Expert Perspectives:

Building Social and Emotional Skills in Afterschool

Afterschool Alliance

Thank you for joining us.
The webinar will begin shortly.

Housekeeping Notes

Experiencing Delays?
Try closing out the other programs running
on your computer.

Audio difficulties? Keep this number handy!
Dial: 1-877-860-3058
Code: 1135574

Have a question or comment?
Use the group chat to interact with presenters
and other participants.

Afterschool Alliance

Speakers

Heidi Ham
Vice President of Programs & Strategy
National AfterSchool Association

Bela Shah Spooner
Manager, Expanded Learning
Institute for Youth, Education, and Families
National League of Cities

Stephanie Jones
Professor of Education
Harvard Graduate School of Education

Bridget Laird
CEO
WINGS for Kids

Heather Pressley
Senior Vice President for Mission Advancement
Girls on the Run International

Moderator: Dan Gilbert, Project Manager, Afterschool Alliance
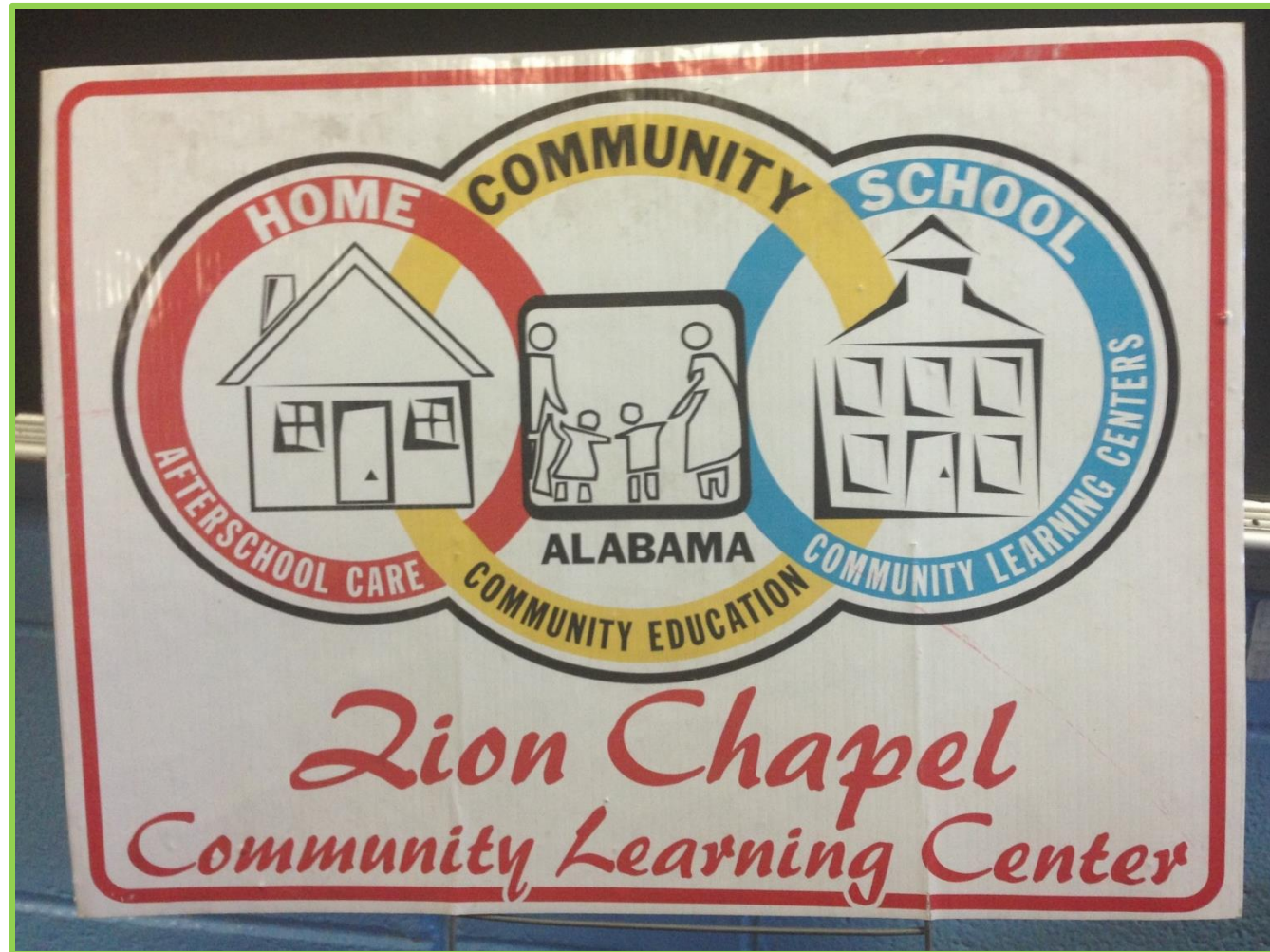
Afterschool Alliance

Introductory Slide: Agenda

- **Welcome**

- **Introductory Remarks**

- **Kernels of Practice: Research & Tools**

- **Expert Perspective – Girls on the Run**

- **Expert Perspective – WINGS for Kids**

- **Q&A**

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SOCIAL AND EMOTIONAL LEARNING (SEL)

SOCIAL AND EMOTIONAL LEARNING (SEL)

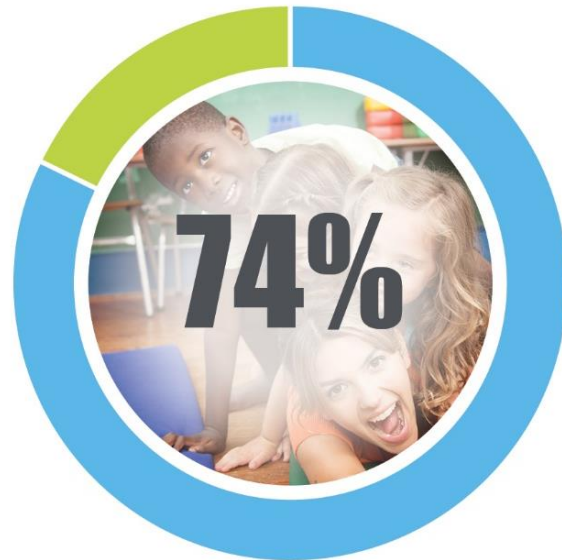# SOCIAL AND EMOTIONAL LEARNING (SEL)

SOCIAL AND EMOTIONAL LEARNING (SEL)

