

<https://www.k12.wa.us/student-success/resources-subject-area/social-emotional-learning-sel>

<https://apps.leg.wa.gov/rcw/default.aspx?cite=28a.300>

<https://www.wenatcheeschools.org/sel/index>

Senate Bill 6620 and HB 3004 - Improving security in schools and the safety of students. - Nothing there

In 2015, the Washington Legislature directed OSPI to “convene a workgroup to recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social emotional learning for grades kindergarten through high school that build upon what is being done in early learning” (Washington State Legislature, 2015).

In 2016, the Washington Legislature stated: “In order to foster a school climate that promotes safety and security, school district staff should receive proper training in developing students' social emotional skills. The office of the superintendent of public instruction shall create and maintain an online social emotional training module for educators, administrators, and other school district staff” (Washington State Legislature, 2016).

In 2017, the Washington Legislature provided funding for the establishment of a second workgroup tasked with the following:

- Build on the work that was begun by the SELB Workgroup.

- Solicit feedback from stakeholders.

- Identify and articulate developmental indicators for each grade level under each benchmark.

- Develop a model of best practices or guidance for schools on implementing the benchmarks and indicators (Washington State Legislature, 2017).

In 2019, the Washington Legislature enacted legislation for the continued promotion and expansion of SEL in Washington including establishing an ongoing SEL committee and directing OSPI to: review the recommendations of the various workgroups and committees; formally adopt the SEL standards and benchmarks (and update as appropriate); and align and integrate the standards into OSPI programs as appropriate (Washington State Legislature, 2019).

In 2020, pursuant to 2019 legislation, Superintendent of Public Instruction Chris Reykdal formally adopted the SEL Standards and Benchmarks (Washington OSPI, 2020).

<https://youtu.be/ikehX9o1JbI>

<https://www.edutopia.org/keys-social-emotional-learning-video>

<https://www.edutopia.org/topic/classroom-management>

Embrace cultural competence

<https://drpfconsults.com/25-things-you-dont-know-about-social-emotional-learning-sel/>

This segment will reinforce the developmental nature of SEL in which social emotional skill development is individual and context dependent—and that SEL is not meant as a tool to identify or marginalize students but rather to build student assets and provide supports. In addition, this segment will explain the relationship between SEL and academic learning and provide a high-level overview of strategies to implement SEL. Implementation of these strategies suggest that schools focus on a holistic and comprehensive approach in the strategies that they take.



Through participation in the **Introduction to Social Emotional Learning** learning segment, you will explore the following objectives:

1. Define SEL, including a brief history of SEL.
2. Identify the significance of SEL.
3. Identify the six core social emotional skills as outlined by Washington's K–12 Social Emotional Learning Standards, Benchmarks, and Indicators.
4. Begin to identify and take action steps to incorporate SEL in schools and classrooms.

At the beginning of each segment, you will find a set of reflective questions to consider as you engage with the content. These questions are not meant to be answered now, but rather to help you guide your thinking. By the end of Segment 1, we hope that you will be able to answer the following questions. We will revisit them at the end learning segment:

- How do students exhibit social emotional skills in the classroom?
- How do we implement SEL in culturally responsive ways?
- How do social emotional skills help students be successful in school, work, and life?
- What are the SEL efforts within Washington state?

## 1C. SEL Module Outline

The **Introduction to SEL** segment is part of the online module **Social Emotional Learning in Washington State Schools: Building Foundations and Strategies**, which provides administrators, educators, and other school staff with knowledge, resources, and activities to integrate and embed SEL within the daily work of schools. This first segment provides a high-level overview of SEL and the benefits of SEL. The remaining learning segments will go deeper into school and classroom SEL implementation. Specifically, the remaining learning segments include:

- **Segment 2: Embedding SEL Schoolwide**, which explores school-level policies and practices to embed SEL within the functioning of schools;
- **Segment 3: Creating a Professional Culture Based on SEL**, which provides information about adult SEL, including implicit bias, culturally responsive practice, and ways to support school staff and engage families with SEL efforts;
- **Segment 4: Integrating SEL Into Culturally Responsive Classrooms**, which provides tools and resources on how to embed and integrate SEL into classroom practices in a culturally responsive way
- **Segment 5: Trauma-Informed Practice and SEL**, which provides information on how trauma impacts the developing brain, and thus potentially academic achievement, and shows how SEL can offer students skills to help combat those experiences;
- **Segment 6: Identifying and Selecting Evidence-Based SEL Programs**, which provides strategies on how to select SEL programs in a way that meets the needs of diverse students;
- **Segment 7: SEL Considerations for the COVID-19 Context**, which provides information about the various ways in which the COVID-19 pandemic has impacted schools, students, and families, and why equitable and culturally responsive SEL instruction is necessary now more than ever to support our state's and nation's students.

These segments model the theory of change articulated by Washington's Social Emotional Learning Benchmarks Workgroup as defined in their 2016 report [Addressing Social and Emotional Learning in Washington's K-12 Public Schools](#).

## Defining SEL

Social emotional learning (SEL) is a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.

SEL develops cognitive social competencies, such as self-awareness, self-management, and social awareness. Developing such skills fosters positive social skills, reduces conduct problems, diminishes emotional stress, and improves academic performance.

