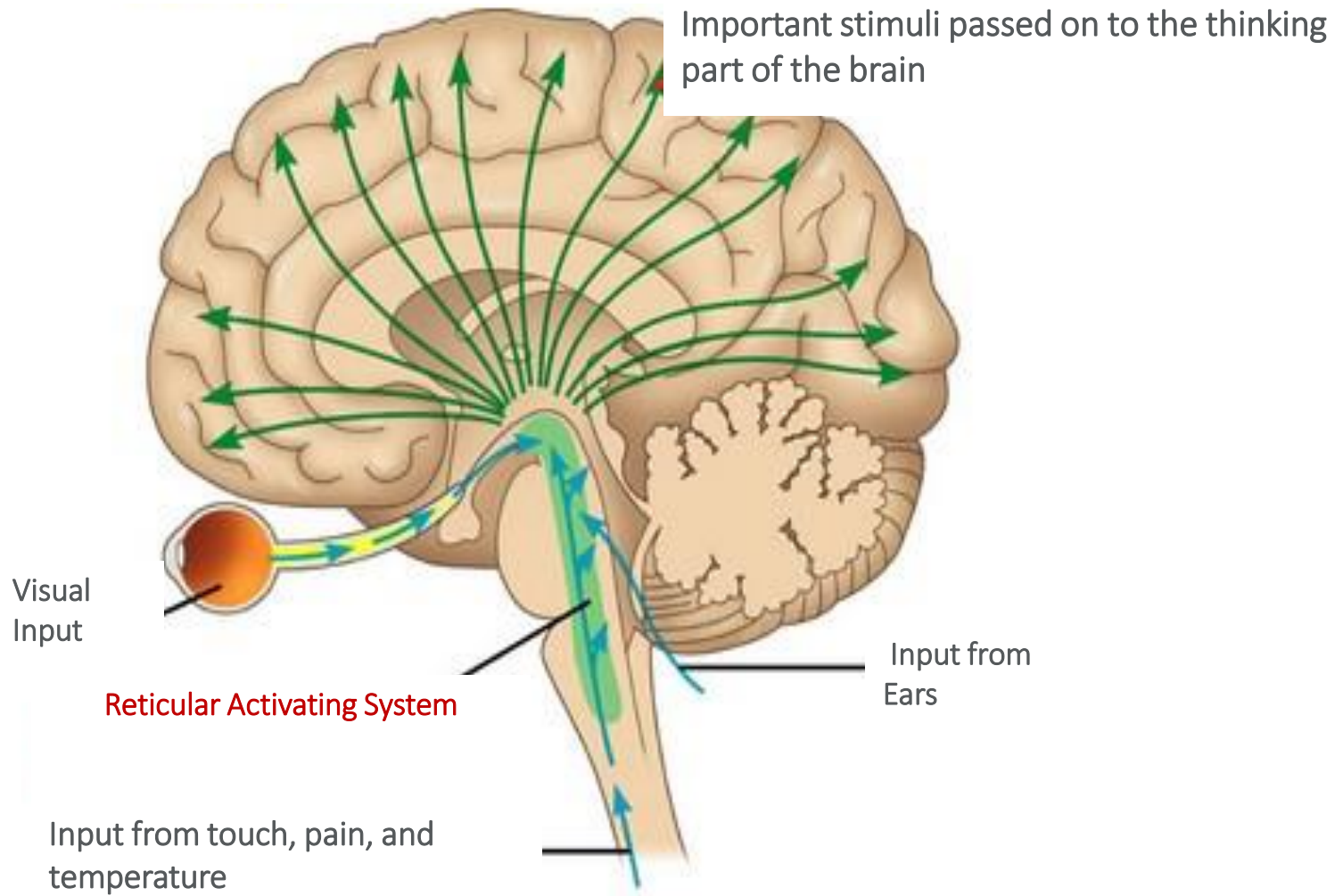


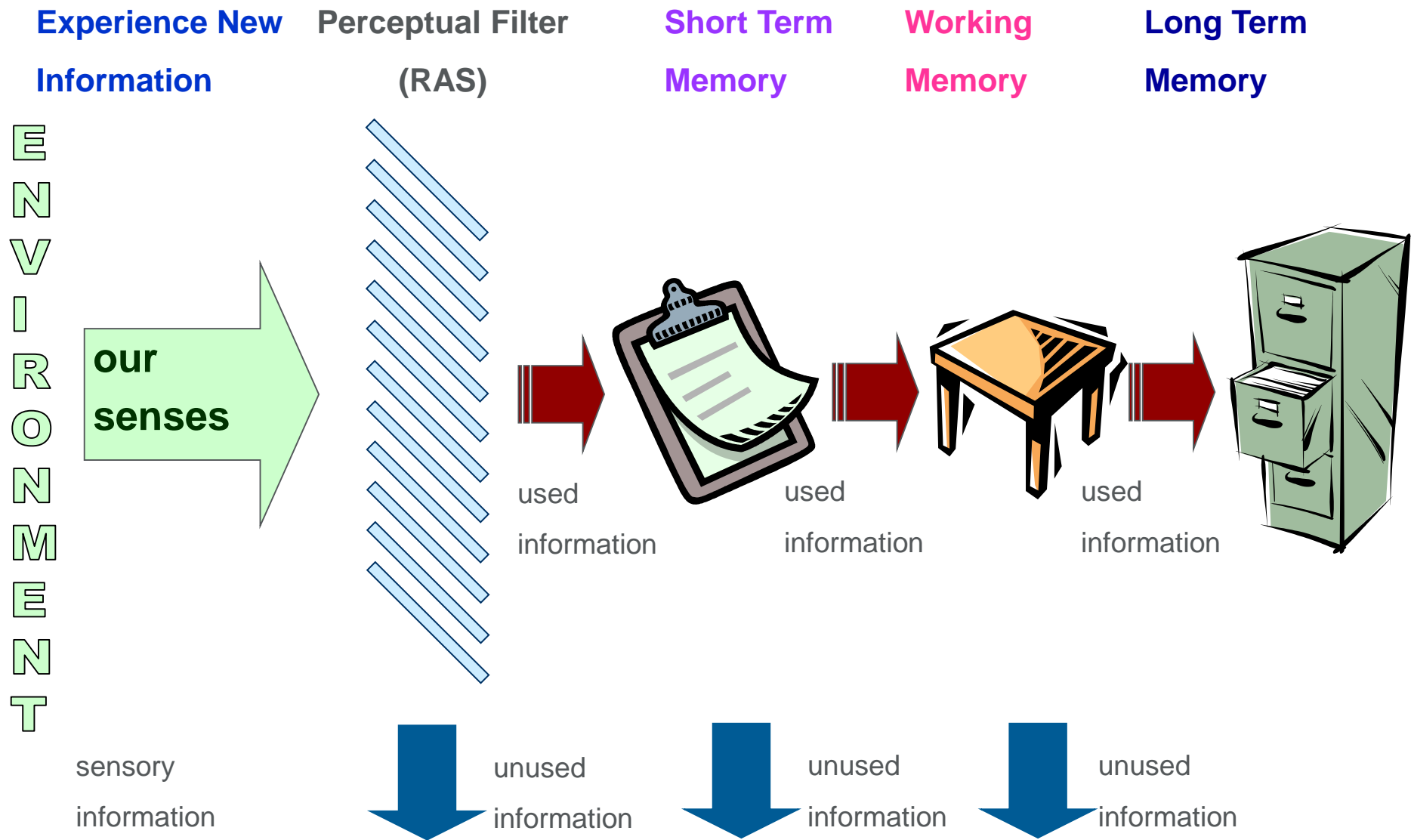
# Social Emotional Learning: From Theory to Action

