

# School Psychologists' Role in Developing Students' SEL and Character Across Tiers

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# Setting the Stage

- Every day, millions of students—and tens of thousands of educators-- bring their traumatic experiences with them to school. Teachers may not always know about the trauma students are experiencing, or know the full details. And staff rarely know the full dimensions of their colleagues' trauma. Under these circumstances, it is not easy for teachers to adapt their instruction in academics, specials, or SEL to meet students' varied and varying needs. However, by creating an explicit connection between SEL interventions and trauma-informed approaches, school psychologists can increase the effectiveness of both types of interventions in schools and help transform the school environment in positive ways.

## Part 2:

- While conditions in schools are important, it is essential to develop students' social-emotional competencies and character to optimally cope with trauma—both current and unanticipated. This presentation will show what school psychologists realistically can do across tiers—to ensure students believe that they matter. We will highlight how school psychologists can work through alliances, particularly with visual and performing arts, as well as social studies/history and PE staff.

# Rethink Trauma

- Trauma– and especially the perception of ongoing, interminable trauma– robs individuals of agency, hope, and purpose.
- They tend to feel like objects, not actors.
- They come to believe they do not matter.

# How Do You Know You Matter?

- In breakouts, please discuss your answer to this question.
- When you return in 5 minutes, please put one way you know you matter into the Chat Box.

# Pair Share: Who Am I?

- *When and with whom am I at my best?*
- *When and with whom am I at my worst?*
- *What are my best abilities?*
- *What motivates me?*

# Who Am I?

- *When and with whom am I at my best?*
- *When and with whom am I at my worst?*
- *What are my best abilities?*
- *What motivates me?*
- *Who are my best sources of help?*
- *How can I do more of what will help me to succeed?*
- *What is the connection of my answer to “Who Am I?”, my sense of positive purpose, and how I act?*

# Who Am I? (Cont'd)

- ***“How do I see myself?”***
- ***How do I think others see me?***
- ***How do I see others?***
- ***How do I want others to see me?***
- ***How do peers influence me?***
- ***What do I want others to believe is my purpose in life?”***

# The Meaning of Mattering

- Schools help students develop social identities in part through their communications about what identities "matter" or are welcomed in different aspects of the school community as well as through how and which subject matter content is presented.



# The Meaning of Mattering

- Even if one has positive relationships in the school, if the curriculum does not highlight people with certain identities, students may not feel that people with that identity "matter" at the societal level. Ideally, schools would be places where students feel they matter in a positive way at all of the levels within the school and potentially in society, even if outside of the school students receive messages that they (or people who look or identify like them) do not matter.

# “Students Value What They are Taught to Value”- David Adams

*The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the person gifted with reason , but with no morals.*

Martin Luther King, Jr., 1947

*To education a person in mind and not in morals is to educate a menace to society.*

Theodore Roosevelt, Harrisburg, PA, October 4, 1906

# What are the Elements of Youth Success? Climate, Character, and SEL Competencies

True academic and life success and mental health integrate intellectual, emotional & social facets of learning. These are inextricably interconnected.

Positive,  
Character-Building  
School/  
Family/Program/  
Classroom/Context  
Climate

