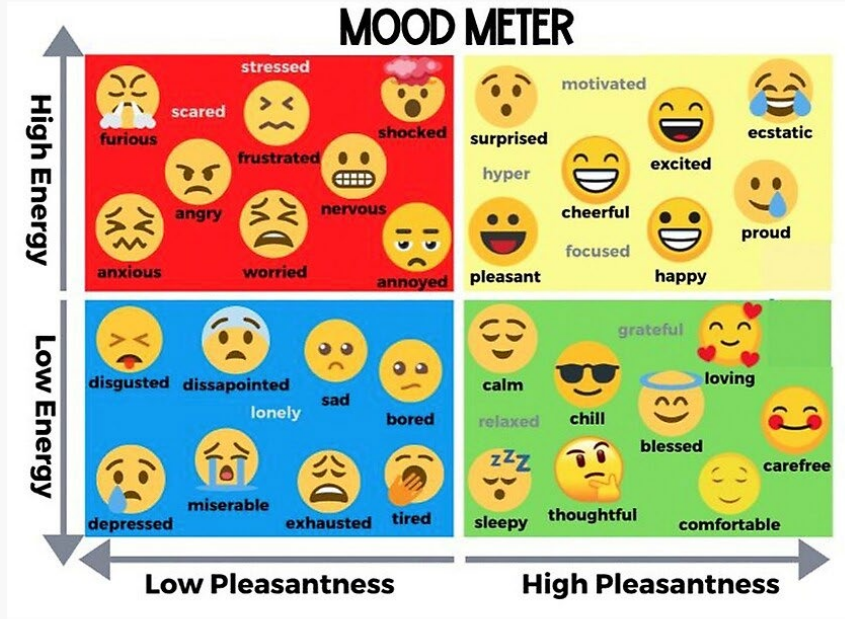


# SOCIAL EMOTIONAL LEARNING AS A LEVER FOR EQUITABLE EDUCATION

Ayesha Hall, MS SP  
SEL & Equity Resource Coordinator

# GREETINGS, I'M AYESHA

Before we begin...Let's Check-in



# WHO IS AYESHA HALL?

- Awareness of self impacts your thoughts your words and actions. Your awareness of self determines how you interact and engage with the world around you and the people in it.
- Mindful Breathing
- Prepare your intentions

**Jesus Follower**

**Black Woman**

Southern-Northerner: **Bronx Girl**  
Raised In The South

**Wife & Mother:** Defied the odds,  
Coach's wife, purposed for my  
*Neurodiverse* family

**Daughter:** of Chauvet Owens-Griffin  
who integrated Simpsonville  
Elementary School in 1968 and went  
on to raise 3 children as a single  
mother in New York City and South  
Carolina.