PROGRAMS VALUE AND IMPLEMENT SEL PRACTICE
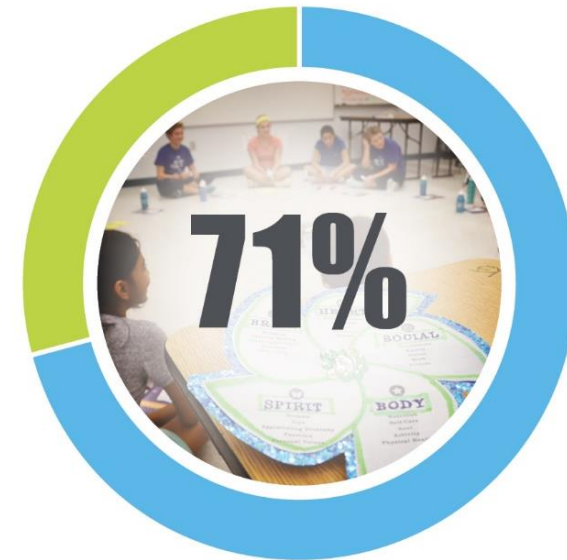
" EVERYTHING WE DO IS WITH A PURPOSE...
even standing in line for a drink of water, [we are] teaching self-control, respect, courtesy…"

74%

Value and encourage
SEL-focused activities

67%

Offer SEL-related
lessons and activities

71%

Intentionally link SEL lessons
to other topics or lessons

SOCIAL AND EMOTIONAL LEARNING (SEL)

PROGRAMS ARE BUILDING ON STRONG INTEREST IN SEL, BUT MORE SUPPORTS ARE NEEDED

" Learn more about [SEL] and offer trainings to part-time staff. **THIS IS A CRITICAL NEXT FOCUS OF AFTERSCHOOL PROGRAMMING.**"

50%

of respondents' programs and organizations offer professional development opportunities around supporting SEL

66%

of respondents feel prepared when instructing SEL activities

SOCIAL AND EMOTIONAL LEARNING (SEL)

OPPORTUNITIES EXIST FOR INCREASED COLLABORATION AND INTEGRATION BETWEEN SCHOOLS AND AFTERSCHOOL PROGRAMS

"Create better partnerships with each school, make sure the site leader at each school is aware of their **VISION OF SEL,** and incorporate activities/themes from the school day with afterschool."

43%
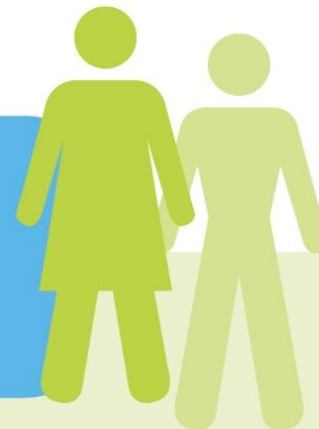
are part of SEL conversations with the school, community, principals or teachers connected to their program

SOCIAL AND EMOTIONAL LEARNING (SEL)

CALL TO ACTION

FIELD LEADERS should commit to SEL so that **PRACTITIONERS** will have a clear charge to intentionally provide opportunities for SEL.

FIELD LEADERS should explore and document successful school and afterschool partnerships so that **PRACTITIONERS** will have strategies to support strong partnerships.

FIELD LEADERS should allocate resources to build capacity and develop tools and materials so that **PRACTITIONERS** will be equipped to implement high quality social and emotional learning practices.

SOCIAL AND EMOTIONAL LEARNING (SEL)

WHAT NAA WILL DO

NAA is prepared to support the field to ensure that quality afterschool programs promote social and emotional development for children and youth. NAA will:

- Provide guidance around intentionally incorporating SEL lessons and practices into programming.
- Equip practitioners with the resources and tools to have conversations with the school, families, and the community about how afterschool supports SEL.

Institute for Youth, Education, and Families

NLC NATIONAL LEAGUE OF CITIES

Helping city leaders take action on behalf of the children, youth and families in their communities

| Early Childhood Success | Health & Wellness | Economic Opportunity & Financial Empowerment | Education & Expanded Learning | Youth & Young Adult Connections |

Municipal Engagement to Promote Afterschool Makes Sense for Cities

NLC NATIONAL LEAGUE OF CITIES

- **Park and Recreation Departments**
- **Police Departments/Juvenile Courts**
- **Libraries**
- **Mayor's Youth Councils**
- **Arts Commissions**
- **Museums**
- **Community Policing/ Police Athletic Leagues**
- **Fire, Public Works, Health and Environment Departments**
- **Workforce Investment Boards**
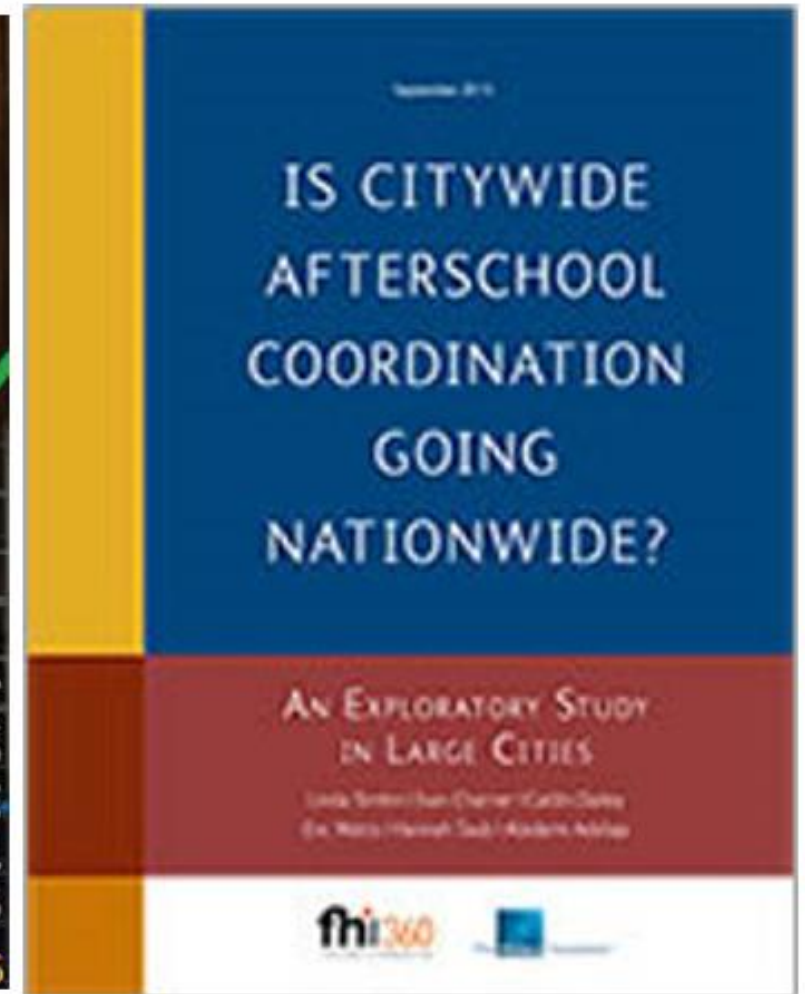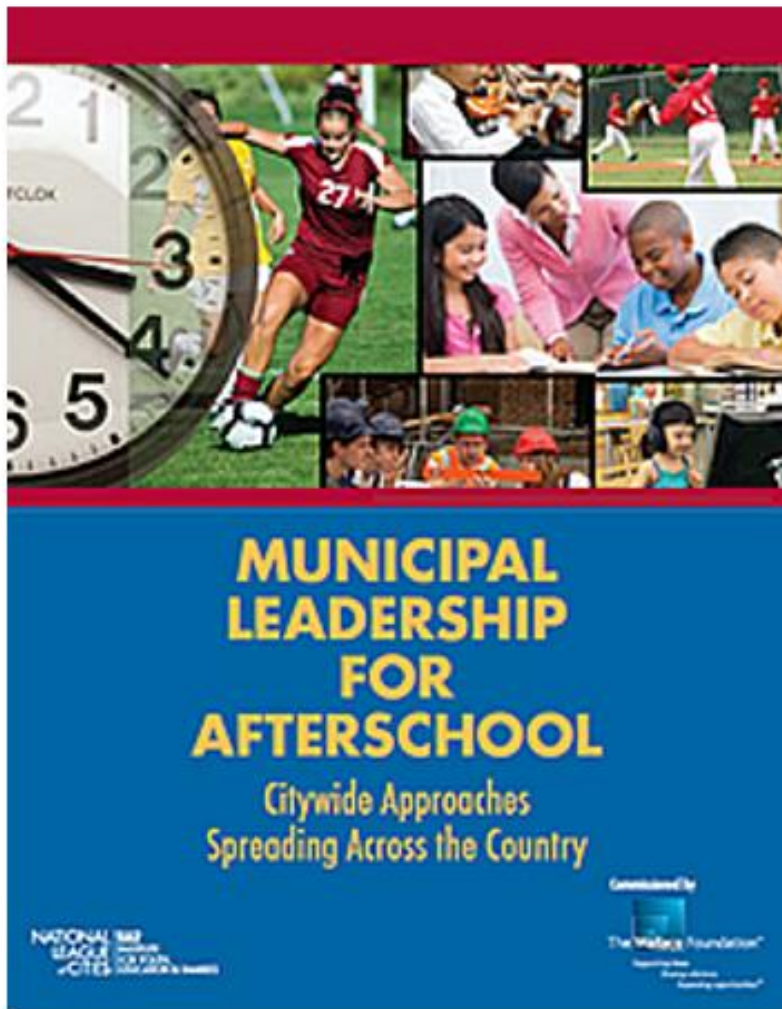
Citywide Afterschool System Building Resources
www.wallacefoundation.org

