Social and Emotional Learning Theory
“The general public believes that the primary reason the public schools were created is to prepare students to be responsible citizens.”
- (Rose & Gallup, 2000)
“Learning is possible only after students’ social, emotional and physical needs have been met. When those needs are met, students are more likely to succeed in school.”

Wooden on Leadership

Pyramid of Success

Competitive Greatness
“Perform at your best when your best is required. Your best is required each day.”

Success is peace of mind which is a direct result of self-satisfaction in knowing you made the effort to become the best of which you are capable.

Poise
“Be yourself. Don’t be thrown off by events whether good or bad.”

Confidence
“The strongest steel is well-founded self-belief. It is earned, not given.”

Condition
“Ability may get you to the top, but character keeps you there – mental, moral, and physical.”

Skill
“What a leader learns after you’ve learned it all counts most of all.”

Team Spirit
“The star of the team is the team. ‘We’ supercedes ‘me’.”

Self-Control
“Control of your organization begins with control of yourself. Be disciplined.”

Alertness
“Constantly be aware and observing. Always seek to improve yourself and the team.”

Initiative
“Make a decision! Failure to act is often the biggest failure of all.”

Intentness
“Stay the course. When thwarted try again; harder, smarter. Persevere relentlessly.”

Industriousness
“Success travels in the company of very hard work. There is no trick, no easy way.”

Friendship
“Strive to build a team filled with camaraderie and respect: comrades-in-arms.”

Loyalty
“Be true to yourself. Be true to those you lead.”

Cooperation
“Have utmost concern for what’s right rather than who’s right.”

Enthusiasm
“Your energy and enjoyment, drive and dedication will stimulate and greatly inspire others.”

12 Lessons in Leadership

1. Good Values Attract Good People
2. Love Is The Most Powerful Four-Letter Word
3. Call Yourself A Teacher
4. Emotion Is Your Enemy
5. It Takes 10 Hands To Make A Basket
6. Little Things Make Big Things Happen
7. Make Each Day Your Masterpiece
8. The Carrot Is Mightier Than A Stick
9. Make Greatness Attainable By All
10. Seek Significant Change
11. Don’t Look At The Scoreboard
12. Adversity Is Your Asset

www.CoachJohnWooden.com
ADULT LEARNING STRATEGIES: AVERAGE RETENTION RATES

- Lecture 5%
- Reading 10%
- Audiovisual 20%
- Demonstration 30%
- Discussion Group 50%
- Practice by Doing 75%
- Teaching Others 90%

Source: National Training Laboratories
What is it?

• process by which children develop awareness and management of their emotions

• set and achieve important personal and academic goal

• use social-awareness and interpersonal skills to establish and maintain positive relationships

• demonstrate decision making and responsible behaviors to achieve school and life success
Five Core Competencies

- **Self-Awareness**: Recognizing feelings as they occur; having a realistic assessment of one’s own abilities and a well-grounded sense of self-confidence
- **Social Awareness**: Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.
- **Self-Management**: Handling emotions so they facilitate rather than interfere with the task at hand; delaying gratification to pursue goals; persevering in the face of setbacks.
- **Relationship Skills**: Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation; negotiating solutions to conflict; seeking help when needed.
- **Responsible Decision Making**: Accurately assessing risks; making decisions based on a consideration of all relevant factors and the likely consequences of alternative courses of actions; respecting others; taking personal responsibility for one’s decisions.
A Classic SEL “Meta-Cognitive” Model

• STOP, CALM DOWN, & THINK before you act
• Say the PROBLEM and how you FEEL
• Set a POSITIVE GOAL
• Think of lots of SOLUTIONS
• Think ahead to the CONSEQUENCES
• GO ahead and TRY the BEST PLAN
How Does SEL Fit with What We’re Already Doing?
What Are We Creating?
A Coordinating Framework
A Framework for SEL

Opportunities for Learning and Recognition of Practice

Teach SEL Competencies
- Self-awareness
- Social awareness
- Self-management
- Relationship skills
- Responsible decision making

Less Risky Behavior, More Assets, & Positive Development

Greater Attachment, Engagement, & Commitment to School

Safe, Caring, Cooperative, Well-Managed Learning Environments

Evidence-Based SEL Programming

Better Academic Performance and Success in School and Life

Positive School Environment

- Evidence-based SEL classroom instruction
- Challenging and engaging curriculum
- Infusing SEL concepts throughout the regular academic curriculum
- Engaging students actively and experientially in the learning process during and outside of school
- Opportunities for participation, collaboration, and service
- Safe, supportive learning community with respectful relationships and trust
- Involvement of families and surrounding community
Why SEL?

