

# Social Emotional Learning

Strategies for Successful Selection and Implementation of  
Programs and Strategies

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**pennsylvania**  
DEPARTMENT OF EDUCATION

# At the end of the workshop, you should be able to...

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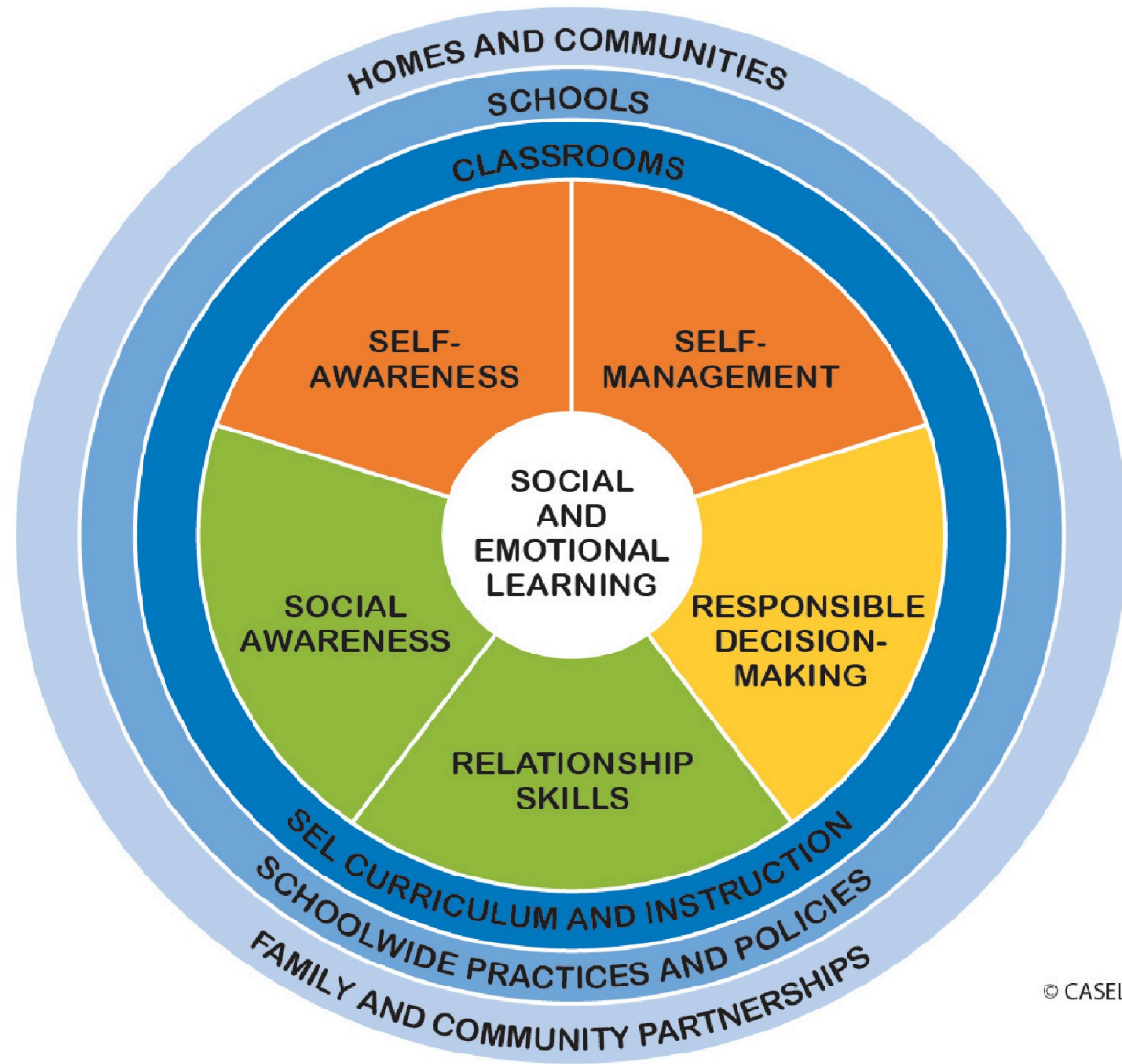
- Describe why supporting SEL involves more than selecting the right evidence-based program
- Identify barriers to successful adoption of an SEL
- Describe concrete strategies for:
  - increasing school/program readiness for SEL
  - identifying programs and strategies that have a high likelihood for success in your setting
  - implementing and sustaining a focus on SEL over time

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What is your highest aspiration for our youth?

