Imagine a school where students...

- Show up eager and ready to learn
- Feel a sense of connectedness to their school and teachers
- Feel safe from bullies
- Perform to their fullest potential
- Treat everyone with respect
- Contribute to the well-being of the community

Today You Will Learn...

- The definition of social and emotional learning (SEL)
- The importance of SEL
- How schools promote social and emotional competency
- How Illinois promotes SEL
- What you can do to promote SEL
WHAT IS SEL?
A PROCESS FOR ACQUIRING SKILLS TO:

• Recognize and manage emotions
• Demonstrate caring and concern for others
• Establish positive relationships
• Make responsible decisions
• Handle challenging situations effectively

Collaborative for Academic, Social and Emotional Learning, 2005

What are the Core SEL Competencies?

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>Recognizing one’s emotions and values as well as one’s strengths and limitations</td>
</tr>
<tr>
<td>Social awareness</td>
<td>Showing understanding and empathy for others</td>
</tr>
<tr>
<td>Relationship skills</td>
<td>Forming positive relationships, working in teams, and dealing effectively with conflict</td>
</tr>
<tr>
<td>Responsible decision-making</td>
<td>Making ethical, constructive choices about personal and social behavior</td>
</tr>
</tbody>
</table>

Source: Collaborative for Academic, Social, and Emotional Learning

Why Should Schools Address SEL?

• Emotions affect why and how we learn
• Relationships provide a foundation for learning
• SEL skills can be taught
• SEL competencies are essential for academic achievement
Benefits of Social and Emotional Learning

**Good Science Links SEL to the Following Student Gains:**
- increase in social-emotional skills
- improved attitudes about self, others, and school
- increase in positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

**And Reduced Risks for Failure:**
- reduction in conduct problems
- reduction in aggressive behavior
- reduction in emotional distress


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**A Simplified Framework for Enhancing Student Success in School and Life**

- **Improve Climate & Learning Environment**
- **Teach & Model Specific SE Skills**

= **Positive Results for Children**


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**SEL Conceptual Framework for Academic, Social, and Emotional Competence**

- **Coordinated School, Family, and Community Programming**
- **Social, Emotional, and Academic Learning**

- Academically Successful
- Healthy
- Good Social Relationships
- Engaged Citizens
SEL Supports School Improvement

• Provide a safe and drug-free environment
• Close the achievement gap for all students
• Prevent at-risk students from dropping out
• Implement prevention programs that are research based and provide evidence of effectiveness

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

<table>
<thead>
<tr>
<th>Academic Systems</th>
<th>Social Emotional Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 3/Tertiary Interventions</td>
<td>Tier 1/Universal Interventions</td>
</tr>
<tr>
<td>Tier 2/Secondary Interventions</td>
<td>Tier 2/Secondary Interventions</td>
</tr>
<tr>
<td>Tier 1/Universal Interventions</td>
<td>Tier 1/Universal Interventions</td>
</tr>
</tbody>
</table>

SEL Prepares Students for the Workforce

21st Century Skills

• Critical thinking and problem-solving
• Ethical and social responsibility
• Communication
• Collaboration and teamwork
• Lifelong learning and self-direction
• Leadership
• Global awareness

Partnership for 21st Century Skills
### What’s Needed

How do we move from here...
- Fragmented efforts
- Piecemeal implementation
- No common language

Source: Collaboration for Academic, Social, and Emotional Learning

### SEL as a Coordinating Framework

...to a better place for kids
- Built on student strengths
- Academic and life success
- Coordinated efforts
- Systemic integration

Source: Collaboration for Academic, Social, and Emotional Learning

### How Do Students Acquire SEL Skills?

- Explicit interactive instruction
- Practice and feedback
- Observation of modeling by adults and peers
- Reflection on one’s experiences
- Application and generalization within the school
How Do We Develop Students’ Social and Emotional Skills?

- Sequenced, Active, Focused, Explicit (SAFE) programming
- Adults and students model SEL skills and discuss relevant situations (teachable moments)
- Developmentally/culturally competent instruction and community-building activities
- Students have opportunities to contribute to their class, school, and community

How Can The Learning Environment Support SEL?

