

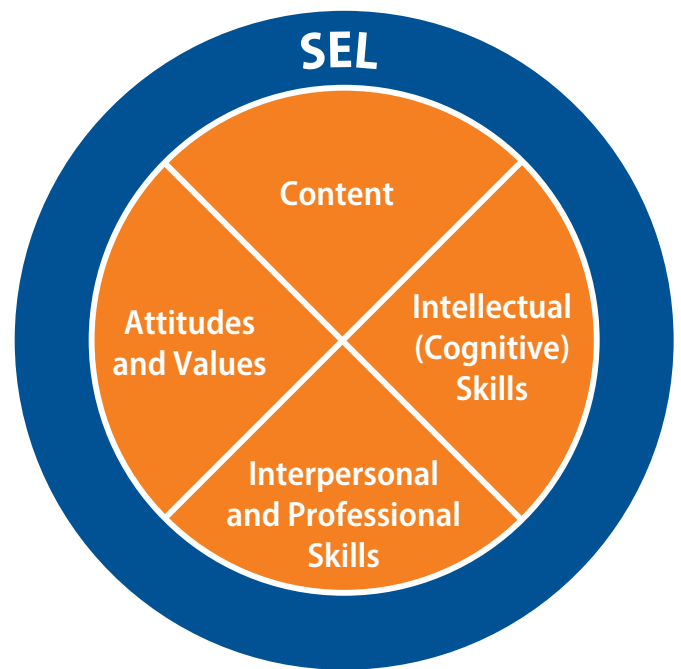
Social and Emotional Learning







Developing social and emotional learning (SEL) skills in children has been demonstrated to predict adult outcomes—such as higher educational attainment, stronger employment, better mental health,

and reduced criminal activity and substance use.¹ In fact, a 2011 study found that students who receive SEL instruction had more positive attitudes about school and improved their scores on standardized achievement tests by 11 percentile points.²

Despite the evidence of holistic impact, nonacademic skill growth often receives little attention in classrooms. The RTI Center for Education Services (CES) partners with educators to understand and implement research-based approaches to improve social and emotional development. We believe that educators are the first line of defense in supporting students' social and emotional well-being in the school setting.







RTI's Approach to SEL

Relationships and Belonging	SEL Integrated into Academics	Trauma-Sensitive and Resilient Schools	Advancing Equity in SEL
 <p>Emphasis</p> <ul style="list-style-type: none"> • Importance of SEL • Shared language of SEL • Techniques to combat cognitive bias • Building, maintaining, and restoring relationships • Culture of SEL • Belonging and inclusive culture <p>For Whom</p> <p>All school faculty</p>	 <p>Emphasis</p> <ul style="list-style-type: none"> • Relationship between emotions and learning • Culturally relevant pedagogy (CRP) • Practices that support CRP and build academic, social, and emotional competence • High-quality student tasks • Effective integration of academic, social, and emotional teaching and learning <p>For Whom</p> <p>Teaching and administrative faculty</p>	 <p>Emphasis</p> <ul style="list-style-type: none"> • Types of trauma • Trauma's impact on the brain • Adverse childhood experiences • Trauma and its impact on learning and relationships • Resilience and protective factors • Secondary traumatic stress • Educator self-care <p>For Whom</p> <p>All school faculty</p>	 <p>Emphasis</p> <ul style="list-style-type: none"> • Culture of equity • Universal supports for all students • Multitiered systems of support and SEL • Policies and practices to reinforce equity and SEL • Relational trust • Local data • Scaling: professional development as one strategy toward SEL and equity <p>For Whom</p> <p>All school faculty with role-specific pathways</p>



RTI's CES facilitates a suite of SEL support to meet the unique needs of K–12 districts and schools within diverse contexts.

Each of the customizable services emphasizes building strong relationships, self-awareness, social awareness, and responsible decision-making.

