Building Students' Resilience-Enabling Social Emotional Learning Skills in the Classroom

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Agenda

- Resilience and SEL
- Helping Students Develop Resilience
- Using SEL to Improve Student Resilience
- Identification of SEL Strengths and Areas of Need
- SEL Instruction and Interventions
- How Effectively have SEL Skills been Taught?
- Summary Points

Resilience and SEL
What is Resilience?
Resilience is the process students use in adapting well, recovering and/or adjusting when experiencing adversity, trauma, tragedy, threats, or significant sources of stress— including family and relationship conflicts, serious health problems, or school stressors.

• WHAT SKILLS DO WE ASSOCIATE with helping boost resilience?

Boosting Resilience (APA, 2017)

• The capacity to make plans and take steps to carry them out
• Positive view of self
• Skills in communication and problem solving
• The capacity to manage strong feelings and impulses

“Failure is an important part of your growth and developing resilience. Don’t be afraid to fail.”
Michelle Obama

Factors That Contribute to Resiliency

- Attitudes and Emotions
  - Positive attitudes (optimism, determination, problem solving)
  - Positive emotions (love, gratitude, forgiveness)
  - Appropriate expression of emotions

- Competence
  - Academic success
  - Regular school attendance and homework completion
  - Developing talents (outside academic achievement)

- Social Competence
  - Connectedness
  - Structure and clear expectations
  - Helping others

- Physical Health
  - Medical care
  - Exercise
  - Adequate sleep
  - Positive stress control

(Harvey, 2007)
The Seven Ingredients of Resilience (NASP, 2010)

- Emotion awareness and control,
- Impulse control,
- Realistic optimism,
- Flexible thinking,
- Self-efficacy,
- Empathy, and
- Reaching out.

Social emotional learning (SEL) is defined as the “process of acquiring knowledge, skills, attitudes, and beliefs to identify and manage emotions; to care about others; to make good decisions; to behave ethically and responsibly; to develop positive relationships and to avoid negative behaviors”


Social-Emotional Learning Skills

- Communication
  - Takes turns in conversations
  - Makes eye contact when talking

- Responsibility
  - Respects the property of others
  - Takes responsibility for own actions

- Assertion
  - Asks for help from adults
  - Questions rules that may be unfair

- Cooperation
  - Follows your directions
  - Follows classroom rules

- Empathy
  - Forgives others
  - Feels bad when others are sad

- Engagement
  - Makes friends easily
  - Invites others to join in activities

- Self Control
  - Makes a compromise during a conflict
  - Stays calm when teased
Helping Students Build Resiliency

- Provide a caring supportive learning environment
- Foster positive attitudes
- Nurture positive emotions
- Foster academic self-determination and Feelings of competence
- Promote empath and helping others
- Teach mediation skills
- Promote healthy habits

Promoting Student Resilience in School Contexts (Morrison & Allen, 2009)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Risk</th>
<th>Strength to Enhance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy</td>
<td>Dependence, Low self-efficacy</td>
<td>Skills, Self-confidence, Self-responsibility</td>
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<tr>
<td>Sense of purpose</td>
<td>Hopelessness, No vision of future</td>
<td>Goals, Positive attributions, Optimism</td>
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<tr>
<td>Social competence</td>
<td>Poor relationships with peers and teachers, Lacks friends</td>
<td>Empathy, Positive in interactions, Leadership</td>
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<tr>
<td>Problem solving</td>
<td>Impulsive reactions</td>
<td>Thinking before acting, Planning skills</td>
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<tr>
<td>Achievement motivation</td>
<td>Avoids failure, Doesn’t try, Gives up</td>
<td>Engaged, Persistence</td>
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</table>
MTSS to Foster Resilience: Tier I

- Screen for risk and protective factors;
- Implement an effective social-emotional curriculum;
- Model coping skills through everyday situations that arise in the classroom;
- Foster healthy teacher-student relationships characterized by warmth and encouraging feedback;
- Provide frequent and relevant opportunities for friendships and other relationships to develop;
- Establish a safe and nurturing school environment where student needs are met;
- Promote home-school communication and collaboration;
- Identify, teach, model and reinforce positive behavioral expectations. Consider including a behavioral expectation that is related to resilience (e.g., determination, optimism).
Adapting a Systemic SEL Model within an MTSS Framework

- Early Identification
- Continuum of Support
- Discipline data reporting
- Progress Monitoring
- Behavioral Support
- Facilitate the development of cognitive, affective and behavioral competencies
- Proactive Social Skills

Featured SEL Resilience-Enabling Skills to Help Students Connect, Cope, & Control

- **Asking for Help** (Self-Awareness Skill): Asking for help from an adult or peer means getting the person's attention and then making a request for help or assistance in a nice way. [Connect]

