

Social and Emotional Learning, Assessment, and School Community Thriving

Christina Cipriano, Ph.D., Ed.M.

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To educate
~~all the whole~~ children
we need to
start with sel.

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WHAT IS SEL?

An interrelated sets of cognitive, affective, and behavioral **competencies that underscore the capacity to learn**, develop and maintain mutually supportive relationships, and be healthy, physically and psychologically.

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WHAT IS SEL?

The goals of SEL programs are to cultivate the development of five competencies:

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision-making

www.casel.org

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Self- Awareness

Identifying emotions

Accurate self-perception

Recognizing strengths

Self-confidence

Self-efficacy

- ✓ Thinking about their different feelings
- ✓ How each feeling feels
- ✓ How it looks
- ✓ What events or situations make them feel different feelings

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Self-Management

Impulse control

Stress management

Self-discipline

Self-motivation

Goal setting

Organizational skills

- ✓ Practice strategies for reducing feelings of anxiety about a test such as taking deep belly breaths,
- ✓ Lessening the intensity of anger at a friend by stopping before reacting to a mean utterance, turning away and counting to 10.
- ✓ Increasing curiosity about a new topic by learning how to ask “I wonder...” questions
- ✓ Motivating oneself to put in extra effort on a task by learning how to connect the work to another goal one has

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Social- Awareness

Perspective Taking

Empathy

Appreciating Diversity

Respect for others

- ✓ Talk about their own experiences, sharing their perspectives and look for ways in which their perspectives are different and similar.
- ✓ Reading stories and discussing how different characters experience and act in the world, and making comparisons with “what would you do” or “what would you think,” and exploring where differences and similarities emerge.

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Relationship Skills

Communication

Social Engagement

Relationship Building

Teamwork

- ✓ Working in groups on projects
- ✓ Emulating positive relationship role-models

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Responsible Decision Making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

- ✓ Talk aloud about how they make decisions in their lives, and ask open ended questions to students
- ✓ Incorporating guiding questions that help students consider the ethics and consequences of different decisions.
- ✓ Guiding students in identifying problems, analyzing situations, evaluating different decision options, and reflecting on decisions

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Use the power of **emotions** to create a
healthier, and more **equitable** and
compassionate society, today and for
future generations.

Conduct **research** and **design**
educational approaches that **support**
people of all ages in developing
emotional intelligence and the **skills** to
thrive and contribute to society.

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

www.ycei.org

Let's take the

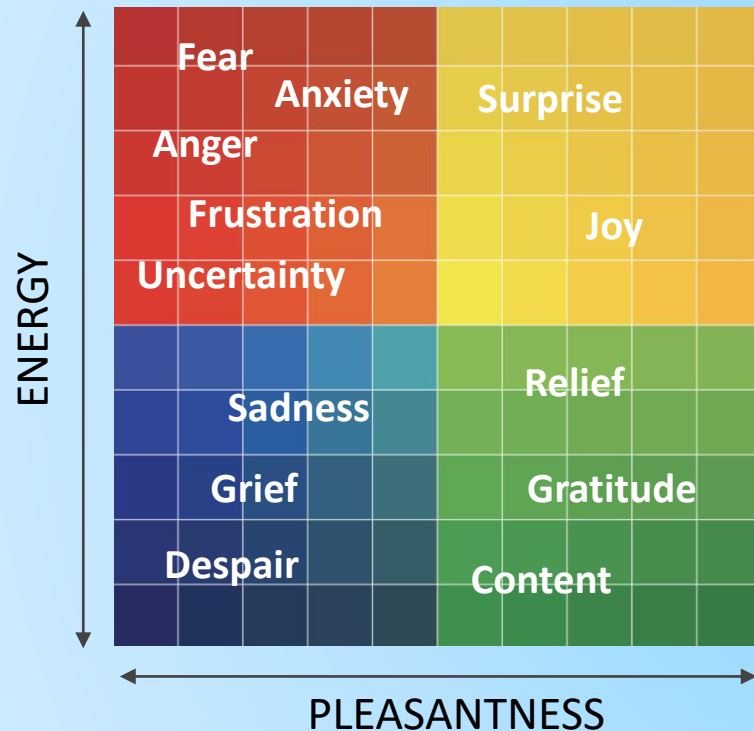
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Yale *Center for Emotional Intelligence*

How are **YOU** feeling?



