(6D) Social Emotional Behavioral Development: A Necessary Part of Daily Teaching & Learning

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Topic: Mental Health/Social-Emotional-Behavioral Well-Being, Schoolwide, Classroom PBIS
Keywords: Alignment, Behavior, Implementation, Social Relationships, Social Skills, Tier 1
Instead of viewing social and emotional learning as tangential, something to fit in around the edges of the curriculum, we should treat it as an integral part of our daily teaching for all students" (Anderson, 2015). This session will unpack the research to identify effective and practical ways to teach social-emotional-behavioral (SEB) skills daily. Systems of support for staff to implement identified practices will be explored.

- Explore **effective practices** for teaching SEB skills
- Examine our **current systems of support for staff** to implement these best practices
- Explore considerations for **monitoring implementation efforts** to ensure teaching and learning are working for all students
Schools aim to achieve **CULTURALLY EQUITABLE OUTCOMES** including social-emotional-behavioral wellness & academic success through supporting:

- **Culturally Knowledgeable STAFF BEHAVIOR**
  - team-based leadership and coordination
  - professional development, coaching, and content expertise

- **Culturally Valid DECISION-MAKING**
  - universal screening
  - progress monitoring
  - evaluation of fidelity

- **STUDENT BEHAVIOR**
  - three-tiered continuum of culturally relevant evidence-based interventions
Supporting Staff Behavior

- Supporting Decision Making
- Data
- Practices
- Outcomes

Systems

Equity

Social Competence & Academic Achievement

Supporting Student Behavior
SEB ... What is it?

Social emotional behavioral skills that support success in schools, the workplace, relationships, and the community.
Learning is not a lonely process
Disrupt compartmentalization of our approaches to SEL
What is our entry point for this work?

Get a program?
Teach students self-management strategies?
Schedule time for counselor to teach 15 minutes lessons once a month for every class?

State, District, School align, organize, and allocate resources to ensure that SEL is the fabric of instruction.

Support teachers: There is definitely an influence on student social emotional behavioral development... be intentional so that our influence is positive and deliberate and promotes wellbeing.

(Frey, Fisher, & Smith, 2019)
STATE POLICY
Bright Spots:
Social Emotional Learning & Equity

September 2022
Legislation

2015 | Convene a workgroup to recommend comprehensive benchmarks and developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades kindergarten through high school that build upon what is being done in early learning

2016 | Development of SEL Professional Development Modules

2018 | Required Professional Learning

2020 | Social Emotional Learning Model Policy

2021 | SEL Professional Standards
Social Emotional Climate

Goal
The Name of District Board’s goal for this policy and its accompanying procedure is to support and promote school and school district action plans that create, maintain, and nurture physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments that foster equitable, ethical, social, emotional, and academic education for all students.

Nurturing a Positive Social Emotional Climate
The Name of District believes that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact, and socialize in physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments, and have the opportunity to experience high quality relationships.

The Board recognizes that there is not one best way to improve school climate. Each school needs to consider its history, strengths, and needs. The Board further recognizes the important role that students, families, and community members play in collaborating with the school and school district in creating, maintaining, and nurturing a positive social and emotional school and classroom climate. This collaborative role extends to the planning, implementation, and continuous improvement process around school climate and social emotional learning.

The Board therefore directs the superintendent to work with district schools to implement the accompanying procedures, which provide a framework for an effective climate improvement process, including a continuous cycle of 1) planning and preparation, 2) evaluation, 3) action planning, and 4) implementation. This framework is aligned with the social emotional learning standards and benchmarks developed by the social emotional learning committee created under RCW 28A.330.477. The framework is designed to support the district and district schools in developing research-supported action plans that work to meet the Board’s goal for this policy.

Cross References:
2000 - Student Learning Goals
2140 - Guidance and Counseling
3241 - Student Discipline
4110 - Citizen Advisory Committees and Task Forces
4129 - Family Involvement
5320 - Staff Development

Legal References:
Chapter 28A.335.085 - Model Policy and procedure for nurturing a positive social and emotional school and classroom climate
STATE Bright Spots: Aligning SEL Efforts Across Schools, Families, and Communities

The American Rescue Plan Act of 2021 (ARP) provided a $122 billion historic federal investment in K-12 education to help states and districts safely reopen schools and address students’ academic, social, and emotional learning in response to the COVID-19 pandemic. Under ARP, states and districts are required to spend 5 percent and 20 percent of funds respectively to address learning loss through evidence-based interventions that respond to the academic, social, and emotional needs of students.

