Social Emotional Learning & Local School Wellness Policy

Presented by: CalFresh Healthy Living, UC, Public Health Institute Center for Wellness and Nutrition, & the UC Davis Center for Nutrition in Schools
Webinar Agenda

• Introduction to Social Emotional Learning (SEL)
• The Whole School, Whole Community, Whole Child Model (WSCC)
• Connecting SEL to our work
• Community Experiences: Butte County
• CDE Support and Resources for SEL
Welcoming Activity: Synectics

Describe how you think the word and image below are connected. Type your ideas into the chat box

COVID-19
The SEL Playbook

Practical ways to introduce and broaden the use of SEL practices in classrooms
Synectics Breakdown

When and Why:
• Opening activity
• Promotes creative and fluid thinking
• Sparks conversation, establishes readiness for further exploration of a topic, and can be explicitly connected to a literacy objective

SEL Focus:
• Helps group focus its energy on a topic or concept in a low-risk way in which all voices are included,
• Strengthens social awareness skills
Introductions

Presenters
• Crystal Young
• Mike Danzik
• Dareen Khatib
• Jona Pressman

Facilitators
• MaryAnn Mills
• Katherine Hawksworth
• Melanie Gerdes
Social Emotional Learning
Below the Surface

Crystal Young, Nutrition Education Consultant
Nutrition Services Division
California Department of Education
Looking Back on Wellness

- Local school wellness policies (LSWP) required for local educational agencies operating child nutrition programs
- LSWPs revised and strengthened by Healthy, Hunger-Free Kids Act
- Triennial assessment publicly shared to demonstrate implementation of LSWPs
How are the Children?

- Youth and adult obesity rates increase in US
- California wellness policies promising
- Disparities in results
  - Adolescents, girls, Hispanic and African American youth

COVID-19 Affects All

This material was funded by USDA’s Supplemental Nutrition Program - SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663.
All Hands on Deck

- Whole Child Whole School Whole Community
- Local Control Accountability Plans
- Student Centered Learning
- Equity and Access
Social Emotional Learning at the Core
Nutrition and Wellness

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making
Whole School, Whole Community, Whole Child (WSSC) Model

Mike Danzik, Nutrition Education Consultant
Nutrition Services Division
California Department of Education
Whole School, Whole Community, Whole Child (WSCC) Model

- Places the child at the center
- Takes a comprehensive approach to supporting learning and health
- Calls for greater collaboration across sectors
- Aligns with the U.S. Department of Agriculture’s Local School Wellness Policy (LSWP) requirements
LSWP & WSCC
Making the Connections

- Parents
- Health professionals
- City and county staff
- Local businesses
- Other community members
LSWP &WSCC
Making the Connections

• What areas to address?
• How do you prioritize?
• What is your plan for implementation?
• Short-term vs. long-term goals
• Wellness committee members
Creating a school environment that is:

• Healthy
• Safe
• Supported

..for each and every student
LSWP & WSCC
Making the Connections

• Emphasizes the need for strong community partnerships

• Relying on partners and their expertise can help during a crisis
LSWP & WSCC
Making the Connections

WSCC model


LSWP

- https://www.cde.ca.gov/ls/nu/he/wellness.asp
Activity: Show It, Share It, Move On

Overview: Through this activity, participants share and pass along new ideas.

When and Why: This activity enables participants to spread good ideas and share what they know or have learned with each other in a way that maximizes equitable “airtime.”
Instructions: Participants will write two separate words, each describes something that was learned during this segment of the webinar. I will give you a minute or so to write down your two words.

Hold up your first word to your camera OR type your word into the chat box.

We will do this again for the second word.
Thanks for participating!

Now…on to WSCC Model question and Answers…
Questions?
Social & Emotional Learning: What, Why, and How

Dareen Khatib, MPH, RDN, MCHES
Administrator, Health & Wellness
Orange County Department of Education
What is Social and Emotional Learning (SEL)?

Social and emotional learning (SEL) is 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.
Video: 5 Keys to Social and Emotional Learning Success
Domains and Competencies

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- Communication
- Social engagement
- Building relationships

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

- Working cooperatively
- Resolving conflicts
- Helping/Seeking help
Signature SEL Practice: Engagement

• Take a moment and reflect on the five SEL competencies
• **First round**- Which would you say is a **strength** for you?
• **Second round**- Find would you say is a **stretch** or an area you want to grow?
Emotions Matter

Decades of research show that emotions drive:

• Executive functions of attention, memory, and learning
• Decision making and judgment (emotional regulation)
• Relationship quality (healthy culture and climate)
• Physical and mental health (your thoughts become your biology)
• Everyday effectiveness and success
Benefits of Social and Emotional Learning

Science Links SEL to Student Gains:

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure:

- Conduct problems
- Aggressive behavior
- Emotional distress

SEL Works: The Evidence is Robust

• Neuroscience shows that emotion, attention, and learning are linked.

