

SEL and PBIS - Supporting The Achievement of Academic Outcomes: Parts 2 & 4

Roger P. Weissberg

University of Illinois at Chicago (UIC)

Collaborative for Academic, Social, and Emotional Learning (CASEL)

Robert Horner

University of Oregon

Center on Positive Behavioral Interventions and Supports (PBIS)

Department of Psychology

UIC UNIVERSITY OF ILLINOIS
AT CHICAGO

**Social and Emotional Learning
Research Group**





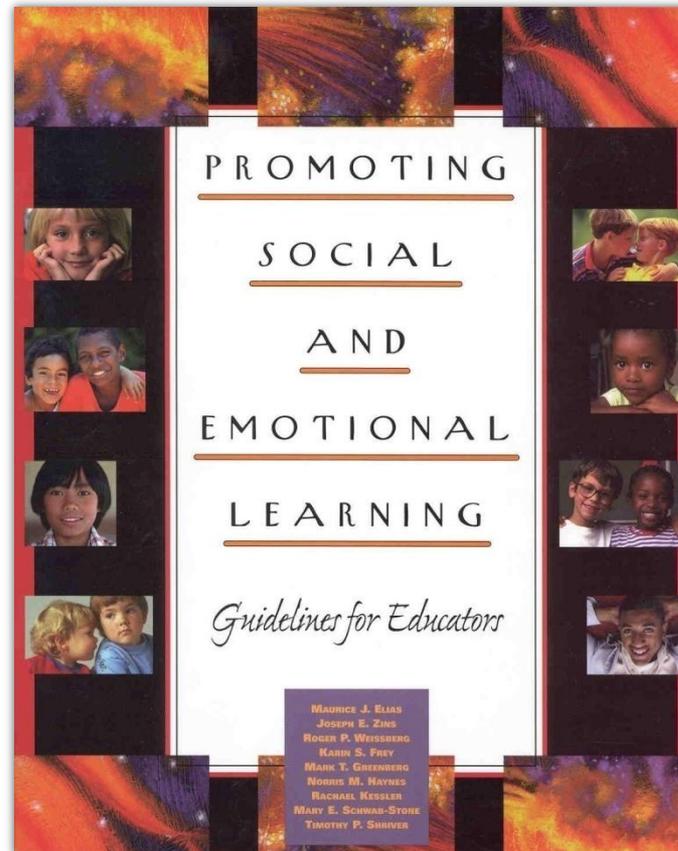
Part 2: Promoting Social and Emotional Learning for Academic Success (SELAS)

Joy Dryfoos: Adolescents at Risk: Prevalence and Prevention

The program designers tend to start with a specific problem behavior and, in addressing that problem, come to understand the importance of a broader more holistic approach.

- Dryfoos (1990, p. 235)

