



# SOCIAL EMOTIONAL LEARNING

Fern Yoshida

Susan Wood



# Learning Objectives

- ❖ Learn the basic components of Hawaii's curriculum to teach social emotional skills to all students, including students with disabilities;
- ❖ Understand the adjustments schools are making to SEL instruction in SY 21-22 to address the negative effects of COVID (social isolation, grief, anxiety about the future, etc.).
- ❖ Participants will know of resources for more information about SEL in Hawaii's public schools.
- ❖ Families will learn some techniques and resources to support their child's social emotional learning at home and in the community.

# What is Social Emotional Learning?

“Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which **all young people and adults** acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.”<sup>1</sup>

<sup>1</sup>“Fundamentals of SEL,” CASEL, 10-19-21

<https://casel.org/fundamentals-of-sel/>

# **SOCIAL EMOTIONAL LEARNING AT SCHOOL**



# Hawaii Multi-Tiered System of Support (HMTSS)

“A comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision-making.”

- Every Student Succeeds Act (ESSA),  
(20 U.S.C. 7801 (33))



Photo credit: Ilima Intermediate

**HMTSS**

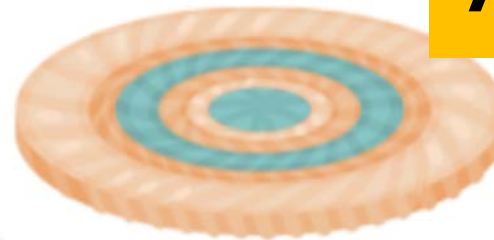
**Physical  
Health**



**SEL**



**Academics**



**Positive Behavioral  
Support**

# Four Core Components of HMTSS

*Foundational Beliefs*

**Establishing what we believe**

*Data-Driven  
Team-Based Decision-Making*

**Making sound choices based  
on the right information**

*Universal Screening  
Progress Monitoring*

**Knowing our students**

*Multi-Tiered System  
of Evidence-Based Practices*

**Coordinating resources to  
meet the needs of all students**

# Core Component 1: Foundational Beliefs

## Establishing What We Believe

Schools identify, articulate and communicate their foundational beliefs

All students can learn

All students deserve equitable access to the resources they need to succeed

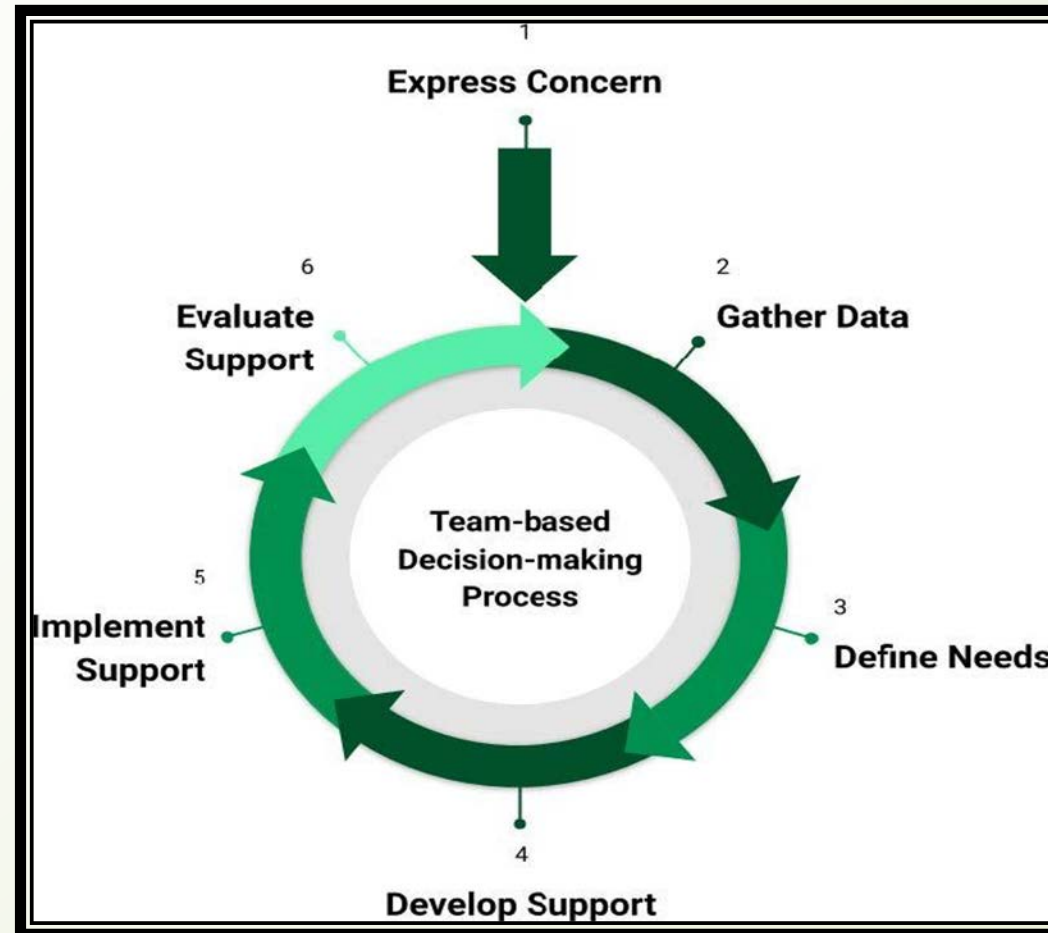
Student learning includes both academic and non-academic competencies

