



SOCIAL EMOTIONAL LEARNING

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WHAT ARE THE ULTIMATE GOALS OF K- 12 PUBLIC EDUCATION?

Parents, Administrators, Teachers, and Students have heard about initiatives, legislative changes, policies, and programs such as NCLB, ESSA, Common Core, and Race to the Top. But they are unsure about the impact of these programs. Silliman and Shleifer (2018) conducted a national study to ask:

- What is the purpose of public K–12 education?
- What should students learn in K–12 education?
- What do employers say about employees, the workforce, and K–12 education?



THE PURPOSE OF K-12 EDUCATION....

- *What is the purpose of public K–12 education? Prepare students academically, for work and to be good citizens.*

60% of s indicated the public K–12 education system should have a lot of responsibility for ensuring the U.S. workforce has the skills and education to be successful in today’s economy. A smaller proportion—52%—felt this way about colleges and universities.

- *What should students learn in K–12 education? How to think critically.*

82% of parents believed it was extremely or very important for students to learn to think critically across subject areas; 36% of parents cited interpersonal skills (respect, cooperation, and problem solving) as the most important factor to indicated school quality; whereas, only 6% indicated test scores are the most important factor in school quality

- *What do employers say about employees, the workforce and K–12 education?*

86% of Americans thought schools should offer licensing or certificate programs in specific fields that would allow students to enter the workforce directly from high school, and 82% thought career skills classes should be offered even if they take time away from academic classes;

Most employers believed critical thinking and problem solving were difficult soft skills to find in new applicants

Silliman and Shleifer (2018)

NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS CAREER READINESS COMPETENCIES (2021)

Career & Self-
Development

Communication

Critical Thinking

Equity &
Inclusion

Leadership

Professionalism

Teamwork

Technology

(NACE, 2022)

SOCIAL EMOTIONAL LEARNING...



According to the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2022), Social Emotional Learning, or SEL, may be defined as :

- a process of acquiring and applying the knowledge, skills, and attitudes to develop healthy identities
- manage emotions
- achieve personal and collective goals
- feel and show empathy for others
- establish and maintain supportive relationships,
- and make responsible and caring decisions

WHAT ARE THE PRACTICAL BENEFITS OF A SEL PROGRAM?

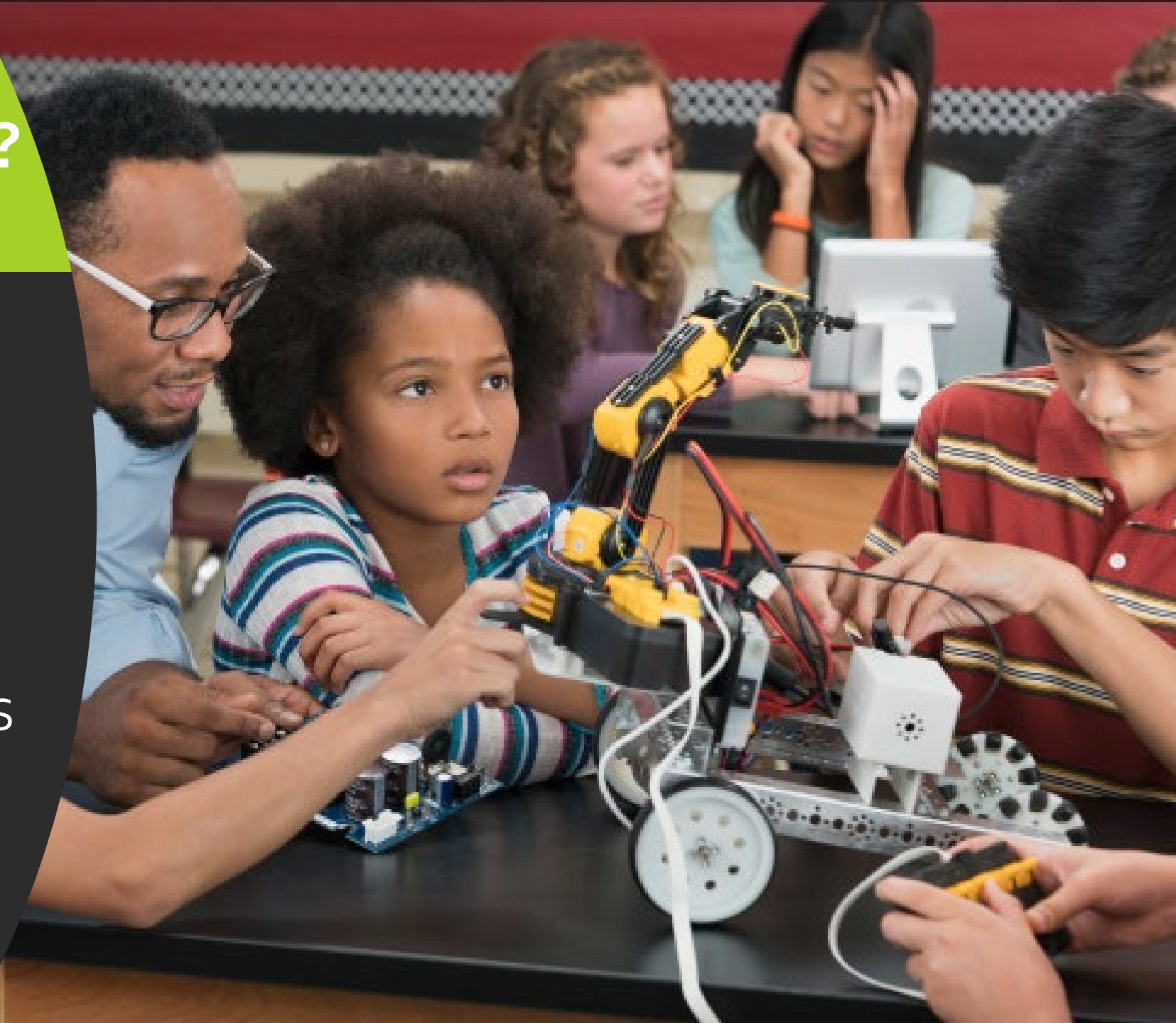
According to a meta-analysis by Durlak and Mahoney (2019), long lasting effects of SEL programs included

