

# Bringing SEL into Student Groups, Academics, and the Home

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# GETTING SERIOUS ABOUT SECD

## Tips for developing policy, teacher training and instructional practices around social-emotional character development.

“THIS IS OUR TIME,” asserts Tim Shriver, an educator, advocate and [Collaborative for Academic, Social, and Emotional Learning](#) board chairman. “When you look at what’s going to make the country stronger, restore or rebuild the fabric of citizenship and service, reduce anxiety and fear, and promote competition and creativity and the entrepreneurial spirit — it’s not politics or business or entertainment. It’s education.”

Social and emotional learning and character development have been on the education priority list for decades but are getting a new attention thanks to:

**1** Increasing business demand for interpersonal skills. Employers want people who can communicate and interact well with others, but many US workers lack these skills, according

to [research from LinkedIn](#). “Communications is the No. 1 skills gap across those major cities in the United States,” says LinkedIn CEO Jeff Weiner in an interview with CNBC’s “SquawkBox.”

**2** Mounting scientific evidence that suggests success in school and life is dependent on healthy social and emotional development, including the ability to understand and manage emotions, according to a report by [The Aspen Institute](#).

**3** Growing realization that this is not a minority or low socioeconomic status issue. “Today, the most elite independent private schools are looking for social and emotional learning programs in the same way most challenged urban high schools are,” Shriver says. SEL is not relegated to class or status; it impacts students from all walks of life.

# Words of Inspiration From Sargent Shriver

- *We are going to ask our children not just to talk but to act, serve, and live in accordance with a set of higher values and with a buoyant optimism.-- R. Sargent Shriver*
- *My legacy? I will tell you my legacy. When someone tells you that you can't do something, it's rubbish.-- R. Sargent Shriver*
- ***Inspiration Precedes Remediation***

# Reflection Question

Think of a student that you would consider to be...

