

# When They Come for You... and They Will... Be Ready: School Counselors, SEL, and the Future

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# Sunrise for SEL/SECD



# NATIONAL COMMISSION ON SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT

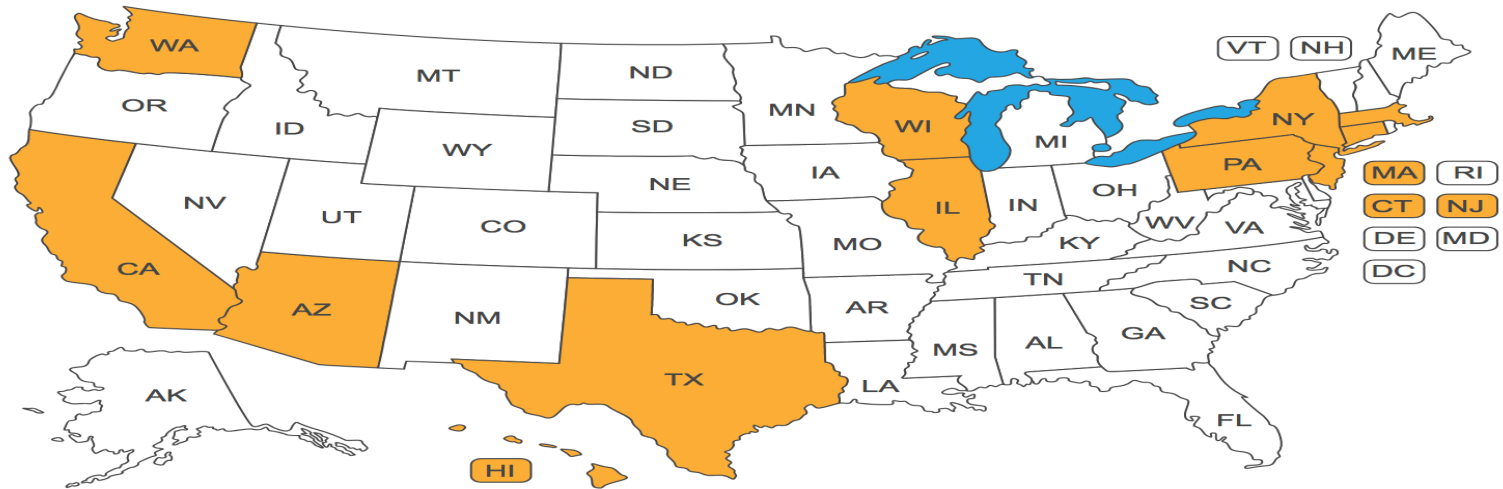


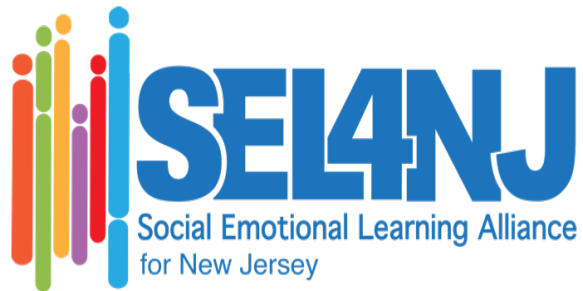
[www.SEL4US.org](http://www.SEL4US.org)



# SEL4US

Social Emotional Learning Alliance  
for The United States





[www.SEL4NJ.org](http://www.SEL4NJ.org)



# The Biggest SEL Conference Ever Just Happened in Chicago!!!



# 2019 SOCIAL AND EMOTIONAL LEARNING *EXCHANGE*

hosted by  CASEL



# GETTING SERIOUS ABOUT SECD

## Tips for developing policy, teacher training and instructional practices around social-emotional character development.

“THIS IS OUR TIME,” asserts Tim Shriver, an educator, advocate and [Collaborative for Academic, Social, and Emotional Learning](#) board chairman. “When you look at what’s going to make the country stronger, restore or rebuild the fabric of citizenship and service, reduce anxiety and fear, and promote competition and creativity and the entrepreneurial spirit — it’s not politics or business or entertainment. It’s education.”

