



Supporting SEL Competency Development for Practitioners, Trainers & Managers

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Improving & Aligning
Policies



Planning and Partnering
for Impact



Strengthening Practices
and Programs

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.



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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



CHILDREN'S CABINET
NETWORKS

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



<https://native-land.ca/>

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



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Objectives

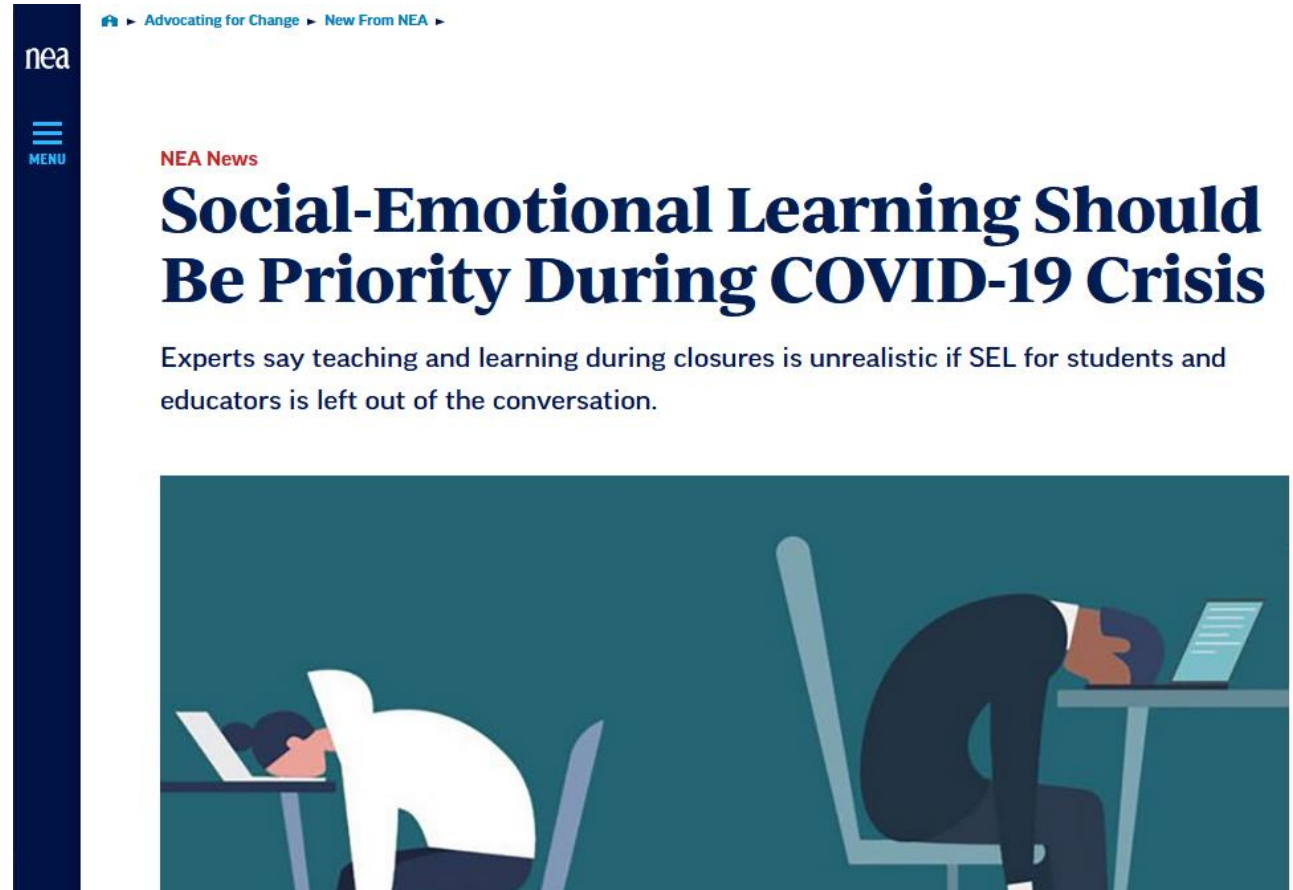
- **Welcome & Introductions**
- **Overview of The Forum's Weikart Center's SEL resources**
 - *Weikart's SEL framework and initiatives*
 - *Benefits of attending to adult's SEL development*
- **Examples of Weikart's SEL resources support Staff SEL**
 - *Direct Staff: Workshops on Staff Practices*
 - *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.



The screenshot shows a webpage from NEA News. The header includes the NEA logo and navigation links: 'Advocating for Change' and 'New From NEA'. The article title is 'Social-Emotional Learning Should Be Priority During COVID-19 Crisis'. Below the title is a sub-headline: 'Experts say teaching and learning during closures is unrealistic if SEL for students and educators is left out of the conversation.' At the bottom of the article preview is an illustration of two people sitting at desks with laptops, both appearing to be asleep or exhausted, with their heads resting on their hands.



