



**Center for the
Study of Social Policy**
Ideas into Action



Building Cognitive & Social- Emotional Competence *Trainer Guide*

Developed by

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Youth in Focus

Acknowledgements

This project was commissioned as part of the Center for the Study of Social Policy's (CSSP) Youth Thrive™ initiative. The authors would like to thank the staff at CSSP: Senior Vice President Susan Notkin, for her leadership and guidance; as well as Senior Associate Francie Zimmerman, for their time reviewing the early drafts. Additional acknowledgements go to the members of Youth in Focus team who contributed advice, evaluation, proofing, and publishing support during the development of this curriculum.

Knowledge content and many slides were adapted from the Youth Thrive™: Protective and Promotive Factors for Healthy Development curriculum written by Jean Carpenter-Williams, MS, CYC-P and Frank Eckles, BA, CYC-P

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First Edition

Developed by Hector Sapien, MSW, CYC-P, and Frank Eckles, BA, CYC-P

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OVERVIEW

Building Cognitive and Social-Emotional Competence is a one-day training that takes a deeper dive into the Cognitive and Social-Emotional Competencies (CSE) module that many have completed as part of Youth Thrive training. If you haven't had any previous experience with the Youth Thrive™ Protective and Promotive Factors, this workshop will help you gain a better understanding. Completing the full Youth Thrive training is recommended as it will help you, not only better understand the importance and use of CSE competencies, but allow you to better integrate this work with the other four protective and promotive factors domains (Knowledge of Adolescent Development, Social Connections, Concrete Supports, & Resilience). Taken together, this approach represents the best research-informed knowledge of adolescent development, the protective and promotive factors that contribute to youth well-being, and how to engage and work effectively with adolescents moving into young adulthood.

This one-day training takes the material presented in the Youth Thrive™ course to the next level in understanding the HOW of using the competencies. It presents important ideas from the full course and allows participants to explore how the CSE competencies operate in daily experience and personal lives...and what we can do to help young people develop and strengthen them in their lives.

The Learning Goals of the workshop are:

- 1) Increase awareness of cognitive & social-emotional competencies (CSE), and their impact on healthy development;
- 2) Explore how CSE competencies develop in ourselves and others;
- 3) Assess the strength of our own CSE competencies & how this impacts our work with youth;
- 4) Apply Durlak's SAFE model to our personal and organizational practices;

- 5) Develop a plan to strengthen our teaching of at least one CSE competency in our personal practice;
- 6) Analyze how we are currently teaching CSE competencies in our programs; and
- 7) Develop a plan to enhance the building of CSE competencies with youth in our programs.

It is important that trainers understand the impact that racism and bias play in the well-being and development of children, youth and families including caregivers. This training makes reference to the powerful forces of race, discrimination, and bias within its core content. We anticipate that some trainers will already be familiar with and prepared to raise and discuss these issues. Others may need to seek additional information, resources, training, and professional development opportunities to understand the role that bias and racism play in the delivery of youth service and advocacy. For additional information, please visit:

Kirwan Institute resources: <http://kirwaninstitute.osu.edu/>

- Resources on implicit bias:
<http://kirwaninstitute.osu.edu/researchandstrategicinitiatives/implicit-bias-review/>

Center for the Study of Social Policy (CSSP) resources:

- Racial Equity Agenda: <http://cssp.org/about/racial-equity-agenda>
- Reports on improving outcomes for African American males involved in the child welfare system: http://www.cssp.org/publications/child-welfare/alliance/Changing-Course_Improving-Outcomes-for-African-American-Males-Involved-with-Child-Welfare-Systems.pdf
- Resources on girls and young women of color: <http://www.cssp.org/accelerating-change-award>
- Strategies for understanding and addressing the overrepresentation of families of color in the child welfare systems: <http://www.cssp.org/accelerating-change-award>

YOUTH THRIVE SURVEY

As you work to support the social-emotional and cognitive competencies of youth, you may want to use the Youth Thrive Survey to identify specific areas that need attention. The Survey can also be used to assess youth's progress and changes over time.

The Youth Thrive Survey is a valid and reliable web-based instrument that measures the presence, strength, and growth of the five Youth Thrive Protective and Promotive Factors as proxy indicators of well-being. The Survey includes 16 questions that directly address cognitive and social emotional competencies. The Survey was co-designed with youth and young adults and takes less than 15 minutes to complete. It is an effective tool for informing case planning and practice, evaluation, and continuous quality improvement (CQI) activities. The Youth Thrive Survey provides reports and a full array of data visualization options. Complete access to the instrument is free of charge. Learn more about the Survey in a one page fact sheet (<https://cssp.org/resource/youth-thrive-survey-one-pager/>) or follow the links listed in the Additional Resources Section.

TRAINER'S GUIDE

The Trainer's Guide is set up to provide the course facilitator(s) with an easy to use guide to all the knowledge content, facilitation and activity instructions. The content is formatted so that all the slides are shown with the content that is presented with each. This includes a script for presentation of the slide that outlines key ideas, facilitation questions, activity instructions, suggestions for timing, and optional activities and delivery strategies. All of this content is duplicated in the notes embedded in each slide in the slide deck. One video is included in the content which is downloaded before presenting the workshop.

The training can be presented in its entirety or in parts. The first section of the workshop (Slides #8 - #17) provides an orientation to cognitive & social-emotional competencies and their importance. If large numbers of participants have completed the Youth Thrive training, this section can be either omitted or used as a brief review. This is also true of the later section (Slides #29 - #36) that overviews Durlak's SAFE model and how CSE competencies connect to brain development. Both of these sections are duplicated from the Youth Thrive training so you can include this content if needed by your audience. An understanding of the information is critical to completing the activities included in the training.

The first half of the workshop (Slides #1 - #42) focuses on the individual. It allows participants to explore their own CSE development, how each of us develops CSE competence, where we are in the development process, how the competencies impact daily life, and what we can do to improve our own competence and the skills of the young people in our care. This section includes activities that help participants design an intervention to strengthen their own CSE skills and another activity to design a strategy for increasing the CSE competencies they intentionally teach to young people.

The second half of the workshop (Slides #43 - #60) focuses on how CSE competencies are currently being used in our programs and explores opportunities to expand their intentional use. It begins with an activity that allows participants to practice identifying relevant competencies and opportunities to teach them, applying Durlak's SAFE model to understand how effective the competency work is being implemented, and creating recommendations for expanding the intentional focus on CSE skills/competencies in our programs or services. Since this analysis process will be new to many people, the initial activity allows participants opportunity to become familiar with the process and practice identifying relevant CSE competencies while only focusing on one program goal or service. Completion of this activity may be a good stopping point for some groups.

If you want to engage your staff in doing a full analysis of ALL program goals or services so you can see the big picture as to what CSE competencies are being included in your programs overall, a 2nd OPTIONAL activity is provided at the end of the workshop (Slides #61 - #72). This activity guides participants through a deeper dive into multiple program goals. It is set up so that you form small groups of staff that work together (i.e., counselors, school staff, residential workers, resource and referral staff, etc.) so that, working as a group, they can explore the program goals they implement to evaluate how well CSE competencies are included and make recommendations for expanding inclusion. This activity is best scheduled on a different day after your staff have completed the initial workshop (where they are familiarized with the key concepts relating to CSE work). Assess your audience before presenting this section to be sure they are well-grounded in the importance of CSEs and Durlak's SAFE model. Participants will have difficulty completing the activities in the section without this knowledge.

Because the workshop is designed for use with a wide variety of groups, facilitators will need to add relevant stories and examples to bring the material to life for a specific audience. It is highly recommended that the facilitator become familiar with the practices and programs of the participants before conducting the workshop.

The final activity (and Optional Activity) require a large format form that is divided into six columns to record information about CSE competency use in programs or services. This needs to be large to provide adequate space to write in and so that the descriptive information recorded in each column will line up across the columns. The form can be laid out on large dry erase boards, multiple sheets of chart paper taped together, or by with printing the form provided on 11x17 stock paper. Many organizations have printers that will accommodate

this size paper; most print shops stock it. A MSWORD or PDF file is downloaded to print this document.

PARTICIPANT MANUAL

The companion *Participant Manual* is needed for each participant. This contains forms used in the workshop and a listing of additional resources to support learning following the workshop. This is printed before the workshop and is available in PDF format.

SLIDES and VIDEO

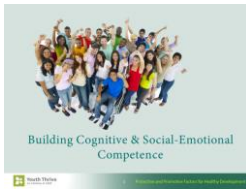
Slides are provided to support presentation of key concepts and facilitation of the learning experience. The content of the *Trainer Guide*, including a script that outlines the information presented with each slide, facilitation questions, activity instructions, suggestions for timing, and optional activities and delivery strategies. This has been included in the Notes Section of each slide. Some slides are animated so that the content displays progressively when the control is clicked.

One video, *Five Keys to Social-Emotional Learning (6 minutes, 2 seconds)* from Edutopia (<https://www.edutopia.org/>), is included in the content which is downloaded before presenting the workshop. Streaming the video content is not recommended since it is often unreliable. Please download the video to the same computer from which you display the slides. You can link slide #8 to the location of the video so that it will play automatically when the slide is clicked.

SCHEDULE

The workshop can be presented together as a full 6-hour day divided into morning and afternoon sessions, or can be presented on different days in two or three shorter workshops. Suggested times are included with each activity. Times vary depending on facilitation and group needs.

The time involved in presenting the optional section of the workshop (Slides #57 - #68) that explores the use of CSE competencies in multiple program goal areas is difficult to predict. Expect wide variations in the time needed by groups to complete the activities.



PowerPoint Slide #1 Section Title Slide

Welcome to our workshop today on Building Cognitive and Social-Emotional Competence. This one-day training is a deeper dive into the CSE module that many of you may have completed as part of Youth Thrive training. If you haven't had any previous experience with the Youth Thrive Protective and Promotive Factors, these workshops will help you gain a better understanding. Completing the full Youth Thrive training is recommended as it will help you, not only better understand the importance and use of CSE competencies, but will help you better integrate this work with the other four protective and promotive factors domains. Taken together, this approach represents the best research-informed knowledge of adolescent development, the protective and promotive factors that contribute to youth well-being, and how to engage and work effectively with adolescents moving into young adulthood.

This one-day training takes the material presented in the Youth Thrive course to the next level in understanding the HOW of using the competencies. It will remind you of important ideas from the full course and will allow us to spend time exploring how the CSE competencies operate in your daily experience and personal life...and what we can do to help young people develop and strengthen them in their lives.

> The workshops can be presented together as a full 6-hour day divided into morning and afternoon sessions, or can be presented on different days in two or three shorter workshops.

The workshop is divided into two parts, the first 4-hour session focuses on exploring how each of us are using the competencies in our own lives, how we are currently incorporating these important skills into our practice with young people, and identifying where we can improve our work...and our own CSE competence. We will spend some time reviewing things we talked about in the Youth Thrive training that highlight the importance and use of CSEs with youth and families. When we leave the first session you will have a better idea of how well you are personally incorporating the

competencies in your work and will have opportunity to develop a plan for how to move your work to the next level. The second part of the workshop explores how well we are including CSE competencies in our overall program goals.



PowerPoint Slide #2 Learning Goals

The learning goals of the workshop are these.

> Read each learning goal. The learning goals are continued on the next slide. Read these also.



PowerPoint Slide #3 Learning Goals

> Present this slide with the previous slide.



PowerPoint Slide #4 Housekeeping

Before we get started with the material we would like to cover some basic housekeeping items.

> Make sure to cover issues including:

1. Restroom location
 2. Designated smoking area
 3. Basic structure of the workshop
 4. Beginning and ending on time
 5. Breaks and lunch
 6. "Hold That Thought" list (used to keep the training on track; specifically for questions or concerns that will be answered later in the training)
 7. Manage electronics (phones, texts, etc.)
-



PowerPoint Slide #5 Introductions

Let's start with introductions so we get to know better who is in the room and who we will be working with today.

> Have each facilitator briefly introduce themselves paying special attention to background that creates credibility with the workshop audience.

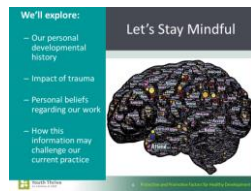
Now that you know a little about me (us), let's take some time and find out more about all of you. I'd like everyone to take a moment to share their:

1. Name
2. Organization and position
3. One thing you are hoping to get from attending the training today.

> If the group is less than 25, go around the group and ask each participant to briefly share their answers. Record answers to question #3 on chart paper and keep posted throughout the training. You can use this information as you move through the workshop to make sure you are addressing the needs of the participants.

If the group is more than 25, divide the large group into smaller groups (8-12 participants in each) and have them introduce themselves within their small group. Assign a recorder to capture the answers to question number #3 on chart paper.

> When the groups have completed their introductions, ask for a brief report on what was discussed in the small groups. (Note: As you go through the rest of the training, make sure to encourage participants to re-introduce themselves, since they only introduced themselves in the small groups.)