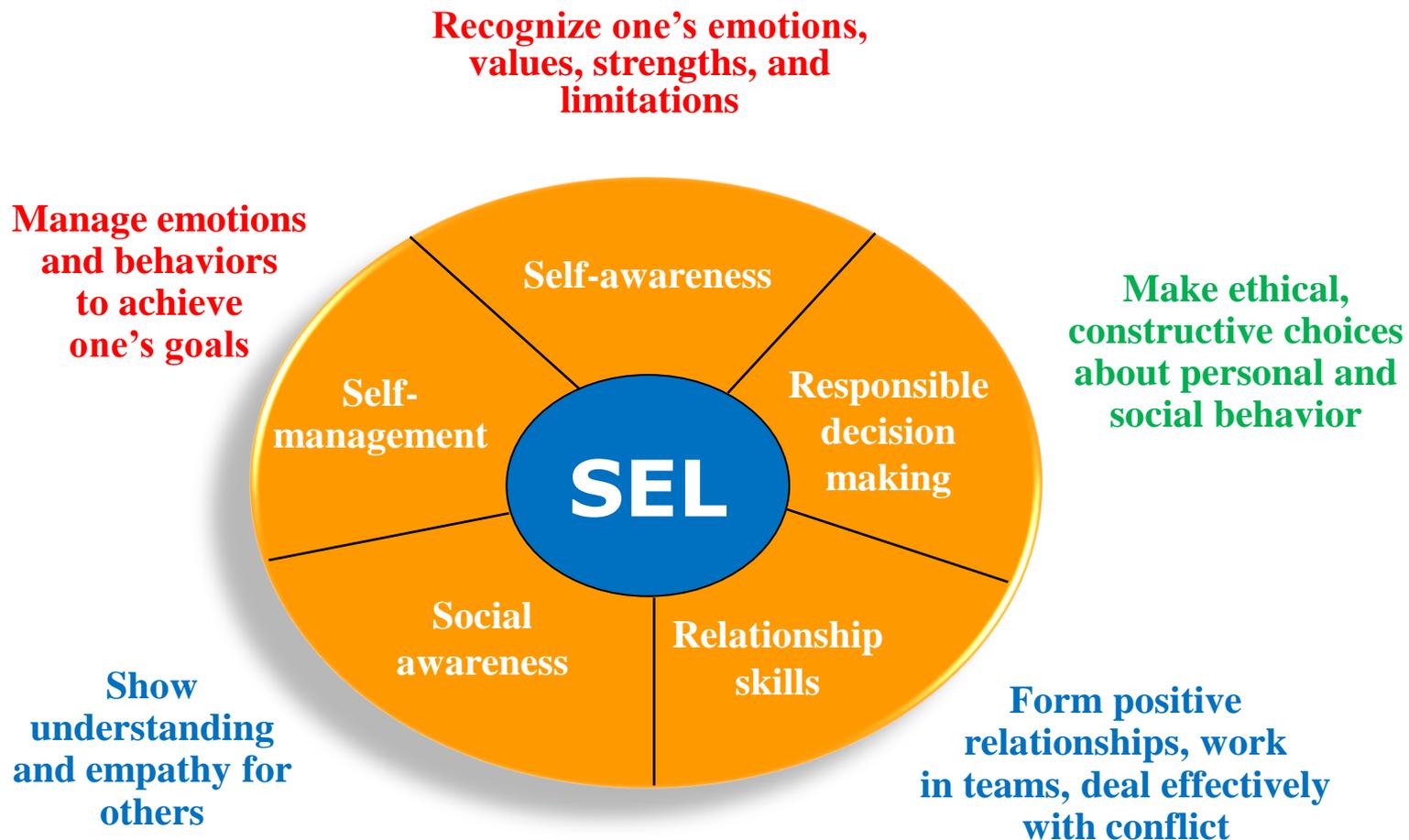
1997: CASEL Defines the Field of SEL



What is Social and Emotional Learning?

Social and emotional learning (SEL) is a process through which children and adults learn to recognize and manage emotions, demonstrate care and concern for others, develop positive relationships, make good decisions, and behave ethically, respectfully, and responsibly.

SEL Is a Process of Acquiring Knowledge, Attitudes, and Skills Related to Five Core Competencies

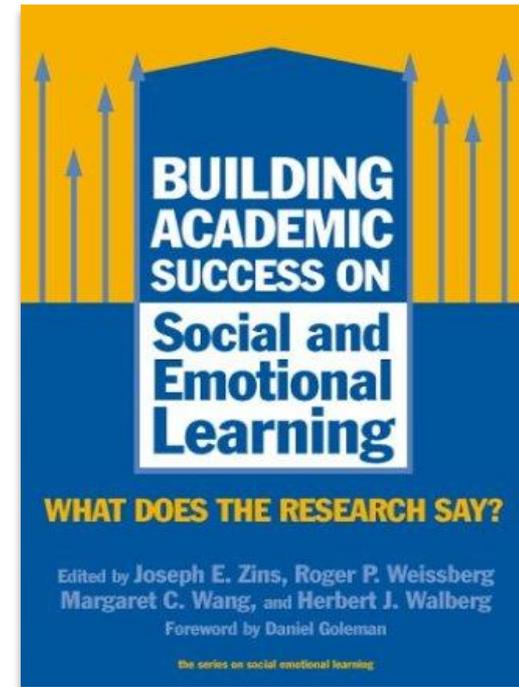


The Guidance of 20 Superintendents (2001)

1. Change your name
2. Establish standards
3. Work with leaders
4. Develop feasible, actionable assessments

SEL Improves Academic Outcomes

- **Attitudes**
 - Motivation, commitment
- **Behaviors**
 - Participation, study habits
- **Performance**
 - Grades, subject mastery



Zins, Weissberg, Wang, & Walberg (2004): Synthesis of Top 10 Findings

1. **Safe, caring, and orderly environments** are conducive to learning.
2. **Caring relations between teachers and students** foster a desire to learn and a connection to school.
3. **Socially engaging teaching strategies**, such as cooperative learning and proactive classroom management, focus students on learning tasks.
4. When the **instructional content** is made more interesting by applying SEL to reflecting on the content, students are more engaged.

