Strategies to Support Social, Emotional, and Behavioral Needs of Students

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Collaborative for Academic, Social, and Emotional Learning

School Climate Technical Assistance Symposium

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Reflection Question

If you could pick one quality or skill that all young people would possess by the time they graduate from high school, what would it be?

Turn to a neighbor and explain.

Primary Mental Health Project: A Program for the Early Detection and Prevention of Social, Emotional, and Behavioral Problems

1. Focus on primary-grade children

2. Systematic screening

3. Non-professional counselor assistants

4. Changing role for school mental health professionals

5. Evaluation and intervention from multiple perspectives

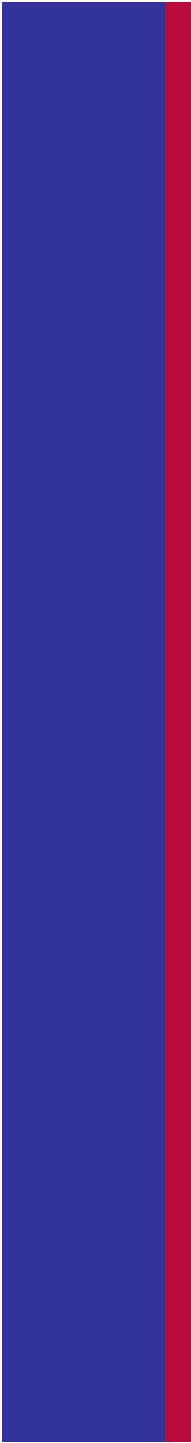# A Caring, Connected, Responsible, Contributing Problem Solver
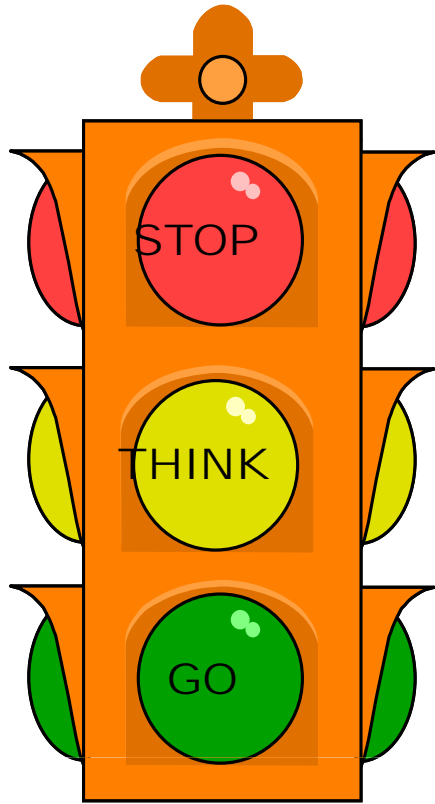
- STOP, CALM DOWN, & THINK before you act

- Say the PROBLEM and how you FEEL

- Set a POSITIVE GOAL

- THINK of lots of SOLUTIONS

- THINK ahead to the CONSEQUENCES

- GO ahead and TRY the BEST PLAN

Risky Youth Behaviors and Attitudes:
Prevalence for High School Students

Issues:

- Physical fight 1 or more times (12 months):   31%

- Carried a weapon (30 days):   17%

- Bullied at school (past 6 months):   28%

- 5 or more drinks in a couple of hours (30 days):   24%

- Seriously considered attempting suicide: 14%

- Sexual intercourse with > 3 people: 14%

- Chronically disengaged from school: 40-60%

Social and Emotional Skills and Attitudes:
Prevalence for 6th to 12th graders

Assets:

How people you know well would rate you on:

- Thinking through the results of your choices, planning ahead — 29%

- Caring about others' feelings, feeling sad when a friend is unhappy, being good at making and keeping friends — 45%

- Respecting the values/beliefs of people of different races/cultures — 43%

- My school provides a caring, encouraging environment — 29%

Essential Questions
Each Community Must Answer

What do we want our children to be, to know, and to be able to do when they graduate?

How can the entire community be organized to ensure that all students reach the stated goals?

SEL as a Coordinating Framework

...to a better place for kids

- ■ Built on student strengths

- ■ Academic *and* life success

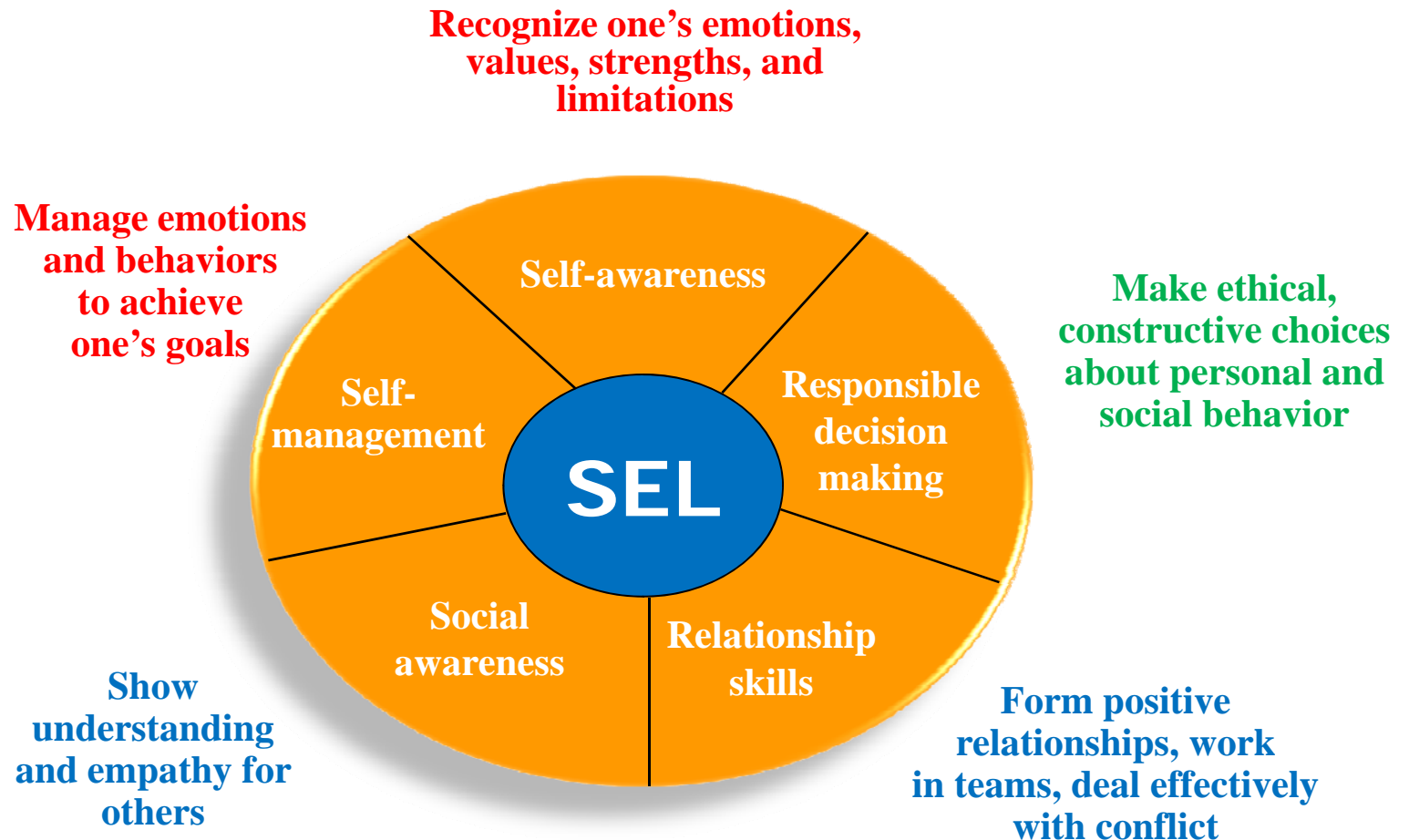- ■ Coordinated efforts

- ■ Systemic integration

Integration with Academic Instruction

Coordinated Health Promotion

Character, Service-Learning, and Citizenship Education

School-Community-Family Partnerships

A Simplified Framework for Enhancing Student Success in School and Life

Teach & Model Specific SE Skills	+	Improve Climate & Learning Environment	=	Positive Results for Children

What is Social and Emotional Learning?

SEL is a process of acquiring knowledge and skills related to five core competencies:

Recognize one's emotions, values, strengths, and limitations

Manage emotions and behaviors to achieve one's goals

Make ethical, constructive choices about personal and social behavior

Self-awareness

Self-management

Responsible decision making

SEL

Social awareness

Relationship skills

Show understanding and empathy for others

Form positive relationships, work in teams, deal effectively with conflict

SEL Conceptual Framework for Academic, Social, and Emotional Competence

Coordinated School, Family, and Community Programming → Social, Emotional, and Academic Learning →

