

# Strengthening the Social and Emotional Competence and Well-Being of Students Through Social and Emotional Learning in Schools: **Practical Strategies**



Kimberly A. Schonert-Reichl, Ph.D.  
Professor, Faculty of Education  
WORKSHOP

LCEEQ Conference, Montreal, Quebec  
February 10, 2020

HUMAN  
EARLY LEARNING  
PARTNERSHIP

a place of mind





# OVERVIEW

1. Background and an Experiment
2. Systemic SEL
3. SEL Kernels of Practice

# An experiment



# THINK/PAIR/SHARE

- **Think** about something that happened to you this past week for which you are grateful.
- **Pair** up with someone near you
- **Share** your experiences



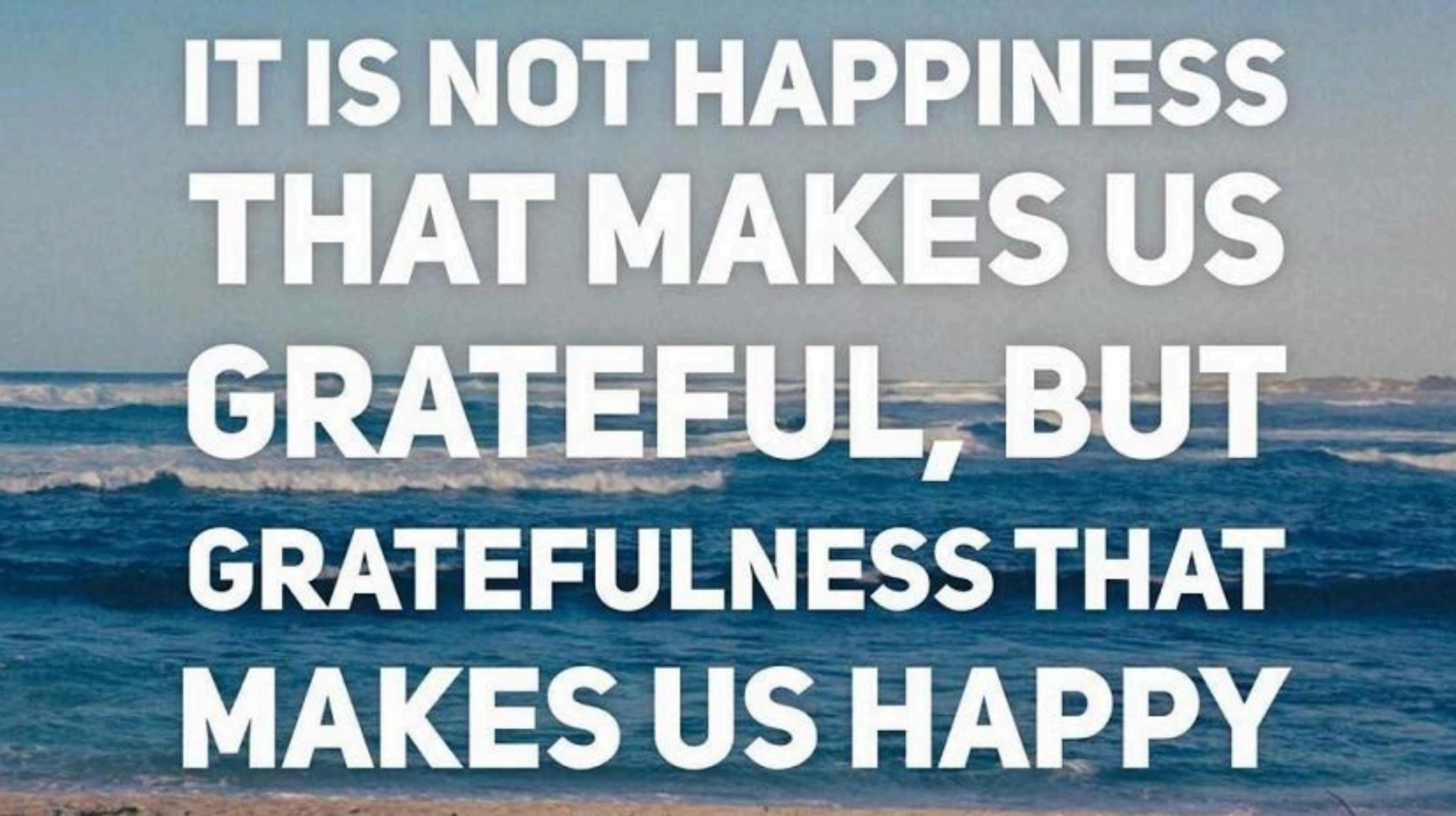
# **SEL Exercise:** You built or deepened a relationship

- You connected with another person
- You shared something personal and received something personal from another person
- You broadened your understanding of that person, and contributed to their growing understanding of you (and perhaps others)
- You were exposed to a different perspective, deepening your understanding of that person, and practicing your empathy skills

# **SEL Exercise:**

## **You got smarter**

- **You learned something about another person**
- **You may have learned something new about yourself**
- **You used your analytic skills to compare and consider the different experiences**



**IT IS NOT HAPPINESS  
THAT MAKES US  
GRATEFUL, BUT  
GRATEFULNESS THAT  
MAKES US HAPPY**

# How to promote happiness

Writing letters of gratitude

Practicing mindfulness

Performing acts of kindness

Recalling an intensely  
positive experience



# Creating a Culture of Gratitude in Your School

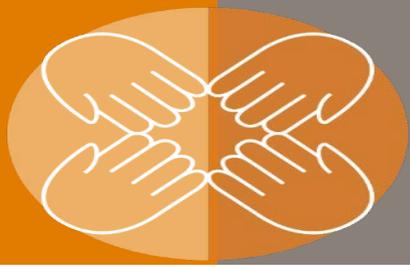
Make gratitude the norm!

1. Take time to reflect on things we have to be grateful for
  1. Gratitude journals
  2. Starting the day on a positive note with a gratitude circle
  3. Morning announcements of gratitude



# ***SEL 2.0: Implementing SEL System-Wide***





# Take-home Messages

1. Create caring environments with students that are participatory, caring, safe, supportive, and nurturing.
2. Provide students with opportunities to learn specific skills that will foster their social and emotional competence, happiness, and well-being.
3. Remember that educator's social and emotional competence and well-being is central to improving SEL of students.

# THREE ESSENTIAL INGREDIENTS OF SYSTEM-WIDE SEL



SEL OF EDUCATORS



## KEY MESSAGES

- **Find something that you like about every child.**
- **Lead with compassion.**

# The Research Tells Us...

- Systemic Approach
- Collaboratively Include Voices
- Explicit and intentional skill instruction
- The learning context is foundational
- Pay attention to adult well being and SEL skills





# The CASEL Guide to Schoolwide Social and Emotional Learning

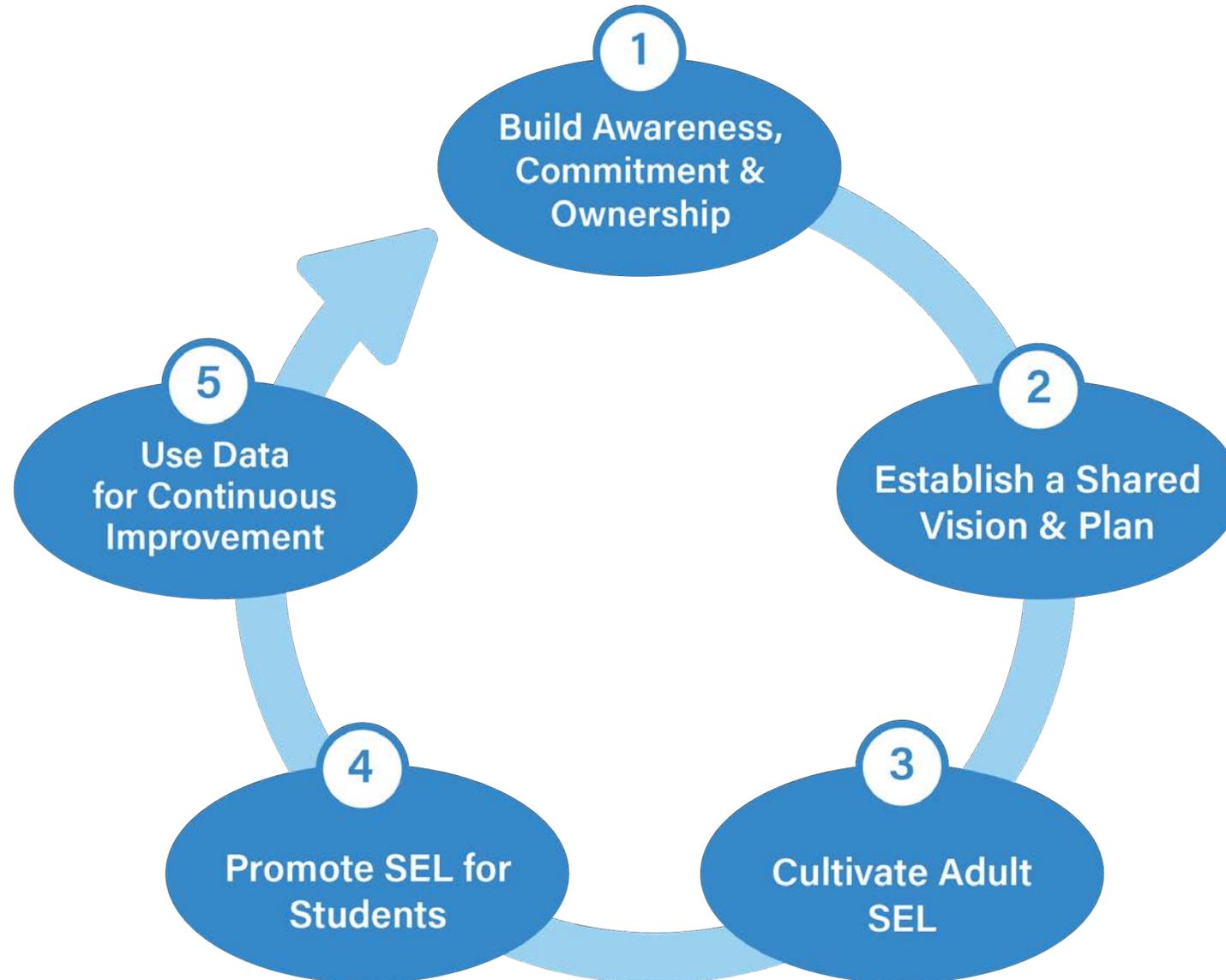
Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

How it Works

↓ Scroll for more



# THE PROCESS OF CREATING SYSTEM-WIDE SEL - CASEL



## **INDICATORS OF SCHOOLWIDE SEL**

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach recognizes that in order to develop and sustain social and emotional competencies, schools must provide a learning environment that infuses SEL into all aspects of instruction and offers equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

## CLASSROOM

**Explicit SEL instruction\***

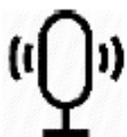
All students receive *explicit* SEL instruction and opportunities to practice SEL that are developmentally appropriate and culturally responsive.

**SEL integrated with instruction\***

In addition to explicit SEL instruction, SEL content is *integrated* into instruction. Use of interactive and collaborative pedagogies enables ongoing practice of SEL skills and strengthens teaching and learning of academic content.

**Supportive school and classroom climates\***

Schoolwide and classroom learning environments are supportive, culturally responsive, developmentally appropriate, and focused on building community. Collaboratively developed shared agreements provide guidance for how all staff, students, families, and stakeholders interact with one another. These agreements inform norms and routines throughout the school and set the tone for learning.

**Youth voice and engagement**

Staff engage students as problem-solvers and decision-makers by offering them opportunities to inform instruction and strengthen school climate. Students take on leadership roles within the school community and participate in meaningful service learning opportunities.



### Focus on adult SEL and relationships

Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build relational trust, and maintain a strong community. Staff focus on developing connections with students and providing them with opportunities to learn and practice relationship skills.



### Supportive discipline

Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably enforced.



### A continuum of integrated supports

SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.



### Systems for continuous improvement

School leadership team(s) intentionally plan for and communicate about SEL. School-level data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.



### Authentic Family partnerships

Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.



### Aligned Community partnerships

School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.

\*Schools can adopt evidence-based programs that address one or all of the three of the following: explicit SEL instruction, SEL integration, climate and culture.

# Practical resources for promoting social and emotional learning in students

Dalai Lama Center – “Heart-Mind online”

<http://www.heartmindonline.org/>

Collaborative for Academic, Social, and Emotional Learning

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

Edutopia

<http://www.edutopia.org>

SEL School (Great Teachers and Leaders)

<http://www.gtlcenter.org/sel-school>

Social and Emotional Learning Resource Finder (UBC)

<http://www.selresources.com/sel-resources/>

Greater Good Science Center

<http://greatergood.berkeley.edu/>

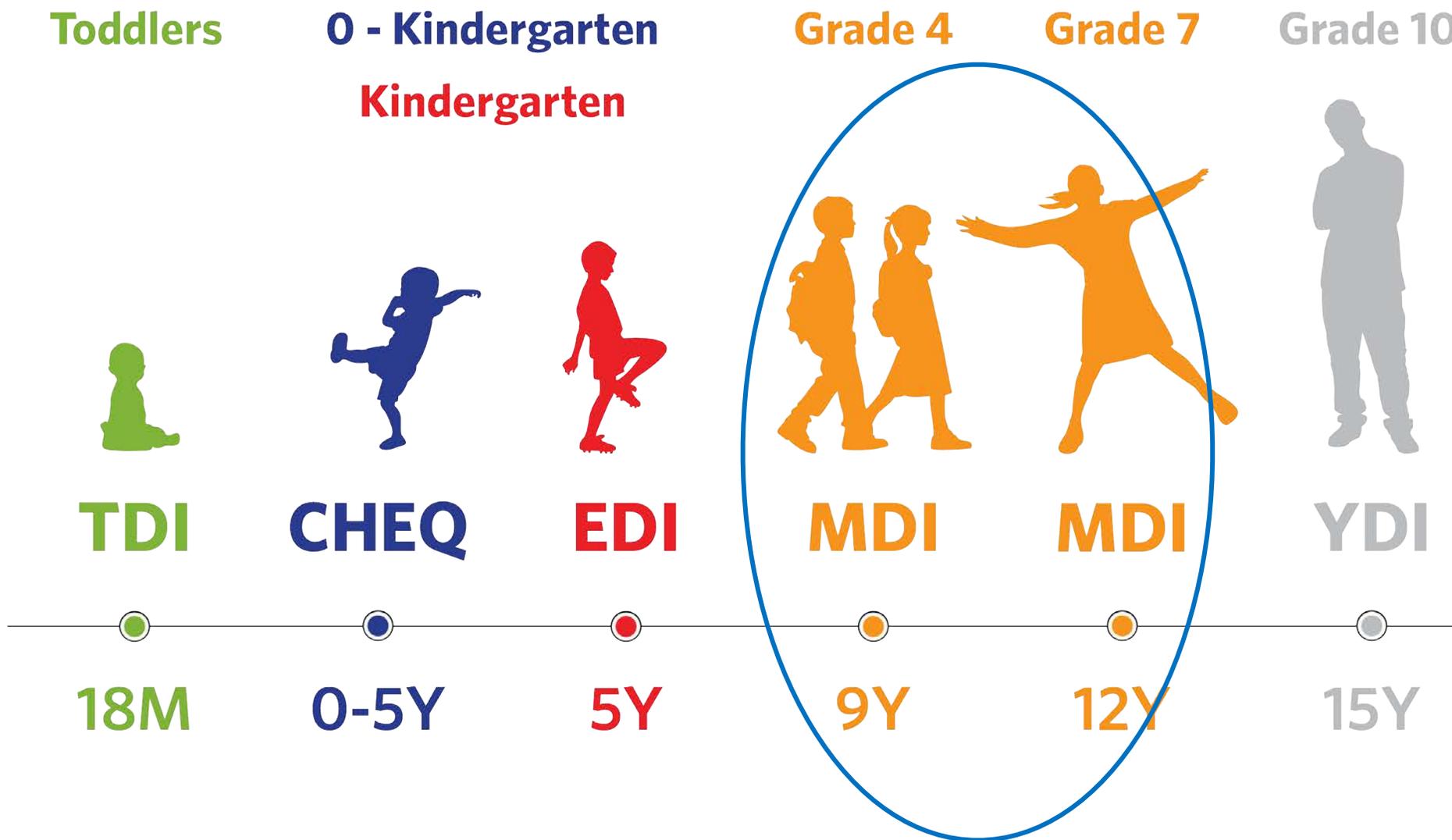
How are our  
children  
doing?





