

Social, Emotional, and Behavioral Inclusive Practices

Kathyanne A. Sheffield, EdD

Laura Frey, PhD

Amy E. Lein, PhD

Rebekka J. Jez, EdD

Sydney Bueno, PhD

Afia Kyei, Post-Graduate



Objectives

By the end of this module, you will be able to:

1. Define social, emotional, behavioral, and inclusive practices and its application to three well-established frameworks that prioritize student needs.
2. Discuss social and emotional learning (SEL) to support students with disabilities and inclusive practices.
3. Explore practical evidence-based strategies for SEL in your educational context.
4. Reflect on the impact of SEL to begin cultivating an inclusive mindset within yourself.

Definitions

Culturally Responsive Teaching - A pedagogical approach that recognizes culture as central to developing an environment that is conducive to learning. This recognition involves structuring learning around the culture of students, holding all students to high expectations, and celebrating the rich diversity that each student brings to the classroom.

Disability - Disability can be termed as a physical, educational, health, birth, biological or mental impact it has on one's daily activities. Disability is not always a physical appearance, many children are diagnosed with a disability that is neurological or health related. Disability may also rise from the topic of ableism, racism or gender identity.

Implicit Bias - refers to the attitudes and stereotypes that unconsciously affect people's perceptions, actions, and decisions.

Definitions

Inclusive Mindset - The willingness to embrace and respect the fact that everyone is unique, with different abilities, backgrounds, and learning preferences; it involves being vigilant to recognize bias (Inclusive Learning 365: EdTech Strategies for Everyday of the Year, 2021).

Inclusive Culture - The shared belief that all students can learn at high levels. An inclusive culture values variability, and uniqueness as a strength of the community.

Inclusion - The engagement of all children, youth, educators and families regardless of their socio-economic, disability or race background. In the special education field, it is ensuring all children feel a sense of belonging, engagement, expression and well-being.

Definitions

Social-Emotional Learning (SEL) - The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (2020).”

Transformative Social-Emotional Learning (tSEL) - A form of SEL where the relationships between adults and young people facilitate critical examination of individual and contextual factors that contribute to inequalities and lead to collaborative solutions to improve personal, societal, and community well-being (Transformative SEL, 2023).

Introduction to Topic

- Research addressing the intersection of social-emotional learning (SEL), culturally inclusive practices, and the experiences of students with disabilities remains limited.
- This module aims to bridge this gap by exploring three well-established frameworks that:
 - prioritize the needs of students and the educators who support them
 - are grounded in a deep respect for diverse cultural values, norms, histories, and shared lived experiences.
 - underscore the critical importance of fostering inclusive and equitable educational environments for all learners.

Social Emotional Learning (SEL) Skills

SEL skills are:

- Holistic, examine whole child, especial getting the brain and body ready to learn
- Support optimal academic learning by regulating emotions.
- Predictors of employment outcomes and strongly related to individual's health and well-being (Chernyshenko, Kankaraš and Drasgow, 2018; OECD, 2015; Steponavičius, Gress-Wright and Linzarini, 2023).
- Students with lower social and emotional skills tend to report poorer well-being outcomes.
- Students with higher SEL skills are:
 - More prepared for their future education.
 - Have higher optimism, energy, and task performance engage in healthier behaviors (OECD, 2015).
 - Achieve higher grades in school even after controlling for cognitive skills.
- Students who participate in interventions aimed at improving SELs have shown marked improvement (Kankaraš & Suarez-Alvarez, 2019).

