

Leading Adult SEL

Building Capacity in Our Schools



FOR IMPACT

Who's Here?

Angela
Healow



Lindsay
Wierdsma



Dolisha
Mitchell



Your turn!

Use the chat box, let us know
who are you, your title, and
what brought you here today?

*(ie. Angela Healow, SEL Specialist in Lane
ESD, to learn strategies to help my staff)*

Nuts and Bolts



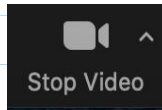
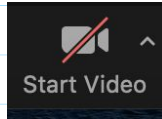
Resources

Important resources/tools to share with your staff.



Anchoring

Foundational information to build understanding of concepts.



Video

You decide if you'd like your camera on or off.

Learning Objective

Previous Presentation

Identify and understand resources and strategies to support and build **adult self-management** and **self-awareness skills**.



Presentation Today

Identify and understand resources and strategies to support and build **adult relationship skills** and **social awareness**.

Agenda

1. Welcoming Ritual
2. Grounding SEL Framework
3. Prioritizing Adult SEL
4. Interactive activity for building relationships
5. Optimistic Closure



What is your truth?



We'll spend 5 minutes to write, draw, or take time to think about what you are feeling.

Susan David, psychologist, speaking and author.
Interviewed on Brene Brown, "Toxic Positivity."

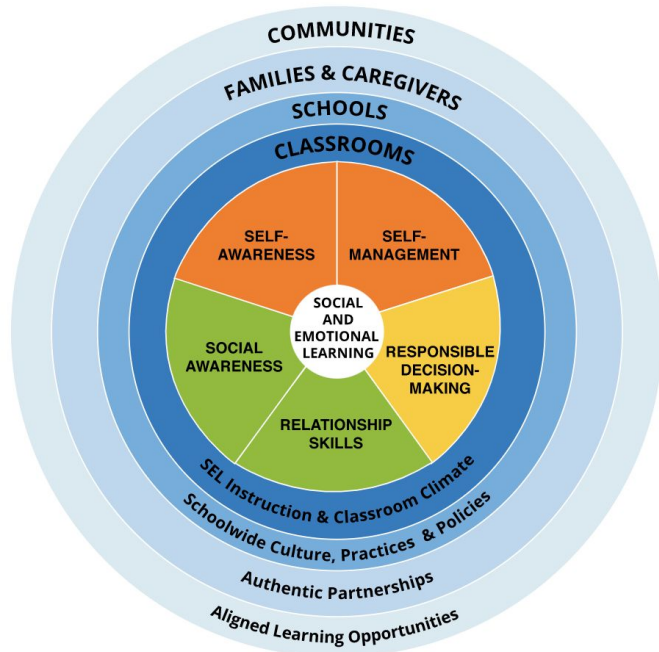
Supporting Adult SEL:



- Adult SEL supports **individual reflection, examination, learning, and growth.**
- Without a **supportive environment and strong system**, the individual cannot take on this work. The structure may be strong, but empty.
- It is the **combination of supportive structures and systems**, along with **strategies applied at an individual level**, that provides the **conditions for true adult development in schools.**

Collaborative for Academic Social Emotional Learning (CASEL)

Social and emotional learning (SEL) is
an integral part of education and human development.



Focus: Fostering Identity

Social-Awareness Skills

- Taking others' **perspectives**
- Recognizing **strengths in others**
- Demonstrating **empathy and compassion**
- Showing **concern** for the feelings of others
- Understanding and **expressing gratitude**
- Identifying diverse **social norms**, including unjust ones
- Recognizing **situational demands and opportunities**
- Understanding the **influences of organizations and systems on behavior**

Relationship Skills

- Communicating effectively
- Developing **positive relationships**
- Demonstrating **cultural competency**
- Practicing **teamwork** and collaborative problem-solving
- **Resolving conflicts constructively**
- **Resisting negative social pressure**
- Showing **leadership** in groups
- Seeking or **offering support** and help when needed
- **Standing up** for the rights of others

Social Awareness and Relationship Skills

Cultivating trusting relationships among staff is crucial to school reform.

In their seminal 2002 study on the reform efforts of twelve Chicago public schools, Anthony Bryk and Barbara Schneider found that enabling positive social relationships between the adults was the key to successful school improvement—and that trust was at the heart of those relationships.

A teacher's social awareness and relationship skills make a difference to students for years to come.

