

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

# Creating the Conditions for Social and Emotional Learning

Hosted by the Afterschool Alliance and the Afterschool & Expanded Learning Team at AIR, with special guests from CalSAC and Temescal Associates

**SEL** Solutions  
at American Institutes for Research ■



# 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.

# Speakers

---

- **Deborah Moroney**, Principal Researcher, American Institutes for Research
- **Jaime Singer**, Senior TA Consultant, American Institutes for Research
- **Stacey Daraio**, Co-Director, Temescal Associates
- **Aleah Rosario**, Program Manager, California School-Age Consortium

# American Institutes for Research

---

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.

# Topics & Resources

---

## Conditions for Social and Emotional Development



Demystifying Frameworks *Brief*

Social and Emotional Learning Practices *Tool*

<http://tinyurl.com/hjlfkh8>

## Social and Emotional Learning in Practice

SEL/Character Professional Development Training Model

## BEYOND the BELL

at American Institutes for Research ■



American Institutes for Research (AIR) is pleased to release this first brief in our series *Beyond the Bell: Research to Practice in the Afterschool and Expanded Learning Field*. A core mission of the Afterschool and Expanded Learning team at AIR is to be both consumers and producers of rigorous research and to share with the field what we learn. It is essential that research findings reach the practitioners who can make use of them to inform their program improvement efforts. In that spirit, we are releasing a series of research to practice briefs designed to make research on the afterschool and expanded learning field accessible and easy to understand. Practitioners help young people grow and learn every day. Researchers study this work to understand how it helps youth, families, and communities. These briefs are designed to connect the dots so that we can learn from one another.



## Supporting Social and Emotional Development Through Quality Afterschool Programs

### Research to Practice in the Afterschool and Expanded Learning Field

This first brief in our series focuses on how afterschool programs contribute to the development of social and emotional competencies in young people. In practice, we see how high-quality programs can help participants learn, grow, and develop. But what does the research say? How can we prove it? We chose to focus our first brief on this important topic because there has been a growing recognition that afterschool programs can and do facilitate the social and emotional development of young people. Despite the recent attention this topic has received, efforts to define and measure social and emotional competencies in afterschool settings are still emerging. This brief provides an overview of work done to date both in afterschool and school-based settings to define social and emotional learning, shares recent research on how afterschool programs contribute to the development of these competencies, and, finally, offers some next step recommendations to both practitioners and researchers.

### Measuring and Defining Social and Emotional Skills

During the past 20 years, the afterschool field has been held accountable in varying ways—first, on our ability to provide safe places for young people to spend time while their parents work; then, on our success in helping to improve participants' academic achievement as a supplement to the school day.<sup>1</sup> Today, measuring success in afterschool programs is more nuanced and has been influenced by an increased recognition that the social and emotional competencies youth develop while in afterschool programs are also critical to their success in school and life.<sup>2</sup> The heightened focus on social and emotional skills is also growing in formal education settings, and, as a result, researchers across the country and around the globe are grappling with how to measure social and emotional competencies in a world that prizes easily quantifiable indicators.<sup>3</sup> The challenge for the afterschool field is that social and emotional competencies are not universally agreed upon, and their measurement is both complicated and controversial. In many ways, practitioners trying to identify how their program improves young people's



What framework most closely  
aligns with your program?

