



Laguna Beach Unified  
School District



# Social Emotional Supports (SES)

Every Student, Every Day



# Social-Emotional Supports

- *Our Way*
- Integrated Social-Emotional Prevention & Intervention System
- Common Language
- Right intervention, delivered to the right student, at the right time



The Impact of Enhancing Students' Social and Emotional Learning:  
A Meta-Analysis of School-Based Universal Interventions

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In a 2011 [meta-analysis](#) of 213 studies involving more than 270,000 students, students who participated in evidence-based SEL programs showed an **11 percentile-point** gain in academic achievement compared to students who did not participate in SEL programs.



# SES Resource Allocation Model

## Tier 3: Few

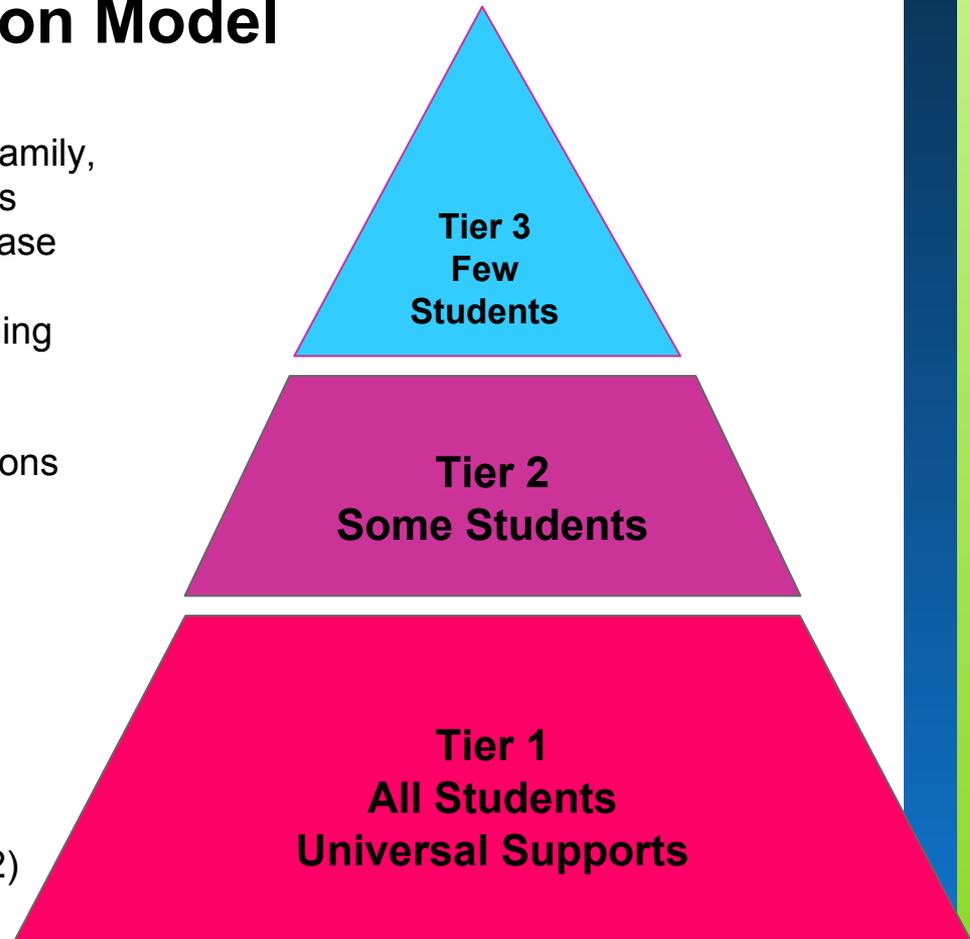
- Enhanced Collaboration with Family, & Community-based Resources
- Direct Educationally Related Case Management
- Individualized Treatment Planning

## Tier 2: Some

- Group and Individual Interventions
- Progress Monitoring
- MTSS/SST

## Tier 1: All

- Universal SES Screening K-12
- Evidence-Based Curriculum
- Normalize Access to Supports
- Suicide Prevention (6-12)
- Restorative Practices PD (K-12)
- Common SEL Framework



# CASEL: Social Emotional Learning Competencies

Figure 1.2: Skills Associated with SEL Competencies



Source: Yoder<sup>27</sup>

# Social-Emotional Learning Standards for LBUSD

<b>SELF</b>	<b>SOCIAL</b>
<b>STANDARD 1: SELF-AWARENESS</b> Individual has the ability to identify and name one's emotions and their influence on behavior.	<b>STANDARD 4: SOCIAL AWARENESS</b> Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
<b>STANDARD 2: SELF-MANAGEMENT</b> Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.	<b>STANDARD 5: SOCIAL MANAGEMENT</b> Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
<b>STANDARD 3: SELF-EFFICACY</b> Individual has the ability to motivate oneself, persevere, and see oneself as capable.	<b>STANDARD 6: SOCIAL ENGAGEMENT</b> Individual has the ability to consider others and a desire to contribute to the well-being of school and community.

