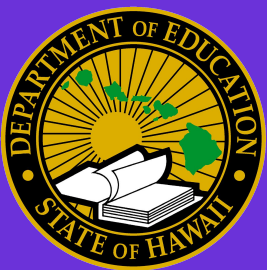


School Social and Emotional Learning (SEL) Guide

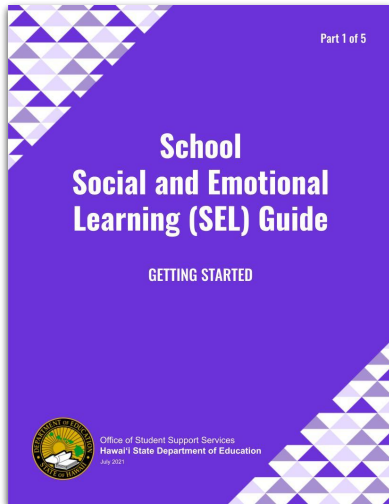
GETTING STARTED



Office of Student Support Services
Hawai'i State Department of Education

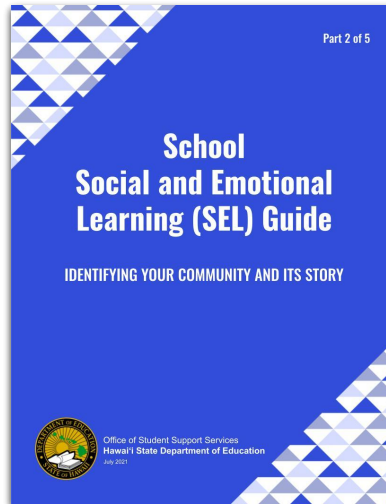
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Explore the Series



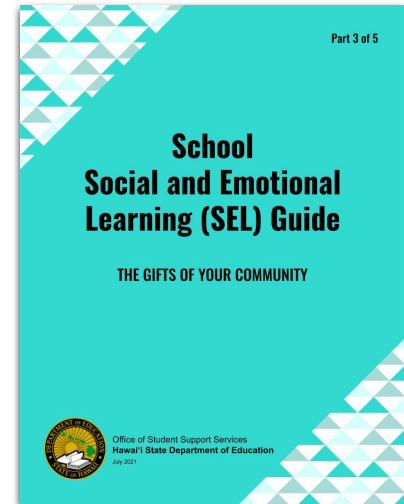
Part 1: Getting Started

- Letter from...
- What is SEL?
- Purpose of the Guide



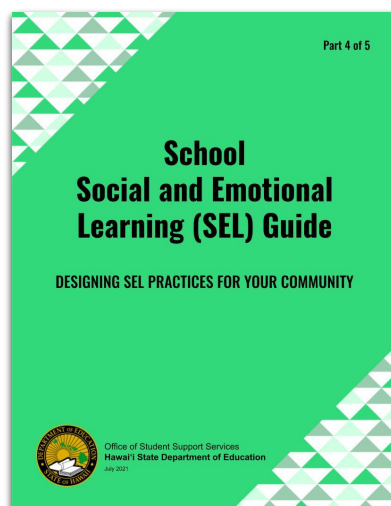
Part 2: Identifying Your Community and Its Story

- Establish Foundational Beliefs
- Build Team



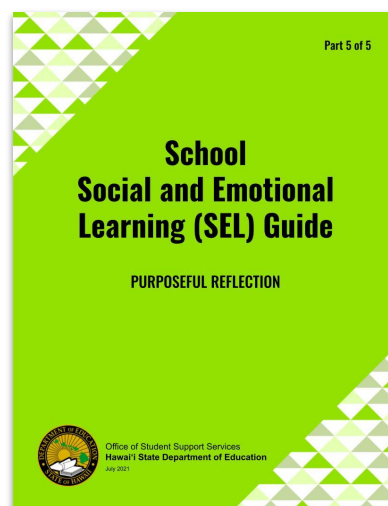
Part 3: The Gifts of Your Community

- Identify SEL Strengths and Needs
- Assemble Resources for SEL Environments



Part 4: Designing SEL Practices for Your Community

- SEL Frameworks
- Explicit Instruction
- SEL Integration



Part 5: Purposeful Reflection

- SEL Screening and Progress Monitoring
- Interventions
- Reflection

Letter of Intent

As set forth in the Hawai'i State Department of Education's (HIDOE) vision statement, it is the HIDOE's kuleana (responsibility) to nurture and grow Hawai'i's keiki (children) in such a way that they become educated, healthy, and joyful lifelong learners who contribute positively to our community and global society. With a thoughtful approach to school design and the incorporation of Nā Hopena A'o (HĀ) outcomes as our guide, the HIDOE seeks to create schools whose climate and culture encourage students to explore and develop their strengths, as well as address and overcome their challenges.

These outcomes manifest themselves in our students as standards-based academic achievement, socially well-adjusted behavior, social and emotional wellness, and physical health. HIDOE designs its classrooms, schools, and systems to give students the best opportunity to achieve these outcomes through an engaging educational program that features both academic and non-academic supports.

We welcome users of this guide to social and emotional learning.



Acknowledgements

It is with great pleasure and a sincere appreciation for the collaborators of this guide that made it possible to present a locally adapted SEL resource for our educators in Hawai'i.

We are deeply grateful and would like to thank the following contributors and reviewers of this guide below:

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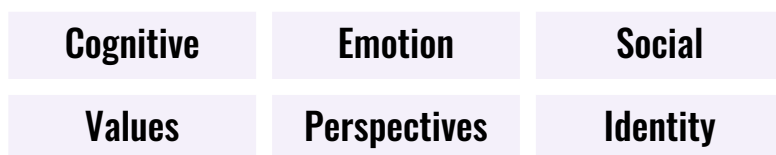
Kimberly McDonald, Central District Clinical Psychologist, HIDOE

Lydell Corteza-Acosta, Mauka Lani Elementary School Counselor, HIDOE

What is SEL?

Definition of SEL

Social and emotional learning (SEL) has often been used as an umbrella term to represent a wide array of non-academic skills that individuals need in order to set goals, manage behavior, build relationships, and process and remember information. These skills and competencies develop across our lives and are essential to success in school, work, home, and community. Generally speaking, this set of skills can be organized into six domains:



Importantly, these skills and competencies develop and are in dynamic interaction with attitudes, beliefs, and mindsets as well as character and values, all of which are fundamentally tied to characteristics of settings. SEL is an integral part of education and human development.

The Collaborative for Social, Emotional and Emotional Learning (CASEL) defines SEL as the process through which all young people and adults acquire and 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, and make responsible and caring decisions.¹



□

¹ Collaborative for Academic, Social, and Emotional Learning (CASEL)
<https://casel.org/what-is-sel>

What is SEL?

Social and emotional learning (SEL) is not a singular program or framework. Rather, SEL is an overarching term that refers to a broad variety of intersecting cognitive, emotional and social skills related to students' healthy social and emotional development and community socialization. According to [EASEL Lab](#) at Harvard University:

These (SEL) skills and competencies develop across our lives and are essential to success in school, work, home, and community. Importantly, these skills and competencies develop and are in dynamic interaction with attitudes, beliefs, and mindsets as well as character and values, all of which are fundamentally tied to characteristics of settings.

The “attitudes, beliefs, mindsets, character and values” that we develop over time are born from the intertwining relationships between individual and communal agencies. These interactions are what create our ecological contexts--the multilayered settings that shape our development and social integration.

Before a school jumps into SEL, it is important to be reflective of the school's collective sense of HĀ. This guide was developed based on the understanding that the Hawai'i Multi-Tiered Systems of Support (HMTSS) foundational beliefs have been discussed in your school and teams have been identified. It supports the development of an SEL implementation plan and is meant to walk you through a process of establishing, implementing, and reflecting on the SEL approach that is best for your community. The process is intended to be cyclical, encouraging your school community to constantly reassess your gifts. Intentionality requires a systemic design to truly become sustainable and is foundational to the process. Thus, this SEL plan becomes an essential part of your school's multi-tiered systems of support (HMTSS).

*When we lead with community, everything will follow.
When we uplift our communities, everyone succeeds.*

What is SEL?

Why is SEL important?

The [Hawai'i Youth Risk Behavior Survey](#) data indicates that more than ever, students are feeling isolated and overwhelmed.

About 1 out of 3 middle and high school* students felt sad or hopeless almost every day for two or more weeks in a row so that they stopped doing some usual activities.



*For high school: Statistically significant increase from 2017 to 2019

About 2 out of 3 middle school students* had at least one teacher or other adult in their school they could talk to if they had a problem.



*For middle school: Statistically significant decrease from 2017 to 2019.

About 3 out of 5 high school students had at least one teacher or other adult in their school they could talk to if they had a problem.



About 2 out of 3 middle and high school* students had an adult outside of school they could talk to about things that were important to them.

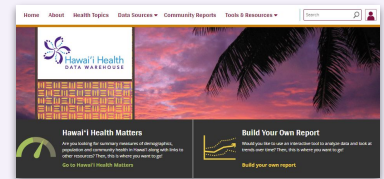


*For high school: Statistically significant decrease from 2017 to 2019.

Source: [2019 YRBS](#)

Learn more about the Hawai'i Youth Risk Behavior Survey (YRBS)

Visit the [Hawai'i Health Data Warehouse](#).



[Hawai'i 2019 Youth Risk Behavior Survey](#)

- 30.5% of Hawai'i middle school students ever felt sad or hopeless almost every day for two or more weeks in a row so that they stopped doing some usual activities.
- 34.7% of Hawai'i high school students felt sad or hopeless almost every day for two or more weeks in a row so that they stopped doing some usual activities in the past 12 months.
- 65.0% of Hawai'i middle school students had at least one teacher or other adult in their school they could talk to if they had a problem.
- 60.8% of Hawai'i high school students had at least one teacher or other adult in their school they could talk to if they had a problem.
- 64.9% of Hawai'i middle school students had an adult outside of school they could talk to about things that were important to them.
- 66.9% of Hawai'i high school students had an adult outside of school they could talk to about things that were important to them.

What is SEL?

In context for Hawaii

This is an SEL guide that is grounded in [HĀ: Nā Hopena A'o](#). Communities in Hawai'i have thrived for generations because a'o was a way of life, a way of being. Ancestors of this place regularly interacted with multiple layers of context in an ecosystem that fostered reciprocity between self and the greater community. Through these interactions, they were able to build relationships that honored a practice of a'o aku, a'o mai - learning and teaching from one another and our places to make the most appropriate decisions for the collective whole. [HĀ: Nā Hopena A'o](#) provides the foundation for establishing conditions that guide the development of skills, behaviors, and dispositions that are reminiscent of the unique cultural context of Hawai'i - this place we are privileged to call home.

HĀ asks us to continuously work towards strengthening our sense of **B**elonging, **R**esponsibility, **E**xcellence, **A**loha, **T**otal Well-being and sense of **H**awai'i (BREATH), as well as that of those around us. HĀ gives us the tools to uplift the stories of our unique communities in order to make the most appropriate decisions in designing relevant, meaningful, and equitable learning environments and systems of support. This is done through digging deep into the mo'olelo of the people and places of our local communities, uplifting all of their gifts and abundance. One of the biggest gifts we have available is the ability to mālama, to attend to the social and emotional health and wellbeing of everyone involved.

You have all of the gifts around you, here in our beloved community.

Purpose of the Guide

Setting the stage for SEL

Communities in Hawai'i have thrived for generations because a'o was a way of life, a way of being. Ancestors of this place regularly interacted with multiple layers of context in an ecosystem that fostered reciprocity between self and the greater community. Through these interactions, they were able to build relationships that honored a practice of a'o aku, a'o mai - learning and teaching from one another and our places to make the most appropriate decisions for the collective whole. Nā Hopena A'o (HĀ) provides the foundation for establishing conditions that guide the development of skills, behaviors, and dispositions that are reminiscent of the unique cultural context of Hawai'i - this place we are privileged to call home.

You have all of the gifts around you.

Your schoolwide social and emotional learning (SEL) practice can be one of these gifts.

Learn more about Nā Hopena A'o (HĀ)

Visit the [Office of Hawaiian Education \(OHE\) Hub](#).



Terms

Nā Hopena A'o - the results of teaching and learning

hā - to breathe; breath; life

A'o: teaching, learning; reciprocal in nature - two way

A'o aku: to teach

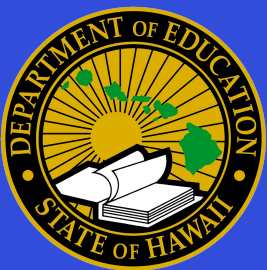
A'o mai: to learn

Mālama: to care for; tend; protect; preserve

Mo'olelo: story, history, tradition, succession of spoken word

School Social and Emotional Learning (SEL) Guide

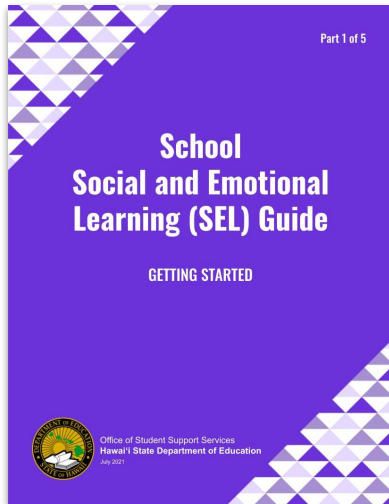
IDENTIFYING YOUR COMMUNITY AND ITS STORY



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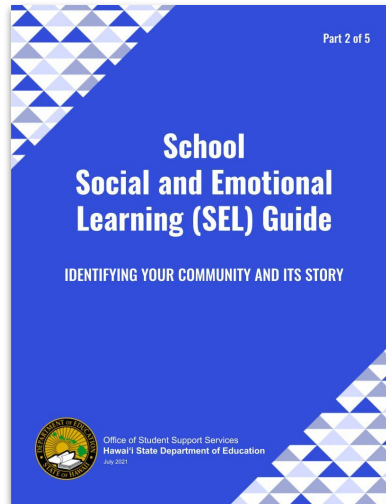
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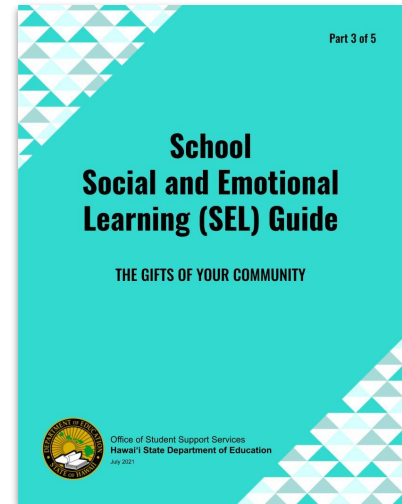
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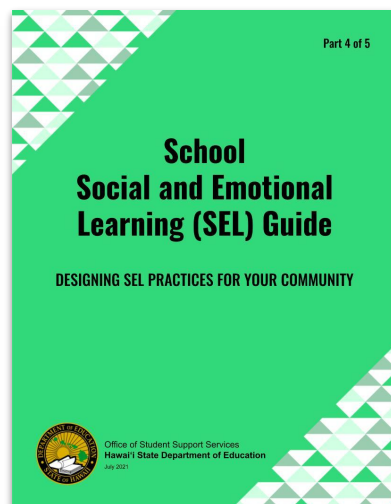
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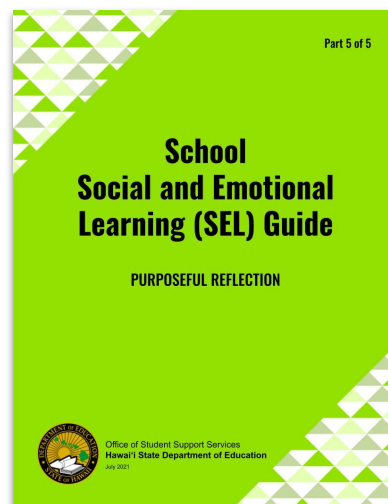
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- SEL Integration



Part 5: Purposeful Reflection

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- Reflection

Establish Foundational Beliefs

O ke kahua mamua, mahope ke kūkulu.

