

BEYOND the **BELL**

at American Institutes for Research ■

The In-School and Afterschool Social and Emotional Learning Connection

DECEMBER 2015



A Planning Tool

Contents

Introduction	1
How to Use This Tool	1
PART I: Afterschool Program Staff	1
PART II: School-Day Staff	3
PART III: Collaborative Planning and Collective Impact	5

American Institutes for Research (AIR) developed this tool to accompany our Research to Action brief [Linking Schools and Afterschool Through Social and Emotional Learning](#). The brief and this tool aim to provide afterschool program staff and school-day staff with information about the policy and practice context for SEL both in and out of school and to encourage practitioners from both settings to think about their goals, identify what is currently being done in each setting to support social and emotional skill building, and discuss how to work toward a common goal.

Introduction

As we note in our *Beyond the Bell: Research to Action in the Afterschool and Expanded Learning Field* brief, [Linking Schools and Afterschool Through Social and Emotional Learning](#), school-day and afterschool programs must work together to support young people as they develop. Although research shows that both in-school and afterschool staff find social and emotional learning (SEL) important, the ways in which these different settings support young people vary. This tool is meant to be used by afterschool and in-school staff first to reflect independently on their goals for SEL and think about what is currently being done in each setting to support young people in their social and emotional development and then to discuss how best to work collaboratively toward a common goal.

How to Use This Tool

This tool is divided into three parts. Part I is for afterschool program leaders or staff to complete. Part II is for the school principal and other relevant school personnel to complete. Part III is for the afterschool and school staff to discuss and collaboratively plan.

PART I: **Afterschool Program Staff**

Directions: The afterschool program leaders and other key staff members (feel free to do this as a team!) should take some time to reflect on and record answers for each of the following questions:

1. Think about the opportunities that young people have to grow and develop socially and emotionally. What are our program's goals for supporting youth in the development of their social and emotional skills and competencies?

2. How does our afterschool program help or contribute to these opportunities? What are we already doing to support the opportunities?

3. How does the school day help or contribute to these opportunities?

4. Are there other things that are really important that we're not already doing?

PART II: School-Day Staff

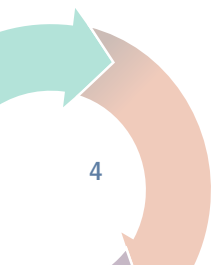
Directions: The school-day principal and other relevant school staff (feel free to do this as a team!) should take some time to reflect on and record answers for each of the following questions:

1. Think about the opportunities that young people have to grow and develop socially and emotionally. What are our school's goals for supporting youth in the development of their social and emotional skills and competencies?

2. How does the school day help or contribute to these opportunities? What are we already doing to support the opportunities?

3. How does the afterschool program help or contribute to these opportunities?

4. Are there other things that are really important that we're not already doing?



PART III: Collaborative Planning and Collective Impact

Directions: The afterschool staff and school-day staff who filled out Parts I and II should now meet and discuss their answers to the reflection questions. Each person or group should share their reflections on the questions. Discuss where there are similarities and any differences that arose. Use the following table to capture notes from the discussion. Try to take a skill-building perspective as opposed to a deficit perspective. For example, if you want to reduce bullying, you may want to talk to your partner about instilling opportunities for young people to develop self-awareness, problem solve, and promote empathy. The following example demonstrates how afterschool and school-day staff can work together to promote empathy.

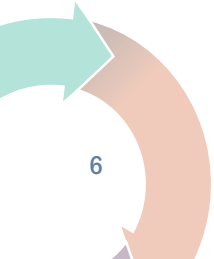
SEL Goals	School-Day SEL Practices	Afterschool Program SEL Practices	Opportunities for Alignment	Key Personnel
<i>Promote empathy</i>	<i>In an English language arts (ELA) lesson, students are asked to understand a character's point of view and why that character may be happy or sad.</i>	<i>Young people participate in a role-playing game. Young people work in small groups. Each group pulls a different situation out of a hat and has to take on someone else's point of view as they act out the situation.</i>	<i>The school-day and afterschool program can complement the lessons being learned by sharing the ELA lesson with the afterschool program. Likewise, the afterschool program can talk with school-day staff about the role-playing game that young people play in the afterschool program. School-day staff can make suggestions about situations based on current events or projects that happen during the school day.</i>	<i>Positive behavioral interventions and supports (PBIS) coordinator and afterschool curriculum staff</i>

SEL Goals	School-Day SEL Practices	Afterschool Program SEL Practices	Opportunities for Alignment	Key Personnel

After you've had a chance to discuss the goals and practices of the afterschool program and school day, determine up to three action steps to move toward alignment of settings.

Action Steps/Activity Ideas to Support Skills Development

- 1.
- 2.
- 3.



BEYOND the BELL

at American Institutes for Research ■

10 South Riverside Plaza, Suite 600
Chicago, IL 60606-5500
312.288.7600

www.beyondthebell.org



AMERICAN INSTITUTES FOR RESEARCH®

www.air.org