



# 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*



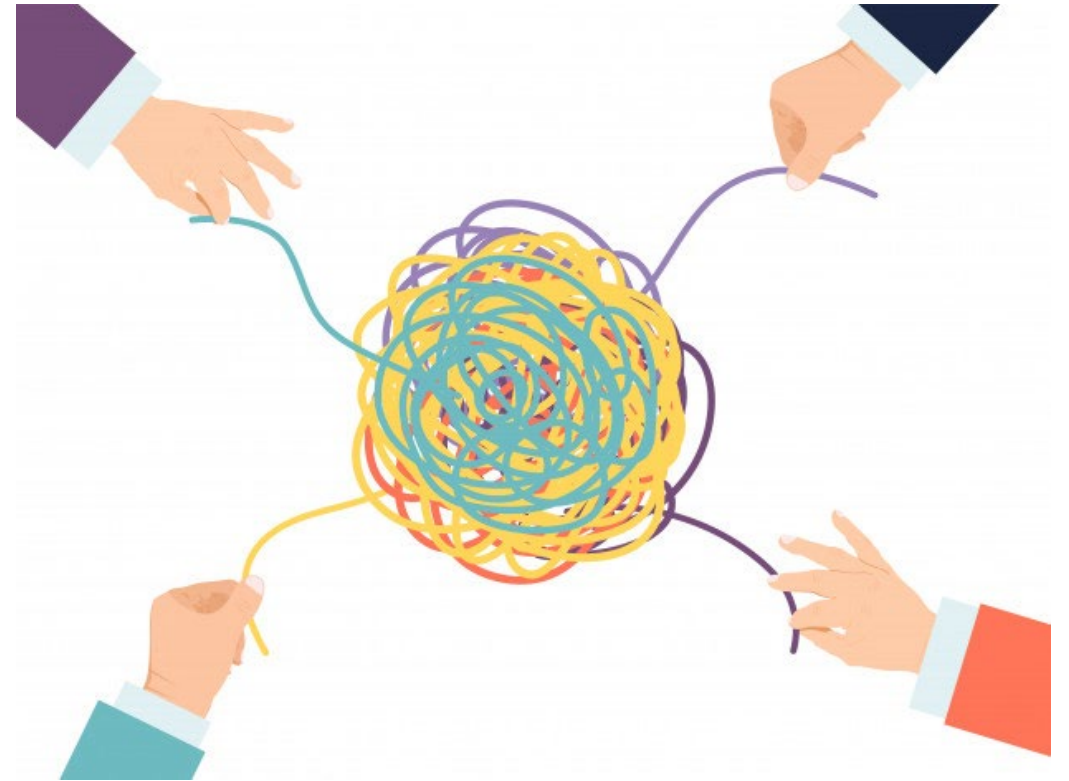
# Webinar Agenda

- 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



# Synentics 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



*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.*

# Looking Back on Wellness

2004

