

## 4.6.3a

# Scenario Handout

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**Scenario:**

You run homework time at your agency. You have enlisted the support of a teen to help you run homework time. One of the youth is a 7-year old boy. He was very happy and engaged during snack time. In fact, he helped to hand out snack and clean up after snack. Now, he is refusing to sit down. He is up and running around the room. You notice a pattern here—he has not completed his homework. Using ORID, come up with a hypothesis of what you think is going on with him and decide what you will do to address his behavior.

**Directions:**

Take a moment to jot down youth emotions or behaviors that cause a negative reaction in you, reflecting on:

- What actually happens to you? What physical reactions occur?

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- What is the chain of thoughts, emotions and behaviors that follow?

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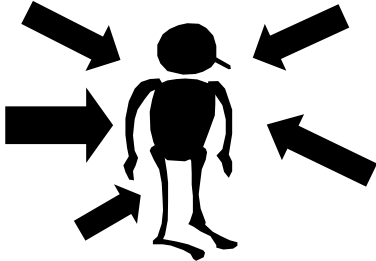
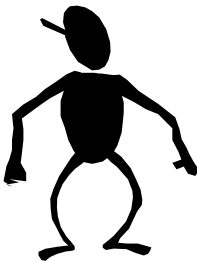
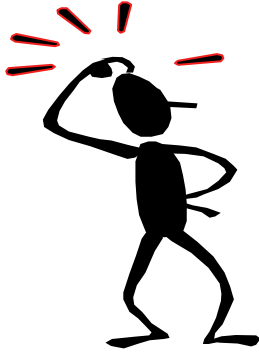
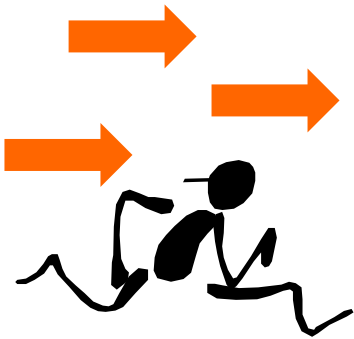
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## 4.6.3b

# Practicing ORID Handout

	<p><b>The Objective Level of Thinking</b></p> <ul style="list-style-type: none"> <li>• External</li> <li>• Sensory (see, hear, smell, taste, texture)</li> <li>• Directly observable</li> <li>• Facts and data</li> </ul>
	<p><b>The Reflective Level of Thinking</b></p> <ul style="list-style-type: none"> <li>• Internal</li> <li>• Immediate response or reaction</li> <li>• Feelings and intuition</li> <li>• Memory or associations</li> </ul>
	<p><b>The Interpretive Level of Thinking</b></p> <ul style="list-style-type: none"> <li>• Implications</li> <li>• Meaning</li> <li>• Significance</li> <li>• Value</li> <li>• Story</li> <li>• “Why?”</li> </ul>
	<p><b>The Decisional Level of Thinking</b></p> <ul style="list-style-type: none"> <li>• Future Resolve:             <ul style="list-style-type: none"> <li>- Next steps</li> <li>- Who will do it</li> <li>- Product produced</li> <li>- Aims accomplished</li> <li>- Application</li> </ul> </li> <li>• Closure</li> </ul>

## 4.6.3c

# Expanded Learning 360°/365 Foundational Skill Area and Resource List

<b>Expanded Learning 360°/365 Foundational Skill Area: WE ARE – intrapersonal skills</b>	
<b>“Skills for Success” and What Young People Might Say</b>	<b>Program Activities and Strategies</b>
<p><i>Self-awareness – young people are able to recognize and understand their own personal identity and feelings.</i></p> <p><i>“I know how I am feeling.”</i> <i>“I know who I am.”</i></p>	<p>Program Activities:</p> <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Talking Circle</li> <li>• Related Skill Development Curriculum</li> </ul> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Teach emotional management tools to children and youth, such as counting down from 10, taking deep breaths, using non-verbal signals to communicate emotions to staff, etc.</li> <li>• Communicate high expectations while providing learning supports.</li> <li>• Set clear expectations and systems for supporting children and youth to meet those expectations.</li> <li>• Provide significant levels of monitoring and support.</li> <li>• Creating safe and orderly environments that encourage and reinforce positive behavior.</li> <li>• Provide variety and choice in activities to ensure projects are relevant and engaging.</li> </ul>
<p><i>Self-management – young people regulate and monitor their own behaviors, feelings, and impulses in order to make responsible decisions, maintain focus, and achieve goals.</i></p> <p><i>“I choose how I react to things.”</i> <i>“I can control my own behavior.”</i> <i>“I can stay focused.”</i></p>	<p>Program Activities:</p> <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Talking Circle</li> <li>• Related Skill Development Curriculum</li> </ul> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Incorporate activities that help children and youth reflect on their identities and emotions.</li> <li>• Provide timely, on-going feedback through formal and informal assessments.</li> <li>• Encourage children and youth to talk about their thinking processes when planning out a task.</li> <li>• Provide paired problem-solving opportunities to help children and youth reflect on their own thinking processes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourage children and youth to visualize homework completion to think about what might be challenging.</li> </ul>
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These resources were found through a google search and previous knowledge. Rather than provide an exhaustive list, we have provided a few resources for you to explore.

