


**SEL COMPETENCIES FROM
AN EQUITY LENS:
IMPLICATIONS FOR ETHICAL
SEL ASSESSMENT AND
INTERVENTION**

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Objectives

- Develop and deepen ethical understanding of school-based psychological practices in addressing social and emotional learning competencies
- Understand issues related to social justice, inclusion, and equity related to SEL competencies for school-age youth
- Outline a framework to address ethical and evidence-based assessment and intervention of SEL competencies within schools

Disclosure

- *Dr. Schanding is the author of the Social-Emotional Learning Skills Inventory (SELSI) that is in production with Western Psychological Services and would receive royalties from the sale of that instrument.*

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OVERVIEW OF NASP 2020 PRINCIPLES FOR PROFESSIONAL ETHICS

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Broad Theme I: Definition of Terms as Used in the Principles for Professional Ethics

- Autonomy and Self-Determination
- Privacy and Confidentiality
- Fairness, Equity, and Justice

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Broad Theme II: Professional Competence and Responsibility

- Competence
- Accepting Responsibility for Actions
- Responsible Assessment and Intervention Practices
- Responsible School-Based Record Keeping
- Responsible Use of Materials

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Broad Theme III: Honesty and Integrity in Professional Relationships

- Accurate Representation
- Forthright Explanation of Professional Services, Roles, and Priorities
- Respecting Other Professionals
- Integrity in Relationships
- Conflicts of Interest

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Broad Theme IV: Responsibility to Schools, Families, Communities, the Profession, and Society

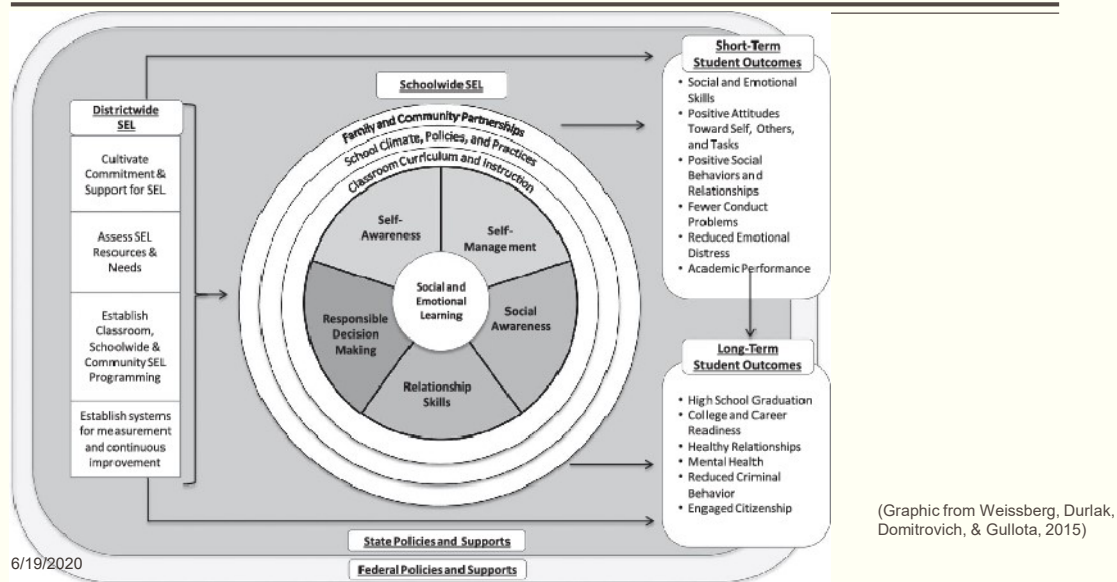
- Promoting Health School, Family, and Community Environments
- Respect for Law and the Relationship of Law and Ethics
- Maintaining Public Trust by Self-Monitoring and Peer Monitoring
- Contributing to the Profession by Mentoring, Teaching, and Supervision
- Contributing of the School Psychology Knowledge Base

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SO WHAT DOES IT MEAN TO ETHICALLY DELIVER SCHOOL-BASED PSYCHOLOGICAL PRACTICES THAT ADDRESS SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES?

