Foundations of Social-Emotional Learning

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Our **mission** is to support the successes of children and adults with developmental disabilities, strengthen their families and build embracing communities.

Our **vision** is to create a community where people of all abilities live, learn and grow together.
Our services...

**Kids**
- Inclusion Consulting & Educational Support
- Family Enrichment
- Pediatric Therapy

**Living**
- Life Skills Enrichment
- Community Homes
- Independent Living

**Careers**
- Aspire CareerLink
- Career Development

**Partners**
- Aspire CoffeeWorks
- Consultation Services
Foundations of Social-Emotional Learning

**WHAT?** Expectations for SE Development

**WHY?** Impact on Life Long Learning

**HOW?** A Framework for SEL in the Classroom
Social and emotional development is the change over time in children’s ability to react to and interact with their social environment. www.urbanchildinstitute.org

Unique POTENTIAL to develop SE skills

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary (to react to and interact with their social environment) www.CASEL.org

Acquisition of SE skills
*Requires opportunities to practice!
Variations in Social-Emotional Development

- Impacted by all other areas of development
- Accelerated or delayed skills may impact our expectations for other areas of development

Additional Factors:

- Health
- Temperament
- Disability
- Trauma
- Culture
- Caregiving
What Should We Expect?
Typical Development

Emotionally…

- **3-4**
  - Upset due to changes or not getting way

- **5-6**
  - Notice feeling embarrassed or shamed

- **7-8**
  - Verbally express more feelings, may still show aggression when upset

- **9-10**
  - May act silly to cope, can be argumentative

- **11-15**
  - May act moody and prefer privacy

“5-7 Year Shift”

Socially…

- **3-4**
  - New interest in play with others

- **5-6**
  - Increase interest in play with others, preferred play partners

- **7-8**
  - Become aware of what others think

- **9-10**
  - Begin to form smaller preferred peer groups

- **11-15**
  - May experiment with new interests to fit into peer groups

Language – “Self talk” to inner speech around 6/7 years

Cooperative Play – Emerges between 4-6 years

www.understood.org
Why Does It Matter?

- Form and sustain positive relationship
- Experience, manage and express emotions
- Explore and engage with the environment
- Work and play cooperatively with others
- Use self control and communication to express thoughts and feelings
- Gain independence and self confidence
Individuals will make **more gains** in social-emotional skill development **before the age of six** than they will throughout their entire life span.
Why focus on SE skills?

If a child cannot function within a social environment (school), then we cannot expect them to fully benefit from the experience of that environment (learning).

Social-Emotional skills are LEARNED!

*Modeling
*Practicing

Explicit, intentional teaching of SE skills

Knowledge of child’s unique SE potential

Social-Emotional Competency
Current research says it’s important NOW…

“Students with training in social emotional learning gained an average of 11 percentile points on standardized test scores compared with students who did not receive the training (Durlak et al., 2011).

* Outcomes consistent across grades levels, school locations and student demographics!
And LATER...

“Self regulatory behaviors in early childhood predict social skills, relationships with teachers and peers, school engagement, health, wealth and criminality later in life.”
Prioritizing Foundations for Success

Social-Emotional Skills
- Inhibition
- Coping Skills
- Empathy

Executive Function Skills
- Impulse Control
- Emotional Control
- Flexible Thinking

Goal-Directed Behaviors

At a Glance: 8 Key Executive Functions

1. Impulse Control
   - What it means: Impulse control helps your child think before acting.
   - How it looks: Kids with weak impulse control may act without thinking things through. They may also have trouble waiting or being patient.

2. Emotional Control
   - What it means: Kids with weak emotional control often act out. They may have trouble managing their feelings or anger.
   - How it looks: Kids may appear emotional or may have trouble calming down.

3. Flexible Thinking
   - What it means: Kids with weak flexible thinking can be rigid in their thinking. They may need to be taught different ways to solve problems.
   - How it looks: Kids may have trouble thinking about things in different ways.

4. Working Memory
   - What it means: Working memory helps your child remember information over time.
   - How it looks: Kids with weak working memory may have trouble remembering directions or keeping track of their belongings.

5. Self-Monitoring
   - What it means: Self-monitoring allows your child to monitor their own behavior and feelings.
   - How it looks: Kids with weak self-monitoring may not notice when they are not acting their best.

6. Planning and Prioritizing
   - What it means: Planning and prioritizing help your child decide on a goal and plan how to achieve it.
   - How it looks: Kids with weak planning and prioritizing skills may not know how to break a task into steps.

7. Task Initiation
   - What it means: Task initiation helps your child start action and get started.
   - How it looks: Kids with weak task initiation may have trouble starting tasks.

8. Organization
   - What it means: Organization helps your child stay organized and remember what to do.
   - How it looks: Kids with weak organization skills may have trouble following directions or remembering details.
Prevention
- Proactively planning by anticipating challenges

Promotion
- Providing opportunities to develop new skills
The Collaborative for Academic, Social & Emotional Learning (CASEL) states that effective SEL programming should include...

- Multi-year models (Preschool - HS)
- Explicit classroom instruction of SE skills
- Positive engagement at school & in community
- Parent and family involvement
5 SEL Competencies

1. Self-Awareness
Recognizing one’s emotions and values as well as one’s strengths and challenges.

2. Self-Management
Managing emotions and behaviors to achieve one’s goals.

3. Social Awareness
Showing understanding and empathy for others.

4. Relationship Skills
Forming positive relationships, working in teams, dealing effectively with conflict.

5. Responsible Decision-Making
Making ethical, constructive choices about personal and social behavior.

www.CASEL.org
Please complete the post-survey.

Thank you!
References


