



SOCIAL EMOTIONAL LEARNING

Building Programmatic
Practice

Housekeeping



**MICROPHONES
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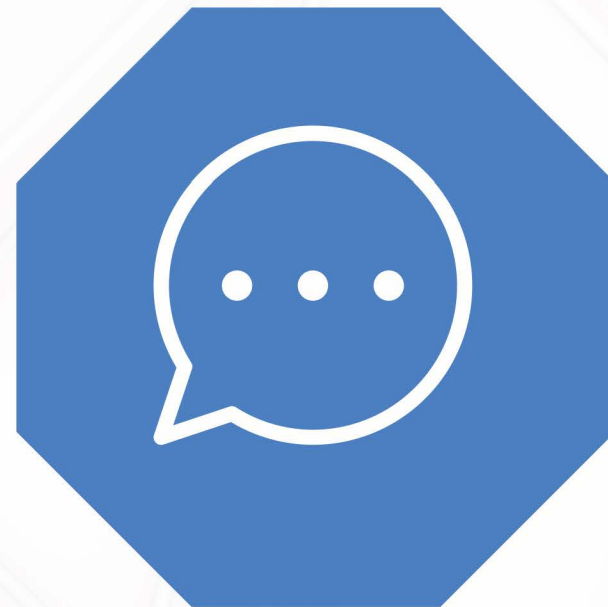
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**RECORDING IN
PROGRESS**



Q & A



CHAT FEATURE

THE OFFICE OF EARLY LEARNING (OEL)

- Provides direction and support to inform Statewide policies and programs related to best practices across PreK to Grade 3.
- Support LEAs in the provision of high-quality prekindergarten programming
- Guidance for Voluntary Registered Nursery Schools and Kindergartens
- Support early learning providers, school districts, and families
- Remains current with review of research to inform policies and practices related to early childhood education
- Monitors State-Administered Prekindergarten

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OVERVIEW

Participants will:



Learn about the benefits to both students and educators of bringing SEL to the district.



Understand the transformative power to create nurturing environments, enhancing academic outcomes, and building a foundation of lifelong well-being in our schools.



Hear from districts who will explain their inspiring examples of how SEL has impacted their school and community.



Why SEL?

What is SEL and why is it important in Early Childhood Education?

Educating

Educating the mind without
educating the heart is no
education at all.

- Aristotle



WHY SEL?

Academic success in young individuals is influenced by their social-emotional competence.

Research done through a meta analysis of 213 rigorous studies of SEL in K-12 schools showed:

- better academic performance
- improved attitudes and behaviors
- fewer negative behaviors
- reduced emotional distress



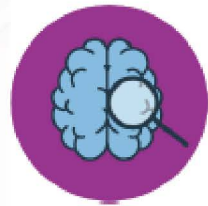
Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405-432.

WHAT IS SEL?



WHAT IS SEL?

The CASEL 5



Self-Awareness



Self-Management



Social Awareness



Relationship Skills



Responsible Decision-Making

NYS SEL Framework

What does research
suggest about social
emotional learning?