Municipal Engagement in SEL Skill Building Makes Sense too

- **Increased student engagement/graduation**
- **College Readiness**
- **Workforce development**
- **Economic development**
- **Keeping corporations in their city with an educated, skilled workforce to pull from**
- **Youth unemployment**
- **Capture excitement of millennials**
- **Cities are places of innovation**

NLC NATIONAL LEAGUE OF CITIES

The Ten C's of Mayoral Leadership

Catalyst

Champion

Commander in Chief

Convener/Community organizer

Coordinator

Common ground setter

Collaborator

Convincer

Commits resources

Creates visibility

Offers Carrots - incentives

Econ. Development

Public Safety

Infrastructure

Budgets

Housing

Education

Energy & Environment

Health

Demographics

Data & Tech.

66%

64%

43%

43%

42%

36%

24%

23%

21%

16%

NLC NATIONAL LEAGUE OF CITIES
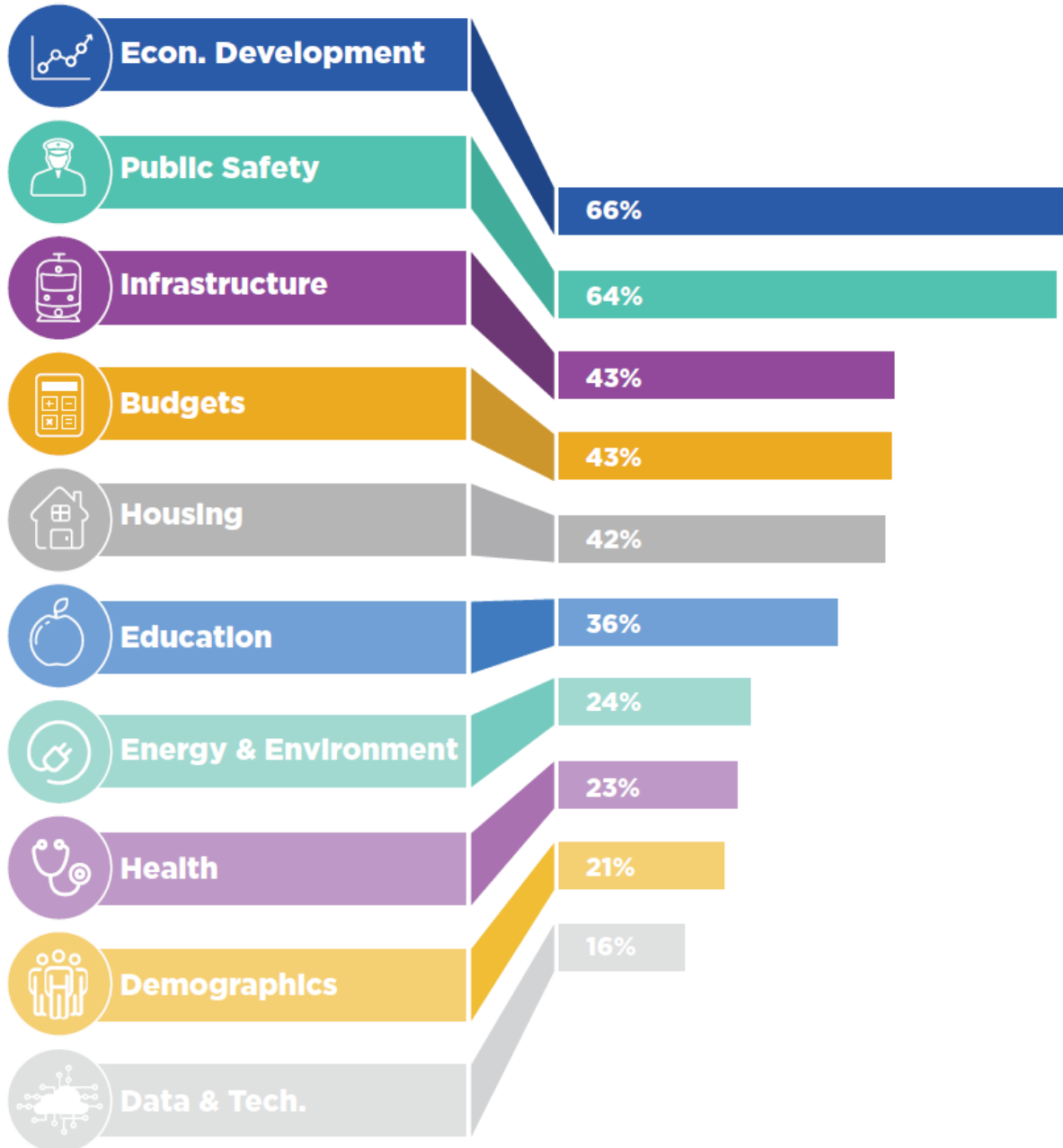
NLC State of the Cities 2017 Report

Economic Development has been the #1 priority for mayors four years in a row.

