



# Ten Practices That Promote Social and Emotional Learning

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# Presenters

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**Social and emotional competencies provide the underpinning for student success in school and life.**



# For Students

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Social and emotional learning (SEL) equips students with skills to:

- Recognize and manage emotions
- Build healthy relationships
- Resolve conflicts
- Make effective decisions



# For Staff

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Staff who are socially and emotionally competent:

- Develop supportive relationships with youth
- Create activities that build on students' strengths
- Help students to develop social and emotional skills



# Four Social Practices That Promote SEL

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- Youth-Centered Problem Solving
- Program Staff Language
- Responsibility and Choice
- Warmth and Support



# Six Program Implementation Practices

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- Cooperative Learning/Group Learning
- Group Discussions
- Self-Reflection and Self-Assessment
- Balanced Program Practices
- Encouraging Grit and Persistence
- Competence Building—  
Modeling, Practicing, Feedback, and Coaching



# Four Social Practices

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# Youth-Centered Problem Solving

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- Is developmentally appropriate
- Motivates students to use positive behavior
- Offers opportunities for student self-direction
- Includes student voice and shared norms and values



# Program Staff Language

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Program staff talk to students in ways that:

- Encourage student effort and work
- Restate issues and how to improve
- Encourage self-monitoring and behavior regulation



# Responsibility and Choice

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- Students have a voice in the program and are given controlled and meaningful choices
- Students are allowed to make responsible decisions about their work
- Students build responsibility by helping others through opportunities such as:
  - Peer tutoring
  - Cross-age tutoring
  - Service learning
  - Community service



# Warmth and Support

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Staff demonstrate caring, warmth, and support by:

- Asking questions about students' interests
- Following up on problems or concerns
- Sharing anecdotes and their own stories
- Creating a safe environment for taking risks and asking questions
- Offering students group interaction and opportunities to share



# Six Program Implementation Practices

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# Cooperative Learning/Group Learning

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Program staff provide:

- Positive interdependence
- Individual and group accountability
- Promotion of one another's successes
- Application of interpersonal and social skills
- Group processing



# Group Discussions

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During group discussions:

- Questions are open-ended
- Students learn how to extend and elaborate on their own thinking as well as the thinking of their peers
- Dialogue is student-driven
- Participants can pick out the main ideas of what others are saying
- Communication and listening skills are practiced



# Self-Reflection and Self-Assessment

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Students actively think about their work by:

- Setting goals
- Monitoring their own progress
- Determining if they have met basic goals and guidelines for the task
- Knowing how to seek help for improvement and where to find additional resources

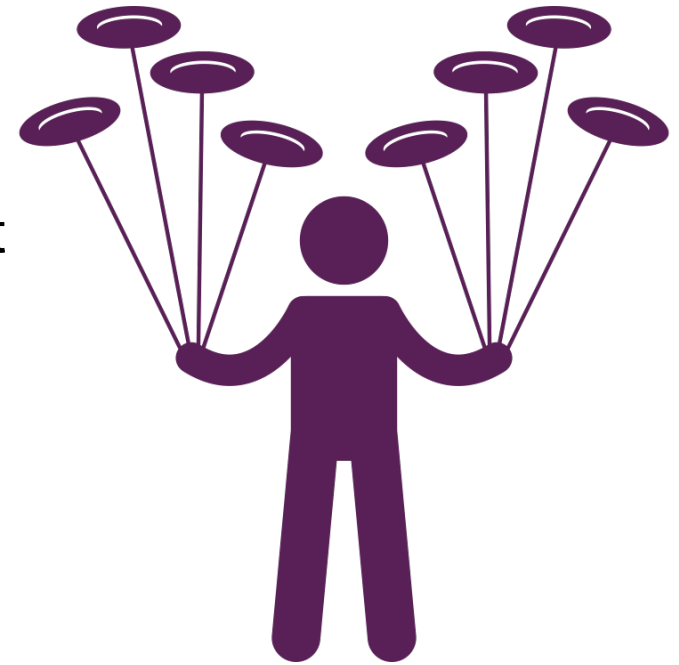




# Balanced Program Practices

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- Active instruction
- Direct instruction
- Group activities
- Individual activities
- Multiple ways to engage with content



# Encouraging Grit and Persistence

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## Strategies:

- Offer meaningful and challenging work
- Expect students can and will succeed
- Encourage exertion of genuine effort
- Understand what students are capable of doing
- Know how they may respond emotionally



# Competence Building— Modeling, Practicing, Feedback, Coaching

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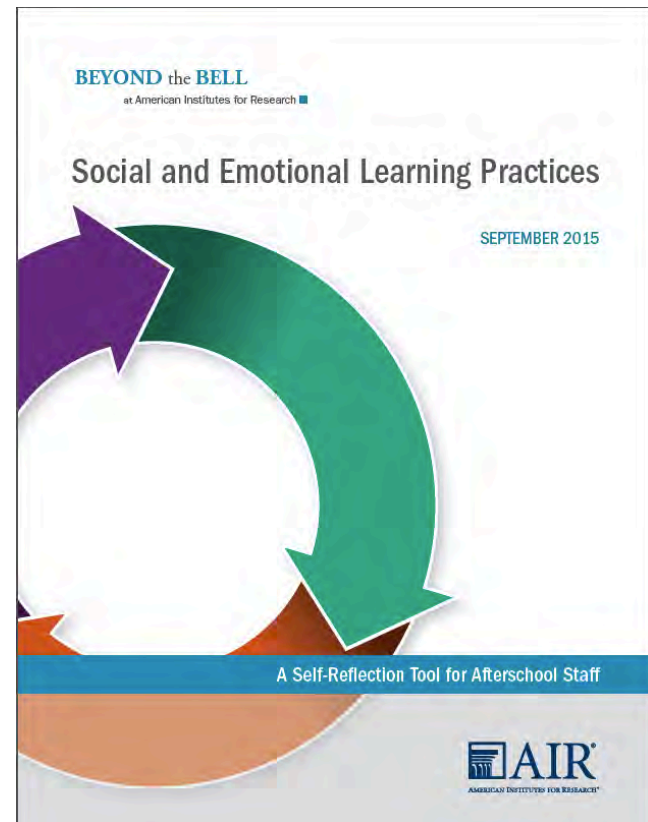
- Systematically develop social and emotional skills
- Reinforce social and emotional competencies
- Model prosocial behavior
- Encourage positive social behavior
- Practice prosocial behavior in group settings
- Offer feedback on interactions
- Offer guided practice on problem solving and conflict resolution



# Reference

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American Institutes for Research. (2015). *Social and emotional learning practices: A self-reflection tool for afterschool staff*. Retrieved from <https://www.air.org/resource/social-and-emotional-learning-practices-self-reflection-tool-afterschool-staff>



# Questions?

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In a fast-paced culture, where families are busy and sometimes overwhelmed with job and school responsibilities, family engagement is still important. National AfterSchool Association's professional development series, Talk Tuesday, offers new materials to guide an afterschool staff training session on family engagement. This resource focuses on five quick techniques that help afterschool practitioners build strong relationships with families.

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