

### Integrating Social Emotional Learning with Multi-Tiered Systems of Support

SAANYS Summer Camp 2018

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#### 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**.

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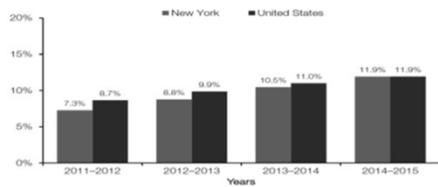
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Past Year Major Depressive Episode (MDE) Among Adolescents Aged 12-17 in New York and the United States (Annual Averages, 2011-2012 to 2014-2015)<sup>1,2</sup>

In 2014-2015, New York's annual average percentage of major depressive episode (MDE) among adolescents aged 12-17 was similar to the corresponding national annual average percentage.



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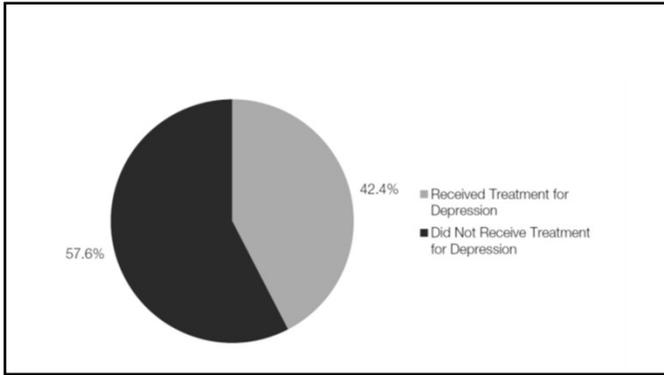
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### Need for Mental Health Supports

- 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 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"

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### Need for Mental Health Supports

NO CHILD BEHIND

- Divorce
- Financial difficulties
- Homelessness
- Sickness
- Violence
- Deployment
- Death
- Unemployment
- Bullying
- Academic difficulties

BACK TO SCHOOL

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### 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."

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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

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#### 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 illness and death as well as 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 can arise as a consequence of adverse childhood experiences.

Realizing these connections is likely to improve efforts towards prevention and recovery.

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### 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.

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### Contrasting Perspectives

#### Focus of Intervention

##### Education System

Behavior Management,  
Skill Development,  
Academic  
Improvement



##### Mental Health System

Insight,  
Awareness,  
Improved Emotional  
Functioning



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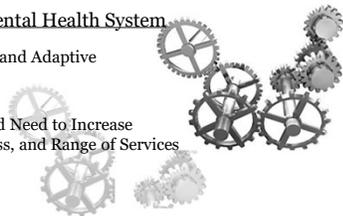
### Perspectives

#### Common Focus

##### Education / Mental Health System

Improving Social and Adaptive  
Functioning.

Importance of and Need to Increase  
Availability, Access, and Range of Services



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Refocus School-Based Mental Health Services On the Core Foundation of Schools:

To Promote Learning



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### 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

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### 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



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### 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**

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### 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**

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### 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**

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### 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

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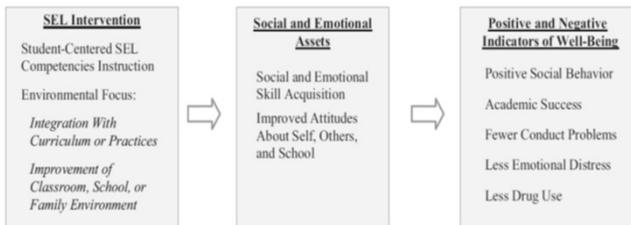
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### Theory of Change for SEL




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### 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.

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Positive Impact of SEL

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

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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

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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**

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### 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

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- 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

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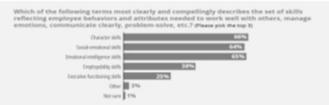
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### Business Leaders Agree: SEL Is Key



"The pipeline to a successful workforce depends on children of all backgrounds having academic and social-emotional skills that are vital to the economy."