# Staff Practices

---

**Identify** a framework

**Understand** your social and emotional framework

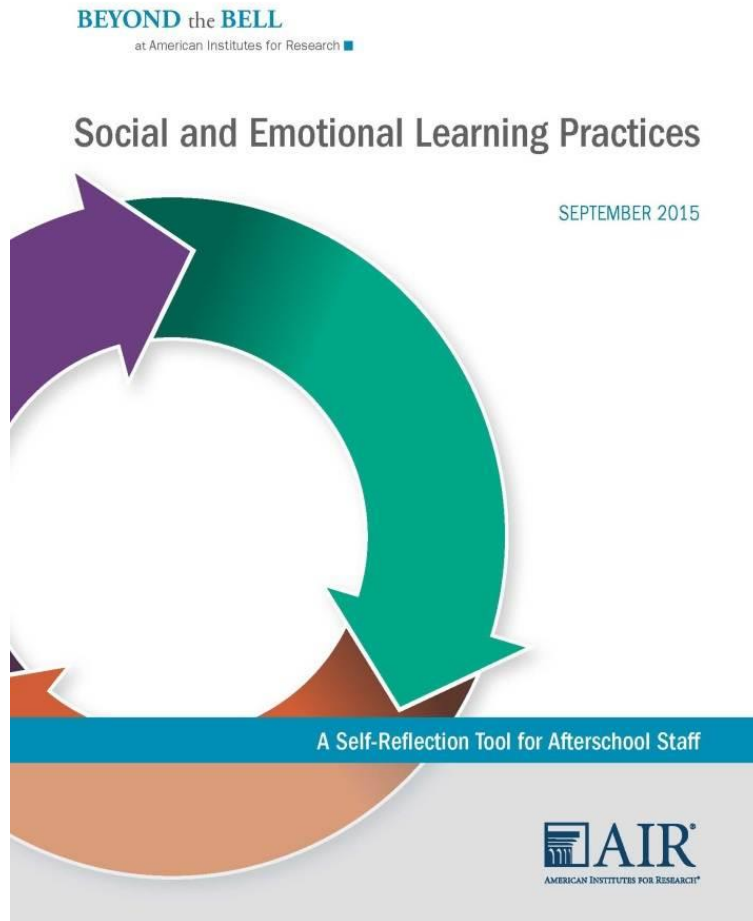
**Embrace** the value of skill building

**Embody** social and emotional competencies

**IMPLEMENT** practices that support social and emotional development



# Social and Emotional Learning Practices



1. Social Practices
2. Program Practices
3. Adult Competence
4. Action Planning

# Strategies to Promote Social and Emotional Development

## Social practices

Create a warm, welcoming, and supportive environment

Clear expectations and shared norms

Positive relationships (e.g., use of language)

Active role modeling

Youth-centered problem solving

Responsibility and choice

# Strategies to Promote Social and Emotional Development

**Program implementation practices**

Intentional activities on content and skill building

Hands-on activities

Opportunities for reflection

Cooperative learning

Group discussions

Balanced program activities

# Strategies to Promote Social and Emotional Development

**Adult social and emotional competencies**

Self-awareness

Self-management

Social awareness

Relationship skills

Responsible decision-making

## SECTION 3.

### Reflection on Social and Emotional Competencies

Now think about your own social and emotional competencies and how those competencies influence your ability to implement the *social and program implementation practices* outlined in the previous sections. Use the scoring guide below to rate how your SEL skills influence your *practices* with your participants. Consider each statement, and score yourself according to where each statement holds true for you.

- 1 = Strongly disagree.** I have a difficult time with this practice. I know I do some of the things mentioned, but I do not necessarily find them relevant to my instruction.
- 2 = Disagree.** I demonstrate some of these skills with participants. I think with more practice and/or more support, I could demonstrate these skills more to improve implementation of this practice.
- 3 = Agree.** I am strong in this area. I know I do a good job modeling these skills for participants. I use these skills most of the time when I implement the instructional practices.
- 4 = Strongly agree.** I am very strong in this area. I am able to use these skills when I am implementing the instructional practices.

#### Self-Awareness

	Strongly disagree	Disagree	Agree	Strongly agree
I am aware of the practices that I need to improve in order to grow professionally.	1	2	3	4
I can effectively implement social and program implementation practices with participants.	1	2	3	4
I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my practices with participants.	1	2	3	4
I understand how student responses (positive and negative) affect my emotions and my behaviors in the program.	1	2	3	4
I am aware of how my cultural beliefs and background affect my practices with participants.	1	2	3	4



# California Context: SB 1221

**OUT**

**IN**

Name



Expanded Learning  
Programs

Accountability



12 Quality  
Standards





**Expanded Learning 360°/365**  
Skills for Success in School, Work and Life

A collaborative partnership:

- California School-Age Consortium, CalSAC
- ASAP Connect
- Partnership for Children and Youth
- Temescal Associates





**The project is based on two strongly held beliefs:**

**360°** – In order for children to grow into healthy and productive citizens, they must learn and practice a wide variety of inter-related skills – social-emotional, character as well as academic;

**365** – Children learn in a variety of settings and year-round. This includes formal settings, such as school, and informal settings, such as afterschool, extracurricular, and summer youth programs.



