Ready, Set, Go
T.T.A.C — Region 4 at GMU — Success for All
A news brief linking people and resources to support quality practices in the education of all students

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Social Emotional Learning: High Leverage Practices to Create Safe Learning Environments

Despite research which provides evidence that Social and Emotional Learning (SEL) improves the academic performance of students by 27% and reduces conduct concerns by 22%, an analysis of 304 teacher education programs across the United States, found less than 2% of all pre-service preparation included the five core competencies identified by the Collaborative for Academic, Social and Emotional Learning (CASEL) (Durlak & Mahoney, 2019; Schonert-Reichl et al., 2017). The Council for Exceptional Children (CEC), in partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center, has identified twenty-two High-Leverage Practices (HLPs). The twenty-two practices have been organized around four intertwined areas of practice, of which the Social, Emotional and Behavioral category establishes the foundation for the successful implementation of all HLPs. Safe learning environments are organized and predictable settings that address the social, emotional and behavioral well-being of all staff and students

within an educational community. The core features of safe learning environments are clear behavioral expectations and procedures, operationally defined rules, constructive feedback and consistent routines (McLeskey, 2019, p. 97-98). Through the implementation of proactive and preventative evidence-based strategies, Social and Emotional Learning (SEL) plays a key role in fostering safe environments, inclusive of growth in student engagement and learning and conversely the reduction in problematic student behaviors (Cooper et al., 2018; Eklund, Kilpatrick, Kilgus, Haider, & Eckert, 2018).

Get Ready to learn more about safe learning environments. Depending on the level of need of social and emotional learning, use the following tools from the CASEL to support either the implementation of an initiative at the division level, a resource at the school level or both levels of implementation.

- CASEL District Resource Center *(Division)*
- The CASEL Guide to Social and Emotional Learning *(School)*

Get Set to integrate social and emotional practices in education to create safe learning environments for students of any age. The integration of social, emotional and behavioral practices should first and foremost consider the age of the students who will be served. The following tools, both published by the CEC but differentiated by age, will assist a school site in identifying evidence-based social and emotional practices to create a safe learning environment for all students.

Early Childhood Recommended Practices *(Birth-5)*
The Council for Exceptional Children's Division for Early Childhood (DEC), has identified recommended practices designed to guide parents and practitioners on the most effective practices to improve the learning outcomes and promote the development of young children, based on developmental levels and cultural and linguistic backgrounds.

High Leverage Practices *(K-12)*
The Social, Emotional and Behavioral HLPs identified as important to effective teaching and fundamental to support student learning are as follows:

- HLP 7-Establish a consistent, organized, and respectful learning environment.
- HLP 8-Provide positive and constructive feedback to guide students' learning and behavior.
- HLP 9- Teach social behaviors.
- HLP 10- Conduct functional behavioral assessments to develop individual student behavior support plans.

Go
Explore the following resources to support your efforts in honoring the social, emotional and behavioral needs of all students.

- Center on the Social Emotional Foundation for Early Learning (CSEFEL) Early childhood and early elementary educators will find information about the Pyramid model from the Center on the Social Emotional Foundation for Early Learning (CSEFEL) in this What Works Brief Training Kit, "Nurturing and Responsive Relationship."

- IRIS Center Module: Classroom Management Part 1 To gain a better understanding of ways to develop classroom behavior management plans, work through a classroom management challenge, reflect on initial thoughts, engage in learning about different classroom behavior perspectives using resources provided, and check your understanding with a quick assessment.

- IRIS Center Module: Accommodations to the Physical Environment Discover helpful tips on setting up the physical aspects of your classroom and learn different types of equipment used by students with visual disabilities.

- Social and Emotional Learning and School Health: Addressing SEL through the Whole School, Whole Community, Whole Child Framework This guide provides school health staff and teams with resources schools can use as a first step in integrating SEL into school health programs and practices.

- Supporting and Responding to Behavior: Evidence-based Classroom Strategies for Teachers Use this document to guide your efforts in establishing safe learning classrooms.

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