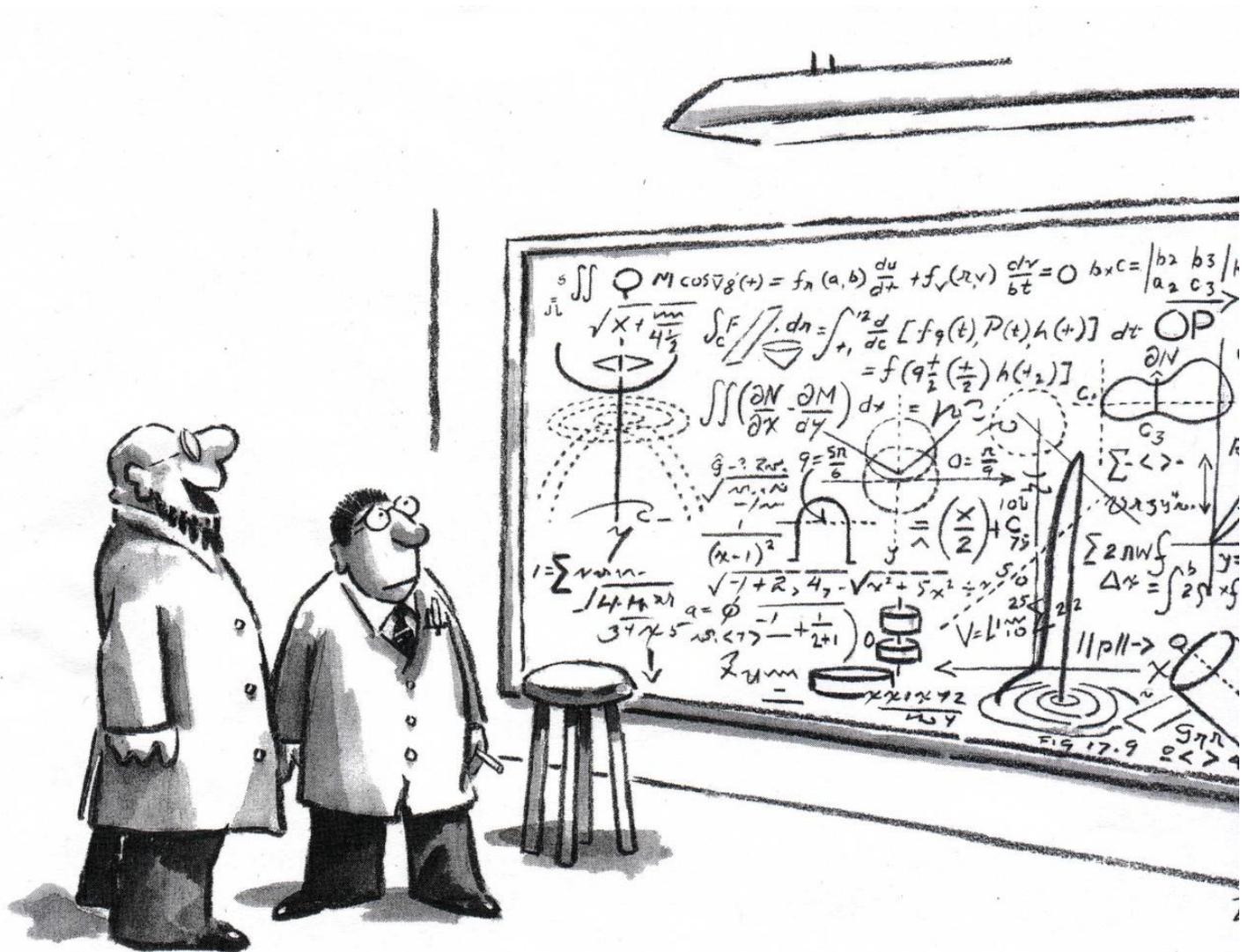
Zins, Weissberg, Wang, & Walberg (2004): Synthesis of Top 10 Findings - Continued

5. When **peer norms** support academic performance, students try harder.
6. When **teachers and families work together** to encourage and reinforce learning commitment, engagement, and positive behavior, students do better.
7. When students are **self-aware** and more confident about their learning abilities, they try harder.
8. When students can **self-manage** their stress and motivations, and set goals and organize themselves, they do better.

