

Social and Emotional Learning for School and Life Success

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What Do We Want For Our Students?

- Visualize an ideal school - where optimal learning occurs - where the well-being of children is in balance with academic performance.
- *What would you see? What would you hear? How would you feel?*
- Share with neighbor

Education Goals



What Students Tell Us: 2006 WA State Healthy Youth Survey (6th-12th)

- 25-30% of youth (8,10 &12th grades) felt so sad and hopeless for 2 or more weeks in a row that they stopped their usual activities.
- 16-32% (6,8,10,12th grades) had been bullied in the past 30 days
- 8-12% (8,10,12th grades) attempted or made a plan for suicide
- 9-26% of youth 13-17 engaged in binge drinking

2005 Youth Risk Behavior Survey 2003 Search Institute

- 6% of U.S. youth 14-17 years old did not attend school on one or more of the previous 30 days because they felt unsafe
- Only 29% of students in 6-12 grade thought school was caring & encouraging
- 7.9% were threatened or injured with a weapon on school property

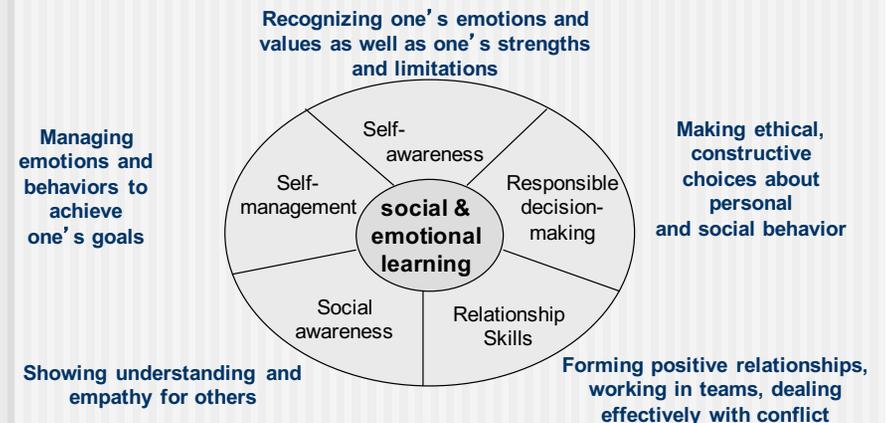
Impact of Trauma on Learning

- Academic Performance
- Classroom Behavior
- Relationships

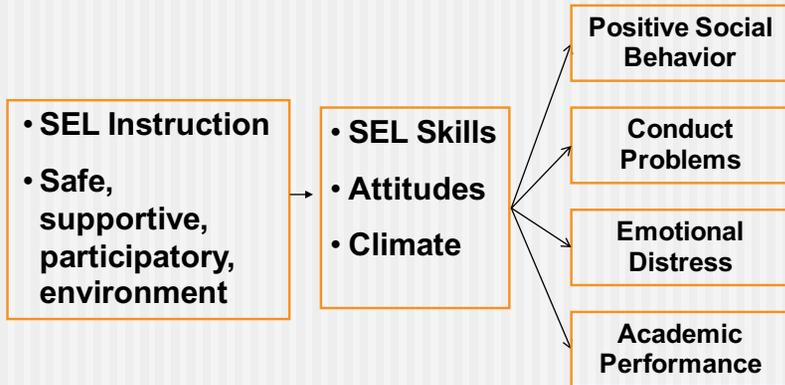
Essentials for Learning

School Environment
+
Specific Skill Development

What is Social and Emotional Learning?



