



SOCIAL-EMOTIONAL LEARNING RESOURCE LIST

This list represents a sampling of resources related to Social and Emotional Learning (SEL) practice in the Road Map region. Resources are presented in three categories: professional development and training opportunities, SEL programs and curriculum, and additional resources and reports. For each resource, we provide a name, source information, and web links to further information. While it is by no means comprehensive, this list is intended to give leaders in schools and other youth-serving organizations a sense of the range of programs and professional development opportunities in this area. This list was compiled by Anne Powell of Spark Consulting (<http://www.sparkconsultingseattle.com/>).

PROFESSIONAL DEVELOPMENT AND TRAINING OPPORTUNITIES

3DL Partnership

University of Washington School of Social Work; University of Washington College of Education

<http://depts.washington.edu/uw3dl/>

The 3DL Partnership offers consultation, implementation support, professional development, and evaluation services for organizations implementing SEL programs.

Bridge Conference

School's Out Washington

<http://www.schoolsoutwashington.org>

Annual conference held in late October that brings together practitioners, policymakers, educators, funders, and researchers to share ideas around high-quality out-of-school-time experiences for young people.

Child Care Resources Professional Development Workshops

Child Care Resources

<http://www.childcare.org>

Child Care Resources provides coaching and professional development to early learning providers in King and Pierce counties. Several offerings focus on the development of social and emotional competencies in young children.

The Creative Advantage

City of Seattle Office of Arts and Culture, Seattle Public Schools, Seattle Art Museum, and the Seattle Foundation

<http://www.creativeadvantageseattle.org/go-deeper/>

A collaboration between school-based arts teams and community arts programs that supports K-12 arts learning for Seattle Public Schools students. Professional development focuses on teaching social-emotional and 21st-century skills through the arts.

Cultivating a Growth Mindset

Youth Development Executives of King County

<http://ydekc.org>

A workshop that explores how adults can cultivate a growth mindset in themselves and in the young people they work with. The goal is to improve young people's persistence in the face of challenges, helping them to fulfill their



potential. Strategies include: teaching mindset concepts, using encouragement, and framing the environment to support growth.

Mindset Kit

Project for Education Research that Scales (PERTS)

<http://www.mindsetkit.org>

A set of free online courses, lessons, and practices for educators and parents who want to foster adaptive mindsets in young people. Currently, most modules focus on growth mindset, though there are also resources designed to promote belonging, and purpose and relevance.

**More than a Goal: Strategies for Building Future Orientation in Youth
Youth Development Executives of King County**

<http://ydekc.org>

This workshops helps educators and youth leaders to identify and practice a network of strategies to help youth envision a positive future and set and pursue goals. Strategies include values affirmation, future visioning, goal-setting, and reflection.

Positive Behavior Interventions and Supports (PBIS)

Northwest PBIS Network

<http://www.pbis.org>; <http://pbisnetwork.org>

PBIS is a framework designed to help schools adopt and organize evidence-based behavior interventions into an integrated continuum that enhances academic and behavioral outcomes for all students. PBIS emphasizes school-wide systems that support appropriate student behavior and positive school environments.

**Practice Guides for Building Middle School Agency
University of Washington Social Development Research Group**

<http://www.sdrp.org>

This series profiles a set of research-based practices designed to improve student outcomes and prevent problem behavior. Practices range from simple “pick up and go” behaviors and activities, to practices that require some training or preparation to implement effectively.

School Retool

IDEO, d.school, the William and Flora Hewlett Foundation, and the Raikes Foundation

<http://www.schoolretool.org>

School Retool is a professional development program for middle and high school principals; it helps school leaders redesign their school culture by using small, scrappy experiments called “hacks.” The goal is to better prepare students for life in the real world by focusing schools on deeper learning.

Social-Emotional Learning Series

School’s Out Washington

<http://www.schoolsoutwashington.org>

This three-part workshop series covers the identification, assessment, and practical implementation of strategies to build self-awareness, responsible decision making, and social awareness in young people.



University of Washington Center for Child and Family Well-Being Workshops

University of Washington Center for Child and Family Well-Being

<http://depts.washington.edu/ccfwb/>

Provides resources for parents, educators, and other caregivers. The Center focuses on mindfulness, compassion, and social-emotional skills, using a whole child, bioecological approach. Hosts “Research to Real World” forums to help translate faculty research into practice.

Why Some Kids Try Harder and Some Give Up: Three Ways to Foster a Growth Mindset

Zero to Five

<http://www.zerotofive.net>

Zero to Five author Tracy Cutchlow gives presentations and provides workshops on the promotion of social and emotional skills in young children. This workshop focuses on growth mindset.

Youth Work Methods

David P. Weikart Center for Youth Program Quality, School’s Out Washington

<http://www.cypq.org>; <http://www.schoolsoutwashington.org>

This series empowers direct-service staff in out-of-school-time programs to improve the quality of their work with young people. All of the ten workshops in this series focus on creating learning environments that promote the development of social and emotional skills.

SOCIAL AND EMOTIONAL LEARNING (SEL) PROGRAMS AND CURRICULUM

Kids at Hope Organizational Cultural Framework

Kids at Hope Northwest

<http://kidsathope.org/>

The objective of Kids at Hope is to help create and support school and community settings that will foster hope and ensure children receive the elements of success that have been scientifically proven to enhance a child’s sense of self, resiliency, and personal empowerment. By using a common language and belief system Kids at Hope unites entire communities in a systemic manner.

