

## Resources for Educating the Whole Child (Social and Emotional Learning)

Educating the whole child means not only providing opportunities for students to experience cognitive growth, but also social and emotional growth. If the aim in educating children is to produce competent, thoughtful, well-adjusted and engaged citizens, then educators must recognize the interrelatedness of social, emotional, and academic development. The greatest academic and social-emotional growth occurs when educators foster a range of cognitive, personal, and social competencies. Schools have an opportunity to help students improve their general well being, not just their academic skills, which in turn improves student outcomes. Effective social and emotional learning programs (SEL) are characterized by positive classroom learning experiences, engaging and meaningful school-wide activities, positive parental support, and continuous community involvement.

Main Ideas	Additional Information	Resources
<b>Examining SEL Competencies</b>		
<p><b><i>Well-structured and well-implemented social and emotional learning (SEL) programs that focus on SEL competencies, promote positive social interactions, reduce emotional stress and misbehavior, and improve academic achievement.</i></b></p>	<ul style="list-style-type: none"> <li>• Social and emotional learning (SEL) skills are the <b>foundation for good citizenship, scholarship, and work</b>. SEL includes the different ways in which students develop positive perspectives, appropriate relationships and attachments, healthy responses to their own and other's feelings, and thoughtful decision-making ability. These vital skills help students develop empathy, manage their emotions, and avoid engaging in behaviors that can be detrimental to their educational experiences and personal lives.</li> <li>• When high-quality SEL programs are well-implemented and well-instructed, they yield many immediate and lifelong benefits for students, schools, and communities. Effective SEL programs are characterized by <b>positive classroom learning experiences</b>, engaging and meaningful school-wide activities, and parental support and community involvement. In order to ensure effectiveness, SEL programs should be regularly evaluated.</li> <li>• Evaluating the effectiveness of a SEL program is essential to substantiating its validity and impact. When assessing a SEL program, the following concepts should be considered:               <ul style="list-style-type: none"> <li>○ SEL practices should be feasible to assess using self-reporting and</li> </ul> </li> </ul>	<p><a href="#">Social and Emotional Learning, a journal from The Future of Children</a></p> <p><a href="#">The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development</a></p> <p><a href="#">Middle School and High School CASEL Guide 2015</a></p> <p><a href="#">American Institute for Research, Research to Practice Brief on Teaching the Whole Child</a></p> <p><a href="#">Preschool and Elementary CASEL Guide 2015</a></p>

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	<p>observation,</p> <ul style="list-style-type: none"> <li>○ The evaluation should be directly associated with academic and life outcomes,</li> <li>○ The evaluation should be developmentally appropriate for students' ages and grade levels.</li> </ul> <ul style="list-style-type: none"> <li>● According to The Collaborative for Academic, Social, and Emotional Learning (CASEL), social and emotional learning focuses on the following specific interrelated set of competencies:               <ul style="list-style-type: none"> <li>○ <b>Self-Awareness</b>-Students are able to recognize the influence their thoughts and emotions have on their behavior. Students are also able to accurately understand their strengths and weaknesses and feel confident and optimistic.</li> <li>○ <b>Self-Management</b>-Students are able to regulate and adjust their thoughts, emotions and behaviors in different situations. This includes the ability to manage their stress levels, control impulses, self-motivate, and realize goals.</li> <li>○ <b>Social Awareness</b>-Students are able to practice empathy for everyone including those from diverse backgrounds. They also understand the boundaries of social and ethical norms and recognize the resources and support that family and community provides.</li> <li>○ <b>Relationship Skills</b>-Students are able to have healthy and positive relationships, resist negative peer pressure, communicate clearly, listen to others, cooperate, seek and offer help, and negotiate conflict.</li> <li>○ <b>Responsible Decision Making</b>-Students are able to make reasonable and respectful choices about their own behavior and interactions with others based on social norms, ethical and safety standards, and potential consequences.</li> </ul> </li> </ul>	<p><a href="#">Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance</a></p> <p><a href="#">Social and Emotional Learning: Comparing Frameworks</a></p> <p><a href="#">Beyond Content: Incorporating Social and Emotional Learning into the Strive Framework</a></p>

