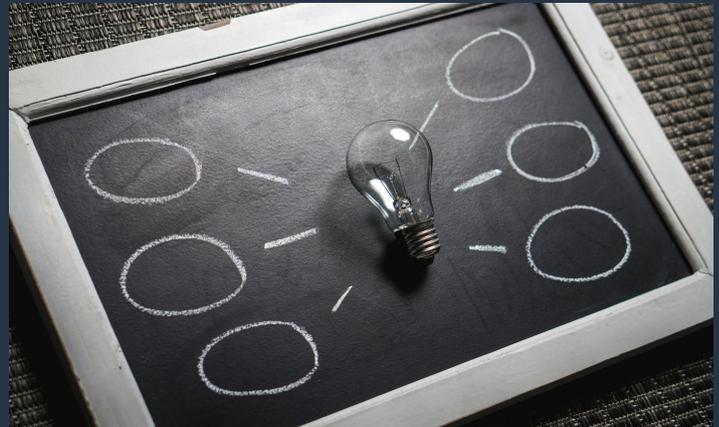


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PROJECT 10 TOPICAL BRIEFS are published on a bi-monthly basis. Each issue focuses on a specific topic or theme, highlighting current and upcoming information and events related to secondary transition. This month the Topical Brief is focused on **Social-Emotional Learning (SEL)**. *Use the green button below to share this Topical Brief with someone who would benefit from this edition.*

 [Send to a Colleague](#)



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# The Buzz Around Social-Emotional Learning (SEL)

SEL is the framework that assists individuals of all ages to understand and manage their emotions, set and attain personal goals, demonstrate empathy for others, form positive relationships and make responsible decisions. The five core competencies of SEL include the following:

- Self-Awareness (Intrapersonal - within the self)
- Self-Management (Intrapersonal - within the self)
- Social Awareness (Interpersonal - between the self and others)
- Relationship Skills (Interpersonal - between the self and others)
- Responsible Decision-Making (Culmination of intrapersonal and interpersonal)

Everyone wants to see students developing these competencies. Because these competencies support students as they exercise many other educational competencies, their development requires wide-spread implementation throughout the school system. Let's see what teachers, school leaders, professors and SEL experts are saying about SEL.

# What's the Buzz About SEL!

"SEL leads to increased academic achievement and improved behavior."  
- CASEL

"I'm calmer, more patient, kinder. . . I'm more willing to look for the reasons behind things that happen."  
- Elementary Educator

"To be truly effective, SEL needs to be a part of every aspect of school culture, not just the classroom."  
- Education Director

"We need to have both a lens and a mirror as we work with students."  
- Professor

"The top four skills employers are looking for in college graduates are SEL-related skills."  
-Aperture Education

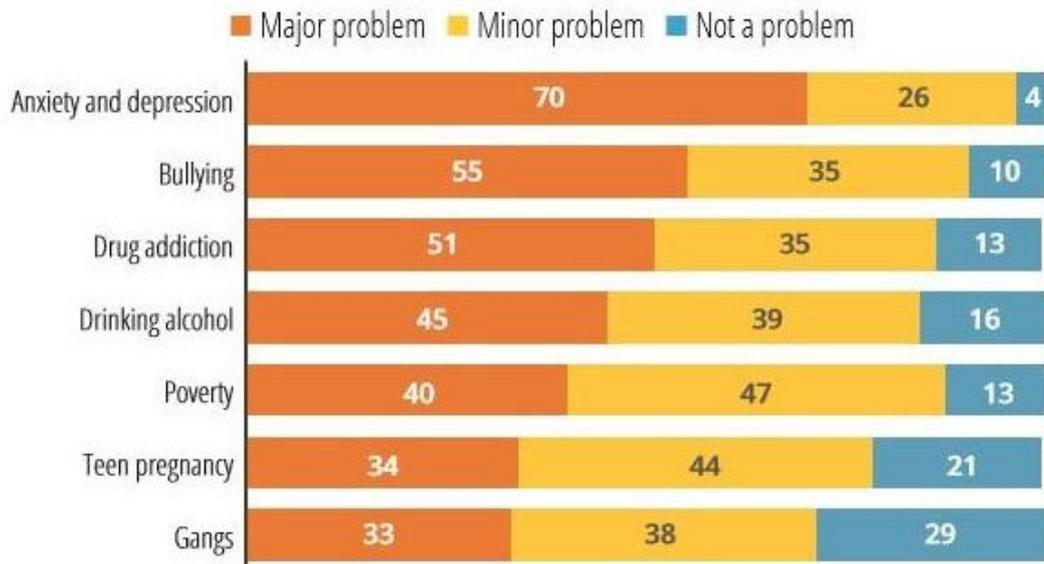
"SEL doesn't just change the teaching—it changes the teachers and the students."  
- Education Director