Zins, Weissberg, Wang, & Walberg (2004): Synthesis of Top 10 Findings - Continued

9. Students who are aware of the tasks being assigned, **make responsible decisions** about completing them, and use problem solving and **relationship-management skills** to overcome barriers, they perform better and learn more.
10. When **SEL prevents high-risk behaviors** such as drug use and antisocial behaviors, these behaviors do not interfere with learning or co-occur with a constellation of other behaviors that reduce effective functioning.

What are the Latest Research Advances?



"Hey, no problem!"

Does SEL programming positively affect students?

Outcomes	Percentile Imp & (ES)
■ Social-emotional skills	22 (.57)
■ Attitudes	9 (.23)
■ Positive social behavior	9 (.24)
■ Conduct problems	9 (.22)
■ Emotional distress	10 (.24)
■ Academic performance	11 (.27)

—Durlak et al. (2011)

Are SEL programs conducted by existing school staff effective?

	Teacher	Researcher
Social-emotional skill	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attitudes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Positive social behavior	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conduct problems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emotional distress	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Does the quality of implementation affect student outcomes?

Implementation Problems?

	No	Yes
Social-emotional skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attitudes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Positive social behavior	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conduct problems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emotional distress	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>

—Durlak et al. (2011)

Longitudinal Findings from the Seattle Social Development Project at Age 21

- More high school graduates
- More attending college
- More employed
- Better emotional and mental health
- Fewer with a criminal record
- Less drug selling

Cost-benefit: \$2.11/student for \$1 invested

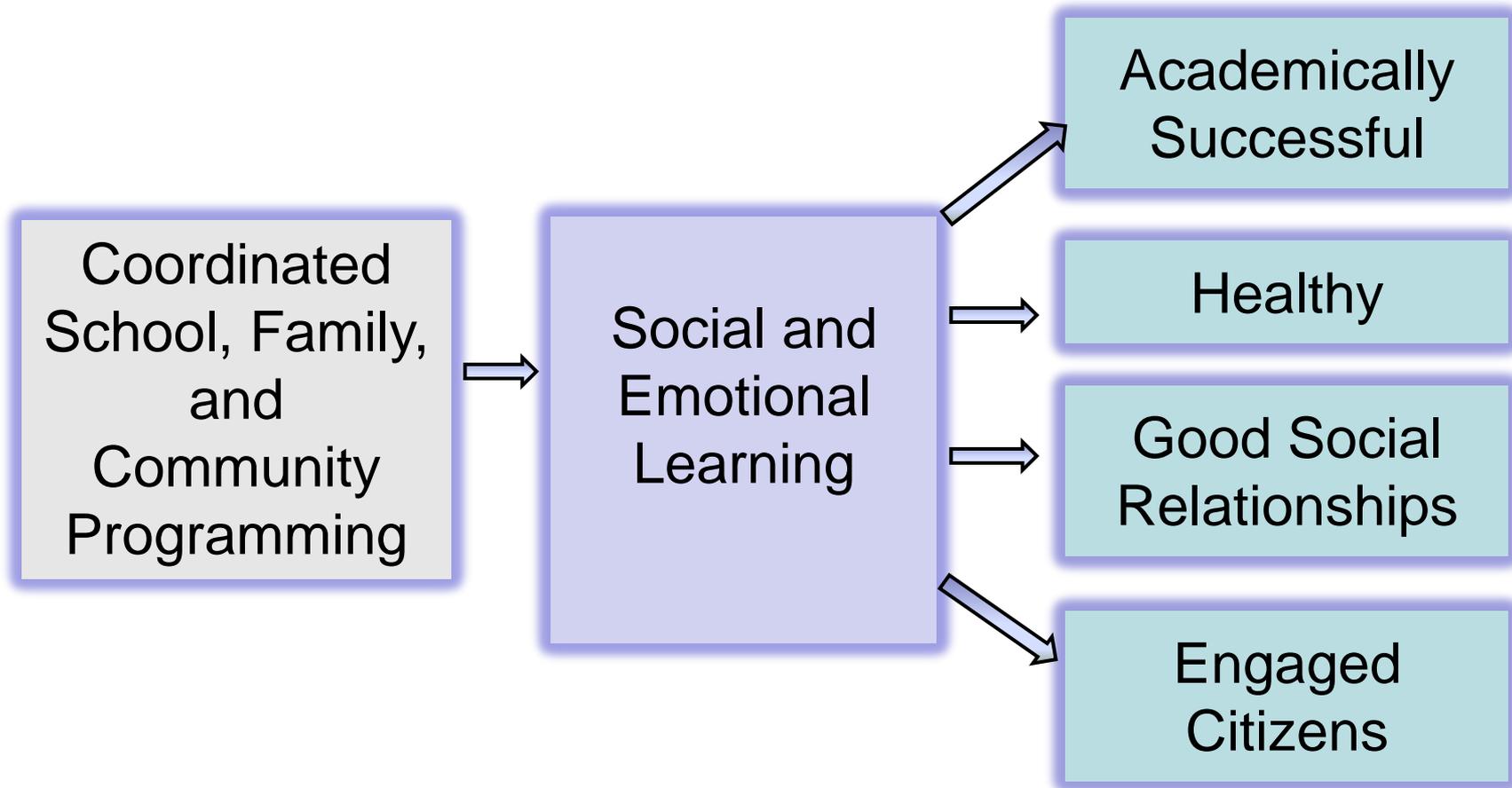
Essential Questions Each Community Must Answer