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	<ul style="list-style-type: none"> <li>• The Strive Network is a national, nonprofit organization of seventy plus community partnerships. They focus on the following social and emotional <b>competency categories that have an evidence-based relationship to achievement</b>:               <ul style="list-style-type: none"> <li>○ Academic self-efficacy</li> <li>○ Growth mindset/mastery orientation</li> <li>○ Grit/perseverance</li> <li>○ Emotional competence</li> <li>○ Self-regulated learning/study skills (Strive Together, 2013)</li> </ul> </li>   <li>• Another organization, The University of Chicago Consortium on Chicago School Research, urges educators to also concentrate on non-cognitive skills that are essential for students' academic and personal success:               <ul style="list-style-type: none"> <li>○ <b>“Academic behaviors</b> include regularly attending class, arriving ready to work, paying attention, participating, and devoting out of school time to studying.</li> <li>○ <b>Academic perseverance</b> refers to the tendency to complete assignments thoroughly and on time, as well as one can, despite obstacles or challenges.</li> <li>○ <b>Academic mindsets</b> are attitudes and beliefs about oneself in relation to schoolwork.</li> <li>○ <b>Learning strategies</b> are tactics to facilitate thinking, remembering, and learning.</li> <li>○ <b>Social skills</b> include cooperation, assertion, responsibility, and empathy” (Hagan, 2013).</li> </ul> </li>   <li>• Regardless of the specific competencies named in a SEL programs by various organizations, the <b>goals of effective SEL programs are much the same</b>:</li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Focus on helping students to improve their beliefs and attitudes regarding school,</li> <li>○ Encourage students to feel better about themselves as learners,</li> <li>○ Guide students in the development of healthy peer relationships,</li> <li>○ Provide a strong foundation so that students perform better in school.</li> </ul> <p>A resulting benefit of effective SEL programs is that <b>students are able to cope with stress, improve their social behavior, and enhance their academic performance</b> (Hagan, 2013).</p> <ul style="list-style-type: none"> <li>● Research shows that effective implementation of SEL programs requires the <b>support of all stakeholders</b>. Specifically, the wider community including business, government, university, and religious organizations as well as the school community including school board members, school administrators, counselors, parents and especially the teachers who will be implementing the strategies (CASEL, 2013). Each stakeholder group needs to understand the value of SEL and believe in its relevance. Without <b>total buy-in from all</b> involved, the program will not be as effective.</li> </ul>	

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<b>Implementing SEL Programs</b>		
<p><i>There are effective ways to implement SEL programs into schools and classrooms; each approach should allow students to practice the selected SEL competencies.</i></p>	<ul style="list-style-type: none"> <li>● State and district wide policies that support bottom-up, specific needs-based SEL solutions that come from and are <b>implemented by personnel at local schools</b> are the best way to effectively implement SEL programs.               <ul style="list-style-type: none"> <li>○ The most effect way to structure such SEL programs at the local school level is to provide a general base of SEL instruction to all students and then provide learning services or even interventions that target students who are particularly vulnerable or who have specific needs.</li> </ul> </li>   <li>● SEL promotes activities that develop students' abilities to recognize and manage emotions, build relationships with others, solve interpersonal problems, and make ethical decisions (Payton et al., 2000), There are some <b>common approaches that schools take to effectively implement</b> SEL programs:               <ul style="list-style-type: none"> <li>○ <b>Create a warm and engaging classroom</b>, building positive student-to-teacher and student-to-student relationships, and having predictable and consistent classroom procedures.</li> <li>○ <b>Incorporate SEL instruction and practices into the academic instruction.</b> Core subjects taught through problem-based learning, expeditionary learning, and visual and performing arts often meld SEL and academics together seamlessly.</li> <li>○ <b>Teach SEL practices directly in freestanding lessons</b> independent of other topics. This teaching strategy uses active learning techniques including small group work, discussions, role playing, and age-appropriate cognitive complexity in order to encourage students to use the skills they learn outside of the classroom as well as in academic subjects. Independent SEL lessons also encourage teachers to create warm and inclusive learning environments.</li> </ul> </li> </ul>	<p><a href="#">How to Listen with Compassion in the Classroom</a></p> <p><a href="#">Collaborating with Others from Kamm Solutions</a></p> <p><a href="#">Kamm Solution Guidelines for Problem-Based Learning</a></p> <p><a href="#">What is Expeditionary Learning?</a></p> <p><a href="#">How RULER Becomes an Integral and Enduring Part of Your School or District</a></p> <p><a href="#">How Social-Emotional Skills Can Fit into School Curricula</a></p>

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	<ul style="list-style-type: none"> <li>○ <b>Develop and implement school wide policies and structures that promote students' social and emotional growth.</b> The means by which school-wide SEL programs are implemented depends greatly on the <b>needs of the schools and districts</b>. School-wide initiatives require a team comprised of stakeholders that meets regularly, establishes, and evaluates the progress of the SEL practices on campus. Consider the following programs and approaches:               <ul style="list-style-type: none"> <li>▪ Some programs, such as <b>anti-bullying, dropout prevention, and violence and substance abuse awareness</b>, work well as school-wide and district-wide programs that infuse powerful SEL instruction. (CASEL, 2015).</li> <li>▪ The <b>RULER approach</b> –Recognizing, Understanding, Labeling, Expressing, and Regulating emotions (the “RULER” skills) is an example of a school-wide program where the focus is on key “anchor” skills that emphasize the recognition, understanding, labeling, expressing and management of emotions (Dusenbury, Calin, Domintovich &amp; Weissberg, 2015).</li> <li>▪ In order for SEL practices to be fully embraced on a campus, it is important that the <b>teachers and staff model the competencies</b> in their interactions with each other, with parents, and with students. It is also important that teachers and staff receive ongoing training and support in their efforts to embrace and teach SEL practices.</li> </ul> </li> <li>● Extensive research shows that <b>the most effective and sustainable SEL instruction happens regularly in the classroom and is embedded in academic lessons and</b></li> </ul>	

