

Integrating Social Emotional Learning with Multi-Tiered Systems of Support

Minnesota School Psychologists Association
January, 2018

Risk factors that create “Barriers to Learning”

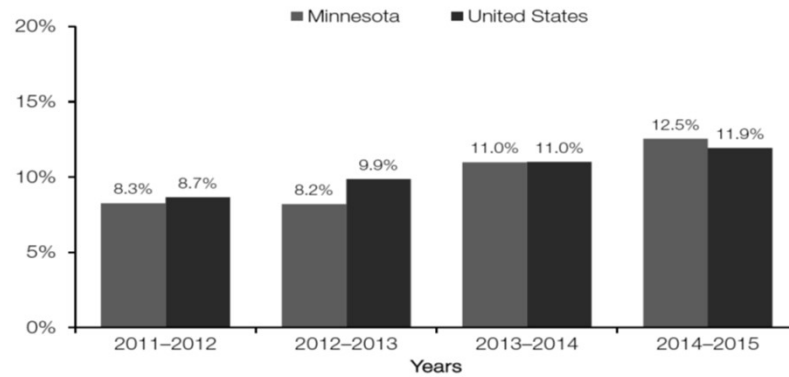
- Poverty
- Exposure to violence or drug use
- Historical trauma or institutional racism
- Absent or infirm parents
- Behavioral and cognitive disabilities
- Court-involved – juvenile justice
- Foster care

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

Schools are victim of **systems spillover.**

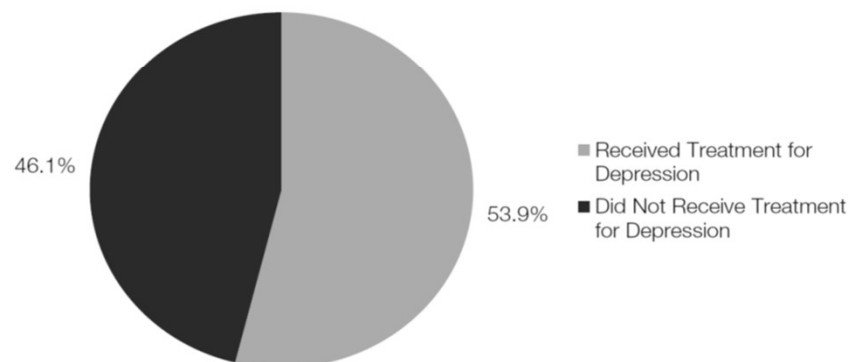
Mental Health Snapshot

In 2014–2015, Minnesota'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 Minnesota (Annual Average, 2011–2015)^{2,4}