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Social and Emotional Learning



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(Graphic from Weissberg, Durlak, Domitrovich, & Gullota, 2015)

CASEL's Five Competence Domains for SEL

Self-Awareness:

- The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes:

- Accurately assessing one's strengths and limitations
- Possessing a well-grounded sense of confidence and optimism



Self-Management

- The ability to regulate one's emotions, thoughts and behaviors effectively in different situations
- This includes:

- Managing stress
- Controlling impulses
- Motivating oneself
- Setting and working toward achieving personal and academic goals



<https://casel.org/what-is-sel/>
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CASEL's Five Competence Domains for SEL

Social Awareness

- The ability to:
 - Take the perspective of and empathize with others from diverse backgrounds and cultures
 - To understand social and ethical norms for behavior
 - To recognize family, school, and community resources and supports



Relationship Skills

- The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
- This includes
 - Communicating clearly
 - Listening actively
 - Cooperating
 - Resisting inappropriate social pressure
 - Negotiating conflict constructively
 - Seeking and offering help when needed



<https://casel.org/what-is-sel/>
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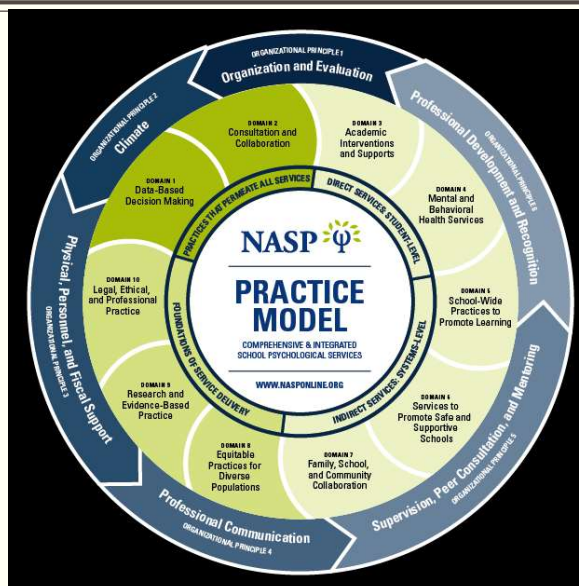
CASEL's Five Competence Domains for SEL

- Responsible Decision Making
 - The ability to make constructive and respectful choices about personal behavior and social interactions based on
 - Consideration of ethical standards
 - Safety concerns
 - Social norms (standards)
 - The realistic evaluation of consequences of various actions
 - The well-being of self and others



<https://casel.org/what-is-sel/>
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National Association of School Psychologists 2020 Domains of Practice Model



<https://www.nasponline.org/standards-and-certification/professional-ethics>
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Where does SEL fit into NASP Practice Domains

- Domain 1: Data-Based Decision Making
 - Understand and utilize assessment methods for identifying strengths and needs
 - Developing effective interventions, services, and programs
 - Systematically collect data from multiple sources... and consider ecological factors

- SEL
 - Assessments are available that help identify students' strengths and needs with regard to SEL competencies
 - School-based SEL interventions have been show to be effective interventions (more later)
 - SEL measures can be collected across multiple sources and can encompass ecological factors

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Where does SEL fit into NASP Practice Domains

- Domain 3: Academic Interventions and Instructional Supports
 - Understand biological, cultural, and social influences on academic skills
 - Human learning, cognitive, and developmental processes

- Domain 4: Mental and Behavioral Health Services and Interventions
 - Understand the biological, cultural, developmental, and social influences on mental health and behavioral health,
 - Behavior and emotional impacts on learning, and
 - Evidence-based strategies to promote social-emotional functioning.
 - Design, implement, and evaluate services to promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

- SEL
 - SEL competencies provide additional understanding of students' development
 - SEL competencies impact student academic achievement as well as mental and behavioral health

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Where does SEL fit into NASP Practice Domains

