

No Need to Choose: Integrate Social-Emotional and Academic Learning in Classrooms, & Students Thrive

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What Are Our Aspirations for All of Our Children/Students?



www.youtube.com/watch?v=QpEFjWbXog0&t=10s

One constant will be the importance of caring interpersonal relationships, civil discourse, and a commitment to democratic citizenship and the skills to enact it.

We cannot learn without caring relationships:

<https://www.nytimes.com/2019/01/17/opinion/learning-emotion-education.html>

A person is a person through
other
persons.
—Bantu



- *To thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning (SEL). Coupled with mastery of traditional skills, social and emotional proficiency will equip students*
- *to succeed in the swiftly evolving digital economy.*
- Report of the World Economic Forum, 2016, p. 4
- <https://www.weforum.org/reports/new-vision-for-education-fostering-social-and-emotional-learning-through-technology>

Redirect our Priorities Toward Preparation for College Completion“+” and Career Continuity

College and Career success are mediated by
EQ at least as much as IQ.

Students must be prepared for citizenship by
understanding our democracy and its history
and by living it in the present in our schools
(Dewey)



GETTING SERIOUS ABOUT SECD

Tips for developing policy, teacher training and instructional practices around social-emotional character development.

THIS IS OUR TIME," asserts Tim Shriver, an educator, advocate and [Collaborative for Academic, Social, and Emotional Learning](#) board chairman. "When you look at what's going to make the country stronger, restore or rebuild the fabric of citizenship and service, reduce anxiety and fear, and promote competition and creativity and the entrepreneurial spirit — it's not politics or business or entertainment. It's education."

Social and emotional learning and character development have been on the education priority list for decades but are getting a new attention thanks to:

1 Increasing business demand for interpersonal skills. Employers want people who can communicate and interact well with others, but many US workers lack these skills, according

to [research from LinkedIn](#). "[Communications is the No. 1 skills gap across those major cities in the United States](#)," says LinkedIn CEO Jeff Weiner [in an interview with CNBC's "SquawkBox."](#)

2 Mounting scientific evidence that suggests success in school and life is dependent on healthy social and emotional development, including the ability to understand and manage emotions, according a report by [The Aspen Institute](#).

3 Growing realization that this is not a minority or low socioeconomic status issue. "Today, the most elite independent private schools are looking for social and emotional learning programs in the same way most challenged urban high schools are," Shriver says. SEL is not relegated to class or status; it impacts students from all walks of life.

Reflection Question

Think of a student that you would consider to be...

Friendly

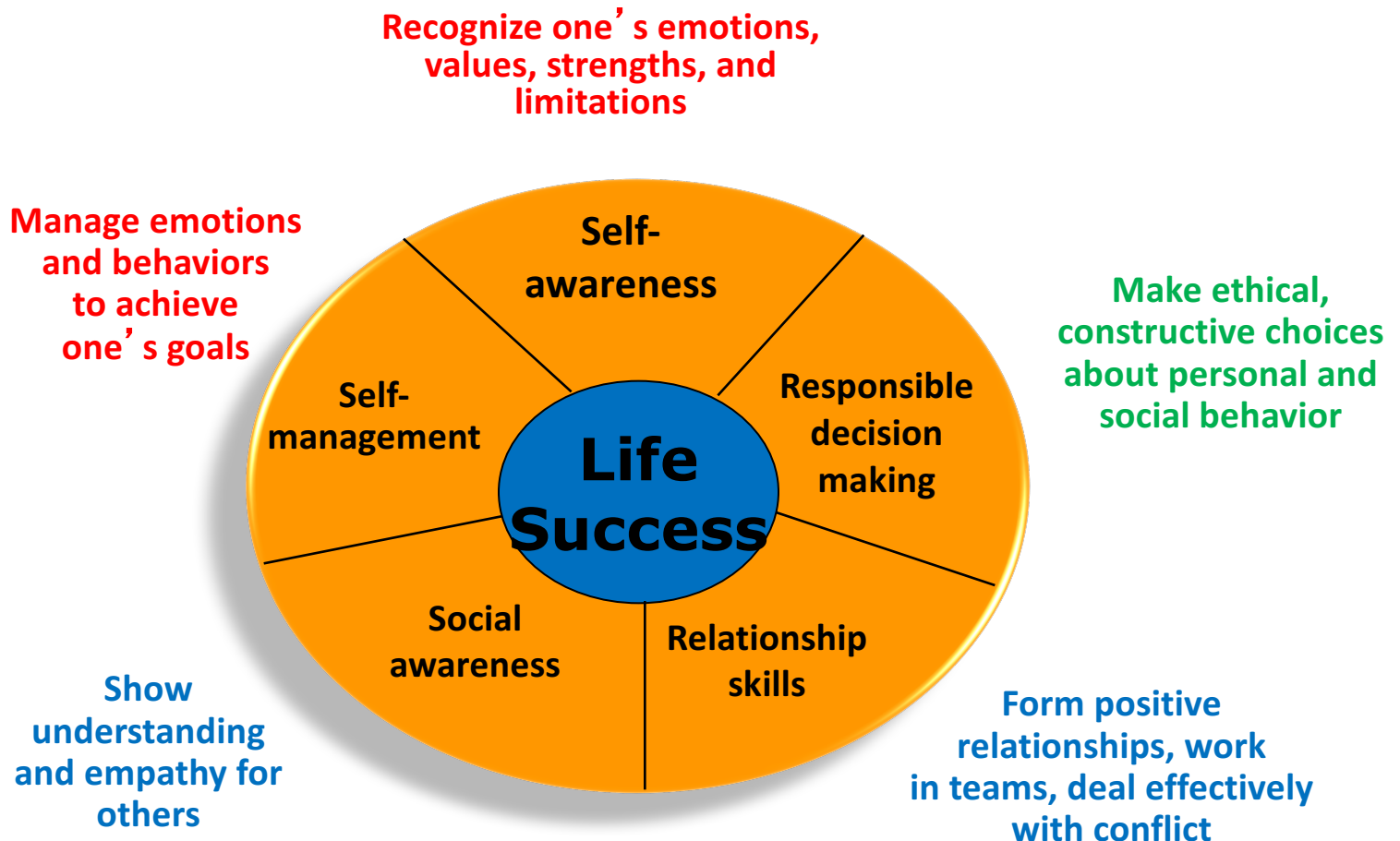
Responsible

A Good Student

A Good Citizen of the School

How would someone know that this student earned this label?

