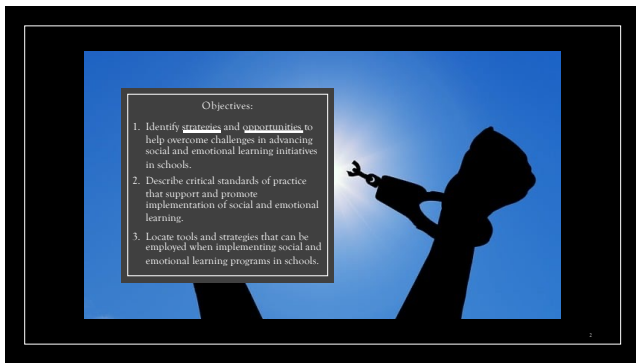




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<p><i>Presenter bio</i></p> <p>Donna Black, LSSP, is the author of <i>Essentials of Social Emotional Learning: The Complete Guide for Schools and Practitioners</i> (Wiley, 2022). She currently serves as President of SEL4TX and is a member of the faculty at the Academy for SEL in Schools.</p> <p>Donna has been recognized as a national expert on SEL and has received numerous awards and honors in her career.</p> <p>In 2019 Donna received the Meritorious Service Award from the state of Texas for 12 years of service to the Texas State Board of Examiners of Psychologists.</p>	
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3

Let's begin with a poll...




Please scan the QR Code



or

Go to: <https://strawnsell.com/BDnNElofOZR>

4



Practice of SEL


- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 3: Academic Interventions and Instructional Supports
- Domain 4: Mental and Behavioral Health Services and Interventions
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School, and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice
- Domain 10: Legal, Ethical, and Professional Practice

5


HOW ARE WE DOING?

6

Let's Take Another Poll



Please scan the QR Code





or

Go to: <https://strawpoll.com/BIhX8e9vQny>

7

The kids are not ok..

and neither are the adults.

8

School connectedness as a protective factor

When youth feel connected to school:

Less likely to experience:

- Poor mental health
- Sexual health risks
- Substance abuse
- Violence

More likely to experience:

- Sense of belonging and acceptance
- Feeling safe
- Academic accomplishment & success
- Improved mental wellness

Source: CDC Division of Adolescent and School Health. Retrieved 2/27/23 from https://www.cdc.gov/healthyschools/teenactive/school_connectedness.htm#main

9

Everyone needs purpose

Youth development researcher, Kendall Bronk has identified 4 defining features of purpose:

1. Dedicated commitment
2. Personal meaningfulness
3. Goal-directedness
4. A vision bigger than self

10

Let's do another poll

Scan the QR code

OR

Go to <https://strawpoll.com/PKgl3W4eJnp>


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The Necessity of Purpose

Inspire staff and youth with positive purpose

- Positive purpose fosters relationships and provides direction and energy for learning
- As human beings, we seek and need to be aligned with positive purpose and contribution, and the ability to enact our purpose and contribution

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Service Learning Projects

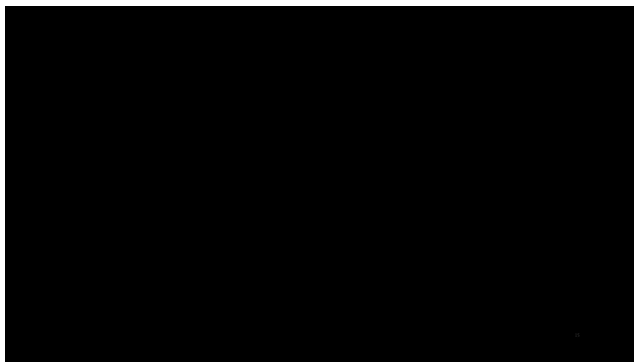
- The first step to social justice
- Connects character with citizenship
- Curriculum-based
- Extends learning beyond the classroom