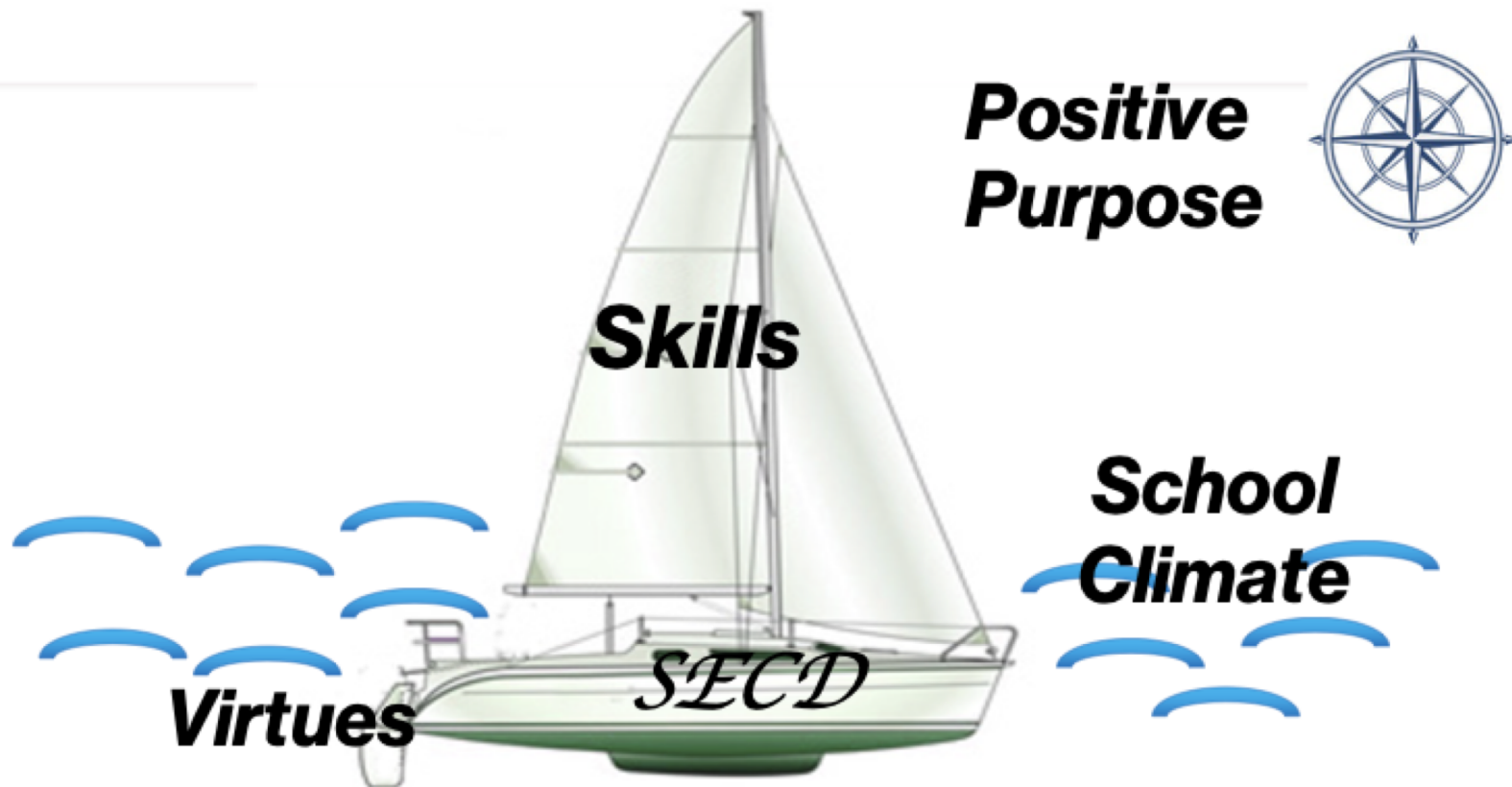
+

Explicit  
Activation of  
in SEL Skills

+

Habits of mind and patterns of thinking that include curiosity, explaining their reasoning, feedback process, asking questions, and defining and solving problems, and striving to communicate clearly and proudly.

# What is Social-Emotional and Character Development (SECD)?



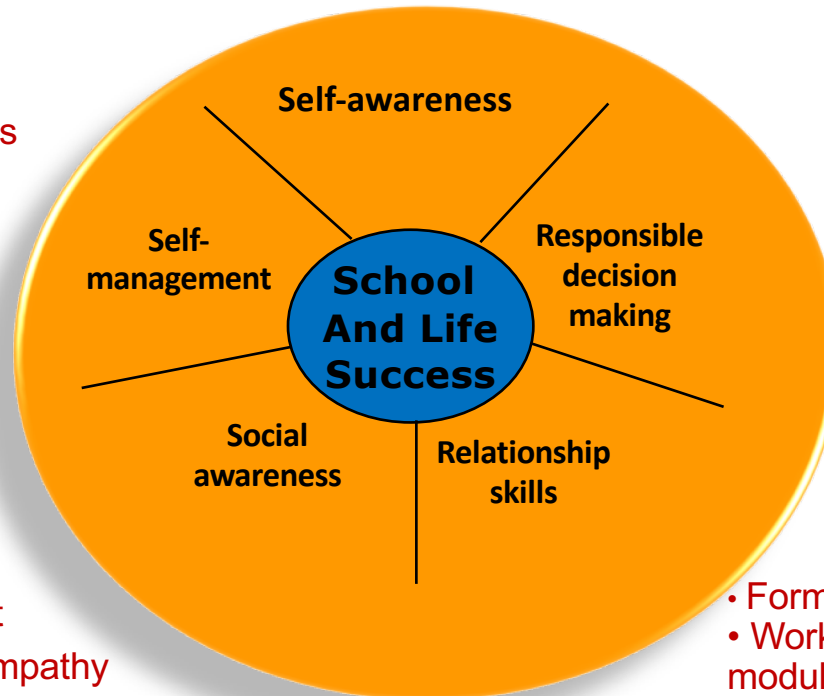
*SECD helps us reach our positive purposes and helps our valued outcomes to happen*

# It May Be More Feasible in the Near Future to Focus More on Activating SEL Skills (CASEL 5) Than Putting in Programs to Teach Them– the Latter Requires a Solid 3 Year Planning Window

- Identify one's emotions, values, strengths, and limitations
- Appropriate self-efficacy/growth mindset
- Sense of purpose, mission
- Risk-taking; trustworthiness

- Manage emotions and thoughts
- Establish and achieve goals
- Persevere to overcome obstacles
- Focus and organization

- Identify thoughts, feelings of others
- Take perspectives
- Prevent and resolve conflict
- Show understanding and empathy for others
- Know norms and expectations for different settings, situations



- Effective, ethical problem solving skills, strategy
- Identify many aspects of consequences, including common good
- Evaluate impact of decisions
- Analyze and critique

- Form positive relationships
- Work in groups, teams- modulate
- Deal effectively with conflict
- Positive communication skills
- When and how to give, ask for help; address feedback
- Listening; turn-taking