- 27% improvement in academic performance
- 24% improved social behaviors and had lower levels of distress;
- 23% had improved attitudes; and
- 22% had fewer conduct problems



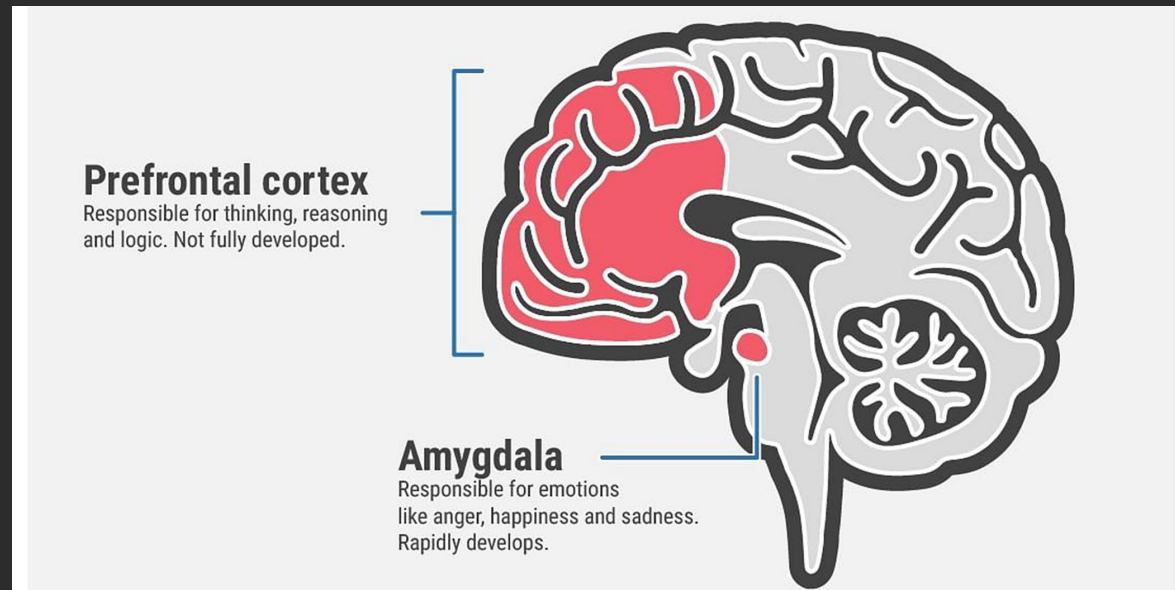
WHY CTE TEACHERS?

ALL TEACHERS ENCOURAGE STUDENTS TO MONITOR AND REGULATE THEIR OWN BEHAVIOR, WHILE PROVIDING SUPPORT. TEACHERS ARE POWERFUL ROLE MODELS OF SEL SKILLS. STUDENTS CAN LEARN FROM THEIR TEACHERS ABOUT POSITIVE WAYS TO ENCOURAGE OTHERS, DISPLAY EMPATHY, OR SOLVE CONFLICTS.