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

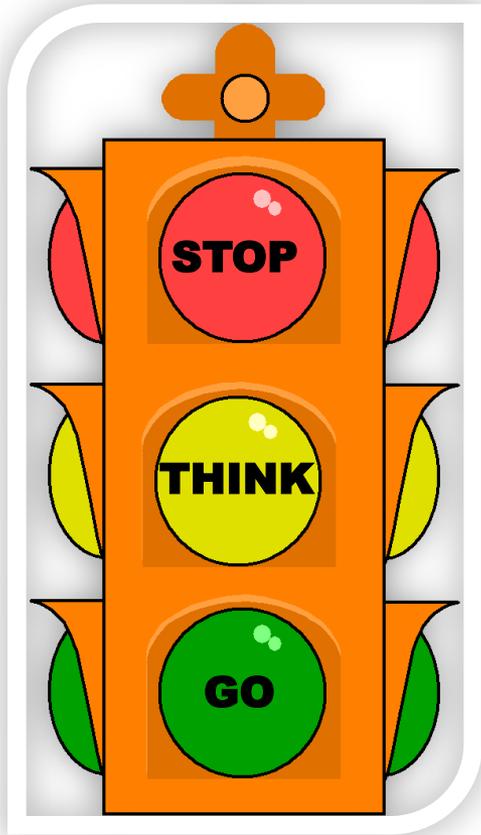


How can the entire community be organized to ensure that all students reach the stated goals?

SEL Conceptual Framework



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**

Illinois K-12 Social and Emotional Learning Goals

Self	Other	Decision-making
<p>Develop self-awareness and self-management skills to achieve school and life success.</p>	<p>Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	<p>Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>

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*

CASEL's National Initiative for Social and Emotional Learning



The National Initiative for Social and Emotional Learning

1. Support systemic SEL in **collaborating districts**.
2. Conduct **research** on district-wide SEL and **develop tools** to accelerate high-quality implementation **nationwide**.
3. **Partner** with SEL program providers, colleges of education, and professional organizations to scale SEL.
4. Promote **state standards, guidelines, and policies** .
5. Promote **federal policies** that encourage SEL.
6. **Strategically communicate** to foster **widespread demand** for SEL as an essential part of education.

Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL was founded in 1994 to make SEL an essential part of every child's education.