Skills Employers Want

Specialized Skills

Software Skills

Foundational Skills
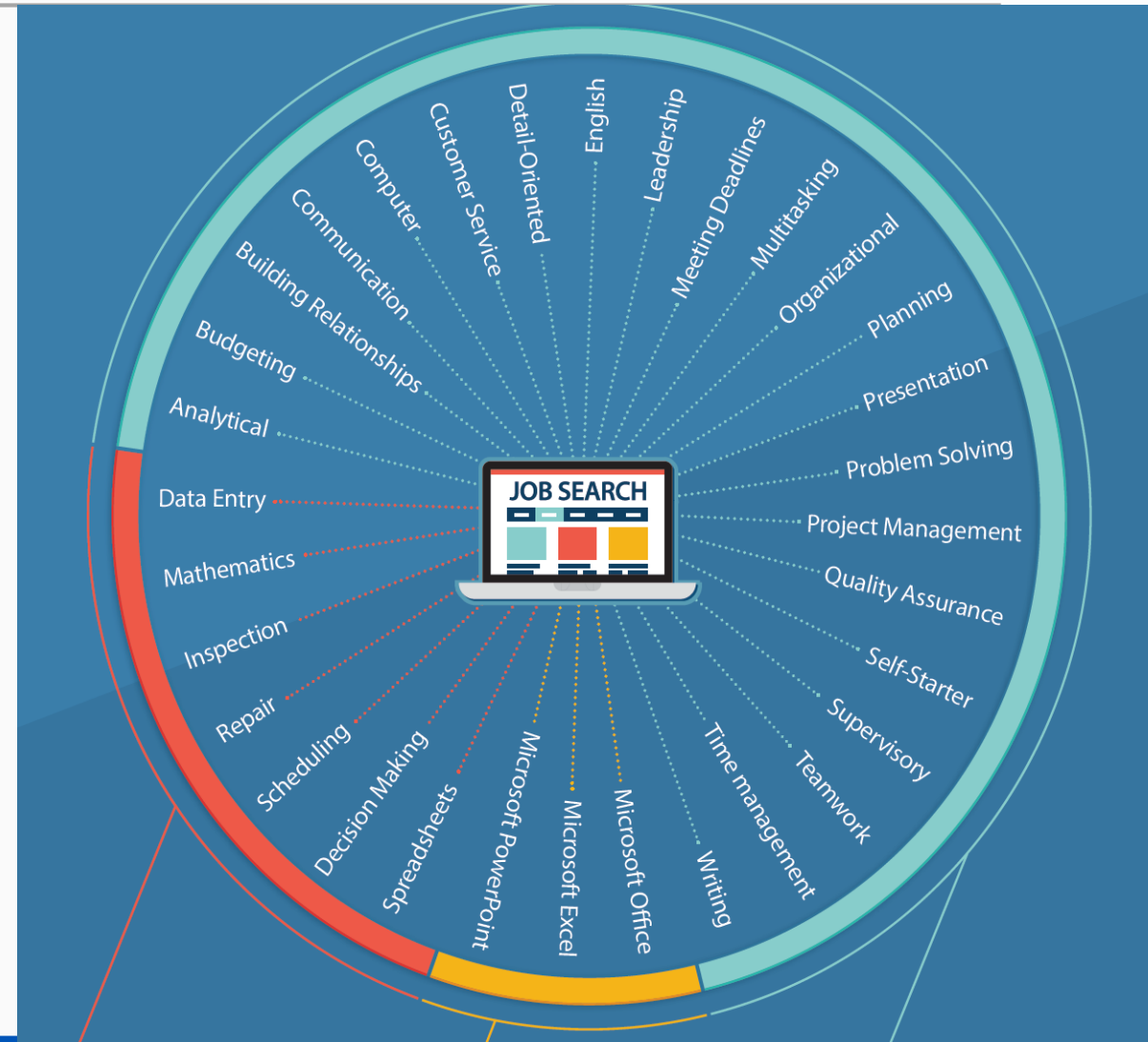
Source: Georgetown Center on Education

and the Workforce

JOB SEARCH

English
Detail-Oriented
Customer Service
Computer
Communication
Building Relationships
Budgeting
Analytical
Data Entry
Mathematics
Inspection
Repair
Scheduling
Decision Making
Spreadsheets
Microsoft PowerPoint
Microsoft Excel
Microsoft Office
Writing
Time management
Teamwork
Supervisory
Self-Starter
Quality Assurance
Project Management
Problem Solving
Presentation
Planning
Organizational
Multitasking
Meeting Deadlines
Leadership

Skills Needed for Future Employment

NLC NATIONAL LEAGUE OF CITIES

LinkedIn Research study found these non-content skills most in-demand:

Good communicator

Well organized

Team player

Always punctual

Critical thinker

Social

Creative thinker

Interpersonal communicator

Easily adapts

Friendly personality

4 most in-demand competencies: Judgment/decision-making, communications, analysis, and administration.

For future "freelance workforce", skills such as self-management, self-promotion, relentless marketing, administration, and self-development will be critical.

Working families depend on their communities' <u>afterschool and summer program infrastructure</u> to develop young people's skills to strengthen our nation's economy.

Social and Emotional Learning Across Settings

Stephanie M. Jones

Afterschool Alliance

June 6, 2018

In 15 minutes…

1. Review *Navigating SEL* Report

2. Describe supports for linking to OST settings

3. Frontiers of Practice: Kernels

Background

- Research shows that high-quality, evidence-based SEL programs produce positive outcomes for students (Durlak et al., 2011)
  - Improved behavior and attitudes about school
  - Improved mental health
  - Higher academic achievement

- However, we don't know much about **what is <u>inside</u> these programs** that may drive these positive outcomes

- Large number of SEL programs that vary widely in focus and approach – schools and OST organizations **<u>need information to make informed choices</u>**

Navigating SEL Report
Resource for "looking inside" 25 SEL programs in order to select those that best meet needs of school or program site

Getting Inside Programs: Overview

NAVIGATING SEL FROM THE INSIDE OUT

LOOKING INSIDE & ACROSS 25 LEADING SEL PROGRAMS:
A PRACTICAL RESOURCE FOR SCHOOLS AND OST PROVIDERS

(ELEMENTARY SCHOOL FOCUS)

MARCH 2017

Stephanie Jones, Katharine Brush, Rebecca Bailey, Gretchen Brion-Meisels, Joseph McIntyre, Jennifer Kahn, Bryan Nelson, and Laura Stickle

HARVARD GRADUATE SCHOOL OF EDUCATION
WITH FUNDING FROM THE WALLACE FOUNDATION

- Practical resource for schools, out-of-school time (OST) providers, and other SEL stakeholders

