Social Emotional Learning: What Is It and How Can It Look?

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WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

In Wisconsin...

Wisconsin Graduates are College and Career **READY**

ALL STUDENTS IN WISCONSIN GRADUATE FROM HIGH SCHOOL ACADEMICALLY PREPARED AND SOCIALLY AND EMOTIONALLY COMPETENT BY POSSESSING AND DEMONSTRATING...

Knowledge
Proficiency in academic content

Skills
Application of knowledge through skills such as critical thinking, communication, collaboration, and creativity

Habits
Behaviors such as perseverance, responsibility, adaptability, and leadership

These proficiencies and attributes come from rigorous, rich, and well-rounded public school experiences.

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Every Child a Graduate, College & Career Ready

EVERY Student is:
- Academically Prepared
- Socially Competent
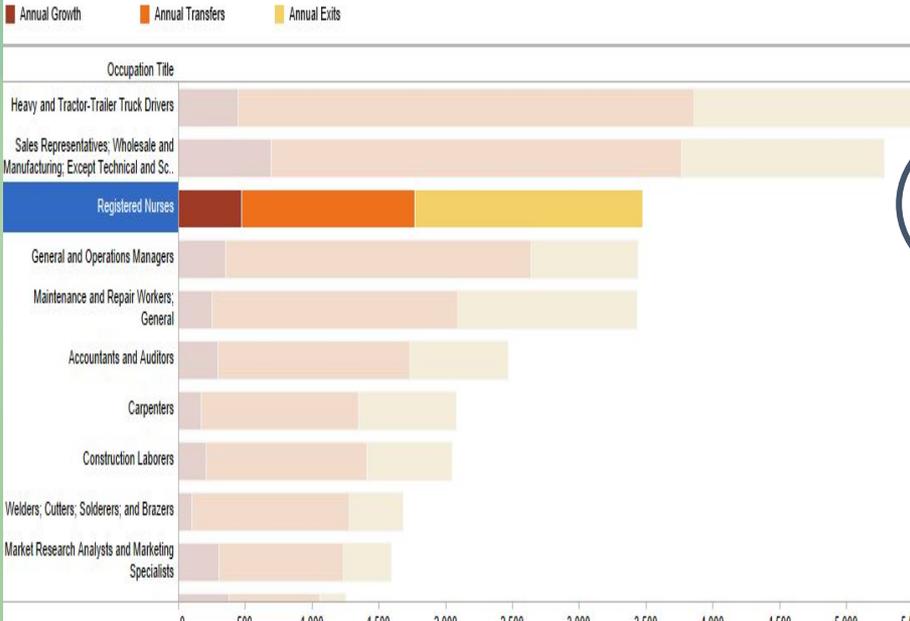- Emotionally Competent

Demonstrated through:
- Knowledge
- Skills
- Habits

What non-technical skills do these jobs require?

Connections to ACP

Why Does it Matter?

Risk factors / Protective factors

	Risk factors	Protective factors
Child - abilities and needs -	Difficult temperament - Low self esteem - Negative thinking style -	- Easy temperament - Good social and emotional skills - Optimistic coping style
Family - circumstances and relationships -	Any form of child abuse, including neglect - Family disharmony, instability or break up - Harsh or inconsistent discipline style - Parent with mental illness or substance abuse -	- Family harmony and stability - Supportive parenting - Strong family values
School - practices and environment -	Peer rejection School failure Poor connection at school -	- Positive school climate that enhances belonging and connectedness - Involvement with caring adult - Support available at critical times
Life Events - opportunities and stressors -	Difficult school transition - Death of a family member - Emotional trauma -	- Involvement with caring adult - Support available at critical times
Societal - access, inclusion and social cohesion -	Discrimination - Isolation - Socioeconomic disadvantage - Lack of access to support services -	- Participating in community networks - Access to support services - Economic security - Strong cultural identity and pride

ARE YOU CAREER READY?

