

Social and Emotional Learning - Initiatives in Local School Systems and Training Provided and Facilitated by MSDE



State Board Meeting
September 21 , 2020

What is Social and Emotional Learning?

Social and Emotional Learning (SEL) is a process of acquiring knowledge and skills related to the core SEL competencies.

The Collaborative for Academic, Social, and Emotional Learning (CASEL):

Recognize one's emotions, values, strengths, and limitations

Manage emotions and behaviors to achieve one's goals

Make ethical, constructive choices about personal and social behavior

Show understanding and empathy for others



Form positive relationships, work in teams, deal effectively with conflict



A Vision for Social and Emotional Learning for Maryland

Educators, students, families, and community members work together to support the healthy development of all students.

All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision-makers, and academic achievers.

Students are contributing in positive ways to their school and community.

Social and Emotional Learning (SEL)

Teaching, Modeling, and Reinforcing SEL Competencies

Trauma-Informed Approaches

Trauma Sensitive Classrooms
Healing Conversations
Relationship-Focused

Restorative Approaches

Morning Meetings
Restorative Circles
Reaffirming, Rebuilding, and Repairing Relationships

Alignment

Integration

Cultural Responsiveness

Healing Centered
Strengths-Based
Racially Equitable
Culturally Affirming

Positive Behavioral Interventions and Supports (PBIS)/Multi-tiered System of Supports (MTSS)

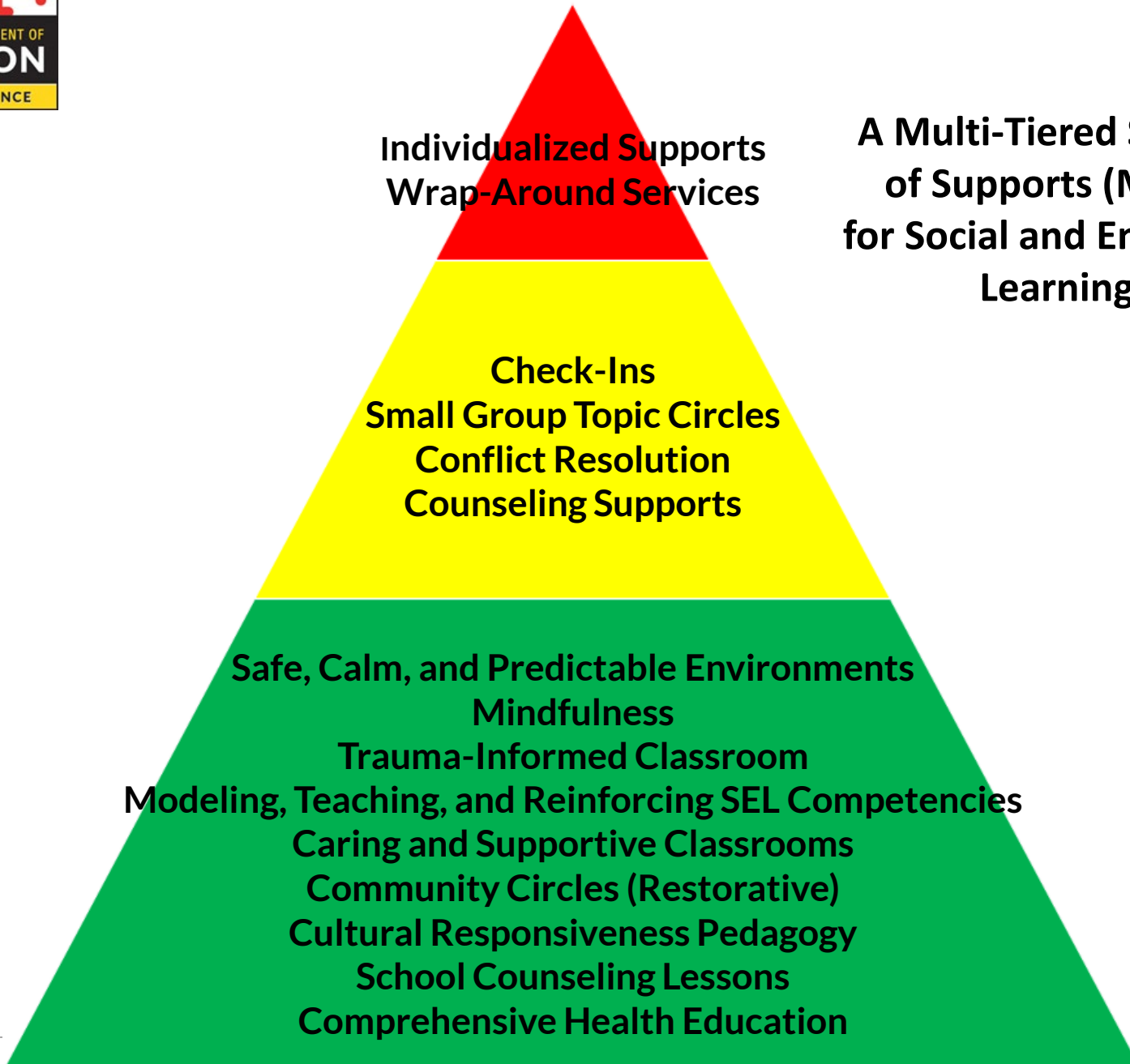
Multi-tiered Supports
Classroom Systems
Data for Decision-Making Outcomes