## SEL: A Strategy for Graduating Students College and Career Ready

Students face a variety of challenges as they become adults. Barriers to growth come from all corners, including economic, social, emotional and personal health. These barriers can sometimes disrupt students' lives and derail the development of healthy patterns. A Pew Research Center survey (2018) reports and the problems that teens observe in their peers. The combination of anxiety and depression are at the top of the list.

## Anxiety and depression top list of problems teens see among their peers

% of teens saying each of the following is a problem...



Note: Share of respondents who didn't offer an answer not shown.

Dymnicki, Sambolt and Kidron (2013) maintain that SEL can help to mitigate some of these factors, "Educators can address some of the social, emotional and mental health barriers by helping students develop better SEL skills and creating a safe, caring and well-managed learning environment that fosters positive decision making and academic success." Durlak and fellow researchers (2011) reported that students experience the following outcomes when SEL is woven into the fabric of school life:

- Reduced aggression and emotional distress
- Increased helping behaviors
- Improved attitudes toward self and others
- Increased academic performance

SEL skills are also directly related to employment skills. The World Economic Forum listed the top ten employment skills needed in 2020. The list includes six skills directly related to social and emotional competence. The top ten employment skills for 2020 include the following (social and emotional competence related skills are marked with an asterisk\*):

- Complex problem-solving
- Critical thinking
- Creativity
- People management\*
- Coordinating with others\*
- Emotional intelligence
- Judgment and decision-making\*
- Service orientation\*
- Negotiation\*
- Cognitive flexibility

Questions about SEL implementation continue to rattle through our heads.

How do I fully implement SEL with my students?

How do we establish SEL schoolwide with fidelity?

How do we ensure students receive the benefits that SEL brings?

Read the remaining stories to find some possible answers to your questions.

# Implementing SEL Doesn't Have to Be a Tug-of-War



Meena Srinivasan, the Executive Director of Transformative Educational Leadership, describes some of the frustration that educators feel when implementing SEL into their teaching. Teachers often feel the tug-of-war between academic priorities and SEL priorities. Srinivasan (2019) explains, "Luckily, SEL need not be separate from academics or an instructional add-on, but an integral part of quality teaching and learning" (Three Keys to Infusing SEL, para. 3).

Srinivasan advises educators to infuse SEL into their daily lessons and everyday interactions with students. She suggests there are three keys to infusing SEL into academics and classroom culture.

## **1. Develop your own SEL practice.**

Teachers need to be grounded in SEL in order to develop dynamic learning environments. According to Srinivasan (2019), "Research confirms that teachers who developed SEL skills not only improved their own well-being but improved the academic learning and social-emotional development of their students."

## **2. From the beginning, develop lessons with SEL in mind.**

Nicholas Yoder, Director of Policy and Practice for CASEL, developed a list of the top 10 teaching practices that promote the development of social-emotional competencies. See the list below.

