

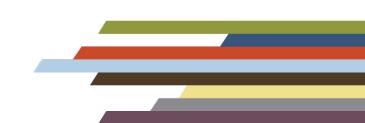
Southeast (HHS Region 4)

Mental Health Technology Transfer Center Network Funded by Substance Abuse and Mental Health Services Administration

Communicating the Value of Social Emotional Learning Evidence and Resources to Facilitate Community Conversations

Presenter: Elizabeth Connors, PhD Moderator: Terah Kalk, MPH School Mental Health Initiative Southeast Mental Health Technology Transfer Center (MHTTC) Rollins School of Public Health, Emory University May 13, 2022





Disclosure/Disclaimer

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Southeast Mental Health Technology Transfer Center

Alabama | Florida | Georgia | Kentucky | Mississippi | North Carolina | South Carolina | Tennessee

About the Southeast Mental Health Technology Transfer Center (MHTTC)

The Southeast MHTTC is located at the Rollins School of Public Health, Emory University.

Serve states in HHS Region IV: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

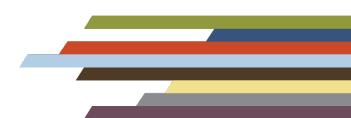


Our Mission: To promote the implementation and sustainability of evidence-based mental health services in the Southeastern United States.

Our Vision: Widespread access to evidence-based mental health services for those in need.

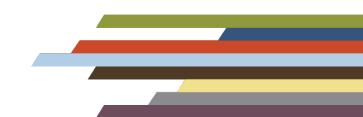








At the conclusion of this webinar, a link to an **evaluation** form will appear on your screen. Please take a few minutes to provide us with your thoughts as this is a very important part of our funding. We appreciate your feedback!



Presenter

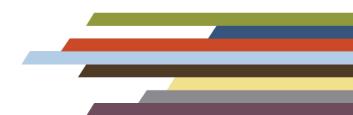


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Assistant Professor

Yale University, Division of Prevention and Community Research and the Child Study Center

Director of Quality Improvement University of Maryland National Center for School Mental Health



Learning Objectives

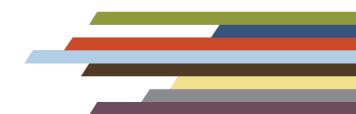
Increase understanding of how to communicate about what social emotional learning programs are and evidence supporting their contribution to student academic success.



Increase familiarity with free reputable resources to assess the evidence and application of social emotional learning programs for your local school community.



Promote cross-state networking and shared learning about communicating the value of social emotional learning in schools.







Agenda

- ► What is social emotional learning (SEL)?
- > How to assess SEL program components and evidence
- ► Addressing concerns
- ➢ Resources
- &A



SEL Core Competencies



Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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



Social and Emotional Skills

Brain Power

• Paying Attention

• Impulse Control

• Working Memory

• Flexible Thinking

Feelings Power

- Emotional Self-Awareness
- Emotional and Behavioral Control
- Empathy / Perspective Taking

People Power

- Understanding Social Cues
- Conflict Resolution
- Friendship Skills

Citizen Power

Character Skills

Attitude Power

• Mindset Skills

Source: Jones, S. M., et al. (2017). Navigating SEL from the inside out: Looking inside & across 25 leading SEL programs: A practical resource for schools and OST providers (Elementary School Focus). <u>New York,</u> <u>NY: The Wallace Foundation.</u> and <u>https://ggie.berkeley.edu/student-well-being/sel-kernels/</u>

POLL: What SEL competency is needed most right now?



Social and Emotional Skills and Academic Success

• **11%** gains in academic achievement among students in SEL programs



• **11:1** benefit-to-cost ratio across 6 SEL programs

- Other SEL Outcomes:
- ✓ enhanced SEL skills, attitudes
- \checkmark positive social behaviors
- \checkmark fewer conduct problems
- ✓ lower levels of emotional distress

Sources:

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.

Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. *Journal of Benefit-Cost Analysis*, 6(3), 508-544.

Resources

MAKING THE CASE FOR SEL

BENEFITS OF SOCIAL AND EMOTIONAL LEARNING

The benefits of social and emotional learning (SEL) are well-researched, with evidence demonstrating that an education that promotes SEL yields positive results for students, adults, and school communities. This summary of the benefits can support your conversations with stakeholders.



SEL LEADS TO IMPROVED ACADEMIC OUTCOMES AND BEHAVIORS

Hundreds of studies offer consistent evidence that SEL bolsters academic performance and benefits students.

