

Social and Emotional Learning for Traditionally Underserved Populations

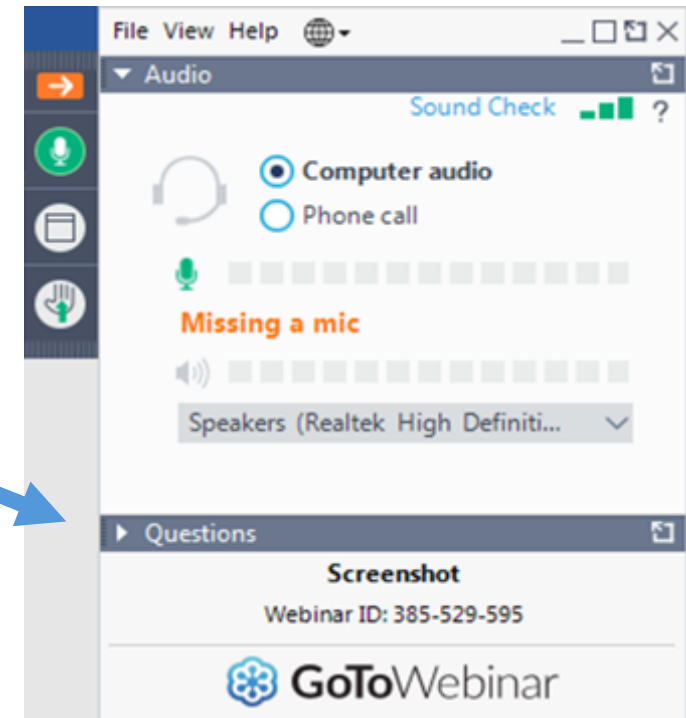
December 4, 2017



American Youth
Policy Forum

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Today's Presenters

Framing Remarks

Logan Beyer, American Youth Policy Forum

SEL for Students with Disabilities

Dr. David Lichtenstein, Psychologist and Classroom Team Leader, Bradley Schools (Rhode Island); Clinical Assistant Professor, Brown University

SEL for English Language Learners

Dr. Sara Castro-Olivo, Associate Professor of Educational Psychology, Texas A&M University

SEL for Justice-Involved Youth

Melissa Svigelj-Smith, Teacher, Cuyahoga County Juvenile Detention Center (Ohio)

Discussant

Jennifer Brown Lerner, Assistant Director for Policy and Partnerships, National Commission on Social, Emotional, and Academic Development, the Aspen Institute

Join the Conversation!

AYPF: @AYPF_Tweets

Sara: @s_castro_olivo

Melissa: @svme

Jennifer: @AspenSEAD

 #SEL4all

#SEL4all

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Opening Remarks



Logan Beyer
Consultant
American Youth Policy Forum
[@AYPF_Tweets](https://twitter.com/AYPF_Tweets)

Social and Emotional Learning and Traditionally Underserved Populations

Policy Brief Overview | Logan Beyer



Brief Aims:

What were the goals in writing this brief?

1. Consider the impact of the growing SEL movement on our most vulnerable students
2. Capture the current state of research and practice to determine next steps

Why SEL?

Why “social and emotional learning”?

Proven
efficacy

SEL improves attendance, school climate, long-term health and employability outcomes, and test scores

Building
political will

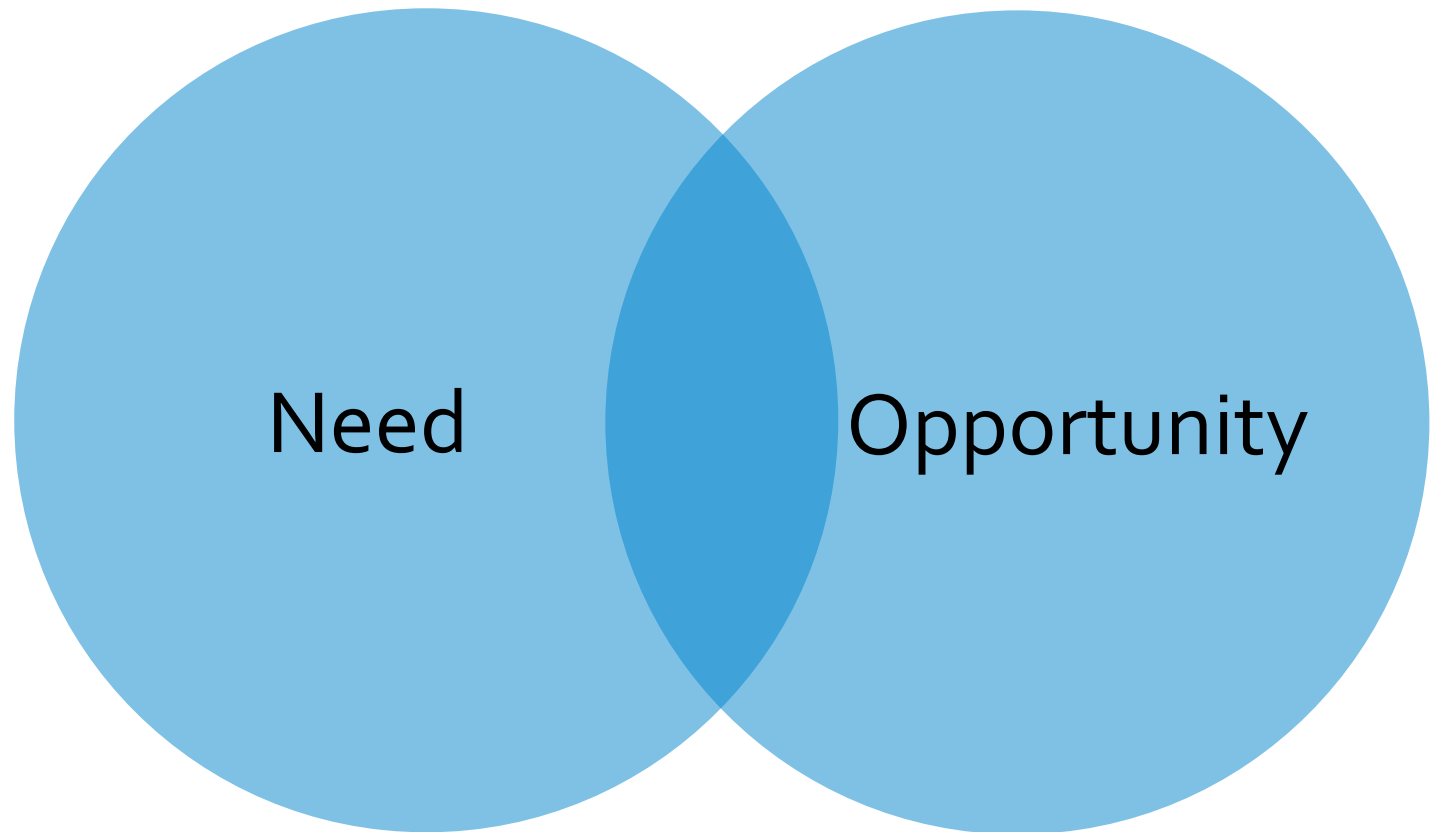
ESSA; state policy; Aspen National Commission on Social, Emotional, and Academic Development

