Integrated Social and Emotional Learning in a Full-Service Community School Model: Challenges and Strategies to Succeed

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Abstract

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Social and emotional learning has great potential to prevent social, emotional, and behavioral problems that children may experience and to contribute to their overall positive development (Greenberg et al., 2003). School-based, universal social and emotional learning programs have been shown to be effective for the general student population and for higher risk populations (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Diekstra, 2008). While school-based, universal social and emotional programs are expected to benefit students by providing them opportunities to develop important social and emotional skills, not all programs are successful in producing positive outcomes (Diekstra, 2008). This is likely due to limitations with the design and implementation of these programs (Hallfors & Godette, 2002), which has been characterized as “decontextualized” (Hoffman, 2009, p. 539). A more comprehensive and integrated approach to social and emotional learning is warranted, such as embedding social and

emotional learning within a community school model, a model that attends to the context in which children learn and develop. Little research to date has explored the integration of social and emotional learning and community schooling. In this qualitative study, semi-structured interviews and focus group interviews were conducted and relevant documents were analyzed to 1) describe the ways in which teachers and administrators integrated social and emotional learning across the school environment within a full-service community school, and 2) identify the factors that may have influenced the implementation of social and emotional learning programs and practices in the context of a community school. Findings indicate that a number of strategies were used to implement a comprehensive, integrated model of social and emotional learning, including fostering a positive school climate and culture by highlighting social and emotional learning in school expectations and norms, providing structures in the environment to scaffold and support social and emotional learning, and developing positive relationships; engaging the parent community with regard to social and emotional learning, focusing on explicit social and emotional learning instruction, and integrating social and emotional learning into curricular design and instructional practices. At the same time, there were significant barriers to implementing social and emotional learning, including the number of initiatives and programs in place simultaneously, the high rate of turnover in staff, poor communication, and insufficient support from leadership. Findings also showcased some factors that supported the implementation of social and emotional learning, including the prioritization of staffing to support the social and emotional well-being of students, as well as teachers' positive attitudes and beliefs toward social and emotional learning and students' social and emotional well-being and success. Important implications for research and practice are discussed.

Table of Contents

Introduction 1

Paper 1: Promoting Children's Social, Emotional, and Behavioral Development with Social and Emotional Learning in Community Schools 7

Paper 2: A Model of Comprehensive, Integrated Social and Emotional Learning within a Full-Service Community School 55

Paper 3: Implementing Social and Emotional Learning in a Community School: A Qualitative Case Study 107

Conclusion 167

Appendix A: Data Collection Documents: Semi-Structured Interview Protocols 176

Appendix B: Data Analysis Documents: Coding Manuals 181

Dedication

To Michael,

Without your love and support, this work would not be possible. I am incredibly grateful for you.

And to our son, Grayden,

You are incredible in so many ways. Your curiosity, smile, and laughter have gotten me through the most challenging times, and I am grateful for what you bring to our lives.

Thank you.

Introduction

It is essentially a matter of showing, by our own acts and attitudes, that we care about what students are going through and that we are partners in the search for meaning.

Noddings, 2006, p. 240

There is considerable knowledge about the design, composition, and effectiveness of social and emotional learning programs (Rimm-Kaufman & Hulleman, 2015). Many years of research has shown us that social and emotional learning programs are effective for many students in that they enhance key social and emotional competencies, including skills for regulating emotions and maintaining positive relationships; increase positive social behaviors; enhance attitudes toward self, others, and school; improve academic performance and achievement; reduce problem behaviors and anti-social behaviors; and decrease internalizing problems (Corcoran, Cheung, Kim, & Xie, in press; Diekstra, 2008; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Payton et al., 2008; Sklad, Diekstra, Ritter, Ben, & Gravesteijn, 2012). Such programs have been found to be beneficial for the general student population as well as for students in high-risk populations, including those who display significant behavior issues and those who come from a low socioeconomic background (Diekstra, 2008; Jones, Brown, & Aber, 2011; Weissberg, Durlak, Domitrovich, & Gullotta, 2015).

While the research has been favorable for social and emotional learning programs, they may not always produce the expected outcomes due to how these programs have been designed and implemented, which has been characterized as a "shallow, decontextualized, and narrowly instrumentalist approach" (Hoffman, 2009, p. 539). Individuals who are implementing social and emotional learning programs, such as teachers and counselors, may be overly focused on the evidence-based "rules" and "recipes" that a manualized social and emotional learning program

offers them, thwarting the emphasis on establishing and maintaining caring relationships that contextualize key social and emotional skills (Hoffman, 2009; Noddings, 2006).

There has been a call for a different approach to social and emotional learning, one in which social and emotional learning is integrated across the school environment and embodied in those individuals who implement it, an approach that teaches students important social and emotional skills in the context of authentic, caring relationships. Although the literature has conceptualized such an approach (Weissberg et al., 2015), there are few examples of implementing this approach to social and emotional learning in real-world educational settings (CASEL, 2017; Hamedani, Zheng, Darling-Hammond, Andree, & Quinn, 2015). However, these examples are important and guide the research below.

While working alongside administrators, teachers, and staff in a local community school in the Pacific Northwest, I saw how these individuals were attempting to engage with social and emotional learning in a more meaningful way. These individuals were beginning to implement social and emotional learning in a more comprehensive, integrated way, a way that was conceptually described in the literature but rarely studied (Hamedani et al., 2015; Weissberg et al., 2015). Within a community school model, they were building school-wide systems and engaging in school-wide practices that emphasized social and emotional learning, beyond implementing one stand-alone social and emotional learning program. Given their effort, successes, and failures, I thought it was important to tell their story and describe their process – to support their own practices and to support other schools looking for ways to enrich their social and emotional learning programs and practices. To that end, this dissertation is organized into three articles in an effort to expand upon the research related to a comprehensive, integrated

approach to social and emotional learning and to support the social and emotional development of students in a meaningful and sustainable way.

Article One: ***Promoting Children's Social, Emotional, and Behavioral Development with Social and Emotional Learning in Community Schools***

The first article in this series of three reviews the research related to community schooling and social and emotional learning. It provides a rationale for studying an approach to social and emotional learning that is integrated into the broader school context - a comprehensive model of social and emotional learning - within a community school model.

Article Two: ***A Model of Comprehensive, Integrated Social and Emotional Learning Within a Full-Service Community School***

The second article in this series describes a comprehensive, integrated approach to social and emotional learning in an elementary school. It takes a qualitative deep dive into the strategies that one school used to integrate social and emotional learning into the broader context of the school environment, including fostering a positive school culture and climate and integrating social and emotional learning into core academic instruction and instructional practices. This article focuses on the findings from the following research question: How are teachers, administrators, and staff implementing social and emotional learning in a comprehensive and integrated manner? What specific strategies do teachers, administrators, and staff use to implement social and emotional learning across the school environment?

Article Three: ***Implementing Social and Emotional Learning in a Community School: A Qualitative Case Study***

The third article in this series examines the process of implementing a comprehensive model of social and emotional leaning in the context of a community school model where there

are many initiatives and programs in place simultaneously. Specifically, it reports on the factors that may have served as facilitators (supported) and barriers (hindered) to implementing social and emotional learning programs and practices within a community school model. This article addresses one research question: How do teachers and administrators describe the facilitators and barriers to implementing social and emotional learning programs and practices within a full-service community school model and the broader environment (school district)?

Together, these three articles add to the existing literature base on social and emotional learning by presenting important research related to a comprehensive, integrated model of social and emotional learning within a full-service community school. These articles also add to the literature on community schooling, providing an expanded model of community schooling, one in which social and emotional learning is a fundamental part of the work to remove barriers to learning and support students' social, emotional, and cognitive development.

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Promoting Children's Social, Emotional, and Behavioral Development with

Social and Emotional Learning in Community Schools

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Abstract

School-based, universal social and emotional learning (SEL) programs have been shown to be effective for the general student population and for higher risk populations (Diekstra, 2008; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). However, the development, implementation, and research of social and emotional learning often does not attend to the contextual and social factors that influence children's development. A more comprehensive and integrated approach to social and emotional learning is warranted, such as embedding social and emotional learning within a community school model. To date, the literature does not discuss the integration of social and emotional learning within a community school model. This review article summarizes, critiques, and expands upon the existing literature that discusses social and emotional learning and community schooling. By describing how social and emotional learning can be integrated within a community school model in a comprehensive manner and highlighting the synergies that may result when used in combination, this article makes a contribution to the emerging literature that discusses the research and practice of these two topics. Specifically, this article outlines how social and emotional learning can be implemented across diverse aspects of the school environment (i.e., school climate and culture, school features and structures, school practices) within a community school in order to guide future research and practice.

Promoting Children's Social, Emotional, and Behavioral Development with Social and Emotional Learning in Community Schools

Social, emotional, and behavioral problems, commonly experienced by school-age children, have far-reaching implications (Bruns et al., 2016). These problems influence vital relationships, learning, and ultimate success in school and life. Children who demonstrate deficits in social skills (e.g., initiating with peers, responding to peers) are more likely to be socially excluded and experience loneliness (Bauminger, Shulman, & Agam, 2003; Parkhurst & Asher, 1992). Furthermore, children who are shy and socially withdrawn may be more at risk for delayed social and cognitive development due to decreased opportunities for learning (Asendorpf, 1990). Children who display behavioral problems (e.g., tantrums, aggression) are more likely to be disliked by teachers and less likely to receive emotional and instructional support (Carr, Taylor, & Robinson, 1991; Webster-Stratton, Reid, & Stoolmiller, 2008). They also are more likely to be rejected by prosocial peers, leading them to feel isolated or to engage with a peer group that shows similar antisocial behaviors (Stormshak, Bierman, Bruschi, Dodge, & Coie, 1999). With the absence of positive relationships with teachers and peers, minimal emotional and instructional support, and little positive feedback from teachers for appropriate behavior, children with conduct problems grow to dislike school, and therefore, disengage from learning and disconnect from the school community (Jennings & Greenberg, 2009; Webster-Stratton et al.; Wentzel, 1998). Children with developing and worsening social, emotional, and behavioral problems are at high risk for school absences, academic failure, and eventual mental health disorders (Webster-Stratton et al.).

Research points to a number of risk factors that increase the likelihood of children developing social, emotional, and behavioral problems (Greenberg, Domitrovich, & Bumbarger, 2001). These include low intelligence, attention problems, hyperactivity, deficits in problem

solving, family circumstances (e.g., low socioeconomic status, poor parental supervision, family stress due to insecure housing or employment), and peer, school and community problems (e.g., peer rejection, association with aggressive peers, racial injustice, neighborhood disorganization) (Greenberg et al.; Social and Character Development Research Consortium [SCDRC], 2010; Walker & Shinn, 2002). Although risk factors that contribute to the development of social, emotional, and behavioral problems have been identified, mechanisms of risk transmission remain unclear. One risk factor can contribute to a number of problems (i.e., multifinality), and multiple risk factors can lead to the same problem (i.e., equifinality) (Cicchetti & Rogosch, 1996). Additionally, social, emotional, and behavioral problems are more likely to develop as a result of an accumulation of risk factors (SCDRC). This is concerning because children from low-income communities, who may face poverty and racism, often present with a number of risk factors that impact their development and learning, including inadequate housing, nutrition, and healthcare as well as family stress (Warren, 2005).

Research shows that the most promising prevention and intervention programs for problematic behaviors, such as aggression and violence, are those that target a variety of risk factors simultaneously and also enhance protective factors (Hawkins & Herrrenkohl, 2003; Herrenkohl et al., 2004). Protective factors are those that buffer against the effects of risk factors (Greenberg et al., 2001). Programs focused on children's social and emotional learning (SEL) are among those shown to lessen risk and enhance protection by helping students acquire skills in regulating emotions, solving problems and interacting with peers (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Sklad, Diekstra, Ritter, & Ben, 2012; Zins & Elias, 2006). These programs are universal by design; that is, they are provided to the general population, not only to individuals in need of intensive intervention, since all individuals can benefit from opportunities

to build these essential skills (Payton et al., 2008; Sklad et al.). One example of this type of program is Positive Action, a program that teaches students skills in an effort to increase positive attitudes and beliefs and reduce negative behavior (e.g., violent behavior, substance use) while enhancing aspects of the school climate to reinforce the skills that students are learning (Flay & Allred, 2003). Schools are an ideal place to implement such programs and practices to promote positive development – or those that reduce multiple risk factors and enhance protective factors – due to the time students spend in the school setting and the opportunities for learning with peers.

Rationale for Social and Emotional Learning and Community Schooling Together

In the case of the school setting, there is a complex web of systems influencing a child's development, including the teachers who directly interact with students, teachers and administrators who choose the programs and practices that are put into place, and parents who engage with teachers and administrators about their child's learning. Implementing a broader framework that intentionally highlights the context in which an individual is developing is another pathway for promoting students' holistic well-being and success in the school setting. As ecological systems theory highlights, there are important contextual and social factors at multiple levels that influence children's learning and development. More specifically, Bronfenbrenner (1979) articulates four levels or systems of the environment that interact with a developing individual in this ecological model of development. Within the innermost level of the environment, and the one with which the individual directly interacts (i.e., microsystem), the home and school (i.e., classroom environment, teacher) are important influences. Within the next level (i.e., mesosystem), the interactions and interconnections between the microsystems are important, such as the relationship between a child's home and school. Within the next level (i.e., exosystem), there are events that indirectly impact a child's development, such as the activities at

a parent's place of work or a school parent association meeting. Within the outermost level (i.e., macrosystem), there are patterns of behavior, beliefs, and ideologies in the lower-order systems (micro-, meso-, and exo-) that indirectly impact a child's development. Also important to note, but missing in Bronfenbrenner's ecological model, is the ontogenic level, or the characteristics within an individual that interact with the levels in the environment to influence their development (Cicchetti & Lynch, 1993).

This ecological perspective posits that it is important to consider the context in which students are learning and developing and shape the environment to fully support positive development. This is especially important since individuals experience the school environment, learn, and develop very differently depending on the spiritual, religious, ethical, moral, and social value systems that guide them (Bell, Tzou, Bricker, & Baines, 2012). A model of schooling that adheres to this ecological perspective and provides a protective environment for children is the community school model. Although there is not one specific community school model, generally speaking, this model implements a number of strategies and supports at the different ecological levels to foster positive development. For example, within the microsystem, students are exposed to high quality instructional practices (Dryfoos, 2002), and students receive services to ensure that their basic needs are met (Warren, 2005); and within the mesosystem, teachers and parents collaboratively make decisions and implement community school activities (Coalition for Community Schools, n.d.; Dryfoos; Maier, Daniel, Oakes, & Lam, 2017; Warren).

The community school model primary focuses on shaping the context in which a student is developing and learning in order to increase their developmental assets and foster positive development (Dryfoos, 2002). In a different manner, the strategy of utilizing a social and emotional learning program focuses on building certain skills or competencies within individuals

to enhance their positive development (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2007). Although these two strategies differ in their approach, they both draw on a positive youth development perspective (Catalano, Hawkins, Berglund, Pollard, & Arthur, 2002) and aim to enhance social and emotional development and well-being as well as academic achievement. Thus, it makes sense to systematically integrate these two complementary strategies. Social and emotional learning, especially implemented in a comprehensive way, can be an integral part of a community school.

The purpose of this article is to summarize the literature that discusses community schooling and social and emotional learning and to describe how social and emotional learning can be integrated within a community school model in a comprehensive manner. To date, the literature does not discuss the integration of these two strategies, and therefore, by discussing the integration of community schooling and social and emotional learning, this review article makes a contribution to the emerging literature that discusses the research and practice of these two topics and highlights the synergies that may result when used in combination. Beyond its scientific contribution, this article is informative for school administrators and school personnel as they look for strategies to support the social and emotional development and holistic health of their students.

Literature Review

Scope of Review

This review article examines two promising strategies to support the social and emotional development and well-being of students: community schooling and social and emotional learning. In an effort to summarize, critique, and expand upon the existing literature that

discusses both of these topics, a review of existing research syntheses was first conducted.

Tables 1 and 2 specify the research syntheses that were included in this review.

Table 1
Research Syntheses for Integrated Student Supports in Community Schools

Research Synthesis	Type of Synthesis	Number of Studies
Moore and Emig (2014)	Summary	11 Studies (3 Programs)
Moore, Lantos, Jones, Schindler, Belford, and Sacks (2017)	Summary	21 Studies (8 Programs)
Lunenburg (2011)	Narrative Review	1 Program
Maier, Daniel, Oakes, and Lam (2017)	Narrative Review	5 Programs

Table 2
Research Syntheses for School-Based, Universal Social and Emotional Learning

Research Synthesis	Type of Synthesis	Number of Studies
Corcoran, Cheung, Kim, and Xie (in press)	Meta-Analysis	40 Studies
Clarke, Morreale, Field, Hussein, and Barry (2015)	Narrative Analysis	16 Interventions
Diekstra (2008)	Review of Meta-Analytic Reviews; Meta-Analysis	19 Meta-Analyses; 76 Studies
Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011)	Meta-Analysis	213 Studies
Payton et al. (2008)	Review of Meta-Analytic Reviews	180 Studies
Sklad, Diekstra, Ritter, Ben, and Gravesteijn (2012)	Meta-Analysis	75 Studies

Community School Model

The community school model goes by many names (e.g., community school, community learning center, Beacon Community School, School of the 21st Century, Full-Service Community School) because there are various models of community schooling. Community schooling has been in practice for decades; however, it continues to gain momentum as a promising school improvement strategy in order to provide all children with an education that includes adequate resources, opportunities, and supports (Dryfoos, 2005; Maier et al., 2017; Warren, 2005). In response to the fact that certain populations of students do not have access to high-quality schools with adequate resources, opportunities, and supports, community schools provide access to rigorous academic learning, opportunities that support positive youth development (e.g., after-school programming), and health and social services that address barriers to student learning and academic success (Dryfoos, 2002; Maier et al., 2017). Educators and community partners work together to address contemporary issues that act as barriers to learning and development (e.g., unstable housing, food insecurity, inadequate access to healthcare) in addition to enhancing academic achievement (Dryfoos, 2005; Maier et al., 2017). Generally speaking, community schooling focuses on enhancing positive youth development (e.g., developing healthy attachments to peers and adults, enhancing developmental assets) and promoting the overall well-being and success of students – above and beyond improving academic progress and achievement (Dryfoos, 2005). When both high-quality education and integrated support and services are provided for students, barriers to learning are reduced and student learning and development is maximized (Dryfoos, 2002).

Each community school provides supports, services, and opportunities for students' positive development, although each school that utilizes the community school model is

individualized and unique (Dryfoos, 2005). However, four "pillars" or core features typically appear in a community school: 1) integrated student supports (ISS), 2) expanded learning time and opportunities, 3) family and community engagement, and 4) collaborative leadership and practices (Oakes et al., 2017). Proponents of the model posit that all of the core features of the community school contribute to students' positive development and success; however, a review of the research suggests that the components within the area of Integrated Student Supports (ISS) specifically focus on supporting students' physical, mental, and behavioral health (Maier et al., 2017). For this reason, this article will expand upon this pillar. For a comprehensive review of the community school model, please see Maier, Daniel, Oakes, and Lam (2017).

Integrated Student Supports (ISS)

The underlying assumption that guides the use of integrated student supports (ISS) is that academic and nonacademic issues can undermine student learning and success, and educators and schools can address these barriers in order to enhance academic progress and achievement (Moore, Lantos, Harper, & Jones, 2017). ISS is sometimes considered to be an "initiative," a "model," and a "program." Generally speaking, it describes a set of principles and practices that target academic and nonacademic barriers that impact students' learning and academic performance (City Connects, 2018; Maier et al., 2017; Moore et al., 2017). Within ISS, schools establish partnerships with social and health service agencies in the community to implement programs and services to support students (Blank, Melaville, & Shah, 2003; Moore et al.; Oakes et al., 2017). For those individuals who are in need, a comprehensive array of services is provided, including academic tutoring services; physical, dental, and mental health programs; transportation; nutrition programs; adult learning; and housing assistance (Maier et al., Moore et al.).

Like the community school model, there are various initiatives, models, and programs of ISS (Moore, Lantos, Harper, & Jones, 2017). Some examples include City Connects, Communities in Schools (CIS), Wraparound Zones (WAZ), and Kent School Services Network (KSSN). ISS can be implemented in a stand-alone manner in an educational setting, or, as stated above, it can be a core component of a community school model (Maier et al., 2017). These initiatives, models, and programs are quite variable in the way they are implemented; however, typically, there is a continuum of services that are provided to students. The most services and programs are provided to the students who have the most needs or who are at the highest risk (City Connects, 2018; Ghandhi, Jones, Poirier, Rosenthal, Bzura, & Williamson, 2013). Sometimes, there are additional efforts focused at the school-, family-, and community-level to address barriers to student learning, development, and success (Ghandhi et al., 2013). Table 3 illustrates the continuum of services that are provided within three models of ISS: City Connects, CIS, and WAZ.

Table 3
Services Within Three Models of Integrated Student Supports (ISS)

Ecological Level		Model of Integrated Student Supports (ISS): City Connects	CIS	WAZ
Student	"Level One" "Tier One" "Minimal Risk"	Whole-Class Review: All students are reviewed and connected to programs or services (e.g., sports and arts programs) Students may have access to "youth development enrichment programs"	School-Wide Services: Presentations Health Fairs Anti-Violence Campaigns Attendance Initiatives Motivational Speakers	Systems to identify individual needs of students and universal efforts to address needs "Prevention and Enrichment"
	"Level Two" "Tier Two" "Mild to Moderate Risk"	Whole-Class Review: All students are reviewed and connected to programs or services, including more targeted services (e.g., classroom health intervention) Students may have access to "social, emotional, and behavioral services"	Targeted Programs: Academic Tutoring Medical Resources Counseling	Systems to identify individual needs of students and universal efforts to address needs "Early Intervention Services"

Student	"Level Three" "Tier Three" "Severe Risk"	Individual Student Review: Students are connected to individualized and intensive services (e.g., counseling services, health/medical services, attendance support)	Individualized Support: Academic Tutoring Medical Resources Mentoring Services Behavior Interventions (Individual Counseling)	Systems to identify individual needs of students "Intensive Services and Crisis Response Services"
School				Efforts to cultivate positive school culture and climate Efforts to ensure safety Systems to manage student behavior Programs to teach and model SEL*
Family and Community				Efforts to establish positive relationships with families and the community

Note. Information collected from City Connects, 2018; CIS Evaluation Report, 2014; Ghandhi, Jones, Poirier, Rosenthal, Bzura, & Williamson, 2013.
* Practices depend on district and school goals outlined in WAZ Initiative

Evidence for integrated student supports (ISS). To reduce barriers to student learning, development, and success, research has demonstrated the promise of providing ISS in schools. Several rigorous research studies have demonstrated positive impacts of ISS on various student outcomes (Cook, Murphy, & Hunt, 2000; Corrin, Parise, Cerna, Haider, & Somers, 2015; Corrin, Sepanik, Rosen, & Shane, 2016; Parise et al., 2017). This practice has been shown to significantly impact students' progress in school, as grades, academic achievement scores (mathematics and reading), and attendance have all been positively impacted by ISS. Chronic absenteeism, grade retention, and dropout rates have significantly decreased in response to ISS (Moore & Emig, 2014; Moore, Lantos, Jones, Schindler, Belford, & Sacks, 2017; Lunenburg, 2011). Nonacademic outcomes, including school attachment, school climate, and student behavior, also have been positively impacted by implementing ISS; however, it is rare that studies evaluate the impact of ISS on nonacademic outcomes (Lunenburg, 2011; Maier et al., 2017; Moore & Emig; Moore et al., 2017).

Although ISS has been shown to be a promising approach to support students, there is quite a bit of variability in the results that have been reported. When Moore and her colleagues (2017) summarized 21 rigorous evaluation studies (randomized control trials and quasi-experimental designs), there was not always a clear relationship between ISS and the outcomes that were studied. For instance, in regard to math achievement at the elementary school level, two studies found positive impacts on mathematics test scores, two studies found null results, and two studies found both positive and null results. At the secondary level, nine studies found positive impacts, four studies found null results, and one study found both positive and null results (Moore et al., 2017). One reason for the variability in findings could be the many differences among the models of ISS, as represented in table 3.

