Integrating Social Emotional Learning with Multi-Tiered Systems of Support

SAANYS Summer Camp 2018

Risk factors that create “Barriers to Learning”

• Poverty
• Exposure to violence or drug use
• Historical trauma or institutional racism
• Absent or infirm parents
• Behavioral and cognitive disabilities
• Court-involved – juvenile justice
• Foster care

Failure to address multiple problems early on can lead to **systems spillover.**
Schools are victim of **systems spillover.**

Need for Mental Health Supports

- Approximately 1 in 3 students report being bullied each year
  - Bullying and harassment is associated with increased depression and anxiety for bullies, victims, and bystanders
- Approximately 2.2 million adolescents aged 12 to 17 reported a major depressive episode in the past year
- Nearly 6 out of 10 of these adolescents did not receive any treatment
- Overall, 1 in 5 of children and adolescents in the U.S. experience signs and symptoms of a mental health problem and 5% experience “extreme functional impairment”

Need for Mental Health Supports

- Divorce
- Financial difficulties
- Homelessness
- Sickness
- Violence
- Deployment
- Death
- Unemployment
- Bullying
- Academic difficulties
Adverse Childhood Experiences (ACE) Study

- traumatic events such as abuse, neglect, and exposure to domestic violence experienced early in life frequently have destructive effects that can last into adulthood
- powerful relationship between our emotional experiences as children and our physical and mental health as adults
- It is the number of ACEs experienced—not the type—that predicts a child’s likelihood to experience health problems in adulthood
- ACEs are “the most important determinant of the health and wellbeing of our nation.”

As the number of ACEs increases so does the risk for the following:

- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease
- Depression
- Fetal death
- Health-related quality of life
- Illicit drug use
- Ischemic heart disease
- Liver disease
- Poor work performance
- Financial stress
- Risk for intimate partner violence
- Multiple sexual partners
- Sexually transmitted diseases
- Smoking
- Suicide attempts
- Unintended pregnancies
- Early initiation of smoking
- Early initiation of sexual activity
- Adolescent pregnancy
- Risk for sexual violence
- Poor academic achievement

The ACE (Adverse Childhood Experience) Study
Conducted by the US Center for Disease Control & Kaiser Permanente
17,000 PARTICIPANTS SURVEYED

Female Participants:
- 13% emotional abuse
- 27% physical abuse
- 24.7% sexual abuse

Male Participants:
- 7.6% emotional abuse
- 29.9% physical abuse
- 16% sexual abuse

The ACE Study Findings suggest that certain experiences are major risk factors for the leading causes of death and poor quality of life in the United States. It is critical to understand how some of the worst health and social problems in our nation are linked to adverse childhood experiences. Developing these connections is the key to developing effective prevention and treatment strategies.
What is Mental Health?

- Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral wellness and the ability to cope with life’s challenges.

Contrasting Perspectives

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<thead>
<tr>
<th>Focus of Intervention</th>
<th>Education System</th>
<th>Mental Health System</th>
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<tr>
<td><strong>Behavior Management</strong></td>
<td>Insight, Awareness, Improved Emotional Functioning</td>
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<td><strong>Skill Development</strong></td>
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<td><strong>Academic Improvement</strong></td>
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Perspectives

**Common Focus**

- Education / Mental Health System
  - Improving Social and Adaptive Functioning.
  - Importance of and Need to Increase Availability, Access, and Range of Services
Refocus School-Based Mental Health Services On the Core Foundation of Schools:

To Promote Learning

The Refocused Role of Mental Health Services

• Support Teachers: the *Primary Change Agents*
• Mental Health Providers Become: "*Educational Enhancers*"
• Serve the *Core Function* of Schools
• Promoting Social/Emotional Development, no Longer Tangential

What is SEL?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Theoretical Foundations of SEL

- grounded in the field of **positive youth development**
- the needs of youth must be addressed by **creating environments or settings that promote outcomes** like school achievement, mutually supportive relationships with adults and peers, problem solving, and civic engagement
- focused on **enhancing skills, building assets, and promoting resilience** to achieve positive outcomes
- roots in **ecological systems theory** and **self-determination theory**