Furthermore, when we develop social emotional skills, our ability to form relationships and build social awareness increases, enhancing our ability to connect with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities. By implementing SEL on a macro-level, we create more equitable, better performing schools and communities. This type of cultural shift creates environments in which all students learn the skills needed to be prepared for career, college, and life.

As an educational approach, SEL recognizes students are complex human beings whose learning and behavior are just as impacted by their emotions—and their control over those emotions—as they are by the quality of instruction and discipline.



### Activity: Introductory Videos and Reflection

To help you better understand what SEL is, select **one** of the following videos:

- Video 1: [What Is SEL?](#)
- Video 2: [Keeping Social and Emotional Learning at the Center of Teaching and Learning](#)
- Video 3: [Edutopia—What Is SEL?](#)

Reflect on the video **individually or in a group** using the 3-2-1 prompt; document your reflection in your [Segment 1 Personal Reflection Journal](#).

## Framework for the Washington SEL Implementation Guide

The Washington SEL Workgroup developed the Washington SEL Implementation Guide (Washington State Social Emotional Learning Indicators Workgroup, 2019) to provide a comprehensive and school/community-specific plan to improve SEL outcomes for all the children and youth they serve.

The Implementation Guide provides a Framework for SEL implementation that incorporates four Guiding Principles and three Essential Elements. The Framework components connect to and support one another.

The Guiding Principles form the foundation that grounds the SEL work and connects and aligns it with other educational efforts:

1. **Equity:** Each child receives what he or she needs to develop to his or her full academic and social potential.
2. **Cultural Responsiveness:** Draws upon students' unique strengths and experiences while orienting learning in relation to individuals' cultural context.
3. **Universal Design:** Provides a framework to improve and optimize teaching and learning for all people by removing barriers to the curriculum.
4. **Trauma-Informed Practices:** Recognizes the unique strengths and challenges of children and youth in light of the adversities they face.

The Essential Elements are the key implementation practices that, when grounded in the guiding principles, lead to successful SEL implementation and sustainability:

1. We must create the **conditions to support student SEL** – maintain a positive school climate and culture and infuse SEL into school policies and practices inside and outside of the classroom.
2. We must do this work in **collaboration** – with the full school community involved from the outset of planning, through implementation and review. That includes families, students, youth-serving organizations, educators, and professionals who play critical roles in the life of a school (e.g., school counselors, social workers, and psychologists).
3. We must build **adult capacity** – readiness to engage our own social emotional skills to support and relate with all students, to identify and

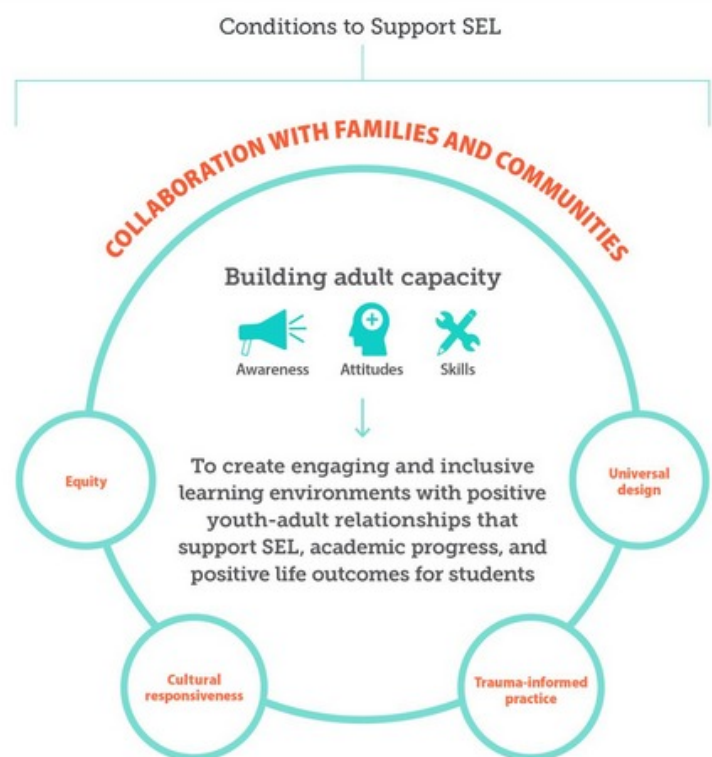
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3. We must build adult capacity – readiness to engage our own social emotional skills to support and relate with all students, to identify and counter bias, and to create learning environments in which students feels safe enough to stretch their learning.

The Framework is meant to support a community-wide vision for SEL. As illustrated in the following figure, developed by REL Northwest for the SELI Workgroup, schools create the conditions to support students' SEL, collaborate with families and communities, and build adult capacity to create engaging and inclusive learning environments with positive youth–adult relationships that support SEL, academic progress, and positive life outcomes for students.



This figure was prepared under Contract ED-IES-17-C-0009 by Regional Educational Laboratory Northwest, administered by Education Northwest, based on the work of the Washington Social Emotional Learning Indicators Workgroup.



