



**Here is a sample of a 5 part virtual series co-designed and co-facilitated with our partners at the Los Angeles County of Education. Each session was 60 minutes with an optional 30 min discussion following the content. All of the slides are compiled together for easy viewing.**



# LACOE | Panorama:

## Social Emotional Learning Webinar Series

### Table of Contents

- ❑ [July 15th] Supporting SEL Learning in Your Context
- ❑ [July 22nd] Using SEL Data to Support Students in a Tiered Framework
- ❑ [July 29th] Supporting Adult SEL in Your Context
- ❑ [August 5th] Systems Support and Planning for SEL

Interactive Webinar

# Panorama Education

Our mission is to **radically improve student outcomes** by helping educators act on data and improve their practice



## Social-Emotional Learning

*Measurement at district, school, classroom, and individual student levels*



## Student Success

*MTSS data system, Credit Tracking, Early Warning System, Tiered Supports, and Intervention Tracking*



## Student and Family Engagement Surveys

*Students, Family, and Teacher/Staff surveys focused on school climate, distance learning and equity scales.*

# Opportunity to Continue the Conversation

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with other California educators

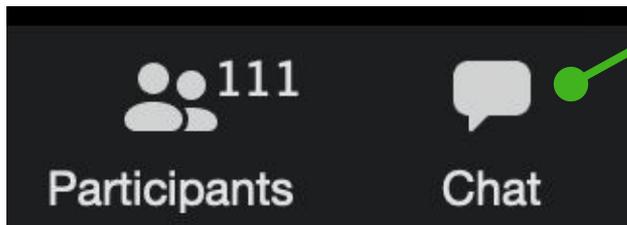
**11:15a - 12:00p today!**

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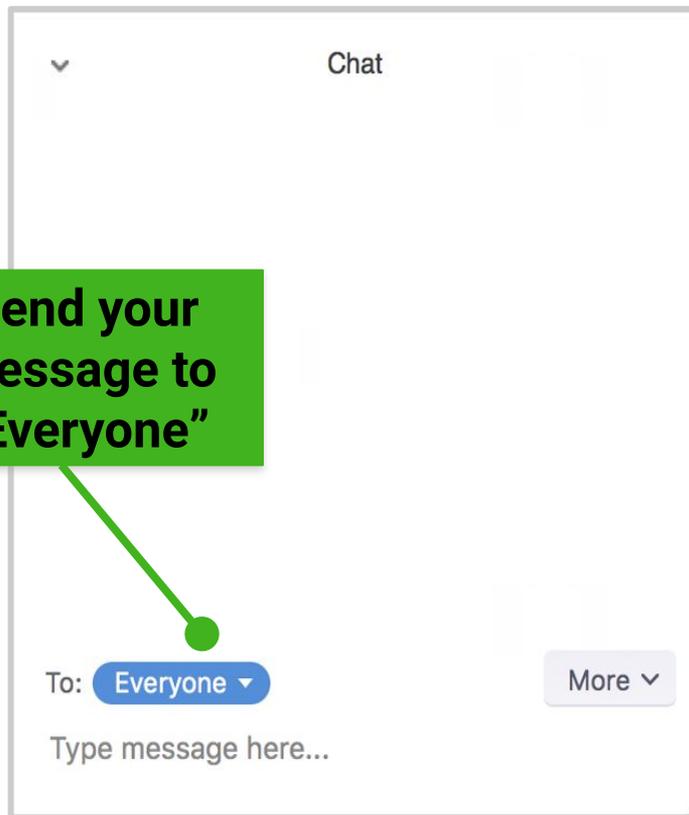
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Share your responses in the chat

Send your message to "Everyone"



# Mindful Moment

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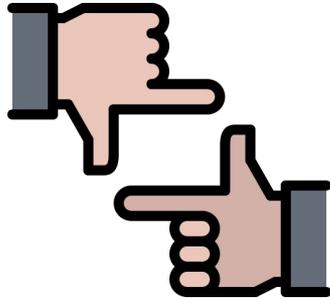


Breathe in

# Our Agenda

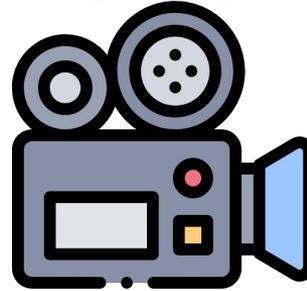
## Today's Focus

*What are effective systems and structures that support student social emotional learning and growth?*



### **Share a Frame**

*What framework can we use to develop systems for SEL?*



### **Share a Story**

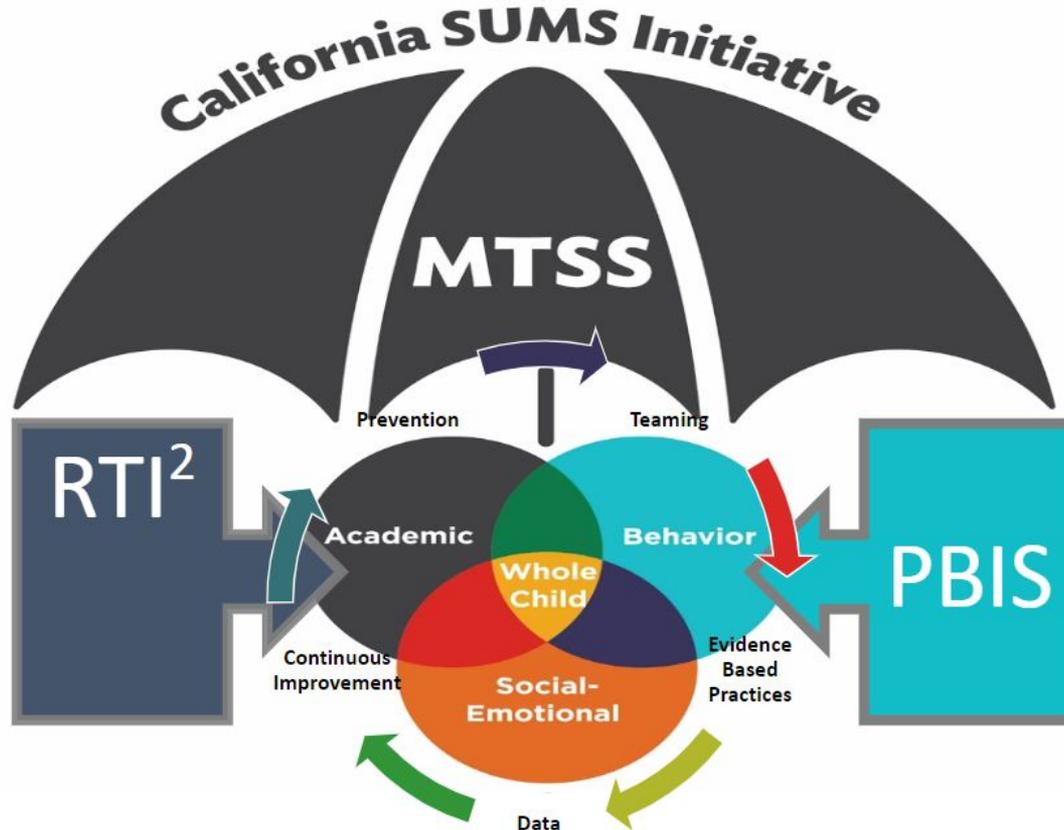
*What's worked for other educators?*



### **Share Connections**

*What connections are you making for shifts in you might make?*

# Connecting to Frameworks



## Today's Focus

*What are effective **systems and structures** that support student social emotional learning and growth?*

# Structures of the Frameworks



*Multi-Tiered System of Support*

*Continuum of Support Worksheet*

Tier 3/Intensive Interventions

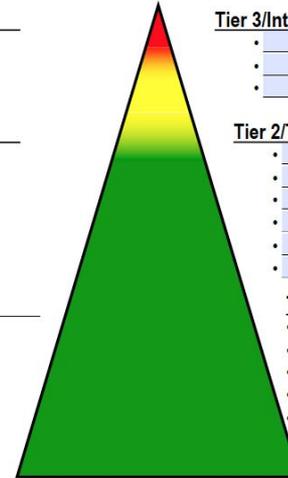
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Tier 2/Targeted Interventions

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Tier 1/Universal Supports

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Tier 3/Intensive Interventions

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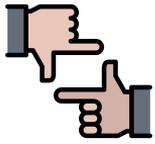
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Tier 1/Universal Supports

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- \_\_\_\_\_
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Adapted from Illinois PBIS Network. Adapted from "What is school-wide PBIS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.



# Supporting Student SEL



## Systems Support for SEL

*What are effective systems and structures that support student social emotional learning and growth?*



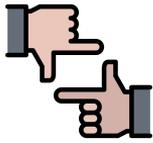
**Systems and  
Structures**



**Coaching and  
Development**



**Feedback &  
Accountability**



# Systems and Structures for SEL



## Today's Focus

*What are effective systems and structures that support student and adult social emotional learning and growth?*



**Systems &  
Structures**

**Key Idea:** Systems support accurate, durable implementation of SEL practices. Structures are what we use to support those practices.

**Focus Question:** What can we do to sustain SEL over the long haul?

**Implementation Strategy:** Check the data to clarify what existing systems to leverage for SEL



# Systems and Structures



What is an effective structure for all/every students?	How/why do I know that? (Data, qualitative/quantitative)	How might I expand the structure?
<ul style="list-style-type: none"><li>● Students start the day in grade-level advisories for 10 minutes, once a week for 60 mins.</li><li>● Each advisor has between 15-25 students that they follow over the course of their high school career.</li><li>● This time is designated to support the whole student.</li></ul>	<ul style="list-style-type: none"><li>● Outcomes data tracking attendance, coursework, and behavior by advisor (% of students on track towards graduation/promotion)</li><li>● Advisory observations and student conversations.</li><li>● Students and families have a trusted adult starting on day 1 of school and a group of peers to build relationships with.</li></ul>	<ul style="list-style-type: none"><li>● (Staff survey) We heard that advisors didn't feel they had enough time to carry out meaningful morning rituals or SEL lessons and check-in with students within the 10 minute timeframe.</li><li>● Cut 2 mins from each class period to add on more advisory time.</li></ul>

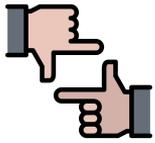


# What's the Remix?

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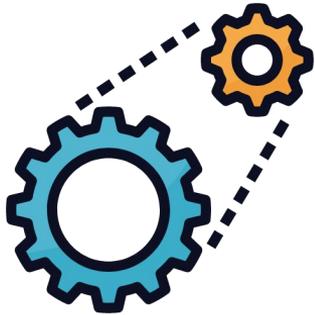
What's an effective system or structure that you might *shift or remix* to sustain social emotional learning?



# Supporting Student SEL

## Systems Support for SEL

*What are effective systems and structures that support student social emotional learning and growth?*



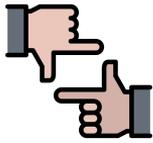
**Systems and Structures**



**Coaching and Development**



**Feedback & Accountability**



# Coaching and Development

## Today's Focus

*What are effective systems and structures that support student social emotional learning and growth?*



**Coaching and  
Development**

**Key Idea:** Coaching around systems focuses on building organizational support by creating **high quality, consistent, sustainable** support systems so adults can implement SEL practices well

**Focus Question:** What mindset or skill can we help to build or what barriers might we remove?

**Implementation Strategy:** Check the data to clarify who, what and where coaching needs to happen across tiers.



# Coaching and Development



**What conditions or resources support our system?**

- Our district provided advisors with a hub of lesson plans and materials differentiated by grade level.
- Advisors met quarterly as a group to informally check-in, but were rarely formally observed by each other or an administrator.

**What barriers are interfering with implementation or programming?**

- Differentiated support: When we returned to the data we began to see different results and a highly variable experience based on a student's advisor. Resources & lessons were being implemented inconsistently.
- Time: Advisors were not intentionally planning in the same way they would for their academic coursework.

**How can we develop and support adults? What human resources and expertise can I elevate?**

- We created advisory PLCs by grade level so that advisors could connect about problems of practice bimonthly and share actionable ideas and feedback or plan together.
- Advisory PLCs were led by our strongest advisors with experience advising that grade. Leaders voiced system supports

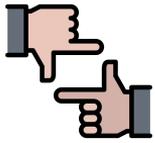


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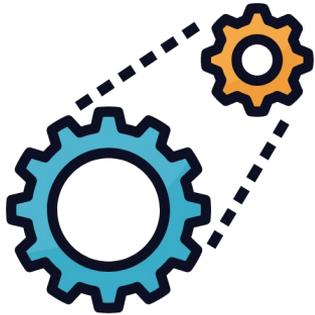
How might you *shift or remix* your approach to **coaching and development** to sustain social emotional learning?



# Supporting Student SEL

## Systems Support for SEL

*What are effective systems and structures that support student social emotional learning and growth?*



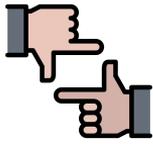
**Systems and  
Structures**



**Coaching and  
Development**



**Feedback &  
Accountability**



# Feedback and Accountability



## Today's Focus

*What are effective systems and structures that support student social emotional learning and growth?*



**Feedback and  
Accountability**

**Key Idea:** Feedback and accountability are in service of clarifying what is effective and what is not yet effective in our SEL practices.

**Focus Question:** How will we know what's working from students and staff perspective? What does the formative and summative data suggest about what's working?

**Implementation Strategy:** Build a culture of feedback and reflection about the data. Start with the data, take a pulse often, end with the data.

# Feedback & Accountability

<p><b>Do stakeholders know exactly what they are accountable for?</b></p>	<p><b>What accountability metrics am I using to determine program efficacy?</b></p>	<p><b>How do I deepen the structure and/or differentiate supports based on results?</b></p>
<ul style="list-style-type: none"> <li>● We gave advisors clear criteria: % of advisees on track to be promoted across attendance, behavior, and coursework AND % of parents/families that you have a quarterly meeting with (usually via report card pick up day)</li> <li>● Advisors consistently not meeting goals were given coaching, planning support, or an advisory buddy!</li> </ul>	<ul style="list-style-type: none"> <li>● Panorama feedback surveys about advisory supports and environments</li> <li>● % of students on track to be promoted across attendance, behavior, and coursework (looking at this across grade level, gender, race/ethnicity helped us build out stronger Tier 1 and Tier 2 supports)</li> </ul>	<ul style="list-style-type: none"> <li>● Given the unique challenges for our 9th graders, we added an end of day advisory block for those students for an additional adult checkpoint and end of day step back.</li> <li>● How can we support advisors with “more than materials” and address adult mindsets? (Not yet answered)</li> </ul>



# What's the Remix?

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How might you *shift or remix your*  
**feedback and accountability structures**  
to sustain social emotional learning?

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# THANK YOU!

Please share feedback:

<https://pan-ed.com/lacoe>

*SEE YOU SOON?*



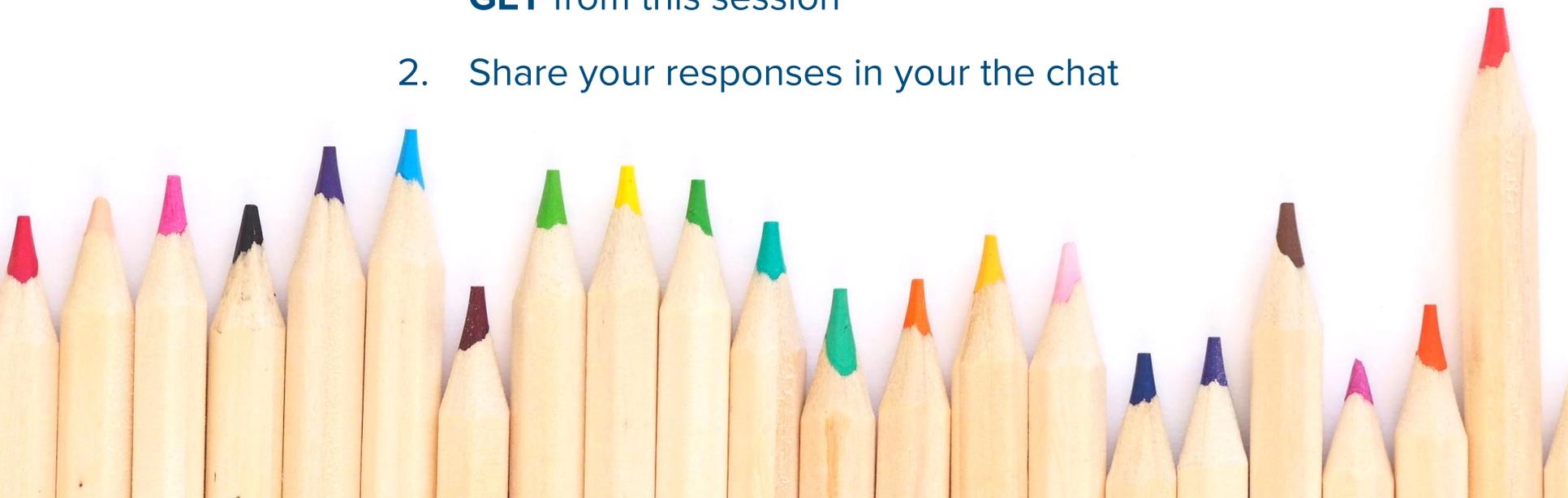


# WELCOME TO PART 2!



As you settle in,

1. Reflect on what you'd like to **GIVE** and **GET** from this session
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BREATHE WITH THE SHAPE

## Community Expectations

- Honor safe space / create brave space
- Move at the speed of trust\*
- Practice a growth mindset
- Take responsibility for your gaps

\*adapted from Adrienne Maree Brown



## LACOE | Panorama Education

### Overview

Use this framework to identify your most effective systems and think about why they work for students and families and how to replicate or improve that work across your school.

