Social Emotional Learning (SEL) Webinar

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CREATIVE LEADERSHIP SOLUTIONS

Outcomes

- **Explore the meaning, research and benefits of social emotional learning**
- **Examine the practices included in social emotional learning**
- **Provide resources and supports in social emotional learning**

Our Goal For Ohio

Higher achievement for all students

Students receive high quality instruction aligned with academic content standards

Students have the right conditions and motivation for learning

Ohio | Department of Education

What is Social and Emotional Learning (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.**

Elias etal.1997 in Durlack et al 2011

Why should we do this?

START WITH WHY

SIMON SINEK

WHY ARE WE DOING THIS
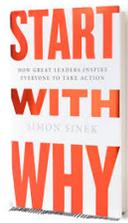
How do students feel?

75% of the words students use to describe how they feel at school are negative. Students most commonly report they are tired, stressed, and bored.[2]

stressed happy tired bored

Aspen Institute 2018

While we all want our kids to excel in **math, science, language arts, and social studies,** those skills alone aren't enough for success in the 21st century economy and society…

THE
21st CENTURY
LEARNER

Bartolino-Krachman, et al., (2018)

We also need…

THE
21st CENTURY
LEARNER

- **Students must also develop essential capabilitie**s like **resiliency, adaptability, and collaboration** that equip them for the demands of the world today
- **They also need empathy and social awareness** to be good citizens and neighbors,

Bartolino-Krachman, et al., (2018)

When you ask both parents and educators "What do you want for your kids?

What do you Want?

What they most hope for is for their children to be successful, to be happy, and to live good and meaningful lives.

Rechtschaffen, & Rechtschaffen, (*2015*)

Social and emotional learning (SEL) is fundamental to the development of students and their success in and out of school

Does SEL work/help?

WHY ARE WE DOING THIS
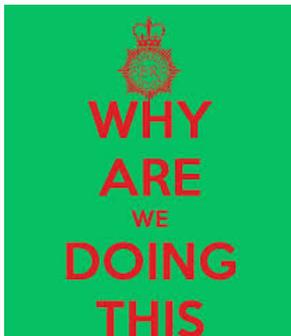
Large scale Meta- analysis

- **213 School based programs**
- **270,034 students (elem. Middle and H.S.)**
- **Demonstrated significant improvements in social and emotional skills, attitudes, and behavior**

Durlack et al 2011

Taylor et al. (2017) Meta-analysis on SEL

- **82 different interventions**
- **97,000 Students**

Taylor et al. (2017) Meta-analysis on SEL

- **Follow up studies (6 months to 18 years) found that:**
  - **Academic performance was 13% higher**
  - **Increase in high school graduation rates**
  - **Increased college graduation rates**
  - **Reduced mental health disorders and arrests**

Impact of SEL Is Long-Lasting—and Global

A major new research study finds that social and emotional learning (SEL) programs benefit children for months and even years.

82 different programs reviewed *(38 outside U.S.)*

Involving more than **97,000** students, kindergarten through middle school

Effects assessed **6 months– 18 years** after programs completed

SEL Students Benefit in Many Areas		Mean advantage for SEL participants compared to control groups across all studies	
HIGHER…	Percentile Points	**LOWER…**	Percentile Points
Academic performance	13 (based on 8 studies)	Conduct problems	6 (34 studies)
SEL skills	9 (29 studies)	Emotional distress	6 (35 studies)
Attitudes	5 (26 studies)	Drug use	6 (28 studies)
Positive social behaviors	5 (28 studies)		

★ Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits.

★ Benefits were similar regardless of students' race, socioeconomic background, or school location.

Additional details at http://www.casel.org/2017-meta-analysis/

Source: Child Development (July 2017). "Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects"

95 percent of the students in the top quintile of self-control
went on to
graduate from high school,

Social and Emotional Learning

compared with 58 percent
of those in the lowest quintile

(Moffit et al., 2011 cited in Bartolino et al 2018).

