

# Social Emotional Learning & Equity

Presenter: Mary Fertakis, M.Ed.,  
M FERTAKIS Consulting  
[mfertakisconsulting@gmail.com](mailto:mfertakisconsulting@gmail.com)

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# Webinar Outcomes

- Refresh our understanding of the difference between Equity and Educational Equity.
- Gain an understanding of Social-Emotional Learning (SEL) principles.
- Gain an understanding of how Social-Emotional Learning and Equity are intertwined.



# BACKGROUND

- 2015 - WA State Legislature directed OSPI to convene a Social Emotional Learning Benchmarks Workgroup to recommend comprehensive standards & benchmarks.
- 2016 - The SEL Workgroup issued a report containing a recommended state-wide framework, including guiding principles, standards and benchmarks for a foundation and system for effective SEL programming.
- 2017 - WA State Legislature charged OSPI with continuing the SEL Workgroup to: solicit additional input from stakeholders; develop detailed indicators and best practice models for SEL implementation.

*(SEL Benchmarks Workgroup website: <http://www.k12.wa.us/WorkGroups/SELB.aspx>)*

# Washington State SEL Standards

- SELF-AWARENESS - The ability to identify and name one's emotions and their influence on behavior.
- SELF-MANAGEMENT - The ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.
- SELF-EFFICACY - The ability to motivate oneself, persevere, and see oneself as capable.
- SOCIAL AWARENESS - The ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
- SOCIAL MANAGEMENT - The ability to make safe and constructive choices about personal behavior and social interactions.
- SOCIAL ENGAGEMENT - The ability to consider others and a desire to contribute to the well-being of school and community.



# What is Equity?

## Equality

Each person receives the SAME amount of resources, attention and supports.

## Equity

Each person receives the amount they NEED in the way of resources, attention and supports.

## Educational Equity

Every student has access to the resources and educational rigor they NEED at the right moment in their education, regardless of race, gender, ethnicity, language, ability, family background, or family income.

# What is Social-Emotional Learning?

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

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:

Understand and Manage Emotions

Set and Achieve Positive Goals

Feel and Show Empathy for Others

Establish and Maintain Positive Relationships

Make Responsible Decisions



# SEL Core Competencies: Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
  - Accurate self-perception
  - Recognizing strengths
  - Self-confidence
  - Self-efficacy
- > What are my thoughts & feelings?
  - > What causes these thoughts & feelings?
  - > How can I express my thoughts & feelings respectfully?

# SEL Core Competencies: Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
  - Stress management
  - Self-discipline
  - Self-motivation
  - Goal-setting
  - Organizational skills
- > What different responses can I have to an event?
  - > How can I respond to an event as constructively as possible?
  - > How can I better understand other people's thoughts and feelings?



# SEL Core Competencies: Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

-> How can I better understand why people think & feel the way they do?

-> How can I adjust my actions so that my interactions with different people turn out well?

# SEL Core Competencies: Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

- > How can I communicate my expectations to other people?
- > How can I communicate with other people to understand and manage their expectations of me?



# SEL Core Competencies: Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

- > What consequences will my actions have on myself and others?
- > How do my choices align with my values?
- > How can I solve problems creatively?

# Benefits of SEL

*(The Aspen Institute - National Commission on Social, Emotional and Academic Development)*

- Improved attitudes and behaviors
  - Reduction in classroom and criminal misconduct, substance abuse, pregnancy, drop out rates, and mental health issues.
- Better relationships with peers, families, and adults.
- More time spent on teaching and learning; less time spent on classroom management.
- Increased academic performance, graduation rates, postsecondary enrollment and completion, employment rates and average wages.



