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Promoting Youth Mental Well-being by Building Social Emotional Learning Skills

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Promoting Youth Mental Well-being by Building Social-Emotional Learning Skills



Event Materials

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Today's Presenters



Dale Blyth
Professor Emeritus
University of Minnesota



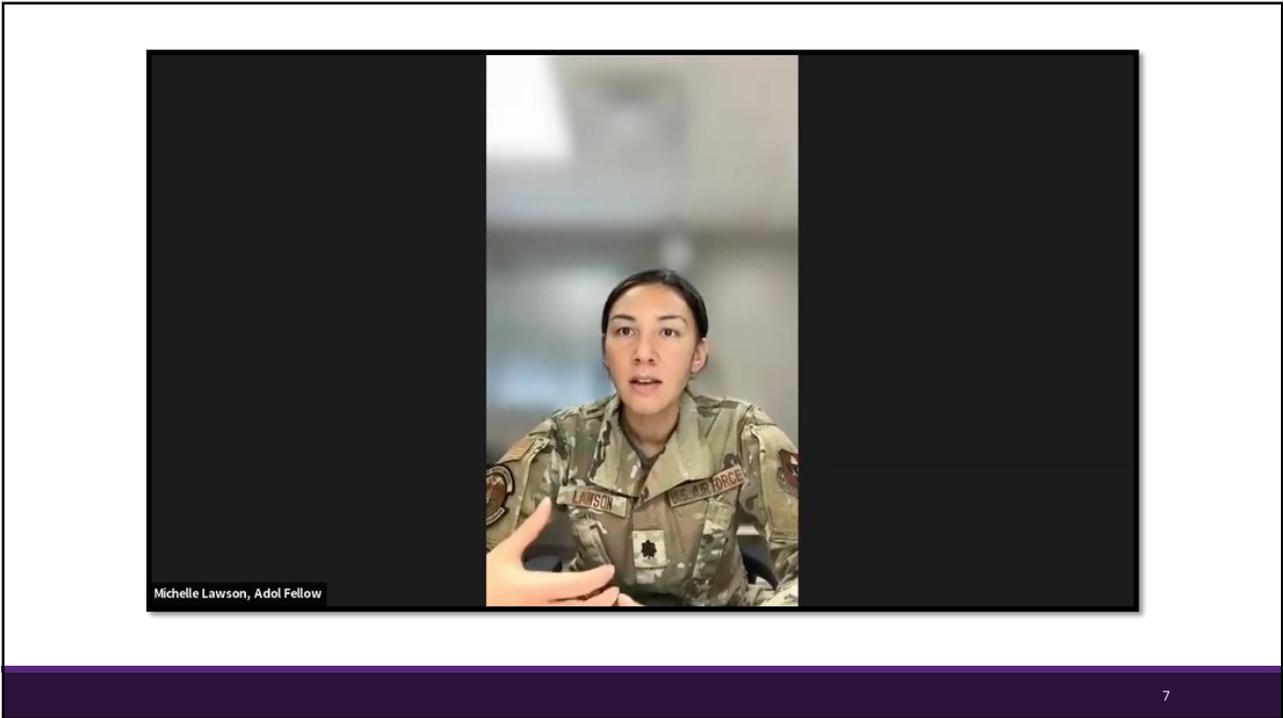
Kate Walker
Extension Professor and Specialist in Youth Work Practice
University of Minnesota



Michelle Lawson, MD, FAAP

Lt Col, United States Air Force, Medical Corps
Adolescent Medicine Fellow
San Antonio Uniformed Services Health Education Consortium
Joint Base San Antonio
(FAAP: Fellow of the American Academy of Pediatrics)

Disclaimer: The views expressed herein are those of the author(s) and do not reflect the official policy or position of the U.S. Army Medical Department, the U.S. Army Office of the Surgeon General, the Department of the Army, the Department of the Air Force, or the Department of Defense, or the U.S. Government.



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Reminders

Military Youth - stress, disruption, loss, delays, transitions

You - caring, empathetic role model

Photo credit: Shutterstock

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Chat

1. What other stressors or context comes to mind?
2. In your roles, are there other concerns or opportunities?



Photo credit: Shutterstock

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Poll: What is your role?

1. I work directly with youth.
2. I supervise those who work with youth.
3. I plan and design or manage programing.
4. Other involvement with programs for youth.

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Poll: On a scale of 1-5, how familiar are you with “social and emotional learning” (SEL)?