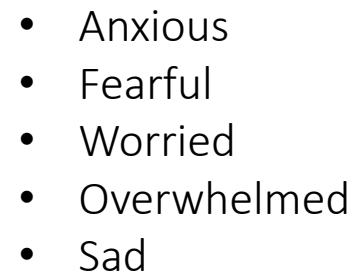
What is the one emotion word or phrase that sums up **how you are feeling** during school right now?

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Teachers Are Anxious and Overwhelmed. They Need SEL Now More Than Ever.

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We must prioritize SEL during the pandemic.



We cannot expect teaching, learning, and family functioning to occur in a crisis without attending to our emotions.

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Let's anchor in hope.

What if this lived experience propels us to take action in ways that move us all
towards a more inclusive school community?

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As we transition
from **reactive** to **proactive** on our
journey to wellness, the **compounding**
traumas of this crisis call for schools to
rethink what it means to educate the whole
child and **invest deeply** in the whole
school community.

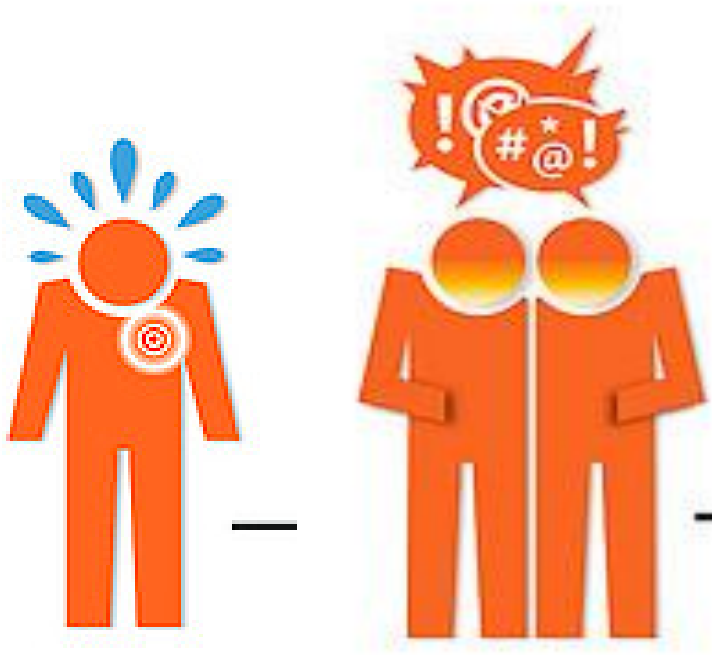


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- Chronic, prolonged, experiences of stress can impede executive functioning and memory
- If stress is not managed well, it can undermine our ability to be effective and can result in burnout.
- *Self-Awareness*, which includes the ability to recognize and label our emotions is the first step to understanding how emotions influence our thinking, decisions, and behavior.
- This is key to *Self-Management*, the ability to regulate one's emotions, thoughts, and behaviors effectively across situations.
- Thriving through a pandemic requires a healthy mental flexibility.

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Emotional Climate

Educators want to feel excited, safe, supported, and calm. When school community members are sensitive to each other's emotional needs and perspectives, it creates a more positive the emotional climate for learning and thriving.