But
generalizable?

Goal of this AYPF Brief...

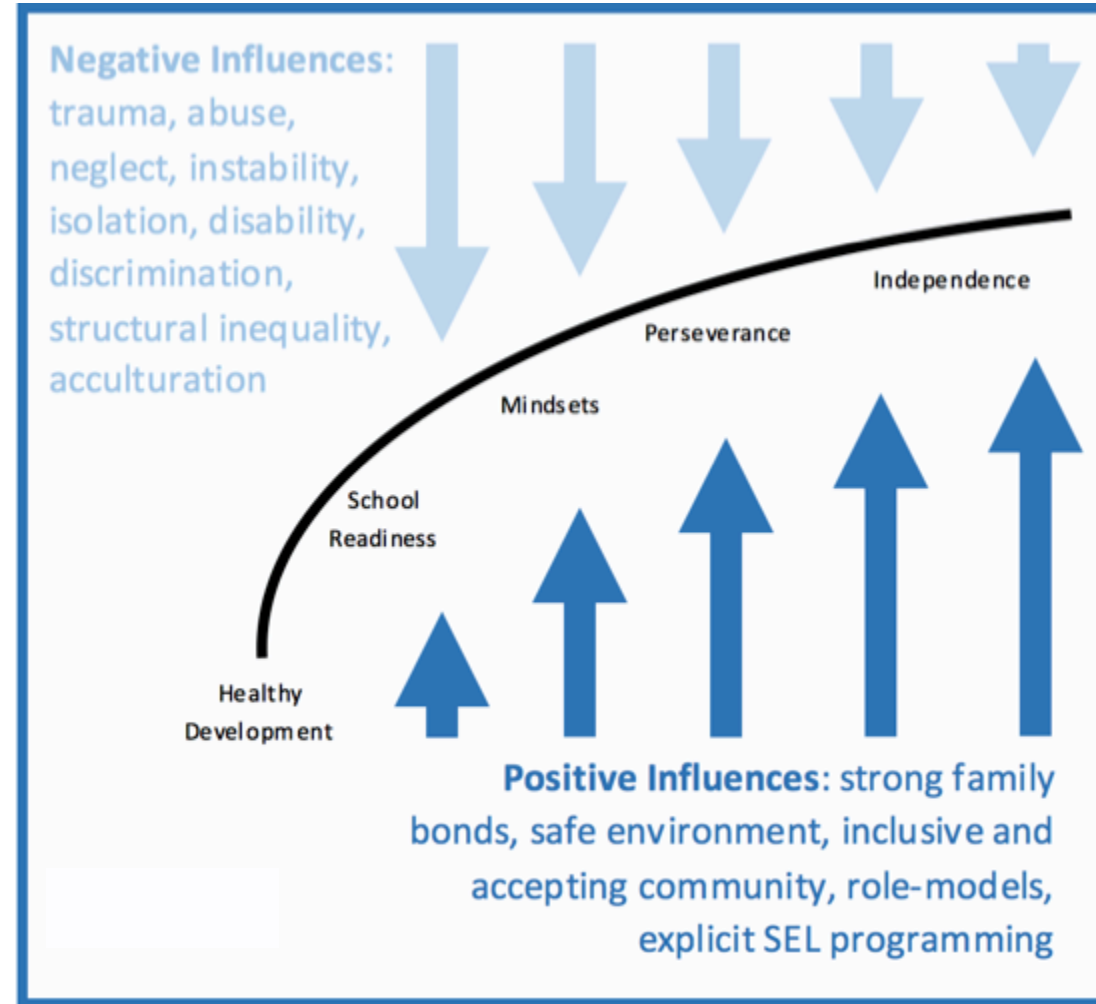
Why
Underserved?

Why “traditionally underserved” students?



Why Underserved?

Why “traditionally underserved” students?



Who?

