How To Add SEL "IN" and not "ON" to Everyday Curriculum and Instruction

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SEL Day Webinar for SEL4NJ
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Setting the Stage

• Learn how to activate your students' existing SEL skills by adding SEL into what you already are doing.

• Examples will be shown for social studies/history/civics, ELA, visual and performing arts, science, and advisories, across grade levels.
It May Be More Feasible in the Near Future to Focus More on Activating SEL Skills (CASEL 5) Than Putting in Programs to Teach Them— the Latter Requires a Solid 3 Year Planning Window

- Identify one’s emotions, values, strengths, and limitations
- Appropriate self-efficacy/growth mindset
- Sense of purpose, mission
- Risk-taking; trustworthiness

- Manage emotions and thoughts
- Establish and achieve goals
- Persevere to overcome obstacles
- Focus and organization

- Identify thoughts, feelings of others
- Take perspectives
- Prevent and resolve conflict
- Show understanding and empathy for others
- Know norms and expectations for different settings, situations

- Effective problem solving skills, strategy
- Identify many aspects of consequences, including common good
- Evaluate impact of decisions
- Analyze and critique

- Form positive relationships
- Work in groups, team-modulate
- Deal effectively with conflict
- Positive communication skills
- When and how to give, ask for help; address feedback
- Listening; turn-taking
What is Social-Emotional and Character Development (SECD)?

SECD helps us reach our positive purposes and helps our valued outcomes to happen.
When the Schoolhouse is Jumbled, SEL Must be \textit{Added IN}, not Added On

A Jumbled and Fragmented Schoolhouse

A School of Social-Emotional Competence & Character

SECD

Academic Skills and Multiple Literacies

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

This is especially true in times of volatility, uncertainty, chaos, and adversity—VUCA.
How Can We Add SEL/SECD “In” and Not “On”
What is SEL Telling Us *Now*?
What Child and Caregiver Needs— including Yours-- Open the Door to Learning and Mental Health?

- We need to be “seen” and “heard”
- We need to be in a place of sharing, mutual helping and support—a **climate of comfort and respect**
- We need to **contribute**
- We need to be **reassured** and have optimistic future mindedness
- We need to **receive-- and to give**-- caring, kindness, help, appreciation
- We need to be **understood with empathy** and compassion—to realize that we are in trauma, beset by strong emotions and worries
What is SEL Telling Us *Now*?
What Child and Caregiver Needs– Including Yours-- Open the Door to Learning and Mental Health?

- We need to have things **repeated to us patiently** and caringly, even though we should have heard it before. We need more and tangible prompts/cues/reminders and strategies and lots of reminders, please.

- We need **playfulness**, since we know that humor is helpful for creativity and biologically incompatible with stress—(Plus it is better to reduce anxiety and stress indirectly- better and more fun than anger control and stress management)
Create a Culture of Caring, Kindness, and Helping

• A classroom is a place where students need to be helpful, cooperative, kind, and caring about one another.

• For 180 school days, students enter classrooms wanting to be successful, recognized, valued, and supported.

• With your students, create classroom rules/norms for how to treat one another. Make it clear that caring and kindness are the norm, not the exception, and that no students are excluded from receiving and providing these attributes.
Ask Empathic Questions

• What should you do in my class if you are feeling anxious about an exam, assignment, or project? What should you do if you are feeling distracted, saddened, or angered by losses in your life, either past losses or those you are anticipating?

• When and how do you learn best? Who are the people you look up to most, in your family, the community, in history, in various walks of life (sports, the arts, government, science, writing, etc.)? Why?
Available Resources That Add In, not On


The Path to Positive Well-Being: Acting With Caring for Others’ Benefit

One thing I know: The only ones among you who will be really happy are those who will have sought and found how to serve.

Albert Schweitzer

Everyone can be great because everyone can serve.

Martin Luther King, Jr.
Turn Your Students from Complainers to Activists, from Bystanders to Upstanders, From Defeated to Engaged

• Teach youth strategies for addressing personal, classroom, program, school, community, or global problems or issues

• Help them understand that “We can” if we are United and not Untied.
Focal Social-Emotional Skills *Activated* in the Students Taking Action Together (STAT) Approach

1. Empathy
2. Perspective Taking
3. Communication
4. Social Problem Solving
5. Emotion Regulation
Glimpse of STAT Strategies

1. Classroom Norms
2. Yes-No-Maybe Exercise
3. Respectful Debate
5. Audience-Focused Communication
AIMS OF YES-NO-MAYBE

• Effective problem solving and social action is built on developing habits of respectful listening, engaged dialogue, and peer opinion sharing.

