New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

SOCIAL EMOTIONAL LEARNING: A GUIDE TO SYSTEMIC WHOLE SCHOOL IMPLEMENTATION

A GUIDE TO SYSTEMIC WHOLE SCHOOL IMPLEMENTATION

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INTRODUCTION

The [mission of the New York State Education Department](http://www.nysed.gov/about) is (http://www.nysed.gov/about) "to raise the knowledge, skill, and opportunity of all people in New York." In alignment with this mission, every public school seeks to graduate students prepared for college and career and ready for responsible citizenship in the 21st century. In addition to academic content and skill development, schools must address many contextual factors, including physical and mental health, safety, socioeconomics, culture, and the focus of this guidance, social emotional learning (SEL).

SEL is essential to creating schools that effectively prepare all students to succeed in school and in life. "It is the process through which children, youth, 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" (Collaborative for Academic, Social, and Emotional Learning, 2018).

Systemic whole school implementation of SEL encourages safe, supportive school communities in which all young people are valued. When a school's culture is based on students' strengths, providing tiered supports as needed, all students in the school community benefit. Each implementation component addressed in the pages that follow reflects this commitment to creating and sustaining a school culture and climate that enables all young people to thrive. Success in this depends upon the collaborative efforts of all members of the school community.

> *Schools should look behind classroom doors and determine the factors that contribute to the kinds of interactions between teachers and students that promote student achievement.*
>
> *Cognitive and character skills work together as dynamic complements; they are inseparable. Skills beget skills. More motivated children learn more. Those who are more informed usually make wiser decisions.*
>
> *Self-control, openness, the ability to engage with others, to plan and to persist - these are the attributes that get people in the door and on the job, and lead to productive lives.*
>
> James Heckman, Nobel Laureate
>
> Director, Center for the Economics of Human Development, University of Chicago

The New York State Education Department (SED) has for many years been involved in the development of initiatives to encourage and support the development of learning environments that are emotionally and physically healthy. A 2009 document titled *[Educating the Whole Child, Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning in New York State](http://www.p12.nysed.gov/sss/documents/SEDLguidelines.pdf)* (http://www.p12.nysed.gov/sss/documents/SEDLguidelines.pdf) was adopted by the NYS Board of Regents (BOR) in July 2011. The intent of this guidance was to offer school districts compelling information, examples, and evidence of SEL in elementary and secondary education programs,

and to encourage schools to consider the importance of supporting the holistic development of young people.

> *The issue should not be framed as a choice between intellectual and social-emotional development, IQ* [Intelligence Quotient] *and EQ* [Emotional Quotient]*, or academic and inter- and intrapersonal skills. Sound education requires an equivalent focus on EQ and IQ, and all schools must deal with this reality.*
>
> Elias, Arnold, & Hussey, 2003, as cited in Elias, Arnold, & Steiger, 2003, p. 308

SED's work on SEL has expanded over the years, building on this foundation. In 2013, the NYS BOR and SED convened the NYS Safe Schools Task Force to consider ways to improve safety in NYS schools as part of an initiative to produce well-educated, well-adjusted, and healthy young adults. Thirty-six recommendations for improving safety and learning were presented to the BOR by the Safe Schools Task Force in 2014. One of these recommendations was the establishment of SEL benchmarks as a key component to student success and learning.

SED's current initiatives have built upon that previous work. As of 2018, the School Climate and Student Engagement Workgroup of the Safe Schools Task Force has developed the following resources:

- Goals for SEL for New York State students: These three goals have been developed based on five social emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and recognize the developmental nature of social emotional skills.
    1. Develop self-awareness and self-management skills essential to success in school and in life.
    2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
    3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.
- Social Emotional Learning Benchmarks (http://www.p12.nysed.gov/sss/sel)
    o These benchmarks have been developed based upon New York's three goals for SEL.
- *Social Emotional Learning: Essential for Learning, Essential for Life* (http://www.p12.nysed.gov/sss/sel)
    o This document includes the philosophy of this framework and research behind the implementation of SEL. In addition, it includes an explanation of why SEL is vital in education and why teaching social emotional skills is as important to student success and learning as academic instruction.
- *Social Emotional Learning: A Guide to Systemic Whole School Implementation*
    o This guide is a resource to enable schools to assess their needs and plan for systemic implementation of SEL.

- [Sample Social Emotional Implementation Rubric for Effective Planning, Implementation, and Continuous Improvement](). This may be used as part of a self- assessment and planning process. (See [Appendix A]().)
- District-developed sample crosswalks of SEL competencies, New York State learning standards in academic content areas, classroom activities, and general teaching practices to support social emotional skill development
  - [Crosswalks]() (http://www.p12.nysed.gov/sss/sel/) will be posted [on our website]() as they become available.

SOCIAL EMOTIONAL LEARNING'S FIVE CORE COMPETENCIES

There are many frameworks and ways to talk about social emotional competence and skills. For simplicity and clarity, this document uses a set of five competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) that all young people and adults need to learn to be successful in school and in life. This framework has been widely accepted across the country. New York State has endorsed these five core competencies.
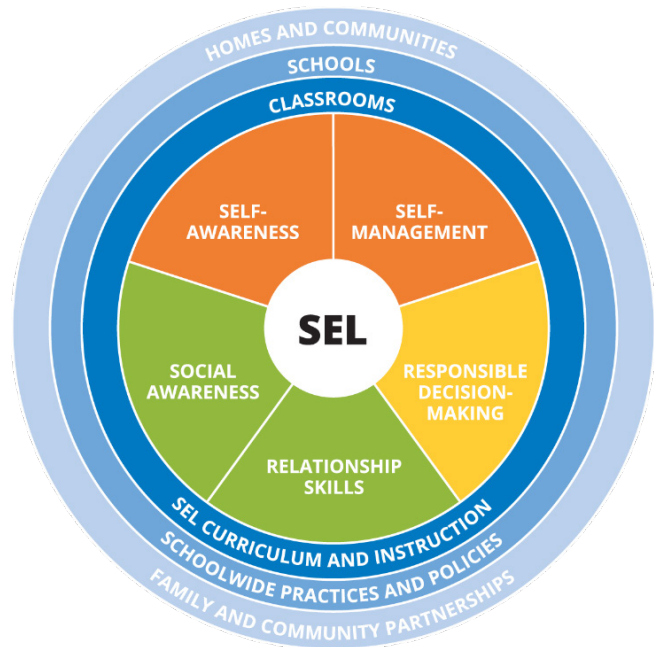
Figure 1: Framework for Systemic Social and Emotional Learning.
©CASEL 2017

Five Core Social Emotional Competencies

Competency	Description
Self-Awareness	Competence in the self-awareness domain involves understanding one's emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having a positive mindset, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.
Self-Management	Competence in the self-management domain requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes skills necessary to achieve goals, such as the ability to delay gratification, manage stress, control impulses, and persevere through challenges.
Social Awareness	Competence in the social awareness domain involves the ability to take the perspective of and have respect for those with different backgrounds or cultures, and to empathize and feel compassion. It also involves understanding social norms for behavior and recognizing family, school and community resources and supports.
Relationship Skills	Competence in this domain involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed. Relationship skills provide individuals with the tools they need to establish and maintain healthy and rewarding relationships, and to act in accordance with social norms.
Responsible Decision-Making	Competence in this domain requires the ability to consider ethical standards, safety concerns, and make accurate behavioral assessments to make realistic evaluations of the consequences of various actions, and to take the health and well-being of self and others into consideration. Responsible decision-making requires the knowledge, skills, and attitudes needed to make constructive choices about personal behavior and social interactions across diverse settings.

CASEL's inclusion of the word "learning" in the term "social emotional learning" was purposeful and designed to reflect that the acquisition of the skills and attitudes within the five competency domains is a process, and schools are one of the primary places where this learning takes place (see CASEL's SEL Competencies (https://casel.org/core-competencies/) for an expanded list of skills related to each competency area). "Like academic skills, social and emotional skills develop over time and in a continuously staged fashion, so they must be continuously developed. Even more than academic skills, they must develop in the context of daily life as social challenges and other teaching opportunities arise" (Jones & Bouffard, 2012, p3).

SEL FOR PERSONAL AND ACADEMIC SUCCESS

Research supports the effectiveness of explicitly teaching these social emotional skills and competencies. A 2011 meta-analysis (Durlak et al., 2011) of 213 rigorous studies of SEL in K-12 schools (across urban, rural, and suburban settings) found that students receiving quality SEL instruction demonstrated:

Social Emotional Learning Meta-Analysis Findings

Finding	Description
Better Academic Performance	achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction
Improved Attitudes and Behaviors	greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior
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

The meta-analysis found that school-based programs were most effective when conducted by school staff (e.g., teachers, specialized instructional support personnel), indicating that SEL can be incorporated into routine educational practice.

The longitudinal effects of the eight original SEL programs that measured academics were assessed in 2017 (i.e., Taylor, Oberle, Durlak & Weissberg), and it was found that students involved in SEL programs had academic performance an average of thirteen percentile points higher than peers who had not been exposed to SEL programs.

SEL FOR THE SCHOOL

When the core competencies of SEL are present, they function as protective factors that contribute to healthy youth development and reduce risk. When young people do not develop

age appropriate mastery of these essential life skills, the individual, their peers and teachers, and the school community at large are affected. Young people who do not achieve adequate social emotional competence are more likely to experience poor academic outcomes and be at-risk for social maladjustment and behavior issues throughout adolescence and adulthood (Hartup, 1992; Ladd, 2000). The table below considers the potential impact on individuals and communities when social emotional competencies are not nurtured.

What is the impact on the individual student who...	What is the impact on the school community when students...
• is not able to recognize and/or manage their emotions? • has not developed caring and concern for others? • has not established positive relationships with either peers and/or adults? • has not developed the capacity to persevere? • does not make responsible decisions? • does not have the mindset or strategies and skills to handle challenging situations constructively or ethically?	• are not able to recognize and manage their emotions? • have not developed caring and concern for others? • have not established positive relationships with either peers and/or adults? • do not persevere in the face of challenges? • do not make responsible decisions? • do have the mindset or strategies and skills to handle challenging situations constructively or ethically?

The likelihood is greater that a young person who has not been helped to develop the core SEL competencies will have difficulty navigating academic and behavioral expectations, and may be more likely to demonstrate the following behaviors:

- disrupting instruction;
- failing to meet academic standards;
- missing school;
- posing a risk to themselves or others;
- being suspended;
- failing to graduate;
- having difficulty establishing and maintaining healthy relationships with peers; and/or
- abusing substances.

SEL FOR COLLEGE AND CAREER READINESS

All young people need to be proficient in the core social emotional competencies to be college and career ready. Research suggests that young people with strong social emotional skills at young ages are more likely to graduate from high school, enroll in and complete college, and obtain and maintain steady employment (Jones, Greenberg, & Crowley, 2015).

Colleges and employers recognize that social emotional skills are as important or more important than content knowledge and technical skills for young adults to successfully transition to college and/or work. For example, when Harvard University considers a high school student's application, it weighs numerous factors in addition to the student's GPA. Among them are: growth and potential, interests and activities, character and personality, and contribution to the Harvard community (Harvard College Admissions and Financial Aid, 2018).

Questions on the minds of Harvard admission officers as found on the [Harvard College Admissions & Financial Aid web page](https://college.harvard.edu/admissions/application-process/what-we-look) (https://college.harvard.edu/admissions/application-process/what-we-look) include the following:

- Do you have initiative?
- What choices have you made for yourself? Why?
- What have you learned from your interests? What have you done with your interests? How have you achieved results? With what success or failure? What have you learned as a result?
- What about your maturity, character, leadership, self-confidence, warmth of personality, sense of humor, energy, concern for others, and grace under pressure?
- Will you contribute something to Harvard and to your classmates? Will you benefit from your Harvard experience?
- What sort of human being are you now?
- How open are you to new ideas and people?
- What is the quality of your activities? Do you appear to have a genuine commitment or leadership role?
- Will you be able to stand up to the pressures and freedoms of College life?
- Would other students want to room with you, share a meal, be in a seminar together, be teammates, or collaborate in a closely-knit extracurricular group?

Likewise, studies have found that employers believe applied skills such as teamwork and communication are as or more important than basic skills like math and writing (Cassner & Barrington, 2006). Others have shown that employers are seeing a lack of key employability skills such as problem-solving and leadership skills in their prospective and current employees (American Society for Training & Development, 2012; Morrison, et al., 2011). Individuals with these skills tend to be more successful in the labor market (Deming, 2017; Schanzenbach et al., 2016; Weinberger, 2014) and tend to earn more over the course of their career (Brunello & Schlotter, 2011).

The *National Association of Colleges and Employers* (NACE) has identified career readiness as the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace (NACE, 2018). The following chart identifies the competencies associated with career readiness. It is vitally important to note that except for digital technology, all require proficiency in the SEL core competencies. It is incumbent upon schools to address the social emotional growth of young people if they are to succeed in school and graduate ready for college and careers.