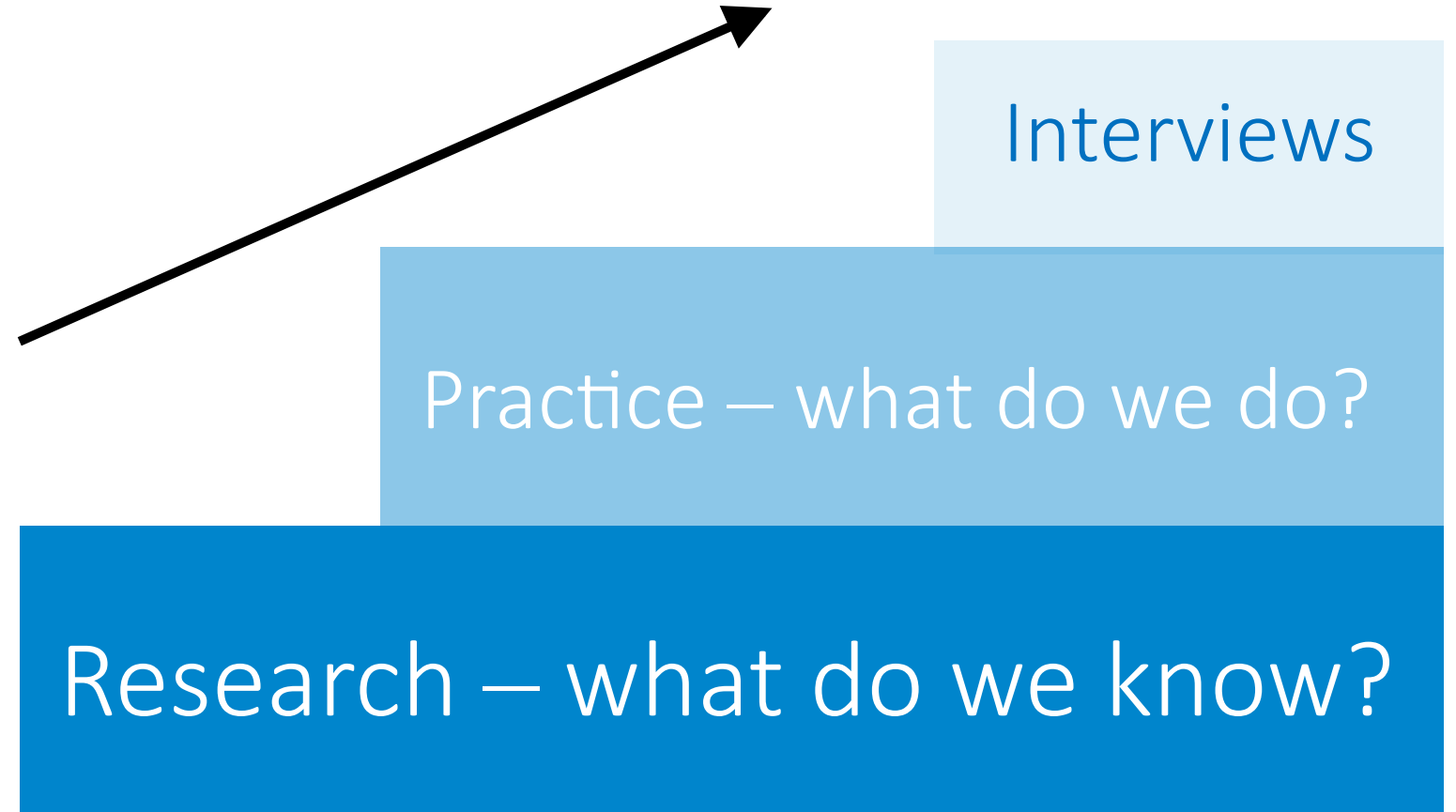
Youth with Disabilities: youth with a qualifying diagnosis of intellectual disability, hearing/speech/language/visual/orthopedic/other health impairment, emotional disturbance, autism, traumatic brain injury, or specific learning disability under IDEA

English Language Learners: students who are unable to communicate fluently or learn effectively in English, and who require specialized or modified instruction in both the English language and in their academic courses

Justice-Involved Youth: children in contact with the juvenile justice system, due to probation, detainment, or incarceration

How?

How to obtain and organize the facts?



Key Points:

What are the key takeaways?

1. SEL has tremendous potential to make an impact for underserved students
2. Researchers and practitioners across the country are already working to making an impact through SEL
3. There is still much to learn, implement, and legislate before SEL is fully accessible to the students who need it most

SEL for Students with Disabilities

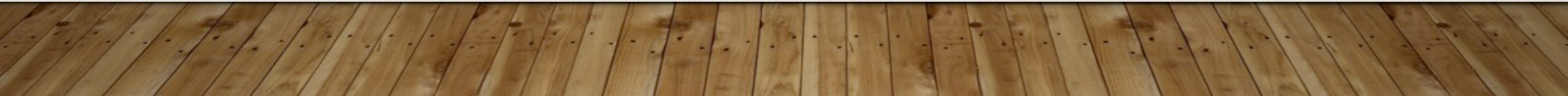


Dr. David Lichtenstein
Psychologist and Classroom Team Leader
Bradley Schools

SEL AND STUDENTS WITH DISABILITIES

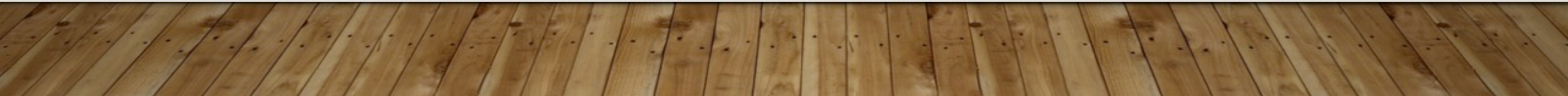
DAVID P. LICHTENSTEIN, PH.D.

LIFESPAN SCHOOL SOLUTIONS/BROWN UNIVERSITY



WHAT ARE THE BRADLEY SCHOOLS? WHO ARE OUR STUDENTS?

- Network of therapeutic day schools for children whose emotional, psychiatric, learning, and developmental needs prevent them from being able to access education in a public-school setting
- Children range in age from 5 to 21, spectrum of needs across most mental health diagnoses for children/early adulthood; typically students have multiple challenges, also including trauma, poverty, family mental health issues
- Kids need SEL skills to manage challenges regarding academic, emotional, social, communication difficulties;
- But kids also in some ways have more SEL skills in certain areas – so much adult attention/therapy time!



