

Being the Change: Science and Practice of Social and Emotional Learning in Afterschool.

Wisconsin 21st Century Community Learning Centers Kickoff Conference,
Wisconsin Dells, October 2, 2018



Be the change you want to see

Being the change, change the being

Social Movements and SEL Science

- Early Childhood Education
- Afterschool and Child Care
- Turnaround Schools
- Response to Intervention

- Multi-tiered Systems of Support
- Teacher Evaluation
- Family Engagement





- Education and Social Work
- Teacher-student ratio matters

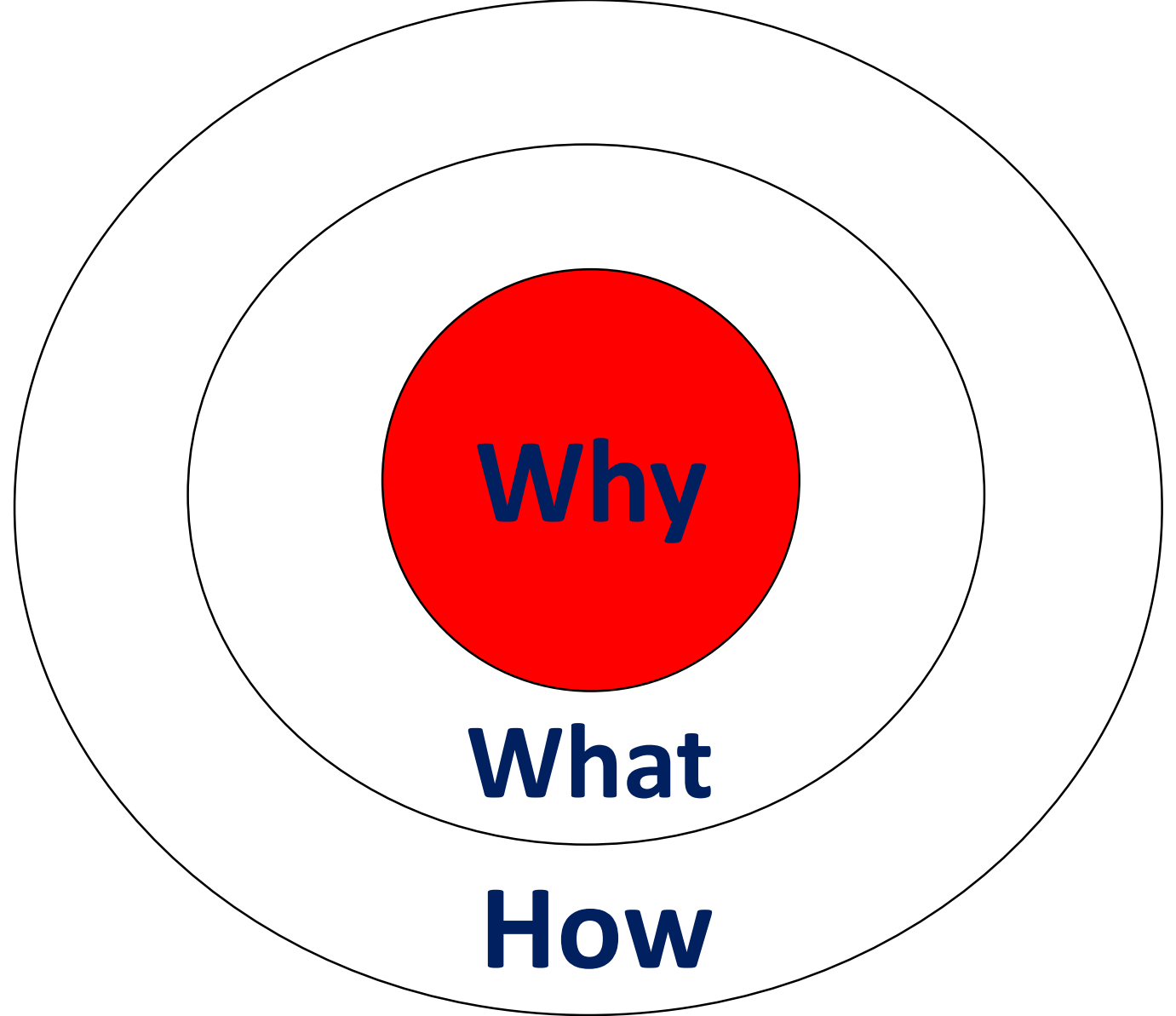
<https://nepc.colorado.edu/publication/does-class-size-matter>

- Money matters

<https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-8%20Money%20Matters.pdf>



1. Positive Outcomes for All Children and Adults



https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

<https://youtu.be/1ytFB8TrkTo>

Effects of SEL on Child Development and School Outcomes: Yes.



Evidence for impact: http://www.expandinglearning.org/docs/Durlak%26Weissberg_Final.pdf

Response to critics: http://www.cypq.org/sites/cypq.org/files/publications/2015-05-11_21st%20CCLC%20Eval_Smith%20Pittman%20Peck%20McGovern.pdf