# This All is Part of SECD and it Makes Clear Certain Truths

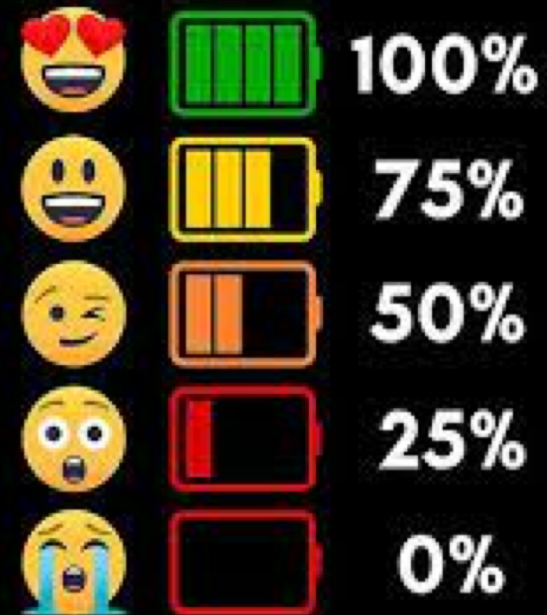
- People— adults and children-- need to be “seen” and “heard”
- People need to be in a place of sharing, mutual helping and support—a climate of comfort and respect
- People need to contribute
- People need to be reassured and have optimistic future mindedness
- People need to receive-- and to give-- caring, kindness, help, appreciation
- People need to be understood with empathy and compassion—to realize that we are in trauma, beset by strong emotions and worries

# This All is Part of SECD and it Makes Clear Certain Truths: Pair Share Breakout

- People- adults and children- would rather pursue a negative purpose than have no purpose, if they do not perceive a positive purpose.
- Yes- Agree?
- No- Disagree?
- Maybe- Not Sure?
  
- Share your perspectives and your reasons for your opinions.

# Everyday Strategies: Feelings Check In With The Battery

- Simple, mindful technique
- Allows you to gauge youth energy and/or other focal emotions
- Follow up responses
- You do not need to “fix it”
  - *Listen & support*
  - *Daily conversations*
  - *Planned Mindfulness*



**Credit to: School mental health  
professionals in Robbinsville NJ**



# Conversation

- Conversations are encounters during which we are validated- or not- by others
- Conversations occur innumerable times during every school day, around arrival, during school, and around departure

# Reflect on Conversations You Have Had

- What made your best conversations “genuine”?
- Did you feel heard/understood? Why?
- Did you want to talk to that person (or group of people) again soon?
- What about conversations that were non-genuine, or unsatisfying? What was different about them?

# Elements of Good Conversations

- **Social etiquette:** Did the participants create a safe space, both figuratively and physically, for communicating? For instance, was personal space given? Was each person able to speak without being interrupted?
- **Clarity:** Did participants express thoughts in a clear manner? Were inquiries made by the listener(s) to further expand his/her understanding?
- **Reciprocation:** Were both individuals allowed to share their “truth”? **Shared vulnerability:** Were participants vulnerable about his/her feelings?

# Elements of Good Conversations

- **Interest and engagement:** How did I know that the other person was interested in what I had to say? Consider verbal communication, such as reflecting back what was heard, and nonverbal cues, such as eye contact and body language, to determine active listening.
- **Perspective-taking:** Did all participants consider how others' might feel? Were all opinions recognized, respected and validated? If power or status differentials were present, how were they acknowledged, monitored and potentially adjusted?
- **Common ground:** Were commonalities found, even among differences?

# What Are Morning Classroom Conversations?

- The MCC approach is ***multi-layered***, with each layer equally important to understand and integrate consistently into daily prompts. It is designed as a ***metacognitive*** approach, to promote ***executive functioning***
- The underlying structure of MCCs prepares students for school and civic engagement through four distinct dimensions (***skills, virtues, themes, and developmental progression***).
- Prompts for the MCCs provide an opportunity to ***sharpen students' focus on certain SEL skills***, think about and internalize key ***virtues that promote positive purpose***, and discuss ***themes*** that are relevant to their life in school.
- MCCs have a developmental progression, through conversations that allow students to take ownership of the self (***Better Me***), expand to think of themselves as participants in their school community (***Better School***), and ultimately see how they can take social action to impact positive change in our world (***Better World***).

<p>Week 3</p>	<p>When listening, we often think of our reply rather than fully hearing a person. How often do you actively listen to someone else? When you don't, why not? (Skill: Communication)</p>	<p>Service could be a simple task like holding a door or offering an open ear for a friend. Think of a time that you were serving others this week. How did they react? Try to notice this more during the rest of this week. (Virtue: Helpful Generosity)</p>	<p>Tell a classmate about a time that having a plan helped you to achieve a goal. Why was the plan helpful? (Skill: Social Problem Solving)</p>	<p>What does an enemy mean to you? Do they have power over your day-to-day life? Does using force usually convince someone to not be an enemy? Why or why not? (Skill: Social Problem Solving)</p>	<p>When was the last time you were proud of yourself? In the past week, what did you do that made someone else proud- were you proud too? (Theme: Giving Back to Ourselves, School and World)</p>
<p>Week 4</p>	<p>Have you ever made a change that improved your life? What did you do and why did it change you? (Theme: Giving Back to Ourselves, School and World)</p>	<p>If someone followed you around the school for 30 days, what are the three words they would use to describe you? What if they followed you around outside of school? Which words would be more true about you? (Virtue: Helpful Generosity)</p>	<p>Has there been a time someone told you, "Because that's how we've always done it"? Is that a good reason to continue doing something? Why or why not? (Skill: Social Problem Solving)</p>	<p>What is reliability? If we are not reliable, how will this impact our relationships? How reliable do you think you are? (Virtue: Helpful Generosity)</p>	<p>What is empathy? How do you feel when someone else shows empathy toward you? How do you know when someone is showing you empathy? (Theme: Giving Back to Ourselves, School and World)</p>

