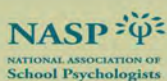
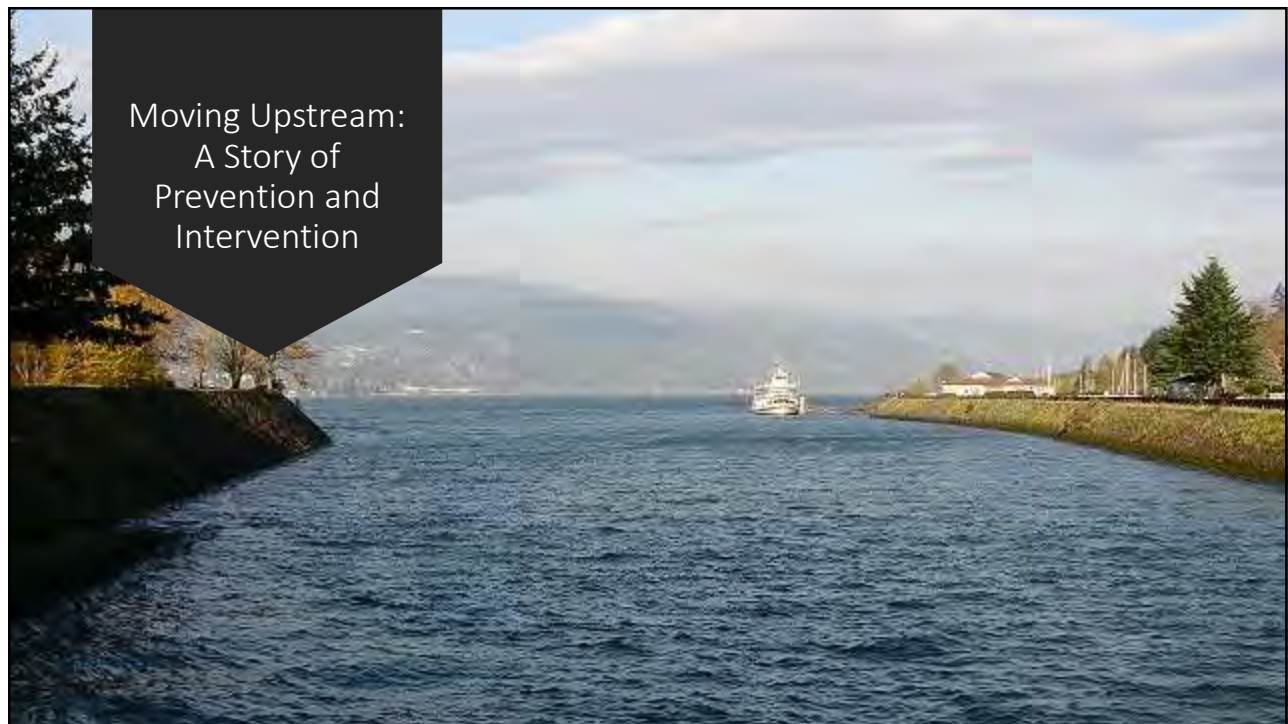




