

The Role of SEL in Developing Reading Skills

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*Social-emotional and character
competencies are as basic,
foundational, and essential to
academic achievement as
reading competence*

- What do we know with certainty?

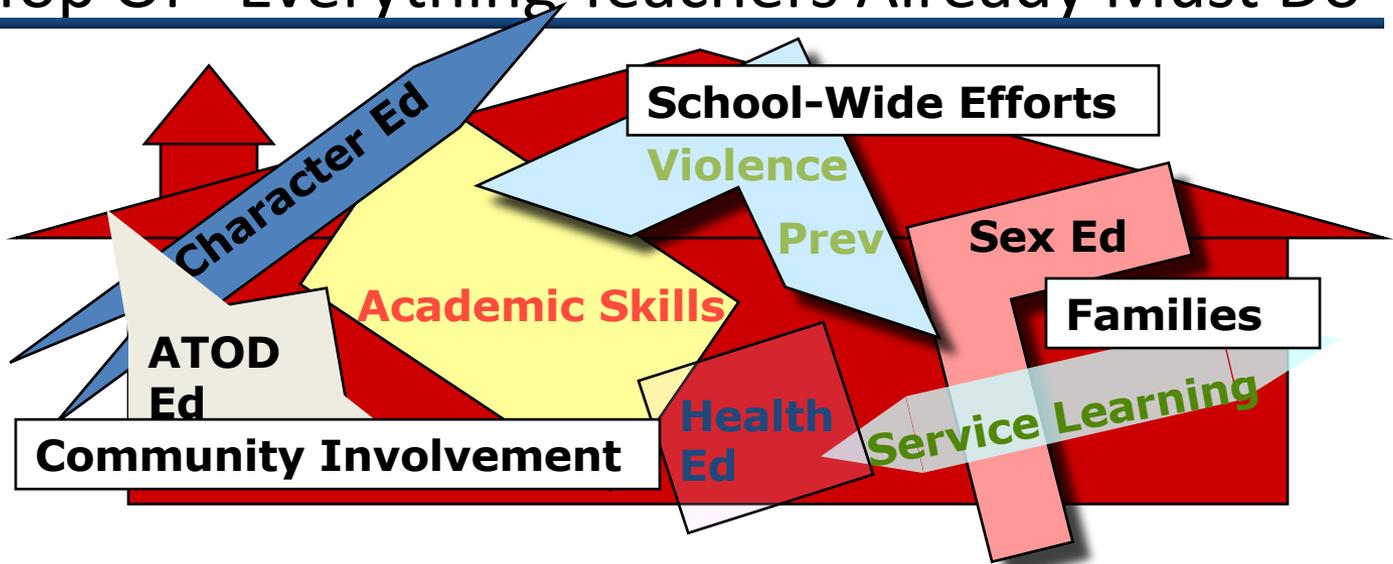
“Simply passing the accountability assessment is not enough for them to navigate this complex world”

(Metz Elementary Principal)