Whole School, Whole Community, Whole Child (WSCC)

Integrating SEL Supports into School Health Services

Alignment and Integration of Social and Emotional Supports in Maryland

**A Multi-Tiered System
of Supports (MTSS)
for Social and Emotional
Learning**



Coordinated Student Support Teams

Multi-tiered System of Supports for Social and Emotional Learning

Tier I Supports (All Students)

- Classroom lessons presented by teachers and student support staff (e.g., Second Step).
- Classroom guidance lessons presented by school counselors or school social workers.
- MSDE health curriculum.

Tier II Supports (Targeted)

- Outreach for family support through pupil personnel workers, school social workers, school psychologists, school counselors.
- Group counseling.

Tier III Supports (Individualized)

- Community mental health partnerships (wrap-around services).
- Individual counseling.

MSDE's Continued Support of Social and Emotional Learning

- Restorative Approaches
 - ❑ Partnership with University of Maryland School of Law.
 - ❑ Virtual Trainings across the School Districts.
 - ❑ Focus on Leadership.
- PBIS Maryland Partnership
 - ❑ 30 Virtual Trainings Scheduled for 2020-2021
 - ❑ Culturally Responsive PBIS/MTSS Work Group
 - ❑ Tiered Framework for SEL Supports
- Trauma Informed Approaches
 - ❑ Youth Mental Health First Aid.
 - ❑ Adverse Childhood Experiences (ACEs).
 - ❑ School Counseling Interventions.
 - ❑ Mental Health and Well-Being.

Social and Emotional Learning MSDE Training Highlights

The MSDE has conducted several trainings related to SEL during the spring and summer of 2020. Some highlights are:

- ACE Interface Support Webinar for MSDE Cohort Master Presenters – May (83 participants).
- ACE Interface Awareness – Infusing Current Pandemics: COVID-19 and Social Injustice Webinar – July (118 participants).
- Alternative Education Staff – Virtual Learning Community – Weekly April Through June. (70 participants).
- PBIS Coaches Conference “Closing the Year with the Future in Mind: Planning for School Recovery” – June (150 participants).
- Building School Culture Virtually Training – August (150 participants).
- Culturally Responsive Multi-Tiered System of Supports – August (40 participants).
- Botvin Life Skills Training Workshop – August (20 participants).
- Youth Mental Health “First Aid” Training – August (17 participants).

