# Social Emotional Learning, an overview

Leslie Baunach & Traci Effinger, NCSPs
Presenting from Oahu, Hawaii
March 10th, 2022

# Disclaimer and Funding Statement

# The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).
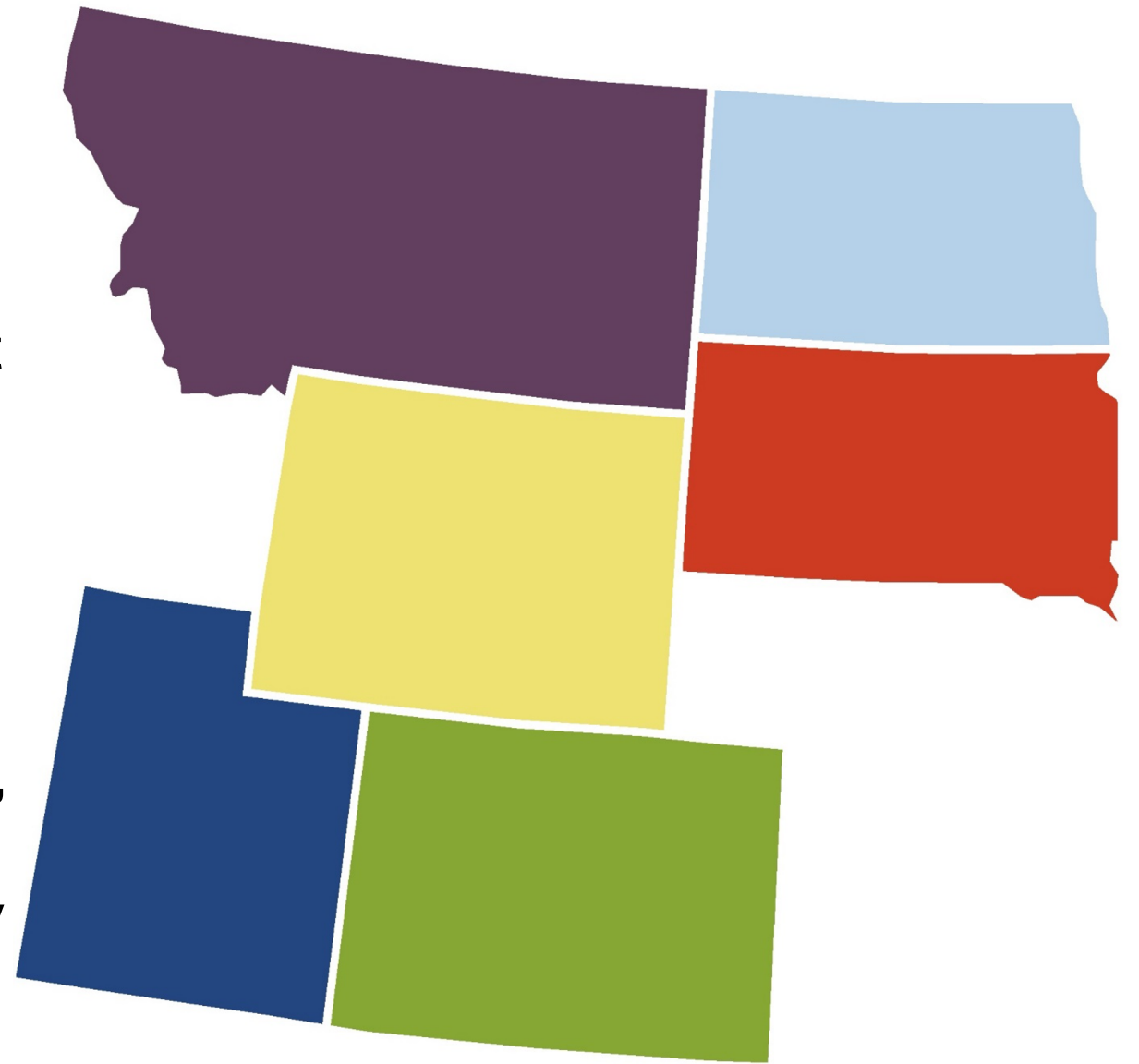
# Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