The NJ State Board of Education is Forward Looking: Resolution on the SEL Competencies, August 2017



Citizenship Requires Organization. Action, Skills, and Character

- Our students will inherit the instruments of democratic government, and *we need them to be ready*.
- To be ready, *they need social-emotional and character development competencies*.
- They also need their time in schools to provide them with *opportunities to organize for meaningful social action* directed at real school and community problems.
- They need to be critical thinkers, compassionate actors, and literate in multiple media.

SECD, Purpose, Mindset, & Social Action

Social-emotional and character development (SECD) competencies are as basic, foundational, and essential to academic achievement as reading competence, and must be fostered in schools of character that focus on supporting and actualizing students' sense of positive purpose. When students have a positive purpose and a mindset of contribution, they are willing to learn, put their learning to constructive use, and cooperate for social action.

Text Complexity: The SEL Connection

Academic Standards require students to engage deeply in much *more complex text* than most have been exposed to previously. And not just read the text, but **deeply engage in its vocabulary, point of view, and author's intent**, all while connecting to prior knowledge and prior reading. To do this, students require SEL skills. Here's why:

Students will experience...	And so may need.....
Longer periods of engagement with text	<ul style="list-style-type: none">• Self-control as they get wiggly (Self-Management)• Self-motivation to stay engaged with text (Self-Management)• Perspective-taking as they make meaning of the text (Social Awareness)
Frustration with unfamiliar vocabulary or more complex text structure	<ul style="list-style-type: none">• Seeking help if they struggle with longer passages, unfamiliar vocabulary and structure (Relationship Skills)• Manage stress as they encounter more unfamiliar vocabulary than before (Self-Management)• Empathy for classmates who are struggling (Social Awareness)
Increased frequency working with peer groups to examine and problem solve around text	<ul style="list-style-type: none">• Setting and achieving goals (Self-Management)• Understanding social and ethical norms for behavior when working in peer groups (Social Awareness)• Communicating clearly and working cooperatively with peers (Relationship Skills)• Considering the well-being of self and others (Responsible Decision-Making)

We Know How Students Can Truly Achieve: Climate, Character, and SEL Competencies

True achievement in school and in life integrates the intellectual, emotional, and social facets of learning. These are inextricably interconnected.

