

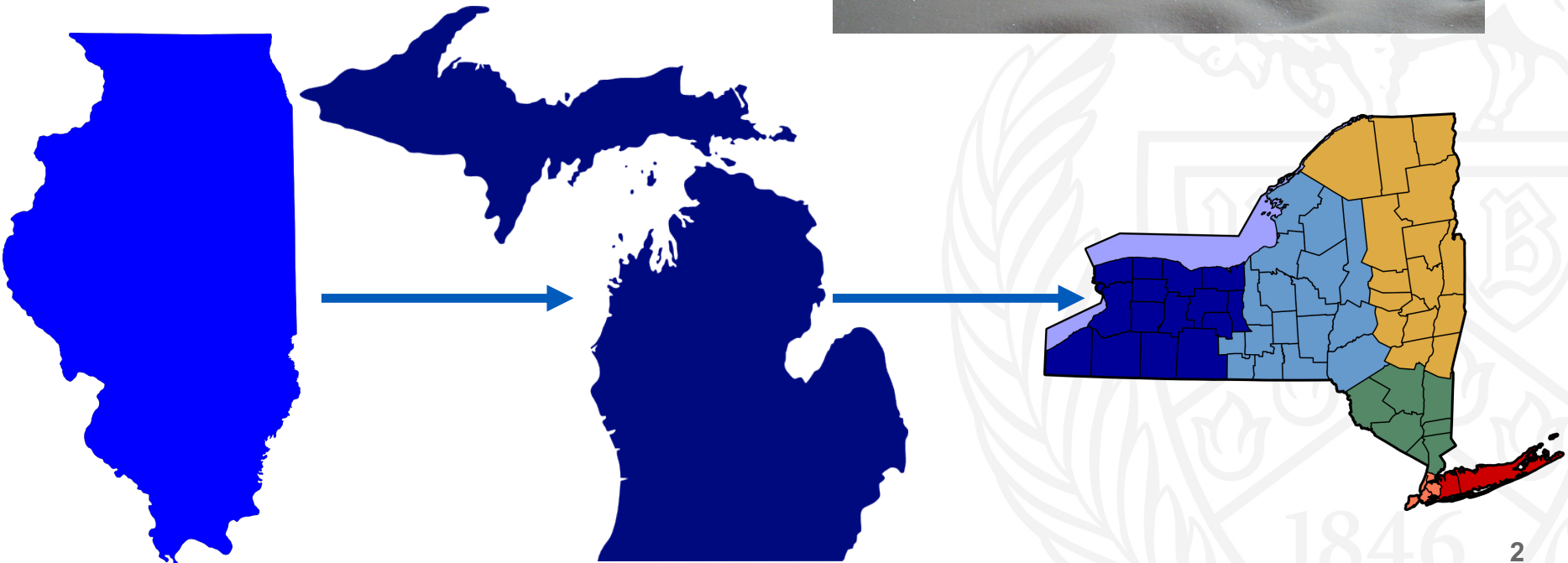
THE INTEGRATION OF SEL AND BULLYING PREVENTION: WHERE TO BEGIN?

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Background



Learning Objectives

- Identify SEL competencies and what they look like in a classroom
- Describe different approaches to SEL implementation and how to build capacity for implementation
- Describe how SEL can be used as a tool to prevent bullying



Overview

- What is SEL?
- SEL implementation
- How to begin
- Building capacity
- Aligning SEL and bullying prevention



Reflect

1. Think about a child or adolescent that is important to you
2. Think about them graduating high school...
3. In 5 words or short phrases, describe the skills you hope they have in order to be ready for life after high school

SEL is...

- Skills needed to “recognize and manage emotions, solve problems effectively, and establish positive relationships with others” (Zins & Elias, 2007, p. 234)
- Stems from social learning theory and cognitive behavioral theory
- NOT a specific program or curricula (but it can be!)

SEL Competencies

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

<https://casel.org/>





State Scorecard Scan

SEPTEMBER 2018



State SEL Standards

The past seven years have witnessed tremendous growth in the number of states adopting social and emotional learning (SEL) competencies/standards and guidance to support implementation of SEL. This latest CASEL State Scorecard Scan — the fourth in a series, and the most complete to date — reveals that more than half the states now offer competencies/standards and/or guidance, and the momentum is clearly growing.

