

# Educating the Whole Child Engaging the Whole School:

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

D-R-A-F-T **September 30, 2009**

*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.*

--Education Law Section 305, subdivision 35 (See Appendix A)

*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. Promote strategies found to be promising in resolving high incident health and mental health problems among children: Develop guidelines that incorporate **social and emotional development** into elementary and secondary school programs. November 2006*

--The Board of Regents P-16 Education Plan - Action #11.3

SEDL web page [www.emsc.nysed.gov/sss/SEDL.htm](http://www.emsc.nysed.gov/sss/SEDL.htm)

## Table of Contents

Preface	2
An Overview of SEDL Practices That Support the Whole Child the Whole School	3
Executive Summary	4
<b>PART I: “The Other Kind of Smart”</b>	<b>5</b>
Definition and Survey of Practices	5
Overview: PART II	6
<b>PART II Guidance on a Continuum of Student Supports PreK-12</b>	<b>7</b>
Early childhood education	8
Universal Promotion of SEDL for <i>All</i> Students	9
Secondary Promotion / Prevention for Students “Failing to Succeed”	9
Tertiary Prevention-Intervention for High Risk Students / Unsafe Schools	10
Distinguishing Among Tiers and Serving All Students	11
Guidelines to Promote SEDL	12
Community Members, Groups and Agencies	12
Families	13
Educators	14
School Leaders	14
Student Support Services Professionals	15
Teachers	15
<b>PART III SEDL in Action</b> <a href="http://www.emsc.nysed.gov/sss/sedl/SEDLinAction.pdf">http://www.emsc.nysed.gov/sss/sedl/SEDLinAction.pdf</a>	<b>16</b>
What SEDL Practice Looks Like	
Culturally Competent and Responsive SEDL	
Overview: PART IV	16
<b>PART IV Getting Started - Keeping it Going</b>	<b>17</b>
“Begin with the end in mind”	17
Planning and Implementation	18
Costs	19
Assessing SEDL for Need, Impact, and Continuous Improvement	20
<b>PART V: Appendices and More Resources</b>	<b>22</b>
A: Justification for the Children’s Mental Health Act	
B: “Kindred Educational Movements”	
C. Multi-Media and Public Broadcasting Resources	
D: SEDL Focus Group Albany, NY October 3, 2008	
References Cited	29
Acknowledgments and Contact Information	30
End Notes	33

## 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 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.**

# An Overview of SEDL Practices That Support The Whole Child and The Whole School

## **Good Practice**

1. Establish supports -- leadership, broad participation, adequate resources, alignment with existing policies, etc. -- to assure success.
2. Be evidence-based, grounded in research; an early assessment of school climate for a baseline is an important start.
3. Involve families and communities as partners.
4. Unify current SEDL programs and practices across district and within schools, and coordinate with community services.
5. Ensure direct or infused developmentally and culturally responsive curriculum and instruction.
6. Provide high-quality staff development and support.
7. Incorporate continuing evaluation and improvement.

## **Expectations for The Whole School**

The school and classrooms are welcoming and engaging.

Adults and students demonstrate greater social and emotional judgment.

Students surmount barriers to learning and experience greater academic success and confidence.

## ***“The Whole Child”***

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

## 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. The guidance document aims to give the whole school community 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 communities that social and emotional development and learning is within reach through a range of entry points and avenues for expansion.

PART I of the Guidelines, The Other Kind of Smart, complements New York State efforts to raise learning standards that challenge children to read and write at high levels of sophistication, reason mathematically and scientifically, think historically, express themselves creatively, stay healthy and keep fit. In addition to motivating and helping students engage in learning, SEDL concerns itself with 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 our 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 personnel policies and practices of general and special educators;
- Coordination of school district and community student support service provision; and
- Staff development for administrative, instructional, student support staff and partners.

PART II Theory, Research and Practice introduces a continuum schools and school cultures to think about approaches that promote healthy development, address risks, and assist with chronic and severe problems. The second component is a collection of role-specific action steps that school and community stakeholders can take to promote SEDL in youngsters.

PART III is also a separate website of examples of SEDL In Action that NYSED hopes to grow into a catalogue. It includes vignettes, participant documentation, commercial videos and archival records, with a second section dedicated to culturally competent and responsive SEDL.

PART IV recaps the goals of SEDL and offers guidance on implementing, assessing and funding SEDL programs and practices. PART V Appendices followed by References and End Notes provide supplemental information, instruments, and resources.

**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 contexts for schools, districts and communities to focus to assess their SEDL efforts and make informed choices about initiating, expanding or revamping social and emotional development practices and programs.**

## PART I: The Other Kind of Smart <sup>i</sup>

### 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 grade promotion 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](http://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 social-emotional learning opportunities 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 -- 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 <sup>ii</sup>

### Current Practice in NYS Schools

In June 2008, the New York State Education Department conducted an informal survey, based on one used in Illinois in 2005, of current practices to promote students' social and emotional development and learning. <sup>iii</sup> Though more a sample of convenience than a scientific or stratified sample, it yielded some fairly reliable findings [www.emsc.nysed.gov/sss/SEDL.htm](http://www.emsc.nysed.gov/sss/SEDL.htm). In New York State the data revealed a preparedness to *respond* to students whose difficulties attract attention and to deter problems through sanctions; schools reported less readiness to *support* social-emotional development through deliberate environmental, instructional and interpersonal approaches. The role that teachers, sport coaches and club advisors play in child and adolescent development can be subtle and significant. Illinois found that meaningful partnerships between schools and families, and between schools and communities, require the involvement of school staff that have the most contact with students.

Lastly, survey responders provided several hundred examples of programs or practices currently in use. SEDL staff categorized them and with the help of a multi-disciplinary Focus Group (Appendix D) in October 2008, seven entry points 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 absenteeism for reasons that range from asthma or tooth aches to body image. Consider the impact of poor nutrition and inadequate exercise on young people's social, emotional and mental health:

Between 1963 and 2003, the percentage of overweight children in America ages 6 to 11 went up from 4.2 to 18.8. Among those 12-19, the percentage rose from 4.6 to 17.4 during that period, according to the National Center for Health Statistics. The numbers are based on a child's body mass index, or BMI, a ratio of weight versus height. Nationally, the National Institutes of Health reports that more than 280,000 Americans die from obesity-related causes each year. Obesity leads to costly and life-changing illnesses such as diabetes and heart disease. (Wechsler, 2009)

As school-age children approach adolescence their self concept is informed and challenged by how family, peers and adults evaluate them. Researchers from UCLA's 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.**

\*\*\*\*\*

### OVERVIEW: PART II Two Sets of Guidelines.

The first displays a continuum of supports to students: broad prevention including stopping dangerous behavior; targeted intervention which entails diverting young people from risky behaviors; and universal promotion of school-wide identity and self-discipline. This third approach emphasizes the importance of cultivating a caring school environment and good relationships between and among teachers and students. Office referrals and other forms of punishments become a last resort. The concluding summary of research titled “Distinguishing Among Tiers and Serving All Students” draws upon mental health and educational research to illustrate the connection a continuum of support has to learning and achievement.