13

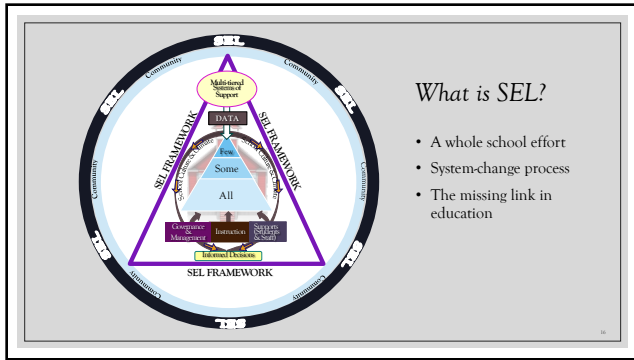
THE NEED FOR SOCIAL-EMOTIONAL LEARNING AND CHARACTER DEVELOPMENT HAS NEVER BEEN GREATER



14



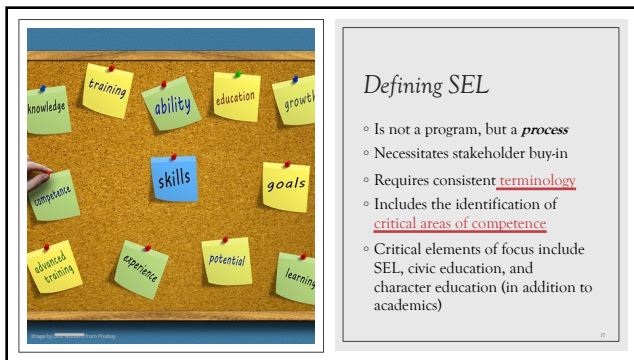
15



What is SEL?

- A whole school effort
- System-change process
- The missing link in education

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Defining SEL

- Is not a program, but a *process*
- Necessitates stakeholder buy-in
- Requires consistent terminology
- Includes the identification of critical areas of competence
- Critical elements of focus include SEL, civic education, and character education (in addition to academics)

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SUPPORT FOR SEL EFFECTIVENESS

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What the research says

- 23% increase in skills
- 9% improvement in attitudes about self, others, and school
- 9% improvement in pro-social behavior
- 9% reduction in problem behaviors
- 10% reduction in emotional distress
- 11% increase in standardized achievement test scores (math and reading)

(Durlak et al., 2011)



19

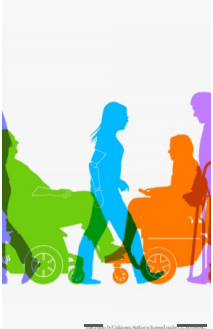
**Follow-up:
Long-Term
Benefits of
SEL**

(Taylor et al, 2017)

Approximately 3.5 years after last intervention

- SEL students had academic achievement 13% higher as compared to their non-SEL peers
- SEL students had a 6% increase in high school graduation rates and an 11% increase in college graduation rates
- SEL students less likely to
 - Have a mental health disorder
 - Be arrested
 - Become involved with juvenile justice
 - Lower rates of STDs and pregnancies

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Research on SEL and Special Education Students

- Few studies exist on outcomes for SEL with special education students
- Limited outcome data on SEL interventions for special education students, but some have shown promising results
- Need for additional research shows three critical areas of need
 - Assessments designed for students with disabilities
 - Interventions with proven success for students with disabilities
 - Repeated testing of interventions to ensure generalization

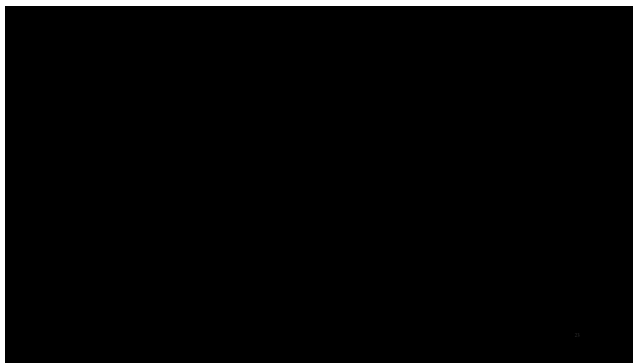
21



Teacher Support for SEL

- Teachers implementing SEL demonstrate lower levels of stress (Collie et al., 2012; Lantieri, Nagler-Kyse, Harnett, & Malmus, 2011)
- Teachers with comfort in implementing SEL show greater professional commitment to teaching (Collie, Shapka, & Perry, 2011)
- Teachers with well-developed social-emotional skills themselves demonstrate greater enjoyment of teaching, and feel more self-efficacy (Goodard, Hoy, & Woolfolk-Hoy, 2004)

