

# Creating Safe Spaces: role and value of SEL

Kendra Wallace - August 2, 2022



# Grounding

## My Current Thinking Around SEL

Statement	True	False
SEL is a set of required standards.		
SEL needs to start with the adults.		
Adverse Childhood Experiences (ACEs) are only helpful in the mental health field.		
SEL is only a curriculum.		
SEL is not research based.		
SEL is separate from academics.		
SEL is the responsibility of the school social worker.		
A student in the lower brain is impacted by trauma.		

- It depends on the state. 27 states have it as required pre-K-12. MT is one and ID is not
- True. 100% - Adults need to have a command of SEL for themselves
- False. ACEs give us information on how to support students and what trauma might be impacting their ability to access and engage in school.
- False. It is part of culture and behavior of building.
- False. [CASEL](#)
- False.
- False
- False. You can get there without trauma. In lower brain you are dysregulated, fight, flight or frozen, and more likely to get angry.

## One Hope:



**I am thinking about how this might shape my practice.**

## **When this is over...**

**1**

**I have a working baseline of SEL**

**2**

**I am able to recognize value of SEL in the learning environment.**

**3**

**I can identify connection between trauma and SEL.**

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# Who's in the room?

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# **Social and Emotional Learning**

Five broad and interrelated areas of competence:

- *Self-awareness*
- *Self-management*
- *Social awareness*
- *Relationship skills*
- *Responsible decision-making*



# SEL - Standards

- 27 states have Full SEL Standards Pre-K -12th
- All 50 states have SEL standards in pre-K

## Science Links SEL to Student Gains: Landmark study documented multiple benefits of SEL

**Meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:**

### 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

### Reduced Risks for Failure:

- Conduct problems
- Emotional distress





# Available

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- **Emotionally invested**
- **Present**
- **Willing to Engage**
- **Available to regulate and manage**

**Optimal for Teaching & Learning**

**vs.**

# Accountable

- **Standard/outcome based**
- **Rigid**
- **Inflexible**

# Know thyself

- What are your triggers?
- What do you look like, sound like when your buttons have been pushed?
- How do you get back to settled?

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## **Repair -**

\*When you blow it -  
how do you make it  
right?

**SEL is not just a curriculum. It is embedded in our actions, culture, environment, words and actions.**

# Adverse Childhood Experiences

# ACES

## The Original 10 ACEs (Adverse Childhood Experiences)

Abuse



PHYSICAL



EMOTIONAL



SEXUAL

Neglect



PHYSICAL



EMOTIONAL

Household  
Challenges



DIVORCE



INCARCERATION



SUBSTANCE  
USE



DOMESTIC  
VIOLENCE



MENTAL  
ILLNESS

# Beyond the 10 ACEs

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**DISCRIMINATION**



**POVERTY**



**RACISM**



**OTHER VIOLENCE**



**INTERGENERATIONAL  
AND CULTURAL TRAUMA**



**SEPARATION**



**ADJUSTMENT OR OTHER  
MAJOR LIFE CHANGES**



**BEREAVEMENT AND  
SURVIVORSHIP**



**ADULT RESPONSIBILITIES  
AS A CHILD**

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**1 in 6**

experienced  
four or more  
types of  
ACEs.