The second set of guidelines elucidates a “whole village” approach to young people's social emotional development. It communicates two fundamental messages:

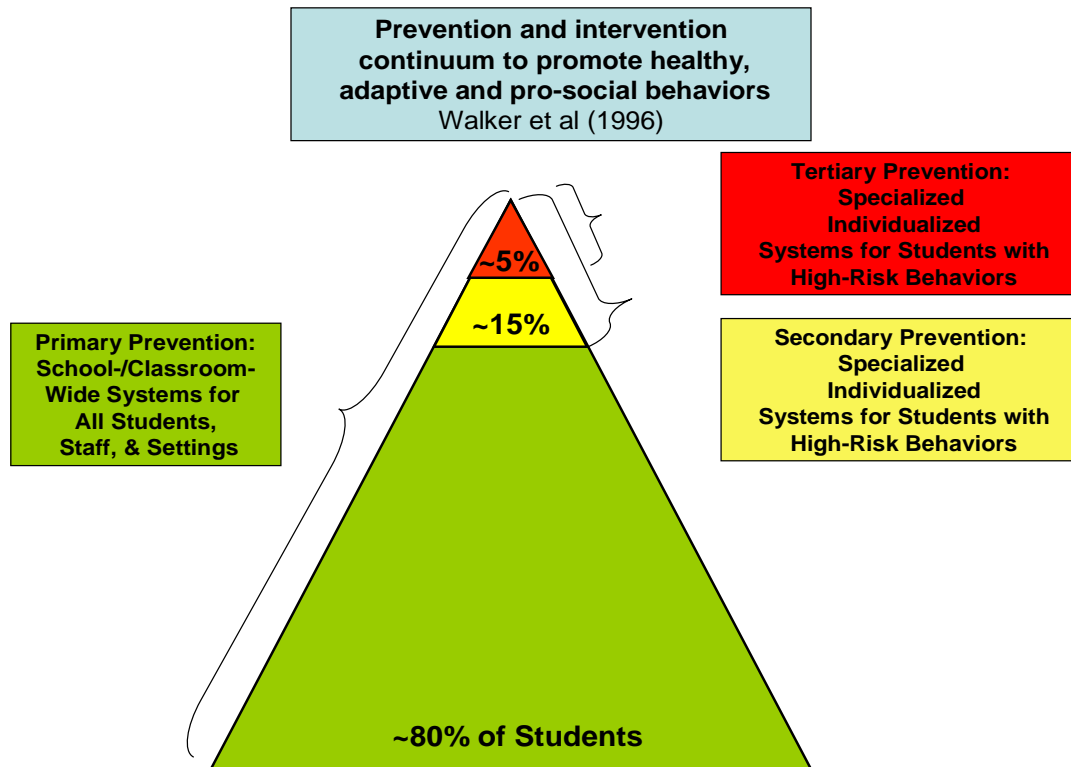
- Schools alone cannot meet all young peoples' needs, and
- Where schools play a role, it requires the knowledge and support of parents, families and neighbors, community organizations that serve children, as well as school teachers, nurses, counselors and support professionals and vigorous leadership of school boards, superintendents and school administrators.

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

### Three Tier Continuum

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*,<sup>iv</sup> 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 high as 10% and 30% of students. For students with emotional disorders, the rates of suspension is four times and rates 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 age appropriate foundational social-emotional development that prevents 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 and practices in a manner that will address immediate needs as well as prevent or ameliorate the incidence and magnitude of later problems.**

## 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>



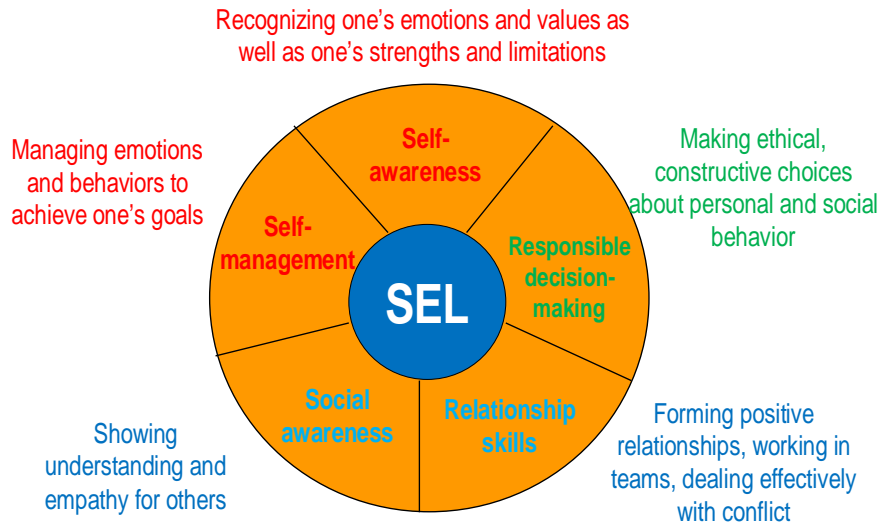
The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating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

## Elementary Grades through High School

### #1— Universal Promotion of SEL 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](http://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.<sup>v</sup>

**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).**

In 2008, CASEL completed a three-part meta-analysis of SEL on K-8 students. The findings showed effects for racially and ethnically diverse students from urban, rural, and suburban settings with respect to improved students' attitudes about self and others; connection to school; positive social behavior; reduced students' conduct problems and emotional distress; and improved students' achievement test scores by 11 to 17 percentile points, an effect size of 0.28 (from *The Positive Impact of SEL for K-8th Grade Students* [www.casel.org/sel/meta.php#rs](http://www.casel.org/sel/meta.php#rs)).

### #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 disrupted family.

In addition to SEDL programming for all students, *America's Promise Alliance* represents a secondary level of attention so that at-risk young people achieve successful adulthood by delivering on *Five Promises* to improve their academic, social and civic preparation.

- **Caring Adults** - may be a parent, mentor, coach, teacher, school 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.

Nine New York State agencies are advancing joint initiatives in the area of promoting social and emotional development to deliver on “promises” year round [www.americaspromise.org](http://www.americaspromise.org).