- Academically Successful
- Healthy
- Good Social Relationships
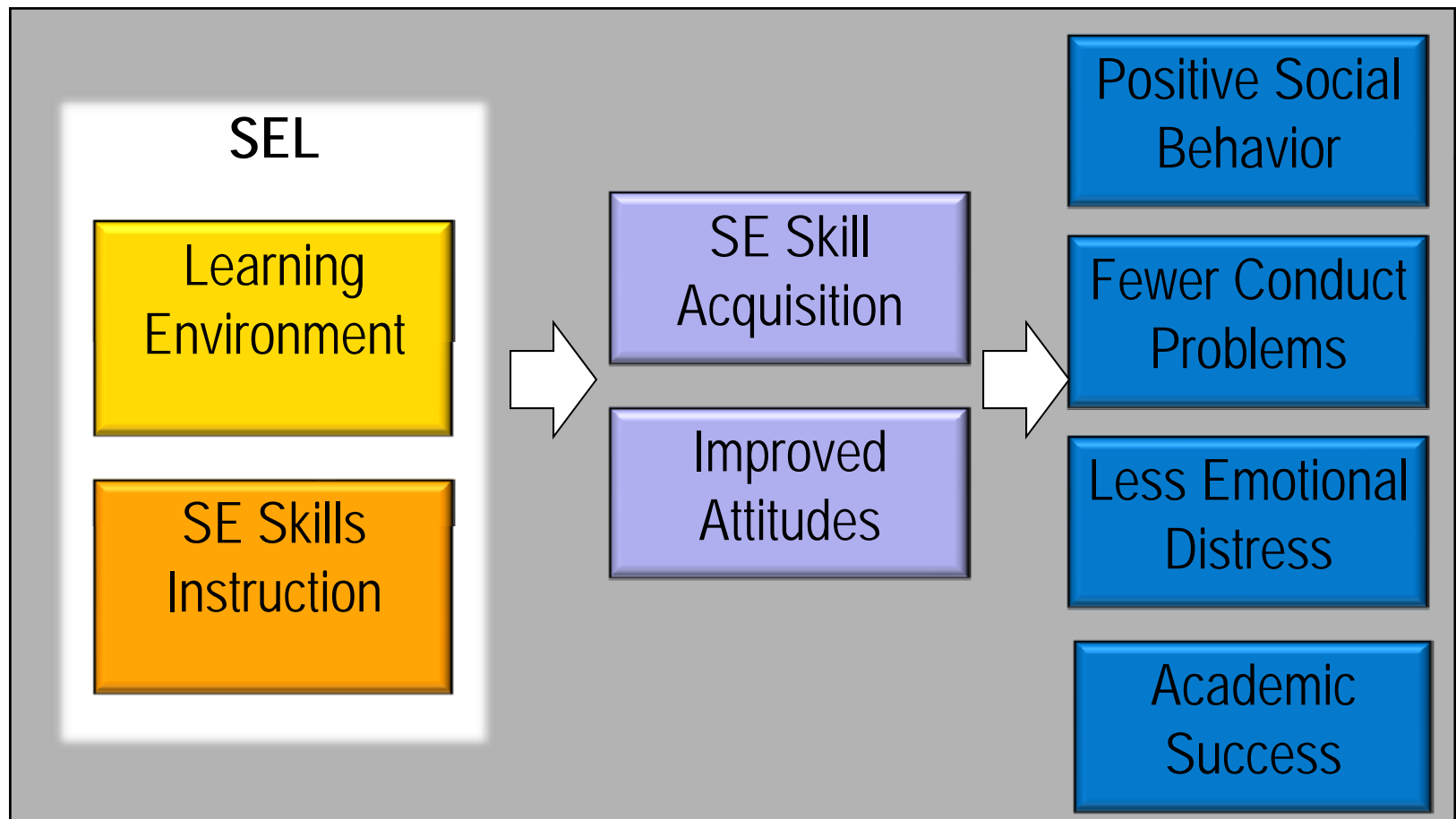- Engaged Citizens
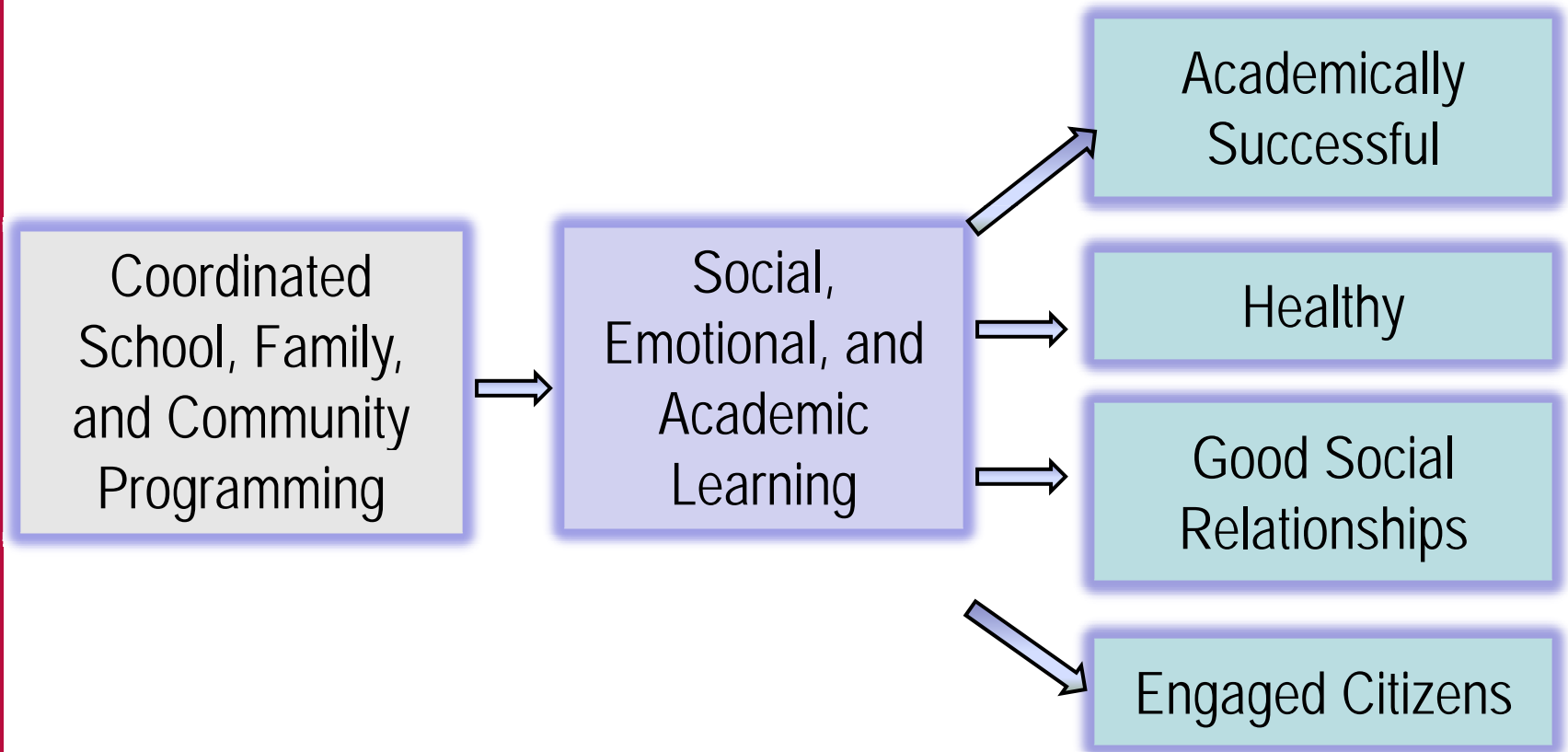
What are the Latest Research Advances?
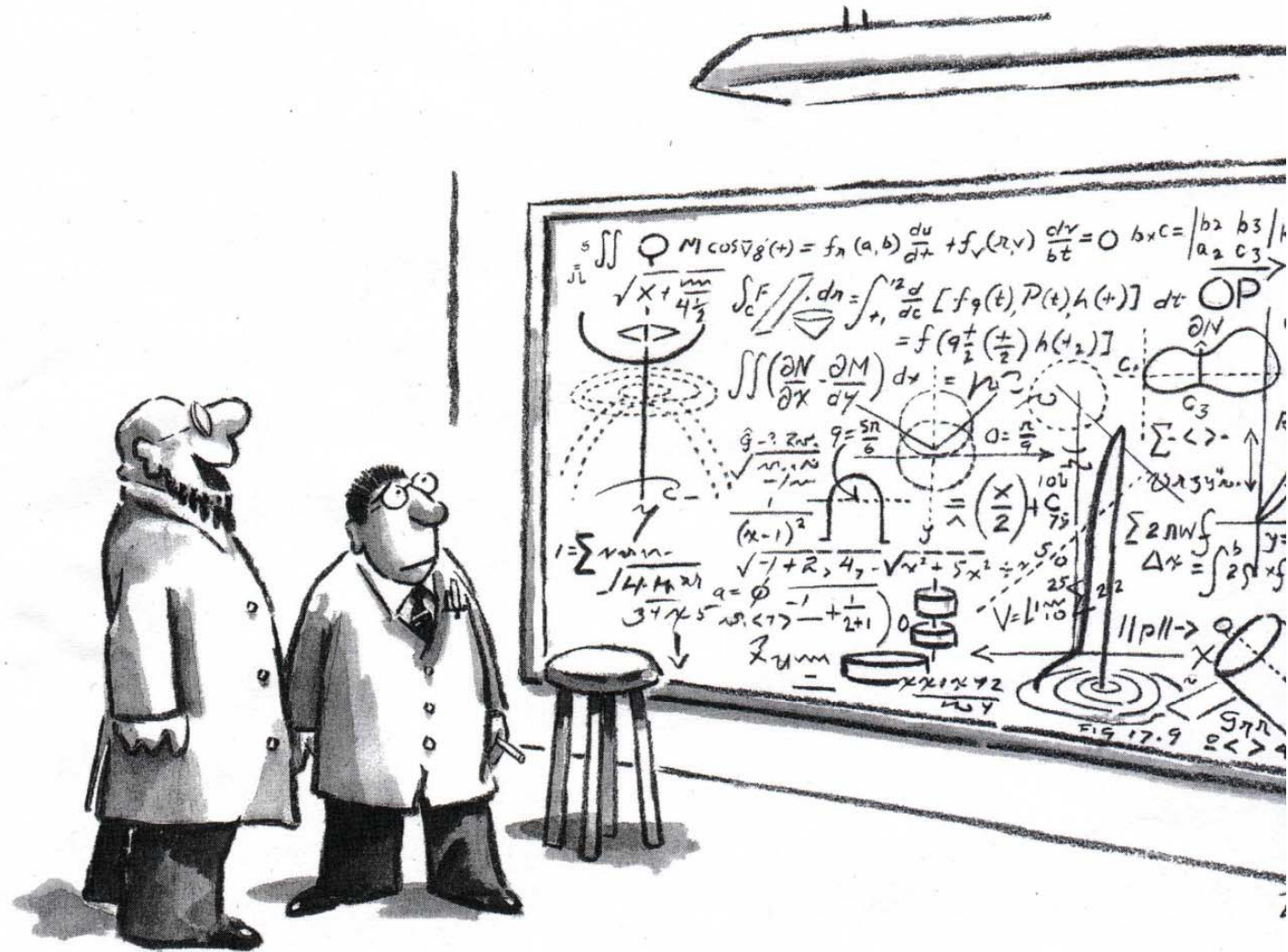
"Hey, no problem!"