# Social Emotional/Character Skills that Expanded Learning Programs Contribute Build



## **I AM—intrapersonal skills**

- ☐ *Self-awareness*
- ☐ *Self-management*



## **I BELONG—interpersonal connections**

- ☐ *Social awareness*
- ☐ *Interpersonal skills*

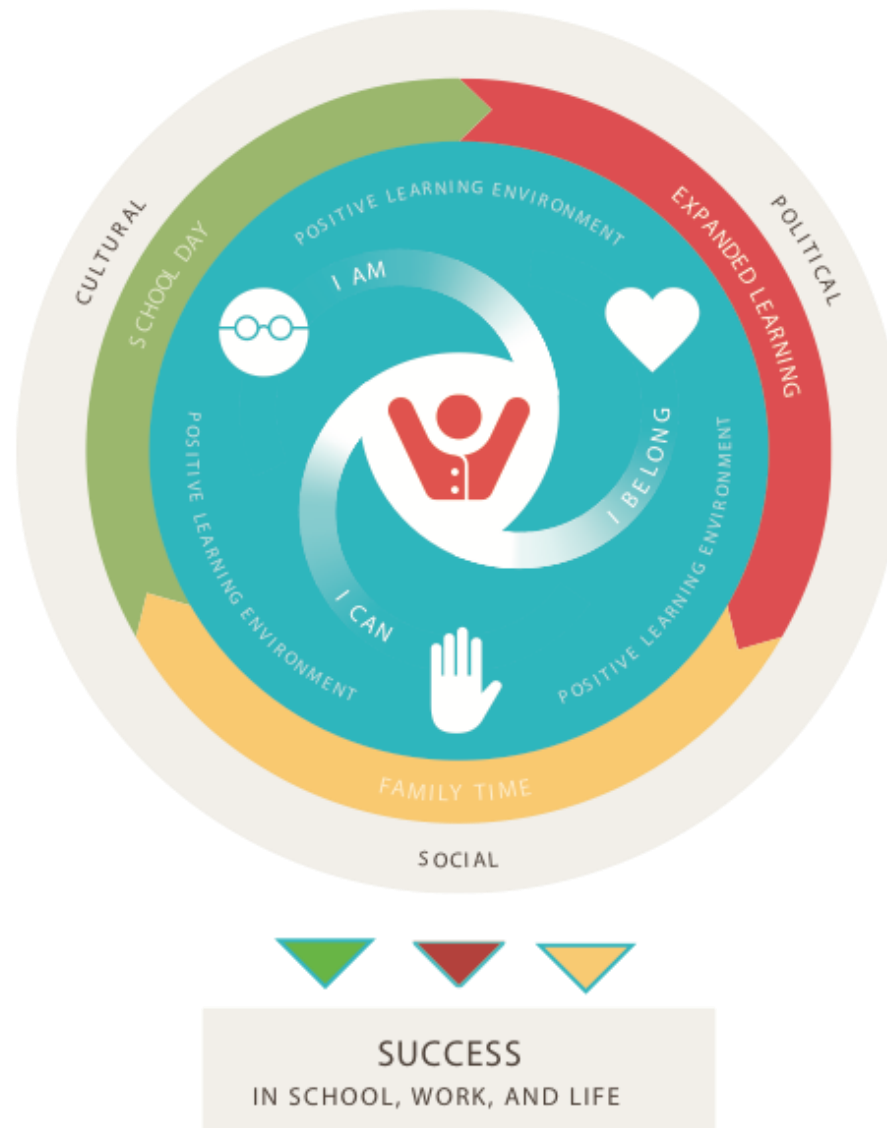


## **I CAN—beliefs and mindset**

- ☐ *Self-efficacy*
- ☐ *Growth mindset*

*Student Success Comes Full Circle*

**Student Success Comes Full Circle  
Leveraging Expanded Learning Opportunities**





### Step 1: Awareness Building

*Two orientation sessions to set the foundational knowledge for both training tracks*

