



# Social Emotional Learning Task Force Update

October 2020



# Initial Goals

- Develop Working Definition of Social Emotional Learning
  - Conduct Needs Assessment
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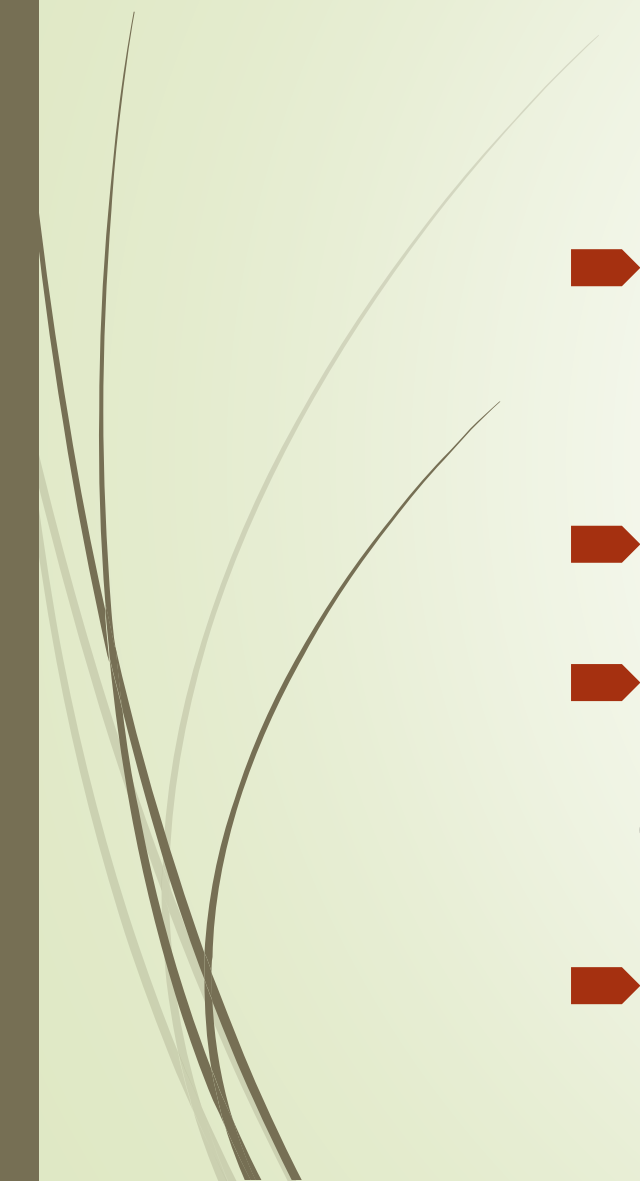


## Practices in 2018/2019

- Teachers throughout the district addressed social emotional learning (SEL)
- Use of multiple programs, resources, and practices (e.g. Responsive Classroom, 2<sup>ND</sup> STEP, Check-ins, Lunch Groups, Morning Meeting, Advisory)

