



Social and Emotional Learning in Burnaby Schools

What is SEL?

Why SEL?

What is happening with SEL in our
district?



HOW ARE YOU FEELING????



Simple SEL Activities to warm up

- Think about how you were feeling before the activity, during the activity and now...
- Think about how the activity might help you get ready for the remainder of the session
- Think about what else you might need to move forward....

Social & Emotional Learning Core Competencies





The Process of SEL

Evidence-Based SEL Programs:

(1) Create Learning Environments

- *Safe*
- *Caring,*
- *Well-Managed*
- *Participatory*

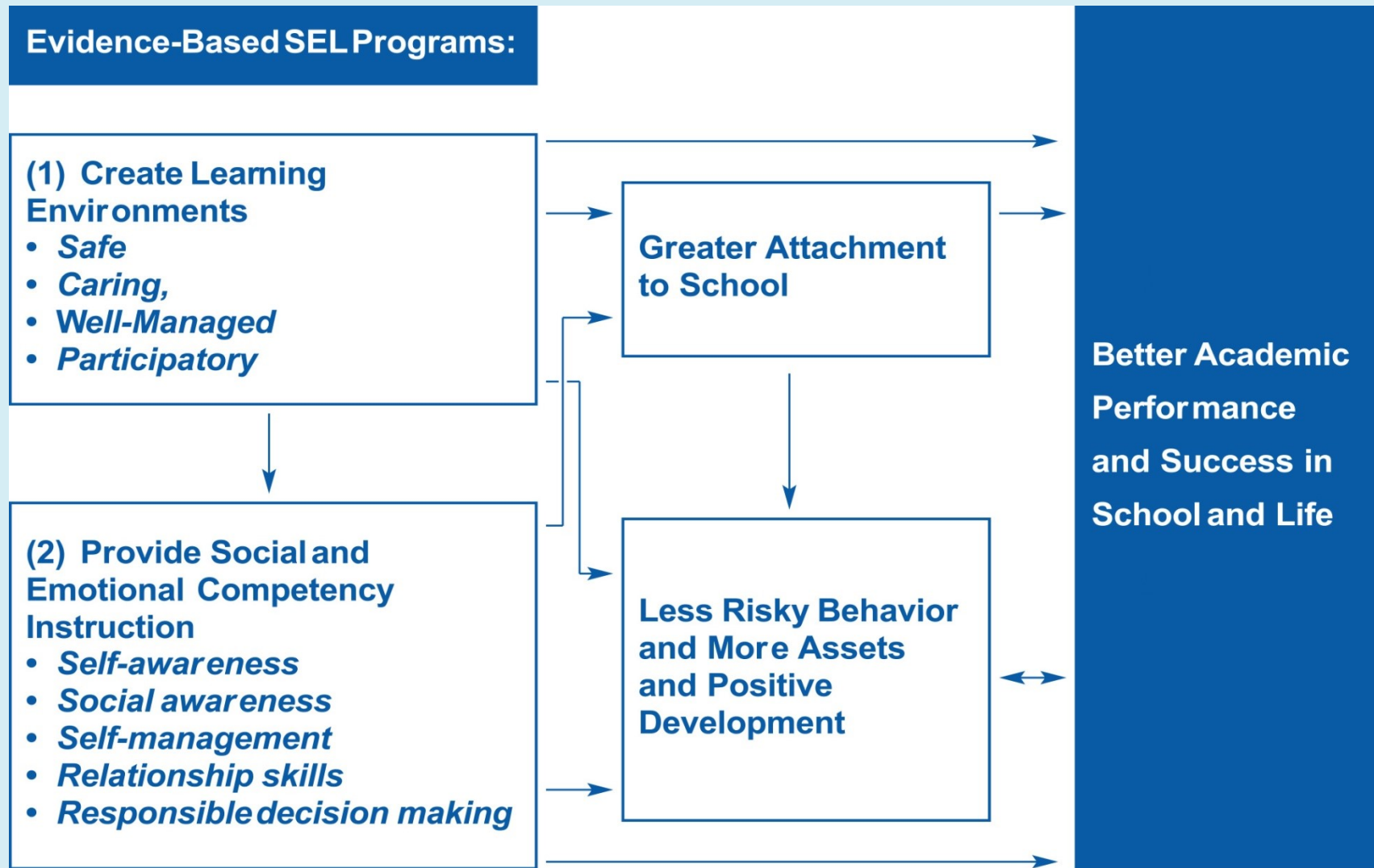
(2) Provide Social and Emotional Competency Instruction

- *Self-awareness*
- *Social awareness*
- *Self-management*
- *Relationship skills*
- *Responsible decision making*

Greater Attachment to School

Less Risky Behavior and More Assets and Positive Development

Better Academic Performance and Success in School and Life





Building a Case for SEL

Research

- 2007 UNICEF Report Card

“The true measure of a nation’s standing is how well it attends to its children – their health and safety, their material security, their sense of being loved, valued, and included in the family and societies into which they are born”

2007 Report Card on Child Well-Being

- Evaluation of children in many of the richest countries in the world
- 40 indicators using 6 dimensions of well-being
- www.unicef.ca

6 Dimensions

- Education
- Relationships with family and peers
- Behaviours and risks
- Child Poverty
- Health and Safety
- What young people are saying (interviews)