The foundation comes first and then the building.
(‘Ōlelo Noeau #2459; Pukui, 1983)

A gift-based approach to guiding the schoolwide social and emotional learning (SEL) decision-making process asks us to have the courage to go through a critical and continual cycle that uplifts the gifts and stories of all people, places, and communities. HĀ is the starting point but also the outcome. The school community needs to define its collective purpose in order to identify what SEL outcomes, based on their own context and stories, are critical for their context. This process is done by farming the mo‘olelo of the school community to develop and design practices that support the social and emotional well-being of the learning community. These mo‘olelo then guide the decisions we make and the design of the school’s approach to SEL.

The first step in establishing foundational beliefs is to determine the collective SEL purpose for your unique community. The HĀ “We-Why” process provides an intentional approach that can be repeated across contexts. It begins with the question “What shared purpose defines us?” To answer this question, a community must go through the practice of farming for stories from students, faculty/staff, families, and the external community and then listen for and capture the emerging themes that are representative of this particular collective. It is important to recognize that context is important. When embarking on this process to establish the foundational beliefs that guide your SEL practice, you must elicit mo‘olelo that relate specifically to SEL. There are four main steps to establishing a “We-Why” for your group. The [HĀ “We-Why” template](#) may serve to support you in this process.

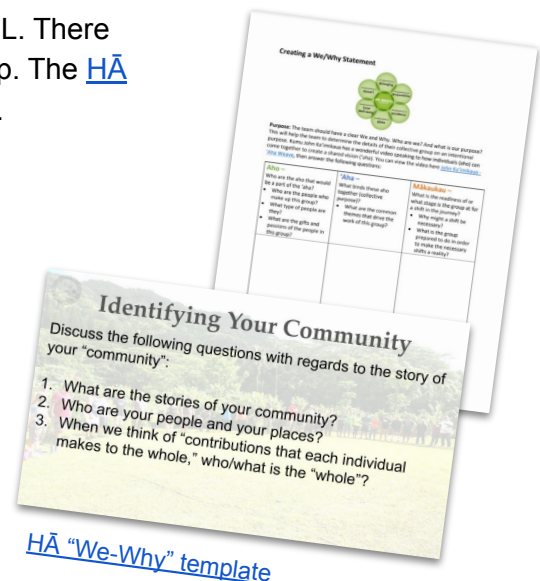
Learn more about Nā Hopena A’o (HĀ)

Visit the [Office of Hawaiian Education \(OHE\) Hub](#).



Term

Mo‘olelo: story, history, tradition, succession of spoken word



[HĀ “We-Why” template](#)

Establish Foundational Beliefs

Step 1: Identify your community - Establish the “We” of the work

Who are the community stakeholders responsible for this particular work? What are the places you are working in? What are their mo’olelo? When we think of being a part of a larger whole, who/what is the “whole”? Using the practice of Build the Beloved Community by Puanani Burgess, invite them to share the following three mo’olelo:

1. The story of my name
2. The story of my community
3. The story of my gift

From these mo’olelo, you are able to uplift stories about family, genealogy, support systems, personal strengths, and what individuals have to offer others.

Step 2: Build collective purpose - Establish the “Why” of the work

Define all components of your school’s vision and mission so it is clear as to what you are working towards. Once there is a collective understanding of this, begin to explore where this particular work may fit:

Why do you think it is important for you to be involved in this work?	
When you think of the potential of what can be accomplished through this work, what is the mo’olelo that you see playing out?	
What are the common themes that drive this work?	

After answering these questions, it will be important to create a “We-Why” statement that will then serve as the purpose statement that drives your school’s SEL practice.

We are _____ who want/need to _____ because _____.

Establish Foundational Beliefs

Step 3: Articulate readiness - Establish the “What and How” of the work

Once a clear statement is created, determine what the main focus areas will be of the work and what foundational practices need to be in place. This will help you to determine what you are ready for.

What are the non-negotiables of this work?	
What are the conditions and tools/gifts necessary in order to do this work?	

Establish Foundational Beliefs

Step 4: Identify gifts - Assemble the gifts of your community

With a clear collective purpose, you are now able to begin identifying what gifts are necessary to achieve your goals. It is important to understand that foundational supports exist both in and out of school so you must be inclusive of your entire school community when thinking about this. Identify what these gifts are on an individual level as well as a collective community level. You will then look at which of these gifts are already present in your school community. What are the resources present from the people and places in your community?

Answer the following questions:

What resources do you already have access to?	
Who are the people? (Keep in mind that gifts may be found singularly in one individual, and in some cases, a single individual may hold multiple gifts.)	
Where are the physical spaces on our campus and in our community that serve as supportive resources?	
What are the stories of these people and places?	
How do these gifts help us to get to the actualization of our “We-Why” statement?	
What gifts are you missing?	

Establish Foundational Beliefs

In order to sustain your SEL practice, it is important to ensure that it is rooted in your system. This rooting only takes place when this practice of establishing a “We-Why” is informing your foundational SEL beliefs through collective purpose.

When we think about truly nurturing and nourishing our school communities, it is important to consider the following question: What are the ingredients in the room and how might you make a meal that leaves everyone feeling mā'ona - nourished mind, body, and spirit? In other words, how do we utilize the gifts available to us in order to establish an SEL practice that best fits our community as well as the learning environments that will allow that practice to sustainably thrive through collective purpose?

Term

Mā'ona: satisfied after eating; full; satisfied

Build Team

SEL Teaming Process

Helping students develop a healthy sense of well-being and academic achievement is everyone's responsibility. Although the family, community, and society play a significant role to foster social, emotional, and behavioral (SEB) skills and character development, educators can be influential in the lives of their students. A comprehensive educational system calls for equal focus on SEL and character development as is on academics. Educators are called upon to create safe, caring, and supportive learning environments and promote SEL skills.

SEL Champions: Leadership is Key

According to the Hawai'i Community Foundation's Building Peace and Compassion Through Social and Emotional Learning Vol. 2 Year 2 Evaluation Report, an SEL champion and school-wide coordinator are essential to sustaining SEL implementation. Furthermore, to keep staff invested in SEL, school leaders must be at the front of the charge to ensure continuous momentum and motivation.²

School leaders catalyze and organize a committed response to ensuring SEL remains a priority in their schools by setting and modeling expectations; developing a comprehensive implementation plan, providing clear communication, professional development, and support, and continuously staying attuned to the needs of the members of the school and community. Organizing a team focused on SEL provides the "glue" that ensures efforts are integrated and continuous.

□

² Prepared by IMPAQ International, Inc., Hawai'i Community Foundation, Building Peace and Compassion through Social and Emotional Learning Vol. 2: Year 2 Evaluation Report Appendices (February 2019), A-24

Build Team

SEL Teams

For Hawai'i Multi-Tiered Systems of Support (HMTSS) and SEL implementation to be successful, it is critical to establish effective teams to analyze data related to student progress at each level of the system, including school, grade, classroom, and the individual student. Initially, these teams create a shared vision and common language to clarify purpose and desired outcomes. Once outcomes are identified, the team reviews relevant data to inform their decision-making process.

Teams may take various forms and perform different functions, depending on the resources, expertise, and staffing available at a school. Each school is unique and will need to create teams within their multi-tiered system of supports that will be appropriate to the context of their school community and culture.

There are generally three types of decision-making team structures that are organized on a campus:

Types of School Teams

Schoolwide Systems Team (e.g., MTSS team, Academic Review Team)	Teacher Collaborative Team (e.g., data team, professional learning community)	Student-Focused Team
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Specific to SEL implementation, the designated team gathers mo'olelo and data from the school community and stakeholders to define targets, a learning journey and/or goals.

We must understand our landscape and what is around us to develop a learning journey and goals for SEL.

We don't know where we want to go if we don't know who we already are.

Build Team

General Guiding Questions

- What teams are already in place at your school?
 - Which, if any, of these teams can fulfill various functions that support HTMSS?
 - Do you need to create or reorganize your school teams to improve their function?
 - Do team members meet regularly with clear roles and responsibilities?
 - Is the team representative of the school community?
 - Does the team include students, families and community members in decision-making?
- How do team members communicate within and across teams?
How is information shared with the school community?
- How can teams share responsibilities across team members and be resilient in dealing with turnover of team members?
- To what extent does the school have a vision that expresses the school community's aspirations related to SEL?
- Is there an implementation plan in place that is based on a needs assessment and aligns with the vision?
- To what extent does the school use data to identify vulnerable students and determine outcomes and strategies for continuous quality improvement?
- What tiers of support and flexible accommodations does your school provide to address different students' needs?
- To what extent are adults in your school provided ongoing SEL professional development opportunities?
 - To what extent do adults take a strength-based approach in working with students?
 - To what extent does the school employ policies and practices such as restorative justice, Positive Behavior Interventions and Supports (PBIS), wraparound mental health services, and trauma-sensitivity training—practices that move away from punitive and exclusionary discipline practices, and build a “healing” culture and climate?
- To what extent does the school assess, address, and refine the school climate to support students' SEL?

Build Team

Schoolwide System Team

Purpose: To serve as the school's overarching, dissemination, and implementation team responsible for casting a vision, fostering effective two-way communication, providing knowledge transfer, and supporting effective use of practices (i.e., implementation with fidelity) related to HMTSS.

Suggested SEL Domain Actions	Suggested Team Members
<ul style="list-style-type: none"> ● Identify state/complex area SEL-related requirements (e.g. GLOs, school climate, safety). ● Harvest available SEL-related data sources (e.g. current programs and assessments). Determine other data needs. ● Analyze data related to school climate, student voice, health and wellness, SEL, GLOs, behavior, etc.). Determine school strengths and needs. Develop a schoolwide action plan based on data. ● Align SEL-related initiatives (e.g., HĀ: Nā Hopena A`o, wellness guidelines, PBIS, General Learner Outcomes, P-20's College and Career Indicators, health education standards). ● Ensure the school's vision and mission includes SEL-related priorities. ● Ensure health education and SEL curriculum are aligned across all grade levels. ● Foster SEL and wellness for staff. ● Identify professional learning goals based on staff needs and provide ongoing coaching and support to ensure fidelity of implementation. ● Communicating information related to schoolwide SEL to all stakeholders throughout the school community. ● Engaging and partnering with the school community to fully implement schoolwide SEL. ● Encouraging a sense of shared ownership over schoolwide SEL. ● Modeling social and emotional competencies in their work. ● Setting goals and monitoring and engaging in ongoing reflection around implementation and outcome data. ● Using data reflection to inform ongoing planning and SEL implementation. 	<p>The Schoolwide Systems Team includes, but is not limited to:</p> <ul style="list-style-type: none"> ● Administrator(s), ● Teachers (general education, special education, health education, English Learner), ● Student Services Coordinator, ● Counselor, ● Behavioral Health Specialist, ● School Psychologist, ● Curriculum Coordinator or coach, and ● relevant support personnel (e.g., Speech-Language Pathologist, Occupational Therapist, Physical Therapist, Licensed Applied Behavior Analysis (ABA) provider, Behavior Analyst, Clinical Psychologist). <p>Community:</p> <ul style="list-style-type: none"> ● Out-of-school time partners ● Community partners (e.g., mental health providers, health partners, consultants, cultural and language organizations) ● Family representation (e.g., parent that lives in the community, has multiple students in the school) ● Student representation (e.g., 2 to 3 students representing diverse experiences and feels strongly about school operations)

Build Team

Teacher Collaborative Team


Purpose: The school's implementation team is responsible for supporting effective use of practices (i.e., implementation with fidelity) related to HMTSS for targeted groups of students (e.g., grade levels, special populations).

Suggested SEL Domain Actions	Suggested Team Members
<ul style="list-style-type: none">● Formative instructional process● Curriculum mapping● Common formative assessments● Strategies/interventions	<p>The TCT may include, as needed, but not be limited to:</p> <ul style="list-style-type: none">● All General Education Teachers for target group,● Special Education and English Learner Teachers supporting the target group,● Student Services Coordinator,● Curriculum Coordinator,● Instructional Coaches, and● Relevant support personnel as needed (e.g., Counselor, Intervention Specialist, Speech-Language Pathologist, Behavioral Health Specialist, Occupational Therapist, Physical Therapist, Licensed Applied Behavior Analysis (ABA) provider, Behavior Analyst, Clinical Psychologist).

Build Team

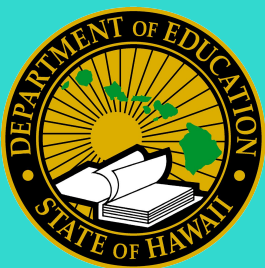
Student Focus Team

Purpose: When a concern is expressed about an individual student who may need support beyond the core educational program, the school initiates the TDP for the student.

Suggested SEL Domain Actions	Suggested Team Members
<p>Student Support Process (SSP)</p> <ul style="list-style-type: none">● Express a concern● Gather data● Define needs● Develop support● Implement support● Evaluate support  <p>SSP Snapshot</p>	<p>The Team may include, as needed, but not be limited to:</p> <ul style="list-style-type: none">● Teachers (general education, special education, English Learner),● Student Services Coordinator,● Counselor,● Behavioral Health Specialist,● School Psychologist,● Curriculum Coordinator,● Instructional Coach,● Relevant support personnel as needed (e.g., Speech-Language Pathologist, Occupational Therapist, Physical Therapist), and● Parent(s)/legal guardian(s), Licensed Applied Behavior Analysis (ABA) Behavior Analyst, Licensed Psychologist).

