



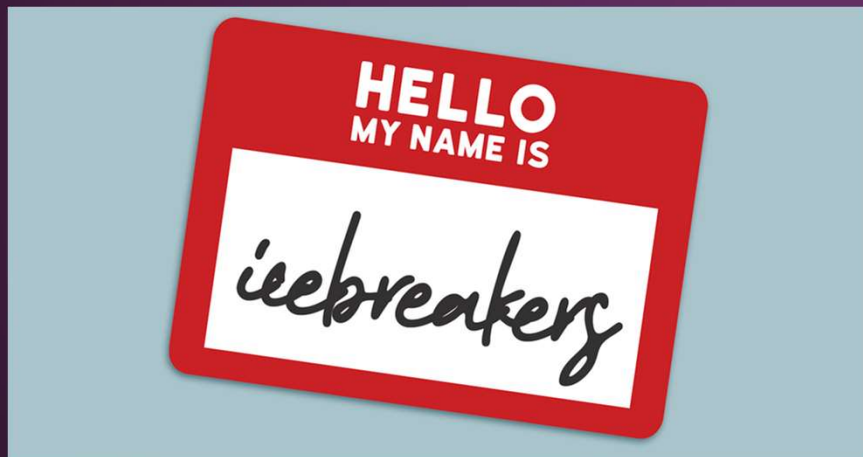
*IMPROVING COLLEGE AND  
CAREER READINESS  
THROUGH SOCIAL AND  
EMOTIONAL LEARNING*

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MACAC Annual Conference 2024

March 20, 2024

# INTRODUCTIONS/ICEBREAKER



- Who am I and what do I do?
- What do the letters in CASEL stand for?\*
- Name the Five Areas of the CASEL Framework?\*
- How many of you integrate SEL into your program? How?

*“We define social and emotional learning (SEL) as an integral part of education and human development. SEL is the process through which all young people 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.”*

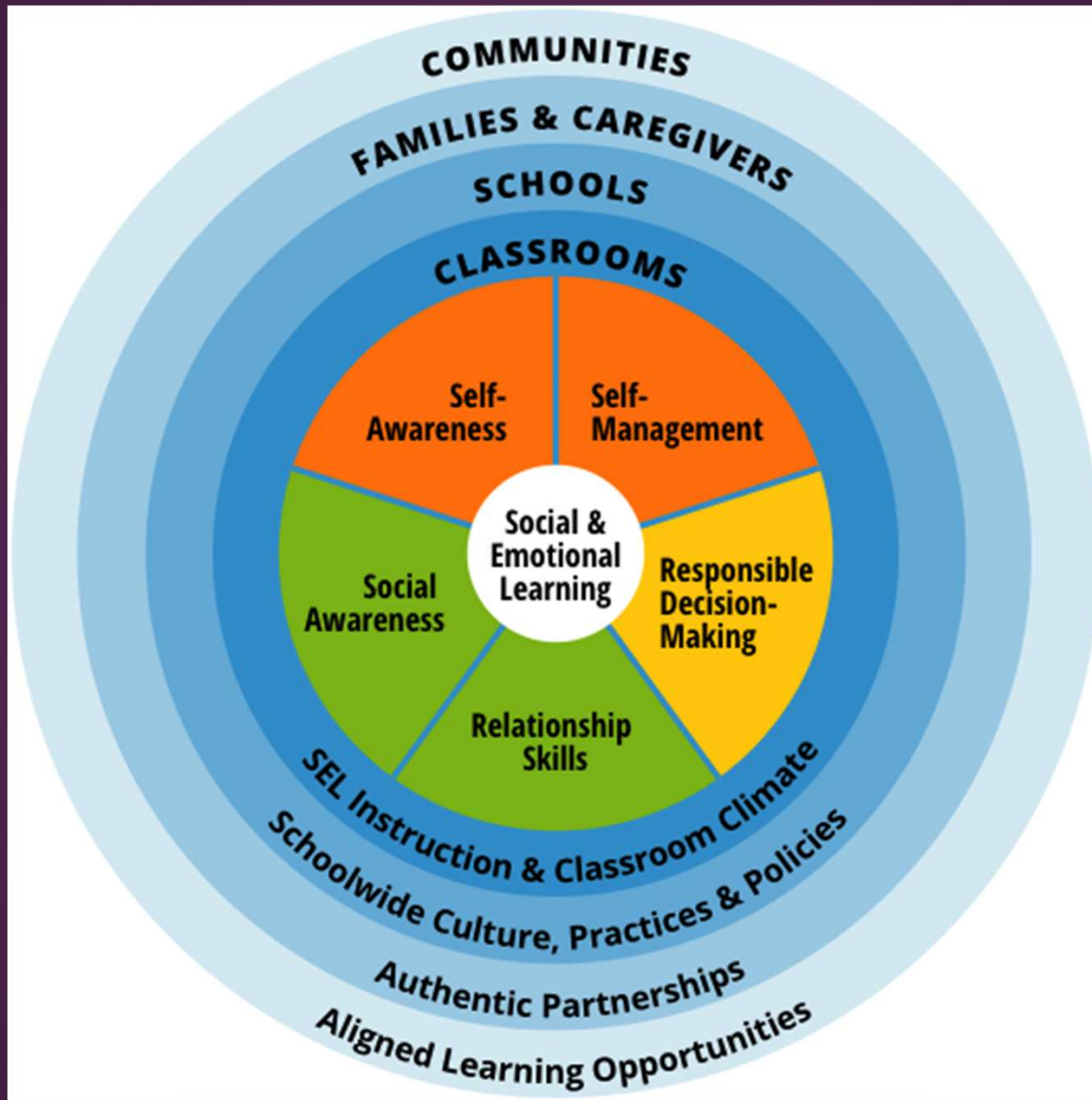
*Source: <https://casel.org/fundamentals-of-sel/>*

