

Social Emotional Learning and Implications for Children with SED

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Location of
presentation



SAMHSA
Substance Abuse and Mental Health
Services Administration

Disclaimer Slide

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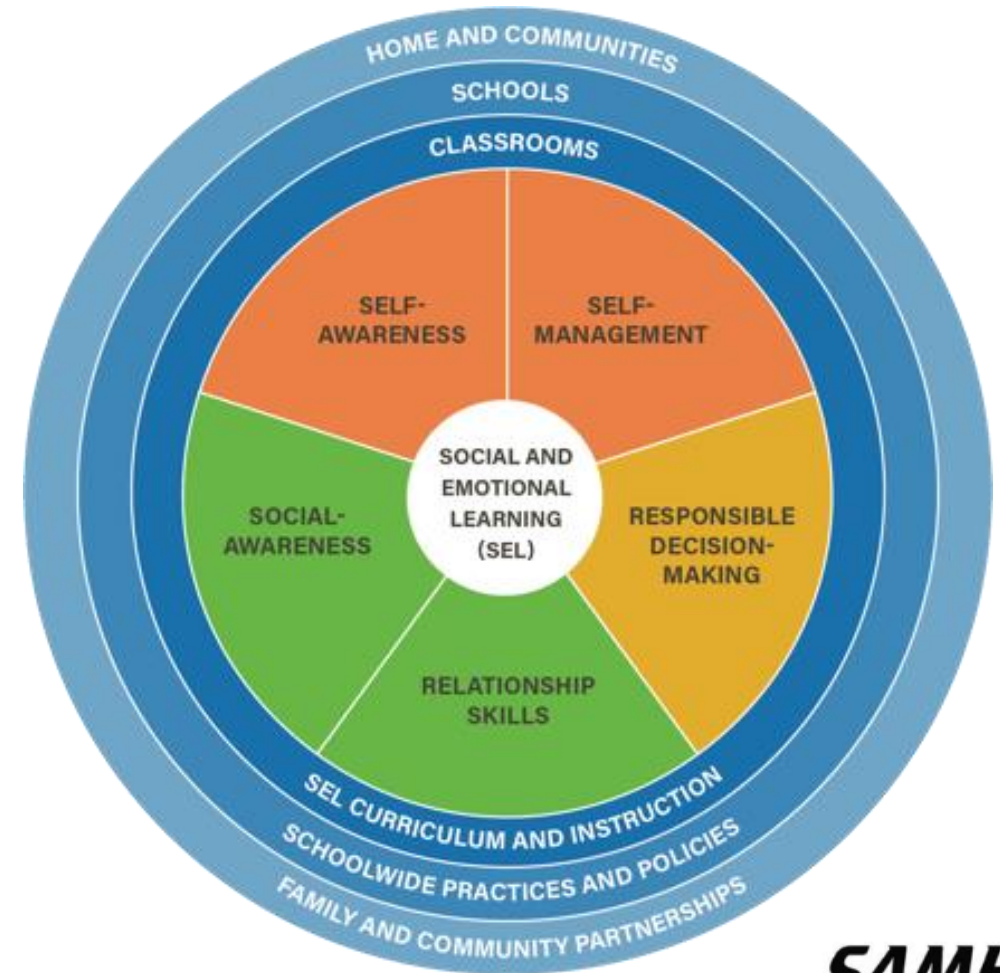
Learning Objectives

- Learn how social emotional learning works.
- Learn how social emotional learning is connected to preventing onset of serious emotional problems and mental illnesses in later life.
- Identify best practices for implementing social emotional learning programs from preschool through high school.
- Learn how to engage parents and school staff including school administrators, teachers, and support staff to implement SEL in schools.

