


## Social and Emotional Learning: It's More Than Behavior

**Texas Collaborative**  
for Emotional Development in Schools



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***“There are few goals that are as important to teachers and schools as having safe, well-managed schools and classrooms.”***



– Witt, J., VanDerHeyden, A., & Gilbertson, D. (2004). *Instruction and classroom management: Prevention and intervention research*. New York, NY: Guilford Press.

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## Research on Challenging Behaviors

**Facts**

- Challenging behavior is reported as the number one training need of teachers
- Social-emotional development is reported as the number two training need of teachers

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**So why is it that schools tend to place greater emphasis on academic instruction than on behavior when providing staff professional development?**

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**BARRIERS AFFECTING STUDENT LEARNING:**

- Poverty
- Hunger
- Homelessness
- Abuse and neglect
- Domestic violence
- Family problems
- Parent/Family lifestyle
- Family member illness
- Military deployment
- Parent incarceration
- Foster care/CPS
- Drugs and alcohol
- Pregnancy
- Truancy
- Gang involvement
- Juvenile delinquency
- Reading below grade level
- Other learning difficulties
- Cultural diversity issues
- Discrimination
- Social issues with peers
- Mental health
- Undiagnosed disability
- Other: \_\_\_\_\_

How are these related?

**CAMPUS/DISTRICT PERFORMANCE MEASURES:**

- Academic screenings
- Academic benchmarks
- Counselor referrals
- Discipline referrals
- Nurse referrals
- Attendance
- In-school suspensions
- Out-of-school suspensions
- Expulsions
- DAEP/JAEP placements
- Law enforcement referrals
- State Performance Plan (SPP)
- Performance Based Monitoring (PBM)
- Academic Excellence Indicator System (AEIS)
- Adequate Yearly Progress (AYP)
- Pregnancy Related Services (PRS)
- Accountability Rating System (ARS)
- Alternative Education Accountability (AEA)
- Other: \_\_\_\_\_

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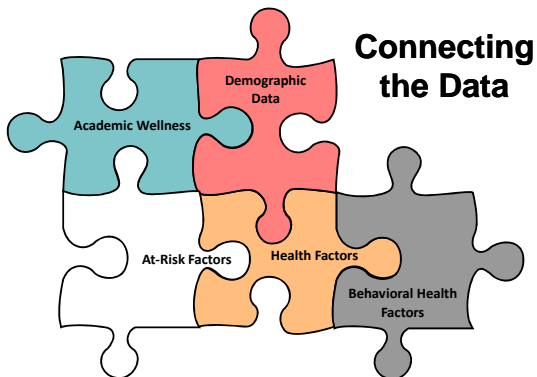
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### Existing Supports and Services: What Seems to Be Missing?

- Prevention programming
- Character education
- Texas Behavioral Support Initiative (TBSI)
- Positive behavior interventions and supports
- Coordinated school health programs (CSHP)
- Response to intervention (RtI)



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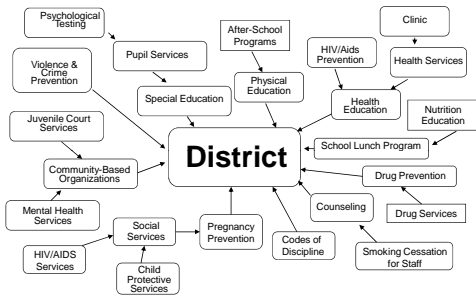
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### Existing Efforts



*Talk about fragmented!!!*

Adapted from: Health & Academic: A guide to Coordinated School Health Programs (1998).  
Edited by E. Marx & S.F. Wooley with D. Northrop. New York: Teachers College Press.

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### Alignment of Processes

- Comprehensive
- Collaborative
- Connected



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**Matrix for a Comprehensive Support System**

KEY AREAS OF SUPPORT	SCOPE OF INTERVENTION		
	Universal Promotion	Prevention	Treatment
Enhanced strategies for learning			
Crisis/Emergency Assistance & Prevention			
Support for Transitions			
Home Involvement in Schooling			
Community Outreach			
Student & Family Assistance			

Adapted from Center for Mental Health in Schools, Dept. of Psychology, UCLA, Los Angeles, CA  
<http://smhp.psych.ucla.edu/pdfdocs/whatiscomp.pdf>

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### Integration of Existing Activities

*Must address*

- Academics
- Behavior
- Social/Emotional Learning

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### Model for Promotion, Prevention, and Intervention

*Multi-tiered model*

- Promotes pro-active, prevention strategies
- Provides a framework for coordination of activities
- Engages staff in collaborative planning and problem solving
- Utilizes a data-driven, decision-making process