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

**Many youngsters have unmet needs and arrive to school with behavioral issues that interfere with their ability to learn and that disrupt the learning environment for others. To maintain order, and avoid harm to children and staff, schools often resort to ill-advised referrals to special education, or the discipline ladder leading to suspension, or calls to 911 for ambulance and 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.turnaroundforchildren.org/](http://www.turnaroundforchildren.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 skill 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).

**New York's Positive Behavior Interventions and Supports initiative** is an environmental approach to promoting social-emotional safety in schools. PBIS ([www.pbis.org](http://www.pbis.org)) is a data-driven system to preventing and responding to classroom and school discipline problems by restructuring the environment so that all staff reinforces positive behaviors with specific strategies corresponding to the problem behavior. NYSED's Office of Vocational and Educational Services for Individuals with Disabilities (VESID [www.vesid.nysed.gov](http://www.vesid.nysed.gov)) has funded a technical assistance network of behavior specialists to support systems of PBIS particularly in schools with significantly high rates of long term suspension of students with disabilities.

**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" and is the focus of the Adverse Childhood Experiences (ACE) Study available at [www.acestudy.org/](http://www.acestudy.org/)

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. 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 exclusion and reluctance to seek help.<sup>vi</sup>

The Children's Plan, presented by nine state agencies, communicates a vision to promote the healthy development of New York's young people. 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. Successful school districts respond along all three tiers.

- with a system to assist those with chronic and severe problems by collaborating with community and county service providers;
- with aligned district and school personnel, polices, and practices that addresses student problems soon after onset;
- with attention to relationships between and among adults and students in every school to prevent problems, better understand students' problems, and promote self-discipline.

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 explained by 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.<sup>vii</sup>

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.<sup>viii</sup>

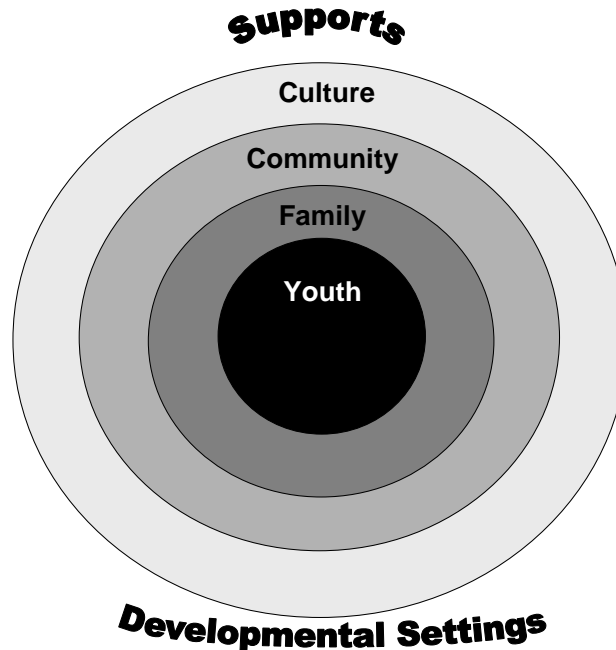
Peers, families and communities influence, intentionally or not, the social-emotional habits of its young people. Children and adolescents turn every day to **their** most precious resource, adults: family members, neighbors, community and agency leaders, and school professionals for models, help and guidance.

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.

## Guidelines to Promote Social and Emotional Development and Learning

“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**

"The essential raw materials needed to reform our educational system are waiting to be mobilized through effective leadership (*A Nation at Risk*, 1983)." This requires thinking outside the "schools alone" box. Many schools and communities have multiple interventions and services that are fragmented by funding streams, turf, etc. "This underalignment wastes money and undercuts the ability of different initiatives to support each other (Fisher et al., 2006)." See Secretary of Education Arne Duncan's statements on engaging the community and making school the center of family life [thecommunityagenda.org/](http://thecommunityagenda.org/).

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 (Seeley, 1995).

- Convene stakeholders to raise understanding about a whole child approach to learning and 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.
- Integrate school and community resources based on individual student needs.
- Professional development and capacity-building including training and ability to work more effectively with families, community member volunteers, and each other.
- Support after school and extended day programs to augment services and opportunities for mentoring, preventive health, mental health, family services, family and community engagement, service learning, civic and environmental education.

## **Families**

Students whose families are marginalized from mainstream society—whether through economic, social, or cultural differences—often face confusion, failure, and further marginalization at school. A family may include biological, adoptive and foster parents, siblings, grandparents, other relatives, and other adults who are committed to the child. Learning how to support children’s emotional needs can help families provide their children a secure base from which to grow into well-rounded, healthy adults.

Families can promote children’s SEDL by learning more about their school’s SEDL initiatives and modeling age-appropriate practices that reinforce their child’s skills at home. Schools can successfully promote SEDL plans when they reflect and respect the knowledge, traditions and cultural perspectives of parents and caregivers (Nisbett, 2009). Examples of such efforts include:

- Watch TV, listen to books and music on tape with your children and learn about age-appropriate topics. See Appendix C *Television 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.
- Participate in parent education to better support families and caregivers in raising emotionally healthy children.
- Volunteer to assist in your child’s classroom or to celebrate cultural traditions.
- Participate in family informational meetings at school to learn more about its SEDL initiative and how to successfully support SEDL at home.
- 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.
- Ask your child’s teacher about how SEDL is implemented and supported in their classroom.
- Participate in training to become familiar with SEDL ideas for promoting good decision making and emotional well being of your children.
- Help develop and carry out behavior plans for home or school.

**Families Together in New York State** - a non-profit organization to support children and youth with emotional, behavioral and social challenges [www.ftnys.org/](http://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/](http://www.hcz.org/)

**The Child and Family Clinic-Plus** [www.ClinicPlus.org](http://www.ClinicPlus.org) provides early screening to reach children who may have emotional needs and provides further assessments and services to families as needed.

**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.emsc.nysed.gov/funding/200912wepliteracy.html](http://www.emsc.nysed.gov/funding/200912wepliteracy.html)

### **National PTA Standards for Family-School Partnership** [www.pta.org/national\\_standards.asp](http://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](http://www.cdc.gov/parents)

## **Guidelines for Educators to Promote SEDL**

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/resteachers/codeofethics.htm](http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm). 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.**

The professional development of all members of a school community must be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. *New York State's Professional Development Standards*, in a commitment to raising the knowledge, skills, and opportunity of students, seeks to enhance students' "cognitive, social, emotional and academic achievement throughout its schools."

