

Social Emotional Learning & Culturally Responsive Education

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What is SEL?

Why does SEL matter?

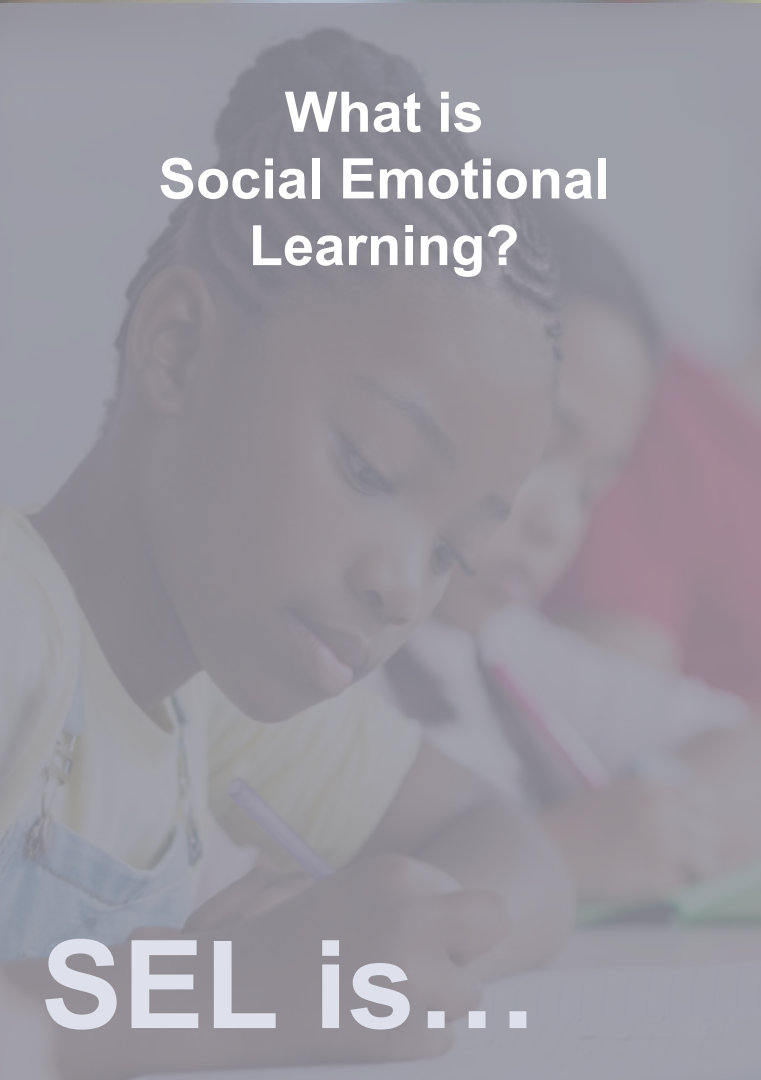
How does SEL and CRE Intersect?

What can you do to promote Culturally Responsive Social Emotional Learning?



What are your hopes and dreams for the children in our community?





What is Social Emotional Learning?

...the process through which all children 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.

SEL is...

What Do We Call This Work?

- Social Emotional Learning (SEL)
- Trauma Informed Schools
- Trauma Sensitive Schools
- Compassionate Schools
- Healing Centered Engagement
- Social and Personal Learning
- Social Emotional and Academic Development (SEAD)
- Character Development
- Restorative Practices
- Multi-tiered System of Supports
- PBIS
- Mindfulness
- Sanford Harmony
- RULER

**All Learning
is Social**

**All Learning
is
Emotional**



SEL as a Lever for Equity: *SEL can help create caring, just, inclusive and healthy communities that support all students in reaching their fullest potential.*

To be culturally responsive and sustaining, we must listen to our students and their families to understand what they want and need from school.

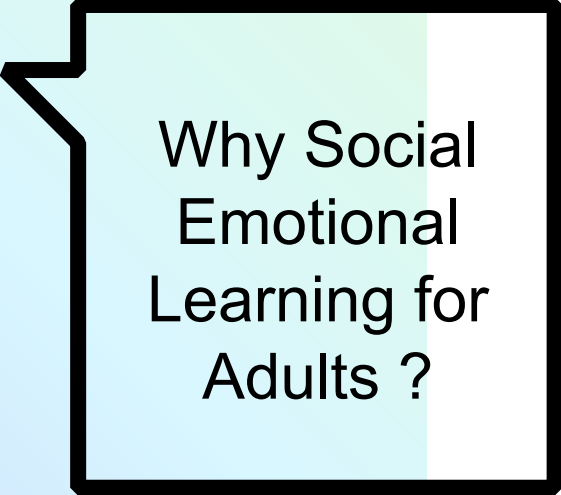


Poll

**Is Social Emotional
Learning only beneficial
to Children?**

Yes or No





Why Social Emotional Learning for Adults ?

Adults who have the ability to recognize, understand, label, express, and regulate emotions are more likely to demonstrate patience and empathy, encourage healthy communication, and create safe learning environments.

(Brackett, Katella, Kremenitzer, Alster, and Caruso, 2008)

Teachers skilled at regulating their emotions report less burnout and more positive affect while teaching.

(Brackett, Mojsa, Palomera, Reyes, & Salovey, 2008)

School leaders with strong SEL competencies build and maintain positive and trusting relationships among members of the school community.

(Patti and Tobin, 2006)

RESOURCES



<https://casel.org/>

The Adelaide Sanford Institute

NYCDOE We Teach NYC

<https://www.weteachnyc.org/>

NYS Education Department Culturally Responsive-Sustaining Education Framework

<http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>

NYC DOE Yoga & Mindfulness Teacher Preparation Program

<https://www.ymtpp.org/>

Shifting the Vibe!
Strengthening Core Instruction Through Culturally Responsive Sustaining Education

<https://sites.google.com/schools.nyc.gov/shifting-the-vibe-strengthenin/home?authuser=0>



<https://www.weteachnyc.org/resources/resource/supportive-environment-framing-overview/>

Thank You

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