

A young child with blonde hair, wearing a red dress and a blue backpack, stands on a green lawn. The child is smiling and looking towards the camera. The text is overlaid on the image.

Educating the Whole Child – Building Social and Emotional Competencies

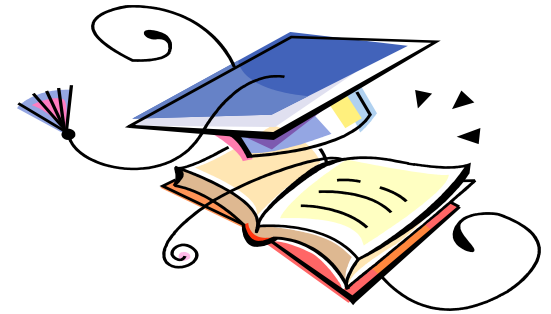
Marjorie Cave
October 25, 2018

Essential Questions for a School Community



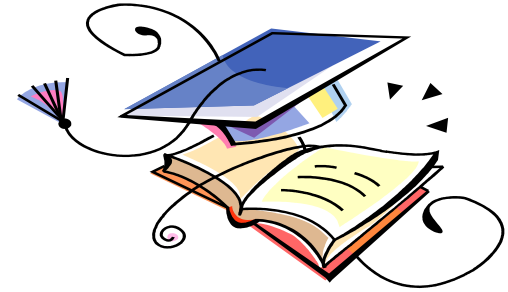
- What do we want our children to become, to know, and to be able to do when they graduate?
- How can the entire community be organized to ensure that all students reach these desired goals?

Let's Begin with the End in Mind



*What knowledge and skills do you
want your child to possess by the time
they graduate in order to thrive in the
21st century?*

Gower District 62



Vision

Children at their best! We will be recognized for:

- Challenging the intellect
- Inspiring creativity
- Building the body
- Developing good character
- Celebrating improvement efforts
- Aligning our resources to our vision

Mission

We, the Gower community, are committed to fully developing each child as an engaged learner and as an active, caring citizen in a safe, respectful environment.



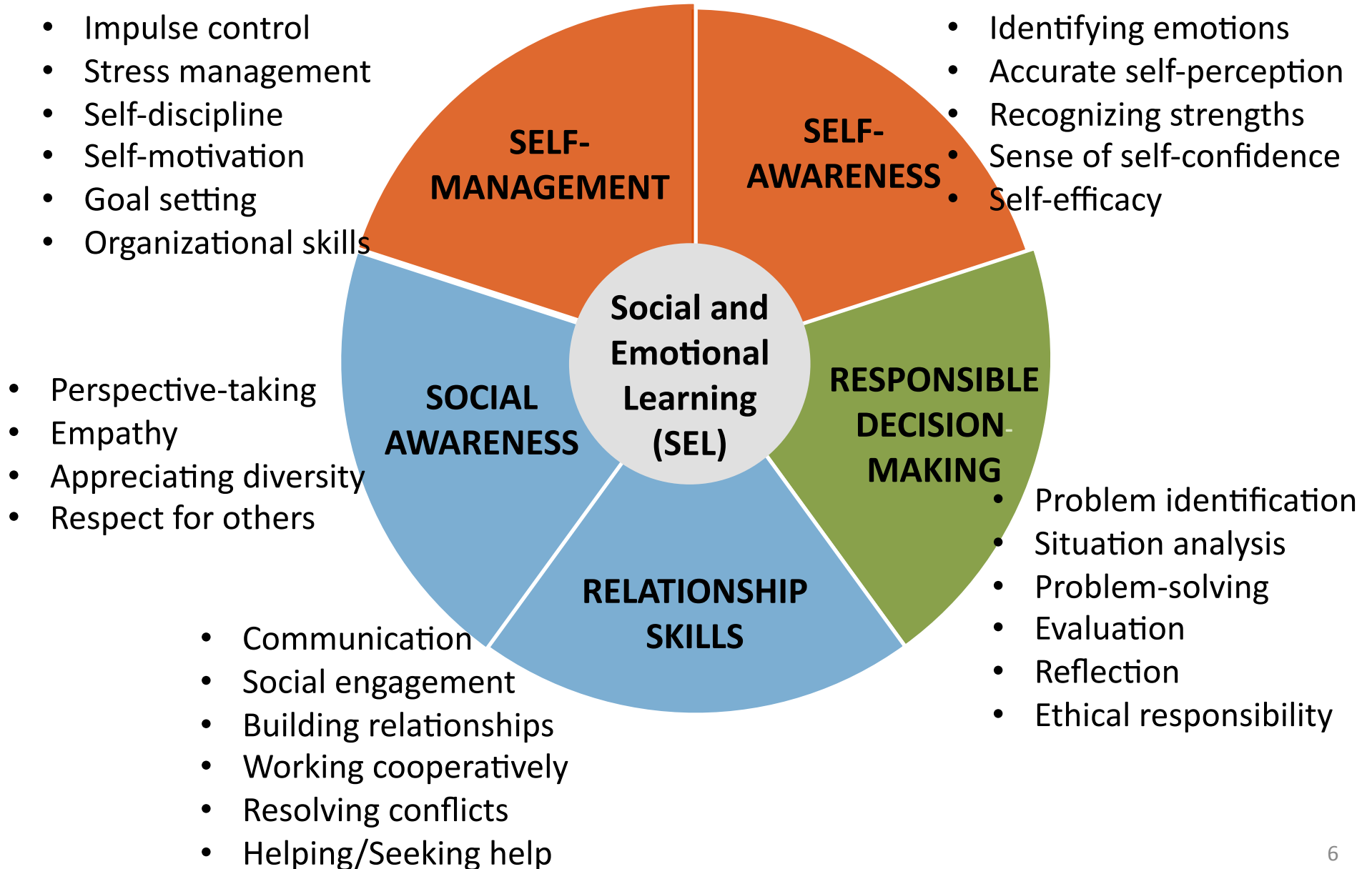
WHAT is Social and Emotional Learning?

