

# Social and Emotional Learning

“Oh My”

“Oh Why”

“Oh How”

“Oh Wow!”

# Agenda

- Introduction/Housekeeping
- Icebreaker
- Objectives
- What is Social and Emotional Learning?
- Why would we do it?
- What we need to do it?
- What does it look like ?
- Reflection
- Resources

# Objectives

Participants will.....

- Understand what Social and Emotional Learning is and the value that it brings

- Explore the ways in which Social and Emotional Learning is done in their program

- Explore ways to integrate and elevate Social and Emotional learning into program design

What is Social and Emotional Learning?

# Shout Out



# “Oh My”

Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary

- 
- to understand and manage emotions,
  - set and achieve positive goals,
  - feel and show empathy for others,
  - establish and maintain positive relationships,
  - make responsible decisions and
  - handle challenging situations

# Collaborative for Academic, Social and Emotional Learning (CASEL)

## The 5 Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

# Self-awareness

The ability to accurately recognize one's emotions and thoughts and their influence on behavior.

This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

# Self-management

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.

This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

# Social awareness

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

# Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

# Responsible decision making

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

# “Oh Why”

Audience participation required



# “Oh Why”

- Better academic performance
- Improved attitude and behaviors
- Fewer negative behaviors
- Reduced emotional distress
- Positive social behaviors
- Positive and supportive relationships
- Prepares youth for success in adulthood
- Positive school/program climate

# Road Blocks



# “Oh How”

- SEL Champion
- Shared understanding
- Consistent and clear messaging
- Engaged stakeholders
- SEL standards/guidelines
- System/framework
- Integration
- Professional development
- Resources/curriculums
- Fidelity to evidence based
- Progress monitoring and evaluation

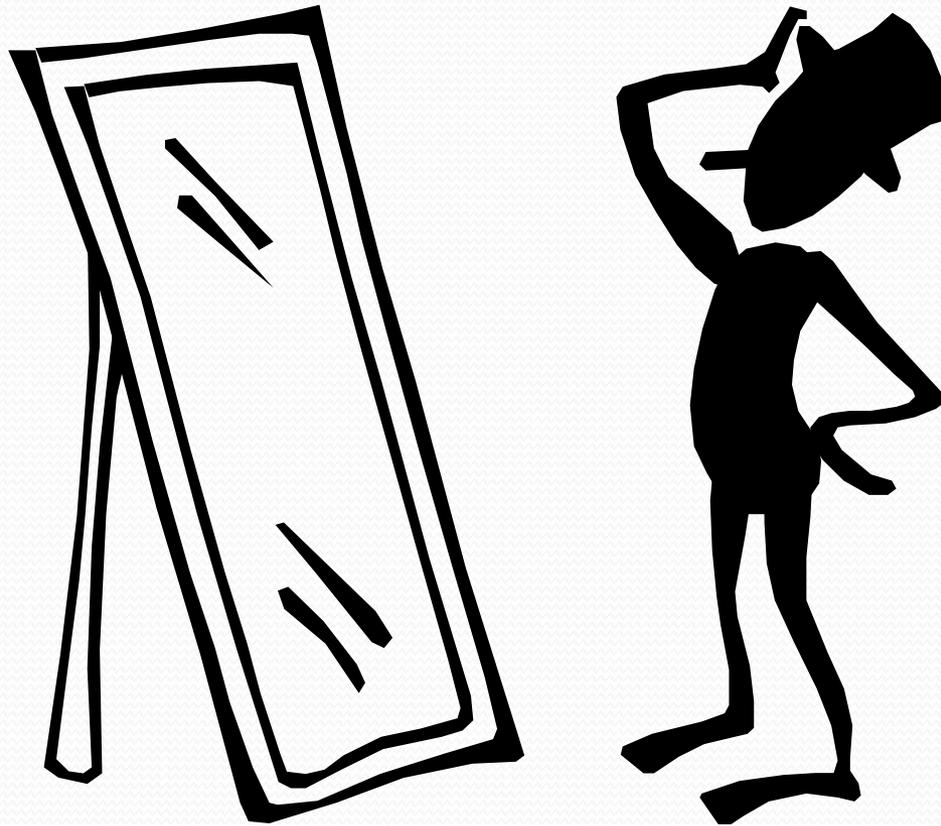
# Rotation Brainstorm



# Toolbox



# Reflection



# Contact Information

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## More Information

<http://www.casel.org/research>

<http://safesupportivelearning.ed.gov/index.php?id=01>

<http://www.p12.nysed.gov/sss/sedl/>

