SEL for PREVENTION

Get Upstream with Social-Emotional Learning

Strategies & Tools to Embrace Prevention w/Upstream Programs

OVERVIEW

SEL as Upstream Prevention

STEP UP Program Description

STEP UP Pilot Study

SEL Programs into Schools

NATIONAL STRATEGY FOR SUICIDE PREVENTION

Expanding the youth suicide prevention paradigm to include "upstream approaches" began with a panel meeting in 2012…

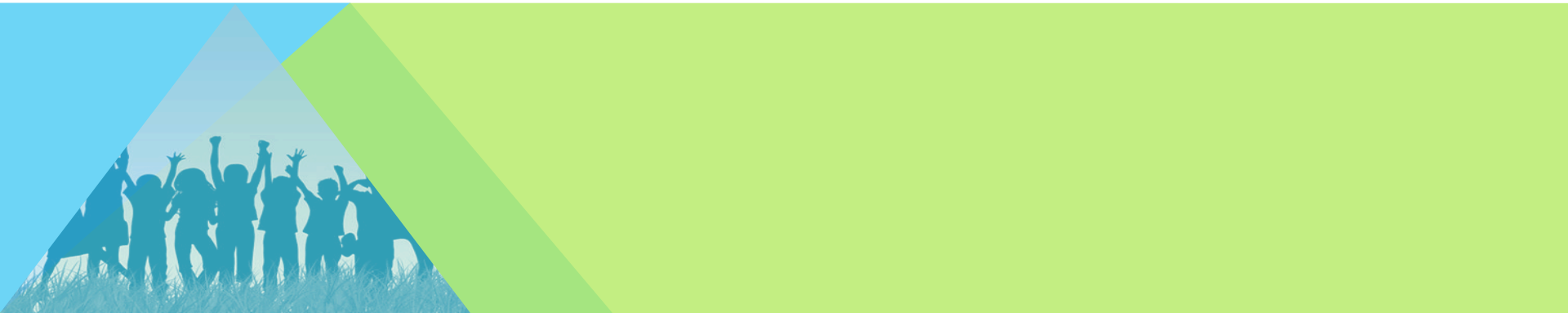# 16 NATIONAL LEADERS OF SUICIDE PREVENTION

Prevention Researchers
    Philip Rogers
    Peter A. Wyman

Tribal Leaders

Practitioners

Survivors
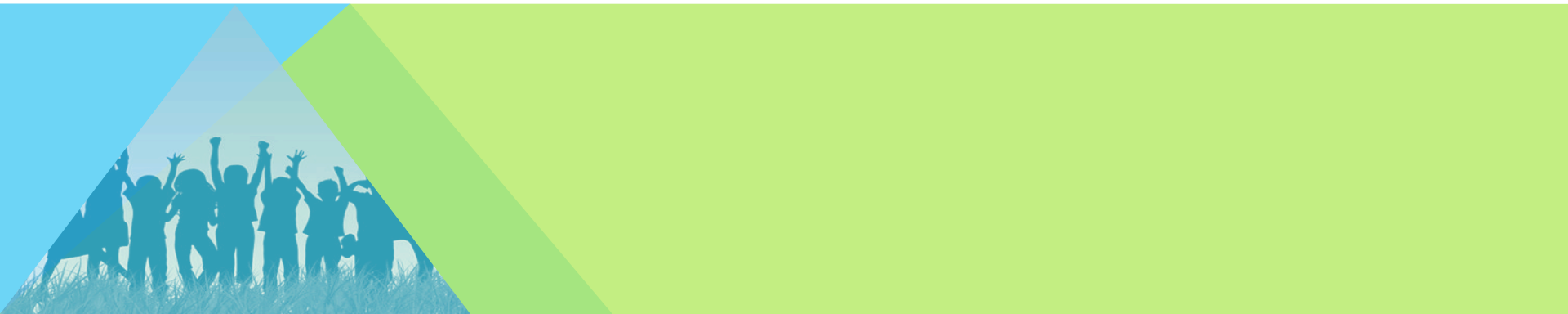
THE MISSION FOR THE PANEL...

Part 1: *Are Upstream Approaches feasible?*

Part 2: *If so, what is the rationale?*

UPSTREAM PREVENTION DEFINED

*Approaches that serve to reduce the **risk factors** and enhance the **protective processes** that influence whether a young person will become suicidal.*

RISK & PROTECTIVE FACTORS

Imagine every child has an invisible shield that surrounds her at all times. Depending on the strength of the shield, it can serve to expose her or defend her from harm.
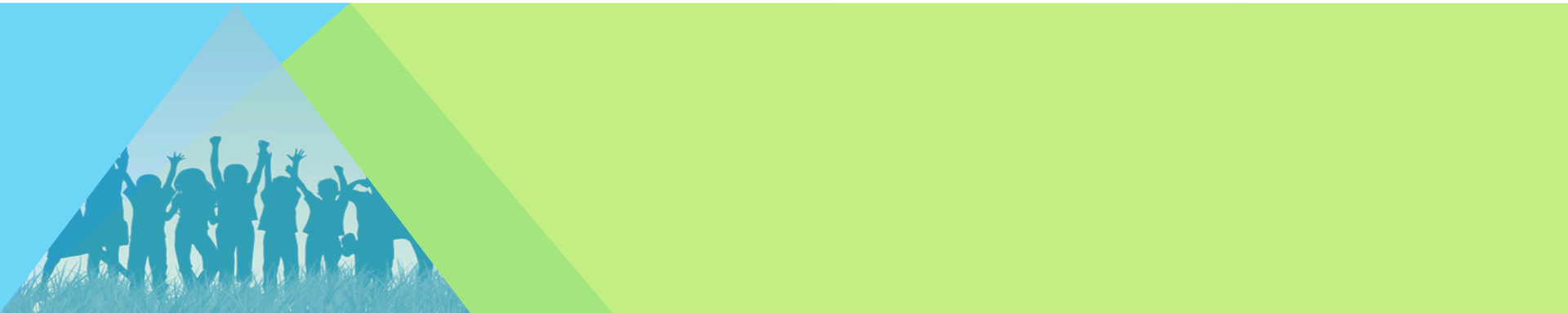
Risk factors are those conditions that cause the shield to weaken, making a child vulnerable.