What is Social and Emotional Learning (SEL)

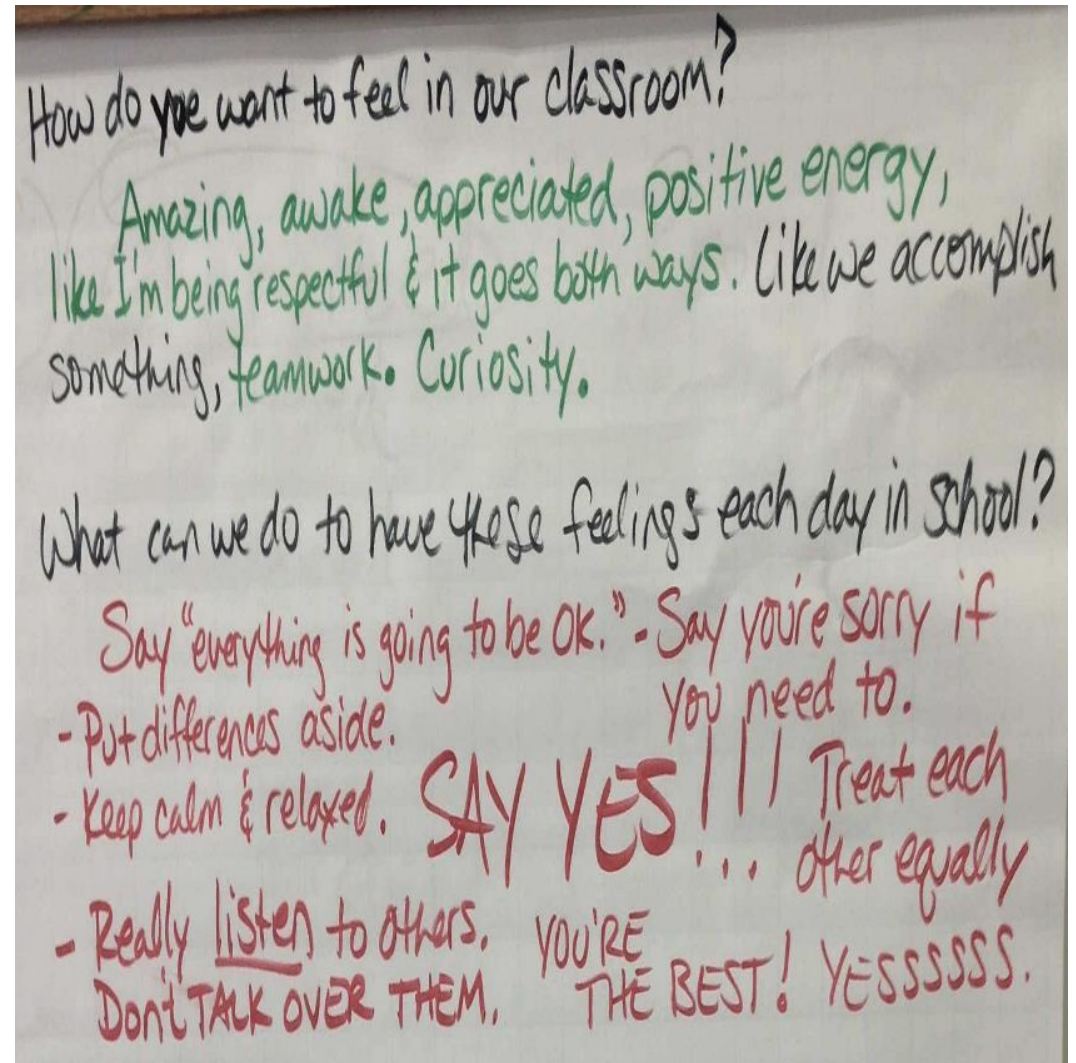
The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

CASEL FRAMEWORK



SEL and Mental Health

- SEL is the term often used in school settings but may be less familiar to mental health providers.
- The focus on SEL has grown in education.
- SEL in a Multi Tiered School System of Support, especially for youth with Serious Emotional Disturbance
- Role of school counselors and mental health counselors for SEL in schools.
- SEL impacts school climate and school safety.