Positive,
Character-Building
School
Climate

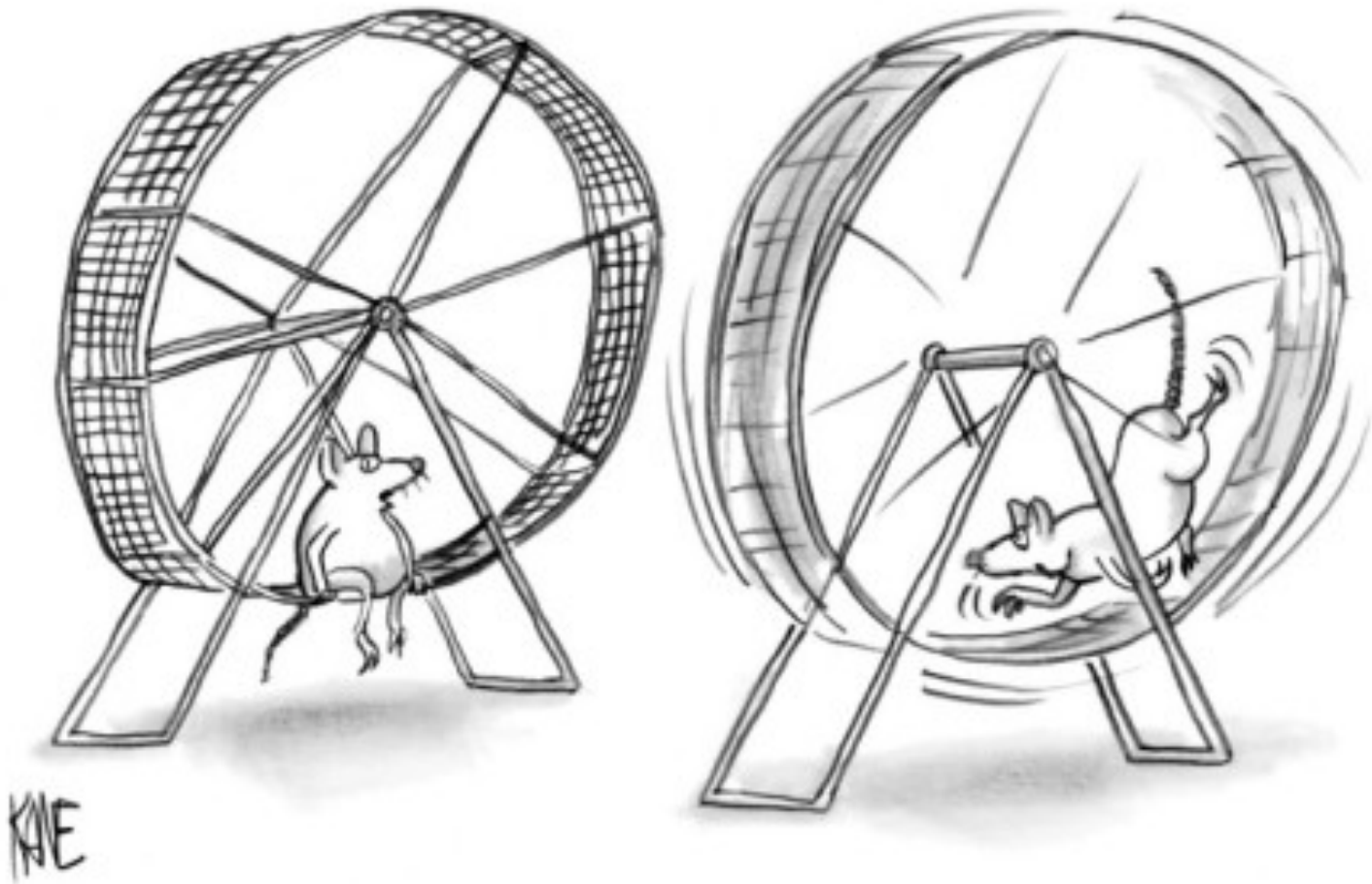
+

Explicit
Instruction
in SEL Skills

+

Habits of mind, eye, ear, mouth, and hand that include curiosity, explaining their reasoning, feedback process, asking questions, and defining and solving problems, and striving to communicate clearly and proudly.

Source: *SEL and Academics: Research Brief*, Collaborative for Academic, Social and Emotional Learning, 2007.

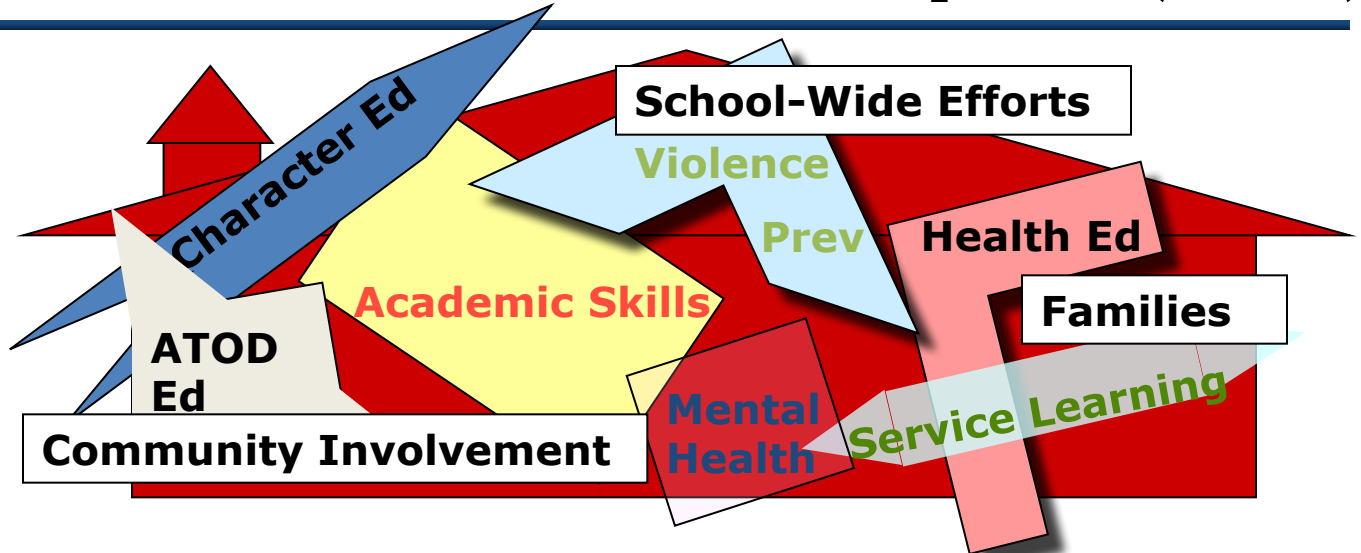


"I had an epiphany."

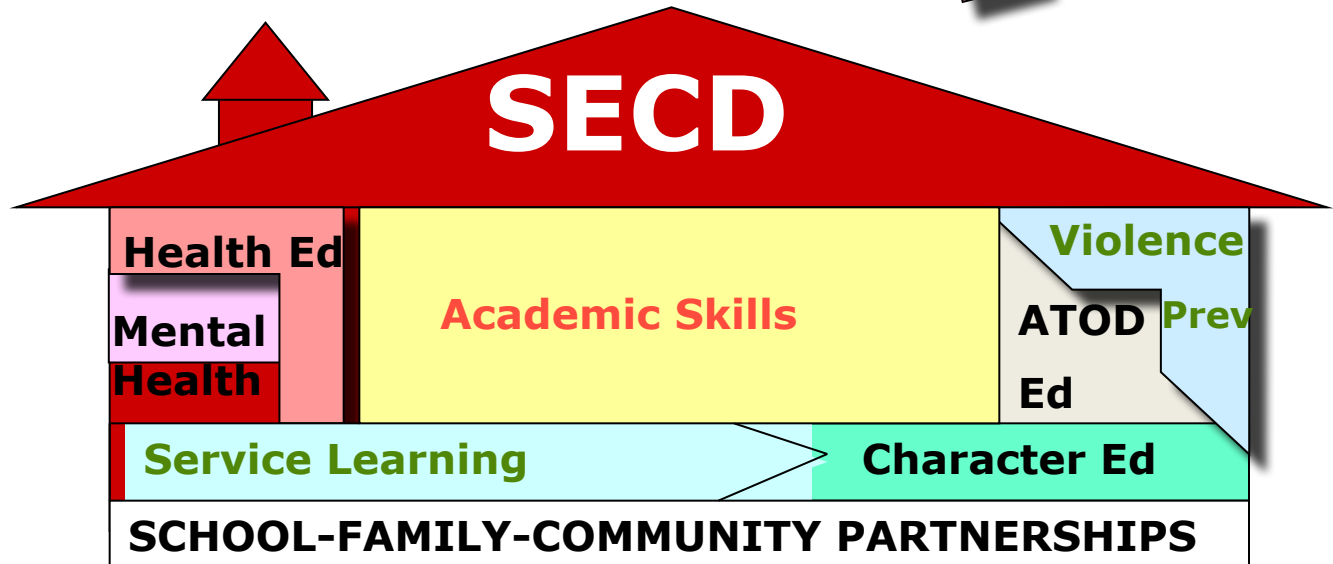
Let's stop doing the same old thing...