2006

2010

2017

2020

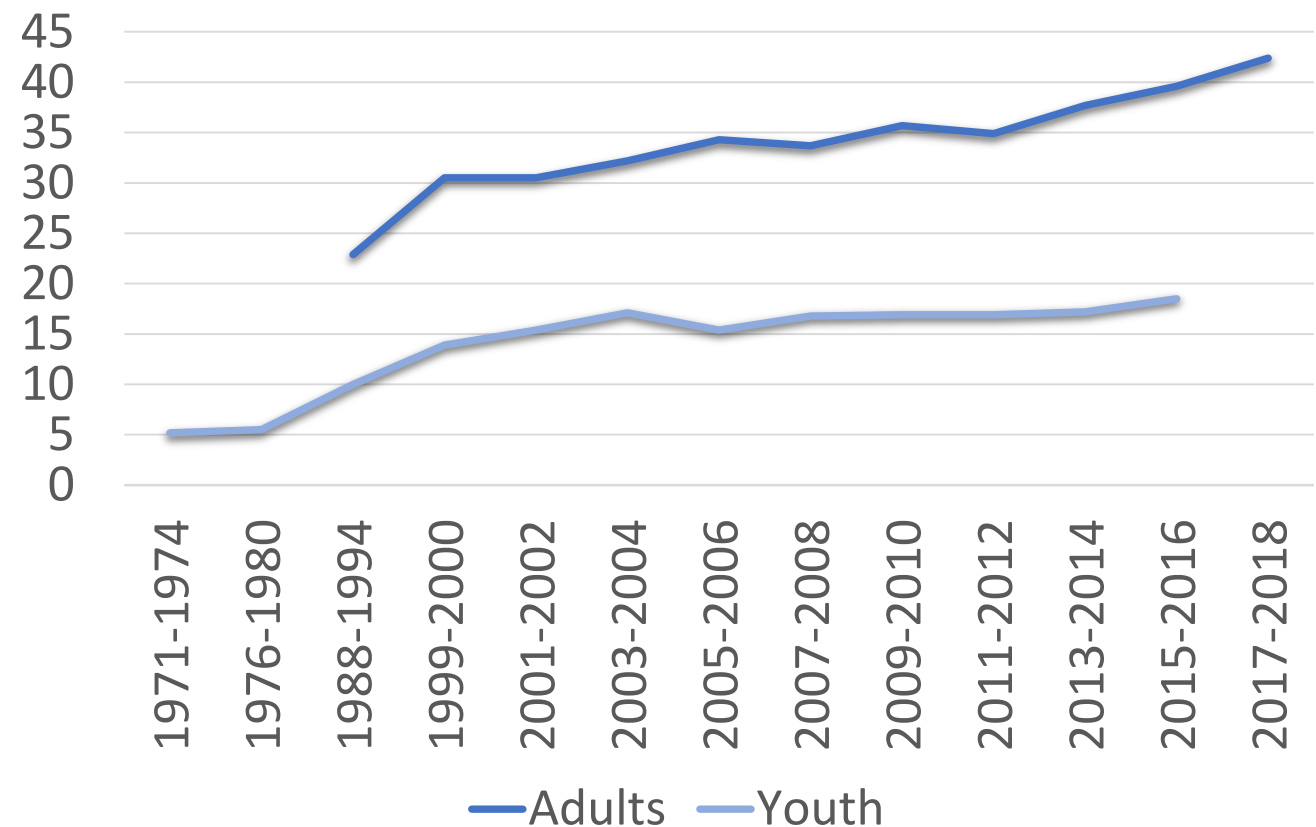
- Local school wellness policies (LSWP) required for local educational agencies operating child nutrition programs
- LSWPs revised and strengthened by Healthy, Hunger-Free Kids Act
- Triennial assessment publicly shared to demonstrate implementation of LSWPs