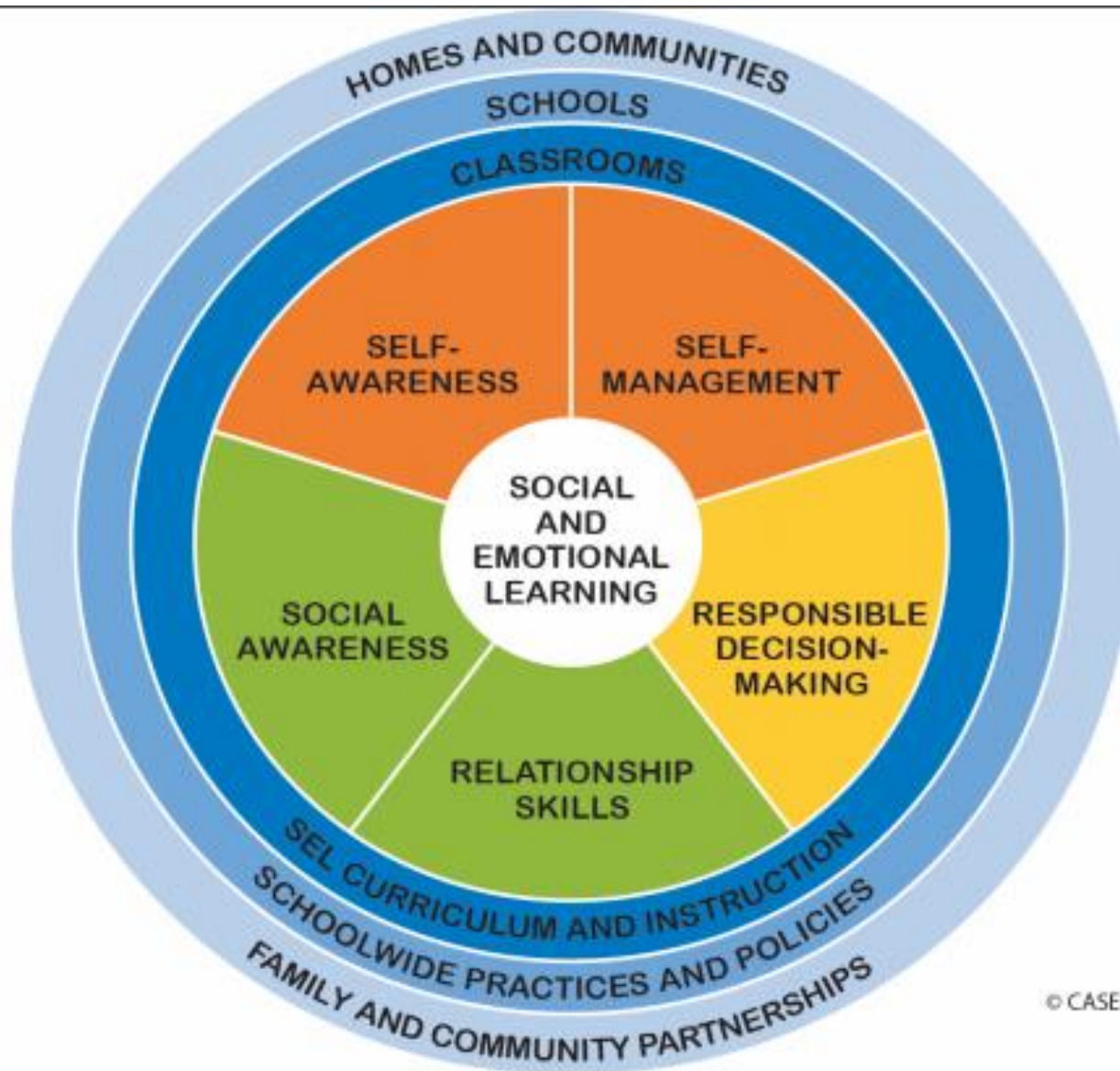
**Denise White**  
**Senior Consultant**  
**ICLE**