- Advance the science of SEL
- Expand effective SEL practice
- Improve federal and state policies

CASEL serves as strategist, collaborator, convener, and supporter for the SEL community

www.casel.org



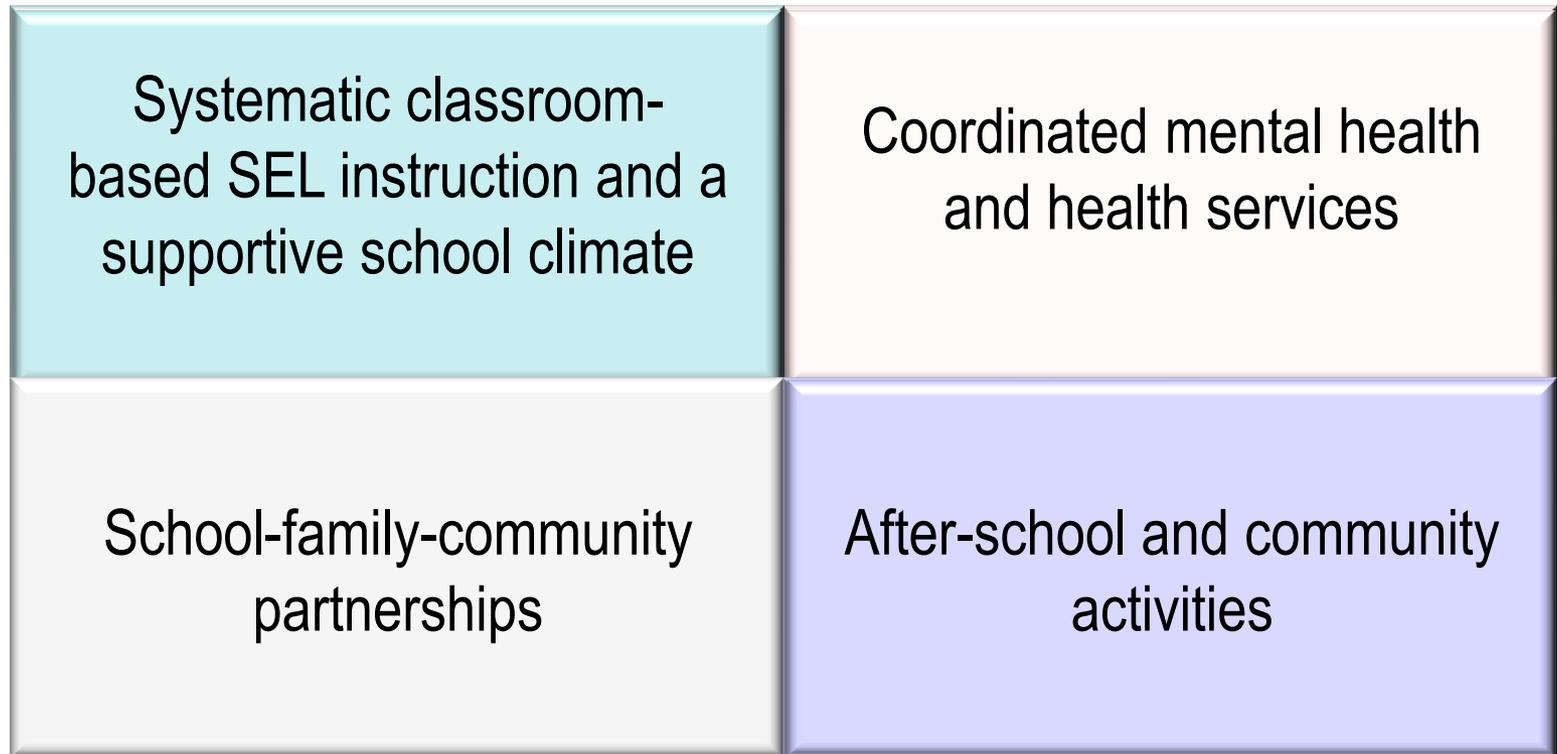


Part 4: Thoughts about Integrating SEL & PBIS

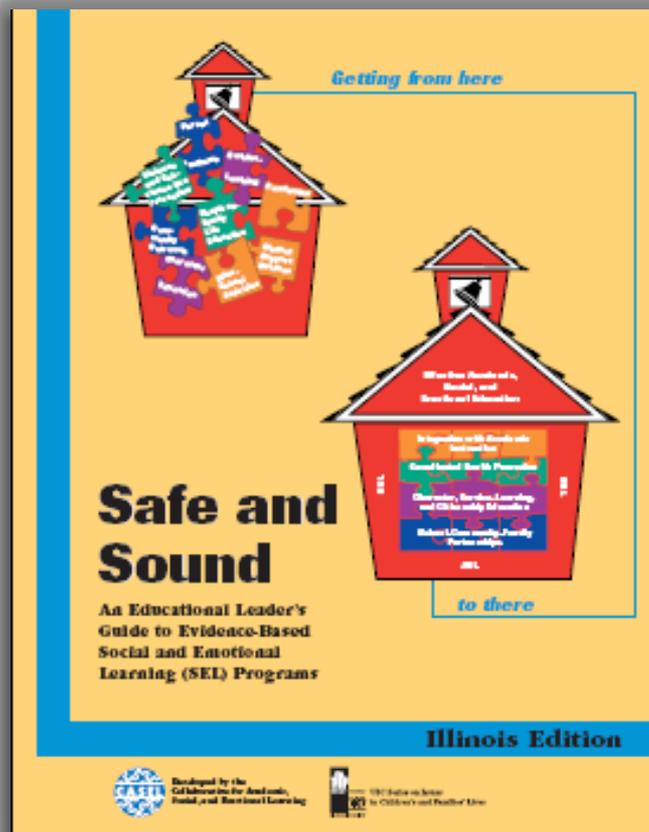
Strategies for District-wide SEL

- **Assess SEL-related needs and resources**
- Develop SEL vision and long-term plans
- Communicate with stakeholders
- Align budgets and staffing
- Implement professional development
- Develop SEL learning standards and assessments
- Adopt evidence-based programs
- **Integrate SEL with school, family, and community initiatives**
- Monitor process and outcomes
- Participate in learning community with other districts

A Coordinated District-wide Model for Academic, Social, and Emotional Learning



Safe and Sound: An Educator's Guide to Evidence-based SEL Programs



PROGRAM RATINGS

Programs with ★ in **bold** are CASEL SELECT programs.

Aban Aya Youth Project:
1996-97

All's Pals: Kids Making
Healthy Choices:
1998, 1999

Americans All:
1992

BrainWise™:
2002

★ **Caring School
Community (Child
Development Project):
1994-99**

★ **Community of Caring
(Growing Up Caring):
1990**

Comprehensive Health
for the Middle Grades:
1996

Grades	Behavioral Content Areas Covered ¹	Materials Cost per 25 Students	Academic Achievement Strategies ²	PROGRAM DESIGN				SOUND SEL INSTRUCTIONAL PRACTICE				PROGRAM EFFECTIVENESS & IMPLEMENTATION SUPPORTS				SAFE & SOUND LEARNING ENVIRONMENTS	