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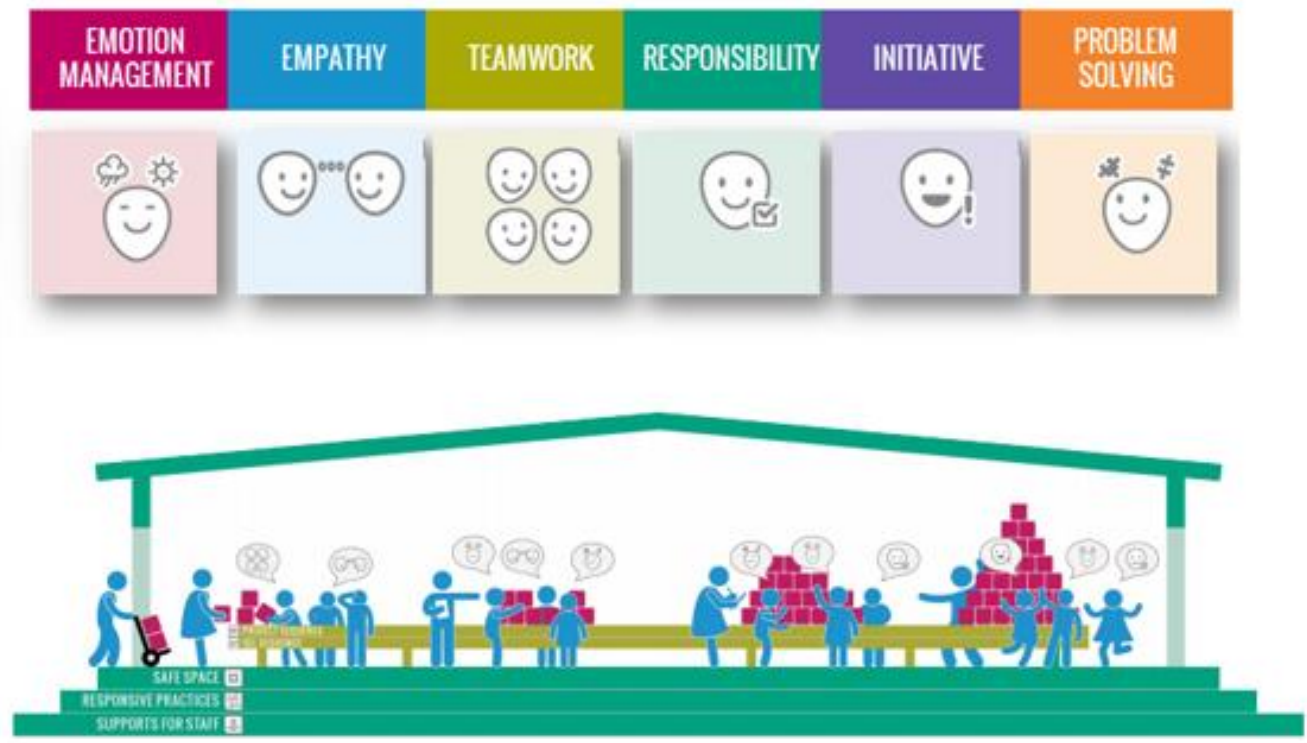
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Preparing Youth to Thrive: Promising Practices in SEL

Preparing Children to Thrive: Standards for SEL in School-age



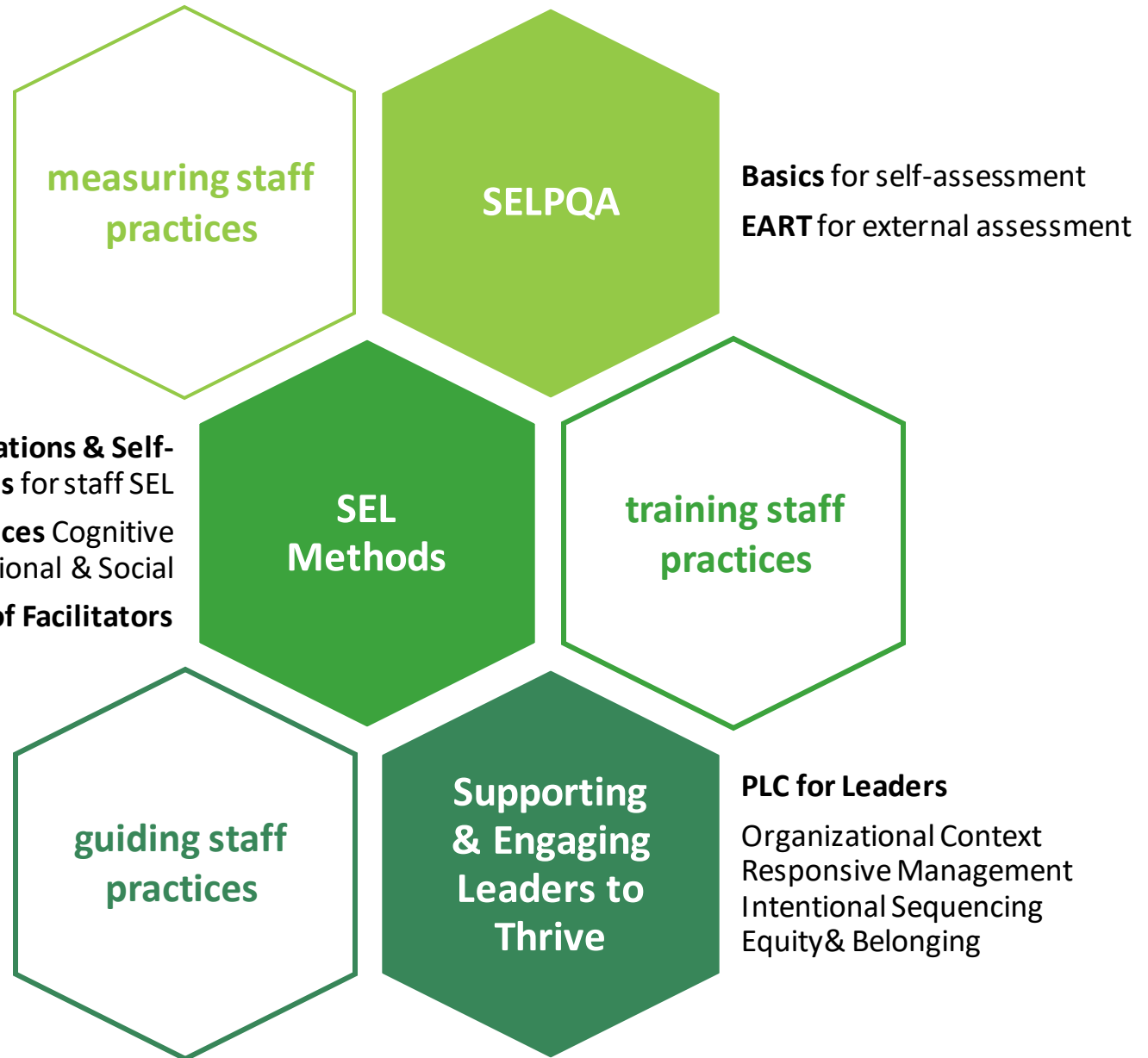
Available for free download at selpractices.org



SEL Resources



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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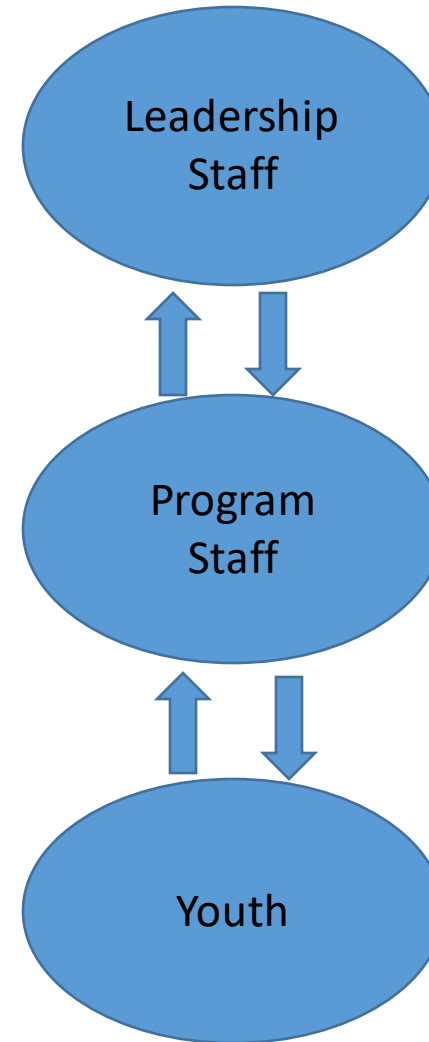
SEL isn't only youth development.