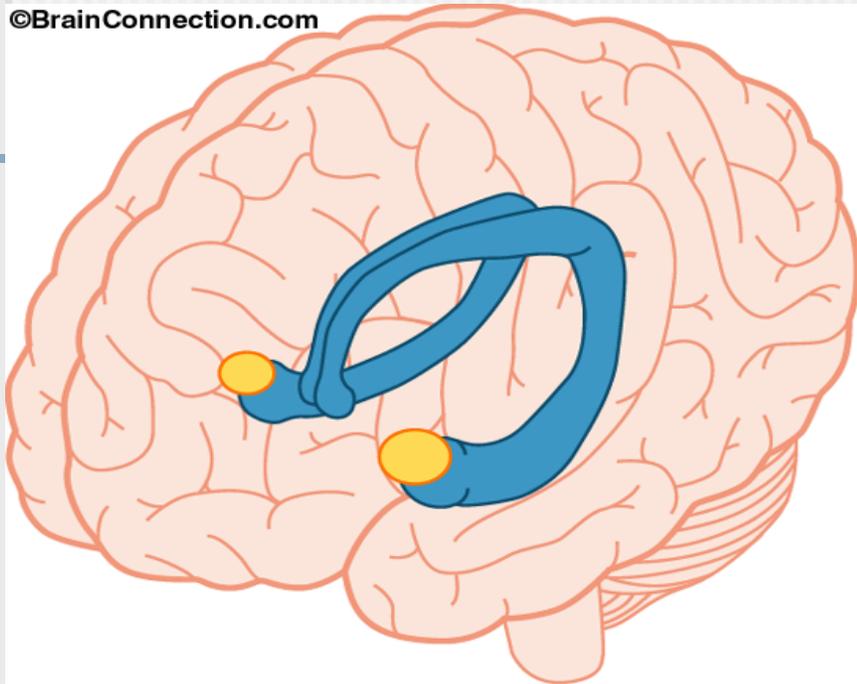
SEL Conceptual Framework for Improved Behavior and Academic Performance



Why Does SEL Matter?

- Emotions affect how and what we learn
- Schools are social places - relationships provide foundation for learning
- Reduces barriers to learning such as stress
- Increases school connectedness and essential skills
- Aligns with the academic agenda of schools
- Critical to success in school and life

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Meta-analysis Results

- 25% decrease in conduct problems, such as classroom misbehavior and aggression
- 30% decrease in emotional distress, such as anxiety and depression
- 15% improvement in attitudes about self, others, and school
- 23% improvement in social and emotional skills
- 14% improvement in classroom behavior
- 11% improvement in achievement test scores

Results Dependent Upon

- Full, high quality implementation according to how the program was designed
- Classroom teachers were the primary implementers (as opposed to researchers)
- Programs were S.A.F.E.

S.A.F.E.

- **S**= Sequenced set of activities: step-by-step
- **A**= Active forms of learning such as role play and behavioral skill rehearsal
- **F**= Focused attention on SEL - at least 8 sessions on skill development
- **E**= Explicitly targeted lessons to address clear outcomes

School-wide SEL Continued

Curriculum

- Evidence-based SEL classroom instruction
- Challenging and engaging curriculum
- Infusing SEL concepts throughout the regular academic curriculum

Involvement of Families and Surrounding Community

Resources

- CASEL - Collaborative for Academic, Social and Emotional Learning
- Safe and Sound - CASEL **casel.org**
- Building Academic Success on Social and Emotional Learning - Teacher's College Press
- Committee for Children - **cfchildren.org**
- CASEL Implementation Training - Sustainable Schoolwide Social and Emotional Learning (SEL) - (Toolkit)

Focus: Mind UP

- Teachers who have used MindUP™ in their classrooms report 100% satisfaction with the program stating, “It saves them time, helps to maintain student focus and I have more control and patience while the kids are more engaged in learning”.
- See: www.hawnfoundation.org

Focus: Mind Up (con't)

Utilizing MindUP™ in the classroom allows teachers to:

- Help kids maintain focused attention
- Form more accurate perceptions of students
- Think more clearly especially under pressure
- Improve communication with students, parents and staff

Focus: Mind Up (con't)

Utilizing MindUP™ in the classroom allows teachers to:

- Improve the overall classroom climate by infusing it with optimism and hope
- Helps to create a stronger, more vibrant school culture
- Be happier, more joyful and grateful — a disposition that ultimately spills out of the classroom and into private life
- Experience greater job satisfaction

Focus: Mind Up (con't)

Utilizing MindUP™ in the classroom allows teachers to:

- more easily manage the classroom, maintain an environment conducive to student learning and find greater professional and personal fulfillment while pushing student academic and personal success.

Focus: Learning2Breathe

- The complete Learning to BREATHE curriculum, including 6 and 18 session versions and free, downloadable supplementary materials, is available from New Harbinger Publications and Amazon. Individual student workbooks for the 6-session version are also available separately.

Learning to Breathe

Adolescents

A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance

By: Patricia C. Broderick PhD, Myla Kabat-Zinn RN, BSN, Jon Kabat-Zinn PhD

The Greater Good and Greater Good in Action +++

- <http://greatergood.berkeley.edu>
- <http://ggia.berkeley.edu>
- Also see:
<https://www.authentic happiness.sas.upenn.edu>