CASEL has recommended three priority areas for social and emotional learning (SEL) investment that can assist states and districts in optimizing ARP for student success:
1. Promote social and emotional learning (SEL) for students
2. Align SEL efforts across schools, families, and communities
3. Support adult SEL competencies and capacity building

This “Bright Spots” brief highlights policy innovations around Priority Area 2—aligning SEL efforts across schools, families, and communities—through state investments in evidence-based SEL to support academic, recovery and social and emotional wellbeing, the need for which was made abundantly clear by the COVID-19 pandemic. A brief for Priority Area 1 was published in December 2022 (Soder et al.), and an additional brief for Priority Area 3 is forthcoming.

Research has shown that “58 percent of parents reported that their children’s academic development had been negatively impacted by the pandemic,” while 41 percent of parents reported the same when it came to their children’s social and emotional development (Hernandez et al., 2021). Parent concerns about learning loss were confirmed by recent National Assessment of Educational Progress results, which have shown historic declines in student achievement in reading and math, as well as in civics and U.S. History (National Assessment of Educational Progress, 2022, 2023).

Additionally, a 2022 report by the Government Accountability Office found that 1.1 million teachers nationwide reported that they had at least one student who never showed up for class in the 2020–2021 school year. The U.S. Surgeon General has noted the devastating impact of the COVID-19 pandemic on youth (2021); for example, the Centers for Disease Control and Prevention reported a 51 percent rise in suicide attempts among teen girls (Centers et al., 2021) and nearly one in three parents reported their child’s mental health was worse than it was before the onset of the pandemic (Borchardt et al., 2021).

According to the United States Department of Education (ED), an initial review of submitted ARP plans showed that a majority of states described efforts to expand SEL with funds targeted to support disproportionately impacted by the pandemic (2021).

National PBIS Leadership Forum
Stakeholder Engagement & Funding

→ SEL Advisory Committee
  ◆ Legislatively mandated
  ◆ 23 representative stakeholders
    ● Mental Health, behavioral, and emotional tiered support
    ● Equity & Culturally Responsive SEL
    ● SEL assessment
    ● Elevate localized SEL examples
    ● SEL professional learning and supports

→ Bi-Annual Implementation Audit
→ Bi-Annual Professional Learning Feedback
→ ARP Allocation of 1.4 million
→ Funding to SEL Professional Learning Network
  ◆ Build Adult Capacity
  ◆ Create Conditions to Support Student and Adult SEL
  ◆ Collaborate with Families and Communities
Next Steps

1) Build Statewide Infrastructure for Equitable SEL as part of the WA State MTSS Framework
2) Cross-Community/Agency Alignment
3) Build Adult Capacity
4) Develop Partnerships for Creating Safe and Supportive Learning Environments
   a) Collaboration with Office of Native Education
   b) Study funding streams that support, incentivize, and/or require school-community partnership and engagement to meet SEL needs
5) Develop Safe-Guards Around Assessing SEL
   a) research brief on SEL, equity, and assessment
   b) model policy development
   c) update the WA School Improvement Framework
   d) Curate valid and reliable implementation measurement tools aligned to WA MTSS Framework
### Social Emotional Learning (SEL) and R3 alignment

**TRAJECTORY**

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>SY 2016-2018</th>
<th>SY 2018-2022</th>
<th>SY 2022-2026</th>
<th>Beyond</th>
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<tbody>
<tr>
<td>SEL Community/Partnership</td>
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<td>Integration</td>
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<td>Daily SEL Integration</td>
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<td>Building Accessible</td>
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<td>Person Dependent</td>
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Policy Results 3: Life and Global Citizenship Skills

The Board believes that for each student to graduate future ready they must develop the social and emotional skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. By taking a whole-child approach to learning we expect our graduates to be able to demonstrate an understanding of themselves and the world around them, and have the skills to increase their academic success, decrease their emotional distress, and engage in positive social behavior.

Each student will grow critical social, emotional, and behavioral skills such as expressing and managing emotions, setting goals, establishing relationships, and making responsible decisions that lead to a productive, rewarding, and responsible life as a contributing member of the community and greater society.
R3 Measures: Life and Global Citizenship Skills

Accordingly, graduates from Lake Washington will be able to demonstrate the following skills consistent with the Washington State Social Emotional Learning standards:

3.1 **Self-Awareness:** Identify their emotions, their personal strengths, and their areas for growth.