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.



Parallel Process



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Supporting & Engaging Leaders to Thrive PLC

coaching & managing staff practices



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A group of five diverse young adults are sitting in a circle in a library, engaged in a discussion. One person is in a wheelchair. The background shows bookshelves filled with books. The text "Organizational Context: Leading with SEL in Mind" is overlaid on the image in white, bold font.

Organizational Context: Leading with SEL in Mind

A man and a woman are shown in profile, looking towards the right. The man, wearing glasses and a blue shirt, has his right hand raised, pointing towards a whiteboard. The woman, wearing a yellow vest over a light blue shirt, is looking at him. The background is a blurred office setting with a whiteboard covered in papers and sticky notes. The entire image has a warm, orange-toned overlay.

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



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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



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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



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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



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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



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SEL Skills Self-Reflection

SEL Skills Self-Reflection					
<p>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.</p>	Not Present	Emerging	Present	Exemplary	Evidence
Leader Practice Indicators*	Leader Practice Reflection				
<i>Emotion Management Leaders model healthy strategies for dealing with emotion within the context of caring, mutually respectful relationships with adult team members.</i>					
Active listening, remaining calm during intense episodes, and using problem-solving methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Communicating effectively and honestly about emotions (including their own).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Respectfully acknowledging and validating emotions in others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



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?**

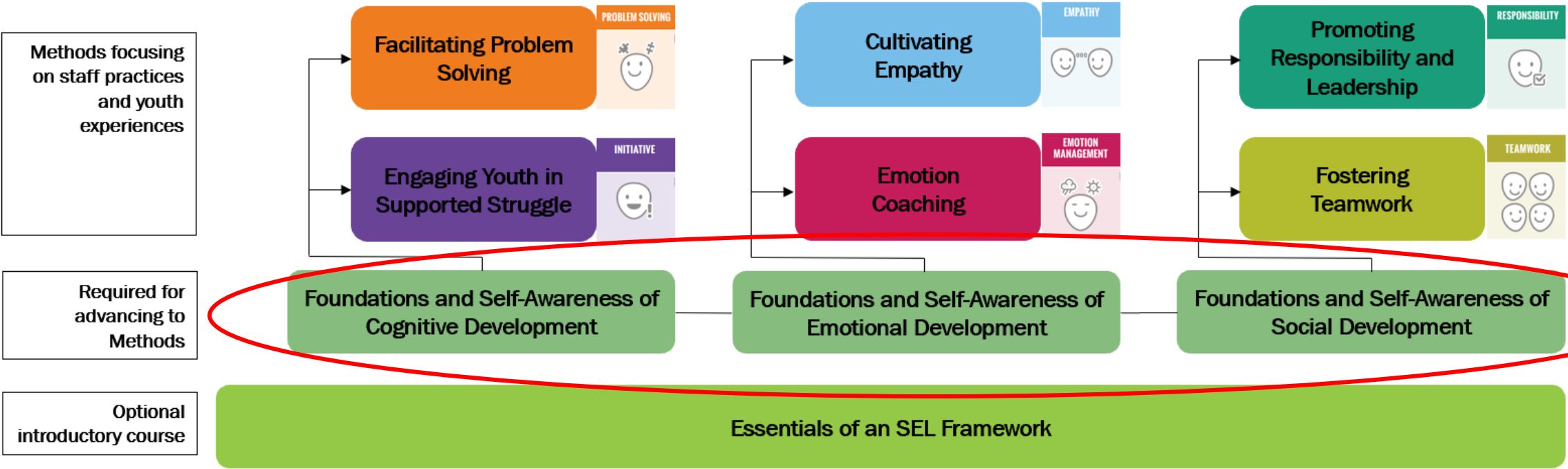


A man and a woman are shown in profile, looking towards the right. The man, wearing glasses and a dark shirt, has his right hand raised as if pointing at something on a wall. The woman, wearing a light-colored top, is looking at the same point. The background is a wall covered with numerous sticky notes and papers, suggesting a collaborative workspace or workshop. The entire image has a warm, orange-toned overlay.