Although there have been several rigorous evaluations of ISS, nonacademic variables are studied much less often. In the evaluations reviewed by Moore and her colleagues (2017), the majority of the outcomes studied were academic outcomes (e.g., academic achievement). Even though the aim of ISS is to address nonacademic issues in addition to academic issues, few studies included outcomes related to behavioral or mental health improvements. Of the nine studies that included variables related to social-emotional development, there were some positive relationships found between ISS and students' social and emotional well-being (e.g., attitudes toward school) (Moore et al., 2017).

Integrated student supports and social and emotional learning. Evidence supports the practice of ISS, and yet, there appears to be something missing with ISS, especially when it is a core component of a community school model. In schools, and particularly in community schools, ISS is typically the area that specifically focuses on supporting students' physical, mental, and behavioral health. Yet, the general student population and its physical, mental, and behavioral well-being is not necessarily supported through the practice of ISS. A review of ISS reveals that only some models or programs may include universal social and emotional learning programs. For example, 22% of students who participated in City Connects during the 2016-2017 school year were exposed to a school-level "youth development enrichment program," which may or may not be have been related to social and emotional learning (City Connects, 2018). Programs focus on providing services to students, but often the focus is on providing individualized services to students who are determined to be the most in need, or students who are the most "at risk" (City Connects, 2018). Overall, social, emotional, and behavioral health is a focus for students who are more at risk, and it is not particularly commonplace for the general student population (City Connects; Communities in School, 2016).

One ISS initiative, WAZ, appears to be an exception as it is one that provides more support through school-level programs and practices (Ghandhi et al., 2013; Ghandi, Slama, Park, Russo, Bzura, & Williamson, 2016). For example, there is a focus on establishing practices that support a positive school climate and positive relationships as well as a focus on establishing systems to ensure student safety and manage student behavior. Additionally, systems at the district level support the goals in the schools (Ghandi et al.). Social and emotional learning was integrated in an intentional way in one of the districts that participated in the WAZ Initiative during the 2011-2012 school year (Ghandi et al., 2013). The district maintained that addressing the students' social and emotional needs was a priority and, therefore, it intentionally included social and emotional learning into their work, implementing social and emotional learning programs and providing professional development for social and emotional learning (Ghandi et al.).

In contrast, City Connects, CIS, and other models of ISS, provide targeted and intensive services to support the mental and behavioral health (e.g., counseling) of students who are more in need or more "at risk" (City Connects, 2018; Communities in Schools, 2016). In general, the degree to which social and emotional learning is integrated into ISS, especially at the level of the general student population, often depends on the model of ISS, the school in which ISS is embedded, and the school district. Because it is not standard to include social and emotional learning in the ISS and community school models, this is an area that can be strengthened and supported. Interviews with 22 principals who implemented a community school model support this opinion. In these interviews, social, emotional, and behavioral development were highlighted as areas in which ISS contributed value to their school; however, they noted that their schools struggled the most, and that they needed the most support, in these areas (Moore et al., 2017).

Embedding a comprehensive model of social and emotional learning could be a way of expanding the ways in which the ISS and community school models supports students' holistic development. Before discussing the integration of social and emotional learning and community schooling, the following section provides an overview of social and emotional learning.

Social and Emotional Learning

As mentioned above, social emotional learning is one promising approach to promoting students' social, emotional, and behavioral development (Durlak et al., 2011; Payton, 2008; Sklad et al., 2012; Zins & Elias, 2006). Social and emotional learning focuses on enhancing social and emotional competencies that are vital for youth development (CASEL, 2007; Diekstra, 2008; Durlak et al.). Although there are a variety of frameworks for social and emotional learning, the Collaborative for Academic, Social, and Emotional Learning (CASEL), one of the leading organizations in the field of SEL, has aspired to put forth a unifying framework for implementing social and emotional learning in educational settings which includes the promotion of five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. It has been shown that these competencies are important for development as they enable individuals to understand and manage their emotions and others' emotions in order to be successful in social environments (Eisenberg et al., 1998), effectively interact with others (Elliott, Malecki, & Demaray, 2001), make and sustain positive friendships (Schonert-Reichl, Smith, Zaidman-Zait, & Hertzman, 2012), and learn and make academic progress (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000; Elliott et al., 2001; Jones, Brown, & Aber, 2011).

Although no one competency has been shown to afford more opportunity for positive development, the literature indicates that emotion regulation, an aspect of self-management, is

highly valued and critical for development as it contributes to social acceptance, positive social relationships with peers and teachers, and academic motivation and competence (Eisenberg, Sadovsky, & Spinrad, 2005; Herrenkohl & Favia, 2016; Izard, Schultz, Fine, Youngstrom, & Ackerman, 2000). Emotion regulation is the process by which an individual manages and changes if, when, and how he or she experiences emotions, motivational and physiological states related to emotions, and behaviors stemming from emotions (Eisenberg et al., 2005). Emotion regulation has been linked to school readiness and academic achievement, as children who are more regulated may be more motivated to learn and more focused when learning in the classroom environment (Eisenberg et al.). On the backbone of emotion regulation (and emotion understanding), children's social competence and social standing may also contribute to their academic success, as their social relationships impact their motivation and production at school (Eisenberg, Fabes, Guthrie, & Reiser, 2000; Furrer & Skinner, 2003). Overall, students who show mastery of the core social and emotional competencies, including self-management, are more likely to exhibit positive attitudes and positive behaviors toward others, which, in turn, leads to strong relationships that nurture good habits, promote self-confidence, and increase a child's capacity to do well in school (Centers for Disease Control and Prevention [CDC], 2009).

Social and emotional learning in schools. To organize the various approaches to supporting the social, emotional, behavioral, and cognitive development of students, schools often emphasize a multi-level framework of support based on the public health model (Bruns et al. 2016). This population-based approach for mental and behavioral health support provides preventive interventions in three categories that represent population groups for whom the interventions are intended: universal, selective, and indicated (Adelman & Taylor, 1998, 2000; Kutash, Duchnowski, & Lynn, 2006; Mrazek & Haggerty, 1994; Weisz, Sandler, Durlak, &

Anton, 2005). At the universal level, or "Tier 1," the entire school population is exposed to programs and practices intended to increase skills and enhance development and well-being (e.g., social emotional learning programs, conflict resolution training, restorative justice practices, universal breakfast). At the selective level of prevention, or "Tier 2," interventions serve students who are beginning to show signs of problem behaviors or are at more risk for developing problem behaviors (i.e., students who need more support due to risk factors or casual factors that negatively impact their development). Examples of selective interventions in the school setting include dropout prevention programs for individuals showing signs of disengaging from school and the utilization of a check-in model with daily progress reports for children at risk for developing emotional and behavioral disabilities (Cheney et al., 2010). At the indicated level of prevention, or "Tier 3," individualized and intensive interventions are provided to students who are demonstrating more severe and chronic problems and impairment (Cheney et al.). This level of care typically consists of comprehensive, integrated services and treatment (Kutash et al., 2006).

In the school setting, social and emotional learning is often positioned as a universal intervention strategy, consisting of structured, manualized programs that focus on systematically and explicitly teaching students core social and emotional competencies (e.g., emotion understanding, emotion regulation). In this vein, social and emotional learning is considered to be a "school-based, universal program" in that it is implemented within the school, during school hours, considered to be part of the school curriculum or culture, and provided to all students, regardless of risk (Diekstra, 2008). Social and emotional learning can also include student-centered learning approaches that help students reflect and engage in the learning process (Hamedani, Zheng, & Darling-Hammond, 2015). Additionally, social and emotional learning

programs and practices can enhance social and emotional competencies through the establishment of a positive (safe and supportive) learning environment (Durlak et al., 2011; Weissberg et al., 2015).

Effectiveness of social and emotional learning. School-based, universal social and emotional learning programs have major implications for preventing social, emotional, and behavioral problems that children and adolescents may experience and enhancing their positive development (Greenberg et al., 2003). Empirical evidence to date supports the notion that school-based, universal social and emotional learning programs are effective in enhancing children's social and emotional competence, reducing emotional and behavioral problems that are related to academic success, including problems with academic attitudes (e.g., motivation, attachment), behaviors (e.g., engagement, attendance), and performance (e.g., grades, test performance) (Zins et al., 2004), and improving academic achievement (i.e., math, reading, and science achievement) (Corcoran, Cheung, Kim, and Xie, in press; Durlak et al., 2011). Over the past two decades, many school-based, universal social and emotional learning programs have been developed, implemented, and evaluated, with over 30 programs being identified as effective when they are implemented as intended in preschool through high school (CASEL, 2015). Many program evaluations have been completed, and therefore, to outline the effectiveness of school-based, universal social and emotional learning programs, the following review summarizes the findings of six research syntheses that systematically reviewed the effects of school-based, universal intervention programs intended to enhance students' social, emotional, behavioral, and academic outcomes that were published in the past decade (2007-2017).

In 2008, Diekstra examined the effectiveness of social and emotional learning (or "education") programs worldwide by conducting a systematic review of meta-analyses of

universal, school-based social and emotional learning programs for primary and secondary school students. Meta-analyses were included in the review if a) the studies included programs intended to enhance social skills, social adjustment, and/or emotional self-regulation or reduce or prevent disruptive behavior, aggressive behavior, antisocial behavior, drug abuse, or hostility; and b) the studies reported statistically calculated effect sizes. Findings from this review of 19 meta-analyses conducted from 1997 to 2008 indicated that, when compared to their peers who were not exposed to a social and emotional learning program, students were significantly better at recognizing and managing emotions, establishing and maintaining positive relationships, communicating with others, and effectively handling interpersonal conflicts when they were exposed to such a program. Students also had enhanced self-perception and self-esteem as well as improved attitudes toward school and academic performance. The social and emotional learning programs were also found to be effective in preventing or reducing problematic behavior and internalizing problems (e.g., stress, anxiety, depression, suicidal ideation). Students in elementary and secondary school benefited from the programs, and students from a low socioeconomic background benefited at least as much and often more from the social emotional learning programs. Furthermore, Diekstra found that, in their design, effective programs were those that covered both general and domain-specific skills, and when they were conducted, effective programs were highly interactive and used a variety of instructional strategies. These programs also incorporated environmental strategies (e.g., shared norms) and were implemented for a considerable duration (several months up to a year). Although Diekstra evaluated 19 meta-analyses conducted from 1997 to 2008, many of the studies that were included in these meta-analyses were not particularly recent and some even dated back to the early 1950's. To address this limitation, Diekstra, Sklad, Gravesteijn, Ben, & Ritter (2008) confirmed these positive

findings with their own meta-analysis of 76 controlled studies (randomized control trials and quasi-experimental designs) conducted from 1997 to 2007. The overall effects of these programs were similar for studies originating from the United States and from other parts of the world (Diekstra et al., 2008). Diekstra and his colleagues reported beneficial effects of social and emotional learning programs; however, it is important to note that their review of 19 meta-analyses examined social and emotional learning in a very broad sense. That is, there was a great deal of variability in the target outcomes, which included social and emotional skills, disruptive behavior, aggressive behavior, drug use, and symptoms of mental health disorders (e.g., depression, anxiety).

Also in 2008, Payton and his colleagues examined three large-scale reviews of social and emotional learning, one of which was a large-scale review of school-based, universal social and emotional learning programs. This review consisted of 180 studies that examined social and emotional learning programs for students in kindergarten through eighth grade. This large-scale review demonstrated increased social-emotional skills for students during testing situations (e.g., self-control, decision making, communication, problem-solving skills), positive attitudes toward self and others (e.g., self-concept, self-esteem, prosocial attitudes toward aggression, liking and feeling connected to school), positive social behaviors (e.g., behaviors related to getting along and cooperating with others), improved academic performance (i.e., grades, achievement test scores), and decreased behavior problems (i.e., aggression, disruptiveness) and emotional distress (e.g., anxiety, depressive symptoms). Similar to Diekstra's study, there was great variability in the outcomes that were examined in the review, which included social and emotional learning skills (56 studies), attitudes toward self and others (87 studies), positive social behavior (84 studies), conduct problems (99 studies), emotional distress (39 studies), and

academic performance (29 studies). When interpreting the findings related to specific student outcomes, it's important to understand that these results are not coming from 180 studies and may be coming from a limited number of studies.

In 2011, a meta-analytic review of over 200 school-based, universal, social and emotional learning programs for students in kindergarten through 12th grade was conducted (Durlak et al., 2011). Findings from this well-known meta-analysis corroborated those from the previous reviews and demonstrated that when these programs were implemented as they were intended, they not only increased students' social and emotional skills, such as emotion recognition, empathy, problem solving, and decision-making, but the implementation of these programs also had a positive effect on students' attitudes, prosocial behaviors, externalizing and internalizing problems, and academic achievement (Durlak et al.). In fact, this review reported that an average student in the control group would have gained 11 percentile points on an academic achievement test if they were exposed to a social and emotional learning program. In addition to demonstrating positive impacts for students, this research indicated that school staff (i.e., classroom teachers and other staff) can effectively conduct social and emotional learning programs. Additionally, it was evident that two variables moderated the positive student outcomes: particular instructional practices used to develop students' skills, or SAFE practices (i.e., Sequenced, Active, Focused, Explicit), and the quality of the program implementation (Durlak et al.). Similar to Payton and his colleagues (2008), the student outcomes that Durlak and his colleagues reported on were social and emotional skills, attitudes, positive social behaviors, conduct problems, emotional distress, and academic performance; however, they did not disclose how many studies were included for each outcome. Similar to the past two reviews, there was quite a bit of variability in the outcomes studied. Furthermore, Durlak and his

colleagues did not attend to the populations for which social and emotional learning is beneficial, nor did they attend to the conditions under which social and emotional learning is most beneficial.

Sklad, Diekstra, de Ritter, Ben, and Gravesteijn (2012) conducted an analysis of the most recent school-based, universal social and emotional learning programs, and only included controlled studies (randomized control trials and quasi-experimental designs) from 1995 to 2008. Sklad and his colleagues aimed to address issues with existing reviews, particular those that analyzed social and emotional learning programs in combination with other prevention programs or those that analyzed programs with single outcome categories (e.g., drug use, aggression). In addition to being school-based and universal, the studies that were included in this meta-analysis taught at least one social and/or emotional skill and reported results in a way that allowed for the calculation of effect sizes. Findings from this meta-analysis of 75 studies were consistent with the results from Durlak and his colleagues' meta-analytic review (2011). Social and emotional learning programs positively impacted students' social skills, prosocial behaviors, self-image, and academic achievement. Additionally, social and emotional learning programs decreased students' antisocial behavior, mental health problems, and substance abuse problems, although social and emotional learning programs had only a small effect on mental health and substance abuse problems.

Clarke, Morreale, Field, Hussein, and Barry (2015) provided a narrative synthesis of 16 school-based, universal social and emotional interventions that were developed with the intention of enhancing students' social and emotional skills. Thirteen of these interventions were well-evidenced, with numerous controlled studies published, and three of these interventions had more limited evidence to demonstrate their effectiveness. Overall, Clarke and her colleagues

determined that these interventions had positive impacts on students' social and emotional skills; including coping skills, problem solving skills; and empathy. Students' self-esteem and resilience were also positively impacted, as well as students' internalizing and externalizing behaviors. In this review, two secondary school interventions adopted a whole-school approach to developing social and emotional skills and reported even broader positive outcomes. In addition to the aforementioned impacts, these social and emotional learning programs enhanced students' academic performance and family relationships (e.g., family cohesion, parent-child bonding) and decreased students' substance use, violence, and absenteeism.

Currently in press, Corcoran, Cheung, Kim, and Xie conducted the first systematic review and meta-analysis of its kind that examined social and emotional learning intervention programs and their impact on academic achievement. Forty studies published in the past 50 years were reviewed and analyzed, and findings indicated that school-based, universal social and emotional learning programs in pre-kindergarten through 12th grade produced a positive effect for reading (ES = +0.25) and mathematics (ES = +0.26) achievement and a smaller positive effect for science (ES = +0.19) achievement. These effect sizes were consistent with the effect size that Durlak and his colleagues found (ES = +0.27) (Durlak et al., 2011). Additionally, What Works Clearinghouse guidelines have identified that an effect size of +0.25 standard deviations constitutes a *meaningful effect* (Corcoran, Cheung, Kim, & Xie, in press). The small effect sizes and the variation in effect sizes that were found in the studies may be due to the controlled research designs, particularly for the high quality, randomized controlled studies that were included in the review, as these tend to produce small effect sizes (Corcoran et al.)

Overall, a review of the research related to social and emotional learning reveals that there is considerable knowledge about the design, composition, and effectiveness of social and

emotional learning programs (Rimm-Kaufman & Hulleman, 2015). Research has shown that social and emotional learning programs are effective for students in that they enhance social and emotional competencies; increase positive social behaviors; enhance attitudes toward self, others, and school; improve academic performance and achievement; reduce problem behaviors and anti-social behaviors; and decrease internalizing problems (Corcoran et al., in press; Diekstra, 2008; Durlak et al., 2011; Payton, 2008; Sklad et al., 2012). Such programs have been found to be beneficial for the general student population as well as for students in high-risk populations, including those who display significant behavior issues and those who come from a low socioeconomic background (Diekstra, 2008; Jones, Brown, & Aber, 2011; Weissberg et al., 2015). Research has also demonstrated that universal, social and emotional learning programs are most effective when they are implemented as they are intended, or with fidelity (Durlak et al., 2011). However, it is evident that challenges remain in implementing social and emotional learning programs, impacting their effectiveness (Durlak et al., 2011; Hallfors & Godette, 2002). As Durlak and his colleagues (2011) found in their meta-analytic review, of the 39 studies that monitored the process of implementation, 13 (33%) reported instances of implementation problems (e.g., when staff did not conduct certain aspects of the program, when something altered the intended implementation of the program). Additional challenges to implementation include a lack of training in social and emotional learning for in-service teachers (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Hallfors & Godette), insufficient administrative support (Gregory et al., 2007; Langley, Nadeem, Kataoka, Stein, & Jaycox, 2010; Payne, Gottfredson, & Gottfredson, 2006), the fragmentation and marginalization of social and emotional learning programs in schools (Elbertson, Brackett; & Weissberg, 2010; Greenberg et

al., 2003), and the incompatibility between a program and its intervention environment, or context (Forman, Olin, Hoagwood, Crowe, & Saka, 2009; Owens et al., 2013).

A comprehensive approach to social emotional learning. Researchers in the field of social and emotional learning are seeking to better understand strategies for implementing programs and practices in order to produce more meaningful and sustainable outcomes for students (Hamedani & Darling-Hammond, 2014; Jones & Bouffard, 2012). One such approach is integrating social and emotional learning into the broader context of the school and district, as social and emotional learning is sustained and students thrive when it is promoted and reinforced throughout various aspects of the school environment (CASEL, 2017). This type of approach has been called a comprehensive approach to social and emotional learning.

At the school level, a comprehensive approach to social and emotional learning includes explicit instruction in social and emotional learning (typically through the utilization of a manualized program) and continuous modeling and reinforcement of the social and emotional learning skills that are taught. In addition to instructional strategies, a comprehensive approach to social and emotional learning includes environmental strategies to support social and emotional learning (Weissberg et al., 2015). Such strategies include those to establish a safe and supportive classroom and school climate and those to establish and maintain positive relationships. (Oberle, Domitrovich, Meyers, & Weissberg, 2016). Furthermore, a comprehensive approach includes opportunities for effective and meaningful professional development in social and emotional learning for in-service and pre-service teachers. Social and emotional learning is also integrated into family and community partnerships (e.g., opportunities to apply social and emotional skills in after-school and community programs) (Oberle et al., 2016). A variety of instructional and

environmental strategies are used across levels of the school environment to foster social and emotional learning, as outlined in Table 4.

Table 4

A Comprehensive, Integrated Approach to Social and Emotional Learning (SEL)

Level	Social and Emotional Learning Strategies
Classroom	Explicit instruction of SEL utilizing evidence-based SEL programs Adult modeling, reinforcement, and embodiment of social and emotional skills SEL integrated into core academic curriculum
School	Social, emotional, and behavioral *norms*, *values*, and *expectations* Restorative discipline practices Anti-bullying guidelines and practices SEL embedded in professional learning opportunities (e.g., professional learning communities) Focus on teaching and reinforcing prosocial behaviors Opportunities to notice and reinforce positive (prosocial) behaviors among staff and students Adult modeling and embodiment of social and emotional skills Professional development for in-service and pre-service teachers (during their training) Multi-tiered system of support for SEL which includes all staff members
Family and Community	School-family partnerships are established and SEL is integrated into these partnerships SEL is integrated into after-school or extended learning programs
District	Clear vision related to SEL is generated and communicated Policies support the integration of SEL Allocation of resources support SEL programming Professional development related to SEL (theory, implementation) for all staff
State	Goals and developmental benchmarks are developed for SEL

Note. Information collected from Oberle, Domitrovich, Meyers, & Weissberg, 2016; Oberle & Schonert-Reichl, 2017; and Weissberg et al., 2015

Recent reports have provided insight into how a more comprehensive and integrated approach to social and emotional learning – or a "whole-school" or "whole-district" approach – can be implemented (Oberle et al., 2016). In an effort to better understand how schools can effectively integrate social and emotional learning, particularly at the high school level, Hamedani, Zheng, and Darling-Hammond (2015) utilized a multiple case study design and completed a cross-case analysis of three urban high schools. Although this study highlighted a comprehensive approach to social and emotional learning in the high school setting, many of the strategies that were discussed are applicable to elementary and middle school settings as well. This research study provided important insight into how social and emotional learning can be implemented and practiced across various aspects of the school environment. In this cross-case analysis, social emotional learning permeated the schools' *climate and culture*, *features and structures*, and *general practices*. For example, within the schools' climate and culture, social and emotional learning was highlighted in the mission and vision of the schools and a safe climate was fostered through norms that were set in a variety of settings and situations. Within the schools' features and structures, there was a dedicated time for explicit social and emotional learning and this learning was linked to academic learning. Additionally, counseling was provided to support the psychological needs of students, particularly during transitions and difficult times. Finally, within the schools' general practices, collaborative, project-based learning was emphasized to enhance students' social emotional learning; and curricular design and instructional practices integrated social and emotional learning.

A report published by CASEL (2017) also provided some insight into a more comprehensive approach to social and emotional learning, as they recently reported on the Collaborating Districts Initiative (CDI), an effort to help school districts integrate social and

emotional learning into their work throughout the district and throughout the schools in the district. Key insights into this work included (1) embedding social and emotional learning throughout the district, (2) integrating social and emotional learning through the school, and (3) building social and emotional learning into long-term strategic plans and budgets (CASEL, 2017).

In regard to integrating social and emotional learning through the school, social and emotional learning was promoted through explicit instruction using an evidence-based social and emotional learning program. Social and emotional learning was apparent in the school climate and culture as teachers and administrators modeled behavior that enhanced social and emotional learning; and caring, respectful relationships were paramount. Furthermore, in the classrooms, social and emotional learning was integrated with the core academic curriculum; and opportunities for cooperative learning, perspective taking, and empathy were woven throughout academic instruction. To support this work, schools emphasized professional development opportunities that highlighted social and emotional learning (including enhancing key social and emotional competencies in adults) and expanded policy that supported social and emotional learning (e.g., utilizing standards in which social and emotional learning skills align with Common Core state standards), trained out-of-school providers that worked in the schools, and extended and deepened the work by partnering with families around social and emotional learning (CASEL, 2017).

At the district level, the goal was to embed social and emotional learning into every aspect of school life, with the support from superintendents, district leaders, school boards, curriculum and instruction departments, and research and evaluation teams (CASEL, 2017). Within the initiative, it was evident that social and emotional learning had been included in the

following ways: districts' vision and strategic plan, social and emotional learning standards, supportive and restorative discipline practices, restorative justice practices, professional learning for teachers and school leaders, performance frameworks for teachers, principals, and schools, professional development that emphasizes social and emotional learning in core academic content areas, multi-tiered systems of support (MTSS) models that provide differentiated support for students, evidence-based social and emotional learning curriculum, and more (CASEL).

Conceptually, it is has been proposed that social and emotional learning is enhanced through systemic programming, or through the implementation of social and emotional learning programs and practices that are integrated throughout the school environment (Weissberg et al., 2015). Recent empirical research demonstrates the promise of this approach as well. Yang, Bear, and May (2018) examined teacher-student relationships, student-student relationships, and the teaching of social and emotional competencies – as these practices together represented a "school-wide social and emotional learning approach" – and the association between this comprehensive approach and student engagement. The researchers found that there were significant positive associations between these strategies and emotional engagement and cognitive-behavioral engagement at the student level (Yang et al., 2018).