PowerPoint Slide #6 Let's Stay Mindful

Over the course of this workshop we will be discussing how each of us developed cognitive and social-emotional skills and, to some degree, our own personal developmental history. Please be sensitive to the personal nature of this information. Not all of us came from situations that were developmentally supportive. Although we will be talking generally about how trauma has affected other people's lives, remember that many of the people in this training room have also been affected by trauma. Sometimes when we talk about trauma it brings up uncomfortable memories and experiences. Other topics we discuss may also evoke discomfort for some participants.

Please do what you need to do to take care of yourself in the training. If it means you need to leave the room for a section of the training, know that you have permission to do this. As we talk about trauma and personal development, we ask that all of us keep in mind the very personal nature of the subjects and ways that we can be sensitive to one another's needs.

We will also be talking about our current practices. We all have what we consider to be good reasons for doing what we do. We hope that the information in the workshop will help each of you think about the approaches you are currently using, see them in the context of the new information we now have from research, and make changes to what you are currently doing. As the field changes and our information improves, we often judge ourselves because we find that some of the approaches we have taken, although motivated by good intentions, were misinformed. Unfortunately, we cannot go back and change what we have done. Forgiving ourselves and finding ways to improve what we are doing with young people is the best we have.

Putting the knowledge and techniques we discuss into practice is your responsibility. As we cover the material, consider how you will or could use the information. Write down ideas and plans as we go along so you don't lose them. Consider what will help you follow through and what you need to implement your plans.



PowerPoint Slide #7 Group Agreements

> Have ground rules on prepared chart paper so you can add any participant suggestions and then post the page in the room.

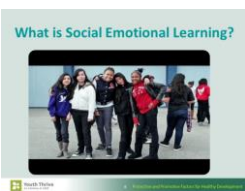
We feel it is important to establish ground rules that will support everyone learning important information while still maintaining some boundaries. These are some suggestions we are asking you to commit to during the workshop:

- Listen and hear what is being said.
- Be open to other's ideas and remember we all have a fraction of the truth.
- Challenge old ideas and behaviors with kindness.
- It's OK to pass.
- Be willing to step outside of your comfort zone.
- Ask questions for clarification.
- Take care of your needs so that you can be present and attentive.

Consider the impact of what you and others in the room are sharing about personal experiences and how that information adds to the training and moves the field forward. While we hope to create a safe learning environment, this is not a completely confined environment and we cannot control confidentiality. When sharing examples from your personal work experience, please be mindful to do so in a respectful manner that maintains the privacy of the individuals involved.

Can we all agree to these ground rules for the duration of the training? Are there any additional guidelines you think should be included? *(List on chart paper & post)* Are there any additional questions or thoughts?

> Answer questions or provide clarity where needed. Renegotiate agreements as needed.



PowerPoint Slide #8 What is Social-Emotional Learning?

> *Video: “5 Keys to Social-Emotional Learning” Click the film strip to start video. (6 minutes, 2 seconds)*

Let's start by taking a look at this brief video to learn more about social-emotional competences.

> *Following the video lead a short discussion based on the following questions.*

ASK: What stood out to you?

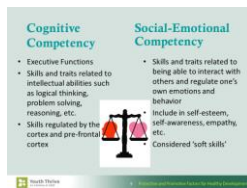
ASK: What were some things that surprised you or things that the video affirmed for you?

The competencies that were the focus of this brief video are examples of the information we will discuss in this workshop. Some of the competencies the video mentioned actually encompass several competencies into one domain or category. They also talked about a few of the cognitive competencies in the context of how the social-emotional skills support them.

You might have noticed that the video featured a lot of younger children with fewer adolescents. It does tend to be the case in many areas of the country that younger children are exposed to social-emotional learning opportunities and as children enter adolescence and move into high school, there are fewer explicit activities focused on building social-emotional skills.

Also notice that the video focuses on young people in a school; which is often one of the **ONLY** places in a community where cognitive & social-emotional skills are being taught in an intentional way. This is one of the reasons why our training today encourages you to think about how you can increase your intentionality in offering CSE training in your program. We now recognize the importance of having these opportunities available throughout the community so young people can find and access these supports.

We also know that adolescents both need and benefit from continued skill building around the social-emotional skills and that the social-emotional skills provide a foundation for later learning and more complex tasks. Remember that adolescents are ‘developmentally primed’ to expand these competencies and reapply them in more complex ways in relationships, problem solving, and future planning as their brains change.



PowerPoint Slide #9 Cognitive Competency and Social-Emotional Competency

The cognitive competencies are related to what are commonly called executive functions, functions that are processed in the cortex and pre-frontal cortex, which are developing during adolescence and emerging adulthood. As we will see, these competencies are frequently the focus of much attention in our schools.

Social-emotional competence is related to what are commonly referred to as ‘soft skills’ or characteristics related to understanding and thinking about oneself. Social-emotional competence includes things like self-awareness, self-concept, self-esteem and personal agency, to name a few. Social-emotional competencies are also related to perceiving and understanding emotions, both in oneself and in others. Several of these competencies were mentioned in the video.

Cognitive and Social-Emotional competencies begin developing in infancy. The skills involved in cognitive self-regulation (e.g., being able to make choices about what you think about), planning (e.g., creating a vision of what you want and identifying a pathway to attaining it), or behavioral self-regulation (e.g., being able to stay on track in the face of distractions) are examples. Important social and emotional foundational pieces are also put in place (e.g., ability to regulate behavior, making connections with significant caregivers and others, concepts of self-competence, personal agency, etc.). These then provide a foundation upon which more complex skills are built. Beginning in adolescence, these competencies are prioritized for further development as the brain expands its ability to process in more complex ways and adds new capacities to understand other people and how the individual fits into the world. By the end of

young adulthood in the mid-twenties, these competencies have typically fully emerged. And we know now that not all youth will have fully developed their CSE skills. Some will need additional help and opportunities.



PowerPoint Slide #10 Cognitive and Social-Emotional Competence

Studies affirm that cognitive and social-emotional competencies are important factors that lay the foundation for forming an independent identity, engaging in and maintaining relationships, and promoting productive, responsible, and satisfying adulthoods. In other words – THRIVING as adults.

You could say that CSEs are a road map to the skills that are critical to healthy adult functioning. These are the capabilities that adults need in order to organize their experiences and operate successfully in the world. At this time, these are our best ideas about what specific competencies young people need to develop to successfully transition into productive adult living.



PowerPoint Slide #11 Importance of Social-Emotional Competence

A growing body of research is showing the fundamental importance of early social skills as a platform for many aspects of later development. This slide shows further details about what a child gains when they develop a strong emotional vocabulary (one aspect of developing social-emotional competence). This “soft” social-emotional skill creates ripples throughout the child’s development! This is true for other social-emotional skills, as well.

ASK: What do you think are some of the long-term impacts of having the skills and characteristics listed on this slide?

> Accept answers. Guide participants to include thoughts about how these skills impact adolescence and transition into adulthood.

ASK: What might be the long-term impact of not having some of these skills and characteristics?

> Accept answers. Guide participants to include thoughts about how these skills impact adolescence and a transition into adulthood. Gently redirect incorrect or biased responses and ensure that participants bring up ideas related to being able to engage in healthy relationships, in general, and other ideas such as developing intimate relationships, engaging in relationships with co-workers and supervisors, being able to delay gratification, stay on track over long periods, navigating living with roommates or in communities, etc.



PowerPoint Slide #12 Importance of Social-Emotional Competence

A growing body of research is showing the fundamental importance of early social skills as a platform for many aspects of later development. This slide shows further details about what a child gains when they develop a strong emotional vocabulary (one aspect of developing social-emotional competence). This “soft” social-emotional skill creates ripples throughout the child’s development! This is true for other social-emotional skills, as well.

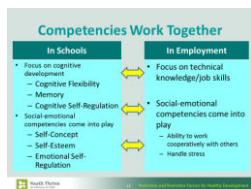
ASK: What do you think are some of the long-term impacts of having the skills and characteristics listed on this slide?

> Accept answers. Guide participants to include thoughts about how these skills impact adolescence and transition into adulthood.

ASK: What might be the long-term impact of not having some of these skills and characteristics?

> Accept answers. Guide participants to include thoughts about how these skills impact adolescence and a transition into adulthood. Gently redirect incorrect or biased responses and ensure that participants bring up ideas related to being able to engage in healthy relationships, in general, and other ideas such as developing intimate relationships, engaging in relationships with co-workers and

supervisors, being able to delay gratification, stay on track over long periods, navigating living with roommates or in communities, etc.



PowerPoint Slide #13 Competencies Work Together

Today there seems to be a primary focus, especially in education settings, on cognitive development as opposed to taking a more balanced approach that includes a focus on competencies in both cognitive and social-emotional development. We recognize that cognitive development is crucial to a productive, responsible, and satisfying adulthood and we know that these cognitive competencies are impacted by a young person's social-emotional competence.

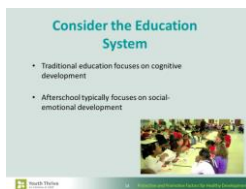
Consider what happens in schools where the focus is primarily on building the cognitive competencies (cognitive flexibility, memory, and cognitive self-regulation) while the emotional competencies (self-concept, self-esteem and emotional self-regulation), which are key to setting the stage for learning, are overlooked.

When a young person is having trouble waiting for their turn, or sitting in their seat, or is feeling inadequate, their focus shifts away from the lesson and makes it more difficult for them to pay attention and master the cognitive skills that are being taught. Providing opportunities to learn and build the social-emotional competencies will actually make learning the academic subjects and the associated cognitive skills easier.

> Click the slide forward to bring the rest of the slide up "In Employment" will appear on the right of the slide.

Take for example, a young person's experience entering the workforce. Employers typically need new employees to have the technical knowledge to carry out the job's responsibilities. But employers know that the ability to work with other people is possibly more important than their technical knowledge. It is easier to teach a new employee technical skill than it is to teach them how to get along with and work productively with others. Young people don't need one set of competencies; they need both.

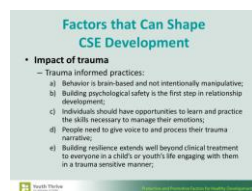
According to a June 2015 study from Child Trends (Lippman, Laura H. et.al. 2015) social-emotional skills are essential for success in the workforce and their lack can create challenges. The soft skills specifically mentioned in this report include *social skills* (such as respecting others, using context appropriate behavior, and resolving conflict), *communication skills* (oral, written, non-verbal, and listening skills), *self-control* (such as delaying gratification, controlling impulses, directing and focusing attention, managing emotions and regulating behavior) and *positive self-concept* (such as self-confidence, self-efficacy, self-awareness and positive beliefs, self-esteem, and sense of well-being and pride). One might notice that these competencies are also related to an employee being self-motivated and able to work both individually and as part of a team.



PowerPoint Slide #14 Consider the Education System

We live in a time when the importance of both cognitive and social-emotional competence is being discussed in great depth as we struggle to understand the importance of afterschool programs (which have a greater emphasis on social-emotional development) held in conjunction with in-school educational programs (which most often center on cognitive competence).

It has implications also for the way we focus our programs and interventions. One of the important messages of this workshop is that we are increasingly recognizing that young people can greatly benefit when we offer opportunities to develop cognitive and social-emotional skills OUTSIDE THE SCHOOL SETTING. We are recognizing that all of our programs contain opportunities to support this type of development. We are just beginning the work of intentionally embedding these opportunities in the work we do in the community. This important transition is key to the purpose of this workshop.



PowerPoint Slide #15 Factors That Can Shape CSE Development

So far, we have talked about what CSE competencies are, how they fit together, and their importance. As we move along, we want to include some important factors that we have, over the past 20+ years, become increasingly aware of that influence CSE development. Taking these factors into consideration can make a big difference in how you approach teaching the CSE skills and your learning outcomes with young people.

Research in the past fifteen years reveals that traumatic stress can have serious physiological, psychological, and relational consequences on overall development (DeBellis, Zisk, 2014; Ford, Courtois, 2012; Perry, 2006; Perry, Szalavitz, 2007; Putnam, 2006; van der Kolk, 2005). Recognizing, identifying, and addressing the impact of traumatic stress on children, youth and families is essential for recovery, future resiliency, and in designing strategies to teach CSE skills.

Although many young people who experience trauma have consistent, caring adults and other developmental supports in their environments that reduce the impact of trauma, many do not. Young people who have lived experience with trauma who have not had positive experiences with adults may need special attention to design approaches that take into consideration their special needs. It is helpful to keep in mind trauma informed practices. These are premised on the belief that: a) behavior is brain-based and not intentionally manipulative; b) building psychological safety is the first step in relationship development; c) individuals should have opportunities to learn and practice the skills necessary to manage their emotions; d) people need to give voice to and process their trauma narrative; and e) building resilience extends well beyond clinical treatment to everyone in a child's or youth's life engaging with them in a trauma sensitive manner (Center for the Study of Social Policy, n.d.).



PowerPoint Slide #16 Factors That Can Shape CSE Development

Another important factor to consider is the impact of racism, bias and discrimination on people of color, especially children and youth of color. Racism shapes their daily reality – not just through how they are treated and perceived but also in the ways that systems and society operate. Although many communities have worked toward the elimination of more overt forms of racism, implicit bias is still rampant (Holley, 2016). Implicit bias refers to the “attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner,” (Staats, Capasoto, Wright & Contractor, 2015, p. 62). And, unfortunately, the legacy of racism in this country persists in how systems are structured and in many of the policies that determine how families and youth are served by public systems such as child welfare, juvenile justice, mental health, and housing.