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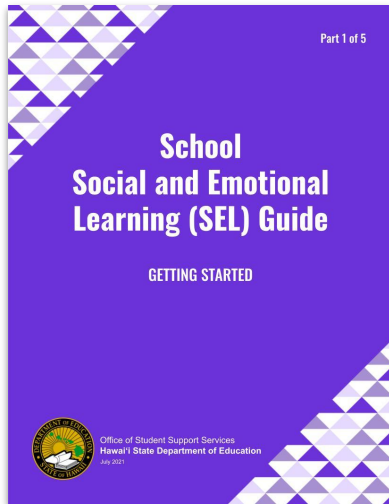
THE GIFTS OF YOUR COMMUNITY



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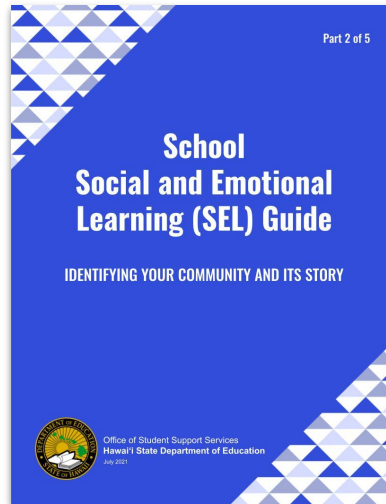
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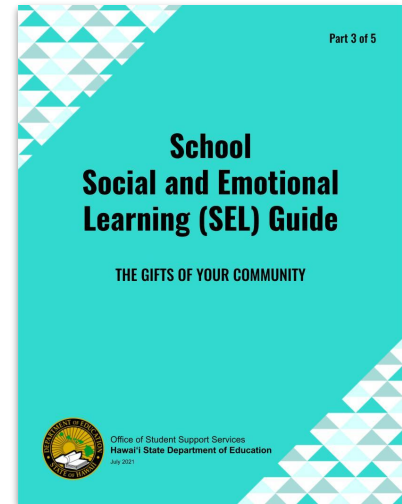
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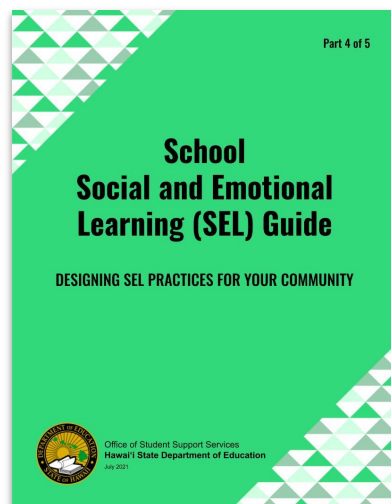
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- Build Team



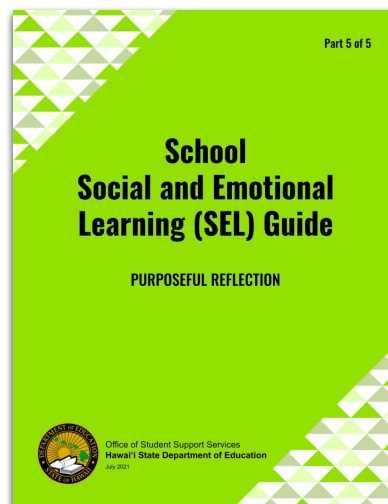
Part 3: The Gifts of Your Community

- Identify SEL Strengths and Needs
- Assemble Resources for SEL Environments



Part 4: Designing SEL Practices for Your Community

- SEL Indicators
- Explicit Instruction
- SEL Integration



Part 5: Purposeful Reflection

- SEL Screening and Progress Monitoring
- Interventions
- Reflection

Identify SEL Strengths and Needs

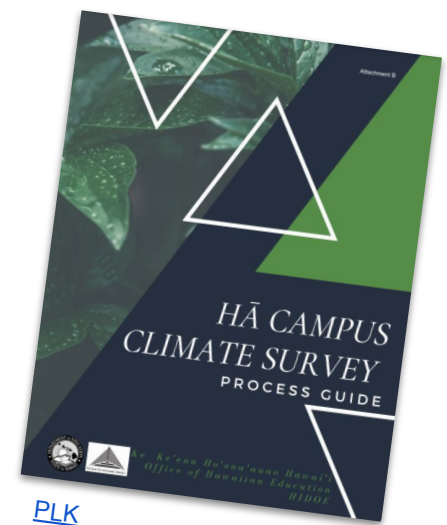
Uplifting Mo'olelo

Once you have established your common purpose, it is time to determine the unique need of your school community. These needs should be uplifted from the mo'olelo of your stakeholders. It will be important to develop a process for collecting and processing these mo'olelo to best inform your social and emotional learning (SEL) practice in a relative and meaningful way. Previously, schools would determine the characteristics that they would like students to develop and then they would simply find an SEL framework that fits and plug it in. Continuing to function in that way, creates SEL practices that are one-dimensional, individualistic, and shallow. To determine the true needs of your school, you must start by asking, listening, and making meaning of the mo'olelo you are hearing. These mo'olelo are what will allow you to create programming that is tailored to your unique community and, ultimately, more meaningful.

The EASEL lab at Harvard's Graduate School of Education identifies six main domains to consider when establishing an SEL practice - cognitive, emotional, social, values, perspectives, and identity. As we look at the SEL needs of our particular school community within those domains, we have an opportunity to utilize the research to analyze what it might look like for each school. One tool that allows us to get a temperature check of the climate of the school is [Pua Lei Kula - A HĀ Campus Climate Survey \(PLK\)](#). PLK allows schools to create opportunities for all stakeholders (self, family, community, land, and world) to share their voices and be active participants in the process. The intention of the PLK is to allow stakeholders to reflect on their sense of HĀ at their particular school from four perspectives - as an individual, during peer-to-peer interactions, as a whole school campus, and in collaboration with the larger community. Through the information provided, the school will be able to identify the indicators that will guide the school through the mo'olelo of where you have been, where you are, and where you would like to go.

Term

Mo'olelo: story, history, tradition, succession of spoken word



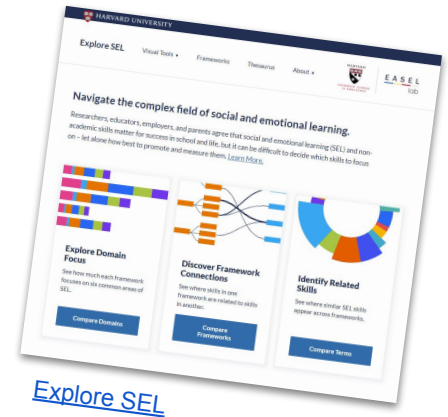
Relate story farming to established pillars of healthy social & emotional development at each stage of childhood/adolescence

Identify SEL Strengths and Needs

Exploring SEL Domains

The EASEL lab created a taxonomy of a large number of SEL programs and approaches and how they encompass each of the six domains. The end result of the taxonomy study was an interactive website, [Explore SEL](#), where schools can go to learn and compare SEL programs.

Grounded in the findings from the administration of the PLK, along with the Foundational Beliefs, the school team can start to familiarize themselves with and utilize the research to analyze what it might look like for their particular school community.



[Explore SEL](#)

Definition of Domains

Cognitive

The Cognitive domain includes the basic cognitive skills required to direct behavior toward the attainment of a goal. Skills in this domain are involved in tasks that require you to concentrate and focus, remember instructions, prioritize tasks, control impulses, set and achieve goals, use information to make decisions, and more.

Specific skills in this area include: Attention Control, Working Memory & Planning, Inhibitory Control, Cognitive Flexibility, and Critical Thinking.

Values

Values includes the skills, character traits/virtues, and habits that support you to be a prosocial and productive member of a particular community. It encompasses understanding, caring about, and acting upon core ethical values; the desire to perform to one's highest potential; and the habits required to live and work together with others as a friend, family member, and citizen.

Specific values in this area include: Ethical Values, Performance Values, Intellectual Values, and Civic Values

Emotion

The Emotion domain includes skills that help you recognize, express, and control your emotions as well as understand and empathize with others. Skills in this domain are important not only for managing your own feelings and behavior, but also for interacting with and responding to others in prosocial ways.

Specific skills in this area include: Emotion Knowledge & Expression, Emotion & Behavior Regulation, and Empathy & Perspective-taking

Perspectives

Your perspective is how you view and approach the world. It impacts how you see yourself, others, and your own circumstances and influences how you interpret and approach challenges in your daily life. A positive perspective can help you protect against and manage negative feelings to successfully accomplish tasks and get along with others.

Specific perspectives in this area include: Optimism, Gratitude, Openness, and Enthusiasm/Zest

Social

The Social domain includes skills that help you accurately interpret other people's behavior, effectively navigate social situations, and interact positively with others. Skills in this domain are required to work collaboratively, solve social problems, build positive relationships, and coexist peacefully with others.

Specific skills in this area include: Understanding Social Cues, Conflict Resolution & Social Problem-solving, and Prosocial & Cooperative Behavior

Identity

Identity encompasses how you understand and perceive yourself and your abilities. It includes your knowledge and beliefs about yourself, including your ability to learn and grow. When you feel good about yourself; sure of your place in the world; and confident in your ability to learn, grow, and overcome obstacles, it becomes easier to cope with challenges and build positive relationships.

Specific competencies in this area include: Self-knowledge, Purpose, Self-efficacy & Growth Mindset, and Self-esteem

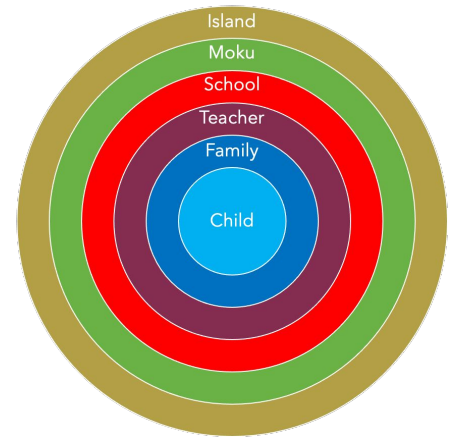
Source: Explore SEL, <http://exploresel.gse.harvard.edu/compare-domains>

Identify SEL Strengths and Needs

Identifying Needs and Assembling Gifts

As the school team looks through the data from these tools and the mo'olelo that they are telling you, it will be important to ask the following questions in relation to the six domains (cognitive, emotional, social, values, perspectives, identity):

1. What are the developmental needs of the individuals that we are seeing represented?
2. What are some key essential socio-emotional developmental markers that we are seeing in the stories?
3. What are the needs of each stage of development?
4. What are the common themes that we see rising up?
5. What are the major needs of our school?



After you identify what these needs are, look back to your assembly of gifts for your community and ask the following questions:

- Do you have the resources to support these needs?
- Based on the community gifts and these major needs, what is missing in your current policies, programs, projects, and practices (P4)?
- If you do not currently have all of the resources to fulfill these needs, what are the action steps you would like to take to fill those gaps and where might you find them? Consider Figure ___ when identifying gifts in the multiple levels of your community.
- What are the supports that school faculty and staff need to succeed and where might you find these supports in your community?
 - Professional learning
 - Caring environment
 - Relationship building
 - Personal self-efficacy in SEL
 - Understanding of child development
 - Implementation resources
 - Designated time
 - What are some supports that HODOE might offer in tending to these needs?

The needs uplifted in this process and the gifts identified will now serve as your roadmap to developing an SEL practice that fits your unique school community.

Assemble Resources for SEL Environments

Where A‘o Happens

The established foundational beliefs and the practice of uplifting mo‘olelo of your school provide the kahua (foundation) for successful schoolwide SEL. Creating culturally grounded, culturally responsive learning environments begins with attending to all layers of the ecosystem in a purposeful and consistent way. It further provides for the learning opportunity of how to come together around a common purpose to establish intentional learning environments where all students can succeed.

According to the Glossary of Education Reform (2014):

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom which has more limited and traditional connotations... The term also encompasses the culture of a school or class—its presiding ethos and characteristics, including how individuals interact with and treat one another—as well as the ways in which teachers may organize an educational setting to facilitate learning...

In short, a learning environment is anywhere a‘o happens.

Term

A‘o: teaching, learning;
reciprocal in nature - two way

Assemble Resources for SEL Environments

A child's learning environments are foundational to their educational success, healthy socioemotional development, and community integration. They are the spaces where mutual trust, care, sustainability, consistency, and collective purpose are enacted. An ecological framework for development helps understand how learning environmental contexts shape a child's development over time and successful integration into their communities as adults. Margaret Beale Spencer (1996) offers a dynamic theory to help us understand how children develop in interaction within an ecology of multiple layers of context called the Phenomenological Variant of Ecological Systems Theory (PVEST). Children's identity development—both in terms of how they come to define their identities (who am I) and social identities (who am I in my community? My place? In the world?) is shaped through their everyday interactions and use of available resources, building on their assets, confronting their risks, and developing their coping skills. Key to identity development for Spencer is how students develop a sense of self in reflection on their experiences in complex social environments.

Intentional Design

Given the importance and complexity of these contexts, it is important to be intentional about how they acknowledge and design equitable learning environments that are in symmetry with their families, community, and 'āina. Foundational to designing equitable conditions is the importance of mo'olelo and understanding stories where everyone can be successful. This intentionality in the design of educational learning environments is key to ensure equity in both process (inputs and access opportunities) and outcomes. To ensure equity in both process and outcomes, HĀ breathes through the entire environmental system, in the ingress and the egress. Removing market-based education and replacing it with a community-based approach reflecting the unique cultural context of Hawai'i, allows for an increase in proficiencies, decrease in disciplinary actions, and increase in matriculation.

Assemble Resources for SEL Environments

Removing market-based education and replacing it with a community-based approach reflecting the unique cultural context of Hawai'i, allows for an increase in proficiencies, a decrease in disciplinary actions, and an increase in matriculation.

A Community-Based Approach

If a learning environment is anywhere where a'o can occur, then part of the school's task is to take this community-based approach to ground its SEL practices in embracing the multiple contexts in which SEL occurs. These learning environments include

- Home (A child's first learning environment)
- Community
- 'Āina
- School Campus
- Classroom

The establishment of the school's foundational beliefs, and the practice of uplifting mo'olelo, lays the groundwork for creating learning environments where SEL can thrive, built on the acknowledgment that the ingress and egress of each learning condition in each context change as well. As such, designing learning environments requires the building of a process for acknowledging differences across contexts, defining non-negotiables, as well as determining areas for flexibility. Below are guideposts to navigate this process for multiple learning environments.

Laying Out the Process

Fostering Connections and Collaboration

We recommend the following process to ensure that everyone in the school community (families, faculty, staff, and community) has the opportunity to participate in the process of identifying foundational beliefs and creating SEL supportive learning environments in an efficient and inclusive way that maximizes the potential for buy-in, consistency and sustainability. Considerations include:

1. The SEL team goes through the initial process.
2. What the SEL team has gathered in the process is shared with faculty, staff, families and in open forum with the community for feedback and consensus building.
3. The SEL team finalizes decisions.
4. The SEL team provides training to various stakeholders on what they have learned to build common language.
5. The SEL team integrates decisions across schoolwide policies, practices and programs and creates visual reminders across the school.

1

**Identify Learning Environments
Outside of School Spaces**

2

**Establish a Schoolwide Learning
Environment as Spaces Where SEL
Takes Place**

3

**Provide Consistency and Coherence
in the Classroom**

Laying Out the Process

Step 1: Identify Learning Environments Outside of School Spaces

Home is our first learning environment; therefore, the home-school-community connection needs to be considered when determining supportive SEL practices based on community values. The school approach to engaging with families should be consistent with the foundational beliefs established in the community, including a process for learning the gifts of families and the opportunities provided in students' home learning environments and the development of a reciprocal process for families to learn practices in the school and for the school to learn from families.

Our homes live in communities and are of the 'āina. By creating opportunities for shared experiences using shared practice and language, bicultural development is strengthened and bridges between the home-school-community/'āina are built. Drawing on the we-why process and identification of student needs, as well as the agreed-upon schoolwide shared values and conditions, consider the following questions when designing opportunities for shared learning:

- What are the mo'olelo of our place? Who are the local cultural practitioners and what are the 'āina-based opportunities for our students?
- What are the mo'olelo of our families? What shared experiences can we co-create with our families to support our students and families?
- Who are the community partners that we can collaborate with to provide needed access and supports for our families to meet their life needs?