Social and emotional learning and character development have been on the education priority list for decades but are getting a new attention thanks to:

**1** Increasing business demand for interpersonal skills. Employers want people who can communicate and interact well with others, but many US workers lack these skills, according

to [research from LinkedIn](#). “Communications is the No. 1 skills gap across those major cities in the United States,” says LinkedIn CEO Jeff Weiner in an [interview with CNBC’s “SquawkBox.”](#)

**2** Mounting scientific evidence that suggests success in school and life is dependent on healthy social and emotional development, including the ability to understand and manage emotions, according a report by [The Aspen Institute](#).

**3** Growing realization that this is not a minority or low socioeconomic status issue. “Today, the most elite independent private schools are looking for social and emotional learning programs in the same way most challenged urban high schools are,” Shriver says. SEL is not relegated to class or status; it impacts students from all walks of life.

# What Are Our Aspirations for All of Our Children/Students?



[www.youtube.com/watch?v=QpEFjWbXog0&t=10s](http://www.youtube.com/watch?v=QpEFjWbXog0&t=10s)



One constant will be the importance of caring interpersonal relationships, civil discourse, and a commitment to participatory citizenship and the skills to enact it.

We cannot learn without caring relationships:

<https://www.nytimes.com/2019/01/17/opinion/learning-emotion-education.html>

*Students Learn from People They Love* David  
Brooks, *NY Times*, 1/17/19

- The work of neuroscientists like Damasio, Kuhl, and Immordino-Yang, and those in the SEL field yield a clear message:
- Put relationship quality at the center of education***

David Brooks *NY Times* 1/17/19

- Even when conditions are ideal, think of all the emotions that are involved in mastering a hard subject like algebra: curiosity, excitement, frustration, confusion, dread, delight, worry and, hopefully, perseverance and joy. You've got to have an educated emotional vocabulary to maneuver through all those stages.
- <https://www.nytimes.com/2019/01/17/opinion/learning-emotion-education.html>

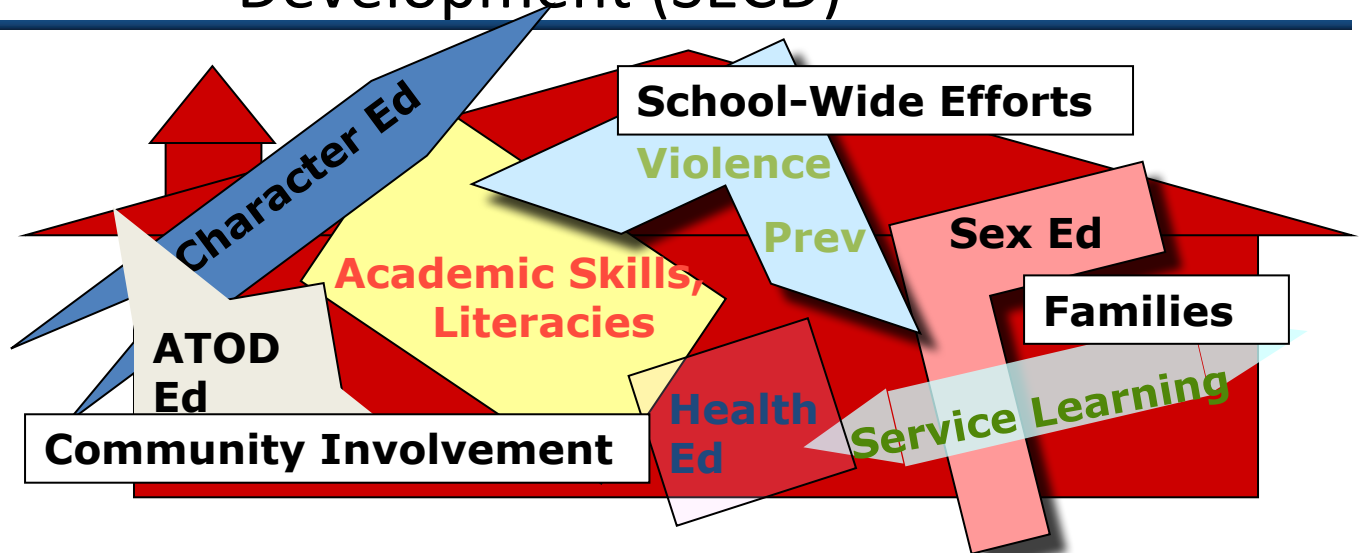
- *To thrive in the 21st century, students need more than traditional academic learning. They must be adept at collaboration, communication and problem-solving, which are some of the skills developed through social and emotional learning (SEL). Coupled with mastery of traditional skills, social and emotional proficiency will equip students to succeed in the swiftly evolving digital economy.*
- Report of the World Economic Forum, 2016, p. 4
- <https://www.weforum.org/reports/new-vision-for-education-fostering-social-and-emotional-learning-through-technology>