# SOCIAL-EMOTIONAL LEARNING AND COLLEGE READINESS

*“We know a ton about what it takes for kids to be college eligible, like the level of knowledge you need to do well in a college course,” said Jimenez. “What that knowledge can’t tell you is if your class is at eight in the morning, are you going to be able to get up and get to class? Are you going to seek help when you need it? That’s where the social-and-emotional-learning conversation is starting to take off—**there are plenty of kids who are eligible but not ready.**”*

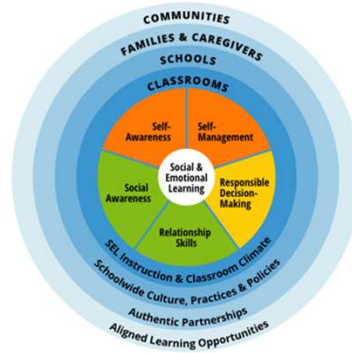
February 12, 2022 | By SDF (San Diego Foundation)

[Social Emotional Learning and College Readiness](#)



# CASEL SEL COMPETENCIES

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



## SEL Competencies<sup>1</sup>

- Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting unwanted or inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

<sup>1</sup> Collaborative for Academic, Social, and Emotional Learning. (2015). Social and emotional learning core competencies. Chicago, IL: Author. Retrieved from [casel.org/social-and-emotional-learning/core-competencies/](https://casel.org/social-and-emotional-learning/core-competencies/)





