Ice Breaker! Get Loose!
Why do you come to work?
Objectives

• review what was learned in the SEL Challenge.
• Review and become familiar with six domains of SEL.
• Assess your program’s strengths and reflect on areas of growth.
• Connect to a community of practice.
Agenda

- SEL Challenge overview and findings
- SEL Visual Summary
- SEL Domains; Assessing your SEL Practices
- Q & A
- Closing Reflection
Why Invest in SEL?

There is a disconnect between the demands required for life success and the limited supports our education system offers to help youth prepare to meet those demands.
SEL Challenge Partners

A collaboration between:

- expert practitioners delivering exemplary SEL programs in 8 unique communities
SEL Challenge Partners

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- expert practitioners delivering exemplary SEL programs in 8 unique communities
- a team of researchers
**SEL Challenge Partners**

A collaboration between:

- expert practitioners delivering exemplary SEL programs in 8 unique communities
- a team of researchers
- a national foundation.
SEL Challenge Purpose

The SEL Challenge was designed to:

1. Identify promising practices for building SEL skills with vulnerable adolescents, and
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2. Develop a **method** for taking these practices to scale in thousands of out-of-school time settings.
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SEL Challenge Purpose

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1. Identify **promising practices** for building SEL skills with vulnerable adolescents, and

   **Standards for SEL Practice**

2. Develop a **method** for taking these practices to scale in thousands of out-of-school time settings.

   **SEL Strengths Builder**
SEL Challenge Findings

- SEL Field Guide
- Virtual Learning Community and Strengths Builder Content
  SELpractices.org
- Technical Report
## Six SEL Domains

### Table: Standards for SEL Practice in Six Domains

<table>
<thead>
<tr>
<th>Domain</th>
<th>Key Youth Experiences</th>
<th>Staff Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotion Management</strong></td>
<td>- Youth experience a range of positive and negative emotions in a safe context.</td>
<td>- Staff create and adjust the structure of daily activities to accommodate youth's processing of emotions.</td>
</tr>
<tr>
<td></td>
<td>- Youth have opportunities to practice and develop healthy and functional emotion skills.</td>
<td>- Staff model healthy emotion strategies within the context of caring, mutually respectful relationships with youth.</td>
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<tr>
<td></td>
<td>- Staff provide coaching to youth about handling and learning from their ongoing emotional experiences.</td>
<td>- Staff provide ongoing assistance to help youth develop and maintain balance within the work.</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>- Youth explores social structure and power in relation to themselves and others.</td>
<td>- Staff model empathy skills with youth.</td>
</tr>
<tr>
<td></td>
<td>- Youth share their stories and listen to the stories of others.</td>
<td>- Staff facilitate intergroup and interteam dynamics and successful collaboration.</td>
</tr>
<tr>
<td></td>
<td>- Youth practice relating to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.</td>
<td>- Youth reflect on how outcomes of their work provide information that helps build and verify youth skills.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>- Youth develop group cohesion and trust.</td>
<td>- Staff facilitate intergroup and interteam dynamics and successful collaboration.</td>
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<tr>
<td></td>
<td>- Youth engage in successful collaboration.</td>
<td>- Staff practice sufficient structure to youth-driven projects.</td>
</tr>
<tr>
<td></td>
<td>- Youth manage challenges to creating and maintaining effective working relationships.</td>
<td>- Staff ensure opportunities for youth to observe models of successful work.</td>
</tr>
</tbody>
</table>

### Responsibility
- Dispositions and abilities to reliably meet commitments and fulfill obligations of challenging roles.

### Initiative
- Capacities to take action, sustain motivation, and persevere through challenge toward an identified goal.