[www.regents.nysed.gov/meetings/2009Meetings/February2009/0209hea1.doc](http://www.regents.nysed.gov/meetings/2009Meetings/February2009/0209hea1.doc)

## **School Leaders**

As leaders of school districts and schools, superintendents and principals should consider social and emotional development practices in light of the system or building they administer; the personnel which they recruit, employ and support; and the students which they serve. Guidelines and considerations for enhancing social and emotional development and learning systems include the following<sup>ix</sup>:

- Involve the school board early to give support and promote public understanding.
- Discuss frequently with school personnel, families, and the broader community that the administration and Board of Education are committed to school-wide SEDL as a priority.
- Articulate the value and the science of SEDL programs in fostering student achievement and 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.
- Support completion of school-wide needs and resources assessment.
- Incorporate baseline, tracking and evaluation data on the social and emotional environment into annual school and district educational plans.
- Develop a shared vision of the students' social, emotional, and academic development that also acknowledges the cultural background of school community members.
- Identify with stakeholders SEDL goals and indicators of progress toward realizing intermediate objectives.
- Create opportunities to teach concepts in elementary grade class meetings or 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.
- Advice from New Jersey's Social, Emotional and Character Development program: Find a mentor or partner with someone who has a vision of SEDL and has seen it develop.

## Student Support Service Professionals

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) -- are often referred to administrators for breaches of conduct.

Student support service professionals -- attendance officers, counselors, nurses, psychologists, social workers – have knowledge of human behavior, program and evaluation, community resources, and often students' out-of school life that make them valuable to SEDL assessment and planning. Because their work is not confined to the classroom, they bring an important perspective to identifying school-wide programming needs and gaps in services. Working within existing structures (school improvement leadership teams, child development teams, PBIS teams, etc.), student support services professionals can:

- Help students at risk address and ameliorate their physical, social, emotional, mental health, fitness and addiction problems and challenges.
- Reach out to families and specially assigned therapists for speech, physical and occupational development, social or psychological assistance when appropriate.
- Provide academic and career guidance to all students, and help them meet and overcome non-academic challenges.
- Jointly plan and coordinate classroom-based SEDL skills instruction with student support staff.
- Reinforce skills instruction in with students who need more practice and communicate with their teachers so that lessons are mutually supportive.
- Foster and maintain parental involvement; confer with parents on ways to address learning challenges their child experiences using SEDL language introduced in class.
- Consult with teachers on classroom management issues and the characteristics of a supportive classroom environment; assess problems and suggest solutions with reference to SEDL skills.
- Serve as sources of professional knowledge for administrators.
- Develop and assess student progress on IEP goals using SEDL standards.
- Engage community partners and community-based services that students and their families may access.
- 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?](http://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

- Teacher professional development is essential element to comprehensive school improvement.
- 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 [www.esboces.org/SAS/docs/ScopesSequence.pdf](http://www.esboces.org/SAS/docs/ScopesSequence.pdf).
- Build upon the capacity of existing 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.
- Engage student support staff, school librarians and administrators as resources.

## PART III: SEDL in Action:

### What SEDL Practice in Schools Looks Like

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, polices, 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.**

See dedicate website: <http://www.emsc.nysed.gov/sss/sed/SEDLinAction.pdf>

### 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

See dedicate website: <http://www.emsc.nysed.gov/sss/sed/SEDLinAction.pdf>

\*\*\*\*\*

## PART IV : OVERVIEW

The SEDL Guidelines are developed for various audiences and depending on the reader some sections will appeal more than others. District, school based, and community **planning team stakeholders** are the primary target audience who ideally will explore the Guidelines fully. Because the Guidelines are voluntary, schools will tailor SEDL programs and practices uniquely to meet community needs.

Part IV has four sections: a recap of the goals of SEDL; guidance on the planning and implementation process; consideration of costs; and assessing for need, impact, and continuous improvement.

Two of the seven approaches to SEDL, "engagement of stakeholders" and "professional development" are found in most school change initiatives and will need to be crafted in a way that supports the selected approaches to social-emotional development and learning: *school environment, teaching and modeling pro-social skills, working with out-of-school and extended day programs, aligning student support polices and personnel, and collaborating with community-based service providers.*

Planning teams ensure success through fiscal prudence and quality assurance. It starts with carefully researched assessment of the school community need, researches the right match of program and practice, and follows through on evaluating implementation, program performance and student outcomes.

## **PART IV: Getting Started - Keeping it Going: Planning, Implementing and Assessing SEDL**

### ***Begin with the end in mind:***

#### **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 recent interview, Kaufman, now 98, 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, University Pennsylvania

#### **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 317 studies involving 324,303 elementary and middle-school students on the impact of social and emotional learning (SEL) programs that seek to promote various social and emotional skills, found that “SEL programs:

- improve students' social-emotional skills, attitudes about self and others, connection to school, positive social behavior, and academic performance;
- reduce students' conduct problems and emotional distress.
- are among the most successful youth-development programs offered to school-age youth.
- improve students' achievement test scores by 11 to 17 percentile points, indicating that they offer students a practical educational benefit.”

<http://www.casel.org/downloads/PackardTR.pdf>

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

## Planning and Implementation

Planning and implementation of SEDL programs and practices<sup>†</sup> will resemble the start-up of other change initiatives that require buy-in. See *Implementation Research: A Synthesis of the Literature* (Fixsen et al., 2005). [http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/pdf/Monograph\\_full.pdf](http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/pdf/Monograph_full.pdf)

Implementation takes time and occurs in stages:

- 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.<sup>‡</sup>

### Start with “engagement of parents and community”

Social and emotional development and learning begins at home and is facilitated in school. Because the SEDL Guidelines are voluntary, the initial “exploration,” stage takes on special meaning. 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 will be invested in the outcome and curious-to-cautious to about the means.

Outreach to and engagement of families and community is more than a planning tool. The very act of outreach for a public dialogue on what SEDL should look like *is* an SEDL practice. Such conversations provide opportunities for understanding SEL concepts and promote a common vocabulary, like “developing assets,” and 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.

CASEL’s **Safe and Sound** “consumers’ guide” reviewed 250 programs identified as addressing school violence, health education, or substance abuse and selected 80 programs unified by common approaches to enhancing children’s social and emotional development (see next page).

All approaches will require **ongoing development and training** for administrative, instructional, support staff and partners. Planning for professional development and finding ways for teachers, citizens, business partners to collaborate, contributes to enthusiasm, momentum, and sustainability of a program.

The core group of five adoptable SEDL approaches is

- Attention to school and classroom environment and relationships;
- Skill acquisition through social-emotional learning and standards-based instruction;
- After school, out-of-school, extra curricular, service learning and mentoring programs;
- Alignment of district and school personnel, policies, and practices to support students;
- Collaboration between school district and community-based service providers;

---

<sup>†</sup> “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.