Protective Factors are conditions or interventions that make the shield stronger.

What are the risk factors that would expose a child to make her vulnerable?

TRADITIONAL APPROACH

Wait until red flags are identified

Rely on mental health services that are unavailable

Kids sent back to school without tx

Focus is on reducing risk factors
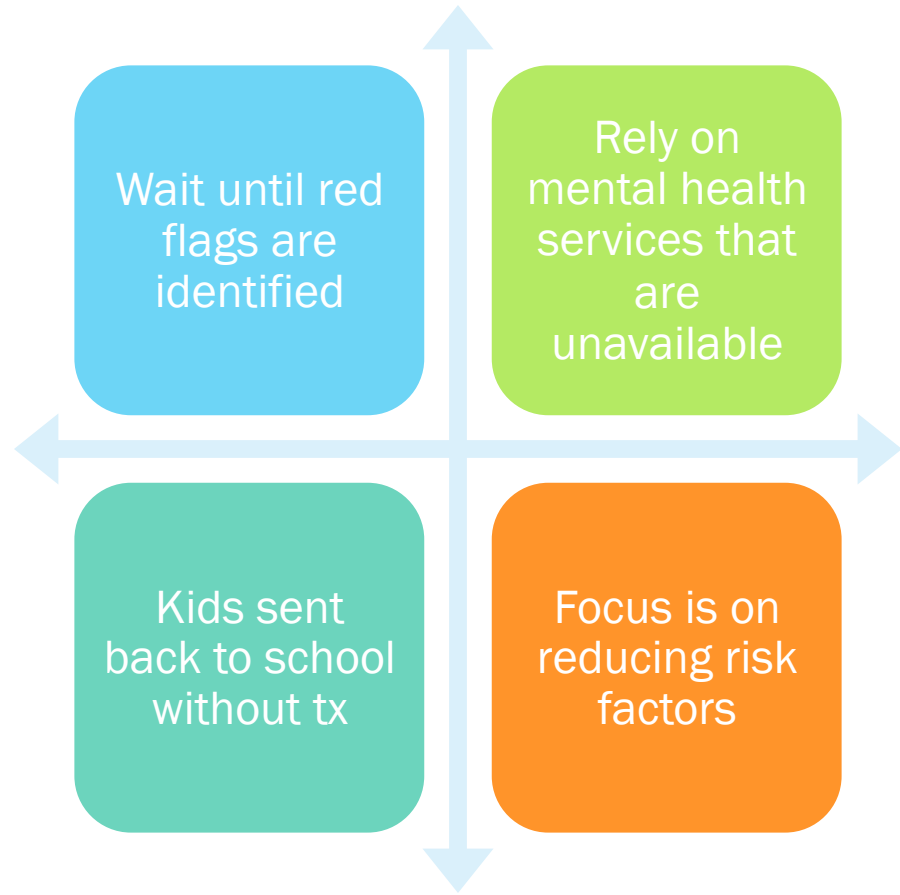
PROTECTIVE FACTORS