This emerging research shows the promise of a comprehensive approach to social and emotional learning and demonstrates the reasons why it may be more beneficial than a stand-alone social and emotional learning program, or those described in the reviews by Durlak and his colleagues (2011), Diekstra (2008), and other researchers. For example, when skills are taught in the context of positive teacher and student relationships, students enhance prosocial skills and develop more positive relationships with their teachers and peers, which may lead to increased engagement (Yang et al., 2018). Additionally, a comprehensive approach to social and emotional

learning moves schools away from a piecemeal and fragmented approach to social and emotional learning, one in which teachers use bits and pieces of numerous social and emotional learning programs to meet their students' needs and teach skills that are not connected to relevant issues in the school environment.

By including various environmental strategies, such as supporting teachers' social and emotional competencies, fostering positive relationships, integrating social and emotional learning with core curriculum and daily activities, and expanding social and emotional learning to community partnerships (e.g., before- and after-school programs), a comprehensive approach to social and emotional learning is embedded into the context in which students are developing and learning. By attending to the context in an intentional away, this model of social and emotional learning supports students' unique learning experiences which vary based on their background, culture, norms, values, and experiences (Hamedani et al., 2015). This more contextualized approach to social and emotional learning can meet the personal, relationship, and cultural needs of students more than a stand-alone social and emotional learning program that focuses on teaching skills in a "decontextualized" manner (Hamedani et al., 2015; Hoffman, 2009).

Although many proponents of social and emotional learning advocate for a more comprehensive approach to social and emotional learning, it is important to note the potential disadvantages to this kind of approach. One major disadvantage is the limited professional development structures related to social and emotional learning in schools (Jones & Bouffard, 2012). These structures are particularly necessary when teachers are not following a script or manualized program to support social and emotional learning, but, instead, relying on a number of strategies and practices to support their students' learning and development. Another

disadvantage to this approach is the risk that these comprehensive strategies to support social and emotional learning may be easily "diluted" since there are so many strategies included in this approach (Osher, 2012).

In light of these advantages and disadvantages, it may be beneficial to embed social and emotional learning strategies into a community school model since the community school model is an established framework for supporting students' positive development and well-being (Dryfoos, 2005). Integrating social and emotional learning programs and practices within the area of Integrated Student Supports (ISS) would be well-suited since the goal of ISS is to support students' physical, mental, and behavioral health (Maier et al., 2017); and as stated above, the area of ISS in a community school model could be strengthened by adding more universal strategies of social and emotional learning (Moore et al., 2017). Table 5 provides an overview of the services and supports within ISS, attending to the current evidence of social and emotional learning in the model, alongside the strategies within a comprehensive approach to social and emotional learning. As illustrated, there are many social and emotional learning strategies that are missing from ISS and that can be integrated across ecological levels in order to strengthen ISS. Practiced together, these two models could better support students' social, emotional, and behavioral development and well-being.

Table 5
Models of Integrated Student Supports and Comprehensive Social and Emotional Learning

Level	Integrated Student Supports (with current evidence of SEL)	Comprehensive Social and Emotional Learning Programs and Practices
Student	• Multi-tier system of support for social, emotional, and behavioral development and well-being • The students who are most at-risk receive the most social and emotional support	• Multi-tier system of support for SEL which includes all staff members
Classroom	• Some students in some ISS models are exposed to a youth development enrichment program (City Connects) or SEL program (WAZ) • Most ISS models do not emphasize or integrate SEL at the classroom level	• Explicit instruction of SEL utilizing evidence-based programs • Adult modeling and embodiment of social and emotional competencies • SEL integrated into core curriculum
School	• Efforts to cultivate positive school climate and positive relationships are apparent in one ISS initiative: WAZ • The following efforts were found in WAZ: ○ Efforts to ensure safety ○ Systems to manage student behavior ○ Programs to teach and model social-emotional skills (e.g., SEL program) ○ Efforts to cultivate a school climate with high expectations and positive regard between leadership, staff, and students	• Social, emotional, and behavioral *norms*, *values*, and *expectations* • Restorative discipline practices • Anti-bullying guidelines • SEL professional learning opportunities • Focus on prosocial behavior and opportunities to notice and reinforce positive (prosocial) behaviors among staff and students • Professional development for in-service teachers and pre-service teachers (during their training)

Family and Community	• The following efforts were found in one ISS initiative: WAZ: ○ Efforts to establish positive relationships with families and the community by fostering family engagement	• School-family partnerships • SEL integrated into after-school programs
District	• The following efforts were found in one ISS initiative: WAZ: ○ Establish systems to support school-wide practices that support a positive climate and culture, including professional development and coordination to support implementation of integrated student support initiatives	• Clear vision related to SEL generated and communicated • Policies that support integration of SEL • Allocation of resources to support SEL programming • Professional development in SEL implementation for all staff

Note. Gray text indicates the social and emotional learning strategies that are represented in the model of comprehensive social and emotional learning and missing from the model of Integrated Student Supports; Information collected from City Connects, 2018; Ghandi et al., 2013; Ghandi et al., 2016; Moore et al., 2017; Weissberg et al., 2015.

Implications for School Health

As stated above, many school-age children develop social, emotional, and behavioral problems that impact their learning, development, and success over their lifetime, educational or otherwise. It is estimated that over a six-year period (2005-2011), 13% to 20% of children, aged 3 to 17 years in the United States, experienced a mental health disorder in a given year (Autism and Developmental Disabilities Monitoring Network, National Health and Nutrition Examination Survey, National Health Interview Survey, National Survey on Drug Use and Health). Furthermore, many more children experience less severe symptoms of mental health disorders, or social, emotional, and behavioral problems, that impact their daily functioning but do not meet the diagnostic criteria for a mental health disorder (Lyon, Ludwig, Stoep, Gudmundsen, & McCauley, 2013). The field of prevention science emphasizes the importance of implementing particular programs and practices that not only prevent social, emotional, and behavioral problems from developing, but, more importantly, promote all students' social and emotional development, as students who demonstrate social and emotional competencies (e.g., self-regulation) develop strong relationships, feel more connected to school, show motivation to learn, and do well academically (Schonert-Reichl et al., 2012; Wentzel, 1993).

Community schooling, which incorporates integrated student supports (ISS), is a promising strategy for supporting students in the school setting, as it promotes learning, development, and success in a holistic manner and attends to the context in which students learn and develop (Dryfoos, 2002). Although there are various types of models, generally speaking, community schools aim to: mobilize and expand existing resources in the classroom, school, and community; provide specific supports to students and their families in order to directly and indirectly prevent social, emotional, and behavioral problems from developing or getting

significantly worse; reduce barriers to learning and development; and promote children's overall development and success (Capella, Frazier, Atkins, Schoenwald, & Glisson, 2008). Although more research that examines community school models and ISS within community school models is needed, a review of the research demonstrates that ISS could benefit from more universal strategies to promote students' social and emotional development and well-being (Moore et al., 2017). Embedding a comprehensive model of social and emotional learning within the area of ISS in a community school model is one way to obtain this goal.

To date, the literature does not discuss the integration of social and emotional learning and community schooling. As the comprehensive model of social and emotional learning gains more traction, emerging research provides insight into how it can be implemented. It is clear that various social and emotional learning strategies can be embedded into the community school model and integrated across the broader school context. Table 6 outlines the social and emotional learning practices that can be implemented and practiced across various aspects of the school environment and situated within the four pillars of the community school model (i.e., integrated student supports, family and community engagement, academic and extended learning, collaborative leadership).

Table 6

Examples of Social and Emotional Learning Practices Across School Environment Within Four Pillars of Community School Model

School Environment	Four Pillars of Community School: Integrated Student Supports	Family and Community Engagement	Academic and Extended Learning	Collaborative Leadership
School Climate and Culture	Positive school culture and climate (e.g., climate supports learning, respect, and caring relationships)[1, 2, 3, 5, 7, 8]	Clear, inclusive communication between teachers and families allows for collaborative planning and goal-setting[4]	Safe school climate is fostered through norms in a variety of settings (e.g., classroom norms)[5]	Expanded leadership structure includes parents, community members, and teachers in order to foster a culture of trust[7]
School Features and Structures	Services to support students' physical, social, emotional, and mental health[5]	Training in social and emotional learning is provided to community-based organizations	Alignment of academic learning and social and emotional learning goals[2]	Shared leadership structures to empower teachers and staff[5]
School Practices	Opportunities to participate and succeed in school activities[1]	Social and emotional learning information is communicated to and exchanged with parents[2]	Instructional practices integrate social and emotional learning[2, 5, 7]	Family and community members join educators to make decisions related to teaching and learning and plan school policy[7]

Note. Information collected from the following resources: Becker & Luthar (2002)[1]; CASEL (2017)[2]; Elias (2009)[3]; Garbacz, Swanger-Gagne, & Sheridan (2015)[4], Hamedani, Zheng, & Darling-Hammond (2015)[5]; Jones & Bouffard (2012)[6]; Maier et al. (2017)[7]; and Weissberg et al. (2015)[8]

Conclusion

The strategy of implementing school-based, universal social and emotional learning programs has been shown to be promising. When such programs are implemented as they are intended, they can improve students' social and emotional competencies; enhance positive attitudes toward others, school, and learning; and reduce problematic behaviors and internalizing behaviors (Corcoran et al., in press; Durlak et al., 2011; Payton, 2008; Sklad et al., 2012). However, the development, implementation, and research of social and emotional learning often does not attend to the contextual and social factors at multiple levels that influence children's learning and development. A more comprehensive and integrated approach to implementing social and emotional learning is warranted. The evolution of research in the field of social and emotional learning, as demonstrated by the frameworks put forth by Hamedani, Zheng, and Darling-Hammond (2015) and CASEL (2017), provides important insights into how to integrate social and emotional learning across various aspects of the school and broader (district) environment. Embedding social and emotional learning into a community school model, an established framework for school improvement that highlights the context in which individuals are developing and learning, may be a positive approach to promoting students' holistic development. Therefore, researchers and practitioners in the field of social and emotional learning should look to implement and research this more comprehensive model. The following two articles in this series examine how a comprehensive model of social and emotional learning can be implemented in a full-service community school and the particular factors that either support or hinder the implementation of such a model.

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A Model of Comprehensive, Integrated Social and Emotional Learning

Within a Full-Service Community School

Logan A. McAuley

Abstract

Social and emotional learning (SEL) has great potential to prevent social, emotional, and behavioral problems that children may experience and to contribute to their overall positive development (Greenberg et al., 2003). While school-based, universal SEL programs are expected to benefit students by providing them opportunities to develop social and emotional skills, not all programs are successful in producing positive outcomes (Diekstra, 2008). This is likely due to limitations with the design and implementation of these programs (Hallfors & Godette, 2002), which has been characterized as "decontextualized" (Hoffman, 2009, p. 539). Expanding SEL to encompass teaching and modeling skills within the context of a caring, understanding, and supportive environment is important for students. A more systemic approach to SEL is warranted; however, little research to date has examined the implementation of comprehensive, integrated SEL in real-world educational settings. In this qualitative study, semi-structured interviews and focus group interviews were conducted and relevant documents were analyzed to describe the ways in which teachers and administrators integrated SEL across the school environment within a full-service community school. Findings indicate that a number of strategies were used to integrate SEL, including fostering a positive school culture and climate by highlighting SEL in school expectations and norms, and establishing positive relationships; engaging the parent community with regard to SEL, focusing on explicit SEL instruction, and integrating SEL into curricular design and instructional practices.

A Model of Comprehensive, Integrated Social and Emotional Learning Within a Full-Service Community School

Theory and research in the field of prevention science highlight the role of risk and protective factors in influencing children's development (Coie et al., 1993). It is evident that a number of risk factors at multiple ecological levels contributes to social, emotional, behavioral, and academic problems; mental health disorders; and other maladaptive outcomes (Coie et al.; Greenberg, Domitrovich, & Bumbarger, 2001). Some of these risk factors include social skills deficits, attentional deficits, peer rejection, low socioeconomic states, mental illness in the family, scholastic demoralization, and extreme poverty (Greenberg et al., 2001). Protective factors work to buffer the effects of these risk factors and reduce the likelihood of negative outcomes under conditions of risk (Coie et al.). This knowledge has led to the strategy of implementing preventive interventions that target the reduction of multiple risk factors while simultaneously enhancing key protective factors (Greenberg et al., 2003). It is in this vein that the field of prevention science has helped shape the research and practice of social and emotional learning, as social and emotional learning, as a concept, was introduced to address the underlying causes of problematic behavior (Greenberg et al., 2003).

Since social-cognitive skills, temperamental characteristics, and social skills have been shown to be protective factors that reduce the likelihood of maladaptive outcomes, a strong emphasis has been placed on programs and practices that promote children's social and emotional development (Greenberg et al., 2001). In the school setting, students who demonstrate social and emotional competencies develop strong relationships, feel more connected to school, show motivation to learn, and do well academically (Schonert-Reichl, Smith, Zaidman-Zait, & Hertzman, 2012; Wentzel, 1993). In contrast, if not addressed, deficits in social and emotional

skills can lead to social, emotional, and behavioral problems and increased risk of academic failure, higher rates of school dropout, and problems later in life such as unemployment and incarceration (Bruns et al., 2016).

Social and Emotional Learning

Social and emotional learning focuses on enhancing social and emotional competencies that are vital for youth development (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2007; Elbertson, Brackett, & Weissberg, 2010). More specifically, it has been defined as “the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to recognize and manage emotions; developing caring and concern for others; making responsible decisions; establishing positive relationships; and handling challenging situations capably” (Zins & Elias, 2006, p. 1). Although there are a number of frameworks for social and emotional learning, the Collaborative for Academic, Social, and Emotional Learning (CASEL), one of the leading organizations in the field of social and emotional learning, has proposed that there are five core social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Weissberg, Durlak, Domitrovich, & Gullotta, 2015). These competencies have been shown to be important for development as they enable individuals to understand and manage their emotions and others’ emotions in order to be successful in social environments (Eisenberg, Shepard, Fabes, Murphy, & Guthrie, 1998), effectively interact with others (Elliott, Malecki, & Demaray, 2001), make and sustain positive friendships (Schonert-Reichl et al., 2012), and learn and make academic progress (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000; Elliott; Jones, Brown, & Aber, 2011).

Social and emotional learning programs and practices are typically provided to the general population, not only to individuals in need of intensive intervention, since all individuals can benefit from opportunities to build these essential skills (Payton et al., 2008; Sklad et al., 2012). Based on the public health model of prevention, this is considered to be *universal* preventive intervention (Mrazek & Haggerty, 1994; Weisz, Sandler, Durlak, & Anton, 2005), and within a multilevel framework of support in the school setting, this is considered to be "Tier 1" support (Bruns et al., 2016). Some programs are intentionally designed to support children who are beginning to show signs of problem behaviors or who have higher risk for developing social, emotional, behavioral, and academic problems (Bruns et al.). This is considered to be *selective* preventive intervention, or "Tier 2" support. More individualized and intensive programs or practices are considered to be *indicated* preventive intervention, or "Tier 3" support (Cheney et al., 2010; Kutash, Duchnowski, & Lynn, 2006).

At the universal level of prevention, social and emotional learning typically consists of structured programs that focus on systematically and explicitly teaching students social and emotional competencies (Weissberg et al., 2015). The more well-regarded programs of this sort are those that are manualized and formally written so that classroom teachers and school staff can follow a structured format complete with content lessons and practice exercises (Botvin, 2004; Goncy, Sutherland, Farrell, Sullivan, & Doyl, 2015). Ideally, they also include embedded assessment strategies and fidelity checklists that are important for studying implementation and measuring impact (Goncy et al., 2015). Social and emotional learning can also encompass student-centered learning approaches that increase students' engagement in the learning process, such as collaborative teaching models or reflective assessment practices (Weissberg et al.). Additionally, social and emotional learning can focus on establishing a more positive school

climate in order to enhance students' social and emotional competencies (Battistich, Solomon, Watson, & Schaps, 1997; Hamedani, Zheng, Darling-Hammond, 2015; Weissberg et al.).

Universal Social and Emotional Learning Programs

To help districts and schools, and the key personnel involved in the implementation and sustainability of social and emotional learning, CASEL has developed a rich set of resources to guide this process, including both a comprehensive district- and school-level framework to systematically implement social and emotional learning (CASEL, 2018). CASEL has also published program guides that identify the most effective social and emotional learning programs, or evidence-based programs (CASEL). The majority of these programs are targeted at the elementary school level, with 7 preschool programs, nineteen elementary school programs, 7 middle school programs, and 6 high school programs (CASEL, 2013; CASEL, 2015). These are programs that have been reviewed and vetted by content experts for instructional quality and efficacy. Programs in the list are chosen because they are thought to meet a particular threshold for quality (i.e., well-designed classroom-based programs that systematically promote social and emotional competence, provide opportunities for practice, and offer multi-year programming), rigor (i.e., at least one carefully designed study that demonstrates a positive impact on student behavior or academic performance), and implementation support (e.g., initial training and ongoing support for school personnel) (CASEL, 2017).

One example of an evidence-based, universal social and emotional learning program for students in the elementary grades (kindergarten through 6th grade) is PATHS (Promoting Alternative Thinking Strategies). This program emphasizes instruction in conflict resolution, emotion regulation, empathy, and responsible decision-making (Greenberg, Kusche, Cook, & Quamma, 1995). According to CASEL, PATHS has upwards of 50 lessons that teachers can use

during a typical school year. The program provides opportunities to learn and practice social and emotional learning skills, and it has both classroom and schoolwide components. Another example of an evidence-based, universal program for elementary school students (that is also in the CASEL program guide) is The RULER Approach or "RULER" (Recognizing, Understanding, Labeling, Expressing, Regulating Emotions), a framework designed to enhance emotional literacy in students in kindergarten through 8th grade (Brackett, Rivers, Reyes, & Salovey, 2010). The program includes a number of tools to help students (and teachers) develop a common language and set of practices for talking about, processing, and acting on one's emotions.

Effectiveness of School-Based, Universal Social and Emotional Learning Programs

Social and emotional learning programs have major implications for the prevention of social, emotional, and behavioral problems that children and adolescents may experience and for their positive development (Greenberg et al., 2003). Empirical evidence to date supports the notion that school-based, universal social and emotional learning programs are effective in enhancing children's social and emotional skills and reducing emotional and behavioral problems that are related to academic success (Zins, Weissberg, Wang, & Walberg, 2004). In fact, findings from a meta-analysis that analyzed over 200 school-based, universal social and emotional learning programs demonstrated that when these programs were implemented as they were intended, they not only increased students' social and emotional skills; such as emotion recognition, empathy, problem solving, and decision-making; but the implementation of these programs also had a positive effect on students' prosocial behaviors, attitudes, and academic achievement (Durlak et al., 2011). Furthermore, the first systematic review of its kind, one that analyzed 40 studies from the past 50 years, demonstrated that universal, social and emotional

learning programs implemented in pre-kindergarten through 12th grade had meaningful, positive effects on students' academic achievement (Corcoran, Cheung, Kim, & Xie, in press). This review extended past research on social and emotional learning by examining more recent evaluations of school-based programs (i.e., conducted between 1970 and 2016) and focusing on the separate outcome domains of mathematics, reading, and science achievement. The findings from this study revealed that the newest social and emotional learning programs produced a meaningful effect for reading achievement (*ES* = +0.25) and mathematics achievement (*ES* = +0.26), and a smaller effect for science achievement (*ES* = +0.19).

Implementation of Social and Emotional Learning Programs

While universal, social and emotional learning programs (e.g., PATHS, RULER) are expected to benefit students by providing them opportunities to develop social and emotional skills, not all programs are successful in producing positive social, emotional, behavioral, and academic outcomes for students (Diekstra, 2008; Durlak et al., 2011). One reason that social and emotional learning programs are not always successful in producing positive outcomes is that they are often poorly implemented, meaning they are not implemented in the way that they were intended (Hallfors & Godette, 2002). For example, teachers or other providers may not acquire or apply the necessary skills to effectively teach a program (Reyes, Brackett, Rivers, Elbertson, & Salovey, 2012), teachers or other providers may not implement an entire curriculum, or even the majority of a curriculum (Durlak et al., 2011; Hallfors & Godette, 2002), and teachers or other providers may not deliver the lessons or content in a way that is consistent with the program's philosophy or goals (Reyes et al., 2012). Research demonstrates that these implementation problems may be due to a general lack of preparedness for teaching social and emotional learning (Reyes et al., 2012); inadequate training or ongoing technical assistance

(coaching) (Hallfors & Godette, 2002); priorities, policies, and politics that interfere with program delivery (Hallfors & Godette); and negative attitudes toward social and emotional learning programming (Beets et al. 2008). In Durlak and colleagues' (2011) systematic review, the authors showed there was considerable variability in the quality of social and emotional learning instruction and that problems in implementation, such as the aforementioned, impacted student outcomes. Gottfredson and Gottfredson (2002) found much the same in their review of school-based prevention programs, concluding that, "We find that the quality of school-based prevention practices as they are implemented in the typical school leaves much room for improvement" (p. 26). Even when steps are taken to provide for quality implementation, changes within a school or school system can quickly undermine the effort, as when teachers and staff leave a school, leaders change, or resources begin to dwindle or are diverted to other priority areas (Gottfredson & Gottfredson, 2002).

In addition to challenges with implementation, social and emotional learning programs may not produce the expected outcomes due to the nature in which these programs have been designed and implemented, which has been characterized as a "shallow, decontextualized, and narrowly instrumentalist approach" (Hoffman, 2009, p. 539). Implementers, or individuals who are implementing social and emotional learning programs, such as teachers and counselors, may be overly focused on the evidence-based "rules" and "recipes" that a program offers them. This may thwart the focus on building and maintaining caring relationships that contextualize skills, where the teacher or counselor models important social and emotional skills (Hoffman, 2009; Noddings, 2006). Noddings (2006) expands on this notion: "It is essentially a matter of showing, by our own acts and attitudes, that we care about what students are going through and that we are partners in the search for meaning…" (Noddings, 2006, p. 240).

For these reasons, manualized social and emotional learning programs may not always be beneficial for students, and, therefore, a different approach to social and emotional learning is warranted. Some of the proponents of social and emotional learning have been focusing on implementing social and emotional learning in a more meaningful and sustainable way – through a more comprehensive, integrated approach (Hamedani, Zheng, & Darling-Hammond, 2015; Weissberg et al., 2015). This approach to social and emotional learning puts more emphasis on environmental strategies - shaping the context in which an individual is developing and learning - rather than only changing the internal, individual state of a child or adolescent utilizing instructional strategies (Hoffman, 2009). Expanding the implementation of social and emotional learning to encompass teaching and modeling skills associated with social and emotional learning within the context of a truly caring, understanding, and supportive environment is important for students, families, and communities (Hoffman, 2009; Noddings, 2006). This is especially important since individuals experience the school environment, learn, and develop very differently depending on the spiritual, religious, ethical, moral, and social value systems that guide them (Bell, Tzou, Bricker, & Baines, 2012), and therefore, they experience and interpret social and emotional situations in diverse ways (Hoffman, 2009).

A comprehensive approach to social and emotional learning puts an emphasis on student-centered interactions that promote strong, positive relationships and promote authentic cognitive, social, and emotional student engagement; practices that enhance educators' knowledge of social and emotional learning and their own social and emotional competencies; and strategies to foster a safe and supportive climate (Elias, 2006; Gottfredson & Gottfredson, 2002; Jennings & Greenberg, 2009; Weissberg et al., 2015).

Additionally, a comprehensive approach to social and emotional learning emphasizes the importance of embedding social and emotional learning within core academic content and instructional practices (Elias, 2006; Gottfredson & Gottfredson, 2002; Jennings & Greenberg, 2009; Weissberg et al., 2015). Elias (2006) put forth some suggestions in this regard. In reading, instruction can include examining the social and emotional skills of various characters, such as their problem-solving and decision-making processes. In history, students can explore the diverse perspectives of individuals and groups and the problem-solving strategies that were or were not used.