1. Netherlands
2. Sweden
3. Denmark
4. Finland
5. Spain
6. Switzerland
7. Norway
8. Italy
9. Ireland
10. Belgium
11. Germany
- 12. Canada**
13. Poland
14. Czech Republic
15. France
16. Portugal
17. Australia
18. Hungary
19. USA
20. UK

2007 UNICEF Report Card on Education

- Average Achievement in reading, math, science
- % of students who stay in school
- % of 15 – 19 year olds who are not in school or employed

1. Belgium
2. **Canada**
3. Poland
4. Finland
5. Switzerland
6. Netherlands
7. Austria
8. Ireland
9. Denmark
10. Czech Republic
11. Germany
12. Norway
13. Iceland
14. USA
15. Hungary
16. Sweden
17. New Zealand
18. Spain
19. Greece
20. UK
21. France
22. Austria
23. Italy
24. Portugal

2007 UNICEF Report Card: Risks and Behaviours

- Eating
- Exercise
- Overweight
- Smoking
- Drinking
- Cannabis use
- Sex,
pregnancy
- Fighting
- Bullying

1. Sweden
2. Poland
3. Netherlands
4. Ireland
5. Spain
6. Denmark
7. Finland
8. Greece
9. Czech Republic
10. Italy
11. Germany
12. Switzerland
13. New Zealand
14. France
15. Portugal
16. Austria
17. **Canada**
18. Hungary
19. Belgium
20. USA
21. UK

2007 UNICEF Report Card: Relationships with Family and Peers

- % in single parent homes
- % in step-families
- % who eat main meal with parents more than once a week
- % who say they spend time with parents “just talking”
- % who find other children “kind and helpful”

1. Italy
2. Portugal
3. Netherlands
4. Switzerland
5. Belgium
6. Hungary
7. Ireland
8. Spain
9. Denmark
10. Norway
11. Greece
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13. Germany
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WHY SEL???

- Cost of relationship violence in Canada is 9 Billion a year (Pepler & Craig 2008)
- Ultimate goal of education is to create caring, productive and educated citizens, not just good learners
- Teamwork, problem solving, interpersonal skills, speaking and listening (SEL competencies) are the top 5 skills on the Fortune 500 List (use to be the bottom 5 forty years ago)
- SEL is fundamental to academic performance – improves attitude, behavior, 11% academic improvement and cost effectiveness of 11:1



Let's stop and take a minute....

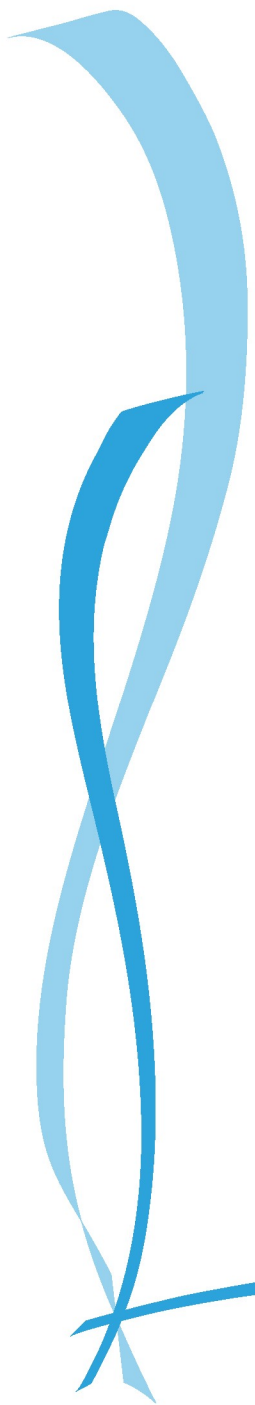
- Questions
- Thoughts
- What are you wondering about???

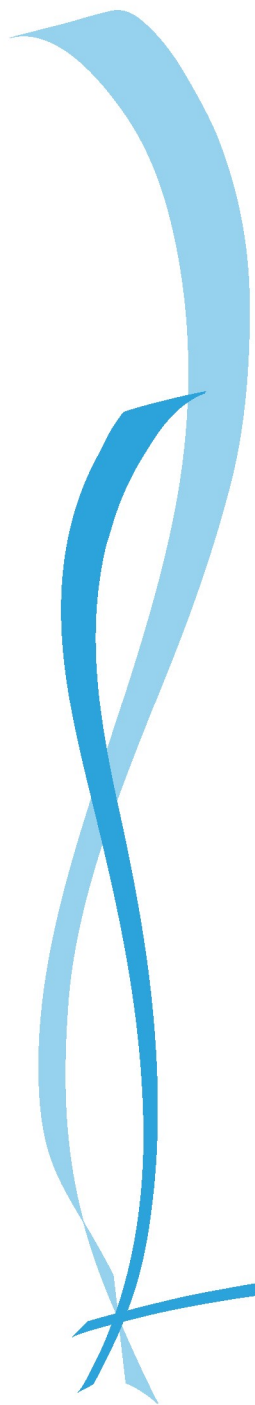
SEL and Bullying.....

- Current research on why kids bully
- Anti-Bullying Programs vs SEL evidence-based practice
- Where does our focus need to be??