Service	Service Description
<p data-bbox="103 470 451 583">Promoting Adult SEL: Relationships and Belonging</p> 	<p data-bbox="496 485 1490 674">This SEL series builds faculty understanding of the roles that cognitive bias, authentic relationships, and belonging have in promoting safe learning environments. During this series, participants will engage in hands-on activities, focused discussions, dilemma analysis, and problem-solving and goal-setting for identifying and building their own social and emotional competencies.</p>
<p data-bbox="103 821 415 894">SEL Integrated into Academics</p> 	<p data-bbox="496 821 1500 1089">Integrating SEL into academics should not be considered a burden but an opportunity to strengthen students' knowledge, skills, and dispositions. During this series, participants will explore strategies for integrating the development of social and emotional competencies in the development of classroom community and the planning and implementation of content lessons. This series focuses on (1) understanding the relationship between emotions and learning, CRP, and research-based teaching practices that support CRP and SEL and (2) designing high-quality student tasks.</p>
<p data-bbox="103 1125 456 1199">Trauma-Sensitive and Resilient Schools</p> 	<p data-bbox="496 1125 1507 1472">Staff members from trauma-sensitive schools understand trauma and its impact on communities and intentionally take action to create trauma-sensitive environments and implement universal practices that strengthen multitiered systems of support.³ This workshop series is designed to raise awareness about trauma and its impact on the brain, promote resilience, and develop strategies for policies and practices to build a trauma-sensitive environment. Participants will engage in interactive activities designed to create a safe and supportive environment; these activities include individual reflection, scenario discussions, group dialogue on problems of practice, and opportunities to practice evidence-based strategies for building resilience.</p>
<p data-bbox="103 1507 431 1581">Advancing Equity in SEL</p> 	<p data-bbox="496 1507 1507 1854">Advancing equity through SEL is the pursuit to build a culture of equity where students and educators—across race, ethnicity, class, gender, and ability—are held to high expectations and are provided with the support to experience and provide high-quality educational experiences. Context is important, and SEL interventions should be designed in culturally competent ways.^{4,5} This series is designed to explore how to establish a culture of equity through (1) the investigation of local data and policies and (2) an understanding of the impact of mindsets and practices. Participants should expect to engage in individual and whole-group reflections, policy and data analyses, readings, collaborative dialogue, and investigation of individual and collective practices.</p>

Spotlight: Stanly County Schools



Supporting Counselors with SEL

By the Numbers

3

On-Site
Sessions

16

Virtual
Sessions

35

Coaching
Appointments

Challenge: To build the capacity of school counselors to support school staff with the integration of SEL into core instruction

Customized Support: Stanly County Schools engaged RTI International in professional learning and coaching sessions that developed the collective and individual skills of school counselors to empower teachers to access resources and implement strategies that cultivate positive learning environments.

Results: School counselors strengthened their understanding of SEL and drafted individual plans for schoolwide implementation of SEL practices, with specific plans to share their learnings with

classroom teachers. Individually tailored supports and guided, collaborative planning opportunities allowed counselors to receive continuous feedback to overcome common challenges and unique barriers to disseminating and equipping school staff with meaningful approaches that merge academic and social-emotional teaching and learning. Despite the unprecedented disruption of the COVID-19 pandemic, counselors from Stanly County Schools sustained these changes to positively impact virtual instruction and the transition to blended learning. Based on their successes, counselors will—undoubtedly—continue to facilitate student academic success and life well-being through their work with teachers in their schools.

Learn More

All children deserve a quality education that empowers them to thrive. However, each day educators are faced with new challenges driven by the accelerating pace of change. The need to perceive, understand, and act on emerging trends and practices creates added complexity and can strain capacity. At RTI, we're partnering with educators to change that.

Team with Us to

- Extend positive relationships
- Integrate SEL and academics
- Build resilience
- Strengthen equity

Contact

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References

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- 2 Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1): 405–432.

- 3 Cole, S. F., Eisner, A., Gregory, M., & Ristuccia, J. (2013). Creating and advocating for trauma-sensitive schools: Helping traumatized children (Vol. 2). Massachusetts Advocates for Children.
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- 5 Hoffman, D. M. (2009). Reflecting on social and emotional learning: A critical perspective on trends in the United States. *Review of Educational Research, 79*, 533–556. <https://doi.org/10.3102/0034654308325184>

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RTI 12938 R2 0121