SEL Workshops

Practice Activity

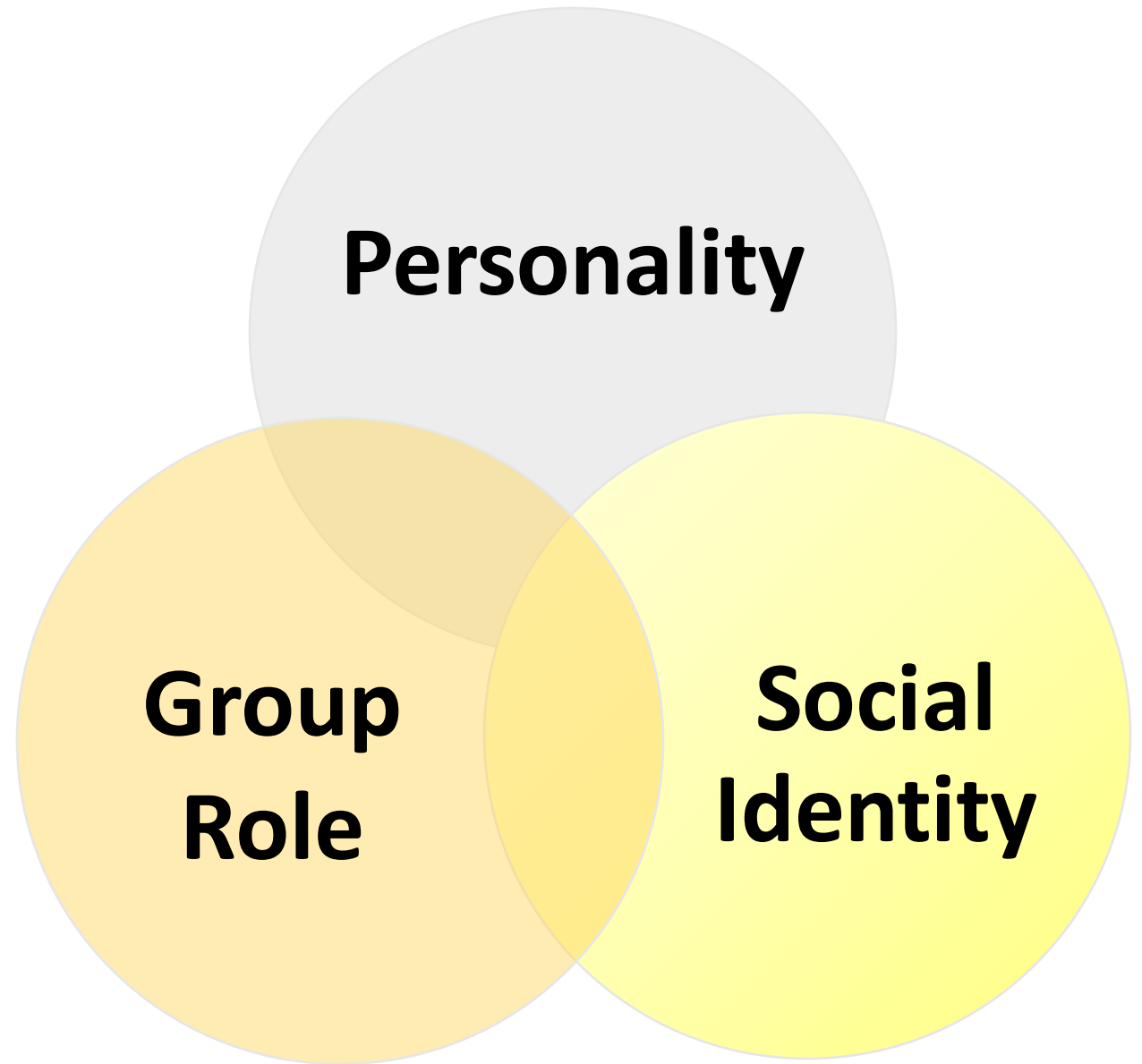
SEL Methods Workshops training staff practices for SEL



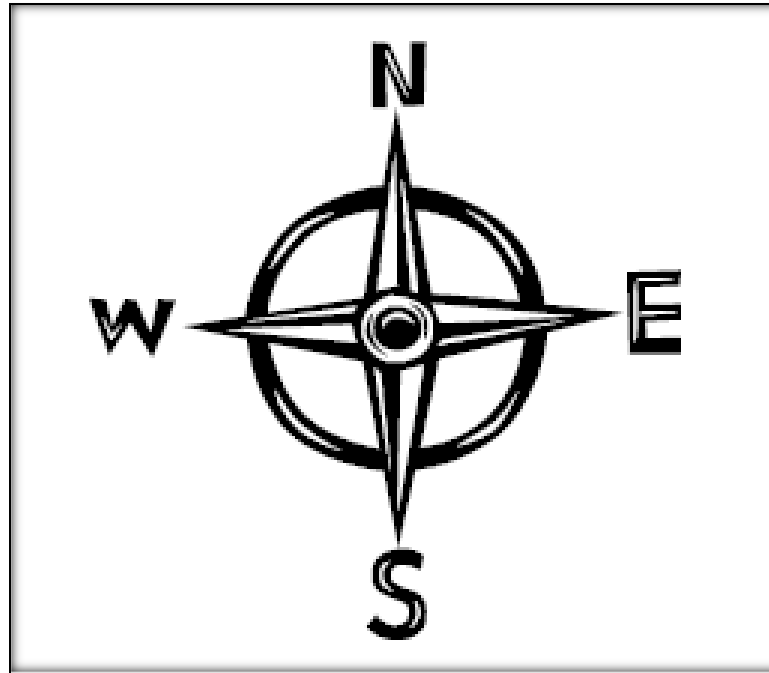
Social Development

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

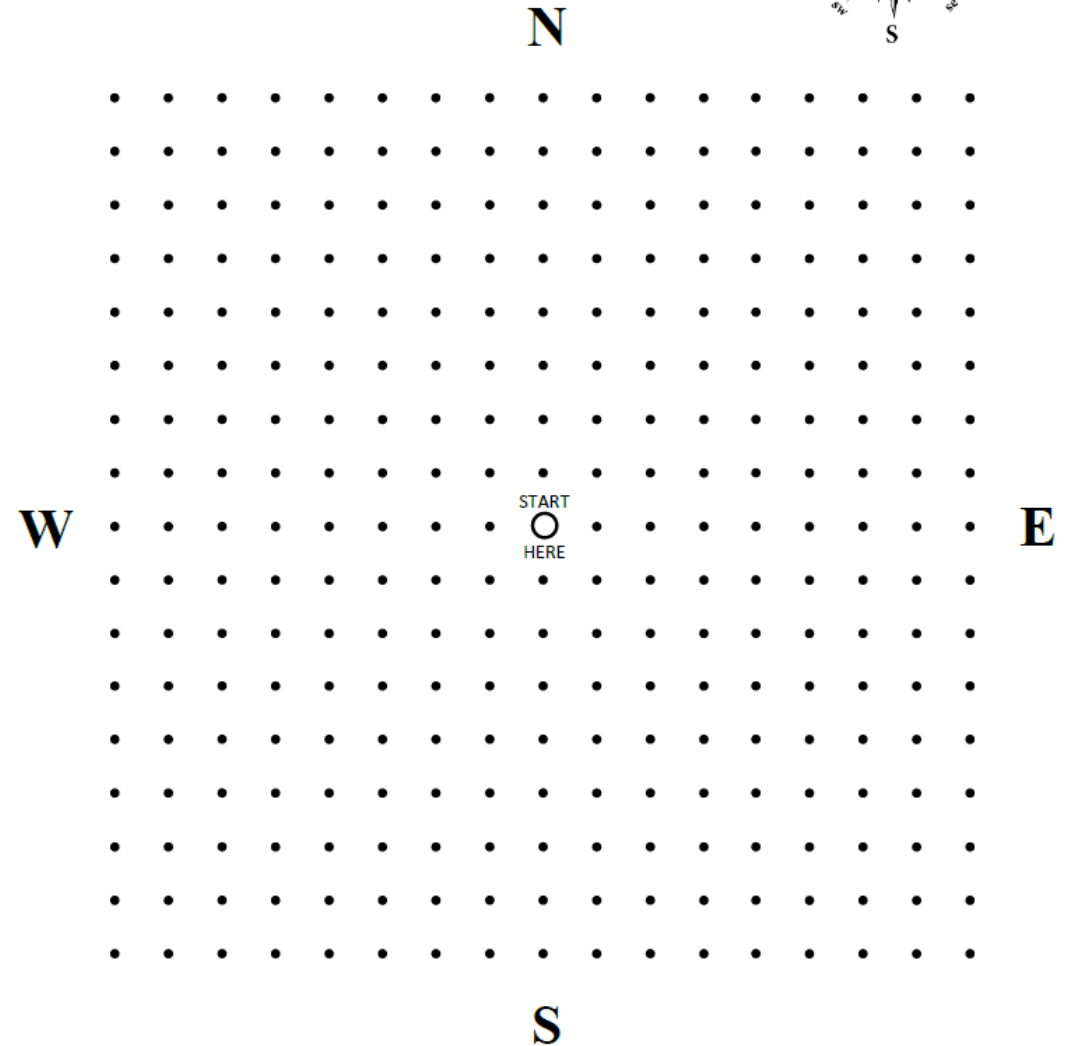
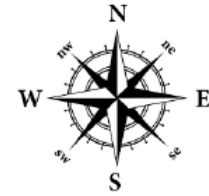