Craig & Pepler Study: Peer Contributions

- Peer bystanders are present in 85% of bullying episodes, BUT.....
 - They intervened on behalf of the victim 11% of the time
 - More than half of the time they just watch
 - They spent 22% of the time supporting the bully and/or joining in creating a positive message for the bully/others that the behavior is acceptable

- 
- Role of SEL in bullying
 - Helping schools/classrooms to create positive culture
 - Providing skills for all kids to understand, manage their emotions and make positive relationships and choices
 - Provide common language
 - Provide opportunities on a small to large level
 - Even the smallest act can make a difference



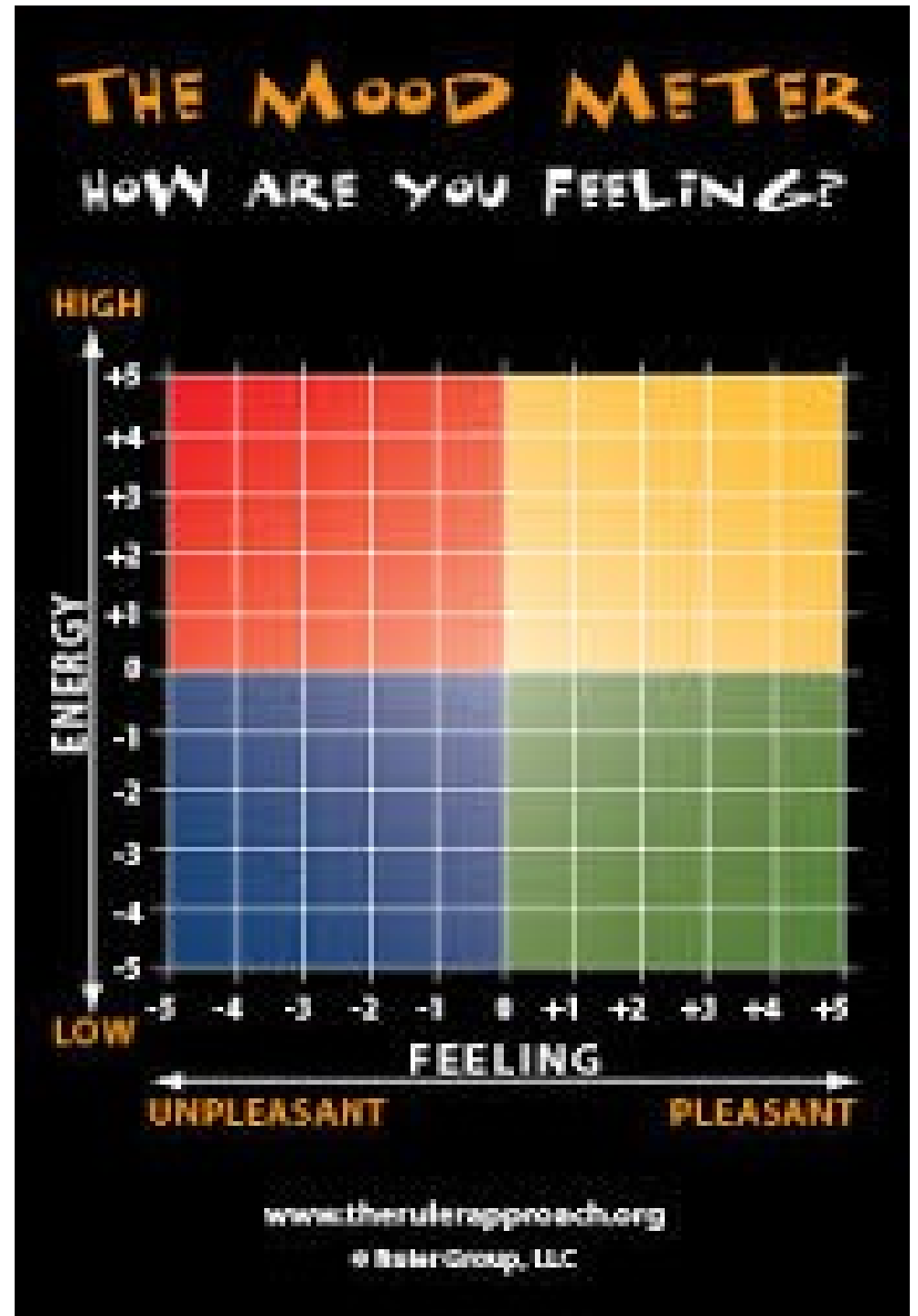
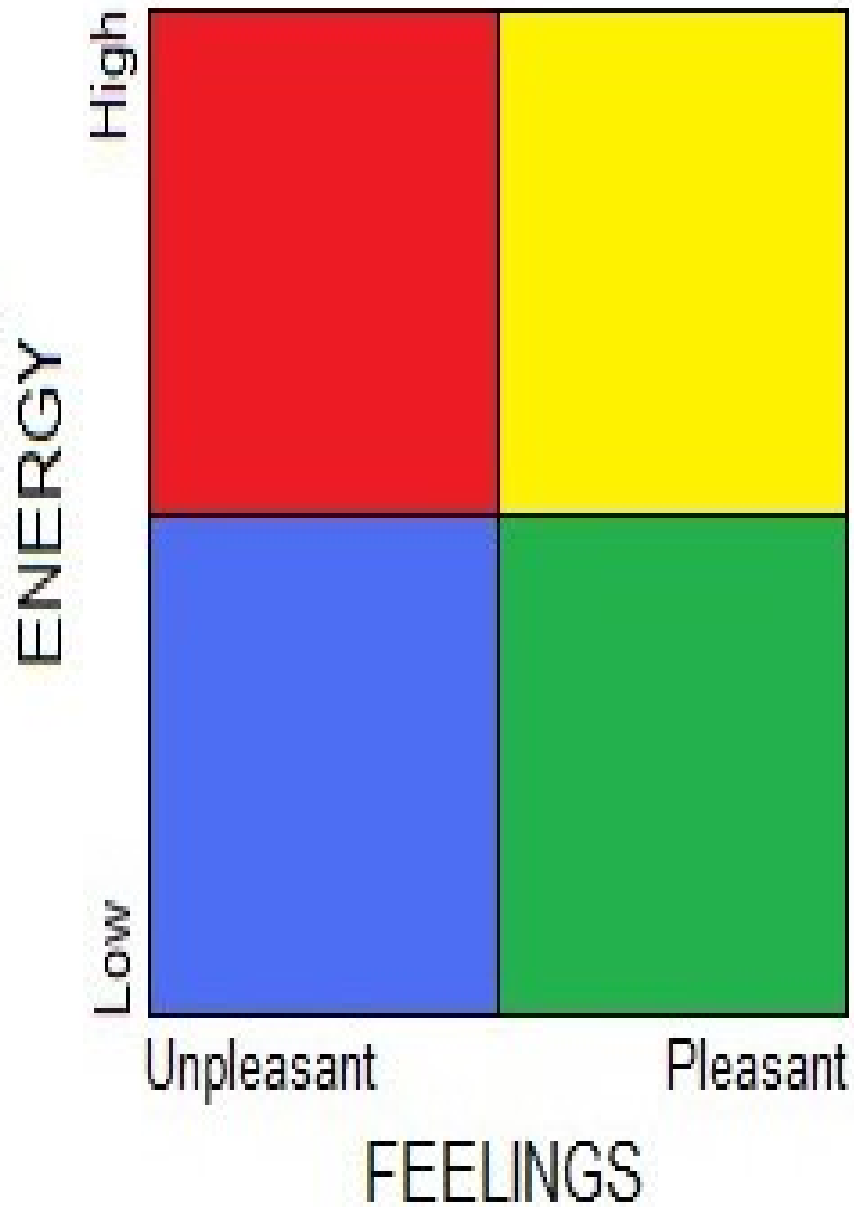
So....What does SEL look like in our Schools?

