

Social and Emotional Learning

An overview of the the NYS SEL standards and what that means for districts.

\$100 Race



What is Social 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. SEL is not a single program or teaching method. It involves coordinated **strategies** across classrooms, schools, homes and communities and districts.

The Collaborative for Social and Emotional Learning (CASEL)



The 5 Core Competencies of SEL

Self-Awareness: The ability to **recognize** one's own **emotions**, thoughts and values and how they influence behavior.

Self-Management: The ability to **regulate** one's emotions, thoughts, and behaviors in different situations (manage stress, control impulses, and motivate oneself).

Social Awareness: The ability to take the perspective of and **empathize** with others, including those from diverse backgrounds and cultures.

Relationship Skills: The ability to establish and **maintain** healthy relationships with diverse individuals and groups.

Responsible Decision-Making: The ability to make constructive **choices** about personal behavior and social interactions.

Why is it important to bring awareness to SEL?

Changes in demographics happen in districts all the time, so how as a district do we plan for these changes?

How do we as educators become sensitive to the needs of students?

How do our own personal histories and biases influence our interactions with our students?

How do we shift our own mindsets to better understand what our students are going through?

Social Emotional Learning and PBIS



How can SEL and PBIS Work Together in School Settings?

SEL and PBIS are both rooted in the belief that students learn best in a safe and well-managed learning environment. PBIS establishes a common purpose and approach to discipline throughout the school by establishing positive expectations for all students. These expectations are taught, practiced, and reinforced through a reward system.

SEL helps students and adults develop specific social and emotional competencies that have been linked to positive outcomes. Evidence-based SEL programs teach these skills explicitly and provide opportunities for practice, feedback, and application within content areas and throughout the school setting. Both SEL and PBIS support using assessment information to help establish organizations that are committed to effective practice.

**Go Guardian
Internet
Search Alerts**

**Social Media
Pressures**

**Inappropriate ethnic and racial
comments**

Why do we need SEL at GWL?

**Parental Addiction
& Incarceration**

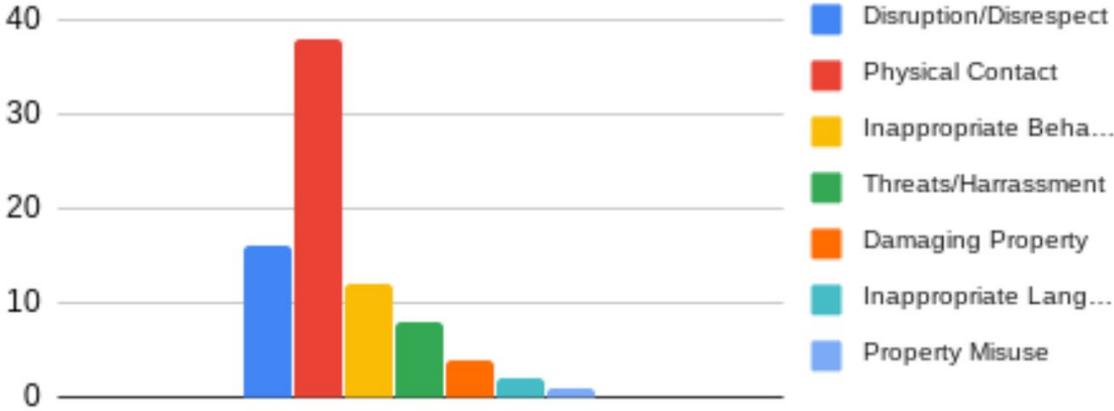
**Increased
anxiety**

**Custody
Issues**

**Student threats
and self-harm
statements**

Elementary School Referral Data

Discipline by Category



Social Emotional Learning Meta-Analysis Findings

Finding	Description
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, delinquent acts, and disciplinary referrals
Reduced Emotional Distress	fewer reports of student depression, anxiety, stress, and social withdrawal

What research shows will result

Orange County Youth Survey

- **Administered to 8th Graders in Spring 2019**
- **Students were not pre-alerted to content of questions**
- **Some specific results of concern were reported as follows:**

**15% of students
have used
electronic
cigarettes**

**Students reported
using opioids alone**

**30% of students have consumed
alcohol**

**15% of students have consumed
alcohol in the last month**

**10% of students reported binge
drinking in the past two weeks**

**Students reported
drinking at parties**

**There has been a
20% increase in
number of students
who feel life is not
worth it**

- **After analyzing these results, we felt students may not have understood all of the language of the questions**

GWLMS Youth Survey

- **In Fall 2019, a homemade youth survey was administered to 7th and 8th graders**
 - Prior to administration, the principal, PE teachers, psychologist and guidance counselor met to review data from Spring 2019 OC Youth Survey
 - PE teachers held info session with students
 - GWLMS youth survey administered in late Sept/Early Oct.

OC Youth Survey / GWLMS Youth Survey Results

PROMPT		June 2019 Survey *8 th Graders	Fall 2019 Survey *7 th & 8 th Graders
Making healthy and safe choices	Have skipped or cut school	30%	0%
	Cyberbullied Somebody	11%	3.1%
Substance abuse awareness and prevention	Ever vaped	7.1%	2%
	Regularly vape		2%
	Ever used marijuana	5%	0%
	Ever consumed alcohol <i>*average age to try is 11 years old</i>	30%	21.4%
	Engaged in binge drinking in the last 2 weeks	8%	1%
	Vaped in school in the past year		0%
Mental health awareness	Feel they can handle challenges well		80.6%
	Felt depressed or sad...	40% *on most days	28.6% *last few days

GWL Guidance Plan

This past summer, a Guidance Plan Committee was formed. The Committee was made up of our two guidance counselors, teachers and administration. The team worked diligently to develop a district-wide Guidance Plan for Greenwood Lake UFSD.

[GWL Guidance Doc](#)

**Greenwood Lake Union Free School District
School Counseling Comprehensive Plan Summary**



Our Goal as a District:

Our year long District goal is to **dive deeply** into the NYS SEL Standards and work **collaboratively** with Ellen Connors from EMC Innovations, LLC to provide **training** to our staff throughout the year. Through our work with Ellen, our journey will include *learning, collaborating* and *modeling*.

In addition, our Guidance Counselors will work collaboratively to **develop lessons** around Social Emotional Learning and provide **push-in support** to our teachers/students.

At the elementary level, we will be working on creating Zen Zones with “**tools**” to assist students in managing their emotions and self-regulating themselves.

More in Depth Look at our SEL Journey through our PD

Dr. Ellen Connors offers educators the opportunity to acquire a foundation of knowledge and research about the **relationship** between **academic achievement** and the **development of social-emotional** competencies. During our first PD with Ellen on Superintendent's Conference Day, the staff was introduced to the following guiding questions:

- **What** is SEL?
- **Why** does SEL matter?
- **How** can I/we promote SEL for students

As we continue our work with Ellen during upcoming PLC's and staff development days, the focus will be on:

- **Enhancing** emotional literacy
- The importance of social and emotional **competencies in adults**
- Using **self-awareness** and **self-management** to practice adult self-care

Next Steps:

After this school year and following our work with Ellen Connors, we will begin looking at programs that we can adopt as a district to assist us in addressing the Social Emotional Learning needs of our students.



Thank You



Educating the mind without educating
the heart is no education at all.