Wisconsin ACES Prevalence

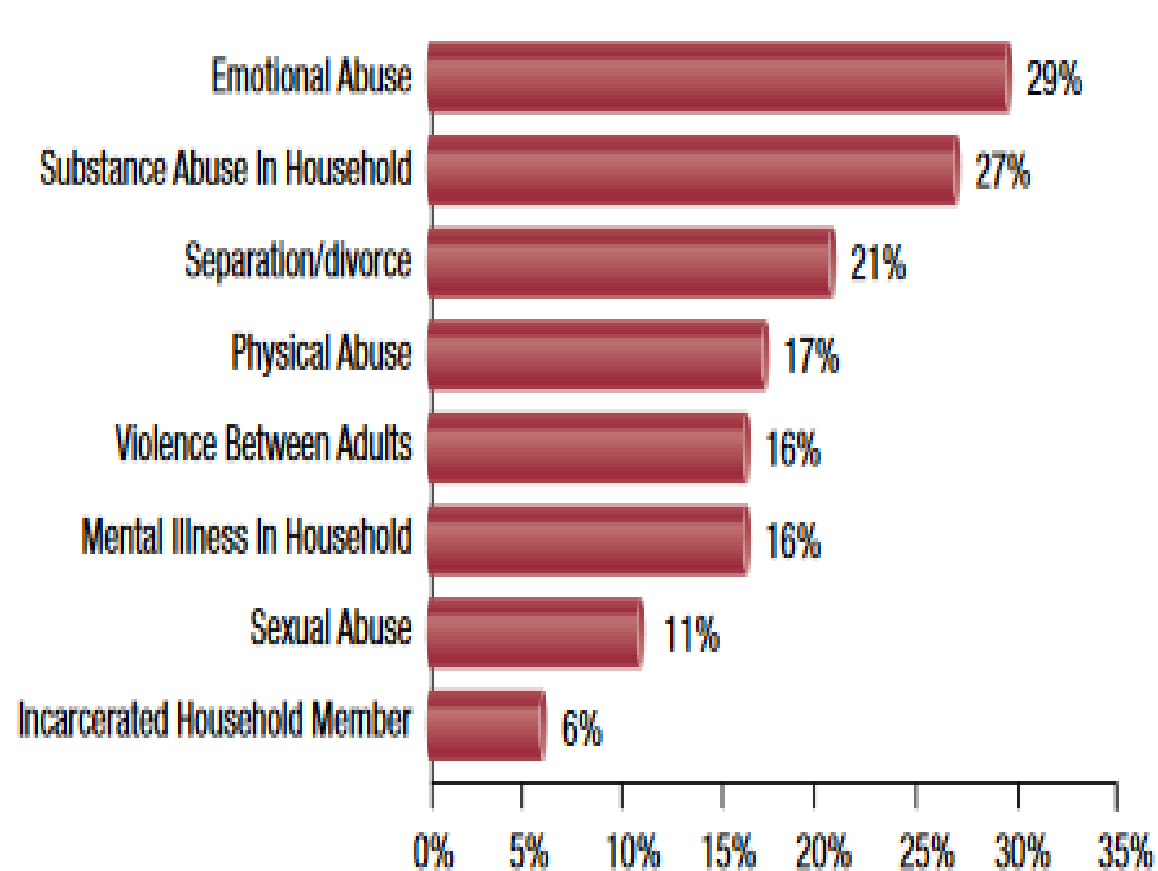


Figure 3. Prevalence of Individual ACEs in Wisconsin

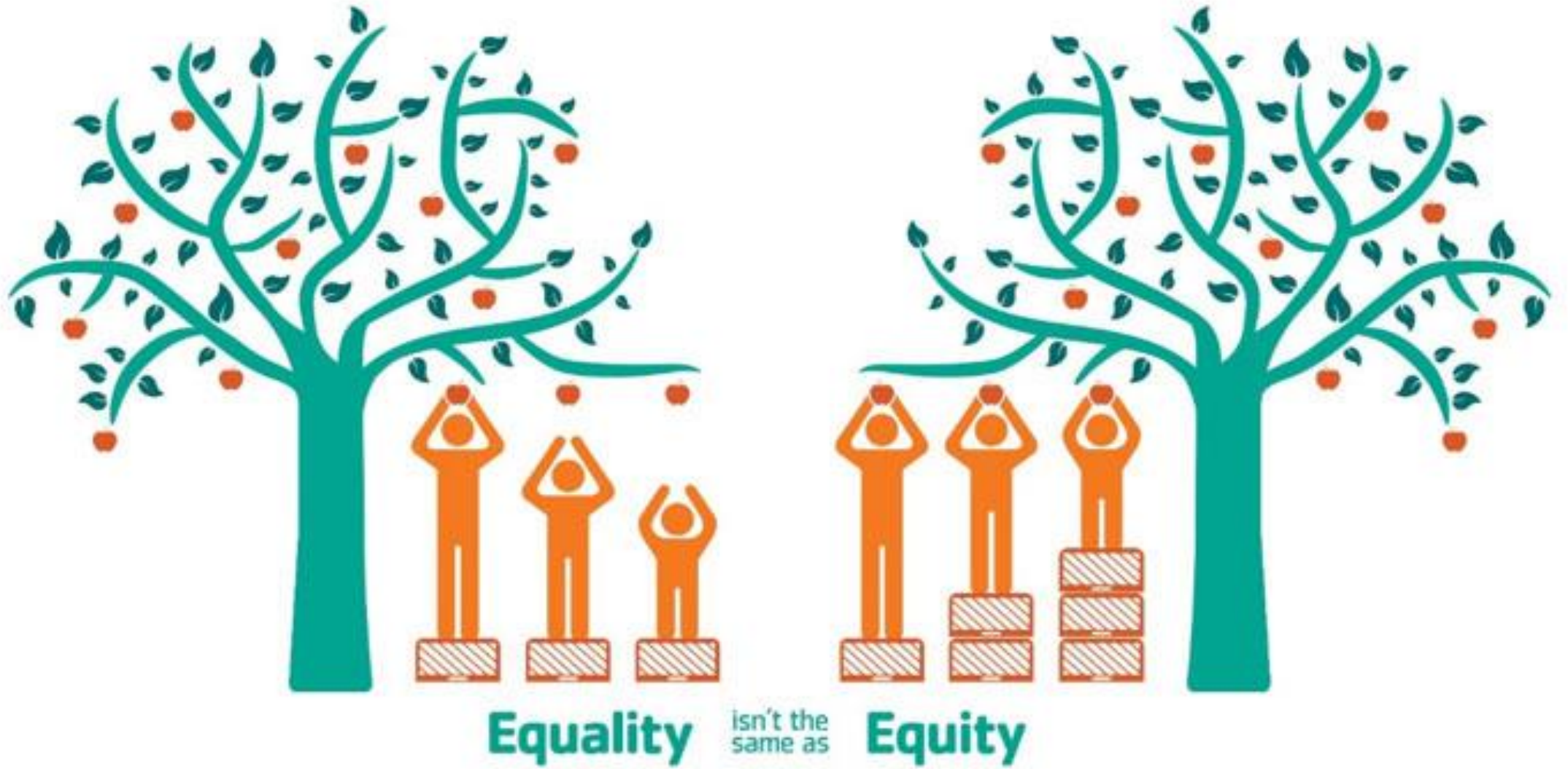
	0	1	2,3	4
All Wisconsin Adults	44%	22%	20%	14%
AGE GROUP				
18-34	34%	24%	23%	19%
35-49	43%	20%	20%	17%
50-64	47%	22%	18%	12%
65+	59%	21%	15%	5%
SEX				
Male	45%	24%	19%	12%
Female	43%	20%	20%	17%

Table 1. ACE Scores among Wisconsin Adults

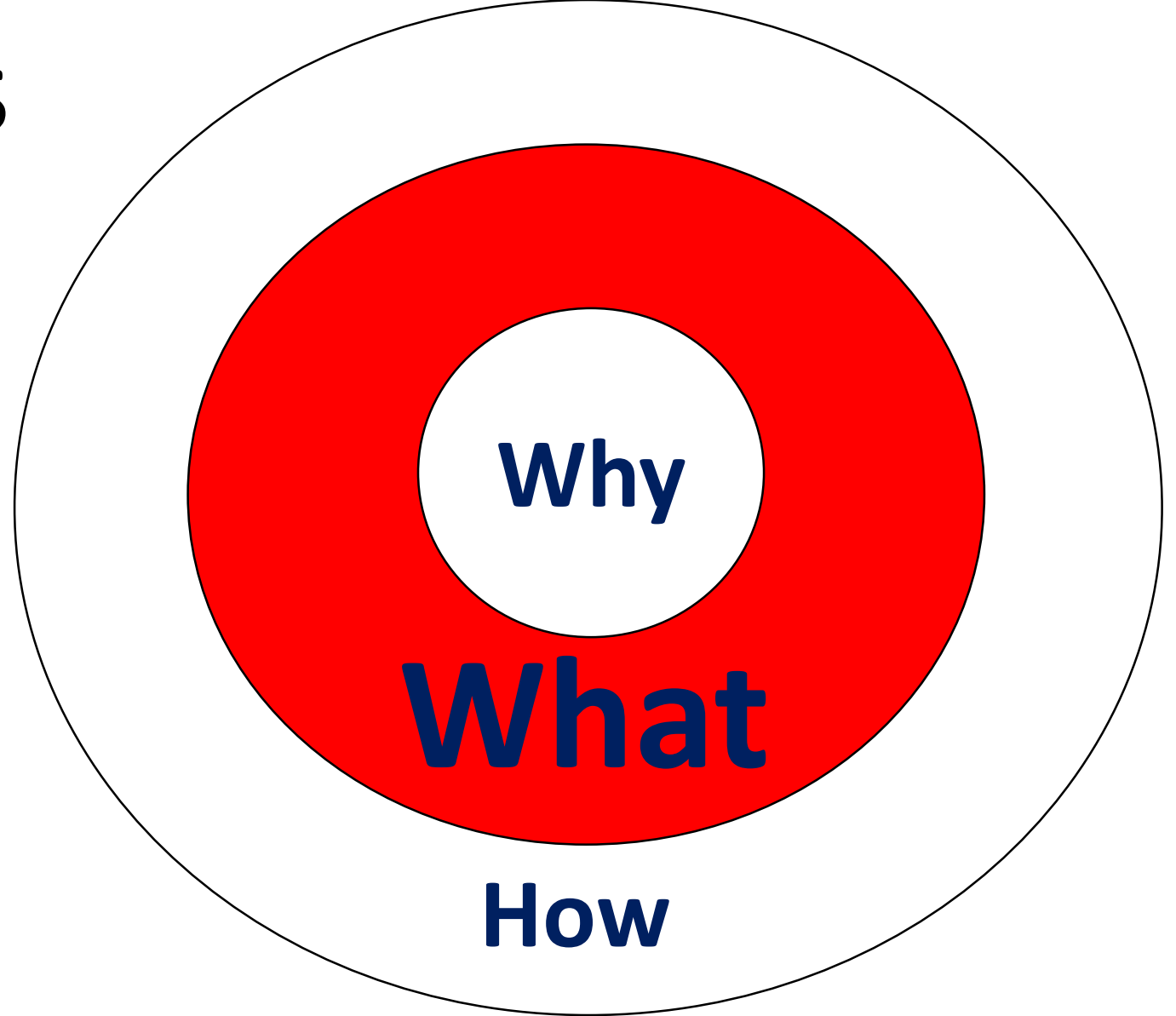
<https://preventionboard.wi.gov/Documents/REVISEDWisconsinACEs.August2012.pdf>



Equity



2. Environments that Optimize Learning for Children and Adults



An SEL Consensus

<https://casel.org>

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

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
- ⇒ ORGANIZATIONAL SKILLS

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

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

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



Evidence-Based SEL Programs



SUBSCRIBE: CASEL NEWSLETTER WATCH OUR VIDEO DONATE

ABOUT WHAT IS SEL? SEL IN ACTION PARTNER DISTRICTS RESEARCH POLICY RESOURCES NEWS CONTACT



CASEL Program Guides

Effective Social and Emotional Learning Programs

The *CASEL Guide* provides a systematic framework for evaluating the quality of social and emotional programs and applies this framework to identify and rate well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The *Guide* also shares best-practice guidelines for district and school teams on how to select and implement SEL programs. Finally, it offers recommendations for future priorities to advance SEL research and practice.

We are grateful to the *1440 Foundation*, the *Einhorn Family Charitable Trust*, and *NoVo Foundation* for their generous support of this effort. We also thank the many SEL program developers and researchers who have generously and graciously shared their evaluation reports, curriculum materials, and professional learning strategies during our extensive review process. And we express our sincere appreciation to the CASEL board of directors and the team of colleagues at CASEL and the University of Illinois at Chicago Social and Emotional Learning Research Group who produced this guide.

