

SEL and Music Education

Social Emotional Learning: Why it is important for music educators and how City Strings United (Roxbury, MA) is making an effort to place SEL at the forefront of their work with youth.

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What Do We Know About SEL?

The American Psychological Association (APA) has outlined a top 20 list of the most important principles from psychology to enhance pre-k to 12 teaching and learning.

Of those top 20, principles 13, 14 and 15 pertain to SEL.

Principle 13: Learning is situated within **multiple contexts**.

Principle 14: Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students.

Principle 15: Emotional well-being influences educational performance, learning and development.



Principle 13: Learning is situated within **multiple social contexts.**

- family
- peer groups,
- neighborhoods,
- culture,
- beliefs, etc.

...have an influence on learners, and therefore having knowledge and appreciation of these contexts can influence the success of instruction and communications.



Principle 14: Interpersonal relationships...critical to both the teaching-learning process and the social-emotional development

***Classrooms can provide a “critical context” for the cultivation of social skills**

***Students’ ability to communicate thoughts and feelings through verbal and nonverbal behavior is key.**



Principle 15: Emotional well-being influences educational performance, learning and development.

*everyday functioning in the classroom

*academic performance and learning


*interpersonal relationships

*social development


*overall mental health



Tips for Teachers from APA:

- ❖ **Establish connections with families** and seek opportunities to participate in local communities.
 - ❖ Enable a **classroom culture that benefits all students**.
 - ❖ Provide **clear behavioral expectations** related to social interactions.
 - ❖ Engage in **give-and-take with students** during discussions.
 - ❖ **Encourage students to seek clarification** from others
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Tips for Teachers from APA, continued:

- ❖ Promote **attention to nonverbal** cues.
 - ❖ Provide **opportunities for students to practice communication** in both academic and social contexts.
 - ❖ **Model effective** verbal and nonverbal **communication**.
 - ❖ Use **emotional vocabulary**.
 - ❖ **Model appropriate emotional expression** and reactions.
 - ❖ **Teach emotion regulation strategies** such as deep breathing.
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The Future of Children (Princeton-Brookings)

“Evidence is growing that **disparities in social and emotional skills are just as important as academic disparities.**”

-Volume 27 Number 1 Spring 2017



Two SEL Models:

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

And

Framework developed by Stephanie Jones, the Marie and Max Kargman
Associate Professor in Human Development and Urban Education at Harvard
Graduate School of Education



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

*Organizes SEL skills into 5 competencies:

~**self-awareness**

~**self-management**

~**social awareness**

~**relationship skills**

~**responsible decision-making**



Self-Awareness

Ability to identify personal:

→ **emotions**

→ **thoughts**

→ **values**

→ **AND understand how they influence behavior...**



Self-Management

Ability to regulate in various situations:

→ **emotions**

→ **thoughts**

→ **behaviors**

→ **AND set and work towards goals**



Social Awareness

The ability to:

- **take the perspective** of others
- **empathize** with others
- **understand** social and ethical **norms** for behavior



Relationship Skills

The ability to:

- **communicate clearly**
- **listen well**
- **cooperate** with others
- **resist inappropriate social pressure**
- **negotiate conflict** constructively
- **seek and offer help** when needed



Responsible Decision-Making

Ability to make **constructive choices** about:

- **personal behavior**
- **social interactions**
- AND base these choices on **ethical standards, safety concerns, and social norms**



SEL Framework by Professor Stephanie Jones

*Organizes SEL competencies into 3 types:

- 1) **cognitive regulation**
- 2) **emotional processes**
- 3) **social and interpersonal skills**



Cognitive Regulation

Ability to:

- **focus** attention
- **plan**
- **solve** problems
- **coordinate** behavior
- make **choices among competing alternatives**
- **override a response** in favor of a more appropriate one



Emotional Processes

The ability (on a personal level) to:

- **recognize** emotions
- **express** emotions
- **regulate** emotions

AND **understand the emotions of others**



Social and Interpersonal Skills


The ability to:

- accurately **interpret** other people's behavior
- effectively **navigate** social situations
- **interact positively** with peers and adults



What about SEL and Music Education??

In a brief article from The National Association for Music Education website, Wendy Hart Higdon highlights 6 ways SEL might be intentionally included in the music classroom:

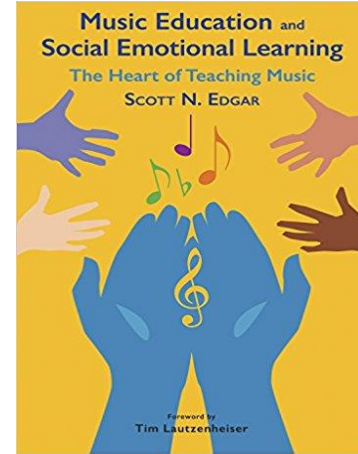
- Helping students to understand and **manage stage fright**
 - Teaching our students **ways to cope with feelings of disappointment** when a performance doesn't live up to expectations
 - **Guiding students toward behavior that is gracious and humble** after a successful audition especially when peers may be feeling disappointed about their own results
 - **Using the music that we perform as a vehicle to celebrate diversity**, learn about other cultures and be accepting of those who may be different from us
 - **Getting to know our students on a more personal level so that they feel connected, supported and valued**
 - **Working with students to develop leadership skills** that they can then practice as part of your ensemble
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Music Educators: Check This Out!

**“Music educators are in a prime position to help students become socially and emotionally competent while at the same time develop excellent musicianship...
...teachers need to be aware of the whole student.**

How do music educators create success when students every day struggle with social awareness, bullying, communication, problem solving, and other challenges?

