



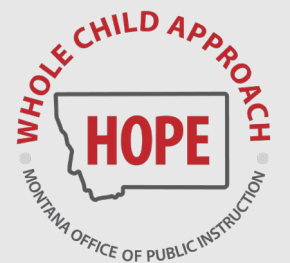
SOCIAL AND EMOTIONAL LEARNING IN MONTANA SCHOOLS

A Vision of Student Success

Session Goals

You will be able to :

- ✓ Understand what is Social Emotional Learning (SEL) and the benefits of SEL
- ✓ Discuss and share the MT Social Emotional Learning Competencies
- ✓ Multi-tiered System of Support Aligned
- ✓ Leveraging SEL for Support

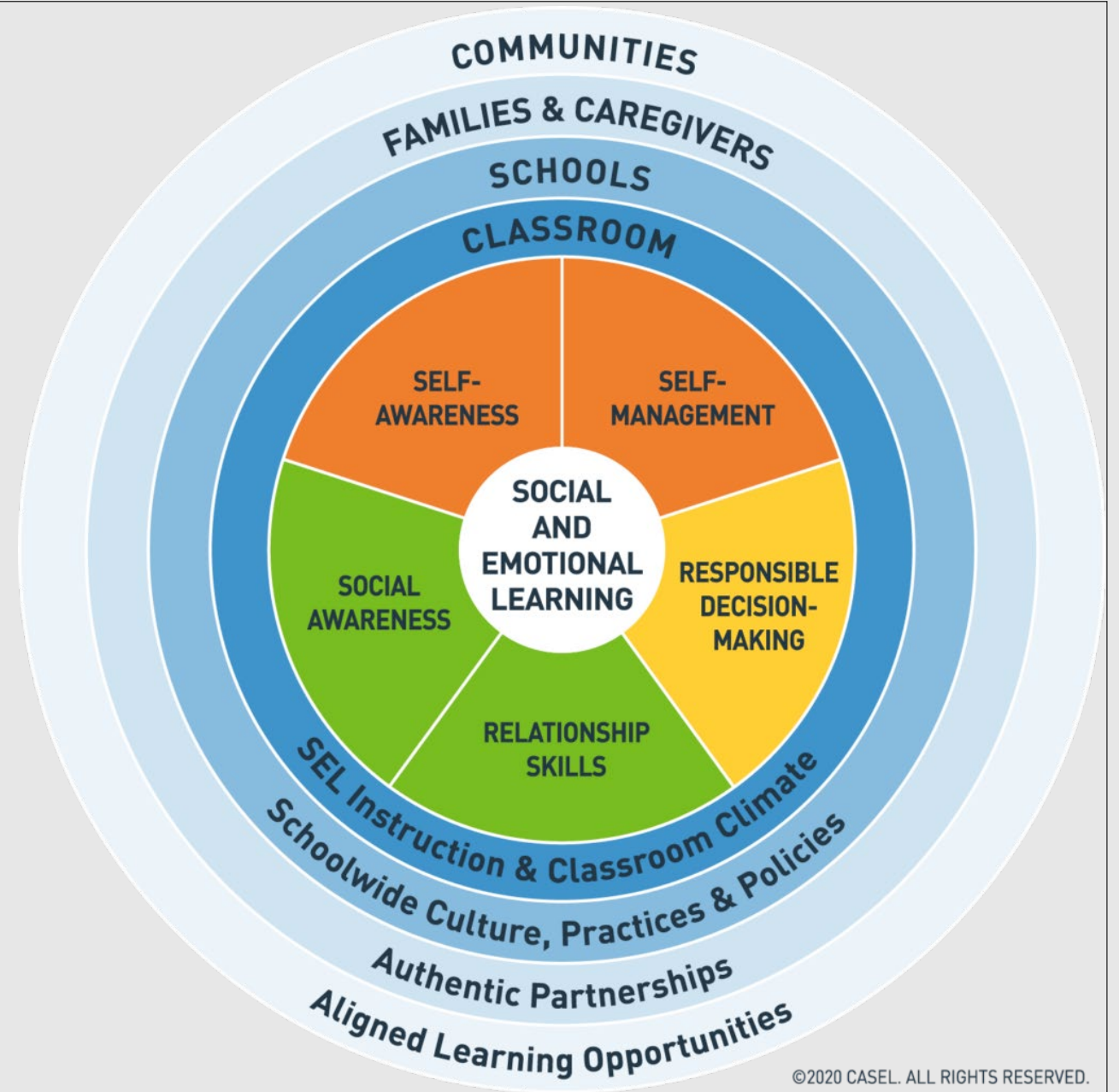




SOCIAL EMOTIONAL LEARNING

What is SEL?