We must Turn our Jumbled Schoolhouses into Places that Synergistically Promote Education for Democracy through Social-Emotional and Character Development (SECD)

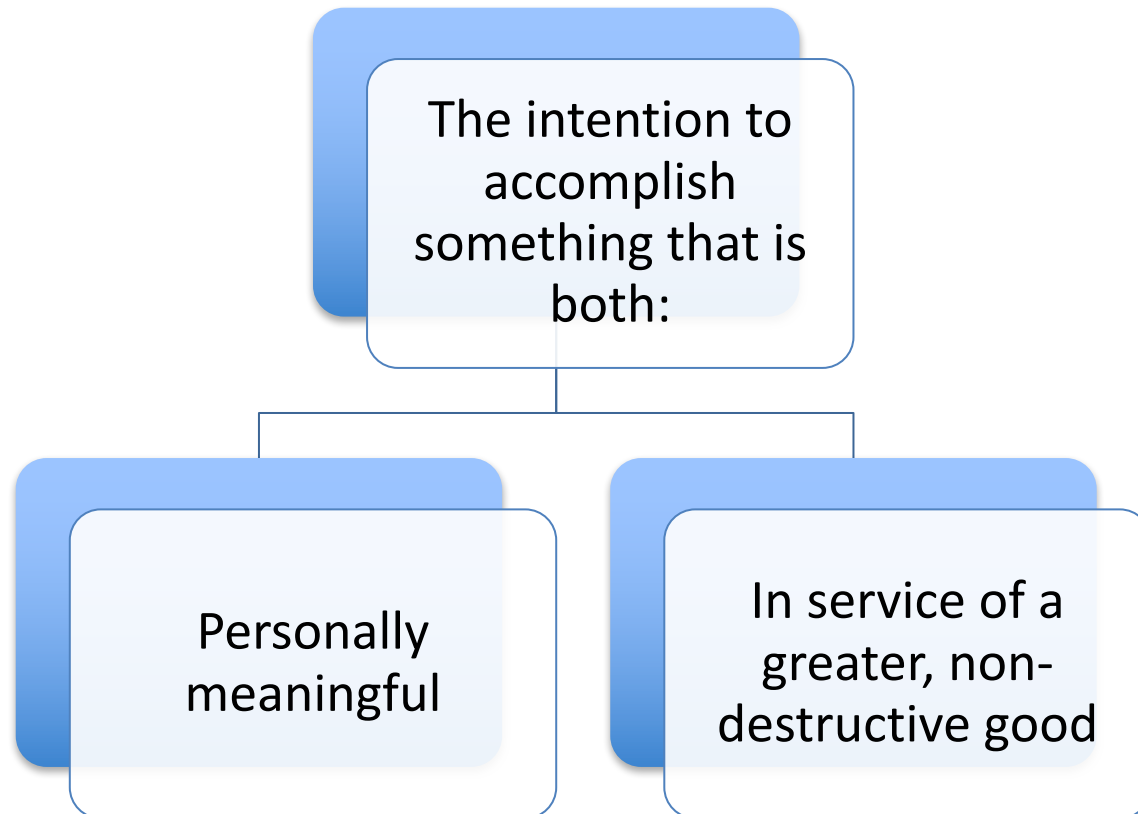
A Jumbled and Fragmented Schoolhouse



A School of Social-Emotional & Character Competence



Basic to Humanity: Belief in Oneself as an Agent of Positive (Noble) Purpose



Creating an SECD Classroom/Group Culture and Climate

- **How do I establish a comfortable learning environment in my classroom?**
- **How do I prepare my students to practice and apply new skills and information?**
- **How do I manage discipline in my classroom?**
- **What are the 3-4 values that I most want my class to operate by and that I want my students to internalize?**

SEL4NJ Guidelines for Successful Schools

The Culture of a Learning Organization

- **INSPIRING.....*of one another***
- **CHALLENGING.....*take risks to improve***
- **SUPPORTIVE.....*collective efficacy***
- **SAFE AND HEALTHY.....*others' keepers***
- **ENGAGED.....*collaborative norms***
- **RESPECTFUL.....*no-fear communication***
- **COMMUNITIES OF LEARNERS...*set and pursue goals for learning together***

Successful Organizational Guidelines- Schools and Units

- *Have a conversation/reflect upon the dimensions of the SEL4NJ Guidelines:*
- *For both students and adults, how would you make your schools- **all aspects of them--** more Inspiring? Supportive? More of a Community of Learners?*

Classroom and School Leadership: Everyone's Responsibility

- **Change requires courage**
- **Values are part of establishing norms**
- **How do you involve students in setting and maintaining positive classroom and school climate?**
- **What support/resources do have at your school to help in promoting positive climate?**

Engaged Youth Lead to a Better Climate for Learning and Application: Best Practices

- **Meaningful, Participatory Student Government**
- *Service Learning-- Lions-Quest International*
- **Feedback/Sharing Opportunities**
- **Open Forums for School Problem Solving**
- **Staff/Student Committee Involvement**
- **Having a Voice/Diversity Monitoring**
- **Buddies, Mentors, and Tutors**
- **Opportunities for Reflection**
- *Opportunities for Identifying and Developing one's Laws of Life*

Questions/Reflections



Building a Skill:

Consider Skills You Have Built—
driving, hobbies

What has to happen to truly
learn a skill and continuously
improve?

***All Children need the ability to think clearly
and make healthy and pro-social decisions
under stress***

**Practice, Prompts, Reflection, and
Overlearning are Important because
Real Life Application of Skills in
Situations that are almost always**

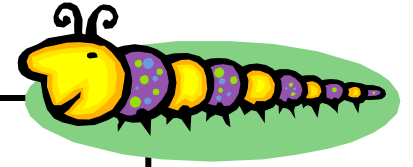
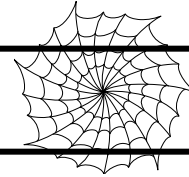
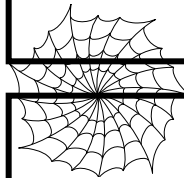
- Complex**
- Emotionally Charged**
- Deal with emotions first!**



Classroom Instruction and School Discipline Depend on Students' Having Basic SECD Competencies

Things That Bug Me!