Research has found that Kindergarten teachers' perceptions of their relationships with students affect the behavioral and academic outcomes of students in subsequent grades—sometimes as far into the future as eighth grade.

Studies show that if a teacher holds a negative view of their relationship with a student, that student is less likely to succeed academically and to show prosocial (kind, helpful) behavior in later years.



Greater Good in Education
SCIENCE-BASED PRACTICES FOR KINDER, HAPPIER SCHOOLS

SEL and Equity



National Equity Project with Aspen Institute

Potential Pitfalls	Recommendations
Understanding the purpose of SEL for students (and adults) of color from a deficit mindset with a focus on developing skills that they do not possess as a result of something missing from their families .	Locate the problem we are trying to solve with SEL, work not in individual students, but in our collective response to the conditions of learning we create for students (and adults) of color and students living in poverty.
Over-emphasis on self-management and self-regulation and under-emphasis on the meaningful development of student (and adult) agency to lead change and contribute to the new, more humanizing and equitable structures of teaching and learning.	Use SEL approaches to draw out and build on student (and adult) assets to facilitate understanding and learning. Begin with listening and valuing of student (and adult) experience and personal narratives . Build empathy through story-telling and sharing .

Educator SEL Defined

- The **competencies** that adults need in order to manage stress and create a safe and supportive classroom environment
- The **skills** and **mindsets** that adults need to effectively embody, teach, model, and coach student SEL.
- The overall **well-being** and **emotional state** of adults in school settings



Reflect

How often is SEL discussed in your day-to-day work as it relates to adults? Why do you think this is?



Greater Good in Education
SCIENCE-BASED PRACTICES FOR KINDER, HAPPIER SCHOOLS

Call to Action for Leaders:



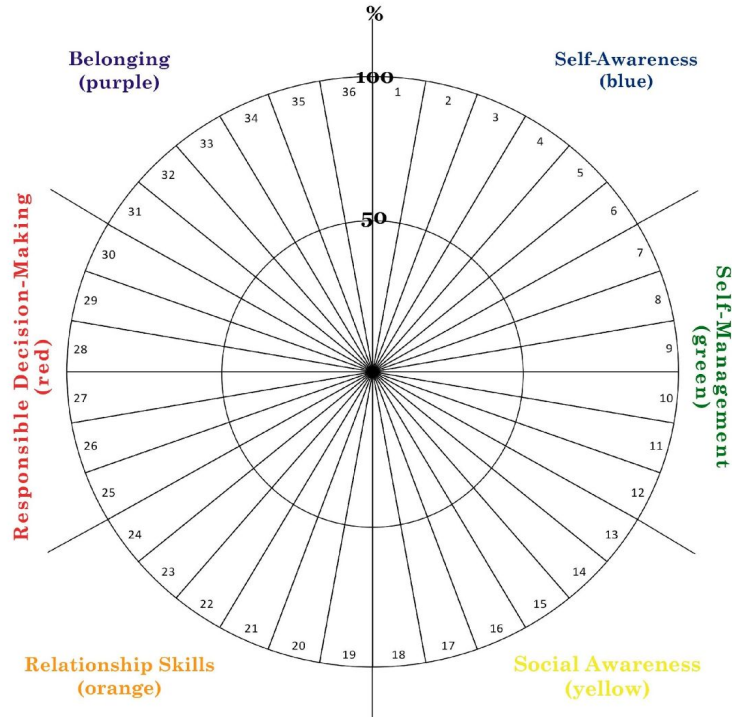
Time and Priority

Leaders have the ability—and obligation—to implement structures and create systems to further support the social-emotional development and well-being of their staff.

1. Support **staff** in **reflecting** on their own social and emotional competencies, identities, and biases.
2. **Embed practices that support competencies** into **district- and school-level staff meetings**.
3. Provide **frequent opportunities** for **adults** to practice, model, and **enhance competencies**, including consistent and scaffolded **professional learning experiences**.
4. Weave **competencies** through all resources and tools that guide staff in **interactions with students, families, and community members**.

Social Emotional Learning & Belonging Self-Assessment for School Leaders

Rationale & Directions: This self-assessment offers an exploration and graphic representation of the Collaborative for Academic and Social Emotional Learning's five major SEL competencies. It also includes a self-assessment of your sense of belonging in your school environment. Please read through the prompts on the following two pages and color in the form using the 100% as representing "always," 50% as "sometimes," and 0% as "never." For the section on belonging, please use "0" as either "never" or "not at all" and "100%" as "always" or "very much."