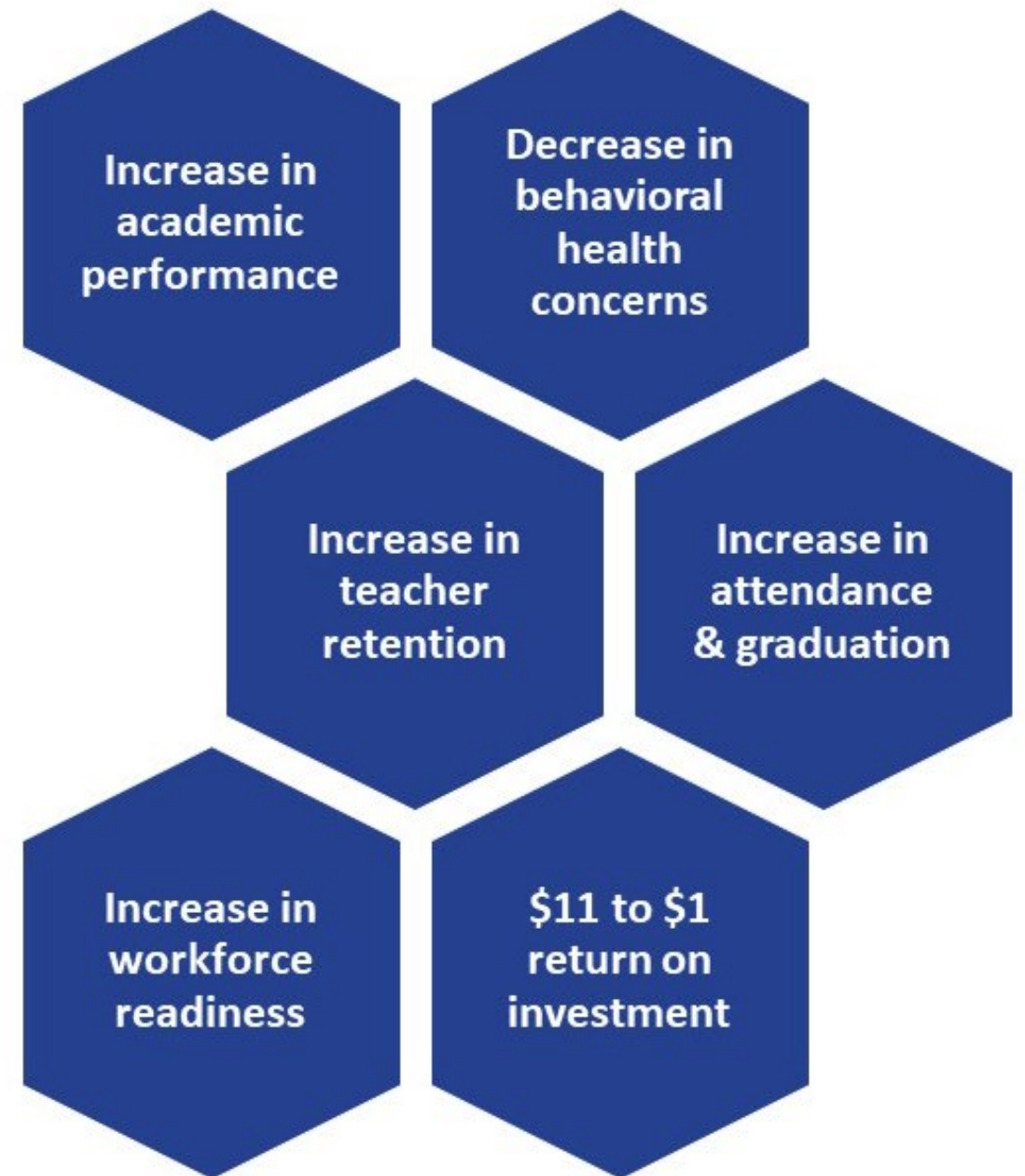
- Social and emotional learning (SEL) is the process through which all young people and adults:
 - Apply the knowledge, skills, and attitudes to develop healthy identities
 - Manage emotions and achieve personal and collective goals
 - Feel and show empathy for others
 - Establish and maintain supportive relationships
 - Make responsible and caring decisions





BENEFITS OF SEL

Benefits of SEL for Montana Schools and Communities





MONTANA'S APPROACH TO SEL



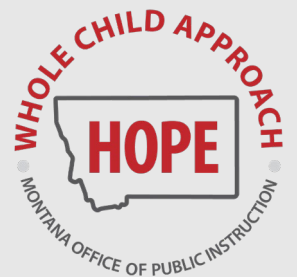
The SEL Workgroup seeks to :

- **Goal**

To develop social and emotional learning competencies and best practices in a multi-tiered system of support for grades K-12.