Schools and classrooms that are:

- Safe
- Caring
- Highly participatory
- Well managed
- Engaging
- High in behavioral and academic expectations

Illinois Children’s Mental Health Act, 2003

Key provisions of the ICMHA (Public Act 93-0495)

1. Development of a comprehensive mental health plan for prevention, early intervention, and treatment services through age 18

2. Public schools addressing the mental health needs of all students
Illinois Requires Schools to Implement SEL

- All districts must have a policy to incorporate SEL in schools
- All schools must address the social and emotional needs of ALL children
- ISBE required to develop and implement social and emotional learning standards

Connection Between Mental Health and SEL

- SEL provides skill development for social and emotional competencies
- Displaying the skills necessary to handle situations enhances one’s ability to be resilient
- SEL promotes positive mental health

Mental Health

Mental health is the “successful performance of mental function resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity.”

Department of Health and Human Services (1999)
Mental Health: A Report of the Surgeon General
Illinois' Interconnected Systems Model for School Mental Health

Tier I: Universal/Prevention
Coordinated Systems, Data, Practices for Promoting Healthy Social and Emotional Development for ALL Students

Tier 2: Early Intervention
Coordinated Systems for Early Detection, Identification, and Response to Mental Health Concerns

Tier 3: Intensive
Individual Student and Family Supports

Illinois Social and Emotional Learning Goals

<table>
<thead>
<tr>
<th>Self-Awareness</th>
<th>Social Awareness</th>
<th>Responsible Decision-making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Management</td>
<td>Relationship Skills</td>
<td></td>
</tr>
</tbody>
</table>

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

Goal 32: Use social awareness and interpersonal skills to establish and maintain positive relationships.

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Illinois State Board of Education SEL Goals

31) Develop self-awareness and self-management skills to achieve school and life success
32) Use social awareness and interpersonal skills to establish and maintain positive relationships
33) Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Source: http://www.isbe.state.il.us/isl/social_emotional/standards.htm
SEL Standards for Goal 31

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

**Standards:**
A. Identify and manage one’s emotions and behaviors
B. Recognize personal qualities and external supports
C. Demonstrate skills related to achieving personal goals

SEL Standards for Goal 32

**Goal:** Use social awareness and interpersonal skills to establish and maintain positive relationships

**Standards:**
A. Recognize the feelings and perspectives of others
B. Recognize individual and group similarities and differences
C. Use communication and social skills to interact effectively with others
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

SEL Standards for Goal 33

**Goal:** Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

**Standards:**
A. Consider ethical, safety and societal factors in making decisions
B. Apply decision-making skills to deal responsibly with daily academic and social situations
C. Contribute to the well-being of one’s school and community
### Illinois SEL Standards
#### Professional Development Project

- Formation of SEL Cadre to provide training and coaching statewide
- 2007-2010 – 75 schools state-wide received training, coaching, and resources to implement SEL
- 2010/2011 – Training materials and training and coaching offered to interested schools

### Family Involvement

- SEL project recognized a need for support and training related to family involvement
- In 2008, SEL project named non-educators (parents) to serve in the role of Family Advocate supporting each area of the state

### Family Advocates

- Support the SEL family representative on the SEL team
- Assist the schools with family engagement
- Provide training for parents or families on the topic of SEL
- Develop and design materials for family information on SEL
Recommended Next Steps for School Administrators

• Learn more about SEL
• Promote the value of SEL as a framework for student success
• Assess own personal SEL skills
• Discuss the central role SEL plays in the educational mission of your school
• Incorporate SEL into district and/or school improvement plans

Recommended Next Steps for School Administrators (cont.)

• Discuss SEL, including standards, policies and implementation strategies, at staff meetings
• Assess what your school is already doing to address the standards and create safe, caring learning environments
• Provide professional development about SEL, the SEL standards, and implementation strategies

Recommended Next Steps for School Staff

• Learn more about SEL and how to integrate it in your classroom
• Find out about your school/district SEL policy
• Express your support of SEL by discussing it with your administrator, other staff, and parents
• Share SEL information with colleagues
• Model positive social and emotional behaviors in school
• Seek out professional development around SEL standards and practices
Recommended Next Steps for Parents and Caregivers

• Seek out information about SEL
• Talk to your child’s teacher about how SEL is integrated in school
• Support your school’s SEL initiative
• Talk to other parents about SEL.
• Commit to modeling and teaching social and emotional skills to your child

Presentation Prepared By:

• The Illinois Children’s Mental Health Partnership (ICMHP) www.icmhp.org
• The Illinois State Board of Education (ISBE) www.isbe.net
• The Collaborative for Academic, Social, and Emotional Learning (CASEL) www.casel.org
• University of Illinois Extension http://web.extension.uiuc.edu/sel

Ponder this. . .

“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings...warmth is the vital element for the growing plant and for the soul of the child.”

Carl Jung