Social-Emotional Learning & ECE Program Culture: How to facilitate resilience and inclusive culture

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Academy for
SOCIAL-EMOTIONAL
Learning in Schools

A Partnership of
COLLEGE of
SAINT ELIZABETH
and
RUTGERS

How Would You Like *Your* Children to be Treated in School?

What Kind of Schools Do you Want for YOUR Grandchildren?

From John W. Whitehead

Children are the living message we send to a time we will not see.

Developmental Rights and Ethical/Moral Imperatives

· **Children need a supportive, nurturing environment created by caring adults for them to thrive, and all children can thrive**

· **Those working in the educational context, in any position, must act with respect, challenge, caring, safety, civility, support, inspiration, and encouragement of nurturance and resilience**

POLL #1

POLL #2

THE NEW CHALLENGES FACING CHILDREN

• Increased pace of life
• Greater economic demands on parents
• Alterations in family composition and stability
• Breakdown of neighborhoods and extended families
• Weakening of community institutions
• Unraveling of parent-child bonds due to work, school demands, time, drugs, mental health, and economic burdens
• Climate of war, terror
• Ongoing exposure to an array of digital media and pervasive advertising that encourage violence as a problem-solving tool and other health-damaging behaviors and unrealistic lifestyles

## From the White House Conference on Children and Youth-- 1930

- *To the doctor, the child is a typhoid patient; to the playground supervisor, a first baseman; to the teacher, a learner of arithmetic. At times, he may be different things to each of these specialists, but too rarely is he a whole child to any of them.*

From Pablo Casals

Each moment we live never was before and will never be again. And yet what we teach children in school is 2 + 2 = 4 and Paris is the capital of France. What we should be teaching them is what they are. We should be saying:

Do you know what you are? You are a marvel. You are unique. In all the world there is no other child exactly like you. In the millions of years that have passed, there has never been another child exactly like you. You may become a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything. Yes, you are a marvel.

Social-Emotional Competence and Character Development (SECD):
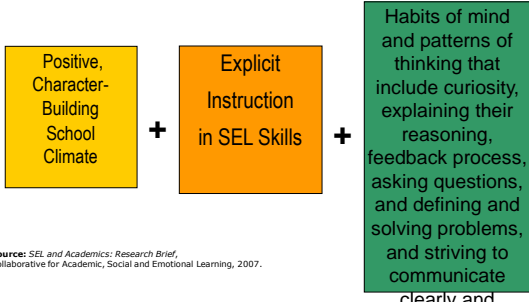*A Coordinated Framework Provides Synergy*
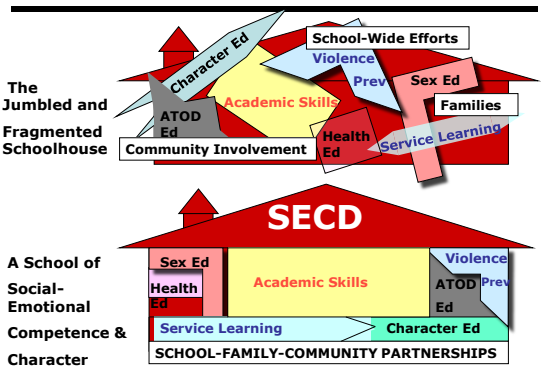
What is Social-Emotional and Character Development (SECD)?

- a set of **skills and dispositions/essential life habits**

- that can be **built developmentally** if we do so with intentionality, focus, and continuity, and

- **schools are the place** where most children can be reached systematically,

- because the same set of skills and habits ultimately **mediate academic, civic, and workplace success**

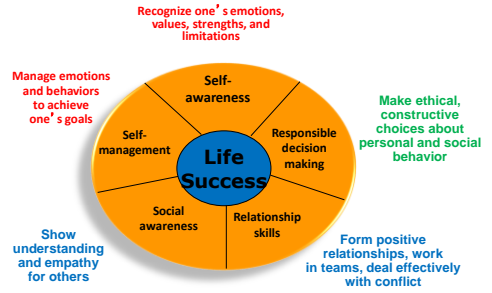- and it relates to moral and performance character!

What Must All Standards Recognize to Succeed?

True academic and life success integrates the intellectual, emotional, and social facets of learning. These are inextricably interconnected.

| Positive, Character-Building School Climate | **+** | Explicit 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 |

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

What Skills are Needed for Success in School and Life/Participatory Competencies?

Recognize one's emotions, values, strengths, and limitations

Manage emotions and behaviors to achieve one's goals

Make ethical, constructive choices about personal and social behavior

Self-awareness

Self-management

Responsible decision making

Life Success

Social awareness

Relationship skills

Show understanding and empathy for others

Form positive relationships, work in teams, deal effectively with conflict

Benefits of SECD

Good Science Links SECD to the Following Student Gains:

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
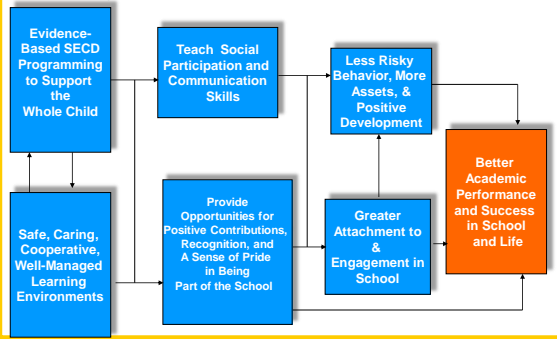- 10-11 percentile-point gains on standardized achievement tests

And Reduced Risks for Failure:

- Conduct problems
- Aggressive behavior
- Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development.* (available at www.casel.org) and M. Berkowitz & M. Bier, *What works in character education.* (Washington, DC: Character Education Partnership, 2006) (available at www.characterandcitizenship.org.)

