

# Le Café

## de Social and Emotional Learning

By Karl Mercuri



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# Menu

## Appetizer

**What** is social and emotional learning?

## Main Meal

**Why** should we teach social and emotional learning?

## Dessert

**How** do we implement social and emotional learning into schools?

# Diversity walk

“Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, family background, or family income.”

Aspen Education & Society Program and the Council of Chief State School Officers. 2017. Leading for Equity: Opportunities for State Education Chiefs. Washington, D.C.; National Equity Project. (n.d.). <http://nationalequityproject.org/>

# The real world

## and alarming mental health statistics

Between **15-25%** of Canadian children and youth suffer from at least 1 mental health problem or illness.

**70%** of mental health illnesses in Canadian adults have their own onset during adolescence.

**70%** of childhood mental health problems can be solved through early diagnosis & interventions.

<https://www.ctf-fce.ca/en/Pages/Issues/Mental-Health.aspx>

# The real world

## and alarming bullying statistics

Canada has the **9th** highest rate of bullying in the 13-years-olds category on a scale of 35 countries.

At least **1 in 3** adolescent students in Canada have reported being bullied recently.

Among adult Canadians, **38% of males** and **30% of females** reported having experienced occasional or frequent bullying during their school years.

<https://cihr-irsc.gc.ca/e/45838.html>

# The real world

## and the alarming teacher burnout statistic

**40%** of Canadian teachers leave the profession in the first 5 years

<https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=6279&context=etd>

**Social- Understanding others, stepping into their shoes, and making good decisions.**

**Emotional- Knowing yourself, managing your emotions, behavior and reaching your goals.**



## **The Purpose of SEL: Let's Be Clear**

Social-emotional learning isn't just a feel-good activity. It's not psychotherapy or an attempt to parent kids. Nor is it a substitute for core academic subjects such as math, science, or literacy.

<http://www.secondstep.org/social-emotional-learning#footnote-3>



# Core SEL competencies

## Intrapersonal Competencies

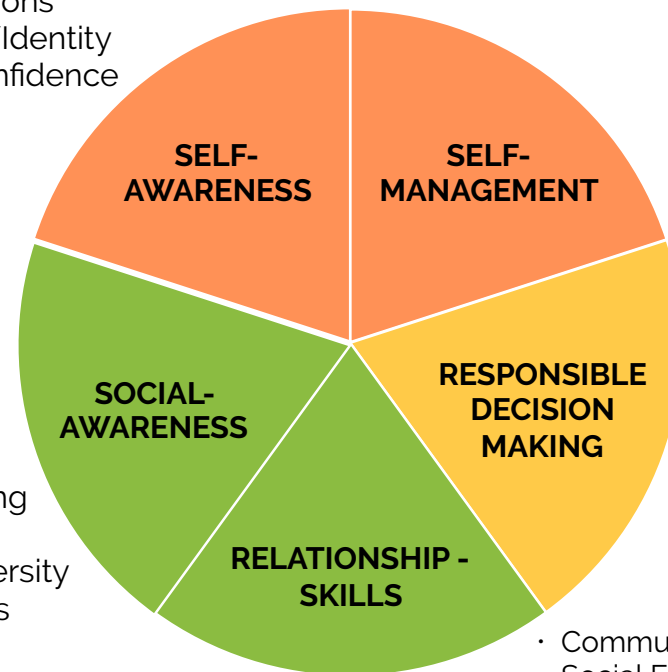
- Identifying emotions
- Self-perception/Identity
- Sense of self-confidence
- Self-efficacy

## Interpersonal Competencies

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect of others

## Cognitive Competence

- Communication
- Social Engagement
- Building relationships
- Working cooperatively
- Resolving conflict
- Helping/Seeking help



- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organisational skills

- Identifying problems
- Analysing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

<https://casel.org/core-competencies/>

# What does SEL look like in our classroom, school and community?



<https://casel.org/core-competencies/>

# Activity

Complete the micro-sort activity with your group.

Refer to the competencies document for help.

**Activity**  
Micro-skill sort

Draw a line matching the micro-skill to the competency.