# What is Social Emotional Learning?

Social and emotional learning (SEL) is 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





VESSEL VS. FLAME



**R**elationships

**E**ffort

**A**spirations

**C**ognition

**H**earth

# What is an SEL School or Program?

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An SEL school or program is a setting that fosters the optimal development of its members, through supportive relationships, proactive and responsive SEL programming, and meaningful learning opportunities connected to the interests, passions and goals of its learners.







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What is your highest aspiration for the  
your school/program?

# Barriers to SEL Success

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Unmet needs of the staff and parents

Lack of attention to school mission and culture

Insufficient buy-in

Poor program/strategy fit

Inadequate planning and support

Neglect need for reflection and refinement

# Selecting an SEL strategy: considerations

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Is my school/program ready?

What are the needs of my students and staff?

What programs/strategies best fit?

How does SEL integrate with other strategies?

Sustainability

# Selecting SEL strategies: Readiness

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## CONSIDERATIONS

Do faculty and parents see a need for SEL?

How does SEL align with responsibilities and expectations that faculty already have?

Can they envision an “integrated” or “holistic” approach to SEL?

Is there a team of people to oversee the SEL/school climate process?

## STEPS TO BUILD READINESS

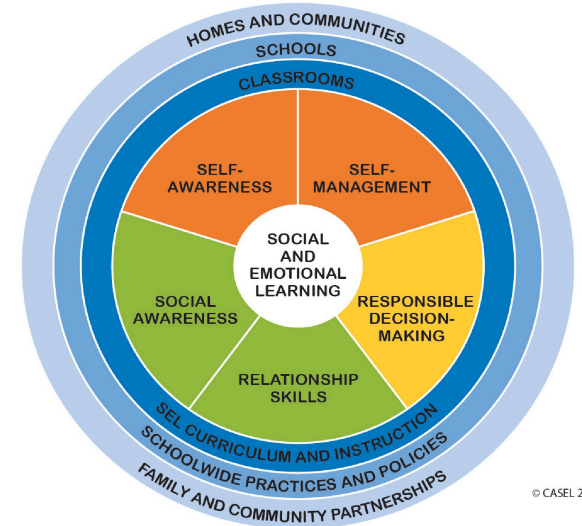
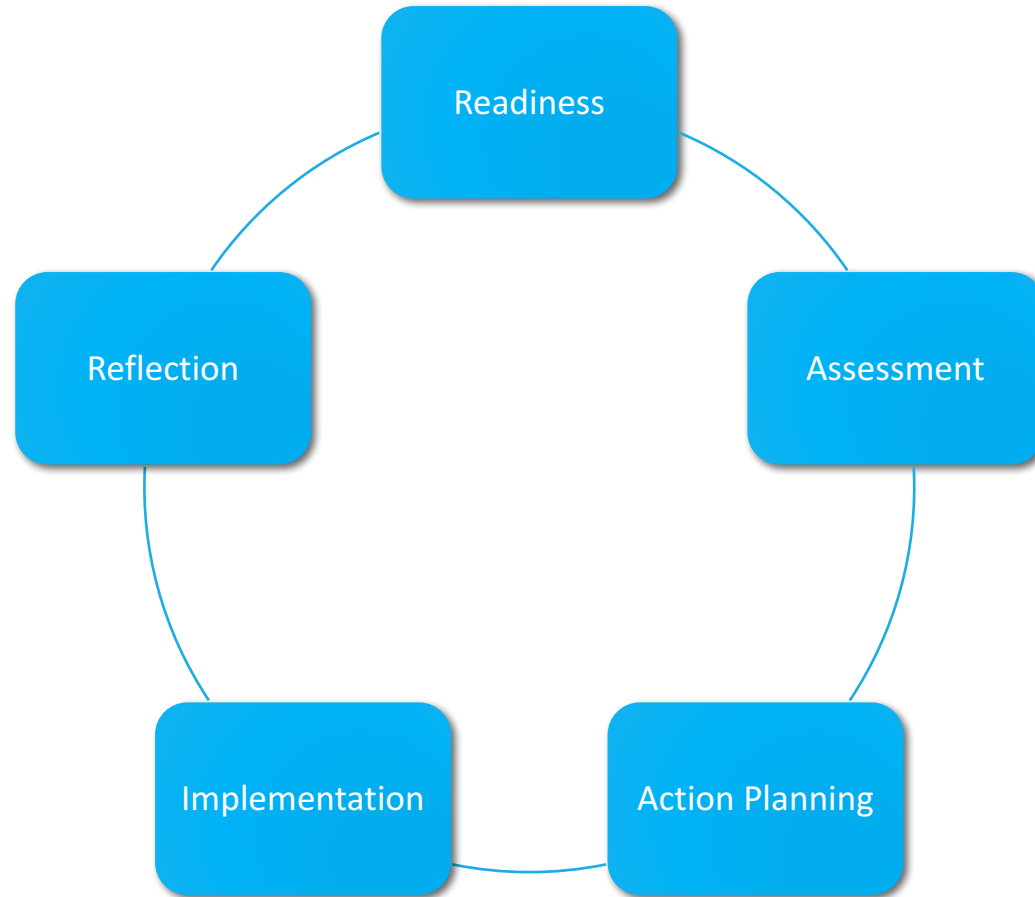
Assess readiness – e.g., SEL Beliefs Scale, focus groups

