Social Emotional Learning (SEL) Webinar

Brian A McNulty Ph. D.

Outcomes

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

Our Goal For Ohio

Higher achievement for all students

- Students receive high quality instruction aligned with academic content standards
- Students have the right conditions and motivation for learning
What is Social and Emotional Learning (SEL)?

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

Why should we do this?

How do students feel?

Aspen Institute 2018
While we all want our kids to excel in math, science, language arts, and social studies, those skills alone aren’t enough for success in the 21st century economy and society...

We also need...

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

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

What they most hope for is for their children to be successful, to be happy, and to live good and meaningful lives.
Social and emotional learning (SEL) is fundamental to the development of students and their success in and out of school.

Does SEL work/help?

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

Durlack et al 2011
Taylor et al. (2017) Meta-analysis on SEL

- 82 different interventions
- 97,000 Students

Follow up studies (6 months to 18 years) found that:

- Academic performance was 13% higher
- Increase in high school graduation rates
- Increased college graduation rates
- Reduced mental health disorders and arrests

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

Impact of SEL Is Long-Lasting—and Global

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

- 82 different programs reviewed (38 outside U.S.)
- Involving more than 97,000 students, kindergarten through middle school
- Effects assessed 6 months–18 years after programs completed

SEL Students Benefit in Many Areas

<table>
<thead>
<tr>
<th></th>
<th>Higher Social and Emotional Competencies among SEL Students of the</th>
<th>Lower Social and Emotional Competencies among SEL Students of the</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic performance</strong></td>
<td>13 (based on 8 studies)</td>
<td>6 (30 studies)</td>
</tr>
<tr>
<td>SEL skills</td>
<td>8 (20 studies)</td>
<td>6 (30 studies)</td>
</tr>
<tr>
<td>Attitudes</td>
<td>5 (20 studies)</td>
<td>6 (30 studies)</td>
</tr>
<tr>
<td>Positive social behaviors</td>
<td>5 (20 studies)</td>
<td>6 (30 studies)</td>
</tr>
</tbody>
</table>

Higher social and emotional competencies among SEL students of the final of the initial intervention was the best predictor of long term benefits.

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

Additional details at http://www.casel.org/2017-meta-analysis/
95 percent of the students in the top quintile of self-control went on to graduate from high school, compared with 58 percent of those in the lowest quintile (Moffitt et al., 2011 cited in Bartolino et al. 2018).

SEL is a good investment

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

$1 Invested $11 Return

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

Imagine you saw the following:

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

Desrochers (2015)
Durlak et al. (2011)
Multiple longitudinal and well-controlled studies have demonstrated that non-cognitive competencies in children as young as preschool age are important predictors of outcomes in their lives as adults.

Gabrieli, et al. (2015)

**Academics**
1. Non-cognitive skills predict high school and college completion.
2. Students with strong non-cognitive skills have greater academic achievement within K–12 schooling and college.
3. Fostering non-cognitive skills as early as preschool has both immediate and long-term impact.

Gabrieli, et al. (2015)

**Career**
1. Employers value non-cognitive skills and seek employees who have them.
2. Higher non-cognitive skills predict a greater likelihood of being employed.
3. Stronger non-cognitive skills in childhood predict higher adult earnings and greater financial stability.

Gabrieli, et al. (2015)
**Well-Being**

1. Adults with stronger non-cognitive skills are less likely to commit a crime and be incarcerated.
2. Strong non-cognitive skills decrease the likelihood of being a single or unplanned teenage parent.
3. The positive health effects associated with stronger non-cognitive skills include reduced mortality and lower rates of obesity, smoking, substance abuse, and mental health disorders. [Gabrieli, et al. (2015)]

**So what does social emotional learning include?**

**SEL**

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

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

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

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


**1. SELF-AWARENESS**

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

casel.org 2017
2. SOCIAL AWARENESS

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

3. RESPONSIBLE DECISION-MAKING

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

4. SELF-MANAGEMENT

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

• The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

  – Communication
  – Social engagement
  – Relationship building
  – Teamwork

What do teachers think

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

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

Teachers value SEL

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

Teachers cite positive effects on:

- Workforce readiness: 87%
- Life success: 87%
- School attendance & graduation: 80%
- College preparation: 78%
- Academic success: 75%

Source: The Aspen Institute, CASEL, 2013
The vast majority of teachers (93%) believe social-emotional skills are important, and 95% believe these skills are teachable. (Bridgeland, Bruce, & Hariharan, 2013; cited in Bartolino et al. 2018).

Nearly all principals (98 percent) believe students from all types of backgrounds—both affluent and poor—would benefit from learning social and emotional skills in schools. Regardless of whether they lead high or low poverty schools. (DePaoli, et al. ND).

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

• have a benefit on promoting a positive school climate (99%)
• helping students become good citizens and adults (98%),
• improving relationships between students and their teachers (98%), and
• decreasing bullying (96 percent). (DePaoli, et al. ND.)
However principals are not convinced of the large scale benefit on academics.