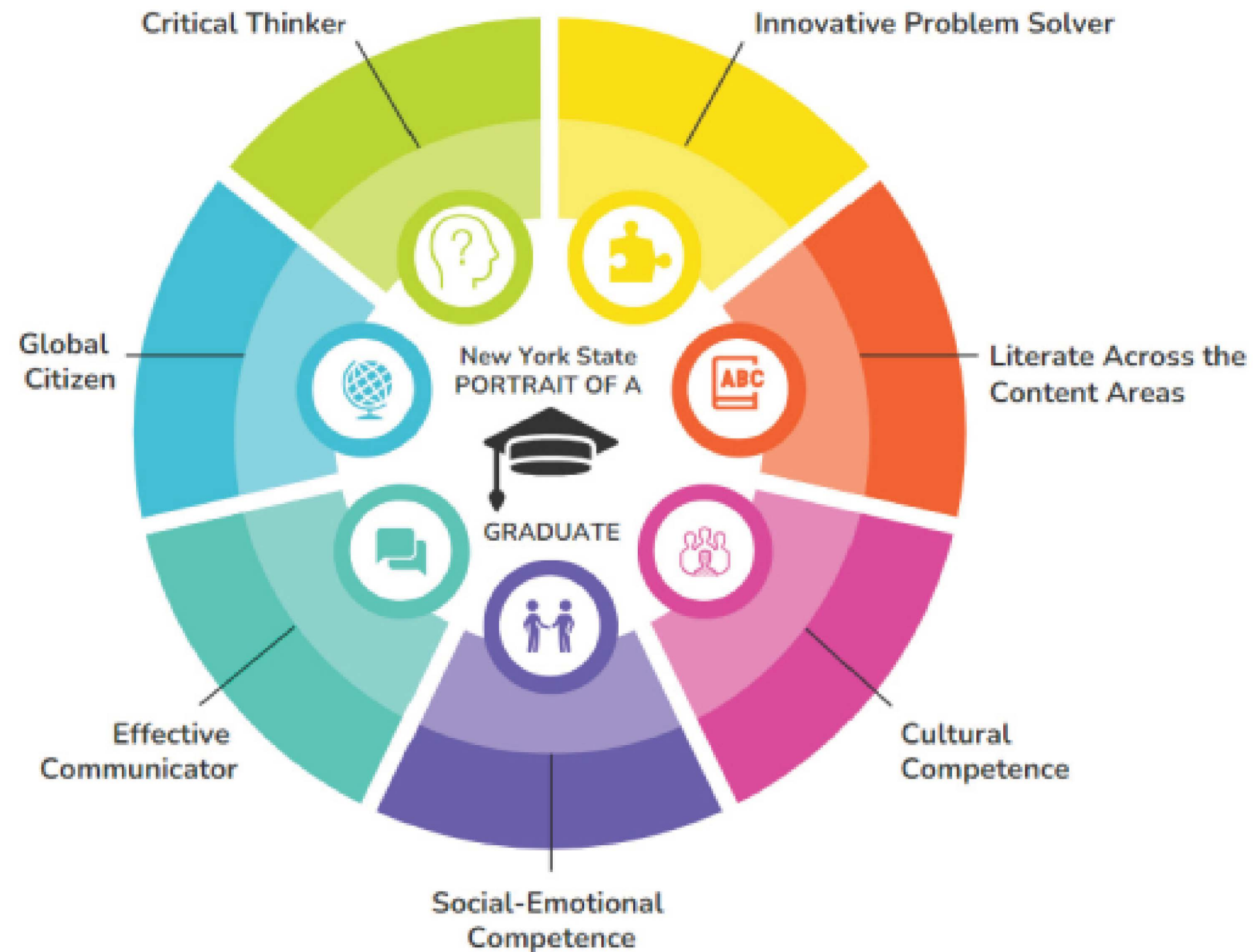
NY'S SEL GOALS: CENTERING EQUITY

1. Young people develop a self-awareness that nurtures and affirms a strong sense of **identity**, informs decisions about their actions, and builds a sense of **agency**.
2. Young people use social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of **belonging**.
3. Young people demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts.

NY'S SEL BENCHMARKS

Base Indicator Learners will be able to:	Adults Adults will develop and practice the abilities to:	Early Elementary (K-2) Adults will support, teach and model for young people as they learn to:	Late Elementary (3-5) Adults will support, teach and model for young people as they learn to:	Middle School (6-8) Adults will support, teach and model for young people as they learn to:	Early HS (9-10) Adults will support, teach and model for young people as they learn to:	Late HS (11-12) Adults will support, teach and model for young people as they learn to:
1C. Demonstrate skills related to setting and working toward personal and academic goals.	<p>1C.A. Have clear personal and professional goals and actively work toward meeting and/or sustaining them. Understand how regular self-care supports their goals.</p> <p>1C.B. Understand which strategies and coping mechanisms work best for them and apply them when dealing with obstacles.</p>	<p>1C.1a. Identify and set short-term personal or academic goals.</p> <p>1C.1b. Describe how learning is helpful to their personal and academic growth.</p>	<p>1C.2a. Set a short-term goal and begin working toward it.</p> <p>1C.2b. Identify steps in working toward a goal.</p>	<p>1C.3a. Develop a plan and prioritize steps in working toward a goal.</p> <p>1C.3b. Monitor progress on a short-term goal and make necessary adjustments to their plan to work toward their goal.</p>	<p>1C.4a. Develop one or more long-term goals and sequential action steps in working toward them.</p> <p>1C.4b. Monitor progress toward longer-term goals, identifying indicators that align with their priorities, and acknowledging barriers within and beyond their influence.</p>	<p>1C.5a. Identify personal and systemic resources to mitigate barriers to achieving goals, including those related to oppression, power, and privilege.</p> <p>1C.5b. Identify and apply strategies intended to address their obstacles in working toward goals beyond high school.</p>

PORTRAIT OF A GRADUATE



The Benefits of SEL for Students and the School Community

What is the Pyramid Model
and how does it influence
effective practices in P-3?



WHAT IS THE PYRAMID MODEL

The Pyramid Model for Promoting Social-Emotional Competence in Infants and Young Children



WHAT IS THE PYRAMID MODEL?

The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development.

WHO USES THE PYRAMID MODEL?

- Early childhood special education personnel
- Early intervention personnel
- Early educators
- Families

TIERED APPROACH TO SUPPORT SEL

Tier 3: Tertiary Intervention

Tier 2: Secondary Prevention

Tier 1: Universal Promotion

Supporting the Pyramid Model



SUPPORTING THE PYRAMID MODEL

The model is supported at the foundation by an effective workforce. The foundation for all the practices in the Pyramid Model are the **systems and policies** necessary to ensure a workforce able to adopt and sustain these evidence-based practices.



TIER 1: UNIVERSAL PROMOTION

Universal supports and responsive relationships and high quality environments. At the the universal level we include the practices needed to ensure the promotion of the social development of all children.

- High Quality Environments
 - Inclusive early care and education environments
 - Supportive home environments
- Nurturing and Responsive Relationships
 - Essential to healthy social development
 - Includes relationships with children, families, and team members



TIER 2: SECONDARY PREVENTION

Prevention which represents practices that are targeted social emotional strategies to prevent problems. The prevention level includes the provision of targeted supports to children at risk of challenging behavior.

- Targeted Social Emotional Supports
 - Explicit instruction and support
 - Self-regulation, expressing and understanding emotions, developing social relationships and problem-solving



TIER 3: TERTIARY INTERVENTION

Intervention which is comprised of practices related to individualized intensive interventions. The tertiary level of the Pyramid Model describes the need to provide individualized and intensive interventions to the very small number of children with persistent challenges.

- Individualize Intensive Interventions
 - Family-centered, comprehensive interventions
 - Assessment-based
 - Skill-building