Build deep understanding of theory, research and pedagogy of SEL

Avoid rush to “program”ing

Build a leadership team that can think and work systemically

# Stages of SEL Selection/sustainability



# SEL Beliefs Scale – Backet, Reyes, Rivers, Elbertson, Salovey (2012)

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## Three factors

- Commitment
- Culture
- Competence



Commitment

Culture

Competence

WHY WE DO IT.

WHO WE ARE.

WHAT I DO.

# Selecting SEL strategies: “Whys” before “Whats”

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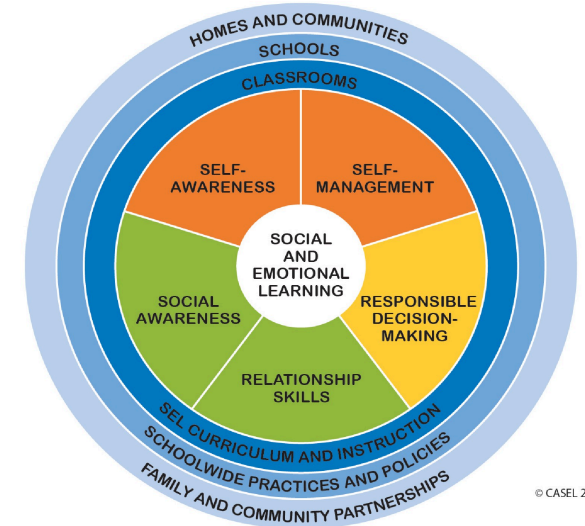
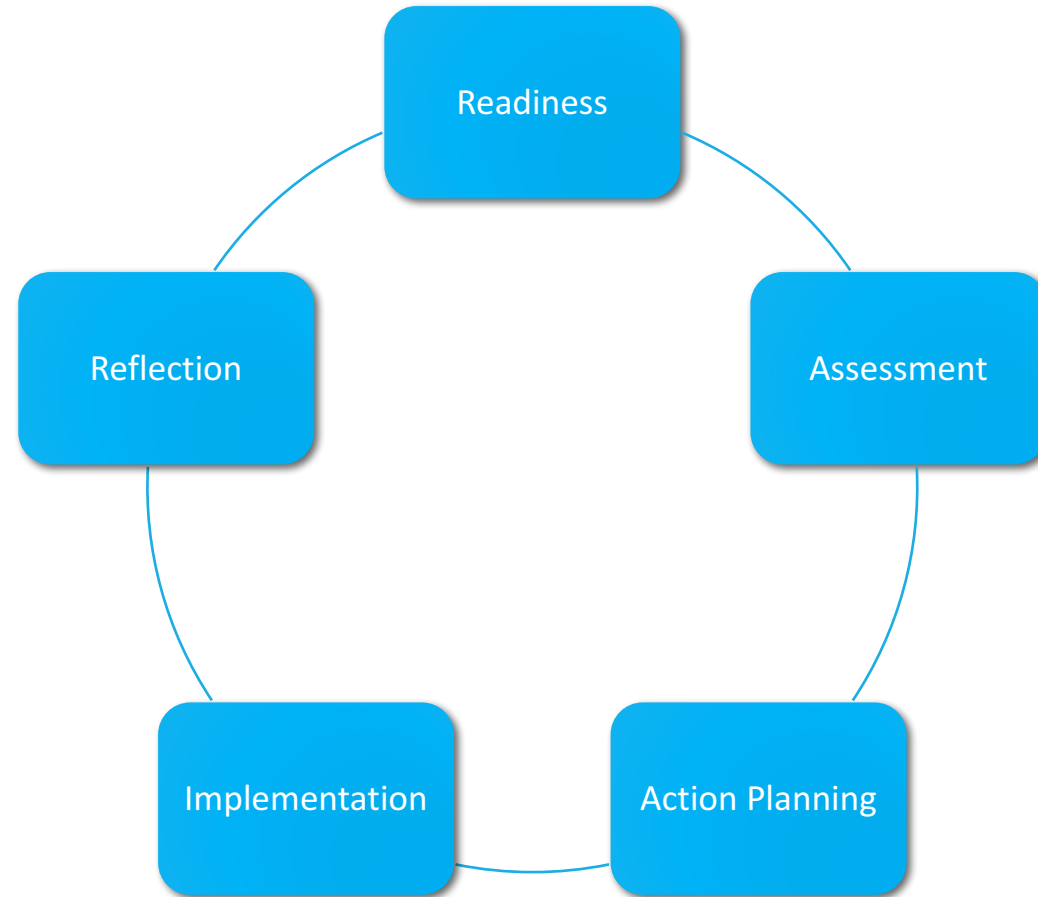
Plan to spend time “learning” about SEL and students’ needs

Stakeholders need to understand:

- The evidence for SEL interventions
- Its connection to the mission of the school
