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Focus

• What is Social-Emotional Learning (SEL) ?
• Why SEL and what are the benefits?
• How does it connect to academic learning and other positive outcomes for youth?
• What are some approaches to learning social-emotional skills?
• How can we measure these skills?
• Where do I find info on evidence-based curriculum?
What do you notice about these qualities and skills?

Top 10 Qualities Employers Seek

1. Communication skills (verbal and written)
2. Honesty - integrity
3. Teamwork skills
4. Interpersonal skills
5. Strong work ethic
6. Motivation - initiative
7. Flexibility - adaptability
8. Analytical skills
9. Computer Skills
10. Organizational skills
Individual Factors that Place Youth at Risk

- Impulsivity
- Emotional disregulation
- Stress response
- Insecure relationships with parents, teachers, peers

Osher, ND
Environmental Factors that Place Youth at Risk

- Academic frustration
- Chaotic classrooms, public space, transitions
- Teasing, bullying, gangs
- Poor adult role modeling
- Segregation with antisocial peers
- Harsh discipline, suspension, expulsion, push out/drop out
What is Social-Emotional Learning (SEL)?

Social and Emotional Learning (SEL) is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively.

Source: CASEL: Collaborative for Academic and Social Emotional Learning

www.casel.org
Social and Emotional Learning (SEL) for Academic and Life Success

**SEL**

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

- Recognize one’s emotions, values, strengths, and limitations
- Form positive relationships, work in teams, deal effectively with conflict
- Make ethical, constructive choices about personal and social behavior
- Manage emotions and behaviors to achieve one’s goals
- Show understanding and empathy for others

Credit: CASEL
5 Keys to Social and Emotional Learning Success
SEL Strengthens Five Key Skill Areas

- Self-Awareness
- Social Awareness
- Responsible Decision Making
- Self-Management
- Relationship Skills

- Sense of Self
- Connection to Others
- Good Life Choices
... and works in two related ways

- Improve Climate & Learning Environment
- Teach & Model Specific SE Skills

= Positive Results for Youth

Figure 2. Outcomes Associated with the Five Competencies

**SEL Approaches**
- Explicit SEL Skills Instruction
- Integration with Academic Curriculum Areas
- Teacher Instructional Practices

**SEL Skill Acquisition:**
- Five Competence Areas
- Improved Attitudes about Self, Others, and Schools

**Outcomes**
- Positive Social Behavior
- Fewer Conduct Problems
- Less Emotional Distress
- Academic Success
Develop the range of youth social-emotional competence skills

Create a positive, caring school climate & community.

School as a Protective Factor

Competencies & Conditions Affect Performance & Outcomes

Orpinas and Horne 2006
We Know SEL Works: The Evidence is Robust

- Neuroscience shows that emotion, attention, and learning are linked.

- Can be taught by regular teachers, who also benefit:
  - Less stressful working condition
  - Stronger focus on learning
  - Better relationships with students

- Direct impact on school climate

- Bottom line – student achievement goes up, failure goes down

Photo Credit: Morningside Center for Teaching Social Responsibility
Benefits of Social and Emotional Learning

Good Science Links SEL to these Student Gains:

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure

- Conduct problems
- Aggressive behavior
- Emotional distress

SEL Has a Lasting Payoff

At age 21 – fifteen years after participating in a good SEL Program – Seattle young people still outpaced their peers:

- Higher HS graduation and college attendance
- Better rates of employment and economic status
- Better emotional and mental health
- Fewer with criminal record and substance problems
- Cost-benefit: $3.14/student for $1.00 invested

Sources:
We Know Schools Are Complex

How do we move from here...