National Association of Colleges and Employers (NACE) Career Ready Competencies
(NACE, 2018, para. 4)

Competency	Description
Critical thinking/ problem solving	Exercise sound reasoning to analyze issues, make decisions, and overcome problems. Ability to obtain, interpret, and use knowledge, facts, and data in this process, and demonstrate originality and inventiveness.
Teamwork/ collaboration	Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. Ability to work within a team structure and negotiate and manage conflict.
Oral/written communication	Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. Public speaking skills; ability to express ideas to others; and write/edit memos, letters, and complex technical reports clearly and effectively.
Global/intercultural fluency	Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. Demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.
Leadership	Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. Ability to assess and manage one's emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
Professionalism/ work ethic	Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. Ability to demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and ability to learn from mistakes.
Career management	Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. Ability to navigate and explore job options, understand, and take the steps necessary to pursue opportunities, and understand how to self-advocate for opportunities in the workplace.
Digital technology	Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. Demonstrate effective adaptability to new and emerging technologies.

SEL FOR EQUITY

SEL is crucial to advancing our work toward educational equity. The persistence of disproportionalities in achievement and discipline for many student subgroups compels us to consider new and innovative approaches, and to question our existing systems and processes.

Nurturing SEL competencies in both adults and young people will allow them to better recognize and manage biases, appreciate diversity, develop rich relationships with diverse individuals and groups, and make responsible, ethical decisions.

The combination of SEL and culturally responsive-sustaining (CR-S) education practices can provide a multiplier effect for richer and deeper experiences and increase the effectiveness and enjoyment of instruction for both students and adults.

✦ RESOURCES

  📖 New York State's ESSA Plan (http://www.p12.nysed.gov/accountability/essa.html) places heavy emphasis on cultural and linguistic competence and responsiveness. NYSED's Blueprint for English Language Learner Success (http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/nysblueprintforellsuccess.2016.pdf) and the Blueprint for Improved Results for Students with Disabilities (http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/blueprint-students-disabilities-special-education.pdf) lay the foundation for success for these populations.

  📖 Project Implicit (https://implicit.harvard.edu/implicit/) at Harvard University: Project Implicit's Implicit Association Tests (IATs) measure implicit associations regarding race, gender, sexual orientation, etc., and may assist in increasing self-awareness about personal biases.

  📖 Kirwan Institute for the Study of Race and Ethnicity provides an online Implicit Bias Module (http://kirwaninstitute.osu.edu/implicit-bias-training/) series.

  📖 Disrupting Implicit Bias (https://dcal.dartmouth.edu/resources/teaching-dartmouth/disrupting-implicit-bias): This compilation of resources on Dartmouth's website provides an array of resources including research, as well as strategies for disrupting bias in the classroom.

  📖 Equity and Social Emotional Learning: A Cultural Analysis (https://measuringsel.casel.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf) examines how CASEL's core SEL competencies reflect issues of equity, highlights programs and practices that support the development of these competencies to promotes educational equity, and offers some implications for the growing demand for SEL assessments.

SEL AND ADVERSE CHILDHOOD EXPERIENCES (ACES)

Childhood experiences have a tremendous impact on life outcomes, including the likelihood of future victimization, potential for perpetration of violence, lifelong health, ability to thrive, and opportunities. All young people can experience trauma, including severe accidents, the death of

a parent or sibling, long-term illness, substance abuse by a family member, financial crisis resulting in homelessness, and more. Research addressing the impact of ACEs and trauma on young people's ability to learn and school outcomes clearly supports the need for educators and the community to better understand the issues many young people face, and to ensure that all young people go to schools that provide supportive learning environments.

Study findings repeatedly reveal a graded dose-response relationship (as the dose of the stressor increases, the intensity of the outcome also increases) between ACEs and negative health and well-being outcomes across the course of an individual's life. As the number of ACEs increases, so does the risk for multiple physical health conditions and other factors including but not limited to risk behaviors (smoking, alcoholism, drug use), mental distress, depression, and life potential, including lowered educational attainment, lost time from work, and unemployment (Centers for Disease Control and Prevention, 2018).

ACEs can affect young people's attention, processing of information, memory and learning, the development of language and communication skills, the establishment of a coherent sense of self, the ability to attend to classroom tasks and instructions, ability to organize and remember new information, and hinder a young person's grasp of cause-and-effect relationships—all of which are necessary to process information effectively. Exposure to ACEs can reduce students' ability to benefit from the teaching and learning process. Neurobiological changes in the brains of young people exposed to severe and/or persistent trauma leave them in a constant state of stress in which they are highly susceptible to triggers in their environment. Triggers are external events or conditions that prompt stress responses such as panic or anxiety. These can include, but are not limited to; discussion of a sensitive topic, presence of a particular individual, loud or unsettling noises, etc.

It is important that members of the SEL Implementation Team and educators are mindful of these factors when they respond to students' behaviors, by providing appropriate supports that mitigate inappropriate behavior and not exacerbate existing challenges. Teachers and specialized instructional support personnel are increasingly implementing trauma informed practices such as those found in the National Center for Traumatic Stress Network (NCTSN) (http://www.nctsn.org/) toolkit for educators from preschool to high school.

★ RESOURCES

- The National Center for Safe Supportive Learning Environments offers a Trauma-Sensitive Schools Training Package (https://safesupportivelearning.ed.gov/leading-trauma-sensitive-schools) designed for school and district administrators and other school staff helping to lead efforts to adopt a trauma-sensitive approach.
- The National Center for Traumatic Stress Network (NCTSN) developed a Child Trauma Toolkit for Educators (http://www.nctsn.org/resources/audiences/school-personnel/trauma-toolkit) serving students from preschool to high school.

NEW YORK STATE SOCIAL EMOTIONAL LEARNING GOALS

In early 2016, CASEL sought proposals from state departments of education interested in collaborating with CASEL and other states to explore, develop, and/or improve policies, guidelines, benchmarks or standards to promote SEL to create conditions that would support statewide implementation of SEL in preschool through high school. In August 2016, New York was identified as one of 9 states to participate in Cohort II of the Collaborating States Initiative (CSI).

As part of this initiative, the New York State Department of Education has identified the following goals. Along with the [New York State Implementation Benchmarks](http://www.p12.nysed.gov/sss/sel.html) (http://www.p12.nysed.gov/sss/sel.html), these goals provide schools with clarity in SEL implementation, enable students to take full advantage of educational opportunities throughout their K-12 school experience, and prepare them for college and/or career.

1. **Develop self-awareness and self-management skills essential to success in school and in life.** Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves accurately assessing one's own abilities and interests, building upon strengths, and making effective use of family, school, and community supports and resources. Finally, it is critical for an individual to be able to establish and monitor one's progress toward achieving goals whether personal, academic, and career or work-related. These social emotional skills, thought processes, and behavioral strategies cab be contributing factors to one's self-confidence and sense of optimism as they provide a strong foundation for achieving success in school and in life.

2. **Use social awareness and interpersonal skills to establish and maintain positive relationships.** The ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one's own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life stages. Equally important to establishing positive peer, family, and work relationships are strategies and skills that enable one to adapt one's behavior in various settings, cooperate and collaborate with another person or in a group, communicate respectfully, and constructively resolve conflicts with others.

   Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts. The ability to make ethical decisions and behave responsibly, considering the well-being of others as well as one's own, are essential to benefitting the good of the whole - whether family, peers, colleagues, neighbors, or members of the community at large. It is the foundation of responsible citizenship in a democratic society. Every individual at any stage of life needs the capacity to make ethical decisions and solve problems by accurately defining the decisions to be made, being able to generate alternative solutions, anticipate the consequences of each, and having the ability to evaluate and learn from the outcomes of one's decision making.

SYSTEMIC WHOLE SCHOOL SEL IMPLEMENTATION

Taking a systemic approach to incorporating SEL into the fabric of school life during and after the school day requires each school to look at multiple factors (organized into broad categories as follows, for the sake of clarity):

- SEL integration within policy, procedure and protocols;
- School culture and climate, including building community and tiered support;
- Approach to discipline;
- Instruction;
- Support of Adult SEL needs and competencies;
- Professional development;
- Parent and family engagement; and
- Afterschool, summer school and community school programs

SEL implementation must be predicated on a holistic, whole school approach with socially and emotionally supported adults able to teach and nurture happy, healthy, safe, and engaged students. SEL is not just a program or classroom strategy. A holistic approach works with the entire school community to integrate SEL principles into all facets of school life.

Facilitating school-wide SEL involves multiple components including, but not limited to:

- Aligned district and school support, personnel policies, and practices;
- School culture and classroom environment;
- Supporting adults in the school community (e.g. offering and encouraging self-care opportunities for all school staff, integrating SEL practices in staff and board meetings, etc.)
- Professional development for administrators, teachers and other instructional staff, specialized instructional support personnel (i.e. school counselors, school social workers, school psychologists, school nurses etc.), non-instructional staff (e.g. school secretaries, cafeteria staff, school safety personnel, transportation staff, etc.), and staff from partner organizations;
- Addressing discipline as an opportunity for social emotional growth that seeks concurrent accountability and behavioral change;
- Outreach to, and engagement of, parents, families, and community;
- Coordination of school, district, and community-based student support services; and
- Aligned afterschool, out-of-school, summer, and extra-curricular and service learning programs and mentoring.

See Appendix D: Systemic Whole School Implementation of Social Emotional Learning: Framework for a Safe, Supportive School Community in *Social Emotional Learning: Essential for Learning: Essential for Life* (http://www.p12.nysed.gov/sss/sel.html).

★ RESOURCES

📖 The CASEL Guide to Schoolwide Social and Emotional Learning (https://schoolguide.casel.org/) provides a process for implementing schoolwide SEL that ultimately helps students develop the academic, social, and emotional skills, attitudes, and knowledge that they need to navigate the world more effectively within a safe, supportive learning climate.

📖 The CASEL District Resource Center (https://drc.casel.org) supports the systemic implementation of districtwide, school-based SEL through the compilation and distribution of resources gathered from districts where SEL programs, policies, and practices are working. Its resources are comprehensive; built on resources developed in CASEL's collaborating districts across the country and organized into a well-developed theory of action that guides users through the process. It is an outcome of CASEL's Collaborative Districts Initiative (CDI), established in 2011 to support the implementation of SEL in school districts across the country. See Appendix B: CASEL Collaborating Districts Initiative for further information on the CASEL CDI.

📖 CASEL has developed a Theory of Action (http://www.casel.org/wp-content/uploads/2016/09/Theory-of-Action-CDI-District-Rubric.pdf) District SEL Planning and Implementation Rubric for districts incorporating SEL into every aspect of the school day. This rubric can be adapted for use at the school level.

📖 In January, 2019, the Aspen Institute released *From a Nation at Risk to a Nation at Hope: Recommendations from the National Commission on Social, Emotional, and Academic Development* (http://nationathope.org/).

📖 Webinar: Bringing Social and Emotional Learning to the Forefront — What Happens When Districts Prioritize SEL (http://www.air.org/resource/webinar-bringing-social-and-emotional-learning-forefront-what-happens-when-districts): What does SEL look like in practice? Specifically, what can district and school leaders do to promote it? In this 75-minute webinar, co-hosted by American Institutes for Research (AIR), American Youth Policy Forum, CASEL, and the Washoe County School District, audiences hear from a panel of researchers and practitioners on ways in which districts and school leaders have implemented a coordinated and purposeful SEL initiative.

📖 When Districts Support and Integrate Social and Emotional Learning (SEL) (http://www.air.org/resource/when-districts-support-and-integrate-social-and-emotional-learning-sel): Social emotional skills undergird student success—and mold better citizens. Results from CASEL's Collaborating Districts Initiative suggest that even modest investments can pay off for individuals, schools, and society. In this policy brief, Kimberly Kendziora and Nick Yoder (AIR) share the results of the evaluation and offer six recommendations for states and districts implementing SEL initiatives.

SCHOOL CULTURE/SCHOOL CLIMATE AND SEL

Understanding school climate and culture is necessary for implementing schoolwide SEL. A school climate and culture that is open to and supportive of SEL implementation is necessary to effectively embed SEL into a school's systems, policies, and procedures. There is an impact on school culture when a school integrates SEL into all facets of school life including explicit lessons, infusion into content area instruction, multi-tiered systems of support, school discipline, supports for adults in the school, and other school policies and practices.

School climate and culture have been defined several ways, and sometimes have been used interchangeably. Today, most educators use the term school climate to refer to the subjective experience of school (how students and staff feel about the school) while school culture is used to refer to the actual state of the school (why they feel the way they do, e.g. shared experiences, beliefs, and values).

> *The term school culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic or cultural diversity*
>
> Glossary of Education Reform

A school's culture is created through the interplay and impact of the values, beliefs, and behavior of all members of a school community, including the influence of the broader community in which the school is located. The type and quality of relationships among and between stakeholder groups, the school's social norms (what is considered acceptable and unacceptable behavior), and the expectations members have for themselves and for one another, all contribute to a school's culture. (See Appendix C: What Does a Positive School Culture Look Like?)