Draw 3 things that really bug you: Your
Trigger Situations

A large empty rectangular box for drawing.A large empty rectangular box for drawing.A large empty rectangular box for drawing.

What are students'
Feelings Fingerprints/Stress
Signatures?

What are yours?



Anger/Feelings Thermometer

Date: _____

Feeling: _____

What happened:

Thoughts:

100

90

80

70

60

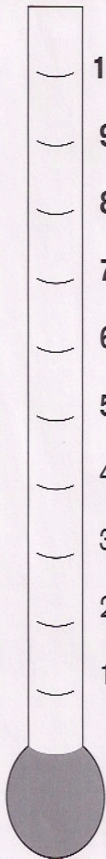
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Align SECD and Instruction

- *Be positive and encouraging*—your confidence in your students is their most important source of motivation, but so is their positive purpose
- *Find as many ways to generate as much student participation/leadership as possible*—use pair-shares, small group work, buddying, and in general allowing students to help one-another, bring absentees up to speed, etc.

Align SECD and Instruction

- *Build positive, caring relationships with the students and among the students-- this is more important than any particular lesson content.*
- *Promote the thinking and communication skills essential for Academic Standards success-- ask students to give, accept, and defend clear and specific feedback to one another, challenge them to explain their reasoning for things, and encourage them to engage in defining and solving problems, and to communicate proudly.*

How Are Literacy and SEL Connected?

- *Emotional literacy*- a key aspect of Emotional Intelligence and an essential element among social-emotional learning (SEL) skills– is based on *Emotion Vocabulary*. *Emotion Vocabulary* is more than word recognition. It shapes how children see the world. If one only knows black and white, one will not be able to see and appreciate all the colors that there are in the world. Similarly with feelings, if one only knows sad, mad, and glad, one will not be able to appreciate all the nuances of relationships and understanding in the world.
- This begins in preschool and influences how children understand the world, engage in it, and engage others. Myrna Shure and George Spivack have been champions and leaders in defining the strategic vocabulary young children need for social cognition and problem solving.

Build Students' Feelings Vocabulary
So They Can Grasp the Nuances of
Literature, History, Current Events,
and their Own Reactions to the
Learning Process

Read the Pictures First!



Linking Feelings to Faces – With or Without Emoji!



hopeful



Glad



Angry



proud



Safe



Scared



happy



Sad



worried



Mad



Frustrated



Tired



Surprised



lonely



excited



Nervous

Key Word Pairs/Concepts for Social & Emotional Literacy

- Shure and Spivack identify key word “pairs” that are the foundations of human relationships and problem solving.
- **IS/IS NOT;**
- **SAME/DIFFERENT**
- **CAN/CANNOT, MAY/MAY NOT (implying permission)**
- **AND/OR/ELSE**
- **SOME/ALL**
- **BEFORE/AFTER/NEXT**
- **If/Then, Might/Maybe**
- **Why/Because; What happened so that X happened *next***
- *Find ways to depict these, or illustrate musically*

Students' Writing Improves when they Write about Their Broad Priority/Values Often After Expressing them in Multiple Intelligence Projects and Products

- What is one rule that you believe is important to live your life by, that gives your life meaning and purpose?
- If you could change one thing about yourself, what would it be?
- Is there some situation or place that you think is unfair/makes you upset/you can't stand?
- If we lived in a perfect world, how would people behave differently than they do now?

Positive Purpose Essay Prompt

- *In your classes and in your life you may have learned about and encountered people with a strong sense of purpose. Similarly, you might feel your own sense of purpose. In a five-paragraph essay, that includes an introduction, three body paragraphs, and a conclusion, please respond to the following:*
 - *What is your definition of purpose?*
 - *What might be your purpose? Why?*
 - *How would someone know that is your purpose in life?*

Laws of Life Contract



I, _____, *pledge to live my life by the law of*



Over the next few months, I plan to live out my Law of Life by accomplishing these specific goals:

.....
Goal 1: _____

In order to achieve this goal, I will go through the following steps:

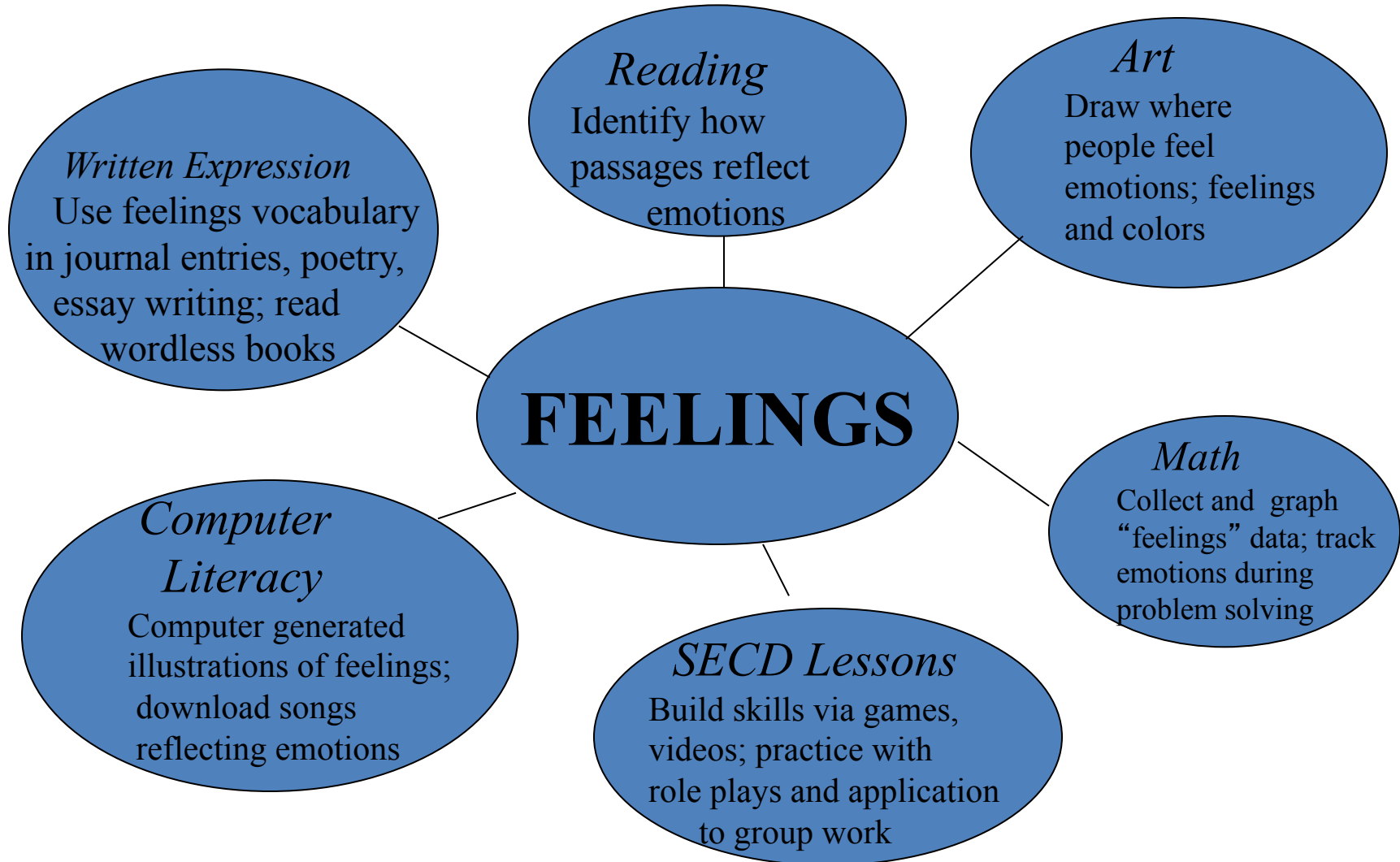
_____	_____
_____	_____
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_____	_____

I plan to have achieved this goal by:

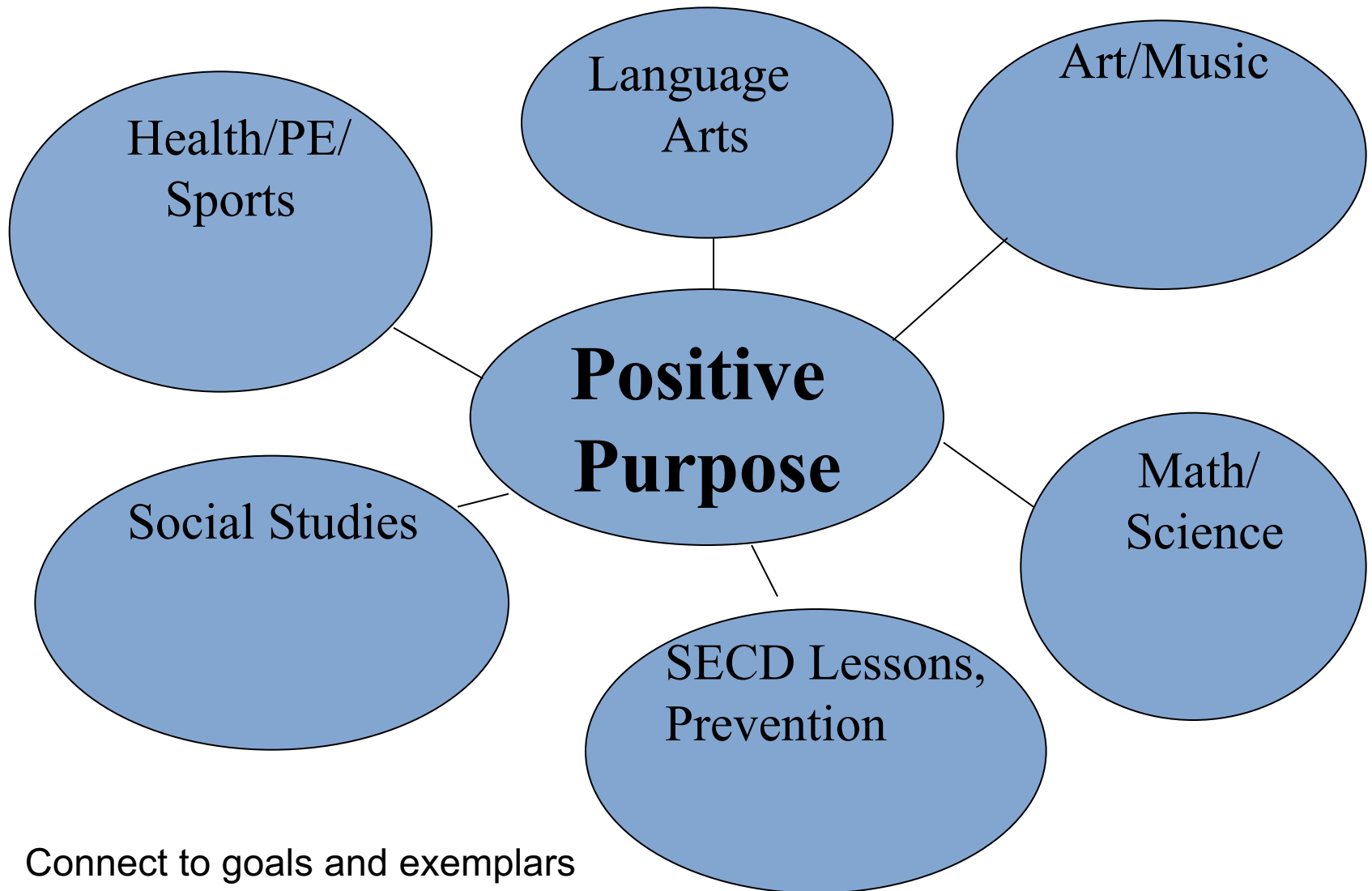
<i>Problems I might face in reaching my goal:</i>	<i>How I plan to solve them:</i>

