



TO: P-12 Education Committee

FROM: John B. King, Jr.

SUBJECT: Adoption of Guidelines and Resources for Social and Emotional Development and Learning: Educating the Whole Child, Engaging the Whole School

DATE: July 11, 2011

AUTHORIZATION(S):


SUMMARY

Issue for Decision

Will the Regents adopt guidelines which incorporate social and emotional development into elementary and secondary school programs in fulfillment of The Children's Mental Health Act of 2006

Reason(s) for Consideration

Compliance and implementation of The Children's Mental Health Act of 2006 (Chapter 667, Laws of 2006) and amended Education Law Section 305, subdivision 35:

"The Commissioner of Education shall, in cooperation with the Commissioner of Mental Health, develop guidelines for voluntary implementation by school districts that incorporate social and emotional development into elementary and secondary school education programs prescribed in paragraph (b) of subdivision one of section three of the Children's Mental Health Act of 2006."

Proposed Handling

This question will come before the P-12 Education Committee for action at its July 2011 meeting.

Procedural History and Background Information

During the June 20th Board of Regents meeting, the Regents were provided with a brief overview of the guidelines and resources for Social Emotional Development and

Learning (SEDL) as they relate to the Regents Reform Agenda, indicating that College and Career Readiness must include academic as well as social and emotional competencies. The Social and Emotional Learning guidelines, which focus on the development of the whole child, can serve as a foundation for success in academic learning, ensuring that students in P-12 schools are ready for college and careers.

Social and emotional development is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development.ⁱ These principles of SEDL have been the foundation and the mission of the Office of Student Support Services (SSS) in P-12 since long before the guidelines were drafted.

Development of SEDL Guidelines

NYSED's SEDL Guidelines and resources were developed in response to the Children's Mental Health Act of 2006. Two initiatives were brought to fruition: the Preliminary Children's Mental Health Planⁱⁱ was completed in October 2007 with a chapter written by NYSED; and a year later, The Children's Planⁱⁱⁱ signed by the commissioners of nine child-serving State agencies was presented to Governor Paterson. To fulfill the Department's obligation to develop voluntary guidelines to schools, Student Support Services (SSS) staff conducted a statewide online survey to schools in June 2008, based on one used in Illinois, of current local practices to promote students' social and emotional development and learning. Subsequently, SSS staff developed the SEDL Guidelines through extensive collaboration with educators from across New York State, including a 25-member multi-disciplinary Focus Group that met in October 2008 and completed its work online over several weeks. In March 2009, NYSED's SEDL website was launched to display DRAFT Guidelines. The updated July 2011 DRAFT Guidelines is currently available on the SEDL website at www.p12.nysed.gov/sss/sedl/DRAFTguidelines.pdf. Supportive materials can be found at www.p12.nysed.gov/sss/sedl/.^{iv} Ten Key Points of the SEDL Guidelines are provided in Attachment A. Attachment B is the entire updated July 2011 document.

How NYSED supports the whole child

SEDL guidelines have a direct correlation to 2001 NYS Law 801-a, Instruction in Civility, Citizenship, and Character Education. The law states that, "The Regents shall ensure that the course of instruction in grades kindergarten through twelve includes a component on civility, citizenship, and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect

ⁱElias, M., Zins, J., Weissberg, P., Frey, K., Greenberg, M., Haynes, N., Kessler, R., Schwab-Stone, M., Shriver, T. (1997) Promoting Social and Emotional Learning: Guidelines for Educators. Alexandria, VA: ASCD.

ⁱⁱ The Children's Mental Health Act legislation did not include an appropriation to support voluntary implementation by school districts of social and emotional development into school programs. However, the NYS OMH is piloting "promise zones" in Buffalo, Syracuse and a part of the Bronx that offer preventive and primary family wrap around services to optimize children's readiness to learn.

ⁱⁱⁱThe Children's Plan: Improving the Social and Emotional Well Being of New York's Children and Their Families, New York State Office of Mental Health, http://www.ccf.state.ny.us/Initiatives/ChildPlan/cpResources/childrens_plan.pdf, October 2008.

^{iv} Over the past year the website averaged 3000 "page views" per month mostly to view the Guidelines.

for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community.”^v

SEDL Guidelines also reflect the Department’s responsibility to implement Chapter 482 of the Laws of 2010, the Dignity for All Students Act. The goal of the Dignity Act is to provide elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, on a school bus, or at a school function. This includes the importance of a comprehensive State and local approach to creating safe, supportive, and engaging learning spaces.^{vi}

In New York State, nearly 70,000 young children will be expelled from preschool for behavioral reasons each year. The expulsion rates for preschool children far exceed the rates for K-12.^{vii} The Prekindergarten Learning Standards contain a specific domain for social and emotional development, as the emotional competence and ability to form positive relationships gives meaning to children’s experiences in the home, school, and larger community.

To ensure that New York State graduates are prepared for success in college or a career, the Board of Regents approved the New York State P-12 Common Core Learning Standards (CCLS) for English Language Arts and Literacy; the New York State P-12 Common Core Learning Standards for Mathematics; and the New York State Prekindergarten Learning Standards in January 2011. These standards will serve as the foundation for a world class curriculum that synthesizes rigorous content and skills to prepare students for college, the global economy, 21st century citizenship, and lifelong learning.

Recommendation

Staff recommends the Board of Regents adopt the guidelines and resources for social emotional development and learning for voluntary implementation by school districts that incorporate social and emotional development into elementary and secondary school education programs, as prescribed in paragraph (b) of subdivision one of section three of the Children’s Mental Health Act of 2006.

Attachment A: Ten Key Points of the SEDL Guidelines

Attachment B: Educating the Whole Child, Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State

^v Kadamus, James A. “Project SAVE, Safe Schools Against Violence in Education Act: Instruction in Civility, Citizenship and Character Education,” September 2001, <http://www.p12.nysed.gov/ciai/projectsave/documents/character-ed.html>

^{vi} Dignity for All Students Act Program Update, New York State Board of Regents, June 2011, <http://www.regents.nysed.gov/meetings/2011Meetings/June2011/611p12d4.pdf>

^{vii} The Children’s Plan: Improving the Social and Emotional Well Being of New York’s Children and Their Families, New York State Office of Mental Health, http://www.ccf.state.ny.us/Initiatives/ChildPlan/cpResources/childrens_plan.pdf, October 2008, page 6-7.

Ten Key Points of the Social Emotional Development and Learning Guidelines

TOPIC	PAGE NUMBER(S)	DESCRIPTION
<i>Table of Contents, Summary, Preface</i>	1-4	A road map for school and community members to find their own starting point and begin to explore the research and resources.
<i>The Other Kind of Smart</i>	5-6	Defining SEDL; Current practices
<i>Three Tier Continuum of Support PreK-12</i>	7-11	Promote healthy development, prevent problems; Address problems soon after onset; Have system for chronic / severe problems.
<i>New York State's Education Reform Agenda</i>	12-13	"College eligibility' was what we focused on previously, not readiness."
<i>Influence of the Environment on Teaching and Learning</i>	14-19	School safety impinges on the achievement gap, teacher attrition, classroom management, and student engagement. School climate, the quality and character of school life, promotes or complicates student learning.
<i>The Ecology of Every Student's Social-Emotional Learning and Development</i>	20-24	"Development occurs in nested contexts of family, school, neighborhood and the larger culture. Interventions can occur in a range of settings and in multiple contexts."
<i>Challenges and Strategies</i>	25-26	"A significant percentage of our children are still living in families that are so poor that normal health and growth are at risk."
<i>National Mindsets</i>	27-28	"In a single generation, revolutions in technology have transformed the way we live, work and do business."
<i>Investing in Innovation</i>	29-30	Next Generation Learning brings new roles for teachers and new roles for schools. Technology-enabled expert-systems provide tailored guidance to address personal risk factors and interventions.
<i>SEDL Implementation</i>	31-34	Initiating and sustaining efforts; Assessing the school environment; Planning
<i>Costs of SEDL Programming</i>	35	"Prevention of social injury and lost productivity can be more lucrative than their punishment or cure."
<i>SEDL in Action</i>	36	Social and emotional development and learning begins at home and is further facilitated through seven approaches in different combinations.
<i>Appendices</i>	37-49	A. Justification for SEDL B. Adverse Childhood Experiences (ACE) C. Project SAVE D. Kindred Educational Movements E. Multi-media and Public Broadcasting Resources F. CASEL Planning Tools G. SEDL Focus Group members

Educating the Whole Child Engaging the Whole School:

Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State

“... for voluntary implementation by school districts that incorporate social and emotional development into elementary and secondary school education programs.”

Amended Education Law Section 305, subdivision 35

“... requiring the incorporation of social and emotional development standards in the development of elementary and secondary school educational guidelines.”

The Children’s Mental Health Act of 2006

“Reduce barriers to teaching and learning in high need schools by creating a vision and leadership framework for an integrated education, health and mental health collaboration.”

Board of Regents P-16 Education Plan, 2006
Reaffirmed in NYS Race to the Top Application, 2010

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Executive Summary

The purpose in issuing voluntary Social and Emotional Development and Learning (SEDL) Guidelines is to offer school districts compelling information, example and evidence of SEDL in elementary and secondary school education programs. This guidance document aims to give New York State school communities a rationale and the confidence to address child and adolescent *affective development* as well as *cognitive development*. By attending to the students' social-emotional brain development and creating conditions where school environments are calmer and safer, teachers can teach more effectively, students learn better, and parents and community can feel pride in a shared enterprise. As the authors of an Annenberg Research study of the middle grades in Chicago found:

“Successful schools realize strong academic outcomes by combining high behavioral and academic expectations with equally high levels of student and adult support (Lee, Smith, Perry, Smylie, 1999).”

The Guidelines and accompanying resources seek to persuade school leaders, faculties, planning teams and parents that social and emotional development and learning is *within reach* through a range of approaches that serve as entry points and avenues for expansion.

PART I, The Other Kind of Smart, describes the *affective, noncognitive* companion to state and national efforts that challenge children to read and write with sophistication, reason mathematically and scientifically, think historically, explore and express their creativity, stay healthy and keep fit. In addition to motivating and helping students engage in learning, SEDL promotes positive peer relationships, self-direction and collaborative skills; getting along in a pluralistic community; avoiding risky behaviors; and finding help when feeling sad or hopeless.

To achieve these goals, New York's Guidelines envision multiple approaches to social-emotional development and learning that schools *utilize in some combination*:

- **Outreach to and engagement of families and community;**
- **Attention to school and classroom environment;**
- **Skill acquisition through social-emotional learning opportunities and standards-based instruction;**
- **After school, out-of-school, extra curricular and service learning programs and mentoring;**
- **Aligned district and school support personnel policies and practices;**
- **Coordination of school, district and community-based student support service provision;**
- **Staff development for administrative, instructional, student support staff and partners.**

PART II Guidance on a Continuum of Student Supports PreK-12 introduces three tiers of schools and school cultures with aligned strategies to promote healthy development, address risks, and assist with chronic and severe problems.

PART III Merging SEDL demonstrates that *students'* healthy social-emotional growth and *schools'* capacity to strategically incorporate such goals are integral to advancing New York State's education reform agenda. Because students' family, school and community ecologies are intertwined, state and local education agencies will increasingly attend to "whole child" development to ensure dramatic increases in the rates of *college and career ready* high school graduates.

PART IV SEDL Implementation offers guidance on planning, implementing and assessing SEDL and a catalogue of programs and practices through videos, news items and vignettes from NY and other states. NYSED periodically updates this stand-alone web site and invites stories from schools and communities.

PART V Appendices, References and End Notes offer program descriptions, instruments and research.

The New York State Guidelines are a compilation of current knowledge about young people's need to belong and become self-reliant, and point to a variety of approaches for schools, districts and communities to assess their efforts and make informed choices about initiating or expanding social and emotional development practices and programs.

Preface

“It is not enough to say that all children can learn or that no child will be left behind; the work involves... achieving the vision of an American education system that enables all children to succeed in school, work and life.”

Council for Chief State School Officers' mission statement

What does it mean to educate the “whole child?”

ASCD, a leading national education organization, has identified characteristics that schools must address in order to educate “the whole child”:

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each graduate is challenged by a well-balanced curriculum and is prepared for success in college or further study and for employment in a global environment.

What does it mean for a student to be “healthy” and how does a school contribute?

Personal health involves the interaction of five domains: the physical, the emotional, the social, the cognitive or intellectual, and the ethical and spiritual (Wooley and Rubin, 2006).

- *Intellectually* healthy students exhibit a **reflective** curiosity about life and learning; they are open to new ideas and new experiences and **exercise critical** thinking. Teachers seek ideas to spark student interest and **increase** students' liking for school and each year a higher percentage of students in public high schools are taking and passing Advanced Placement exams. However an achievement **gap** exists and a high school diploma is no longer a lifetime credential and is instead a gateway to what comes next.
- *Physically* healthy students optimally have body systems that function efficiently with capacity to spare. School health programs provide students information, skills and opportunity so they can practice a lifestyle that promotes physical health, assures safety, and minimizes harm. Sedentary lifestyles of young people contribute to health problems as they age. Inactive children are prone to **emotional** difficulties more than their active peers. Regular exercise and good nutrition boosts youngsters and teens **self-image** and confidence, and improve not only physical health but mental health, as well.
- *Ethically / Spiritually* healthy people can articulate the principles and values by which they live and that govern their behavior. School norms and character education programs that encourage students with axioms such as “do your best”, “don’t hit”, “share”, “respect others”, “keep your promises”, and “tell the truth” reinforce and nurture this domain.
- *Emotionally* healthy students can express a wide range of feelings in culturally acceptable and effective ways and
- *Socially* healthy students interact effectively with a variety of people, not just those like themselves.

The optimally healthy student is more likely than the less healthy student to succeed in school.

Standards to Support The Whole Child and the Whole School

Practice Standards

Superintendents establish the supports – communication, resources, alignment of existing policies -- to assure students' social emotional success.

Districts align SEDL programs and practices across schools and cooperate with community services to meet unique student needs.

Principals involve families and communities as partners to promote understanding and trust of SEDL practices.

Schools use multiple criteria to assess students' individual and school environment needs.

Teachers understand youth development, monitor their occupational stress and practice strategies in personal

Standards for *The Whole School*

The school and classrooms are safe and engaging.

Adults and students demonstrate social - emotional competence and judgment.

Students surmount barriers to learning and experience greater social, emotional and academic success.

"The Whole Child"

Educate and develop children who are healthy, safe, engaged, supported, and challenged.

PART I: The Other Kind of Smart¹

Introduction

Research underlying social and emotional development and learning (SEDL) suggests that a child who is anxious, afraid, preoccupied, depressed, or alienated is a child whose courage or ability to learn is impaired. There are clinical and educational methods available to help children focus their attention even when other thoughts or feelings intrude.

The ultimate goal of SEDL is to expand students' cognitive *and* affective competence in order to improve their prospects for promotion in grade and on time graduation. SEDL is a contributing component to educating the whole child and engaging the whole school so that students are healthy, physically and emotionally safe, actively engaged, supported, and challenged by a well-balanced curriculum.

www.wholechildeducation.org

Definition: *"Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development (Elias et al, 1997).*

SEDL begins at home and is further facilitated through **seven approaches** in different combinations determined locally:

- **Continual outreach to and inclusion of families and the surrounding community;**
- **Attention to school climate and to relationships among and between students and adults;**
- **Age-appropriate skill acquisition through character education, social-emotional learning and standards-based instruction;**
- **After school, out-of-school, extra curricular, service learning programs and mentoring;**
- **Alignment of district and school support personnel, policies, and practices -- in special and general education -- to assist all students;**
- **Cross-systems collaboration with community-based child and family services for students in greater need;**
- **Appropriate ongoing development of professional and support staff and partners.**

If the drive for academic performance pushed these so-called "soft skills" aside, so, too, have programs that are not research-based, or are inconsistently taught, or disconnected from the world children live outside of school. An established and still emergent body of research continues to support programming that is planned, systematic, monitored, and refined over time, discussed further in Part IV.

Current Practice in NYS Schools

In June 2008, the New York State Education Department conducted an informal survey of schools, based on one used in Illinois in 2005, of current practices to promote students' social and emotional development and learning.ⁱⁱ Though more a sample of convenience than a scientific or stratified sample of New York State school professionals, it yielded fairly reliable findings. The data revealed <http://www.p12.nysed.gov/sss/sedl/ResultsJune2008SurveyofSEDL.pdf> greater school preparedness to *respond* to students whose difficulties attract attention, and to deter problems through sanctions but less schools readiness to *support* social-emotional development through deliberate environmental, instructional and interpersonal *prevention* strategies.

Lastly, survey responders provided several hundred examples of programs or practices currently in use. SED staff categorized them and with the help of a multi-disciplinary Focus Group (Appendix G) in October 2008, the seven approaches to SEDL were identified.