**INVITING TO INDIVIDUALS PARTICIPATING IN THEIR OWN JOURNEYS**

**STRENGTHS-BASED AND HOPEFUL**

**PERSON-FIRST AND FREE OF LABELS**

**INCLUSIVE AND ACCEPTING OF DIVERSE CULTURES, GENDERS, PERSPECTIVES, AND EXPERIENCES**

**NON-JUDGMENTAL AND AVOIDING ASSUMPTIONS**

**RESPECTFUL, CLEAR AND UNDERSTANDABLE**

**HEALING-CENTERED AND TRAUMA-RESPONSIVE**

**CONSISTENT WITH OUR ACTIONS, POLICIES, AND PRODUCTS**

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SCAN ME

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# Welcome!

- Who are we?

- Who are you?
  - Poll

- Why are you here today/What are you hoping to learn?
  - Drop it in the chat

Every Day Is A Chance

# What is "Social Emotional Learning"?

- "We define social and emotional learning (SEL) as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

- SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities."

  -CASEL.org

# Why do we need SEL?

- SEL can be powerful for creating caring, just, inclusive, and healthy schools/programs that support all young people
- Bullying prevention (one of the only things we know work
- Mental health issues on the rise during the pandemic
- Boosts academics-more learning time
- Improves overall mental wellness



**Social and Emotional Learning Makes a Difference**

Decades of research confirm: Students benefit from SEL in school and in life.

**BOOSTS ACADEMICS**
Student **academic performance increased** by 11 percentile points

Helped students **manage stress and depression**, & improved their attitudes about themselves, others, and school

**IMPROVES MENTAL WELLNESS**

**SUPPORTS LIFETIME OUTCOMES**
Increased well-being up to 18 years later and decreased likelihood of receiving public assistance