Laying Out the Process

Step 2: Establish a Schoolwide Learning Environment as Spaces Where SEL Takes Place

How are our foundational beliefs being enacted at our school? What are some practices that we are doing right now?

- What does a thriving learning environment look like for our school?
- How do you know it is thriving?
- What are the conditions that allow it to be so?
- How can we uplift HĀ in all of our learning environments?

Step 3: Provide Consistency and Coherence in the Classroom

One of the most important aspects of creating optimal learning environments for SEL is ensuring coherence and consistency throughout the ecosystem. Regardless of where a student is during their school day-- in the classroom, the cafeteria, the bathroom, etc.-- the embodied values and practices of a school should be predictable and consistent in order to reinforce supportive conditions for SEL. This requires the intentional and consistent process of setting up classroom communities. The SEL team can examine school-wide policies, programs, and practices to ensure alignment across all learning environments, including each classroom.

Another way to ensure this continuity is for teachers to apply the schoolwide process with their students to establish their classroom community. The process itself is an example of integrated SEL for students. The process should begin on the first day of school, with continuous learning throughout the school year. By enacting the practices of the school and using the agreed-upon language, students will integrate these practices into their everyday lives at school. The SEL team can draw from the questions below to create school-based protocols for the classroom that are age-appropriate.

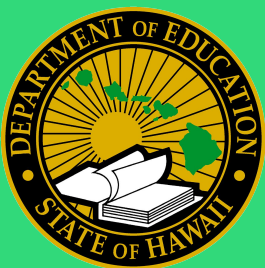
Laying Out the Process

Below is just one way to bring the process into the classroom.

<p>1. Identify learning environments.</p>	<ul style="list-style-type: none"> ● What are the mo'olelo of our place? Bring in local cultural practitioners and provide 'aina-based opportunities for classes throughout the school year. ● What are the mo'olelo of our families? Provide opportunities for students and families to share their mo'olelo within the class. ● Partner with 'aina-based programs and community partners to provide opportunities for learning outside of school.
<p>2. Co-create a thriving community for students in the classroom.</p>	<ul style="list-style-type: none"> ● Spend the first week of school going through the 4-steps of the we-why process with students to create an SEL-supporting classroom learning environment.
<p>3. Explicitly teach students about the concept of thriving and apply it to the classroom community. Below are some questions to consider that integrate SEL into the establishment of classroom community agreements.</p>	<ul style="list-style-type: none"> ● Provide a definition of thriving. <ul style="list-style-type: none"> ○ How does thriving mean in your language? ● What does thriving look like? ● How does it feel? ● What does a thriving learning environment look like for our classroom? ● How will we know our classroom is thriving? ● What needs to happen for all of us to thrive? (Develop classroom agreements.)
<p>4. Uplift HĀ in classroom practices and procedures.</p>	<ul style="list-style-type: none"> ● Assess classroom management procedures to ensure that it aligns and uplifts HĀ. ● Ask students, "What will we do to uplift HĀ in our classroom?" ● Provide opportunities for students to learn about the school's foundational beliefs and the pillars of HĀ.

School Social and Emotional Learning (SEL) Guide

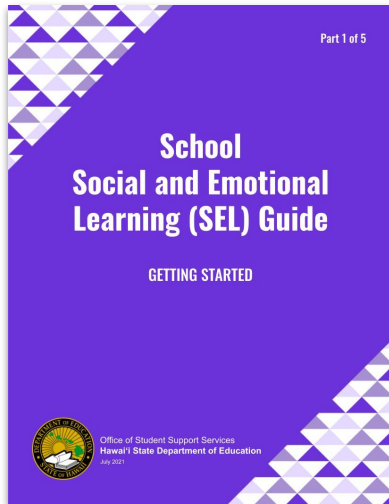
DESIGNING SEL PRACTICES FOR YOUR COMMUNITY



Office of Student Support Services
Hawai'i State Department of Education

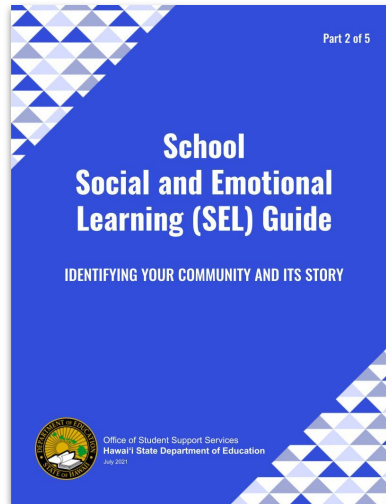
Updated- October 11, 2022

Explore the Series



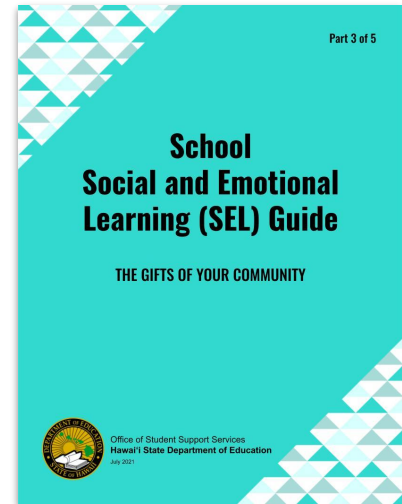
Part 1: Getting Started

- Letter from...
- What is SEL?
- Purpose of the Guide



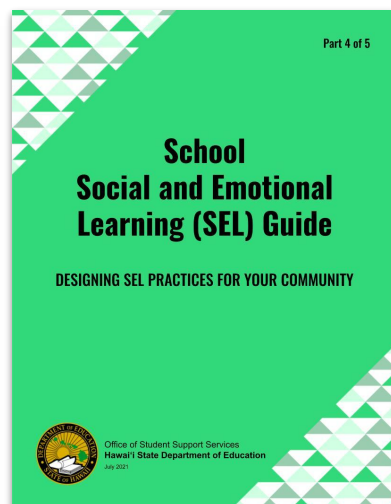
Part 2: Identifying Your Community and Its Story

- Establish Foundational Beliefs
- Build Team



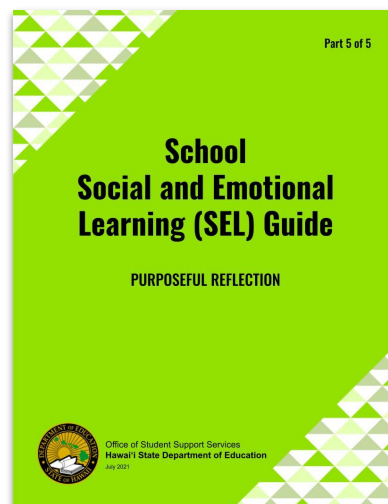
Part 3: The Gifts of Your Community

- Identify SEL Strengths and Needs
- Assemble Resources for SEL Environments



Part 4: Designing SEL Practices for Your Community

- SEL Indicators
- Explicit Instruction
- SEL Integration



Part 5: Purposeful Reflection

- SEL Screening and Progress Monitoring
- Interventions
- Reflection

SEL Indicators

With a resounding amount of research related to the connection between the brain and optimal learning, the landscape of education, teaching, and pedagogy has changed. Research shows that the integration of social and emotional learning (SEL) facilitates the development of social competence and is linked to students' increased academic performance. These positive effects are long-lasting. A 2017 meta-analysis indicated the long-lasting and positive effects of SEL on academics, behavior, emotional regulation, and propensity to high-risk activities. Beyond the positive effects in the classroom, one 2015 study found that SEL programming is worth the investment: for every dollar spent, there is an \$11 return on investment.

Educators are called upon to use these findings and connect science with practical application and instruction.

Applying SEL scientific knowledge into practice elevates supportive learning for our students.

More than two decades of research across a wide range of disciplines—psychology, social science, brain science—demonstrates that learning depends on deep connections across a variety of skills, attitudes, and character traits. These generally fall into three broad categories: (1) *skills and competencies*; (2) *attitudes, beliefs, and mindsets*; and (3) *character and values*.

Skills and Competencies—shown toward the center of the figure below—represent approximately a dozen specific behaviors that decades of research and practice indicate are important. Though they are interrelated, these can be organized into three areas: cognitive, social, and emotional.

Cognitive	Social	Emotional
<p>Cognitive skills and competencies underlie the ability to focus and pay attention; set goals; plan and organize; and persevere and problem solve.</p>	<p>Social and interpersonal skills and competencies enable children and youth to read social cues and navigate social situations; communicate clearly; negotiate and resolve conflict with others; advocate for oneself with adults and peers; and cooperate and work effectively on a team.</p>	<p>Emotional skills and competencies help children and youth recognize and manage their emotions; understand the emotions and perspectives of others; cope with frustration and stress; and demonstrate respect and empathy toward others.</p>

SEL Indicators

Importantly, scientists tell us, this set of skills and competencies develop and are used in dynamic interaction with attitudes, beliefs, and values.

Attitudes, Beliefs, and Mindsets include children’s and youth’s attitudes and beliefs about themselves, others, and their circumstances. Examples include self-efficacy—a belief that you have what it takes to achieve your goals—and motivation and purpose. These types of attitudes and beliefs powerfully influence how children and youth interpret and respond to events and interactions throughout their day.

Character and Values represent ways of thinking and habits that support children and youth to work together as friends, family, and community. They encompass understanding, caring about, and acting on core ethical values such as integrity, honesty, compassion, diligence, civic and ethical engagement, and responsibility.

HIDOE prioritizes SEL as an integral part of ensuring equitable access to learning for all students, particularly those that are underserved. All students deserve access to a quality education that motivates and empowers them to thrive. It is also everyone’s responsibility to teach, model, and promote SEL.

Similar to academic standards for mathematics, science, or English language arts, the learning goals for SEL serve as a “target” for instruction. They identify specific goals that articulate what students should know and be able to do related to SEL. The learning goals can guide schools and complex areas as they select evidence-based programs and the creation of professional development related to SEL.

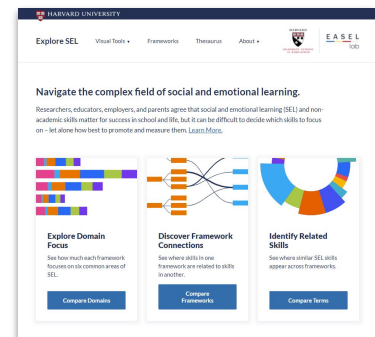
SEL Indicators

Examples of SEL Indicators

SEL Indicators	Description
American School Counselor Association National Model	<p>The American School Counselor Association National Model framework guides school counselors and school counseling teams in the development and sustainment of school counseling programs that are data informed, delivered to all students and customized to each school.</p>
CASEL	<p>The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students. They offer a comprehensive collection of high-quality SEL tools and resources to inform and support educators, researchers, policymakers, and parents who are leading this work in the field. Resources have been selected by CASEL staff, consultants, school district partners, field collaborators, and others.</p>
Harvard Explore SEL	<p>Harvard Easel: Explore SEL is designed as a navigator for the field of SEL. They provide information and tools that summarize and connect major SEL frameworks and skills in the field to support transparency and informed decision-making.</p>
HIDOE Health Education Standards	<p>Standards-based comprehensive Health Education helps students to develop attitudes, skills, and knowledge for health, resilience, and total well-being. Health literacy is essential to students' social, emotional, mental, physical, and cognitive development. Health-literate individuals are able to find, understand, and use information and services to inform health-related decisions and actions for themselves and others.</p> <p><i>Note: Health Education is required in all elementary grades. Middle/intermediate schools must offer courses that allow all students to meet the HIDOE Health Education standards and performance indicators for Grades 6-8. One semester of Health Education in each middle/intermediate school grade is strongly recommended but not required for middle school promotion. In high school, a one-semester course (0.5 credits) in Health Education is required for graduation. A variety of Health specialized elective courses (e.g., Peer Education) are available at the secondary school level.</i></p>



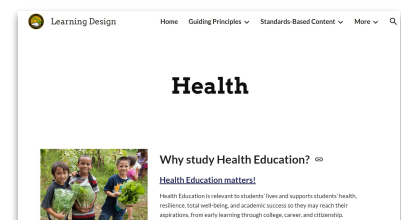
[CASEL](#)



[Explore SEL](#)



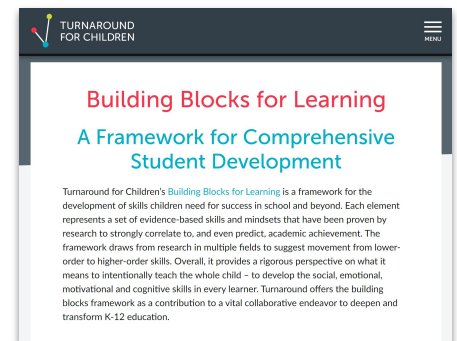
[HIDOE Health Education Standards](#)



[Learning Design for Health](#)

SEL Indicators

SEL Indicators	Description
Hawai'i P-20's College, Career, and Community Readiness Framework	Hawai'i P-20's College, Career, & Community Readiness (CCCR) Definition (established in 2013) is a shared framework and vision for all students to be college, career, and community ready. There are four key conditions for student readiness and success. The CCCR definition has been expanded through the CCCR Expectations Guide which provides a suggested continuum of grade-level benchmarks of student outcomes.
Turnaround for Children	Turnaround for Children's Building Blocks for Learning is a framework for the development of skills children need for success in school and beyond. Each element represents a set of evidence-based skills and mindsets that have been proven by research to strongly correlate to, and even predict, academic achievement. The framework draws from research in multiple fields to suggest movement from lower-order to higher-order skills.



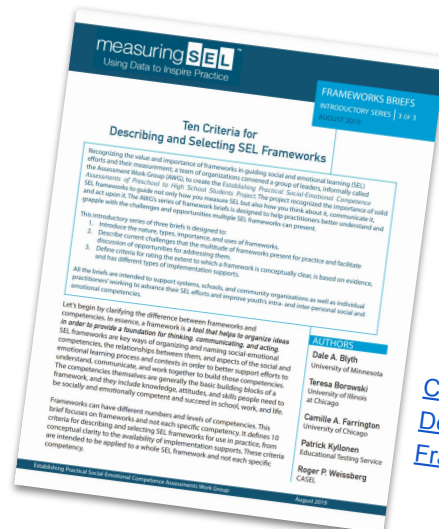
[Turnaround for Children](#)

SEL Indicators

In order to strengthen a school's vision, mission and/or "we" and "why," SEL domains and competencies offer clear targets and indicators to achieve the greater vision and mission.

<p>What are the SEL goals/needs (vision/mission?) of your school?</p>	
<p>Are the SEL goals balanced by evidence-based domains (e.g. self-awareness, self-management, social awareness, relationship management, responsible decision-making)</p>	
<p>How do your SEL goals connect to your school's positive behavior expectations?</p>	

For more guidance on selecting SEL goals and/or frameworks, [CASEL's Ten Criteria for Describing and Selecting SEL Frameworks](#) help practitioners better understand and grapple with the challenges and opportunities multiple SEL frameworks can present.



[CASEL's Ten Criteria for Describing and Selecting SEL Frameworks](#)

Explicit Instruction

Research shows that evidence-based and well-implemented SEL programs improve students' well-being and academic performance. It is particularly important to ensure equitable access for students that have limited family and community support. Effective SEL programs draw from child development and brain research to sequence and focus high-leverage, teaching strategies for developing students' SEL knowledge, mindsets, and skills. There is a strong body of research suggesting that teaching these SEL skills is making a meaningful difference in the lives of students (Durlak et al., 2011; Diamond & Lee, 2011; Bierman et al., 2010). When considering SEL programs, the Wallace Foundation's Navigating SEL From the Inside Out: Looking Inside & Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary School Focus), March 2017 describes the range of instructional methods typically found in evidence-based SEL programs.