# Redirect our Priorities Toward Preparation for College Completion “+” and Career Continuity

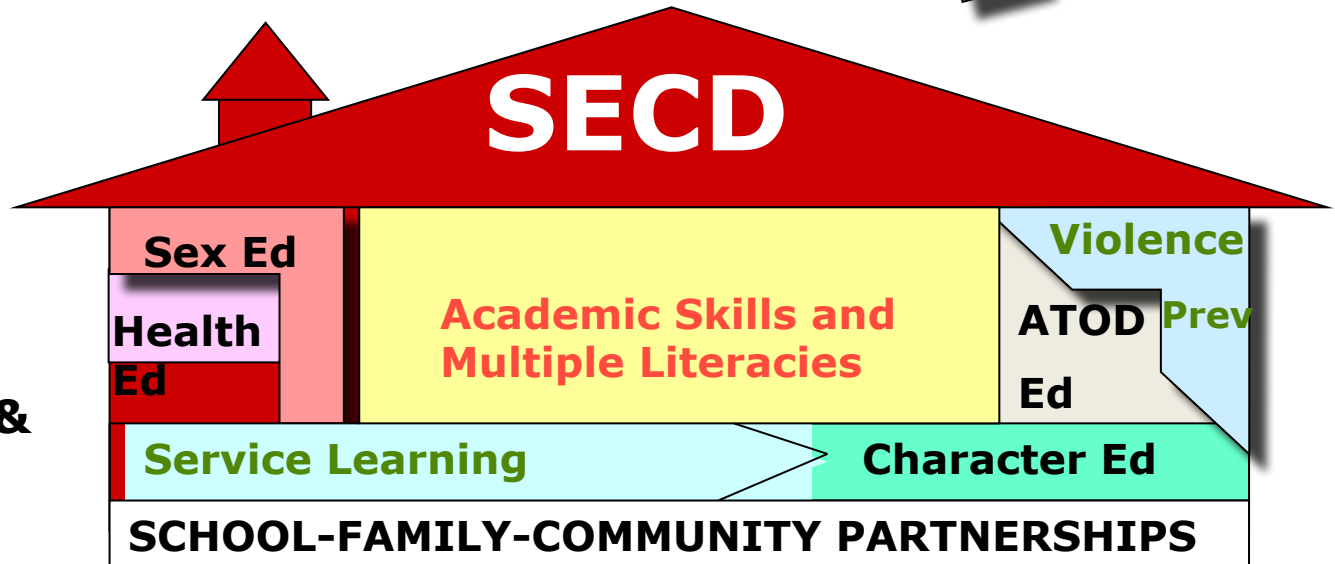
College and Career success are mediated by  
EQ at least as much as IQ.

# We Must Turn our Jumbled Schoolhouses into Places that Synergistically Promote Social-Emotional and Character Development (SECD)