What if the focus were *strength-based promoting positive mental health?*
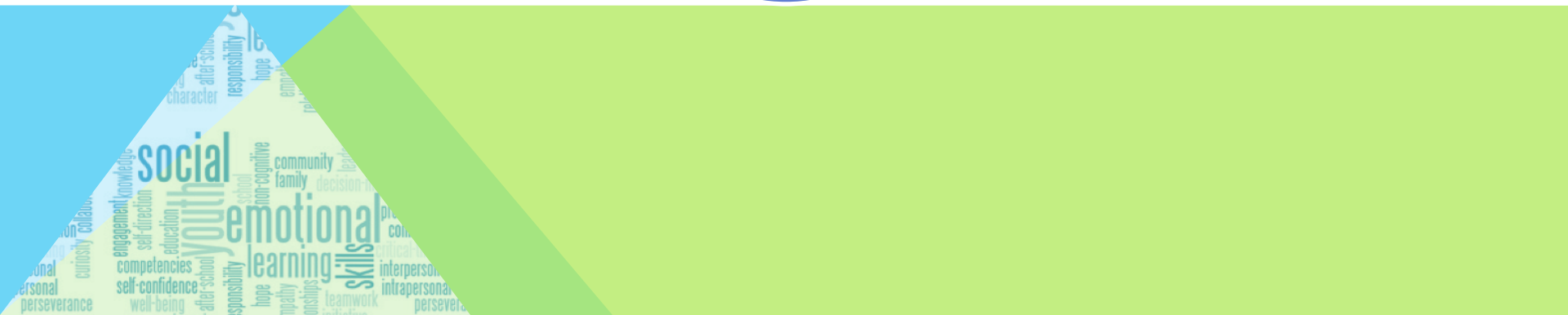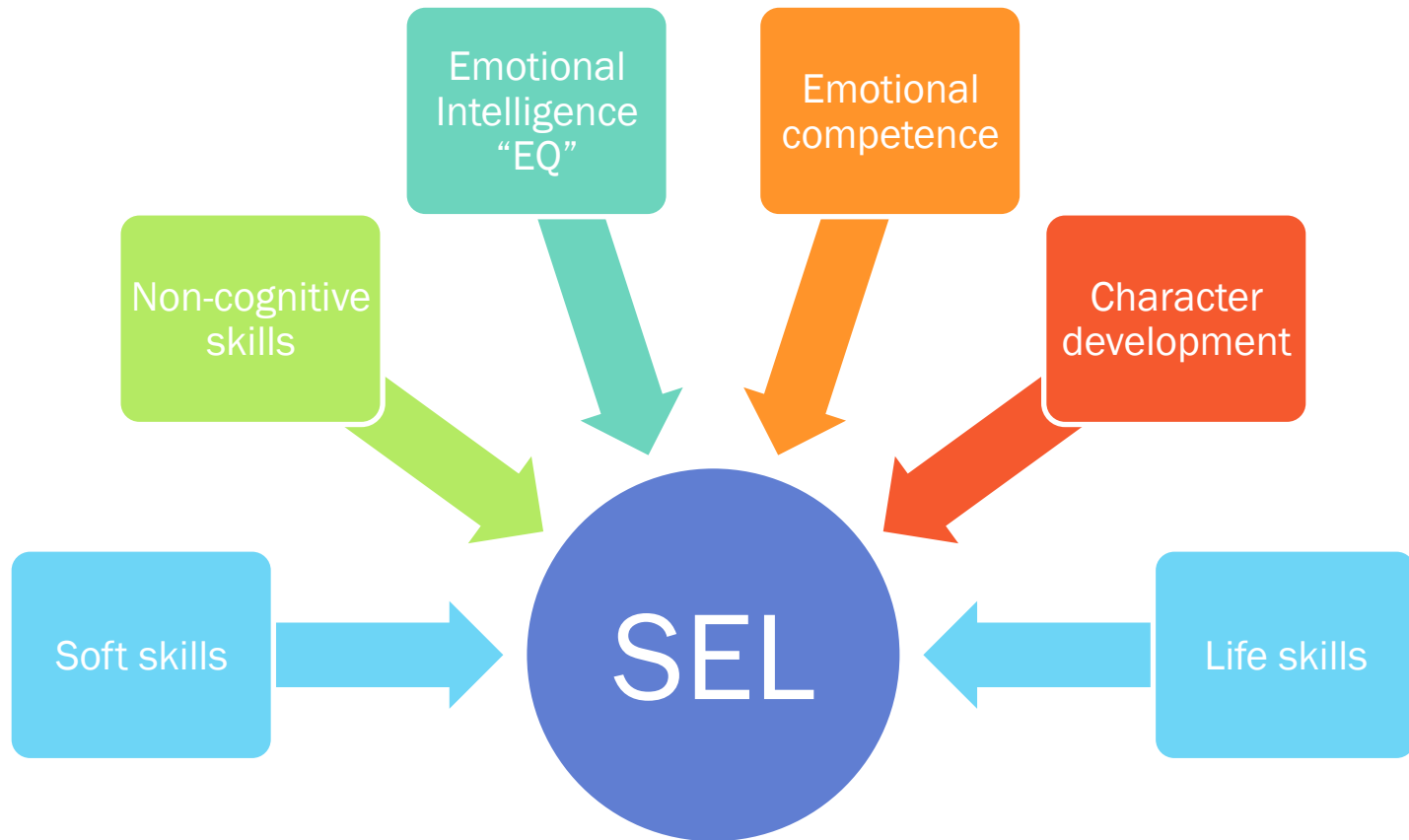
UPSTREAM PREVENTION & SEL

"Upstream Prevention, allow me to introduce you to Social & Emotional Learning.

"Social & Emotional Learning, meet Upstream Prevention. Once you two get to know each other better, you'll be great friends!"

The formal introduction between SEL & Upstream Prevention...

Dennis Embry
PAX The Good Behavior Game

SOCIAL & EMOTIONAL LEARNING

CASEL META-ANALYSIS

- Attitude, Interpersonal skills, Inclusion & Acceptance
  - Decrease in disciplinary action by 27%

- School bonding
  - Decrease in suspensions by 44%

- Academic Behavior, Desire to Learn & Engagement in learning
  - Up to 11% on improvement on standardized test scores
  - 17% for students at highest risk of failure
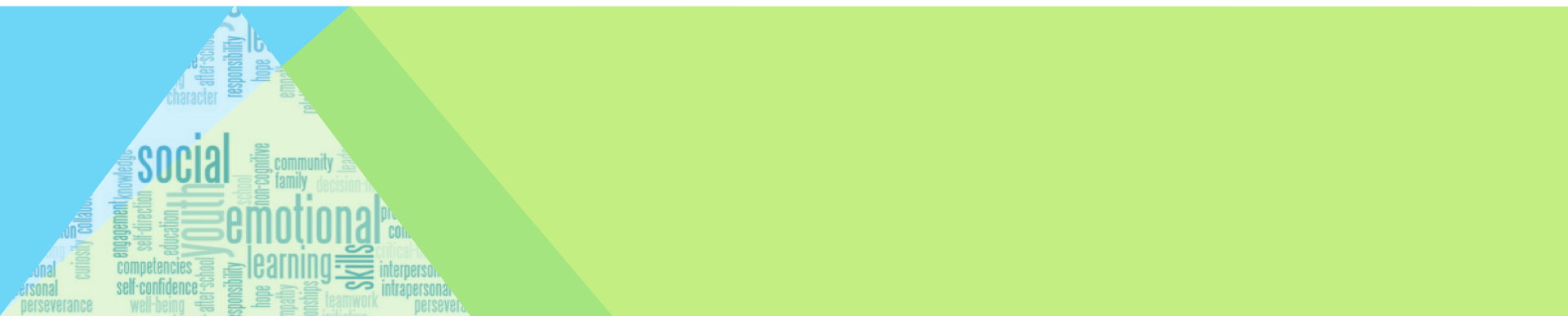
GOING UPSTREAM: PROMOTES HEALTHY POPULATIONS