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



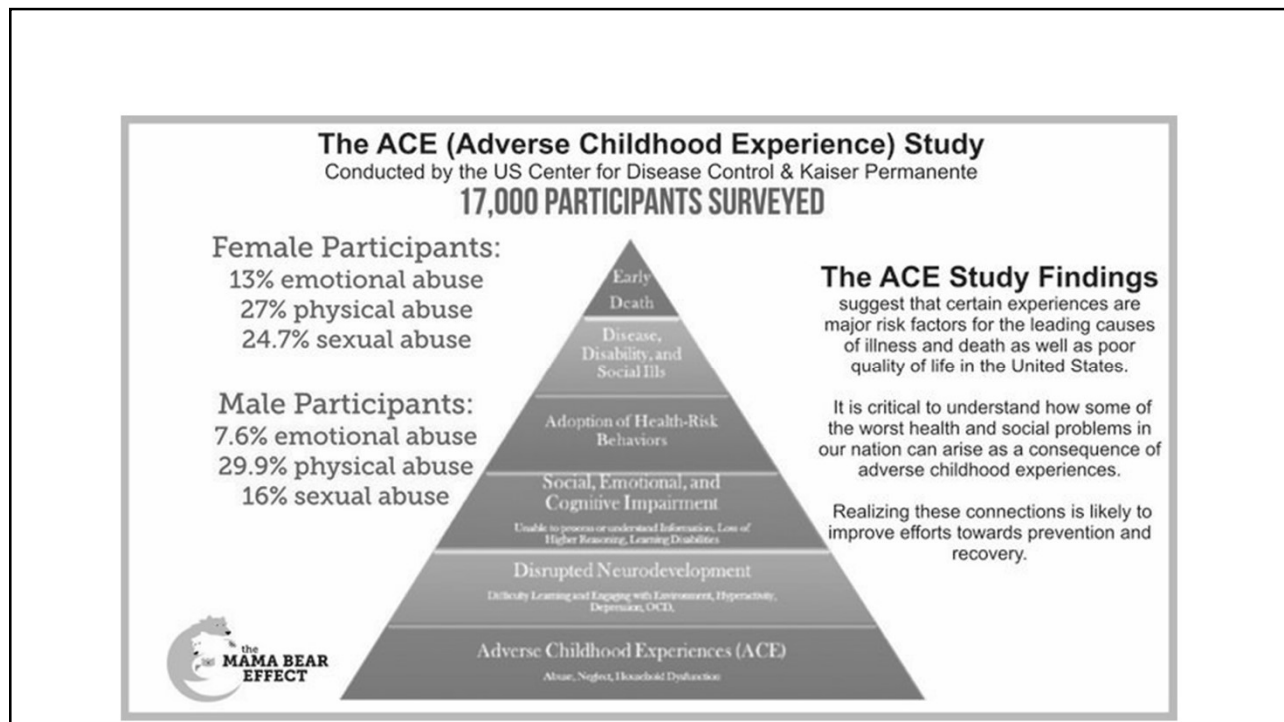
Need for Mental Health Supports



- 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."



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



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

Mental Health and Well-Being Narrative
Minnesota Public Health Mental Well-Being Advisory
Group
September 2016

- Everyone needs opportunity to learn and practice skills to manage life and engage in the world. Skills to manage stress, find balance and focus, and engage socially, are critical components that should be cultivated throughout the lifespan in both formal and informal settings

The Safe and Supportive Minnesota Schools Act

- requires schools to use **evidence-based social emotional learning practices** to prevent and reduce bullying.
- The School Safety Technical Assistance Council formed the **Social Emotional Learning work group** to identify and develop resources for schools on effective practices for social emotional learning
- Annie Mitty, Minnesota School Psychologist Association
- Jules Nolan, Minnesota School Psychologist Association

What is SEL?

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



Theoretical Foundations of SEL

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

Ecological Systems Theory

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

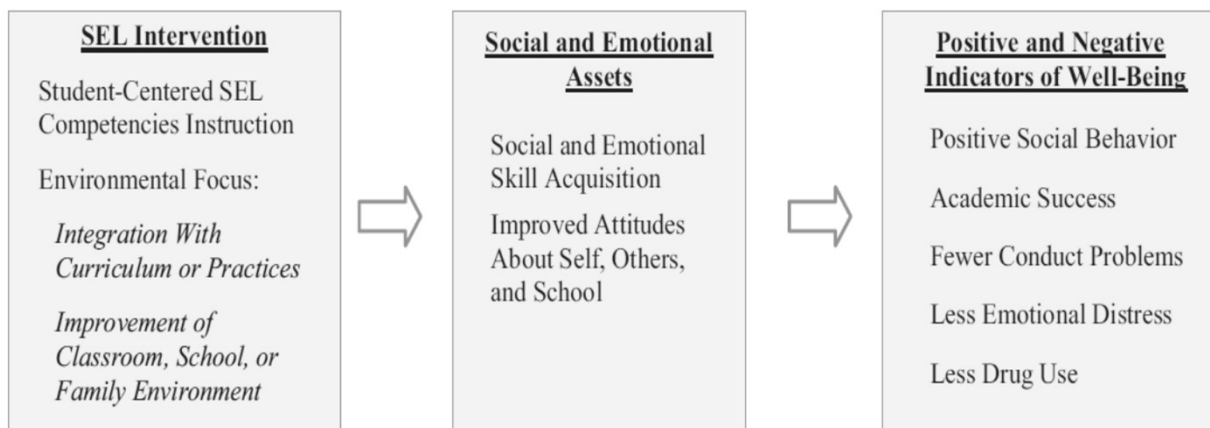
Self-Determination Theory

- Youth are more likely to flourish when in settings that **address their social and emotional needs**, such as experiencing meaningful relationships, having confidence in their abilities, and feeling autonomous
- Students are more likely to thrive in classrooms that foster **meaningful, caring, safe, and empowering interactions**

Goals of SEL

- **Promote** students' self-awareness, self-management, social-awareness, relationship, and responsible decision-making skills
- **Improve** student attitudes and beliefs about self, others, and school
- Better test scores, more confident students with a **greater drive** for success

Theory of Change for SEL



Benefits of SEL

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

Positive Impact of SEL

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

Importance of Addressing Social & Emotional Competencies

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

Meta-analysis of SEL programs - 2011

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

Meta-Analysis of Follow-Up Effects – August 2017

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

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

Business Leaders Agree: SEL Is Key

OF 301 BUSINESS LEADERS SURVEYED BY ZOGBY ANALYTICS:

88% agree that there will be an increasing need for social-emotional skills among employees/job applicants in the future.