- **Domain 5: School-Wide Practices to Promote Learning**
 - Understand general and special education programming,
 - Implementation science; and
 - Evidence-based school-wide practices that promote learning, positive behavior, and mental health.
 - Develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments
- **Domain 6: Services to Promote Safe and Supportive Schools**
 - Understand principles and research related to social-emotional well-being, resilience, and risk factors
 - Promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety
- **SEL**
 - SEL practices can be implemented at Tier 1, Tier 2, and Tier 3.
 - SEL practices provide additional foundational support for safe and supporting learning environments

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Where does SEL fit into NASP Practice Domains

- **Domain 8: Equitable Practices for Diverse Student Populations**
 - Have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning
 - Implement evidence-based strategies to enhance services... and address potential influences related to diversity
 - Recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery
- **Domain 9: Research and Evidence-Based Practice**
 - Evaluate and apply research as a foundation for service delivery
 - Use various techniques and technology resources for data collection, measurement, and analysis to support effective practices...
- **SEL**
 - SEL competencies must consider influences related to diversity
 - All students deserve the right to have access to evidence-based practices
 - School Psychologists should be aware of and able to discuss the research related to SEL assessment and intervention, and apply those to every-day practice

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DIGGING IN TO SOCIAL JUSTICE, INCLUSION, AND EQUITY

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What is Social Justice

- Social Justice is both a **process and a goal** that requires action. School psychologists work to ensure the **protection of the educational rights, opportunities, and well-being of all children**, especially **those whose voices have been muted, identities obscured, or needs ignored**. Social justice requires **promoting non-discriminatory practices and the empowerment of families and communities**. School psychologists enact social justice through **culturally-responsive professional practices and advocacy** to create schools, communities, and systems that **ensure equity and fairness for all children and youth**.

(NASP, 2017)

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Inclusion

- The **act of creating involvement, environments and empowerment** in which any individual or group can be and feel **welcomed, respected, supported, and valued** to fully participate.
- An **inclusive and welcoming climate** with **equal access to opportunities and resources** embrace differences and **offers respect in words and actions** for all people.

https://openstax.org/r/cdi-diversity_education/resources/pdf/terms.pdf

Equity

- The **guarantee of fair treatment, access, opportunity, and advancement** for all students, faculty, and staff, while at the same time **striving to identify and eliminate barriers** that have prevented the full participation of some groups.
- The principle of equity **acknowledges that there are historically underserved and underrepresented populations** and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

https://openstax.org/r/cdi-diversity_education/resources/pdf/terms.pdf

Questions to Consider

- Does your district/campus have a social justice focus? If so, how? If not, why?
 - Is your district's mission statement inclusive of elements of social justice?
 - Are their policies/procedures within your district/campus that speak to social justice issues?
- What are the groups within your district that have had their "voices muted, identities obscured, or needs ignored?"
 - Can you say that all students, families, faculty/staff, administrators are heard and represented in policies and practices?
- Does your district/campus collect data related to how students and families feel welcome, respected, supported, and valued?
 - School climate surveys?

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So how does SEL fit into these concepts?



**NOT A BOXED PROGRAM,
BUT A SET OF PRACTICES**

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EXAMINING CULTURE AND SEL

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SEL as a function of Culture

Individualistic Cultures

- Self-Awareness (more salient)
- Self-Management (more salient)

- Focus on autonomy and self-sufficiency

Collectivistic Cultures

- Social awareness (more salient)
- Relationship Skills (more salient)

- Focus on public and communal expectations

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SEL as a function of Culture

▪ Self-Awareness

- Individualist Culture
 - Self-Awareness and Self-Management more salient
- Collectivistic Culture
 - Social Awareness and Relationship Skills more salient

▪ Self-Management

- Long-term Perspective and Social Order
 - Self-management more salient
- Expectation of self-expression
 - Displays of emotion/affect

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SEL as a function of Culture

▪ Social Awareness and Relationship Skills

- Foundation of communication
- Cultures have various expectation of how to treat/interact with others
 - Male/female roles
 - Eye contact
 - Religious observances
 - Polite/rude gestures

▪ Responsible Decision Making

- All cultures likely to value decision fulfilling individual needs and promoting community norms and standards
- Individualistic v. Collectivistic influences on importance

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Universality of SEL Competencies

- SEL competencies are a developmental process in all individuals
- Less clear on the equal relevance/emphasis placed by cultures on specific competencies
- Need to recognize that there is considerable variation in the potential expression of these competencies across cultures.