KEY FINDINGS

PreK through 12th Grade Competencies/Standards

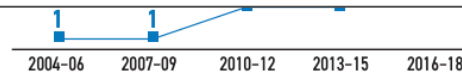
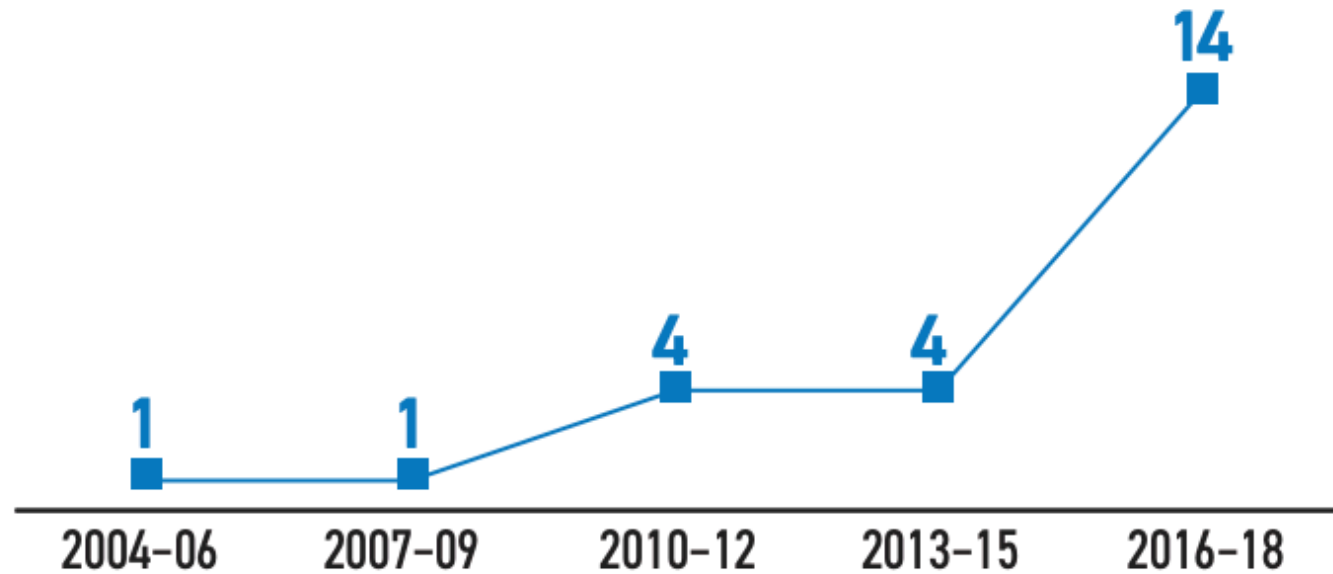
Fourteen states have now articulated competencies/standards from PreK through 12th grade. Traditionally, separate agencies/departments oversee early learning and

ABOUT THE PROJECT

The purpose of CASEL's [State Scorecard Scan](#) is to track development of competencies (also called standards, benchmarks, or learning goals) and guidelines to support student social and emotional learning (SEL). State competencies for SEL align with CASEL's [five core SEL competencies](#), which have guided the field for two decades. States have customized them and developed grade-level expectations.

Figure 1. Adoption of PreK-12 SEL competencies/standards over time

States that have articulated SEL competencies from preschool to high school



Roger P. Weissberg, Ph.D.

Pupil Personnel Services

School and Student Health

Expanded Learning Opportunities

Home Instruction (Home Schooling)

School Counseling

Social Emotional Learning (SEL)

Safe Schools and Alternative Education

Employment of Minors

[NYSED](#) / [P-12](#) / [OSI](#) / [SSS](#) / [Benchmarks](#)

New York State Social Emotional Learning Benchmarks

[Download a PDF copy of the benchmarks.](#) ( 187 KB)

Research suggests that student learning benchmarks (or standards) may increase the likelihood that students will receive better instruction in Social Emotional Learning (SEL), experience improved school connectedness, and become better learners (Osher & Kendziora, 2008 and Jones & Bouffard, 2012).

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goalsto guide SEL benchmarks for New York State schools:

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.

In the following pages, these goals are further explained, with associated benchmarks provided for voluntary use at the early elementary (K-3), late elementary (4-5), middle school (6-8), early high school (9-10), and late high school (11-12) levels.

Self-Awareness

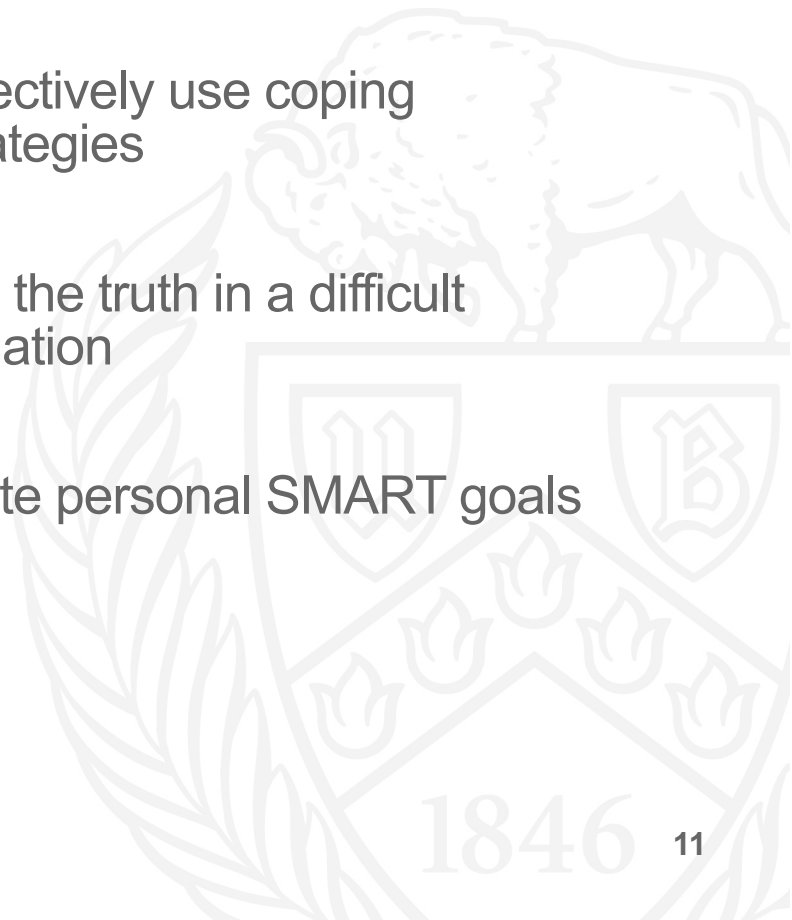
- Recognize and label emotions
- Describe strengths/weaknesses
- Understand social supports
- Identify safe situations and personal responsibility

What does this look like in a classroom?