1	Labels their own emotions accurately
2	Understands the characteristics of good goals
3	Understands the characteristics of friendships
4	Uses appropriate facial expressions and body language when communicating
5	Differentiates the intensity of different emotions
6	Expresses him/herself assertively
7	Persists in the face of setback
8	Respects the rights of others
9	Empathises with others
10	Identifies and cultivates their own strengths
11	Generates a number of solutions to a problem
12	Takes responsibility for own decisions and actions
13	Approaches and joins in with others
14	Identifies the emotions of others
15	Understands the link between their emotions and behaviour
16	Accepts and appreciates differences between people

Competency 1: Self-awareness  
Competency 2: Self-management  
Competency 3: Social awareness  
Competency 4: Relationship skills  
Competency 5: Responsible decision-making

Component 2: Social and emotional learning for students | 22 | Participant Workbook

## Core social and emotional competencies

**1 Self-awareness**

- Identifying emotions: Identifying and labelling one's emotions
- Recognising strengths: Identifying and cultivating one's strengths and positive qualities

**2 Self-management**

- Managing emotions: Monitoring and regulating one's feelings so they aid in the handling of situations
- Goal setting: Establishing and working toward achieving short and long term goals

**3 Social awareness**

- Perspective-taking: Identifying and understanding the thoughts and feelings of others
- Appreciating diversity: Understanding that individual and group differences complement each other

**4 Relationship skills**

- Communication: Using verbal and nonverbal skills to express oneself and promote positive and effective changes with others
- Building relationships: Establishing and maintaining healthy and rewarding connections with individuals and groups
- Negotiation: Achieving mutually satisfactory resolutions to conflict by addressing the needs of all connected
- Refusal: Effectively conveying and following through with one's decision not to engage in unwanted, unsafe, unethical conduct

**5 Responsible decision-making**

- Analysing situations: Accurately perceiving when a decision is needed, and assessing factors that may influence one's decision
- Assuming personal responsibility: Recognising and understanding one's obligation to engage in ethical, safe and legal behaviours
- Respecting others: Believing that others deserve to be treated with kindness, and feeling motivated to contribute to common good
- Problem-solving: Generating, implementing and evaluating positive and informed solutions to problems

# Answers



## Activity Micro-skill sort

Draw a line matching the micro-skill to the competency:

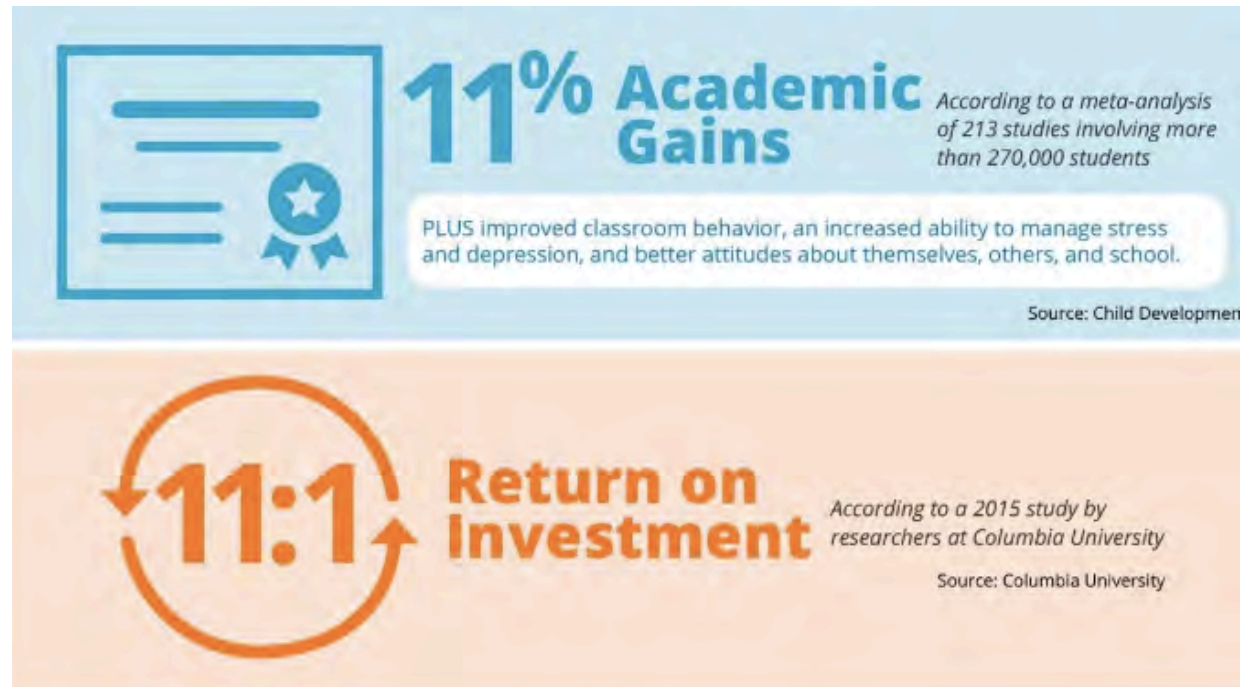
1	Labels their own emotions accurately	Self Aw
2	Understands the characteristics of good goals	Self Man
3	Understands the characteristics of friendships	Social A
4	Uses appropriate facial expressions and body language when communicating	Rel Skill
5	Differentiates the intensity of different emotions	Self Aw
6	Expresses him/herself assertively	Rel Skill
7	Perseveres in the face of setback	Self Man
8	Respects the rights of others	R D M
9	Empathises with others	Social A
10	Identifies and cultivates their own strengths	Self A
11	Generates a number of solutions to a problem	R D M
12	Takes responsibility for own decisions and actions	R D M
13	Approaches and joins in with others	Rel Skill
14	Identifies the emotions of others	Social A
15	Understands the link between their emotions and behaviour	Self Man
16	Accepts and appreciates differences between people	Social A