**Educator & lifelong learner:**

School Psychologist; Director of  
Strategic Partnerships for MDOE

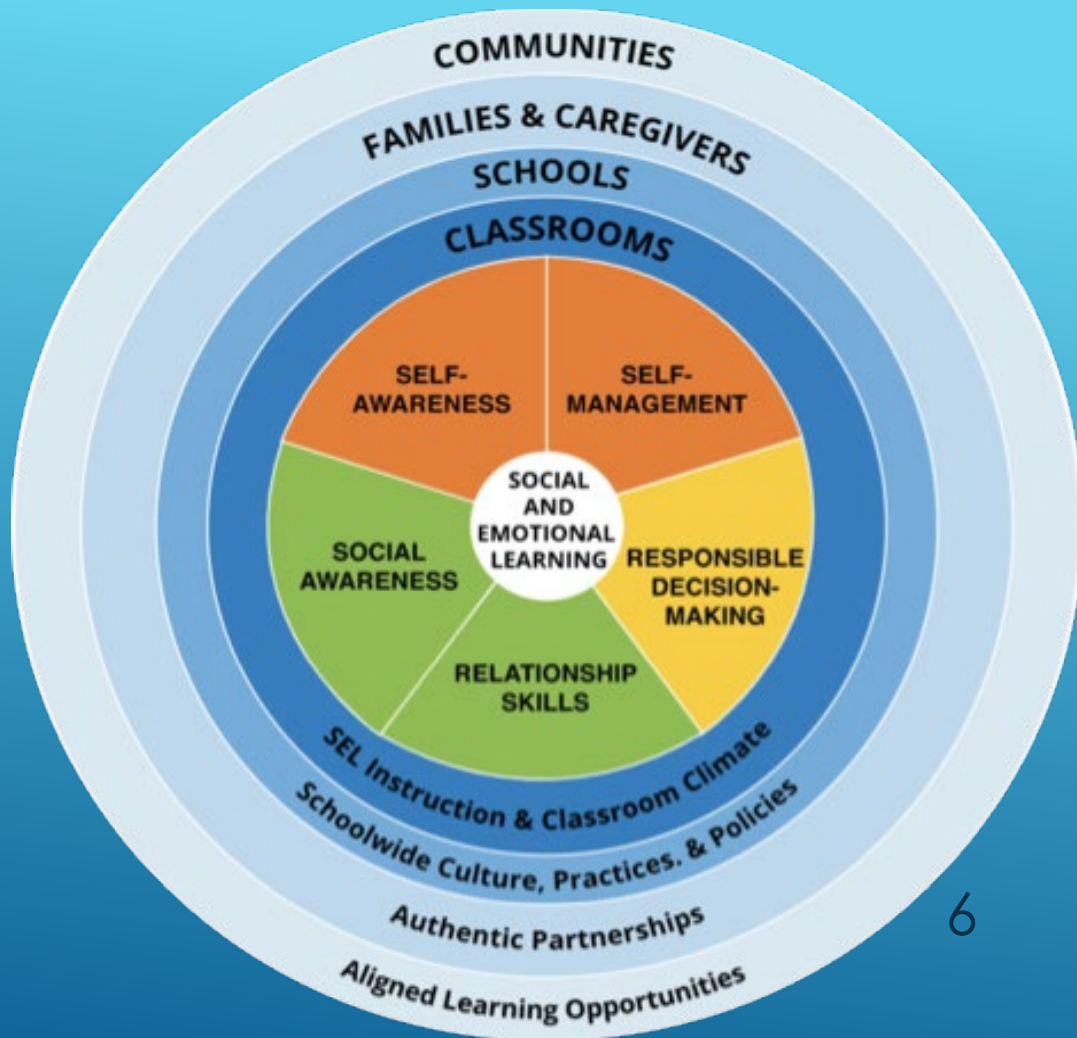
Really into brains and how they work

**Who are you? What identities do you  
bring to this space?**



# The CASEL 5 Framework

A systemic approach to SEL that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of *classrooms, schools, families, and communities* to enhance all students' social, emotional, and academic learning.



## Benefits of SEL: Linked to young adult outcomes

Statistically significant associations exist between measured **social-emotional skills in kindergarten** and **young adult outcomes** across multiple domains:

Kindergartners who were stronger in SEL competence were **more likely** to:

- ✓ graduate from high school
- ✓ complete a college degree
- ✓ obtain stable employment in young adulthood

And **less likely** to be:

- ✗ living in public housing
- ✗ receiving public assistance
- ✗ involved with police
- ✗ in a detention facility



## Impact of SEL: long-lasting and global

A 2017 research study finds that SEL programs benefit children for months and even years.

82

different programs reviewed  
(38 outside U.S.)

97,000+

Students, kindergarten  
through middle school

6 mo – 18 yrs

after programs completed

### SEL Students Benefit in Many Areas

- ✓ Academic performance
- ✓ SEL skills
- ✓ Positive attitudes
- ✓ Positive social behaviors

- Conduct problems
- Emotional distress
- Drug use

Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits.

Benefits were the same regardless of socioeconomic background, students' race, or school location.

## **SEL benefits adults, too**

### **Positive impact on teachers**

Teachers with high levels of social competence are better able to protect themselves from burnout by:

- Developing and managing nurturing relationships with their students
- Serving as behavioral role models for children
- Regulating their own emotions

Source: Jennings, P.A. & Greenberg, M.T. (2009) *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. American Educational Research Association.