SEL is a good investment

"The aggregate result also shows **considerable benefits relative to costs**, with an **average cost-ratio of about 11 to 1 among the six interventions**. On average, for every dollar invested equally across the six SEL interventions, there is a return of eleven dollars, a substantial economic return."

$1 Invested $11 Return

(Belfield et al., 2015, p.5) CASEL

Imagine you saw the following:

BREAKING NEWS

- **A low-cost, evidence-based approach has been shown to boost overall school achievement by 11 percentile points (even more for the lowest-performing students)**
- **while improving school climate, student behavior, and teacher satisfaction.**
- **How would you react?**

Desrochers (2015)
Durlak et al. (2011)

HEADLINE

Multiple longitudinal and well-controlled studies have demonstrated that non-cognitive competencies in children as young as preschool age are important predictors of outcomes in their lives as adults Gabrieli, et al.(2015)

HEADLINE

• **Academics**

1. Non-cognitive skills predict high school and college completion.

2. Students with strong non-cognitive skills have greater academic achievement within K–12 schooling and college.

3. Fostering non-cognitive skills as early as preschool has both immediate and long-term impact.

Gabrieli, et al.(2015)

HEADLINE

• **Career**

1. Employers value non-cognitive skills and seek employees who have them.

2. Higher non-cognitive skills predict a greater likelihood of being employed.

3. Stronger non-cognitive skills in childhood predict higher adult earnings and greater financial stability.

Gabrieli, et al.(2015)

Well-Being

1. Adults with stronger non-cognitive skills are less likely to commit a crime and be incarcerated.

2. Strong non-cognitive skills decrease the likelihood of being a single or unplanned teenage parent.

3. The positive health effects associated with stronger non-cognitive skills include reduced mortality and lower rates of obesity, smoking, substance abuse, and mental health disorders.

Gabrieli, et al.(2015)

So what does social emotional learning include?

SEL
SOCIAL & EMOTIONAL
Learning

SEL is an umbrella term for many programs and initiative

- Character Education.
- Service Learning.
- Peer Mediation.
- Bullying Prevention.
- Anger Management.
- Drug/Alcohol Prevention.
- Violence Prevention.
- Ethical-Decision Making.
- Harassment Prevention.
- Positive Behavior Supports.

AN UMBRELLA TERM

http://www.sel4ma.org/what-is-sel/
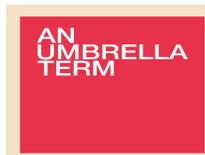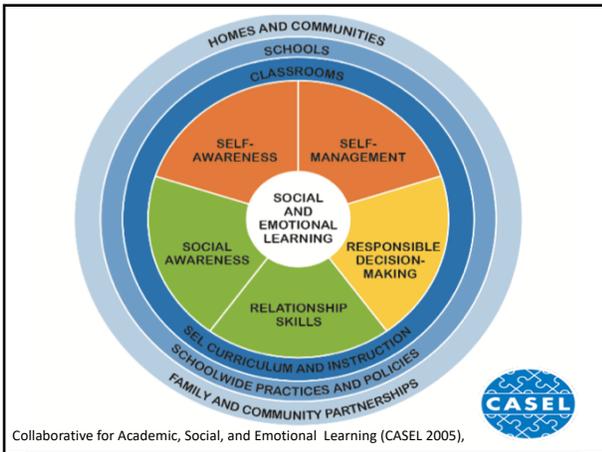
Collaborative for Academic, Social, and Emotional Learning (CASEL 2005),

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SEL focuses on knowledge, attitudes, and skills in five competency areas:

1. **Self-awareness,**
2. **Self-management,**
3. **Social awareness,**
4. **Relationship skills, and**
5. **Responsible decision-making.**

Collaborative for Academic, Social, and Emotional
Learning (CASEL 2005), Durlack (2011), Taylor (2017)