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	<p><b>content.</b> The SEL skills that students learn help them to specifically meet the varied emotional, social, and academic challenges of the classroom (Hagan, 2013).</p> <ul style="list-style-type: none"> <li>● Many of the lessons or content that teachers use each school year easily lend themselves to the incorporation of SEL strategies. Teachers often just need to make small adjustments in how they present the material or what they ask the students to do with it. The following suggestions target <b>effective SEL inclusion practices</b>: <ul style="list-style-type: none"> <li>○ The curriculum and the delivery of ideas should <b>fluidly incorporate the SEL competencies</b> and not only be engaging but also foster a caring environment.</li> <li>○ As they prepare lessons and materials, teachers should take note of topics and content within the texts and materials that they can easily use in class to focus students' attention and efforts on SEL competencies including the following: <ul style="list-style-type: none"> <li>▪ Ethical dilemmas,</li> <li>▪ Emotional experiences of real people or characters,</li> <li>▪ Situations that call for compassionate responses,</li> <li>▪ Challenges societies collectively face,</li> <li>▪ Ethical use of knowledge and power,</li> <li>▪ Implicit prosocial concepts, such as the maintenance and support of ecosystems or living by the words of "The Declaration of Independence."</li> </ul> </li> </ul> </li> <li>● Teachers should also consider what <b>SEL competencies the students might need to use</b> while they engage in the discussion or tasks that are part of the unit: <ul style="list-style-type: none"> <li>○ Exhibit preparation and self confidence</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ Actively listen to one another</li> <li>○ See another’s point of view</li> <li>○ Set long-term collective goals as a collaborative group.</li> </ul> <ul style="list-style-type: none"> <li>● When students are working in <b>collaborative groups</b>, it is important to have clear expectations for conflict management, active listening, and group member inclusion so that students can have opportunities to work on the SEL competencies. When planning lessons that involve collaborative groups, teachers should consider answers to the following questions:               <ul style="list-style-type: none"> <li>○ Does the lesson contain topics or tasks that lend themselves to conflicting perspectives?</li> <li>○ Do the students need to potentially exhibit greater self-control, attention, and perseverance because of the challenging nature of the assignment?</li> </ul> </li> <li>● In addition, SEL instruction that is impactful also <b>provides opportunities for students to practice the skills they have learned outside of the classroom</b> as well. To be thoroughly reinforced by the larger school community, SEL skills should be incorporated into school activities. When SEL practices are consistently a part of the <b>everyday experience and culture</b> of a school, students benefit emotionally, socially, and academically.</li> <li>● A critical component to the implementation of SEL at all grade levels is the <b>adults who will be working directly with the students</b> in learning these skills. Consider the following strategies and suggestions for those implementing SEL:               <ul style="list-style-type: none"> <li>○ Educators who are tasked with the instruction of SEL to their students need to</li> </ul> </li> </ul>	



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	<p>have access to meaningful and ongoing professional development in SEL instruction.</p> <ul style="list-style-type: none"> <li>○ The interventions and competencies that are implemented in a school should promote the teachers' social and emotional growth along with that of the students'.</li> <li>● Teachers who are less stressed, less burned out, and/or who have higher social and emotional competence are likely better prepared to interact with students in ways that promote SEL.</li> </ul>	

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<b>SEL Closes Achievement Gaps</b>		
<p><i><b>Well-implemented SEL can help to close achievement gaps that many schools and districts experience.</b></i></p>	<ul style="list-style-type: none"> <li>● <b>Synchronous development of SEL competencies and cognitive learning</b> is necessary for the development of the whole child. The Every Student Succeeds Act (ESSA) from 2015, requires one non-academic indicator for school success that is generally understood to be an SEL qualifier such as student or teacher engagement, students' sense of safety on campus, etc.</li>   <li>● Because a <b>healthy self-concept and appropriate coping skills</b> are precursors to academic achievement gains, those students who arrive at school with a strong socio-emotional foundation are better equipped to learn formal academics.</li>   <li>● All children, and especially those who may face intense adversity in their lives, are better able to cope with the challenges of academic learning if they have developed the following <b>personal attributes</b>:             <ul style="list-style-type: none"> <li>○ Problem-solving skills and flexibility,</li> <li>○ Autonomy and a sense of purpose,</li> <li>○ A constructive recognition and expression of emotions,</li> <li>○ Sociability and connection with others, humor,</li> <li>○ Persistence, confidence, self-esteem and self-efficacy (Cefai &amp; Cavioni, 2014).</li> </ul> </li>   <li>● Children who have not had the opportunity to develop these personal attributes are not positioned well to learn the challenging concepts and skills that are embedded in grade level standards. <b>This lack of development is often where the achievement gap begins and widens</b> as students matriculate through the PK-12 system.</li>   <li>● Only after students have a certain level of <b>SEL competence can they begin to</b></li> </ul>	<p><a href="#">New Evidence That Teaching Social and Emotional Skills to Inner-City Students Can Contribute to Their Academic Achievement</a></p> <p><a href="#">Narrowing the Achievement Gap with Social-Emotional Skills</a></p> <p><a href="#">Social Emotional Learning in High School: How Three Urban High Schools Engage, Educate, and Empower Youth</a></p>