# MCC Progress Monitoring (SEL Competencies)- Student Form

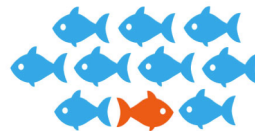
Please read the questions below and circle or highlight your answer on the right. Use the key below and think about what is true for you recently. 1 = Never 2 = Sometimes 3 = Often 4 = Always

Social Skill Building	Never	Sometimes	Often	Always
Are you able to tell when a classmate is angry, sad, or frustrated?	1	2	3	4
Are you aware of your body language and how it might appear to others?	1	2	3	4
Do you sense when you are angry or frustrated in time to stop from yelling, saying mean things, or becoming physical with others?	1	2	3	4
Think of the word empathy that you have discussed in class. Do you feel that you show empathy to your classmates?	1	2	3	4
Do you show an appreciation of your classmates' opinions, even when you disagree?	1	2	3	4
Do you use problem solving to resolve differences with your peers, between other people, or in other challenging situations?	1	2	3	4
Do you feel a stronger connection with your classmates during and after MCCs?	1	2	3	4
Do you take part in conversations respectfully?	1	2	3	4
Are you an active group member when working together with your peers?	1	2	3	4
Do you feel comfortable to step up and be a leader in your class?	1	2	3	4

# Available Resources That *Add In*, not On



- Fullmer, L., Bond, L., Nayman, S., Molyneaux, C., & Elias, M. J. (2022). ***Students Taking Action Together: 5 Teaching Techniques to Cultivate SEL, Civic Engagement, and a Healthy Democracy.*** ASCD.
- <https://www.secdlab.org/labhighlights/2022/2/6/new-stat-book-now-available-for-pre-order>
- Elias, M. J., Murphy, N., & McClain, K. (2021). ***Morning Classroom Conversations: Build Your Students' Social-Emotional, Character and Communication Skills Every Day.*** Corwin Press.
- Elias, M. J., & Leverett, L. (2021). ***Addressing equity through culturally responsive education and SEL.*** National Professional Resources, Inc. (www.nprinc.com)





# Frankl: Mattering and Purpose are Connected

Stanford University psychologist William Damon (2003, p. 9) defines noble purpose:

*“stable and generalized intention to accomplish something that is at once meaningful to the self and of positive consequence to the world beyond the self”*

**Can we see ourselves as the igniters of our children’s purpose, for positive character, contribution, compassion, and citizenship?**

# Human Dignity is the Guide on the Path to Positive Purpose

*It did not really matter what we expected from life,  
but rather what life expected of us.*

Viktor Frankl

*If you believe you are here for a purpose, your  
energies will be focused. A sense of mission will  
give you strength. You will do remarkable things.*

Rabbi Lord Jonathan Sacks

*The two most important days of your life are the day  
you were born and the day you know why.*

Mark Twain

# The Search for Meaning and Purpose

- Parker Palmer and Rachael Kessler (1999 issue of Educational Leadership devoted to spirituality) spent a great deal of time with adolescents and derived some developmental insights about exploratory questions adolescents are asking.

# Inspiration Precedes Remediation

- Adolescents are entering a search that will continue throughout their lives, as they author their identity through their deeds.
- The big questions they are asking-- about purpose, gifts, connection, fears, suffering, and personal spirit-- represent a connection to purpose and meaning and a key deterrent to problem behaviors, as well as to recovery.
- Inspiration precedes remediation.

# Adolescents' Key Questions

- How does my life have meaning and purpose?
- What gifts do I have that the world wants and needs?
- To what or whom do I feel most deeply connected?
- How can I rise above my fears and doubts?
- How do I deal with the suffering of my family, my friends, others in the world, myself?
- What or whom is it that awakens or touches the spirit within me?

# Vital Signs for Youth Well-Being: Writing, Portraying and Sharing Topics

## 1. Contentment and Joy

- How much do you experience both joy and satisfaction in your life? Describe examples.

## 2. Hope

- To what extent do you look ahead in your life with optimism, positive expectation, and anticipation of accomplishment? What do you look ahead toward?

## 3. Awe

- How often do you experience a sense of wonder, amazement, and astonishment? When, where, and/or with whom to you have these experiences?

## 4. Positive Meaning/Purpose in Life

- Point to things in your life that give you positive meaning and purpose.

## 5. Deep Connection

- When do you have a sense that you are connected to something, or someone, bigger than yourself? *Describe examples and the feelings you have at those times.*

# Build Individual and Collective Responsibility Through Reflective Journaling

- In language arts, in counseling sessions, in health education and physical education, have students engage in ongoing journaling and review and reflection on 2-3 goals to:
  - Make myself better
  - Make my classroom/group/team better
  - Make my school/program better
  - Make the wider community and world better

# Trajectory of Purpose-Related Activities

- *Level One: The Positive Purpose of a Well-Known Individual– via picture book, fiction, biography, social studies, current events*
- *Level Two: The Positive Purpose of a Personally-Known Individual– local hero, community leader, clergy, first responder, family members, educators*
- *Level Three: My Positive Purpose*
- [Principal Kafele https://www.youtube.com/watch?v=U98d6CQbz4s](https://www.youtube.com/watch?v=U98d6CQbz4s)



# Prompts to Think and Write About Purpose

- (1) “Write about a personal experience where you feel that something you did made a difference” (e.g. family, friends, school, community, or natural environment).
- (2) “Describe how these experiences helped give you a sense of purpose.”
- (3) “How will you continue working toward this purpose?”

