

Moving from Research to Implementation in Social and Emotional Learning

A Thought Leader Conversation with Stephanie Jones
October 30, 2019

THOUGHT LEADER ROUNDTABLE

Moving from Research to Implementation in Social and Emotional Learning: Exploring the Kernels of Practice with Stephanie Jones

October 30, 2019 2:00 PM EDT

There's a growing consensus in the youth-serving field of the vital importance of social and emotional learning (SEL) for young people. We know it's important, but how do we put it in practice in daily interactions with young people? What if your organization or school lacks the funding or time to implement a full-blown evidence-based curriculum or program? In this session, the Forum's President & CEO Karen Pittman and Harvard's Stephanie Jones will discuss the January 2017 report, "Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies," and lessons learned to date about how effective these practices are and how this more flexible, cost-effective approach to practice improvement can contribute to giving more adults in more settings the confidence and skills they need to support SEL.



Stephanie Jones, Ph.D.

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Karen Pittman

Co-Founder, President and CEO,
The Forum for Youth Investment

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Logistics for today's conversation

- Please feel free to submit questions and comments via this webinar application, using the chat feature.
- There are some slides for today's session for background and context. The focus will be on the unscripted conversation.
- Today's session is being recorded and will be made available to you early next week.

Innovation in Social and Emotional Learning: SEL Kernels & Explore SEL

Thought Leader Discussion, Forum for Youth Investment

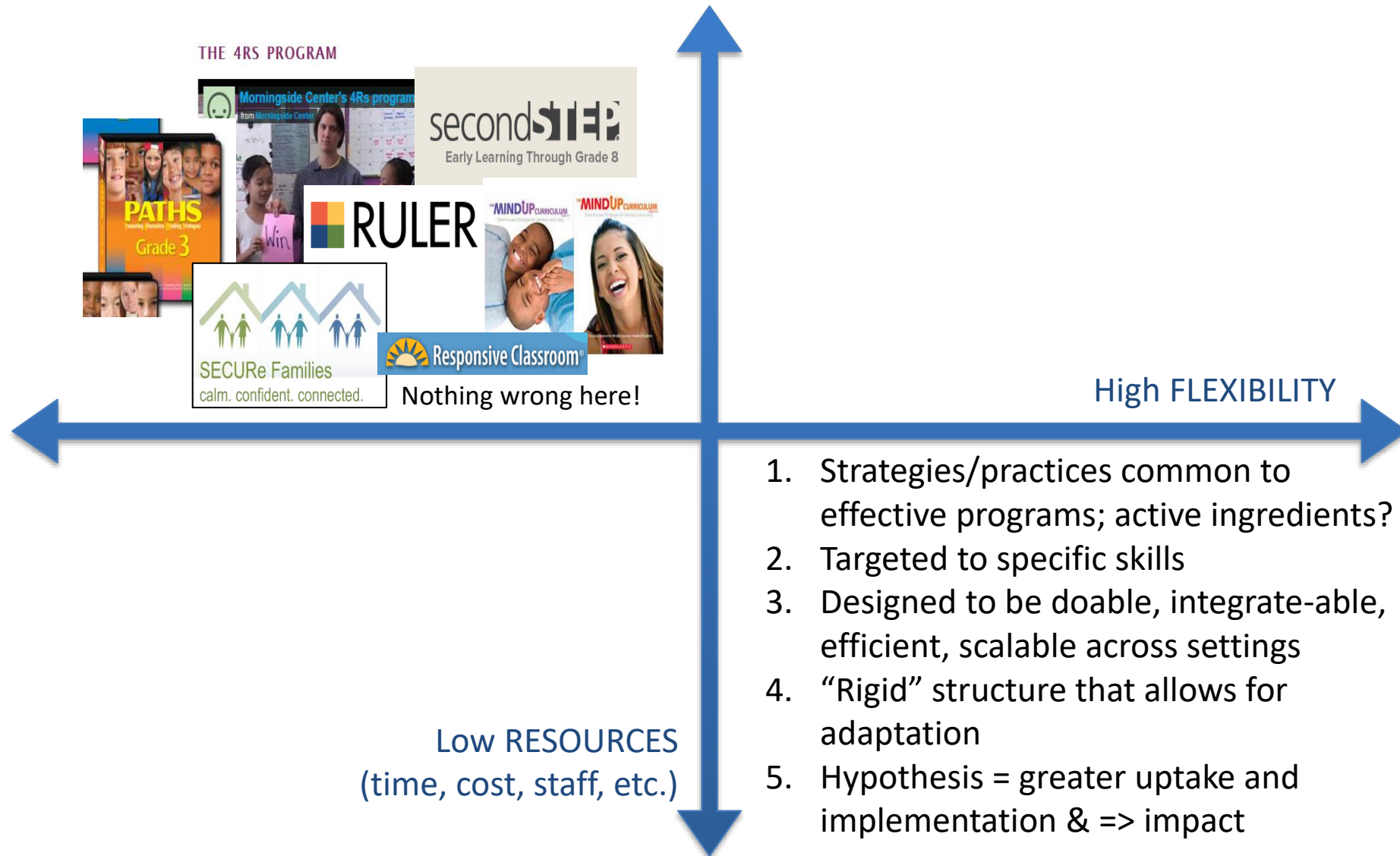
October 30, 2019

Stephanie M. Jones

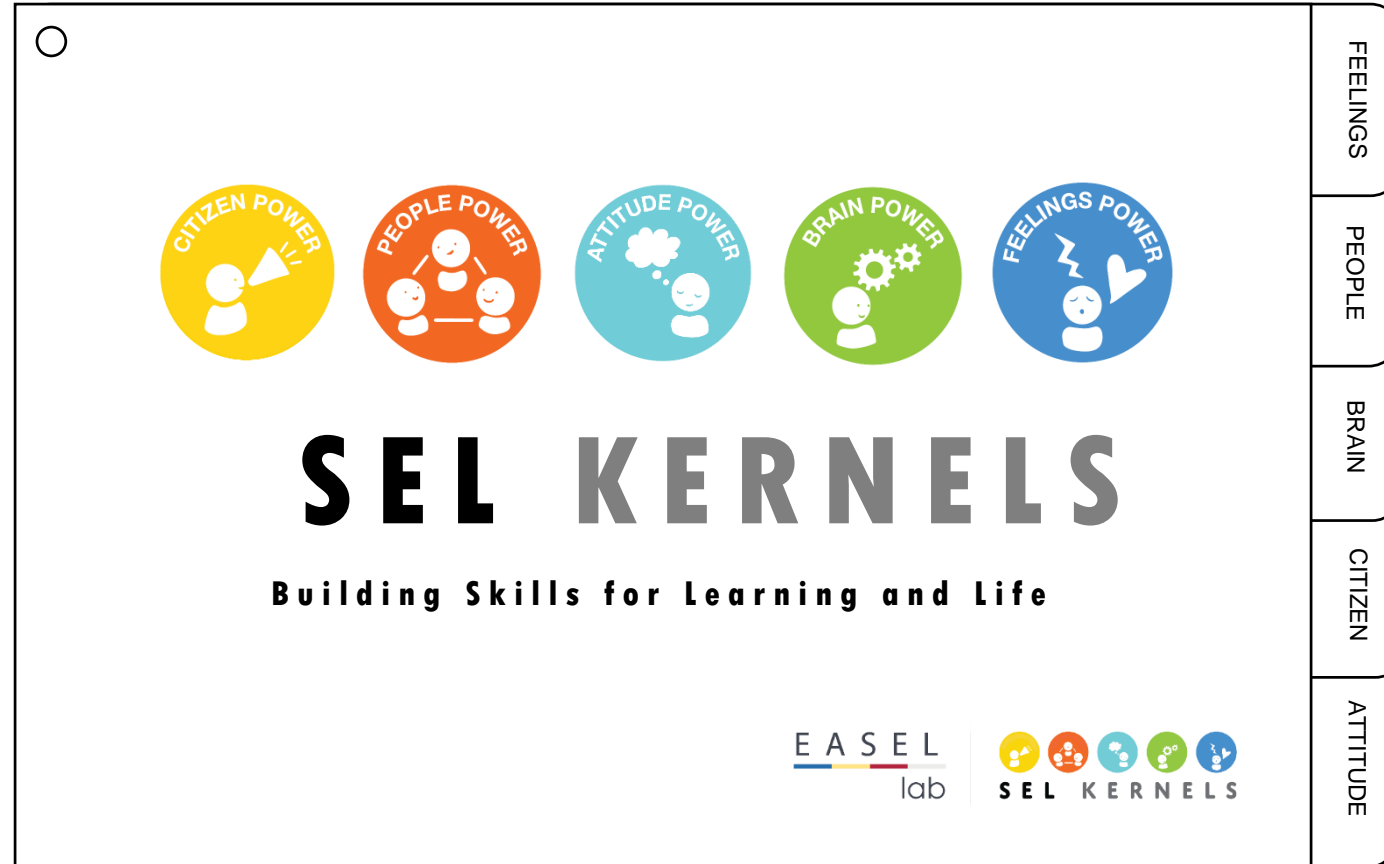
Harvard Graduate School of Education



The *How* of SEL: Transforming & Scaling Practice



Kernel Design and Structure



FRONT

FEELINGS CIRCLE

WHAT IS IT? A group meeting to share feelings.