Friendly

Responsible

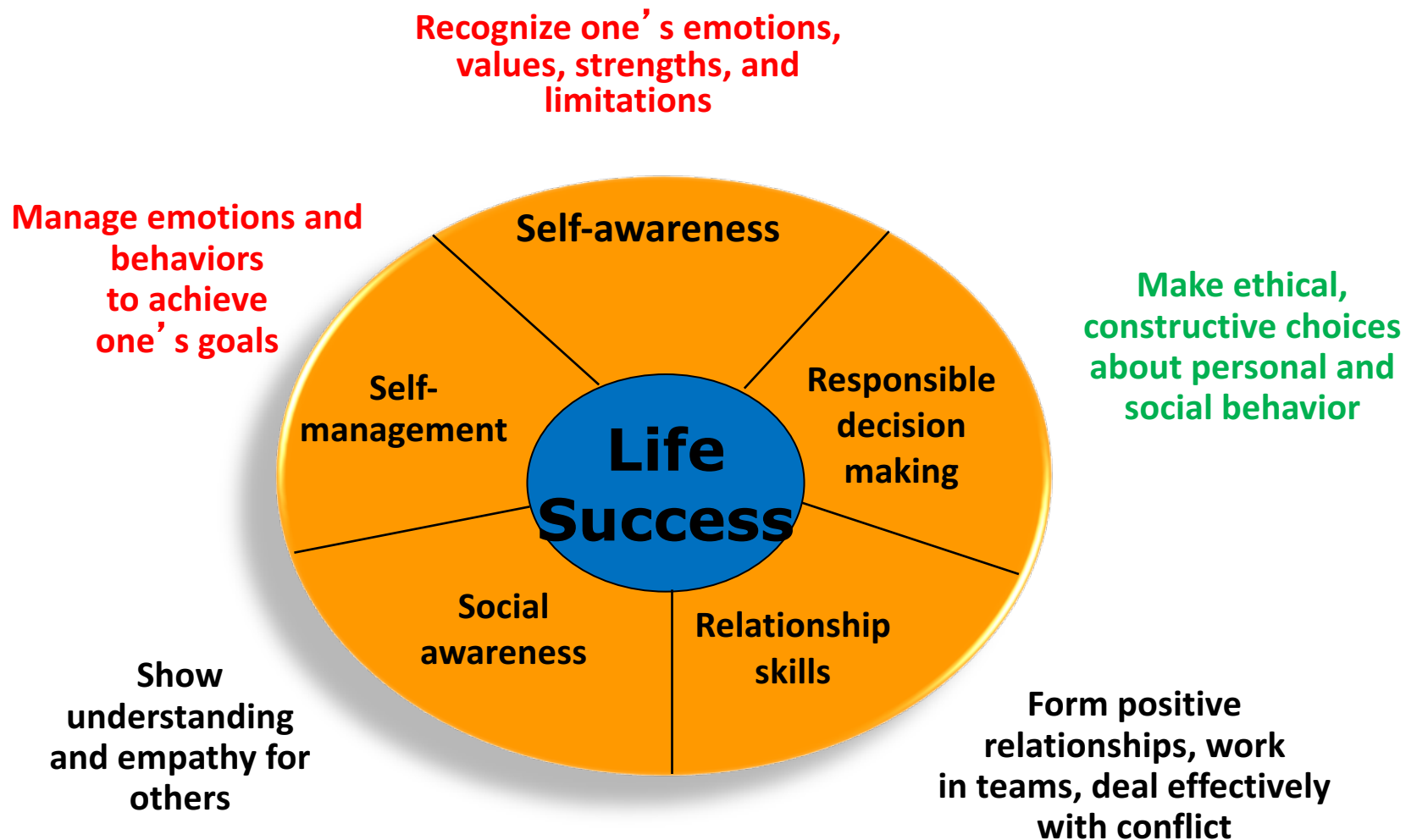
A Problem Student

A Good Citizen of the School

How would someone know that this student earned this label?

# **What are the Participatory Competencies Needed for Life Success?**

# Building SEL Skills are Life/Participatory Competencies and Necessary for All Success



# **Promoting SECD by:**

- **choosing your psychoed/clinical focus carefully**
- **continually enhancing the transfer of SECD into formal classroom instruction and everyday life**
- **building skills in empowering contexts**

# **Three Primary EQ Areas**

- **Module 1: Self-Awareness and Self-Management**
- **Module 2: Social Awareness and Relationship Skills**
- **Module 3: Responsible Decision-Making and Problem Solving**



# Sample Time Frames and Lessons

- If you have a full school year:
  - Modules 1, 2, and 3, plus the self-evaluation lesson
- If you have 21 or more meetings:
  - Modules 1 and 2 or Modules 1 and 3, plus the self-evaluation
  - Lesson
- If you have 11 meetings:
  - Module 1, Module 2, or Module 3, or Skills 1, 3, 5, 7, and 11,
  - plus the self-evaluation lesson
- If you have 6 meetings:
  - 1 lesson for each skill of a module, as well as the concluding
  - lesson of that module, or Skills 1, 2, and 3 (Module 1)

# The Structure of Lessons/Meetings: Module 1 Skills

- Skill 1: Knowing Your EQ Strengths and Challenges
- Skill 2: Understanding Your Values and Being Your Best Self
- 
- Skill 3: Thinking and Talking About Feelings
- 
- Skill 4: Recognizing Negative Self-Talk and Practicing Positive Self-Talk
- 
- Skill 5: Achieving and Maintaining Self-Control
-

# The Structure of Lessons/Meetings: Module 2 Skills

- Skill 6: Anticipating and Defusing Trigger Situations
- 
- Skill 7: Assertive Communication
- 
- Skill 8: Reading the Social and Emotional Cues of Others
- 
- Skill 9: Playing Our Many Social Roles
- 
- Skill 10: Empathy

# The Structure of Lessons/Meetings: Module 3 Skills

- Skill 11: Using the ESP Problem-Solving Process
- 
- Skill 12: Goal Setting
- 
- Skill 13: Brainstorming
- 
- Skill 14: Anticipating Outcomes
- 
- Skill 15: Planning for Success and Overcoming Obstacles

# Survey Your/Others' EQ Skills

## Module 1: Self-Awareness and Self-Management

How good are you at identifying your own feelings? How well can you express them, especially when the feelings are particularly strong (positive or negative)? How often do you reflect on your feelings, outside of times when people ask, "How are you?"