Adverse Childhood Experiences (ACEs) Interface - Building Self-Healing Communities

Trauma-Informed Approach, Relationships and Cultural Responsiveness

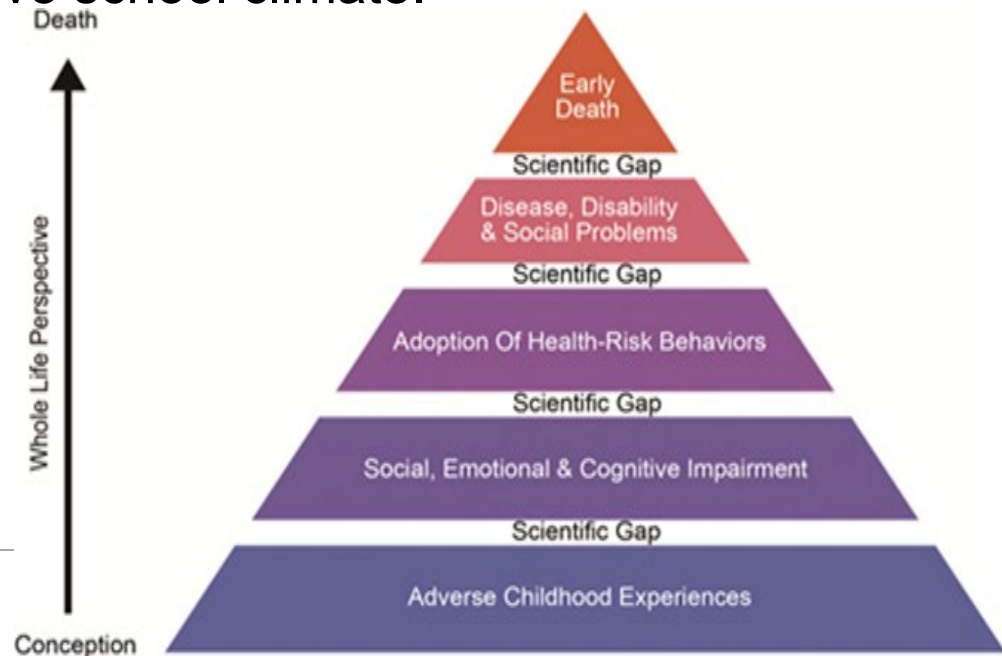
Holistic trauma-informed approach designed to fulfill the *Maryland Safe to Learn Act* by equipping school staff with a profound understanding of adverse childhood experiences and their effects on the students, families, staff, and communities we serve and interface with.

Trainings are designed to be delivered through a statewide regionalized train-the-trainer model in an effort to build capacity throughout the State.

- Three MSDE cohorts comprising **42** certified Master Presenters trained through a collaborative partner, The Family Tree.
- Presenters inclusive of **16** Local School Systems, Archdiocese of Baltimore, members of the MSDE Student Services Team, and Maryland Center for School Safety (MCSS) Intervention Specialist.
- More than **1,150** school administrators and staff trained in curriculum.

Adverse Childhood Experiences (ACEs) Interface - Building Self-Healing Communities

- Provides awareness and accountability for actions.
- Stimulates and cultivates relationships.
- Provides a sense of community and resiliency within each community.
- Provides flexibility to customize curriculum based on needs.
- Supports social and emotional learning.
- Fosters and sustains a positive school climate.



Social and Emotional Learning in Local School Systems (LSSs)

In the Classroom

All 24 LSSs have planned, systematic classroom-based SEL instruction and embed SEL lessons into each content area.

SEL Programs

All 24 LSSs utilize a research-based SEL program. The most common is Second Step (17 LSSs).

Restorative Approaches

All 24 LSSs use a restorative approach to help students learn to build and manage relationships and develop social awareness and personal responsibility.

Positive Behavioral Interventions and Supports (PBIS)

All 24 LSSs implement PBIS and offer SEL supports through a multi-tiered framework that encourages staff to build strong relationships with students.

Examples of Social and Emotional Learning Programs in Local School Systems

Second Step (Elementary and Middle) is a program rooted in Social and Emotional Learning that helps transform schools into supportive, successful learning environments (17 school systems).

