Evidence-based Social Emotional Learning Curriculums: Choosing and Implementing Wisely

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Evidence-based Prevention & Intervention Support Center
The Need for Social Emotional Learning (SEL) in Pennsylvania: Annie E. Casey Data

- In 2012, over 850,000 children ages 3-8 in PA
- About 55,000 of children ages 3-8 live in low income households
- 468,000 children (19%) of all kids, ages 2-17, have one or more emotional, behavioral, or developmental conditions
The Need for SEL in PA:
Pennsylvania Youth Survey (PAYS) 2013

• 216,382 youth surveyed
• 891 schools (public and private)
• Grades 6, 8, 10 & 12
The Need for SEL in PA: PAYS 2013

- 22% of PA kids ages 11-14 reported being threatened to be hit or beaten up on school property (10% reported actually being attacked or hit)
- 44% of 11 year olds said they’d been bullied at school
- 33.3% of youth at risk due to depressive symptoms
- 40% of youth at risk due to parental attitudes favorable to anti-social behavior

- The more we can build protective factors in elementary school the more we can avoid these middle school problems.
Learning is Emotional

“The emotional centers of the brain are intricately interwoven with the neocortical areas involved in cognitive learning. When a child trying to learn is caught up in a distressing emotion the centers for learning are temporarily hampered.”

Daniel Goleman (Foreword to Building Academic Success on Social Emotional Learning: What Does the Research Say)
What is Social Emotional Learning?

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

Five Core Competencies (casel.squarespace.com)

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making
Links to Academic Outcomes

• 2011 Meta Analysis of 213 Universal SEL Programs (Durlack, Weissberg, et. al.)
• 270,000+ K-12 students
• Significant improvements in skills, attitudes, behaviors, leading to…
  o 11% gain in academic achievement
Programs that were S.A.F.E. produced better outcomes

- **Sequenced**- activities progress in a planned way
- **Active**- lessons engage students in real world “live” practice in some way
- **Focused**- at least one component focused on personal and social skills
- **Explicit**- specific SEL skills are targeted as opposed to general approaches

Programs that had implementation problems were less effective

- Lack of administrative support
- Lack of buy in from teachers
- Absence of training or supervision
- Skipping parts of lessons
- Decreased effectiveness of approach

EPISCenter Technical Assistance

- Practical tips and solutions to common implementation issues
- Readiness and planning tools
- Model Fidelity Support tools
- Pre and post outcomes measurement
- Tools for aggregating and analyzing data
- 11 Evidence-based Programs
The Incredible Years Programs

- Best when programs are combined to support effective responses to children's anti-social behavior across home, school, and treatment settings.
- [http://vimeo.com/70734416](http://vimeo.com/70734416)
- With such a broad array of programs and products available where to begin?
The Incredible Years Programs

• Basic Parent Training
  o Core component of this model
  o Blueprints for Healthy Youth Development promising program, California Clearing House highest rating
  o 12 -14 weeks for prevention model
  o 20 weeks intervention model

• Advance Parent Training
  o Follow up to the Basic curriculum
  o 9-11 weeks
Why does Incredible Years focus on parents?

- Parents are powerful teachers and modelers of social and emotional skills
- Harsh or critical discipline can cause an increase in behavior problems at home and school
- Positive discipline, catching kids being good and liberal use of praise, decreases behavior problems at home and school
- Parenting is seen as the basic building block for SEL learning for these youngest children
The Incredible Years Programs

- Dinosaur Classroom
  - Recommended by CASEL
  - Universal classroom curriculum
  - 64 lessons, delivered sequentially by teacher
  - Circle time based delivery of content using puppets, video vignettes, and role play
  - Teachers reinforce lessons throughout the day in the classroom
  - Following rules, feelings, calming down, ignoring, problem solving, and other specific skills covered.
CASEL Ratings:
Incredible Years Dinosaur Classroom