# Main meal (why)

## SEL & Academic Outcomes

<https://casel.org/impact/>



# SEL and behavior

Empathetic children with good perspective-taking skills are less likely to be physically, verbally, or indirectly aggressive toward peers.

Kaukiainen, A., Bjorkqvist, K., Lagerspetz, K., Osterman, K., Salmivalli, C., Rothberg, S., et al. (1999). The relationships between social intelligence, empathy, and three types of aggression. *Aggressive Behavior*, 25, 81–89.

## Researchers have found that SEL:

- ✓ Reduces aggressive behaviors in the classroom.
- ✓ Students who receive SEL training are 42% less likely to be involved in physical aggression in schools.

<https://education.cu-portland.edu/blog/classroom-resources/sel-at-risk-students/>

Students with greater social and emotional competency are less likely to be aggressors, targets of bullying or passive bystanders

[https://www.casel.org/wp-content/uploads/2016/01/3\\_SEL\\_and\\_Bullying\\_Prevention\\_2009.pdf](https://www.casel.org/wp-content/uploads/2016/01/3_SEL_and_Bullying_Prevention_2009.pdf)

# SEL & mental health

## Mental Health and Wellbeing:

SEL = Managing Feelings, Managing Friendships and Solving Problems



Mental health information sheets  
Component 2: Social and emotional learning for students

# SEL works:

## Linked to young adult outcomes

Statistically significant associations exist between measured **social-emotional skills in kindergarten and young adult outcomes** across multiple domains:

**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

Source: Damon E. Jones, Mark Greenberg, and Max Crowley. Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health: November 2015, Vol. 105, No. 11, pp. 2283-2290.



# SEL benefits adults:

## Positive impact on teachers

Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer.**

Teachers with high levels of social competence are better able to protect themselves from burnout by:

- ✓ developing and managing nurturing relationships with their students
- ✓ managing behavior in their classrooms
- ✓ serving as behavioral role models for children regulating their own emotions

Source: Jennings, P.A. & Greenberg, M.T. (2009) The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. American Educational Research Association.

# SEL & teacher wellbeing

Internal Drive

Emotional  
Intelligence

Relationships

<https://www.edutopia.org/blog/developing-teachers-social-emotional-skills-lorea-martinez>



# Employers

## Value SEL

92%

Of surveyed executives say skills such as **problem-solving and communicating clearly** are equally or more important than technical skills

National Bureau of Economic Research, 2015

The Top 10 skills identified by the World Economic Forum all **involve social and emotional competence.**

