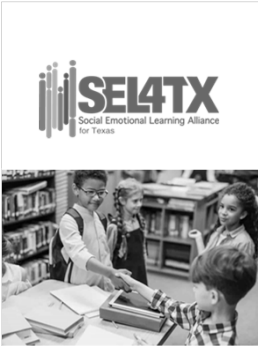


SEL as a Foundation to Safe, Supportive, and Equitable Schools

TASP Summer Conference
June 18, 2020
Presenter: Donna Black, LSSP



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Session Objectives

- Increase understanding of the challenges schools face in addressing the social-emotional needs of a diverse population of students
- Expand knowledge of current SEL frameworks and what should be considered when choosing one to align with existing system-wide efforts
- Describe key considerations for SEL implementation that employ a social justice perspective and ensure a foundation for safe, supportive and equitable schools

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SEL beginnings

An outgrowth of school mental health

National Events

- December 1999 – Mental Health: A Report of the Surgeon General
- July 2001 - Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda
- January 2002 – No Child Left Behind Act (NCLB)
- April 2002 – The President's New Freedom Commission on Mental Health
- December 2015 – Every Student Succeeds Act (ESSA)

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SEL in Texas

- Texas Events
 - 1987 – Community Resource Coordination Groups (CRCGs) established by 70th Texas legislature
 - 1999 – Texas Integrated Funding Initiative (TIFI) passed by 76th Texas legislature
 - 2001 – Texas Behavioral Support Initiative (SB1196) passed by 77th Texas legislature
 - 2003 – Texas State Education/Mental Health Oversight Team formed
 - 2003 (Aug) – Back to School: Advancing School-based Mental Health Care in Texas
 - 2005 – Texas Policy Leadership Institute for Mental Health in Schools (Dallas, TX; 9/20/05)
 - 2006 – Texas Mental Health Transformation Workgroup established by Gov. Perry

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SEL in Texas (cont.)

2006 – Texas Collaborative for Emotional Development in Schools (TxCEDs)

- Grant-funded project of TEA
- Led by Region 4 Education Service Center
- Developed state model for social emotional wellness in schools

- Project ended in 2011-2012 SY

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SEL in Texas (cont.)

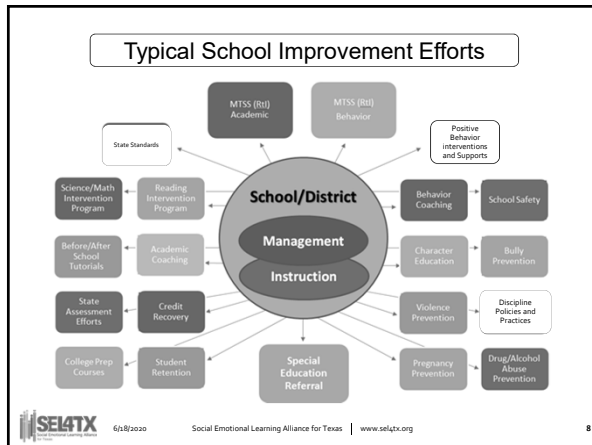
- 2015 – TBSI project added Restorative Discipline Practices (RDP)
- 2018 – SEL4TX formed (7/9/18)
- 2019 – 86th Texas legislature passes HB18 requiring mental health curriculum in schools
- 2019 – 86th Texas legislature passes omnibus school safety bill (SB11)

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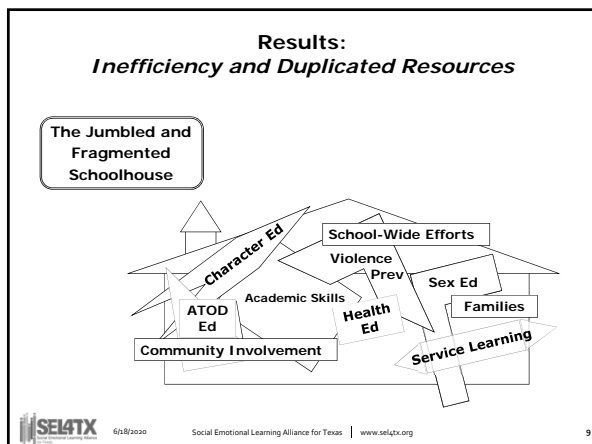
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Making Sense of SEL