SEL implementation can influence relationships and expectations among and between students and adults. It is anticipated that the professional practice of teachers and other school personnel will be enhanced as they teach and model the core competencies. Similarly, as students learn, practice, and share strategies and skills in each of the core competencies, research shows a positive impact on their academic and behavioral growth (better academic performance, improved attitudes and behaviors, and fewer negative behaviors and reduced emotional distress) as indicated by the 2011 meta-analysis previously cited.

It is also important to consider the impact that systemic SEL implementation can have on school climate and culture as members of the school community teach, practice, model, learn, and increase their proficiency in the core competencies.

A growing number of districts across the country are adopting systemic strategies that embed SEL into every aspect of school life. Districts are building SEL into their strategic plans and budgets. They are using SEL to help school leaders create the kind of positive school culture and climate that keep students safe and connected to school, strengthen positive teacher-student relationships, and create an environment in which effective teaching and learning can take place. Schools are integrating SEL into classroom instruction as well as providing explicit instruction in the five core competencies. Additionally, SEL is driving collaboration between schools, families, and community partners.

Key leaders throughout the district must have the expertise to plan, implement, and integrate SEL throughout their daily work. Districts must develop this widespread capacity including knowledge of SEL theory, research, and practice, across leaders from diverse departments to provide guidance and support for school and classroom SEL development.

Contributors to School Culture

- Students and Families
- Administrators
- Administrative Support Staff
- Counselors
- Specialized Support Personnel
- School Safety Personnel
- Teachers
- Cafeteria staff
- Custodial staff
- Pupil Transportation Staff
- Related Service Providers
- Community Members
- Community Based Organizations

✦ RESOURCES

- 📖 The National Center on Safe Supportive Learning Environments (NCSSLE) maintains a compendium of valid and reliable surveys, assessments, and scales of school climate (https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement) that can assist educators in their efforts to identify and assess their conditions for learning.
- 📖 ASCD offers multiple resources on its School Culture and Climate web page (http://www.ascd.org/research-a-topic/school-culture-and-climate-resources.aspx).

SEL AND MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

While SEL begins at home, it must be purposefully nurtured and supplemented through supportive school and classroom environments. Beginning in Pre-K and continuing through high school graduation, collaboration between school personnel, family members, and community resources must create a network of support for fostering social emotional competencies in young people as these skills are continually acquired through classroom instruction, school activities of all kinds, and support services. Social emotional competencies are further supported by afterschool, extracurricular, and service learning programs.

Using MTSS enables schools to proactively provide universal (Tier 1) supports and preventive interventions for all students and to customize interventions that address academic, social,

emotional, and behavioral challenges for students at-risk (Tier 2 interventions, which could include targeted small group and/or one-on-one SEL) and students with more intensive needs (Tier 3 interventions). Please see Appendix E: Example of Multi-Tiered System of Supports in *Social Emotional Learning: Essential for Learning: Essential for Life* (http://www.p12.nysed.gov/sss/sel.html).

✦ RESOURCES

   📖 The New York State Education Department offers resources for Mental Health Education (http://www.nysed.gov/curriculum-instruction/mental-health) on its website.

   📖 The New York State Council on Children and Families provides Multiple Systems Navigator (https://www.msnavigator.org/), a website for youth, parents, family members, and caregivers that rely on supports from multiple child and family serving systems to access information and resources on health, education, human service, and disability-related topics.

   📖 The New York Academy of Medicine, New York State Health Foundation, and the New York State Department of Health provide the *Mental Emotional Behavioral (MEB) Health Language Crosswalk: A Reference Tool for Practitioners* (https://nyam.org/media/filer_public/3f/b8/3fb8fe4c-416c-4546-8810-540d83bfcc50/meb_language_crosswalk7-13-fnl.pdf) (https://nyam.org/media/filer_public/3f/b8/3fb8fe4c-416c-4546-8810-540d83bfcc50/meb_language_crosswalk7-13-fnl.pdf), which offers a crosswalk of language and terminology from different fields and includes SEL as part of the NYS Prevention Agenda.

ALIGNMENT OF CURRENT PROGRAMS THAT ADDRESS SEL

Most schools have a variety of prevention and intervention programs and initiatives in place within a multi-tiered system of supports to address students' social emotional needs, school safety, school climate and culture, and efforts to improve instructional practices (e.g. trauma-informed practices, Positive Behavioral Interventions and Supports (PBIS), restorative practices, programs to promote growth mindset, 21st century skills, risk and protective factors, etc.). Unfortunately, for many schools, programs addressing SEL are not well-aligned, and this fragmentation can have negative effects on staff morale, student engagement, and learning (Elias, 2009).

Before schools begin the process of SEL strategy and practices selection, there are critical steps that must be taken; specifically, it is imperative that a careful assessment of current programs in place occurs, as well as a needs and resources assessment (see Conducting a Needs and Resources Assessment) of the school's culture and climate.

IDENTIFYING AN SEL IMPLEMENTATION TEAM

Implementing systemic whole school SEL as the framework for a safe, supportive school community begins with the creation of an implementation team that has responsibility for long-term implementation and championing the work. In many cases it may make sense to use an existing team (e.g. MTSS, RTI, PBIS, etc.) to focus on aligned work rather than creating another new team. Where an existing team is used, consider additional staff and stakeholders that may need to be added for comprehensive representation. The team should start with establishing attainable goals, using planning cycles that identify primary objectives and action plans to accomplish the established objectives. This team helps to structure activities, keep efforts focused, and promote accountability.

Research suggests that groups of seven to fifteen participants are ideal for decision-making and problem-solving teams, citing the following advantages: "All participants may easily be involved; everyone's thoughts may be communicated; it is small enough to be informal and spontaneous, and also large enough to allow for a facilitator and a scribe; and it seems to be the size which best creates synergy" (Romano & Nunamaker, 2001, p. 7). It is important to note that due to size a clear structure, a recorder, and a facilitator are required for effective team meetings. The role of facilitator and recorder can be rotated. In their initial phase, some teams also bring in an outside facilitator to assist in developing team norms (Romano & Nunamaker, 2001).

The team should include representatives of key stakeholder groups including: school leaders, teachers, specialized support staff, school health professionals, mental health professionals, substance abuse specialists, representatives of school-based prevention or intervention initiatives, non-instructional staff (e.g. bus drivers, cafeteria staff, clerical staff), the Dignity Act Coordinator, and student and parent representatives.

Key roles on the team (and some of their responsibilities) include the following:

Principal/Administrator

- Helps secure school and community buy-in for systemic whole school SEL implementation;
- Facilitates and reinforces the integration of the shared SEL vision into all aspects of school life;
- Fosters shared leadership capabilities;
- Ensures availability of necessary resources; and
- Ensures on-going communication with school leadership.

SEL Implementation Team Coordinator

- Oversees coordination and alignment of SEL within a comprehensive intervention strategy;
- Serves as the SEL program spokesperson and advocate;

- Models SEL skills and enthusiasm for SEL to the staff and community;
- Educates, promotes and gains buy-in from staff, students, and parents for SEL;
- Conducts SEL staff development and/or secures external experts for professional development; engages in ongoing dialogue and reflection about SEL practices;
- Models SEL lessons and infusion into the core curriculum areas and develops a team of teacher leaders to support these efforts;
- Collaborates with parent/family engagement staff and conducts parent workshops to ensure parents are knowledgeable about the benefits of SEL for their children and are kept abreast of systemic implementation progress; and
- Supports and mentors staff in implementing and integrating SEL programs and practices.

Note: This may be a designated staff person or someone who takes on this role for this group (e.g. a lead teacher or social worker). Designating someone as the champion and manager of this work is extremely helpful for moving forward.

Teachers

- Support the vision statement and its implementation through dialogue, reflection, and collaboration;
- Educate, promote, and gain buy-in from staff for SEL;
- Suggest specific strategies for implementing SEL into classrooms and subject areas;
- Support and mentor staff in implementing, modeling, and integrating SEL practices;
- Help design the school-community needs and resources assessment and identify appropriate strategies and interventions;
- Identify specific challenges facing the school community that can be addressed by SEL; and
- Develop realistic objectives for school improvement.

Specialized Support Staff/Pupil Personnel Services (school psychologists, social workers, counselors, nurses, etc.)

- Provide expert information about health and mental health, young people's developmental processes, and the effectiveness of various prevention efforts;
- Relate these elements to academic learning, student behavior issues, and non-academic programming;
- Help choose appropriate SEL programs and practices to meet special needs of unique populations;
- Help design the school-community needs and resources assessment and identify appropriate strategies and interventions;
- Help select appropriate assessment instruments and evaluation designs;
- Collect data on behavior and SEL competencies;
- Seek and secure the inclusion of agency partners; and
- Coordinate services provided to high-need students with universal SEL programming.

Non-Instructional Staff (bus drivers, clerical staff, custodial staff, food service staff)

- Provide information about the needs and roles of this group of staff;
- Provide suggestions and recommendations for how SEL can be incorporated in non-instructional spaces such as on the bus, at recess, and in the lunch room;
- Help to champion this work with their peers who are often not part of school-wide reforms and initiatives; and
- Offer a varied perspective on social emotional needs of students.

Students

- Provide input and feedback as co-learners and leaders developing a shared vision about what kind of school "we" want our school to be;
- Implement effective strategies to engage all students in the school culture and climate improvement process;
- Provide regular insight into the student perspective regarding issues of concern to the school community as a whole;
- Help identify key stakeholder groups among the student population to assist the team in conducting regularly held student forums representative of the grade levels and diversity of the school population; and
- Help identify supports/resources to address students' academic and social emotional needs.

Parents/Family Members

- Ensure regular and effective two-way communication between the team and family members in both formal and informal settings;
- Assist in identifying specific supports for family members to address student and/or family challenges;
- Provide family member perspectives on current and proposed school practices;
- Encourage family members to participate in workshops on SEL and related issues impacting school culture;
- Participate in team building and professional development opportunities; and
- Collaborate with school staff to identify community resources that can benefit students and families.

DEVELOPING A SHARED VISION FOR SCHOOLWIDE SEL

A crucial step in a school's journey toward schoolwide SEL implementation is developing a shared vision for the work. Successful schools focus on a core set of beliefs and actions (Berkowitz, 2011). The vision should articulate what the school stands for, place value on social, emotional, and academic characteristics, and serve as the benchmark and guide for everything that happens at that school. When done properly, the vision statement is much more than slogans and posters. It becomes the very core of how the school operates. The vision is embedded throughout school community members and settings within a school. It gives faculty and students a sense of

investment in creating and sustaining a school community that teaches, models, and reinforces the five core competencies each day.

For all members of the school community to willfully and significantly "buy into" the acceptance, adoption, and integration of an effective SEL program, the vision must be developed collaboratively through a process spearheaded by the SEL Implementation Team and inclusive of the whole school community.

There is no one right way to develop a vision, and methodologies will depend on how much time and energy a school can devote to the process. For example, the SEL Implementation Team might hold a series of meetings focused on the topic, where the group asks themselves questions such as the following:

- What key skills do we want the students in this school to gain before they leave school?
- What qualities do we most want students to possess because of their time in our school?
- What does success mean for our students?
- What is our vision for an ideal learning environment?
- What challenges do we want to address with this work?
- What strengths do we want to build?
- What kind of school do we want to have?
- What are our core beliefs about how young people learn?
- How does SEL support our beliefs about learning and our goals for our students?

The discussion that results from asking these questions can lead to key words, phrases, and core values that will eventually become a vision statement for SEL. The vision for schoolwide SEL may be separate from the school's overarching mission at first. But ultimately, the vision schools create out of a vision development process will likely become the school's overall vision as SEL becomes embedded in the school's culture.

When SEL is implemented as a comprehensive, coordinated framework linked to academics, and is inclusive of prevention and intervention programming, multi-tiered systems of supports, student/parent/family engagement and community involvement, it helps the entire school community understand that students need academic, social, and emotional competencies to accomplish their goals; to be successful in school now and in the future, and to thrive in life. Educators recognize that to successfully foster students' age appropriate mastery of the social emotional core competencies, it is necessary to coordinate what happens within that school, ensure alignment with afterschool programs, and connect SEL to their engagement with parents, other district schools, and community partners.