- Fragmented efforts
- Piecemeal implementation
- No common language
SEL can be a Framework for Unity

...to a better place for kids

• Built on student strengths
• Academic and life success
• Coordinated efforts
• Systemic integration
SEL Approaches

• Explicit skills instruction
direct and constructivist

• Curriculum integration

• Teacher instructional practices
  Circles, collaborative learning
  Project-based learning

• Programming beyond the classroom
  Service learning, career-tech projects, clubs, activities, volunteering
How is your school developing all students’ social and emotional skills?
Quality is What Makes the Difference

Schools that get results from SEL share common features:

- Sequenced, Active, Focused, Explicit (SAFE) programs
- Adults and students model SEL skills and take advantage of teachable moments
- Developmentally/culturally appropriate instruction
- Community-building – SEL is part of school life
- Student owns it – contribute to class, school, and community

Tier I: Universal Prevention

- Intentional SEL instruction
- Practicing SEL in cooperative groups & project-based learning
- Restorative practices: community-building circles for academics & SEL, affective statements & questions
- Teaching resilience & stress management for kids and adults
- Community service
- PD to identify student mental health issues & bridge to help
Stress Management for School Staff & Students

Unrelenting stress debilitates both students and staff.

Help Students to:
• Deal with stress as a barrier to learning
• Learn to manage emotions and impulses
• Self-calm in times of high anxiety
• Focus and pay attention

Help Staff to:
• Cope with work-related stress to perform at their best
• Improve health and well being
• Model calm, focused engagement
Advisory: Building Relationships for Educational Success
Tier 2: Targeted Interventions for Some

- Reconnecting Youth-Mentoring
- Check in-Check Out
- Social Skills Groups (evidence-based SEL curriculum)
- Specific intervention groups e.g. Anger, grief, stress management
- Restorative Practices: Impromptu conferences, problem-solving & intervention-specific circles
What do SEL and PBIS have in common?

• SEL and PBIS are both rooted in the belief that students learn best in a safe and well-managed learning environment.

• SEL helps students and adults develop specific social and emotional competencies that have been linked to positive outcomes.

• Both SEL and PBIS support using assessment information to help establish organizations that are committed to effective practice.

  o Source: Collaborative for Social Emotional Learning (CASEL)
How is your school assessing the social and emotional skill needs of students?

What data do you currently have?
What additional data do you want?
Measuring Elementary School Students’ Social and Emotional Skills:
Providing Educators with Tools to Measure and Monitor Social and Emotional Skills that Lead to Academic Success

http://www.childtrends.org
### Table 1: Teacher Survey Questions, by Skill

<table>
<thead>
<tr>
<th>Skill</th>
<th>#</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence</td>
<td>1</td>
<td>Worked on tasks until they were finished.</td>
</tr>
<tr>
<td>Persistence</td>
<td>2</td>
<td>Kept working on an activity that was difficult.</td>
</tr>
<tr>
<td>Self-Control</td>
<td>3</td>
<td>Waited in line patiently.</td>
</tr>
<tr>
<td>Self-Control</td>
<td>4</td>
<td>Sat still when s/he was supposed to.</td>
</tr>
<tr>
<td>Self-Control</td>
<td>5</td>
<td>Waited for what s/he wanted.</td>
</tr>
<tr>
<td>Persistence</td>
<td>6</td>
<td>Focused on tasks until they were finished.</td>
</tr>
<tr>
<td>Social Competence</td>
<td>7</td>
<td>Worked well with peers.</td>
</tr>
<tr>
<td>Social Competence</td>
<td>8</td>
<td>Resolved problems with peers without becoming aggressive.</td>
</tr>
<tr>
<td>Social Competence</td>
<td>9</td>
<td>Was thoughtful of the feelings of her/his peers.</td>
</tr>
<tr>
<td>Social Competence</td>
<td>10</td>
<td>Cooperated with peers without prompting.</td>
</tr>
<tr>
<td>Social Competence</td>
<td>11</td>
<td>Understood the feelings of her/his peers.</td>
</tr>
<tr>
<td>Social Competence</td>
<td>12</td>
<td>Resolved problems with peers on her/his own.</td>
</tr>
</tbody>
</table>