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Personality Compass

Personality Compass



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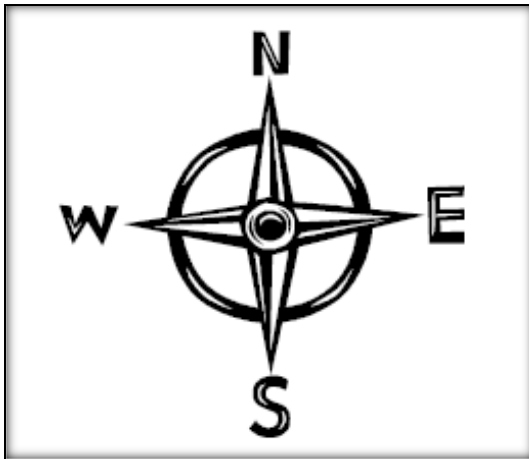
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Personality Compass

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.



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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.

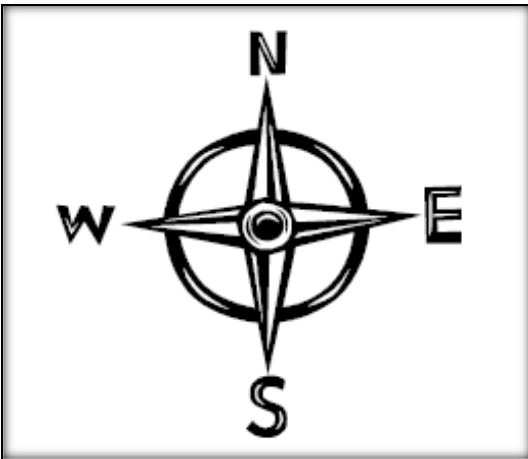


Personality Compass

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.

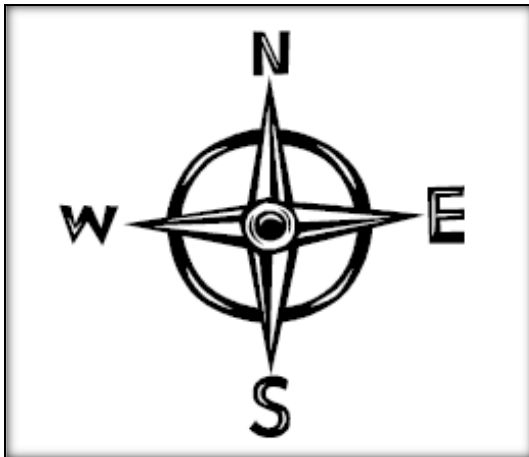


Personality Compass

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.



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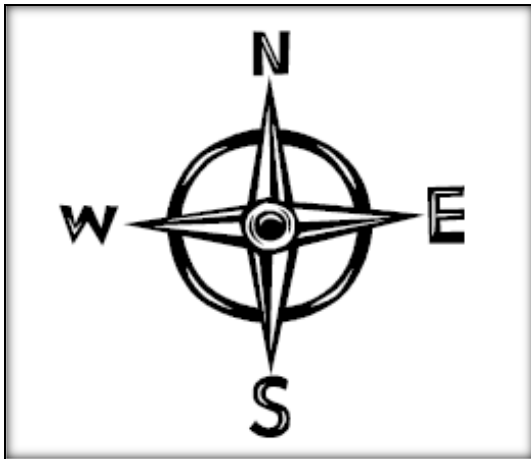
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Personality Compass

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.



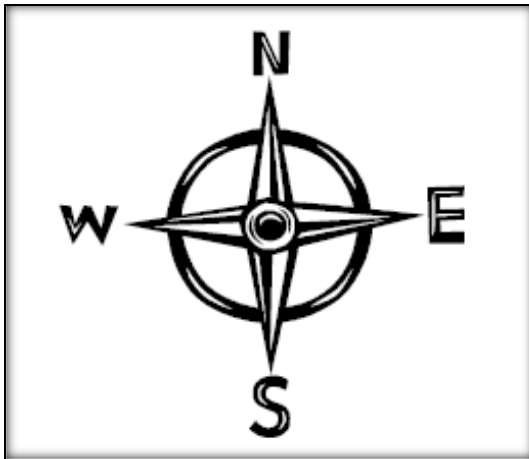
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Personality Compass

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.



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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.



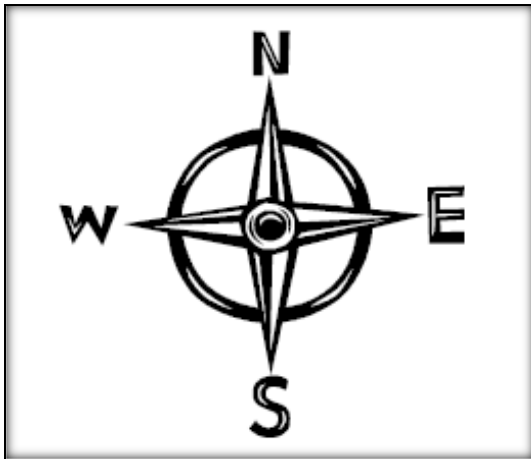
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Personality Compass

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.