# Top 10 Teaching Practices that Promote Social-Emotional Competencies



- 1 Student-Centered Discipline** is developmentally appropriate, uses positive behavior strategies and motivates students to regulate their own behavior.
- 2 Teacher Language** is communication from the teacher to the student that acknowledges student efforts with respect and encouragement.
- 3 Responsibility and Choice** is the development of an environment that enables students to have a voice and engage in meaningful choices.
- 4 Warmth and Support** is the academic and social support that teachers provide to students and model for peers to provide to peers.
- 5 Cooperative Learning** is when teachers assist students to effectively work together by providing both collective and individual responsibility.
- 6 Classroom Discussion** is meaningful conversation focused on content in which the dialogue is student-driven and prompted by open-ended questions from the teacher.
- 7 Self-Reflection and Self-Assessment** are opportunities for students to review their own work and compare it with the standards established by the teacher.
- 8 Balanced Instruction** is the use of a balance between active and indirect instruction as well as a balance between individual and collaborative learning.
- 9 Academic Press and Expectations** is the exertion of positive pressure to attain rigorous academic expectations.
- 10 Competence Building - Modeling, Practicing, Feedback and Coaching** is the use of each part of the learning and instructional cycle to embed social-emotional competencies.

## Supporting SEL at Each Level Promotes College and Career Readiness

State education agencies, school districts, school administrators and teachers all play an important role in the process of embedding a culture of social-emotional competence throughout school systems. Review the action steps below, developed by Nicholas Yoder, that can guide SEL development and define roles.

Six ways that SEL promotes college and career readiness include the following:

1. **Teamwork:** Relationship skills are often foundational for success in the classroom and

the workplace.

2. **Decision-Making:** Employers look for applicants who have the ability and confidence to make good decisions.
3. **Effective Communication:** Communication is a skill that enables students to competently connect with classmates, co-workers, employers, acquaintances, friends and family.
4. **Organization:** From managing class assignments to managing duties and deadlines at work, strong organizational skills are an asset.
5. **Goal-Setting:** Attaining the career and life that one wants requires the setting and completion of a series of goals.
6. **Self-Efficacy:** Students' belief in their ability to succeed can determine what they attempt to accomplish. Self-efficacy is a doorway to wider horizons (Ross, n.d.).

## 1 State Actions:

- (a) Adopt or develop SEL standards.
- (b) Explicitly include practices that promote or support SEL in educator evaluation systems.
- (c) Develop policies that focus on the implementation of practices that promote or support SEL.

## 2 District Actions:

- (a) Implement SEL programs that focus on teaching specific social-emotional competencies.
- (b) Explicitly include practices that promote or support SEL in educator evaluation systems.
- (c) Connect SEL to other district initiatives, including college and career readiness standards, school climate, and anti-bullying.
- (d) Create a process to continually assess the effectiveness of initiatives and programs designed to promote SEL.
- (e) In Florida, SEL can be an integral part of the Mental Health Assistance Allocation (MHAA) Plan.

## 3 School Administrator Actions:

- (a) Implement an SEL learning program.
- (b) Integrate SEL into academic learning and curricular resources.
- (c) Provide teachers with professional learning experiences on SEL.
- (d) Look for instructional practices that promote or support SEL.
- (e) Connect SEL to other school policies and procedures, such as school climate, school vision and mission or service learning programs.

## 4 Teacher Actions:

- (a) Use specific instructional strategies and classroom management techniques, including those that foster a supportive, caring classroom environment.
- (b) Assess use of instructional strategies that support SEL in the classroom.
- (c) Assess students' social-emotional competencies in the classroom.
- (d) Ask for feedback from administrators, evaluators, or peers on SEL implementation.
- (e) Implement and/or advocate for SEL school and district policies.

## Hot Off the Press: A User-Friendly Guide to Schoolwide SEL

*The Collaborative for Academic, Social and Emotional Learning (CASEL) Guide to Schoolwide SEL Essentials* is a featured and free resource that was completed in October 2019. This online interactive guide is not a curriculum, but a step-by-step guide that will lead you through the first step, "Assembling an SEL Team" all the way through to the final and ongoing steps of "Continuously Improve Schoolwide SEL Implementation" and "Test Innovative Strategies."