Social and Emotional Learning (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 Competencies



Reflection and Application



Individually, think of a recent personal or professional situation where you used one of the SE competencies.

- *What skill or competency did you have to use in that situation?*
- *What was the outcome? Would you have done anything differently?*

Illinois Social and Emotional Learning Goals



Self-Awareness	Social Awareness	Responsible Decision-making
Self-Management	Relationship Skills	
Goal 31: Develop self-awareness and self-management skills to achieve school and life success.	Goal 32: Use social awareness and interpersonal skills to establish and maintain positive relationships.	Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.



Social Emotional Learning Goal 31

Goal 31: Develop **self-awareness** and **self-management skills** to achieve school and life success

Learning Standards:

- A.** Identify and manage one's emotions and behaviors
- B.** Recognize personal qualities and external supports
- C.** Demonstrate skills related to achieving personal goals

Social Emotional Learning Goal 32



Goal 32: Use **social awareness and interpersonal skills** to establish and maintain positive relationships

Learning Standards:

- A.** Recognize the feelings and perspectives of others
- B.** Recognize individual and group similarities and differences
- C.** Use communication and social skills to interact effectively with others
- D.** Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways



Social Emotional Learning Goal 33

Goal 33: Demonstrate **decision-making skills and responsible behaviors** in personal, school, and community contexts

Learning Standards:

- A.** Consider ethical, safety and societal factors in making decisions
- B.** Apply decision-making skills to deal responsibly with daily academic and social situations
- C.** Contribute to the well-being of one's school and community



5 Social Emotional Learning Benchmarks

Goal 31: Develop **self-awareness** and **self-management skills** to achieve school and life success.

Standard: 1A: Identify and manage one's emotions and behavior

Early Elementary	Late Elementary (3-5)	Middle/Jr. High (6-8)	Early H.S. (9-10_	Late H.S. (11-12)
1A.1a. Recognize and accurately label emotions and how they are linked to behavior.	1A.2a. Describe a range of emotions and the situations that cause them.	1A.3a. Analyze factors that create stress or motivate successful performance.	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	1A.5a. Evaluate how expressing one's emotions in different situations affects others.
1A.1b. Demonstrate control of impulsive behavior.	1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	1A.3b. Apply strategies to manage stress and to motivate successful performance.	1A.4b. Generate ways to develop more positive attitudes.	1A.5b. Evaluate how expressing more positive attitudes influences others.