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1. SELF-AWARENESS

- **The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."**
    - **Identifying emotions**
    - **Accurate self-perception**
    - **Recognizing strengths**
    - **Self-confidence**
    - **Self-efficacy**

casel.org 2017

2. SOCIAL AWARENESS

- **The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.**
  - **Perspective-taking**
  - **Empathy**
  - **Appreciating diversity**
  - **Respect for others**

casel.org 2017

3. RESPONSIBLE DECISION-MAKING

- **The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.**
  - **Identifying problems**
  - **Analyzing situations**
  - **Solving problems**
  - **Evaluating**
  - **Reflecting**
  - **Ethical responsibility**

casel.org 2017

4. SELF-MANAGEMENT

- **The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.**
  - **Impulse control**
  - **Stress management**
  - **Self-discipline**
  - **Self-motivation**
  - **Goal setting**
  - **Organizational skills**

casel.org 2017

5. RELATIONSHIP SKILLS

- **The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.**
  - **Communication**
  - **Social engagement**
  - **Relationship building**
  - **Teamwork**

casel.org 2017

What do teacher think

Nine out of ten teachers believe social and emotional skills can be taught and that it benefits students.[1]

THE ASPEN INSTITUTE
NATIONAL COMMISSION ON SOCIAL, EMOTIONAL, & ACADEMIC DEVELOPMENT

Four in five teachers want more support to address students' social and emotional development.[1]

Aspen Institute 2018

Teachers value SEL

93% of teachers **want a greater focus on social and emotional learning (SEL)** in schools, according to a 2013 survey by Peter Hart and Civic Enterprises commissioned by CASEL

Teachers cite positive effects on:

Workforce readiness	87%
Life success	87%
School attendance & graduation	80%
College preparation	78%
Academic success	75%
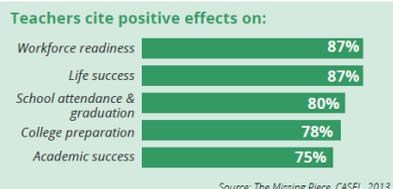
Source: The Missing Piece, CASEL, 2013

CASEL

The vast majority of teachers (93%) believe social-emotional skills are important, and

95% believe these skills are teachable

teachable

SEL
SOCIAL & EMOTIONAL
Learning

Bridgeland, Bruce, & Hariharan, 2013. cited in Bartolino et al 2018).

Nearly all principals (98 percent) believe students from all types of backgrounds–both affluent and poor–would benefit from learning social and emotional skills in schools.

Regardless of whether they lead high or low poverty schools.

There is a strong consensus that SEL should be taught to all students

98%

73%

- Definitely true
- Probably true
- Probably not true
- Definitely not true

2%
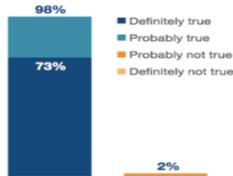
DePaoli, et al ND.

Nearly all principals believe that an increased focus on social and emotional learning would:

MOST

- **have a benefit on promoting a positive school climate (99%)**
- **helping students become good citizens and adults (98%),**
- **improving relationships between students and their teachers (98%), and**
- **decreasing bullying (96 percent).**

DePaoli, et al ND.

However principals are not convinced

Of the large scale benefit on academics

Challenges related to implementation

- **Just 25% of principals could be considered high implementers of SEL (based on the 5 benchmarks,**
- **39 % are moderate SEL implementers and**
- **36 percent are low SEL implementers.**
- **In school districts where district leaders place a high level of emphasis on SEL, principals are more likely to score high on SEL implementation**

Depaoli et al ND

Needs

- **Principals Want More SEL Training for Teachers, and more access to research-based strategies**

Depaoli et al ND

Not all SEL programs improve outcomes for students.

You need to review the research on different programs and services

(U.S. Department of Education, 2010. cited in Bartolino et al 2018

*Download these resources

What Can Educators Do Now?