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Range Covered</td>
<td>PreK-2</td>
</tr>
<tr>
<td>Grade-by-Grade Sequence</td>
<td>Yes</td>
</tr>
<tr>
<td>Average Number of Sessions Per Year</td>
<td>64 lessons</td>
</tr>
<tr>
<td>Classroom Approach to Teaching SEL</td>
<td>Explicit skills instruction</td>
</tr>
<tr>
<td>Opportunities to Practice Social and Emotional Skills</td>
<td>Extensive</td>
</tr>
<tr>
<td>Classroom-Wide Context</td>
<td>Extensive</td>
</tr>
<tr>
<td>School-Wide Context</td>
<td>Minimal</td>
</tr>
<tr>
<td>Family Context</td>
<td>Extensive</td>
</tr>
<tr>
<td>Community Context</td>
<td>Minimal</td>
</tr>
<tr>
<td>Tools for Monitoring Implementation</td>
<td>Yes</td>
</tr>
<tr>
<td>Tools for Measuring Student Behavior</td>
<td></td>
</tr>
</tbody>
</table>

Link: http://www.casel.org/guide/programs/the-incredible-years-series
The Incredible Years Programs

- Child Treatment (Dinosaur Small Group)
  - Blueprints for Healthy Youth Development promising program to treat children with ADHD and ODD
  - 22 Weeks, 2 hour sessions, 6-8 students max
  - Same content as the classroom model but more focused delivery
  - Each child is assessed and a behavior plan is developed
  - 2 Facilitators
    - Puppets, role play, video vignettes, play based enactments of skills
    - Can be done as a pull out group in school or Headstart settings
    - Most effective when offered in conjunction with the parent group.
The Incredible Years Programs

• Teacher Classroom Management
  o Blueprints promising program for teachers focused on building effective classroom management skills
  o Classroom management approach trains groups of teachers to use Incredible Years methods in dealing with behavior issues and developing an overall classroom management strategy
  o 6 full day workshops spread out to allow practice of skills
  o Not currently supported by EPIS

Real World Example: Bedford County Elementary School

• All K-2 teachers trained in and delivering classroom model
• School counselor provides small group treatment model as pull out for kids who have significant behavior problems
• School counselor and teachers conduct Incredible Years parent group once or twice a year for any parent who is interested
• Special effort is made to recruit parents of kids who are in the small group treatment program
• Program has been integrated into the school wide PBS approach
PA IYS Basic Parent Group Outcomes
PCCD funded and EPISCenter supported providers in 2013-2014

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number of Parents</th>
<th>Improvement Rate</th>
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<tbody>
<tr>
<td>Decreased Harsh Discipline</td>
<td>274</td>
<td>88%</td>
</tr>
<tr>
<td>Decreased Inconsistent Discipline</td>
<td>220</td>
<td>71%</td>
</tr>
<tr>
<td>Increased Appropriate Discipline</td>
<td>223</td>
<td>72%</td>
</tr>
<tr>
<td>Increased Positive Parenting</td>
<td>236</td>
<td>76%</td>
</tr>
<tr>
<td>Increased Clear Expectations</td>
<td>199</td>
<td>64%</td>
</tr>
</tbody>
</table>

Parents with Improvements Out of 311 Surveyed
PA IYS Dina Classroom Outcomes
PCCD funded and EPISCenter supported providers in 2013-2014

<table>
<thead>
<tr>
<th></th>
<th>Number of Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased Antisocial Behavior</td>
<td>248</td>
</tr>
<tr>
<td>Improved Concentration/Attention</td>
<td>263</td>
</tr>
<tr>
<td>Increased Emotional Competence</td>
<td>270</td>
</tr>
</tbody>
</table>

Youth with Improvements Out of 516 Surveys
PA IYS Small Group Outcomes
PCCD funded and EPISCenter supported providers in 2013-2014

Youth with Improvements
Out of 206 Surveyed

- Decreased Antisocial Behavior: 76%
- Improved Concentration/Attention: 75%
- Increased Emotional Competence: 79%