*Question prompts help students think deeply and write\* about their own values or principles and their connection with others*

- Whom do you admire? List three of that person's admirable qualities.
- Who has been most important in your life in helping you establish your values? Please explain.
- What are the three most important values you think it will be important to encourage in **your** children one day?
- What is the one rule that you believe is important to live your life by?

*\*any of these can be expressed in other modalities beside writing*

Here is part of an eighth grader's essay about perseverance as a "Law of Life":

## Consider the Intersection of SEL and Character

- *The key to success in my life is perseverance. My purpose is to continue to reach my goals, despite difficulties that I may face. My great grandmother was a person who struggled to make sure her family would be successful. Born in 1902, she was a maid who worked extremely hard just to make ends meet. She walked miles to get to work because she didn't have money for transportation; after working in someone's kitchen all day, she came home to take in laundry. Her driving desire to make life better for her children and theirs motivated her to persevere in a time when being black meant you were considered less than nothing. (Excerpted from [Urban Dreams: Stories of Hope, Resilience, and Character](#).)*

## **Service and Mattering: A change in the American narrative life from “live and let live” to “live and help live” (Moyers, 2009, p. 165)**

- Ehrlich (2000) believes that among the mechanisms at work in conveying mattering and purpose is service-learning.
- Service-learning helps create a tangible feeling of “making a difference” in the lives of another person, group, organization, or civic life in one’s community.
- This leads to more and more individuals who are “willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate” (p. xxvi). ***Service-learning can be especially important for helping connect/reconnect students who feel most marginalized, a benefit for both those students and for the wider society.***

# The Path to Positive Mental Health: Acting With Caring for Others' Benefit

*One thing I know: The only ones among you who will be really happy are those who will have sought and found how to serve.*

Albert Schweitzer

*If you are not a better person tomorrow than you are today, what need have you for a tomorrow?*

Nachman of Breslov

*Everyone can be great because everyone can serve.*

Martin Luther King, Jr.

# Strategies for Fostering Engagement and Building SECD in *ALL* Students

- **Meaningful, Participatory Student Government**
- **Staff/Student Committee Involvement**
- **Buddies, Mentors, and Tutors, across age and ability**
- **Students as Researchers**
- **Graffiti Walls**
- **Open Forums for School Problem Solving**
- **Having a Voice/Diversity Monitoring**
- **Opportunities for Feedback and Reflection**
- **Helping Your School Become a State and National School of Character (NJASECD.org, character.org)**

# A Service-Learning Structure for Tier 2 Interventions: Build Purpose and Contribution

- Preparation
- Action
- Reflection
- Demonstration
- Formal Evaluation
- Celebration

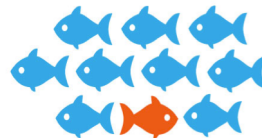
Newspaper Club; GLO;  
ExCEL; “Ability” Groups

- Your ideas??

# Available Resources:



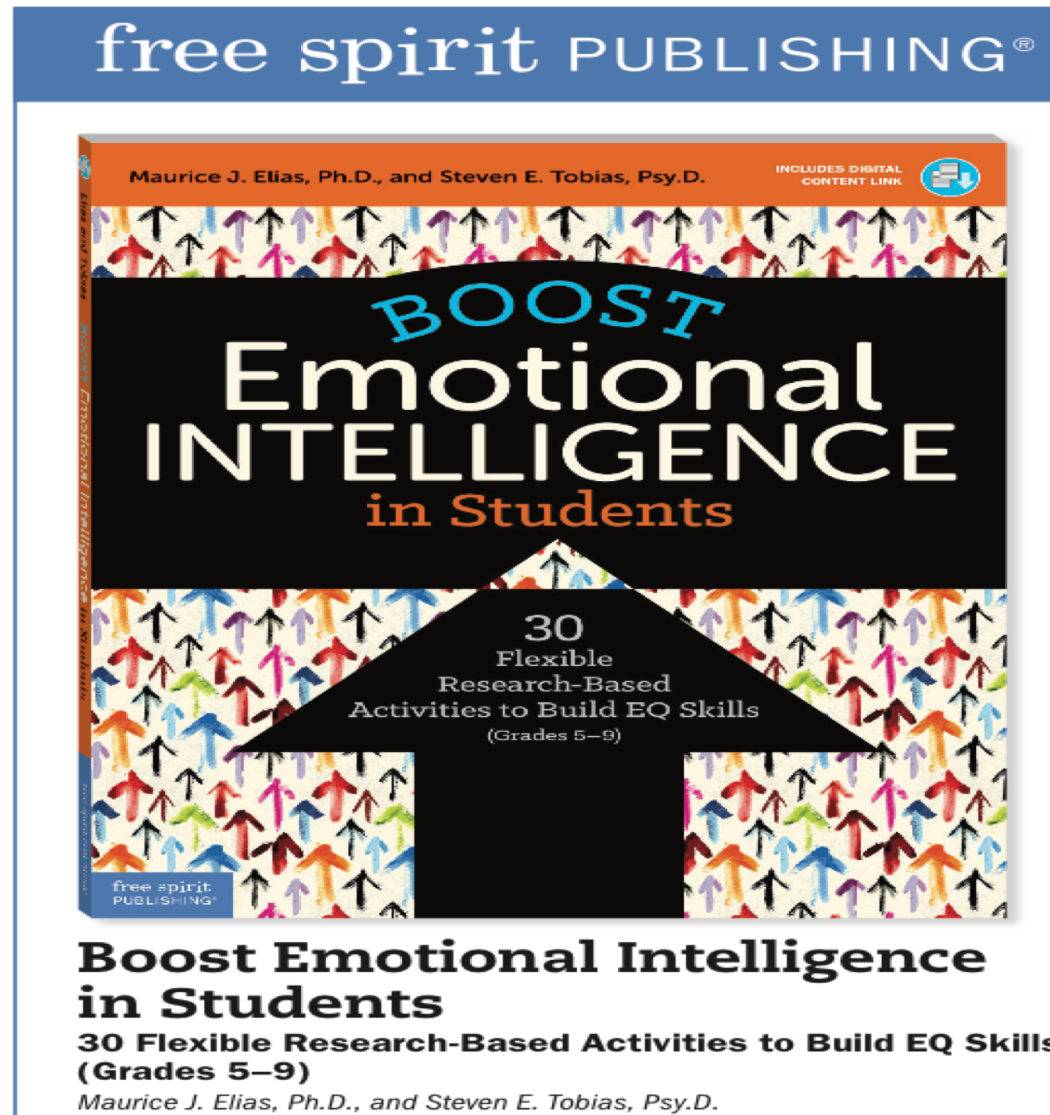
- Fullmer, L., Bond, L., Nayman, S., Molyneaux, C., & Elias, M. J. (early 2022). ***Students Taking Action Together: 5 Teaching Techniques to Cultivate SEL, Civic Engagement, and a Healthy Democracy.*** ASCD.
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- Elias, M. J., Franza, N., & McClain, K. (Sept. 2021). ***Morning Classroom Conversations: Build Your Students' Social-Emotional, Character and Communication Skills Every Day.*** Corwin Press.
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# Build EQ Realistically in Your Tier 2 Counseling