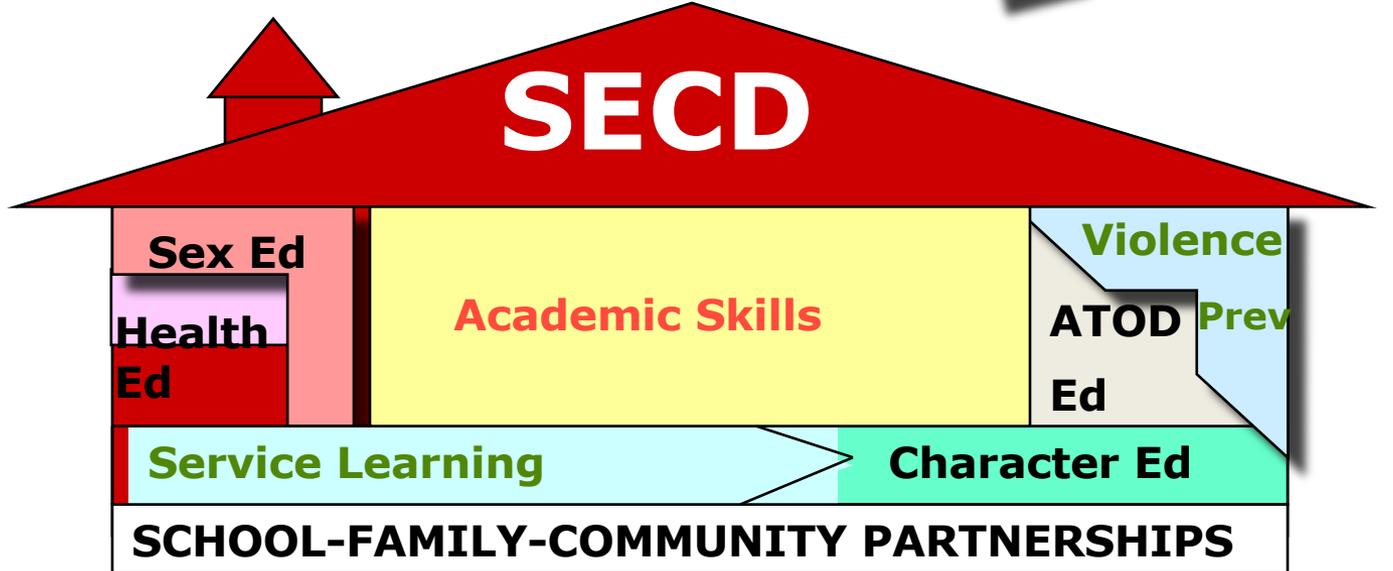


We must Turn our Jumbled Schoolhouses into Places that Add Social-Emotional and Character Development (SECD) “In” and not “On Top Of” Everything Teachers Already Must Do

A Jumbled and Fragmented Schoolhouse



A School of Social-Emotional & Character Competence



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 and
Classroom
Climate

+

Systematic
Instruction
in SEL Skills

+

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

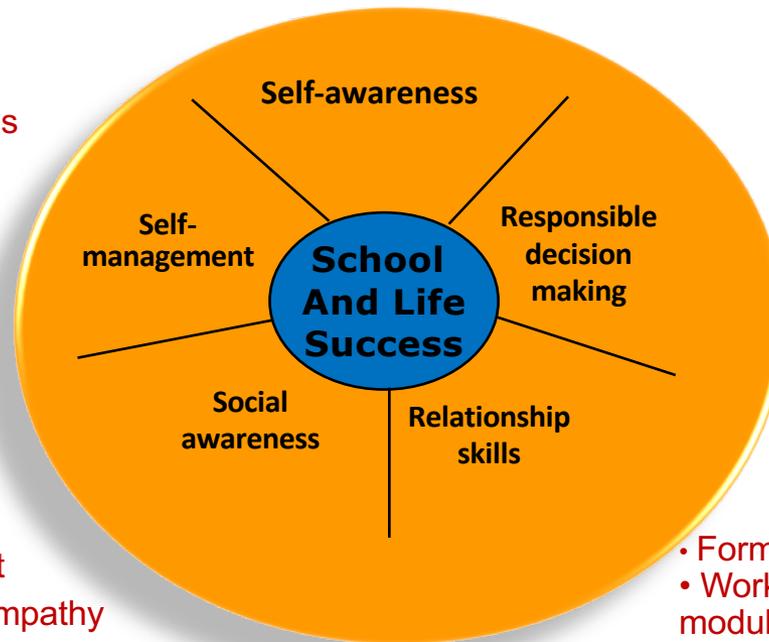
Source: *SEL and Academics: Research Brief*, Collaborative for Academic, Social and Emotional Learning, 2007.

It May Be More Feasible in the Near Future to Focus More on Activating SEL Skills (CASEL 5) Than Putting in Programs to Teach Them– the Latter Requires a Solid 3 Year Planning Window

- Identify one's emotions, values, strengths, and limitations
- Appropriate self-efficacy/growth mindset
- Sense of purpose, mission
- Risk-taking; trustworthiness

- Manage emotions and thoughts
- Establish and achieve goals
- Persevere to overcome obstacles
- Focus and organization

- Identify thoughts, feelings of others
- Take perspectives
- Prevent and resolve conflict
- Show understanding and empathy for others
- Know norms and expectations for different settings, situations



- Effective, ethical problem solving skills, strategy
- Identify many aspects of consequences, including common good
- Evaluate impact of decisions
- Analyze and critique

- Form positive relationships
- Work in groups, teams- modulate
- Deal effectively with conflict
- Positive communication skills
- When and how to give, ask for help; address feedback
- Listening; turn-taking

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.