✦ RESOURCES

📖 Examples of districtwide SEL vision statements can be found here:
  o Atlanta Public Schools (https://www.atlantapublicschools.us/Domain/11573)

- o [Oakland Unified School District](https://www.ousd.org/domain/143) (https://www.ousd.org/domain/143)
- o [Austin Independent School District](https://www.austinisd.org/sel) (https://www.austinisd.org/sel)
- o [Pittsford Schools, Pittsford, NY](https://www.pittsfordschools.org/Page/644h) (https://www.pittsfordschools.org/Page/644h)

📖 Examples of schoolwide SEL vision statements can be found here:
- o [Northland-Grand High School, Chicago](http://northgrandhs.org/apps/pages/index.jsp?uREC_ID=184675&type=d)
  (http://northgrandhs.org/apps/pages/index.jsp?uREC_ID=184675&type=d)

CONDUCTING A NEEDS AND RESOURCES ASSESSMENT

In a comprehensive schoolwide SEL implementation effort, it is important that the visioning process is based on a comprehensive needs and resources assessment. A needs and resources assessment can begin to uncover the core values a school wants to embody as it integrates social emotional needs with academics. A needs assessment might include some or all the following activities:

- Interviews and/or focus groups with a representative cross-section of the school community, including, but not limited to: school leadership, school health and/or mental health staff, teachers, teaching assistants, clerical staff, bus drivers, custodians, safety and security staff, cafeteria staff, school board members, family members, and students;
- Surveys of staff, families, or students about their needs, wants, concerns, and readiness to implement SEL programs and practices;
- Review of documents or artifacts to look for related existing materials, supports, practices, and core values upon which to build, including posters and slogans already in use, materials for families, materials for students, existing staff training resources, etc.;
- Audits of existing staff responsibilities and time allocations to ensure alignment with SEL-informed strategies (e.g. the amount of time counselors, social workers, and others are spending on administrative or managerial tasks, and whether those responsibilities could be delegated to administrative support or other staff to increase capacity for implementation of SEL); and
- Inventory of existing practices, policies, and programs that related to SEL to capture what exists and can be built upon; including things like efforts related to frameworks such as Positive Behavioral Intervention and Supports (PBIS) and Restorative Practices, as well as evidence-based SEL curricula, programs, social skills groups, "lunch bunch," use of behavior or social emotional skill assessments, buddy programs, bullying prevention programs, conflict resolution, peace circles, and many others.

There is no one right way to do this work. Schools will enter the SEL process at various levels of readiness. Some may have funding or time set aside for a 3 to 5-year planning and progressive implementation process. Others may have already identified severe needs in their school and begin implementation right away, while concurrently engaging in a needs and resources assessment.

Once a needs and resources assessment has been conducted, it is important that the SEL Implementation Team consider the capacity for supporting SEL in a multi-tiered, comprehensive system of supports. This cataloging of existing resources (including personnel) is essential for data-based decision making, and to approach SEL work from a strengths-based perspective emphasizing the role of all stakeholders in creating a school climate and culture that is supportive of SEL. From there, planning for implementation can begin, as well as how efforts and outcomes will be assessed and used to guide future endeavors.

✦ RESOURCES

- 📖 CASEL provides a variety of resources and tools for conducting an SEL-related needs and resources assessment (https://drc.casel.org/needs-assessment/).
- 📖 The Coalition for Community Schools at the Institute for Educational Leadership provides several resources on their Needs and Capacity Assessments webpage (http://www.communityschools.org/resources/needs_and_capacity_assessments.aspx) to help guide your process.

SEL AND INSTRUCTION

There are three primary ways that SEL can be incorporated into instruction:

- Provide explicit instruction in social emotional skill building;
- Integrate SEL into content area lessons; and
- Use intentional teaching practices to model and reinforce social emotional skills.

This section describes each of these practices in detail and provides examples and resources for teachers and schools.

EXPLICIT INSTRUCTION IN SOCIAL EMOTIONAL SKILL BUILDING

One key way to help young people build their social emotional skills is to explicitly teach them. Just as there is time focused on math or literacy or science, there can be explicit learning time focused on SEL. This type of explicit instruction may take place when a school has decided to adopt a certain curriculum or program, has organized the school day in such a way that the lessons can take place (e.g., changing the schedule to allow for an SEL block or an advisory period where lessons can be taught), and has provided professional development for teachers in how to implement strategies and/or programs as part of a larger comprehensive SEL framework. Ideally, teachers deliver lessons, leveraging existing classroom relationships.

✦ RESOURCES

📖 CASEL has reviewed and assessed several evidence-based elementary and secondary school SEL programs, including lesson plans and strategies for explicitly teaching social emotional skills in the following guides:

- o 2013 CASEL Guide: Effective Social and Emotional Learning Programs — Preschool and Elementary School Edition (http://www.casel.org/preschool-and-elementary-edition-casel-guide/)

- o 2015 CASEL Guide: Effective Social and Emotional Learning Programs — Middle and High School Edition (https://secondaryguide.casel.org/casel-secondary-guide.pdf)

📖 The Rand Corporation's Social and Emotional Learning Interventions Under the Every Student Succeeds Act (https://www.rand.org/content/dam/rand/pubs/research_reports/RR2100/RR2133/RAND_RR2133.pdf), and Social and Emotional Learning Interventions Under the Every Student Succeeds Act: Evidence Review – Intervention Summaries (https://www.rand.org/content/dam/rand/pubs/research_reports/RR2100/RR2133/RAND_RR2133z1.summaries.pdf) provide a review of recent evidence on U.S.-based SEL interventions for K–12 students to better inform the use of SEL interventions under ESSA.

INTEGRATION OF SEL INTO CONTENT AREA LESSONS

A second strategy for infusing SEL instruction into the classroom is to integrate SEL into academic content. Academic content can be taught such that social emotional skills are reinforced concurrently. This can be done in a variety of ways and looks different depending on the grade level and the subject area. Some of the SEL programs identified in the CASEL guide use this approach: these programs build social emotional skill building into an academic lesson (e.g., discussing empathy as part of a discussion about a historical event). In other cases, teachers can incorporate these skills into their own lessons. A few examples of what this might look like are as follows:

- At the elementary level, a teacher might incorporate SEL into an English Language Arts lesson focused on reading comprehension. For example, the teacher can read a book aloud and then lead a group discussion on how a character was acting and feeling at the beginning of the book, what might have happened to the character during the book to change their actions and feelings, and how they are acting and feeling at the end of the

book. These connections can also be applied to discussion about a book's character development. This can be done in small groups or as an independent writing assignment, depending on the grade level and goals for the lesson.

- In middle school, an English teacher might ask students to write an essay from the point of view of someone who has a differing opinion from their own on a topic of their choosing (e.g., the best subject in school, their favorite sports team) to promote empathy and perspective taking.
- At the high school level, a history teacher might build a discussion of self-efficacy, relationship skills, and communication into their approach to teaching about the Civil Rights Movement.

INTENTIONAL TEACHING PRACTICES TO MODEL AND REINFORCE SOCIAL EMOTIONAL SKILLS

A third way to incorporate SEL into the classroom is to use intentional teaching strategies and practices that reinforce social emotional skills. Part of this involves providing regular opportunities for students to practice specific social emotional skills. This can take place throughout the school day and be part of teachers' regular instruction. For example, if a teacher wants to work on the skills of relationship building and communication, they might include group work or a team project in the curriculum and provide daily opportunities for students to practice working together. If a teacher wants to work on self-management skills, they might introduce different breathing, calming, or mindfulness strategies every day after students come in from recess. If a teacher wants to help students develop their self-efficacy and confidence, they might have students present to the whole class or lead the class through a specific activity.

Providing opportunities for daily or weekly practice will help students develop their skills, especially if that practice is combined with some of the other strategies described here. Please see the chart below, adapted from the Center on Great Teachers and Leaders research to practice brief *Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning* (https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf), (Yoder, 2014).

Scholar(s)	Instructional Practices That Support Development of SEL Skills
Cristenson & Havsy (2004)	- Establish standards and expectations that provide clear goals and expectations for student success - Create structure through consistent systems, as well as developmentally appropriate supervision and monitoring - Provide sufficient opportunity to learn, in which students are provided access to a variety of tools to learn - Provide support through praise, verbal support, feedback; and talk to students regularly - Develop a positive climate and supportive relationships - Model appropriate behavior

Scholar(s)	Instructional Practices That Support Development of SEL Skills
Durlak, Weissberg, Dymnicki, Taylor & Schellinger (2011)	Implement SAFE Lessons: • **Sequenced** lessons • **Active** forms of instruction • **Focused** on what they want to teach • **Explicit** in what they are teaching
Elias (2004)	• Implement Project Based Learning • Coordinate cognitive and affective behavior • Provide goal-directed actions, with student planning and monitoring • Include development of teamwork skills • Implement formal/structured lessons • Develop goals with students that are relevant to each student's life • Model and teach subcomponents of skills, and integrate them • Use developmentally appropriate activities with feedback • Provide established prompts and cues • Recognize and reinforce real-world applications
Elias, Zins, Weissberg, Frey, Greenberg, Haynes, et al., (1997)	• Use storytelling and biography to introduce SEL • Implement group lessons that are content driven and/or socially driven • Provide rehearsals and opportunities to practice new skills • Develop self-awareness and self-regulation skills through student reflection and self-monitoring of behavior • Allow students to self-reflect and goal-set by letting them help with planning, setting priorities, and identify progress to reach their goals • Provide opportunities for artistic expression • Provide opportunities for students to play games around learning academic content • Implement cooperative and small group learning, in which students practice listening to other points of view, being sensitive to others' needs, negotiating, persuading, and problem-solving • Model ones' own SEL competencies • Coach and give cues about student behavior
Hawkins, Smith, & Catalano (2004)	• Use proactive classroom management • Teach interactively • Implement cooperative learning • Use cross-age or peer tutoring • Provide students many opportunities to bond with respectful, responsible adults and peers • Allow youth to be leaders and role models • Implement service learning and community service
Johnson & Johnson (2004)	• Create a cooperative community in which the teacher has to negotiate between interdependence and individual accountability • Teach students constructive conflict resolution
McCombs (2004)	• Create positive interpersonal relationships/climate • Honor student voice, provide challenge, and encourage students to develop perspective • Encourage higher order thinking skills and self-regulation • Adapt to individual developmental differences

Scholar(s)	Instructional Practices That Support Development of SEL Skills
Zins, Bloodworth, Weissberg, & Walberg (2004)	• Alter instructional approaches that allow interactions for learning (e.g., cooperative learning) • Use the informal curriculum (e. g., morning meetings, lunchrooms, playground, and extracurricular activities) • Implement active learning strategies • Convey high expectations

For examples of types of lessons and associated teaching practices that teachers are encouraged to use to infuse each of the core competencies into the various content areas, please see CASEL's [Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning](http://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf) (http://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf).

In addition to providing opportunities to practice skills, teachers can implement changes in their classroom and approaches to instruction that may reinforce social emotional skill building for students. This can take the form of physical changes to the classroom (e.g., adding a "quiet corner" or "peace corner" for young people who need help with focusing, posting feelings charts or SEL themes on the wall of the room, organizing the desks in a way that promotes interaction and engagement among students, setting up a place for morning circle time) to better support overall social emotional skill building. It can also involve changes in how teachers interact with their students to foster social emotional skills. For example, teachers can support student self-awareness and self-management by having the class develop its own set of rules and behavior guidelines rather than the teacher creating them. The class can agree on and sign the classroom compact and revisit it at regular intervals throughout the year.

✦ RESOURCES

     📖 The Center for Great Teachers and Leaders has developed [Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers](http://www.gtlcenter.org/products-resources/self-assessing-social-and-emotional-instruction-and-competencies-tool-teachers) (http://www.gtlcenter.org/products-resources/self-assessing-social-and-emotional-instruction-and-competencies-tool-teachers) to help them identify how well they are implementing some of these SEL practices. The tool also asks teachers to assess their own level of social emotional competence. For teachers to be able to implement SEL programs and practices with students, it is essential that they have a handle on their own level of skill. The tool helps teachers to look at both their practices with students and their own skills.

     📖 [Teaching the Whole Child: Instructional Practices that Support Social and Emotional Learning](http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf) (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf) (Yoder, 2014).

     📖 [What does Evidence-based Instruction in Social and Emotional Learning Actually Look Like in Practice?](https://www.casel.org/wp-content/uploads/2016/08/CASELBrief-WhatDoesSELLookLikeinPractice-11-1-15.pdf) (https://www.casel.org/wp-content/uploads/2016/08/CASELBrief-WhatDoesSELLookLikeinPractice-11-1-15.pdf) (CASEL, 2015)

     📖 CASEL developed [Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning](http://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf) (http://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf) (CASEL, 2017). The document is organized around each of CASEL's Five Core Competencies. For each core competency, the sample activities are divided into free-standing lesson/instruction activities and ongoing teaching practices designed to promote environmental conditions that optimize student social emotional development.

     📖 PBS Learning Media provides [an expansive collection of educational media resources](https://ny.pbslearningmedia.org/search/?q=social+and+emotional+learning&selected_facets=&selected_facets) (https://ny.pbslearningmedia.org/search/?q=social+and+emotional+learning&selected_facets=&selected_facets) that can be filtered by grade level, subject area, and document type.