### Table 2: Student Survey Questions, by Skill

<table>
<thead>
<tr>
<th>Skill</th>
<th>#</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Control</td>
<td>1</td>
<td>I can wait in line patiently.</td>
</tr>
<tr>
<td>Self-Control</td>
<td>2</td>
<td>I sit still when I’m supposed to.</td>
</tr>
<tr>
<td>Self-Control</td>
<td>3</td>
<td>I can wait for my turn to talk in class.</td>
</tr>
<tr>
<td>Self-Control</td>
<td>4</td>
<td>I can easily calm down when excitement.</td>
</tr>
<tr>
<td>Self-Control</td>
<td>5</td>
<td>I calm down quickly when I get upset.</td>
</tr>
<tr>
<td>Academic Self-Efficacy</td>
<td>6</td>
<td>I can do even the hardest homework if I try.</td>
</tr>
<tr>
<td>Academic Self-Efficacy</td>
<td>7</td>
<td>I can learn the things taught in school.</td>
</tr>
<tr>
<td>Academic Self-Efficacy</td>
<td>8</td>
<td>I can figure out difficult homework.</td>
</tr>
<tr>
<td>Persistence</td>
<td>9</td>
<td>If I solve a problem wrong the first time, I just keep trying until I get it right.</td>
</tr>
<tr>
<td>Persistence</td>
<td>10</td>
<td>When I do badly on a test, I work harder the next time.</td>
</tr>
<tr>
<td>Persistence</td>
<td>11</td>
<td>I always work hard to complete my school work.</td>
</tr>
<tr>
<td>Mastery Orientation</td>
<td>12</td>
<td>I do my school work because I like to learn new things.</td>
</tr>
<tr>
<td>Mastery Orientation</td>
<td>13</td>
<td>I do my school work because I’m interested in it.</td>
</tr>
<tr>
<td>Mastery Orientation</td>
<td>14</td>
<td>I do my school work because I enjoy it.</td>
</tr>
</tbody>
</table>
### Social Emotional Health Model

<table>
<thead>
<tr>
<th>Emotion Regulation</th>
<th>Self-Control</th>
<th>Empathy</th>
<th>Emotional Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optimism</td>
<td>Zest</td>
<td>Gratitude</td>
<td>Engaged Living</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>Self-Efficacy</td>
<td>Persistence</td>
<td>Belief-in-Self</td>
</tr>
<tr>
<td>Family Coherence</td>
<td>Peer Support</td>
<td>School Support</td>
<td>Belief-in-Others</td>
</tr>
</tbody>
</table>

**Successful, Thriving Students**
Social Emotional Health Model

- Gratitude
- Zest
- Optimism
- Emotion Regulation
- Empathy
- Self-Control
- Family Support
- School Support
- Peer Support
- Self-Efficacy
- Persistence
- Self-Awareness

Engaged Living

Emotional Competence

Belief in Others

Belief in Self

Flourishing & Successful Students

http://www.covitalityapp.com/
# CASEL Program Guides
Effective Social-Emotional Learning Programs
Preschool ~ Elementary ~ Middle ~ High School

## TABLE 3
Elementary School Program Design and Implementation Support Ratings

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Grade Range Covered</th>
<th>Grade-by-Grade Sequence</th>
<th>Average Number of Sessions Per Year</th>
<th>Classroom Approaches to Teaching SEL</th>
<th>Integration with Academic Curriculum Areas</th>
<th>Teacher Instructional Practices</th>
<th>Opportunities to Practice Social and Emotional Skills</th>
<th>Contacts that Promote and Reinforce SEL</th>
<th>Assessment Tools for Monitoring Implementation and Student Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>4Rs</td>
<td>PreK-6</td>
<td>Year-long, with 35 periods</td>
<td>35 period-long class sessions</td>
<td>✓</td>
<td>✓ English/language arts</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>✓ Self-report, Observation, ✓ Measuring Student Behavior</td>
</tr>
<tr>
<td>Caring School Community</td>
<td>K-6</td>
<td>Year-long, with 30-35 class meetings</td>
<td>Academic integration strategies provided</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>✓ Self-report, ✓ Observation, ✓ Measuring Student Behavior</td>
</tr>
<tr>
<td>Competent Kids, Caring Communities</td>
<td>K-5</td>
<td>35 lessons</td>
<td>Academic integration strategies provided</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>✓ Self-report, ✓ Observation, ✓ Measuring Student Behavior</td>
</tr>
<tr>
<td>I Can Problem Solve</td>
<td>PreK-5</td>
<td>59-83 lessons</td>
<td>Academic integration strategies provided</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>✓ Self-report, ✓ Observation, ✓ Measuring Student Behavior</td>
</tr>
<tr>
<td>The Incredible Years Series</td>
<td>PreK-2</td>
<td>64 lessons</td>
<td>Academic integration strategies provided for English/language arts</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>◼</td>
<td>✓ Self-report, ✓ Observation, ✓ Measuring Student Behavior</td>
</tr>
</tbody>
</table>

