

Social-Emotional Learning in the Classroom

*Practical Guide for Integrating
All SEL Skills into Instruction
and Classroom Management*

Second Edition

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ABOUT THE AUTHORS

In the biographies below, you will see that the authors were chosen carefully to ensure this book has immediate relevance to current and future practitioners. The three authors have experience as teachers and supervisors of teachers at the preK-12 and college levels. Their experience includes general education, special education, English language learning, and counseling. They have worked in urban, suburban, and rural schools.

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Bill Ribas has taught all grades K-12 and is a certified guidance counselor. He has been an assistant principal, principal, director of student services, and assistant superintendent. He is also the author of three other books: *Educator Supervision and Evaluation That Works: Addressing the Educational, Legal, Political, and Social Emotional*; *Instructional Practices That Maximize Student Achievement*; and *Inducting and Mentoring Educators New to the District*. Since 2002 he has been the president of Ribas Associates and Publications, Inc., a training, consulting, and publishing company dedicated to embedded professional learning for teachers, school clinical staff, school leaders, paraprofessionals, and parents.

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DEDICATIONS

*To my four children who have shown me that kindness
to the most vulnerable is the greatest strength.*

—Deborah Brady

*James, Jennifer, and John Hardin, who have taught me well about
life, love, and the creative spirit.*

—Jane Hardin

*All the teachers, school clinical professionals, paraprofessionals, and administrators
who give their hearts and souls to the children they teach.*

—Bill Ribas

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CASEL'S SEL FRAMEWORK

The CASEL 5 addresses five broad, interrelated areas of competence and examples of each. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones

- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

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