Ecological Systems Theory

- Posits that the **settings youth inhabit, like school**, shape **their development**
- Features of school settings that are related to positive youth development include opportunities for **empowerment and skill building**, the **presence of supportive adults and peers**, and **being safe and orderly**

Self-Determination Theory

- Youth are more likely to flourish when in settings that **address their social and emotional needs**, such as experiencing meaningful relationships, having confidence in their abilities, and feeling autonomous
- Students are more likely to thrive in classrooms that foster **meaningful, caring, safe, and empowering interactions**
Goals of SEL
- **Promote** students’ self-awareness, self-management, social-awareness, relationship, and responsible decision-making skills
- **Improve** student attitudes and beliefs about self, others, and school
- Better test scores, more confident students with a **greater drive** for success

Theory of Change for SEL

Benefits of SEL
- Social and emotional skills are critical to **being a good student, citizen, and worker**, and many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be **prevented or reduced** when multiyear, integrated efforts are used to develop students' social and emotional skills.
Positive Impact of SEL

• Better academic performance
• Improved attitude and behaviors
• Fewer negative behaviors
• Reduce emotional distress

Importance of Addressing Social & Emotional Competencies

• “A study estimating the relative influence of 30 different categories of education, psychological, and social variables on learning revealed that social and emotional variables exerted the most powerful influence on academic performance.” -CASEL, 2003

Meta-analysis of SEL programs - 2011

• meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students
• significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement
Meta-Analysis of Follow-Up Effects – August 2017

• Students in school-based SEL interventions continued to demonstrate significant positive benefits
• Significantly improving skills, positive attitudes, prosocial behavior, and academic performance
• Serve as a protective factor against the development of subsequent problems

• Consistent positive effects were found for SEL interventions with student populations from different racial groups and socioeconomic statuses
• Various social and emotional assets will be associated with significant improvement in students’ long-term adjustment
• Positive effects on several additional important developmental outcomes

Business Leaders Agree: SEL Is Key

88% of business leaders surveyed by Zephyr Analytics agree that emotions are the most important skill for young people to learn in order to succeed in the 21st century.

This graphic depicts a pie chart showing that 88% of business leaders believe SEL is crucial for young people's success. The text on the slide states that 55% agree with this statement, while 32% disagree. The remaining percentage is not specified in the image.
At the classroom level

- **Quality of teacher-student interactions** is one of the most important predictors of student academic performance and adjustment
- Students who report **feeling listened to** by teachers, **involved in decisions** that affect their lives, provided with opportunities to **exert autonomy**, and **accepted by peers** are more motivated and perform better in school

Interpersonal and organizational factors at the school level

- **School Climate** –
  - quality of the relationships students have with teachers and peers
  - clarity and consistency of school rules
  - physical safety of the school
- Students who perceive a positive climate in their school demonstrate higher levels of social competence and report fewer personal problems
- Positive school climate in middle and high school is associated with academic achievement, decreased absenteeism, and lower rates of suspension
Guidance to administrators and school leaders on how to facilitate SEL as a schoolwide initiative

- Restructuring the school’s organizational structures, operations, and academic, social, and emotional learning goals

- Create policies and organizational structures within a school or school system that support students’ social and emotional development

Examples of Guidance

- How to form an SEL leadership team.
- How to create a schoolwide vision for SEL, including, schoolwide goals and objectives, mission statements, and strategic plans.
- How to conduct a needs assessment to identify strengths and areas for improvement that are important to SEL implementation.
- How to develop learning standards and policies that will support students’ social and emotional development.
- How to select evidence-based programs to support SEL.
- How to integrate SEL programming into all aspects of the school’s functioning.
- How to use data to inform decisions that involve students’ academic, social, and emotional learning.
- How to monitor progress toward SEL goals.
CASEL District Resource Center

• The District Resource Center shares what has been learned about systemic SEL implementation, including learnings, resources, tools, and artifacts curated from the CDI districts. This website enables district leaders and educators around the country to access information about how these districts approached the work and overcame challenges, highlighting the successes they’ve achieved.