The privileges one holds within identities such as race, gender, and socio-economic status also have an important impact on the practitioner-caregiver/child or youth relationship. Privileges are unearned advantages accessible to one group of people simply because of membership in that group, which can include gender, race, socioeconomic status, and sexual orientation (Swigonski, 1996).

For members of groups that are marginalized, awareness of privilege or lack of privilege is a mechanism of survival. This survival occurs through learning how to navigate the dominant culture in order to mitigate the impact of the prevailing systems of that culture (Swigonski, 1996).

Practitioners should be aware of the ways in which they might perpetuate and reinforce privilege in their lives and practice because of their membership in a privileged group or because they are a ‘helper’ rather than a person ‘in need’ of help. Acknowledgement of the impact of race, class, and the realities of historical exclusion sets the stage for authentic dialogue about the barriers children and youth face and enables the practitioner to collaborate to help youth overcome these challenges (Holley, 2016).

In thinking about cognitive and social emotional development, it is important to understand the research on a concept called: *adultification*.

ASK: Does anyone know that term?

> *Accept answers*

What it means is that youth of color are often perceived to be older than their biological age, and adults often have expectations of them that are inappropriate for their actual level of development. For example, studies show that the adultification of black boys leads to misperception of them being older, while white boys are often *infantilized* well into their twenties and given the benefit of the doubt when engaging in questionable behavior.

The report, *Girlhood Interrupted: The Erasure of Black Girls' Childhood*, found that adults viewed black girls “as less innocent and more adult-like than white girls of the same age, especially between 5–14 years old.” When compared with white girls, black girls were perceived as:

- needing less nurturing, protection, support and comfort;
- being more independent; and
- knowing more about adult topics, including sex.



PowerPoint Slide #17 Discussion: Factors That Can Shape CSE Development

> *Depending on the size of the group and time available, there are several options for conducting this discussion.*

> *Form 4 groups of 3-5 people each. If you have a large group you can have multiple groups working on the same question. Number each group 1-4 and ask each group to spend 5-8 minutes discussing the impacts of the question assigned. Ask the group to designate a note taker/reporter to record the group's work. This approach takes approximately 30 minutes.*

> Provide time cues when ½ time remains and when 1 minute remains.

> When time is complete, ask each group to report their ideas to the large group. Record ideas on chart paper and lead a discussion of the key points. Provide clarifying information as needed. Allow each group 3-5 min to report.

OPTIONAL: *Another option that takes less time is to lead a discussion to help participants better understand how trauma, race and racism, privilege (or lack of) and adultification impact a young person's development. Ask the participants to pair up with someone close to them, show the questions on the slide one at a time. Allow 1-2 minutes for the pairs to discuss the question, then lead a discussion asking all the groups to report out key points from their discussions. Record the key points on chart paper. Repeat the process until the 4 questions have been discussed. Provide clarifying information as needed. Allow 3-5 minutes to discuss each question. This approach takes 15-20 minutes.*

> Key points to include in discussion:

- *Are wary of helpers and systems because of past negative experiences.*
 - *Are unfairly judged and misunderstood by adults based on their misinterpretation of behavior.*
 - *Have not accessed important developmental resources and opportunities.*
 - *Are not provided access to important resources and opportunities to develop skills.*
 - *Are wary of helpers and systems because of past negative experiences.*
 - *Are unfairly judged and misunderstood by adults based on biases and stereotypes.*
 - *Need helpers who see, value and build on youth's own strengths, interests and priorities.*
 - *Adults/staff may be too punitive; relying too much on punishments; need to consider more supportive responses to typical child or adolescent behavior.*
-

-
- *May need more opportunities to be a kid, play and have fun.*
 - *Identify skills youth want to learn and find ways to engage and teach that are developmentally appropriate.*
 - *Check your assumptions about youth's maturity, responsibility and culpability for decisions.*
 - *Confer with youth and families about roles, experiences and their own understanding of development.*
-



PowerPoint Slide #18 ACTIVITY: Assessing Our Personal CSE Competence

We want our workshop today to begin with a personal exploration of our own CSE development. We have spent a little time so far reviewing the basics of what CSEs are, how they impact development, generally, and some of the important factors that influence their development. We now want to begin exploring our own CSE developmental trajectory. How did we develop our CSE skills and competencies?

We want to start our exploration by focusing on YOUR CSE skills and competence. All of us are somewhere in the process of developing and mastering CSE competence. All of us have traveled through a personal trajectory of experiences and opportunities that have helped us develop CSE skills and the brain connections that support them. We know that as we continue to travel, we will continue to develop our skills and abilities.

ASK: Why might it be important to start by looking at our own cognitive and social-emotional competence?

> Accept answers. Be sure participants understand that starting with self is a powerful way to better understand how we develop and also how other people develop. There is no more powerful understanding of the importance of CSEs than becoming aware of how they form and shape our lives and experiences.

One of the things we all have in common with the young people with whom we work is that we are DEVELOPING HUMANS, and we are

all works-in-progress. Development is a lifelong process where much of the physical development happens before your mid-20s. But your ability to change your brain, to continue connecting things in new ways and to learn, continues throughout your life span. We have this in common with the youth we serve.

All of us have areas of strength and areas that are still emerging or developing. This is true of CSE competencies, as well as other things. We get daily feedback on our strong areas through things that we manage well or do successfully. We also get feedback on areas where our development may not be as strong or as complete. It is through the process of living every day that we become aware of ourselves, grow and learn. This is something else we have in common with the youth we serve. We learn by living and experiencing.

One of the tasks of a successful adult is being able to identify where (s)he is in their development, what strengths exist, and what things may need support or additional work so we can do better in the future. There is an on-going developmental thrust that pushes us toward a future of increased competence and ability. This starts early and continues throughout our lives. We make necessary developmental changes by looking at our daily experience to better understand where we are. Based on what we discover, we then create a plan for how to improve ourselves (I'll never do that again! How did I get myself into that situation? What skill was missing? What should I do next time?). This is the foundation of personal agency (being responsible for one's self). It also supports self-awareness (a growing understanding of my own development), self-esteem (overall good feeling about myself), self-compassion (being kind to myself when faced with personal failings and suffering), self-concept (I have a stable positive identity), and ultimately, self-efficacy (I am competent and capable). We share these same developmental opportunities and challenges with the young people we serve. When we understand ourselves and how we develop, it helps us to better understand youth's experience.

Understanding how each of us personally developed can offer insight into many things including: how we developed our competence and skillfulness, what opportunities helped us, what held us back, who

was involved, and at what ages it happened. Exploring our own developmental trajectory can help us understand the process better and help remind us to be humble and patient. It also reminds us of the many opportunities that present themselves to help us on our way.

We know that all people don't develop exactly the same way. Let's also keep in mind that what we know about ourselves may not fit the lived experiences of others. We just want to note this now. We will be coming back to this idea again later in the workshop.

One final point, to be a competent coach that can help a young person improve their CSE skills, do you have to have fully and evenly developed CSE skills yourself? Of course not, and it's good that you don't because that would mean that most of us would have much less to offer. We are all works in progress, learning as we go. We can teach many things we have not mastered. Sometimes others learn from us because they can see what's missing in us and the consequence we are experiencing (e.g., I am always late because I haven't fully developed my ability to look ahead and plan; I have a negative self-image so I don't take food breaks or rest when I need to so I get sick easily or feel tired; I display my temper frequently because I haven't learned how to regulate my emotions and behavior.) We can offer better support if we can be an image of what a CSE competency looks like in action. (e.g., What am I doing? When do I do it? How does it help?) Young people are learning constantly in experiences they are having throughout the day. Our ability to model CSE competencies in action is a very powerful way to teach them. It also offers a wealth of subtle information that youth pick up on that helps them master and apply the skills.



PowerPoint Slide #19 Cognitive & Social-Emotional Competence Self-Survey

> Refer participants to the *Cognitive and Social-Emotional Competence Self-Survey in the Participant Manual*.

You can put your name and the date at the top of the form. You might put your name on your *Participant Manual* instead. But you

want to include the date on the form because this is going to give you a snap shot of where you were in your development today. You may want to redo the survey sometime in the future so you can track how you change over time.

Notice that the COMPONENTS column (1st column on the left) on the left has a listing of the cognitive and social-emotional competencies. Executive Functioning (cognitive competencies) are at the top of the list, followed by the social-emotional competencies. In the DESCRIPTION column (4th from the left) is a working definition for each competency. The column on the far right has a scale. In this next activity, you will have about 5 minutes to read the competencies and rate yourself on HOW OFTEN THE STATEMENT DESCRIBING THE COMPETENCY is true for you. Circle the dot that best represents your response. We will be asking you to share your work with at least one partner later in the activity. Please work alone and record your answers in your workbook. Please begin.

> Allow 5 minutes to complete the activity. If it appears that many of the group need additional time, allow an additional 2-3 minutes. Cue the group when 2 ½ minutes have elapsed, and when 1 minute remains.

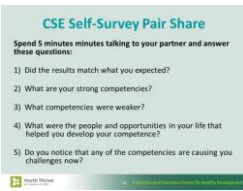


PowerPoint Slide #20 Cognitive & Social-Emotional Competence Self-Survey

Notice the SELF column (2nd from the left). Working alone, using the 2nd column from the left, go down the competency list and place a triangle beside the competencies that you marked as WELL DEVELOPED or STRONG for yourself.

If you find that you have no or few competencies that are marked WELL DEVELOPED or STRONG, you may be a person who rates themselves consistently lower than others do. If this is the case, put triangles in the SELF column if you have rated yourself with an OCCASIONALLY. This process is not perfect; you are attempting to score yourself FAIRLY as to your strengths. You will have 2 minutes.

> Provide time cues after 1 minute and when 30 seconds remains.



PowerPoint Slide #21 CSE Self-Survey Pair Share

Next, I want you to pair up with a partner close to you. You will be working with this person for several parts of the Self-Survey Activity. Take 5 minutes to answer the following questions with your partner:

- 1) Did the results match what you expected?
- 2) What are your strong competencies?
- 3) What competencies were weaker?
- 4) What were the people and opportunities in your life that helped you develop your competence?
- 5) Do you notice that any of the competencies are causing you challenges now?

> *Provide time cues after 2 1/2 minutes and when 1 minute remains.*

> *Lead a short large group discussion using the following questions:*

- 1) What did you discover? What insights did you have?
- 2) Do you notice any correspondence between competencies that you use frequently and the competencies you think are well developed?

> *Add to the discussion the following points if they don't appear naturally:*

- *Not all competencies are as well developed as others. This is natural and normal.*
- *More frequently used competencies are more likely to be better developed. More frequent use is associated with stronger development. The more we use a competency, the stronger the brain pathway, the more frequently we choose it, and the stronger it gets.*



PowerPoint Slide #22 & #23 CSE Large Group Discussion

> Bring slide questions up, one at a time. Lead large group discussions capturing the information on chart paper.



- 1) What people and opportunities helped you to develop?
- 2) How did aspects of your identify -- race, ethnicity, gender identity, sexual orientation, disability -- impact your development?
- 3) Did power, privilege, or lack of opportunity impact your development? How?
- 4) Did exposure to trauma impact your development?
- 5) Do you think your life would have been different if the adults in your world had taken a more informed, intentional approach to teaching you CSE competencies?

> Add to the discussion if these points don't appear naturally:

- *Most people need a variety of people and opportunities to support their development; having more opportunity and more people is typically better.*
- *Typical opportunities include: clubs, school, after school programs, sports, arts, church, family, teachers, coaches, neighbors, friends, intervention programs, etc. There are MANY opportunities available.*
- *Lack of power and privilege due to institutional factors can limit access to resources, opportunities, and people; feeling that you are different, undeserving, or having trauma in your history due to factors out of your control can often lead a person to increase their feelings of safety by avoiding relationships and opportunities they need to help them develop.*
- *Most of us would have benefitted if the adults in our lives had taken a more informed, intentional approach. We know that an intentional, planful approach can significantly improve development of CSE competence, especially as part of a SAFE plan.*



PowerPoint Slide #24 CSE Self-Survey

Let's go back to the Self-Survey. Notice the competencies that you show as strong. Now look at the ones still in need of development. If you were to choose 2-3 competencies for further work, which would you choose. Place a circle in the SELF column for these competencies.

Before you do this, think for a moment about which competencies might be causing challenges to you in your life today. Would improving these competencies improve your daily experience and success? What competencies are relevant to you today? What are the ones that would make the most improvement for you?

Recognizing this in yourself not only helps you better understand your own development, but it also gives you great insight into how this same process can be used with young people in your care. The same questions apply to them, and can help guide you when you work with them.

> Allow 2 minutes to complete the activity. Provide time cues at one minute and 30 seconds. Respond to questions, if needed to clarify the task. Advance to the next slide to demonstrate what the chart should look like following the activity.