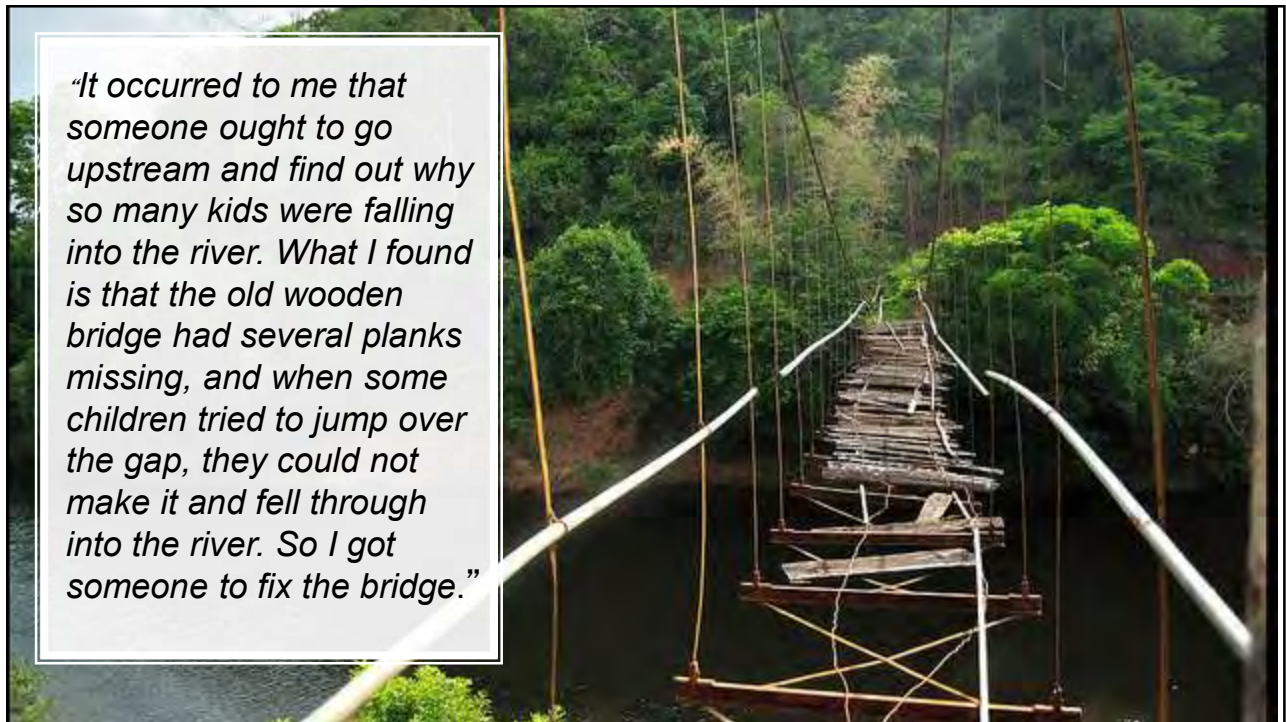
Integrating Social Emotional Learning with Multi-Tiered Systems of Support



Ohio School Psychologists Association
April 2018



"It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river. What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they could not make it and fell through into the river. So I got someone to fix the bridge."



Risk factors that create “Barriers to Learning”

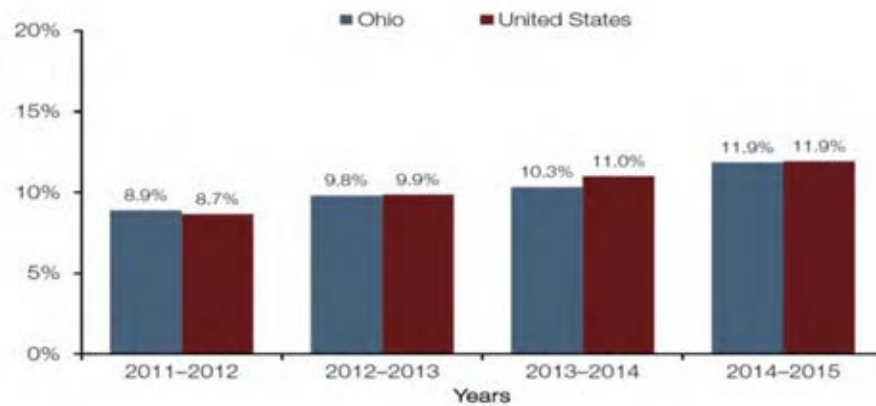
- Poverty
- Exposure to violence or drug use
- Historical trauma or institutional racism
- Absent or infirm parents
- Behavioral and cognitive disabilities
- Court-involved – juvenile justice
- Foster care

Failure to address multiple problems early on can lead to
systems spillover.

Schools are victim of **systems spillover.**

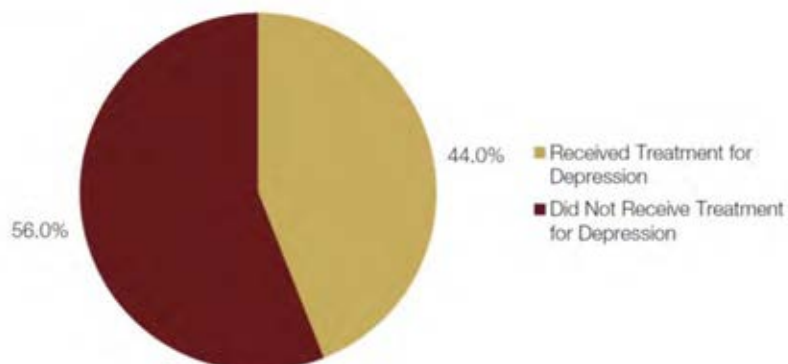
Mental Health Snapshot

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



Past Year Treatment for Depression Among Adolescents Aged 12-17 with Major Depressive Episode (MDE) in Ohio (Annual Average, 2011-2015)^{2,4}

From 2011 to 2015, Ohio's annual average percentage of past year treatment for depression among adolescents aged 12-17 with past year MDE was similar to the corresponding national annual average percentage (38.9%).