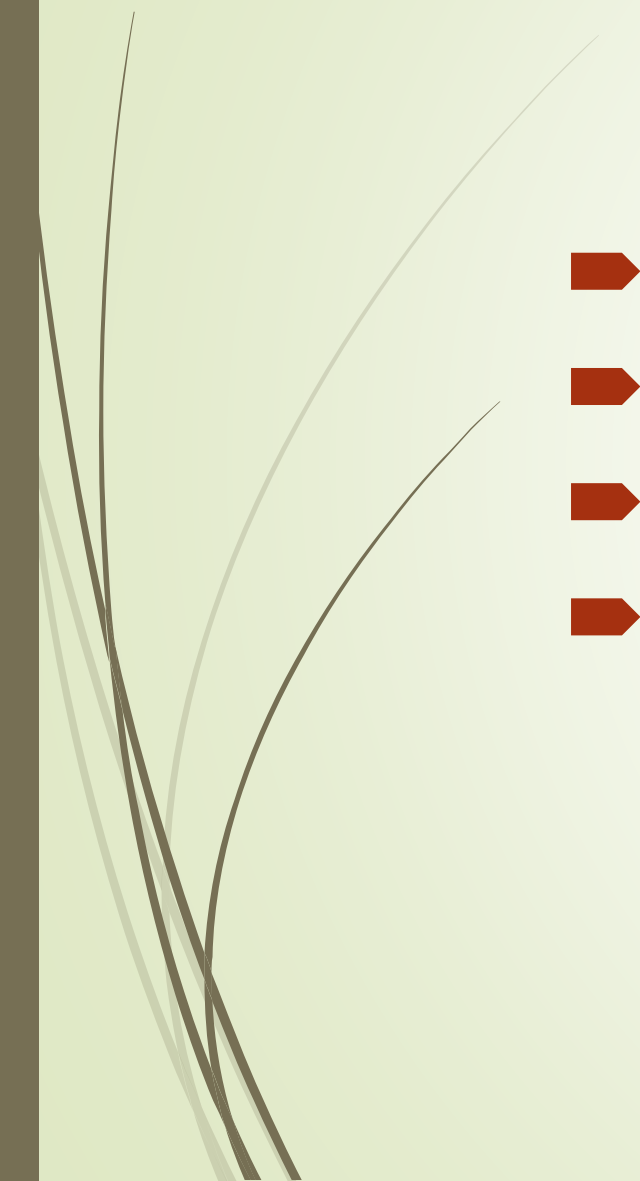


# Limitations

- Lack of common language across Prek-8
  - Variable training
  - Limited articulation between elementary and middle school
  - No identified framework or shared definition
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# 2019 Staff Survey

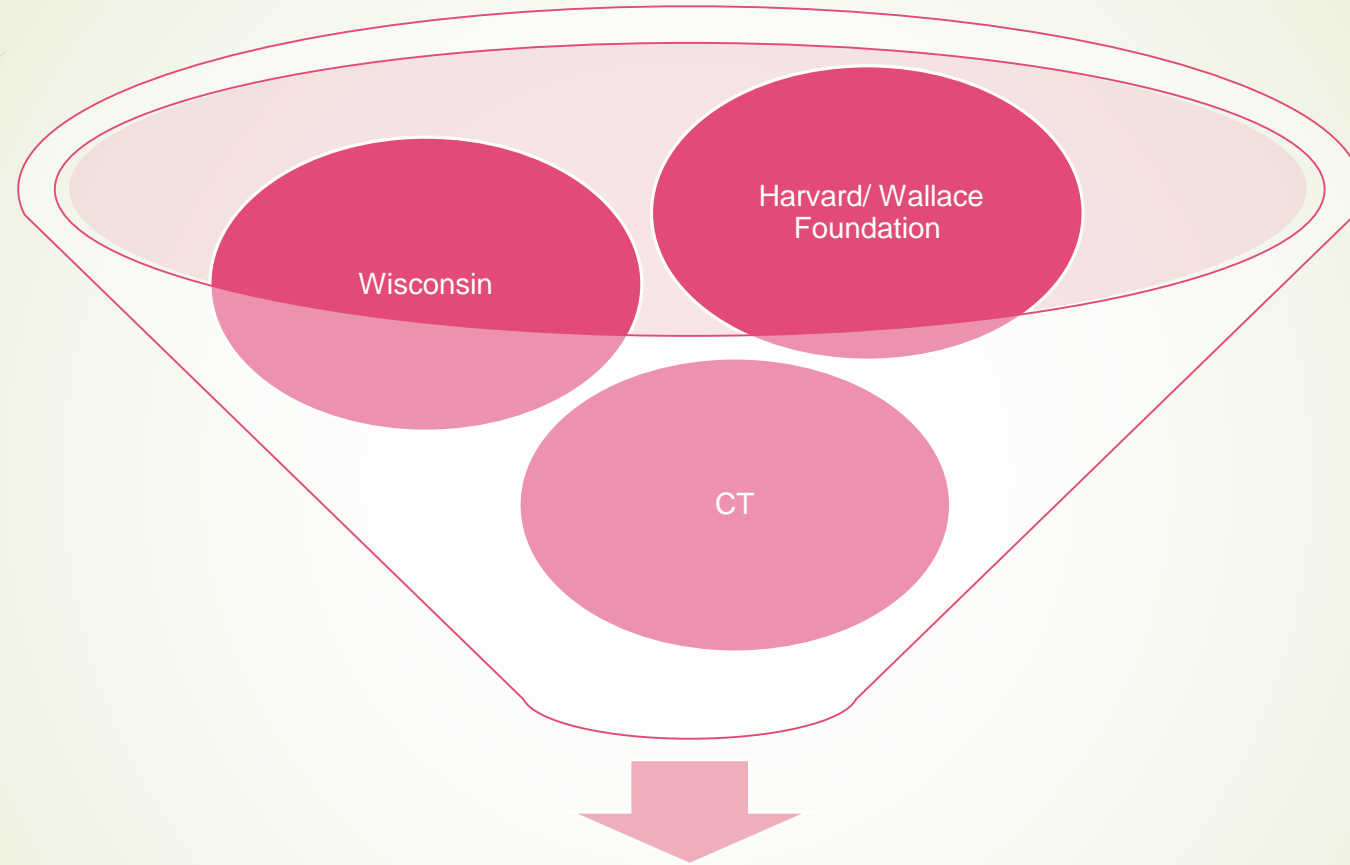
- Emphasis on need for training
  - Need for variety of resources
  - Recognition of the importance of SEL
  - Varied understanding of what SEL is
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# Issues/Target Areas

