Supporting SEL Competency Development for Practitioners, Trainers & Managers

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About the Forum

The Forum is committed to changing the odds that all children and youth are ready for college, work and life.

We connect leaders to ideas, services and networks that can help them make more intentional decisions that are good for young people, even in the face of limited resources.

We help leaders who are trying to improve & align policies, plan & partner for impact, and/or strengthen programs & adult practice.
is the proud home of...

Helps leadership groups build broader partnerships, set bigger goals, use data better and implement bolder strategies.

Builds quality improvement systems to strengthen practices and programs serving young people.

Supports state and local policy leaders.

Mobilizes action by and for young people.

Works to expand economic mobility and close the opportunity gap in America.

Seeks to change the odds for youth through a commitment to upend inequities, embrace science informed strategies, and accelerate progress.
Welcome & Introductions

In the chat box, please share...

- Name, pronouns
- Organization
- Role
Group Agreements

• Learning is **social**—we will be learning from one another as a community.

• Learning is **emotional**—we honor the emotions that we bring into this space as we engage in learning.

• Learning is **cognitive**—we focus our attention and fully engage our minds.

• We also recognize that—in varying ways—life experiences, bias, racism, geography, cultural backgrounds, age, gender, etc., can affect our learning experiences today.
Acknowledgements

The land of the Potawatomi, Anishinaabeg, Peoria, and Meskwaki peoples.

https://native-land.ca/
Objectives

• Welcome & Introductions

• Overview of The Forum’s Weikart Center’s SEL resources
  • Weikart’s SEL framework and initiatives
  • Benefits of attending to adult’s SEL development

• Examples of Weikart’s SEL resources support Staff SEL
  • Direct Staff: Workshops on Staff Practices
  • Trainers/Coaches: SEL Training of Facilitators
  • Managers/Admin: Supporting & Engaging Leaders to Thrive

• Q&A
SEL can be part of your CQI process now.

Now is an opening to attend to the social and emotional needs of young people (and the rest of us).

SEL can be intentionally incorporated into your quality improvement practices now—whatever they look at the moment.
Preparing Youth to Thrive: Promising Practices in SEL
Preparing Children to Thrive: Standards for SEL in School-age

Available for free download at selpractices.org

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SEL Resources

- Foundations & Self-Awareness for staff SEL
- Staff Practices: Cognitive Emotional & Social Training of Facilitators
- SELPQA: Basics for self-assessment, EART for external assessment
- SEL Methods: measuring staff practices, guiding staff practices
- training staff practices
- Supporting & Engaging Leaders to Thrive
- PLC for Leaders: Organizational Context, Responsive Management, Intentional Sequencing, Equity & Belonging

Download at selpractices.org  
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SEL Essentials

8 Components of Quality SEL Practice

SEL is rooted in **YOUTH DEVELOPMENT**.

**QUALITY STAFF PRACTICES** for SEL can be improved in practice.

**SEL READINESS** requires a great deal more than just interest.

**SUPPORTING STAFF** professional & personal (SEL) development is critical.

Creating **SAFE SPACE & BELONGING** is foundational for SEL practice.

**INTENTIONAL SEQUENCING** of SEL and activity-based content is needed.

Strong relationships enable staff to use **RESPONSIVE PRACTICES**.

An **EQUITY LENS** ensures SEL rectifies rather than recreates social injustice.

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SEL Essentials

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SEL isn’t only youth development. It’s human development.

- Staff can only model SEL competencies (labeling emotions, demonstrating empathy, collaborating with others) if they possess them.
- SEL skills help staff cope with stress and burnout in their work.
- Stress management supports our mental health and wellbeing, job satisfaction, job turnover, as well as youth outcomes.
- Staff’s SEL influences the quality of youth-adult relationships, which contribute to safe and supportive environments for youth.
- Emphasis on SEL for staff supports communication, trust, and professional learning.

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Parallel Process

leaders

staff

young people

Leadership Staff

Program Staff

Youth

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Supporting & Engaging Leaders to Thrive PLC
coaching & managing staff practices
Organizational Context: Leading with SEL in Mind
SEL Skills Self-Reflection
Emotion Management

Leaders model healthy strategies for dealing with emotion within the context of caring, mutually respectful relationships with adult team members.

- Active listening, remaining calm during intense episodes, and using problem-solving methods.

- Communicating effectively and honestly about emotions (including their own).

- Respectfully acknowledging and validating emotions in others.

Photo Credit: Amanda Heckenkamp
Empathy

*Leaders model empathy skills with adult team members.*

- Intentionally recognizing the influence of their own identities (race, ethnicity, gender, age, etc.) and how these may affect interpersonal interactions.
- Active listening when team members speak.
- Serving as an ally for team members who are isolated by differences in culture, family background, privilege, or power.
- Modeling boundary-setting, including sharing or withholding personal experiences as appropriate and as needed.

Photo Credit: Amanda Heckenkamp
Teamwork

Leaders model teamwork skills with team members.

Modeling sensitive and high-level interpersonal functioning in:

• Leader-to-Leader,
• Leader-to-youth work-professional,
• and Leader-to-youth interactions.

Photo Credit: Amanda Heckenkamp
Responsibility

Leaders model and fulfill their own roles.

- Modeling and fulfilling their own roles in the program;
- Defining and discussing them with team members.

Photo Credit: Amanda Heckenkamp
Initiative

Leaders provide ongoing assistance to help adult team members develop motivation for the work.

Supporting team members’ motivation by having them select or shape the program goals and project(s) according to what matters to them.

Photo Credit: Amanda Heckenkamp
Problem Solving

Leaders creates opportunities for adult team members to observe models of successful work.

