

# SEL Orientation

**Board Presentation**

“What you do speaks so loud  
that I cannot hear what you  
say.”

R.W. Emerson

# Definition of SEL

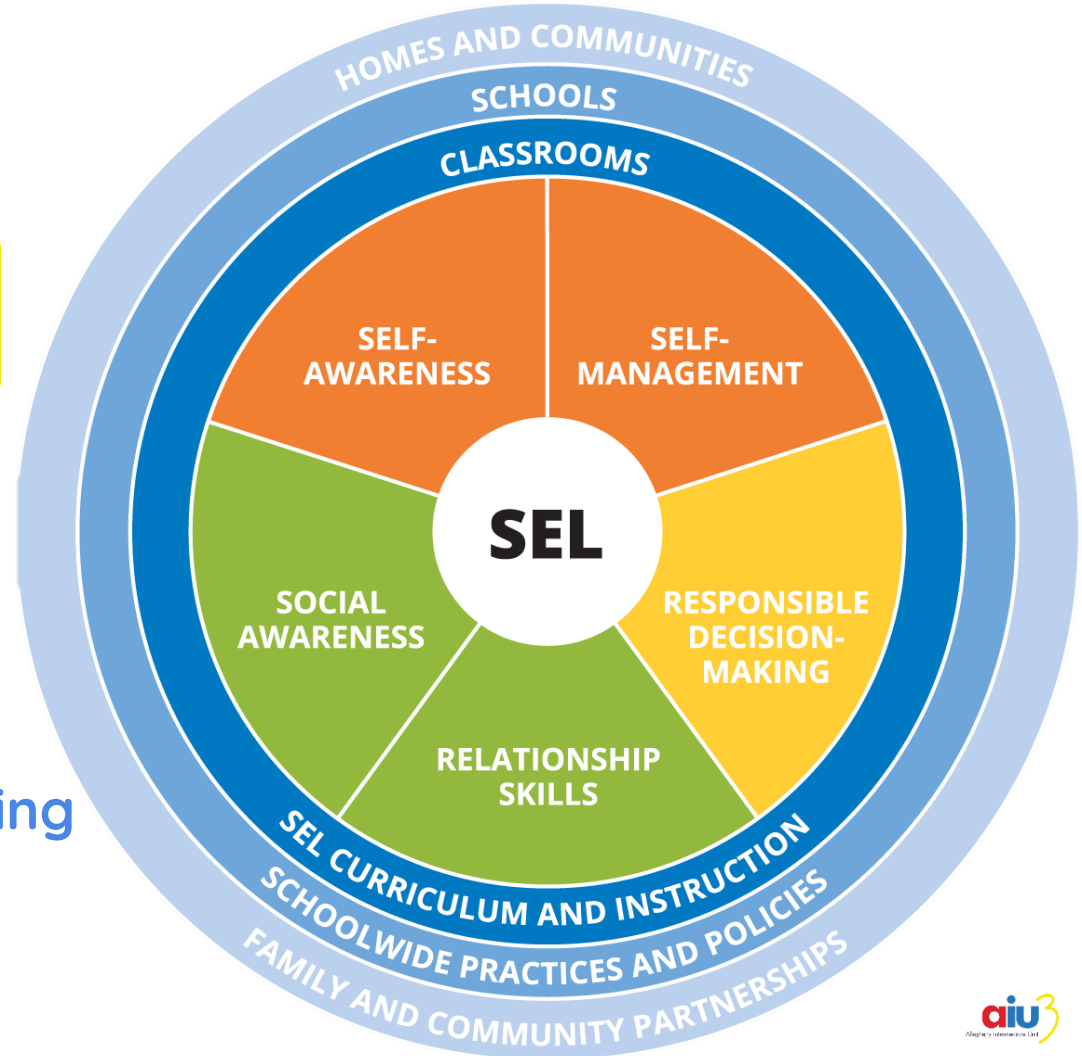
Social & Emotional Learning

Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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# The CASEL 5 Core Learning Competencies

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Reasonable Decision Making



# PA Career Ready Skills

# Career Ready Skills

← Educating for Employability →

The Pennsylvania Career Ready Skills (PACRS) are aligned to Pennsylvania's Career Education and Work (CEW) Standards and are consistent with the intent of the Future Ready PA Index. The PACRS are learning progression standards to support the development of student competence in the following three domains: self-awareness and self-management, establishing and maintaining relationships, and social problem-solving skills. These domains clarify the types of employability skills a well-prepared workforce candidate needs to demonstrate.



## Self-Awareness and Self-Management

The ability to accurately recognize and regulate one's emotions and thoughts in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



## Establishing and Maintaining Relationships

The ability to establish and maintain healthy, mutually rewarding relationships with diverse individuals. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.



