

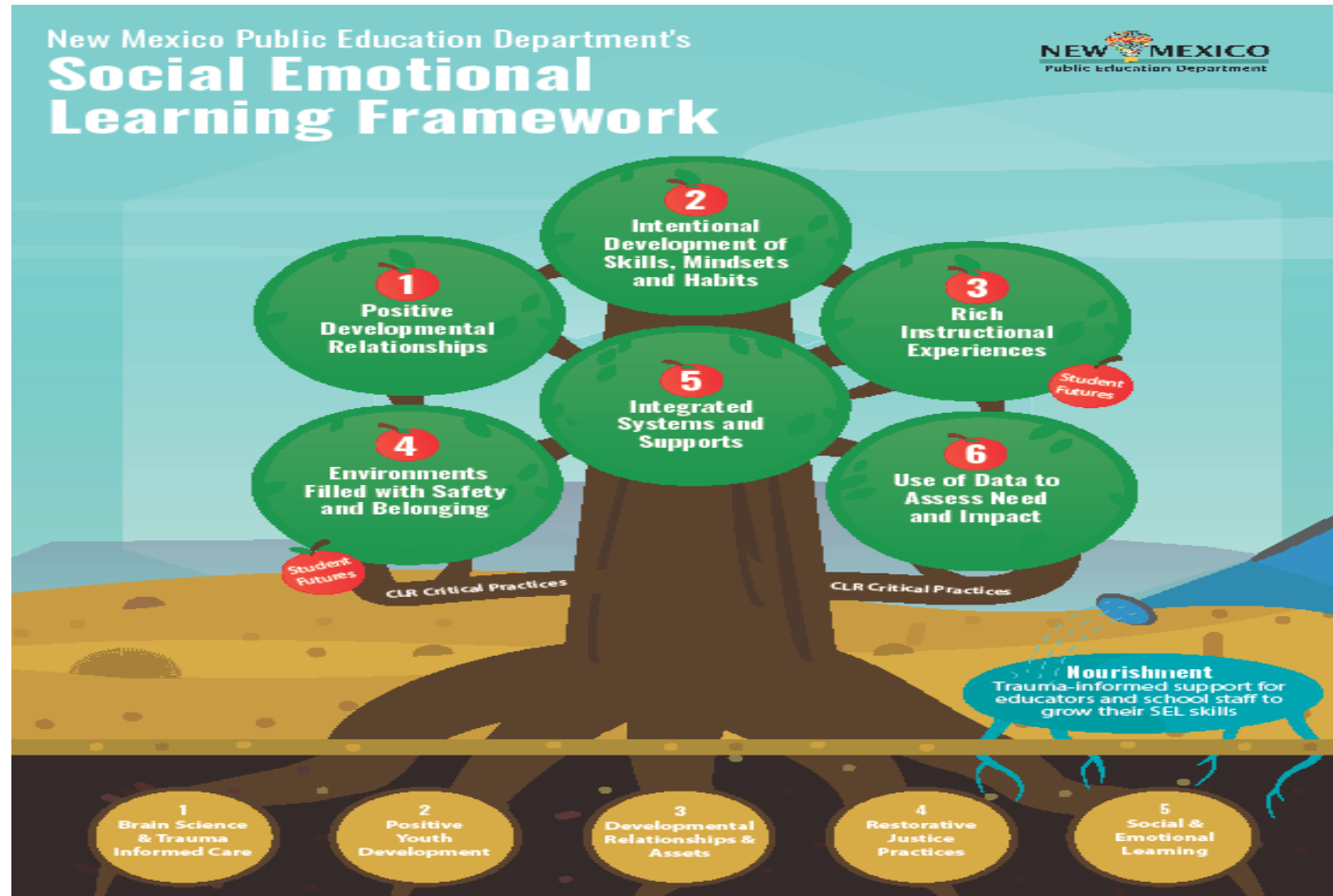
# New Mexico's Social and Emotional Learning Supports



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# New Mexico' Social and Emotional Learning Framework



# New Mexico's SEL Framework

**1. Positive Developmental Relationships: a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community.**

- Teacher-student relationships are a priority for all adults in the building
- Culture and identity are valued and explored
- Classroom routines and procedures exist
- Community building is intentional and encouraged

**2. Intentional Development of Skills, Mindsets and Habits - students have consistent opportunities to cultivate, practice and reflect on social and emotional competencies in a way that is developmentally appropriate and culturally responsive.**

- The 5 SEL competencies are taught, modeled and practiced
- Explicit SEL instruction is provided consistently
- All students are exposed to an age appropriate, evidence based SEL curriculum
- Student voice is present and encouraged