- **Getting Along with Others** (Relationship Skill): Getting along with others means talking in nice voices to each other, sharing space and materials, taking turns, and playing and working well together. People who get along are said to cooperate. [Connect]

- **Expressing Feelings** (Self-Management Skill): Expressing your feelings means showing others how you feel. Showing others how you feel often involves what you say and how you look, especially the expression on your face. [Cope]

- **Saying When There is a Problem** (Responsible Decision Making Skill): Saying when there is a problem involves taking responsibility to tell others the truth when you have a concern or have done something wrong that needs to be corrected. [Cope/Control]

- **Being Positive about the Future** (Self-Awareness Skill): To be positive about your future means to think and act in ways that shows you are confident, hopeful, and expect many good things to happen because of your efforts and believes. [Cope/Control]
Identifying SEL Strengths & Skills that can become Strengths in All Students

Improve desired behaviors so they become strong!

Response To Intervention

A Systematic Approach to Using Data in RTI

• Intensive Monitoring of Individual Goals
• Strategic Monitor: Targeted use of data for the evaluation of certain Students and interventions to verify results
• Benchmarking- Using Data from Screening, Progress Monitoring and Outcomes
Evaluating for Attention and Behavioral Deficits: Assessment Tools

- Universal Screening
  - Tier I
  - All Students

- Targeted Screening
  - Select Students
  - Tier 1 and 2

- Assessment: Rating Scales
  - At-Risk Students
  - Tier 2 and 3

Assessment and Screening Resources

**CASEL**: Measuring SEL Website and Assessment Guides  
https://measuringsel.casel.org/

**Comprehensive, Integrated, Three-Tiered (Ci3T)**: Behavior Measures and Systematic Screening  
http://www.ci3t.org/

**National Center on Intensive Intervention**: Behavior Screeners, assessments, and progress monitoring  
https://intensiveintervention.org/

The SSIS SEL Assessment Options for Identifying Desired Behaviors
Why Screen for Social Emotional Skills and Behavior?

- Preliminary process for identifying student social and behavioral strengths and needs
- Provides data to support observations and anecdotal information
- Offers insight into students who may be struggling without any outward expression
- First step in facilitating instruction, support and interventions at the appropriate level for each child.

Characteristics of effective behavior screening tools

- Targets individuals (student) and informants (teachers and parents)
- Validated use and basic formatting (scales that lead to usable and meaningful results)
- Well standardized and normed
- Factors or groupings that are specified by skill areas or areas of need
- Linked directly to instruction or interventions
- Research on the effectiveness of the measure to identify behavioral at-risk students
- Record of effectiveness with different student groups
Group Administration of SSIS SEL Screener

New July 2020

SSIS SEL Brief Scales

20 item scales based on IRT analyses; 5 minutes; universal screening.

SSIS SEL Edition
Technical Manual for Assessments

- SEL Edition Teacher, Parent, and Student (ages 8 to 18) Rating Forms provide:
  - SEL Composite Score & 5 SEL subscale competency scores
  - Core 10 Skills Scores (a Norm-Referenced Screener for CIP)
  - Academic Functioning Score on Teacher only
  - No Importance Ratings for social emotional items & No Problem Behaviors are rated (like original SSIS Rating Scales)
  - Requires 15-18 minutes to complete per student (46-58 items)
Results from Each Assessment Links to Intervention

4. Given your assessment results, what social-emotional skills are priorities for intervention?

- Accurate recognition of one's emotions/thoughts and their influence on behavior
  - Includes accuracy in assessing his/her own skill level, confidence, and optimism
  - Low rating may indicate being uncomfortable around others, avoiding meaningful social interactions, immaturity, or social anxiety concerns
  - CIP units 5, 11, and 22

- Effective regulation of one's emotions, thoughts, and behaviors in different situations
  - Includes stress management, impulse control, self-motivation, and goal-setting
  - Low rating may indicate impulse control problems, lack of effective planning skills, inattention, and difficulty staying calm
  - CIP units 1, 3, 4, 8, 13, and 18

- Taking the perspective of, and empathizing with, others from differing backgrounds/cultures
  - Includes understanding social/ethical norms for behavior and recognizing available resources/supports
  - Low scores may indicate difficulty recognizing the emotions of others and reluctance/inability to provide comfort to those experiencing problems
  - CIP units 10, 19, and 20

Interpretation of Results

- Self-Awareness
  - Accurate recognition of one's emotions/thoughts and their influence on behavior
  - Includes accuracy in assessing his/her own skill level, confidence, and optimism
  - Low rating may indicate being uncomfortable around others, avoiding meaningful social interactions, immaturity, or social anxiety concerns
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- Self-Management
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- Social Awareness
  - Taking the perspective of, and empathizing with, others from differing backgrounds/cultures
  - Includes understanding social/ethical norms for behavior and recognizing available resources/supports
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  - CIP units 10, 19, and 20
Resilience Enabling SEL Skills