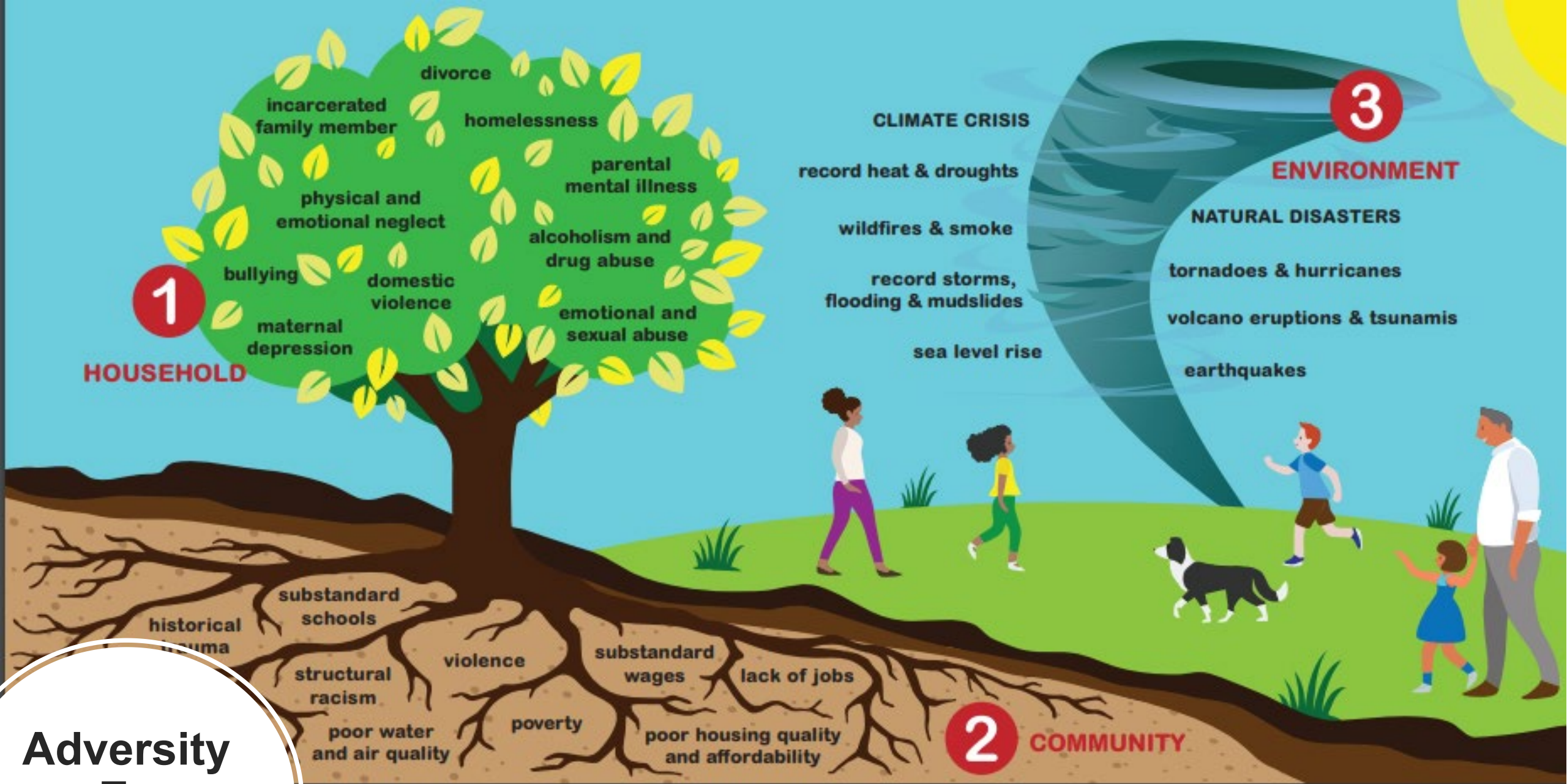
# How are the Children?

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

National Obesity Rate Trends



National Health and Nutrition Examination Survey: 2017-2018. Centers for Disease Control and Prevention. [www.cdc.gov/nchs/nhanes](http://www.cdc.gov/nchs/nhanes)



**Adversity on Every Side**

Resilience Collaborative and Networks and the International Transformational Resilience Coalition for inspiration and guidance. [Visit our website](#) to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.