### Problem Solving
- Abilities to plan, strategize, and implement complex tasks.

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### Quotes:
- "I used to think this program was more of an outlet too. Whenever I went to have a bad day, I would show up here. You know, you're cutting wood. That's a great outlet for bringing out some of that anger or depression you have. And it really helps you control yourself." — 11th Grade Student Group participant

- "While on course, students have an opportunity to use their leadership skills in a hands-on way. This is a perfect time to build leadership skills for the future. It's an opportunity for the group to take ownership of what they've done, and they're excited to see what they've accomplished." — Laura Greene, K92, Voyageur Outdoor School

- "The facilitator can really add a lot of the service learning as an element to that trip. "Okay, so here we go...and now it's your time to practice in the real world." You're trying to engage the youth voice as much as possible in the planning, and you're trying to do it in a way that minimizes the resources that you have available." — Allison Milbaas, YMCA

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**SELpractices.org**

#SELchallenge

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**Preparing Youth to Thrive**

Promising Practices for Social & Emotional Learning

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Six SEL Domains

- Emotion Management
- Empathy
- Teamwork
- Responsibility
- Initiative
- Problem Solving
SEL Program Model

project-based learning with intensive co-regulation
Curriculum Features
SEL Domains Jigsaw

1. Find 2-6 people with the same SEL Domain.

2. Become an expert! Review the materials for that domain. Everyone should be prepared to share their newfound expertise in a presentation of 1 minute or less.
SEL Domains Jigsaw

1. Form a new group with exactly 6 members, one for each SEL Domain

   - **Emotion Management**: Abilities to be aware of and constructively handle both positive and challenging emotions.
   - **Empathy**: Relating to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.
   - **Teamwork**: Abilities to collaborate and coordinate action with others.
   - **Responsibility**: Dispositions and abilities to reliably meet commitments and fulfill obligations of challenging roles.
   - **Initiative**: Capacities to take action, sustain motivation, and persevere through challenge toward an identified goal.
   - **Problem Solving**: Abilities to plan, strategize, and implement complex tasks.

2. Each person shares their expertise on their SEL Domain.
SEL Domains

• What did you learn?
• What reminded you of your program?
• Questions?
### Assessing SEL Practices

#### Key Youth Experiences

**How important is this to your program?**
- 1 = Not important; 3 = Moderately important; 5 = Very important

**Do youth have this experience in your program?**
- 1 = Youth do not experience this as part of our program.
- 3 = This is a casual or incidental part of youths’ program experience.
- 5 = This is a well-developed part of youths’ program experience.

**How many youth in your program have this experience?**
- 1 = None; 3 = Some; 5 = All

#### Staff Practices

**How important is this to your program?**
- 1 = Not important; 3 = Moderately important; 5 = Very important

**In our program, we**
- 1 = do not enact this practice
- 3 = enact this inconsistently
- 5 = enact this consistently

Mark with an X when in the program year this practice typically or most frequently occurs. (You may mark more than one column.)
- Beginning; ; Middle; End
What were your results?

• What were your strengths?
• What factors contribute to success?
• Which could you do more of?
• Which standards are high priorities for you, based on the youth you serve and the goals of your program?
• Which are less of a priority, and why?
• How do the results of the assessment fit with your vision for your program?
• What practices make sense to focus on first?
• How could you address potential obstacles?
SEL Strengths Builder Method

Available at SELpractices.org.
Engage with the Virtual Learning Community at SELpractices.org

Post to social media!

Share resources from your program!

Look for opportunities to join the discussion!
Looking for more support?

You may be interested in an **SEL Challenge Box Set:**
- SEL Field Guide
- 3 Strengths Builder Assessments
- Planning with Data Handbook
- 5 Live Webinars
- Technical Assistance call from a Weikart Center coach

Visit [https://store.cypq.org/collections/sel](https://store.cypq.org/collections/sel)

**Live trainings** are also available. Email [SEL@cypq.org](mailto:SEL@cypq.org)
Discussion Q&A
Closing Reflection
Closing Reflection

• Write on an index card – one step you are going to take in the next two weeks to learn more or share what you’ve learned

• Find your visual summary partner and
  – Exchange contact information
  – Give you partner you action step
  – Agree on a time to check in two weeks from now
Thank you!

- SELpractices.org
- #SELchallenge