Social and Emotional Learning for Staff and Leadership
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Objectives

• Learn about key elements of our SEL professional development initiative in Anchorage youth programs
• Identify connections to your work
• Take away ideas for SEL supports for staff in all roles
Agenda

• Introductions
• What we are doing, what we’ve learned, and making connections to your work
• Q&A
• Closing: Connections to SEL Skills
Source: Ready by 21 Readiness Project, *Ready by Design: The Science and Art of Youth Readiness*
YOUTH & SCHOOL-AGE PQA
PROGRAM QUALITY ASSESSMENT

pyramid of program quality

ENGAGEMENT
- Planning
- Choice
- Reflection
- Responsibility

INTERACTION
- Leadership
- Belonging
- Collaboration
- Adult Partners
- Managing Feelings
- Interaction with Adults

SUPPORTIVE ENVIRONMENT
- Warm Welcome
- Session Flow
- Active Engagement
- Encouragement
- Reframing Conflict
- Child-Centered Space

SAFE ENVIRONMENT
- Emotional Safety
- Healthy Environment
- Emergency Preparedness
- Accommodating Environment
- Nourishment

Youth Voice in Governance
Professional Learning Community

Center for Youth Program Quality
SEL Competencies & Related Skills

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- Communication
- Social engagement
- Building relationships
- Working cooperatively

Source: Collaborative for Academic, Social and Emotional Learning (CASEL)
Facilitator Team
Developing skills at each level of organizations

• Executives
• Managers
• Direct Service Staff
Share in the Comments Box:

What connections are you making to your own work?
Community of Practice across diverse types of youth programs

- Afterschool
- Runaway and Homeless Youth Shelters
- Youth Mental Health
- Juvenile Justice
- Alaska Native education
# Session Focus

<table>
<thead>
<tr>
<th>Date</th>
<th>SEL Competency Focus</th>
<th>Catalyzing Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2017</td>
<td>All SEL Competencies</td>
<td>Second Order Change Kickoff!</td>
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<tr>
<td>October 2017</td>
<td>All SEL Competencies</td>
<td>Social and Emotional Intelligence</td>
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<tr>
<td>November 2017</td>
<td>Self Awareness</td>
<td>Embracing Resistance</td>
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<td>December 2017</td>
<td>Social Awareness</td>
<td>Cultural Responsiveness</td>
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<tr>
<td>January 2018</td>
<td>Relationship Skills</td>
<td>Coaching &amp; Communication</td>
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<td>February 2018</td>
<td>Responsible Decision Making</td>
<td>Trauma Informed Practice</td>
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<tr>
<td>March 2018</td>
<td>Self Management</td>
<td>Healthy Leading / Wellness at Work</td>
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<td>April 2018</td>
<td>All SEL Competencies</td>
<td>Systems Change</td>
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<tr>
<td>Component</td>
<td>Purpose</td>
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<td>Brief break, Lunch &amp; Inspirations</td>
<td>Support wellness for participants through providing a nutritious lunch coupled with inspiring stories. Each month participants share something that has inspired them lately. This will be done in a rotating format where each participant has one opportunity to share during the year. This also serves to help participants get to know each other better.</td>
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<td>Arrival</td>
<td>Engage participants as they arrive</td>
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<td>Welcome, Agenda Overview, SOC Updates</td>
<td>Provide information</td>
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<td>Working Agreements</td>
<td>Collectively develop or reinforce group norms and expectations</td>
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<td>Inclusive Opening</td>
<td>Bring all voices into the room. Prime people for the work of the session.</td>
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<td>Reflection on Practice</td>
<td>Promote learning through reflection on experiences at work during the past month (based on last month’s session—could include follow up to peer check in during the month)</td>
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<tr>
<td>Catalyzing Topic Introduction</td>
<td>Provide content around which to support SEL growth for participants. Content is based on best and promising practices in the field and align with Anchorage youth development practice. This is not a “how to training”, but a chance to invite individual exploration connected to a key topic in youth development practice, and to practice SEL skills in a relevant area. Include connections to resources and expertise shared by participants.</td>
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<tr>
<td>Contextualize and Personalize</td>
<td>Develop new understanding and perspectives through exploring a dilemma, situation, or opportunity at work sparked by today’s topic (or what’s current at work).</td>
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<td>SEL Skill Building</td>
<td>Provide opportunities for development in specific SEL skills (e.g. through explicit reflection or practicing skills in the context of youth development scenarios or strategies). In most cases this is done through building on the areas explored through “contextualize and personalize”.</td>
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<td>Individual and Team Action Steps</td>
<td>Identify action steps based on today’s session—both individually and for the team check in</td>
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<td>Optimistic Closing</td>
<td>Provide an opportunity to reflect, to reinforce learning from the day, and to help participants look forward to returning to the group next session.</td>
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<td>Looking ahead and feedback form</td>
<td>Collect feedback to support continuous improvement for curriculum and facilitation. Provide an opportunity for participants to share resources related to the catalyzing topic for next month. Encourage participants to upload any resources to the website between sessions.</td>
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“[Second Order Change was] Very beneficial for staff... Exposure to guided reflection is such a luxury in our busy work lives—and greater understanding of social emotional learning is so important in our workplace.”

-Executive Cohort Participant 2016-17
Youth
Cohort Participants
Facilitator Team
Quick Write for You:

• What do you most want to take back to your colleagues?
Q&A
Closing

Poll: SEL Skills Connections
SEL Competencies & Related Skills

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

SELF-AWARENESS
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
- Identifying Problems
- Analyzing Situations
- Problem-solving
- Evaluation
- Reflection
- Ethical responsibility

SELF-MANAGEMENT
- Communication
- Social engagement
- Building relationships
- Working cooperatively

SOCIAL AND EMOTIONAL LEARNING
- Responsibility

RESPONSIBLE DECISION-MAKING
Thank You!

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