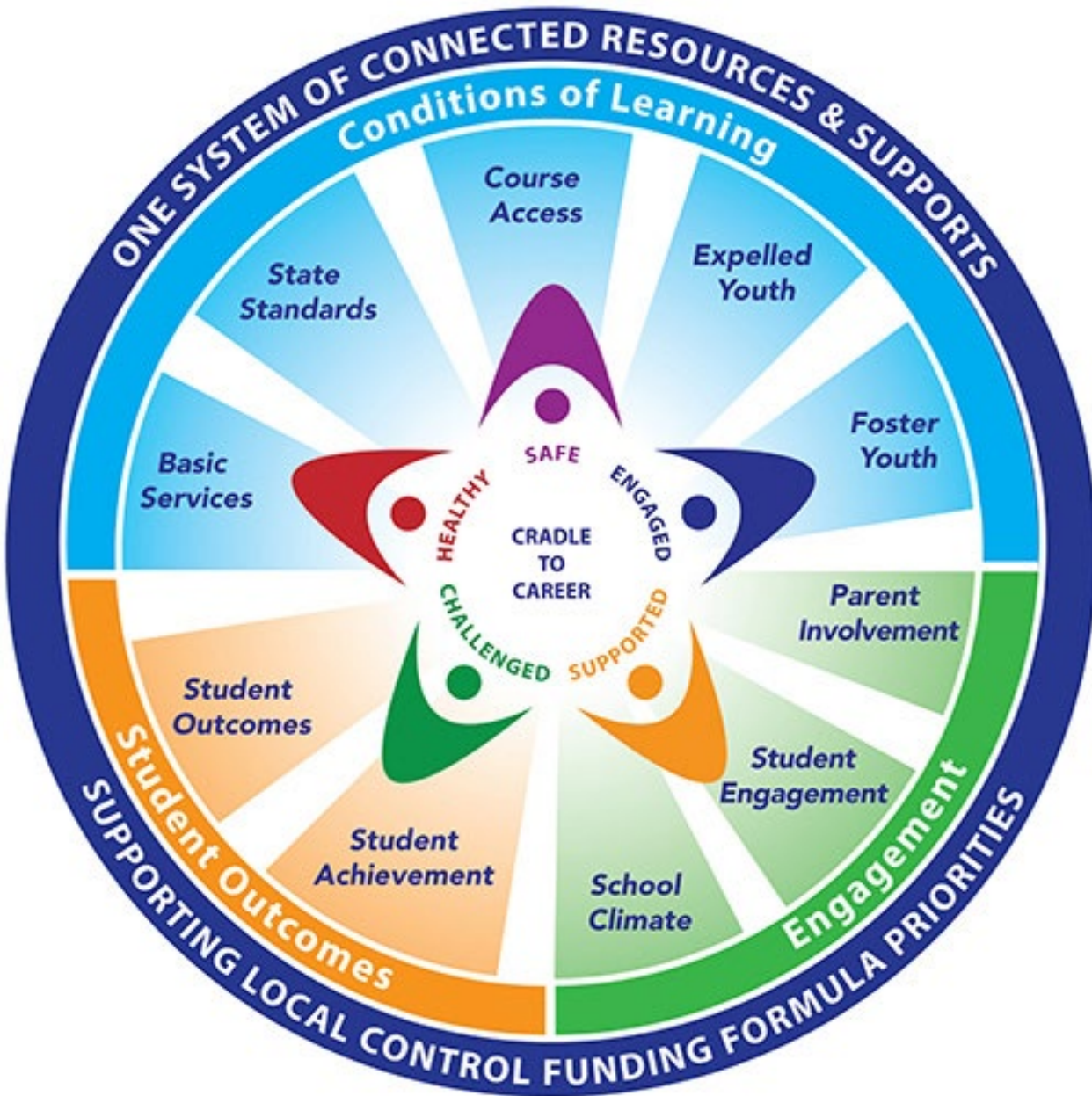




# COVID-19 Affects All



...ed by USDA's Supplemental Nutrition Program - SNAP, known in California as CalFresh (formerly food stamps). These institutions are essential for 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



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# 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