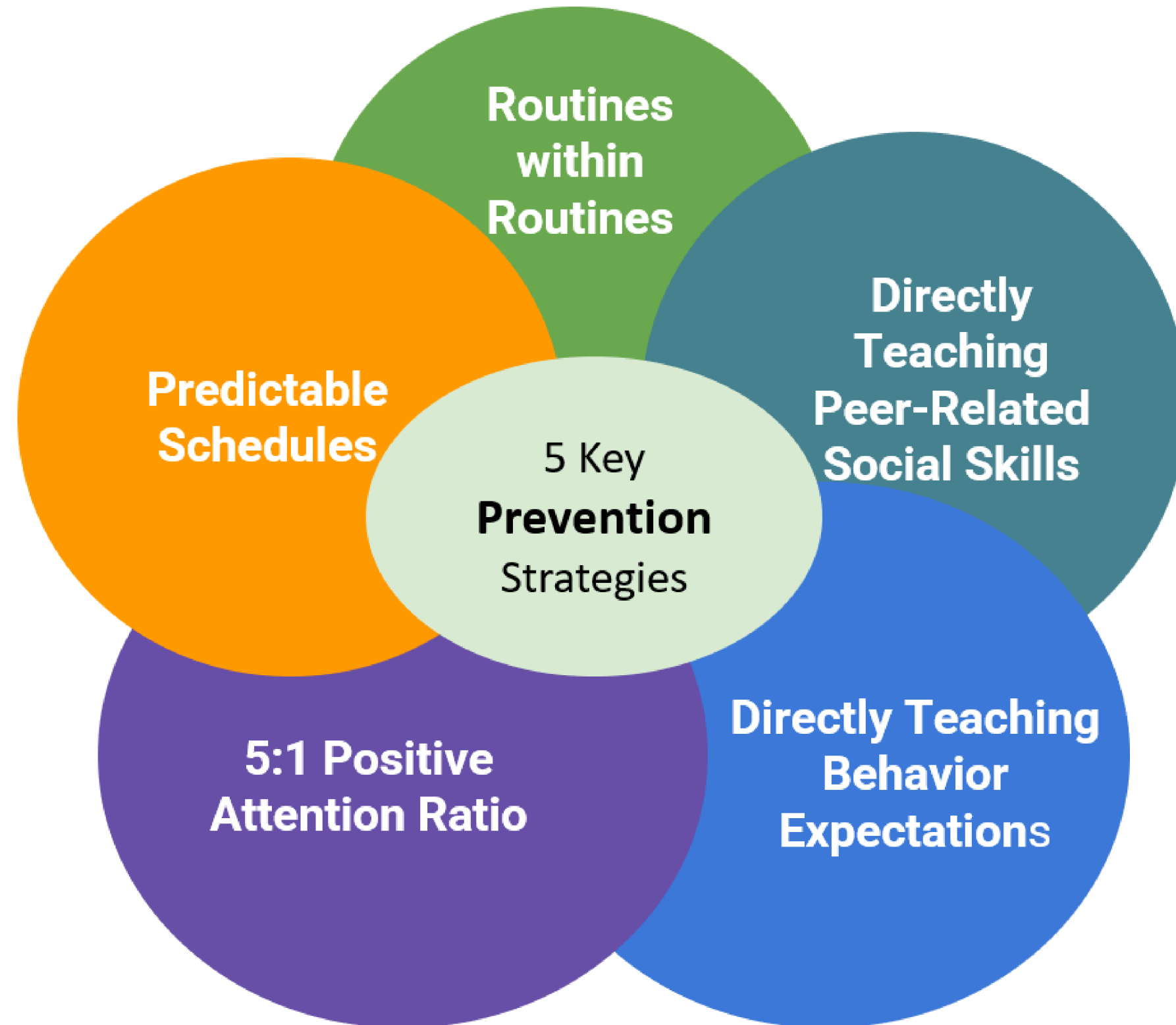


Achievements

How does Achievements utilize the pyramid model?