- Identify characters' emotions in stories
- Draw an “anger” thermometer and discuss why they might move along it
- Identify at least one adult they can turn to at school for differing needs
- Write their own “report card” and defend their grade

Self-Management

- Manage emotions and behavior
- Stress management
- Demonstrate honesty and integrity
- Identify steps needed to achieve goals and persevere to meet goals
- Effectively use coping strategies
- Tell the truth in a difficult situation
- Write personal SMART goals



Social Awareness

- Awareness of others' emotions and perspectives
- Ability to read social cues
- Is considerate of others
- Appreciate diversity and respecting differences
- Tell a story from a different perspective
- Describe how body language and facial expressions how used to communicate
- Identify roles they have that contribute to their school, classroom, home, or neighborhood
- Identify stereotyping n the media

Relationship Skills

- Use appropriate social skills to communicate effectively with others
- Develop and maintain positive relationships
- Prevent, manage, and resolve interpersonal conflicts
- Demonstrate reflective listening
- Can perform different roles in cooperative groups
- Discuss how social media posts influence relationships
- Identify whether a conflict needs an adult to intervene

Responsible Decision Making

- Use a variety of factors to make decisions
- Implement appropriate decision-making skills on a daily basis
- Contribute to positive classroom management and school climate
- Understand the reasons for school rules and how they impact behavior
- Identify bullying situations and ways to handle the different situations
- Use classmates' names in greeting

Why Is It Important?

Academic performance: achievement scores an average of 11 percentile points higher (as measured by report cards and standardized achievement tests)

Improved attitudes: greater motivation to learn, deeper commitment to school, and increased time devoted to schoolwork

Reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal

Fewer negative behaviors: less disruptive class behavior and disciplinary referrals

Bullying Prevention

- 19% to 20% decrease in bullying perpetration
- 15% to 16% decrease in victimization



Protective factors

- Positive school climate*
- Problem solving* **RDM**
- Peer social support* **SA & RS**
- Empathy **SA & RS**
- Prosocial behavior **SA & RS**
- Emotion management* **SA & SM**
- Social competence* **SA & RS**

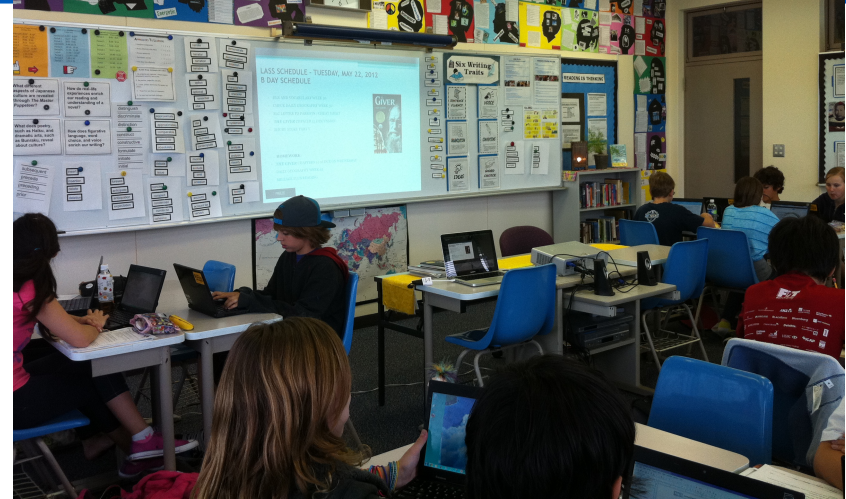


WHAT DOES SEL LOOK LIKE?



Reflect

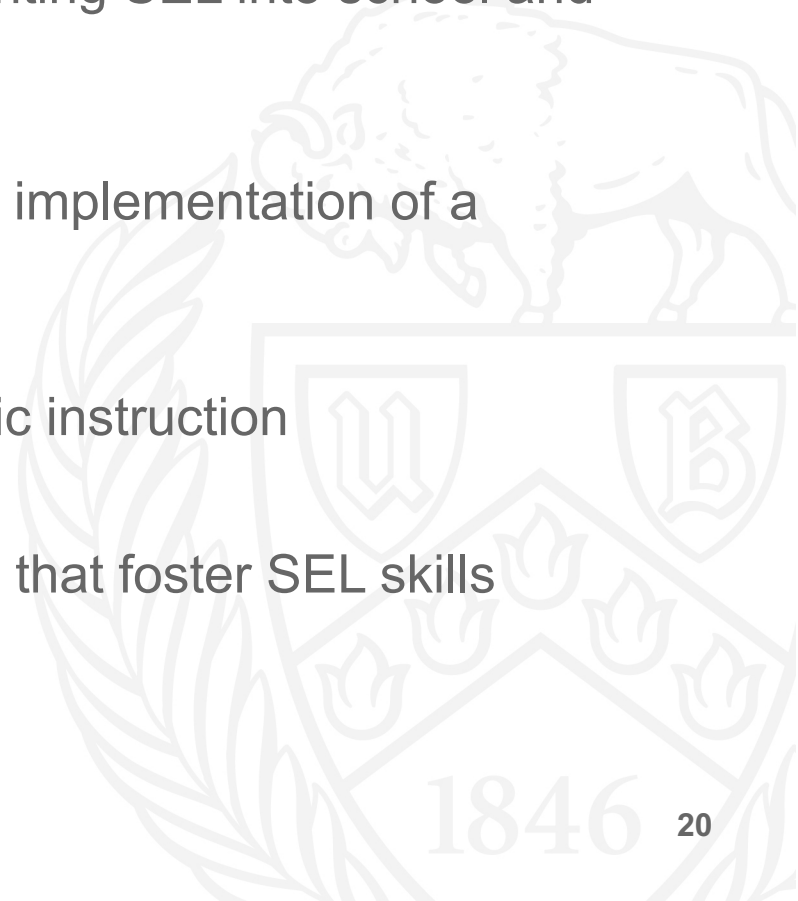
- How would you know if a school is “implementing” SEL?
- What does SEL look like in the classroom? In hallways? Cafeteria? Recess?
- What does SEL look like in your school?