- **Shared Vision**

To create a learning environment where all students, teachers and staff feel safe and successful. To build skills for the present and future (relationship skills, career readiness, civic and community engagement), mitigate the effects of trauma and provide pathways to academic success.

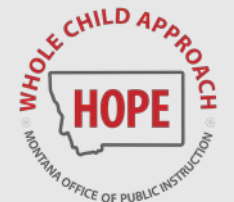




MONTANA'S SEL COMPETENCIES

MT SEL Competencies

- Social Emotional Learning (SEL) as an essential component of a Multi-Tiered System of Support (MTSS) framework affirms that SEL has a strong return on investment. Competencies that braid academic, behavioral, and social emotional create a common language that builds resilience and promotes essential soft skills which directly translates to teacher retention and workforce readiness.





SEL Competencies: Why

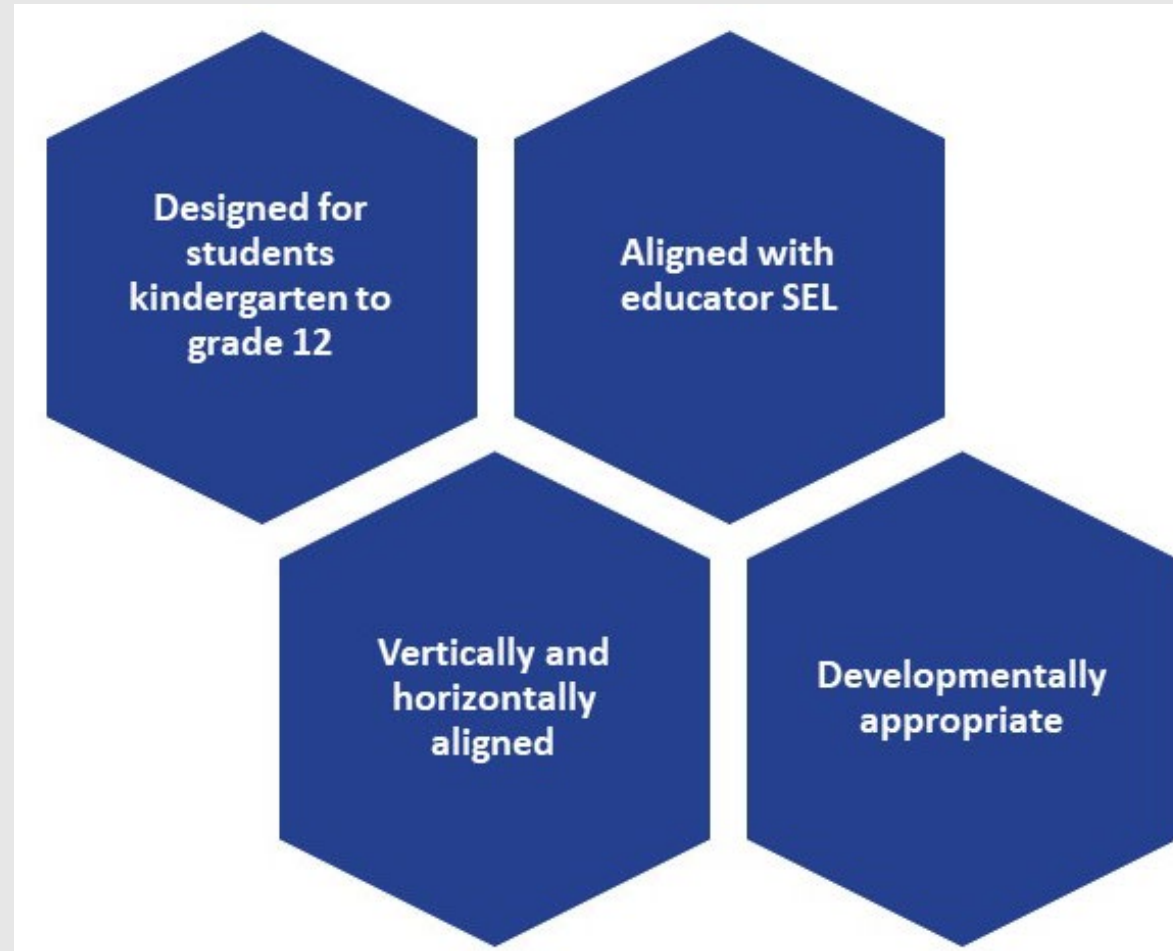
- *“To help educators at different grade levels recognize, understand, and intentionally support development of social and emotional competencies in their students, the CASEL CSI recommends that states articulate what students should know and be able to do with regard to SEL (across all grades or grade bands, with developmental benchmarks or indicators). These competencies/standards provide an organizing framework for SEL that ideally includes simple, clear, concise, statements that are strongly grounded in research.” CASEL*