SEL Frameworks

SSES Skills

Survey on Social and Emotional Skills



Open-mindedness

Task Performance

Engaging with Others

Emotional Regulation

Collaboration

The CASEL Five



Self-Awareness

Self-Management

Social Awareness

Relationship Skills

Responsible Decision-Making

Transformative SEL



Identity

Agency

Belonging

Collaborative Problem-Solving

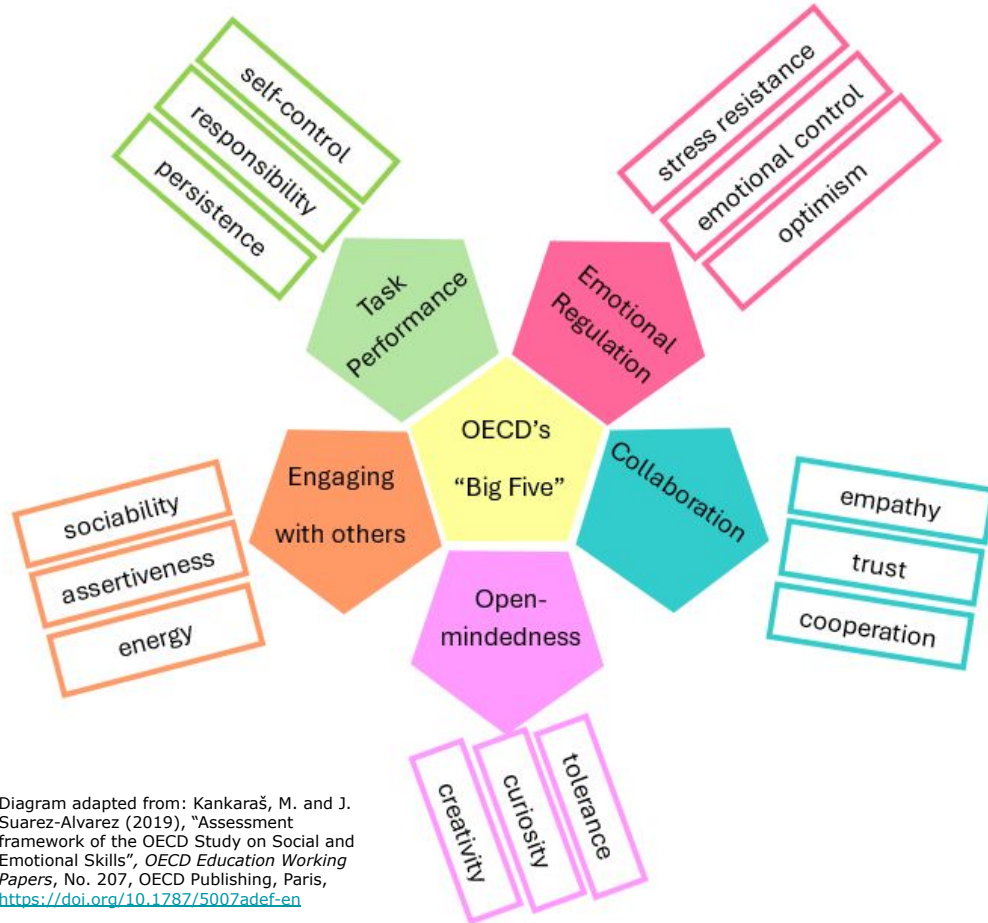
Curiosity

<https://www.oecd.org/content/dam/oecd/en/about/programmes/edu/survey-on-social-and-emotional-skills/site-reports-20218/sses-houston-report.pdf>

<https://casel.org/casel-sel-framework-11-2020/?view=1>

<https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/transformative-sel/>

SSES Skills: OECD's "Big Five"

