

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

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# 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](http://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...
  - **11% gain in academic achievement**

# Programs that were S.A.F.E. produced better outcomes

- **S**equenced- activities progress in a planned way
- **A**ctive-lessons engage students in real world “live” practice in some way
- **F**ocused- at least one component focused on personal and social skills
- **E**xplicit- specific SEL skills are targeted as opposed to general approaches

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011).

Enhancing students' social and emotional development promotes success in school:

Results of a meta-analysis. *Child Development*, 82, 405-432.



# 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

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# 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>
- With such a broad array of programs and products available where to begin?

# The Incredible Years Programs

- **Basic Parent Training**
  - Core component of this model
  - Blueprints for Healthy Youth Development promising program, California Clearing House highest rating
  - 12 -14 weeks for prevention model
  - 20 weeks intervention model
- **Advance Parent Training**
  - Follow up to the Basic curriculum
  - 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

Grade Range Covered	PreK-2	<b>KEY</b> ○ Minimal ◐ Adequate ● Extensive
Grade-by-Grade Sequence	✓	
Average Number of Sessions Per Year	64 lessons	
Classroom Approach to Teaching SEL	Explicit skills instruction	
Opportunities to Practice Social and Emotional Skills	●	
Classroom-Wide Context	●	
School-Wide Context	○	
Family Context	●	
Community Context	○	
Tools for Monitoring Implementation	✓	
Tools for Measuring Student Behavior		

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
  - Blueprints promising program for teachers focused on building effective classroom management skills
  - Classroom management approach trains groups of teachers to use Incredible Years methods in dealing with behavior issues and developing an overall classroom management strategy
  - 6 full day workshops spread out to allow practice of skills
  - Not currently supported by EPIS
  - For More Information:  
<http://incredibleyears.com/programs/teacher/classroom-mgt-curriculum/>

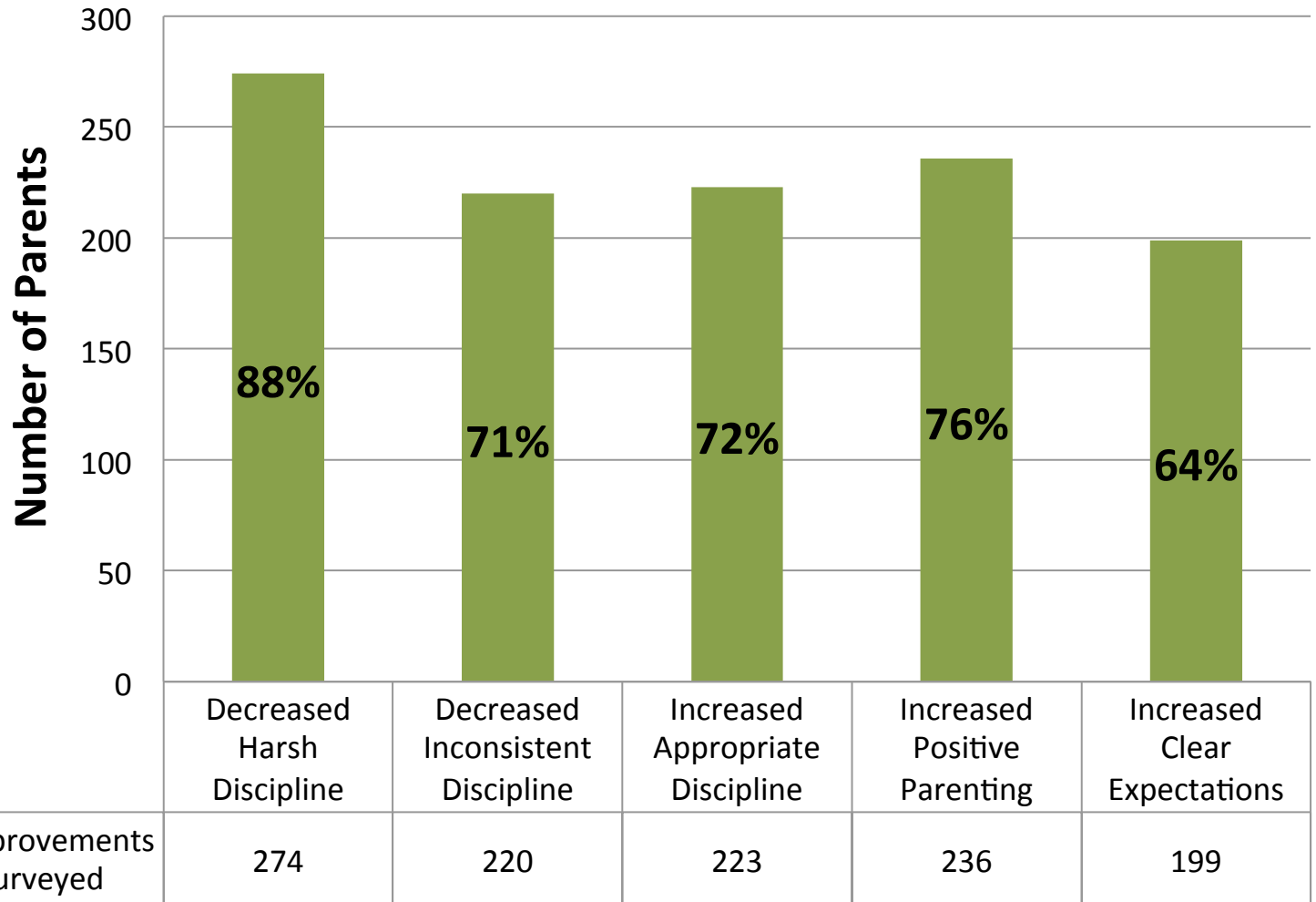
# Real World Example:

## 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

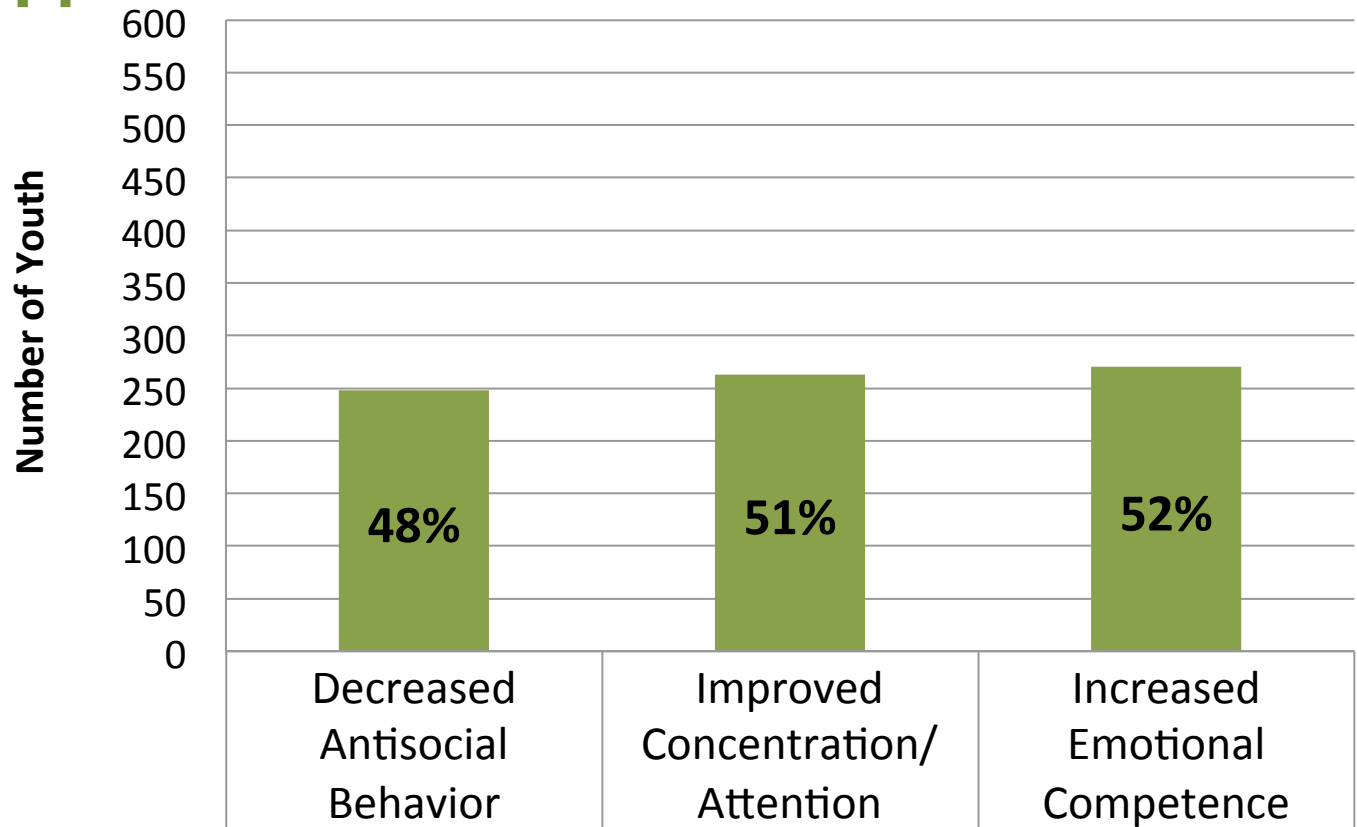
## PCCD funded and EPISCenter supported providers in 2013-2014