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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.



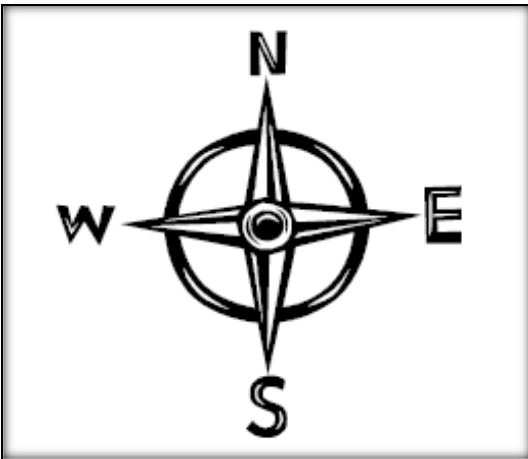
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Personality Compass

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.

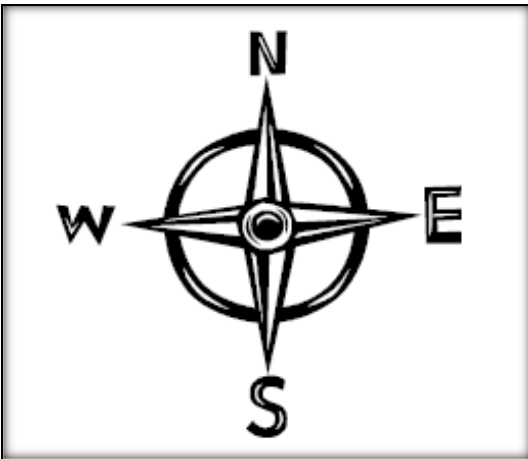


Personality Compass

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.



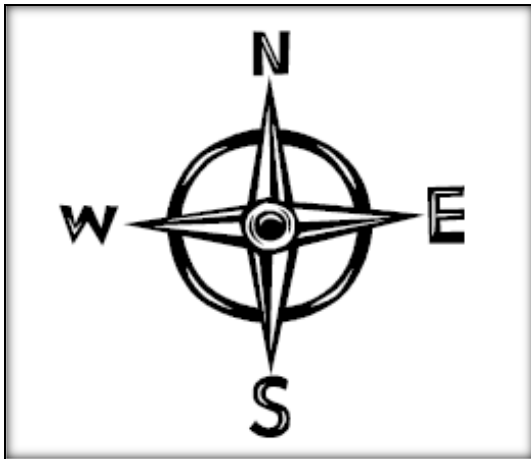
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Personality Compass

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.



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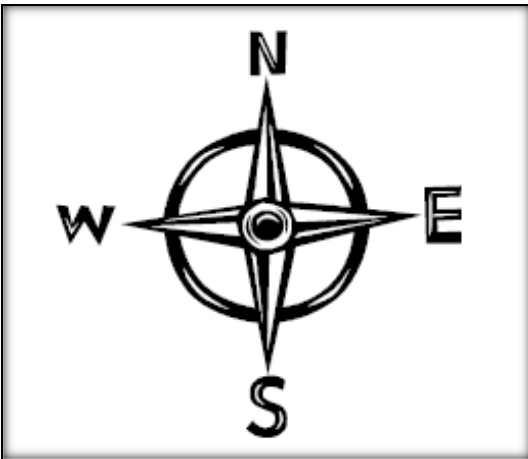
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Personality Compass

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.



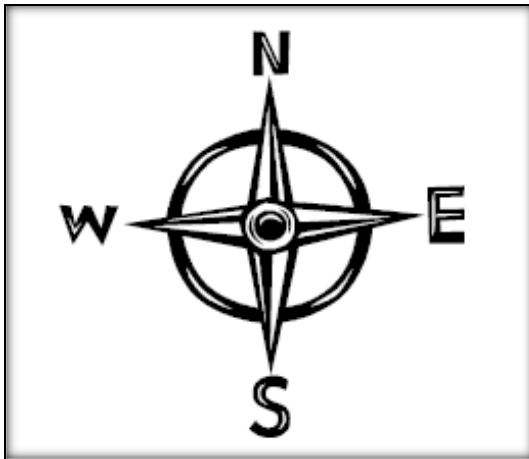
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Personality Compass