• Can be taught by teachers, who also benefit:
  ▪ Less stressful working condition
  ▪ Stronger focus on learning
  ▪ Better relationships with students

• Direct impact on school climate

• Bottom line – student achievement goes up, failure goes down
Key Approaches to Developing Social and Emotional Competence

Explicit Instruction
How are you intentionally teaching the knowledge, mindsets, and skills of SEL?

Integration and Infusion
How do you intentionally integrate SEL into instructional practice and academic content?

Culture and Climate
How do you intentionally develop a positive school culture and climate in the school and classrooms for all members of the learning community?
Health Education Content Areas

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health
Nutrition Education & Physical Activity
Teaching Practices Promote SEL

MORE
• Project-based learning and inquiry
• Cooperation and teaming
• Critical thinking
• Problem solving
• Collaborative structures
• Student-centered
• Self-assessment

LESS
• Lecture
• Competition
• Rote learning (memorization/recall)
• Independent seat work
• Teacher-directed
• Rewards
Examples of SEL Universal Support

For All Students

• Social and emotional skills instruction in five competency areas

• Teaching SEL skills in context of academic content, teaching practices, & classroom management

• Community & relationship building

• School norms, expectations, recognition

• Staff SEL competence and wellbeing
What opportunities present themselves in our efforts to create and implement Local School Wellness Policies that address the WSCC model and support the Whole Child?
Signature SEL Practice: Optimistic Closure

• What moves your heart?

• What moves your thinking?

• What moves you to action?
Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. (Collaborative for Academic, Social, and Emotional Learning (CASEL))

Professional Development Opportunities

NEW TRAINING SERIES
 Integrating Social and Emotional Learning into Teaching and Leading
 SEL Series Flyer 2018-19

SEL for Leaders
New Training Dates Added

Highlighted Resources

SEL Resources List
Five SEL Competencies
SEL Trends: Integrating with Academics
For California Educators
SEL Embedded into Core Education Documents
New Infographic
Six Steps to Effective SEL Assessment
Newly Released Guide by RAND and CASEL
Choosing and Using SEL Competency Assessments
The RAND Assessment Finder

Videos

Supporting Youth...
Questions?
Community Experiences: Butte County and the Camp Fire

Jona Pressman
Nutrition Education Program Manager
CalFresh Healthy Living, UC
Butte County Experience

• Camp Fire
• Oroville Dam Evacuations
• Butte County’s Adverse Childhood Experiences Score (ACES)
  • 1-3 ACEs 46.2%
  • 4 or more ACEs 30.3%
30 silent seconds to recall...
a time when you felt especially comforted or soothed by someone else’s words, gestures and/or deeds
What was said or done that helped?
How would you feel if no one responded or responded without empathy?
Taking care of each other and helping anyone feel less alone

• Office or team culture – strengthening internal support.
• Support of individuals in crisis.
• Support of individuals who identify as being emotionally and physically well.
• Communicating with empathy – acquiring new skills and practicing.
• Communication “tree” or a system for informing one another.
Taking care in our work

• CONNECT **THEN LEAD** (relationship before task)

• We are judged! “Can I trust this person? Can I respect this person?”

• Warmth versus Competence

• Build a Foundation of Trust First!
  • In your first 10 “warm” seconds in a classroom, a staff meeting or at a community event.
  • In your shared meeting agreements before you begin a lesson or presentation.
  • In your questions to students, your preparedness, your willingness for shared learning.
  • In your listening and seeking to understand.
  • In your follow up and follow through communication.
  • In your selection of the most appropriate resources for your target audience.
Reframing programming after the Butte County Camp Fire

• Crisis response – in our office and in our community
• Civic engagement – attended formal and informal meetings with partners, watched news coverage, discussed challenges and plans at staff meetings including CalFresh Healthy Living, UC staff meetings
• Shifted to providing Direct Education with SEL embedded activities
• Garden rebuilding and use of updated tools (garden assessment)
• Planning for PSE changes
Questions?
CASEL CARES Initiative

• Strengthen Community Partnerships
• Engage Youth and Community and Elevate their Voices
• Care for the Adult Care Giver
• Put on Equity Shoes
SEL Resources

- CDE Social and Emotional Support in Distance Learning web page at [https://www.cde.ca.gov/ci/se/seldistance.asp](https://www.cde.ca.gov/ci/se/seldistance.asp)

- CDE Fact Sheet – Creating an Emotionally Healthy and Safe Child Nutrition Environment in Challenging Times (PDF) on the CDE School and Child and Adult Care Meals web page at [https://www.cde.ca.gov/ls/he/hn/schoolmeals.asp](https://www.cde.ca.gov/ls/he/hn/schoolmeals.asp)

- CASEL CARES Initiative Roadmap on the CASEL CARES web page at [https://casel.org/covid-resources/](https://casel.org/covid-resources/)
Questions?
What’s Next?

• Webinar evaluation
• Future webinars/trainings on integrated SEL practices into education delivery
Closing Activity: One-Minute Accolade

• Type into the chat box something you appreciated about today
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