**3. Rich Instructional Experiences - SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies.**

- Academic and growth mindsets are fostered
- SEL and academic objectives are aligned
- SEL competencies are integrated into instruction, e.g.; grade level benchmarks, evident in all subject matter
- **Grading policies should reflect a competency based approach to education that is grounded in empowering students to make important decisions about their learning, how they will create and apply knowledge and how they will demonstrate learning.**

**4. Environments Filled with Safety and Belonging - conditions for belonging and emotional safety are created by being responsive to students' perspectives and needs, affirming all students' full identities, and establishing structures that create predictability and consistency.**

- Environments are filled with safety and belonging
- School wide discipline policies and practices are instructive, restorative, developmentally appropriate and equitably reinforced
- Staff and student relationships are evident and valued.
- Staff relationships are supportive, respectful and collaboration exists
- Student relationships are respectful, friendly and inclusive

**5. Integrated Systems and Supports - SEL is seamlessly integrated into a continuum of academic and behavioral supports which are available to all students and ensure that all student needs are met.**

- Identify and communicate how SEL align with existing systems; MLSS, SAT, and/or PBIS-positive behavior interventions and supports
- Align SEL to universal strategies, such as, school mental health, restorative practices and/or trauma informed practices
- SEL is evident in out of school time programming
- SEL is integrated into family and community communications, activities and programming

**6. Use of Data to Assess Need and Impact - Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL related systems, practices, and policies with a focus on equity.**

- Identify, Collect and Review data: Consider your purpose for collecting data
- Use of Framework rubric to assess implementation
- Use of individual reflection tools (student, staff, families) for practice development and continuous improvement.

# Framework's research and context

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1. Brain Science & Trauma Informed Care
2. Positive Youth Development
3. Developmental Relationships & Assets
4. Restorative Justice Practices
5. Social & Emotional Learning

# Brain Science and Trauma Informed Care

New Mexico has some of the highest rates of children suffering from adverse childhood experiences (ACEs). It is believed the more ACEs a child suffers, the more likely the trauma will lead to negative impacts on well-being and health that can follow a child for a lifetime.

ACE's

Disrupted  
neurodevelopment

Social,  
emotional, &  
cognitive  
development

Adoption of  
health risk  
behaviors

Impacts on  
life potential

Disease,  
disability &  
social problems

Early Death

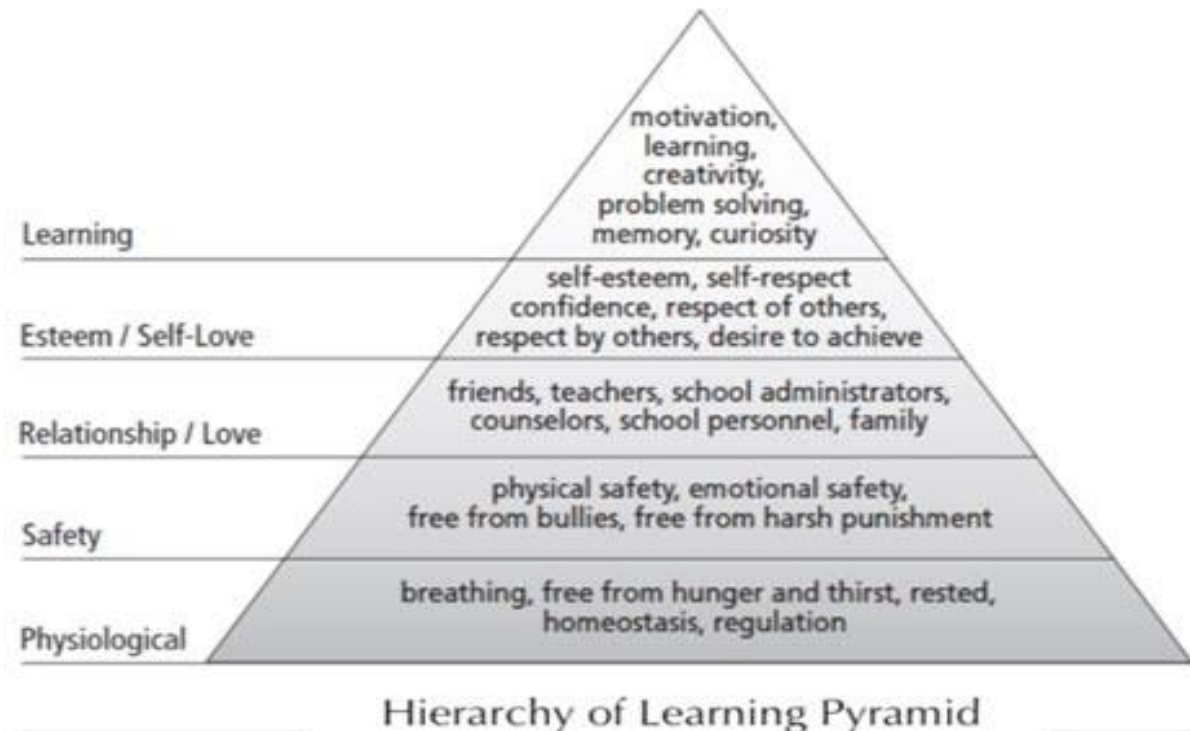


# Understanding brain development is the first step in adapting intentional practices that support the developmental brain response during the educational process.