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”

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 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.

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

Focus of Intervention

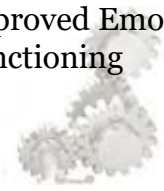
Education System

Behavior Management,
Skill Development,
Academic
Improvement



Mental Health System

Insight,
Awareness,
Improved Emotional
Functioning



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



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**

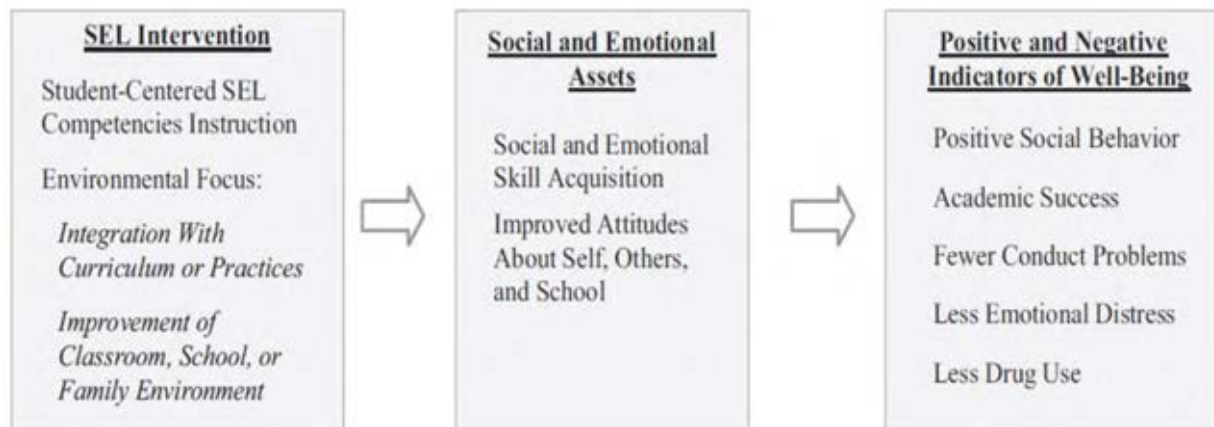
Self-Determination Theory

- 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

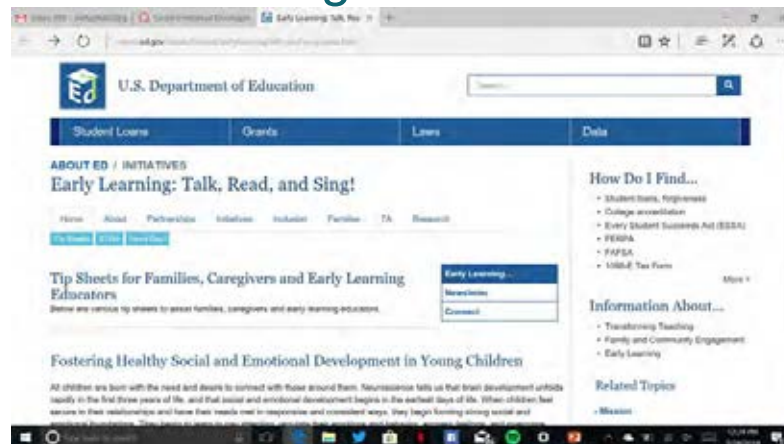
- Consistent positive effects were found for SEL interventions with student populations from **different racial groups and socioeconomic statuses**
- Various social and emotional assets will be associated with significant improvement in students' **long-term adjustment**
- **Positive effects** on several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



Neuroscience tells us ...

- brain development unfolds rapidly in the first three years of life
- when children feel secure in their relationships and have their needs met in responsive and consistent ways, they begin forming strong social and emotional foundations
 - learn to pay attention
 - regulate their emotions and behavior
 - express feelings
 - overcome challenges successfully

USDE Fostering Healthy Social and Emotional Development in Young Children Toolkit



<https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/index.html>

Key Social and Emotional Milestones Birth – Age 5

- Birth to 2 Months
 - May briefly calm herself (may bring hands to mouth and suck on hand)
 - Tries to make eye contact with caregiver
 - Begins to smile at people
- 4 Months
 - May smile spontaneously, especially at people
 - Likes interacting with people and might cry when the interaction stops
 - Copies some movements and facial expressions, like smiling or frowning

- 6 Months
 - Reacts positively to familiar faces and begins to be wary of strangers
 - Likes to play with others, especially parents and other caregivers
 - Responds to own name

- 9 Months
 - May show early signs of separation anxiety and may cry more often when separated from caregiver and be clingy with familiar adults
 - May become attached to specific toys or other comfort items.
 - Understands “no”
 - Copies sounds and gestures of others.

