



# SEL Foundations

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BUILDING RELATIONSHIPS THAT SUPPORT  
SOCIAL AND EMOTIONAL LEARNING

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# Outcomes

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**Discover** Participants will discover the importance of social and emotional learning for students.

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**Reflect** Participants will reflect on the impact of student mental health issues on classroom environments.

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**Learn** Participants will learn strategies for building relationships with students.

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# Questions to Prime our Thinking

*Reflect on the following questions:*

- 1) What is social emotional learning? What do I think of when I hear this term?
- 2) How do I build relationships with students? How does the administration in my school build relationships with students?
- 3) How is social emotional learning important in education?



## So, is SEL important?

- Consider these findings about SEL in schools...
  - Students who receive high-quality SEL instruction have achievement scores on average of **11 percentile points higher** than students who did not receive SEL instruction.
  - Lack of SEL regularly correlated with unfavorable outcomes such as an increased chance of **unemployment, divorce, poor health, criminal behavior and imprisonment.**
  - SEL can have **long-term academic benefits** on students' reading and vocabulary, including in high poverty schools.

*Is SEL closing achievement gaps?*



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# What does SEL look like?

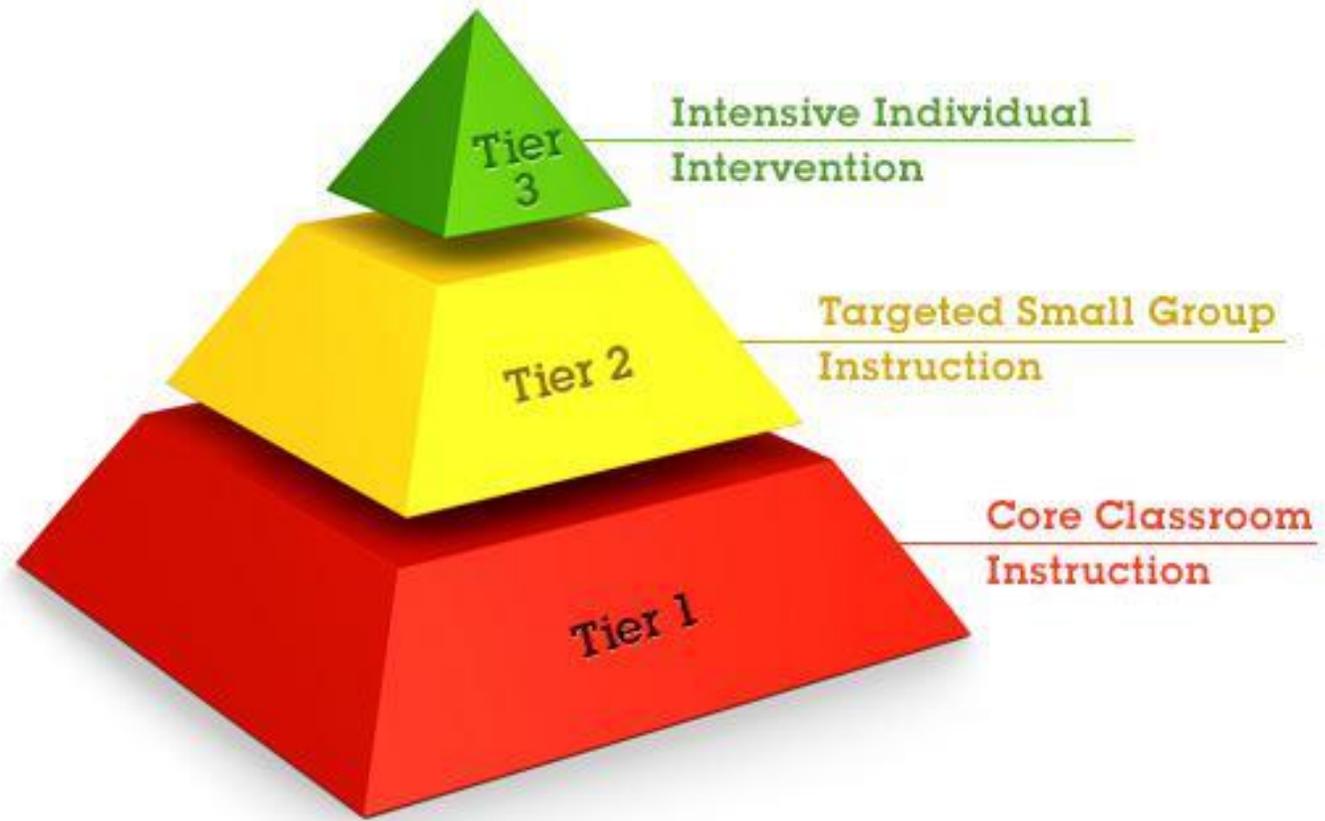
*If these statistics are true, how are we to implement SEL strategies in our school?*