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Principal Support for SEL
(Atwell & Bridgeland, 2019)

- 83% had a positive attitude toward SEL
- 74% had a high level of commitment to SEL
- 99% believed SEL skills could be taught
- 70% indicated a need for a formal SEL curriculum



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Survey question	Attended Strong SEL School	Attended Weak SEL School
Felt they got along well with others	89%	46%
Felt safe at school	90%	60%
Recent graduates:		
Felt they were adequately prepared for life after high school	83%	13%

Student Support for SEL (DePaoli, et al, 2018) | Strong SEL schools vs. Weak SEL schools


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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 that students will need vs. what is being taught
- Identified a set of 16 crucial skills that students will need for the 21st century
 - 6 skills are "foundational literacies"
 - 10 skills are "character" competencies or qualities

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Return on Investment in SEL

Average \$11 return for every \$1 spent on SEL programs

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Why the Resistance?

- What's the confusion?
- Is it misunderstanding or misperception?
- Why the opposition?



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Continued Emotional & Political Challenges

- Emotions are heightened
- Stress is greater
- Feelings of loss & anxiety are constant
- Relationships are strained
- Creativity is taxed
- Polarization is up & listening is down



SEL is more important than EVER

Looking Ahead: When Conditions are Not Ideal

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SCHOOL PSYCHOLOGIST AS CHANGE AGENT

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Special Education and SEL Overlap

<p style="text-align: center; color: white; background-color: #0070C0; margin: 0;">Special education seeks to empower students to</p> <ul style="list-style-type: none"> Be skillful, free, and purposeful Maximize their potential Contribute meaningfully to society 	<p style="text-align: center; color: white; background-color: #0070C0; margin: 0;">SEL framework seeks to teach students core competencies</p> <ul style="list-style-type: none"> Self-awareness Self-management Social awareness Relationship skills Responsible decision-making
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32



SEL in Special Education

Where to begin


- Advocate for special education policy changes to ensure SEL goals are included in students' IEPs
- Use the language of data, not emotions
- Examine assessment practices to incorporate an assets-based approach with all students and include an assessment of SEL competencies

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Assets-based	Deficits based
<p><i>Four basic assumptions</i></p> <ul style="list-style-type: none"> • Every child has strengths • Children are influenced and motivated by how others respond to them • Rather than viewing a child with deficiencies, it is assumed the child has not had the opportunities to learn, develop, and master skills • When treatment and service planning are based on strengths, children and families are more likely to become involved in the process 	<p><i>Approach</i></p> <ul style="list-style-type: none"> • Pathologically driven • Focuses on negative behavior • Inadequately addresses student strengths/ assets • Leads to a focus on "repairing" the deficits

Assets-based vs Deficits-based Assessment

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SEL in Special Education (cont.)

Where to begin

- Focus on SEL competencies when discussing student strengths/deficits, rather than just on behaviors
- Encourage evaluation teams and IEP teams to discuss SEL needs as part of the student-driven process
- Establish a common language consistent with SEL
- Develop comprehensive knowledge of SEL to help guide sustainable implementation in special education settings; know the tenets of SEL

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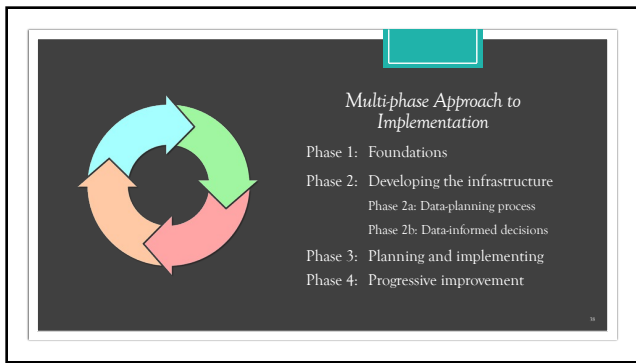
WHOLE SCHOOL IMPLEMENTATION

