Sixth Meeting of the Cross-State Collaborative to Support Schools in the Opioid Crisis (CCSSOC)
January 26, 2021

Agenda

Time	Agenda item
3:00 – 3:10 p.m.	Welcome
3:10 – 3:30 p.m.	Social-emotional learning (SEL) in a virtual setting
3:30 – 3:50 p.m.	Culturally responsive SEL practices
3:50 – 4:10 p.m.	Assessing SEL
4:10 – 4:30 p.m.	Next steps

Meeting objectives

- Increase understanding of virtual social-emotional learning (SEL) strategies, culturally responsive SEL practices, and how to use data to inform SEL practices and programs.
  - Share knowledge about SEL challenges and supports in the context of COVID-19 and return to in-person school settings.

- Provide updates and gather feedback on upcoming collaborative activities.

Welcome

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The REL AP team

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Tony Jackson, Jr.
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Cross-state

Jeff Schwartz
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Social-emotional learning (SEL) in a virtual setting

Yunsoo Park
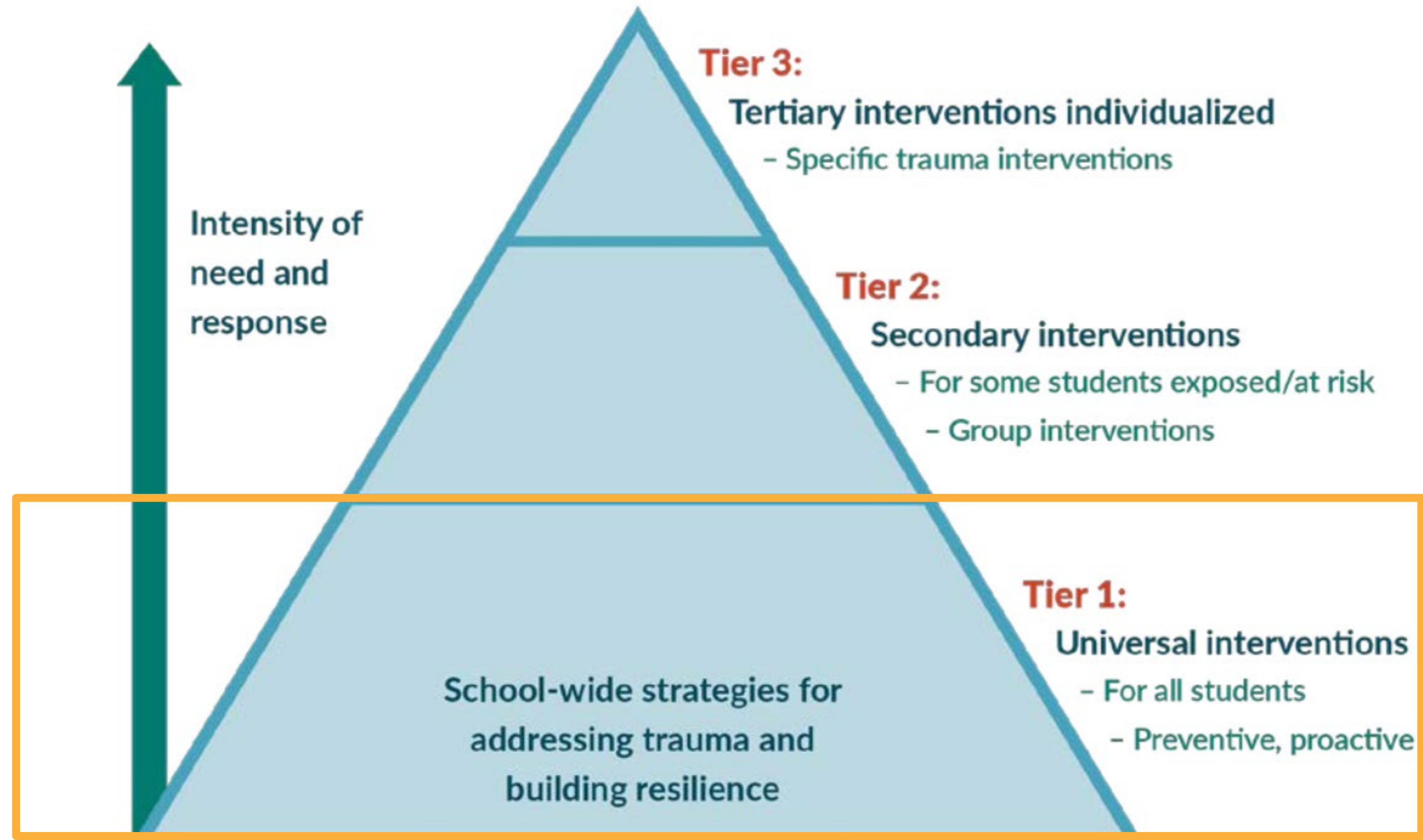Project Lead
SRI International

