The Power of Social and Emotional Learning: Strategies for Success

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Embracing Resilience Consulting

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SAMHSA
Substance Abuse and Mental Health
Services Administration

Mountain Plains (HHS Region 8)

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

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.

Stay Connected

Scan this QR code to follow us on Instagram, LinkedIn, Twitter, and Facebook. You can also join our e-mail newsletter!

SCAN ME

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

Adapted from: https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf

The Power of Social and Emotional Learning: strategies for success
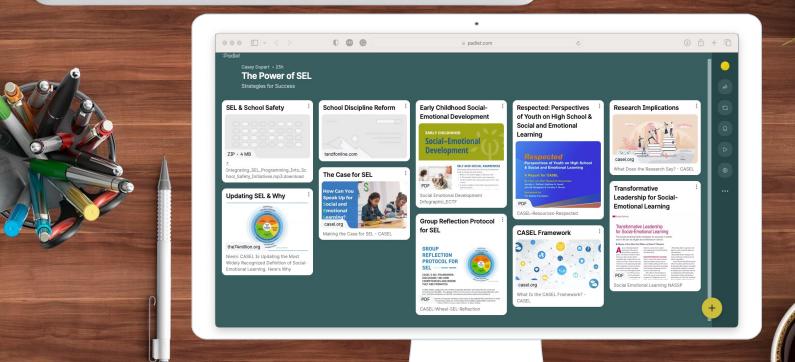
Housekeeping

> Feel free to raise your hand

> Please utilize the chat box

> To start off: Put your name, location and a 2 word check-in in the chat box

Please join the padlet for resources.

Here's the link:
https://padlet.com/casey_dupart/the_Power_of_SEL

https://padlet.com/casey_dupart/the_Power_of_SEL

Hello!

Casey Dupart, MA, MS, BCBA, LBA, CCTP

EMBRACING
RESILIENCE

Consulting

Topics we will discuss

- Mental Health
- Social and Emotional Learning (SEL)
- Multi-Tiered System of Supports
- Positive Behavioral Interventions and Supports (PBIS)

- Functional Behavior Assessments (FBAs)
- Behavior Intervention Plans (BIPs)

1 in 5 children & adolescents experiences a mental health problem

Up to 80% do not receive treatment they need due to stigma and lack of access to resources

Youth are 6 times more likely to complete evidence-based treatment when offered in schools.

So what is it?

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

- Includes core competencies below:

- Self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making

- https://casel.org/

Self-Awareness

- Understand one's own emotions, thoughts, and values and how they influence behavior across contexts

Self-Management

- Manage one's emotions, thoughts, values & behaviors in different situations and to achieve goals and aspirations

Social Awareness

- Understand the perspectives of & empathize with others, including those from diverse backgrounds

Relationship Skills

- Establish and maintain healthy, supportive relationships and effectively navigate settings with diverse individuals/groups

Responsible Decision-Making

- Make caring and constructive choices about personal behavior and social interactions across diverse situations

Tell Me More

> More than simply teaching skills through stand-alone lessons

> Systemic approach across settings

> Cohesive approach to learning

> Needs to be a part of **school culture**

Social and emotional Learning benefits students

"SEL programs appear to have as <u>great</u> a long-term impact on academic growth as has been found in programs designed specifically academic learning"

Academics

Mental Health

Skills Development

School Climate
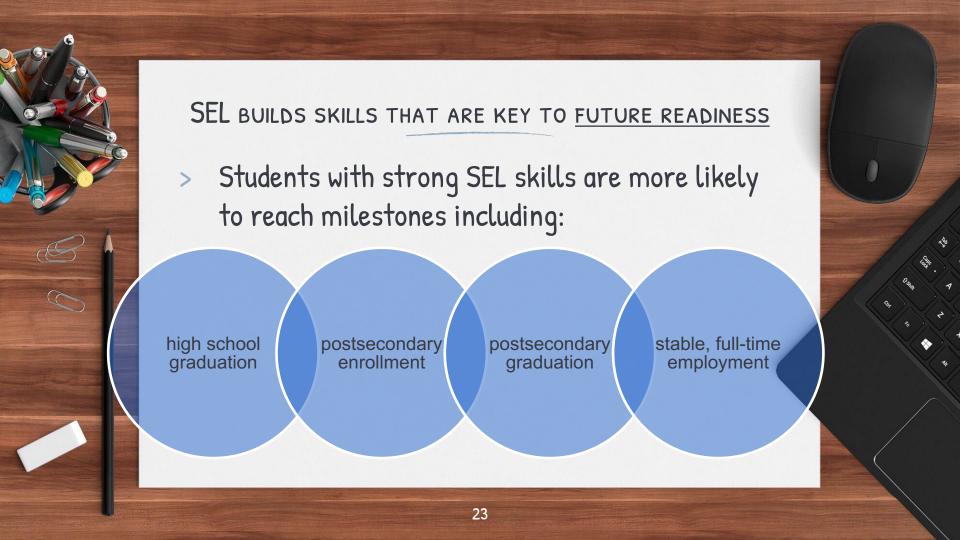
Mahoney, Durlak, Weissberg (2018)