All adults have a shared responsibility in the education, safety, and overall success of all students



# Core Component 2: Data-Driven, Team-Based Decision-Making

Making Sound Choices Based on the Right Information



# Core Component 3: Universal Screening & Progress Monitoring

## Knowing Our Students



Photo credit: Wheeler Elementary

## Universal Screening

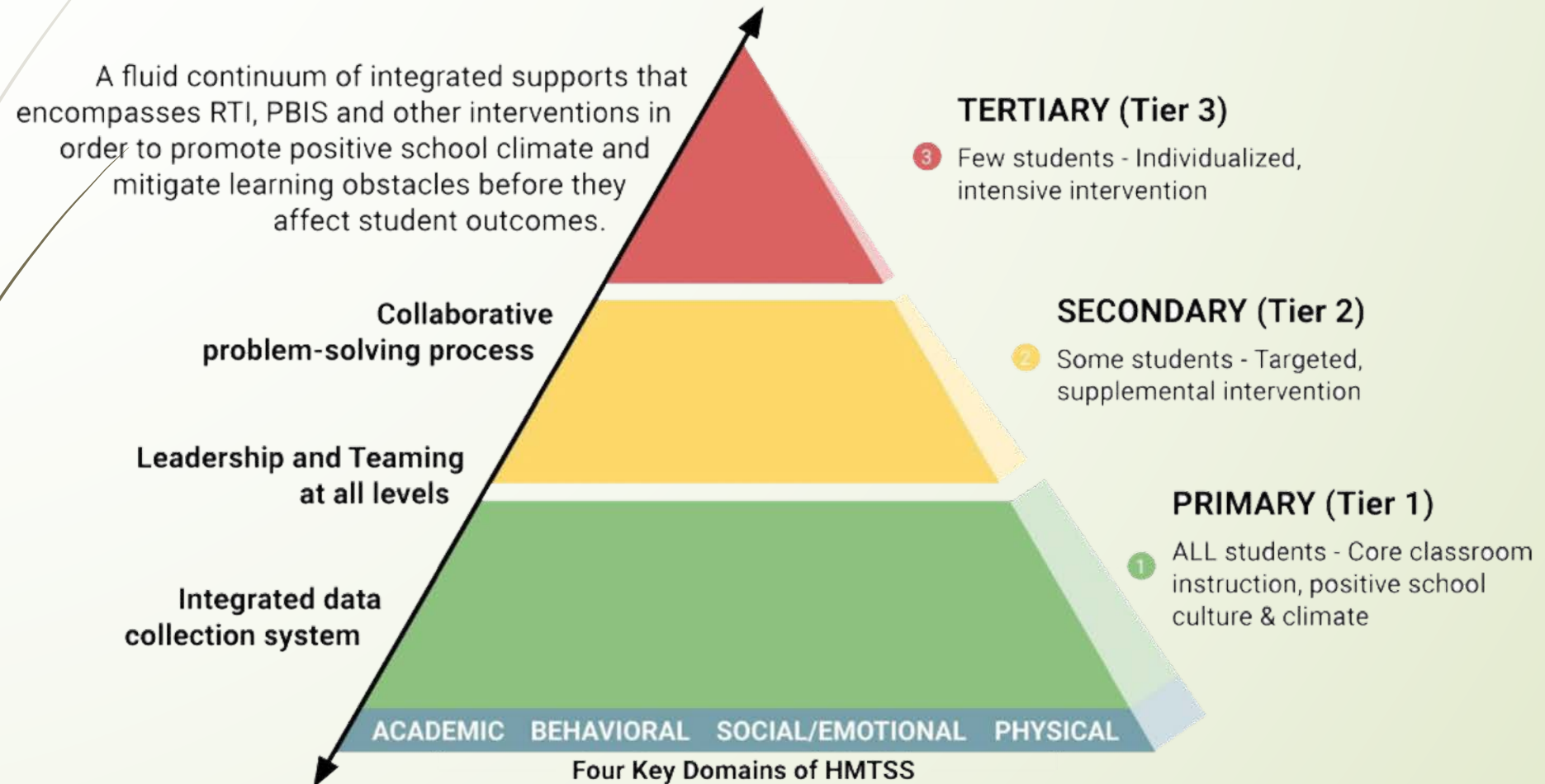
Establishes benchmarks for student progress, collects data for every student, incorporates the use of universal screeners. Administered 3 times a year to ensure early identification.