				Self-Awareness	Social Awareness	Self-Management	Relationship Skills	Responsible Decision Making	Professional Development	Evidence of Effectiveness ³	Given Designation in Other National Programs ³	Student Assessment Measures	Classroom Implementation	Schoolwide Coordination	Family Partnerships	Community Partnerships	
5-8	VP CITIZ HSD	\$500		●	●	●	●	●	●	●	○	○	○	○	○	○	○
preK-3	VP SAP	\$595		●	●	●	●	●	●	●	✓	●	●	●	●	○	○
K-12	CITIZ	\$275	S, I	●	●	○	●	●	●	○	○	○	○	○	○	○	●
K-12	HSD	\$225		●	●	●	●	●	●	○	○	○	○	○	○	○	○
K-6	CITIZ	\$60	I, T	●	●	●	●	●	●	●	✓	●	●	●	●	●	●
K-12	SAP HSD GHP CITIZ	contact publisher		●	●	●	●	●	●	○	✓	●	○	●	●	●	●
6-8	SAP VP HSD GHP CITIZ	\$455		●	○	●	●	●	●	○	○	○	○	○	○	○	○

Notes

1. *Content:*
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 met CASEL design criteria.

Key

All indicators except Professional Development were rated on a four-point scale, in which ● was the highest score and ○ the lowest. Professional development was rated on a three-point scale.

- = strength
- = promising
- = marginal
- = weakness

Detailed descriptions of every program in the table are on the Safe and Sound CD-ROM.

Social and Emotional Learning Approaches

1. Explicit skills instruction
2. Curriculum integration
3. Teacher instructional practices
4. Programming beyond the classroom

How do we develop students' social and emotional skills?