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

Close Reading: What's SEL got to do with it?

Close Reading is a set of strategies that allow students to productively struggle with complex text in ways that accelerate and deepen their learning.

Elements of Close Reading Include:	Self-Management skills required	Relationship skills required	Responsible Decision Making skills required
Individual reading of complex text	<ul style="list-style-type: none"> • Self control • Self motivation • Perspective Taking 	n/a	n/a
Group exploration of complex text	<ul style="list-style-type: none"> • Self control • Self motivation • Perspective Taking • Setting and Achieving goals 	<ul style="list-style-type: none"> • Communicating clearly • Working collaboratively • Resolving conflicts • Seeking help 	<ul style="list-style-type: none"> • Considering the well-being of self and others • Recognizing one's responsibility to behave ethically • Evaluating realistic consequences of various actions
Student-led discussion and analysis of text	<ul style="list-style-type: none"> • Regulating one's emotions • Self control • Self motivation • Perspective Taking • Setting and Achieving goals 	<ul style="list-style-type: none"> • Communicating clearly • Working collaboratively • Resolving conflicts • Seeking help 	<ul style="list-style-type: none"> • Considering the well-being of self and others • Recognizing one's responsibility to behave ethically • Basing decisions on safety, social and ethical considerations • Evaluating realistic consequences of various actions

Text Complexity: The SEL Connection to Competence

The latest movement toward Core Academic Standards requires 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.

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)

Key Word Pairs/Concepts for Social-Emotional and Reading Literacy

- Shure and Spivack identify key word “pairs” that are the foundations of human relationships and problem solving. These create brain architecture and executive functioning so children can understand the world around them, starting in infancy!!!
- **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***

PICTURE NAMING AND RHYMING – The way we read to kids matters!!!

- *Pictures of a cat, rat, bat, table, chair, dog*
- Who can tell us which pictures sound the SAME as cat?

Point to ALL the pictures that sound the same as cat.

Point to SOME of the pictures that sound the SAME as cat. Point to a picture that does NOT sound the SAME as rat.

Point to ALL the pictures that do NOT sound the SAME as rat.

PICTURE NAMING AND RHYMING

- *Pictures of a cat, rat, bat, table, chair, dog*
- Who can tell us which pictures sound the SAME as cat?

Point to ALL the pictures that sound the same as cat.

Point to SOME of the pictures that sound the SAME as cat. Point to a picture that does NOT sound the SAME as rat.

Point to ALL the pictures that do NOT sound the SAME as rat.

ALLITERATION

- *Pictures of a sock, table, book, bag, ball, bat*
- Point to ALL the pictures that start with the SAME sound as *book*.

Point to SOME of the pictures that start with the SAME sound as book. Point to SOME pictures that start with a DIFFERENT sound from book.

Examples: Is/Is Not; Same/Different

– Non-problem situations

- Who *is* painting? Who is *not* painting?
- Which of these three things are the *same*?
- One of these things is not like the other.... (different)
- Who is eating the *same* thing as Johnny? Who is eating something *different*? Who is *not* eating the *same* thing as Johnny?

– Problem situations

- Is your idea a good idea or *not* a good idea? (What makes your idea a good idea?)
- If your idea is *not* a good one, can you think of something (*else*) that *is* a good idea?
- Can you think of a *different* way to solve this problem?
- Hitting and kicking are kind of the *same* because they can both hurt someone. Can you think of something to do that is *different* from hurting someone?
- How do you think Brother felt when he said this?
How *might* Sister feel when Brother said this?
Can you think of a *different* way Brother could tell Sister how he feels? (How would you feel if someone said that to you?)

The Power of Fiction: Quick Breakouts

What were your favorite works of fiction, or fictional characters, when you were growing up?

What aspects of the world did these open up to you?