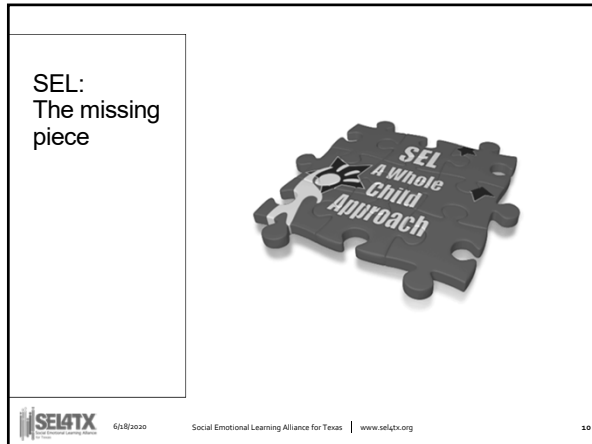
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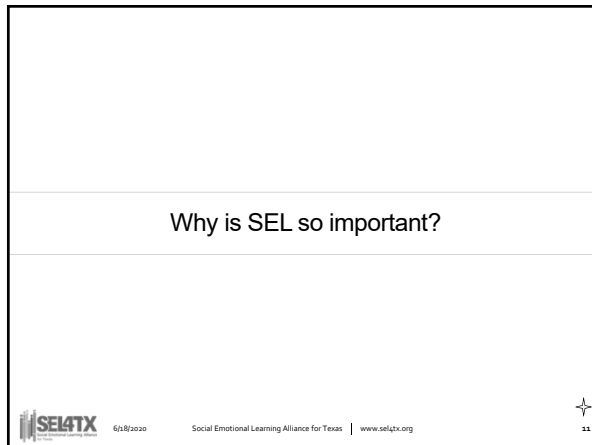
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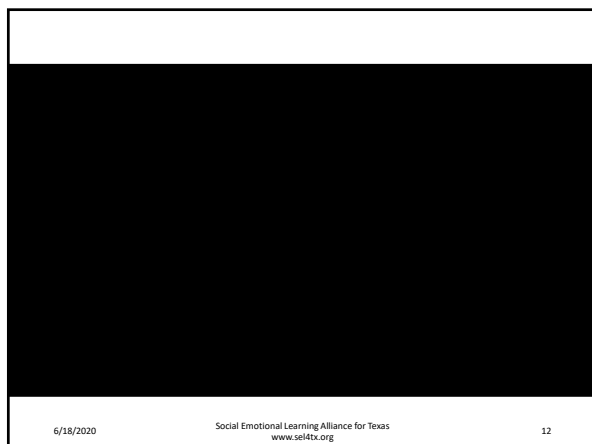
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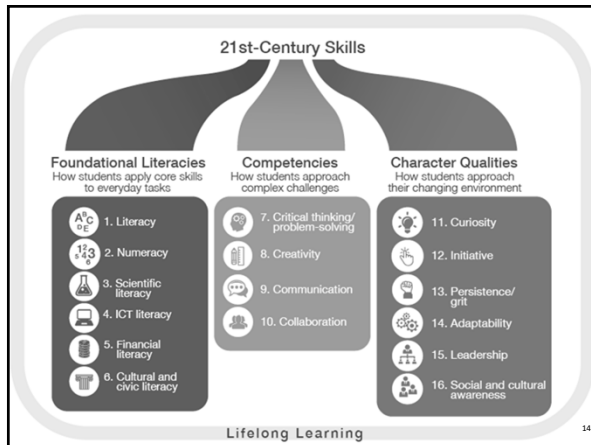
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World Economic Forum
*New Vision for Education:
 Fostering Social and Emotional Learning through Technology*
 (March 2016)

- Focused on the gap in skills needed vs. what is being taught
- Identified 16 crucial skills needed for the 21st century
 - 6 skills are “foundational literacies”
 - 10 skills are “character” competencies or qualities

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SEL teaches 21st century skills

“These competencies lie at the heart of SEL and are every bit as important as the foundational skills required for traditional academic learning.”


“Social and emotional skills are critical to the workforce of the future.”

-World Economic Forum

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Why is SEL so confusing?



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Need for clarity

1. Lack of a common language
2. Poor understanding of the issues that impact learning and performance
3. Differing perspectives on solutions

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Dilemmas in the field

- Dilemmas with translating research into practice
 - Disagreements on what to call it and what should be included in this broad domain
 - No mechanism for connecting the many perspectives
- Terminology issues lead to risks in
 - Creating and implementing ineffective standards and strategies
 - Conducting research that is imprecise and inconclusive
 - Wasting time, money, and effort

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Why words matter

- Bridges the gap between research and practice

Example:

Connected Cycle

Broken Cycle

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Implications

- Cherry-picking of interventions, strategies, and assessments that may or may not be related to each other – or to desired outcomes

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Demand vs unification

- Demand for SEL in schools is growing faster than the rate at which the field is able, or willing, to generate a unifying framework

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Framework for SEL

Why a framework?