SEL Competencies: How

- Implementation of these competencies requires two underlying conditions:
- First, all learners will have the support of a trusted adult in a safe and healthy environment.
- Second, these adults will use developmentally appropriate practice, will explicitly model the skills, and will decrease their level of support as the learner gains confidence.

MT SEL Competencies



MT SEL Competencies



Montana Social Emotional Learning (SEL) Competencies

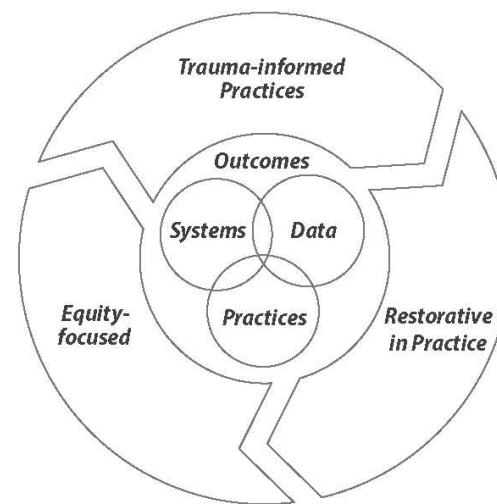
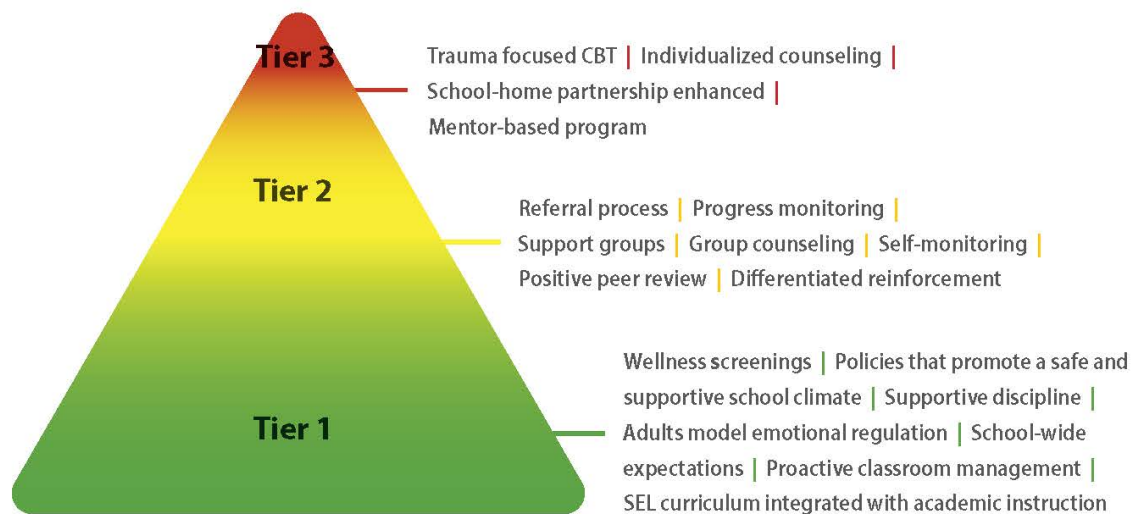
Implementation of these competencies requires two underlying conditions. First, all learners will have the support of a trusted adult in a safe and healthy environment. Second, these adults will use developmentally appropriate practice, will explicitly model the skills, and will decrease their level of support as the learner gains confidence.