How well are you able to maintain your emotional and behavioral self-control in emotionally intense situations (also called trigger situations)? When do you find it most challenging to control and manage your emotional reactions? What tools or skills do you use to exercise self-control?

# Survey Your/Others' EQ Skills

## Module 2: Social Awareness and Relationship Skills

How effective are your communication skills? How well do you listen to others? How well do you express yourself? How well do you balance listening and speaking? How aware are you of your nonverbal communication (body language, facial expression, eye contact, tone of voice) and that of others?

How well can you perceive things from other people's perspectives? When is this easiest for you, and when is it most difficult?

# Survey Your Own/Others' EQ Skills

## Module 3: Responsible Decision-Making and Problem Solving

How good are you at problem-solving? How good are you at facilitating others' problem-solving?

How resilient are you? How do you deal with challenges and obstacles? How often do you willingly put yourself in challenging situations, as opposed to trying to avoid them?

Based on these reflections, identify your clear strengths. Be aware of them and keep working on them. Then take a realistic look at where you are most lacking. These are the things you need to improve upon (both individually and with the help of others) and to be mindful of when working with your students on their EQ growth.

# Developing a Feelings Vocabulary (M1, S3, L5)

- **Sharing Circle**
- share situations when you usually feel happy; repeat using frustration, confusion, disappointment, pride.
- 
- **Skill Introduction**
- Ask students, “**How many different feelings do you think you experience in a day, an afternoon, an hour, or even at the same time?**”
- brainstorm
- Review list
- Role play- provided or those more relevant to context
- *You’re hanging out with your best friend and see on social media that this friend went to a party you didn’t know about.* **Roles:** You, your best friend, and another friend who also went to the party.



# Developing a Feelings Vocabulary (M1, S3, L5)

- **Extension:**
- discuss differences between feelings such as frustration and disappointment, envy and jealousy, and sadness and grief.
  
- **Reflection**
- students to reflect in their EQ journals
- place them in pairs or small groups to discuss
  
- **Homework**
- Emotional Vocabulary Quiz including the answer key. In this exercise, students will match
- keep track of times they feel strong emotions in the coming days and how they handle these emotions

# Developing Self-Control (M2, S5, L9)

- **Sharing Circle**
- Ask students to share examples of things they do to calm themselves down
- Ask them if they usually use negative self-talk when they are calm
  
- **Skill Introduction**
- Ask students when it is important for them to be able to control their strong feelings.
- Because self-control is so essential, you will show them strategies in this lesson and the next one to help them exercise self-control when they most need it.
- 
- *Show and Practice “Belly Breathing” and “Four-Square Breathing”*