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	<p><b>engage in developmentally appropriate academic challenges.</b></p> <ul style="list-style-type: none"> <li>• Students who are able to form <b>positive relationships with their peers</b> as well as manage their emotions, their attention, and their behavior are more ready to learn (Liew &amp; McTigue, 2010).</li> <li>• Teachers who provide a positive classroom culture embedded with SEL competencies, differentiation, and scaffolding opportunities provide necessary supports for students to be successful learners. This same classroom environment also benefits students who already have these important socio-emotional skills because all children learn best when they feel safe and secure.</li> </ul>	

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<b>Implementing SEL in Elementary Schools</b>		
<p><b><i>Implementing SEL in the elementary years requires a specific understanding of the developmental needs of younger students.</i></b></p>	<ul style="list-style-type: none"> <li>● Effective <b>SEL programs</b> for preschool through elementary school should be <b>consistent and ongoing</b> from year to year. The <b>topics</b> that should be addressed within elementary school programs can include:               <ul style="list-style-type: none"> <li>○ Making friends and cooperating with others,</li> <li>○ Coping with stress.</li> <li>○ Avoiding potentially risky behaviors,</li> <li>○ Resolving conflicts with peers.</li> </ul> </li>   <li>● An approach to SEL lessons <b>will differ, depending on the age of the students</b>. For example, in SEL lessons for preschool-aged students, teachers can use puppets to name and act out the different emotions and talk about what sorts of actions or events might trigger these emotions (i.e. “I get angry when...” or “I am sad when...”). Through this approach, students can be taught how to effectively cope with their emotions. If the puppet show character is angry and upset, teachers and students can discuss how that character could calm down (i.e. pause take a few deep breaths, or count to four, and tell the other person how you feel and why and let them do the same, then decide together how to solve the problem).</li>   <li>● In SEL lessons for elementary students, teachers can discuss with students ways to <b>label feelings</b> such as content, frustration, anger, satisfaction or worry. They can also teach students different ways to <b>manage stress and anxiety</b> including yoga, deep breathing, or mindfulness practices.</li>   <li>● <b>Stories</b> also provide students with rich opportunities to explore conflict and emotions and to discuss the different perspectives in the story. For example, using a <b>literature</b></li> </ul>	<p><a href="#">A Quick-Guide To Teaching Empathy In The Classroom</a></p> <p><a href="#">Teachers Can Reduce Suspensions by Practicing Empathy</a></p> <p><a href="#">Cooperative Learning Fits into the Calculation: SEL in Math</a></p> <p><a href="#">Teaching SEL Through Academic Content: ELA, History and Music</a></p> <p><a href="#">How to Integrate Social-Emotional Learning into Common Core</a></p> <p><a href="#">Resources to Introduce Mindfulness in Your School</a></p> <p><a href="#">5 Research-Based Tips for Providing Students with Meaningful Feedback</a></p>

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	<p><b>study</b>, students may also be asked to analyze an idea from a character’s perspective or discuss alternative choices a character could have made that would have had a different outcome.</p> <ul style="list-style-type: none"> <li>● In social studies, students can consider how the decisions particular historical figures made affected the people around them or even the nations of the world. The students can <b>role-play decisions from different perspectives</b>.</li> <li>● When students are allowed to work together in <b>cooperative groups</b> or as a class they also have a great opportunity to practice their social and emotional skills (Dusenbury, Calin, Domintrovich &amp; Weissberg, 2015).</li> <li>● Teachers can integrate SEL into their elementary <b>classroom environment</b> in several ways: <ul style="list-style-type: none"> <li>○ At the beginning of the day, teachers can have morning check-ins with the students, asking them about their current feelings and their plans for the day.</li> <li>○ Teachers can also use authentic feedback acknowledging good behavior: For example, a teacher may say, “I saw how you waited for your turn for show and tell. I know that you were excited to share with us, but you took a deep breath and folded your arms and listened to your classmate share. I am so proud of you.”</li> </ul> </li> <li>● Allowing students to <b>make decisions in the classroom</b> regarding class rules and expectations, teaching students to use self-calming strategies, providing a space or corner for conflict resolution in the classroom are also effective SEL practices.</li> </ul>	<p><a href="#">The 4Rs Program</a></p>