A BRIEF WORD ABOUT THE WORD DISABILITY

- Useful, descriptive, in accordance with language of special education law
- But: most of these factors really fall more on a continuum
- Social Emotional Learning helps to highlight/reinforce a skills-based approach rather than a disability approach

MULTIPLE LEVELS OF SEL IN SCHOOLS

- Whole school culture of SEL – using PBIS, Responsive Classroom, etc.; articulating school culture/values and intentionally teaching/supporting them
- Classroom level interventions – Incredible Years, PATHS, many other critical thinking/ coping strategy programs and skills groups
- Individual level- bringing in key resources (school MSW, counselor, OT, S/L, teacher, behavior specialist) to address areas of difficulty and try to teach skills

HOW DO WE TEACH SEL AT THE BRADLEY SCHOOLS?

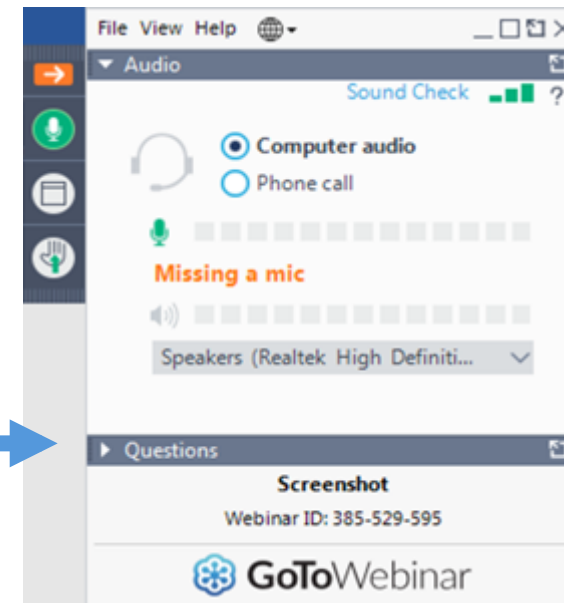
- Whole school: PBIS program (Bradley School North STARS – Students are Kind, Try their best, Act with Awareness, Ready to Cope, Stay Safe); incentive system and opportunities to reinforce
- Classroom level: skill groups (social, coping, S/L, OT); classroom incentives to target SEL (individualized as well as classroom-wide for effort in schoolwork, etc.)
- Individual level: I:I meetings with students, coaching in the moment to practice skills and assist in social/emotional processes; individual behavior programs provide incentives and tracking around small goals (e.g., handling transitions; trying things that are hard; basic social skills, etc.)
- IEPs reflect SEL goals for students – trying to track what we are teaching, and vice versa

DRILLING DEEPER: HOW DOES SEL DEVELOPMENT WORK FOR INDIVIDUAL STUDENTS?

- **It isn't easy!**
- **Opportunities to practice** – e.g., social skills in group, unstructured time, with staff coaching; lots of individual attention
- **Taking away avoidant behaviors** that have helped students miss non-preferred (e.g., anxiety, school/work refusal) – by not sending kids home or ending their day w/behaviors, have to go back & confront challenges; new behaviors emerge
- **Reasonable consequences** that they don't want (e.g., restricted privileges for unsafe behavior) mean they have to do something different
- Through incentives, coaching, and language, heavy **emphasis on building coping skills and making them concrete**
- **Setting goals around SEL skills** both for and with students
- Attempting to **incorporate families and outside providers** with regular phone calls, IEP goals around target areas

Audience Q&A

To submit live questions,
please use the “Questions”
box on the control panel



SEL for English Language Learners



Dr. Sara Castro-Olivo

Associate Professor of Educational Psychology

Texas A&M University

[@s_castro_olivo](https://twitter.com/s_castro_olivo)

Social-Emotional Learning for English Language Learners

Sara Castro-Olivo, PhD, NCSP
Texas A&M University

Socio-Emotional Needs of ELLs

- Nearly 10% of the overall student population in the U.S. receives ELL services in public schools (NCES, 2016).
- Data from national samples suggests that ELLs are at higher risk for social-emotional and behavioral problems than mainstream student populations due to the many life challenges they usually face (Gonzales & Kim, 1997; Suarez-Orozco et al., 2008).
 - Some of the challenges ELL students face at disproportionate rates are:
 - **Acculturative stress** (Castro-Olivo et al., 2013; Kulis et al., 2009).
 - **Familial acculturation gaps** (Martinez et al., 2005).
 - **Parents limited ability to be involved in school** activities due to language barriers and limited familiarity with the American school system (Baird, 2015).
 - In addition to rough neighborhoods, language barriers, perceived discrimination, low SES, etc. (Suarez-Orozco et al., 2008).
- The research on the mental health needs of ELL students is limited (Alegria et al, 2008; Vega & Rumbaut, 1991)
- Lack of appropriate services, if any!

Models for making cultural adaptations/validations

1. Keep the **Big Ideas** of the existing intervention.
2. Adaptations must be **based on sound theory**.
3. Acknowledge **protective and risk factors** of target population.
4. Continually **evaluate own** worldviews and values.
5. **Establish ongoing collaboration** with students and community members.
6. Make culturally-responsive adaptations that include: language, examples, and assessments.

Cultural dimensions to consider when making/planning a cultural adaptation

(Bernal, Bonilla & Bellido, 1995)

- **Language**– Match target population’s dominant language
- **Persons**– Hire interventionists who are bilingual and bicultural
- **Metaphors**- Use examples that are part of the folk culture of the target population
- **Content**- Include additional theory-based content related to target population’ s protective and risk factors
- **Concepts**- Include additional concepts that will help the target population link their risk and protective factors with the overall goal of the evidence-based program
- **Goals**- Make sure the goal of the program matches the goals and values of the target population
- **Methods**- Use instructional methods that are acceptable by the target population
- **Context**- Make sure to consider the context of implementation (i.e. legal climate) for intervention, assessment, etc.

Project F.U.E.R.S.A.S.