*What are effective systems and structures that support student social emotional learning and growth?*

### Systems and Structures

What is an effective structure for all/every students?	How/why do I know that? (Data, qualitative/quantitative)	How might I expand the structure?

### Coaching & Development

What conditions or resources support our system?	What barriers are interfering with implementation or programming?	How can we develop and support adults? What human resources and expertise can I elevate?

### Feedback & Accountability

Do stakeholders know exactly what they are accountable for?	What accountability metrics am I using to determine program efficacy?	How do I deepen the structure and/or differentiate supports based on results?

## Takeaway Planning Resource:

<https://pan-ed.com/systemshandoutlaco>

## Padlet Prompt:

When you think about systems to support SEL, what do you already **have**, and what do you **need**?



Demetrius Lancaster • 1m

## LACOE-PBIS: Systems Support for SEL

When I think about systems and structures to support SEL, I have/I need...



When I think about coaching to support SEL, I have/I need...



When I think about feedback and accountability to support SEL, I have/I need...



<https://pan-ed.com/lacoe-pbispadlet>

## Breakout Room Protocol:

1. Assign roles
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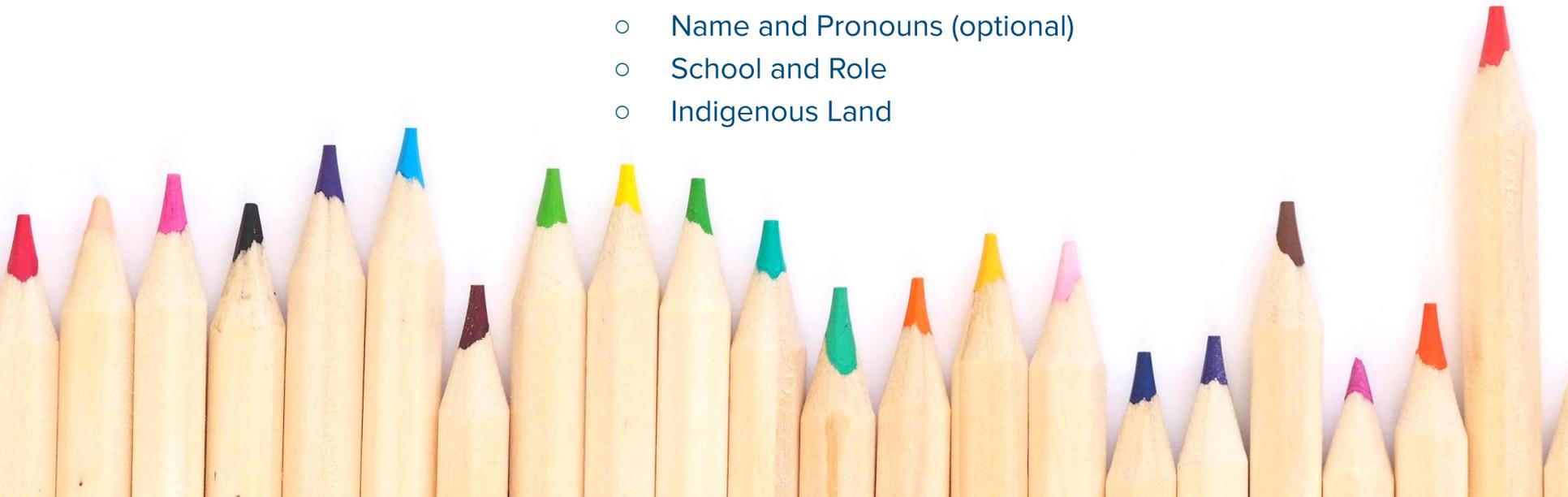




# WELCOME!

As you settle in,

1. Take the Zoom poll (it's anonymous)
2. Introduce yourself in the Zoom chat:
  - Name and Pronouns (optional)
  - School and Role
  - Indigenous Land



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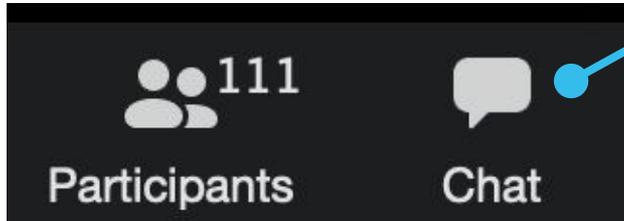


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*Students, Family, and Teacher/Staff surveys focused on school climate, distance learning and equity scales.*

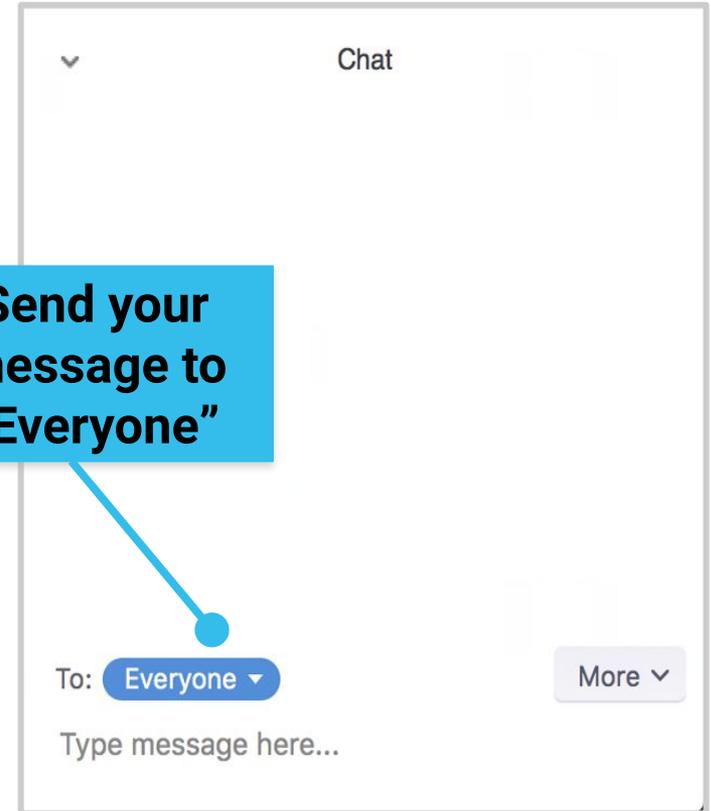
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## Build Brave Space



## Strengthen Self-Awareness



## Plant the Seeds

As an educator, how do I prepare to talk with my students and colleagues about...

- the disproportionate racial and socioeconomic impact of COVID
- the Black Lives Matter movement
- protests for racial and social justice
- immigrant families separated by ICE
- calls for police defunding
- and so much more...



BREATHE WITH THE SHAPE

# Community Expectations

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\*adapted from Adrienne Maree Brown

# Meta-Moment

How did the strategies (poll and community expectations) support your SEL as a learner in this webinar?

**SEL is the fabric of everything we do**



Think back to your time as a student.

Recall a time you were affirmed for your cultural identities (e.g., race, ethnicity, heritage, religion, family structure, etc.) by a school employee.

***What did you notice about what you wrote/recalled?***

What are your earliest memories of race?

***What did you notice about what you wrote/recalled?***



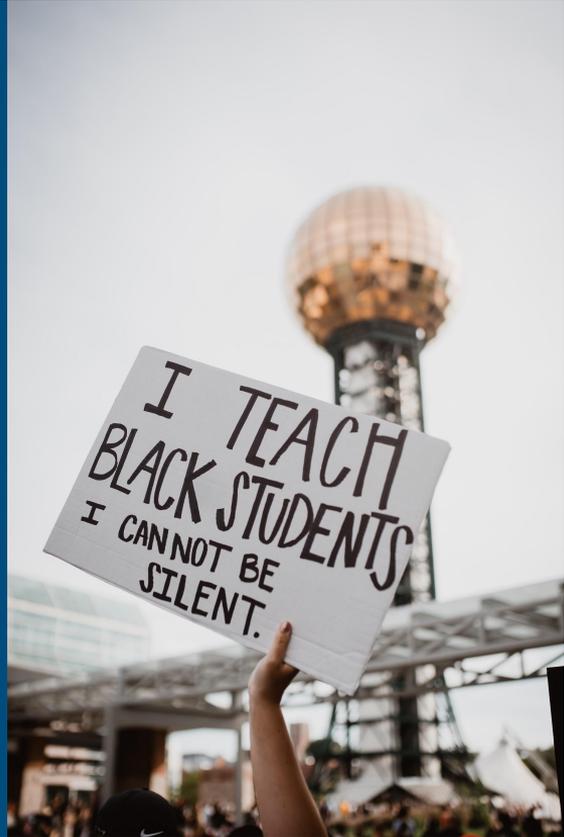
Polling

# What does it mean to be an anti-racist educator?

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Self-awareness • Social awareness • Relationship skills

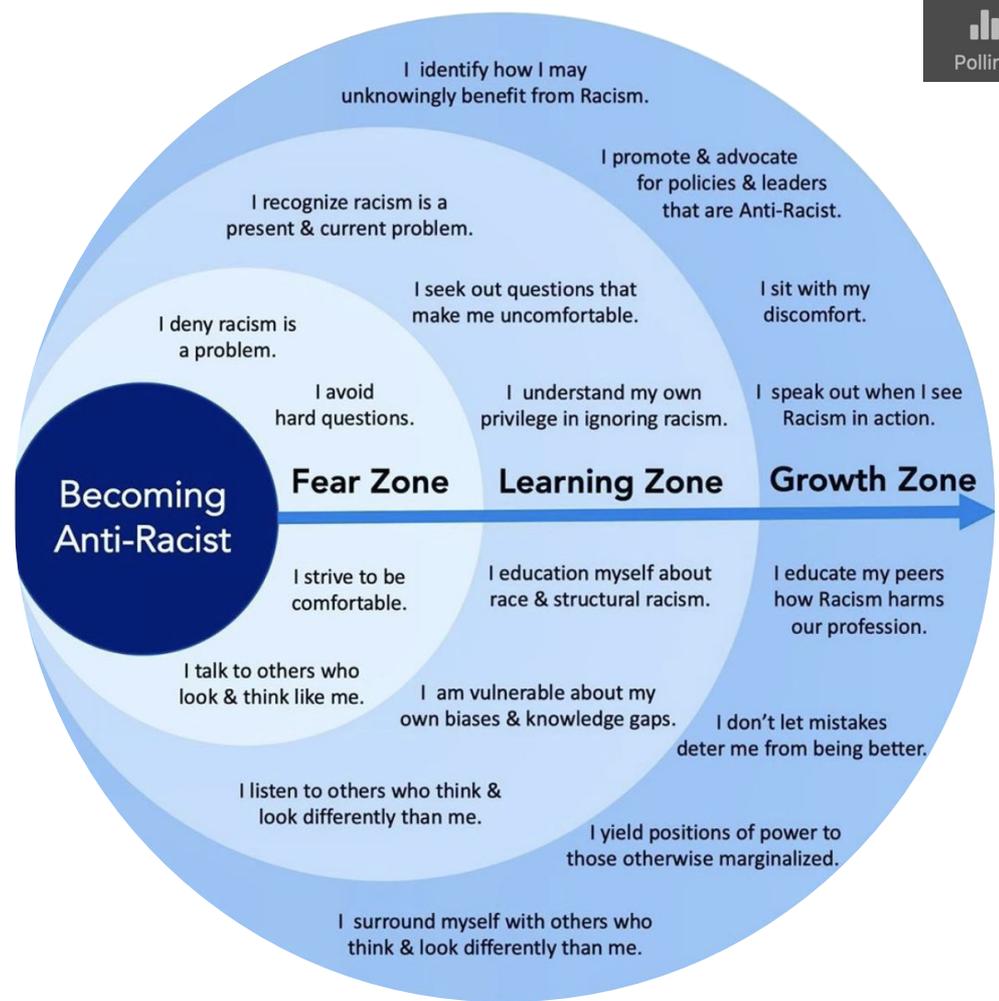
1. An educator who **ACTIVELY** rejects or opposes racist language, behaviors, and beliefs
2. Acts as an accomplice for students, families, and colleagues who are Black, Indigenous, and People of Color
3. And uses their power and privilege to eradicate racism at the individual and institutional levels

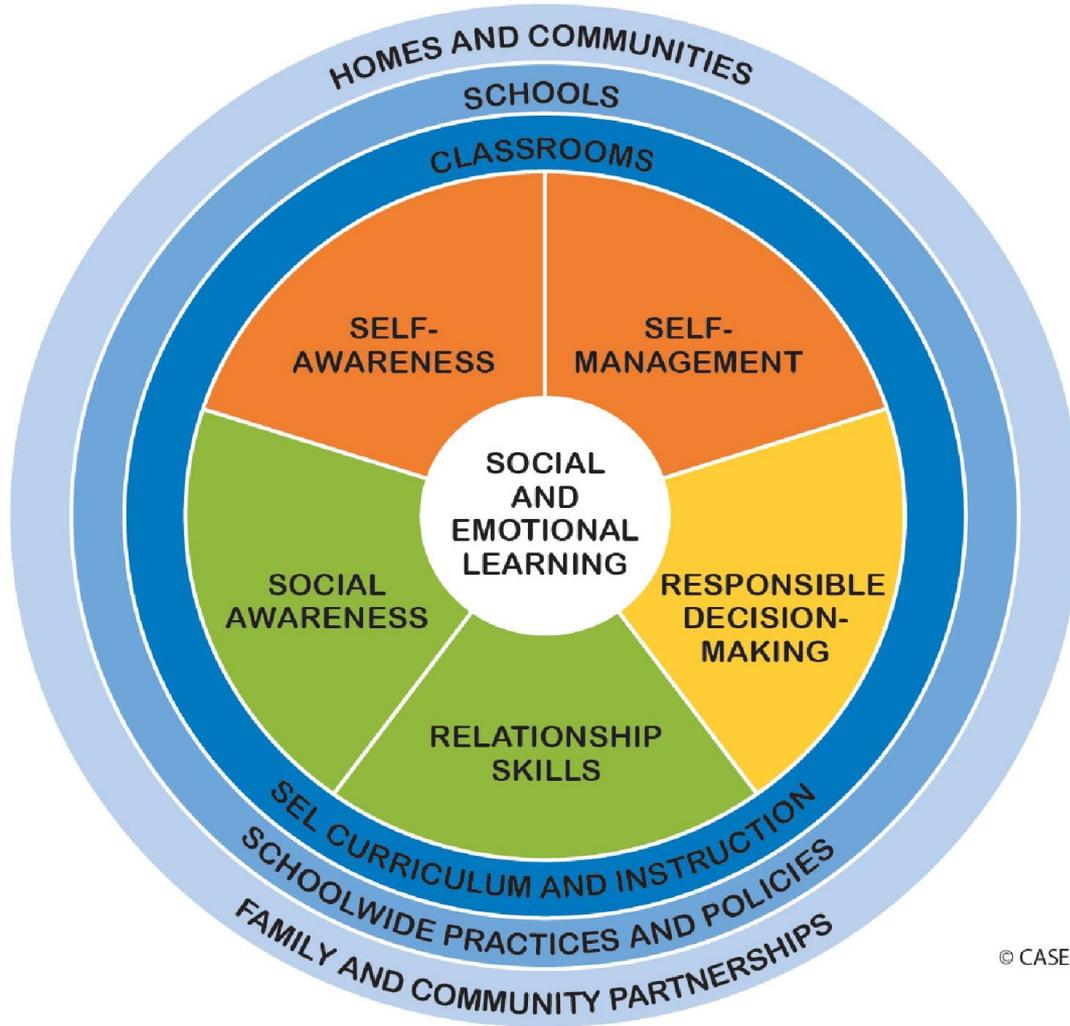


## Journal Prompt

Reflect on your journey  
as an educator.