<sup>‡</sup> See also CASEL’s Implementation Cycle <http://www.casel.org/implement/guidance.php> outlines ten steps specific to implementing and sustaining SEL programs.

## Costs of SEDL Programming

There are 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](http://www.edweek.org/ew/articles/2009/03/18/25grubb.h28.html).

### Lessons Learned in Illinois

- 1)-Even if it is good for kids, if it costs additional money, it is unlikely to pass.
- 2)-If it is good for kids and saves money it stands a much better chance.
- 3)-Good science is essential, perhaps catalytic.

Costs may be either direct (e.g., program materials), or indirect (e.g., staff time and evaluation support).

CASEL’s **Safe and Sound** includes costs for materials and training.

[http://www.casel.org/downloads/Safe%20and%20Sound/1A\\_Safe\\_&\\_Sound.pdf](http://www.casel.org/downloads/Safe%20and%20Sound/1A_Safe_&_Sound.pdf)

*Questions planning teams ask on what **program materials and staff development** buys:*

- Does the initial staff development workshop for educators to implement the program include opportunities for participants to practice:
  - using classroom materials in teaching and receiving feedback on a lesson?
  - developing a plan with colleagues for implementing the program at their school?
  - using program strategies such as “morning meeting” or a “buddy system”?
- Are there pre-requisites for participating in your staff development programs?
- Is there a discount on staff development fees for purchase of a certain volume of materials?
- Subsequent to the initial staff development workshop and a period of implementation, does the program offer on-site consultation to schools in any of the following ways:
  - observing and giving feedback to teachers who are using program materials in their classes?
  - facilitating group sessions with teachers to share successes and challenges, ideas, and to ask for help?
  - organizing and helping teachers to 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?

Each BOCES has the 6211 co-service agreement (CO-SER) for School Improvement to provide SEDL focused activities for teachers and administrators

<http://www.emsc.nysed.gov/mgtserv/boces/handbooks/HANDBOOK2.DOC>.

## 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 <sup>x</sup>

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

James Comer (2005).

The "school environment"<sup>xi</sup> 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 also 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).

West Ed, 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<sup>xii</sup>)

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](http://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.

### Program and Staff Evaluation

Assess the use and outcomes of the skills that are taught in training, and reinforced and expanded in consultation and coaching process; assesses key aspects of the overall performance of the organization

### **Caveat: 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](http://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](http://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 [www.casel.org/downloads/SampleConnectionReport.pdf](http://www.casel.org/downloads/SampleConnectionReport.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](http://www.healthyschoolcommunities.org/hsrc/pages/reportcard/index.aspx)

The Support Personnel Accountability Report Card (SPARC [www.sparconline.net/](http://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](http://www.vesid.nysed.gov/specialed/techassist/behaviorQI.htm)

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/qsa](http://www.nysan.org/section/quality/qsa).

The NYSED School Library Media Program Evaluation Rubric has a section on *Climate Conducive to Learning*. The Rubric is scheduled to be released in November 2009 along with implementation materials.

## **PART V: APPENDICES and ADDITIONAL RESOURCES**

### **Appendix A: Justification for the Children's Mental Health Act, 2006**

Most discussions about American education have focused on the academic performance of students. Yet an overlooked and perhaps more vital component of education is social and emotional learning (SEL). And, the statistics are dramatic: 15% to 22% of the nation's youth experience social, emotional, and mental health problems requiring treatment; 25% to 30% of American children experience school adjustment problems; and 14% of students 12-18 years of age report having been bullied at school in the past 6 months. A child who comes to school anxious, afraid, or alienated is a child whose ability to learn will be significantly diminished.

Thus, there is growing evidence that suggests that a key component in meeting educational goals for children and youth, academic as well as social, and helping all children reach their highest potential is social and emotional learning. Social and emotional learning is the process through which children and adults develop the skills necessary to recognize and manage emotions, develop care and concern for others, make responsible decisions, form positive relationships, and successfully handle the demands of growing up in today's complex society.

Students of social and emotional learning have significantly better attendance records; their classroom behavior is more constructive and less often disruptive; they like school more; and they have better grade point averages. They are also less likely to be suspended or otherwise disciplined. Such proper classroom support can help close racial and economic achievement gaps. It is plainly obvious that such promising tools as SEL should be taught to prospective educators and used in classrooms.

This simple observation - that children who are given clear behavioral standards and social skills, allowing them to feel safe, valued, confident and challenged, will exhibit better school behavior and learn more - is of monumental importance as we attempt to improve our state's public schools. We should not have to choose between academic achievement and the development of character. Rather we should concentrate on both. The time has come to help restore balance to our state's classrooms and establish benchmarks for social and civic learning.

The government of Singapore prioritized social and emotional learning in their education system nationwide. Singapore students lead the world in technical brilliance--year after year they score at the top of international science and math competitions. Yet the international business community in Singapore complains that these same students are poor problem solvers, have difficulty coping with unexpected outcomes and setbacks, work poorly in the multi-racial work groups in which much of their work is carried out, and lack creativity. Singapore Ministry of Education scoured the globe for solutions-and decided their students needed SEL.

In New York State, teachers, graduating and certified to teach should be properly tooled to use and apply social and emotional learning.

*From New York State Legislature- Bill Summary A01913 - S 3895*

## Recent reports that highlight the need for children's social-emotional development:

### **Social and Emotional Learning as a Basis of a New Vision of Education in the United States**

"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 (Lantieri, 2008).

*A report to the Santander Group a European Universities Network* <http://sgroup.be/glowna.html>

### **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.

"What distinguished that week, however, was ... the fact that all 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

### **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, like the Brooklyn-born Jose Padilla, convicted as a terrorism conspirator, nor did he hail from an insular community, like the Yemeni-Americans in Lackawanna, N.Y., who pleaded guilty to attending a Qaeda training camp.