A SUSTAINABLE APPROACH TO COMPREHENSIVE EDUCATION

36



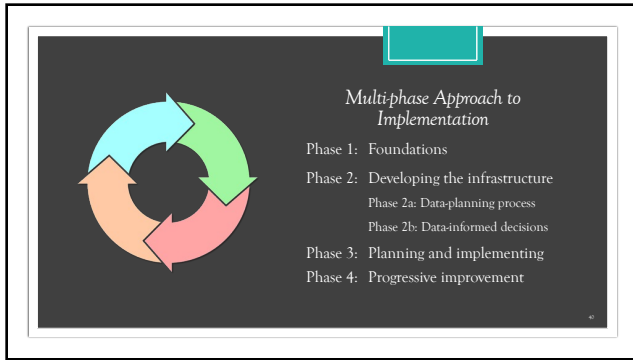
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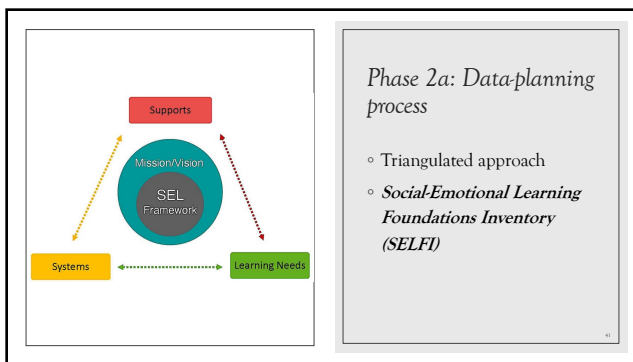
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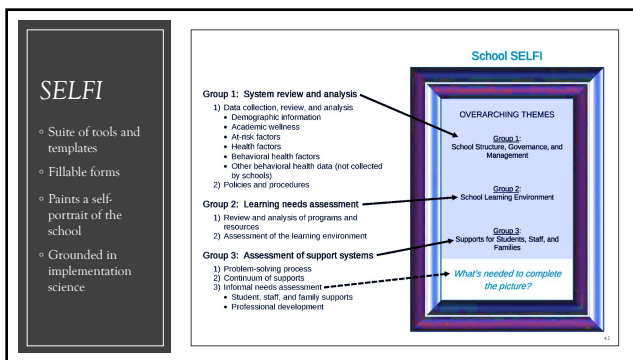
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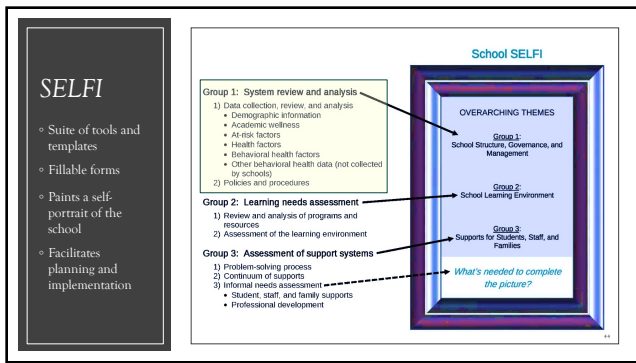
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SELFI Group 1: System review and analysis

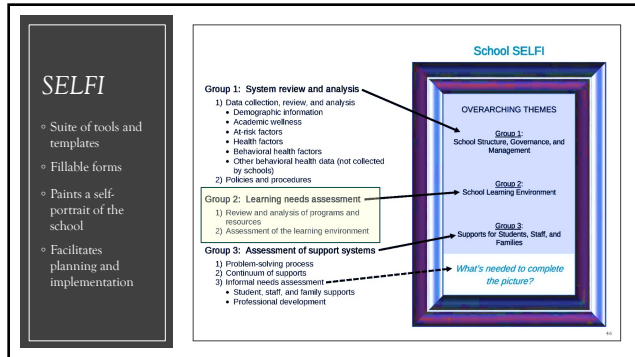
Two tools/templates

- System level data collection
- Review of policies and procedures

Identifies

- Targeted areas where improvement is needed
- Goals for SEL plan

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SELFI Group 2: Learning Needs Assessment

Two parts

- Review and analysis of programs and resources
- Assessment of the learning environment

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Review and Analysis of Programs and Resources

Examines

- Area/s of need addressed
- Student population served
- Evidence base
- Monitoring and/or evaluation process
- Outcomes measured
- Funding source
- Other

48

The Jumbled Schoolhouse

What's Missing?

