




## Helping Our Students Thrive:

### An Introduction to Social and Emotional Learning

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Developed by Volusia County Schools
Downloaded from CASEL's District Resource Center

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### What is SEL?

SEL involves processes through which children and adults develop fundamental emotional and social **competencies** to:

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions

**ESSENTIAL SKILLS FOR SCHOOL, WORK, & Life!**

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### Where does SEL occur?



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## Ways SEL is Taught and Learned

- **Modeling** of SEL skills by adults and students
- **Teachable moments** to teach, model, and reinforce SEL throughout the school day
- **Integration of SEL activities** throughout the curriculum and school (e.g., learning standards, practices, discipline policies, etc.)



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## 5 Keys to Social and Emotional Learning



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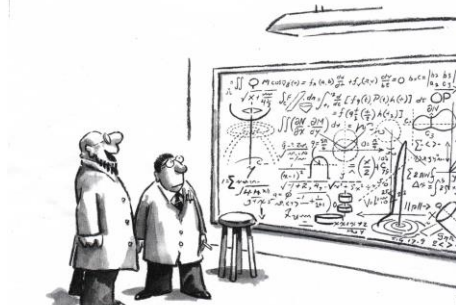
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## What Does the Research Say?



"Hey, no problem!"



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## SEL Improves Student Outcomes

### Science Links SEL to Student Gains:



- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

### And Reduced Risks for Failure:



- Conduct problems
- Emotional distress



Source: Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82 (1), 405-432.

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## SEL Pays Off Long-Term

Kindergartners who were stronger in SEL competence were more likely to:

- graduate from high school
- complete a college degree
- obtain stable employment in young adulthood

And less likely to be:

- living in public housing
- receiving public assistance
- involved with police in a detention facility



Jones, Damon E., Greenberg, Mark and Crowley, Mik (2015). Early Social-Emotional Functioning and Public Health: The Relationship between Kindergarten Self-Competence and Future Wellbeing. *American Journal of Public Health*, Vol. 105 No 11, pp. 2238-2250.

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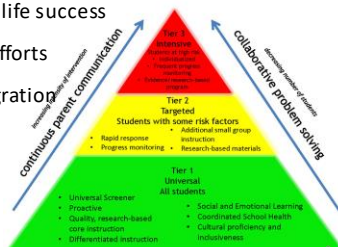
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## SEL as a Coordinating Framework

- Built on student strengths
- Academic *and* life success
- Coordinated efforts
- Systemic integration




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## SEL Team

### • 7 Middle School SEL TOAs

Middle SEL TOA	Schools Assigned To
Shelby Creech	Campbell, Silver Sands
Allison Holland	Galaxy, Heritage
Toni Holland	Hinson, Taylor Middle
Linda Froman	Creekside, New Smyrna Beach
Hannah Hendricks	Holly Hill Middle, Ormond Beach
Christina Okoya	Deltona, River Springs
Tiffany Toussaint	DeLand, Southwestern

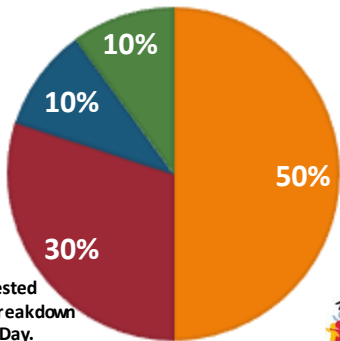
### • 4 Elementary School SEL TOAs

Elementary SEL TOA	School Assigned To
Mattie Carter	Holly Hill Elementary
Blanca Colon	South Daytona
Brock Jones	Blue Lake
Chris Sherriff	Palm Terrace

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## SEL TOA DELIVERY SYSTEM MODEL

- Tier 1 Student Interventions
- Tier 2 Student Interventions
- Planning & Data Analysis
- Collaboration & Consultation



## SEL in Volusia County Schools

### Sandford Harmony

- SEL program, cultivating strong relationships between elementary students with SEL education.

### RULER

- Approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence.

### Second Step

- SEL program providing instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills and problem solving.

### CHAMPS

- Classroom management system that promotes the development of an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.

### PBIS

- Positive Behavioral Interventions and Supports refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject.

### Restorative Practices

- Restorative practices promotes inclusiveness, relationship-building and problem-solving, through restorative methods. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

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## Questions, Comments, Concerns



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**Thank You  
For Your  
Time!**



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