### Step 2: Two Professional Learning Community Tracks

*Two learning communities are structured in tandem to compliment each other*

## 1. SEL/Character Skills Assessment 2. Linking SEL/Character to the Quality Standards

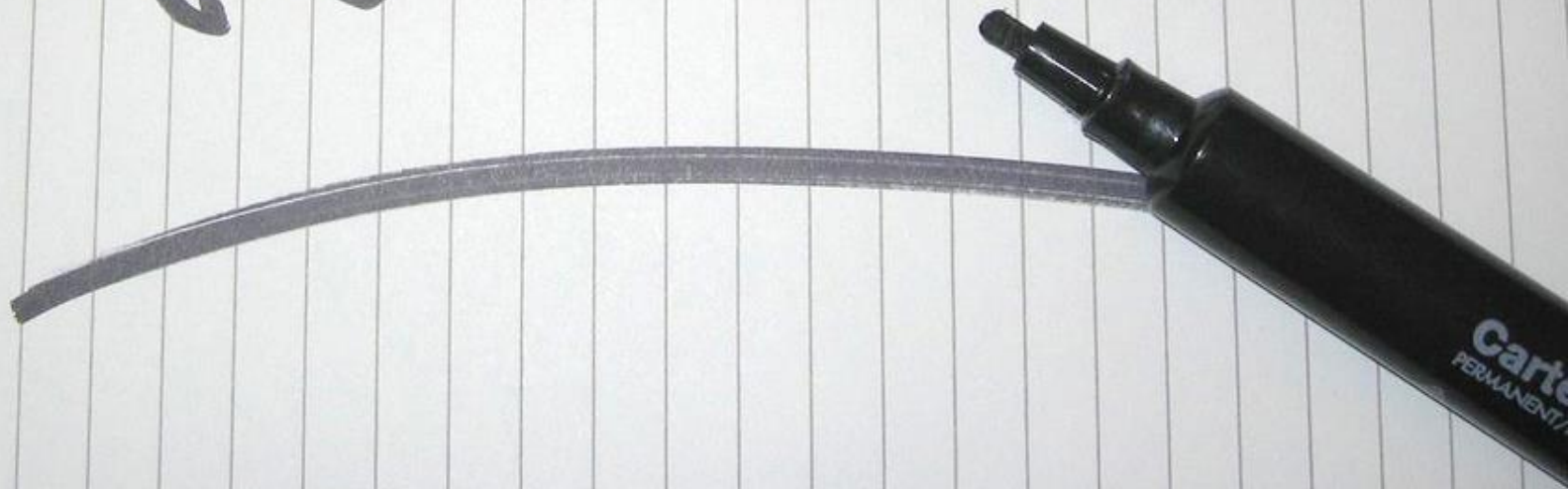
### Front Line Staff

3-6 training sessions focused on skill building under three core SEL categories: I Am, I Can, I Belong

### Site Leadership

4 training sessions focused on organizational and leadership practices to support implementation of SEL/Character skills

Questions?



## **Deborah A. Moroney, PhD**

312-288-7609

[dmoroney@air.org](mailto:dmoroney@air.org)

## **Stacey Daraio**

415-655-3431

[sdaraio@temescalassociates.com](mailto:sdaraio@temescalassociates.com)

## **Jaime Singer**

312-288-7636

[jsinger@air.org](mailto:jsinger@air.org)

## **Aleah Rosario**

510-444-4622 x102

[arosario@calsac.org](mailto:arosario@calsac.org)

**SEL** Solutions

at American Institutes for Research ■



**Afterschool Alliance**

AFTERSCHOOL FOR ALL