

# Social Emotional Learning

Special Education District Advisory Council  
November 16, 2021

# Purpose

- Review SEL definition and goals
- Provide a broad overview of SEL instructional approaches by grade-span
- Accessibility for SEL instruction



# What is SEL?

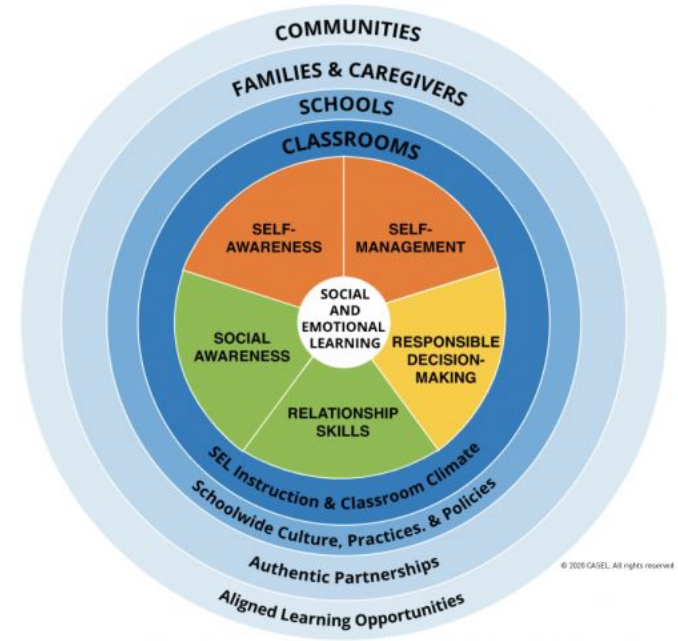
## Social- Emotional Learning:

- “The capacity to recognize and manage emotions, solve problems effectively, and establish positive relations with others” (Zins & Elias, 2006)
- “Requires the development of social, behavioral and emotional skills... that indirectly promote better academic outcomes as students are more engaged and connected to their schools” (McKevitt, 2012)



# What is SEL?

There are five broad and interrelated areas of competence and highlights illustrative examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL).



Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
Recognizing your own emotions and accurately assessing your strengths and challenges.	Effectively regulating your emotions and behaviors in different situations.	Understanding the perspective of and empathizing with others, inclusive of our diverse backgrounds	Creating healthy relationships, communicating clearly, and cooperating with others.	Making positive choices about personal behavior and social interactions.



# SEL elements in UDL



SEL Competency	Sample UDL Checkpoint	Big Connect
Social Awareness	<p>Increase mastery-oriented feedback</p> <p>Foster collaboration and community</p>	<p>Students need to be aware of others feelings and beliefs.</p>
Relationship Skills	<p>Foster collaboration and community</p>	<p>Relationships are the cornerstone of community and without relationship skills, students will struggle with collaboration</p>
Responsible Decision-Making	<p>Support planning and strategy development</p> <p>Facilitate managing information and resources</p>	<p>We must support student executive functions to ensure they can make responsible decisions about their learning and their futures.</p>



# SEL elements in UDL



SEL Competency	Sample UDL Checkpoint	Big Connection
Self-Awareness	<p>Optimize individual choice and autonomy</p> <p>Promote expectations and beliefs that optimize motivation</p>	<p>Students must know interests, goals, strengths and weaknesses to help them make appropriate learning choices.</p>
Self-Management	<p>Facilitate personal coping skills and strategies</p> <p>Develop self-assessment and reflection</p>	<p>If students can't self-regulate, they can't self-manage, which means learning can't occur because their Amygdala has been hijacked and survival mode kicks in (fight, flight or freeze).</p>

# SEL Goals

**LCAP Goal 4:** “Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes.”

## Social Emotional Learning for all students

- **Metric:** Total time all students access SEL lessons by end of school year; survey results from all students on their understanding of SEL strategies and use of the strategies
- **3-Year Goal:** Minimum of 60 minutes/week (TK-8) and 45 minutes/week (9-12) of SEL lessons by the end of the school year. All students can easily identify 5 skills/strategies to support them in peer relations, coping and self-advocacy; students demonstrate use of these skills.



# SEL Goals

**LCAP Goal 4:** “Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes.”

## Social Emotional Learning for some students

- **Metric:** Some students access targeted SEL lessons via individual and/or small group intervention and demonstrate learned skills in the school setting.
- **3-Year Goal:** Minimum of 30% of students participate in targeted SEL interventions such as small groups and individuals lessons. All CVUSD students who express a social emotional need report they are able to access their school counselor for meaningful support.





# SEL instructional approaches

## Elementary - Tier 1

Tier 1 support - School-wide lessons/resources (minimum 15 minutes/week)

- Sanford Harmony Routines
  - Community Circle: Class discussions and activities designed to bring peers together to work and play as a team.
  - Buddy Up Activities: Buddy activities that promote joint problem-solving, collaboration, and cooperation.
  - Class Collaborations: Discussion questions to use in Community Circles or with buddies to get to know one.