Early Paths to Success in School and in Life:
The Logic Model for SECD/Whole Child Impact

- Evidence-Based SECD Programming to Support the Whole Child
- Teach Social Participation and Communication Skills
- Less Risky Behavior, More Assets, & Positive Development
- Safe, Caring, Cooperative, Well-Managed Learning Environments
- Provide Opportunities for Positive Contributions, Recognition, and A Sense of Pride in Being Part of the School
- Greater Attachment to & Engagement in School
- Better Academic Performance and Success in School and Life

For news of the heart, ask the face. –Guinea

Key SECD Skills in Emotional Intelligence/
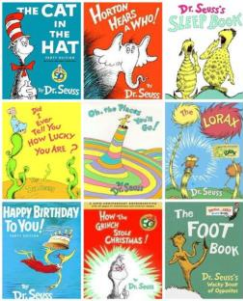**Social and Emotional Learning for Young Children**

1. Self-Awareness
- Recognizes signs of different feelings
- Names many different emotions and knows when to use these terms

2. Self-Regulation of Emotion
- Uses words to express times when feeling anxious, angry, sad
- Able to calm down when prompted by adults and to some degree on one's own
- Expresses positive feelings about, self, school, family, and friends
- Shows self control (e.g., when waiting one's turn; when entering and leaving classrooms at the start and end of the day and other transition times; when working on something in a group or alone)

Read the Pictures First!

Blessed are those who can please themselves. –Zulu

**Key SECD Skills in Emotional Intelligence/
Social and Emotional Learning for Young Children**

3. Self-Monitoring and Performance
- Shows a good attention span
- Remembers and uses feedback on tasks
- Can stick with a simple project over a reasonable period of time
- Eager to participate and help out in class
- Generally has a positive attitude and mood
- Puts forth his or her best effort most of the time
- Cares about social norms about health, appearance, safety (e.g., washing face or hair, brushing teeth; crossing street with adults; avoiding electrical sockets, pills that look like candy)

HANDOUT

- Trigger Situation Monitor

A person is a person through other persons. –Bantu

**Key SECD Skills in Emotional Intelligence/
Social and Emotional Learning for Young Children**

4. Empathy and Perspective Taking
- Pays attention to the nonverbal cues of peers, adults
- Shows at least some concern for the distress of others
- Shares in the positive joy of others
- Listens carefully to others
- Follows directions well
- Responds well when presented with others' perspectives, points of view, and feelings

5. Social Skills in Handling Relationships
- Harmonizes difficulties among peers in an appropriate way
- Works well as part of a team/cooperative learning group
- Uses age-appropriate social decision-making and problem-solving skills
- Responds constructively and in a problem-solving manner to interpersonal obstacles

Creating a Positive Social and Emotional Climate
in the Early Childhood Classroom

- ❏ Have clear, visibly posted classroom, school rules that include expectations for positive behavior, respecting classmates and adults
- ❏ Provide opportunities for all children to regularly make contributions to the routines and maintenance of the classroom
- ❏ Provide frequent teacher redirection as an alternative to verbal reprimands

Creating a Positive Social and Emotional Climate
in the Early Childhood Classroom

- ❏ Ensure that classrooms and school-related locations are free from violence and threat
- ❏ Arrange for school life to include consistent, stimulating contact with caring adults
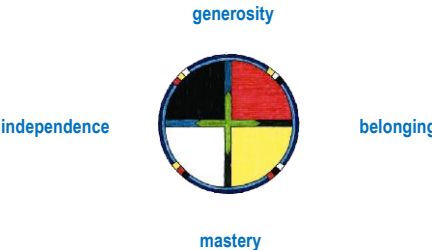- ❏ Allow opportunities for physical movement periodically

Creating a Positive Social and Emotional Climate
in the Early Childhood Classroom

- ❏ Create vehicles for positive recognition and acknowledgement of the strengths of all children
- ❏ Experience laughter, joy, fun, a sense of wonder, curiosity about how and why things happen around them in school, community, the world
- ❏ Celebrate holidays and family customs and respect those of others; Participate in community events so that children learn a sense that they matter and can make a difference in the world (e.g., recycling; sharing; helping others)
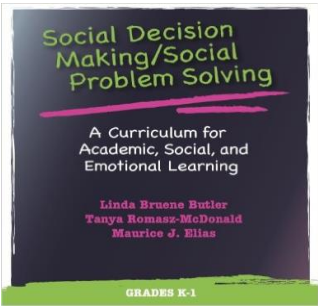

If They Resist....Send in the Enforcer!!