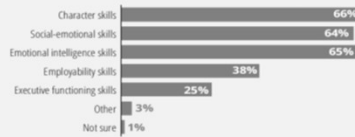
Do you agree or disagree with the following statement? There will be increasing need for social-emotional skills among employees/job applicants in the future.



55% of businesses are spending more resources to recruit applicants with such skills than in the past.

92% of respondents agree that children's physical, educational, and emotional experiences in the first five years of life affect the development of their social-emotional skills later in life.

Which of the following terms most clearly and compellingly describes the set of skills reflecting employee behaviors and attributes needed to work well with others, manage emotions, communicate clearly, problem-solve, etc.? (Please pick the top 3)



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

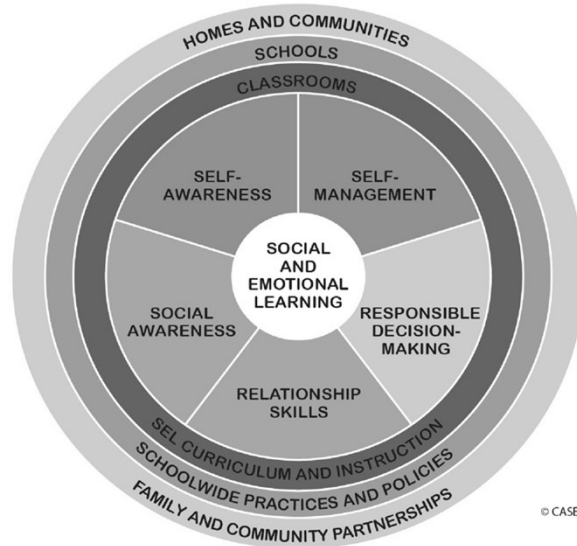
— Jack Brennan, Chairman Emeritus, Former CEO and Senior Advisor, Vanguard

Table 1. Developmental Tasks of Social and Emotional Competence Across the Grade Spans*

Preschool	<ul style="list-style-type: none"> Become and be engaged, socially and academically, Manage emotions (appropriately for a young child), especially with adult support. Stay connected to adults, while beginning to develop peer relationships. In play and learning, pay attention and follow directions, wait, sit still, and effectively join and leave groups.
Elementary	<ul style="list-style-type: none"> Become increasingly successful at navigating peer relationships and friendships independent of adult support. Show and share emotions appropriately, and with appropriate people.
Middle and High School	<ul style="list-style-type: none"> Form closer relationships with peers of both genders. Manage increasingly complex academic content and tasks, with increasing independence from adults. Effectively manage transitions to middle and high school. Increase independence from adults. Begin preparing for adult roles (e.g., become more nurturing to younger children, begin preparing and practicing for work roles). Develop an ethical value system that allows for responsible decision-making and responsible behavior toward self and others.

*Drawn from Denham (2015).