Meta-analysis: SEL Promotes Success in School
Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011)

Coordinated School, Family, and Community Programming

Meta-analysis: Core Questions

1. Does school-based SEL programming positively affect students?

2. Are SEL programs conducted by existing school staff effective?

3. Do training practices and the quality of implementation affect student outcomes?

Benefits of Social and Emotional Learning

Good Science Links SEL to the Following Student Gains:
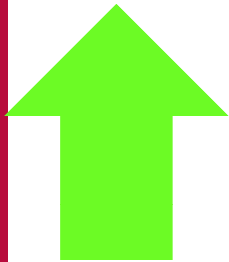
- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure
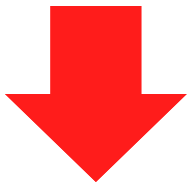
- Conduct problems
- Aggressive behavior
- Emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (in press). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.

SEL Improves Academic Outcomes

- **Attitudes**
  - Motivation, commitment
- **Behaviors**
  - Participation, study habits
- **Performance**
  - Grades, subject mastery
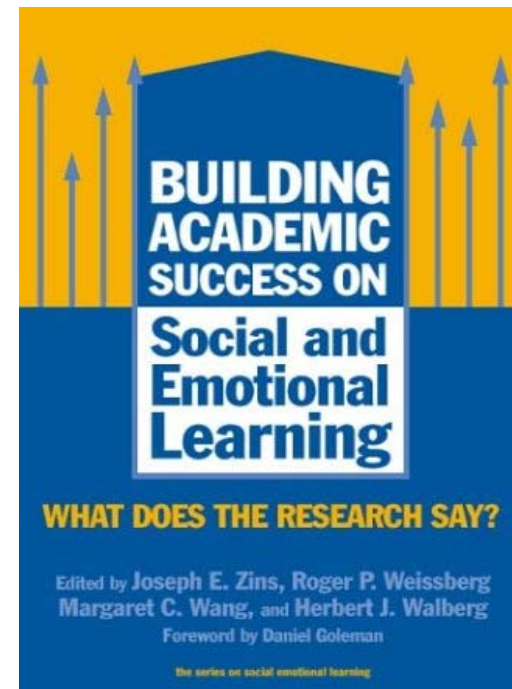
Source: Zins, Weissberg, Wang, & Walberg (2004). *Building Academic Success on Social and Emotional Learning (SEL): What Does the Research Say?*

Longitudinal Findings from the Seattle Social Development Project at Age 21 (Hawkins et al.)

- More high school graduates

- More attending college

- More employed

- Better emotional and mental health

- Fewer with a criminal record

- Less drug selling

- Less co-morbid diagnosis of substance abuse and mental disorder

Cost-benefit: $3.14/student for $1.00 invested

Are SEL programs conducted by existing school staff effective?

	Teacher	Researcher
Social-emotional skill	✔	✔
Attitudes	✔	☐
Positive social behavior	✔	☐
Conduct problems	✔	✔
Emotional distress	✔	☐
Academic performance	✔	☐

Does the quality of implementation affect student outcomes?

Implementation Problems?

	No	Yes
Social-emotional skills	✓	☐
Attitudes	✓	✓
Positive social behavior	✓	☐
Conduct problems	✓	✓
Emotional distress	✓	☐
Academic performance	✓	☐

How Do We Develop Students' Social and Emotional Skills?

- Sequenced, Active, Focused, Explicit (SAFE) programming

- Adults and students model SEL skills and discuss relevant situations (teachable moments)

- Developmentally/culturally competent instruction and community-building activities

- Students have opportunities to contribute to their class, school, and community

# Autonomy, Belonging, Competence

Less

Teacher lecture
Teacher intervention
Inflexible discipline
Competition
Literal comprehension
Independent seatwork
Parent-school isolation
Benevolent dictatorship
Rewards

More

Student input
Student problem solving
Natural consequences
Caring community
Higher level discussions
Cooperative learning
Sense of partnership
Student centered democracy
Self-assessment

Effects of SEL Participation on Teachers:
Self-reported Survey Responses
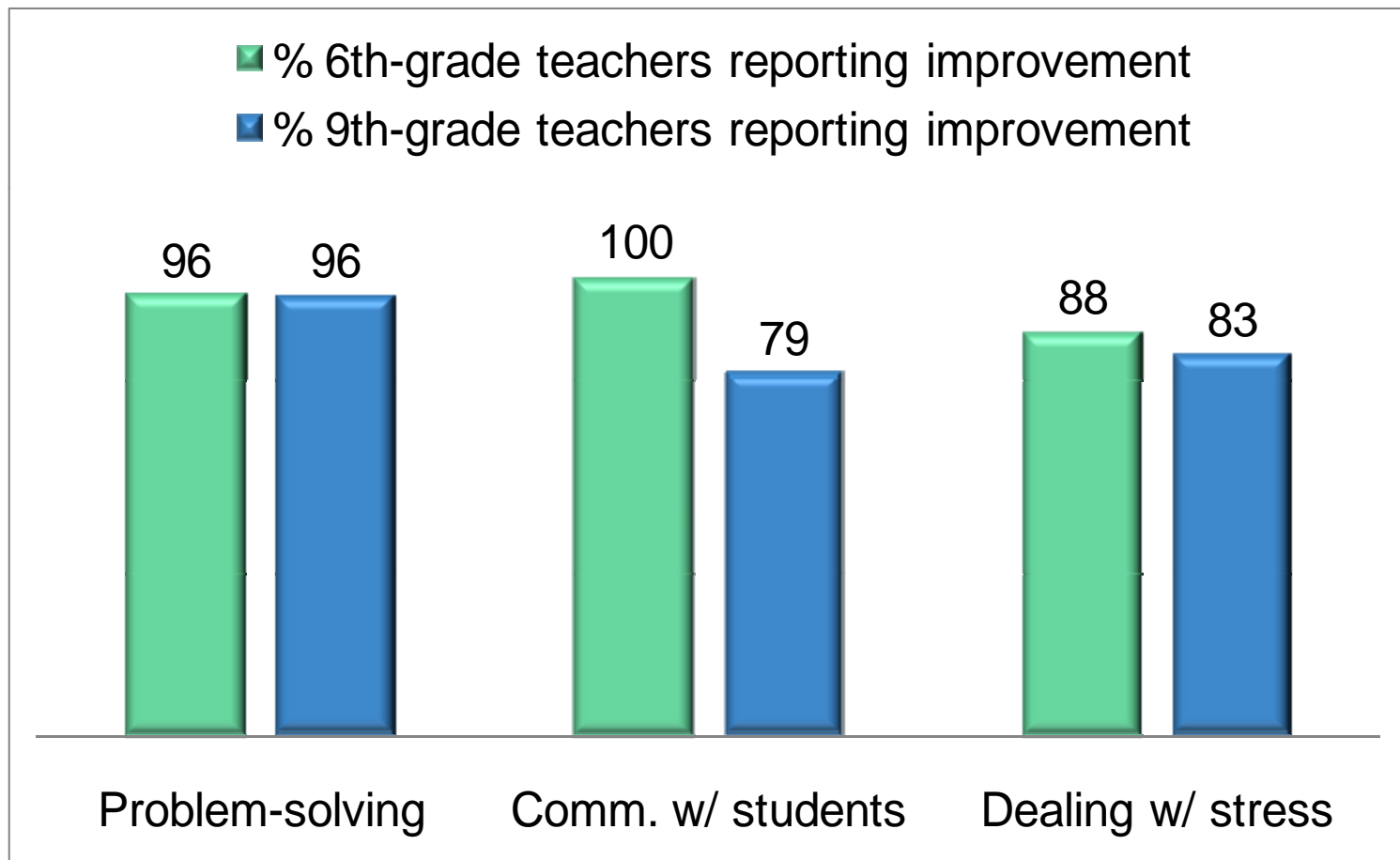
Principals' Responses:
Personal Transformation

- The training I received from SEL has brought a focus and a reflection to my leadership skills. It has taught me to recognize the relationship between my feelings and my job performance as a school leader.

- I am definitely more in touch with my values as an educator as a result of working with SEL at my school. I realize that it is not just about academics; rather we are responsible for nurturing the entire child and SEL assists us in doing that.

Implications for Practice & Policy

SEL works

- *Multiple positive outcomes including academic achievement*
- *Across grade levels and contexts*

SEL is doable

- *Good results from programs run by existing school staff*

SEL needs support

- *Implementation matters*
- *Supported by federal and state policies, leadership, and professional development*

Three IL Social & Emotional Learning Goals

Self	Other	Decision-making
SEL Goal 31 Develop self-awareness and self-management skills to achieve school and life success.	**SEL Goal 32** Use social-awareness and interpersonal skills to establish and maintain positive relationships.	**SEL Goal 33** Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Safe and Sound: An Educator's Guide to Evidence-based SEL Programs
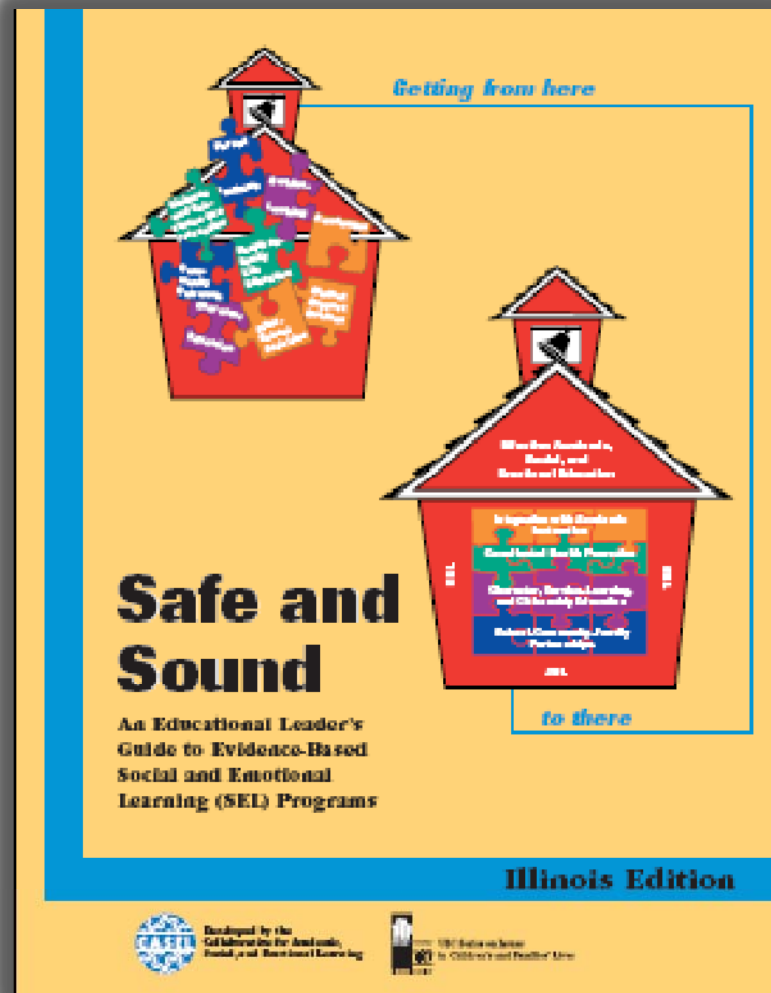
PROGRAM RATINGS

Programs with ★ in **bold** are CASEL SELECT programs.