- **Facilitating Universal Emotional Resiliency for the Social and Academic Success of ELLs.**
 - Socio-cultural approach to:
 - School-based SEL training for youth
 - Culturally responsive SEL parent training
 - Culturally responsive SEL teacher preparation



Overview of *Jóvenes Fuertes*: Culturally adapted version of Strong Teens (for grades 6-12)

- About *Jóvenes Fuertes* and Ethnic Pride
- Understanding Your Feelings (Part 1)
- Understanding Your Feelings (Part 2)
- Dealing with Anger
- Understanding Other People's Feelings
- Clear Thinking (Part 1)
- Clear Thinking (Part 2)
- Power of Positive Thinking
- Solving People Problems
- Letting Go of Stress
- Achieving Your Goals
- Finishing UP!

Lesson Name and Number	Skills Focus	Cultural Adaptation
Strong Latino Roots (Lesson 1)	Overview of program, build rapport, behavior expectations during lessons	Latino ethnic pride Latino roots
Understanding Your Feelings (Lesson 2 and 3)	Increasing awareness of one's own emotions and emotional variability	Learn new concepts of acculturation and acculturative stress. Learn to identify acculturative stress.
Dealing with Anger (Lesson 4)	Anger management, learning to steps to avoid overreacting to triggers	Learning to deal with discrimination and other anger - triggering situations related to culture
Understanding your Other's (Lesson 5)	Empathy Training (understanding other's perspectives)	Learning how to cope with familial/ and other acculturative gaps
Clear Thinking (Lesson 6 and 7)	Learning to recognize thinking errors	Ex amples related to English Proficiency and other cultural - specific situations
The Power of Positive Thinking (Lesson 8)	Replacing irrational thoughts with positive thinking	Examples related to English Proficiency and other cultural - specific situations
So lving People Problems (Lesson 9)	Conflict Resolution Model	Culture - specific examples and role plays in school and home settings.
Letting Go of Stress (Lesson 10)	Relaxation Training	Culture - specific examples and discussions related to letting go of acculturative stress
Behavior Change (Lesson 11)	Learning to set and attain goals	Culture - specific examples
Finishing Up (Lesson 12)	Review of all main concepts	Emphasize the use of skills to reduce acculturative stress and other cultural conflicts in school and at home.

Jóvenes Fuertes: Empirical Evidence

- Castro-Olivo & Merrell (2012). *Advances in School Mental Health Promotion*.
 - Results:
 - Strong effect sizes on SEL knowledge and social validity
 - Promising acculturative stress outcomes.
- Castro-Olivo (2014). *School Psychology Quarterly*.
 - Results:
 - Strong effect sizes on SEL knowledge, resiliency, and social validity
- Cramer & Castro-Olivo (2016). *Contemporary School Psychology*.
 - Results:
 - Strong effect sizes on SEL knowledge, SEL resiliency and social validity

F.U.E.R.S.A.S.

Parent Component

1. Introductions and Overview of the US school system
2. Immigrant Families: Navigating multiple cultures
3. SEL Skills I: Self and social-awareness
4. SEL Skills II: Positive thinking/ Cognitive restructuring
5. SEL Skills II: Problem Solving
6. Establishing academic success from home: Involvement and Supervision

Implications for Research and Practice

- Parents, youth and teachers report high levels of social acceptability/validity of the program.
- School/community settings were found to be appropriate for the implementation of the F.U.E.R.S.A.S. youth and parent component
- Interventions need to incorporate ways to elevate protective factors and neutralize risks.
- Need for more randomized research studies

Selected References

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Contact Information

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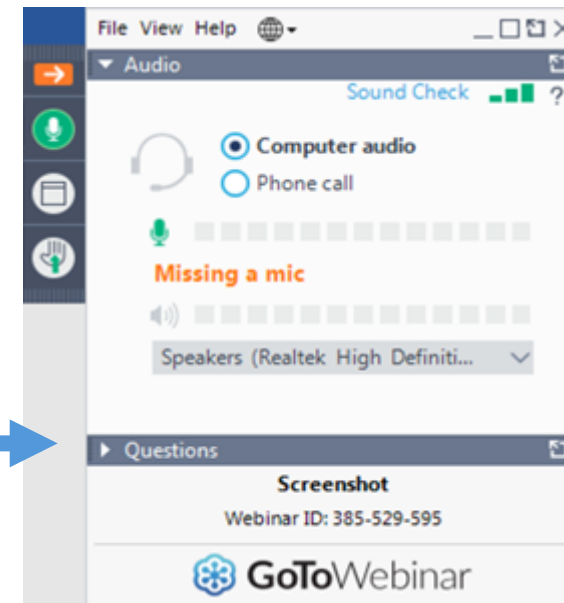
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Audience Q&A

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SEL for Justice-Involved Youth

