

Social Emotional Learning: The Missing Piece with Dr. Daniel Goleman



Webinar Wednesday
February 7, 2018
3:00 p.m. – 4:00 p.m. EST



Dr. Daniel Goleman's Background

Daniel Goleman is an internationally known psychologist who lectures frequently to professional groups, business audiences and on college campuses. As a science journalist Goleman reported on the brain and behavioral sciences for *The New York Times* for many years. His 1995 book *Emotional Intelligence* was on *The New York Times* bestseller list for a year-and-a-half, and has been translated into more than 40 languages. Goleman was a co-founder of the Collaborative for Academic, Social, and Emotional Learning, which fosters social/emotional learning (SEL) programs worldwide. His book, *The Triple Focus: A New Approach to Education* (Key Step Media) addresses his latest thinking on SEL. He received the Klingenstein Award for Educational Leadership. His latest title, co-authored with Richard Davidson, is *Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain, and Body*.



Survey Question #1

How familiar are you with social emotional learning (SEL)?

Answers:

- Extremely familiar
- Somewhat familiar
- Not familiar with this type of learning



Survey Question #2

If your school includes an SEL program which group does it benefit?

Answers:

- Students
- Teachers
- The school culture or atmosphere
- All of the above
- Not applicable – we do not have an SEL program

(Use the question box to explain your answer)



Outline of Today's Conversation

- ❑ Short History of Social Emotional Learning
- ❑ Brain Basics: Prefrontal Cortex and Amygdala
- ❑ Cognitive Control
- ❑ PS112 in Spanish Harlem: Belly Buddies
- ❑ Emotional and Social Lines of Development



Illinois Standards for Emotional and Social Development

https://www.isbe.net/Documents/SEL_goal1.pdf

Social Emotional Learning Standards

<p>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p>	<p>Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.</p>
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
A. Identify and manage one's emotions and behavior.	1A.1a. Recognize and accurately label emotions and how they are linked to behavior.	1A.2a. Describe a range of emotions and the situations that cause them.	1A.3a. Analyze factors that create stress or motivate successful performance.	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	1A.5a. Evaluate how expressing one's emotions in different situations affects others.
	1A.1b. Demonstrate control of impulsive behavior.	1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	1A.3b. Apply strategies to manage stress and to motivate successful performance.	1A.4b. Generate ways to develop more positive attitudes.	1A.5b. Evaluate how expressing more positive attitudes influences others.



Illinois Standards for Emotional and Social Development

https://www.isbe.net/Documents/SEL_goal2.pdf

Social Emotional Learning Standards

<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	<p>Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one’s own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.</p>
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
<p>A: Recognize the feelings and perspectives of others.</p>	<p>2A.1a. Recognize that others may experience situations differently from oneself.</p>	<p>2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.</p>	<p>2A.3a. Predict others’ feelings and perspectives in a variety of situations.</p>	<p>2A.4a. Analyze similarities and differences between one’s own and others’ perspectives.</p>	<p>2A.5a. Demonstrate how to express understanding of those who hold different opinions.</p>
	<p>2A.1b. Use listening skills to identify the feelings and perspectives of others.</p>	<p>2A.2b. Describe the expressed feelings and perspectives of others.</p>	<p>2A.3b. Analyze how one’s behavior may affect others.</p>	<p>2A.4b. Use conversation skills to understand others’ feelings and perspectives.</p>	<p>2A.5b. Demonstrate ways to express empathy for others.</p>



Illinois Standards for Emotional and Social Development

https://www.isbe.net/Documents/SEL_goal3.pdf

Social Emotional Learning Standards

<p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	<p>Why this goal is important: Promoting one’s own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one’s classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one’s decision making.</p>
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
<p>A: Consider ethical, safety, and societal factors in making decisions.</p>	<p>3A.1a. Explain why unprovoked acts that hurt others are wrong.</p>	<p>3A.2a. Demonstrate the ability to respect the rights of self and others.</p>	<p>3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</p>	<p>3A.4a. Demonstrate personal responsibility in making ethical decisions.</p>	<p>3A.5a. Apply ethical reasoning to evaluate societal practices.</p>
	<p>3A.1b. Identify social norms and safety considerations that guide behavior.</p>	<p>3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.</p>	<p>3A.3b. Analyze the reasons for school and societal rules.</p>	<p>3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p>	<p>3A.5b. Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.</p>

Outline (continued)

- The Principal's Role: Implementation and Culture Change (<https://casel.org/preschool-and-elementary-edition-casel-guide/>)

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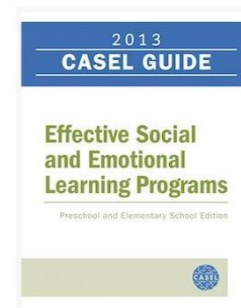
CASEL Guide: Preschool and Elementary Edition

2013 CASEL Guide: Effective Social and Emotional Learning Programs—Preschool and Elementary School Edition

provides a systematic framework for evaluating the quality of classroom-based SEL programs. It uses this framework to rate and identify well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The primary goal of the Guide is to give educators information for selecting and implementing SEL programs in their districts and schools. It also documents the significant advances the SEL field has made in the past decade, establishes new and more rigorous standards for SEL program adoption, and provides suggestions for next steps for SEL research and practice.

Although many worthwhile programs are currently available, to be included in the 2013 CASEL Guide and designated as CASEL SElect, programs had to:

- Be well-designed classroom-based programs that systematically promote students' social and emotional competence, provide opportunities for practice, and offer multi-year programming.
- Deliver high-quality training and other implementation supports, including initial training and ongoing support to ensure sound implementation.

[VIEW THE PDF \(2013\)](#)

Outline (continued)

- The Future of SEL: Focus, Caring, and Systems Learning



Question And Answer Time

Use Your Question Box to Ask Dr. Goleman a Question about Social and Emotional Learning

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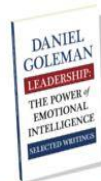
Relevance



[What Makes a Leader: Why Emotional Intelligence Matters](#)

What Makes a Leader: Why Emotional Intelligence Matters presents Daniel Goleman's groundbreaking, hi ...

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