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

- **Self-awareness**: Recognize one’s emotions, values, strengths, and limitations
- **Self-management**: Manage emotions and behaviors to achieve one’s goals
- **Social awareness**: Show understanding and empathy for others
- **Relationship skills**: Form positive relationships, work in teams, deal effectively with conflict
- **Responsible decision making**: Make ethical, constructive choices about personal and social behavior
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
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.
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.
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?
Does SEL programming positively affect students?

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Percentile Imp &amp; (ES)</th>
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<tbody>
<tr>
<td>Social-emotional skills</td>
<td>22 (.57)</td>
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<tr>
<td>Attitudes</td>
<td>9 (.23)</td>
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<tr>
<td>Positive social behavior</td>
<td>9 (.24)</td>
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<tr>
<td>Conduct problems</td>
<td>9 (.22)</td>
</tr>
<tr>
<td>Emotional distress</td>
<td>10 (.24)</td>
</tr>
<tr>
<td>Academic performance</td>
<td>11 (.27)</td>
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</table>

—Durlak et al. (2011)
Are SEL programs conducted by existing school staff effective?

<table>
<thead>
<tr>
<th></th>
<th>Teacher</th>
<th>Researcher</th>
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<tr>
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<td>✔️</td>
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<tr>
<td>Attitudes</td>
<td>✔️</td>
<td>□</td>
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<tr>
<td>Positive social behavior</td>
<td>✔️</td>
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<tr>
<td>Conduct problems</td>
<td>✔️</td>
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<td>Emotional distress</td>
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<tr>
<td>Academic performance</td>
<td>✔️</td>
<td>□</td>
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—Durlak et al. (2011)
Does the quality of implementation affect student outcomes?

<table>
<thead>
<tr>
<th></th>
<th>Implementation Problems?</th>
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<td>Conduct problems</td>
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<td>Emotional distress</td>
<td>✓</td>
</tr>
<tr>
<td>Academic performance</td>
<td>✓</td>
</tr>
</tbody>
</table>

—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

—Hawkins et al. (2008)
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

Coordinated School, Family, and Community Programming

Social and Emotional Learning

- Academically Successful
- Healthy
- Good Social Relationships
- Engaged Citizens
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

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

<table>
<thead>
<tr>
<th>Systematic classroom-based SEL instruction and a supportive school climate</th>
<th>Coordinated mental health and health services</th>
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<tbody>
<tr>
<td>School-family-community partnerships</td>
<td>After-school and community activities</td>
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</table>
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
- **Years:** 1996-97

### Al's Pals: Kids Making Healthy Choices
- **Years:** 1998, 1999

### Americans All
- **Year:** 1992

### BrainWise™
- **Year:** 2002

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

### Community of Caring (Growing Up Caring)
- **Year:** 1990

### Comprehensive Health for the Middle Grades
- **Years:** 1996

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### Table: Program Design

<table>
<thead>
<tr>
<th>Grades</th>
<th>Behavioral Content Areas Tested</th>
<th>Average Cost per 25 Students</th>
<th>Academic Achievement</th>
<th>Social Awareness</th>
<th>Self-Management</th>
<th>Relationship Skills</th>
<th>Professional Development</th>
<th>Evidence of Effectiveness* in Other National Programs</th>
<th>Student Assessment Measures</th>
<th>Classroom Implementation Tools</th>
<th>Schoolwide Coordination</th>
<th>Family Partnerships</th>
<th>Community Partnerships</th>
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<tr>
<td>5-8</td>
<td>VP CITIZ, HSD</td>
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### Notes
1. **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
- ⬤ = strength
- ⬤ = promising
- ⬤ = marginal
- ⬤ = weakness

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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

<table>
<thead>
<tr>
<th>Less</th>
<th>More</th>
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<tbody>
<tr>
<td>Teacher lecture</td>
<td>Student input</td>
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<tr>
<td>Teacher intervention</td>
<td>Student problem solving</td>
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<tr>
<td>External rewards</td>
<td>Self-assessment</td>
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<tr>
<td>Inflexible discipline</td>
<td>Natural consequences</td>
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<tr>
<td>Independent seatwork</td>
<td>Cooperative learning</td>
</tr>
<tr>
<td>Parent-school isolation</td>
<td>Sense of partnership</td>
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</table>
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?
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.
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?

Front Office
Teacher’s Lounge
Student Support
Afterschool/Extracurriculars
Classrooms
Lunchroom
Bus
Bathrooms
Playground
Hallways
Parent/teacher conferences
SEL School
Sustainable Schoolwide SEL: Implementation Guide and Toolkit

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

Sustainable Schoolwide Social and Emotional Learning (SEL)
Collaborative for Academic, Social, and Emotional Learning

Elizabeth Devaney
Mary Utne O’Brien
Hank Resnik
Susan Keister
Roger P. Weissberg

IMPLEMENTATION GUIDE AND TOOLKIT
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
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.