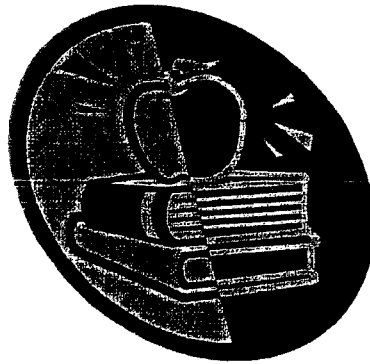


*Sustaining Single School Culture©: Keeping
the Focus on Academics, Behavior and
Climate*



*Social and Emotional Learning
for Student Academic Success
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Social and Emotional Learning Core Competencies **(from Collaborative for Academic, Social, and Emotional Learning)**

Self-awareness - ability to recognize one's own emotions, describe interests and values, and accurately assess strengths.

Self-management - ability to regulate emotions. Children are able to manage stress, control impulses, and persevere in overcoming obstacles. They can set and monitor progress toward the achievement of personal and academic goals and express their emotions appropriately in a wide range of situations.

Social awareness - ability to take the perspective of and empathize with others; recognize and appreciate individual and group similarities and differences; and seek out and appropriately use family, school, and community resources.

Healthy relationships - ability to establish and maintain healthy and rewarding relationships based on cooperation. Children resist inappropriate social pressure; constructively prevent, manage, and resolve interpersonal conflict; and seek and provide help when needed.

Responsible decision-making – ability to consider ethical standards, safety concerns, appropriate social norms, respect for others, and the likely consequences of various courses of action in decision making. Children apply these decision making skills in academic and social situations and are motivated to contribute to the well-being of their schools and communities.

Developmental Benchmarks for SEL

Skill	Elementary	Middle School	High School
Self – awareness	Recognize and accurately label simple emotions such as sadness, anger and happiness	Analyze factors that trigger stressful reactions to situations.	Analyze how various expressions of emotion affect other people.
Self - management	Describe the steps of setting and working towards goals.	Set and make a plan to achieve a short-term personal or academic goal.	Identify strategies to make use of available school and community resources and overcome obstacles in achieving a long term goal.
Social awareness	Identify verbal, physical and situational cues indicating how others feel.	Predict others' feelings and perspectives in various situations.	Evaluate their ability to empathize with others.
Relationship skills	Describe approaches to making and keeping friends.	Demonstrate cooperation and teamwork to promote group goals.	Evaluate uses of communication skills with peers, teacher and family members.
Responsible decision - making	Identify a range of decisions they make at school.	Evaluate strategies for resisting peer pressure to engage in unsafe or unethical activities.	Analyze how their current decision-making affects their college and career prospects.

Social and Emotional Learning Skills Checklist

Student's Name: _____

Date: _____

Self Awareness

- Recognizing and naming one's emotions
- Understanding the reasons and circumstances for feeling as one does

Self Regulation of Emotion

- Verbalizing and coping with anxiety, anger, and sadness
- Controlling impulses, aggression, and self-destructive and antisocial behavior
- Recognizing strengths in and mobilizing positive feelings about self, family, school

Self Monitoring and Performance

- Focusing on tasks at hand
- Setting short- and long-term goals
- Modifying performance in light of feedback
- Mobilizing positive motivation
- Activating hope and optimism

Empathy and Perspective Taking

- Becoming a good listener
- Increasing empathy and sensitivity to others' feelings
- Understanding others' perspectives, points of view, feelings

Social Skills in Handling Relationships

- Managing emotions in relationships, harmonizing diverse feelings and viewpoints
- Expressing emotions effectively
- Exercising assertiveness, leadership, persuasion
- Working as part of a team/cooperative learning group
- Showing sensitivity to social cues
- Exercising social decision-making and problem-solving skills
- Responding constructively and in a problem-solving manner to interpersonal obstacles

Why is SEL Important to the Academic Mission of Schools?

Rather than diverting schools from their primary academic mission, improving the social and emotional competence of students and the climate of schools advances it. SEL also ensures that schools will address a broader mission of educating students to be good problem-solvers and caring, responsible, and engaged citizens. SEL learning fortifies students with the basic skills they need to be successful not just in school but ultimately in their personal and professional lives as adults. Among the key findings linking SEL to academics:

- A rigorous study estimating the relative influence of 30 different categories of educational, psychological, and social variables on learning found social and emotional variables to exert the greatest influence on academic performance (Wang, Haertel, & Walberg, 1997).
- In a longitudinal study of the effects of school programming to promote social and emotional development, adolescents in the intervention group, when compared to their peers, showed an 11 percent higher GPA and significantly greater prevalence of school commitment and attachment to school. Students in the intervention group also had much lower incidences of such problem behaviors as violent delinquency, heavy alcohol use, and risky sexual behaviors (Hawkins, et al., 1997).
- When students are asked to use SEL skills such as perspective-taking and problem-solving to understand and analyze historical events or stories in a language arts class, learning in these content areas improves (Elias, 2004).
- Students who are emotionally connected to their peers and teachers, who have “bonded” with individuals who value learning and expect high levels of academic performance, adopt these same academic achievement values and have a positive academic orientation (Catalano, et al., 2004; Blum & Rinehart, 2004; Learning First Alliance, 2001).
- Comprehensive SEL programming also fosters the development of school-family-community partnerships so classroom learning is supported and extended (CASEL, 2003; Patrikakou et al., 2005).
- Cooperative learning enhances the quality of student learning and academic performance compared to individualized learning. However, unless the students have good social and emotional skills, i.e., know how to manage and appropriately express emotions, solve problems, address conflicts, and understand the perspectives of others, the academic benefits of cooperative learning groups can be minimized or even negated (Stevahn, Johnson, Johnson, & Real, 1996).
- The quality of social relationships operating in and around schools is central to their functioning and strongly predicts positive student outcomes. (Bryk & Schneider, 2002).
- Student perceptions of teachers’ warmth and support, and of teachers as promoters of positive and respectful social interactions in the classroom, are significant predictors of student academic motivation and engagement (Ryan & Patrick, 2001).
- Students who experience a sense of belonging at school, who learn within social contexts characterized by positive relationships, have higher levels of academic performance (Osterman, 2000).

Systematic and Explicit Delivery of SEL

Area of Integration	Methods of Implementation
Academics	Integration during instruction in Language Arts/English, Social Studies, & Math Integration during instruction in Art, Music, Health & Physical Education Classroom meetings Cooperative learning
Classroom management	Establish clear expectations regarding the five SEL skills Cue and reinforce student demonstration of SEL competencies Adjust management system to emphasize intrinsic rewards Emphasize interconnectedness of actions Direct instruction during “teachable moments” in response to misbehavior
Conferencing with students and families	Focus on building one or more of the five SEL competencies in teacher/student, school/family, IST, IEP conferences
Support services	Integrate individual and group support services with classroom approach Focus on one or more of the five SEL skills
Prevention programming	Evaluate effectiveness of programs already in place with regard to SEL skill-building Align new program initiatives with SEL skill-building
School-wide discipline and procedures	Align discipline policies and procedures with SEL skill-building Adjust school-wide management system to emphasize intrinsic rewards Emphasize interconnectedness of actions Assess misbehavior within a framework of SEL skill deficits and devise a plan for enhancing competencies

Some Examples of Integrating Social and Emotional Learning with Academics

General Tips for All Content Areas:

1. Be *consciously aware* of SEL when planning a lesson. Ask, “Which SEL skill(s) could this lesson address?”
2. Be *explicit* in linking and applying the SEL skill to students’ daily lives.

Language Arts and English

1. Use story line and characters to focus on one of five social/emotional learning skills: self-awareness, self-management, social awareness, relationships, responsible decision-making.
2. Make sure you make the connection to students’ own lives (take it to the “local” level).
3. Use the process when discussing literature or to focus students’ writing.

Social Studies

1. Use figures in history who displayed traits of perseverance, courage against difficult odds, etc. to discuss the SEL skill of self management.
2. Use conflicts between countries to discuss responsible decision-making and relationships.
3. Make sure you make the connection between the topic in Social Studies and students’ personal lives (take it to the “local level”).
4. Useful resources are Teaching Tolerance and Rethinking Schools.

Science and Math

1. Issues of global warming and limited resources can be used as a springboard for building responsible decision-making and interdependence in relationships.
2. Working with a lab partner on an experiment can be linked with social awareness, relationship, and decision-making skills.
3. Useful resource for Math is Rethinking Schools.

Unified Arts (Music, Art, Health and Physical Education, Media/Technology)

1. Cooperative learning groups and student pairs
2. Integration across the curriculum with social studies and language arts/English
3. Self portraits can help students “read” facial expressions and promote social awareness
4. Using multicultural internet websites to promote perspective taking (Multicultural Education and the Internet: Intersections and Integrations by Paul C. Gorski)

Problem Solving Conference Contract

What happened?	What to do instead?	What is in it for me?

We're working on:

- Self-Awareness:** accurately understanding one's feelings, interests, values and strengths; maintaining a well-grounded sense of self-confidence.
- Self-Management:** regulating one's emotions to handle stress, control impulses and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately
- Social Awareness:** being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources
- Relationship Skills:** establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing and resolving interpersonal conflict; seeking help when needed
- 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

1. Student Signature: _____

Date: _____

2. Parent Signature: _____

Date: _____

3. Teacher Signature: _____

Date: _____

PREVENTION/INTERVENTION PROGRAMS AND INITIATIVES

Program/Initiative in Place	Program/Initiative Goals	SEL Skill(s) Addressed	Degree of Integration (Full, Partial, or Add-On)

SEL Skill-Building Area Need	Program(s)/Initiatives To Consider	Priority Need or Long-Term Need

References and Resources

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www.CASEL.org

The CASEL website has links to articles and resources on a variety of topics related to SEL, including leadership, evaluation, and professional development.

www.GLEF.org

The George Lucas Educational Fund website provides resources on SEL.

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