**Teachers who possess social and emotional competencies are more likely to stay in the classroom longer.**

**MULTICULTURAL  
ANTI - RACIST  
CULTURALLY RESPONSIVE  
EDUCATION**



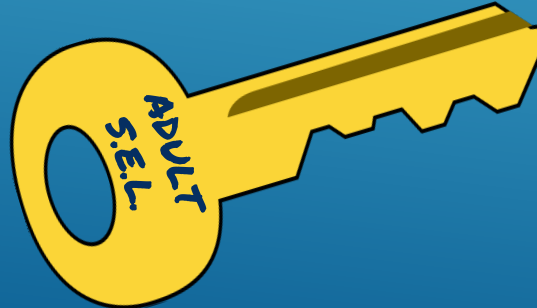
“ All learning is social and emotional and all learning is mediated by relationships that sit in a sociopolitical, racialized context for all children, not just those who are black and brown. Social-emotional learning offers the possibility of acknowledging, addressing, and healing the ways we have all been impacted by racism and systemic oppression and to create inclusive, liberatory learning environments in which students of color and students living in poverty experience a sense of belonging, agency to shape the content and process of their learning, and thrive.”

Source: National Equity Project<sup>?</sup>

# Finding the Pathway to Equity is a Process... And It begins with You and Me!



The people who have the power to change these inequitable policies, practices, attitudes, and cultural messages, have a responsibility to acknowledge and develop S.E. skills, & pass them along...

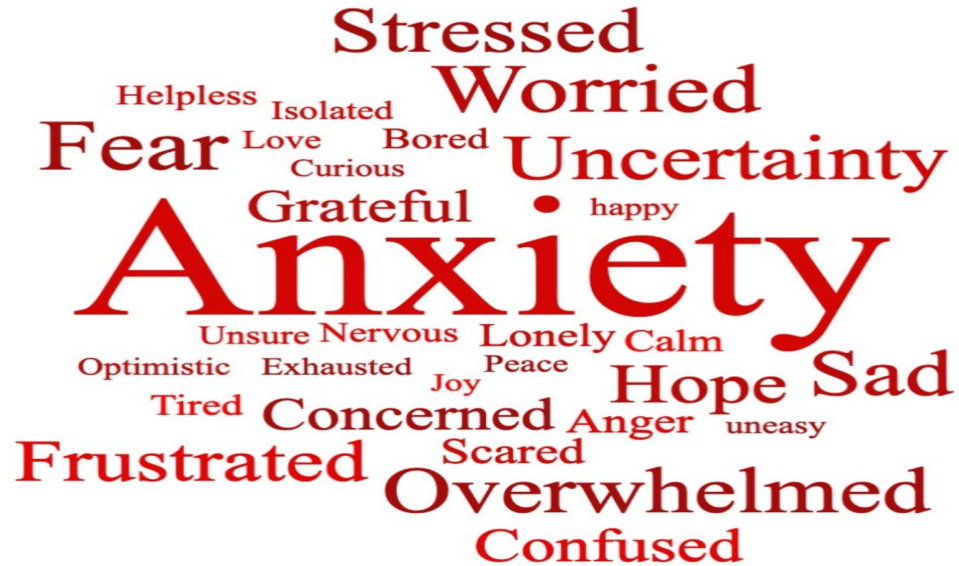


# EMOTIONS MATTER MINDSET

- ← We can not do the work of dismantling cultural and systemic structures that divide us when we, ourselves are products of the unjust systems.
- ← We must change the culture of our community by reclaiming our humanity.
- ← four main areas of our lives affected by emotion are:
  - ← **Attention, memory, and learning**
  - ← **Decision making**
  - ← **Relationship quality**
  - ← **Mental and physical health**



HOW EDUCATORS  
FEEL  
DURING COVID-19



# HOW STUDENTS FEEL DURING COVID-19



## IMPACT OF LACK: STRESS AND BURNOUT

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20-40%+

of students are disengaged at school

50-60%

of employees are disengaged at work

13%

of employees say they are “miserable”

