



# Building a Sustainable Social-Emotional Learning Strategy

Aligning Districtwide Social-Emotional Learning Initiatives

## **This Guide Will Help Users:**

- Review the disparate programs and practices in place to support students' social-emotional development to increase clarity and cohesion in implementation
- Support efficient use of resources, including funding, teaming structures, data collection, and schedules of training and coaching

# 1 | Social-Emotional Learning Initiative Inventory

Use the table below to organize and summarize the programs and practices in place across the district to support the social, emotional, and behavioral success of students.

Tier	Resources
<b>Tier 1: Universal/Core</b>  <i>Preventive, proactive supports for all students in all settings</i>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Tier 2: Selected/Strategic</b>  <i>Supplemental, small group or individual supports</i>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Tier 3: Targeted Intensive</b>  <i>Customized, function-based interventions</i>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

1) Social-emotional learning.

Sources: National Technical Assistance Center on Positive Behavior Interventions and Support. (2017). Technical guide for alignment of initiatives, programs, practices in school districts. Eugene, OR: Retrieved from [www.pbis.org](http://www.pbis.org)

## 2 | Social-Emotional Learning Initiative Alignment

Use the table below to identify and align the core features of the programs and practices in place across the district to support the social, emotional, and behavioral success of students.

	Initiative A	Initiative B	Initiative C	Initiative D
<b>Name of Initiative</b>				
<b>Evidence Base/ Intended Outcome(s)</b>				
<b>Leadership/ Implementation Team</b> (e.g., name of team, individuals on team, individuals who provide coordination)				
<b>Population Served</b> (e.g., Tier I, II, III, students, staff, families, grade level)				
<b>Core Practices</b>				
<b>Professional Development Plan</b> (e.g., schedule of available training, coaching supports, performance feedback)				
<b>Fidelity Measures/ Tools</b>				
<b>Outcome(s) Achieved to Date</b>				

### 3 | SEL<sup>1</sup> Implementation Discussion Guide



#### Developing and Sustaining Social-Emotional Learning Initiatives

- 1 What are the most important **outcomes** that we want to achieve as a result of our social-emotional learning initiatives? What are the specific **measure(s)** associated with these outcomes?

- 2 Are there any programs or initiatives we should **discontinue** because they are not evidence-based, do not align with our key goals for student success, or are not delivering intended outcomes?

- 3 Do we have multiple programs in place within or across schools designed to achieve the same outcome? Can we **consolidate** these programs, professional development, or teaming structures to increase efficiency?

- 4 What **adjustments** do we need to make to existing programs to ensure they deliver intended results? (e.g., add a fidelity measure, provide additional coaching or professional development)

### 3 | SEL<sup>1</sup> Implementation Discussion Guide



#### Developing and Sustaining Social-Emotional Learning Initiatives

- 5 What is our strategy for **regularly communicating** intended social-emotional learning goals with staff? How will we provide updates on how goals are being met, and what adjustments are being made in response to those outcomes?

- 6 Where have we experienced **resistance to proposed changes** to discipline or instruction? What can we do to mitigate these challenges?

- 7 Who are our biggest supporters and **champions of social-emotional learning initiatives**? How can we elevate their roles so they have a leadership opportunity and can carry enthusiasm for the work to and through their school(s)?