- Despite the impact of earlier or ongoing experiences of trauma, the brain is capable of supported regulation and healthy development due to neuroplasticity.
- Humans, especially children, are biologically hardwired with an imprinted need for connection and **belonging**, to be in relationship with those around them. Therefore, it is critical for educators and school staff to intentionally focus on building connections and relationships with students. These relationships are the vehicle for deepened engagement and learning, especially for dysregulated children and youth.

# Why trauma informed care is so important

When students are dysregulated, they are operating from their survival and limbic portions of their brain; meaning, they are struggling to be able to connect and relate with others and are unable to problem solve.



Dr. Bruce Perry's "*Sequence of Engagement*" that recommends caregivers and educators initially focus on regulation; once a regulated connection exists, affirmation of a student's presence and experience will support their ability to reason, problem-solve and demonstrate perspective taking. Attempts to skip the neuro-sequencing of engagement or rush through will likely be met by more dysregulation, lack of learning and potential for the stress to be experienced as intolerable or toxic

REGULATE – RELATE - REASON

# 2 &3. Positive Youth Development & Developmental Assets

The Search Institute identified five elements - expressed in 20 specific actions- that make relationships powerful in young people's lives. Research has found that young people who experience strong developmental relationships across different parts of their lives are more likely to show signs positive development in many areas, including:

- Increased academic motivation
- Increased social-emotional growth and learning;
- Increased sense of personal responsibility
- Reduced engagement in a variety of high-risk behaviors

- Social and Emotional learning supports the developmental and relationship assets as defined by the Search Institute: [40 Developmental Assets-Positive Youth Development](#)
- **“Nothing *-nothing* - has more impact in the life of a child than positive relationships.” *Peter Benson, creator of Search Institute***

# 4. Restorative Justice

- Restorative Justice Practices (RJP) is an approach rooted in indigenous peacemaking and the tradition of talking circles globally and here in New Mexico. RJP offers a school-wide culturally responsive approach to intentionally fostering communities that center on relationships and ensure that every member of the school community feels that they belong and that they are valued.

# What RJ is and what RJ is not

- Stresses importance of collective buy in
- Every member of the school community has responsibility when wrong doing or harm occurs
- The entire school community has a responsibility to support the healing of those involved to grow and strengthen the community

- The school is not viewed as a community
- Only the person “caught” in an act of wrong doing should be punished
- A few or one adult issues discipline and only those directly involved are disciplined, typically in a punitive fashion

# 5. Social and Emotional Learning (SEL)

- What is Social and Emotional Learning (SEL)?

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.







- **The Impact of SEL.** Research examining the relationship between social and emotional competencies and student outcomes has found that the better developed student social and emotional competencies are, the better students do in school and life. This holds true for students from different economic backgrounds, races/ethnicities, genders and sexualities.

# Resources:

- [NM SEL Framework and school assessment rubric](#)
- [Collaborative for Academic and Social Emotional Learning CASEL](#)
- [40 Developmental Assets-Positive Youth Development](#)
- [Dr. Bruce Perry's "Sequence of Engagement"](#)
- [The Hierarchy of Learning \(Sporleder & Forbes, 2019\)](#)
- [www.NewMexicoSELPortal.com](http://www.NewMexicoSELPortal.com)    7 mindsets portal

# New Mexico's SEL Portal

Select Language

Path to Wellness New Mexico | 7 MINDSETS Portal

Getting Started | Social Emotional Learning Tools | Helpful Resources | Educator Zone

## Welcome to the New Mexico Social and Emotional Learning Portal

  
Dr. Kurt Steinhaus, NM Secretary of Education

Welcome to the New Mexico Social and Emotional Learning Portal. We are committed to empowering every student, educator and parent in New Mexico with the social and emotional mindsets and skills needed to thrive in and out of school.

We have partnered with the [7 Mindsets company](#) to provide free videos, lessons, curriculum, activities and resources for every student, parent, educator, and school in New Mexico to tackle issues like relationship skills, responsible decision making, self-awareness, and much more.

To get started, click "[Social Emotional Learning Tools](#)" above to access our curated collection of resources, or educators can register for access to the "[Educator Zone](#)" above with your school contact information to access full courses and lessons.

Help

# 7 Mindsets Portal

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[www.NewMexicoSELPortal.com](http://www.NewMexicoSELPortal.com)

# Questions:

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