Expanding on Current Practice

Two disciplines outside education that study children's conditions and their ability to learn, **public health** and **mental health**, can inform the social-emotional development of youngsters enrolled in school.

The link between physical health and social-emotional development was expressed well 110 years ago:

"Everyone knows the effect of physical exercise on the mood: how much more cheerful and courageous one feels when the body has been toned up, than when it is 'run down'. . . Our moods are determined by the feelings which come up from our body. Those feelings are sometimes of worry, breathlessness, anxiety; sometimes of peace and repose. It is certain that physical exercise will tend to train the body toward the latter feelings. The latter feelings are certainly an essential ingredient in all perfect human character."

William James, 1899, Talks to Teachers on Psychology and to Students on Some of Life's Ideals

By regarding school failure as a *public health* problem, attention shifts to addressing chronic problem behaviors or absenteeism for reasons that range from asthma or tooth aches to body image.

Poor nutrition and *inadequate exercise* have an impact on young people's social, emotional and mental health:

According to the National Center for Health Statistics, between 1963 and 2003, the percentage of overweight children in America ages 6 to 11 went from 4.2 to 18.8. Among those between ages 12 to 19, the percentage rose from 4.6 to 17.4 in that period. The numbers are based on a child's body mass index (BMI), a ratio of weight versus height (Wechsler, 2009).

The American Freshman: National Norms Fall 2010

The percentage of students rating themselves as "below average" in emotional health rose and the percentage of students who said their emotional health was above average fell to 52% from 64% in 1985.

"Counselors say the survey results are the latest evidence of what they see every day in their offices — students who are depressed, under stress and using psychiatric medication, prescribed even before they came to college."

Dr. Mark Reed, director of Dartmouth College's counseling office said "I don't think students have an accurate sense of other people's mental health," he added. "There's a lot of pressure to put on a perfect face, and people often think they're the only ones having trouble."

"The share of students who said on the survey that they had been frequently overwhelmed by all they had to do during their senior year of high school rose to 29 percent from 27 percent last year... The gender gap on that question was even larger than on emotional health, with 18 percent of the men saying they had been frequently overwhelmed, compared with 39 percent of the women. There is also a gender gap, studies have shown, in the students who seek out college mental health services, with women making up 60 percent or more of the clients."

http://www.nytimes.com/2011/01/27/education/27colleges.html?_r=2&scp=1&sq=college%20freshmen&st=cse

Many public schools and a handful of college campuses (e.g., SUNY Cobleskill) have incorporated in their Student Handbooks commercially produced guides to healthy living with tips and simple self-assessment tools e.g., "Are You on the Road to the Freshman 15," "An Exercise in Exercise" and "Staying Safe." One section called "Are You Stressed?" offers appropriate advice including how to seek help when needed (<http://premier.us/success>).

As school-age children approach adolescence their self concept is informed and challenged by how family, peers and adults evaluate them. Researchers from the University of California-Los Angeles (UCLA) School Mental Health Project urge schools and districts to develop an integrated and cohesive classroom and school-wide component that addresses interfering factors and re-engages students in classroom instruction and healthy relationships.

A comprehensive approach focuses on:

- (1) *Enhancing regular classroom strategies and home-school connections to assist students and families as they negotiate school and grade changes and other transitions.*
- (2) *Responding to, and where feasible preventing, crises.*
- (3) *Facilitating student and family access to effective services and special assistance as needed*

A tiered continuum of student support often begins with schools as hubs and integrates school and community services.

PART II: Guidance on a Continuum of Student Supports PreK-12

Early childhood education

Early development and indicators of school readiness give attention to youngsters social and emotional abilities e.g., to take turns, share with peers, understand the consequences of one's actions on others, show empathy for hurt child, etc. (*Early Learning Standards: The "Why's, How's, and What's?"* Sharon Lynn Kagan, presentation in Albany, New York, August, 2007).

Pre-kindergarteners Left Behind

"A national study across 40 states surveyed preschools and found expulsion rates were three times higher than national rates for grades K-12. Rates were highest for older preschoolers and African-Americans, and boys were over 4½ times more likely to be expelled than were girls. When teachers reported having access to a mental health consultant that was able to provide classroom based strategies for dealing with challenging student behaviors, the likelihood of expulsion was lower."

Dr. Walter Gilliam Yale University Child Study Center (2005)

<http://opa.yale.edu/news/article.aspx?id=4271>

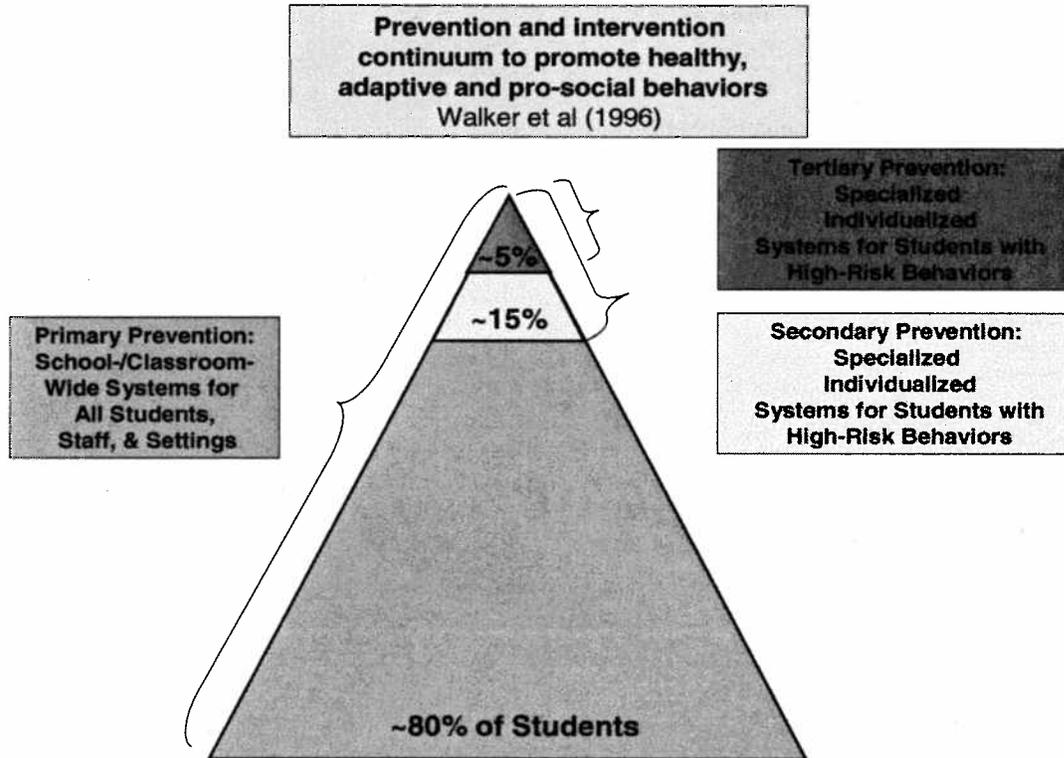


The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. <http://www.vanderbilt.edu/csefel/>

Three-Tier Continuum K-12

Risk factors that create “barriers to learning” can stem from poverty, racism, exposure to violence or drug use, absent or infirmed parents, behavioral and cognitive disabilities, involvement with the court or juvenile justice system, and foster care systems. Failure to address multiple problems early on can lead to *systems spillover*,ⁱⁱⁱ e.g., with insufficient outpatient mental health clinics special education becomes a default intervention. Successful school districts respond along three tiers:

- Promote healthy development, prevent problems
- Address problems as soon after onset as is feasible
- Have a system for assisting those with chronic and severe problems.



In schools with high disruption, only 60% of students may be functioning successfully and the proportion of students at the top two tiers of the triangle with acute and sub-acute behavioral disorders, respectively, may be as much as 10% and 30% of a school's student body. For students with emotional disorders, the rates of suspension are four times more, and of arrest while in school 13 times more, than the rates of children with all other disabilities. A student population in crisis can undermine teacher efficacy and control of the instructional mission (*TurnAround for Children* report to Regents Nov. 2006).

All youngsters and adolescents can benefit from foundational, age appropriate social-emotional development that prevents problem escalation and equips them with life and workforce skills.

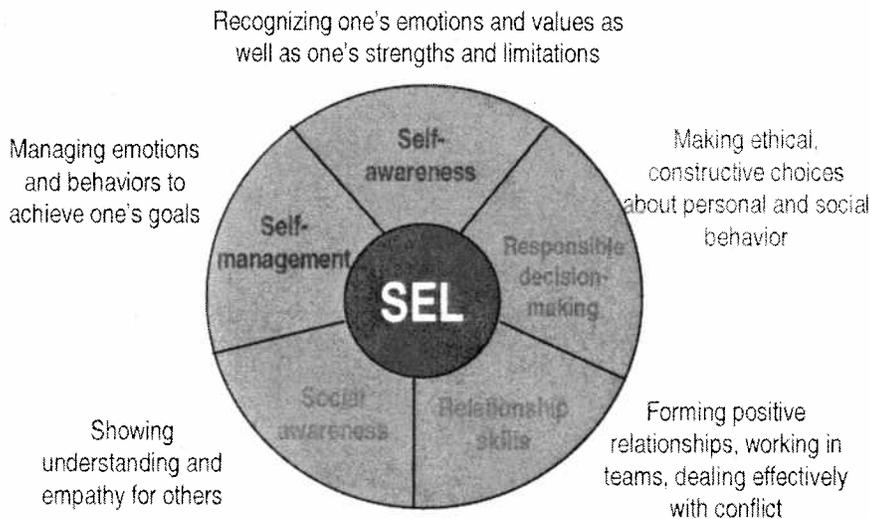
The challenge to schools and communities is the alignment of promotion and prevention, early intervention, and treatment services in a manner that will address immediate needs as well as prevent or ameliorate the incidence and magnitude of later problems.

Elementary Grades through High School

#1— Universal Promotion of SEDL for All Students

Students in this group are for the most part capable of maintaining interest in learning and determining their goals. Foundational social-emotional skills enable children to calm themselves when angry, initiate friendships and resolve conflicts respectfully, make ethical and safe choices, and contribute constructively to their community.

“Social and Emotional Learning” (*SEL* is the specific teaching of skills; *SEDL* is a variety of approaches that includes instruction) is the process whereby children and adults develop essential social and emotional skills, knowledge, and attitudes related to:



The University of Illinois-Chicago's Collaborative for Academic, Social, and Emotional Learning (CASEL) also created a “consumer's guide” called *Safe and Sound* of 80 classroom-based SEL programs www.casel.org. In 2004 Illinois adopted social and emotional learning standards for self-awareness, and self-management, social-awareness, interpersonal skills, decision-making and responsible behaviors.^{iv}

Universal promotion aims to enhance individual and environmental strengths and assets to reduce the risks of later problems and increase the opportunities for healthy development and thriving. Universal prevention addresses individual and environmental risk factors that create risks of poor outcomes (Osher et al., 2008).

Loyola University Chicago directed the meta-analyses of 213 positive youth development, SEL, character education, and prevention interventions, constituting the largest reviews of controlled outcome research on interventions that promote children's social and emotional development to date.

The reviews found that SEL programs:

- Are effective in both school and after-school settings and for students with and without behavioral and emotional problems.
- Are effective for racially and ethnically diverse students from urban, rural, and suburban settings across the K-12 grade range.
- Improve students' social-emotional skills, attitudes about self and others, connection to school, and positive social behavior; and reduce conduct problems and emotional distress.
- Improve students' achievement test scores by 11 to 17 percentile points. In addition, school-based programs are most effectively conducted by school staff (e.g., teachers, student support staff) indicating that they can be incorporated into routine educational practice.

<http://casel.org/wp-content/uploads/2011/04/Meta-Analysis-Child-Development-Full-Article.pdf>

#2—Secondary Promotion / Prevention for Students “Failing to Succeed”

Adverse environmental factors and childhood experiences are strongly associated with academic performance. Adapted support and attention are often needed for young people growing up amidst poverty and segregation, hostility and racism, with infirmed or absent parents or in a family disrupted by death, incarceration or substance abuse.

America’s Promise Alliance enables at-risk young people achieve successful adulthood by delivering on *Five Promises* to improve their academic, social and civic preparation.

- **Caring Adults** - a parent, mentor, coach, teacher, counselor, social worker, psychologist, etc.
- **Safe Places** –physically and emotionally, where young people learn skills and experience a balance between structured activities and unstructured time.
- **A Healthy Start**- involves health checkups, nutrition, exercise, healthy habits and role models.
- **An Effective Education** – provides intellectual and skills development in environments that supply high expectations and constant guidance.
- **Opportunities to Help Others** - instill responsibility and curiosity about the community and world by modeling caring behavior and awareness of others’ needs with opportunities to volunteer.

#3—Tertiary Prevention and Intervention for High Risk Students or Unsafe Schools

Many youngsters have unmet needs and arrive to school with behaviors that interfere with their ability to learn and disrupt the learning environment for others. To maintain order, and avoid harm to children and staff, schools often resort to ill-advised special education referrals or the discipline ladder leading to suspension, or calls to 911 for police support, leaving educators in an endless and expensive cycle at the expense of the school’s instructional mission.

Children who experience risk, whose behaviors get them into trouble, or have suffered major loss may require targeted support. *TurnAround* (formerly Turnaround for Children) is an example of more intensive intervention www.turnaroundusa.org/. Every public school can be a vitally positive force in the lives of its students, *if principals, teachers and support staff have the systems, skills, knowledge and resources to address the needs of all their students.* This is accomplished working along multiple fronts:

- **Developing and Supporting Leadership and Teams:** mentoring senior staff in leading and distributing leadership.
- **Increasing Instructional Efficacy:** through targeted professional development.
- **Building Behavioral Health Capacity:** link to mental health providers and training school staff.
- **Establishing a Culture that Supports Achievement:** embed social and emotional skills development in the classroom and the curriculum.
- **Supporting Family Partnerships:** engaging families in the academic potential of their children, always aware that culture mediates and moderates outcomes (Fisher 2006).^y

New York’s Positive Behavior Interventions and Supports initiative is an environmental approach to promoting social-emotional safety in schools. PBIS (www.pbis.org) is a data-driven system to prevent and respond to classroom and school discipline problems. Staff is trained to reinforce positive behaviors and address problem behavior through specific strategies. NYSED’s Office of Special Educational funds a technical assistance network of behavior specialists to support PBIS particularly in schools with high rates of long term suspension of students with disabilities (www.p12.nysed.gov/specialed/).

Schools to be successful need to attend to four conditions for learning: safety, caring connections, high expectations, and teaching social and emotional skills. Together, PBS and SEL can create environments that promote healthy student outcomes. There also is evidence that higher order social skills training programs reduce the prevalence of antisocial behavior when applied universally in a school.

(Osher, Sprague, Weissberg, Axelrod, Keenan, Kendziora & Zins, 2008).

Distinguishing Among Tiers and Serving All Students

A child's development is influenced by his or her interaction with social, cultural, family and community environments. When those circumstances have been aversive or traumatic there are health and behavioral consequences short and long term. Chaotic, abusive, humiliating or neglectful family situations, for example, are linked to "decrements in mental health in dose-response fashion."

Adverse Childhood Experiences (ACEs) do not heal over time; often they become concealed. A huge toll is taken in physical and emotional health. Personal solutions to pain and trauma (e.g., over-indulgent behaviors that "medicate" like eating, alcohol, and substance abuse) and remnant anger, anxiety and depression, become serious public health problems. Children and adult service agencies deal with outcomes of ACEs and so do schools. A continuum of need and desperation can exist in any school community but child and family receptivity to assistance can vary. The specter of a label, a disability category, can arouse fear of stigma and exclusion and a reluctance to seek help. (See Appendix B)

New York State's Children's Plan, presented in October 2008 by nine child serving state agencies, communicates a vision to promote healthy youth development. Among its prominent recommendations are: coordinated cross-systems approaches to improve service delivery at state and regional levels; and recognition of families' cultural backgrounds and past experiences with care. It incorporates the lessons of UCLA education psychologists Howard Adelman and Linda Taylor who explain children's social, emotional and mental wellness in terms of their response to academic instruction

- a) motivationally ready and able (where the great majority of youngsters start);
- b) not very motivated, lacking prerequisite knowledge / skills, different learning rates, minor vulnerabilities;
- c) avoidant, very deficient in current capabilities, has a disability, a health problem, etc.

The research literature on motivation (Deci & Ryan, 1985), learning engagement (Bangert-Drowns & Pyke, 2002) and self regulated learning (McCombs & Marzano, 1990); and the relationship between school experience, cognitive development and affective development is expounded in Robert Marzano's meta-analysis of research on instruction (1998):

Imagine a student in class is daydreaming about an upcoming volleyball game. However, she suddenly becomes aware of the teacher exhorting the students to pay particular attention because he will be covering information that will be on the test. It will be the (student's) system of beliefs in the *self-system* that determines whether to change and engage in the new task... It is the self-system, then, that sets the overall goal of understanding the mathematics content.

