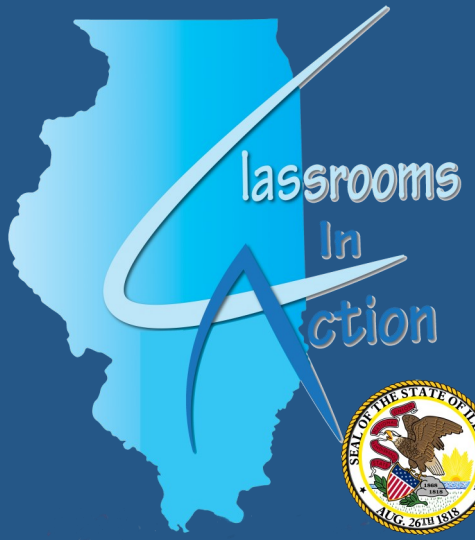


# Social Emotional Learning





# WHAT WHY HOW

## Social Emotional Goals

### Goal 1

Develop self-awareness and self-management skills to achieve school and life success.

### Goal 2

Use social-awareness and interpersonal skills to establish and maintain positive relationships.

### Goal 3

Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Social and Emotional Learning (SEL) is the process through which children and adults acquire the knowledge, attitudes, and skills they need to:

- recognize and manage their emotions;
- demonstrate caring and concern for others;
- establish positive relationships;
- make responsible decisions; and
- handle challenging situations constructively.

Quality SEL instruction in which students learn to process, integrate, and selectively apply SEL skills in developmentally, contextually and culturally appropriate ways in conjunction with a safe, caring, participatory and responsive school climate can result in positive outcomes including:

- promotion of mental wellness;
- prevention of mental health issues;
- school connectedness;
- reduction in student absenteeism;
- reduction in suspensions;
- adoption, implementation and institutionalization of new practices;
- improved academic outcomes.

Integration of SEL into systems and daily practices in the classroom is highly recommended. Integration can occur by:

- examining existing systems and structures to determine how social and emotional learning efforts can be integrated into them;
- embedding SEL instruction into existing curricula;
- taking advantage of teachable moments that occur naturally throughout the day
- promoting students' feelings of autonomy, relatedness, and competence; and
- providing opportunities for students to practice social and emotional competencies.

The standards describe the content and skills for students in grades K - 12 for social and emotional learning. Each standard includes ten benchmark stages that describe what students should know and be able to do in each grade level. These stages are sometimes shared between the grade levels. Example: Stages A and B are for the youngest students (K-1) and A, B and C are for grade 2. This continues to throughout the grade levels. Each stage has a set of descriptors to assist educators in understanding the skills students need for each level. These standards build on the Illinois Social/Emotional Development Standards of the Illinois Early Learning Standards.

## Goal 1 Standards:

1A- Identify and manage one's emotions and behavior.

1B- Recognize personal qualities and external supports.

1C- Demonstrate skills related to achieving personal and academic goals.

## Goal 2 Standards:

2A- Recognize the feelings and perspectives of others.

2B- Recognize individual and group similarities and differences.

2C- Use communication and social skills to interact effectively with others.

2D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

## Collaborative Classroom Resources

The collaboration kit includes tools to assist the classroom teacher in establishing a

cooperative environment within the classroom. The kit includes four simple tools compatible in any grade level and any content area. They are described in more detail in the materials section below.

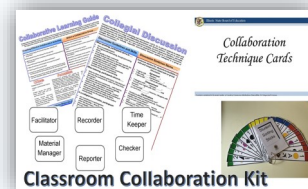


**Creating a collaborative classroom environment helps student's master communication and teamwork skills needed in every college and career pathway.**

- Collaboration increases practice of social and emotional learning standards.
- Allows students to cite evidence, defend a point of view, and have rich math conversations.
- Collaboration is woven throughout Illinois Learning Standards in ELA, Math, Science and Social Studies.
- Supports the Danielson Framework domains, directly in domain 3.

## Collaboration Kit Includes:

**Collaboration Technique Cards** -This book is a compilation of collaborative techniques used in the classroom. With minor adjustments each one can be used with kindergarten through high school. Each example includes the guidance and structure for the conversation being held in the classroom. All of the cards list supplies needed and explain the background needed necessary to complete the collaboration.



**Student Sorting Sticks** -Randomizing sorting of students for collaboration will set a standard in the classroom that all students will work with every student during class time. These sticks will allow teachers to sort students in 7 different ways, based on how the teacher presets the sticks before the students select them. (The sticks come with instructions on how to do this.)

**Role Identifier Cards**- *One Master and One set of 7 Multi-color cards* -The students have roles or "jobs" within the collaborative groups that give them purpose and direction within the group. No one person is in charge and all members have an equal voice within the group. The cards give the teacher a way to start using this tool quickly.

**Collaborative Guide/Collegial Discussion Card** -These guides will assist teachers with planning and answer some questions that are often asked when starting this process. The collegial conversation side also includes some "sentence stems" to help teachers guide students to begin learning "how" to talk within a group. Building on how to construct an argument and how to disagree is something our students might now know how to form the proper sentences.

**Conversation Cubes**—These cubes can be used to Help students to become aware a variety of sentence starters to continue a conversation within a group discussion in a fun and interactive way. Educators can introduce the cubes to students one-on-one or in small groups by modeling how to spin the cube to find a sentence to "agree" (the green side of the cube) with what a student has said in the conversation.





## Goal 3 Standards:

3A Consider ethical, safety, and societal factors in making decisions.

3B Apply decision-making skills to deal responsibly with daily academic and social situations.

3C Contribute to the well-being of one's school and community.

All resources can be downloaded or purchased from:

[www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)  
*Climate and Culture*

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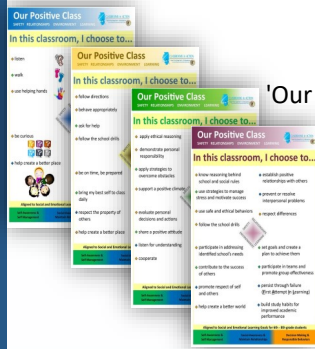
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## Classroom Resources



'Our positive class' posters were designed to support educators integration of developmentally appropriate student self-management of behavior within the four elements of positive culture and climate. The reverse of these posters is offered as a blank canvas for classroom teachers and students to tailor the social and emotional learning (SEL) standard language into their own positive classroom culture and climate agreements. Download and print these posters as desired or order professionally printed edition through

our [online store](http://www.blockposters.com/). (A free resource for printing posters larger than 8 1/2 x 11 is <http://www.blockposters.com/>)

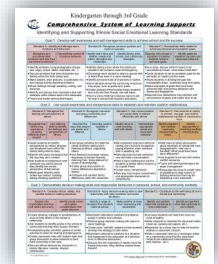
## Technology to Support Social Emotional Learning

The need for technology integration throughout the Illinois standards has also generated a need for technology to support social emotional standards as well. This resource was developed to assist educators in that integration and is organized by grade band and SEL goal.



Two-page document by grade level breaking down the goals, standards and descriptions of each, including the standards code.

One-page document by grade level breaking down the goals, standards and descriptions of each with classroom strategies for each grade band.



SEL standards plus initial descriptors.

K-12 one page reference posters.

## ILCLASSROOMSINACTION.ORG

A partnership between ISBE and the Center for Educational Initiatives at Illinois State University

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