Approaches to SEL Implementation

There are different approaches to implementing SEL into school and classroom practices, including:

1. Explicit instruction on SEL skills through implementation of a specific SEL program or curricula
2. Integration of SEL into ongoing academic instruction
3. Implementing activities in the classroom that foster SEL skills



Evidence-based SEL programs

PATHS

Student Success Skills

Caring School Community

The Incredible Years

Positive Action

I Can Problem Solve

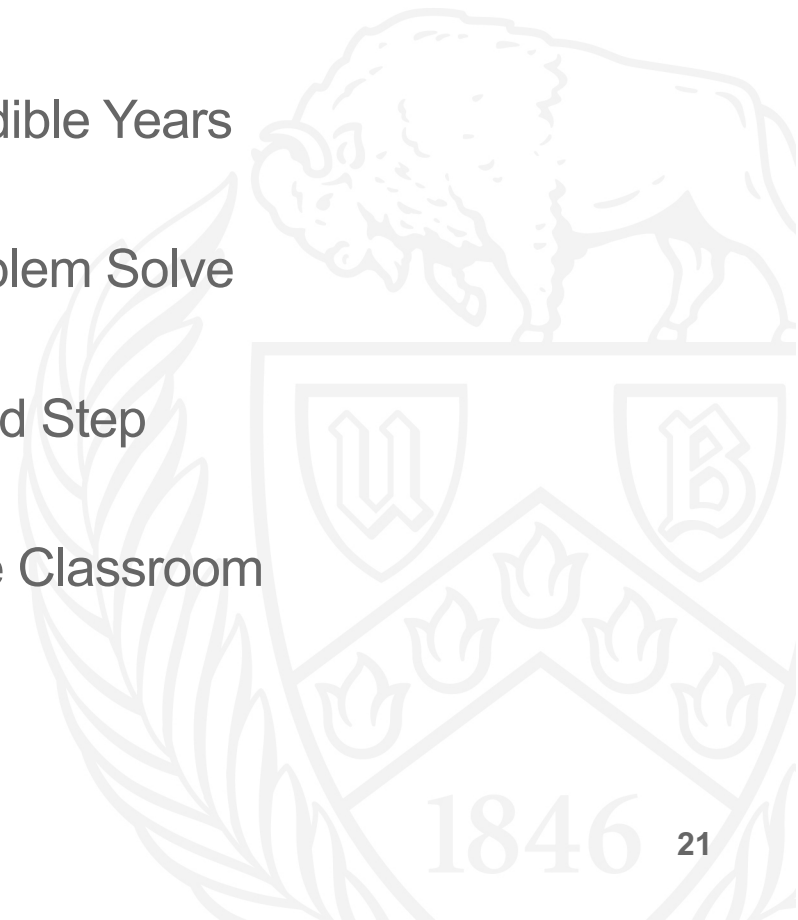
RULER approach

Second Step

Lions Quest

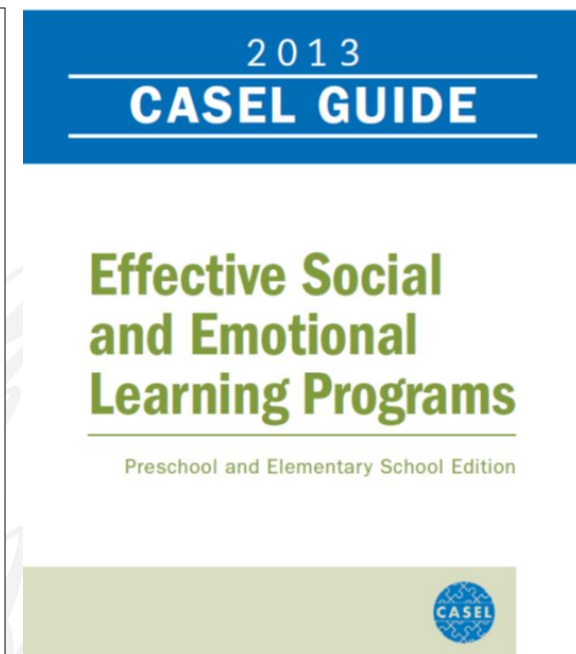
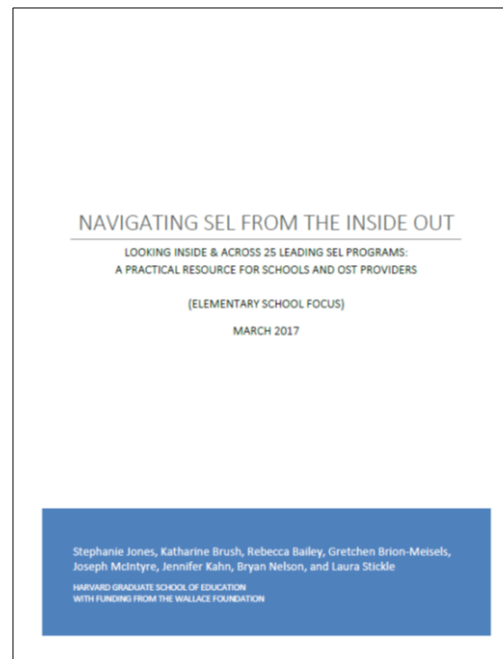
Responsive Classroom

4Rs Program



Resources

- CASEL <https://casel.org/>
- Office of Juvenile Justice and Delinquency Prevention
<https://www.ojjdp.gov/>
- Substance Abuse and Mental Health Services Administration
<https://www.samhsa.gov/>
- Harvard Department of Education
<http://www.wallacefoundation.org/knowledge-center/pages/navigating-social-and-emotional-learning-from-the-inside-out.aspx>



SAFE Recommendations

- Sequence
- Active
- Focused
- Explicit



Integration of SEL and Academic Instruction

Academic Learning Standard: Student will be able to interpret the sectional differences between the North and the South in economics, transportation, and population during the time of the Civil War (Social Studies)

SEL Standard: Social Awareness; I can respect and identify other people's perspectives and behaviors

Class Activity: Provide the following writing prompt and ask ½ of the students to respond as someone who lives and works in the North and the other ½ from the perspective of the South.