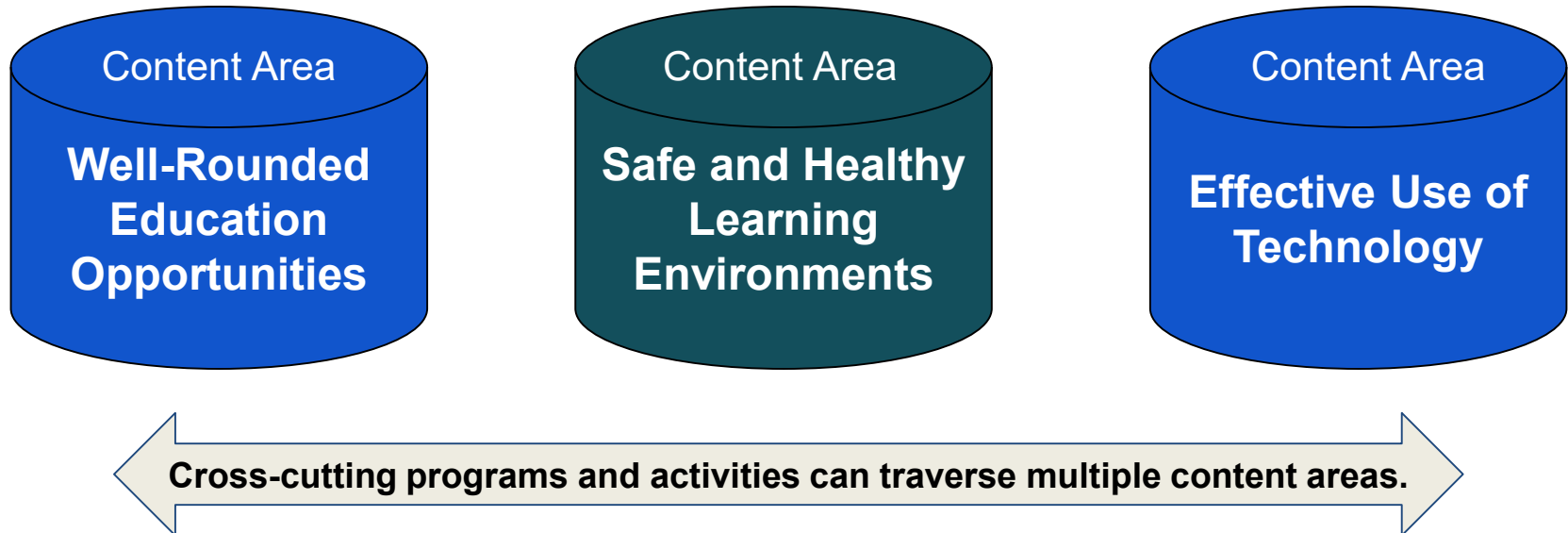
SEFEL (Social and Emotional Foundations for Early Learning) is a framework that promotes the social and emotional development and school readiness of young children from birth through age 8 (5 school systems).

Conscious Discipline is a program for Social and Emotional Learning that focuses on discipline and self-regulation (2 school systems).

Other SEL Programs in the LSSs: Botvin Life Skills, Why Try, Anti-Bias Building Blocks, Caring Community, Girls on the Run, BASE Education.

Title IV, Part A: Student Support & Academic Enrichment Federal Grant

Purpose: Improve students' academic achievement by increasing the capacity of LSSs and communities to provide *all* students with access to:



- LSSs are using Title IV, Part A funding to procure, implement, and provide training on numerous SEL programs and activities.
- SEL examples can be found in the **MSDE Title IV, Part A Repository of Allowable Strategies & Activities**.