SEL HELPS FOSTER PROTECTIVE FACTORS

> This mitigates the effects of mental health challenges
  - Responsive relationships
  - Emotionally safe environments
  - Skills development
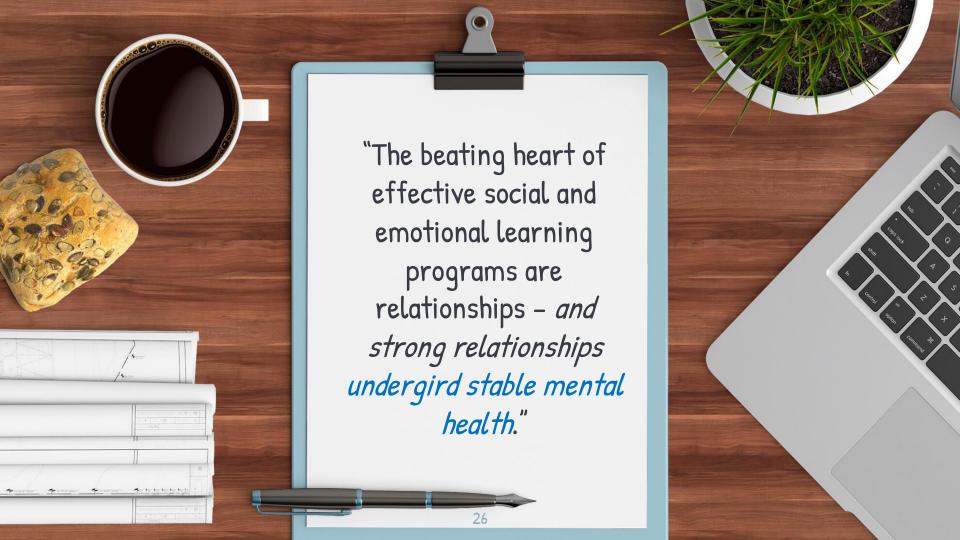
SOCIAL AND EMOTIONAL LEARNING IMPROVES WELL-BEING
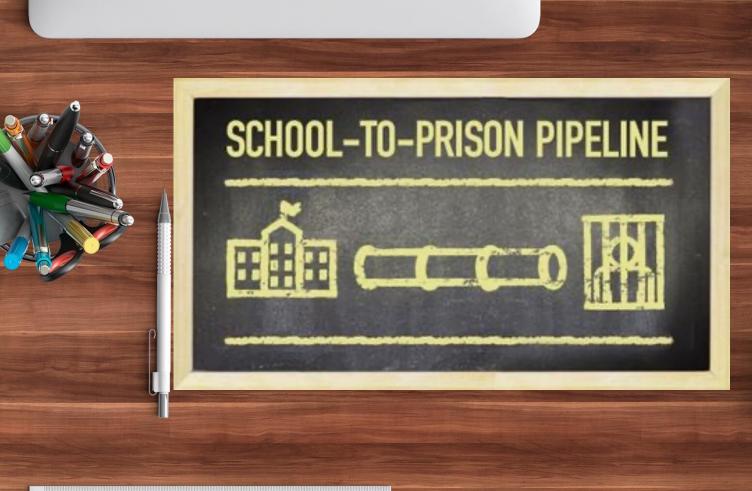
> Students experienced
- Decreased emotional distress
- Fewer externalizing behaviors
- Improved prosocial behaviors

> Social and emotional learning can also reduce symptoms of depression and anxiety in the short term

SEL BUILDS SKILLS THAT ARE KEY TO FUTURE READINESS

> Students with strong SEL skills are more likely to reach milestones including:

high school graduation

postsecondary enrollment

postsecondary graduation

stable, full-time employment

SEL Improves SCHOOL CLIMATE & SAFETY

> Students participating in SEL report:

- Stronger feelings of inclusion, belonging & connection

- Greater classroom support

- Better relationships with teachers

- Increased sense of safety

- Better attitudes about school & others

R

Reflect

> What does your
current SEL supports
look like?

"The beating heart of effective social and emotional learning programs are relationships – *and strong relationships undergird stable mental health*."

SCHOOL-TO-PRISON PIPELINE

BE MINDFUL OF THE SCHOOL TO PRISON PIPELINE
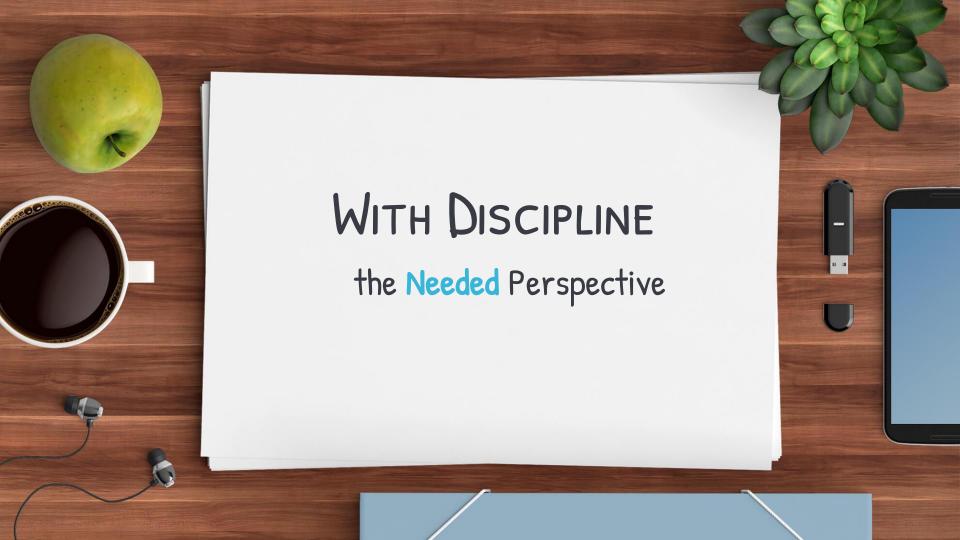
School policies & practices that lead students out of regular school environment into more restrictive settings (juvenile justice system & alternative education programs)

- Significant disproportionality in the use of out-of-school suspension specifically in children of color & children with disabilities
- Discipline is more utilized for students of color despite engaging in the same behavior as white peers
- "Black Escalation Effect" (Okonofua & Eberhardt, 2015)

What can we do if we have an __active__ pipeline?

Incorporate Cultural Responsiveness

- Evaluate all school discipline strategies, so they have a beneficial impact on student behavior & school safety

- Replace one size fits all disciplinary strategies with graduated systems that align with an infraction level

- Increase educator training in culturally responsive classroom behavior management & instruction

- Conduct systematic efficacy research to compare outcomes with & without zero-tolerance policies & practices

- Increase positive representation of people of color throughout building

With Discipline

the Needed Perspective

"What's wrong with you?"

"What happened to you and how can we help?"

Anytime an operating system – like a school or a curriculum – **consistently fails a specific subset of people**, there is not **something wrong with the people** (in this case, children).

There is something *wrong* with the *system* – the institution or the curriculum.

> Reflect

> In which ways can you implement more **cultural responsiveness**?

