The Science and Practice of Social and Emotional Learning in Childhood

ProLEER Annual Meeting

October 1, 2019

Stephanie M. Jones

Harvard Graduate School of Education

In the next 60ish minutes…

1. Backdrop: EASEL Lab

2. What we know (the science)

3. What we do (the practice)

4. Innovations to drive effective practice, research, and policy:
   – New approaches to practice
   – Managing the lexicon

BACKDROP

Knowledge ←→ Action

WHAT WE KNOW (THE SCIENCE)

Social and emotional learning is…

Focus thinking

Understand and deal with feelings

Manage behavior

Build positive relationships

EdSource
HIGHLIGHTING STRATEGIES FOR STUDENT SUCCESS
TOPICS

The Atlantic
Popular   Latest   Sections

U.S.
The Benefits of Character Education
What I learned from teaching at a "core virtues" school
JESSICA LAHEY   MAY 6, 2013

As schools adopt social-emotional programs, a new guide offers help

The Seattle Times
LOCAL   BIZ/TECH   SPORT
Education Lab | Local Ne
e educators
learning, national
Originally published July 2, 2015 at 5:02 am | Update

The Psychological Approach ... cating Kids
Increased focus on kids' psych
education world's flavor of the day, bu

THE NEW REPUBLIC
Teaching Kids 'Grit' is All the Rage. Here's What's Wrong With It.
The problem with KIPP's character-education model

VICTORIA CLAYTON | MAR 30, 2017   EDUCATION
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JOBS   MARKETPLACE

The Washington Post
Answer Sheet
Why it's (long past) time for soci
emotional learning

The Economist
School reform
Stay focused
New research
Jan 19th 2013

ON WEEK
Welcome, Site Licensee
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TOPICS   BLOGS
Dolan Middle School - Dolan DASH
Stamford Public Schools, ...ford-CT

nal Learning
Magazine   THE EDUCATION ISSUE
...evolution!

Social
Page: 1 2
What if the Secret
It's Time for a
By PAUL TOUGH   SEPT. 14, 2011
Janine Francolini | Posted 08.2...
Posted 08.26...

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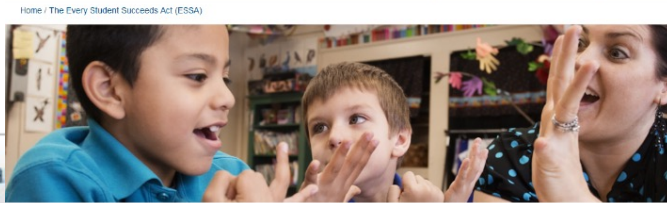
APR 18 2017
Encouraging Social and Emotional Learning In the Context of New Accountability
Authors Hanna Melnick, Channa Cook-Harvey, Linda Darling-Hammond

CBCnews
Home   World   Ca
World   Photo Galleries
Entertain
7 traits kids need to succeed
Character traits include grit, self-control and social intelligence
By Janet Thomson and Manmeet Ahluwalia , CBC News   Posted: Nov 23, 2012 5:13 AM ET | Last Updat

The New York Times
HOME   SEARCH
...Times 2...
New research
By Evie Blad on August 1, 2016 7:44 AM | 8 Comments

Social-Emotional Learning: States Collaborate to Craft Standards, Policies

...ks for the feedback! Back
...iew this ad to improve your experience in the future.
...w you better ads by updating your ads settings.

Magazine
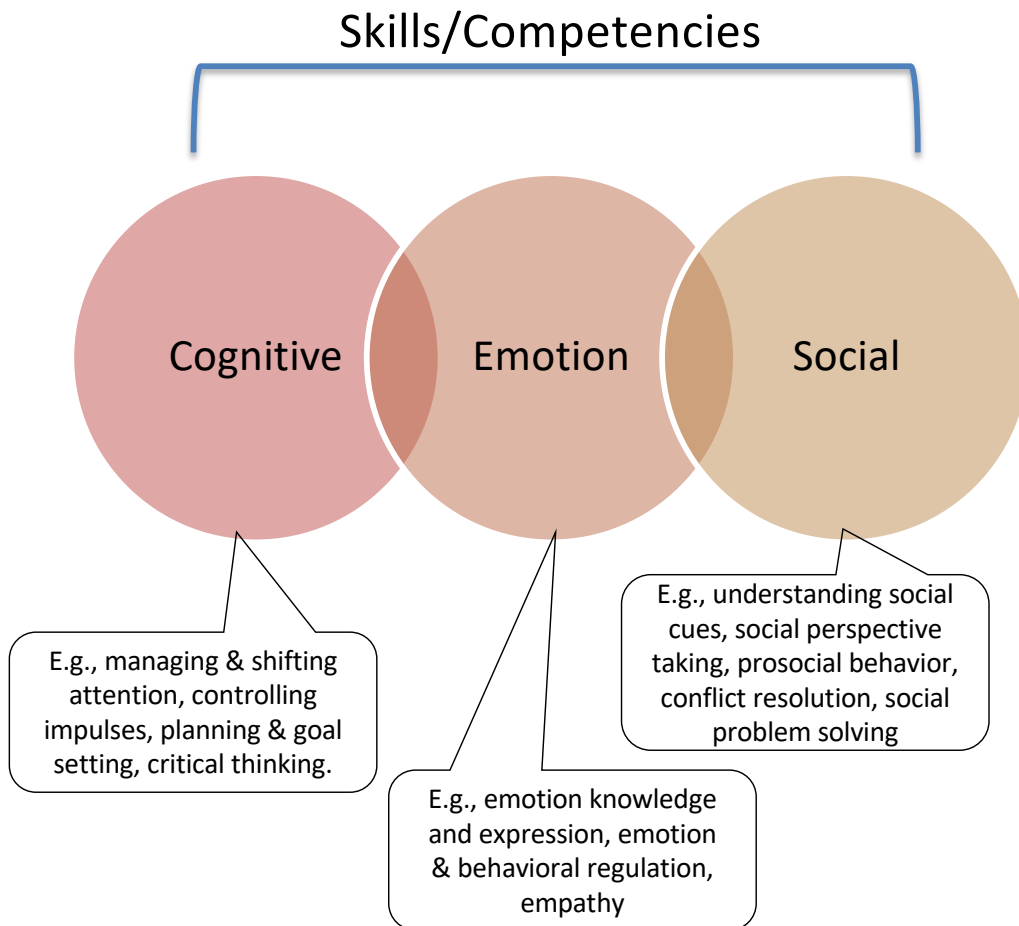/ REGION   BUSINESS   TECHNOLOGY   SCIENCE   HEALTH   SPORTS   OPINI
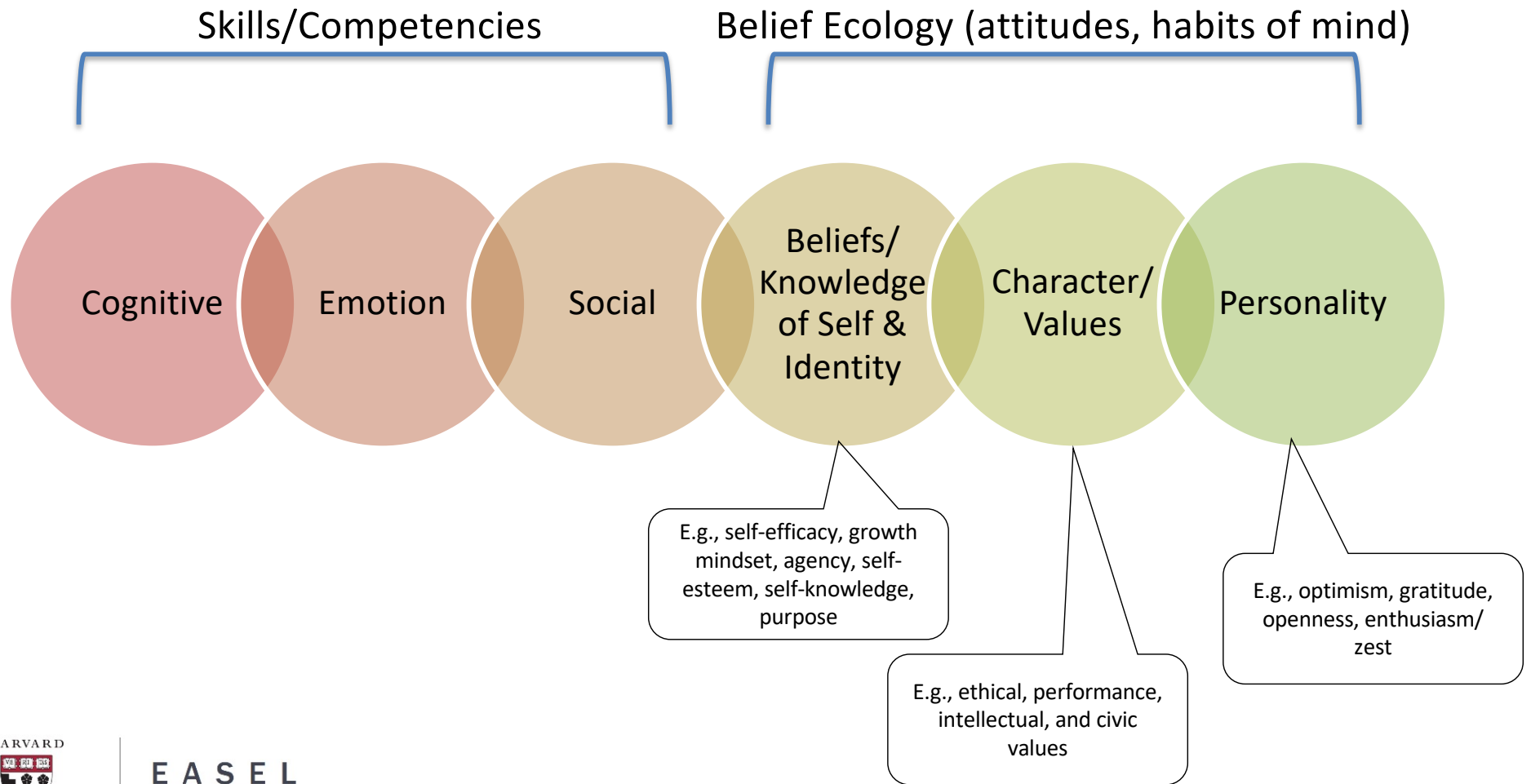
THE EDUCATI ISSUE

This Is What Anger Looks Like
By JENNIFER KAHN
...motional intelligence ...e taught?