Select one of the two buttons below to view either the *Preschool and Elementary Edition* or the *Middle and High School Edition* of the *CASEL Guide*.

PRESCHOOL AND ELEMENTARY EDITION MIDDLE AND HIGH SCHOOL EDITION

<https://casel.org/guide/>

Navigating SEL from the Inside Out

Provides an analysis of major content/pedagogic emphasis in each of the multiple lessons from each of 25 “Evidence-Based” SEL programs and can be downloaded at:

<http://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>

NAVIGATING SEL FROM THE INSIDE OUT

LOOKING INSIDE & ACROSS 25 LEADING SEL PROGRAMS:
A PRACTICAL RESOURCE FOR SCHOOLS AND OST PROVIDERS

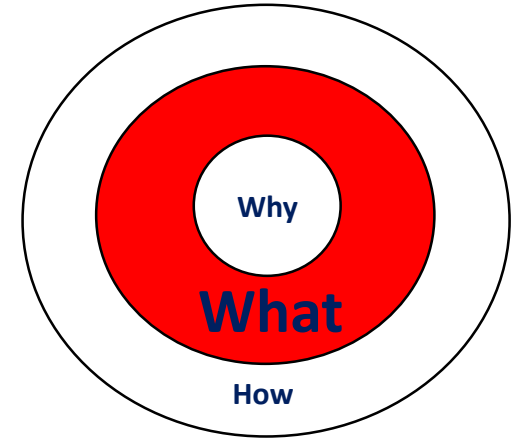
(ELEMENTARY SCHOOL FOCUS)

MARCH 2017

Stephanie Jones, Katharine Brush, Rebecca Bailey, Gretchen Brion-Meisels,
Joseph McIntyre, Jennifer Kahn, Bryan Nelson, and Laura Stickle

HARVARD GRADUATE SCHOOL OF EDUCATION
WITH FUNDING FROM THE WALLACE FOUNDATION

But wait...



“What” are the staff doing?

“What” is happening in
the person?

Take 2: SEL Practice and the Neuro-Person

From the Expert Practitioners



Download: <https://www.selpractices.org/>
Purchase: <https://store.cypq.org/collections/sel>

From the Youth: www.youthdev.illinois.edu

Key

STANDARDS FOR SEL PRACTICE



EMOTION
MANAGEMENT



EMPATHY



TEAMWORK



RESPONSIBILITY



INITIATIVE



PROBLEM
SOLVING

FOR EACH DOMAIN THERE ARE A SET OF STAFF PRACTICES AND KEY YOUTH EXPERIENCES THAT SUPPORT SOCIAL AND EMOTIONAL SKILL BUILDING.

SEL CURRICULUM FEATURES



PROJECT
CONTENT
SEQUENCE



SEL
CONTENT
SEQUENCE



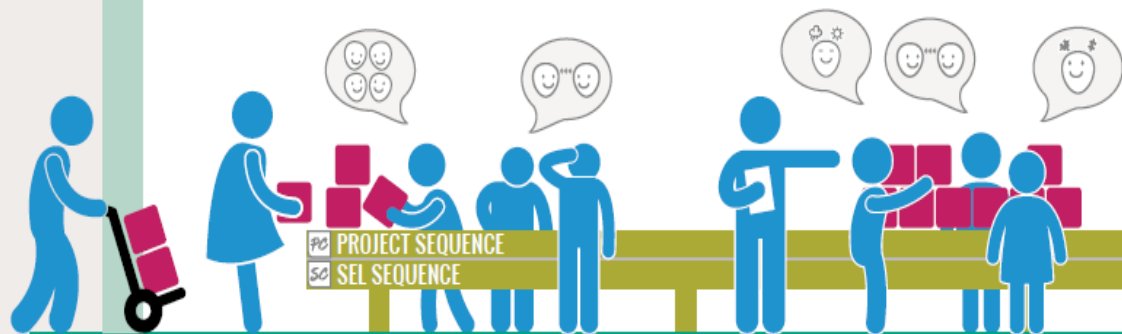
SAFE
SPACE



RESPONSIVE
PRACTICES



SUPPORTS
FOR
STAFF



SAFE SPACE

RESPONSIVE PRACTICES

SUPPORTS FOR STAFF



Key

STANDARDS FOR SEL PRACTICE



FOR EACH DOMAIN THERE ARE A SET OF STAFF PRACTICES AND KEY YOUTH EXPERIENCES THAT SUPPORT SOCIAL AND EMOTIONAL SKILL BUILDING.

SEL CURRICULUM FEATURES

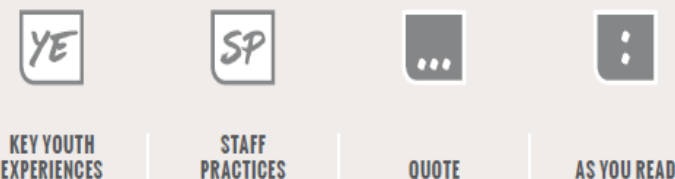


GLOSSARY



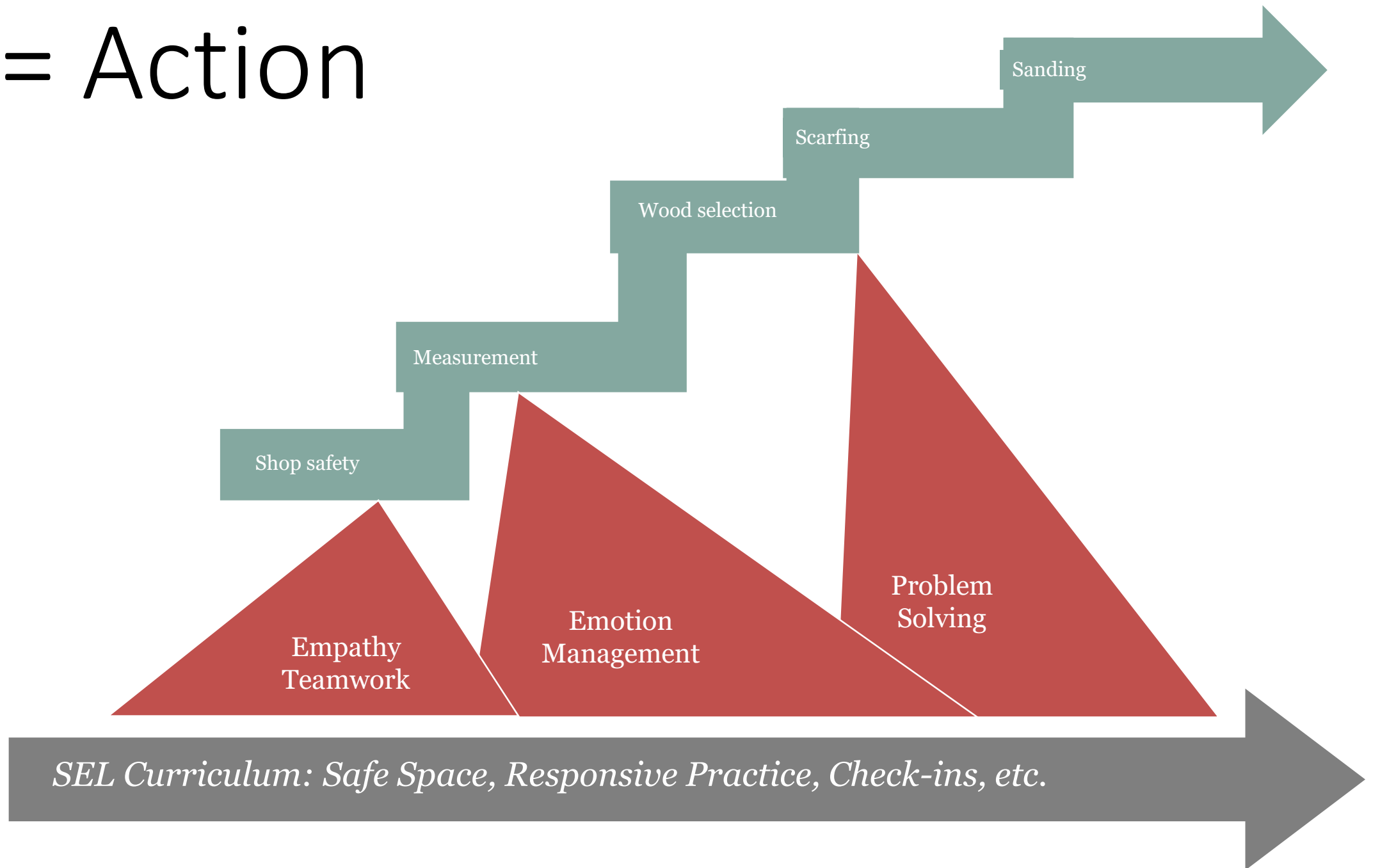
GLOSSARY TERMS ARE HIGHLIGHTED AND DEFINED WHERE THEY FIRST APPEAR IN THE REPORT, AND ARE ALSO FOUND IN THE GLOSSARY ON PAGE 212.

