

Social Emotional Learning

#AtTheRox



Why is SEL Important?

Social and emotional learning (SEL) programs, which previously have shown immediate improvements in mental health, social skills, and academic achievement, continue to benefit students for months and even years after exposure, according to a [2017 meta-analysis](#) led by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Up to eighteen years later, students exposed to SEL in school continue to better than their peers on a number of indicators; positive social behaviors and attitudes, skills such as empathy and teamwork, and academics. They also have fewer conduct problems, less emotional distress, and lower drug use, among many other benefits.





SEL works: Compelling national evidence

Science Links SEL to Student Gains:



- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests



- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer** because they're able to work more effectively with challenging students —one of the main causes of burnout.



Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of **education, employment, criminal activity, substance use, and mental health**.

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATION

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY

RELATIONSHIP SKILLS

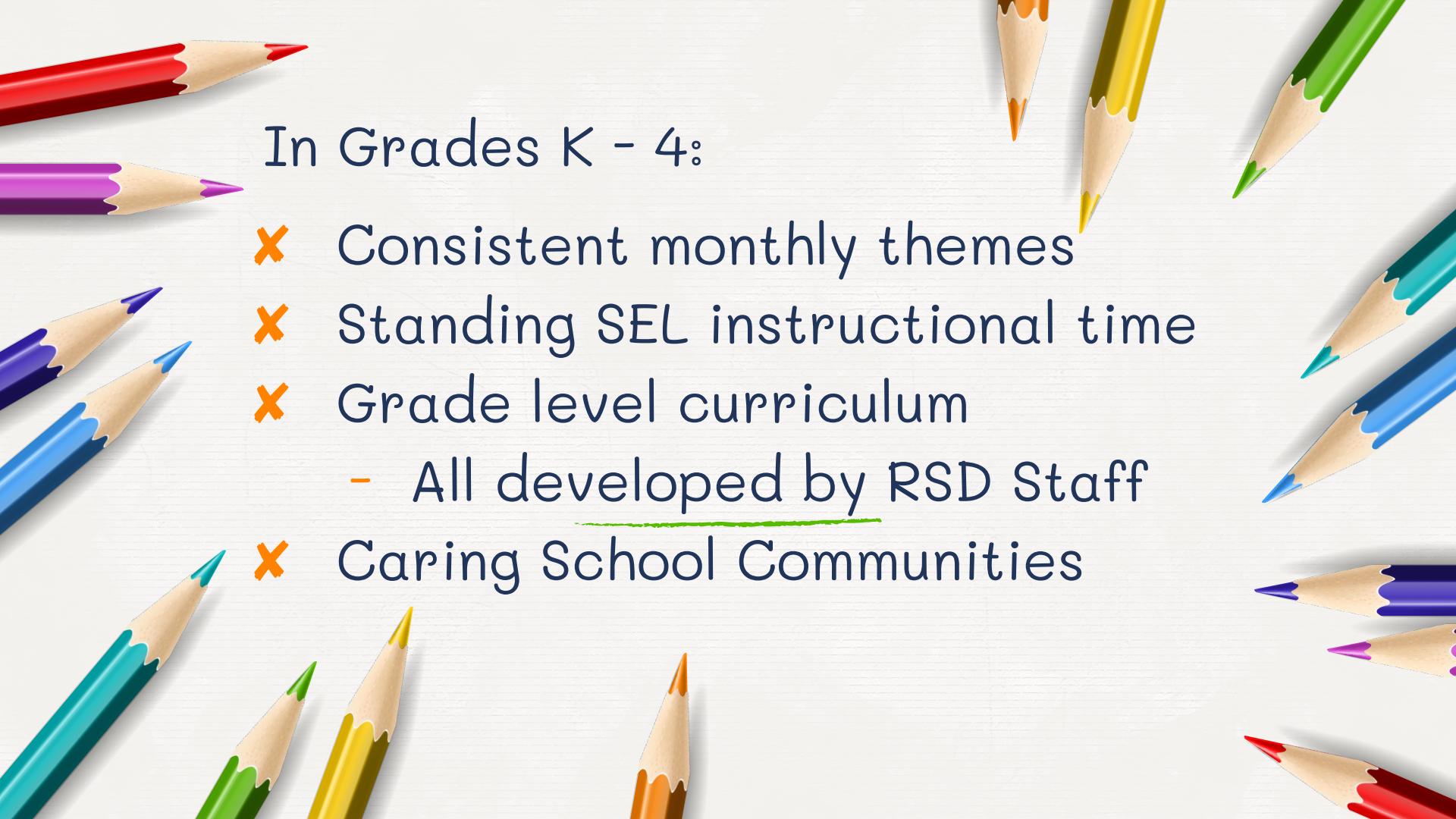
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK



1. What have we already done?

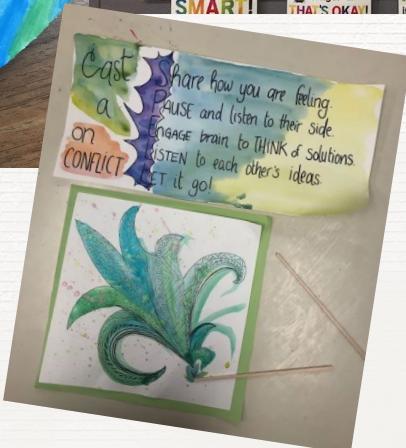
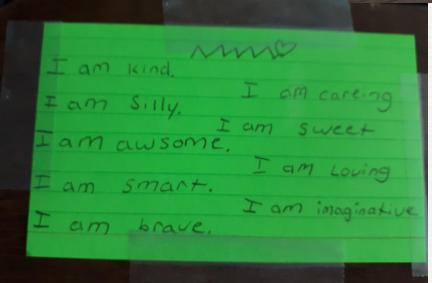
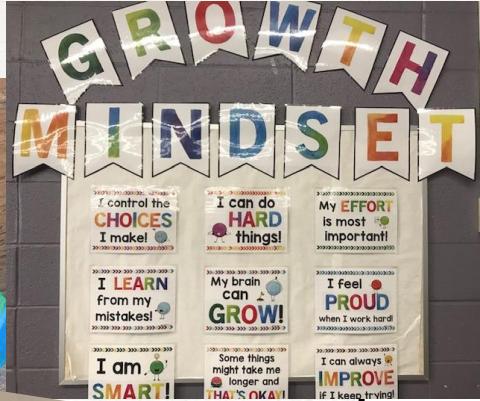
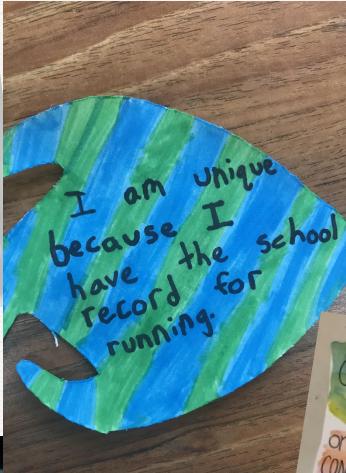




In Grades K - 4:

- ✗ Consistent monthly themes
- ✗ Standing SEL instructional time
- ✗ Grade level curriculum
 - All developed by RSD Staff
- ✗ Caring School Communities

K - 4 staff have embraced and ran with SEL...



Creating a SEL Toolkit



Alyssa Bellardino
Email: abellardino@roxbury.org
Twitter: BuzzingwithBellardino

Cathy McInnes
Email: cmcinnes@roxbury.org
Twitter: 3kidsandafish

② What have we been planning?



Responsive Classroom

Responsive classroom focuses on supporting how a set of core social/emotional competencies and academic competencies benefit students in and out of school.

Social/Emotional Competencies

- Cooperation
- Assertiveness
- Responsibility
- Empathy
- Self-Control

Academic Competencies

- Academic mindset
- Perseverance
- Learning strategies
- Academic behaviors

Read more about these [here](#).



Responsive Classroom Guiding Principles

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyous, and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students -individually, culturally, developmentally- informs our expectations, reactions, and attitudes about those students.
6. Partnering with families -knowing them and valuing their contributions- is as important as knowing the children we teach.



Responsive Classroom; Grades 5-8

Advisory

Students develop social and emotional competencies using the Responsive Advisory Format:

- Arrival Welcome
- Announcements
- Acknowledgements
- Activity

School-wide Morning Meeting (EMS)

Each day students gather in the auditorium for a student led gathering. Activities include:

- Pledge of Allegiance
- Student of the Month and Student Recognition activities
- Friday Videos from Student Council
- Announcements from clubs, sports, teachers and administration.

IPASS Initiative (L/R)

“Inspiring, Positive, Accepting, Safe, & Supportive.” IPASS Week Morning Announcements have helped to remind students of the positive qualities our school community exemplifies.