- **Social-emotional learning can be the "integrative glue" that ties together initiatives such as culture and climate, classroom management, academic supports, and intervention practices**

(Durlak, et al. 2016. Reilly 2017

What Can Educators Do Now?

- **Schools should take steps to shift away from a siloed approach in which academics and emotional health are segregated**
- **Instead, the focus should be on an integrated, systemic framework, in which parallel processes of interrelated competencies for both educators and students are identified, built, and sustained through safe, positive relationships.**

Reilly 2017

What Can Educators Do Now?

1. *Leverage the flexibility of ESSA to collect social-emotional data in partnership with state education agencies (e.g. absenteeism, bullying, suspensions and expulsion)*

    - Some states have established SEL Networks

Leverage
It makes all the difference!

Bartolino et al 2018

What Can Educators Do Now?

2. *Tailor existing assessments, such as health surveys or culture/climate surveys, to incorporate items related to SEL*

   - Both PISA and NAEP are including some items to measure SEL.

Assessment

Bartolino et al 2018

Cautions

CAUTION

While it is fine to measure SEL, it should not be used for accountability purposes

Duckworth & Yager 2015

Cautions

- **There are weaknesses in all three forms of measurement**
  - **Self-reported questionnaires,**
  - **Teacher-reported questionnaires, and**
  - **Performance tasks.**

Duckworth & Yager 2015

What Can Educators Do Now?

3. Use formative assessments in your TBTs to identify and scale promising practices for developing students' social-emotional skills

Bartolino et al 2018

What Can Educators Do Now?

4 . **Use the OIP process**
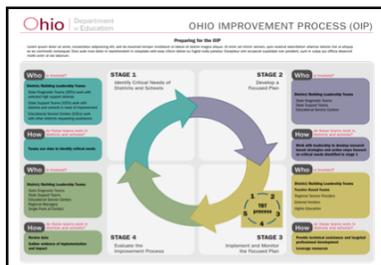
Use DLTs , BLTs, and TBTs in the process

- **DLT's can focus on community interests and then provide appropriate supports, services, and programs**
  - Then review their effectiveness
- **BLT's can review school level data and determine needs, services and supports**
  - Then review their own effectiveness
- **TBT's can examine and scale effective practices to support student and staff needs**

A note about

1 IN 5 CHILDREN LIVES IN POVERTY

CHILDHOOD TRAUMA

Recognizing the Signs

www.STEAMPoweredFamily.com
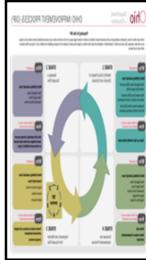
Poverty and Childhood Trauma

Poverty

- **Poverty can trigger a "host of life- conditioning experiences that erode the protective capacity of the family in ways that traumatize both parents and their children…**
- **The results is a pattern of trauma-organized behavior that impairs family functioning**

Craig 2016 in Budge and Parret 2018

Adverse Childhood Experiences (ACE score)

ABUSE | NEGLECT | HOUSEHOLD DYSFUNCTION

Physical | Physical | Mental Illness | Incarcerated Relative

Emotional | Emotional | Mother treated violently | Substance Abuse

Sexual | | Divorce

- **A national study found that children with two or more adverse childhood experiences (Ace Scores) were eight times as likely as children with none to demonstrate behavioral problems and more than twice as likely to repeat a grade in school**

Tough 2016

Toxic Stress

- **Can make it difficult for children to moderate their responses to situations**
- **On a cognitive level, chronically elevated stress can disrupt the development of executive functions and higher-order mental abilities like working memory, attentional control, and cognitive flexibility**

Tough 2016

Positive Stress
- short duration
- mitigated by supportive relationships
- healthy

Toxic Stress

Toxic Stress:
- intense adverse experiences such as abuse or neglect
- chronic
- chronic activation of stress response system leads to permanent changes in brain development

Tolerable Stress
- more intense adverse experiences
- short duration
- mitigated by supportive relationships