SCHOOL: A ROLLER COASTER OF EMOTIONS



Emotions Matter

THE LANGUAGE OF EMOTION

Emotion

Mood

Feeling

Dispositional or Trait Affect

WHAT ARE EMOTIONS?

An emotion is an immediate response to something that:

- Happens in the environment, or
- Is evoked in the mind and that causes shifts in:
 - Thinking (like, dislike)
 - Physiology (breathing, heart rate, hormones)
 - Expression (face, body, vocal tones)
 - Behavior (fight/flight/freeze, approach/avoid)

WHY EMOTIONS MATTER

Attention, Memory, and Learning

Decision Making

Relationship Quality

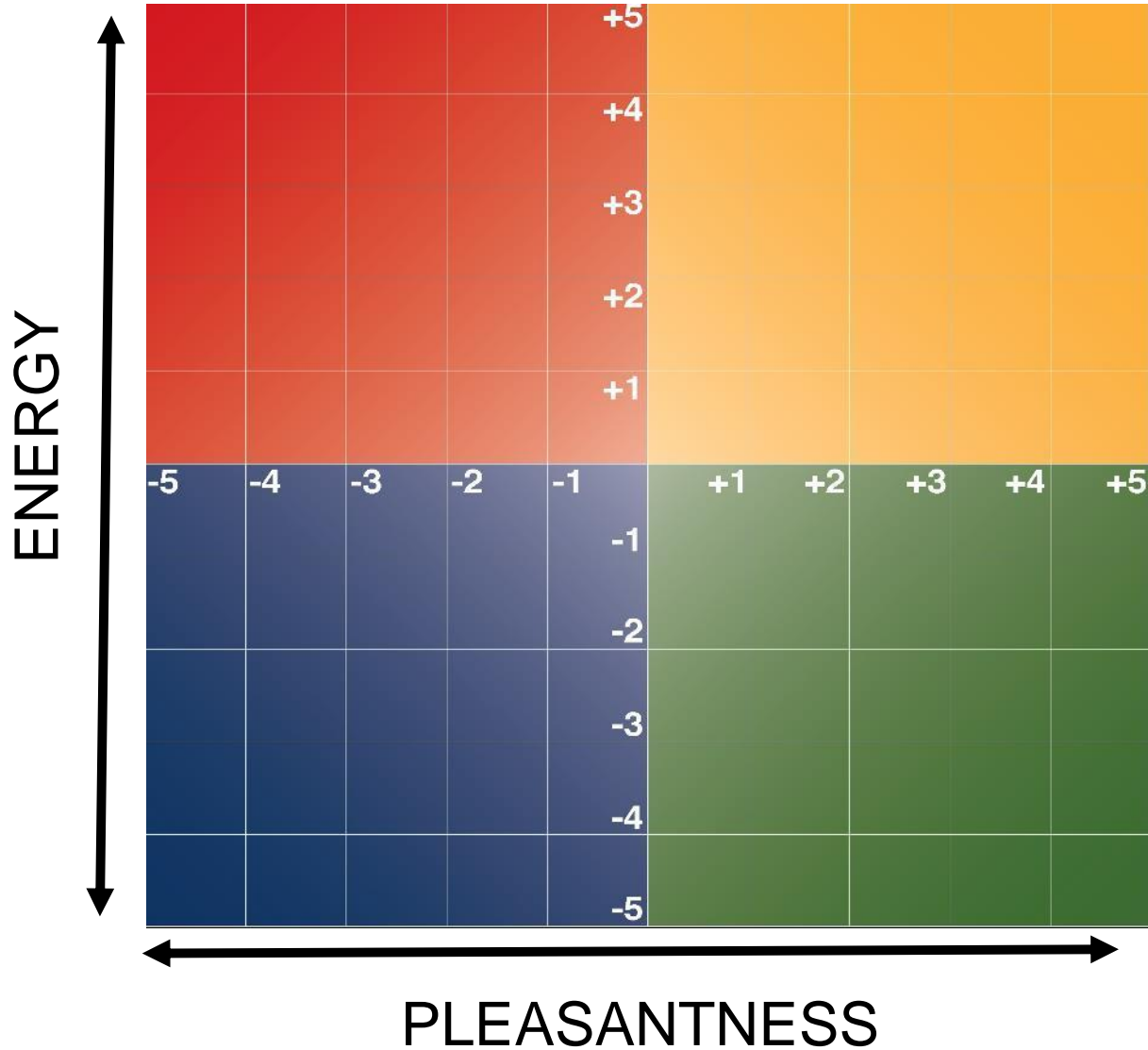
Physical & Mental Health

BUILDING EMOTIONAL INTELLIGENCE

- R**ecognizing emotion
- U**nderstanding emotion
- L**abeling emotion
- E**xpressing emotion
- R**egulating emotion



RULER



HOW ARE
YOU
FEELING?

RECOGNIZING EMOTION

Identifying emotion by interpreting:

- our own
 - thoughts
 - physiology
- others'
 - facial expressions
 - vocal tones
 - body language
 - behavior



UNDERSTANDING AND LABELING EMOTIONS

Why do understanding and labeling emotions matter?

- Help us to articulate our own and others' needs
- Build self-awareness, including greater emotional granularity
- Improve communication (written/spoken)
- You've got to name it to tame it: Enhance our ability to regulate our own and others' emotions

EXPRESSING AND REGULATING EMOTION

Managing our own and others' emotions with *thoughts* and *actions* to:

- **prevent** or **reduce** unwanted emotions
- **initiate**, **maintain**, or **enhance** desired emotions



HELPFUL VS. UNHELPFUL STRATEGIES

Unhelpful Strategies

- Require little to no effort
- Lead to disengagement
- Decrease wellbeing
- Do not resolve the problem
- Can be harmful to self
- Negatively impact relationships
- Provide immediate relief but derail us from achieving goals

