

# SEL Strategies to Support Positive Behavior



**Change Impact**  
helps social impact  
organizations achieve  
**results** and advance  
**equity.**





**YOU MAKE THE  
WORLD A BETTER  
PLACE**



Change Impact powers **Change Up Learning**, an online PD platform for educators and youth development professionals

[Rest of State Subgrantees Registration Link](#)

- 50+ hours of self-paced training approved for SACC training hours
- Free live virtual workshops on a range of topics with other CBOs
- Follow-up reminders and tools to make learning stick
- Games + monthly contest with prizes

## About Ali

- Youth development, teaching, and summer camp experience
- Leaning into my own growth and the development of others
- Would not be who I am without my time in OST programs
- Joy: soccer // Challenge: time management



**CHANGE  
IMPACT**



# Agenda

- Welcome and Warm-up
- SEL Overview
- Strengths-based Approach
- SEL <> Behavior Management
- Session Evaluation and Closing



# Goals

- Review the importance of SEL in program culture
- Consider a strengths-based approach to supporting young people
- Explore ways to utilize SEL as a strategy to promote positive behavior

# Warm Up!

**Who is a person that made you feel seen, valued, or understood when you were younger?**

**<<Turn and Talk>>**



# **Social/Emotional Learning Background**







# Social/Emotional Learning (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**.

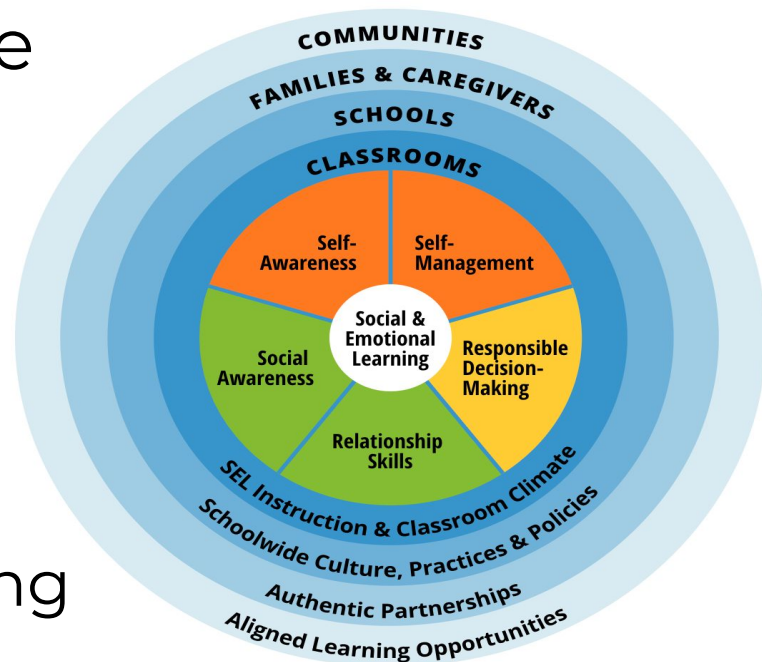




# CASEL Framework

5 core pathways to promote cognitive competence:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making





# **SEL: For Children and Adults**

**Which SEL competency do you feel strong in?**

**Which area would you like to grow in?**

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making



## **SEL: Mission Alignment**

How do these competencies connect to your (21st CCLC) program goals?