Thinking about violence and threats

Leaves children less ready to think about other things

Sharkey 2018

Brains under stress

Freeze

Sharkley, 2018;
Zoladz et al. 2010,2008
Hutchinson et al 2012

Violence does not make kids less intelligent, however…

It does occupy their minds and affect their performance

Sharkey 2018

Resiliency

- **The children of Kauai –**

  Werner 2001. 2005
- **The role of a single caring adult**
  - **Everything begins with relationships**

Werner 2001. 2005

Trauma Informed Care

- "What happened to you?"
- Relationships

10 KEY INGREDIENTS FOR TRAUMA-INFORMED CARE

LEAD AND COMMUNICATE   ENGAGE PATIENTS IN PLANNING   TRAIN ALL STAFF   CREATE A SAFE ENVIRONMENT   PREVENT SECONDARY TRAUMA

BUILD AN INFORMED WORKFORCE   INVOLVE PATIENT IN TREATMENT   SCREEN FOR TRAUMA   USE TRAUMA-SPECIFIC TREATMENT   ENGAGE PARTNERS

www.chcs.org   @CHCShealth

Supports

2013 CASEL GUIDE

Effective Social and Emotional Learning Programs

Preschool and Elementary School Edition

*Download these resources

The National Child Trauma Stress Network http://www.nctsn.org/

NCTSN — The National Child Traumatic Stress Network

Visit our updated sexual abuse pages

*Download these resources

ODE Supports

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Our Goal For Ohio

Higher achievement for all students

Students receive high quality instruction aligned with academic content standards

Students have the right conditions and motivation for learning

Ohio | Department of Education

Ohio's Healthy Schools and Communities Initiatives

Safe Schools Healthy Students

HSCRT

Project AWARE

School Climate Transformation
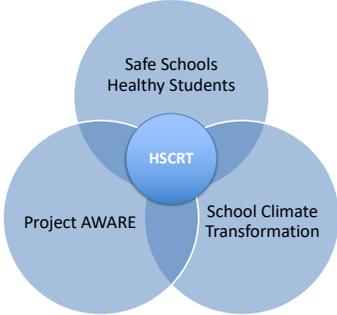
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Prevention/Intervention Approaches

Public Health Approach	Who	Academic (RTI)	Behavior (PBIS)	Behavioral Health Prevention and Promotion*
Indicated/ Targeted/ Tertiary	High-risk/ Identified problems *Individual attention*	❖ 1:1 Instruction ❖ Increased Time ❖ Tutoring ❖ 504 or IEP	❖ FBA/BIP ❖ Individual Counseling ❖ Wraparound Services	❖ Information and referral ❖ Screening and consultation
Selective/ Secondary	At-risk *Small groups*	Small Group Supplemental Instruction	❖ CICO ❖ Behavior Chart/Plan ❖ Small Group Skill Development	❖ Peer support groups ❖ Education for specific groups
Universal	All settings Communities *All students*	Core Curriculum	❖ 3-5 Behavior Expectations ❖ Teach Appropriate Behavior ❖ Reinforce Appropriate Behavior	❖ Access policies ❖ Anti-bullying policies ❖ Good Behavior Game ❖ Life Skills training ❖ Youth-led Prevention ❖ Social Norms ❖ Media Campaigns

*Behavioral Health Treatment occurs <u>after diagnosis</u> of a mental health or drug and alcohol disorder and can include individual counseling, wraparound services, and outpatient and intensive outpatient treatment.