Helpful Strategies

- Require effort/practice
- Involve engagement
- Require planning
- Often times involve people
- Promote better health and wellbeing
- Help to build and maintain relationships
- Solution focused

HELPFUL EMOTION REGULATION STRATEGIES

Thought Strategies

- ***Positive self-talk***
- ***Positive reappraisal***
- Acceptance
- Visualization
- Humor
- Distraction (short-term)

Action Strategies

- Good health habits:
 - Food, sleep, exercise
- Social support
- Constructive activity
- Avoiding/modifying situation
- Problem solving
- Seeking professional help

SKILLS DEVELOPMENT AMONG YOUTH

Less Skilled

- Conduct problems
- Aggressive behavior
- Hyperactivity/attention problems
- Risky sexual behavior
- Substance abuse
- Social deviance
- Anxiety/depression

More Skilled:

- Empathy
- Well-being
- Quality relationships
- Prosocial behavior
- Satisfaction with school
- Leadership skills
- Academic achievement

POOR HEALTH OUTCOMES

More

- Unpleasant Emotions
 - Emotional Disregulation



More

Sleep Troubles
Alcohol and Tobacco Use
Mental Health Problems
Higher Body Mass Index (BMI)

Overall Outcomes from SEL Skills

**Enhanced
Emotional
Climate**

**SEL Skill
Development**



**22%ile
Social and
Emotional
Skills**

**9%ile
Positive
attitudes**



**9%ile
Prosocial
Behavior**

**11%ile
Academic
Achievement**

**9%ile
Conduct
Problems**

**10%ile
Emotional
Distress**

SEL and Mental Illness

- Anxiety disorders are the most common mental illness in the U.S., affecting 18% of the population (25% of children between 13 and 18)
- Depression is the leading cause of disability worldwide
- Suicide rate in the U.S. increased 28 percent from 1999 to 2016

SEL helps build insight and awareness, and develop coping skills to reduce symptoms of mental illness.

