Selecting Social and Emotional Learning Programs

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Today’s Objective

To improve participants’ consumer knowledge related to selecting one or more SEL programs for use in his/her school or district.
What Is Social-Emotional Learning?

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 positive relationships, and make responsible decisions (CASEL, 2016).
CASEL Core Competencies
Self-Awareness

Broad Ability:
Recognize, understand, and manage one’s emotions, values, strengths, and limitations

Narrow Abilities:
• Accurate self-perception
• Identifying emotions
• Recognizing strengths
• Sense of self-efficacy & optimism
• Recognizing how thoughts, feelings, and actions are interconnected
Self-Management

Broad Ability:
To set goals and manage emotions and behaviors in order to achieve them.

Narrow Abilities:
• Impulse control
• Delay of gratification
• Stress management
• Self-discipline/control
• Perseverance
• Goal setting
• Organizational skills
Social Awareness

**Broad Ability:**
Show understanding for others.

**Narrow Abilities:**
- Ability to understand, empathize, and feel compassion for those with different backgrounds or cultures
- Understanding social norms for behavior
- Recognizing family, school, and community resources and supports
Relationship Skills

Broad Ability:
Form positive relationships and deal effectively with conflict.

Narrow Abilities:
- Establish and maintain healthy and rewarding relationships
- Act in accordance with social norms
- Communicate clearly
- Listen actively
- Cooperate
- Resist inappropriate social pressure
- Negotiate conflict constructively
- Seek help when it’s needed
Responsible Decision-Making

Broad Ability:
Make ethical, constructive choices about personal and social behavior.

Narrow Abilities:

● Make constructive choices about personal behavior and social interactions across diverse settings
● Consider ethical standards, safety concerns, accurate behavioral norms for risky behaviors, health and well-being of self and others, and to make realistic evaluation of various actions’ consequences
Before describing SEL programs, what assumptions are we making?

- You’ve taken a **needs assessment** and found a need to address social and emotional skills in your school/district.
- You thought about all the ways that a school/district can address social and emotional skills and decided that an SEL program is the right fit (see webinar 1 for all this!)
- Your school/district does not already have the appropriate resource to fill the identified need.
Your school or district has decided to adopt an SEL program because...

- SEL programs may help...
  - Encourage the use of similar language across teachers/adults
  - Reduce the amount of staff time spent on materials development or lesson plan development
  - Include PD for teachers who may initially feel uncomfortable with teaching SEL
  - Have quasi-experimental or experimental evidence that they work as intended, when implemented with fidelity
How do you find SEL programs?

• It’s not hard to find programs that purport to address SEL...conferences, websites, door-to-door marketers
• A new consumer problem: Too many choices!
• *How do you pick??*
• Fortunately, there is help!
How do you narrow down your options?

- Get exposed to lots of choices (today is a good start!)
- Call program developers. They are usually very helpful and will share example materials with you or give you special access to preview their online resources.
- Take your time deciding!
Using a thoughtful decision-making process to decide what program is best for you

- Rely on the resources built to support you:
  - Many organizations have worked to evaluate and catalog programs to help you decide
Using a thoughtful decision-making process to decide what program is best for you

SAMHSA National Registry of Evidence-Based Programs and Practices (NREPP): Provides descriptions of and rates evidence for various interventions related to substance use and abuse and mental health problems
http://www.nrepp.samhsa.gov

Collaborative for Academic, Social, and Emotional Learning (CASEL): Guide to Effective Social and Emotional Learning Programs
http://www.casel.org/guide/

OJJDP Model Programs Guide: Provides descriptions of and rates of evidence for youth oriented interventions, many which are relevant to the preventions of substance use and abuse
http://www.ojjdp.gov/mpg/

IES What Works Clearing house: Over 10,000 searchable studies from the Institute for Education Sciences
http://ies.ed.gov/ncee/wwc/

Best Evidence Encyclopedia: Summaries of scientific review and studies for John Hopkins
http://www.bestevidence.org/
CASEL GUIDES

Effective Social and Emotional Learning Programs
Preschool and Elementary School Edition

2015 CASEL Guide
Effective Social and Emotional Learning Programs
Middle and High School Edition

Collaborative for Academic, Social, and Emotional Learning

Access the guides at www.casel.org
If you already have a program in mind, ask these questions:

- What CASEL competencies does the program target? One, two....all?
- What age group does it cover?
- Were the students I work with represented in the validity studies for the program?
- What staff training is needed and how often is staff training needed?
- How frequently do the program’s lessons need to be implemented?
- What is the cost? Is the cost recurring?
Disclaimer

• I will be drawing attention to several SEL programs throughout the rest of this presentation.
• The list of programs I’ll be going over with you is not exhaustive.
• Presentation of a program in this presentation is not necessarily an endorsement of the program.
• I have no financial or personal interest in any SEL Program presented herein.
SEL programs come in all shapes and sizes

• SEL curricula organized around explicit instruction on SEL skills
  » Narrow Band SEL Curricula
  » Broad Band SEL Curricula

• Academic curricula embedded with SEL skills
  » English Language Arts
  » History/Social Studies

• Curricula targeting whole-school reform
Some high quality strategies exist outside of SEL curricula.