- How it relates to what “we already do”
- Gaps and needs
- School leadership’s commitment to SEL
- How they will be supported in making the shift to SEL-informed practice

Resources: Collaborative for Academic Social and Emotional Learning [www.casel.org](http://www.casel.org)

# Stages of SEL Selection/sustainability

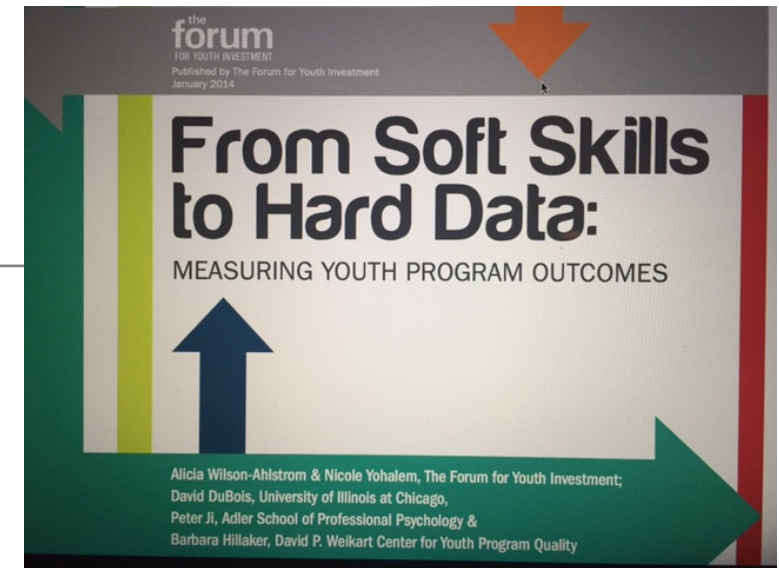


# Assessing students SEL needs

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PA School Climate Survey

<http://www.paschoolclimatesurvey.org>



Resources for Measuring Social Emotional Learning – University of Minnesota Extension

<https://www.extension.umn.edu/youth/research/sel/docs/issue-brief-measurement-resource.pdf>

# SEL questions from the PA School Climate Survey (HS edition)

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## Students in this school...