**“What is not assessed, is not addressed”**

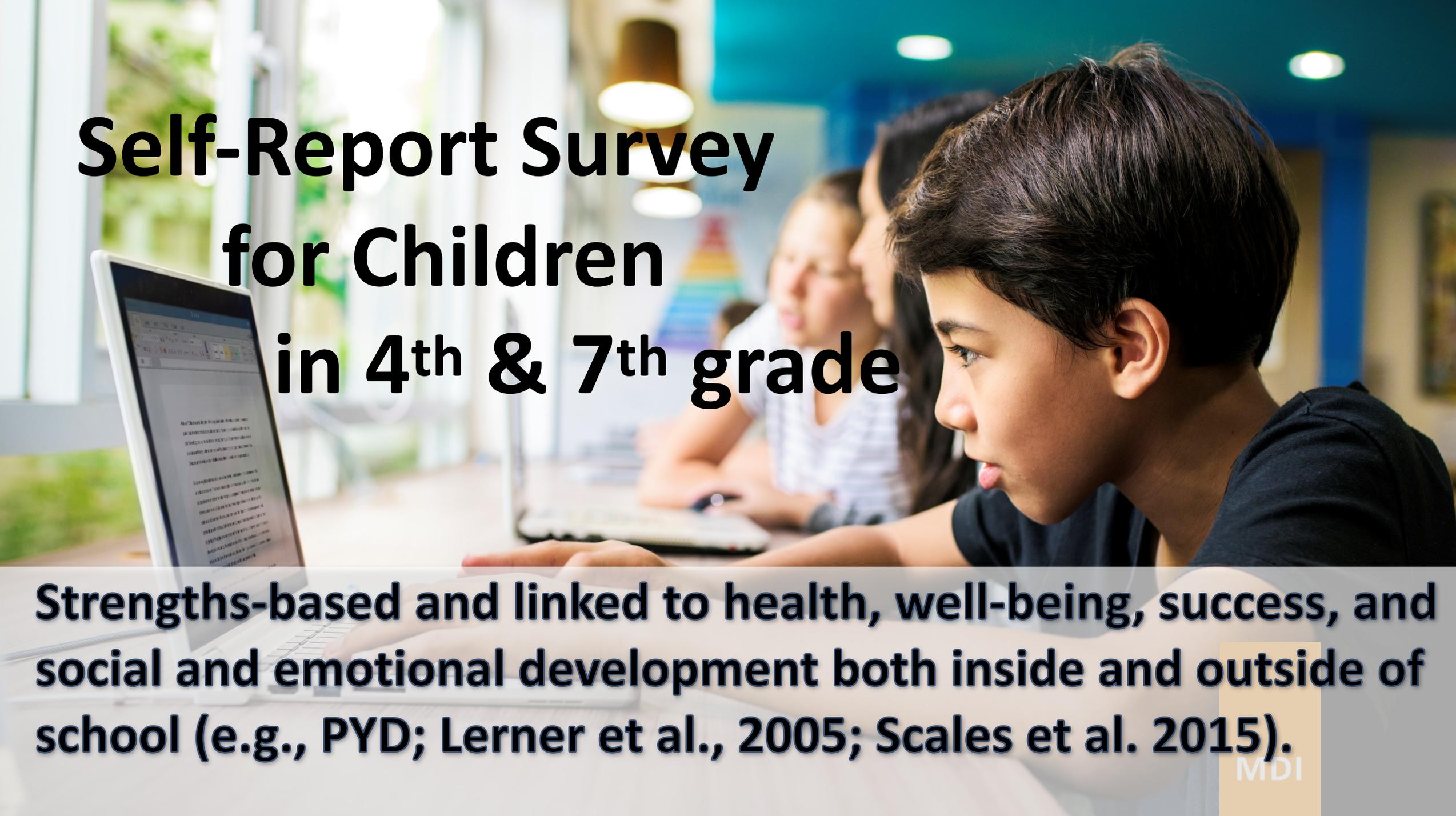
# HELP's CHILD MONITORING SYSTEM



A photograph of three young women sitting on the floor, smiling and eating popcorn. The woman in the foreground is wearing a pink polka-dot shirt. The woman in the middle is wearing a blue and red patterned shirt. The woman on the left is wearing a blue shirt. There is a bowl of popcorn in the foreground. The background is a white wall with a shelf containing various items.

MDI

# The Middle-Year's Development Instrument

A photograph of a classroom where several children are sitting at desks, focused on their laptops. The foreground shows a young boy with dark hair looking intently at his screen. In the background, other students are also working on their computers. The room has large windows on the left and modern lighting fixtures on the ceiling.

# **Self-Report Survey for Children in 4<sup>th</sup> & 7<sup>th</sup> grade**

**Strengths-based and linked to health, well-being, success, and social and emotional development both inside and outside of school (e.g., PYD; Lerner et al., 2005; Scales et al. 2015).**

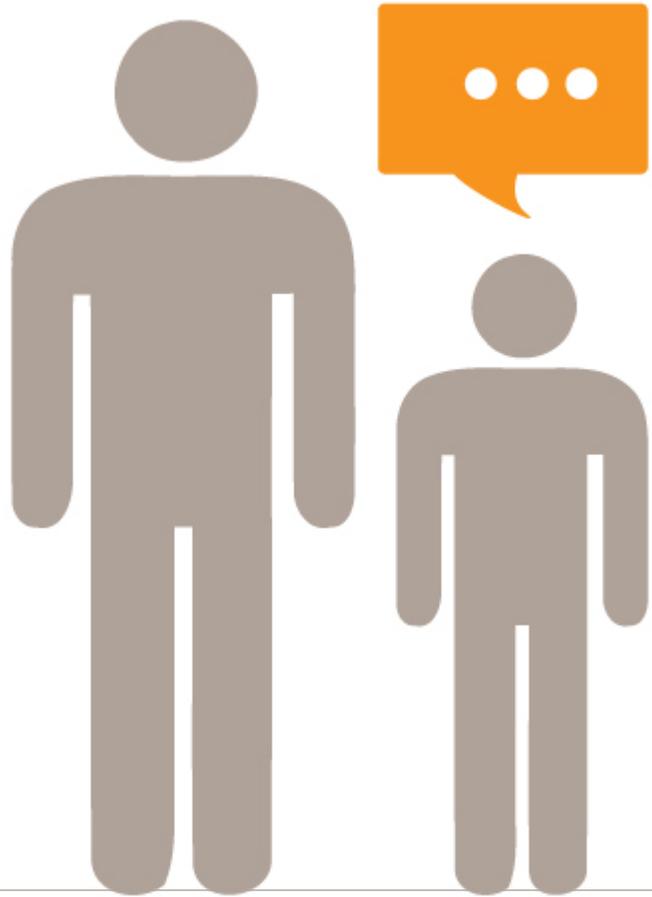
A young girl with long brown hair in a braid, wearing a white short-sleeved top, is standing in profile facing right, drawing on a chalkboard. The chalkboard is covered in colorful chalk drawings, including a large blue and green figure that looks like a person or a character, and various other scribbles in blue, green, and yellow. The background is dark, making the chalk drawings stand out.

# Development of the Whole Child in Multiple Contexts: Schools Families Neighbourhoods After school time

# Relationships are central



# UPHOLDING THE RIGHTS OF THE CHILD

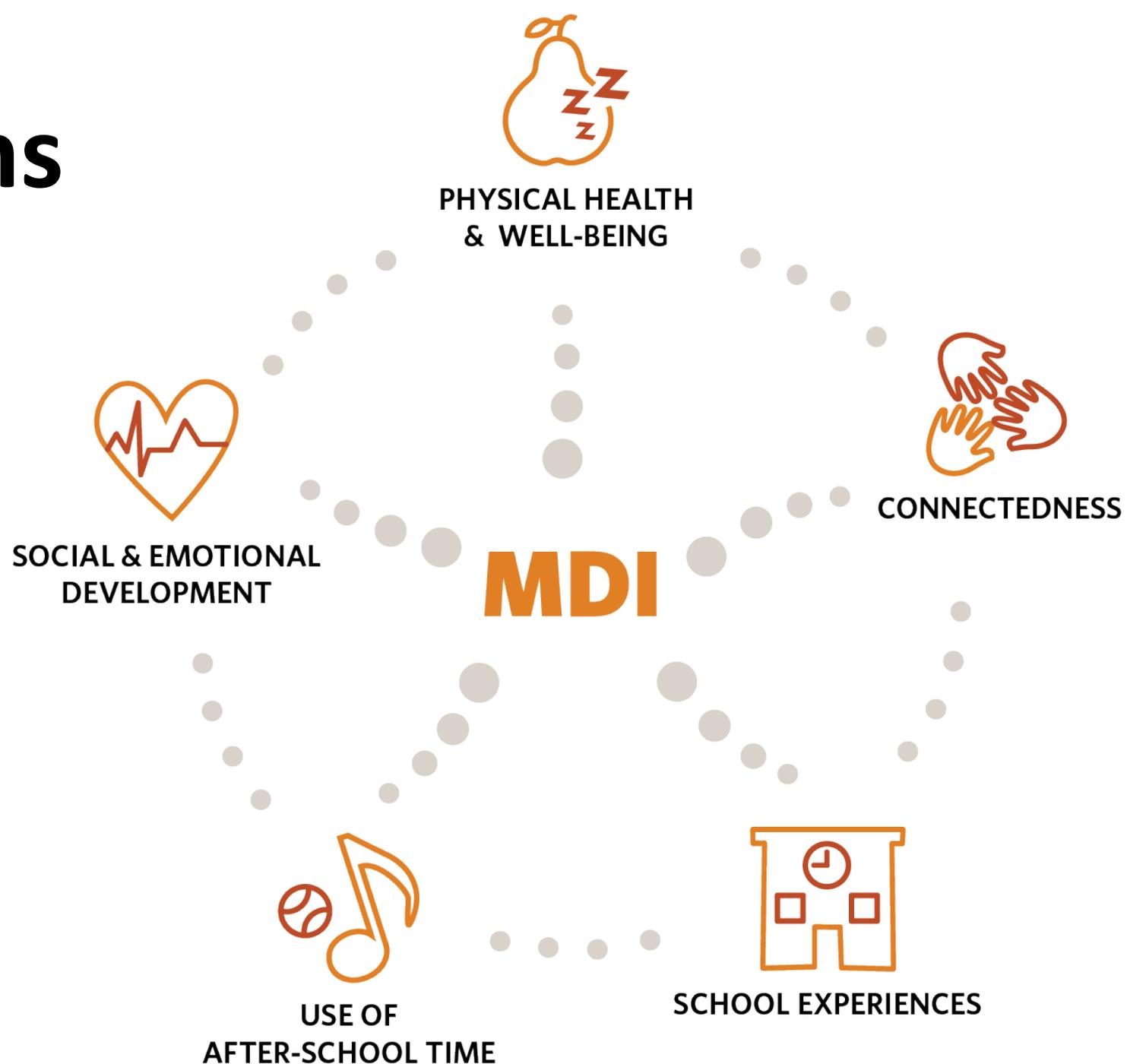


## **Article 12:**

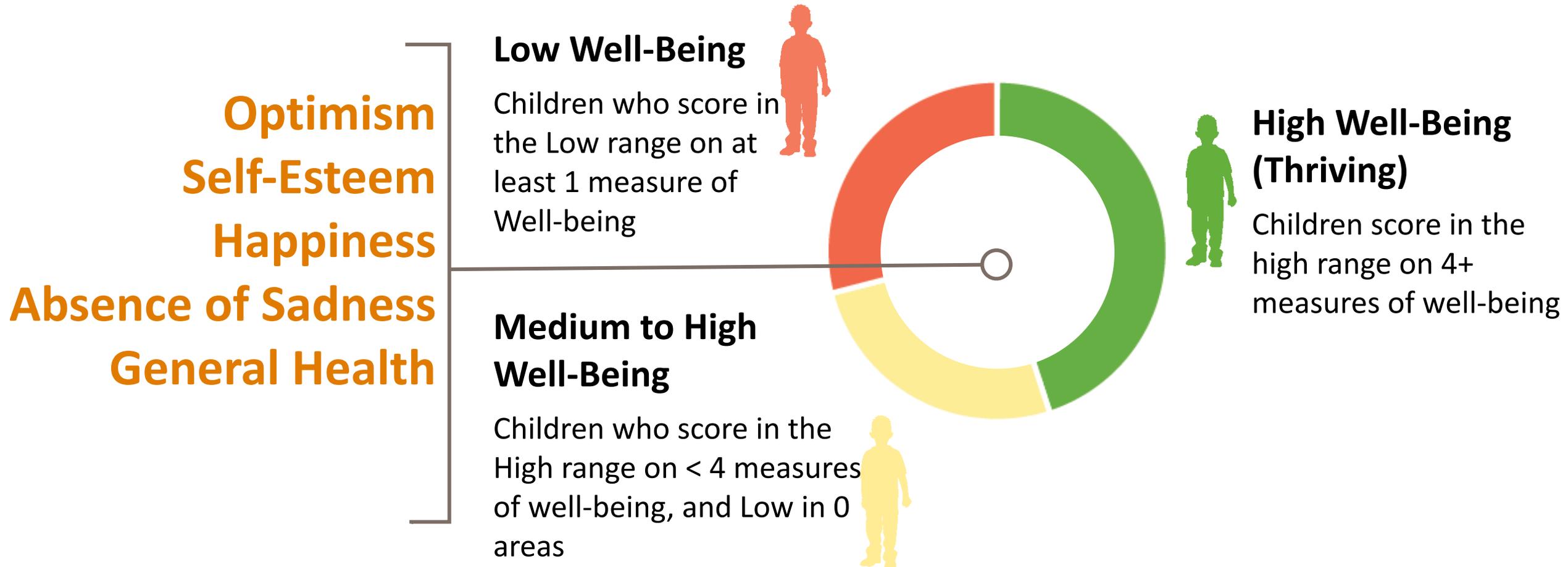
**Children have a right to give their opinion and be listened to by the adults around them**

# MDI Dimensions

Measures areas of development strongly linked to well-being, health and academic achievement



# The Well-Being Index



# The Assets Index



## ADULT RELATIONSHIPS

Adults at School

Adults in the Neighbourhood

Adults at Home



## PEER RELATIONSHIPS

Peer Belonging

Friendship Intimacy



## NUTRITION AND SLEEP

Eating Breakfast

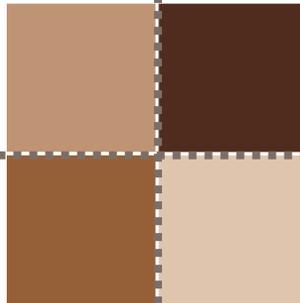
Meals with Adults at Home

Frequency of Good Sleep



## AFTER-SCHOOL ACTIVITIES

Organized Activities

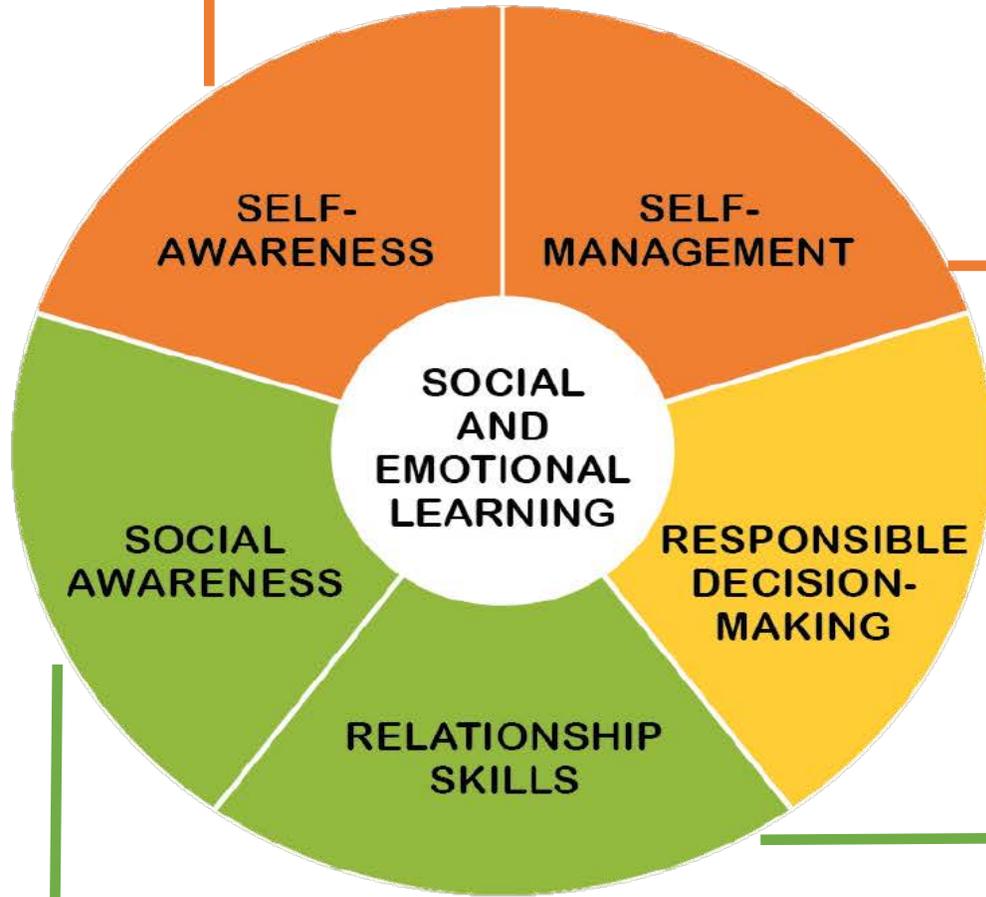


# CASEL

Social-emotional learning skills

# MDI

MDI Measures (\*Grade 7 MDI only)



