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 <u>healthy</u> and learns about and practices a healthy lifestyle.
- Each student learns in an intellectually challenging environment that is physically and emotionally <u>safe</u> for students and adults.
- Each student is actively <u>engaged</u> in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is <u>supported</u> by qualified, caring adults.
- Each graduate is <u>challenged</u> 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?
"...reform initiatives are unlikely to succeed unless schools address all interacting dimensions of students' lives: the physical, emotional, intellectual, social and 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 / Morally* 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.

Standards to Support
The Whole Child and the Whole School

Practice Standards

Superintendents establish the supports – communication, resources, alignment of existing policies -- to assure students' social emotional success.

Districts align SEDL programs and practices across schools and cooperate with community services to meet unique student needs.

Principals involve families and communities as partners to promote understanding and trust of SEDL practices.

Schools use multiple criteria to assess students' individual and school environment needs.

Teachers understand youth development, monitor their occupational stress and practice strategies in personal resilience.

School Boards ensure high-quality staff training and annual SEDL program reviews.

Standards for *The Whole School*

The school and classrooms are safe and engaging.

Adults and students demonstrate social - emotional competence and judgment.

Students surmount barriers to learning and experience greater social, emotional and academic success.

"The Whole Child"

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

PART I: The Other Kind of Smart [i]

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 promotion in grade 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

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 character education, social-emotional learning 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 -- in 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.

Current Practice in NYS Schools

In June 2008, the New York State Education Department conducted an informal survey of schools, based on one used in Illinois in 2005, of current practices to promote students' social and emotional development and learning.[ii] Though more a sample of convenience than a scientific or stratified sample of New York State school professionals, it yielded fairly reliable findings. The data revealed http://www.p12.nysed.gov/sss/sedl/ResultsJune2008SurveyofSEDL.pdf greater school preparedness to *respond* to students whose difficulties attract attention, and to deter problems through sanctions but less schools readiness to *support* social-emotional development through deliberate environmental, instructional and interpersonal *prevention* strategies.

Lastly, survey responders provided several hundred examples of programs or practices currently in use. SED staff categorized them and with the help of a multi-disciplinary Focus Group (Appendix G) in October 2008, the seven approaches to SEDL were identified.

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 problem behaviors or absenteeism for reasons that range from asthma or tooth aches to body image. *Poor nutrition* and i*nadequate exercise* have an impact on young people's social, emotional and mental health:

> **According to the National Center for Health Statistics, between 1963 and 2003, the percentage of overweight children in America ages 6 to 11 went from 4.2 to 18.8. Among those between ages 12 to 19, the percentage rose from 4.6 to 17.4 in that period. The numbers are based on a child's body mass index (BMI), a ratio of weight versus height** (Wechsler, 2009).

The American Freshman: National Norms Fall 2010
The percentage of students rating themselves as "below average" in emotional health rose and the percentage of students who said their emotional health was above average fell to 52% from 64% in 1985.

> **"Counselors say the survey results are the latest evidence of what they see every day in their offices — students who are depressed, under stress and using psychiatric medication, prescribed even before they came to college."**

> **Dr. Mark Reed, director of Dartmouth College's counseling office said "I don't think students have an accurate sense of other people's mental health," he added. "There's a lot of pressure to put on a perfect face, and people often think they're the only ones having trouble."**

> **"The share of students who said on the survey that they had been frequently overwhelmed by all they had to do during their senior year of high school rose to 29 percent from 27 percent last year… The gender gap on that question was even larger than on emotional health, with 18 percent of the men saying they had been frequently overwhelmed, compared with 39 percent of the women. There is also a gender gap, studies have shown, in the students who seek out college mental health services, with women making up 60 percent or more of the clients.**
> http://www.nytimes.com/2011/01/27/education/27colleges.html?_r=2&scp=1&sq=college%20freshmen&st=cse

Many public schools and a handful of college campuses (e.g., SUNY Cobleskill) have incorporated in their Student Handbooks commercially produced guides to healthy living with tips and simple self-assessment tools e.g., "Are You on the Road to the Freshman 15," "An Exercise in Exercise" and "Staying Safe." One section called "Are You Stressed?" offers appropriate advice including how to seek help when needed (http://premier.us/success).