- *Describe your life, what transportation do you have, what is the population and demographic of your area and what drives the economy in your area?* Partner students up and invite them to discuss their different perspectives. After each partner shares, the other partner must paraphrase what they heard their partner say.
- Post-activity reflection: What is one difference that you discovered between you and your partner's perspective? What is a common idea or perspective that you and your partner shared?

Integration of SEL and Academic Instruction

...more work is needed in this area!



Classroom Activities to Foster SEL Skills

- Morning/Afternoon Classroom Meetings
- Daily/Weekly School-Wide Meetings
- Cooperative Learning Groups
- Project-Based Learning
- Mindfulness practices



WHERE TO BEGIN?



Beginning Questions

Is this a need in our district?

Don't we do this already?

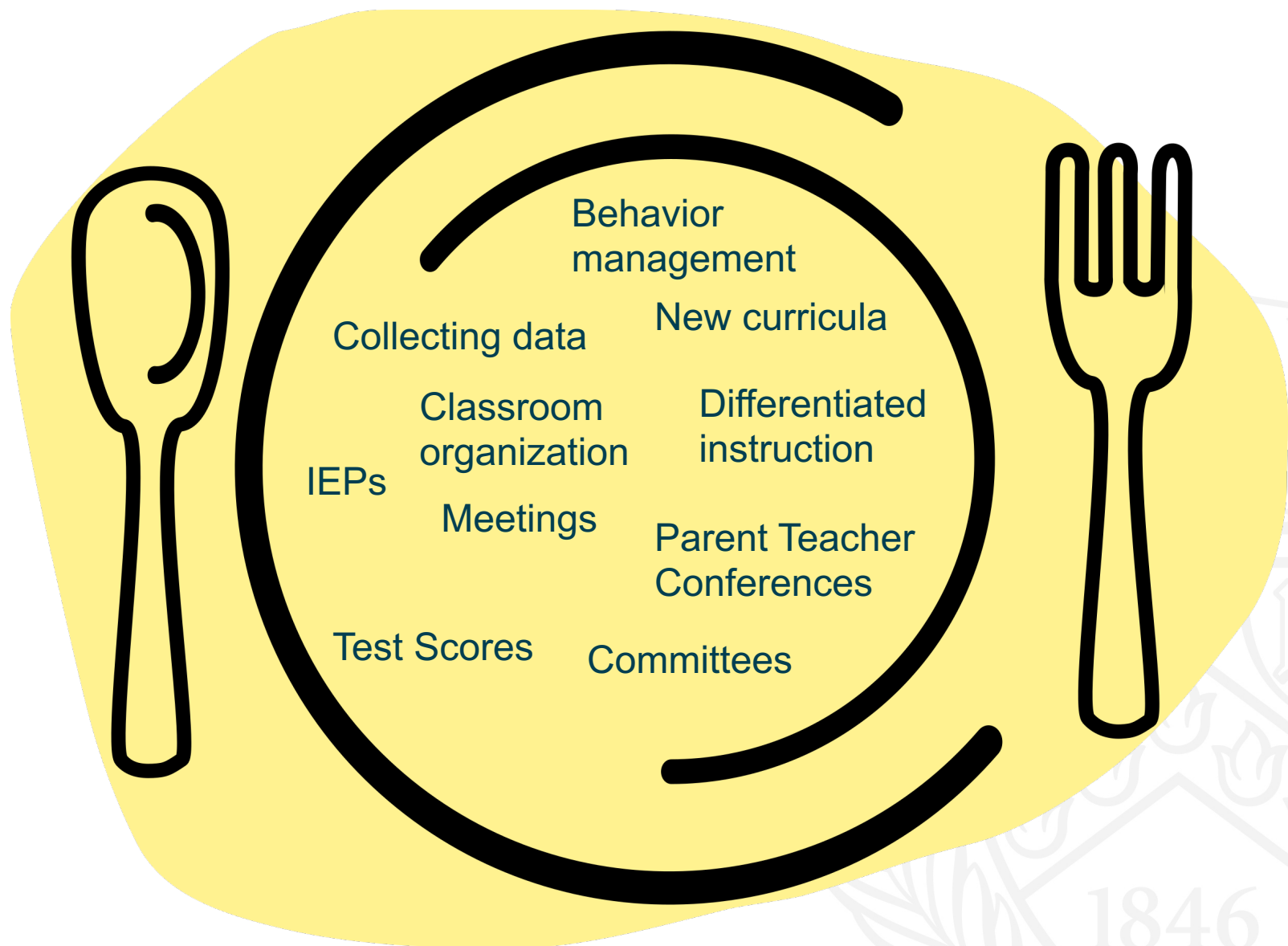
How does this align with all the other things we are doing?

Why now? Do we have to do this now?

What will parents say about this?

What are other districts doing?

WILL THIS BE MORE WORK FOR US?



