CASEL in the SAND(box)

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

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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- Outdated Teen Area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*

*https://continuinged.isl.in.gov/dont-sel-yourself-short-how-to-build-social-emotional-learning-into-any-teen-program-1-leu/

**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🎶🎶🎶*
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.

**SELF-AWARENESS**
- Identifying Emotions
- Accurate Self-Perception
- Recognizing Strengths
- Self-Confidence
- Self-Efficacy

**SOCIAL AWARENESS**
- Perspective-Taking
- Empathy
- Appreciating Diversity
- Respect for Others

**SELF-MANAGEMENT**
- Impulse Control
- Stress Management
- Self-Discipline
- Self-Motivation
- Goal Setting
- Organizational Skills

**RELATIONSHIP SKILLS**
- Communication
- Social Engagement
- Relationship Building
- Teamwork

**RESPONSIBLE DECISION-MAKING**
- Identifying Problems
- Analyzing Situations
- Solving Problems
- Evaluating
- Reflecting
- Ethical Responsibility

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.

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**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


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.
The Nook is Born!
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 Success!
Now, it is your turn...

Zines
Kumihimo discs
Tarot Cards
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