Remember to Include Adult SEL

78% of educators say their top concern today is the mental health of <u>their</u> peers
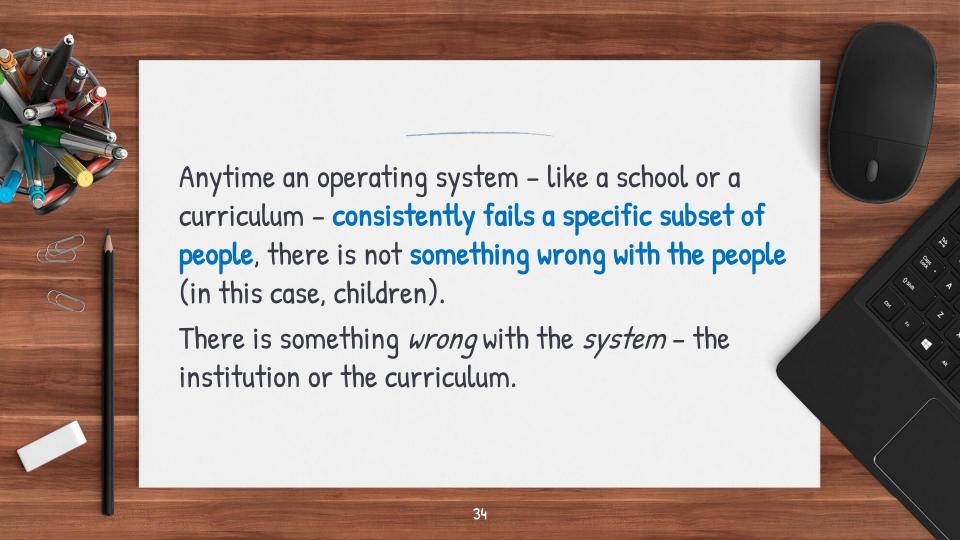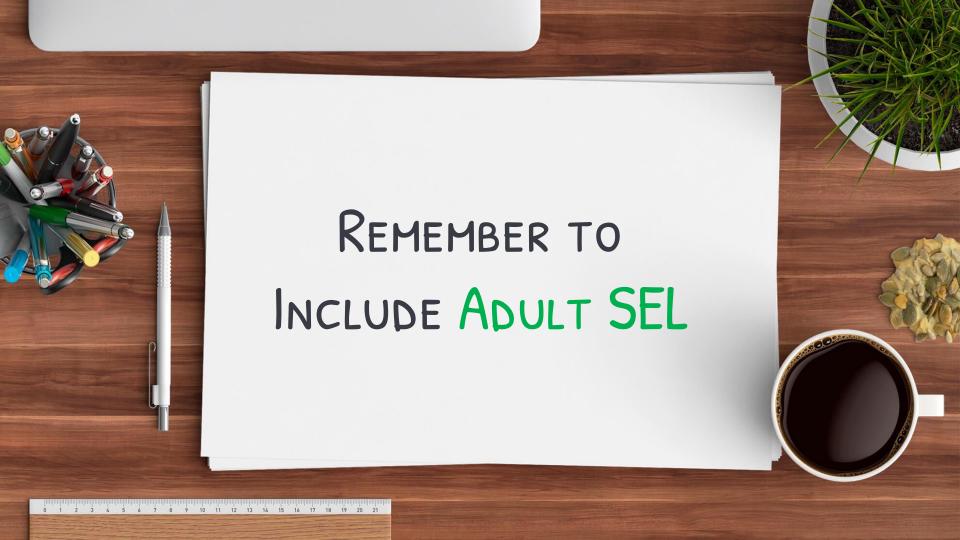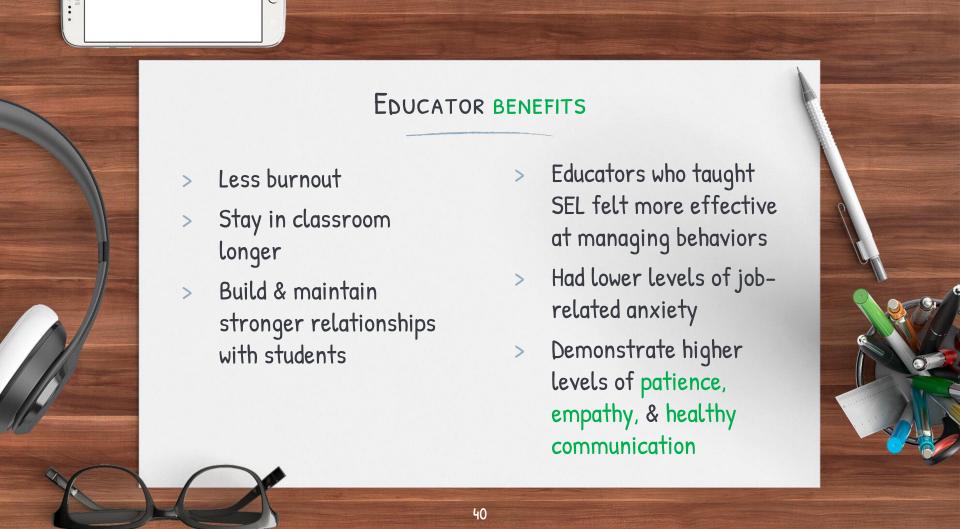
Educator Confidence Report 2022

ADULT SEL

> **Intentional and explicit attention** to supporting adult SEL

> Educators' social and emotional competence (SEC) is linked to well-being & SEC of children & youth