Professionalism/Work Ethic
Demonstrate personal accountability and effective work habits; punctuality, working productively with others; time management, understanding the importance of a professional work image, and demonstrating integrity.

Critical Thinking/Problem Solving
Exercise sound reasoning and analytical thinking; use knowledge, facts, and data to solve problems and make decisions.

Teamwork/Collaboration
Build collaborative relationships representing diverse cultures, races, ages, gender, religions, lifestyles, and viewpoints; work within a team structure; negotiate/manage conflicts.

Oral/Written Skills
Articulate thoughts and ideas clearly and effectively to a variety of audiences; demonstrate public speaking skills.

Application and Information Technology
Select and utilize technology to solve problems and accomplish goals.

Wisconsin School Mental Health Framework

Wisconsin School Mental Health Framework
Promoting Relationships, Engagement & Learning

Linking with Systems of Care

Appropriate Information Sharing
Continuous Communication Loop
Supported Navigation through Systems of Care
Wraparound Support
Family-Driven & Youth-Guided Planning

FEW
Counseling & Support Teams
Safety & Re-entry Plans
Seamless Referral & Follow-up Processes
Deepened Collaboration with Youth, Families, & Community Providers

SOME
Early Identification, Screening, & Progress Monitoring
Effective Individual & Group Interventions
Wellness Plans
Co-Planning Strategies with Students, Families & Community Providers

ALL
Relationship Building, Resiliency & Rich Social-Emotional Learning
Trauma Sensitive
Mental Health & Wellness Education

Foundation
Integrating School Mental Health
with Positive Behavioral Interventions & Supports through:

Data-Based Continuous Improvement
Positive School Culture & Climate
Systemic Professional Development & Implementation
Staff Mental Health Attitudes, Competencies & Wellness
Confidentiality & Mental Health Promotion Policies

Strong Universal Implementation
Integrated Leadership Teams
Youth-Family-School-Community Collaboration at all Levels
Culturally Responsive Evidence Based Practices
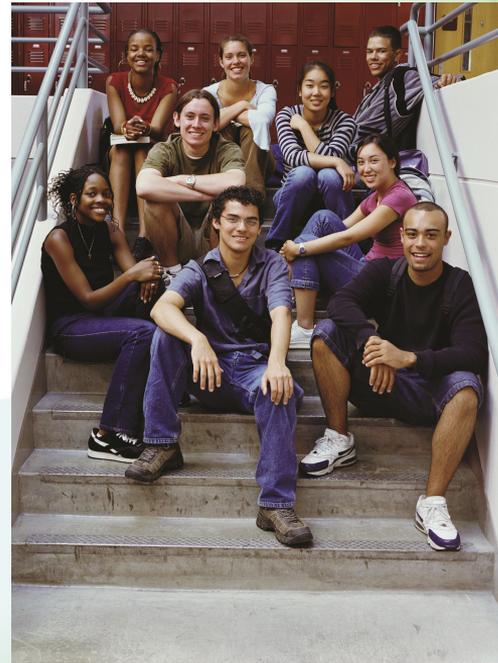Continuum of Supports