## Progress Monitoring

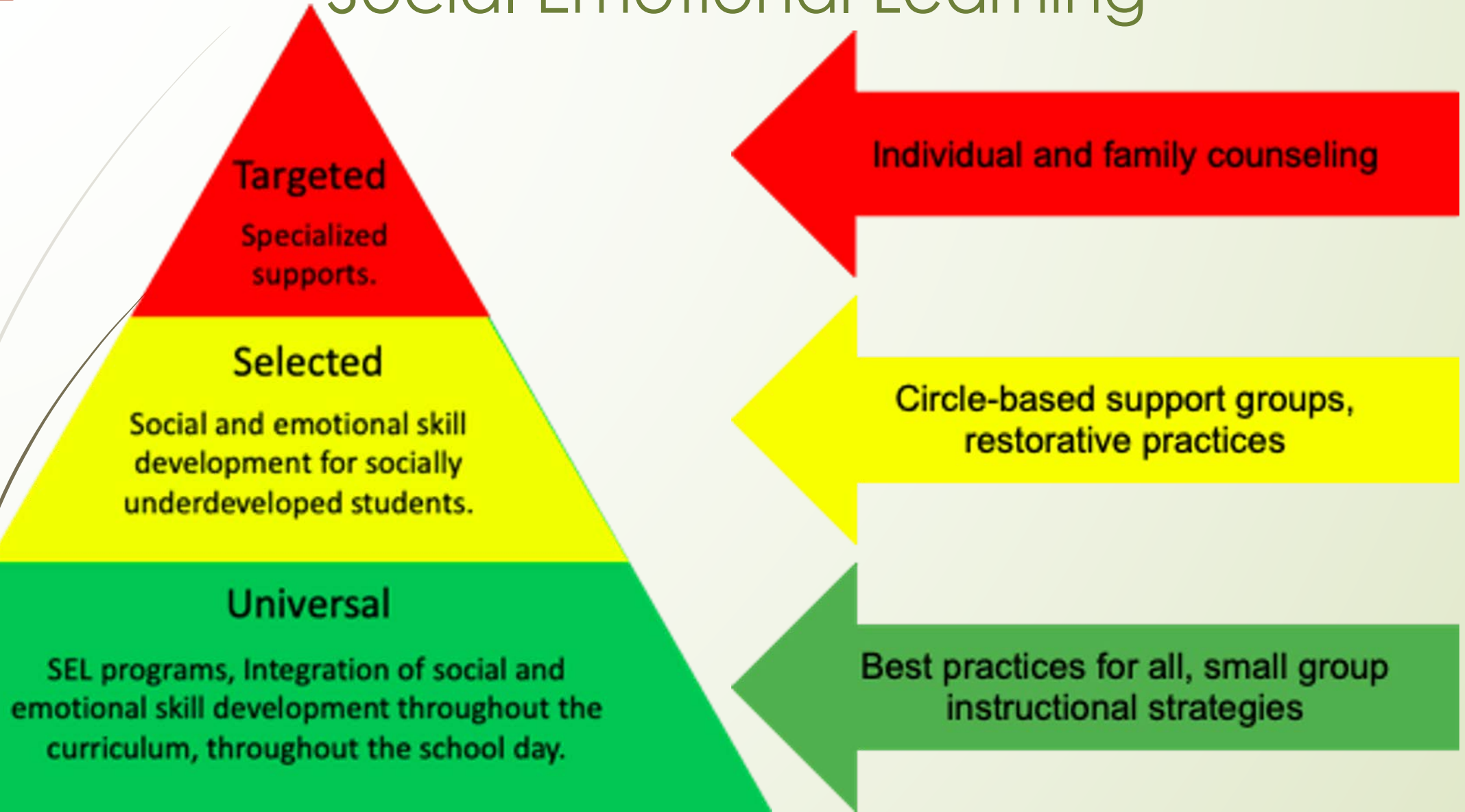
Provides benchmarks for minimum acceptable performance, assists in determining the effectiveness of curriculum, instruction and interventions.