**A Jumbled and Fragmented Schoolhouse**



**A School of Social-Emotional Competence & Character**

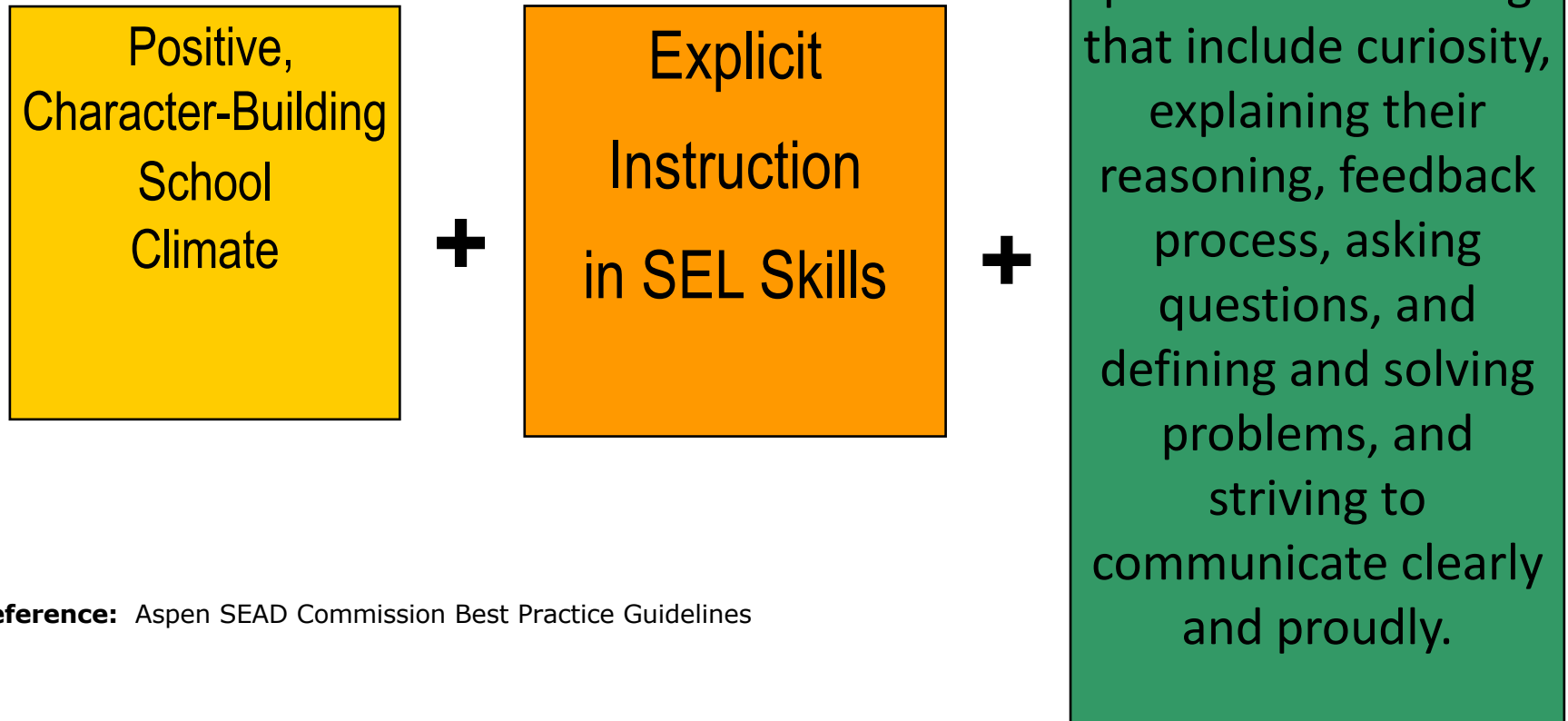


# To Develop GRIT in Students--Growth, Resilience, Initiative, Tenacity- is SECD

- Recognize that anything you do—counseling with individuals, in groups or classrooms, fostering GRIT, preventing HIB, working with parents, etc.—is rooted in SEL/SECD and its systematic presence in your schools.
- Unjumble our fragmented schoolhouses and promote student and staff social-emotional and character development and positive school climate. Steer, or help steer, the ship.

# How Students Can Truly Succeed: Climate, Character, and SEL Competencies

True academic and life success integrates the intellectual, emotional, and social facets of learning. These are inextricably interconnected.



**Reference:** Aspen SEAD Commission Best Practice Guidelines



# Integration of CASEL and CCE Frameworks: Singapore Model of SECD



# Skills Are Essential, But Not Enough

From Rabbi Abraham Twersky: “Let our children see that we are forever trying, that we continue to try throughout our lives, and that we do not condemn ourselves if we have not reached our goal. We try harder.”

From Albert Schweitzer: “At times, our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.”

**Can we see ourselves as the igniters of our children’s flames of character, contribution, compassion, and citizenship?**

***Inspiration Precedes  
Remediation***

# The Power of Purpose

Stanford University psychologist William Damon (2003, p. 9) defines noble purpose:

*“stable and generalized intention to accomplish something that is at once meaningful to the self and of positive consequence to the world beyond the self”*

*Reflection:*

*What are the implications of a greater educator focus on Purpose?*

# Human Dignity is the Guide on the Path to Positive Purpose

*It did not really matter what we expected from life, but rather what life expected of us.*

Viktor Frankl

*If you believe you are here for a purpose, your energies will be focused. A sense of mission will give you strength. You will do remarkable things.*

Rabbi Lord Jonathan Sacks

*The two most important days of your life are the day you were born and the day you know why.*