Stop and think before doing anything when they get angry

Do their share of work when we have group projects

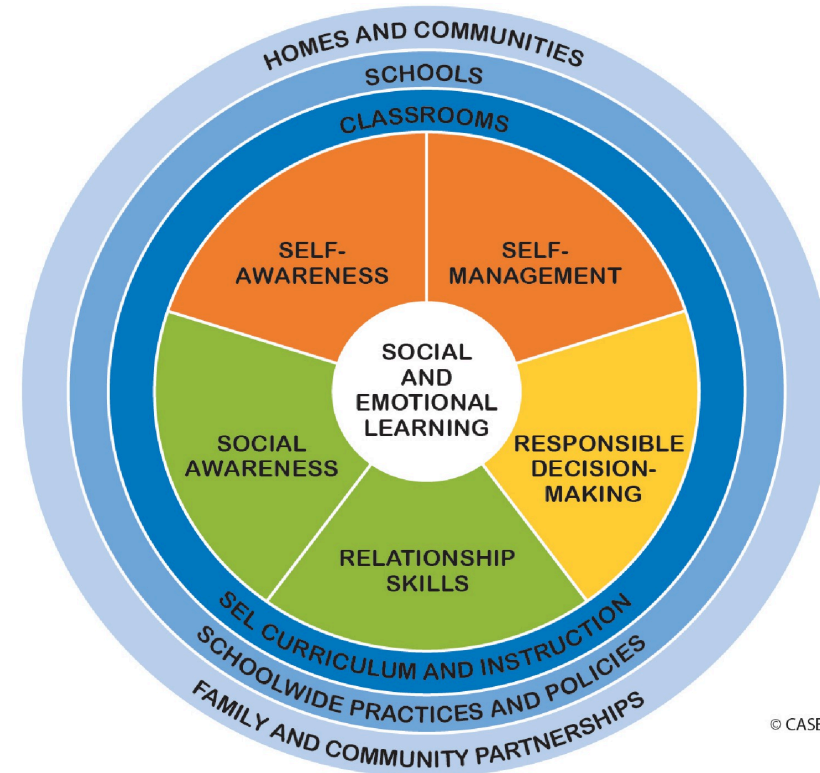
Give up when they can't solve problem easily

Get into arguments when they disagree with people

Do their best even when their school work is difficult

Say mean things to their students when they think other students deserve it

Think it's okay to cheat if other students are cheating



# Selecting SEL strategies: A proactive and responsive approach

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- Evidence-based programs
- Explicit classroom instruction in skills
- Prosocial approach to discipline
- Links to academic curricula
- Relationship-building strategies
- Positive reinforcement as an integrated practice
- Tiered system of support
- Service learning



# Developing Selecting Programs:

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[www.CASEL.org](http://www.CASEL.org)

- CASEL Guides to Effective Programs

<http://csefel.vanderbilt.edu>

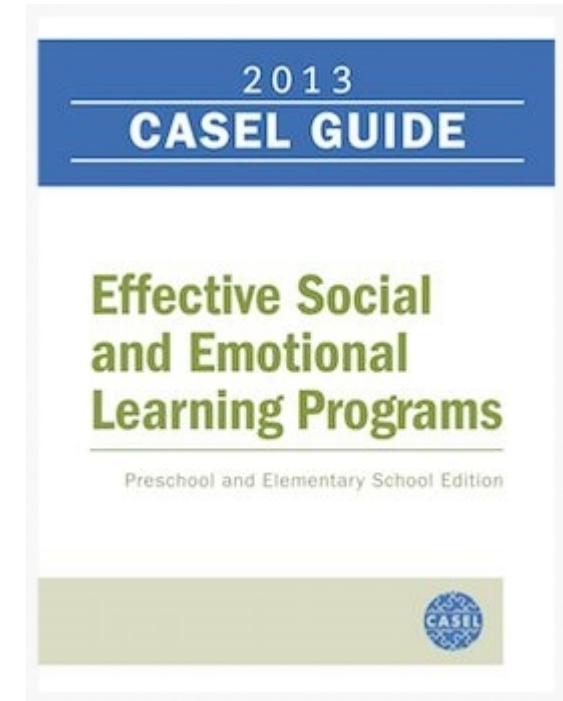
- What Works Briefs (early childhood)