# Core Component 4: Multi-tiered System of Evidence-Based Practices

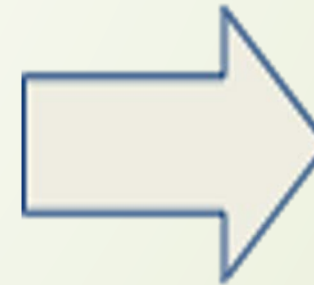
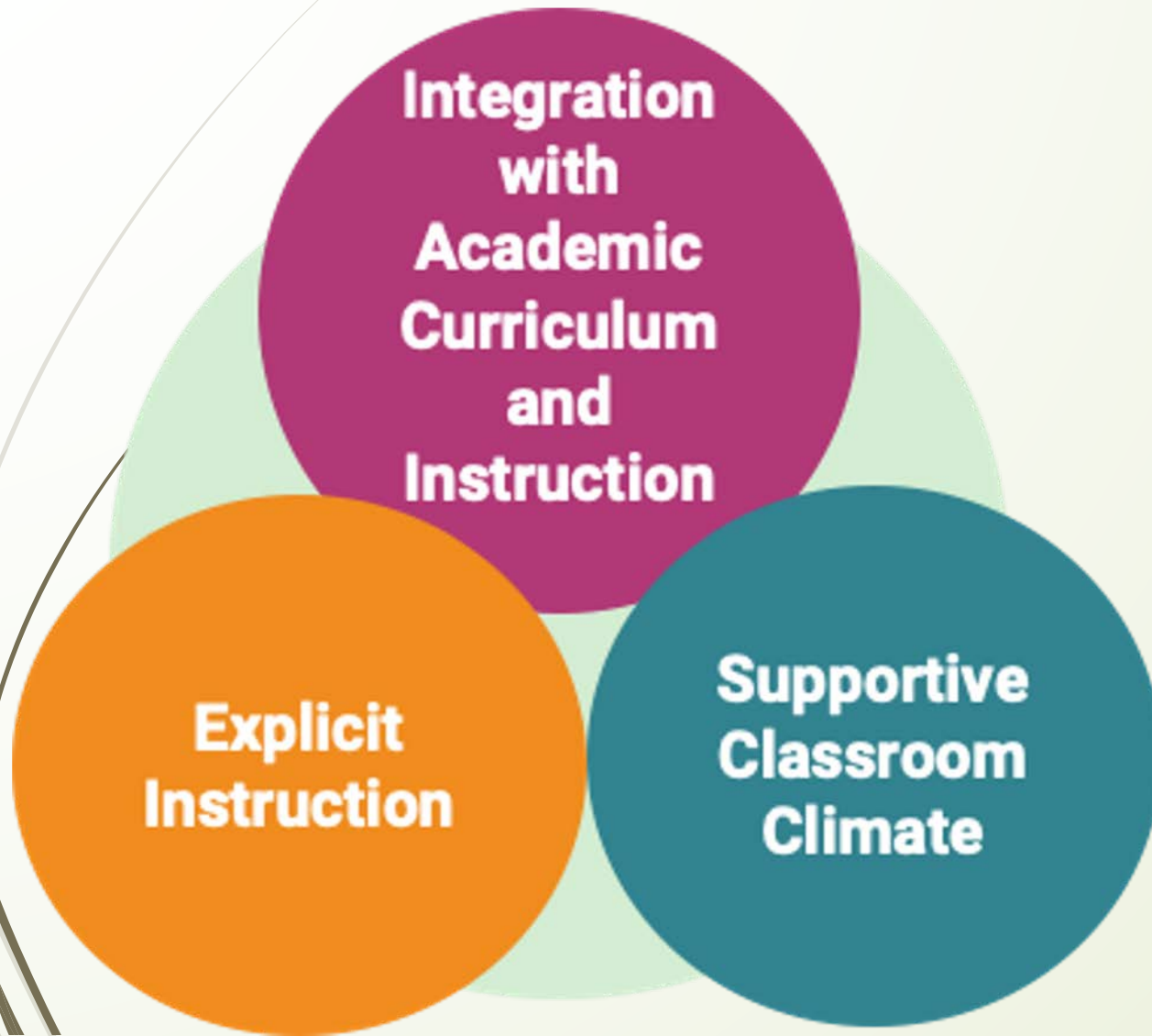
## Coordinating Our Resources to Best Meet the Needs of All Students