Interpretation of Scales

**Relationship Skills**
- Establishing/maintaining healthy and rewarding relationships with others
- Low scores indicate difficulty in communicating/interacting with others, cooperation, listening, resisting peer pressure, and asking for help
- CIP units 2, 6, 7, 16, 17, and 21

**Responsible Decision Making**
- Making constructive and respectful choices about personal behavior and social interactions in a way that considers ethical standards, safety concerns, social norms, consequences, and the well-being of self and others
- Low scores indicate difficulty taking responsibility, speaking up, acting responsibly when alone or with friends, and voluntarily completing expected tasks/duties
- CIP units 9, 12, 14, 15, and 23

SEL Skills Per Competency Domains

**CASEL SEL Competency Framework**

**Featured SEL Resilience-Enabling Skills to Help Students Connect, Cope, & Control**

- **Asking for Help** *(Self-Awareness Skill)*: Asking for help from an adult or peer means getting the person's attention and then making a request for help or assistance in a nice way. [Connect]

- **Getting Along with Others** *(Relationship Skill)*: Getting along with others means talking in nice voices to each other, sharing space and materials, taking turns, and playing and working well together. People who get along are said to cooperate. [Connect]

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Tier 1 is Key to a Successful Program

Multi-Tiered Support System

Observations

✓ Tier 1 involves all students & many educators.
✓ Tier 1 is central to values & culture of a school.
✓ Every teacher in Tier 1 has approximately 70,000 minutes of instructional time per year.
✓ Every teacher in Tier 1 already teaches SEL skills every day, but it usually is a hidden curriculum.
✓ What happens in Tier 1 influences practices in Tiers 2 and 3.

Definition:
Get Along with Others

Getting along with others means talking in nice voices to each other, sharing space and materials, taking turns, and playing and working well together. People who get along are said to cooperate.
CIP 6 Instructional Phases with 3 Lesson Cycles Per Week

1. Tell
2. Generalize
3. Show
4. Practice
5. Do
6. Monitor Progress
7. Generalize

CIP 6 Instructional Phases Per Lesson

<table>
<thead>
<tr>
<th>Instructional Phase</th>
<th>Research-based component with descriptions of teacher and student actions</th>
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</thead>
<tbody>
<tr>
<td>Tell</td>
<td>Creating (Teacher): Teacher defines the social-emotional skill and the misbehaviors associated with the skill. (lesson objectives)</td>
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<tr>
<td>Show</td>
<td>Modeling (Teacher and Student): Teacher models the skill and strategies for the skill. (lesson objectives)</td>
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<td></td>
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<tr>
<td>Do</td>
<td>Discussing and Modeling (Students): Students review and discuss the definitions, importance, and application of the skill (lesson objectives)</td>
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<tr>
<td>Practice</td>
<td>Behavioral Behavioral Guidance (Student): Students practice the skill in role-play situations with classmates and teachers. (lesson objectives)</td>
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</tr>
<tr>
<td>Monitor Progress</td>
<td>Assessment of Skill Use: Students and Teacher: Students reflect on and share their progress and teacher encourages self-monitoring and provides feedback about skill progress and improvement (lesson objectives)</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Generalize</td>
<td>Applying Skills in Multiple Settings: Students and Teacher discuss the skill in a variety of settings and the teacher encourages students to practice and reinforce them in a variety of settings (lesson objectives)</td>
</tr>
</tbody>
</table>

Lessons are designed for 30 minutes each; thus, 90 minutes per week.

SSIS SEL Intervention Components*

- Digital Lessons: Unit 7
- Role Play Cards: Unit 7
- Video 7.1: Positive
- Video 7.2: Negative

*Purchase the Intervention Manual and access to the Resources is included.
Lessons 2 & 3 follow the same format and add more opportunities to explore emotions & practice skill.

From CIP Manual
Script for Unit 7 Lesson 1: Get Along with Others

Skill Steps:
Getting Along with Others

Getting along with others means talking in nice voices to each other, sharing space and materials, taking turns, and playing and working well together. People who get along are said to cooperate.

Step 1: Think about what you can do to get along with others.
Step 2: Talk nicely so others listen to you and know you want to be included.
Step 3: Do something nice to or with others to show you can get along.
Step 4: Smile to show people that you are friendly and have positive feelings about them.

Digitized & Downloadable Intervention Delivery!!!

Unit 7: Get Along With Others

"What is happening?"

Unit 7: Get Along With Others

Skill Steps

Step 1: Think
Step 2: Talk
Step 3: Do
Step 4: Smile
Example CIP Lesson

**GET ALONG WITH OTHERS**

**TELL:**
- Tell what your Skill Steps are for what you can get along with others.
- Tell how you can do to get along with others.
- Tell what you will do to get along with others.
- Ask students to write the Skill Steps in a notebook for further reference.