How have you moved  
through these various  
zones?





# Equity Connections to CASEL SEL Competencies



SEL competencies can promote greater understanding of different cultures and power dynamics, and support students and adults in building relationships and interacting with others across diverse backgrounds. In this way, SEL competencies can be leveraged to develop justice-oriented, global citizens, and nurture inclusive school and district communities.



# Self-Awareness

- Understand the links between personal and sociocultural identities that are defined by cultural and/or family values, ethnicity, race, socioeconomic status, gender and other factors.
- Examine what it means to belong to a group or community, including how ethnicity and race impacts one's sense of self and beliefs. (A healthy sense of ethnic-racial identity is important for [psychological](#), [academic](#), and [social](#) well-being.)
- Recognize biases and understanding how thoughts, feelings, and actions are interconnected.
- Ground oneself in and affirm one's cultural heritage(s) or communities





Where we are born into privilege, we are charged with dismantling any myth of supremacy. Where we are born into struggle, we are charged with claiming our dignity, joy, and liberation.

Adrienne Maree Brown

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## Relationship Building

- Develop cultural competency skills, which includes building relationships with those from different backgrounds in a way that values their culture and history.
- Learn about and navigate cultural differences (for example, by “code-switching”).
- Collaboratively problem solve across differences in race, culture, gender, and social roles.

VALIDATE • AFFIRM • BRIDGE • BUILD

# Social Awareness

- Understand social norms for behavior in diverse settings.
- Recognize family, school, and community resources and supports.
- Recognize and examine potentially competing cultural and race-related messages and expectations.
- Explore the importance of different types of diversity in classrooms, school, and community settings.
- Recognize cultural demands and opportunities [across different settings](#)
- Recognize issues of race and class across different settings.
- Assess power dynamics and how these dynamics can disadvantage others.
- Envision ways to co-create safe and constructive learning environments.





## Self-Management

- Cope with the stress of adapting to school culture.
- Cope with discrimination and prejudice.
- Develop a sense of agency, identify societal challenges and pursue individual and collective solutions.

# Responsible Decision-Making

- Engage in initiatives and to co-create solutions that are inclusive, equitable, and mutually supportive.
- Develop an understanding of systemic or structural explanations for different treatment and outcomes.
- Assess the impact of personal beliefs and biases.
- Reflect on how actions taken by individuals, group and institutions impact equity.
- Make caring, constructive choices about personal behavior and social interactions across diverse settings.



## Group Reflection Prompt

Why are your own self-awareness and relationship skills essential for supporting your students' SEL during this pandemic and movement for racial and social justice?



# Resources to Support Self-Awareness & Relationship Building

## For you

- Self-Assessment for Difficult Conversations ([pdf](#))
- Energy Check-in ([pdf](#))
- CASEL Self-Reflection Beliefs and Actions ([pdf](#))

## For students

- Windows and Mirrors ([strategy](#))
- I Wish My Teacher Knew ([strategy](#))
- Discovering My Identity ([lesson plan](#))



## Books

- *Courageous Conversations* by Glenn Singleton
- *For White Folks Who Teach In the Hood* by Chris Emdin
- *Why Do All the Black Kids Sit Together in the Cafeteria* by Beverly Tatum
- *White Fragility* by Robin DiAngelo
- *How to Be Anti-Racist* by Ibraham Kendi



# RESOURCES



## Other Media or Websites

- Project Implicit from Harvard
- Teaching Tolerance
- Onward by Elena Aguilar



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**SEE YOU SOON?**

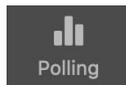


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# PART 2

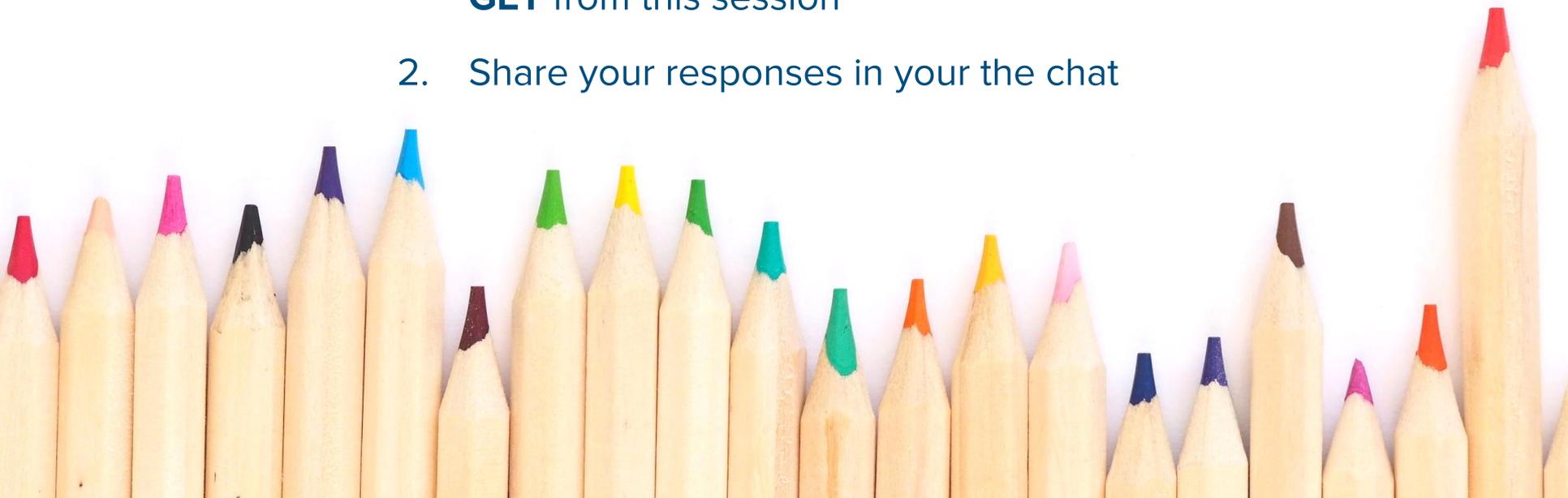


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## Padlet Prompt:

What are your “go-to” tiered strategies for supporting students’ self-awareness and relationships skills?

***How would you change your “go-to” strategies to promote equity for your students?***

## [Student SEL] LACOE Social Emotional Learning Webinar Series: Supporting Student SEL

**[Tier 1] What supports will you leverage to support all students self-awareness and relationship skills?**



**[Tier 2] What supports will you leverage to support all students self-awareness and relationship skills?**



**[Tier 3] What supports will you leverage to support all students self-awareness and relationship skills?**



**How would you change 1-2 of your "go-to" strategies to promote equity for your students?**



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1. Co-create community expectations with your students (or staff)
2. Select a recurring time to reflect on community expectations
3. Set up an inclusive feedback system



## PLANT THE SEEDS

Take Responsibility for  
Your Gaps



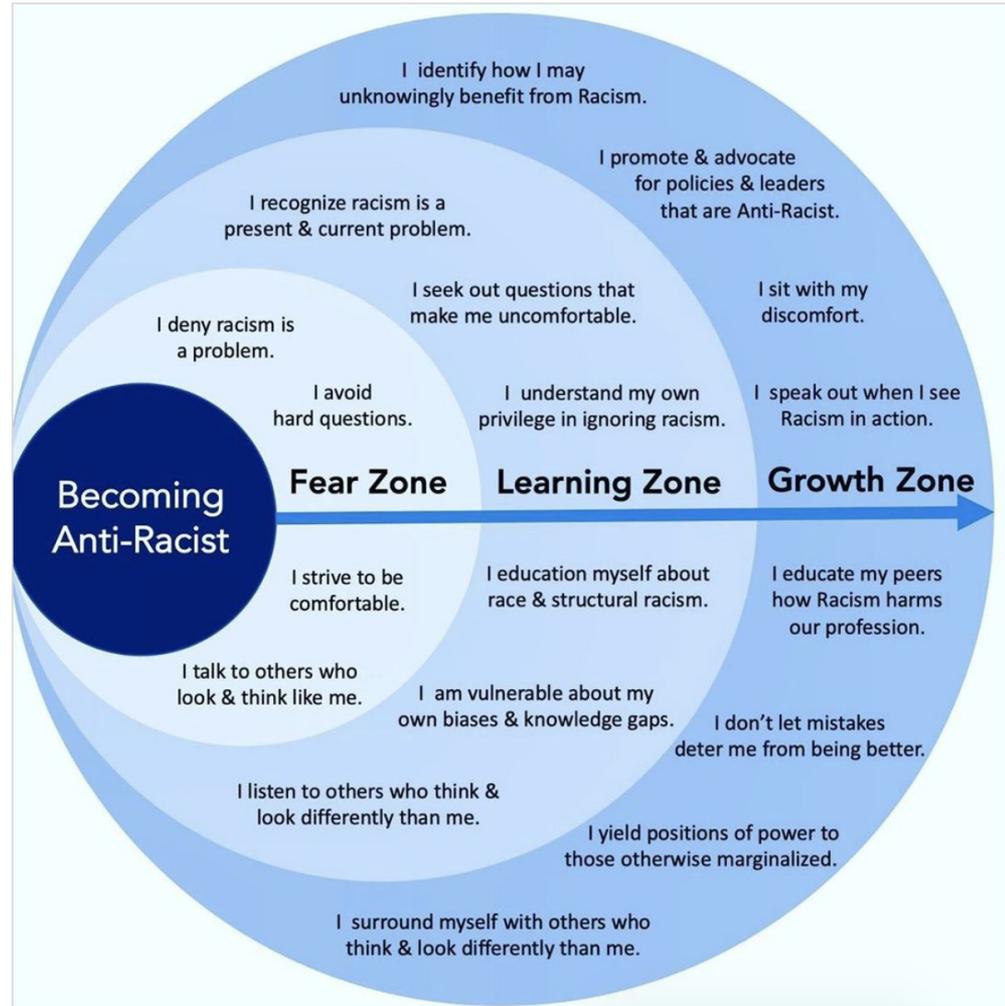
## Group Reflection Prompt

Reflect on your journey as an educator.

Why is SEL a critical component of your journey of becoming an anti-racist educator?



Andrew M. Ibrahim MD, MSc  
@AndrewMIbrahim





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**SEE YOU SOON!**





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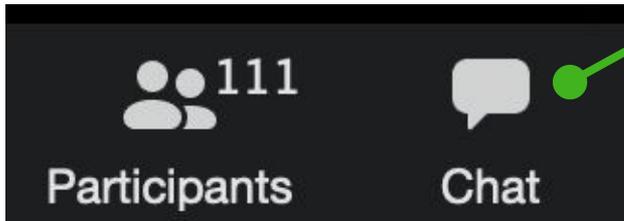


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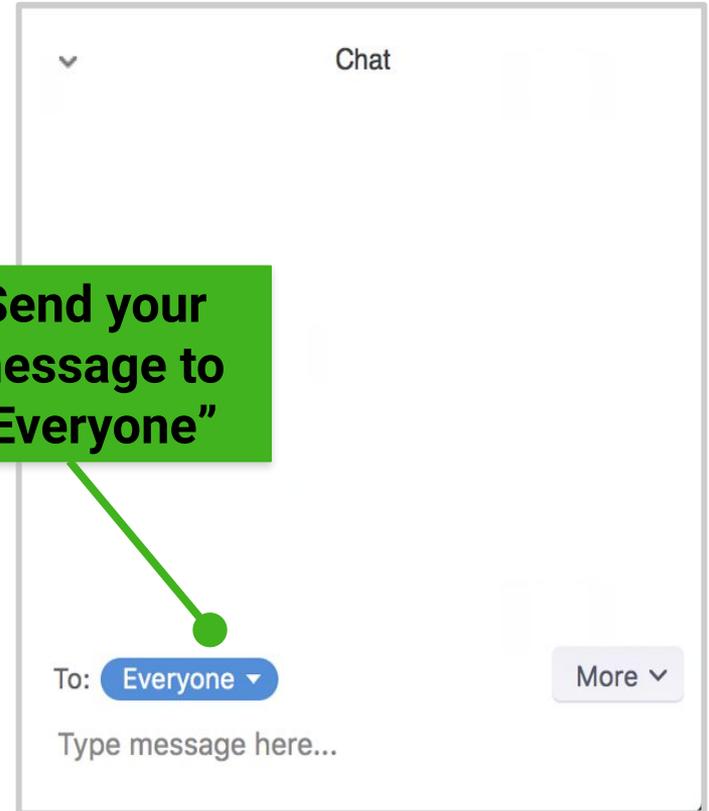
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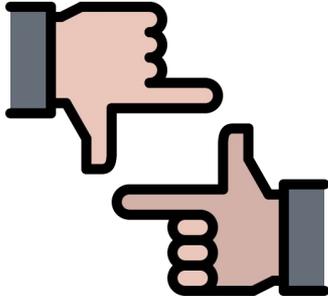
Send your message to "Everyone"



# Our Agenda

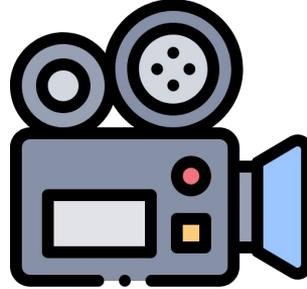
## Today's Focus

*What are effective data practices and data sources that support student social emotional learning and growth?*



### **Share a Frame**

*What framework can we use to shape our approach to leveraging data?*



### **Share a Story**

*What's working for other educators?*



### **Share Ideas**

*What's top of mind as you think about your context?*

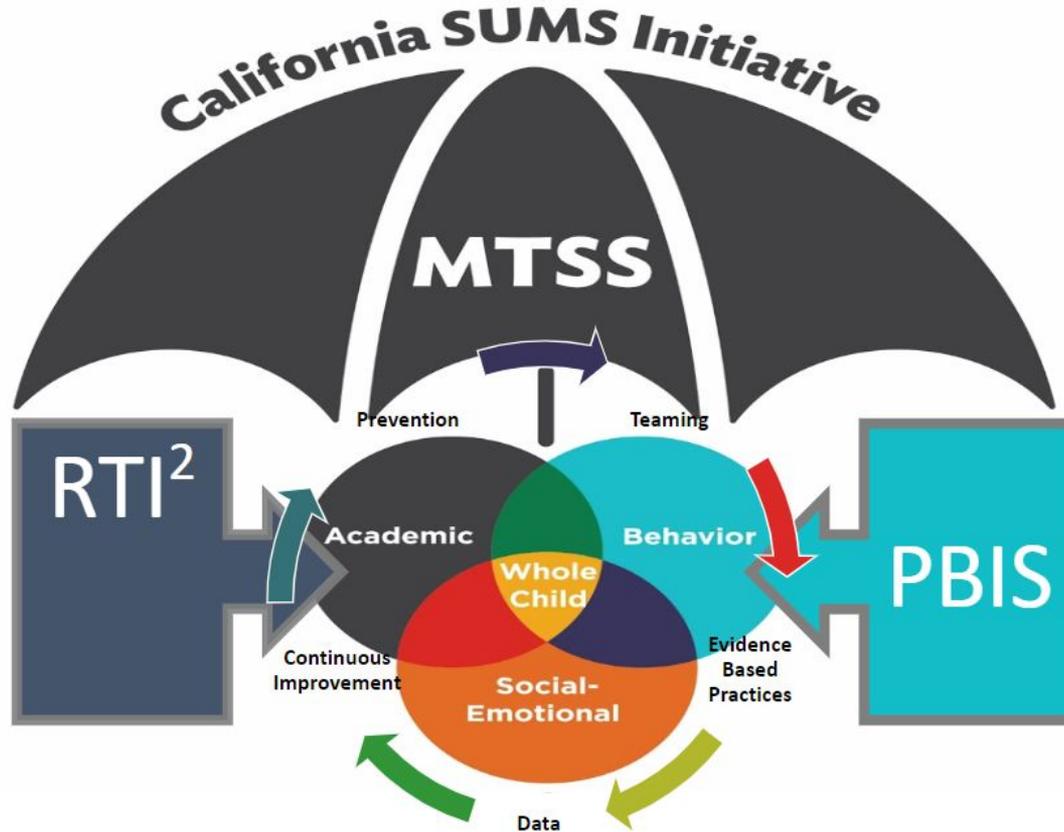
# Mindful Moment

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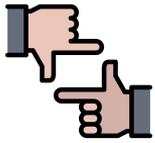


Breathe in

# Connecting to Frameworks



Today's Focus  
What **data and data practices** that support adult social emotional learning and growth?