**3 times**

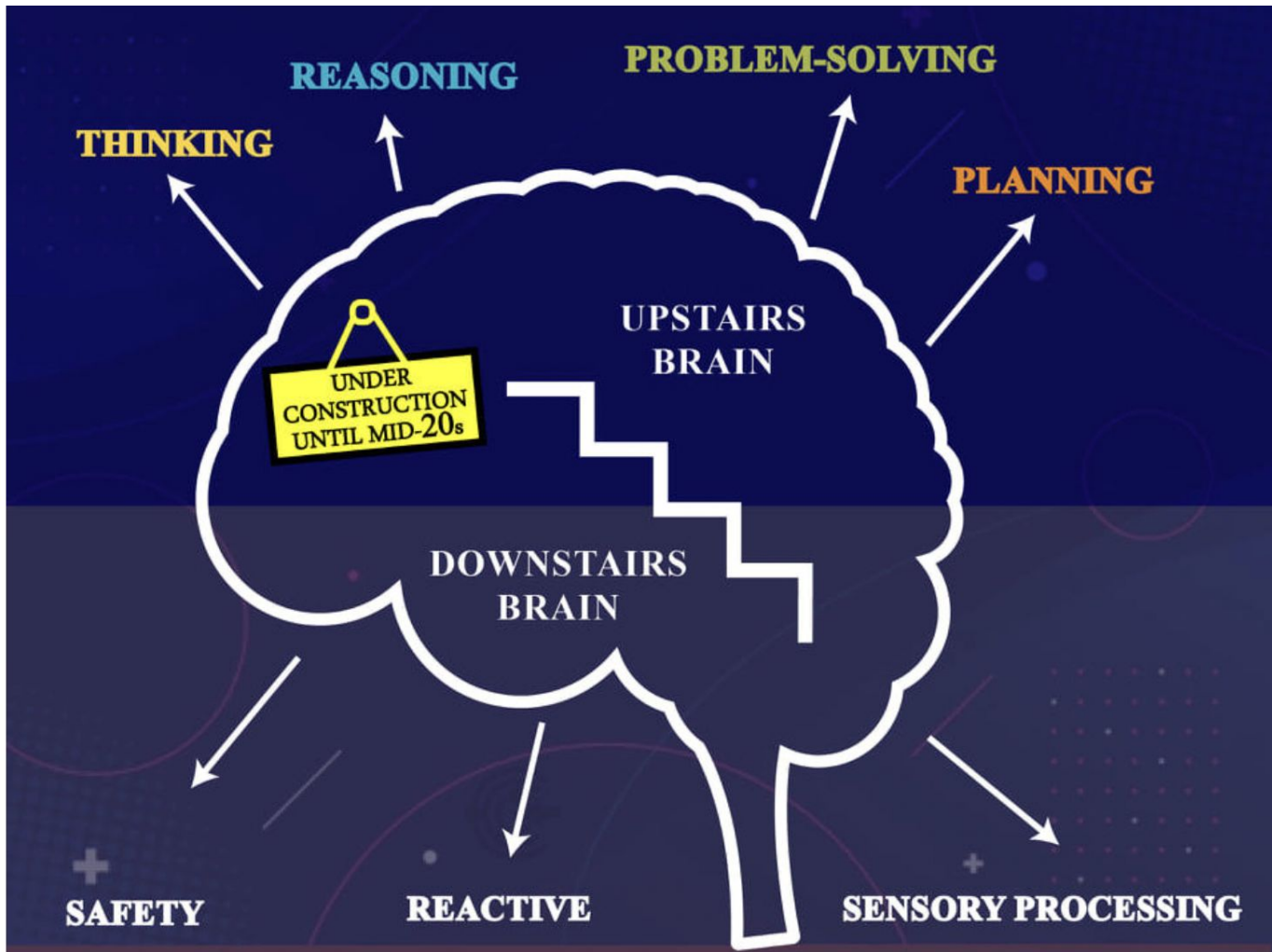
the risk of  
depression for  
those with an ACE  
score of 4 or more.

**5 out of  
10**

leading causes of  
death are  
associated with  
ACEs.

**44%**

Preventing ACEs  
could reduce the  
number of adults  
with depression by  
as much as 44%.







**It's Okay  
to NOT  
be okay!**

**Skill, not will**

# Adult SEL

- ❑ **Reflect on your own social and emotional competencies, identities, and biases**
- ❑ **Affirm and cultivate cultures, values, and identities.**
- ❑ **Opportunities to practice and receive professional development**
- ❑ **Develop structures that promote trust, community, and collective efficacy among staff**



