

A FRAMEWORK

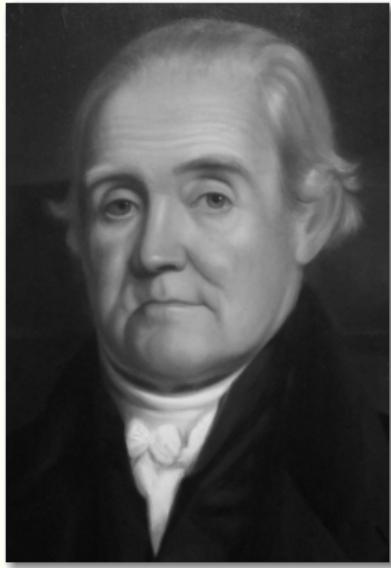
For Social and Emotional Approaches to Teaching and Learning

EDUC1199

19 August 2015

“The virtues of men are of more consequence to society than their abilities; and for this reason, the heart should be cultivated with more assiduity than the head.”

- Noah Webster, 1788





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“...[E]xperience and research show that promoting social and emotional development in children is ‘the missing piece’ in efforts to reach the array of goals associated with improving schooling in the United States.”

(Elias et al., 1997)

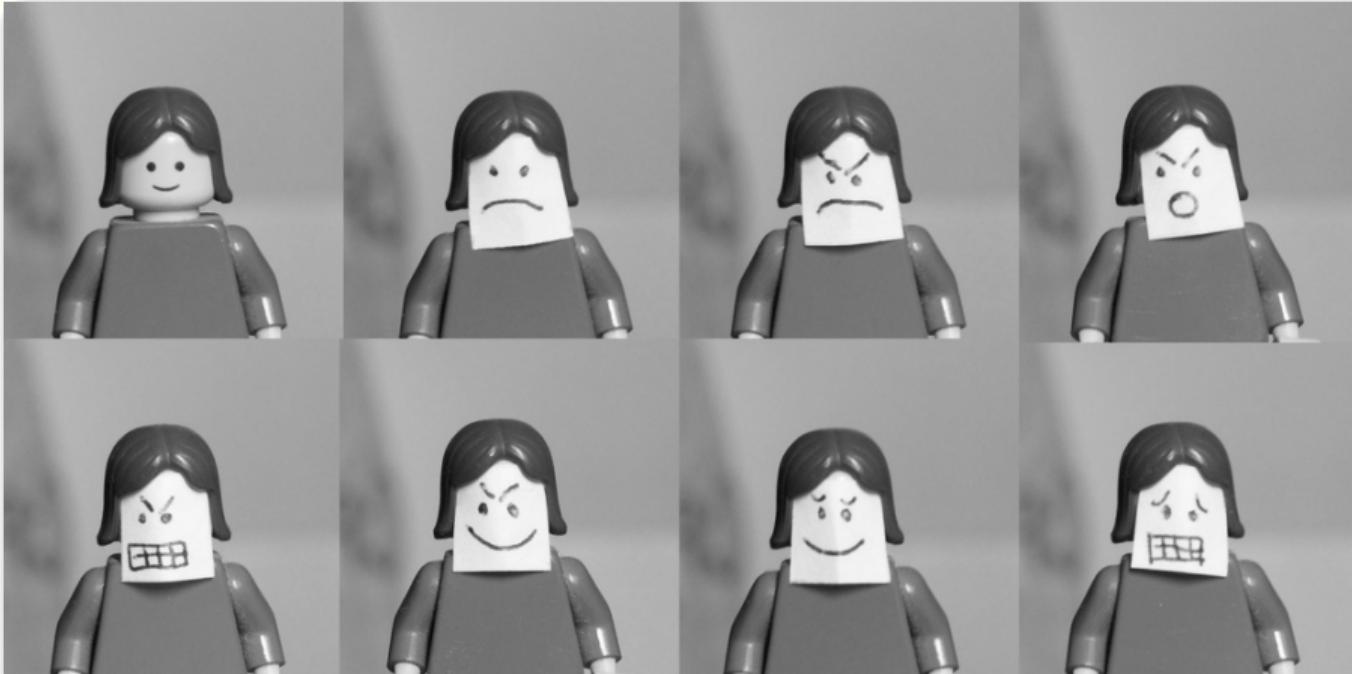
“...[T]he least successful substance abuse prevention programs are those that provide students information about the dangers of illicit drug use without helping them understand the social and emotional dimensions of peer pressure, stress, coping, honesty, and consequential thinking.”