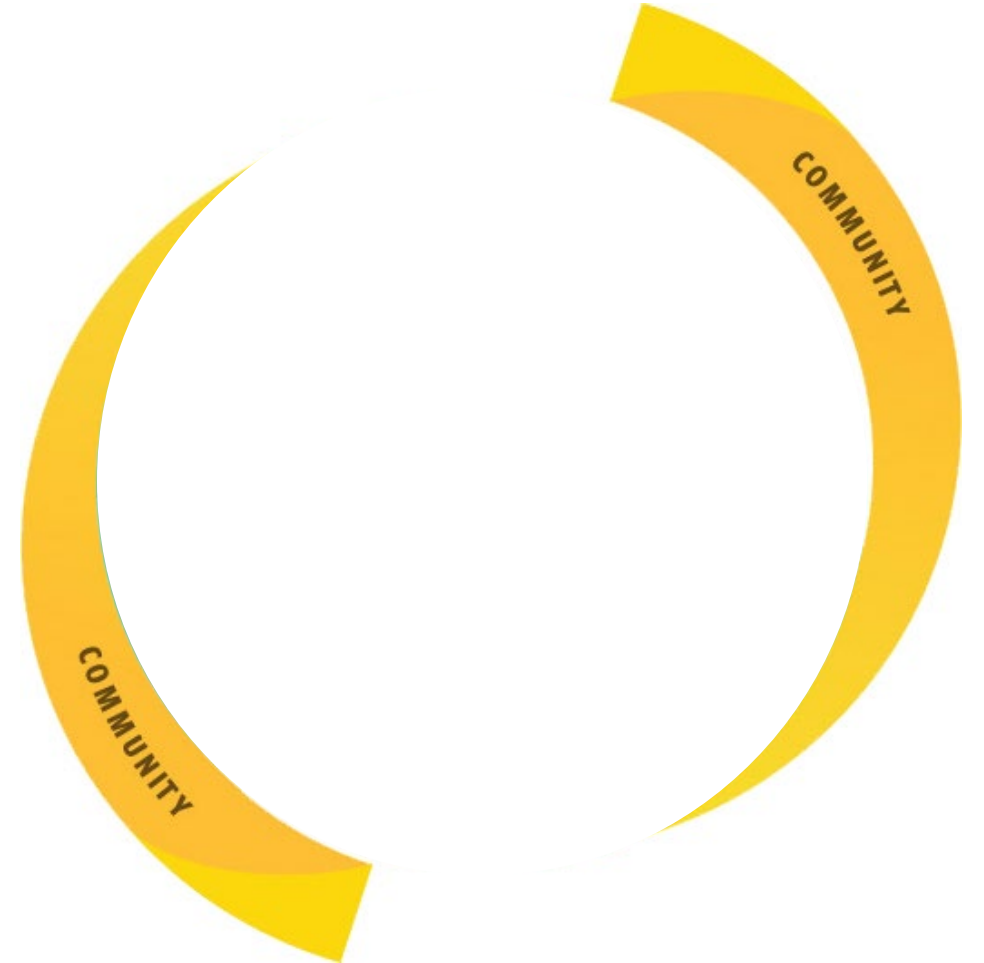




# LSWP & WSCC

## 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





# LSWP & WSCC

## Making the Connections

**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

- <http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>

### LSWP

- <https://www.cde.ca.gov/ls/nu/he/wellness.asp>



# LSWP & WSCC

## Making the Connections

**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.”



PRACTICAL WAYS TO  
INTRODUCE AND BROADEN  
THE USE OF SEL PRACTICES  
IN CLASSROOMS, SCHOOLS,  
AND WORKPLACES

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



# LSWP & WSCC

## Making the Connections

**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.



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# LSWP & WSCC

## Making the Connections

Thanks for participating!

Now...on to WSCC Model question and  
Answers...



# Questions?



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# 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

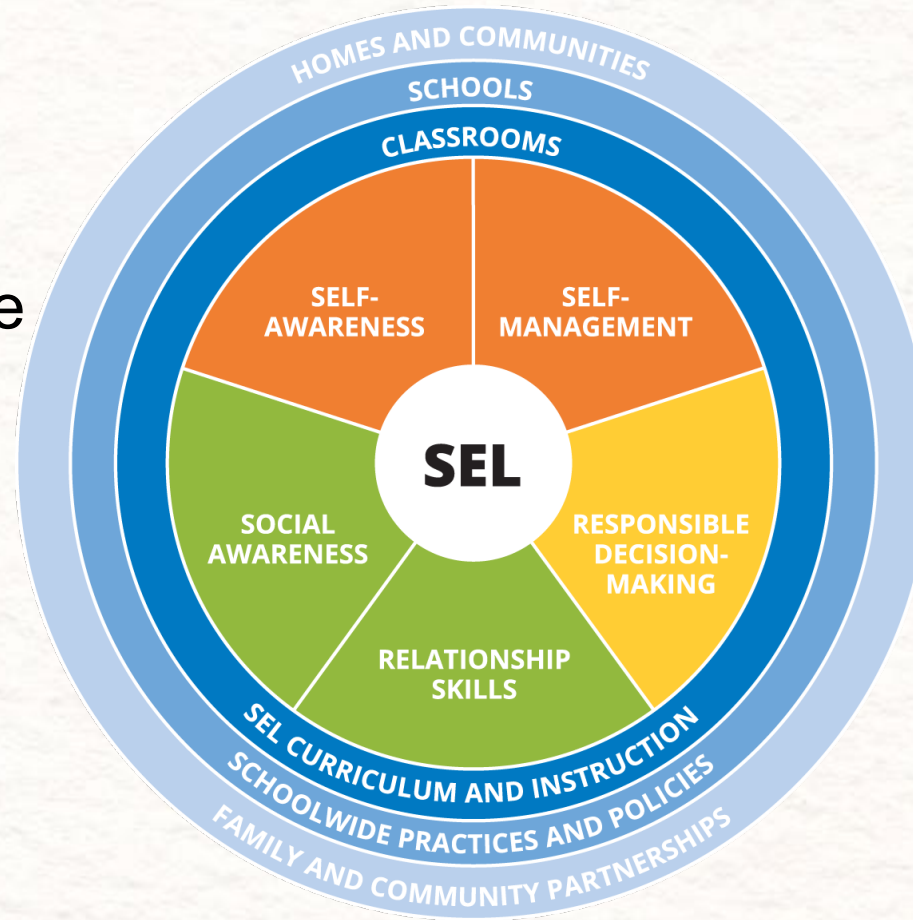
- Perspective--taking
- Empathy
- Appreciating diversity
- Respect for others