			PROGRAM DESIGN		SOUND SEL INSTRUCTIONAL PRACTICE					PROGRAM EFFECTIVENESS & IMPLEMENTATION SUPPORTS					SAFE & SOUND LEARNING ENVIRONMENTS		
Program	Grades	Behavioral Content Areas Covered[1]	Materials Cost per 25 Students	Academic Achievement Strategies[2]	Self-Awareness	Social Awareness	Self-Management	Relationship Skills	Responsible Decision Making	Professional Development	Evidence of Effectiveness[3]	Given Designation in Other National Programs	Student Assessment Measures	Classroom Implementation Tools	Schoolwide Coordination	Family Partnerships	Community Partnerships
Aban Aya Youth Project: 1996-97	5-8	VP CITIZ HSD	$500		◐	◐	●	◐	◐	●	◑		◐	○	◐	◐	○
Al's Pals: Kids Making Healthy Choices: 1998, 1999	preK-3	VP SAP	$595		●	◐	●	◐	◐	●	◐	✔	●	●	◐	●	○
Americans All: 1992	K-12	CITIZ	$275	S, I	◐	●	◑	◐	◐	◐	○		◑	◑	○	◐	●
BrainWise™: 2002	K-12	HSD	$225		◐	◐	◐	◐	●	●	○		◑	◑	○	◑	○
★ **Caring School Community (Child Development Project): 1994-99**	K-6	CITIZ	$60	I, T	●	●	●	●	●	●	◐	✔	◐	◐	◐	●	●
★ **Community of Caring (Growing Up Caring): 1990**	K-12	SAP HSD GHP CITIZ	contact publisher		●	◐	◐	◐	●	●	◑	✔	●	◑	●	◐	●
Comprehensive Health for the Middle Grades: 1996	6-8	SAP VP HSD GHP CITIZ	$455		◐	○	●	◐	●	◐	○		●	◑	◐	●	●

Notes

1. Content:
   SAP = Substance Abuse Prevention;
   VP = Violence Prevention;
   HSD = Healthy Sexual Development;
   GHP = General Health Promotion;
   CITIZ = Promotion of Citizenship.

2. Academic Achievement Strategies:
   S = promotes study skills;
   I = promotes integration with academics;
   T = promotes change in teaching practices.

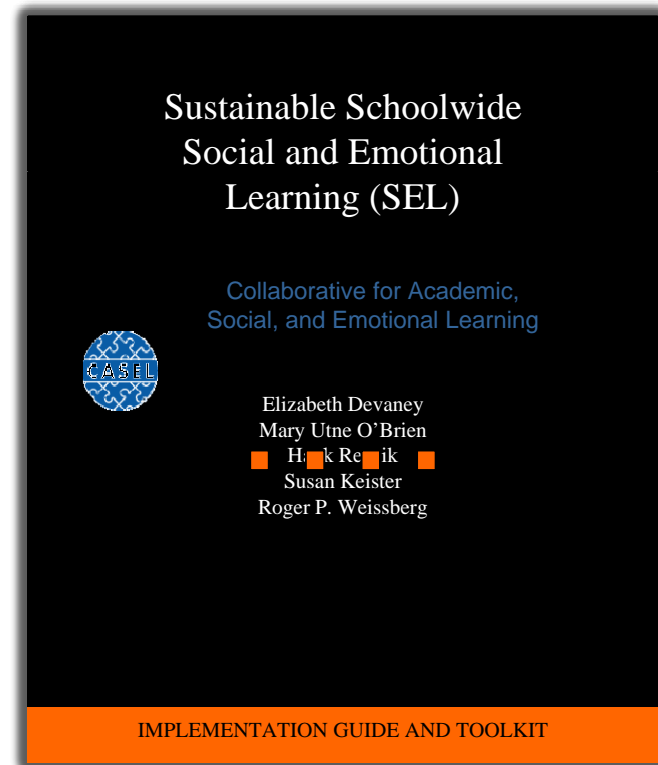3. ○ = no evaluation met CASEL design criteria.

Key

All indicators except Professional Development were rated on a four-point scale, in which ● was the highest score and ○ the lowest. Professional development was rated on a three-point scale.

- ● = strength
- ◐ = promising
- ◑ = marginal
- ○ = weakness

Detailed descriptions of every program in the table are on the *Safe and Sound* CD-ROM.

Sustainable Schoolwide SEL: Implementation Guide and Toolkit

- Readiness phase

- Planning phase

- Implementation phase

- Sustainability factors

Sustainable Schoolwide
Social and Emotional
Learning (SEL)

Collaborative for Academic,
Social, and Emotional Learning

CASEL

Elizabeth Devaney
Mary Utne O'Brien
Hank Resnik
Susan Keister
Roger P. Weissberg

IMPLEMENTATION GUIDE AND TOOLKIT

The CASEL Rubric: Implementation Steps

Readiness Stage
- Principal is committed to implementing SEL in the school.
- Principal engages key stakeholders and creates SEL steering committee.

Planning Stage
- Develop a shared vision of SEL.
- Conduct a schoolwide needs and resource assessment.
- Develop an action plan.
- Select an evidence-based program.

Implementation Stage
- Conduct initial professional development activities.
- Launch SEL instruction in classrooms.
- Expand classroom-based SEL programming and integrate SEL schoolwide.
- Revisit implementation activities and adjust for continuous improvement.

A Coordinated Districtwide Model for Academic, Social, and Emotional Learning

Planned, systematic classroom-based SEL instruction and a supportive school climate	Coordinated mental health and health services that reinforce SEL instruction
School-Family-Community partnerships to enhance social, emotional, and academic competence	After-school and community activities that are coordinated with SEL efforts
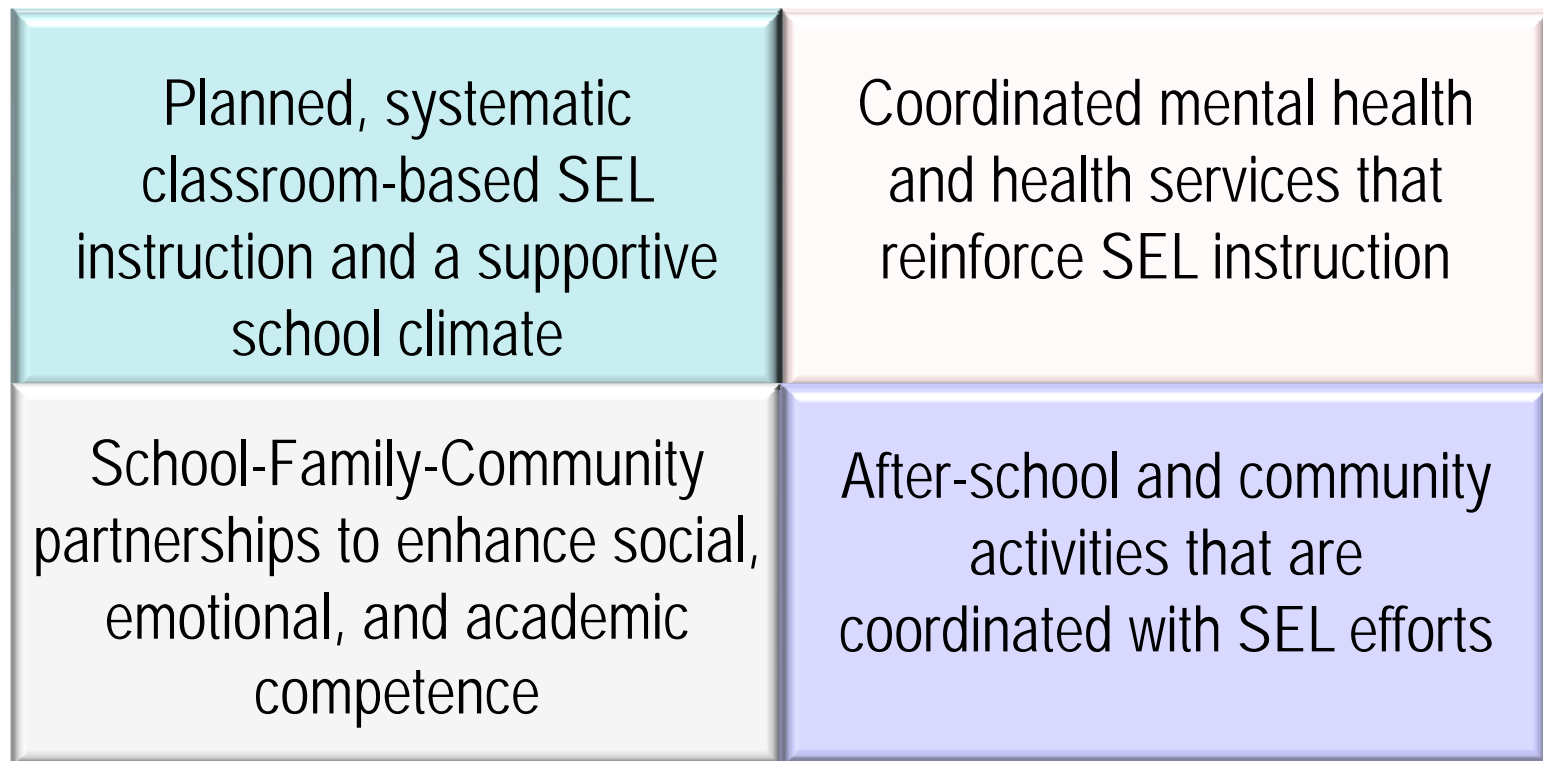
Summary

- SEL is the process whereby children and adults develop essential social and emotional competencies.