- Targets the broad population of people

- Reaches the majority of children-in schools

- Universal Prevention-Intervention

- Multi-tiered System of support

RTI INTEGRATION

TIER 3
INDIVIDUALIZED, INTENSIVE INTERVENTION

TIER 2
SMALL GROUP INTERVENTIONS

TIER 1
CLASSROOM INTERVENTION, SCREENING ASSESSMENT
DIFFERENTIATED INSTRUCTION BY DEVELOPMENT LEVEL
AND LEARNING STYLE
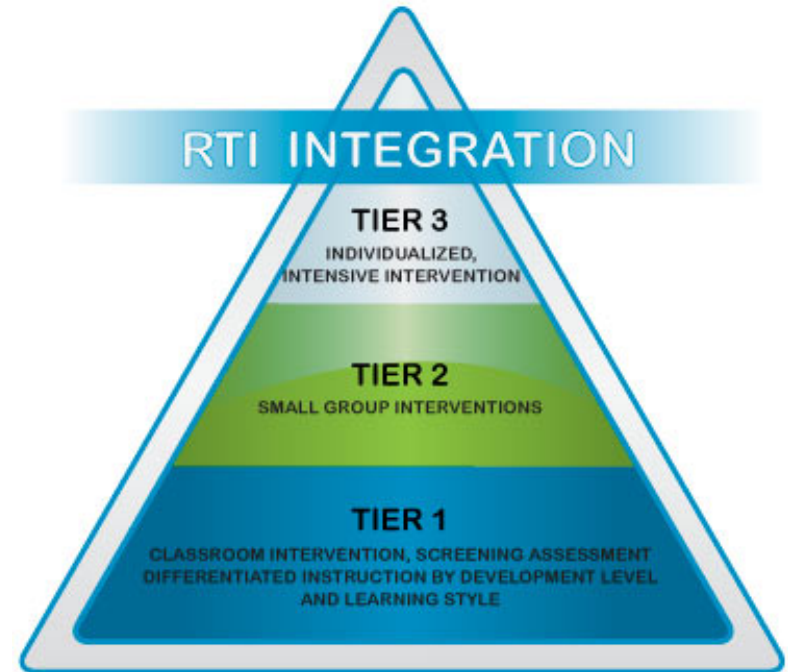
A WINDOW OF OPPORTUNITY

- Prepares for social, emotional challenges
- Developmentally appropriate instruction that spans developmental levels and ages
- Resources to families & communities

RATIONALE FOR UPSTREAM…

Suicide is the 3rd leading cause of death in 10-14 year old children.

Suicide is the 2nd leading cause of death in 15-21 year olds.

18% of high school students have seriously considered suicide.
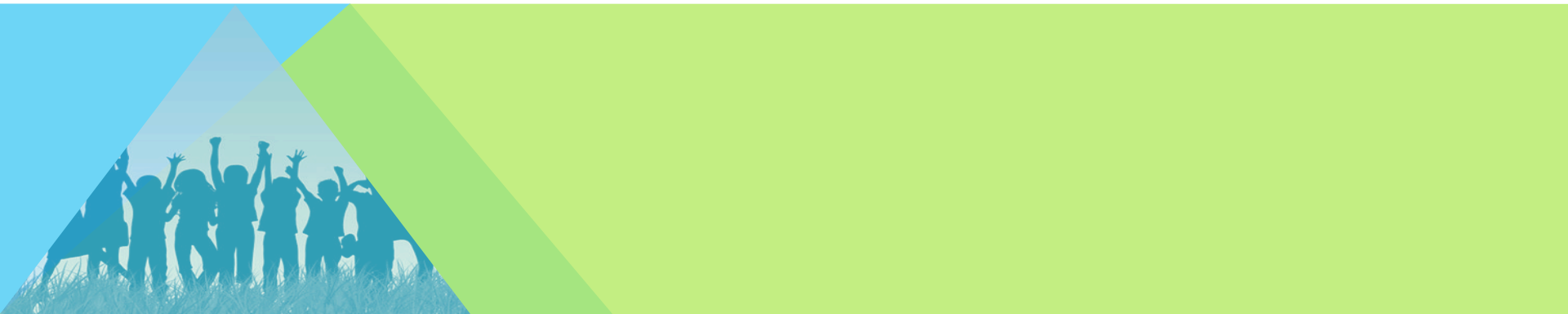
OUR COUNTRY SPENDS $245 BILLION PER YEAR ON YOUTH MENTAL HEALTH
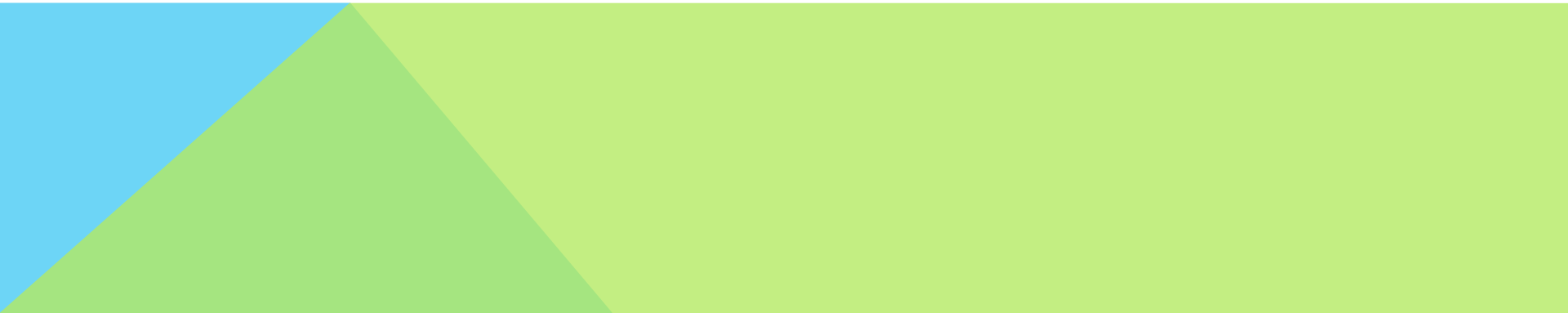
STEP UP (2013) ORIGINATED FROM THE CAMP MAKEBELIEVE KIDS 8-STEP PROGRAM