WISCONSIN DEPARTMENT OF
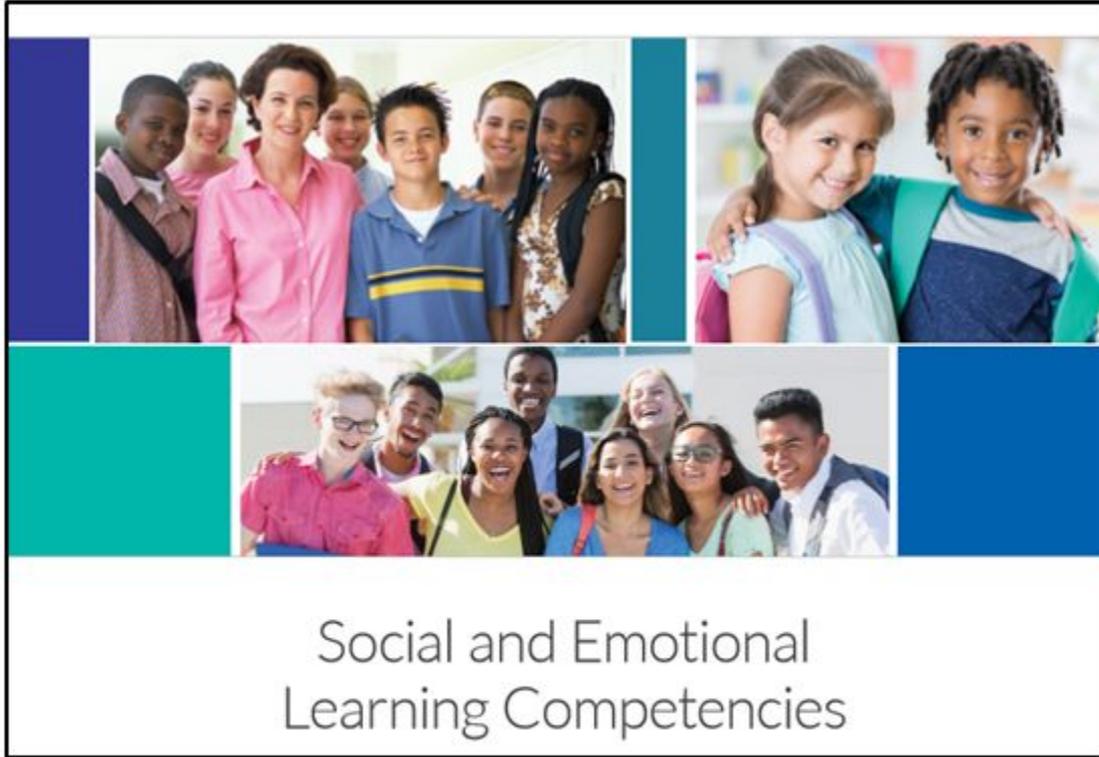PUBLIC INSTRUCTION
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SEL in WI: A Recap

Social and Emotional Learning is:

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Social Emotional Learning

Social and Emotional Learning Competencies

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

Wisconsin PK-Adult SEL Competencies

➜ Competencies are organized into 6 grade-bands:

◆ 4K-5K, 1st-3rd, 4th-5th, 6th-8th, 9th-10th, 11th-Adult

EMOTIONAL DEVELOPMENT

Understand and manage one's emotions

No.	CASEL Domain	PK-5K	1st-3rd	4th-5th
1	Self-Awareness	Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1	Learners will be able to recognize and label a variety of their own basic emotions.	Learners will be able to recognize and label a variety of complex emotions in self and others.
2	Self-Management	Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. WMELS Domain II A EL.1	Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.	Learners will be able to express their emotions to self and others in respectful ways.

EMOTIONAL DEVELOPMENT cont'd

Understand and manage one's emotions

No.	CASEL Domain	6th-8th	9th-10th	11th-Adult
1	Self-Awareness	Learners will be able to recognize and label a variety of complex graded emotions in self and others.	Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.	Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships.
2	Self-Management	Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to express their emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modalities (e.g., verbal and nonverbal).	Learners will be able to understand and explain how their expression of emotions can influence how others respond to them.