PowerPoint Slide #25 Cognitive & Social-Emotional Competence Self-Survey

> See previous slide for facilitation.



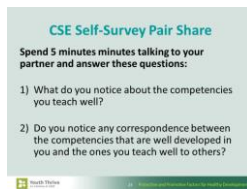
PowerPoint Slide #26 Cognitive & Social-Emotional Competence Self-Survey

For the next part of the activity, we want you to think about the competencies that you teach well to the young people in your care. We are asking you, "what competencies do you think you are currently teaching?" You may find that some or most are included, or you may find that you are INTENTIONALLY teaching very few.

We are really wanting to know, “what competencies do you think you are currently teaching INTENTIONALLY and WELL – in other words, you are getting results by seeing changes in the youth in your care based on your teaching.”

In the YOUTH column (3rd column from the left), place triangles in the boxes for the competencies that you think you teach well to youth. You will have about 2 minutes.

> Provide time cue when 1 minute remains and when 30 seconds remain.



PowerPoint Slide #27 CSE Self-Survey Pair Share

With your partner, take 5 minutes to answer the following questions:

- 1) What did you notice about the competencies you teach well?
- 2) Do you notice any correspondence between the competencies that are well developed in you and the ones you teach well to others?

> Provide time cues after 2 1/2 minutes and when 1-minute remains.

> Lead a short large group discussion having pairs report out what they discovered when they answered the question. Be sure the group discusses the following:

- *Some believe that people tend to focus on teaching competencies that are strong in themselves; and may avoid or deprioritize competencies that are weaker in themselves. This infers that adults need to strengthen their own competencies to better prepare themselves for work with youth.*
 - *We may teach competencies better that we better understand – because they are better developed in ourselves.*
 - *We may not have the same value for competencies that are not well developed in ourselves; because we are not as aware of them and their benefits.*
-



PowerPoint Slide #28 Cognitive & Social-Emotional Competence Self-Survey

As the final part of the Self-Survey Activity we want you to think about what competencies you might want to prioritize for further development that will improve your work with youth. When you think about what CSE competencies you currently include in your work and the competencies that could improve your work, what would you add? Remember to take into consideration the needs of the youth you serve. What do they need from you? What are you doing well? And what do you need to improve so they get the best support you can provide? Place 2-3 circles in the YOUTH Column (3rd from the left) for competencies you would like to prioritize for development. We will come back to these later. You will have 2 minutes.

> Provide time cues when one minute and 30 seconds remain.



PowerPoint Slide #29 Effective Social-Emotional Learning Programs

Now that we have spent some time exploring our own cognitive and social-emotional development, we would like to take a look at what current research tells us about the approaches that work best. One of the landmark studies was conducted by Joseph Durlak, a professor at Loyola University in Chicago. He conducted a meta-analysis of 213 programs that offered social-emotional learning in both in-school and afterschool programs. He was attempting to identify the characteristics of successful programs and the impact that these programs had on developing youth.

He found that the successful programs were not only able to increase social-emotional competence (for instance, self-perceptions, social-emotional skills); they also improved attitudes toward school, reduced conduct problems and emotional distress (like symptoms of anxiety and depression), and also improved academic performance (cognitive competence). This was important information because it clearly demonstrated how the CSE competencies are inter-related with a host of other important outcomes.

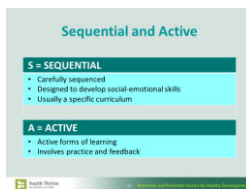


PowerPoint Slide #30 Durlak's Model

Durlak's research identified characteristics that help programs be more successful in building social-emotional skills. The characteristics provide a useful framework for building and offering social-emotional learning opportunities. While the initial research was looking at school-aged afterschool programs, the framework is being successfully used in early education and a wide variety of other programs as well.

This training today encourages you to take what Durlak learned and use it in your programs and practices, whether you are in an employment, treatment, developmental support, resource or other environment. Durlak provided some of the best research we have about what works best.

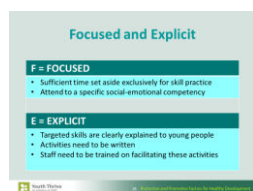
What are the characteristics of a successful social-emotional learning program? Durlak summarized his findings in the SAFE model: Sequential, Active, Focused and Explicit.



PowerPoint Slide #31 Sequential and Active

Successful social-emotional learning programs were **sequential**. They had a carefully sequenced plan that was designed to develop social-emotional skills. This was typically accomplished using a specific curriculum or protocol that built competencies in a coordinated, step-by-step approach, from simple to complex. Activities often build upon previous activities resulting in strong competencies.

Successful social-emotional programs were **active**. They offered hands-on forms of learning using activities such as role plays, games, puzzles, interactives, and real-life experiences that allow youth to practice skills. In addition to practicing skills, young people were able to give and receive feedback in the moment so they could make improvements or try different approaches.



PowerPoint Slide #32 Focused and Explicit

Successful social-emotional programs were **focused**. They set aside sufficient time to focus exclusively on skill training on a specific competency or small group of related competencies. Staff members ensured that there was enough time to teach the lesson at a pace that supported learning and provided opportunities to reflect on the learning.

Finally, successful social-emotional programs were **explicit** in that the skills being targeted by the activities in each program were clearly explained to students so they knew what was expected of them. This was best achieved through the use of written materials, either purchased pre-packaged materials or manuals with lessons that were created by the organization. Whether organizations used purchased curricula or created their own manuals, they ensured that staff members received training about the cognitive and social-emotional competencies and how to facilitate the activities to build them (Durlak, 2010, pp. 295-296).

ASK: What are some examples of Durlak's model in your program, setting or that might be used in a home?

> Accept answers.

Responses might include Skill Streaming, Campfire Girls and Boys Curriculum, Boy Scout Badges, Teen Outreach Program, etc. Day-to-day activities including reading stories that show specific social-emotional skills in action and talking to the child about what it would be like for them to use that skill, practicing mindfulness skills with youth to support their emotional and behavioral self-regulation, playing games, or talking about social-emotional skills seen in movies.

To summarize the model, you plan to provide active (experiential) opportunities (role plays, behavioral rehearsal, etc.), coupled with practice and feedback, in sufficient amounts, until mastery is achieved and demonstrated (Durlak, 2010, p.296).



PowerPoint Slide #33 Using the SAFE Model

When you start to use the SAFE model in your organization, program, school or even home setting, you begin by looking at the cognitive and social-emotional competencies that are most helpful for young people to learn. Then spend some time thinking through where opportunities exist for teaching these competencies, and finally, intentionally designing additional opportunities to address competencies that are either absent or under-emphasized.

This means that you have broken the more complex learning into stages that take into account the developmental level of the child or adolescent, the order in which you would present the material so that subsequent lessons build from previous lessons, and a plan for how you intend to link the information and experiences together. This thoughtful planning lets young people know what they are learning (learning objectives), how the activities help them, and what is expected from them. The SAFE model offers young people a chance to try out the competencies, receive feedback and then improve performance.

Programs should inform caregivers about specific competency sets and offer suggestions about what they can do to support skills development. This might mean offering books which emphasize certain skills in action, or providing activities that can be used at home. It is also helpful to model to caregivers how to use this approach to building competencies with their youth. It will both help them learn the skills and reduce the frustration a caregiver may experience when the youth is unable to follow a request or complete a more complex task.



PowerPoint Slide #34 Remember to Evaluate and Improve

The final step in the process of offering strong cognitive and social-emotional competency building is for you to monitor how well the activities are delivered by your team, how they are experienced by your youth, and the impact the activities have on their skills. Notice which activities work well and which activities fail to capture your young people's attention.

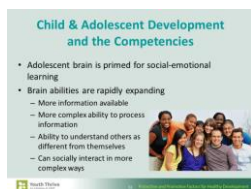
Use the data you collect about the effectiveness of your activities to make improvements the next time you run the activities or series of activities. The changes you make may be relatively small adjustments, but they may have a big impact on how well your team can strengthen a competency or group of inter-related competencies.



PowerPoint Slide #35 Brain Development is Supported by Building Competencies

Remember what we have learned about brain development. Every time you encourage a youth to engage in an activity that uses a competency, you are encouraging brain connections to develop or strengthen. Repetition and chaining (or sequencing) of learning is helpful since it strengthens existing connections and creates new connections between competencies.

Every time you have a conversation with a youth where you point out a competency or have them use it to solve a problem, (like asking them to think into the future, create a plan, imagine alternative approaches and solutions, etc.) you are creating an opportunity to strengthen development.



PowerPoint Slide #36 Adolescent Development and the Competencies

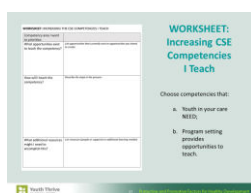
The adolescent brain is primed for cognitive and social-emotional development. This means it is developmentally ready which makes it easier for this development to move forward. It is critical to understand that 'primed' is about being 'ready to receive.' Brain research clearly informs us that development happens through stimulation and experience that comes from the surrounding environment. Although the brain is ready to receive, it is up to us to provide environments rich in experiences that promote the development of these competencies.

As Durlak's study pointed out, there are specific kinds of things we can do that work better. For example, we can give a person a 'worksheet' about how to develop a skill, or we can lecture them, but

a richer and more powerful way to develop a skill would be to create an experience that teaches the skill then puts it into action. Other ways to create powerful experiences include involving young people in making decisions about programming and about their lives, involving young people in their case planning, and engaging youth in developing and offering experiences to their peers.

Throughout adolescence the brain's ability to process cognitive and social-emotional experience is expanding rapidly. Not only is there more information available, but the ability to process the information in more complex ways is also emerging. The ability to understand others as different from oneself and socially interact with them in more complex ways is also advancing.

Although adolescence begins with limited cognitive and social-emotional abilities, by the end of adolescence most young people will have vastly improved abilities and competence.

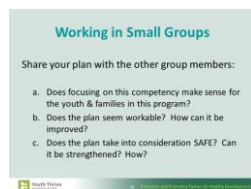


PowerPoint Slide #37 WORKSHEET: Increasing the Competencies I Teach

For this next activity, we want to focus on creating an intentional plan for expanding the range of cognitive and social-emotional skills you teach. Earlier in the workshop when you were completing the Self-Survey you identified 2-3 competencies that you wanted to prioritize for further development. You marked these on your Self-Survey in the YOUTH column (3rd column) as circles. These are competencies that you believe are important for youth in your program, they are competencies that you think can be taught as part of the experiences that youth get in your program either through activities you current provide or activities you can create. Choose the one you think is the most important to develop and let's use that one to create a plan.

We want to start with you working alone to create the plan. When you get it developed we will be asking you to share your ideas with a small group to get input and feedback. You will have 15 minutes to outline your plan on the worksheet in your *Participant Manual*.

> Provide time cues when ½ the time remains, when 5 minutes remains, and when 1 minute remains.



PowerPoint Slide #38 Working in Small Groups

> Form small groups of 3-5 people. Display slide to help keep groups focused on the task. Each person in the group will present their plan to the group. The group will use the questions on the slide to guide analysis and discussion of the plan. Each person will have approximately 5 minutes for their plan review. Allow the group 20 minutes to complete their work. Allow extra time if many of the groups have not completed reviewing the individual plans in their group. Provide time cues when ½ the time remains and when 5 minutes remains.

Share your plan with the other group members:

- a. Does focusing on this competency make sense for the youth & families in this program?
- b. Does the plan seem workable? How can it be improved?
- c. Does the plan take into consideration SAFE? Can it be strengthened? How?



PowerPoint Slide #39 Large Group Discussion

> When time is up for the small group activity; display slide and use the questions below to facilitate a large group discussion. You will have approximately 15 minutes.

ASK:

- 1) How did the process work for you?
- 2) Report out several worksheets and discuss implications.
 - Is the plan specific enough to execute?
 - Are the SAFE components present?

> This activity is designed to help people learn the process of developing a specific plan based on the SAFE concepts. Not all of the plans created will be good examples of the process and the results you are hoping for. As you review the plans you have time to discuss, be kind, these are new ideas for many. Be sure to point out the strengths

of the plan and make suggestions for additional things that might be done to strengthen the plan. The concept of developing an intentional plan will be new to some of the participants. Remind participants that this kind of planning is a skill that will get easier over time. Engaging in the planning process has great benefit in helping you better understand HOW to improve your interventions. The goal is moving in the right direction to improve your efforts, not achieving a perfect plan. That's why you evaluate when you implement and then change your plan as you learn.



PowerPoint Slide #40 Intervention Tips

We want to end this section of the workshop by looking at some of the strategies we know help to improve outcomes. We have talked about many of these earlier in the workshop. We just want to remind you, that as you develop and implement your plans, these are important things to consider and include. These ideas will also come in handy in the next part of the workshop when we dive into looking at our programs.

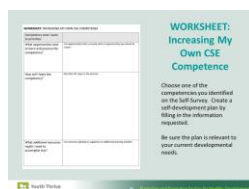
> Present the ideas in each tip. The slides will add a tip each time you advance the slide control. Most of these ideas have been discussed previously. This is a short review of the key ideas, so keep it brief. There are two slides of Intervention tips to present. Be sure to reference page 7 in the Participant Manual where a list of tips is included.