(Elias et al., 1997)



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We carry our emotions with us...

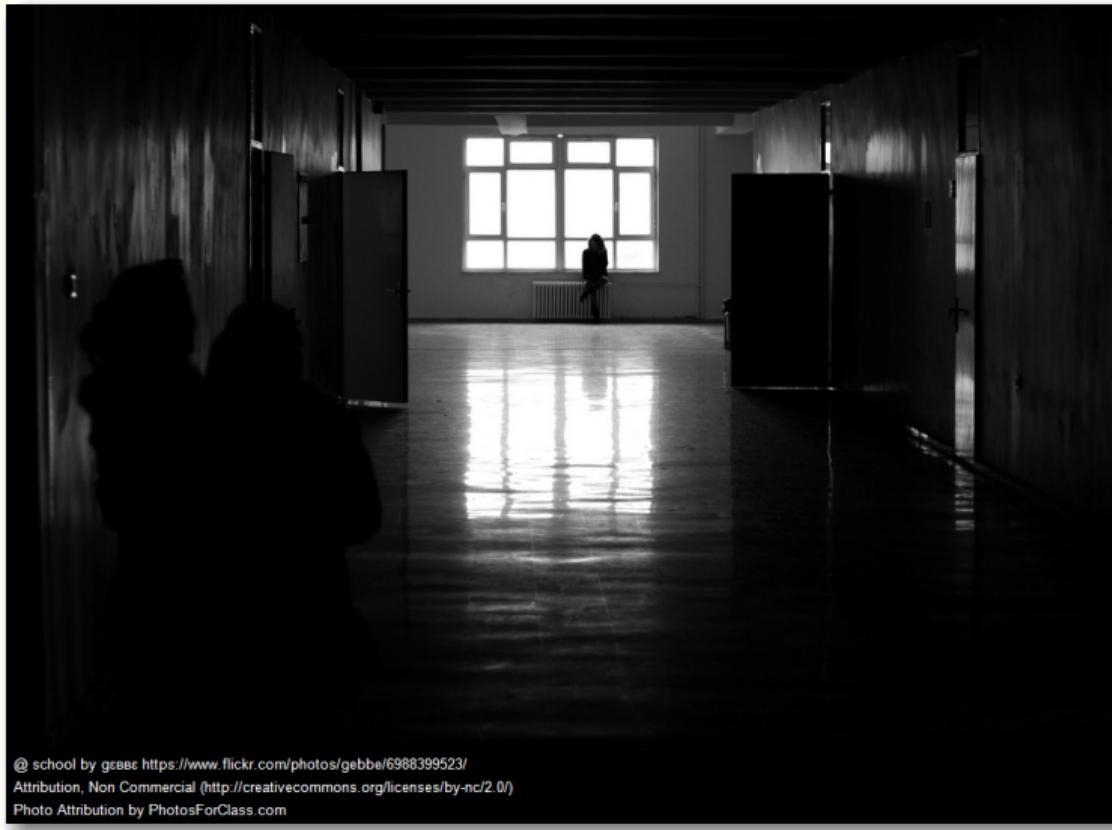


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...And emotions influence teaching and learning.



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School is a place to practice, learn, and grow.



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We want learners to practice, learn, and grow socially and emotionally.



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A Convergence of Many Branches