- SEL improves school-related attitudes, behaviors, and academics and provides the foundation for life success.

- Well-designed, well-implemented SEL programming produces the best outcomes.

- Sustainable, effective schoolwide SEL requires 6 Ps: Policy, Principals (or suPerintendents!), Planning, Professional development, Program evaluation, and Partnerships.

Why Implement SEL in Schools?

- Relationships provide a foundation for learning

- Emotions affect how and what we learn

- Relevant skills can be taught

- Positive effects on academic performance, health, relationships, and citizenship

- Demanded by employers

- Essential for lifelong success

- A coordinating framework to overcome fragmentation of prevention and youth-development programs

SEL Prepares Students
for College and Careers

Self-Discipline, Initiative, and Self-Advocacy

Communication

Team Work and Collaboration

Leadership

Critical Thinking and Problem-Solving

Ethics and Social Responsibility

Global Awareness

A Vision for SEL: Classroom, School, District, State, Nation, World

Educators, students, families, and community members work together to support the healthy development of all students.

All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers.

Students are contributing in positive ways to their school and community.

George Sugai & Rob Horner
OSEP Center on PBIS
University of CT & OR
www.pbis.org

SWPBS (aka PBIS/RtI) is

Framework for enhancing adoption & implementation of
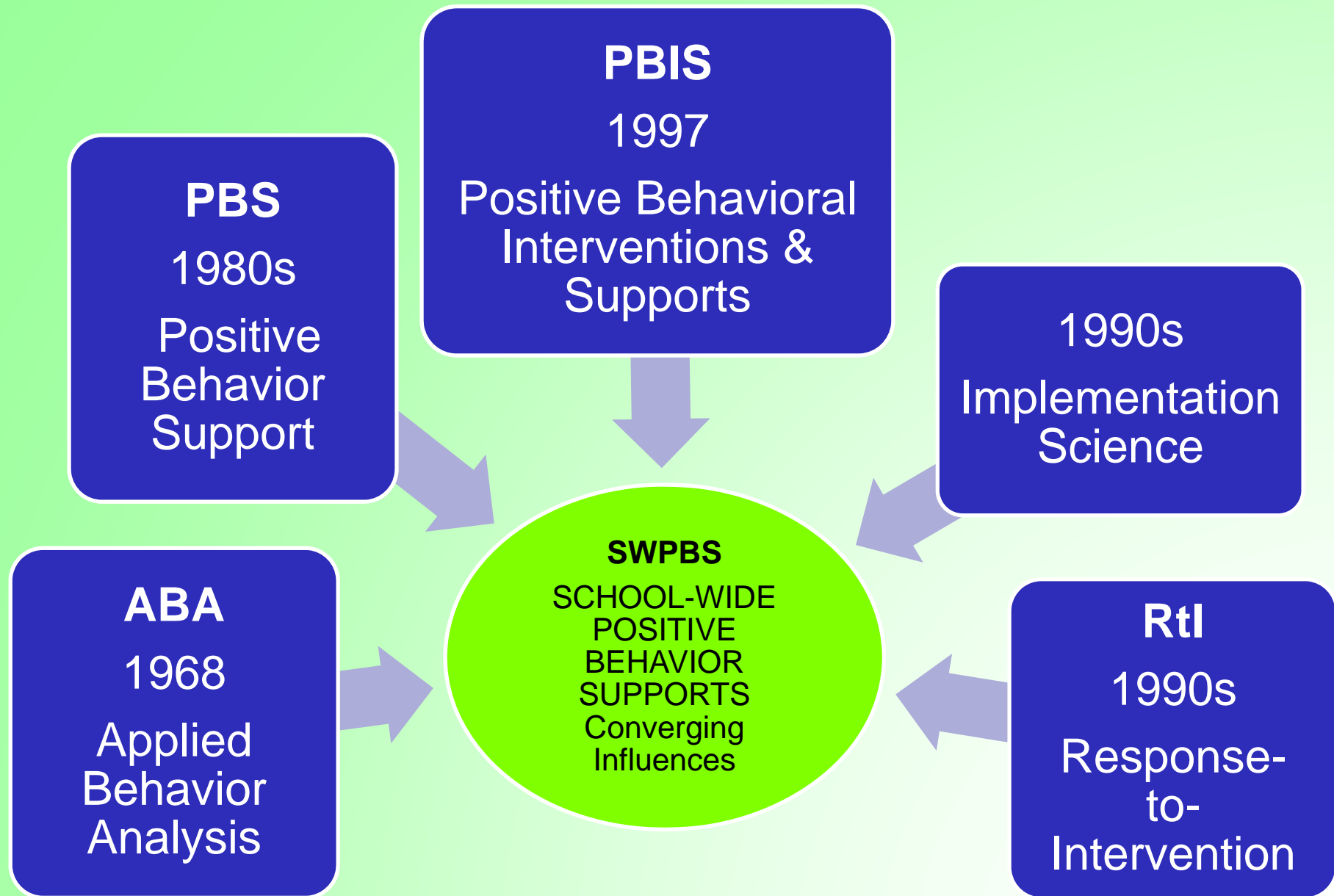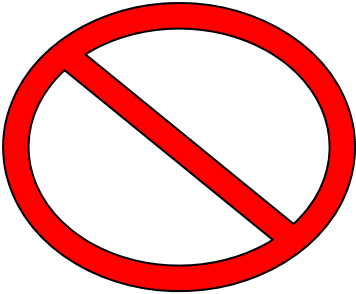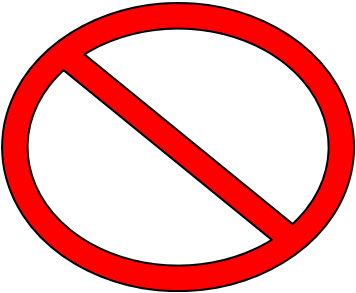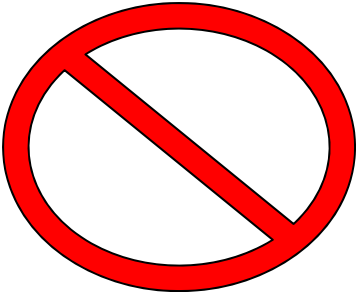
Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

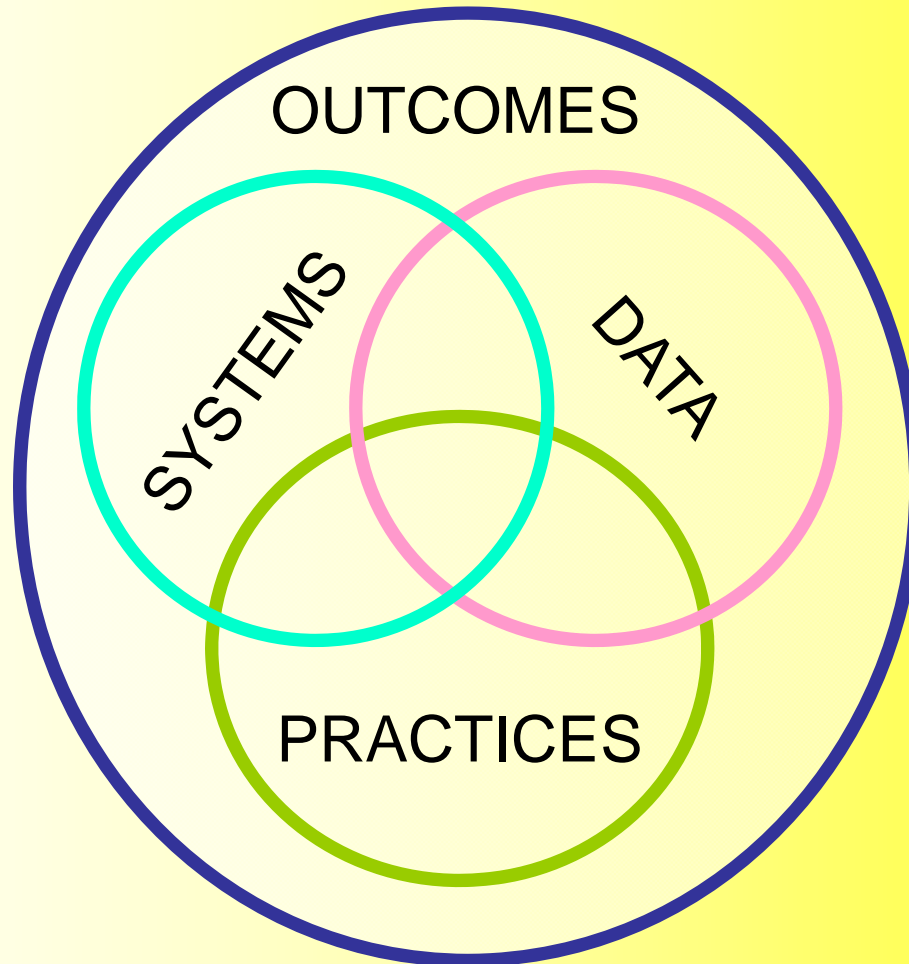| "*Making a turn*"		IMPLEMENTATION	
		Effective	Not Effective
PRACTICE	Effective	*Maximum Student Benefits*	🚫
	Not Effective	🚫	🚫