*> **OPTIONAL STRATEGY** – another way to close this section is by forming small groups and having the group generate a quick list of **INTERVENTION TIPS** –what are ideas we have that will help youth learn CSE competencies. Allow 5-10 minutes to generate the lists and assign a reporter for the group. Allow 15-20 minutes to report out. Use slides #36 and 37 to fill in any gaps.*



PowerPoint Slide #41 Intervention Tips

> See facilitation instructions on previous slide.



PowerPoint Slide #42 WORKSHEET: Increasing My own CSE Competence

> If you choose not to use this activity, use the *hide-the-slide* control to eliminate it in the presentation.

OPTIONAL ACTIVITY

> This activity can be included as part of the workshop or can be assigned as an outside activity. If you include it in the workshop, be sure to allow an additional 20-30 minutes. Due to the personal nature of the activity, you may or may not want to ask the participants to share their plan with others.

This activity can be a powerful way to reinforce that:

- We are all developing humans and are constantly improving our competence.
- Having an intentional plan for self-development is a helpful way to improve our personal results (this is the same idea that you are promoting in the workshop as important for young people).
- When you apply techniques that you use with young people to yourself, you gain valuable information on how the process *FEELS*, what happens, how it *WORKS*, what obstacles exist, etc.
- It is often easier to help others change, than to make the changes in ourselves. It is humbling to experience how difficult it really is. It also makes it easier to forgive lapses, back sliding, and gaps...both in ourselves and others.
- We are often better teachers of skills that are strong in ourselves.

Earlier in the workshop when we were completing the Self-Survey, you marked several competencies in the SELF column (2nd from the

left) with a circle. These were competencies you identified as ones you would like to prioritize for additional development. Choose one of the competencies you identified and, using the WORKSHEET in the Participant Manual, develop a plan for how you want to approach strengthening the competency in yourself. You will have 10 minutes to complete your plan.

> Provide time cues when ½ the time remains, when 5 minutes remains, and when 1 minute remains. At the end of the time, use the facilitation questions below to guide a 10 minute conversation on how the experience went:

1. How did the process work for you?
2. What did you learn through the process?
3. Were you able to come up with a workable plan?
4. Are you willing to make a commitment to following through with your plan? What will be your next step?



PowerPoint Slide #43 Exploring Cognitive and Social-Emotional Competencies in Our Programs

In the previous sections of the workshop we looked at how the CSE competencies are present in our personal lives and in our work with young people and families. We have explored how well we are embedding the competencies in our work and developed plans for how we can expand their use in our personal practices.

In the next section of the workshop we want to expand focus to our programs. We want to explore how CSE competencies are currently being used in our programs and what opportunities exist to expand their use. We will be looking at which competencies are important for the services we provide, how we teach them, how well we are including Durlak's SAFE model, what actions we need to take, and what resources we might need to expand the opportunities we provide to help young people develop increased CSE competence and skills.

This workshop is designed for use with a wide range of professionals and programs. We recognize that the types of services offered may vary widely. You may be offering education services, or wellness programs; you may be addressing homelessness, drug addiction, or increasing access to employment; you may be from a counseling and recovery program; you could be with an afterschool program or a community-based street outreach program; you may work in a juvenile justice program, child welfare, or be a foster care provider; you may offer legal services or act as an arm of the court. Although these programs vary in terms of the types of services they offer, one thing we believe is that all of these programs offer opportunities to support the development of CSE skills.

Developing CSE competencies may not be the primary thrust of your program. In most cases, this will be true. Your program may be responsible for helping youth find resources, or for providing a safe environment to grow in, or helping youth learn job readiness skills, or providing supervision and guidance, or classes to help attain a GED. There are a wide variety of important services and opportunities we make available in our communities. But keep in mind that as we provide our services we also have the opportunity to support the young person's overall development. We know from recent advances in our understanding of the brain and how young people develop, that most of the youth in our care are primed for expanding their cognitive and social-emotional competence. And that these competencies are key to the skills and abilities that young people will need to experience success and well-being as adults.

We also know that many of the young people who use our services come with lived-experiences of trauma, abuse and neglect; and have lived in situations where they have been impacted by lack of privilege, isolation, lack of access to developmental supports, and poverty. While some of these youth have protective and promotive factors which help them mitigate the challenges in their lives many of these youth, due to their life circumstances are in even greater need for developmental support. This means that, for them, it is even more critical for us to offer CSE developmental support that gives them

opportunities that may have been previously lacking or hard to access.

We are increasingly aware that to truly help young people we need to offer not only specific services (such as counseling, resource referral, education, etc.), but also opportunities that help them grow and develop while they receive the services. At this juncture in our understanding of what is most useful in helping a young person address their immediate concerns while growing their competence to address future challenges, we have not found anything more useful or powerful than helping them improve their cognitive and social-emotional skills. These competencies provide a road map of important skills and abilities that lay the foundation for healthy adult living. They provide us a way to think about how our work interfaces with their development and guides us in making intentional plans to improve our efforts to be developmentally supportive.

For some practitioners and programs, this is not new information. They recognize that long term gains are founded in changes in a person's abilities, through changes in their developmental attainment. They recognize that development is the key. For others it challenges ideas about what the purpose of their work really is. In the recent past we have believed that simply offering our services to address specific challenges was enough. Unfortunately, research on program outcomes doesn't support the idea that this works well. We are now recognizing that it isn't just about delivering a specific service. It is also about HOW we go about OFFERING the service. We have learned that engagement with programs can increase when developmental needs are addressed. We know that adolescents are developmentally 'primed' for cognitive and social-emotional development. During this period of development adolescents are attracted to and seek out opportunities to further develop in these areas. Programs that offer these opportunities are more likely to attract and engage these youth.

Note to Instructors:

> At this point in the workshop you are moving into analyzing programs and how the CSE competencies are being used and supported. For many staff, you are asking them to do something they have never done before. If this describes your group, we recommend you sequence through the next activities as we have laid them out.

The next section will help participants learn and practice the basics of designing programs that intentionally include focus on CSE competencies. We think it is a good way to learn the process and practice CSE activity planning before undertaking a deeper dive into exploring multiple program components (which can be challenging and confusing).

If, however, you have a group that is experienced in analyzing program components to understand how CSE competencies are being included, your staff may not need this learning and practice. You can skip forward to the next section of the workshop beginning at slide #57. That section takes a deep dive into analyzing programs to explore how CSE competencies are being taught simultaneously while other services are delivered, how well Durlak's SAFE elements are included, where opportunities exist for additional competencies to be taught, and what resources might be needed to achieve better alignment of CSE competencies with other service outputs.



PowerPoint Slide #44 Form Small Groups

In this part of the workshop we will look at how our programs are focused and how we can better include CSE competencies as we deliver the services we normally provide. This process will teach you the basics of how to figure out what CSE competencies and skills can be included and how to maximize their impact by using Durlak's SAFE elements to evaluate how well you are including them.

> Form small groups for each program area you want to explore (for example: counseling, residential or probation services, foster parenting, transitional living, after school, job readiness, high school

degree/GED completion, etc.). You want 3-5 people in each group. If you have a very large group, you may want to assign multiple groups the same program area to explore.

If you are offering this workshop to a group from multiple organizations, you may want to assign scenarios to the various groups. This will give each group one type of program to consider as we work through and learn the analysis process. Sample scenarios are provided in this Trainer Guide. You may want to create additional scenarios to fit the people who are attending your training.

If this workshop is being offered for staff of one organization, the groups can be staff from specific service areas. If you have more than 5 people from a specific service area you may want to form two smaller groups that are working on the same set of services.

Each group will need a printed copy of the large format version of the *Cognitive & Social Emotional Competencies Worksheet: For Programs* (pg #8 in the PM) to record their work. Another option is to have each group create the 6-column form on sheets of chart paper (or you can prepare these for each group before the workshop begins).

We recommend using the 11x17 formatted Worksheet printed on 11x17 paper because it is an easy way to provide multiple copies of the form and provides plenty of room to record the group's work. Many printers can handle 11x17 paper. Most print shops offer copies in this format. Groups may need more than one sheet of paper to fully document their work. The same form is included in the Participant Manual but it is really too small to accommodate the group's output in a readable manner. The large format file is available in PDF format with the other workshop materials.

Each group will need these forms: *Cognitive & Social-Emotional Competencies List: For Programs* and *Cognitive & Social-Emotional Competencies Worksheet: For Programs*. The Competencies List is in the Participant Manual on page #7. We have provided the

Worksheet in a large form to give you plenty of room to record your responses.

A screenshot of a PowerPoint slide titled "Cognitive & Social-Emotional Competencies List: For Programs & Services". It displays a table with multiple columns and rows, listing various competencies and their descriptions. The table is organized into sections, with some rows highlighted in yellow.

PowerPoint Slide #45 Cognitive & Social-Emotional Competencies List: For Programs & Services

This form is in the *Participant Manual* (pg #7). It provides a full listing of the CSE competencies and a brief description of each. You can use it as a handy reference.

A screenshot of a PowerPoint slide titled "Cognitive & Social-Emotional Competencies List: For Programs & Services". It displays a table with multiple columns and rows, listing various competencies and their descriptions. The table is organized into sections, with some rows highlighted in yellow.

PowerPoint Slide #46 Cognitive & Social-Emotional Competencies List: For Programs & Services

At the bottom of the form you will find Durlak's SAFE elements with some questions you can use to assess whether or not this element is present in your work in the way that Durlak recommended. These are provided as a GUIDE ONLY. Everyone in the group should have a copy of this form handy.

A screenshot of a PowerPoint slide titled "Cognitive & Social-Emotional Competencies Worksheet: For Programs & Services". It displays a large, empty table with multiple columns and rows, intended for recording work during activities. The table is organized into sections, with some rows highlighted in yellow.

PowerPoint Slide #47 Cognitive & Social-Emotional Competencies Worksheet: For Programs & Services

We have provided multiple copies of this form in large format to give you plenty of space to record your work as we move through the activities. This is where your plan will emerge and be recorded. It will help to keep your writing neat and fairly small. You will be working across the page. It helps if the work lines up so it is easy for your work group to follow.

A screenshot of a PowerPoint slide titled "Sample Form: Residential Group Home or Foster Placement". It displays a completed form with multiple columns and rows, showing the results of a process. The form is organized into sections, with some rows highlighted in yellow.

PowerPoint Slide #48 SAMPLE FORM: Residential & foster group homes

Since this is a process that is a bit complicated, and pictures can do better than words, here is a sample completed form. Your form will

look a lot like this one. This one fits the scenario relating to the residential group homes or possibly the foster group home situation.

The program goal chosen for analysis is “attend school and graduate”, a common goal for many programs and care providers. Notice in the 2nd column (*CSE Competencies currently being included per goal*) that there are three CSE competencies listed. These are competencies that most of you will agree are strongly embedded in attaining the stated goal (*completion of high school*). Each competency has been listed in its own box to allow us to separately analyze each.

Notice in the 3rd column (*Additional CSE competencies that fit well with the program goal*) that these competences are listed on lines below the previous competencies (*four have been added*). Again, this allows us to later analyze each competency across the chart without running into other competencies.

> *Present the information on the next slide with this slide. It is a continuation of the work which helps the group understand how to fill out the form.*



PowerPoint Slide #49 SAMPLE FORM: Residential & foster group homes

> *Present this slide with the previous one.*



PowerPoint Slide #50 Cognitive & Social-Emotional Competencies Worksheet: For Programs & Services

We want to start with PROGRAM GOALS. These are the things that a young person will have accomplished or received when they have successfully completed your program. Put one goal in the box under the PROGRAM GOALS column (first column on the left). For this activity, we only want you to list one program goal (this is a simpler way to learn the process). You have 10 minutes to do this.

> Provide time cues when ½ the time remains. Check in with the groups to see how they are progressing. If they need additional time, allow an additional 5-10 minutes. Monitor the groups and provide assistance if they need help in deciding what to include on their lists. If many groups are struggling, stop the activity and hold a large group discussion to help better define the task. You are attempting to list the important things that a person receiving services will have accomplished (attain a GED, attend school regularly, reduce incidents with law enforcement, reduce emotional distress, etc). For this activity, we only need one goal listed.

> At the end of the time, lead a large group discussion focused on the following question:

- 1. Were you able to identify a specific program goal?*

At this point, you should have one key goal that your program or program area is focused on providing, in the top box in the left most column.

> Some participants may have trouble choosing a program goal. These are usually the stated reason a person comes to you for service. They are often included in program descriptions, organizational documents, plans of service, mission statements, etc. They are often worded very generally.



PowerPoint Slide #51 Cognitive & Social-Emotional Competencies Worksheet: For Programs & Services

Next we want to identify the CSE competencies that you are CURRENTLY teaching as part of your program goal. In some cases you may not be able to identify ANY. In most cases you will find that there are CSE competencies that you are already including because they are inherent in the goal you are pursuing (in the sample form we listed cognitive, emotional, and behavioral self-regulation – 3 major competencies that most people would see as integrated into completing school). For the goal you have listed, we want you to list in the 2nd column the CSE competencies you are teaching with that

goal (or that naturally occur when pursuing that program goal). You will have 10 minutes.