Social-emotional challenges during COVID-19

- What is social-emotional learning (SEL) and why is it important?
  - SEL competencies refer to the essential knowledge, skills, attitudes, and mindsets that individuals need to succeed, including self-awareness, self-management, social awareness, relationship skills, and responsible decisionmaking.
  - SEL can build resiliency and coping skills and contributes to positive academic, behavioral, and social-emotional outcomes.
  - Schools and districts can implement practices and policies to help students acquire, strengthen, and apply these competencies.

- What social-emotional challenges are students, staff, and families facing right now?

(Cipriano & Brackett, 2020; Durlak et al., 2011; Payton et al., 2008; Zins & Elias, 2006)

MTSS context to address trauma and social-emotional needs

Intensity of need and response

Tier 3:
Tertiary interventions individualized
– Specific trauma interventions

Tier 2:
Secondary interventions
– For some students exposed/at risk
– Group interventions

Tier 1:
Universal interventions
– For all students
– Preventive, proactive

School-wide strategies for addressing trauma and building resilience

(National Center on Safe Supportive Learning Environments, 2020)

SEL programs and strategies

- Evidence-based SEL programs:
  - What Works Clearinghouse (WWC) – Behavior: https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior
  - Collaborative for Academic, Social, and Emotional Learning (CASEL) Program Guide: https://casel.org/guide/
  - Navigating SEL from the Inside Out: https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf
- RAND's Social and Emotional Learning Interventions evidence review provides an overview of SEL interventions, including information about whether the programs are included in the three resources above.
- Everyday SEL strategies:
  - Create a safe and supportive learning environment.
  - Encourage social support and collaboration.
  - Empower student voice.
  - Embed SEL within academics.

(Collaborative for Academic, Social, and Emotional Learning, 2020a; Jones et al., 2017)

Create a safe and supportive learning environment

- Create safe physical spaces in the classroom and school.
- Practice emotion- and behavior-regulation strategies (e.g., deep breathing, mindfulness).
- Set clear rules and expectations for student behavior.
- Maintain daily routines and minimize sudden changes.
- Consider the online/virtual environment:
  - Student engagement preferences (audio, video, chat).
  - Students' home context and environment.
  - Rules of engagement and communication.

(Allen-Hughes, 2013; Bethell et al., 2014; Bundock et al., 2020; Chafouleas et al., 2016; Cole et al., 2013; Kriete & Davis, 2014; NCSSLE, 2020; SAMHSA, 2014; Zhang & Quinn, 2018)

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Encourage social support and collaboration

- Model prosocial behaviors in daily interactions with students, staff, and families. Role-play with students.

- Encourage students to respect, support, and celebrate each other.
  - Use breakout rooms with rotating groups.
  - Use team-building activities.

- Develop a sense of "our classroom" ownership.
  - Have a class mural, logo, and/or name.
  - Create a virtual board/wall for students to collaborate on and interact with each other. Remind students about the rules of engagement and monitor these interactions.
  - Provide opportunities for students to lead tasks and responsibilities.