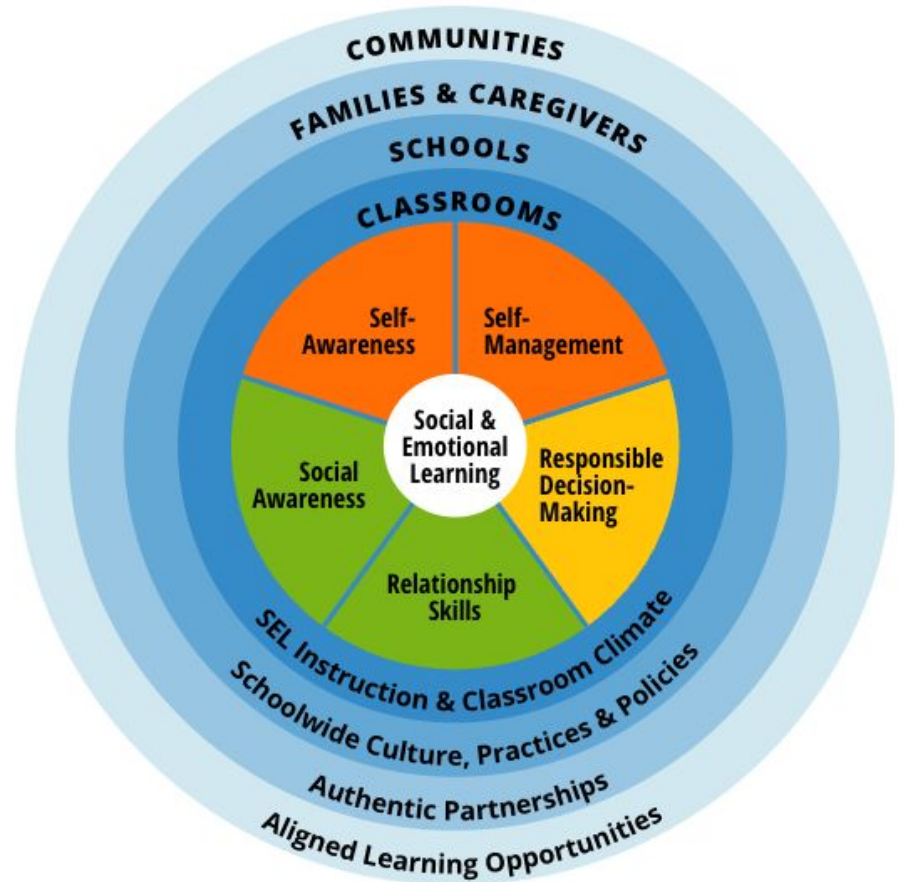


The Survey on Social and Emotional Skills (SSES) is an international survey by the OECD's Centre for Educational Research and Innovation was designed to improve understanding of social and emotional skills among 10- and 15-year-old students. The results from the SSES 2023 report (sixteen sites across at least six countries) show that students' social and emotional skills are linked to their academic success, aspirations for the future and well-being.

The CASEL Five

The CASEL 5 addresses five broad, interrelated areas of competence.

The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.



Transformative SEL



tSEL advances equity by valuing cultural strengths and supporting the well-being of individuals, especially those from marginalized or under-resourced backgrounds. It emphasizes both personal and societal well-being, addressing gaps in traditional SEL by recognizing the influence of power structures, identities, social class, histories, and shared experiences on life opportunities.

Urban Teachers. (2022). Transformative SEL (T-SEL) Professional Development at Urban Teachers.

<https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/transformative-sel/>

<https://urbanteachers.org/transformative-social-emotional-learning/>

Jagers et al. (2019)

Sheffield (2022)

Steps to Applying Social, Emotional, and Behavioral Inclusive Practices

- 1. Assess the adults supporting learners**
 - a. Intersectionality and Positionality
 - b. Biases and Assumptions
- 2. Examine the context**
 - a. Mindsets
 - b. Cultural Responsiveness
 - c. Families and Communities
 - d. Collaborative Relationships
- 3. Assess the learner and create a plan for support**

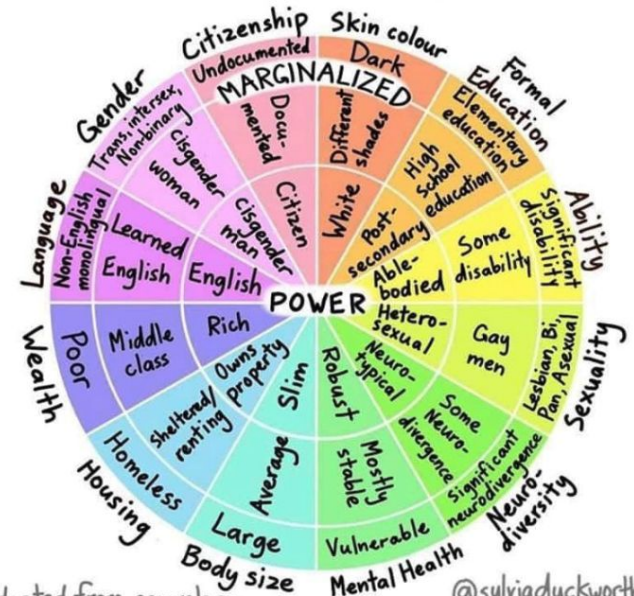
1. Assess Adults: Intersectionality & Positionality

The implementation of social, emotional, and behavioral inclusive practices in schools often begin with focusing on students, when in fact, implementation should begin with an assessment of adult social-emotional competencies and capacity building.

Directions:

1. Identify your identities.
2. Do they hold power or marginalization?
3. Identify the identities of those you serve?
4. Do they hold power or marginalization?
5. How can you use this to guide your practice?

WHEEL OF POWER/PRIVILEGE



Adapted from ccrweb.ca

@sylviaaduckworth

1. Assess Adults: Explore Biases



Directions: Watch the *We All Have Implicit Biases. So What Can We Do About It?* video, then think about the question below.

How do my biases, beliefs, assumptions, or cultural lens influence how I perceive student behavior, ability, or potential?

2. Examine the Context: Mindset



Directions: Watch the *Teaching Inclusive Education* video, then think about the question below.

How does this parent and teacher's lived experiences influence her practice **(mindset)**?

