Creating the Conditions for Social and Emotional Learning

Hosted by the Afterschool Alliance and the Afterschool & Expanded Learning Team at AIR, with special guests from CalSAC and Temescal Associates
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

• Deborah Moroney, Principal Researcher, American Institutes for Research

• Jaime Singer, Senior TA Consultant, American Institutes for Research

• Stacey Daraio, Co-Director, Temescal Associates

• Aleah Rosario, Program Manager, California School-Age Consortium
American Institutes for Research

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.
Topics & Resources

Conditions for Social and Emotional Development

Demystifying Frameworks Brief
Social and Emotional Learning Practices Tool
http://tinyurl.com/hjlfkh8

Social and Emotional Learning in Practice

SEL/Character Professional Development Training Model
Beyond the Bell at American Institutes for Research

Supporting Social and Emotional Development Through Quality Afterschool Programs

Research to Practice in the Afterschool and Expanded Learning Field

This first brief in our series focuses on how afterschool programs contribute to the development of social and emotional competencies in young people. In practice, we see how high-quality programs can help participants learn, grow, and develop. But what does the research say? How can we prove it? We chose to focus our first brief on this important topic because there has been a growing recognition that afterschool programs can and do facilitate the social and emotional development of young people. Despite the recent attention this topic has received, efforts to define and measure social and emotional competencies in afterschool settings are still emerging. This brief provides an overview of work done to date both in afterschool and school-based settings to define social and emotional learning, shares recent research on how afterschool programs contribute to the development of these competencies, and, finally, offers some next step recommendations to both practitioners and researchers.

Measuring and Defining Social and Emotional Skills

During the past 20 years, the afterschool field has been held accountable in varying ways—first, on our ability to provide safe places for young people to spend time while their parents work; then, on our success in helping to improve participants’ academic achievement as a supplement to the school day. Today, measuring success in afterschool programs is more nuanced and has been influenced by an increased recognition that the social and emotional competencies youth develop while in afterschool programs are also critical to their success in school and life. The heightened focus on social and emotional skills is also growing in formal education settings, and, as a result, researchers across the country and around the globe are grappling with how to measure social and emotional competencies in a world that prizes easily quantifiable indicators. The challenge for the afterschool field is that social and emotional competencies are not universally agreed upon, and their measurement is both complicated and controversial. In many ways, practitioners trying to identify how their program improves young people’s
What framework most closely aligns with your program?
Staff Practices

**Identify** a framework

**Understand** your social and emotional framework

**Embrace** the value of skill building

**Embody** social and emotional competencies

**IMPLEMENT** practices that support social and emotional development
Social and Emotional Learning Practices

1. Social Practices
2. Program Practices
3. Adult Competence
4. Action Planning
Strategies to Promote Social and Emotional Development

Social practices
Create a warm, welcoming, and supportive environment
Clear expectations and shared norms
Positive relationships (e.g., use of language)
Active role modeling
Youth-centered problem solving
Responsibility and choice
Strategies to Promote Social and Emotional Development

Program implementation practices
Intentional activities on content and skill building
   Hands-on activities
Opportunities for reflection
Cooperative learning
Group discussions
Balanced program activities
Strategies to Promote Social and Emotional Development

Adult social and emotional competencies

Self-awareness
Self-management
Social awareness
Relationship skills
Responsible decision-making
SECTION 3.
Reflection on Social and Emotional Competencies

Now think about your own social and emotional competencies and how those competencies influence your ability to implement the social and program implementation practices outlined in the previous sections. Use the scoring guide below to rate how your SEL skills influence your practices with your participants. Consider each statement, and score yourself according to where each statement holds true for you.

1 = Strongly disagree. I have a difficult time with this practice. I know I do some of the things mentioned, but I do not necessarily find them relevant to my instruction.

2 = Disagree. I demonstrate some of these skills with participants. I think with more practice and/or more support, I could demonstrate these skills more to improve implementation of this practice.

3 = Agree. I am strong in this area. I know I do a good job modeling these skills for participants. I use these skills most of the time when I implement the instructional practices.

4 = Strongly agree. I am very strong in this area. I am able to use these skills when I am implementing the instructional practices.

Self-Awareness

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of the practices that I need to improve in order to grow professionally.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I can effectively implement social and program implementation practices with participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my practices with participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I understand how student responses (positive and negative) affect my emotions and my behaviors in the program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am aware of how my cultural beliefs and background affect my practices with participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
California Context: SB 1221

<table>
<thead>
<tr>
<th>OUT</th>
<th>IN</th>
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</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td><strong>Expanded Learning</strong></td>
</tr>
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<td></td>
<td><strong>Programs</strong></td>
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<tr>
<td></td>
<td><strong>12 Quality Standards</strong></td>
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</tbody>
</table>

**California Context: SB 1221**

**OUT**

- **Name**

**IN**

- Expanded Learning Programs
- 12 Quality Standards
A collaborative partnership:

- California School-Age Consortium, CalSAC
- ASAP Connect
- Partnership for Children and Youth
- Temescal Associates
The project is based on two strongly held beliefs:

360° – In order for children to grow into healthy and productive citizens, they must learn and practice a wide variety of inter-related skills – social-emotional, character as well as academic;

365 – Children learn in a variety of settings and year-round. This includes formal settings, such as school, and informal settings, such as afterschool, extracurricular, and summer youth programs.
Social Emotional/Character Skills that Expanded Learning Programs Contribute Build

**I AM**—intrAPERSONAL skills
- Self-awareness
- Self-management

**I BELONG**—INTERPERSONAL connections
- Social awareness
- Interpersonal skills

**I CAN**—BELIEFS and mindset
- Self-efficacy
- Growth mindset

**Student Success Comes Full Circle**
Student Success Comes Full Circle
Leveraging Expanded Learning Opportunities

SUCCESS
IN SCHOOL, WORK, AND LIFE
SEL/Character Professional Development Training Model
An holistic model designed to strengthen program implementation and organizational leadership

**Step 1: Awareness Building**
Two orientation sessions to set the foundational knowledge for both training tracks

1. SEL/Character Skills Assessment
2. Linking SEL/Character to the Quality Standards

**Step 2: Two Professional Learning Community Tracks**
Two learning communities are structured in tandem to compliment each other

- **Front Line Staff**
  - 3-6 training sessions focused on skill building under three core SEL categories: I Am, I Can, I Belong

- **Site Leadership**
  - 4 training sessions focused on organizational and leadership practices to support implementation of SEL/Character skills
Questions?
Deborah A. Moroney, PhD
312-288-7609
dmoroney@air.org

Jaime Singer
312-288-7636
jsinger@air.org

Stacey Daraio
415-655-3431
sdaraio@temescalassociates.com

Aleah Rosario
510-444-4622 x102
arosario@calsac.org