Fixsen & Blase, 2009

Integrated Elements

Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Staff Behavior

Supporting Decision Making

Supporting Student Behavior

OSEP Center on
**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions
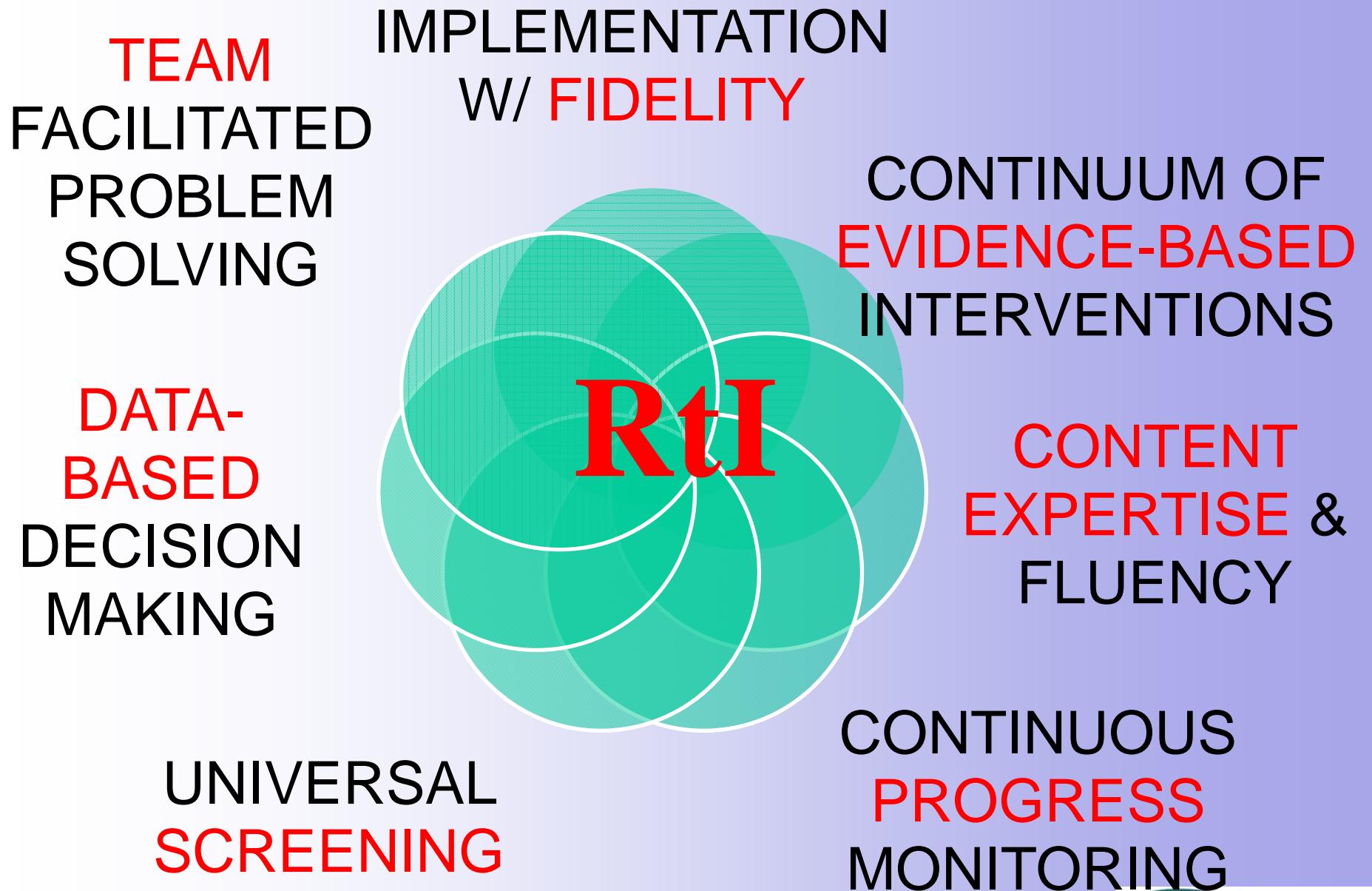
CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT

Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

FEW
~5%

SOME
~15%

ALL
~80% of Students

OSEP Center on
Positive Behavioral
Interventions & Supports
Effective Schoolwide Interventions
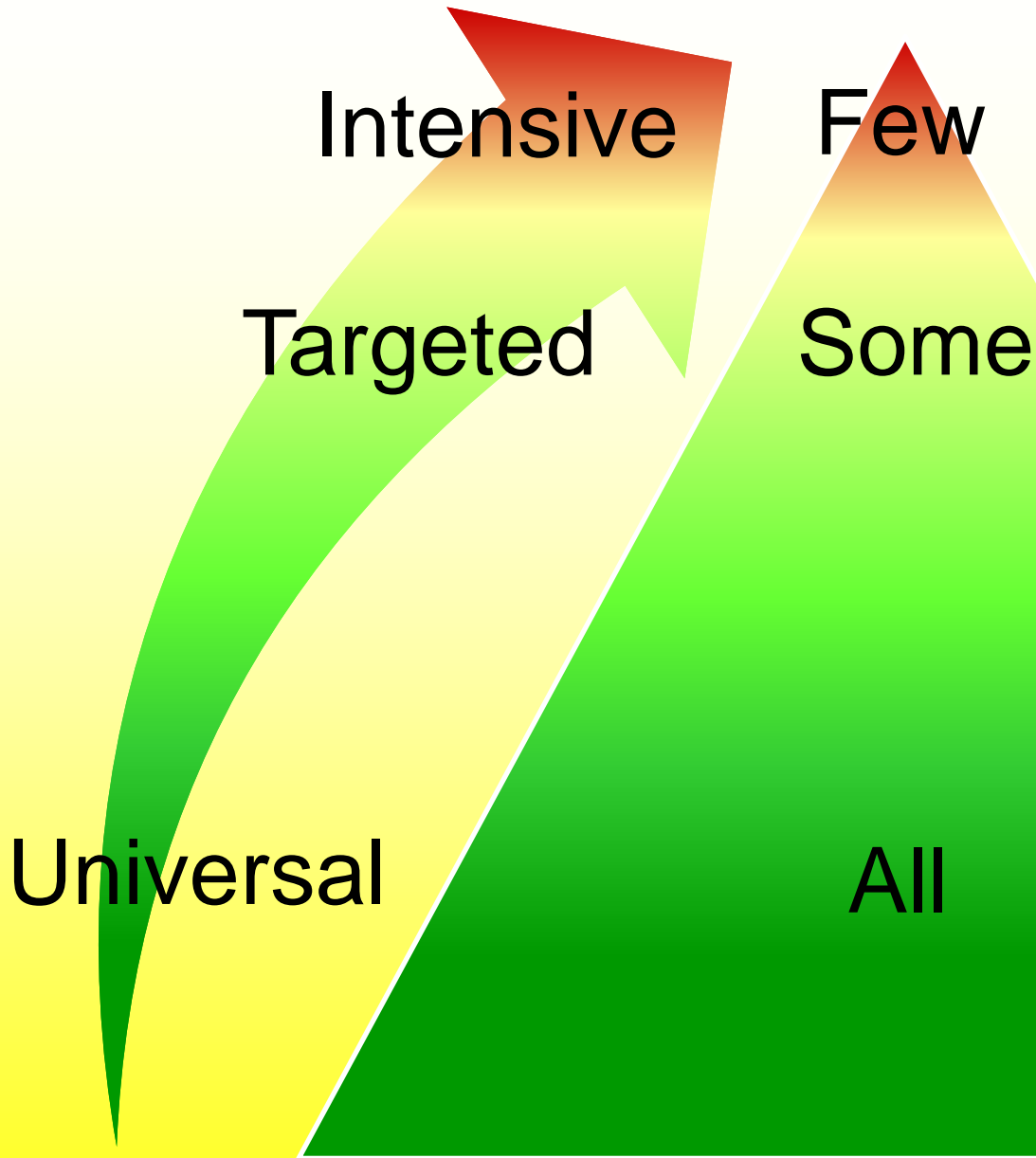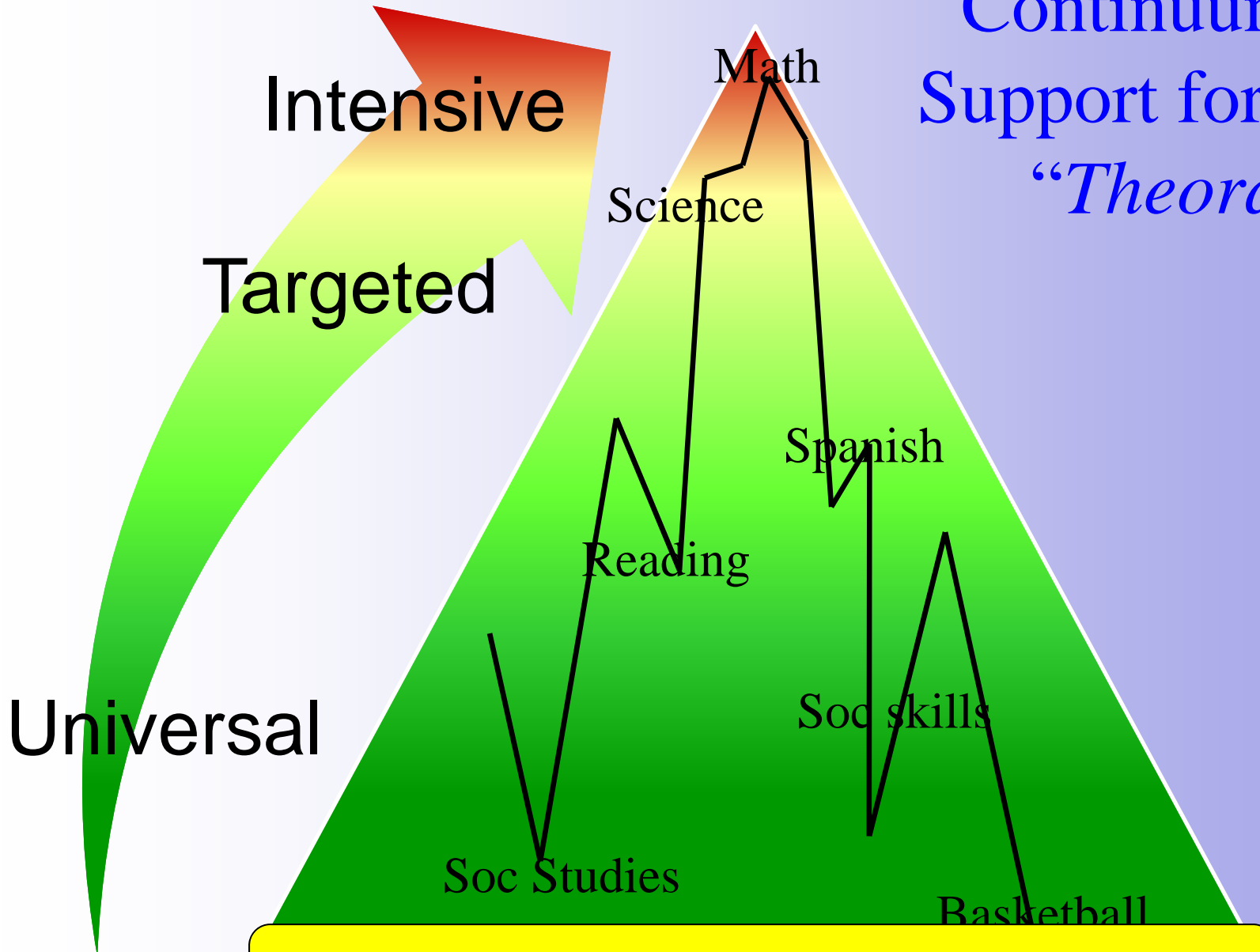
ESTABLISHING CONTINUUM of SWPBS - **EXAMPLE**
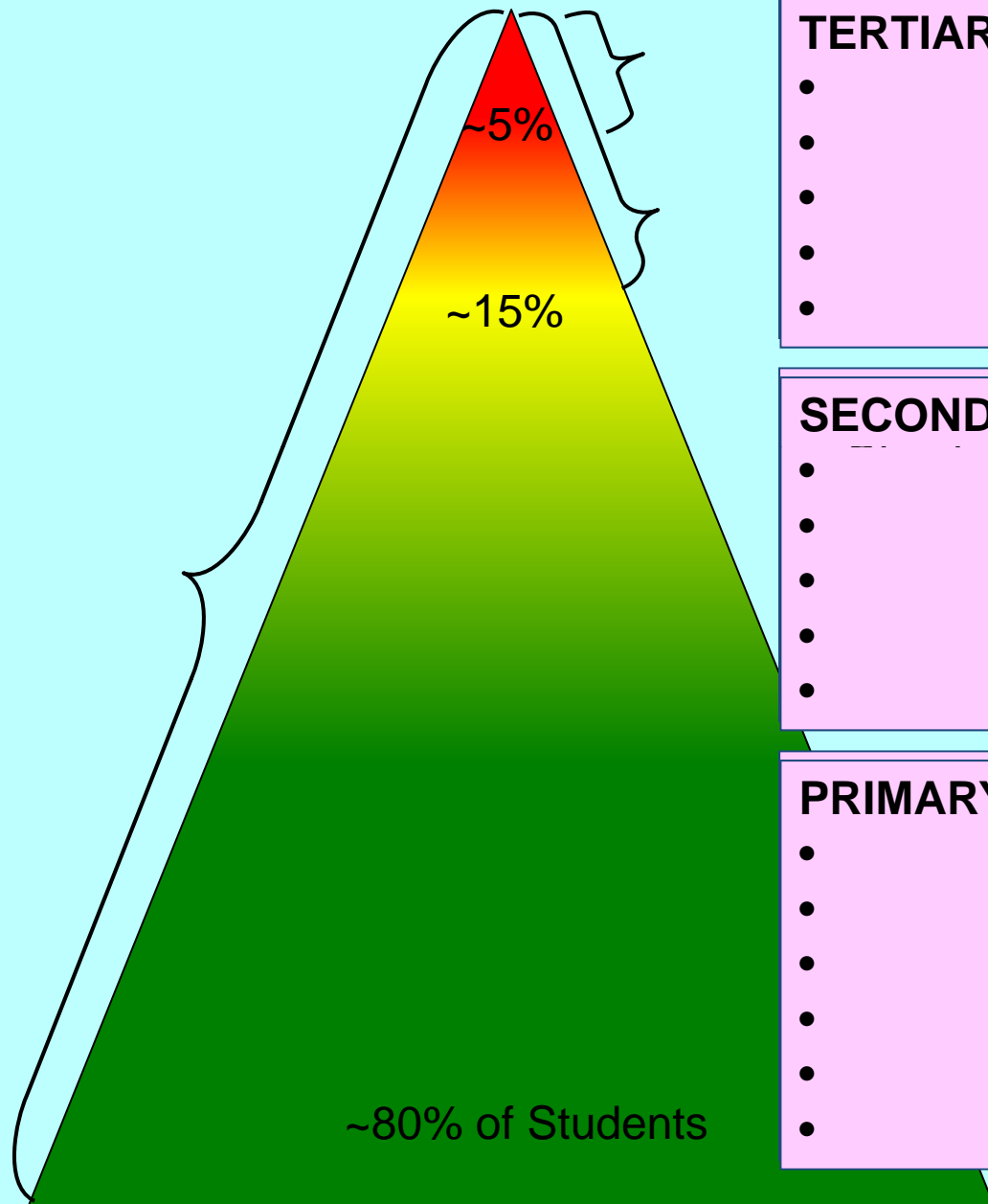
TERTIARY PREVENTION