# Multi-Tiered Social Emotional Learning



# Social Emotional Learning in the Classroom



# Supplemental Supports

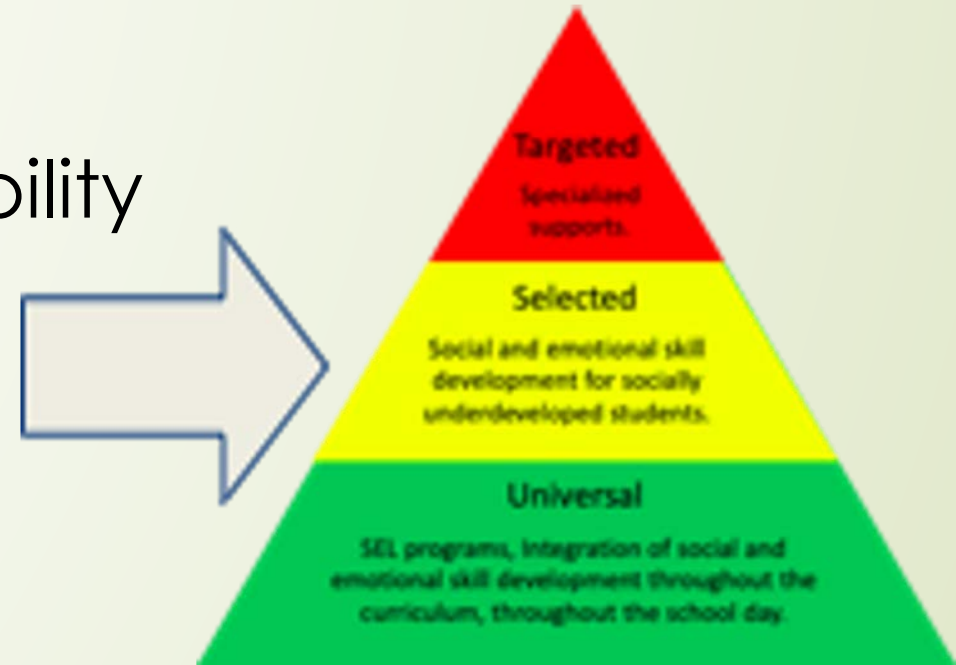


Consequences vs. responsibility

Relationships



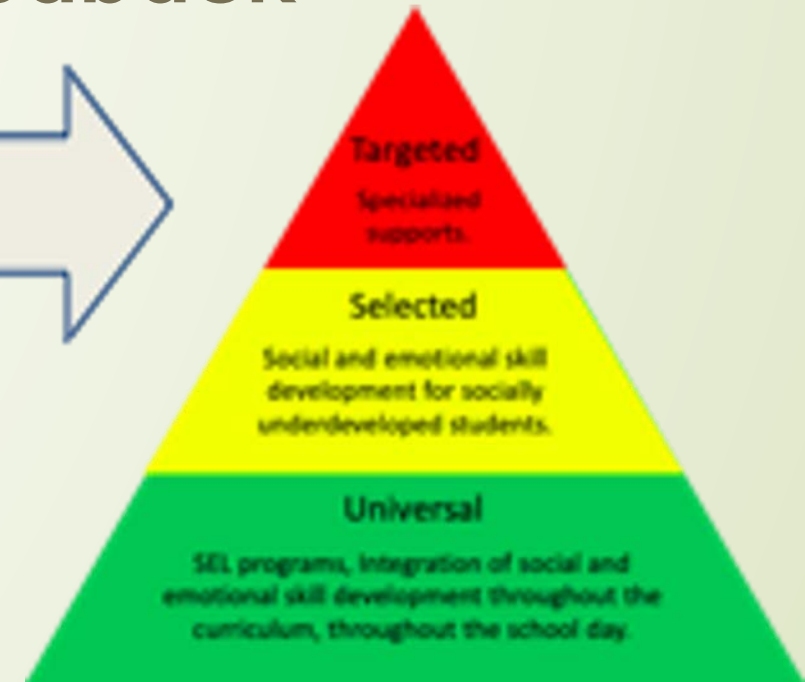
Peer circles



# Individualized SEL Support

## Focusing on Growth and Feedback

- ❖ Explicit teaching
- ❖ Re-teaching
- ❖ Prompting
- ❖ Feedback