This pioneering book by Scott Edgar addresses how music educators can utilize Social Emotional Learning (SEL) to maximize learning in the choral, instrumental, and general music classroom at all levels, and at the same time support a student’s social and emotional growth.” (GIA Publications, Inc.)




What is City Strings United (CSU)?

- ❑ youth development nonprofit “***Transforming Young Lives Through Stringed Instruments.***”
- ❑ out-of-school program which meets on Saturdays
- ❑ Free cello lessons, instrument rentals and snacks are provided in a community environment.
- ❑ Parents and caretakers are welcome to participate, which makes for a welcoming, family-oriented experience.




How does City Strings United (CSU) apply SEL?

Principle 13 (multiple social contexts):

- **Connect** with families in the classroom.
 - Show genuine interest in **learning about students' other important endeavors**, outside of class time, and make themselves available to attend or participate
 - Send a letter to students' school teachers, **inviting opportunities** to perform for their peers
 - **Visit students' homes** for individual instruction in their **familiar environment**
 - Organize special public performances in **community venues**
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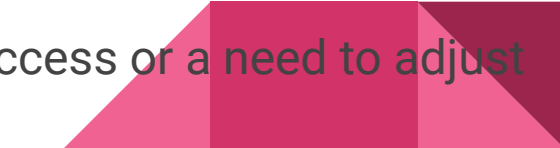
How does CSU apply SEL?

Principle 14 (interpersonal skills):

- **Hold interactive discussions**
 - **Problem solve, collectively**
 - **Interact with students**, inviting them to **give teachers feedback** on the class experience and their suggestions for program improvement
 - **Activities** fostering “growth mindset,” as developed by Dr. Carol Dweck
 - Use of “**centers**” as a way to **engage with peers**, working towards a common goal
 - Share activities pairing **music with emotions**
 - Provide a **multi-generational learning environment** (student teachers, college interns, parents, church members, and retired professionals)
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How does City Strings United (CSU) apply SEL?

Principle 15 (emotional well-being):

- Approach students with an **awareness** that students are contending with a **variety of challenges, even before they enter the classroom**
 - **Adjust our tone** of speech **according to the visual cues** we receive from students. For example, if a student looks burdened, we are especially encouraging during instruction and correction. This student might be asked to **mentor** a younger one, to experience an uplifting realization when seeing he or she is looked up to by a younger child.
 - **Monitor these cues** during activities to determine success or a need to adjust activity.
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What we've noticed:

Instructors have seen the following results after applying these techniques:

- **Quicker response time** from students
 - **More engagement from parents** (they videotape their child and share, share anecdotal examples of how their child is improving in various ways as a result of our program)
 - Students maintain a **child-like joy**, even while applying effort to being a musician, rather than displaying disengagement during class.
 - Parents report noticeable **increase in confidence** and improvement in students' **relationship skills**.
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Activities to Try!


- Students listen to and play music that expresses different emotions.
- Interactive discussions incorporated during class referencing the wide range of emotions students and teachers experience, and constructive avenues for managing
- SEL/Music Practice Journal (p. 99)
- Breathing Exercises for Relaxation, Mindfulness, and Focusing (p.101)
- Identifying Emotions in Music..."Musical analysis paired with emotional vocabulary is a powerful tool. Deep listening linked to emotional identification is critical." Possibly use emojis to start the conversation. (p. 102)

More Activities to Try!


- Individual Contribution Goal-Sharing/Progress Chart with Strengths and Needs...i.e. “exit slips” (p.104)
- We Sound Like That? I Was Nervous!...Preparation Anxiety Scale (p. 108)
- Who’s Leading, Who’s Following (p.129)
- We Are Family (p. 131)
- You Sound...(p. 139)
- At Your Service (p. 140)
- Selflessies (p.142)
- So, What’s The Problem? (p. 150)
- Brainstorm: Don’t Judge Me...Problem-Solving Chart (p. 152)

Possible Goal: Developing an Expanded Emotional Vocabulary

Afraid, angry, anxious, ashamed, baffled, cautious, challenged, confident, confused, disappointed, disgusted, distracted, ecstatic, elated, embarrassed, empty, enraged, exhausted, frustrated, guilty, helpless, hopeful, hopeless, inadequate, jealous, lonely, nervous, overwhelmed, proud, shocked, shy, smug, surprised, worried, etc.



Next Steps:

- Order copies of Music Education and SEL for all teachers
 - Read and reflect on various sections of the book (with teachers from Berklee)
 - Clarify SEL goals for CSU (2018-2019)
 - Design lessons/activities that intentionally and specifically address SEL goals
 - Contact Stephanie Jones at HGSE for guidance
 - Inform CSU families of our intentional focus on Social Emotional Learning for the 2018-2019 season
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Internet Resources

https://www.amazon.com/Music-Education-Social-Emotional-Learning/dp/1622772334/ref=sr_1_1?ie=UTF8&qid=1522705763&sr=8-1&keywords=music+education+and+social+emotional+learning

<https://futureofchildren.princeton.edu/news/social-and-emotional-learning>

<http://www.wallacefoundation.org/knowledge-center/pages/navigating-social-and-emotional-learning-from-the-inside-out.aspx>



Internet Resources

<https://www.gse.harvard.edu/news/18/02/new-approach-social-emotional-learning-look-kernels>

<https://easel.gse.harvard.edu/>

<https://bpssewell.weebly.com/>

<http://www.apa.org/ed/schools/teaching-learning/social-emotional-learning.aspx>