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

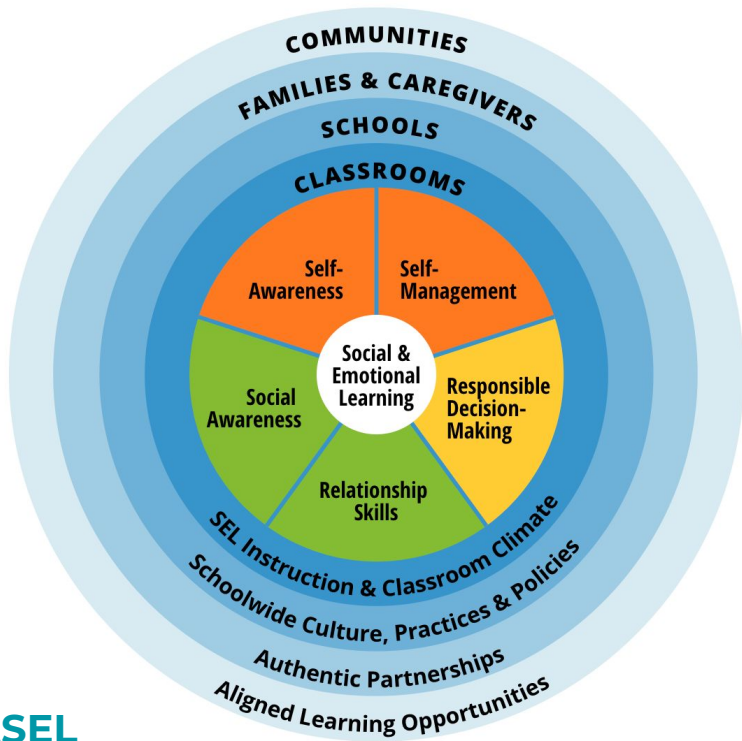


# NYS SEL Benchmarks

- Young people **develop a self-awareness** that nurtures and affirms a **strong sense of identity**, informs decisions about their actions, and builds a **sense of agency**.
- Young people use **social awareness and interpersonal skills** to establish, navigate, and maintain mutually **supportive relationships** with individuals and groups that nurture a **strong sense of belonging**.
- Young people demonstrate **intentional decision-making skills** and behaviors that consider social, emotional, and physical **safety and well-being** in personal, school, and community contexts.



# Social/Emotional Competencies

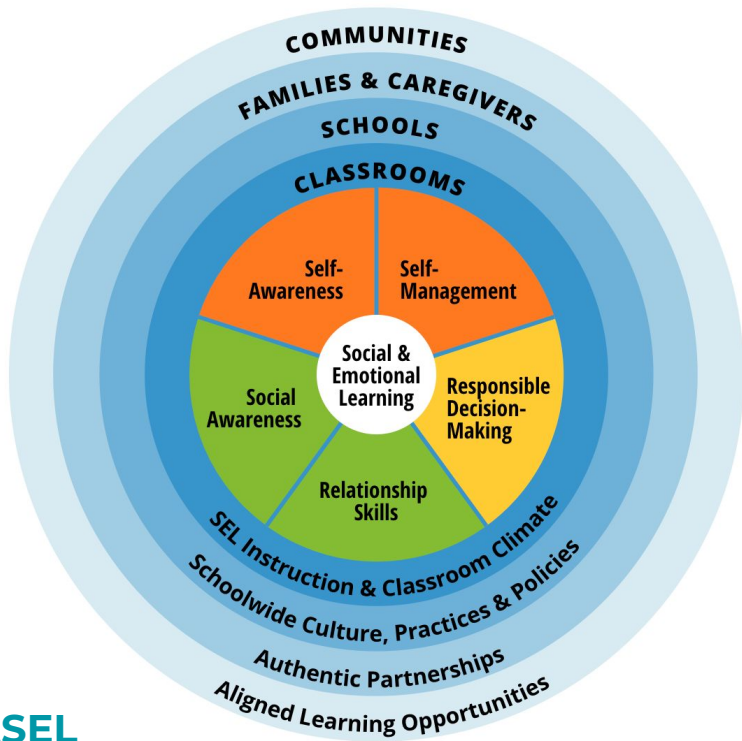


**Self-Awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts

- Identifying emotions
- Integrating personal and social identities
- Having a growth mindset
- Experiencing self-efficacy



# Social/Emotional Competencies



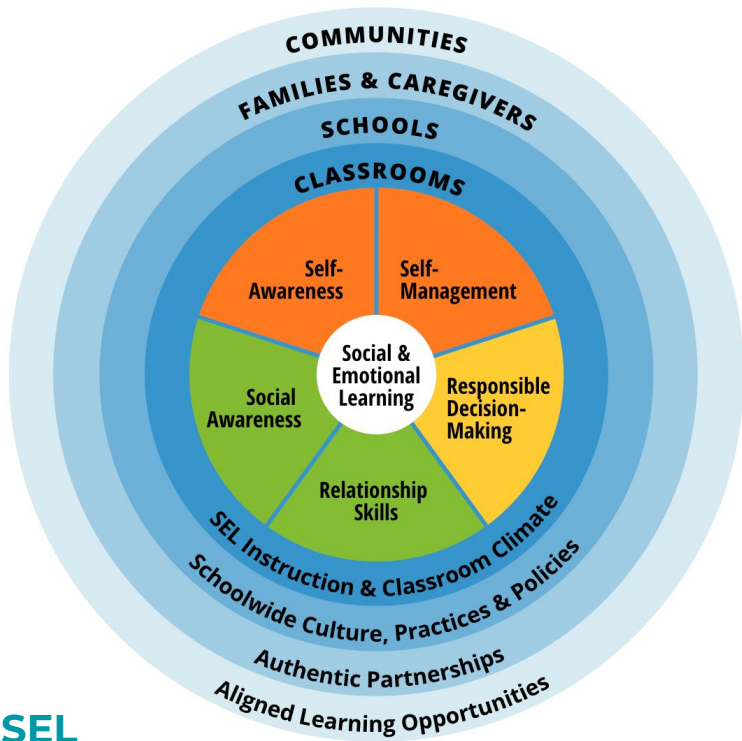
**Social Awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts

- Demonstrating empathy and compassion
- Recognizing strengths in others
- Identifying diverse social norms, including unjust ones





# Social/Emotional Competencies

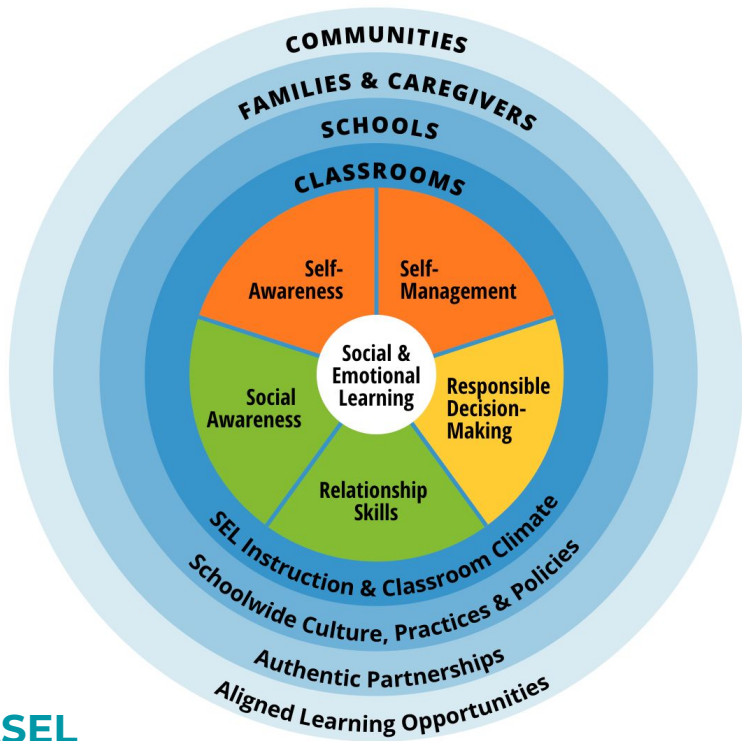


**Self-Management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations

- Managing one's emotions
- Stress management
- Using organizational skills
- Setting goals



# Social/Emotional Competencies



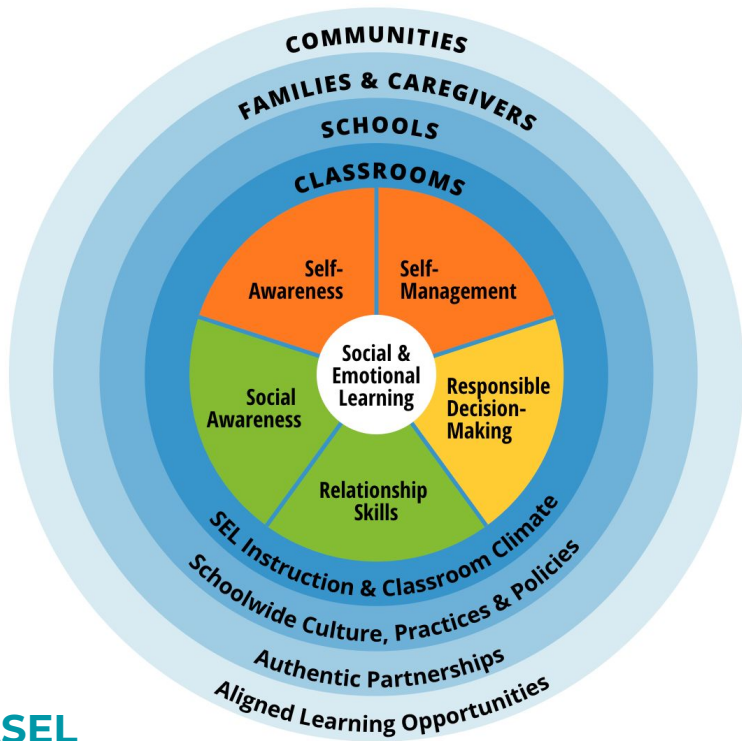
## Responsible Decision-Making:

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations

- Identifying solutions
- Anticipating and evaluating consequences of one's actions
- Demonstrating curiosity and open-mindedness



# Social/Emotional Competencies



**Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups

- Communicating effectively
- Practicing teamwork and collaborative problem-solving
- Developing positive relationships

# Strengths-Based Approach





# Positive Youth Development (PYD)

***“protective factors,” or positive influences, can help young people succeed, help prevent, and navigate challenges”***

- a strengths-based approach that acknowledges the assets that young people possess
- family support, caring adults, positive peer groups, a strong sense of self and self-esteem, and involvement at school and in the community

Positive Experiences + Positive Relationships + Positive Environments =

Positive Youth Development



# Developmental Assets

When youth have more assets, they are:

- More likely to thrive now and in the future
- Less likely to engage in a wide range of high-risk behaviors
- More likely to be resilient in the face of challenges

<b>Internal Assets</b>	<b>External Assets</b>
personal skills, self-perceptions, and values to make good choices, take responsibility, and be independent	supports, opportunities, and relationships young people need across all aspects of their lives



# 6 C's of PYD {Richard Lerner}

<b>Competence</b>	Positive view of one's actions in specific areas
<b>Confidence</b>	An internal sense of positive self-worth and self-efficacy
<b>Connection</b>	Positive bonds with people and institutions
<b>Character</b>	Respect for societal and cultural norms; a sense of right and wrong; integrity
<b>Caring</b>	A sense of sympathy and empathy for others
<b>Contribution</b>	<i>Contributions to self, family, community, and society</i>



# Key PYD Strategies

- Cultivate positive, asset-based assumptions
- Create a safe, inclusive learning environment
- Foster a sense of belonging
- Provide meaningful opportunities for youth voice + choice
- Build healthy relationships
- Be intentional about goals and lesson/activity plans

Positive Experiences + Positive Relationships + Positive Environments =

Positive Youth Development



# SEL <> Behavior Management





## **SEL <> Behavior**

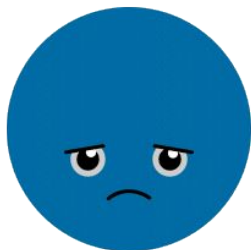
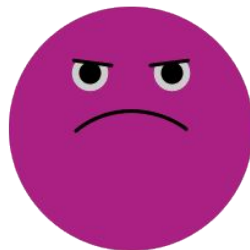
**What are current challenges you're experiencing in programs?**

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making



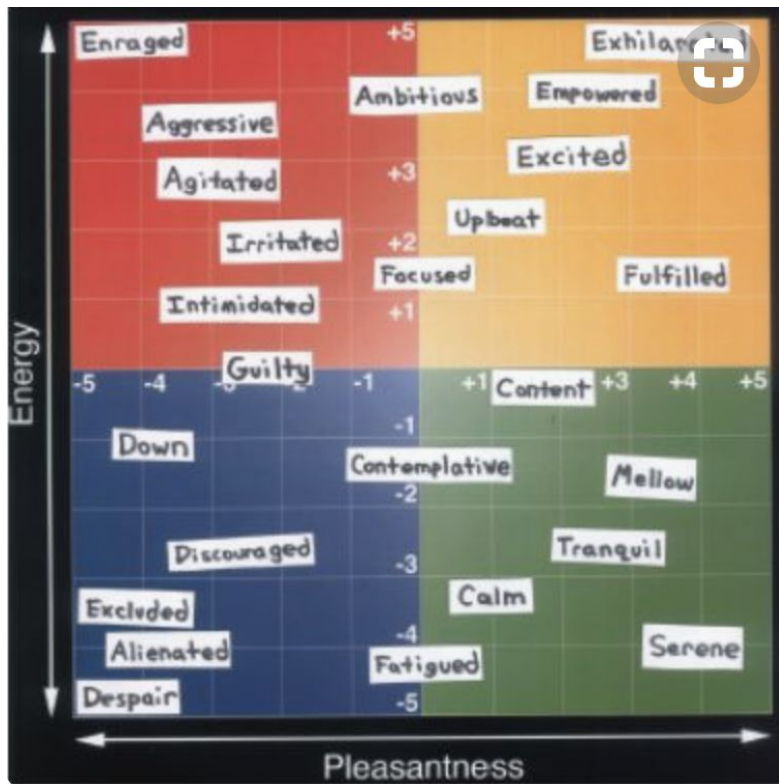
## Example: Emoji Check-in

Which emoji do you feel like?