# The Reticular Activating System



# The Brain as an Information Processor

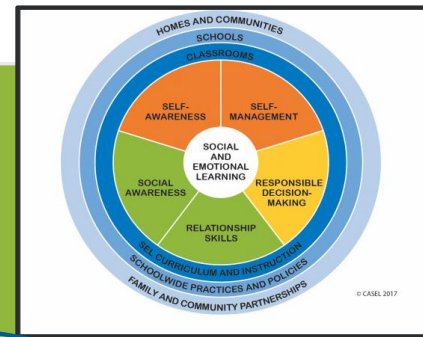




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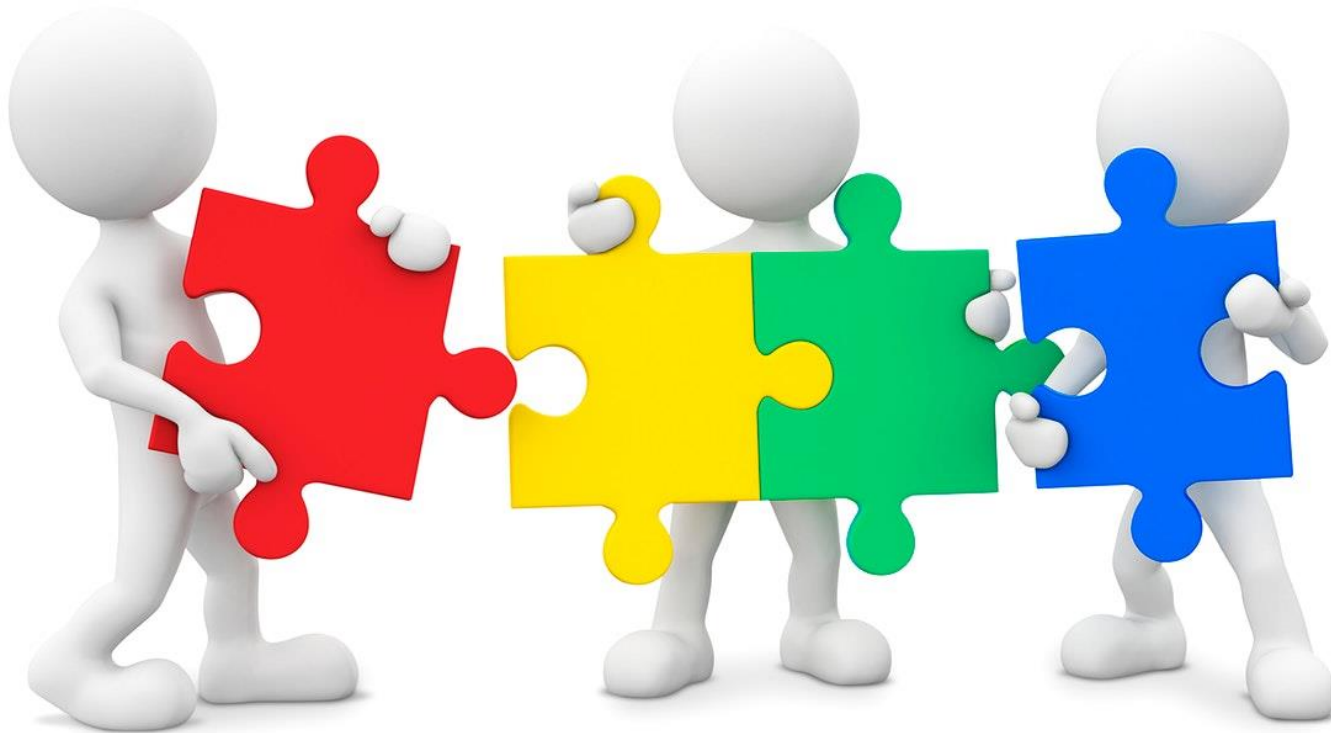
# Effective Approaches to SEL

- Explicit SEL Skills Instruction
- Teacher Instructional Practices
- Integration with Academic Curriculum Areas
- Organizational, Culture, and Climate Strategies