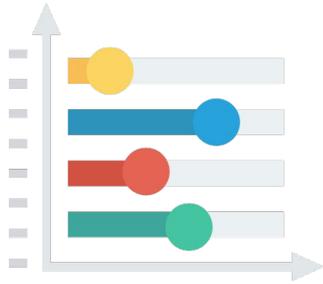


# Supporting Student SEL



## 3 Types of Data to Support SEL Integration

*What are effective data practices and data sources that support student social emotional learning and growth?*



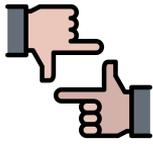
**Screeners and  
Self-Perception  
Data**



**Process  
Data**



**Outcomes  
Data**



# Measuring What Matters Most

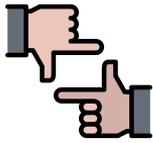
Personal qualities not measured by tests



# What is Social Emotional Learning?

**SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**



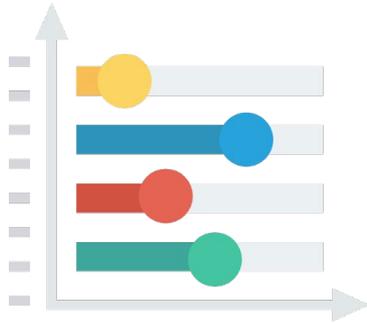


# Screeners and Self-Perception



## 3 Types of Data to Support SEL Integration

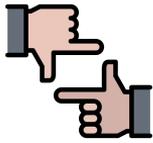
*What are effective data practices and data sources that support student social emotional learning and growth?*



**Screeners and  
Self-Perception  
Data**

### Key Idea and Practices

- **SEL assessment data (screeners) can lead to effective instruction and student learning.**
- **Benefits:**
  - Communicates SEL as a priority
  - Establishes common language for SEL
  - Shows how SEL develops overtime
  - Continuous improvement of SEL instruction and implementation
  - Evaluate effectiveness toward equitable outcomes

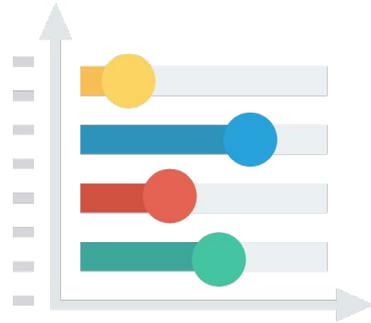


# Screeners and Self-Perception



## 3 Types of Data to Support SEL Integration

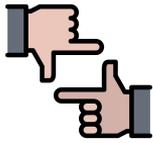
*What are effective data practices and data sources that support student social emotional learning and growth?*



**Screeners and  
Self-Perception  
Data**

### Key Idea and Practices

Diagnostic Approach	Strength-Based Approach
Usually used to screen for deficits	Focuses on students' strengths and assets
Identifies behavioral or emotional challenges	Promotes positive development and prevention
Used in mental health field	Protects against problems emerging from stress and adversity

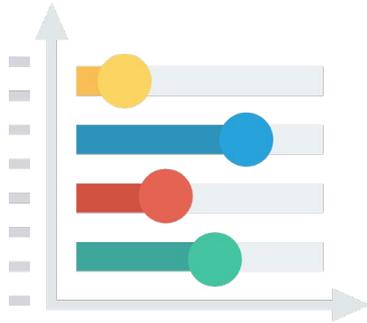


# Screeners and Self-Perception



## 3 Types of Data to Support SEL Integration

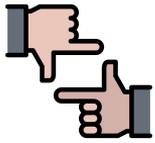
*What are effective data practices and data sources that support student social emotional learning and growth?*



**Screeners and  
Self-Perception  
Data**

### Key Idea and Practices

- **Consider equity in choice/design of measures**
  - *To what extent are these measures influenced by dominant culture values?*
- **Address implicit bias in adult professional learning**

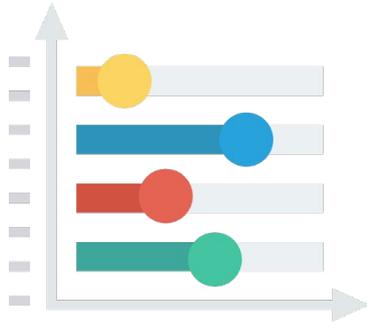


# Screeners and Self-Perception

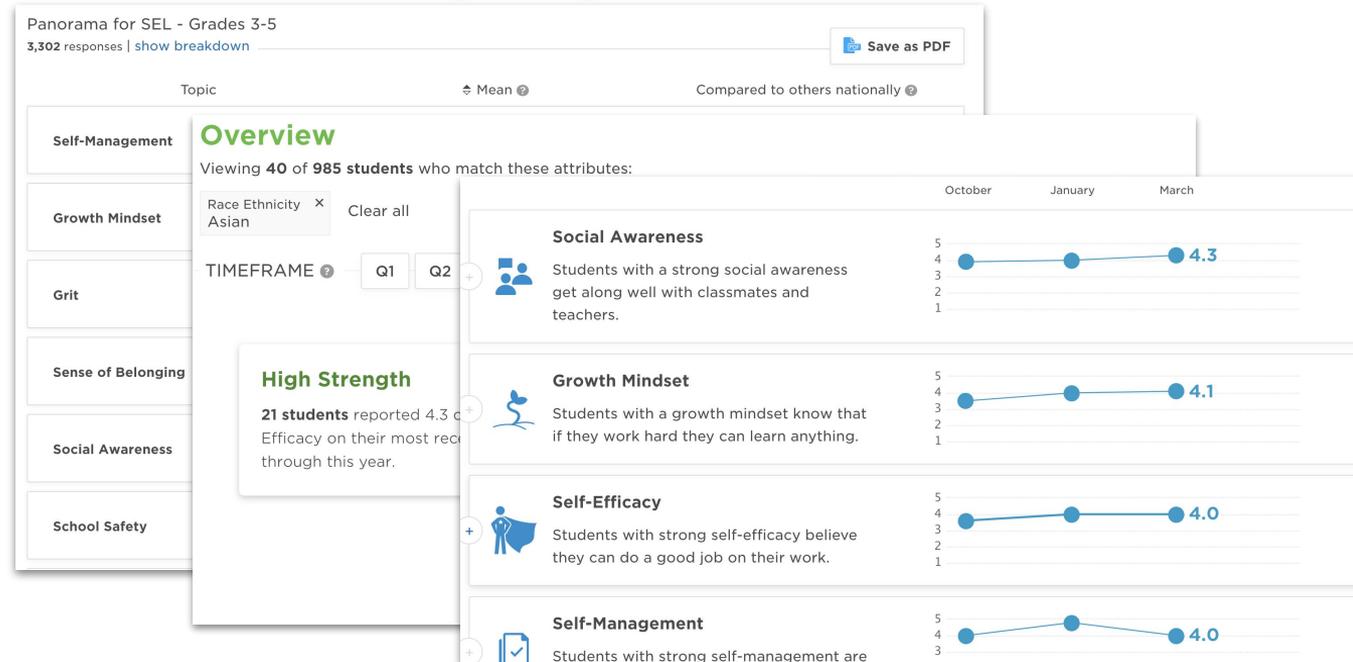


## 3 Types of Data to Support SEL Integration

*What are effective data practices and data sources that support student social emotional learning and growth?*



**Screeners and  
Self-Perception  
Data**

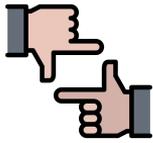


# Mindful Moment

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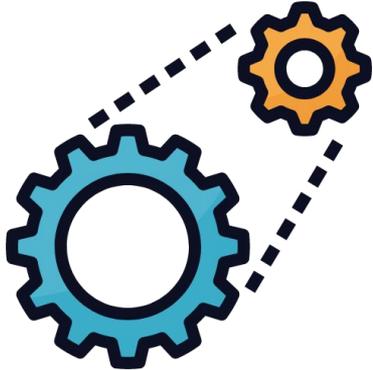
Breathe in



# Process Data

## 3 Types of Data to Support SEL Integration

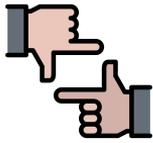
*What are effective data practices and data sources that support student social emotional learning and growth?*



**Process Data**

### Key Idea and Practices

- We can leverage process data to identify system-level improvements that support student social, emotional, and academic development.
- Ex. *Tiered Fidelity Inventory*-climate team's perspective on the degree to which our Tiers are in place to support students



# Process Data



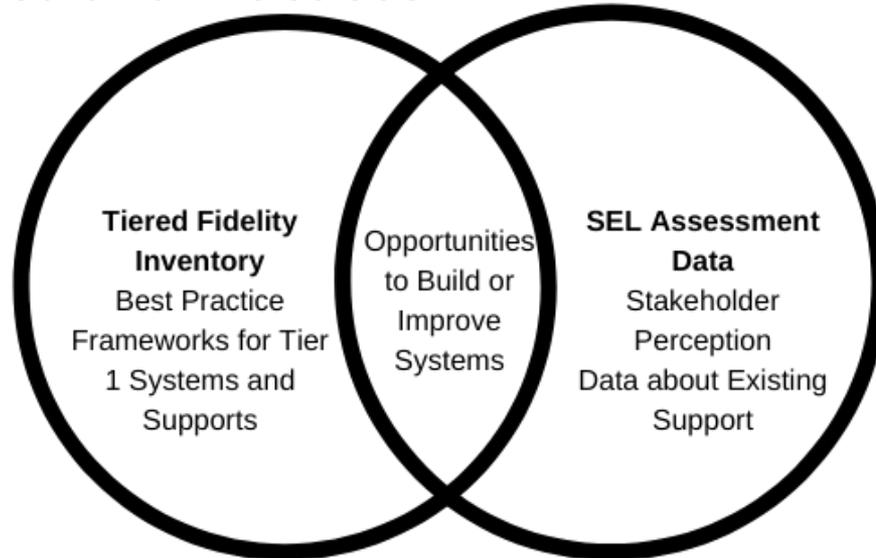
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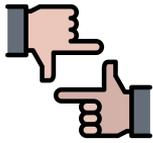
*What are effective data practices and data sources that support student social emotional learning and growth?*



**Process Data**

### Key Idea and Practices





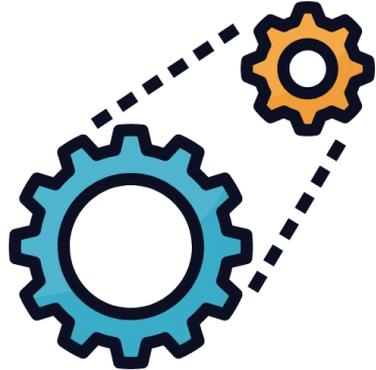
# Process Data



## 3 Types of Data to Support SEL Integration

*What are effective data practices and data sources that support student social emotional learning and growth?*

### Key Idea and Practices



**Process Data**

Tiered Fidelity Inventory  
Best Practice Frameworks for Tier 1 Systems and Supports

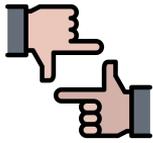
Opportunities to Build or Improve Systems

SEL Assessment Data  
Stakeholder Perception Data about Existing Support

**In the voice of students:** “most of us need support in clearly describing our feelings” (Social Awareness)

**PBIS Team:** “Some classroom procedures are in place to ensure students feel, welcomed and valued and safe” (TFI 1.8)

**We Might:** Coach around implementing “3 Signature SEL Practices” ensuring opening rituals that might leverage Mood Meter

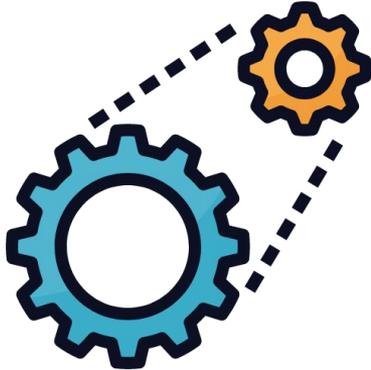


# Outcomes Data



## 3 Types of Data to Support SEL Integration

*What are effective data practices and data sources that support student social emotional learning and growth?*



**Outcomes  
Data**

### Key Idea and Practices

- **SEL data can be used alongside traditional outcomes data to clarify what students need across tiers.**
  - *What can we learn about what students need by looking at SEL data alongside attendance, behavior data, coursework and assessments.*

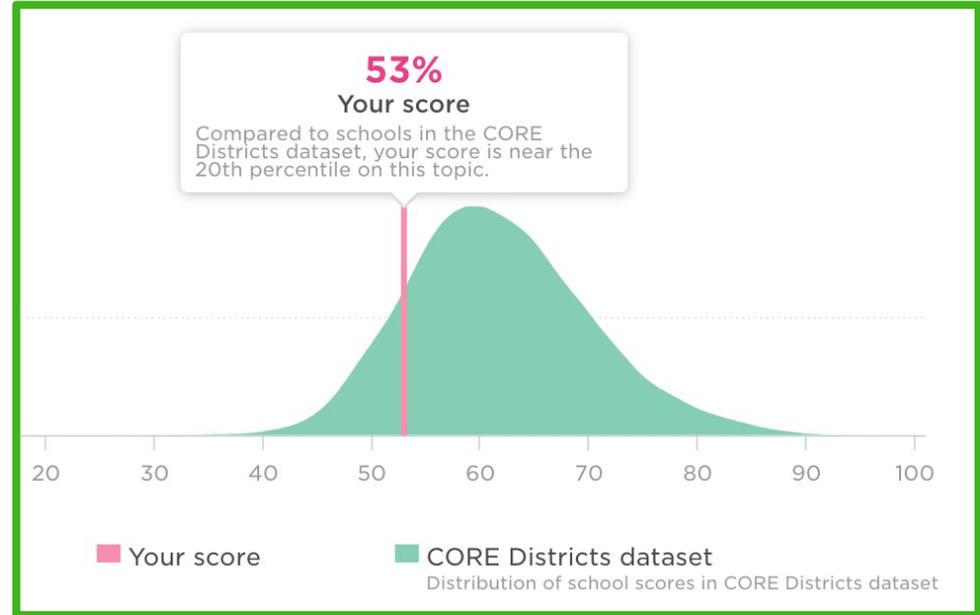


# Share a Story



## *A Prioritized Focus on Growth Mindset*

After the first round of data collection, Long Beach noticed **striking** low results in Growth Mindset.



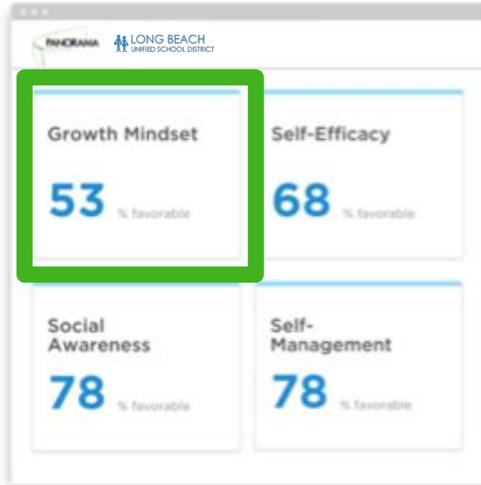
*MacArthur Elementary was falling in the **bottom quartile** compared to similar schools.*



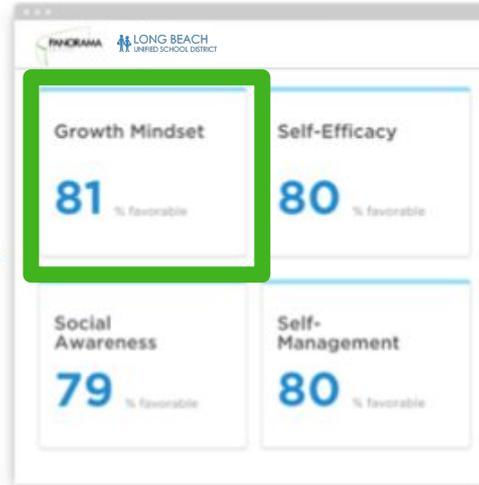
# Share a Story



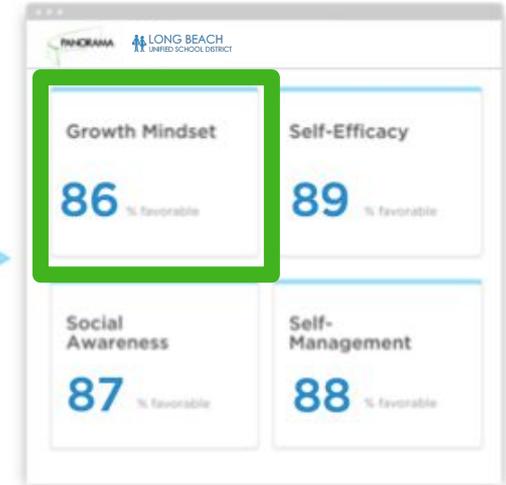
School Year 2014-2015



School Year 2015-2016



School Year 2016-2017





# Share a Story



	Student Group	Met or Exceeded Standard '14-'15	Annual Growth	Met or Exceeded Standard '15-'16	Annual Growth	Met or Exceeded Standard '16'17
ELA	All	36%	+11	47%	+8	56%
	African-American	30%	+11	41%	+11	52%
	Hispanic	29%	+15	44%	+3	47%
	White	46%	+3	49%	+8	57%
Math	All	29%	+14	43%	+3	46%
	African-American	13%	+14	27%	+6	33%
	Hispanic	29%	+7	36%	+1	37%
	White	35%	+16	51%	-	51%

*As shown in the table above, MacArthur Elementary realized impressive gains in the percentage of students that met or exceeded standards in the two subject areas of the annual Smarter Balanced state assessment. This progress is especially notable in narrowing gaps between student groups, where gains in academic achievement were particularly profound during this time. These increases in students' academic achievement were in parallel with their increases in growth mindset on the social-emotional learning survey.*

# Let's Connect in the Chat

*What are effective practices that support adult social emotional learning and growth?*

Use the chat to share:

What is one takeaway from today's conversation?