MindUP

The Hawn Foundation

<http://thehawnfoundation.org/mindup/>

MindUP is a research-based training program for educators and children. The program fosters a classroom-learning environment where a child’s ability to academically succeed and personally thrive is maximized and directly linked to their overall state of well-being.

Movement and Mindfulness Curriculum

Move with Me Yoga Adventures

<http://move-with-me.com>

A comprehensive 30-week curriculum that enables anyone working with young children to introduce and utilize the well-documented benefits of play, movement, yoga, and mindfulness to lay a foundation for healthy physical, mental, and social-emotional development.



Roots of Empathy

Roots of Empathy

<http://www.rootsofempathy.org/>

Roots of Empathy is a classroom-based program intended to build social and emotional skills and diminish behavior problems in students in elementary and middle schools. The program teaches both the emotional and cognitive aspects of empathy (i.e. perspective taking) in depth using bonded parent-infant pairs.

RULER

Yale Center for Emotional Intelligence

<http://ei.yale.edu/ruler/>

RULER (an acronym for Recognizing, Understanding, Labelling, Expressing and Regulating) teaches children and youth to manage their emotions productively so that they can build supportive relationships both inside and outside of school. RULER provides tools and professional development for school- (or program-) wide implementation.

Second Step

Committee for Children

<http://www.cfchildren.org/second-step>

Second Step provides materials for educators to teach developmentally appropriate social and emotional skills to preschool, elementary and middle school students. Lessons range for 20 to 50 minutes, and include follow up activities. The Committee for Children also offers a leadership institute.

Sound Discipline Schools

Sound Discipline

<http://www.sounddiscipline.org>

Sound Discipline provides a whole-school model of behavior management founded upon a positive, solution-focused, trauma-informed approach. The whole school model provides professional development for teacher, and user-friendly curriculum for students of all ages.

Tools of the Mind

Tools of the Mind

<http://www.toolsofthemind.org>

A comprehensive curriculum that sets goals for children's development and learning, designs experiences and activities through which children will achieve those goals, and describes the roles that instructional staff and parents will play in supporting their progress. The central focus of Tools of the Mind is the development of both cognitive and social-emotional self-regulation at the same time that academic skills are taught.

Zones of Regulation

Leah Kuypers, Publisher

<http://zonesofregulation.com/>

A systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to resolve conflict.



ADDITIONAL RESOURCES AND REPORTS

Effective Social and Emotional Learning Programs

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

<http://www.casel.org/guide/>

The CASEL Guide provides a systematic framework for evaluating the quality of social and emotional programs and applies this framework to identify and rate well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The Guide also shares best-practice guidelines for district and school teams on how to select and implement SEL programs. Finally, it offers recommendations for future priorities to advance SEL research and practice.

Modeling the Magic: Deconstructing Social Emotional Learning Practice

The Forum for Youth Investment

<http://cc.readytalk.com/play?id=2c9leu>

Audio recording of a thought leader conversation. Register by name to get access to the recording. With all the new resources and thinking devoted to understanding the adolescent brain, redesigning schools and defining non-academic outcomes, OST practitioners need a research-based vocabulary to more precisely explain how the magic happens in OST programs. Join Karen Pittman as she interviews Dr. Charles Smith, executive director of the Weikart Center for Youth Program Quality, about the center's exciting work on the Susan Crown Exchange's Social and Emotional Learning Challenge: a research project, conducted in eight after-school programs around the nation, to study staff practices and youth experiences that promote social emotional learning.

Preparing Youth to Thrive: Promising Practices for Social Emotional Learning

The David P. Weikart Center for Youth Program Quality (a division of The Forum for Youth Investment)

<http://www.cypq.org/SELChallenge>, <http://selpractices.org>

The SEL Challenge is a partnership between Susan Crown Exchange (SCE), staff teams from eight exemplary OST programs, the David P. Weikart Center for Youth Program Quality, and technical consultants. The SEL Challenge was designed to: 1) Identify promising practices, Standards for SEL Practice, for building SEL skills with vulnerable adolescents, and 2) Develop a method, the SEL Strengths Builder, for taking these practices to scale in thousands of out-of-school time settings. This guide shares promising practices and collective expertise for equipping youth with the social and emotional skills they need to thrive. The Field Guide, related SEL Strengths Builder content and a virtual learning community are all available on selpractices.org.

Strengthening Student Educational Outcomes: Technical Report on Best Practices and Strategies for Reducing Disruptive Behavior

Office of Superintendent of Public Instruction, Washington State

<http://www.selforwa.com/uploads/1/6/9/5/16955004/reddisruptbehaviormenubestpracticesstrategies2015-1.pdf>

Engrossed Substitute Senate Bill (ESSB) 5946 requires the Office of Superintendent of Public Instruction (OSPI) to convene a panel of experts to identify best practices in reducing disruptive classroom behavior. This panel developed a menu of best practices and strategies to help eligible students in grades K–12 served by the state's Learning Assistance Program (LAP) to receive behavior supports and, by extension, improve their academic success.