

## **Hays CISD School Health Advisory Council (SHAC) Youth Risk Behavior Survey Recommendations**

Hays CISD participated in the Youth Risk Behavior Survey for the third time in April of 2016. The results reflect the strengths and needs of both students and the community. SHAC has reviewed the data and has identified three primary areas of concern:

1. Safety (relational violence, weapons, feeling threatened or unsafe)
2. Drug use
3. Mental health (non-suicidal self-injury, suicidal ideation)

These three areas are broad, and we have struggled with how to address these issues in order to provide long term changes. We believe it is important that our action steps provide long term positive changes and not a bandaid.

As you may recall, SHAC has been interested in Social Emotional Learning (SEL) for several years. In response to the 2014 YRBS, SHAC shared that several campuses were piloting SEL, and we were interested in the results. Over the past months we have reviewed research on SEL and helped campuses currently implementing SEL compile data for review. Several articles and highlights from our research are included and we encourage you to review. Research clearly demonstrates the positive effects of SEL over time, but it is important to note these changes take time and are not a quick fix. SHAC believes that if implemented district-wide, SEL would have positive effects on all the areas in the YRBS over the next five years. As part of our research we recognize that different campuses have different “personalities” and needs. Though we recommend programs be consistent vertically, we also believe that the best curriculum may be different for different campuses.

In addition, we believe that it is imperative that staff believe in SEL for it to be successful for students. We believe Social emotional support must begin with staff before implementing with students.

Research demonstrates that campuses who implement SEL with Positive Behavior Interventions and Support (PBIS) have more success. Research demonstrates SEL is not a replacement for PBIS, but instead creates best results when paired with PBIS.

Considering the information above, SHAC recommends the following to the Board:

1. the District focus on prevention and education earlier in hopes of avoiding the increasing need for intervention in later years. Specifically we recommend focus on healthy relationships, coping skills, and drug prevention at elementary level.
2. the District focus on intervention in the areas of safety, drug use, and mental health.
3. the District adopt Social Emotional Learning at all campuses district wide by the 2018-2019 school year. We recommend a thoughtful approach with a five year plan.
4. the District implement social emotional support for staff prior to implementing with students.
5. the District provide speakers and workshops to support parents with a primary target being parents with students of transitional ages.
6. the District require in person training for staff on suicide prevention annually.

Thank you for your time and review of our recommendations. Below and attached are a list of resources with excerpts for your ease of review. You will also find research articles attached.

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<http://www.casel.org/impact/>

“According to a **meta-analysis** of 213 studies involving more than 270,000 students, those who participated in evidence-based SEL programs showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs. Compared to students who did not participate in SEL programs, students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.”

“A 2015 **study** by researchers at Columbia University found that the measurable benefits of SEL exceed the costs, often by considerable amounts. The aggregate result of the analysis showed an average benefit-cost ratio of about 11 to 1 among the six evidence-based SEL interventions studied. This means that, on average, for every \$1 invested in SEL programming, there is a return of \$11.”

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<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4446139/>

“Research indicates that roughly 1 out of 5 children have diagnosable mental health disorders (Costello, Mustillo, Erkanli, Keeler, & Angold, 2003; Hoagwood & Erwin, 1997), but that roughly 70% do not receive indicated services (Kataoka, Zhang, & Wells, 2002). Furthermore, those who do are often provided with inadequate care (Kazdin & Wassell, 2000; Rones & Hoagwood, 2000).”

“Schools represent the most common setting in which both mental illness prevention and mental wellness promotion programs are delivered and, more generally, are widely considered to be the de facto mental health service setting for youth (Burns et al., 1995; Costello et al., 2003; Leaf et al., 1996; Zahner, Pawelkiewicz, DeFrancesco, & Adnopolz, 1992). As a result, there is increased pressure for schools to adopt programs and practices that address youths’ mental health, ensuring that all students have the competencies necessary for succeeding socially, emotionally, and academically

“A meta-analysis conducted by Durlak et al. (2011) demonstrated that SEL is linked to a range of beneficial outcomes, including improvements in social–emotional skills, attitudes, positive social behavior, conduct problems, emotional distress, and academic performance—noting an average increase of 11 percentile points on standardized academic measures. Although SEL has been shown to be an effective approach to universal prevention, drawbacks include its limited emphasis on teaching practices that promote orderly and productive learning environments in which students can acquire and then generalize skills from the curriculum (Gresham, 1995; Osher et al., 2010). PBIS, on the other hand, is grounded in applied behavior analysis and consists of teaching, modeling, cueing and reinforcing observable behaviors and developing a progressive system of systematically responding to problem behavior (Sugai & Horner, 2009).”