Optimism  
Self-Awareness\*  
Academic Self-Efficacy  
Self-Esteem

Self-Regulation  
Perseverance\*  
Health Habits

Responsible Decision-Making\*  
Social Responsibility\*

Assertiveness\*  
Prosocial Behaviour  
Friendship Intimacy  
Peer Belonging

Empathy  
Important Adults (school, home, community)



# National Sites Implementing MDI in 2018-19

**Yukon (French)**

**NWT**

**BC**

**MFNERC  
&  
MFNSS**

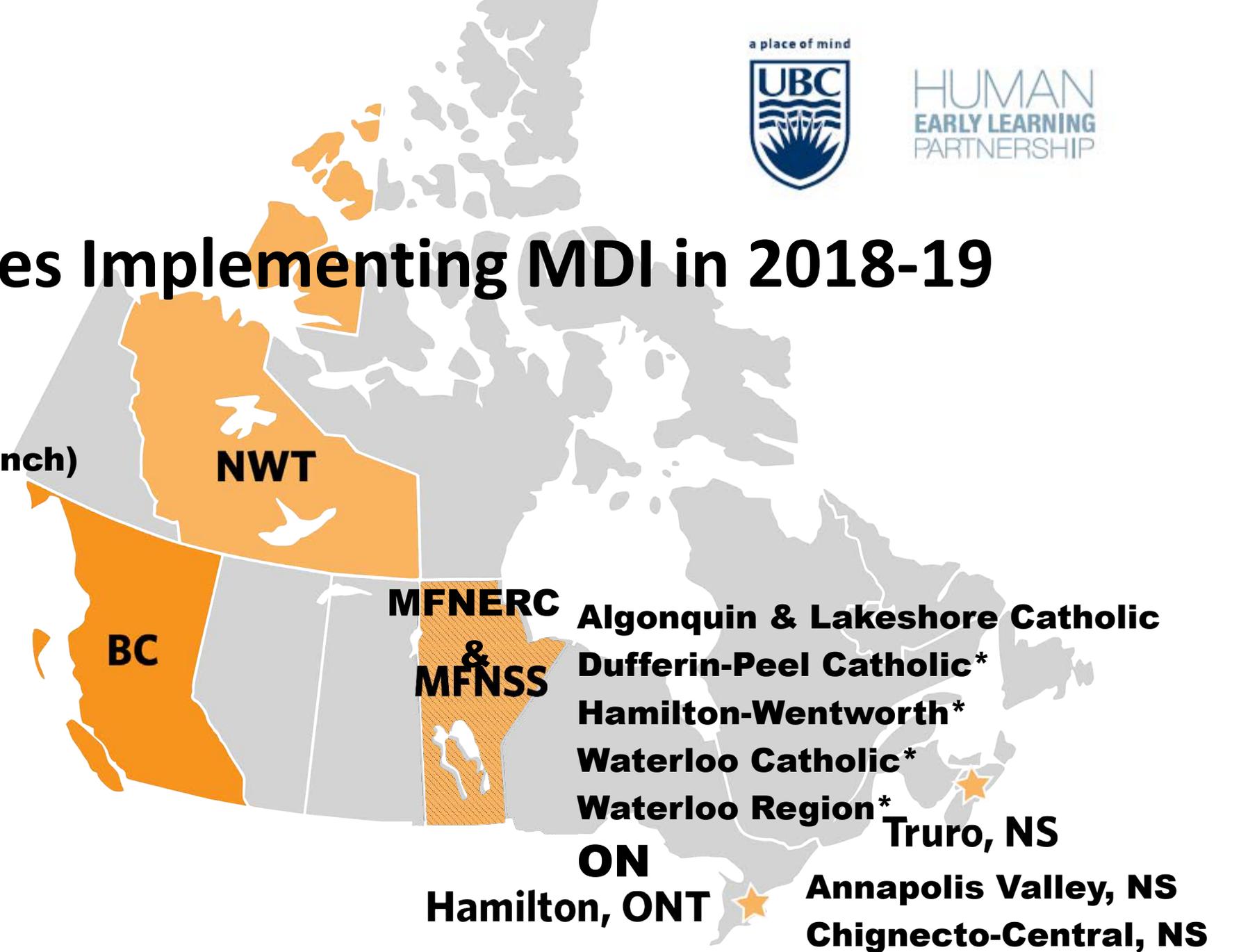
**Algonquin & Lakeshore Catholic  
Dufferin-Peel Catholic\*  
Hamilton-Wentworth\*  
Waterloo Catholic\*  
Waterloo Region\*  
Truro, NS**

**ON**

**Hamilton, ONT**

**Annapolis Valley, NS**

**Chignecto-Central, NS**

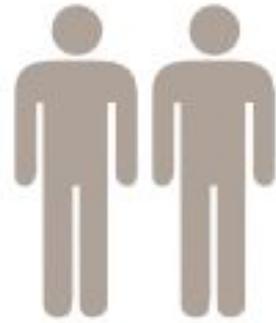


# Key Message

MDI results are reported in ways to allow schools and communities to move to action to improve student well-being and thriving.



# Connectedness – # of Important Adults at School



2 or more



One



None

## 2018/19 Participating Districts Average

Grade 4

**61%**

**10%**

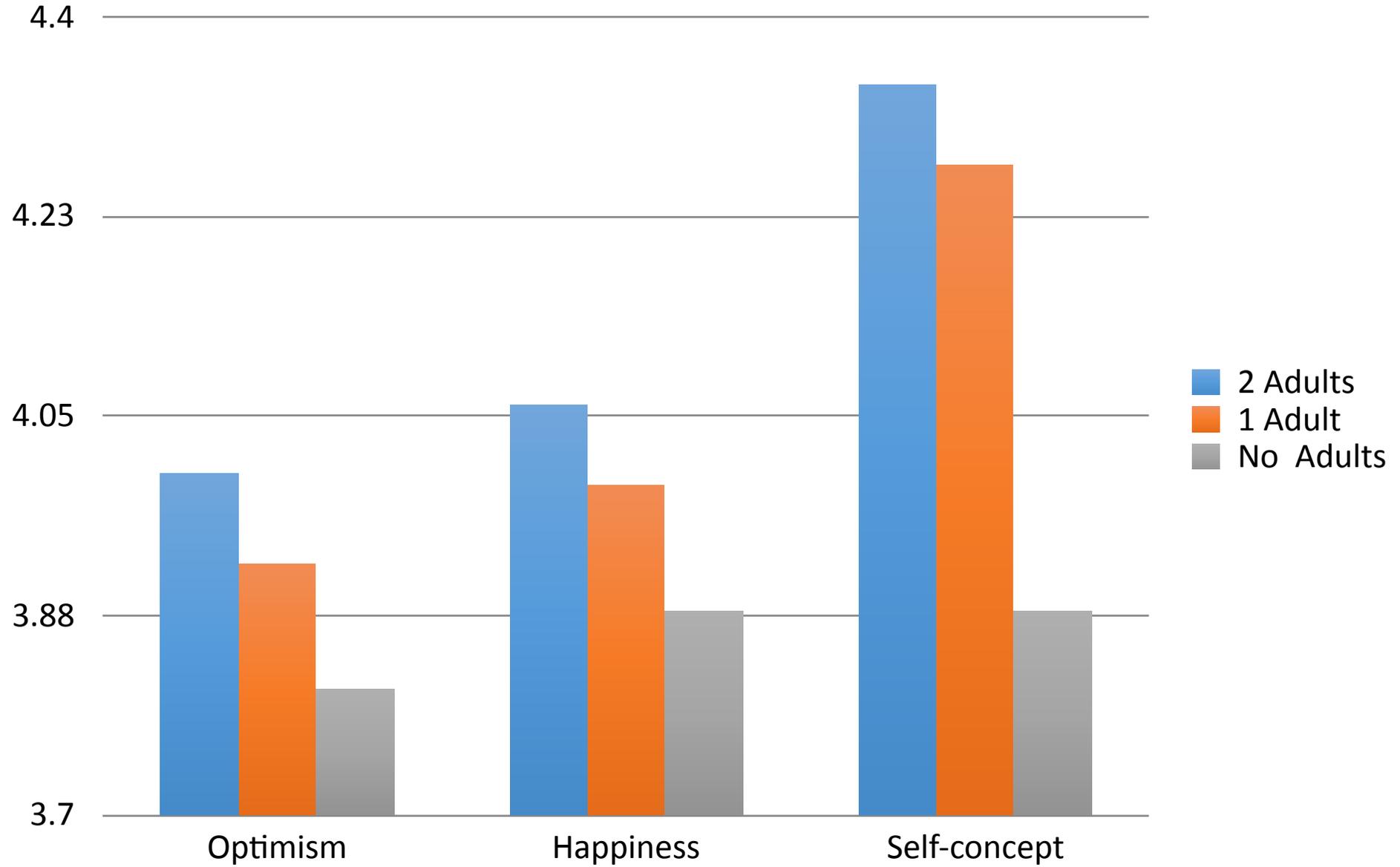
**29%**

Grade 7

**39%**

**12%**

**49%**



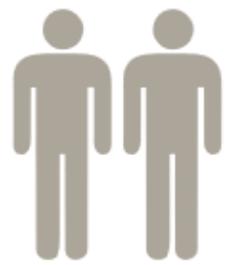
HUMAN  
EARLY LEARNING  
PARTNERSHIP



# MOVING TO ACTION

with **MDI** Results

# Alberni – Grade 7 Important Adults



**34%**

2 or more



**14%**

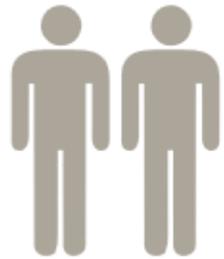
One



**53%**

None

2013/2014



**51%**

2 or more



**11%**

One



**38%**

None

2014/2015



**51%**

2 or more



**19%**

One



**30%**

None

2015/2016

# Burning Questions About SEL – 10 Minutes

- On your own – consider your question(s).
- Share with others in your group.
- Together, identify one to three questions your group most wants answered.
- Recorder prints one question per large Post-it Note.

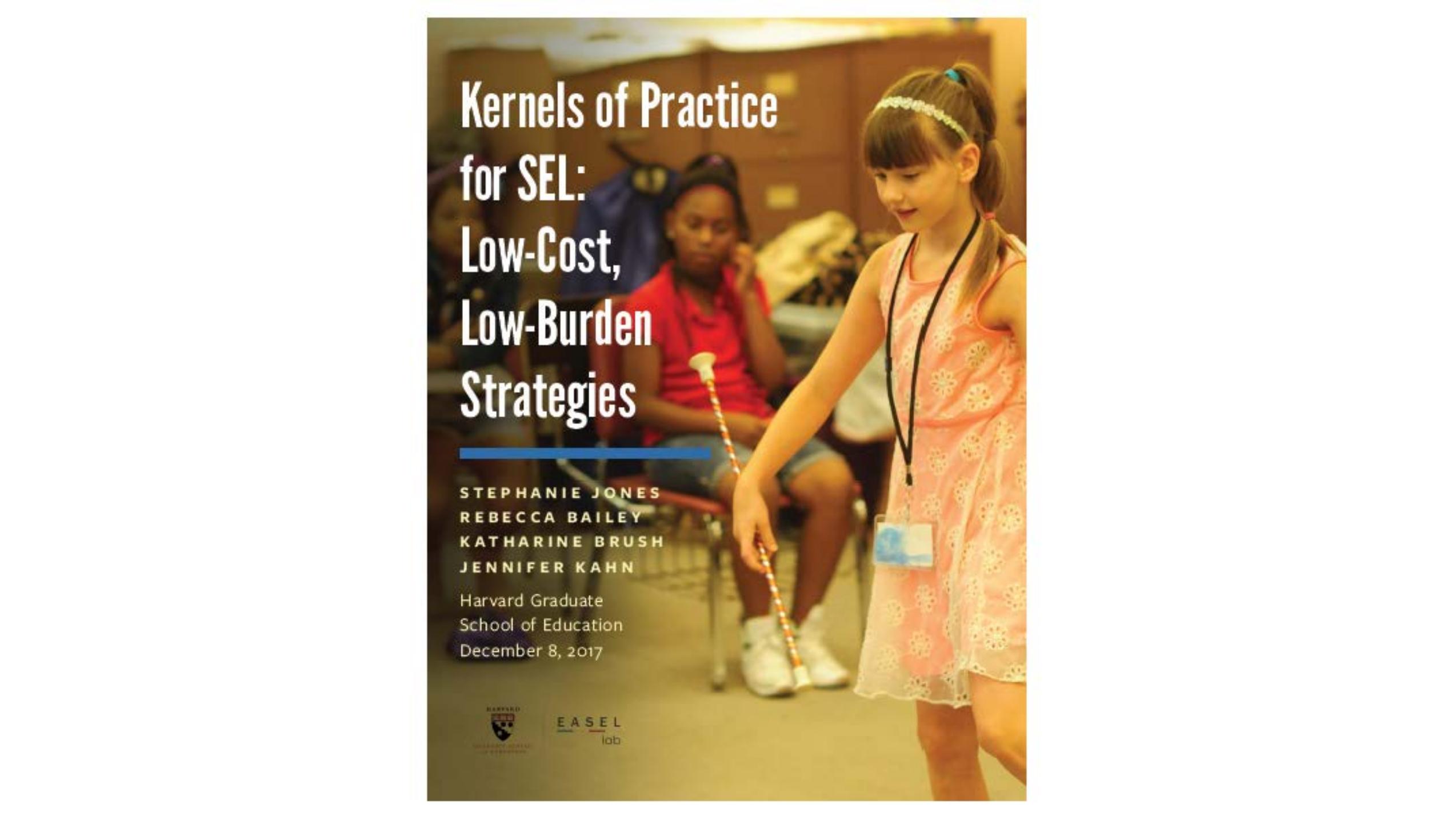


# 3 Keys to infusing SEL into what you already teach

1. Make lesson plans with SEL in mind, right from the start.
2. Develop your own SEL practice
3. Start small, build consistency, and evaluate outcomes

# **WHAT ARE SEL KERNELS?**

- **Growing Bite-Sized Elements into Effective SEL Programming**



# Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies

---

STEPHANIE JONES  
REBECCA BAILEY  
KATHARINE BRUSH  
JENNIFER KAHN

Harvard Graduate  
School of Education  
December 8, 2017



EASEL  
lab



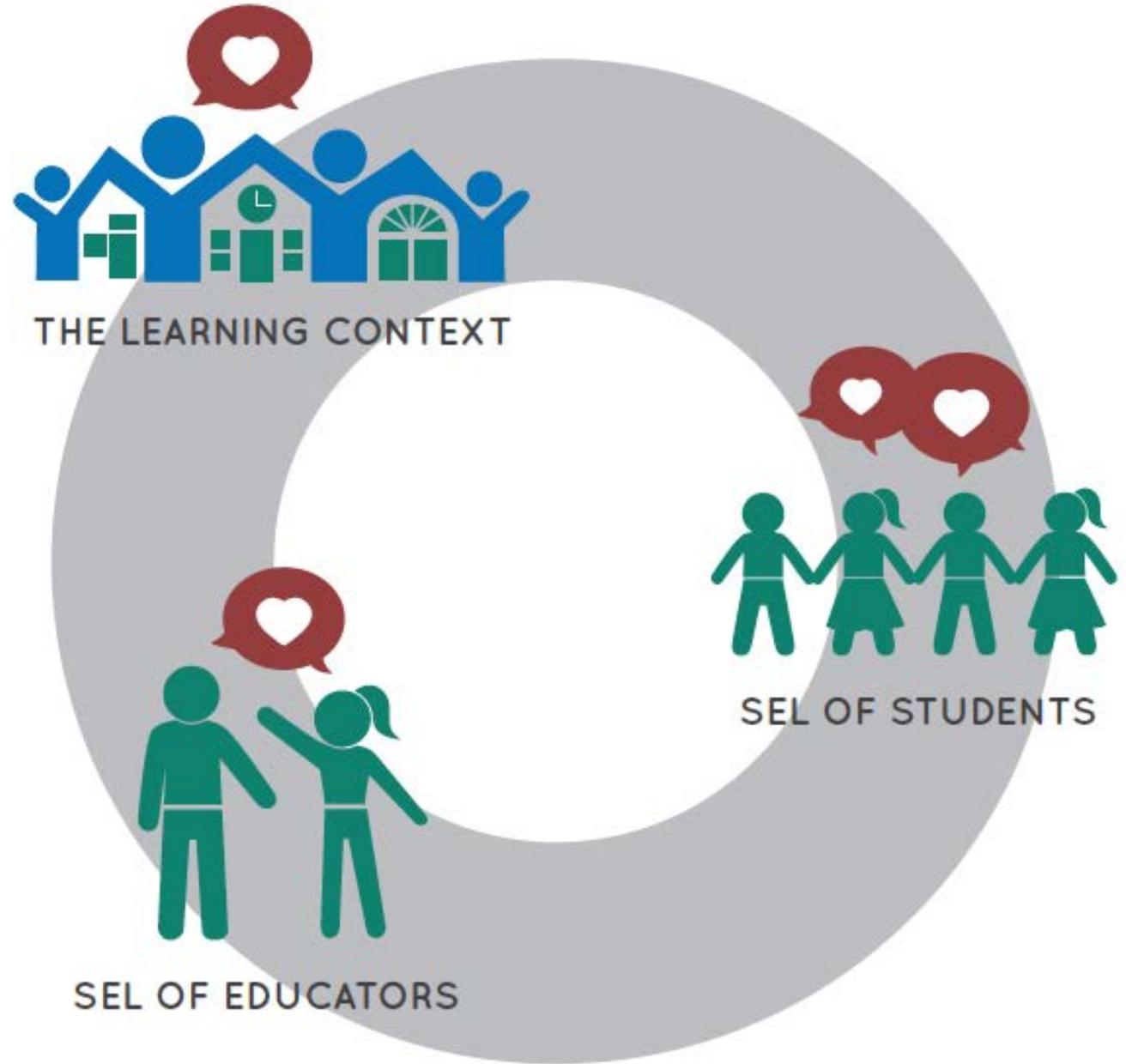
## **SEL Kernels are . .**

- Low-cost, targeted strategies called “evidence-based prevention kernels.”
- These strategies, which address a specific behaviour, could be taught quickly and be more feasible to implement than comprehensive programs.