- *critical* for implementation of SEL programs & practices

Adult sel
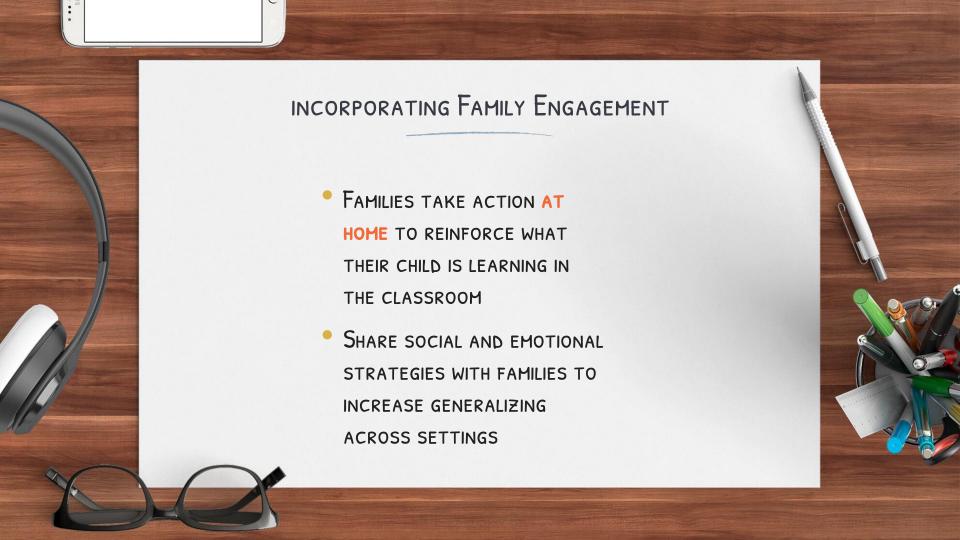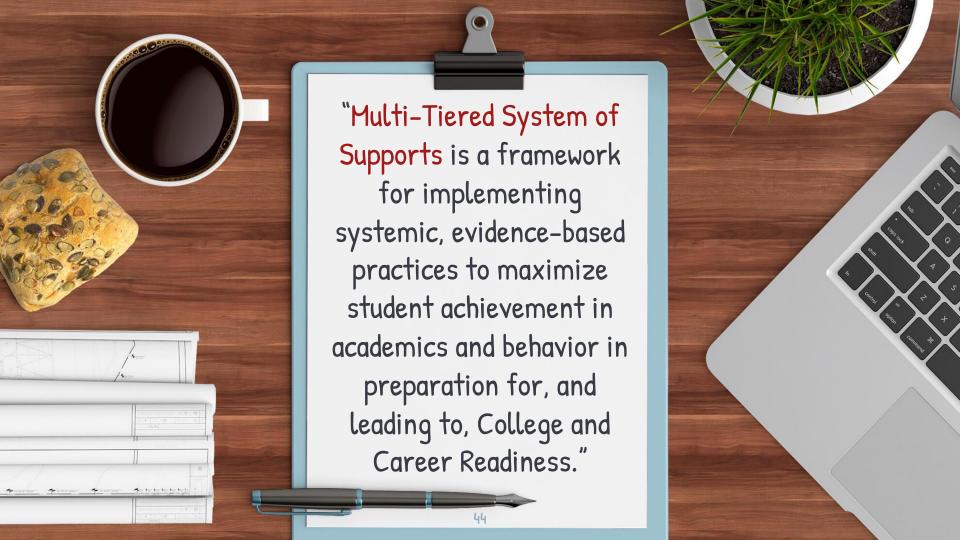
> Educators' social & emotional skills are **malleable** and can be promoted through **evidence-based programs**

> Integrating SEL into educator preparation is <u>essential</u> for scaling SEL into classrooms

Educator BENEFITS

- Less burnout
- Stay in classroom longer
- Build & maintain stronger relationships with students

- Educators who taught SEL felt more effective at managing behaviors
- Had lower levels of job-related anxiety
- Demonstrate higher levels of patience, empathy, & healthy communication

Remember to ENGAGE Families

Incorporating Family Engagement

- Families take action **AT HOME** to reinforce what their child is learning in the classroom

- Share social and emotional strategies with families to increase generalizing across settings

What is mtss?

"**Multi-Tiered System of Supports** is a framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for, and leading to, College and Career Readiness."

MTSS Breakdown

Tier 3
(Intensive Instruction)
5% of Population

Tier 2
(Targeted Instruction)
15% of population

Tier 1
(Universal Instruction)
80% of Population

How can MTSS help

ME?

- > Improves learning outcomes for <u>all</u> students

- > Enhances instruction and <u>alignment</u> of curricula across general and special education

- > Fosters positive <u>school climate</u>, safe learning environments, and equitable practices

- > Prevents unnecessary special education evaluations through problem solving

- > Effectively integrating services to address academic achievement, social and emotional, mental and behavioral health needs of students