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CASEL Secondary Guide

<http://secondaryguide.casel.org/>

<http://www.casel.org/partner-districts/washoe-county-school-district/>

**“Parent engagement.** The district has offered more than 60 Parent University SEL courses, including College and Career Success and Building Resiliency in Children.

Since beginning SEL implementation in 2012, graduation rates are up 20 points, to 75 percent.

Students with higher social emotional (SE) scores perform better than students with lower SE scores in several areas:

- More than twice as likely to stay in school
- Fewer in-school suspensions: 3.0% vs. 8.8%
- More scores of 3 or 4 on 2014-15 Smarter Balanced math assessment: 45% vs. 23%
- More scores of 3 or 4 on 2014-15 Smarter Balanced English Language Arts assessment: 61% vs. 40%
- More eleventh-graders in 2013-14 who graduated from high school in June 2015: 89% vs. 73%”

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[http://www.ascd.org/publications/newsletters/policy-priorities/vol21/num02/A-Lexicon-for-Educating-the-Whole-Child-\(and-Preparing-the-Whole-Adult\).aspx](http://www.ascd.org/publications/newsletters/policy-priorities/vol21/num02/A-Lexicon-for-Educating-the-Whole-Child-(and-Preparing-the-Whole-Adult).aspx)

“As the 20th century edged closer to completion, the business community began to publicly voice concerns over skills gaps among its new hires—skills such as collaboration, creativity, and problem solving that an increasingly global, interconnected, and innovative workforce needed. Companies began to consider these types of skills as educational "must haves" rather than "nice to haves," providing impetus for a comprehensive approach to a child's overall pre K–12 education experience”

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[http://www.renniecenter.org/research/SEL\\_policybrief.pdf](http://www.renniecenter.org/research/SEL_policybrief.pdf)

“Research on SEL competencies has shown promising results for children’s well-being as well as their college and career readiness. First, evidence suggests that building healthy social and emotional skills leads to greater life success and higher lifetime earnings.”

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National Association of State Boards of Education

<http://www.nasbe.org/press-releases/social-emotional-learning-the-focus-of-new-nasbe-resource/>

“Advocates believe—and research is beginning to demonstrate—that students with these skills will be less likely to have discipline issues or engage in bullying or other destructive behaviors, that teachers trained in SEL practices can create safer, more supportive and engaged classroom environments, and that student achievement will show small but significant gains. In addition, many of these social-emotional skills directly relate to personal qualities most employers say they want to see in their workers.”

“*From Practice to Policy* was conceived as a new resource to help state board members and the education community at large better understand promising practices in school reform and see how these practices can be advanced through policy.”

“Just as more attention is now paid to the link between students’ physical health and academic achievement, it is fitting that the SEL is also coming to the fore,” said NASBE Executive Director Kristen Amundson. “Educators and policymakers know that a student’s social and emotional health can have a significant impact on learning. It is fitting that SEL is the focus of the first *From Practice to Policy*.”

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<http://www.ride.ri.gov/StudentsFamilies/HealthSafety/SocialEmotionalLearning.aspx#31941085-what-is-the-connection-between-sel-and-academics>

“Research shows that Social and Emotional Learning can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. Durlak, Weissberg et al.’s recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

- **Better academic performance:** Achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;
- **Improved attitudes and behaviors:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior;
- **Fewer negative behaviors:** increase on task behaviors, decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals; and
- **Reduced emotional distress:** fewer reports of student depression, anxiety, stress, and social withdrawal. (CASEL.org )”