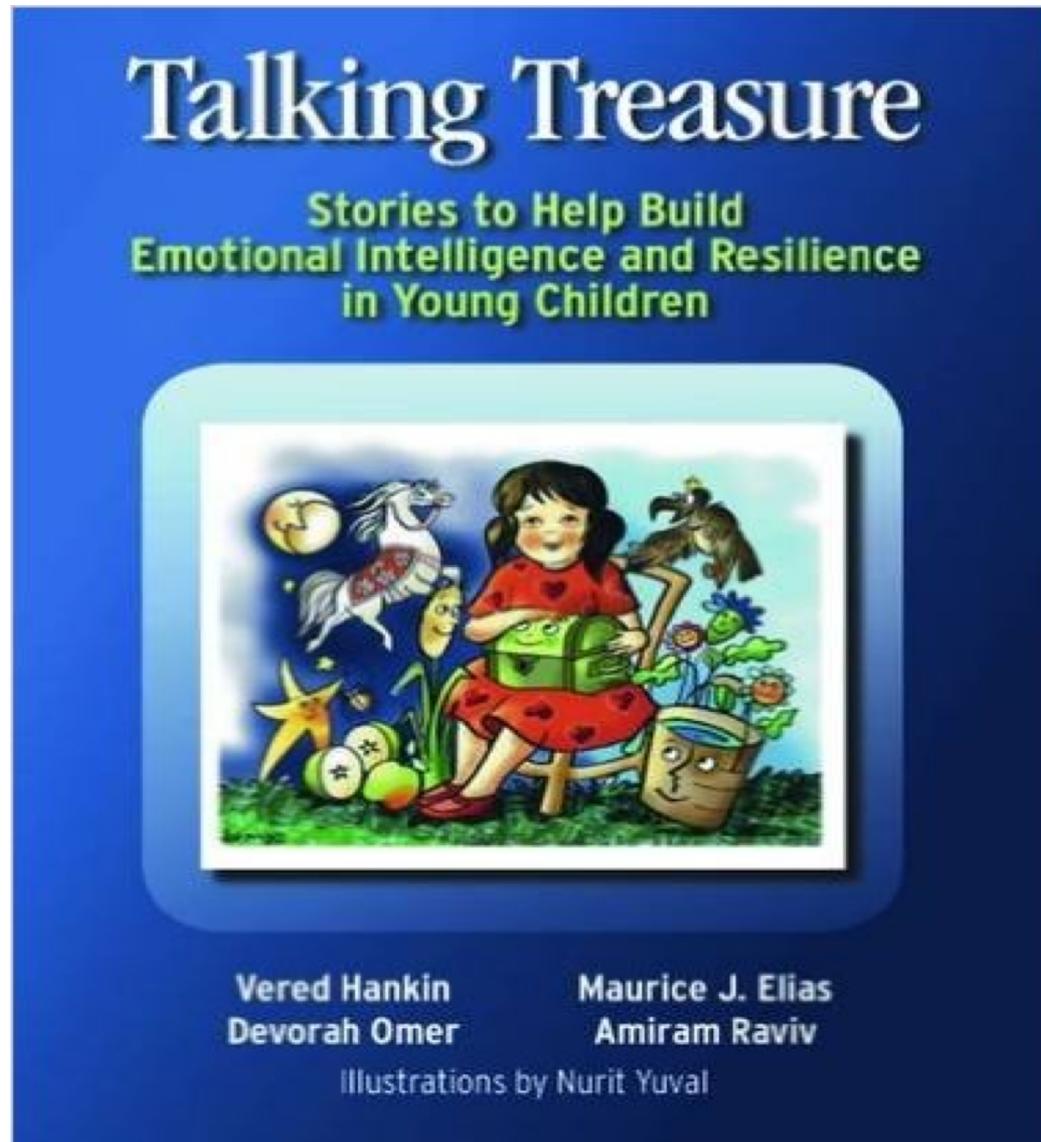
The Power of Fiction

- ✓ How can we hope to get into others' minds, know their feelings in detail, or track their thought processes, better than through well-written fiction? These are aspects of social and emotional skill development that are hardest to train in nuance and depth, and hard to pick up through interpersonal interaction alone.
- ✓ A 2009 study by Mar found frequent readers of fiction had greater capacity for empathy and interpersonal insight.