**Step 1:** Think about what you can do to get along with others.
**Step 2:** Talk nicely to others and listen to their needs.
**Step 3:** Do something nice to or with others to show you can get along.

**The Skill Steps!**

**Why is it important to get along with others?**
Example CIP Lesson

GET ALONG WITH OTHERS

Why is it important to get along with others?

- Helps you make new friends
- Increases cooperation with others
- Makes others feel good about you

Guided Role Plays

Situation #1: Two students decide to play a game together. They are taking turns and talking nicely to each other.
Example CIP Lesson

**GET ALONG WITH OTHERS**

---

**Guided Role Plays**

**Situation #1:** Two students decide to play a game together. They are taking turns and talking nicely to each other.

**Situation #2:** Two children are sharing a drawing book. One child draws a picture on one page and the other child colors on the page directly next to it.

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Be Responsive to your Students Needs – Create additional Role-Play Situations that they are likely to experience in your classroom or at your school! Use the same format as indicated on the Role-Play card.
Example CIP Lesson

**GET ALONG WITH OTHERS**

**Monitor Progress**

Ask: How well do you think you get along with others? What on the ladder are you with using this skill—on the bottom, partway up, or as high as you can go?

**How Are You Doing?**

- Level 4
- Level 3
- Level 2
- Bottom = Level 1

Record a rating that is true for you today.

Example CIP Lesson

**GET ALONG WITH OTHERS**

**Use the Skill Outside the Classroom**

How can you get along with others who:
- Are much older than you?
- Speak another language than you?
- Wear very different clothes than you?
- Have a different skin color than you?

Practice getting along with others who are different than you this week.

Example CIP Lesson

**GET ALONG WITH OTHERS**

**You are in control of getting along with others!**

**Sunday Point**

**You can control the outcome**

- Why is this skill important?
- You can control the outcome.
- Getting along with others is an important relationship skill.
How Effectively Have SEL Skills Been Taught?

Documenting Intervention Integrity Is part of a High Quality Program

The SEL Intervention Integrity chart provides an easy structure for users to monitor and evaluate the degree to which they implement each of the 6 steps for an entire unit.

Documenting the Effectiveness of the Use of a Unit is part of a High Quality Intervention Program

The SEL Intervention Effectiveness chart provides an easy structure for users to record their perceived overall level of effectiveness for each unit taught & add improvement notes to facilitate future use.
Individualized Assessment Using the SSIS SEL Rating Scales: Teacher Form

Relationship Skills

Afternoon’s Relationship Skills standard score is 56, with a 99% confidence interval range of 50 to 63 and a percentile rank of 1. His score falls in the Well-below Average interpretive range. Scores in this range typically indicate significant problems with relationship skills. Students at this level have significant problems forming relationships with others. They struggle with communicating with others and are viewed as uncooperative. Students at this level are in need of additional instruction to develop their relationship skills.

Social Awareness

Afternoon’s Social Awareness standard score is 74, with a 99% confidence interval range of 68 to 82 and a percentile rank of 5. His score falls in the Below Average interpretive range. Scores in this range typically indicate problems with social awareness skills. Students at this level have difficulty recognizing and understanding how others feel, and they may experience problems offering support to others when needed. They may not consistently follow rules or act fairly with others. They may also have difficulty recognizing support and resources from others that are available to them. Students at this level are likely to need additional instruction to develop their social awareness skills.

Classwide Intervention Program Strategies

Social Awareness

Relationship Skills

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Identifying and Teaching SEL Skills Known to Enable Key Resilience Behaviors

SEL skills taught in the SSIS SEL Classwide Intervention Program (CIP) relevant to advancing students’ resilience are:

- Saying when there is a problem,
- Asking for help,
- Getting along with others,
- Expressing feelings,
- Being positive about the future.

These skills when used frequently help students to connect with others, cope with stress, and control potentially difficult situations.

The CIP is S.A.F.E.R.

According to researchers at CASEL, SEL Interventions should be:

- Sequenced – connected & coordinated set of activities
- Active – active forms of learning
- Focused – components to develop personal or social skills
- Explicit – targeting specific social and emotional skills

(SSIS SEL edition CIP skill units meet all these criteria! It is also very responsive to students needs because it is based on aligned assessments which identify their needs. Thus, the CIP is SAFER!)
Time-Efficient and Effective

< 5% (90 minutes) of instructional minutes per week required to teach a Skill Unit of 3 lessons! Sustained over 10 weeks, results in a total time investment of only 1.5% of a school year for students!

The expected Results

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Questions or Comments

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Thanks for your time & engagement!

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