- 12 Months
 - May show fear in new situations
 - Repeats sounds or actions to get attention
 - May show signs of independence and resist a caregiver's attempt to help
 - Begins to follow simple directions
- 18 Months
 - May need help coping with temper tantrums
 - May begin to explore alone but with parent close by
 - Engages in simple pretend or modeling behavior, such as feeding a doll or talking on the phone
 - Demonstrates joint attention

- 2 Years
 - Copies others, especially adults and older children
 - Shows more and more independence and may show defiant behavior
 - Mainly plays alongside other children (parallel play), but is beginning to include other children in play
 - Follows simple instructions
- 3 Years
 - May start to understand the idea of “mine” and “his” or “hers.”
 - May feel uneasy or anxious with major changes in routine.
 - May begin to learn how to take turns in games and follows directions with 2-3 steps
 - Names a friend and may show concern for a friend who is sad or upset

- 4 Years
 - Cooperates with other children and may prefer to play with other children than by herself
 - Often can't tell what is real and what is make-believe
 - Enjoys new things and activities

- 5 Years
 - May want to please caregivers and peers
 - Is aware of gender
 - May start recognizing what is real and what is make-believe.


Ohio's Early Learning & Development Standards


- A continuum of learning and development from birth to age five in each of five domains:
 - Approaches Toward Learning
 - Cognition and General Knowledge
 - Language and Literacy
 - Physical Well-Being and Motor Development
 - ***Social and Emotional Development***

Social and Emotional Development Standards

- “The Standards for Social and Emotional development involve behaviors that reflect children’s emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and peers. These Standards include a focus on **children’s developing abilities to regulate attention, emotions, and behavior, and to establish positive relationships with familiar adults and with peers.**”

- Ohio Birth – K SEL Standards

 NATIONAL ASSOCIATION OF School Psychologists		<i>Helping Children Thrive • In School • At Home • In Life</i>	
DOMAIN Social and Emotional Development		LEARNING AND DEVELOPMENT PROGRESSION	
STRAND	TOPICS	STRAND	TOPICS
Infants/Toddlers Self	<ul style="list-style-type: none"> • Awareness and Expression of Emotion • Self-Concept • Self-Comforting • Self-Regulation • Sense of Competence 	Pre-Kindergarten Self	<ul style="list-style-type: none"> • Awareness and Expression of Emotion • Self-Concept • Self-Regulation • Sense of Competence
Infants/Toddlers Relationships	<ul style="list-style-type: none"> • Attachment • Interactions with Adults • Peer Interactions and Relationships • Empathy 	Pre-Kindergarten Relationships	<ul style="list-style-type: none"> • Attachment • Interactions with Adults • Peer Interactions and Relationships • Empathy

 DOMAIN Social and Emotional Development	STRAND Self			
	TOPIC Awareness and Expression of Emotion			
	Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
	STANDARD STATEMENT Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	STANDARD STATEMENT Communicate emotions purposefully and intentionally, nonverbally and possibly with a few familiar words including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear.	STANDARD STATEMENT Show awareness of own emotion and use nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.	STANDARD STATEMENT Recognize and identify own emotions and the emotions of others.
	EXAMPLES Expresses sadness, fear or distress by crying, kicking legs and stiffening body. Coos when feeling comfortable. Expresses joy by waving arms and kicking legs. Spits out things or turns head to show dislike. Smiles or laughs when interacting with caregiver.	EXAMPLES Shows affection for caregiver by hugging her. Expresses fear of unfamiliar people by moving near caregiver. Shows anger by grabbing a toy that was taken from her out of the other child's hands. Expresses sadness by clinging to teacher as he leaves. Expresses fear by crying. Turns away from interactions that she finds to be too intense, then turns back to continue interacting when ready. Expresses jealousy when caregiver holds another child by trying to squish onto her lap too.	EXAMPLES Hides her face in her hands when feeling embarrassed. Expresses frustration through tantrums. Expresses pride by clapping or saying, "I did it." Uses words to express how he is feeling such as, "Sad." Acts out different emotions during play by pretending to cry or coo like a baby.	EXAMPLES Tells teacher, "Juanita was sad because she thought her mom wasn't coming." Identifies the emotion a character is feeling in a story.