• https://drc.casel.org/

Make SEL a Priority

• Align SEL goals with district mission, vision, and strategic plan priorities (https://drc.casel.org/vision/)

• Create policies and procedures that support full implementation. This might include time dedicated to explicit instruction of SEL skills at the elementary level, regularly scheduled meeting time for staff planning, and integrating SEL language into daily routines.

• Communicate the district’s purpose and vision for SEL to the school board, families, community members, and other stakeholders (https://drc.casel.org/communication/)

General teaching practices

• Create classroom and schoolwide conditions that facilitate and support social and emotional development in students
  – Establish positive and predictable classroom environments
  – Promote positive teacher-student relationships
  – Provide ongoing instructional practices that support students’ SEL
Establish positive and predictable classroom environments

• **Shared expectations or classroom rules** that teachers and students **develop together** to establish positive social norms for the classroom (e.g., listen respectfully when others are speaking).
• **Practices that reflect and communicate high expectations for achievement**

Promote positive teacher-student relationships

• Routines and structures such as **morning check-ins or conflict resolution/peace corners**. At the middle or high school level, a program might also use advisory periods to create small groups that stay together across grades.
• **Practices that help establish positive and trusting relationships** among teachers, students, and peers (e.g., welcoming students to the class by name and interacting with students in a respectful way that promotes trust and models desired behaviors).
• **Strategies that help teachers learn how to use cooperative learning in a way that establishes trust between students and teachers, and also provides students with opportunities to develop positive relationship skills with peers.**

Provide ongoing instructional practices that support students’ SEL

• **How to ask questions in a way that will support and encourage students’ authentic voice**
• **How to create opportunities for students to explore their own interests and develop their own strengths**
• **How to provide students with authentic feedback**
• **How to create events or classroom traditions that involve family and community members in meaningful ways in the life of the classroom and school.**
• **Instructional practices such as project-based learning, creating opportunities for students to develop and voice their own ideas and develop the skills needed to get along with others.**
• **As students become older and more idealistic, how to effectively use community service and real-life application of developing skills and student voice in field-based learning activities.**
Integration of skill instruction and practices that support SEL within the context of an academic curriculum

- Social and Emotional Learning Competencies are infused into the existing curriculum
- Programs are designed to use various curriculum areas (e.g., English, Social Studies, reading) for a dual purpose

Collaborative for Academic, Social, & Emotional Learning Guides

casel.org/middle-and-high-school-edition-casel-guide/

Al’s Pals

- promotes resiliency in early childhood with explicit instruction to develop social competence, autonomy, and problem solving
- includes 46 core lessons and 9 booster lessons.
- each lesson lasts approximately 10-15 minutes, with two lessons implemented per week.
- incorporate SEL concepts into academic content areas typically taught in early childhood
- Teachers learn ways to establish an accepting, caring, cooperative classroom environment
- Letters to parents, to be sent home after select lessons, are also designed to reinforce new skills
The Incredible Years Series

- set of **three curricula** for children, teachers, and parents
- focuses on developing skills to understand and recognize feelings, solve problems, manage anger, and develop and maintain friendships
- Content is presented through puppetry or video vignettes followed by group discussion

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4Rs (Reading, Writing, Respect, and Resolution)

- **read-alouds, book talks, and sequential, interactive skills lessons** to develop social and emotional skills related to
  - understanding and managing feelings
  - listening and developing empathy
  - being assertive
  - solving conflict creatively
  - nonviolently, honoring diversity
  - standing up to teasing and bullying.
- approximately 35 lessons — one a week throughout the year
- extension activities, infusion ideas, recommendations of other books and 4Rs Activity Sheets to reinforce students' understanding
- reinforces skills and concepts covered in each unit with a **Family Connection activity** that students take home to complete with their caregivers

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PATHS (Promoting Alternative THinking Strategies)