<https://www.edutopia.org/video/science-learning-and-development>

<https://www.edutopia.org/richard-davidson-sel-brain-video>

Ed-Talk: Learning with an Emotional Brain - Mary Helen Immordino-Yang <https://youtu.be/Deeo350wqrs>

<https://www.edutopia.org/social-emotional-learning-history>

<https://www.gettingsmart.com/2016/10/casel-leading-advocate-for-social-emotional-learning/>

[https://www.researchgate.net/publication/312127172\\_Advancing\\_the\\_Science\\_and\\_Practice\\_of\\_Social\\_and\\_Emotional\\_Learning\\_Looking\\_Back\\_and\\_Moving\\_Forward](https://www.researchgate.net/publication/312127172_Advancing_the_Science_and_Practice_of_Social_and_Emotional_Learning_Looking_Back_and_Moving_Forward)

## Introduction to Social Emotional Learning (SEL1)

[Home](#) / [My courses](#) / [SEL 1](#) / [3. Significance of SEL](#) / [3b. SEL Increases Students' Capacity to Learn](#)

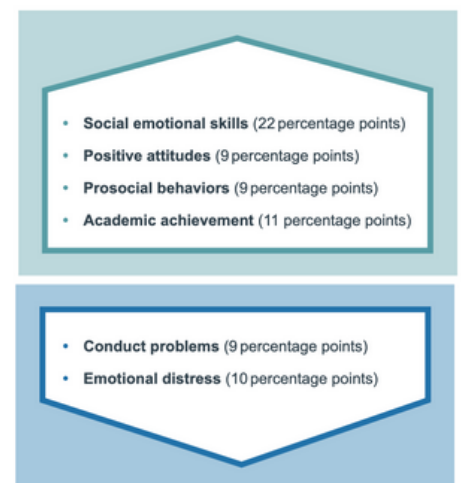
### 3b. SEL Increases Students' Capacity to Learn

One of the first questions people ask about SEL is, “Can we actually change student social emotional skills or are these personality characteristics?”

In an analysis of 213 research studies of SEL programs and more than 270,000 K–12 students in a variety of school settings, Durlak and colleagues (2011) found that students who participated in SEL programs—compared with students who did not—had an increase in social emotional skills, positive attitudes, prosocial behaviors, and academic achievement (in 34 of the studies) and a decrease in conduct problems and emotional distress (see figure to the right).

This study demonstrates that social emotional skills can change and that educators can influence growth in these skills. These findings were consistent across grade, location (rural, urban, or suburban), and student demographics. In addition, the researchers found that the findings were stronger when teachers were implementing SEL programs with fidelity, or the way the program was intended.

In 2017, a meta-analysis by Taylor and colleagues reviewed studies of 82 interventions involving over 97,000 students to better understand the long-term effects of school based SEL programs and found



<https://www.k12.wa.us/sites/default/files/public/studentssupport/sel/pubdocs/Parent%20and%20Family%20Brief.pdf>

<https://www.k12.wa.us/sites/default/files/public/studentssupport/sel/pubdocs/Community%20and%20Youth%20Organizations%20Brief%20with%20CC.pdf>

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In 2017, a meta-analysis by Taylor and colleagues reviewed studies of 82 interventions involving over 97,000 students to better understand the long-term effects of school based SEL programs and found continued benefits related to academic and behavior outcomes, emotional well-being, and substance use.

Although this research demonstrates positive effects, it has limitations. More research is still needed in understanding the effects of various SEL programs on different cultures and contexts, and understanding the key ingredients within SEL programs that produce the effects.

### 3c. SEL Supports Academic Instruction and Beyond

As educators and school staff, the goal of education is not only to promote the skills that students will need to be college and career ready but also to develop productive citizens and valued members of society. To that end, it is critical to think about the skills that students need to master more rigorous content standards, as well as the skills students will need to navigate successful relationships in school, in work, and in life.