Step 1: Peer Connections

Step 2: Feelings

Step 8: Motivation

Step 7: Self-Regulation

The Camp MakeBelieve Kids 8-Step Program

CampMakeBelieve Kids!

Building Emotionally Competent Kids

Step 3: Boundaries

Step 6: Stopping Manipulation

Step 5: Mood Control

Step 4: Empathy

CONCEPTUAL FRAMEWORK

Began with the Child, Group, Family Therapy Model

Children exhibited a myriad of symptoms that resulted in problems with...

Self-Control, Self-Esteem, Self-Confidence, & Self-Motivation, Leading to...

Social Isolation, a pre-cursor to poor student outcomes

Identified 8 Barriers Interfering w/Success
- Unhealthy Friendships
- Internalizing Feelings
- Disrespecting Boundaries
- Lack of Empathy
- Emotional Dysregulation
- Negative Manipulation
- Poor Self-Regulation
- Poor Motivation

The CMB Kids-STEP UP Model addresses each of these barriers by teaching 8-Key SEL Concepts, Skill-sets, & Strategies to Promote Positive Mental Health for All Children

STEP UP =
Strategies & Tools to Embrace Prevention with Upstream Programs

Strategies & Tools

STEP UP equips *middle school students* with strategies and tools to safely and effectively manage their feelings, thoughts, and behavior so they may successfully interact with the world around them.

Embrace Prevention

STEP UP is a Universal Prevention program, inclusive for all students, whether considered 'typical' or needing extra social, emotional, or behavioral supports.

Upstream Programs

STEP UP is an Upstream Program, geared toward the promotion of positive mental health for *all* students.

STEP UP: FEATURES OF PROGRAM

✗ Comprehensive SEL curriculum

✗ Designed for middle school students aged 11-14 at the Tier 1 level

✗ Each Step (module) has part A and part B

✗ 14 (now 16) lesson plans, 25 minutes/ lesson

✗ Separate Student Journal Workbook
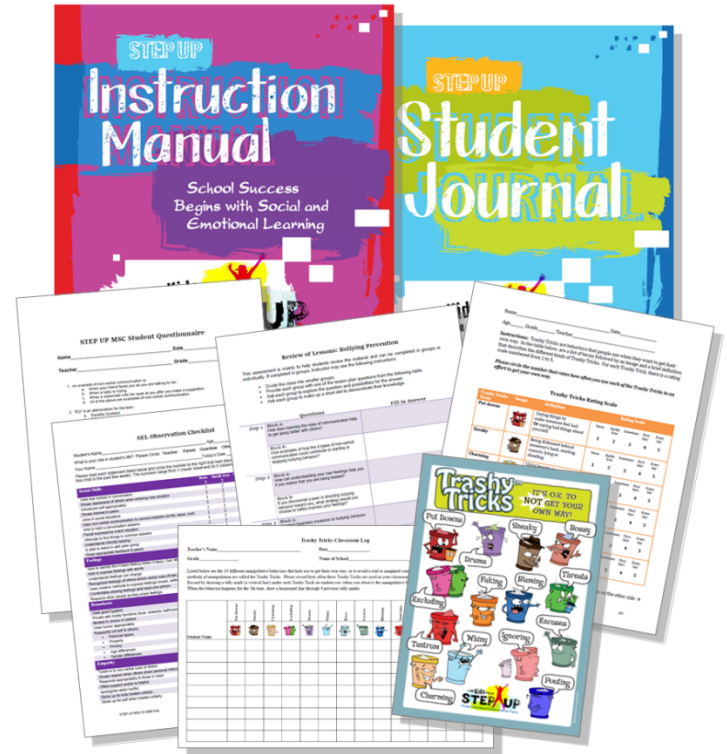
STEP UP: THE 8-STEPS

1. Social Connections
2. Expressing Feelings Safely
3. Respecting Boundaries
4. Building Empathy
5. Mood Control
6. Stopping Manipulation
7. Self-Regulation
8. EQ & Motivation

FREE-STANDING LESSONS (2 PARTS)

Part A

✗ Introduce SEL Concept to Promote
  ✗ General knowledge
  ✗ Practice skill-sets
  ✗ Learn strategies