— Jack Welch, Chairman Emeritus, former CEO and Senior Advisor, General Electric

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A Multi-Tiered System of Support to Promote SEL




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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

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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

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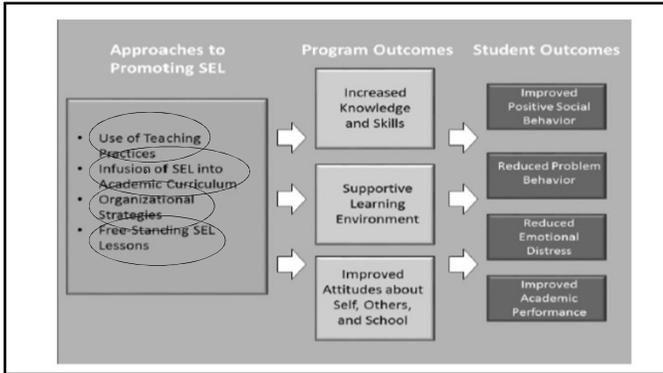
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**Guidance to administrators and school leaders on how to facilitate SEL as a schoolwide initiative**

- 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

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**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 plan for **professional learning** for all staff.
- How to use **data to inform decisions** that involve students’ academic, social, and emotional learning.
- How to **monitor progress** toward SEL goals.

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## 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/>

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## 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/>)

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## 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**

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### 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**

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### 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.

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### 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.

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### 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**

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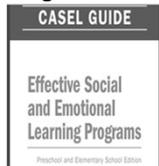
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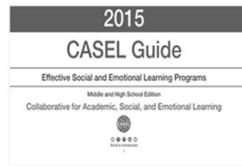
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### Collaborative for Academic, Social, & Emotional Learning Guides



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### AI'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

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### 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**

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## 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

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## 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

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## 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

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## 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

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## 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**.

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## 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**.

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- 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

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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

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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**

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### 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

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- **SAMHSA: National Registry of Evidence-based Programs and Practices.** <http://www.nrepp.samhsa.gov/>
- **Promising Practices Network.** <http://www.promisingpractices.net/programs.asp>
- **CASEL: Collaborative for Academic, Social and Emotional Learning (SEL programs).** <http://www.casel.org/programs/index.php>
- **CSPV: 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/>
- **USDOE: The United States Department of Education's Exemplary and Promising Safe, Disciplined, and Drug-Free Schools Programs 2001 (USDOE) (US).** <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/Clin/QAIRsrc/Summary%20of%20Recognized%20Evidence%20Based%20Programs6.14.08.doc>
- **Blueprints for Violence Prevention: Center for the Study and Prevention of Violence, University of Colorado at Boulder.** <http://www.colorado.edu/cspv/blueprints/matrix.html>
- **OJJDP: Office of Juvenile Justice and Delinquency Prevention, US Department of Justice.** <http://ojjdp.ncjrs.gov/programs/mpg.html>
- **Find Youth Info: Evidence-based Program Directory.** <http://www.FindYouthInfo.gov/ProgramSearch.aspx>
- **The California Evidence-based Clearinghouse.** <http://www.cebc4cw.org/search/select>

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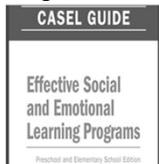
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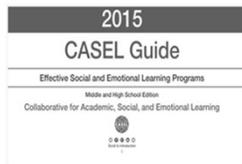
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# SEL in New York

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## Social Emotional Learning: Essential for Learning, Essential for Life, Essential for New York

Social Emotional Learning (SEL) is the process through which young people develop and apply knowledge, attitudes, and skills necessary for understanding and managing emotions, setting and achieving positive goals, developing healthy relationships, and making responsible decisions. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as the process through which young people acquire and apply the knowledge, skills, and attitudes that promote their personal and social well-being.

**What is Social Emotional Learning?**  
SEL is the process through which young people develop and apply knowledge, attitudes, and skills necessary for understanding and managing emotions, setting and achieving positive goals, developing healthy relationships, and making responsible decisions. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as the process through which young people acquire and apply the knowledge, skills, and attitudes that promote their personal and social well-being.