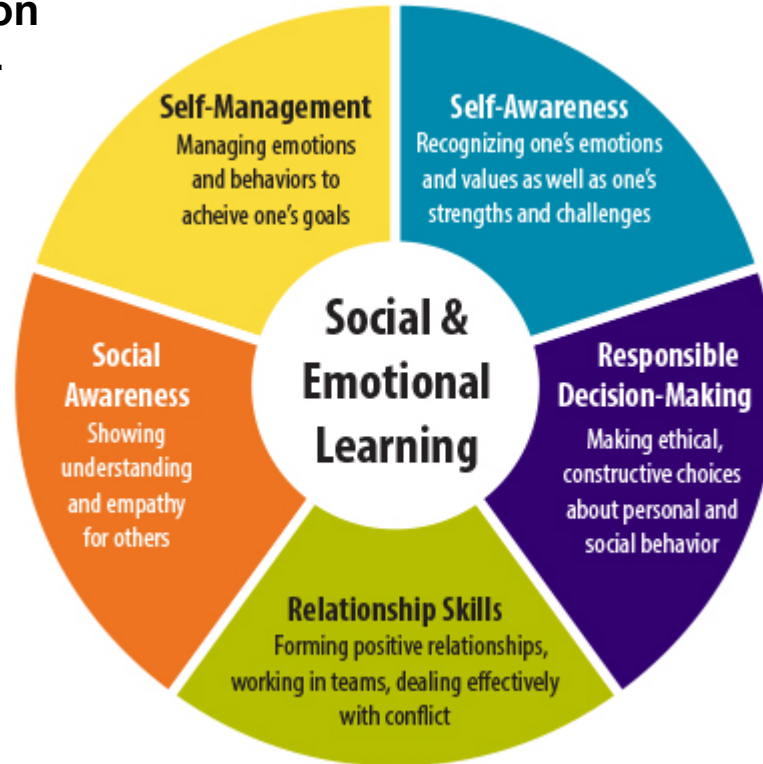
SEL Implementation in School Health Services Programs and School-Based Health Centers

- The Whole School, Whole Community, Whole Child (WSCC) model is a collaborative approach to improve learning and health in schools.
- Integrating SEL competencies into the School Health Services component of the WSCC model may include the following:
 - **Support for social and emotional health care needs of students.**
 - **Providing health education to students about health care needs, including decision-making and self awareness for management of chronic diseases/health conditions.**
- **Examples:**
 - **Telehealth counseling services to immigrant communities during COVID-19 (Frederick County).**
 - **Increasing social worker staff to support students and families (Prince George's County).**
 - **Linkages to Care program – serves as support group for students (Montgomery County).**

Health Education Teaches SEL

**MD Health Education
Standard 7: Self-
Management**

**MD Health Education
Standard 1a: Mental
and Emotional Health**



**MD Health Education
Standard 1a: Mental
and Emotional Health**

**MD Health Education
Standard 5: Decision
Making**

**MD Health Education Standard 4
Interpersonal Communication**

**Skill-
Based**

**Trauma-
Informed**

**Directly Teaches
SEL Competencies**

**Required Yearly
Pre-K-8**

**High School
.5 credit**

Fine Arts, Health Education, Physical Education SEL Crosswalk

Core Competency: Social Awareness

Related Skills	Fine Arts Anchor Standards PK-12	Comprehensive Health Education Standards PK-12	Physical Education Standards PK-12
Perspective Taking	Standard 8: Interpret intent and meaning into artistic work	Standard 2: Analyzing Influences. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others
Empathy	Standard 6: Convey meaning through the presentation of artistic work	Standard 4: Interpersonal Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.	Standard 4: Students shall exhibit responsible personal and social behavior that respects self and others