- In-depth guide to 25 leading SEL programs designed to help you select programs and strategies that best meet your SEL needs and goals

- Also includes best practices for SEL & tools for leading SEL planning conversations and using the report to make informed decisions

- **Focus on Elementary School (K-5)**

Process

25

Leading SEL Programs for Elementary Schoolers

School-Based and Out-of-School Time Settings

ANALYSIS OF:

SEL Skills
Cognitive, Social, Emotional, Character, Mindset

Instructional Methods
Strategies and activities used to teach skills

Program Components
Key program features, such as training, support, and specific topic focus

TOOLS FOR INFORMED DECISION-MAKING:

Program Snapshots
Brief individual program overviews providing key program information and details

In-Depth Program Profiles
A comprehensive look at each program's evidence base, skill focus, instructional methods, and additional features

Tools for Looking Across Programs
Tables, graphs, and analyses to explore relative skill focus, instructional methods, and additional features across programs

Planning Tools
Worksheets to support a data-driven decision-making and program selection, including a guide for OST settings

25 Programs

In this report, SEL programs are defined as those that include:

- specific instruction in SEL skills

- opportunities for adults to model SEL skills

- opportunities for students to practice SEL skills in diverse settings

In-School, Lesson-Based		In-School, Noncurricular	Out-of-School Time
4Rs	Open Circle	Conscious Discipline	Before the Bullying
Caring School Community	PATHS	Good Behavior Game	Girls on the Run
Character First	Positive Action	Playworks	WINGS for Kids
Competent Kids, Caring Communities	RULER	Responsive Classroom	
I Can Problem Solve	Second Step		
Lions Quest	SECURe		
MindUp	Social Decision Making/Problem Solving		
Mutt-i-grees	Too Good for Violence		
We Have Skills	Wise Skills		

Skills

Report describes the extent to which each program focuses on 12 common skills across 5 SEL domains:

Cognitive Regulation
- Attention Control
- Working Memory & Planning
- Inhibitory Control
- Cognitive Flexibility

Emotional Processes
- Emotion knowledge/expression
- Emotion/behavior regulation
- Empathy/perspective-taking

Interpersonal Skills
- Understanding Social Cues
- Conflict Resolution
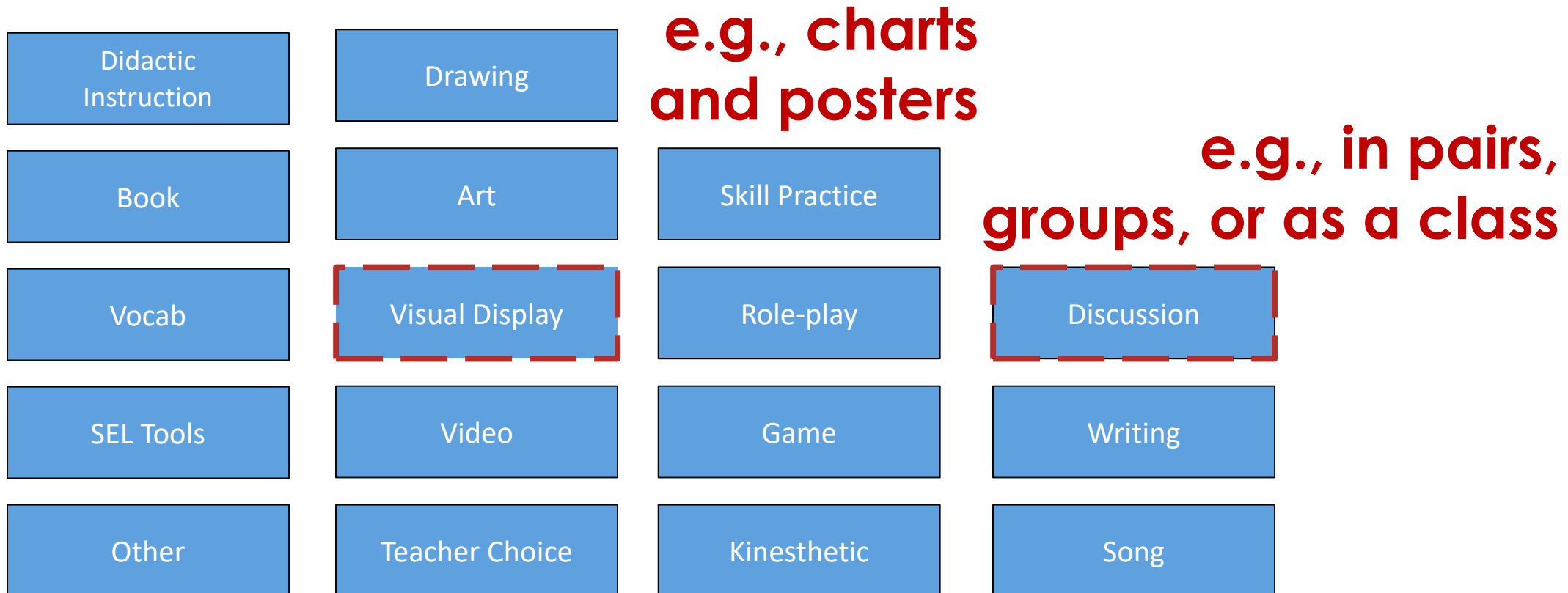- Pro-social Behavior

Character
- Ethical values like respect, justice, citizenship, and responsibility to self/others
- Performance values like perseverance, diligence, and self-control

Mindset
- Attitudes and beliefs about oneself, others, situations, and circumstances
- Positivity, optimism, gratitude, and growth mindset

Instructional Methods

Report describes the extent to which each program uses **17** instructional practices for developing SEL skills:

e.g., charts and posters

e.g., in pairs, groups, or as a class

Didactic Instruction	Drawing		
Book	Art	Skill Practice	
Vocab	Visual Display	Role-play	Discussion
SEL Tools	Video	Game	Writing
Other	Teacher Choice	Kinesthetic	Song

Program Components

Describes the extent to which each program offers 10 common program components:

Classroom Activities Beyond Core Lessons	Professional Development & Training
Climate and Culture Supports	Family Engagement
Applications to OST	Community Engagement
Tools to Assess Implementation	Adaptability to Local Context
Support for Implementation	Tools to Assess Program Outcomes

e.g., activities, events, suggestions for incorporating families in students' social-emotional development

e.g., resources for adapting or tailoring program to specific populations (ELL, special/exceptional education, etc.)

What's Included

Section 1:

Overview of SEL and effective SEL programming.

- 12 social-emotional skills
- 17 common instructional practices
- 6 key features of effective SEL programs
- 7 common implementation challenges

Section 2:

Opportunities for alignment between SEL and OST programming.

- 4 common principles underlying SEL and OST programming
- 5 considerations for adapting SEL programs to OST settings

Section 3:

Tools for comparing skills, instructional methods, and program features across programs.