> Allow 10 minutes and provide additional time if many groups have not completed their work. Provide time cues when ½ the time remains, when 5 minutes remains, and when 1 minute remains. Float between groups to be sure each understands the task. If many groups are having problems, stop the activity and clarify the instructions and how to apply them. Some groups may want to list too many competencies. Not all have to be included – only the ones you are ACTUALLY prioritizing. If your groups are using assigned scenarios, they should identify competencies that would naturally co-occur with a program goal you would expect in that situation.

> When time has ended, hold a brief large group discussion focused on the following questions:

- 1. What did you discover?*
- 2. Are there many or few CSE competencies that you are currently prioritizing and including in your work?*

> Remember that you may be able to make a case for including ALL the competencies. It's important to challenge the idea that ALL these competencies are being taught. Durlak tells us to be FOCUSED on a small number so we can give them adequate attention. A good question to ask is, "Are we making good choices about which CSE competencies we are prioritizing?" Groups should be able to think of a specific activity or way that the competency is being taught.

> Add the following content if it doesn't naturally occur in the debrief:

There are many CSE competencies involved in most goals. We may prioritize some but we don't really prioritize all of them; when we focus on one set of competencies, we tend to deprioritize others.

Youth need different things depending on what competencies are strong and which are still in the early stages of development (i.e., not

chosen consistently or not applied successfully). There is a need to individualize our approaches to meet individual needs.



PowerPoint Slide #52 Cognitive & Social-Emotional Competencies Worksheet: For Programs & Services

Next, we want to look at the CSE competencies you think would be beneficial to ADD. Look at the competencies you have already listed in the 2nd column. Are there other competencies that make sense to also include? You will have 10 minutes to list these. It is best to add these competencies in the column so they are in boxes below the competencies you have listed in the 2nd column (like the SAMPLE document). This will make it easier as you work across the page.

Remember as you are identifying additional competencies to include that you can only add a small number. Spend some time thinking about which competencies are the MOST IMPORTANT to prioritize...and then list these.

> *Provide time cues when ½ the time remains, and when 1 minute remains. Facilitate a brief large group discussion focused on the questions below:*

1. *Were you able to identify additional competencies?*
2. *What challenges presented themselves?*

> *Add the following content if it doesn't naturally occur in the debrief:*

You may find that the competencies you have listed in the 2nd column are quite extensive so adding an additional competency in the 3rd column will create too many competencies to focus on effectively. You might list multiple competencies in the 3rd column and then make a decision as to which is/are the most important and relevant competency(ies) to prioritize.

The relevance of this part of the activity is to point out how many competencies are involved in the goals we promote with young

people. There is actually a very rich opportunity to reinforce competencies. Another important point is that we are focusing on development of many competencies. We need to also ask the question, “How well are we actually focusing on ANY one competency?”

At this point in the workshop, we should have a detailed list of the CSE competencies we are currently including when we pursue one of our program goals and some good ideas about additional competencies we may want to add at some point.



PowerPoint Slide #53 Cognitive & Social-Emotional Competencies Worksheet: For Programs & Services

The next part of the workshop will be focusing on the columns highlighted in yellow on the slide. At this point we have chosen one of your program goals. We have identified the CSE competencies you believe you are including with that goal and made an additional list of competencies you might also prioritize in the future. We now want to apply Durlak’s SAFE model to all these competencies to see **HOW WELL WE ARE ACTUALLY TEACHING THE COMPETENCIES.**

To do this, use the questions at the bottom of the Cognitive & Social-Emotional Competencies List: For Programs. For each of the competencies you think you are teaching, ask yourself the questions and see how Durlak might have rated you. Write SAFE vertically in each box in the 4th column where you have a competency listed in either the 2nd or 3rd column. If you find you have a strong case for SEQUENTIAL, place an ‘OK or check” in the 4th column by the S; if you find you have a strong case for ACTIVE, place an “OK or check” in the 4th column after the A. Continue the process as you move down the page, completing this analysis for each competency listed. If you don’t have a strong case for how the competency is being taught, don’t write anything after the letter. This lets you know you have a Durlak characteristic that needs further attention and a recommendation as to how to better include it.

As you are doing this, you should also list in the 5th column specific activities you are engaging in to accomplish the SAFE elements (what is/are the activity(ies) you are using to teach this competency?). If you find gaps in the SAFE elements, make a recommendation for what needs to be done to address the missing part in the 6th (last) column. When you complete the analysis, you will have a specific plan that will provide guidance for how you can improve your CSE efforts relating to the specific program goal you chose.

Remember when using Durlak's framework that it provides a GUIDE to improving outcomes. You may have to shift your perspective a little to see how the questions fit your implementation.

> Allow enough time for the groups to complete reviewing all the competencies, applying the SAFE model, identifying specific activities and making recommendations. The time will vary depending on the sophistication and skillfulness of the group members and the number of competencies they need to review. A minimum time is 20 - 30 minutes. The groups may need more time. Check in with the groups to be sure they understand the instructions and how to complete the activity. Provide assistance as needed. If many of the groups need help, stop the activity and hold a large group discussion to clarify the instructions.



PowerPoint Slide #54 What Have We Learned?

> As the groups work their way through their charts, you can expect that there will be some deep conversations. You are hoping that through this process, each group will share ideas and information. They will discuss how to apply the SAFE model and they will come to terms with how well or how poorly they are ACTUALLY including the competencies in their work. This will be challenging for some. This is not a perfect process but it will provide us with key ideas about what we need to do next to improve our services.

> You may or may not want to have groups report out their work. There is an advantage to the groups' sharing their work. Since this is a learning activity aimed at teaching staff the process of analyzing CSE inclusion in the program and applying Durlak's model to explore effectiveness, it may be more important to use the time discussing what they learned from the process.

> Facilitation can include discussion of some or all of the following questions:

- 1. What did you discover as you went through the process?*
- 2. Are you including too many competencies and none of them well? Are you teaching too few?*
- 3. Are the experiences well matched to the developmental needs of the youth?*
- 4. Are you not explicitly including the competencies in the experience?*
- 5. What results are you getting? How are you evaluating results?*

In this activity we have taken a deep dive into how our programs are including CSE competencies in our program goals. We have looked at the competencies currently in use and competencies we might add. We have applied Durlak's SAFE model to inform us on HOW WELL we are including the competencies and listed recommendations for what we can do to improve our teaching approaches. That's a huge accomplishment.

The goal of this section of the workshop is to help you look at the over-arching goals that you pursue daily in your program to explore how you are currently integrating CSE skills and competencies in your program. Using this process will help you to see the opportunities you have and design specific things you can do to improve your outcomes by aligning your efforts with Durlak's research.

We are hoping that by using this process you have increased your awareness of what you are currently achieving and identified the next

steps in making improvements. Remember that the work you are doing to better connect a youth's developmental needs to your services is for many programs new work. The implications for how this can revolutionize your approach and improve your outcomes are significant and research supported. We also know that change is typically gradual and takes time.

So where do we go next? Most programs will need to take the data assembled in the workshop and move toward implementing some changes. We have helped you identify where you are in the process and helped you create recommendations for where to go next. Most programs will take this planning to the next level by prioritizing the work (what to do first, second, third...), further clarifying the changes needed, and then setting up staff assignments and timelines to get the work accomplished. These are things that are outside the scope of this workshop. Our part is helping you better understand the WHAT, WHY, and HOW.



PowerPoint Slide #55 Barriers to CSE Implementation

As we move into the closing section of today's workshop, we want to take time to talk about some of the barriers you have identified. What are some of the challenges you think will come up that need to be addressed to successfully improve how you are including CSE competencies in your program or services?

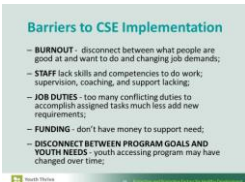
> Lead a discussion based on participant ideas. Record key ideas on chart paper. Encourage participants to also think about available options for addressing challenges. Remember, everything that we do in our programs NOW started small somewhere. All our ideas were once the beginning of a new approach that caused us to rethink how we were working. Change is challenging, and rethinking not only what services we provide but also considering what we need to do to change HOW we deliver our services is a lot to consider. It's a gradual process of change. The workshop today will have provided you with many ideas about what to do and HOW to do it.

If you are not already having conversations with young people about the CSE competencies, one of the most important things you can do is to begin having these conversations with the youth in your program. Introduce the CSE Self Survey and have youth complete it; or even better, introduce them to the Youth Thrive Survey so you can collect change data over time. Use the opportunity as a time to talk to the youth about how CSE competencies fit into daily experience, that during adolescence this is an important set of skills that young people are learning, having opportunities to talk about the competencies and practice them helps to improve them, and that this is the best road map we have for the skills that a thriving, successful adult uses.

Review the competencies YOURSELF. To be more intentional in supporting competency development, you want to be aware of the competencies and how they are involved in the service or program goals you and the young person are pursuing. One way you can help youth develop their skills is by pointing out to him/her when they are using the skill (“I noticed you practicing your emotional self-regulation. When you got frustrated, you took a short break to regroup and calm down.” and perhaps asking, “How well is that working for you?”; “How does that skill help you?” “In what ways do you notice the lack of the skill holding you back?” “What might you do to improve the skill?”) By using this approach, you are helping the young person improve their self-awareness, providing them with feedback about what they are accomplishing, and providing terms to help them describe and label their experience. For this to happen you MUST be aware of the competencies and be actively looking for opportunities to reinforce them.

Remember to continuously ask yourself if there are things YOU might be doing, or things embedded in your program environment, that are creating barriers. When we are not monitoring our personal implicit bias; when we are not engaging in authentic, responsive conversations with young people; when we are unaware of power differences; when we fail to look beyond behavior to understand the feelings and experiences that drive it; when we lack sensitivity to how race or racism might be influencing our behavior...we can literally become the problem. Self-awareness, humility, and a willingness to engage authentically can go a long way here.

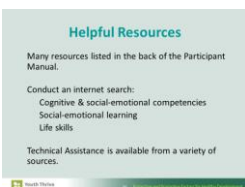
> Many of the ideas on the following slide will come out in the discussion. Use the slide as a summary and a way to fill gaps in the group discussion.



PowerPoint Slide #56 Barriers to CSE Implementation

Here are some ideas about barriers we want to include in the conversation.

> Present the ideas on the slide that have not already been discussed. The slide will add ideas with each click of the slide controls.



PowerPoint Slide #57 Helpful Resources

Pages #10 and #11 in your *Participant Manual* are filled with links to additional information and groups who focus on cognitive and social-emotional learning (often referred to as SEL).

If these resources don't adequately address your questions, conduct a search on the internet using the terms on the slide. You will find an over-whelming amount of material to explore.

There are many groups, including CSSP, Youth in Focus, and the National Resource Center for Youth Services who are available to provide consultation and support.

> Briefly present information on slide and refer participants to the Participant Manual.



PowerPoint Slide #58 SELPractices.org

This is an example of one online resource we have found useful. This is a free toolkit you can download from the website as a PDF. In addition to the toolkit, the website has other information about how to assess social-emotional competence in young people and organizational capacity. It is one example of what is available.



PowerPoint Slide #59 For More Information

Resources, advice, and technical assistance to help you transition your work are available from these individuals and groups that work with the Youth and Families Thrive initiatives.



PowerPoint Slide #60 Thanks for Attending

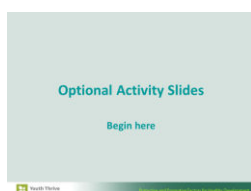
We are striving to improve the services we offer to young people by applying the findings of research to our efforts. Durlak's research is important because it identifies a set of characteristics which describe CSE programs that produce the best results. We recognize that not everything that Durlak has shared with us can be implemented perfectly in your program. He was generally looking at programs whose PRIMARY FOCUS was teaching CSE skills and competencies. In our case, we are seeking to improve the way we teach CSE skills and competencies AS WE PRIMARILY FOCUS ON SERVICE DELIVERY (e.g., teaching daily living skills, improving school success, teaching job readiness skills, improving emotional and behavioral health, etc.). Our field is just now understanding the importance of CSE learning and how to offer this kind of developmental support.

As we close, we would like to remind you that the MOST IMPORTANT FACTOR in designing an effective program to teach CSE competencies and skills is YOU. To INTENTIONALLY bring these skills means you have explored your own CSE development, you are aware of the competencies and their importance in daily living, and you have spent the time needed to think-through how you can expand your focus on CSE learning in the programs and opportunities you offer to young people.

Today's workshop has included activities to support all of these important tasks. We encourage you to take what you have learned and, with new eyes, look at what you are doing every day with youth, so you can continue to improve the opportunities we offer to the children and youth of our communities.

Thanks for attending today.

> Pass out and collect workshop evaluation forms. Remember to send documentation to NRCYS so you get credit for teaching the workshop.



PowerPoint Slide #61 Optional Activity Slides

Note to Instructors:

> The slides and content that follow are activities that focus on conducting a large-scale assessment of how CSE competencies are embedded in ALL of the major program goals within an organization. The content builds on the skills taught in the activity that preceded this. The overall amount of time needed to complete this activity will vary widely depending on the complexity of the program and the staff's sophistication with completing the process.

