

Social Emotional Learning

Glen A. Eschbach
Superintendent of Schools
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Background

Marc Brackett- Yale Center for Emotional Intelligence

A recent meta-analysis of research on programs focused on social and emotional learning (SEL) shows that a systematic process for promoting students' social and emotional development is the common element among schools that report an increase in academic success, improved quality of relationships between teachers and students, and a decrease in problem behavior (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). SEL can be especially powerful when grounded in theory and empirical evidence, and when adult stakeholders in children's education are actively involved in cultivating and modeling their own social and emotional competencies (Brackett et al. 2009).

District Goal

Social- Emotional Literacy

The District recognizes that educational environments that are safe, respectful and caring are important for high student achievement. The District will develop an integrated, comprehensive social-emotional program that aligns to the District's vision, mission and core beliefs to support the effort of increasing student achievement.

The Charge of the SEL Task

The North Babylon UFSD SEL Task Force will conduct a comprehensive review of SEL programs district-wide to recommend adoption of new initiatives and adapting current practice to ensure that all students and staff are engaged in a comprehensive SEL experience.

The Plan

1. Build background, common understanding and vocabulary as it relates to social emotional literacy
2. Answer the question- What does our current social emotional literacy practices look like?
3. Answer the question- How do our practices align to CASEL's 5 competencies?
4. Answer the question- What are the strengths, weaknesses, gaps and redundancies of our current practices?
5. Answer the question- How do our current practices improve/enhance student achievement?

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.” (CASEL)



Research on SEL

Research findings from hundreds of controlled studies indicate that SEL programming improves students' academic achievement and positive social behavior while reducing their conduct problems and emotional distress.

(Durlak et al., 2011; Sklad et al., 2012). (CASEL)



Research on SEL

Longitudinal studies have shown that increased social and emotional competence is related to reductions in a variety of problem behaviors including aggression, delinquency, substance use, and dropout rates. (Aspy, Oman, Veseley, McLeroy, Rodine, & Marshall, 2004; Bradshaw, Rodgers, Ghandour, & Garbarino, 2009; Moffitt et al., 2011). **(CASEL)**



Social Emotional Learning in NBSD

The North Babylon School District recognizes that high student achievement emerges within educational settings where students are engaged in meaningful and purposeful social emotional learning. This is based upon the understanding that high academic progress occurs within the context of supportive relationships that make learning challenging and engaging. North Babylon accomplishes this by creating learning environments that educate both the hearts and minds of our youth, that develop empathy and compassion within our student population, builds self-esteem and connectedness within the student body. Students learn skills to help them better understand their emotions, develop appropriate coping skills, and have the ability to manage their behaviors more effectively. These skills help students develop self awareness, empathy, resilience, positive relationships, and self-confidence, all essential components for students to master for future success.

Life On The Train

[Video](#)



North Babylon School District Social Emotional Learning: District Objectives

- The school district will establish a social emotional literacy task force to define social emotional learning and evaluate the current status of social emotional learning within the school district.



Objectives continued...

- Each North Babylon school will develop a blueprint of social emotional learning for their building that includes the vocabulary that embodies the morals and values that each student and staff member should be able to model and demonstrate that reflects positive social emotional literacy that leads to a building that is safe and has a common sense of belonging and community.
- Students will be able to demonstrate an ability to be self aware and to manage their behaviors as measured by the reduction of referrals and suspensions.
- Students K-12 will have a grade level SEL experience that aligns with the 5 competencies of CASEL.



CASEL

The Collaborative for Academic, Social,
and Emotional Learning





Self Awareness

Accurately assessing one's feelings, interests, values, and strengths:

- Identifying Emotions
- Accurate Self- Perception
- Recognizing Strengths
- Self-Confidence
- Self-Efficacy

Self Management

Regulating one's emotions to handle stress, control impulses, and persevere in addressing challenges.

- Impulse Control
- Stress Management
- Self-Discipline
- Self- Motivation
- Goal-Setting
- Organizational Skills

Social Awareness

Being able to take the perspective of and empathize with others. Recognizing and appreciating individual and group similarities and differences. Recognizing and making the best use of family, school, and community resources.

- Perspective -taking
- Empathy
- Appreciating Diversity
- Respect for Others


Responsible Decision Making

Making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions. Applying decision-making skills to academic and social situations. Contributing to the well-being of one's school and community.

- Identifying problems
- Analyzing situations
- Solving Problems
- Evaluating
- Reflecting
- Ethical responsibility

Relationship Skills

Establishing and maintaining healthy and rewarding relationships based on cooperation. Resisting inappropriate social pressure. Preventing, managing and resolving conflict.

- Communication
 - Social engagement
 - Relationship-building
 - Teamwork
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Our Teachers Teach SEL Every Day!

- Modeling
- Cooperative Learning
- Think-Pair-Share
- Jigsaw Teaching
- Project-based learning
- Class Meetings
- Student-centered discipline
- Nurturing language
- Valuing students' voices and offering opportunities for choice.



What We're Already Doing

- Assemblies (Mindset, ReeseSpecht Life, Upstanding, Box Out Bullying etc.)
- Programs/Initiatives (Bucket-filling, Challenge Day, Big Brothers, Big Sisters, Elementary Mentoring Program, etc.)
- Partnerships (Officer Osias, PTA, etc.)
- Appreciation/Recognition (Staff Appreciation, Breakfast of Champions)
- Special Weeks/ Days (PS I Love You, Spirit Week)
- Extracurricular Clubs
- Social Emotional Learning Task Force
- MTSS/ PBIS

Next Steps

- Explore training from the Yale Center for Emotions and the RULER Approach
- Continue to build internal capacity
- Train staff- January 10, 2017 Elementary Faculty Meeting
- Continue to add to our “tool box” of strategies and programs to enhance social emotional learning