ALIGNING AFTERSCHOOL, SUMMER SCHOOL AND COMMUNITY SCHOOL PROGRAMS WITH THE SCHOOL'S SEL BASED POLICIES, PROCEDURES, AND PRINCIPLES

Afterschool, expanded day, summer learning, and community school programs play an important role in a school's comprehensive SEL efforts. These initiatives bring knowledge and expertise about social emotional development to share with a school. Afterschool and youth development programs are typically grounded in a positive youth development approach. For most, creating positive environments in which youth can be active participants in their own growth and development is a core part of their mission, and a focus of staff training. Although it has been framed in a variety of ways over the past two decades (e.g., risk and protective factors, developmental assets, character education, 21st century skills), in many ways teaching social emotional skills and competencies has been a primary goal of these programs and strategies.

Including them as core partners in a school's SEL implementation efforts will benefit students and staff.

There are a variety of different types of afterschool and summer learning programs taking place in a school setting. In some schools, afterschool clubs and sports are run by school faculty and staff and may be more consistent with school-day approaches. In other schools, community agencies with a youth development focus (e.g., the YMCA or Boys and Girls Clubs, youth arts programs, etc.) run programs in the building afterschool. Still other schools develop partnerships with one or more community organizations to create multifaceted afterschool and summer programs.

Community Schools are public schools that emphasize family engagement and are characterized by strong partnerships and additional supports for students and families designed to counter environmental factors that impede student achievement. Fundamentally, Community Schools coordinate and maximize public, non-profit, and private resources to deliver critical services to students and their families, thereby increasing student achievement and generating other positive outcomes.

Finally, some schools have lengthened the school day and offer enrichment activities and other non-traditional opportunities for learning with both school staff and community partners throughout the day.

All of these programs, services, and strategies can benefit from SEL integration, and in all these cases, it is essential that the staff and partners delivering those additional services, programs, sports, and enrichment opportunities are engaged in the SEL implementation process.

Schools might consider some or all the following strategies:

- Invite all community partner staff, coaches, afterschool, and summer program staff to participate in training at the appropriate level for them. For example, if a school is offering teachers training on strategies to use in their classrooms, it may be beneficial to invite the frontline staff delivering enrichment programs or coaching sports to attend the same training.
- Engage the leadership from community partners to participate on the SEL Implementation Team. This ensures they are part of the visioning and planning process and can serve as champions and liaisons for the information to their own staff and other community partners.
- Invite partners to share their expertise with school staff. Joint training is effective where teachers can share strategies with community partners, and they in turn can share strategies with teachers. This allows for cross-pollination of ideas and increases ownership and buy-in from all involved.

★ RESOURCES

📖 There are a variety of resources for afterschool and summer learning program providers related to implementing SEL practices in the classroom. The American Institutes for Research provides the following:

- Linking Schools and Afterschool Through Social and Emotional Learning (http://www.air.org/resource/linking-schools-and-afterschool-through-social-and-emotional-learning): How can we better support young people as they develop the knowledge and skills they need to succeed in school, work, and life? This brief focuses on how afterschool and in-school educators can work together.

- The In-School and Afterschool Social and Emotional Learning Connection: A Planning Tool (http://www.air.org/resource/school-and-afterschool-social-and-emotional-learning-connection-planning-tool): School-day and afterschool programs must work together to support young people as they develop. This tool is designed for afterschool and in-school staff first to reflect independently on their goals for SEL and discuss how best to work collaboratively toward a common goal.

- Social and Emotional Learning Practices: A Self-Reflection Tool for Afterschool Staff   (http://www.air.org/resource/school-and-afterschool-social-and-emotional-learning-connection-planning-tool): Both the formal and informal education communities are increasingly focused on fostering opportunities for SEL and the link between SEL and youth outcomes. This self-reflection tool is designed to help afterschool program staff reflect upon their own social emotional competencies and their ability to support young people's SEL through program practices.

- Supporting Social and Emotional Development Through Quality Afterschool Programs   (http://www.air.org/resource/supporting-social-and-emotional-development-through-quality-afterschool-programs): This brief provides an overview of work done to date both in afterschool and school-based settings to define SEL, shares recent research on how afterschool programs contribute to the development of these competencies, and offers some next step recommendations to both practitioners and researchers.

- How Afterschool Programs Can Support Employability Through Social and Emotional Learning: A Planning Tool (http://www.air.org/resource/how-afterschool-programs-can-support-employability-through-social-and-emotional-learning): This planning tool is designed to help afterschool workers identify priority areas for employability skills building based on youth and employer input, and plan next steps based on that

- Ready for Work? How Afterschool Programs Can Support Employability Through Social and Emotional Learning (http://www.air.org/resource/ready-work-how-afterschool-programs-can-support-employability-through-social-and-emotional)

In addition, the Susan Crown Exchange funded a study of SEL practices in youth development programs to identify promising practices for building SEL skills with vulnerable adolescents, and to develop technical supports for the use of these SEL practices in out of school time (OST) settings. The products of the two-year study, standards for SEL practice and the suite of SEL performance measures, are designed to help OST programs focus deeply on SEL practice, assess their strengths, and improve the quality and effectiveness of their services using a continuous improvement approach.

- The [Preparing Youth to Thrive website](https://www.selpractices.org/) (https://www.selpractices.org/) provides additional, and no cost, downloadable tools and resource materials on SEL.

PROFESSIONAL DEVELOPMENT

Professional development is "the process of improving staff skills and competencies needed to produce outstanding educational results for students" (Hassel, 1999). Adults in the school community are pivotal in shaping school culture and putting effective SEL into practice.

To provide holistic education, educators need proper preparation in many domains. If SEL is to be effectively implemented in a school, it is imperative that professional development be substantial, meaning teachers participate in on-going learning, follow-up coaching and support. Such scaffolding is important so that educators can remain up-to-date with effective practices and methods (Gulamhussein, 2013). In order to effectively implement SEL, adults must understand and practice the competencies themselves.

> *Sustained and intensive professional development for teachers is related to student achievement gains.*
>
> Darling-Hammond et. al., 2009

- The duration of professional development must be significant and ongoing to allow time for adults to learn a new strategy *and* grapple with the implementation problem.
- There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.
- There must be training opportunities for all school staff to learn, engage in, and practice adult SEL competencies.
- Initial exposure to a concept should not be passive, but rather should engage stakeholders through varied approaches so they can participate actively in making sense of a new practice.
- Modeling, which is a component of explicit instruction, has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice.
- Support during implementation must address the dual roles of teachers as both technicians in evidence-based practices, as well as intellectuals developing teaching innovations. Support and feedback are essential in the implementation process.

To be effective, professional development in SEL needs to take place as part of a whole school approach. Professional development in SEL should be a priority and must be reflective of efforts

that are visible to stakeholders. Teachers want and need cognitive consistency between their daily professional practice with students, and the culture and policies of the school. "If teachers sense a disconnect between what they are urged to do in a professional development activity and what they are required to do according to local curriculum guidelines, texts, assessment practices, and so on—that is, if they cannot easily implement the strategies they learn, and the new practices are not supported or reinforced—then the professional development tends to have little impact" (Darling-Hammond, Wei, Richardson, & Orphanos, 2009, p.10). Non-teaching school staff will benefit from this consistency in policy and protocol as well.

The [Missing Piece National Survey with Teachers](https://www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf) (https://www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf) shows that 93% of surveyed teachers want to see more focus on SEL in education and are eager for more classroom support to teach them how to help their students learn and practice social emotional skills, attitudes, and behaviors. The survey found that SEL training is lacking in most schools. Four in five teachers (82%) report interest in receiving further training on SEL, with 61% "fairly" or "very" interested. However, only half (55%) of teachers receive some form of SEL training, and of that, 23% is in-service. Preschool and elementary school teachers are the most likely to receive SEL training (60%) while high school teachers are the least likely (47%). Professional development to support teacher knowledge, effective pedagogy, and practices enhances effective SEL implementation (Brackett, Reyes, Rivers, Elbertson, & Salovey 2012).

ADULT SEL

Because any SEL effort must begin with changing the adults' mindset, efforts should begin with staff training and professional development. It may take months before adults are changing their practice. They may, however; be changing how they think about their practice. Teachers are more likely to report mindset shifts early in an SEL implementation effort, while measurable student impact is likely to require additional time, as teachers work to fully integrate mindset shifts into practice.

Maintaining a realistic vision of how change is likely to happen will help with planning, assessment, and reflection. It is important to note that early in the implementation of SEL, schools are more likely to see changes in the school's climate and in teacher or adult readiness and mindset shift than in student social emotional competencies. For example, the number of discipline referrals to the office may decline early in the process because it is a concrete and tangible change that teachers can make. Likewise, staff morale may improve because they are satisfied that something is being done to address the behavioral challenges in their classrooms. There is also research to suggest that addressing SEL in classrooms decreases teacher burn-out and turnover (Bouffard, 2017; Jennings et al., 2011, 2013; Roeser et al., 2013).

    📖 The CASEL District Resource Center (https://drc.casel.org) provides multiple resources related to Adult SEL (https://casel.org/adult-sel/).

    📖 The Office of the Superintendent of Public Instruction, Washington, offers a free SEL Online Learning Module (http://www.k12.wa.us/StudentSupport/SEL/OnlineModule.aspx).

    📖 American Institutes for Research offers a Social and Emotional Learning Coaching Toolkit (https://www.air.org/sites/default/files/downloads/report/Social-and-Emotional-Learning-SEL-Coaching-Toolkit-August-2017.pdf) to assist administrators and other coaches in classroom observations and providing effective feedback.

PARENTS AND FAMILIES AS PARTNERS IN SEL IMPLEMENTATION

SEL starts at home. Families are essential in helping their children develop social emotional skills. Their support of SEL, as well as their ability to model the core competencies, helps foster their children's social emotional growth. Building a collaborative relationship between families and school personnel is crucial to providing all students with a safe and supportive learning environment. Such collaboration involves family and school support for all facets of a student's school life. The following chart includes guidance that could be shared with families and school personnel to illustrate the collaborative role they play in student social emotional development.

Collaborative Family-School Support

Family Support	School Support
Let your child know you believe education is important by making sure they report to school each day on time and ready to learn.	Let students know that education is important by arriving to school on time, ready to teach, counsel and/or support each young person.
Know the school's rules and Code of Conduct. Talk with your child about why it is important to follow these rules. If your child engages in misconduct, work with the school to help them learn from their mistake. Encourage your child to seek help from an adult in school if they feel unsafe or are having any kind of trouble. Help your child establish and maintain positive relationships with peers and adults.	Discuss the school's Code of Conduct with students and engage them in establishing classroom rules. Talk with students and parents about behavioral expectations. Know school policies and rules. If a student engages in misconduct, use restorative practices and progressive discipline to address the behavior in a fair and consistent manner. Ensure that any disciplinary response is coupled with appropriate support services to help students learn from their mistakes and reduce recidivism. Follow the rules for reporting student misconduct. Help each student establish and maintain positive relationships with peers and adults.
Know who your child's friends are. If your child is the target of bullying or negative peer pressure	Create an inclusive, supportive classroom and school environment in which all students feel valued and respected. Actively monitor student

Family Support	School Support
by another student, contact the school's Dignity Act Coordinator immediately.	behavior. Provide prevention and/or intervention services as needed to support positive student behavior.
Participate in parent/family workshops and other opportunities to learn more about SEL and the kinds of supports and interventions available.	Provide ongoing opportunities for parents to engage in participatory workshops on key topics, including but not limited to, SEL, restorative practices, college and career readiness, etc.
Each day check with your child about what's going on at school. Ask about homework assignments, special projects, assignments, and upcoming tests.	Make sure students and parents know course objectives and requirements, marking and grading procedures, assignment deadlines and academic expectations. Provide academic support as needed.
Provide your child with a place to study, complete homework assignments, and work on other school projects.	Contact parents about student successes. Contact parents when a student does not turn in homework or other assigned projects or fails a test.
If your child is absent, provide the school with documentation for an excused absence.	If a student is absent, contact the family. Monitor students' attendance for chronic absenteeism. Provide support as needed.
If your child is often late for school, contact the school to discuss the reasons.	Contact parents as soon as a pattern of lateness is identified to provide assistance and support.
If your family moves, or if you get a new phone number, provide the school with your new address and/or contact information.	Regularly check with students to make sure home contact information is up to date and correct.
If there are changes in your family's home situation that could affect your child's school work or behavior in school, contact the teacher, principal, or other school leader.	Establish and maintain positive interactions with each student's family. Ensure that the school has established connections with community resources for support services for families.
Be an active participant in school events.	Be an active participant in school events.
Be an active member of the school's parent organization and attend parent workshops to learn more about how to support your child's education.	Support parent participation. Communicate regularly with parents to share student successes and to work together to address a student's academic or SEL needs.

To develop healthy collaborations with families, consider the following practices (Christenson & Sheridan, 2001):

- Form Relationships
  - Young people benefit most when their caregivers and teachers know one another and have some basic information about "how things work" at home and school.
  - Focus on strengths. One of the basic building blocks of a strong parent-teacher relationship is that teachers and parents stand united on helping young people by focusing on their strengths, and the strengths of the partnership.
- Create Ways to Become and Stay Engaged
  - To build a healthy partnership, parents and teachers can find ways to be engaged with each other and their student. Such engagement is essential to help young people feel valued and important.

