

# SOCIAL AND EMOTIONAL LEARNING: CREATING A POSITIVE CLIMATE FOR ALL STUDENTS



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# Mission for for Today:

- Discuss Social Emotional Learning and opportunities that exist for supporting students in transition
- Develop strategies for integrating Social Emotional Learning into your work

# What Do We Know About Students Experiencing Homelessness or Foster Care?

- An estimated 4.2 million youth experience homelessness annually in the U.S.
- 41,089 youth identified as homeless in Georgia (2017-2018)
- 33% of youth experiencing homelessness also report being part of the Foster Care System
- 50% of youth experiencing homelessness report involvement with the Juvenile Justice System, jail, or detention centers
  - “2018 Executive Summary of Homeless Education”, Georgia Department of Education
  - “2019: Youth Homelessness Overview”, National Conference of State Legislatures; <http://www.ncsl.org/research/human-services/homeless-and-runaway-youth.aspx>





If you could have one wish granted on behalf of the students and families that you serve, what would you wish?



Let's spend  
today thinking  
about creating a  
better  
environment for  
our students,  
their families,  
and our  
teachers.





**POWER  
THOUGHT  
FOR TODAY:**

“How we feel influences how we think, and conversely, how we think influences how we feel.”

What do you already know about Social Emotional Learning (SEL)?:



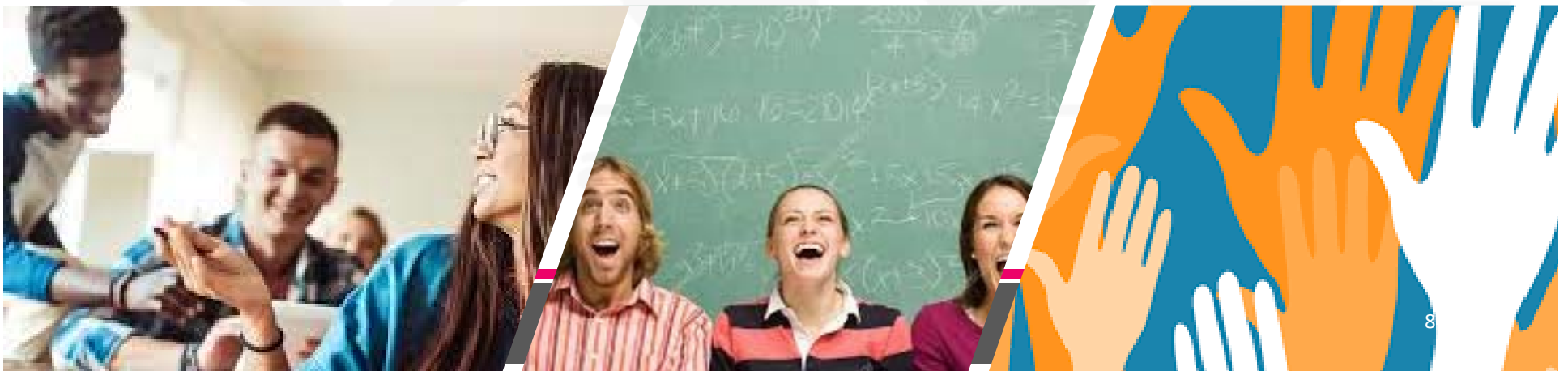
Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
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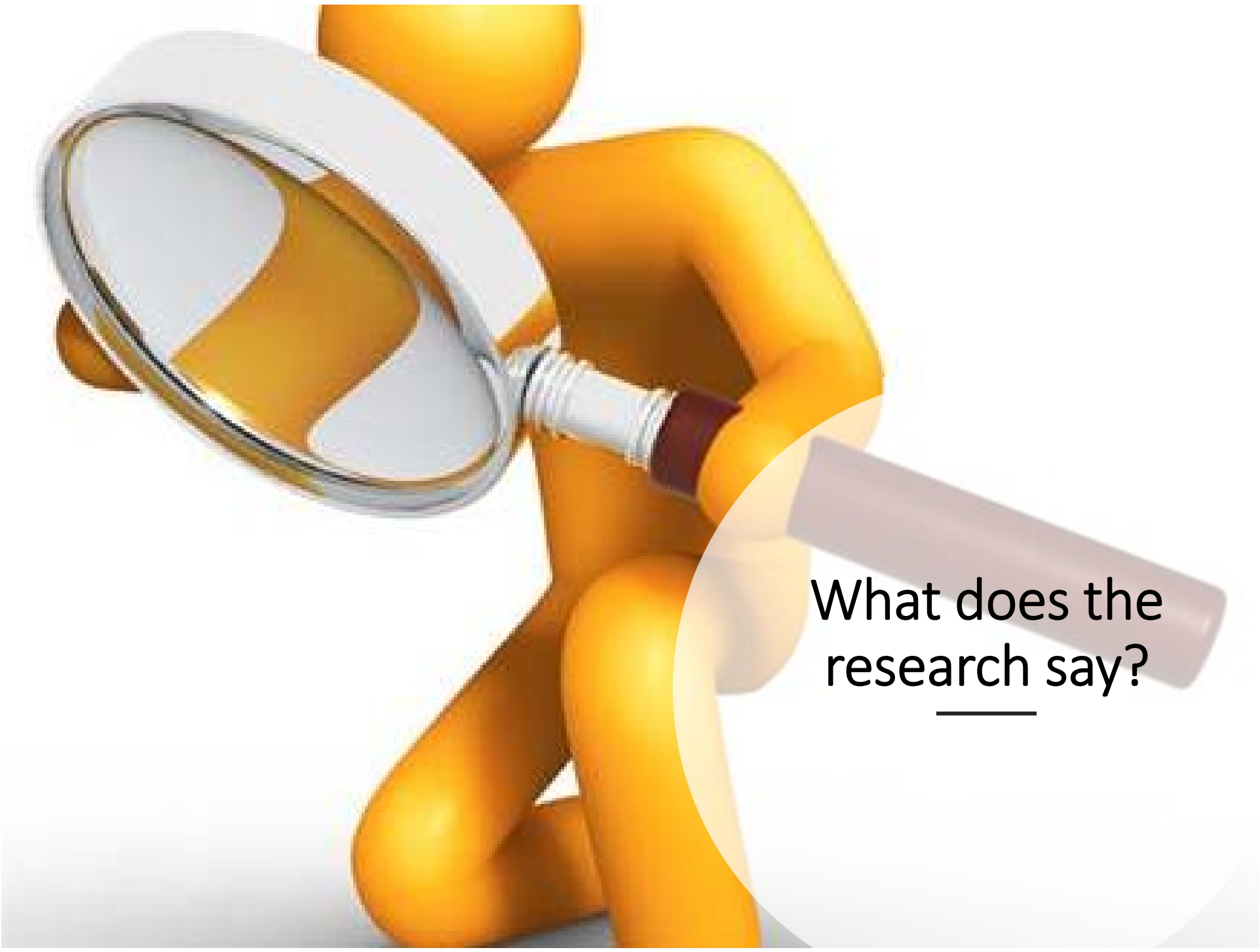
Department of Education