3.2 **Self-Management:** Regulate their emotions and behaviors in constructive ways.

3.3 **Self-Efficacy:** Develop reasonable goals and the plans to accomplish those goals.

3.4 **Social Awareness:** Acknowledge, empathize, and treat others with respect, including those from differing cultures and/or identities.

3.5 **Social Management:** Make safe choices about personal behavior and social interactions.

3.6 **Social Engagement:** Consider others and show a desire to contribute, as a citizen or member, to the well-being of school and community.
School year 2022-2023 Integration

Key Developments

- Development of 4 LEAP session for certificated educators
  - 2 Whole district
  - 2 Professional Learning Community
- Building District Capacity – SEL CASEL Fellows
- Develop alignment plan for R3, Panorama, practices, and resources

Outcomes

- Introduction of Washington State SEL Standards and Benchmarks to LWSD
- Work across departments, school buildings, students, community, and staff to create learning.
- Over 1000+ teams posting within PLC sharing educators' connection between subject and SEL
- CASEL Fellow year-long learning, networking, and preparing district alignment of R3, SEL vision, and practices.
School Year 2023-2026

Key Developments

• Formation of SEL coalition
  • Operationalize SEL long-term goals
  • Mission and Vision

• Increase visibility Panorama data and SEL practices

• Adult SEL and restorative practice alignment

Expected Outcomes

• Coalitions develop alignment of policy, practices, and resources to continue SEL integration and monitoring

• Support strategic plan development of SEL goals

• CLT, DLT, and schools will have an opportunity review panorama data and R3 measures
SEL IN THE CLASSROOM

**Barriers**
- Social Emotional Learning is something counselors do
- SEL is separate, it’s another curriculum, another thing
- Differing understanding of social emotional learning

**Outcomes**
- Getting people on the same page
- SEL is all the time, across content areas
- Shared ownership, commitment, co-creation
Implementation of SEL
Implementation of SEL

District Professional Development

Teaming

Consistently Centering Students
Districtwide Professional Development
Integrating Social Emotional Learning and Instruction

- Anchors to Standards: Washington State Standards, Benchmarks and Indicators, and CCSS
- Models what evidence-based practice looks like
- Identifies the requisite skills for each student to access content
- Teaming- PLC & Cross-Department, meaningful collaboration, practice
<table>
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<tr>
<th><strong>Self</strong></th>
<th><strong>Social</strong></th>
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<tr>
<td><strong>Self-Awareness</strong></td>
<td>Social Awareness</td>
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<tr>
<td>Individual has the ability to identify and name one's emotions and their influence on behavior</td>
<td>Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.</td>
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<tr>
<td><strong>Self-Management</strong></td>
<td>Social Management</td>
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<td>Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.</td>
<td>Individual has the ability to make safe and constructive choices about personal behavior and social interactions.</td>
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<tr>
<td><strong>Self-Efficacy</strong></td>
<td>Social Engagement</td>
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<tr>
<td>Individual has the ability to motivate oneself, persevere, and see oneself as capable.</td>
<td>Individual has the ability to consider others and a desire to contribute to the well-being of school and community.</td>
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**Washington State Social Emotional Standards Benchmarks and Indicators**

**National PBIS Leadership Forum**
Districtwide Professional Development
Integrating Social Emotional Learning and Instruction

**STEM & Social Emotional Learning (Pre-5)**
This session will support participants in identifying the connections between Science, Technology, Engineering, and Math (STEM) and Social Emotional Learning (SEL) practices and standards. Educators will explore tools used to expand discourse and collaboration skills, reflect on STEM learning, and plan for learning experiences that recognize students’ cultural ways of solving problems and collaborating.

[Click here for more details about this session](link)

**Indigenous Student Success Starts with Social and Emotional Learning: We’re in This Together (Pre-12)**
During this session, presenters Mary Willow of the Osage Ancient Band of Native American Education Coordinator and Julie Rush of Project Coordinator, Office of Native Education, will share Social Emotional Learning skills that benefit each child, and especially Indigenous students. Mary and Julie review strategies and practices to build social emotional skills aligned with the Washington State SEL K-12 SEL Standards, Benchmarks, and Indicators. They will share real-world examples of social-emotional benchmarks and indicators that will enable students to build confidence, balance, and resilience. Trauma-Informed approaches will be highlighted.