# Using SEL Practices to Address Disproportionality

- Federal CRDC (Civil Rights Data Center) data on US High School suspensions and expulsions (2013-14) shows:
  - Black students are 16% of the K-12 population but represent 32-42% of suspended and expelled students, compared to White students, who are suspended and expelled at similar rates (31-40%) but represent 50% of the K-12 population.
  - On average, 4.6% of White students are suspended, nationally, compared to 16.4% of Black students - a rate 3x greater than White students.
  - In WA (2016-17), Black students are 4.4% of K-12 (9.5% suspended), Latinx students are 22.8% of K-12 (26% suspended) and White students are 56% of K-12 (49.8%) were suspended.
- Federal CRDC data for pre-school suspensions (2013-14) show Black children as 19% of all pre-schoolers and accounting for 47% of total suspensions.
- Children of color experience trauma at a higher rate than their White peers, and data show children in trauma have higher drop-out and incarceration rates.
  - In WA, Blacks are 3.98% of the overall population, yet represent 18.3% of incarcerated adults (2016)
  - In WA, Black youth are 4.4% of the K-12 population, yet represent 20% of incarcerated youth (2016)

# Causes of Toxic Stress / Complex Trauma

(S. Hanauer, D. Lewis, 2014)

- *Student Mobility*
- Emotional Abuse
- *Homelessness*
- *Unemployment*
- *Poor Nutrition/Hunger*
- *Lack of Health Care*
- Chronic Medical Conditions
- *Witness to a Death or Violent Act*
- *Physical and/or Emotional Neglect or Abandonment*
- Birth Defects
- Bullying/Cyber-Bullying/Victimization
- Anti-Social Peer Groups
- Learning Disabilities
- *Experience of Racism*
- *Poverty*
- History of Suicide in Family
- Mental Health of Family Member
- *Incarcerated Parent*
- Teen Pregnancy
- *Multiple Changes in Caregivers*
- Loss of Parent due to Death or Divorce



# Trauma Affects:

- Concentration
- Problem-solving
- Abstract thinking
- Working collaboratively in groups
- Ability to recall facts
- Working memory
- Comprehension
- Classroom and teacher transitions
- Forming relationships
- Regulating emotions
- Organizing material sequentially
- Application of knowledge

# What are Trauma-Informed Practices?

- A framework for understanding, recognizing and responding to the effects trauma can have on a person.
  - In a school setting, this means there is an understanding that disruptive or hostile behavior is derived from suffering - not from anger.
  - The behavior does not occur by choice, but is driven by triggers such as a confrontation or change in routine/schedule.
- Prioritizes treatment over punishment.
  - Does NOT mean the absence of discipline.
  - Focus is on building opportunities for students to succeed by helping them regulate their emotions, and create an environment where they feel safe, and connected to caring adults.
- Examples of Practices/Programs:
  - Guided Meditation; Mindfulness; Collaborative Problem-Solving; Positive Behavioral Intervention and Supports (PBIS).



# When Students Are Traumatized, Teachers Can Be Too

- Vicarious Trauma - a secondary type of trauma, sometimes referred to as "the cost of caring".
  - Can result from "hearing [people's] trauma stories and becom[ing] witnesses to the pain, fear and terror that trauma survivors have endured." (*American Counseling Assn.*).
  - Is a concern for teachers who work in high-needs settings and are directly exposed to a large number of young people who have/are experiencing trauma.
  - PD is important for school staff in these settings to learn how to navigate trauma.
    - \* *Resource*: Trauma Smart (<http://traumasmart.org>) - partners with schools and early learning programs to help children and the adults in their lives navigate trauma)

# The Intersection of Equity and SEL

“If we teach social-emotional learning in ways that ignore equity, we will woefully fail our students, particularly our most disenfranchised.”

~Dena Simmons, Yale Center for Emotional Intelligence



# Intersection of Equity and SEL

## Equity

Each person receives what they *NEED* in the way of resources, attention, and supports.

## Educational Equity

Each student has access to the resources and educational rigor they *NEED* at the right moment in their education, regardless of race, gender, ethnicity, language, disability, family background, or family income.