To: Everyone ▾

More ▾

Type message here...



# LACOE-PBIS SEL Webinar Series



*[July 15 | Adult SEL] What are effective practices that support adult social emotional learning and growth?*

*[July 22 | SEL & Data] Using SEL Data to Support Students in a Tiered Framework*

*[July 29 | Applying SEL ] Supporting SEL Learning in Your Context*

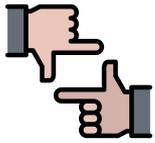
*[August 5 | SEL System Change ] Systems Support and Planning for SEL*

# Share a Question

## Today's Focus

*What are effective data practices and data sources that support student social emotional learning and growth?*



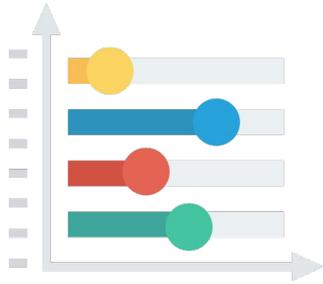


# Supporting Student SEL



## 3 Types of Data to Support SEL Integration

*What are effective data practices and data sources that support student social emotional learning and growth?*



**Screeners and  
Self-Perception  
Data**

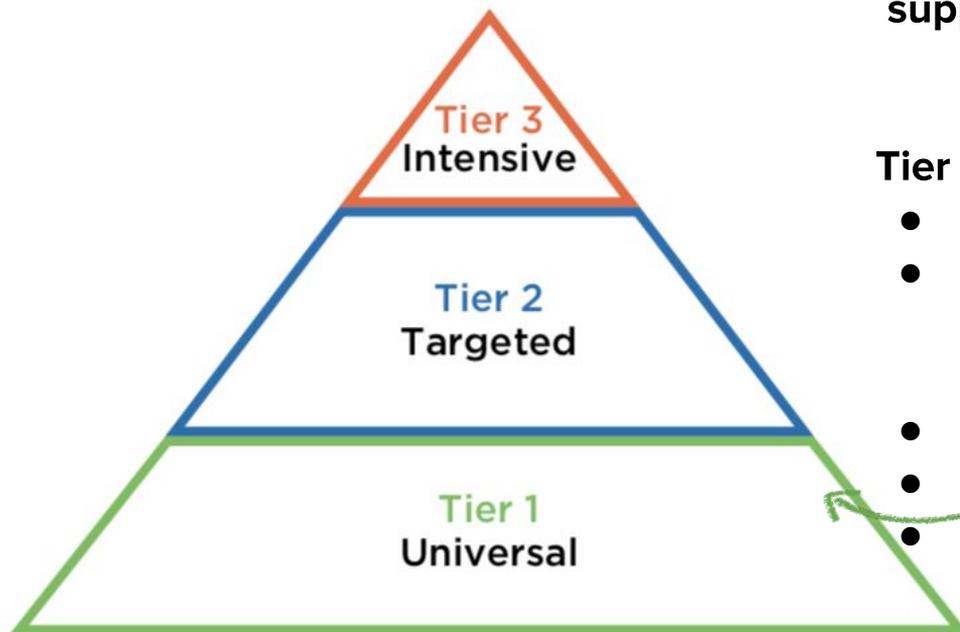


**Process  
Data**



**Outcomes  
Data**

# Rethinking Tiered Supports

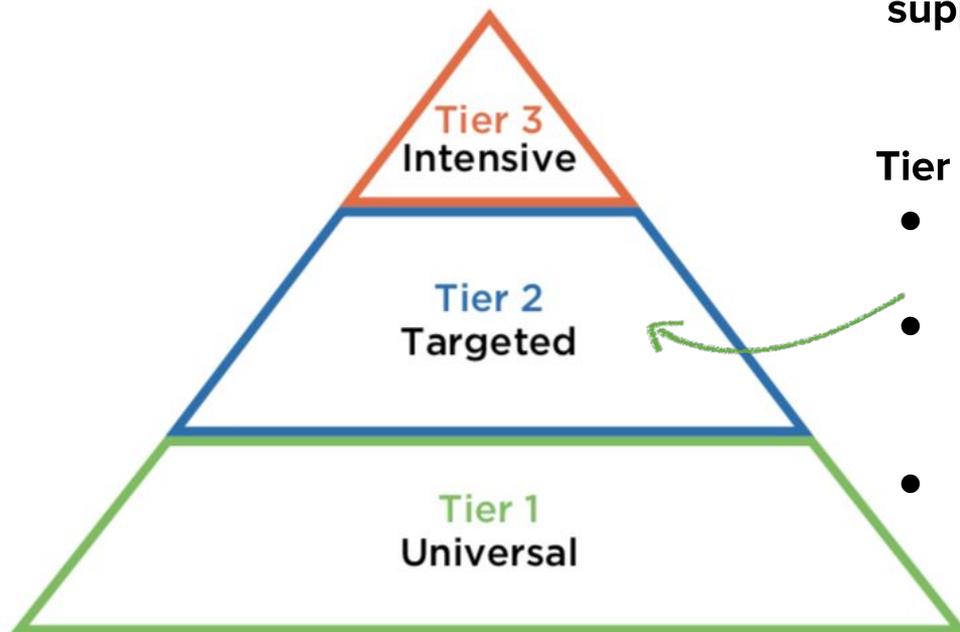


What data sources and data practices have supported your team in addressing student and adult **SEL** needs across tiers?

## Tier 1 Data Sources/Practices:

- Tiered Fidelity Inventory-twice a year
- SEL Student Screener/Survey-once a year--informs advisory scope and sequence
- Achievement data-weekly step back
- Review Tier 1 Discipline data monthly
- Adult SEL Survey-informs PD scope and sequence

# Rethinking Tiered Supports

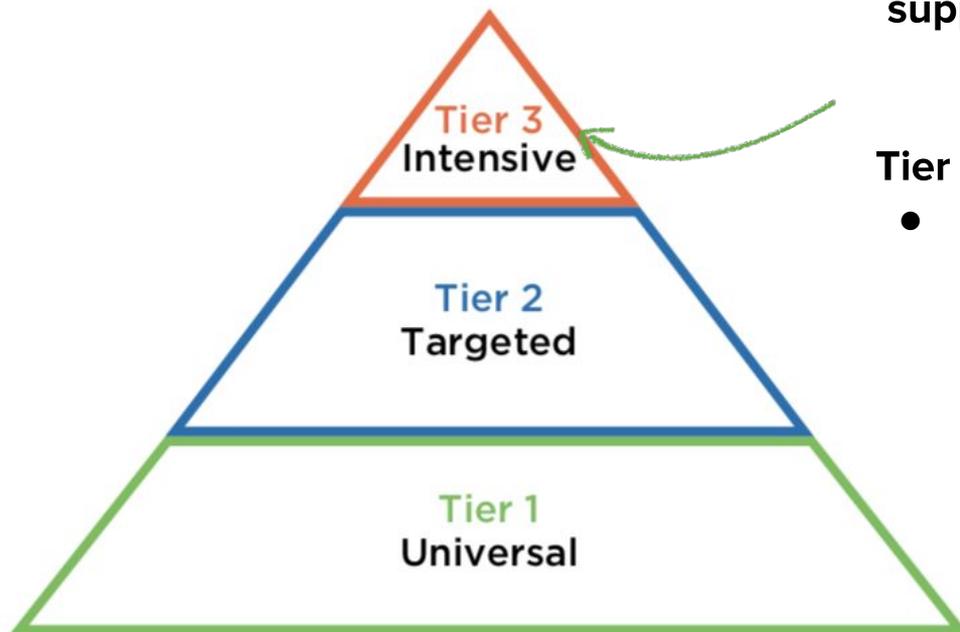


**What data sources and data practices have supported your team in addressing student and adult SEL needs across tiers?**

## **Tier 2 Data Sources/Practices:**

- SEL student level data-informs target support groups and social skills groups
- Achievement data + SEL data used to prioritize students in need of Tier 2 intervention (SEL + Academic focus)
- TFI and Discipline data used to prioritize classes/teachers who could use additional coaching support

# Rethinking Tiered Supports



What data sources and data practices have supported your team in addressing student and adult SEL needs across tiers?

## Tier 3 Data Sources/Practices:

- Discipline data, achievement data, and SEL data used to create individual interventions for student

# Brainstorming Bright Spots



Demetrius Lancaster • 1m

## LACOE-PBIS Using Social Emotional Learning Data To Drive Student Support

[Tier 1] Data Sources and Practices for SEL Integration

SEL Screener/Assessment

SEL Student Screener/Survey-once a year--informs advisory scope and sequence

Add comment

SEL Screener/Assessment

Informs parent training foci for BOY-resources and strategies connected to greatest aggregate SEL needs

Add comment

[Tier 2] Data Sources and Practices for SEL Integration

Achievement Data + SEL Data

Achievement data + SEL data used to prioritize students in need of Tier 2 intervention (SEL + Academic focus)

Add comment

[Tier 3] Data Sources and Practices for SEL Integration

Discipline Data + Achievement Data + SEL Data

Discipline data, achievement data, and SEL data used to create individual interventions for student that we prioritize BOY.

Add comment

## Directions

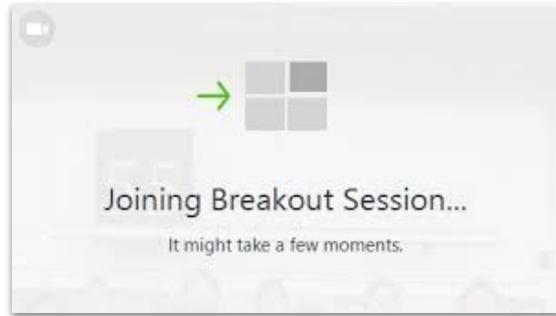
(1) Go to

<https://pan-ed.com/lacoepbisdata>

(2) Share Tier 1, 2, or 3 data sources and data practices that support SEL

(3) Label them virtual, in-person, or both

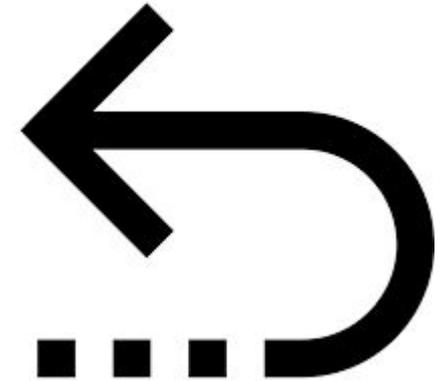
# Tech & Support



**Panorama starts  
Breakout rooms**  
*You click Join Breakout  
Room\**



**Panorama monitors the  
main room for help**  
*You share with your  
community*



**Panorama invites  
participants back**  
*You automatically join the  
main room*

# Let's Connect in the Chat

*What are effective data sources and data practices that support social emotional learning and growth?*

Use the chat to share:

What is one takeaway from today's conversation?

To: Everyone ▾

More ▾

Type message here...



**gratitude | feedback**

**[pan-ed.com/lacoe\\_fb](https://pan-ed.com/lacoe_fb)**



# LACOE- PBIS | Panorama: Social Emotional Learning Webinar Series

## Table of Contents:

- ❑ [July 15th] Supporting Adult SEL in Your Context

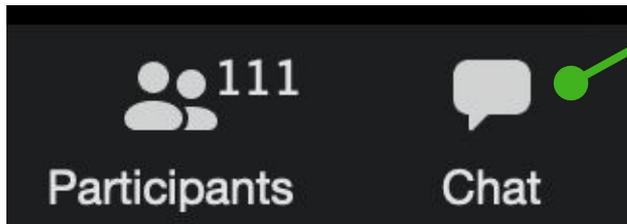
## Coming Soon:

- ❑ *[July 22nd] Using SEL Data to Support Students in a Tiered Framework*
- ❑ *[July 29th] Supporting SEL Learning in Your Context*
- ❑ *[August 5th] Systems Support and Planning for SEL*

Interactive Webinar

# Notes About This Webinar

- Your **command center** is how we interact as a virtual community. It is located at the top or bottom of your screen.
- We are **recording** and will share afterwards.
- **Tech tips:**



Share your responses in the chat

Send your message to "Everyone"



# Community Agreements

## Today...

- **Come as you are**
- **Everything is an invitation**
- **Speak your truth**  
*Ex: Use “I” statements*

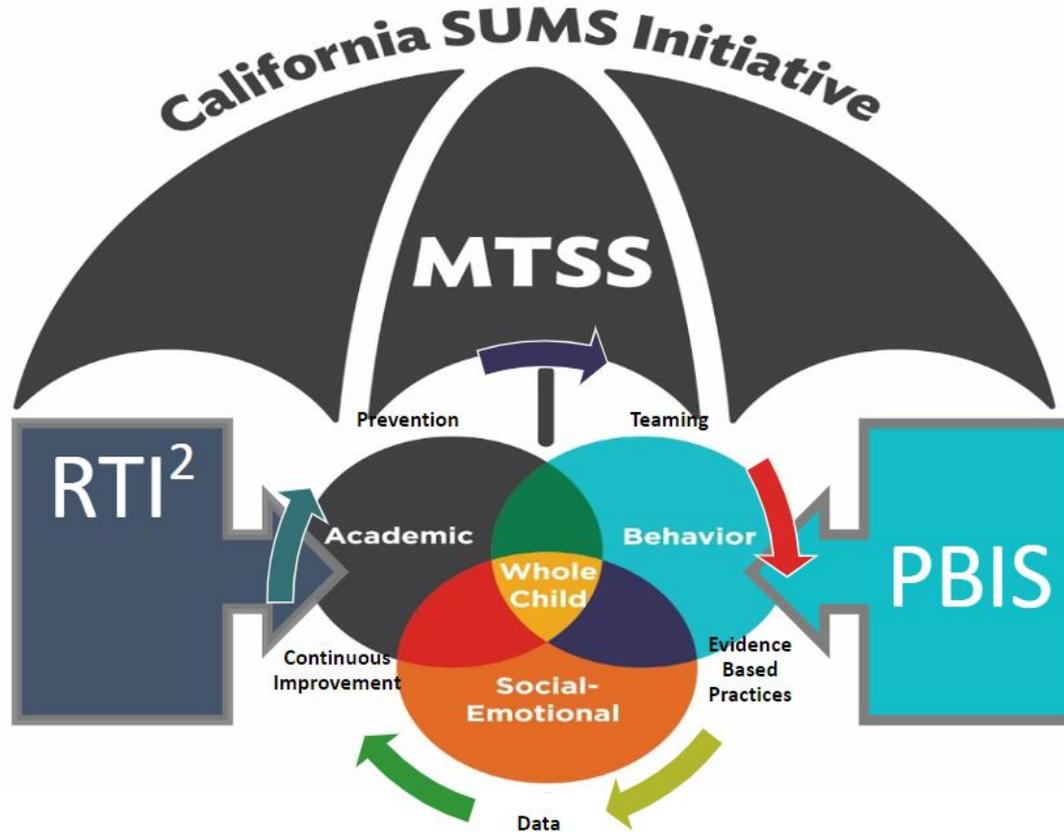


# What is Adult Social Emotional Learning?

**Adult SEL** is the process of helping educators build their expertise and skills to lead social and emotional learning initiatives. It also involves cultivating adults' own social and emotional competencies.

