Infusing Social and Emotional Learning: Takeaways from the Tacoma Whole Child Initiative

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Whole Child

Academic Excellence, Partnerships, Early Learning, Safety

Equity and Inclusion  Signature Whole Child Practices  Trauma-Sensitive Practices  Mental Health  District, Building, Educator, and Youth Leadership  Social and Emotional Learning  Implementation Science  Whole Child Accountability

Safe, healthy, challenging, engaging, and supportive environments at home, school and in the community.

START WITH WHY

Simon Sinek

www.startwithwhy.com

TED Talk

Few people or organisations know why they do what they do.

Inspired leaders and organisations communicate from the outside in.

I believe

Martin Luther King

by www.lynnecazaly.com

People don’t buy WHAT you do, they buy WHY you do it.

Do business with people who believe what you believe.

It linking directly to how our brain works.

Law of Diffusion of Innovation

Inspiration woven into the process.
Figure 1. Birth and Death Cycles of Educational Innovations

(Latham, 1988)
ACEs in WASHINGTON SCHOOLS – SOPHOMORES AND SENIORS (2010)

### Washington School Classroom (30 Students)

<table>
<thead>
<tr>
<th>Adverse Childhood Experiences (ACEs)</th>
<th>6 students with no ACE</th>
<th>5 students with 1 ACE</th>
<th>3 students with 3 ACEs</th>
<th>7 students with 4 or 5 ACEs</th>
<th>3 students with 6 or more ACEs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(58% (17) students with no exposure to physical abuse or adult to adult violence)</td>
<td></td>
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<tr>
<td>Physical abuse or adult to adult violence</td>
<td>29% (9) of students exposed to physical abuse or adult to adult violence</td>
<td>13% (4) of students exposed to physical abuse and adult to adult violence</td>
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</tbody>
</table>

### Educator Outcomes

- 3-4 more hours of instruction per week
- Less job-related stress
- Happier
- Greater job satisfaction
- Improved self-efficacy
- Better health
- More likely to stay in profession
- Greater student engagement

<table>
<thead>
<tr>
<th>Stress, anxiety, and burnout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to Teach</td>
</tr>
</tbody>
</table>
Implementation Science

- **WHO**
- **WHEN**
- **WHAT**
- **HOW**

Interventions

Teams

Stages

Outcomes

Cycles
**Tacoma Whole Child Initiative**

**TWCI Core Leadership Team**

**Community Leadership Team**
- Cohort 1 Program Teams
- Cohort 2 Program Teams
- Cohort 3 Program Teams

**District Leadership Team**
- Cohort 1 Building Teams
- Cohort 2 Building Teams
- Cohort 3 Building Teams
- Cohort 4 Building Teams

**Family Engagement Leadership Team**
- Cohort 1 Building Family Teams
- Cohort 2 Building Family Teams
- Cohort 3 Building Family Teams
- Cohort 4 Building Family Teams

**Neighborhood Leadership Teams**
- Cohort 1 Neighborhood Teams
- Cohort 2 Neighborhood Teams
- Cohort 3 Neighborhood Teams

**District Advanced Tiers Team**

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**Exploration**

**Installation**

**Year 1 Objective:** Readiness for Sustainable Change
- Build district and school readiness for sustainable change
  - School Level
    - Establish and build leadership team capacity
    - Measure readiness
    - Measure school systems and practices
    - Funding
    - Braid initiatives
    - Build staff awareness and buy-in
  - District Level
    - Establish and build leadership team capacity
    - Braid initiatives
    - Measure readiness
    - Funding/Resources
    - Align data systems
    - Policy
    - Strategic plan and whole child benchmarks

**Years 2 & 3 Objectives:** 1) Positive, Engaging, and Safe Learning Environments and 2) Social Emotional Learning
- Implement and evaluate school wide (Tier 1) Positive Behavioral Intervention Supports (PBIS) systems
  - Clear, consistent, explicitly taught behavioral guidelines and expectations in non-classroom contexts
  - Reinforcement of positive behavior
  - A close supervision
  - Social emotional learning (SEL)
- Readiness
  - Readiness for PBIS in the classroom
    - Build capacity of professional learning communities
  - Readiness for social emotional learning
- Readiness for dropout early warning system

**Cohort 5**

**Cohort 4**

**Cohort 3**
<table>
<thead>
<tr>
<th>Cohort 1</th>
<th>Cohort 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Implementation</strong></td>
<td><strong>Full Implementation</strong></td>
</tr>
<tr>
<td><strong>Years 4 &amp; 5 Objectives</strong>:</td>
<td><strong>Years 6 &amp; 7 Objectives</strong>:</td>
</tr>
<tr>
<td>1) Multi-Tiered System of Academic Supports, 2) Dropout Prevention, and 3) Tier II and III Positive Behavioral Supports</td>
<td>School-Based Mental Health, Intensive Academic and Social Emotional Interventions, Data-Based Continuous Improvement</td>
</tr>
<tr>
<td>Implement and evaluate secondary (Tier II) positive behavioral support systems.</td>
<td>Integrated Case Management for students in need of intensive social emotional supports (Tier III)</td>
</tr>
<tr>
<td>Implement academic screening system</td>
<td>Systems of care in partnership with community agencies</td>
</tr>
<tr>
<td>Implement dropout early warning system</td>
<td>Implement multi-tiered system of academic supports</td>
</tr>
<tr>
<td>Implement behavioral progress monitoring</td>
<td>Implement evidence-based academic interventions (Tier II and III)</td>
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<tr>
<td>Readiness for multi-tiered system of academic supports</td>
<td>Readiness for school-based mental health (Interconnected Systems Framework)</td>
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<tr>
<td>Readiness for evidence-based academic Interventions (Tier II)</td>
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</table>

**BRAIDING INITIATIVES AT THE DISTRICT LEVEL: WORKING SMARTER**

- **Equity**
- **TWCI**
- **AVID**
- **5D**
- **Literacy and Math Frameworks**
- **Successful Student Outcomes**

**Year 8 Objective**: Sustain and continuously improve comprehensive system of support

- Full implementation of multi-tiered system of support
- Institutionalize quality assurance mechanism to evaluate use of data and nurture organizational culture, leadership, and staff
- Sustainability of training, coaching, district and school implementation teams, professional learning communities, policy, visibility, and funding
- Sustainability checklists for evidence-based practices and interventions
<table>
<thead>
<tr>
<th>Training Components</th>
<th>Percentage of Teachers Demonstrating the Following After Training</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Theory and Discussion (A)</td>
<td>10%</td>
</tr>
<tr>
<td>A + Demonstration in Training (B)</td>
<td>30%</td>
</tr>
<tr>
<td>A + B + Practice and Feedback in Training (C)</td>
<td>60%</td>
</tr>
<tr>
<td>A + B + C + Coaching in Classroom</td>
<td>95%</td>
</tr>
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</table>

**Team Talk:**

1) What inference do you pull from this slide?
2) What will it take for us to really implement PBS in the classroom?

Citation: Joyce & Showers, 2002
SELF-MANAGEMENT: RESET

Two-Step
Non-verbal
Catch Phrase
A Game Place
Reset
Restorative Reset: Make it Right

NON-VERBAL

The “look.”
Proximity