

# Understanding Your Student's Social Emotional Learning (SEL) Survey Results

*Elementary Parent/Guardian Information Session*



Office of Student Services  
January 19, 2023

# Takeaways from today's presentation

- What is SEL?
- Why is it important?
- What did the SEL survey measure?
- What do my student's results mean?
- What can I do to help my child develop SEL skills?
- Who can I talk to about any concerns I have about my child's social-emotional development?

# What is SEL?

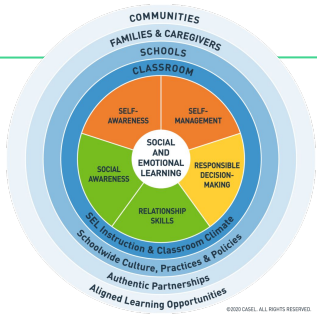
*“Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”*

-Collaborative for Academic, Social, and Emotional Learning (CASEL)

## SOCIAL AND EMOTIONAL LEARNING

### SEPARATING FACT FROM FICTION

SEL <b>boosts academic</b> performance and deepens engagement with content.	It is <b>not</b> a distraction from academics.
SEL builds relationships and skills that promote <b>healthy well-being</b> .	It is <b>not</b> therapy.
SEL helps students <b>understand different perspectives</b> and share ideas.	It is <b>not</b> a way to teach students a specific political agenda.
SEL is shaped by local priorities set by <b>schools, families, and communities</b> .	It is <b>not</b> one-size fits all.



# THE CASEL 5

## Five broad, interrelated areas of competence



### Self-Awareness

Understand and recognize one’s own emotions, thoughts, and values and how they influence behavior across contexts.



### Self-Management

Manage one’s emotions, thoughts, and behaviors in different situations and to achieve goals and aspirations.



### Social Awareness

Understand the perspectives of and empathize with others, including those from diverse backgrounds.



### Relationship Skills

Establish and maintain healthy, supportive relationships and effectively navigate settings with diverse individuals/groups.



### Responsible Decision Making

Make caring and constructive choices about personal behavior and social interactions across diverse situations.

# Why is SEL Important?

The benefits of SEL are well-researched:



SEL leads to **improved academic outcomes** and behaviors



SEL benefits are **long-term** and global



SEL is a **wise financial investment**



Social and emotional skills **help improve lifetime outcomes**



For more: <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>



## SEL in APS

Aligned to the [Virginia SEL Guidance Standards](#) and the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) Framework](#), SEL in APS:

- Seeks to empower students with the skills, knowledge, and understandings to make positive choices about their social-emotional engagement;
- Models, teaches, and reinforces prosocial skills that align to college, career, and life readiness frameworks; and
- Provides students with opportunities to learn how to engage with people who may be different than themselves in constructive and collaborative ways.
- SEL modeling, instruction, and reinforcement is the responsibility of everyone in the Arlington Public Schools community.

# SEL Survey in APS



# What did the SEL survey measure?

SEL Competency Area	Description
Growth Mindset*	Student perceptions of whether they have the potential to change those factors that are central to their performance in school
Self-Efficacy*	How much students believe they can succeed in achieving academic outcomes.
Self-Management	How well students manage their emotions, thoughts and behaviors in different situations.
Social Awareness	How well students consider the perspectives of others and empathize with them.

\*Growth mindset & self-efficacy are not stand-alone CASEL competency areas but subsets of perceptions and beliefs within self-awareness.



# Where can you find your student's results?

A summary statement of how to interpret results and an overview of your child's responses in each area can be found in **ParentVUE**:

- Log in to ParentVue
- Go to "Documents" in menu
- Look for two "survey" documents
  - "SEL Results Report Parent Guardian Letter"
  - Document with your student's ID & Name that is listed as "survey" under "Document Category"

The screenshot shows the ParentVue interface. On the left is a sidebar menu with items: Home, Messages, Calendar, Attendance, Class Schedule, Class View, Communication, Class Book, Report Card, and Info. The 'Documents' item is highlighted with a red arrow. The main area is titled 'DOCUMENTS' and contains a table with the following data:

Document	Document Category
SEL Results Report Parent Guardian letter English.	Survey
2022-2023 IPR 2	Report Card
2022-2023 IPR 1	Report Card
2022-23 BOY	Test Report
2022-23 VGA	Test Report
2022-2023 IPR 1	Report Card
SOL Parent Letter - Spring Non-Writing	Test Report
SOL 2021-22 Spring Non-WRT SC	Test Report
SY23 R8th front	Test Report
2021-2022 MP4 Report Card	Report Card
2021	Test Report
SEL Parent results report_guide.docx	Survey
2021-2022 MP3 Report Card	Report Card
2021-22 MO	Test Report
2021-2022 MP2 Report Card	Report Card
2021 Fall Growth Ass	Test Report
202	Test Report
2021-2022 MP1 Report Card	Report Card

# What do my student's results mean?

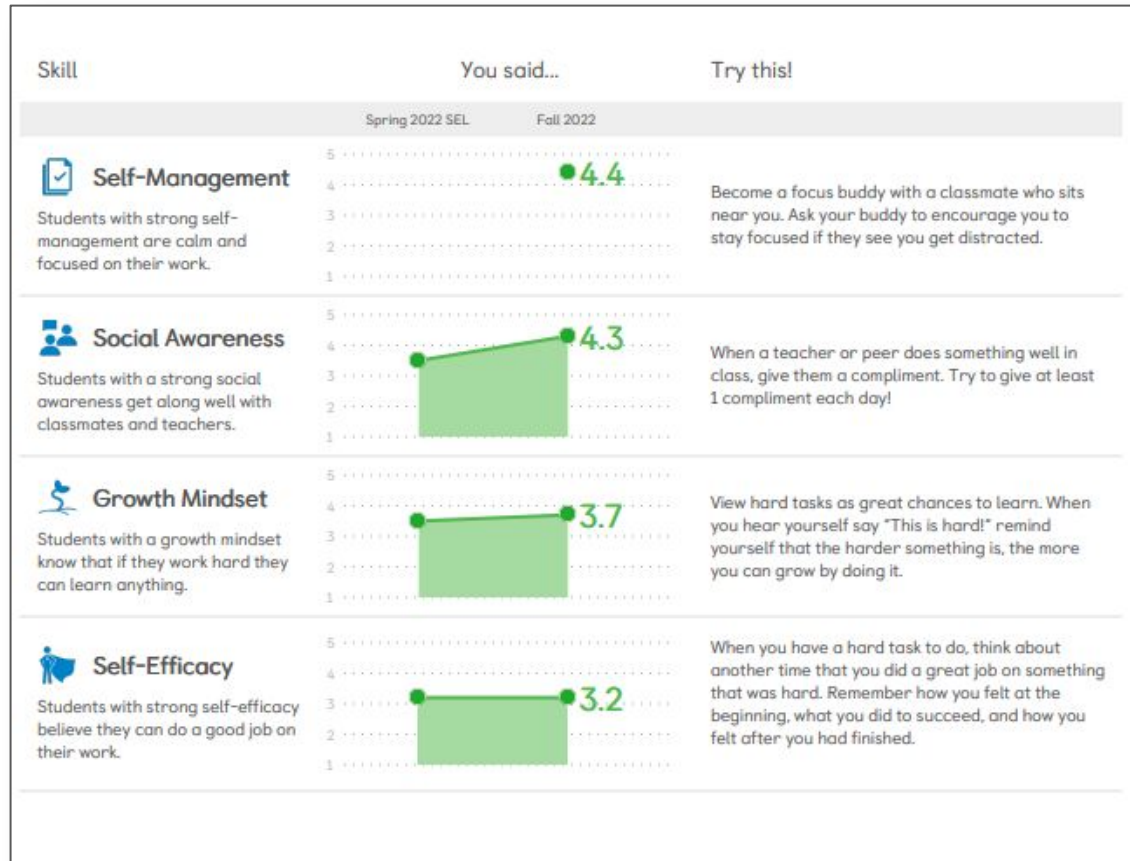
- Results range from 1 to 5, with 5 representing strengths.
- Results are useful to APS for overall SEL programming and monitoring general SEL needs.
- Results are useful to parents as an additional indication of their child's SEL skills, along with their own observations and those of teachers over time.

Ratings (1.0-5.0)	Category
4.3-5.0	High Strength
3.5-4.29	Strength
2.0-3.49	Medium Strength
Less than 2.0	Low Strength
"No rating"	No responses recorded

## *Caution:*

- These results come from a "moment in time" and a relatively small number of responses in each area.
- Responses will vary from day-to-day depending on the student's feelings on the day of the survey.