- Table comparing skill focus
- Table comparing instructional methods
- Table comparing program components
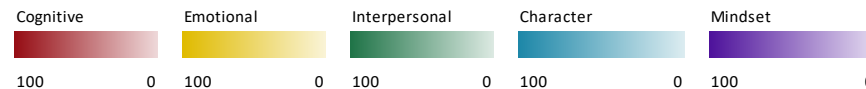
Section 4:

Snapshots and detailed information for 25 leading SEL programs, including:

- Evidence of effectiveness
- Curricular content (skill focus and instructional methods)
- Additional program components
- Unique features relative to other programs

E.g., Skills Targeted

Program	Cognitive Regulation	Attention Control	Working Memory/ Planning	Inhibitory Control	Cognitive Flexibility	Emotional Processes	Emotion Knowledge/ Expression	Emotion / Behavior Regulation	Empathy/ Perspective-taking	Interpersonal Skills	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
4Rs	12%	9%	4%	1%	2%	27%	16%	10%	11%	43%	4%	19%	26%	14%	0%
Before the Bullying	4%▼	1%	1%	1%	0%	39%	16%	2%	27%▲	55%	1%	6%	52%▲	37%▲	17%▲
Caring School Community	8%▼	5%	1%	0%	3%	33%	15%	0%▼	28%▲	78%▲	1%	18%	71%▲	13%	0%
Conscious Discipline	14%	4%	7%	2%	2%	75%▲	47%▲	49%▲	6%	54%	15%	11%	37%	4%	7%
Character First	29%	8%	15%	9%	1%	11%▼	3%▼	3%	6%	38%	0%	6%	37%	71%▲	39%▲
Competent Kids, Caring Communities	30%	8%	19%	5%	8%	28%	22%	17%	6%	23%▼	2%	11%	18%▼	10%	23%▲
Good Behavior Game	33%	0%	33%▲	0%	0%	0%▼	0%▼	0%▼	0%▼	100%▲	0%	0%▼	100%▲	0%▼	0%
Girls on the Run	7%▼	0%	7%	0%	0%	11%▼	7%▼	4%	3%	35%▼	0%	11%	31%	20%	49%▲
I Can Problem Solve	65%▲	11%	10%	7%	47%▲	65%▲	57%▲	2%	46%▲	55%	19%▲	37%▲	20%▼	3%	0%
Lions Quest	18%	1%	14%	1%	3%	23%	19%	4%	5%	60%	6%	12%	51%	19%	7%
MindUP	44%▲	41%▲	3%	4%	2%	28%	20%	7%	11%	18%▼	4%	0%▼	15%▼	4%	19%▲
Mutt-i-grees	10%▼	1%	3%	4%	6%	45%	28%	11%	24%	56%	23%▲	3%	40%	10%	6%
Open Circle	20%	3%	10%	0%	11%	38%	28%	18%	10%	65%▲	14%	18%	44%	2%	1%
PATHS	30%	6%	16%	0%	12%	75%▲	61%▲	41%▲	24%	59%	15%	25%▲	37%	12%	2%
Playworks	37%	31%▲	11%	5%	0%	1%▼	1%▼	0%▼	0%▼	49%	0%	0%▼	49%	0%▼	0%

KEY

Cognitive · Emotional · Interpersonal · Character · Mindset
100 — 0 (for each)

▲ = High relative focus ▼ = Low relative focus

Using the Report

- Schools and OST organizations can use information in report to **select programs or adopt/adapt strategies** that best suit their SEL goals, needs, and resources

- Report gives unique attention to **OST settings**:

  - Includes program profiles for three SEL programs designed for OST settings

  - Rates school-based programs on their adaptability to OST settings

  - Provides a set of guiding principles and considerations designed to assist OST programs in selecting or adapting SEL programs that best meet their needs

Adapting SEL Programs to OST Settings

- Once a program has considered its mission, pedagogical approach, partner organizations, and student needs, this report can be used to search for appropriate SEL building blocks.

- Careful discussion of these considerations will help guide OST organizations in adopting/adapting programs elements that best meet their needs.

- Many of the skills targeted in out-of-school-time programs are also central goals of social and emotional learning programs.

Building Blocks

Structures, strategies, routines, and activities

Five Key Considerations

(1) Expansion without standardization
(2) Consistency without being redundant
(3) Alignment with mission
(4) Alignment with pedagogy
(5) Consideration of student needs

Four Underlying Principles

(1) Safe and positive environment
(2) High-quality relationships with adults
(3) Developmentally appropriate, relevant, engaging
(4) Opportunities for direct skill-building

Accompanying Tools

- **Includes set of worksheets designed to help stakeholders:**

  - Identify specific SEL priorities/goals

  - Consider opportunities/constraints within their setting

  - Use the information in Sections 3 and 4 of the report to identify programs or approaches to SEL that align with the above

- **Two separate worksheets for school and OST settings:**

School Settings

- Needs & Goals
- Time & Structure
- Leadership & Training
- Guide for identifying programs that meet those needs
- Expert tips throughout

OST Settings

- Same as to the left, plus:
- Alignment and Adaptation
- Three OST-specific examples
- OST-specific tips

Kernels of SEL

Kernels = the *how* of SEL

essential
"active ingredients"
that drive change

Why Kernels?

Traditional approaches to SEL face barriers in practice (i.e., those that are comprehensive, scripted lessons, scope & sequence, etc.):

1. Implementation (stick to the program? What's flexible and what isn't?)

2. Replication (what's necessary?)

3. Sustainability (what's is its role in the organization?)

4. Integration (how to weave into the structures and practices of school and schooling and across the settings of schools?)

E.g., Routines to support physiological/behavioral regulation....
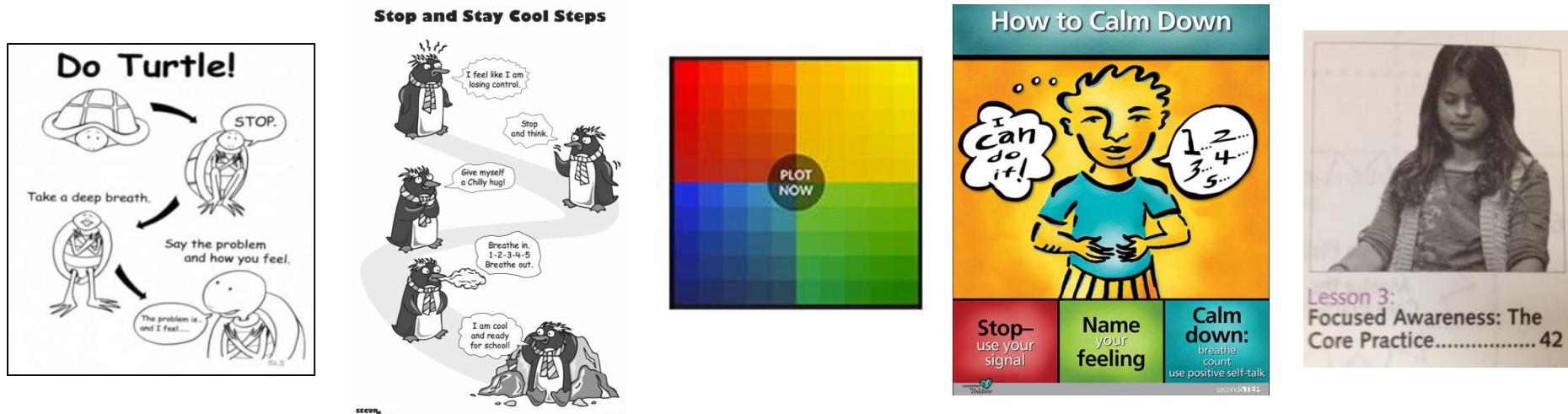
Characteristics of Kernels

