

# SUPPORTING SOCIAL EMOTIONAL LEARNING (SEL) THROUGH CONNECTED PRACTICES

## Engagement

*Refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.*

Connected High Leverage Practice (HLP)

Connected California Standards for the Teaching Profession (CSTP)

Connected Universal Design for Learning (UDL) Checkpoint

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

Connected Concrete SEL Practice

Use strategies to promote active student engagement (HLP 18)

**1.1** Using knowledge of students to engage them in learning

**2.6** Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

**4.4** Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

Optimize individual choice and autonomy (7.1)

Optimize relevance, value, and authenticity (7.2)

Heighten salience of goals and objectives (8.1)

Promote expectations and beliefs that optimize motivation (9.1)

### Self Awareness

- Foster students in identifying personal, social, cultural and linguistic assets
- Create a learning environment that supports students in developing a growth mindset
- Develop learning experiences where students can share feelings, values and thoughts

### Brain Breaks

#### Benefits

- Relieve stress
- Promote a positive learning environment

#### Targets

- Self-awareness
- Stress-management
- Focus

#### Learn More

- [CASEL SEL Signature Practices](#) (Page 34)
- [The Science Behind Brain Breaks](#)
- [50 Quick and Easy Educational Brain Breaks](#)

# SUPPORTING SOCIAL EMOTIONAL LEARNING (SEL) THROUGH CONNECTED PRACTICES

## Motivation

*The inner drive to work hard, achieve, and master skills and learn concepts; internal incentives that are often influenced by previous success or failure.*

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Provide positive and constructive feedback to students' learning and behavior  
**(HLP 8)**

**1.2** Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

**2.2** Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

**3.4** Utilizing instructional strategies that are appropriate to the subject matter

Promote expectations and beliefs that optimize motivation  
**(9.1)**

Facilitate personal coping skills and strategies  
**(9.2)**

Develop self-assessment and reflection  
**(9.3)**

Foster an environment that values curiosity and open-mindedness

### Window & Mirror

#### **Benefits**

- Targets cultural, social, and personal relevance connections
- Individual or partner/group work

#### **Learn More**

- [National Seed Project Window & Mirror](#)
- [Window & Mirror Activity](#)

# SUPPORTING SOCIAL EMOTIONAL LEARNING (SEL) THROUGH CONNECTED PRACTICES

## Self-Regulation

Generally refers to a person's ability to regulate his or her own behavior.

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Connected Universal Design for Learning (UDL) Checkpoint

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

Connected Concrete SEL Practice

Teach cognitive and metacognitive strategies to support learning and independence **(HLP 14)**

**2.3** Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

**4.3** Developing and sequencing long-term and short-term instructional plans to support student learning

**5.5** Involving all students in self-assessment, goal setting, and monitoring progress

Optimize individual choice and autonomy **(7.1)**

Optimize relevance, value and authenticity **(7.2)**

Minimize threats and distractions **(7.3)**

**Responsible Decision-Making**

- Teach students about making reasonable judgements that are based on analyzing data, information and facts
- Provide opportunities for students to anticipate and evaluate the consequences of their behavior and choices

**Whiparound**

**Benefits**

- Targets self-awareness and impulse control

**Learn More**

- [CASEL SEL 3 Signature Practices](#) (Page 43)

# SUPPORTING SOCIAL EMOTIONAL LEARNING (SEL) THROUGH CONNECTED PRACTICES

## Resilience

*The capacity to adapt well when faced with adversity or stress.*

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**Connected Universal Design for Learning (UDL) Checkpoint**

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

**Connected Concrete SEL Practice**

Teach social behaviors (HLP 9)

**2.3** Establishing & maintaining learning environments that are physically, intellectually, and emotionally safe

**4.1** Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

Sustaining Effort & Persistence (8)

Heighten salience of goals and objectives (8.1)

Vary demands and resources to optimize challenge (8.2)

Foster collaboration and community (8.3)

Increase mastery-oriented feedback (8.4)

Encourage students to exhibit courage to take initiative

Create opportunities for students to manage emotions, thoughts, and behaviors to achieve goals and aspirations

Teach students to identify and use stress-management strategies

**Suit Yourself**

**Benefits:**

- Activates reflection and evaluation skills
- Fosters perspective-taking, empathy and valuing of diversity

**Learn More:**

- [CASEL SEL Signature Practices](#) (Page 45)