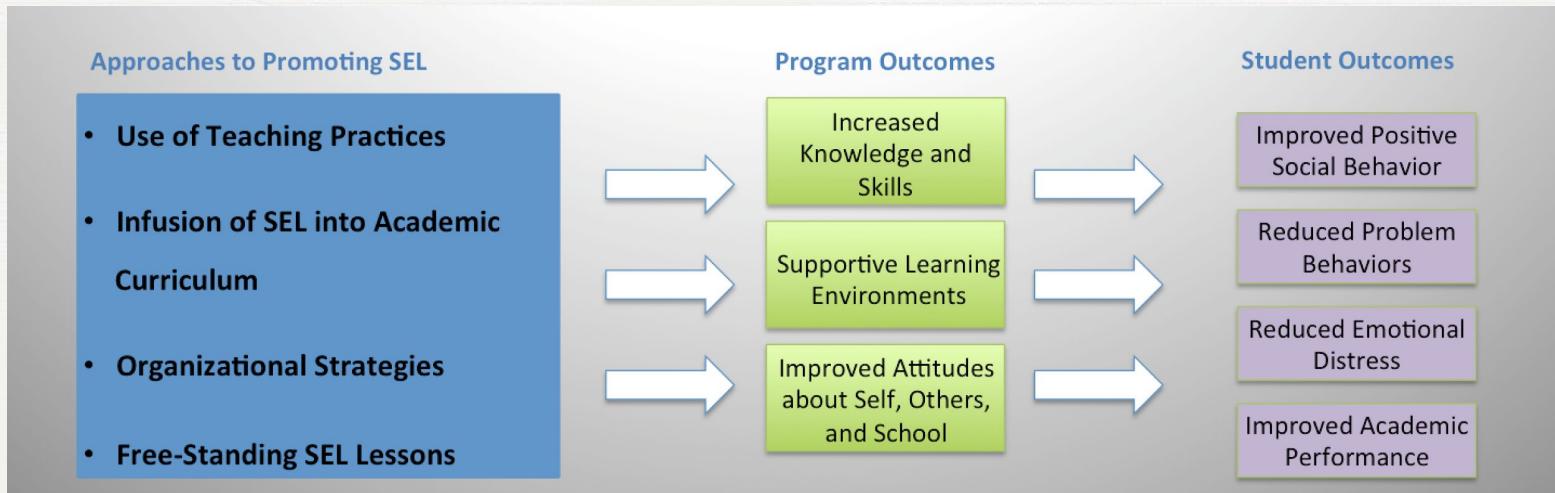
- Students take part in “marking period reflections,” where they can assess their progress and set goals for the future.
- 6th grade students took part in IPASS Day, a day emphasizing team-building and collaboration.



3. What is up next in planning?



Further supporting our high schoolers



Current Supports

Comprehensive School Counseling

- ✗ Counseling Session 1:1 & Group
- ✗ Coffee With Counselors
- ✗ Sage Thrive
- ✗ Push-in Frosh Sem
- ✗ Provide Local Resources

Freshman Seminar

- ✗ Cultural Awareness
- ✗ Decision Making & Peer Pressure
- ✗ Relationships
- ✗ Team Building
- ✗ Emotions & Self Awareness
- ✗ Virtues

Restorative Justice Practice

- ✗ Remediation and Reflection
- ✗ Character.org
- ✗ TedTalks
- ✗ Peer Education
- ✗ Student-Admin & Counselor sessions

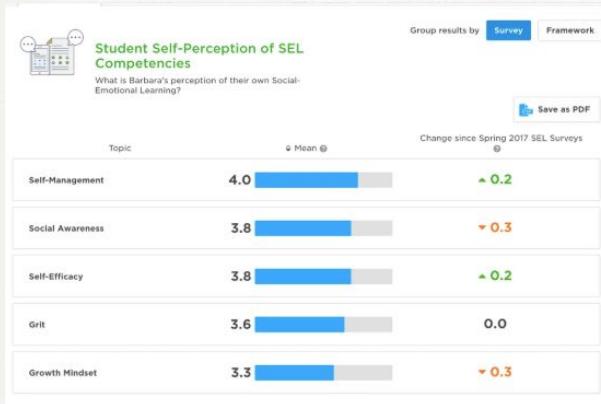


Next Step Considerations...

Student-driven Mindfulness Sessions

Inclusion as a part of Principal's Academy

CharacterStrong



Establishment of Well/POG Days with MP themes



Partnership with Atlantic Health Systems

Thank you...Questions?