<table>
<thead>
<tr>
<th>Number of Youth</th>
<th>Decreased Antisocial Behavior</th>
<th>Improved Concentration/Attention</th>
<th>Increased Emotional Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>157</td>
<td>155</td>
<td>162</td>
</tr>
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</table>

[Graph showing the number of youth with improvements in each category]
Promoting Alternative THinking Strategies

• Listed as a model program by Blueprints for Healthy Youth Development

• Preschool/Kindergarten PATHS
  o Supports educators in creating a Pre-K/K environment that helps young children develop self-control, positive self-esteem, emotional awareness, basic problem-solving skills, social skills and friendships
PATHS® for Elementary Schools: Grades K-5

• Designed to be used by educators and counselors in a multi-year, universal prevention model
  o promotes emotional and social competencies
  o reduces aggression and behavior problems
  o enhances the educational process in the classroom

• Although primarily focused on the school and classroom settings, information and activities are also included for use with parents
Hear what PATHS® developer Mark Greenberg has to say: http://www.pathseducation.com/

And

what Cleveland Metro Schools Administrator has to say about PATHS: https://www.youtube.com/watch?v=NMxwpUDbxh8
PATHS®

- Pre-K/K PATHS® covers two years of lessons
- Activities highlight writing, reading, telling stories, singing, drawing, science and math concepts that are easily incorporated into the learning environment
- Curriculum helps students build the critical cognitive skills necessary for school readiness and academic success
• Designed to be integrated with both language arts and social studies

• Key skills including writing, reading, and listening skills are integrated into lessons at every grade level

• Lessons advance in skill level and are developmentally appropriate

• Curriculum can also be integrated with social studies/history
- Improves academic engagement and executive functions
  - Increases students’ scores on cognitive skills tests by 20%
  - Significantly increases students Inhibitory Control (Stroop Test)
  - Significantly increase teachers’ reports of improved academic engagement
• Outcomes also include:
  o Reduction in aggressive behavior
  o Improved self-regulation
  o Improved social and emotional skills
PATHS® Outcomes

- This past year (2013-2014), PATHS programs supported by PCCD funding and EPISCenter technical assistance had the following outcomes from pre- to post-test:

<table>
<thead>
<tr>
<th></th>
<th>Decreased Antisocial Behavior</th>
<th>Improved Concentration/Attention</th>
<th>Increased Emotional Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth with Improvements Out of 572 Surveys</td>
<td>302</td>
<td>349</td>
<td>388</td>
</tr>
</tbody>
</table>
## CASEL Checklist and Rating of PATHS®

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Range Covered</td>
<td>PreK-6</td>
</tr>
<tr>
<td>Grade-by-Grade Sequence</td>
<td>✔</td>
</tr>
<tr>
<td>Average Number of Sessions Per Year</td>
<td>40-52 lessons per grade</td>
</tr>
<tr>
<td>Classroom Approach to Teaching SEL</td>
<td>Explicit skills instruction</td>
</tr>
<tr>
<td>Opportunities to Practice Social and Emotional Skills</td>
<td>✔</td>
</tr>
<tr>
<td>Classroom-Wide Context</td>
<td>✔</td>
</tr>
<tr>
<td>School-Wide Context</td>
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<td>✔</td>
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<td>○</td>
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Rita F. Pierson:

Every kid needs a champion.

- Overcoming hopeless feelings through relationships
- [http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion](http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion)
- What Social Emotional Skills are teachers bringing to the table?
Discussion
Funding for Program Implementation

- Are you connected with your local collaborative board?
- PCCD funding
  - VPP funding can be accessed directly by school-districts

Grant Information

Search for Grant Opportunities

You do not need to register with Egrants in order to search for Grant Opportunities on PCCD’s website; however, you AND your agency must be registered in Egrants in order to apply. To search, select Current Open Funding Opportunities on the PCCD website under Grant Information.

You can also be notified when new funding announcement opportunities are available by signing up for Subscription Notifications.
THANK YOU!

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