A combination of individual beliefs about personal attributes ("I am athletic" or "I am not good at math"), about self and others (acceptance and belonging), the nature of the world (ideas about why specific events occur), efficacy (that one has the power to change a situation) and purpose in life (which contribute to establishing goals) constitutes one's world view. The interaction of these beliefs influences motivation and attention.

Recent research links motivation emanating from both the *self-system* and the *limbic system*. The science of neuroplasticity argues that the brains of children are molded by experience good and bad and that the right interventions have the power to promote adaptive emotional and cognitive functioning. Patience, calmness, cooperation and kindness are skills that can be trained.^{vi}

Schools can promote positive brain changes by cultivating healthy social-emotional habits. Marzano:

Given the pervasive nature of affect in human thought and human functioning, it seems expedient to develop instructional techniques that help students better understand the nature of emotions and how they affect one's behavior. To this end, Goleman's (1995) work on emotional intelligence appears to be a good start.^{vii}

Peers, families and communities influence, intentionally or not, the social-emotional habits of its young people. Children and adolescents every day turn to adults their most precious resource: family members, neighbors, community and agency leaders, and school professionals for models, help and guidance. Addressing students' "barriers to learning" is the work of every child serving agency and caring adult. The next section of the Guidelines outlines steps stakeholders can take on their own and collectively to promote the social and emotional development and learning of the next generation of adults.

PART III:
SEDL in New York's Education Reform Agenda

Building the Capacity of the System

Implement systemic reforms and pioneer new models

"Race to the Top"

Competitive grants for states and districts for systemic reforms that will accelerate implementation of effective practice.

"Investing in Innovation"

Develop and scale up promising instructional practices, strategies, and supports.

Support schools in doing more to meet student needs

Safe & Healthy Students

Ensure students are safe, healthy, well-supported.

Community-Wide Approach

Develop comprehensive, community-based systems of supports and services.

More Time for Learning

Support afterschool and a longer, re-structured school day.

Technology

Support students & teachers with tools & resources for learning

Strengthen foundational supports for historically underserved children

Low-income students

Significant funding for low-income students.

Students with Disabilities

Support through ESEA & IDEA.

English Learners

Funding to ensure access to strong programs.

Homeless, Migrant, Indians, Rural, Impact Aid, Neglected & Delinquent

The System:

Race to the Top: Building New York's Capacity to Implement Reforms and Pioneer New Models

NYS grant for systemic reforms that will accelerate implementation of effective practice.
<http://usny.nysed.gov/rttt/application/criteria/priorities.pdf>

Through four assurances

- **Enhanced Standards and Assessments**
- **Data Systems to Support Instruction**
- **Great Teachers and School Leaders**
- **Turning around Low-Performing Schools**

NYS will ensure all students K-12 remain on track to learn and graduate high school *college and career ready*. “The problem is ‘college eligibility’ was what we focused on previously, not readiness”
Elena Silva, a senior policy analyst with Education Sector

The ‘Building Better Students: Preparation for Life After High School’ conference in December 2010 sponsored by ETS, College Board and AERA acknowledged two facets of college and workforce readiness and competency:

- Cognitive competency, or the skills and knowledge that students need to be able to succeed
- Noncognitive competency or the psychological attributes that students must have to be productive members of society <http://www.ets.org/c/15481/index.html>

Noncognitive indicators that emerged as predictors of success are a student's *conscientiousness*, as measured by such traits as dependability, perseverance through tasks, work ethic, and *agreeableness*, including teamwork, and emotional stability.

www.edweek.org/ew/articles/2010/12/23/15aera.h30.html *Education Week*

Conditions for Learning

NYS's Education Reform Agenda creates the conditions for reform and innovation and promotes *conditions for learning*, by providing schools with flexibility and autonomy in such areas as:

- Providing **comprehensive services** to high-need students
- Creating **school climates and cultures** that remove obstacles to, and actively support, student engagement and achievement; and
- Implementing **strategies to effectively engage families and communities** in supporting the academic success of their students.

School Teams planning school improvements and redesign can address the US Education Department's four areas of *Doing More to Meet Student Needs*:

- Ensure students are safe, healthy, well-supported (described throughout the guidelines).
- Support after school and a longer, re-structured school day.
- Develop comprehensive, community-based systems of supports and services.
- Support students & teachers with tools & resources for learning (described throughout the guidelines).

The School and Community:

The Influence of the School Environment on Teaching and Learning

Universal SEDL

School Safety is a precondition to efficient and effective academic programs and it impinges on

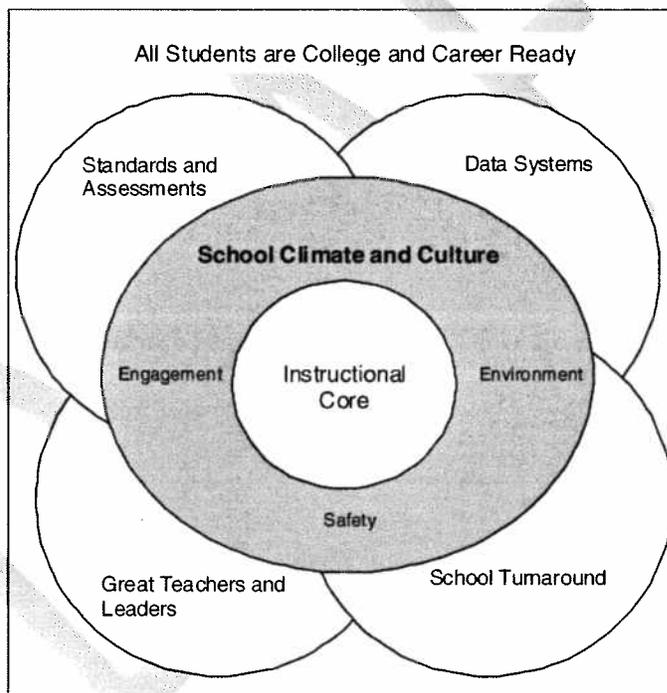
- **the achievement gap,**
- **teacher attrition,**
- **classroom management and student engagement.**

School Climate refers to the quality and character of school life. It promotes—or complicates—meaningful student learning.

- Two aspects of school climate -- commitment to **school** and positive feedback from teachers -- have been shown to affect students' self-concept;
- School climate is a major influence on **teacher retention.**

Cohen, McCabe, Michelli, & Pickeral (2009) www.tcrecord.org/Content.asp?ContentId=15220

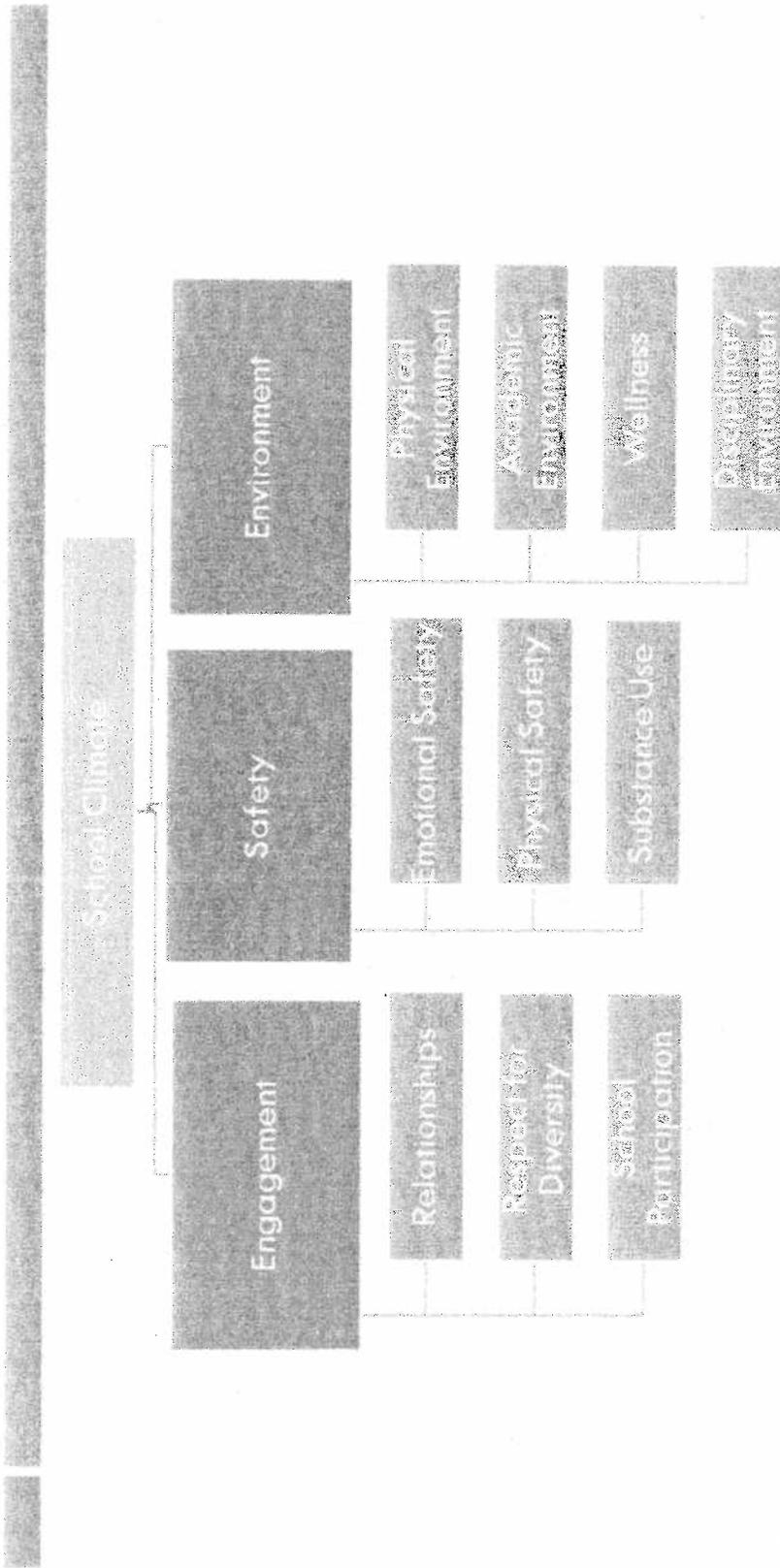
Center for Social and Emotional Education and the National School Climate Council



Challenges:

- Families play a key role in improving behavior and engagement, but parents of children with behavioral problems are often estranged from schools.
- Racial and cultural disparities in services and discipline indicate the need for cultural and linguistic competence and responsiveness.
- School districts and states will need to expand the measures they collect and the metrics they report to include domains of the conditions for learning (see "Assessing SEDL," p. 33).
 - Systems change initiatives, like PBIS that track discipline referrals and SAVE that reports incidents, while providing useful information, they are criticized for not capturing the most relevant data on school disruption.

Safe and Supportive Schools



From the U.S. Department of Education Office of Safe and Drug-Free Schools

Five markers of school climate:

1. violent incidences
2. school attendance and absenteeism
3. student misconduct
4. availability of illegal substances
5. bullying, harassment, intimidation

1. School violence

Aggressors and victims are both at risk of academic and behavioral failure which lead to school dropout, occupational difficulties and social maladjustment. Violence interferes with psychological development and academic learning; it generates anxiety among teachers and students.

NYS's Safe Schools Against Violence in Education Act (SAVE) signed into law in July 2000 requires districts to develop safety plans, schools to write Codes of Conduct to maintain order, and compliance with a uniform violent incident reporting system. That accountability system documents "school danger" translated into a school violence index which becomes basis of designating a school "persistently dangerous" but does not offer explanations or actionable findings (see **Appendix C**).

"The emphasis on consequences over prevention misses opportunity to manage low-level aggressive behavior, to develop self-discipline, and to intervene early before a crisis. Greater emphasis on student self-regulation in maintaining safety and order can develop stronger relationships between students and teachers (AERA, 2010)."

Collecting the right data

School district efforts toward making schools safe and healthy environments need a more complete picture of how students experience school life. Student, teacher and parent survey data collected annually identifies trends in student attachment, risk behaviors, and the physical and emotional safety of classrooms, hallways, auditorium, cafeteria, locker rooms, playground and school bus. With the establishment of a "school safety score," based upon a survey system and incident reporting, school communities are provided with a broader snapshot of the conditions for learning (pp. 10, 33).

2. School Attendance and Absenteeism

According to the Center for New York City Affairs, high school dropouts show steadily increasing chronic absenteeism for years before they actually leave school. Absenteeism increases the likelihood of poor academic performance, disengagement from school and behavior problems

A National Portrait of Chronic Absenteeism in the Early Grades
http://www.nccp.org/publications/pdf/text_771.pdf

The *School Crime Supplement to the 2007 National Crime Victimization Survey* shows that student victims miss school to avoid bullying, harassment and poor school social climates. "Kids who experience criminal victimization in schools are more likely to say there are fights, hate graffiti, bullying, and cyberbullying in schools and they avoid school more than non-victims.

See <http://nces.ed.gov/pubs2010/2010319.pdf>

Nearly 40 percent of New York City high school students missed 20 or more days of school in the 2008–2009 school year. Reporting parents for the chronic absenteeism of young children to the child protective system (CPS), is not effective for teenagers, particularly 15- and 16-year-olds.

"Getting Teenagers Back to School -- Rethinking New York State's Response to Chronic Absence"
VERA Institute of Justice Policy Brief, October 2010 www.vera.org

Good data can help reduce truancy

The *VERA Institute* recommends tracking chronic absenteeism: i.e., students missing 20 or more days of school per year. Average daily attendance rates mask the number of chronic absences; they show the percentage of students present on a given day. Publicly reporting how many students miss multiple days can help principals address chronic absenteeism and make communities aware of what is now largely a hidden problem.

3. Student Discipline and Misconduct

Student discipline absorbs a large share of human and fiscal resources and is the greatest source of workplace stress.

Ross W. Greene, Harvard Medical School Department of Psychiatry refers to the "*Frequent Fliers*," kids who do not respond to referrals, detention, or suspension. "Kids are challenging because they lack the skills not to be challenging and thus their behavior is a form of developmental delay (Greene, et al. 2002).

When behavior is understood this way, interventions shift to skill development. The challenges students face is a clash between lagging skills and the demand for those skills against a backdrop of problems that have gone unacknowledged or untreated. <http://www.lostatschool.org/different/index.htm>

Resolving discipline problems ranging from horseplay to class cutting, disruption to defiance, is a *transactional* process, meaning

"the interactions aimed at developing self discipline are mediated and moderated by students'

- **individual needs: culture, status, demands, abilities, etc., and**
- **barriers for school professionals: work demands, time constraints, number of students,**
- **quality of student-teacher relationships, and**
- **the social-emotional capacities of students and teachers (Osher, et al. 2010)."**

To improve school discipline, researchers identify four types of student support:

1. positive behavioral support,
2. supportive relationships,
3. engaging and supportive teaching, and
4. social emotional skills instruction^{viii}

4. Drugs and Alcohol

WestEd initiated a longitudinal study to assess the extent to which student experiencing *health risks* and low levels of *developmental supports (resilience assets)* impede raising test scores over time. While the link between substance use and school achievement is clear, the reasons for it are less so.

- 1) that academic difficulties are a consequence of substance use. Studies demonstrating that drug use interferes with the learning process provide support for this explanation (Andrews et al 1994).
- 2) that students become more likely to engage in unhealthy behaviors (such as substance use) as a consequence of the frustration and estrangement they experience due to poor school performance.
- 3) that substance use and poor academic performance may not, in fact, be distinct. Instead, each may represent just one aspect of a more generalized tendency toward deviance and unconventionality (Hirschi 1969).

West Ed examined the relationship of test scores and three general areas of substance use and found that schools with proportionately large numbers of students who reported

- ever being intoxicated,
- using substances or being intoxicated at school, and
- being offered drugs at school

exhibited significantly smaller gains in test scores than other schools.

Taken as a whole, these results point to the importance of maintaining a drug-free school in any effort to improve achievement. WestEd identifies three developmental supports (also called *assets*) in the school environment that research has consistently linked to *resilience* (i.e., success in the face of adversity or risk) and positive academic, social, and behavioral outcomes:

- caring relationships with adults
- high expectation messages
- opportunities for meaningful participation (Hanson et al., 2004)

The *California Healthy Kids Survey* analyses showed that the higher the level of the three environmental supports for students at school the more likely they are to exhibit school connectedness and higher test scores and the less likely they are to report health-risk behaviors (e.g., violence, substance use) that are barriers to learning (Austin et al., 2007).

The National Registry of Evidence-based Programs and Practices is a searchable online registry of mental health and substance abuse interventions that have been reviewed and rated by independent reviewers <http://www.nrepp.samhsa.gov/ViewAll.aspx>.

5. Bullying

Nationally, bullying in schools has increased

- In 2001, 14% of students ages 12 -18 reported they had **been bullied** in school
- By 2007, 32% of students ages 12 - 18 reported they **were bullied** at school
- 4% reported being bullied over the Internet

National Center for Education Statistics: Indicators of School Crime and Safety: 2009.