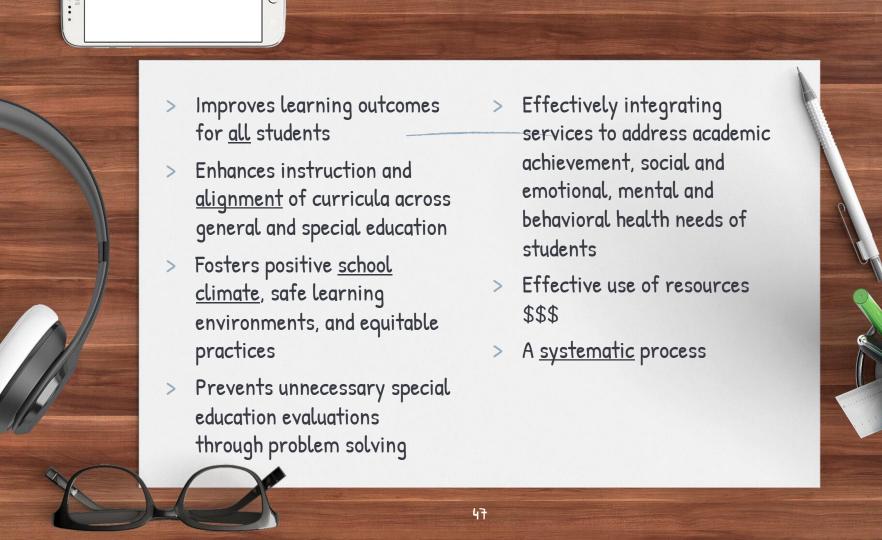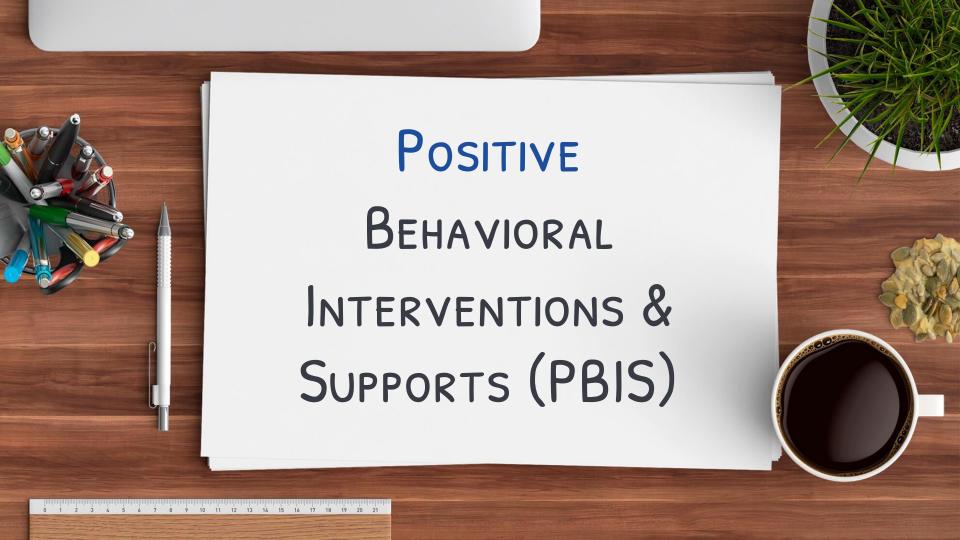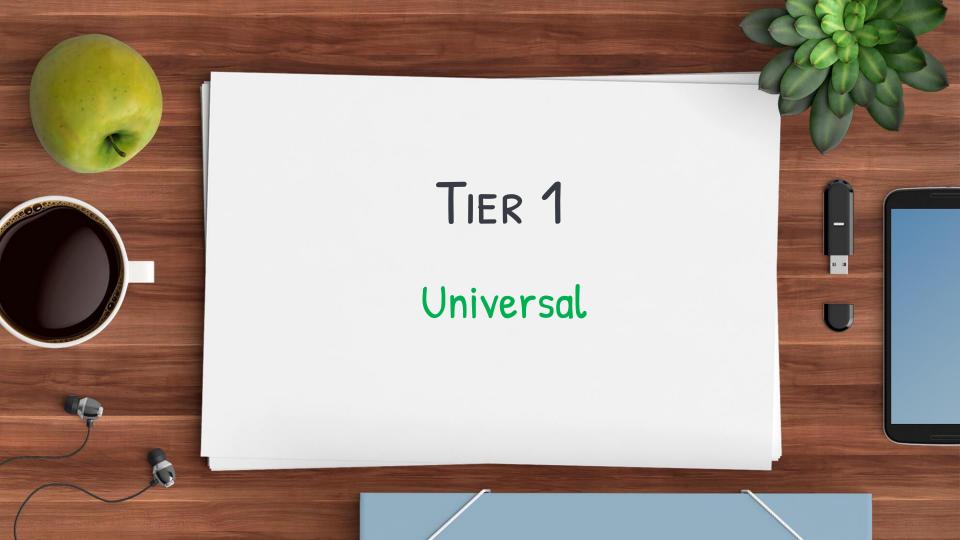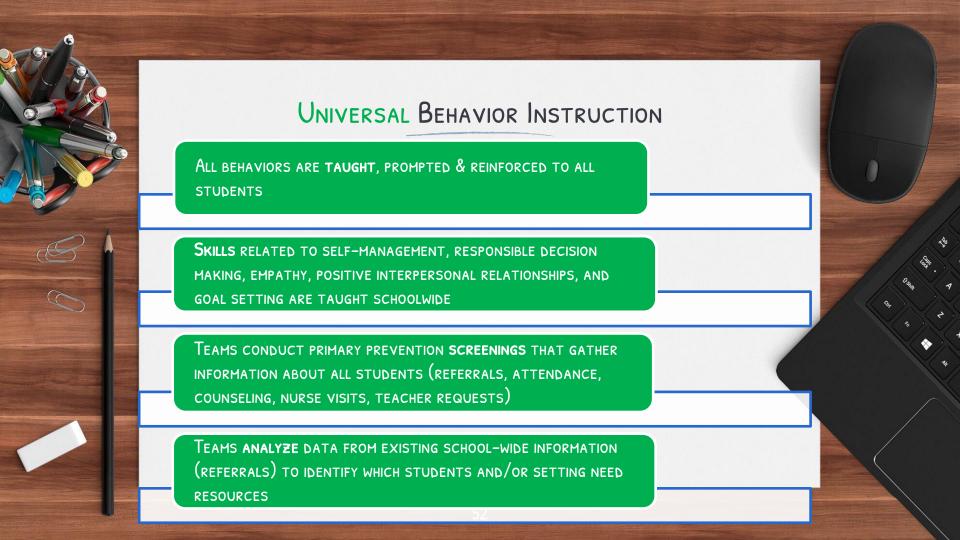- > Effective use of resources $$$

- > A <u>systematic</u> process

PBIS

> Based on problem-solving model

> Prevents inappropriate behavior through teaching & reinforcing appropriate behaviors

> Significantly reduces student suspensions, office discipline referrals, tardiness, unexcused absences, bullying, and feelings of rejection among students

Tier 1

Universal

CLASSROOMS ARE KEY

> Students spend the <u>majority</u> of their time in classrooms

> Students can learn and practice SEL/PBIS through explicit instruction, trusting relationships & academic integration

Universal Behavior Instruction

All behaviors are **TAUGHT**, prompted & reinforced to all students

SKILLS related to self-management, responsible decision making, empathy, positive interpersonal relationships, and goal setting are taught schoolwide

Teams conduct primary prevention **SCREENINGS** that gather information about all students (referrals, attendance, counseling, nurse visits, teacher requests)

Teams **ANALYZE** data from existing school-wide information (referrals) to identify which students and/or setting need resources
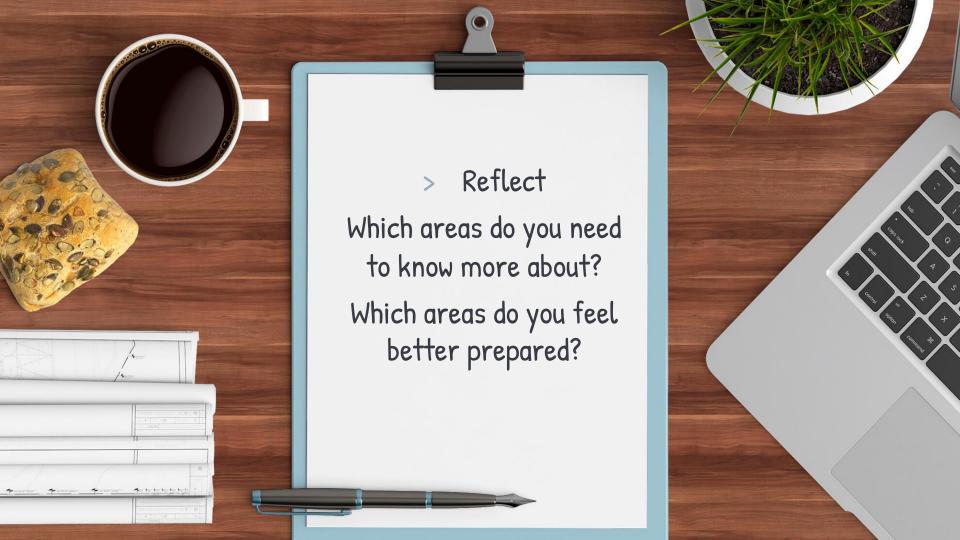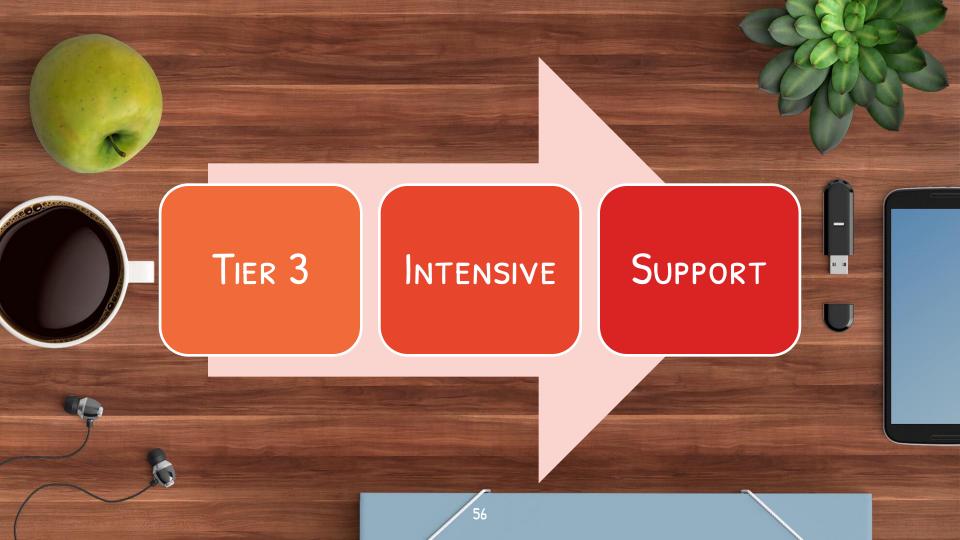
Tier 2 Targeted Support