46%

of teachers report excessive daily stress

85%

of teachers say work-life imbalance is affecting their ability to teach

30%+

leave teaching after first 5 years



# SOCIAL & EMOTIONAL SUPPORT DIFFERS FROM SOCIAL & EMOTIONAL LEARNING



**Social support** refers to the psychological and material resources provided by a social network to help individuals cope with stress



**Emotional Support** refers to the action of showing empathy, compassion, and genuine concern for others

**R**ecognizing emotions in self and others

**U**nderstanding the causes and consequences of emotions

**L**abeling emotions accurately

**E**xpressing emotions appropriately

**R**egulating emotions effectively

Yale *Center for Emotional Intelligence*

 **R U L E R**

# CULTURALLY INFORMED AND RESPONSIVE TO TRAUMA

## What does it mean to be trauma informed?

Awareness and recognition of the impact and pervasiveness of trauma on students, staff, organizations, and communities, and ensures that this understanding is incorporated into every aspect of the teaching and learning culture and environment.



## Action Steps

- Actively work to decrease re-traumatization and support resilience, healing, and well-being.
- Acknowledge the ongoing and historical experiences of discrimination and oppression embedded in the school system, and commit to changing the conditions that contribute to the existence of abuse and violence in people's lives.
- provide guidance within and outside of our community on how trauma can affect students' experience at school and what we do to reduce harm and re-traumatization in schools.

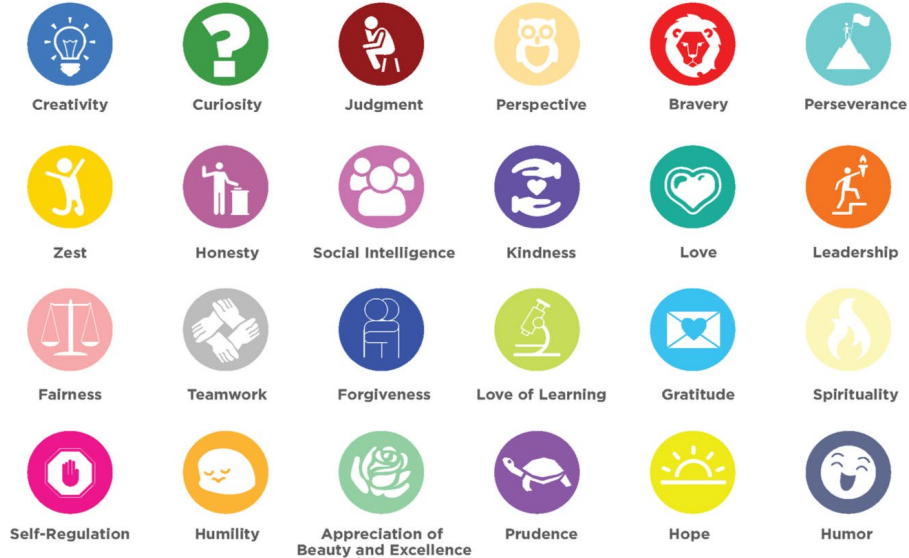
# LOOK PAST “WHAT’S WRONG?” AND “SEE WHAT’S STRONG?”

Incorporate a strength based approach to teaching and learning

Strength Terms

VIA Classification of Strengths

The Strength Stories Practice



# RESTORATIVE PRACTICES

Restorative practices are approaches to working with students so they might learn from their transgressions rather than experience only punitive consequences.

The focus is on learning how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships.





# Mindfulness Makes a difference

- 10 mins/Day
- Recommended Core Practice
- Small steps immediate Impact on self and your youth





# HELPFUL TIPS...FROM LIBERATED



**EXIT TICKET:** *WHAT PRACTICE(S) CAN YOU ADOPT/ADAPT (REMEMBERING YOUR EQUITY LENS) THIS UPCOMING SCHOOL YEAR, TO PROMOTE SOCIAL EMOTIONAL LEARNING FOR STUDENTS AND FAMILIES IN YOUR CARE?*