• Youth can take a stance while acknowledging their peers’ similar and different opinions.

People can learn to change their behavior/character.
Yes-No-Maybe in Action

• Do you agree (Yes), Disagree (No), or are you not sure (Maybe)?
• State your opinion and read/listen to the opinion of the other(s)
• Then, give the reasons why you have your opinion.
• ONLY listen to what your peers are saying; this is not yet a time for comment.
Yes-No-Maybe Session on Behavior Change

- Introduce Yes-No-Maybe
- Present statements / students engage in written reflection
- Yes-No-Maybe Round I
  - Students move to designated places in room (or virtually) and in subgroups, discuss their reasons for agreeing, disagreeing, or being “on the fence.”
  - A spokesperson from each subgroup reports out to the whole class about discussion.
- Students engage in close reading about the topic and synthesis across multiple texts/resources
- Yes-No-Maybe Round II (repeat steps from Round I)
- Reflection & Assessment
  - “Exit” slips, Flipgrid videos, Jamboards → How did your perspective change?
Yes-No-Maybe as an Initial Do-Now or Unit Opener

Look at these Yes-No-Maybe prompts linked into the curriculum or serves as an opportunity to discuss a relevant school issue. Then, suggest Y-N-M prompts that would fit for your program contexts.

*There is nothing students can do to change the food that is served in the cafeteria. These are adult decisions only.*

*What happened at the Capitol on January 6, 2021 does not require any more public discussion.*

*We read too many plays by Shakespeare and not enough by modern authors outside the Western culture.*

*The Civil War was fought about States’ rights, more than about slavery.*
Yes-No-Maybe Across the Curricula: What Questions Would You Pose?

- **Visual and Performing Arts** - Consider statements about museums (making admission fees mandatory) or the intention behind specific artistic works you are studying in your curriculum.

- **ELL** - Did the way an author executed the next step in the story, portray a character, etc. seem right to you? Would you have had the character act/the plot move in the way it did in the story?

- **Science** - Consider statements about clean energy initiatives, climate change, and vaccines. Were inventions ultimately helpful? (e.g., atomic bomb, cell phone, thermometer)

- **Advisory** - Discuss school issues (wearing uniforms, not using phones) and issues (misuse of bathrooms or rampant cheating).
Advisories Should Help Students to be able to Think, Speak, and Act on Statements Like These: Yes-No-or Maybe

• All schools should have metal detectors for the protection of students and staff.

• Students should participate in school committees about bullying, drugs and alcohol, and discipline.
PLAN Problem Solving
Social Action Strategy*

STAT uses the **PLAN** social action strategy applied to existing curriculum content**; it is not an “add on”

1) creating a problem description (**P**), which defines the issue being discussed,

2) brainstorming a list of options (**L**) to solve the problem,

3) developing and acting on an action plan to solve the problem (**A**), and

4) noticing successes as part of ongoing evaluation and refinement (**N**).

*Does anyone remember Fritz Redl? Life Space Intervention?**

** You can use any problem solving strategy already in use!!
Example of STAT in Action

• Example: Current Problem in the School
  – Topic: Cheating on tests (or HIB, etc.)

• Consider the problem from different perspectives, using the PLAN framework
Example of STAT in Action

• Consider a debate, or a Yes-No-Maybe discussion, based on this statement:

   *Since so many people cheat on assignments or tests, if you don’t, you are at a disadvantage.*

• P: What was the problem that those who cheated were trying to solve? What were the issues, from their perspective? What feelings did they have? What were the issues from the perspective of teachers and administrators? Students not involved in cheating?

• L: What options did those who cheated consider to be acceptable ways to resolve the problem? What did they ultimately decide? How did they arrive at the decision that cheating was acceptable?
Example of STAT in Action

• **A:** How did they carry out that plan? What obstacles did they encounter?