Can Emotional Intelligence Be

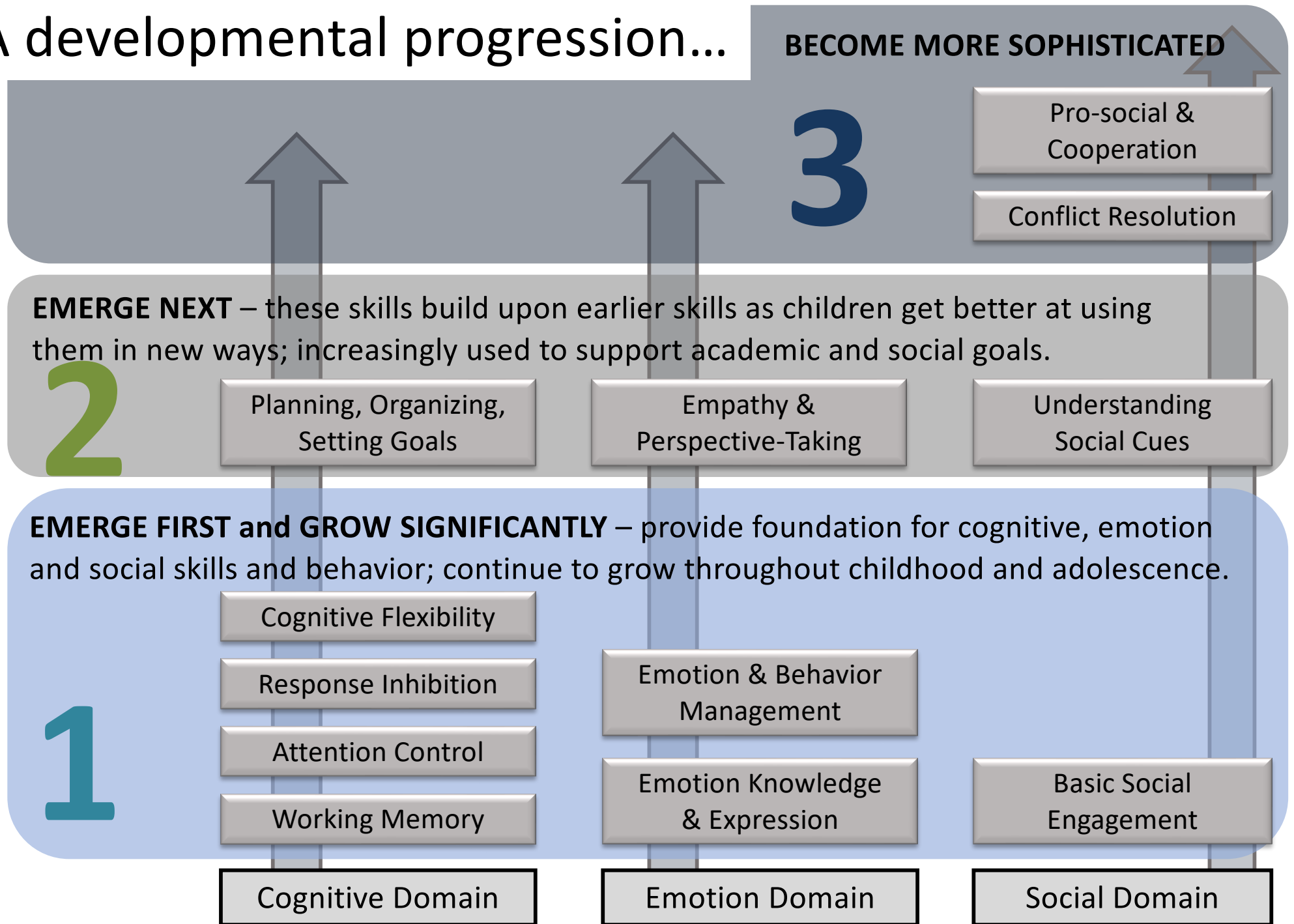# What are the skills and competencies?

Skills/Competencies

Cognitive

Emotion

Social

E.g., managing & shifting attention, controlling impulses, planning & goal setting, critical thinking.

E.g., emotion knowledge and expression, emotion & behavioral regulation, empathy

E.g., understanding social cues, social perspective taking, prosocial behavior, conflict resolution, social problem solving

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lab

and…

Skills/Competencies

Belief Ecology (attitudes, habits of mind)

Cognitive

Emotion

Social

Beliefs/ Knowledge of Self & Identity

Character/ Values

Personality

E.g., self-efficacy, growth mindset, agency, self-esteem, self-knowledge, purpose

E.g., ethical, performance, intellectual, and civic values

E.g., optimism, gratitude, openness, enthusiasm/ zest

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An Integrated View

From:
National Commission on Social, Emotional, and Academic Development, 2019

A developmental progression...

BECOME MORE SOPHISTICATED

3

| Pro-social & Cooperation |
| Conflict Resolution |

EMERGE NEXT – these skills build upon earlier skills as children get better at using them in new ways; increasingly used to support academic and social goals.

2

| Planning, Organizing, Setting Goals | Empathy & Perspective-Taking | Understanding Social Cues |

EMERGE FIRST and GROW SIGNIFICANTLY – provide foundation for cognitive, emotion and social skills and behavior; continue to grow throughout childhood and adolescence.

1

Cognitive Flexibility		
Response Inhibition	Emotion & Behavior Management	
Attention Control		
Working Memory	Emotion Knowledge & Expression	Basic Social Engagement

| Cognitive Domain | Emotion Domain | Social Domain |

Jones & Bailey, 2012

What's the evidenc...

1. Long-term correlational studies

The Payoff of People Skills

IN A MECHANIZED WORLD, WAGES AND EMPLOYMENT ARE GROWING FASTEST IN JOBS WHERE SOCIAL SKILLS AND TEAMWORK ARE PRIMARY (David Deming, NBER, 2015)

In childhood…   20-30 years later…

Academic Skills

"Non-Academic" Skills

"People Skills"

Social Competence

Self-Control

IQ, Grades

Standard-ized Tests

Labor Market Success
Higher Education
Physical Health
Low Substance Use
Personal Finances
Low Criminal Offending

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EASEL lab
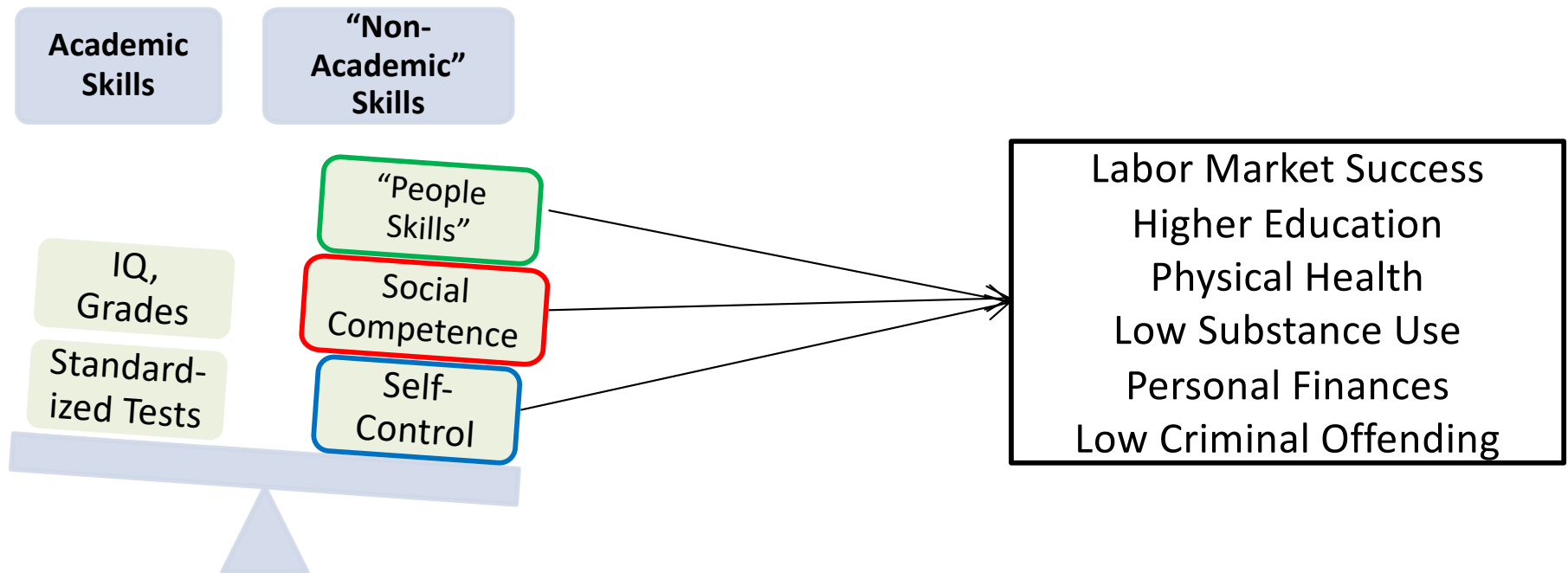
What's the evidence

Tell us about critical life outcomes.

1. Long-term correlational studies
2. Large multi-program studies & trials interventions in preschool, school afterschool contexts
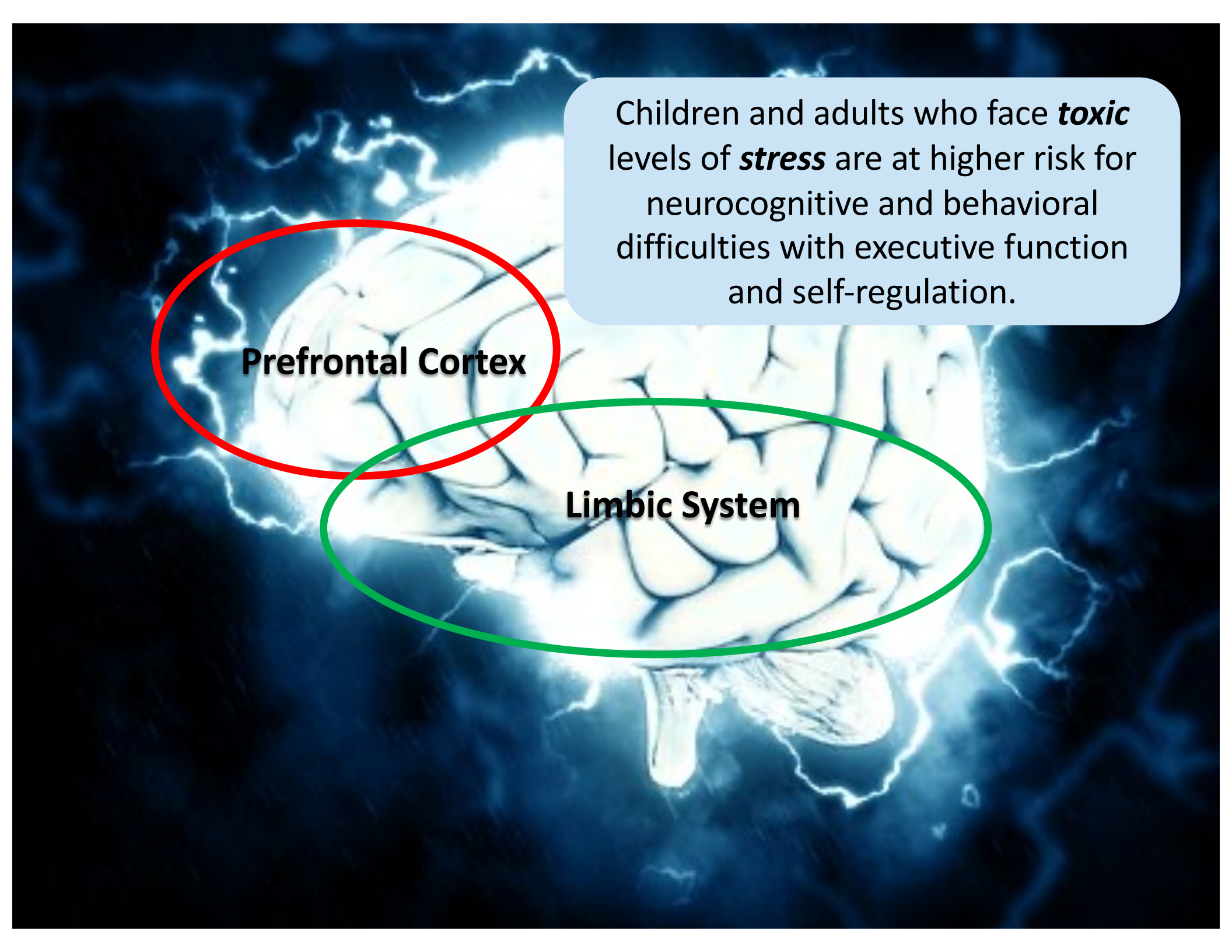
Tell us about social-emotional (.57), behavioral (.22), academic outcomes (.27); variation by groups; classroom and school-level.