**Table 1. Example Kernels Relevant to SEL**

<b>SEL Domain</b>	<b>Kernel</b>	<b>Description</b>	<b>Behaviors Affected</b>
<b>Managing emotions and behavior</b>	Turtle technique for calming down	Using a turtle metaphor, child holds self, breaths through nose, and engages in verbal or sub-verbal self-coaching to calm down	Reduces arousal and aggression against peers or adults
<b>Cognitive flexibility, attention, understanding social cues</b>	Non-verbal transition cues	Visual, kinesthetic, and/or auditory cues to signal a need to shift attention or tasks in a specific, patterned way	Reduces dawdling, increases time on task and engaged learning, gives more time for instruction
<b>Prosocial behavior, conflict resolution</b>	Peer-to-peer written praise	Children write praise for peers on pad, wall display, or photo album (and/or read them aloud)	Social competence, academic achievement, violence, aggression, physical health, and vandalism

# THREE ESSENTIAL INGREDIENTS OF SEL

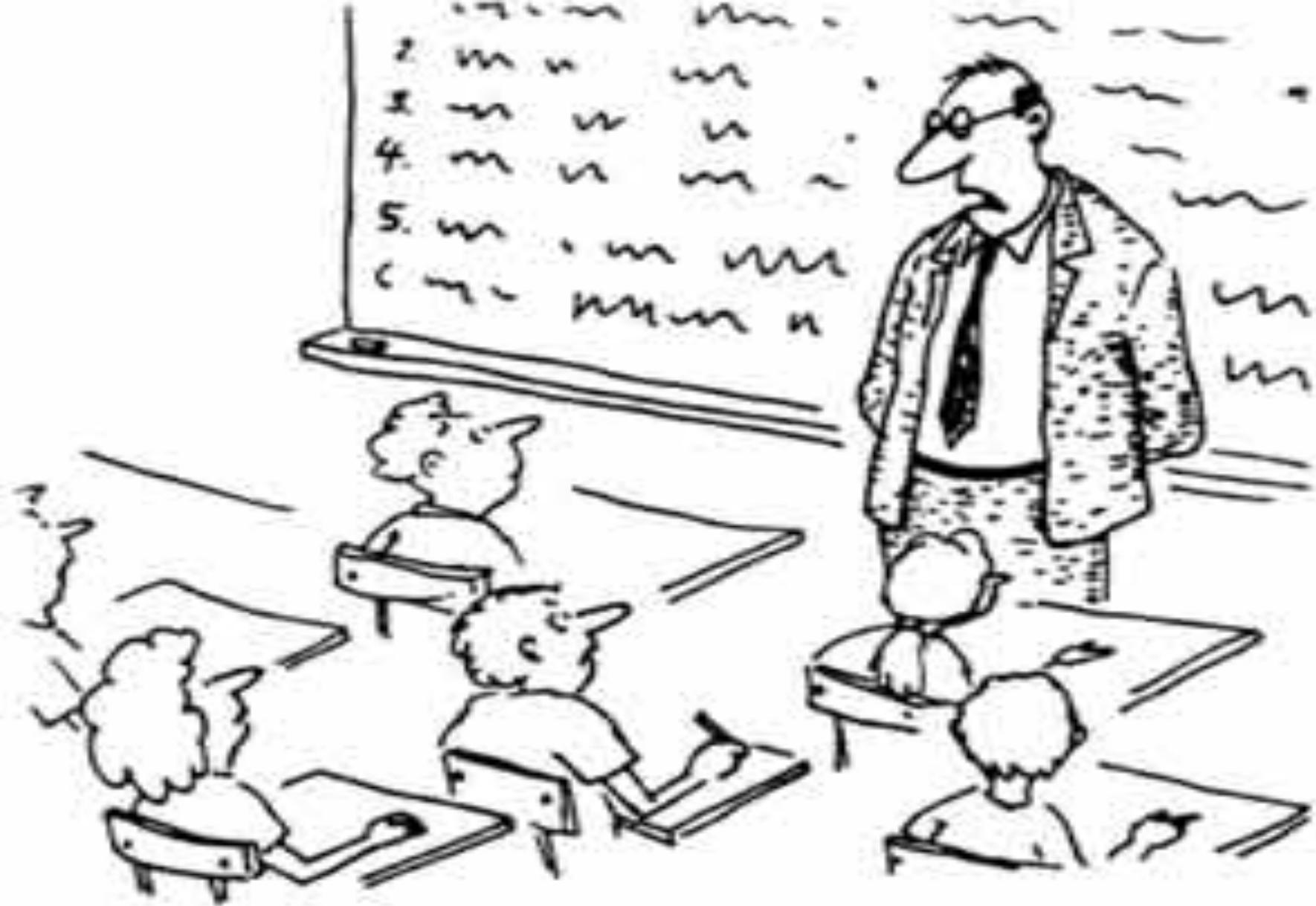


# Focus on the Learning Context



THE LEARNING CONTEXT

- We are already teaching SEL through the “Hidden Curriculum”



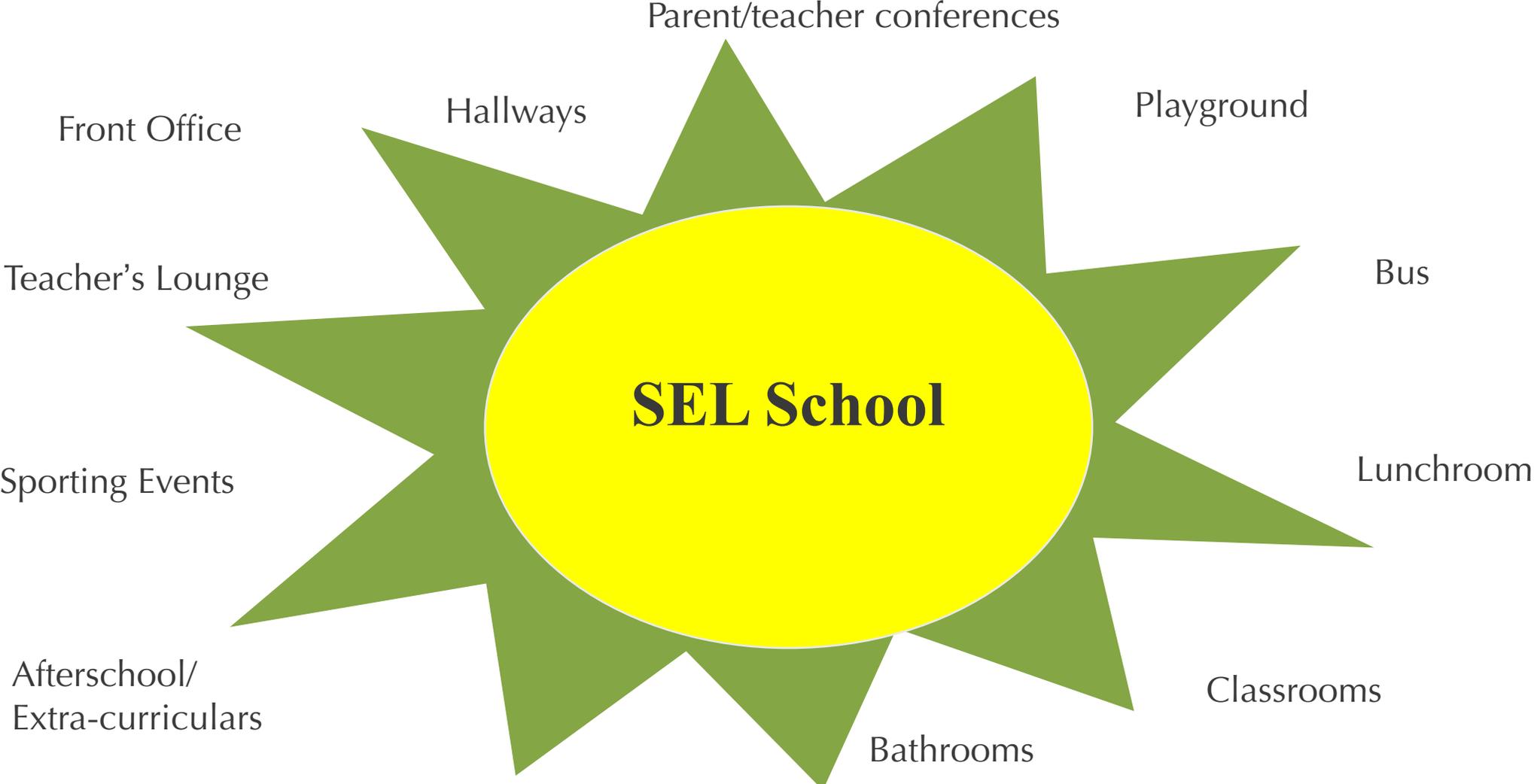
*“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”*



# SEL Kernel #1: The Physical Environment



# WHAT DOES SCHOOLWIDE SEL LOOK LIKE?



# Creating an SEL Classroom and School

1. Identify one or two areas in a school
2. Describe what SEL looks like, sounds like, feels like
3. Share with your group

## **SEL Kernel #2**

- Promote positive student-adult relationships

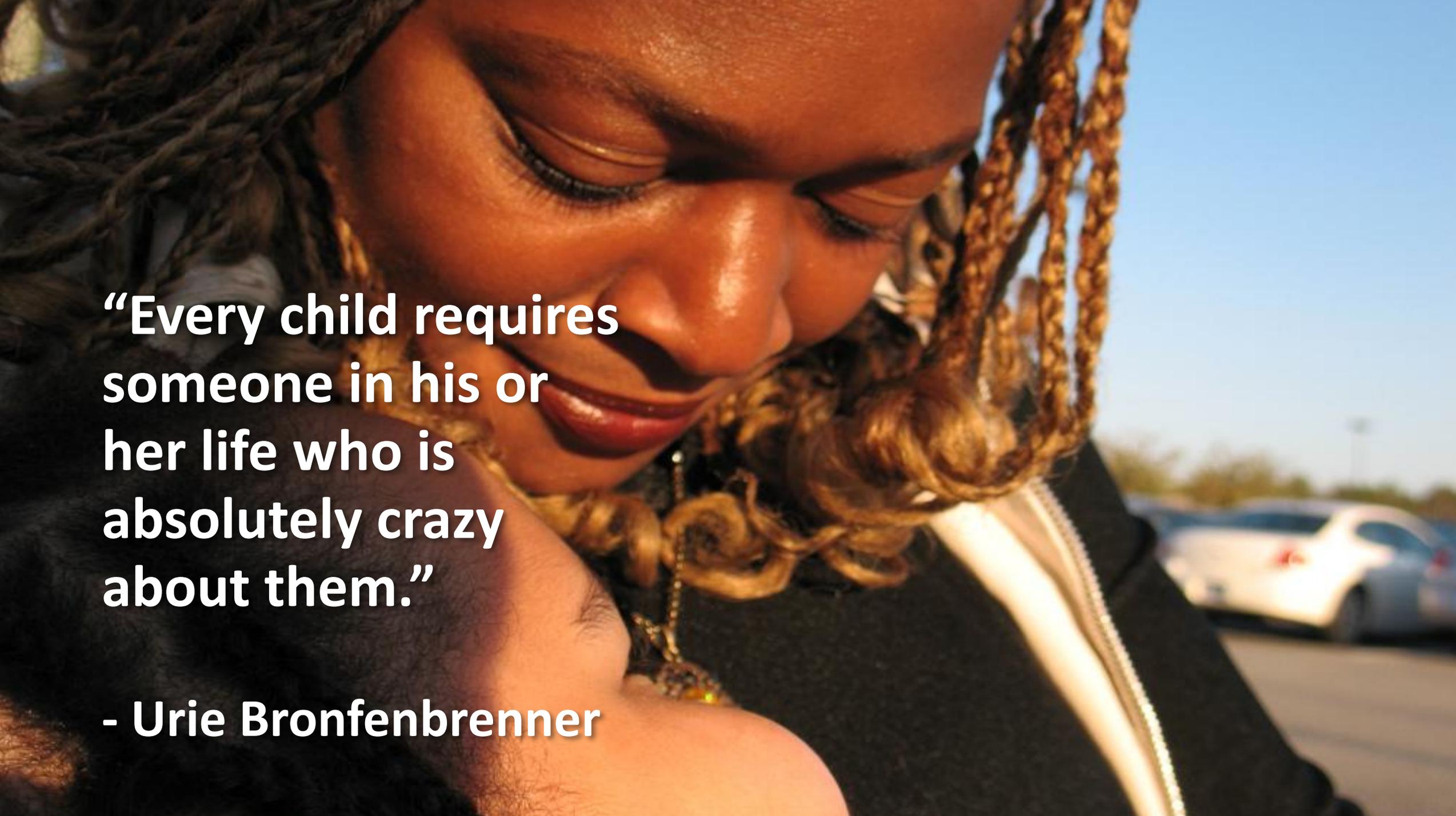
# Connectedness to Adults

- **Connectedness to adults at school more strongly predicted well-being (optimism, happiness, self-concept) than connectedness to adults at home or in the neighborhood and community.**
- **Connectedness to adults was a stronger predictor of well-being than socio-economic status.**

(Oberle, Schonert-Reichl, Guhn, Zumbo, & Hertzman, 2014, Canadian Journal of School Psychology.)