1. New to thinking about SEL
2. I've heard of SEL
3. Somewhat familiar with SEL
4. Very familiar with SEL, not yet practicing
5. Already doing intentional SEL programs and practices

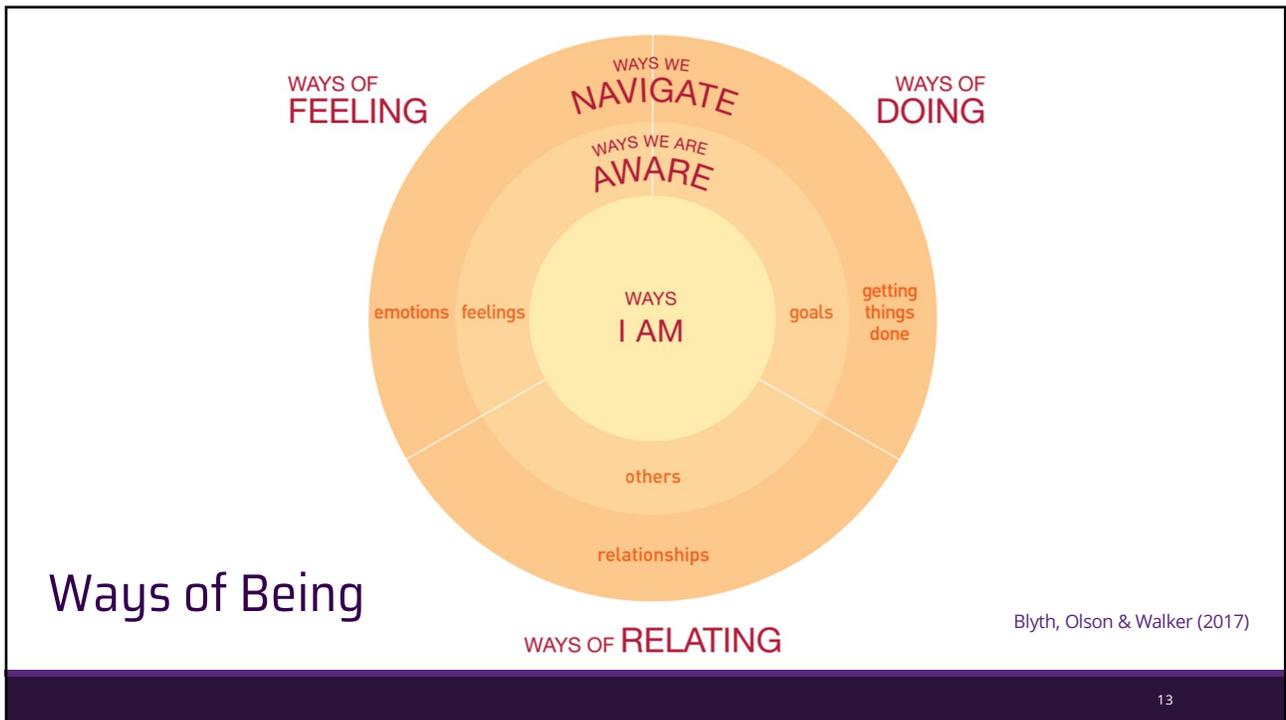
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Social and emotional skills
are fundamentally our
Ways of Being.

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Social Emotional Learning is the Process of How We Develop These Ways of Being

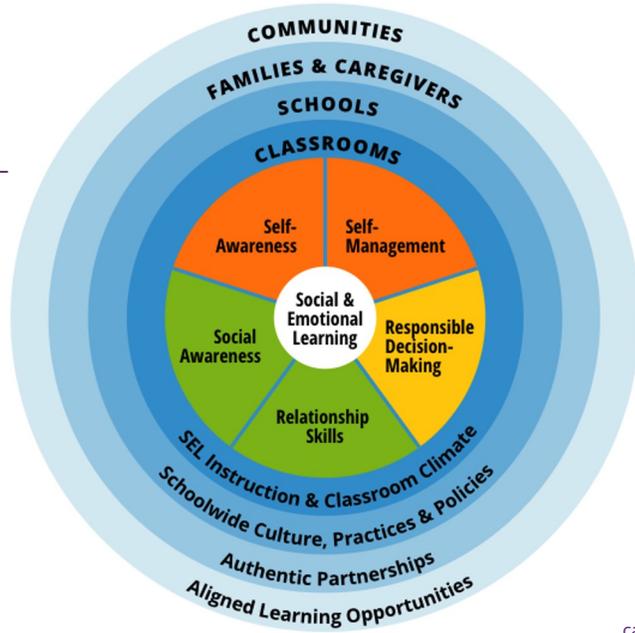
Social Emotional Learning “is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”

casel.org

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What is SEL?



casel.org

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Chat

What keywords or ideas from the video stood out to you?