THE 4RS PROGRAM

Morningside Center's 4Rs program
from Morningside Center

secondSTEP
Early Learning Through Grade 8

PATHS
Grade 3

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EASEL lab

Two Decades of RCTs: Child Outcomes

Durlak, Weissberg, Dymnicki, Taylor & Schellinger (2011)

Meta-analysis: Core Questions

1. Does school-based SE
2. Are SEL programs con
3. Does the quality of im

1. Wigelsworth et al., 2016 confirms post findings.
2. Sklad et al., 2012 & Taylor et al., 2017 document follow-up outcomes.

Outcomes

- Social-emotion   22 (.57)
- Attitudes   9 (.23)
- Positive social behavior 9 (.24)
- Conduct problems   9 (.22)
- Emotional distress   10 (.24)
- Academic performance   11 (.27)

Different Effects, Different Kids

Jones, Brown & Aber, 2011

What's the evidenc

1. Long-term correlational studies

2. Large multi-program studies & trial interventions in preschool, school contexts

3. Meta-analyses; cost-benefit analyses

4. A new science of stress→the brain→behavior

Tell us about critical life outcomes.

Tell us about social-emotional (.57), behavioral (.22), academic outcomes (.27); variation by groups; classroom and school-level.

Broad expectations and return on investment.

Skills and competencies develop in a complex system of **contexts, interactions, and relationships** and are particularly vulnerable to stress and adversity.
Stress and exposure to trauma influence EF/SR, cascading into behavior.
SEL interventions are a key response.
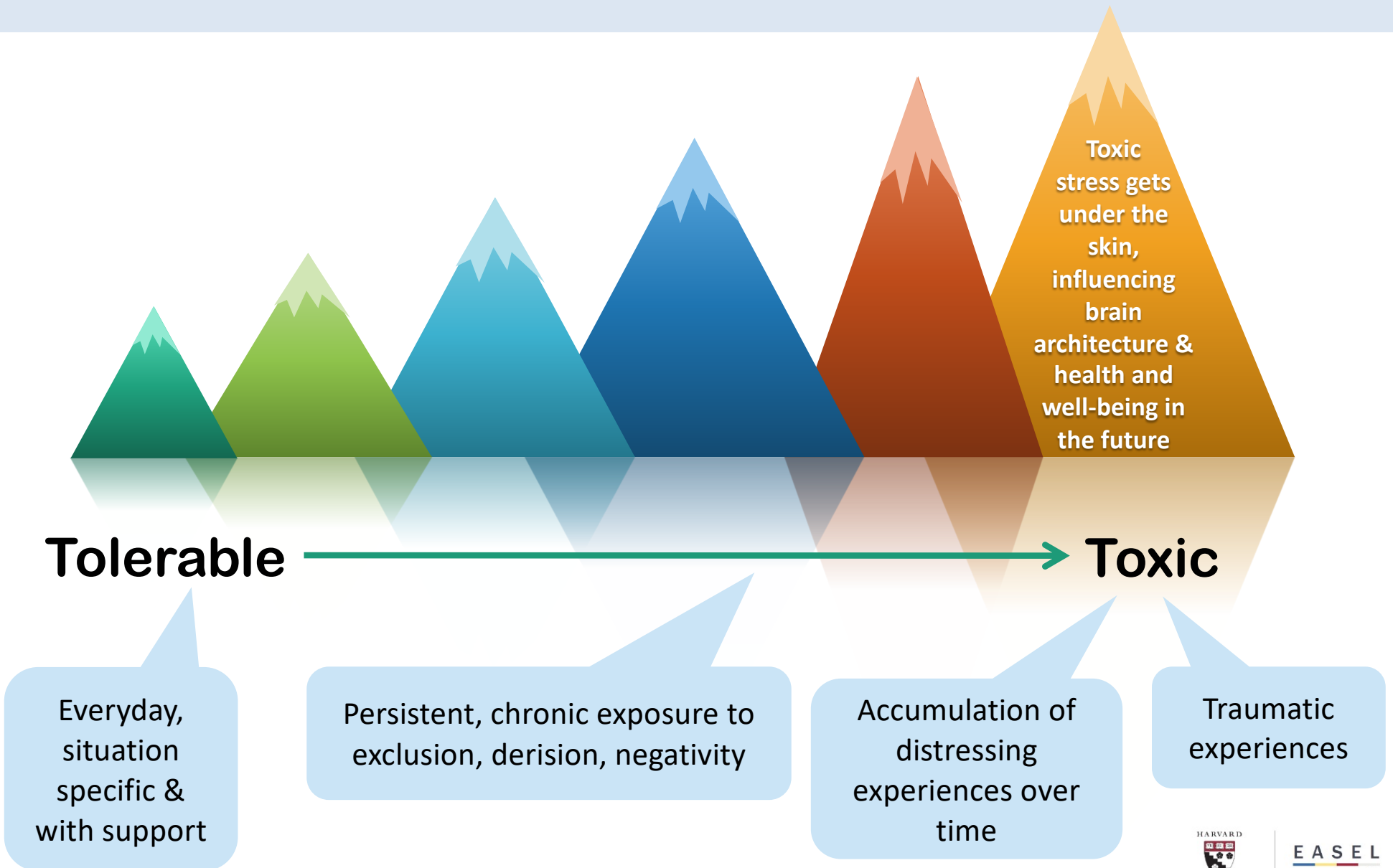
Prefrontal Cortex

Limbic System

Children and adults who face *toxic* levels of *stress* are at higher risk for neurocognitive and behavioral difficulties with executive function and self-regulation.

Stress → Behavior Cascade

Academic Behaviors & Work Habits	Empathy & Perspective-Taking	Conflict Resolution & Problem Solving
Focused & Engaged Learning	Emotion & Behavior Regulation	Understanding Social Cues
Transitioning, Planning, Organizing	Emotion Knowledge & Expression	Prosocial Behavior & Cooperation

Executive Function & Self Regulation
Managing/Modulating Attention, Flexibility, Self-Control, Inhibition, Waiting

See: Navigating SEL From the Inside Out

WHAT WE DO (THE PRACTICE)

What's effective?

Two coordinated strategies:

1. Instruction in social and emotional skills (**modeled, taught, practiced, discussed** → students have sense of engagement, agency).

2. Establishing safe, caring learning environments with effective classroom management.

Examples

I feel _____ because _____ **?**
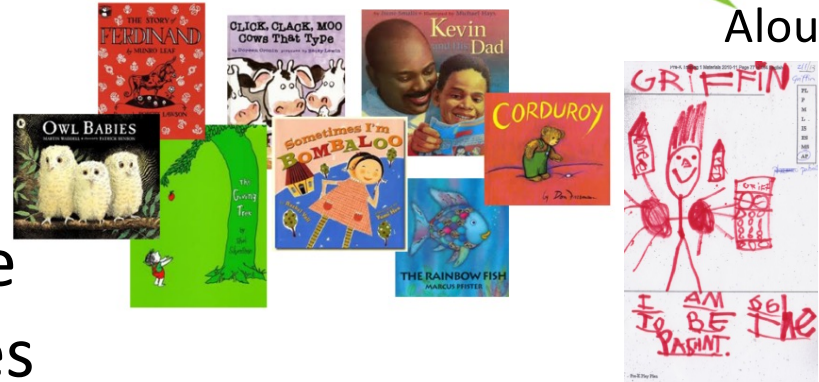(Me siento...)   (...porqué...)

I can see it is hard to be quiet during church. When I need to sit still for a long time, I sing a favorite song silently in my head, or I doodle on a piece of paper.

Think Aloud

Model

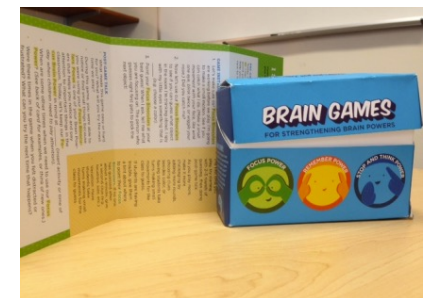- Adults and peers who model the language a behaviors, across environments

Teach

- Children's books & literature
- Lessons, Skill-based activities

Practice and Discuss

- Routines and games
- Prepared role-play; paired learning
- Real-world experiences as they arise – key co   for learning and applying skills

LISTEN

TALK

BRAIN GAMES
FOR STRENGTHENING BRAIN POWERS

Features of Effective Practice

Key Features of Effective SEL Programs

- Incorporate SAFE elements
- Occur within supportive contexts
- Build adult competencies
- Partner with family & community
- Target key behaviors & skills
- Set reasonable goals

Effective SEL Programs

What does it take?

1. **Integration** into the structures and practices of schools and schooling (e.g., leveraging academic content, addressing discipline practices).

2. Focus on **adults** (e.g., teacher training, wellness/competencies, supports).

3. Maintaining the **quality** and **sustainability** of practices on the ground and in systems (i.e., implementation).
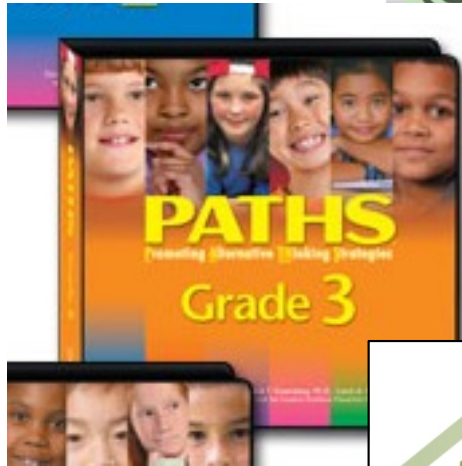
INNOVATIONS TO DRIVE EFFECTIVE PRACTICE, RESEARCH, AND POLICY