ADDITIONAL TOOLS AND INFORMATION



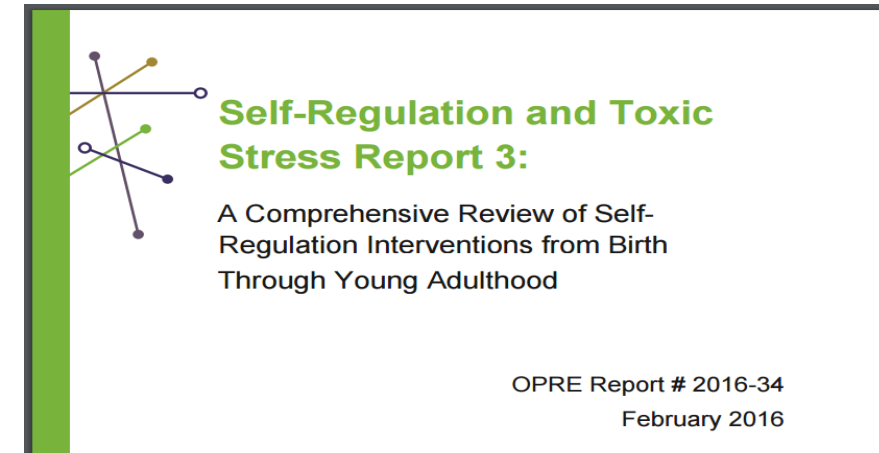
- A DETAILED DESCRIPTION OF METHODS AND FINDINGS FOR ALL ASPECTS OF THE SEL CHALLENGE IS AVAILABLE IN THE TECHNICAL REPORT FOR SEL CHALLENGE FROM THE WEIKART CENTER, AVAILABLE AT SELPRACTICES.ORG.
- ADDITIONAL TOOLS AND SUPPORTS ARE AVAILABLE ONLINE AT SELPRACTICES.ORG AND FROM THE WEIKART CENTER.

SEL = Action



Evidence-Based SEL Practices

- *Coregulation / Responsive Practices*
 - Environment makes self-regulation manageable
 - Provide a warm, responsive relationship
 - Teach, model, coach, facilitate skill practice
- *Trauma-informed* policies, procedures and practices:
 - Safety
 - Trustworthiness and transparency
 - Peer support
 - Collaboration and mutuality
 - Empowerment, voice and choice
 - Cultural, historical and gender issues



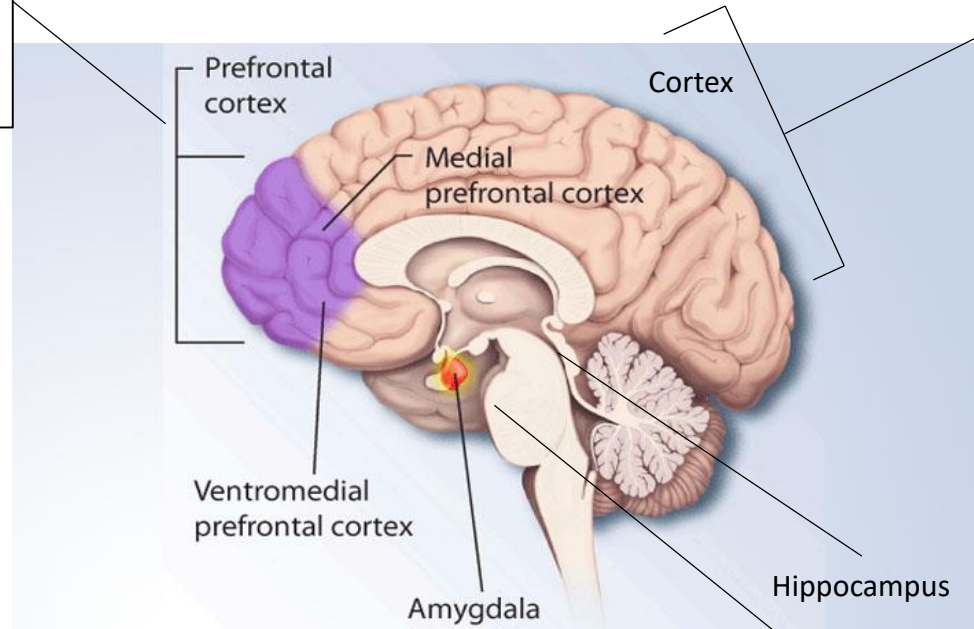
<https://www.acf.hhs.gov/opre/resource/self-regulation-and-toxic-stress-foundations-for-understanding-self-regulation-from-an-applied-developmental-perspective>

<https://www.samhsa.gov/ncti/c/trauma-interventions>

Neuro-Person

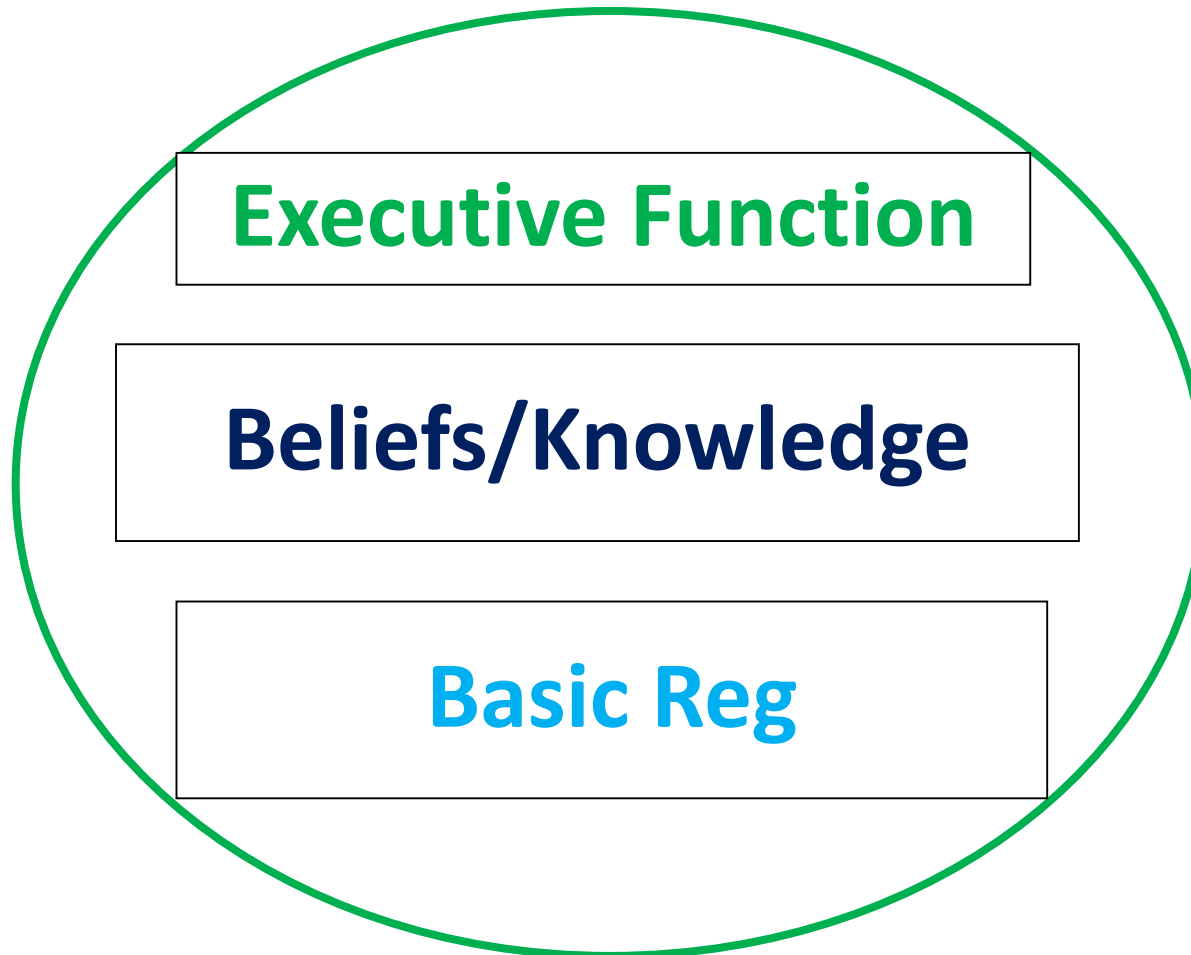
**Executive
Functions**

Beliefs/Knowledge



**Basic
Regulation**

Neuro-Student's SEL "Action Skills"



Parts/Aliases

Aware of awareness

Aware of thoughts and feelings

Working memory

Long term memory

Goals, rules; self-world beliefs

Verbally structured memory

Affect, emotion, temperament

Non-verbally organized memory

Schema, Judgement

Targeting SEL Action Skills

Executive Functions

Beliefs/Knowledge

Basic Regulation

Mindfulness

Building the executive muscle to make the focus/shift of attention more intentional