Shows an impact on development across **all demographics and backgrounds**

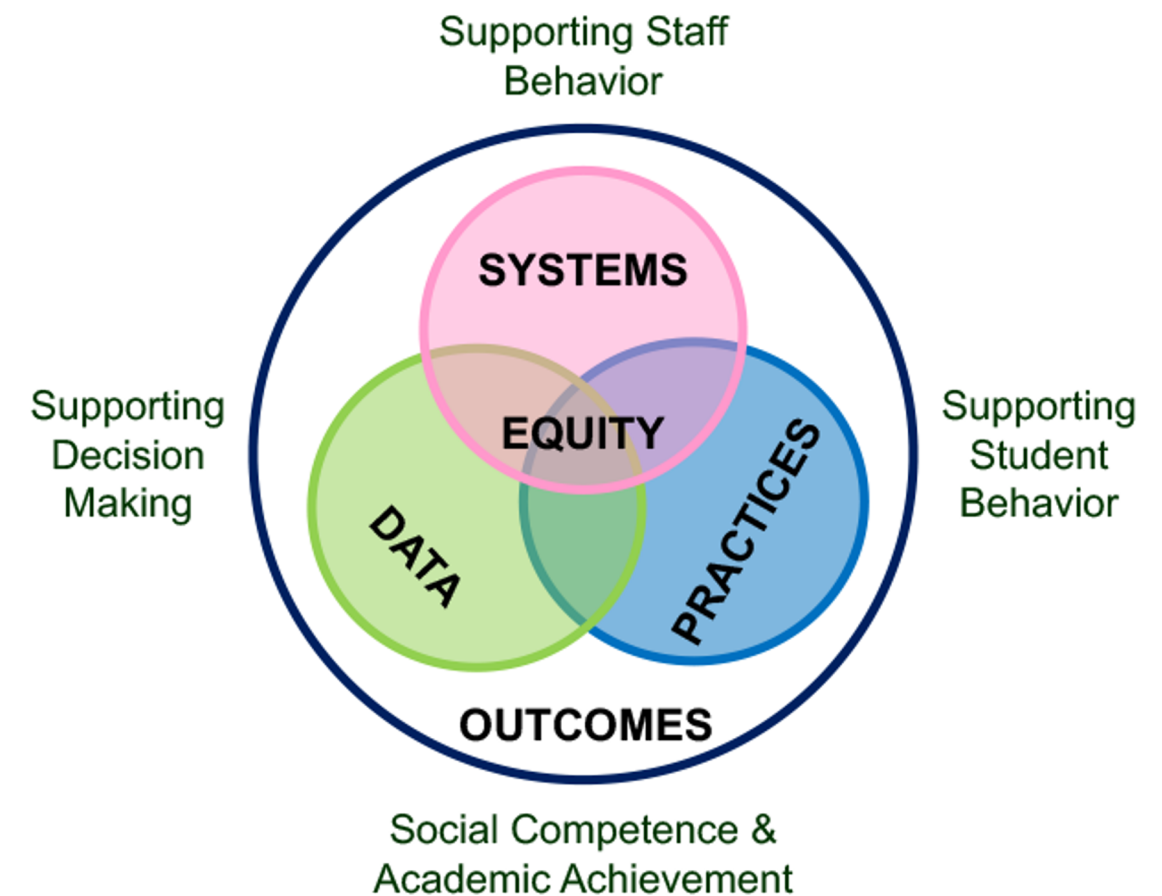**BENEFITS ALL STUDENT GROUPS**

**RETURN ON INVESTMENT**
On average, for every dollar invested in SEL, there is an **$11 return of benefits**

From "What Does The Research Say?" on casel.org

# CASEL.org, an overview

- CASEL has all of the evidence based social-emotional programs (most carry significant costs)

- Lot's of resources for schools, families, and communities

- Research hub: https://pg.casel.org

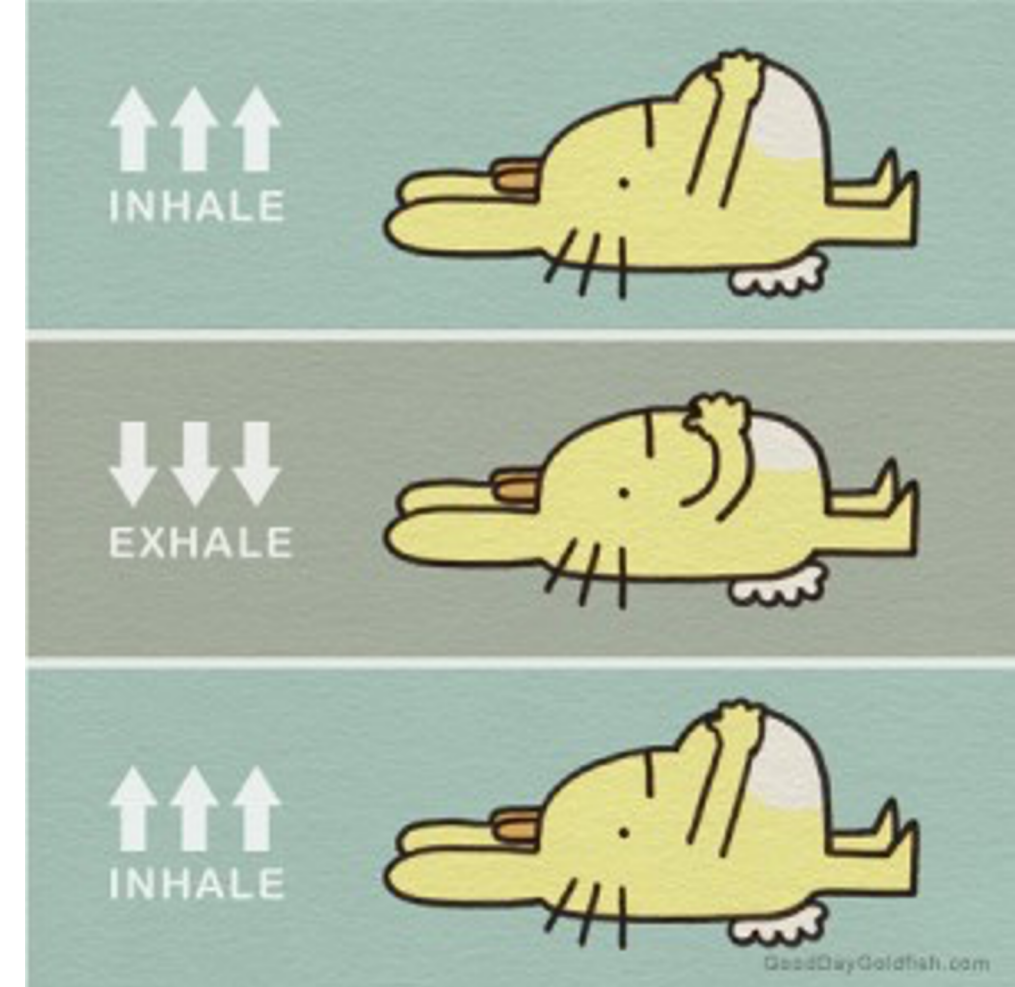- https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