Ratios for School Counselors and School Psychologists

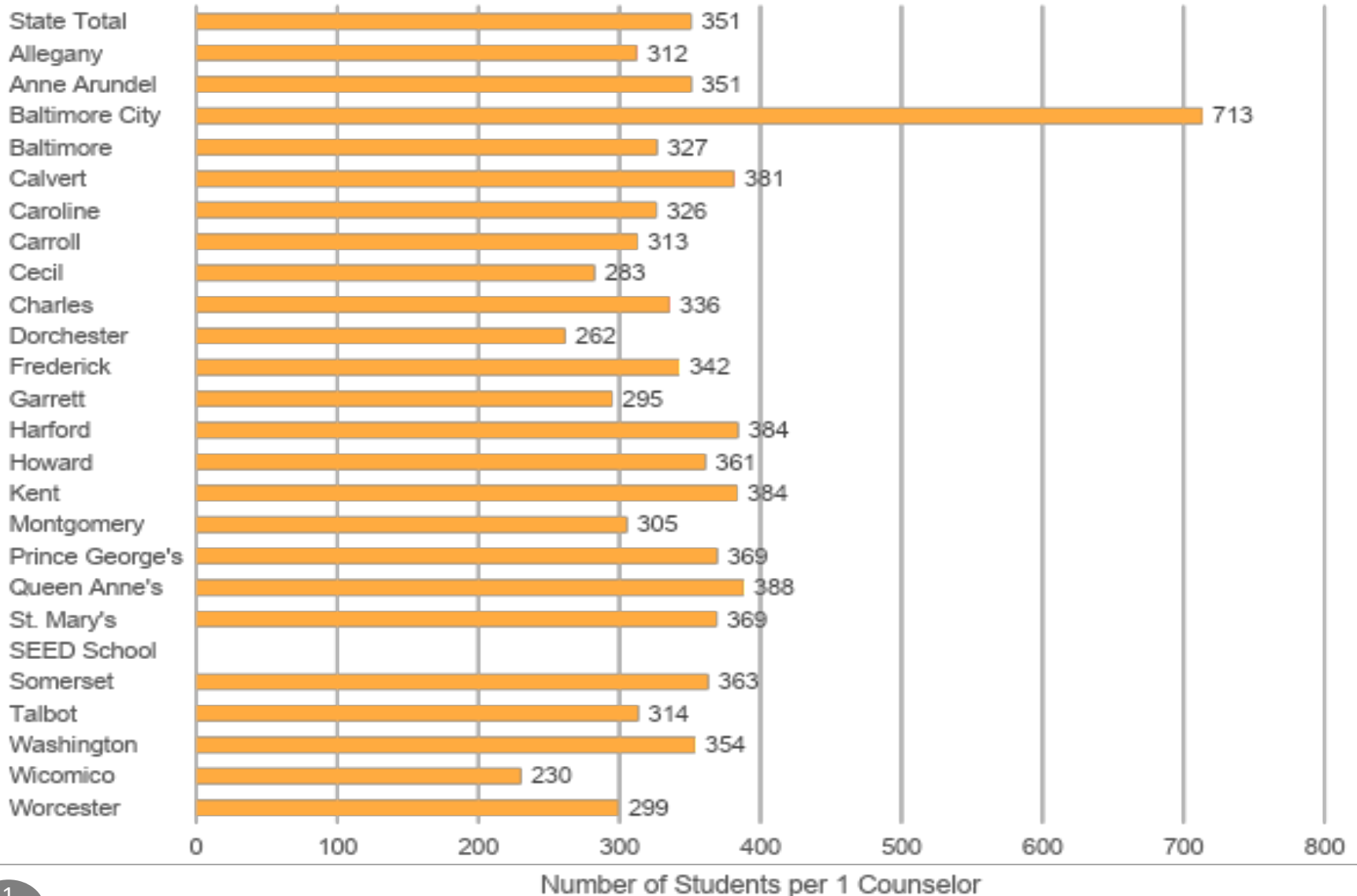
The American School Counseling Association (ASCA) recommends a 250-to-1 ratio:

- In Maryland, the current ratio of school counselors to students is **351-to-1** (ASCA).
- The nationwide average is **455-to-1** (ASCA).

The National Association of School Psychologists (NASP) recommends a ratio of no more than 1,000 students per school psychologist, in general, and no more than 500 to 700 students per school psychologist when more comprehensive and preventive services are being provided.

- In Maryland, the current ratio of school psychologists to students is **1116-to-1**.
- The nationwide average is **1381-to-1** (NASP).

Student-to-School Counselor Ratios 2019



Student-to-School Psychologist Ratios 2019