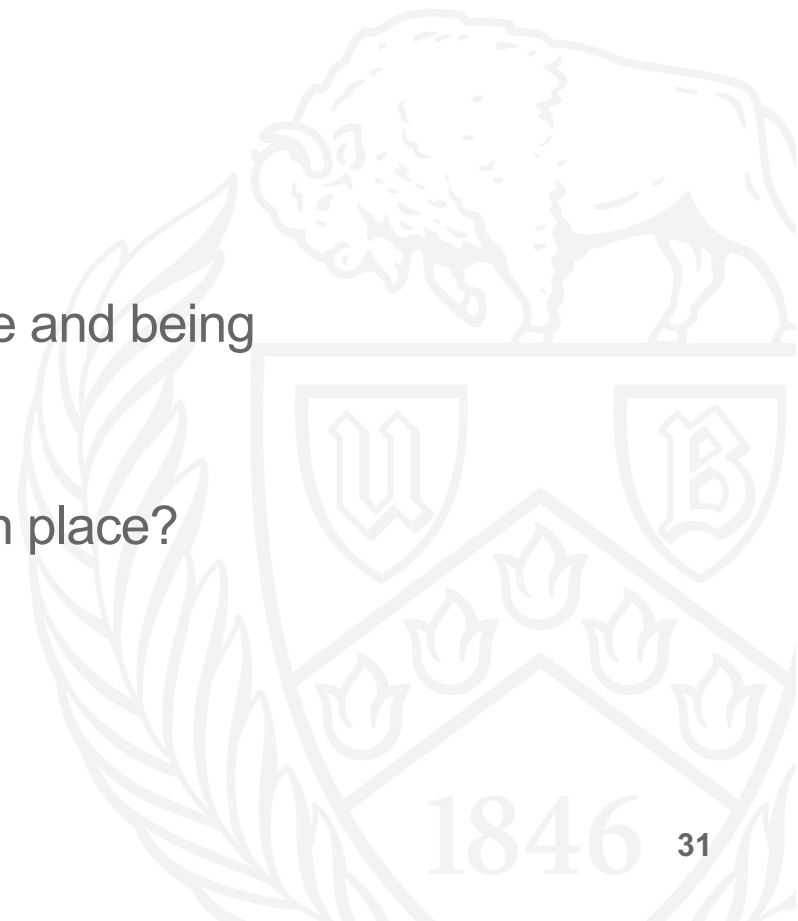
Identifying Key Players

- District Level
- Building Level



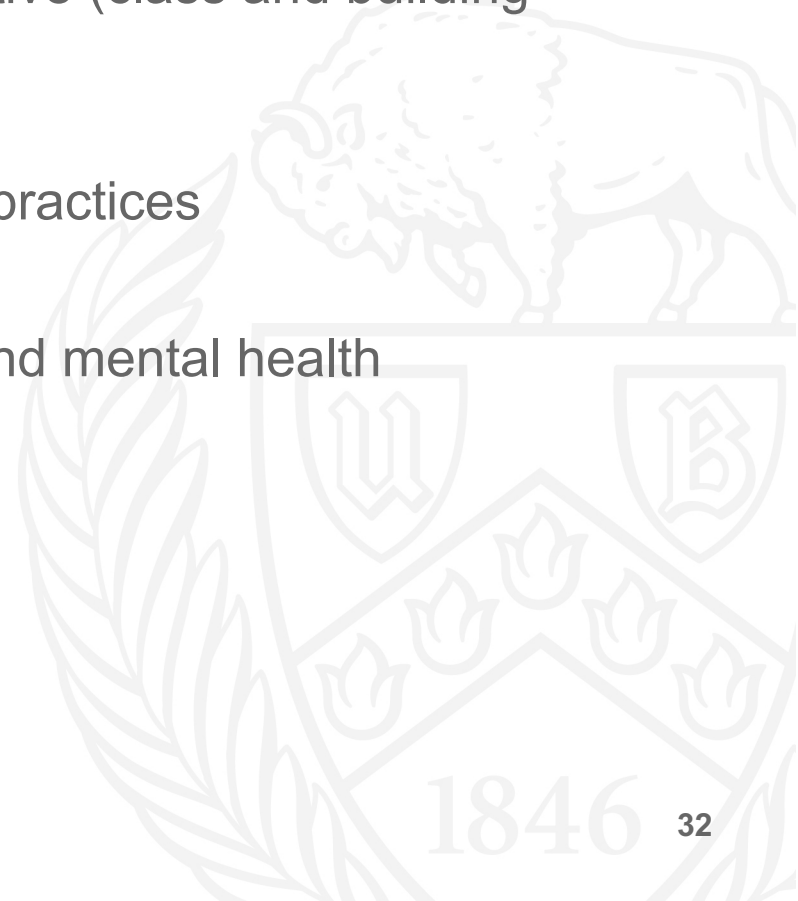
Needs Assessment

- What are our students' current levels of social and emotional skills?
- What are teacher perceptions of SEL?
- What SEL-related programs are available and being implemented (and to which students?)
- What SEL-related instruction is already in place?



Needs Assessment Example

- What is currently effective and NOT effective (class and building level)
- Knowledge of PBIS practices
- Effectiveness of school-wide disciplinary practices
- Classroom management
- Stress level related to student behavior and mental health
- Class disruptions



