



Social and Emotional Support

Board Study Session
October 10, 2017

Agenda

- › Why Social-Emotional Support?
- › Defining System of Supports
- › Measuring Social-Emotional Support
- › Linking Lessons to Standards

The slide features a dark blue background with abstract geometric shapes in the corners. The top-right corner has a large, multi-colored shape composed of overlapping triangles in shades of purple, blue, green, and red. The bottom-left corner has a smaller, similar shape with green, blue, and orange elements. The main text is centered in the upper half of the slide.

What do we want for ALL students?

thrive

/THrīv/

- grow or develop well or vigorously
- prosper; flourish.

National Landscape for Social-Emotional Learning (SEL)

States with comprehensive, stand-alone, SEL goals, with developmental benchmarks K-12:

4

States with comprehensive, stand-alone, SEL goals, with developmental benchmarks early education:

11

Abstract geometric shapes in the corners: The top-left and bottom-right corners feature overlapping translucent shapes in shades of purple, blue, green, and orange. The top-right and bottom-left corners have similar but less prominent shapes.

**270,000 Students,
213 Studies:
11 Percentile Point
Achievement Gain**

Journal of Child Development (2011): The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions.

More Expected Outcomes for SEL

Increase:

- **Achievement**
 - **Math/ELA/Science**
 - **Content Mastery**
- **School Attendance**
- **School Connectedness**
- **Essential Employability Skills**
 - **Communication & Collaboration**

Decrease:

- **Discipline referrals**
- **Risk behaviors (e.g., substance use and abuse)**

A Theory of Action for District-wide SEL

- Vision & Long-Term Plan
- Stakeholder Communication
- Aligned Resources
- Central Office Expertise

Cultivate
Commitment &
Organizational
Support for SEL

Assess SEL
Resources &
Needs

Establish Systems
for Continuous
Improvement

Support
Classroom,
School-wide, &
Community SEL
Programming

- Professional Learning
- SEL Integration
- SEL Standards & Assessments
- Evidence-Based Program

Emerging Social-Emotional Learning Standards for LBUSD

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

SES Resource Allocation Model

Tier 3: Few

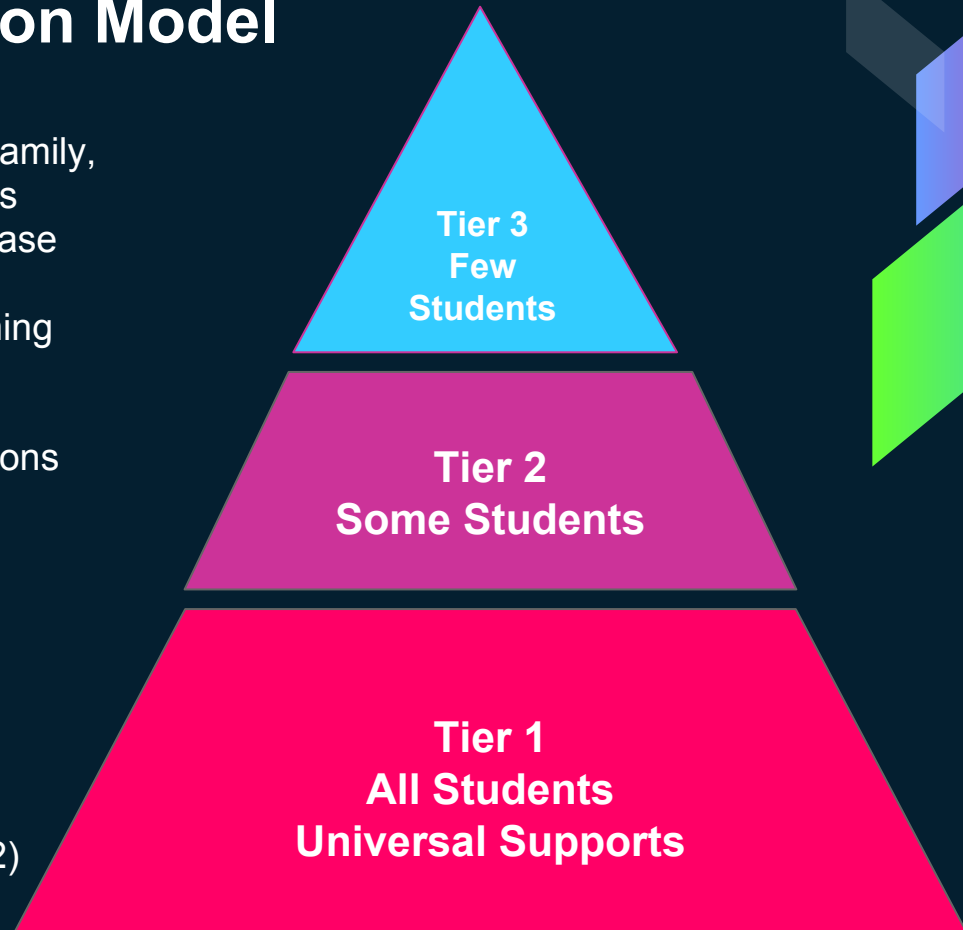
- Enhanced Collaboration with Family, & Community-based Resources
- Direct Educationally Related Case Management
- Individualized Treatment Planning