(Payton et al., 2000; Farrell & Barrett, 2007. See notes for full citation)

SEL, Bullying, Suspensions and Equity

- Between 21% and 73% of middle and high school students reported being bullied during the previous school year.
- Physical appearance is the #1 reason.
- 59% of black male students and 42% of Hispanic male students have been suspended or expelled in the past year compared to 26% of white male students.
- The number of hate crime incidents reported to the ADL doubled each year between 2015 to 2017.
<https://www.adl.org/adl-hate-crime-map>

SEL helps develop skills to increase prosocial behaviors and behavioral regulation.

(Flook et al., 2015; Bierman et al., 2010; Liew, 2012. See notes for full citation)

SEL, ACEs, and Trauma

- 45% of children in the U.S. have experienced at least 1 Adverse Childhood Experience (ACE)
- 1 in 10 children nationally has experienced 3 or more ACEs, placing them in a category of especially high risk.
- Rates are significantly higher in high poverty regions and among minorities

SEL helps build insight into impact of trauma, and skills to cope with unwanted emotions.
(Durlak et al, 2011; Plumb, Bush, & Kersevich, 2016. See notes for full citation)

SEL and Preparing People for Employment

- The Class of 2030 and Life Ready Learning conducted a study in collaboration with Microsoft and McKinsey & Company's Education Practice
- 30 -40% of jobs require SEL skills
- Only 42% of employers believe new graduates are adequately prepared for the workforce because they lack SEL skills.

<https://info.microsoft.com/ww-landing-McKinsey-Class-Of-2030-Whitepaper.html?lcid=en-us>

SEL THEORY OF CHANGE

 **RULER**
(Skills | Tools | Pedagogy)

Training for
leaders,
educators, &
staff

PreK-12
classroom
instruction

Integration into
schoolwide
practices &
policies

Family education

Enhanced
mindsets
about
emotions

Deepened
social &
emotional
skills

Healthier
emotional
climates

Improved leader & teacher
effectiveness & retention

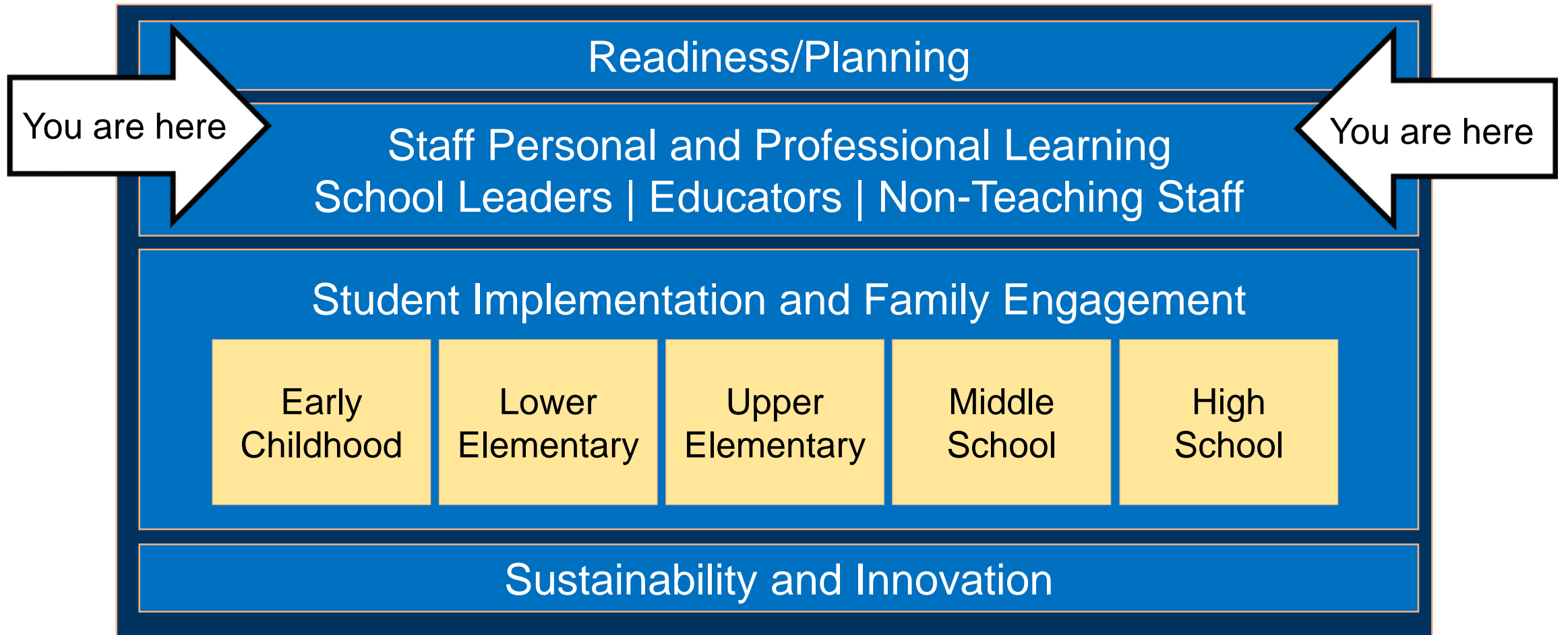
Increased engagement,
academic performance,
attendance & graduation rates