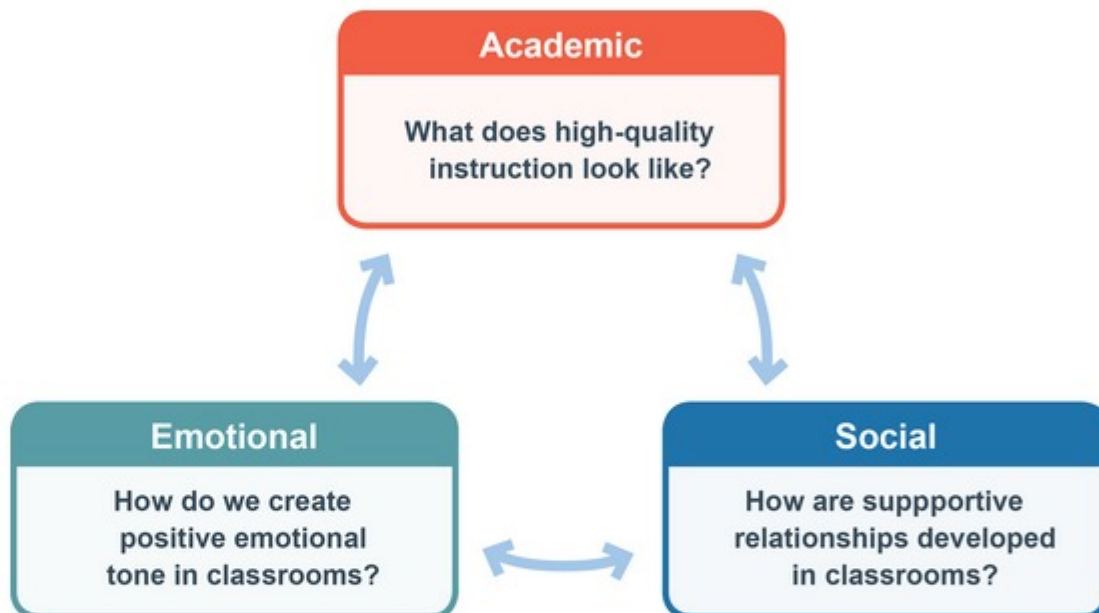
#### SEL and Instruction

To promote deeper learning, educators can make a strategic connection between SEL and academic instruction. Social emotional skills help students meet the demands and instructional shifts toward more rigorous standards for college and career readiness. These standards are asking teachers and students to think out of the box and require students to interact with content, with each other, and with themselves in different ways. For example:

Standards require students to participate in classroom discussions and explain their points of view. Students thus need to learn communication skills and how communication must vary depending on their audience and their objective during the discussion.

Students are more likely to become frustrated given more rigorous academic content, so they need to learn how to recognize what frustrates them and regulate that frustration to persevere.

With more collaborative learning, students demonstrate more responsibility within the classroom-both for their own learning and in learning how to work effectively with others to achieve a common goal.



As you begin to think about how the social, emotional, and academic supports within a classroom connect with one another, think about the questions posed in the figure below (adapted from Yoder & Hayes, 2014). As you continue with the learning segments, you will expand your thinking about these three key questions and the connections between SEL and academic learning. Specifically, continue to think about how making these connections helps more students engage in rigorous instruction, creating more equitable learning environments.

### **3d. SEL is Important for Life Outcomes**

A second question people generally ask is “So what? Why should we care about SEL?” The answer to that question is simple—social emotional competencies predict a variety of life outcomes.

For example, Jones and colleagues (2015) had kindergarten teachers rate their students’ social competence (e.g., kindness, sharing, and empathy) and noted that a student’s social competence score in kindergarten increased a student’s likelihood of graduating high school on-time, graduating from college, and obtaining full-time employment; and decreased the likelihood of being involved with police, being wait-listed for public housing, or receiving public assistance (see figure to the right).

In yet another study, Moffitt and colleagues found that students’ self-control in the first decade of life (as reported by research-observers, teachers, parents, and children themselves gathered across five time points and combined into a composite self-control score) correlated with the following outcomes (controlling for IQ and socioeconomic status):

Health—Those with low self-control had poorer health outcomes, for example, depression and substance dependence.

Wealth—Those with low self-control were more likely to experience lower socioeconomic status.

Crime—Those with low self-control were more likely to be convicted of a criminal offense.

Combined, these studies demonstrate that social emotional competencies are important for life outcomes.

### **3e. SEL Is Important in Developing Equitable Learning Environments**

Equity is one of the four guiding principles for SEL implementation in the Washington State SEL Implementation Guide. According to the National Equity Project, “educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential” (National Equity Project, n.d.). Research demonstrates that SEL can help reduce opportunity gaps with its focus on positive, respectful relationships between students and educators as a foundation for learning. Equity will not magically follow implementation of SEL programs without intentional and explicit effort to plan, monitor, and revise for equitable outcomes (Marsh et al, 2018).

#### **SEL as A Tier 1 Support**

SEL is a Tier 1 or universal support within a multi-tiered system of supports (MTSS) framework, providing assets and supports to all students to meet their social, emotional, and academic needs. A key tenant of SEL within an MTSS framework is the formation of positive relationships among teachers and students, which supports the development of a positive learning environment and the conditions that may help reduce the opportunity gap that exists within U.S. schools.

School climate and SEL are intertwined, interdependent, and mutually beneficial: students and staff in a school need to have social emotional competencies to create a positive social environment, and positive school climates create conditions that help students develop social emotional competencies. For example, students are more likely to learn from teachers who are caring and culturally responsive, and who model good social emotional competencies. Similarly, students’ social emotional skills can contribute to their safety and their ability to meet academic demands and effectively participate in all forms of learning.

#### **SEL as One Way to Reduce the Opportunity and Achievement Gap**

In a 2015 paper by the American Enterprise Institutes and the Brookings Institute, the authors identified SEL as one of the key strategies that educators can take to help reduce the opportunity gap between those in high-need areas and those who are not. For example, Gregory and Fergus (2017) note that many schools and districts are using SEL as a strategy to reduce discipline disparities in schools, and using SEL as a more proactive approach in discipline instead of exclusionary disciplinary practices. In other words, SEL is being used as a way for educators to change practice and for students to develop skills, affording teachers and students more opportunities to form more meaningful relationships.

When students develop the social emotional skills necessary to engage in school, classrooms experience more time on task, students are able to regulate their own behavior to meet expectations, and teachers are using their social emotional skills to create environments that motivate and engage students.