(DuMont et al., 2007; Fette et al., 2019; Hyman et al., 2003; Kliewer et al., 1998; Murthi & Espelage, 2005; Scarpa & Haden 2006; SAMHSA, 2014)

Empower student voice (in and beyond the classroom)

- Give students options for engagement and completing work.
- Consider the necessity of high-stakes, high-stress assignments.
- Create excitement about the learning process rather than focusing exclusively on the end goal or product.
- Remember that some students are not used to choice. Teach them how to say "I don't want that one."
- Guide and encourage students to speak up, take risks, and lead.
- Establish a student advisory council.
  - Example model/activities: Prichard Committee Student Voice Team in Kentucky, Kentucky Valley Educational Cooperative (KVEC).
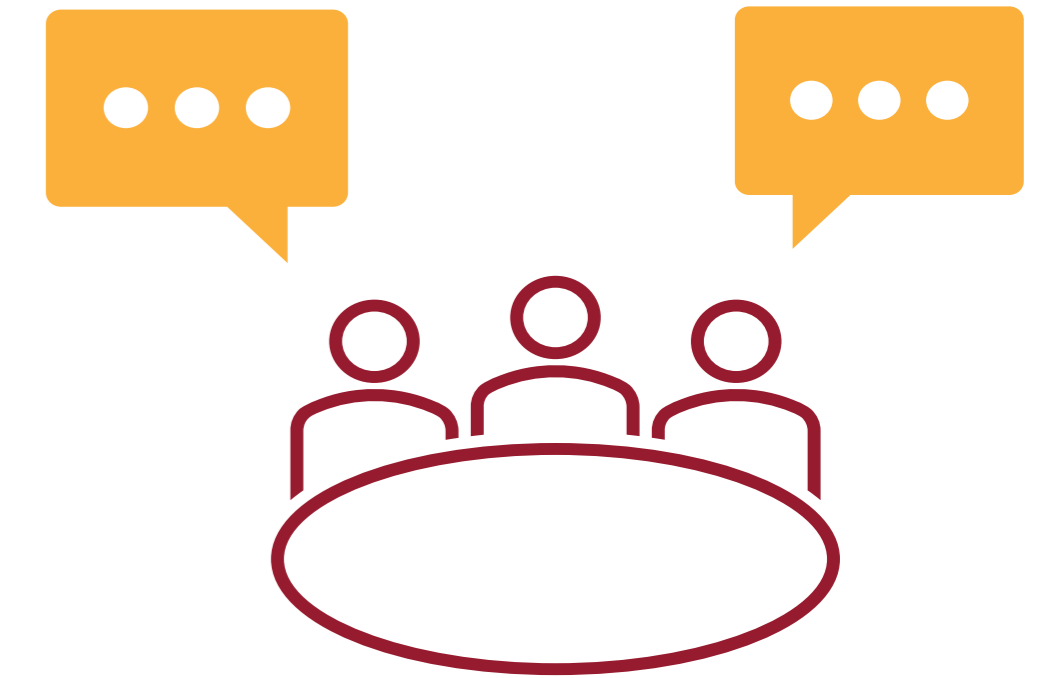
(Chafouleas et al., 2016; Cole et al., 2013; NCSSLE, 2020; SAMHSA, 2014; Wolpow et al., 2009)

Embed SEL within academics

- Discussing and writing about character strength and resilience.
- Sharing perspectives of different literary characters.

Language arts

Social studies

- Studying historical figures who displayed respect for others and overcame adversity.