Schoolwide SEL: The Process
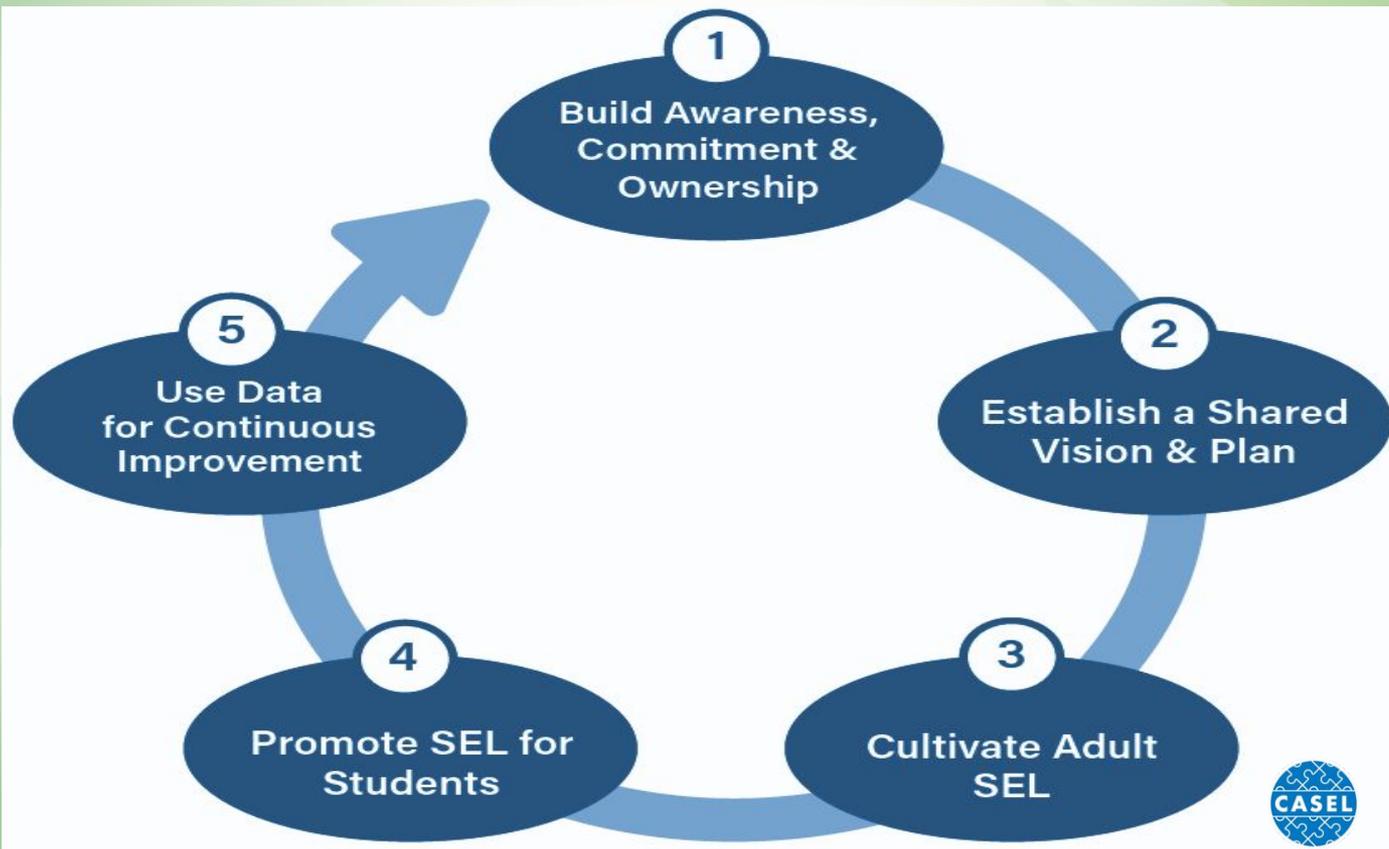
CASEL: The Schoolwide Implementation Process

The Schoolwide SEL Process

We recommend beginning with Focus Area 1A and moving at a pace that is best for your school.

Organize

Developing a strong foundation for SEL helps ensure that efforts are sustained long term. This requires engaging the entire school community and developing a coordinated plan for implementation.

FOCUS AREA 1A
Build Awareness, Commitment, and Ownership

Create an effective SEL team to lead the work and get all staff and stakeholders excited about SEL.

FOCUS AREA 1B
Create a Plan

Review your current level of implementation, set goals, and plan for professional learning, resources, and communication.