**Online Resources:**

- Act for Youth: [www.actforyouth.net/](http://www.actforyouth.net/)
- InnerExplorer: [beta.innerexplorer.org](http://beta.innerexplorer.org)
- ReachOut Professionals: [au.professionals.reachout.com/developing-a-self-care-plan](http://au.professionals.reachout.com/developing-a-self-care-plan)
- California After School Resource Center – A resource lending library: [www.californiaafterschool.org/index](http://www.californiaafterschool.org/index)
- Preparing Youth to Thrive: [www.selpractices.org](http://www.selpractices.org)
- Collaborative for Academic Social Emotional Learning: [www.casel.org/](http://www.casel.org/)
- Mindset Works: [www.mindsetworks.org](http://www.mindsetworks.org)
- PERTS: [www.perts.net](http://www.perts.net)
- Google Mindset Chart images!
- Expanded Learning 360/365: [www.expandedlearning360-365.com](http://www.expandedlearning360-365.com)
- Character.org
- Beyond the Bell at American Institutes for Research: [www.air.org/resource/beyond-bell-turning-research-action-afterschool-and-expanded-learning](http://www.air.org/resource/beyond-bell-turning-research-action-afterschool-and-expanded-learning)

**Books & Articles:**

- Mindset, by Carol Dweck
- Outliers, by Malcolm Gladwell
- The Talent Code, by Daniel Coyle
- Talent is Overrated, by Geoff Colvin
- Mindsets and Equitable Education, by Carol Dweck
- Mindsets and Student Agency, by Eduardo Briceño

**Curricular Resources:**

- PDF outlining several curricula: <http://k12engagement.unl.edu/>
- Mindfulness in Afterschool: [www.temescalassociates.com](http://www.temescalassociates.com)



# Social-Emotional Learning in Expanded Learning Programs

## What is social-emotional learning?

Social-emotional learning (SEL) is the process through which people learn to manage their emotions, interact with others, and achieve goals.<sup>1</sup> Your expanded learning program's expertise in SEL can support these outcomes:<sup>2</sup>



**WE ARE**

### **Self-awareness**

Young people are able to recognize and understand their own personal identity and feelings.

### **Self-management**

Young people regulate and monitor their own behaviors, feelings, and impulses in order to make responsible decisions, maintain focus, and achieve goals.



**WE BELONG**

### **Social awareness**

Young people have the capacity for empathy, are able to consider and appreciate the diverse feelings, perspectives, and personal contexts of others.

### **Interpersonal skills**

Young people use effective communication and collaboration skills to establish and maintain positive and productive relationships.



**WE CAN**

### **Self-efficacy**

Young people believe in their own capabilities and their ability to learn, achieve goals, and succeed.

### **Growth mindset**

Young people believe that they can, through their own efforts, grow in their intelligence and abilities.

## Why is social-emotional learning important?

SEL is essential to success in school, work, and life.

### SEL skills support student learning.



Common Core State Standards



Student achievement



College & career readiness

### SEL skills prepare students to be successful adults.



Healthy relationships



Productive careers



Socially conscious, engaged citizens

1. Adapted from the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s definition.  
2. See *Student Success Comes Full Circle*, Expanded Learning 360°/365, 2015 for more information.



# Social-Emotional Learning in Expanded Learning Programs

**High-quality expanded learning environments  
and practices promote social-emotional learning.**

SEL is a foundational component of all youth development programs. In fact, **6** of the *Quality Standards for Expanded Learning in California* directly promote **3** core areas of SEL.

# 6

Quality  
Standards



Safe & supportive  
environment



Active &  
engaged learning



Skill building



Youth voice  
& leadership



Diversity, access,  
& equity



Healthy choices  
& behaviors

# 3

SEL  
Areas

I know how I  
am feeling

I can control  
my own  
behavior



**WE ARE**

Self-awareness  
Self-management

I care about  
other people's  
feelings

I work well  
with others



**WE BELONG**

Social awareness  
Interpersonal skills

I can  
overcome  
challenges

The harder I  
try, the better  
I'll get

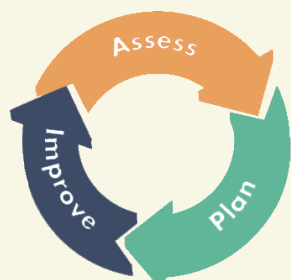


**WE CAN**

Self-efficacy  
Growth mindset

**Research is clear: only high-quality  
programs can support SEL outcomes.<sup>3</sup>**

To ensure quality,  
use the cycle  
of continuous  
improvement.



**When schools and programs  
work together, kids benefit.**

To work as authentic partners, schools and programs should:

- Commit to a shared vision of student success
- Use a common vocabulary for SEL skills
- Build on existing programs & services
- Share and implement consistent learning strategies
- Recognize and honor learning in and out of the classroom
- Talk about, and act upon, ideas for collaboration

3. Durlak, J.A., Weissberg, R.P., & Pachan, M. (2010). *A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents.* American Journal of Community Psychology, 45, 294-309.

4. Several icons made by Freepik from www.flaticon.com.