PROMPTS FROM THE CASEL SEL SELF-ASSESSMENT FOR SCHOOL LEADERS, STAFF, & ADULTS

SELF-AWARENESS (blue)

1. I am able to identify, recognize, and name my emotions in the moment.
2. I recognize the relationship between my feelings and my reactions to people and situations.
3. I encourage others to tell me how my actions have affected them.
4. I know how my own needs, biases, and values affect the decisions I make.
5. I believe I have what it takes to influence my own destiny and lead others effectively.
6. I believe that most experiences help me learn and grow.

SELF-MANAGEMENT (green)

7. I find ways to manage my emotions and channel them in useful ways without harming anyone.
8. I have high personal standards that motivate me to seek performance improvements for myself and those I lead.
9. I am pragmatic, setting measurable, challenging, and attainable goals.
10. I accept new challenges and adjust to change.
11. I modify my thinking in the face of new information and realities.
12. I balance my work life with personal renewal time.

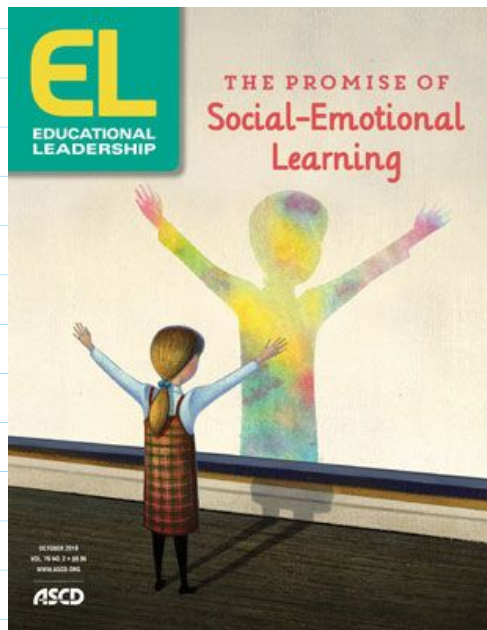
SOCIAL AWARENESS (yellow)

13. I listen actively and can grasp another person's perspective and feelings from both verbal and nonverbal cues.
14. I believe that, in general, people are doing their best, and I expect the best of them.
15. I appreciate and get along with people of diverse backgrounds and cultures in my school community and utilize inclusionary practices to ensure all voices are represented.
16. I am astute in organizational situations and am able to identify crucial social networks.
17. I understand the organizational forces at work, guiding values, and unspoken rules that operate among people.
18. I understand that many elements of people's identities influence their thoughts and feelings.

RELATIONSHIP SKILLS (orange)

19. I am open and authentic with others about my values and beliefs, goals, and guiding principles.
20. I can articulate ideas that are important to me in ways that motivate others to become involved.
21. I am able to openly admit my mistakes and shortcomings to myself and others.
22. I try to understand the perspective and experiences of others before I offer suggestions.
23. I am comfortable dealing with conflict, listening to feelings from all parties and helping them understand perspectives.
24. I am good at teamwork and collaboration and generate a collegial atmosphere that inspires us all.

Leading Together: SEL For Adults



So how do schools create a strong schoolwide SEL climate for adults?

Through Relationships and Social Interactions!

Establish relationship-building routines

- Readiness for Risk Taking*
- Start small and low stakes*
- Increase opportunities for vulnerability and honesty*
- Move to higher stakes conversations through empathetic listening*