## Social Problem Solving Skills

The ability to demonstrate empathy and understand the perspective of others from diverse backgrounds and cultures. The ability to make constructive and respectful choices about personal behavior and social interactions based on a realistic evaluation of the consequences of various actions, including the well-being of self and others.

Source: Collaborative for Academic, Social, and Emotional Learning (casel.org)



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# 1. Self-Awareness

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- ★ Ability to **recognize one's own emotions, thoughts, and values** and how they influence behavior
  - ★ Ability to **accurately assess one's strengths and limitations**
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**Do you know who you are?**

*To connect with your students and help them to know who they are; you must first be open and willing to connect with your own awareness of self*

# Improving Self-Awareness

- Putting words to feelings, emoji's, colors
  - Engage in conversation
  - Be honest but do it in a kind way
  - Connect with them on a personal level; share a time when you felt disappointed, afraid, unsure
- Tell students it's ok to make mistakes as long as you try again and identify what you learned
  - “Lift students up”, even if some are a pain

## 2. Self-Management *(Self-Care): feeling it without losing it*

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- ★ Ability to successfully **regulate** one's **emotions, thoughts and behaviors** in different situations
  - ★ Effectively **manage stress, controlling impulses, and motivating oneself**
  - ★ Ability to **set and work toward personal and academic goals**
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*How do you apply self-management to achieve your goals?*



# Improving Self-Management

- Be patient, not all kids have self-management skills
  - Take time to ask what they are thinking or what is wrong
  - Be sincere and ask students how they are doing everyday
  - Try to develop positive relationships with students
  - Don't jump to conclusions
- Sometimes it is important to give space, offer a place to decompress
  - Help students to recognize when an emotion causes them to behave in a way that gets them in trouble

## 3. Social Awareness

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- ★ Ability to take perspective and empathize with others; including diverse backgrounds, abilities, and cultures
- ★ Ability to understand social and ethical norms for behavior
- ★ Recognize the importance of family, school, and community resources and supports

# Improving Social Awareness

- Treat everyone with fairness
  - Demonstrate how to be accepting and fair
  - Ask students to share their stories; this will evoke empathy
  - Help kids to recognize how someone else is feeling
- Be authentic; don't be phony
  - Speak with students privately if they are rude or need to fix their behavior; don't call them out in front of others, embarrassing
  - Model what the appropriate social responses are; please, thank you, hello, or just have good manners

## 4. Relationship Skills

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- ★ Ability to establish and maintain healthy relationships with diverse individuals and groups.
- ★ Ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed
- ★ Learning requires relationships-
  - between learners and teachers
  - between learners and their peers
- ★ Set Firm, Consistent Boundaries
- ★ Teamwork is an essential life skill

# Improving Relationship Skills through SEL

- Evaluate own skills to communicate with others
- Manage and express emotions in relationships
- Respect diverse viewpoints
- Communicate effectively
- Cultivate relationships with those who can be resources when help is needed.
- Provide help for those who need it.
- Help students understand that relationship skills are life skills
- Make sure students are kind to each other

## 5. Responsible Decision Making



- ★ Ability to make constructive choices about personal behavior and social interactions based on ethical standard, safety concerns, & social norms
- ★ Realistic evaluation of consequences of various actions & the consideration of the wellbeing of oneself & others
- ★ Understand the power behind word choice

# Improving Responsible Decision Making

- Don't assume students know right from wrong
- Provide a full explanation of consequences if a rule is broken and who must be notified
- Reinforce how responsible decisions affect the individual, school and community.
- Provide recognition and automatic reinforcement of students who are very responsible & demonstrate good decision making
- Provide reminders of the choices to be responsible rather than nagging/telling them what to do
- Remind students that if they have a thought that they shouldn't do it; then don't

# Scenarios

- **Secretaries:** A student comes in to the office very upset about something that happened in class and is demanding to see either the principal or dean while yelling and screaming.

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# Scenarios

- **Bus Driver:** A student will not sit down on the bus.  
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[https://drive.google.com/file/d/1gDiT2ivZrcgBSIJ\\_8hiCgq0-FFYkwKRP/view?usp=sharing](https://drive.google.com/file/d/1gDiT2ivZrcgBSIJ_8hiCgq0-FFYkwKRP/view?usp=sharing)

## Tips

- Remain calm
- Don't take things personally
- Don't engage in an argument with the student(s)
- Try to use positive statements
- Focus on appropriate behaviors instead of inappropriate ones
- Praise appropriate behaviors
- Refer to a staff member when necessary

## STEPS WE'RE TAKING

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1. Minding Your Mind Presentations (Faculty Spring of 2021, Parents Last Month, Students are next)
2. PAYS Survey (Grades 6, 8, 10, and 12)
3. SEL Universal Screening
4. Use of Smart Futures for Career Education delivery which focuses on PA Career Ready Skills