### Ensuring SEL Supports Equity

Although SEL has potential as a tool to help reduce the opportunity gap, Gregory and Fergus caution that SEL should be implemented in a manner that ensures it supports skill development in a culturally responsive way. According to the authors, we need to pay attention to two things with regard to SEL programs and practices:

1. Ensure that notions of cultural differences are referenced and discussed as SEL programs and practices are implemented. To do this, educators consider the ecological conditions that affect equity, including the quality of instruction, types of behavior management strategies used, and overall context in which the student learns. In addition, educators can manage their expectations about which behaviors they expect students to exhibit when they are expressing a specific social emotional competency. Educators can remember that there is no one right way to express a particular social emotional skill. This will be covered more in segments 3, 4 and 5.
2. Create conditions necessary to promote adult social emotional competencies. If adults do not have the social emotional competencies to model for their students and use with their students, it may be difficult to translate programs and practices effectively to students. This will be covered throughout the remaining learning segments.

### Activity: Reflect on SEL and Equitable Learning Environments

After listening to the audio, think about your own SEL efforts. Reflect individually or in a group on the following questions and document your responses in your Segment 1 Personal Reflection Journal.

1. What are some strategies you will take to ensure your SEL efforts support an equitable learning environment?
2. What current conversations do you and your colleagues have about cultural differences?
3. What action steps can you take to further those conversations? For example, do the adults in your building feel comfortable talking about race?
4. Can everyone in your building discuss challenging issues with respect and an openness to learn?

Note that as you answer these questions, cultural responsiveness and adult social emotional competencies will be discussed further in upcoming learning segments, with a targeted discussion about both in Segment 3—Creating a Professional Culture Based on SEL.

### 3g. Research Review

The research you just reviewed demonstrates the importance of SEL for students and schools. One last question many ask is, “It works, but is it cost-effective?” In fact, a recent study by Belfield and colleagues analyzed the cost-benefit of SEL programs. They found that for every \$1 invested, the return on investment was \$11. These benefits include reductions in child aggression, substance abuse, delinquency, and violence; lower levels of depression and anxiety; and increased grades, attendance, and performance in core academic subjects” (Shriver & Bridgeland, 2015)

<https://www.aspeninstitute.org/videos/national-commission-social-emotional-academic-development-research-overview/>



Self	Others
<b>Self-Awareness</b>	<b>Social Awareness</b>
<b>Self-Management</b>	<b>Social Management</b>
<b>Self-Efficacy</b>	<b>Social Engagement</b>

<https://www.edutopia.org/sel-research-learning-outcomes>

#### SEL standards and benchmarks should...

- Elevate positive skill development.
- Indicate areas for growth and development.
- Adapt to be culturally responsive to the unique backgrounds of our students.
- Reflect diverse cultures, languages, histories, identities, and abilities.
- Benefit from student and teacher diversity.

### 4a. Washington Standards, Benchmarks, and Indicators Overview

### 4b. Washington SEL Standards, Benchmarks, and Indicators

Washington state identifies six social emotional standards that represent a variety of social emotional skills. The six core social emotional standards include:

1. Self-awareness: Individual has the ability to identify and name one's emotional state and the influence on behavior.
2. Self-management: Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in context with others.
3. Self-efficacy: Individual has the ability to self-motivate, persevere, and see themselves as capable.
4. Social awareness: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
5. Social management: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
6. Social engagement: Individual has the ability to consider others and a desire to contribute to the well-being of school and community.

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- Benefit from student and teacher diversity.

Each standard has multiple aligned benchmarks, and each benchmark is further understood through a set of indicators, articulated for four grade bands (early elementary, late elementary, middle school, and high school/adult), recognizing that young people and adults move along the developmental continuum throughout the lifespan. Together, the standards, benchmarks, and indicators provide a framework identifying observable developmental milestones for students. (Washington Office of Superintendent of Public Instruction, 2019).



<https://www.npr.org/sections/ed/2015/05/28/404684712/non-academic-skills-are-key-to-success-but-what-should-we-call-them>

<https://measuringSEL.casel.org/wp-content/uploads/2018/09/Frameworks-A.1.pdf>

#### **4c. Washington Standards and Benchmarks Through a Culturally Responsive Lens**

When thinking about social emotional skills, and the ways in which students express those skills, it is critical to keep in mind the culture and context of the students, as well as your own cultural lens. The interactive table below illustrates the alignment between cultural responsiveness and social emotional competencies. Click on each of the competencies and ways in which cultures can vary in their demonstration of those competencies, an example (for ease, we chose to provide an example of individualistic and collectivistic cultural differences across the six competencies), and what educators can do to support development of the competencies in a culturally responsive way.

#### **5a. Next Steps**

##### **Next Steps**

In the introductory learning segment, you learned about what SEL is and why it is important, components of SEL, and the connection between SEL and culturally responsive teaching. In the following learning segments, you will begin to explore how to embed SEL within schools and the professional culture (Segments 2 and 3), and within classrooms (Segments 4, 5, and 6)

It's time to recap, revisit, and reflect.

**Recap.** In Segment 1, you learned that SEL is a process in which students and adults develop a set of skills that help individuals manage emotions, develop positive relationships, and make good decisions. SEL is rooted in a steep history of connecting research and practice that supports human development. You also learned that Washington is a leading state in the development of SEL standards and practices, and highly values the ways in which social and emotional skills are exhibited across cultures, context, and development.