Mark Twain

# The SECD Lab Takes a MOSAIC Approach

## MOSAIC

***Mastering Our Skills And Inspiring  
Character***

*If skills are the propellers,*

*Virtues are the rudder.*

*The Journey of Life*

*requires both.*



# What is the MOSAIC Approach to Building SECD?

1. Skill Mastery
2. Character Inspiration
3. Purposeful Action

*Principal Kafele*

<https://www.youtube.com/watch?v=U98d6CQbz4s>

# Help Youth Understand Their Purpose





# Schools Must Stand for Something to Promote Positive Purpose



# ***SECD, Purpose, Mindset, & Social Action***

- *Social-emotional and character development (SECD) competencies are as basic, foundational, and essential to academic achievement as reading competence.*

# ***SECD, Purpose, Mindset, & Social Action***

- *Schools have a responsibility to foster SECD in schools of character that focus on supporting and actualizing students' sense of positive purpose.*

# ***SECD, Purpose, Mindset, & Social Action***

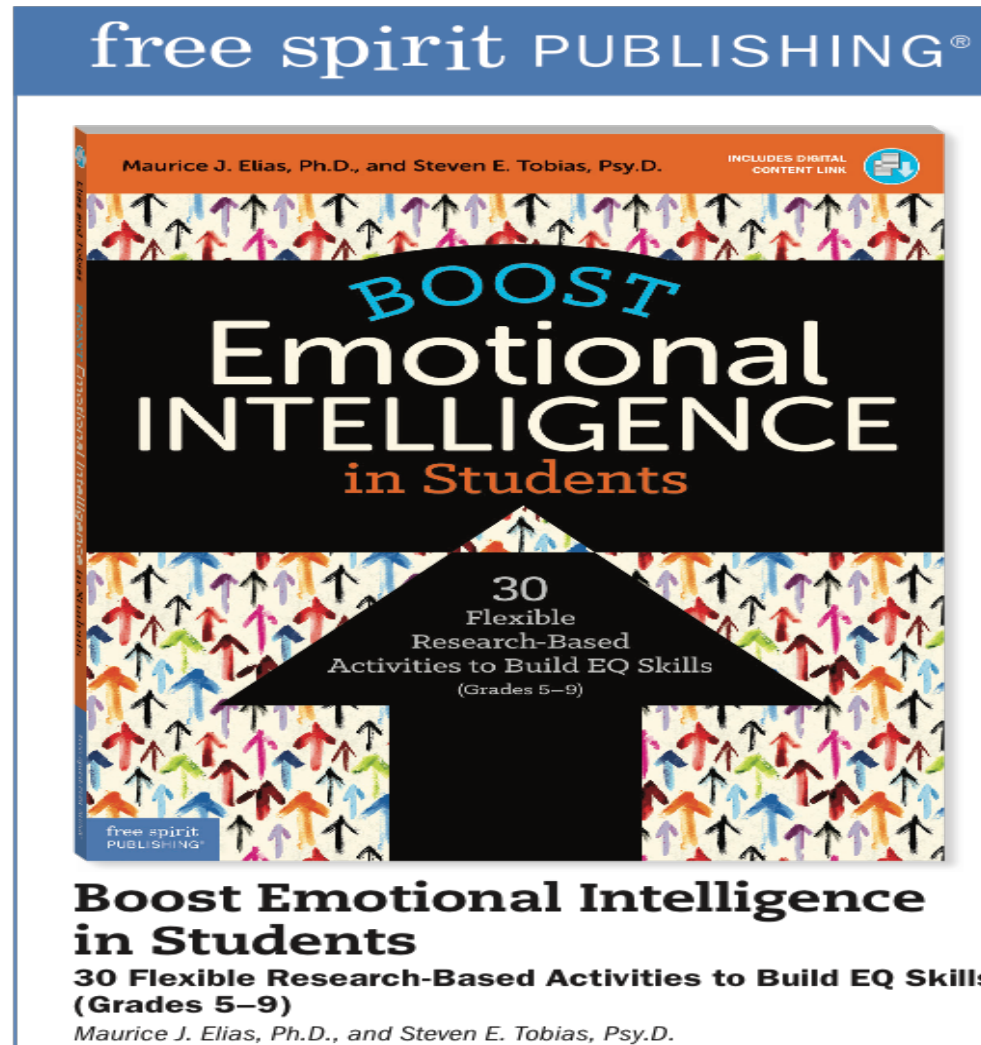
- When students have a positive purpose and a mindset of contribution, they are willing to learn and cooperate for social action and civic participation. Their SEL skills open them to listening with empathy and respect and acting with compassion and commitment.*

# **Small Steps Toward a Great Journey:**

How Shall We Proceed to Get to Where We  
Know We Must Go?