• **N:** How did it work out? What consequences did they not consider that they should have? How would their action have been wrong even if they were not caught? What can be learned from their experience that are relevant to the present?

• **Audience-Focused Communication:** How could students share the outcome of their conversation? What action steps might their be? How can they learn to monitor the success of their plan, and make improvements as needed for the future?
SEL/SECD Competencies

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making and Problem Solving
- Sense of Positive Purpose

Artistic Processes

- Creating
- Performing, Presenting, Producing
- Responding
- Connecting

See the SEL-Arts Integration and Lesson Plans at SELarts.org and ArtsEdSEL.org
YNM and PLAN in VPA: Keys to Engagement, Equity

We cultivate respect for others by focusing on diversity among the cultures, contexts, and artists represented in what we bring to students and by helping them form opinions and careful analysis of art they experience.

- **YNM**: There are no artistic differences between these two pictures.
- **PLAN**: How did these get created and how would you create your own, now?

- Rockwell’s Four Freedoms, 1943; Hank Willis Thomas and Emily Shur, 2012
  [https://www.secdlab.org/supplemental-lessons-1](https://www.secdlab.org/supplemental-lessons-1)
John Pitman Weber, TILT (Together Protect the Community), Chicago, 1976

YNM: This picture shows a community at peace. What SEL skills are activated by posing this question and task in the context of visual arts instruction?
How did this get into the slide deck again??!!!??
Goal Setting Fosters Academic Growth

• At the start of the school year, or of a marking period, set goals and check progress:
• 2-3 goals to:
• Make myself better
• Make my classroom/group better
• Make my school/program better
• Make the wider community and world better
Trajectory of Purpose-Related Activities

- **Level One: The Positive Purpose of a Well-Known Individual**— via picture book, fiction, biography, social studies, current events

- **Level Two: The Positive Purpose of a Personally-Known Individual**— local hero, community leader, clergy, first responder, family members, educators

- **Level Three: My Positive Purpose**
  - Principal Kafele [https://www.youtube.com/watch?v=U98d6CQbz4s](https://www.youtube.com/watch?v=U98d6CQbz4s)
Prompts to Think and Write About Purpose

- (1) “Write about a personal experience where you feel that something you did made a difference” (e.g. family, friends, school, community, or natural environment).
- (2) “Describe how these experiences helped give you a sense of purpose.”
- (3) “How will you continue working toward this purpose?”
Question prompts for writing assignments that help students start thinking more deeply about their own values or principles and their connection with others

- Whom do you admire? List three of that person’s admirable qualities.
- Describe an incident or event from which you learned a lesson “the hard way.”
- What could you change about yourself to become a better person?
- Who has been most important in your life in helping you establish your values? Please explain.
- What are the three most important values you think it will be important to encourage in your children one day?
- What is the one rule that you believe is important to live your life by?
- If we lived in a perfect world, how would people behave differently than they do now?
RAPS: Repeated Application of Problem Solving in Detention/ISS

- How are you feeling?
- What do you think the problem is that led you to be here?
- What do you want to happen?
- What are some solutions?
- If you did ___ what might happen? To you? Others? Short/Long Term?
- What idea do you think is best?
- What’s your plan?
- **For future check up:** How did it work? What did you learn that you can use in the future?
Certificate Programs in SECD for Educators

• The Academy for SEL in Schools (SELinSchools.org) certificate programs prepare educational professionals to help their schools become more positive places for children to learn, adults to teach, and all to thrive.

• Program Highlights
  – Brings like-minded educators from across the globe together in a professional learning community.
  – Program facilitators with substantial experience and expertise.
  – Combines asynchronous learning with synchronous workshops for optimal community-building and sharing.
  – Certificates in Instruction and School Leadership.
Certificate Programs in SECD for Educators

SEL 101: Foundations
SEL 102: Best Practices in SECD and Positive Climate
SEL 301 Virtual Supervised Practicum at Your Job Site
Certificate from Rutgers and SEU and ongoing SEL Academy virtual support

Encourage participation in the ongoing free webinar series about Academy programs, principles of SEL Instruction and Leadership, and STAT and the SEL Tier 2 Lab:
https://psych.rutgers.edu/webinars-and-other-events
Tererai Trent, Zimbabwe
Contact Information for Materials and Follow Up

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