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There are Many Different SEL Frameworks



Emotional Intelligence
(Goleman, D. 1998)



Clover Model
(Noam, & Triggs 2018)

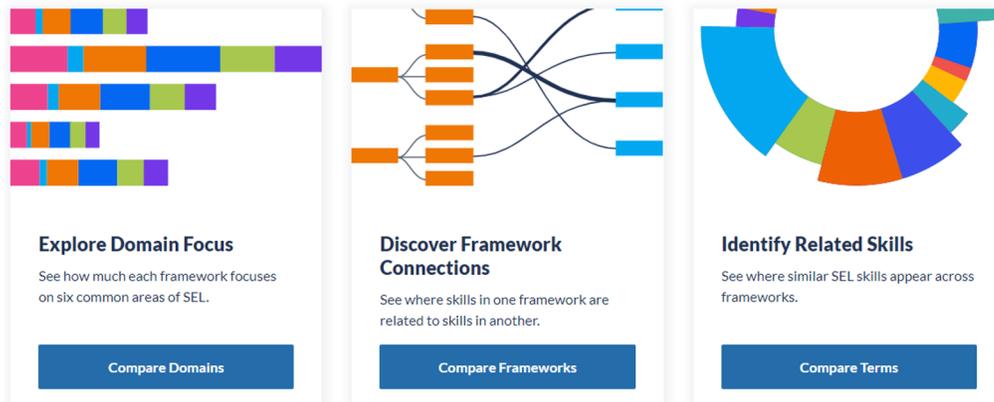


Factors for Young Adult Success
(Nagaoka, J., et al 2015)

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Tools to Explore and Compare SEL Domains, Frameworks and Skills



Harvard School of Education; EASEL lab; exploresel.gse.harvard.edu

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Social and Emotional Skills are BOTH

- CAUGHT
 - In everyday experiences and interactions
 - In all settings and relationships
- TAUGHT
 - They can be intentionally taught in families, schools, religious organizations and youth programs

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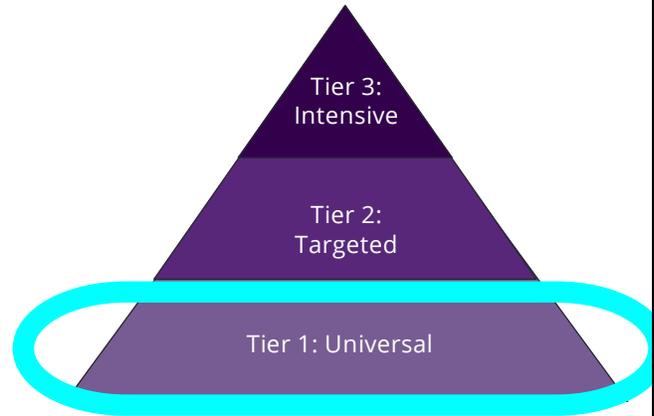
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SEL and 3 Tiers of Mental Health Supports

Tier 3: Intensive treatment and intervention supports

Tier 2: Targeted or early interventions for youth who have been or might be exposed to risk factors

Tier 1: Universal strategies that promote strengths and prevent risks



Graphic: Walker, K.

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Addressing Misconceptions

- SEL does NOT
 - teach a “correct” set of values, beliefs, and opinions
 - stand in opposition to parents’ rights or family involvement
 - encourage intolerance or pit students against each other
 - make youth feel bad about themselves
 - only apply to youth of color or youth in trouble

Stephanie Jones; EASEL lab

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Why SEL Matters

- **These skills matter for learning**
 - SEL increases academic achievement
 - Supports a more positive and productive climate for learning
- **These skill matter for life**
 - Reduces problem behavior
 - Enhance positive expectations and climate
 - Help youth cope and adapt to trauma and challenges
- **Everyone needs and uses these skills in our daily lives**

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SEL in Practice

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Poll: In your setting, are you more likely to focus on:

1. Training staff to understand SEL
2. Integrating SEL into the learning environment
3. Incorporating activities that help youth practice SEL skills
4. Choosing a specific program or curriculum to follow
5. Assessing what SEL skills our youth have and need

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SEL and Youth Programs

In these programs, youth:

- Engage in real-world projects
- Work in teams
- Take on meaningful roles
- Face challenges, and experience emotional ups and downs



Photo source: UMN Extension

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SEL practice and programs

Learning environment (caught)

- Program culture including norms, routines, behavior expectations, and conflict resolution processes that support SEL.
 - Establish expectations
 - Give effective feedback
 - Integrate reflection