Help Students
Create
Contracts That
Enhance Sense
of Positive
Purpose and/or
Other Focal
Virtues

Integration of Feelings/ Other SEL Skills into Lessons

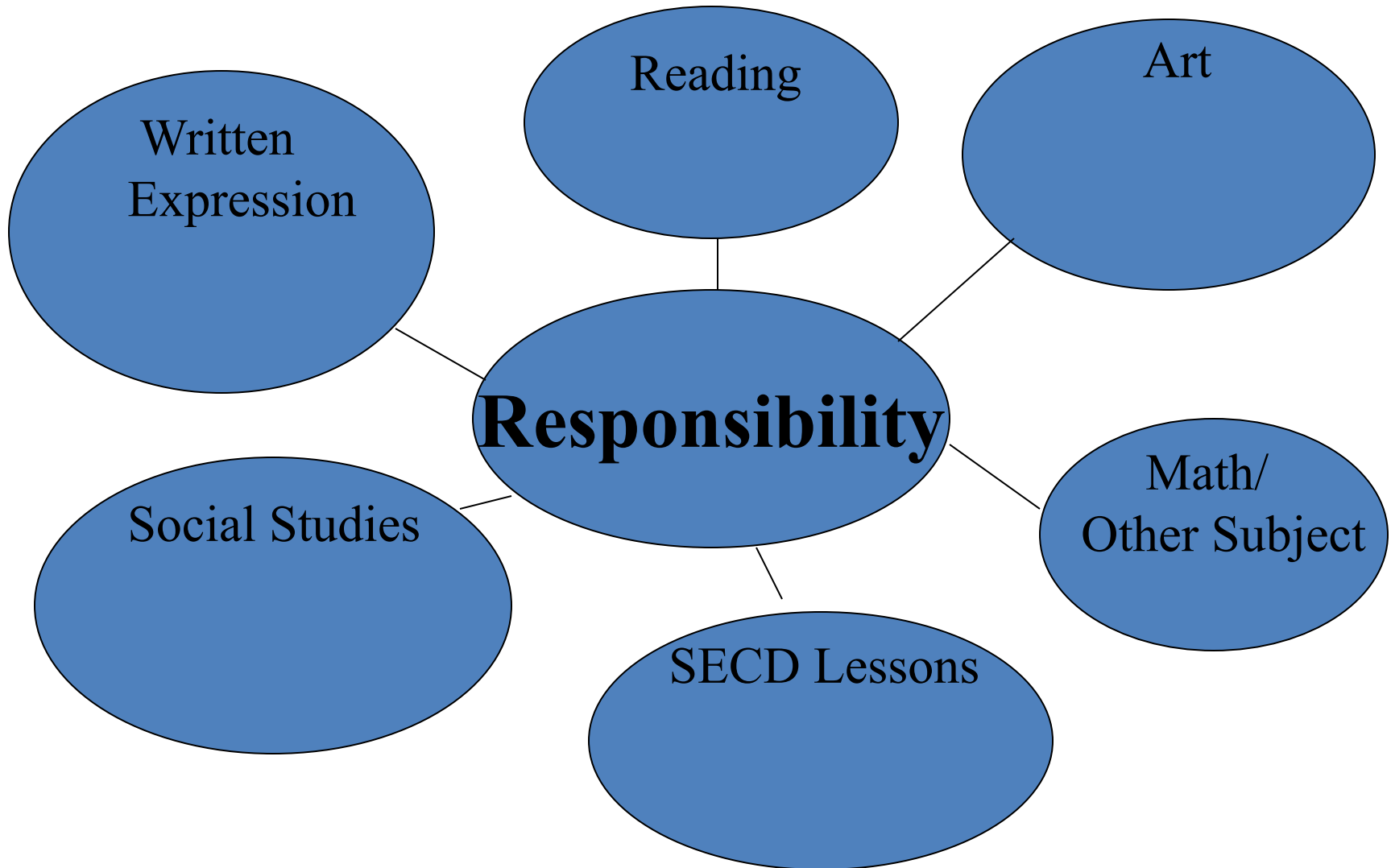


Integration of Purpose/Other Virtues into Academics: Fill in the Blanks



Connect to goals and exemplars

Integration of SECD into Lessons: Fill in the Blanks



SECD Responsibility Lesson Integration

- *Math*: Check work, ask for help if you don't know
- *Language arts*: Synonyms, examples in stories, how carried out by characters, why challenging
- *Pedagogy*: Keep track of assignments, tests; leave time for preparation; how to be a good group member
- *Science*: care for the environment, conservation of resources, e.g., water, soil, clean air; lab etiquette
- *Art*: Photograph examples of responsibility; create responsibility collages, mosaics
- *Health*: proper care of body, nutrition, sleep patterns, hygiene
- *SECD Lessons*: Skills needed to be responsible

Focal Social-Emotional Skills in the STAT Approach

1. Empathy
2. Perspective Taking
3. Communication
- 4. *Social Problem Solving***
5. Emotion Regulation



Students Should be able to Think, Speak, and Act on Statements Like These: **Yes-No-or Maybe**

- All schools should have metal detectors for the protection of students and staff.
- Students should participate in school committees about bullying, drugs and alcohol, and discipline.

