Ten Practices That Promote Social and Emotional Learning

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

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

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

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

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

- 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
Youth-Centered Problem Solving

- 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

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

- 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

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
Cooperative Learning/Group Learning

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

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

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

- Active instruction
- Direct instruction
- Group activities
- Individual activities
- Multiple ways to engage with content
Encouraging Grit and Persistence

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

- 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

Questions?
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Resource Database

The Illinois Quality AfterSchool team has created this resource database to help you and your staff provide high-quality 21st CCLC programming. Browse or search the database to find the latest information on afterschool research, best practices, tools, conference proceedings, policy briefs, professional development tools, and activities.

Click on a topic or use the search box below to look for a listing:

Search for pages that contain: all of the words: [Search]

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10 Research-Tested Ways to Build Children’s Vocabulary

Developed by Scholastic, this short brief outlines 10 ways that educators can help students build their vocabularies. The brief explains each strategy, the research evidence that supports it, and provides suggestions for implementation. (Download as a PDF)

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