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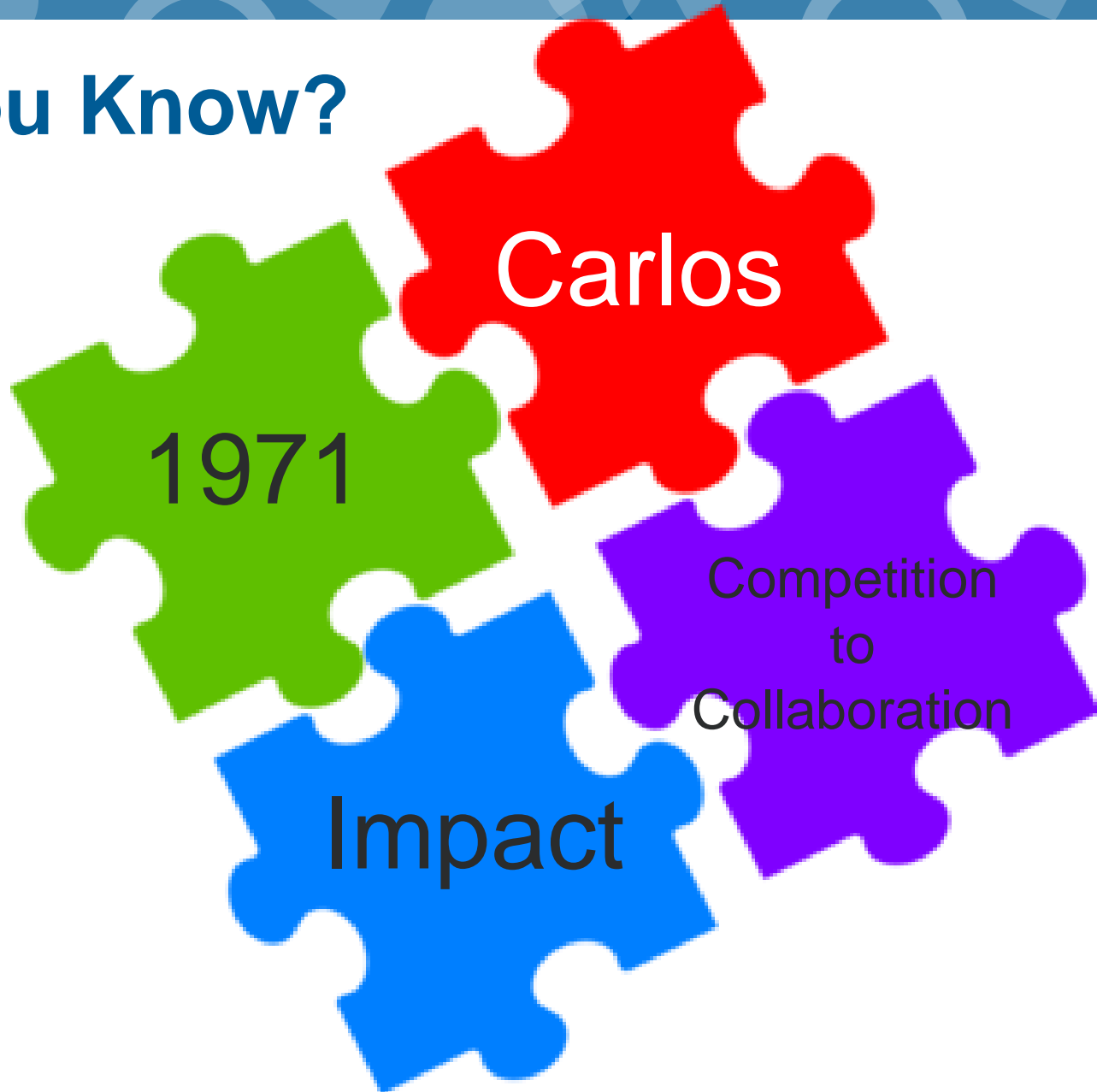
# Instructional Strategy #1