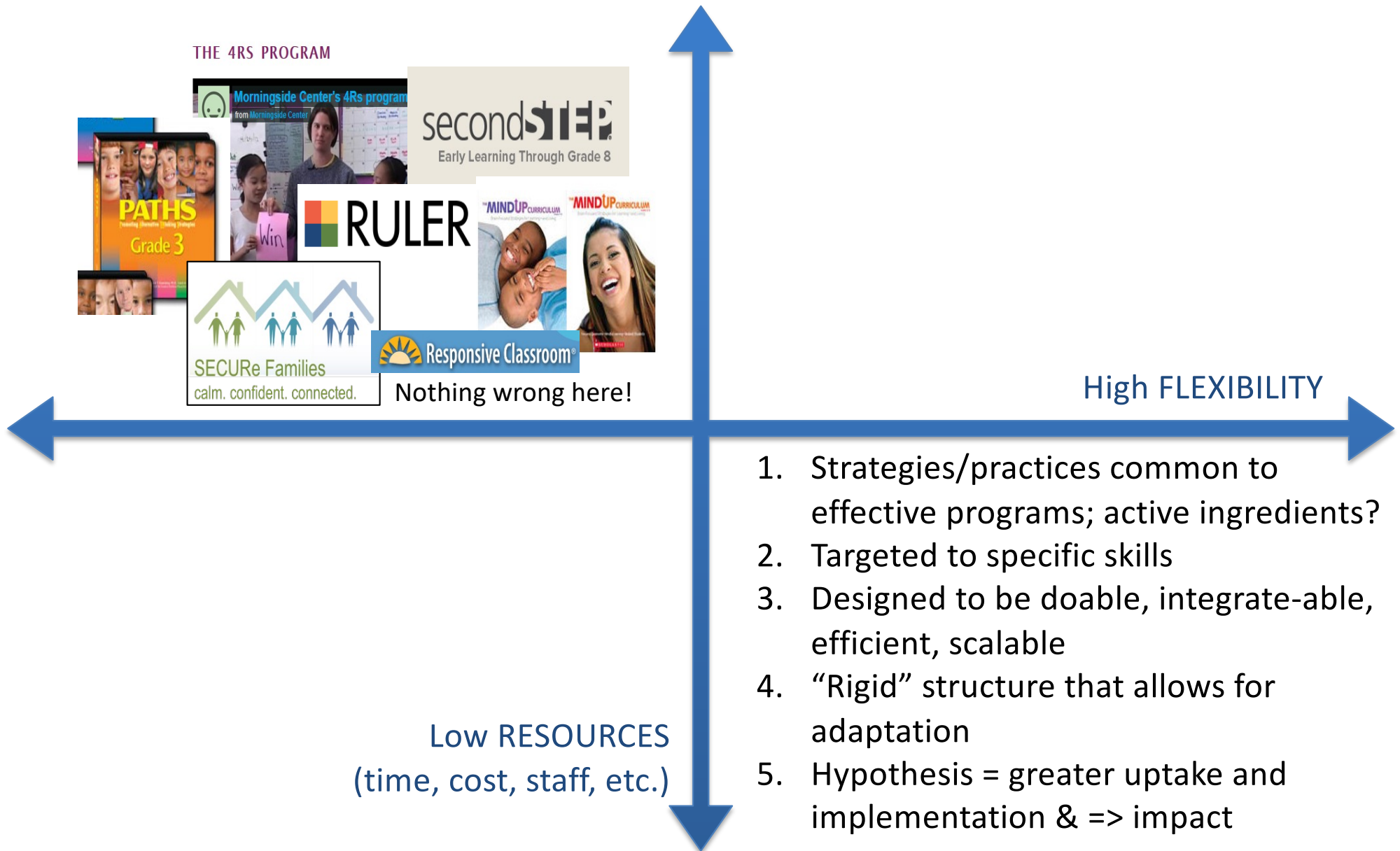New Approaches to Practice:

SEL Kernels

What does SEL work typically look like?

1. Programs: multi-component, complex, largely inflexible
2. They are "effective"
   - classical treatment package approach, little theory about components
3. Buy-in is limited, resources are constrained → implementation varies

Improving SEL Interventions

THE 4RS PROGRAM

Morningside Center's 4Rs program
from Morningside Center

secondSTEP
Early Learning Through Grade 8

PATHS
Grade 3

Win

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The MINDUP CURRICULUM

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Nothing wrong here!

High FLEXIBILITY

Low RESOURCES
(time, cost, staff, etc.)

1. Strategies/practices common to effective programs; active ingredients?
2. Targeted to specific skills
3. Designed to be doable, integrate-able, efficient, scalable
4. "Rigid" structure that allows for adaptation
5. Hypothesis = greater uptake and implementation & => impact

Example and Prototype

~31 quick games designed to build core EFs (working memory, attention control, inhibition)

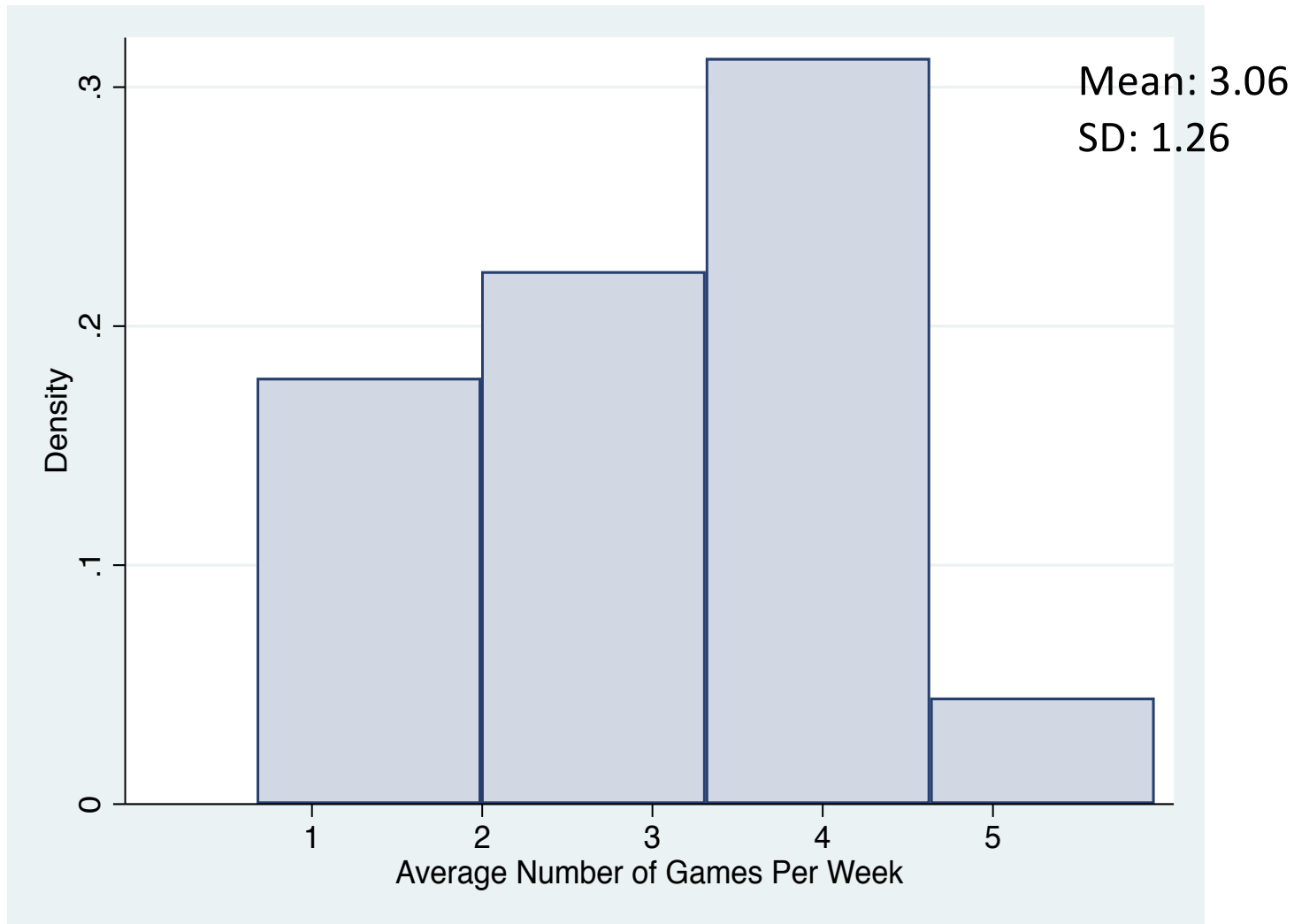**Remember** **Stop and Think** **Focus**
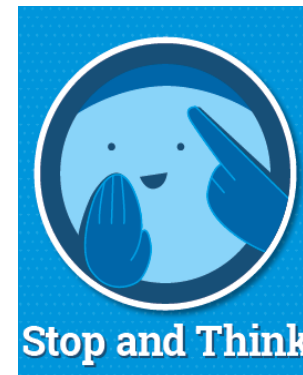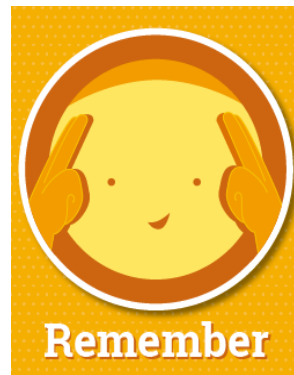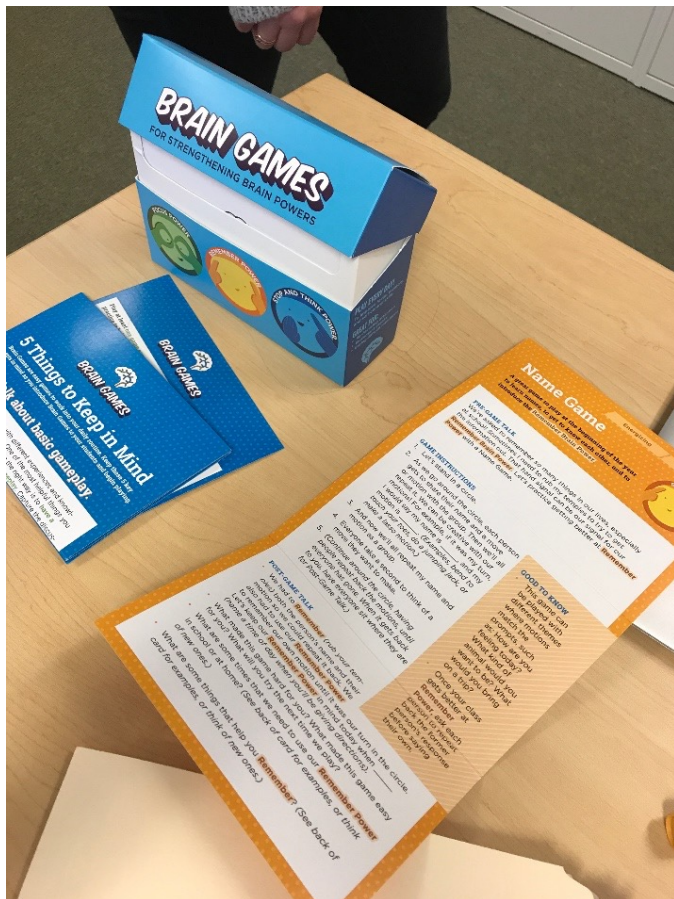
1. Pilots & Trial in the US (e.g., Phoenix, AZ; Columbia, SC; Lawrence, MA)

2. Pilots/Trials globally (e.g., Lebanon, Niger, Sierra Leone, Brazil, Nigeria)

Brain Games RCT in Lawrence MA.