# Build EQ Realistically in Your Tier 2 Counseling



# Gather Your Allies: Social Studies/History/Civics, VPA, and Students





## CIVILITY AND SOCIETY

### How to boost civil discourse in K-12 classrooms

**A**MERICA IS STRUGGLING WITH CIVILITY. According to a 2018 study from KRC Research, [Civility in America: A Nationwide Survey](#), Americans report a severe civility deficit, with 93% identifying a civility issue and 69% classifying it as a major societal problem.

Incivility goes beyond rude words and actions. It represents a complete disregard for the belief systems of others. With ethics, quality of life, health and civility so closely intertwined, however, more people are seeing the importance and necessity of civil interactions for society to thrive. Lack of civil behaviors within the nation's educational system, workforce or communities at large can threaten the greater good.

"Our society is more polarized than ever. That, paired with the nature of communicating electronically, which is devoid of the nuances of emotion and nonverbal cues, makes it essential we teach our students how to have a civil conversation," says Nicole Gianfredi, principal at Timberlane Middle School in Pennington, N.J.

So how can educators help students rise above the current climate of incivility? This SmartFocus on Social and Emotional Learning, sponsored by the Social-Emotional and Character Development Lab at Rutgers, offers a blueprint for building civil discourse in the classroom. Educators offer practical insights on how to integrate social and emotional skills into lessons, create an environment for honest discussion and teach the importance of civic participation.



# New Jersey Social Studies Standards Are Forward Looking and are More than SS Standards

- **Mission:** *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*
- **Vision:** An education in social studies fosters a population that:
  - Is civic minded, globally aware, and socially responsible.
  - Exemplifies fundamental values of American citizenship through active participation in local and global communities.
  - Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
  - Considers multiple perspectives, values diversity, and promotes cultural understanding.
  - Recognizes the implications of an interconnected global economy.
  - Appreciates the global dynamics between people, places, and resources.
  - Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

# Students Taking Action Together (STAT): The Civility Project

- One of the purposes of STAT is to build students' SECD to create dialogue and civility among diverse students, and a sense of empowerment and civic engagement, *via perspective taking, empathy, communication, problem solving, and emotion regulation.*
- Another purpose is to foster deeper thinking and engagement about issues in the classroom, school, community, and world.

## SEL-Based Instructional Strategies Linked to Existing School Curricula and School Issues to Promote Critical Thinking and Being Civil and Civically Engaged

- **(a) Peer Opinion Sharing:** Yes-No-Maybe
- **(b) Respectful Empathic Debate:** asking students to argue from the perspective of all sides of an issue, especially ones they disagree with, perhaps regarding specifics of how a situation was handled, or the specific actions taken
- **(c) PLAN Problem Solving:** an overall framework for analyzing all issue, to provide a repeated strategy that can become internalized

# Students Taking Action Together (STAT): Partners for Civility

- The STAT approach is ideal for partnerships between **school support personnel** and those teaching social studies and related classes, as well as language arts
- **How:** Co-teaching; supporting instruction; using STAT approaches in disciplinary and Tier 2 contexts to conduct respectful debates and build communication, problem solving, and SECD skills students need for humane interpersonal effectiveness.

# Example of STAT in Action

- **Example #1: Current Problem in the School**
  - **Note:** We recommend using this topic to introduce STAT to students
  - **Topic:** Cafeteria food
- Start with a Yes-No-Maybe or debate, and then have students consider the problem from different perspectives, using the PLAN framework

# Example #1 of STAT in Action

- Consider a debate, or a Yes-No-Maybe discussion, based on this statement:

***There is nothing students can do to change the food that is served in the cafeteria. These are adult decisions only.***

- P: What are the problems related to the food in the cafeteria? What are the issues from the perspective of teachers, administrators, those involved in food preparation and serving? What feelings do they have? What are the perspectives and feelings of different student groups?
- L: What options do different groups consider to be acceptable ways to resolve the problem? What are the pros and cons of these ideas? What seem most/least realistic?
-