- Over time efforts to remain connected, no matter how small, will help create deep and meaningful consistency for the young person at home and at school
- Establish Two Way Communication
  - Share ideas. Both parents and teachers have essential information to share when it comes to a young person they both know well.
  - Make sure that communication is frequent and clear, and that everyone has an equal chance to speak and to listen.

> *There is no good alternative to a strengths-based approach to working with children. It involves (a) establishing positive relationships with children based on their assets and their potential contributions as resources to their schools, and (b) finding naturally occurring contexts in which they can enact positive roles for which they must learn skills to be successful (Elias et al., 2003).*

- Structure Consistent Opportunities for Learning and Behavior
  - Look for similar ways to create structured learning opportunities across home and school because these connections can help young people be successful in both places.
  - Reinforce young people's positive behaviors at home and school to help them experience consistent messages.
- Collaborate to Achieve Goals and Solve Problems
  - Both parents and teachers have valuable information and ideas that can help when a student is having a problem. Young people show more improvement when teachers and parents work together with them to create a plan, decide on strategies, and practice them at school and home.

COMMUNITY BUILDING CIRCLES

The most essential component of any approach to discipline is prevention. Community Building Circles (see Appendix D: Description and Use of Restorative Practices) offer opportunities for groups to come together under a set of mutually agreed-upon ground rules in a forum that permits all to be heard and promotes deeper listening.

The ability of teachers to facilitate development of students' social emotional skills, such as managing emotions, self-regulation, establishing healthy relationships, and maintaining self-awareness, is crucial for curbing disruptive student behavior (Osher, Coggshall, Colombi, Woodruff, Francois, & Osher, 2012). As students engage in SEL, among the strategies and skills they learn are active listening, and other conflict resolution skills which they can use to talk through an issue or conflict directly with the person with whom an individual disagrees. They also learn that it is important to ask for help if needed to resolve a conflict, whether through peer mediation or through a restorative circle.

Parent circles based upon the specific needs of a school community can provide parents with the opportunity to:

- learn skills to help them build stronger, more collaborative, and supportive relationships with their children;
- support their children's social, emotional, and academic development;
- deepen their connection with their schools;
- learn skills to help them more effectively advocate for their children; and
- strengthen connections to other families at their schools.

The benefit of such community building to the safety of the school community cannot be overstated. Mutual trust between students, teachers, parents, and administrators is a more important predictor of school safety than community crime and poverty levels (American Psychological Association Zero Tolerance Task Force, 2015).

✦ RESOURCES

📖 Edutopia's A Parent's Resource Guide to Social and Emotional Learning (https://www.edutopia.org/SEL-parents-resources) (2015) provides a range of valuable resources school staff may wish to use as part of the school's parent engagement workshops and/or provide resources directly to parents in various forums. The articles and videos for parents address the following: Encouraging Kindness and Empathy; Cultivating Perseverance and Resilience; Fostering Gratitude; Mindfulness, Emotional Intelligence, and Focus; Home, School, and Community Partnerships; Children's Social Selves and Technology; and Additional Resources.

📖 Parent Toolkit (http://www.parenttoolkit.com/) is developed by NBC News Education Nation and Pearson. This resource includes resources categorized by grade level or topic. Topics include Social & Emotional, Academics, Health & Wellness, Financial Literacy, and College & Career. School staff may wish to use this resource as part of the school's parent engagement workshops and/or provide resources directly to parents in various forums

📖 Social and Emotional Learning Explained: How SEL Helps Students in College, Career, and Life (http://www.air.org/resource/social-and-emotional-learning-explained-how-sel-helps-students-college-career-and-life): SEL develops a person's ability to make successful life choices, to achieve academically, and to be college and career ready. In this video, Nick Yoder explains how SEL can help students and what research says about its effectiveness.

APPROACH TO DISCIPLINE

A significant factor in how every school "works" is how it addresses student misconduct. The "how" of discipline is not simply the protocols and procedures school staff follow when a behavioral incident occurs. More importantly, it is the approach the school takes when a student has violated the school's code of conduct.

The word discipline derives from the Latin word for "to teach." Understanding discipline as a "teachable moment" is fundamental to a social emotional approach to addressing student misconduct, which seeks concurrent accountability and behavioral change. The goal of this approach is to help young people learn from their mistakes, take responsibility for their actions, and prevent a recurrence of inappropriate behaviors.

DISCIPLINE AND DATA

Looking at behavioral data can help school leaders understand not only what is happening and who is involved but can also provide insights that help school staff ask the often difficult "why" questions.

Most, if not all, schools already look at some behavioral data (e.g. Violent and Disruptive Incident Reporting (VADIR)). School leaders and school committees charged with addressing student conduct generally review behavioral incident data on a regular basis. Depending on the data collection system, this may include graphic or numerical data related to incident frequency, type, location, times, etc. It may also be beneficial to review all the previous year's behavioral incidents together to ascertain patterns of behavior and disproportionalities and determine SEL strategies to address them. This review of incident data can provide insights into student motivations for behavior, as well as the overall school climate and culture.

SEL AND RESTORATIVE PRACTICES

Restorative practices are strategies designed to help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships because of inappropriate behavior. Addressing student misconduct with restorative practices promotes students' acquisition of, and practice in using, all five social emotional core competencies, since both focus on strategies and skills such as understanding and managing one's emotions and behavior, negotiating conflict constructively, building empathy, making constructive decisions about personal behavior, and realistically evaluating the consequences of one's behavior.

Using restorative practices to help students who have engaged in inappropriate behavior is essential to making the discipline process a learning and growth experience to help our students to do the following:

- understand why the behavior is unacceptable and the harm it has caused;
- understand what they could have done differently in the same situation;
- take responsibility for their actions;
- be given the opportunity to learn pro-social strategies and skills to use in the future; and
- understand the progression of more stringent consequences if the behavior reoccurs.

A restorative approach to discipline does the following:

- Acknowledges that positive relationships between and among students and staff members are central to building and sustaining a safe and supportive school community in which effective teaching and learning take place;
- Emphasizes repairing the harm done and restoring the relationships that have been impacted by inappropriate behavior;
- Addresses misconduct and the harm it has caused through a process that strengthens relationships and promotes growth;
- Engages students and staff in collaborative problem solving;
- Provides the harmed person with a chance to share the impact of the behavior on them; and
- Helps the young person who has engaged in misconduct understand the impact their action has had and take responsibility for the behavior.

Restorative practices change the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and focusing on how those engaged in the misbehavior will be punished, a restorative approach asks four key questions which are predicated upon teaching and reinforcing SEL:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

The more young people become skilled in the social emotional core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) the more capacity they will have to recognize and manage their own emotions, be aware of the needs of others as well as the impact of their behavior on others, develop and maintain positive relationships, be able to handle conflict effectively and non-violently, and make responsible decisions.

It is essential that both staff and students understand and have a working knowledge of SEL to implement a restorative approach to discipline. Adults need a deep working knowledge of SEL and the five core competencies to inform their professional practice, whether in the classroom or the school community as a whole; and to foster, reinforce, and facilitate this learning for their students. Please see Appendix E: Example of a Restorative Dialogue for an example of a dean engaging in a restorative dialogue with a student who has harmed a peer. The adult's questions and processing illustrate how the five social emotional core competencies are engaged.

The more schools embrace the concept that disciplinary accountability and social emotional growth are not mutually exclusive, the greater opportunity there is to help young people learn from their mistakes and reduce recidivism. This is especially important because both federal and state law requires that suspension be imposed for some incidents.

Providing appropriate support services to students during their suspension and when they return to school maximizes their ability to meet social/behavioral and academic standards within the school community. The goal at all grade levels should be to prepare students to return from suspension with increased pro-social attitudes, strategies, and skills that foster resiliency and reduce the likelihood of recidivism. Just as important is the continuation of supportive services when the student returns to school. Support services may include any of the range of supports and interventions or a combination of services to best meet the needs of the individual student. Further, as part of the return from suspension process, many schools use one or more restorative practices to help both the student and the school community move forward from the incident that required the suspension.

Range of Restorative Practices

Community Building Circles
Collaborative Negotiation Process
Peer Mediation
Restorative Circles
Formal Restorative Conference
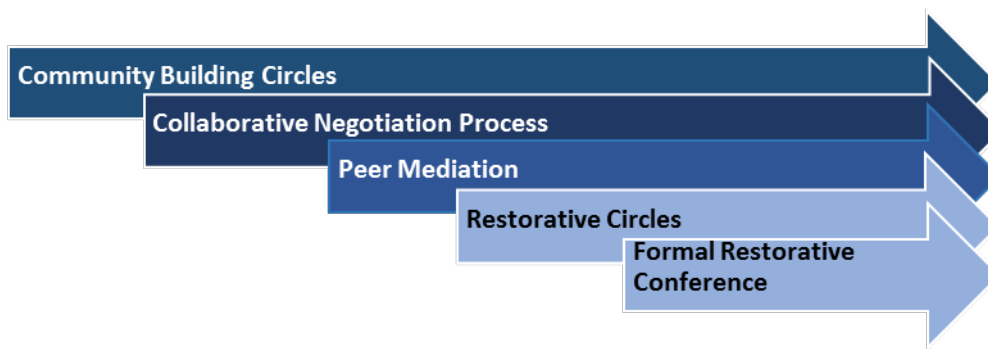
Please see Appendix D: Description and Use of Restorative Practices for a description of the range of restorative practices.

✦ RESOURCES

📖 Directory of Federal School Climate and Discipline Resources (2014) (https://www2.ed.gov/policy/gen/guid/school-discipline/appendix-1-directory.pdf): Just as an effective academic program requires rigorous academic goals and evidence-based instruction to help students meet those goals, creating a supportive school climate requires fair and clear behavioral expectations, and a range of evidence-based supports and interventions to help students meet those expectations without removing them from the classroom. To help educators, district officials, and other education stakeholders

access resources from the federal government related to school climate and discipline, the U.S. Department of Education developed this directory of pre-K-12 school climate and discipline resources. The directory includes titles, electronic links, descriptions, and other relevant information for a range of resources related to research and monitoring, training products and tools, technical assistance centers, federal policy and guidance, and federal initiatives related to school discipline and school climate.

 An important resource from the National Center on Safe Supportive Leaning Environments is [Addressing the Root Causes of Disparities in School Discipline](https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline) (https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline). This guide is designed for school and district teams to assist them in using a data-informed process to examine disparities in school discipline and systemically change policies and practices. The guide is written to support efforts that include all stakeholders: students, families, school staff, community-based organizations, advocates, and agencies; including health and mental health professionals, as well as those representing youth development; child welfare, law enforcement, courts, and juvenile justice agencies.

 [Guiding Principles: A Resource Guide for Improving School Climate and Discipline](https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf) (https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf)   from the U.S. Department of Education

 The Schott Foundation offers [Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools A Guide for Educators](http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf) (http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf), a toolkit to help educators support the growth and health of students in schools

ASSESSMENT

An important aspect of any SEL implementation process is ongoing reflection to ensure the efforts are high quality and producing the desired and expected results within a realistic time frame. Continuous improvement and reflection do not necessarily equate with monitoring and assessment. Successful SEL implementation efforts use all of these in a data-based decision-making process. This section addresses how and when to begin data monitoring and assessment, use of implementation and process reflection, and steps to ensure a culture of continuous improvement.

Measurement and assessment should focus on process and implementation at first, then move to measuring change in social emotional competencies, as well as other student outcomes as the initiative matures.

The SEL Implementation Team described earlier plays an important role in continuous improvement and measurement. The team will be making key decisions about the rollout of SEL programming and practices and should have a clear sense of the timeline for activities. The team

will want to review key data during each step of the implementation process to evaluate how things are going. The team can then share the data with key stakeholders at various points in the process to gather feedback, celebrate successes, and make the case for improvement or emphasis when things aren't going as well as planned.

USING DATA FOR CONTINUOUS IMPROVEMENT

A school's leader plays a key role in using data for continuous improvement because it is their responsibility to communicate to all members of the school community, particularly school staff, that data will be used for professional development and to better meet the academic, social, and emotional needs of the students the school serves. Likewise, communication about data with parents and students should carry the same message – data is used to identify needs and provide insight into how to best address those needs.

Capturing data is only one part of the measurement story. The more important component is what to do with that data once it has been collected. Much of the answer will depend on why the data was collected in the first place.

Data collection for continuous improvement and reflection means data is used to understand what is happening, to identify challenges or road blocks, and to figure out what is working. When data is used in this way, there is a sense that data is useful and serves as a tool for improvement. Data can be broken down by subgroups or triangulated based on input from students, teachers, and families to check for alignment and disagreement. This can be used to make customized solutions for improvement based on the individual needs of various groups.