The value of the activity is that it can help program managers understand globally how CSE learning is included in organization programs and initiatives. It can provide critical planning information to help you make sound decisions as you expand your focus on CSE learning.

This activity will likely need to be scheduled following completion of the one-day CSE workshop.



PowerPoint Slide #62 Form Small Groups

In this part of the workshop we want to do a deep dive into how our programs are focused. We will start by looking at the big picture and then moving into greater depth and detail.

> Form small groups for each program area you want to explore (for example: counseling, residential services, transitional living, after school, job readiness, high school degree/GED completion). You want 3-5 people in each group. If you have a very large group, you may want to assign multiple groups the same program area to explore. If this workshop is being offered for staff of one

organization, the groups can be staff from specific service areas. If you have more than 5 people from a specific service area you may want to form two smaller groups that are working on the same set of services. Pass out the Cognitive & Social-Emotional Competencies List: For Programs and the Cognitive & Social Emotional Competencies Worksheet: For Programs to each group.

> It is best to use the 11x17 formatted Worksheet printed on 11x17 paper because it provides plenty of room to record the group's work. Many printers can handle 11x17 paper. Most print shops offer copies in this format. Groups may need more than one sheet of paper to fully document their work. The same form is included in the Participant Manual but it is really too small to accommodate the group's output in a readable manner.

Each group will need these forms: *Cognitive & Social-Emotional Competencies List: For Programs* and *Cognitive & Social-Emotional Competencies Worksheet: For Programs*. You will find them in the Participant Manual pages #7 and #8. We have provided the Worksheet in a large format to give you plenty of room to record your responses. You may need multiple copies of this larger form.



PowerPoint Slide #63 Cognitive & Social-Emotional Competencies List: For Programs & Services

This form provides a full listing of the CSE competencies and a brief description of each. You can use it as a handy reference. You will find it on page #7 in the *Participant Manual*.



PowerPoint Slide #64 Cognitive & Social-Emotional Competencies List: For Programs & Services

At the bottom of the form you will find Durlak's SAFE elements with some questions you can use to assess whether or not this element is present in your work in the way that Durlak recommended. These are provided as a GUIDE ONLY. Everyone in the group should have a copy of this form.



PowerPoint Slide #65 Cognitive & Social-Emotional Competencies Worksheet: For Programs & Services

We have provided multiple copies of this form in large format to give you plenty of space to record your work as we move through the activities. This is where your plan will emerge and be recorded. It will help to keep your writing neat and fairly small. You will be working across the page. It helps if the work lines up so it is easy for your group to follow.



PowerPoint Slide #66 SAMPLE FORM: Residential Group Home or Foster Placement

Since this is a process that is a bit complicated, and pictures can do better than words, here is a sample completed form. Your form will look a lot like this one. This one fits the scenario relating to residential group homes or the foster group home situation.

This activity is different from the previous activity in that instead of analyzing ONE GOAL, you will be conducting an analysis of ALL OF THE MAJOR PROGRAM GOALS. This is significantly more involved and complex. You may have multiple sheets for each program goal area.

The chart will be completed in the same way as the form in the previous activity. Each competency listed in the 2nd column will be in its own box. Each competency in the 3rd column will also be in its own box. Only one competency will be listed on each line. This allows us to later analyze each competency across the chart without running into other competencies.

> Present the information on the next slide with this slide. It is a continuation of the work which helps the group understand how to fill out the form.



PowerPoint Slide #67 SAMPLE FORM: Residential Group Home or Foster Placement

> Present this slide with the previous one.



PowerPoint Slide #68 Cognitive & Social-Emotional Competencies Worksheet: For Programs & Services

We want to start with PROGRAM GOALS. These are the things that a person will have accomplished or received when they have successfully completed your program. Put one goal in the upper left-hand column top box under the PROGRAM GOALS column (first column on the left). Put each program goal on a separate worksheet. You will need more multiple worksheets to accomplish this. You have 15 minutes to do this.

> It is best if participants have brought to the training documents that describe their program goals. This could include organizational mission statements (which are typically very general and will need further defining to arrive at specific goals), program goals, sample individual plans of care, funding descriptions of the program services, even some job descriptions. These can be used as resources to help the small groups create a list of the program's goals in their service area.

> Provide time cues when ½ the time remains. Check in with the groups to see how they are progressing. If they need additional time, allow an additional 5-10 minutes. Monitor the groups and provide assistance if they need help in deciding what to include on their lists. If many groups are struggling, stop the activity and hold a large group discussion to help better define the task. You are attempting to list the important things that a person receiving services will have accomplished (attain a GED, attend school regularly, reduce incidents with law enforcement, reduce emotional distress, etc.). Although it may be helpful to list all the goals a program seeks to attain, it is not necessary for the activity in this workshop. You do need to include all the significant program goals.

> At the end of the time, lead a large group discussion focused on the following questions:

- 1. Were you able to identify specific program goals?*
- 2. Where there any goals that were more difficult to identify and record?*

At this point, you should have a list of the key goals that your program or program area is focused on providing.



PowerPoint Slide #69 Cognitive & Social-Emotional Competencies Worksheet: For Programs & Services

Next we want to identify the CSE competencies that you are **CURRENTLY** teaching as part of each of your goals. In some cases you may not be able to identify ANY. In most cases you will find that there are CSE competencies that you are already including because they are inherent in the goal you are pursuing. For each goal you have listed, we want you to list in the 2nd column the CSE competencies you are teaching with each goal. It's best to write each CSE competency on a line by itself in the box. The need for this will get clearer as we move through the analysis. You will have 15 minutes.

*> Allow 15 minutes and provide additional time if many groups have not completed their work. Provide time cues when ½ the time remains, when 5 minutes remains, and when 1 minute remains. Float between groups to be sure each understands the task. If many groups are having problems, stop the activity and clarify the instructions and how to apply them. Some groups may want to list too many competencies. Not all have to be included – only the ones you are **ACTUALLY** prioritizing currently.*

> When time has ended, hold a brief large group discussion focused on the following questions:

- 1. What did you discover?*
 - 2. Are there many or few CSE competencies that you are currently prioritizing and including in your work?*
-

> Remember that you may be able to make a case for including ALL the competencies. It's important to challenge the idea that ALL these competencies are being taught. Remember that Durlak believed that you can only effectively focus on a small number of competencies at any given time. Groups should be able to think of a specific activity or way that the competency is being taught.



PowerPoint Slide #70 Cognitive & Social-Emotional Competencies Worksheet: For Programs & Services

Next, we want to look at the CSE competencies you think would be beneficial to ADD. Look at the competencies you have already listed in the 2nd column. Are there other competencies that make sense to also include? You will have 15 minutes to add these. Each competency will be in its own box. It is best to add these competencies in the column so they are in boxes below the competencies you have listed in 2nd column. This will make it easier as you work across the page.

> Provide time cues when ½ the time remains, and when 1 minute remains. Facilitate a brief large group discussion focused on the questions below:

1. Were you able to identify additional competencies?
2. What challenges presented themselves?

At this point in the workshop, we should have a very detailed list of the CSE competencies we are currently including when we pursue our program goals and some good ideas about additional competencies we may want to add at some point.



PowerPoint Slide #71 Cognitive & Social-Emotional Competencies Worksheet: For Programs & Services

The next part of the workshop will be focusing on the columns highlighted in yellow on the slide. At this point we have identified your program goals and competencies that either are or should be included. We have identified the CSE competencies you believe you are including and made an additional list of competencies you might include in the future.

We now want to apply Durlak's SAFE model to all these competencies to see HOW WELL WE ARE ACTUALLY TEACHING THE COMPETENCIES. To do this, use the questions at the bottom of the Cognitive & Social-Emotional Competencies List: For Programs (pg. #7 in the *Participant Manual*). For each of the competencies you think you are teaching, ask yourself the questions and see how Durlak might have rated you. Write SAFE vertically in each box in the 4th column where you have a competency listed in either the 2nd or 3rd column. If you find you have a strong case for SEQUENTIAL, place an 'OK or check" in the 4th column by the S; if you find you have a strong case for ACTIVE, place an "OK or check" in the 4th column after the A, continue the process as you move down the page, completing this analysis for each competency listed. If you don't have a strong case for how the competency is being taught, don't write anything after the letter. This lets you know you have a Durlak characteristic that needs further attention.

As you are doing this, you should also list in the 5th column specific activities you are engaging in to accomplish the SAFE elements (what is the activity you are using to teach this competency?). If you find gaps in the SAFE elements, make a recommendation for what needs to be done to address the missing part in the last column. When you complete the analysis, you will have a specific plan that will provide guidance for how you can improve your CSE efforts relating to the specific program area you are working with.

> Timing of this part of the workshop is hard to predict. A minimum of 20-30 minutes is suggested. Most groups will need significantly more time depending on the scope of the goals being assessed and the participants' sophistication in applying the process. Each group needs enough time to go through the goals and competencies they have listed, apply the SAFE elements, document that activity(ies) that are used to teach each competency (or could be used for suggested competencies), and create recommendations.

> One way to handle this is to explain the process and then adjourn the workshop. Groups can then work outside of the training space at

their convenience. The groups can then reconvene at a later time to complete the process and report out.



PowerPoint Slide #72 What Have We Learned?

> As the groups work their way through their charts, you can expect that there will be some deep conversations. You are hoping that through this process, each group will share ideas and information. They will discuss how to apply the SAFE model and they will come to terms with how well or how poorly they are ACTUALLY including the competencies in their work. This will be challenging for some. This is not a perfect process but it will provide us with key ideas about what we need to do next to improve our services.

> You may or may not want to have groups report out their work. There is a learning advantage to the groups' sharing their work and discussing their finding and process. The information in each group's analysis will be extensive and will require significant time to report out.

> Facilitation can include discussion of some or all of the following questions:

1. *What did you discover as you went through the process?*
2. *Are you including too many competencies and none of them well? Are you teaching too few?*
3. *Are the experiences well matched to the developmental needs of the youth?*
4. *Are you not explicitly including the competencies in the experience?*
5. *What results are you getting? How are you evaluating results?*

In this activity we have taken a deep dive into how our programs are including CSE competencies in our program goals. We have looked at the competencies currently in use and competencies we might add. We have applied Durlak's SAFE model to inform us on HOW WELL we are including the competencies and listed recommendations for

what we can do to improve our teaching approaches. That's a huge accomplishment.

The goal of this section of the workshop is to help you look at the over-arching goals that you pursue daily in your program to explore how you are currently integrating CSE skills and competencies in your program. Using this process will help you to see the opportunities you have and design specific things you can do to improve your outcomes by aligning your efforts with Durlak's research.

We are hoping that by using this process you have increased your awareness of what you are currently achieving and identified the next steps in making improvements. Remember that the work you are doing to better connect a youth's developmental needs to your services is for many programs new work. The implications for how this can revolutionize your approach and improve your outcomes are significant and research supported. We also know that change is typically gradual and takes time.

So where do we go next? Most programs will need to take the data assembled in the workshop and move toward implementing some changes. We have helped you identify where you are in the process and helped you create recommendations for where to go next. Most programs will take this planning to the next level by prioritizing the work (what to do first, second, third...), further clarifying the changes needed, and then setting up staff assignments and timelines to get the work accomplished. These are things that are outside the scope of this workshop. Our part is helping you better understand the WHAT, WHY, and HOW.

Intervention Tips

- Daily interactions provide rich opportunities to reinforce competence learning; this is strengthened by
 - being aware of the competencies,
 - the opportunity provided by the situation;
 - repetition of opportunities, and
 - following up to strengthen intentionality.
- Maintaining trust and safety must be considered and included;
- Asking questions rather than offering directives and solutions strengthens the opportunity to process, apply, and think through; this encourages brain development;
- Provide activities that include opportunities to use the competencies;
- Complete the Youth Thrive Survey with the youth; periodically redo the survey to point out progress and create new strategies;
- Concretize the plan if it is helpful (write it down, post it, create cue cards, write positive affirmations, etc.);
- Model forgiveness, self-care, understanding; normalize the process of learning the competencies as part of human development;
- Results take more than one sitting or session; repetition and linking of competencies is important;
- Set up activities that are relevant to the young person or family member (changing sense of self-identity, expanding interpersonal skills, special interests (sports, dance, expressive arts), developmental tasks, etc.
- Check back to reinforce successes, reinforce learning, etc.

Designing a CSE Learning Opportunity Activity Scenarios

Activity Instructions:

Choose one of the scenarios below. As a group, identify one (1) CSE competency you want to teach. Be sure the competency is relevant to the needs of the youth in your scenario, and that there are naturally occurring opportunities in your interaction with the youth for you to teach the competency. Your design can include multiple strategies to teach the competency at different times or in different contexts within the program (e.g., as part of a counseling interaction, or when traveling to an appointment, or during a group session convened for the specific purpose of teaching the competency).

Residential Group Home

You are a youth worker at a residential group home. You work with young men ages 15 – 18 who are moving in the direction of living independently. Some will go to college; others are looking at developing a trade skill.