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<b>Implementing SEL in Elementary Schools</b>		
	<ul style="list-style-type: none"> <li>● To extend the SEL strategies beyond the classroom, teachers can discuss with students how they can <b>apply SEL strategies to real-life situations out of class</b>. Teachers can also encourage students to use problem-solving skills on the playground.</li>   <li>● Other social and emotional exercises that are appropriate for elementary age students include opportunities for students to               <ul style="list-style-type: none"> <li>○ Make and meet <b>personal and academic goals</b>;</li> <li>○ Identify their <b>strengths and weaknesses</b>;</li> <li>○ Practice sharing, cooperation, and <b>conflict resolution</b>;</li> <li>○ Discuss and <b>exercise courage, optimism, and resilience</b>;</li> <li>○ Manage their negative feelings and <b>increase their positive attitudes</b>,</li> <li>○ Learn about and practice <b>empathy</b> (Cefai &amp; Cavioni, 2014).</li> </ul> </li>   <li>● It is important to note that <b>evaluating the effectiveness of SEL programs</b> in elementary schools requires that educators focus on what is happening at the teacher and classroom levels, rather than in the entire school. This evaluation approach is more accurate because it recognizes the following concepts:               <ul style="list-style-type: none"> <li>○ Elementary years (ages 5-11) span a range of developmental transitions in students and the SEL skills that are taught to the students should be appropriate for their grades and their ages.</li> <li>○ The measurement of the SEL skills taught to elementary-aged students should grow narrower in focus as the students get older, but become broader in their depth and their context.</li> </ul> </li> </ul>	

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<b>Implementing SEL in Elementary Schools</b>		
	<ul style="list-style-type: none"> <li>• While competencies that are named in structuring and evaluating an elementary school's approach to SEL vary, they generally fall under the following three categories:               <ul style="list-style-type: none"> <li>○ <b>Cognitive regulation</b> is defined by skills closely related to the idea of executive functioning, which include attention, working memory, inhibition, etc., all of which help students direct their own behavior in order to meet a goal, or series of goals in a task, lesson, or project.</li> <li>○ <b>Emotional processes</b> include skills that help students recognize, express, regulate, and cope with their own emotions in prosocial ways as well as recognize and empathize with the emotional perspective of others.</li> <li>○ <b>Social and interpersonal skills</b> assist children in understanding other people's behavior, help them navigate various social situations, and teach them how to interact with their peers and adults in positive ways. (Jones, Barnes, Bailey, and Doolittle, 2017, p. 49)</li> </ul> </li> <li>• These competencies should be refined and specified according to the grade and age group being addressed.</li> </ul>	

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<b>Self-Regulatory Behaviors for Elementary Students</b>		
<p><i>Teaching elementary students self-regulatory behaviors has a direct effect on their academic performance.</i></p>	<ul style="list-style-type: none"> <li>● While students will enter and continue throughout school with an inherent <b>temperament</b> (specific components to their personality), research shows that <b>students' temperaments are not unchangeable</b> but rather have dynamic qualities that can be influenced by their environment. A well-implemented SEL program can help students develop and refine the potentially socially and emotionally challenging parts of their temperaments.</li> <li>● As early as first grade, students are expected to listen to teacher instruction as well as work independently for an extended period of time. They also need to be able to <b>cope with social and academic stresses</b>. The inability to cope with these academic requirements and social stress will negatively affect students' ability to learn.</li> <li>● Elementary students who struggle with <b>unchecked self-regulating behaviors</b> (these students tend to be more aggressive, non-compliant, impulsive, inattentive, socially reticent, etc.) demonstrate lower achievement in mathematics and literacy and other academic skills that are critical in the early years. Overall, they have predictably lower GPAs than their peers who can successfully self-regulate (Liew &amp; McTigue, 2010).</li> <li>● The emphasis on self-regulation begins very early. Students who are transitioning from <b>preschool to kindergarten</b> need to be able to increase their ability to <b>self-regulate</b> (i.e. choosing to finish a task at a center rather than running off and play).</li> <li>● Students in these early years need to <b>engage in the academic experiences</b> that teachers offer as well as <b>develop healthy peer relationships</b> through working and</li> </ul>	<p><a href="#">Time-Out &amp; Teaching Self-Regulation</a></p> <p><a href="#">How Can We Help Kids With Self-Regulation?</a></p> <p><a href="#">Games That Teach Self-Regulation</a></p>



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<b>Self-Regulatory Behaviors for Elementary Students</b>		
	<p>playing together with their classmates.</p> <ul style="list-style-type: none"> <li>● The curriculum design for students in the elementary grades should <b>fluidly incorporate ample opportunities for students to practice self-regulatory behaviors</b>. The mastery of age appropriate effortful control will directly affect students' academic performance.</li> <li>● As a result, when teachers plan for the incorporation of SEL practices in their daily work with students, they need to remember that students benefit most academically and personally from having a <b>sense of meaning and purpose</b> as well as a <b>sense of safety</b>.</li> <li>● Students need classroom cultures where they feel that they belong, are excited about what they are learning, are joyful and optimistic and proud about what they accomplish, engage in activities and tasks where they use their strengths, and <b>enjoy positive classroom relationships</b> (Cefai &amp; Cavioni, 2014).</li> </ul>	