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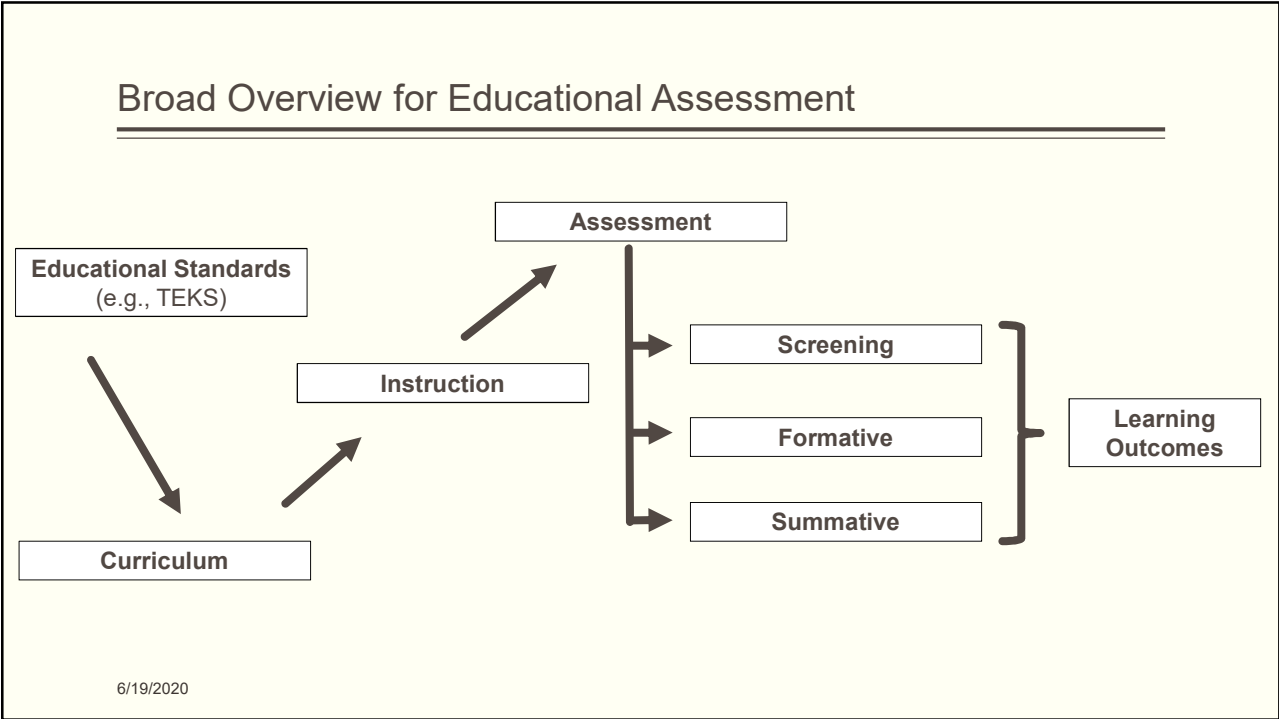