Learning experiences (taught)

- Intentional learning activities and opportunities to practice and develop SEL skills
 - Explore identities
 - Name emotions
 - Practice empathy
 - Develop goals

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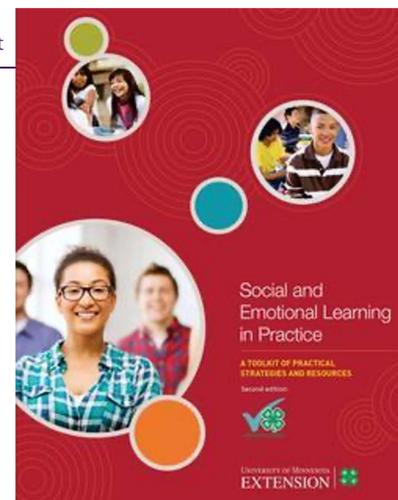
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SEL in Practice



Download Free Toolkit

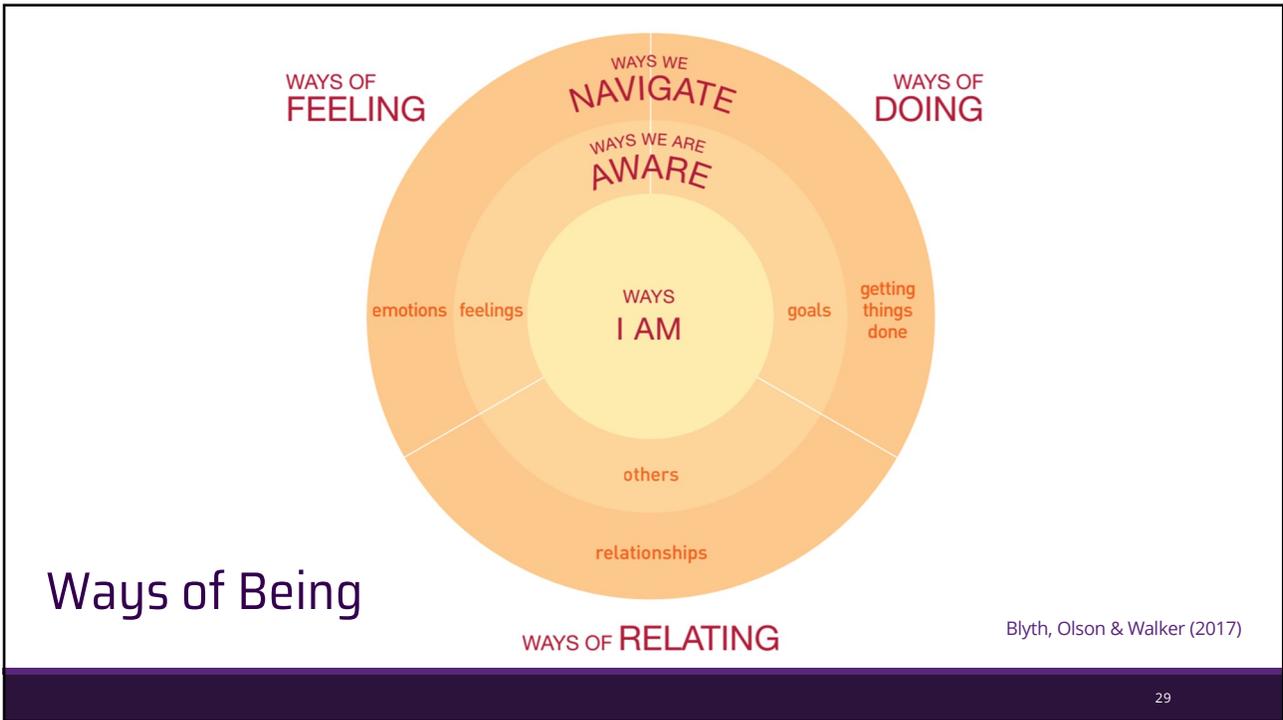
1. Equip staff
2. Create the everyday learning environment (caught)
3. Design impactful learning experiences (taught)
4. Use data for improvement



Walker, K., Olson, B., & Herman, M. (2019)

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WAYS OF FEELING

Ways of Feeling includes all the skills, experiences, and capacities a person has to identify and make sense of their emotions.

Skills include:

- Self-control
- Emotional intelligence
- Emotional awareness
- Self-regulation
- Coping skills

Walker, K., Olson, B., & Herman, M. (2019)

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WAYS OF RELATING



Ways of Relating includes the skills youth need to understand and navigate their interactions and relationships with others.