TRAUMA, DEALING WITH STRESS, COPING WITH ANGER, INTRINSIC MOTIVATION,  
CONFLICT RESOLUTION, SELF-REGULATING EMOTIONS, ANXIETY, WORKING ON  
GROUP NEEDS VS. FOCUSING ONLY ON OWN NEEDS,  
COMMUNICATION/COLLABORATION, PERSONAL RESPONSIBILITY,  
PERSEVERANCE/GRIT

# REVIEWED FRAMEWORKS



Working Definition and Domains



# Mansfield Public School's Definition of Social Emotional Learning

*Social Emotional Learning refers to the process through which individuals learn and apply a set of social, emotional, behavioral, and character skills that supports individual well being and fosters a spirit of community.*





# GUIDING PRINCIPLES

- Social emotional learning occurs in supportive, restorative, positive environments that devote time for teaching, re-teaching, and building skills
- SEL skills will be explicitly taught at all grade levels and incorporated throughout the day
- SEL skills will be developmentally appropriate and responsive to the needs of the student and content
- Equity and Anti-Racism are core to the development of social emotional learning
- Each school will identify prosocial norms that are modeled, taught, and prompted by adults
- Staff will receive ongoing professional development to develop social and emotional competence
- Educators will strengthen family-school-community partnerships to promote the development of social emotional learning for all children

# FRAMEWORK DOMAINS



# COGNITIVE REGULATION

**Cognitive Regulation** (Executive Functioning) - basic cognitive skills required to direct behavior toward the attainment of a goal. \*The nature of these skills will vary based on cultural, developmental and environmental factors.

**Attention Control** The ability to attend to information and goal-directed tasks while resisting distractions and shifting tasks when necessary.

Example:  
Listening to the teacher and ignoring other kids walking in the hallway.

**Inhibitory Control** The ability to suppress or modify a behavioral response in service of attaining a longer-term goal by inhibiting automatic reactions while initiating controlled responses appropriate to the situation.

Example:  
Controlling the urge to shout out and remembering to raise one's hand.

**Working Memory/Planning Skills** The ability to cognitively maintain and manipulate information over a relatively short period of time, and planning skills are used to identify and organize the steps or sequence of events needed to complete an activity and achieve a desired goal.

Example:  
Following a series of instructions, mapping out a plan for completing a project

**Cognitive Flexibility** The ability to switch between thinking about two different concepts to thinking about multiple concepts simultaneously, or to redirect one's attention away from salient object, instruction, or strategy to another.