**Revisit.** Through this segment, you achieved the following objectives:

1. Defined SEL, including a brief history of SEL.
2. Identified the significance of SEL.
3. Identified the six core social emotional skills as outlined by Washington's SEL Standards, Benchmarks., and Indicators
4. Began to identify and take action steps to incorporate SEL in schools and classrooms.

To achieve those objectives, you engaged in a variety of activities, including readings, articles, activities, videos, and reflective questions.

**Reflect.** At the beginning of this segment, we asked you to keep a few questions in mind. Now that you are near the end of Segment 1, let's revisit those questions to reflect on what you have learned either individually or in a group and document your responses in your Segment 1 Personal Reflection Journal:

- How do students exhibit social emotional skills in the classroom?
- How do we implement SEL in culturally responsive ways?
- How do social emotional skills help students be successful in school, work, and life?
- What are the SEL efforts within Washington state?

## 5b. To Learn More

Here are some resources that can expand the learning in Segment 1:

Explore [Edutopia's SEL Resources](#), a library of short, engaging articles and videos related to SEL.

Review the online tool [iSEL: Introduction to Social and Emotional Learning](#) which includes a series of online modules that will help educators understand and implement SEL in classrooms.

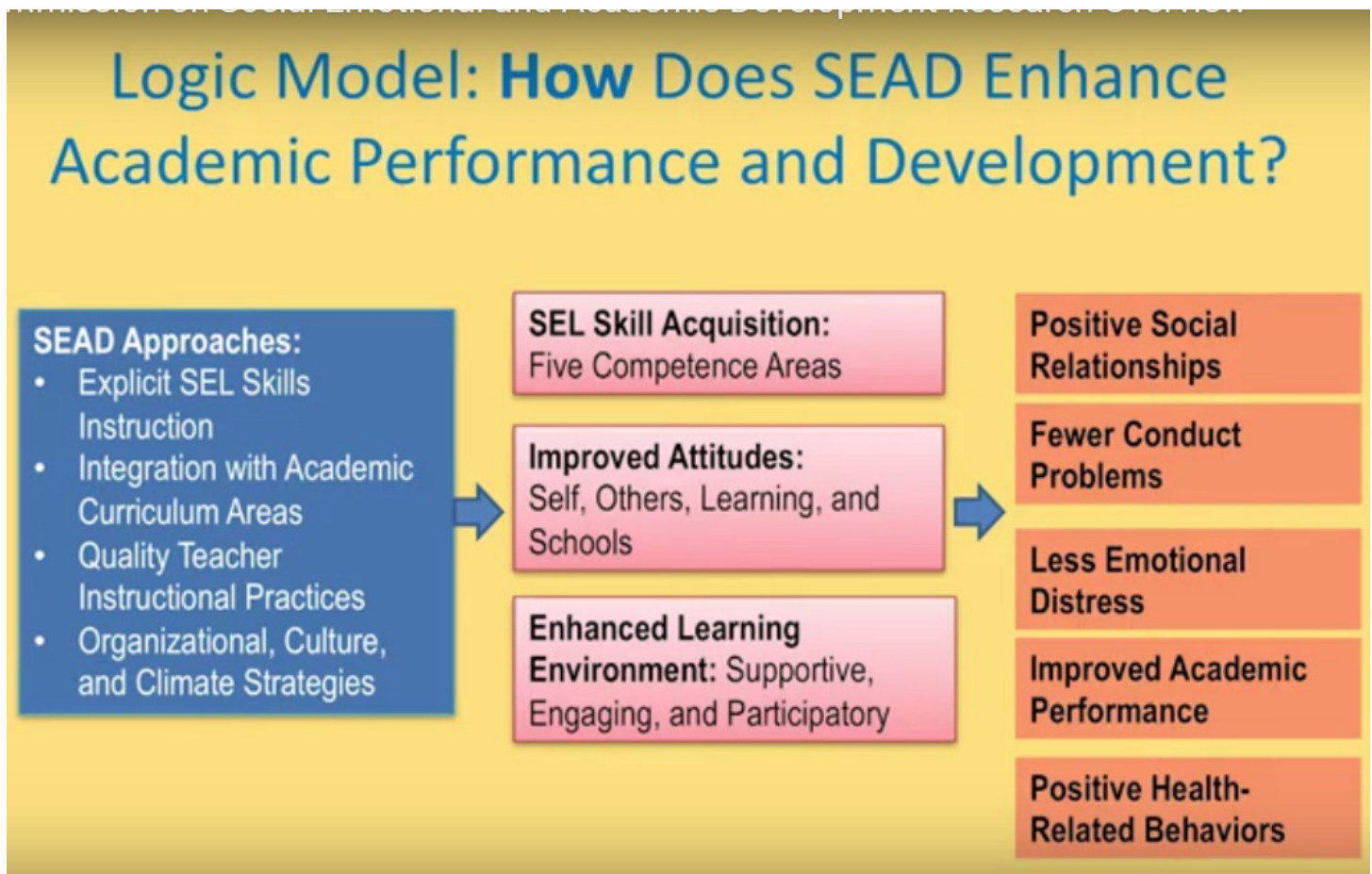
Browse the [inspirED Educator Toolbox](#) which provides a series of learning events that will help educators practice emotional intelligence skills, apply relationship-building strategies in classrooms, and implement emotional intelligence practices in schools.