6 Schools
3 PreK – 1st
3 2nd - 4th

Each school:
3 Int. classrooms
3 Control classrooms

Intervention
Classrooms:
18

Control
Classrooms:
18

Intervention
Students:
322

Control Students:
304
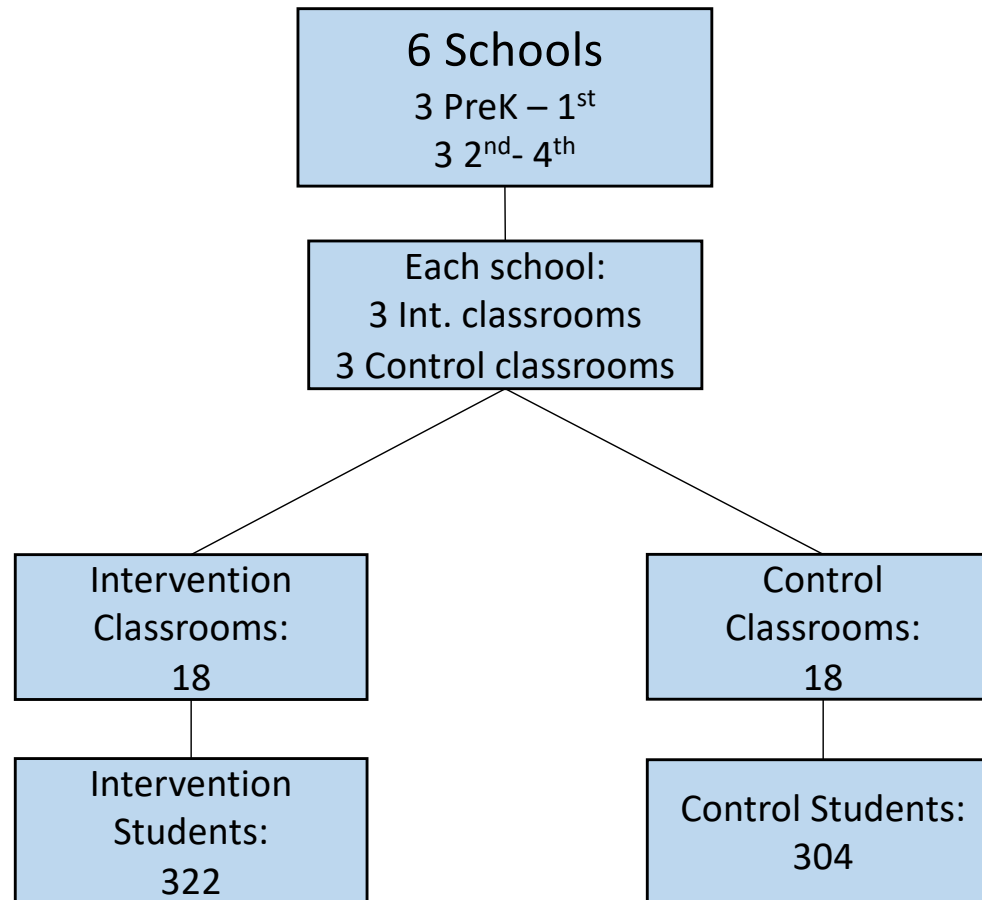
BG Implementation

BG Impacts on Key Outcomes

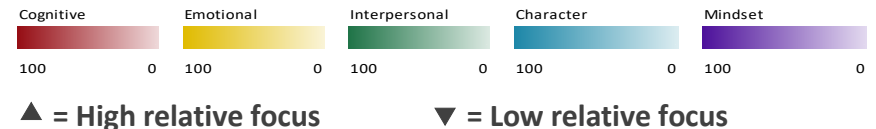|	Construct	Grades	Reporter	Coefficient	Effect Size
Executive Function	Inhibitory Control	PreK-K	DA		
	Global EF (Trails)	1-4	DA	0.20+	0.39
	Short Term Memory	1-4	DA		
	Working Memory	1-4	DA		
	Global EF (DCCS)	All	DA		
Regulation-Related Skills	Attention/Impulsivity	All	AR	0.12*	0.27
	Regulation-Related Skills	All	TR	0.13*	0.15
	Prosocial Behavior	All	TR	0.16*	0.24
	Discipline Events	All	TR		
Classroom Relationships	Quality of TS Relationships	All	TR		

How can we identify kernels?

- Code programs; identify common elements/strategies

- Make decisions about what gets designed

- Design with rigid--adaptable structure

- Pilot, redesign

- Test…

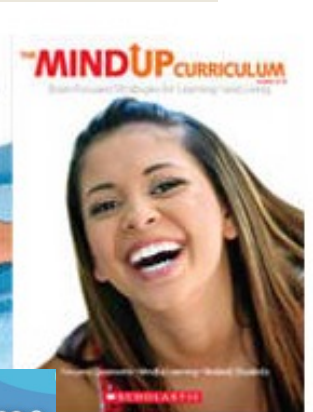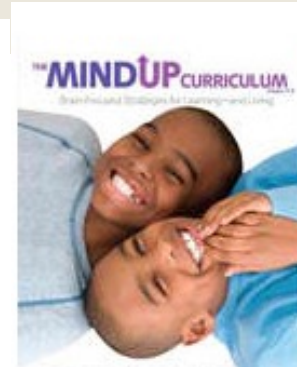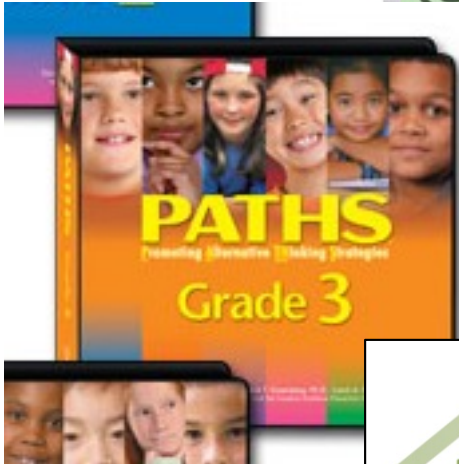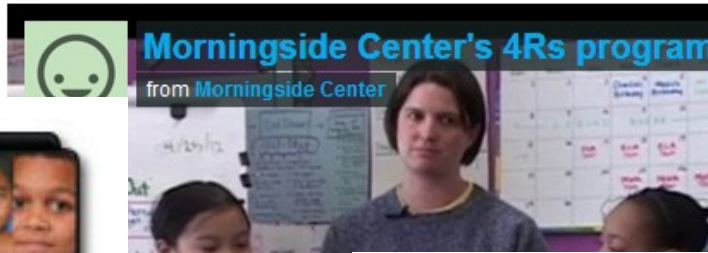# Code Programs: What do they do and how do they do it?

Program	Cognitive Regulation	Attention Control	Working Memory/ Planning	Inhibitory Control	Cognitive Flexibility	Emotional Processes	Emotion Knowledge/ Expression	Emotion / Behavior Regulation	Empathy/ Perspective-taking	Interpersonal Skills	Understands Social Cues	Conflict Resolution	Prosocial Behavior	Character	Mindset
4Rs	12%	9%	4%	1%	2%	27%	16%	10%	11%	43%	4%	19%	26%	14%	0%
Before the Bullying	4%▼	1%	1%	1%	0%	39%	16%	2%	27%▲	55%	1%	6%	52%▲	37%▲	17%▲
Caring School Community	8%▼	5%	1%	0%	3%	33%	15%	0%▼	28%▲	78%▲	1%	18%	71%▲	13%	0%
Conscious Discipline	14%	4%	7%	2%	2%	75%▲	47%▲	49%▲	6%	54%	15%	11%	37%	4%	7%
Character First	29%	8%	15%	9%	1%	11%▼	3%▼	3%	6%	38%	0%	6%	37%	71%▲	39%▲
Competent Kids, Caring Communities	30%	8%	19%	5%	8%	28%	22%	17%	6%	23%▼	2%	11%	18%▼	10%	23%▲
Good Behavior Game	33%	0%	33%▲	0%	0%	0%▼	0%▼	0%▼	0%▼	100%▲	0%	0%▼	100%▲	0%▼	0%
Girls on the Run	7%▼	0%	7%	0%	0%	11%▼	7%▼	4%	3%	35%▼	0%	11%	31%	20%	49%▲
I Can Problem Solve	65%▲	11%	10%	7%	47%▲	65%▲	57%▲	2%	46%▲	55%	19%▲	37%▲	20%▼	3%	0%
Lions Quest	18%	1%	14%	1%	3%	23%	19%	4%	5%	60%	6%	12%	51%	19%	7%
MindUP	44%▲	41%▲	3%	4%	2%	28%	20%	7%	11%	18%▼	4%	0%▼	15%▼	4%	19%▲
Mutt-i-grees	10%▼	1%	3%	4%	6%	45%	28%	11%	24%	56%	23%▲	3%	40%	10%	6%
Open Circle	20%	3%	10%	0%	11%	38%	28%	18%	10%	65%▲	14%	18%	44%	2%	1%
PATHS	30%	6%	16%	0%	12%	75%▲	61%▲	41%▲	24%	59%	15%	25%▲	37%	12%	2%
Playworks	37%	31%▲	11%	5%	0%	1%▼	1%▼	0%▼	0%▼	49%	0%	0%▼	49%	0%▼	0%

Code "what" and "how"

KEY

Cognitive | Emotional | Interpersonal | Character | Mindset
100 — 0 | 100 — 0 | 100 — 0 | 100 — 0 | 100 — 0

▲ = High relative focus   ▼ = Low relative focus

THE 4RS PROGRAM

Morningside Center's 4Rs program
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PATHS
Grade 3

RULER

MINDUP CURRICULUM   MINDUP CURRICULUM

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E.g., Routines to support physiological/behavioral regulation....

Do Turtle!
STOP.
Take a deep breath.
Say the problem and how you feel.
The problem is... and I feel.....

Stop and Stay Cool Steps
I feel like I am losing control.
Stop and think.
Give myself a Chilly hug!
Breathe in. 1-2-3-4-5 Breathe out.
I am cool and ready for school!

PLOT NOW

How to Calm Down
I can do it!
1 2 3 4 5
Stop— use your signal
Name your feeling
Calm down: breathe count use positive self-talk

Lesson 3:
Focused Awareness: The Core Practice.................42

Generating a Catalogue for Pilots

95 strategies total:

	A	B	C	D	E	F	G	H	I	J	K	L
1	Strategy Name	Bundle Name	Routine	Domain	Primary Sub-Do	Secondary Sub-Domai	Type_Mode (Primary)	K-1	2nd-3	4th-5th	6+	Primary Purpose
2	Mindful Listening	Listening	Routine	COG	Attention Contro	Listening	Activity	Y	Y	Y	Y	S
3	Diversity Collage	Self- and Group-Expression	Routine	OTH	Character		Activity	Y	Y	Y	Y	S
4	Magic 8-Ball	Problem-Solving Tool Kit	Pop-Up	COG	Cognitive Flexibility		Activity	Y	Y	Y	Y	S
5	Mindfulness	Cool Down Tool Kit	Pop-Up	EMO	Emotion and Be	Mindset	Activity	Y	Y	Y	Y	S
6	Exercise	Cool Down Tool Kit	Pop-Up	EMO	Emotion and Behavioral Regulation		Activity	Y	Y	Y	Y	S
7	Progressive Relaxation	Cool Down Tool Kit	Pop-Up	EMO	Emotion and Behavioral Regulation		Activity	Y	Y	Y	Y	S
8	Yoga	Cool Down Tool Kit	Pop-Up	EMO	Emotion and Behavioral Regulation		Activity	Y	Y	Y	Y	S
9	Regulation Media Activity	6-8 Strategy Practice	Routine	EMO	Emotion and Behavioral Regulation		Activity			Y	Y	S
10	Calm Down Practice	6-8 Strategy Practice	Routine	EMO	Emotion and Behavioral Regulation		Activity			Y	Y	S
11	Head, Shoulders, Heart, & Tummy	Feelings Cards and Activities	Pop-Up	EMO	Emotion Knowledge and Expression		Activity	Y	Y	Y		S
12	Agreement Continuum	Perspective Detectives	Routine	EMO	Empathy/Perspe	Culture and Climate	Activity	Y	Y	Y	Y	S
13	Perspective-Taking and Inclusion Media Activity	6-8 Strategy Practice	Routine	EMO	Empathy/Perspective-Taking		Activity			Y	Y	S
14	Thinking about Thinking	Reflective Routines	Routine	INT	Mindset		Activity	Y	Y	Y	Y	S
15	Thankful Thoughts	Reflective Routines	Routine	OTH	Mindset		Activity	Y	Y	Y	Y	S
16	Self-Expression Art	Self- and Group-Expression	Routine	OTH	Mindset		Activ					
17	Try My Best Journal	Reflective Routines	Routine	OTH	Mindset		Activ					
18	Secret Santa	Dare to Care	Routine	INT	Prosocial/Cooperative Behavior		Activ					
19	Story Creators	Team Builders	Routine	INT	Prosocial/Cooperative Behavior		Activ					
20	Steps to Stars, v. 1 (individual)	Working Memory	Pop-Up	COG	Working Memory/Planning		Activ					
21	Steps to Stars, v. 2 (small group)	Working Memory	Pop-Up	COG	Working Memory/Planning		Activ					
22	Planning Pie	NA	Routine	COG	Working Memory/Planning		Activ					
23	Focus Signal	NA	Routine	COG	Attention Control		Class					
24	Weekly Job Board	Character Building Routines/Str	Routine	OTH	Character	Culture and Climate	Class					
25	Classroom Community Celebration	NA	Routine	CC	Culture and Climate		Class					
26	Teacher-Student Relationship Builders	NA	Routine	CC	Culture and Climate		Class					
27	Looks Like/Sounds Like/Feels Like Chart	NA	Routine	CC	Culture and Clin	Prosocial/Cooperativ	Class					
28	Talking Stick	Listening	Routine	COG	Inhibitory Contr	Listening	Class					
29	Stop and Think Signal	NA	Routine	COG	Inhibitory Contr	Emotion and Behavior	Class					
30	Active Listening Signal and Posture	NA	Routine	INT	Understanding {	Listening	Class					
31	Steps to Stars, v. 4 (Goal-Setting: Transition Routine	Working Memory	Routine	COG	Working Memory/Planning		Class					

Categories include:

- Domain (e.g. cognitive, interpersonal, emotional, etc.)
- Primary and Secondary Sub-Domain (e.g., working memory)
- Strategy Type (e.g., game, tool, storytelling, etc.)
- Grade Level (e.g., K-1, 2-3, etc.)
- Purpose (e.g., student skill building, teacher strategy, environmental support)

Generating a Set for Evaluation: 35ish (5 core, ~30 others)

Additional

Domain	Core Kernel Pack	Base Pack	Expansion Pack
Brain	• Brain Games • + bookmark	• Steps to Success • Response Remix	• Magic 8-Ball/What might the future be?
Feelings	• Feelings Circle • + bookmark	• Feelings Tree • I Messages/Say It Back • Belly Breathing • Feelings Thermometer	• Stand Up/Sit Down • Cool Down Process • Feelings Charades • Yoga
People	• Cool Kid • + bookmark	• Looks Like/Sound Like/Feels Like Chart • Steps to Resolution/My Fault Making Amends • Conflict Solvers • Classroom Community Celebration	• Thought Box • People Power Games (3)
Citizen	• Dear Abby • + bookmark	• Friday Feedback • Weekly Job Board	
Attitude	• Notes to self • + bookmark	• Thankful Thoughts • Mindfulness/Thinking about Thinking	• My Ideal Year • Self-Talk Superhero

Kernel Design and Structure

FEELINGS CIRCLE

FEELINGS POWER
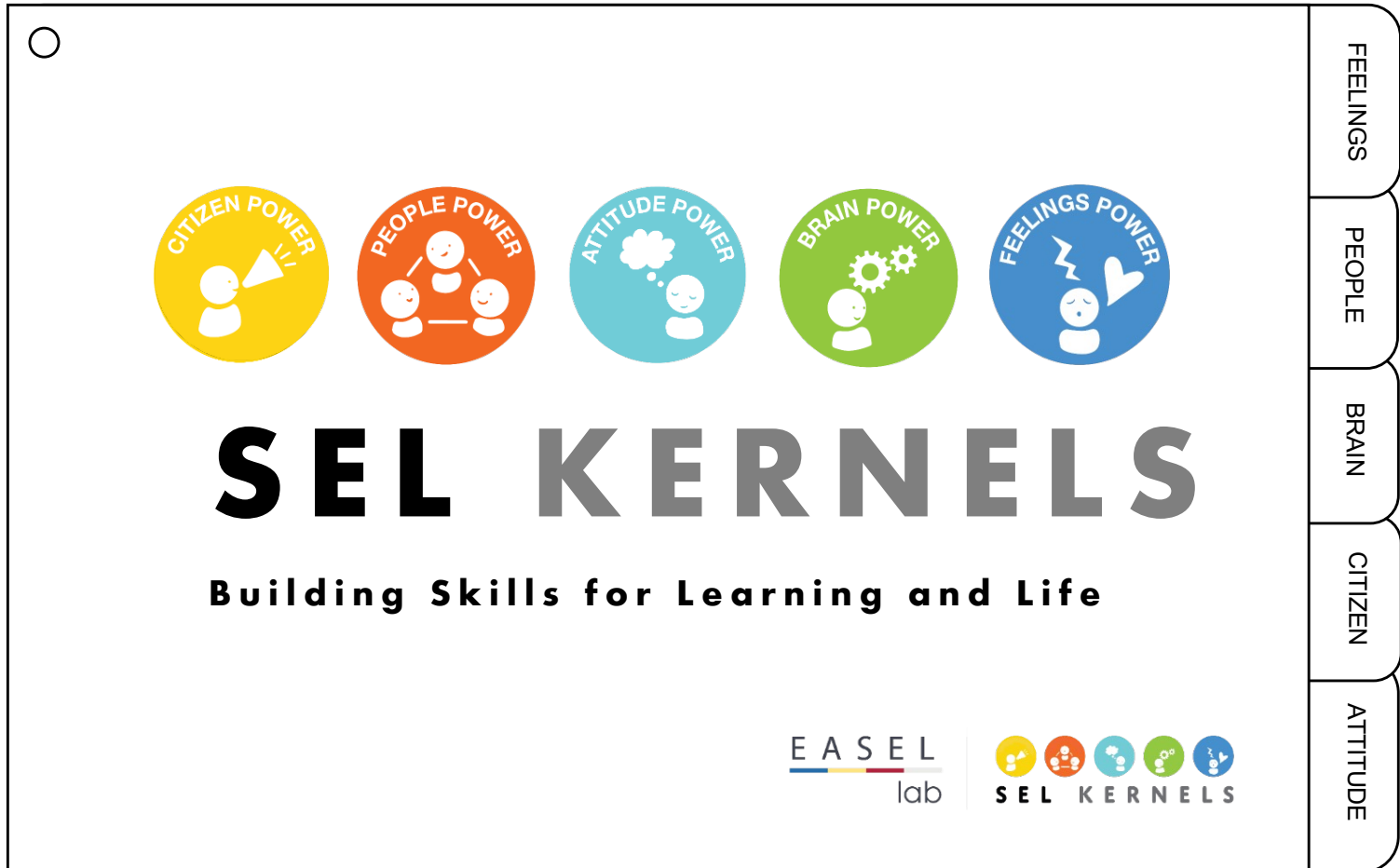
WHAT IS IT? A group meeting to share feelings.

WHAT IS IT ABOUT? Building feelings vocabulary and emotion knowledge.

WHY DO THIS?

IF WE...

talk about feelings...

FEELINGS CIRCLE

THEN WE...

can better understand ourselves and others...

SO WE...

can regulate and use our emotions to learn and play with others.

MATERIALS

✂ Feelings Face Cards

THE BIG IDEA

Coming together to talk about our feelings helps us learn about emotions and build our feelings vocabulary. Talking about feelings helps us to better understand ourselves and build stronger relationships.

INSTRUCTIONS

1. Choose a time to do this 15-minute routine (suggested: morning meeting, pre-academics, after recess).
2. Gather students to sit or stand in a circle and greet them as they join. You might begin the circle with a song the class likes to sing together.
3. Start by saying **THE BIG IDEA** and then take a few minutes to discuss the following: "What are feelings? How do you know how you're feeling? What do feelings feel like in your body?"
4. After some discussion, ask, "How are you feeling today?" Ask volunteers to share why.

»» **MUST DO**: Go around the circle and give everyone the opportunity to share.

� **CAN ADAPT**: Use basic emotion words (e.g., happy, sad, scared, mad), or metaphoric expressions (e.g., weather metaphor: sunny, cloudy, partly cloudy, etc.), or rate your mood on your fingers (5 fingers = excellent mood; 1 finger = terrible mood).

PEOPLE

BRAIN

CITIZEN

ATTITUDE

FRONT

FEELINGS POWER

AFTER THE ACTIVITY, DEBRIEF:

- What was it like to share your feelings?
- Are there times you don't want to share your feelings?
- Can you tell what another person is feeling? How can you tell?
- Do animals have feelings? How do you know?
- What times at school or home do you need to share how you're feeling?

TIPS FOR SUCCESS

🌍 Allow or encourage responses in home languages.

👣 For those who might need extra time, share the prompt ahead of time so they can think about their answer.

💓 Allow students to share or pass on their turn depending on their level of comfort.

OVER THE YEAR...

Kindergarten is a time to build awareness of basic emotions and the words we use to describe them. A learning objective for the kindergarten year is to begin to help kids think about what they feel and why they feel that way (i.e., what causes specific feelings). There are no right or wrong answers; students should explore these ideas in an open-ended way.

To start, focus on building familiarity with different feelings words. Use the Feelings Face Cards to support learning. Focus on the basic emotions first: happy, sad, mad, and scared. Show the Feelings Face cards and discuss how each emotion looks, sounds, and feels.

As students become familiar with feelings words, begin to encourage students to think about and describe why they feel the way they feel (i.e., what happened to make you feel that way?).

When students are ready for more, begin to explore how we respond to feelings. Add into your circle time a discussion about how we can respond to others' emotions in familiar classroom situations. Have the group brainstorm different ways to respond when others share their feelings (e.g., offer a hug, offer a listening ear, offer to play together, ask for help, etc.).