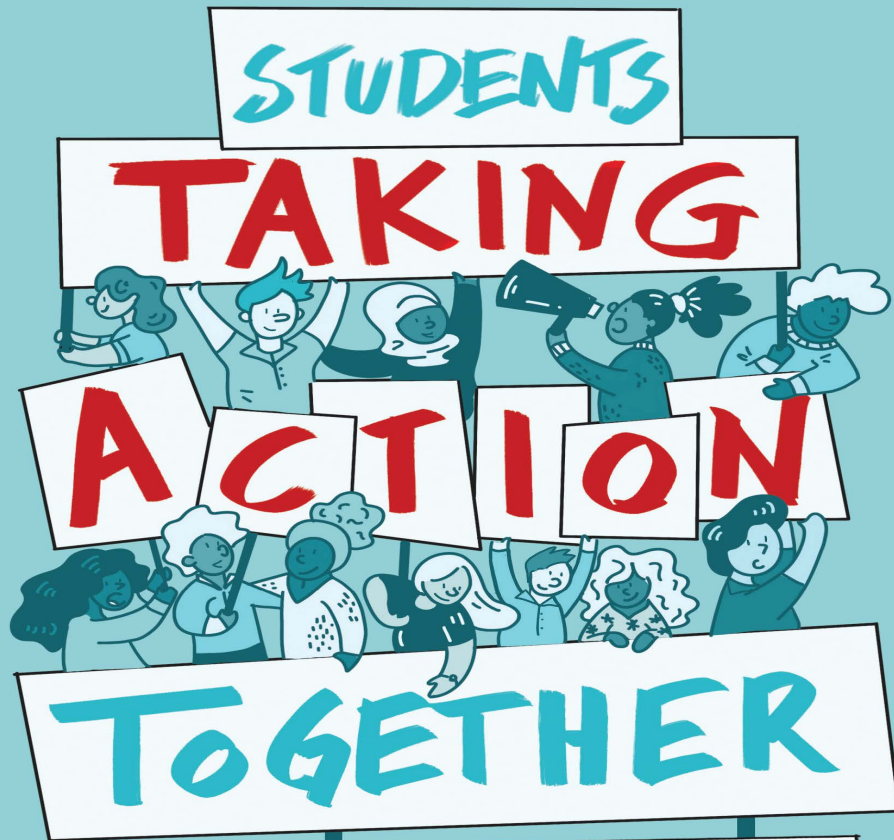
Complements existing SEL programs your school might be using



Can be used in an Empowerment Model, e.g., Newspaper Club; Girls Leading Outward

# Youth Action is Inspiring, Mobilizing, and Healing





**5** Teaching Techniques to Cultivate **SEL**,  
**Civic Engagement**, and a **Healthy Democracy**

Lauren M.  
Fullmer

Laura F.  
Bond

Crystal N.  
Molyneaux

Samuel J.  
Nayman

Maurice J.  
Elias

# Students Taking Action Together (STAT) Instructional Strategies

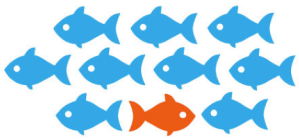
- One of the purposes of STAT is to build students' SECD to create dialogue and civility among diverse students, and a sense of empowerment and civic engagement.
- Another purpose is to foster deeper thinking and engagement about issues in the classroom, school, community, and world.

