



Social-Emotional-Behavioral Practices Application Activity

Description

The assessment application activity asks you to review the six potential challenges related to implementing social-emotional learning (SEL). Reflect on how the challenge may appear in your own educational context and record your ideas in the middle column. Use evidence-based considerations to guide your thinking. What are the implications for embedding social, emotional, and behavioral inclusive practices into your school system?

Materials

n/a

Objectives

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

- Explain six potential challenges related to SEL
- Identify ways to overcome the challenges in your context
- Make a commitment to shifting practices to support learners' social, emotional, and behavioral experiences in your setting.

Purpose

The purpose of this activity is to guide your thinking about challenges and evidence-based considerations to ensure you are being intentional about supporting youth.

Context

Here are some ways for you to reflect on how you would contextualize activities for different audiences, regions, and policies:

- Learn about the learner's and their family's goals, preferences, and needs.
- Provide documents in the learner's and family's language (e.g., Spanish support activities and resources).
- In some countries, the psychologist assesses learners, and the teacher monitors academic progress; find out what the school's process is.
- Test out the assessment; document and make changes as needed.
- Adapt assessments and resources for the population being served.
- Examine any biases or misconceptions about the learners, family, and community members.

Steps

For this activity, you will complete the following steps:

1. Review the six potential challenges related to implementing social-emotional learning (SEL).
2. Reflect on how the challenge may appear in your own educational context and record your ideas in the last column.

Challenge		Evidence-Based Considerations	My Reflection & Ideas
1	Many SEL programs were developed in Western, individualistic contexts. Concepts such as public emotion-sharing or self-advocacy may conflict with local cultural norms, values, or views of respect.	Adapt SEL to local cultural values rather than implementing programs exactly as designed. Engage families, students, and community members in shaping SEL practices so they reflect the community's experiences and strengths.	
2	In some communities, disability is viewed primarily through a medical lens or may be stigmatized, making SEL seem inappropriate or unnecessary.	Promote a strengths-based view of disability that emphasizes participation, belonging, and student potential. Partner with families and community leaders to ensure SEL is culturally relevant and respectful of local perspectives.	
3	SEL is often viewed as an add-on rather than an essential component of teaching and learning. As a result, SEL instruction may be skipped when instructional time is limited.	Embed SEL into everyday instruction, classroom routines, and interactions. Model social-emotional competencies during academic instruction rather than treating SEL as a separate activity.	
4	There is often disagreement about what SEL is and which competencies should be prioritized.	Develop a shared definition and common language around SEL within your school or organization. Select a manageable set of competencies and focus implementation efforts around those priorities.	

5	Educators may unintentionally approach SEL from a deficit perspective, viewing it as a way to "fix" students rather than support growth and belonging.	Use an asset-based approach that recognizes student strengths, cultural assets, and existing competencies. Encourage reflection on implicit bias and assumptions that may influence interactions with students.	
6	Some educators believe SEL is primarily the responsibility of counselors, therapists, or mental health professionals rather than classroom teachers.	While specialized professionals play an important role, classroom teachers are essential partners in supporting social, emotional, and behavioral development. SEL can be integrated into daily teaching, learning, and relationship-building practices.	

- Using the evidence-based considerations to guide your thinking, describe implications for embedding social, emotional, and behavioral inclusive practices into your school system.

Question		Response
1	Which challenge feels most relevant in your educational setting and why?	
2	Which of the three frameworks discussed in the module (SSES, CASEL Five, or Transformative SEL) best aligns with your current beliefs and practices? Explain your reasoning.	
3	How might your own experiences, assumptions, or biases influence the way you implement social-emotional learning?	
4	What is one action you can take to strengthen social, emotional, and behavioral inclusive practices within your classroom, school, or organization?	

5	How can families, students, and community members become partners in shaping SEL efforts within your context?	
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Rubric

Expectations of the Practice

Rubric Area	Developing	Beginner	Proficient
Identify challenges	I have a basic understanding of challenges to SEL	I have some understanding of challenges to SEL	I have a firm understanding of challenges to SEL
Identify evidence-based considerations for SEL support	Some aspects of my practice use evidence-based considerations for SEL support	Many aspects of my practice use evidence-based considerations for SEL support	Most or all aspects of my practice use evidence-based considerations for SEL support
Identify ways to improve how you approach social, emotional, and behavioral support for youth with disabilities.	Evidence of some ways to improve my approach to social, emotional, and behavioral support for youth with disabilities.	Evidence of many ways to improve my approach to social, emotional, and behavioral support for youth with disabilities.	Extensive evidence of ways to improve my approach to social, emotional, and behavioral support for youth with disabilities.