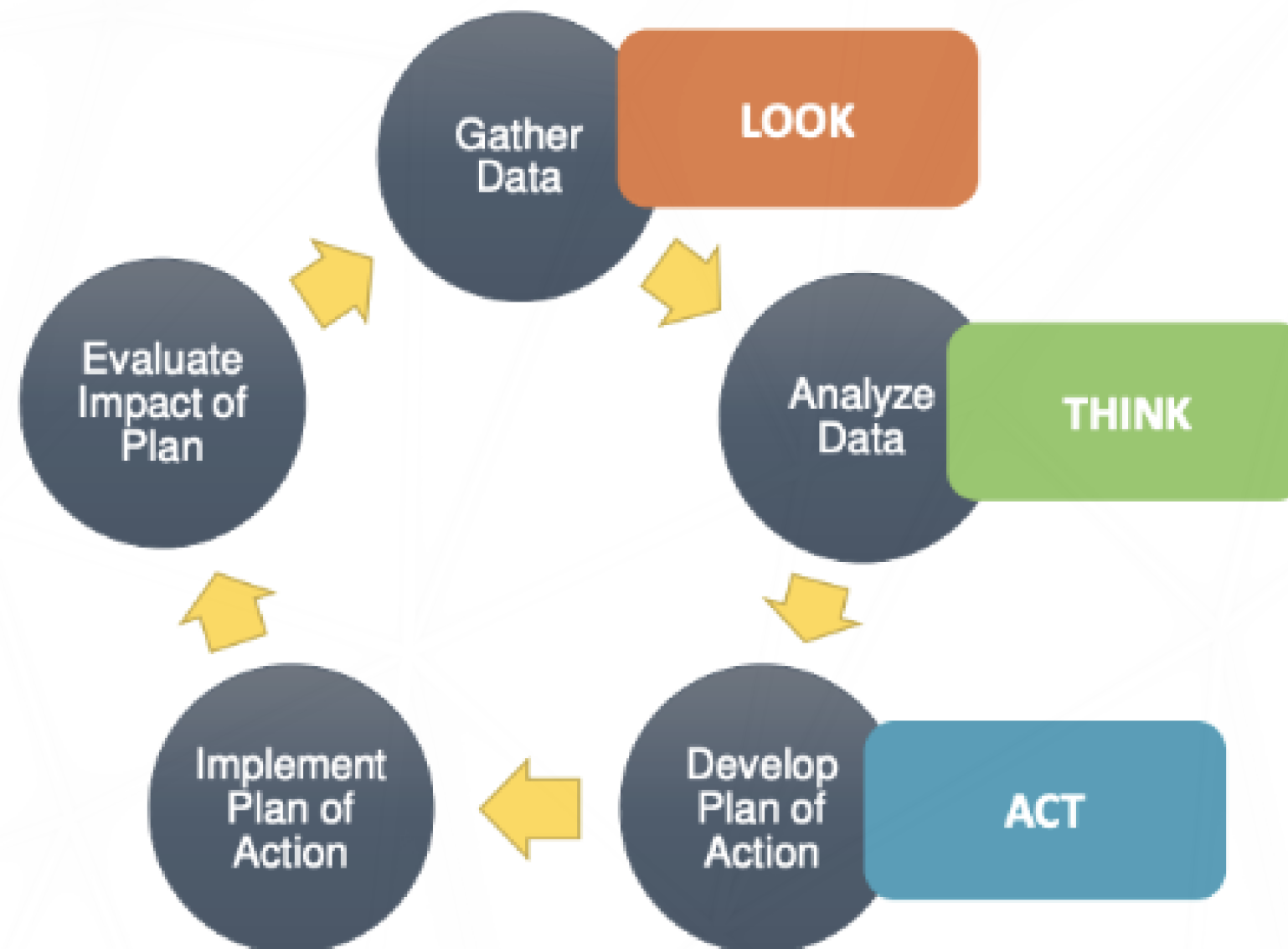
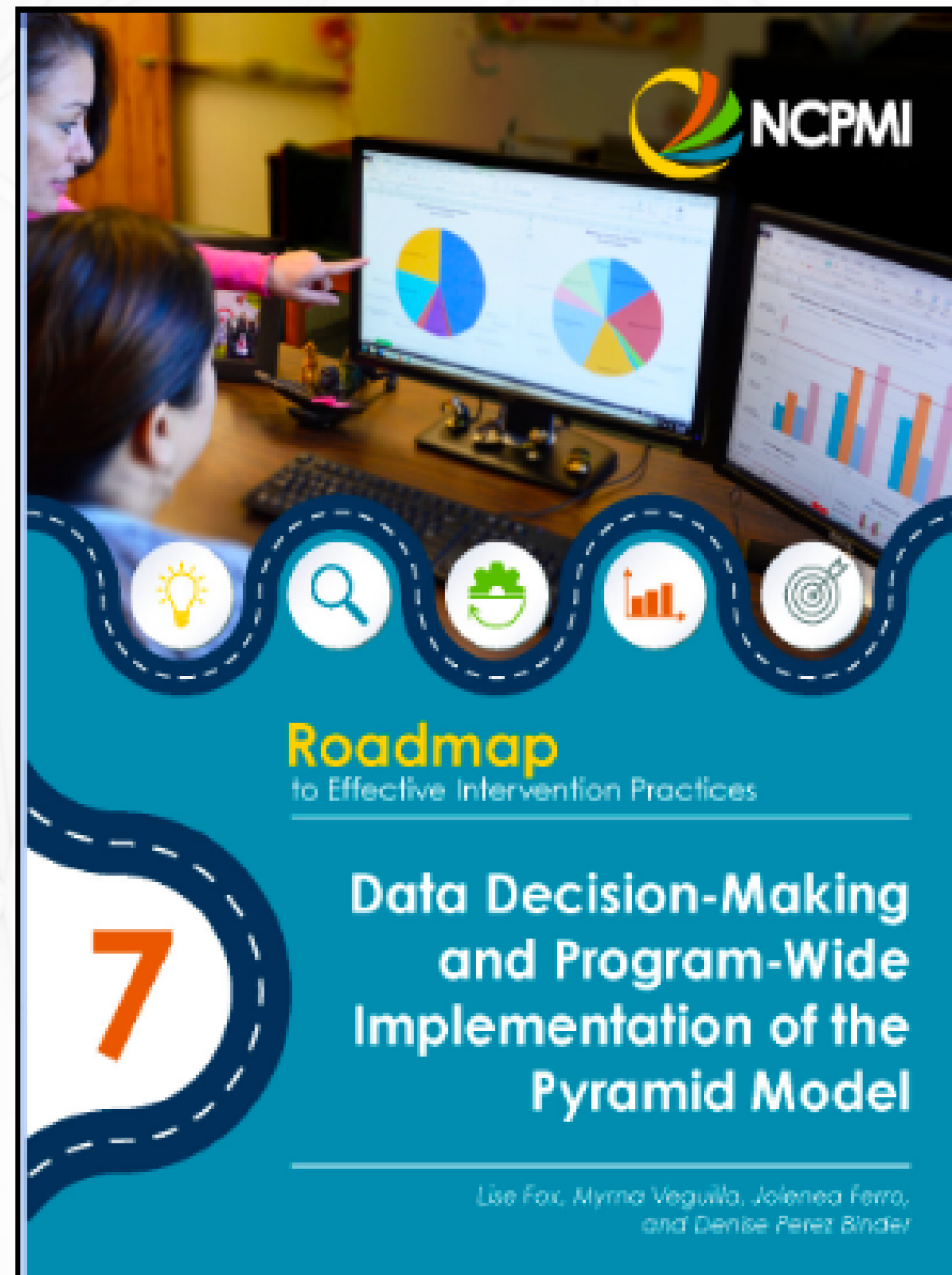
5 KEY PREVENTION STRATEGIES



Peer-Related Social Skills include skills that support successful social interactions. Examples are: Friendship skills, Emotional Literacy, Self-Regulation, and problem-solving.