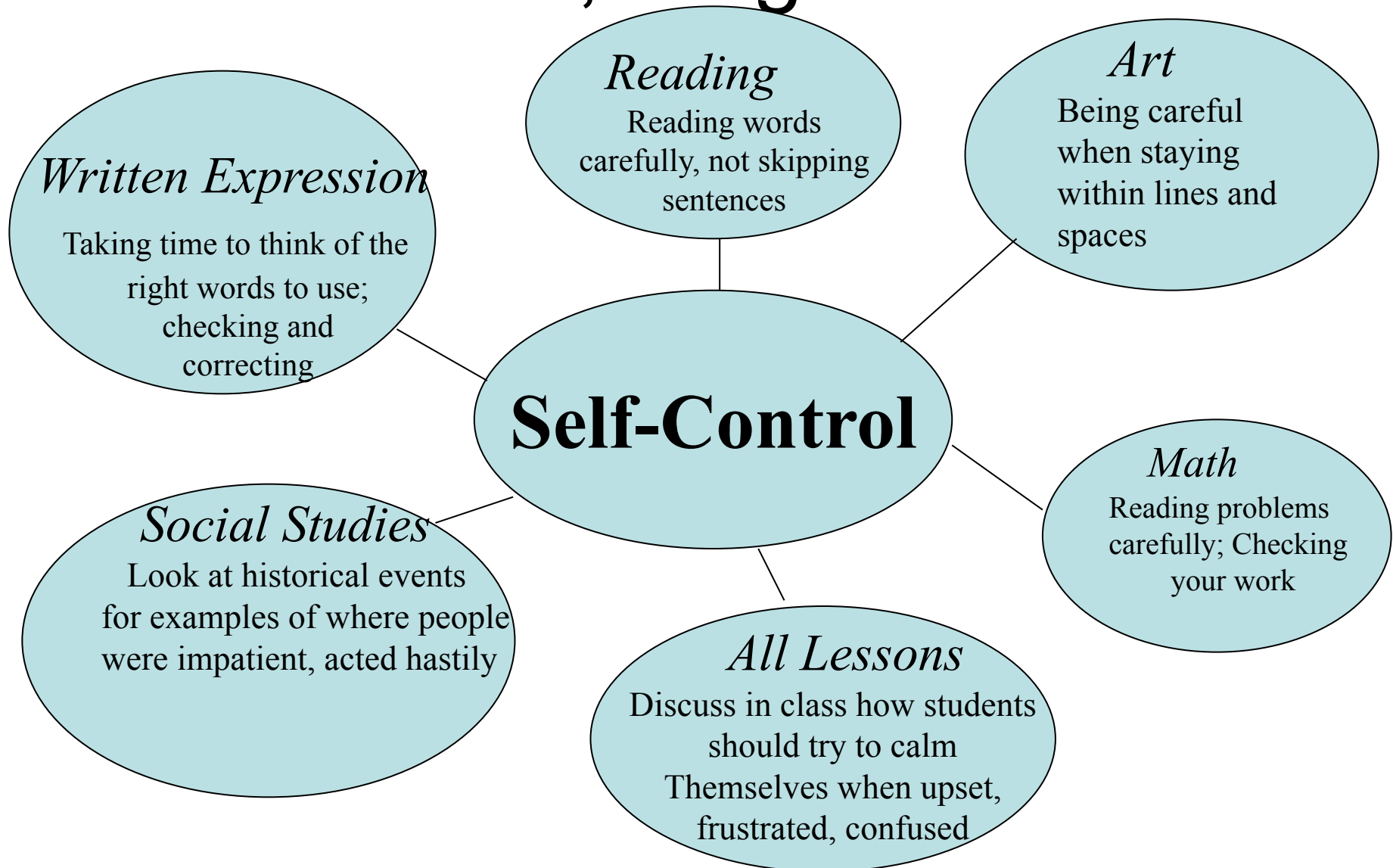
# Developing Self-Control (M2, S5, L9)

- **Reflection**
- Write in EQ journals which breathing strategies they prefer
- Ask them to anticipate an upcoming time when they might use these strategies and what might help them remember to do so.
- 
- **Homework**
- Practice the techniques when calm, in preparation for using the techniques when they feel strong emotions. – determine good times to do this
- Write what happens when they actually try using one of the techniques and whether it goes well or not.
- 
- **Generalization:**
- Reminders are essential. Work with other school staff, parents to provide prompts to use the skills.

# Integration of EQ Skills you work on into lessons, for generalization



# Integration of EQ Skills you work on into lessons, for generalization



# Best Practices for Fostering Youth Engagement and Building Students' SECD

- **Staff/Student Committee Involvement**
- **Don't remediate- engage and provide opportunities- Newspaper Club; Video Critique**
- **Buddies, Mentors, and Tutors, across age and ability**
- **Opportunities for Reflection**
- ***Opportunities for Identifying and Developing one's Laws of Life/Sense of Purpose***

# Laws of Life/Purpose Essays

- What is the Laws of Life/Purpose Essay?

