Introduction to Social-Emotional Learning (SEL) in South Brunswick

Brian Eichert, Psy.D.
Amy Finkelstein, LCSW
WHAT IS SOCIAL AND EMOTIONAL LEARNING (SEL)?
SEL is...

The process 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, and make responsible decisions.
Social and Emotional Learning (SEL)

**Self-Awareness**
- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

**Self-Management**
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

**Social Awareness**
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

**Relationship Skills**
- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

**Responsible Decision-Making**
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility
Case for Social-Emotional Learning
What does SEL look like in a classroom, school, community?
Social and Emotional Learning
New Jersey SEL Competencies and Sub-Competencies

Social and emotional learning (SEL) involves the process through which children and adults acquire and 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, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

http://www.nj.gov/education/students/safety/sandp/sel
August 2017
SEL works:
Compelling national evidence

Science Links SEL to Student Gains:

- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests
- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer because they’re able to work more effectively with challenging students—one of the main causes of burnout.

Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health.
SEL works: Linked to young adult outcomes

Statistically significant associations exist between measured social-emotional skills in kindergarten and young adult outcomes across multiple domains:

Kindergartners who were stronger in SEL competence were more likely to:
- graduate from high school
- complete a college degree
- obtain stable employment in young adulthood

And less likely to be:
- living in public housing
- receiving public assistance
- involved with police
- in a detention facility

Employers value SEL

Of surveyed executives say skills such as problem-solving and communicating clearly are equally or more important than technical skills.

National Bureau of Economic Research, 2015

The Top 10 skills identified by the World Economic Forum all involve social and emotional competence.

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.

Source: Future of Jobs Report, World Economic Forum
Employers value SEL

Of surveyed executives say they’d rather colleges build up students’ life skills.

65%

High Point University survey, 2018

7 top characteristics of success at the company are all soft skills, such as communicating and listening well; possessing insights into others; and having empathy.

Priorities: Conflict resolution, leadership, and civic engagement

Wanted: Employees Who Can Shake Hands, Make Small Talk

Bank of America teaches empathy in-house; Subaru pays for soft-skills training (Dec. 10, 2018)
Parents value SEL

3 out 5 parents say “being happy/not overly stressed” is more important than academics.

*Note the research says this is a false choice: social and emotional well-being contributes to academic success, among other benefits.

Proportions saying they worry a lot or some about this aspect of raising their child

- Child's happiness and emotional well-being: 58%
- Child's facing peer pressure: 58%
- Ability to pay for or finance child's education: 57%
- Child safety/responsibility using...: 54%
- Child's physical safety: 51%
- Child being bullied: 50%
- Child's ability to cope and manage stress: 50%

Source: Learning Heroes, 2017
SEL in South Brunswick

Social Emotional Learning

OUR GOAL:
Implement a Social Emotional Learning (SEL) curriculum to build and sustain a district culture that promotes and prioritizes student wellness.

WHEN WE SUCCEED IN 2025:
- Staff, students, and community members will report increased wellness.
- Staff will report an increased capacity to understand and practice the five SEL competencies, impacting student acquisition.
- Attendance numbers will increase across the district.

WHY THIS MATTERS: Social and emotional needs must be addressed first so that students feel safe, respected, nurtured, and supported. Then students will be ready to learn.

INITIAL IDEAS AND ACTIONS:
- Establish various structures including a district committee and school leadership teams to support the implementation of SEL and alignment of programs.
- Staff will have foundational knowledge in identifying and supporting social-emotional learning in students.
- Students’ SEL competencies will be assessed and monitored over time to promote skill acquisition and growth.
- Data will be used to inform implementation efforts and practices related to Social and Emotional Learning throughout the district.

Timeline and Next Steps

<table>
<thead>
<tr>
<th>Year</th>
<th>Research/Discovery</th>
<th>Transition Period</th>
<th>Implementing</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2019-2020</td>
<td>(July - December)</td>
<td>TY 2019-2020</td>
<td>SY 2020-2021</td>
</tr>
</tbody>
</table>

2019 - 2020: Finalize and communicate vision, establish structures, initiate professional knowledge & training
2020 - 2021: Prioritize Professional Knowledge & Training
2021 - 2022: Assessment/progress monitoring, review discipline structures and systems aligned to SEL curriculum.

Ignite your passion.
Nurture your potential.
Embrace your future.
SEL Site Key Points

- SEL Team Page
- Parent Page
- Staff → Covid 19 Resources → Distance learning (Free Resources to support E-learning)
- Parent → Social-Emotional and Character Development Lab
- Home page - SEL competencies
Next Up:

Stress-Management and Emotion Regulation (Self-Management)
- Tuesday, November 10th at 7pm
- Presented by Dr. Rebecca Hye and Mr. Michael Dugan

Elementary-Aged Organizational and Executive Functioning Skills
- Monday, November 23rd at 7pm
- Presented by Jackie Turner, Amy Finkelstein, and Brian Eichert
Questions?