Harassed and stigmatized students skip school and **engage** in high risk behaviors like drug use, alcohol abuse, and perhaps even suicide.

At the August 2010 National Bullying Summit, Education Secretary Arne Duncan **condemned the plague of bullying** yet made clear the goal is "not to lock up America's youth" but to balance a hard-line approach with a need to get bullies the help they need and to emphasize preventative interventions.

The same week, New York launched a "comprehensive effort to improve school climate" to coincide with the identification of "persistently dangerous" schools and with the passage of the Dignity for All Students Act. DASA legally defines "harassment" in terms of creating "a hostile environment by conduct or by verbal threats, intimidation or abuse" that unreasonably and substantially interferes with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being.

"If our efforts to increase student achievement are to have a true and sustainable impact, safe and supportive learning environments for each of our students are an absolutely essential first step. Therefore, with the help of our partners in the field, the State Division of Criminal Justice Services, and our representatives in the State Legislature, my staff and I will begin to design a system that does not simply rely on individual incidents, but one that looks at the overall school climate."

Commissioner David M. Steiner, August 2010

Bullying and Individual Factors: Certain individual characteristics heighten risks for being a victim of bullying. Boys are more likely to experience physical bullying (being hit) and girls are more likely to be targets of indirect victimization (social exclusion). Additional factors related to victimization risk include obesity, sexual gender identity, remedial education enrollment, and developmental disabilities.

One study "found that up to 94% of students with disabilities reported experiencing some form of victimization. The majority of studies on victimization of students with disabilities document that these students experience increased verbal abuse (e.g., name calling, mimicking disability characteristics, teasing), social exclusion and physical aggression. Over time victimized students with disabilities may develop aggressive characteristics as a strategy to combat victimization.

One of the few studies in the bullying literature that addresses race found that Black students in the US reported less victimization than White or Hispanic youth. A 2003 study found Black middle school youth more likely to be categorized as bullies and bully victims than white students were.

Many lesbian, gay, bisexual and transgender students report victimization at school including physical and verbal harassment, isolation, stigmatization and physical assault.

Research on the characteristics of bullies is mixed. Some research suggests that bullies display deficiencies in social problem-solving. Others link bullying behavior to high social intelligence and being viewed by their peers as popular and powerful.

A recent, significant research finding on homophobic teasing found that where school climate is perceived as positive it serves as a buffer against experiences of **negative** psychological and social concerns among LGBT youth and those questioning their own **orientation** (Swearer et al., 2010).

Cyberbullying: Traditionally, bullying has involved actions such as: **hitting** or punching, teasing or name-calling, or intimidation through gestures or social exclusion. In recent years, technology has given children and youth a new means of bullying each other. Cyberbullying, sometimes referred to as online social cruelty or electronic bullying, can involve: **sending** mean, vulgar, or **threatening** messages or images; posting sensitive, private information about **another** person; pretending to **be** someone else in order to make that person look bad; (or) intentionally **excluding someone** from an online group.

U.S. HRSA website on cyber bullying <http://stopbullyingnow.hrsa.gov/>

NYSED guidance http://www.p12.nysed.gov/technology/internet_safety/documents/cyberbullying.html

School Environment Summary

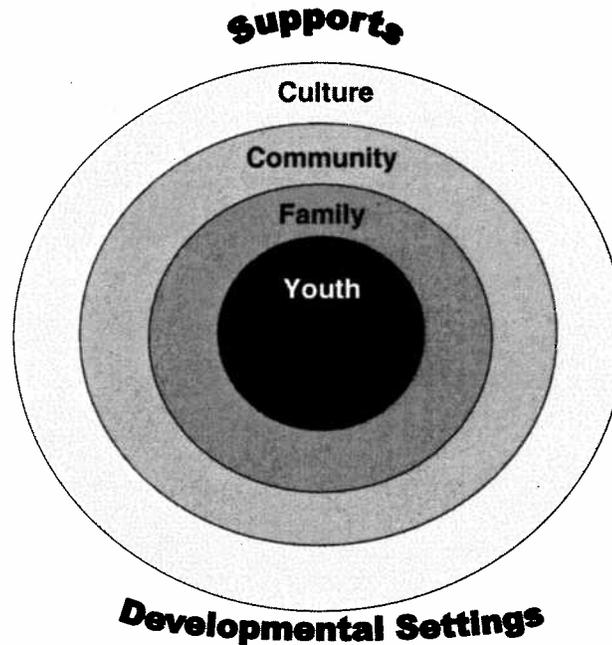
“Children are in a community of 30 inside the classroom and as such need to learn how to operate as part of that community before they successfully participate in the larger school environment (a community of say 300) and the larger middle school (600), high school (1000), and eventually college or the workforce.”

Seari Slade, director of *Healthy School Communities* ASCD citing Phillip Rodkin, U Illinois Urbana
<http://voices.washingtonpost.com/answer-sheet/guest-bloggers/getting-real-about-social-emot.html>

The Ecology of Every Student's Social - Emotional Learning and Development

“Development occurs in nested contexts of family, school, neighborhood and the larger culture. Interventions can occur in a range of settings and in multiple contexts.”

Urie Bronfenbrenner, 1979



Adapted from “an eco-developmental model of prevention (Weisz, J., et al. 2005).”

Community Members, Groups and Agencies

“In most communities the service delivery system is created in an *ad hoc* and piecemeal manner. It is the product of stakeholders competing for narrowly defined vested interests and responding to intermittent crises. In the absence of an interagency framework that allows for coordination, at-risk children and their families are compelled to navigate a fragmented system, accessing services by cycling through various entry points — from family court to social service agencies to the special education system. As a result, diagnoses are narrowly framed, interventions tend to be discontinuous and services offered are often incomplete. (Uninsky, 2006); for Principles of a *County Partnership Governance Model* see www.childtrends.org/Files//Child_Trends-2010_04_01_RB_EBProgramsinAction.pdf.

Community mobilizations pull together students, parents, and volunteers, as well as all relevant agencies—those concerned with families, health, mental health, counseling, apprenticeships, religious groups, youth development, and more. Schools would identify children needing help, and then a “whatever it takes” approach would be employed to provide it.

- Convene stakeholders from colleges, businesses, local government, churches, not-for-profits, etc. -- to discuss the best ways to support whole child development.
- Forge partnerships based on results-focused memoranda of agreements.
- Create a broad-based accountability framework that includes multiple measures of academic achievement as well as measures of engagement.
- After school and extended day programs augment services and opportunities for mentoring, preventive health, mental health, family services, family and community engagement, service learning, civic and environmental education. (Seeley, 1995)

Families

A family may include biological, adoptive and foster parents, siblings, grandparents, other relatives, and other adults who are committed to the child.

Students whose families are marginalized from mainstream society—whether through economic, social, or cultural differences—often face confusion, failure, and further marginalization at school. Schools can successfully promote SEDL practices when they reflect and respect the knowledge, traditions and cultural perspectives of parents and caregivers (Nisbett, 2009).

Families can promote children's SEDL by modeling practices that reinforce their child's skills at home. Examples of such efforts include:

- Watch TV, and listen to books and music on tape with your children. See Appendix E *Media Resources to Support Healthy Development in Children*.
- Know who to call, including other knowledgeable parents, when concerned about a child's emotional well being.
- Ask a pediatrician how your child is reaching social and emotional developmental milestones.
- Initiate conversations about issues of concern with teacher, athletic coach support service or administrative staff as a way to get help for your child or prevent problems.
- Participate in training in strategies for promoting good decision making and emotional well being of your children.

Families Together in New York State - a non-profit organization to support children and youth with emotional, behavioral and social challenges. www.ftnys.org/

Every Person Influences Children, Inc. - EPIC's mission is helping parents, teachers, and community members raise children to become responsible and capable adults <http://www.epicforchildren.org/>.

Harlem Children's Zone- 15 centers serve more than 13,000 children and adults, including over 10,000 at-risk children. Its emphasis is not just on education, social service and recreation, but on rebuilding the very fabric of community life. www.hcz.org/

The Child and Family Clinic-Plus provides early screening to reach children who may have emotional needs and provides further assessments and services to families as needed. www.ClinicPlus.org

NYSED's Literacy Zone- provides adult education services and opportunities to families including to help with the education of their children, e.g., learning ways to support literacy development at home and engaging successfully with the school system. www.p12.nysed.gov/funding/200912wepliteracy.html

National PTA Standards for Family-School Partnership www.pta.org/national_standards.asp
PTA's process for building successful partnerships consists of three steps: *Raise awareness* about the power of involvement, *Take action* through specific programs and practices, and *Celebrate success*.

CDC Parent Portal- The Centers for Disease Control and Prevention created an A-Z Index of questions and answers to help parents raise healthy kids and provide a safe home and community. Included is information on physical activity, diet, physical and mental health, injuries and violence, peer relationships, and a special section on risk behaviors geared for the parents of teens www.cdc.gov/parents

Guidelines for School Professionals

The New York State Code of Ethics for Educators, authorized by the Regents in July 2002, sets clear expectations and principles to guide practice and inspire professional excellence.

www.highered.nysed.gov/tcert/pdf/codeofethics.pdf The six principles for educators:

- **nurture the intellectual, physical, emotional, social, and civic potential of each student.**
- **create, support, and maintain challenging learning environments for all.**
- **commit to their own learning in order to develop their practice.**
- **collaborate with colleagues and other professionals in the interest of student learning.**
- **collaborate with parents and community, building trust and respecting confidentiality.**
- **advance the intellectual and ethical foundation of the learning community.**

New York State's Professional Development Standards, in a commitment to raising the knowledge, skills, and opportunity of students, seek to enhance students' "cognitive, social, emotional and academic achievement throughout its schools." www.highered.nysed.gov/tcert/pdf/pdstds.pdf

District and School Leaders

Superintendents establish the supports -- consultation, resources, alignment of existing policies -- to assure students' social emotional success. District Health Coordinators provide oversight to the Health Education Program and the school medical director provides oversight to the Health Services Program. Principals involve families and communities as partners to promote understanding and trust of SEDL practices. School Boards ensure high-quality staff training and support, and require annual program evaluation and improvement.

Guidelines and considerations for enhancing social and emotional development and learning systems include the following:

- Involve the school board early to give support and promote public understanding.
- Speak publicly on the value and the science of SEDL and its connection to student achievement and to making teachers' and parents' work easier.
- Engage stakeholders inside and outside the school system -- colleges, businesses, local government, churches, not-for-profits, etc. -- to discuss the best ways to support the whole child and identify with stakeholders goals and indicators of progress toward realizing intermediate objectives.
- Use multiple criteria to assess students' individual and school environment needs
- Be attuned to students and families negotiating school and grade changes and other transitions.
- Create opportunities to teach SEDL concepts in elementary grade class meetings and secondary level advisory groups.
- Incorporate in the district Professional Development Plan initial and up-to date information and preparation in child development, brain development, school safety, and identification of non-academic barriers to learning.
- Be aware that administrator conduct must model social and emotional intelligence.
- Find a mentor or partner with someone who has a vision of SEDL and has seen it develop (advice from New Jersey's Social, Emotional and Character Development program).

For a good overview of the issues surrounding introduction of a new program see Elias, M., Breune-Butler, L., Blum, L., Schuyler, T. (1997), "How to Launch a Social & Emotional Learning Program" *Education Leadership*, vol. 54, number 8, May 1997.

Student Support Services

Students and youth who are experiencing problems -- behavioral (fighting, or acting out); emotional (living with anxiety or depression); academic (low grades, truancy, or a learning disability); relational (bullying or a lack of consideration for others) -- often come to administrators' attention for breaches of conduct. Teachers and other school adults in-the-know will first seek out support service professionals.

The National Association of School Psychologists define **learning supports** as "the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports to enable all students to have an equal opportunity for success at school by directly addressing barriers to learning and teaching and by re-engaging disconnected students." Learning support personnel, according to the SEDL Focus Group, can include attendance officers, school psychologists, counselors, health educators, nurses, social workers, literacy coaches, and reading specialists, working within school improvement, child study, PBIS teams, etc. - they can:

- Be an initial point of contact to help students at risk **address** and ameliorate problems risky behaviors.
 - Reach out to families and specially assigned therapists for social or psychological assistance or physical and occupational development, when **appropriate**.
 - Orient students toward academic and career **goals** and help them **meet** and overcome non-academic challenges.
 - Jointly plan and coordinate classroom-based **SEDL** skills instruction.
 - Reinforce skills instruction with students who **need practice**; **communicate with their teachers** to ensure mutually supportive lessons.
 - Confer with parents on ways to **address** academic, **social** and emotional challenges their child experiences.
 - Serve as sources of professional knowledge for administrators.
 - Develop and assess student progress on IEP goals using **SEDL** vocabulary and practices.
 - Maintain relationships with community partners and services that students and families know.
-
- Work with school staff in establishing and promoting supportive environments that include academic and behavioral intervention programs.
www.nysut.org/cps/rde/xchg/nysut/hs.xsl/newyorkteacher_11614.htm.

Teachers

Social and emotional attributes are important for effective teaching.

"...it was very much easier to be a good teacher in some schools than it was in others. The overall ethos of the school seemed to provide support and a context that facilitated good teaching. Teaching performance is a function of school environment as well as of personal qualities."

Rutter et al. 1979

- Engage students in creating and reinforcing a respectful and trusting classroom environment.
- Participate on a school team or committee that selects an SEDL program and communicate regularly with faculty about the professional development commitment it requires.
- Participate in guiding the implementation and evaluation of SEDL activities.
- Build upon NYS K-12 learning standards: One BOCES aligned NYS performance indicators to student assistance programs http://www.esboces.org/SAS/Docs/SCOPES_AND_SEQUENCE.pdf
- Build upon the capacity of child study and instructional support teams.
- Communicate regularly with students' families about SEDL classroom activities to encourage reinforcement of SEDL lessons at home.
- Instruct, model and provide opportunities for students to practice SEDL skills in the classroom.
- In academic subjects students identify SEDL skills or failings of characters or historical figures.

- Monitor one's own occupational stress and practice strategies in emotional awareness, self-care and personal resilience.
- Engage student support staff, school librarians and administrators as resources.

The Students:

Attending to their Cognitive & Noncognitive Development

Challenges

Child Poverty in New York State

While Sweden leads the world with only 2.4 percent child poverty, New York State, at 26.3 percent, ranks last in the industrialized world. "A significant percentage of our children are still living in families that are so poor that normal health and growth are at risk."

Tim Smeeding, Maxwell Professor of Public Policy at The Maxwell School of Syracuse University,
Child Well-Being, Child Poverty and Child Policy in Modern Nations.

Rochester, NY is the 11th worst city in the United States for child poverty; 38% of children under the age of 12 live in poverty.

Prepared for Foundations on the Hill by Annette Weld, Halcyon Hill Foundation, 2007.
<http://www.grantmakers.org/gfny/documents/childpoverty.pdf>

The Cost of Failure

The NYS Division of Probation and Correctional Alternatives counts 12,000 juvenile delinquents and 5,000 persons in need of supervision per year. That number represents youth supervised in NYS at any one time. There are 28,000 JDs and 16,000 PINS intakes each year. Nearly 1/3 are served and diverted each year.

This number does not include young people particularly males and black students and those living in high need communities who get suspended from middle and high school each year.

57,000 working age young adults took the GED exams in NYS in 2008. NYS candidates who took a GED preparation course passed at a rate of 69.3%; however, non-preparation candidates are more common.

As NYSED evaluates its approach to school safety and student well-being it can learn from the trends New York sees nationally and locally:

- prevention is as important as crisis response,
- early detection and intervention efforts can reduce dependence on suspension and expulsion and
- integrated collaborative services must and can replace siloed and go-it-alone approaches.

National Association of Secondary School Principals Executive Director, Dr. Gerald N. Tirozzi looked at how U.S. reading scores compared with the rest of the world's, overlaying it with the statistics on how many of the tested students are in living in poverty. U.S. schools with less than 50% poverty are some of the best in the world. Extremely high-poverty U.S. schools, with over 50% poverty, are among the poorest performing internationally. <http://neatoday.org/2010/12/09/a-look-at-the-economic-numbers-on-international-education-rankings/>

"Schools, health, mental health and social service agencies must unite to meet the challenges of poverty."

Chancellor Emeritus Robert Bennett

<http://www.buffalonews.com/city/communities/niagara-falls/article318954.ece>

Strategies

After school and a longer, re-structured school day

"We need to lengthen the school day. We need to lengthen the school year. Children in India and China are going to school 25, 30, 35 more days a year. . . When schools truly become centers of the community—where you have the best teachers, the best principals, great nonprofit partners coming in during the non-school hours to support and do enrichment activities and social services—then those students will beat the odds. They will go to college."

U.S. Secretary of Education Arne Duncan, December 7, 2010.