# SOCIAL EMOTIONAL SUPPORTS AT HOME







# Social & Emotional Learning

## Self-Management

Managing emotions and behaviors to achieve one's goals

## Self-Awareness

Recognizing one's emotions and values as well as one's strengths and challenges

## Responsible Decision-Making

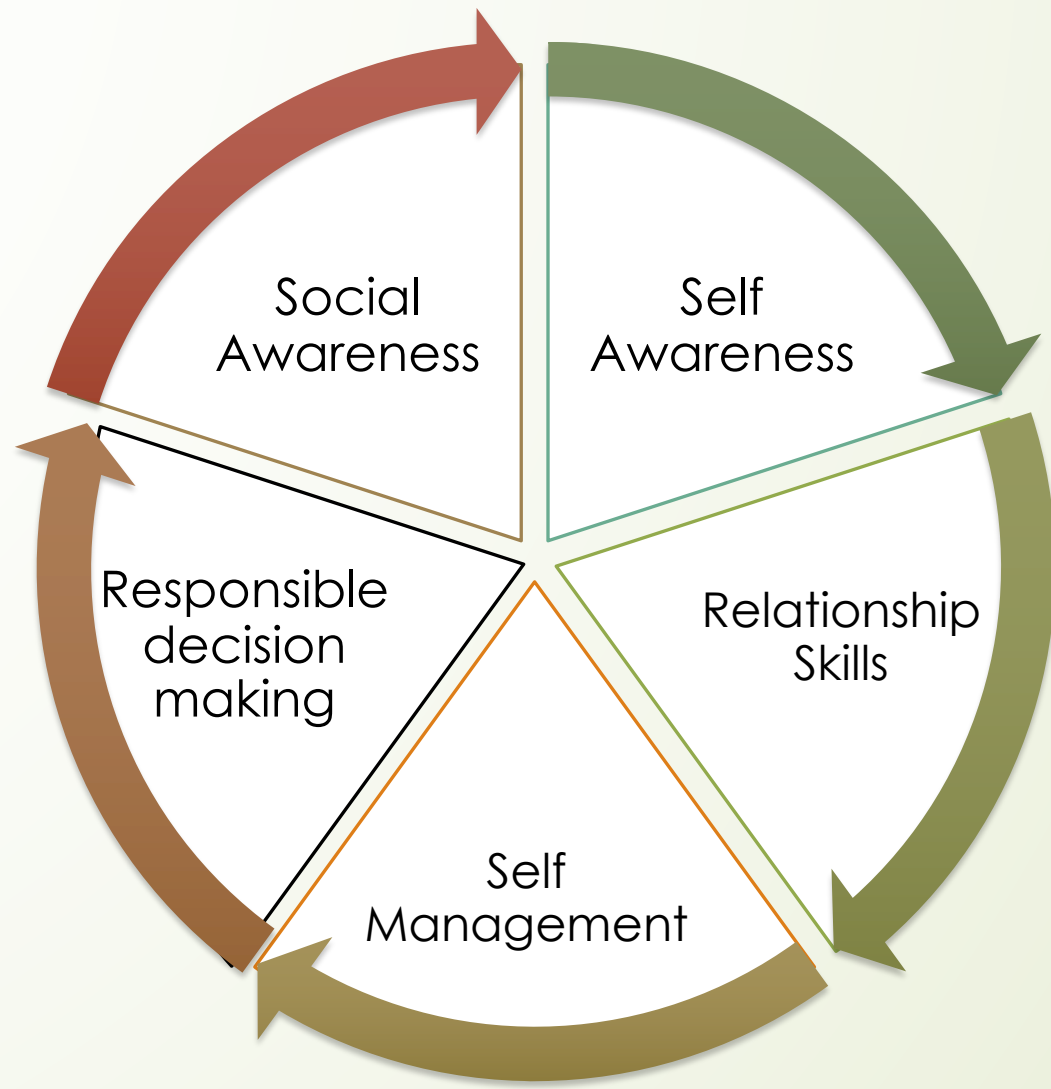
Making ethical, constructive choices about personal and social behavior