Part B

✗ Deepens the Lesson
  ✗ Rationale
  ✗ Potential consequences
  ✗ Warning signs
  ✗ Handling the situation
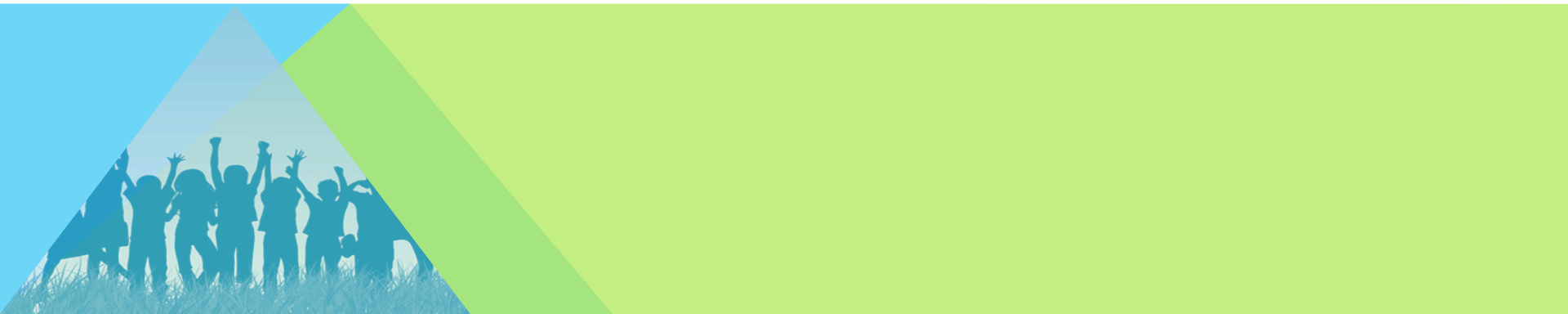
STEP UP PILOT STUDY

2013 – 2015
LAS VEGAS, NV

BACKGROUND

- **STEP UP Strategies**
  - Integrate program into existing curriculum or during a stand alone SEL class
  - Reinforce strategies and skillsets through interactive learning
  - Strength-based approach

METHODS

✗ **Quasi-experimental study**

✗ **Subjects**
- ✗ Urban, private school
- ✗ 7th – 8th grade
- ✗ 59 students
- ✗ 32 male (54%), 27 female (46%)
- ✗ Average age at start: 12.16 years

✗ **Implementation**
- ✗ 2 year period
- ✗ 2 control groups, 2 experimental groups

✗ **Assessments**
- ✗ Social Emotional Assets and Resilience Scales – Kenneth Merrell, PhD
  - ✗ Teacher version – administered pre and post both years
  - ✗ Child version – administered pre and post in year 1
  - ✗ Adolescent version – administered pre and post in year 2

46% 54%
■ Males (n=32)
■ Females (n=27)

SEARS
PROFESSIONAL MANUAL

Kenneth H. Merrell, PhD

PAR
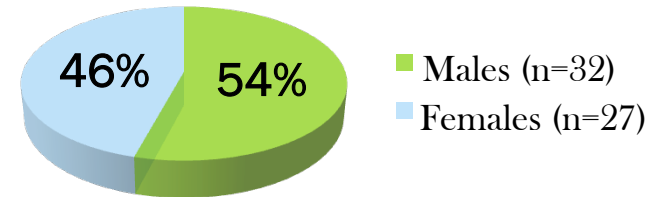
RESULTS

Table 1. Baseline Differences in Gender and Outcome Measures

	Control		Treatment		p*
Gender	18 (Female)	14 (Male)	11 (Female)	16 (Male)	0.235
Pretest 2013 SEARS-T					
Self-Regulation (SR)	50.80	(8.74)	52.33	(7.37)	0.358
Social Competence (SC)	46.90	(11.14)	51.92	(9.24)	0.047
Empathy (E)	52.66	(9.79)	51.96	(9.08)	0.972
Responsibility (R)	49.13	(10.72)	50.48	(7.93)	0.411
Total	49.46	(9.80)	51.81	(8.57)	0.226
Pretest 2013 SEARS-C	47.63	(6.64)	49.40	(7.46)	0.346

*p values using t-tests for outcome variables and Chi square for gender.

RESULTS

Table 2. Comparing 2013 Pre-Test and 2014 Post-Test T-scores on SEARS Assessments

		Control				Treatment			
		Pre-Scores		Post-Scores		Pre-Scores		Post-Scores	
		M	SD	M	SD	M	SD	M	SD
SEARS-Teacher									
Self-Regulation		50.37	8.63	50.62	3.76	53.40	6.52	60.92	7.85
Social Competence		46.46	11.10	49.34	3.70	52.88	8.62	58.80	9.45
Empathy		51.87	9.97	47.25	4.57	53.44	7.42	59.24	9.07
Responsibility		48.40	10.76	45.75	4.28	51.84	6.46	57.68	7.86
Total		48.84	9.83	48.40	4.06	53.08	7.41	60.28	8.74
SEARS-Child/Adolescent									
Total		47.44	6.67	49.55	9.30	47.09	5.40	49.57	7.04

RESULTS

Table 3. MANCOVA on 2013 Pretest and 2014 Posttest T-scores on SEARS Assessments

	SS	df	MS	F	p	η^2
SEARS TEACHER						
Self-Regulation	1155.47	1	1155.47	15.44	0.000	0.247
Social Competence	344.06	1	344.06	5.92	0.019	0.112
Empathy	1028.97	1	1028.97	11.21	0.002	0.193
Responsibility	1164.63	1	1164.63	20.87	0.000	0.308
Total	1033.73	1	1033.73	15.23	0.000	0.245
SEARS YOUTH						
Total	1.00	1.00	1.00	0.01	0.927	0.000

Note. Pre-test 2013 SEARS-Teacher Social Competence subscale as a covariate.