# Positive Behavior Interventions and Supports: PBIS

- Starting with system wide practices can improve SEL outcomes for the whole student body. Examples:
  - Greeting students at the door
  - Establish relationships
  - Having clearly defined behavioral expectations
  - Effective cueing systems to release and regain control besides shouting
  - Using Evidence -based strategies
- Overall focusing on the positive
  - Teaching desired behavior vs punishment -CAtch em' being good! Explicitly state the behavior they demonstrated in operant terms so that other kids seeking attention will understand what is expected and demonstrate positive behavior to get positive attention
  - Humiliation protection strategy to maintain positive relationships

Supporting Staff Behavior

SYSTEMS

Supporting Decision Making

EQUITY

PRACTICES

Supporting Student Behavior

DATA

OUTCOMES

Social Competence & Academic Achievement

# Tools for the Toolbox

- Let's meditate!
- Take 5 minutes to review the tools for the next activity
- PBIS world Tier 1 interventions: https://www.pbisworld.com/tier-1/
- Start here:
  - https://www.pbisworld.com/tier-1/reflective-listening/
  - https://www.pbisworld.com/tier-1/speak-in-calm-and-neutral-tone/
  - Frustration: https://www.pbisworld.com/tier-1/deep-breathing/
  - Power struggle: https://www.pbisworld.com/tier-1/give-choices/
  - Bullying/bad language: https://www.pbisworld.com/tier-1/model-appropriate-language /
  - Anxious/Nervous: https://www.pbisworld.com/tier-1/teach-relaxation-techniques/
  - Difficult emotions: https://www.pbisworld.com/tier-1/draw-a-picture-or-write-in-a-journal/
  - Frequent conflict: https://www.pbisworld.com/tier-1/stop-walk-talk-strategy/
  - Off task/goofing around: https://www.pbisworld.com/tier-1/touch-student-on-shoulder/
  - Withdrawal: https://www.pbisworld.com/tier-1/encourage-interaction-with-a-more-self-confident-student/
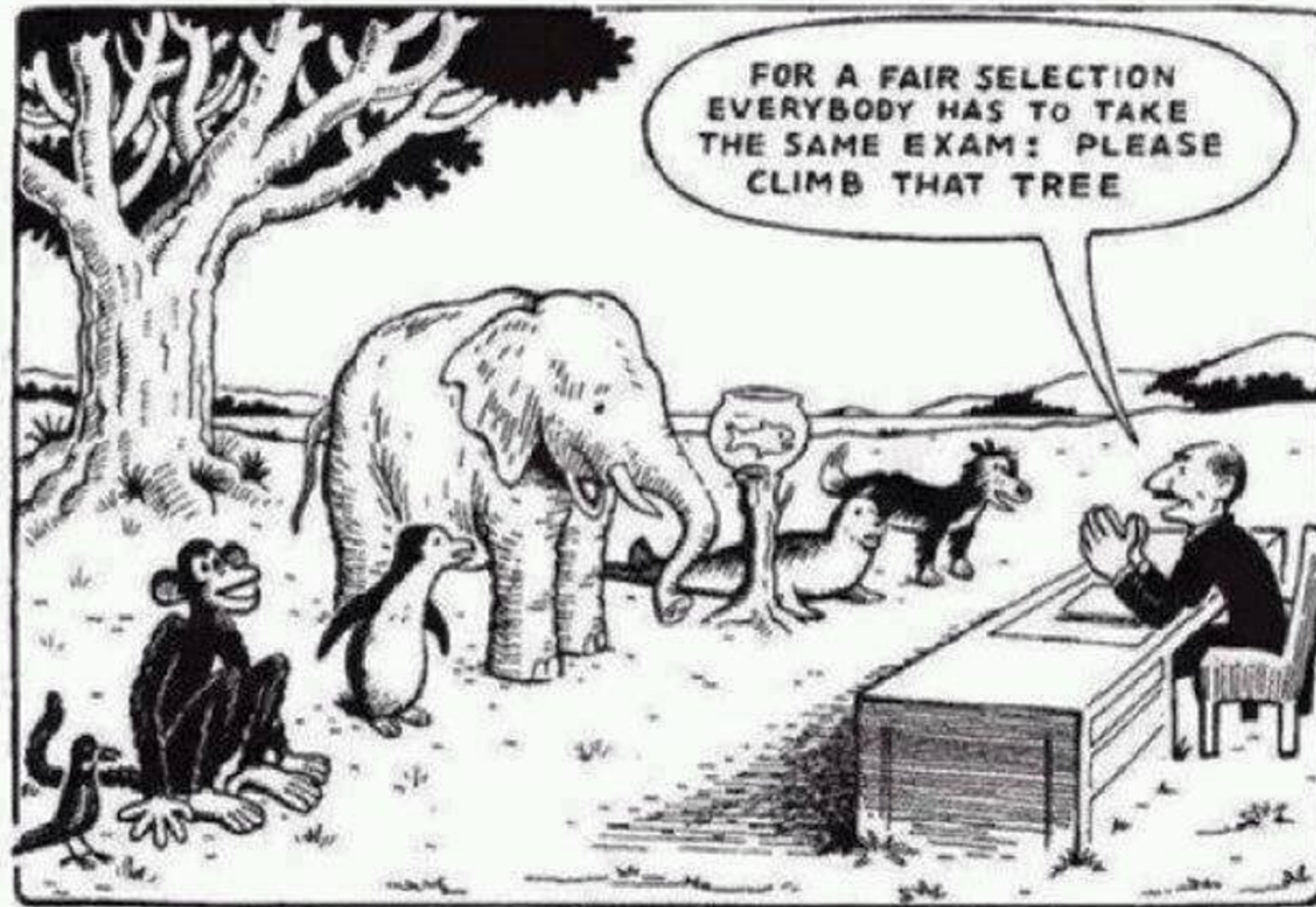
# Activity Time!