*“The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”*





A 3D rendered orange figure is shown from the waist up, holding a magnifying glass with a silver frame and a white handle. The figure is looking through the lens. The background is a plain white surface with a soft shadow. A semi-transparent white circle is overlaid on the right side of the image, containing the text "What does the research say?".

What does the  
research say?

Researchers have come to understand the connections between academic performance and SEL, as well as the importance of attending to the many facets of student learning experiences in an effort to educate the *whole child*.



**SELF-AWARENESS:**  
KNOW YOUR STRENGTHS AND LIMITATIONS, WITH A WELL-GROUNDED SENSE OF CONFIDENCE, OPTIMISM, AND A "GROWTH MINDSET."



**SELF-MANAGEMENT:**  
EFFECTIVELY MANAGE STRESS, CONTROL IMPULSES, AND MOTIVATE YOURSELF TO SET AND ACHIEVE GOALS.



**SOCIAL AWARENESS:**  
UNDERSTAND THE PERSPECTIVES OF OTHERS AND EMPATHIZE WITH THEM, INCLUDING THOSE FROM DIVERSE BACKGROUNDS AND CULTURES.



**RELATIONSHIP SKILLS:**  
COMMUNICATE CLEARLY, LISTEN WELL, COOPERATE WITH OTHERS, RESIST INAPPROPRIATE SOCIAL PRESSURE, NEGOTIATE CONFLICT CONSTRUCTIVELY, AND SEEK AND OFFER HELP WHEN NEEDED.



**Responsible decision-making:**  
Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

Wheels  
make the  
world go  
round!

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# Social and Emotional Learning Unlocked

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There are two important ways in which educational or Out of School time contexts influence the development and expression of SEL skills.....

- First, the physical and human resources available to a child may facilitate (or challenge) their social and emotional learning. Research shows that children who have positive relationships with adults – those that are contextually and developmentally appropriate, reciprocal, reliable, and flexible (Brion-Miesels & Jones, 2012) – typically have more access to interactions that support social and emotional learning.

# Social and Emotional Learning Unlocked

Second, specific settings can be more or less likely to influence the ease with which a child accesses and expresses SEL skills that he or she already possesses, particularly among young children. For example, a child is more likely to be able to pay attention to their teacher and their school work in a classroom community where they are not simultaneously worried about or distracted by peer aggression.