WHY IS ADOLESCENCE A GOOD TIME FOR SEL???

- Gray matter matures from the back to the front of the brain
- Synaptic “pruning” takes place during childhood into adolescence leaving synapses that are more frequently used intact
- Gray matter decreases throughout childhood while white matter increases (myelination)
- Myelination occurs from inferior to superior, posterior to anterior
- Lack of development in the prefrontal cortex during adolescence makes this time ideal for social learning as there is still flexibility for processing new information and refining neural pathways

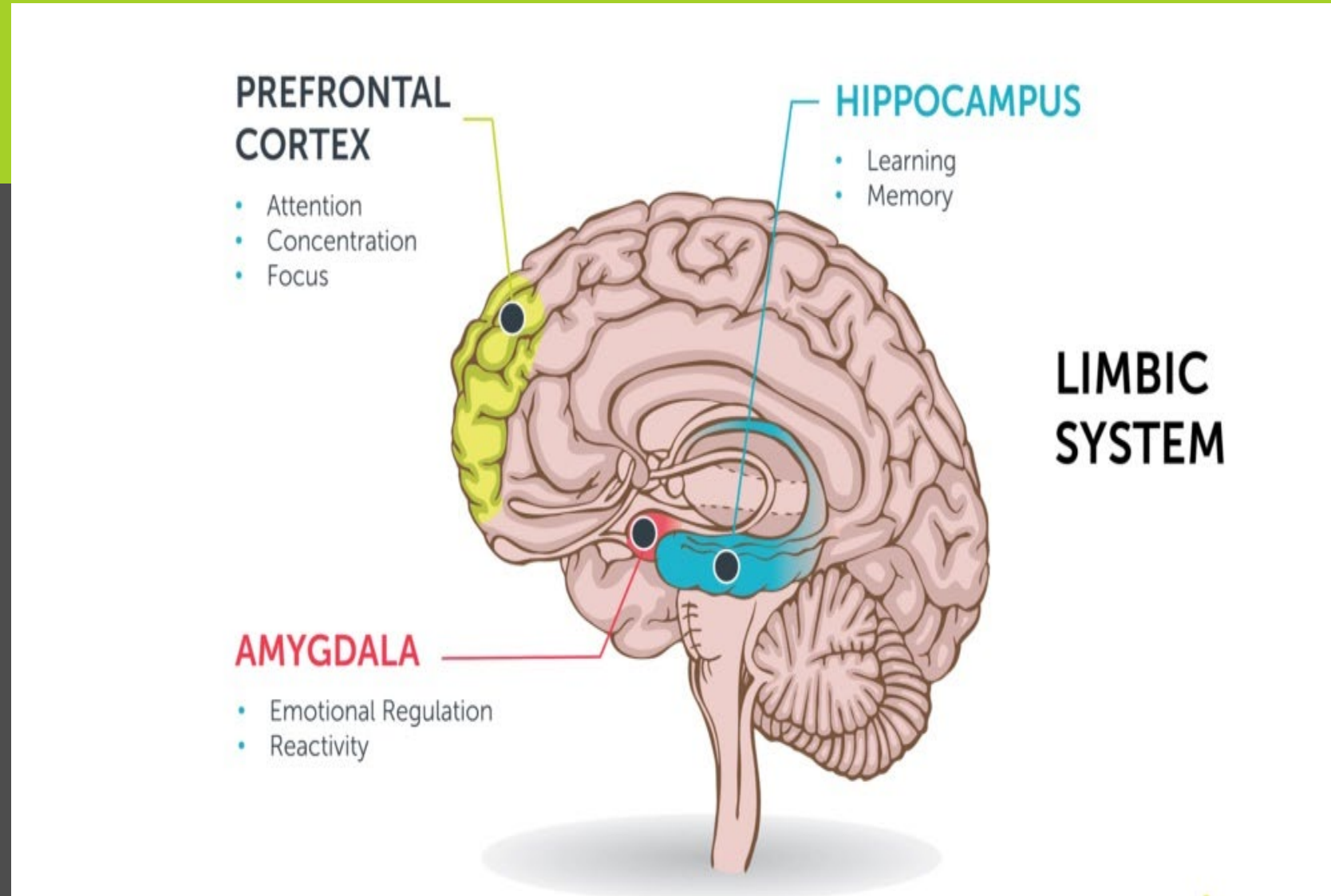


Thesis findings: *The Mental Rotation of Three Dimensional Objects from a Piagetian Perspective*

(Conrad, Firk, Uhlhaas, 2013)

TRAUMA AND THE BRAIN: THE LIMBIC SYSTEM BUT HOW DOES SEL HELP?

