Strategies to Support Social, Emotional, and Behavioral Needs of Students

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University of Illinois at Chicago
Collaborative for Academic, Social, and Emotional Learning

School Climate Technical Assistance Symposium
New Orleans, LA
March 11, 2011
Reflection Question

If you could pick one quality or skill that all young people would possess by the time they graduate from high school, what would it be?

*Turn to a neighbor and explain.*
Primary Mental Health Project: A Program for the Early Detection and Prevention of Social, Emotional, and Behavioral Problems

1. Focus on primary-grade children
2. Systematic screening
3. Non-professional counselor assistants
4. Changing role for school mental health professionals
5. Evaluation and intervention from multiple perspectives
A Caring, Connected, Responsible, Contributing Problem Solver

- **STOP, CALM DOWN, & THINK** before you act
- Say the **PROBLEM** and how you **FEEL**
- Set a **POSITIVE GOAL**
- **THINK** of lots of **SOLUTIONS**
- **THINK** ahead to the **CONSEQUENCES**
- **GO** ahead and **TRY** the **BEST PLAN**
Risky Youth Behaviors and Attitudes: *Prevalence for High School Students*

**Issues:**

- Physical fight 1 or more times (12 months): 31%
- Carried a weapon (30 days): 17%
- Bullied at school (past 6 months): 28%
- 5 or more drinks in a couple of hours (30 days): 24%
- Seriously considered attempting suicide: 14%
- Sexual intercourse with > 3 people: 14%
- Chronically disengaged from school: 40-60%
Social and Emotional Skills and Attitudes: 
*Prevalence for 6th to 12th graders*

**Assets:**

How people you know well would rate you on:

- Thinking through the results of your choices, planning ahead 29%
- Caring about others’ feelings, feeling sad when a friend is unhappy, being good at making and keeping friends 45%
- Respecting the values/beliefs of people of different races/cultures 43%
- My school provides a caring, encouraging environment 29%
Essential Questions
Each Community Must Answer

What do we want our children to be, to know, and to be able to do when they graduate?

How can the entire community be organized to ensure that all students reach the stated goals?
SEL as a Coordinating Framework

...to a better place for kids

- Built on student strengths
- Academic and life success
- Coordinated efforts
- Systemic integration
A Simplified Framework for Enhancing Student Success in School and Life

Teach & Model Specific SE Skills + Improve Climate & Learning Environment = Positive Results for Children

What is Social and Emotional Learning?

SEL is a process of acquiring knowledge and skills related to five core competencies:

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

1. Coordinated School, Family, and Community Programming
   - Social, Emotional, and Academic Learning
     - Academically Successful
     - Healthy
     - Good Social Relationships
     - Engaged Citizens
What are the Latest Research Advances?

“Hey, no problem!”
Meta-analysis: SEL Promotes Success in School
Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011)

Coordinated School, Family, and Community Programming

- Positive Social Behavior
- Fewer Conduct Problems
- Less Emotional Distress
- Academic Success

SEL
- Learning Environment
- SE Skills Instruction

SE Skill Acquisition
Improved Attitudes
Meta-analysis: Core Questions

1. Does school-based SEL programming positively affect students?

2. Are SEL programs conducted by existing school staff effective?

3. Do training practices and the quality of implementation affect student outcomes?
Benefits of Social and Emotional Learning

Good Science Links SEL to the Following 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 Improves Academic Outcomes

- **Attitudes**
  - Motivation, commitment

- **Behaviors**
  - Participation, study habits

- **Performance**
  - Grades, subject mastery

Longitudinal Findings from the Seattle Social Development Project at Age 21 (Hawkins et al.)

- More high school graduates
- More attending college
- More employed
- Better emotional and mental health
- Fewer with a criminal record
- Less drug selling
- Less co-morbid diagnosis of substance abuse and mental disorder

Cost-benefit: $3.14/student for $1.00 invested
Are SEL programs conducted by existing school staff effective?

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<thead>
<tr>
<th></th>
<th>Teacher</th>
<th>Researcher</th>
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<tr>
<td>Social-emotional skill</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Attitudes</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Positive social behavior</td>
<td>✔</td>
<td></td>
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<tr>
<td>Conduct problems</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Emotional distress</td>
<td>✔</td>
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<td>Academic performance</td>
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Does the quality of implementation affect student outcomes?

<table>
<thead>
<tr>
<th>Social-emotional skills</th>
<th>Implementation Problems?</th>
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<td>No</td>
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<th>Attitudes</th>
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<td>No</td>
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<th>Implementation Problems?</th>
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<th>Academic performance</th>
<th>Implementation Problems?</th>
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<tbody>
<tr>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>
How Do We Develop Students’ Social and Emotional Skills?