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Emotional Climate



1. In our class/home/school we want to feel...
2. To feel this way, we will....

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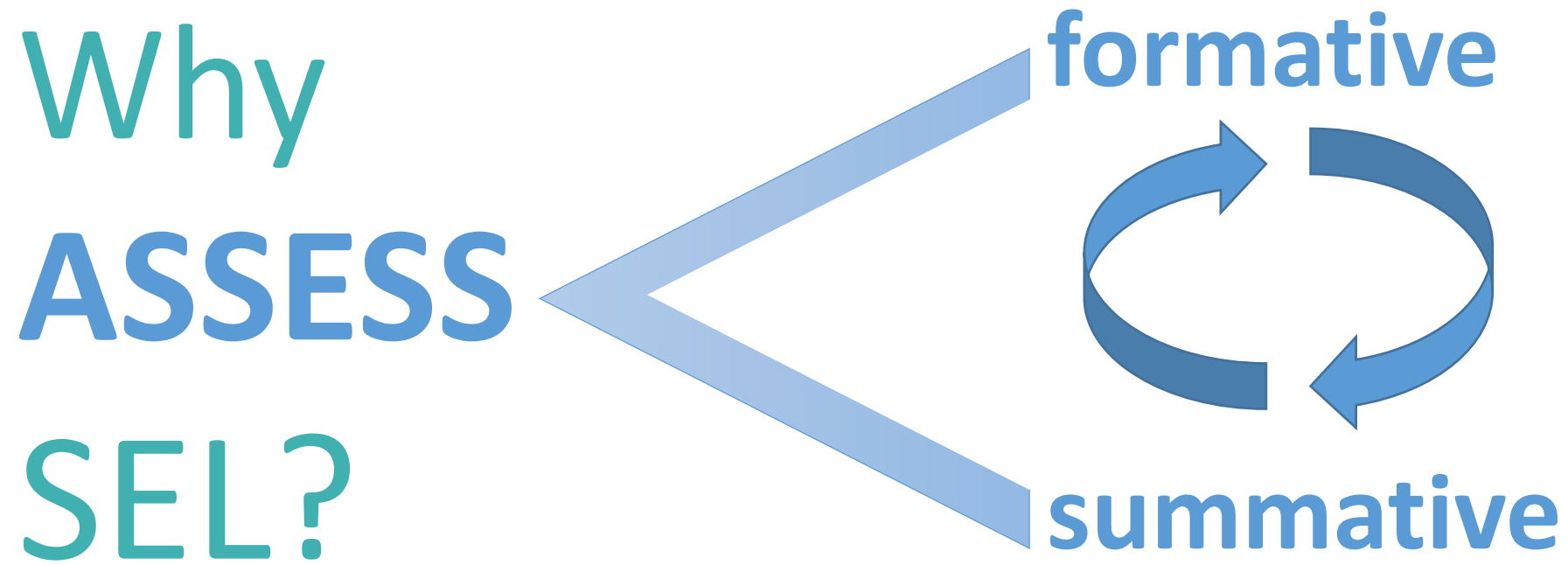
what gets
ASSESSED,
gets **ADDRESSED.**

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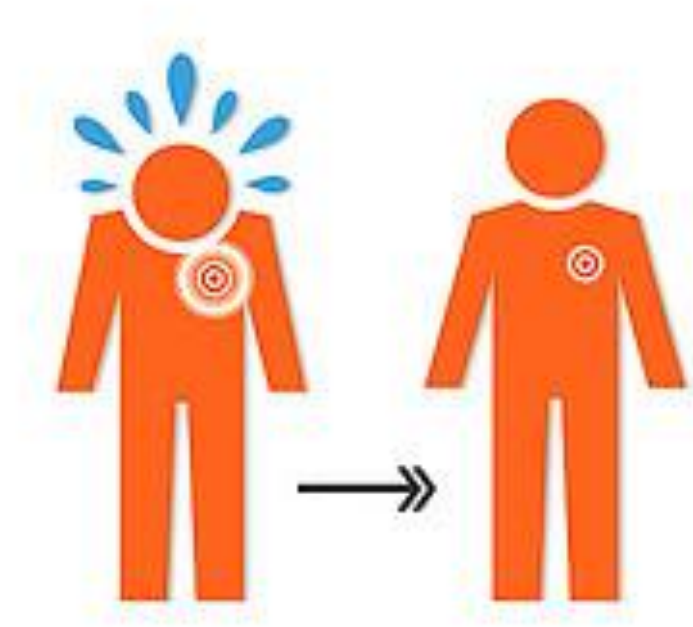
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empathy.