2. Examine the Context: Cultural Responsiveness

CONCRETE

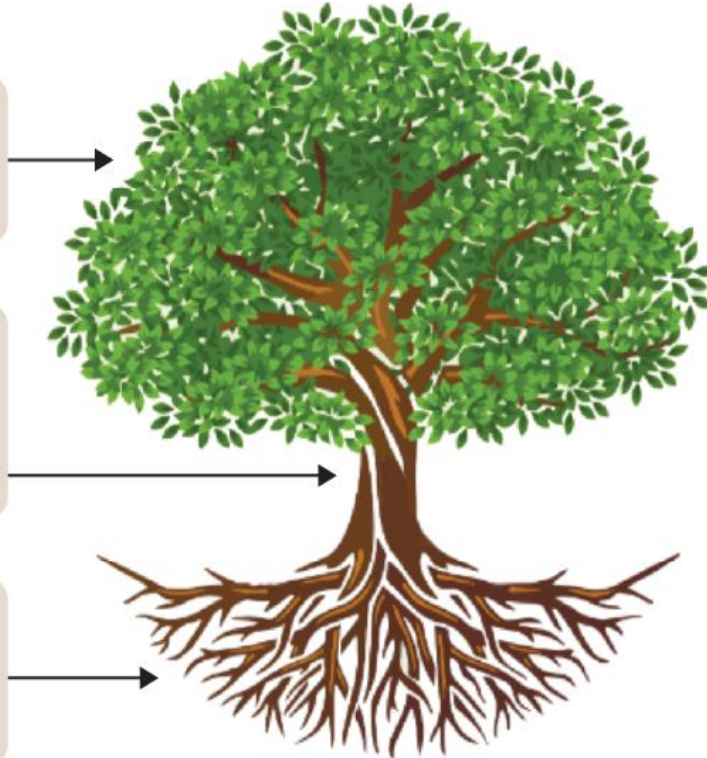
observable elements
food, dress, music, holidays
Low emotional charge

BEHAVIORAL

unspoken rules, social norms
nonverbal communication, eye contact
personal space, parenting, handling
emotions, concept of time
Strong emotional charge

SYMBOLIC

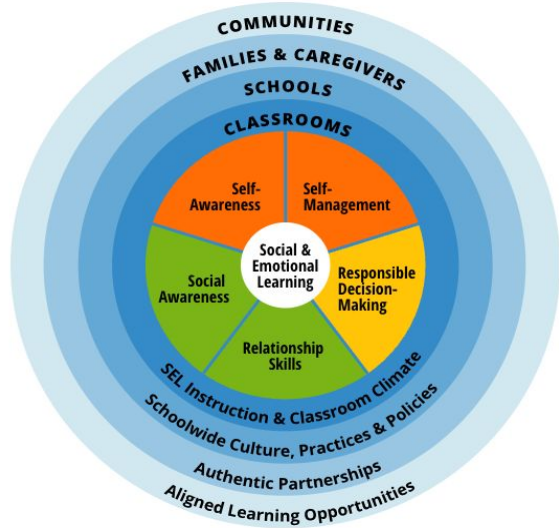
abstract, values, core beliefs
worldview, spirituality, fairness, concepts
of self, decision making, cultural archetypes
Intense emotional charge



Directions: Examine the culture tree graphic and then think about the question below.

What elements of behavioral and symbolic culture show up in your classroom/school? Whose voices are centered? Whose are not?

2. Examine the Context: Engage with Families and Communities



Family and Community Engagement refers to actions taken to encourage meaningful, authentic, and active involvement of stakeholders in SEL efforts. This requires access, opportunities, and a clear

Directions: Read the definition of *Family and Community Engagement* and then think about the question below.

What is the difference between communicating and engaging with families/communities?

bidirectional relationship. To successfully navigate engagement, educators use multiple social and emotional competencies to form meaningful relationships.

2. Examine the Context: Collaborative Relationships



Directions: After reviewing the contents of this slide deck and module materials, reflect on the question below.

How might you leverage resources such as this module to strengthen your collaborative practice of professional learning?

3. Assessing Learners' Social, Emotional, and Behavioral Assets and Needs



1. Learn about the learner from student, family/caregiver, educators (past and present), and community members and observations
2. Identify strengths/assets, areas of growth/concerns
3. What is the concern communicating?
 - a. Is the brain and body ready to learn?
 - b. Do they have the skills they need to be successful?
4. What interventions have been tried? Were they successful?
5. What goals can the team co-create with the student?
6. How can the community support their learning?

Resources

1. [Top 20 Principles from Psychology for PreK-12 Teaching and Learning of Students with Disabilities](#)
2. [Inclusive Social-Emotional Learning: Strategies for Students with Special Needs](#)
3. [Social-Emotional Development & LDs](#)
4. [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)

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