"In Expanded Learning Time schools, teachers work side-by-side with community educators who specialize in child development. Together they help kids learn in different ways than they do during the typical school day, through active, hands-on activities in science and literacy and arts. They bond kids to school through sports. They involve parents as leaders and learners. They fortify kids socially and emotionally against lives full of stress and hardship. They give struggling kids intensive academic support during longer learning hours, and help high achievers accelerate their learning." *Year Two Report on The After School Corporation Expanded Learning Time (ELT)*.

See www.tascorp.org/content/document/detail/3237/ & <http://www.tascorp.org/content/document/detail/3255/>

Comprehensive, community-based systems of supports and services

"Communities across the country are pairing antipoverty strategies with Title I schools and have become central connection points for services, i.e., singular locations where families are informed about the broad range of public benefits available to them, providing two-fold benefit.

1. Parents are receiving the services they need to provide their families with stability, and
2. Parents are visiting the school building more often and increasing opportunities to be involved in their child's education."

In New York City, the Children's Aid Society put a lot of resources into health care enrollment. In 2000, CAS became a facilitated enrollment contractor with New York State; its staff can substitute for Medicaid office staff, reducing the need for families to spend hours at an office outside of their comfort zone.

Michigan Family Resource Centers (FRC): Michigan established a statewide system of wraparound service centers at many of the state's low-performing schools. Each school-based center is staffed by a caseworker who provides direct access to Department of Human Services programs, including cash assistance, food stamps, homelessness prevention, and Medicaid enrollment, according to the report. The FRC staffs coordinate other services at the school and district level through nonprofit partnerships.

"There was a measurable difference in student outcomes (higher attendance rates, substantially better state assessment scores). FRC-linked schools were four times as likely to make adequate yearly progress as non-linked schools).

From *Center for American Progress*

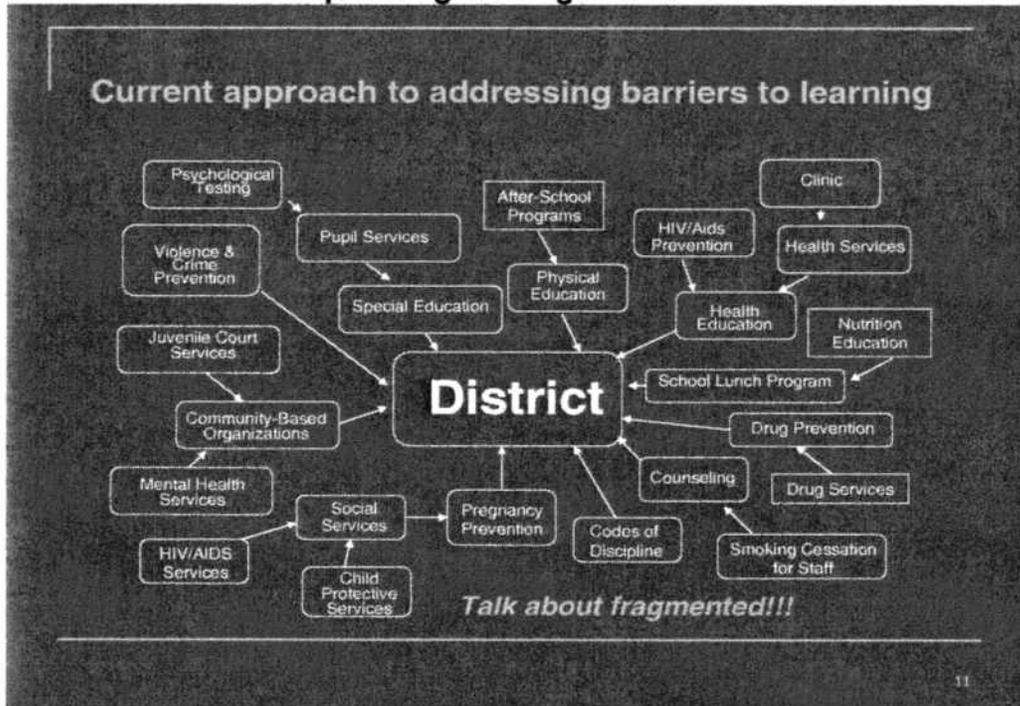
www.americanprogress.org/issues/2010/09/pdf/reducing_student_poverty.pdf .

Full-service community schools are public schools that:

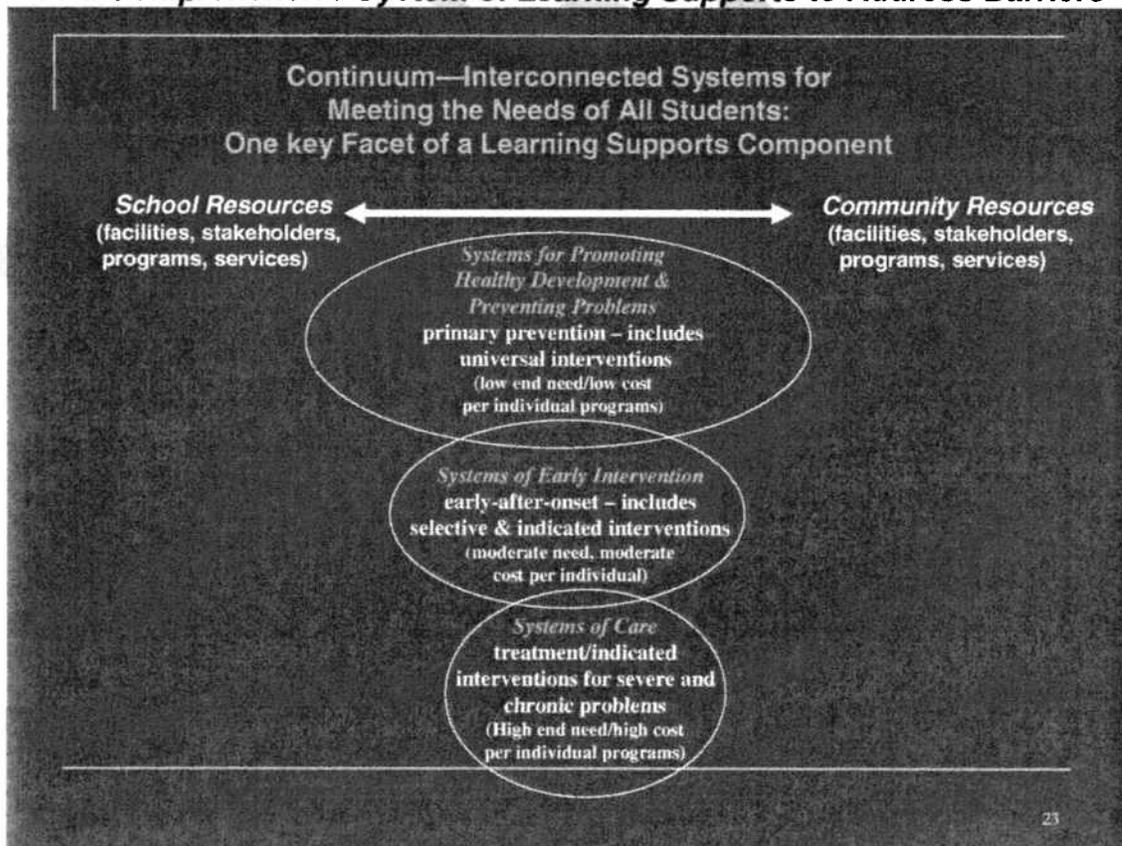
- are open most of the time (before and after school, evenings, vacations, and summers);
- operate jointly through a partnership between the school and one or more community agencies that take the lead in finding and coordinating resources;
- provide access to health, dental and mental health services;
- provide a family resource center and opportunities for parents to be involved in the school;
- ensure that after school and summer enrichment programs reinforce and extend the school curriculum;
- offer social and educational services for families and community members; and
- strengthen the neighborhood's ability to address its problems.

Such schools offer academic benefits because teachers are able to concentrate on what they know best: intellectually stimulating children who are ready to learn.

Schools and Districts incorporating SEDL go from here:



To a Comprehensive System of Learning Supports to Address Barriers



(Adelman and Taylor, 2009)

Enabling Students to Meet Expectations and Realize Aspirations

National Mindsets

Historically, State education agencies mandate higher *expectations*. New technologies and regulatory flexibility will encourage higher *aspirations*. The inevitable expansion of online learning will enable course acceleration. But introducing higher level math to middle-schoolers or algebra in elementary schools is frowned upon and controversial in some communities.

In one century, the United States moved from a highly localized industrial and agrarian economy to a global knowledge and service economy:

The rules have changed. In a single generation, revolutions in technology have transformed the way we live, work and do business. Steel mills that once needed 1,000 workers can now do the same work with 100. Today, just about any company can set up shop, hire workers, and sell their products wherever there's an internet connection (Obama, 2011)."

New York and America's economic well-being is dependent upon its educational well-being: "the countries that out-teach us today will out-compete us tomorrow (Obama, 2009)." Thomas Friedman (2005) called this quiet crisis as an *ambition gap*: "too many Americans have gotten too lazy." In all the high-achieving countries, the equivalent of advanced algebra is required of every student.

Some parents worry about stressors that States impose and a high-pressure culture exerts (e.g., www.racetonowhere.com/). Other parents seek more ambitious schooling for children believing, "there's nothing better for building confidence than learning you can do something you thought you couldn't (Chua, 2010)." Prescribed curricula are barriers to their children's aspirations. By opening the door to 7th graders taking high school courses and high school freshmen enrolling in advance placement classes, are there dangers in the inherent pressures that come with acceleration?

To meet their *expectations* and realize their *aspirations*, youngsters and adolescents need concomitant support to ensure their overall development so that they can successfully manage life tasks such as:

- learning,
- forming relationships,
- solving everyday problems, and
- adapting to increasingly complex demands as they grow;

And adults need to be attuned to the pressure youngsters are subjecting themselves to and be prepared for what the public health literature calls harm reduction. The Gaokao, China's national college entrance exam, has been linked to mental breakdowns and suicide.

Mindsets: Why some people exceed expectations and others fail to fulfill their potential

(Dweck, C.,2000) study of students in transition to middle schools distinguished between students that have maladaptive cognitive-motivational patterns or "Fixed Mindsets" towards a particular subject or task and those that have adaptive or "Growth Mindsets" and how these patterns originate in people's self-theories:

- Students with Fixed Mindsets showed:
 - More apprehensive and anxious about school work.
 - Drops in achievement.
 - Desire to minimize effort – school work is a chore.
- Students with Growth Mindsets:
 - Desire for challenge.
 - Expectation that mastery takes time and prolonged effort

Dweck also found that "mastery-response" children have a sense that they are good and setbacks and criticism don't disrupt that sense of goodness. In "helpless-response" children, failure undermines this sense by telling them that they are unworthy (2000).

"If teachers became aware that attuning to the self, of being mindful, can alter the brain's ability to create flexibility and self-observation, empathy and morality, wouldn't it be worth the time to teach such reflective skills first to teachers and then, in age-appropriate ways, to the students themselves? (Siegel, 2007).

The Special Education Mindset and Response to Intervention

RTI is “the practice of providing high-quality instruction and interventions matched to student need” addresses students’ academic and behavioral issues in increasing intensity to address problems in a mainstream classroom and prevent more restrictive placements.

In building-based RTI professional development program all staff, including crossing guards, secretaries, and cafeteria workers, are trained to recognize students who need extra support.

See the *National Center on Response to Intervention* www.rti4success.org/

Response to Intervention addresses academic and behavioral issues, applies to general as well as special education, can be adapted to specific circumstances, and looks different from school to school. *NYSs Response to Intervention Technical Assistance Center (NYS RtI-TAC)* <http://www.nysrti.org/>

The erroneous mindset views RTI as the new pathway to special education rather than “as a seamless problem-solving process that enhances the learning of all children by using consultation and support among all educators” to identify the specific needs the student, try out, and review and adjust instructional or behavioral interventions (e.g., disciplinary referrals, suspensions, and detentions) to help students succeed (Ogonosky 2008). The best intervention is prevention.

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Investing in Innovation

Extracurriculars as the Curriculum: A Vision of Education for the 21st Century

A white paper commissioned for the Forum on Technology in Education in 1999 envisaged technology driving educational change in three key areas:

New role for teachers

"The availability of courses delivered over the web will lead to a shift in teachers' responsibilities. Eventually what you'll have in school is a library of hundreds of these courses." Teachers will augment the technology through "personal one-on-one tutoring, teaching kids how to work in a group to accomplish something; teaching crucial interpersonal relationship skills."

New role for schools,

Schools will provide a counterbalance to the emergent reliance on computers and television and the decline in students' face-to-face contact with other people. Schools will "provide opportunities for social interaction and to teach the skills required for successful interaction with other individuals and within a group or team."

"Student activities will involve working on community service projects that bring students into contact with the community they live in. Schools will also become more connected to local businesses, as students have the opportunity to engage in real-world jobs with local employers. The school will become the center of the community, in a much deeper way than it currently is."

Centralization of curriculum and instructional development

"(T)he ubiquitous networking technology will lead to the centralization of key functions in the education system. Eliminating the redundant effort of reinventing the same courses across the country will realize a tremendous improvement in quality control of the courses." (Schank & Jona, 1999)

Next Generation Learning (NxGL)

The Council of Chief State School Officers (CCSSO) has adopted a set of critical *attributes* to describe the characteristics or conditions of a *transformed student experience* that the Chiefs believe will lead to higher levels of achievement for all. The six attributes:

- **Personalizing Learning.**
- **Performance-based Learning.**
- **Authentic Student Voice.**
- **Comprehensive Systems of Learning Supports**
- **World-class Knowledge and Skills**
- **Anytime, Everywhere Opportunities**

New York is one of six Next Generation Learning (NxGL) state laboratories.

http://www.ccsso.org/Resources/Publications/Partnership_for_Next_Generation_Learning_Overview.html

What Technology Adds to SEDL Interventions

At the 2010 AERA annual meeting in Denver, Maurice Elias chaired a symposium titled *Scaling individualized SEL interventions: What can technology add?* This symposium presented research on the use of technology-enabled, expert-system individualized SEL interventions providing tailored guidance to address personal risk factors, and as indicated, interventions in discipline settings and for students with special needs.

"Smart systems" can offer multiple, customizable functions that allow users (students or supervising teachers, counselors, etc.) to personalize the system. Here is one example founded in 1997:

California-based www.RippleEffects.com has created computerized training intervention to build personal strengths, change behaviors, and address personal problems.

Typically learners - usually youth - use it in 15 to 20 minute bites, for an assigned length of time, under adult supervision. With customizable functions users can take advantage of all or any part of the system and easily personalize the system for their needs. The technology enables tiered interventions and the software has been adapted for after-school programs, in-school suspension, etc.

- for independent problem-solving, to prompt disclosure and catalyze communication
- for targeted intervention, to solve an immediate problem, at teachable moments
- for long term curricula to meet specific outcomes, such as reductions in truancy, reductions in substance abuse, improved behavior, fewer discipline referrals, better grades, greater respect, improved school climate, etc.

The RippleEffects Whole Spectrum Logic Model graphically represents how expert inputs (evidence-based practice, technology, implementation science, etc.) interfaces with learner strengths, risk factors, triggers and learning modes to produce proximal, mid-term and long term student outcomes.

<http://www.rippleeffects.com/pdfs/logicmodel.pdf>

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Part IV: SEDL Implementation

Begin with the end in mind:

Have efforts to boost academic performance overlooked the continuing impact of non-academic barriers to student learning?

More time to teach

"The human encounter between teacher and student is a powerful teaching tool." That was Bel Kaufman's central insight in her book *Up the Down Staircase*, a 1964 portrait of a young English teacher in a fictional New York City high school. In a 2009 interview, Kaufman said: "Parents have no idea. Look, we are good teachers. We're inspired and inspiring teachers. Schools don't let us teach!"

<http://www.washingtonpost.com/wp-dyn/content/article/2009/09/11/AR2009091102404.html>

"School achievement is constrained by impulsive action, emotion dysregulation, insecure relations. By attending to the students' social-emotional parts of their brain and creating conditions where school environments are calmer and safer, teachers can teach more effectively, students learn better." Mark Greenberg, Pennsylvania State University

Improved engagement

"The biggest achievement gap is between what kids can and will do, between actual achievement and their potential." Eric Cooper, National Urban Alliance

"Emotion precedes attention which precedes learning. Information-learning needs relationship; the quality and culture of environment matters." James Comer

"Successful schools realize strong academic outcomes by combining high behavioral and academic expectations with equally high levels of student and adult support."

Annenberg Research Project: A View from the Middle Grades in Chicago, 1999

Overcoming risk factors that create barriers to achievement

"When school adjustment problems are not well-addressed, student motivation for school dwindles, and behavior and learning problems increase... Prevention is the first concern."

Howard Adelman and Linda Taylor School Mental Health Project, UCLA, 2009

"School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge." Carnegie Council Task Force, 1989

What works?