All content areas

- Using cooperative or project-based learning activities to promote social interaction, communication, and problem-solving skills.
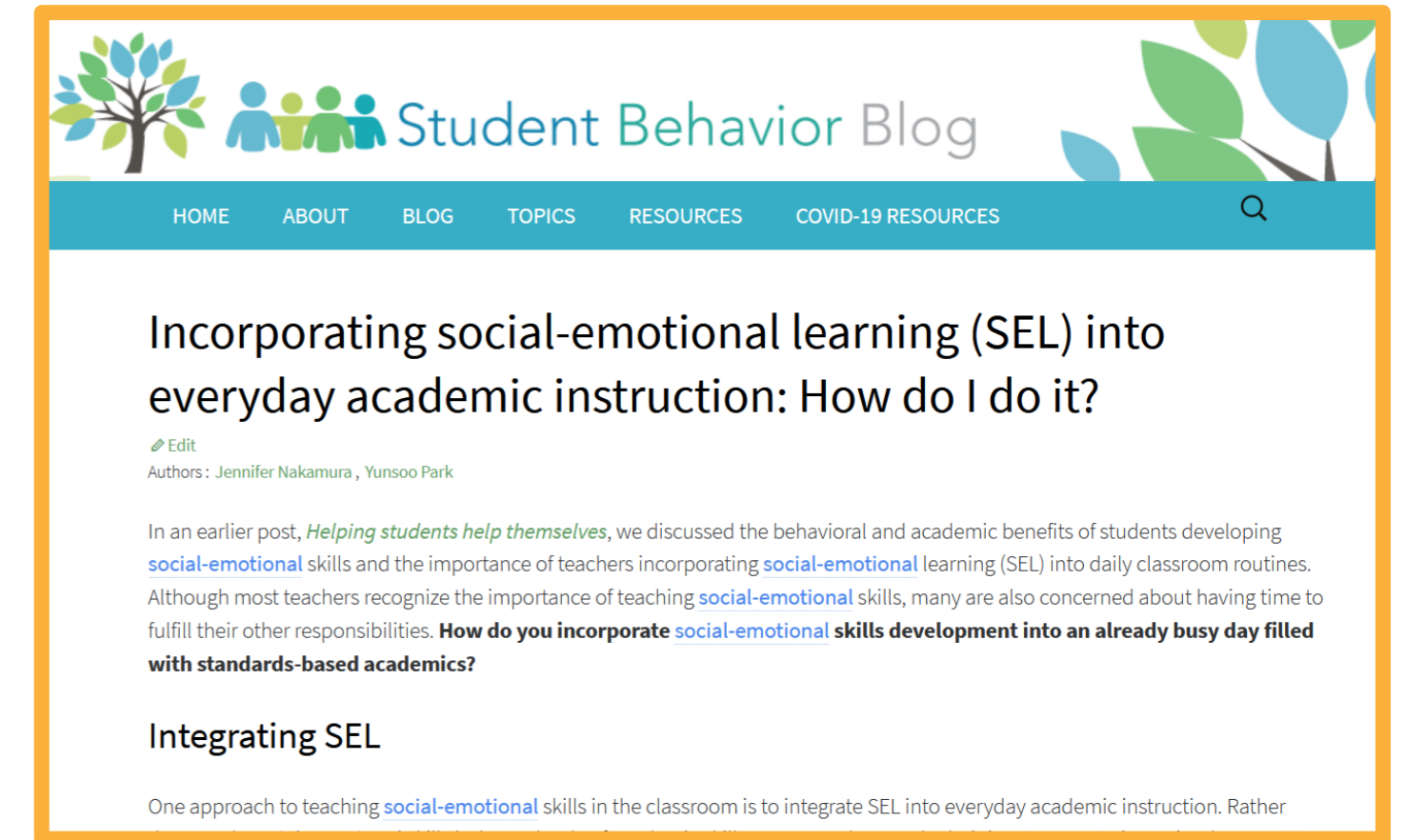
(CASEL, 2017, 2020b; O'Connor, 2020)

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Embed SEL within academics (continued)

- Use **common language** to define what the core SEL skills mean and look like in the classroom.
- Give **positive reinforcement** when students display social-emotional skills.
- **Inform caregivers/parents** about the importance of SEL.
- Make learning **collaborative**.
- Incorporate **project-based learning** so that students can use social-emotional skills in real-world applications.
- Elevate **student voice**.
- Foster a **growth mindset** and teach students how to engage in "productive struggles."
- **Align** academic and SEL goals.
- Infuse **equity and social justice** into curriculum.
- Ask students what questions they have and **inspire inquiry** as a necessary part of learning.

https://studentbehaviorblog.org/incorporating-social-emotional-learning-sel-into-everyday-academic-instruction-how-do-i-do-it/

(Nakamura & Park, 2020)

Culturally responsive SEL practices

Jenna Rush
Research Associate
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What does cultural responsiveness in education mean to you?

- Unmute or tell us in the chat!

Cultural responsiveness includes:

- Acknowledging and respecting the different cultural and social identities of students.
- Using students' cultural references in instruction and curriculum.
- Honoring diversity from a historically-grounded and strengths-focused lens.
- Building supportive and caring relationships across cultural backgrounds.

(Crowder, 2020; Goldston, 2020; Ladson-Billings, 2009)

Culturally responsive pedagogy

- Aims to address social barriers believed to contribute to disparities in student outcomes, such as:
  - Educators' lower academic expectations for students from marginalized backgrounds.
  - Educators' deficit-based mindsets about students from marginalized backgrounds.