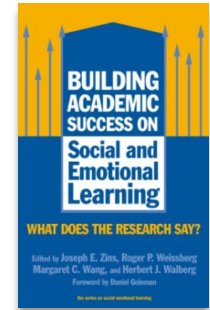
WHY Is Addressing Social and Emotional Learning in Schools Important?



Share 1-2 reasons you believe it is important to explicitly address social and emotional competencies in school?



WHY Implement SEL into Schools?



- SEL skills are **demanded** by employers.
- Relationships provide a **foundation for learning**.
- **Emotions** affect how and what we learn.
- SEL has **positive impact** on academic performance, health, relationships, and citizenship.
- Social and emotional skills can be **taught**.
- SEL provides a **coordinating framework** to overcome fragmentation of prevention and positive youth development programs.

'The Future of Jobs' Report 9/17/18

- By 2022, this average is expected to shift to 58% task hours performed by humans, 42% by machines.
- The skill sets required will change in most industries and transform how and where people work.
- All industries expect to have sizable skill gaps.
- There is a need for workers to take responsibility for their learning and develop a comfort with the concept of lifelong learning.

Workforce Skills, 2022 Outlook

-----The World Economic Forum just released '**The Future of Jobs**' report listing the **top 10 skills** that will be most desired by employers by 2022.

- ① Analytical thinking and innovation
- ② Active learning and learning strategies
- ③ Creativity, originality, and initiative
4. Technology design and programming
- ⑤ Critical thinking and analysis
- ⑥ Complex problem-solving
- ⑦ Leadership and social influence
- ⑧ Emotional intelligence
- ⑨ Reasoning, problem-solving and ideation
10. Systems analysis and evaluation

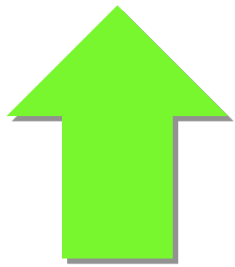


The World Economic Forum, The Future of Jobs Report, September 17 2018

SEL Improves Student Outcomes

(213 school-based studies involving 270,034 students)

Research Links SEL to the Increased Student Gains:



- 23% increase in social-emotional skills
- 9% Improved attitudes about self, others, and school
- 9% increase in positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure:



- 9% reduction in conduct problems
- 9% reduction in aggressive behavior
- 10% reduction in emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (in press). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.



WHY? SEL and Economic Value

Study from Columbia University: “The aggregate result shows **considerable benefits relative to costs**, with an **average cost-ratio of about 11 to 1 among the six interventions**. This means that, on average, for every dollar invested equally across the six SEL interventions, there is a return of eleven dollars, a substantial economic return.”