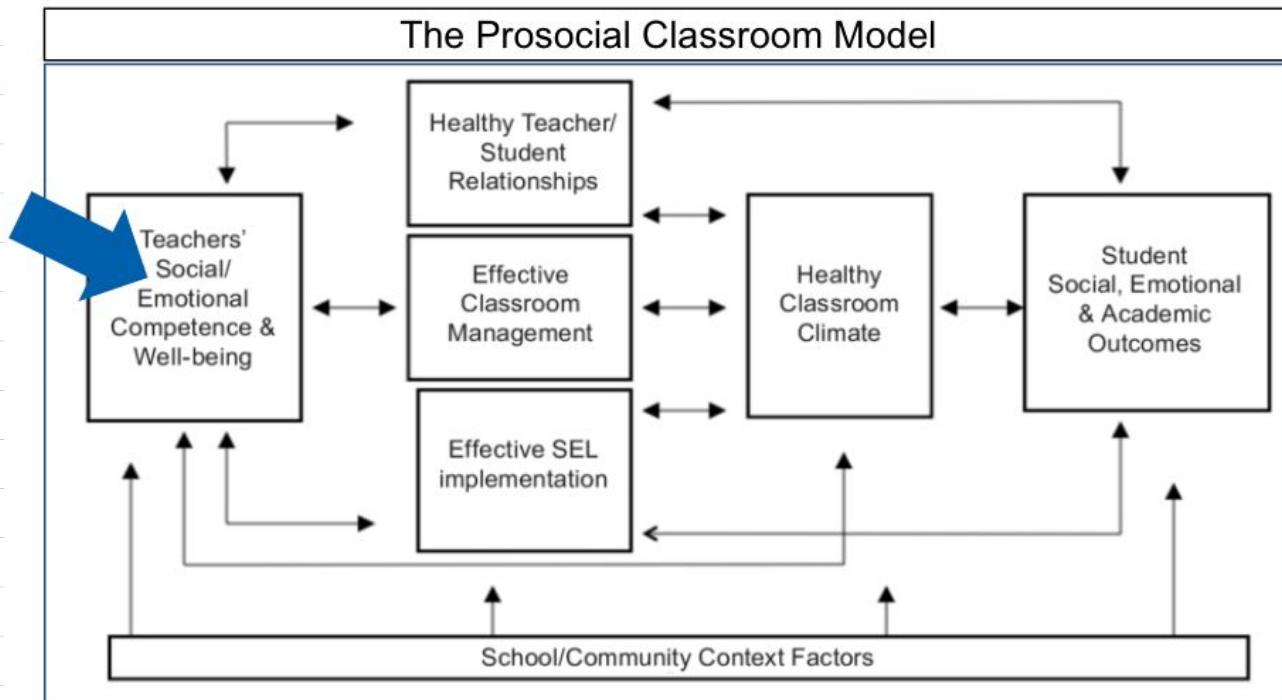
Design for collaboration

- Use classroom strategies as examples*
- Predictable routines for turn taking, communication and cooperation*
- Co-create norms and work processes*

Engage each other as resources in problem solving

- More heads are better than one*
- Create time and space for collaborative work*
- Tap into educators passions and talents*

It ALL Begins with the Adults



What are some barriers to prioritizing adult SEL ?
Have you seen any of these barriers removed in effective ways?

Sphere of Influence



I've come to a frightening conclusion that I am the decisive element in the classroom/**building**.

It's my personal approach that creates the climate.

It's my daily mood that makes the weather.

As a teacher/**leader**, I possess a tremendous power to make a child's/**person's** life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child/**person** humanized or dehumanized.

~Haim Ginott

Break Out Session:

Building Relationships to Support Adult SEL

You will
need



01

Names

Randomly select and write down the names of 5 members of your staff or class.

02

Pen & Paper

Enough room to jot down your answers, thoughts, and plans.

03

Vulnerability

Bring an open mind and an open heart to build stronger connections.

Break Out Session:

Building Relationships to Support Adult SEL

- Select 5 people and jot down their names (students, colleagues, teachers, etc).
- Jot down everything you know about this person (professionally and personally?)
 - Family, hobbies, identity, preferences, challenges, accomplishments, expertise, career goals and aspirations, etc.
- Evaluate if you know about the same amount of information for everyone on your staff or in your classroom. If not, what do you notice?
- Why do you think you know more about some people than others?
 - We tend to get to know people better when we have things in common and are from similar backgrounds. This may also include proximity in working more or less on projects/assignments. It's important for us to be aware of this and practice ways to be more inclusive.
- How might having stronger relationships with certain staff members or students impact them?
- How can you build relationships with ALL staff and students?
 - What would this look like at your school or site?
 - How would this be beneficial?
- Choose one person on your list and make a list of ways you could get to know them better.

Debrief

01

Findings

What did you learn?

02

Themes

Did you notice any common themes?

03

Change

What are your plans moving forward?





Safe, Seen, Soothed, Secured



A learning environments can only be safe if the people there can truly be themselves. When you left for work this morning, what did you leave behind?