STRAND | Relationships

TOPIC | Attachment

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Initiate interactions and seek close proximity to familiar adults who provide consistent nurturing.</p> <p>EXAMPLES Turns toward the sight, smell or sound of mom over that of an unfamiliar adult.</p> <p>Stops crying upon seeing a face or hearing a voice.</p> <p>Makes eye contact and lifts arms to be picked up.</p> <p>Smiles when approached by a teacher more often than when approached by an unfamiliar adult.</p> <p>Babbles back and forth with a teacher.</p> <p>Seeks comfort from a familiar adult when crying.</p>	<p>STANDARD STATEMENT Explore environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.</p> <p>EXAMPLES Displays anxiety when an unfamiliar adult gets close.</p> <p>Looks for cues from the person she is attached to when unsure if something is safe.</p> <p>Plays confidently when the person she is attached to is in the room, but crawls or runs to her when frightened.</p>	<p>STANDARD STATEMENT Display signs of comfort during play when familiar adults are nearby but not in the immediate area.</p> <p>EXAMPLES Calls, "Papa!" from across the room while playing with blocks to make sure that her papa is paying attention to her.</p> <p>Plays in the sensory table independently, but checks to make sure the teacher is near.</p>	<p>STANDARD STATEMENT Express affection for familiar adults.</p> <p>EXAMPLES Greets teacher upon arrival with hug.</p> <p>Asks to sit at Mr. Steve's table.</p> <p>Asks to hold teacher's hand during walk.</p> <p>Makes gifts for parent.</p> <p>Smiles when saying to another child, "I like my teacher."</p> <p>Asks Ms. Amy to help build a road in the sand box.</p>

Infants

- Cuddle, comfort, talk, and play with your baby during feeding, dressing, changing, bedtime, bath time and other daily routines.
Affection and responsiveness builds trust and feeling safe.
- Talk, read, and sing together every day. Infants learn by interacting with others around them.
- Play simple social games with your baby (e.g., peeka-boo and taking turns cooing back and forth). These games are fun for your child and are an easy way to share enjoyment with your baby, which is an important building block for later social and language development.
- Be an emotional role model.
- Allow for self-soothing

Toddlers

- Routines that are consistent and predictable are especially important for creating a safe, loving environment that helps children feel secure.
- Encouraging early friendships will give your child the chance to practice sharing, taking turns, resolving conflicts, and experiencing the joy of friendship.
- You can help your child learn to understand others' feelings by describing feelings and asking about them.

Preschoolers

- If your child is not in preschool, try to find opportunities for him to play with other children.
- Be aware that your behavior – both positive and negative – is a model for your child and that you can use your behavior to teach lessons on social skills.
- Discuss with preschoolers the difference between emotion and behavior – e.g. it's OK to be angry about something, but there are appropriate and inappropriate ways of expressing anger.
- Be sensitive, nurturing, and encouraging.

During the preschool years, children are continuing to develop their ability to manage their own emotions

- Away from stimulation, sit next to your child and breathe deeply in and out.
- Work through your child's emotions with them. Though it can be challenging, try to remain calm when your child is not. Stay near him to make sure he is not hurting himself or others. After he calms down, help him name his emotions and talk through the situation. Discuss what made him upset and what a more appropriate response would be in the future.
- Role play positive ways to solve problems, take turns, and cooperate.
- Give your child plenty of opportunities to make choices. Providing choices is a simple way to give your child a sense of control.

FROM A YOUNG CHILD'S PERSPECTIVE...

- I feel **safe** when...I can rely on you to meet my needs consistently and when you greet me with a warm and loving smile every day.
- I feel **confident** when...you praise me for my efforts and encourage me to keep trying when I'm learning something new.
- I feel **heard** when... you look me in my eyes, tune into my thoughts and feelings or notice the things I'm looking at or pointing to in the world.
- I feel **secure** when...I know what to expect in the day and when we cuddle up to talk, read, and sing together.
- I feel **happy** when...we play games and do fun activities, laugh and act silly together, and share fun stories.
- I feel **calm** when...I am in a warm, nurturing environment and cuddled when I need to be comforted.
- I feel **loved** when...you take care of my needs, hug me often, use gentle words, and show care and patience.

Ohio's New Learning Standards: Kindergarten through Grade 3 (2015)

- “The standards promote an ***understanding of the nonacademic areas that contribute to the success of each student*** and guide the implementation of instructional strategies and curriculum that support all areas of learning. Ohio recognizes educators address these concepts and skills with students and these standards will serve to reaffirm the importance of these critical areas.”