*The Value of Expressive Writing*

- Case examples: Plainfield Public School District, Plainfield, NJ and The *Urban Dreams* collection of student essays; *MOSAIC* in Jersey City
- Extending the effects into homes and communities
- Multiple Intelligences Adaptations

# Identify Student's Broad Priority/Value

- What is one rule that you believe is important to live your life by, that gives your life meaning and purpose?
- When you are at your best, how do you act?
- When do you feel best about what you do for others? What is it that you are doing then?
- Think of someone you admire most. How do they live their lives?



# Prompts to Think and Write About Purpose

- (1) “Write about a personal experience where you feel that something you did made a difference” (e.g. family, friends, school, community, or natural environment).
- (2) “Describe how these experiences helped give you a sense of purpose.”
- (3) “How will you continue working toward this purpose?”

# What is Service Learning?

Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.

# Components of Service Learning

- Preparation
- Action
- Reflection
- Demonstration
  
- Formal Evaluation
- Celebration

# Service-Learning and Academic Achievement

- When service-learning is explicitly tied to the curriculum, and teachers help students to understand and draw meaning from their service experiences, young people gains on achievement tests, complete their homework more often, and increase their grade point averages (Learning In Deed, 2002).

# Service-Learning and Academic Achievement

- Service-learning was positively associated with impacts such as attendance, school engagement, attitudes and motivation toward school, and improved achievement scores (Follman, 1998; Melchoir, 1999; Melchoir & Bailis, 2002; Meyer & Billig, 2003; Scales, Blythe, Berkas, & Kielsmeier, 2000; and Meyer, Billig & Hofshire, 2004).

# Service-Learning and SECD

- Service learning has a positive effect on students' interpersonal development and the ability to relate to diverse groups. They were better able to trust and be trusted by others, be reliable, and accept responsibility; develop positive bonds with adults, show greater empathy with others, and greater acceptance of cultural diversity, showed increase awareness of cultural difference and attitudes toward helping others; and felt more comfortable communicating with ethnically diverse groups (Bradley, 2006).

# Service-Learning and Prevention

- Students who serve their communities were less likely to engage in risky behaviors (Benson, 2000; Follman, 1998).
- Service learning is an effective strategy for preventing substance abuse and dropping out of school (Duckenfield & Swanson, 1992; Shaffer, 1993).
- Service learning was shown to be a deterrent to early and unprotected sexual activity. In the same study, a reduction in violent behavior was found ( O'Donnell, et al. 1999).

# ***SECD, Purpose, Mindset, & Social Action***

*Social-emotional and character development (SECD) competencies are as basic, foundational, and essential to academic achievement as reading competence, and must be fostered in schools of character that focus on supporting and actualizing students' sense of positive purpose. When students have a positive purpose and a mindset of contribution, they are willing to learn and cooperate for social action.*



# The Possibilities for Youth Action Are Greater Than We Might Realize



# Students Taking Action Together (STAT): The Civility Project

- One of the purposes of STAT is to build students' SECD to create dialogue and civility among diverse students, and a sense of empowerment and civic engagement.
- Another purpose is to foster deeper thinking and engagement about issues in the classroom, school, community, and world.

# Students Taking Action Together (STAT): Partner in Civility

- The STAT approach is ideal for partnerships between **school support personnel** and those teaching social studies and related classes, as well as language arts
- **How:** Co-teaching; supporting instruction; using STAT approaches in disciplinary and Tier 2 contexts to conduct respectful debates and build communication, problem solving, and SECD skills students need for humane interpersonal effectiveness.

# Focal Social-Emotional Skills in the STAT Approach

1. Empathy
2. Perspective Taking
3. Communication
- 4. *Social Problem Solving***
5. Emotion Regulation



Students Should be able to Think,  
Speak, and Act on Statements Like  
These: **Yes-No-or Maybe**

- All schools should have metal detectors for the protection of students and staff.
- Students should participate in school committees about bullying, drugs and alcohol, and discipline.