**Students who received SEL instruction exhibited the following results:**  
• Achievement scores 11-12 points higher  
• Improved attendance and behavior, including reductions in truancy, suspension, and expulsion  
• Improved social skills, including increased positive relationships and reduced conflict  
• Reduced emotional distress, including reduced depression, anxiety, and social withdrawal



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## 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.”



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**“These social emotional skills, thought processes, and behavioral strategies provide a strong foundation for achieving success in school and in life”**




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

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
<b>A. Identify and manage one's emotions and behavior.</b>	<b>1A.1a.</b> Recognize and describe emotions and how they are linked to behavior. <b>1A.1b.</b> Demonstrate control of impulsive behavior.	<b>1A.2a.</b> Describe a range of emotions and the situations that cause them. <b>1A.2b.</b> Describe and demonstrate ways to express emotions in a constructive manner. <b>1A.2c.</b> Demonstrate control of behaviors that interfere with time on task.	<b>1A.3a.</b> Analyze factors that create stress or motivate successful performance. <b>1A.3b.</b> Apply strategies to manage stress and to motivate oneself to constructively address challenges. <b>1A.3c.</b> Demonstrate the capacity to maintain concentration on a task.	<b>1A.4a.</b> Analyze how thoughts and emotions affect decision making and responsible behavior. <b>1A.4b.</b> Generate ways to develop more positive attitudes. <b>1A.4c.</b> Demonstrate the capacity to shift one's focus between tasks and maintain concentration on one's goal.	<b>1A.5a.</b> Evaluate how expressing one's emotions in different situations affects others. <b>1A.5b.</b> Evaluate how expressing more positive attitudes influences others. <b>1A.5c.</b> Demonstrate the ability to adjust one's behavior in response to changes in one's environment or to changes in one's goal(s).

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Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
<b>B. Recognize personal qualities and external supports.</b>	<b>1B.1a.</b> Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions. <b>1B.1b.</b> Identify family, peer, school, and community strengths and supports.	<b>1B.2a.</b> Describe personal strengths/skills and interests that one wants to develop. <b>1B.2b.</b> Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.	<b>1B.3a.</b> Analyze how personal strengths and areas in need of improvement influence choices and outcomes. <b>1B.3b.</b> Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.	<b>1B.4a.</b> Set priorities that build on strengths and identify areas for improvement. <b>1B.4b.</b> Analyze how positive adult role models and support systems contribute to personal growth and achievement in school and in life.	<b>1B.5a.</b> Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge. <b>1B.5b.</b> Implement a plan to build on a personal strength to meet a need, or address a challenge facing one's community. <b>1B.5c.</b> Evaluate how developing interests and "giving back"/filling useful roles support school and life success.
<b>C. Demonstrate skills related to achieving personal and academic goals.</b>	<b>1C.1a.</b> Describe why learning is important in helping students achieve personal goals. <b>1C.1b.</b> Identify goals for personal behavior, progress, achievement, or success.	<b>1C.2a.</b> Describe the steps in setting and working toward goal achievement. <b>1C.2b.</b> Monitor progress on achieving a short-term personal goal.	<b>1C.3a.</b> Set a short-term goal and develop a plan for achieving it. <b>1C.3b.</b> Analyze why one achieved or did not achieve a goal.	<b>1C.4a.</b> Identify strategies to make use of resources to overcome obstacles to achieve goals. <b>1C.4b.</b> Apply strategies to overcome obstacles to goal achievement.	<b>1C.5a.</b> Set a post-secondary goal with action steps, timelines, and criteria for evaluating achievement. <b>1C.5b.</b> Monitor progress toward achieving a goal and evaluate one's performance against criteria.