Review CASEL's [District Resource Center](#) and [Guide to Schoolwide Social and Emotional Learning](#) which provide hundreds of tools that districts and schools can use to implement SEL in a systematic way.

Explore the [University of British Columbia SEL Resource Finder](#). This website provides a list of resources on SEL implementation, with a focus on learning about SEL, applying SEL, and assessing SEL.

Also more info at <https://www.pesb.wa.gov/>

These screenshots are from National Commission on Social Emotional and Academic Development Research Overview, November 28, 2016





# SEL Improves Behavior and Learning

2011 Meta-Analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

## Science Links SEL to 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
- Emotional distress

9

Source: Durlak, Weissberg, et al.. (2011) The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*: 82 (1). 405-432.

# Equity and Reducing Inequality

## The Brookings/AEI Bipartisan Consensus Statement

"OPPORTUNITY, RESPONSIBILITY, AND SECURITY: A CONSENSUS PLAN FOR REDUCING POVERTY AND RESTORING THE AMERICAN DREAM"

"Ways to support poor children to improve self advancement:

1. Increase public investment in preschool and postsecondary ed.
2. **Educate the whole child to promote social-emotional and character development as well as academic skills.**
3. Modernize the organization and accountability of education.
4. Close resource gaps to reduce education gaps."



# 21<sup>st</sup> Century and Workforce Skills

On the SCANS Report, half of the 16 skills are social and emotional in nature and are considered essential to life success.

Skill categories include:

- Self-esteem
- Integrity
- Self-management
- Sociability
- Responsibility
- Listening
- Decision-making
- Problem solving



11

US Department of Labor. (1999). (SCANS) report:  
What work requires of schools

## SEC Predicts Future Labor Market Outcomes

20 year study of children in 4 US locations. An 8-item teacher rating of social competence in Kindergarten uniquely predicted key young adult outcomes across multiple domains:

Kindergartners with higher SEL competence were more likely to:

- graduate from high school
- complete a college degree
- obtain stable employment in young adulthood

And less likely to be

- living in public housing
- receiving public assistance
- involved with police
- in a detention facility

12

Jones., Greenberg,& Crowley, (2015).  
Early Social-Emotional Functioning and Public Health.

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Jones., Greenberg,& Crowley, (2015).  
Early Social-Emotional Functioning and Public Health.

“This research (20 year longitudinal study of the relationship between SEL competence and adult outcomes) tells us that helping young children develop social and emotional skills is one of the most important things we can do as a society to prepare children for a healthy future.”

The Robert Wood Johnson Foundation, 2015



# SEL and Employability

“The Labor market increasingly rewards social skills. Since 1980, jobs with high social skills requirements have experienced greater relative growth throughout the wage distribution...The reason is that skill in human interaction is largely based on tacit knowledge and...a capacity that psychologists call “theory of mind.”

David Deming, “The Growing Importance of Social Skills in the Labor Market,”

## The Economic Value of SEL

- “The aggregate result also shows considerable benefits relative to costs, with an ***average benefit-cost ratio of about 11 to 1*** among the six interventions. This means that, on average, for every dollar invested equally across the six SEL interventions, there is a return of eleven dollars, a substantial economic return.”

**\$1 Invested = \$11 Return**

# A Poll !



1. Are people with better social and emotional skills more likely to succeed in school and life?
2. Can social and emotional skills be taught?
3. Will children be better prepared for college, careers and life if we teach social, emotional, and academic skills?

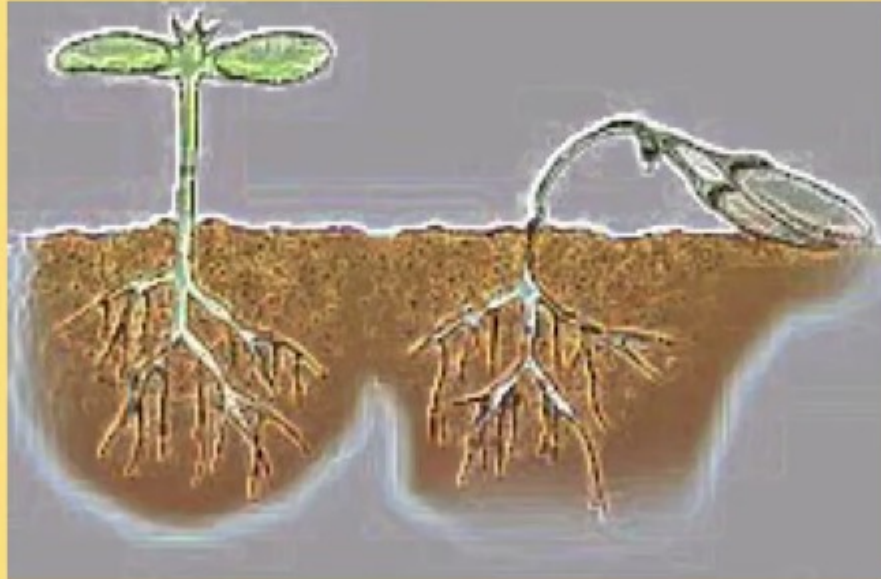
THUS, Focusing on building the social and emotional competence of our children is our greatest hope for improving education and successful lives in America.