- Provides students an opportunity to make sense of and critically examine content by:
  - Exploring how power and perspectives shape historical narratives.
  - Investigating how issues affect their local community and developing solutions based on lived experiences.

(Brown, 2017; Mayfield & Garrison-Wade, 2015; Milner, 2011; REL Mid-Atlantic, 2019; Rodriguez et al., 2004)

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SEL competencies and equity

- Self-awareness
  - Encourage students to explore the role of their culture, race, and ethnicity in their lives and identity.
- Self-management
  - Help students identify and address situational or systemic societal challenges.
- Social awareness
  - Stress the importance of various types of diversity in the classroom, school, and community.
- Relationship skills
  - Take a strengths-based and historically grounded approach with relational skills that are valued across different cultures.
- Responsible decisionmaking
  - Involve students in building community in the classroom and understanding systemic and structural considerations that contribute to inequities.

(Jagers, 2016; Jagers, Rivas-Drake, & Borowski, 2018)

Building collaborative relationships with students and families

- Engage with students and families to learn about their cultures and backgrounds.
- Reach out to local culture-specific community-based organization.
- Co-plan with students a virtual gathering to discuss online learning requirements and expectations.
- Create lessons that families can join.
- Build awareness of the lives of other students and families.

(Holquist, 2019; Holquist & Porter, 2020; Mayfield & Garrison-Wade, 2015; McKenna & Millen, 2013; Silvers et al., 2010)

Discussion questions

- How can district and state leaders support educators to **embed culturally responsive practices** into their schools?
- What are some **barriers or obstacles** in implementing culturally responsive practices?
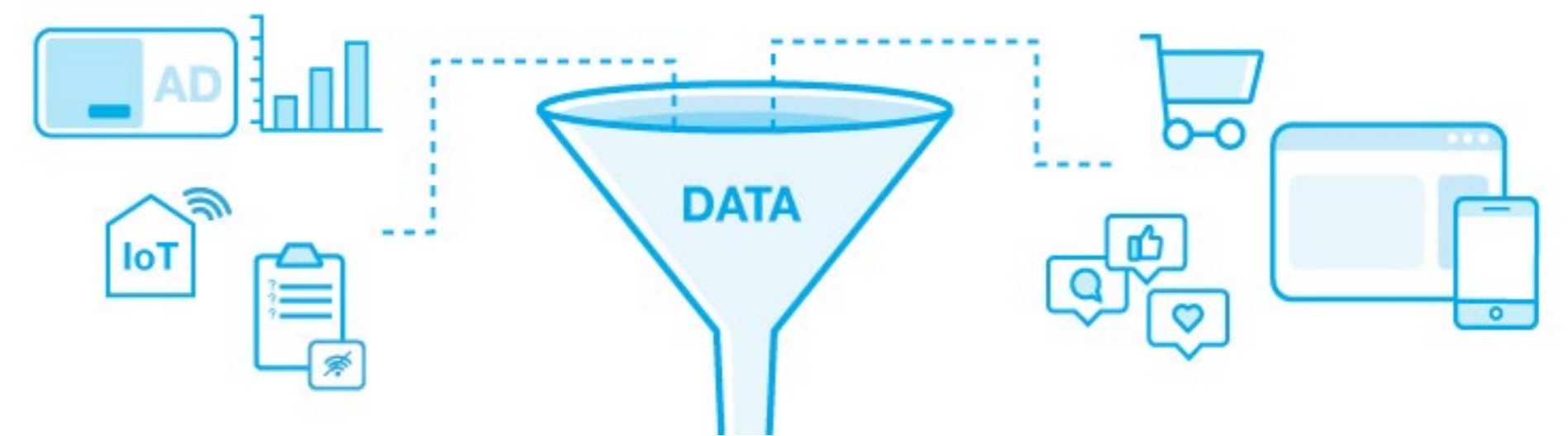
Assessing SEL

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EDC

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Why collect data on SEL competencies?

- Inform Tier 1 supports in an MTSS approach to addressing trauma.
- Make the case for SEL programs and practices.
- Identify and prioritize social-emotional needs at student, classroom-, grade-, or school-levels.
- Track social-emotional growth among students.
- Determine whether SEL programs and practices are meeting their intended goals.

- For more information about how to plan for SEL assessment, see *Making SEL Assessment Work: Ten Practitioner Beliefs*.