CASEL competencies ¹	With support in teaching SEL competencies, educators will:	With modeling and the support of a trusted adult, grade K–2 learners will:	With some support and the guidance of a trusted adult, grade 3–5 learners will:	With reduced support and the guidance of a trusted adult, grade 6–8 learners will:	With minimal support and the guidance of a trusted adult, grade 9–12 learners will:
Self-Awareness <i>The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacities to recognize one's strengths and limitations and to develop a well-grounded sense of confidence and purpose.</i>	<ol style="list-style-type: none"> 1. Identify, understand, and link emotions, thoughts, and values and recognize how they influence behavior across contexts. 2. Recognize and model awareness of personal strengths and limitations. 3. Integrate personal and social identities. 4. Demonstrate/model honesty and integrity. 5. Examine prejudices and biases. 6. Experience self-efficacy. 7. Model a growth mindset. 	<ol style="list-style-type: none"> 1. Identify and label basic emotions (e.g., happy, sad, mad, scared) and identify situations that cause those emotions. 2. Describe one's basic emotions and how they may be the same as or different from others. 3. Identify ways to seek help when needed (including help with personal, cultural, and linguistic problems). 4. Differentiate between likes and dislikes and how they may be the same as or different from others. 5. Recover from simple mistakes by using strengths to recognize, acknowledge, and address those mistakes. 6. Identify and state a simple goal or an area of improvement. 	<ol style="list-style-type: none"> 1. Label and describe emotions using a growing vocabulary (e.g., happy, excited, mad, furious, worried, scared). 2. When prompted by adults, understand the link between emotions and physical responses and behavior in self and others. 3. Identify and reflect upon personal self-interests and skills to develop simple goals to pursue. 4. Identify strategies, such as asking for help, to persevere through undesirable tasks. 5. Identify strengths and limitations when faced with a challenge. 6. Identify and examine their role in family and community in terms of how they view themselves and others. 	<ol style="list-style-type: none"> 1. Recognize, label, and describe emotions linked to physical responses and behavior in self and others across different settings. 2. Identify and prioritize personal strengths, skills, and interests to develop personal goals. 3. Examine how family and culture impact thoughts, prejudices, biases, and actions. 4. Describe the relationship between effort, attitude, and achievement. 5. Identify strategies and resources to pursue help for achieving goals. 6. Demonstrate honesty, integrity, and self-compassion while using strategies to acknowledge mistakes as opportunities to learn. 	<ol style="list-style-type: none"> 1. Recognize, label, and describe emotional and physical stress responses across settings and understand how they promote personal resilience. 2. Use self-reflection to determine if behaviors are reflective of personal values and goals. 3. Explain how mental attitude and personal beliefs can impact growth and progress toward achieving a goal. 4. Advocate for oneself by creating "I" statements to express personal points of view, including asking for help. 5. Respond with self-compassion when faced with adversity and acknowledge personal mistakes.



Montana Office of Public Instruction

Integrated Multi-Tiered Student Support Approach for Social Emotional Learning



Foundational areas for implementation

Navigate each foundation to learn more

Establish foundational support and plan	Honor and elevate youth voice and engagement	Strengthen adult trauma-informed restorative practices SEL Competencies and Capacity
Implement equitable School-wide TI-RP-SEL approaches	Create partnerships to strengthen family, Tribal and community engagement	Collect and share data on continuous improvement

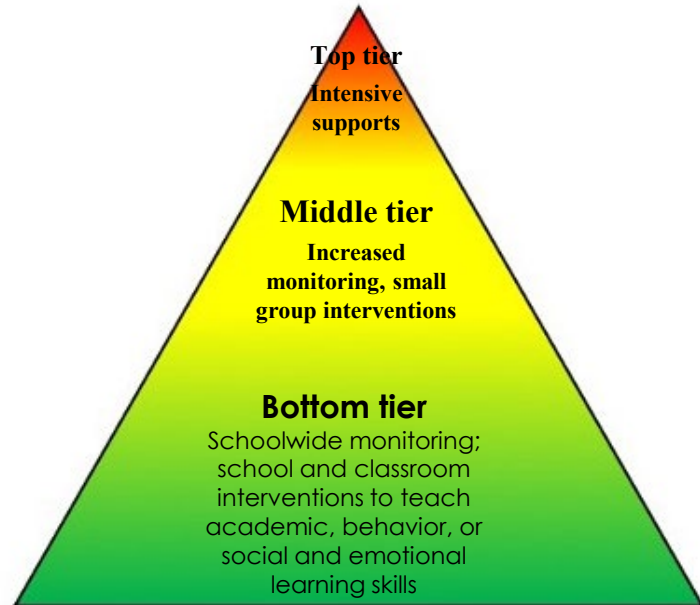
Activity

- Small group review of competencies:
 - Circle what excites you,
 - Underline what interests you, and then
 - Report out to the group.