- Sequenced, Active, Focused, Explicit (SAFE) programming
- Adults and students model SEL skills and discuss relevant situations (teachable moments)
- Developmentally/culturally competent instruction and community-building activities
- Students have opportunities to contribute to their class, school, and community
Autonomy, Belonging, Competence

Less

Teacher lecture
Teacher intervention
Inflexible discipline
Competition
Literal comprehension
Independent seatwork
Parent-school isolation
Benevolent dictatorship
Rewards

More

Student input
Student problem solving
Natural consequences
Caring community
Higher level discussions
Cooperative learning
Sense of partnership
Student centered democracy
Self-assessment
Effects of SEL Participation on Teachers: Self-reported Survey Responses

<table>
<thead>
<tr>
<th></th>
<th>% 6th-grade teachers reporting improvement</th>
<th>% 9th-grade teachers reporting improvement</th>
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<tbody>
<tr>
<td>Problem-solving</td>
<td>96</td>
<td>96</td>
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<td>Communication w/ students</td>
<td>100</td>
<td>79</td>
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<tr>
<td>Dealing w/ stress</td>
<td>88</td>
<td>83</td>
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Principals’ Responses: Personal Transformation

- The training I received from SEL has brought a focus and a reflection to my leadership skills. It has taught me to recognize the relationship between my feelings and my job performance as a school leader.

- I am definitely more in touch with my values as an educator as a result of working with SEL at my school. I realize that it is not just about academics; rather we are responsible for nurturing the entire child and SEL assists us in doing that.
Implications for Practice & Policy

SEL works
- Multiple positive outcomes including academic achievement
- Across grade levels and contexts

SEL is doable
- Good results from programs run by existing school staff

SEL needs support
- Implementation matters
- Supported by federal and state policies, leadership, and professional development
# Three IL Social & Emotional Learning Goals

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<thead>
<tr>
<th>Self</th>
<th>Other</th>
<th>Decision-making</th>
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<tr>
<td>SEL Goal 31</td>
<td>SEL Goal 32</td>
<td>SEL Goal 33</td>
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<tr>
<td>Develop <strong>self-awareness and self-management skills</strong> to achieve school and life success.</td>
<td>Use <strong>social-awareness and interpersonal skills</strong> to establish and maintain positive relationships.</td>
<td>Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</td>
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</table>
Safe and Sound: An Educator’s Guide to Evidence-based SEL Programs
<table>
<thead>
<tr>
<th>Program</th>
<th>Grades</th>
<th>Behavior Content</th>
<th>Academic Achievement</th>
<th>Social Awareness</th>
<th>Self-Management</th>
<th>Relationship Skills</th>
<th>Decision-Making</th>
<th>Professional Development</th>
<th>Evidence of Effectiveness</th>
<th>Other National Programs</th>
<th>Student Assessment</th>
<th>Classroom Environment</th>
<th>Schoolwide Coordination</th>
<th>Family Partnerships</th>
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<td>Aban Aya Youth Project: 1996-97</td>
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<tr>
<td>Americans All: 1992</td>
<td>K-12</td>
<td>CITIZ</td>
<td>$275</td>
<td>S, I</td>
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<td>BrainWise™: 2002</td>
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<td>HSD</td>
<td>$225</td>
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<tr>
<td>* Caring School Community (Child Development Project): 1994-99</td>
<td>K-6</td>
<td>CITIZ</td>
<td>$60</td>
<td>I, T</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>* Community of Caring (Growing Up Caring): 1990</td>
<td>K-12</td>
<td>SAP HSD GHP</td>
<td>CITIZ contact publisher</td>
<td>$455</td>
<td></td>
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<td>Comprehensive Health for the Middle Grades: 1996</td>
<td>6-8</td>
<td>SAP VP HSD GHP</td>
<td>CITIZ</td>
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</tbody>
</table>

Notes:
1. Contents:
   - SAP = Substance Abuse Prevention
   - VP = Violence Prevention
   - HSD = Healthy Sexual Development
   - GHP = General Health Promotion
   - CITIZ = Promotion of Citizenship

2. Academic Achievement Strategies:
   - S = promotes study skills
   - I = promotes integration with academics
   - T = promotes change in teaching practices

3. ○ = no evaluation

Key:
All indicators except Professional Development were rated on a four-point scale, in which ● was the highest score and ○ was the lowest.
Professional development was rated on a three-point scale:
● = strong
○ = promising
〇 = marginal
〇 = weak

Detailed descriptions of every program in the table are on the Safe and Sound CD-ROM.
Sustainable Schoolwide SEL: Implementation Guide and Toolkit

- Readiness phase
- Planning phase
- Implementation phase
- Sustainability factors
The CASEL Rubric: Implementation Steps

Readiness Stage
- Principal is committed to implementing SEL in the school.
- Principal engages key stakeholders and creates SEL steering committee.