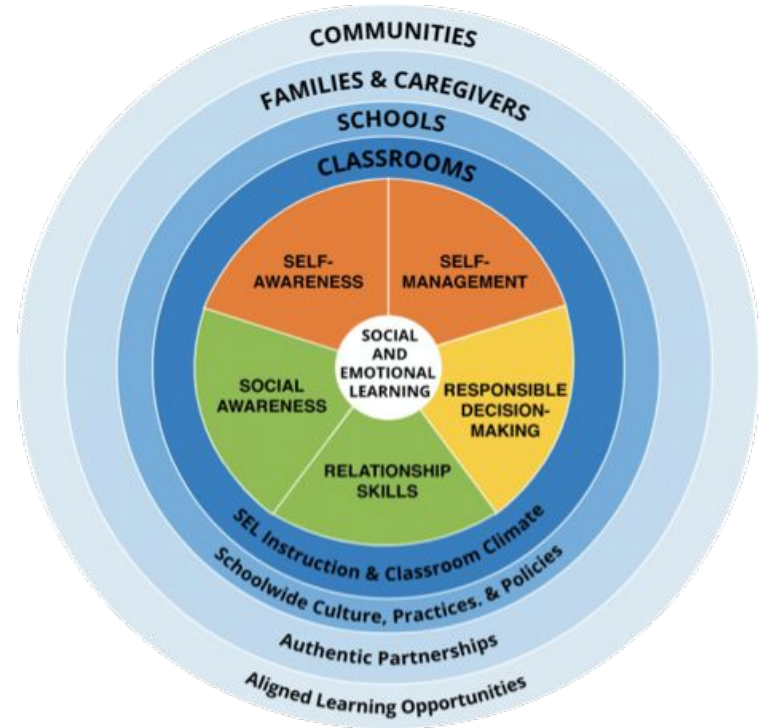
# SELF-AWARENESS

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The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

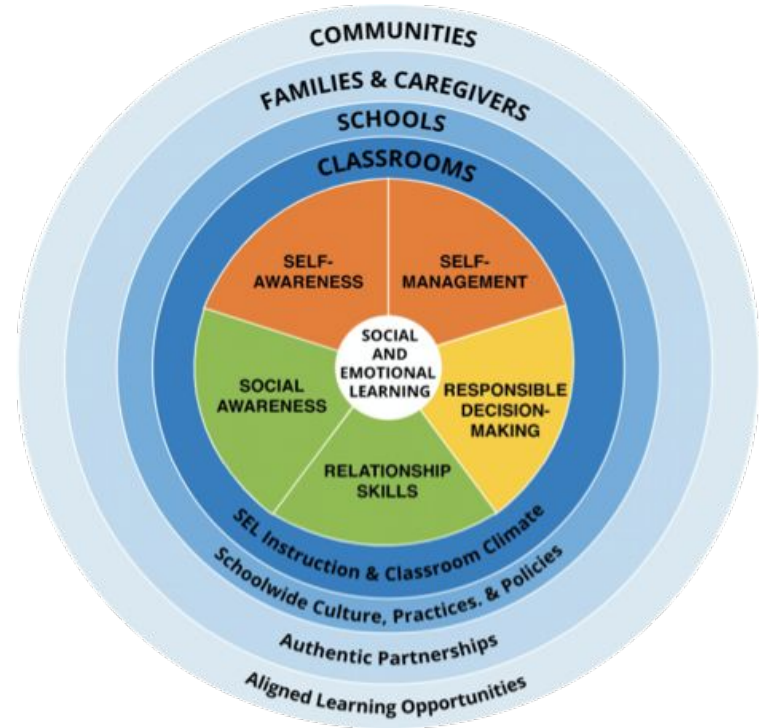


# SELF-MANAGEMENT

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

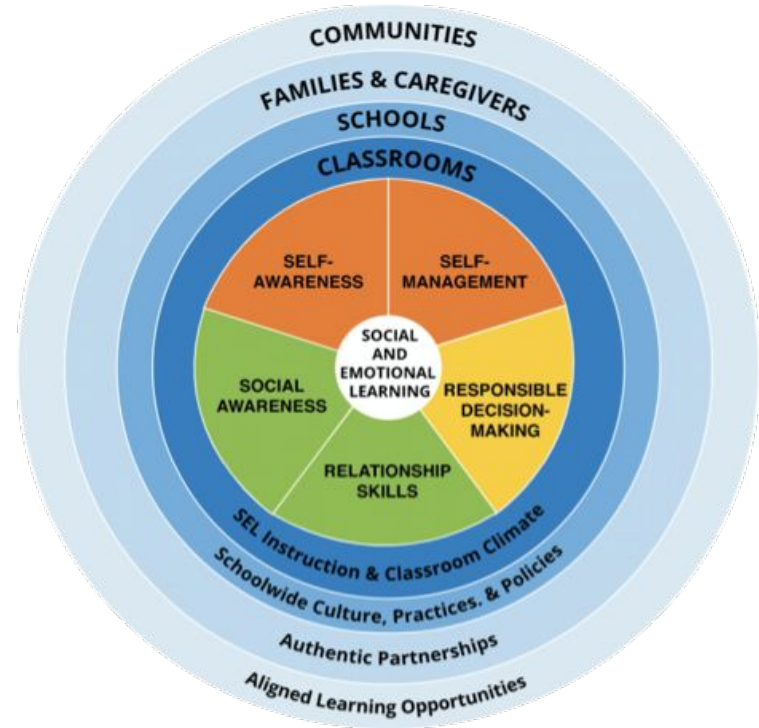


# SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior





## Montana Social Emotional Learning (SEL) Competencies

Implementation of these competencies requires two underlying conditions. First, all learners will have the support of a trusted adult in a safe and healthy environment. Second, these adults will use developmentally appropriate practice, will explicitly model the skills, and will decrease their level of support as the learner gains confidence.