Non-academic areas

- approaches toward learning
- physical well-being
- ***social and emotional development***



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Domain: Social Emotional Development

STRAND: SELF

Pre-Kindergarten (3-5 Years)	End of Grade 1	End of Grade 3
Topic: Awareness & Expression of Emotion		
Standard Statements: Recognize and identify own emotions and the emotions of others.	Standard Statements: Demonstrate increased awareness of other's feelings and perspectives.	Standard Statements: Demonstrate understanding that peers and adults think about what others are thinking (example: Matt is mad at me and he knows that I know he's mad).
Communicate a range of emotions in socially accepted ways.	Demonstrate an understanding that another person's feelings differ from one's own thoughts.	Communicate to peers and adults regarding one's feelings or how the actions of others affect one's feelings.
Topic: Self-Concept		
Standard Statements: Identify the diversity in human characteristics and how people are similar and different.	Standard Statements: Compare the similarities and differences of their peers to themselves.	Standard Statements: Acknowledge the diversity of human characteristics and how people are similar and different.
Compare own characteristics to those of others.	Describe own characteristics based on traits and beliefs.	Describe and value own characteristics and those of others.
Topic: Self-Regulation		
Standard Statements: Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	Standard Statements: Manage thoughts, words and actions with the support of cues in the environment. (Example: Use of posted rules)	Standard Statements: Demonstrate an understanding of what behaviors are considered acceptable and desirable by peers and adults.
Demonstrate the ability to delay gratification for short periods of time.	Demonstrate the ability to delay gratification for extended periods of time.	Demonstrate self-control in a variety of situations and settings.
With modeling and support, show awareness of the consequences of actions.	Identify consequences associated with specific behaviors and actions.	With increasing independence, take responsibility for behaviors and associated consequences.

STRAND: RELATIONSHIPS

Pre-Kindergarten (3-5 Years)	End of Grade 1	End of Grade 3
Topic: Attachment and Trust		
Standard Statements: Express affection for familiar adults.	Standard Statements: Relate to adults in respectful ways.	Standard Statements: Relate to adults in respectful and cooperative ways.
Seek security and support from familiar adults in anticipation of challenging situations.	Begin to understand the roles that adults play in assisting them in challenging and everyday situations.	Define the roles that adults play in assisting them in challenging and everyday situations.
Separate from familiar adults in a familiar setting with minimal distress.	Separate from familiar adults in a familiar setting with increasing confidence.	Transition between familiar adults across settings with confidence and independence.
Topic: Interaction with Adults		
Standard Statements: Engage in extended, reciprocal conversations with familiar adults.	Standard Statements: Engage in extended, reciprocal conversations with familiar adults around a specific topic.	Standard Statements: Explore ideas to learn about perspectives and feelings.
Not Applicable	Identify ways to interact with adults based on expectations of one's behavior.	Internalize adults' expectations of one's behavior.
Request and accept guidance from familiar adults.	Seek emotional support, physical assistance and social interaction from adults when needed.	Advocate for self when in need of emotional support, physical assistance and social interaction.
Topic: Peer Interactions and Relationships		
Standard Statements: Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	Standard Statements: Organize, direct and sustain interactions with others during pretend play.	Standard Statements: Engage in cooperative, rule-regulated games with peers.
Demonstrate socially competent behavior with peers.	Recognize socially competent behavior in peers.	Advocate for self and others.
With modeling and support, negotiate to resolve social conflicts with peers.	Use words and other positive strategies to resolve social conflicts and nurture developing relationships.	Use increased problem-solving skills to practice positive interactions and respect for peers, and demonstrate ability to balance own needs with those of others.



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Update and Expansion of SEL Standards in Ohio (2018)

- Currently developing SEL Learning Standards for grades 4 – 12.
- Updating K – 3 SEL Learning Standards to make them seamlessly flow with new 4 – 12 Standards
- **Opportunities for school psychologists' involvement:**
 - Linda McKean at Linda.McKean@education.ohio.gov

Ohio DoE SEL Survey (Fall 2017)

- Do you know what social emotional skills and behaviors look like in students and the effects of social emotional learning on student and school success?
 - 23% responded they are “very confident” they recognize strong social emotional skills in students; 55% said they are “somewhat confident”; 17% are “lacking in confidence”; and 4% said they are “not at all confident.”
 - 98% said **student success is “absolutely” or “most likely” related to social and emotional competency.**
 - 85% percent said they see “many” or “some” **opportunities to integrate social and emotional skills** into their own students’ learning and instruction