Example:  
Changing your plan as you incorporate peer feedback about your work

# EMOTIONAL PROCESSES

Emotional Processes - a set of skills and understanding that help children recognize, express, and regulate their emotions as well as engage in perspective-taking around the emotions of others \*The nature of these skills will vary based on cultural, developmental and environmental factors.

## **Emotion Knowledge/ Expression**

The ability to recognize, understand, and label emotions in oneself and others (emotion knowledge) and to express one's feelings in contextually appropriate ways (emotion expression).

Example:

Being able to identify that you are frustrated and then choosing to express your frustration by using appropriate language.

## **Emotion and Behavior Regulation**

The ability to use effortful control strategies to modify the intensity or duration of emotional arousal, both positive and negative (emotion regulation) as well as the ability to learn and conform to expectations for appropriate social behavior (behavioral regulation).

Example:

Taking deep breaths to calm oneself after feelings of anger.

## **Empathy and Perspective- Taking (\*Anti-Racism/ Equity)**

The ability to understand another person's emotional state and point of view.

This includes identifying, acting upon the experiences, feelings, and viewpoints of others, whether by placing oneself in another's situation or through the vicarious

Example:

Understanding the experiences of a classmate of color and recognizing that one's comments can bring pain to that classmate.

# SOCIAL/INTERPERSONAL SKILLS

Social/Interpersonal Skills -allow for accurately interpreting other people's behavior, effectively navigate social situations, and interact positively with peers and adults \*The nature of these skills will vary based on cultural, developmental and environmental factors.

**Understanding Social Cues** The process through which children interpret cues from their social environment and use them to understand the behavior of others.

Example: Noticing someone else's face and body language when you are interacting with them and changing your behavior accordingly

**Conflict Resolution/ Social Problem-Solving** The ability to generate and act on effective strategies or solutions for challenging interpersonal situations and conflicts.

Example:  
Using restorative practices to resolve a conflict

**Prosocial Skills** The skills required to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes a broad range of skills and behaviors.

Example:  
Listening, communication, cooperation, helping community-building, and being a good friend.





