



# Social Emotional Learning (SEL) and Music Education

Presented by  
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# Social Emotional Learning and Music Education

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## ELEMENTS:

Self-awareness  
Social awareness  
Responsible decision-making  
Self-management  
Relationship management



## STRATEGIES:

Care  
Make time for them  
Observe/be aware  
Location  
Direct them to a resource-the line  
Listen  
Humor  
The human factor  
Model  
Trust  
Be flexible but firm



## MUSIC AND SEL:

Music as an emotional stimulus  
Music as an aesthetic experience  
Music for relaxation and imagery  
Music making as a form of self-expression  
Music making as a form of group experience

**It simply makes sense that if we are to expect children to be knowledgeable, responsible, and caring, and to be so despite significant obstacles, we must teach social and emotional skills, attitudes, and values with the same structure and attention that we devote to traditional subjects.**

**(Elias, et al., 1997, p. 9)**

# SEL GOAL 1:

# SELF

**Goal:**

Develop self-awareness and self-management skills to achieve school and life success.

**Learning Standards:**

- \*Identify and manage one's emotions and behavior.
- \*Recognize personal qualities and external supports.
- \*Demonstrate skills related to achieving personal and academic goals.

**Student Skill Set:**

- \*Identify and recognize emotions
- \*Achieve accurate self-perception
- \*Self-monitor
- \*Persist
- \*Cope
- \*Accept responsibility
- \*Self-accept
- \*Recognize strengths, needs, and values
- \*Have self-efficacy
- \*Manage impulse control
- \*Manage stress
- \*Self-motivate
- \*Have discipline
- \*Learn how to set goals
- \*Develop organizational skills
- \*De-escalate emotions

# SEL GOAL 2: OTHERS

**Goal:**

Use social awareness and interpersonal skills to establish and maintain positive relationships.

**Learning Standards:**

- \*Recognize the feelings and perspectives of others.
- \*Recognize individual and group similarities and differences.
- \*Use communication and social skills to interact effectively with others.
- \*Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

**Student Skill Set:**

- \*Recognize diverse thoughts, feelings, and perspectives
- \*Cooperate
- \*Communicate respectfully
- \*Resolve conflict respectfully
- \*Learn to have perspective on a situation
- \*Be empathic
- \*Appreciate diversity
- \*Respect others
- \*Relate effectively to other people
- \*Foster social engagement
- \*Build relationships
- \*Negotiate refusal
- \*Manage conflict
- \*Seek and provide help
- \*Have awareness of social norms and values
- \*Respect human dignity
- \*Have concern and compassion for others
- \*Develop motivation to solve interpersonal problems
- \*Develop motivation to contribute
- \*Develop multicultural awareness
- \*Make friends
- \*Relate to family

# SEL GOAL 3:

# DECISIONS

**Goal:**

Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

**Learning Standards:**

- \*Consider ethical, safety, and societal factors in making decisions.
- \*Apply decision-making skills to deal responsibly with daily academic and social situations.
- \*Contribute to the well-being of one's school and community.

**Student Skill Set:**

- \*Promote one's own health
- \*Avoid risky behaviors
- \*Deal honestly and fairly with others
- \*Contribute to the good of one's classroom, school, family, community, and environment
- \*Generate alternative solutions
- \*Anticipate the consequences
- \*Evaluate and learn from one's decision-making
- \*Identify problems
- \*Analyze situations
- \*Solve problems
- \*Evaluate and reflect
- \*Take personal, moral, and ethical responsibility
- \*Plan realistic and adaptive response strategies
- \*Think of alternative solution

# Illinois

# Social Emotional Learning

# Standards-Goal 1

([http://www.isbe.net/ils/social\\_emotional/stage\\_G/descriptor.htm](http://www.isbe.net/ils/social_emotional/stage_G/descriptor.htm))

*Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.*

**1A — Identify and manage one's emotions and behavior.**

- Recognize emotions as indicators of situations in need of attention.
- Distinguish how you really feel from how others expect you to feel.
- Distinguish between different emotions (e.g. fear and anger, shame and sadness).
- Analyze emotional states that contribute to or detract from your ability to solve problems.
- Analyze the effect of self-talk on emotions.
- Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress.
- Demonstrate an ability to process emotions to facilitate problem-solving (e.g., overcome negativity, and develop a positive attitude).