As school-age children approach adolescence their self concept is informed and challenged by how family, peers and adults evaluate them. Researchers from the University of California-Los Angeles (UCLA) 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.

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

Early childhood education

Early development and indicators of *s*chool 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)
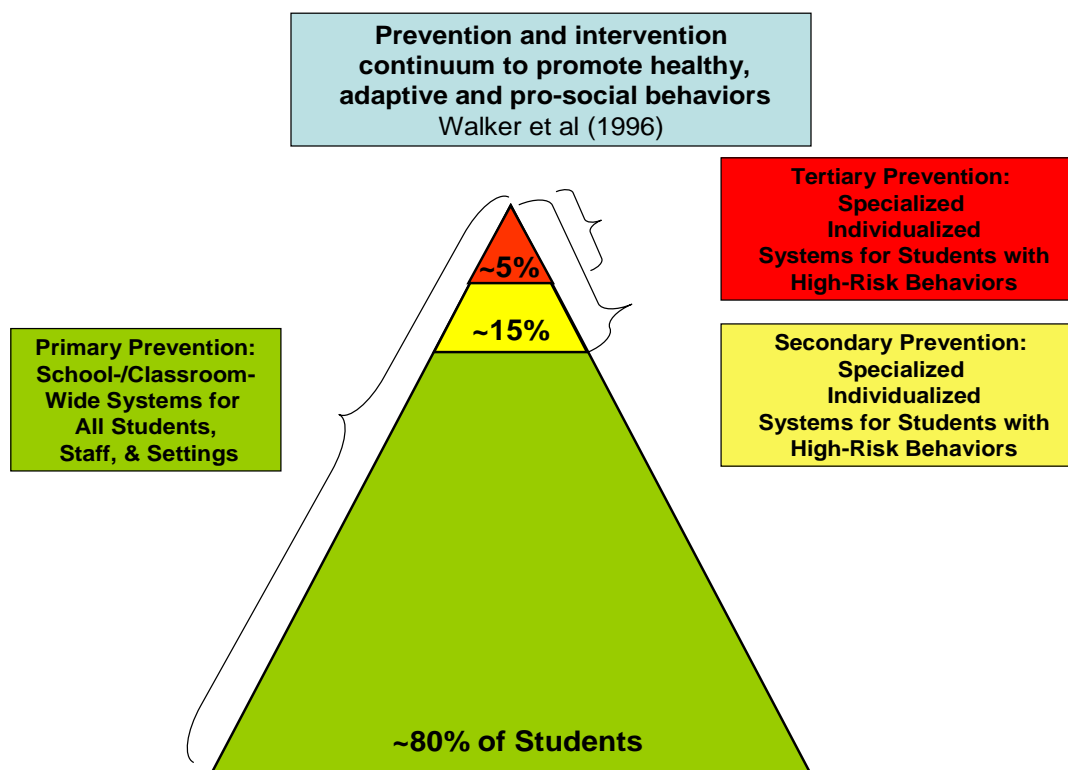http://opa.yale.edu/news/article.aspx?id=4271

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/

Three-Tier Continuum K-12

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*,[iii] 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.

Prevention and intervention continuum to promote healthy, adaptive and pro-social behaviors
Walker et al (1996)

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behaviors

~5%

~15%

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Individualized Systems for Students with High-Risk Behaviors

~80% of Students

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 much as 10% and 30% of a school's student body. For students with emotional disorders, the rates of suspension are four times more, and 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 foundational, age appropriate social-emotional development that prevents problem 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 in a manner that will address immediate needs as well as prevent or ameliorate the incidence and magnitude of later problems.