In their seminal 2011 paper, Durlak and colleagues found that the most effective SEL programs were those that incorporated four elements represented by the acronym SAFE:

S

sequenced activities that led in a coordinated and connected way to skills,

A

active forms of learning,

F

a focus on developing one or more social and emotional skills, and

E

explicit targeting of specific skills.

Explicit Instruction

The SAFE elements build upon SEL targets and skills, to promote successful implementation in the following ways:

Occur within supportive contexts

School and classroom contexts that are supportive of children’s social and emotional development include:

What adult and student practices/activities are implemented to build and apply SEL skills and establish prosocial norms (e.g., shared agreements, cooperative learning)?

What activities will foster healthy relationships, instructional support, and positive classroom management (e.g., peer mentoring, advisory teams, positive behavior expectations)?

Build adult competencies

This includes promoting teachers’ own social and emotional competence and the ongoing integration of teacher social and emotional competence with pedagogical skills.

What professional learning will be provided?
Possible focus areas:

- Brain research and how children learn
- SEL competencies
- Reflection on personal SEL skills
- Examination of cultural biases
- Asset-based approaches to view and support multilingual students
- Growth mindset
- Self-care
- Applied and/or cooperative learning
- Trauma-informed practices

What structures are in place to promote collaboration (e.g., professional learning community, peer partnerships)?

How will staff be supported in modeling SEL competencies, mindsets and skills with school members and community (e.g., greeting at entrance, culture of compassion)?

Explicit Instruction

Acknowledge features of the broader community context

This includes taking into consideration the environments and contexts in which students are learning, living, and growing by building family-school-community partnerships that can support students at home and in other out-of-school settings, fostering culturally competent and responsive practices, and considering how specific educational policies may influence students.

What avenues are there for ongoing two-way communication with families, inviting families to understand, experience, inform, and partner with the school to support students' social and emotional development?

What languages are spoken at home? How will multilingual families with limited English proficiency access information shared by the school? How will multilingual families with limited English proficiency communicate with the school?

Do families and the community have opportunities to participate on the SEL team?

What meaningful opportunities are there for families and the community to learn more about and contribute to SEL in the school?

What supports are there that school faculty and staff need to succeed and where might you find these supports in your community?

- Professional learning
- Caring environment
- Relationship building
- Personal self-efficacy in SEL
- Understanding of child development
- Implementation resources
- Designated time

Explicit Instruction

Target a key set of skills across multiple domains of development

This includes targeting, in a developmentally appropriate way, skills across multiple domains of development, including:

- emotional processes
- social/interpersonal skills
- cognitive regulation or executive function skills

What SEL skills are relevant to the domains of development?

Which evidence-based SEL strategies and programs are needed, based on data?

Set reasonable goals

This includes articulating a series of short- and long-term outcomes that are reasonable goals or expectations for the specific SEL effort. These include:

- short-term indicators of children's growth and progress in areas proximal to the specific SEL activities, and
- longer-term indicators of more distal, future impacts.

What are the long-term goals based on data?

What are the short-term indicators of growth and progress?

SEL Program Review Resources

For more resources about evidence-based SEL programs, please see the following:

Resource	Description
Evidence-Based Social and Emotional Learning Programs: CASEL Criteria Updates and Rationale	<p>The CASEL <i>Guide</i> provides a systematic framework for evaluating the quality of social and emotional programs and applies this framework to identify and rate well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The <i>Guide</i> also shares best-practice guidelines for district and school teams on how to select and implement SEL programs. Finally, it offers recommendations for future priorities to advance SEL research and practice.</p>
Navigating SEL from the Inside Out - Looking Inside & Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary School Focus), March 2017	<p>In 2017, the EASEL Lab published results from the first phase of this work in the first edition of the Navigating SEL guide. The original guide provides comprehensive program profiles and cross-program analyses for 25 SEL programs focused on grades K-5. Four years later, they released this revised and expanded second edition, which extends the focus of the 2017 guide to include PreK programs. It also builds upon the latest research to include an additional focus on equitable and trauma-informed SEL and an expanded set of SEL skills, strategies, and program components.</p>
Social and Emotional Learning Interventions Under the Every Student Succeeds Act Evidence Review	<p>The primary goals of this report are to help decision makers understand (1) how ESSA addresses schools' efforts to promote students' social and emotional competencies and (2) which SEL interventions meet ESSA evidence requirements. Our review focuses on interventions that have an explicit primary aim of improving students' social and emotional competencies and are delivered to universal populations of students in school settings. The primary audiences for this report include policymakers and practitioners who are responsible for setting policies or selecting programming for schools.</p>



[CASEL Program Guide](#)

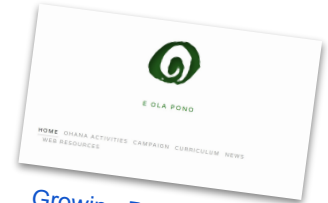


[Navigating SEL from the Inside Out](#)

Hawai'i-Based SEL Programs

Examples of local-based SEL Programs

Resource	Description
Ceeds of Peace	Ceeds of Peace toolkit offers a collection of activities, lessons, conversation starters, games, discussion topics, projects, and techniques that foster learning and growth of their seven core "Ceeds" for teachers, caregivers, and community members
Growing Pono Schools	Growing Pono Schools is a social and emotional learning program created by educators from UH Mānoa's Growing Pono Schools Program, ALU LIKE, Inc. and the Hawai'i Department of Education. It is a culture & place-based character education curriculum designed to deepen connections to self, place, and community for Hawai'i's students grades 4-12.
RAINBOWS in Me: Values of Aloha	A Hawai'i - based SEL program created by retired school counselor, Stephen Chinen. RAINBOWS is an acronym he uses to teach eight values and skills that reflect our Aloha Spirit. Original songs, chants, activities, magic tricks, and 100+ videos supplement the curriculum. An impressive 112-page workbook is provided for all students, grades 3-12; for younger students, permission is granted to photocopy selected pages of the workbook. For more information, please contact Stephen Chinen at stephenchinen@gmail.com .



[Growing Pono Schools](#)



[Ceeds of Peace](#)

Academic Integration

The multiple dimensions of learning are inextricably linked. They develop interdependently and are often processed in the same parts of the brain. Like the roots of a great tree, these dimensions of learning entwine to promote academic accomplishment in any subject. When learning environments are constructed to teach these skills, attitudes, and values as mutually reinforcing and central to learning, students are better equipped to engage in rigorous academic content and learning experiences and make greater academic progress.

Thus, academic learning requires the integration of these skills emotionally, students are interested and feel connected to the work and what they are doing; and cognitively, they are actively focused on learning and working diligently to master new skills and knowledge. A consensus study from the National Academies of Sciences concluded that effective instruction depends on understanding this complex interplay among students' prior knowledge, experiences, motivations, interests, language, and cognitive skills and the cultural, social, cognitive, and emotional characteristics of the learning environment. When challenging work is coupled with high expectations and high levels of support, and when students are actively working and cognitively, socially, and emotionally engaged, this produces greater motivation, stronger identity development, and deeper learning.

For more information about SEL integration, please visit [A Nation of Hope: How Learning Happens](#)



Stop treating children's brains like they are separate from their body and their relationships. Children are not little brains in a box. They are actual bodies and lives with cultural values, orientations, beliefs, relationships, desires, wants, dislikes, anxieties...The educational experience is meant to make meaning out of these experiences in more and more complex, skilled and targeted ways rather than to supplant or replace their experiences with something new that we call scholarly academic learning.

Mary Helen Immordino-Yang,
Author of *Emotions, Learning and the Brain: Exploring the Educational Implications of Affective Neuroscience*

Academic Integration

Here are some strategies that can be integrated as part of content instruction:

- Learn how to pronounce the students' names correctly, and create opportunities for the students to learn and say each other's names. By using a student's name the way it is used at home, the teacher affirms identity, honors culture, and demonstrates respect and care for the student.
- Greet students at the door. As the school year progresses, have students take turns to serve as the greeter to greet classmates by their names as they enter and/or leave the classroom. If needed, pair up students to greet their classmates together. Add variation to the greeting throughout the school year, such as greeting in different languages and asking quick questions about preferences, hobbies, and interests.
- Implement the 2x10 strategy by spending two minutes per day for ten days to chat with a student about something related to their interests and not related to academics.

Reference: Moyer, J. and Shaffer, T. (2021). Managing reunions. *Language Magazine*, 20(12), 24-27.

For more resources about SEL integration with academics, please see the following:

Resource	Description
CASEL: Guide to Schoolwide SEL	Schoolwide SEL engages the entire school community in creating caring, motivating, and equitable learning environments that promote social, emotional, and academic growth. The CASEL Guide to Schoolwide SEL provides an intentional and collaborative implementation process. For more information specific to the integration of SEL and academic instruction, please see CASEL's focus area 3: Integration of SEL and Instruction .
Aspen Institute's Integrating Social, Emotional, and Academic Development (SEAD): An Action Guide for School Leadership Teams	To help principals and school leadership teams see how social and emotional learning can enhance academic performance, and how to weave social-emotional development into every aspect of school, the Aspen Institute and its partners created Integrating Social, Emotional, and Academic Development (SEAD): An Action Guide for School Leadership Teams. The guide provides practical advice, curated resources, and action steps for school leaders to improve the student experience, calling out specific equity implications in every section to give these issues priority in planning.

A Supportive School Climate

SEL implementation takes root when every part of the school day promotes students' social and emotional learning. As students move between classrooms, lunch periods, hallways, and various in and out-of-school time programs, their experiences shape how they perceive themselves, relate to others, address conflicts, and make decisions.

Promoting SEL for students requires more than SEL instruction in the classroom. It begins with fostering a warm, nurturing, and motivating school climate where every interaction with peers and adults supports students socially and emotionally. It involves creating consistent opportunities throughout the school day to practice skills that reinforce SEL instruction and make SEL relevant to students' daily lives. It also means seamlessly integrating SEL into all of your schools' programs and practices.

CASEL's Core Strategies to Infuse SEL Into Everyday Practices

[Foster a supportive school climate including norms, routines, and procedures that promote SEL.](#)

[Adopt an evidence-based SEL program that ensures consistent and high-quality SEL opportunities for all students.](#)

[Elevate student voice to actively engage students in schoolwide SEL.](#)

[Integrate SEL into a Multi-Tiered System of Supports \(MTSS\) to ensure SEL is embedded throughout student supports.](#)

[Ensure discipline policies promote SEL and equitable outcomes to align disciplinary practices with SEL goals.](#)

For more information about CASEL's schoolwide practices, please visit:
<https://schoolguide.casel.org/focus-area-3/school/>

A Supportive Classroom Environment

Because students spend the majority of their school day in classrooms, schoolwide SEL implementation requires cultivating supportive classroom environments and teaching practices that effectively engage students in deep academic, social and emotional learning.

A supportive and equitable environment in all classrooms serves as a platform for all academic, social and emotional learning. At the core of a supportive classroom is a caring, engaging teacher who establishes authentic trusting relationships with each student.

Fundamentally as every teacher knows this job of education is a human one. It is about relationships... When teachers are able to prioritize relationships and focus on the quality of their connections with kids, we see over and over again the teachers feeling more effectively and the kids being more engaged, learning more and feeling more effective.

Robert Pianta,
Creating Opportunities through Relationships (COR)

CASEL's Core Strategies to Foster a Supportive Classroom Environment

[Build a strong sense of community.](#)

[Create structures that foster belonging and emotional safety.](#)

[Establish student-centered discipline practices that promote SEL.](#)

For more information about a supportive classroom environment, please visit:

<https://schoolguide.casel.org/focus-area-3/classroom/a-supportive-classroom-environment/>

Another resource: [Design Principles for Schools- Putting the Science of Learning and Development Into Action](#)

SEL Integration

Transforming Education's SEL Integration Approach for Classroom Educators

TransformEd's SEL Integration Approach

Conducive environments promote the integration of SEL in physically, intellectually, cognitively, behaviorally, social-emotionally, and culturally safe and inclusive ways.

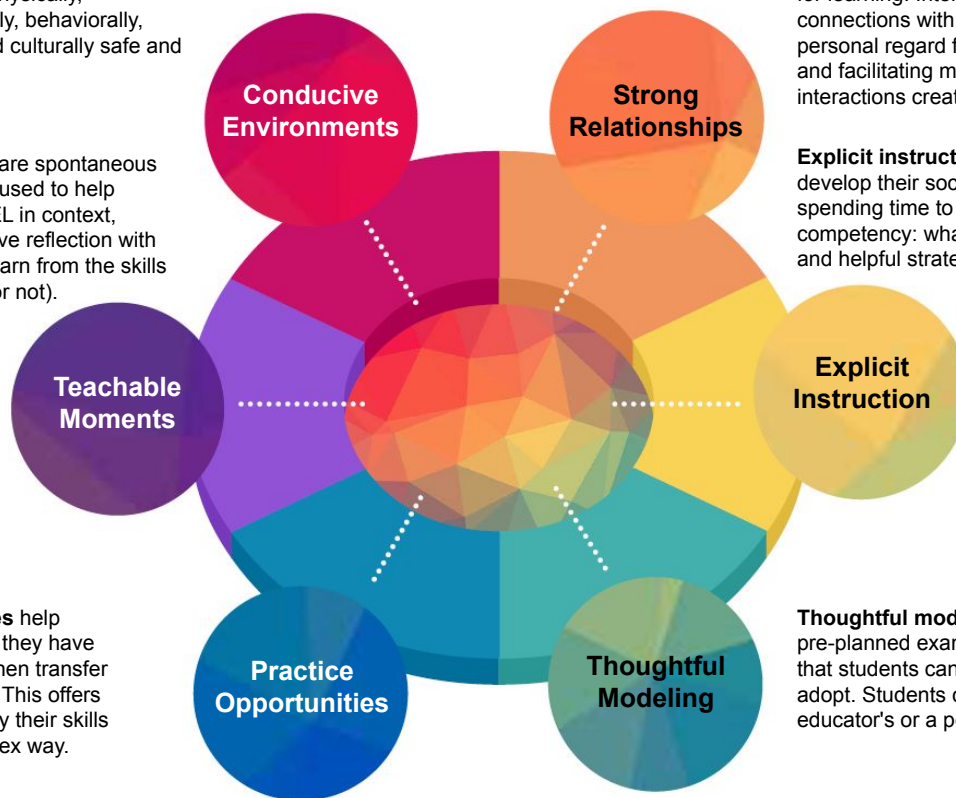
Teachable moments are spontaneous learning opportunities used to help students recognize SEL in context, engage in metacognitive reflection with peers or adults, and learn from the skills being demonstrated (or not).

Practice opportunities help students try new skills they have recently learned and then transfer them to new contexts. This offers them a chance to apply their skills in a nuanced or complex way.

Strong relationships are foundational for learning. Intentionally building connections with students, having a personal regard for them as individuals, and facilitating meaningful peer interactions creates caring communities.