## Middle School - Tier 1

Tier 1 support - School-wide lessons & strategies (minimum 15 minutes/week)

- Universal Screener to determine student needs
- Second Step curriculum aligned to CASEL Framework
- Scope & Sequence:
  - Unit 1- Mindset & Goals
  - Unit 2- Bullying & Harassment
  - Unit 3- Thoughts, Emotions, & Decisions
  - Unit 4- Managing Relationships & Social Conflict
- Teacher UDL/SEL strategies implemented

## High School - Tier 1

Tier 1 support - School-wide lessons/resources (Minimum - 10 minutes/week)

- Universal Screener to determine student needs
- Quarterly Themes addressing identified SEL needs - (CASEL)
- Admin & Counselor team to develop lessons and resources
- Teacher UDL/SEL strategies implemented

**All students in Grades TK-8, including Students with Disabilities and English Learners, are receiving SEL instruction. This instruction includes:**

- 1) Ongoing accommodations and supports for Students with Disabilities, English Learners and all students in the general education setting, and
- 2) Materials with embedded Universal Design for Learning (UDL) approaches that increase accessibility for all learners.

# *Sanford Harmony (TK-5)*

## What is it?

Sanford Harmony (SH) is an instructional program for elementary educators to help their students develop social and emotional skills.

## How it's being implemented?

- Monthly slide decks adapted by elementary counselors for ease of teacher use
- Videos recorded by elementary counselors to go with SH units and lessons
- All teachers provided with hard copy materials and access to all digital materials

UDL Checkpoint	<i>Sanford Harmony</i>
Minimize threats and distractions	Established routines and repetition, stuffed animals as talking pieces, familiar characters in SH videos
Foster collaboration and community	Alternate seating options, partner pairings, and group members for activities
Promote expectations and beliefs that optimize motivation	Playing out example social emotional scenarios with adult guidance and support
Offer alternatives for visual information	Counselor videos, SH videos, story read alouds, hard copy materials
Clarify Vocabulary and Symbols	Provide labeled visual and graphic supports, including common images/ emojis
Activate or supply background knowledge	Reading books, articles, or watching videos related to social skills and interactions
Use multiple media for communication	Acting out, partner work, journals, oral sharing
Build fluencies with graduate levels of support for practice and performance	Sentence starters and frames for SEL topics, journal topics
Support planning and strategy development	Counselors as coaches that model thinking through processes and interactions

# *Second Step (6-8)*

## What is it?

*Second Step* is a social-emotional learning program that helps students develop: self-awareness, self-management, social awareness, responsible decision-making, and relational skills.

## How it's being implemented?

- Counselors or teachers are providing weekly lessons to students via Zoom or pre-recorded videos
- Digital lessons include warm-up, activities, and wrap-up
- Student activity pages are provided for each lesson
- Units of study: Mindset & Goals; Bullying & Harassment; Thoughts, Emotions, and Decisions; and Managing Relationships and Social Conflict

UDL Checkpoint	<i>Second Step</i>
Optimize relevance, value, and authenticity	Students provided opportunities talk about and listen to others' personal experiences
Foster collaboration and community	Partner and small group discussions
Offer alternatives for visual information	Short video segments are chunked to highlight key concepts
Clarify syntax and structure	Student activity pages with sentence frames
Use multiple media for communication	Digital tools sort and categorize information
Build fluencies with graduate levels of support for practice and performance	Students provided with multiple examples of concepts including stories, visuals, and additional examples,
Facilitate managing information and resources	Student activity pages include graphic organizers such as a flow charts or problem-solution charts
Guide appropriate goal-setting	Students engage in structured goal-setting and identify roadblocks to achieving these goals.

# SEL in specialized programs & Newcomer programs

## Specialized Programs:

Incorporate SEL into daily lessons and activities, such as:

- Community circles
- Instruction and books that include lessons about feelings, emotions, conflict resolution, building friendships, managing frustration, seeking assistance, etc.
- Structure lessons to include small group work, which requires explicit teaching and support on collaboration, sharing, conflict resolution, turn taking, social-language, etc.
- Beginning each day with “Zones of Regulation” which focuses on preparing students to identify their emotions/feelings and guides the students towards “ready to work” zone
- Practice “calm connect” strategies such as deep breathing, slow body movements

## Newcomer Academy:

Newcomer Academy Social Worker, teacher, and staff provide:

- Individual social emotional needs assessment to connect student with school and community supports.
- Newcomer support group
- SEL presentations focused on community building, school climate, bullying and inclusivity, and follow-up activities for students to discuss and apply their new learning.
- Social emotional support to individual or group of students is provided by the Social Worker throughout the day as needed.
- Classroom teacher is in constant communication with the other school staff to ensure students are provided with the support.
- Parent presentations offered in the evenings with some of the topics focused on raising awareness about social emotional learning and support at home.

# Next Steps

- High school SEL materials - Create or purchase materials that embed accessibility for implementation this year
- Provide staff with a UDL refresher resource to support all curriculum areas, including SEL
- On-going training on UDL for staff (teachers, counselors, administrators)