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
- Coordinating with others



6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
- Cognitive flexibility

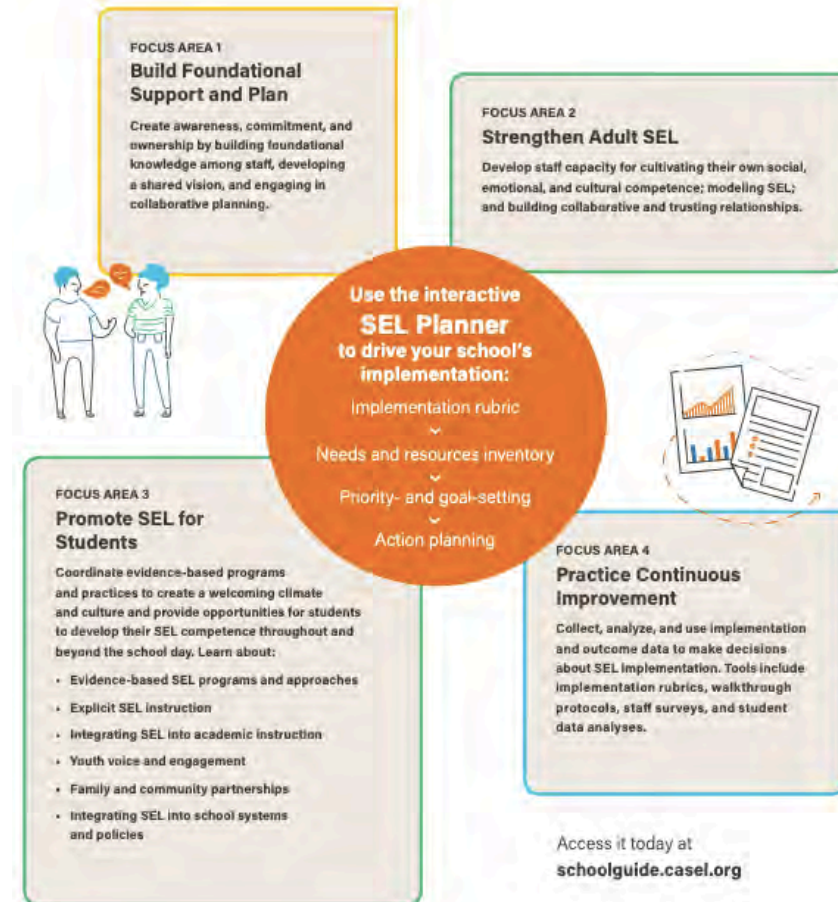
And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.

Source: Future of Jobs Report, World Economic Forum

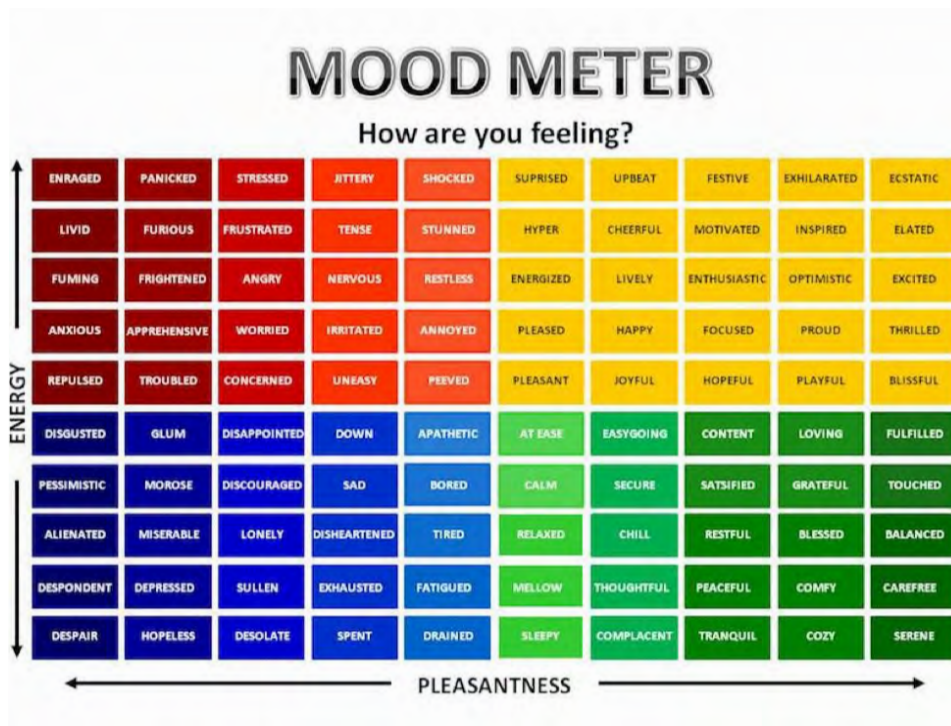
# Dessert (How)

## A Process for Schoolwide SEL

The CASEL Guide to Schoolwide SEL is not a stand-alone program or curriculum. Instead, it is a comprehensive online resource that provides a step-by-step process to help you achieve schoolwide SEL. Organized into four Focus Areas, this resource offers expert guidance and field-tested tools to help you implement SEL strategically, systemically, and effectively.