These strategies structure the work of implementing social and emotional learning so that it doesn't have the feel or appearance of something additional or burdensome. Rather, social and emotional learning is a part of the fabric of the school. Table 7 summarizes a comprehensive, integrated approach to social and emotional learning.

Table 7

A Comprehensive, Integrated Approach to Social and Emotional Learning (SEL)

Level	Social and Emotional Learning Strategies
Classroom	Explicit instruction of SEL utilizing evidence-based SEL programs Adult modeling, reinforcement, and embodiment of social-emotional skills SEL integrated into core curriculum
School	Social, emotional, and behavioral *norms*, *values*, and *expectations* Restorative discipline practices Anti-bullying guidelines SEL embedded in professional learning opportunities (e.g., professional learning communities) Focus on prosocial behaviors Opportunities to notice and reinforce positive (prosocial) behaviors among staff and students Adult modeling and embodiment of social-emotional skills Professional development for in-service and pre-service teachers (during their training) Multi-tier system of support for SEL which includes all staff members
Family and Community	School-family partnerships are established and SEL is integrated into these partnerships SEL integrated into after-school programs
District	Clear vision related to SEL is generated and communicated Policies support the integration of SEL Allocation of resources support SEL programming Professional development in SEL implementation for all staff
State	Goals and developmental benchmarks are developed for SEL

Note. Information collected from Oberle, Domitrovich, Meyers, & Weissberg, 2016; Oberle & Schonert-Reichl, 2017; and Weissberg et al., 2015

Although there are advantages to a comprehensive, integrated approach to social and emotional learning (as mentioned above), there are also reasons to be cautious when implementing such an approach. Currently, there are limited professional development structures related to social and emotional learning in schools (Jones & Bouffard, 2012). These structures are particularly necessary when teachers are not following a script or manualized program to support social and emotional learning, but, instead, relying on a number of strategies and instructional practices to support their students' social and emotional learning and development. Additionally, because this type of comprehensive approach includes so many strategies, there is a risk that they may be easily "diluted" when school personnel implement such an approach (Osher, 2012).

Researchers in the field of social and emotional learning posit that, conceptually, social and emotional learning is enhanced through systemic programming (Weissberg et al., 2015). However, little research to date examines the implementation of comprehensive, integrated social and emotional learning in real-world educational settings. Thus, it is important to identify the strategies that teachers, administrators, and staff are using to ensure that social and emotional learning is implemented across various aspects of the school environment, and study the process of this implementation. Utilizing a qualitative case study design, the present study examines this process and contributes to the emerging research and practice of comprehensive, integrated social and emotional learning in the educational setting.

Purpose of the Study

This paper presents results from a qualitative case study that examined how a comprehensive, integrated approach to social and emotional learning was implemented within a full-service community school (FSCS). This case study was nested within a school reform effort,

one in which the participating elementary school, in partnership with a local university, decided to implement a community school model to support its students and close the academic achievement gap. Each community school model is unique and based on the needs and assets of the community. In establishing the community school model, this school decided to emphasize family engagement, academic and extended learning, and holistic health, and focus on the integration of health and academic services and supports. Because the school was focusing on the relationship between holistic health (i.e., physical, social, emotional) and academic learning, and emphasizing social and emotional learning as a means of supporting the whole student, it was an ideal setting to examine the implementation of a more comprehensive approach to social and emotional learning. One of the primary goals of the study was to examine the ways in which social and emotional learning was integrated across various aspects of the school environment. The findings presented in this paper contribute to the research and practice of social and emotional learning as they illustrate a number of strategies that were utilized to implement social and emotional learning programs and practices in a meaningful and sustainable manner.

Research Question

This paper focuses on the findings from the following research question: How are teachers, administrators, and staff at Vernon Elementary implementing social and emotional learning in a comprehensive and integrated manner? What are the specific strategies that teachers, administrators, and staff using to implement social and emotional learning across the school environment?

Research Methodology

A qualitative single case study design was utilized to investigate the implementation of social and emotional learning in an elementary school that serves the community as a full-service

community school (FSCS). Data was collected over the course of two years, and data sources included semi-structured interviews, focus group interviews, and relevant documents.

Setting

This study took place in Vernon Elementary School, an urban elementary school in the Pacific Northwest. This school is a historically underachieving urban elementary school that serves a population of low-income families who are ethnically and linguistically diverse. During the 2016-2017 school year, the primary year of the study, there were 329 students enrolled. Of these students, over 80% of students participated in the district's free and reduced lunch program, a program for low-income families (as compared to the district average of 46%), and 27% of students received special education services. During this year, the majority of students served were Hispanic/Latino (34%) and African American/Black (28%). Table 8 summarizes the student demographic information during the primary year of the study.

Participants

In this study, participants included students, teachers, administrators, staff, family members, and members of community-based organizations. Participants were selected in a purposive manner to obtain information from multiple perspectives. The participants were selected in an effort to capture the heterogeneity in the population so that the final conclusions represented the range of variation that exists within the population (Maxwell, 2013). Information was gathered from a heterogeneous sample of teachers at Vernon who differed in their demographic characteristics (i.e., gender, race, ethnicity), experience in education, and the grade in which they teach. Information was also gathered from one administrator, a member of a participating community-based organization, and the behavior intervention specialist.

Table 8
Student Demographics at Vernon Elementary School During the 2016-2017 School Year

Demographic Category	Number or Percentage of Students
Student Enrollment	329
Race/Ethnicity	
Hispanic/Latino	34%
African American/Black	28%
Caucasian/White	16%
Asian/Pacific Islander	10%
Multiracial	11%
Free or Reduced Lunch	80%
English Language Learners	30%
Special Education	27%
Gender	
Female	43.8%
Male	56.2%

Data Collection Strategies and Procedures

Strategies. In order to gather information about the implementation of social and emotional learning, including the strategies that were used to integrate social and emotional learning across the school environment, qualitative data sources included: semi-structured interviews with 4 teachers, 1 staff member, 1 school administrator, 1 member of a community-based organization, and 2 parents; focus group interviews with first, third, and fifth grade students; and collection of relevant documents (e.g., meeting notes, professional development materials). The case study database that was created included reflective and analytical memos that were written during data collection and analysis, interview transcripts, documents, an

annotated bibliography of documents, coding manuals, matrices, and narrative material that began to answer the study's research questions (Yin, 2014). Table 9 provides more information about the data sources.

Procedures. Data was collected for two years, from the spring of 2016 to the spring of 2018. This timeframe allowed for a deeper understanding of the implementation of social and emotional learning across the school context and how the implementation process developed and evolved over time. Data collection took place in two phases. The first phase of data collection included semi-structured interviews that were conducted to gather information about the social and emotional learning programs and practices in place, with particular emphasis on those that supported students' holistic development and success. The second phase of data collection included conducting focus group interviews with students in first, third, and fifth grade; and collecting relevant documents and materials that provided additional insight into the culture and climate of the school as well as the social and emotional learning programs and practices in the school. Data collection was drawn from an ecological perspective, with the intention of examining what teachers, staff, and administrators were doing to integrate social and emotional learning across the school environment at multiple ecological levels (i.e., classroom, school)

Table 9
Qualitative Data Sources

Data Source	Population	Participant	Description
Semi-Structured Interviews	District Administrator (n = 1) School Administrator (n = 1) Member of CBO (n = 1) Staff (n = 1) Teachers (n = 4) Parents (n = 2)	Geraldine Sasha Chelsea David Marcus Colin Marguerite Marissa Farah Gabriela	One interview was conducted with each focal participant. Interviews lasted 38 to 94 minutes. The interviews were transcribed by the researcher.
Focus Group Interviews	Students (n = 9)		Focus group interviews were conducted in two twenty-minute sessions with three students in first grade, three students in third grade, and three students in fifth grade.
Documents	N/A	N/A	Documents included: Mission and Vision Statements, School-Wide Positive Behavioral Expectations, Meeting Notes, Classroom Artifacts (e.g.., Photographs), Lesson Plans, School Survey Transcript, School Climate Surveys, SEL Program Survey, Email Communication, Professional Development Materials, Materials from State-Funded Grant (e.g., evaluation reports)

Data Analysis Strategies and Procedures

As I studied the emerging data, I engaged in the coding process in which analytic categories – codes – were derived. First, codes were emically derived, or inductively derived from the data (Charmaz, 2001; Emerson, 2011). For example, it was evident that some of the strategies to integrate social and emotional learning across the school context included norms that were present in the classroom setting, core academic instruction that included social and emotional learning skills, and schoolwide practices intended to contribute to a positive school culture and climate. Then, codes were etically derived, based on prior literature and a preconceived conceptual framework posited by Hamedani, Zheng, and Darling-Hammond (2015). Utilizing a multiple case study design that examined three high schools, Hamedani, Zheng, and Darling-Hammond provided much needed insight into how social and emotional learning can be implemented and practiced across various aspects of the school environment, including school climate and culture, school features and structures, and school practices.

In regard to the climate and culture of the schools, Hamedani and her colleagues (2015) examined the social and psychological climate of the schools as well as the norms, values, and expectations that structured these environments. It was important for them to examine the climate and culture of the schools since the positive relationships and sense of belonging that can be fostered within a positive school culture and climate can instill comfort, confidence, competence, and motivation to learn (Comer, 2005; Yang et al., 2018). Within school climate and culture, they found that social and emotional learning was integrated into the mission and vision of the schools, core principles that outlined the school' goals and decision-making processes, explicit expectations for students, safety guidelines or specific expectations for how students should interact with each other (e.g., It's Okay to Disagree: Have respect for different

opinions. You don't have to agree with them." In regard to the features and structures of the schools, Hamedani and her colleagues examined the schools' design features (how the schools were arranged) and organizational structures and how they shaped the schools and their activities. They specifically looked into particular features and structures that increased opportunities for social and emotional learning and development. Within this area, they found a variety of features and structures that integrated social and emotional learning, including a small school environment that cultivated close relationships, an expanded role for staff members (e.g., teachers providing guidance and social and emotional support to students), academic structures or curricula that fostered social and emotional learning, with particular regard to the students' developmental trajectory, advisory groups or classes that specially focused on a range of topics, including social and emotional learning, and support staff who focused on promoting social and emotional learning. In regard to the schools' general practices, Hamedani and her colleagues examined the everyday practices that integrated social and emotional learning. They found a variety of practices including curricular design and instructional practices that integrated social and emotional learning through content – what students learn – and process – how students learn, practices that cultivated student voice and agency, reflective practices in place to foster positive growth, collaborative, project-based learning, among many others.

Table 10 provides an overview of the key levels in which social and emotional learning was integrated across the school system in the cross-case analysis conducted by Hamedani and her colleagues (2015). Although this study examined the implementation of social and emotional learning in a high school setting, the conceptual framework is still relevant and useful for studying social and emotional learning in an elementary school because it describes specific aspects of the school environment in which social and emotional learning can be implemented

and strategies that are relevant in the elementary school setting. Some of these strategies include: incorporating social and emotional learning into a school's mission, vision, norms, values, and expectations; fostering positive relationships; supporting students psychological needs; providing opportunities for direction instruction in social and emotional learning and development; supporting the social and emotional needs of the adults in the school community; curricular design and instructional practices that integrate social and emotional learning; collaborative student learning; assessment practices that foster reflection and positive growth; and restorative disciplinary practices.

A spreadsheet was created to organize the data, and a coding manual was created. Some of the codes that were solidified during this process were "norms," "expectations," "relationships," "explicit instruction in social and emotional learning," "instructional practices," and "shared leadership structures." Definitions were created for each code. For example, the code "relationships" was defined as: "relationships between teachers and students (including teachers having relationships with students who are not in their class), teachers and parents, and staff and parents;" and the code "instructional practices" was defined as "teachers use strategies or practices that support students' social and emotional learning and development throughout the day and throughout their teaching. These are practices that encourage students to use the skills they have been taught and practices that model social and emotional learning (e.g., teachers modeling their own process of developing agency or solving problems)." The coding manual is provided for reference in Appendix B. Matrices were also created to organize the research questions, analytic categories, and the data sources to support each category and question (Maxwell, 2013).

Table 10
The Implementation of Social and Emotional Learning Across Levels of School Environment

	School Climate and Culture	School Features and Structures	School Practices
Definition	A school's physical and social environment and the norms, values, and expectations that implicitly and explicitly structure the environment.	School design features and organizational structures that shape how the school and its activities are organized.	Formal and informal daily practices that reflect what people do, how they teach and learn, and how they participate in the school community.
Example	Social and emotional leaning is integrated into a school's mission, vision, and core principles.	Social and emotional learning is fostered through a small school environment that cultivates close relationships and through direct instruction in social and emotional learning.	Curricular design and instructional practices integrate social and emotional learning through content and process.

Note. Conceptualized by Hamedani, Zheng, and Darling-Hammond (2015)

Ethical Considerations

It is important to note my unique participation in this research study. As the principal investigator of the current study, I was the primary data collection instrument; however, I also was a participant in the implementation of the FSCS model and some of the social and emotional learning programs and practices within this model. Since the fall of 2015, as a student and research assistant at the local university, I worked alongside university faculty, administrators, teachers, and support staff to implement the universal social and emotional learning curriculum and additional social and emotional learning strategies at Vernon Elementary. This type of participation allowed me to establish relationships at the school and more deeply understand the

functioning of the school, including the implementation of social and emotional learning. Due to my own engagement, it was important for me to regard and understand my own bias and ensure the authenticity of the data that I collected.

Ensuring Authenticity

To ensure authenticity, sufficiently 'rich and thick' data was gathered from multiple sources from various vantage points to accurately represent the diversity of "articulated realities" that were offered by the research participants (Lincoln & Guba, 1985). During the interview process, I reflected on the statements that participants made and summarized their perspectives to ensure I understood what they were sharing with me. The interviews were personally transcribed and coded to further ensure the findings' authenticity. Additionally, I collaborated and debriefed with colleagues who worked in the participating school and the university throughout the research study. This allowed me to examine and understand my own biases as I collected and analyzed the data. Furthermore, after I analyzed the data and summarized the findings, I shared this work with several of the participants in order to ensure that I accurately understood the participant's contributions and their views on their own terms.

Findings

Strategies to Succeed: Integrating Social and Emotional Learning

The teachers at Vernon Elementary have been highly motivated and driven to support the students and families at the school in any way they can, and, for them, the focus on social and emotional learning has been a welcome addition. They have been excited about social and emotional learning because they see it helping to address particular needs of the students and families. Teachers see a focus on social and emotional learning as helping to address the very real challenges of attending to stresses some students experience outside the school context,

which can include difficulties in the home and surrounding neighborhood (Herrenkohl & Herrenkohl, 2001; Herrenkohl, 2011). To support their students and their families, teachers are dedicated to creating a positive, predictable environment for their students, one with strong, caring relationships and structures to support students' social and emotional development and success. As Marissa explained, "There's a lot of things that kids go home to and a lot of hardships that the families feel…so I feel like I can be stable for them…that's worth it to me." (Interview, Marissa). Marcus noted that all of the work that teachers are doing to create a predictable and supportive environment for the students is working: "This is where [the students] want to be. They want to be at school, they want to be with their friends, they want to be with their teachers, they want to be in this predictable, stable place (Interview, Marcus).

The following findings specifically describe the ways in which the staff at Vernon has focused on social and emotional learning and integrated social and emotional learning across various aspects of the school environment. Table 11 outlines these social and emotional learning practices with particular emphasis on how they fit into the core pillars of the community school model (i.e., integrated student supports, family and community engagement, extended learning, and collaborative leadership).

Table 11
Social and Emotional Learning Integrated Across the School Environment and Within the Full-Service Community School Model at Vernon Elementary School

Community School Pillar	Social Emotional Learning Practices at Vernon Elementary
Integrated Student Supports attends to all aspects of child development; addresses barriers to learning; provides extra support for students; and creates a safe and trusting climate.[6]	Positive school culture and climate[1, 2, 3, 4, 6, 7] SEL is highlighted in norms, practices, and expectations[4] Climate fosters belonging[1] and strong relationships[4, 6] Climate supports learning, respect, and caring relationships[2] Positive relationships with teachers - warmth, trust, low conflict[7] Teacher support[1] Explicit social emotional learning instruction[2,4] Instruction in conflict management skills[3] Services to support physical, social, emotional, mental health[4] Opportunities for positive, contributory service[3] Professional development Staff training in SEL[2] Practices to enhance teachers' SEL[2]
Family and Community Engagement brings parents and community members into the school as partners and provides opportunities for shared leadership.[6]	SEL information communicated to and exchanged with parents[2] SEL integrated into parent nights (e.g., math night)[2] SEL training for staff from community-based organizations
Academic and Extended Learning provides additional academic instruction and support, enrichment activities, and learning opportunities.[6]	SEL integrated into after-school programs SEL training to out-of-school providers[2] Curricular design and instructional practices integrate SEL[2, 4, 6]
Collaborative Leadership builds a culture of professional learning and shared responsibility.[6]	Shared leadership structures to empower and support staff[4] Collaborative opportunities for staff[4]

Note. Information collected from the following resources: Becker & Luthar (2002)[1]; CASEL (2017)[2]; Elias (2009)[3]; Hamedani, Zheng, & Darling-Hammond (2015)[4]; Jones & Bouffard (2012)[5]; Maier et al. (2017)[6]; and Weissberg et al. (2015)[7]

***Positive school culture and climate* (31 references from 7 sources).** Data analysis revealed that social and emotional learning has been woven throughout the culture of the school – it's evident in the *expectations* that are set forth for (and by) students, the *norms* that are practiced in the classroom, and the positive *relationships* between teachers and students, between teachers and parents, and among the student community.

Expectations. In addition to supporting positive learning behaviors, the expectations set forth by administrators, teachers, and staff at Vernon are intended to support aspects of social and emotional learning. For example, the school-wide expectations, known as the CARES rules, are explicitly taught, modeled, and reinforced in the classroom setting and throughout the school. Although some of these expectations attend to learning behaviors (i.e., Come ready to learn), some of them foster intrapersonal and interpersonal skills (i.e., Act with compassion; Respect adults, each other, and property; Excel at everything you do). Marguerite articulated an example of how she taught her students to respect others' learning and positively reinforced them for showing particular social and emotional skills as they did so. In relation to the expectation "respect adults, each other, and property," she taught her students the importance of practicing self-awareness and self-control during instructional time:

> [We] have a Meta-Moment couch. The couch is where you can go if you're really upset and you need to take a five or 10-minute time out. [We] don't call it a time out. We call it a Meta-Moment, [where you] reflect and calm down because…you're not the only person in the class. You might need to go do what you need to do, but you don't disrupt everyone else's learning time, too. That's part of…not centering yourself in every situation…take some deep breaths, reflect, use positive self-talk. When you're ready to

> talk about what's wrong or what's upsetting you, we can talk…but you still have to practice self-awareness and self-control. (Interview, Marguerite)

These schoolwide expectations were established well before the school became a full-service community school and before the school formerly initiated a Positive Behavior Interventions and Supports (PBIS) framework; however, over the years, the structure of PBIS has "helped strengthen the social and emotional side" (Interview, Sasha). Sasha articulated that the structure of PBIS, or setting up positive expectations and then reinforcing these positive expectations, allowed there to be a mechanism by which teachers and staff fostered non-academic skills such as respecting others' needs (as illustrated above), persisting when the work is difficult (which is part of "excelling," she noted), or finding strategies to cope or get help when feeling overwhelmed or disheartened during the learning process.

As noted above, these positive expectations are taught and reinforced in the classroom setting. They also are reinforced at the school level through positive feedback and rewards for students when they are exhibiting these behaviors. As a third-grade student described, they get tokens to turn in for privileges and prizes "for doing good… excelling…[and] helping people" (Focus Group Interview, Third Grade Student).

Other expectations are apparent in the classroom and are put forth by the students through the creation of a Classroom Charter, a tool that is part of the universal, social and emotional learning program, RULER. The Classroom Charter is a living document that is created by the students that articulates how they would like to feel in their classroom community, what they are planning to do in order to feel that way and to allow others to feel that way, and what they are going to do to resolve conflict when someone does not follow the expectations set by the community. For example, in a second-grade classroom, the students came together and

articulated that they wanted to feel “safe,” “happy,” “welcomed, “focused,” and “respected” in their classroom community. The expectations they put forth to help them and others feel that way were to “help [their] classmates, smile at each other, say ‘hello,’ ignore distractions, and listen to [their] teacher and [their] classmates when they’re talking” (Document, Photograph). In another classroom, the students also articulated that they wanted to feel “happy,” and they put forth the expectations that they would try to “think nice thoughts about others and have a positive attitude toward others, do things to make new friends, and help others” (Document, Photograph). Through this process of establishing and maintaining a Classroom Charter, the students practiced particular social and emotional skills, such as engaging in behaviors that fostered friendships, an aspect of building relationships skills, and being intentional about one’s thoughts and behaviors in different situations, an aspect of self-management.

Norms. Social and emotional learning has also been fostered through “discussion norms” that are used to establish a safe and supportive learning environment where students can share ideas and learn from one another. These school-wide discussion norms are integrated into core instruction, including math, and more general class discussions, such as during classroom meetings. Some of these discussion norms, including listening respectfully, revising one’s thinking, and taking risks in problem solving have been utilized to foster specific social and emotional learning skills, such as recognizing that others have different feelings and perspectives and effectively communicating with others even when there is a difference of opinion. During data collection, when introducing the concept of the focus group interview, a third grade student said that they don’t *practice* this, they just *do* it…they talk and respect their classmates by hearing what they have to say…“waiting their turn and not interrupting” (Focus Group Interview, Third Grade Student).

Relationships. Positive relationships characterized by warmth, love, and respect are at the heart of the work at Vernon, whether they are relationships between teachers and students, between teachers and parents, or among students. Teachers talked about the importance of building positive relationships with their students in their classroom and supporting other students as well – welcoming older students into their classroom to talk or teach younger students, or supporting students that were upset on the playground or in the hallway. Colin reflected on his time as a classroom teacher at Vernon:

> It was all about making sure that these kids who year after year were not passing the [state test], making sure that they were not getting the message that, 'you're dumb,' 'you're a failure,' 'you can't do it,' 'you'll never catch up.' That's what is going to kill any sort of momentum or any desire to want to get smarter or keep plugging away so you can make it. So, it's finding that balance of making school...fun...a place where [they] want to come to. And that goes to relationships, and having relationships with kids and making them feel valued and having fun with them and laughing with them, and, at the same time, having to cover all of these things and kind of push them. (Interview, Colin)

The principal noted that the teachers recognize the importance of relationships in their work: "The teachers have a really great understanding that [they] have to have relationships with kids and [bring] in different parts of them[selves] to help build those relationships…[They also give] kids opportunities to share themselves within the classroom" (Interview, Sasha).

Whether it was during direct classroom instruction or classroom meetings, teachers voiced the importance of building relationships with their students and showing that they care about them. They emphasized the importance of warm relationships in that they sought to

understand their students and the context (home and school) in which they were learning and developing, and they expressed the importance of holding high expectations for their students.

As Marguerite explained: “Child development isn’t going to be the same for every kid...we aren’t all meeting benchmarks at the same time…especially with different family backgrounds [and] language backgrounds…Why would their school growth be the same rate or the same as other kids, too?” (Interview, Marguerite).

She described one of her approaches to holding high expectations for her students while loving and caring for them:

> I think I've done a lot of expecting and correcting of mistakes…making sure kids understand that I respect that [they’re] learning and growing too, but to learn and grow means I need to correct the mistake…because that's also love. That's also caring…not letting them get away with things that are harmful to themselves or others. (Interview, Marguerite)

Furthermore, students shared that teachers, support staff, and other students were there to help them when they needed it: “It’s a great school because every time when someone bullies…people are there to help each other…” (Focus Group Interview, Third Grade Student). And if the students were sad, they saw other students helping them: “When [your] name isn’t called…somebody help[s] you out…yeah, like if you get sad” (Focus Group Interview, Third Grade Student).

Explicit instruction in social and emotional learning **(32 references from 7 sources).** To support students’ holistic learning and development, Vernon has focused on explicitly teaching social and emotional skills over the years. In 2014, the school acquired an evidence-based, universal social and emotional learning program, “RULER.” This program, also used in

other schools across the district, consists of tools designed to help students identify, understand, and label their feelings, regulate their emotions, verbally express their emotions, and solve conflicts with peers. The program also emphasizes the importance of building a community within the classroom so that all students feel safe and supported. The curriculum provides common language for students, teachers, staff, and administrators, which is an important component of a social and emotional learning program, and something that the school was seeking in such a program.