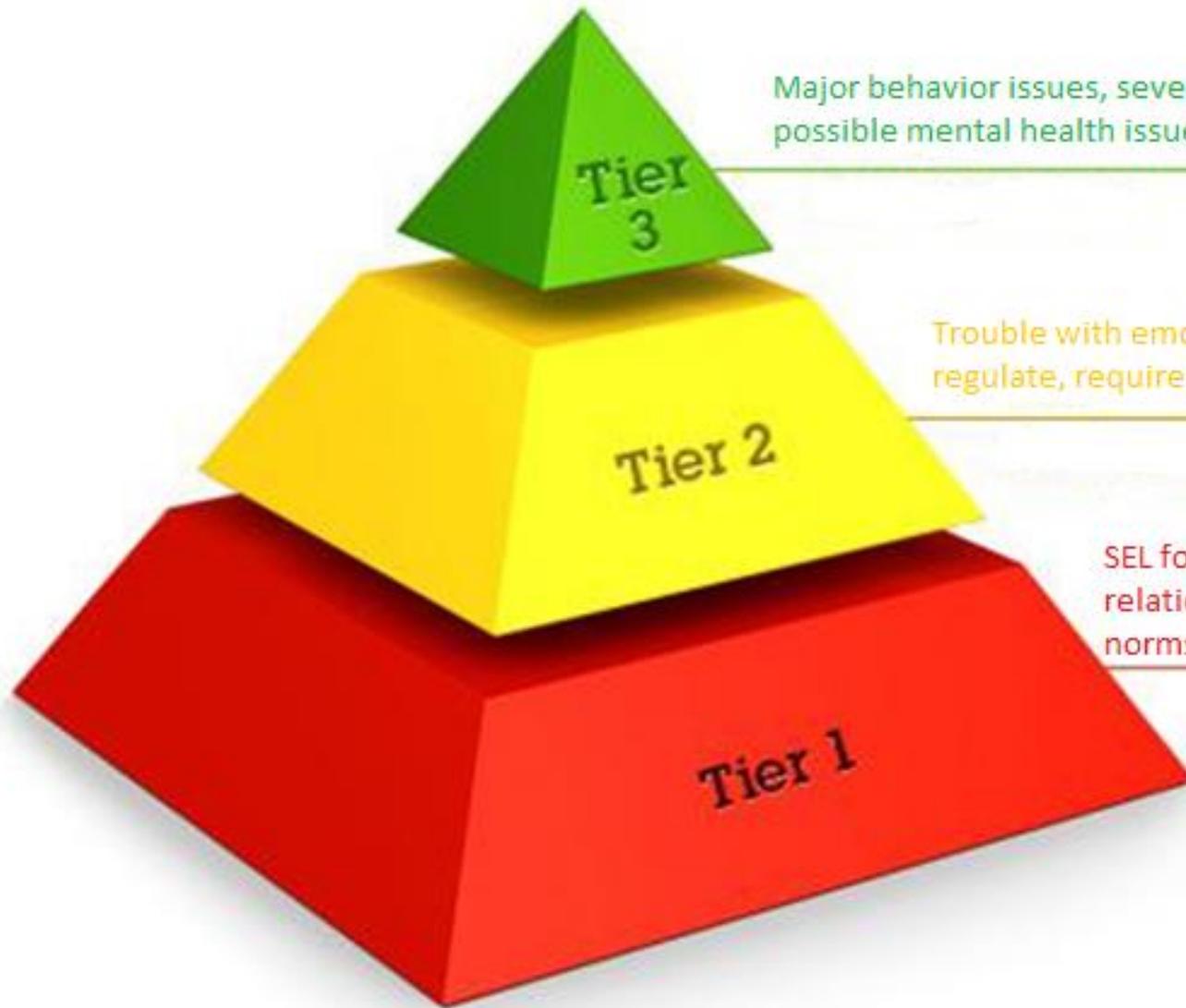
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ATTAINMENT RECOGNIZE  
 MAINTAIN ESSENTIAL SOCIETY SUPPORTIVE  
 EMPATHY SHOW CLEARLY  
 RESPONSIBLE UNDERSTAND CLASSROOM SOLVE  
 SELF-COMPASSION PARENTS COMMUNICATE EXPERIENCES  
 SEE SECURE CREATING ETHICAL SCHOOL HEALTHY SETTING  
 LEARNING CONTRIBUTING EMOTIONALLY  
 APPROACH DECISIONS WAYS FOSTERING MEANINGFUL REINFORCEMENT STRONG  
 OTHERS HOME ACQUIRING EQUIP EFFECTIVELY CONNECTIONS COMMUNITY  
 INVOLVE MEMBERS APPLY FOSTERED SHOWING PROBLEMS COMMUNITIES EMPLOYING THROUGHOUT NURTURING COMPETENCIES  
 ETHICALLY LAYERED ACHIEVING EDUCATION INCREASES DELIBERATELY MANAGING TAUGHT SKILLS SAFETY CARING UNDERSTANDING GOALS  
 APPLYING EXPLICITLY EDUCATIONAL  
 MODELED INTENTIONALLY EMOTIONS INTERPERSONAL LIGHT NEED EMOTIONAL  
 RELATIONSHIPS EFFECTIVENESS SOCIALLY BEHAVIORS POSITIVE FUNDAMENTAL  
 EXPERIENCE MANAGE SAFE STUDENTS ENVIRONMENT SELF CULTURE MODELING PRACTICE