- Sequenced, Active, Focused, Explicit (SAFE)
- Adults and students model SEL skills and discuss relevant situations
- Developmentally/culturally competent instruction and community-building activities
- Opportunities for students to contribute to their class, school, and community

Promoting Students' Autonomy, Belonging, and Competence

Less

Teacher lecture
Teacher intervention
External rewards
Inflexible discipline
Independent seatwork
Parent-school isolation

More

Student input
Student problem solving
Self-assessment
Natural consequences
Cooperative learning
Sense of partnership

Big Questions #1 and #2

1. How does SEL influence students' academic performance?
2. How do academic curricula and teacher instructional practices affect students' social and emotional development?

George Bear (2010, p. 12)
School Discipline and Self-Discipline
“Different, Yet Compatible”

The SWPBS and SEL approaches differ in important ways, but they are compatible. Together, they offer the full range of strategies and techniques needed for effective classroom management and schoolwide discipline.

George Bear (2010, p. 12)
School Discipline and Self-Discipline
“Different, Yet Compatible”

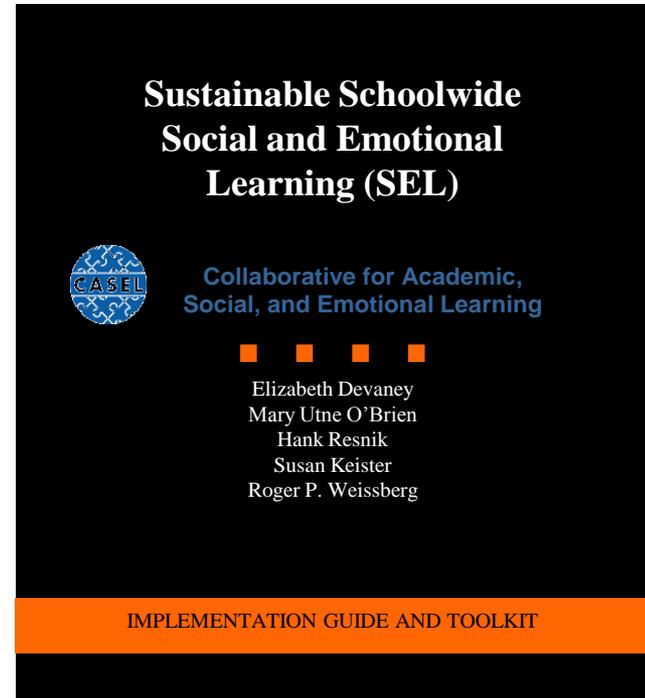
Their primary aims (managing behavior versus developing self-discipline) make it difficult to implement both approaches without encountering inconsistencies in theory and practice. The dilemma is especially pointed in schools that aim to develop students' self-discipline by rely primarily, if not entirely, on external techniques to do so.

What Does Schoolwide SEL Look Like?



Sustainable Schoolwide SEL: Implementation Guide and Toolkit

- Readiness phase
- Planning phase
- Implementation phase
- Sustainability factors



Bradshaw et al. (2012): The Integration of PBIS and SEL

1. **Commitment** to a coordinated implementation of PBIS+SEL
2. Get **staff buy-in** for PBIS+SEL implementation and integration
3. Engage stakeholders to form a PBIS-SEL integration **steering committee**
4. Develop a **shared vision** to implement an integrated PBIS+SEL approach at the school

Bradshaw et al. (2012): The Integration of PBIS and SEL – Cont.

5. School-wide **assessment** of strengths, weaknesses, opportunities, and threats to integrated PBIS+SEL implementation
6. Review and **selection of SEL programming**, and formulation of decision making **guidelines about referral**
7. Create an **action plan** for integration, based on the assessment which includes alignment of purpose, goals, benchmarks, and a common timeline

Bradshaw et al. (2012): The Integration of PBIS and SEL – Cont.

8. **Professional development** activities for staff
9. Integrated **PBIS+SEL model launch**
10. On-going technical assistance at **district** and **state** levels.
11. Evaluate and refine for **continuous improvement**

Why Implement SEL in Schools?

- Relationships provide a foundation for learning
- Emotions affect how and what we learn
- Relevant skills can be taught
- SEL promotes self-discipline
- Positive effects on academic performance, health, relationships, and citizenship
- Demanded by employers
- Essential for lifelong success
- A coordinating framework for prevention and youth-development programs

A Vision for Education Across the United States and the World

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

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

Students are contributing in positive ways to their school, family, and community.