\$1 Invested

\$11 Return

(Henry M. Levin and Clive Belfield., 2015,

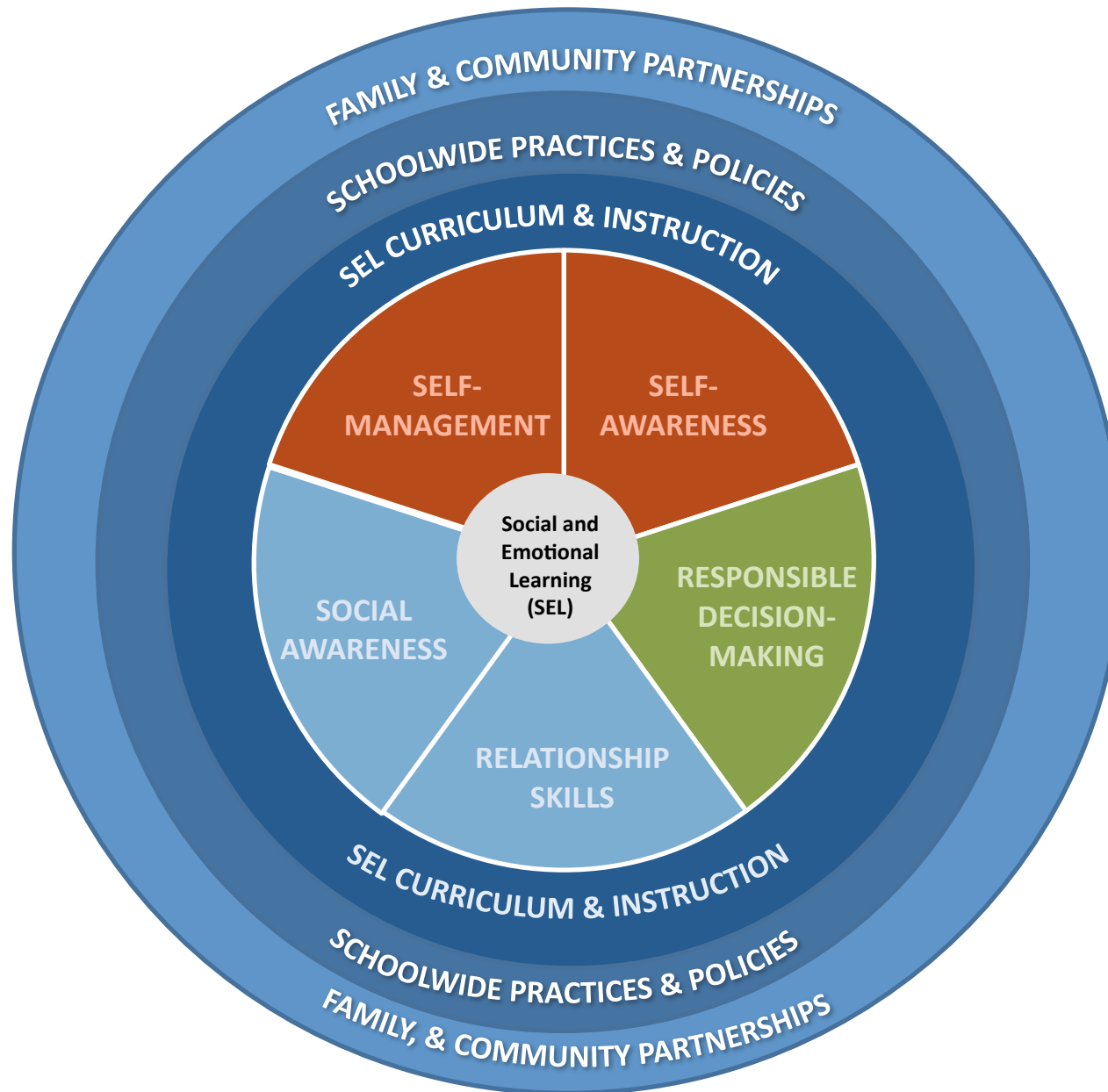
HOW Do Students Acquire SE Skills?

- Explicit, interactive instruction.
- Practice and feedback.
- Observation of modeling by adults and peers.
- Reflection on their experiences.





Levels of Schoolwide SEL



Gower School District 62

CAPTURING KIDS' HEARTS



The 'Capturing Kids' is a process that involves –

- Working with students on the Illinois Social and Emotional Learning Standards in order to help students be successful in all settings.
- Teachers and students working together to create a “social or class contract” to define how students will treat each other and how the teacher will treat students and be treated.
- Way of being: respectful, respected, building relationships, sharing “Good Things”, making good decisions, self-managing behaviors, and a positive learning environment for all.

The Role of Parents/Caregivers



- Take a moment to think about how you support your child in developing social and emotional competencies.
- Turn to a partner and share an idea.

Social and Emotional Learning Resources



- SEL - Ten Things You Can Do at Home
- Social and Emotional Learning [Parent Toolkit](#)
- Collaborative for Academic, Social and Emotional Learning (CASEL) [Parent Resources](#)
- Illinois Classrooms in Action - [SEL](#)



QUESTIONS?