**1B — Recognize personal qualities and external supports.**

- Identify extra-curricular activities available to students.
- Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior).
- Identify school support personnel and investigate how they assist students.
- Identify organizations in your community that provide opportunities to develop your interests or talents.
- Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork).
- Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate, etc.).

**1C — Demonstrate skills related to achieving personal and academic goals.**

- Identify resources to help progress towards a goal (e.g., research materials).
- Analyze how barriers and supports influenced the completion of action steps toward achieving a goal.
- Analyze how you might have made better use of supports and overcome obstacles in working on a recent goal.
- Distinguish between a short and long-term goal.
- Apply goal-setting skills to develop academic success.
- Set a positive social interaction goal.

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# Social Emotional Learning

## Standards-Goal 2

([http://www.isbe.net/ils/social\\_emotional/stage\\_G/descriptor.htm](http://www.isbe.net/ils/social_emotional/stage_G/descriptor.htm))

**Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.**

**2A — Recognize the feelings and perspectives of others.**

- Identify the feelings and perspective of others during group discussions.
- Recall a situation where your behavior impacted the feelings of others either positively or negatively.
- Describe how classmates who are the subject of rumors or bullying might feel.
- Distinguish between bullying and non-bullying situations.
- Role-play the perspectives of various characters in scenarios provided.
- Paraphrase the conflicting perspectives of parties to a conflict.

**2B — Recognize individual and group similarities and differences.**

- Investigate the traditions of others (e.g. memorize phrases from other languages, familiarize yourself with the music or cuisine of other cultures).
- Identify negative depictions of differences among people (e.g., gender or sexual orientation stereotyping, discrimination against socio-economic or culture minorities, prejudices based on misinformation) in readings completed for coursework.
- Explain how a lack of understanding of social and cultural differences can contribute to intolerance.
- Evaluate ways of overcoming a lack of understanding of those who are different.
- Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal).
- Listen respectfully to opposing points of views on controversial issues.

**2C — Use communication and social skills to interact effectively with others.**

- Role-play how to report bullying behavior.
- Participate in setting and enforcing class rules.
- Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness).
- Recognize the importance of setting limits for yourself and others.
- Demonstrate an ability both to assume leadership and be a team player in achieving group goals.
- Learn to maintain an objective, non-judgmental tone during disagreements.

**2D — Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.**

- Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence).
- List characteristics of friends who are a healthy or unhealthy influence.
- Identify strategies for avoiding, sidestepping, and reducing violence.
- Brainstorm destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behavior, etc.).
- Analyze the causes of a physical or verbal fight that you observed and prevention strategies.
- Practice negotiation skills in pairs, taking the perspective of both parties into account.

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# Social Emotional Learning

# Standards-Goal 3

([http://www.isbe.net/ils/social\\_emotional/stage\\_G/descriptor.htm](http://www.isbe.net/ils/social_emotional/stage_G/descriptor.htm))

***Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.***

**3A — Consider ethical, safety, and societal factors in making decisions.**

- Identify safe alternatives to risky behaviors (e.g., riding in a car with a drunk driver, riding a skate board in a dangerous place, resisting smoking or drugs).
- Describe common socially accepted behavior in a variety of situations (e.g. attending a football game or concert joining a new group, going to a job interview, participating in class, etc.).
- Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation.
- Assess one's own risk for various types of injury.
- Make journal entries on how your actions have affected others.
- Judge the seriousness of unethical behaviors (e.g., cheating, lying, stealing, plagiarism, etc.).

**3B — Apply decision-making skills to deal responsibly with daily academic and social situations.**

- List qualities that contribute to friendships.
- Describe the effects of procrastination and disorganization on academic outcomes.
- Analyze how decision-making skills improve your study habits.
- Analyze each step of a decision-making process used in responding to problem scenarios.
- Reflect in your journal on the consequences of your recent risk-taking behavior.
- Use a decision log for 24 hours to identify influences on your health decisions.
- Demonstrate refusal skills.

**3C — Contribute to the well-being of one's school and community.**

- Identify sources of information about your community.
- Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy).
- Analyze what you learned about yourself and the community from involvement in a community improvement activity.
- Analyze the consequences of participating or not participating in the electoral process.
- Collect information about how groups are working to improve the community.
- Evaluate a recent project that addressed a community need or issue.
- Make a plan with your family to participate in a community improvement activity.