## SEL and Equity

Each student receives what they *NEED* to develop to their full academic and social potential regardless of race, gender, ethnicity, language, ability, family background, or family income.

# SEL, Equity, and Student Identity

- How a student sees her/himself in the world impacts their school experience.
- Culture, race, gender, class, sexual identity, language, etc.
- Situatedness: How one is positioned relative to opportunity and access.
- Identity with peers within school - integration or segregation?



# SEL, Equity, and Student Mindset

- What are a student's beliefs about their own learning and capacity?
- Do they have a sense of belonging in the academic community?
- Do they believe that effort leads to increased ability?
- Do they believe that success is possible?
- Do they believe that the work has value (is it relevant)?

# Students' Sense of Belonging – Research Says...

- **When students sense their teachers respect them, trust increases and misbehavior decreases, resulting in lower suspension rates.** *(Stanford researchers Okonofua, Paunesku & Walton, 2016)*
  - Students whose teachers received PD in the importance of empathy in the classroom were half as likely to be suspended by the end of the school year.
  - Stronger effects were noted for Black and Latino boys who had been suspended the prior year.
- **Middle school students who perceive inconsistent treatment for their racial or ethnic group have lower levels of trust for teachers and school officials.** *(UT-Austin, Columbia & Stanford research project results - "Child Development", 2017)*
  - Lack of trust in school correlated to higher discipline rates and a lower likelihood of later enrollment in a 4-year university.



# Student's Sense of Belonging - Research Says...

- Students from under-represented groups, or who are part of a group that is subject to negative stereotypes may respond differently to failure or criticism from a teacher. (*Bondy, Ross, Gallingane & Hambacker - Urban Education, 2007*)
  - Students view such experiences as confirmation that they are less capable than their peers.
  - This effect can be countered when teachers are “warm demanders” (set high expectations for students and encourage their potential).
- Students from cultural backgrounds that emphasize inter-dependence and community may struggle in schools that view success as an individual endeavor. (*Northwestern, UW, Stanford study, 2012*)
  - First generation college students performed better academically after participating in an exercise that emphasized the value of community.

# Developing an Equity Lens for SEL Instruction: Suggestions from a Teacher of Color

- Flex your self-awareness muscles to understand your power, privilege and unconscious bias if you come from a different background than your students.
  - Take the Harvard Implicit Bias Test
  - Read Peggy McIntosh's "Unpacking the Invisible Knapsack"
- Make SEL meaningful and relevant for students.
  - Don't impose on students of color one set of values and beliefs about behavior, conflict resolution, relationship-building and decision-making (most curricula in the US come from a White, Western and individualistic perspective).
  - Sends a message to students that they are inferior for being who they are.
- Allow students space to learn how to navigate the differences between home and school.
  - Teach about "code switching" (altering speech or behavior depending on a given context).



# Developing an Equity Lens for SEL Instruction: Suggestions from a Teacher of Color

- Build relationships with students, their families and their community
  - Students: Feel more connected to school (a preventative factor against risky behaviors) and increases their likelihood of academic success; survey them to find out about their hobbies, home lives, academic strengths, areas for growth, social circles, favorite foods, etc.
  - Families: Establish communication norms to avoid misunderstandings; ask how you can partner together for their student's success; translate materials.
  - Community: Conduct an asset-mapping inventory of religious, political, economic, social service and health institutions, as well as identifying who the leaders are in different communities to provide community context.

# Equity Questions for SEL Programs & Instruction

- Is your SEL program/curriculum being taught in a culturally responsive context?
  - Does it incorporate and value students' diverse life experiences?
  - Does it allow for variations in responses or is one set of cultural norms elevated?
- Are students being positioned as the problem, rather than the teacher's implicit bias/stereotype of groups of children?
- Has SEL been introduced into your buildings without changing the curricula, behaviors, and policies that have institutionalized current inequities?
- Have staff (not just teachers) received SEL principles and trauma-informed Professional Development?