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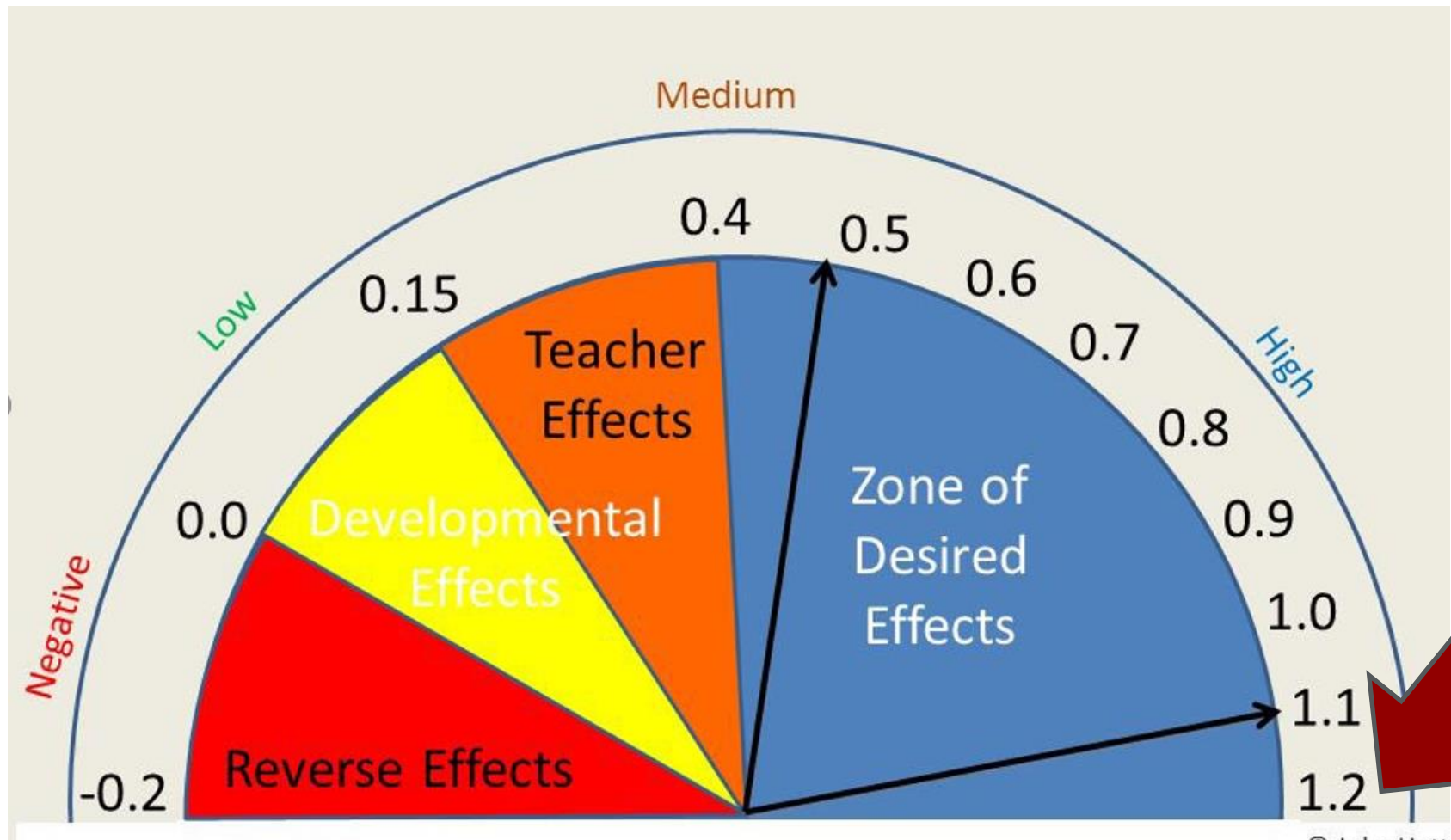
# JIGSAW

# Did You Know?





# Jigsaw's Effect Size on Student Achievement





# Expert Jigsaw

- Form groups of four.
- Divide the Classroom Close-up cards between group members.
- Jigsaw out to form an expert group.
- Together, read the paragraph and discuss how you would explain this application to other group members.
- On the back of your paper, create a visual to guide your explanation.
- Jigsaw back and take turns sharing the various applications of Jigsaw.



**Relationship skills: Communicate clearly, listen well,** cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

# Habits of Effective Communicators

## SPEAKERS

- Make eye contact.
- Speak at an appropriate volume and tone.
- Stick to the topic.
- State your message clearly.

## LISTENERS

- Listen without interrupting.
- Avoid framing your response while someone is speaking.
- Provide non-verbal feedback.
- Clarify your understanding and ask questions as needed.

