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| **Possible Online Resources** |
| CASEL (Collaborative for Academic, Social, and Emotional Learning)  [www.casel.org](http://www.casel.org)  CASEL’s mission is to help make social and emotional learning (SEL) an integral part of education from preschool through high school. CASEL has developed the five competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. |
| Yale Center for Emotional Intelligence  <http://ei.yale.edu/>  RULER Approach to Emotional Literacy develops attitudes about, knowledge of, and expertise in applying ﬁve key emotion skills: **R**ecognizing, **U**nderstanding, **L**abeling, **E**xpressing, **R**egulating |
| The SEL School: Connecting Social and Emotional Learning to Effective Teaching (The Center on Great Teachers and Leaders, based at American Institutes for Research)  <http://www.gtlcenter.org/sel-school> |
| Tribes Learning Community  <http://tribes.com/> |
| KidsHealth  <http://kidshealth.org/parent/emotions/index.html> |
| Center on Great Teachers and Leaders at American Institutes for Research. *Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks* <http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf> |
| *Please note these are possible resources and are not explicit recommendations or endorsements.* |

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| **Ideas or Practices** |
| **Dialogue Journals**  Students keep a journal about what they are thinking, feeling, and needing before, during, and after the lesson. If possible, teachers or other staff then respond to their entries in writing and start a type of dialogue in writing. |
| **Check-in/check-out emotions each class**  Students check in before a lesson about their emotions and readiness for the lesson or activity. They check out at the end of the lesson to reflect on what they learned and how they feel about it now. |
| **Agree/Disagree/Ask tents for discussion**  Students are provided structured sentence stems to facilitate productive and respectful group discussions. |

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| **Researched Instructional Practices That Support Development of Social & Emotional Learning Skills** |
| Implement project-based learning.   * Coordinate cognitive and affective behavior. * Provide goal-directed actions, with student planning and monitoring. * Include development of teamwork skills.   Implement formal/structured lessons.   * Develop goals with students that are relevant to each student’s life * Model and teach subcomponents of skills, and integrate them. * Use developmentally appropriate activities with feedback. * Provide established prompts and cues. * Recognize and reinforce real-world applications.   Elias, M. J. (2004). Strategies to infuse social and emotional learning into academics. In J. E. Zins, R. W. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 113–134). New York: Teachers College Press. |
| * Use storytelling and biography as a way to introduce social-emotional learning. * Implement group discussions that are content driven and/or socially driven. * Provide rehearsal and chances to practice new skills. * Develop self-awareness and self-regulation skills through student reflection and monitoring own behavior. * Allow students to self-reflect and goal-set by allowing students to help with planning, setting priorities, and knowing progress to reach their goals. * Provide opportunities for artistic expression. * Provide opportunities for students to play, including games around academic content. These games should be a useful way to learn content, not implemented because they are just fun. * Implement cooperative and small-group learning, in which students practice listening to other points of view, being sensitive to others’ needs, negotiating, persuading, and problem-solving. * Model own social-emotional competencies. * Coach and give cues about student behavior.   Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., et al. (1997). *Promoting social and emotional learning: Guidelines for educators.* Alexandria, VA: Association for Supervision and Curriculum Development. |
| * Create a cooperative community in which the teacher has to negotiate between interdependence and individual accountability. * Teach students constructive conflict resolution by providing common norms on how to resolve conflicts. * Teach students civic values through common goals and values around behavior.   Johnson, D. W., & Johnson, R. T. (2004). The three C’s of promoting social and emotional learning. In J. E. Zins, R. W. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 40–58). New York: Teachers College Press. |
| * Create positive interpersonal relationships/climate. * Honor student voice, provide challenge, and encourage students to develop perspectives. * Encourage higher-order thinking skills and self-regulation. * Adapt to individual developmental differences.   McCombs, B. (2004). The learner-centered psychological principles: A framework for balancing academic achievement and social-emotional learning outcomes. In J. E. Zins, R. W. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 23–39). New York: Teachers College Press. |
| Compiled from:  Center on Great Teachers and Leaders at American Institutes for Research. (2014). *Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks (Revised ed.).* Washington, DC: Nicholas Yoder. Retrieved from: <http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf> |

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