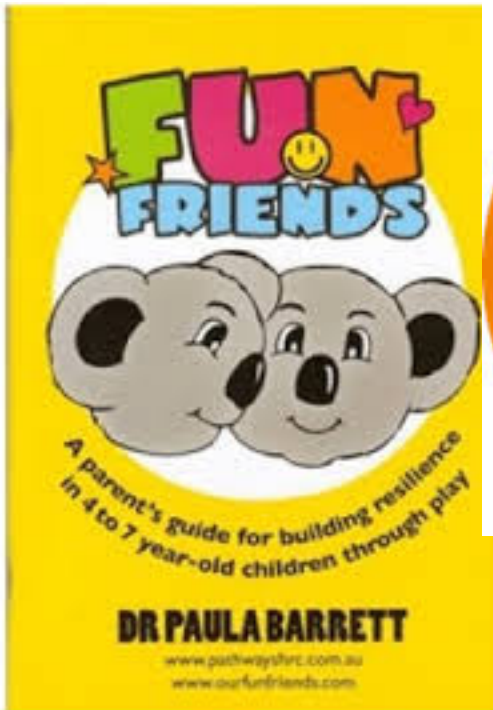
- This is not new, we've been at it for a while.. Just more explicit now....
- Not a “structured SEL time”
- Infused into all aspects of the school day
- Work on “Muscle Memory” – Heart & Brain
- Can take many forms – from daily greetings to class meetings to mindfulness exercises to whole school initiatives on SEL competencies
- Connection to “real life” situations



Some of the SEL practices in Burnaby

R.U.L.E.R Approach





The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control



FIVE DOMAINS OF HEART-MIND WELL-BEING



WHAT TYPE OF TOOLS WILL MIND UP PROVIDE FOR YOU??

Learning how the brain works...



District SEL Implementation and Data Collection

- SEL Teacher Inquiry Groups
- Self-Regulation and Self Regulated Learning Cohorts
- Staff training in Restitution, Mind Up, R.U.L.E.R.
- Village of Attachment Learning Team
- SEL Cohort – Staff Professional Development
- SEL “KITS” for school use
- Heart Mind Index - looks at the SEL competencies
- UBC Climate Study in 13 elementary schools – examines school climate and student feelings
- MDI for grades 4 and 7 focus on well-being, thriving, connectedness



MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

2014/2015

School District and Community Report




Burnaby
School District 41


GRADE 4 • May 2015


Social and emotional competencies are critical for children’s successful development across the life span. Social and emotional well-being is associated with greater motivation and achievement in school, as well as positive outcomes later in life including post-secondary education, employment, healthy lifestyles, and physical and psychological well-being.


RESULTS FOR YOUR DISTRICT

Percentage of children who reported:

High Well-being 

Medium Well-being 

Low Well-being 

Average for all participating school districts (2015). 
See page 7 for list of school districts.



The MDI questionnaire asks children 23 questions related to their Social and Emotional Development. For a complete list of questions and an explanation of how these measures are scored, see ‘A Guide to Understanding your MDI Results’.

OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. “I have more good times than bad times.”

EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g. “I care about the feelings of others.”

PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. “I helped someone who was hurt.”

SELF-ESTEEM

Self-esteem refers to a person’s sense of self-worth. e.g. “A lot of things about me are good.”

HAPPINESS

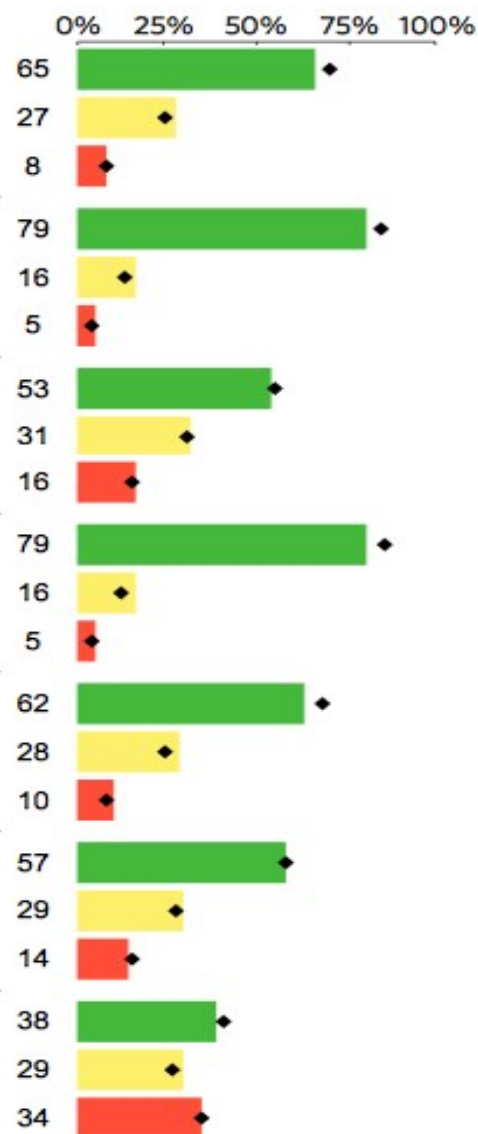
Happiness refers to how content or satisfied children are with their lives. e.g. “I am happy with my life.”

ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g. “I feel unhappy a lot of the time.”

ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g. “I worry a lot that other people might not like me.”





CONNECTEDNESS (CONT.)

CONNECTEDNESS WITH ADULTS (CONT.)

Percentage of children who responded "very much true" when asked:
IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:



38%

Really care about me.



32%

Believe that I will be
a success.



35%

Listen to me when I
have something to say.

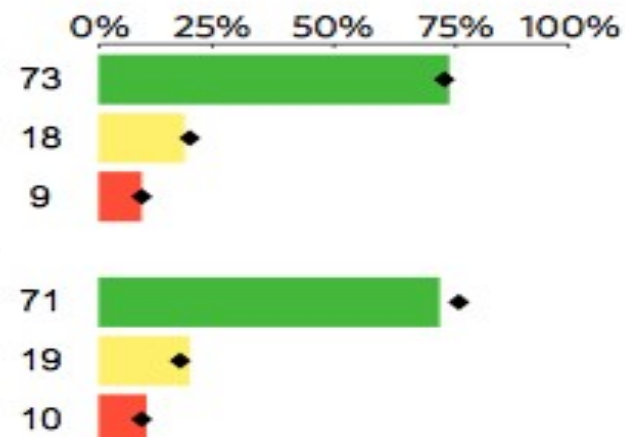
CONNECTEDNESS WITH PEERS

PEER BELONGING

Measures children's feelings of belonging to a social group.
e.g. "When I am with other kids my age, I feel I belong."

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their
peers. e.g. "I have a friend I can tell everything to."



THE WELL-BEING INDEX

The Well-Being Index consists of measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years: **Optimism, Happiness, Self-Esteem, Absence of Sadness** and **General Health**.

Scores from these 5 MDI measures are combined to correspond to three categories of well-being: ‘Thriving,’ (experiencing ‘High’ well-being), experiencing ‘Medium to High’ well-being, or ‘Low’ well-being.



High Well-Being (Thriving)

Children who are reporting positive responses on at least 4 of the 5 dimensions of well-being.



Medium to High Well-Being

Children who are reporting no negative responses, but fewer than 4 positive responses.

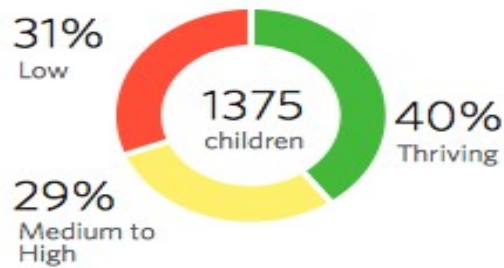


Low Well-Being

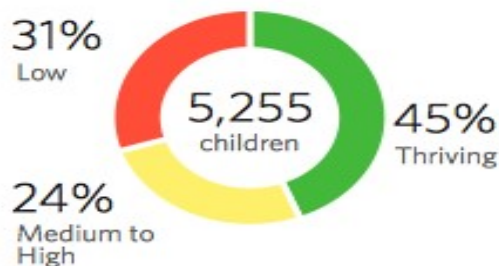
Children who are reporting negative responses on at least one dimension of well-being.

