

Effective Practices to Cultivate Social and Emotional Learning In the Middle and High School Years

Thank you for joining us. The webinar will begin shortly.

Housekeeping Notes



Experiencing Delays?

Try closing out the other programs running on your computer.



Audio difficulties? Keep this number handy!

Dial: 1-877-860-3058

Code: 1135574



Have a question or comment?

Use the group chat to interact with presenters and other participants.

Speakers:

- **Celene Domitrovich**, Vice President of Research, Collaborative for Academic, Social, and Emotional Learning (CASEL)
- **Linda Dusenbury**, Senior Research Consultant, Collaborative for Academic, Social, and Emotional Learning (CASEL)
- **Jitendrapal Kundan**, Executive Director, The Origins Program
- **Penny Willis**, Training and Program Development Specialist, Lions Quest
- **Moderator: Ursula Helminski**, VP, External Affairs, Afterschool Alliance

Agenda:

- 1. Definitions and evidence-based practices**
- 2. Overview of effective approaches**
- 3. Practitioner spotlight: Developmental Designs**
- 4. Practitioner spotlight: Lions Quest**

Social and Emotional Learning (SEL) in Out-of-School Time Settings: Definitions and Evidence-Based Practices

Celene E. Domitrovich

Vice President for Research

Collaborative for Academic, Social, and
Emotional Development



Key Questions about the Goals for Positive Youth Development

- What do we want youth to know and be able to do by the time they graduate from high school in order to thrive in the 21st Century?
- How can we conduct our programming in a way that ensures that all students reach the stated goals?

The Challenge of Definitions

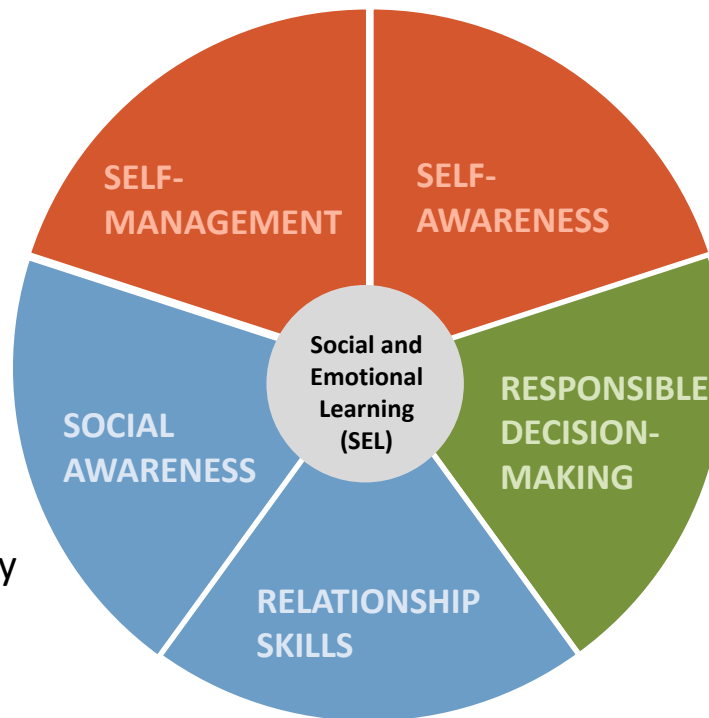
- Intra/Interpersonal Skills
- Deeper Learning
- 21st Century Skills
- Life Skills
- Mindsets (Growth/Learning)
- Grit
- Self-Control
- Self Discipline
- Social Problem Solving
- Emotional Intelligence
- Conditions for Learning
- Climate/Culture
- Character Education
- Mental Health Promotion
- Violence Prevention
- Bullying Prevention
- Drug Prevention
- Civic Engagement
- Multicultural Education
- Positive Youth Development
- Project-based Learning
- Restorative Practices
- Service-learning



Five Competency Clusters

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

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



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

- Identifying emotions
- Accurate self-perception
- Recognizing Strengths
- Sense of self-confidence
- Self-efficacy

- Problem identification
- Situation analysis
- Problem-solving
- Evaluation
- Reflection
- Ethical responsibility

2015

CASEL Guide

Effective Social and Emotional Learning Programs

Middle and High School Edition

Collaborative for Academic, Social, and Emotional Learning



<http://www.casel.org/middle-and-high-school-edition-casel-guide>



Criteria for SElect Programs

Evidence of effectiveness.