# Students Taking Action Together (STAT): Role of SMHP's

- The STAT approach is ideal for partnerships between **school mental health professionals** and those teaching visual and performing arts, social studies and related classes, health and PE, and language arts
- **How:** Co-teach; support instruction; use STAT approaches in disciplinary and Tier 2 contexts to conduct respectful debates and build communication, problem solving, ***ability to deal with differences and setbacks***, other skills for humane interpersonal effectiveness.

# STAT Teaching Strategies

- Norms
- Yes-No-Maybe
- Respectful Debate
- PLAN problem solving framework



# Becoming a STAT Leader

- **Share** STAT with colleagues (flyer, website, documents, formal and informal meetings—staff, grade-level, PLC's, Subject Area Meetings, Teachers' lounge)
- **Model** its use in your context, share successes, and offer to co-lead lessons
- **Evaluate** STAT's use at the end of each marking period
- **Connect** with STAT Team at Rutgers for support





# Yes-No-Maybe

- **Key Points:**

- **Several versions:** current events, historical events, school problems, VPA and other curricular areas
- **Easy** and **active** intro activity for any lesson
- Student **summarizes** what group discussed
- Teacher **models** summarizing the points of all groups and checks for understanding
- **Timing:** Typically at start of lesson for 5 minutes

- **SEL Connection:** Social Awareness

- **YNM Video** (up to minute 5:20):

[https://www.youtube.com/watch?time\\_continue=316&v=7PuPbjGQE0k](https://www.youtube.com/watch?time_continue=316&v=7PuPbjGQE0k)



## Yes-No-Maybe as an Initial Do-Now or Unit Opener

Look at these Yes-No-Maybe prompts linked into the curriculum or serves as an opportunity to discuss a relevant school issue. Then, suggest Y-N-M prompts that would fit for your program contexts.

*There is nothing students can do to change the food that is served in the cafeteria. These are adult decisions only.*

*My favorite music and character in Peter and the Wolf is Sonia the Duck.*

*We read too many plays by Shakespeare and not enough by modern authors outside the Western culture.*

# Yes-No-Maybe Across Curricula: What Questions Would You Pose?

- **Visual and Performing Arts** - Consider statements about museums (making admission fees mandatory) or the intention behind specific artistic works you are studying in your curriculum
- **Creativity**- Did the way an artist/composer/playwright, sculptor etc. executed the next step in his or her work seem right to you? Would you have had the artistic work move in the way it did?
- **Genres** - Consider statements about transition periods in the arts-visual, music, theater and where they derived from, how they were improvements/repetitions, how long they lasted/will last; changes they led to/will lead to?

# Art is Equity and Arts Educators are Your SECD Allies

- “Art reaches a segment of children who have not found their way in another specialty. If we can help those kids find themselves in any way possible, then we’ve helped this generation get that much further along in how they will eventually contribute to society.”

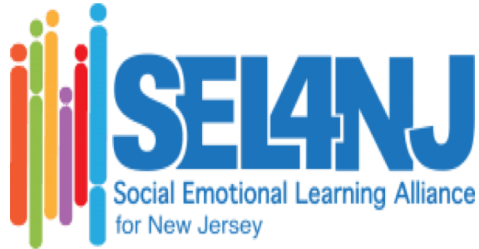
Heather Becker, Chicago Conservation Center  
CEO, February 2009 (Greater Good, p. 30)

# Arts Instruction Exercises Students’ SEL Muscles

We exercise our students SEL muscles when we:

- encourage students to set their own artistic goals
- ask students to devise solutions for individual or group errors (instead of us always giving the answers)
- help students navigate performance anxiety via emotion regulation
- expose students to the power of artistic forms for social change

We advocate for the benefits of arts education, such as leadership, self-expression, and creativity. If we truly believe this, then this can be accomplished by teaching students to be the self- and socially-aware artists they have the potential to be. When the awareness improves, so does the art and the community. SEL should not be viewed as something taking time from arts instruction; it is practiced THROUGH arts instruction.



## **SEL/SECD Competencies**

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making and Problem Solving
- Sense of Positive Purpose

## **Artistic Processes**

- Creating
- Performing, Presenting, Producing
- Responding
- Connecting

*See the SEL-Arts Integration and Lesson Plans at [SELarts.org](http://SELarts.org) and [ArtsEdSEL.org](http://ArtsEdSEL.org)*

# How Are These the Same? Different?



- Rockwell, 1943; Hank Willis Thomas and Emily Shur, 2012  
<https://www.secdlab.org/supplemental-lessons-1>

# PLAN



- **Problem Solving Framework** (School and community issues, current events, historical problems)
- **Acronym:**
  - Problem description
  - List goal, options, pros/cons
  - Action plan (Note: Anticipate obstacles)
  - Notice successes
- Start with **simple example** (e.g., Cafeteria food or literature example)
- **Timing:** Typically multiple 45-minute lessons
- Can connect to **service-learning** and **audience-focused communication**
- **SEL Connection:** Responsible decision-making

# Using PLAN To Analyze and Create Art

## Problem Description

- What problem or issue was the picture\* intended to address?
- When and where was this art created? What was happening at the time, historically and within the artistic medium you are examining?
- **What feelings do you have while viewing the picture? What in the picture leads to those feelings? Content? Color? Style? Other?**
- **How are different individuals in the picture feeling? How can you tell? What story are those differences telling?**
- What don't you understand in the picture?
- What would you have wanted to see added or clarified?