RESULTS FOR YOUR DISTRICT

Results for Burnaby (SD41)



Results for All Participating Districts



Results for Your Neighbourhoods

Neighbourhood	# of Children	% Thriving	% Medium to High	% Low
Burnaby Heights	79	45%	27%	28%
Burnaby Lake	118	41%	25%	34%
Deer Lake	98	45%	23%	32%
Duthie - Government St	155	39%	33%	28%
Metrotown	104	35%	27%	38%
North East Burnaby	127	33%	40%	26%
South Burnaby	145	43%	28%	30%
South East Burnaby	156	35%	21%	44%
West Burnaby	169	40%	29%	30%
Willingdon Heights	162	42%	30%	28%

LISTENING TO STUDENTS:



Findings from the 2014/2015
School Climate Survey

School Bonding

Sample item: "Most mornings I look forward to going to school"

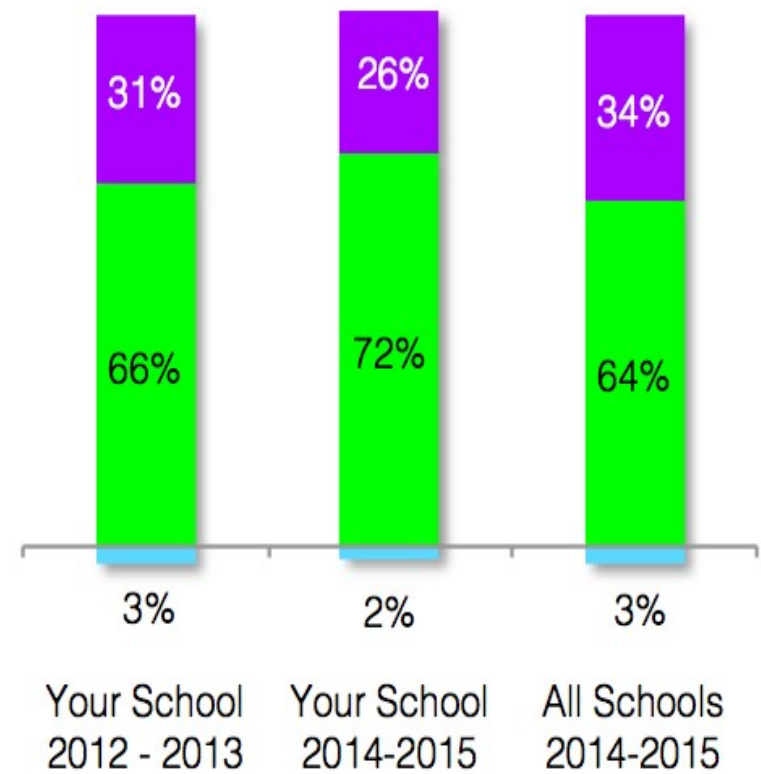
What these results mean:

HIGH Children who usually indicated that statements like "Most mornings I look forward to going to school" or "My school is a nice place to be" were "always", "almost always" or "often" true were generally considered to experience a high level of bonding to their school.

MEDIUM Children who indicated a mix of positive and negative responses to these statements were generally considered to experience a moderate level of bonding to their school.

LOW Children who usually indicated that these statements were "not at all", "almost never" or "hardly ever" true were considered to generally experience a low level of bonding to their school.

School Bonding



Suppression (masking or hiding emotions)

Sample item: "I keep my feelings to myself"

What these results mean:

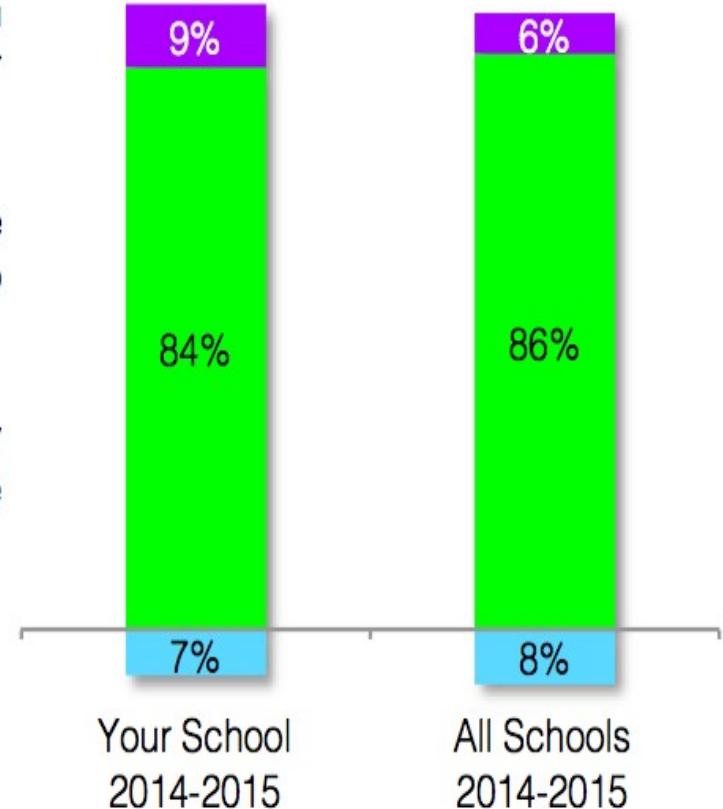
LOW Children who frequently indicated that they "really disagree" or "disagree" with statements such as "I keep my feelings to myself" and "When I am feeling bad, I'm careful not to show it" were considered to infrequently hide or inhibit their emotions.