A Multi-Tiered System of Support to Promote SEL

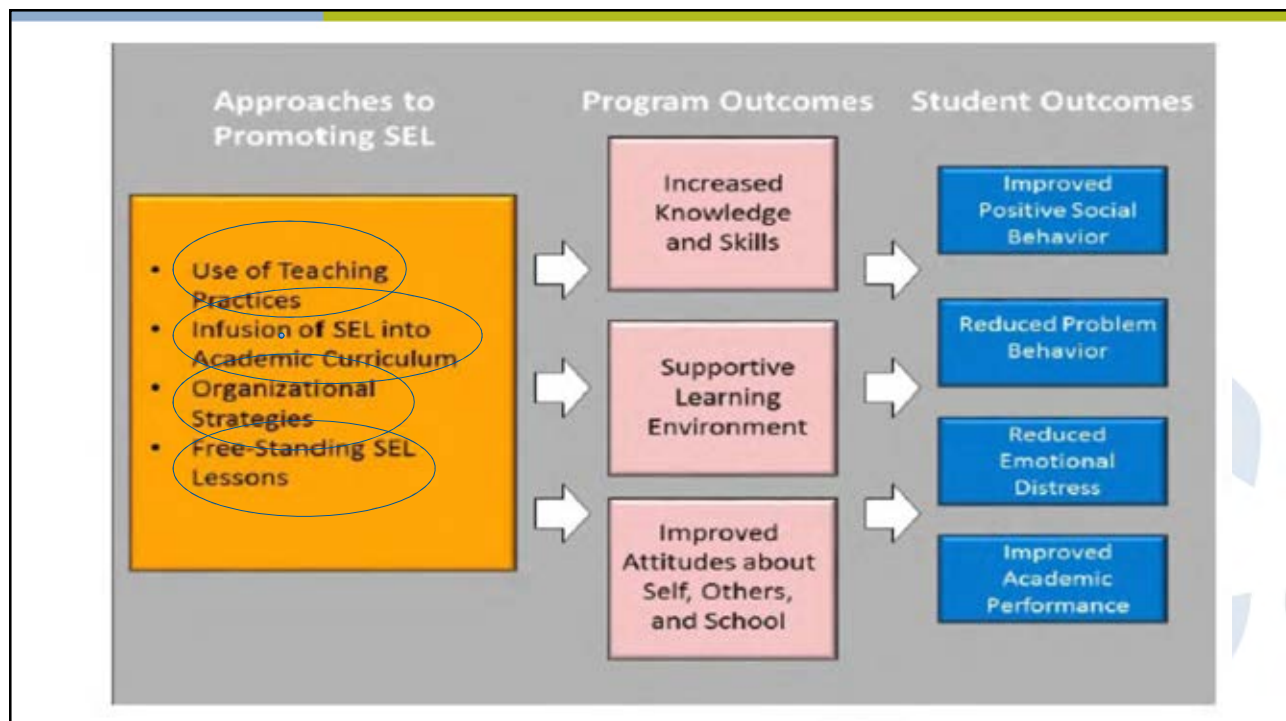


At the classroom level

- **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



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.

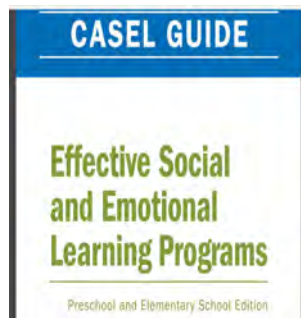
Provide ongoing instructional practices that support students' SEL

- 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.

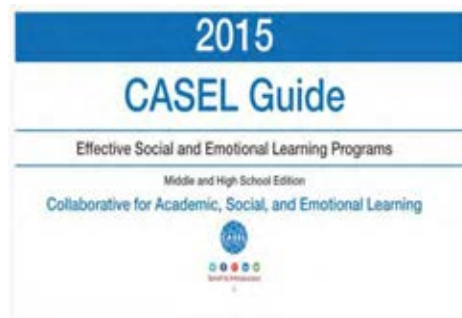
Integration of skill instruction and practices that support SEL within the context of an academic curriculum

- 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/wp-content/uploads/2016/01/2013-casel-guide-1.pdf



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

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

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

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

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



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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

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 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.