DATA BASED DECISION MAKING

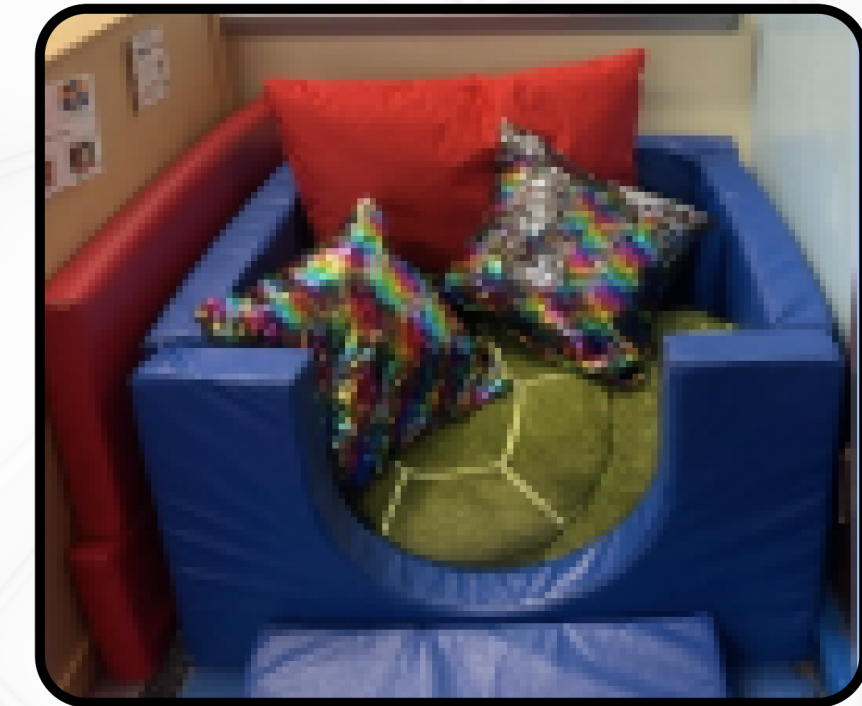
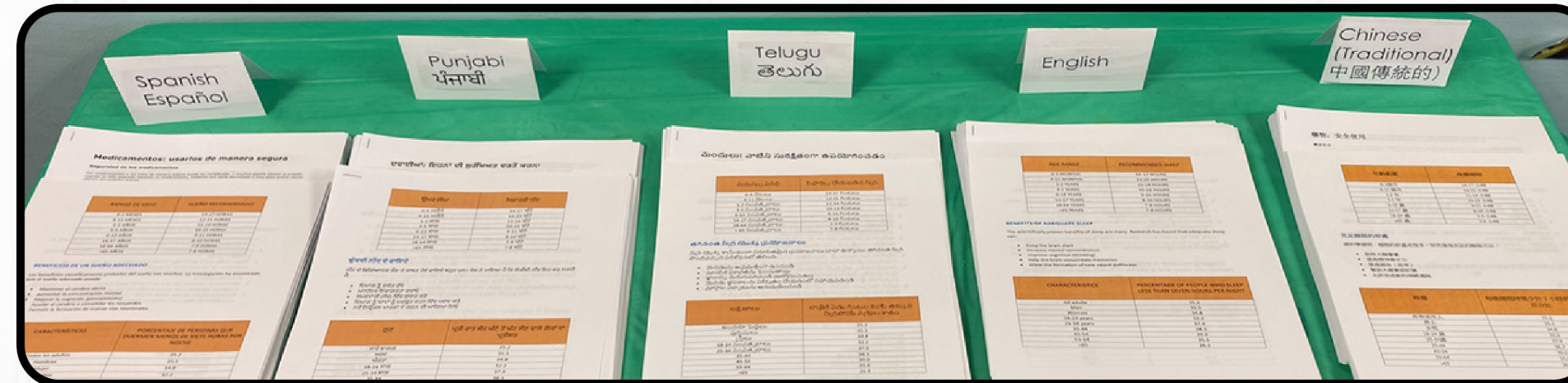
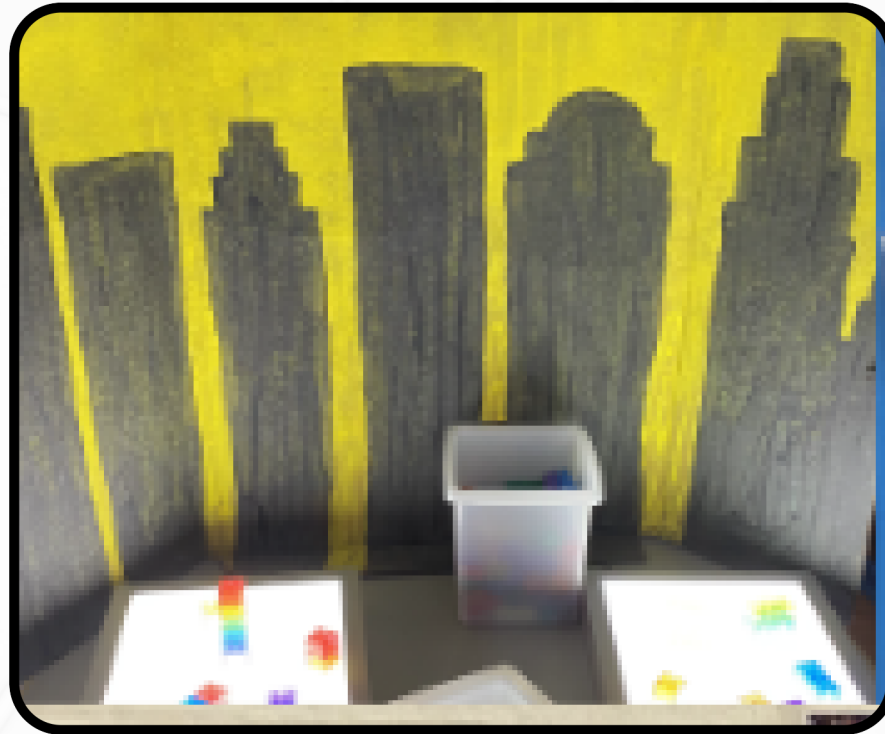


CULTURALLY RESPONSIVE PRACTICES

- Students get it when we get them
- Students get it that we like them
- Students see themselves in the classroom
- Students know what to do and receive positive descriptive feedback
- Strategies are adjusted to meet the needs of unique learning and cultural styles of the children
- Respect begins with the teacher
- Child-centered learning



SNAP-SHOTS



Thank you so much for all of the great stories, pictures and videos on EDUCA! After school, we take time as a family to read the stories on EDUCA together and ask questions about the activities. I love seeing her face light up when she tells us about the activities. We appreciate all of the time and creativity you and the other room 4 teachers put in to make the school days fun and educational!

Thank again!

Sent from my iPhone



PAUSE AND REFLECT

- **What you are doing in your district or classroom that prioritizes social-emotional learning for students?**
- **What is something that, upon reflection, you could begin to implement or make a change with?**



LANSINGBURGH
— CENTRAL SCHOOL DISTRICT —

Lansingburgh CSD

How does Lansingburgh CSD support its youngest learners' social-emotional needs through staff training and opportunities?



LANSINGBURGH ACADEMY: EMPOWERING EDUCATORS, ELEVATING STUDENT SUCCESS

The Lansingburgh Academy is an exciting professional development program designed to foster continuous learning and growth among all staff members within the Lansingburgh Central School District.

This in-house initiative provides targeted instruction, ongoing support, and valuable tools to help teachers achieve both curriculum goals and district-wide objectives.