Explicit instruction helps students develop their social-emotional skills by spending time to directly discuss a competency: what it is, why it's important, and helpful strategies to develop it.

Thoughtful modeling provides a pre-planned example of thinking or action that students can observe, unpack, and adopt. Students can learn from an educator's or a peer's modeling.



HOW DO THESE COMPONENTS INTERACT?

We recommend a holistic approach to SEL integration that strikes a balance between environments, relationships, instruction, modeling, practice, and teachable moments, rather than emphasizing one action more than the others.

Teachers who successfully embed SEL in the classroom integrate all of the above components and discern when each component would be most beneficial for their students at any given moment.

Doing so provides students with multiple opportunities to learn about, observe, practice, and continuously develop social-emotional skills.

SEL Integration

- Create a physical space that is warm, inviting, and student-centered with thoughtfully chosen materials, furniture, and displays of student work.
- Maintain rigorous expectations for all students and leverage the trust built in strong relationships to encourage one another to work towards important goals.
- Encourage growth by providing actionable feedback and celebrating progress.
- Design assignments in a way that celebrates the diversity of students' assets, abilities, and cultural perspectives.
- Establish practices for building emotional awareness and emotional regulation as a classroom norm and priority.

Conductive Environments

Strong Relationships

- Make explicit connections between school and home communities such that regular, two-way, positive communication is a norm.
- Form honest, authentic relationships between students and teachers that foster complex understandings about one another in order to disrupt inequitable and deficit-based views.
- Learn about, include, and celebrate various cultural and racial/ethnic backgrounds year-round.
- Create activities and structures that continuously build strong relationships between students throughout the school year, rather than just during orientation.
- Resolve conflict through restorative approaches that promote empathy and understanding.

- Focus on evidence-based, high-quality approaches, regardless of whether the teacher is designing a new lesson or delivering a lesson from a pre-existing curriculum.
- Use materials that reflect and represent the diversity of students in the classroom.
- Ensure that lessons are adapted to meet students' developmental and language needs, cultural contexts, and interests.
- Make explicit instruction student-centered; rather than focusing on didactic lessons, engage students in discussion about how a competency plays out in their own lives.

Explicit Instruction

Thoughtful Modeling

- Be intentional. Carefully planning in advance will help an educator focus on being inclusive and using high-leverage words, messages, and body language while modeling SEL.
- Emphasize students' role in modeling. Be sure to offer students opportunities to discuss what they observe, ask clarifying questions, discuss an alternative perspective, and/or provide feedback to educators about what they're learning.
- Consider ways to use role playing and peer modeling to help students learn from one another.
- Use modeling as an opportunity to display behaviors that show respect, appreciation for, and inclusivity of the range of cultures, backgrounds, languages, and experiences of students' communities.

- Focus on reinforcing concepts that have already been explicitly taught and modeled.
- Consider which activities will be developmentally appropriate and relevant to students as individuals.
- Plan ahead to identify activities for students to practice using social-emotional skills that are related your existing lessons. Offer students choices in how they want to engage those skills.
- Create practice opportunities that respond to the range of students' abilities so that, with your support, students can build towards independently applying skills in various contexts.

Practice Opportunities

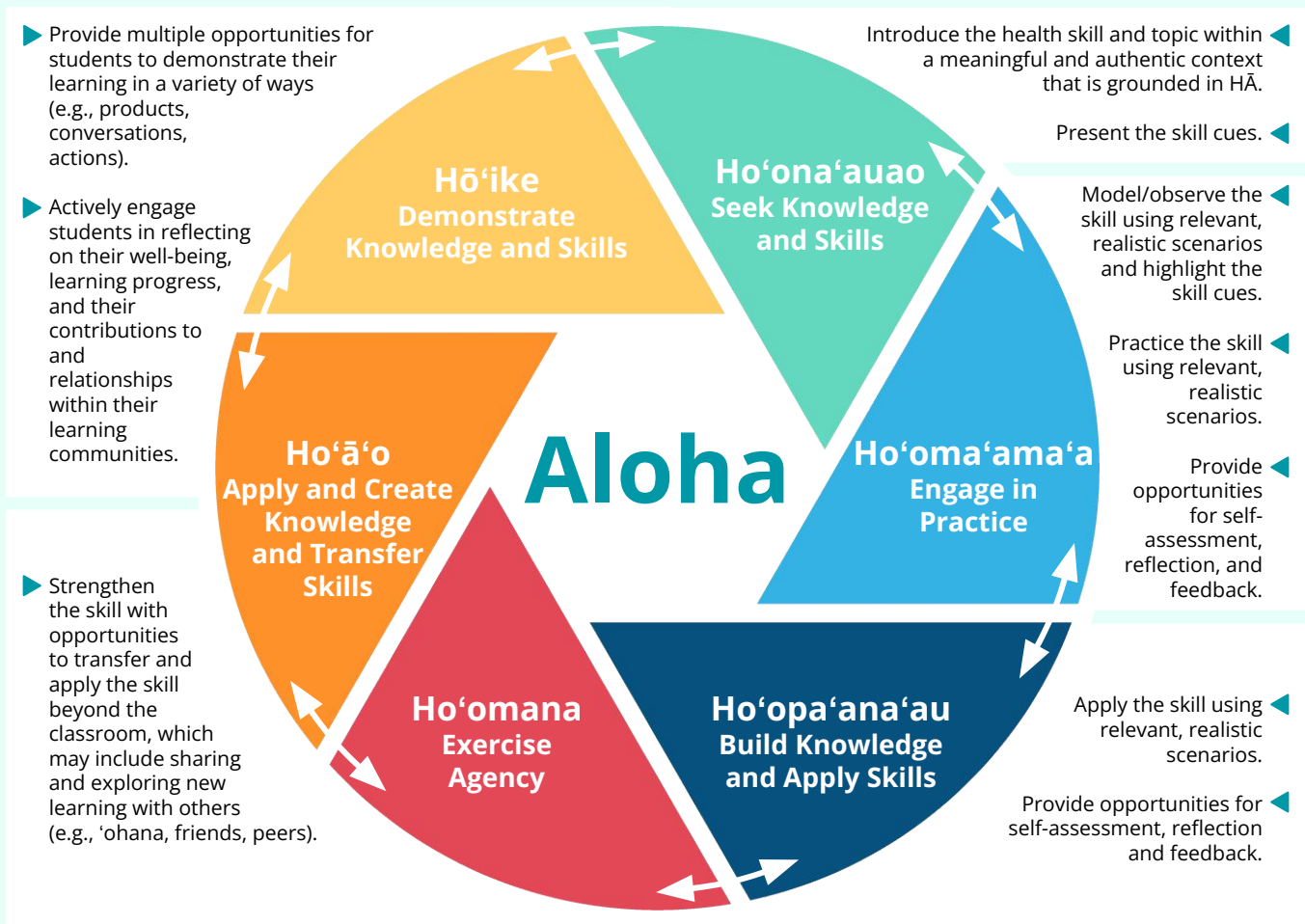
Teachable Moments

- Engage in spontaneous teachable moments as opportunities for conversation, learning, and constructive feedback, not to call out students.
- Focus on moments that can clearly reinforce the generalization and transfer of social-emotional skills that have been explicitly taught or modeled in class.
- Acknowledge both moments of celebration (to recognize when students are demonstrating command or growth in a social-emotional competency) and missed opportunities (to reassess a difficult situation and introduce a different approach).



Health Skill Development Through a Kaiapuni Pedagogical Lens

Excerpt from [National Health Education Standards in Hawai'i](#)



Excerpt from [The Foundational and Administrative Framework for Kaiapuni Education](#):

Aloha is central to the Kaiapuni pedagogy. Aloha describes the human interaction in the Kaiapuni learning community that is based on respect, tolerance, and empathy that empowers the realization of the Hawaiian processes of learning. Aloha can manifest itself in different ways, such as the hug a haumāna might give their kumu when meeting at a store to the 'o'ole'a parental voice a kumu might use to discipline haumāna. Relationships are strengthened and learning takes place through common experiences, just as they occur in the home. Kaiapuni acknowledges the values of the home and encourages families to actively engage in the learning experiences of the school environment. The bonds of 'ohana make students, teachers and staff more accountable to each other.

For Kaiapuni, the answer begins with **na'auao**, made up of two separate words: **na'au**, meaning intestines, bowels, guts; mind, heart, affections; of the heart or mind; mood, temper, feelings; and **ao**, meaning light, day, daylight, dawn; to dawn, grow light; enlightened; to regain consciousness. Together, the word becomes na'auao and is defined here as learned, enlightened, intelligent, wise; learning, knowledge, and wisdom. Na'auao, therefore, is the result of education. (HIDOE, 2015)

Additionally, the two-sided arrows (↔) represent lifelong learning and growing as learners move fluidly between the model's phases throughout their learning journey.

Ho'ona'auao	The process of becoming na'auao is ho'ona'auao. Students are set on a quest for knowledge within a learning environment in which the seeking of knowledge and skills takes place. As students internalize that there is something new to learn, they are set on a path with the end result being na'auao. When a student achieves na'auao in one concept or learning experience, it opens the door to the next journey or new learning experience.
Ho'oma'ama'a	Students have many opportunities to practice and gain confidence with new learning. As students apply new concepts or skills, they grow through their reflections on what worked, what didn't work, and what they learned. Through practice, students strengthen their self-efficacy as active participants in their own learning.
Ho'opa'ana'au	Ho'opa'ana'au is similar to the meaning of the term "memorization" but is different in that ho'opa'ana'au is more of a visceral feeling than a cognitive act. It may be echoed in the Western idiom, "Know by heart." The Hawaiian belief is that "memorization" or mastery is felt in your na'au or your gut, where feelings are held. The emotional connection for any new event is the glue that holds firm indefinitely these new learning experiences within the na'au and becomes internalized. When students ho'opa'ana'au concepts or skills (e.g., decision-making process, communication strategies, food preparation techniques, health and healing practices), the emotional connection of the student becomes the driving force to help students master and utilize the new information.
Ho'omana	Students strengthen their self-efficacy and executive functioning skills as they become equipped with new knowledge and skills through their learning experiences. Knowledge, skills, and health-promoting attitudes are the source of agency, which enables them to make healthy and responsible choices and use their voices to support individual and collective well-being. Ho'omana allows students to scaffold old experiences with new ones. It is the driving force on their path to becoming na'auao.
Ho'ā'o	Learning requires that students engage in experiences that allow them to ho'ā'o, or apply learning to authentic experiences. They begin to apply and create knowledge, transfer skills, and test theory through methods of observation, listening and doing, and making inferences that allow for growth as independent critical thinkers.
Hō'ike	Hō'ike means to "make visible" or to demonstrate a practice, skill, or talent. Hō'ike is a foundation for students to show mastery of knowledge and plays an important role in the assessment process. Hō'ike has taken on the western meaning of the word "test" as well. Following practice over time, when students have reached mākaukau (steps taken towards preparedness and quality or excellence), they are encouraged to hō'ike, whether it be an oral presentation or conversation, a performance or demonstration, or paper-and-pencil assessment activity.

Consider



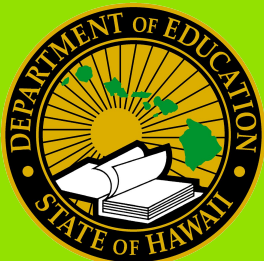
- How might a skills-based approach to Health Education be interwoven with a Kaiapuni pedagogical process to better support students in culturally responsive and sustaining ways?
- How might the ['Āina Aloha competencies](#) be used as a tool to connect Health Education with learning experiences that are rooted in the the indigenous culture, history, and language of Hawai'i?
- How might the design of learning environments, curriculum, instruction, and assessments for Health Education be transformed to better support the health literacy and health equity of multilingual learners?



The model and the descriptions of the model's phases are adapted from [The Foundational and Administrative Framework for Kaiapuni Education](#) and the health skill development model on the previous page. Learn more about [Kaiapuni Education](#), ['Āina Aloha](#), and [Hawaiian Education](#).

School Social and Emotional Learning (SEL) Guide

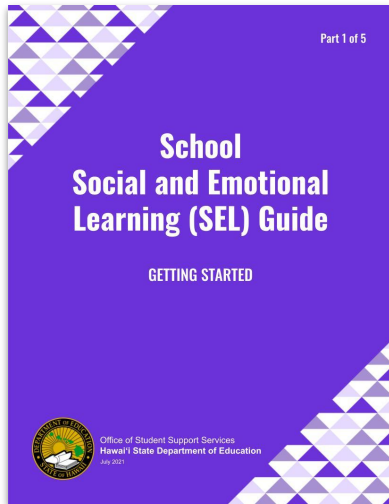
PURPOSEFUL REFLECTION



Office of Student Support Services
Hawai'i State Department of Education

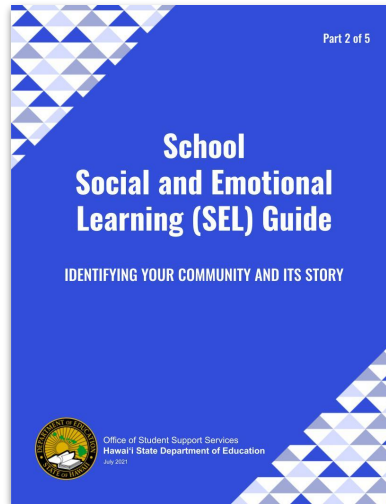
Updated- October 11, 2022

Explore the Series



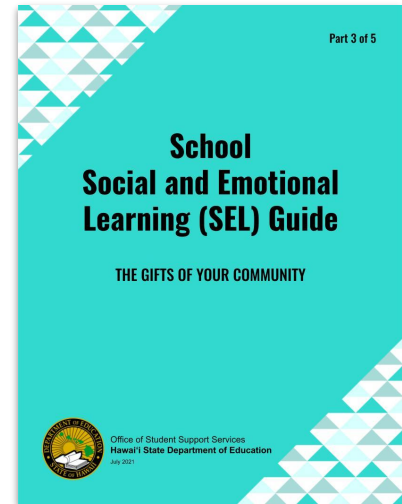
Part 1: Getting Started

- Letter from...
- What is SEL?
- Purpose of the Guide



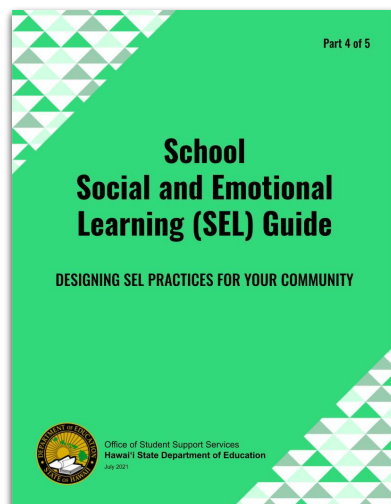
Part 2: Identifying Your Community and Its Story

- Establish Foundational Beliefs
- Build Team



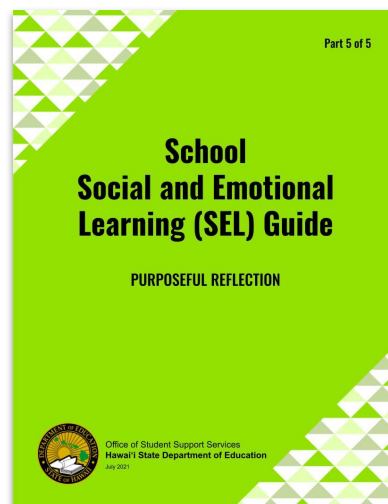
Part 3: The Gifts of Your Community

- Identify SEL Strengths and Needs
- Assemble Resources for SEL Environments



Part 4: Designing SEL Practices for Your Community

- SEL Indicators
- Explicit Instruction
- SEL Integration



Part 5: Purposeful Reflection

- SEL Screening and Progress Monitoring
- Interventions
- Reflection

SEL Screening and Progress Monitoring

Universal screening and progress monitoring are tools that contribute to the broader goal of knowing students. They provide valuable student data that help to determine how best to design an educational program that most effectively addresses the myriad needs of all students. However, it is through fostering positive and meaningful relationships with caring adults on campus that students will be fully engaged and connected to their educational experience and school community.