The Power of Fiction

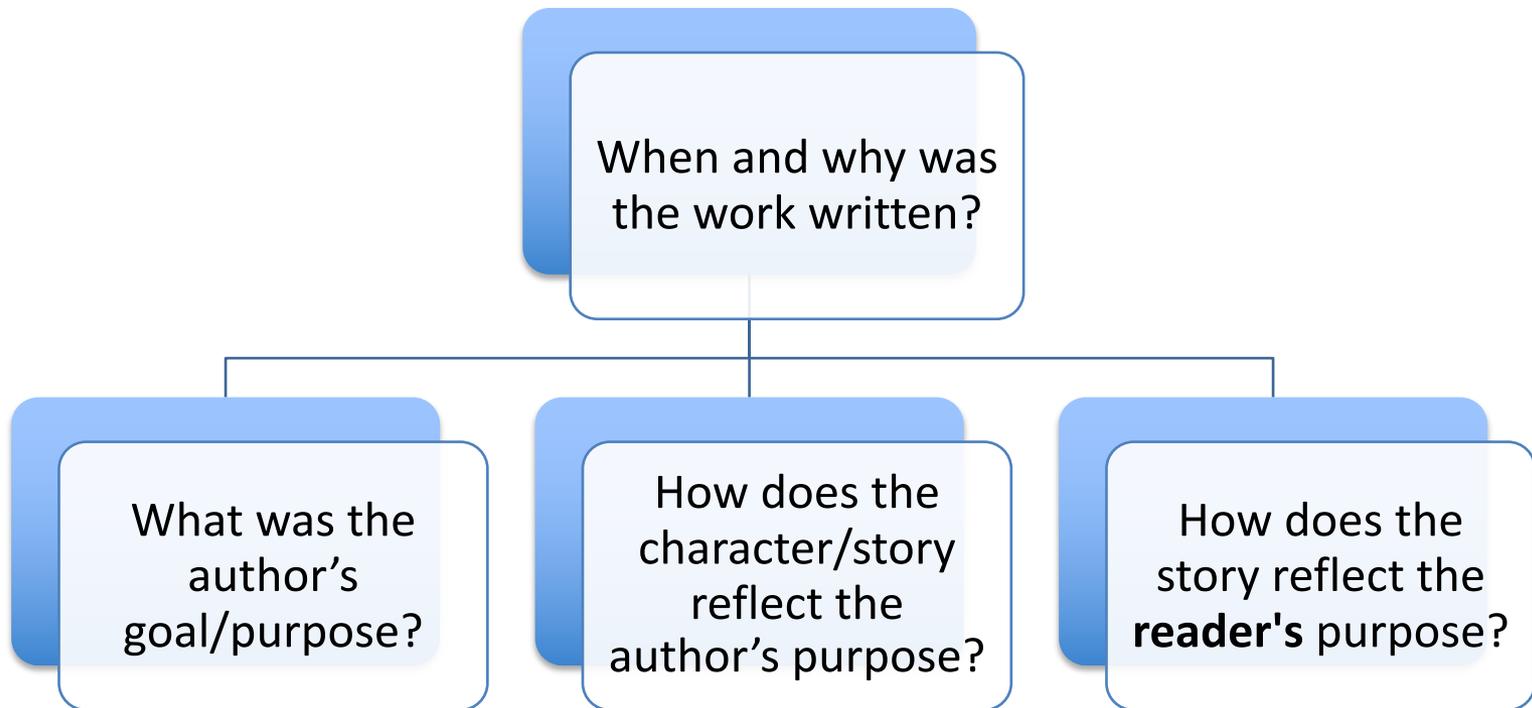
- ✓ The action implications are clear. Particularly in early childhood, but still highly important thereafter, is the integration of well-written, evocative fiction in giving children a deeper view of the social worlds around them. This would extend to historical fiction, and dramatizations of scientific discoveries and artistic and performance accomplishments.
- ✓ Educators and parents should consider the fiction that young people read to be building blocks of their SEL and social, emotional, and character development (SECD). It makes sense to incorporate more, rather than less, of this modality as part of systematic skill-building efforts.