There are five areas of focus within this guide include the following:

1. Focus Area 1A: Building Awareness, Commitment and Ownership
2. Focus Area 1B: Create a Plan
3. Focus Area 2: Strengthen Adult SEL
4. Focus Area 3: Promote SEL for Students
5. Focus Area 4: Practice Continuous Improvement

Each of these five focus areas have layered goals and tasks that will assist your SEL team to meet the final goal of effectively integrated SEL schoolwide. Additionally, each task is supported with tools to support the work of the team. Tools include samples, rubrics, checklists and more.

### TOOL: Assembling an SEL Team

Collaborating closely with out-of-school time partners? See the [OST-enhanced version of this tool](https://schoolguide.casel.org/out-of-school-time-tools) (<https://schoolguide.casel.org/out-of-school-time-tools>)

Role	Considerations for selection	Suggested Member(s)
<b>Team Lead</b>	<p>Choose a team lead who:</p> <ul style="list-style-type: none"> <li>● Is a full-time school employee with the flexibility and commitment to attend meetings and do light preparation work.</li> <li>● Is ideally a highly organized, big-picture thinker who is eager to improve school climate and move SEL forward.</li> <li>● Has the trust and respect of peers.</li> </ul>	
<b>Principal or Assistant Principal</b>	<p>Choose an administrative lead who:</p> <ul style="list-style-type: none"> <li>● Has the flexibility and commitment to attend team meetings.</li> <li>● Has the decision-making power to move initiatives forward.</li> </ul>	
<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>● Representatives from each grade band or subject area</li> <li>● Special education teachers</li> <li>● Specials teachers (e.g., PE, art)</li> <li>● Interventionists or coaches</li> </ul>	<p>Choose teachers who:</p> <ul style="list-style-type: none"> <li>● Are trusted, natural leaders in the school. While you may have passionate staff who are eager to participate, limiting yourself to those who self-select may not create a group that the rest of your staff is willing to get behind.</li> <li>● Are respected by other teachers.</li> </ul>	

For example, one of the many tools in Focus Area 1A is Assembling an SEL Team. This tool defines the roles that should be represented on an SEL team and describes characteristics to consider when recruiting team members. A portion of this tool is pictured above.

This is an online, free and interactive resource and the guide can be downloaded as a pdf and each tool can be downloaded as a Word document. Access the CASEL Guide to Schoolwide SEL at <https://schoolguide.casel.org/>.



## Featured Resource: Florida Social and Emotional Development and Supports: Building the Foundation for Safe and Supportive School Environments

The [Florida Department of Education's Offices of Safe Schools and Healthy Schools](#) have forged a partnership to strengthen and build statewide capacity for safe and supportive school environments via SEL. The plan includes a three-pronged approach to improve social and emotional education and skills development.

1. Facilitate a [Florida SEL District Collaborative](#) to engage districts as critical partners in building statewide capacity.
2. Develop an interactive Florida District Implementation [SEL Landscape Map](#). The Florida SEL Highlights page features the work districts are doing to increase the use of SEL to improve outcomes for students. \*Be sure to see SEL-focused newsletters and videos being produced in St. Lucie Public Schools and Volusia County Schools.\*Be sure to explore this page for upcoming event and webinar information and materials from past events and webinars.
3. Strengthen social and emotional education and skills development through a best-practice track at the Healthy Minds & Healthy Futures Conference, which is co-hosted by the [Multiagency Network for Students with Emotional/Behavioral Disabilities \(SEDNET\)](#) and [Florida chapter of the Association of People Supporting EmploymentFirst \(APSE\)](#).

## Resources

### [6 Ways SEL Boosts College and Career Readiness](#)

This article describes how SEL provides the foundation students need to succeed in the postsecondary setting.

### [A Parents' Resource Guide for Social and Emotional Learning](#)

This resource is a compilation of articles and videos for parents about fostering skills such as kindness, empathy, resilience, perseverance and focus.

### [CASEL Guide, Effective Social and Emotional Learning Programs for Middle and High School](#)

This guide identifies and evaluates evidence-based SEL programs with potential for broad usage in schools across the United States. The guide provides educators with information they need for selecting the SEL programs most appropriate for their districts and schools.