Better-quality relationships,
reduced bullying

Enhanced decision making;
reduced drug & alcohol
problems & discipline referrals

Less stress & anxiety, greater
health & wellbeing

SEL PLANNING & IMPLEMENTATION



ELEMENTARY CLASSROOM

How We Want To Feel In School

- Awesome
- Excited
- Musical
- Energetic
- Joyful
- Fabulous
- Relaxed
- Accepted

ashley

What We Will Do

- Support each other
- Respect other's opinions
- Put on soothing music
- Participate in theater and music
- Make Friends
- Listen to each other
- Include people
- How we will manage conflict
- Have meditations
- Share and offer
- tell an adult if there is online bullying

- Diana (Sherlock Holmes)

Conilla (A Peckham Fan)

XELA

How do you want to feel in our classroom?

Amazing, awake, appreciated, positive energy, like I'm being respectful & it goes both ways. Like we accomplish something, teamwork. Curiosity.

What can we do to have these feelings each day in school?

- Say "everything is going to be ok." - Say you're sorry if you need to.
- Put differences aside.
- Keep calm & relaxed. **SAY YES!!!** Treat each other equally
- Really listen to others. **YOU'RE THE BEST! YESSSSSS.**
- Don't TALK OVER THEM.

SEL for High Schools

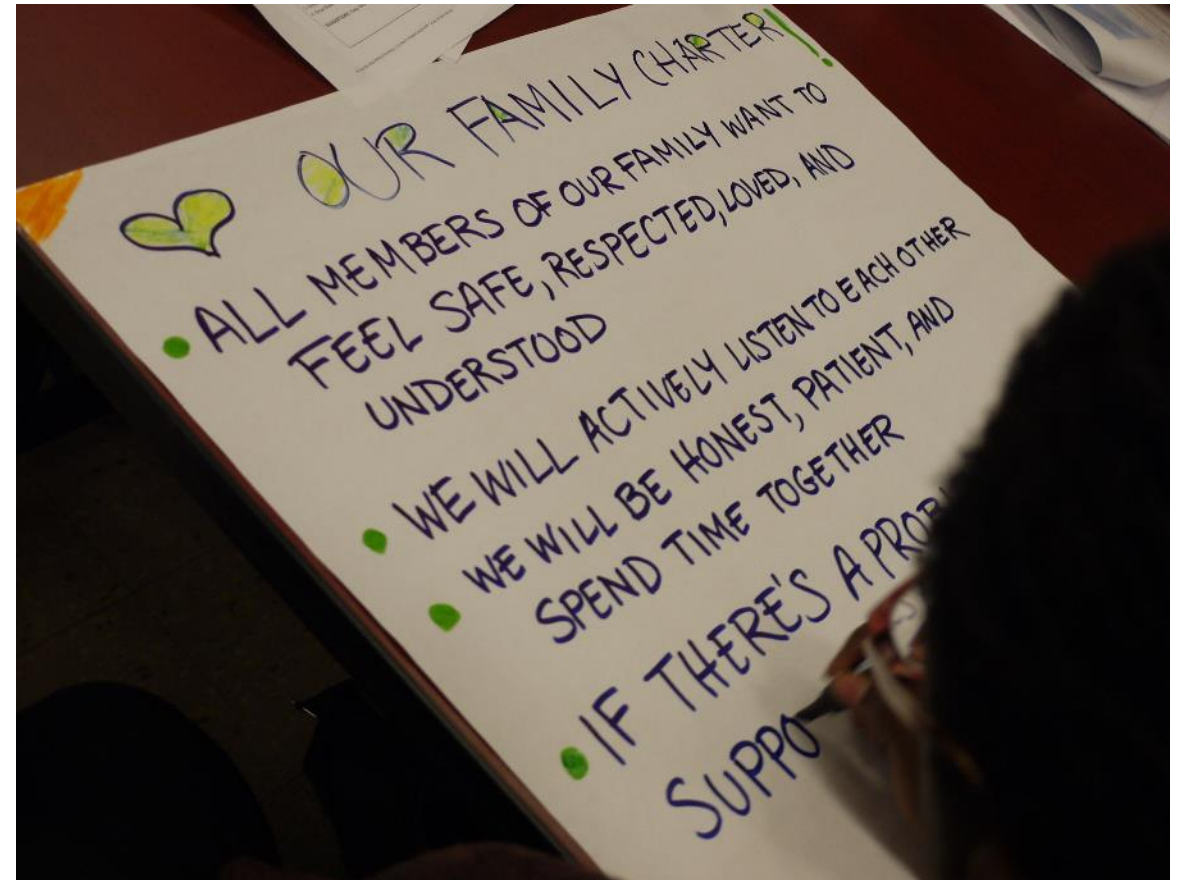
- *Who am I?*
- *Where do I want to go?*
- *What do I need to get there?*



SEL SKILLS

- Mindset (Fixed/Growth)
- Visioning/Goal setting
- Motivation
- Personality
- Critical thinking
- Stress management
- Health habits (sleep, nutrition, physical activity)
- Career Readiness
- Friendships and intimacy
- Values
- Advocacy
- Leadership
- Decision making
- Creativity