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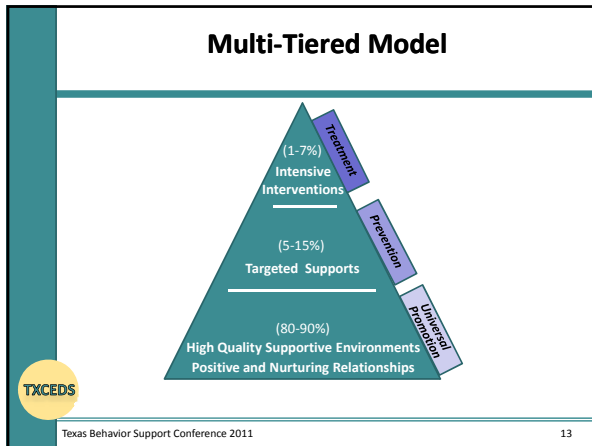
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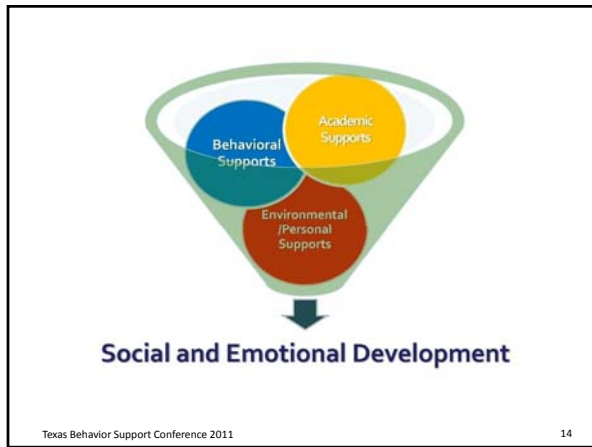
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### What is Social and Emotional Learning (SEL)?

SEL is the process by which children and adults develop core skills, knowledge, and values that provide the foundation for school and life success.

*Skills, knowledge, and values include:*

- Awareness of self and others
- Responsible decision-making
- Relationship management skills
- Empathy and social awareness
- Self-management
- Self-motivation

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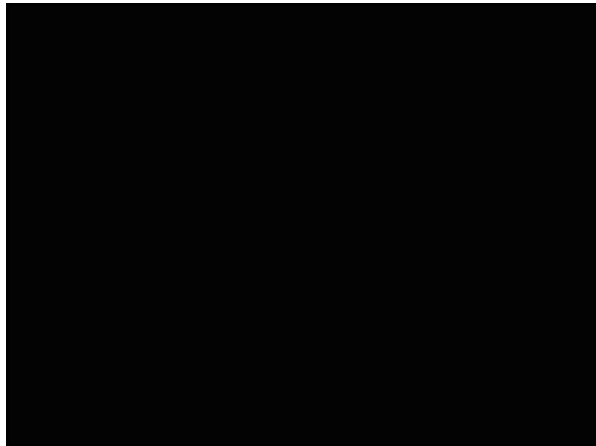
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**How is Social and Emotional Learning Achieved?**

- Explicit instruction of specific skills
- Creation of safe learning environment

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

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**Why is SEL Important?**

SEL instruction for students results in:

- Greater connections with teachers and school
- More engagement in learning
- Increased motivation to learn
- Improved student behavior
- Decreased student anxiety and depression
- Improved performance on achievement tests
- Better grades

Source: Zins, Weissberg, Wang, & Walberg (2004). Building Academic Success on Social and Emotional Learning (SEL): What Does the Research Say?

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### Outcomes of SEL

- 23% increase in skills
- 9% improvement in attitudes about self, others, and school
- 9% improvement in prosocial behavior
- 9% reduction in problem behaviors
- 10% reduction in emotional distress
- 11% increase in standardized achievement test scores (math and reading)

**TXCEDS** Source: Durlak, J.A., Weissberg, R.P., Taylor, R.D., & Dymnicki, A.B. (submitted for publication). The effects of school-based social and emotional learning: A meta-analytic review.

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### Social-Emotional Learning

Response to Intervention (RTI)  
Academic Interventions and Supports  
Positive Behavior Interventions and Supports (PBIS)  
Texas Behavioral Support Initiative (TBSI)  
Coordinated School Health  
Character Education  
Prevention Programming

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### TxCEDS Model

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***“Children are the living message we send to a time we will not see.”***  
- John W. Whitehead

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### Resources

- Collaborative for Academic, Social, and Emotional Learning (CASEL)  
<http://www.casel.org>
- Texas Collaborative for Emotional Development in Schools (TxCEDs)  
<http://www.txceds.org>
- UCLA School Mental Health Project  
<http://smhp/psych.ucla.edu>
- University of South Florida Mental Health Institute  
<http://mhlp.fmhi.usf.edu>

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