



SEL
SOCIAL
EMOTIONAL
LEARNING



SOCIAL-EMOTIONAL LEARNING (SEL) DISCUSSION SERIES FOR PARENTS AND CAREGIVERS

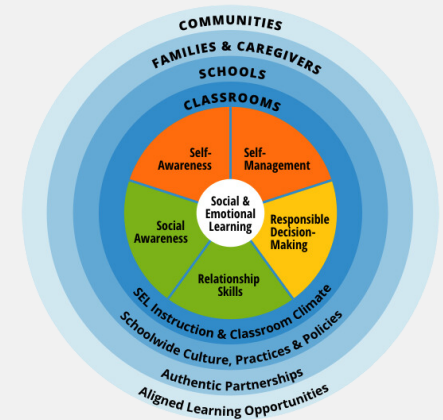


Families as First Teachers



SEL DISCUSSION SERIES FOR PARENTS AND CAREGIVERS

The [Collaborative for Academic, Social, and Emotional Learning \(CASEL\) Framework](#) helps cultivate skills and environments that are an integral part of students' education and development. CASEL defines social-emotional learning (SEL) as 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.



Why Host an SEL Discussion Series for Parents and Caregivers?

Families are a child's first teacher and essential in the cultivation of social and emotional competencies throughout a child's life. When schools and families work together, they can build strong connections that reinforce social-emotional skill development.

Orange County is a unique community in California, demographically, economically, and even geographically. An important part of meeting the needs of our diverse communities is to align school priorities with our families' priorities. In order to design schools that move from an "open door" culture to a "partnership" culture, all stakeholders need to intentionally work on building and rebuilding trust. When schools and parents have opportunities to gather together as equals for the benefit of children; strong, authentic partnerships may flourish. This series was created as one way schools could begin this process, by engaging parents and caregivers in conversations about the social and emotional growth of their families.



[CLICK HERE](#)

This document is organized into three main parts: **The Facilitators Role**, **Getting Started**, and the **Table of Contents**. Each page provides information that will support a successful discussion series from beginning to end.

Prior to engaging with the following pages, you are encouraged to **watch this short video** that will give you a brief overview and provide context to the materials.



[Click here to access this document and corresponding materials in 5 different languages](#)



The content of these resources are taken directly from the Collaborative for Academic, Social, and Emotional Learning's [SEL Discussion Series for Parents and Caregivers](#).

*Note: Throughout this document, the words "parents" and "caregivers" are used interchangeably.

SEL DISCUSSION SERIES FOR PARENTS AND CAREGIVERS

The Facilitator's Role

PARENTS & CAREGIVERS FACILITATE

It is recommended that **each session be led by caregivers** rather than a school staff member or community organization employee. The ideal facilitator is a caregiver who is able to prepare for and lead sessions and is skilled in listening and inquiry. The facilitator need not be an “expert” in social and emotional learning or have all the answers. They only need to be willing to facilitate a productive discussion with the provided materials.

When you begin this series, it may be necessary to have a staff member(s) model facilitation. To help build caregiver capacity, it may be necessary to follow an “I Do”, “We Do”, “You Do” approach with staff and caregiver, until caregivers feel comfortable independently facilitating. Here is a [resource](#) that can help introduce the facilitator to social and emotional learning.

The benefit in having caregiver facilitators is that the school is providing time and space for parents to build relationships with one another and to feel that they may speak freely with others in the same position. Promoting caregivers as facilitators also reflects that the school honors parents as true partners, their funds of knowledge, and their desire to have them lead schoolwide SEL efforts.

Sessions require 30–60 minutes of preparation prior to each session. Groups can have one or two consistent facilitators, or rotate the responsibility among group members. Following each session, the facilitator will collect feedback from families about their experiences during their group and the usefulness of the information. Facilitators can then make changes to sessions as needed.

SEL DISCUSSION SERIES FOR PARENTS AND CAREGIVERS

Getting Started

PLAN & PROMOTE THE SERIES

STEP 1

To begin this discussion series, it's important to **survey parents and caregivers** to find out which topics are of the greatest importance to your families. While there may be a feeling of which topics educators would like families to know (to support SEL efforts), **it's extremely important to elevate family voices**, when they are the target audience.

We recommend that you send out an [Interest Survey](#) to **find out which topics are of the greatest importance to your families**. This will help determine which sessions to facilitate that year.

STEP 2

After topic(s) have been determined, based on the survey results, **send out invitations** for families to join the discussion series and provide a summary of what to expect. An example invitation should include:

- An opening, like: *Come together with other parents and caregivers to explore ways to support and reinforce your child's social and emotional learning. It's an opportunity to learn from each other and explore our hopes for our children's development.*
- The time and location of the discussion series
- What's being provided, like:
 - Refreshments
 - Transportation
 - Translators (based on interest survey)
 - Child care
 - Consider other potential barriers that would prevent families from attending

Feel free to use this [Planning Document](#) to help you with both of these steps in **Getting Started**.

SEL DISCUSSION SERIES FOR PARENTS AND CAREGIVERS

Table of Contents

Each of these 10 sessions helps caregivers become more familiar with social and emotional learning and encourages them to actively engage in their own growth while supporting their children to practice social and emotional skills. All sessions are appropriate for parents of K-12 students.

Each session lasts about 60 minutes. It is recommended that groups be limited to about 20 participants to ensure that each participant is able to contribute.

Each topic is hyperlinked with a folder that contains the facilitator's guide and all materials needed to host the session.