To emphasize the importance of explicit instruction in social and emotional learning, the administration dedicated a particular time in the school's daily schedule toward this end. As David noted, "They've created time for RULER. They've been clear that [it's] time for teachers to spend on it, and…if it's…not happening, they're willing to have conversations with teachers to say, 'No, this needs to be RULER time.'" (Interview, David). In addition to this dedicated time in the daily schedule, days were set aside that were strictly devoted to social and emotional learning. Colin described one of these days, "Meta-Moment Day," during his interview:

> This is helping out classroom teachers; it's giving permission to suspend all that other stuff, to focus on RULER, and to have fun. If you want to, you can spend the whole day talking about the Meta-Moment, and if you don't…you [can] come to the assembly at the beginning of the day and then do the rest of your day…I reframed it in this email…threw out a couple of fun, silly ideas…and immediately I got back two emails, "Oh, this sounds great. Thank you!" (Interview, Colin).

In his interview, David described some of the ways that teachers used the social and emotional learning program, RULER. In the context of discussing what he thought was contributing to the students' success in the classroom, he described the explicit instruction of the

fifth-grade teacher, Viktor. He described how Viktor taught his students' how to be aware of their feelings and cope with their strong feelings when they were struggling in math:

> When you're experiencing this [disillusionment], that's natural, that will happen…and here are things you can say to coach yourself and here are things you can do. You can ask for help…tell yourself, 'I can do this, I'm just gonna try this one piece.'…break it down…talk to a neighbor. (Interview, David)

David thought this explicit instruction was in relation to the Classroom Charter:

> I think it stems from Viktor's ability to use the RULER curriculum...not only is it that this is how we want to [feel] and this is how we're going to do it, but it's the next level, these things are gonna happen that may get in the way of [feeling that way], and these are some ways we can deal with that...being really proactive. (Interview, David)

A first-year teacher, Marguerite shared that she was proud of her lessons related to social and emotional learning. She described her explicit instruction, but she also discussed how she fostered these same skills when she interacted with her students and when she facilitates interactions between her students.

> I'm proud of my lessons on how to be assertive as part of RULER because I really want kids to be able to stand up for themselves…to be able to recognize what [they're] about and what [they] believe and be able to take a firm stand on that. But, also…they're beginning to be more social and learn[ing] how to not center themselves in every interaction…so, developing greater empathy. (Interview, Marguerite)

Additionally, teachers and support staff conducted supplemental lessons in social and emotional learning based on the needs that the teachers articulated over the years and based on the data from the school climate survey. For example, in the spring of 2017, the school climate

survey demonstrated that the majority of the students did not know or use calming strategies when they were upset (Document, School Climate Survey). Based on this data, the school counselor and behavior intervention specialist, along with the assistant principal, decided that it was important to teach lessons in all of the classrooms using another evidence-based social and emotional learning program that provided more detailed strategies for the students. They also shared this plan and specific strategies with families at a regularly scheduled family coffee hour.

***Integration of social and emotional learning with core instruction* (5 references from 2 sources).** The participants did not speak to this theme in their interviews as frequently as expected, or as frequently as other themes; however, document analyses revealed that teachers and staff at Vernon tried to integrate social and emotional learning into their core academic instruction, especially literacy. This appeared to stem from their beliefs that it was important for them to foster different types of "success" for their students.

During the interviews, when asked about how they would describe success for their students, teachers described many "facets" of success. On the one hand, teachers acknowledged that success for their students was related to academic skills and achievement, as measured by achieving the Common Core Standards and passing the required, standardized state assessments. Marissa articulated how the Common Core Standards dictated success for her students: "There are these overarching goals that we have...like meeting the standards [and] whatever the Common Core says that students have to do by the end of [the year], and so, obviously, they need [to reach these goals] for success" (Interview, Marissa). However, all of the teachers who were interviewed spoke to a different type of success, one that was described in terms of intrapersonal and interpersonal, social and emotional growth and success. Marguerite described this type of success as follows:

> There's definitely things I want them to know, to know how to do, to be able to critically think about, but, I also think success is [students] growing into themselves...to be able to stand up for themselves, to be able to recognize what [they're] about and what [they] believe [in]…[to] learn how to not center themselves in every interaction, [to develop] greater empathy. (Interview, Marguerite)

Marcus echoed this sentiment by articulating that success for his students was building the "skills to advocate for themselves" (Interview, Marcus).

To foster these different facets of success, teachers wove social and emotional learning instruction into their core academic instruction. This was primarily evident in English Language Arts (ELA). For example, primary teachers used picture books to not only cover the Common Core Standards for ELA (e.g., ask and answer questions about key details in text, retell familiar stories, identify characters, main events, and key details in stories), they also engaged students in conversations about how to recognize and label emotions and understand how those emotions are connected to behaviors (Document, Reflective Memo). In this sense, ELA served as a vehicle for teaching social and emotional learning, and books served as an important tool for students to learn, practice, and reflect on their own skills in self-awareness, social awareness, and self-management. Students across the elementary grades learned about social awareness through studying characters in literature. As students read and described characters in a story (i.e. traits, actions, motivations, feelings), teachers encouraged their students to learn about different individuals and the challenges they may be facing that are different than their own (Document, Photograph). Again, students learned about and fostered their own empathy, perspective taking, and respect for others. One teacher utilized this teaching strategy to simultaneously teach his students about the structure of a story (e.g., beginning, middle, end), while also teaching students

about the character's changing emotions, and the factors that triggered his emotions to change (Document, Kindergarten Lesson Plan). While focusing on the literacy objectives, students increased their emotional vocabulary, learned about the connection between behavior and emotion, and studied how emotions can change with time and context.

Through her work as a mentor teacher for pre-service teachers and as a leader in planning and executing the Summer School Institute at Vernon Elementary in 2016, Marissa demonstrated how to effectively integrate social and emotional learning into core academic instruction and daily teaching practices. While planning the Summer School Institute in collaboration with a group of individuals from the school community and the local university, she chose a larger unit of study (i.e., Olympics) and wove social emotional learning into the lesson plans. More specifically, Marissa and the team articulated a weekly theme (e.g., "Stories of Perseverance) and then taught developmentally appropriate words for feelings associated with this theme (e.g., brave, courageous, competent). For Marissa and those helping her plan the Summer School Institute, it was important to intentionally coordinate the social, emotional, and academic content so the pre-service teachers "could experience that learning is much broader than what is perceived as traditional 'academics'" (Document, Summer School Planning, 2016).

***Instructional practices that highlight social and emotional learning* (36 references from 5 sources).** Some teachers made an effort to integrate social and emotional learning throughout the day, beyond embedding it into their core academic instruction. In kindergarten, the teachers expressed that social and emotional learning was a key component of their work: "It's a lot of social-emotional stuff, like how do I react to things, how do I apologize, how do I make a friend…" (Interview, Marissa). Marguerite echoed this sentiment: "We have RULER, so I do a lot of explicit social-emotional teaching, but I think teaching has always had social-

emotional work embedded into the act of working with kids as they learn to be humans and interact with other humans" (Interview, Marguerite). In addition to devoting time to teaching their students social and emotional skills, teachers discussed and demonstrated ways in which they could foster key social and emotional skills when they interacted with their students, such as when students displayed big emotional reactions to small problems or when students needed help building and maintaining their friendships. Furthermore, they used the language from the manualized social and emotional learning program to facilitate these interactions. For example, after the second-grade teacher, Deanna, taught her students about recognizing a triggering event, stopping, sensing their body, and seeing their "best self," she helped students solve problems by using the same language, "Think about your best self. What do you think your best self would do right now?" (Document, Reflective Memo).

Teachers fostered students' social and emotional learning by sharing their own experiences and attitudes toward social and emotional learning and growth. Again, David described how teachers incorporated their own social and emotional learning into their interactions with their students:

> We have teachers who really authentically share themselves with students, and I know it makes a difference…when students make mistakes or deal with really difficult situations, the teachers normalize that by sharing their own struggles with the same things…and the teacher brings…a sense of 'you're not alone, everyone deals with this, and all of these things are opportunities for learning and growth.' (Interview, David)

Marguerite noted that she often shared her own experiences and actions with her students to model and foster social and emotional learning and development:

> I think adults have to wrap their heads around those things, too…like me learning how to be assertive with other adults…I share, 'I'm [working toward] the same goals as you, just on a different scale…My work looks different than yours, but this whole thing is a process, and it's not necessary an end point. (Interview, Marguerite)

***Parent involvement with social and emotional learning* (18 references from 6 sources).** To expand and strengthen the work of promoting and integrating social and emotional learning into the fabric of the school, the teachers and staff at Vernon have attempted to include the parent community by sharing information related to social and emotional learning and exchanging information among the community. Some of the ways in which the school did this was through weekly informal meetings with groups of parents and one informal meeting in the community (Document, Meeting Notes). David spoke about the weekly informal meetings with groups of parents when discussing the things that enhanced social and emotional learning at Vernon. He noted:

> Having the SEL Parent Coffee Hours, talking about [SEL] with parents and break[ing] down, 'here's what we're doing at school,' and break[ing] down, 'here's what you can do at home to support that,' And, parents have asked a lot of great questions about how to do that, and it's starting to create [a] culture [and] provide some consistency. (Interview, David)

During these meetings, school personnel shared information about the social and emotional learning programs and practices in place; the school's goals to enhance students' social and emotional learning and development; and strategies to translate particular practices from the school to the home environment. The groups also talked about the school and community climate, and together, the school personnel and parents brainstormed how to expand

and strengthen the work of social and emotional learning, such as integrating social and emotional learning into home visits, family nights, and student conferences (Document, Meeting Notes). Additionally, during these meetings, the school personnel elicited input from the parents in regard to how parents supported their students' social and emotional development. Strategies were shared with the school and with parents, such as using a mirror to teach students about emotions, having a timer to help with routines and prevent challenging behaviors, and talking to students about controlling their own behavior while recognizing the behavior of others (Document, Meeting Notes). Building on ideas generated from the informal meetings, information related to social and emotional learning was shared with larger groups of parents at family nights, including "Math Night" (Document, SEL Workshops). Although the school tried to communicate information to parents and have a forum for parents to exchange information with each other related to their children's social and emotional learning and development, attendance was a challenge in this area (Document, Meetings Notes). Thus, this is an area in which the school can continue to refine and strengthen their practices.

***Services to support physical, social, emotional, and mental health* (57 references from 7 sources).** As a core pillar of the community school model (i.e., integrated student supports), Vernon Elementary implements a number of services and programs to support the physical, social, emotional, and mental health of the students. All of the participants spoke to the importance of these services in supporting students' learning, development, and success. Some of the services and supports that came up time and time again over the course of data collection were those provided by the on-site health clinic, community-based organizations, including Communities in Schools (CIS), the school counselor, and the behavior intervention specialist. As a first-year teacher, Marguerite was enthusiastic about this support: "There's [sic] so many

people at school giving kids the attention they need. We've got the counselor, we've got the behavior interventionist, we've got [the on-site health clinic]…We've got City Year making connections with kids" (Interview, Marguerite).

The school-based health clinic at Vernon, run by one of the leading providers of health services for low-income families in the region, provides medical, dental, and mental health services to all registered students, regardless of their ability to pay. Over the years since its inception, the number of students who receive care at school has continued to climb. "The on-site health clinic…I think that's been something fabulous for the school, that kids can get dental care [and] medical care right there at school and not have to miss school" (Interview, Colin). Marissa also expressed her enthusiasm for the clinic as she spoke about the importance of this resource and the positive impact it has on families:

> It's just really cool that parents don't have to worry about taking a sick day or going to work late…to get their kids to the doctor for these things that we can just so easily do here. I think that takes the load off the families, but it doesn't stop [the students] from getting the care that they need. (Interview, Marissa)

Additionally, there were schoolwide systems in place to promote students' social and emotional learning and development. At the universal level of support, these included the collaborative model of teaching (i.e., instructional assistants pushing into the classrooms to support students, allowing students to be included and welcomed in the classroom even if they need more support), the student council made up of fourth and fifth grade students, and committees and meetings set up to promote students' social and emotional learning and development. At the selective and indicated levels of support, these included social, emotional, and behavioral interventions, such as check-in and check-out interventions, small group

interventions, and more individualized support provided by the behavior intervention specialist, school counselor, and social work students who were completing their practicum at Vernon.

***Shared leadership structures to support and empower staff* (32 references from 7 sources).** Document analysis revealed that there were at least a couple of different structures that allowed staff to enhance their own knowledge and expertise in the area of social and emotional learning which contributed to the widespread implementation of social and emotional learning practices at Vernon – and ultimately supported and empowered these staff. Colin, a veteran teacher at Vernon, increased his knowledge of social and emotional learning in order to support the school-wide implementation of the universal social and emotional learning program and integrate social and emotional learning into core academic instruction. Working alongside a team of teachers, Colin consistently participated in the district trainings and led staff professional development meetings to share his knowledge. As the librarian, Colin utilized the library setting to highlight the importance of social and emotional learning and integrate it into the literacy lessons that he taught. He not only integrated social and emotional learning into existing and new, innovative lessons, he taught particular lessons to the students with their teachers present in order to train the teachers in certain aspects of the program (Document, Email Correspondence). Additionally, as a mentor teacher, Colin disseminated his knowledge -- in social and emotional learning as well as academic learning -- when he joined teachers in their classrooms to guide their learning and instructional practices. During these times, Colin taught a lesson, co-taught with his colleagues, and then observed and provided feedback to his colleagues in order to share his knowledge and enhance the instructional strategies of others (Document, Reflective Memo).

Marissa, a primary teacher at Vernon, was another example of a teacher who gained knowledge of social and emotional learning by engaging with the universal program and sharing

her knowledge with many pre-service teachers that were placed at the school. Unlike Colin, Marissa did not participate in the district trainings of the universal, social and emotional learning program; however, she learned from those who were trained and worked with her colleagues to find the best ways to teach social-emotional content to students and integrate this content into her daily teaching practice. As described above, Marissa collaborated with family and community members to integrate social and emotional learning into the curricular design and instructional practices of the Summer School Institute in 2016 (Document, Summer School Planning).

Sasha, Chelsea, and David spoke to some of these shared leadership structures as well, including the team of administrators, teachers, and support staff dedicated to supporting RULER and other social and emotional learning programs and strategies, the mentor teachers in place to support new teachers as they implemented RULER and social and emotional learning, professional learning communities (PLCs), and Parent Leaders. Sasha expanded on the practice of mentor teachers, the practice that allowed teachers to use their own knowledge and skills to support new or less experienced teachers. As described above, she spoke to the support that Colin provided to a first-year teacher when he was having difficulty teaching and integrating the social and emotional learning program in his classroom:

> [Colin] gets paid an additional stipend to support teachers in the building. We had him push into two different classrooms, provide support [in which] the first he was teaching, the second day [he and the teacher] were team teaching, and the third day the teacher taught, and he provided feedback. It’s this cycle of modeling great teaching to support teachers. (Interview, Sasha)

During their interviews, the classroom teachers did mention some shared leadership structures, including shared decision-making processes (e.g., share visioning, voting),

professional learning communities (PLCs), and the collaborative model of teaching at Vernon; however, they did not speak to all of the shared leadership structures that were apparent in the analyzed documents. In other words, more evidence of shared leadership structures was evident across interviews and relevant documents. This suggests the classroom teachers may not have perceived there to be shared leadership structures, or structures that provided them with increased leadership opportunities, they may not have felt they were importance practices, or they may have felt that there were other practices that were more important to discuss.

Discussion

Despite the call for the research and practice of a more comprehensive approach to social and emotional learning, little research to date has examined such an approach in a real-world educational setting (CASEL, 2017; Hamedani et al., 2015). Taking a qualitative deep dive, the present study investigated a comprehensive, integrated model of social and emotional learning in an elementary school setting and illustrated specific strategies to support a systemic approach to social and emotional learning. The findings from this study indicated several successful ways in which the administrators, teachers, and staff at Vernon Elementary integrated social and emotional learning across the school environment.

A positive school culture and climate was fostered by highlighting social and emotional learning in the expectations and norms that were put forth by teachers, staff, and students; providing structures in the environment to scaffold and support social and emotional learning; and prioritizing positive relationships (i.e., warm, respectful, caring, understanding relationships) that embodied social and emotional learning. This strategy was vital since the culture of a school, including the social and psychological climate that the culture shapes and supports, strongly influences students' learning and development (Hamedani et al., 2015). The positive

relationships that are fostered and the sense of belonging that is created promotes students' motivation to learn and positively interact with others as well as enhances their academic engagement and achievement (Comer, 2005; Danielson, Wiium, Wilhelmsen, & Wold; 2010; Hamedani et al.; Yang et al., 2018).

While Vernon integrated social and emotional learning throughout various aspects of the school environment, there was a specific time in the school schedule dedicated to explicit social and emotional learning instruction. This explicit instruction was supplemented at other times during the day by the classroom teacher, the school counselor, and the behavior intervention specialist using the same evidence-based social and emotional learning program as well as another evidence-based program that included more specific strategies for students to learn and practice (i.e., emotion regulation strategies). Furthermore, social and emotional learning was integrated into the teachers' core academic instruction and highlighted in the teachers' instructional practices. For example, teachers wove social and emotional learning instruction into English Language Arts (ELA) lessons, and they utilized discussion norms that promoted social and emotional learning during mathematics. In this sense, core academic instruction served as a vehicle for teaching and reinforcing social and emotional learning.

Teachers also engaged in instructional practices that provided students with understanding and emotional support by sharing their own experiences and social and emotional learning. In this sense, teachers did not focus on teaching social and emotional skills in a "decontextualized" manner (Hoffman, 2009). Instead, they taught, reinforced, and modeled important social and emotional skills in the context of their relationship with their students. These practices allowed for the teachers to model social and emotional learning, as described above my Marguerite, and foster their students' social and emotional growth. Integrating social

and emotional learning into instructional practices are important as they promote student engagement, learning, and positive social and emotional development (Weissberg et al., 2015).

Additionally, the teachers and staff at Vernon began to engage the parent community with regard to social and emotional learning. They communicated information to the parent population about the social and emotional learning programs, practices, and strategies that were being used at school. Teachers, staff, and parents also worked together to enhance the school and community climate and brainstorm ways to expand and strengthen the work related to social and emotional learning. This strategy was important for the implementation and sustainability of social and emotional learning. Engaging with families can strengthen the impact of a school approach as it extends the learning and practice into the home and other settings (Weissberg et al., 2015).

In order to support students' social and emotional learning and development, the staff was likewise supported through professional development opportunities and shared leadership structures that enhanced their pedagogical knowledge related to social and emotional learning and empowered them in their respective roles. These structures included specific training in social and emotional learning, leadership positions to disseminate knowledge that was gained through training, and mentorship positions that empowered teachers while also enhancing others' knowledge and instructional practices. This strategy was important, as collaborative leadership structures, such as these, have been shown to support teachers by providing necessary skills and space in order to develop close relationships and support students and colleagues (Hamedani & Darling-Hammond, 2015).

This study adds to the emerging literature base by discussing and showcasing a more comprehensive and integrated approach to social and emotional learning. It builds on the cross-

case analysis conducted by Hamedani, Zheng, and Darling-Hammond (2015) and the Collaborative Districts Initiative (CDI) led by CASEL (2017). Based on semi-structured interviews, focus group interviews, and the collection of relevant documents, the findings from this qualitative case study showcase strategies that administrators, teachers, and staff can use in an elementary school to infuse social and emotional learning across the school environment.

Limitations

While this study showcases promising strategies for implementing a more comprehensive model of social and emotional learning, there are limitations to note as well. One of the primary limitations to this study is the small set of data. Although many different vantage points were captured during the interviews, and the data was triangulated using document analysis, the study was a small, single case study design. Another limitation is the lack of data related to the quality of the implementation (i.e., implementation fidelity) of the social and emotional learning programs and practices. Although the findings indicate that a variety of social and emotional learning programs and practices were implemented across the school environment, the implementation (dosage, delivery, etc.) was not measured and evaluated. Additionally, this study's findings are restricted to the elementary school setting and they don't expand to the middle school and high school setting, settings in which more information related to social and emotional learning is needed (Hamedani et al., 2015). Lastly, an important limitation to this study is my role in the study. As the principal investigator, I was the collector of data; however, I also engaged in the implementation and coordination of social and emotional learning programs and practices at Vernon Elementary. My position in this study is certainly a confound, since it may have impacted what the school personnel may have been willing to report during their interviews.

Due to these limitations, while the present study provides initial insight into a more comprehensive and integrated approach to social and emotional learning, it is advisable that future research builds on this case study by examining multiple school sites, utilizing both qualitative and quantitative research, and measuring implementation fidelity. Additionally, it is important to not only examine the process of integrating social and emotional learning across the school environment, but to also assess the student- and school-level outcomes when social and emotional learning is integrated into the broader school environment. More research in this area will deepen our understanding of the process of implementing a comprehensive model of social and emotional learning, beyond the "status quo" of implementing a single universal social and emotional learning program or many programs in a fragmented manner. Through qualitative and quantitative research that examines the process and outcome of implementing a comprehensive, integrated model of social and emotional learning, the burgeoning field of social and emotional learning can be expanded and strengthened.

Conclusion

This study illustrates a more comprehensive approach to social and emotional learning in an elementary school environment. It provides an initial model for teaching and modeling skills associated with social and emotional learning within the context of a truly caring, understanding, and supportive environment (e.g., expectations and norms that support social and emotional learning, caring relationships, instructional practices that foster social and emotional learning and development). It also provides a model for including families in the process of fostering social and emotional learning (e.g., sharing information related to social and emotional learning with families). This model of social and emotional learning is important since students experience and interpret social and emotional situations in various ways (Hoffman, 2009) based on the spiritual,

religious, ethical, moral, and social value systems that guide them (Bell et al., 2012), and this model of social and emotional learning supports student's social and emotional development by recognizing and meeting their unique context and needs. While conceptualized in the literature (Weissberg, 2015), this approach to implementing social and emotional learning is relatively uncommon (Hamedani et al., 2015). Therefore, it is important for this study, and specifically these strategies, to guide the future research and practice of implementing social and emotional learning in a comprehensive, integrated manner, incorporating both instructional and environmental approaches.

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Implementing Social and Emotional Learning in a Community School:

A Qualitative Case Study

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Abstract

Social, emotional, and behavioral problems have far-reaching implications for children, impacting their relationships, learning, and ultimate success in life. “Community schooling” is one promising approach to prevent and address such problems and promote students’ holistic learning and development. However, social and emotional learning (SEL) is an area that needs more support within the community school model (Moore et al., 2017). Integrating more universal strategies, including SEL, could be a way of expanding the community school model to support students’ holistic development. To date, research has not examined the process of integrating SEL within a community school model. In this qualitative study, semi-structured interviews and focus group interviews were conducted, and relevant documents were analyzed to identify factors that may have influenced the implementation of SEL programs and practices in the context of a community school model. Two ecological implementation frameworks were used to guide data collection and analysis. Findings indicated that there were significant barriers to implementing SEL, including the number of initiatives and programs in place simultaneously, the high rate of turnover in staff, poor communication, and insufficient support from leadership. Findings also showcased some factors that supported the implementation of SEL, including the prioritization of staffing to support the social and emotional well-being of students, as well as teachers’ positive attitudes and beliefs toward SEL and students’ social and emotional well-being and success. Important implications for practice, particularly for school psychologists, are discussed.

Implementing Social and Emotional Learning in a Community School: A Qualitative Case Study

Many children experience mental health disorders, including externalizing disorders (e.g., attention-deficit hyperactivity disorder, oppositional defiant disorder), internalizing disorders (e.g., anxiety, depression), substance use disorders, and developmental disorders that are often comorbid with mental health disorders or contribute to mental health problems (Center for Disease Control and Prevention [CDC], 2013). Estimates gathered from federal surveillance systems (i.e., Autism and Developmental Disabilities Monitoring Network, National Health and Nutrition Examination Survey, National Health Interview Survey, National Survey on Drug Use and Health) over a six-year-period (2005 to 2011) demonstrated that 13% to 20% of children, aged 3 to 17 years in the United States, experienced a mental health disorder in a given year. Furthermore, many more children experience less severe symptoms of mental health disorders, or social, emotional, and behavioral problems, that impact their daily functioning but do not meet the diagnostic criteria for a mental health disorder (Cook, Lyon, Kubergovic, Wright, & Zhang, 2015; Lyon, Ludwig, Stoep, Gudmundsen, & McCauley, 2013).