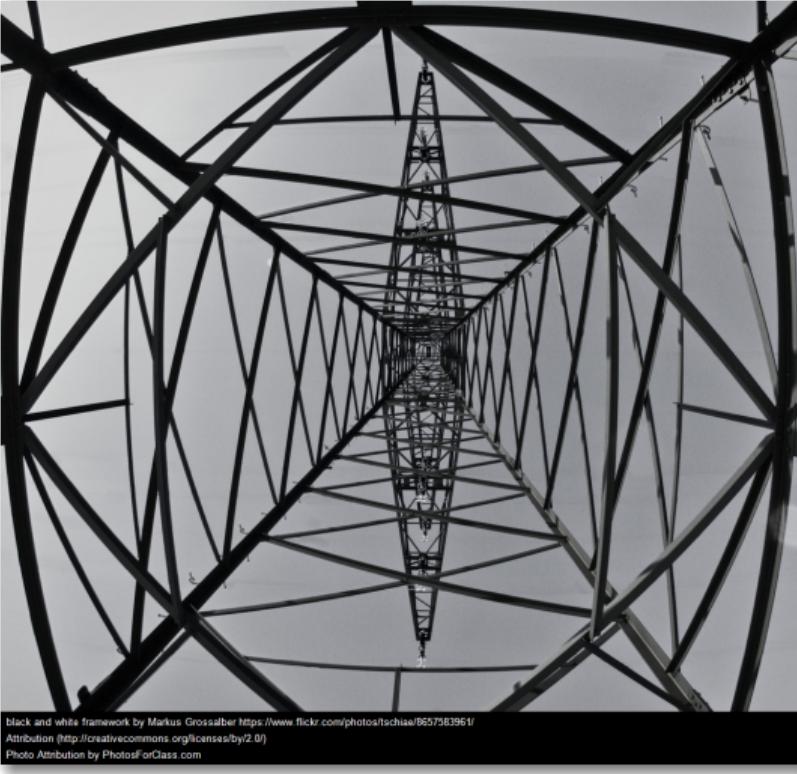
The Social-Emotional Family Tree

| | |
|---------------------------------|--|
| School Reform Movements | 21st Century Skills Character Social and Emotional Skills Soft Skills |
| Cognitive and Social Psychology | Grit Growth Mindset Noncognitive Traits and Habits |
| Other Traditions | Mindfulness Restorative Justice |

“It’s a different way of being smart.”

(Goleman, 1995)

Focusing on a Framework



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Frameworks as Working Through Complexity

FRAMEWORKS HELP US pay attention to **specific details** and make sense of these details within the **context of the whole**. They give us **boundaries** for our work when reality is complicated, and help us to **make connections** between different parts.



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Our Focusing Framework

New Haven Social Development Curriculum

| | |
|----------------------|---|
| Skills | Self-Management Problem Solving and Decision Making Communication |
| Attitudes and Values | About Self About Others About Tasks |
| Content | Self/Health Relationships School/Community |

Focusing on Skills

New Haven Social Development Curriculum

Skills

Self-Management

Problem Solving and Decision Making

Communication

Attitudes and Values

About Self

About Others

About Tasks

Content

Self/Health

Relationships

School/Community

Focusing on Skills



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Students can learn and get better at **utilizing specific strategies and practices at appropriate times**. Learning to apply these strategies, practices, and skills at the right time can benefit the **learner** personally and the **classroom community** more generally in the **short term** and the **long term**.

Focusing on Attitudes and Values

New Haven Social Development Curriculum

Skills

Self-Management
Problem Solving and Decision Making
Communication

Attitudes and Values

About Self
About Others
About Tasks

Content

Self/Health
Relationships
School/Community

Focusing on Attitudes and Values

Attitudes and values are what direct our attention and help us build meaning in our work.

We **enter the classroom** with attitudes and values towards ourselves, others, and the work we do. These attitudes and values are not static; they **can change** with **intentional effort** and even the occasional **nudge**.



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Focusing on Content

New Haven Social Development Curriculum

| | |
|----------------------|---|
| Skills | Self-Management Problem Solving and Decision Making Communication |
| Attitudes and Values | About Self About Others About Tasks |
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Focusing on Content



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Content, or **knowledge**, serves as the building blocks for a social and emotional approach to teaching and learning. Deeply **understanding the connections** between self, health, relationships, and community fosters the development of skills, practices, attitudes, and values.

The Role of Caring “Caring is central to the shaping of relationships that are meaningful, supportive, rewarding, and productive. Caring happens when children sense that the adults in their lives think they are important and when they understand that they will be accepted and respected, regardless of any particular talents they have.”

(Elias et al., 1997)

The Role of Caring “Caring is a product of a community that deems all of its members to be important, believes everyone has something to contribute, and acknowledges that everyone counts. **We work better when we care and when we are cared about, and so do students.**”

(Elias et al., 1997)