# SEL Implementation

INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

CLASSROOM		Explicit SEL instruction	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
		SEL integrated with academic instruction	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
SCHOOL		Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
		Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
		Focus on adult SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
		Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.
FAMILY		A continuum of integrated supports	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
		Authentic family partnerships	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
COMMUNITY		Aligned community partnerships	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
		Systems for continuous improvement	Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

casel.org

https://schoolguide.casel.org/uploads/2018/12/Indicators-of-Schoolwide-SEL_2.pdf

Mapping Out the Pieces

PBIS

Trauma

ACP

SEL
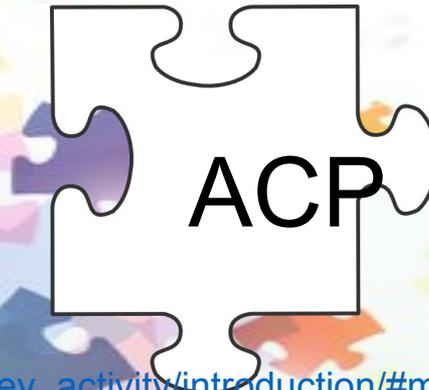
SEL & PBIShttps://schoolguide.casel.org/key_activity/introduction/#mtss_and_pbis_connections
SEL & PBIShttps://dpi.wi.gov/sites/default/files/imce/sspw/pdf/selsi2018pbis.pdf
SEL & Traumahttps://dpi.wi.gov/sites/default/files/imce/sspw/selsi2018resourceswithagenda.pdf

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Example: Mequon-Thiensville
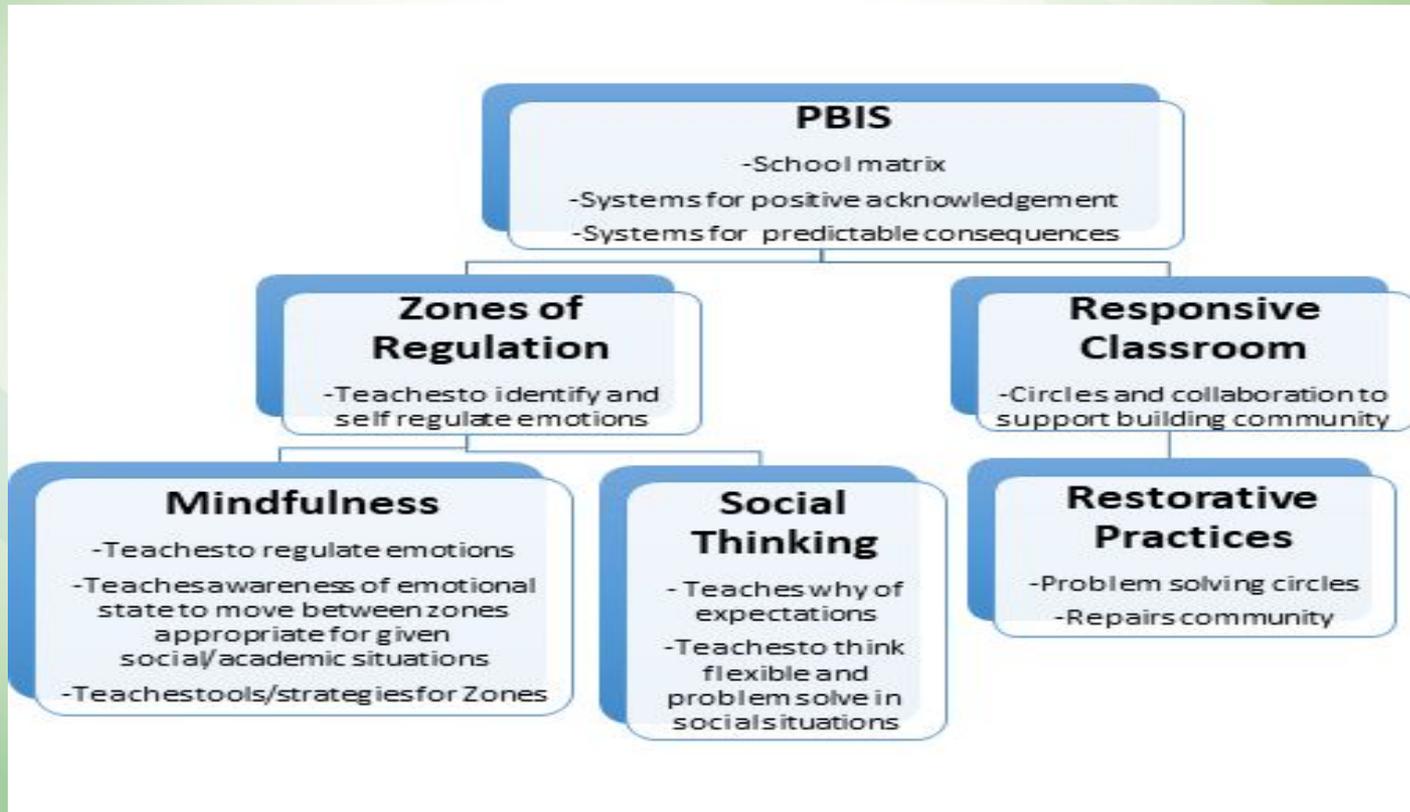
Example: Fond du Lac - program mapping