Social, emotional, and behavioral problems experienced by school-age children, have far-reaching implications (Bruns et al., 2016). These problems influence vital relationships, learning, and ultimate success in school and life. For example, children who demonstrate aggression and conduct problems are more likely to be disliked by teachers, leading them to receive less emotional and instructional support (Webster-Stratton, Reid, & Stoolmiller, 2008). They are also more likely to be rejected by prosocial peers, leading them to feel isolated or engage with a more antisocial peer group (Parkhurst & Asher, 1992; Webster-Stratton et al.). Children who demonstrate deficits in social skills, such as initiating and responding to peers, are considered to

be at greater risk for being socially rejected and experiencing loneliness (Bauminger, Shulman, & Agam, 2003; Parkhurst & Asher). With the absence of positive relationships with teachers and peers and minimal emotional and instructional support, children with social, emotional, and behavioral problems are likely to be disengaged from learning and disconnected from the school community. Therefore, if not prevented or addressed, social, emotional, and behavioral problems can lead to interpersonal problems, increased risk of academic failure, higher rates of school dropout, and problems later in life such as unemployment and incarceration (Bruns et al., 2016).

Research points to a number of risk factors that contribute to the development of social, emotional, and behavioral problems, psychological disorders, and, generally speaking, dysfunction (Coie et al., 1993; Greenberg, Domitrovich, & Bumbarger, 2001). Some of these include: perinatal complications, social incompetence, attentional deficits, hyperactivity, emotional dysregulation, family stress, child abuse, peer rejection, school failure, poverty, and racial injustice (Greenberg et al.). Furthermore, risk factors have additive effects in that the probability of dysfunction increases as a function of the number, duration, and severity of the risk factors (Coie et al.). This research is particularly concerning because children from low-income families may experience more adversity, such as inadequate housing and family stress due to insecure employment (Moore, Redd, Burkhauser, Mbwana, & Collins, 2009). They are more likely to present with an accumulation of risk factors that impact their social, emotional, and cognitive development, putting them at greater risk of displaying social, emotional, behavioral, and academic problems (Moore et al., 2009). Schools can play an important role in preventing social, emotional, and behavioral problems from developing or getting significantly worse and supporting the positive development and success of students (Warren, 2005). They can provide a protective environment for children who have encountered adversity by offering

them a safe and supportive environment in which they can develop positive relationships and learn skills that will allow them to make responsible decisions, negotiate conflicts, and solve problems. However, there must be intentional efforts to structure schools to achieve this goal of providing a protective environment.

School-Based Mental Health

One of the earliest models of school-based mental health came from the Spectrum of Mental Health Interventions and Treatments (Mental Health Spectrum), developed by Mrazek and Haggerty in 1994 and later adapted by Weisz, Sandler, Durlak, and Anton in 2005. It extended Gordon's (1987) classification system and the original public health model of prevention in order to support youth who had a "mental illness" or "emotional disturbance" or youth who were at risk for developing a mental health disorder. This model of prevention emphasized a population-based approach to providing mental health interventions in three categories that represented population groups for whom the interventions were intended; universal, selective, indicated. Interventions were conceptualized along a continuum of risk, such that universal programs were intended for the general population; selective programs were intended for individuals at higher risk for a problem or disorder; and indicated programs were intended for those already manifesting signs of a problem or disorder. This model was designed to address mental health needs in the broad mental health field and not to specifically implement mental health services in the educational setting; however, the later adaptation allowed this model of prevention to be utilized in a variety of settings, including schools. In 2005, Weisz, Sandler, Durlak, and Anton adapted the Mental Health Spectrum proposed by Mrazek and Haggerty (1994). Weisz and his colleagues added health promotion and positive development strategies to the model, broadened the settings in which mental health interventions could be

implemented, and emphasized the role of youth, family, community, and culture in providing care and support across the continuum in various settings, including the educational setting (Kutash, Duchnowski, & Lynn, 2006; Weisz, Sandler, Durlak, & Anton, 2005). With this adaptation, mental health interventions, including those that promote healthy functioning for children by reducing risk factors and enhancing protective factors, were applied to the school setting (Greenberg et al. 2001).

Social and Emotional Learning

Within this model, social and emotional learning programs have been developed and implemented to promote students' social, emotional, and academic development and prevent social, emotional, and behavioral problems from developing (Schonert-Reichl, Smith, Zaidman-Zait, & Hertzman, 2012; Wentzel, 1993). Universal, social and emotional learning programs have been shown to support students by improving key social and emotional competencies and reducing problematic behavior and internalizing problems (Diekstra, 2008; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Furthermore, meta-analytic research indicates that children from low socioeconomic backgrounds benefit as much, and sometimes more, from school-based, universal programs aimed to increase social and emotional skills and prevent and/or reduce aggressive and violent behavior (Diekstra, 2008).

Community Schools

Community schooling is another promising approach for supporting students' social, emotional, and academic development because it attends to learning, development, and success in a holistic manner – beyond academic progress and achievement (Dryfoos, 2002). Community schools bring educators and community partners together to create high-quality schools with adequate resources, opportunities, and supports for students, particularly for those students who

historically have had access to under-resourced schools (Maier, Daniel, Oakes, & Lam, 2017). This is important because research demonstrates that there is unequal access to high-quality schools with ample resources, opportunities, and supports for students (Maier et al.). Children living in low-income neighborhoods often do not have access to schools with effective instruction, extracurricular activities, and adequate supports; whereas, children who live in middle to upper class neighborhoods typically have access to better-resourced schools because advantaged neighborhoods have higher taxes and more wealth to finance high-quality schools (Maier et al., 2017).

There are various models of community schools, and they go by many names, including Harlem Children's Zone (HCZ), Comer School Development Program (SDP), and Full-Service Community Schools (FSCS). Generally speaking, community schools mobilize and expand existing resources in the classroom, school, and community as well as provide specific supports to students and their families in order to directly and indirectly prevent social, emotional, and behavioral problems from developing or getting significantly worse, reduce barriers to learning and development, and promote children's overall development and success (Capella, Frazier, Atkins, Schoenwald, & Glisson, 2008). Although each community school provides supports, services, and opportunities for students' positive development, each school that utilizes a community school model is individualized and unique (Dryfoos, 2005). However, four "pillars" or core features typically appear in a community school: 1) integrated student supports (ISS), 2) expanded learning time and opportunities, 3) family and community engagement, and 4) collaborative leadership and practices (Oakes, Maier, & Daniel, 2017).

Research has shown that some community school models have demonstrated positive effects for students (e.g., improved grades, higher scores on academic achievement tests,

increased attendance, greater contact with supportive adults), families (e.g., improved stability, greater attendance at school meetings, enhanced communication with schools and teachers), schools (e.g., increased parent participation in children's learning, greater teacher attendance, increased perception of safe and orderly school environments), and communities (e.g., increased community knowledge, improved security and safety in neighborhoods, strengthened community pride and identity) (Blank et al., 2003; Oakes et al., 2017). Although all of the core features of the community school have been found to contribute to students' positive development and success, the components within the area of ISS specifically focuses on supporting students' physical, mental, and behavioral health.

Integrated student supports (ISS). Within the area of ISS, community schools typically establish partnerships with social and health service agencies to implement programs and practices to support physical and mental health (Oakes et al., 2017). For those individuals who are in need, a comprehensive array of services is provided to students (and their families) to remove barriers to learning and success; including physical, dental, and mental health programs; transportation; nutrition programs; and housing assistance (Dryfoos, 2002). The practice of providing ISS in the school setting has been shown to significantly impact students' progress in school, as grades, academic achievement scores (mathematics and reading), and attendance have all been positively impacted by ISS. Additionally, chronic absenteeism, grade retention, and dropout rates have significantly decreased in response to ISS. Although nonacademic outcomes, including students' attachment to school, have been examined more rarely, they also have been positively impacted by implementing ISS (Maier et al.; Moore et al., 2017).

Several rigorous research studies have demonstrated the positive impacts of ISS on student outcomes (Corrin, Sepanik, Rosen, & Shane, 2016; Dobbie & Fryer, 2015; Parise et al.,

2017; Walsh et al., 2014). However, there is quite a bit of variability in the results that have been reported and few studies have included nonacademic outcomes, such as behavioral or mental health improvements (Moore et al., 2017). Additionally, the implementation and research of ISS is limited in that it solely focuses on the practice of providing "wraparound services" to students and their families in need – only a particular subset of the population – through community partnerships (Maier et al., 2017). Principals who have implemented a community school model have reported that the area of ISS is valuable for students' social and emotional well-being, but this area needs much more support (Moore et al.). Thus, it is important to look beyond the practice of providing case management services and examine more universal strategies to support students, including social and emotional learning. As social and emotional learning programs and practices have been shown to enhance social and emotional skills and reduce social, emotional, and behavioral problems (Diekstra, 2008; Durlak et al., 2011; Payton et al., 2008; Sklad, Diekstra, de Ritter, Ben, & Gravesteijn, 2012), social and emotional learning can support the holistic development of the general student population and, therefore, be an important element of a community school. To date, there is very little known about implementing a comprehensive model of social and emotional learning in a community school. Thus, it is important for research to examine how social and emotional learning can be an integral part of community schools since they are becoming an increasingly common education reform strategy (Maier et al.)

Implementation of Social and Emotional Learning

Integrating social and emotional learning into a community school model may not be an easy process. Many barriers to implementing such programs and practices exist, even when solely focusing on the implementation of an individual program within the school environment.

A number of challenges in implementing and sustaining school-based behavioral health programs have been highlighted in the literature, including: turnover, or changes in teachers and leaders (Forman, Olin, Hoagwood, Crowe, & Saka, 2009), competing initiatives (Cook et al., 2015; Fixsen, Blasé, Naoom, & Wallace, 2009), inadequate leadership (Forman et al.; Gregory, Henry, & Schoeny, 2007; Han & Weiss, 2005; Langley, Nadeem, Kataoka, Stein, & Jaycox, 2010; Payne, Gottfredson, & Gottfredson, 2006), problems with professional development (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005; Rohrbach, Graham, & Hansen, 1993); and particular characteristics of the implementer (e.g., teachers) (Beets et al., 2008). In regard to implementing social and emotional learning programs, research has demonstrated that a few factors stand out as particular challenges, including teacher characteristics (Lendrum, Humphrey, & Wigelsworth, 2013; Ransford, Greenberg, Domitrovich, Small & Jacobson, 2009; Schonert-Reichl, Hanson-Peterson, & Hymel, 2015), program characteristics (Lendrum et al., 2013), professional development (Jennings & Frank, 2015; Ransford et al., 2009), and other contextual factors (i.e., school structures and activities, district-level support, and state and federal policy and funding sources) (Jennings & Frank; Lendrum et al., 2013; Mart, Weissberg, & Kendziora, 2015). Although there is some empirical knowledge in this area, there is not a plethora of research examining the factors that impact the implementation of social and emotional learning in schools, specifically.

Teacher characteristics. Research has demonstrated that teacher efficacy, or the ability to teach social and emotional learning, has been linked to the implementation quality of such programming (Lendrum et al., 2013). In one study, teachers' limited knowledge, skills, and unfamiliarity with the underlying concepts of social and emotional learning operated as a barrier to implementing a universal social and emotional learning program (Lendrum et al.). In another

study, teacher efficacy did not impact the number of curriculum lessons that teachers taught; however, it did impact the implementation of supplemental activities in the classroom. Teachers with lower efficacy implemented supplemental activities less often (Ransford et al., 2009). Furthermore, teachers with the lowest efficacy who also perceived to have the lowest administrative support reported less generalization of the social and emotional learning concepts than did other teachers in the study (Ransford et al.), indicating that efficacy (and administrative support) is related to the degree to which social and emotional learning is integrated into day-to-day activities in the classroom. Another study connected teacher efficacy to the implementation of social and emotional learning: Reyes, Brackett, Rivers, Elbertson, and Salovey (2012) found that teachers who were classified as "low-quality implementers" – even with more training than their counterpart teachers – scored lower on measures of teaching efficacy than those teachers who were considered to be "high-quality implementers."

In general, it has been shown that teachers may feel ill-prepared to address their students' mental health and social, emotional, and behavioral problems, with or without a social and emotional learning program (Walter, Gouze, & Lim, 2006). This is problematic because research shows that teacher education programs are not adequately preparing teachers to support their students' social, emotional, and behavioral development (including mental health issues and social, emotional, and behavioral problems), as little time and attention is devoted to teaching preservice teachers about children's social and emotional development, social and emotional learning, and proactive classroom management, or the strategies to create a safe and supportive learning environment (Schonert-Reichl, Hanson-Peterson, & Hymel, 2015).

Teachers' psychological well-being and experiences also impact the implementation of social and emotional learning programs. For instance, experiencing "burnout" may impact the

implementation quality of social and emotional learning programs. As the role of the teacher is expanding and teachers are being asked and/or pressured to teach social and emotional learning as a strategy to reduce barriers to learning, they may feel the heightened expectations and experience “burnout,” defined as emotional exhaustion, depersonalization, and a feeling of a lack of personal accomplishment (Jennings & Greenberg, 2009). Ransford and her colleagues (2009) also found that burnout impacted the implementation of social and emotional learning programming. Teachers with high levels of burnout and low levels of perceived administrative support implemented fewer required curriculum lessons, therefore, impacting how the program was intended to be implemented (Ransford et al., 2009).

Teachers’ ideas, beliefs, and attitudes related to social and emotional learning, in general, and implementing social and emotional learning programs in the classroom, more specifically, also impact implementation (Lendrum et al., 2013; Schonert-Reichl et al., 2015). For example, teachers may have an implicit or explicit belief that talking about emotions in the classroom is inappropriate, which may impact the degree to which they implement social and emotional learning programming (Schonert-Reichl at el.)

The social and emotional learning competencies of the teacher may also impact their instructional practices and the implementation of social and emotional learning programs (Humphrey et al., 2009). Teachers who are socially and emotionally competent have high self-awareness, exhibit prosocial values, make responsible decisions, and think about how their decisions impact those around them. They also effectively manage their emotions, especially when confronted with challenging situations or students with challenging behaviors (Humphrey et al.). When teachers lack these, and other social and emotional competencies, they are more likely to experience emotional stress which may lead to burnout and/or difficulty teaching and

integrating social and emotional learning (Buss & Hughes, 2007; Solomon et al., 2000). Again, this is particularly problematic because the development of teachers' social and emotional competencies is given very little emphasis in teacher education programs and they are rarely incorporated into state-level program standards for teacher education programs (Humphrey et al., 2009). The development of teachers' social and emotional competencies is important since many social and emotional learning programs emphasize social and process-based activities that need to be taught, modeled and supported when students are using them. For example, when students are in conflict with one another or when students are frustrated, angry, sad, or overexcited, it is important for the teacher be aware of the students' emotions and to model and facilitate the use of particular social and emotional skills, such as perspective taking and problem-solving (Jennings & Greenberg, 2009).

Implementing Social and Emotional Learning in a Community School

Within the context of the community school setting, programs and practices designed to support children and their families, including social and emotional learning programs and practices, are not implemented in isolation. In addition to the aforementioned factors, even more challenges exist when trying to implement and sustain social and emotional learning programs and practices within a typical community school where multiple initiatives and programs are being implemented simultaneously. For this reason, it is important to deeply understand the challenges of implementing and sustaining social and emotional learning programs and practices within such a complex system and identify the factors that may serve as facilitators or barriers to the implementation of social and emotional learning. It is particularly important to examine these processes within schools that are typical community schools, as much of the research has focused on successful or "exemplary schools" (Heers, Van Klaveren, Groot, & van den Brink,

2016). Research that examines exemplary community school models showcases the influence of well-implemented community school activities on student outcomes; however, this type of research provides little information about the process of implementing a community school model under real-world conditions where there may be more variability in factors that influence the effectiveness of the model (e.g., staffing, administrative support). More research is needed, particularly qualitative research that describes the *process* of implementing social and emotional learning within a typical community school model (Maier et al., 2017). The research findings from the present study contribute to the research base and inform practice because they are drawn from a well-designed qualitative case study of a full-service community school (FSCS) and highlight some of the factors that serve as facilitators and barriers to implementing social and emotional learning programs and practices at various levels (e.g., classroom, school, district).

Purpose of Study

This paper presents results from a qualitative case study that examined how social and emotional learning was taken up and integrated within a full-service community school (FSCS). One of the primary goals of the study was to determine the facilitators and barriers to integrating social and emotional learning at various ecological levels. The findings presented in this paper are important as they yield a stronger understanding of the process of implementing a FSCS model, with particular attention to the implementation of social and emotional learning programs and practices, as much of the past research conducted on community schools focused on student- and school-level outcomes (Oakes et al., 2017). This information is important for the further functioning of the FSCS that is highlighted in this study, and other schools like it, as it enables the school to have a greater understanding of the challenges that administrators and teachers are

facing as they try to implement and sustain a number of social and emotional learning programs and practices within a FSCS. This information is also vital for the functioning of the broader school district as it implements social and emotional learning and attends to students and families with diverse backgrounds and needs.

Research Question

This paper primarily focuses on the findings from the following research question: How do teachers and administrators describe the facilitators and barriers to implementing social and emotional learning programs and practices within a full-service community school model?

Conceptual Framework

In real-world settings, schools are faced with the challenges of supporting a student population that is linguistically, culturally, ethnically, and sociodemographically diverse, implementing numerous (and sometimes conflicting) initiatives and programs to meet students' needs, and demonstrating academic progress. Furthermore, schools often encounter barriers as they try to mimic the conditions under which interventions have been shown to be most effective, which are typically controlled conditions that support, monitor, and measure the implementation process (Rohrbach et al., 1993). Due to these challenges in real-world educational settings, particularly in the highly stressed contexts that seem to occur in disadvantaged schools, there is great variation in the acceptance, implementation, and sustainability of programs and practices (Hughes, Cavell, Meeghan, Zhang, & Collie, 2005; Rohrbach et al.). This variation in implementation has a great impact on desired outcomes, but at the same time, this variability allows researchers to study and identify the factors that strongly influence implementation in the school setting.

Framework for Studying Implementation

Factors (and their variability) within individuals, classrooms, schools, and districts have been shown to influence changes in the outcome variables that an intervention was designed to impact (Durlak & DuPre, 2008). Within the field of implementation science, theories, models, and frameworks have been utilized in the past decade to gain insight into these factors and the mechanisms by which implementation is more likely to succeed. An implementation theory attempts to provide a clear explanation of how and why specific relationships between variables lead to specific outcomes. In this way, it has some predictive capacity. Frameworks describe the factors that are believed to influence implementation; however, frameworks do not provide a clear explanation of the causal mechanisms of implementation (Nilsen, 2015). Determinant frameworks, one type of implementation framework, describe classes or domains (called determinants) that influence implementation outcomes (e.g., implementer's behavior).

In order to identify and understand the factors across various levels that influence the implementation of social and emotional learning programs and practices in the FSCS, this study used two multi-level ecological determinant frameworks, one posited by Durlak and DuPre (2008) and one articulated by Damschroder and her colleagues (2009), called the Consolidated Framework for Implementation Research. The ecological framework posited by Durlak & DuPre (2008) uses five categories to organize the specific characteristics or variables that have been demonstrated to influence implementation: innovations, providers, communities, prevention delivery system (organizational capacity), and prevention support system. The Consolidated Framework for Implementation Research (CFIR) also outlines five major domains or determinants that influence implementation: intervention characteristics, outer setting, inner setting, characteristics of the individuals involved, and the process of implementation

(Damschroder et al., 2009). Table 12 provides an overview of the major constructs outlined by both frameworks.

Table 12
Multi-level Ecological Implementation Frameworks

Ecological Implementation Framework	
Durlak & DuPre (2008)	**Damschroder et al. (2009)**
Innovation Characteristics *Characteristics of the program, innovation, or intervention.*	**Intervention Characteristics** *Characteristics of the intervention.*
Adaptability (i.e., flexibility)	Adaptability
Compatibility (i.e., contextual appropriateness, fit, match, congruence)	
	Trialability
	Complexity
	Design Quality and Packaging
	Intervention Source
	Evidence Strength and Quality
	Relative Advantage
	Cost
Provider Characteristics *The individuals who are non-research staff providing the intervention.*	**Individual Characteristics** *Individuals involved with the intervention or the implementation process.*
Perceived Need for Innovation	Knowledge and Beliefs about Intervention
Perceived Benefits of Innovation	
Self-efficacy	Self-efficacy
Skill Proficiency	
	Individual Stage of Change
	Individual Identification with Organization
	Other Personal Attributes (e.g., motivation, intellectual ability, values, competence)
Community Factors *The community context.*	**Outer Setting** *The economic, political, and social context.*
Prevention Theory and Research	
Politics	
Funding	
Policy	External Policies and Incentives
	Patient Needs and Resources
	Cosmopolitanism
	Peer Pressure

Ecological Implementation Framework (Continued)	
Durlak & DuPre (2008)	**Damschroder et al. (2009)**
Prevention Delivery System *Factors related to organizational capacity (motivation and ability to implement).*	**Inner Setting** *An organization, or tightly or loosely coupled organizations.*
	Structural Characteristics
	Social Architecture
	Age
	Maturity
	Size
General Organizational Factors	
Positive work climate	Culture
Organizational norms regarding change	Implementation Climate
Integration of new programming	
Shared vision	
Specific Practices and Processes	
Shared decision-making	
Coordination with other agencies	
Communication	Social Networks and Communication
Formulation of tasks	
Specific Staffing Considerations	
Leadership	Readiness of Implementation, includes:
Program champion	Leadership Engagement, Available Resources, and
Prevention Support System *Support provided by an outside organization.*	
Training	
Technical Assistance	
	Process of Implementation *The active process of implementing an intervention.*
	Planning
	Engaging
	Executing
	Reflecting and Evaluating

As table 12 demonstrates, there are certainly areas in which the two frameworks overlap. For instance, within the area of provider characteristics, both frameworks identify the importance of the provider's attitudes toward the intervention as a key construct. In some instances, one framework articulates different variables that influence implementation than the other. For example, Durlak and DuPre's framework provides more specificity around the characteristics of

the organization that influence implementation, particularly in regard to leadership and administrative support. As shown in figure 1, this study primarily focused on examining the characteristics of the providers, the inner setting or prevention delivery system, and the outer setting in order to identify factors that may influence implementation.

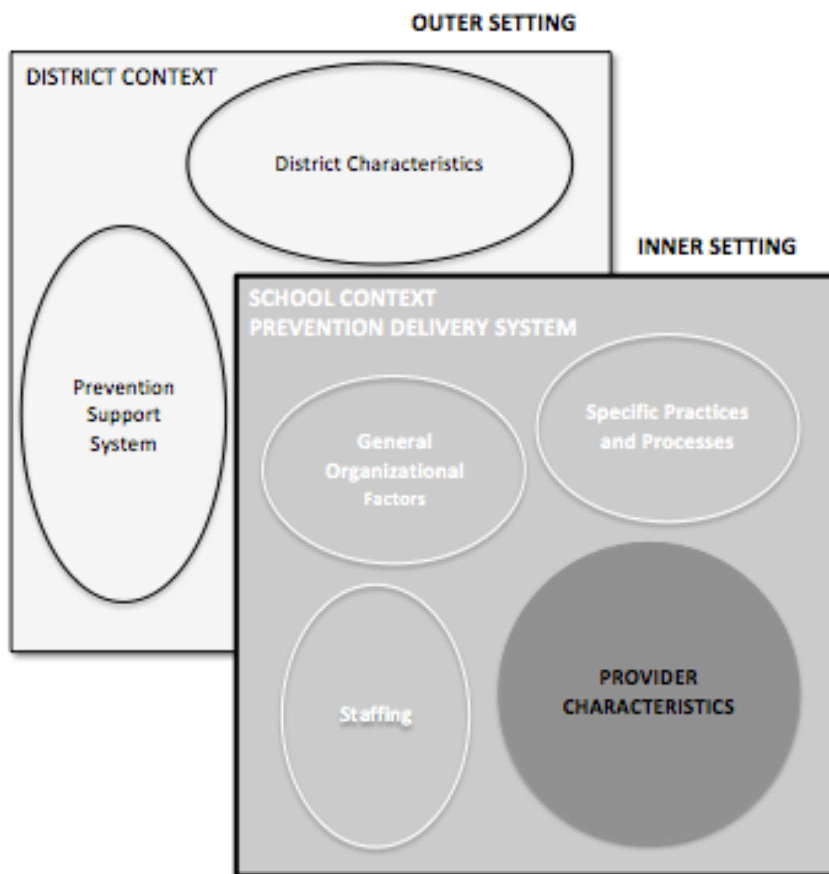

Figure 1. Ecological implementation framework used to examine the factors that may influence the implementation of social and emotional learning programs and practices in the FSCS.