# Example: RULER Mood Meter



Tool for paying attention to feelings and how they change throughout the day



Builds self-awareness and confidence to speak up



Supports language development re: emotions (e.g., going from “ok” to “tranquil”)

**Yale Center for Emotional Intelligence**  
<http://ei.yale.edu/ruler>



# Example: Breathing Techniques

**BALLOON BREATHING**




Sitting in a comfortable position, place your hands around your mouth as if you were about to blow up a balloon. Take a deep breath in through the nose and, as you slowly exhale through your mouth, start to spread your hands out as if you are blowing up a great big balloon. Hold your hand position as you inhale again and then spread your hands further as you exhale. Once your balloon is as big as it can be, gently sway from side to side as you release your balloon up into the sky.

**SHOULDER ROLL BREATHING**




Choose a comfortable sitting position. As you take a slow deep breath in through your nose raise your shoulders up towards your ears. Breathe slowly out through your mouth, lowering your shoulders as you exhale. Repeat slowly, rolling your shoulders up and down in time with your breath.

**BACK TO BACK BREATHING**



Find a partner and sit on the floor back to back. Sit tall and close your eyes if you want to. Decide who will start - that person begins by inhaling deeply and then exhaling slowly, and then continues to breathe slowly and deeply. Their partner should feel the expansion in their partner's back each time they breathe in and then try to sync their own breathing so that both partners are breathing in time together.

**TUMMY BREATHING**



Lie on the floor and place a small stuffed animal on your stomach. Breathe in deeply through your nose and feel the stuffed animal rise, and then feel it lower as you slowly exhale through your mouth. Rock the stuffed animal to sleep using the rise and fall of your stomach.

**TAKE 5 BREATHING**



Sit comfortably, resting one hand in front of you with fingers outstretched like a star and the pointer finger of your other hand ready to trace your hand. Starting at the base of your thumb on the outside of your hand, breathe in slowly through your nose as you slide your pointer finger up to the top of your thumb. Breathe out slowly and slide your pointer finger down the inside of your thumb. Breathe in as you slide your finger up the next finger and out as you slide down. Continue breathing in and out as you trace your whole hand.

**BUMBLEBEE BREATHING**



Sitting comfortably, gently place the tips of your pointer fingers in your ears and close your eyes. Breathe in through your nose and then hum quietly as you slowly breathe out.

**ELEPHANT BREATHING**



Stand with your feet wide apart and your arms dangling in front of your body like an elephant's trunk. As you breathe in deeply through your nose, raise your arms up high above your head. Then slowly swing your arms down again as you breathe out through your mouth.

**BUBBLE BREATHING**



Sit comfortably with your eyes closed. Begin by imagining you are holding a bubble wand. Breathe in deeply and then, as you breathe out slowly and gently, imagine you are blowing bubbles into the room. Imagine the bubbles are filled with peace or love or happiness and that you are filling the whole room with a peaceful, happy feeling. As you keep breathing slowly and blowing your imaginary bubbles, feel your body become calm and relaxed.

**Breathing** helps kids (and adults!) regulate the physiological response to stress and provides an opportunity to think before acting.

**Childhood 101:**  
[www.childhood101.com/  
fun-breathing-exercises-for-  
kids/](http://www.childhood101.com/fun-breathing-exercises-for-kids/)



# Example: Mindful Listening Activity

- Partner 1 is the speaker / Partner 2 is the listener
- **Partner 1 will talk for 1 minute**, starting with one of the (optional) prompts below:
  - Something that I am so excited about is..
  - Something that's been on my mind is...
  - Something few people know about me is...
- **Partner 2 - just listens without interrupting or responding**



## Example: Rock-Paper-Scissor

- Identify 4 corners of the room
- Everyone starts in corner # 1
- **Advance to the next corner (moving around the room), by winning a round of Rock-Paper-Scissors**
- Your goal: make your way around the room as many times as you can in 3 minutes!

# Group Discussion

.....

- 1. Choose a goal from the NYS SEL Benchmarks**
- 2. Choose a specific age group**
- 3. Brainstorm 1–2 specific SEL strategies that can support that goal**



**TEAM UP**



# CLOSING



**“There is no thinking  
without feeling and no  
feeling without  
thinking.”**

Karen McCown



# Looking Ahead

.....

**What's the smallest  
action you can take this  
week based on this  
session?**



**TAKE  
ACTION**

**Thank you!**

**tinyurl.com**

Please take a moment to answer this very short survey.

Your response will be anonymous, and we value your feedback!

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Open your smartphone's camera app and aim at the code!