<https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>





# Where do we begin?



- Use SAFE approaches to support the social and emotional development for your students. For example:
  - Children can be taught through modeling and coaching to recognize how they feel or how someone else might be feeling.
  - Prompting the use of a conflict-resolution skill and using dialoguing to guide students through the steps can be an effective approach to helping them apply a skill in a new situation.
  - Through class meetings students can practice group decision-making and setting classroom rules.

# Exploring Social and Emotional Learning



- Students can learn cooperation and teamwork through participation in team sports and games.
- Students can deepen their understanding of a current or historical event by analyzing it through a set of questions based on a problem-solving model.
- Cross-age mentoring, in which a younger student is paired with an older one, can be effective in building self-confidence, a sense of belonging, and enhancing academic skills.
- Having one member of a pair describe a situation to his partner and having the partner repeat what he or she heard is an effective tool in teaching reflective listening.

# Points to Ponder with an Elbow Partner....



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- When considering our discussion today, what is currently being done within your LEA to support student emotional health?
- How do you personally support the emotional health of the students you serve?



**I... FEEL...**

- Stressed...
- Misunderstood...
- Different...
- Defeated...
- Overlooked...
- Unheard...

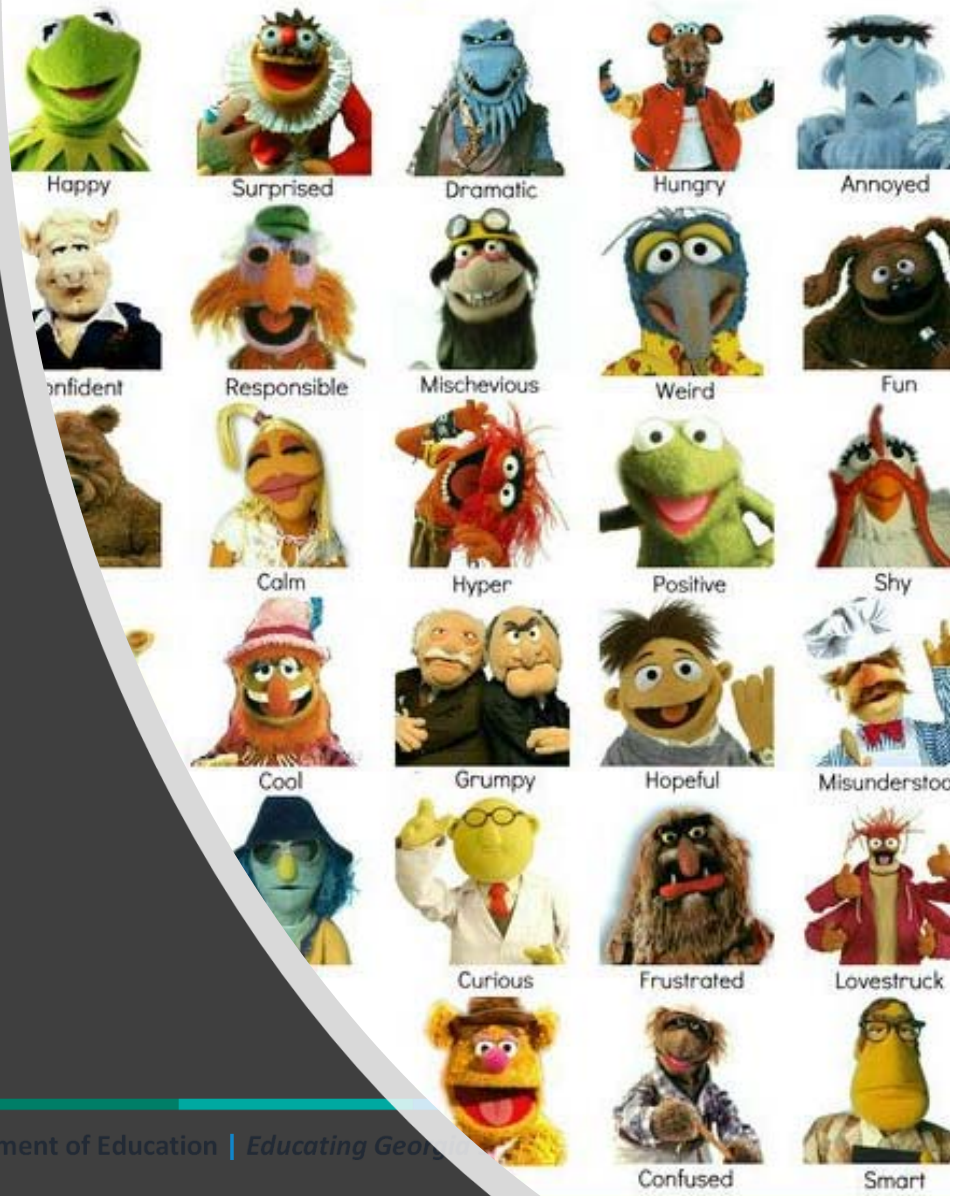
**...FEELINGS!!!**



## Start the day with a check-in.

Make it a goal to start each day with a personal connection. It doesn't need to be a time-consuming or elaborate procedure. It could be as simple as giving a warm greeting to welcome each person as they arrive in the morning.