ODE "Draft" Framework

DRAFT FRAME: DEVELOPING GOALS/MEASURES
Four guiding DOMAINS discussed by the Steering Committee

Approaches to Strategic Planning

Education *Ohio Improvement Process*	Education *Positive Behavioral Interventions and Supports*	Education *CCIP Application*	Prevention *Strategic Prevention Framework*	Health *Community Health Improvement Plan*
School-wide	School-wide and selected students	School-wide or selected students	Population or Community Intervention	Population or Community Intervention
Stage 1: Identifying Critical Need	Tiered Fidelity Inventory; Data Review	Planning Tool	Assessment & Capacity	Community Health Assessment
Stage 2: Developing a Focused Plan	Create PBIS Implementation Plan	SMART Goals	Planning	Plan
Stage 3: Implementing and Monitoring the Focused Plan	Implementation of Plan (Evidence Based Practices at each tier)	Strategies and Action Steps	Implementation & Evidence-Based Prevention Approaches	Implement
Stage 4: Evaluating the Improvement Process	Evaluation	District Goal and Monitoring	Evaluation	Track and report
Sustainability	Sustainability	Sustainability	Sustainability	Sustainability

Revised 5/09/2017 Created by Jill Jackson PhD, Emily Jordan MSW, LISW, Lara Belliston PhD

ODE Supports

Kindergarten Through Grade 3 - Learning and Development Standards

Ohio's Learning Standards Kindergarten through Grade 3 address Approaches Toward Learning, Physical Well-Being, and Social and Emotional Development.

These learning and development standards promote an understanding of the whole child and guide the instructional strategies that support all areas of learning.

These are being expanded to include 4-12

*Download these resources

ODE Supports

Frameworks for School Mental Health Planning (1-2 pages max. each for following)

The Ohio Improvement Process (OIP)
Development of a comprehensive school mental health program requires a shift from implementing stand alone programs to strategic planning as part of a larger systems change and improvement process. The Ohio Improvement Process (OIP) is the endorsed model for systems improvement within education in Ohio. Utilizing the OIP model district and school teams lay a strong foundation for system-wide success and sustainability. This allows for a strong mental health program that extensively supports all students and families.

There are 5 key components to the OIP model. We will discuss how each component can be used in the development of a focused and integrated mental health plan.

- collaborative structures
- using data to identify critical needs
- developing a focused plan based on needs
- implementing and monitoring the plan
- evaluation

Collaborative Structures

OIP rests on the foundation of collaborative structures. Collaborative structures at the district, school, and teacher levels facilitates communication, builds consistency, and provides the structure and processes necessary for the steps of the OIP. Before collaborative work begins relationship building is essential. This is particularly true when addressing mental health as it requires partnership with people and agencies outside of the education field. To effectively meet the mental health needs of students schools must collaborate with a variety of sectors. This could include but is not limited to, mental and behavioral health agencies, health department, children's hospital and medical partners, child welfare,

*Download these resources

PBIS

Ohio Positive Behavioral Interventions & Supports

What is Positive Behavioral Interventions and Supports (PBIS)?
PBIS is a general education initiative, supporting all children and youth.
The OSEP Center on Positive Behavioral Interventions & Supports defines PBIS as: a decision making framework that guides selection, integration and implementation of the best evidence based academic and behavioral practices for improving important academic and behavior outcomes for all students. In general, PBIS emphasizes four integrated elements: data for decision making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable, and systems that efficiently and effectively support implementation of these practices.

- PBIS for Administrators
- PBIS for Families
- PBIS for Educators
- About PBIS
- Tier II/III and Behavioral Health
- PBIS Recognition, Visitation and Showcase

Other resources

See the attached list of references and resources

Resources and supports

Tools that Support High Quality Implementation Examples	Link
Raikes Foundation Report on Social-Emotional Learning Assessment Measure for middle school	http://www.search-institute.org/sites/default/files/a/DAP-Raikes-Foundation-Review.pdf
American Institutes for Research Ready to Assess Suite of Tools for PreK to 12 SEL Measures	http://www.air.org/resource/are-you-ready-assess-social-and-emotional-development
Massachusetts Consortium for SEL in Teacher Ed	http://www.seltedconsortium.com/
Massachusetts includes development of SEL in their Professional Teaching Standards: Standard 2.e	http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf

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