# Measuring SEL - What is the Purpose?

(from *Measuring SEL: A Brief Guide* by Education Northwest)

- *Identification of Student Need*
  - Trauma-Informed Approach (Front end: Intervene early, before problems arise)
  - Early Warning Systems (Back-end: Intervene once problems have been detected)
- *Program Improvement*
  - Priority Setting (Front end: Focus efforts based on students' current status)
  - Assessing Change (Back end: Were efforts effective and successful?)
- *Accountability*
  - Identify schools, districts or programs in need of additional support
  - SEL measures must be reliable at the setting/program level
  - When tied to high-stakes decisions, there is a potential for gaming the measures

# Measuring SEL- What to Measure and How?

(from *Measuring SEL: A Brief Guide* by Education Northwest)

- What To Measure?
  - Areas that have the potential to impact long-term outcomes for students
  - Areas that align with local priorities and goals (what we care about)
  - Areas that are within our power to change
  - Areas that are aligned with existing capacities (structures/resources currently in place to support students and/or inform instruction and programming)
- What Tool(s) to Use?
  - Survey students or adults? (students may be the best judge of their internal beliefs and mindset; adults who work with them may be better judges of their outward behavior)
  - Does the tool provide accurate, timely information for explicit action(s) to be taken?
  - How rigorous does it need to be? Is the data intended for internal information gathering or high-stakes decision-making?
  - Is it practical? (cost; training; is additional technology needed; time required to participate)



# Summary

“When we develop SEL skills, our ability to form relationships and build social awareness increases, enhancing our ability to connect with individuals of diverse perspectives, cultures, languages, histories, identities and abilities.

By implementing SEL on a macro-level, we create more equitable, better-performing schools and communities. This type of cultural change creates environments in which all students learn the skills needed to be prepared for career, college, and life.”

*(Report: Addressing Social Emotional Learning in Washington's K-12 Public Schools, 2016)*

# RESOURCES:

- The Collaborative for Academic, Social & Emotional Learning (CASEL): <http://casel.org/why-it-matters/what-is-sel/skills.competencies>
- Addressing Social-Emotional Learning in Washington's K-12 Public Schools (report): <http://www.k12.wa.us/Workgroups/SELBMeetings/SELBWorkgroup2016Report.pdf>
- Economic Benefits of SEL: <https://www.edutopia.org/resource/econ-value-sel-research>
- Integrating SEL with College/Career Readiness Standards: <https://www.aspeninstitute.org/publications/this-time-with-feeling/>
- American School Board Journal: <https://www.nsba.org/newsroom/american-school-board-journal/asbj-june-2017/database-sad-not-bad>
- Trauma-Informed Training: <http://www.sounddiscipline.org/>



# RESOURCES:

- Teen Stress: <https://eastsideedu.com/teen-stress-adults-concerned/>
- Harvard Center for the Developing Child - Toxic Stress: <http://developingchild.harvard.edu/science/key-concepts/toxic-stress/>
- “What steps can we take to get started on the journey to become a trauma-sensitive safe and supportive school?” : <http://traumasensitiveschools.org/author/tlpi-team/>
- Finding What’s Right With Children Who Grow Up in High Stress Environments: <https://unews.utah.edu/high-stress-environments/>
- Student’s Sense of Belonging: <http://www.edweek.org/ew/articles/2017/06/21/belonging-at-school-starts-with-teachers.html>
- The Troublemakers: Flaws in Students, or Flaws in Schools <https://www.gse.harvard.edu/news/ed/18/01/troublemakers>