Needs Assessment Outcomes

- Stress
- Need consistent approach
- SEL is important
- Open to/need training



Creating a SEL Vision

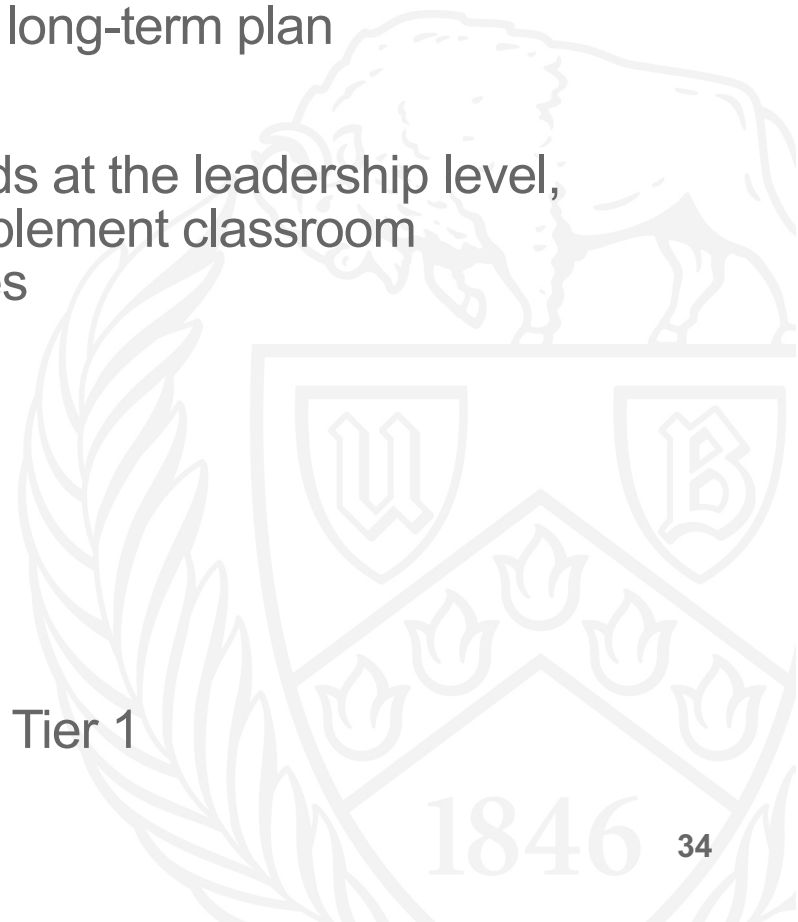
Year 1: Develop leadership teams, conduct needs assessment, identify areas of strengths and need, create long-term plan

Year 2: build capacity, unpack SEL standards at the leadership level, align SEL with current district initiatives, implement classroom activities that foster SEL, adult competencies

Year 3: Educate all staff on SEL

Year 4: Embed SEL standards into Tier 1

Year 5: Align Tier 2 and 3 interventions with Tier 1



BUILDING CAPACITY



Importance of Adult Competencies

- Lower stress and burnout
- Improved attitude toward schools
- Increased efficacy
- Teacher-student relationships
- Classroom management
- High quality instruction



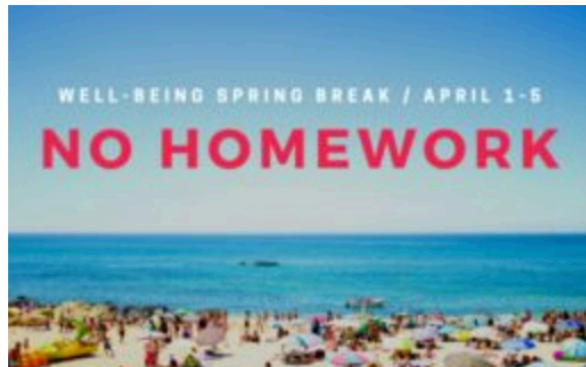
Adult Competencies

- Employee Wellness Committee
- SEL Leadership
- Shared PD for team leaders
- School Improvement Day of Wellness
- Building and district-level activities



NO HOMEWORK DURING SPRING BREAK

MARCH 15, 2019



Dear Clarkston Community Schools Families,

Clarkston Community Schools and Clarkston Education Association are partnering to celebrate a universal homework-free "Well-Being Spring Break" April 1-5.

We believe student breaks should be just that - a brief reprieve from school and school responsibilities. Therefore, when school resumes on April 8, no classroom assignments will be due and no grades will be returned.

Consider this Well-Being Spring Break a chance to rest, reset, and return to school with enough energy to finish strong!

Building Capacity: Unpacking SEL standards

- What are we already doing for SEL in the 5 areas in the classroom, building, and community?

SELF-AWARENESS

1A. Demonstrate an awareness of their emotions

MI SEL Indicator	K	1 st	2 nd	3 rd	4 th	5 th
Recognize and label their emotions/feelings						
Describe their emotions and the situations that cause them (triggers)						
Recognize intensity levels of their emotions						
Recognize how emotion can change						
Recognize how thoughts are linked with emotions and emotions are linked with behavior						
Describe ways emotions impact their behavior(s)						
Draw an “anger thermometer” and discuss why they might move along the thermometer						