"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

**Appendix B: SEDL “Kindred Educational Movements”** see [www.casel.org/basics/other.php](http://www.casel.org/basics/other.php)

- **Whole Child Education-** A broader definition of educational achievement and accountability from ASCD [www.wholechildeducation.org/resources/Learningcompact7-07.pdf](http://www.wholechildeducation.org/resources/Learningcompact7-07.pdf)
- **Multiple Intelligences** [www.pz.harvard.edu/](http://www.pz.harvard.edu/) & **Emotional Intelligence** [www.emotionaliq.com/](http://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](http://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.emsc.nysed.gov/ciai/mle/eestw/home.html](http://www.emsc.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](http://www.ecs.org/html/projectsPartners/clc/clc_main.htm). The Academy of Character Education at the Sage Colleges <http://www.sage.edu/centers/charactered/>; The Center for the Fourth and Fifth Rs (Respect and Responsibility) [www.cortland.edu/character/](http://www.cortland.edu/character/); Character Education: Natural Law, Human Happiness and Success from Dowling College [www.drTomKelly.com/](http://www.drTomKelly.com/); New Jersey’s Center for Social and Character Development at Rutgers University <http://www.secd-sdfspartners.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/](http://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/](http://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](mailto: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)
- **Differentiated Instruction-** A teaching theory based on the premise that instructional approaches should vary and be adapted to individual and diverse students in classrooms.
- **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/](http://depts.washington.edu/ssdp/) Olweus Bullying Prevention Program [www.clemson.edu/olweus/](http://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**- Students held accountable for their actions, learn from their mistakes, regain acceptance in the school community by repairing the harm they have inflicted. This article compares the framework of positive youth development and school connectedness with the practices of restorative measures applied to harm and rule violations in schools as an alternative to in- and out-of-school suspension. [www.nae4ha.org/directory/jyd/jyd\\_article.aspx?id=ba619ad5-d8bc-46eb-9191-e760e4da4794](http://www.nae4ha.org/directory/jyd/jyd_article.aspx?id=ba619ad5-d8bc-46eb-9191-e760e4da4794)
- **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/](http://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](http://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/](http://www.habits-of-mind.net/)
- **Response to Intervention**- RTI “the practice of providing high-quality instruction and interventions matched to student need” has addresses students with academic and behavioral issues who are given interventions increasing in intensity to address problems in a mainstream classroom. See the National Center on Response to Intervention [www.rti4success.org/](http://www.rti4success.org/) and New York State’s Response to Intervention Technical Assistance Center (NYS RtI-TAC) <http://www.nysrti.org/>
- **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](http://www.micheleborba.com)
- **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. [www.ei-schools.org](http://www.ei-schools.org)
- **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](http://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](http://www.morningsidecenter.org) and later disseminated across the United States by Educators for Social Responsibility (ESR), Cambridge, MA [www.esrnational.org](http://www.esrnational.org).

## Appendix C: 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.bblocks.samhsa.gov/>

### Public Television

#### For Parents:

- PBS Parents ([www.pbs.org/parents/](http://www.pbs.org/parents/)), specifically
  - Children & Media ([www.pbs.org/parents/childrenandmedia/](http://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/](http://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/](http://www.pbs.org/parents/talkingwithkids/)): Try flexible strategies for communicating with kids about anything and everything.
- Misunderstood Minds ([www.pbs.org/wgbh/misunderstoodminds/](http://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](http://pbskids.org/barney/pareduc/parents/activities.html)): Activities for families with preschool children

#### For Teachers:

- PBS Teachers ([www.pbs.org/teachers/](http://www.pbs.org/teachers/)), specifically
  - Media Literacy ([www.pbs.org/teachers/media\\_lit/index.html](http://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/](http://www.pbs.org/teacherline/)), specifically
  - Teaching for Multiple Intelligences ([www.pbs.org/teacherline/catalog/courses/INST315/](http://www.pbs.org/teacherline/catalog/courses/INST315/))
  - Enabling Students with Special Needs to Succeed in Math Class ([www.pbs.org/teacherline/catalog/courses/MATH165/](http://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/](http://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](http://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/](http://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/](http://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/](http://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](http://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](http://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/](http://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](http://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 ([www.pbs.org/wnet/religionandethics/week1144/feature.html](http://www.pbs.org/wnet/religionandethics/week1144/feature.html)): 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](http://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/](http://www.pbs.org/newshour/extra/)): This site provides unique current events resources for teachers and students: news stories (10<sup>th</sup> 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](mailto:lhood@mail.nysed.gov)

## **Appendix D: SEDL Focus Group Albany, NY October 3, 2008**

**Theresa Bartoy**, Math Teacher, Union- Endicott Central School District

**Katherine Briar Lawson**, Dean UAlbany School of Social Welfare

**\*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

**\*Janet Patti**, Professor Department of Curriculum and Teaching, Hunter College

**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**

## References Cited

- Achenbach, T. M. (1991). *Integrative guide for the 1991 CBCL/4-18, YSR, and TRF profiles*. Burlington, VT: University of Vermont, Department of Psychiatry.
- Adelman, H. & Taylor, L. (2007). "Mental Health in Schools: Much More than Services for a Few." *Addressing Barriers to Learning* Volume 12, Number 4, Fall. Los Angeles, CA: Center for Mental Health in Schools, UCLA.
- Association for Supervision and Curriculum Development (2007) *The Learning Compact Redefined: A Call to Action A Report of the Commission on the Whole Child*. Arlington, VA.: ASCD
- Austin, G., Hanson, T., Bono, G., & Cheng, Z. (2007). The Achievement gap, school well-being, and learning supports. CHKS Factsheet #8. Los Alamitos, CA: WestEd.
- Barton, P. (2003). *Parsing the Achievement Gap: Baselines for Tracking Progress*. Policy Information Center, Educational Testing Service, Princeton, NJ
- Barton, P. E. (2004). Why does the gap persist? *Educational Leadership*, 62(3), 9–13.
- Bangert-Drowns, R. and Pyke, C. (2002). Teacher Ratings of Student Engagement with Educational Software: An Exploratory Study. *Educational Technology Research and Development* Vol. 50, No 2 pp23-38
- Bear, G. G. (2005). *Developing self-discipline and preventing and correcting misbehavior*. Boston: Allyn & Bacon.
- Beland, K. (2008) "Relating to Romeo: Connecting Students and Curricula." Reston, VA: National Association of Secondary School Principals.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.
- Cohen, J., Pickeral, T. and McCloskey, M. "The Challenge of Assessing School Climate," *Educational Leadership*, December 2008/January 2009 | Volume 66 | Number 4.
- Cohen, J., McCabe, E., Michelli, N., & Pickeral, T. (2009). School Climate: Research, Policy, Teacher Education and Practice. *Teachers College Record*, Volume 111: Issue 1: pp. 180-213
- Comer, J. (2005). "Child and Adolescent Development: The Critical Missing Focus in School Reform." *Kappan*, June
- Deal, T., & Peterson, K. (1990). *The principal's role in shaping school culture*. Washington, DC: U.S. DoE.
- Doyle, B. G., & Bramwell, W. (2006). Promoting emergent literacy and socio-emotional learning through dialogic reading. *Reading Teacher*, 59, 554 – 564.
- Elias, 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.
- Fisher, D., Imm, P., Chinman, M., and Wandersman, A. (2006). *Getting to Outcomes with Developmental Assets: Ten Steps to Measuring Success in Youth Programs and Communities*. Search Institute
- Fixsen, D., Naoom, S., Blase, K., Friedman, R. & Wallace, F. (2005.) *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, the National Implementation Research Network.
- Gilliam, W. (2005). "Pre-K Students Expelled at More Than Three Times the Rate of K-12 Students," New Haven, CT: Yale University Office of Public Affairs. May 17; <http://opa.yale.edu/news/article.aspx?id=4271> .
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books. See also Salovey, P., & Mayer, J.D. (1990). *Emotional Intelligence. Imagination, Cognition and Personality*, 9, 185-211