Planning Stage
- Develop a shared vision of SEL.
- Conduct a schoolwide needs and resource assessment.
- Develop an action plan.
- Select an evidence-based program.

Implementation Stage
- Conduct initial professional development activities.
- Launch SEL instruction in classrooms.
- Expand classroom-based SEL programming and integrate SEL schoolwide.
- Revisit implementation activities and adjust for continuous improvement.
A Coordinated Districtwide Model for Academic, Social, and Emotional Learning

| Planned, systematic classroom-based SEL instruction and a supportive school climate | Coordinated mental health and health services that reinforce SEL instruction |
| School-Family-Community partnerships to enhance social, emotional, and academic competence | After-school and community activities that are coordinated with SEL efforts |
Summary

- SEL is the process whereby children and adults develop essential social and emotional competencies.
- SEL improves school-related attitudes, behaviors, and academics and provides the foundation for life success.
- Well-designed, well-implemented SEL programming produces the best outcomes.
- Sustainable, effective schoolwide SEL requires 6 Ps: Policy, Principals (or superintendents!), Planning, Professional development, Program evaluation, and Partnerships.
Why Implement SEL in Schools?

- Relationships provide a foundation for learning
- Emotions affect how and what we learn
- Relevant skills can be taught
- Positive effects on academic performance, health, relationships, and citizenship
- Demanded by employers
- Essential for lifelong success
- A coordinating framework to overcome fragmentation of prevention and youth-development programs
SEL Prepares Students for College and Careers

Self-Discipline, Initiative, and Self-Advocacy
Communication
Team Work and Collaboration
Leadership
Critical Thinking and Problem-Solving
Ethics and Social Responsibility
Global Awareness
A Vision for SEL: Classroom, School, District, State, Nation, World

Educators, students, families, and community members work together to support the healthy development of all students.

All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers.

Students are contributing in positive ways to their school and community.
George Sugai & Rob Horner
OSEP Center on PBIS
University of CT & OR
www.pbis.org
SWPBS (aka PBIS/RtI) is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students
<table>
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<tr>
<th>“Making a turn”</th>
<th>IMPLEMENTATION</th>
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<tbody>
<tr>
<td></td>
<td>Effective</td>
</tr>
<tr>
<td>PRACTICE</td>
<td>Effective</td>
</tr>
<tr>
<td></td>
<td>Not Effective</td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009
Integrated Elements

Supporting Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

OUTCOMES
SYSTEMS
DATA
PRACTICES
IMPLEMENTATION TEAM 
W/ FIDELITY 
CONTINUUM OF 
EVIDENCE-BASED 
INTERVENTIONS 
CONTENT 
EXPERTISE & 
FLUENCY 
CONTINUOUS 
PROGRESS 
MONITORING 
DATA-
BASED 
DECISION 
MAKING 
UNIVERSAL 
SCREENING 
TEAM 
FACILITATED 
PROBLEM 
SOLVING 
RtI
Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

ALL
~80% of Students

FEW
~5%

SOME
~15%
Continuum of Support for ALL

Universal

Targeted

Intensive

Few

Some

All

Dec 7, 2007
Continuum of Support for ALL “Theora”

Universal

Targeted

Intensive

Math

Science

Reading

Spanish

Soc skills

Basketball

Soc Studies

Label behavior...not people
ESTABLISHING CONTINUUM of SWPBS - EXAMPLE

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Person-centered planning

SECONDARY PREVENTION
- Checkin/checkout
- Targeted social skills instruction
- Peer-based supports
- Social skills club

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement
SWPBS Practices

- Smallest #
- Evidence-based
- Biggest, durable effect

Venn Diagram:
- School-wide
- Classroom
- Non-classroom
- Family
- Student & Family
**SCHOOL-WIDE**

1.1. Leadership team
2. Behavior purpose statement
3. Set of positive expectations & behaviors
4. Procedures for teaching SW & classroom-wide expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation

**INDIVIDUAL STUDENT**

1. Behavioral competence at school & district levels
2. Function-based behavior support planning
3. Team- & data-based decision making
4. Comprehensive person-centered planning & wraparound processes
5. Targeted social skills & self-management instruction
6. Individualized instructional & curricular accommodations

**CLASSROOM**

1. All school-wide
2. Maximum structure & predictability in routines & environment
3. Positively stated expectations posted, taught, reviewed, prompted, & supervised.
4. Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices
5. Continuum of strategies to acknowledge displays of appropriate behavior.
6. Continuum of strategies for responding to inappropriate behavior.

