



Building a Framework for Success:

Bringing social and emotional learning to schools

Caitlin Simmons and Kim Williams

What is SEL?



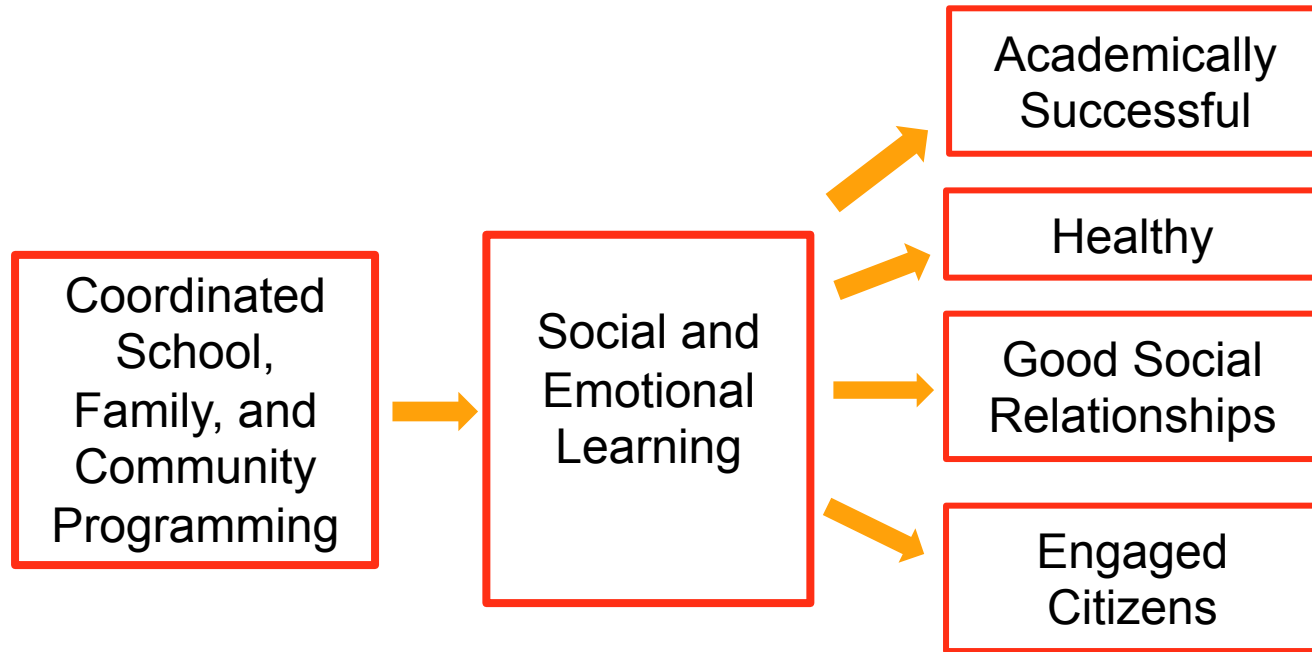
SEL and Educational Disparity

The brains of our children are constantly being shaped, literally molded by experience, both negatively and positively. We must take the reins and promote positive brain changes by cultivating healthy social-emotional habits.