[Click here for more details about this session](link)

**SEL and Discussions of Race (P-5)**
In this session, participants will learn strategies for facilitating nuanced and difficult discussions about race at the preschool and elementary level. Young minds are hard at work classifying everything they see and attributing different characteristics to each category as they make sense of the world, including people. Since children are already developing ideas about people from different racial and ethnic groups, preschool and elementary are prime times to start the discussion on race to disrupt racial stereotypes, minimize bias, and develop positive racial identities. Participants will begin to unpack how race and racism shows up in younger grades, both personally and systemically, and develop strategies to address them. Social emotional benchmarks and indicators will be examined with the lens of racial identity and the differences for those who identify as White and those who identify as BIPOC.

[Click here for more details about this session](link)

**Literacy and Social Emotional Learning Integration: Engaging in Collaborative Conversations (Pre-5)**
In this session, participants will explore how literacy and social emotional learning intersect and examine social emotional learning skills that facilitate collaborative conversations. We will review what collaborative conversations are, the integration to SEL, and review resources to support classroom collaborative conversations with the ELA learning. There will also be an opportunity to connect with peers to reflect and discuss your learning.

[Click here for more details about this session](link)
Teaming
Modeling

• Professional Learning Communities

  • Bring the people closest to the work together around a clearly defined common goal

  • Social Emotional Learning is not just about skill development, must cultivate relationships that are supportive and trusting with structured opportunity for meaningful collaboration
Enabling State & Local Policy Drivers
ENABLING STATE AND LOCAL POLICY DRIVERS

Operations

• Mobilize systemic SEL
• Forming & Aligning Teams (PLCs, Building Leadership Teams, Advisory Teams, Curriculum Adoption Teams)
• Shared understanding anchored to standards- SEL & CCSS

Policy Enablers

• Dedicated time for SEL
• Standards
• Supports/Materials
• Monitoring (Data)
• Funding
• Regulations
• Technical Assistance
Integration of SEL, PBS and RP

Why SEL Integration Matters
Why SEL Integration Matters
PBS IN SCHOOLS & CLASSROOMS

Limitations
• Compliance
• Tendency to center adult values
• Can create opportunities for power struggles
• Can create cultural mismatch

Outcomes when RP & SEL embedded
• Increased sense of belonging
• Increased student agency
• Co-creation of school culture
RESTORATIVE PRACTICES

- Cohorts
  - Experiential learning
- Teaming
- Integration
Positive Behavior Systems & Restorative Practices
Enabling State and Local Policy Drivers

- Operations
  - Teaming
  - Cohort Learning (RP & PBS)
  - Funding

- Policy Enablers
  - Levy dollars
  - Basic education funds
  - Behavior Support Plans from OSPI made w/policymakers and community stakeholders
“Culture is a set of living relationships working toward a shared goal. It’s not something you are. It’s something you do.”

Daniel Coyle
SEL Integration-Example

March 10th, 2023

The purpose of the March 10th SEL LEAP session is to make visible the integration of Social Emotional Learning and Instruction, anchoring to the OSPI Social Emotional Learning Standards Benchmarks and Indicators and CASEL 3 Signature Practices. This SEL LEAP session is a continuation of the learning from October 21st SEL LEAP and builds on the MTSS and Inclusion work we are committed to in our system.

There are 4 components to the March 10th SEL LEAP time. The resources to complete each step of the learning will be accessed below, 3/10.

☑ Step #1
☑ Step #2
☑ Step #3
☑ Step #4

SEL and Discussions of Race (P-S)

In this session on SEL and discussions of race in the P-S classroom, participants will learn strategies for facilitating nuanced and difficult discussions about race at the preschool and elementary level. Young minds are hard at work classifying everything they see and attributing different characteristics to each category as they make sense of the world, including people. Since children are already developing ideas about people from different racial and ethnic groups, preschool and elementary are prime times to start the discussion on race to disrupt racial stereotypes, minimize bias, and develop positive racial identities. Participants will begin to unpack how race and racism shows up in younger grades, both personally and systemically, and develop strategies to address them. Social emotional benchmarks and indicators will be examined with the lens of racial identity and the differences for those who identify as White and those who identify as BIPOC.