KEY BENEFITS OF LANSINGBURGH ACADEMY

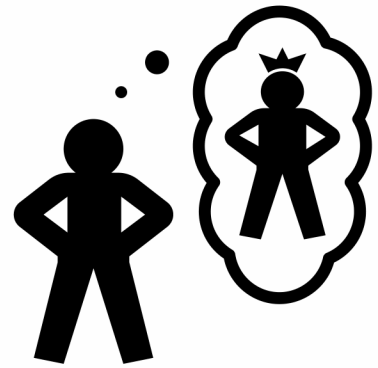
- **Compensated in-service hours:** Earn professional development hours while enhancing skills
- **Convenient scheduling:** Participate in sessions that fit schedule, ensuring accessibility for all staff.
- **Collaborative atmosphere:** Network and learn alongside colleagues, fostering a supportive and enriching professional community.
- **Open to all:** All staff members, regardless of experience or role, are welcome to participate.

DEVELOPMENT OF LANSINGBURGH ACADEMY COURSES:

- Use of data to inform offerings
- Consistency in offerings Pre-K - 12
- Look at trends throughout the district
- Annual collaboration meetings to plan course offerings



EXAMPLES OF CLASSES FOCUSED ON SEL



Unlocking the Keys to Student Self-Efficacy

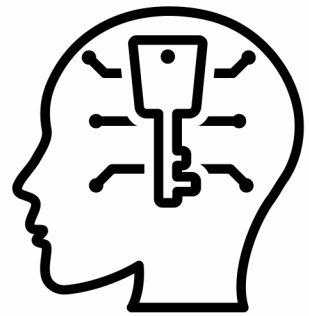
Self-efficacy is one's belief in their own ability to do something. A student's self-efficacy is positively correlated with increased engagement, interest, and participation, resilience following a setback or disappointment, and a growth mindset when facing challenges. Research has shown that self-efficacy is based on specific experiences and circumstances including past successes and social messaging. That means that school personnel can positively influence student's self-efficacy by targeting these key experiences and circumstances. In this 2-session workshop participants will learn about self-efficacy and how to build their student's self-efficacy to support their academic and extracurricular goals.

EXAMPLES OF CLASSES FOCUSED ON SEL



Community Building in Your Classroom

Come and learn 20 ways to build community within your classroom! These fun and engaging activities will have your students getting to know each other in a collaborative and meaningful way! Each idea will come with a digital slide of directions to easily incorporate into your beginning-of-the-year activities.



All Systems Go!: Understanding Executive Functioning

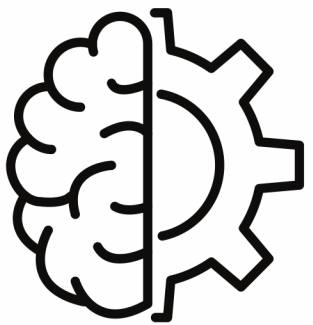
Executive Function is the highly sophisticated yet foundational set of cognitive processes that allow for activities of daily living, planning and forethought, and prosocial engagement. In this 2-session workshop, participants will learn about executive functioning skills, how they impact academic engagement and performance, and how to build these skills in the classroom. This will be an experiential workshop series- participants should come willing to play, be creative, and collaborate.

EXAMPLES OF CLASSES FOCUSED ON SEL



Joyful ABC Activities- Promoting Positive Identity Development

In this course, you will take time to explore the Joyful ABC Activity Booklets. This is a free resource designed by the Smithsonian National Museum of African American History and Culture. The Joyful ABC Activity booklets focus on children's positive identity development while also growing their language and literacy skills with activities, museum objects, and new words.



Social-Emotional Learning (Elementary and Secondary)

In this PD we will be discussing the importance of social emotional learning with a focus on ELLs. We will be presenting an overview of the zones of regulation and how teachers and parents can utilize books to help teach different emotions, as well as strategies and resources to help support social emotional learning for both parents and teachers.

SEL IN YOUR DISTRICT

How does your district already support SEL?

- **Staff training**
- **Student Programming**
- **Specialty workshops/days that are school wide**
- **All of the above**
- **None of the above**

Brushton-Moira CSD



How does Brushton-Moira
utilize a therapy dog to benefit
students in their district?