Data on adult practices and mindsets can be used to tailor professional development and training or build a coaching/peer mentoring plan. Data on student performance can be used to identify areas of need and skills to target for groups of students, or on an individual level to identify students who might need tier 2 and 3 supports (see section on SEL and Multi-Tiered Systems of Support (MTSS)) to fully meet their social emotional needs. All data collected should be used to track what is happening, and to make improve systems in a continuous feedback loop. A Plan-Do-Study Act (PDSA) cycle, which is sometimes referred to as Plan-Do-Check-Act (PDCA) cycle, enables this type of reflection to inform future implementation efforts and to make any adaptations to the plan, as data suggest may be helpful in increasing effectiveness of multi-tiered SEL endeavors.

Finally, a key purpose for data is communication. The school community needs to understand the progress and effectiveness of SEL implementation. Communicating successes builds enthusiasm and commitment to the work, provides feedback to key stakeholders such as district leaders, the school board, and/or community-based partners that their support is reaping benefits, and lets parents know the value of the work. Similarly, sharing areas in need of improvement is an opportunity for transparency and to evaluate the school community's efforts.

MEASURING IMPLEMENTATION

In the initial stages of an SEL effort, it is important to monitor and celebrate progress to ensure support and maintain momentum. Measuring implementation steps can be an effective way to capture this type of data. Implementation measures may include things like: capturing the number of teachers or other adults in the school building who have been trained and the types of training they have received; counting the number of SEL lessons that have been implemented if using a curriculum or specific program; recording the number of group sessions or other schoolwide activities related to SEL efforts; recording changes to school policies or practices that reflect the new SEL vision; recording the number of meetings and attendees of the SEL Implementation Team; and capturing other data that may help to paint a picture of the implementation process to date.
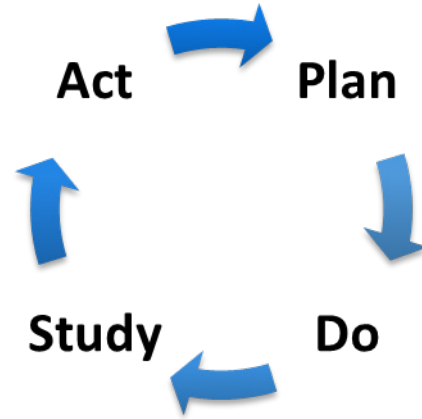
MEASURING SCHOOL CLIMATE

Improved school climate and culture is predicated upon the ability of schools to assess the affective factors impacting the learning environment, in addition to academic rigor and instructional practice. NYSED has partnered with a cohort of school districts to pilot the administration of the U.S. Department of Education School Climate Surveys (EDSCLS). The districts involved in this pilot have:

- Picked a framework (e.g. Positive Behavioral Interventions and Supports (PBIS), SEL, etc.);
- Established a Community Engagement Team;
- Administered the US DOE school climate surveys to students, parents, and school personnel;
- Produced reports and analyzed survey and other pertinent data (chronic absenteeism data, school violence index) with the Community Engagement Team; and
- Created an action plan with the Community Engagement Team to address areas of need.

The pilot implementation of the survey has been an initial step in NYSED's development of the New York State School Climate Index which will be used to assist schools in creating improvement plans for establishing and/or sustaining a positive school culture and climate. The New York State School Climate Index will include three components: school climate survey data, chronic absenteeism rate, and the school violence index.

The recommendation for a systemic whole school approach to implementing SEL supports the goal of the NY State School Climate Index. It provides schools with a research-based operational framework for addressing school climate and culture.

MEASURING ADULT BELIEFS AND PRACTICES

A third category of data includes two types of data - adult beliefs and adult practices (see section on Adult SEL). For SEL to be effective in a school building, there must be changes in both categories. For many educators and others involved in schools, SEL and the approaches it entails will be new. A first step in any SEL effort will involve reviewing the mindset of the adults in the building, followed closely by changing adult practices as necessary. Therefore, it is a good idea to monitor and measure these types of data.

MEASURING STUDENT DATA

Social Emotional Competencies

It may be beneficial to do an initial baseline assessment of students' social emotional competencies and skills at the preliminary stages of schoolwide SEL implementation. This will provide the school with data that can be used in later evaluation efforts. It is important; however, that this data collection is conducted carefully and with an eye toward protecting students.

The SEL Implementation Team must first identify the following:

- Which skills it wants to target and measure;
- What type of assessment will be most appropriate; and
- Which assessment instruments best match the school's needs and intended programming.

Most importantly, school leaders must know what capacity/resources the school needs to have in place to collect data on youth skills and beliefs accurately.

The American Institutes for Research (AIR) provides Ready to Assess (http://www.air.org/resource/are-you-ready-assess-social-and-emotional-development), a useful set of tools to guide schools in making the decision about when and how to assess improvement in students' social emotional competencies (AIR, 2015). They recommend that schools first consider the purpose of assessment (i.e., accountability or continuous improvement), then the necessary rigor (e.g., high stakes or low stakes) to match that purpose. They also recommend considering practicality and the burden an assessment may place on schools, as well as the ethics of measuring these skills.

Behavioral Incidents

SEL efforts are likely to result in a reduction in disciplinary referrals, so tracking this data may be useful for showing improvement. It can also be helpful for continuous improvement by examining whether discipline incidents are reduced at particular grade levels, in certain settings,

or during certain times of the school day or year. For students who frequently engage in inappropriate behavior, it is important to monitor not only the frequency, but also the severity. Contextual information about these incidents may also help adults offer supportive responses and consequences that increase the likelihood of preventing similar behavior in the future.

Attendance and Chronic Absenteeism

Schools are required to track student attendance. When school climate improves, and students feel more socially and emotionally at ease, they are likely to attend school more often. Research suggests that SEL competencies also influence students' attendance at school (Heckman & Kautz, 2013; Jones et al., 2011).

Monitoring student absenteeism data can inform the development of intervention strategies designed to reduce chronic absence from school, promote student engagement, and increase student achievement. Chronic absence from school, defined as missing at least ten percent of enrolled school days, warrants our urgent attention because the connection between instructional time and achievement is well established as key to student success. There is extensive research regarding absenteeism that indicates missing ten percent of school days tends to be the 'tipping point' when student achievement declines (Balfanz & Byrnz, 2012).

Clearly, having students in school for instruction is a fundamental first step to helping students achieve. When students stop being chronically absent, they are more likely to improve academically and stay in school. Successful intervention strategies to reduce chronic absenteeism require early identification of students who are chronically absent, or at-risk of becoming chronically absent.

Academic Achievement

Although there is compelling evidence that improving social emotional competencies has an impact on academic achievement (Deming, 2017; Durlak et al., 2011; Farrington et al., 2012; Jones & Kahn, 2017; Schanzenbach, et al., 2016; Weinberger, 2014; Zins et al., 2004), these types of improvements are likely to take more time to appear than those mentioned above. Examining changes in academic performance should be the final data a school starts to measure in its SEL efforts.

✦ RESOURCES

📖 The National Center on Safe Supportive Learning Environments maintains a compendium of valid and reliable surveys, assessments, and scales of school climate (https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium) that can assist educators in their efforts to identify and assess their conditions for learning. The intent of this

compendium is to gather student, faculty and staff, family, administrator, and community surveys in Pre-K/elementary school, middle and high school, and higher education environments. The surveys can be used in whole or in part; that is, whole surveys or individual scales can be administered to target respondents. All scales in the compendium have been tested for validity and reliability.

  The U.S. Department of Education (ED) has developed the high-quality, adaptable ED School Climate Surveys (EDSCLS) (https://safesupportivelearning.ed.gov/edscls/administration) and associated web-based platform. The EDSCLS can be downloaded free of charge. The EDSCLS allows States, local districts, and schools to collect and act on reliable, nationally-validated school climate data in real-time. The EDSCLS builds on federal initiatives and research (https://obamawhitehouse.archives.gov/sites/default/files/docs/053014_mbk_report.pdf), which recommended that the Department work on the issue of school climate.

  Rand Corporation's Choosing and Using SEL Competency Assessments: What Schools and Districts Need to Know (http://measuringsel.casel.org/pdf/Choosing-and-Using-SEL-Competency-Assessments_What-Schools-and-Districts-Need-to-Know.pdf) was jointly developed by the Assessment Work Group (AWG) and researchers from the RAND Corporation's Assessment Finder project. Its purpose is to provide school and district leaders and implementation teams with guidance on how to choose and use social and emotional learning (SEL) competency assessments. It discusses the benefits and challenges of measuring SEL competencies, what to consider when choosing an SEL competency assessment, and guidance for using SEL competency data in practice.

  CASEL's SEL Assessment Guide (http://dev-measuringselcasel.pantheonsite.io/assessment-guide/) is an interactive tool to help practitioners select and effectively use currently available measures of social and emotional competence of students pre-K to 12th grade.

  The RAND Assessment Finder (https://www.rand.org/education/projects/assessments.html) lists assessments of interpersonal, intrapersonal, and higher-order cognitive competencies. The Assessment Finder enables practitioners, researchers, and policymakers to explore what assessments are available and obtain key information about what they are designed to measure, how they operate, what demands they place on students and teachers, and what kinds of uses their scores support.

  Schools are encouraged to make use of the AIR Ready to Assess (http://www.air.org/resource/are-you-ready-assess-social-and-emotional-development) toolkit which provides invaluable assistance in navigating accurate assessment. The no cost toolkit includes the following:

   o Are You Ready to Assess Social and Emotional Development? - Brief (http://www.air.org/sites/default/files/AIR Ready to Assess_STOP.pdf) Invites users to "STOP" and learn about the landscape of social emotional

assessment. Discussed are consideration of whether assessment is the right move, how rigorous that assessment should be, and the burden, benefits, and ethics of assessment.

- o [Are You Ready to Assess Social and Emotional Development? - Decision Tree](http://www.air.org/sites/default/files/AIR Ready to Assess_THINK.pdf) (http://www.air.org/sites/default/files/AIR Ready to Assess_THINK.pdf) Helps states, districts, and schools "THINK" about whether and how to use assessments to evaluate students' social emotional knowledge, attitudes, and skills with development and critical appraisal of an assessment plan.

- o [Are You Ready to Assess Social and Emotional Development? - Tools Index](http://www.air.org/sites/default/files/AIR Ready to Assess_ACT_rev.pdf) (http://www.air.org/sites/default/files/AIR Ready to Assess_ACT_rev.pdf) Empowers users to "ACT" with confidence to choose from a list of the selected outcomes tools identified by AIR for exploring social emotional knowledge, attitudes, and skills.

- 📖 AIR's [Identifying, Defining, and Measuring Social and Emotional Competencies](https://www.air.org/sites/default/files/downloads/report/Identifying-Defining-and-Measuring-Social-and-Emotional-Competencies-December-2017-rev.pdf) (https://www.air.org/sites/default/files/downloads/report/Identifying-Defining-and-Measuring-Social-and-Emotional-Competencies-December-2017-rev.pdf) (2017) report can be used to assist SEL Implementation Teams in establishing priorities and how to measure SEL effectiveness.

- 📖 Sample information about, and general guidance for an assessment regimen of SEL can be found in *The Handbook of Social and Emotional Learning: Research and Practice* by Durlak, et al.

- 📖 The New York State Council on Children and Families [Every Student Present](http://www.everystudentpresent.org/) (http://www.everystudentpresent.org/) website offers information and resources for educators and community coalitions.

- 📖 [Attendance Works](http://www.attendanceworks.org/) (http://www.attendanceworks.org/) offers resources to advance student success and reduce equity gaps by reducing chronic absence

- 📖 The U.S. Department of Justice, U.S. Department of Health and Human Services, U.S. Department of Housing and Urban Development, and the U.S. Department of Education offer [Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism](https://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf) (https://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf).

LONG TERM SUSTAINABILITY

Ensuring that the efforts of the school will result in long term sustainability is among the issues the SEL Implementation Team will need to consider as it begins to look at the school and how best to implement systemic SEL. The list below identifies fundamental components necessary to foster effective, long-term sustainability of evidence-based SEL implementation (Elias, Zins, Graczyk, & Weissberg, 2003).

Factors Associated with Successful, Enduring Implementation of Evidence-Based Prevention/SEL Initiatives

- Linkage to stated goals of schools or districts
- Balance of support from administrators both new and seasoned
- Ongoing processes of formal and informal training, including the involvement of acknowledged experts
- High inclusiveness of all school populations
- High visibility in the school and the community
- Consistent support from school principals
- Components that explicitly foster mutual respect and support among students
- Presence of a program coordinator or committee to oversee implementation and resolution of day-to-day problems
- Involvement of individuals with high shared morale, good communication, and a sense of ownership
- Varied and engaging instructional approaches

✦ RESOURCES

📖 CASEL provides A Road Map to Financial Sustainability (http://financialsustainability.casel.org/), with resources to help school districts to plan their SEL implementation with sustainability in mind.