(The Trauma Recovery Institute, n.d.)



ADOLESCENTS AND SEL



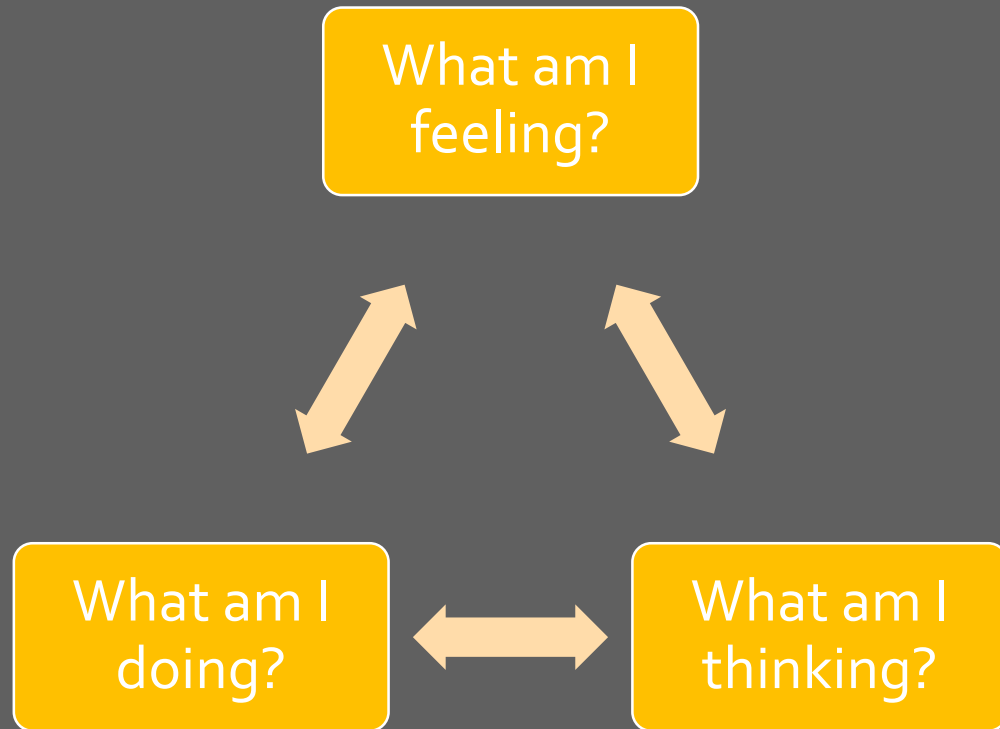
Adolescents may especially need social and emotional help. They're learning how to handle new demands in school and social life while dealing with new, intense emotions (both positive and negative), and they're increasingly feeling that they should do so without adult guidance. Social and emotional learning (SEL) programs are one way to help them navigate these difficulties.

(Yeager, 2017)