16. Are you more organized or more creative?

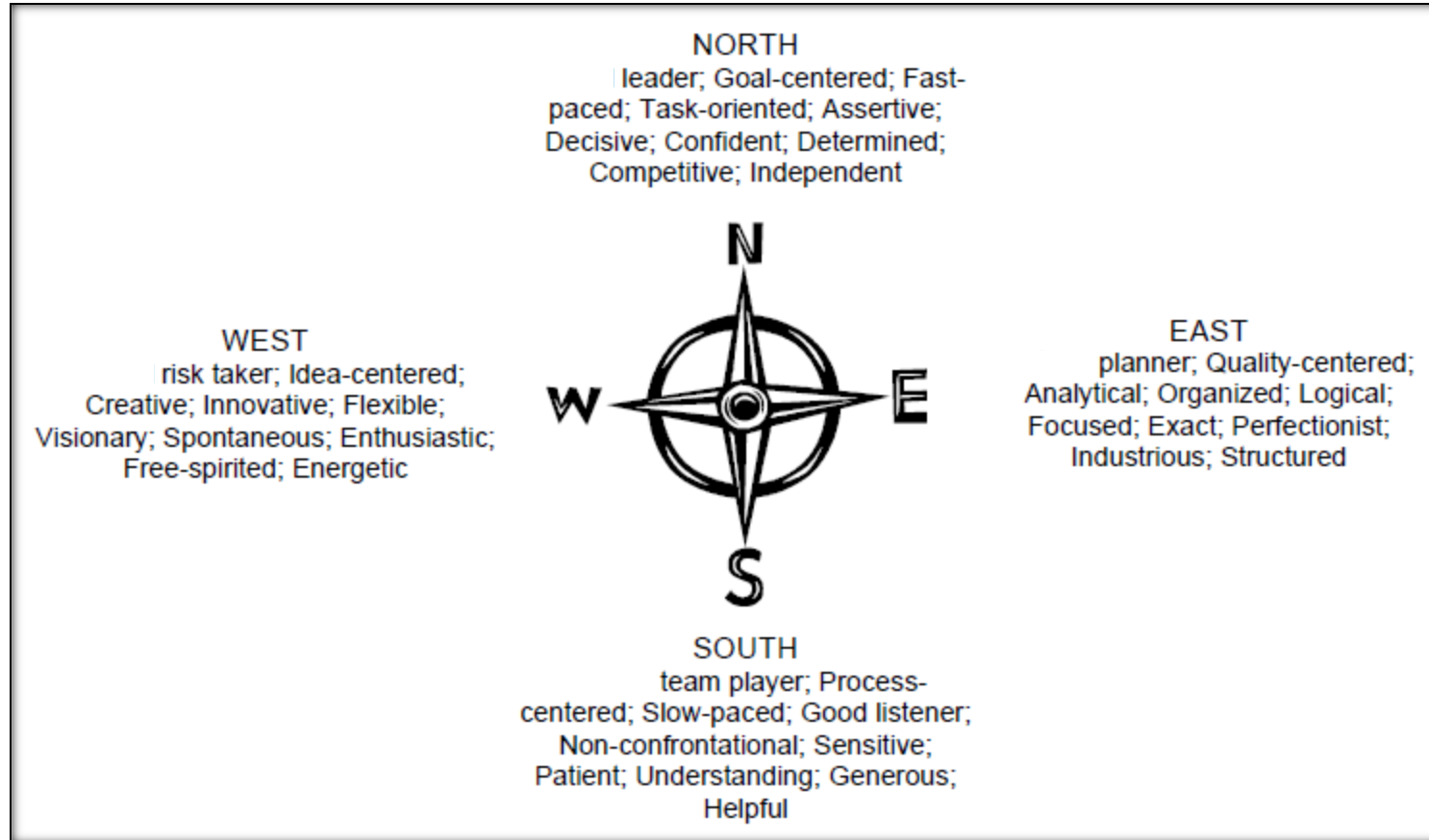
Go a spot RIGHT if you are more organized.

Go a spot LEFT if you are more creative.



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Personality Compass



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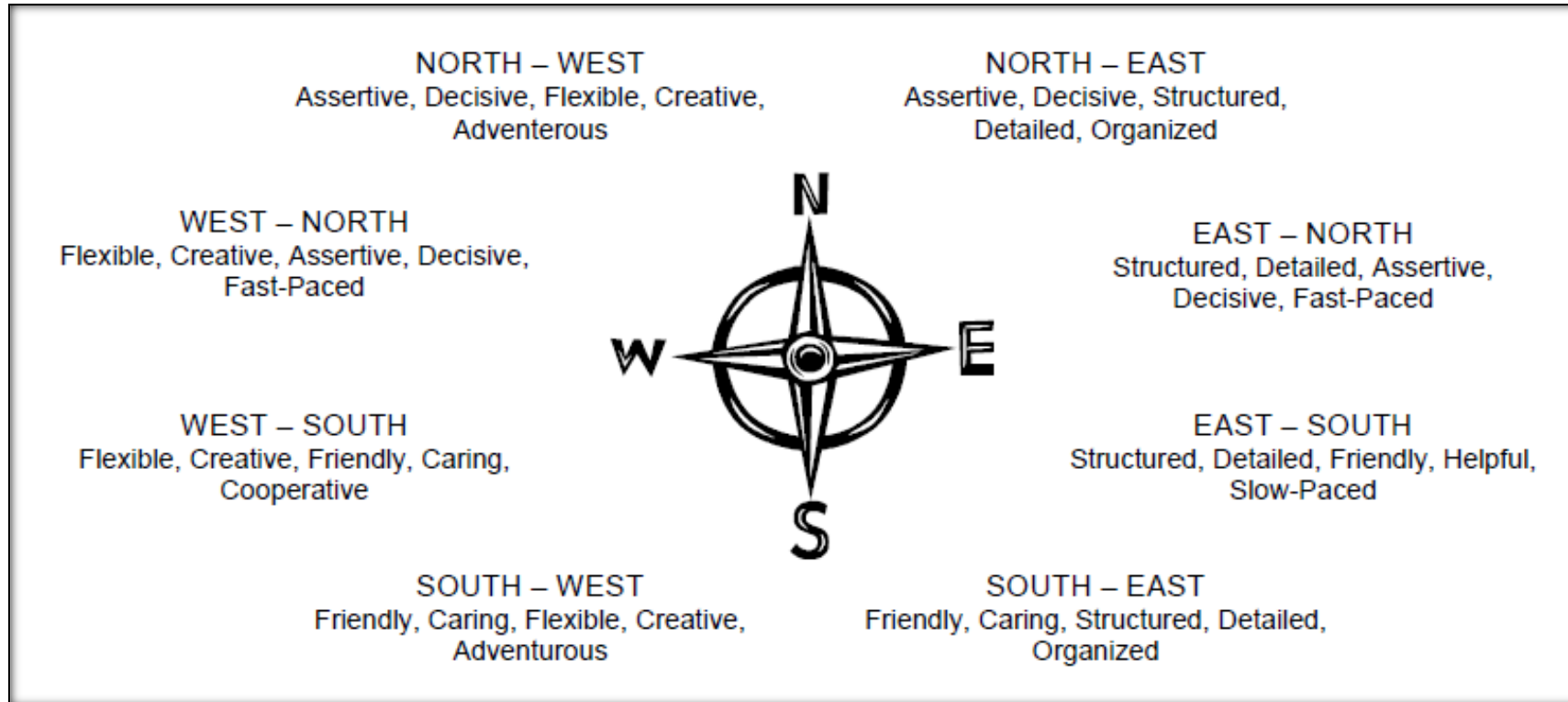