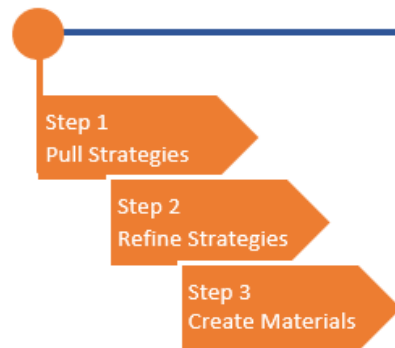✈️ **How did it go?** Tell us how it went and find resources at: *www.kernelslink.com*

EASEL lab | SEL KERNELS

BACK

Evaluation Using a Factorial Design

Phase 1:
Development

Define, identify, and make ready a set of kernels

- Step 1 Pull Strategies
- Step 2 Refine Strategies
- Step 3 Create Materials

Phase 2:
Pilot Test

Pilot, refine, and expand kernels with partners

- Prep data tools & training
- Rapid-cycle user testing
- Refine based on feedback
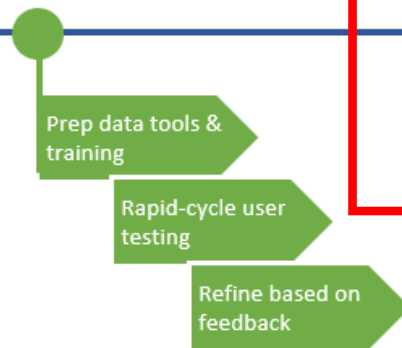
Phase 3:
Large RTC

Test kernels in a large, randomized study

- TBD
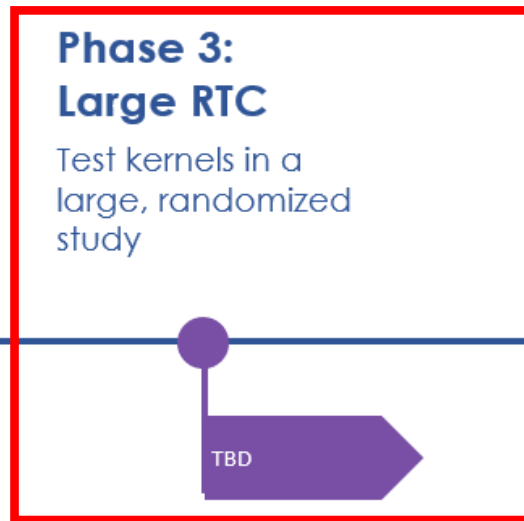
Phase 4:
Dissemination

Make kernels widely accessible to educators

- TBD

SEL Kernels: Brazil Pilot

Features of SEL Kernels in Brazil

Kernels are drawn from a content analysis of 25 evidence-based SEL programs in US; adapted and contextualized for Brazil ECE settings

Brazil ECE teachers are co-creators of the materials and provide essential feedback as they test out Kernels in their classrooms

Municipalities and schools can customize a menu of Kernels that are most relevant to their context

HARVARD

EASEL
lab

SEL Kernels and BNCC Alignment
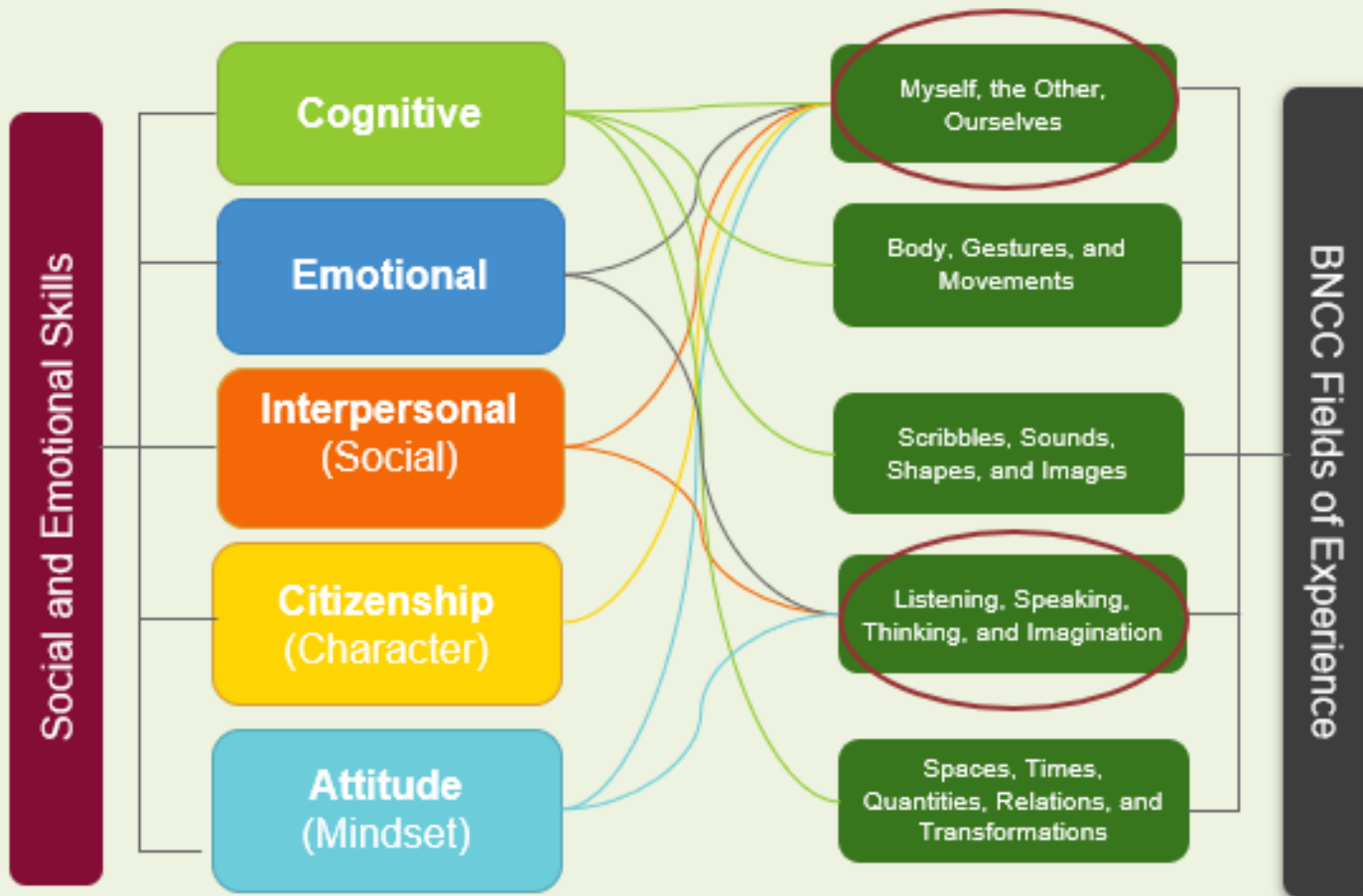
Development → **Adaptation** → **Field Testing** → **Revision**

Tool | Age: 3-5

Peace Powers
Peace Powers are tools we can use to solve conflicts between friends

Getting Along with Others

When to Use:
- Introduce to the whole class
- Anytime practice as a group (e.g., during story time, during community circle, etc.)
- Practice when conflicts come up in the classroom between friends

Materials:
- Peace Powers Cards: visual representations of each Peace Power (if possible)

Instructions:
1. Explain that it is normal for conflicts to come up sometimes when friends play together, but when we do have a conflict, we can choose different ways to help make everyone feel happy and solve the conflict.
2. Explain the different Peace Powers that we can choose to use using the Peace Powers Cards and by demonstrating each Peace Power:
   - Get Help: When you can't do something by yourself and you feel sad, angry or frustrated, you can get help from a friend or from an adult by saying "I need help" or asking "Can you help me?"
   - Share: There are different ways to share: Do it Together (play with a ball), Give One to a Friend (snack, marker), Make a Trade (different color blocks)
   - Take Turns: Children can choose to have one child play with the toy first and the other will play with it after, "first you, then me"
   - Apologize: If you do something to upset a friend, on purpose or accidentally, you can apologize, say "I'm sorry" for what you did, and help make your friend feel better. Lots of times both friends feel upset, so both friends can apologize to help make their friend feel better.
3. Ask children to talk about a conflict they have had with a friend and discuss the different Peace Powers that they could use in each situation.
4. Anytime a conflict arises, we can choose to Get Help, Share, Take Turns or Apologize.

Talk about what you did:
1. What is something you could do to help a friend? (e.g. show them how to tie their shoes or write a letter)
2. How do you feel when a friend shares with you? How do you feel when a friend apologizes?
3. When can we use our Share Power?
4. When can we use our Get Help Power?
5. When can we use our Take Turns Power?
6. When can we use our Apologize Power?

Tips and Suggestions:
- As you explain each Peace Power, model it to show children how to use it.
- You can choose to introduce each Peace Power one at-a-time over a few days.

Did You Know?
This tool helps children GET ALONG, and builds their MYSELF, THE OTHER, OURSELVES Field of Experience from the BNCC!

EASEL

PODER DA AMIZADE

PEACE POWERS
Practice solving conflicts between friends

Toy
Talking stick

Warm up talk: Conflicts come up sometimes when friends play together. We can use our Peace Powers to help everyone feel happy and solve the conflict.

Set up activity:
Choose one Peace Power to explain and demonstrate.

Children practice:
- Practice the Peace Power with a partner.
  - Get help when you don't know something
  - Share classroom items
  - Take turns during play time
  - Apologize when you are sorry

Talk about what you did:
- How did it feel to get help, share, take turns, or apologize?
- When would be a good time to use this Peace Power?

Get Help Power! | Share Power! | Take Turns Power! | Apologize Power!

Get Help Power | Share Power | Take Turns Power | Apologize Power

BNCC Field of Experience: **Myself, the Other, Ourselves** | BNCC Learning Right: **Get Along**

EASEL

Adobe Acrobat Pr

Preliminary Findings

Teachers appreciated the freedom to use Kernels as they saw fit:

Teacher use based on Daily Needs	Teacher use of Kernels as a Routine
"It depends on the day. If the class is very agitated, first thing at the start of class I will practice one of the activities."	*"The one I always did with them at the circle time was the breathing activity, to calm them down – this one was practically daily, regardless if we did other activities."*

Preliminary Findings

Teachers reported that children apply SEL Kernels at home:

- Parents wanted to learn more so they could practice at home with their kids
- Parents noticed positive differences in children's behavior at home

"Families learned from the games played at school and later reproduced [the games] at home."

"Once a mother asked me, 'Teach me how to blow a candle ... her child wanted to practice this activity before going to sleep."

"Kids' attendance increased, as they did not want to stay away from school."

Teacher Feedback

"After doing the [Kernels] activities...[children] are more focused and concentrated not only in the classroom, but also outside...Their interaction with teachers and friends in their daily routine has improved. We are observing these changes very clearly in our early learning classes."