ALIGNING SEL AND BULLYING PREVENTION



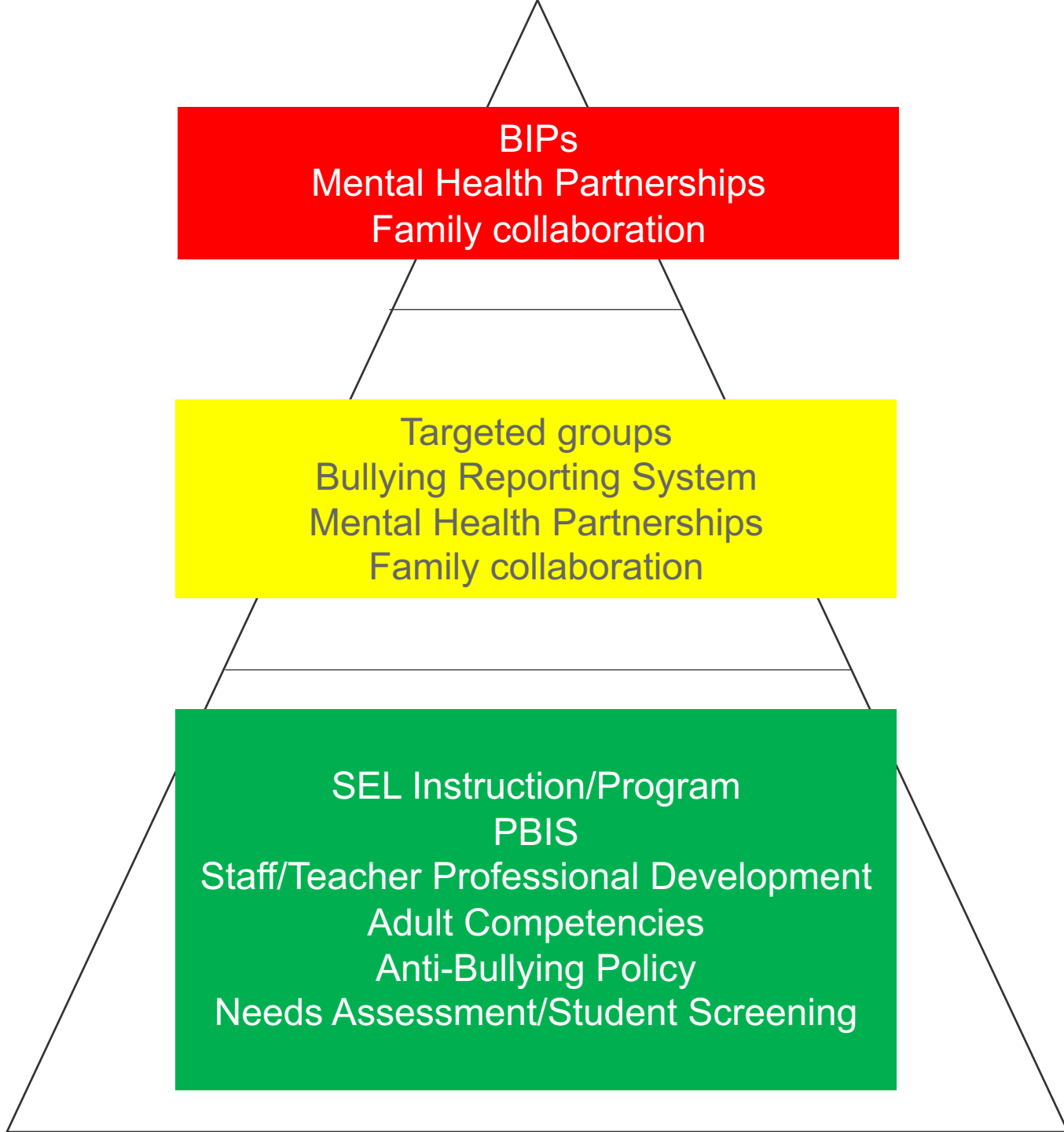
Effective Bullying Prevention Strategies

- Increased supervision
- Anti-bullying policy
- PBIS
- Teacher/Staff Response
- School-Wide Assessment



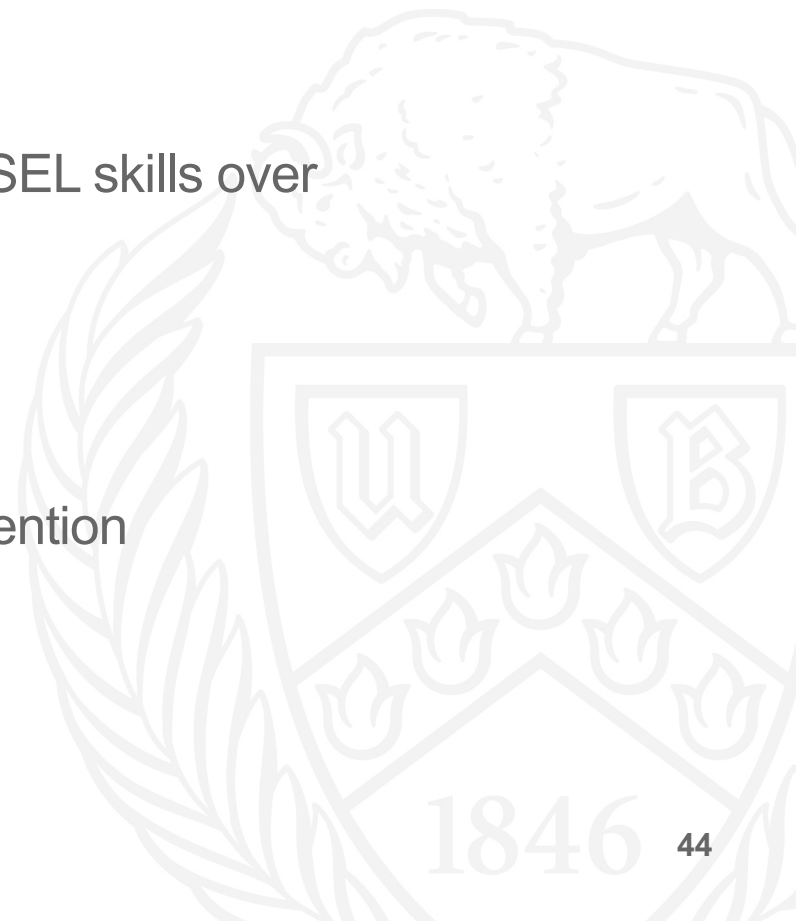
PBIS and SEL

- PBIS: Teach behavioral expectations and maintain through reinforcement
- SEL: Importance of cognitions and emotions
- Emerging evidence to support an integrated approach to SEL and PBIS - they can live together!



Next Steps

- Further research on integration of SEL standards into academic instruction
- Longitudinal studies to look at impact of SEL skills over time for youth involved in bullying
- SEL skills and bystander behavior
- RCTs for SEL programs on bullying prevention



Thank you! Questions?

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