# Relationships are central

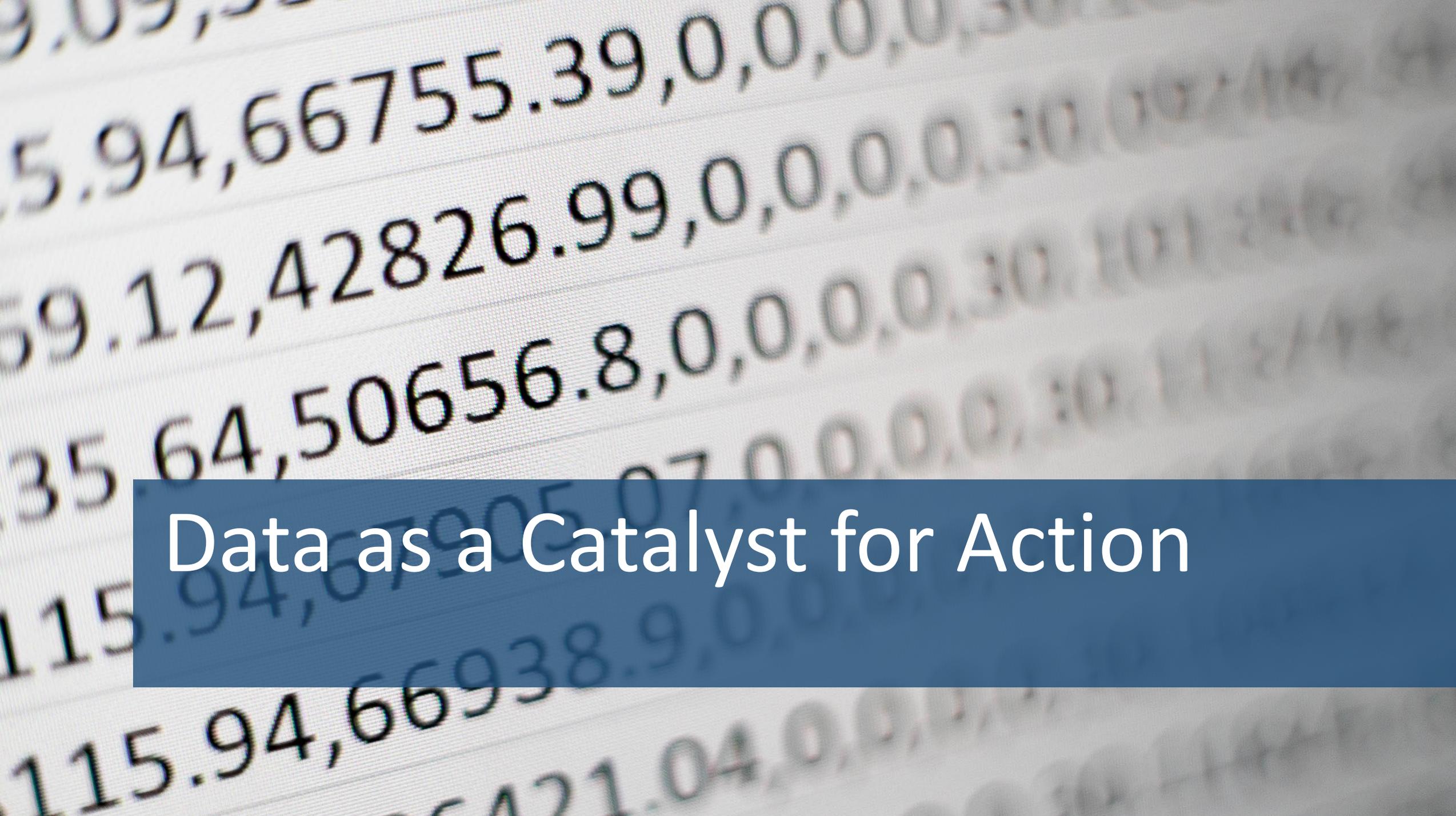




**“Every child requires  
someone in his or  
her life who is  
absolutely crazy  
about them.”**

**- Urie Bronfenbrenner**



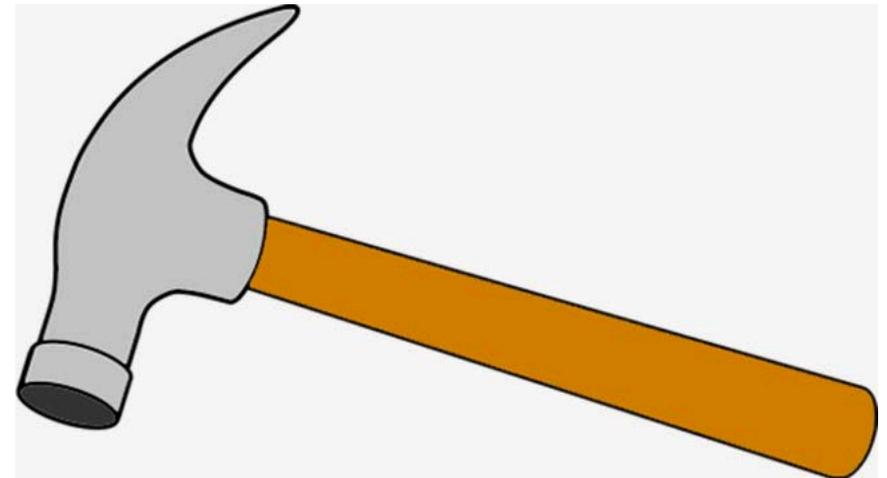
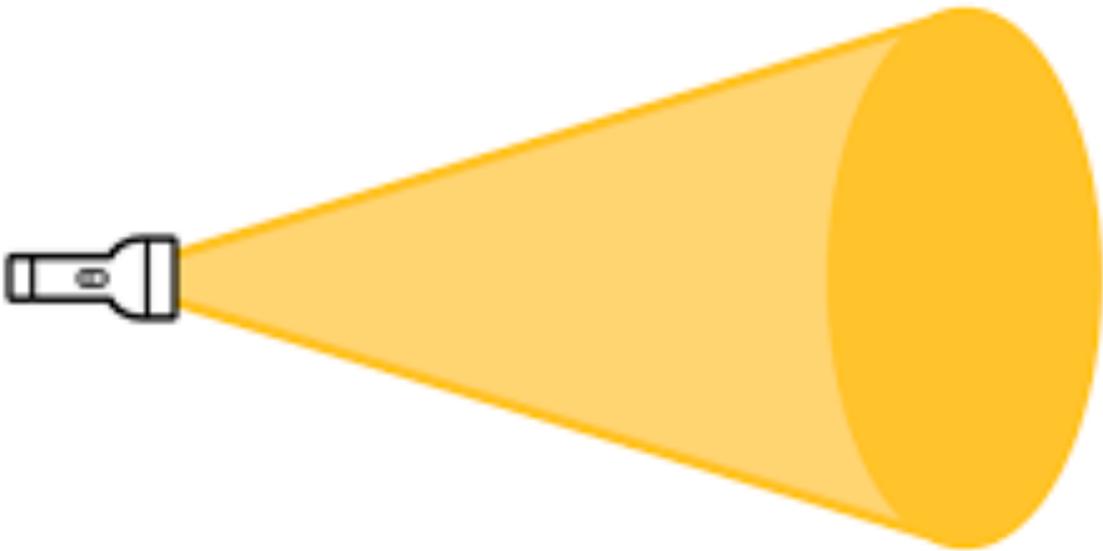


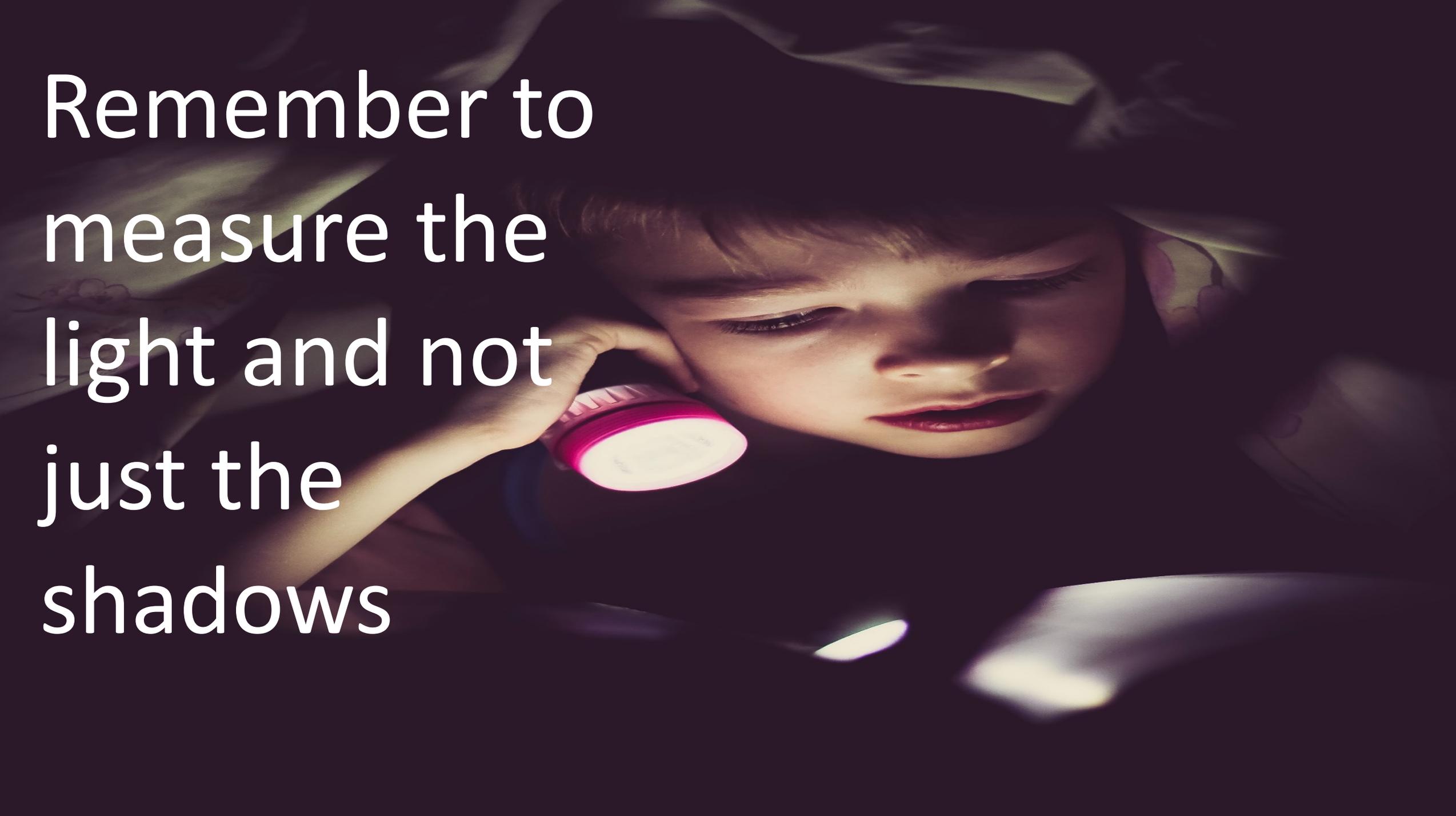
# Data as a Catalyst for Action



**“What is not assessed, is not addressed”**

Using data as a flashlight  
and not as a hammer





Remember to  
measure the  
light and not  
just the  
shadows



Join Our Collaborator Network >

Follow @MeasuringSel



[Blog](#) [Our Initiative](#) [Resources](#) [Frameworks](#) [Assessment Guide](#) [Design Challenge](#)



“ We know that SEL is essential for students to thrive in school and in life. It is critical that we have data that accurately identify essential SEL student and adult skills. Ultimately these data must inform our policies, improve our climate, and inspire our practices to ensure equitable outcomes for all. ”

- Eric Moore, Chief of Accountability, Innovation and Research, Minneapolis Public Schools

A multidisciplinary collaborative of leading researchers and practitioners in the fields of PreK-12 education, assessment, social and emotional learning (SEL), and related fields.

JOIN  
Our Collaborator Network



OUR

SEL-RELATED WONDERINGS FOR EDUCATIONAL LEADERS

A low-angle, upward-looking photograph of five children laughing heartily. Their faces are close together, filling most of the frame. The background is a bright, clear blue sky. The children's expressions are full of joy, with their mouths wide open and eyes squinted. The lighting is bright and natural, suggesting an outdoor setting.

# Listening to Children's Voices

“Recognize that if educators are to effectively relate to students, they must be empathic, always attempting to perceive the world through the eyes of the student.”



# Connecting with our Students

What is one way that you make an effort to connect with a student or students?



1

Actively listen to children.

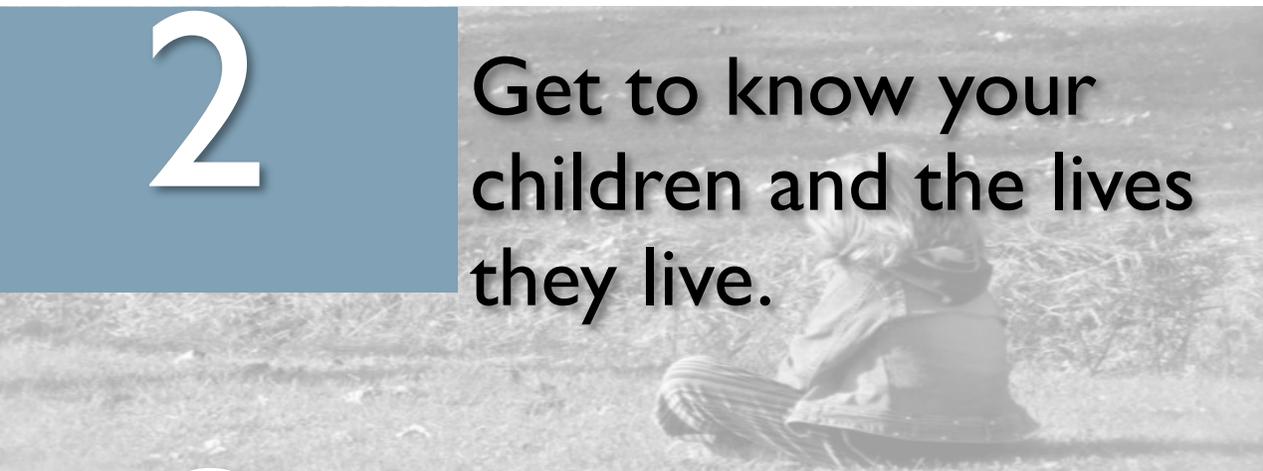


# 5 ways to show you care

(The Greater Good)

2

Get to know your children and the lives they live.



4

Reflect on your own experiences with care.



3

Ask children for their feedback.



5

- Use a compassionate approach to discipline.



# Characteristics of Caring Teachers

(Wentzel, 1997)

- Students were asked the following questions on a sheet of paper titled “Who Cares?”:
  - List three things that teachers do to show that they care about you.
  - List three things that teachers do to show that they don’t care about you?

## When do students feel connected?

- When teachers know their name
- When teachers notice them and say hi in the hallway
- When teachers listen to them
- When they do not feel afraid to talk to a teacher
- When they know a teacher will help them when they need it
- When a teachers notices that they are sad and asks them what is wrong

# Protective Factors: Important Adults



- Connectedness to school
- Supportive school environment
- Participation in after school activities
- Effective involvement in the school
- **Relationship with one significant adult**



**DEVELOP AN EMPATHIC MINDSET**

“Recognize that if educators are to effectively relate to students, they must be empathic, always attempting to perceive the world through the eyes of the student.”



# PRACTICAL STRATEGY

"Two-by-Ten." Here, teachers focus on their most difficult student. For two minutes each day, 10 days in a row, teachers have a personal conversation with the student about anything the student is interested in.

Wlodkowski found an 85-percent improvement in that one student's behavior. In addition, he found that the behavior of all the other students in the class improved."

**Strategy: Implement the Two-by-Ten Strategy (Ed Leadership)**

# Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents

Jason A. Okonofua<sup>a,1</sup>, David Paunesku<sup>a</sup>, and Gregory M. Walton<sup>a</sup>

<sup>a</sup>Department of Psychology, Stanford University, Stanford, CA 94305

Edited by Susan T. Fiske, Princeton University, Princeton, NJ, and approved March 18, 2016 (received for review December 1, 2015)

Growing suspension rates predict major negative life outcomes, including adult incarceration and unemployment. Experiment 1 tested whether teachers ( $n = 39$ ) could be encouraged to adopt an empathic rather than punitive mindset about discipline—to value students' perspectives and sustain positive relationships while encouraging better behavior. Experiment 2 tested whether an empathic response to misbehavior would sustain students' ( $n = 302$ ) respect for teachers and motivation to behave well in class. These hypotheses were confirmed. Finally, a randomized field experiment tested a brief, online intervention to encourage teachers to adopt an empathic mindset about discipline. Evaluated at five middle schools in three districts ( $N_{\text{teachers}} = 31$ ;  $N_{\text{students}} = 1,682$ ), this intervention halved year-long student suspension rates from 9.6% to 4.8%. It also bolstered respect the most at-risk students, previously suspended students, perceived from teachers. Teachers' mindsets about discipline directly affect the quality of teacher–student relationships and student suspensions and, moreover, can be changed through scalable intervention.

teacher–student relationships | empathy | respect | school suspensions | discipline

**R**emoval from mainstream education settings for discipline problems denies children opportunities to learn and thus predicts major negative life outcomes such as adult unemployment and incarceration (1). However, in the United States, the number of students suspended for misbehavior nearly tripled

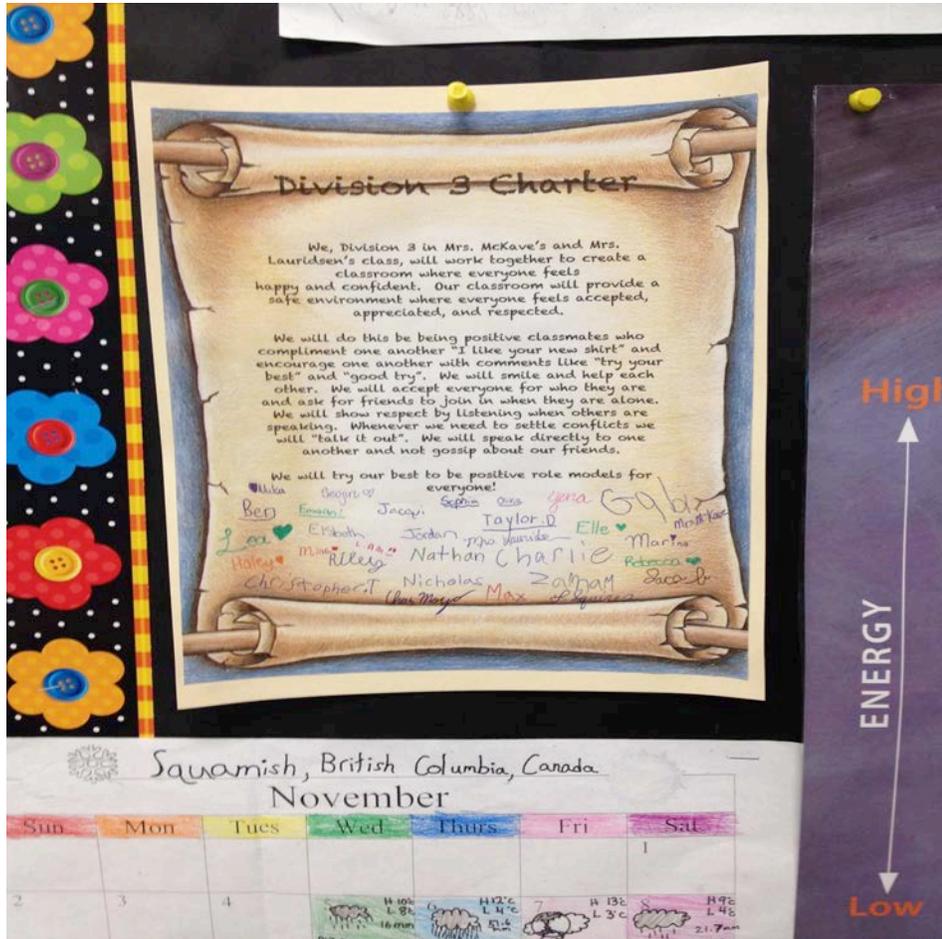
may give rise to a self-perpetuating cycle of punishment and misbehavior (12).