### [CASEL: Core SEL Competencies](#)

This webpage identifies and describes the five core SEL competencies.

### [Edutopia: Making SEL More Relevant to Teens](#)

This brief article describes three ways you can help teens develop greater self-awareness and ultimately enhance their sense of status and respect among peers and adults.

### [Florida Social and Emotional Development and Supports: Building the Foundation for Safe and Supportive School Environments](#)

A partnership between the Florida Department of Education's Offices of Safe Schools and Healthy Schools to strengthen and build statewide capacity for safe and supportive school environments via SEL.

### [Frequently Asked Questions About the Washoe County School District \(WCSD\) Social and Emotional Competency Assessment \(WCSD-SECA\)](#)

The WCSD-SECA is a collection of three instruments to assess social and emotional competencies for students in grades 5 -12. The instruments were developed through CASEL and the Washoe County School District in Reno, Nevada. These assessments are free and open-source.

### [Greater Good - Meena Srinivasan - SEL and Mindfulness: A Culturally Responsive Approach](#)

This is a video of Srinivasan's presentation on the power of integrating knowledge, attitude, skill, aspiration and behavior (KASAB).

### [How SEL and Mindfulness Can Work Together](#)

This article explores the value of teaching SEL and mindfulness as related and complementary skills.

### [Improving College and Career Readiness by Incorporating Social and Emotional Learning](#)

This article describes why SEL is needed and what it looks like when implemented with fidelity.

### [Life Vest Inside - Kindness Boomerang - "One Day"](#)

This one is just for inspiration and fun!

### [Making SEL the DNA of a School](#)

Stories from CASEL's Collaborating Districts Initiative.

### [PEW Research Center - Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers](#)

This data illustrates that the combination of anxiety and depression is the most common problem teens see in their peers.

### [SEL and College and Career Readiness: A Pathway to a Lifetime of Success](#)

This whitepaper describes how SEL helps students develop the non-academic skills that help them to succeed academically and succeed in life.

### [Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks](#)

The purpose of this research-to-practice brief is to identify teaching practices that promote student SEL and highlight three teaching frameworks that influence student academic learning as well as the development of SEL competencies.

### [The 10 Skills You Need to Thrive in the Fourth Industrial Revolution](#)

This article from the World Economic Forum identifies the top 10 employment skills needed in 2020.

### [The Impact of Enhancing Students Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions](#)

This article examines 213 school-based SEL programs to draw conclusions about the resulting student outcomes.

### [Three Keys to Infusing SEL Into What You Already Teach](#)

This article provides three strategies that can assist teachers to incorporate SEL into everyday classroom lessons.

### [When Districts Support and Integrate Social and Emotional Learning \(SEL\)](#)

This article explores the topic of why schools should focus on SEL competencies.

## Upcoming Events

### **Educational Strategies and Student Engagement Institute (ESSEI) 2019**

ESSEI brings together professionals from school districts, agencies and other sectors of the community to build knowledge and enhance skills on educational strategies proven to promote student achievement and college and career readiness. Attendees learn, share, network and identify tools to support academic success, student engagement and dropout prevention.

**Date:** November 18-20, 2019

**Location:** The Florida Hotel and Conference Center, Orlando, Florida

For registration and more information click [here](#).



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### **ACTE's CareerTech VISION 2019**

The Premier Event for CTE Professionals

**Date:** December 4-7, 2019

**Location:** Anaheim, CA

For registration and more information click [here](#).

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### **Administrators' Management Meeting (AMM)**

AMM is designed for administrators of district Exceptional Student Education (ESE) and Student Service programs, representatives of college and university training programs, special/discretionary projects personnel, state agency programs, and the Florida School for the Deaf and the Blind.

**Date:** December 17-19, 2019

**Location:** The Vinoy Renaissance St. Petersburg Resort & Golf Club

Register by November 29, 2019. Click [here](#) to register.

For hotel reservations click [here](#) and specify Administrators' Management Meeting (AMM).

Individual reservations should be made directly with the hotel no later than Friday, November 15.