# RESOURCES:

- Harvard Implicit Bias Test: <https://implicit.harvard.edu/implicit/takeatest.html>
- Peggy McIntosh - "Unpacking the Invisible Knapsack": <https://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf>
- Robert Jensen - "The Fears of White People": <http://www.mccc.edu/pdf/cmn214/Class%208/The%20fears%20of%20white%20p eople.pdf>
- Damali Ayo - "I Can Fix It!": [http://www.damaliayo.com/pdfs/I%20CAN%20FIX%20IT\\_racism.pdf](http://www.damaliayo.com/pdfs/I%20CAN%20FIX%20IT_racism.pdf)
- Education Week - "Is SEL Really Going to Work for Students of Color?" (article): <http://mobile.edweek.org/c.jsp?cid=25919701&bcid=25919701&rssid=25919691&item=http%3A%2F%2Fapi.edweek.org%2Fv1%2Ftm%2F%3Fuuid%3DEC0C1CB0-46D8-11E7-BBA9-D5FAB3743667>



# Resources:

- **When Students Are Traumatized, Teachers Can Be Too:** <http://www.edutopia.org/article/when-students-are-traumatized-teachers-are-too>
- **The Sentencing Project:** <http://www.sentencingproject.org/wp-content/uploads/2016/01/Uneven-Justice-State-Rates-of-Incarceration-by-Race-and-Ethnicity.pdf>
- **KIDS Count – Washington:** <http://kidscountwa.org/>
- **WA State Discipline Data (OSPI):**  
<http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics/DisciplineAnalyticsAugust2017.pdf>
- **US Department of Education, Civil Rights Data Center:**  
<https://ocrdata.ed.gov/downloads/projections/2013-14/One-out-of-school-suspension.xlsx>
- **WA State Dept. of Corrections Data:**  
<http://www.doc.wa.gov/information/data/analytics.htm>

# Recommended Reading: Article & Books

## Article:

- \* *White Privilege: Unpacking the Invisible Knapsack* (1989 classic essay by Peggy McIntosh):  
[http://www.cirtl.net/files/PartI\\_CreatingAwareness\\_WhitePrivilegeUnpackingtheInvisibleKnapsack.pdf](http://www.cirtl.net/files/PartI_CreatingAwareness_WhitePrivilegeUnpackingtheInvisibleKnapsack.pdf)

## Books:

- *Race Matters* (Cornel West)
- *Just Mercy: A Story of Justice and Redemption* (Bryan Stevenson)
- *Tears We Cannot Stop: A Sermon to White America* (Michael Eric Dyson)
- *Between the World and Me* (Ta-Nehisi Coates)
- *Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with his Mother* (Sonia Nazario)



# Recommended Reading: Social-Emotional Learning

- *Whistling Vivaldi* (Claude Steele)
- *Culturally Responsive Teaching and the Brain* (Zaretta Hammond)
- *Blindspot: Hidden Biases of Good People* (Mahzarin R. Banaji & Anthony G. Greenwald)
- *Why We Drop Out: Understanding and Disrupting Pathways to Leaving School* (Deborah Feldman, Antony Smith, Barbara Waxman)
- *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* (Kristin Souers & Pete Hall)
- *Starting Small: Teaching Tolerance in Pre-School and the Early Grades* (The Teaching Tolerance Project, Southern Poverty Law Center - forward by Vivian Gussin Paley NOTE: Extensive book list included at the end)
- Note: Additional books listed on OEO Website:
- [www.oeo.wa.gov/publications-reports/webinars](http://www.oeo.wa.gov/publications-reports/webinars)

# QUESTIONS?

Thank you for attending this webinar!

Please complete a short survey:

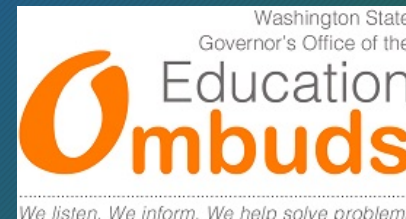
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Mary Fertakis, M.Ed.

M FERTAKIS Consulting, LLC

[mfertakisconsulting@gmail.com](mailto:mfertakisconsulting@gmail.com)

Office of the Education Ombuds



1-866-297-2597

[oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)