ULTIMATELY, UNDERSTANDING CULTURAL
EXPECTATIONS OF SEL COMPETENCIES IS
IMPORTANT FOR ASSESSMENT AND
INTERVENTION

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ASSESSMENT CONSIDERATIONS FOR SEL COMPETENCIES

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Standards for SEL

- Illinois
 - Stand-alone SEL Standards for Public Education
 - <https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>
 - Goal 1 – Develop **self-awareness and self-management** skills to achieve school and life success
 - Goal 2 – Use **social-awareness** and interpersonal skills to establish and maintain **positive relationships**
 - Goal 3 – Demonstrate **decision-making skills and responsible behaviors** in personal, school, and community contexts
- Texas
 - Senate Bill 11 (2019) – Section 7. Section 28.002 Education Code Amendment
 - (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:
 - (B)(ii) mental health, including instruction about mental health conditions, substance abuse, **skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making... [no specific standards]**

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Criteria for SEL Assessment for Evaluation Personnel

- Content must be appropriate
 - Detailed Manual
 - Description of measure
 - SEL constructs assessed
 - Assignment of items to scale
 - Behavioral definition for items
 - Purpose (screening, diagnostic, progress monitoring?)
 - Developmentally appropriate (breaks tasks down across ages)
 - Sufficient items to measure skill
 - Excellent psychometric properties
 - Reliability and validity
 - Fair, unbiased, generalizable across ages and demographic groups
 - Consideration of native language and dialect
 - Utility
 - Benchmarks/external anchors/norms
 - Reasonable time (10-20 min assmt)
 - Electronic administration and scoring
 - Cost effective (time, skill, equipment required, test forms, scoring)
 - Multiple informants

(Denham, 2015)

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Potential Rating Scale SEL Measures for Evaluation Personnel

Tool	Grade	Informants
Behavioral and Emotional Rating Scale-2 (BERS-2)	K-12	Teacher/Parent
Behavioral and Emotional Rating Scale, Preschool Version (P-BERS)	K	Teacher/Parent
Devereux Early Childhood Assessment	PreK	Teacher/Parent
Devereux Student Strengths Assessment (DESSA)	K-12	Teacher/Parent
Social-Emotional Assets and Resilience Scale (SEARS)	K-12	Teacher/Parent/Child
Social Skills Improvement System – Social Emotional Learning Version (SSIS-SEL)	PreK-12	Teacher/Parent/Child
Social-Emotional Learning Skills Inventory (SELSI, in pre-production)	PreK-12	Teacher/Parent/Child

(Dezhaan, 2015)

Potential Direct Assessment SEL Measures

Direct Assessment Measure	Related SEL Construct(s)
Berkeley Puppet Interview; Self-Concept Scale	Self-Awareness of feelings, strengths, and challenges
Diagnostic Assessment of Nonverbal Accuracy (DANVA)	Social Awareness, the ability to understand others' feelings
NEPSY-II	Social Awareness, or the understanding of others' perspectives
Social Information Processing Application (SIP-AP) Or Test of Problem Solving-3 (TOPS-3) Social Language Development Test (SLDT)	Relationship Skills, or the ability to deal effectively with conflict Responsible Decision Making, making ethical constructive choices about personal and social behavior
Pre-school Self-Regulation Assessment (PSRA)	Self-management, ability to manage emotions and behaviors to achieve a goal

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Assessment of Climate and Learning Conditions

- Conditions of Learning (American Institutes of Research, 2005)
 - Physical and emotional safety
 - Support (for students, care, motivation, connection to peers, school belonging)
 - Challenge (high expectations, rigorous/relevant curriculum)
 - Peer social and emotional climate (cultural competence, responsibility, teamwork, etc.)
- National School Climate Council (2007)
 - Safety
 - Institutional Environment (school supports, supplies, resources)
 - Interpersonal Relationships
 - Teaching and Learning (individualized support, constructive feedback, integrated curriculum)
- Safe and Supportive Schools (US DOE, 2009)
 - Engagement (quality relationships, level of family/staff/student participation, connectedness)
 - Safety (physical and emotional security of school)
 - Environment (physical and mental health supports offered, physical environment of school, academic environment, and fairness/adequacy of discipline)

(Garibaldi, Ruddy, Kendziora, Osher, 2015)
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Sample School Climate Survey

