, design, partnerships, delivery, evaluation, and improvement. It contains 96 tools that are ready to use and has a set of related professional development services.
Who am I?

- Everyone has a voice
- Continuous improvement model
- If we can’t use it and learn from it then what’s the point?
- Afterschool and expanded learning settings
- Researcher
- Positive youth development + SEL
- “Data” isn’t a four letter word
- Building capacity
- Fun!
Who are you?

Use the chat box to share your favorite/most important social and emotional skill/competency/attitude.
This Session

• Social and emotional learning (SEL) – What is it?
• Strategies for programming – How can you do it?
• Reflection – How will you change your practice?
Session Goals

- Understand what SEL is
- Identify what SEL looks like in practice
- Leave with strategies for incorporating SEL into your program
Is developing youth social and emotional skills a goal for your program?
What is SEL?

social and emotional learning

21st century skills

habits of mind

growth mindset

self-regulation

self-efficacy

self-awareness

perseverance

non-cognitive skills

empathy

grit

goal-setting

communication skills

soft skills

social skills

decision-making
What Is SEL?

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.
What Is SEL?
Keeping Social and Emotional Learning at the Center of Teaching and Learning: https://vimeo.com/185510456
Beyond the Bell Resource on SEL

Supporting Social and Emotional Development Through Quality Afterschool Programs

Research to Practice in the Afterschool and Expanded Learning Field

This brief focuses on one important aspect of social and emotional development: the role of afterschool programs in supporting students’ social and emotional learning. Afterschool programs provide a unique opportunity to address students’ social and emotional needs in a safe and supportive environment. The brief examines the evidence base for afterschool programs and identifies key strategies for improving program effectiveness.

Measuring and Defining Social and Emotional Skills

During the past 20 years, the afterschool field has been held accountable in varying ways—first, on our ability to provide safe places for young people to spend time while their parents work, then, on our success in helping to improve participants’ academic achievement as an supplement to the school day. Today, measuring success in afterschool programs is even nuanced and has been informed by an increased recognition that the social and emotional competencies youth develop while in afterschool programs are also critical to their success in school and life. The heightened focus on social and emotional skills is also growing in formal education settings, and, as a result, researchers across the country and around the globe are grappling with how to measure social and emotional competencies in a world that prizes easy quantifiable indicators. The challenge for the afterschool field is that social and emotional competencies are not universally agreed upon, and their measurement is both complex and multifaceted. In many ways, practitioners are trying to identify how their programs improve young people’s
Beyond the Bell Resource on SEL
How can you use this tool?

- First: conduct a “SEL 101” session for staff
- Next: share the self-reflection tool and give staff time to think through it on their own
- Finally: discuss as a group or individually and make an action plan for changing and improving practice
- Bonus: brainstorm strategies in staff meetings to share ideas and create a culture that supports SEL!
Strategies to Promote Social and Emotional Development

Social practices:
interactions between program staff and young people during program activities
(e.g., creating a warm environment, use of language, offering choice and leadership)
Strategies to Promote Social and Emotional Development

Social practices
Youth-centered problem solving
Program staff language
Responsibility and choice
Warmth and support
Strategies to Promote Social and Emotional Development

Program implementation practices content delivery and skill development activities in the program (e.g., hands-on and cooperative learning, expectations, reflection, and content delivery)
Strategies to Promote Social and Emotional Development

Program implementation practices
- Cooperative/group learning
- Group discussions
- Self-reflection/self-assessment
- Balanced program activities
- Encouraging grit and persistence
- Competence building
Strategies to Promote Social and Emotional Development

Adult social and emotional competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making
SECTION 3. Reflection on Social and Emotional Competencies

Now think about your own social and emotional competencies and how those competencies influence your ability to implement the social and program implementation practices outlined in the previous sections. Use the scoring guide below to rate how your SEL skills influence your practices with your participants. Consider each statement, and score yourself according to where each statement holds true for you.

1 = **Strongly disagree.** I have a difficult time with this practice. I know I do some of the things mentioned, but I do not necessarily find them relevant to my instruction.

2 = **Disagree.** I demonstrate some of these skills with participants. I think with more practice and/or more support, I could demonstrate these skills more to improve implementation of this practice.

3 = **Agree.** I am strong in this area. I know I do a good job modeling these skills for participants. I use these skills most of the time when I implement the instructional practices.

4 = **Strongly agree.** I am very strong in this area. I am able to use these skills when I am implementing the instructional practices.

<table>
<thead>
<tr>
<th>Self-Awareness</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of the practices that I need to improve in order to grow professionally.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I can effectively implement social and program implementation practices with participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my practices with participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I understand how student responses (positive and negative) affect my emotions and my behaviors in the program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am aware of how my cultural beliefs and background affect my practices with participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
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Questions?
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QUESTIONS?
Welcome to the Illinois Quality Afterschool Program.

SEDL provides technical assistance and professional development to Illinois 21st Century Community Learning Centers (CCLCs). We hope you will take some time to explore the resources on our website—workshop and conference archives, webinar recordings, newsletters, and resource bulletins. Do you have a question about afterschool? Illinois 21st CCLC grantees can request technical assistance from the Illinois Quality Afterschool team or you can join our private Facebook group and ask other grantees for feedback.

Click here to view a tour of the website.

Quick Links for Grantees
Our calendar of Illinois 21st CCLC events, including webinars, conferences, workshops, and data reporting deadlines.
- Workshop and Conference Archive
- Webinar Archive
- Calendar of Events
- Request Assistance
- Subscribe to Mailing List

Afterschool Resource Database
The Illinois Quality Afterschool team has launched a new resource database with tools and resources on a variety of topics. Conduct a keyword search or browse by topics such as family engagement, program management, academic achievement, and more.

Visit the resource database.

Update Your Contact Information
Has your email address or phone number changed? Send your new contact information to us at ipsauq@sedl.org, and we’ll make sure you continue receiving Illinois Quality Afterschool publications, announcements about upcoming events, and grantees information.

Illinois Quality Afterschool Quarterly
The Illinois Quality Afterschool Quarterly is a resource for Illinois 21st CCLC professionals. Subscribe to the newsletter.

VIEW CURRENT ISSUE

http://www.sedl.org/afterschool/iqa/