	Tier I	Tier II	Tier III	Additional Information
Chegwin	PAX Restorative Practices Nurtured Heart (Coming in January) Zones of Regulation Conscious Discipline Significant 72 Mindfulness	CICO SAIG Behavior Coaching Mentoring Restorative Practices Collaborative Proactive Solutions	Wraparound (Tier III) Restorative Practices	
Evans	Nurtured Heart (Coming in January) Zones of Regulation Growth Mindset Significant 72 Second Step Behavior Lesson Plans (Cool Tools- PBIS) Restorative Circles (for staff) Mindfulness	CICO SAIG Mentoring Zones of Regulation	Wraparound (Tier III)	Tier 1- Kindergarten classroom teachers taught Second Step
Lakeshore	Zones of Regulation Growth Mindset Mindfulness Safe Places/Conscious Disc. Second Step (Nurtured Heart -January)	CICO SAIG Zones of Regulation	Wraparound (Tier III)	

Resources

How Can It Look?

Location and Demographics

District Information

Grades	K4-12
Enrollment	3,499
Within District Mobility	0.1%
Between District Mobility	4.1%

Race/Ethnicity

American Indian or Alaskan Native	0.7%
Asian	7.9%
Black or African American	4.5%
Hispanic/Latino	25.3%
Native Hawaiian or Other Pacific Islander	0.3%
White	56.0%
Two or More Races	5.3%

Student Groups

Students with Disabilities	12.0%
Economically Disadvantaged	42.2%
English Learners	7.3%

SCHOOL DISTRICT OF **GREENFIELD**

Learning - Growing - Succeeding

Greenfield, WI

Enrollment Information (2017-2018)

Edgewood Elementary:	352
Elmdale Elementary:	483
Glenwood Elementary:	316
Maple Grove Elementary:	418
Greenfield Middle School:	767
Greenfield High School:	1,163
Total Students in District:	3,499

Where We Started

Character Education
SEL Tier 2 & 3

→

Comprehensive SEL (Tier 1)
Trauma PD
Mental Health PD
Wellness/Well-Being

Where We Are Now

SEL at the Middle School

SLAIT Team (Leadership Team)
Mindful Monday- Explicit SEL
Wellness Wednesday
Student Led Wellness Team
Kindness Club
Therapy Dog/Read with Archie
Restorative Practices
Community Circles
SOS Curriculum
Small Group Counseling
Parent Presentations/Workshops
Staff Education
Least Invasive Strategies
Calm-Zone in Classrooms
Unselfie- Staff Book Review
Author Visit (Staff and Families)
Climate Survey (Connectedness)
Staff Well-Being (Hawk Walk etc.)
Future Planning Conferences (ACP)

