



Social Emotional Learning

Essential for Learning, Essential for Life



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

*“ At the end of the day people
won't remember what you said
or did, they will remember
how you made them feel. ”*

Maya Angelou

Agenda

- Introductions
- NYS Safe Schools Task Force Recommendations
- What is Social Emotional Learning (SEL)?
- Emotion Mapping
- Mindfulness
- How does this integrate with other initiatives?



What We Teach

“If a child doesn’t know how to read, *we teach*.
If a child doesn’t know how to swim, *we teach*.
If a child doesn’t know how to multiply, *we teach*.
If a child doesn’t know how to drive, *we teach*.
If a child doesn’t know how to behave, we
.....*teach?* *punish?*”

Why can’t we finish the last sentence as automatically as we do the others?”

Social Emotional Five Core Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making



New York State Safe Schools Task Force Recommendations

Two Themes Were Evident Throughout the Deliberations of the NYS Safe Schools Task Force

- *Promote and measure school climate rather than focus exclusively on measuring school violence, and*
- *Focus on Social Emotional Learning to help students learn the essential skills that affect every area of our lives, including how to understand and manage emotions, and how to establish and maintain positive relationships.*



Social Emotional Learning in the New York State Every Student Succeeds Act Plan

New York State's recently approved ESSA Plan specifically states the following goal :

- “[e]nsure that all students have access to support for their social-emotional well-being.”

Fostering the development of SEL competencies for all students and adults in our schools and communities supports the following ESSA Plan priorities to:

- improve academic achievement and graduation rates;
- improve school climate; and
- increase educational equity.



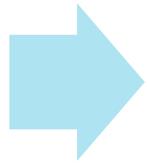
2011 Meta-Analysis Findings

Better Academic Performance	achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction
Improved Attitudes and Behaviors	greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior
Fewer Negative Behaviors	decreased disruptive class behavior, noncompliance, aggression, and disciplinary referrals
Reduced Emotional Distress	Less student depression, anxiety, stress, and social withdrawal

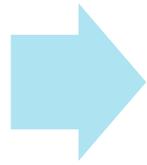
2017 Meta-Analysis Follow-Up Findings

The Impact of SEL is Long-Lasting - and Global

82 Different Programs Reviewed (38 Outside the U.S.)



Involving more than **97,000** students, kindergarten through middle school



Effects assessed **6** mos. - **18** yrs. after programs completed

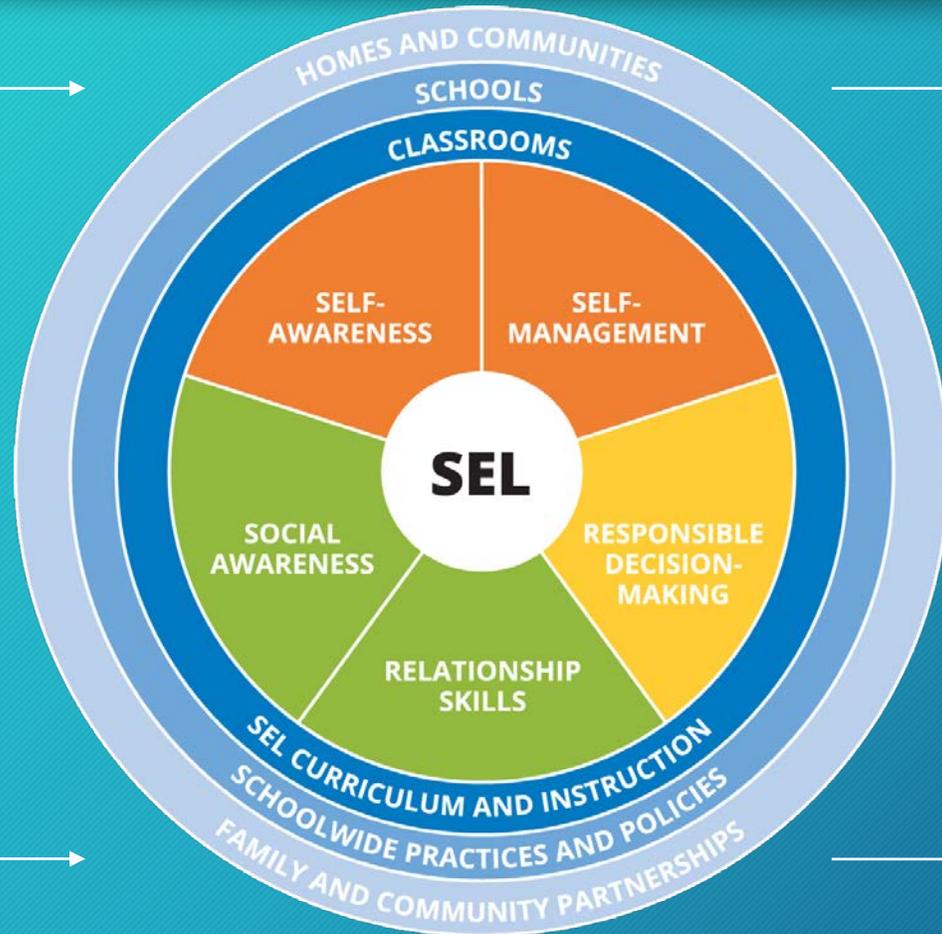
SEL Students Benefit in Many Areas				Mean advantages for SEL participants compared to control groups across all studies	
HIGHER	(percentile points)	LOWER	(percentile points)		
Academic performance	13	Based on 8 studies	Conduct problems	6	34 studies
SEL Skills	9	29 studies	Emotional distress	6	35 studies
Attitudes	5	26 studies	Drug use	6	28 studies
Positive social behaviors	5	28 studies			

★ Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits.

★ Benefits were similar regardless of students' race, socioeconomic background, or school location.

Framework for Systemic District and School SEL Implementation

DISTRICTWIDE SOCIAL AND EMOTIONAL LEARNING
Cultivate Commitment & Support for SEL
Assess SEL Resources & Needs
Establish Classroom, Schoolwide & Community SEL Programming
Establish Systems for Continuous Improvement



Short-Term Outcomes

- Self- Efficacy
- Connectedness
- Sense of Purpose
- Prosocial Behavior
- Reduced Conduct Problems, Risky Behaviors, and Emotional Distress
- Improved Academic Performance

Long-Term Outcomes

- College Readiness
- Career Readiness
- Healthy Adult Relationships
- Positive Mental Health



SEL for Our Students

The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things.

~Jean Piaget



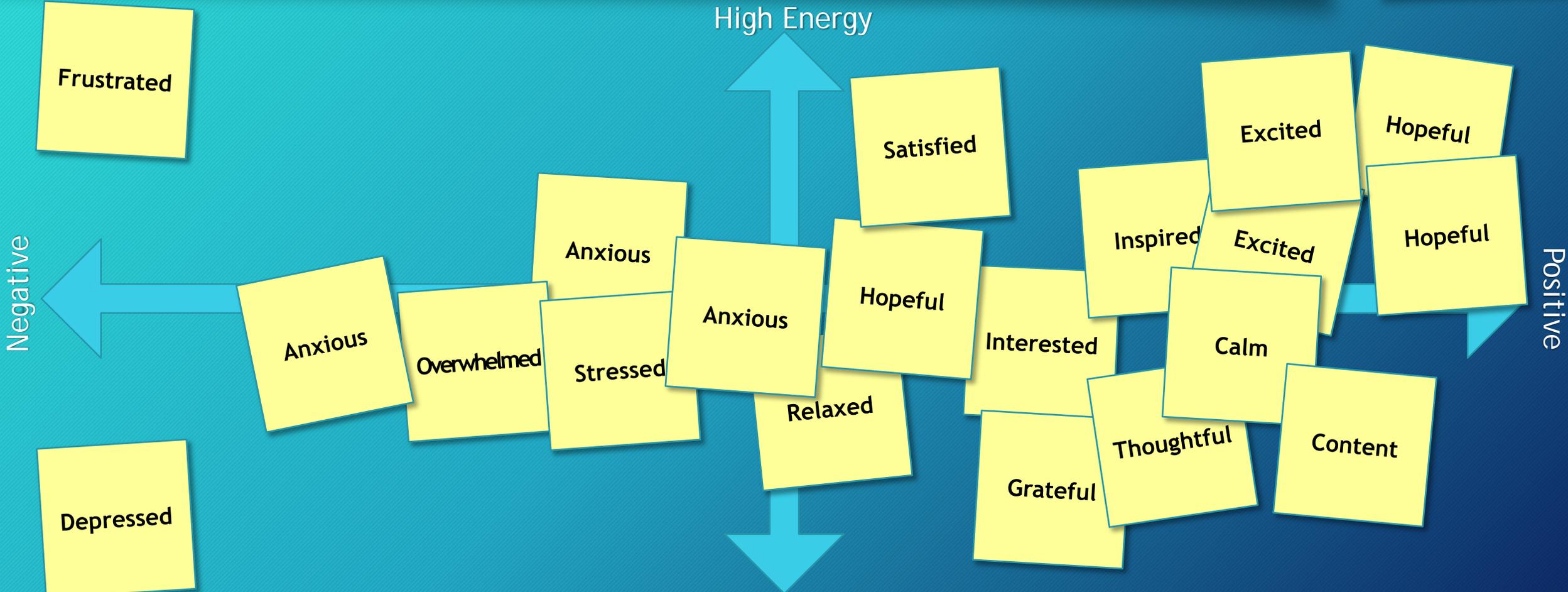
SEL for Us!