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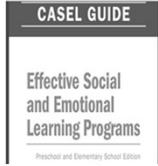
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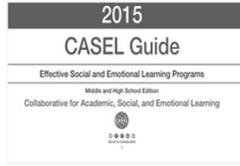
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## Collaborative for Academic, Social, & Emotional Learning Guides



[casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf](http://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf)



[casel.org/middle-and-high-school-edition-casel-guide/](http://casel.org/middle-and-high-school-edition-casel-guide/)

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Table 1. Program Design for Middle School

Program Name	Grade Range Covered	Grades Evaluated	Approaches to Promote SEL			Number of SEL Lessons	Settings			
			Teaching Practices	In Academic Curriculum	Organizational		Free-Standing SEL Lessons	Classroom	School	Family
Expeditionary Learning	6 <sup>th</sup> -12 <sup>th</sup>	6 <sup>th</sup> , 8 <sup>th</sup>	✓	✓ Language Arts	✓	N/A	●	●	●	●
Facing History and Ourselves	6 <sup>th</sup> -12 <sup>th</sup>	7 <sup>th</sup> -10 <sup>th</sup>	✓	✓ Social Studies		N/A	●	●	●	●
Lions Quest, Skills for Adolescence	6 <sup>th</sup> -8 <sup>th</sup>	6 <sup>th</sup> , 7 <sup>th</sup>				108	●	●	●	●
Responding in Peaceful and Positive Ways	6 <sup>th</sup> -8 <sup>th</sup>	6 <sup>th</sup>				48	●	●	●	●
Second Step: Student Success Through Prevention for Middle School	6 <sup>th</sup> -8 <sup>th</sup>	6 <sup>th</sup>				40	●	●	●	●
Student Success Skills	6 <sup>th</sup> -12 <sup>th</sup>	7 <sup>th</sup> , 8 <sup>th</sup> , 10 <sup>th</sup>	✓		✓	8	●	●	●	●

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Table 4. Program Design for High School

Program Name	Grade Range Covered	Grades Evaluated	Approaches to Promote SEL			Number of SEL Lessons	Settings			
			Teaching Practices	In Academic Curriculum	Organizational		Free-Standing SEL Lessons	Classroom	School	Family
Consistency Management & Cooperative Discipline*	6 <sup>th</sup> -12 <sup>th</sup>	9 <sup>th</sup>	✓			N/A	●	●	●	○
Facing History and Ourselves	6 <sup>th</sup> -12 <sup>th</sup>	7 <sup>th</sup> -10 <sup>th</sup>	✓	✓ Social Studies		N/A	●	●	●	●
Project Based Learning by Buck Institute for Education	6 <sup>th</sup> -12 <sup>th</sup>	12 <sup>th</sup>	✓			N/A	●	●	●	●
Reading Apprenticeship	6 <sup>th</sup> -12 <sup>th</sup>	9 <sup>th</sup> , 11 <sup>th</sup>	✓	✓ Reading, Social Studies, Science		N/A	●	●	●	○
Student Success Skills	6 <sup>th</sup> -12 <sup>th</sup>	7 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup>	✓		✓	8	●	●	●	○

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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>

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**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
- <http://www.extension.umn.edu/youth/training-events/sel-toolkit/docs/sel-toolkit.pdf?updated=2017-06-12>

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**Self-Assessment**

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

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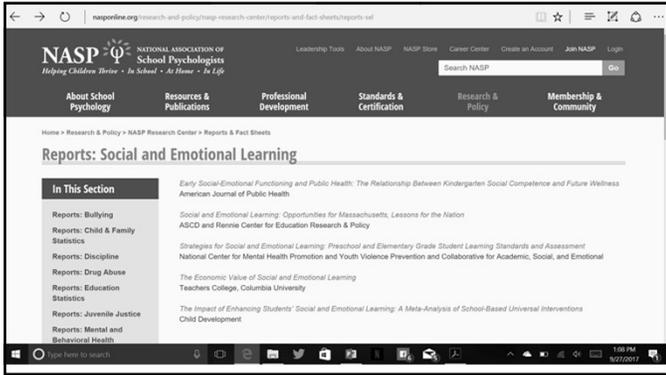
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