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



Second Step Learning Outcomes in a Sample of 2nd Graders



Social-Emotional Support Team

Teachers, Administrators, Support Staff K-12

Laguna Beach High School

Lila Samia

Jeanne Brown

Angela Pilon

Nichole Rosa

Alex Aronson

Thurston Middle School

Brad Rush

Jennifer DeMark

Nance Morrissey

Ashley Blum

El Morro Elementary

Top of the World Elementary

Luisa Mossa

Marianne Lawson

Grace Jones

Jolene Hamilton

2017-2018 SEL Curriculum & Instruction



K-5
**Second
Step**

4-9
**Botvins
Life Skills
Training**

9-12
**Identification
& Access to
Specialized
Supports**

2017-2018 Social Emotional Support (SES) Universal Screeners

K-3

Student Risk Screening Scale
October/May

4-12

Co-Vitality
October/May



DATA



KNOWLEDGE



ACTION

Co-Vitality:

The whole is greater than the sum of its parts.



PROJECT CoVITALITY

UNIVERSITY OF CALIFORNIA
SANTA BARBARA

Emotional Competence

Emotion Regulation

Empathy

Self-Control

Belief-in-Self

Self-Efficacy

Persistence

Self-Awareness

Engaged Living

Optimism

Zest

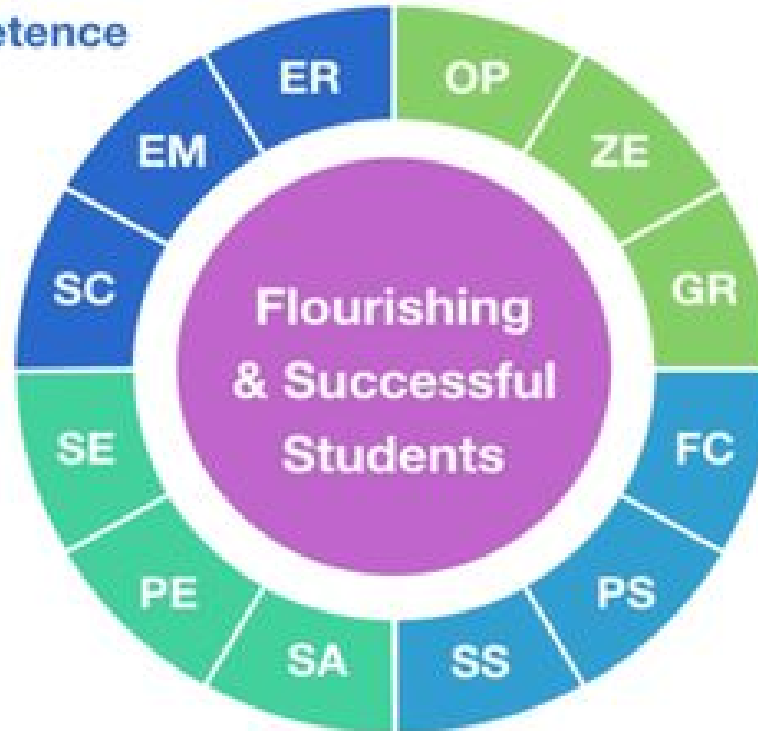
Gratitude

Belief-in-Others

Family Coherence

Peer Support

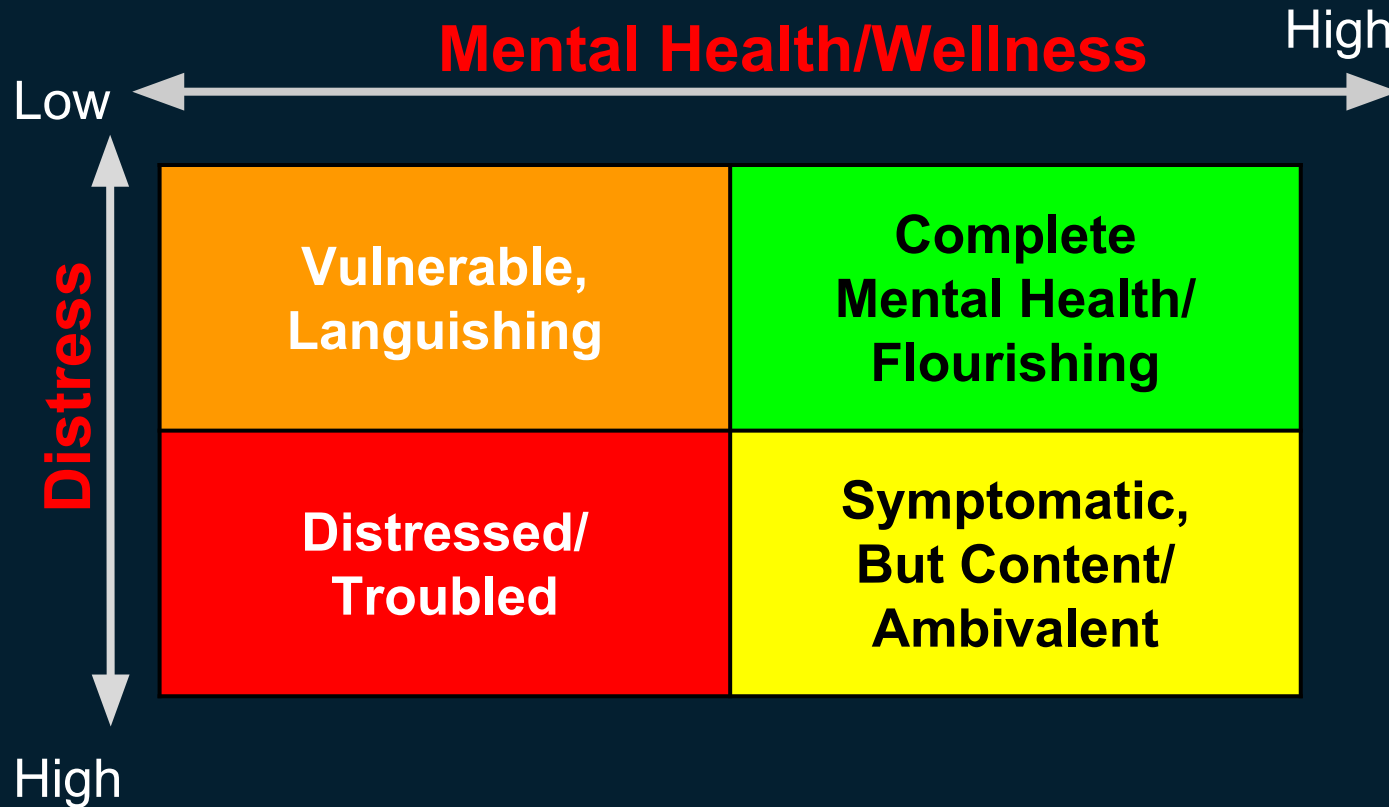
School Support



What is Mental Health?




How Do We Measure Complete Mental Health?





Mapping LBUSD SEL Standards with Co-Vitality Lessons



“Our obligation in educating our students is not solely focused on academic achievement. We must focus on the whole child that includes cognitive, physical, social, emotional, civic learning and health.”

Dr. Jason Vilorio

Next Steps/Questions

- Universal Screening
October/November
- Continue Stakeholder Work for
Multi-Year Implementation Plan
- Collaborate with Site Teams on
MTSS/SST to Ensure Students
Receive Necessary Support

Questions