- Define what matters most
- Inform standards, teaching and learning practices, and assessment

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Some Current SEL Frameworks

- Framework for 21st Century Learning
- ACT Holistic Framework of Education and Work Readiness
- Big Five Personality Traits
- Building Blocks for Learning
- Framework for Systemic Social and Emotional Learning (CASEL)
- Character Lab
- Clover Model
- Developmental Assets
- EDC Work Ready Now! Framework
- Emotional Intelligence

- Employability Skills
- Habits of Mind
- Head Start
- Hilton & Pellegrino Clusters of 21st Century Competencies
- K-12 SEL Standards (Anchorage)
- K-12 SEL Standards (Connecticut)
- KIPP Character Strengths
- Mindsets, Essential Skills, and Habits (MESH)
- Social and Emotional Skills: Well-being, connectedness and success (OECD)
- Foundations for Young Adult Success

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Need for coordinated efforts

Taxonomy Project*

Purpose


- Build clarity and precision in the field
- Increase transparency in the information being used
- Foster and maintain links between research and practice

*HGSE and EASEL Lab


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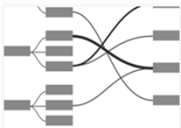
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Navigating the Complex World of SEL Harvard's Taxonomy Project




Explore Domain Focus
See how much each framework focuses on six common areas of SEL.

Compare Domains



Discover Framework Connections
See where skills in one framework are related to skills in another.

Compare Frameworks



Identify Related Skills
See where similar SEL skills appear across frameworks.

Compare Terms

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Five Core Groups of Social-Emotional Competencies


CASEL*

- Self awareness
- Self management
- Social awareness
- Relationship skills
- Responsible decision-making

*The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a 501(c)(3) not-for-profit organization that works to advance the science and evidence-based practice of social and emotional learning (SEL). Web site: www.casel.org


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Does this sound familiar?

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Overlap between special ed practices and SEL

Special education seeks to empower students to

- Be skillful, free, and purposeful
- Maximize their potential
- Contribute meaningfully to society

CASEL framework seeks to teach students core competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

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Risk factors for inhibited social emotional development

Students with disabilities

- Social isolation
- Discrimination
- Disability-specific challenges
 - Impaired social functioning
 - Difficulties with emotion regulation
 - Executive function deficits

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Building Blocks for Learning *A Developmental Framework*

- Stage-based model is susceptible to biological and environmental factors
 - Positive
 - Negative
- Rate of development is more likely to be altered for underserved youth
 - Students with disabilities
 - English language learners
 - Justice-involved youth

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Building Blocks for Learning

Adapted from Stafford-Brizard, 2015

Source: Beyer, L. (2014). Social and emotional learning and traditionally underserved populations. American Youth Policy Forum Policy Brief.

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Factors Influencing Social and Emotional Development

Source: Beyer, L. (2014). Social and emotional learning and traditionally underserved populations. American Youth Policy Forum Policy Brief.

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Challenges for Special Education

- **Uses a deficit-driven approach to assessment**
 - Pathologically driven
 - Focuses on negative behavior
 - Inadequately addresses student strengths/assets
 - Leads to a focus on "repairing" the deficits
 - Communicates with its own unique language

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Keys to communication

- Know the tenets of SEL and how they affect student and system outcomes
- Use a common language
- Advocate for systems change
- Focus on competencies, not deficits
- Assess SEL competencies and include IEP goals to address areas of need

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The Power of SEL

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SEL and educational equity

SEL as a lever for increasing educational equity

- Rests on the capacity of educators to understand that all learning is social and emotional and
- All learning is mediated by relationships that sit in a sociopolitical, racialized context – for all children, not just those who are black and brown

(Source: National Equity Project)

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SEL and educational equity (cont.)

Equitable education requires that we

- Intentionally prioritize educational equity and belonging as a primary goal of SEL
- Strategically apply what we know about
 - The effects of race and racism
 - The relationship between culture and learning
 - The neuroscience of healthy brain development

(Source: National Equity Project)

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SEL and educational equity (cont.)

SEL offers the opportunity to


- Acknowledge, address, and heal from the ways we have been impacted by racism and systemic oppression
- Create inclusive learning environments in which students of color and students from poverty experience a sense of belonging, the ability to shape the process of their learning, and thrive

(Source: National Equity Project)

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SEL Advocacy & Support



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Who are we?

SEL4US

- National network of states advancing SEL
- Currently 19 states (includes Texas)
- Goals
 - **Connect** stakeholders for learning and sharing
 - **Promote** community and state awareness for SEL
 - **Support** high quality SEL practice and professional learning
 - **Advocate** for state and local policies and funding for SEL


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More state groups coming soon!