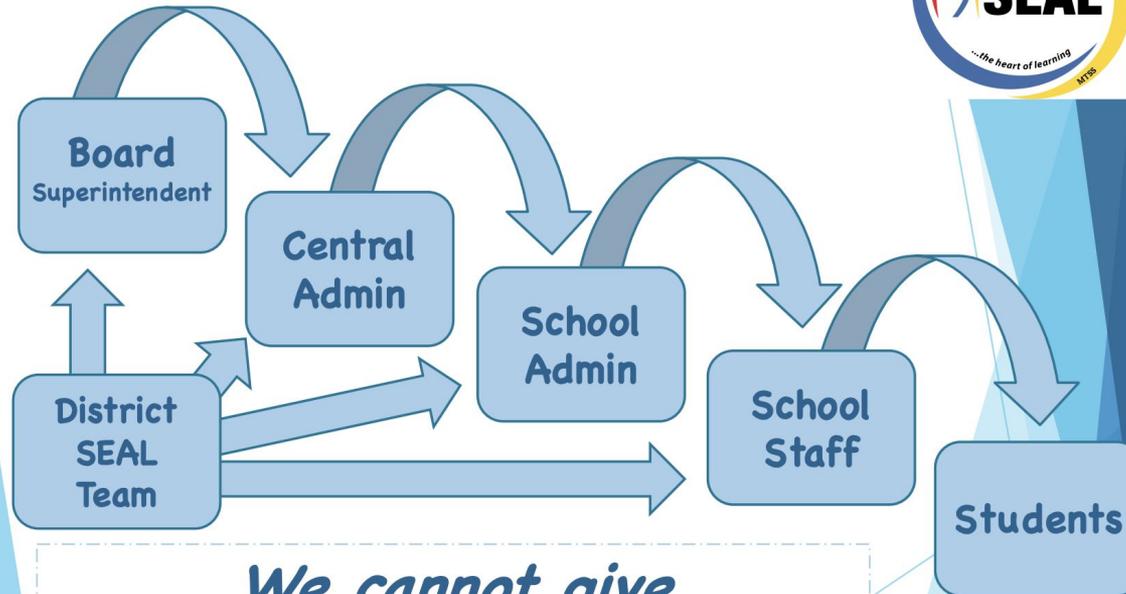


# Connecting to Frameworks



Today's Focus  
What are effective **practices** that support adult social emotional learning and growth?

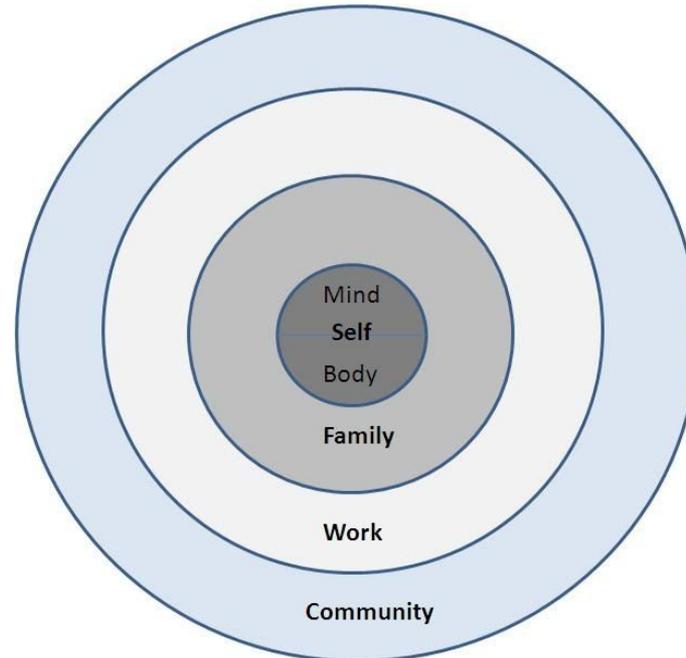
## SEL is not just for our kids



*We cannot give  
what we do not have*

# Today's Focus

*What are effective practices that support adult social emotional learning and growth?*



# Streamlined Strategies

## Today's Focus

*What are effective practices that support adult social emotional learning and growth?*



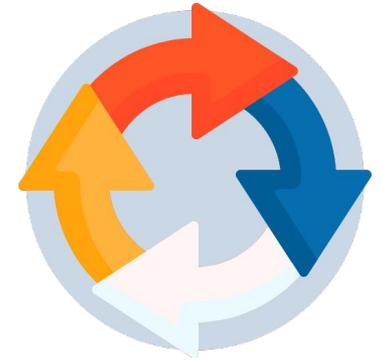
**Self  
Mindfulness**



**Students  
Growth  
Circles**



**System  
If / Then Plans**



**Beyond  
Continuous  
Learning**

# mindfulness & SEL

**mindfulness** is the practice of being aware of and accepting your present moment without judgement

## **social emotional learning**

- ❑ to understand and manage emotions
- ❑ feel and show empathy for others
- ❑ establish and maintain positive relationships

# Research Findings

## Academic

- Improvements in cognitive performance, school self-concept, and engagement<sup>4</sup>
- Greater attention<sup>8</sup>
- Reduction of anxiety in high-stakes testing<sup>9</sup>

## Mental & Behavioral Health

- Decreases in stress levels<sup>8</sup>, emotional over-excitement and depression symptoms<sup>10</sup>
- Increases in emotional well-being and self-compassion<sup>11</sup>
- Lower self-harm<sup>12</sup>

## Social Behavior

- Healthier responses to difficult social situations<sup>13</sup>
- Reduction of implicit bias<sup>14</sup>
- Increases in compassionate responses to others in need<sup>11</sup>

Additional resources:

[transformingeducation.org/mindfulness-toolkit](https://transformingeducation.org/mindfulness-toolkit)



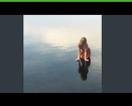


# internal weather report

as you inhale and exhale, observe and describe the type of weather you are experiencing inside your body



How might you adjust this mindfulness practice for your context?



# Personal Reflection Questions\*

- During today's mindfulness practice, I noticed \_\_\_\_\_ feelings.
- I could proactively plan to use today's mindfulness strategy when I am \_\_\_\_\_.
- I could utilize this mindfulness practice with \_\_\_\_\_ to support them with \_\_\_\_\_.



*\*Please see [PDF](#) and [editable](#) worksheets of questions above.*



How might you adjust this mindfulness practice for your context?



# Pause for a Well-Deserved Break



Breathe in



# Our Focuses

## Today's Focus

*What are effective practices that support adult social emotional learning and growth?*



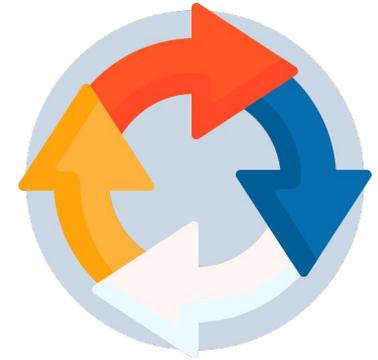
**Self  
Mindfulness**



**Students  
Growth  
Circles**



**System  
If / Then Plans**



**Beyond  
Continuous  
Learning**

# [Ex] Growth Circles

*Is your brain more like a rock or a plant? Share your answer and at least one reason to defend your answer.*



# [Ex] Growth Circles

## **Reflect:**

Think back to a time when you were learning a complex skill or setting out to achieve a long-term goal or overcame an obstacle. How did you learn the skill or achieve your goal? What attributed to your success? [\[Link to handout\]](#)

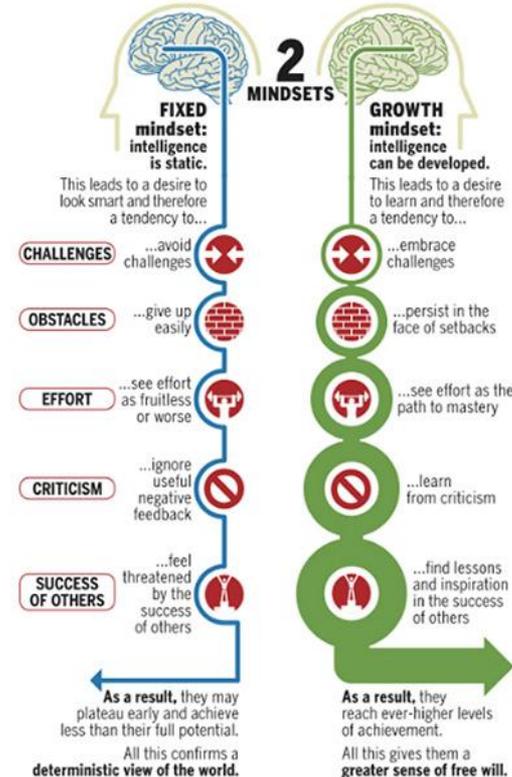
<b>What skill or goal or obstacle tackled comes to mind?</b>	<b>What sub-skills did you learn or over time that helped you achieve your goal?</b>	<b>What attributed to your success? Did you have a Growth Mindset or a Fixed Mindset? (Use the visual below)</b>



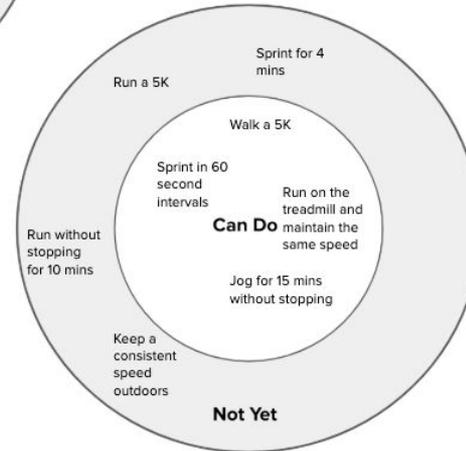
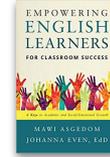
# [Ex] Growth Circles

## About this Strategy:

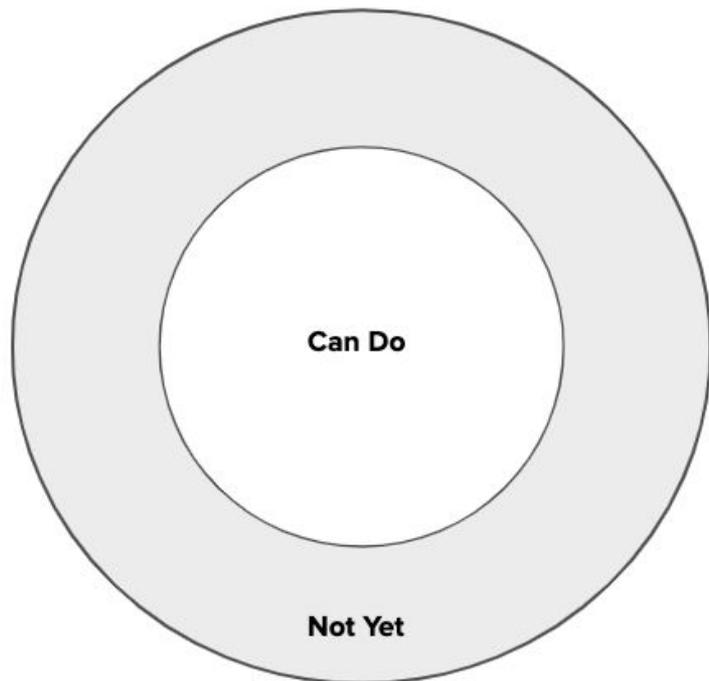
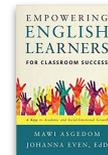
Use Growth Circles to help students build the belief that intelligence and talents are malleable and that we can learn to do almost anything through persistence and practice; and willing to make mistakes. The Growth Circles reveal what success and failure really look like. Success is any time you take action to grow your *Can Do* circle--even if you don't reach your goal. Failure is when you do nothing to expand your *Can Do* Circle. This strategy was adapted from [Empowering English Learners For Classroom Success](#) by Mawi Asegdom and Johanna Even, EdD.



# [Ex] Growth Circles



# [Ex] Growth Circles



Take the next few minutes to...

1. Reflect on what you can put in your “can do” circle.
2. Reflect on what you have to try and fail to grow your “not yet” circle.

*Invitation to use your journal or the  
editable handout*

[pan-ed.com/lacoe\\_handout](http://pan-ed.com/lacoe_handout)

What are three things you can do to help you move something from “not yet” to “can do”? What might you have to try and fail to grow your “not yet circle”?



# [Ex] Growth Circle Lesson Plan

Day 1	Day 2	Day 3	Day 4	Bonus
<ul style="list-style-type: none"> <li>• Teacher asks if brain is more like a rock or plant.</li> <li>• Students reflect on past success (goal achieved or obstacle they overcame).</li> <li>• Teacher models their growth circle from the last three months.</li> </ul>	<ul style="list-style-type: none"> <li>• Students complete growth circle.</li> <li>• Students in groups of three, Zoom Breakout Rooms, or in the chat and whole group share their growth circles.</li> </ul>	<ul style="list-style-type: none"> <li>• Students share their growth circles with the whole class.</li> <li>• Bonus: Other caring adults (principal, counselors, nurses, etc) share their growth circles.</li> </ul>	<ul style="list-style-type: none"> <li>• As a whole class, students and teacher identify what their class goals are. What is in our “can do” circle and in our not yet circle?</li> <li>• As a class, students set goals for when they would like to achieve their “not yet” and when as a class they should check on them.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite students to share this activity with their family or other caring adults in their life.</li> <li>• Can students teach their community about “can do” and “not yet” circles and build stronger connections between home and school?</li> </ul>

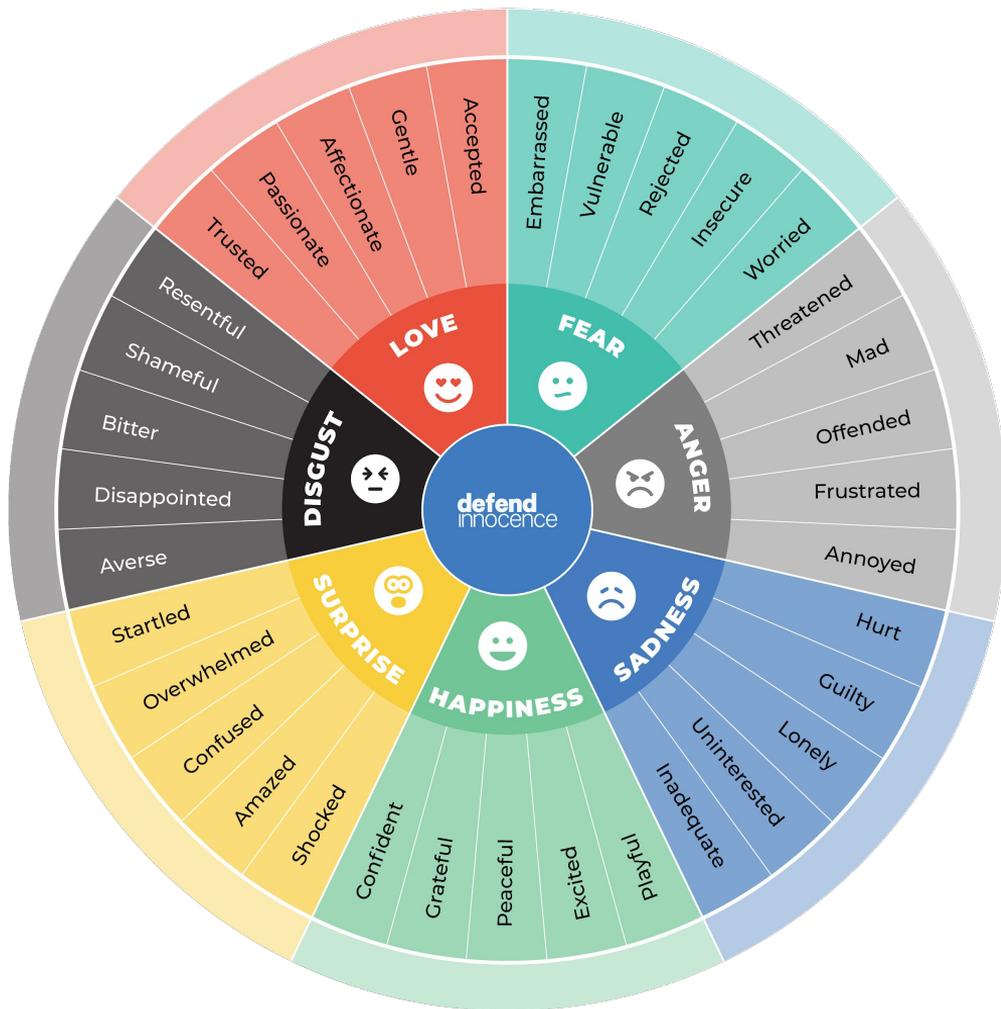
# Self-Management

Two Word Check-In:  
**What are you  
feeling?**



Alignment:

Self-Management



# Our Focuses

## Today's Focus

*What are effective practices that support adult social emotional learning and growth?*



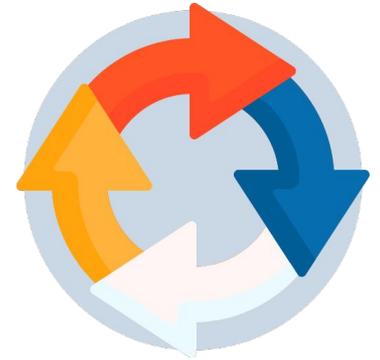
**Self  
Mindfulness**



**Students  
Growth  
Circles**



**System  
If / Then Plans**



**Beyond  
Continuous  
Learning**

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**We sometimes think that we have a buy-in issue with staff when we really have a staff readiness issue. We can start to model the work for them now and reiterate the WHY & HOW.**

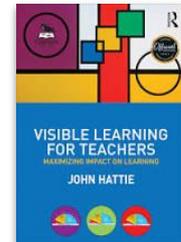
John Norlin, Co-Founder, CharacterStrong

# Top Influences

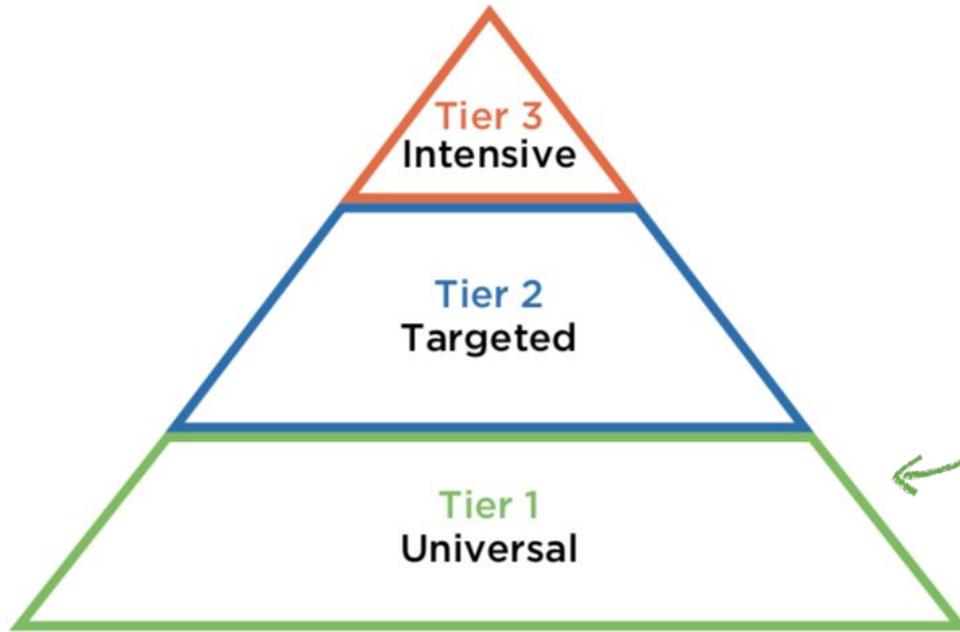
School-Related Factors		Effect Size
Collective Teacher Efficacy		1.39
Teacher-Student Relationships		0.52
Parental Involvement		0.45
School Climate		0.43
Principals/School Leaders		0.37
Teacher Professional Development		0.37
Home Visiting		0.29
Teacher Subject Matter Knowledge		0.23

## Key for rating

-  Potential to considerably accelerate student achievement
-  Potential to accelerate student achievement
-  Likely to have positive impact on student achievement



# Expanding Tier 1



Supports for every educator:

- Collective SEL focus schoolwide
- Aligned SEL strategies across grade levels or schoolwide
- Incorporate mindfulness into meetings
- Leverage support staff and those in counseling roles
- Identify self-care and mental health resources
- Plan for proactive self-care and normalize support



# Proactive Planning: Educator Tier 1

If and/or When...	Then...
I feel flooded and overwhelmed during the school day...	I text my team [Urgent: Need 10] and one person covers my class with a pre-identified list of appropriate learning videos
If I have to miss a meeting for family and health purposes...	I communicate to my team and they take notes at the meeting and email them to me and we check in the next morning at 8am to go over what I missed.
If I am thriving and operating at 115% percent...	I text my team [Offer: Need 10] in order to give my team space to ask for help.

- ★ Send this out as pre work as a Google Form for teammates to fill in anonymously
- ★ Include students in the process of co-creating their new learning space





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**If we're not in a mindset to learn, students aren't going to learn. As the adult leader, we need to be actively engaged. Model SEL and be present with students in the moment**

Fredricka Hunter, Counselor, Racine Unified School District

# Our Focuses

## Today's Focus

*What are effective practices that support adult social emotional learning and growth?*



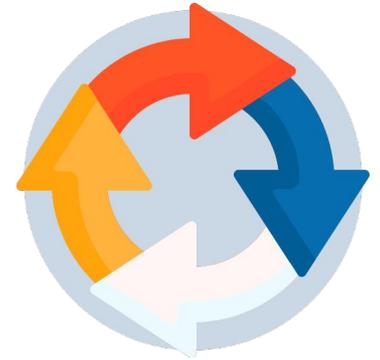
**Self  
Mindfulness**



**Students  
Growth  
Circles**



**System  
If / Then Plans**



**Beyond  
Continuous  
Learning**

# Book Club Pre-Reflection

*Ocean is indeed a proper name for someone whose views on life have such depth! Join us Friday 5/22 at 2pm EDT to discuss and reflect on this [On Being podcast episode](#), [these poems](#), or [this video](#) with Ocean Vuong, author of the poetry collection *Night Sky with Exit Wounds*, which won the T.S. Eliot Prize and the Whiting Award, and a novel, *On Earth We're Briefly Gorgeous*. He was a 2019 MacArthur Fellow whose writing has touched on intergenerational trauma and survival, war, and mixed race, Vietnamese, queer, Buddhist, and refugee identities and experiences.*

*Optional: Read about [intersectionality](#) by Kimberlé Crenshaw or listen to one of [Ocean's poems](#)!*



# Optional Book Club Prework

Notable Quotes	Crowdsourced Questions	Reflections
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>





# Book Club Agenda

- Opening
- Small group discussions
  - *Introduce yourself, your preferred pronouns, and two words to describe how you felt when engaging with Ocean's work*
- Closing and commitments

On Earth  
We're  
Briefly  
Gorgeous

*A Novel*

Ocean Vuong

## Community Norms

- Come as you are
- Practice active listening
- Embrace the power in the pause
- Leverage “I” statements
- Anything else?

# Questions to Start With...

- What were your takeaways or initial reactions to the podcast or Ocean's work?
- Was there a particular quote or moment that made you think differently about the Asian American and/or immigrant experience?
- Ocean reflects on the intersection of many identities: immigrant, male, Asian, Vietnamese, son, etc. What identities did you relate to? How do you understand the intersection of your identities?
- Ocean talks a lot about the intentionality of language and the language of violence. How does Ocean's reflection make you think about your use of language?
- Ocean talks about the concept of not being seen and fading away. This is a reality that resonates very keenly with the immigrant experience and truly for many communities of color as we look to "integrate" into dominant social structures.
- Ocean talks about how his family traditions shaped his life (showing love as opposed to expressing in words) and the symbolism of his mother "kneeling in front of white women" while working at the nail salon. What reactions, thoughts, emotions come up for you?

# Additional Book Club Options

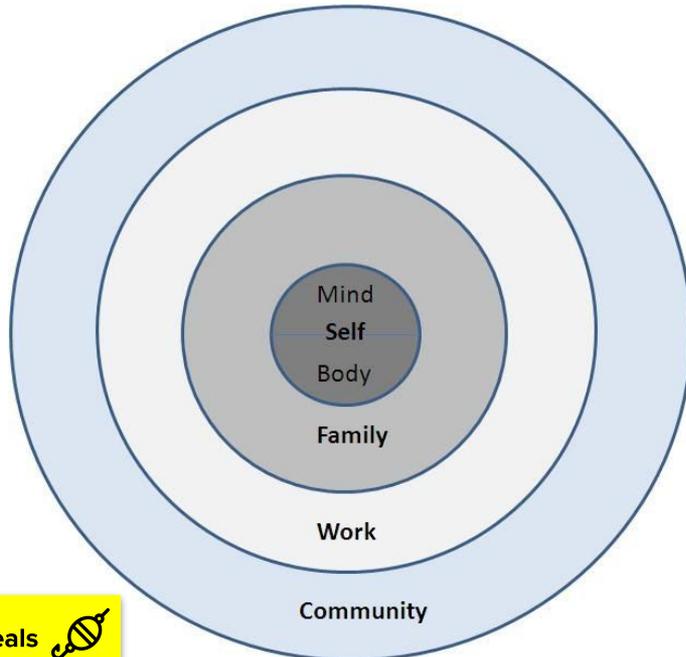
*[Suggestions] Additional authors and thought leaders to learn from who support self-reflection, deeper understanding of identity and privilege, and how to show up as our fullest selves of our community through the form of reading, listening or watching...*

- [Claudine Rankin](#)
- [Ibram K. Kendi](#)
- [Teju Cole](#)
- [Elena Aguilar](#)
- [Chris Emdin](#)
- [Yuri Kochiyama](#)
- [Oren Jay Sofer](#)
- [Paula Rothenberg](#)
- [Tim Wise](#)



# Shifting the Weather

*What are effective practices that support adult social emotional learning and growth?*



## Self...

- ❑ **Plan and practice [self-care](#)** and reflection in preparation for the school year

## Team & Students...

- ❑ **Incorporate [growth circles #self-efficacy](#)** into staff and student development

## School and Systems...

- ❑ **Listen** to the [back to school](#) needs of students, educators, and families
- ❑ **Embed** If/Then Planning into your team culture and structure



# Let's Connect in the Chat

*What are effective practices that support adult social emotional learning and growth?*

Use the chat to share:

What is one takeaway from today's conversation?

To: Everyone ▾

More ▾

Type message here...



# LACOE-PBIS SEL Webinar Series



*[July 15 | Adult SEL] What are effective practices that support adult social emotional learning and growth?*

*[July 22 | SEL & Data] Using SEL Data to Support Students in a Tiered Framework*

*[July 29 | Applying SEL ] Supporting SEL Learning in Your Context*

*[August 5 | SEL System Change ] Systems Support and Planning for SEL*

**gratitude | feedback**

**[pan-ed.com/lacoe\\_fb](https://pan-ed.com/lacoe_fb)**

# Additional Resources

- [Today's presentation](#)
- [Panorama's Playbook](#) *(Available to those who currently have a Panorama account)*
  - [Open source Playbook link](#) *(Note - you cannot save Playbook moves if you do not log into your Panorama account)*
- [Additional Panorama Virtual Sessions](#) *(More being added regularly!)*
- [Transforming Education: Growth Mindset Toolkit](#)
- [Transforming Education: Mindfulness Toolkit](#)
- [Breathe For Change](#) Resources for Student & Family Well-Being
- [SEL and Self-Care Resources for Educators, Schools, and Parents Related to COVID-19](#) *(Panorama blog post)*
- Calming music ([Youtube](#) or [Spotify](#) option)
- Workshop joyful music ([Spotify](#) option)



How might you leverage these resources  
in your community?

Join Us This **Thursday** (4pm ET)

# Adult SEL & Equity

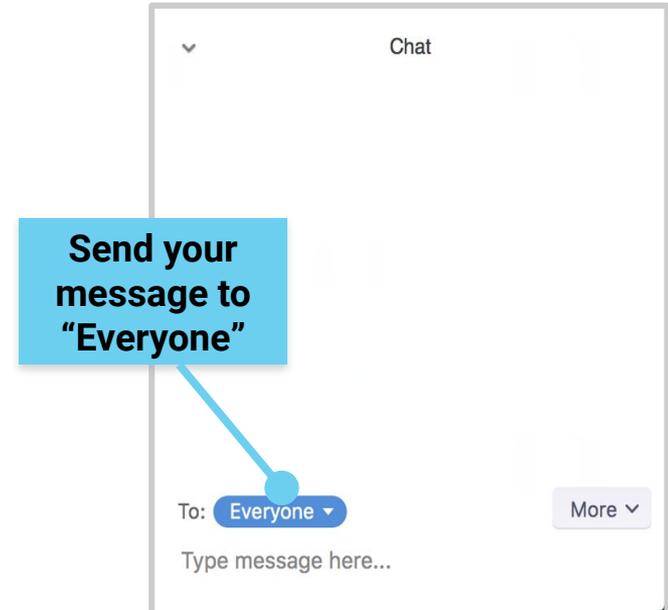
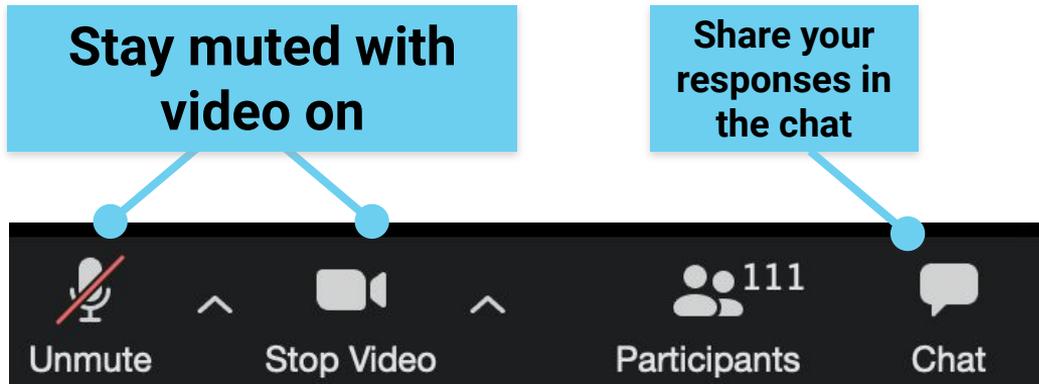
Expert Q&A and Virtual  
Workshop



Vist: [panoramaed.com/resilience-summer-series](https://panoramaed.com/resilience-summer-series) ✨

# Notes About This Zoom Meeting

- Your **command center** is how we interact as a virtual community. It is located at the top or bottom of your screen.
- Today **will be recorded**. All materials will be available to participants.
- **Tech tips:**



# Community Agreements

## Today...

- **Come as you are**
- **Everything is an invitation**
- **Speak your truth**  
*Ex: Use “I” statements*