[www.selpractices.org](http://www.selpractices.org)

- Preparing Youth to Thrive Toolkit

[www.howyouthlearn.org/SEL](http://www.howyouthlearn.org/SEL)

- The Power of SEL in Secondary Schools: Effective Practices



# PA Standards/Guidelines

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[Pennsylvania 2014/16 Learning Standards Continuum](#) – Includes SEL standards for kindergarten, first and second grade.

PA Interpersonal Skills Standards or Guidelines – to be released in spring 2017

# Integration:

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- Program/school vision addresses SEL
- Academic learning reinforces SEL concepts and skills
- School uses a prosocial discipline model
- Daily/Routine Relationship building activities

# Sample Vision (Anchorage)

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We, the community of Romig Middle School, will create an environment where students and adults come together cooperatively to strive for academic achievement and social-emotional growth. Our diverse community encourages responsibility, promotes honesty and cooperation challenges students to seek and intercultural understanding, and empowers students to have respect in order to achieve success today and in the future.

# Integrating SEL into Academics –some examples

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**Vocabulary**

**Perspective taking**

**Problem-solving activities**

**Cooperative learning methods/structure**

**Class discussion (Dialogue & Deliberation vs. Debate)**

# Prosocial Discipline

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<https://www.youtube.com/watch?v=f-e4H2rsEww>



# Prosocial Discipline

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➤ **Control and Punishment vs. Morality and Growth**

➤ **Compliance vs. Values-based Code of Conduct-**

Fairness – Gratitude – Caring

➤ **Standards are the same for adults and students**

➤ **Sample programs**

Positive Discipline

Responsive Classroom

Restorative Practices

Ripple Effects



# Relationship Building as a Routine

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- Daily greetings
- Compliments/appreciations
- Team-building activities
- Personalized learning/assignments
- Celebrate students' successes
- Signs and symbols
- Show empathy and compassion
- Emphasize effort, progress and mastery

# Program Fit

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Does it align with the school's SEL mission?

Does it strengthen or compliment existing efforts?

Are strategies theoretically compatible?

Are there adequate time and resources available to fully implement the program/strategy?

Have staff been engaged in considering the question of “fit” or “alignment”?

# SEL Resources

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*Everyday SEL in (Elementary, Middle, High School): Integrating Social-emotional Learning and Mindfulness in the Classroom* (2016) by Carla Tantillo Philibert

*Handbook of Prosocial Education*, Brown, Corrigan, Higgins-D'Alessandro Editors

*The Social Emotional Learning Handbook: Research and Practice* (2015) by Durlak, Domitrovich, Weissburg and Gullotta

*School Discipline and Self-Discipline* (2010) by Goerge Bear

*Student Discipline: A Prosocial Perspective* (2016) by Phillip Brown

# SEL/School Climate Planning Process

1.  
Readiness

Take time to build a vision and buy-in. Consider teacher and parent-led book studies, visioning activities, "history of the future" activities, etc.

5. Reflect  
and Refine

Establish periodic meetings to review data and reflect on implementation and needs.



2.  
Assessment

Go deeper than discipline data. Consider assessing students' SEL skills, school climate data, focus groups, observations and SEL Beliefs Scale.

4.  
Implement

Establish and attend to fidelity markers, provide and maintain teachers support, dedicate time and space for implementation, celebrate successes.

3. Plan

Consider programs and strategies that connect to other practices, teacher efficacy needs, resourcing, phasing etc.

# Questions

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