- promotes peaceful conflict resolution, emotion regulation, empathy, and responsible decision making
- **Each lesson is scripted**, beginning with an introduction that states background and goals, implementation guidelines, suggestions for engaging parents, a list of common questions and answers, supplementary activities, and/or family handouts
- Lessons incorporate a variety of **cultures, ethnicities, and backgrounds**
Responding in Peaceful and Positive Ways

- designed to prevent violence by teaching conflict resolution strategies and skills to middle and junior high school students
- combines a classroom curriculum of social/cognitive problem-solving with real-life, skill-building opportunities
- students learn about the physical and mental development that occurs during adolescence, analyze the consequences of personal choices on health and well-being, learn that they have nonviolent options when conflicts arise, and evaluate the benefits of being a positive family and community role model

Second Step

- Universal SEL Curriculum
- classroom-based program that promotes the development of critical thinking and problem-solving skills
- Middle School (6-8) (New)
  - Mindset & Goals
  - Values and Friendships
  - Thoughts, Emotions, & Decisions
  - Serious Peer Conflict

Facing History and Ourselves

- fosters empathy and reflection, improves students' academic performance, reinvigorates teachers, and builds safe and inclusive schools
- integrating the study of history, literature, and human behavior with ethical decision making and innovative teaching strategies
- enables secondary school teachers to promote students' historical understanding, critical thinking, and social-emotional learning
- As students explore the complexities of history, and make connections to current events, they reflect on the choices they confront today and consider how they can make a difference
Free-standing lessons

• provide explicit, step-by-step instructions to teach students social and emotional competencies across the five core competency clusters

• classroom activities develop specific skills using strategies that are sequenced within and across lessons

• promote generalization by including opportunities for practicing skills beyond the lesson and throughout the day

Examples of “free-standing” lessons

• Elementary Level
  – lesson on how to label feelings using words like “pleasant,” “happy,” “irritated,” or “angry.”
  – Students learn a variety of techniques for managing anxiety and stress such as deep breathing or yoga.
  – activities include reading a story and reflecting on the content to explore different perspectives and feelings of others.
  – students engage in activities that require them to work together as a class to set and achieve a community improvement goal.
  – learn steps for solving interpersonal problems.

Middle School/High School

• Building students’ vocabulary for describing their feelings as well as a discussion of mixed emotions.
• Students explore the fact that different people can experience different feelings in a similar situation.
• Practical strategies for coping with stress, anxiety, or anger (e.g., deep breathing, mental rehearsal, muscle relaxation, or visualization).
• Focus on personal competence and goal setting.
• As part of their goal-setting project students also learn a variety of techniques for reinforcing themselves and maintaining a high level of motivation.
• Building students’ interpersonal skills.
• Lessons on social awareness involve opportunities for students to work with partners and engage in discussion in order to learn about different perspectives and to develop empathy and respect for others.
• Learn specific social skills (e.g., listening) or a set of steps for a specific skill (e.g., how to begin, maintain, and end conversations; how to build positive relationships; how to resist unwanted peer pressure).
• Conflict resolution strategies that include multiple steps such as stop, calm down, identify the problem, identify alternative solutions, research and evaluate possible solutions, choose the best solution, try it out, and evaluate whether it was an effective solution.

Research on SEL implementation suggests that the most effective strategies include
• Sequenced—connected and coordinated activities to foster skills development
• Active—active forms of learning to help students master new skills
• Focused—containing a component that emphasizes developing social and emotional skills
• Explicit—targeting specific social and emotional skills

Key principles support the effective selection, implementation, impact, and sustainability of SEL programs
• School and district teams should engage diverse stakeholders in the program adoption process to identify shared priorities
• Implementing evidence-based SEL programs within systemic, ongoing district and school planning, programming, and evaluation
• Consider local contextual factors
Evidenced-based Programs

- Have been evaluated and research produces the expected results which are attributed to the program rather than other factors
- Have been evaluated by experts in the field other than the creators of the program
- Have been declared as evidence-based by a federal agency or a respected research group or registry