Universal Screening

Within the HMTSS, universal screening serves the purpose of ensuring that every student is known and receives immediate support for their needs. The process involves looking at multiple data sources: quantitative and qualitative, formal and informal, across the academic, behavioral, social and emotional, and physical domains of the whole child.

Universal screening is conducted to identify or predict students who may be at risk for poor learning outcomes. In screening, it is important to focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

It is the recommendation of behavioral system experts from The Center for Positive Behavioral Interventions and Supports, to focus on the basics of the multi-tiered system of support. Focus on a few high-leverage, evidence-based practices across social, emotional, and behavioral (SEB) domains and academic growth and do it well. Figure 4 below illustrates the importance of key Tier 1 practice features to create positive, predictable, and safe learning environments that support students' SEB and academic growth.

SEL Screening

Specifically, The Center on Positive Behavioral Interventions and Supports recommend that educators connect, screen, support, teach, and monitor.

- **Connect:** Enhance relationships among educators, students, and families to promote effective communication during times of disrupted learning. Check in with students daily and with families regularly to identify support needs as they emerge.
- **Screen:** Formally or informally screen to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns). For students who require additional support, differentiate and intensify Tier 1 and consider Tier 2 or Tier 3.
- **Support:** Establish a safe environment (in class and/or online). Teach, prompt, and acknowledge predictable routines, positive expectations and SEB skills. Bridge expectations (teach connections) across settings (e.g., home, school, community).
- **Teach:** Effectively teach and prompt critical academic skills, and actively engage students in learning. Prompt and reinforce expectations and SEB skills throughout instruction. Provide positive and supportive feedback to support skill development.
- **Monitor:** Continue to monitor implementation and safety, health, SEB, and academic needs to (a) enhance supports for all students and (b) identify students who require more support (Tier 2 or Tier 3) over time. Match the intensity of monitoring to the intensity of need.

Core Component 3 of HMTSS, universal screening and progress monitoring aligns with this recommendation.

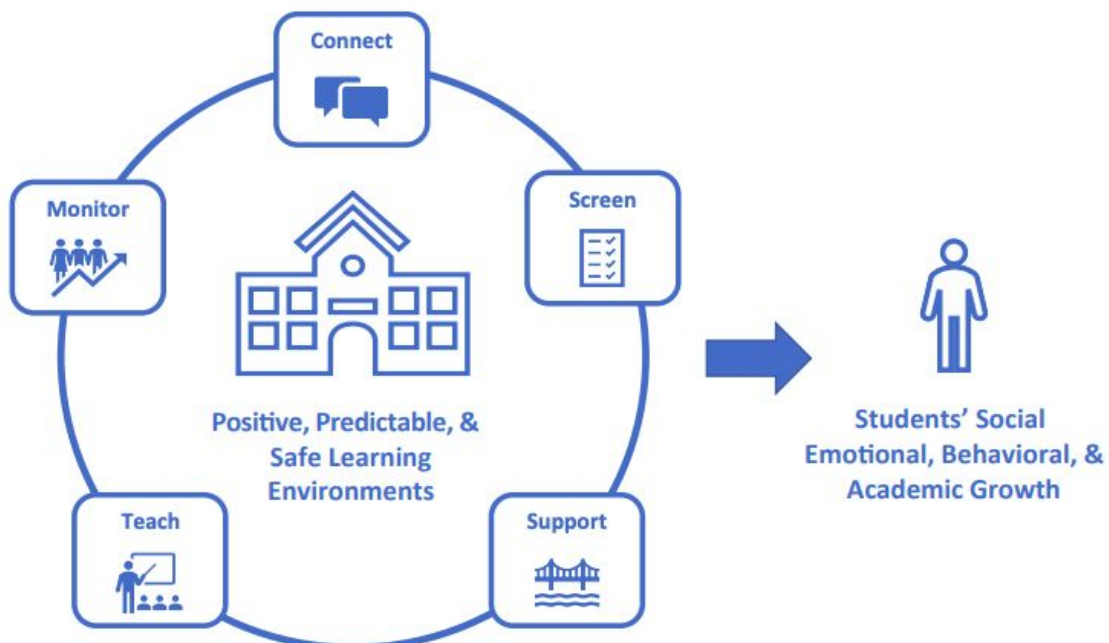


Figure 4. Critical practices to support students' social, emotional, behavioral, and academic growth

SEL Screening

The focus of this section of the guide is to address recommendations related to student screening so that we may better understand their needs as they return to school and throughout the school year.

Universal screening is the systematic examination of all students on academic, social, emotional, and behavioral indicators at the beginning of the academic year and at set time periods depending on the school's overall goals. Universal screeners may be included as part of the screening process and are administered, scored, and interpreted in a short time frame to allow for timely decision-making, referral, and access to interventions. The overall goal is to keep students from 'falling through the cracks and to ensure all students receive the level of support and care needed to ensure academic and postsecondary success.

Key screening actions include the following:

Social, Emotional and Behavioral Growth	Student Learning
<ul style="list-style-type: none">● Select and implement a SEB screener or develop procedures for informal screening (e.g., existing data, family wellness check)● Regularly review data in school-wide team meetings to make decisions, based on level of risk and other data, to differentiate and/or intensify Tier 1, Tier 2, or Tier 3 support	<ul style="list-style-type: none">● Establish a universal screening protocol to screen all students for learning difficulties● Select and implement academic screening measures, with established technical adequacy, to identify students for intervention or monitoring● Implement consistent data team meetings, as part of a decision-making process, to review screening data, group students appropriately, and differentiate and intensify instruction as needed

For more information about The Center on Positive Behavioral Interventions and Supports recommendations, please visit: [RETURNING TO SCHOOL DURING AND AFTER CRISIS: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework](#)

SEL Screening

Considerations

When considering SEB screening, it is recommended that schools:

- Identify a team to develop and select a screening system with multiple measures and tools.
- Select evidence-based or evidence-informed screening tools. Considerations include:
 - ◆ Addresses the key values, evaluation questions and program objectives
 - ◆ Free or low cost to administer
 - ◆ Practical – both online and paper-based, ability to incorporate into existing surveys
 - ◆ Short – no more than 10-15 min
 - ◆ Cultural appropriateness
 - ◆ Trauma - informed
 - ◆ Appropriate grade level wording of the questions
 - ◆ Appropriate response categories
 - ◆ Ease of data aggregation and display
- Develop a schedule for data collection and progress monitoring.
- Determine a systematic process for using results to inform interventions.
- Plan for and implement professional development and technical assistance related to screening process, tools, roles, timelines, sharing of information and matching interventions to the needs.

SEL Screening

Types of SEL Screening Tools

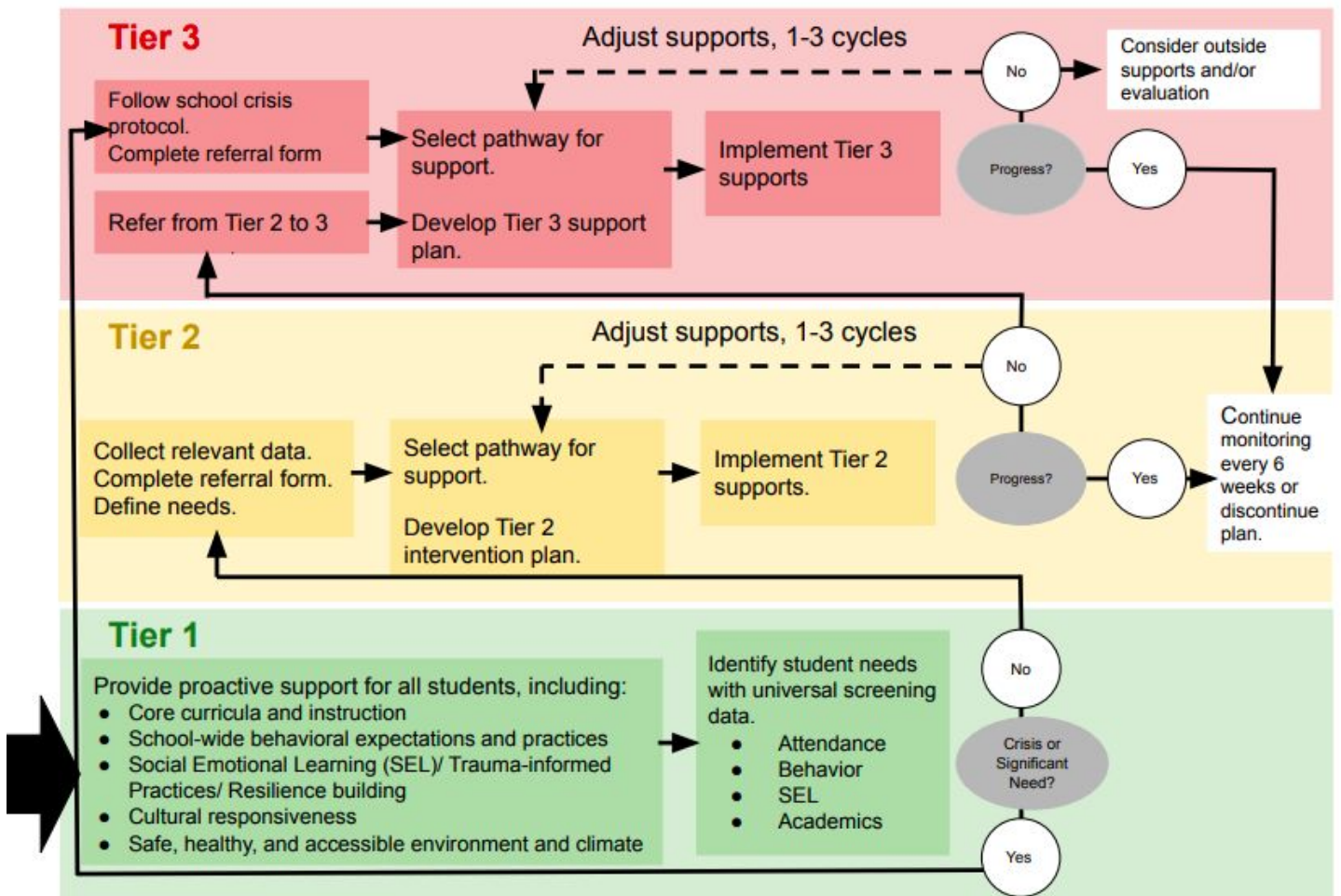
SEB Screening Category	Description	Examples *Not an exhaustive list
SEL Competency Tools (performance-based, strength-based, perception-based)	SEL competency tools emphasize promoting the development of all students' knowledge, skills, and attitudes (i.e., SEL competencies). It takes a strength-based approach, which focuses on students' strengths and assets to promote positive development and prevent problems from emerging. It is strongly recommended by researchers that practitioners not take a diagnostic approach that uses assessments of students' SEL competencies to screen for deficits (e.g., behavioral or emotional problems) but rather a formative approach to student competency acquisition and schoolwide program needs.	Measuring SEL: SEL Assessment Guide SEL Labs Panorama Health Education Standards, Performance Indicators, and Skill Cues
SEB Screeners	Screeners are not typically designed to diagnose, but instead they are used to identify immediate needs of students and help obtain services or refer students for further assessment. Screener instruments are typically short in length and do not require a long period of time to administer. Most screener tools do not require an advanced degree to administer, however they may require support to interpret and/or score. Screeners are often valid, adequately normed, reliable, and have social validity.	SEB Screening Tool Chart Ci3T Screening Tools and Protocol Worksheets
Informal Screening Data	Related existing data that may be used with other data sources to formatively identify strengths and needs for further investigation.	Behavior incidents Attendance Student history Grade marks Observations
School Climate Measures	According to the National Center on Safe Supportive Learning Environments, the measurement of school climate provides educators with the necessary data to identify school needs, set goals, and track progress toward improvement.	Panorama School Climate Survey data School Quality Survey (SQS) Safety and Wellness Survey (SAWS) Youth Risk Behavior Survey (YRBS) School Health Profiles Survey

For more information on SEL screening, please visit:

- Ci3T, screeners, <https://www.ci3t.org/screening>
- RAND: Measuring SEL, [Measuring SEL RAND.pdf](#)

SEL Screening

Once universal screening and progress monitoring indicators are selected and the corresponding data collected, the employment of the data-driven decision-making process ensures the examination of multiple sources of data to analyze student strengths and needs. Academic, behavioral, social and emotional, and physical health, along with environmental data collected from the student's family and school community are analyzed to address the whole child. This process helps to determine how best to design an educational program (e.g. SEL instruction, student voice, equitable learning conditions) that most effectively addresses the myriad needs of all students.



*Adapted from Turnaround for Children, Tiered System of Support: A Framework for an Adaptive and Responsive Continuum of Integrated Supports
<https://turnaroundusa.org/tiered-systems-of-support/>

SEL Screening

The practices and guiding questions below offer guidance when implementing HMTSS's screening system within a school.

Universal Screening Practices	Guiding Questions
<p>3.1 Universal screeners are utilized several times a year to identify targeted needs for students in reading, math, behavior, social and emotional health and physical health.</p>	<ul style="list-style-type: none"> ● What tools do you use for universal screening in reading, math, behavior, social and emotional health and physical health? ● What is the process for conducting screening in your school? ● Are all students screened? ● How many times during the school year are students screened? ● Do you have well-defined cut scores or decision points to identify students at risk?
<p>3.2 At least monthly, educators use data to:</p> <ol style="list-style-type: none"> a. identify students who need more or less intensive supports b. provide appropriate interventions matched to student needs c. check if interventions are implemented as planned. 	<ul style="list-style-type: none"> ● How do you systematically identify students who need supplemental and intensive support? ● What goal-setting method is used? ● Does monitoring occur with sufficient frequency to show a trend in progress over time?
<p>3.5 School adjusts Tier 1, 2 and 3 supports as a result of universal screening data.</p>	<ul style="list-style-type: none"> ● To what extent are screening, progress monitoring, and other assessment data used to inform schoolwide instruction and practices of all tiers? ● How can you know if acceptable progress is being made with the MTSS system?
<p>3.3 Clear criteria exist for entering and exiting interventions.</p>	<ul style="list-style-type: none"> ● How is baseline performance established? ● How are decisions made to move students between tiers? ● Who is involved in decision making?
<p>3.4 Assessment data is regularly entered into a data management system using a systems approach. Data is shared and reviewed regularly across all settings (e.g. schoolwide, grade, classroom, individual student).</p>	<ul style="list-style-type: none"> ● What assessment data is collected and reviewed on a regular basis? ● How is the data shared across all settings? ● How often is the data reviewed?