Research Methodology

The overall purpose of this qualitative case study was to elicit understanding and meaning in order to identify, describe, and understand the social and emotional learning programs and practices that are embedded in the FSCS, particularly the ones that are viewed as valuable contributors to students' success from the perspective of students, teachers,

administrators, and family members in the community. This case study also elucidated the facilitators and barriers to implementing these programs and practices in the context of a community school, which can be a complex, multifaceted system.

Setting

This study took place in Vernon Elementary School, an urban elementary school in the Pacific Northwest that serves a large population of low-income families who are ethnically and linguistically diverse. During the 2016-2017 academic year, the first year of the study, over 80% of students were considered to be from low-income families (as indexed by participation in the free or reduced meal program), compared to the district average of 46%. Vernon Elementary serves the community as a FSCS. Within this model, the school supports its students and families by focusing on academic learning, extended learning, family engagement, and holistic health, areas of focus that were chosen by a group of individuals representing the constituencies in the school community: classroom teachers, bilingual instructional assistants (IA), a special education teacher, a special education IA, a librarian, parents, administrators, representatives of the community-based organizations embedded in the school, and faculty and research assistants from a local university. The FSCS model was envisioned and executed in 2012 when Vernon Elementary and a local university formed a partnership through a state-funded grant to explore innovative practices for reducing the academic achievement gap. Given that this school is implementing a FSCS model, which is not commonplace for schools within the district, the selection of this school was an example of "unique sampling" (Merriam & Tisdell, 2016). Furthermore, Vernon Elementary is considered to be a "typical" community school, as it was implementing a unique version of a full-service community school, not replicating an existing community school model that was found to be effective in past research. Although, the FSCS

model has consistent elements and goals (e.g., improving academic outcomes, having high expectations, enhancing social and emotional well-being), Vernon envisioned and implemented a unique and individualized FSCS.

Participants

Participants included students, teachers, administrators, family members, and members of participating community-based organizations within the school community and the broader school district. Participants were selected in a purposive manner to gain multiple perspectives on the implementation of the FSCS model. For the purposes of this study, most of the participants were selected in an effort to capture the heterogeneity in the population so that the final conclusions represented the range of variation that exists within the population (Maxwell, 2013). More specifically, I gathered information from two family members who represent two populations present at the school (i.e., a mother from Mexico, who spoke Spanish has her primary language, and a mother from Iran, who spoke Arabic as her primary language). Additionally, I elicited information from a heterogeneous sample of teachers at Vernon who differed in their demographic characteristics (i.e., gender, race, ethnicity), experience in education, and the grade in which they teach. I selected teachers who worked with students in kindergarten and third grade and a teacher who was in a specialist position and a former fifth grade teacher. I also gathered information from one administrator, the school principal, a member of a participating community-based organization, the site coordinator for Communities in Schools, and support staff, including the behavior intervention specialist. To understand the influence of the broader school district, particularly on the implementation of social emotional learning programs in the school, I collected information from the district-level coordinator of social and emotional learning.

Data Collection Strategies and Procedures

Strategies. In order to create a "thick description" of the FSCS, qualitative data sources included: semi-structured interviews with teachers, staff, members of community-based organizations, and parents, and collection of extant documents (e.g., meeting notes, professional development materials). The case study database that was created included analytical memos that were written during data collection and analysis, interview transcripts, documents, an annotated bibliography of documents, coding manuals, and narrative material that began to answer the study's research questions (Yin, 2014). Table 13 provides an overview of the qualitative data sources.

Procedures. Data was collected for two years, from the spring of 2016 to the spring of 2018. The information that was gathered referred to the structures and processes that were currently occurring in the school as well as those that occurred in the past, particularly since the inception of the FSCS model. This timeframe allowed for a deeper understanding of the implementation of particular social and emotional learning programs and practices within the FSCS and how this implementation process developed and evolved over time. Data collection took place in two phases. The first phase of data collection included semi-structured interviews that were conducted to elicit the participants' perspectives of the FSCS. The second phase of data collection included the collection of relevant documents and materials that provided additional insight into the school setting, the FSCS model, and the social and emotional learning programs and practices in the school.

Table 13
Qualitative Data Sources

Data Source	**Population**	**Participant**	**Description**
Semi-Structured Interviews	District Administrator (n = 1) School Administrator (n = 1) Member of CBO (n = 1) Staff (n = 1) Teachers (n = 4) Parents (n = 2)	Geraldine Sasha Chelsea David Marcus Colin Marguerite Marissa Farah Gabriela	One interview was conducted with each focal participant. Interviews lasted 38 to 94 minutes. The interviews were transcribed by the researcher.
Documents	N/A	N/A	Documents included: Mission and Vision Statements, School-Wide Positive Behavioral Expectations, Meeting Notes, Classroom Artifacts (e.g.., Photographs), Lesson Plans, School Survey Transcript, School Climate Surveys, SEL Program Survey, Email Communication, Professional Development Materials, Materials from State-Funded Grant (e.g., evaluation reports)

Semi-structured interviews. In order to understand the participants' perspectives, or their own "sense of reality," semi-structured interviews, "a process by which a researcher and participant engage in a conversation focused on questions related to the research study" (DeMarrias, 2004, p. 55, as cited in Merriam & Tisdell, 2016), were conducted with 4 certificated teachers, 1 classified staff member, 1 school administrator, 1 member of a community-based organization, 2 parents, and 1 district administrator. See Table 9 for detailed information about participants. Interviews are one of the most important sources of case study evidence and are commonly found in case study research (Yin, 2014). Interviews are an important data collection strategy when it is not possible to observe the participants' feelings or interpretations of the world around them (Merriam & Tisdell, 2016); interviews allowed for insightful information in how parents, teachers, and administrators described the social and emotional learning programs and practices intended to support students' success, the facilitators and barriers to implementing these programs and practices, as well as the strategies that teachers, administrators, and staff were using to overcome the challenges inherent in implementing programs and practices within a FSCS. Protocols from the semi-structured interviews can be found in Appendix A.

Relevant documents. Documents are often used in case study research to support other data collection strategies, such as conducting interviews or field study observations (Charmaz, 2014). This is due to the fact that documents often provide insight into the phenomenon of interest; including perspectives, programs, and practices; that interviews may not reveal. Additionally, documents may provide additional information that participants do not disclose for one reason or another or information that is not comprehensively explained during an interview. Documents may also showcase thoughts, feelings, and concerns of individuals in the school

environment who are not focal participants, expanding the number of sources and the data collected (Charmaz). The type of documents varies. In this study, extant documents were collected, or documents that were created for different purposes outside of the current study. In this study, reviewing relevant documents and materials helped make sense of the school setting and the information that was gathered from the semi-structured interviews and student focus group interviews. Relevant documents included school documents (e.g., mission, vision, school-wide expectations), meeting notes, field notes, classroom artifacts (e.g., photographs of instructional materials and student work), lesson plans, evaluation reports, school survey transcripts, school climate surveys, the school and district websites, email communications, and professional development materials.

Data Analysis Strategies and Procedures

The data analysis strategies and procedures in this study were rooted in grounded theory methods, which "consist of a set of inductive strategies for analyzing data" (Charmaz, 2001, page 335). Based on this approach to research methodology and qualitative research methodology in general, data collection and data analysis was a simultaneous process (Charmaz; Merriam & Tisdell, 2016), allowing the emerging analysis to guide future data collection, including the type of documents examined during document analysis. Although the techniques and procedures utilized to analyze data were outlined from the beginning of the study, they remained flexible in that they were guided by the insight gained through the interaction with the data (Corbin & Strauss, 2015). As data collection and data analysis was a simultaneous process, I began transcribing, summarizing, and coding my data while I was in the process of conducting semi-structured interviews and collecting material culture. Utilizing multi-level ecological implementation frameworks, data collection and analysis centered on identifying facilitators and

barriers to implementing social and emotional learning programs and practices across various levels, including the classroom, school, district, and broader community.

Coding. As I began to read through the interview transcripts and examine the relevant documents, I engaged in open coding, a process in which I identified units of data that revealed relevant information to the study and assigned codes or short-hand designation that captured the essence of the data (Charmaz, 2001; Emerson, 2011; Merriam & Tisdell, 2016). I continued to engage in this form of inductive data analysis as I compared and contrasted the data to derive initial, tentative categories. Some of the initial categories that I created were "leadership," "time," "participation," and "turnover." From here, I began to engage in focused coding, or more deductive data analysis. This was the process by which I pursued focused, analytic categories that were drawn from the literature and ecological implementation frameworks posited by Durlak & DuPre (2008) and Damschroder and colleagues (2009) and determined whether the initial categories held up as I analyzed subsequent data. This iterative process of coding continued throughout the data collection and analysis process. A spreadsheet was created to organize the data and a coding manual was created (Appendix B). Some of the codes that were solidified during this process were "leadership," "teacher characteristics," "number of programs," "turnover," and "communication." Each category was defined. For example, "leadership" was defined as the characteristics and style of the leader(s) of the school (includes support, accountability, and autonomy), and "turnover" as the rate at which teachers leave the school, quit the profession, or transfer to a different setting. Matrices were also created to organize the research questions, analytic categories, and the data sources to support each category and question (Maxwell, 2013).

Memoing. The process of writing analytic memos as I collected and analyzed data allowed me to capture reflections, interpretations, ideas, and categories that emerged from the data. As I engaged in the coding process, I wrote “code memos,” with initial insights, noting recurring patterns within the data, and creating tentative categories, all the while bringing the raw data, the research participants’ perspectives, into the memos (Charmaz, 2001; Merriam & Tisdell, 2016). As I moved from open to focused coding, I wrote “integrative memos” in which I wrote about selected categories (e.g., the impact of turnover on implementation), elaborating on some tentative categories and refining my initial insights and interpretations (Charmaz; Emerson, 2011).

Ethical Considerations

It is important to note my unique participation in this research study. As the principal investigator of the current study, I was the primary data collection instrument; however, I also was a participant in the implementation of the FSCS model and some of the social and emotional learning programs and practices within the community school model. Since the fall of 2015, I served as a social and emotional learning coach and worked alongside university faculty, administrators, teachers, and support staff to implement the universal social and emotional learning curriculum at Vernon Elementary. This type of participation allowed me to establish relationships at the school and more deeply understand the functioning of the school, including the implementation of social and emotional learning. Due to my own engagement in the FSCS model, it is important for me to regard and understand my own bias and ensure the authenticity of the data that I am collecting.

Ensuring Authenticity

To ensure authenticity, sufficiently 'rich and thick' data was gathered from multiple sources from various vantage points to accurately represent the diversity of "articulated realities" that were offered by the research participants (Lincoln and Guba, 1985). The interviews were personally transcribed and coded to ensure the findings' authenticity. Additionally, I collaborated and debriefed with colleagues throughout the research study, including data collection and data analysis, which allowed me to examine and understand my own biases. Furthermore, after I analyzed the data and summarized the findings, I shared this work with several of the participants in order to ensure that I accurately understood the participant's contributions and their views on their own terms.

Findings

Data analysis revealed several factors that either served as facilitators or barriers – and sometimes both – to implementing and sustaining social and emotional learning programs and practices at Vernon Elementary School. Utilizing the aforementioned multi-level ecological implementation frameworks as a guide (Durlak & DuPre, 2008; Damschroder et al., 2009), these factors were categorized into the following domains: *general organizational factors*, *specific practices and processes*, and *staffing considerations* within the school context, and *teacher characteristics* within the classroom context, which was nested within the school context. As the ecological implementation frameworks articulated and the data analyses confirmed, the broader environment, in this case the school district, had an impact on social and emotional learning at Vernon Elementary. Some of the district-level factors that influenced implementation included *general district characteristics,* such as policy and funding, as well as *training* and *technical*

assistance for social and emotional learning from the district. Figure 2 schematically depicts some of the factors that influenced implementation across these ecological levels.

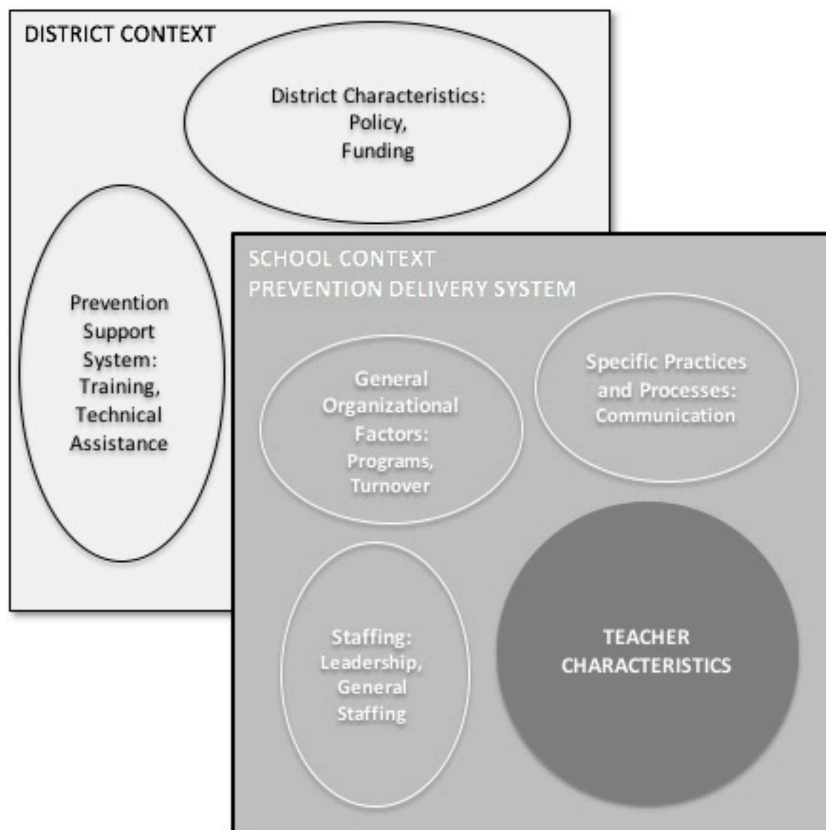

Figure 2. Factors influencing implementation of social and emotional learning programs and practices embedded within a community school at multiple ecological levels.

School-Level Factors

General organizational factors.

***Number of initiatives and programs* (17 references from 5 sources).** As teachers and administrators engaged in the full-service community school (FSCS) model, they expressed excitement about what the model had to offer students and their families, including a health clinic on site, a family room, a community partnership with Communities in Schools (CIS), and Chelsea, the Site Coordinator for CIS, who administrators, teachers, and parents raved about. They indicated a number of factors that contributed to their students' development and success,

including a positive school climate (including relationships), integrated student supports (Communities in Schools), and explicit instruction in social and emotional learning using the universal, social and emotional learning program, RULER. Families, too, past and present, felt this support was helpful. One teacher ran into a mother of a former student in the grocery store: "It was really cool to hear her say how much she felt supported at Vernon, by other families…by the clinic…by Chelsea…and by all the resources that are available here to families" (Interview, Marissa). The number of community-based partnerships, programs, and initiatives were seen as a positive contributor to student development and success in this vein.

Even when teachers were excited about all that they and others could do to support students and families, it was clear that the more initiatives, programs, and practices that were implemented, the more people got overwhelmed, tired, and frustrated: "We're taking on too much…and I don't know that we're doing anything well…It's not because we're lazy, and it's not because we have poor intentions. We're doing so much…Am I allowed to say that working at a full-service community school?" (Interview, Colin). As more initiatives and programs were put into place, the more teachers and staff felt challenged and overwhelmed, and the less energy and time they had to put into these various demands. This sentiment was echoed by the teachers as well as the administrator who was interviewed:

> "These initiatives have a lot of demands, and the hindrance is…philosophy. The two [initiatives] together just makes it all really hard…As a young principal, it's been very challenging to figure out how to coordinate and align everything so that it makes sense, and oftentimes I get overwhelmed…I'm like, 'Okay, this is just too much.'" (Interview, Sasha).

Additionally, when a new program was added, even if it was something that felt exciting and necessary to support the students, it often took away time and energy from something that was already in place. One example of this was when teachers came together for an early morning staff meeting to plan for the integration of social and emotional learning and core academic instruction with their colleagues. Instead of the proposed agenda, the principal asked the teachers to learn about a new program that the district was offering them (with money attached to it) and then take a vote as to whether they would like to implement it the following year. After the presentation to the staff, they voted to start it the following year as 64% of the staff voted in favor (Meeting Notes, March 2016). Many of the teachers at Vernon saw this maneuver as part of a cycle that happened all too often and saw this as a barrier to sustaining programs for any real length of time. As one teacher said, "They're all great things, but nothing stays consistent at this school because nothing stays consistent at this school." (Interview, Marissa). Because of the number of programs in place, a couple of teachers talked about the need for a better process for implementing programs. One teacher suggested providing more time for a program to be implemented, or letting it "sink in," determining the components that work and do not work, and making changes or "tweaks" before measuring the success of a program and deciding to stick with it or move onto a different program. One of the teachers spoke in more detail about the implementation of RULER and other social and emotional learning practices: "It takes a lot of trial and error. [It's important] to be willing to change it when it doesn't work and also to notice when it is working but it's working slowly, to continue with it and not just give up because results haven't been as much or as fast as expected" (Interview, Marguerite).

***Turnover* (21 references from 5 sources).** There has been quite a bit of turnover at Vernon, especially since the inception of the FSCS in 2013. The majority of teachers and staff

have come to work at Vernon since this time. There also has been quite a bit of turnover in leadership, with three principals involved in visioning, planning, and implementing the model and one new assistant principal coming onboard between 2013 and 2017. Other staff positions that support the social and emotional learning and development of the students at Vernon, including a full-time counselor, full-time behavior intervention specialist, and a full-time behavior instructional assistant, also were added.

The high teacher turnover rate, particularly in conjunction with the vast number of initiatives and programs being implemented, had major implications for the implementation of the community school activities, including the implementation of the universal social and emotional learning program that was in place and the implementation of other systems to support social and emotional learning (e.g., systems to refer students for social, emotional, and behavioral support). A common theme throughout the interviews with administrators, teachers, and staff; and supported by meeting notes from the spring of 2016 and relevant documents; was the challenge of onboarding new staff each and every year. New staff were not part of the visioning and building of the community school, and therefore, it was sometimes difficult for them to see the vision of the community school as their own vision and engage in the community school activities that aligned with the vision and goals. As Chelsea noted: “There’s just a lot of turnover in teaching staff…I think a challenge…in maintaining this community school idea is onboarding new folks and making them feel like that vision is theirs” (Interview, Chelsea).

Another implication of the high turnover rate was that teachers were coming in having to learn, understand, and execute an incredible number of programs, practices, and systems each year. Marguerite, a first-year teacher, described her experience at the beginning of the school year: “I didn’t understand the referral process for [the school clinic], to get counseling…I got a

binder of paperwork…we went over some of it at the beginning of the school year…but I never quite found, ‘here are our step-by-step guidelines on how to refer to [the clinic]” (Interview, Marguerite). The vast number of initiatives and programs was especially challenging and overwhelming for novice teachers; however, it also hindered the whole school from developing a culture in which teachers were using similar programs, practices, and even language to support their students. As Marcus explained, “With so many programs and not having the time to actually go in depth with them with the new staff…it’s hard to develop a culture when there’s that transition (Interview, Marcus).

As a couple of individuals reported, some new teachers and staff did not know they were taking a job at a FSCS and/or did not realize the kind of job they were taking, one that “takes more energy than your typical classroom teaching job” (Interview, Colin). “I didn’t even know what a full-service community school was when I was hired!” Marissa reported. Teachers, especially novice teachers and new teachers to Vernon became overwhelmed by all of the initiatives that the school was taking on and exasperated by all the work that they had to do. Although teachers and administrators left for a variety of reasons, many individuals mentioned this as one of the reasons that the turnover rate was high. In speaking about one new teacher who left after two months, Marissa noted, “There was just too much, too much to do alone, and the support that he did get, it was just not the support he needed in that moment” (Interview, Marissa).

Although it is unclear as to whether these practices were created to address the high rate of turnover, some practices were organized and put into place by the district to support teachers. These included a mentoring program for new teachers and a program in which veteran teachers supported the teaching practices of any teacher in the school that needed support. At Vernon,

teachers in these leadership positions mitigated the effects of teacher turnover, and they received a stipend for their great work. The principal described some of these supports:

> "[We have] different levels of support for teachers…We had Colin push into two different classrooms and provide support…I've gone in and mapped out what we're going to do in terms of setting expectations and classroom management…Clarissa has opened up her classroom for different teachers to come in and observe [RULER]" (Interview, Sasha).

Specific practices and processes.

***Communication* (38 references from 6 sources).** Data analysis revealed that communication was a major challenge and certainly impacted the implementation of many programs, practices, and processes at Vernon. The breakdowns in communication were apparent in a few different places: during the hiring process and when onboarding new staff, when providing information about the FSCS and its related activities to staff and families, and talking and working through conflict when discontent among the staff grew. As mentioned above, the majority of the staff were hired after visioning, planning, and commencing the implementation of the FSCS. As new teachers were interviewed and hired, it was evident that the administration did not consistently communicate the nature of the community school and all of the activities, systems, and processes involved -- a tall order. As Colin emphatically revealed:

> I think some people have taken the job at Vernon without realizing this is a big undertaking, and I don't think we've had a proper discussion about that, about the fact that if you're agreeing to work [at Vernon], what does it mean to be a teacher who works at such a school. I don't think we've ever had that kind of conversation. (Interview, Colin)

When onboarding new staff at the beginning the school year, there were times that the administration and staff involved in the operations of the FSCS provided information about the model, community-based partnerships, and many of the community school activities to the staff. The site coordinator for Communities in Schools confirmed that the administration tried to focus on revisiting the vision and goals of the FSCS: "There's a big focus on revisiting those visions through the all staff professional development that they do at the beginning of the year…[T]here's [also] been attempts to revisit school climate, which is connected to the vision, during staff meetings" (Interview, Chelsea). One example of this was in the fall of 2014. A complete presentation was made to the staff about these goals and activities with particular attention to the importance of attending to the social and emotional well-being of students and embedding social and emotional learning in the school (Meeting Notes, August 2014). However, the following year that this principal led the school, which was her last year, she did not make the same presentation; and when a new principal took over the following year, more removed from the visioning and building of the FSCS model, she (or the staff) did not present the same information about the FSCS, impacting the sustainability of the model and the integral components of the model, including the universal social emotional learning program. David, the behavior intervention specialist, discussed the implications of this:

> If we could've set up a teacher training and practice at the beginning of the school year, [that] could've made a difference for structures…I'll point out Marcus because I know that Marcus is an excellent teacher. I know that RULER makes a difference for his class, and I know his intention is to do it. One of the things he said is, 'We're not ready to talk about our classroom contract because we can't be on the carpet for enough time to actually focus on that'…And if we started with…'SEL is going to impact…everything

> else that you do, and here are some ways that you can really structure it to be successful,' I think that's a powerful message that I missed out on sending at the beginning of the year. (Interview, David)

When there was a lack of communication related to the model and the programs and practices within the model, there was confusion and a lack of awareness about the FSCS and the community school activities. For example, teachers reported that they didn't know how to refer students for counseling services in the school-based health clinic, a component of the FSCS. Furthermore, because the staff had a say in how the school spent discretionary funds, insufficient communication to staff impacted the programs and practices that were implemented and sustained, and the staff positions that were funded. If teachers and staff didn't know about certain programs, or the impact of certain programs, they didn't support them with their vote. Alternatively, when the administrators clearly provided information to the staff, especially new staff, it allowed them to understand and engage in the process, the community school activity, and support their students. One teacher explained that when the school restructured the process for supporting students with high social, emotional, and behavioral needs, the "clear communication" and "clear structure" was so important (Interview, Marguerite).