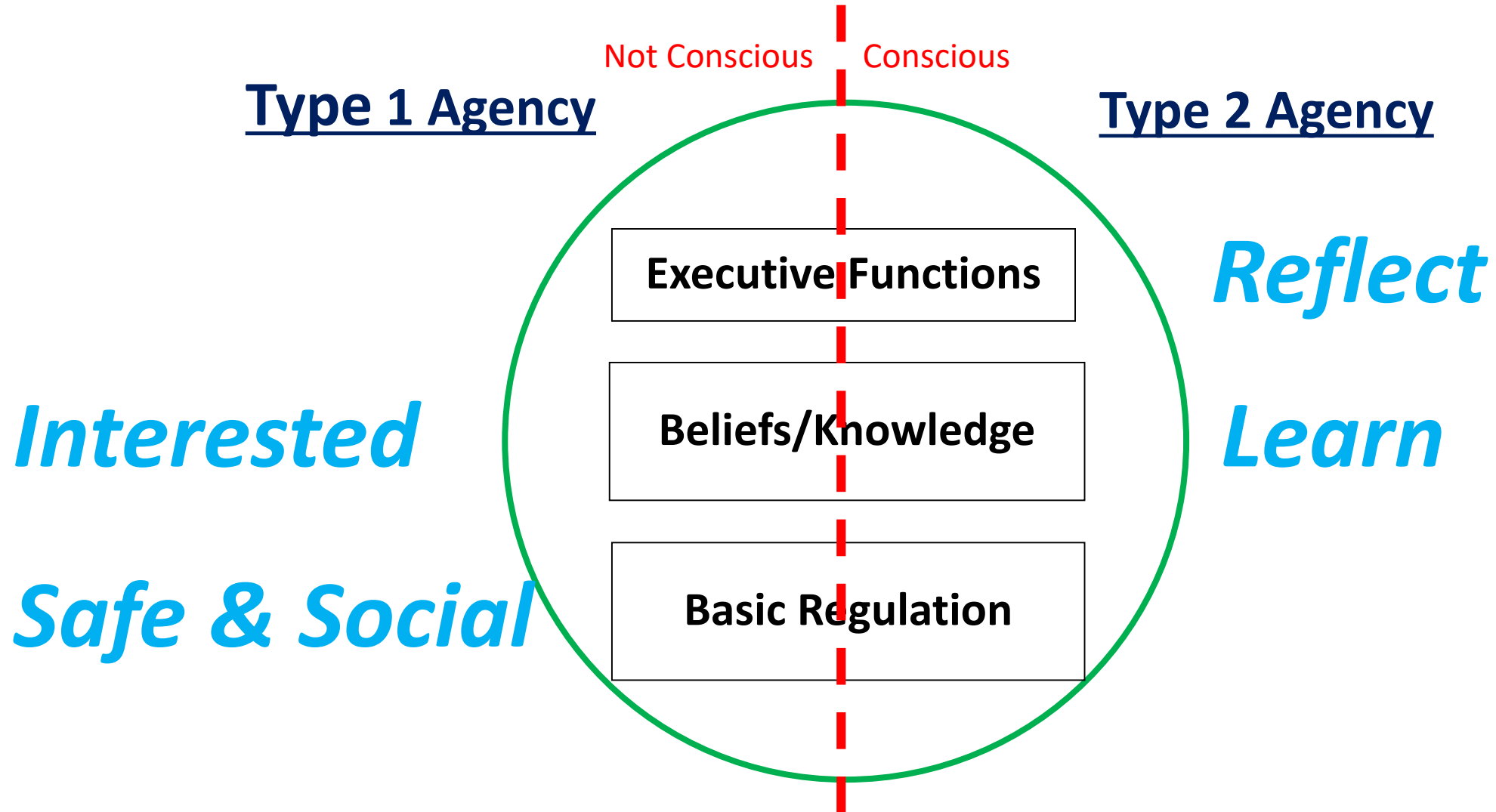
SEL EBPs for Elementary

Teaching emotional reasoning, teamwork, prosocial behavior, and mindsets using group discussion methods

Trauma Informed Practices

Supporting basic regulation through safe space, responsive practices, co-regulation

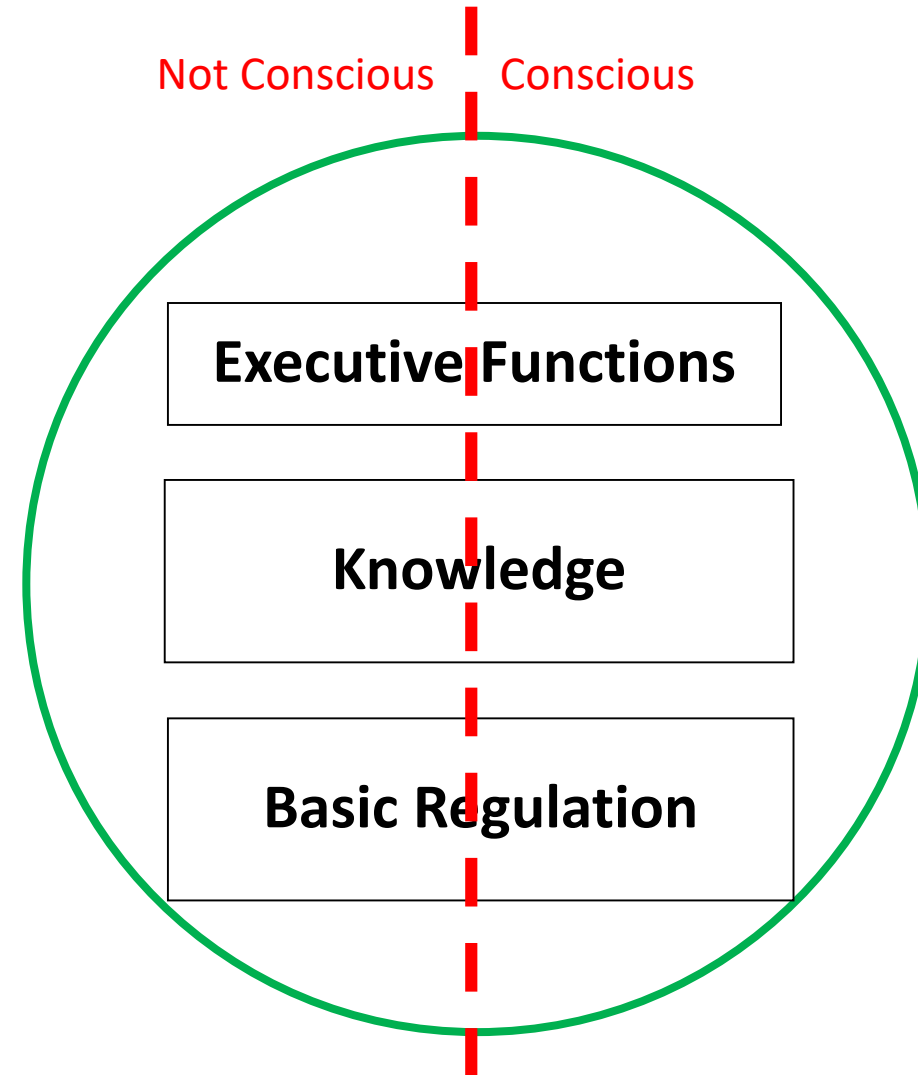
After school is about SEL Action...