# Self-awareness examples



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# Self-management examples

## Take a Meta-Moment

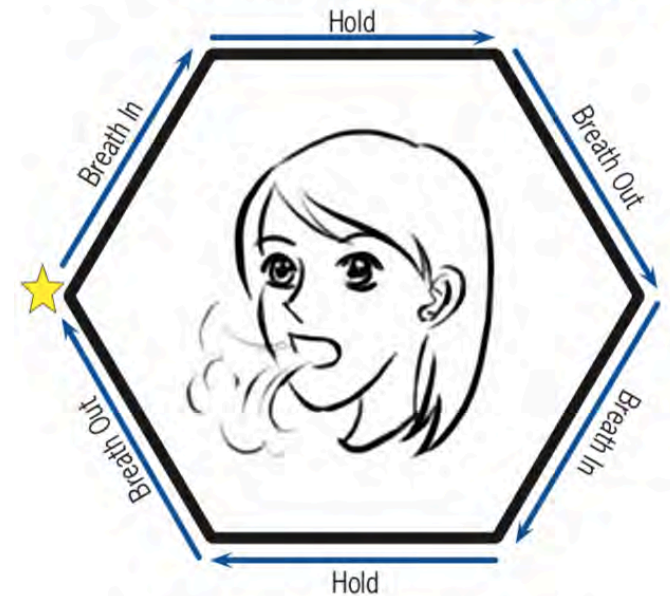
 <p>1. Something happens</p>	 <p>2. Sense</p>
 <p>3. Stop</p>	 <p>4. See your best self</p>
 <p>5. Strategize</p>	 <p>6. Succeed!</p>

**SMILING MIND**  
KIDS

In partnership with: **Yale Center for Emotional Intelligence**  
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## The Six Sides of Breathing



Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue The Six Sides of Breathing cycle until you feel calm and relaxed.

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<https://www.smilingmind.com.au/>

# Pedagogical Connections

## to social and emotional learning

Circles and restorative practice

Explicit links to common core subjects-  
Difficult math problem requires  
perseverance and problem solving.

Academic discussions

Personalized learning

Self-reflection and self-assessment

Positive Psychology

Project based learning

Community projects

**We find SEL  
all over the  
world.**



**Apple is the programs,  
information and  
knowledge provided to  
people.**

**People model, practice, teach and live SEL.**



# References

Aspen Education & Society Program and the Council of Chief State School Officers. 2017. Leading for Equity: Opportunities for State Education Chiefs. Washington, D.C.; National Equity Project. (n.d.). <http://nationalequityproject.org/>

<https://casel.org/core-competencies/>

<https://casel.org/impact/>

[https://www.casel.org/wp-content/uploads/2016/01/3\\_SEL\\_and\\_Bullying\\_Prevention\\_2009.pdf](https://www.casel.org/wp-content/uploads/2016/01/3_SEL_and_Bullying_Prevention_2009.pdf)

Damon E. Jones, Mark Greenberg, and Max Crowley. Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. *American Journal of Public Health*: November 2015, Vol. 105, No. 11, pp. 2283-2290.

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<https://www.edutopia.org/blog/developing-teachers-social-emotional-skills-lorea-martinez>

Source: Future of Jobs Report, World Economic Forum

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Kidsmatter Component 2: Social and emotional learning for students Participant Workbook

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Kaukiainen, A., Bjorkqvist, K., Lagerspetz, K., Osterman, K., Salmivalli, C., Rothberg, S., et al. (1999). The relationships between social intelligence, empathy, and three types of aggression. *Aggressive Behavior*, 25, 81-89.

National Bureau of Economic Research, 2015

Meta-analysis source (top section): 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.

Teacher burnout (bottom left): Jennings, P.A. & Greenberg, M.T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. American Educational Research Association.

<http://www.secondstep.org/social-emotional-learning#footnote-3>