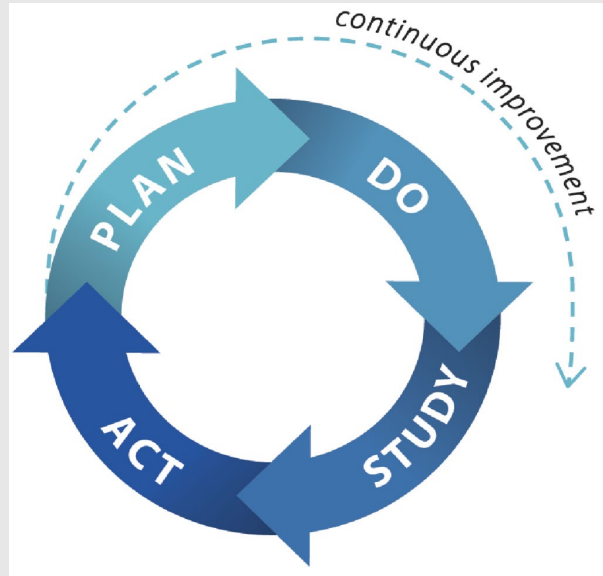


MULTI-TIERED SYSTEM OF SUPPORT ALIGNED

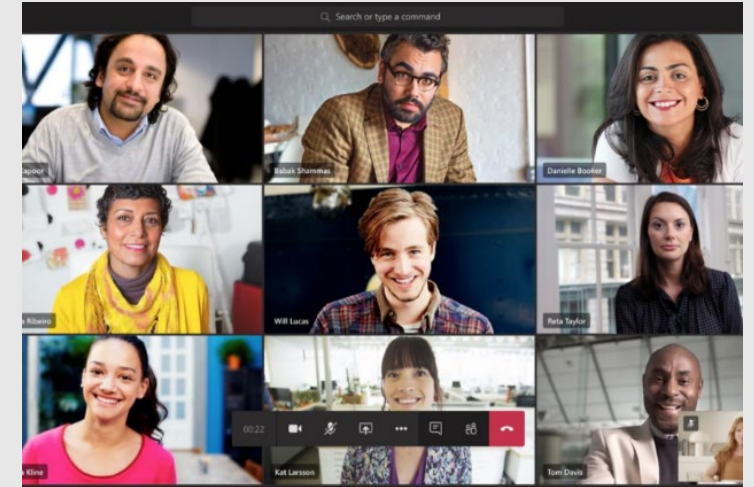
Research summary: Building SEL into MTSS