Skills include:

- Social skills
- Teamwork
- Cooperation
- Communication/ Active listening
- Conflict resolution

Walker, K., Olson, B., & Herman, M. (2019)

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WAYS OF DOING



Ways of doing includes skills to approach tasks and achieve goals.

Skills include:

- Grit
- Perseverance
- Goal setting
- Problem solving
- Focus
- Motivation

Walker, K., Olson, B., & Herman, M. (2019)

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WAYS I AM




Ways I Am includes the attitudes and beliefs youth have about themselves in relation to their feelings, relationships, and goals.

Skills include:

- Self-efficacy
- Agency
- Hope
- Sense of self
- Cultural identity

Walker, K., Olson, B., & Herman, M. (2019)

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Mapping Cultural Values



Relationship-
focused

Teamwork

Task-
focused



I value time spent on building relationships, and work better with people when I get to know them

I prefer to focus on getting the job done and become impatient with socializing

Walker, Olson & Herman (2017)

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A Guide to Help Youth Understand and Manage Stress

Why it matters - Many young people are stressed out. They might be anxious about school, worried about family, having problems with friends, unsure about their futures, or experiencing a major change or loss. Stress is normal and can even be helpful, but too much stress can be overwhelming.

Grounding Exercises - Icebreakers, re-sets or reflections to help youth tune in, calm down and manage stress

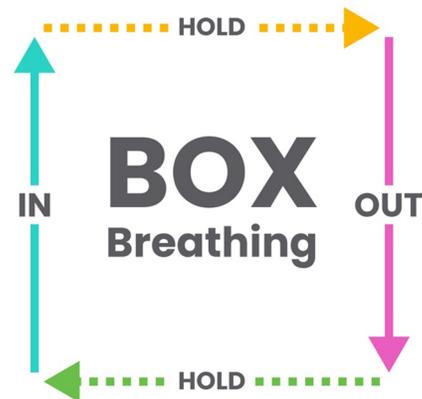
Stress-related Activities - Help youth learn what stress is, how it affects us, and the importance of seeking help.

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Grounding Exercises

- Box Breathing
- 5, 4, 3, 2, 1
- Relationship Fingers
- Weather Check



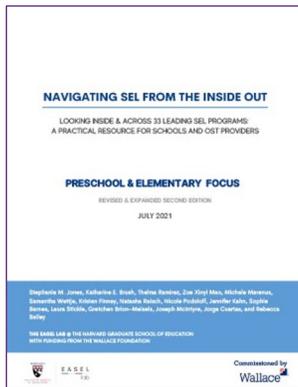
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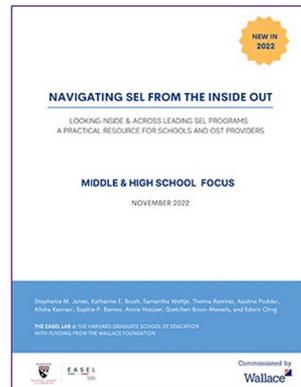
Program Selection Process

- Step 1: Assess your needs
- Step 2: Review the programs
- Step 3: Consider logistics
- Step 4: Choose a program

Selecting a Program: Navigating SEL from the Inside Out Series



PreK-Grade 5 (33 programs)



Grades 6-12 (18 programs)

Key components of the guides

- Background information on SEL
- Summary of evidence for each program
- Recommendations for adapting to OST settings
- Summary tables to compare unique features, program components, instructional methods, and skills targeted
- Detailed, individual profiles for each of the programs

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Any Questions? Comments? Take-Aways?



Microsoft stock image

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Upcoming Event



What Can Families (and Other Adults) Do to Maximize Youth Well-Being

Thursday, August 10, 2023, 11:00 AM - 12:30 PM ET

This webinar focuses on what adults inside and outside adolescents' families can do to protect and promote their well-being, especially during transitions. Strategies on prevention and intervention for promoting youth well-being are examined.

Continuing education credit will be available for this session!

OneOp.org/learn/150438

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OneOp.org/practicingconnection

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Continuing Education



This webinar has been approved for **1.5 continuing education credits** for:

- Social Work, LPC, LMFT
- Commission for Case Manager Certification (CCMC)
- Board Certified Patient Advocates (BCPA)
- Certified Family Life Educator (CFLE)
- Certified in Family and Consumer Sciences (CFCS)
- Certified Nutrition & Wellness Educators (CNWE)
- Certificate of attendance available

Evaluation Link

Go to the event page for the evaluation and post-test link.



Questions?

Email Anna Peterson:
OneOpFamilyTransitions@gmail.com

OneOp.org/learn/142437

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