Foster Placement

You are a foster parent who has three youth (2 boys and 1 girl) living in your home. These youth are between 12 and 15. They are all attending public school. They return home from school around 3:30 each day. You typically do homework and various activities with the youth in the afternoons when they get home from school and on the weekends. You often have one or more youth helping you cook. You, of course, live in the same house with the youth, drive them to school, take them for appointments and activities, etc.

Resource and Referral Service

You work in a community resource program run by a local church. Clients in need of education and sexual health resources, clothing, housing, and financial resources come to your program. Your typical job is to do an intake where you assess a young person's needs, determine their eligibility for various types of services, and help them access the appropriate resources. Your clients are typically ages 18-26 living independently.

School Counselor

You are a school counselor in a large urban high school. You have many youth ages 16 – 19 who visit you daily and weekly for counseling. The area where the school is located is a high poverty area where many families are living below the poverty level. Many of your youth have parents who are engaged with the school and express interest in following through with your suggestions for ways to engage and support their family members. Violence, gang activity, and lack of jobs for young people are common in the area.

Juvenile Justice Center

You are a detention center worker. Your job is to monitor the young men incarcerated in the locked detention center ages 16 - 24. You work the 3-11 shift. During this time youth are out of school in the detention building, some doing homework, some engaged in activities, many unengaged watching TV. There are opportunities to do activities or groups with these youth.

Transitional Living Apartment

You are a youth worker who supervises a pod of transitional living apartments in Los Angeles. The male and female youth in your program are ages 18 – 24 and live in the apartments, 2-3 per apartment. The program requires that youth living in the apartments be enrolled in school or be employed. Some of the residents are neither enrolled nor employed. Most leave the building early in the morning and return between 5:00 and 6:00 pm each day.

Youth Employment Program

You are a youth worker who holds group meetings and classes with young people ages 18 – 24. These youth sign up with your program to learn skills that will help them get jobs and remain employed.

Sample Completed CSE Worksheet: For Programs and Services

Cognitive & Social-Emotional Competency Worksheet: *For Programs and Services*

Service or Program Goals <i>List of program goals &/or outcomes</i>	CSE competencies <i>currently being included per goal</i>	Additional CSE competencies <i>that fit well with the program goal.</i>	SAFE component <i>accomplished</i> <i>Place a letter for each.</i>	Activity used to teach CSE skill. <i>List each activity separately.</i>	What we need to do to improve/build skill. <i>List steps for each competency included.</i>
Residential Group Home or Foster Placement: Attend school and graduate;	Cognitive self-regulation;		S ok A ok F E	1) Youth attends public school; 2) Encourage youth to make own decisions; 3) Provide feedback regarding successes and skillfulness; 4) Discuss decision making and self-regulation in counseling sessions;	1) Not consistently following up when coming home from school to discuss successes and challenges; 2) Increase discussions in counseling sessions;
	Emotional self-regulation;		S ok A F ok E ok	1) Youth attends public school; 2) Teach youth emotional regulation strategies; 3) Provide feedback when strategies are successfully used; 4) Discuss importance in counselling sessions; 5) Provide modeling of helpful strategies;	1) Increase focus during counseling sessions; 2) Have conversations about when this is difficult to achieve; 3) Discuss strategies for self-regulation; 4) Increase feedback when strategies are working;
	Behavioral self-regulation;		S ok A ok F ok E ok	1) Youth attends public school; 2) Feedback provided by staff daily; 3) Periodic meetings with teacher to review behavior; 4) Identify triggers and develop strategies to respond, practice strategies.	
		Cognitive flexibility	S ok A F ok E	1) Provide feedback when youth demonstrates skill pointing out benefits; 2) Create opportunities in group to discuss how cognitive flexibility helps with successful living;	1) Need to train staff to focus more on this;
Program Goals <i>List of program goals &/or outcomes</i>	CSE competencies <i>currently being included per goal</i>	Additional CSE competencies <i>that fit well with the program goal.</i>	SAFE component <i>accomplished</i> <i>Place a letter for each.</i>	Activity used to teach CSE skill. <i>List each activity separately.</i>	What we need to do to improve/build skill. <i>List steps for each competency included.</i>
		Future orientation	S ok A F E	1) Encourage conversations asking him/her to imagine what is coming next – what do you need to do to prepare? (going on activity, getting ready for school, thinking about graduation next steps, planning an event, thinking about personal future, planning for college);	1) Avoid providing solutions and interact more using questions to stimulate thinking; 2) Increase opportunities to practice this skill; 3) Create activities for group sessions that demonstrate importance of competency; 4) Set up savings account; 5) Plan for life after emancipation;
		Planning	S ok A F ok E	1) Provide opportunities to plan events (school outings, special school events, parties, camping trips, outings, etc.) 2) Provide feedback when youth uses this skill; 3) Expand engagement in leadership activities (Explorers, Summer Activities)	1) Avoid providing solutions and interact more using questions to stimulate thinking; 2) Increase opportunities to practice this; meal planning, saving money for something, etc. 3) Provide opportunity to manage bank account;
		Personal agency	S ok A F E	1) Talk about the importance of being responsible; 2) Point out when the skill is demonstrated and impact it has; 3) Have youth complete Youth Thrive Survey online. Periodically redo the survey to track changes and develop future strategies.	1) Have counselor complete training in use of CSSP Youth Thrive Survey.

Additional Resources

Youth Thrive Homepage on the Center for the Study of Social Policy Website

<https://cssp.org/our-work/project/youth-thrive/>

For more information on the Youth Thrive Framework and activities, visit the [Youth Thrive Homepage](#) on the Center for the Study of Social Policy's website where you can also find additional resources on [Youth Thrive Training](#).

Advancing Healthy Adolescent Development and Well-Being

<https://cssp.org/resource/youth-thrive-advancing-healthy-adolescent-development-and-well-being/>

This report, authored by Charlyn Harper Brown, is a synthesis of the ideas and research from the neurobiological, behavioral, and social sciences that inform the Youth Thrive Protective and Promotive Factors Framework.

Youth Thrive Survey

<https://cssp.org/?s=youth+thrive+survey&submit=#resource-results>

The Youth Thrive Survey is a valid and reliable web-based instrument that measures the presence, strength, and growth of the five Youth Thrive Protective and Promotive Factors as proxy indicators of well-being. The Survey includes 16 questions that directly address cognitive and social emotional competencies. The Survey was co-designed with youth and young adults and takes less than 15 minutes to complete. It is an effective tool for informing case planning and practice, evaluation, and continuous quality improvement (CQI) activities. The Youth Thrive Survey provides reports and a full array of data visualization options. Complete access to the instrument is free of charge. Learn more about the Survey [in a one-pager](#) fact sheet (<https://cssp.org/resource/youth-thrive-survey-one-pager/>).

Tip Sheet for Family Court Partners and other Professionals

<https://cssp.org/wp-content/uploads/2018/08/YT-Tip-Sheets-FINAL.pdf>

If you participate in Family Court and/or need ideas about ways to enhance conversations and case planning based on the Youth Thrive five Protective and Promotive Factors, see this helpful resource.

From A Nation at Risk to a Nation at Hope – Report from the Aspen Institute

<file:///C:/Users/Frank%20Eckles/Documents/Academy/1%20Youth%20In%20Focus/2018%20Projects/CSE%20Workshop/Revisions/Aspen's%20SEL%20Report.pdf>

Recommendations for the National Commission on Social, Emotional, and Academic Development.

CASEL's District Resource Center

<https://drc.casel.org/>

The District Resource Center helps school districts make social and emotional learning (SEL) an integral part of every student's education. Find research, knowledge, and resources curated from school system across the U.S. to support high-quality, systemic implementation of SEL.

Access Assessment Guide

measuringSEL.casel.org/access-assessment-guide

The Assessment Guide provides several resources for practitioners to select and use measures of student SEL, including guidance on how to select an assessment and use student SEL data, a catalog of SEL assessments equipped with filters and bookmarking, and real-world accounts of how practitioners are using SEL assessments.

A Parent's Resource Guide to Social and Emotional Learning ...

www.edutopia.org/SEL-parents-resources

Playing Nicely with Others: Why Schools Teach Social and Emotional Learning (The New York Times, 2014) In this article for parents, Jessica Lahey outlines the reasons why increasing amounts of school resources are being devoted to social and emotional learning and goes over the benefits for children.

Parent Resources | Social and Emotional Learning Research Group

SEL.Lab.UIC.edu/parent-resources

Research-based Resources on Parenting, Social and Emotional Learning and School-Family Partnerships The mission of the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the Social and Emotional Learning Research Group is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.

The 3 Best Home-Based Social and Emotional Learning

www.learningliftoff.com/the-3-best-home-based

CASEL's site offers myriad resources for parents: parents can read the CASEL guide on effective SEL, watch the webinar that accompanies the guide, and download the free, information-packed parent packet. In the packet, you'll find resources like "Ten Things You Can Do at Home" to promote SEL.

Parent SEL Resources

casel.org/parent-resources

Parent SEL Resources is a curated list of resources selected by CASEL staff that focus on the role of parents and parenting in social and emotional learning (SEL). Also check out our SEL in the Home section for more on how parents and families can develop their children's social and emotional know-how.

SEL Resources | Social-Emotional Learning

www.cfchildren.org/resources

We bring parents, educators & communities together to help kids stay safe & reach their potential. These SEL resources foster the well-being of our children. Social-emotional learning, bullying prevention, free classroom activities, and more.

Kirwan Institute for the Study of Race and Ethnicity

kirwaninstitute.osu.edu

<http://kirwaninstitute.osu.edu/researchandstrategicinitiatives/implicit-bias-review/>

Kirwan Institute for the Study of Race and Ethnicity, an interdisciplinary research program at The Ohio State University, is working to create a just and inclusive society where all people and communities have opportunity to succeed. The Kirwan Institute offers a wealth of resources relating to race and ethnicity and understanding the impact of implicit bias.

SEL in the Home

casel.org/in-the-home

A Parent's Resource Guide to Social and Emotional Learning. Learn more about what you can do to promote SEL in your school and at home: Identifies a number of resources including blogs, articles, and videos for parents on fostering social and emotional skills like kindness, gratitude, persistence, and more.

Social and Emotional Learning: Strategies for Parents

www.edutopia.org/social-emotional-learning

This comprehensive PDF from CASEL's website offers specific tips for what parents can do to support social and emotional learning at home. The packet includes background information about SEL, interviews with parents, and lists of SEL books, organizations, and programs.

Social & Emotional Development - Parent Toolkit

www.parenttoolkit.com/topics/social-and-emotional

Research shows that those with higher social-emotional skills have better attention skills and fewer learning problems, and are generally more successful in academic and workplace settings. Like any math or English skills, these skills can be taught and grow over time.

Resources: Family Tools

csefel.vanderbilt.edu/resources/family.html

Understanding your child's temperament helps you be a better parent. This two-page resource explains the concept of temperament and includes a description of the five characteristics of an individual's temperament. Teaching your Child Discipline and Self Control. How does your toddler develop self-control?

Preparing Youth to Thrive: Promising Practices for Social Emotional Learning

www.SELpractices.org

Resources for integrating Social Emotional Learning into practice.

SEAD Through a Race-Equity Lens

<https://edtrust.org/resource/sead-through-a-race-equity-lens/>

Social, emotional, and academic development (SEAD), is a holistic approach to supporting students that is gaining momentum across the country. Existing research shows that academic development is inextricably linked to social and emotional well-being; in turn, social and emotional well-being is inextricably linked to the context in which students develop and the relationships they build over time. In particular, societal realities (racism, sexism, etc.), individual realities (e.g., responsibilities at home for siblings or other family members), and cultural background hold strong influences over students' SEAD and how people perceive others' SEAD competence.

Wings for Kids

https://www.facebook.com/pg/wingsforkids/about/?ref=page_internal

The mission of Wings for Kids is to equip at-risk kids with the social emotional skills to succeed in school, stay in school, and thrive in life. WINGS believes in a world where there is equity in academics, opportunity, and emotional well-being for all children, regardless of socioeconomic status.

How CASEL Partner Districts Use Social and Emotional Learning Measurement

<https://www.panoramaed.com/blog/how-casel-districts-use-social-emotional-learning-measurement>

Seek to understand your social-emotional learning data through an equity lens. "Social and emotional assessment data can tell us a lot about the landscape of SEL and equity in our districts. Earlier this year, our research team published a paper looking at how students rate their social and emotional competencies. We found that there were a few gender, age, and race differences in how students responded to the questions, especially in areas related to emotion awareness and emotion self-management.

Girldhood Interrupted: The Erasure of Black Girls' Childhood

www.law.georgetown.edu/.../girlhood-interrupted.pdf

Girldhood Interrupted: The Erasure of Black Girls' Childhood Executive Summary.

This groundbreaking study by the Georgetown Law Center on Poverty and Inequality provides—for the first time— data showing that adults view Black girls as less innocent and more adult-like than their white peers, especially in the age range of 5–14.

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Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

Contact Us



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Youth in Focus
LEARNING THAT TRANSFORMS

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