- Community engagement

WORKING WITH FAMILIES



WORKING WITH SCHOOL FACULTY/STAFF



As a faculty, we want to feel...

INSPIRED by sharing teaching ideas that inspire us with our team, inviting peers to watch us teach a lesson that inspires us, display student work, and share overall school successes like ERB scores and student progress.

EXCITED by smiling often, sharing our learning, and showing authentic interest by asking clarifying questions and interacting openly.

RESPECTED by speaking in a polite, kind manner to all, actively listen to one another, be aware and considerate of other's time and space, take initiative to clean up common areas, and consider all ideas without judgement.

SUPPORTED by communicating with teammates and sharing responsibilities and workload, showing initiative by volunteering instead of waiting to be asked, and having regular check-ins with teaching partners and admin team.

SAFE by communicating directly with colleagues about issues that arise and being proactive about addressing rumors or concerns.

If at any time we do not feel **INSPIRED, EXCITED, RESPECTED, SUPPORTED, or SAFE**, we can...

- Check in with the Mood Meter
- Seek out professional development opportunities that excite or inspire us
- Ask for or offer to be an informal mentor to a colleague
- Reframe perceived negative situations to assume the best (don't take it personally)
- Listen openly or help someone identify their feelings
- Seek the support of our school psychologist

THANK YOU

SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.

www.samhsa.gov

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