Culturally Responsive Education

<https://dpi.wi.gov/families-students/programs-initiatives/responsive>

Feeling safe
and skilled

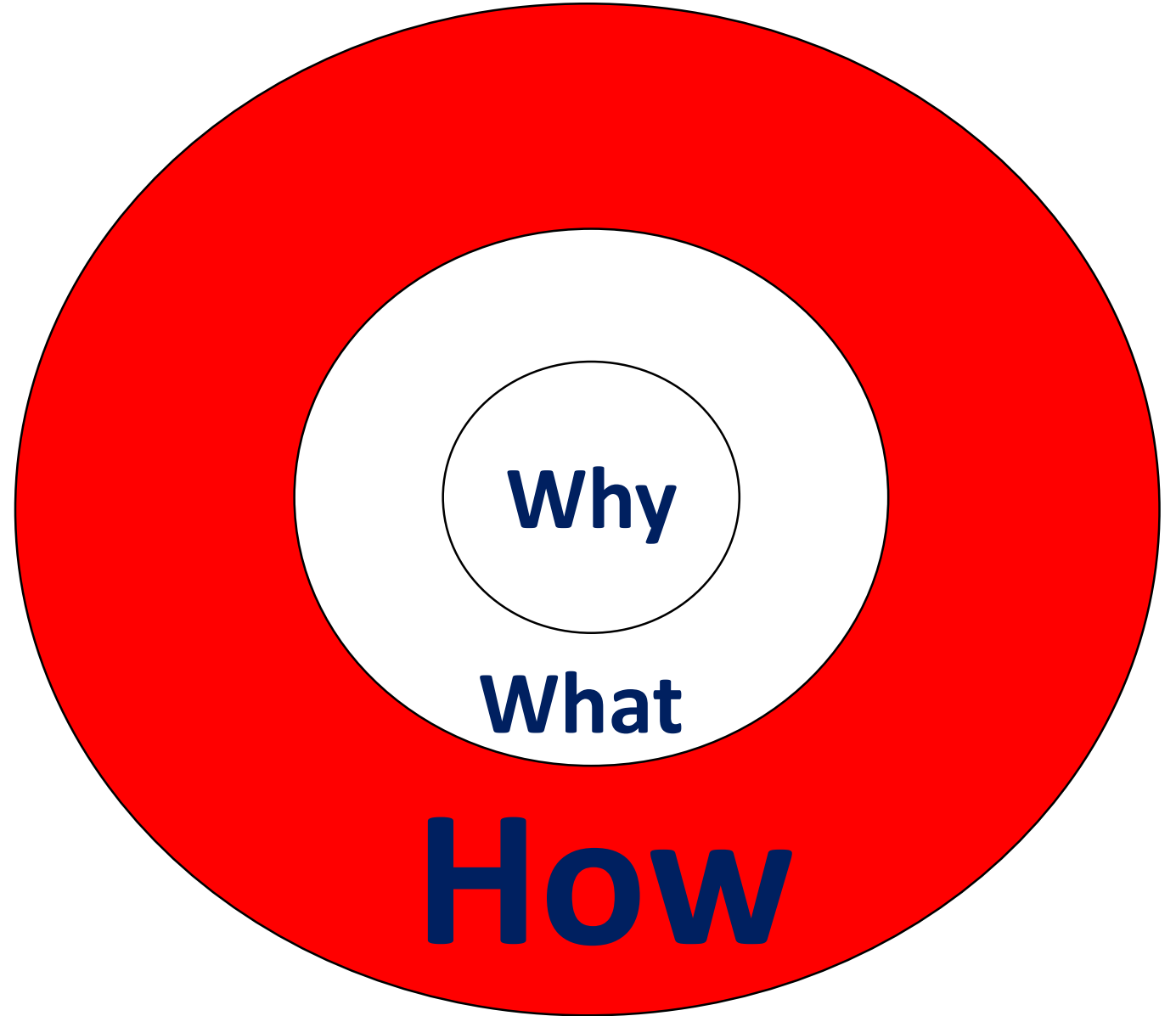


Identity work
and ISMs

SEL Concepts and Staff Training Resources

- <https://y4y.ed.gov/>
- Chapters 3 and 5 of Shonkoff (2002). *Neurons to Neighborhoods*.

3. An Invitation To Build SEL Learning Environments



Implementation Science Applied to SEL in Afterschool

“Implementation Science” means...

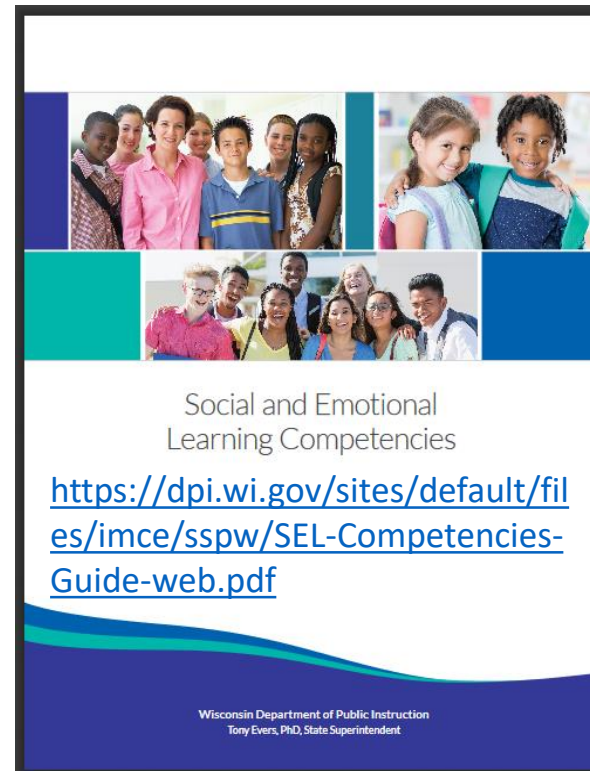
- SEL intervention for stressed children
- Valid theory and measures
- Improvement cycle
- Multi-level systems of supports

Valid SEL Theory and Measures

SEL Quality ➡ SEL skill learned afterschool ➡ SEL skill transfer to school

Approved Self-Assessment Tools


- Wisconsin After School Continuous Improvement Process (WASCIP)
- Youth Program Quality Assessment (YPQA)
- New York State Network for Youth Success (NYS - formerly NYSAN) Quality Self-Assessment Tool (QSA)
- Quality Assurance System (QAS)
- For more information:
<https://dpi.wi.gov/sspw/clc/assessment/monitoring-tool>



Social and Emotional Learning Competencies

<https://dpi.wi.gov/sites/default/files/imce/sspw/SEL-Competencies-Guide-web.pdf>

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

 **21st Century Community Learning Centers Teacher Survey**
PI-1851 New 04-16

This survey is designed to collect a teacher's perception of changes in a student's performance in three domains. Before filling this survey out, make sure that:

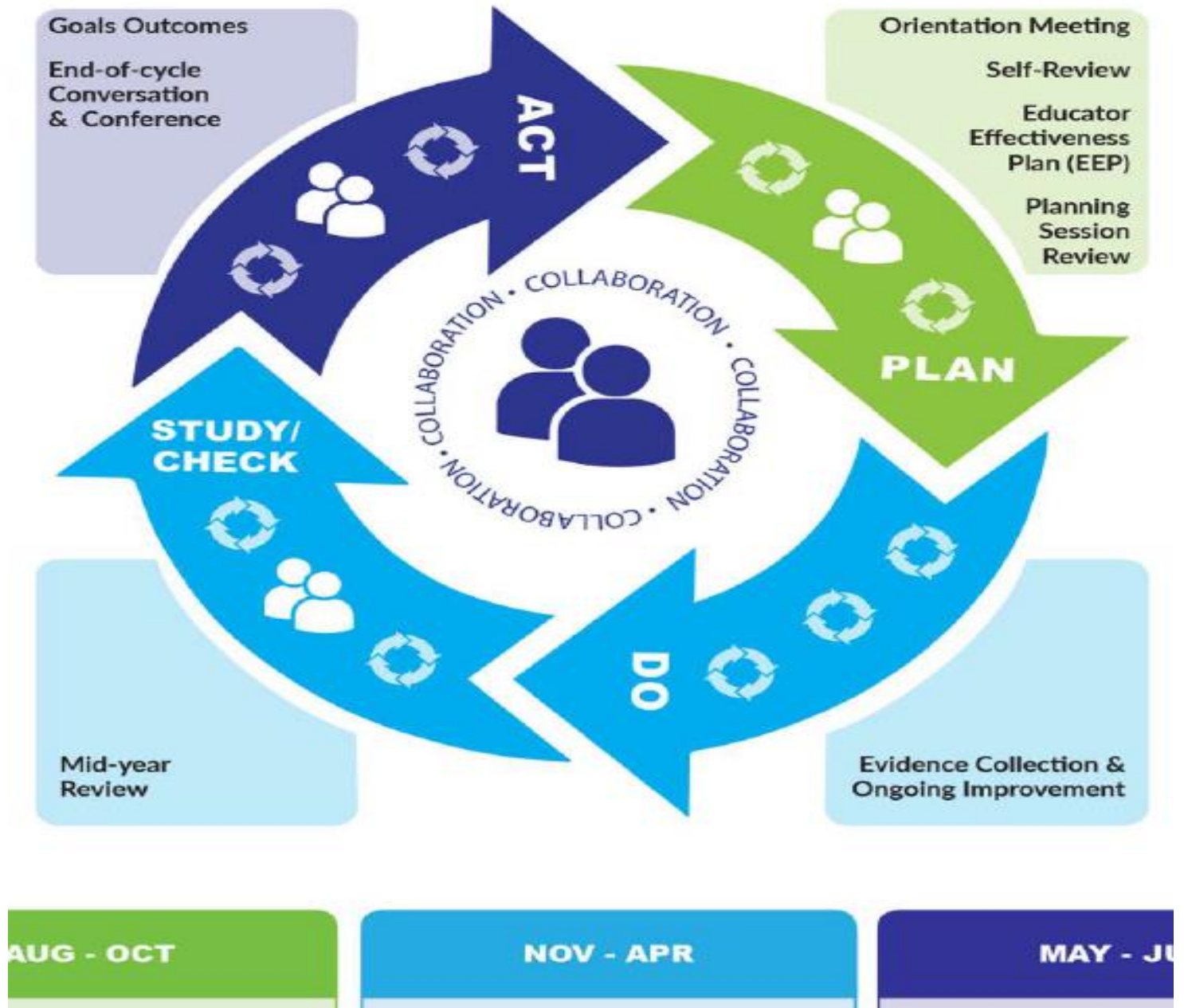
- The student has participated in the 21st Century Community Learning Center after-school program this year.
- You have been this student's teacher for at least a semester and have knowledge of his/her homework completion, class participation, and classroom behavior.
- You are completing this survey toward the end of the academic year.