- Relationships provide a foundation for learning
- Emotions affect how and what we learn
- Relevant skills can be taught
- Positive effects on academic performance, health, relationships, and citizenship
- Demanded by employers
- Essential for lifelong success
- Coordinating framework to overcome fragmentation
SEL Improves Academic Outcomes

- 23% increase in skills
- 9% improvement in attitudes about self, others, and school
- 9% improvement in prosocial behavior
- 9% reduction in problem behaviors
- 10% reduction in emotional distress
- 11% increase in standardized achievement test scores (math and reading)

SEL Teaches 21st Century Skills

- Critical thinking and problem-solving
- Ethics and social responsibility
- Communication
- Teamwork and collaboration
- Lifelong learning and self-direction
- Leadership
- Global awareness

Source: Partnership for 21st Century Skills
Framework for Student Success: SEL Instruction

- Recognizing one’s emotions and values as well as one’s strengths and limitations
- Managing emotions and behaviors to achieve one’s goals
- Showing understanding and empathy for others
- Forming positive relationships, working in teams, dealing effectively with conflict
- Making ethical, constructive choices about personal and social behavior

**Social & Emotional Learning**

- Self-awareness
- Responsible decision-making
- Relationship Skills
- Social awareness
- Self-management
Emotional Intelligence

- Dan Goleman’s best seller in 1995 helped us to be able to talk about the power of emotions.
- In the business world, developing one’s social and emotional competencies has become known as essential to effective leadership.
Business Example

• A Hay McBer analysis of data on 3,781 executives was correlated with climate surveys from their employees:
  – Almost 70% of employees’ perceptions of working climate was linked to the emotional intelligence characteristics of the leader.

• --Goleman (2000)
School Example

• Study compared 12 outstanding and 8 “typical” principals
  – Analyses showed that outstanding principals were distinguished by their self-management skills (emotional self-awareness, adaptability, etc.) & their relationship management skills (empathy, developing others, etc.)

  • --Williams (2003)
Kam, Greenberg, & Walls (2003)

- Found that *above and beyond* high-quality program implementation, *active, engaged, principal support* for the work of the teachers was essential to stronger impacts on children.
Implementing and Sustaining SEL

- Leadership
- 3 Phases
  - 10 Implementation Steps
- 6 Sustainability Factors
SEL Implementation and Sustainability Process

1. Principal commits to school-wide SEL

2. Engage stakeholders and form steering committee

3. Develop and articulate shared vision

4. Conduct needs and resources assessment

5. Develop action plan

6. Select evidence-based program

7. Conduct initial staff development

8. Launch SEL instruction in classrooms

9. Expand instruction and integrate SEL school-wide

10. Continue cycle of implementing and improving

A. Provide ongoing professional development

B. Monitor and evaluate for continuous improvement

C. Develop infrastructure to support SEL

D. Integrate SEL framework school-wide

E. Nurture partnerships with families & communities

F. Communicate w/stakeholders (marketing)

Leadership
SEL Implementation Cycle

1. School leadership commits to schoolwide SEL
2. Engage stakeholders and initiate SEL infrastructure
3. Develop shared vision
4. Conduct schoolwide needs/resources assessment
5. Develop SEL implementation action plan
SEL Implementation Cycle

6. Select evidence-based programming
7. Provide initial professional development
8. Launch SEL instruction aligned with planned scope and sequence
9. Integrate school-wide, family, and community SEL programming
10. Evaluate practices and impacts for continuous improvement
UNDERSTANDING THE SCOPE OF IMPLEMENTING SEL

There Are Logical Steps And Stages To Implementation... It Doesn’t Have To Be Linear

- Often it takes both a vision and a crisis
- Leadership is at the center
- But will it improve student achievement?
- Know the SEL competencies
- Understand brain development
UNDERSTANDING THE SCOPE OF IMPLEMENTING SEL (CONT.)

- Establish A Planning Team
- Know Your Starting Point
- What Are Some Key Challenges?
- Set Expectations For Outcomes and Improvement
- Plan To Assess and Evaluate
- Implementation (Results) Takes Time
What Can Leaders Can Do to Promote Sustainability?

Model SEL skills and language

- Make SEL part of staff meetings
- Use SEL language with staff
- Set expectations about how long this work will take and likely pitfalls along the way
What Can Leaders Can Do to Promote Sustainability? (Cont.)

- Foster staff leadership
  - Involve teacher leaders in training and staff development
  - Have teachers leaders assist with grant writing/fundraising
  - Have staff contribute to the planning process
What Can Leaders Can Do to Promote Sustainability? (Cont.)

- Ensure sufficient resources are available, including:
  - Time
  - Space
  - Money
What Can Leaders Can Do to Promote Sustainability? (cont.)

Serve as program spokesperson

- Use formal and informal networks to communicate with parents and community
- Promote program in local newspapers, radio/TV shows
What Can Leaders Can Do to Promote Sustainability? (cont.)

Create ongoing, two-way communication with staff

- Create opportunities for staff to voice concerns or provide feedback about implementation process
- Have staff share innovative practices with each other
- Provide information about why program was chosen and invite input on how to make it work
Summary

SEL is the process whereby children and adults develop essential social and emotional competencies.

- SEL competency is the foundation to positive academic, social, emotional, health, and civic outcomes.
- SEL is not separate from, but integral to, quality education and the mission of schools.
- SEL is an essential part of the 21st century curriculum and the MTSS framework!

For more information about SEL, please visit:

www.ksde.org
www.casel.org
Figure 15.1. Paths to success in school and role of social and emotional learning.
For updates on research and practical advice for educational leaders, teachers, parents, & others, see the following websites.

www.ksd.org
www.CASEL.org