- SEL interventions that address the five core competencies increased students' academic
 performance by 11 percentile points, compared to students who did not participate.
- Students participating in SEL programs showed improved: classroom behavior, ability to
 manage stress and depression, and attitudes about themselves, others, and school.

SEL BENEFITS ARE LONG-TERM AND GLOBAL

SEL implementation has long-term positive outcomes and is ffective across diverse cultural contexts.

- Social and emotional benefits developed through SEL programs are positively correlated with higher levels of well-being up to 18 years later.
- SEL approaches are consistently effective with all demographic groups, supporting the
 positive development of students across diverse backgrounds.
- The positive effects are even stronger when SEL implementation is designed with a specific context or culture in mind, emphasizing the importance of a tailored approach

SEL IS A WISE FINANCIAL INVESTMENT

Cost-benefit research demonstrates the value of SEL programs.

 An average return on investment for six evidence-based programs was 11 to 1, meaning every dollar invested produced \$11 worth of benefits.

SOCIAL AND EMOTIONAL SKILLS HELP IMPROVE LIFETIME OUTCOMES

There are statistically significant associations between social and emotional skills in kindergarten and key outcomes for young adults years later.

Social and emotional skills decreased the likelihood of living in or being on a waiting list for
public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.

CASEL.ORG

https://casel.s3.us-east-2.amazonaws.com/Benefits SEL.pdf

This and more resources on CASEL'S page, "How can you speak up for SEL?" https://casel.org/fundamentals-of-sel/how-can-you-make-the-case-for-sel/

Advocacy

AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health

Home / Advocacy / Child and Adolescent Healthy Mental Development / AAP-AACAP-CHA Declaration of a National Emergency in Child and Adolescent Mental Health

The challenges facing children and adolescents are so **widespread** that we call on policymakers at all levels of government and advocates for children and adolescents to join us in this declaration and advocate for the following:

- Increase implementation and sustainable funding of effective models of **schoolbased mental health care**, including clinical strategies and models for payment.
- Strengthen emerging efforts to reduce the risk of suicide in children and adolescents through **prevention programs in schools**....
- Accelerate strategies to address longstanding **workforce challenges** in child mental health....



Resources

CASEL: How can you speak up for SEL?

Home > Fundamentals of SEL >			
	1- II- for CEL		
How Can You Spea			
In this political climate, students need SEL cham	pions more than ever.		
The majority of students, teachers, and families agree:	Social and emotional learning (SEL) belongs		
in schools.		JUMP TO SECTION	
		SELebrate the Facts	
SEL is driven by what the research says, what families war		Video: What is Social and Emotional	
on any side. But when political agendas are prioritized over		Learning?	
losing out on an education that will help them succeed in s	school and in life.	Video: What are the core competencies	s
Communities across the political spectrum recognize that	all students deserve a high-quality education	and key settings?	
that fully supports their social, emotional, and academic lea		Five facts: What does social and emotion	iona
and misinformation is causing confusion.		learning really mean?	
		Webinar: Social and Emotional Learnin	ng
Now is the time for brave thinkers and tireless doers to spe		101	
help you champion the facts, take action, and connect with	n schools, families, and communities.	SELebrate by Taking Action	
<u>#SpeakUpforSEL</u>		Messaging Guidance	
Our children deserve nothing less than an education that SELeb	SELebrates them.	Presentation Materials	
Looking for additional guidance to champion SEL	SEL in your communities? Share more	Infographics/Social Media Posts	
via our form		SELebrate Supportive Voices	
		Hear from students	
		Hear from parents	
SELebrate the Facts		Hear from parents Hear from district leaders	

Assess SEL Program Components & Quality





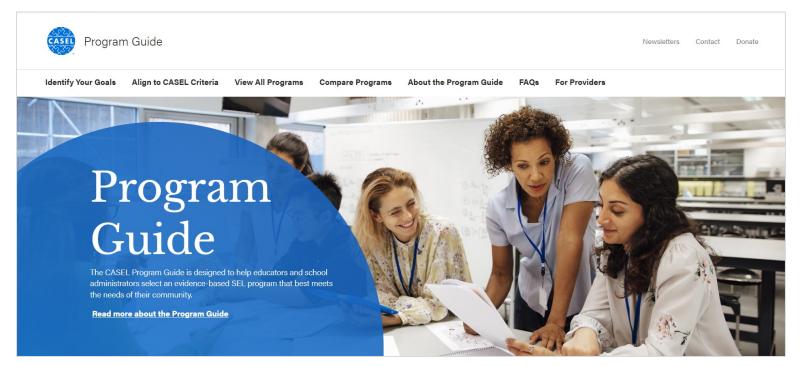
Current Questions about SEL Programs

- What SEL competencies does this program teach?
- Is it aligned with state and local standards? Community norms? School curriculum?
- Are there any criteria we can use to evaluate its quality and content?
- To what extent does it address social justice, gender issues, diversity, equity and/or inclusion?
- How can we be transparent with families and community members about program content?