Targeted Environmental Adjustments & Social Behavior Instruction

> School personnel use additional assessments such as rating scales, observations, or interviews

> Teacher practices **modified to meet student** needs

> **Small group & individualized behavior** supports are provided to improve students' behavior & social skills

> Regular communication with parents

> **Progress is regularly monitored** with student-specific measures such as direct behavior ratings & daily report cards
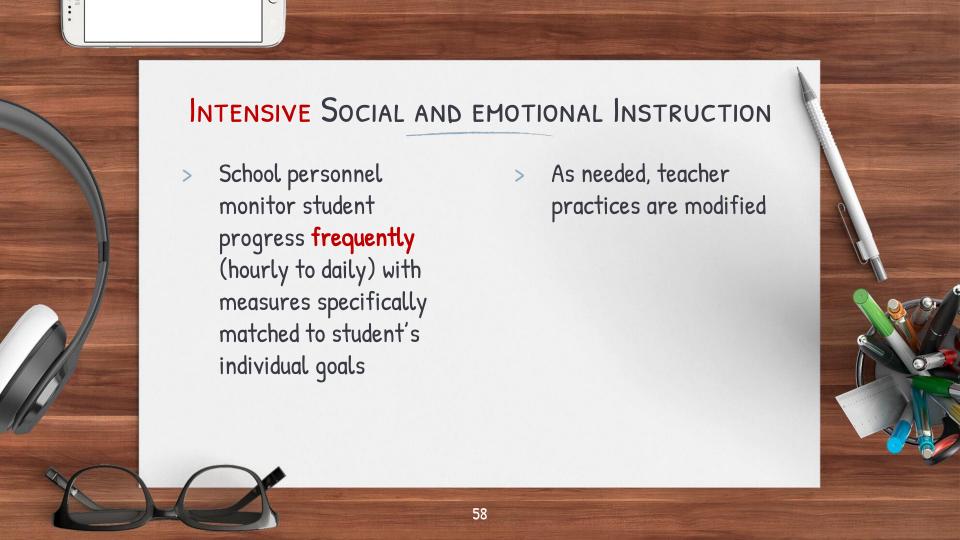
> Reflect

Which areas do you need to know more about?

Which areas do you feel better prepared?

Tier 3   Intensive   Support

Intensive Social and emotional Instruction

> Behavior interventions are **individualized** and may be provided by specialized personnel

> As needed, **functional behavior assessments**, are conducted to determine environmental factors that maintain the behavior

> **Wraparound support** that involves collaboration between school & community service providers

Intensive Social and emotional Instruction

> School personnel monitor student progress **frequently** (hourly to daily) with measures specifically matched to student's individual goals
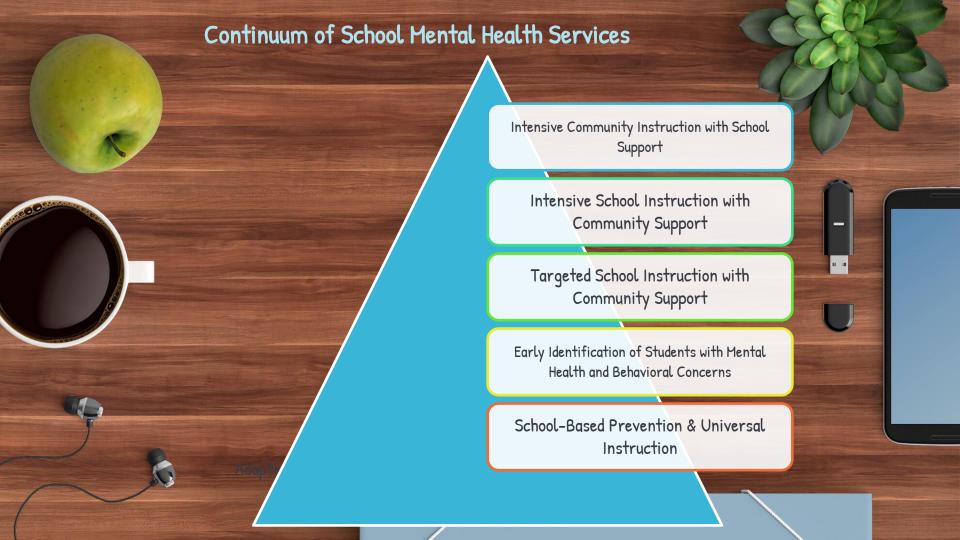
> As needed, teacher practices are modified
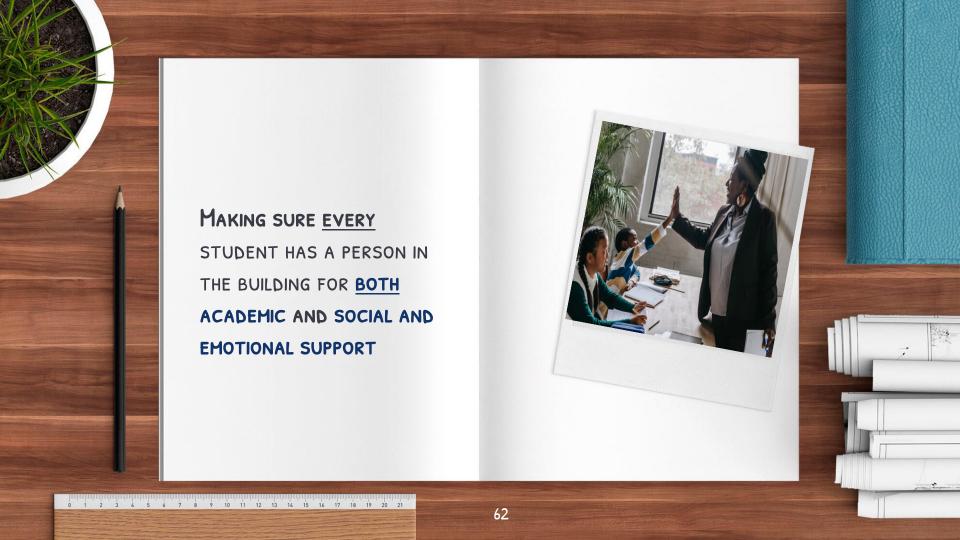
Intervention considerations