Elementary Grades through High School

#1— Universal Promotion of SEDL 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:
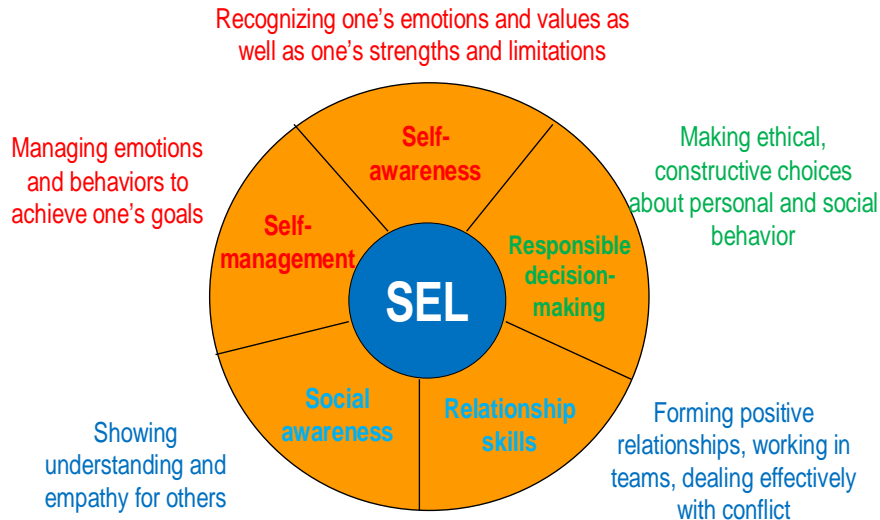
The University of Illinois-Chicago's Collaborative for Academic, Social, and Emotional Learning (CASEL) also created a "consumer's guide" called *Safe and Sound* of 80 classroom-based SEL programs www.casel.org.   In 2004 Illinois adopted social and emotional learning standards for self-awareness, and self-management, social-awareness, interpersonal skills, decision-making and responsible behaviors.[iv]

> **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).

Loyola University Chicago directed the meta-analyses of 213 positive youth development, SEL, character education, and prevention interventions, constituting the largest reviews of controlled outcome research on interventions that promote children's social and emotional development to date.

The reviews found that SEL programs:
- Are effective in both school and after-school settings and for students with and without behavioral and emotional problems.
- Are effective for racially and ethnically diverse students from urban, rural, and suburban settings across the K-12 grade range.
- Improve students' social-emotional skills, attitudes about self and others, connection to school, and positive social behavior; and reduce conduct problems and emotional distress.
- Improve students' achievement test scores by 11 to 17 percentile points. In addition, school-based programs are most effectively conducted by school staff (e.g., teachers, student support staff) indicating that they can be incorporated into routine educational practice.
  http://casel.org/wp-content/uploads/2011/04/Meta-Analysis-Child-Development-Full-Article.pdf

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> [I] Matthew J. Mayer and Dewey G. Cornell: Editor's Preface
>
> [II] Dewey G. Cornell and Matthew J. Mayer: Why Do School Order & Safety Matter?
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> [III] Matthew J. Mayer and Michael J. Furlong: How Safe Are Our Schools?
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> [IV] Randy Borum, Dewey G. Cornell, William Modzeleski, and Shane R. Jimerson: What Can Be Done About School Shootings?
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> [V] Susan M. Swearer, Dorothy L. Espelage, Tracy Vaillancourt, and Shelley Hymel: What Can Be Done About School Bullying?
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> [VII] Anne Gregory, Russell J. Skiba, and Pedro A. Noguera: The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?
>
> [VIII] Ron Avi Astor, Nancy Guerra, and Richard Van Acker: How Can We Improve School Safety Research

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End Notes

[i] *The Other Kind of Smart* (*2009)* 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/*

[ii] The preponderance of the 1,400 survey respondents were PPS professionals, teachers and school administrators; 29% 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.

[iii] 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).

[iv] Anchorage Alaska school district correlated its social and emotional learning standards to the Search Institute's Developmental Assets. http://www.asdk12.org/depts/SEL/media/SEL_Standards.pdf . Like Illinois, the SEL standards http://www.isbe.state.il.us/ils/social_emotional/standards.htm stress sequential, developmental, and culturally responsive instruction.

[v] Schenectady City School District uses Functional Family Therapy for families with children at risk of PINS identification and Aggression Replacement Therapy for at risk adolescents. http://www.promoteprevent.org/publications/EBI-factsheets/Aggression%20Replacement%20Training.pdf
[vi] See The Neuroscience of Social, Emotional, and Academic Learning in a 20 minute video http://www.edutopia.org/richard-davidson-sel-brain-video

[vii] 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

[viii] The authors conclude that the integration of two predominant approaches to school wide discipline, *positive behavior supports* and *social-emotional learning* have more value than either one alone. Blended interventions require more training because of increased complexity, time, and resource requirements [VI, p. 53].

[ix] 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)

[x] "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.

[xi] 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." http://csps.wested.org/resources/factsheet-8.pdf.

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