Assess SEL Program Components & Evidence

https://pg.casel.org/





• What SEL programs are you implementing?



Engaging Families







Transparent Communication about SEL Program(s)

- Use multiple dissemination and communication tools
- Provide facts from CASEL Program Guide
- Share the SEL program website
- Engage SEL program developer
- Ask for stakeholder input on materials and messages prior to dissemination
- Share research on SEL promoting academic achievement

Quick Videos and Resources to SELebrate the Facts:

https://casel.org/fundamentals-of-sel/how-can-you-make-the-case-for-sel/#selebrate-facts



Tips for Family and Community Engagement in SEL Priorities

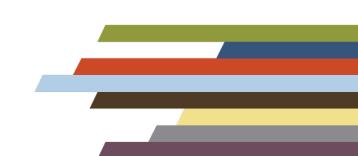
- Seek first to understand concerns
- Ask open ended questions and reflect what you hear
- Listen for language used about priorities
- Develop a shared language around prioritized skill development
 - Character skills
 - Friendship skills
 - Self-esteem
 - Respect for others
 - Academic engagement and success



Community Forum Activity

Ask: What 1 skill would you want all students to possess by the time they graduate high school to be college and/or career ready?





Addressing Concerns

Addressing Concerns

- Explore whether programs have implicit or explicit language or skill development around issues of culture/race or gender
- Partner with the community
- Make decisions with family-communityschool input and focus on the evidence of programs under consideration



Sources:

Flaherty, L. T., Garrison, E. G., Waxman, R., Uris, P. F., Keys, S. G., Glass-Siegel, M., & Weist, M. D. (1998). Optimizing the roles of school mental health professionals. *Journal of School Health*, *68*(10), 420-424. Weist, M. D., Mellin, E. A., Chambers, K. L., Lever, N. A., Haber, D., & Blaber, C. (2012). Challenges to collaboration in school mental health and strategies for overcoming them. *Journal of School Health*, *82*(2), 97-105.

Best Practices in School-Family Partnership

- Establish effective methods of two-way communication
- Offer resources to provide informational support *and* meaningful opportunities for families to participate and collaborate in SEL activities
- Initiate a collaborative relationship
- Regularly gather input about preferences and needs

Sources:

McDaniel, H. L., Schiele, B. E., Taylor, L. K., Haak, J., & Weist, M. D. (2014). Strengthening components and processes of family involvement in school mental health. In: Weist, M., Lever, N., Bradshaw, C., Owens, J. (eds) Handbook of School Mental Health. Issues in Clinical Child Psychology. Springer, Boston, MA CASEL District Resource Center (2022). Develop and Strengthen Family and Community Partnerships. https://drc.casel.org/promote-sel-for-students/family-and-community-partnerships/





Example Talking Points

- Social and emotional skills are the foundation for academic success
- Having an SEL program in place ensures consistency in curriculum
- Students have *always* learned SEL skills at school, but maybe called something else and not with a standard curriculum

Others? Please share in the chat!

MAKING THE CASE FOR SEL

5 KEY MESSAGES TO COMMUNICATE ABOUT SEL

Social and Emotional Learning (SEL) is important for all students. Schools, families, and communities work together to decide how to implement SEL based on their shared goals, priorities and needs. To begin those conversations, it's helpful to align stakeholders around a clear understanding of the definition of SEL and why it's important.



SEL SUPPORTS HEALTHY HUMAN DEVELOPMENT

<u>SEL</u> 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.

THE EVIDENCE FOR SEL IS CLEAR

SEL promotes skills that help all individuals thrive, and establishes supportive learning environments where all students feel engaged, motivated, and a sense of belonging. Decades of research demonstrate that students participating in SEL programs show improved academic performance, relationships, and behaviors.

SEL IS PART OF A HIGH-QUALITY EDUCATION

SEL implementation can take many forms but often includes building positive relationships among students and adults, dedicated time to learn social and emotional skills like goal-setting and perspective-taking, and opportunities for students to practice reflection and collaboration during academic subjects.