THE FIVE COMPONENTS OF SEL

SELF-AWARENESS



**Gloria's Story: From CNA to Sonography,
to X-Ray, to Mammography**

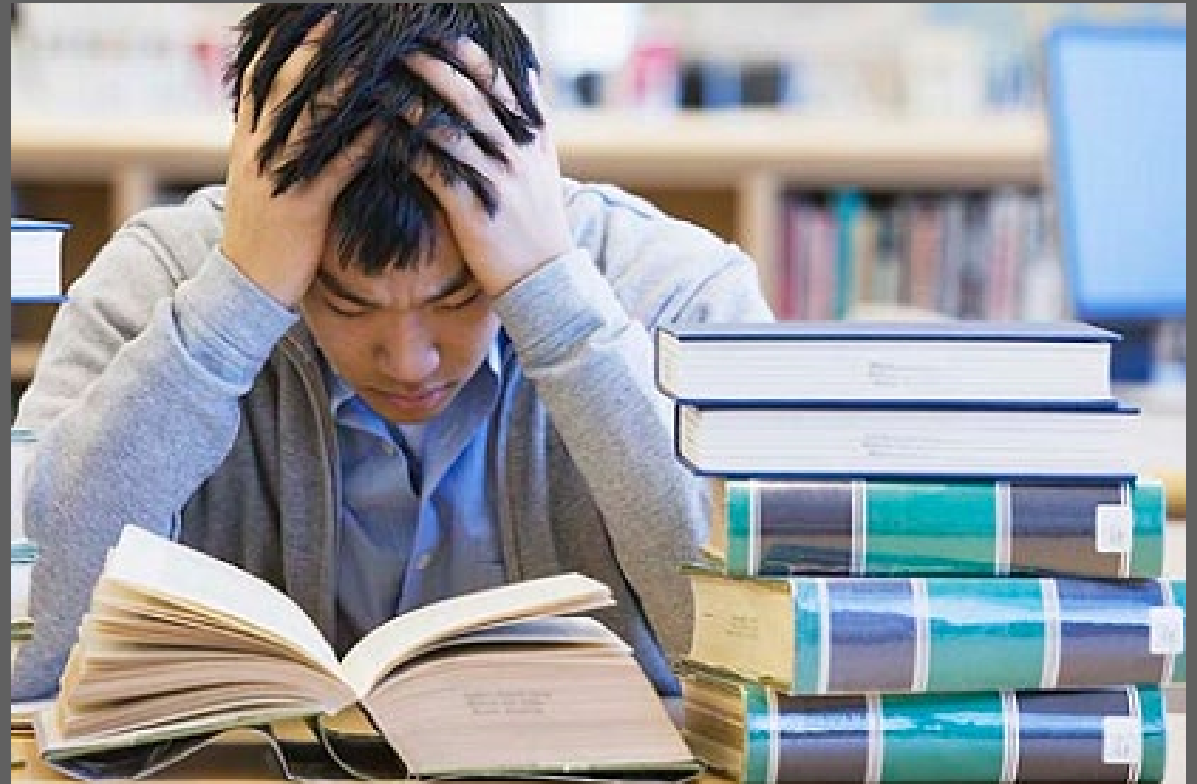


“Everything that irritates us about others can lead us to an understanding of

SELF-MANAGEMENT

- Role Planning
- Priority Setting
- Goal Setting
- Accountability
- Stress Management
- Time Management
- Self-Motivation

“Don't say you don't have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michelangelo, Mother Teresa, Leonardo da Vinci, Thomas Jefferson, and Albert Einstein.”
-H. Jackson Brown



SOCIAL AWARENESS

- **Identifying social cues (verbal, physical) to determine how others feel**
- **Taking others' perspectives**
- **Demonstrating empathy and compassion**
- **Understanding and expressing gratitude**
- **Recognizing strengths in others**
- **Identifying diverse social norms, including injustices**
- **Caring about and being motivated to contribute to the well-being of one's family, friends, school, community, the environment, and the greater good**

(Greater Good Science Center, 2022)



“Only the development of compassion and understanding for others can bring us the tranquility and happiness we all seek.”

-Dalai Lama

RELATIONSHIP SKILLS

- **Initiating contact with others and cultivating friendship**
- **Sharing one's thoughts and feelings (appropriately)**
- **Communicating effectively**
- **Demonstrating cultural humility**
- **Practicing teamwork and collaborative problem-solving**
- **Resolving conflicts constructively**
- **Approaching relationships with positive presuppositions**
- **Resisting negative social pressure**
- **Standing up for the rights of others**
- **Showing leadership in groups**
- **Seeking or offering support and help when needed**



"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." — Maya Angelou

RESPONSIBLE DECISION-MAKING



Decision-making is often taught through models, Such as this one:

1. Identify the problem.
2. Analyze the situation.
3. Brainstorm solutions and solve the problem.
4. Consider ethical responsibility.
5. Evaluate and reflect.

(Positive Action, 2020)

“Both the art of intuition and the science of analytics have the role to play in making wise decisions.”

IN ORDER TO EFFECTIVELY TEACH SEL, ADULTS NEED TO...



1. Integrate SAFE elements
2. Provide supportive environments
3. Help students build competencies
4. Create spaces that are equitable, culturally responsive, trauma-sensitive, and socially just
5. Set reasonable goals

SAFE

- (1) Sequenced activities that lead in a coordinated and connected way to skill development,
- (2) Active forms of learning that enable students to practice and master new skills, **"THE CARROT"**
- (3) Focused time spent developing one or more social and emotional skills, and
- (4) Explicitly define and target specific skills



DEMONSTRATING SEL IN THE CLASSROOM

- You explore your feelings
- You think about your thoughts and ask yourself questions
- You accept that you don't have all the answers and desire to learn more.
- You acknowledge mistakes and learn from them. You accept criticism. You apologize.
- You can see multiple perspectives and try to learn from others' vantage point.
- You have a growth mindset and you embrace NOT YET
- You don't avoid hard decisions, you take good risks.
- You know your strengths and weaknesses.
- You focus on the present, not the future.

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