habit © Suzie Cheel

- Role Play
- You will be randomly assigned pairs into breakout rooms
- One partner will play the part of a "student," the other the after-school worker who's going to address the issue the "student" is having
- Please each pick a tool (please choose different tools/behaviors to act out) and take 5 minutes each playing the student/staff (10 minutes total)
- After using the tool, check-in with your "student" to see how it worked (1 min each)
- After 12 minutes we will return to debrief

# Debrief

- Each group to share
- What did you learn?
- Was it difficult/easy to match the tool to the problem the "student" presented?
- Do you think these tools will be useful in your daily practice?
- What barriers may you encounter with implementation?

# Q&A

# References

- https://www.pbisworld.com/tier-1/

- https://casel.org

- https://www.pbis.org

- www.nasponline.org

- https://www.cdc.gov/mmwr/volumes/67/ss/ss6708a1.htm
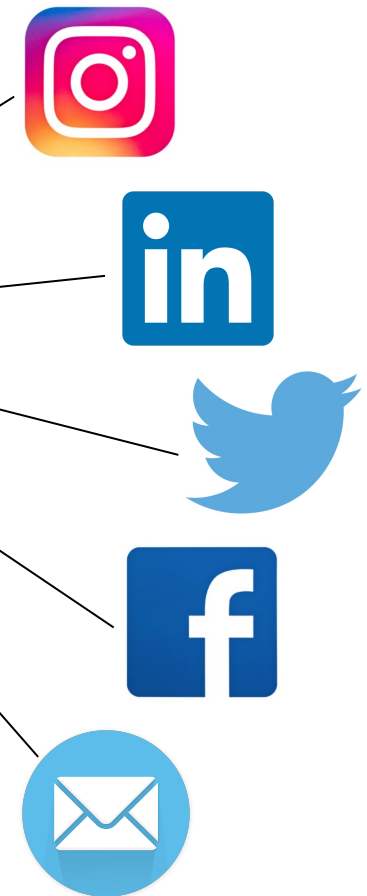
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# Thank You!