

SEL RESOURCES

While still defining the exact work of SEL in Washington and across the country, OSPI is working to develop a list of SEL EBPs, recognizing that it is not static but constantly changing. Each state does it differently; each school does it differently, which is why OSPI is involved with Collaborating State's Initiative, along with CASEL; to build a strong SEL infrastructure that can be replicated nationally.

There are many resources out there but none is as extensive as CASEL, which builds on work accomplished by other states. OSPI relies heavily on CASEL; considering its meta-analysis of SEL programming to be the best and brightest of SEL programming, nationally (you can register to receive their meta-analysis at <http://secondaryguide.casel.org/>). The basic website address is <http://casel.org> Here is a number topics within the CASEL's website that you might find interesting.

- [Development and Implementation Standards for Social and Emotional Learning in the 50 States; A Brief on Findings from CASEL'S Experience](#)
- [What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice; A Brief on Findings from CASEL'S Experience](#)
- [State Scan Scorecard Project](#)
- [State Standards for SEL Webinar](#)
- [What are the Key Features of High-Quality Standards for Social and Emotional Learning \(SEL\)? Recommendations and Examples for the Collaborating States Initiative](#)
- [CASEL Resources Library](#)

The American Institute for Research (AIR) has some useful information on their website (<http://www.air.org/topic/social-and-emotional-learning>), and is currently working with CASEL and the Collaborating State's Initiative.

The Washington State Benchmark Workgroup (and OSPI) has gathered a significant amount of data on the successful work done with SEL, from **the Massachusetts State Department of Education, Anchorage School District, and Oakland Unified School Districts**. Some examples can be found by visiting their websites.

Additionally - some venues suggest programs such as [Edutopia](#):

Evidence-Based SEL Programs*

Practices	Outcomes & Evidence
<p><u>Roots of Empathy</u> K-8</p> <ul style="list-style-type: none">• Classroom sessions over a twenty-seven-week program involve nine family visits with a baby (ages 6-12 months). The trainer facilitates the curriculum, and can be anyone except the teacher who participates in a training program with Roots of Empathy.	<ul style="list-style-type: none">• Decreased aggression (approximately half as many youth getting into fights each year)• Increased prosocial behavior• Immediate and long-term effects, lasting up to three years after intervention <p>(<u>Schonert-Reichl, Smith, Zaidman-Zait & Hertzman, 2012</u>; <u>Santos, Chartier, Whalen, Chateau & Boyd, 2011</u>; <u>Cain & Carnellor, 2008</u>)</p>
<p><u>Positive Action</u> K-12</p> <ul style="list-style-type: none">• Thinking and doing positive actions• Based on the premise that you feel good about yourself when you think and do positive actions, and that there is always a positive way to do things.	<ul style="list-style-type: none">• Academic achievement gains, averaging 14 percentile points• Decreased violent behaviors, averaging 19 percentile points <p>(<u>U.S. Department of Education, 2007</u>)</p>
<p><u>Responsive Classroom Approach</u> K-5</p> <ul style="list-style-type: none">• Morning meetings• Three to five positively stated school rules (developmentally and individually relevant to the child) for the whole school or classroom• Responding to misbehavior with positive redirecting language and logical consequences• Problem-solving strategies in class or small-groups; written agreements with individual students• Modeling, role-playing and positive teacher language to teach expected behaviors• Continuous evaluation of implementation and impact	<ul style="list-style-type: none">• Increased math and reading test scores• Improved student attitudes about schools, teachers, and peers• Decreased misbehavior and improved social skills• Teachers felt more effective and positive about teaching, offered higher-quality instruction, and collaborated more frequently with other teachers <p>(<u>Brock, Nishida, Chiong, Grimm & Rimm-Kaufman, 2008</u>; <u>Sawyer & Rimm-Kaufman, 2007</u>; <u>Rimm-Kauffman & Chiu, 2007</u>; <u>Rimm-Kaufman, Fan, Chiu & You, 2007</u>)</p>
<p><u>Second Step</u> Pre-K-8</p> <ul style="list-style-type: none">• Skills in impulse control, (e.g. using self-talk), showing empathy, anger and emotional	<ul style="list-style-type: none">• Increased cooperative behavior