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Personality Compass



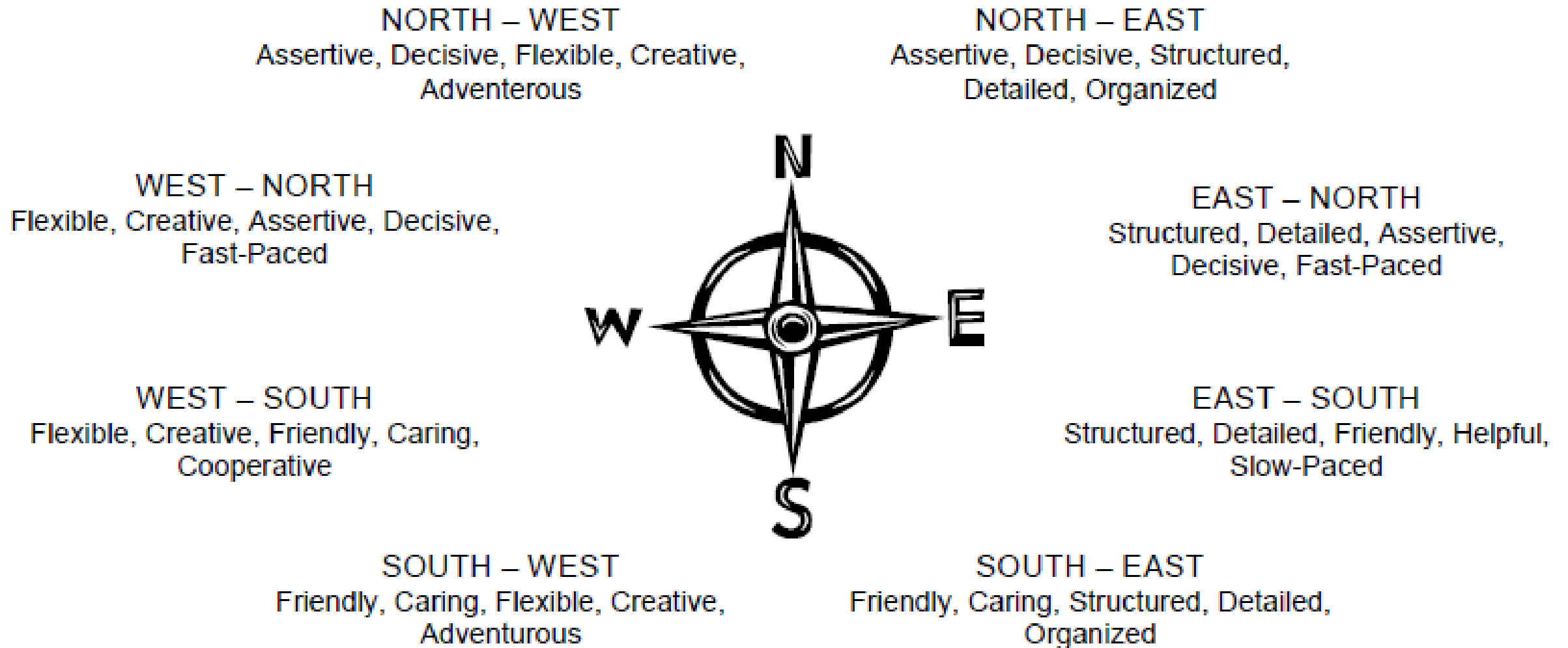
Adapted from *The Personality Compass: A New Way to Understand People* by Diane Turner and Thelma Greco, 1998



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Annotate



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



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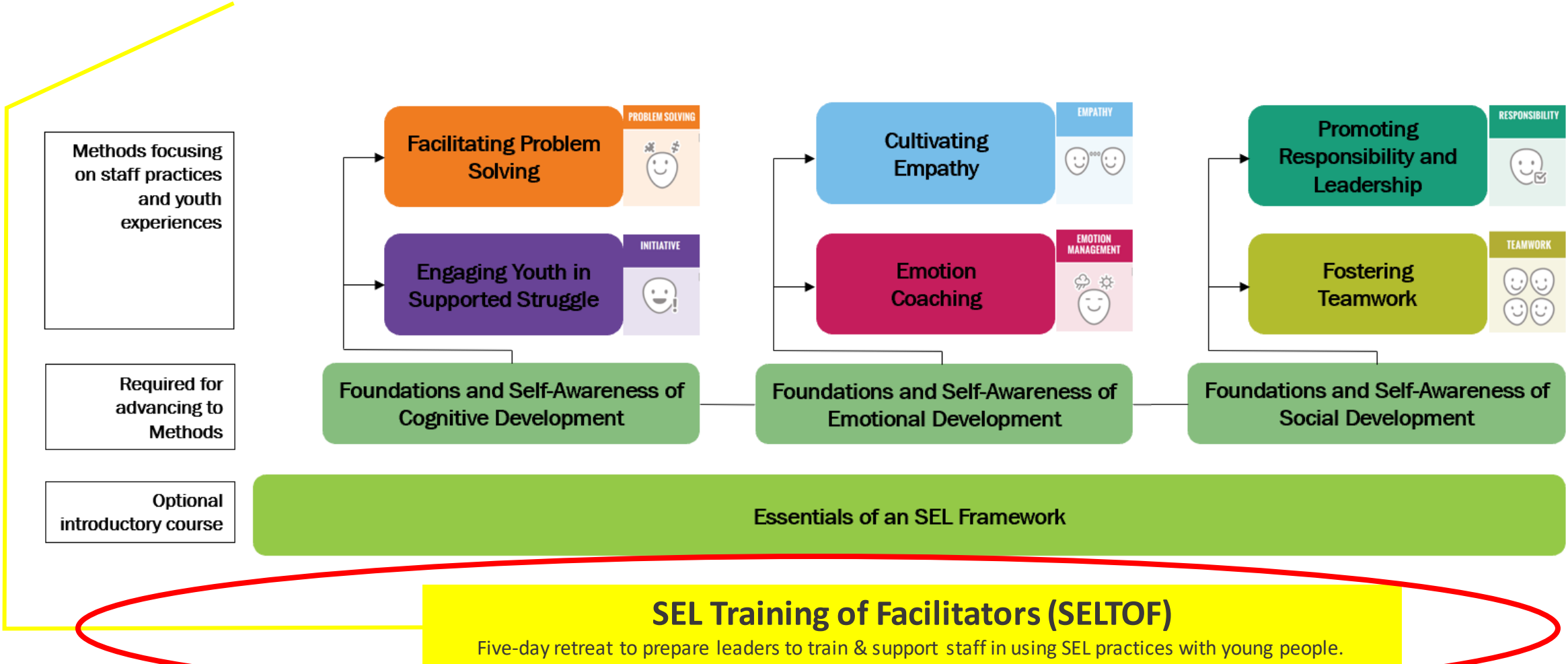
Debrief

How would it be helpful for staff to have these experiences?



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SEL Methods Workshops training staff practices for SEL



SEL Training of Facilitator's

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



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Questions & Answers



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