For more information and resources about HMTSS and its core components, please click on the following links:

- [HMTSS Resources](#)
- [HMTSS Training Resources](#)

SEL Screening

Pause to Reflect

Take some time to reflect on universal screening practices in the space provided here. Guiding questions are on the previous page.

Universal Screening Practices	Notes
3.1 Universal screeners are utilized several times a year to identify targeted needs for students in reading, math, behavior, social and emotional health and physical health.	
3.2 At least monthly, educators use data to: a. identify students who need more or less intensive supports b. provide appropriate interventions matched to student needs c. check if interventions are implemented as planned.	
3.5 School adjusts Tier 1, 2 and 3 supports as a result of universal screening data.	
3.3 Clear criteria exist for entering and exiting interventions.	
3.4 Assessment data is regularly entered into a data management system using a systems approach. Data is shared and reviewed regularly across all settings (e.g. schoolwide, grade, classroom, individual student).	

Interventions & Progress Monitoring

Examples of SEL Practices Within the HMTSS Framework to Support Students

TIER 1

Tier 1 SEL programs and practices aim to support students' academic, social, and emotional learning and development. The universal level of prevention includes high-quality instruction, evidence-based practices, high-leverage practices, differentiated instruction, and data-driven instructional decision-making.

Schoolwide Tier 1

- Plan for “SEL immersion” at the start of the school year that is dedicated to connecting students with each other and school staff.
- Provide students with opportunities to develop and apply social and emotional competencies (self awareness, self-management, social awareness, relationship skills, responsible decision making) throughout the day.
- Implement [Positive Behavioral Interventions and Supports \(PBIS\)](#) with fidelity
- Cultivate positive relationships that create the conditions that need to be in place for students to engage in learning across content areas.
- Promote a [Trauma-Skilled Culture](#).
- Embed practices into the delivery of academic instruction in a proactive manner, setting the foundation for application and generalization of appropriate social-emotional skills both in and out of school,
- Integrate Core SEL practices with academic instruction, positive, preventive, and connected to academic and behavioral expectations.
- Use Panorama’s SEL data to provide insight into systems and adult practices that could lead to positive academic, social, and emotional development. (e.g., I want to know what students are saying they need across my school so that I can identify shifts in systems and adult practices.)

Classroom Tier 1

- Teach SEL Competencies with fidelity.
- Begin each lesson with a positive reminder of expected social, emotional and behavioral (SEB) skills
- Prioritize and purposefully integrate instruction in [SEB and academic skills](#)
- Actively engage students in instruction
- Ensure instruction and support is [culturally responsive](#), incorporates [student voice](#), and promotes active civic engagement
- Use Panorama’s SEL data to provide insight into systems and adult practices that could lead to positive academic and social, emotional development. (e.g., I want to know what my students are saying they need so that I can identify strategies and interventions to support students.)
- Connect with families regularly to discuss and address issues together.

Interventions & Progress Monitoring

TIER 2

Targeted supports for some students: At Tier 2, evidence-based academic and behavioral supports are provided to students for whom Tier 1 supports are insufficient. These supports include classroom-based interventions or small-group interventions facilitated by qualified teachers, support staff, community partners, or other professionals.

In Tier 2, the importance of collecting quality progress monitoring data cannot be emphasized enough. Goals and expected outcomes of interventions must be very clear to determine if students are responding to Tier 2 support.

- Small-group interventions are for a subset of students who need additional supports to address social-emotional struggles such as acute or chronic stress or difficulties developing meaningful relationships.
- Programming might include opportunities to practice social skills, art therapy groups, one-on-one mentoring, and family engagement activities.
- Tier 2 supports include intensified, active supervision in a positive and proactive manner. For example, adults may be asked to move, scan, and interact more frequently with some students, according to their needs.
- Tier 2 supports target expected behavior by providing positive reinforcement often. For example, students who participate in a Tier 2 Check-in Check-out intervention engage in feedback sessions with their classroom teacher and other adults in the school as many as five to seven times per day.
- Tier 2 supports include the connection with families regularly to discuss and address issues together.

[Social and Emotional Learning and Intensive Interventions](#)

TIER 3

Tier 3 supports are designed to support students at significant risk for not meeting behavioral and/or social-emotional outcomes. At Tier 3, a student-centered team process is utilized to support individual students with intensive needs. The approach used is strengths-based, seeking to maximize student skills while making environmental adjustments that support student success.

Tier 3 supports are targeted individualized supports, which include but are not limited to:

- Personalized Accelerated Learning Plan;
- Individual counseling;
- School-Based Behavioral Health Services;
- Trauma Support;
- Intensive interventions such as crisis plans and behavior support plans, and behavioral contracts;
- Crisis response support; and
- Wraparound supports through interagency and community resources when needs exceed those available through school-based supports and services.

Intervention Planning Tool

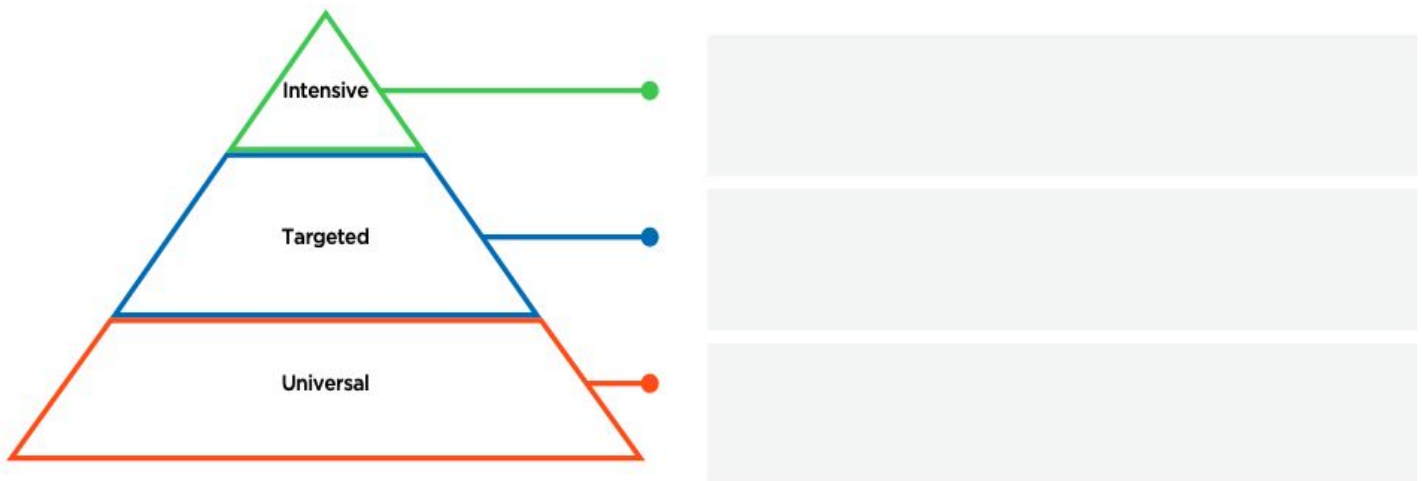
An [intervention menu](#), or a library of evidence-based interventions, is a great way to align your school or complex area around specific strategies for supporting students. While the menu can be flexible, a standardized list can help staff members decide how to take action when they identify students in need. Use an asset-based lens when discussing interventions. For example, encourage educators to see students for their current abilities and future potential.

Schools and complex areas may organize interventions by tiers (tier 1, tier 2, and tier 3).

Step 1

Take an inventory of the interventions that are already in place at each tier in your school or complex area. How does your team currently organize student supports—formally or informally?

Write the practices that come to mind in the diagram below.



Intervention Planning Tool

Step 2

Narrow down your list to the most effective, high-priority interventions for each tier. Even if your team has an expansive list of strategies, it is recommended that going deeper on a small list of interventions to help ensure fidelity of implementation. For example, you might choose three or four interventions per domain (academics- math, ELA, SEL, behavior, attendance).

What interventions are your must-haves and will make the cut for your intervention menu? List those interventions below.

Step 3

Think beyond the list you've made and consider new intervention ideas. For instance, you may notice that your team is familiar with academic interventions but less familiar with interventions that promote SEL.

Use the resources below to research support strategies that schools and districts are using.

Keep in mind that the effectiveness of an intervention relies heavily on implementation and school context.

Resources

- [Case study](#) on the MTSS program at Ogden School District (UT)
- [Intervention menu](#) (click to download as a Word document) from a middle school in Waltham School District (MA)
- [Small-Group Interventions](#) for Reading, Math, and SEL
- [Panorama's 8 Effective Social-Emotional Learning Interventions](#)
- [Panorama's 15 Social-Emotional Learning Interventions for School and District Teams](#)
- [Panorama's SEL Playbook](#) (must log in)
- [CASEL's SEL Three Signature Practices Playbook](#)
- [CASEL's SEL Three Signature Practices for Adults](#)
- [Social and Emotional Learning Interventions Under Every Student Succeeds Act Evidence Review](#)

Intervention Planning Tool

Create an intervention plan

Once you've determined that a student can benefit from targeted support, it's time to create an intervention plan. This plan will be your blueprint for helping the student build specific skills or reach a goal.

To design the right intervention plan for each student, we recommend looking at data from multiple domains. Understanding the student from many dimensions can help you make more informed decisions about supports.

Let's look at a scenario to demonstrate this point:

Adam struggles with reading and acts out in reading class. You know this by looking at his academic and behavior data. However, social-emotional learning (SEL) data shows that Adam is also reporting a low sense of self-efficacy, which is how much students believe they can succeed in achieving academic outcomes. Together, this data paints the story that Adam is acting out in reading class in order to avoid having to read.

Instead of prescribing a standard [Check In, Check Out \(CICO\)](#) behavioral intervention for Adam, you may instead decide on delivering an intervention called "[Breaks Are Better](#)"—a modified CICO intervention that helps students take breaks rather than engage in unwanted avoidance behavior.

Thinking about Adam or a specific student you're supporting, create an intervention plan. [Click here](#) for a sample intervention plan template.

Intervention Planning Tool

What is progress monitoring and why is it important?

Progress monitoring is the process of using data to understand how a student is doing once an intervention plan is underway. When done early and often, progress monitoring can ensure that you aren't wasting time and resources on an intervention that isn't working.

Depending on the intervention, you may choose to progress monitor on a weekly, bi-monthly, or monthly basis. You can progress monitor using many types of data:

Quantitative data	A Combination of Both	Qualitative data
Some goals are best tracked numerically, such as using an assessment score to monitor reading level growth or computational fluency.	Sometimes, both quantitative and qualitative data are useful to track. For example, you can track class participation by how often the student participates and the content of their comments in class.	Some goals are best tracked using observational data, such as recording how a student is interacting with classmates for a behavioral goal.

[Click here](#) for a sample progress monitoring plan template.

Intervention Planning Tool

Schoolwide Progress Monitoring (System View)

If you are a school or complex area leader who oversees HMTSS, you may be most interested in analyzing the performance of interventions from a bird's-eye view—such as the balance of students in each tier and the overall progress of students receiving interventions. This can help you allocate or reallocate resources to ensure that your system is meeting student needs equitably and at scale.

For example, as a leadership team, perhaps you notice that while three percent of students are receiving Tier 3 SEL interventions, 12 percent of students are receiving Tier 2 SEL interventions. This may prompt your team to brainstorm ways to strengthen Tier 1 programming, ultimately reducing the need for so many Tier 2 interventions.

Here are a few metrics to get started assessing the overall health of your support system:

- What percent of students are receiving Tier 1, Tier 2, or Tier 3 interventions?
- What is the enrollment in interventions by gender, race/ethnicity, EL status, mode of instruction, and other group criteria?
- Are students receiving Tier 2 and 3 interventions at a disproportionate rate?
- What percent of intervention plans are “on track” in each domain (academics- math, literacy, behavior, attendance, SEL) and tier?
- How many students have exited or completed a plan in each domain?
- What percent of students met their goals?
- What percent of intervention plans are up to date?
- Which intervention strategies are used most frequently and/or most successful?

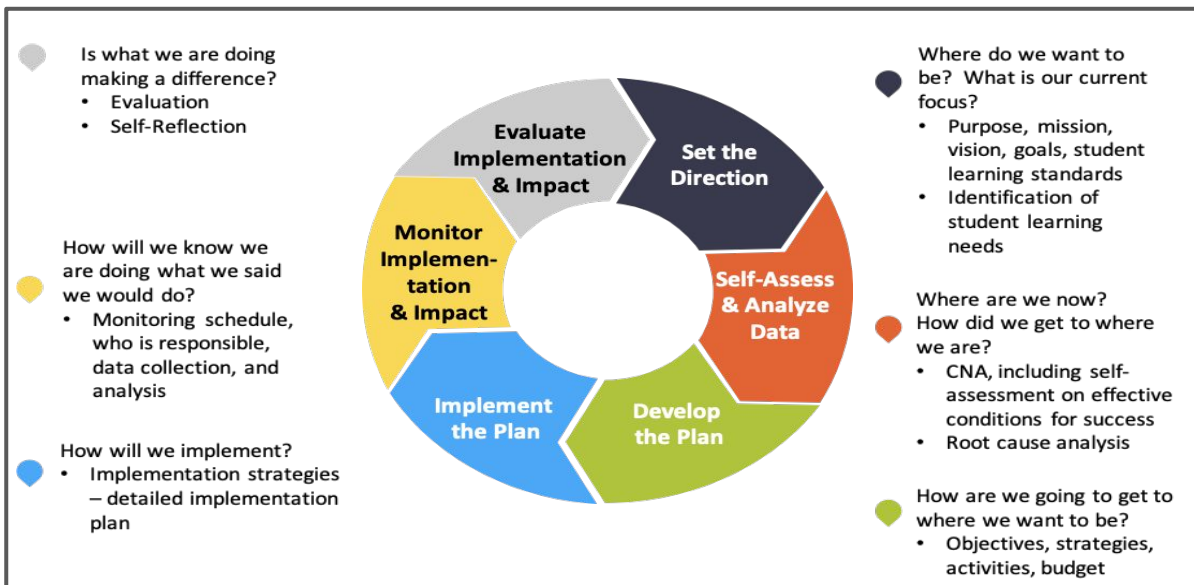
For more information, please see [Panorama's Interventions and Progress Monitoring Toolkit \(2021\)](#)

Reflection

The Continuous School Improvement Process

The continuous school improvement cycle is a pathway for schools to improve student outcomes by assessing whole child needs in order to develop, implement, and evaluate improvement plans and to coordinate funding. This process promotes effective and sustainable solutions that address both systemic issues and individual school practices. Connected to this process is the needs assessment which offers a renewed focus as a key principle of the improvement cycle. Schoolwide SEL implementation is driven by the Continuous School Improvement Process and the Hawaii Multi-tiered System of Support (HMTSS).

An Example of the Continuous School Improvement Process



CASEL recommends developing robust continuous improvement practices to drive SEL implementation through the following key activities:

- ✓ **Continuously Improve Schoolwide SEL Implementation:** Use a continuous improvement cycle to drive high-quality schoolwide SEL implementation.
- ✓ **Test Innovative Strategies:** Use shorter continuous improvement cycles to refine new strategies.

For more information on CASEL's continuous improvement process, please see: <https://schoolguide.casel.org/focus-area-4/overview/>

For more information on HIDOE's School Improvement Process, please contact the School Transformation Branch at (808) 784-6250.