# Example #1 of STAT in Action

- A: How can the idea be carried out? Who has to do what? When? Where? What obstacles to the plan might be faced? How can these be addressed? How will we know if the plan is being successful? How can we use feedback to improve the plan?
- N: (after the plan is tried:) How did it work out? What consequences were considered that could have been anticipated? What can be learned from these experiences that can be used in the future, for this or other kinds of school issues?
- ***This framework can be used for other school issues, such as bullying, drugs, gangs, cheating, discipline— as well as historic and current events***

More Examples of STAT in Action:  
1:40 Breakout with Ayudant, Sadow, and  
Nayman: Simple Strategies to Teach SEL  
and Character



# Other Ways to Enlist, Empower, and Inspire Students, Instead of “Fixing” Them

- **Staff/Student Committee Involvement**
- **Open Mixed Media Problem Solving Forums**
- **Buddies, Mentors, and Tutors, across age and ability**
- **Opportunities for Reflection**
- ***Opportunities for Identifying and Developing one’s Laws of Life/Sense of Purpose***

# Visual and Performing Arts Teachers, Like Social Studies Teachers, Are Waiting for You to Bring them Into an SECD/SEL Collaboration



# The Arts Foster Nuanced Civic Awareness

“Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world”

*(Education Week, Dec. 2014, p. 24)*

*Observing, analyzing, and understanding art and its production and context build many competencies but also promote a sense of common humanity....*

# The Arts Advance our Emotional Intelligence, for Self and Other

“We need the arts because they remind children that their emotions are equally worthy of respect and expression. *The arts introduce children to connectivity, engagement, and allow a sense of identification with, and responsibility for, others.*”

- Jessica Hoffman Davis, author of *Why Our Schools Need the Arts*, in Greater Good Interview, 2009, p. 19

# Academy for Social-Emotional Learning in Schools: [SELinSchools.org](http://SELinSchools.org)

- Overarching goals are to address the gap in professional development of school leaders and teachers that exists today and to create a community for on-going mentoring, resource support, and sharing of experiences from walking the talk!
- The Academy offers a virtual Professional Learning Community and two certificate programs.
- Certificate for School Leadership in Social-Emotional Learning and Character Development.
- Certificate for Instruction of Social-Emotional Learning and Character Development. ([sel.rutgers.edu](http://sel.rutgers.edu))
- Academy Overview Video: <http://sel.cse.edu/>



Academy for  
**SOCIAL-EMOTIONAL**  
Learning in Schools



# What is the Online Professional Development Community?

- A unique feature of the courses and the certificate is participants' involvement in a virtual Professional Learning Community (vPLC). Beginning with participation in one's classes and practicum, there is an emphasis on being part of a community of learners who support and assist one-another during the courses— and beyond— in making applications of SEL/SECD and academics for prek-12.

# THE INSPIRATION TO OVERCOME THE CHALLENGES

- Our children cannot learn, and our teachers cannot teach, in schools that are unsafe, unsupportive, uncaring, uncivil or lacking in intellectual challenge. The mission of schools cannot be to turn out students with high test scores, but who are not healthy, caring, compassionate, or ethical.

- We must prepare children for the tests of life, not just a life of tests.

Intellect Without Compassion = Danger  
Intentional Social-Emotional, Character, and Citizenship  
Development in Schools is not Optional  
Our Practices Today are Shaping Our Societies Tomorrow.

*“Don’t let what you cannot do  
interfere with what you can  
do.”*

*John Wooden*

*“The children are waiting.”*

*Ted Sizer*

*“If not you as catalyst, who? If  
not now, when? Go and  
Learn”-- Hillel*





# Contact Information for Materials and Follow Up: See Handout

- [www.secdlab.org/STAT](http://www.secdlab.org/STAT)      [www.secdlab.org/MOSAIC](http://www.secdlab.org/MOSAIC)
- The Resource Center at SELinSchools.org
- For Support or Questions about Implementation:
  - [SECDLab@gmail.com](mailto:SECDLab@gmail.com)

Please follow the lab @SECDLab for updates and information on the latest projects and events.

<https://twitter.com/SECDLab>

- For ongoing information about SECD:
  - [www.edutopia.org/profile/maurice-j-elias](http://www.edutopia.org/profile/maurice-j-elias)