MTSS framework



Data-based decisions



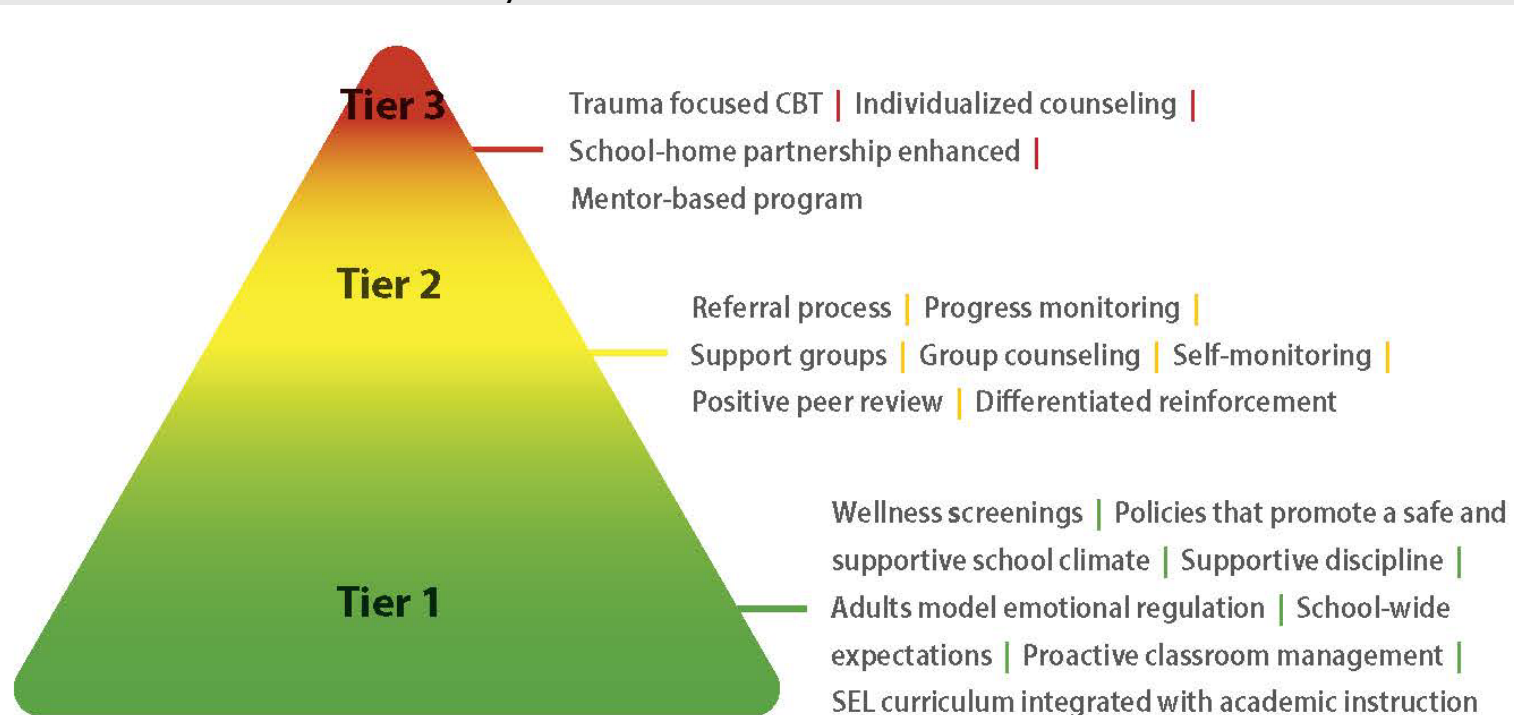
Multidisciplinary team

Image source: Nishioka & Nagel, 2019; p.3

(Bertram et al., 2015; Deming, 1986; Hanover Research, 2019; Jagers et al., 2019; Payton et al., 2008)

SEL as Part of MTSS

- Schools can utilize a multi-tiered system of support model (MTSS) to deliver SEL
 - The MTSS framework will assist in meeting the varying levels of student SEL needs
 - MTSS allows for data-driven decision-making on how to implement SEL to increase effectiveness and efficiency





LEVERAGING SEL TO SUPPORT STUDENTS & EDUCATORS

Weaving SEL evidence-based practices into every part of every school

Ryder Delaloye



Building Capacity for Social Emotional Learning in Montana Schools



<https://www.youtube.com/watch?v=0tqWzXZFK3A>



Foundational Areas for Implementation

Foundational areas for implementation

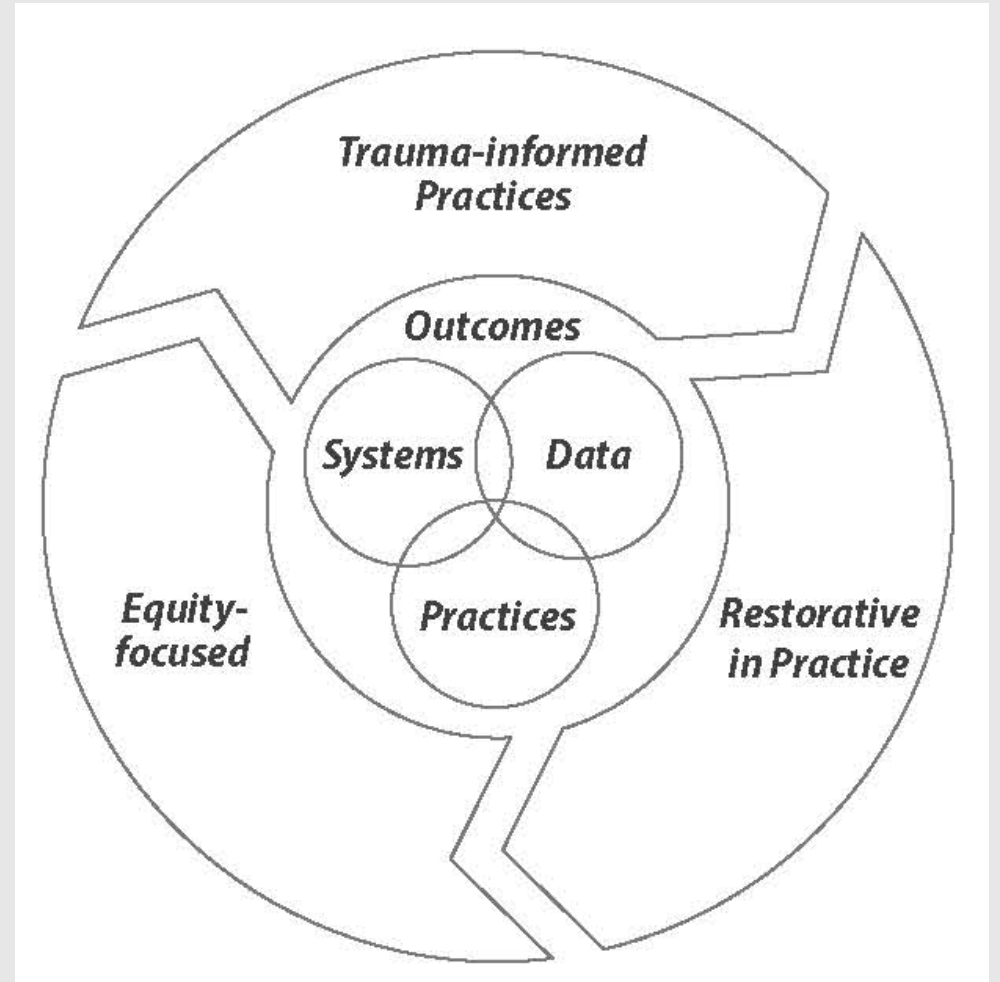
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Trauma-Informed, Equity-focused, Restorative SEL