<b>CASEL competencies<sup>1</sup></b>	<b>With support in teaching SEL competencies, educators will:</b>	<b>With modeling and the support of a trusted adult, grade K–2 learners will:</b>	<b>With some support and the guidance of a trusted adult, grade 3–5 learners will:</b>	<b>With reduced support and the guidance of a trusted adult, grade 6–8 learners will:</b>	<b>With minimal support and the guidance of a trusted adult, grade 9–12 learners will:</b>
<p><b>Self-Awareness</b></p> <p><i>The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacities to recognize one's strengths and limitations and to develop a well-grounded sense of confidence and purpose.</i></p>	<ol style="list-style-type: none"> <li>1. Identify, understand, and link emotions, thoughts, and values and recognize how they influence behavior across contexts.</li> <li>2. Recognize and model awareness of personal strengths and limitations.</li> <li>3. Integrate personal and social identities.</li> <li>4. Demonstrate/model honesty and integrity.</li> <li>5. Examine prejudices and biases.</li> <li>6. Experience self-efficacy.</li> <li>7. Model a growth mindset.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and label basic emotions (e.g., happy, sad, mad, scared) and identify situations that cause those emotions.</li> <li>2. Describe one's basic emotions and how they may be the same as or different from others.</li> <li>3. Identify ways to seek help when needed (including help with personal, cultural, and linguistic problems).</li> <li>4. Differentiate between likes and dislikes and how they may be the same as or different from others.</li> <li>5. Recover from simple mistakes by using strengths to recognize, acknowledge, and address those mistakes.</li> <li>6. Identify and state a simple goal or an area of improvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Label and describe emotions using a growing vocabulary (e.g., happy, excited, mad, furious, worried, scared).</li> <li>2. When prompted by adults, understand the link between emotions and physical responses and behavior in self and others.</li> <li>3. Identify and reflect upon personal self-interests and skills to develop simple goals to pursue.</li> <li>4. Identify strategies, such as asking for help, to persevere through undesirable tasks.</li> <li>5. Identify strengths and limitations when faced with a challenge.</li> <li>6. Identify and examine their role in family and community in terms of how they view themselves and others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize, label, and describe emotions linked to physical responses and behavior in self and others across different settings.</li> <li>2. Identify and prioritize personal strengths, skills, and interests to develop personal goals.</li> <li>3. Examine how family and culture impact thoughts, prejudices, biases, and actions.</li> <li>4. Describe the relationship between effort, attitude, and achievement.</li> <li>5. Identify strategies and resources to pursue help for achieving goals.</li> <li>6. Demonstrate honesty, integrity, and self-compassion while using strategies to acknowledge mistakes as opportunities to learn.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize, label, and describe emotional and physical stress responses across settings and understand how they promote personal resilience.</li> <li>2. Use self-reflection to determine if behaviors are reflective of personal values and goals.</li> <li>3. Explain how mental attitude and personal beliefs can impact growth and progress toward achieving a goal.</li> <li>4. Advocate for oneself by creating "I" statements to express personal points of view, including asking for help.</li> <li>5. Respond with self-compassion when faced with adversity and acknowledge personal mistakes.</li> </ol>



# Quick Inventory:

- Is your classroom safe for all children?
  - Emotionally
  - Physically
  - Verbally
- Do you thoughtfully establish relationships and connections with students?
  - Know their story, interests and what they care about
  - How often do you check in?
- Do you know your own dysregulation?
  - What do you need?
  - Who knows this?
  - How do you come back?

**Seek First To  
Understand!**

# Listen to your kids (and colleagues)

They will often give you verbal and non-verbal clues of needs. If they cannot - teach them.

# Thanks!

**Kendra Wallace**

**[kwallace@truenorth804.org](mailto:kwallace@truenorth804.org)**

[addy@email@freepk.com](mailto:addy@email@freepk.com)

+91 620 421 638

[yourcompany.com](http://yourcompany.com)