📖 ASCD provides guidance on Funding for Social-Emotional Learning in ESSA (http://www.ascd.org/ASCD/pdf/siteASCD/policy/ESSA-Resources_SEL-Funding.pdf) as part of their *Every Student Succeeds Act (ESSA), ESSA Implementation Resources for Educators*.

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APPENDIX A: SAMPLE SOCIAL EMOTIONAL IMPLEMENTATION RUBRIC FOR EFFECTIVE PLANNING, IMPLEMENTATION, AND CONTINUOUS IMPROVEMENT

This rubric can be used by districts or schools seeking to assess their current status to inform planning, implementation, and improvement. Level 1 indicates no SEL integration. Levels 2-4 indicate progressing implementation. And Level 5 indicates full, systemic, and sustainable implementation.

Domain	Level 1	Level 2	Level 3	Level 4	Level 5
Approach	No plan or process exists. Data are neither used nor reviewed for SEL planning or systemic integration.	The staff acknowledges the importance of SEL and individuals use SEL in isolation; there is no comprehensive implementation plan.	A comprehensive school plan to achieve the goals within SEL programs is developed targeting selected grades and/or selected groups of students; some data is used to inform planning; a method to assess and improve is in place.	A focused and integrated plan for schoolwide implementation and continuous improvement is in place. All efforts represent a systemic vision/goal and all students at all grade levels receive instruction in social emotional competencies.	A Systemic schoolwide SEL plan is in place which includes a focus on the continuum of student needs. Articulation and integration of all social emotional competencies is in place.
Leadership & Professional Development	Principal is the decision maker. No SEL Implementation Team is in place and there is no SEL professional development.	SEL professional development is sporadic and focused on leadership for specific programs.	SEL Implementation Team is active and is composed of representatives of all school stakeholder groups; turn-key training takes place to keep all school stakeholders informed.	Decisions about implementation are made by SEL Implementation Team and full staff as appropriate. Effective professional development and follow up support is in place.	SEL Implementation Team ensures all elements of SEL professional development are implemented and include all stakeholders
Implementation	Budget and other resources are allocated sporadically on an as needed basis by the principal; involvement of stakeholders is limited or missing; individuals address SEL in isolation	SEL Implementation Team has begun planning efforts by identifying values, purpose, and essential student needs; some resources and/or some budget allocations have been made to support planning.	There is evidence that SEL implementation is in some areas/programs, but program components are neither systemic nor integrated schoolwide; resources/budget are in place to support program components.	The school has a SEL framework in place that addresses school culture and climate, discipline, instruction, professional development, parent, and family engagement and after, summer and community school programs; instruction and modeling of the five social emotional core competencies is partially in place across the school community; budget/resources are in place.	The school has a SEL framework in place that addresses and aligns school culture and climate, discipline, instruction, professional development, parent, and family engagement and after, summer and community school programs ensuring consistent instruction and modeling of the five social emotional core competencies across the school community; budget and resources are in place and school actively seeks additional resources.
Evaluation & Continuous Improvement	No evidence of comprehensive planning. Continuum of learning for students is not present.	SEL Implementation Team has begun to review some student data to identify school community needs.	SEL Implementation Team periodically meet and review some student data to inform planning and course corrections.	A plan for the continuous improvement of schoolwide SEL efforts is in place; the SEL Implementation Team periodically meet and review multiple student data sources to inform planning and make course corrections.	A plan for the continuous improvement of systemic schoolwide SEL efforts is in place; the SEL Implementation Team regularly meet and review multiple student data sources, holds regular school community forums, and engages stakeholders in focus groups to gather input to inform planning and make course corrections.

APPENDIX B: CASEL COLLABORATING DISTRICTS INITIATIVE

In 2011 CASEL began the Collaborative Districts Initiative (CDI) (https://casel.org/districts-2/), a partnership involving the American Institutes for Research (AIR) and an initial eight large school districts across the country – Anchorage, Austin, Chicago, Cleveland, Nashville, Oakland, Sacramento, and Washoe County, Nevada. Twelve additional districts have since joined the collaborative to put research into action. These twenty districts serve approximately 1.6 million students each year. These districts are embedding SEL into their work in multiple ways, from making it central to their strategic planning, to aligning and integrating SEL into all instruction.

The CDI has two complementary goals:

- Develop districts' capacities to plan, implement and monitor systemic changes that will impact schools and classrooms in ways that enhance students' social emotional development and academic performance.
- Document lessons learned that can inform future efforts to support systemic SEL implementation in districts across the country.

The CDI shares lessons learned on an on-going basis. Please see the 2017 report Key Insights from the Collaborative Districts Initiative (http://www.casel.org/wp-content/uploads/2017/04/XDMRpt20170407.pdf). Research conducted over the past six years in the districts yielded the following lessons:

1. Systemic SEL is possible even with leadership changes and relatively small budgets.
2. SEL ideally is integrated into every aspect of the *district's* work, from the strategic plan and budgets to human resources and operations.
3. SEL, ideally, is integrated into every aspect of the *school*, from classroom instruction to school climate and culture, to community and family partnerships.

   Students thrive when SEL is promoted and reinforced throughout the school day, modeled, and taught by teachers, families, and community members – and supported by district policies, practices, and investments.

4. Successful implementation can follow multiple pathways, based on each district's unique needs and strengths. Regardless of the approach, the engagement and commitment of both school and district leadership is essential.
5. Adult SEL matters, too.
6. Data for continuous improvement are essential.
7. Districts benefit from collaborating with each other

APPENDIX C: WHAT DOES A POSITIVE SCHOOL CULTURE LOOK LIKE?

A school's culture is created through the interplay and impact of the values, beliefs, and behavior of all members of a school community, including the influence of the broader community in which the school is located. The type and quality of relationships among and between stakeholder groups, the school's social norms (what is considered acceptable and unacceptable behavior), and the expectations members have for themselves and for one another, all contribute to a school's culture.

Community

- The school looks and feels warm, safe, and inviting.
- Students and staff enjoy being in school.
- Parents feel welcome, are valued members of the school community and are regularly engaged in the life of the school.
- Input from staff, parents, and students inform key decisions that impact the school community.
- Students, staff, and families value and respect one another and the school community as a whole.
- All members of the school community feel included, valued, and safe - emotionally and physically.
- Diversity is valued and celebrated by the school community.
- Relationships and interactions between members of the school community are characterized by openness, trust, respect, and appreciation.
- The individual successes of students and staff members are regularly recognized and celebrated.

Staff

- Staff relationships are collegial, collaborative, and productive.
- All staff members model positive, pro-social behaviors for students.
- All staff members are held to high professional standards.
- Staff members have access to meaningful professional development that enables them to expand and enhance their professional practice.
- Staff members have high academic and behavioral expectations for students and provide them with the support they need to reach and exceed standards.
- Teaching and learning are exciting challenges.
- Teachers engage students in active learning that is validating for both staff and students.
- Teachers and specialized school support staff "know" their students. They have positive relationships with students in their classes/caseloads and provide support, guidance, and/or mentoring as needed.

Students

- Students understand they are held to high academic and behavioral standards and set high expectations of themselves.
- All students have access to the academic, social, and emotional prevention and intervention support services they need to thrive.
- Staff interactions with students show caring and concern for students' well-being, academic progress, and social emotional growth.
- Students' interactions with staff members and with their peers show caring and concern for the well-being of others and respect for the school community as a whole.

- Students understand that they are responsible for their behavior and that they will be held accountable when they engage in inappropriate conduct.
- Students are able to use restorative practices such as peer mediation and the circle process either to prevent or address interpersonal and/or intergroup challenges or concerns and resolve conflicts.
- School leaders and all staff members view inappropriate student behavior as an opportunity to foster students' social emotional growth;
- Accountability for misconduct is always coupled with appropriate intervention and support so that discipline helps students learn from their mistakes.

APPENDIX D: DESCRIPTION AND USE OF RESTORATIVE PRACTICES

Community Building Circles:

Community building circles provide a forum through which students get to know and bond with one another and develop positive relationships with caring adults. Community building circles are a significant prevention strategy which enables a group to:

- get to know one another;
- build relationships;
- establish understanding and trust;
- create a sense of community;
- learn how to make decisions together;
- develop agreements for the mutual good; and/or
- resolve difficult issues.

Regular implementation of community building circles enables a school community to address issues such as conflict and adverse conditions impacting students and staff as soon as the concern is surfaced through the circle process.

Community Building Circles focus on:

Safety and Trust: Community members need a sense of safety and trust to connect with one another.

Honor: Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.

Openness: Community members feel free to share their thoughts and feelings.

Respect: To bond as a community, members must feel they are valued and respected as individuals and must respond respectfully to one another.

Empowerment: A sense of empowerment is a crucial, desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.

Note: When schools use the circle process with adults in the school community, such practice provides a valuable opportunity for school personnel and parents to forge relationships with one another.

Parent workshops can provide parents with the opportunity to:

- learn skills to help them build stronger, more collaborative, and supportive relationships with their children;
- support their children's social, emotional, and academic development;
- deepen their connection with their schools;

- learn skills to help them more effectively advocate for their children; and
- strengthen connections to other families at their schools.

The benefit of such community building to the safety of the school community cannot be overstated. Mutual trust between students, teachers, parents, and administrators is more important than community crime and poverty levels in predicting school safety (American Psychological Association Zero Tolerance Task Force, 2015).

Regardless of which restorative practice is used to address an incident of misconduct, each practice is based upon students' voluntary participation, willingness to take responsibility for one's actions, and readiness to repair harm, so that the students involved and the school community as a whole can move forward feeling safe and respected.

Collaborative Negotiation: Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom they disagree to arrive at a mutually satisfactory resolution. Training in the collaborative negotiation process includes learning active listening and other conflict resolution communication skills.

Peer Mediation: An impartial, third party student peer mediator facilitates the negotiation process between peers (individuals of similar status) who are in conflict, so that they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to conflicting points of view that the disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Peer mediation is <u>not</u> appropriate for dealing with incidents involving the victimization of one student by another (e.g., peer sexual harassment, bullying, etc.) because victimizing a peer precludes validity of the behavior.

Note: In the larger community, adults have the option of engaging in victim offender mediation, a process that provides interested victims an opportunity to meet their offender in a safe and structured setting and engage in a mediated discussion facilitated by a mediator with specific training in victim/offender mediation. This process is different from peer mediation in schools and civil mediations that address issues like neighbor disputes. In victim/offender mediation, the involved parties are not "disputants." The focus of the process is not on addressing the valid underlying needs of two disputants in conflict, but on the harm done to the victim. Because one is the offender and the other is the victim, they are also not of similar status. As a result of these fundamental differences, some programs call the process a victim/offender "dialogue," "meeting," or "conference."

Restorative Circles: When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible. A circle can also be used in response to a particular issue that affects the school community.

Formal Restorative Conference: This conference involves a trained facilitator, together with individuals who have acknowledged causing harm with those who have been harmed. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired.

APPENDIX E: EXAMPLE OF A RESTORATIVE DIALOGUE

Below is an example of a dean engaging in a restorative dialogue with a student who has harmed a peer. The adult's questions and processing illustrate how the five social emotional core competencies are brought to bear.

What happened?
- Tell me what happened from your perspective.
- What do you think made you do what you did? *(self-awareness)*
- Why do you think you reacted that way? *(self-awareness)*
- Why do you think this incident is a problem? *(self-awareness, social awareness, social relationships, responsible decision making)*

Who was harmed or affected by the behavior?
- How do you think that made them feel? *(social awareness)*
- Why do you think s/he is hurt (or angry or upset) by what happened? *(social awareness)*
- Even if you think someone else couldn't do this to you, if you had to guess, how do you think you would feel? *(self-awareness)*
- Why? *(self-awareness)*

What needs to be done to make things right?
- If it had happened to you, what could the other person do to make you feel better? *(self-awareness)*
- Why? *(self-awareness)*
- What do you think you should do about it? *(social awareness, responsible decision making)*
- Why? *(social relationships)*
- How do you think you should be held accountable? *(self-awareness, self-management, social relationships, responsible decision making)*
- Why? *(self-awareness)*

How can people behave differently in the future?
- Is there anything the other person could had done differently that would have made a difference in your behavior? *(self-awareness, social relations, social-awareness)*
- Why? *(self-awareness)*
- What do you think you could have done instead? *(self-management, responsible decision making)*
- Why do you think that would be a better way to handle this kind of situation? *(self-awareness, self-management, social awareness, social relationships, responsible decision-making)*
- If you could practice some skills to handle this kind of situation better if it ever comes up again, what kind of skills would you want to strengthen? *(self-awareness)*
- "Why?" *(self-awareness)*
- Can we agree that you will participate in some skill building sessions as part of making things right? *(responsible decision-making)*

By the conclusion of this restorative process, the adult has helped the young person develop empathy, recognize the impact s/he has had on another person, take responsibility for what had been done and think about alternative ways of handling a similar situation in the future, so s/he wouldn't engage in the harmful behavior again. The adult has helped the student develop self-awareness and also offered or provided the opportunity to learn and practice social emotional competencies.