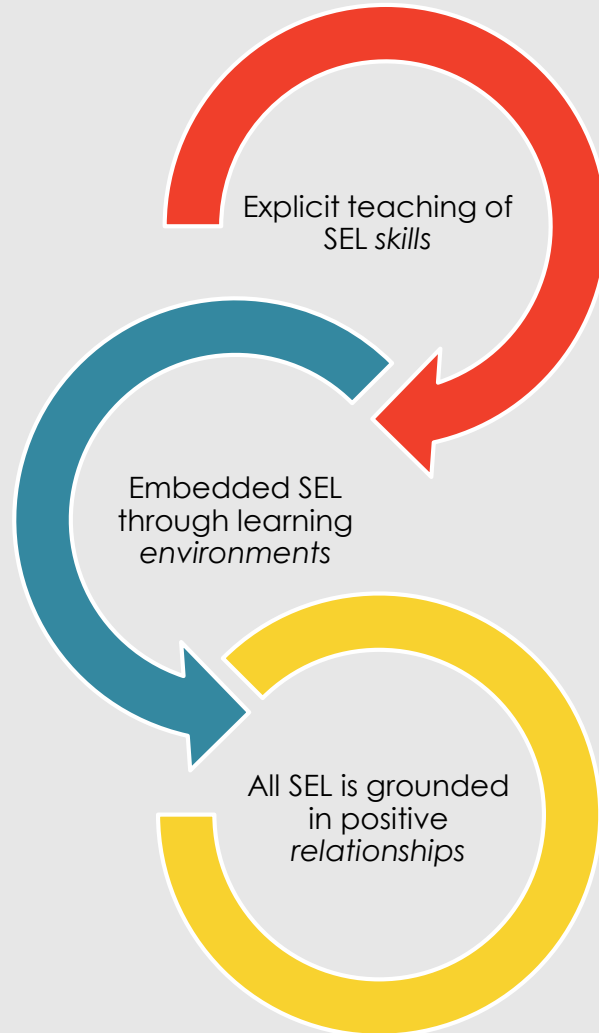
Trauma-informed, equity focused SEL promotes positive relationships and climate

- A person's response to trauma affects cognitive, emotional, and social responses
- Ensure a physically and emotionally safe learning environment
- Recognize the signs and symptoms of trauma
- Recognize the survival strategies employed by students who have experienced trauma
- Educators are in high-stress positions, but when they have the tools to support their own social and emotional responses, both systems and students benefit.



(Source: Crosby, Howell, & Thomas, 2018, DeCandia & Guarino, 2015, Greenberg et al., 2016Hammond, 2015, Herman, Hickmon-Rosa, & Reinke, 2018)

Strengthening SEL implementation



- Adoption of an evidence-based program is not enough. SEL implementation must have a systematic approach that braids initiatives and is adapted to the local context.
- Many factors can influence SEL implementation. Quality SEL implementation includes addressing system conditions and adult SEL competence.

(Bertram, Blase, & Fixsen, 2015; Cook et al., 2015; Elias et al., 2015; Hamilton & Schwartz, 2019; Kendziora & Yoder, 2016; Newman & Dusenbury, 2015; O'Conner et al., 2017; Wanless & Domitrovich, 2015)



QUESTIONS/ COMMENTS?

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