> Interventions should be:
  - Linked to functional assessment/problem analysis results
  - *Planned* before they are executed
  - **Acceptable and realistic**
  - Produce meaningful results
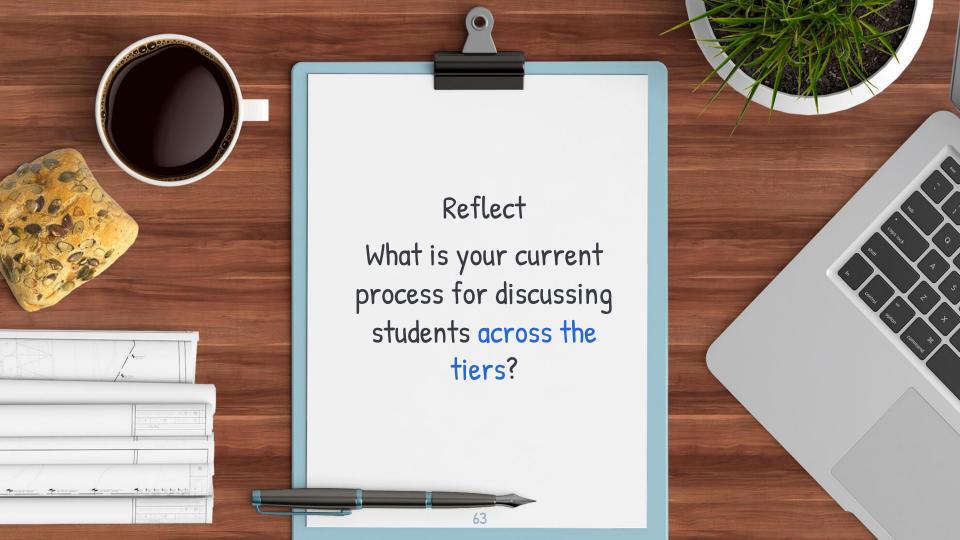 - Be taught to educators and students <u>before</u> implementation

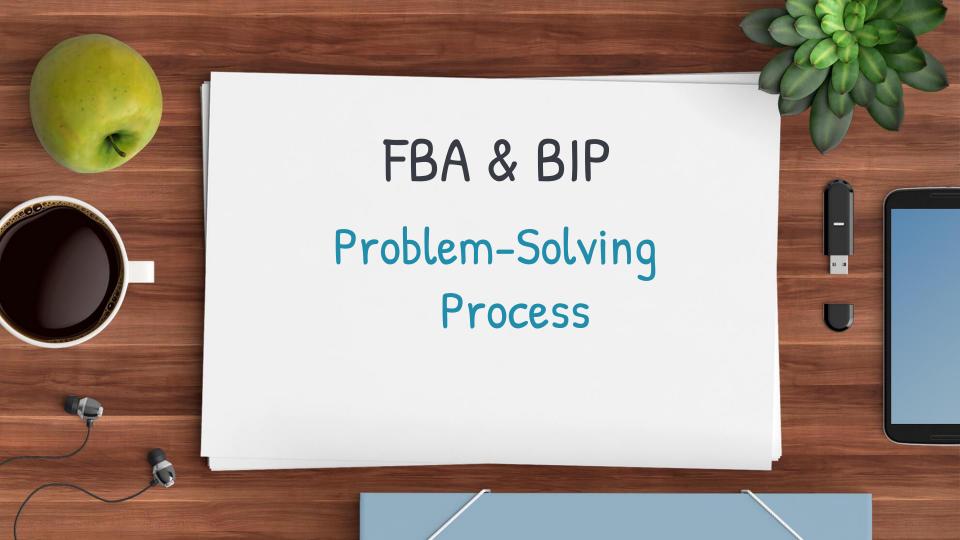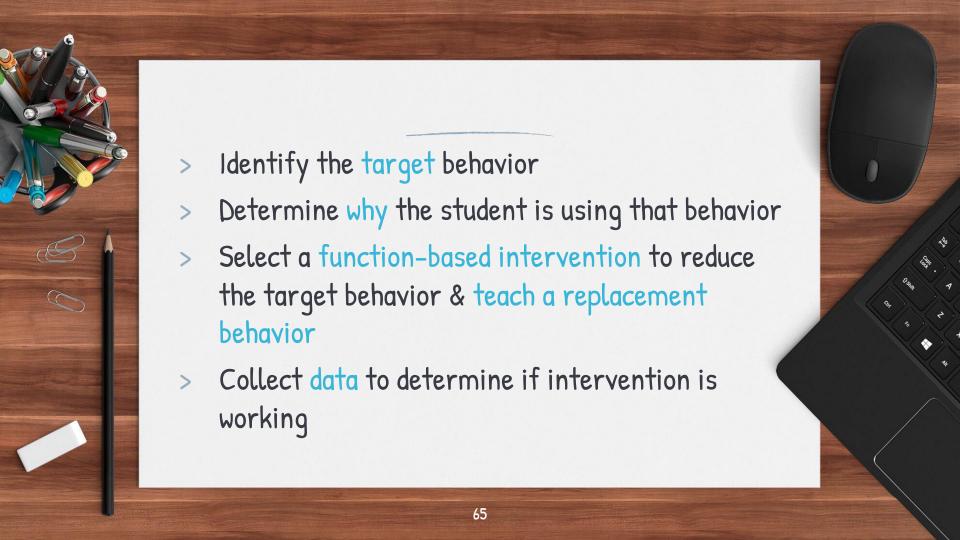# Intervention considerations