**EVIDENCE-BASED INTERVENTION PRACTICES**

1. Positive expectations & routines taught & encouraged
2. Active supervision by all staff (Scan, move, interact)
3. Precorrections & reminders
4. Positive reinforcement

**NONCLASSROOM**

1. Continuum of positive behavior support for all families
2. Frequent, regular positive contacts, communications, & acknowledgements
3. Formal & active participation & involvement as equal partner
4. Access to system of integrated school & community resources

**FAMILY ENGAGEMENT**

1. Continuum of positive behavior support for all families
2. Frequent, regular positive contacts, communications, & acknowledgements
3. Formal & active participation & involvement as equal partner
4. Access to system of integrated school & community resources
School-wide

1. Leadership team
2. Behavior purpose statement
3. Set of positive expectations & behaviors
4. Procedures for teaching SW & classroom-wide expected behavior
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6. Continuum of procedures for discouraging rule violations
7. Procedures for on-going data-based monitoring & evaluation
### Teaching Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Setting</th>
<th>SETTING</th>
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<tr>
<td></td>
<td>All Settings</td>
<td>Hallways</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Playground</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cafeteria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assembly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bus</td>
</tr>
<tr>
<td>Respect Ourselves</td>
<td>Be on task.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Give your</td>
<td></td>
</tr>
<tr>
<td></td>
<td>best effort.</td>
<td></td>
</tr>
<tr>
<td>Respect Others</td>
<td>Hands to self.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Help/share</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with others.</td>
<td></td>
</tr>
<tr>
<td>Respect Property</td>
<td>Recycle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clean up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>after self.</td>
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### Social Skill

1. **Teaching directly in context**

### Behavior Examples

2. **Natural Consequence**

3. **Examples**

- Be on task.
- Give your best effort.
- Be prepared.
- Walk. Have a plan.
- Eat all your food.
- Select healthy foods.
- Study, read, compute.
- Sit in one spot.
- Watch for your stop.
- Use normal volume.
- Use a quiet voice.
- Use appropriate applause.
- Stay in your seat.
- Pick up. Treat chairs appropriately.
- Wipe your feet. Sit appropriately.
SWPBS Implementation Blueprint

LEADERSHIP TEAM
(Coordination)

Funding
Visibility
Political Support
Policy

Training
Coaching
Evaluation
Behavioral Expertise

Local School/District Implementation Demonstrations
GENERAL IMPLEMENTATION PROCESS

1. **Team**
2. **Agreements**
3. **Data-based Action Plan**
   - **Evaluation**
   - **Implementation**
### Evaluation Criteria

<table>
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<tr>
<th>Criteria</th>
<th>Questions</th>
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<tr>
<td>Effective</td>
<td>• Achieve desired outcome?</td>
</tr>
<tr>
<td>Efficient</td>
<td>• Doable by real implementer?</td>
</tr>
<tr>
<td>Relevant</td>
<td>• Contextual &amp; cultural?</td>
</tr>
<tr>
<td>Durable</td>
<td>• Lasting?</td>
</tr>
<tr>
<td>Scalable</td>
<td>• Transportable?</td>
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<tr>
<td>Logical</td>
<td>• Conceptually Sound?</td>
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## Sample Teaming Matrix

<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID</th>
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<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
</tr>
<tr>
<td>Character Education</td>
<td>Improve character</td>
<td>Improve character</td>
<td>students</td>
<td>Marlee, J.S.,</td>
<td>Goal #3</td>
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<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>Dangerous students</td>
<td></td>
<td>Goal #3</td>
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<tr>
<td>School Spirit Committee</td>
<td>Enhance school spirit</td>
<td>Improve morale</td>
<td>All students</td>
<td>Has not met</td>
<td></td>
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<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Decrease office referrals</td>
<td>Bullies, antisocial students, repeat offenders</td>
<td>Ellen, Eric, Marlee, Otis</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE</td>
<td>Prevent drug use</td>
<td></td>
<td>High/at-risk drug users</td>
<td>Don</td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance academic engagement, improve grades</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, Otis, Emma</td>
<td>Goal #2, Goal #3</td>
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