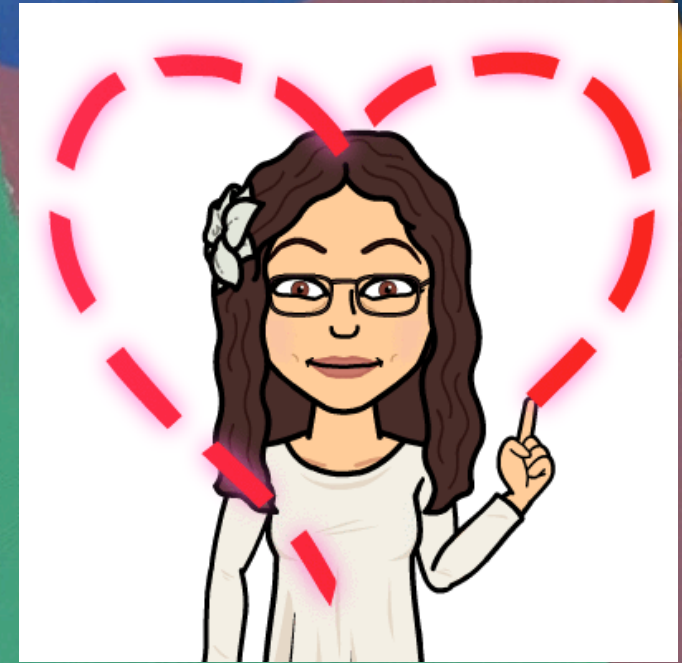


Melissa Svigelj-Smith

Teacher

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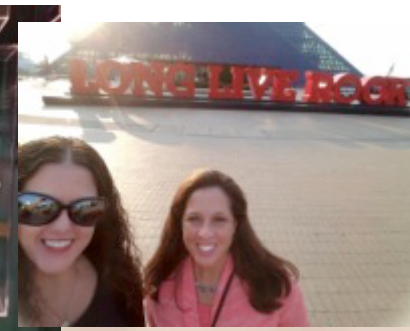
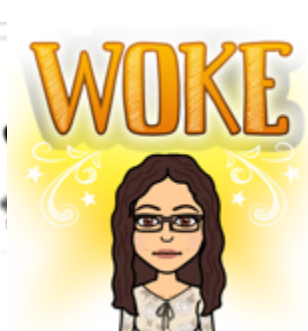


It Takes a Community

SEL & PBIS at a Juvenile Detention Center

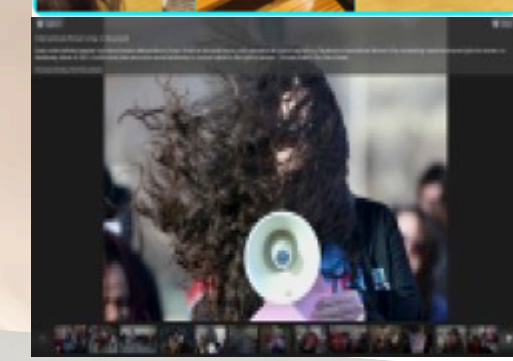
Melissa Marini Švigelj-Smith





I cannot be a
teacher without
exposing who I
am.

Paulo Freire





he said whoever goes on that night nobody say nothing.



Cleveland, Ohio, & the Cuyahoga County Juvenile Detention Center



My Classroom



For a family that loves me

For life

For another day

I am thankful to be in school.

Name _____ Date _____

Write one thing that you are grateful (**thankful**) for today. Finding things to be thankful for helps improve our overall happiness. Happier people are more successful people. _____

I am thankful to have students back in class!

Remember to practice 4-7-8 breathing to help you stay focused and calm.

Watch the video and write what to do for each step of 4-7-8 breathing:

4

7

8

Growth Mindset (2 minutes)

1. What is *growth mindset*?
2. What happens in the brain when you learn new things?
3. What should people with a growth mindset do when something is hard?

CNN STUDENT NEWS (10 minute show) Write **5** things that you learned from the news today.

1. _____
2. _____



DAILY REFLECTION

Explain what you did well today in at least one complete sentence. _____

Explain how you would rate your performance in class today on a scale of 10 to 1, and explain why you ranked yourself that way. 10= I did my best 5= I tried half the time 1=I did not try at all

Write a complete sentence about one goal you have for yourself that you would like to improve and explain why.

- Choose to complete ONE of the writing prompts below. Circle which one you are completing.
1. I wish that you would have known today that I...
 2. I am really proud that today I...
 3. My favorite part of today was...
 4. I wonder if today I could...

...my work
...my news facts

...my reading
...my handwriting
... not cursing so much

1. ***...miss my little brother***
2. ***...kept to myself***
3. ***...drawing***
...painting
4. ***see my mother***

How we start each class...

I will help others.

I will earn my credits.

I will stay positive.

I will graduate.

I will stay away from negativity.

Daily Goals Sheet
This is the list of things that I want to accomplish (complete) today in class.

Tasks or assignments I need to complete in class	*I can statements for each day.	Completed? Check if "yes"
*I can exercise strategies like deep breathing (4-7-8 breathing) to calm or focus myself.		
1. Entry journal prompt response & daily gratitude statement *I can recognize what I value and appreciate. *I can write a thoughtful & clear response to a writing prompt.		
2. Daily Goals Sheet filled out *I can plan short-term goals in order to reach my long term goals.		
3. CNN Student News Guided Notes 1-5 *I can summarize events in a news story.		
4. Vocabulary Activity: Today we are _____ *I can determine the meaning of a word & use it correctly in more than one way.		
5. Close Reading/Literacy Activity: Today we are _____ *I can complete a close reading or literacy strategy for something that I read. *I can organize and summarize information.		
Write your own goals for your school work for #s 6 and 7.		
6.		

Write your own goals for your school work for #s 6 and 7.	
6.	
7.	
*I can complete activities & lessons in my online courses.	
8. Reflection sheet on goals today *I can reflect on my day and write honestly about whether or not I accomplished my short-term goals.	

In class today, my behavior goals are... Write your own personal goals for #s 3 & 4		Did I ...? Check if "yes"
*I can use strategies to maintain positive behaviors & reduce negative behaviors.		
1. I will keep a growth mindset.		
2. I will make healthy choices.		
3.		

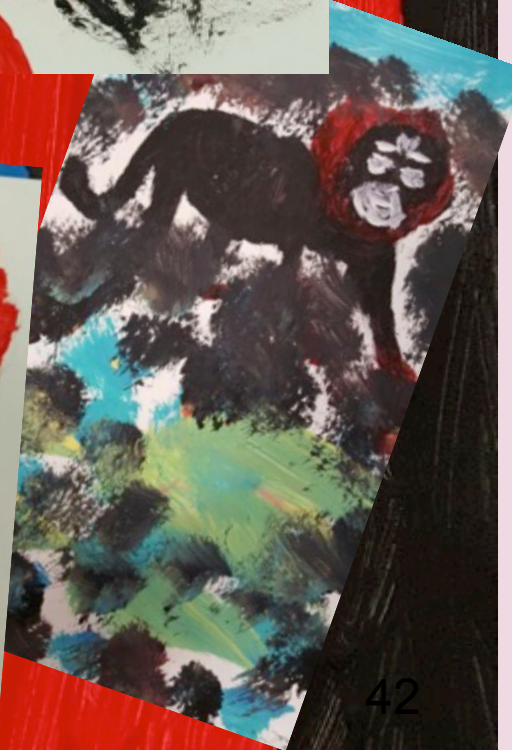
I will make my grandma proud.