- Experimental and control group with pre- and post-test data collection
- At least one significant positive outcome: prosocial behaviors, academic achievement conduct problems, emotional distress

Program design

- Universal
- Multi-year
- Grounded in theory and strategy relevant to SEL
- Broad coverage of five SEL competencies
- Opportunities for behavioral practice
- Implementation manual and program materials available in English

Professional development and training

- Capacity to support initial training and ongoing support
- Services available in the United States



SEL Approaches at the Secondary Level

- SEL infused through adult **practices** that create environments that support SEL,
- Teaching SEL skills directly in **free-standing lessons**,
- SEL instruction infused into an **academic curriculum**, and
- Creation of policies and **organizational** structures that support students' social and emotional development.





**DEVELOPMENTAL
DESIGNS®**

Child Development Maxims

- All children go through developmental stages as they grow
- Developmental stages are fairly predictable in children within any given culture
- Intellectual, physical and social development do not proceed at the same rate
- Children do not suddenly change on their birthday



Young Adolescents

Who are they?

PHYSICALLY

- *Bones elongating
- *Muscles developing
- *Glands waking up
- *Hair
- *Constant hunger

SOCIAL-EMOTIONALLY

- *Moody, highly sensitive
- *Self-absorbed
- *Uninhibited behavior
- *Identity-seeking
- *Seek peer approval

INTELLECTUALLY

- *Conceptual /abstract thinking
- *Can see other perspectives
- *Broad interests
- *Sustained work



Language is one of the most powerful tools available to teachers. It permeates every aspect of teaching and learning... And what they hear and interpret– the message they get from their teacher– has a huge impact on how they think and act, and ultimately how they learn.

From: The Power of Our Words by Paula Denton, EdD

Strategy: Teacher Language

Empowering Language

❖ Reinforcing Language

❖ Reminding Language

- ☐ Names concrete, specific behaviors
- ☐ Applies to all students
- ☐ Emphasizes description over person approval
- ☐ Reflects important goals and values
- ☐ Brief
- ☐ Non-judgmental
- ☐ Leaves out the please and thank you unless you received a gift or favor

❖ Directing Language

- ☐ Brief and to the point
- ☐ 3 directions or less at a time
- ☐ Conclude with a check for understanding

❖ Redirecting Language

- ☐ Direct and specific
- ☐ Makes a statement instead of asking a question
- ☐ Names the desired behavior
- ☐ Brief
- ☐ Sets firm limits

Strategy: Community Meetings

Circle of Power and Respect

- Community meeting is effective in building habits of reflection for our students and teaches our students how to get what one wants in ways that are safe, considerate and effective.
- Adolescent need for Fun, Relationship, Autonomy and Competence are met through CPR

Practices within the strategy:

- Welcome – Greet (everyone is acknowledged)
- Share – highlight and lowlight of the day (develop empathy and asking for help)
- Activity – stimulate insights and energizer
- Plan-next steps for the class/hour etc.

Outcomes of Planned Community Meetings

Teacher Jobs and Outcomes

- Plans Agenda (Targets/Goals)
- Facilitates navigating physical space and the components of CPR
- Closes with the reflective loop
- Teachers gets an accurate profile of their students(Bias reduction)

Learner Outcomes

- Develops critical social, emotional and leadership skills
- Builds Community
- Facilitates productive work
- Cultivates habits of reflection and planning

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Lions Quest: Out of School Time Program

Penny Willis

Lions Quest Training and Program Development



AGENDA

**LIONS CLUBS INTERNATIONAL
FOUNDATION**

LIONS QUEST APPROACH

OUT OF SCHOOL TIME PROGRAM

SERVICE LEARNING AND SEL

**MILWAUKEE PUBLIC SCHOOLS
COMMUNITY LEARNING CENTERS**

LIONS QUEST

LCIF and THE LIONS QUEST APPROACH

Lions Clubs International Foundation

WORLD'S LARGEST VOLUNTEER ORGANIZATION

- Global Service Initiatives

LIONS QUEST APPROACH

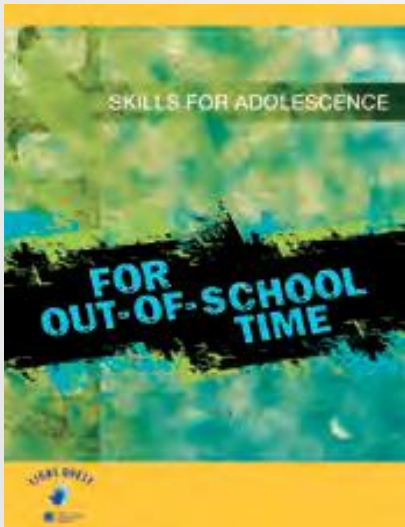
Program Elements

- Curriculum
- Service-Learning
- Positive School Climate
- Family and Community Involvement