(McKown, 2017; Taylor et al., 2018)

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A seven-step process for assessing SEL competencies
Part 1: Prepare to assess

Step 1: Select an SEL definition and framework.

• Establish common language and focus of SEL competencies.

• Consider different frameworks suggested in Explore SEL.

Step 2: Clarify the purpose of assessment.

• Set clear goals and expectations for how assessment data will be used.

Step 3: Choose specific SEL competencies to assess.

• Select one or more competencies based on district/school priorities. One helpful tool is Transforming Education's 3Ms Framework (available for download at https://transformingeducation.org/resources/core-case-study-tools).

(CASEL, 2020c; Cox et al., 2019)

A seven-step process for assessing SEL competencies (continued)
Part 2: Select an assessment

Step 4: Review assessment options.

- Examples of assessment libraries:
  - SEL and assessment
  - RAND Education Assessment Finder
  - A Review of Instruments for Measuring Social and Emotional Learning Skills among Secondary School Students (appendix B)

Step 5: Select relevant assessment tool(s).

- Consider criteria such as cost, age/grade, logistics.

(CASEL, 2020c)

A seven-step process for assessing SEL competencies (continued)
Part 3: Use assessment data

Step 6: Implement assessment.

- Plan when, by whom, and how data will be collected.
- Provide necessary training.
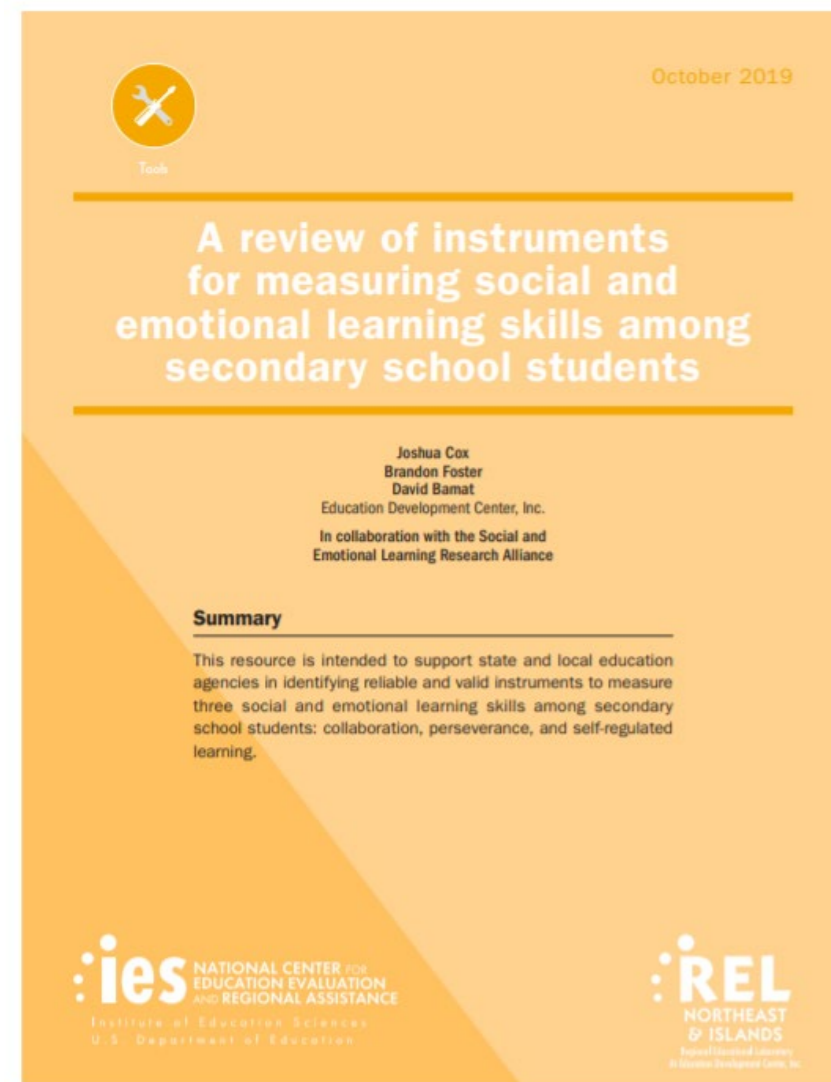- Establish safe and secure data-storage mechanisms.