## Upcoming Webinars

Florida SEL District Collaborative  
Featuring Pasco County School District  
and AIR



After Parkland, Florida's shooting tragedy, educators in the Pasco County Schools selected Social and Emotional Learning (SEL) as a districtwide prevention strategy in order to substantially elevate the importance of school safety and students' mental health. Their journey began with building a district leadership team, and articulating a SEL commitment statement with overarching goals and sub-goals. Successfully implementing a new program involves more than providing staff with materials, resources and training - it also involves the human element - supporting the people actually doing the work. In this FL SEL Collaborative Session, Pasco leadership will share lessons learned along their journey and AIR will share the Concerns-Based Adoption Model (C-BAM) philosophy and tools.

**Date/Time:** Monday, November 18, 2019, 10:00-11:00 AM Eastern Time  
Click [here](#) to register.

### **Re-Conceptualizing & Boosting Engagement for Young Adults with Serious Mental Health Needs in Community-Based Services**

This webinar examines the complexity of service engagement for 18-25 year olds enrolled in multidisciplinary team-based services. Participants will learn that engagement is a process, experience, relationship and outcome. Findings from a study using mixed-methods to examine service exits and experiences will be discussed. New practice principles of young adult engagement will be proposed. This webinar has implications for direct care providers, state and agency administrators, policy makers and researchers who aim to boost engagement among vulnerable young adults through multidisciplinary, community-based treatment team models, including first-episode psychosis and clinical high risk for psychosis programs across the country.

**Date/Time:** Tuesday, November 19, 2019, 3:00-4:00 PM Eastern Time  
Click [here](#) to register.

### **Administrators Can Think College**

Presenters: Angie Balsley, Lisa Graham, April Rist, Teresa Skinner, Paul Tzovolos  
This webinar will feature five high school administrators talking about their experiences with transition planning and college-based transition services (CBTS).

**Date/Time:** November 20, 2019 3:00-4:00 PM Eastern Time  
Click [here](#) to register.

### **Webinar Series: Career and Technical Education (CTE) for Students with Disabilities**

Secondary CTE has long been a viable pathway for developing the skills of students with disabilities (SWD) and preparing them for the future. Changes in Perkins V and an increasing emphasis on college and career readiness for all students are bringing the needs of SWD to the forefront of the CTE conversation. This five-part webinar series will take a deep dive into programs, practices and partnerships among CTE and special education practitioners that support SWD in CTE. Each webinar will last 90 minutes, including Q & A, and will be available for later viewing at <https://transitionta.org/events-details>.

This series is collaboration among Penn State University's Workforce Education program, the National Technical Assistance Center on Transition (NTACT) and ACTE.

### **Classroom Management: Behavioral Supports, Motivation, Reflective Teaching**

This is the fourth in a five-part webinar series focused on classroom management, behavioral supports, motivation and reflective teaching that can be used in secondary CTE for students with disabilities.

**Date/Time:** November 21, 2019 3:00-4:30 PM Eastern Time  
Click [here](#) to register.

## Toward Best Practices: Programs that Work, Models Toward Success

This is the final session in the five-part webinar series focused on programs, practice and partnerships that can support moving toward best practices in secondary CTE for SWD.

**Date/Time:** December 19, 2019 3:00-4:30 PM Eastern Time

Click [here](#) to register.



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#### **About Project 10 Topical Briefs:**

Project 10 Topical Briefs provide informational summaries and resource links related to secondary transition.

**Have a question? Want to find or recommend a resource? Have some great news to share?**

Email us at [project10@stpete.usf.edu](mailto:project10@stpete.usf.edu).

For back issues of Project 10 Topical Briefs, visit our [Topical Briefs](#) page on the [Project 10](#) website.

#### **Project 10: Transition Education Network**

Assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

**Project 10: Transition Education Network**  
**University of South Florida St. Petersburg**

Questions or comments?

Email us at [project10@stpete.usf.edu](mailto:project10@stpete.usf.edu).

[www.project10.info](http://www.project10.info)