## Relationship Skills

Forming positive relationships, working in teams, dealing effectively with conflict

## Social Awareness

Showing understanding and empathy for others



Social Awareness

Self Awareness

Relationship Skills

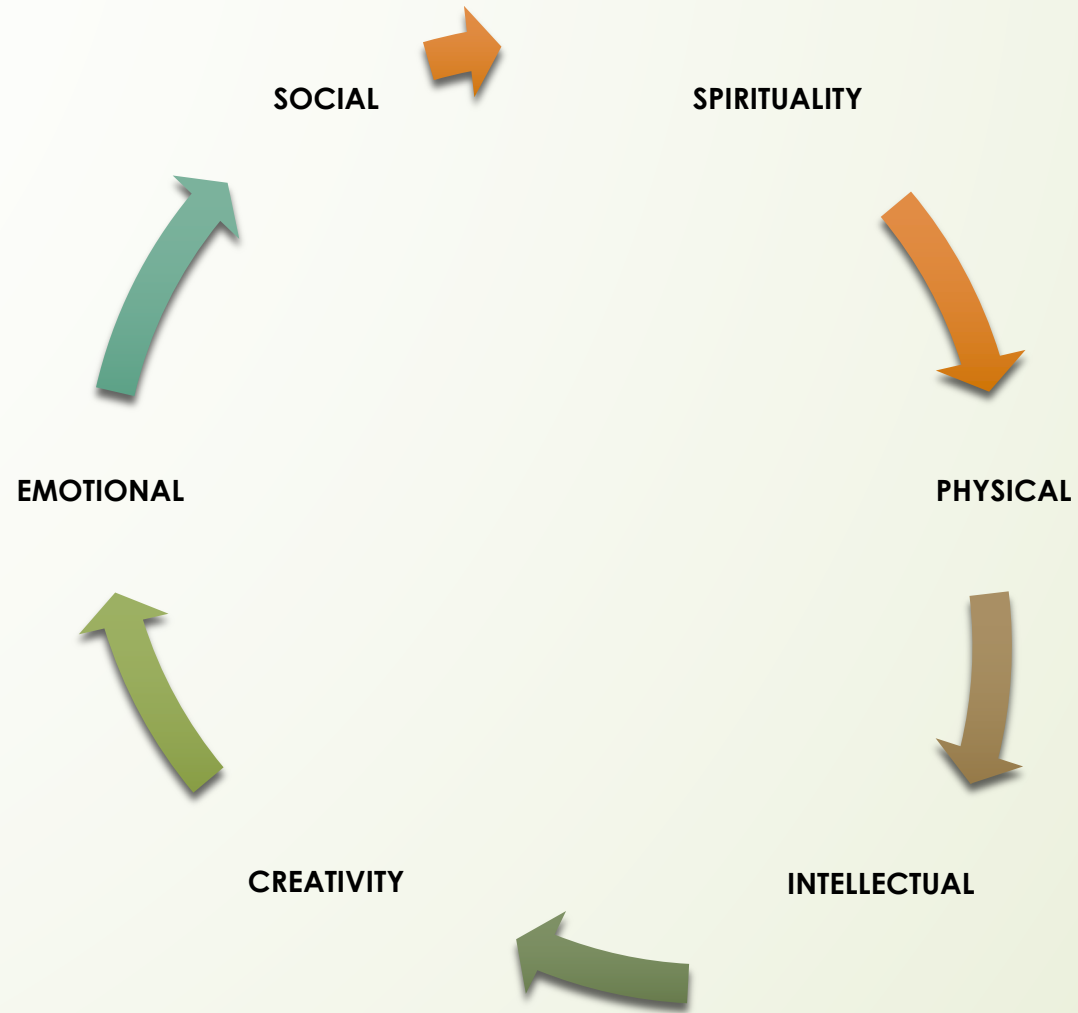
Self Management

Responsible decision making

# THE SPICES OF LIFE



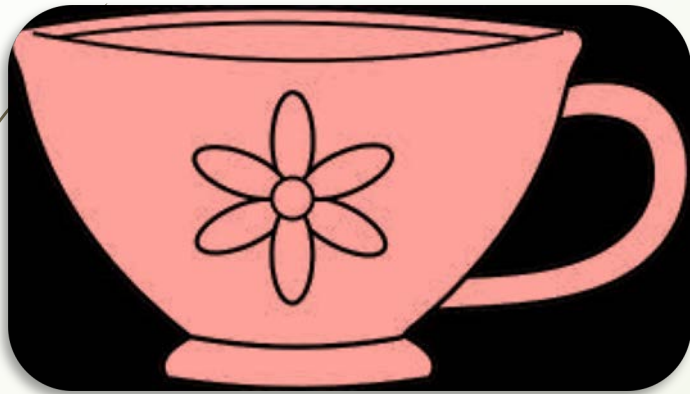
# THE SPICES OF LIFE



# Activity

“S.P.I.C.E.S.”

FULL



EMPTY





SOCIAL



SPIRITUAL



EMOTIONAL



PHYSICAL



CREATIVITY



INTELLECTUAL

# THE EMOTIONAL CUP

Imagine that every child has a cup that needs to be filled -- with affection, love, security, and attention. Some seem to have a full cup most of the time, or know good ways to get a refill. But most children get a little nervous when their cup gets near empty.

## Some ways that children deal with having an empty cup:

- steal from other people's cups
- misbehave to get your attention and show that they need a refill
- seem to have bottomless cups, or need constant 'topping off'
- can't sit still for refills or actively refuse them
- bounce off the walls when they approach 'empty'
- think they have to fight or compete for every refill

## What fills a child's cup:

- play
- friendship
- one-on-one time
- love and affection
- connection
- succeeding