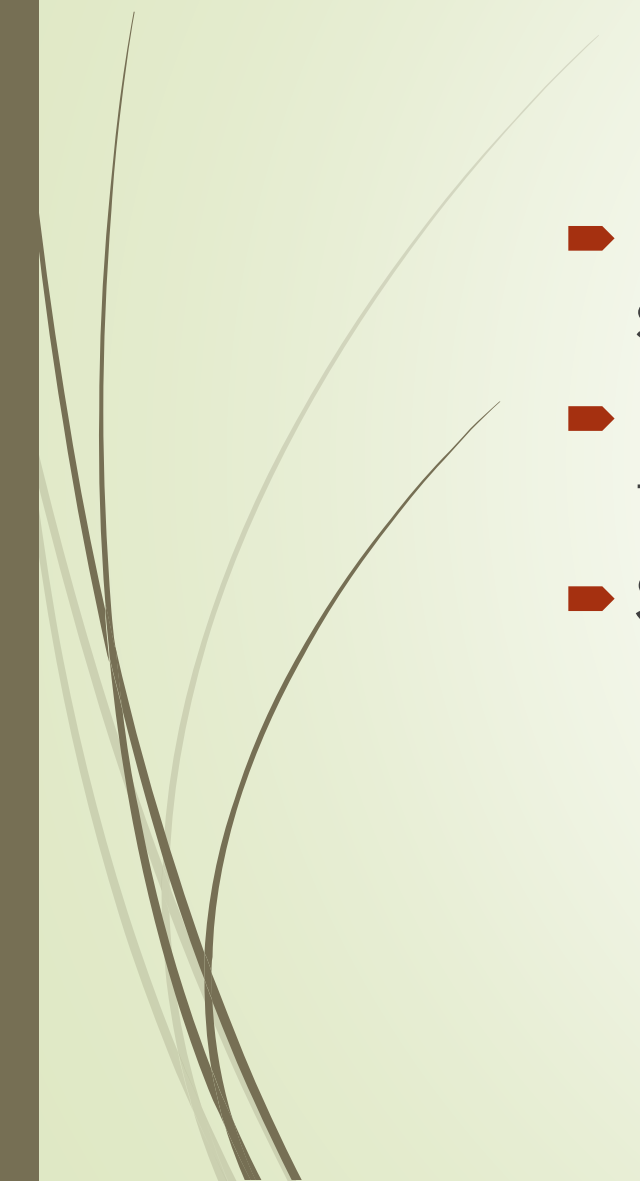
# Bringing it Together

## SEL in Three Layers of Implementation

- 1. Second Step/Responsive Classroom** Curriculum for lessons that build
- 2. MPS SEL Framework** ([\*MPS SEL Framework\*](#)) Philosophies, definitions, trauma and social emotional references for adults, and individual lessons tied to specific SEL skills for students
- 3. Ongoing Professional Development**

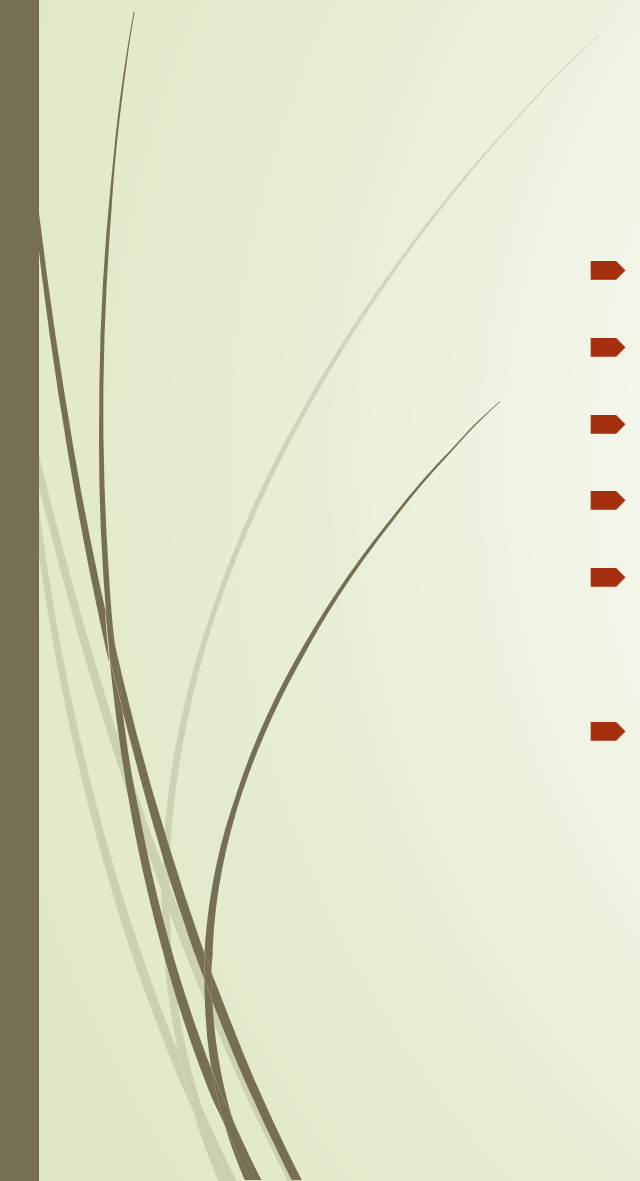


# Current Practices

- Framework was shared across district at the individual school level
  - Began the year with professional development on trauma informed practices
  - SEL is implemented across all classrooms in the district
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# Next Steps

- ▶ Seek feedback from teachers
  - ▶ Reviewing resources
  - ▶ Evaluate effectiveness
  - ▶ Hear from school based Cares Teams
  - ▶ Further develop a multi-tiered system of support to address social emotional needs
  - ▶ Seek ways to share and engage in this work with families
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# Questions