Source: Elias, M. J., Leverett, L., Duffell, J. C., Humphrey, N., Sepney, C. T., & Ferrito, J. J. (2015). Integrating SEL with related prevention and youth development approaches. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 33-49). New York, NY: Guilford. Reprinted with permission.

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ICEL Framework for Assessing the Learning Environment (HOSP 2006)

What it is:

- Framework for organizing data and information about the learning environment

What it isn't:

- It is NOT an assessment instrument

Domains of focus

- Instruction
- Curriculum
- Environment
- Learner

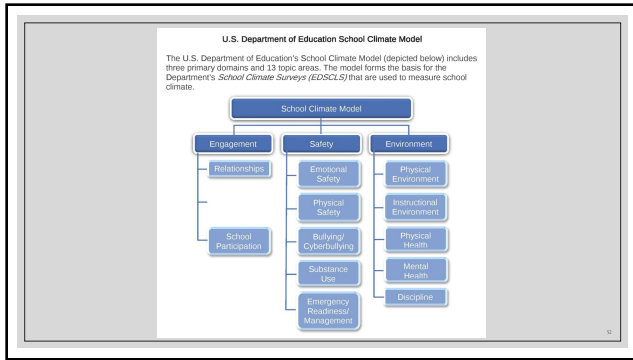
50

Assessing School Climate (Thapa, et al, 2012)

Five essential areas

- Safety
- Relationships
- Teaching and learning
- Institutional environment
- Process of school improvement

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Informal discipline practices (shadow discipline)

Impact on educational opportunities

- Excludes students from opportunities for academic and social interaction
- Negatively impacts parents and families
- Results in avoidance of serious underlying needs
- Funnels children into the school-to-prison pipeline

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SELFI

- Suite of tools and templates
- Fillable forms
- Paints a self-portrait of the school
- Facilitates planning and implementation

School SELFI

Group 1: System review and analysis

- 1) Data collection, review, and analysis
 - Demographic information
 - Academic wellness
 - At-risk factors
 - Health factors
 - Behavioral health factors
 - Other behavioral health data (not collected by schools)
- 2) Policies and procedures

Group 2: Learning needs assessment

- 1) Review and analysis of programs and resources
- 2) Assessment of the learning environment

Group 3: Assessment of support systems

- 1) Problem-solving process
- 2) Continuum of supports
- 3) Informal needs assessment
 - Student, staff, and family supports
 - Professional development

What's needed to complete the picture?

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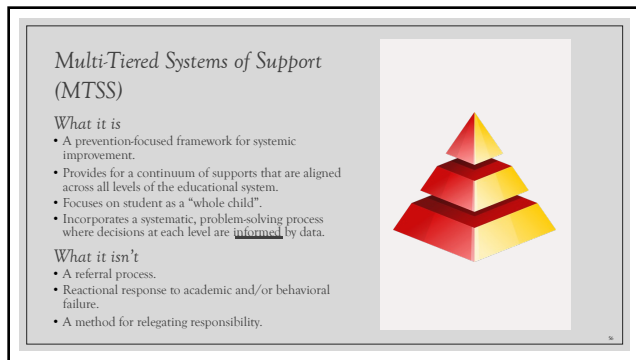


SELFI Group 3: Assessment of Support Systems

Three components

- Problem-solving process
- Continuum of supports
- Informal needs assessment

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Multi-Tiered Systems of Support (MTSS)

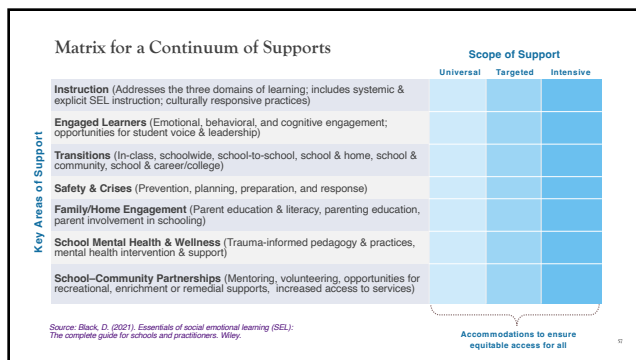
What it is

- A prevention-focused framework for systemic improvement.
- Provides for a continuum of supports that are aligned across all levels of the educational system.
- Focuses on student as a "whole child".
- Incorporates a systematic, problem-solving process where decisions at each level are **informed** by data.