- SAMHSA: National Registry of Evidence-based Programs and Practices.
  http://www.nrepp.samhsa.gov/
- CASEL: Collaborative for Academic, Social and Emotional Learning (SEL programs).
  http://www.casel.org/programs/index.php
- CSSP: Prevention Research Center for the Promotion of Human Development at Penn State, the Center for the Study and Prevention of Violence. http://prevention.psu.edu/
  http://www.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf
- CSMHA: Center for School Mental Health at the University of Maryland School of Medicine (Recognized Evidence-based Programs Implemented by Expanded School Mental Health Programs).
  http://www.schoolmentalhealth.org/Resources/ChiQlQRecSum%20%20Recognized%20Evidence%20Based%20Programs14.08.doc
  http://ojjdp.ncjrs.gov/programs/mpg.html
  http://ojjdp.ncjrs.gov/programs/mpg.html
- Find Youth Info: Evidence-based Program Directory.
  http://www.FindYouthInfo.gov/ProgramSearch.aspx
- Collaborative for Academic, Social, & Emotional Learning Guides
  casel.org/middle-and-high-school-edition-casel-guide/
SEL in New York

NEW YORK STATE SEL GOALS

• “To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career.”
“These social emotional skills, thought processes, and behavioral strategies provide a strong foundation for achieving success in school and in life.”

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

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

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

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Early Elementary (K-2)</th>
<th>Late Elementary (3-5)</th>
<th>Middle School (6-8)</th>
<th>Early HS (9-10)</th>
<th>Late HS (11-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify and manage one’s emotions and behavior.</td>
<td>1A. Describe and describe emotions and the situations that cause them.</td>
<td>1B. Explain how emotions can influence decision making.</td>
<td>1C. Demonstrate strategies to manage emotions.</td>
<td>1D. Evaluate how emotions affect others.</td>
<td>1E. Demonstrate the impact of one’s behavior on others.</td>
</tr>
<tr>
<td>B. Demonstrate social awareness and interpersonal skills.</td>
<td>2A. Describe ethical decision-making skills and responsible behaviors.</td>
<td>2B. Explain how to maintain concentration on a task.</td>
<td>2C. Demonstrate the ability to maintain concentration on a task.</td>
<td>2D. Evaluate how impairing one’s emotions effects others.</td>
<td>2E. Demonstrate the impact of one’s behavior on others.</td>
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<tr>
<td>C. Demonstrate skills related to achieving educational goals.</td>
<td>3A. Identify and develop personal strengths and interests.</td>
<td>3B. Identify strategies to overcome obstacles to goal achievement.</td>
<td>3C. Identify strategies to overcome obstacles to goal achievement.</td>
<td>3D. Evaluate how impairing one’s emotions effects others.</td>
<td>3E. Demonstrate the impact of one’s behavior on others.</td>
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</table>
SEL Anchorage

- Handouts –
  - Elementary Framework SEL/Behavior
  - Secondary Framework SEL/Behavior
- Anchorage School District K-12 Social and Emotional Learning (SEL) Standards and Indicators
Collaborative for Academic, Social, & Emotional Learning Guides


casel.org/middle-and-high-school-edition-casel-guide/

Table 1. Program Design for Middle School

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Grade Levels Covered</th>
<th>Student Agent</th>
<th>Coaches/Support Person</th>
<th>Teachers</th>
<th>Family</th>
<th>Lessons</th>
<th>Classroom</th>
<th>School</th>
<th>Community</th>
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Table 4. Program Design for High School

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Social and Emotional Learning Competency Resource List – MN Social Emotional Learning Work Group

- Resource list to provide descriptive information about what SEL is, and the research behind each social and emotional competency (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).
- http://education.state.mn.us/MDE/about/adv/active/sstacc/wg/soc/MDE072538

Social and Emotional Learning in Practice Toolkit

- This toolkit is a flexible set of practical tools, templates and activities that can be used with staff and youth to increase intentional practices that support social and emotional learning.

Self-Assessment

- Personal Assessment and Reflection—SEL Competencies for School Leaders, Staff, and Adults