Three experiments tested whether teachers can be encouraged to adopt an empathic mindset about discipline and examined its impact on students. This mindset prioritizes valuing and understanding students' experiences and negative feelings that give rise to misbehavior, sustaining positive relationships with misbehaving students, and working with students within trusting relationships to improve behavior (9). For example, perspective-taking, the cognitive component of empathy, may help teachers understand students' experiences and internal states (13) and thus respond more appropriately to misbehavior (e.g., with greater concern for the needs of the student) (12, 14). Notably, even as many teachers are exposed to a default punitive approach to discipline (5), teachers also have, as a central plank of their profession, the goal to build and sustain positive relationships with students, especially struggling students (15). The existence of this alternative mindset suggests that it may be possible through relatively modest means to encourage a different approach to student misbehavior. We thus test whether an empathic mindset can change teachers' practices, whether this improves students' responses to discipline, and whether encouraging an empathic mindset in teachers can reduce suspension rates among students.

Experiment 1 tested whether a targeted message about empathic discipline would change teachers' approach to discipline. Thirty-nine K–12 teachers ( $M_{\text{experience}} = 14$  y) were randomly assigned to an empathic- or a punitive-mindset condition.

## **SEL Kernel #3**

- Implement Class Meetings and Creating Classroom Norms



We will work together to create a classroom where everyone feels happy and confident. Our classroom will provide a safe environment where everyone feels accepted, appreciated and respected. We will do this by being positive classmates who compliment one another with comments like “try your best” and “good try.” We will smile and help each other. We will accept everyone for who they are and ask for friends to join in when they are alone. We will show respect by listening when others are speaking. Whenever we need to settle conflicts we will “talk it out.” We will speak directly to one another and not gossip about our friends. We will try our best to be positive role models for everyone!

# A Grade 2 Class Charter

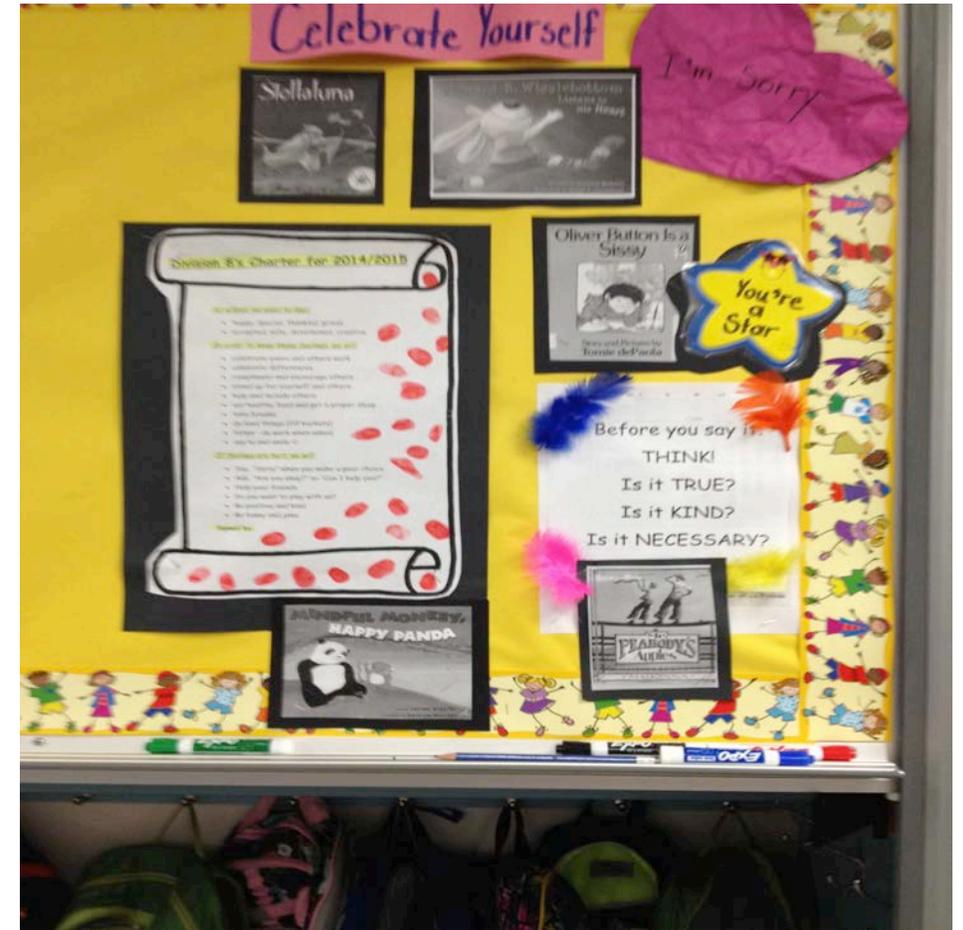
- At school we want to feel:  
happy, special, thankful, proud, accepted, safe, determined,  
creative

In order to keep these feelings we will:

- Celebrate yours and others work
- Celebrate differences
- Compliment and encourage others
- Stand up for yourself and others
- Help and include others
- Eat healthy food and get a proper sleep
- Take breaks
- Do kind things (fill buckets)
- Listen-do work when asked
- Say hi and smile

If feelings are hurt we will:

- Say sorry when you make a poor choice
- Ask “are you okay?” or “can I help you?”
- Help your friends
- Do you want to play with us?
- Be positive and kind



This class chose to sign their charter by stamping their finger prints

## **SEL Kernel #4**

- Connect with students everyday

# Connecting with our Students

What is one way that you make an effort to connect with a student or students?



1

Actively listen to children.

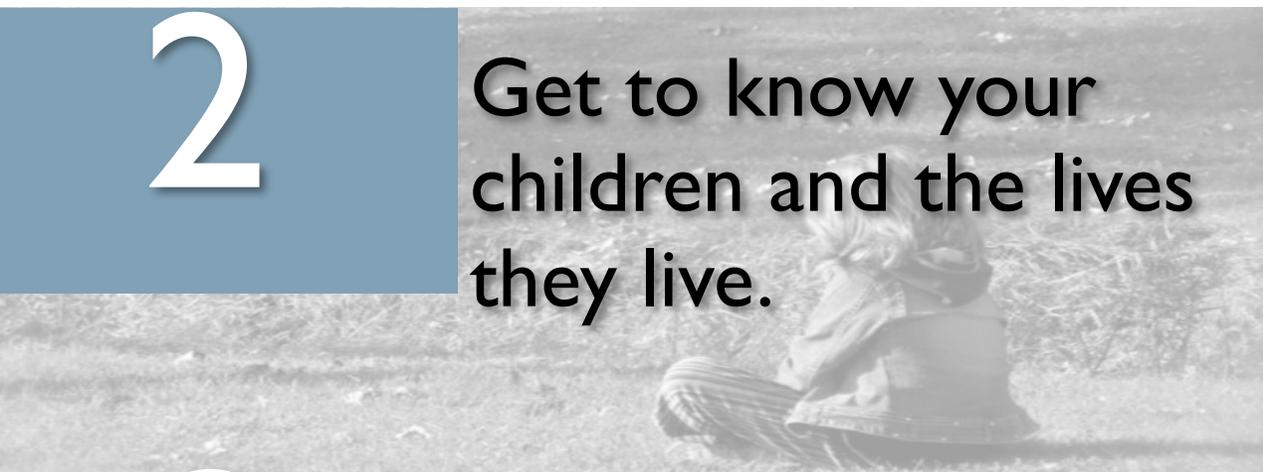


# 5 ways to show you care

(The Greater Good)

2

Get to know your children and the lives they live.



4

Reflect on your own experiences with care.



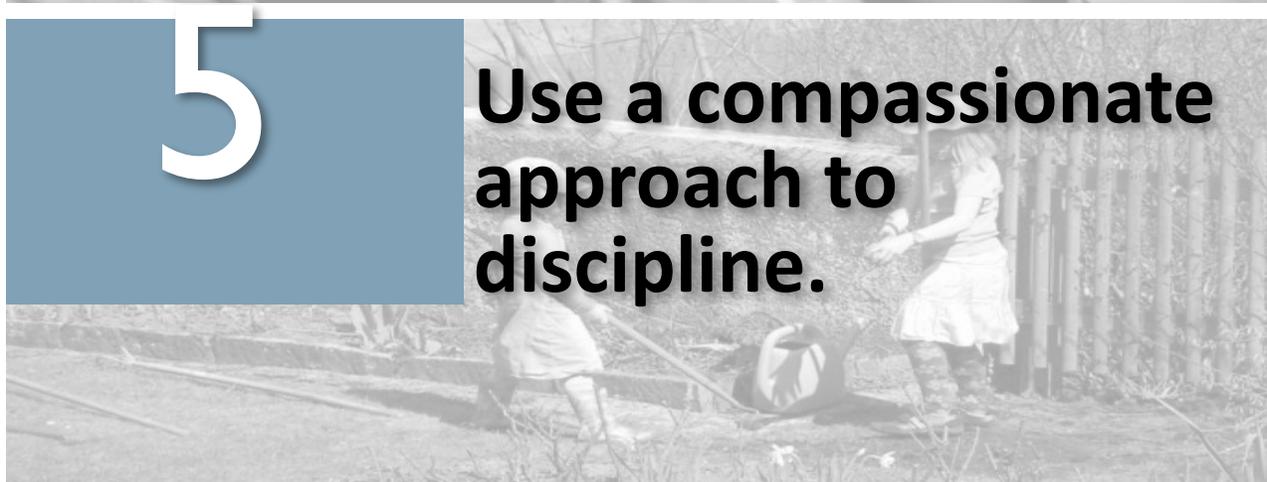
3

Ask children for their feedback.



5

Use a compassionate approach to discipline.



“EVERY CHILD WHO ENDS UP DOING WELL  
HAS HAD AT LEAST ONE STABLE AND  
COMMITTED RELATIONSHIP WITH A  
SUPPORTIVE ADULT.”

Center on the Developing Child  HARVARD UNIVERSITY

# Characteristics of Caring Teachers

(Wentzel, 1997)

- Students were asked the following questions on a sheet of paper titled “Who Cares?”:
  - List three things that teachers do to show that they care about you.
  - List three things that teachers do to show that they don’t care about you?

## When do students feel connected?

- When teachers know their name
- When teachers notice them and say hi in the hallway
- When teachers listen to them
- When they do not feel afraid to talk to a teacher
- When they know a teacher will help them when they need it
- When a teachers notices that they are sad and asks them what is wrong

# Edutopia: <https://www.edutopia.org/>

THE RESEARCH IS IN

## Welcoming Students With a Smile

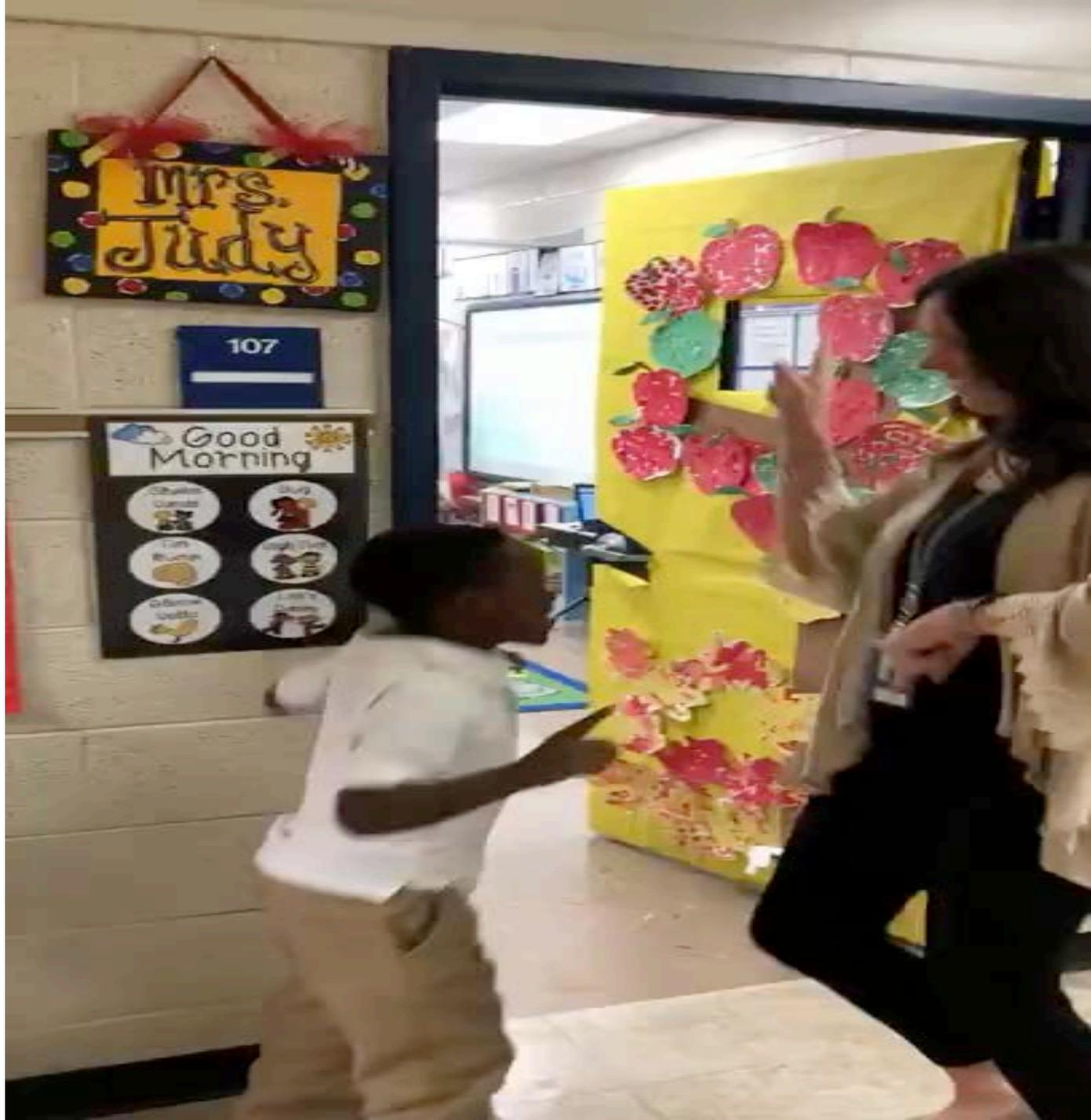
Greeting each student at the door with a positive message brings benefits for both students and teacher, according to a study.

By **Youki Terada**

September 11, 2018



In the study, when teachers started class by welcoming students at the door, academic engagement increased by 20 percentage points and disruptive behavior decreased by 9 percentage points—potentially adding “an additional hour of engagement over the course of a five-hour instructional day,” according to the researchers.



Mrs. Judy

107

Good Morning




Good Morning  
or Goodbye

HUG



Handshake



High-Five



FIST BUMP



# Ingredient 2: SEL Kernels that Support SEL of Students



SEL OF STUDENTS

# **SEL Kernel 5: Teach Self-Regulation**



**“Childhood self-control predicts health, wealth  
& public safety”**

Moffitt et al., 2011

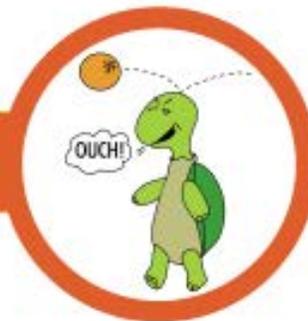
# What did we learn from the “Marshmallow Test?”



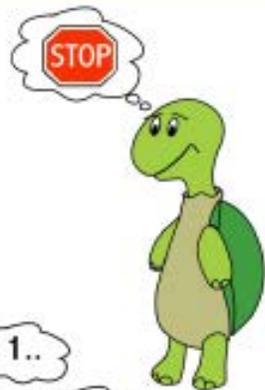
- About 30% of 4 year olds could wait
- Those children who could wait scored higher on their college entrance exams (average 210 points)
- Failure to wait predicted anti-social behavior and alcohol and drug use (Mischel, Shoda, & Rodriguez 1989)



## REMEMBER TUCKER TURTLE!



1



**STOP!**

When you are starting to feel upset or angry.

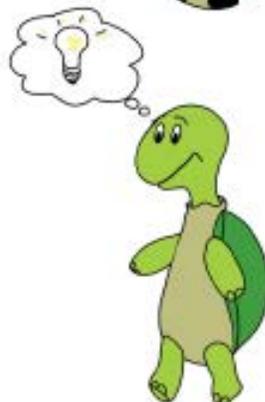
2



**BREATHE!**

Take 3 deep breaths inside of your shell.

3



**THINK!**

What can you do to help solve your problem?

# FEELING STRESSED?

**STOP!**

**Count to 10,  
take deep  
breaths and try  
to calm down.**

**THINK!**

**Why do you  
feel like this?  
What has  
upset you?**

**SHARE!**

**Speak to a  
person you  
trust about the  
issue.**



[HOW IT WORKS](#)

[IN THE CLASSROOM](#)

[AT HOME](#)

[ACTIVITIES](#)

[MY ACCOUNT](#)

[SIGN OUT](#)

# Get your mind ready.

Mind Yeti helps kids be calm, focused and more connected to others and the world.