STAT in Action: Video Examples from  
[www.secdlab.org/STAT](http://www.secdlab.org/STAT)

- **(a) Peer Opinion Sharing:** Yes-No-Maybe
- **(b) Respectful Empathic Debate:** asking students to argue from the perspective of all sides of an issue, especially ones they disagree with, perhaps regarding specifics of how a situation was handled, or the specific actions taken

## Pedagogy to Promote Critical Thinking, People Getting Along Better, and Being Civil & Civically Engaged

- **(a) Peer Opinion Sharing:** Yes-No-Maybe
- **(b) Respectful Empathic Debate:** asking students to argue from the perspective of all sides of an issue, especially ones they disagree with, perhaps regarding specifics of how a situation was handled, or the specific actions taken
- **(c) PLAN Problem Solving:** an overall framework for analyzing all issue, to provide a repeated strategy that can become internalized

# General STAT Instructional Strategies

- **(d) Responsible Listening:** having to summarize the positions one just heard
- **(e) Collaborative Creativity:** how else could the problem have been viewed? What other solutions might have been considered? How were/are obstacles dealt with creatively?
- **(f) Audience-Focused Communication:** how can students be prepared for and share what they have learned with others? Write a letter to a newspaper? Have a meeting? Create an artistic or musical depiction? Reach out to an elected official? Some other kind of social action? How can they learn to monitor the success of their plans, and make improvements as needed for the future?



# Audience-Focused Communication and Social Action

- Key to the approach is for **students to create products they have to prepare, deliver, and defend collaboratively**. These might be social action improvements in their classrooms or schools, or they might be alternative solutions to historical problems or proposed solutions to current events.
- A part of the learning process that creates flexibility is for **students to get feedback on what they create and have the opportunity to modify in light of feedback**. This will include situations where their ideas are not supported.

# PLAN Problem Solving Social Action Strategy

STAT uses the **PLAN** social action strategy applied to existing curriculum content; it is not an “add on”

- 1) creating a problem description (**P**), which defines the issue being discussed,
- 2) brainstorming a list of options (**L**) to solve the problem,
- 3) developing and acting on an action plan to solve the problem (**A**), and
- 4) noticing successes as part of ongoing evaluation and refinement (**N**).

See the PLAN Graphic Organizer in the PLAN materials, and PLAN overviews in *The Front Page* and *Educational Viewpoints* articles at [www.secdlab.org/STAT](http://www.secdlab.org/STAT)

# Example of STAT in Action

- **Example #1: Current Problem in the School**
  - **Note:** We recommend using this topic to introduce STAT to students
  - **Topic:** Cafeteria food
- Start with a Yes-No-Maybe or debate, and then have students consider the problem from different perspectives, using the PLAN framework

# Example #1 of STAT in Action

- Consider a debate, or a Yes-No-Maybe discussion, based on this statement:

***There is nothing students can do to change the food that is served in the cafeteria. These are adult decisions only.***

- P: What are the problems related to the food in the cafeteria? What are the issues from the perspective of teachers, administrators, those involved in food preparation and serving? What feelings do they have? What are the perspectives and feelings of different student groups?
- L: What options do different groups consider to be acceptable ways to resolve the problem? What are the pros and cons of these ideas? What seem most/least realistic?
-

# Example #1 of STAT in Action

- **A:** How can the idea be carried out? Who has to do what? When? Where? What obstacles to the plan might be faced? How can these be addressed? How will we know if the plan is being successful? How can we use feedback to improve the plan?
- **N:** (after the plan is tried:) How did it work out? What consequences were considered that could have been anticipated? What can be learned from these experiences that can be used in the future, for this or other kinds of school issues?
- ***This framework can be used for other school issues, such as bullying, drugs, gangs, cheating, discipline***

# Examples of STAT in Action

- **Example #2: Social Studies/History class**
  - **Topic: the Civil War**

# Example #2 of STAT in Action

- Consider beginning with a debate, or a Yes-No-Maybe discussion on this question, based on this statement:

***All through history, many countries have had slaves. What the South was doing was no different.***

- Then, with background reading from your current curriculum, consider the problem from different perspectives, using the PLAN framework

# Example #2 of STAT in Action

- **P:** How did the North and the South define the problem in the country? What were the issues, from each perspective? Who were the key people involved in making important decisions?
- **L:** What were their goals? What options did they consider to be acceptable ways to resolve the problem? What did they ultimately decide?
- **A:** How did they carry out their plan? What obstacles did they encounter? How did they deal with them?
- **N:** How did it work out? What can be learned from their experiences that are relevant to the present?