Measure	Info
American Institutes for Research Conditions for Learning Survey	Contact David Osher (dosher@air.org)
Culture of Excellence and Ethics Assessment	Website: Excellenceandethics.com
Perceived School Experiences Scale	Contact Dawn Anderson (Anderson-butcher.1@osu.edu)
Comprehensive School Climate Inventory	https://www.schoolclimate.org/services/measuring-school-climate-csci
School Climate Survey Compendium (multiple measures discussed)	https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium

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Take Home Points Regarding Assessment

- District should consider characteristics and needs of the community
- Determine how SEL assessment would align within
 - General Curriculum / Tier I
 - Potential Screening (universal screening/targeted screening)
 - RTI/MTSS (screening, progress monitoring)
 - Potential incorporation in comprehensive evaluations
 - Larger school climate data for social-emotional environment
- Assignment of responsibility
 - General Education?
 - Special Education?
 - SEL Coordinator/Interventionist?

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INTERVENTION CONSIDERATIONS FOR SEL COMPETENCIES

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Considerations Prior To Implementation of Interventions

- Readiness for SEL
 - Preservice Teacher Education
 - On-the-Job Training for Teachers
 - School leader preparedness
 - Community coalitions
 - Program evaluation considerations

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SEL Programming in Preschool

- Core Component 1: Social Cognition
 - Social Learning Theory
 - Children learn by watching others, imitation, and feedback
 - Social Information-Processing Models
 - Encoding and interpreting social cues
 - Social goals
 - Social problem-solving
- Core Component 2: Emotions
 - Differential Emotions Theory
 - Consider dynamic interaction of neurological arousal, cognitive interference, and verbal labeling of emotions
 - Recognize internal and external emotional cues
 - Attachment Model
 - Secure attachment (parent-child, teacher-child)
- Core Component 3: Self-Regulation
 - Emotional knowledge + social skills + social problem solving

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Evidence-based SEL Preschool Programs

- The Incredible Years (<http://www.incredibleyears.com/>)
 - Specific, contingent attention and praise to support positive behavior
 - Reinforcement for motivation
 - Structured classroom
 - Nonpunitive consequences
 - Focus on student-teacher relationship
- Preschool PATHS (Promoting Alternative Thinking Strategies; <http://www.pathstraining.com/main/curriculum/>)
 - Friendship skills and prosocial behaviors
 - Emotional Knowledge
 - Self-control
 - Social Problem Solving

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SEL Programming in Elementary Schools

- Core Component 1: Emotional Skills
 - Recognize and manage emotions
- Core Component 2: Interpersonal Skills
 - Communication (verbal/nonverbal), relationships, prosocial skills
- Core Component 3: Cognitive Skills
 - Regulation of attention; planning skills, inhibition
- Core Component 4: Self Skills
 - Student's attitudes and perception, school connectedness, motivation (external/intrinsic)

(Rimm-Kaufman & Hulleman, 2015)

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Evidence-based SEL Elementary School Programs

- Caring School Community (<https://www.collaborativeclassroom.org/programs/caring-school-community/>)
 - Interpersonal and Self Skills focus

- PATHS (Promoting Alternative Thinking Strategies; <http://www.pathstraining.com/main/curriculum/>)
 - Self Regulation
 - Understanding emotion
 - Self-esteem
 - Social relationships
 - Social problem solving

- Positive Action

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Evidence-based SEL Elementary School Programs

- Positive Action (<https://www.positiveaction.net/>)
 - Focus on Thoughts-Feeling-Actions
 - Understanding of what leads to positive behaviors

- Responsive Classroom Approach (<https://www.responsiveclassroom.org/>)
 - Caring community
 - Proactive approaches to classroom management
 - Student autonomy and engagement

- Second Step (<https://www.secondstep.org/>)
 - Emotional skills
 - Interpersonal skills
 - Cognitive skills

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SEL Programming in Middle Schools

