CASEL in the SAND(box)

**Using Social and Emotional Learning
to Begin, Enhance, or Defend your Teen Services Program**

Blayne Borden, Lexington Public Library, Central Library
bborden@lexpublib.org

YALSA Symposium 2017

I SHOULD GET A
TEEN ADVISORY BOARD

Lots of great well-developed robust programs that seemed completely unattainable!

Central Library Teen STATUS as of November 2017

- No Teen Programming
- Outdated Teen Area
- Most teens were viewed as discipline problems
- No computer area

And then came CASEL… and Brin Bugo from Calgary Public Library*

CASEL.org : Collaborative for Academic, Social and Emotional Learning

"Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Or…*the more we get together the happier we'll be* ♪♫♪♫♪♫♪

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➲ IDENTIFYING EMOTIONS
- ➲ ACCURATE SELF-PERCEPTION
- ➲ RECOGNIZING STRENGTHS
- ➲ SELF-CONFIDENCE
- ➲ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➲ IMPULSE CONTROL
- ➲ STRESS MANAGEMENT
- ➲ SELF-DISCIPLINE
- ➲ SELF-MOTIVATION
- ➲ GOAL SETTING
- ➲ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➲ PERSPECTIVE-TAKING
- ➲ EMPATHY
- ➲ APPRECIATING DIVERSITY
- ➲ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➲ COMMUNICATION
- ➲ SOCIAL ENGAGEMENT
- ➲ RELATIONSHIP BUILDING
- ➲ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➲ IDENTIFYING PROBLEMS
- ➲ ANALYZING SITUATIONS
- ➲ SOLVING PROBLEMS
- ➲ EVALUATING
- ➲ REFLECTING
- ➲ ETHICAL RESPONSIBILITY

HOMES AND COMMUNITIES
SCHOOLS
CLASSROOMS

SOCIAL AND EMOTIONAL LEARNING

SELF-AWARENESS · SELF-MANAGEMENT · RESPONSIBLE DECISION-MAKING · RELATIONSHIP SKILLS · SOCIAL AWARENESS

SEL CURRICULUM AND INSTRUCTION
SCHOOLWIDE PRACTICES AND POLICIES
FAMILY AND COMMUNITY PARTNERSHIPS

© CASEL 2017

Our widely used *Framework for Systemic Social and Emotional Learning* identifies five core competencies that educate hearts, inspire minds, and help people navigate the world more effectively.

https://casel.org/wp-content/uploads/2017/01/Competencies.pdf

The Search Institute: Developmental Assets

http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/events/40assetshandout.pdf

Research shows that youth with the most assets do well in school, Are civically engaged, value diversity and are less likely to struggle with alcohol use, violence and sexual activity.

INTERNAL

Commitment to Learning:
Young people need a sense of the lasting importance of learning and a belief in their own abilities.

Positive Values: Young people need to develop strong guiding values or principles to help them make healthy life choices.

Social Competencies: Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.

Positive Identities: Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

EXTERNAL

Support: Young people need to be surrounded by people who love, care for, appreciate, and accept them.

Empowerment: Young people need to feel valued and valuable. This happens when youth feel safe and respected.

Boundaries and Expectations: Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.

Constructive Use of Time: Young people need opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.

The Search Institute: Developmental Relationships Framework

### The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people's lives.

	Elements	Actions	Definitions
	Express Care Show me that I matter to you.	• **Be dependable**............Be someone I can trust. • **Listen**...........................Really pay attention when we are together. • **Believe in me**..............Make me feel known and valued. • **Be warm**......................Show me you enjoy being with me. • **Encourage**..................Praise me for my efforts and achievements.	
	Challenge Growth Push me to keep getting better.	• **Expect my best**............Expect me to live up to my potential. • **Stretch**..........................Push me to go further. • **Hold me accountable**...Insist I take responsibility for my actions. • **Reflect on failures**........Help me learn from mistakes and setbacks.	
	Provide Support Help me complete tasks and achieve goals.	• **Navigate**.......................Guide me through hard situations and systems. • **Empower**......................Build my confidence to take charge of my life. • **Advocate**......................Stand up for me when I need it. • **Set boundaries**.............Put limits in place that keep me on track.	
	Share Power Treat me with respect and give me a say.	• **Respect me**..................Take me seriously and treat me fairly. • **Include me**...................Involve me in decisions that affect me. • **Collaborate**..................Work with me to solve problems and reach goals. • **Let me lead**..................Create opportunities for me to take action and lead.	
	Expand Possibilities Connect me with people and places that broaden my world.	• **Inspire**...........................Inspire me to see possibilities for my future. • **Broaden horizons**........Expose me to new ideas, experiences, and places. • **Connect**........................Introduce me to people who can help me grow.	