The most up-to-date analysis of instructional interventions, a compilation of three meta-analytic reviews covering 213 studies involving 270,034 kindergarten through high school students on the impact of social and emotional learning (SEL) programs that seek to promote various social and emotional skills, show that "SEL programs:

- o improve students' social-emotional skills, attitudes about self and others, connection to school, positive social behavior, and academic performance;
- o reduce students' conduct problems and emotional distress.
- o improve students' achievement test scores by 11 to 17 percentile points, indicating that they offer students a practical educational benefit."

<http://casel.org/why-it-matters/benefits-of-sel/meta-analysis/>

School communities will distinguish themselves by the SEDL approaches they start with and next by the SEDL approaches they add to augment their pursuit of educating the whole child and engaging the whole school.

Initiating and Sustaining SEDL Efforts

Assessing SEDL for Need, Impact, and Continuous Improvement

Good programs and practices justify their investments with good data. The goal of educating the whole child and the whole school is to expand students' academic proficiencies and improve their prospects for grade promotion and on time graduation *by acquiring* greater self knowledge, awareness of others, social and emotional problem solving skills, better relationships and healthy body and mind.

Locally-collected data over time on student behaviors identifies trends in student attachment, risk behaviors and school environment. The American Institutes of Research identified multiple factors that relate to student educational outcomes *and* obtainable measures:

- the percentage of elementary grade children that are "on track" based on attendance patterns, math and reading abilities, and school adjustment behaviors at Grades 3 and 6;
- the percentage of secondary grade young adolescents that are "on track" based on attendance, math and reading scores, school adjustment behaviors and course credit accumulation by the end of Grade 9;
- student perceptions of school environment regarding safety, high expectations, availability social-emotional supports and a strong sense of school community;

Assessing the School Environment ^{ix}

"We believe that the framework that improves the school culture must be in place first."

James Comer (2005).

The "school environment"^x encompasses every space students occupy: classrooms, hallways, auditorium, cafeteria, locker rooms, playground and campus, even the school bus. It refers to relationships between and among adults and students and the extent that its members share purpose and belonging and make sense of new information and demands (Deal & Peterson, 1990).

School climate or culture refers also to organizational routines and practices.

A strong school culture can motivate staff to seek out information that helps improve outcomes... However, staff beliefs can also make it hard for faculty to process contradictory information or change their own behavior, which may help explain the continued attraction of punitive approaches to discipline and didactic approaches to prevention and character education in spite of contrary evidence (Mayer, 2001; Tobler & Stratton, 1997, cited in Osher et al., 2008).

WestEd, a research, development, and service agency governed by public entities in Arizona, California, Nevada, and Utah in its report "The Achievement Gap, School Well-Being, and Learning Supports" in 2007, found that "*school well-being*," as measured by school environmental supports, safety, and attachment, "was associated with higher school performance as measured by a school's Academic Performance Index." (Austin et al, 2007^{xi})

These findings are supported in a N.Y. State study by *Just for Kids* on higher-performing middle schools www.albany.edu/aire/kids/j4k_case_08082007.html. The schools gathered and analyzed data to make decisions about programs and instructional practices and worked to give students a sense of social and emotional well-being (see also *Education Week* vol. 27, issue 22, February 6, 2008):

- J.T. Finley Middle School in Huntington is noted for its teaching teams.
- Binghamton's West Middle School's strength lies in developing good relationships;
- Port Chester Middle School gives attention to the whole child;
- JFK Middle School in Utica addresses social and emotional learning in its suspension program.
- Westbury Middle School adopted James Comer's developmental pathways.

The Challenge of Assessing School Climate

There is no shortage of school survey instruments. Their value lies in analyzing the data along with anecdotal and case study information a school has, making program considerations based on them, and monitoring progress. Their value lies in their usability and applicability year after year over time.

The New York City based Center for Social and Emotional Education (www.schoolclimate.org) finds that the number of school surveys and particularly school climate surveys that are reliable and valid are few.

CSEE advises a school, in choosing a climate survey, to think in terms of how helpful it will be:

- a. Some survey vendors generate reports and some do not;
- b. The reports vary with regard to how easy they are to understand and be used as a springboard for meaningful school improvement efforts;
- c. Some surveys include concrete, evidence-based information about possible next steps: in the report and/or on linked web-based portals that **have been** developed to make the surveys easy to use. (Cohen et al. 2008/ 2009)

See <http://www.schoolclimate.org/index.php/climate/>

Assessment Instruments

The *Conditions for Learning Survey* net.cmsdnet.net/Parents/downloads/5_8Cleveland2008Survey.pdf (called in Chicago the *Student Connections Survey*) asks students in grades 5-12 about their own school in four areas: safe and respectful climate; high expectations; student supportiveness; and social and emotional learning. The survey is used in Cleveland, Syracuse, San Diego, Delaware and with adaptation in multiple Asian countries. A report is sent to staff and public of each school that includes a comparison to the district average

http://www.air.org/files/CFL_Sample_Score_Report_1690_northside_learning_center_high.pdf

In 2007 New York City began to survey parents, students and teachers on aspects of school environment, such as safety, communication, engagement, and expectations.

ASCD created Healthy School Report Card (HSRC) to inform planning, implement data-driven strategies and track progress. www.healthyschoolcommunities.org/hsrc/pages/reportcard/index.aspx

The Support Personnel Accountability Report Card (SPARC www.sparconline.net/) was developed by an advisory group of Los Angeles County counselors, counselor supervisors, counselor educators, and California Department of Education consultants as a support personnel accountability report card.

NYSED's Office of Vocational and Educational Services for Individuals with Disabilities (VESID) uses a "Quality Indicator Review for Behavioral Supports" to determine behavioral interventions school-wide and for classroom management, targeted small groups and high need individuals. For more information including resource guides for behavioral supports and interventions.

See: www.vesid.nysed.gov/specialed/techassist/behaviorQI.htm

The NYSED School Library Media Program Evaluation Rubric has a section on Climate Conducive to Learning. The rubric was released in November 2009 with implementation materials.

http://www.p12.nysed.gov/technology/library/SLMPE_rubric/home.html

The New York State After-School Network Quality Self-Assessment (QSA) Tool offers a common set of standards (to assess, plan, design and execute strategies for ongoing program improvement of an effective afterschool program. Indicators include environment & climate, youth participation & engagement, parent, family & community partnerships among others www.nysan.org/section/quality/gsa.

Planning and Implementation

Implementation has a systems dimension and an individual component. For **systems planning and implementation** of SEDL programs and practices[†] see *Implementation Research* (Fixsen et al., 2005). http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/pdf/Monograph_full.pdf:

- exploration and adoption,
- putting new policies into place, obtaining necessary resources,
- initial implementation, overcoming inertia and other problems,
- fully operational (somewhere between year two and four),
- refine and expand the program (NB: some schools and districts have SEDL programs),
- sustainability ensuring continued effectiveness of the site as circumstances change.

Start with “engagement of parents and community”

Because *social and emotional development and learning* begins at home and is facilitated in school, the initial “exploration,” stage has a special purpose. SEDL may be perceived differently: as a promising practice or a radical idea, a dated philosophy or one whose time has come. Moreover, its intention to **engage the whole school in educating the whole child** is ambitious. Stakeholders may be invested in the goal but curious-to-cautious about the means.

Such conversations provide opportunities for understanding SEL concepts and promote a common vocabulary (like “risk and protective factors,” “developing assets,” “resilience,” etc.) as well as what SEDL in school looks like. Community leaders may further the conversation of young people’s social-emotional development in neighborhoods and at church, and urge families to discuss it with pediatricians and at the dinner table.

At school, SEDL planning will profit from the engagement of students and the staff. The first goal is to achieve thoughtful, data supported consensus about the school’s need for new or expanded SEDL programming, balanced against available resources, before moving to solutions. See Appendix F for CASEL’s three Self-Assessment Tools for Schools. Also consult CASEL’s **Safe and Sound** “consumers’ guide” of programs.[‡] All approaches require **ongoing development and training** for administrative, instructional, support staff and partners.

Keys to Individual Implementation

To achieve ethical emotional intelligence, young people need community support to study, model and demonstrate it. The character education literature offers four strategies:

A community that supports and challenges: Strategies may include an orientation program for new students and advisory groups whose members support and challenge each other.

Self-study: Help students establish personal goals and monitor their progress.

Study others: Discuss in classes the moral and performance character of historical and literary figures. Invite past graduates and people to discuss their work and the ethical issues they face.

Public performance: Provide regular opportunity for students to make their school work public to peers and to the wider community.

(Likona and Davidson, 2005) www.cortland.edu/character/highschool/chapters/SnGReport.pdf

[†] “Practices” are skills, techniques, and strategies that can be used by a practitioner. “Programs” consist of a collection of practices that are done within known philosophy, delivery structure, treatment components, etc. Implementation requirements for both are similar. The term *programs* as used by Fixsen, et al. applies to both.

[‡] **Safe and Sound** http://casel.org/wp-content/uploads/2011/04/Safe_and_Sound_ILedition.pdf

Costs of SEDL Programming

“Prevention of social injury and lost productivity can be more lucrative than their punishment or cure.”

James J. Heckman Nobel Laureate in economic science, labor economist, and pioneer of empirical analysis of labor markets, human capital and education, concludes that the widening gap in school between the advantaged and disadvantaged is attributable to “character” which begins with early childhood development. High-quality programs focused on birth to age 5 produce a higher per-dollar return than K-12 schooling and later job training.

Test scores may measure smarts, not the character that turns knowledge into know-how.

'Socio-emotional skills' or 'character,' which we don't often measure, are critical, and include motivation, the ability to work with others, attention, self-regulation, self-esteem and the ability to defer gratification. Create upward mobility through smarts and character

<http://www.nytimes.com/2010/12/24/us/24cncwarren.html?ref=education>

W. Norton Grubb, author of *The Money Myth: School Resources, Outcomes, and Equity* explains, some things that cannot be easily bought:

“...a positive school climate, the absence of distractions such as fighting and drug-dealing, overall student commitment, trust among a school's participants, the coherence of the curriculum, and stability among students, teachers, leaders, and reforms. Such 'abstract resources' are usually embedded in the personal relationships within schools and must be constructed collectively. These resources have to do with “understanding, leadership, and cooperation (Grubb, 2009).”

www.edweek.org/ew/articles/2009/03/18/25grubb.h28.html

Questions planning teams can ask regarding program materials and staff development purchases.[§]

- Are there pre-requisites for participating in the staff development programs?
- Is there a discount on staff development fees for purchase of a certain volume of materials?
- Subsequent to initial staff development and a period of implementation, does the program offer on-site:
 - observation and feedback to teachers using program materials in their classes?
 - facilitation of group sessions with teachers to share successes and challenges, ideas, and to ask for help?
 - assistance to help teachers coach one another in using the materials?

Questions planning teams to ask on assessing program implementation and outcomes

- Does it provide on-site help in designing an evaluation to determine the program's impact on students?
- Does it offer on-site assistance in collecting and analyzing evaluation data?

BOCES's 6211 co-service agreement for School Improvement to provide SEDL focused activities for teachers and administrators <http://www.p12.nysed.gov/mgtserv/boces/handbooks/HANDBOOK2.DOC>.

See also the U.S. Department of Education Grants Forecast webpage
<http://www2.ed.gov/fund/grant/find/edlite-forecast.html>

[§] See also *Safe and Sound* http://casel.org/wp-content/uploads/2011/04/Safe_and_Sound_ILedition.pdf

SEDL in Action

What SEDL Practice in Schools Looks Like In Schools and Communities

Social and emotional development and learning begins at home and is further facilitated within or in cooperation with schools through seven approaches in different combinations:

1. **Outreach to and engagement of families and community;**
2. **Attention to school - classroom environment and relationships;**
3. **Skill acquisition through sequenced social - emotional learning opportunities and standards-based instruction;**
4. **After school, out-of-school, extra curricular and service learning and mentoring;**
5. **Alignment of district and school personnel, policies, and practices to support students;**
6. **Collaboration between school district and community-based service providers;**
7. **Development of administrative, instructional, student support staff and willing partners.**

Culturally Competent and Responsive SEDL

“Culture determines our world view and provides a general design for living and patterns for interpreting reality that are reflected in our behavior. Therefore, services that are culturally competent are provided by individuals who have the skills to recognize and respect the behavior, ideas, attitudes, values, beliefs, customs, language, rituals, ceremonies and practices characteristic of a particular group of people.”

The Children’s Plan, 2008

“Culturally responsive teaching is defined as using the cultural characteristics, experiences and perspectives of ethnically diverse students as conduits for teaching them more effectively.” (Gay, 2000)

See dedicated website: <http://www.p12.nysed.gov/sss/sedl/SEDLinAction.pdf>

PART V: APPENDICES and ADDITIONAL RESOURCES

Appendix A: Justification for Social - Emotional Development and Learning

AN ACT to provide for the establishment of a children's mental health plan; and to amend the education law, in relation to requiring the incorporation of social and emotional development standards in the development of elementary and secondary school educational guidelines

"The legislature finds and declares that untreated mental health problems in children have serious fiscal consequences for the state because they affect the child's ability to learn and increases their propensity for violence, alcohol and substance abuse and other delinquent behaviors that are extremely costly to treat. One in ten children in this state suffers from a mental illness severe enough to cause some level of impairment, yet in any given year only twenty percent of these children receive mental health services. Many mental health problems are largely preventable or can be minimized with early intervention services that have been shown to be effective and that reduce the need for more costly interventions.

"The legislature further finds that children's social and emotional development is essential underpinnings to their school readiness and academic success. A comprehensive, coordinated children's mental health system can most effectively help children with mental health problems."

From New York State Legislature- Bill Intent A 9649C / S 6672-C

CONTEMPORARY PORTRAITS

The Child Behavior Check List and Profile

"As an elementary teacher during the 1970s and later as an administrator in New York City schools, I started to notice that young people's social and emotional development seemed to be on a serious decline. I was seeing children coming to school more aggressive, more disobedient, more impulsive, more sad, more lonely. Psychologist Thomas Achenbach (1991), from the University of Vermont, confirmed my observations (in a) study of thousands of American children, first in the mid-1970s and then again in the late 1980s. America's children - from the poorest to the most affluent - displayed a decline across the board in their scores on over forty measures designed to reflect a variety of emotional and social capacities."

Linda Lantieri (2008) former NYC teacher and director of an alternative middle school, in Goleman (1995) "The educated heart", *Common Boundary*, November/December.

Wired for Distraction: Juggling Homework and Entertainment

Allison, age 14, sends and receives 27,000 texts in a month, her fingers clicking at a blistering pace as she carries on as many as seven text conversations at a time. She texts between classes, at the moment soccer practice ends, while being driven to and from school and, often, while studying."

17-year-old Vishal read only 43 pages of an assigned book over the summer. "On YouTube you can get a whole story in six minutes" he explained. "A book takes so long, I prefer the immediate gratification."

<http://www.nytimes.com/2010/11/21/technology/21brain.html?scp=1&sq=Growing%20Up%20Digital%20&st=cse>

Adulthood by 20-Something

Are young people taking longer to reach adulthood?

Sociologists traditionally define the "transition to adulthood" as marked by five milestones:

- completing school,
- leaving home,
- becoming financially independent,
- marrying and having a child.

The study included working-class young people and those who were well off; those who had never gone to college and those who were still in school; those who were supporting themselves and those whose bills were being paid by their parents. A little more than half of his sample was white, 18 percent African-American, 16 percent Asian-American and 14 percent Latino.

In 1960, 77 percent of women and 65 percent of men had, by the time they reached 30, passed all five milestones. In 2000, according to data from the United States Census Bureau, fewer than half of 30-year-old women and one-third of 30-year-olds men had done so.

The 20s are a black box, and there is a lot of churning in there.

- One-third of people in their 20s move to a new residence every year.
- Forty percent move back home with their parents at least once.
- They go through an average of seven jobs in their 20s, more job changes than in any other stretch.
- Two-thirds spend at least some time living with a romantic partner without being married.
- And marriage occurs later than ever.
 - o The median age at first marriage in the early 1970s, when the baby boomers were young, was 21 for women and 23 for men.
 - o By 2009 it had climbed to 26 for women and 28 for men, five years in a little more than a generation.

See Arnett, J.J. (2004) *Emerging Adulthood: The Winding Road from Late Teens through the Twenties*
<http://www.nytimes.com/2010/08/22/magazine/22Adulthood-t.html>

National Security

Mission: Readiness

"75 percent of young people ages 17 to 24 are unable to enlist in the military because they fail to graduate high school, have a criminal record, or are physically unfit."