Step 7: Use data appropriately.

- Refer to intended purpose(s) of the assessment, such as: program selection, assessment, evaluation of programs and practices.

(CASEL, 2020c)

Instrument validity

Question	Response and considerations
Is it important that students were involved in the instrument's development process?	☐ Yes ☐ No If yes, consider that this resource found no information on **substantive validity** for any of the instruments reviewed.
Are you interested in using scores from the instrument along with instruments that measure other related social and emotional learning skills?	☐ Yes ☐ No If yes, consider examining information presented in appendix B for **external validity** to check whether scores generated from the instrument are related to scores from other conceptually similar instruments of social and emotional learning skills.
Are you interested in comparing scores on the instrument for different subgroups of students (for example, by race/ethnicity, eligibility for the national school lunch program, or English learner student status)?	☐ Yes ☐ No If yes, consider examining information presented in appendix B for **fairness** to see whether information is available about the specific subgroups you are comparing.

October 2019

A review of instruments for measuring social and emotional learning skills among secondary school students

Joshua Cox
Brandon Foster
David Bamat
Education Development Center, Inc.
In collaboration with the Social and
Emotional Learning Research Alliance

Summary

This resource is intended to support state and local education agencies in identifying reliable and valid instruments to measure three social and emotional learning skills among secondary school students: collaboration, perseverance, and self-regulated learning.

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U.S. Department of Education

REL NORTHEAST & ISLANDS

(Cox et al., 2019)

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Infusing a culturally responsive lens in assessment

- When selecting the assessment:
  - Has assessment been tested with various cultural groups represented in your community?
  - Is assessment offered in the different languages spoken in your community?
  - Are the concepts and terminology used in the assessment commonly used and understood by students in your community?

- When selecting which competencies to focus on:
  - What social and emotional competencies do various members of your community care about (for example, relationship skills, social awareness, self-awareness)? Are the competencies developmentally appropriate?

- When analyzing and applying data:
  - Who is involved in data analysis and interpretation?
  - Do different stakeholders reach the same conclusions about the data?

(McKown, 2019; McLean, 2005; Yates et al., 2008)

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Next steps

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Wrap-up discussion and reflections

- What stood out to you during our discussions?
- Are there any particular strategies or resources that would be especially helpful for educators in your state?
- What potential challenges or solutions are the most urgent to address as we think about the next school year?

Virtual Summit (summer 2021): Goals

- Recap and celebrate the collaborative's accomplishments.
- Share knowledge about evidence-based practices, strategies, and tools.
- Build shared understanding of the research action agenda and finalize concrete action steps. This agenda will:
  - Identify high-priority unmet needs or gaps in one or more of the following areas:
    - Assessment
    - Educator supports
    - Family engagement
    - School-community partnerships
    - Systems and policies
    - Trauma-informed approaches
  - Outline necessary steps to address these needs or gaps and provide relevant resources for educators.

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Virtual Summit (summer 2021): Ideas for activities

- Keynote presentations
- Research action agenda working sessions
- Panels/presentations
- Workshops

- Many thanks to those who have attended our initial discussions. We encourage you to join the **Summit Planning Committee**, so that you can provide ongoing feedback on our ideas and activities. Please be on the lookout for more information via email.

Virtual Summit (summer 2021): Questions

- Do you prefer a one-, two-, or multiple-day summit?
- Do you prefer the beginning or end of summer (~early June or ~late August) or some other date(s)?
- What guest speakers would you like to hear from?
- What topics are you interested in for the workshops, presentations, panels, and other activities?
- Would you like networking meetings ("coffee hours") built in to connect with others?
- Do you have any other thoughts or ideas?

Collaborative website

Other collaborative activities

- Affinity groups.

- Resources co-developed with the collaborative:
  - Community-school collaboration to address opioid-related trauma
  - Using data to support students experiencing trauma
  - Trauma terms glossary

Stakeholder Feedback Survey

- We will send out a survey after this meeting for feedback on our collaborative activities (link is also in the chat). The survey should take ~10 minutes to complete. **Your feedback is very important**. Thank you in advance!

Questions?

Thank you!

🖥️ https://ies.ed.gov/ncee/edlabs/regions/appalachia

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🐦 @REL_Appalachia

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