“In dealing with those who are undergoing great suffering, if you feel “burnout” setting in, if you feel demoralized and exhausted, it is best, for the sake of everyone, to withdraw and restore yourself. The point is to have a long-term perspective.”

~ Dalai Lama



Emotion Mapping



Mindfulness



“ Look at other people and ask yourself if you are really seeing them or just your thoughts about them. ”

Jon Kabat-Zinn

SEL and Equity

Equity, implicit bias, Culturally Responsive Teaching, and SEL are intertwined. Increasing SEL competencies in our systems and ourselves can help us decrease implicit bias and increase cultural responsiveness, and if we can do that, we can increase equity for our students.



SEL and Academic Instruction

- Free standing lessons that provide explicit, step-by-step instruction to teach students the five social and emotional core competencies.
- Integration of social and emotional skill instruction and practices within the context of academic curriculum
- General teaching practices that create classroom and schoolwide conditions that teach and model the five core competencies to facilitate and support social and emotional development in students



SEL and School Climate

To support children across all demographics, schools must provide a level playing field and optimum/critical conditions for learning which include:

- physically and emotionally safe and supportive academic environment
- caring connections, trust and respect between students and teachers
- activities and curricula that engage and challenge students
- positive peer support.

Without these conditions, students are more likely to engage in negative behaviors, disengage from school, and dropout, especially youth at higher risk of poor educational outcomes. (Osher, 2012)



SEL and Approach to Discipline

Restorative Practices to provide for concurrent accountability and behavioral change

Help students who have engaged in misconduct to:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation
- Learn pro-social strategies and skills to use in the future, and
- Understand the progression of more stringent consequences if the behavior recurs



SEL and Trauma-Sensitive Schools

Adverse Childhood Experiences

- Abuse
 - Physical
 - Emotional
 - Sexual
- Neglect
 - Physical
 - Emotional
- Household Dysfunction
 - Mental Illness
 - Incarcerated Relative
 - Parent Treated Violently
 - Substance Abuse
 - Divorce

SEL and Mental Health

Education Law § 804 was amended by Chapter 390 (Laws of 2016) and Chapter 1 (Laws of 2017) to require health education in schools to include instruction in mental health. Specifically, the legislation requires the health education curriculum to:

- include several dimensions of health, including mental health, and the relation of physical and mental health; and
- be designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity.
- Resources are available at:
<http://www.p12.nysed.gov/ciai/health/Mentalhealtheducation.html>

Effective Date is July 1, 2018

“

I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do.

”

Edward Everett Hale

Thank You!

Carri Manchester
*Associate in Educational Planning &
Evaluation*
Office of Student Support Services

518-486-6090
studentsupportservices@nysed.gov

<http://www.p12.nysed.gov/sss/sel.html>