Date of Review Mo./Day/Yr.

GENERAL INFORMATION	
Student Name First and Last	Teacher Name First and Last
School	Grade of Student
Subject Taught if middle or high school	

STUDENT EVALUATION
Homework Completion 1. What happened with the student's homework completion over the course of the year? <input type="checkbox"/> A. It needed to improve and it did improve. <input type="checkbox"/> B. It needed to improve but it stayed the same. <input type="checkbox"/> C. It needed to improve but it got worse. <input type="checkbox"/> D. It did not need to improve. <input type="checkbox"/> E. Not applicable, no homework assigned.
Class Participation 2. What happened with the student's class participation over the course of the year? <input type="checkbox"/> A. It needed to improve and it did improve. <input type="checkbox"/> B. It needed to improve but it stayed the same. <input type="checkbox"/> C. It needed to improve but it got worse. <input type="checkbox"/> D. It did not need to improve.
Classroom Behavior 3. What happened with the student's behavior in the classroom over the course of the year? <input type="checkbox"/> A. It needed to improve and it did improve. <input type="checkbox"/> B. It needed to improve but it stayed the same. <input type="checkbox"/> C. It needed to improve but it got worse. <input type="checkbox"/> D. It did not need to improve.
Comments

Figure 2. EE
Milestones within
Improvement
Cycles

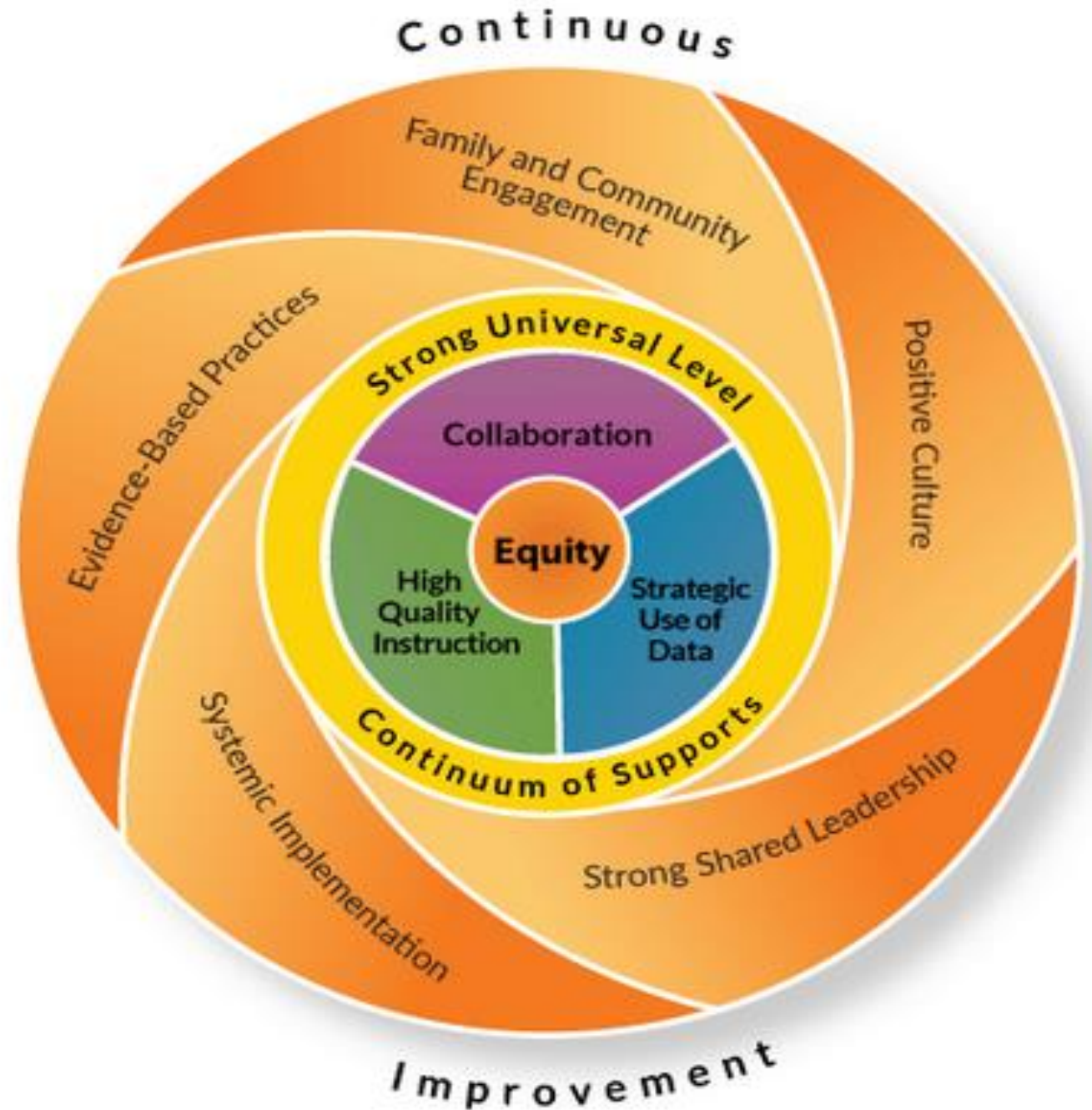


Teacher Evaluation Guide

<https://dpi.wi.gov/sites/default/files/imce/ee/pdf/teacherprocessmanual.pdf>

Wisconsin's Framework for Equitable Multi- level Systems of Supports

<https://dpi.wi.gov/rti>



LSA-CQI-SEL

Caring for the staff

Supports for Staff

The organization recruits youth who will benefit from the offering.

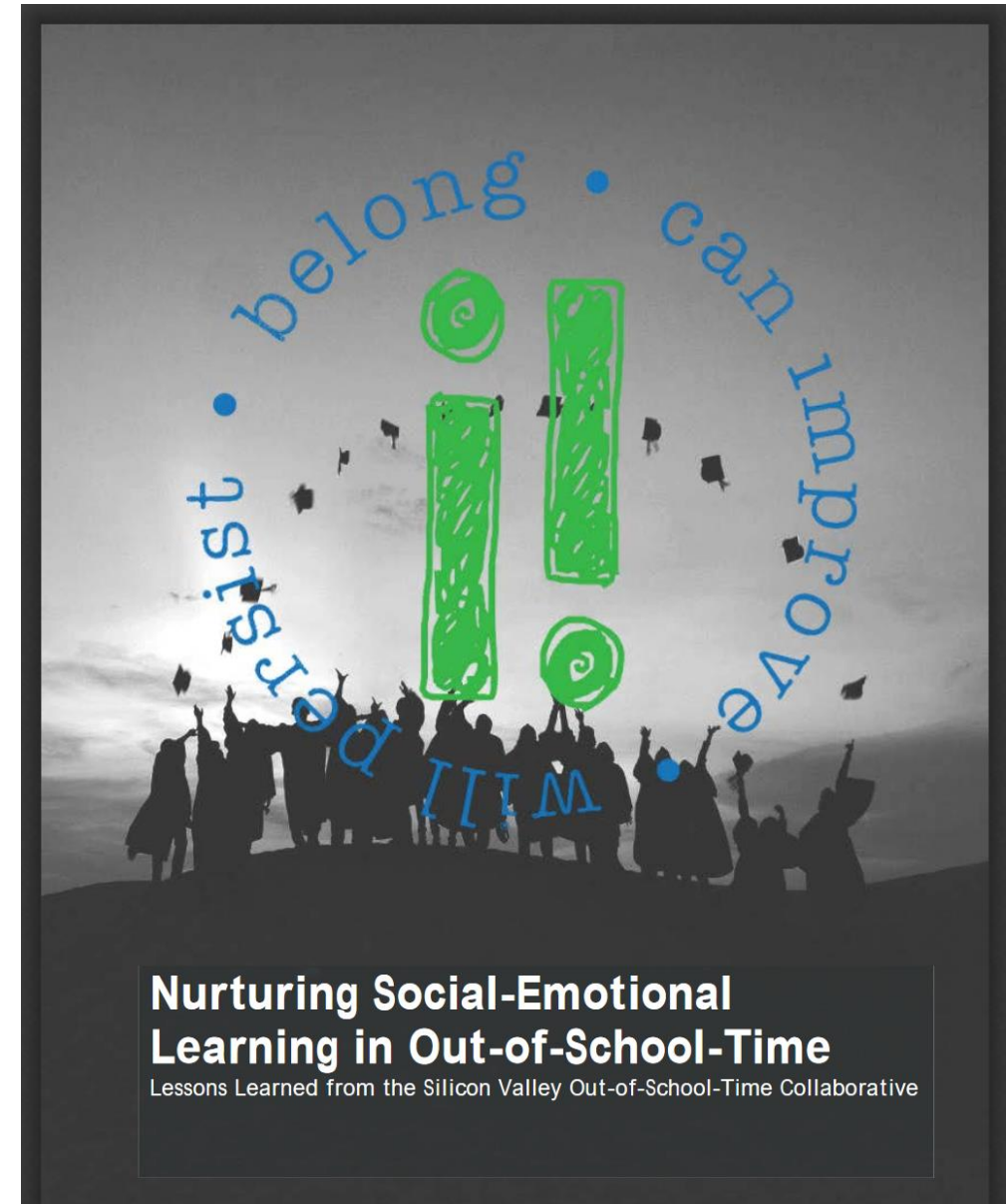
There is more than one staff member in every program session with the ability to implement responsive practices.