A Multi-Tiered System of Support to Promote SEL

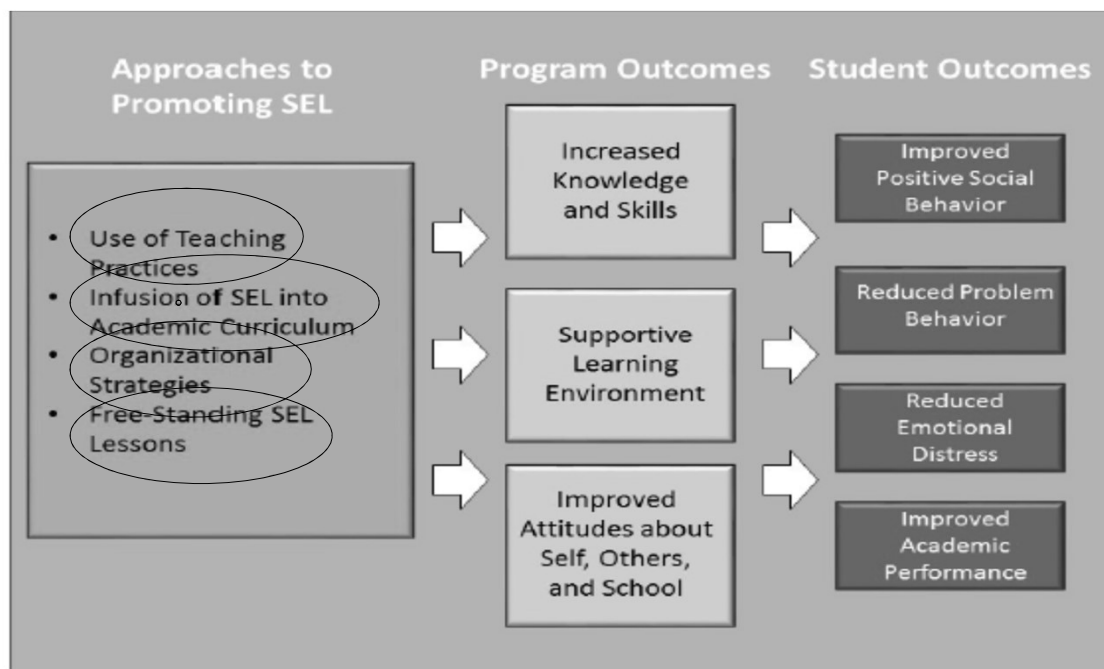


At the classroom level

- **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

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

Second Step

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

Facing History and Ourselves

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

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

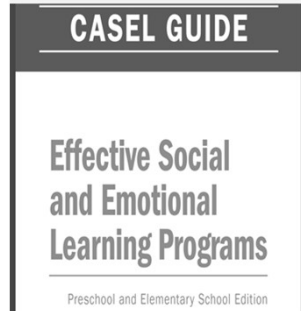
Evidenced-based Programs

- 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

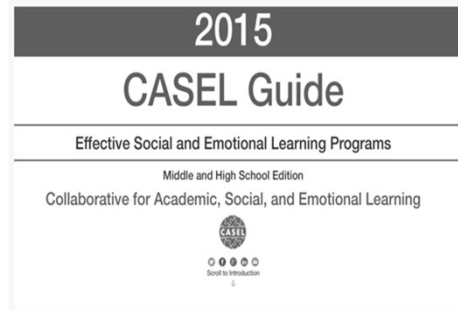
Difficult in schools

- 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.

Collaborative for Academic, Social, & Emotional Learning Guides



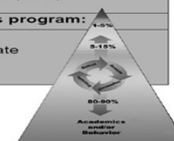
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Culture for Learning: District-Wide Multi-Tiered System of Supports (MTSS)

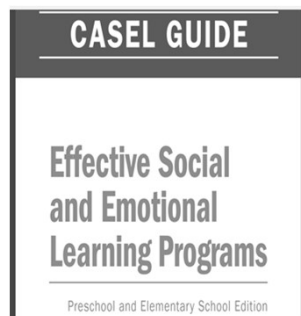
Tiers	Key Dimensions	MTSS Structure of Support for Behavioral & Social-Emotional Learning (SEL)
Tier 3: Specialized Supports for a Few Students	Students with the highest levels of need receive highly-structured, individualized interventions	Identify specific student needs and deliver individualized intervention: <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. Students practice & apply social & emotional skills & have opportunities to build relationships. Adults model social-emotional skills in all interactions. Social & emotional skills are explicitly taught to all 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) Adopt proactive & restorative behavior management strategies: <ul style="list-style-type: none"> CHAMPS Restorative Practices/Alternatives to Suspension Mentoring/Youth Motivator Program 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) 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



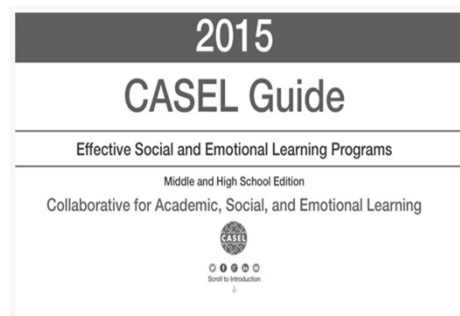
SEL Anchorage

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

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/

Social and Emotional Learning Competency Resource List - 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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Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness
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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