- Gottfredson, G., & Gottfredson, D. (2001). What schools do to prevent problem behavior and promote safe environments. *Journal of Educational and Psychological Consultation*, 12, 313–344.
- Grondahl, P. (2008). “Mental Health / Mental Illness: Two Sides of an Elusive Coin” *SAANYS Vanguard*. Winter.
- Grossman, D. C., Neckerman, H. J., Joepsell, T. D., Liu, P., Asher, K. N., Beland, K., et al. (1997). Effectiveness of a violence prevention curriculum among children in elementary school. *Journal of the American Medical Association*.
- Grubb W.N. (2009). *The Money Myth: School Resources, Outcomes, and Equity*. NY: Russell Sage Foundation.
- Hawkins, J., Catalano, R., Kosterman, R., Abbott, R., & Hill, K.. (1999). Preventing adolescent health-risk behaviors by strengthening protection during childhood. *Arch. Pediatr. Adolesc. Med*, 153, 226-234.
- Hutchinson W.R. (2003). *Religious pluralism in America: The contentious history of a founding ideal*. Ann Arbor: Sheridan Books.
- Johnson, D., Johnson, R. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book
- Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, M.A. (1999). Social Support, Academic Press and Student Achievement: A View from the Middle Grades in Chicago. Chicago: Annenberg Research Project
- Lantieri, L. (2008) *Social and Emotional Education: An International Perspective Fundacion Marcelino Botin Report*. United States of America report by CASEL: Social and Emotional “Learning as a Basis of a New Vision of Education in the United States. “
- Likona and Davidson (2005). *Report to the Nation: Smart and Good High Schools*. Reston, VA: NASSP
- Marzano ,R. (1998). A Theory-Based Meta-Analysis of Research on Instruction. Aurora, Colorado:McREL, December
- Bagwell-Reese, M. K., & Brack, G. (1997). The therapeutic use of reframing and world view in mental health counseling. *Journal of Mental Health Counseling*, 19(1), 78-85.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman and Co.
- Brown, A. L. (1980). Metacognitive development and reading. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.), *Theoretical issues in reading comprehension*. Hillsdale, NJ: Lawrence Erlbaum.
- Combs, A. W. (1962). A perceptual view of the adequate personality. In A. W. Combs (Ed.), *Perceiving, behaving, becoming: A new focus for education*. Alexandria, VA: ASCD.
- Damasio, A. R. (1994). *Descartes error: Emotion, reason, and the human brain*. NewYork: Grosset/Putnam.
- DeCharms, R. (1968). *Personal causation: The internal affective determinants of behavior*. New York: Academic.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Glasser, W. (1981). *Stations of the mind*. New York: Harper and Row.
- McCombs, B. L., & Marzano, R. J. (1990). Putting the self in self-regulated learning: The self as agent in integrating will and skill. *Educational Psychologist*, 25(1), 51-69.
- Rogers, C. (1961). *On becoming a person*. Boston: Houghton Mifflin.
- Seligman, M. E. P. (1990). *Learned optimism*. New York: Pocket Books.
- Skinner, E. A. (1995). *Perceived control, motivation, & coping*. Thousand Oaks, CA: Sage.
- Mayer, G. R. (2001). Antisocial behavior: Its causes and prevention within our schools. *Education and Treatment of Children*, 24, 414–429.
- Metzler, C., Biglan, A., Rusby, J., & Sprague, J. (2001). Evaluation of a comprehensive behavior management program to improve school-wide positive behavior support. *Education and Treatment of Children*, 24, 448–479.

New York State Office of Mental Health (2008). *The Children's Plan: Improving the Social and Emotional Wellbeing of New York's Children and Their Families*. Albany, NY

Nisbitt, R. (2009) *Intelligence and How to Get It: Why Schools and Cultures Count*. New York: Norton & Co  
Noddings, N. (1992). *The challenge to care in schools*. New York: Teachers' College Press.

Osher, D., Sprague, J., Weissberg, R. P., Axelrod, J., Keenan, S., Kendziora, K., & Zins, J. E. (2008). A comprehensive approach to promoting social, emotional, and academic growth in contemporary schools. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology V*, Vol. 4 (pp. 1263–1278). Bethesda, MD: NASP.

Payton, J., Weissberg, R., Durlak, J., Dymnicki, A. Taylor, R., Schellinger, K, and Pachan , M “The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth- Grade Students.” (in press)

Pittman, K., Irby, M., Tolman, J., Yohalem, N., & Ferber, T. (2001). *Preventing problems, promoting development, encouraging engagement: Competing priorities or inseparable goals?* Washington, D.C.: The Forum for Youth Investment.

Raspberry, W. (2005). “A Culture for Teaching.” *The Washington Post*. July 18

Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979). *Fifteen thousand hours*. Cambridge, MA: Harvard University.

Seeley, D. (1981, 2009). *Education Through Partnership*. Pensacola: Ballinger. (Cited in *Education Week*, Vol. 28, Issue 22, Pages 34-35, 48 Feb 25, 2009).

Sprague, J. R., Walker, H., Golly, A., White, K., Myers, D. R., & Shannon, T. (2001). Translating research into effective practice: The effects of a universal staff and student intervention on indicators of discipline and school safety. *Education and Treatment of Children*, 24, 495–511.

Tobler, N., & Stratton, H. (1997). Effectiveness of school-based drug prevention programs: A meta-analysis of the research. *Journal of Primary Prevention*, 16, 71–128.

Tough, P. (2004). “The Harlem Project.” *New York Times Magazine*, June 20.

Tyre, P. (2005, January 30). “The trouble with boys.” *Newsweek*. 44-53.

\_\_\_\_\_. (2008). *The Trouble with Boys*. New York, NY: Crown Publishing

\_\_\_\_\_. (2008). *Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America*. New York, NY: Houghton Mifflin Company.