> Be implemented with integrity and intensity

> Be useful for other students whenever possible

> Focus on changing behaviors **not treating diagnostic labels, categories, or conditions**

> **Follows** a Response to Instruction Model & Prevention oriented

> Be delivered in the **least restrictive** environment and setting of origin

Continuum of School Mental Health Services

Intensive Community Instruction with School Support

Intensive School Instruction with Community Support

Targeted School Instruction with Community Support

Early Identification of Students with Mental Health and Behavioral Concerns

School-Based Prevention & Universal Instruction

Adapted

Making sure _every_ student has a person in the building for **both** academic and social and emotional support

Reflect

What is your current process for discussing students across the tiers?

FBA & BIP

Problem-Solving Process

> Identify the target behavior

> Determine why the student is using that behavior

> Select a function-based intervention to reduce the target behavior & teach a replacement behavior

> Collect data to determine if intervention is working

FBA INVOLVES INDIRECT & DIRECT METHODS

Indirect

> Structured Interviews with teachers, parents, caregivers, & student

> Rating scales

> Checklists

> Questionnaires

> Record & Data Reviews

Direct

> Antecedent – Behavior – Consequence recording

> Scatter plots

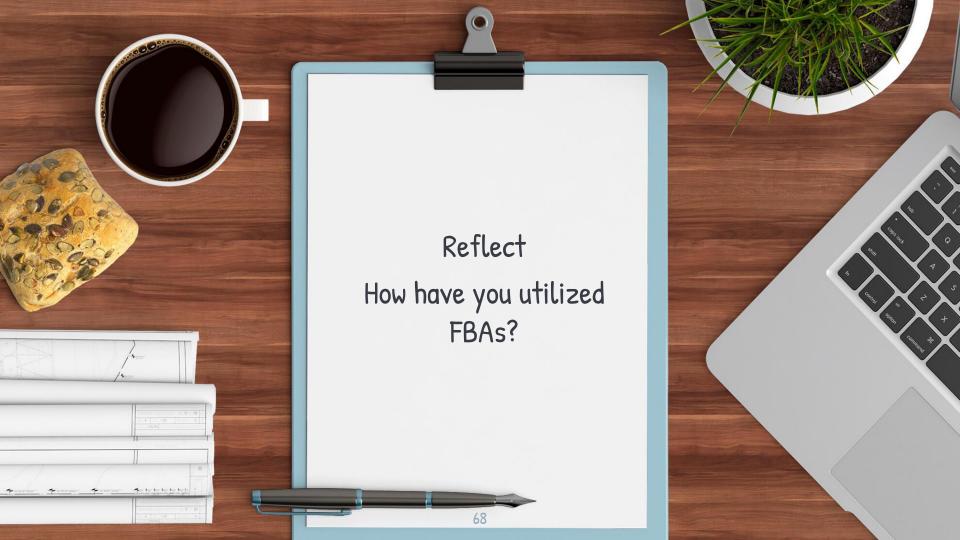> Observing the problem behavior(s) in natural environment

ABC Data

Antecedent

> Activity/event occurring before the behavior
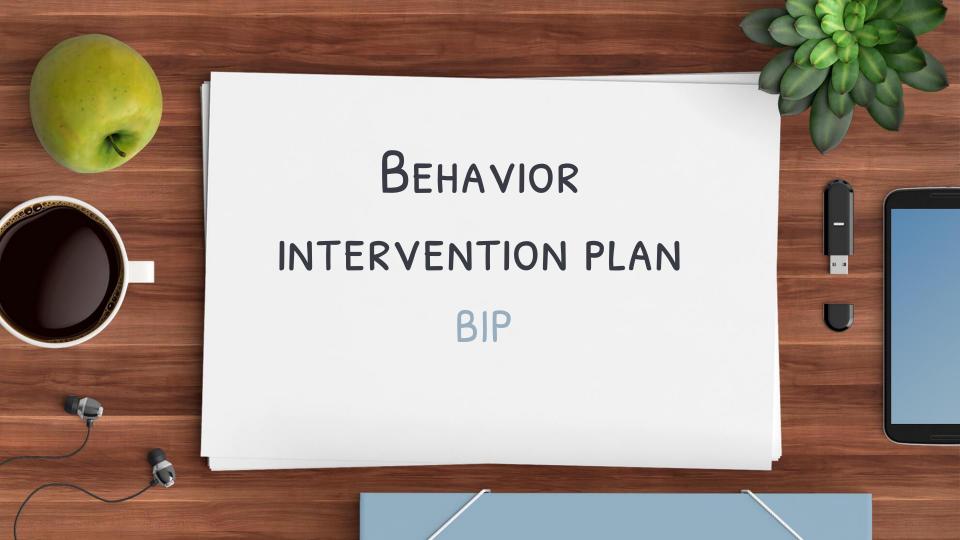
> Example : Time for Alyssa to work

Behavior

> The action or the reaction of the person

> Example: Alyssa begins throwing materials

Consequences

> Events that typically follow the behavior

> Example: Teacher removes Alyssa's work materials

Reflect

How have you utilized
FBAs?

Behavior intervention plan

BIP

BIP Development

> Develop clear & measurable definition of target behavior

> Identify & plan for teaching more acceptable replacement behaviors that serve the same function of target behavior

> Determine antecedent & setting events that lessen the likelihood of the target behavior
  - Curriculum and/or instructional strategies

> Final Reflection

What are some possible next steps?

Any Questions?

EMBRACING RESILIENCE

Consulting

You can find me @_embracing_resilience_
and cdupart@embracingresilience.org

Thanks!

Upcoming Trainings

1. **PREPaRE Workshop** (Workshops 1 & 2)
   In-Person: Salt Lake City, Utah
   Dates: 4/24 (Workshop 1); 4/25-4/26 (Workshop 2)

2.

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THANK YOU!

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