Neuroplasticity

SEL Conceptual Framework

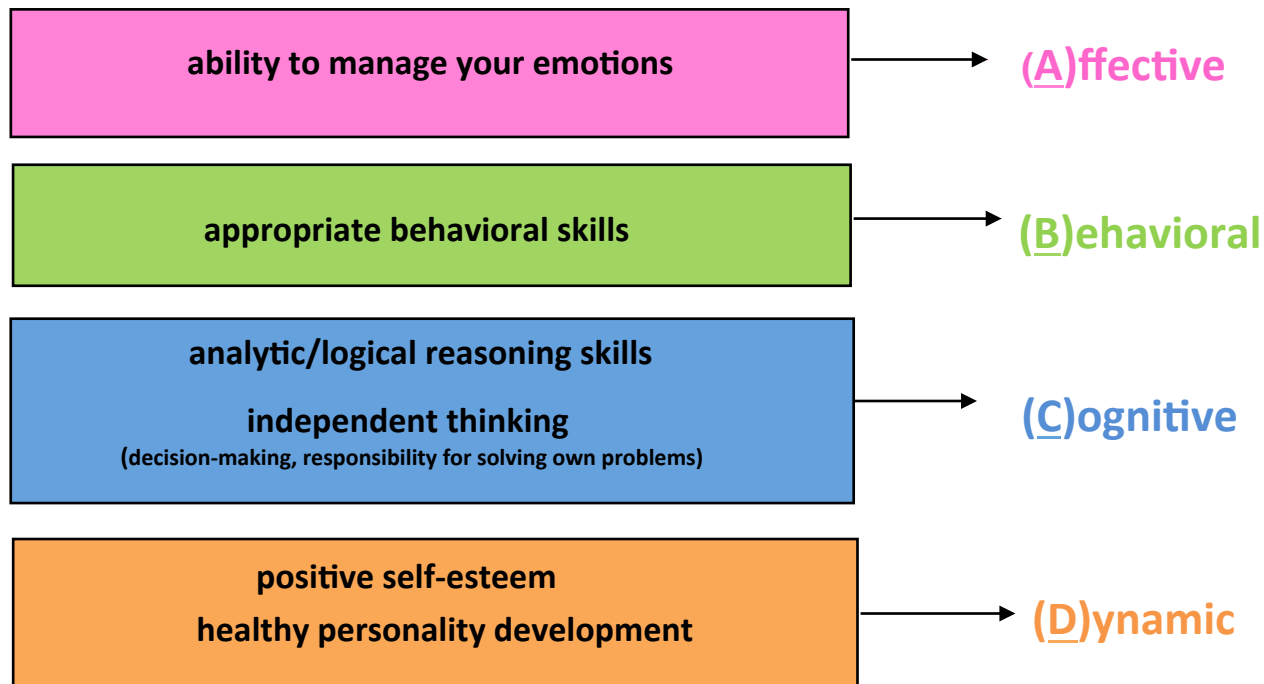


Sulphur Springs Community School-Sulphur Springs Neighborhood of Promise



ABCD Model of Development

Developmental Model of Components Necessary for Successful Coping & Adaptation



Implementing an SEL Program

Key Components for Quality PATHS® Implementation

- Administrative support
- Training of teachers
- Training of support staff
- Parent engagement
- Evaluation/Fidelity monitoring
- Lessons
- Modeling
- Generalization & Reinforcement
- Common Language
- Whole School Approach

Where the rubber meets the road at Sulphur Springs Community School

2014-15

- Started by working with the summer YMCA lessons and support.
- Teacher training.
- Lessons taught two days per week.
- Fidelity checks for quality of implementation.
- Regular meetings with grade level leaders and professional learning communities.
- Observations.
- Teacher coaching.
- Lesson modeling.
- SEL Assessment.
- Parent engagement.

2015-16

- Summer YMCA lessons and support.
- Teacher training. (New and returning)
- Every day from 8:00-8:20am will be SEL.
- Regular meetings with grade level leaders and professional learning communities.
- Attending staff meetings to share data and highlights.
- Observations.
- Teacher coaching.
- Lesson modeling.
- SEL Assessment.
- Parent engagement.

Mini-DESSA Results

CATEGORY	DESCRIPTION	NUMBER OF STUDENTS	SULPHUR SPRINGS		NATIONAL NORMS
			PRE (N=598)	POST (N=461)	
STRENGTHS	SUPPORT AND SUSTAIN SEL SKILLS	108	19%	23%	16%
TYPICAL	BENEFIT FROM UNIVERSAL STRATEGIES TO PROMOTE SEL	238	53%	52%	68%
NEEDS	INDIVIDUALIZED PLAN TO ASSIST CHILD IN DEVELOPING SEL SKILLS	115	28%	25%	16%

Impacts

- **Better academic performance:**
 - achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction (Durlak, Weissberg, et al.)
 - 3rd to 6th graders who completed the PATHS program were more likely to achieve basic proficiency in reading, writing, and math. (Schonfield)
- **Fewer negative behaviors:**
 - decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals.
- **Reduced emotional distress:**
 - fewer reports of student depression, anxiety, stress, and social withdrawal.
- **Improved attitudes and behaviors:**
 - greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.
- **Economic benefits:**
 - \$15 return on \$1 invested in terms of reduced corrections costs, welfare, and social services, drug and mental health treatment, and increased employment and tax revenue.

Discussion

- **Think about:**

Are social-emotional needs being met while children are at school?

- **Discussion Questions:**

What would children need to feel supported socially and emotionally while at school?

What barriers exist?

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

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