# For STAT Materials & SECD Lab Information

- [www.secdlab.org/STAT](http://www.secdlab.org/STAT)
- For Support or Questions about Implementation:
  - [STAT.SECDLab@gmail.com](mailto:STAT.SECDLab@gmail.com)
- <https://twitter.com/SECDLab>

Please follow the lab @SECDLab for updates and information on the latest projects and events.

- For ongoing information about SECD:
  - [\*www.edutopia.org/profile/maurice-j-elias\*](http://www.edutopia.org/profile/maurice-j-elias)
  - [\*SELinSchools.org\*](http://SELinSchools.org)

No one tests the depth of a river  
with both feet.- Ashanti



# Merit Badges?



# Questions Parents Usually Don't Have a Lot of Time to Think About

- What do you want family life to offer to your children?
- What are your moments of greatest family joy (think both specifically and generally)?
- What are your moments of greatest family “oy” (think both specifically and generally)?

# Sources of Parenting Inspiration: What Do You Believe?

- *Intelligence plus character – that is the goal of true education.* --Rev. Dr. Martin Luther King, Jr.
- *To educate a person in mind and not in morals is to educate a menace to society.* -- Theodore Roosevelt
- *Wisdom of the mind alone, without wisdom of the heart, is worthless.* -- (Aaron of Karlin)

# *Fundamental Principles of EIP*

- *Caring relationships provide the foundation for all lasting learning.*
- *Emotions affect how and what we learn.*
- *Children benefit from knowing their “Laws of Life” and having a sense of positive purpose.*
  - *Goal setting and problem solving provide cohesiveness, focus, direction, and energy for learning.*

# *Things That Get in the Way*

- *Everyday threats to caring relationships*
  - *Too many negative emotions*
- *Not having a sense of direction and positive purpose*
- *Deficiencies in Social-Emotional Skills*

*Key Areas From the Books: **Emotionally Intelligent Parenting**  
and  
**The Joys and Oys of Parenting***

- Have A Family Mission Statement/Vision
- Listen to Your Feelings
- Emphasize Your Kids' Strengths
- Apologize When You Lose Your Cool
- Children Follow What You Do Even More Than What You Say, But They Do Listen!
- Make Your Home an Oasis Against Stress Through Routines and Rituals and Humor
- **The 24 Karat Golden Rule:** Do Unto Your Children as You Would Have **Others** Do Unto Your Children



*Key Emphasis From the Books: **Emotionally Intelligent Parenting**  
and  
**The Joys and Oys of Parenting***

- Encourage your children to make contributions and you will build their empathy, emotional intelligence, happiness, and sense of meaning and purpose. As Martin Luther King, Jr., said, “Everyone can be great, because everyone can serve.”

*Key Areas From: Emotionally Intelligent Parenting  
and  
The Joys and Oys of Parenting*

- Show your children compassion and caring; having a hard edge to toughen up your children for the world will cause calluses where there should be inviting, supple, strong, healthy skin -- Maxine Greene
- Watch what you eat, and when and how you and your family eat; your children are what YOU eat—Wendy Mogel

# From Vision to Actuality: Troubleshooting

*Ask yourself these questions:*



- What are the opportunities and obstacles to working with parents?
- What modest goals can I set from a multiyear perspective?
- What strengths can I mobilize and build upon?
- How can I foster true inclusiveness of parent subgroups in our community?

- What are the actions I most need to take...
- ... in the next week?
- ... in the next two weeks?
- ... in the next month?
- ... in the next 2-3 months?
- ... in preparation for the end of the school year?
- ... in preparation for the start of the next school year?
- ... who else must be involved?



# Courage, Persistence, and Support Structures Are Needed to Sustain Nurturance and Truly Foster Moral and Performance Character

*“Don’t let what you cannot do interfere with what you can do.”*

*John Wooden*

*“The children are watching.”*

*Ted Sizer*



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