- Modeling skills team members need to learn for their projects (e.g., leadership or speaking skills, skills for planning and problem solving)
- Modeling successful work that set high expectations (e.g., team members learn about projects from prior years, new team members work with veteran or expert team members).

Photo Credit: Amanda Heckenkamp
# SEL Skills Self-Reflection

Reflect on the SEL Skills that you model and opportunities for skill practice and growth that you provide for your team. Place a check mark in the box under the indicator which best represents your practice. Write notes in the evidence column to support your selection.

<table>
<thead>
<tr>
<th>Leader Practice Indicators*</th>
<th>Not Present</th>
<th>Emerging</th>
<th>Present</th>
<th>Exemplary</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>Emotion Management Leaders model healthy strategies for dealing with emotion within the context of caring, mutually respectful relationships with adult team members.</td>
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</tbody>
</table>

*Leader Practice Indicators refer to the skills and practices that leaders model to support emotional intelligence and social-emotional learning in their teams. The ratings range from Not Present to Exemplary, with Evidence provided for each level of proficiency.
Reflection/Debrief

• How did it feel to reflect on these practices?

• If you scored exemplary or present for any of these practices, can you share a ritual or anecdote that you follow as you lead staff?

• What are the benefits in leaders/managers engaging in this work as they engage with staff?
SEL Workshops

Practice Activity
SEL Methods Workshops training staff practices for SEL

Methods focusing on staff practices and youth experiences

- Facilitating Problem Solving
- Engaging Youth in Supported Struggle

Required for advancing to Methods

Foundations and Self-Awareness of Cognitive Development

Optional introductory course

Foundations and Self-Awareness of Emotional Development

Foundations and Self-Awareness of Social Development

Essentials of an SEL Framework

- Cultivating Empathy
- Emotion Coaching

Promoting Responsibility and Leadership

Fostering Teamwork

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Social Development

Our social development is an interplay of many factors which work together to influence how we show up in groups.

- **Personality**—our internal orientation & personality
- **Group Role**—formally established or informal results of group dynamics
- **Social Identity**—those identities with salience in society, shaping our experiences & interactions
Personality Compass

Adapted from The Personality Compass: A New Way to Understand People by Diane Turner and Thelma Greco, 1998
Personality Compass

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Personality Compass

1. Are you more goal-centered or people-centered?

   Go one spot UP if you are more goal-centered.

   Go one spot DOWN if you are more people-centered.
Personality Compass

2. Are you more cautious or open-minded?

Go one spot RIGHT if you are more cautious.

Go one spot LEFT if you are more open-minded.
Personality Compass

3. Are you more of an initiator or a listener?

Go one spot UP if you are more of an initiator.

Go one spot DOWN if you are more of listener.
Personality Compass

4. Are you more structured or flexible?

Go one spot RIGHT if you are more structured.

Go one spot to your LEFT if you are more flexible.
Personality Compass

5. Are you more fast-paced or easy-going?

Go a spot UP if you are more fast-paced.

Go a spot DOWN if you are more easy-going.
Personality Compass

6. Are you more of a finisher or a motivator?

Go a spot RIGHT if you are more of a finisher.

Go a spot LEFT if you are more of a motivator.
Personality Compass

7. Are you more straightforward or patient?

Go a spot UP if are more straightforward.

Go a spot DOWN if you are more patient.
Personality Compass

8. Are you more quality-centered or more idea-centered?

Go a spot RIGHT if you are more quality-centered.

Go a spot LEFT if you are more idea-centered.
Personality Compass

9. Are you more results-focused or relationship-focused?

Go spot UP if you are more results-focused.

Go a spot DOWN if you are more relationship-focused.
Personality Compass

10. Are you more systematic or more carefree?

Go a spot RIGHT if you are more systematic.

Go a spot LEFT if you are more carefree.
Personality Compass

11. Are you more deadline-driven or more value-driven?

Go a spot UP if you are more deadline-driven.

Go a spot DOWN if you are more values-driven.
Personality Compass

12. Are you more of a perfectionist or more of a realist?

Go a spot RIGHT if you are more of a perfectionist.

Go a spot LEFT if you are more of a realist.
Personality Compass

13. Are you more assertive or more non-confrontational?

Go a spot UP if you are more assertive.

Go a spot DOWN if you are more non-confrontational.
Personality Compass

14. Are you more traditional or more of a risk-taker?

Go a spot RIGHT if you are more traditional.

Go a spot LEFT if you are more of a risk-taker.
Personality Compass

15. Are you more opinionated or more sensitive?

Go a spot UP if you are more opinionated.

Go a spot DOWN if you are more sensitive.
Personality Compass

16. Are you more organized or more creative?

Go a spot RIGHT if you are more organized.

Go a spot LEFT if you are more creative.
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NORTH – WEST
Assertive, Decisive, Flexible, Creative, Adventurous

WEST – NORTH
Flexible, Creative, Assertive, Decisive, Fast-Paced

WEST – SOUTH
Flexible, Creative, Friendly, Caring, Cooperative

SOUTH – WEST
Friendly, Caring, Flexible, Creative, Adventurous

EAST – NORTH
Structured, Detailed, Assertive, Decisive, Fast-Paced

EAST – SOUTH
Structured, Detailed, Friendly, Helpful, Slow-Paced

SOUTH – EAST
Friendly, Caring, Structured, Detailed, Organized
Annotate

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Debrief

How would it be helpful for staff to have these experiences?
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- Foundations and Self-Awareness of Social Development

Essentials of an SEL Framework

SEL Training of Facilitators (SELTOF)
Five-day retreat to prepare leaders to train & support staff in using SEL practices with young people.

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SEL Training of Facilitator’s:

- Power dynamics
- Container for emotional activation
- Co-facilitation strengths
- Emotion management
Questions & Answers
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