[www://cdn.missionreadiness.org/NATPR1109.pdf](http://www.cdn.missionreadiness.org/NATPR1109.pdf)

U.S. Recruit Reveals How Qaeda Trains Foreigners

"The young man who journeyed from Long Island to Pakistan to join Al Qaeda... was neither a hardened street gangster ... nor did he hail from an insular community... So quiet as to be anonymous, the soft-spoken and asthmatic Mr. Vinas was apparently deeply scarred by his parents' bitter divorce battle. His photograph appears in no junior or senior high school yearbook; one friend said he dabbled in drugs, then went "straight edge," even drawing crosses on his hand to indicate his commitment to an abstemious lifestyle. But most former classmates, a Boy Scout leader and parish officials at local Roman Catholic churches - where Mr. Vinas may have served as an altar boy - say they have little or no memory of him."

New York Times, July 23, 2009

Ethics

Building Character in Crisis

"In a single week late last year, federal agents arrested three high-profile Americans. Then-Gov. Rod Blagojevich of Illinois ... for allegedly soliciting bribes; Marc S. Dreier, ... for bilking investors out of \$400 million; Wall Street trader Bernard L. Madoff ... for running a \$65 billion Ponzi scheme... (A)ll three were so smart and successful that they could have been poster children for the nation's schools. All they lacked was a moral compass. But personal ethics never stuck with them from their schooling—a failure that finally overshadowed and negated everything else they'd learned... "We're not so naive as to think that every child taught ethics will learn it. What disturbs us is how little effort is being put into character education in most of America's schools..."

Education Week, July 15, 2009

"The totalization of aspiration"

University president Richard Brodhead spoke at Duke's Kenan Institute for Ethics:

Where, once upon a time, little was **expected** of children in **childhood**, that's not true anymore... Achievement is aspired to **from** the moment of **birth**, if not before... There has been a kind of *totalization of aspiration* in our culture. "When you imbibe a culture of aspiration from someone else, do you **really** care about the values **that** are driving you so hard? Because at some point you want **people** to **actually** care about **the** value of the thing that is regulating their life... For too many, **success on Wall Street** is the ultimate elixir."

William Cohan, <http://opinionator.blogs.nytimes.com/2010/11/26/the-power-of-failure/>

Impoverished Lives

What one tragedy can teach us about the unraveling of America's middle class

The story of **who** killed seven-year old girl starts with a **police raid** precipitated by the idiotic murder of a **teenage boy** who may have smirked at his killer for riding a mo-ped.

The 40 year decay of **Detroit** in which today 80 percent of the eighth graders are unable to do basic math, the crime lab was closed because of ineptitude, 500 fires are set every month and 50 percent of the drivers are operating without a license.

Charlie LeDuff, *Mother Jones* (2010) <http://motherjones.com/politics/2010/11/aiyana-stanley-jones-detroit>
http://www.nytimes.com/2010/12/28/opinion/28brooks.html?_r=1&hp

Adverse Childhood Experiences (ACEs)

Chaotic, abusive, humiliating or neglectful family situations are linked to "decrements in mental health in dose-response fashion" and are the focus of the Adverse Childhood Experiences Study. ACEs do not heal over time and often become concealed. A huge toll is taken in physical and emotional health. **Personal** solutions to pain and trauma (e.g., over-indulgent behaviors that "medicate" like eating, alcohol and substance abuse) and remnant anger, anxiety and depression become serious public health problems. Children and adult service agencies deal with outcomes of ACEs and so do schools. See Appendix B.

http://www.acestudy.org/files/Review_of_ACE_Study_with_references_summary_table_2_.pdf

Appendix B: Adverse Childhood Experiences (ACE)

Chaotic, abusive, humiliating or neglectful family situations, for example, are linked to “decrements in mental health in dose-response fashion” and are the focus of the Adverse Childhood Experiences (ACE) Study available at www.acestudy.org/. See also www.aceresponse.org/ a partnership between Prevent Child Abuse America and the University at Albany School of Social Welfare.

The discovery of ACE resulted from an HMO’s success in reducing weight in severely obese patients who later exhibited symptoms of anxiety, depression and suicidal thoughts. ACEs do not heal over time; often they become concealed. These findings leap the boundary between mental health and physical health.

Adverse childhood experiences predict health-risk behaviors and disease conditions

ACEs	→ Health-risk Behaviors	→ Disease Conditions
1. Recurrent physical abuse	Smoking	Ischemic heart disease
2. Recurrent emotional abuse		Diabetes
3. Contact sexual abuse	Severe obesity	Stroke
4. An alcohol and/or drug abuser in the household	Physical inactivity	Cancer
5. An incarcerated household member	Depression	Suicide
6. Someone who is chronically depressed, mentally ill, institutionalized, or suicidal	Alcoholism	Skeletal fractures
7. Mother is treated violently	Illicit/injected drug use	Chronic bronchitis-emphysema
8. One or no parents		Sexually Transmitted Diseases
9. Emotional or physical neglect	Sexual promiscuity	Hepatitis

Source: Felitti VJ, et al. *American Journal of Preventive Medicine*. 1998;14:245-258.

The Adverse Childhood Experiences (ACE) study, a decade-long collaboration between Dr. Robert Anda of the Centers for Disease Control and Prevention and Dr. Vincent Felitti of the Kaiser Permanente Department of Preventive Medicine, examined the cumulative effects of multiple adverse childhood experiences on physical and mental health. The study has repeatedly found that ACEs are correlated positively with physical and psychological problems in children. As the number of ACEs increases, there is a graded increase in the number of physical and psychological problems.

Individuals who have 4 or more ACEs are at a significantly greater risk for a broad range of serious health problems. The ACE study provides clear evidence that multiple traumas and/or chronic trauma can overwhelm the psychological and physical wellbeing of all but the most resilient of children.

Depression, one of the leading public health problems worldwide, is at least three times more prevalent in victims of child abuse than it is in the general population. It is estimated to have cost the United States approximately \$44 billion in lost worker productivity in 2003. The ACE study found that children who have four or more ACEs have an increased risk of four- to 12-fold for alcoholism, drug abuse and suicide attempts, and two- to fourfold for smoking, poor general health, sexual promiscuity and sexually transmitted diseases.

These children were also more likely to be physically inactive and/or severely obese. Trauma, through its effect on health-risk behaviors, such as smoking and obesity, contributes to multiple health problems, including heart disease, cancer and liver disease (Lieberman, et al., 2006). A continuum of need and desperation can exist in any school community but the specter of a label, a disability category, can arouse child and family fear of stigma and exclusion and a reluctance to seek help.

Appendix C: Project SAVE

New York's **Safe Schools Against Violence in Education Act** signed into law in July 2000 was preceded several years before at the federal level by the Educate America Act 1994 to ensure that all students reach their full potential, set several goals to achieve by the year 2000 including a call to schools to be "free of drugs and violence, firearms and alcohol and offer a disciplined environment." Also in 1994, the federal Gun-Free Schools Act mandated expulsion of a student who brings a fire arm to school. States enacted new legislation requiring expulsions, suspensions or transfers to specialized schools for lesser offenses, effectively launching the "zero tolerance movement." Such penalties helped schools manage problems but separation practices decreased many students' chances for success and accelerated the likelihood of dropping out. In some places implementation practices brought challenges to the disproportionate exclusion of racially and ethnically diverse students.

NCES releases new indicator report on school crime

The total at-school crime and theft victimization rates of students ages 12 to 18 declined between 2007 and 2008, according to *Indicators of School Crime and Safety, 2010*, a new report jointly released by the National Center for Education Statistics and the Bureau of Justice Statistics.

The report examines crime occurring in school as well as on the way to and from school and presents data on crime and safety at school from the perspectives of students, teachers, and principals, drawing from an array of sources.

Key findings from NYSED's SAVE 2009 report:

- The total crime victimization rate of students ages 12 to 18 at school declined from 57 victimizations per 1,000 students in 2007 to 47 victimizations per 1,000 students in 2008.
- Between July 1, 2008, and June 30, 2009, there were 38 school-associated violent deaths (24 were homicides, and 14 were suicides) involving staff, students or other persons, such as parents. School-associated violent deaths occurred while the victim was on the way to or from regular sessions at school, or while attending or traveling to or from a school-sponsored event. During this time period, 15 of the homicides and 7 of the suicides were among school age youth at school.
- In 2009, 31 percent of students in grades 9–12 reported they had been in a physical fight at least one time during the previous 12 months anywhere, and 11 percent said they had been in a fight on school property during the previous 12 months. Generally, a higher percentage of 9th grade students reported having been in fights both anywhere and on school property, when compared to high school students in higher grades.
- In 2007–08, 34 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 32 percent reported that student tardiness and class cutting interfered with their teaching.
- In 2009, 21 percent of high school students (grades 9–12) reported using marijuana anywhere in the past 30 days, while 5 percent reported using marijuana on school property.

This report is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education and the Bureau of Justice Statistics at the Office of Justice Programs, part of the U.S. Department of Justice.

The full text of *Indicators of School Crime and Safety 2010* (in HTML format), along with related data tables and indicators from previous years, can be viewed at <http://nces.ed.gov/programs/crimeindicators/crimeindicators2010/>

Appendix D: SEDL Kindred Educational Movements

- **Whole Child Education**- A broader definition of educational achievement and accountability from ASCD www.wholechildeducation.org/resources/Learningcompact7-07.pdf
- **NYSASCD Educating the Whole Child in the 21st Century Award Program**- established to recognize the outstanding work being done in many schools throughout the state and to create a resource bank of best practices connected to the whole child. www.newyorkstateascd.org/
- **Multiple Intelligences** www.pz.harvard.edu/ & **Emotional Intelligence** www.emotionaliq.com/
- **The International Baccalaureate Learner Profile**- Learning outcome is to become internationally minded people who help to create a better world. The curriculum is defined by what is learned (the written curriculum), how it is learned (the taught curriculum) and how it is assessed (the learned curriculum). Schools need to adopt a holistic view of school as well as student development. www.ibo.org/programmes/documents/learner_profile_en.pdf
- **NYSED Essential Elements Schools to Watch** - high performing middle grades schools that follow a program which includes fostering healthy physical, social, emotional, and intellectual development www.p12.nysed.gov/ciai/mle/eestw/home.html New York's initiative has used a "people smarts" emotional intelligence curriculum. <http://www.lifebound.com/middle.html>
- **Civility, Citizenship, and Character Education**- Fosters ethical, responsible, caring students by modeling and teaching good character and civic responsibility. See the National Center for Learning and Citizenship http://www.ecs.org/html/projectsPartners/clc/clc_main.htm; The Academy of Character Education at the Sage Colleges <http://www.sage.edu/centers/character/>; The Center for the Fourth and Fifth Rs (Respect and Responsibility) www.cortland.edu/character/; Character Education: Character Education Summer Institute for School Administrators, Dowling College <http://www.dowling.edu/school-education/eddfac.shtm> ; New Jersey's Center for Social and Character Development at Rutgers University <http://www.secdsdfspartners.com/launch/launchrucharacter.html> ; and The Eunice Kennedy Shriver National Center for Community of Caring <http://www.communityofcaring.org/>.
- **Developmental Assets**- The Search Institute offers a framework of positive experiences and qualities that young people need to grow up www.search-institute.org/assets/). Leveled for early childhood, middle childhood, and adolescents.
- **Service-Learning**- Students use academic skills, perform service of benefit to their community, and reflect on and learn from their experience. Service learning and civic engagement have strong appeal to adolescents when coupled with activities, reflections and assessments that focus on social emotional learning. <http://www.ecs.org/clearinghouse/44/04/4404.pdf>
- **Positive Behavior Supports**- A method to address the emotional and behavioral needs of students experiencing significant difficulties, evolved from the special education tradition. More information is available from the US Department of Education Office of Special Education Programs Center on PBIS investigate www.pbis.org/ a virtual technical assistance center which offers training videos, tools, research and updated information on conferences. A "School-wide Implementers Blueprint and Self Assessment" can be obtained from the Office of Special Education Programs PBIS Center via email to pbis@oregon.uoregon.edu.
- **Cooperative Learning**- The instructional use of small groups in which students work together to maximize their own and each other's learning (Johnson & Johnson, 1989)
- **Emotional Literacy in the Classroom: Five RULER Skills** - Recognizing, Understanding, Labeling, Expressing and Regulating emotions. Edward Zigler Center in Child Development and Social Policy Yale University. <http://therulerapproach.org/>

- **Prevention**- Programs that seek to prevent high-risk behaviors (drug use, violence, and early sexual activity) that put adolescents at risk, e.g.: The Seattle Social Development Project depts.washington.edu/ssdp/ Olweus Bullying Prevention Program www.clemson.edu/olweus/
- **Positive Youth Development**- Focuses on developing protective factors and assets that promote thriving and help youth develop to their full potential (Pittman & Tolman, 2001)
- **Restorative Justice**- Restorative Justice- Students held accountable for their actions, learn from their mistakes, regain acceptance in the school community by repairing the harm they have inflicted <http://www.restorativejustice.org/>
- **Community Schools**- Integrates academics, health and social services, youth and community development, leading to improved learning, stronger families and healthier communities. Communities In Schools is oriented to dropout prevention. www.cisnet.org/
- **The Partnership for 21st Century Skills**- Stresses similar “learning, thinking and life skills” and significant content areas critical to success in adult life and workplaces www.21stcenturyskills.org
- **NYS Department of Labor Personalized, Academic and Career Engagement (PACE) Educator Academy** to individualize life and work readiness and develop resiliency in youth. <http://educatoracademy.pbworks.com>
- **Habits of Mind** - offers a foundation for building learning communities around 16 habits that successful people exhibit as cognitive as well as character traits. www.habits-of-mind.net/
- **C.A.R.E.** - The Cultivating Awareness and Resilience in Education program helps teachers reduce stress and enliven their practice by learning about their inner resources. The training involves direct instruction and experiential activities such as role-plays of challenging situations, meditation exercises, and discussion time. http://live.psu.edu/tag/Cultivating_Awareness_and_Resilience_in_Education
See “The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes” February 2009 *Review of Educational Research*.
- **4Rs Program (Reading, Writing, Respect & Resolution)** from the Morningside Center integrates conflict resolution and intercultural understanding for grades pre-K to middle school.
- **Building Moral Intelligence: The Seven Essential Virtues That Teach Kids to Do the Right Thing** www.micheleborba.com
- **Guided Discipline and Personalized Student Support**- ESR works with schools in 17 states to implement these advisory programs
- **PAZ (Peace from A to Z)** from the Morningside Center engages over 250 youngsters after-school in learning conflict resolution through literature.
- **Promoting Alternative Thinking Strategies (PATHS)** is a curriculum developed by Penn State University Prevention Research Center to facilitate children’s development of SEL skills in the early grades www.prevention.psu.edu/projects/PATHS.html.
- **Resolving Conflict Creatively Program**- pioneered in 1985 by the NYC Department of Education with the New York City’s Morningside Center for Teaching Social Responsibility www.morningsidecenter.org and later disseminated across the United States by Educators for Social Responsibility (ESR), Cambridge, MA www.esrnational.org.

Healthy Schools NY Leadership Institute

A multi-year intensive leadership development program, designed to increase the number of schools that effectively implement policy, systems and environmental changes that support tobacco-free norms, promote the consumption of healthy foods and beverages, comply with state physical education regulations and expand opportunities to be physically active, funded by the NYS Department of Health.

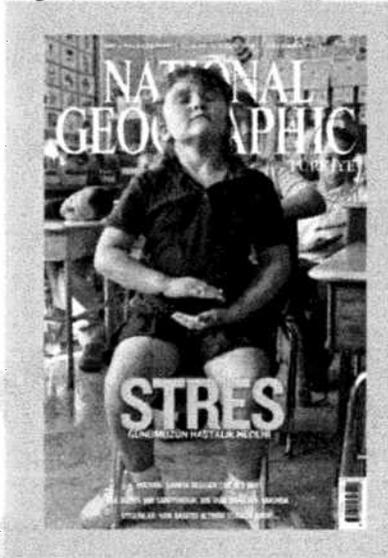
<http://healthyschoolsny.ocmboces.org/>

Wellness Works in Schools: based on mindful awareness principles and practices:

Students explore emotions, intentions, personal goals, resiliency, and problem solving skills, through

- discussion of health topics e.g. handling emotions, strengths, the nature of anger, etc.;
- skills to focus awareness, attention and concentration;
- breathing exercises that help slowing down, calming;
- movement to release tension; and
- relaxation to promote balance and stability www.wellnessworksinschools.com/

Featured on the cover of National Geographic's Turkish Edition in February 2010



Teaching with the brain in mind: Emotion-regulation is an acquired skill

Neurotransmitters and associated receptors are the biological basis for our emotions, e.g., negative feelings cause the hormone cortisol to enter the bloodstream, shifting the brain's attention away from learning so it can deal with the source of distress. There are hundreds of chemicals released in the brain. Some examples are serotonin which relaxes us, dopamine which is released as we experience pleasure; epinephrine or adrenaline makes us anxious, and cortisol is aroused when we feel threatened by something.

The pre-frontal cortex serves as the convergence zone for affect and cognition. Metacognition (thinking about one's own mental processes) is the antidote to being captive of our amygdala which is preoccupied with threat detection and with *flight, fight, freeze*. Greater prefrontal cortex activation during emotion-regulation predicts a lower, more adaptive cortisol rhythm and more thoughtful and responsive actions.