- School Coordinator, Paraty

INNOVATIONS TO DRIVE EFFECTIVE PRACTICE, RESEARCH, AND POLICY

Managing the Lexicon:

The Taxonomy Project

Reminder: The Challenge

- It can be difficult to navigate the complex and sometimes conflicting terminology in the field

- A large number of fields and disciplines that contribute to what we know about the "non-academic" domain

- Each discipline uses organizing frameworks and terminology specific to its own research tradition and goals

How it plays out…

many
names

many
things

| **WHAT'S IN A NAME**	
Research, policy makers, and practitioners have used many names to describe various parts of the non-cognitive domain. These are often rooted in different applications and disciplines, but the underlying constructs are similar. A selection of relevant fields include:	
• Social and Emotional Learning • Non-Cognitive Skills • 21st Century Skills • Deeper Learning • College and Career Readiness • Soft Skills	• Academic Mindsets • Character • Student Agency • Emotional Intelligence • Life Skills • Employability Skills
Furthermore, the non-cognitive constructs within each field are described using a wide range of terms, including:	
• Skills • Mindsets • Attributes • Competencies • Traits • Strengths • Behaviors • Progressions • Virtues	• Constructs • Abilities • Dimensions • Feelings • Attitudes • Strategies • Strands • Habits

Why it Matters
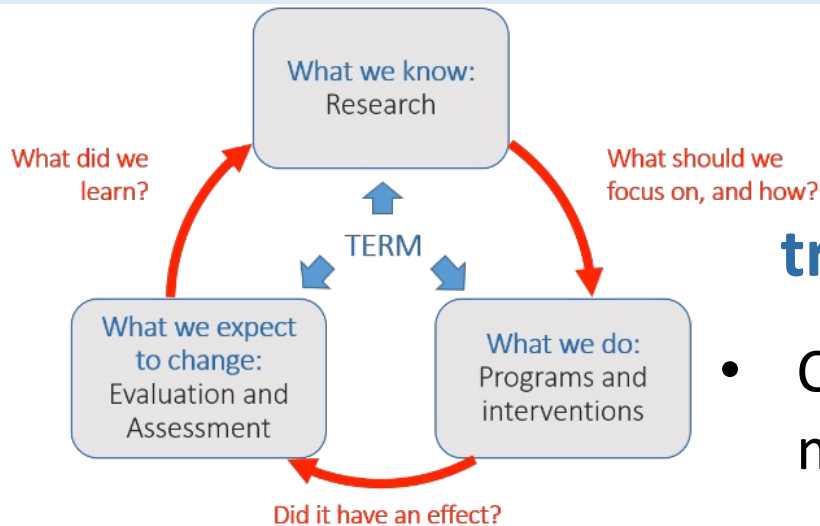
Without **greater clarity, transparency, and precision** we risk:

- Creating interventions or standards and measuring impacts in ways that:
    - Narrowly focus on single skills; miss other areas that matter for children's success
    - Broadly focus on vague notions; miss discrete skills
    - Target skills different than those intended using strategies or measures meant for another application altogether

- Wasting time, money, and effort → decreasing confidence in the value of the domain as a whole

A System for Navigating the Field

Our response to this challenge is a **taxonomy of skills/competencies**:

- System for transparently **navigating between and communicating across** different disciplines, perspectives, organizing systems in the field

- Uses a common coding system to look at widely-used frameworks and determine **what skills/competencies they include** and **how they are defined**

- Designed to function as a **Rosetta Stone**, allowing users to:

Understand how skills and terms are defined in various frameworks	**Navigate between frameworks that employ different language**	**Communicate clearly & precisely across disciplines, perspectives & sectors**

A Set of Practical Online Tools

A **set of online tools** housed on the **Explore SEL Website**:

Framework Profiles
"Look Inside Frameworks"

- General info about each framework (developer, age range, etc.)

- Which areas does it focus on/emphasize?

- Which skills does it include, and how are they organized?

Interactive Data Visualizations
"Compare Two Frameworks"

- Compare areas of emphasis across frameworks

- See when/where frameworks overlap (i.e. target similar skills)

- Find where a specific skill appears in different frameworks

Thesaurus of 200+ Terms
"Search for Skills"

- See how a skill is defined in a particular framework

- Connect to related skills in other frameworks

Explore SEL Website and Tools

Framework Profiles
"Look inside Frameworks"

Learn more about widely-used "nonacademic" frameworks and compare skills and features across them.

Three Visual Tools
"Compare Frameworks"

Use a set of interactive visual tools to identify similarities and differences across widely-used frameworks.

Thesaurus
"Search for Skills"

Search a thesaurus of 200+ SEL and "nonacademic" terms to identify related skills across frameworks.

1

Explore Domain Focus

See how much each framework focuses on six common areas of SEL.

2

Discover Framework Connections

See where skills in one framework are related to skills in another.

3

Identify Related Skills

See where similar SEL skills appear across frameworks.

Explore SEL Website and Tools

http://staging.exploresel.gse.harvard.edu.s3-website.us-east-2.amazonaws.com/

Three Key Ideas

1.
Social-emotional skills and competencies are multi-faceted, developmental, and rooted in a system of **executive functions** and **self-regulation skills**—these are heavily influenced by experiences of big and little stress.

2.
Approaches that work build skills in targeted and relevant ways -- they cross between adults and children, can be used across settings.

3.
The frontier of this work is to build and scale, and to do this we need a **clear focus**, and **new approaches to intervention** – targeted, flexible, portable, and engaging.

Thank you!
(jonesst@gse.harvard.edu)

COOL KID

PEOPLE POWER

WHAT IS IT? A routine to celebrate each student in the class.

WHAT IS IT ABOUT? Giving compliments and effective praise to each person.

WHY DO THIS?

IF WE... notice and call out each others' positive actions and attributes...

COOL KID

THEN WE... will know our strengths and use them often...

SO WE... can have a strong and cooperative classroom community for all.

MATERIALS
✂ Cool Kid Certificate

THE BIG IDEA

Everyone gets a chance to be the Cool Kid. When you are the Cool Kid we will all look for things you do well and gather compliments to share at the end of the day/week. When we notice and share each others' positive actions and attributes, then we build each other up and create a stronger classroom community.

INSTRUCTIONS

1. Randomly select a Cool Kid at the start of each day (e.g., pull names from a bag). Once everyone has had a chance to be Cool Kid, select a Cool Kid once a week.
2. Let the class know who the Cool Kid is for the day/week and say **THE BIG IDEA**. Have a way to identify who the Cool Kid is (e.g., button, cape, hat). You may choose special jobs or privileges for the Cool Kid (e.g., door holder, line leader, etc.)
3. Explain that all day/throughout the week, everyone will look for compliments to give the Cool Kid (e.g., helping, following directions, being kind, being a good friend). Even minor things are worth noticing and calling out.
4. Make a space in the room where you can gather or post compliments throughout the day/week. At the end of the day/week, share compliments out loud. Choose the three most meaningful to put on the certificate. Then, send the certificate home with the Cool Kid.

⟩⟩ **MUST DO**: Has to be random and all children must be Cool Kid the same number of times. Should not be contingent on behavior, grades, or anything else. Some kids don't receive much positive affirmation, and this is about affirming the value or worth of every child.

↷ **CAN ADAPT**: How you gather, post, and celebrate compliments. When and how you celebrate.

BRAIN

CITIZEN

ATTITUDE

Example

PEOPLE POWER

AFTER THE ACTIVITY, DEBRIEF:

- **Cool Kid** – How did it feel to receive compliments? What did you notice? What did your peers notice that you might not have realized about yourself?
- **Everyone else** – How did it feel to give compliments to the Cool Kid? What did you pay attention to in order to compliment the Cool Kid? When are some other times we can say encouraging words to each other? At home? At school? On the playground? Can you think of a specific compliment someone gave to you that made you feel especially good? Why did it make you feel this way?

TIPS FOR SUCCESS

🌐 Allow or encourage students to give compliments in home languages.

👣 For those who might need extra time, give them more time to think of compliments and support them in noticing compliments as needed.

💓 Allow students to be celebrated as a class or in private depending on their level of comfort.

OVER THE YEAR...

Kindergarten is a time to build awareness of others – to see positive things in others and their behavior. It is also a time to build a positive self-concept – an awareness of one's strengths.

Start by modeling giving compliments to students in the class. Notice and call out when students are showing positive behavior, as a way to affirm all students and to show what compliments look, sound, and feel like. *Give each child at least one specific compliment per day.*

As students become familiar with the process of compliment giving, challenge them to give more meaningful compliments to each other (e.g., "I like how you offer to share with me" vs. "I like your t-shirt"). Explain that Cool Kid is about celebrating *who you are*, not what you have.

Depending on student preferences, create a Cool Kid crown or hat instead of awarding a certificate so that the student can wear this on Friday (or throughout the week).

Lastly, have students share the compliments they remember being given from the year.

✈️ **How did it go?** Tell us how it went and find resources at: *www.kernelslink.com*

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DEAR ABBY...

CITIZEN POWER

KINDERGARTEN

WHAT IS IT? A discussion that uses scenarios to explore character and citizenship.

WHAT IS IT ABOUT? Making responsible/ethical/healthy choices in difficult situations.

WHY DO THIS?

IF WE...

imagine and talk about decision-making when faced with different kinds of dilemmas...

DEAR ABBY...

THEN WE...

will have strategies and ideas for what to do...

SO WE...

are equipped to handle real-life situations.

MATERIALS

✂ Dear Abby Library

THE BIG IDEA

We all have different ideas about how to solve problems, and that's okay—there are many effective ways to solve a problem. We're going to imagine situations, brainstorm what the options are, and identify what we like or don't like about them. Talking about these choices will help us make decisions in the future when problems arise.

INSTRUCTIONS

1. Choose a dilemma from the Dear Abby Library (see yellow ring or strategy guide pg XXX).
2. Choose one of these activities: Turn and Talk, Role-Play, Flip the Switch, Write a Letter, or create your own. (See back of card for more information.)
3. Say **THE BIG IDEA** and read the dilemma to the class.
4. Follow these prompts to have a discussion:
   a. Describe the dilemma and why it's a dilemma. Ask, "What makes this tricky?"
   b. Brainstorm some options and their outcomes.
   c. Ask, "What do you like and not like about these options? Why?"
   d. Finish with a discussion of good solutions that have been brought up. Talk about why some options might be better for some than others.

» **MUST DO**: Ensure everyone has a chance to participate. Keep questions and conversations open-ended, there does not need to be a right answer.

↘ **CAN ADAPT**: Use stories from books, a dilemma that arises in the classroom, or other academic materials.

ATTITUDE

CITIZEN POWER

AFTER THE ACTIVITY, DEBRIEF:

- Was it easy or hard for you to think about different choices the character could make? Why?
- Have you been in a similar situation before? What did you do? How did you feel about the choice you made?
- What's the difference between imagining choices for a character and facing a dilemma in real life?
- What advice would you give someone who's facing a dilemma?

TIPS FOR SUCCESS

🌐 Use pictures or role play to support emergent bilingual learners. Allow students who speak the same language to brainstorm together before sharing with the class.

💓 Consider whether the scenario you choose might be uncomfortable or difficult for any of the students. Talk with the student in advance or choose a different scenario.

ACTIVITY OPTIONS

Kindergarten is a time to build awareness of common dilemmas. At this age, children may have strong views of right and wrong (i.e., black and white thinking), and that's OK. Help students to brainstorm 1 or 2 possible responses and discuss what they like or don't like about each.

- **Turn and Talk**: Ask students to pair up and discuss the dilemma with a partner. Ask them to either generate a couple of solutions or find one solution that they both agree on. Then, ask volunteers to share the solutions they discussed.
- **Role-Play**: Role play the different dilemmas with puppets or with another adult in the room. During the role play, have explicit conversations with children about the different choices the characters could make and what might happen as a result. Later in the year, ask for volunteers to lead the role plays.
- **Flip the Switch**: Tell students that you're going to play a game where they brainstorm many different solutions to the dilemma. First, ask them to share positive choices the character could make. Go around the circle and share, or ask them to participate "popcorn style." Then, when you call out "Flip the Switch!" have them share negative choices the character could make. Then lead a discussion to reflect on their suggestions.
- **Write a Letter/Draw a Picture**: Ask students to write a letter or draw a picture of a choice the character in the dilemma could make. Students can then share with the class, turn their work in to you, or keep them private.

How did it go? Tell us how it went and find resources at: www.kernelslink.com

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