LIMITATIONS

✗ **Subjects**
  ✗ Small sample size
  ✗ Homogeneity of sample

VS
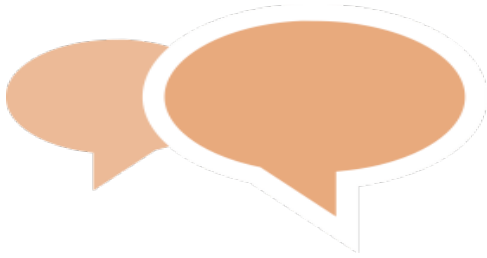
✗ **Implementation**
  ✗ Cannot control for possibility of material spillover into non-experimental group outside of classroom

2017
1

VS

✗ **Assessments**
  ✗ Conducted immediately after program
  ✗ No medium-range or long-term effects tested

LIMITS

CONCLUSIONS

✗ **Effective means to:**

  ✗ Enhance social-emotional skills

  ✗ Promote learning pro-social attitudes

  ✗ Establish lifelong positive coping skills

  ✗ Build skills and strategies to safely and effectively deal with social and emotional challenges.

CONCLUSION

RECOMMENDATIONS

1. Conduct additional studies with a rigorous experimental design
2. Diversify sample population
3. Larger sample groups
4. Investigate long-term impact with additional post-program testing
5. Incorporate into standard academic curriculum
6. Minimum 2-year implementation
7. Dedicate resources to sustain program fidelity

FOLLOW SEL STANDARDS

Ensure SEL programming follows SEL standards to provide effective, evidence-based

curricula to students
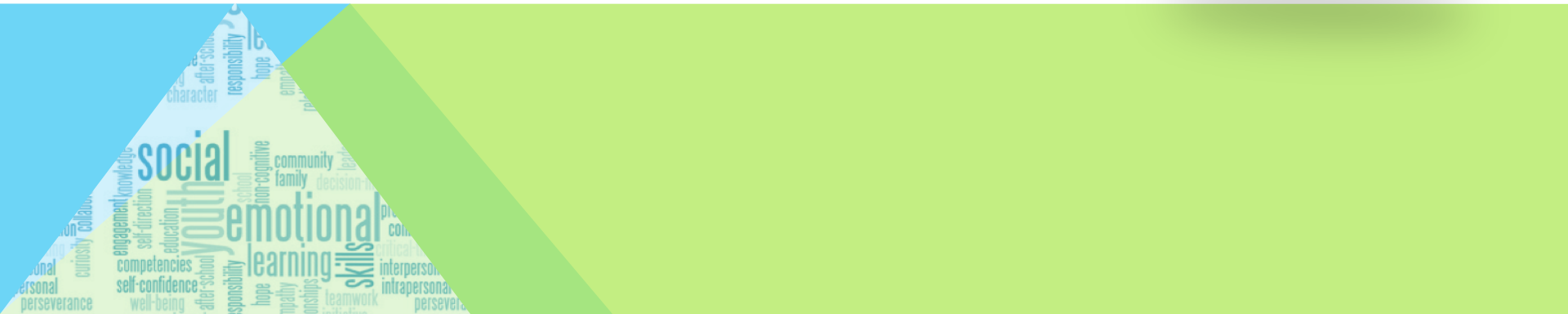
STEP UP ALIGNED WITH SCHOOL SOCIAL WORK NATIONAL STANDARDS

FOR SOCIAL EMOTIONAL LEARNING

GOAL 1
SELF AWARENESS:

Learn how to recognize and assess one's feelings, interests, strengths and challenges.