- Core Component 1: Positive Sense of Self
 - Self-awareness, self-esteem, etc.
- Core Component 2: Self-Control
 - Behavioral, cognitive, and emotional regulation
- Core Component 3: Decision Making
 - Problem solving
- Core Component 4: Moral System of Beliefs
 - Moral reasoning, empathy
- Core Component 5: Prosocial Connectedness
 - Belongingness, school connectedness, family connection, teacher connection

(Gunter & Bradshaw, 2008; Jagers, Harris, & Skoog, 2015)

Evidence-based SEL Middle School Programs

- Life Skills Training Program (LST; <https://www.lifeskillstraining.com/botvin-lifeskills-training-middle-school-program/>)
 - Drug-resistance program, with many SEL components
 - Decision making
 - Problem Solving
 - Goal setting
 - Coping
 - Assertiveness/communication
- Responding in Peaceful and Positive Ways (RIPP; <https://www.nationalgangcenter.gov/spt/programs/106>)
 - Violence prevention program
 - Conflict resolution
 - Autonomy
 - Perspective taking
 - Transition planning to high school

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SEL Programming in High Schools

- Core Component 1: Resilience
 - Buffers from adverse experiences (coping skills, SEL skills, autonomy, self-efficacy, self-esteem)
- Core Component 2: Risk and Protective Factors
 - Psychosocial functioning, social problem-solving, self-regulation
- Core Component 3: Youth Asset Building
 - [The 40 Developmental Assets Framework](#) (external and internal)
- Core Component 4: Life Skills
 - Personal skills to thrive (work/study habits, goal setting, relationship skills, money management, etc.)

(Williamson, Modecki, & Guerra, 2015)

Promising SEL High School Programs

- Positive Behavior Intervention Supports (PBIS)
- Too Good for Drugs and Violence High School
- Teenage Health Teaching Modules (www.thtm.org)
- Facing History and Ourselves (www.facing.org)
- Check & Connect (www.checkandconnect.umn.edu)
- Changing Lives Program (http://w3.fiu.edu/ydp/about_clp.htm)
- Positive Life Changes (www.research-press.com/books/656/positive-life-changes)
- Positive Psychology for Youth Program (www.ppc.sas.upenn.edu/prpsum.htm)

(Williamson, Modecki, & Guerra, 2015)

Recommended SEL Programming in After-School

- All Stars Prevention Curriculum (<https://www.allstarsprevention.com/>)
 - Universal prevention for substance abuse and problem behaviors (ages 11-14)
 - Connectedness
 - Resilience
 - Positive ideals
 - Strengthen parental communication and monitoring
- PATHS (K-6)
- Life Skills Training (K-12)

(Gullotta, 2015)

SEL Programming in Juvenile Justice

- No substantial SEL-based efforts in juvenile justice
- Core Component 1: Relationship Skill Development (most common element)
- Core Component 2: Responsible Decision Making (emphasized element)
- Core Component 3: Self-Awareness (less programs include)

(Tolan, Nichols, & DuVal, 2015)

Recommended SEL Programming in Juvenile Justice

- PATHS
- Incredible Years Program (PreK-Elementary)
- Multisystemic Therapy (MST)
 - Intensive, wraparound treatment (ages 12-17)
 - Targets family, school community
 - Targeted to reduce antisocial behaviors
- Functional Family Therapy (FFT)
 - Short-term (8-30 hours)
 - Engage adolescent and family
 - Behavior change
 - Generalization of learned skills
- Multidimensional Treatment Foster Care
 - Intensive, wraparound service for adolescents
- Big Brothers and Big Sisters
 - Mentoring program, reduce delinquency

(Tolan, Nichols, & DuVal, 2015)

Take Home Points

- Intervention efforts should consider how to best incorporate needs of students, families, school staff, and community
- Consider partnerships to help make your effort successful
 - University/Hospital partnerships
 - Community Agencies
 - Family Groups
- Create a full plan
 - Adoption of SEL standards
 - Specific goals/objectives
 - Selection of best program for your district/campus related to specific needs/population
 - Commitment to resources and training
 - Measurable outcomes (with associated measures at various levels)

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QUESTIONS/COMMENTS?

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