-
-
-
-
-

SECONDARY PREVENTION

-
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-

PRIMARY PREVENTION

-
-
-
-
-
-

~5%

~15%

~80% of Students

P Center on
sitive Behavioral
Interventions & Supports
Effective Schoolwide Interventions

SWPBS Practices

School-wide

Classroom

Non-classroom

Family

Student & Family
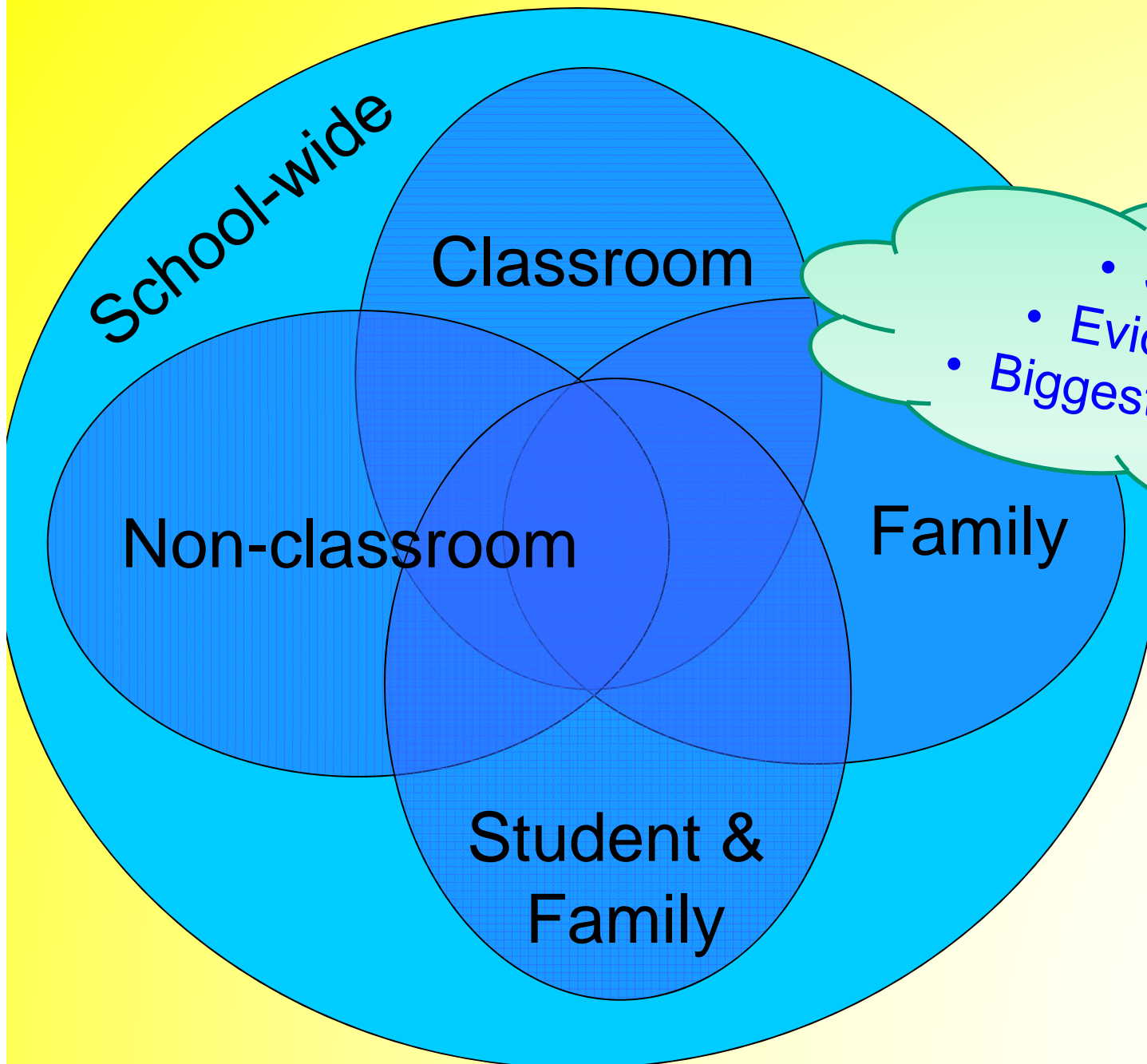
- Smallest #
- Evidence-based
- Biggest, durable effect

OSEP Center on
**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions

SCHOOL-WIDE

1.1. Leadership team

2.Behavior purpose statement

3.Set of positive expectations & behaviors

4.Procedures for teaching SW & classroom-wide expected behavior

5.Continuum of procedures for encouraging expected behavior

6.Continuum of procedures for discouraging rule violations

7.Procedures for on-going data-based monitoring & evaluation

EVIDENCE-BASED INTERVENTION PRACTICES

CLASSROOM

1.All school-wide

2.Maximum structure & predictability in routines & environment

3.Positively stated expectations posted, taught, reviewed, prompted, & supervised.

4.Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices

5.Continuum of strategies to acknowledge displays of appropriate behavior.

6.Continuum of strategies for responding to inappropriate behavior.