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

- **S**equenced—connected and coordinated activities to foster skills development
- **A**ctive—active forms of learning to help students master new skills
- **F**ocused—containing a component that emphasizes developing social and emotional skills
- **E**xplicit—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

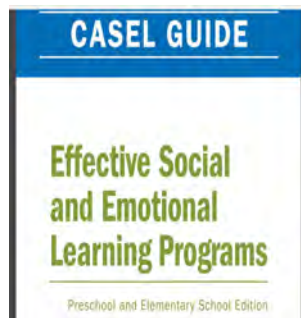
- Have been evaluated and research produces the expected results which are attributed to the program rather than other factors
- Have been evaluated by experts in the field other than the creators of the program
- Have been declared as evidence-based by a federal agency or a respected research group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

Difficult in schools

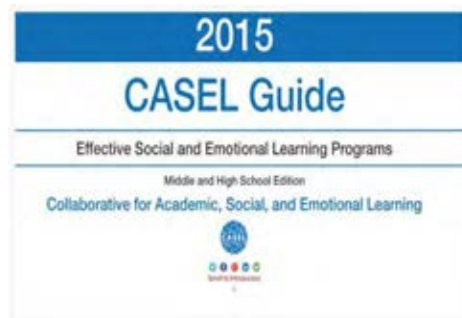
- implemented with fidelity
- involvement of heterogeneous populations
- high caseloads
- types of services beyond the immediate interventions
- the organization of the setting
- the culture and climate of the setting
- the motivation of those who will implement programs.

- **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>

Collaborative for Academic, Social, & Emotional Learning Guides



casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf



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

Culture for Learning: District-Wide Multi-Tiered System of Supports (MTSS)

Tiers	Key Dimensions	MTSS Structure of Support for Behavioral & Social-Emotional Learning (SEL)
Tier 3: Specialized Supports for a Few Students	Students with the highest levels of need receive highly-structured, individualized interventions	Identify specific student needs and deliver individualized intervention: <ul style="list-style-type: none"> • Individual Mental Health Counseling • Check & Connect • Coping Cats • Targeted, Individualized Intervention • Community Agency Involvement • Function-based behavior planning
Tier 2: Targeted Supports for Some Students	The school provides targeted support for students who have difficulty demonstrating social-emotional skills	Identify students & implement structured interventions for SEL: <ul style="list-style-type: none"> • Check In/Check Out • Behavior Report Card • Anger/Coping Skills Instruction • Second Step Anger Management Program • Youth Mental Health First Aid • I Can Problem Solve (small group) • Social skills Improvement System (SSIS) • Why Try
Tier 1: Core Universal Structure for all Students	All adults work to establish positive learning environments by setting clear expectations & building relationships with students	Build school-wide systems and structures: <ul style="list-style-type: none"> • School-wide Positive Behavior Intervention and Supports (PBIS) • Foundations – School-based Behavior Leadership Team (BLT)
	Students practice & apply social & emotional skills & have opportunities to build relationships	Adopt proactive & restorative behavior management strategies: <ul style="list-style-type: none"> • CHAMPS • Restorative Practices/Alternatives to Suspension • Mentoring/Youth Motivator Program
	Adults model social-emotional skills in all interactions	Implement best practices for student engagement/SEL: <ul style="list-style-type: none"> • Responsive Classroom • RULER Program • Teaching Tools for Young Children (Pre-k & Kindergarten)
	Social & emotional skills are explicitly taught to all students	Support SEL for adults: <ul style="list-style-type: none"> • Community among adults encouraged by instructional leaders • Staff recognition practices at all levels • Self-reflection & goal-setting – Deliberate Practice Plan (DPP) Implement a comprehensive, school-wide social skills program: <ul style="list-style-type: none"> • Skillstreaming • I Can Problem Solve: Preschool, Primary & Intermediate • Stop & Think



SEL Anchorage

- Handouts –
 - **Elementary Framework** SEL/Behavior
 - **Secondary Framework** SEL/Behavior
- Anchorage School District K-12 Social and Emotional Learning (SEL) Standards and Indicators

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

Self-Assessment

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

nasponline.org/research-and-policy/nasp-research-center/reports-and-fact-sheets/reports-sel

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American Journal of Public Health

Social and Emotional Learning: Opportunities for Massachusetts, Lessons for the Nation
ASCD and Rennie Center for Education Research & Policy

Strategies for Social and Emotional Learning: Preschool and Elementary Grade Student Learning Standards and Assessment
National Center for Mental Health Promotion and Youth Violence Prevention and Collaborative for Academic, Social, and Emotional

The Economic Value of Social and Emotional Learning
Teachers College, Columbia University

The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions
Child Development

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