MEDIUM Children who indicated a mix of positive and negative responses to these statements were considered to sometimes hide or inhibit their emotions.

HIGH Children who responded that they "really agree" or "agree" to statements such as those above were considered to frequently hide or inhibit their emotions.

Note: High levels of suppression were considered negative.

Expressive Suppression



Emotion Regulation

Reappraisal (rethinking situations to feel better)

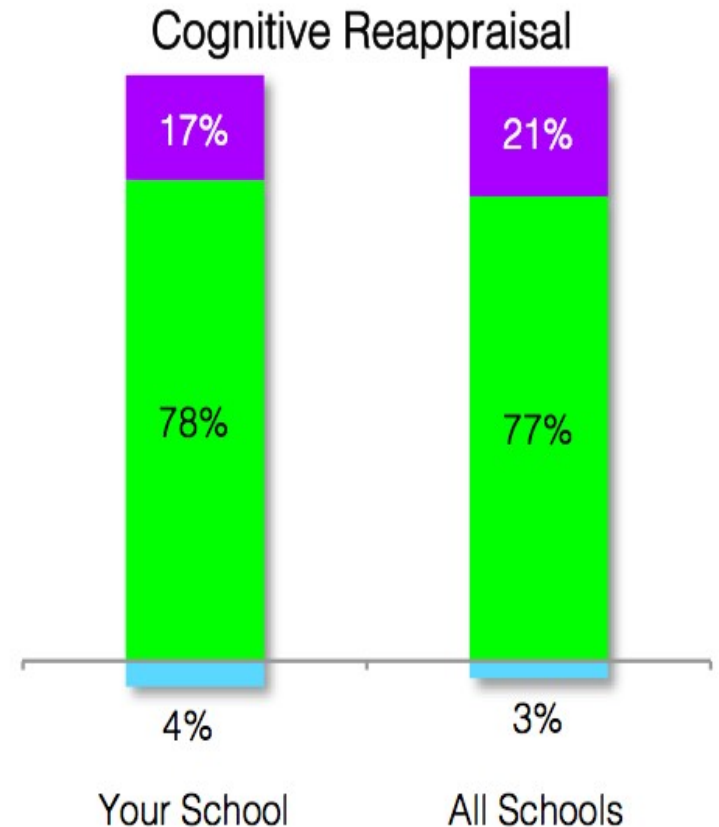
Sample item: "When I want to feel happier, I think about something different"

What these results mean:

HIGH Children who frequently indicated that they "really agree" or "agree" with statements such as "When I want to feel happier, I think about something different" and "I control my feelings about things by changing the way I think about them" were considered to make conscious use of cognitive strategies to change their feelings.

MEDIUM Children who indicated a mix of positive and negative responses to these statements were considered to report a moderate level of cognitive reappraisal.

LOW Children who responded that they have "really disagree" or "disagree" to statements such as those above were considered to infrequently use cognitive strategies to control their emotions.



Temper

Sample item: "When I'm really angry, other people better stay away from me."

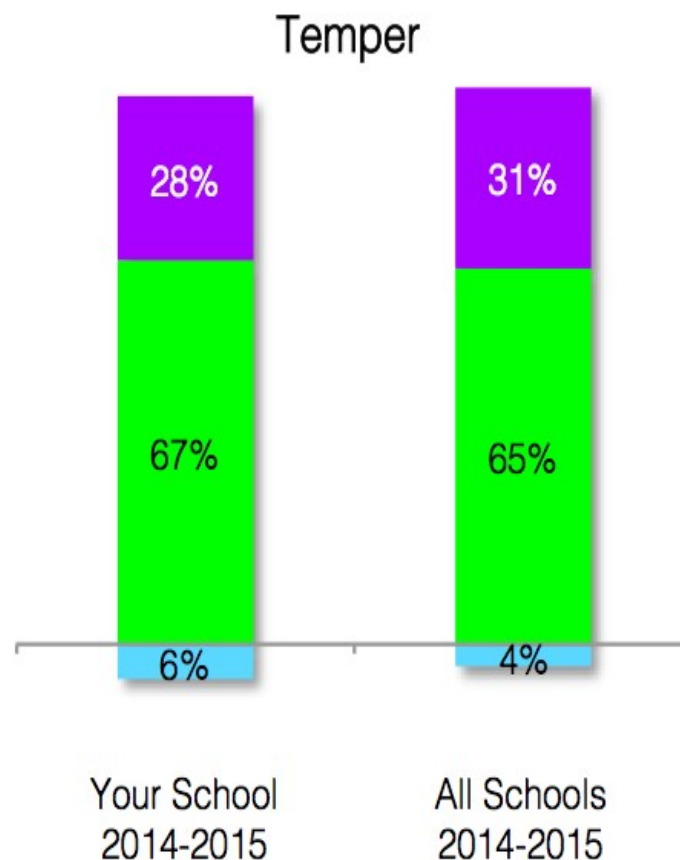
What these results mean:

LOW Children who usually indicated that they "really disagree" or "disagree" with statements like "When I'm really angry, other people better stay away from me" or "I lose my temper pretty easily" were considered to have low levels of anger and good control over their temper.

MEDIUM Children who indicated a mix of positive and negative responses to these statement were generally considered to experience a moderate level of anger and control over their temper.

HIGH Children who usually indicated that they "really agree" or "agree" with these statements reported having difficulty controlling their anger and easily losing their temper.