	<p>management, and problem-solving</p> <ul style="list-style-type: none"> • Brain Builder Games to develop self-regulation skills 	<ul style="list-style-type: none"> • Reduced aggression in the classroom, lasting up to six months. <p>(Cooke, Ford, Levin, Bourke, Newell & Lapidus, 2007; Grossman, Neckerman, Koepsell, Liu, Asher, Beland, Frey & Rivara, 1997; Frey, Nolen, Van Schioack, Edstrom & Hirschstein, 2005)</p>
<p>4Rs (Reading, Writing, Respect & Resolution) K-5 Resolving Conflict Creatively Program K-12</p>	<ul style="list-style-type: none"> • Continual training of teachers • Problem solving by using perspective-taking, decision-making, and negotiation techniques • Peer mediation • Parent training and coaching 	<ul style="list-style-type: none"> • Decreased hostility and aggression • Increased reading and math test scores among high-risk students <p>(Jones, Brown & Aber, 2011; Aber, Brown & Jones, 2003; Aber, Jones, Brown, Cahudry & Samples, 1998)</p>
<p>Meditation K-12</p>	<ul style="list-style-type: none"> • Mindfulness, or open-monitoring meditation, involves observing thoughts and emotions without reacting to them. • Focused-attention meditation involves focusing on a single object. • School-based meditation practices ranged from 10 to 40 minutes, daily to bi-weekly, over three to six months. 	<ul style="list-style-type: none"> • Decreased aggression and rule infractions • Improved academic functioning on attention-skills tests • Decreased anxiety <p>(Schonert-Reichl & Lawlor, 2010; Black, Milam & Sussman, 2009; Barnes, Bauza & Treiber, 2003; Napoli, Krech, & Holley, 2005; Zylowska, Auckerman, Yang, Futrell, Horton, Hale, Pataki & Smalley, 2008; Semple, Reid & Miller, 2005)</p>
<p>Service Learning K-12</p>	<ul style="list-style-type: none"> • Involving students in designing, implementing, and evaluating service projects • Community partnerships that provide real-world context for service, communication, and interaction • Projects have clear educational goals and meet genuine community needs 	<ul style="list-style-type: none"> • Can protect from negative life stresses • Can improve relationships with peers and adults • Can increase civic engagement <p>(Hamilton & Fenzel, 1988; Yates & Youniss, 1996; Markus et al, 1993; cited in Stukas, Clary & Snyder, 1999; Scales et al., 2000; Billig, 2002)</p>

**Schoolwide
Positive
Behavior
Support**
K-5

- Schoolwide Positive Behavior Support (SWPBS), also known as Positive Behavioral Interventions and Supports (PBIS or PBS), is an approach to preventing problem behaviors and promoting positive behaviors.
 - Three to five positive expectations are chosen and reinforced for the entire school.
 - Moderately effective in reducing misbehavior, particularly in urban settings
- ([Solomon, Klein, Hintze, et al., 2012](#))

(*) Programs and practices listed here received support from at least three studies by independent evaluators and/or peer-reviewed publications, using controlled experimental designs and independent outcome measures. Please leave a comment to alert us to additional programs that have strong evidence of success.

- [Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning \(SEL\) Programs](#)
- [Making Caring Common](http://mccc.gse.harvard.edu/social-and-emotional-learning) <http://mccc.gse.harvard.edu/social-and-emotional-learning>
- [InsidetheCollaborativeClassroom](https://inside.collaborativeclassroom.org/resource/775/social-and-emotional-learning-in-schools-from-programs-to-strategies) <https://inside.collaborativeclassroom.org/resource/775/social-and-emotional-learning-in-schools-from-programs-to-strategies>
- [The Fundamental connection of Social Emotional learning](https://books.google.com/books?hl=en&lr=&id=FKcGe7ivEOEC&oi=fnd&pg=PR8&dq=Social+Emotion) <https://books.google.com/books?hl=en&lr=&id=FKcGe7ivEOEC&oi=fnd&pg=PR8&dq=Social+Emotion>

Additional Programs to consider; Please contact Jodie DesBiens for help to access these opportunities: Director Of Behavioral Health and Prevention – NWESD – 425-879-8810

- [PAX Good Behavior Game](#) goodbehaviorgame.org
- [Ripple Effects](http://rippleeffects.com/education/software/teens.html) (Online) <http://rippleeffects.com/education/software/teens.html>
- [Mental Health Literacy Curriculum- Project Aware WA](#) - Contact JDesBiens@nwesd.org
- [Signs of Suicide](http://www.sprc.org/resources-programs/sos-signs-suicide) www.sprc.org/resources-programs/sos-signs-suicide
- [Check and Connect \(Mentoring\)](#) and [Check in Check Out](#)

- **Project Success Best Practice ATOD/Violence Prevention Program**
- **Life Skills – Evidenced Based Prevention Program – Grants through OSPI**
- **Olweus – Evidence Based Bullying Prevention -Contact MStamper@nwesd.org**

Conferences

- **PBIS Conference – Portland, OR – February 2017**
- **National Association School Psychologists San Antonio, TX – February 2017**
- **NatCon 17 – Seattle, WA - April 2017**
- **Student Support Conference –Yakima, WA - May 2017**