- Communication
- Social engagement
- Building relationships

- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

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

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



# 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?

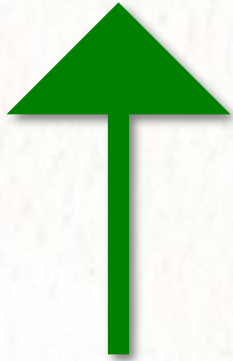
# Emotions Matter

*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

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.





# 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



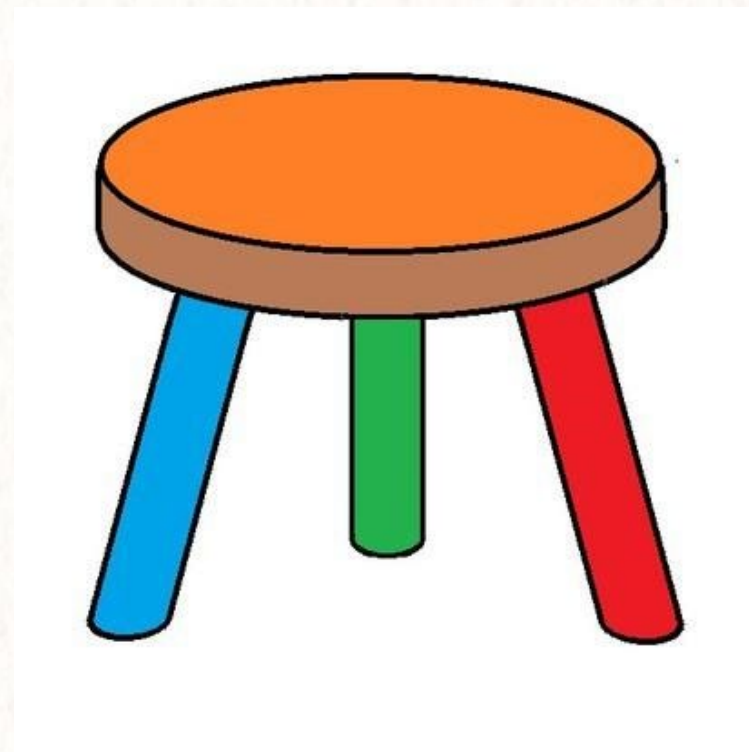
# Key Approaches to Developing Social and Emotional Competence

## 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

A top-down view of a wooden table. On the left side, there is a collection of fresh produce including a green apple, several stalks of asparagus, a bunch of purple grapes, and some leafy greens. On the right side, there is a spiral-bound notebook with a blank white page and a yellow pencil lying vertically next to it. At the bottom of the frame, more produce is visible, including a pear, a red apple, and more grapes. A semi-transparent white box is overlaid on the left side of the image, containing the text 'Nutrition Education & Physical Activity'.

# 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**?





[Student Mental Health Matters](#)

[Social and Emotional Learning \(SEL\)](#)

[Trainings](#)

[Resilient Mindful Learner Project](#)

[School Climate Matters](#)

[Student Mental Health Resources](#)

[Restorative Practices](#)

[Restorative Practices Resources](#)

[Eliminating Barriers to Learning OC Trainers Network](#)

[Contact Us](#)

## 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 and Social Emotional Learning (CASEL)



[Assessments and Screeners](#)



[California SEL](#)



[District/School Planning and Implementation](#)



[Adult SEL](#)

### 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](#)

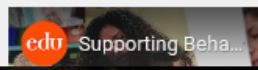
**For California Educators**  
[SEL Embedded into Core Education Documents](#)

**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



## CASEL Resources

# Orange County Department of Education SEL Resources

# Questions?



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# 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%



The fire's location in northern California



# 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?



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# 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>
- 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>
- CASEL CARES Initiative Roadmap on the CASEL CARES web page at <https://casel.org/covid-resources/>

# Questions?



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# 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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