SEL at the Elementary Level

- Weekly Curriculum:
  - Identifying and expressing feelings
  - Managing strong emotions
  - Communication skills
  - Response Styles (Assertiveness)
  - Friendship skills and Problem solving
  - Empathy
  - Positive self-talk (self-esteem)
- Buddy Benches
- Peace Tables
- Restorative Practices
- Peer Mediators
- Peaceful School Bus
- Mentors

Where We're Going
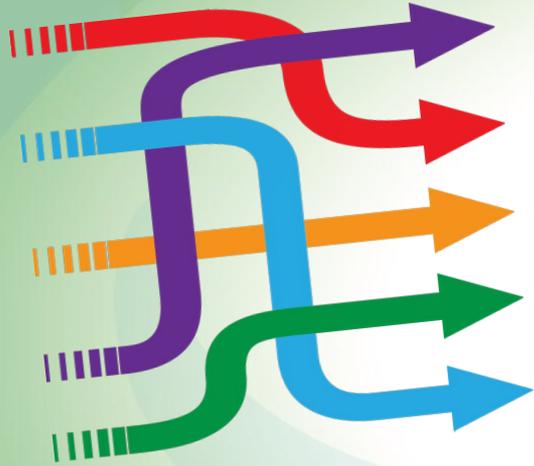
- Increase in Embedded SEL
- Signs of Suicide Curriculum delivered to all students
- Staff Education
  - Mental Health
  - Trauma
  - Empathy
- SEL Curriculum (developed and created by staff)
- Focus on Empathy
- Staff Well-Being

EMPATHY

Words of Wisdom

Be Kind, Don't be a... Grinch!!
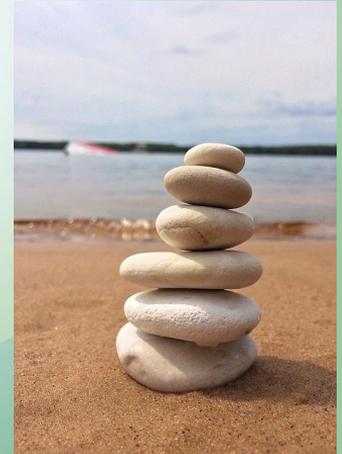
Weekly Calendar to Mindfulness

Monday
Meditate ...set the tone for the week

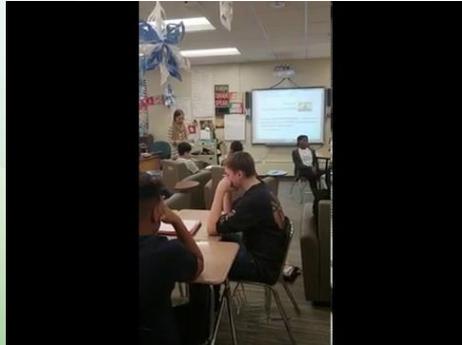**Tuesday**
The Best Me

Wednesday
Meditate w/ Quick Writes

Thursday
Quotes (AKA food for thought)

Friday
Meditate & Gratitude

"The feeling that any task is a nuisance will soon disappear if it is done in mindfulness." - Thich Nhat Hanh

Kindness Comes in all different **Shapes and Sizes**

calculate kindness into EVERY DAY.

Other Examples

- Elementary whole school
  - https://www.youtube.com/watch?time_continue=1&v=NJj2Nlp3J2w

- Early Learning

  - https://www.youtube.com/watch?time_continue=1&v=ohzEujRKtLg

- Case studies https://dpi.wi.gov/sspw/mental-health/social-emotional-learning

  - https://dpi.wi.gov/sites/default/files/imce/sspw/selcasestudy-mequon-thiensville.pdf

- Dedicated Class HS

  - https://youtu.be/Yz4NWtsQm1w

- Advisory HS

  - https://youtu.be/KyoAFpEzXCY

- Academic integration-Middle School

  - https://www.teachingchannel.org/video/social-skills-goals

Questions?

Key Takeaways