Based on Washington State's K-12 SEL Framework, 2016

**16-17**

**K-3  
Second Step**

**4-9  
Botvins Life  
Skills  
Training**

**10-12  
Access to  
Counseling  
Supports**

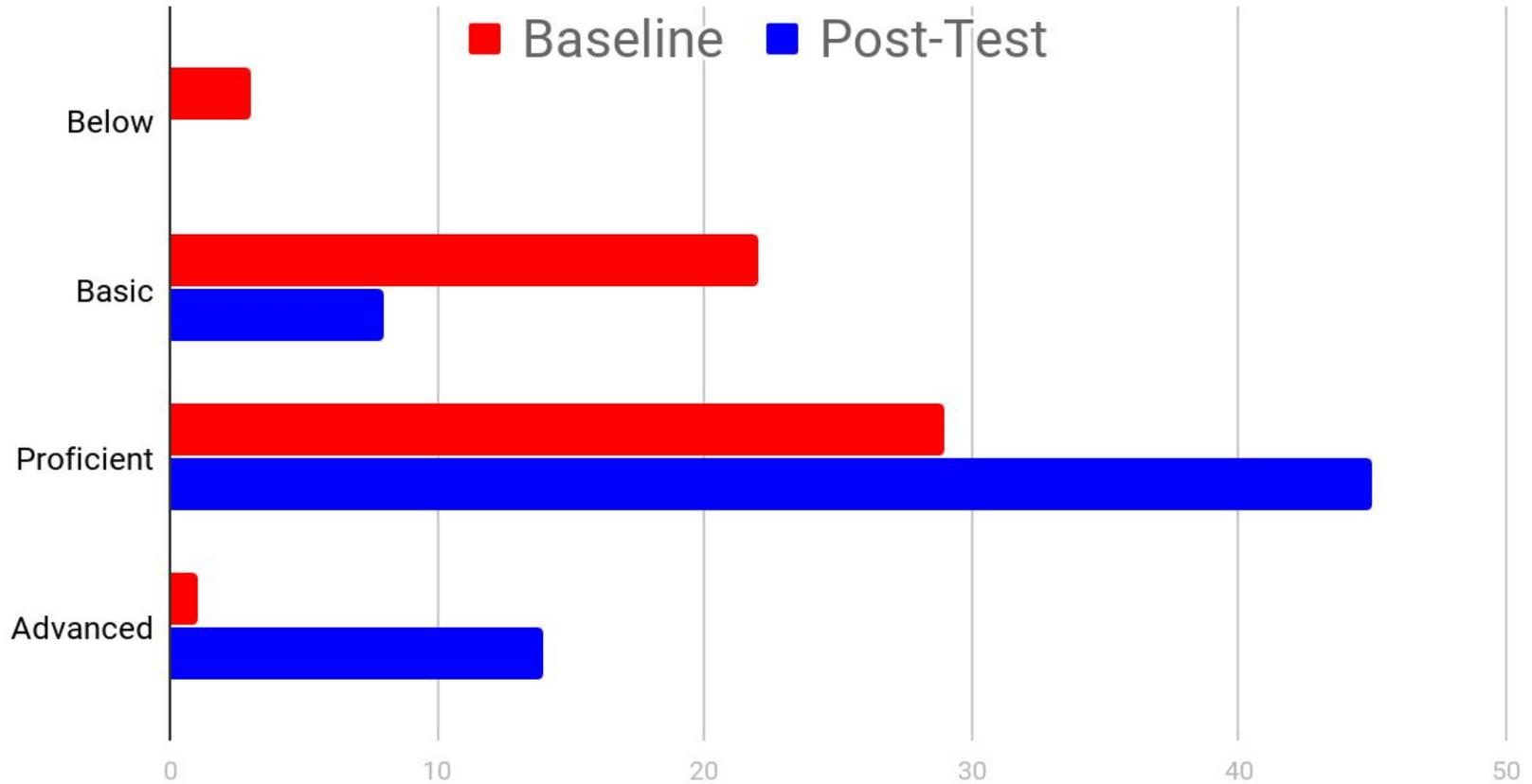
**17-18**

**K-5  
Second Step**

**4-9  
Botvins Life  
Skills  
Training**

**10-12  
Suicide  
Prevention;  
Access to  
MH  
Supports**

## Pre-Post Test Second Step Knowledge Acquisition



# Social Emotional Support (SES) Universal Screeners 2017-2018

**K-3**

Student Risk Screening Scale  
October/May

**4-12**

Co-Vitality  
October/May



DATA



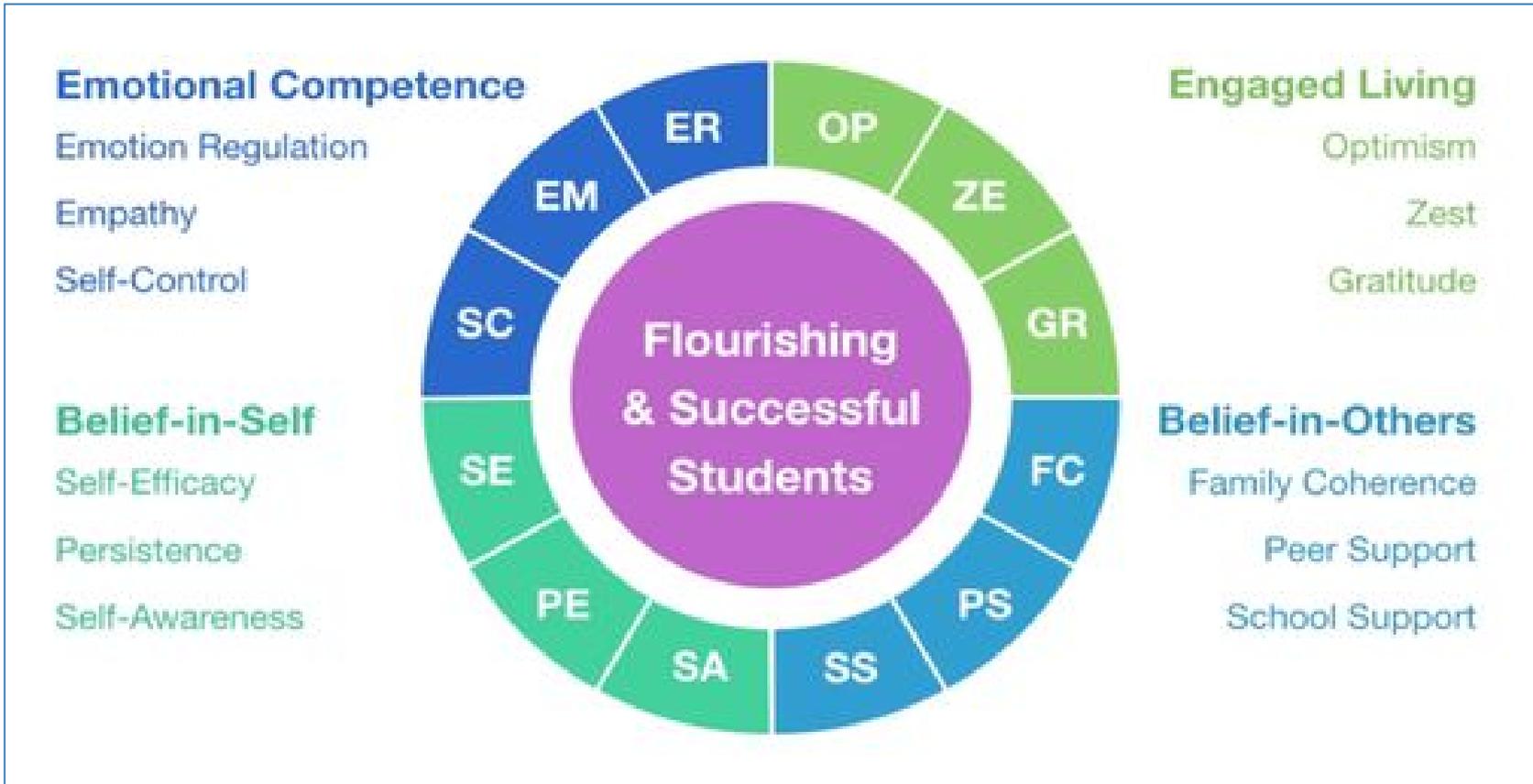
KNOWLEDGE



ACTION

# Co-Vitality Universal Screening 4th-12th Grade

The whole is greater than the sum of its parts.



# Co-Vitality Scales and Subscales

Belief-in-Self		Belief-in-Others	
<b>Self-Awareness</b>	Perceiving and attending to the private and public aspects of one's self	<b>Peer Support</b>	Appraising the caring and helpful nature of one's relationships with peers
<b>Persistence</b>	Working diligently to accomplish one's goals, including maintaining interest in the face of adversity and failure	<b>School Support</b>	Appraising the caring and helpful nature of one's relationships with teachers
<b>Self-Efficacy</b>	Sensing one's ability to act effectively to meet environmental demands	<b>Family Coherence</b>	Appraising the caring and helpful nature of one's relationships with family
Emotional Competence		Engaged Living	
<b>Empathy</b>	Perceiving, sharing, and considering the emotional states expressed by others	<b>Gratitude</b>	Sensing thankfulness that arises in response to one's benefitting from some kind of transactional means
<b>Emotional Regulation</b>	Effectively expressing one's positive emotions (e.g. happiness) and managing one's negative emotions	<b>Zest</b>	Experiencing one's life in the present moment as exciting and energizing
<b>Self-Control</b>	Effectively expressing and managing one's behavior within given contexts	<b>Optimism</b>	Expecting the occurrence of good events and beneficial outcomes in one's future

# Co-Vitality Video



What do we want for our children?