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SEL4TX

- Affiliate of SEL4US
- State members include
 - Several public school districts in Texas
 - UNT Dallas College of Law
 - Texans Care for Children
 - Committee for Children
 - Individual educators and school psychologists

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SEL4TX
(cont.)

Vision
 The vision of SEL4TX is to transform pedagogy and practice in Texas schools so students will be effectively equipped with the social, emotional, and academic skills needed for a rapidly changing and diverse workforce and for success in life.

Mission
 The mission of SEL4TX is to help schools and communities integrate SEL concepts, approaches, pedagogical strategies, and evidence-based practices to develop inclusive programs that ensure educational equity for all.



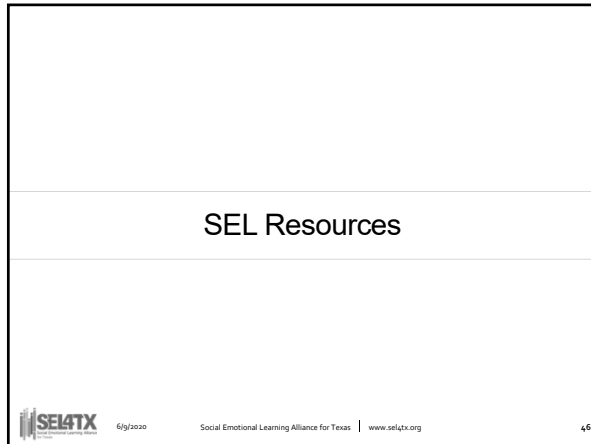
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The screenshot shows the SEL4TX website header with the logo, navigation menu (About, Advocacy, Events, Get Involved, Resources, SEL4US), and contact links (CONTACT, JOIN US). The main content area features a banner with the text "Connecting local SEL stakeholders to share best practices" and a "JOIN US" button. Below the banner is a paragraph: "We are a non-profit organization dedicated to developing a state network of SEL advocacy and support that focuses on promoting high quality SEL integration into all schools and communities across the state of Texas." The footer includes the logo, date (6/18/2020), and contact information.

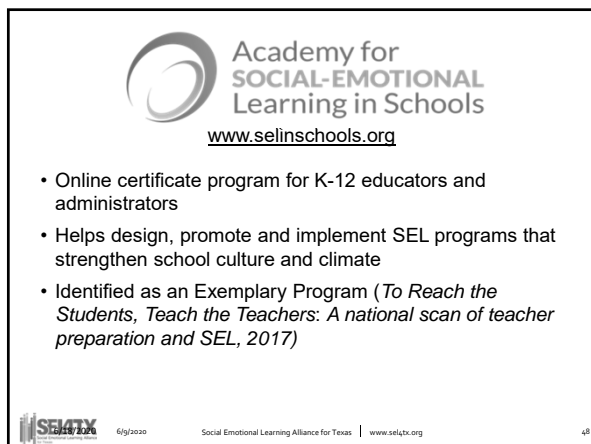
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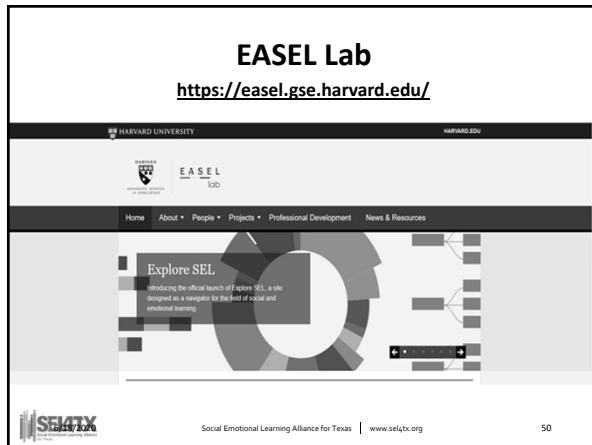
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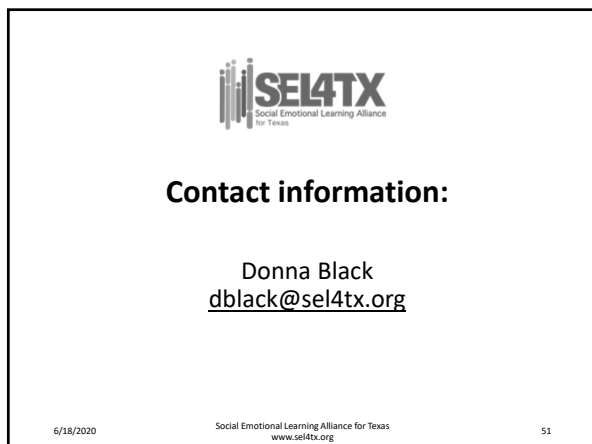
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