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Self and Social Awareness

These experiences require *Social Awareness*, which includes empathy, a deep understanding of how others are feeling and what is contributing to their feelings.

We may unconsciously adopt bias and deficit-based thinking embedded in our systems. We must begin by interrogating our position and building self and social awareness. We must reflect on how our identities shape our teaching and relationships.

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**empathy
as a tool for perspective taking.**

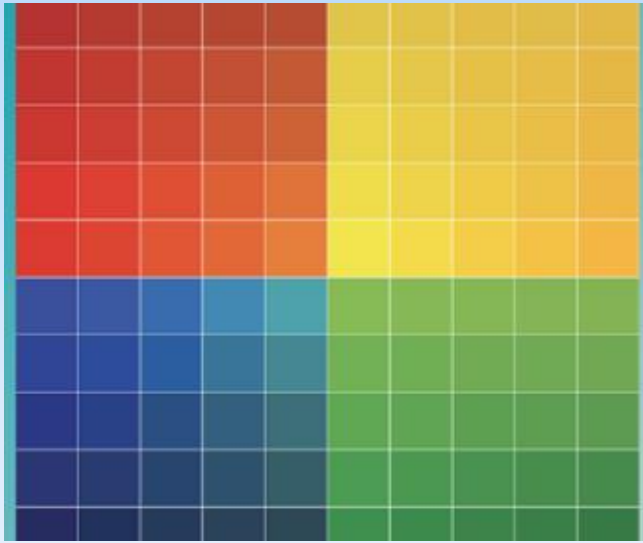
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How are **YOU** feeling?



Reflecting on emotions supports the development of a range of SEL skills, helps to build deep interpersonal connections, and can provide relief from stress making space for improved wellness and engagement in learning.

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Navigating Loss

Differential experiences of loss must be attended to in promoting community healing, renewal, and thriving.

Leaders have engaged educators to collaboratively create a supportive strategy for the entire school community and implemented virtually.



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empathy as a tool for making decisions

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Transformed Relationships

All relationships “look and feel” differently.

Educators are more reliant on families as partners in instruction, especially for younger learners and those with learning differences.

Coordination must leverage technology and resources to maximize opportunities for connection, shared learning experiences, and growth.

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Decision Making Involving all Stakeholders

Making decisions during this time feels overwhelming when the pace and gravity of each decision is amplified.

Leverage a challenge-centered approach to decision making- identify a goal with stakeholders, empathize to better define the barriers to the goal, develop solutions, implement solutions, and revisit and refine.

“Administrators not valuing us as professionals and including us in planning and as an important part of the education team”

“We need to be included in discussions, planning and trainings. They need to create a culture that values support staff and encourage staff to take care of themselves.”

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SEL and Equity

To move forward, we must be willing to reflect and take a strengths-based approach to change.

How we can actively work to create systems and schools that reflect everyone?

SEL training and skills are critical for holding space for safe, difficult, constructive conversations to promote real action.

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The ambiguity of the pandemic's trajectory and the structural inequities it continues to emphasize, alongside the mounting socio-political unrest and deepening divisiveness across our nation requires immediate, intentional, and preventive action.

Our ability to thrive depends on it.

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What's one thing you can do on Monday to advance SEL assessment in support of your school community?

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Additional Resources Available:

Cipriano, C., Rappolt-Schlichtmann, G., & Brackett, M.A. (2020). *Supporting School Community Wellness with Social and Emotional Learning (SEL) During and After a Pandemic*, Edna Bennet Pierce Prevention Research Center, Pennsylvania State University.

Free School Resources for Navigating Emotional Times

<https://www.rulerapproach.org/navigating-emotional-times/>

Free SEL Course for School Personnel from the YCEI

www.ycei.org/selcourse

Questions? Christina.Cipriano@yale.edu

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