Instructions
1. Please make sure you have watched the introduction video on the ‘SEL LEAP Session’ page.
2. Now, watch this microlearning by clicking on the presentation to the right.
3. Collaborate with your PUC, reflect and plan for the application of learning in your context. Optional PUC collaboration protocol and Race and SEL Scenarios Reflection tool below.
4. Now it’s time to share your thinking. Click on the Step 4 button below.

Resources
- Courageous Conversations Canvas
- Facilitating Critical Conversations with Race and SEL Scenarios and Reflections
- PUC Collaborative Protocol for co-creation Workshop - 03/12
- Critical Practices for Anti-Racism Education pdf
### Lesson Planning Template

<table>
<thead>
<tr>
<th>Planning</th>
<th>Differentiation</th>
<th>Lesson Introduction</th>
<th>Differentiation</th>
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<tbody>
<tr>
<td></td>
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<td>Welcome &amp; Inclusion Activity (connecting students to one another and the work ahead)</td>
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<td>Lesson Core</td>
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<td>Engagement (anchors thinking and learning, offers opportunities that vary in complexity to practice social emotional skills)</td>
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<td>Lesson Conclusion</td>
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<td>Optimistic Closure (highlights individual and shared understanding of the importance of the work, provides a sense of accomplishment and supports forward thinking)</td>
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- **Lesson Focus**
- **Standard**
- **Content and Language Objective(s)**
- **Resources and Materials**
- **Environment**
- **Parent/Family Connection**
- **Local and/or Global Connections**
- **Vocabulary**
- **Assessment Plan**
Self Awareness

**Benchmark 1B**—Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

**Environmental and Instructional Condition for Learning:** Provide students with nurturing settings, curriculum or content, and opportunities to practice different ways of understanding personal strengths, areas for growth, culture, linguistic assets, and aspirations.

**Benchmark 1B Indicators**

<table>
<thead>
<tr>
<th>Early Elementary</th>
<th>Late Elementary</th>
<th>Middle School</th>
<th>High School/Adult</th>
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<tbody>
<tr>
<td>With adult assistance, I can identify my interests.</td>
<td>I can identify how I use my personal interests and my unique voice to engage with people in my school and community (when supported by adults).</td>
<td>I can reflect on how the challenges I face and the attitudes I hold can influence my interests, my collective identity with my culture, and my ability to achieve.</td>
<td>I can identify the SEL skills and assets required to enter specific adult roles such as romantic partner, worker, or leader, and assess strength and growth opportunities necessary to prepare accordingly.</td>
</tr>
<tr>
<td>With adult assistance, I can identify what strengths are, and my own strengths.</td>
<td>I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets).</td>
<td>I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets) and identify how they influence aspirations.</td>
<td>I can demonstrate a clear understanding of personal strengths and assets to support achievement of personal goals and aspirations.</td>
</tr>
<tr>
<td>With adult assistance, I can identify the importance to me of being a member of my cultural group(s).</td>
<td>I can identify how I feel or what I think about the values, assets, and beliefs of my culture(s).</td>
<td>I can recognize my own perspectives, values, and assets, as well as understanding the values that are part of my own culture and the benefits these values bring to my community.</td>
<td>I can identify how my perspective affects interactions with others, especially those who are from different cultures and live with different experiences.</td>
</tr>
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Skill Development & Environmental Context

• Successful implementation of SEL requires a systemic approach that addresses the climate and culture, links SEL to school policies and practices, and incorporates SEL into classroom practice (Osher et al., 2016).

• Students develop social emotional competencies when they are given opportunities to learn in a safe environment in which they feel welcome, respected, and connected (Osher & Berg, 2017).

• Supportive and attuned relationships with adults who push students to meet their goals are essential to students’ engagement and learning (Osher, Cantor, Berg, Steyer, & Rose, 2018).

• Students also learn and develop social emotional skills through explicit instruction on these skills, accompanied by multiple opportunities to practice and generalize their skills across academic disciplines and through a variety of authentic activities in the multiple contexts in which the students live (Jones & Bouffard, 2012; Hamedani, Zheng, & Darling-Hammond, 2015).
Please Complete this Session’s Evaluation

10/27/2023
Session ID - 6D - Social-Emotional-Behavioral Development: A Necessary Part of Daily Teaching & Learning

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   [www.pbis.org/conference-and-presentations/pbis-leadership-forum](http://www.pbis.org/conference-and-presentations/pbis-leadership-forum)

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the gift card raffle!

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