What it isn't

- A referral process.
- Reactional response to academic and/or behavioral failure.
- A method for relegating responsibility.

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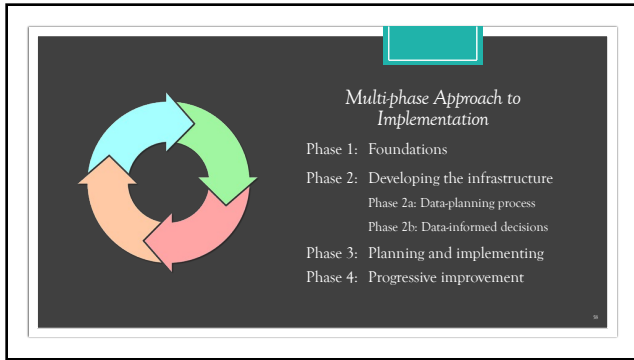
Matrix for a Continuum of Supports

	Scope of Support		
	Universal	Targeted	Intensive
Instruction (Addresses the three domains of learning; includes systemic & explicit SEL instruction; culturally responsive practices)			
Engaged Learners (Emotional, behavioral, and cognitive engagement; opportunities for student voice & leadership)			
Transitions (In-class, schoolwide, school-to-school, school & home, school & community, school & career/college)			
Safety & Crises (Prevention, planning, preparation, and response)			
Family/Home Engagement (Parent education & literacy, parenting education, parent involvement in schooling)			
School Mental Health & Wellness (Trauma-informed pedagogy & practices, mental health intervention & support)			
School-Community Partnerships (Mentoring, volunteering, opportunities for recreational, enrichment or remedial supports, increased access to services)			

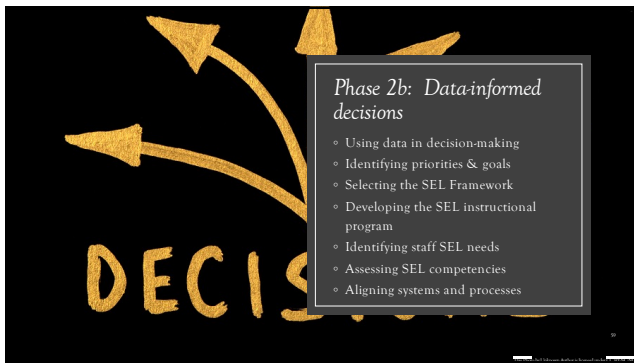
Source: Black, D. (2021). *Essentials of social emotional learning (SEL): The complete guide for schools and practitioners*. Wiley.

Accommodations to ensure equitable access for all

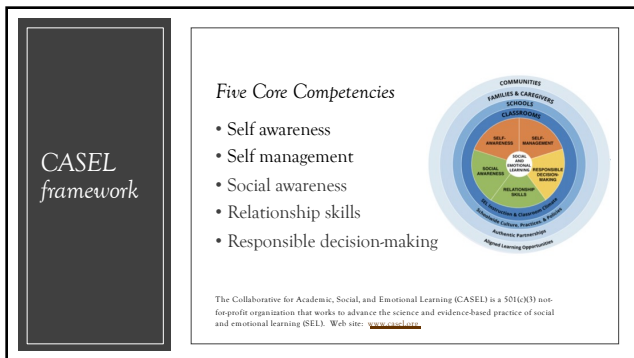
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Multi-phase Approach to Implementation

- Phase 1: Foundations
- Phase 2: Developing the infrastructure
 - Phase 2a: Data-planning process
 - Phase 2b: Data-informed decisions
- Phase 3: Planning and implementing
- Phase 4: Progressive improvement

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Phase 3: Planning and implementing

1. Developing the plan
 - Seven key components
2. Implementing the plan
 - Gain staff commitment
 - Ensuring a positive school culture and climate
 - Aligning SEL assessments with instruction and curriculum
 - Staff training and development


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What is implementation science?