In order to teach students to communicate effectively, we have to “transfer the speaking rights from the teacher to the students.”

(Cazden, 2011)

“As a teacher, a rule I try to follow is to never say anything a kid can say.”

-Steven C. Reinhart

# Impact on Student Achievement

- Academic dialogue increases retention of information as much as 50%. (Sousa, 2016)

# Instructional Strategy #2: Talking Triads

- Form a group of three and position your chairs in a triangle.
- Assign the following roles:
  - Speaker: Respond to the prompt using the habits of an effective speaker.
  - Reflective Listener: Listen reflectively and then clarify by summarizing what was shared: “What I heard you say was \_\_\_\_\_.”
  - Questioner: Listen carefully and clarify by asking a question about what was shared.
- Rotate roles for the next question or prompt.

- Speaker: Respond to the prompt using the habits of an effective speaker.
- Reflective Listener: Listen reflectively and then clarify by summarizing what was shared: “What I heard you say was \_\_\_\_\_.”
- Questioner: Listen carefully and clarify by asking a question about what was shared.

**Prompt:** Explain why verbal communication is such a challenge for students and how implementing more opportunities for student dialogue could improve social-emotional and academic achievement.



# Putting it All Together



# Instructional Strategy #3: Content Coffeehouse

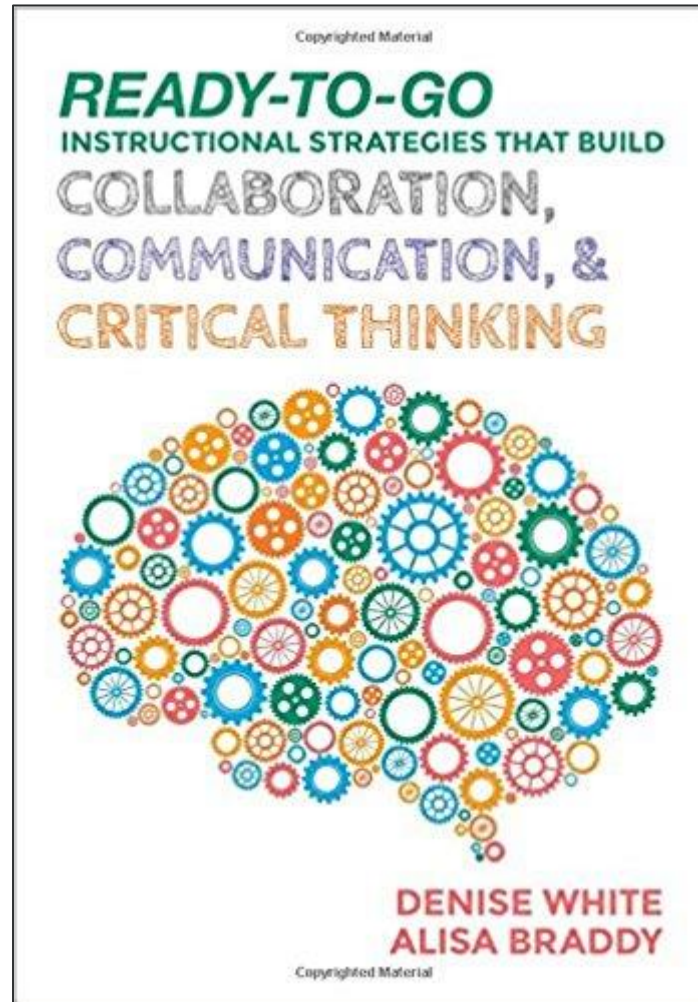
- Discuss the topic at your table.
- When you hear something you want to remember, jot it on your napkin.
- When timer sounds, number yourselves off.
- Listen for which students will move.
- When all students are seated at new tables, one of the newcomers should begin the conversation by sharing something he or she heard at the last table.
- Continue process as directed.

# Reflection

- Think about your own thinking; how has your thinking about integrating social-emotional learning into instruction changed?
- Make your thinking visible using the following sentence frame:

**I used to think \_\_\_\_\_, but now I think \_\_\_\_\_.**

# Available in the Conference Bookstore



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