**Daily
Goal
Setting**

I won't try to finesse Ms. Smith.

I will practice 4 - 7 - 8 breathing.

Community Through Art





SEL & Art Grant from the NoVo Foundation



**Schools can teach about living,
not just about how to make a
living.**

**...super happy to
come to this class...**

**Thank you for helping
me get through my first
couple of days in
school.**

**Thank you... having an overall positive
vibration in a pretty negative environment.**

**I enjoy coming to
school every day.**

**...focusing on
graduating...**

Buy Stamps (59)

Transfer Stamps

Purchase History

Date: 1/26/2016 7:31:05 PM

To: Melissa SavigelSmith

Attachments:

Ms,smith

Hey Thank-you 4 keeping in contact with me.

Im going 2 send u some vistration forms when i send the work back.i been staying out the way Im in 4 groups to keep a growth mindset.and trying to strive for better i been on a straight path since i been out the hole. im a porter now so im out all day.it took s long for e to write back because if you don't respond the prepaid it goes away.so i had 2 wait to get somore stamps .hw much w did u sand me ?

I'm in 4 groups to keep a growth mindset & trying to strive for better.

...some visitation forms so you can come see me when I graduate.

I never would have been able to do the things I did & display great work ethic and I did that from having a positive growth mindset...

I really appreciate the Harry Potter books.

Oh!! I'm writing a book... I'm gonna try to prevent other young males from cities....

Compassionate Classrooms to help students succeed

I try to stay up & keep a smile on my face...



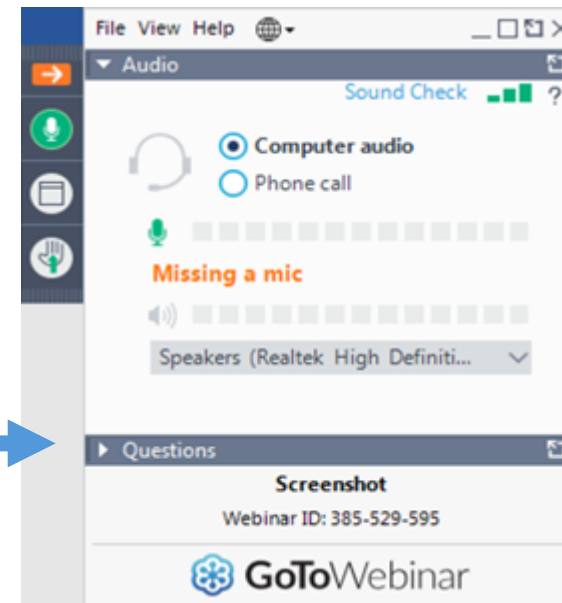
***My humanity is bound
up in yours, for we can
only be human together.
~Desmond Tutu***



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Audience Q&A

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Discussion



Jennifer Brown Lerner

Assistant Director for Policy and Partnerships

National Commission on Social, Emotional, and Academic Development

The Aspen Institute

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Overview of the National Commission on Social, Emotional, and Academic Development

Jennifer Brown Lerner

December 4, 2017

COMMISSION PURPOSE

SHARED UNDERSTANDING

1

A clear and shared understanding of what integrated social, emotional, and academic development in K-12 education means and looks like as well as why it is important

COMMUNITY- DRIVEN MOVEMENT

2

A movement that acknowledges the central role of communities in social, emotional and academic development integration and galvanizes support among educators, families, out-of-school providers, and others

CHANGE AGENDA

3

A comprehensive change agenda that provides clear and compelling recommendations in research, policy, and practice to help achieve the full integration of social, emotional, and academic development