[GET YETI FOR FREE](#)



[Watch the Video](#)





New! Want mindfulness on the go? We've got an app for that! [Get it now!](#)



Calm Down



Focus



Get Along



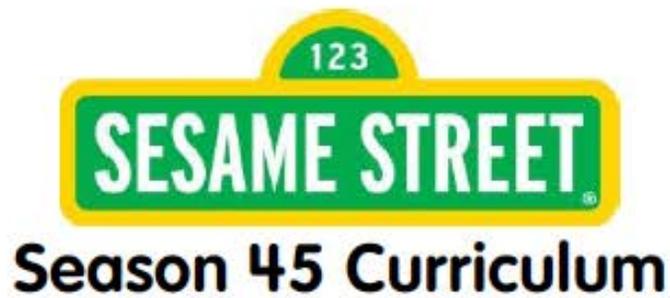
Reset



Create



Go to Sleep



## Self-regulation Skills Linked to School Readiness

School readiness has always been at the heart of *Sesame Street's* mission. Families and teachers are especially concerned that their children gain specific skills that can help them to be successful once they enter the kindergarten classroom. Children are born ready to learn, but how and what they learn is critical in predicting children's success in school. Thus, our **focus for Season 45 is on School Readiness and identifying the fundamental academic skills linked with the process skills of self-regulation and executive function to unify our whole child curriculum.**

**Self-regulation/executive function is a critical skill for preschoolers and affects children socially, behaviorally, and academically.** In fact, self-regulation is often a better predictor of a child's academic success in reading and math than a child's IQ (Blair & Razza, 2007). Unfortunately, children often begin kindergarten without important skills, such as being able to follow directions, stay on task with focused attention and the ability to regulate their own emotions using concrete strategies. Moreover, **Kindergarten teachers view self-regulation as being more essential for school readiness, than academic skills, such as counting or recognizing letters.** Skills, such as regulating emotions, controlling and resisting impulses and exerting self-control are essential for social-emotional competence, developing healthy habits and



# Set up a Calm Corner or Peace Place



Creating a place for students to go to practice kindness, mindfulness and self-regulation

# My Happy Place



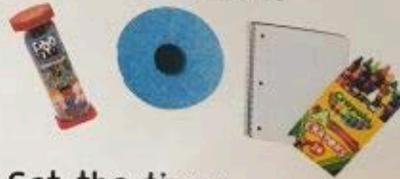
Created by:

The Write Stuff



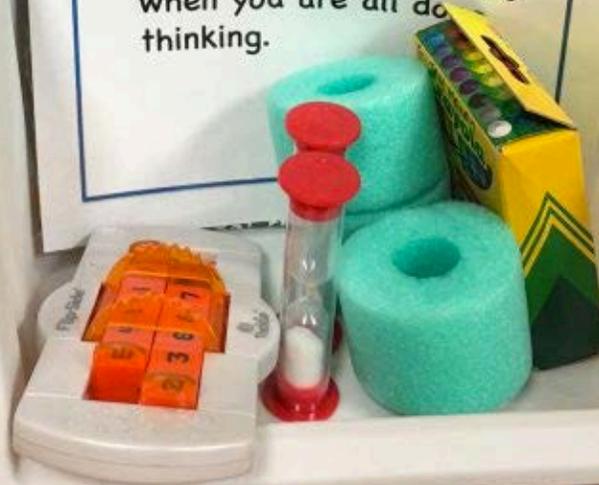
## COOL DOWN

1. Choose a chiller.



2. Set the timer.

3. Come and join the class when you are all done thinking.



The self-regulation corner

But Robert W. Coleman Elementary School has been doing something different when students act out: offering meditation.

**This school replaced  
detention with meditation.  
The results are stunning.**



# **SEL Kernel # 6: Brain Breaks!**



**MINDUP\***

Kindergarten to 8th  
grade (5 to 14 yrs)

Focused Classrooms • Mindful Learning • Resilient Children  
**SCHOLASTIC**

Focused Classrooms • Mindful Learning • Resilient Students  
**SCHOLASTIC**

Focused Classrooms • Mindful Learning • Resilient Students  
**SCHOLASTIC**

 **The HAWN FOUNDATION**

THE CORE PRACTICE 3x a day

"the heart of the program"

PAUSE

LISTEN

BREATHE

# Mindfulness in Everyday Life: An Example



But Robert W. Coleman Elementary School has been doing something different when students act out: offering meditation.

**This school replaced  
detention with meditation.  
The results are stunning.**



# **SEL Kernel #7: Promote Emotional Literacy**

<http://ei.yale.edu/ruler/>

**R**

ecognizing emotions in self and others

**U**

nderstanding the causes and consequences of emotions

**L**

abeling emotions accurately

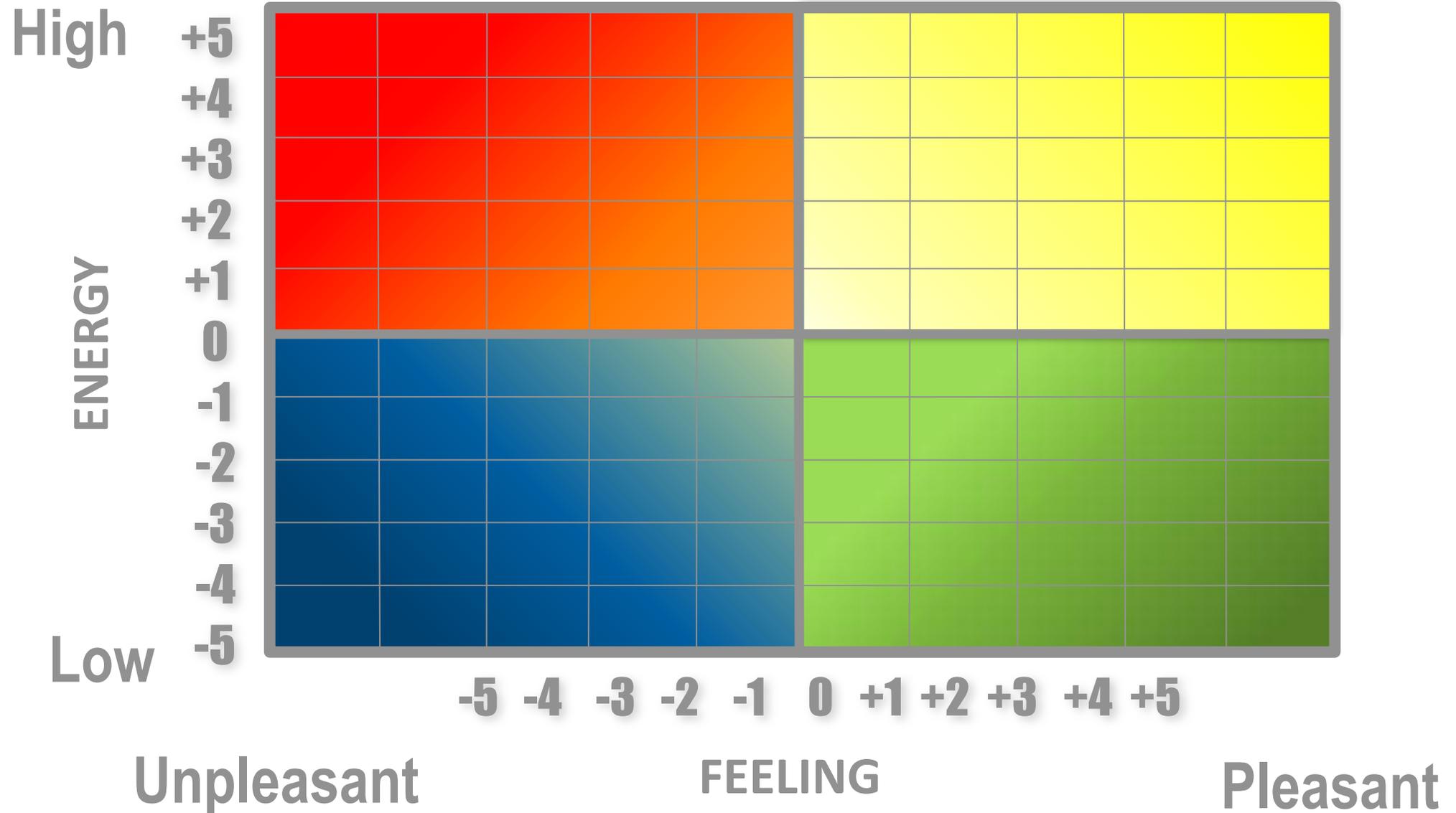
**E**

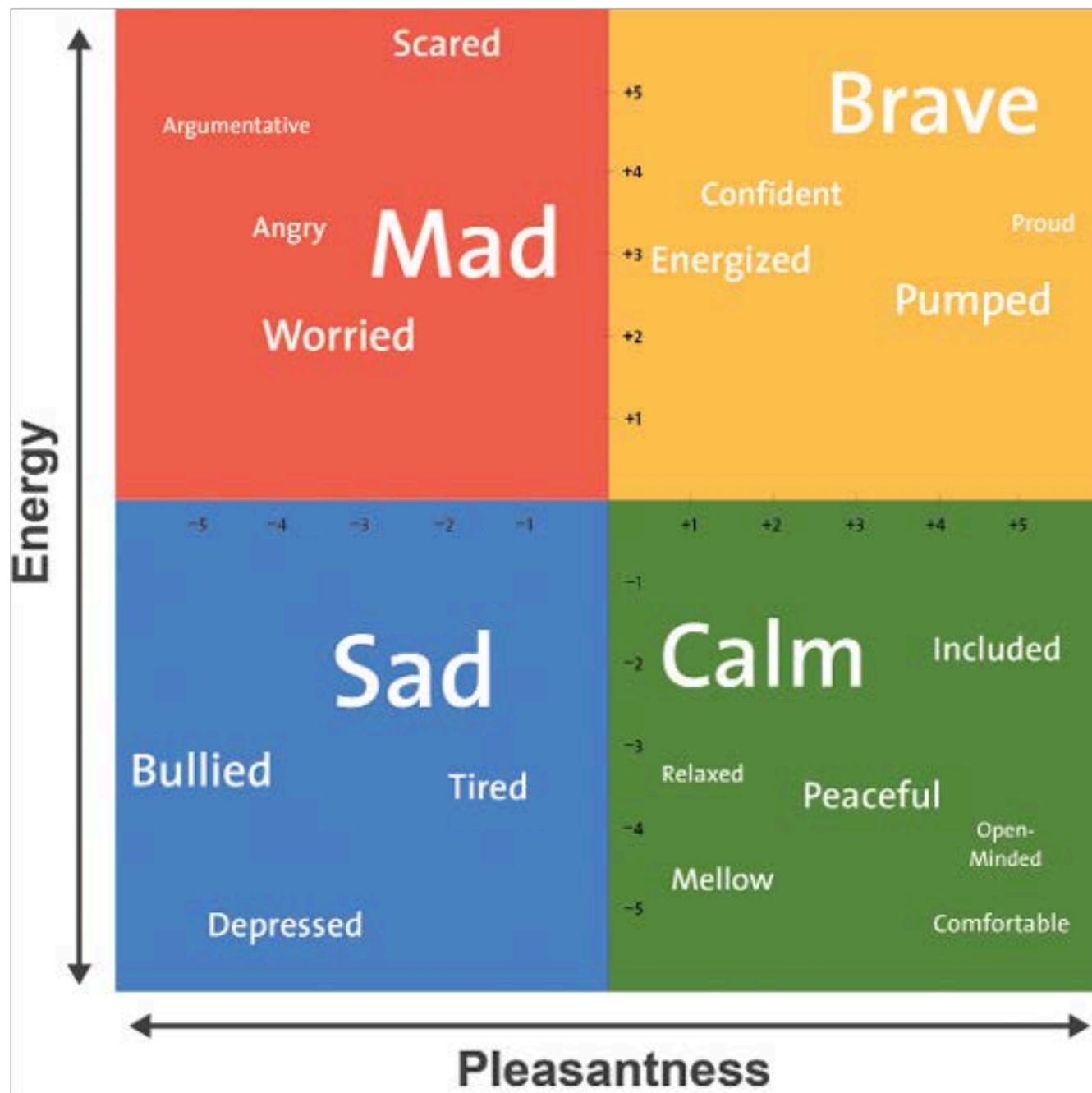
xpressing emotions appropriately

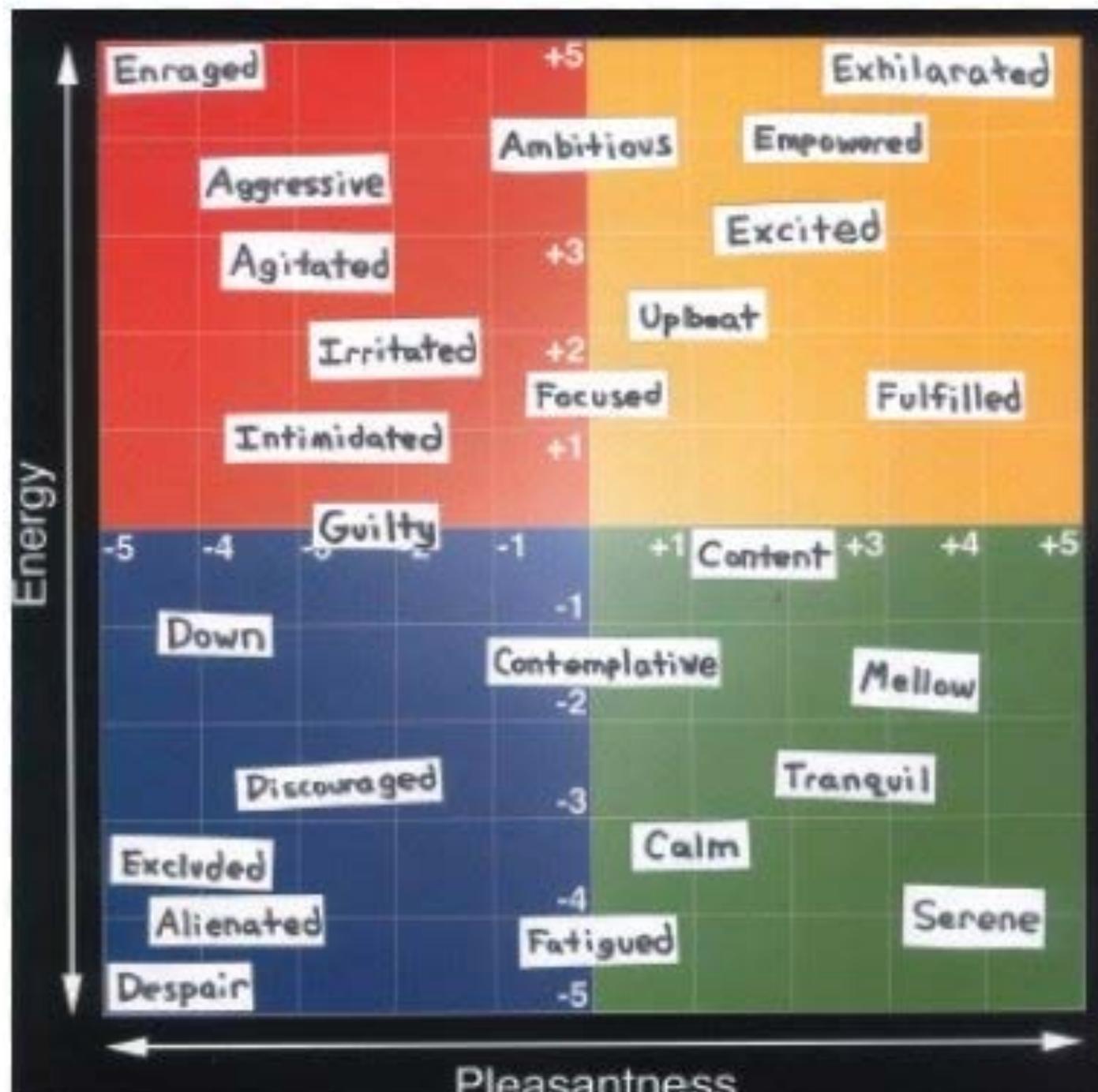
**R**

egulating emotions effectively

# THE MOOD METER









# KERNEL #8: PROVIDE OPPORTUNITIES FOR SELF-REFLECTION



# An experiment



# THINK/PAIR/SHARE

- **Think** about something that happened to you this past week for which you are grateful.
- **Pair** up with someone near you
- **Share** your experiences



# **SEL Exercise:** You built or deepened a relationship

- You connected with another person
- You shared something personal and received something personal from another person
- You broadened your understanding of that person, and contributed to their growing understanding of you (and perhaps others)
- You were exposed to a different perspective, deepening your understanding of that person, and practicing your empathy skills

# **SEL Exercise:**

## **You got smarter**

- **You learned something about another person**
- **You may have learned something new about yourself**
- **You used your analytic skills to compare and consider the different experiences**

# SEL Kernel: Practice Gratitude



# Gratitude Promote Happiness and Happiness Influences Learning

- We learn more and retain more information when we are in a positive mood state.
- Happiness is contagious.