# Today I feel...





## Allow for talk time.

- Give students multiple opportunities—both structured *and* unstructured—to talk to one another during the course of the day. Bouncing ideas off one another or figuring out problems with a little give-and-take will help students build understanding and confidence.
- When a class or small instructional group is cracking up and getting wiggly, taking a five-minute chat break is a great way to hit the reset button.





## Put 'em to work.

Classroom jobs teach responsibility and give students ownership of their classroom. Pride in a job well done is a great confidence-builder.

# Let's take a deep dive.

<u>FOCUS 1</u>	<u>FOCUS 2</u>	<u>FOCUS 3</u>	<u>FOCUS 4</u>
Identifying Emotions	Self-Motivation	Empathy	Identifying Problems
Accurate Self-Perception	Goal Setting	Appreciating Diversity	Analyzing Situations
Recognizing Strengths	Organization Skills	Respect for Others	Solving Problems
Self-Efficacy	Impulse Control	Communication	Evaluating
Impulse Control	Stress Management	Social Engagement	Reflecting
Stress Management	Self-Discipline	Relationship Building	Ethical Responsibility
Self-Discipline	Identifying Emotions	Teamwork	Relationship Building
Perspective-Taking	Accurate Self-Perception	Perspective-Taking	Self-Motivation
Respect for Others	Recognizing Strengths		Impulse Control
Social Engagement	Self-Confidence		Identifying Emotions
Relationship Building	Self-Efficacy		
Evaluating Decisions			
Ethical Responsibility			

# “I AM STRESSED”

**1. Name the emotion you’re bringing to class:** Have each student call out the emotion they’re feeling. This helps each student know how they and other students are feeling, what different emotions look like, and how to better interact with their peers based on how they’re feeling.

**2. Write down, rip up, and throw away your stress:** Have your students write down their expectations and insecurities, rip them up, and throw them away. This emotional check-in takes about three minutes. By acknowledging how your students are feeling at the start of each class, you’ll acknowledge their barriers to learning and create a safe space for your students to overcome them.

## Create SMART Goals

SMART goals are another way to help young people have control over what they want to accomplish in life. You can have students write SMART goals for an academic area that they need to improve or a social area that needs work. Make sure to check-in on these goals periodically so that students can identify if their strategies are working or not, and make decisions about how to change their approaches to make their goals a success.





# SMART Goals...The Process



Specific	Measurable	Attainable	Relevant	Time-Bound
<p>Make sure your goals are focused and identify a tangible outcome. Without the specifics, your goal runs the risk of being too vague to achieve. Being more specific helps you identify what you want to achieve. You should also identify what resources you are going to leverage to achieve success.</p>	<p>You should have some clear definition of success. This will help you to evaluate achievement and also progress. This component often answers how much or how many and highlights how you'll know you achieved your goal.</p>	<p>Your goal should be challenging, but still reasonable to achieve. Reflecting on this component can reveal any potential barriers that you may need to overcome to realize success. Outline the steps you're planning to take to achieve your goal.</p>	<p>This is about getting real with yourself and ensuring what you're trying to achieve is worthwhile to you. Determining if this is aligned to your values and if it is a priority focus for you. This helps you answer the why.</p>	<p>Every goal needs a target date, something that motivates you to really apply the focus and discipline necessary to achieve it. This answers when. It's important to set a realistic time frame to achieve your goal to ensure you don't get discouraged.</p>

**Let's create some for you... right now. Yep, righthht now.**

**Do not ignore what's happening in the world even if it makes you uncomfortable.**



**They are uncomfortable too.**



**Create teachable moments. Students want to be taught how to deal with and talk about how they feel.**





A young boy with a backpack and a man in a blue shirt are interacting in a classroom. The boy is wearing a patterned shirt and a black backpack with blue straps. The man is wearing glasses and a blue polo shirt. They are both looking at each other and appear to be in a conversation. The background shows other people and a red shirt with the word "Family" on it.

**Outcomes and positive classroom environments.**

**How does SEL help school climate?**

- Mentors
- Positive Relationships/Role Models
- Social, Emotional, and Academic Learning
- Family Engagement
- Self-image (confidence)
- Role Identity (education success, college/career readiness)
- Self-motivation

*“You build a community with bricks and mortar but most of all people”*

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**“Relationships are  
the soil in which  
children’s social  
and emotional  
skills grow.”**

**- Dr. Stephanie Jones, The Wallace Foundation**







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Educating Georgia's Future *by graduating students who are ready to learn, ready to live, and ready to lead.*