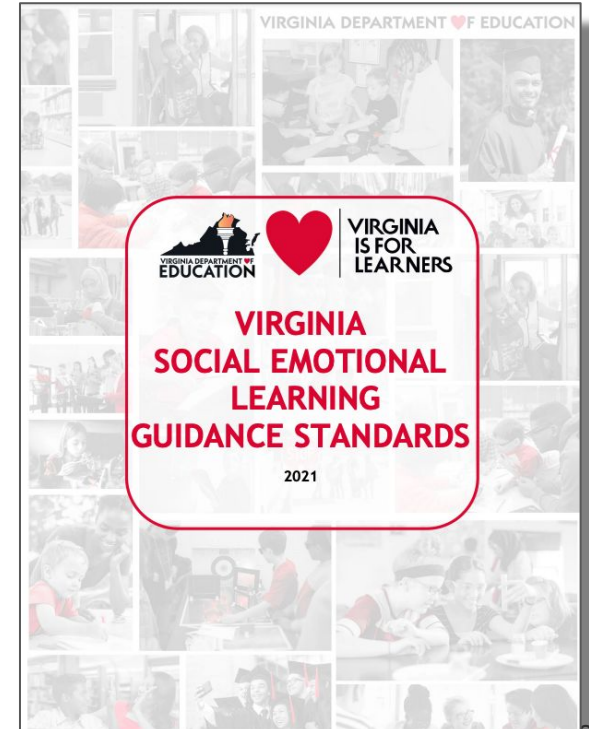
# Example Student Report



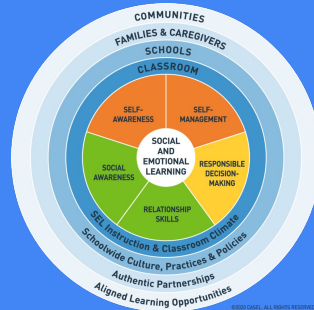
# What can I do to help my child develop SEL skills?

Learn more about developmentally appropriate social-emotional skills and competencies. Below are links to the VDOE SEL standards for each grade.

Grades K-12	<a href="#">K-12</a> (PDF)
Kindergarten	<a href="#">Kindergarten</a> (PDF)
Grades 1-2	<a href="#">Grades 1-2</a> (PDF)
Grades 3-4	<a href="#">Grades 3-4</a> (PDF)
Grades 5-6	<a href="#">Grades 5-6</a> (PDF)
Grades 7-8	<a href="#">Grades 7-8</a> (PDF)
Grades 9-10	<a href="#">Grades 9-10</a> (PDF)
Grades 11-12	<a href="#">Grades 11-12</a> (PDF)



# Strengthening SEL Skills by Competency Area



## Activities that strengthen **Self-Awareness**

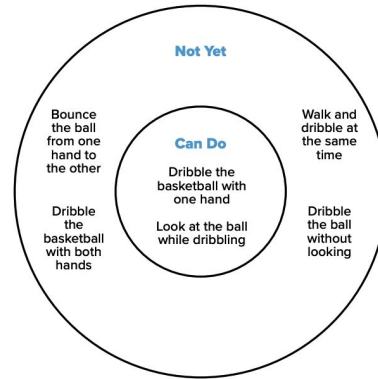
- Focus on your child's strengths - talk with them about things they've done well and offer specific praise for strengths you have noticed.
- Ask your child how they feel and share how you feel in different situations and settings using age-appropriate vocabulary.
- Discuss ways that you or your child might be feeling and how that can impact behavior and actions in different settings.

# Activities that promote **Growth Mindset**

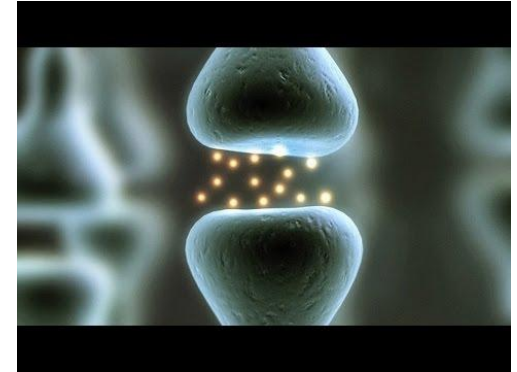
- Reflective Journaling: Look back at times when things were difficult or a new skill and reflecting on how far you have come. People who practice reflection and gratitude feel more positive emotions, improve their physical health, develop strong relationships, and are better equipped to overcome adversity.
- Growth Circles: Include a Goal Statement (something that you hope to be able to do or improve at), a “Can Do” circle (all the things you can do related to the goal), a “Not Yet” circle (all the things you cannot yet do related to the goal), and a Strategy Statement (one or two things that you can do in the short-term to expand or grow your Can-Do Circle).