Breathing strategies effectively replace stress hormones such as cortisol and adrenaline with dopamine and serotonin to calm the nervous system. These "brain breaks" reduce the impact of stress, the enemy of learning, by creating optimal conditions for memory recall, critical thinking and test-taking.

Children's and adolescent's responses to negative experience are skills that can be can be taught.

www.thehawnfoundation.org/

Appendix E: Multi-media and Public Broadcasting Resources to Support Healthy Development in Children

US Department of Health and Human Services

The "Building Blocks Program for a Healthy Future" from the US Department of Health and Human Services for a variety of multi-media materials (games, songs, and activities) for young children ages 3-6 and their parents to engage together <http://www.bbblocks.samhsa.gov/>

Public Television

For Parents:

- PBS Parents (www.pbs.org/parents/), specifically
 - Children & Media (www.pbs.org/parents/childrenandmedia/): Discover how TV, movies, advertising, computers and video games can shape your child's development and what you can do to create a media-literate household.
 - Child Development Tracker (www.pbs.org/parents/childdevelopmenttracker/): The information provided by this tool is considered by experts as a representation of "widely-held expectations" for what an average child might achieve within a given year. Please consider this in the context of your child's unique development.
 - Talking with Kids (www.pbs.org/parents/talkingwithkids/): Try flexible strategies for communicating with kids about anything and everything.
- Misunderstood Minds (www.pbs.org/wgbh/misunderstoodminds/): Parents, teachers, and students looking for the scientific explanations behind learning differences and strategies to aid success in school can find both on the companion web site for Misunderstood Minds. The site includes profiles of the students in the documentary, as well as sections on Attention, Reading, Writing, and Mathematics. Interactive activities, called Experience Firsthand, are designed to give site visitors a sense of what it may be like for a student struggling with a basic skill.
- Barney & Friends (pbskids.org/barney/pareduc/parents/activities.html): Activities for families with preschool children

For Teachers:

- PBS Teachers (www.pbs.org/teachers/), specifically
 - Media Literacy (www.pbs.org/teachers/media_lit/index.html): How do you help your students succeed in a media-filled world? Do they know how media is created? Can they analyze the messages that inform, entertain, and sell to us everyday? Have they created their own media messages?
- PBS TeacherLine Professional Development (www.pbs.org/teacherline/), specifically
 - Teaching for Multiple Intelligences (www.pbs.org/teacherline/catalog/courses/INST315/)
 - Enabling Students with Special Needs to Succeed in Math Class (www.pbs.org/teacherline/catalog/courses/MATH165/)
- PBS Prime-Time Programs, specifically
 - Frontline: The Merchants of Cool (www.pbs.org/wgbh/pages/frontline/teach/cool/): Provides vital background information about key media "storytellers"; because it exposes motives and techniques, the film is an invaluable tool for teaching media literacy

For Students - Preschool:

- Arthur: About Face (pbskids.org/arthur/games/aboutface/aboutface.html): A game in which the player listens to a story, then looks at characters' faces and determines how they feel
- Caillou (pbskids.org/caillou/immersivegames/): Caillou, a typical 4-year-old child, loves to "make believe." Caillou's website encourages children to make believe along with him, learning how to cope with strong emotions and visualize doing things they have never done.
- Mister Rogers' Neighborhood (pbskids.org/rogers/R_house/tellstory/): Read along with stories about childhood themes such as giving, learning from mistakes, and understanding dying.

For Students – Grades K-3:

- Between the Lions (pbskids.org/lions/stories/): Children can read along as stories are read to them; many of the stories, such as “Yesterday I Had the Blues,” deal with family life and childhood concerns
- Franny’s Feet (pbskids.org/frannysfeet/index_flash.html): Franny explores new places, new people, and new situations that broaden her – and the viewer’s – understanding of the world.

For Students – Grades 4-6:

- It’s My Life (pbskids.org/itsmylife/?campaign=go_shows): Organized across six topic “channels” – Friends, Family, School, Body, Emotions, and Money –on this website, no subject is off-limits. The site is filled with young people’s comments, ideas, and questions sent in from all over the world.
- Don’t Buy It (pbskids.org/dontbuyit/): A media literacy web site for young people that encourages users to think critically about media and become smart consumers. Activities on the site are designed to provide users with some of the skills and knowledge needed to question, analyze, interpret and evaluate media messages.

For Students – Grade 7 and higher:

- NOVA Science Now: Obesity (www.pbs.org/wgbh/nova/sciencenow/3313/03.html): This segment, which students may watch online, explores the biology behind the compulsion to eat. The website includes links to additional information.
- Religion & Ethics News Weekly: Aging Out (<http://www.pbs.org/wnet/religionandethics/episodes/july-4-2008/listen-now-read-the-transcript/1104/>): Watch the video and/or read the transcript of this segment on faith-based social services, especially churches taking care of young people who need foster care, but have become too old for foster homes.
- P.O.V.’s Borders (www.pbs.org/pov/borders/index_flash.html): An on-going web-original series that explores the borders in our lives with new themed installments launched annually. Each installment asks visitors to consider an aspect of their everyday lives in ways that challenge their preconceptions, and expand our own “borders” of understanding.
- NewsHour Extra (www.pbs.org/newshour/extra/): This site provides unique current events resources for teachers and students: news stories (10th grade reading level), pictures, maps, video, stories written by students, and student comments on the issues.

For more information, call Liz Hood at 518-486-4837 lhood@mail.nysed.gov

See also “35 Years of Video in Education: What Has Changed?” Editorial Projects in Education http://blogs.edweek.org/teachers/leading_from_the_classroom/2010/12/35_years_of_video_in_education_what_has_changed.html#comments

APPENDIX F: CASEL PLANNING TOOLS FOR SOCIAL EMOTIONAL DEVELOPMENT & LEARNING
1: Self-Assessment Tool for Schools: Identifying Existing SEL Programming and Practices (CASEL Tool 13)

PURPOSE:

This self-guided assessment is designed to help us identify successes and gaps in schoolwide, comprehensive social and emotional programming and set priorities for future programming efforts

IDENTIFYING YOUR SEL ACTIVITIES:

Note: We strongly recommend the use of an evidence-based SEL program that includes classroom instruction and coordinated opportunities that foster every student's ability to apply core social and emotional skills (e.g., self-awareness, social awareness, self-management, relationship skills and responsible decision-making) that promote academic engagement, mental health, character, service, and citizenship. By evidence-based, we mean a program that has been evaluated for effectiveness in improving student behavioral outcomes using a comparison group.

Use the checklist to determine what types of activities exist in your classrooms, schools, or district that support students' social and emotional development, promote optimal mental health, and prevent risk behaviors. Answer the following questions to get you started:

- What approaches are you taking to enhance the social and emotional development of students in the classroom?
- How about activities outside the classroom, but within the school context?
- What linkages and partnerships with community organizations have you made to provide a coordinated approach to addressing children's social and emotional development and mental health needs?
- What opportunities exist for students' families to increase their understanding of child development and be meaningfully involved in their children's education, including, when needed, special education, clinical treatment, or alternative placement services?

Note: Keep in mind that the list is by no means exhaustive and that some programs may be more fully implemented than others. The list is just to stimulate your thinking and help you get a sense of what you may already be doing in relation to students' social and emotional development. You will then need to go back and consider which, if any, of the programs listed are evidence-based, how many students are receiving the program and at what grade level, and how these programs can be integrated even more fully into the school day.

Type of Activity	Name of Program	Evidence-Based	Level of Implementation		
		Yes/No	Beginning	Partially	Fully
Anti-bullying					
Career education					
Character education					
Civics or citizenship					
Conflict resolution					
Diversity (understanding)					
Counseling (student/family)					
HIV/AIDS prevention					
Life skills					
Mediation					
Mentoring					
Parent meetings					
Peer leadership					
Positive youth development					
Problem-solving/ decision-making					
Self-esteem promotion					
Service learning					
Social competence promotion (skills development)					
Substance abuse prevention					
Violence prevention					
Other					

#2: Reviewing Existing Policies and Practices (CASEL Tool 14)

PURPOSE:

This tool should be used as part of your overall needs assessment to determine how existing policies and practices in our school will help or hinder your efforts to implement SEL programming.

HOW TO USE THIS TOOL:

This tool is intended to be completed by the steering committee; however, you may want to bring in other staff that have particular knowledge of or experience with policies and practices. Use the examples in the first column to think about all the policies and practices you want to review. Then collect all of those policies and organize them by category so you can have them in one place. Next, begin a systematic review to determine how existing policies “fit” with SEL. For example, are there specific punitive discipline policies in place that will conflict with the values promoted by many SEL programs (hinders your effort)? Are there policies in place that encourage parental involvement that you can build upon with your SEL program (help your effort)? Record your observations in the chart below.

Policies and Practices to Review	Help or Hinder	How?
SCHOOL POLICIES		
Health Services Policies		
Discipline Policies		
School Day Policies (e.g., are there alternatives for how to structure the school day?)		
Career Education Policies		
Curriculum Policies (e.g., provisions for health and life skills learning opportunities)		
Transportation Policies		
Grievances Policies (e.g., provisions for handling conflicts)		
Community Resources and Volunteers Policies (e.g., policies about outside volunteers in the classroom)		
Curriculum Development, Implementation, and Evaluation Policies (e.g., what is mandated in this area?)		
Internet Policies (e.g., acceptable use)		
OTHER DOCUMENTS		
Job Descriptions (e.g., look for inclusion of qualifications related to children’s social-emotional development)		
Affirmative Action Plan		
Staff Development Plan (e.g., learning about cognitive, physical, and social-emotional development)		
School Improvement Plan (e.g., any existing activities or goals related to SEL?)		
Mentoring Program		
Student/Parent/Staff Handbooks		
EXAMPLES OF PRACTICES		
Informal interviewing practices		
Selection of professional development (PD) programs		
Link PD and school improvement plan		
Non-certified or non-teaching staff getting PD		
Method of disseminating PD information		
Hiring practices		

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Supporting tools are described in CASEL’s *Sustainable, Schoolwide Social and Emotional Learning: Implementation Guide and Tool Kit (2006)*. See <http://casel.org/publications/sustainable-schoolwide-social-and-emotional-learning-sel-implementation-guide-and-toolkit/>

Appendix G: SEDL Focus Group Albany, NY October 3, 2008

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***Maxine Brisport**, Schenectady School Board of Education / School Psychologist, Troy City School District

Cynthia Burns-McDonald, School Psychologist, Ogdensburg Central School District / NYS Association of School Psychologists

William Crankshaw, Principal, Glebe Street School, Johnstown, NY

Constance Cuttle, Director of Professional Development-NYC Department of Education Office of School and Youth Development

***Edward Fergus**, Director, Applied Research, Evaluation and Policy-Technical Assistance Center on Disproportionality Steinhardt School of Education New York University

Charlotte K. Frank, Regent Emeritus, Senior Vice President Research and Development, McGraw-Hill Education

***Joan Fretz**, Director of Fine and Performing Arts, Huntington Union Free School District

***Sheryl Garofano**, Family and Consumer Sciences Teacher, Cicero -North Syracuse High School, North Syracuse Central School District

Deborah Hardy, School Counselor, Irvington School District

Dirk Hightower, Executive Director - Children's Institute, Rochester, New York

Sheldon Karnilow, Superintendent - Half Hollow Hills Central School District

Jessica McDonnell, Health Educator, Acadia Middle School, Shenendehowa Central School District

***Sandy McKane**, Director of the Oneonta Service Learning Project

***Mary Morris**, Director of Learning, Cheektowaga Central School District

Richard Negron, Director of Community Schools, The Children's Aid Society, New York, NY

***Noreen Nouza**, Director of Program and Professional Development, Oneida Herkimer Madison BOCES

Ann O'Hara, Nurse, Dr. Weeks Elementary School, Syracuse City School District / NYSUT Health Council

James Palumbo, Principal, George Fowler HS, Syracuse City School District

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Andrew Prinzing, Alternative Education Principal, Tomkins-Seneca-Tioga BOCES / President New York Alternative Education Association

Linda Ruest, Middle Level and High School Consultant / President of NYS Middle School Association

Susan Stoller, School Social Worker, Wappingers Central School District

***Olivia Sutton**, ELA Teacher, South Glens Falls Central School District / NYS Middle School Association

*** Nine members of the Focus Group are parents of PreK through 12th grade students**

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- [I] Matthew J. Mayer and Dewey G. Cornell: Editor's Preface
- [II] Dewey G. Cornell and Matthew J. Mayer: Why Do School Order & Safety Matter?
- [III] Matthew J. Mayer and Michael J. Furlong: How Safe Are Our Schools?
- [IV] Randy Borum, Dewey G. Cornell, William Modzeleski, and Shane R. Jimerson: What Can Be Done About School Shootings?
- [V] Susan M. Swearer, Dorothy L. Espelage, Tracy Vaillancourt, and Shelley Hymel: What Can Be Done About School Bullying?
- [VI] David Osher, George G. Bear, Jeffrey R. Sprague, and Walter Doyle: How Can We Improve School Discipline?
- [VII] Anne Gregory, Russell J. Skiba, and Pedro A. Noguera: The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?
- [VIII] Ron Avi Astor, Nancy Guerra, and Richard Van Acker: How Can We Improve School Safety Research**
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End Notes

ⁱ The Other Kind of Smart (2009) is the title of a book by Harvey Deutschendorf published by American Management Association. "The Other Kind of Smart" is also the title of an April 5, 2009 article by Drake Bennett published in the *Boston Globe* and subtitled: "Is it time for schools to try to boost kids' emotional intelligence?" http://www.boston.com/bostonglobe/ideas/articles/2009/04/05/the_other_kind_of_smart/

ⁱⁱ The preponderance of the 1,400 survey respondents were PPS professionals, teachers and school administrators; 29% from high schools, 27% from pre-K/elementary grades and 22% from middle grades schools plus 15% from K-12 schools", 4% K-8 schools and 2 % community members. Suburban districts represented almost two fifths of the sample, rural areas slightly more than a quarter, Big Four city school districts an eighth and NYC less than a tenth.

ⁱⁱⁱ Pamela Cantor executive director of Turnaround for Children, Inc., estimates that one-fifth of NYC public school students have emotional disorders caused or exacerbated by environmental stressors. The risk factors are: poverty, exposure to violence or drug use, absent or infirm parents, behavioral and cognitive disabilities. Failure to address multiple problems early on leads to systems spillover. (Presentation to Board of Regents, November 2006).

^{iv} Anchorage Alaska school district correlated its social and emotional learning standards to the Search Institute's Developmental Assets. http://www.asdk12.org/depts/SEL/media/SEL_Standards.pdf . Like Illinois, the SEL standards http://www.isbe.state.il.us/ils/social_emotional/standards.htm stress sequential, developmental, and culturally responsive instruction.

^v Schenectady City School District uses Functional Family Therapy for families with children at risk of PINS identification and Aggression Replacement Therapy for at risk adolescents. <http://www.promoteprevent.org/publications/EBI-factsheets/Aggression%20Replacement%20Training.pdf>

^{vi} See The Neuroscience of Social, Emotional, and Academic Learning in a 20 minute video <http://www.edutopia.org/richard-davidson-sel-brain-video>

^{vii} Psychologist and author Daniel Goleman popularized the term "emotional intelligence" in 1995. Goleman defines emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." Emotional Intelligence: An Overview is an 8 minute video that displays a variety of school programs that integrate social and emotional learning with more traditional academic areas. It includes an excerpt from a 1940s training film <http://www.edutopia.org/emotional-intelligence-overview>

^{viii} The authors conclude that the integration of two predominant approaches to school wide discipline, *positive behavior supports* and *social-emotional learning* have more value than either one alone. Blended interventions require more training because of increased complexity, time, and resource requirements [VI, p. 53].

^{ix} The National Center for Learning and Citizenship, Education Commission of the States, the Center for Social and Emotional Education (CSEE) and the National School Climate Council (NSCC) are working to develop school climate standards which will be accompanied by benchmarks and indicators. Cohen, J., McCabe, E.M, Michelli, N.M & Pickeral, T. (2009). School Climate: Research, Policy, Teacher Education and Practice. Teachers College Record, Volume 111: Issue 1: pp. 180-213. (Available on: <http://www.tcrecord.org/Content.asp?ContentId=15220>)

^x "Climate" and "culture" are terms used interchangeably in research to describe a student workday environment, specifically the degree to which it is socially, emotionally and physically safe and conducive to learning.

^{xi} It is worth pointing out when considering culturally responsive approaches to SEDL this added finding: "Among 9th graders, students in African American/Hispanic and Hispanic schools were less likely than students in White schools to report feeling safe or very safe, to feel connected to the school, to report supportive relationships with adults at school, and to experience opportunities for meaningful participation." <http://csps.wested.org/resources/factsheet-8.pdf>.

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