Walker, H., Horner, W., Sugai, G., Bullis, M., Sprague, J., Bricker, D., Kaufman, M. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *Journal of Emotional and Behavioral Disorders*, 4.

Wechsler, A. (2009). “The battle of the bulge: Schools, others developing strategies to combat growing obesity rates among young.” *Albany Times Union*, April 19.

Weisz J., Sandler I., Durlak J., Anton, B. (2005). Promoting and protecting youth mental health through evidence-based prevention and treatment, *American Psychologist* 60 (6), pp. 628–648.

Wooley, S.F. and Rubin, M.A. (2006) Physical Health, Social-Emotional Skills, and Academic Success are Inseparable in *The Educator's Guide to Emotional Intelligence and Academic Achievement*, edited by Maurice Elias and Harriett Arnold. Thousand Oaks, CA: Corwin Press.

## Acknowledgments

The New York State Education Department is indebted to the leadership of the Collaborative for Academic, Social, and Emotional Learning and to CASEL's Vice President for Strategic Initiatives **Mary Utne O'Brien** for monthly, sometimes daily advice; to Board of Directors member **Linda Lantieri**, a former New York City teacher, assistant principal, and director of an alternative middle school in East Harlem who established the Metro Area SEL *Ad Hoc* Committee to introduce the Department to SEDL projects underway in the five boroughs and Long Island; and to **Roger P. Weissberg** President and Member of CASEL Board of Directors who made the assisting the development of New York States' SEDL guidelines a CASEL priority. The CASEL website is an elegantly crafted encyclopedia and a priceless resource for anyone wishing to put NYSED's SEDL Guidelines to use. Thanks also to **Molly McCloskey** and the Association for Supervision and Curriculum Development whose launching of *The Learning Compact Redefined* lent credence and resources to the NYS Guidelines.

The Metro Area SEL Ad Hoc Committee first met in New York City April 2007 and became a sounding board for NYSED throughout the research and development of guidelines via emails and conference calls. Many thanks to **Lucille Buegers, Kathy Corbett, Connie Cuttle, Joan Fretz, John Kelly, Debra Kennedy, Henry Kessin, Charlotte Malkmus, Anthony Pantaleno, Janet Patti, John Payton** (Chicago), **Barry Rosen, Tom Roderick, Ron Smith, Mark Weiss** and our convener **Linda Lantieri**. **Tom Roderick** Executive Director of Morningside Center for Teaching Social Responsibility remained a steadfast supporter and traveler to Albany to present to the NYS Association of Comprehensive Educators. NYSED is also grateful to the New York Institute of Technology and **Yong J. Ra** for unselfish and unflinching support in enabling online access to NYSED's Survey of SEDL Practices in NYS Schools.

**David Osher**, Managing Director for the American Institutes for Research lent assistance and sage advice whenever asked. **Howard Adelman** and **Linda Taylor** from UCLA's School Mental Health Project offered state policy guidance through informative websites, newsletters and the occasional calls and email. A special thanks to the **George Lucas Education Foundation** for making and generously distributing SEDL videos online. And a grateful thanks to **Marc Brackett** at Yale University's Health, Emotion, and Behavior Laboratory, **Maurice Elias** of Rutgers University Social-Emotional Learning Lab and **Mark Greenberg**, Penn State University Prevention Research Center for the time they gave meeting and speaking with State Education Department staff. **Marcia Rubin**, from the American School Health Association provided critical insights from a public health perspective. **Jennifer Batton**, from the Global Issues Resource Center, Cuyahoga Community College and **Tricia Jones** at Temple University, Philadelphia brought Conflict Resolution Education to colleges in seven states including New York.

In New York, the state Office of Mental Health Division of Children & Family Services led by Deputy Commissioners **David Woodlock** and **Kristin Riley** guided and propelled inter-agency teams to produce *The Children's Plan* in 2008. UAlbany School of Education Professor **Hal Lawson**, Dean **Robert Bangert-Drowns** and School of Social Welfare Dean **Katharine Briar Lawson** provided ongoing support and advice. NYSED participants in the nine agency collaboration Associate Commissioner **Jean Stevens, John Soja, Dawn Scagnelli** and **Owen Donovan** energized an internal NYSED workgroup that began with special education (VESID) Deputy Commissioner **Rebecca Cort, Pat Geary, Michael Peluso, Dora Lee Stanley, Noel Granger** and **Doug Bailey** whose early work on Coordinated Children Services and PBIS were the vanguard of SEDL. With the assistance from Student Support Services' **Shelly Marks, Drew Benton**, and **Marjorie Walton**, encouragement from team leader **Robert Jaffarian**, and the avid support of **BOCES Superintendents**, the Guidelines have progressed to its current form.

For more information on NYSED's Social, and Emotional Development and Learning initiative contact

**Mark J. Barth, Ph.D.**  
**NYS Education Department**  
**Office of School Improvement--Student Support Services**  
**Room 318-M Education Building**  
**89 Washington Avenue -- Albany, NY 12234**  
[mbarth@mail.nysed.gov](mailto:mbarth@mail.nysed.gov)

---

## End Notes

<sup>i</sup> *The Other Kind of Smart* 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/](http://www.boston.com/bostonglobe/ideas/articles/2009/04/05/the_other_kind_of_smart/)

<sup>ii</sup> E.g., Ten step implementation guidance and rubric from CASEL <http://www.casel.org/implement/guidance.php>

<sup>iii</sup> The preponderance of the 1,400 survey respondents were pupil support service professionals, teachers and school administrators; 29% were 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.

<sup>iv</sup> 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).

<sup>v</sup> The Anchorage Alaska school district correlated its social and emotional learning standards to the Search Institute's Developmental Assets. [http://www.asdk12.org/depts/SDFS/SEL/SEL\\_Standards.pdf](http://www.asdk12.org/depts/SDFS/SEL/SEL_Standards.pdf). Like Illinois, the SEL standards [http://www.isbe.state.il.us/ils/social\\_emotional/standards.htm](http://www.isbe.state.il.us/ils/social_emotional/standards.htm) stress sequential, developmental, and culturally responsive instruction.

<sup>vi</sup> One poignant irony in all this is that specialized clinical services has contributed not only to identifying more students who have diagnosable problems, but also to formally assigning diagnostic labels to many commonplace behavior, learning, and emotional problems. (Adelman and Taylor, 2007)

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

<sup>viii</sup> 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>

<sup>ix</sup> 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.

<sup>x</sup> 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>)

<sup>xi</sup> "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.

<sup>xii</sup> 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." [www.wested.org/chks/pdf/factsheet\\_8.pdf](http://www.wested.org/chks/pdf/factsheet_8.pdf)