## Example

**Goal Statement:** I want to be able to dribble a basketball between my legs.



**Strategy Statement:** This week I will try walking back and forth down the block while dribbling at the same time.



[“The Power of Yet” \(video of Carol Dweck’s TEDtalk\)](#)

# Activities that strengthen **Self-Efficacy (Problem-Solving)**

How big is your problem?

Small

I can fix it myself!



Medium

I may need help  
(from a friend  
or maybe an adult).



Big

I need adult help  
right away!





Be a problem solver!



The problem is...



Small



Medium



Big

I am feeling ...



What I want to happen is (my goal)...



Brainstorm 2 or 3 solutions

Will my choice hurt or harm others?

Can my choice hurt or harm me in any way?

Does my choice help my goal?

Pick the best solution. Go!



Help students  
“Be a problem-solver!”

# Activities that help strengthen **Self-Efficacy (Problem-Solving)**

- If-Then Plans: Help students shift their focus to the specific actions that will lead to meeting their goals vs. being fixated on the goal itself.
  - Example: You may want to see your student study more for a test. Their “If-Then” statement could be: If it’s 4:30pm, then I’ll spend time reviewing practice problems for 30 minutes.
- Help your student reframe negative thoughts. Talking about what else our child can say in calm moments will help when they have negative self-talk in the future. What is a more “helpful” thought?
- Best case scenario, worst case scenario and most likely scenario
- Investigating unhelpful thoughts

# Activities that strengthen Self-Management

- Model and prompt your children to use coping strategies (such as those shown here in the visual to the right)
- [Visual Feelings Wheel](#)
- Building a Coping Skills area or toolbox at home together
  - Quiet place
  - Activities that your child enjoys: music, drawing, crafts, etc.
  - Fidget tools
- Model and monologue when you are using self-management skills (e.g., “I can feel myself getting frustrated, I’m going to take 10 minutes to calm down before I decide what to do next.”)
- CRF Framework:
  - CONCERN: My concern is...
  - FEELING: My feeling is...
  - REQUEST: My request is...
  - Example: “My concern is that you have asked me to clean my room five times today. My feeling is annoyed because I’m trying to finish my schoolwork first. My request is that you give me a deadline to finish cleaning my room so that I can manage my own time.”

# Coping Strategies to Manage Stress & Tough Emotions

© 2021 Pathway 2 Success



# Activities that strengthen **Social Awareness**

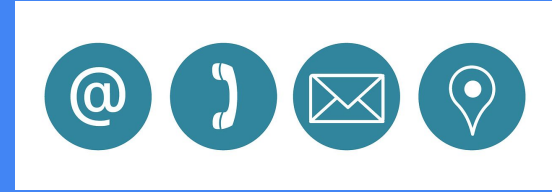
- Practice Empathy; *Empathy prompts* are tools to model and raise awareness of the connection between one person's actions and another person's feelings. For example:
  - Your smile is \_\_\_\_\_ and you make others feel \_\_\_\_\_. Keep smiling!
  - You are so \_\_\_ that you could make any day \_\_\_\_\_.
  - The other day, you brought me so much \_\_\_ and \_\_\_\_\_. Thank you for making my day.
  - When you did \_\_\_\_\_ for me, that really made me feel \_\_\_\_\_. Please keep being \_\_\_\_\_.
  - Remember when we worked on \_\_\_\_\_ together? You were so \_\_\_\_\_ and \_\_\_\_\_. Thank you!
  - I appreciate how you show \_\_\_\_\_ and \_\_\_\_\_ with everything you do.
  - You amaze me with your \_\_\_\_\_! It inspires me to be more \_\_\_\_\_.
- Model active listening when having conversations with your student
- Dinner time a screen free time
- Gratitude: Daily sharing or journaling about three things you are grateful for
- Support perspective taking: This can happen while watching a show or movie together or when your student is sharing about their day
  - Ex: “Wow that sound like it was really hard for your friend, how do you think you would react if that happened to you?”

# Who can I talk to if I have concerns about my child's social-emotional development?

There's no right or wrong person to ask! We work together to help all students.



# How to contact school staff:



- Ask your child's teacher to connect you
- Call the school's main office
- Call or email staff directly

For more information about Social Emotional Learning (SEL) in APS, please visit the [APS SEL webpage](#).