## Lessons Learned From Research and Practice

- Across many evidence-based programs, fidelity matters
- The best outcomes are associated with high fidelity practitioners
- High fidelity results from careful attention to implementation of evidence-based programs, practices, and policies



# Understand the Right Conditions for SEAD To Thrive in U.S. Schools



## School Design, Culture, Climate and Learning Factors

- SEL programs and practices will not grow and germinate in the wrong situation
- Need to Understand Keys to System/Organizational Change
- Principal Leadership Training is a Key Factor
- Need to Understand Key Issue is Relationships and Administrators “Walking the Talk”





## A Holistic Picture: Supporting Effective Social and Academic Development and Well Being



## The Stress and Well-Being of Teachers

- There is a serious crisis of teacher retention
- Teaching is now rated as a highly stressful profession - 46% report excessive daily stress (Gallup)
- Teacher satisfaction dropped 23 percentage points between 2008 and 2012- to lowest level in 25 years
- We need to support Teacher's Own SEAD and professional growth
- 6 Randomized Trials show that we can increase teacher's well-being and enjoyment of teaching
- Policy/Research Day on This Topic- Dec 9<sup>th</sup> here in DC

# Stages of Implementation

*Implementation occurs in stages:*

- Exploration
  - Installation
  - Initial Implementation
  - Full Implementation
  - Sustainability
- 
- 3 – 6 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

## Summary: What We Know & Next Steps

- SEL Research Has Advanced Dramatically in the Past Two Decades
- High Quality Evidence-Based Programs Exist
- Translational Research is Necessary to Bring SEAD Programs & Policies to Wide-Scale Implementation with Fidelity and Sustainability
- This Requires Both Policy Change and Infrastructural Development
- Infrastructural Development is Necessary For Both Practice/Translational Research and Implementation in Our Nations Schools and Communities



# Future Research Issues

- Innovations in Programs, Practices, and Policies at the Middle and High School Levels
- Integrating SEL Programs and Practices for Adults with Programs and Practices for Children/Youth
- Creating Community-Level Change by linking SEL Concepts with Community Services
- New and Improved Assessment of SEL competencies (Practical, Usable, Predictive)

Social and Emotional Skills are linked to academic achievement, productivity and collegiality at work, positive health indicators, and civic participation, and are nurtured through life and school.....

Developing these skills should thus be an explicit goal of public education.

This can be achieved through research and policy initiatives involving better defining and measuring these skills; designing broader curricula to promote these skills; ensuring that teachers' preparation and professional support are geared toward developing these skills in their students.....

*Economic Policy Institute, 2016  
Garcia & Weiss, Making Whole-Child Education the Norm.*

## Statement on SEL

It is true that social and emotional issues greatly effect cognitive learning. Social and emotional issues also effect physical motor skill development. The social and emotional domains are very important in learning. They are indeed what I consider ‘doors’ that allow learning to occur. We understand that both neuroscience and more recent psychological research emphasizes the importance social and emotional domains.

When the learner understands this, it enhances learning even more. I have often taught my clients about how they learn to help them learn. It would be advantageous to educate students about how they learn. This is not the objective of SEL. SEL uses this knowledge to teach emotion awareness and social interaction.

SEL involves identity, agency and issues such as “Do I matter?”; “Can I use my skills?”; and “How should I act in the world?” SEL deals with character development and how a child will view themselves and the world.

SEL deals with issues that are spiritual as well as psychological and emotional.

The concern with SEL and the way it is being used in schools is that it is a powerful tool for training children, for indoctrinating them to one set of beliefs. Often it is used by teachers who do not even understand the neuroscience behind the concepts, but they have seen the power of SEL - SEL works. It can be manipulative.

SEL can be abused and used to direct a student’s beliefs to a desired ideology. What beliefs are being imprinted into children? Do all teachers agree with the parents individual spiritual beliefs?

SEL can be used to emphasize and elevate the emotional self as being ultra important. Do we want our children learning to be guided by how they feel and how they perceive others feel about them and even how they are guessing that others feel? Are emotions to be elevated? Are emotions to be trusted for making decisions and choosing what to do? What does the Bible say about self? James 3:16 *For where envy and self-seeking exist, confusion and every evil thing are there.* James 1:14-18 *But each one is tempted when he is drawn away by his own desires and enticed. 15Then, when desire has conceived, it gives birth to sin; and sin, when it is full-grown, brings forth death. 16Do not be deceived, my beloved brethren.*

Do we want children to learn to focus on their emotions and their self?

We are spirit beings who have souls and live in bodies. Our souls consist of our mind, emotions and our will. SEL talks about whole child education, but instead emphasizes emotions. It can open emotional doors and bring in spiritual beliefs that will lay a foundation other than what the parents believe.

Certainly we can help children learn by creating positive and loving emotional and social climates. Good teachers have always done this. Modern SEL though is being used as a vehicle to indoctrinate our children. The new sex ed is coming in via SEL as well as ideas about racial justice, equity and other social justice issues.

We do not need to have SEL taught in our schools. We do need to have caring teachers, but we do not need the focus on feelings every morning with temperature checks and the emphasis on emotional awareness.