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

Needs:
- Principals want more SEL training for teachers, and more access to research-based strategies.

Depaoli et al. ND
Not all SEL programs improve outcomes for students.

You need to review the research on different programs and services


What Can Educators Do Now?

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


What Can Educators Do Now?

• Schools should take steps to shift away from a siloed approach in which academics and emotional health are segregated

• Instead, the focus should be on an integrated, systemic framework, in which parallel processes of interrelated competencies for both educators and students are identified, built, and sustained through safe, positive relationships.

Reilly 2017
What Can Educators Do Now?

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

   Bartolino et al 2018

What Can Educators Do Now?

2. Tailor existing assessments, such as health surveys or culture/climate surveys, to incorporate items related to SEL
   - Both PISA and NAEP are including some items to measure SEL.

   Bartolino et al 2018

Cautions

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

Duckworth & Yager 2015
Cautions

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

Duckworth & Yager 2015

What Can Educators Do Now?

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

Bartolino et al 2018

What Can Educators Do Now?

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

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

A note about Poverty and Childhood Trauma

Poverty

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

Craig 2016 in Budge and Parret 2018
Adverse Childhood Experiences (ACE score)

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

Tough 2016

Toxic Stress

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

Tough 2016

Thinking about violence and threats

Leaves children less ready to think about other things

Sharkey 2018
Brains under stress

Freeze

Sharkey, 2018.
Hutchinson et al. 2012

Violence does not make kids less intelligent, however...

It does occupy their minds and affect their performance

Sharkey 2018

Resiliency

• The children of Kauai –
  Werner 2001. 2005
• The role of a single caring adult
  – Everything begins with relationships

Werner 2001. 2005
Trauma Informed Care

• “What happened to you?”
• Relationships

10 KEY INGREDIENTS FOR TRAUMA-INFORMED CARE

[Image]

Supports

[Image]

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

Ohio Department of Education

Home >

Our Goal For Ohio

Higher achievement for all students

Students receive high quality instruction aligned with academic content standards

Students have the right conditions and motivation for learning

Ohio’s Healthy Schools and Communities Initiatives

Safe Schools
Healthy Students

Project AWARE

School Climate Transformation

HSCRT

ODE
Prevention/Intervention Approaches

<table>
<thead>
<tr>
<th>Public Health Approach</th>
<th>Who</th>
<th>Academic (RTI)</th>
<th>Behavior (PBIS)</th>
<th>Behavioral Health: Prevention and Promotion*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicated/ Targeted/ Tertiary</td>
<td>High-risk identified problems, Individual attention</td>
<td>1:1 Instruction</td>
<td>FBA/BIP, Individual Counseling</td>
<td>Information and referral, Screening and Consultation</td>
</tr>
<tr>
<td>Selective/ Secondary</td>
<td>At-risk Small group</td>
<td>Small Group Supplemental Instruction</td>
<td>OCD, Behavior Chart/Plan</td>
<td>Peer support groups, Education for specific groups</td>
</tr>
<tr>
<td>Universal</td>
<td>All settings: Communities, All students</td>
<td>Core Curriculum</td>
<td>3-5 Behavior Expectations, Teach Appropriate Behavior</td>
<td>Access policies, Anti-bullying policies, Good Behavior Game, Life Skills training, Youth-led Prevention, Social norms, Media Campaigns</td>
</tr>
</tbody>
</table>

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

ODE “Draft” Framework

Approaches to Strategic Planning
ODE Supports
Kindergarten Through Grade 3 - Learning and Development Standards

These are being expanded to include 4-12

PBIS
Ohio Positive Behavioral Interventions & Supports

What Is Positive Behavioral Interventions and Supports (PBIS)?

PBIS is a general education initiative, supporting all children and youth.
The Ohio Center on Positive Behavioral Interventions & Supports defines PBIS as a decision
making process that continuously assesses the values of the school, the research, and the
research-based academic and behavioral practices for improving important academic and behavior
outcomes for all students. In general, PBIS emphasizes four integrated elements: data for
decision making, measurable outcomes supported and evaluated by data, practices with
evidence that these outcomes are achievable, and systems that efficiently and effectively
support implementation of these practices.
Other resources

See the attached list of references and resources

Resources and supports

<table>
<thead>
<tr>
<th>Tools that Support High Quality Implementation Examples</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massachusetts includes development of SEL in their Professional Teaching Standards: Standard 2.e</td>
<td><a href="http://www.doe.mass.edu/edpers/advisories/TeachProfGuid.pdf">http://www.doe.mass.edu/edpers/advisories/TeachProfGuid.pdf</a></td>
</tr>
</tbody>
</table>

Brian A McNulty Ph. D.
brian.mcnulty@creativeleadership.net
303.819.1625