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Main Ideas	Additional Information	Resources
<b>Implementing SEL in Secondary Schools</b>		
<p><i><b>Incorporating SEL in middle school and high school requires that teachers and staff are aware of students' developmental needs and plan the curriculum accordingly with ample opportunities for students to practice what they are learning in and out of the classroom.</b></i></p>	<ul style="list-style-type: none"> <li>● Effective SEL programs in middle schools and high schools require <b>buy-in from all of the adults</b> on a campus and ongoing training for teachers and administrators. As in elementary schools, in secondary schools educators' level of social and emotional competency not only directly influence their students' motivation to learn, but also set the tenor of the classroom and climate for the school</li> <li>● The SEL programs should be consistent and continuous. Recognizing the value of the development of social and emotional skills in determining students' college and career readiness is of vital importance.</li> <li>● SEL at this stage is the most effective when it is a part of the <b>everyday classroom experience</b> and when the adults who are providing the instruction do so with a respect and understanding for the pre-teen and teenage students' perspective and need for autonomy.</li> <li>● Unique to the adolescent experience (ages 14-17) are biological developments that include changes in hormones that directly affect students' emotional responses. As a result, students at this age also have psychological needs. Adolescents collectively have the following keen desires:               <ul style="list-style-type: none"> <li>○ "To stand out: to develop an identity and pursue autonomy;</li> <li>○ To fit in: in find comfortable affiliations and gain acceptance from peers;</li> <li>○ To measure up: to develop competence and find ways to achieve and</li> <li>○ To take hold: to make commitments to particular goals, activities and beliefs." (Yeager, p. 76)</li> </ul> </li> </ul>	<p><a href="#">A Quick-Guide To Teaching Empathy In The Classroom</a></p> <p><a href="#">Teachers Can Reduce Suspensions by Practicing Empathy</a></p> <p><a href="#">Teaching SEL Through Academic Content: ELA, History and Music</a></p> <p><a href="#">How to Integrate Social-Emotional Learning into Common Core</a></p> <p><a href="#">Resources to Introduce Mindfulness in Your School</a></p> <p><a href="#">5 Research-Based Tips for Providing Students with Meaningful Feedback</a></p> <p><a href="#">What is Project-Based Learning?</a></p>

## Resources for Educating the Whole Child (Social and Emotional Learning)

Main Ideas	Additional Information	Resources
<b>Implementing SEL in Secondary Schools</b>		
	<ul style="list-style-type: none"> <li>● Specific teaching strategies that create a classroom and school-wide environment that is conducive to SEL includes positive classrooms with shared expectations that are not only created with students' input but also designed to promote positive social interactions among students (e.g., be respectful when others are speaking) and high academic achievement.</li>   <li>● Adolescents are better able to cope with the challenges they face when the focus of SEL instruction helps them improve the following:               <ul style="list-style-type: none"> <li>○ Skills that are both academic and prosocial;</li> <li>○ Mindsets that inform a better view of the world, inspire positive decision making, and develop empathy;</li> <li>○ Participation in an engaging and meaningful school culture.</li> </ul> </li>   <li>● Note that the more successful programs with adolescents tend to <b>focus on mindsets and school climate</b>. A positive mindset not only helps motivate students to do better in school and in social relationships by helping them see the value of such endeavors, but a positive school climate helps students feel respected and appreciated by the adults and their peers on campus.</li>   <li>● <b>Positive relationships between students and teachers</b> are also imperative:               <ul style="list-style-type: none"> <li>○ It helps when teachers learn students' names quickly in order to welcome each student to class every day and call them by their names.</li> <li>○ In addition, it is also effective to model respectful interactions with students and colleagues.</li> </ul> </li> </ul>	<p><a href="#">Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning</a></p> <p><a href="#">13 Powerful SEL Activities</a></p> <p><a href="#">Social Emotional Learning in High School: How Three Urban High Schools Engage, Educate, and Empower Youth</a></p> <p><a href="#">What is Expeditionary Learning?</a></p> <p><a href="#">Facing History and Ourselves</a></p> <p><a href="#">Social Justice: A Whole-School Approach</a></p> <p><a href="#">Social Justice Resources for the Classroom</a></p>

## Resources for Educating the Whole Child (Social and Emotional Learning)

Main Ideas	Additional Information	Resources
<b>Implementing SEL in Secondary Schools</b>		
	<ul style="list-style-type: none"> <li>○ The classroom climate where these relationships are developed needs to be both academically challenging and socially respectful.</li> <li>○ It is also necessary to establish and reinforce ground rules for cooperative learning so that students have a positive experience interacting with their peers.</li> <li>○ These relationships can also be nurtured by creating small student advisory groups that often include students and a teacher who meet together for a brief period of time each day and stay together throughout their years at the school.</li> </ul> <ul style="list-style-type: none"> <li>● It is important to provide <b>ongoing instruction for teachers</b> about implementing SEL practices and establishing a classroom culture where social and emotional well-being of the students is addressed.</li> <li>● Training teachers in how to <b>ask questions that build connections</b> is helpful. For example, after reading a narrative the teacher might ask, “At what point did you begin to identify with the narrator?” or “What would you do in a similar situation?”</li> <li>● Professional learning can also focus on how to <b>help students find and use their strengths</b> in classroom assignments and how to use authentic feedback that moves learning forward while also maintaining dignity in the relationship between students and teachers. Such practices help students feel respected and appreciated by their teachers. For example, after a speech assignment a teacher may respond, “I know that public speaking makes you really nervous, yet I watched you take a deep breath and go for it. You spoke clearly, and your message was well organized and thoughtful. I am really proud of you.”</li> </ul>	<p><a href="#">Kansas Social, Emotional, and Character Development (SECD) Standards</a></p> <p><a href="#">Kansas State Department (SECD Standards) PDF</a></p>