- morningsidecenter.org
- Teachingchannel.org
- Edutopia.org
- eleducation.org
WARNING

• Don’t assume that you will end up purchasing only one program.
• You are likely to need more than one program to suit your district/school needs.
Don’t pick a program by yourself.

• Think about who in your school/district needs to be part of the conversation.
  » Who is going to implement the program?
  » Who is going to be exposed to the program? Students? Parents/Family Members? Staff?
• You may need to pilot test several programs to get a sense of what is going to work well for your context.
• You might also decide to give the people asked to implement the program a choice between two or three vetted and approved programs
Programs vary along so many dimensions...

- Suitability for ages and grade levels
- Suitability for MTSS Tiers
- Suitability for use in different academic disciplines
- Emphasis on one or more SEL broad abilities
- Attention to languages other than English
- Parent training capacity
- Suitability for rural v. urban settings
- Suitability for particular subgroups of students
Programs Vary by Suitability for Different Ages and Grade Levels
Programs Vary by Suitability for different MTSS Tiers
Second Step
CBITS

Cognitive Behavioral Intervention for Trauma in Schools

School Crises
Please click here for more information about helping students through school crises.

CBITS At-a-Glance
The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.

CBITS has been used with students from 5th grade through 12th grade who have witnessed or experienced traumatic life events such as community and school violence, accidents and injuries, physical abuse and domestic violence, and natural and man-made disasters.

CBITS uses cognitive-behavioral techniques (e.g., psychoeducation, relaxation, social problem solving, cognitive restructuring, and exposure).

Take a CBITS Training Course
Programs vary by their appropriateness for academic disciplines.
Facing History and Ourselves
The 4Rs Program
<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Module 1: Becoming a Close Reader and Writing to Learn</th>
<th>Module 2A: Researching to Build Knowledge and Teach Others</th>
<th>Module 3A: Considering Perspectives and Supporting Opinions</th>
<th>Module 4: Gathering Evidence and Speaking to Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td><strong>The Power of Reading</strong></td>
<td><strong>Adaptations and the Wide World of Frogs</strong></td>
<td><strong>The Role of the Foothunter around the World</strong></td>
<td><strong>The Role of the Foothunter around the World</strong></td>
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<td><strong>Central Texts</strong></td>
<td>RL - My Library Is on Fire: How Books Are Brought to Children around the World, Margaret Rosen</td>
<td>RL - Bullying of Maggie Olson, Deborah Demmert</td>
<td>RL - The Story of Water on Earth, Richard Bronson</td>
<td>RL - The Story of Water on Earth, Richard Bronson</td>
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<tr>
<td><strong>Grade 4</strong></td>
<td><strong>Topic</strong></td>
<td><strong>Interdependent Roles in Colonial Times</strong></td>
<td><strong>Simple Machines: Force and Motion</strong></td>
<td><strong>The Importance of Voting</strong></td>
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<td><strong>Central Texts</strong></td>
<td>RL - The Prodigal: The Anasse Inad Dayr, Mary Singular</td>
<td>RL - The Reading Community: Frontiersmen, Anne Barlow</td>
<td>RL - Simple Machines: Forces in Motion, Ben Rosenau</td>
<td>RL - The State of War, Lydia Horseshoe</td>
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<td><strong>Grade 5</strong></td>
<td><strong>Topic</strong></td>
<td><strong>Biodiversity in Maintaining the Western Hemisphere Culture</strong></td>
<td><strong>Natural Disasters in the Western Hemisphere</strong></td>
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*This plan is a sample of a complete list of standards assessed (including the writing process and language standards). This plan shows the full-length books all students read, a few key articles, see separate document “Grade Books and Other Resources” for a complete list of resources needed in order to implement the modules.

* ELA has been revised by NYSED. The revised version will be posted in summer 2014. The Prodigal: The Anasse Inad Dayr will continue to be used as a central text. The Reading Community Quiz has been added as a read aloud. Unit 3a, Data 1-3 will no longer be a required text for this module. It will be an optional independent read with an independent reading guide. There will also be several new lessons for in-class discussions.

* The ELA has been updated. The year 2010 Dark Water Rising has been removed from the Grade 4, Distinct using 2013-14 school year text. Unit 4 of 2014 will be the new ELA for 2014-15. CCSS ELA has been updated.

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Reading Apprenticeship

Celebrating RAISE

Reading Apprenticeship's RAISE project (Reading Apprenticeship Improving Secondary Education) has completed its 5-year grant. Along the way, it has uncovered valuable information and lessons for teachers, administrators, and district leaders.