## 3 Tiers of Support



Major behavior issues, severe cases,  
possible mental health issues.

Trouble with emotions, cannot self-  
regulate, require specific strategies to cope

SEL for everyone, positive  
relationships, school culture and  
norms

K-12 SEL Resource Guide

# SOCIAL EMOTIONAL LEARNING STANDARDS



# Tier 1: SEL for Everyone



Positive relationships



School Culture



School Norms



Positive relationships

How can we  
develop positive  
relationships  
with students?

- Be the **CEO** of your classroom.
- Embrace their **individuality**.
- Create a **community** within the classroom.
- Let them get to know a part of **you**.
- Learn all students' **names** within 48 hours.
- Examine and improve **nonverbal** communication.
- Treat all students with **dignity and respect** at all times.



A dark gray circle with a white border is centered on a light gray background. Inside the circle, the text "What do you do to build relationships with students?" is written in a white, sans-serif font, centered and arranged in three lines.

What do you do to build  
relationships with  
students?



## School Culture

# How can we build positive school culture?

1. Create meaningful **parent involvement**
2. Celebrate **personal achievement** and **good behavior**
3. Establish **school norms** that build values
4. Set **consistent** discipline
5. **Model** the behaviors you want to see in your school
6. **Engage** students in ways that benefit them
7. Create **rituals and traditions** that are fun for student and teachers
8. Encourage **innovation** in the classroom
9. **Professional development** for teachers
10. Maintain the **physical environment** of your school
11. Keep tabs on your school's culture, and make **adjustments** when necessary



A dark gray circle with a white border is centered on a light gray background. Inside the circle, the text "What do you do to build positive culture in your school?" is written in a white, sans-serif font, centered horizontally and vertically.

What do you do to build  
positive culture in your  
school?



## School Norms

# How can we decide on school norms?

1. Ask open-ended questions to co-create classroom or schoolwide norms.
2. Examine and connect to the school's code of conduct.
3. Include behavior expectations and consequences.
4. Revisit and remind class of norms often.
5. Include steps toward self-control (break areas, etc.)
6. Use mnemonics to help students remember and connect (acronyms, repetition, etc.)



A dark gray circle with a white border is centered on a light gray background. Inside the circle, the text "In what ways do you create and use school norms in your building?" is written in white, sans-serif font, arranged in four lines.

In what ways do you  
create and use school  
norms in your building?

**React to this  
statement:**

Focusing on building culture in a school is more important than focusing on student achievement.



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**What, then, is your statement  
about culture in schools?**

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## Tier 2: SEL Responsive Strategies



Trouble with emotions



Cannot self-regulate



Require specific strategies

# Strategies

- Community or Talking Circles
  - Proactive
  - Calm space
  - Environment control
  - Includes topics like responsible decision making, how to respond when hurt or angry, etc.
- Restorative Practices
  - Reactive
  - Scripted, often with offender and victim
- Morning meetings



# Tier 3: SEL Severe Cases



Major behavior issues



Severe, repeated cases



Possible mental health issues

# Strategies

- Hire counselor, behavior specialist
- Refer student/situation to counselor to look closer at issue
- Professional Development
  - Mental Health First Aid
  - “Expert noticers”
- Deescalating procedures
  - Empty your hands
  - Take student to private or semi-private area (no audience)
  - Calm demeanor
  - Provide adequate personal space
  - LISTEN
  - Reassure the student
  - Remain calm until student can be removed from situation



# Reflect

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How will you approach relationship-building with your students?

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What strategies will you use to create positive culture in your classroom or school?

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What SEL practices do you plan to use in your classroom?

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What SEL practices do you want to know more about?



# Contact

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