# THE GRATITUDE PRACTICE

# **SEL Kernel #9: Promote Kindness**



Being kind creates a kind environment,  
promotes group cohesion, reduces  
aggression

# Kindness Counts: Prompting Prosocial Behavior in Preadolescents Boosts Peer Acceptance and Well-Being

Kristin Layous<sup>1\*</sup>, S. Katherine Nelson<sup>1</sup>, Eva Oberle<sup>2</sup>, Kimberly A. Schonert-Reichl<sup>2</sup>, Sonja Lyubomirsky<sup>1</sup>

**1** Department of Psychology, University of California, Riverside, California, United States of America, **2** Department of Educational and Counseling Psychology and Special Education, University of British Columbia, Vancouver, British Columbia, Canada

## Abstract

At the top of parents' many wishes is for their children to be happy, to be good, and to be well-liked. Our findings suggest that these goals may not only be compatible but also reciprocal. In a longitudinal experiment conducted in 19 classrooms in Vancouver, 9- to 11-year olds were instructed to perform three acts of kindness (versus visit three places) per week over the course of 4 weeks. Students in both conditions improved in well-being, but students who performed kind acts experienced significantly bigger increases in peer acceptance (or sociometric popularity) than students who visited places. Increasing peer acceptance is a critical goal, as it is related to a variety of important academic and social outcomes, including reduced likelihood of being bullied. Teachers and interventionists can build on this study by introducing intentional prosocial activities into classrooms and recommending that such activities be performed regularly and purposefully.

**Citation:** Layous K, Nelson SK, Oberle E, Schonert-Reichl KA, Lyubomirsky S (2012) Kindness Counts: Prompting Prosocial Behavior in Preadolescents Boosts Peer Acceptance and Well-Being. PLoS ONE 7(12): e51380. doi:10.1371/journal.pone.0051380

**Editor:** Frank Krueger, George Mason University/Krasnow Institute for Advanced Study, United States of America

**Received:** August 12, 2012; **Accepted:** November 6, 2012; **Published:** December 26, 2012

**Copyright:** © 2012 Layous et al. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

**Funding:** These authors have no support or funding to report.

**Competing Interests:** The authors have declared that no competing interests exist.

\* E-mail: klayo001@ucr.edu

## Introduction

At the top of parents' many wishes is for their children to be happy, to be good, and to have positive relationships with others

benefits beyond personal happiness, as prosocial behavior predicts academic achievement and social acceptance in adolescents [16]. The dearth of work on enhancing happiness and prosociality in youth, coupled with evidence of their many benefits, highlights the

# Examples of Responses

- ACT OF KINDNESS

- Gave a friend a nice snack
- Hugged Vanessa
- I listened to people who have trouble
- Moving a piano
- I gave a snack away without anyone knowing
- Holding the door open
- Helping my little brother
- Cleaning toilets

- WHEREABOUTS

- Grandpa's
- Library
- 20<sup>th</sup> & Dunbar
- Swings
- My friend's apartment
- Fraser River
- Classroom
- Bus
- My house's garden
- Children's festival



# SEE Learning

Social, Emotional, and  
Ethical Learning

*An Initiative for Educating Heart and Mind*



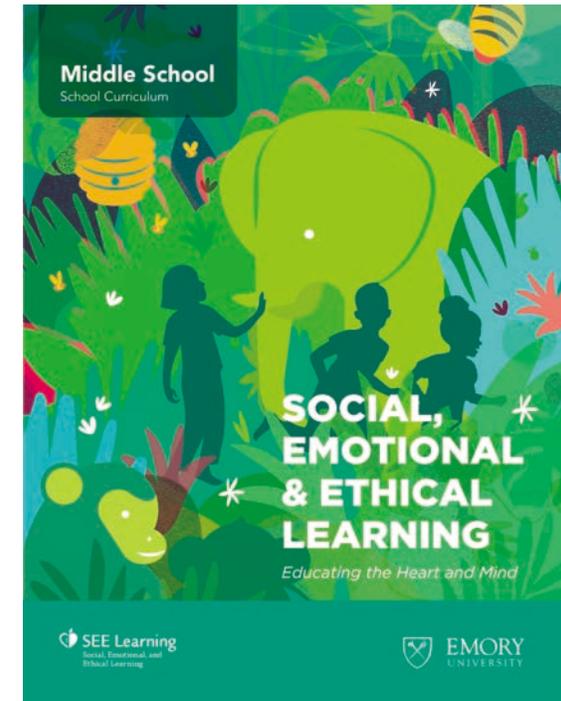
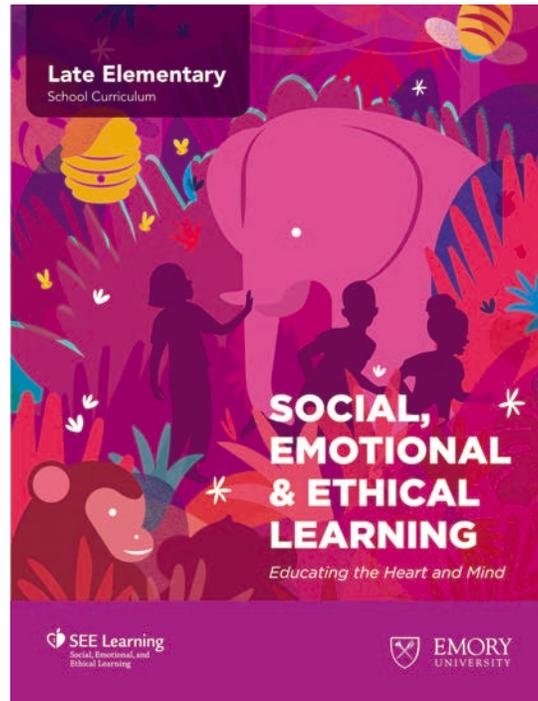
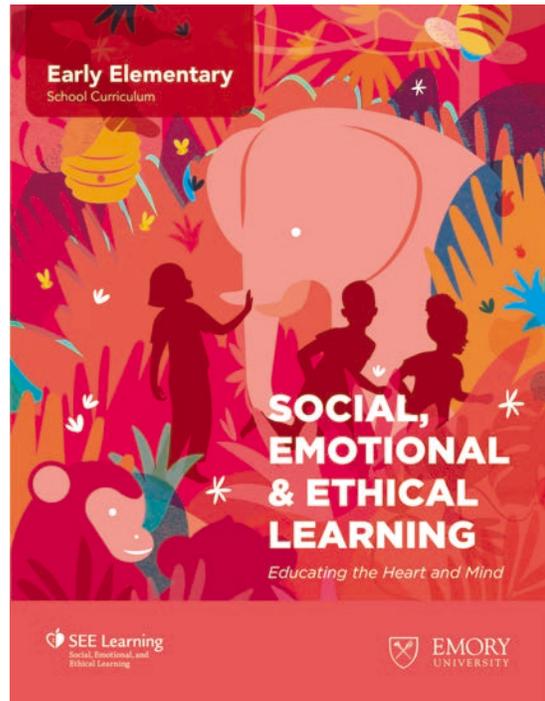
EMORY  
UNIVERSITY



A comprehensive framework and curriculum to teach awareness and compassion to children in educational settings across the globe.



# The SEE Learning Curriculum



Each level contains about 40 Learning Experiences, each of which takes between 20-40 minutes to complete.

# Center for Healthy Minds

<https://centerhealthyminds.org/join-the-movement/sign-up-to-receive-the-kindness-curriculum>



A mindfulness-based  
**kindness  
curriculum**  
for preschoolers



# KINDNESS IN THE CLASSROOM<sup>®</sup>

## FREE K-12 LESSON PLANS

Don't expect kindness in schools—teach it!

Download our FREE K-12 lesson plans, lead a kindness project or form a kindness club. Our curriculum features developmentally appropriate, standards-aligned lessons that teach kids important Social Emotional (SEL) skills.

[FREE K-12 LESSON PLANS](#)

[EDUCATOR RESOURCES](#)

[RESEARCH](#)

[OUR APPROACH](#)

# KINDNESS IN THE CLASSROOM

Free evidence-based resources provide simple ways to improve social emotional learning (SEL), attitudes and actions in school and at home.



## STANDARDS-BASED

Kindness lessons align academic and social & emotional learning with



## FREE K-8 LESSON PLANS

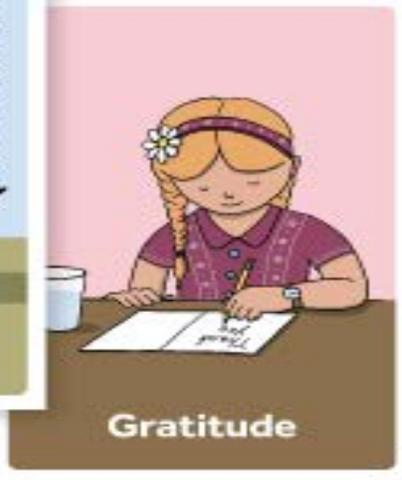
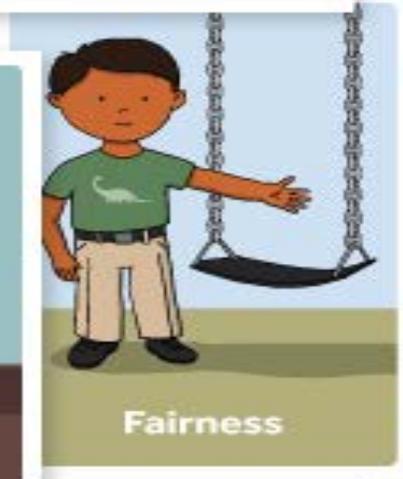
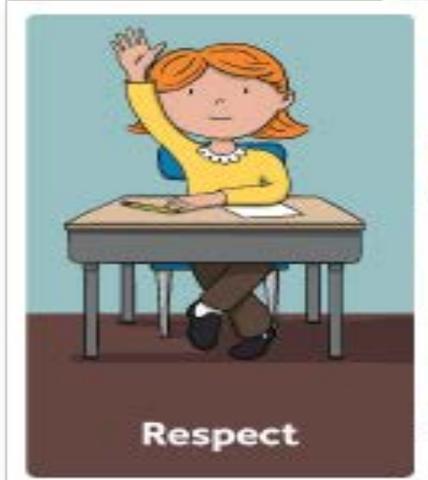
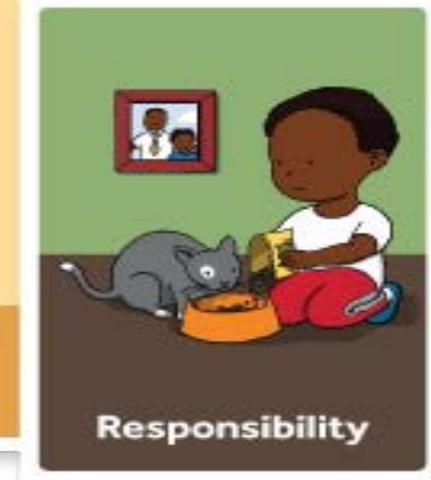
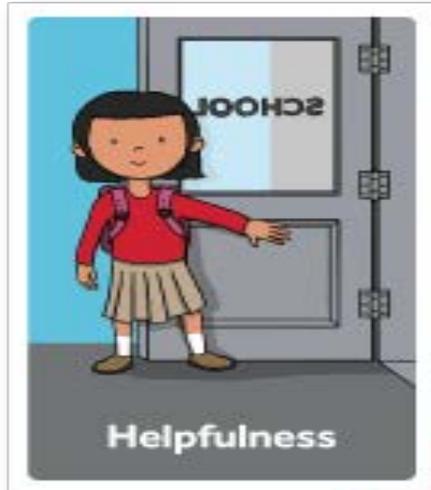
Boost social and emotional learning (SEL) and teach important skills for healthy



## EVIDENCED-BASED

Research indicates that practicing kindness affects every aspect of school

# Kindness Concepts



# Research Findings from the Kindness in the Classroom Research (Schonert-Reichl et al., 2018)

- ↑ Happiness (Positive Emotions)
- ↑ Empathy
- ↑ Kindness
- ↑ Intrinsic Prosocial Motivation
- ↑ Peer Acceptance
- ↑ Teacher-student Closeness
- ↓ Antisocial Behaviours

# How to promote happiness

- Counting your blessings
- Practicing mindfulness
- Performing acts of kindness
- Imagining your best possible self
- Using your strengths in a new way
- Recalling an intensely positive experience





**SEL Kernel #10: To reach  
the students, CARE FOR  
Educators**

# FOR WELL STUDENTS WE NEED WELL TEACHERS

---

**Teacher at the beginning  
of the school year**



**Teacher at the end  
of the school year**



# First...



# Then...

# Teaching is one of the most stressful of all professions!

46% of teachers report high daily stress during the school year. That's tied with nurses for the highest rate among all occupational groups, and higher than doctors.



Gallup (2014). State of American Schools. Retrieved from <http://www.gallup.com/services/178709/state-america-schools-report.aspx>.



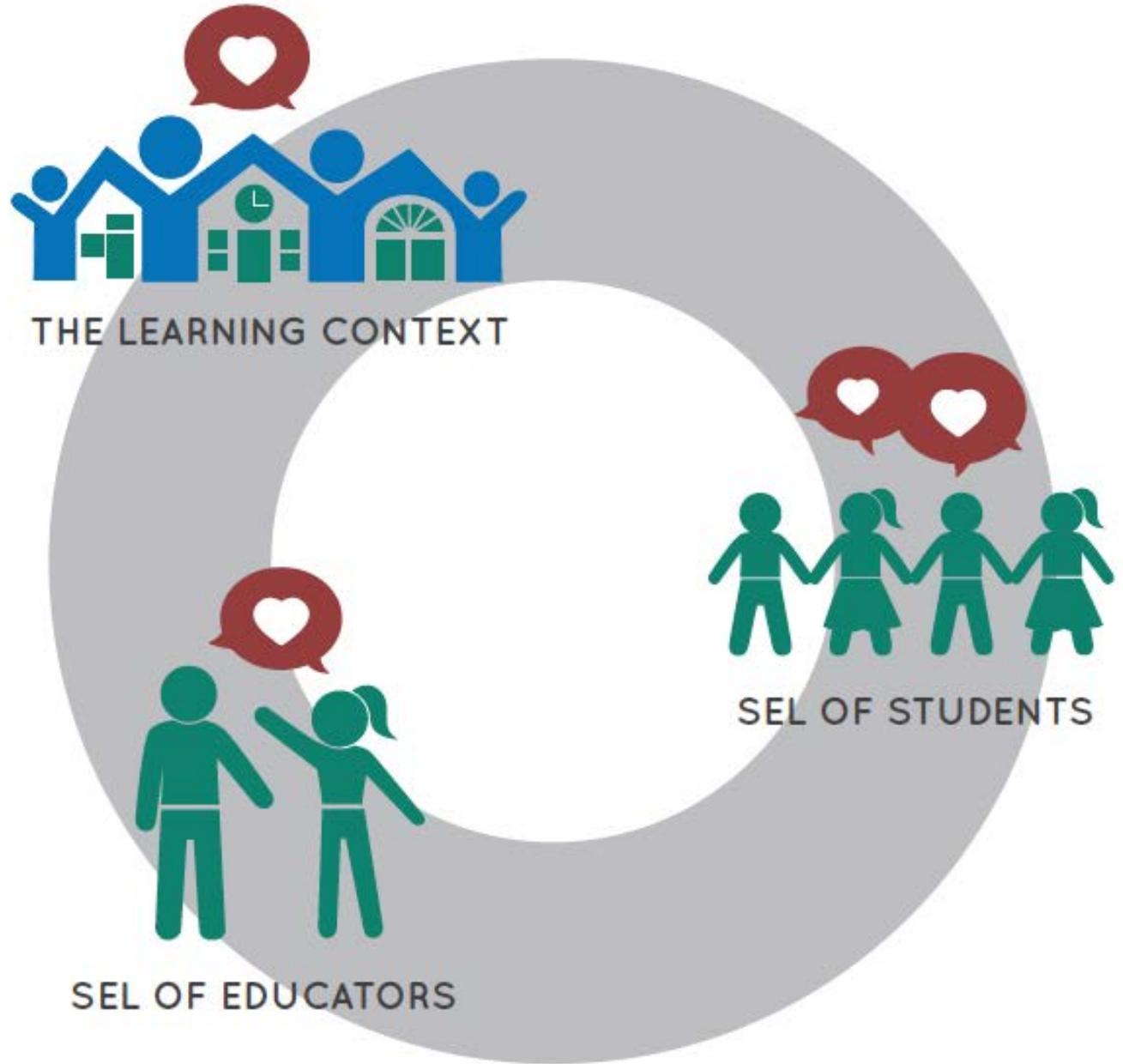
<http://www.CARE4Teachers.com>

- Cultivating
- Awareness
- Resilience in
- Education



GARRISON INSTITUTE

# THREE ESSENTIAL INGREDIENTS OF SEL



# Small Group Discussions

## **Inquiry Questions:**

What have we learned that we can begin to implement in our classrooms and schools to promote SEL in our students?

What else do we need to help these approaches to be successful?

What are the next steps we need to take?

A close-up photograph of a person's hands holding a bright red, glossy heart. The person is wearing a blue and white horizontally striped shirt. The background is blurred, showing more of the striped shirt. The text "THANK YOU" is overlaid in the center of the image.

**THANK YOU**