## List Options

- **What was the artist's goal or purpose in creating this piece?**
- How else do you think he might have achieved his goal?
- What virtues do you see portrayed in the art work? How are these virtues being communicated?
- Pick 2-3 other virtues would like to see added, or two other ways the artist might have communicated the virtues he or she selected. Think about the **pros** and **cons** of adding those options or of communicating virtues in different ways.
- Pick one option that you would most like to have seen him or her try!

- \*= can also refer to music, dance, theater, sculpture and other artistic forms



# Using PLAN To Analyze and Create Art

## Action Plan

- **If you were asked to create a piece of art about the same topic, or trying to address the same problem, either now or for different points in history that you are studying, what would you have included?**
- Create Action Steps needed to get the necessary background and prepare to carry out your new artistic idea.
- What bumps in the road might you encounter?
- What would be Plan B if those bumps got too bumpy?

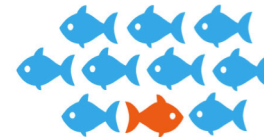
## Notice Successes!

- What do you feel is most successful and effective in the art you observed? Why?
- Do you know how appreciated the artist was in his or her time? Later? Do some research to find out if success was noticed, and how. Share what you have learned with your classmates.
- If appropriate, determine what is most successful and effective in the new art that you created. How can you find this out? What have you learned that can help you in future artistic efforts?

# Available Resources:



- \*\* Fullmer, L., Bond, L., Nayman, S., Molyneaux, C., & Elias, M. J. (early 2022). ***Students Taking Action Together: 5 Teaching Techniques to Cultivate SEL, Civic Engagement, and a Healthy Democracy.*** ASCD.
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- Elias, M. J., Murphy, N., & McClain, K. (Sept. 2021). ***Morning Classroom Conversations: Build Your Students' Social-Emotional, Character and Communication Skills Every Day.*** Corwin Press.
- Elias, M. J., & Leverett, L. (October, 2021). ***Addressing equity through culturally responsive education and SEL.*** National Professional Resources, Inc. ([www.nprinc.com](http://www.nprinc.com))
- <https://www.secdlab.org/supplemental-lessons-1>



## Some Additional Instructional Examples Focused on Theater

- Provide a theatrical context to accompany research on social change songs– “If I Had a Hammer”; “We Shall Overcome”; “Light One Candle”– consider the context then and now
- Start with a theater arts “convention” and change it collectively– thinking out of the box

***Historically, arts educators have been building SEL competencies in the course of their work. SEL competencies are required to teach students to:***

- look carefully at a work of art,
- understand the emotions being evoked by that work,
- consider the work as a sum total of varying perspectives,
- discern the techniques used by the artist to communicate emotions and perspectives,
- understand, literally, what the artist had to do to create the work of art (at least stimulate wonder about it), and
- be able to discuss one's observations in an articulate way and exchange in give and take with those looking at the same work of art who might not see it the same way.



**John Pitman Weber, TILT (Together Protect the Community),  
1976**

# Theater and Other Performing Arts are Keys to Engagement, Equity

- The visual and performing arts are keys to engagement and equity. Through VPA, we introduce students to the range of human accomplishments.



- Can you imagine any artistic creation, performance, or appreciation without empathy and perspective-taking?

# Arts-SEL Strategies that are Standards-Aligned

- Audience-focused communication: How to talk/write about your artistic products/creations to different people
- Explain what you did and how you did it
- Understand the back story of others' creations
- Looking for similarities and differences— essential cognitive and sensory training
- Analyze and explain your reasoning: How do you know what you like and what you don't?
- Map out existing (or created) stories via storyboards, comics panels; other ways?
- Link artistic creations to social studies, science, language arts contexts and contents in students' schools

# Some Examples Focused on Theater

- Theater education helps our students learn how to be dedicated, to persevere, and to work together. It is our job to help students see that these skills are not isolated to the theater classroom and context.
- These are the skills they need to be successful inside **AND** outside of theater and to confront their challenges with strength and skill. Involvement in theater can be the preventive mental health our students need so they have the skills to confront the life challenges ahead of them.



# Certificate Programs in SECD for Educators

- **The Academy for SEL in Schools (SELinSchools.org) certificate programs prepare educational professionals to help their schools become more positive places for children to learn, adults to teach, and all to thrive.**
- **Program Highlights**
  - **Brings like-minded educators from across the globe together in a professional learning community.**
  - **Program facilitators with substantial experience and expertise.**
  - **Combines asynchronous learning with synchronous workshops for optimal community-building and sharing.**
  - **Certificates in Instruction and School Leadership.**

# Certificate Programs in SECD for Educators

SEL 101:  
Foundations

SEL 102: Best  
Practices in  
SECD and  
Positive  
Climate

SEL 301 Virtual  
Supervised  
Practicum at  
Your Job Site

Certificate from  
Rutgers and  
SEU and  
ongoing SEL  
Academy  
virtual support

Encourage participation in the free webinar series about Academy programs, principles of SEL Instruction and Leadership, and STAT and the SEL Tier 2 Lab: <https://psych.rutgers.edu/webinars-and-other-events>

# Questions/Reflections



# All Students Want to Matter in Positive Ways; Arts Educators are Among the Key Allies to Help Promote SECD and Mattering

*“Don’t let what you cannot do interfere with what you can do.”*

*John Wooden*

*“The children are watching.”*

*Ted Sizer*



# Contact Information

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