Note: High levels of temper were considered negative.



Self-Control

Impulsivity

Sample item: "I often act on the spur of the moment without stopping to think"

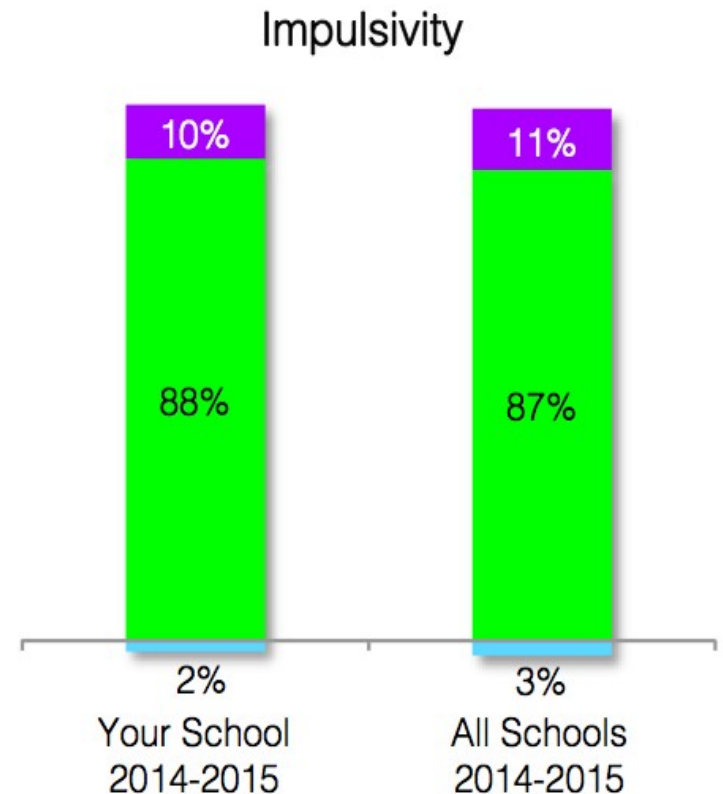
What these results mean:

LOW Children who usually indicated that they "really disagree" or "disagree" with statements like "I often act on the spur of the moment without stopping to think" or "I don't devote much thought and effort to preparing for the future" were considered to report low levels of impulsive behaviour.

MEDIUM Children who indicated a mix of positive and negative responses to these statements were considered to report moderate levels of impulsive behaviour.

HIGH Children who usually indicated that they "really agree" or "agree" were considered to report high levels of impulsive behaviour.

Note: High levels of impulsivity were considered negative.



SEL and the Redesigned Curriculum: Personal and Social Competency

Positive Personal and Cultural Identity:

- Students understand that their relationships and cultural context shape who they are
- Personal values and choices are based on their experiences
- Acknowledge their strengths and abilities

Personal Awareness and Responsibility:

- Self-determination, Self-regulation, and well-being

Social Responsibility:

- Contributing to community and caring for environment
- Solving Problems in Peaceful Ways
- Valuing Diversity



RESOURCES.....



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA



Social & Emotional Learning Resource Finder

Home

SEL Resources

Mental Health Resources

About This Project

Contact Us

Submit a Resource

Find Resources

The Edith Lando Charitable Foundation
& UBC Faculty of Education

Social & Emotional Learning Resource Finder

A collection of social and emotional learning (SEL) resources for educators and other adults who work with children and youth.

It's my first time here, tell me more.

www.selresources.com



Collaborative for Academic, Social, and Emotional Learning

www.casel.org

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Recent Work of CASEL & Colleagues

PBS News Hour: [Penn State study](#) on the importance of teaching social-emotional skills in kindergarten.

New from CASEL: The 2015 *CASEL Guide--Middle and High School Edition*. [Read more](#)

Essential reading: *Handbook of Social and Emotional Learning—Research and Practice*. [Read more](#)

From America's Promise: A profile of school dropouts' competencies based on the CASEL framework. [Read more](#)

Youth Voice: Chicago's Mikva Challenge empowers youth to get involved in civic activism. [Read more](#)



CASEL's mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.

The Collaborating Districts Initiative: Taking SEL to Scale in Eight Large School Districts

This multiyear CASEL project is the most ambitious effort in the country focused on implementing social and emotional learning on a districtwide, systemic basis.

Donate

Please consider a fully tax-deductible donation to CASEL. As a 501(c)(3) non-profit organization, we depend on financial support from individuals like you to expand and improve SEL educational practice. You can donate online through PayPal by clicking on the following button.

News & Events

Important follow-up to the Sat., Oct. 24 [Emotion Revolution Summit--inspirED](#), a new website developed by the [Yale Center for Emotional Intelligence](#) and Facebook.

Two job openings at CASEL.

Education Week puts the spotlight on SEL and CASEL. [Read more](#)

Atlanta Public Schools partners with CASEL to launch [SEL initiative](#).

A New Online Course in SEL and related courses.

ChildTrends: All 50 states now have anti-bullying laws. Now what?

Educating the Heart

We now know that for children to flourish socially and emotionally, we need to educate both the heart and the mind.

www.heartmindonline.org

Find Resources

Search all Heart-Mind resources



Resources for Families



Resources for Educators

Talk Time.....

- Questions
- Reactions
- Ideas
- I'm still wondering about.....
- I'd like to know more about.....