## Resources for Educating the Whole Child (Social and Emotional Learning)

Main Ideas	Additional Information	Resources
<b>Implementing SEL in Secondary Schools</b>		
	<ul style="list-style-type: none"> <li>● There are also <b>classroom projects</b> that help students to develop empathy and social and emotional awareness. Note the following examples:               <ul style="list-style-type: none"> <li>○ Offer learning opportunities that <b>involve the family and the community</b>. Have students interview a family member or someone in the community about an event in history that they personally remember and report on it.</li> <li>○ Have students interview or <b>even shadow a member of the community</b> who works in a field they are interested in. Or, invite members of the community or family members of students as guest speakers in the classroom.</li> <li>○ Engage in a <b>problem-based learning unit of study</b> where students can really develop their own ideas and their own voices.</li> <li>○ Participate in field-based learning where students get involved in the community in service projects and where students are able to use the <b>skills they are learning in real-life situations</b>.</li> <li>○ Integrate the study of concepts in social studies – for example, prejudice and racism – with the <b>development self-awareness and empathy</b> toward others.</li> <li>○ Create a <b>school-wide academic curriculum that focuses on social justice</b> in both middle school and high school where students’ and teachers’ voices, agency and action reflect the beliefs that all people matter, that all people can learn, and that what we do affects the people around us. Such a program can increase students’ self-awareness, empathy, understanding, and wisdom in meaningful and powerful ways.</li> </ul> </li>   <li>● <b>Integrating SEL skills with academics</b> in secondary schools is an achievable and meaningful experience and does not detract from the focus on important academic</li> </ul>	

## Resources for Educating the Whole Child (Social and Emotional Learning)

Main Ideas	Additional Information	Resources
<b>Implementing SEL in Secondary Schools</b>		
	<p>subjects.</p> <ul style="list-style-type: none"> <li>● In freestanding SEL lessons, secondary teachers and students can also explore practical ways to <b>reduce feelings of stress</b> including deep breathing, mindfulness exercises, and visualization. Consider the following additional suggestions: <ul style="list-style-type: none"> <li>○ Secondary students can also be encouraged to improve their <b>interpersonal skills by working collaboratively</b> to discuss and understand a topic, respect and empathize with other people’s perspectives, and engage in listening.</li> <li>○ <b>Conflict resolution</b> is another important SEL skill to master. Secondary teachers can guide students in more complex and age-appropriate steps for resolving conflicts: stop, take deep breaths to calm down, discuss and evaluate possible solutions to the problem, choose a solution, try it, and evaluate it for its effectiveness (Dusenbury, Calin, Domintrovich &amp; Weissberg, 2015).</li> <li>○ Finally, secondary teachers can help their students <b>practice specific social skills</b> such as how to begin, maintain, and end a conversation; how to resist unsolicited peer pressure; and how to build positive relationships with people of varying ages.</li> </ul> </li> <li>● How secondary schools <b>discipline</b> their students is an important and often overlooked part of SEL instruction. Educators need to recognize that minority students – African American males in particular – are more likely than other students to be referred to administrators for discipline problems, to receive out-of-school suspension, to be expelled, or to be referred to law enforcement. Students who experience this type of discipline are less likely to graduate from high school and enroll in college.</li> </ul>	

## Resources for Educating the Whole Child (Social and Emotional Learning)

Main Ideas	Additional Information	Resources
<b>Implementing SEL in Secondary Schools</b>		
	<ul style="list-style-type: none"> <li>● Restorative approaches specifically focus on <b>strengthening relationships</b> through collaborative problem solving and giving a voice to the person who was harmed and the person who caused the harm. Some schools have embraced <b>restorative intervention plans</b> that help students do the following:               <ul style="list-style-type: none"> <li>○ Correct their own behavior,</li> <li>○ Identify and solve problems,</li> <li>○ Make amends and repair any harm done,</li> <li>○ Learn new and more positive behavioral practices,</li> <li>○ Restore themselves to a position of good standing</li> </ul> </li> </ul> <p>They also focus on providing support to students' academic and behavioral needs by means of prevention and intervention, rather than engaging in reactionary discipline practices such as out-of-school suspension.</p>	