■ Parents with Improvements Out of 311 Surveyed

# PA IYS Dina Classroom Outcomes

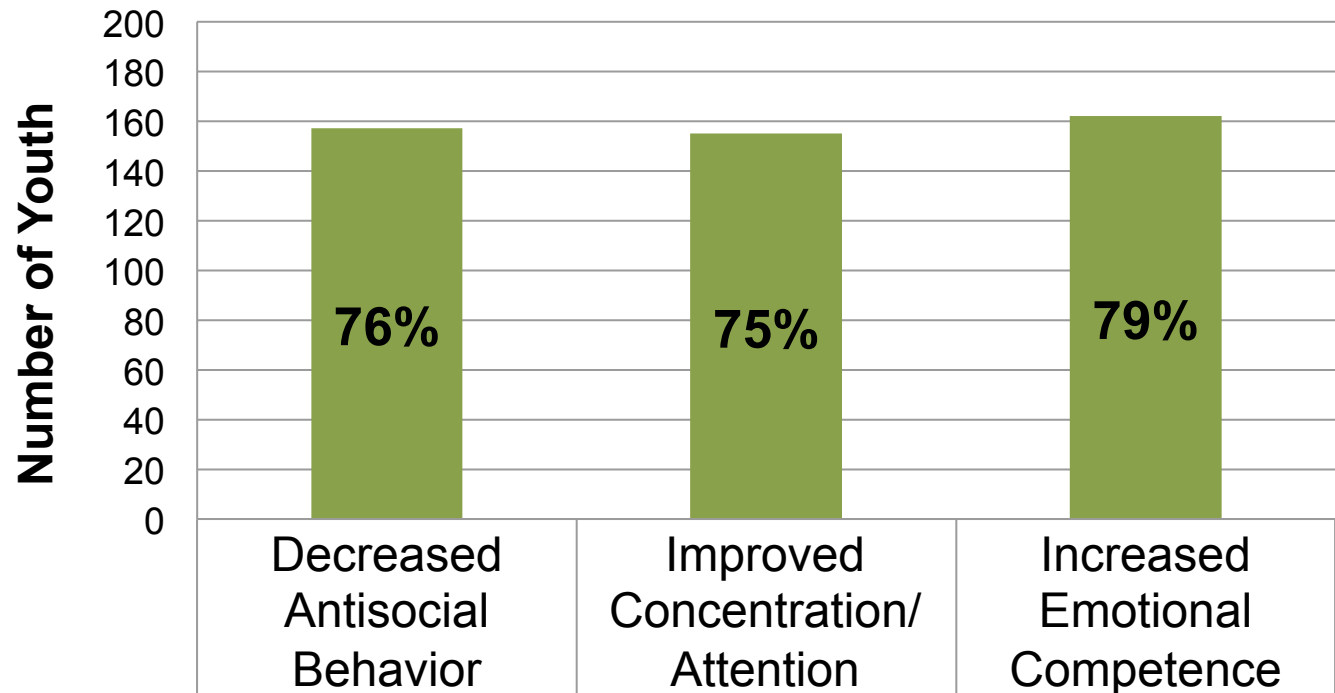
PCCD funded and EPISCenter supported providers  
in 2013-2014



■ Youth with Improvements Out of 516 Surveys	248	263	270
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# PA IYS Small Group Outcomes

PCCD funded and EPISCenter supported providers in 2013-2014



<b>■ Youth with Improvements Out of 206 Surveyed</b>	157	155	162
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# Promoting Alternative THinking Strategies

- Listed as a model program by Blueprints for Healthy Youth Development
- Preschool/Kindergarten PATHS
  - 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
  - promotes emotional and social competencies
  - reduces aggression and behavior problems
  - 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