Pedagogy to Promote Critical Thinking, People Getting Along Better, and Being Civil & Civically Engaged

- **(a) Peer Opinion Sharing:** Yes-No-Maybe
- **(b) Respectful Empathic Debate:** asking students to argue from the perspective of all sides of an issue, especially ones they disagree with, perhaps regarding specifics of how a situation was handled, or the specific actions taken
- **(c) PLAN Problem Solving:** an overall framework for analyzing all issue, to provide a repeated strategy that can become internalized

See STAT in Action:
Video Examples from www.secdlab.org/STAT

- **(a) Peer Opinion Sharing:** Yes-No-Maybe
- **(b) Respectful Empathic Debate:** asking students to argue from the perspective of all sides of an issue, especially ones they disagree with, perhaps regarding specifics of how a situation was handled, or the specific actions taken

General STAT Instructional Strategies

- **(e) Responsible Listening:** having to summarize the positions one just heard
- **(d) Collaborative Creativity:** how else could the problem have been viewed? What other solutions might have been considered? How were/are obstacles dealt with creatively?
- **(f) Audience-Focused Communication:** how can students be prepared for and share what they have learned with others? Write a letter to a newspaper? Have a meeting? Create an artistic or musical depiction? Reach out to an elected official? Some other kind of social action? How can they learn to monitor the success of their plans, and make improvements as needed for the future?

Audience-Focused Communication and Social Action

- Key to the approach is for **students to create products they have to prepare, deliver, and defend collaboratively**. These might be social action improvements in their classrooms or schools, or they might be alternative solutions to historical problems or proposed solutions to current events.
- A part of the learning process that creates flexibility is for **students to get feedback on what they create and have the opportunity to modify in light of feedback**. This will include situations where their ideas are not supported.

PLAN Problem Solving Social Action Strategy for History, Current Events

One essential approach to STAT uses the **PLAN** social action process*:

- 1) creating a problem description (**P**), which defines the issue being discussed,
- 2) brainstorming a list of options (**L**) to solve the problem,
- 3) developing and acting on an action plan to solve the problem (**A**), and
- 4) noticing successes as part of ongoing evaluation and refinement (**N**).

- ***But you can use any problem solving strategy already in use!!***
- ***See examples in The Front Page handout/support materials***

Example of STAT in Action

- **Example #1: Current Problem in the School**
 - **Note:** We recommend using this topic to introduce STAT to students
 - **Topic:** Cafeteria food
- Start with a Yes-No-Maybe or debate, and then have students consider the problem from different perspectives, using the PLAN framework

Example #1 of STAT in Action

- Consider a debate, or a Yes-No-Maybe discussion, based on this statement:

There is nothing students can do to change the food that is served in the cafeteria. These are adult decisions only.

- P: What are the problems related to the food in the cafeteria? What are the issues from the perspective of teachers, administrators, those involved in food preparation and serving? What feelings do they have? What are the perspectives and feelings of different student groups?
- L: What options do different groups consider to be acceptable ways to resolve the problem? What are the pros and cons of these ideas? What seem most/least realistic?
-

Example #1 of STAT in Action

- A: How can the idea be carried out? Who has to do what? When? Where? What obstacles to the plan might be faced? How can these be addressed? How will we know if the plan is being successful? How can we use feedback to improve the plan?
- N: (after the plan is tried:) How did it work out? What consequences were considered that could have been anticipated? What can be learned from these experiences that can be used in the future, for this or other kinds of school issues?
- ***This framework can be used for other school issues, such as bullying, drugs, gangs, cheating, discipline***

Examples of STAT in Action

- **Example #2: Social Studies/History class**
 - **Topic: the Civil War**
- Consider the problem from different perspectives, using the PLAN framework
- NOTE: This example is elaborated in the Front Page resource pages and the full lessons can be found at www.secdlab.org/STAT

Example #2 of STAT in Action

- Consider beginning with a debate, or a Yes-No-Maybe discussion on this question, based on this statement:

All through history, many countries have had slaves. What the South was doing was no different.

- Then, with background reading from your current curriculum, consider the problem from different perspectives, using the PLAN framework

Example #2 of STAT in Action

- **P:** How did the North and the South define the problem in the country? What were the issues, from each perspective? Who were the key people involved in making important decisions?
- **L:** What were their goals? What options did they consider to be acceptable ways to resolve the problem? What did they ultimately decide?
- **A:** How did they carry out their plan? What obstacles did they encounter? How did they deal with them?
- **N:** How did it work out? What can be learned from their experiences that are relevant to the present?



Recommendations to Guide Policy

- Every teacher, student support services provider, and administrator should have **demonstrated competence** in implementing evidence-based SECD programming and positive climate promotion at the classroom and/or school level (as appropriate).

Academy for Social-Emotional Learning in Schools: SELinSchools.org

- Overarching goals are to address the gap in professional development of school leaders and teachers that exists today and to create a community for on-going mentoring, resource support, and sharing of experiences from walking the talk!
- The Academy offers a virtual Professional Learning Community and two certificate programs.
- Certificate for School Leadership in Social-Emotional Learning and Character Development.
- Certificate for Instruction of Social-Emotional Learning and Character Development. (sel.rutgers.edu)
- Academy Overview Video: <http://sel.cse.edu/>



Academy for
SOCIAL-EMOTIONAL
Learning in Schools



What is the Online Professional Development Community?

- A unique feature of the courses and the certificate is participants' involvement in a virtual Professional Learning Community (vPLC). Beginning with participation in one's classes and practicum, there is an emphasis on being part of a community of learners who support and assist one-another during the courses— and beyond— in making applications of SEL/SECD and academics for prek-12.

Intellect Without Compassion = Danger
Knowledge Applied Without Character =
Oppression

*“Don’t let what you
cannot do interfere
with what you can do.”*

John Wooden

*“The children are
waiting.”*

Ted Sizer



For SECD and Academics Materials

- www.secdlab.org/STAT www.secdlab.org/MOSAIC
- The Resource Center at SELinSchools.org
- For Support or Questions about Implementation:
 - SECDLab@gmail.com

Please follow the lab @SECDLab for updates and information on the latest projects and events.

<https://twitter.com/SECDLab>

- For ongoing information about SECD:
 - www.edutopia.org/profile/maurice-j-elias