SEL SUPPORTS LOCAL PRIORITIES AND IS NOT ONE-SIZE FITS ALL

SEL is part of a high-quality education for all students that can support many priorities and goals, such as college and career success, civic engagement, and mental wellness. How SEL is implemented and what skills are emphasized should be driven by local decision-making and tailored to the local priorities, cultures, and needs.

SEL BRINGS SCHOOLS, FAMILIES, AND COMMUNITIES TOGETHER

When schools, families, and community partners work together to prioritize SEL, we can make sure all students have rich opportunities to learn and practice important skills that help them collaborate, solve problems, and succeed in school, college, career and life.

CASEL.ORG

https://casel.s3.us-east-2.amazonaws.com/KeyMessages SEL.pdf

This and more resources on CASEL'S page, "How can you speak up for SEL?" https://casel.org/fundamentals-of-sel/how-can-you-make-the-case-for-sel/

Resources

RESOURCES

Resources

NY Op-ed: Social and Emotional Learning in the Crossfire

It's always disheartening to observe education debates that would be best informed by evidence, research and the lived experience of teachers, parents and students instead beset by partisan agendas. The latest effort is to frame social-emotional learning as part of a <u>liberal conspiracy to brainwash our kids</u>.

Inspired by the <u>troubling crusade to stifle dialogue about race</u>, some groups are now targeting an educational approach that recognizes the connection between a student's academic achievement and his or her social and emotional skills. This agenda is especially troubling as research has demonstrated the severe impacts of the pandemic on student <u>social and emotional well-being</u>.



FEEDBACK

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National Equity Project: Equity Messaging Guidance for Districts



Resources

Toolkit: Communicating about Racial Equity in a Charged Environment

Toolkit: Communi	cating about Racial E Environment	quity in a Charged	
COALITION OF OREGON SCHOOL ADMINISTRATORS	OREGON DEPARTMENT OF EDUCATION Oregon achievestogether!	. KOTTING	
Table of Contents			
Background: Why prepare for cha	llenging conversations about racial	Lequity?	
School District Communications &	Engagement Planning Worksheet		
Effective approaches to challengin	g conversations		
Start the conversation with bo			
Continuing and ending the con		0.000	
	tions in Story, Experience, and Eng	zagement	
Sample Messages Related to Racia 4 Messages About Critical Rac			
Sample Letter to School Communi			
Tips for Media Requests			
Bridging Techniques			
Preparing Your Top 3 Message	s for Media		
Scenario Recommendations for Ad	dvancing Racial Equity		
Additional Resources			
Background: Why prepare for	or challenging conversati	ions about racial equity?	
All around the U.S. and in the state, co	nuorrations are happoning around	racial equity in practice in schools. Bei	ing
responsive and setting clear expectation	ns for what students will experien	ce in the classroom can be beneficial to	to
relationships in the school community. towards racial equity through tensions			
student feels welcome and a sense of t			
This toolkit is designed to support com	munications related to racial equit	w including but not limited to the curr	ent
politically charged moment involving C	ritical Race Theory. This is not desi	igned to be a Critical Race Theory 101,	
you can find some background informa	tion on that topic in Additional Re	esources.	

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NASP: The Importance of Addressing Equity, Diversity, and Inclusion in Schools

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CASEL: How can you speak up for SEL?

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Home > Fundamentals of SEL > How Can You Speak Up for S In this political climate, students need SEL champions more than ever.	SEL?			
 The majority of students, teachers, and families agree: Social and emotional learning in schools. SEL is driven by what the research says, what families want, and what is best for children on any side. But when political agendas are prioritized over children's healthy developed losing out on an education that will help them succeed in school and in life. Communities across the political spectrum recognize that all students deserve a high-op that fully supports their social, emotional, and academic learning. Unfortunately, a lack of and misinformation is causing confusion. Now is the time for brave thinkers and tireless doers to speak up for SEL. Below you'll find help you champion the facts, take action, and connect with schools, families, and commet <u>#SpeakUpforSEL</u> Our children deserve nothing less than an education that SELebrates them. Looking for additional guidance to champion SEL in your communities via our form 	n – not by politics ent, students risk uality education if understanding nd resources to unities.		and key settings? Five facts: What do learning really mea	e core competencies bes social and emotional in? d Emotional Learning Action ce rials Il Media Posts Voices
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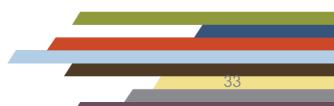


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Q & A





Southeast (HHS Region 4)

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