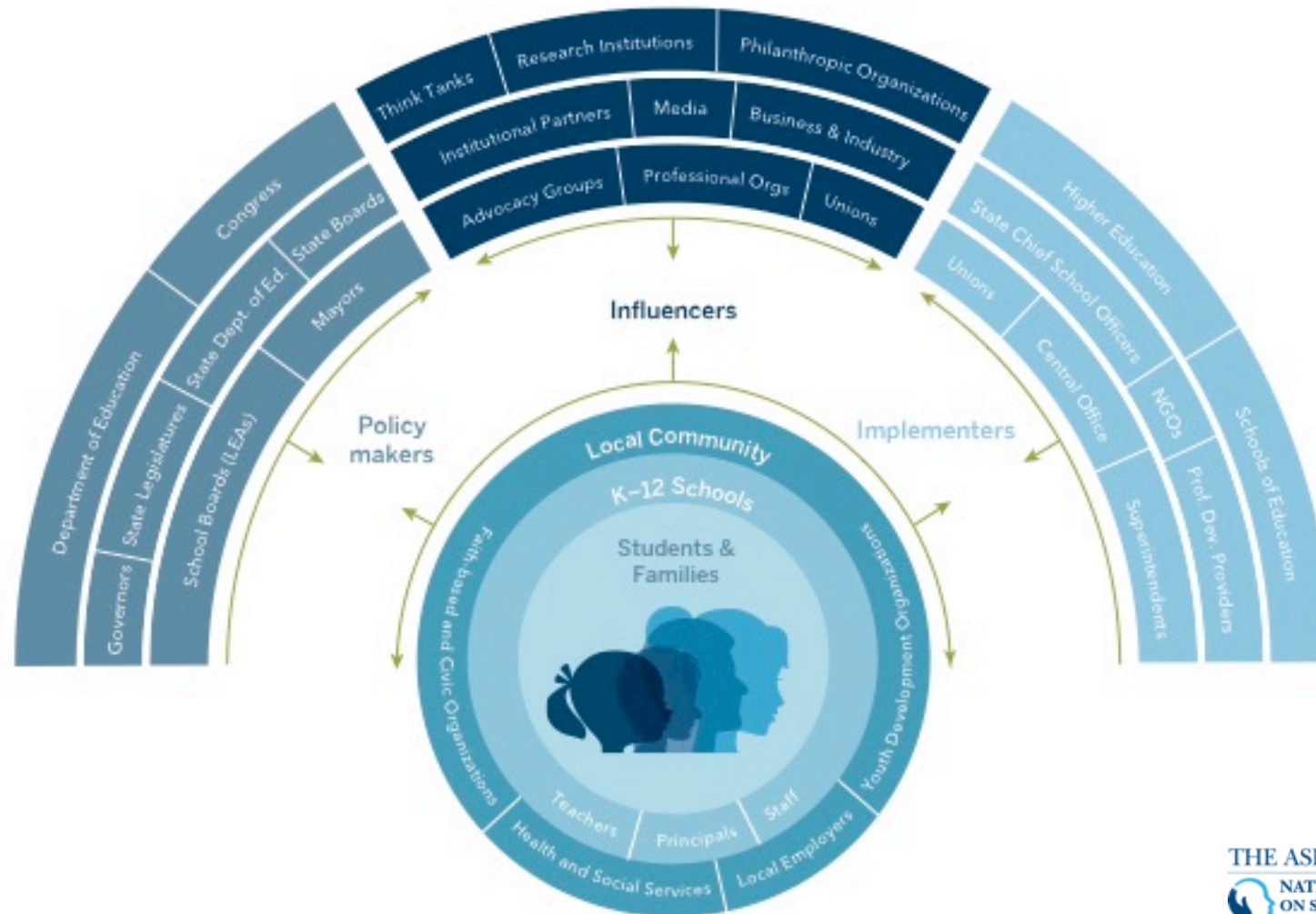
The Evidence Base for How We Learn

Consensus Statements of Evidence from Council of Distinguished Scientists

- Social, Emotional, and Academic Development matters
- Social and Emotional Skills are malleable
- Schools play a central role in Social, Emotional, and Academic Development
- Focusing on Social and Emotional Development is worth it

Full Brief online at <https://www.aspeninstitute.org/publications/evidence-base-learn/>

K-12 Education Ecosystem

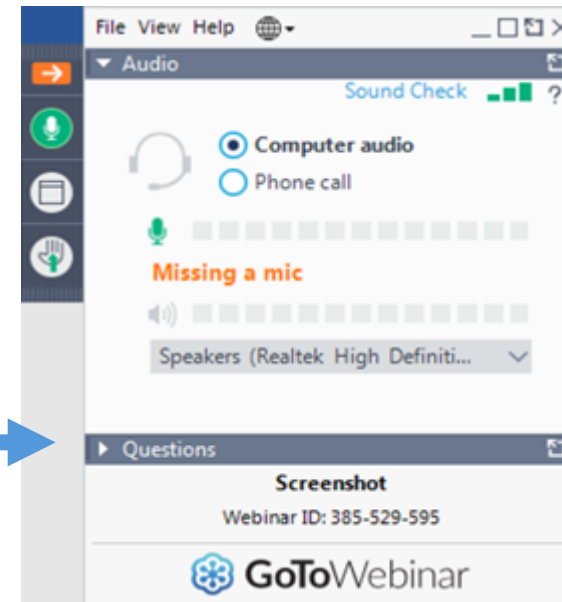


Opportunities Moving Forward

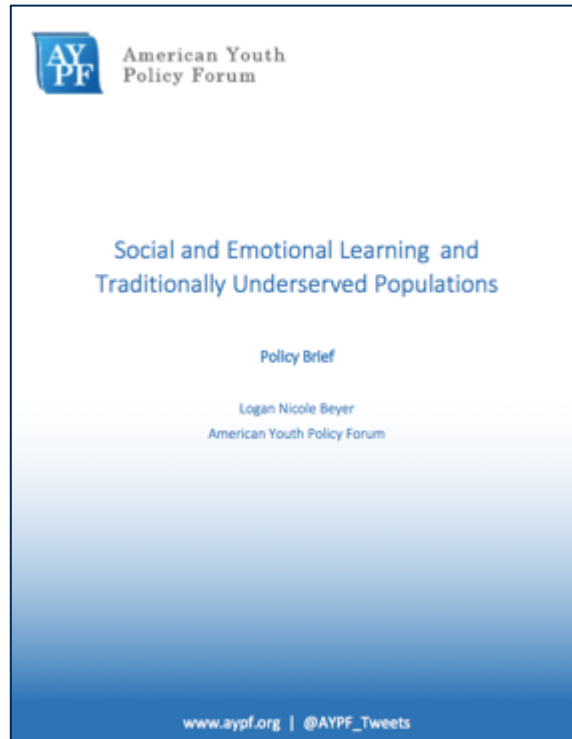
- **Robust research agenda** leveraging what we know and what we still need to know inclusive of the needs of vulnerable populations
- **Practice change agenda** focused on developing environments for all students to be engaged, supported, and engaged
- **Policy recommendations** to embrace & encourage integrated approach to learning
- **A sustained movement** across research, practice, and policy to ensure each student experiences learning environments to prepare them for success in education, the workforce, and civic society

Discussion

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Key Resource



Policy Brief: Social and Emotional Learning and Traditionally Underserved Populations

[http://www.aypf.org/wp-content/uploads/2017/10/
SEL-Special-Populations_Final.pdf](http://www.aypf.org/wp-content/uploads/2017/10/SEL-Special-Populations_Final.pdf)

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