Learn about RAISE's impact

Middle School

Middle school years are a critical time for turning students' attention to their own thinking. With Reading Apprenticeship, teachers show students how to make metacognition their anchor for deep learning.

High School

In every subject, high school students must read and understand complex text—now more than ever. Teachers have lost the option to teach "around" the text. Reading Apprenticeship helps teachers make this game-changing transition.

College

21st century college students are awash in text, often unsure how to navigate the various sources and mediums they encounter in their coursework. Reading Apprenticeship shows faculty how to leverage their own expertise as disciplinary readers and problem solvers.
Programs vary by their suitability for developing one or many SEL broad abilities.
The PATHS® Curriculum

The PATHS® curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom. This innovative curriculum is designed to be used by educators and counselors in a multi-year, universal prevention model. Although primarily focused on the school and classroom settings, information and activities are also included for use with parents.
MindUp
Programs vary by their attention to languages other than English
Incredible Years
Positive Action

A select number of products are available in Spanish. These products are produced on demand and may take 3-4 weeks for delivery.
Programs vary by their parent training capacity
# Lions Quest

## PreK-6

### SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
<th>UNIT 5</th>
<th>UNIT 6</th>
<th>UNIT 7</th>
<th>UNIT 8</th>
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<tbody>
<tr>
<td>A POSITIVE LEARNING COMMUNITY</td>
<td>PERSONAL DEVELOPMENT</td>
<td>SOCIAL DEVELOPMENT</td>
<td>HEALTH AND PREVENTION</td>
<td>LEADERSHIP AND SERVICE</td>
<td>REFLECTION AND CLOSURE</td>
<td>TOPIC 1</td>
<td>TOPIC 2</td>
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<tr>
<td>Topic 1: A Positive Learning Environment</td>
<td>Topic 1: Personal Values</td>
<td>Topic 1: Listening</td>
<td>Topic 1: Choosing Healthy Living</td>
<td>Topic 1: Serving Your Community</td>
<td>Topic 1: Reflecting</td>
<td>Lion's Quest</td>
<td>Building Self-Concept</td>
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<td>Topic 2: Learning</td>
<td>Topic 2: Personal Values</td>
<td>Topic 2: Receptive Language</td>
<td>Topic 2: Choosing Healthy Living</td>
<td>Topic 2: Serving Your Community</td>
<td>Topic 2: Reflecting</td>
<td>Lion's Quest</td>
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<td>Topic 3: Personal Values</td>
<td>Topic 3: Expressive Language</td>
<td>Topic 3: Choosing Healthy Living</td>
<td>Topic 3: Serving Your Community</td>
<td>Topic 3: Reflecting</td>
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<td>Topic 4: Health and Prevention</td>
<td>Topic 4: Personal Values</td>
<td>Topic 4: General Language</td>
<td>Topic 4: Choosing Healthy Living</td>
<td>Topic 4: Serving Your Community</td>
<td>Topic 4: Reflecting</td>
<td>Lion's Quest</td>
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<td>Topic 5: Leadership and Service</td>
<td>Topic 5: Personal Values</td>
<td>Topic 5: General Language</td>
<td>Topic 5: Choosing Healthy Living</td>
<td>Topic 5: Serving Your Community</td>
<td>Topic 5: Reflecting</td>
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<td>Topic 6: Reflection and Closure</td>
<td>Topic 6: Personal Values</td>
<td>Topic 6: General Language</td>
<td>Topic 6: Choosing Healthy Living</td>
<td>Topic 6: Serving Your Community</td>
<td>Topic 6: Reflecting</td>
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Programs vary by their emphasis on one or more particular subgroups
Al’s Pals

Al’s Pals: Kids Making Healthy Choices

Al’s Pals is a comprehensive curriculum and teacher training program that develops social-emotional skills, self-control, problem-solving abilities, and healthy decision-making in children ages 3-8 years old. The program is nationally recognized as an evidence-based model prevention program and received top rating by the National Center on Quality Teaching and Learning in their Social-Emotional Preschool Curriculum Consumer Report.

Through fun lessons, engaging puppets, original music, and effective teaching approaches, Al’s Pals:

› Helps young children regulate their own feelings and behavior, allowing educators more time for creative teaching by reducing the need for discipline
› Creates and maintains classroom environments of caring, cooperation, respect, and responsibility

What People Are Saying

“The whole Al’s Pals journey has been extremely gratifying knowing that the program Wingspan developed can make a difference in how teachers and children interact with such positive results.”

Russ Larocque
Director Clinical Services
Zones of Regulation

A Must Read....
All the Zones are OK!
Tips for Managing the Zones You're In

By Leah Kuypers, MA OTR/L
So many choices... where to start?

- Work with others
- Narrow down your priorities
- Try (and test) before you buy!!
- Work with program developers to determine how to start at a small scale first.
- Test and evaluate: Use your PDSA Cycles!
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