Staff work together before each program session to plan and collaborate on the session activities and regularly debrief following each session to discuss youth progress, staff response, and adjustments for future sessions.

Staff are supported to grow professionally and rejuvenate energy for the work.

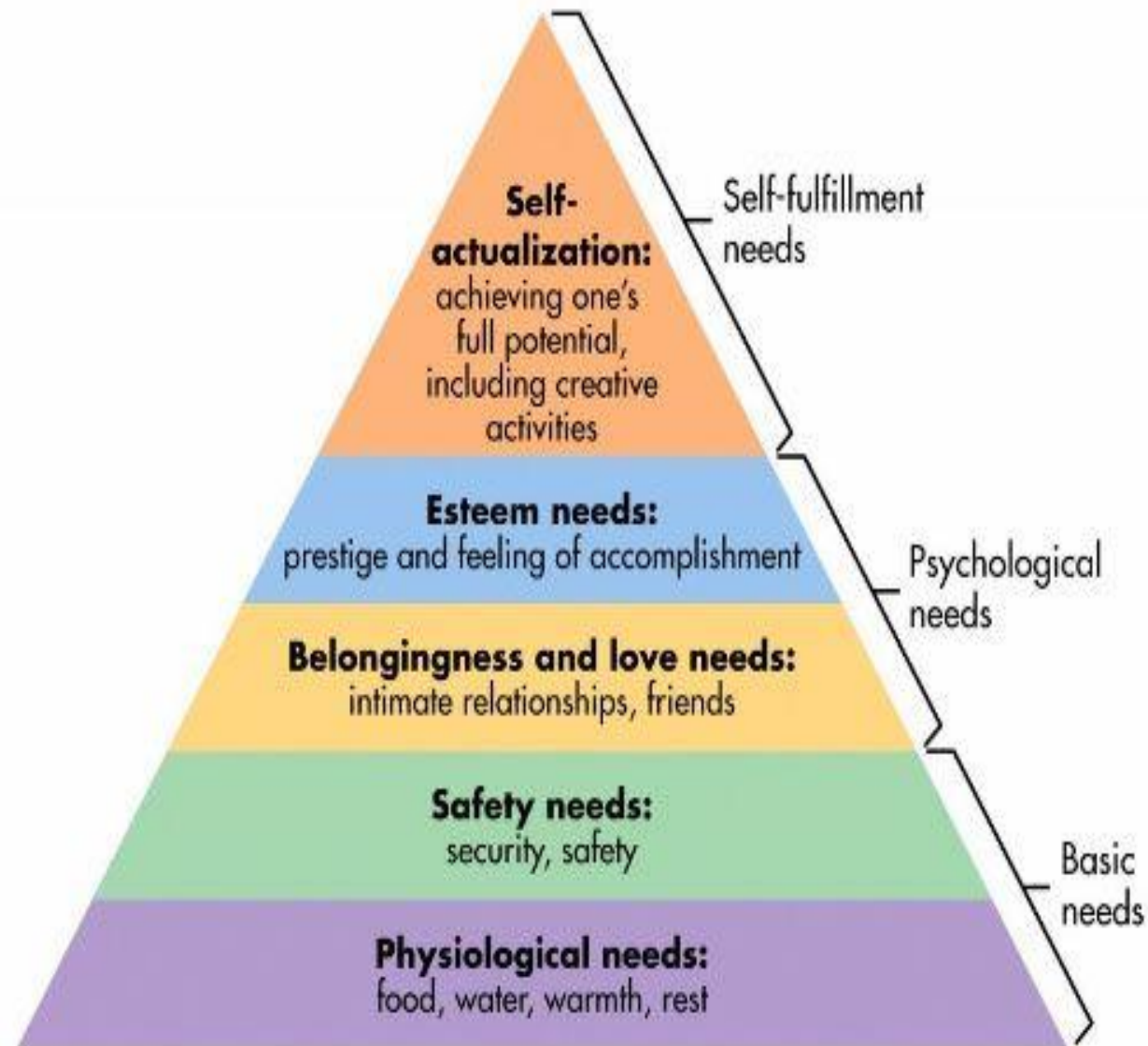
Staff are supported by their organization to reflect on and improve their practices through a continuous improvement process.

[tp://www.sandhillfoundation.org/wp-content/uploads/2016/11/Silicon Valley OST Findings Report Nov2016 Web.pdf](http://www.sandhillfoundation.org/wp-content/uploads/2016/11/Silicon_Valley_OST_Findings_Report_Nov2016_Web.pdf)



To Conclude...!

Maslow for Managers, Staff, Students



In the United States, it is now possible for a person eighteen years of age, female as well as male, to graduate from high school, college, or university without ever having cared for, or even held, a baby; without ever having looked after someone who was old, ill, or lonely; or without ever having comforted or assisted another human being who really needed help... No society can long sustain itself unless its members have learned the sensitivities, motivations, and skills involved in assisting and caring for other human beings.

Be the change!!!

Have a great year!!!

Contact Charles Smith at:

charles@qturngroup.com

www.qturngroup.com

734.221.5780



5 Keys to Social and Emotional Learning Success	https://www.youtube.com/watch?v=DqNn9qWoO1M
An Introduction to Social and Emotional Learning	https://www.youtube.com/watch?v=XfyC0o88zfM
Social and Emotional Learning: Trish Shaffer at TEDx University of Nevada	https://www.youtube.com/watch?v=LbfpYJf1ho
Social-Emotional Learning: What It Is and Why It Matters	https://www.youtube.com/watch?v=ikehX9o1Jbl
Youth Programs as Powerful Settings for Social and Emotional Learning	https://www.youtube.com/watch?v=z1LmgYA_xQ8
	-
5 Simple Lessons for Social and Emotional Learning for Adults	https://www.edutopia.org/blog/five-social-emotional-learning-lessons-for-adults-elena-aguiar
Assessing Social & Emotional Skills in Out-of-School Time Settings: Considerations for Practitioners	https://www.extension.umn.edu/youth/research/sel/docs/issue-brief-assessing-sel-in-out-of-school-time-settings.pdf
Fostering Social-Emotional Learning for Youth and Staff in Out-of-School Time	http://web.augsburg.edu/sabo/TiceFosteringSELforYouthandStaffinOST.pdf
Foundations for Young Adult Success: A Developmental Framework	http://www.wallacefoundation.org/knowledge-center/Pages/Foundations-for-Young-Adult-Success.aspx
Navigating Social and Emotional Learning from the Inside Out: Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary School Focus)	http://www.wallacefoundation.org/knowledge-center/Pages/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.aspx
Nurturing Social-Emotional Learning in Out-of-School-Time	http://www.sandhillfoundation.org/wp-content/uploads/2016/11/Silicon_Valley_OST_Findings_Report_Nov2016_Web.pdf
Social and Emotional Learning in Schools: From Programs to Strategies	https://www.srcd.org/sites/default/files/documents/spr_264_final_2.pdf
Social and Emotional Learning Practices: A Self-Reflection Tool for Afterschool Staff	http://www.air.org/sites/default/files/downloads/report/Social-Emotional-Learning-Afterschool-Toolkit-Sept-2015.pdf
Teaching the Whole Child	http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf
Why Social and Emotional Learning Is Essential for Students	https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta
	-
Center on the Social and Emotional Foundations for Early Learning	http://csefel.vanderbilt.edu/index.html
Collaborative for Academic, Social, and Emotional Learning (CASEL)	http://www.casel.org/
Positive Behavioral Interventions & Supports	https://www.pbis.org/
Preparing Youth to Thrive	https://www.selpractices.org/
	-
Act for Youth: SEL Toolkit	http://www.actforyouth.net/youth_development/professionals/sel/
Free Social Emotional Learning Activities	https://www.centervention.com/social-emotional-learning-activities/
Grades 6-8: Social-Emotional Skills	https://www.scholastic.com/teachers/articles/teaching-content/grades-6-8-social-emotional-skills/
Social and Emotional Learning & Health Lesson Plans (AFT)	https://sharemylesson.com/collections/social-and-emotional-learning-health
Social Emotional Learning Topics	https://www.weareteachers.com/topics/social-emotional-learning/
Teachable Moment: Morningside Center for Teaching Social Responsibility	http://www.morningsidecenter.org/teachable-moment/lessons?field_area_tid=1&field_topic_tid=All&field_grade_level_tid=All
	http://www.playworks.org/blog/twelve-games-teach-students-social-emotional-learning