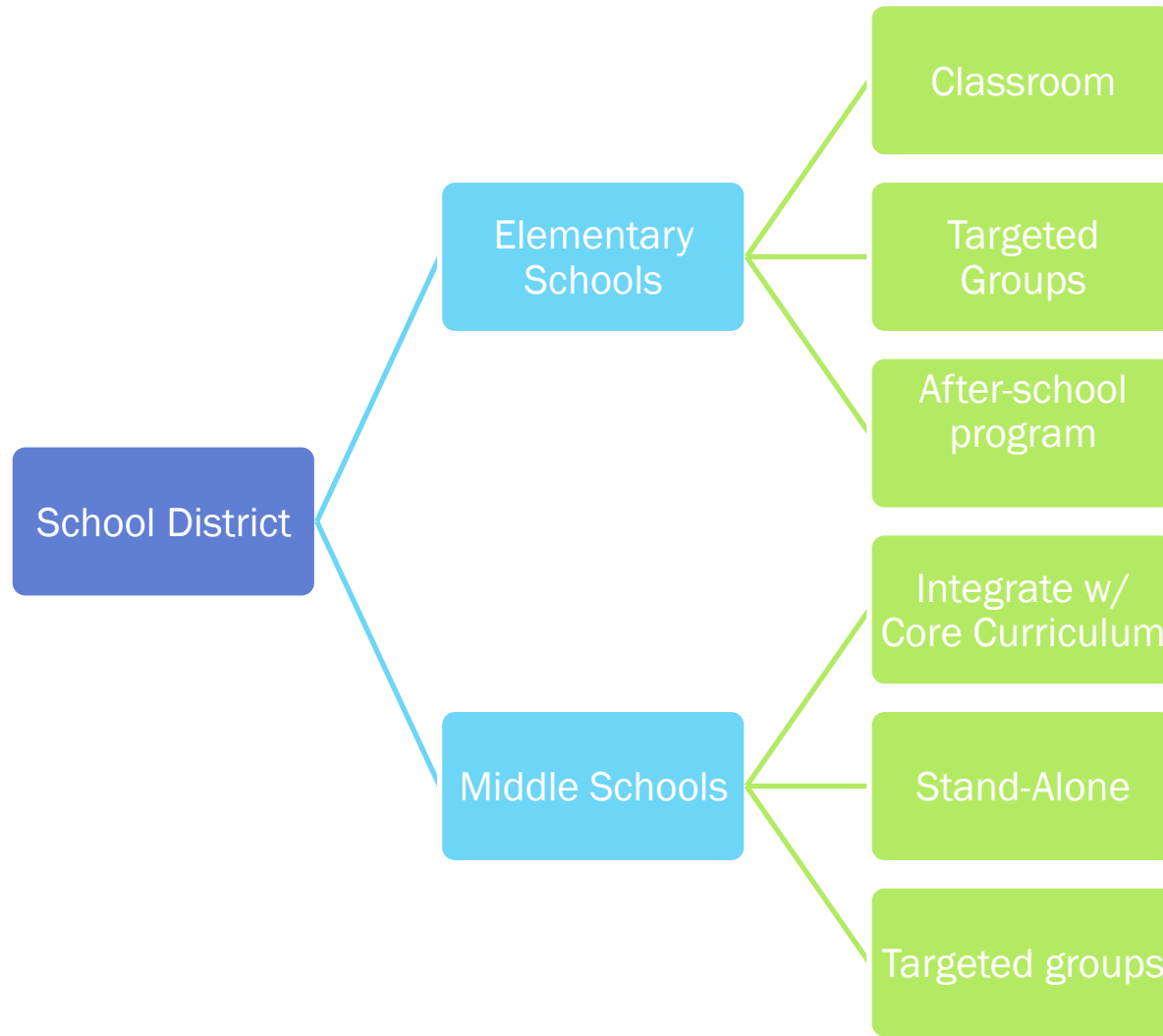|	MIDDLE SCHOOL/JR HIGH STANDARDS	STEP UP LESSON PLANS GRADE 6	STEP UP LESSON PLANS GRADE 7	STEP UP LESSON PLANS GRADE 8
EMOTIONS	Analyze how thoughts and emotions affect behavior and relationships	Step 1-A SJ Step 1-B Basics, Interactive Activity & SJ Step 2-A Basics, Interactive Activity Step 2-B Basics & SJ	Step 4-A Basics & SJ Step 5-A & 5-B Basics, Interactive Activity	Step 7-A & 7-B Basics, Interactive Activity, Supplemental Material & SJ Step 8-B Basics & SJ
STRENGTHS, INTERESTS, AND CHALLENGES	Analyze how personal qualities influence behavior and relationships.	Step 1-A Interactive Activity, Supplemental Materials & SJ Step 2-B Interactive Activity & SJ Step 3-A Supplemental Materials & Trainer Tips	Step 4-A & 4-B Basics, Interactive Activity & SJ Step 5-A Basics, Interactive Activity	Step 7-B Basics, Interactive Activity, Supplemental Material & SJ Step 8-A Basics, Interactive Activity & SJ Step 8-B Basics, Discussion, Interactive Activity & SJ
SIMILARITIES AND DIFFERENCES	Explain how individual, social and cultural differences may increase resiliency to bullying and identify ways to address it.	Step 3-A Basics, Interactive Activity, Supplemental Materials Step 3-B Basics, Interactive Activity, Supplemental Materials	Step 4-A Interactive Activity, Supplemental Materials, & Trainer Tips Step 4-B Interactive Activity, Supplemental Materials & SJ Step 6-B Basics, Interactive Activity, Supplemental Materials & SJ	Step 8-A Basics, Interactive Activity, Supplemental Materials & SJ Step 8-B Basics, Discussion, Interactive Activity & SJ

MTSS: MULTI-TIERED SYSTEM OF SUPPORT

College and Career Readiness Anchor Standards for Speaking and Listening

	Verbal Communication (1-A)	Non-Verbal Communication (1-B)	Understanding Feelings (2-A)	Expressing Feelings Safely (2-B)	The 3 Types of Boundaries (3-A)	Boundary Invasions (3-B)	The Concept of Empathy (4-A)	Expressions of Empathy (4-B)	Healthy Response (5-A)	Mood Thermometer (5-B)	Methods of Manipulation (6-A)	Stopping Manipulation (6-B)	Chain Reaction (7-A)	Sixth Sense (7-B)	Personal Power (8-A)	Emotional Intelligence EQ (8-B)
A.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.																
A.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.																
A.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

STEP UP AN EVIDENCE-BASED PROGRAM
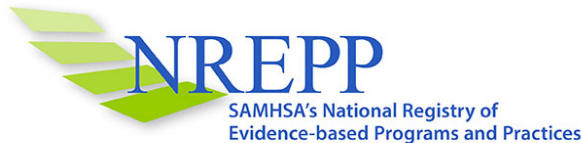
S A M H S A : N R E P P

Included in National Registry of Evidence Based Programs and Practices as an "effective SEL program that improves

Self-Regulation

Social Competence

Essential protective factors related to positive mental health

C A S E L

Listed by the Collaborative for Academic Social and Emotional Learning as a "Complementary SEL Program" that is comprehensive in scope and taught as a stand-alone course or integrated into core curriculum

CONTACT INFORMATION

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