- Native language?
- Accent?
- Trauma/Mental Health?
- Personality?
- Gender identification?
- Natural hairstyles?
- Race and Ethnicity?
- Other?

Strategies for Building Relationships



- Establish group norms.
- Practice empathetic listening.
- Open staff meeting or class with a question or game.
 - Be sure to explain the why behind doing this.
- Start and encourage before or after school clubs (walking, knitting, recipe swaps, cycling, crafting, etc.
- Eat lunch with staff or students.
- Celebrate birthday or accomplishments together.
- Secret Buddies: Deliver a treat to each other monthly.

What are you already doing at your school or site to build relationships?

Co-Regulation



Regulation Quadrants

How do you
regulate?

Sensory

Examples:

Group progressive relaxation
Group movement
Group songs/rhythmic chants
Check my beat
Clap your hands
Doctor says
Mirrors
No I am still

Examples:

Card games (Uno)
Board games (checkers/chess)
“Chat” with friend/teacher
Check-in/check-out
Simon Says
I spy (add clap rhythm)
Teacher read aloud
Sports/active games

Cognitive

Examples:

Clay
Play-dough
Kinetic sand
Listen to music (headphones)
Change lighting
Slow deep breaths
Progressive relaxation
Walk/Run
Eat/chew/drink
Fidget (distracting/non-distracting touch)

Examples:

Puzzles
Color pictures
Color designs
Origami
Hand knitting
Read to self
Write (story/journal)
Watch a video
Play video game

Solitary

Optimistic Closure



“The end goal, of course, is not just to retain warm adult bodies in classrooms, but to meet the needs of our students. Kids need passionate, effective, committed educators. In order to retain such people, school leaders need to provide teachers with resources to meet the challenges they’ll encounter in their work so that they can learn from those challenges, surmount them, and fulfill their purpose.”

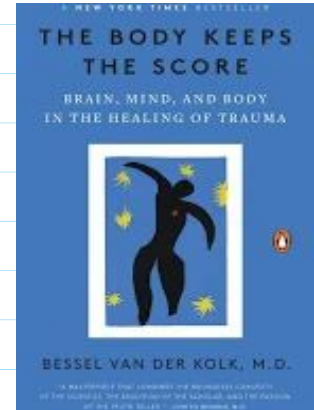
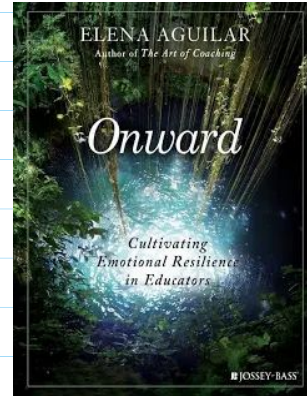
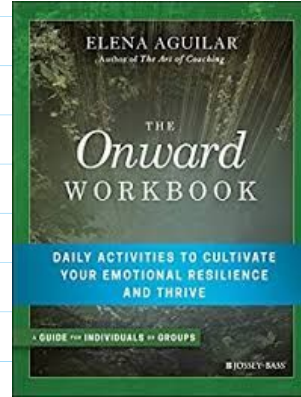
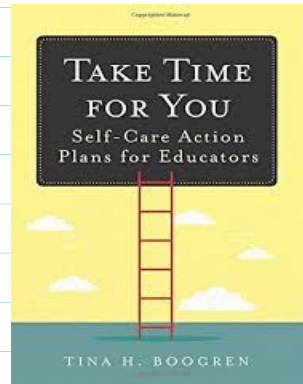
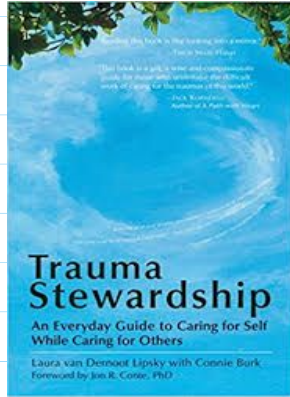
-Elena Aguilar

“The time has come for *all* schools to address the missing link in what will help educators thrive—a greater focus on *all* adults’ health and well-being. If we want our educators to be successful—both personally and professionally—schools must be places that bring out the best in them.”

- Marc Brackett & Christina Cipriano

How can you integrate Adult SEL into the work you are doing?

Drawing



Q & A

As time allows, please add questions in the chat

OR

Contact Us

www.selforimpact.com

selforimpact@gmail.com



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