INDIVIDUAL STUDENT

1.Behavioral competence at school & district levels

2.Function-based behavior support planning

3.Team- & data-based decision making

4.Comprehensive person-centered planning & wraparound processes

5.Targeted social skills & self-management instruction

6. Individualized instructional & curricular accommodations

NONCLASSROOM

1.Positive expectations & routines taught & encouraged

2.Active supervision by all staff (Scan, move, interact)

3.Precorrections & reminders

4.Positive reinforcement

FAMILY ENGAGEMENT

1.Continuum of positive behavior support for all families

2.Frequent, regular positive contacts, communications, & acknowledgements

3.Formal & active participation & involvement as equal partner

4.Access to system of integrated school & community resources

School-wide

1. Leadership team

2. Behavior purpose statement

3. Set of positive expectations & behaviors

4. Procedures for teaching SW & classroom-wide expected behavior

5. Continuum of procedures for encouraging expected behavior

6. Continuum of procedures for discouraging rule violations

7. Procedures for on-going data-based monitoring & evaluation

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**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions

Teaching Matrix

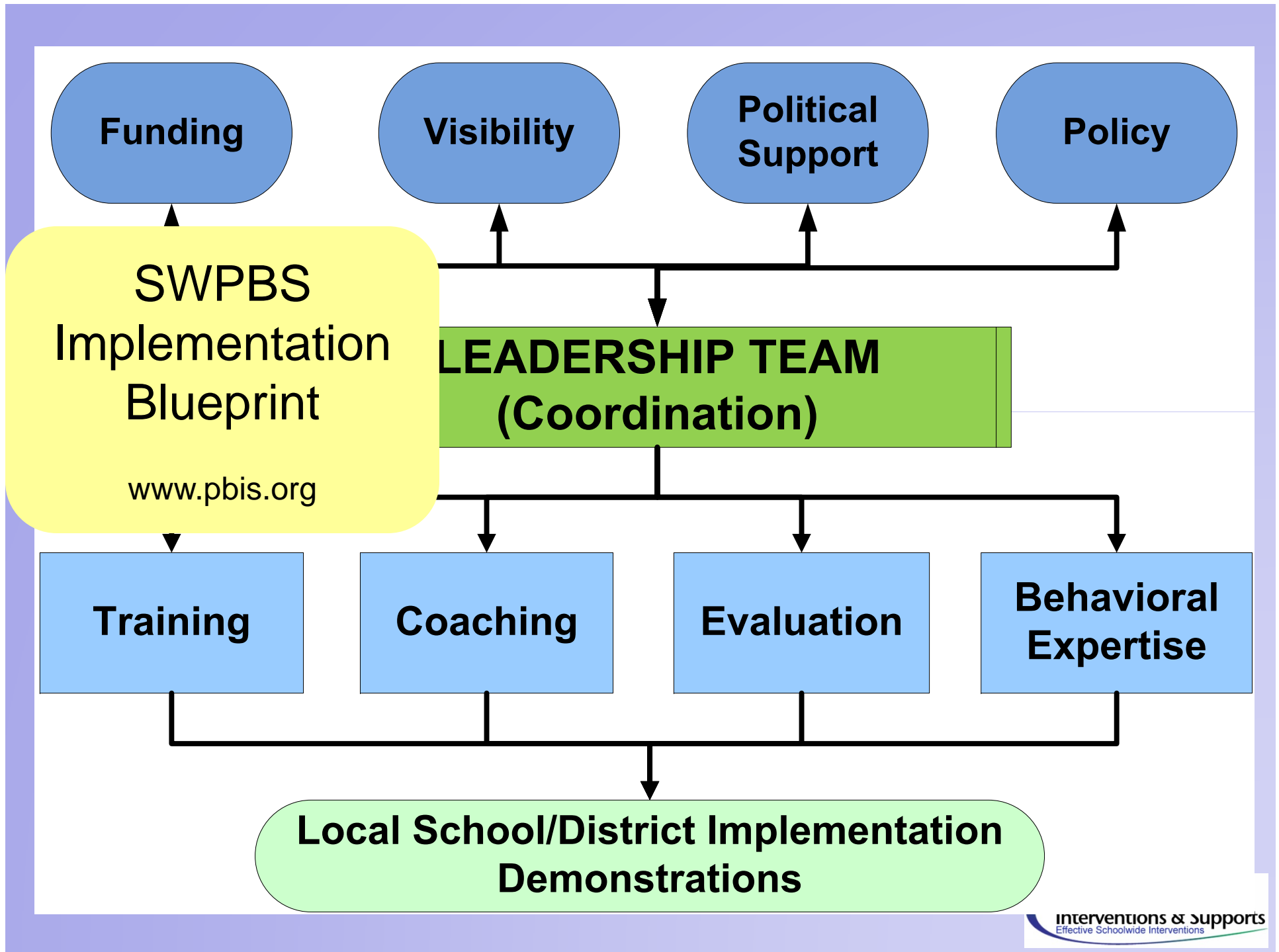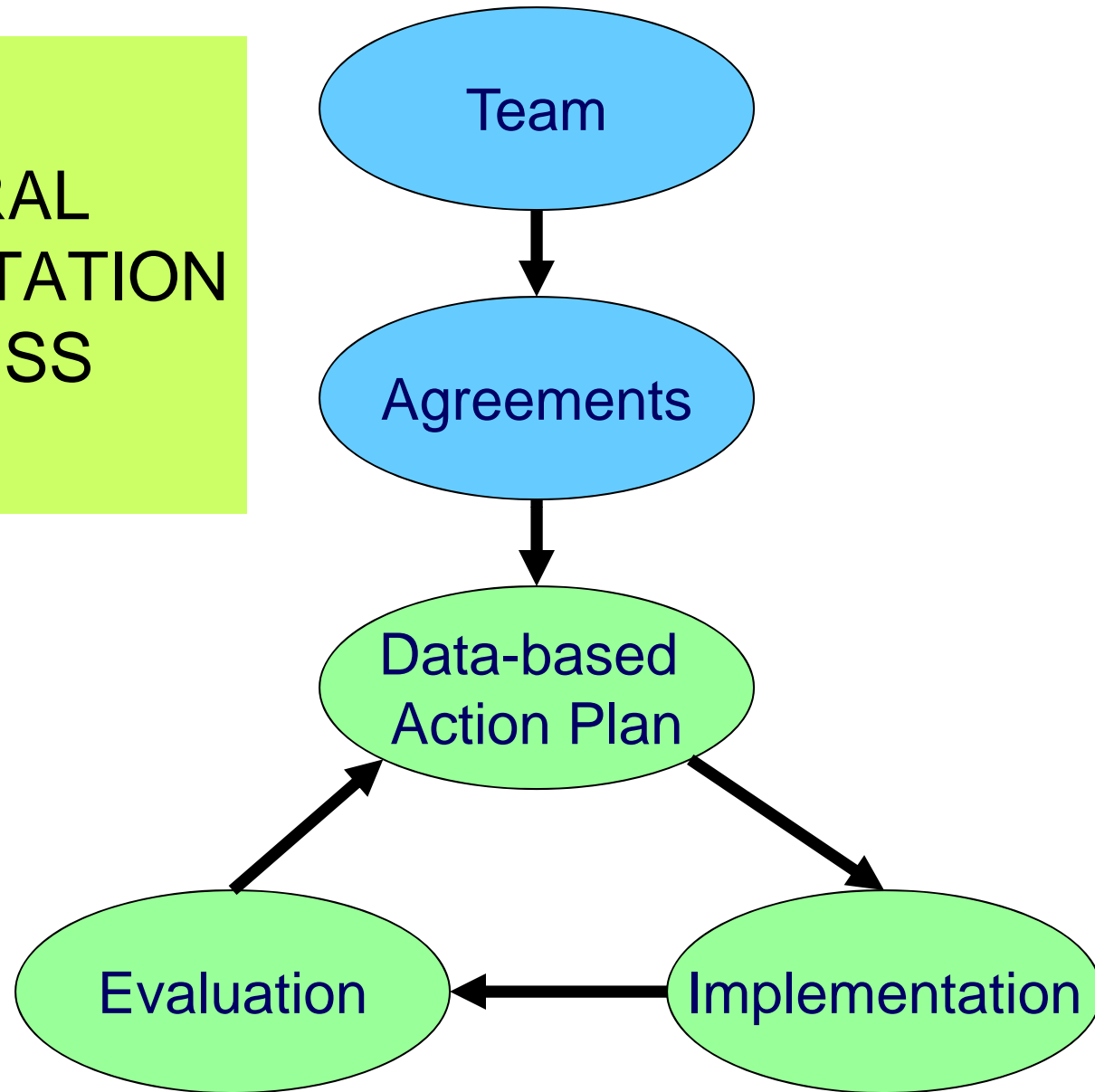| Expectations		SETTING						
		All Settings	Hallways	Playground	Cafeteria		Assembly	Bus
	Respect Ourselves	Be on task. Give your best effort.			Eat all your food. Select healthy...	Study, read, compute.		...for
	Respect Others	Ha... to self. Help/share with others.	Use normal voice volume. Walk to right.	others. Share equipment.	...d table	Return books.	Use appropriate applause.	voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up ...	...ys a utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

1. SOCIAL SKILL

2. NATURA... CONT...

3. BEHAVIOR EXAMPLES

Teaching directly in context

OSEP Center on
**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions

Evaluation Criteria

Effective	• *Achieve desired outcome*?
Efficient	• *Doable by real implementer*?
Relevant	• *Contextual & cultural*?
Durable	• *Lasting*?
Scalable	• *Transportable*?
Logical	• *Conceptually Sound*?

Sample Teaming Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID
Attendance Committee	Increase attendance	Increase % of students attend... daily	...tudents	Eric, Ellen, Marlee	Goal #2
Character Education	Improve character	Improve characte...		...ee, J.S..	Goal #3
Safety Committee	Improve safety	Predictable response to threat/crisis	Dangerous students		Goal #3
School Spirit Committee	Enhance school spirit	Improve morale	All students	Has not met	
Discipline Committee	Improve behavior	Decrease office referrals	Bullies, antisocial students, repeat offenders	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Prevent drug use		High/at-risk drug users	Don	
EBS Work Group	Implement 3-tier model	Decrease office referrals, increase attendance, enhance academic engagement, improve grades	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3

Are outcomes measurable?