http://www.casel.org/guide/
### TABLE 4  Elementary School Evidence of Effectiveness Ratings

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Grade Range Covered</th>
<th>Grades Evaluated</th>
<th>Geographic Location</th>
<th>Student Race/Ethnicity</th>
<th>% Reduced Lunch</th>
<th>Quasi-Experimental</th>
<th>Randomized Controlled Trial</th>
<th>Improved Academic Performance</th>
<th>Increased Positive Social Behavior</th>
<th>Reduced Conduct Problems</th>
<th>Reduced Emotional Distress</th>
</tr>
</thead>
<tbody>
<tr>
<td>4Rs</td>
<td>PreK-3</td>
<td>3-4</td>
<td>Urban</td>
<td>African-American, Hispanic</td>
<td>62</td>
<td>✓</td>
<td>✓ (1)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Caring School Community</td>
<td>K-6</td>
<td>K-6</td>
<td>Rural, Suburban, Urban</td>
<td>African-American, Hispanic</td>
<td>0-95</td>
<td>✓ (2)</td>
<td>✓ (3)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Competent Kids, Caring Communities</td>
<td>K-5</td>
<td>4-5</td>
<td>Urban</td>
<td>Diverse</td>
<td>52-63</td>
<td>✓ (1)</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>I Can Problem Solve</td>
<td>PreK-5</td>
<td>PreK-1</td>
<td>Rural, Urban</td>
<td>African-American, Caucasian, Hispanic</td>
<td>91</td>
<td>✓ (1)</td>
<td>✓ (2)</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The Incredible Years Series</td>
<td>PreK-2</td>
<td>PreK-1</td>
<td>Not reported</td>
<td>Diverse</td>
<td>59</td>
<td>✓ (2)</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Michigan Model for Health</td>
<td>K-12</td>
<td>4-5</td>
<td>Rural, Suburban, Urban</td>
<td>African-American, Caucasian</td>
<td>11-98</td>
<td>✓ (1)</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

[http://www.casel.org/guide/]
School Climate Surveys

- CalMHSA-OCDE School Climate & Mental Health Survey (Gr. 5-8 & staff survey; Behavioral health = stress, anxiety, depression)

- National School Climate Center*
  Comprehensive School Climate Inventory (student, faculty/staff, parent)

- Alliance for the Study of School Climate*
  School Climate Assessment Instrument (student, faculty/staff, parents)

- California Healthy Kids Surveys
  School Climate Module (student)
  California School Climate Survey (staff survey)
  California School Parent Survey

*independently evaluated- highest rated
What Can You Do?

1. Examine SEL in your own district, school, and home
   - What is in place already? Are you a role model?
   - Who is supportive?
   - What needs to happen?

2. Educate your parents, school community, and local leaders about SEL and its benefits

3. Connect to the big picture
   - Get informed and active in policy (federal, state efforts)
   - Tune into latest research and stay current on practice
   - Use CASEL and the SEL community to find tools, ideas and support
   - Go to www.casel.org for info and SEL Exchange newsletter
Will you commit?

http://www.casel.org/resources/
Policy Landscape Is Ripe

State SEL standards and policies

Illinois, New York, Michigan...

California Now Considering State Standards & Policies
High School Transition