1. Simple, not simplistic.
2. Maximize flexibility and feasibility
   – easy to use
   – easy to adapt
   – easy to integrate into daily routines or activities
3. Core elements that don't change, wrapped in local context:
   - **information** (build knowledge) +
   - **practice** (try, fail, reflect, try again) +
   - **transfer** (thinking about thinking, thinking about behavior, thinking about place)

Our theory → we might see **bigger uptake, scalability, and sustainability** and ultimately better outcomes for children

Thank you!
(jonesst@gse.harvard.edu)

Girls on the Run

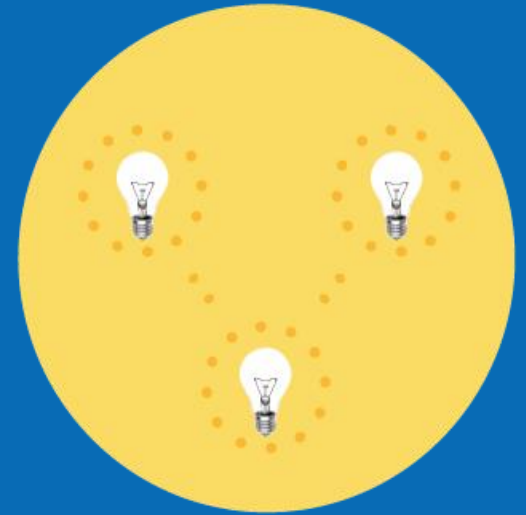# 97 % Learned Critical Life Skills

MANAGE
EMOTIONS

RESOLVE
CONFLICTS

HELP
OTHERS

INTENTIONAL
DECISION-MAKING

Afterschool Alliance

Increased Physical Activity

Girls who were least active increased their physical activity by more than 40%

Mindset

lesson 4 ⭐ **SELF-TALK MATTERS**

Coaches — Are You Ready?

> Learning Goals:
- To identify negative self-talk and how it influences us.
- To learn how to catch ourselves engaging in negative self-talk.
- To practice using positive self-talk.

> Target Life Skills:
- Competence
- Confidence
- Connection
- Character
- Caring

> Think About It:
- Do you ever experience negative self-talk? When does it seem to happen the most?
- How do you stop yourself from engaging in negative self-talk?
- How do you reframe your negative self-talk into positive self-talk?

Getting on Board: Planting the Seed

Warm up: Guided Practice

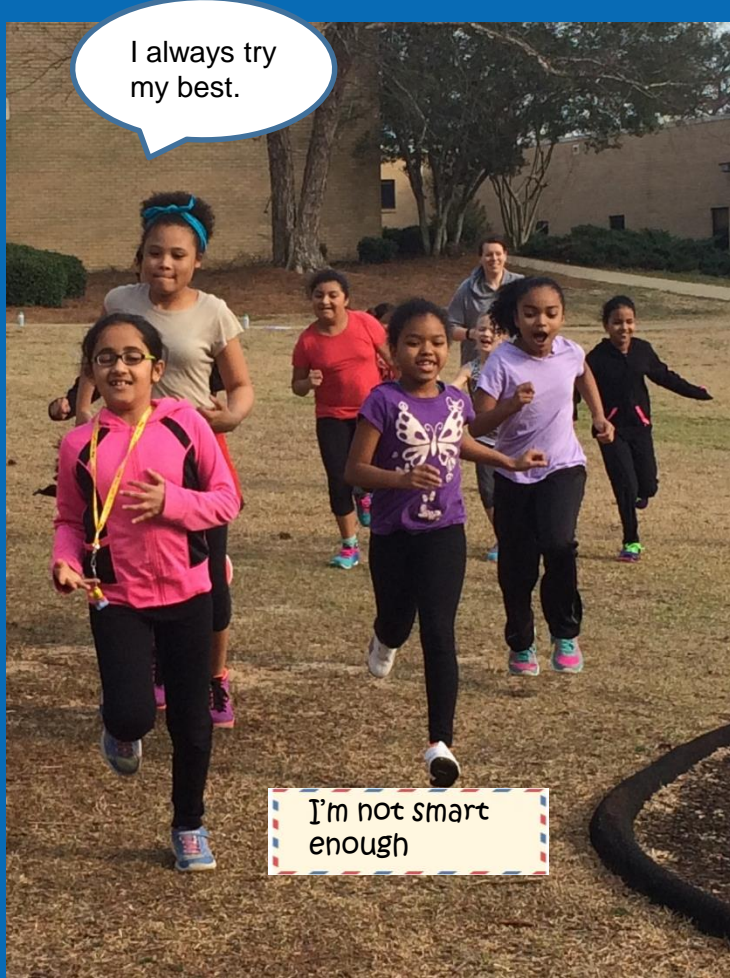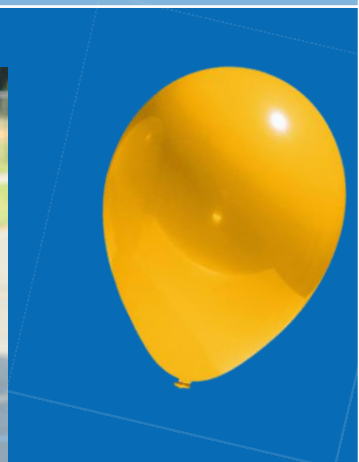| Negative Self-Talk Statements	Positive Self-Talk Statements
I can't run a 5k	I can practice and run a 5k
I'm not good enough	I always give my best effort and that is good enough

WAKANDA FOREVER

Workout: Individual Practice

Getting Feedback

POP!