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.
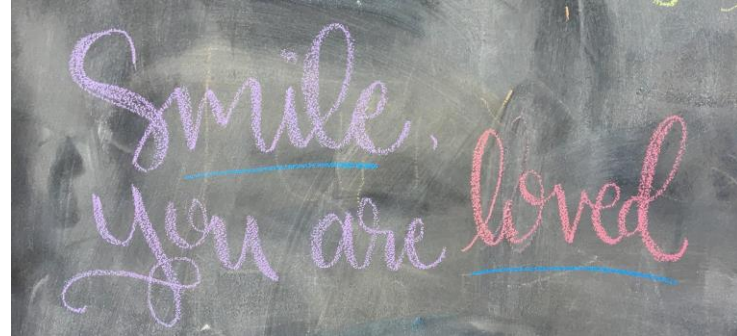
Meanwhile back at the Central Library…The Nook is Born!

before

after

Sunday Teen Space - the SAFE Approach

Effective SEL approaches often incorporate four elements represented by the acronym **SAFE:**
- *Sequenced:* Connected and coordinated activities to foster skills development.
- *Active:* Active forms of learning to help students master new skills and attitudes.
- *Focused:* A component that emphasizes developing personal and social skills.
- *Explicit:* Targeting specific social and emotional skills.

Following the CASEL approach we set out to provide an hour of space for teens in our library where there was always a welcoming adult, a focusing activity, a warm drink and a snack.

Keurig + Cookies + Cart + Activity = SEL

Teen Space Program Ideas

- Perler Beads
- Friendship bracelets
- Card Games
- Tarot cards
- Astrology
- Duct Tape Bags
- Feather Pens
- Kumihimo braiding
- Felt Coffee Cozy
- DIY Pom Poms
- Less Stress – Glitter Jars

- DIY Sugar Scrub
- Board Games
- DIY New Year's Crackers
- Coffee & Coloring
- Make Your Own Zines
- Origami
- Air Dry Clay Keychains
- Anti-Valentine's Party
- Paper Ornaments
- LED Magnetic Dartboard
- Improv

Passive Programming – some examples that worked

o   Civic Engagement themed passive programming

   •   Voting: (example: is a hot dog a sandwich?)

   •   Voter Registration.

   •   Do You Know Who Your Legislators Are?

o   Astrology themed book display

o   Shredder Confessional

o   Origami

o   YALSA TOP 10

Adding it All Together: SEL Competencies

Self-Awareness
Perler Beads
Zine
Shredder Confessional
Other crafts

Social Awareness
Improv
Games
Civic Engagement

Responsible Decision Making
Games

Self-Management
Glitter jars
DIY Sugar Scrub
Coloring
Duct tape bags
Freindship bracelets

Relationship Skills
Improv
Games

Adding it All Together: Developmental Assets

Support
Young person receives support from a nonparent adult
ALL PROGRAMS

Empowerment
Young person perceives that adults in the community value youth
ALL PROGRAMS

Boundaries & Expectations
Adults model positive, responsible behavior
ALL PROGRAMS

Constructive Use of Time
Young person spends time in creative activities each week
ALL PROGRAMS

Commitment to Learning
Young person reads for pleasure
DISPLAYS
Young person is actively engaged in learning
ALL PROGRAMS

Positive Values
Young person accepts and takes personal responsibility
*ALL PROGRAMS

Social Competencies
Young person has empathy, sensitivity & friendship skill
ALL PROGRAMS

Positive Identities
Young person reports that "my life has a purpose"
*ALL PROGRAMS

Go forth, sip cocoa and change lives!

WHY RELATIONSHIPS MATTER

"

Whether the burdens come from the hardships of poverty, the challenges of parental substance abuse or serious mental illness, the stresses of war, the threats of recurrent violence or chronic neglect, or a combination of factors, the single most common finding is that children who end up doing well have had at least one stable and committed relationship with a supportive parent, caregiver, or other adult.

THE NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

Quoted in the research publication *"Relationships First: Creating Connections that Help Young People Thrive"*. Download: WWW.SEARCH-INSTITUTE.ORG/RELATIONSHIPS-FIRST

Search ›
INSTITUTE