LIONS QUEST

OUT OF SCHOOL TIME PROGRAM



- Curriculum and implementation tools aligned with six common elements of high quality OST
- 33 skill-building lessons with 5 service-learning lessons
- 116 reinforcements activities
- 3 online bullying prevention lessons
- Energizers and student activity book
- Climate activities, tracking tools, training options

LIONS QUEST

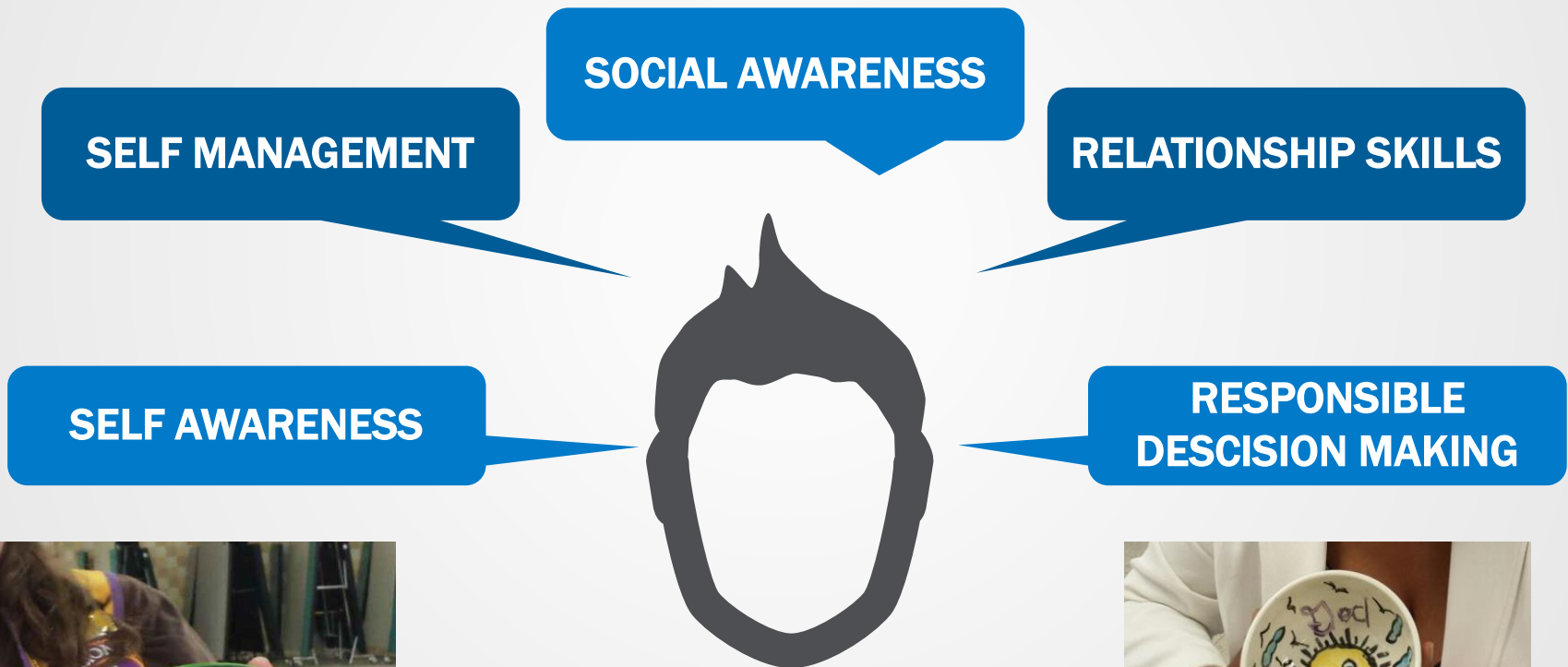
SERVICE-LEARNING AND SOCIAL AND EMOTIONAL LEARNING

SERVICE-LEARNING IS AN EDUCATIONAL METHODOLOGY IN WHICH STUDENTS:

- Extend learning beyond the classroom.
- Learn and apply academic, social, and emotional skills from all disciplines to address real-life issues.
- Cultivate caring and compassion.
- Meet actual community needs.
- Reflect on personal learning and group process.
- Cultivate leadership and an ethic of service.



MILWAUKEE PUBLIC SCHOOLS COMMUNITY LEARNING CENTERS EMPTY BOWL PROJECT



Q&A