OUR STORY

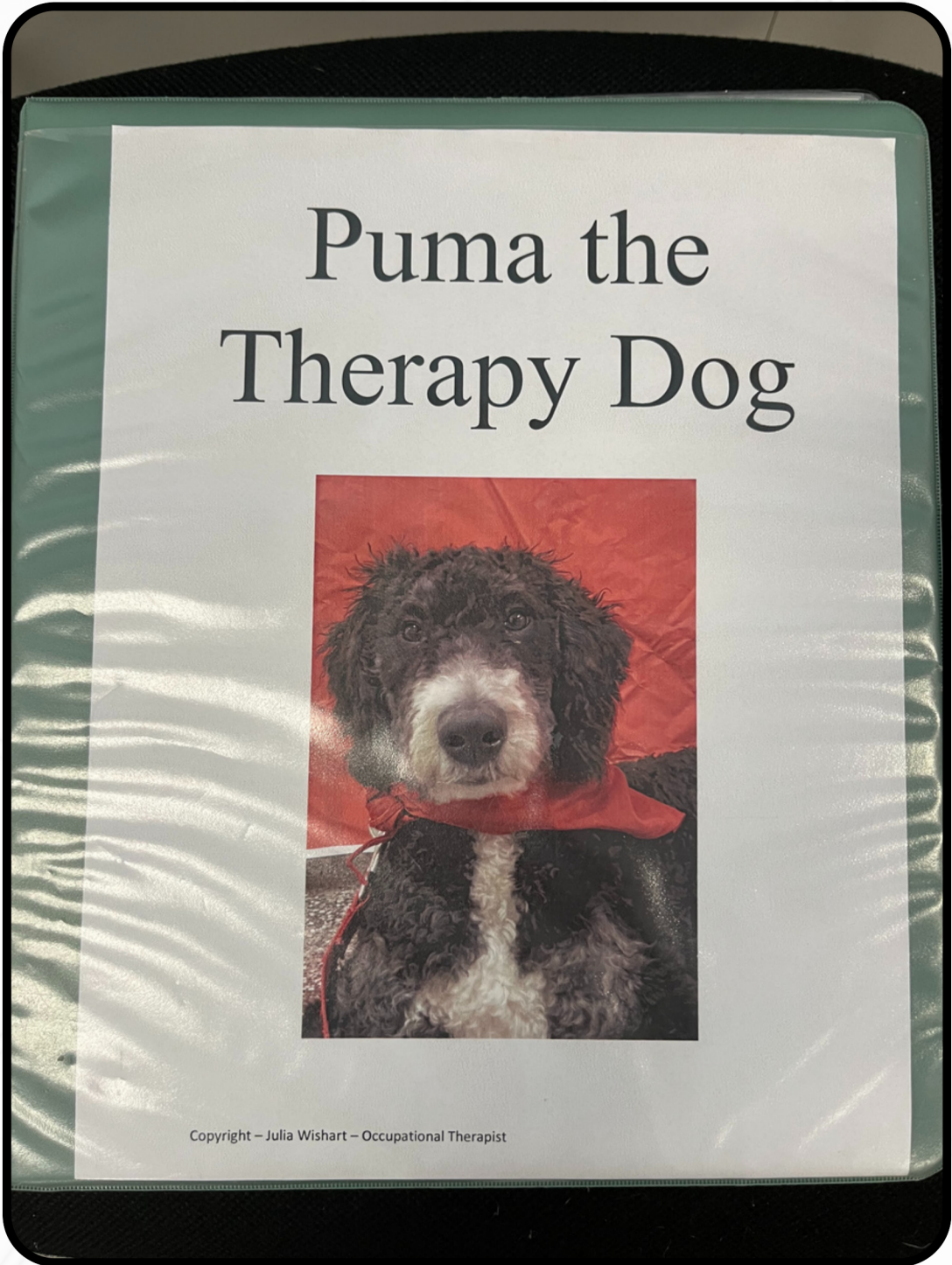


Interacting with animals can elevate one's positive emotional state. In essence, having a dog on-site that interacts with employees and students enhances the emotional atmosphere and nurtures positive connections for our staff and students.

GETTING STARTED WITH A THERAPY DOG



PUMA'S STORY



HOW DOES PUMA START HIS DAY?



WHY CHOOSE A THERAPY DOG? HOW DOES THIS BENEFIT THE SCHOOL COMMUNITY?



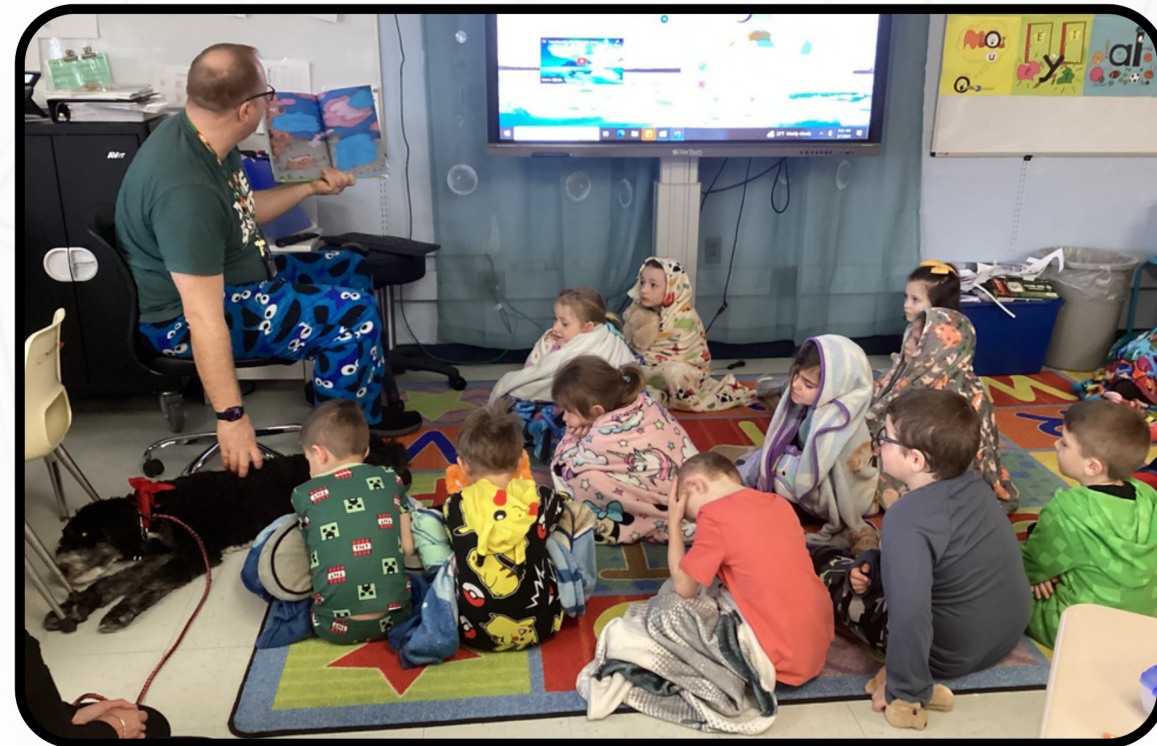
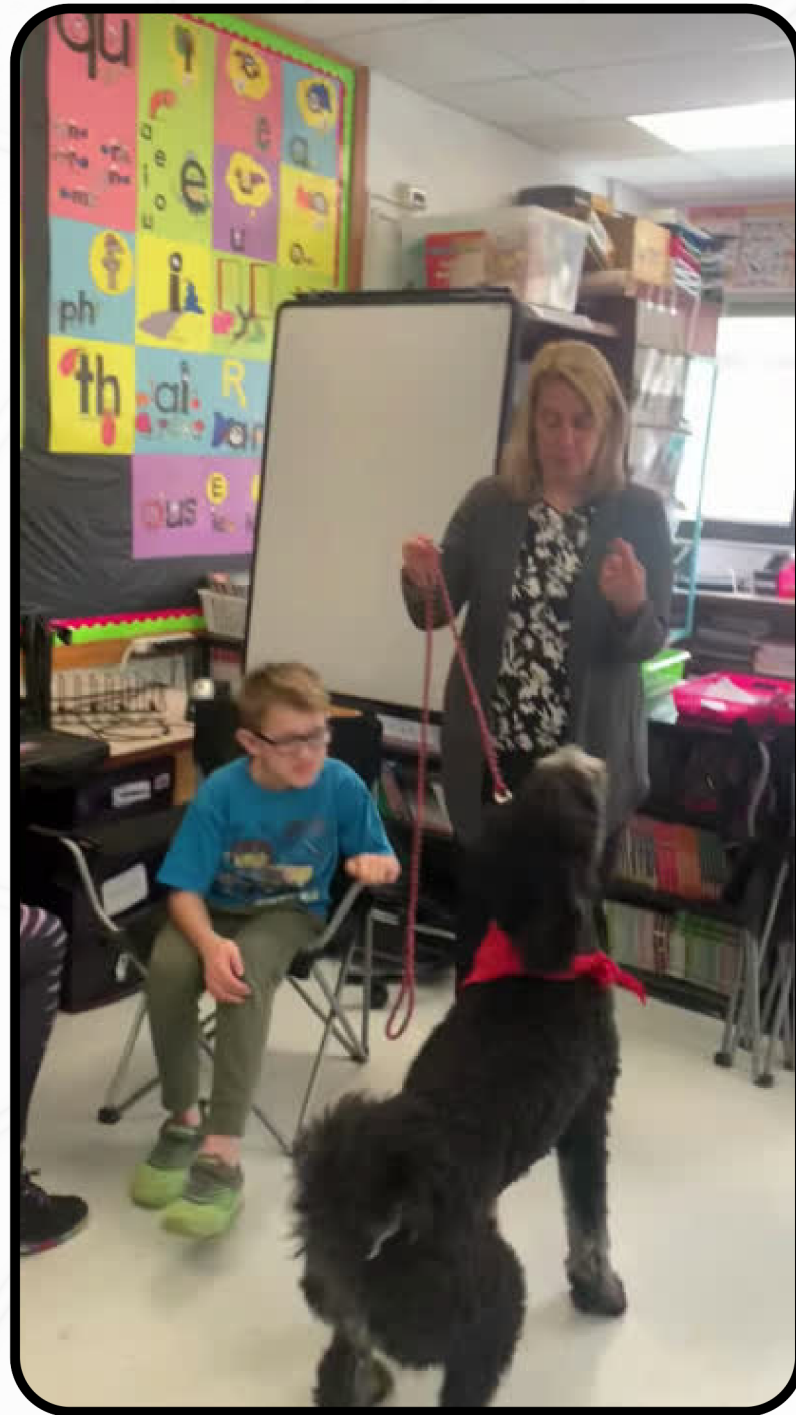
ATTENDANCE IMPROVEMENT