## Resources for Educating the Whole Child (Social and Emotional Learning)

Main Ideas	Additional Information	Resources
<b>Relationships at All Grade Levels</b>		
<p><i><b>At all grade levels, positive relationships among students, among teachers, and between students and teachers create a productive and safe learning environment and enhance students' academic achievement.</b></i></p>	<ul style="list-style-type: none"> <li>● <b>Teachers are role models</b> for their students, and they have a significant impact on students' sense of safety and support in the classroom. Teachers who are patient, compassionate, encouraging, and warm have <b>students who achieve more and at higher levels</b> than less supportive teachers (Liew &amp; McTigue, 2010).</li>   <li>● Note the following specific classroom behaviors of teachers whose students demonstrate higher levels of learning and self regulation:               <ul style="list-style-type: none"> <li>○ They build <b>positive, trusting relationships</b> with their students and speak respectfully to and about their colleagues and their students.</li> <li>○ They emphasize <b>clear and compassionate classroom policies</b> that support student self-regulation rather than punitive classroom rules with strict behavioral consequences.</li> <li>○ They act upon their belief that all students can learn and <b>everyone's contribution is valuable</b>.</li> <li>○ They provide learning experiences that <b>remove obstacles</b> and provide clear guidance for student success while at the same time having high academic expectations.</li> <li>○ They allow students to <b>make and learn from their mistakes</b>.</li> <li>○ They differentiate their classrooms to help all students <b>work and learn using their strengths</b>.</li> <li>○ They promote positive self-concepts and <b>pro-social behavior</b>.</li> </ul> </li>   <li>● To support students and teachers, schools can offer <b>multi-tiered systems of support by forming SEL teams</b> that involve students, teachers, administrators, staff, parents, counselors and other professionals. These SEL teams provide help for students and</li> </ul>	<p><a href="#">5 Tips for Better Relationships with Your Students</a></p> <p><a href="#">In Teachers We Trust: Can Kids Count on You?</a></p> <p><a href="#">Developing Positive Teacher-Student Relations</a></p> <p><a href="#">How to Develop Positive Classroom Management</a></p> <p><a href="#">Educating the Whole Child: The Role of Social and Emotional Development in Achievement and School Success</a></p>



## Resources for Educating the Whole Child (Social and Emotional Learning)

Main Ideas	Additional Information	Resources
<b>Relationships at All Grade Levels</b>		
	<p>their teachers at three levels of social and emotional learning:</p> <ul style="list-style-type: none"> <li>○ At the <b>first level</b>, all students, teachers, and staff are invited to engage in opportunities to develop and build on pro-social behaviors.</li> <li>○ At the <b>second level</b>, some students may need individualized support for understanding how to learn individually and within a group as well as how to avoid high-risk behaviors.</li> <li>○ At the <b>third level</b>, there are a small number of students who may have emotional or psychological problems or multiple social problems that require expertise both inside and outside the school setting.</li> </ul> <ul style="list-style-type: none"> <li>● Research argues that building positive relationships and addressing the <b>socio-emotional needs of students early and consistently is a better investment in our students and society than not doing so and responding to the consequences</b> when they are older and perhaps out of school (Liew &amp; McTigue, 2010).</li> </ul>	

## Resources for Educating the Whole Child

(Social and Emotional Learning)

Main Ideas	Additional Information	Resources
Standardized Tests and SEL		
<p><i>In order to get a more holistic understanding of students' learning strengths and needs, schools must also regard students' social and emotional developmental and not just standardized test scores.</i></p>	<ul style="list-style-type: none"> <li>● Standardized tests provide comparative data for student performance in reaching learning goals established by academic standards. These tests can help educators understand how students across grade levels perform within a school, a district, a state, and even a nation. Standardized test scores can be useful in providing evidence about student learning. They may help teachers pinpoint the concepts and skills that students both know and on which they still may need to work.</li>   <li>● Standardized test scores <b>do not, however, provide a complete picture of the learner</b> or identify <i>how</i> teachers should approach gaps in students' learning. Too often, when standardized tests are the central source of data, the curriculum is adjusted so that the focus is only on the academic skills and the concepts that are on the test. This approach can <b>limit the focus on students' social and emotional growth</b> and does not address the needs of the whole child.</li>   <li>● The <b>sole use of standardized tests may unintentionally promote developmentally inappropriate practices</b> because the effects of play and other socialization skills that are necessary for connectedness, happiness, and success are not being assessed. On the other hand, non-standardized, <b>authentic, ipsative, human development assessments measure a wide range of skills that serve students well.</b> Teachers can respond and intervene in real time based on a student's individual holistic needs.</li>   <li>● Teacher-made <b>formative assessments provide a stronger catalyst for more personalized instruction</b> that uniquely matches the needs of individual students.</li> </ul>	<p><a href="#">A Guide to Standardized Testing: The Nature of Assessment</a></p> <p><a href="#">Authentic Assessment Overview</a></p> <p><a href="#">Authentic Assessment Toolbox from NEA</a></p> <p><a href="#">Authentic Assessment Toolbox</a></p> <p><a href="#">Assessment Methods: A Look at Formal and Informal Techniques</a></p>

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