WHAT IS IT ABOUT? Building feelings vocabulary and emotion knowledge.

WHY DO THIS?

MATERIALS

- ✂ Feelings Face Cards

THE BIG IDEA

Coming together to talk about our feelings helps us learn about emotions and build our feelings vocabulary. Talking about feelings helps us to better understand ourselves and build stronger relationships.

INSTRUCTIONS

1. Choose a time to do this 15-minute routine (suggested: morning meeting, pre-academics, after recess).
2. Gather students to sit or stand in a circle and greet them as they join. You might begin the circle with a song the class likes to sing together.
3. Start by saying **THE BIG IDEA** and then take a few minutes to discuss the following: "What are feelings? How do you know how you're feeling? What do feelings feel like in your body?"
4. After some discussion, ask, "How are you feeling today?" Ask volunteers to share why.

» **MUST DO:** Go around the circle and give everyone the opportunity to share.

🔄 **CAN ADAPT:** Use basic emotion words (e.g., happy, sad, scared, mad), or metaphoric expressions (e.g., weather metaphor: sunny, cloudy, partly cloudy, etc.), or rate your mood on your fingers (5 fingers = excellent mood; 1 finger = terrible mood).

FEELINGS POWER

KINDERGARTEN

PEOPLE

BRAIN

CITIZEN

ATTITUDE



AFTER THE ACTIVITY, DEBRIEF:

- What was it like to share your feelings?
- Are there times you don't want to share your feelings?
- Can you tell what another person is feeling? How can you tell?
- Do animals have feelings? How do you know?
- What times at school or home do you need to share how you're feeling?

TIPS FOR SUCCESS



Allow or encourage responses in home languages.



For those who might need extra time, share the prompt ahead of time so they can think about their answer.



Allow students to share or pass on their turn depending on their level of comfort.

OVER THE YEAR...

Kindergarten is a time to build awareness of basic emotions and the words we use to describe them. A learning objective for the kindergarten year is to begin to help kids think about what they feel and why they feel that way (i.e., what causes specific feelings). There are no right or wrong answers; students should explore these ideas in an open-ended way.

To start, focus on building familiarity with different feelings words. Use the Feelings Face Cards to support learning. Focus on the basic emotions first: happy, sad, mad, and scared. Show the Feelings Face cards and discuss how each emotion looks, sounds, and feels.

As students become familiar with feelings words, begin to encourage students to think about and describe why they feel the way they feel (i.e., what happened to make you feel that way?).

When students are ready for more, begin to explore how we respond to feelings. Add into your circle time a discussion about how we can respond to others' emotions in familiar classroom situations. Have the group brainstorm different ways to respond when others share their feelings (e.g., offer a hug, offer a listening ear, offer to play together, ask for help, etc.).



How did it go? Tell us how it went and find resources at: www.kernelslink.com

EASEL
lab



Re-imagining social-emotional learning: Findings from a strategy-based approach

Rebecca Bailey, Laura Stickle, Gretchen Brion-Meisels, and Stephanie M. Jones

January 21, 2019

October 30, 2019

EDUCATION WEEK

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Qualified & experienced audiologist or SLP

Did you mean ASHA-certified professional?

Can Bite-Sized Lessons Make Social-Emotional Learning Easier to Teach?

Maybe SJ video...

The *What* of SEL: A System for Navigating the Field

- System for transparently **navigating between and communicating across** different disciplines, perspectives, organizing systems in the field
- Uses a common coding system to look at widely-used frameworks and determine **what skills/competencies they include** and **how they are defined**
- Designed to function as a **Rosetta Stone**, allowing users to:

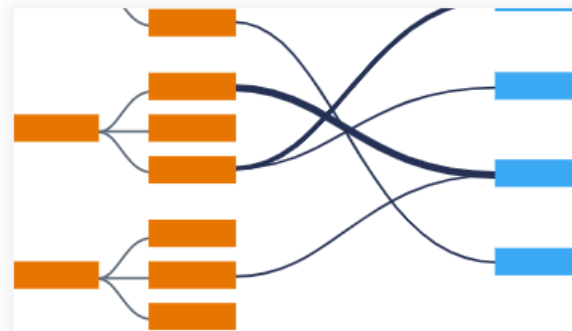
Understand how
skills and terms are
defined in various
frameworks

Navigate between
frameworks that
employ different
language

Communicate
clearly & precisely
across disciplines,
perspectives &
sectors

Navigate the complex field of social and emotional learning.

Researchers, educators, employers, and parents agree that social and emotional learning (SEL) and non-academic skills matter for success in school and life, but it can be difficult to decide which skills to focus on – let alone how best to promote and measure them. [Learn More.](#)





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



The Children's Aid Society



Eunice Kennedy Shriver National Institute
of Child Health and Human Development