Storytelling with a Moral for Young Children



Note
the
benefits
of older
children
reading to
younger
children/
siblings!!

Build in Understanding of Authors'/Illustrators' Positive Purpose



Universal Problem-Solving Strategy to Analyze Authors' Purpose, Decisions, and Characters' Interactions

- F – Find and accurately name the feelings
- I – Identify the problem in words
- G – Guide yourself with a goal
- T – Think of many possible solutions
- E – Envision consequences
- S – Select the best solution for your goal
- P – Plan and be prepared for pitfalls/obstacles
- N – Notice what happened (now what?)

How could you use this?

Turn on the Learner's On-Switch

- Keeping the switch on in the face of inequities and other challenges that will be encountered requires students to have schools – and school leaders-- that actively, systematically, and continuously promote:
- their social-emotional and character **skills**,
- a positive **mindset** connected to a sense of **purpose**
- a **pedagogy that inspires** possibility and connection to attainable future **aspirations**, and
- nurturing and sustaining **relationships and climates that are rainbows in students' clouds** and bathe students in the light of their own potential, not their failings.



Certificate Programs in SECD for Educators

- The Academy for SEL in Schools (SELinSchools.org) certificate programs prepare educational professionals to help their schools become more positive places for children to learn, adults to teach, and all to thrive.
- Program Highlights
 - Brings like-minded educators from across the globe together in a professional learning community.
 - Program facilitators with substantial experience and expertise.
 - Combines asynchronous learning with synchronous workshops for optimal community-building and sharing.
 - *Certificates in Instruction and School Leadership.*

Certificate Programs in SECD for Educators

SEL 101:
Foundations

SEL 102: Best
Practices in SECD
and Positive
Climate

SEL 301 Virtual
Supervised
Practicum at Your
Job Site

Certificate from
Rutgers and STEU
and ongoing SEL
Academy virtual
support

Check out the free webinar series about Academy programs, principles of SEL Instruction and Leadership, and STAT and the SEL Tier 2 Lab: <https://psych.rutgers.edu/webinars-and-other-events>

Questions?

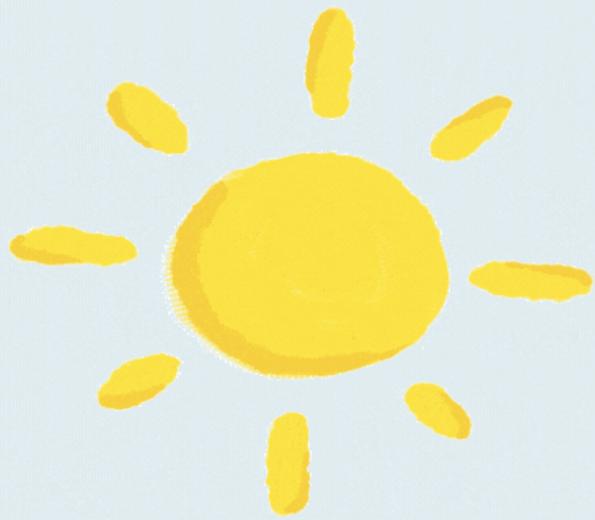


Available Resources That *Add In*, not On



- Fullmer, L., Bond, L., Nayman, S., Molyneaux, C., & Elias, M. J. (2022). ***Students Taking Action Together: 5 Teaching Techniques to Cultivate SEL, Civic Engagement, and a Healthy Democracy***. ASCD.
- <https://www.secdlab.org/labhighlights/2022/2/6/new-stat-book-now-available-for-pre-order>
- Elias, M. J., Murphy, N., & McClain, K. (2021). ***Morning Classroom Conversations: Build Your Students' Social-Emotional, Character and Communication Skills Every Day***. Corwin Press.
- Elias, M.J., Ogburn-Thompson, G., Lewis, C., & Neft, D.I. (Eds.) (2008). ***Urban Dreams: Stories of Hope, Resilience, and Character***. Rowman and Littlefield.





Children are like
flowers
They grow
towards the light



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