- doing what they love to do or what they choose to do



## What empties the cup:

- stress and strain
- rejection by peers
- loneliness and isolation
- yelling and punishment
- failing
- fatigue
- doing what they're forced to do or they hate to do

**up**bility

Publisher of Therapy Resources

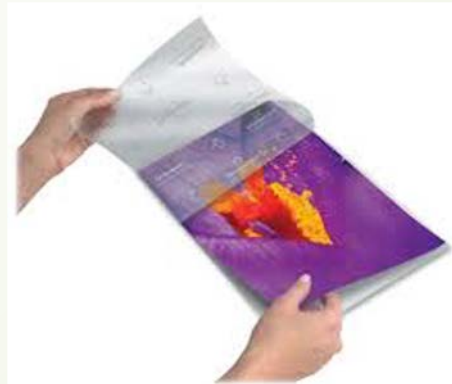
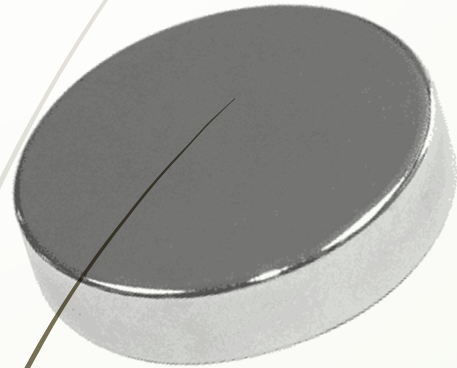
# Social Emotional Learning Opportunities



- No. of days in 1 year
- No. of days in school
- No. of hours in 1 day
- No. of hours in school



# Create your own SEL Wheel





# Social Emotional Learning Resources

**Ceeds of Peace:** <https://www.ceedspeace.org>

**Choose Love:** <https://chooselovemovement.org>

**Growing Pono Schools:** <https://cde.coe.hawaii.edu/growingponoschools/>

**Harmony:** <https://www.harmonysel.org>

**MindUP:** <https://mindup.org>

**Second Step:** <https://www.secondstep.org>

**Social Stories:** <https://carolgraysocialstories.com>

**Social Thinking:** <https://www.socialthinking.com>



QUESTIONS?



# CONTACT INFORMATION



## ***Fern Yoshida***

Hawaii Department of Education

Email: [fern.yoshida@k12.hi.us](mailto:fern.yoshida@k12.hi.us)

Phone: (808) 305-9803

## ***Susan Wood***

Hawaii MCH LEND Program

UH, JABSOM

Email: [sbwood@hawaii.edu](mailto:sbwood@hawaii.edu)

Cell: (808) 756-0179