# SELF-MANAGEMENT

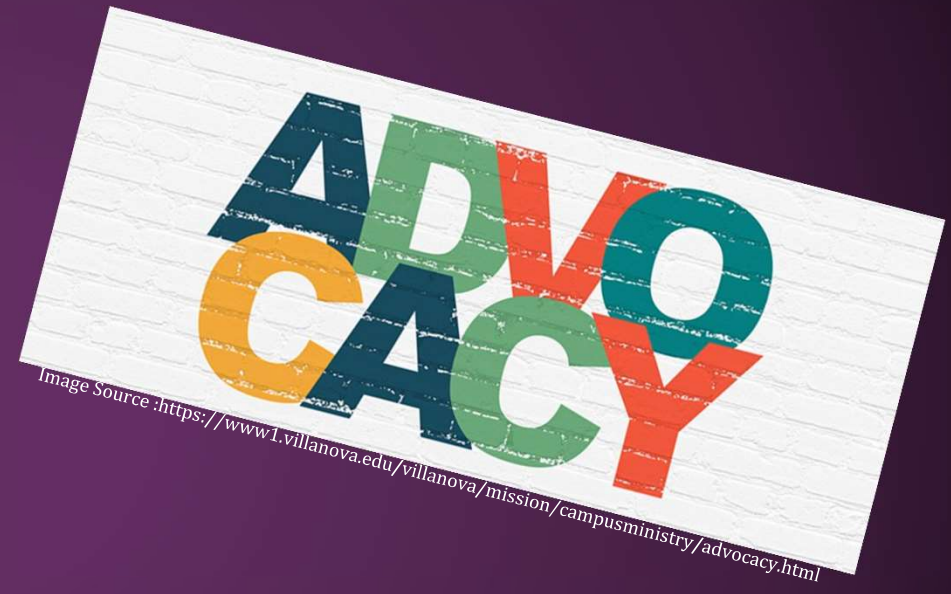
- The ability to *regulate* one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- College applications, job interviews, auditions, etc.





# SOCIAL AWARENESS

- The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.





## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting unwanted or inappropriate social pressure, negotiating conflict constructively, and **seeking and offering help when needed.**

Image Source: <https://thekimfoundation.org/the-importance-of-setting-boundaries-saying-no/>

# RESPONSIBLE DECISION MAKING

- The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.
- Social Media
- Case Study

## SCENARIO

- College Freshman
- Received devastating news
- Took a mental health day
- Reached out to professors and asked for permission to miss class and turn in assignments late
- Called a friend
- Left her dorm room- ate, participated in Mental Health Week activities



Photo Credit: <https://drugfreeh.org/event/SEL-in-action-awards-informational-webinar/>

### Self-Management

Rationale: An important foundational skill to possess is the ability to manage and express your emotions constructively. This enables one to handle stress, control impulses, and have the motivation to persevere in overcoming obstacles to goal achievement.

#### **2A. Children/Students identify and manage their emotions and behavior constructively**

<b>Benchmarks</b>	<b>Strategies</b>
<b>9-10</b> <ul style="list-style-type: none"><li>Analyze how thoughts and emotions affect decision making and responsible behavior</li><li>Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress</li><li>Accept constructive feedback in order to improve</li><li>Understand the effect of self-monitoring strategies, such as self-talk, on emotions and actions/behaviors</li></ul>	<ul style="list-style-type: none"><li>Students watch or read <u>Outsiders</u> and discuss the results of the characters' impulsive actions</li><li>Trace the feet of students. On each footprint, students write a strategy for coping. Display as "steps to overcoming"</li><li>Have students share a work product, in which they receive constructive feedback from the teacher and their peers; develop next steps to improve</li></ul>
<b>11-12</b> <ul style="list-style-type: none"><li>Demonstrate ability to reframe difficult situations into opportunities that promote resiliency and optimism</li><li>Incorporate personal management skills i.e., time management, organization skills, on a daily basis</li><li>Evaluate how expressing one's emotions in different situations might affect others</li><li>Evaluate how expressing more positive attitudes might influence others</li></ul>	<ul style="list-style-type: none"><li>Demonstrate in a science class or in a math problem ways to reframe a problem; compare to ways to reframe life problems</li><li>Read scenarios that would cause an emotional reaction; each student should write a "good," "bad," and "ugly" response</li></ul>

# STATE OF MICHIGAN SEL COMPETENCIES AND INDICATORS (SAMPLE)

[HTTPS://WWW.MICHIGAN.GOV/MDE/SERVICES/HEALTH-SAFETY/SOCIAL-EMOTIONAL-LEARNING-SEL](https://www.michigan.gov/mde/services/health-safety/social-emotional-learning-sel) *CLICK ON SOCIAL AND EMOTIONAL LEARNING COMPETENCIES*



- What are some ways you plan to integrate (or increase integration of) SEL into your program?
- Identify the following:
  - Challenges
  - Resources needed
  - Partners/Allies
  - Desired outcome

## ACTIVITY





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