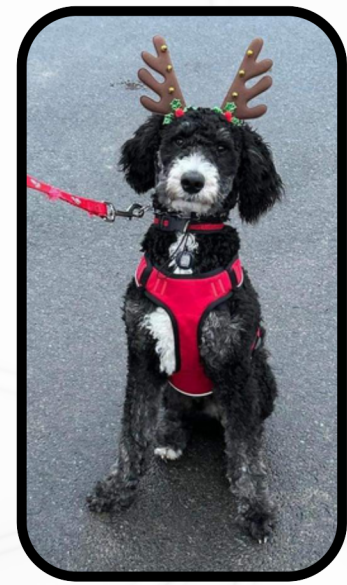
A COMFORTABLE SETTING



A COMFORTABLE SETTING



ENGAGING THE COMMUNITY AFTER SCHOOL HOURS



NEXT STEPS - REFLECT



As Educators:

- Are we actively supporting, teaching, and exemplifying social-emotional learning principles for our students?
- Are we collectively embracing the responsibility for the holistic well-being and academic success of each student?
- Are we intentionally fostering an inclusive and welcoming environment that embraces every student?

As a School District Leader:

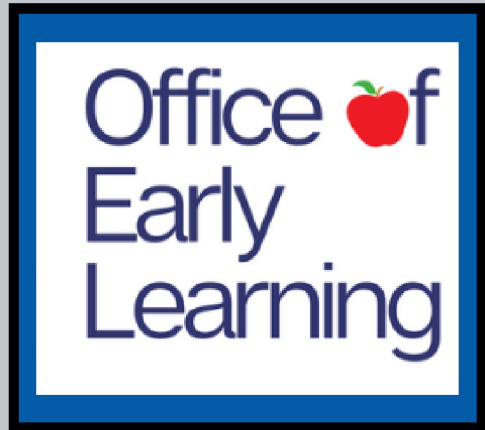
- Do we consistently evaluate our initiatives aimed at fostering a community of socially and emotionally adept learners?
- Do our services and provisions for children, youth, and families align with the ongoing social-emotional learning endeavors?
- Is our communication regarding social-emotional learning and associated expectations clearly articulated and effectively disseminated?
- Do our practices and decision-making processes reflect inclusivity in action?

Resources

What resources are available to promote social and emotional learning ?



BUILDING PROGRAMMATIC PRACTICE RESOURCES



[The Office of Early Learning's Webpage](#)



[Early Learning Video Series](#)



[The Pyramid Model NYS- Promoting Social and Emotional Competence in New York's Young Children](#)

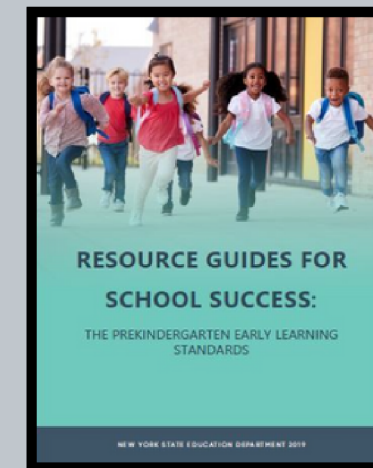
BUILDING PROGRAMMATIC PRACTICE RESOURCES



The CASEL
Framework



[Planning for
High Quality
Prekindergarten
Instruction](#)



[Prekindergarten
Learning
Standards](#)


QUESTION
AND
ANSWER





THANK YOU!

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 www.nysed.gov/early-learning