# Today's Objectives

## Today's Objectives



### **CONNECT**

*SEL to existing  
district and school  
work*



### **Brainstorm**

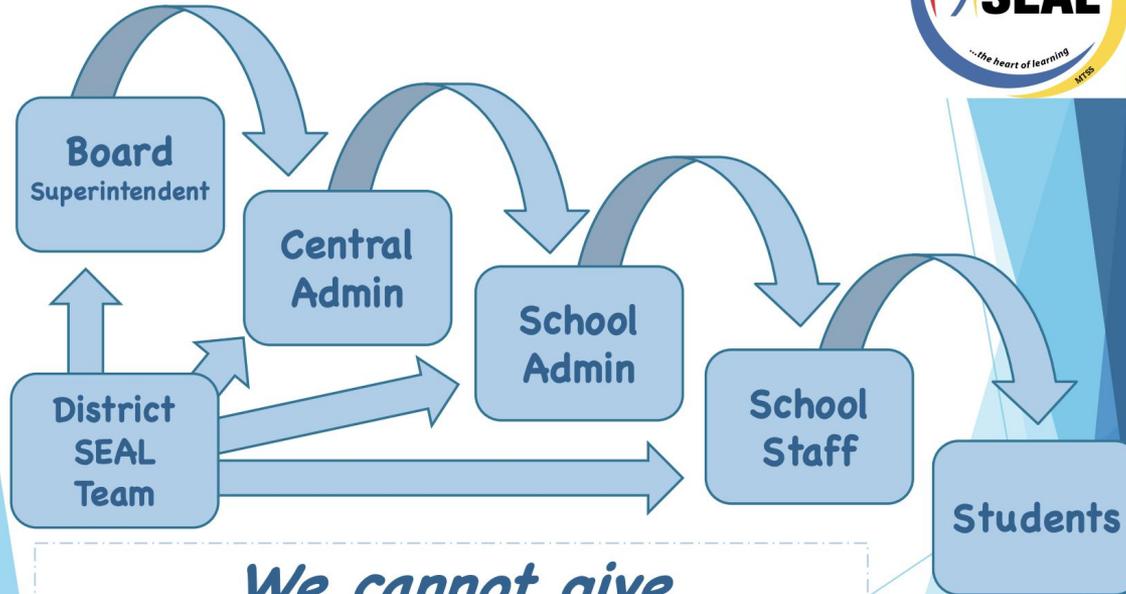
*crowdsourced  
tiered bright spots*



### **Seek Out**

*strategies and  
solutions to bring  
back to our teams*

## SEL is not just for our kids



*We cannot give  
what we do not have*

**Quick Refresh!**

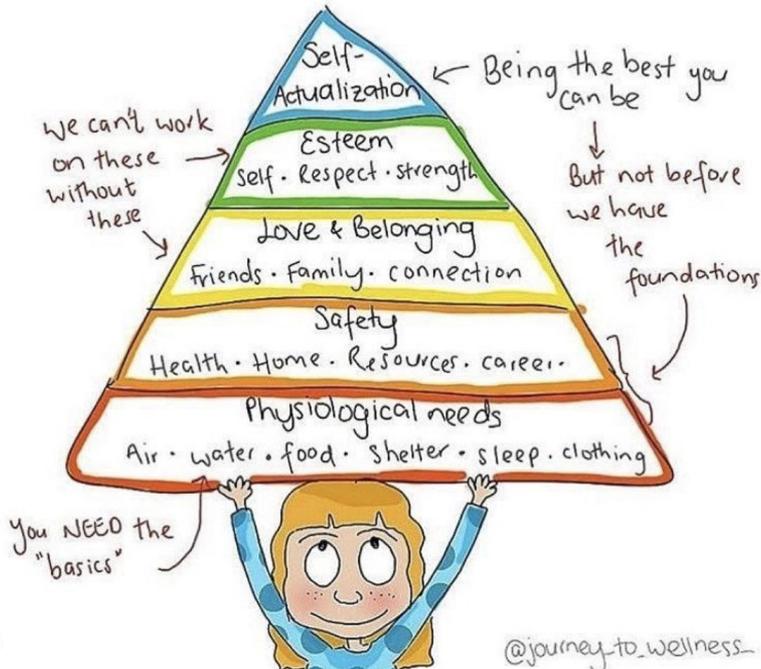


# Social-Emotional Learning is...

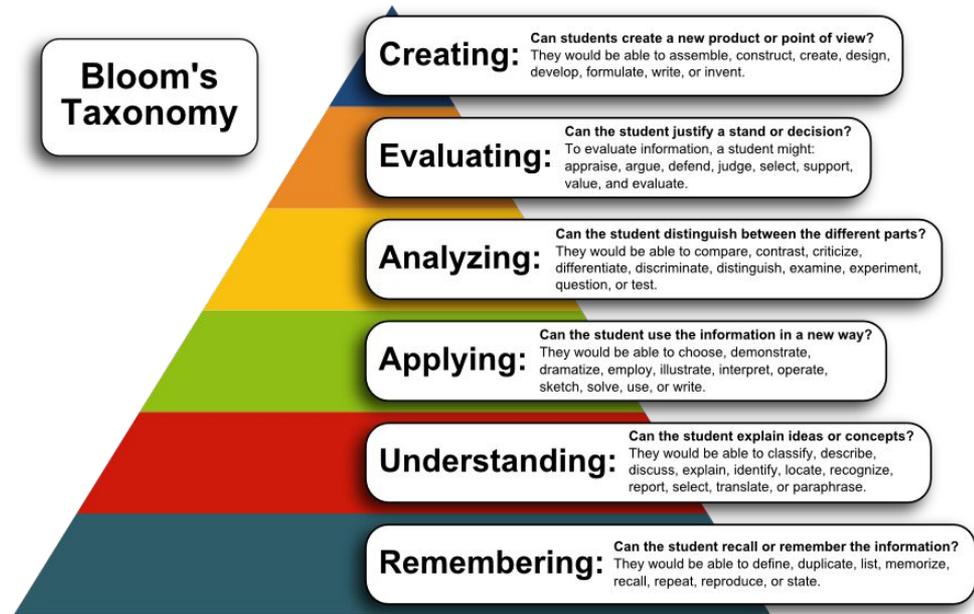
SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

# Connection Before Content

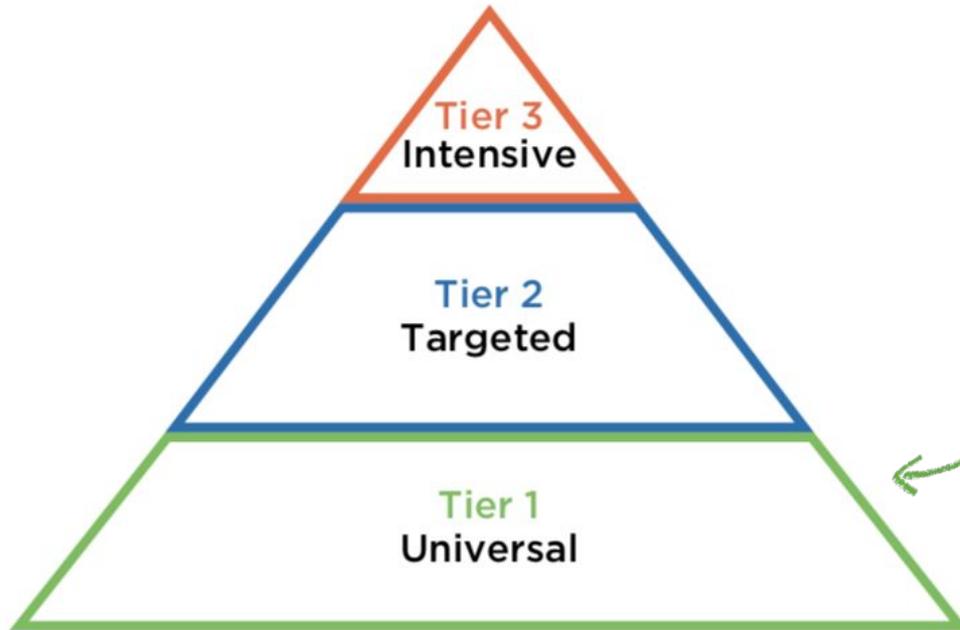
## MASLOW'S Hierarchy of Needs



## Bloom's Taxonomy



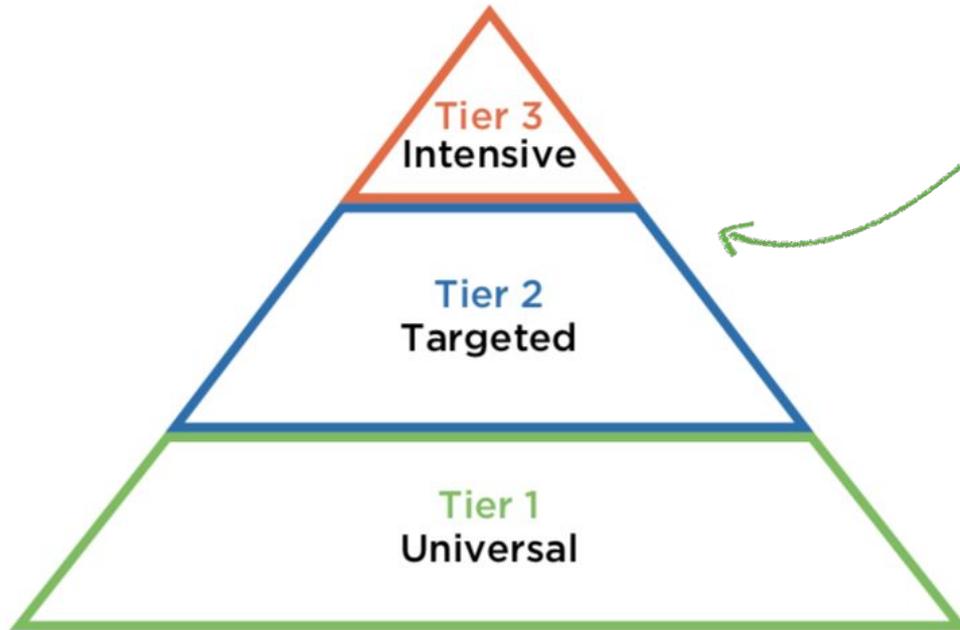
# Rethinking Tiered Supports



Supports for every educator:

- Incorporate mindfulness into meetings
- Plan for proactive self-care and normalize support

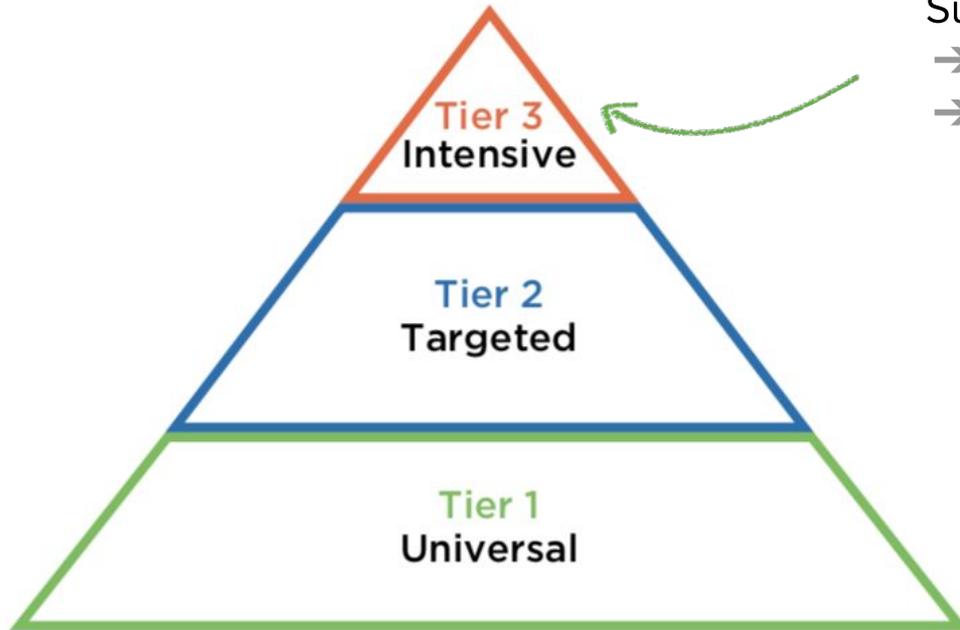
# Rethinking Tiered Supports



Supports for some educator:

- Leverage support staff and those in counseling roles (suggested by Racine Unified School District)
- Race-based affinity groups to process privilege and/or trauma

# Rethinking Tiered Supports



Supports for a few educator:

- LACOE-PBIS counseling supports
- Self-care Check-ins with Accountabuddies

15 minutes

# Brainstorming Bright Spots



## Bright Spot Protocol Example

### ☐ **What is working?**

- ☐ *Coaching conversations with educators are happening and we have normalized human check-ins where it is okay to not be okay*

### ☐ **Who is it working for?**

- ☐ *Educators who can be honest and vulnerable without someone trying to “solve their problem” #leaderswholisten*

### ☐ **Why is it working?**

- ☐ *It allows educators to show up as their authentic selves and we have seen them do this with their students and families as well*

# Brainstorming Bright Spots



padlet

Becky Barstein • 1m

## LACOE-PBIS Panorama Adult Tiered Supports Brainstorm

Made with a wish on a star

[Tier 1] Adult SEL Bright Spots and Suggestions	[Tier 2] Adult SEL Bright Spots and Suggestions	[Tier 3] Adult SEL Bright Spots and Suggestions
<p>Mindfulness at the start of all staff meetings and sharing the research behind why</p> <p>Both (virtual and in-person)</p> <p>0</p> <p>Add comment</p>	<p>Specific teachers observe other teachers who are effectively supporting students in virtual small groups</p> <p>Virtual</p> <p>0</p> <p>Add comment</p>	<p>Accounabuddy checkins and partners for teachers that opt into additional self-care supports</p> <p>Both</p> <p>0</p> <p>Add comment</p>

## Directions

- (1) Go to [pan-ed.com/lacoe-padlet](https://pan-ed.com/lacoe-padlet)
- (2) Share Tier 1, 2, or 3 adult SEL bright spots or suggestions
- (3) Label them virtual, in-person, or both

# Our Tiered Supports

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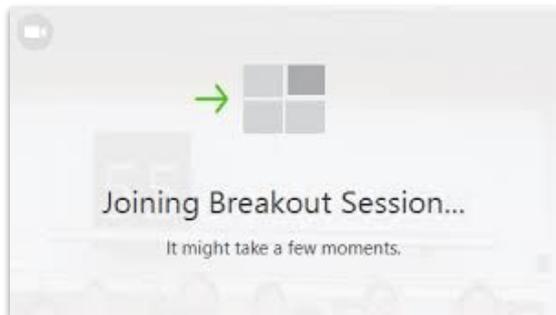
## My bright spot is...

*The person who most recently talked to a student goes first!*

- 1. Share your tiered bright spot example.**
- 2. Ask for your tiered support.**
- 3. Record ideas on the padlet.**
- 4. Invite a colleague to share next.**

*The person who most recently had a birthday shares at least one strategy from your breakout room.*

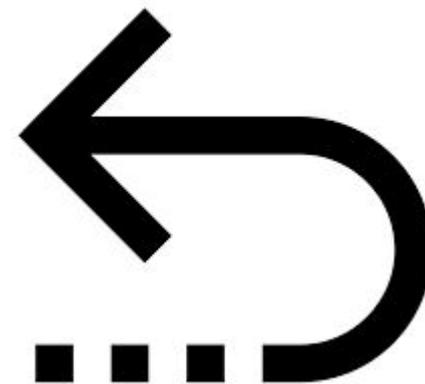
# Tech & Support



**Panorama starts Breakout rooms**  
*You click Join Breakout Room\**



**Panorama monitors the main room for help**  
*You share with your community*



**Panorama invites participants back**  
*You automatically join the main room*

# Bringing Back Solutions

## Today's Focus

How will we build **connectedness** for students, families, and educators in an ever-shifting virtual context?

**“The punchline is clear:  
people who make a **specific  
plan** for when and where  
they will perform a new habit  
are more likely to follow  
through.”**

Atomic Habits, James Clear

First pub. in: *The American Psychologist* 54 (1999), 7, pp. 493-503

### Implementation Intentions

#### *Strong Effects of Simple Plans*

Peter M. Gollwitzer  
Universität Konstanz

*When people encounter problems in translating their goals into action (e.g., failing to get started, becoming distracted, or falling into bad habits), they may strategically call on automatic processes in an attempt to secure goal attainment. This can be achieved by plans in the form of implementation intentions that link anticipated critical situations to goal-directed responses (“Whenever situation x arises, I will initiate the goal-directed response y!”). Implementation intentions delegate the control of goal-directed responses to anticipated situational cues, which (when actually encountered) elicit these responses automatically. A program of research demonstrates that implementation intentions further the attainment of goals, and it reveals the underlying processes.*

Good resolutions are useless attempts to interfere with scientific laws. Their origin is pure vanity. Their result is absolutely nil.

—Oscar Wilde, *The Picture of Dorian Gray*

suggesting that good intentions are an effective self-regulatory tool is also unwarranted. What is needed is a theoretical and empirical analysis of how people's good intentions can be made more effective. Once this is known, forming good intentions and effective ways to implement them can be suggested to people who are motivated to change their behavior.

How good intentions can be implemented effectively has been analyzed in recent research on goal striving (for a review, see Gollwitzer & Moskowitz, 1996). Forming good intentions or setting goals is understood as committing oneself to reaching desired outcomes or to performing desired behaviors. For various reasons, people may often refrain from such binding goal commitments (e.g., Oettingen, in press), but even if people make goal commitments, the distance between goal setting and goal attainment is often long (Gollwitzer, 1990). Successful goal attainment requires that problems associated with goal attainment are



# Let's Connect in the Chat

*What are effective practices that support adult social emotional learning and growth?*

Use the chat to share:

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To: Everyone ▾

More ▾

Type message here...



**gratitude | feedback**

**[pan-ed.com/lacoe\\_fb](https://pan-ed.com/lacoe_fb)**