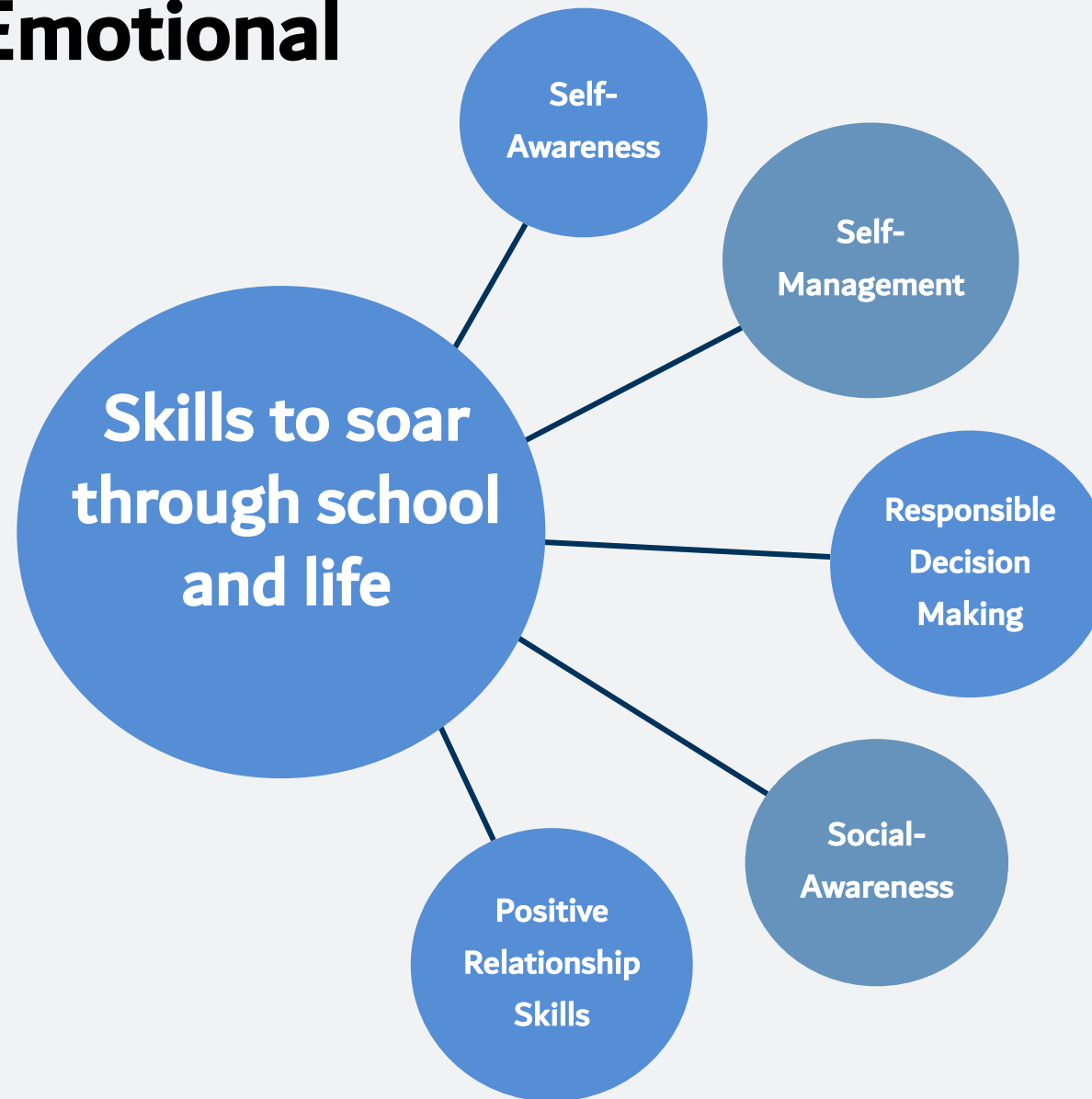WINGS
helping kids soar®

Helping Vulnerable Kids Succeed

Before grit, 21st century skills, or growth mindset there was **WINGS for kids** – defining, practicing, and teaching social-emotional skills

Our mission is to equip at-risk kids with the social and emotional skills to succeed in school, stay in school, and thrive in life.

We envision a world where there is equity in academics, opportunity, and emotional well-being for all children regardless of socioeconomic status.

Social and Emotional Learning

Self-Awareness

Self-Management

Skills to soar through school and life

Responsible Decision Making

Social-Awareness

Positive Relationship Skills

The WINGS Creed

I soar with WINGS. Let me tell you why. I learn lots of skills that help me reach the sky.

I love and accept who I am on the inside and know my emotions are nothing to hide.

Life's full of surprises that make me feel different ways. If I can control myself, I will have much better days.

I understand the choices I make should be what's best for me to do, and what happens is on me and not any of you.

I understand others are unique. I want to learn more about everyone I meet. I want to step into their shoes and see what they are going through.

I am a friend. I support and trust. Working together is a must. Kind and caring I will be. I listen to you. You listen to me.

I soar with WINGS. I just told you why. All of these things are why I fly high.

Our Direct Service Model

DOSAGE	STAFFING	CURRICULUM	STRUCTURE
• 5 Days per Week • 3 Hours per Day	• Low Adult/Student Ratio • Extensive Training	• The Creed • Learning Objectives • Lessons and Activities	• Community Unity • Academic Center • Enrichment Time

The Latest Research

The research from the RCT answered questions related to impact of the WINGS program on children's relationships, behaviors, and person-centered competencies.

Evidence

Statistically significant (p<.05) or marginally significant (p<.10) positive effects on:

Cognitive Development
- Executive function
- Self-regulation

Academic Skills
- Naming vocabulary
- Letter-word ID

Classroom Behavior
- Closeness
- Hyperactivity and bullying

Multiple teacher rated measures showed broad pattern of:

- Reduced negative behavior
- Improved quality of relationship with teachers

A parallel implementation and improvement study was designed to assess:
- context in which WINGS operates
- quality of program operations during the impact study data collection period
- identify ways that the program could be improved

Findings

**Adult Skills Key
to Measurable Child Outcomes**

Partnering with Others

To reach more kids we must do so in partnership and collaboration with others.

We focus on four essential elements:

1. Culture and Climate
2. Adult Skills and Practices
3. Curriculum and Components
4. Assessment

Culture and Climate Focused on Adult Skills and Practices

- Live The WINGS Creed
- Foster a sense of belonging
- Create a culture of continuous improvement
- Practice positive behavior management strategies

Curriculum and Components Focused on Skill Building with Kids

- Sequenced learning objectives
- Lessons, activities, and games to support objectives
- Instructional methods and resources

Program Assessment Focused on Measuring Program Quality and Effectiveness

- Site assessment
- Competency assessments
- Teacher and student surveys

SEL Kernel of Practice

Creed

"I understand the choices I make should be what's best for me to do and what happens is on me and not any of you."

Learning Objective

Kids will understand their responsibility for positive and negative outcomes

Kernel

SHOW YOUR ID

Show Your ID

Tell how I was a part of either the positive or negative outcome of my choices by owning what, "I did…"

- Don't blame others when I get into trouble.
- If there was a negative outcome, I should try not to make that choice again.
- Use it to take credit for something positive I did instead of being embarrassed to be successful.

Show Your ID

A boy throws sand

- *Instead of saying:* "He made fun of my sandcastle!"
- *Say:* "I lost control. I threw sand at him because I was upset."
- *This shows what "I Did"*

Bridget Laird
Chief Executive Officer
bridget@wingsforkids.org
843.296.1667

Q&A