# PATHS®

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

# PATHS®

- 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

# PATHS®

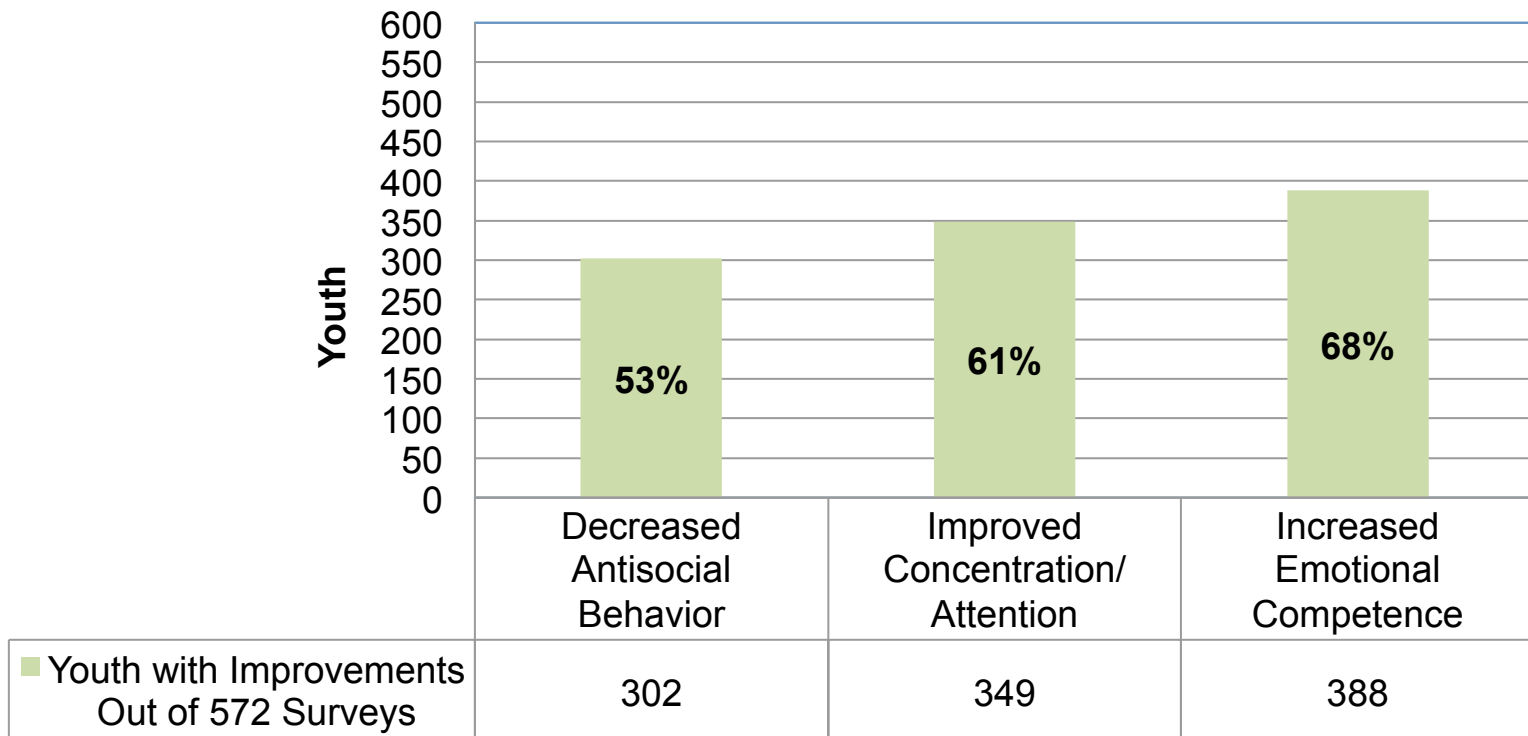
- Improves academic engagement and executive functions
  - Increases students' scores on cognitive skills tests by 20%
  - Significantly increases students Inhibitory Control (Stroop Test)
  - Significantly increase teachers' reports of improved academic engagement

# PATHS®

- Outcomes also include:
  - Reduction in aggressive behavior
  - Improved self-regulation
  - 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:



# PATHS®

## CASEL Checklist and Rating of PATHS®

Grade Range Covered	PreK-6	<b>KEY</b>  ○ <i>Minimal</i> ◐ <i>Adequate</i> ● <i>Extensive</i>
Grade-by-Grade Sequence	✓	
Average Number of Sessions Per Year	40-52 lessons per grade	
Classroom Approach to Teaching SEL	Explicit skills instruction	
Opportunities to Practice Social and Emotional Skills	●	
Classroom-Wide Context	●	
School-Wide Context	●	
Family Context	●	
Community Context	○	
Tools for Monitoring Implementation	✓	
Tools for Measuring Student Behavior	✓	

Source: <http://www.casel.org/guide/programs/paths-promoting-alternative-thinking-strategies/>

# 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



**pennsylvania**  
COMMISSION ON CRIME  
AND DELINQUENCY

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**Grant Information**

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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