Circle of Courage

generosity

independence   belonging

mastery

Provide Encouragement

Build Children's Social-Emotional and Character Skills!!

Social Decision Making/Social Problem Solving

A Curriculum for Academic, Social, and Emotional Learning

Linda Bruene Butler
Tanya Romasz-McDonald
Maurice J. Elias

GRADES K-1

What Does Effective SECD Programming Look Like?

- Carefully planned, theory and research based
- Teaches SECD skills
- Applies SECD skills to daily life by integrating into routines– circle time, planning time in Centers, cleanup, reflection on the day
- Leads to coordinated, integrated, and unified programming linked to academic outcomes

Effective Programming (cont.)

- Provides high-quality staff development and support

- Establishes organizational policies that foster success

- Involves family-community partnerships, especially with colleges/universities/high schools

- Structure includes continuous improvement, outcome evaluation, and dissemination components- proud sharing!!!

Read With Emotional Intelligence!!
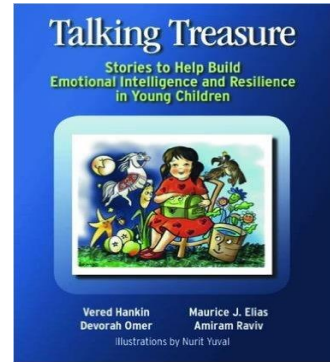
Integrate SECD Skills Into Lessons
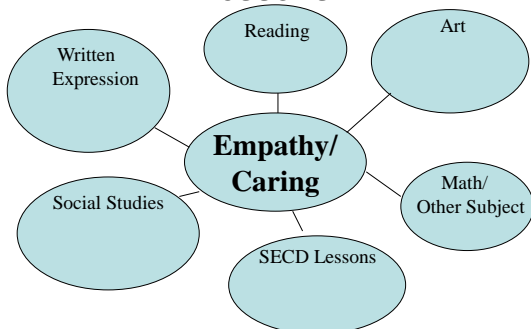
SECD Empathy/Caring Lesson Integration

- *Math*: Put in effort, check work, offer to assist others
- *Language arts*: Synonyms, examples in stories, biographies; how carried out by characters, why challenging, why important
- *Pedagogy*: Keep track of assignments, tests; leave time for preparation; how to be a good group member
- *Science*: care for the environment, conservation of resources, e.g., water, soil, clean air; care for classroom, equipment
- *Art*: Photograph examples of caring; create caring collages, mosaics
- *Health*: proper care of body, nutrition, sleep patterns, hygiene
- *SECD Lessons*: Skills needed to be empathic/caring; service projects to show caring and appreciation to others in family, community; how do others know that you care/have empathy?

A, B, and 3C's:
How To Foster Academic, Social, and Emotional
Growth, and Strong, Positive Relationships

- **Appreciation**: give clear praise for trying new things, not doing what peers are doing, taking care of even small household or school responsibilities—clear appreciation sharpens focus
- **Belonging**: help children participate in local teams and extracurriculars, take classes to build hobbies, but avoid overload—be sure to have a focal area for belonging

A, B, and 3C's:
How To Foster Academic, Social, and Emotional
Growth, and Strong, Positive Relationships

- **Confidence**: encourage effort and follow through, celebrate accomplishments
- **Competencies**: build study skills and focusing and planning skills for projects, assignments, meeting household and family responsibilities, working in groups and teams, exercising leadership

A, B, and 3C's:
How To Foster Academic, Social, and Emotional
Growth, and Strong, Positive Relationships

- **Contributions**: involve children in family charity decisions; encourage giving a percentage of major gifts, holiday presents, to those in greater need; model and encourage community service; prioritization and concentration are key elements of focus

What the child says, he has heard at home.
- Nigeria

Emotionally Intelligent Parenting and Educating

- **Find the Strengths in Every Child**
  - •Love the unlovable
  - •Build parents' pride in their children
- **Make Them Helpers**

- **Create an Oasis Against Stress with Fun and Humor**
- **Follow the 24 Karat Golden Rule: Do Unto Your Children as You Would Have Others Do Unto Your Children**

Emotionally Intelligent Parenting and Educating

- **Parents Need the 3 R's:**
  - **Respect**
  - **Reassurance**
  - **Resources**
    - **Know what they have**
    - **Know their extended families**
    - **Know what they need**

Encourage Parents to Recognize That Kids Only Know What You Show

- **How and when do you show caring?**
- **How do you handle anger, annoyance, praise, apology?**
- **When is there fun and humor in the household?**
- **The 48 Karat Golden Rule of Parenting:**
  "Do unto your children as you would have other people do unto your own grandchildren."

Creating the Caring Core:

"We must prepare our children for the tests of life, not a life of tests."

From "Prepare Children for the Tests Of Life, Not a Life of Tests" By Maurice J. Elias
Education Week, Sept. 26, 2001, Vol. 21, No. 4, page 40.

The Children Are Waiting…
and they have waited long enough!

Questions/Reflections

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