- Integrates research findings and real-world practices
- Helps systematically close the research-to-practice gap
- Offers a practical approach for bringing proven and effective strategies to scale

The Science of Implementation

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Key variables of implementation science

Focuses on 3 key variables that frame the work


1. Implementation unfolds over time and through phases
2. Implementation is complex & occurs at many levels
3. Real life doesn't always line up with a controlled evaluation

The slide features a blue background with mathematical symbols and diagrams. Visible symbols include $P=2l+2w$, $|a \times b|$, x , $-b \pm \sqrt{b}$, and $2c$. There are also geometric shapes like a circle and a square, and a graph with a curve.

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Primary tools

- Practice profiles
- Implementation drivers



The slide includes a photograph of an orange industrial robotic arm in a factory setting. The background of the slide is a collage of blue and teal geometric patterns.

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Multi-phase Approach to Implementation

Phase 1: Foundations

Phase 2: Developing the infrastructure

Phase 2a: Data-planning process

Phase 2b: Data-informed decisions

Phase 3: Planning and implementing

Phase 4: Progressive improvement

The diagram shows a circular flow of four arrows: light blue, green, pink, and orange, pointing clockwise. The background is dark grey with a teal rectangular element at the top.

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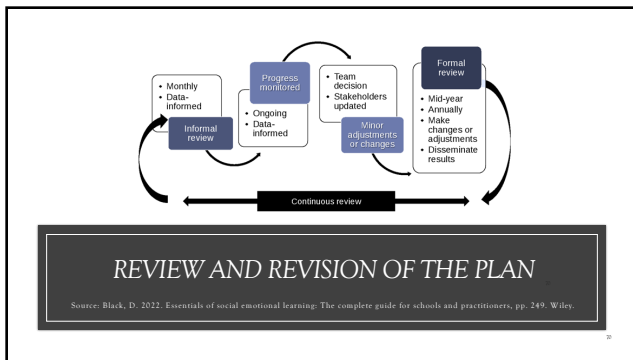


Phase 4: Progressive improvement


Five levels

1. Decision-making process
2. Review and adjustments to plan
3. Policy and procedural revisions
4. Resource allocations and adjustments
5. Recognizing and communicating successes

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Where do we go from here?

- Move forward with intentionality
- Treat SEL like academic content
- Lead with vision and courage
- Develop self-competency through ongoing training
- Focus on equitable solutions
- Educate the whole child
- Practice and model what we teach

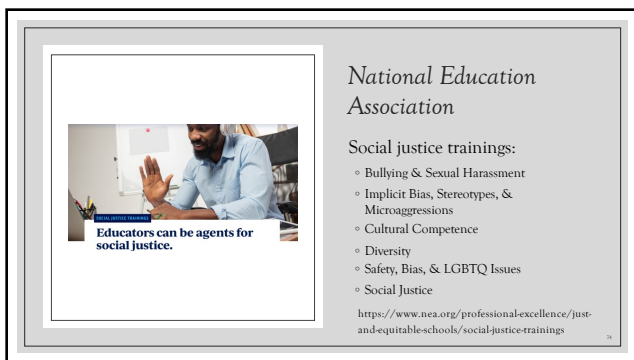
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Empatico

- A free video-conferencing and digital learning platform, with interactive lesson plans designed to connect students around the globe, to build empathy between different people and different cultures
- Launched in October 2017
- Backed by a multi-million dollar investment by the KIND Foundation
- Designed for children k-12
- Offers a free library of activities to integrate with teaching

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Additional Resources

- Academy for SEL in Schools: <https://selinschools.org/>
- Empatico: <https://empatico.org/>
- National Education Association: <https://www.nea.org/professional-excellence/just-equitable-schools>
- Purpose Challenge: <https://purposechallenge.org/>
- SEL4TX: <https://www.sel4tx.org>

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QUESTIONS?

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