In addition to communicating about the model and its integral systems and programs, it was clear that when teachers were stressed and overwhelmed and when teachers needed support, communication was key. In the third year of implementing the community school model and the second year in which the universal, social and emotional learning program was in motion, there were a lot of programs and practices in place, including the collaborative model of teaching that involved academic interventionists in the classroom, the partnerships with several community-based organizations, the Positive Behavior Interventions and Supports (PBIS) framework,

professional development focused on teaching English Language Learners (ELL), and social and emotional learning among other things. As discussed above, staff were overwhelmed, so the teachers took a survey about all the initiatives and programs taking place. Marissa described her experience with this:

> I took five hours to fill out this survey because...I've just felt like there is so much going on at Vernon…There are just so many things that aren't run in a way that makes our school really effective, and it just feels like this downward spiral. (Interview, Marissa)

After the survey was complete, the principal asked the building leadership team not to disseminate the results of the survey. As one teacher explained:

> We haven't seen [the survey]. We haven't seen it because the principal asked the building leadership team to hold onto it and not disseminate it to anyone…She said that some of the comments weren't very constructive, and then she said, 'I don't know if we should've given this survey in the first place. I don't think the timing was right. I think some people are angry.' (Interview, Colin)

It appeared that many teachers wanted to communicate about a number of initiatives and the climate of the school at this point in time, but there wasn't a forum to do so. Chelsea spoke to the importance of the leadership really needing to listen: "There comes a time as you're implementing [when] you have to do those listening sessions. They only work if it's actually a listening session and not just taking…feedback in a symbolic way and standing up and making an explanatory speech to everybody...I think we struggle with that" (Interview, Chelsea).

Family Engagement **(36 references from 6 sources).** Family engagement was at the heart of the work at Vernon Elementary. As Colin shared, "I like to think that there's a sense that we really welcome families. [It is] one of the things that has been a hallmark of Vernon, certainly

in the past eight years" (Interview, Colin). Chelsea described this as well: "I think there's been a big push [for] family engagement and actually focusing on engagement rather than just getting families in the door, [engaging] at a deeper level" (Interview, Chelsea).

Although the rationale for deeply engaging with parents at Vernon was not explicitly to enhance the implementation of social and emotional learning practices, it was apparent that engaging with families facilitated the teachers' instructional practices that integrated social and emotional learning and supported students' social and emotional development. This was particularly the case for the primary teachers, the administrator, the behavior intervention specialist and the site coordinator for Communities in Schools. Many individuals spoke to the importance of "home visits," a practice of visiting with families in their home and getting to know the students and their families in a meaningful way. These visits (and the relationships that ensued) helped teachers and staff engage in important conversations about their student's social and emotional development, establish social and emotional supports for their students (e.g., counseling), and understand and coach students when they were struggling. When talking about home visits, Marcus shared this sentiment: "It's easier to talk to the families when there is a problem, or when there are things going well" (Interview, Marcus). Marissa described a couple of situations in which it was helpful to have the background knowledge from the home visits and helpful to be working in partnership with parents when she was trying to help her students.

> "I know all the background knowledge that I would need to know…and that [comes] from the family visits…So, quickly I was able to have the student's number, know what might set them off, and [know] what I [could] do to calm them down" (Interview, Marissa).

Although the administrator and behavior interventionist also spoke to this, the intermediate teachers did not, so this may have been more important for primary teachers as they engaged with students and their families in the beginning of their school career.

It was also apparent that specific structures were in place that allowed for families and staff to engage and work together, and these structures supported the implementation of social and emotional learning. Some of these included the Parent Coffee Hours dedicated to social and emotional learning and the Family Engagement Action Team (FEAT).

"I think some of the things that are enabling [RULER] to happen are…having the SEL Parent Coffee Hour[s], to talk about [SEL] with parents…Parents have asked a lot of great questions…[and] it's starting to provide some consistency" (Interview, David).

Specific staffing considerations.

***Leadership* (38 references from 6 sources).** Teachers reported that it takes the support of a strong, decisive, and charismatic administrator to lead all the efforts taking place at Vernon. However, data analysis revealed that there was little instructional and emotional support and accountability for the programs that were being implemented, including the social and emotional learning program. As Marissa reported, "I can go weeks...months without anybody checking up on me or holding me accountable at all…There's no accountability at all" (Interview, Marissa). Marissa's teaching partner expressed the same sentiment: "We get left alone which is good and bad. We're allowed to do things the way we want to do them…I appreciate that. It's also difficult because when support is needed, or we need some advice, there's a disconnect" (Interview, Marcus).

Throughout the interviews that were conducted, it was apparent that the staff felt there was insufficient communication, problem solving, and support from the leadership. For instance,

as mentioned above, after the staff took the time to complete the survey about the many initiatives taking place, there wasn't any follow up from the leadership. As Chelsea noted:

> There comes a time as you're implementing [when] you have to do those listening sessions. They only work if it's actually a listening session and not just taking…feedback in a symbolic way and standing up and making an explanatory speech to everybody...I think we struggle with that...I think about the midyear collections…A lot of times it feels like those ideas and adjustments aren't really made. The status quo is just explained through a presentation (Interview, Chelsea).

One way in which the leadership did demonstrate support for the social and emotional learning programs and practices taking place at Vernon was to set aside a particular time in the schedule for explicit instruction in social and emotional learning. Each morning, 30 minutes was set aside for this instruction with the expectation that teachers would use this time for social and emotional learning.

> "They've created time for RULER. They've been clear that this is the time for teachers to spend on it, and they've been clear that if it's brought to them that it's not happening, they're willing to…say, 'no, this needs to be RULER time'" (Interview, David).

When describing specific things that were helpful in putting social and emotional supports in place for students, Chelsea also commented on the leadership: "I think having our principal and administrative staff be very open, like leading the way, is very helpful" (Interview, Chelsea).

Additionally, the leadership hired additional staff to support social and emotional learning (as discussed below). Furthermore, shared leadership was fostered when a team was created to lead and support the implementation of the universal, social and emotional learning

program (i.e., a team of teachers that trained and supported other teachers). However, some efforts by the team were thwarted by unanswered emails and a lack of follow through (Document, Email Correspondence).

Overall, the construct of leadership was an important theme because although Chelsea, the site coordinator for CIS, and David, the behavior intervention specialist, made some positive comments about the leadership and their support for social and emotional learning, the classroom teachers primarily spoke of the leadership in a more negative manner and spoke of leadership as a barrier to implementing supports for students.

***Systems to Support Social and Emotional Learning* (35 references from 5 sources).** One move that the leadership made over the course of this study was to prioritize staffing intended to support the social and emotional well-being of students and the programming that fosters this well-being. For instance, during the 2014-2015 academic year, the position of "head teacher" was in place at Vernon, a position that focused on disciplining students; however, the following year, this position was replaced with a full-time assistant principal who has focused on the systems, programs, and practices to support the social, emotional, and behavioral well-being of students (e.g., universal, social and emotional learning, trauma-informed instructional practices, positive behavior interventions and supports, referral system for students to gain additional social, emotional, and behavioral support). Additionally, a full-time school counselor was hired in 2015, and a behavior intervention specialist and a social, emotional, and behavioral instructional assistant were hired in 2016. Hiring these specialists "came out of a push from the staff members" (Interview, Chelsea). In his interview, David described how his position was important for the implementation of social and emotional learning:

> "Being able to have teacher-led staff meetings or breakout sessions to provide additional support for teachers with teaching RULER…my position is responsible for that…having individual conversations with teachers to see where they're at and where I'm able to support them…provide expectations for [them]…provide some accountability]…my position is responsible for that (Interview, David).

Teacher Characteristics (56 references from 7 sources)

Personal attributes. Teachers were incredibly motivated and driven to support their students and families at Vernon Elementary. They got excited for initiatives, programs, and practices, especially in regard to social and emotional learning, because they feel like supports were missing for their students and families. For example, one kindergarten teacher noted that she was "excited for the new [trauma-focused care program] because that's the thing [she was] lacking." (Interview, Marissa). The same teacher noted that her job gets better when she puts more things on her plate because all of the things either make her a better teacher or make Vernon a better place. It wasn't just Marissa's enthusiasm, either. Other participants talked about teachers' motivation and other personal attributes that contributed to the implementation of social and emotional learning: "We have teachers who really authentically share themselves with their students. [The fifth-grade teacher] is very willing to have a discussion with his students when he's dealing with a difficult situation…open up the conversation… offer suggestions…problem solve…I think it stems from some of his personal experience, and I think it stems from his ability to use the RULER curriculum." (Interview, David)

Beliefs and attitudes. It was clear that teachers' beliefs and attitudes impacted the degree to which they engaged in professional development, supported the community school activities (e.g., home visits), implemented social and emotional learning programs and practices, and

integrated social and emotional learning into their teaching. For instance, the teachers I interviewed believed that there were different "facets" of success for their students and they equally regarded social and emotional well-being and success for their students as much as academic success. They described this type of success in terms of intrapersonal and interpersonal, social and emotional growth and success. Marguerite described this type of success as follows:

> I think success is [students] growing into themselves...to be able to stand up for themselves, to be able to recognize what they're about and what they believe in…[to] learn how to not center themselves in every interaction, and [to develop] greater empathy. (Interview, Marguerite).

Marcus echoed this sentiment by articulating that success for students was building the "skills to advocate for themselves." He provided an example:

> One of the things I've been repeating for years is...when kids are around somebody who does not make them feel very [good], [they] don't have to stay there…[they] do have some control…if somebody makes [them] feel uncomfortable, [they] don't have to be around them. (Interview, Marcus)

Teachers who regarded their students' social and emotional development and well-being as paramount were champions for social and emotional learning at Vernon; they consistently taught it in their classroom, integrated it into their core instruction, and taught and coached other teachers. Marguerite, who expressed the importance of students standing up for themselves and developing greater empathy, supplemented the universal, social and emotional learning curriculum with lessons related to bullying and assertiveness; and she chose to read books to her students that highlighted differences in people and the importance of empathy *(e.g., Wonder by*

R.J. Palacio) (Document, Lesson Plan). Her students were also the ones in the school who loudly and proudly chanted their classroom contract that expressed how they wanted to feel in the classroom. Marcus, who believed in the importance of developing his students' social and emotional skills, was a strong advocate for implementing a social and emotional learning program at Vernon. Documents indicated that he was a member of the committee that initially explored the idea of onboarding such a program, researching social and emotional learning programs, visiting many schools, and bringing information to the entire staff. After the school decided to implement the social and emotional learning program, he consistently participated in the two-year district training of the program, and coached other teachers and staff in the implementation of this program. He led professional development staff trainings, opened his classroom for teachers and staff to view his teaching (in relation to SEL), and integrated social and emotional learning into the English Language Arts (ELA) curriculum in his classroom. Marcus also developed lesson plans that he shared with the broader educational community when he presented at a conference and professional learning event for other teachers.

At the same time, many teachers were frustrated with the demands placed on them or they expressed different beliefs about what was important for students, including less enthusiastic attitudes toward social and emotional learning. Due to these varying beliefs and attitudes, everyone was not participating to the same degree; that is, they were not implementing the full-service community school activities to the same degree. This impacted the implementation of the universal, social and emotional learning program, and, from the teachers' perspective, this impacted student success. Those individuals who believed in the core values of the social emotional learning program - and its effectiveness - were not only implementing the core elements of the program, but they were also integrating the elements throughout the day.

These same teachers expressed frustration toward those that were unwilling to engage in the program: "I understand [teachers] are frustrated, but should [they] be allowed to not participate?" "How can we be growing when there are some people who are not doing it?" (Interview, Colin). With little support from administrators and systems for accountability (see findings related to leadership), participation varied from teacher to teacher and classroom to classroom. David spoke to the inconsistency in participation as well, "Something that we've taken on…is RULER implementation, and there are [classrooms] where it's happening less than in other classrooms, or in some classrooms it's happening and there's a disconnect between teaching it and the students really practicing it consistently" (Interview, David).

District Level Factors

Through data collection and analyses, it was clear that there were factors at the district level that also influenced the implementation of the social and emotional learning programs and practices within the FSCS. In terms of district characteristics, barriers included district policies (e.g., competing initiatives and programs, hiring policies, special education policies) and funding (e.g., competing funding sources, budget cuts). Training (e.g., professional development model for the universal, social and emotional learning program) and technical assistance (e.g., level of ongoing support for social and emotional learning) also impacted the implementation and sustainability of social and emotional learning at Vernon. Factors that facilitated the implementation of social and emotional learning at Vernon included the development of a particular department, Student Support Services, dedicated to supporting students' social, emotional, and behavioral health and the programs and practices to do so (e.g., social and emotional learning, positive behavior interventions and supports, multi-tiered system of support framework); materials to support the implementation and sustainability of the universal, social

and emotional learning program (i.e., online training modules, district-specific social and emotional learning documents); specific training in social and emotional learning for community-based organizations and specialists in the district; and the mentorship and teacher leadership programs mentioned above. The constraints of this paper do not allow for the elaboration of these factors that influenced implementation.

Discussion

Community schools bring educators and community partners together to create high quality schools with many resources, opportunities, and supports for students (Maier et al., 2017). Although more research is needed, the emerging literature demonstrates that community schooling, as it attends to students' learning, development, and success in a holistic manner, is a promising school reform strategy (Maier et al., 2017; Moore & Emig, 2014; Moore, Lantos, Jones, Schindler, Belford, & Sacks, 2017). However, some research has indicated that social and emotional learning (SEL) is an area that needs more support within the community school model (Moore et al., 2017). Integrating more universal strategies, including a comprehensive model of social and emotional learning, could be a way of expanding the community school model to support students' holistic development. To date, no research to date has examined the integration of social and emotional learning within a community school model. The present study aimed to examine the process of embedding social and emotional learning programs and practices within a FSCS and identify the factors that may influence the implementation and sustainability of social and emotional learning within a FSCS.

As the findings revealed, administrators, teachers, staff, and families were excited and in favor of many of the programs and supports that were in place for students and families. Teachers thought the social and emotional supports, in particular, greatly contributed to students'

positive development and success – beyond academic success. Some of these included the universal, social and emotional learning program, RULER, the integrated student supports coordinated by the community-based organization, Communities in Schools (CIS), and the mental health support within the school-based health clinic. Parents thought the opportunities to be parent leaders and participate in their children's learning in the classroom improved their ability to take care of their children and enhanced their growth as individuals.

At the same time, the more initiatives and programs that were put into place, the more overwhelmed and frustrated teachers and staff became. The increasing demands left them with little time and energy for all that needed to be done; and overall, there were so many initiatives, programs, and practices in place that effective implementation and sustainability was impacted. Data analysis also showed other factors that inhibited the implementation of the social and emotional learning programs and practices, including a high rate of staff turnover, poor communication, insufficient support from leadership, and variable participation from teachers due to their attitudes and beliefs toward social and emotional learning.

The findings also highlighted some factors that supported the implementation of social and emotional learning. Within the school context, factors that supported the implementation of social and emotional learning included a dedicated time for explicit social and emotional learning instruction, the prioritization of staffing to support the social and emotional well-being of students and the programming that fosters this well-being, the staff's positive attitudes and beliefs toward social and emotional learning, and structures that encouraged family engagement.

Many of the factors that were found to influence implementation in this case study were factors or "determinants" outlined in the implementation frameworks posited by Durlak & DuPre (2008) and Damschroder and her colleagues (2009). In regard to provider characteristics,

teachers' attitudes and beliefs about social and emotional learning and other personal attributes, such as motivation, influenced implementation. Within the school context, communication and leadership were especially relevant in this study, as was staffing or individuals who championed the work of social and emotional learning at Vernon. In these cases, this current study supported past research findings that articulated the influence of these factors (Fixsen et al., 2005; Greenhalgh, Robert, Macfarlane, Bate, Kyriakidou, & Peacock, 2005; Stith et al., 2006). Additionally, this study also supported past research findings that indicated the importance of implementer or teacher characteristics when implementing social and emotional learning, specifically (Lendrum et al., 2013; Ransford et al., 2009; Reyes et al., 2012; Schonert-Reichl et al., 2015). Two other factors, the number of initiatives and programs implemented simultaneously (i.e., competing demands) and teacher turnover, have been discussed in the implementation literature; however, they were not specifically articulated in the implementation frameworks. Therefore, these are salient additions to the ecological implementation frameworks used to guide the implementation of prevention and intervention programs in the school setting.

Limitations

This case study contributes to the emerging literature that discusses the implementation of a comprehensive approach to social and emotional learning, and that discusses community schooling by reporting on the process of embedding social and emotional learning within this model of schooling. However, there are important limitations to note about this study. The primary limitation to this study is the small sample size. This study was restricted to a small number of participants in one elementary school. To strengthen future research, a cross-case analysis - with more participants - and a mixed method research design could be utilized. Another limitation to this study is the lack of measurement related to implementation fidelity.

This study did not measure the degree to which the social and emotional learning programs or practices were implemented at the school level. To gain a deeper understanding of the factors that may influence the implementation of social and emotional learning within a community school, future research could include a more comprehensive assessment of the implementation process, including an assessment of the particular programs and practices that were delivered and how well they were implemented over time (Durlak & DuPre, 2008). One final limitation to this study is the lack of detail related to the factors at the district level that impacted the implementation of social and emotional learning at the school level. Although data was collected, the constraints of this paper did not allow for much detail about the district-level factors that influenced implementation. Future research could expand upon this study by exploring the district context in relation to the school context in more detail.

Implications for Practice

Based on the findings from this qualitative case study, I offer the following insights that may help the further functioning of Vernon Elementary School and other schools like it as they embed social and emotional learning into a community school model. Furthermore, I offer these insights to school psychologists, and the teams with whom they work, in order for them to support the comprehensive and integrated implementation of social and emotional learning in their schools.

Although the staff at Vernon were excited about what the full-service community school model had to offer students and their families, many individuals were overwhelmed, tired, and frustrated by all of the initiatives, programs, and practices that were in place and all that they were asked to do. The first implication concerns taking a systematic approach to implementing numerous initiatives and programs. This approach should consist of strategically choosing the

most important programs and supports for students and families, coordinating these efforts (utilizing committees or workgroups that oversee each area of support), collecting data on the implementation process and targeted outcomes, and, finally, making decisions to continue, modify, or discontinue such programs or practices based on sufficient data. School psychologists can use their training in providing interventions within multi-tiered frameworks, collecting data, and making data-based decisions to support these efforts.

As described above, at Vernon, there was high turnover of leadership and teachers. Vernon is not unusual in this regard. Research indicates that there tends to be high turnover of staff in schools that serve communities impacted by poverty (Simon & Johnson, 2015). As illustrated by the case at Vernon, high turnover resulted in new staff who were often unfamiliar with the vision and mission of the school and also were unfamiliar with the initiatives, programs, and practices in place, especially those related to social and emotional learning. Thus, the second implication concerns ensuring that each year, the mission, vision, values, and goals of the school, and the programs, processes, and systems that are in place to support these elements, are articulated. An abbreviated version could be presented to returning staff each year (with new elements emphasized), and a comprehensive overview could be presented to new staff, while answering any questions and concerns that staff may have. The same approach could be taken with new and returning families. With their expertise in social and emotional learning and mental health, school psychologists can provide differentiated professional development and support to staff who are not familiar or not comfortable with social and emotional learning and the programs and practices to support social and emotional learning and development.

This study revealed that it was important for teachers and staff members to receive behavioral and emotional support from leadership. Teachers expressed interest in having the

principal and other administrators in their classrooms to support them instructionally (e.g., model instruction, provide feedback) and have the principal hold them accountable for the work they were supposed to do. However, as articulated above, there was little instructional and emotional support and accountability for implementing social and emotional learning. Research demonstrates that behavioral and affective support from the school principal is a strong factor that influences the implementation of innovations, including social and emotional learning, in schools (Gregory et al., 2007; Han & Weiss, 2005; Ransford et al., 2009). Behavioral support includes the provision and coordination of time, resources, incentives, and training. When this type of support is provided, teachers feel supported and the implementation and sustainability of school-based mental interventions is enhanced (Han & Weiss). Therefore, the third implication is in regard to ensuring that there is sufficient support for the social and emotional learning programs and practices in place. This includes dedicating time for explicit social and emotional learning instruction in the school schedule, providing physical and emotional support to teachers in their classrooms, and planning consistent and differentiated professional development to new and returning staff. Additionally, it is important to provide clear expectations to staff, set up systems to hold staff accountable, and offer incentives to teachers and staff who meet expectations and actively participate in the integral programs, practices, and systems. School psychologists have an important role to play here in that they can provide support to teachers and staff in the classroom by modeling, co-teaching, and providing support and feedback to teachers. They also can provide incentives and positive reinforcement to those who are meeting and exceeding expectations.

As indicated above, some staff were frustrated with all of the demands that were placed on them and expressed less than enthusiastic attitudes toward social and emotional learning. Due

to these varying attitudes and beliefs, everyone was not implementing the social and emotional learning programs to the same degree. Research indicates that an individual's beliefs and attitudes have a significant impact on their willingness to adopt and implement new programs and practices (Han & Weiss, 2005). Teachers are more likely to implement a program that is an acceptable choice, one that is an appropriate option given the needs and the characteristics of their students, and one that will achieve desired benefits (Durlak & DuPre, 2008; Forman & Barakat, 2011; Han & Weiss). Additionally, teachers are more likely to invest time and energy into implementing a program that is consistent with their own values and beliefs and is easy to use (Beets et al., 2008; Forman & Barakat; Sy & Glanz, 2008). Given this, it is important to assess teachers' and staff members' beliefs about social and emotional learning, in general, and determine their attitudes and beliefs toward specific programs or innovations to support social and emotional learning. Administrators and school psychologists can do this systematically to deeply understand the staff and address non-participation due to negative beliefs toward social and emotional learning. As one participant articulated in this study, it is important to hold "listening sessions" in order to gain information from the staff and then try to incorporate feedback if there are concerns or hesitations.

Conclusion

This study provided initial insight into the process of implementing social and emotional learning programs and practices within a community school model, including the factors that may influence the implementation and sustainability of social and emotional learning. Going forward, the school that participated in this study has a stronger understanding of the challenges they have faced and how they may overcome these challenges as they continue the work of embedding social and emotional learning in a full-service community school. Other schools, like

Vernon Elementary, that are interested in implementing social and emotional learning in a more comprehensive manner or are currently engaging in this work can look to these key insights in order to refine and strengthen their implementation efforts.

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Conclusion

Social and emotional learning is now a widespread phenomenon throughout the field of education (Hamedani, Zheng, Darling-Hammond, Andree, & Quinn, 2015). Coined in 1994, social and emotional learning is commonly defined as “the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to recognize and manage emotions; developing caring and concern for others; making responsible decisions; establishing positive relationships; and handling challenging situations capably” (Zins & Elias, 2006, p. 1). In an effort to support students’ social and emotional learning and development, a large number of school-based, universal, social and emotional learning programs have been designed, implemented, and researched over the past two decades. According to CASEL, one of the leading organizations in the field of social and emotional learning, 37 of these programs are considered to be CASEL SELect programs, or evidence-based programs (CASEL, 2015). These are programs that have been reviewed and vetted by experts in the field for instructional quality and efficacy (CASEL, 2017). The majority of these programs are targeted at the elementary school level, with twenty-five elementary school programs, 7 middle school programs, and 6 high school programs (CASEL, 2013; CASEL, 2015).

Research conducted in the past two decades has shown that school-based, universal social and emotional learning programs - when implemented as they were intended to be implemented - are beneficial for students, as they enhance social and emotional competencies; increase positive social behaviors; enhance attitudes toward self, others, and school; improve academic performance and achievement; reduce problem behaviors and anti-social behaviors; and decrease internalizing problems (Corcoran, Cheung, Kim, Xie, in press; Diekstra, 2008; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Payton et al., 2008; Sklad, Diekstra, Ritter,

Ben, Gravesteijn, 2012). Such programs have been found to be beneficial for the general student population as well as for students in high-risk populations, including those who display significant behavior issues and those who come from a low socioeconomic background (Diekstra, 2008; Jones, Brown, & Aber, 2011; Weissberg, Durlak, Domitrovich, & Gullotta, 2015).

While these programs are expected to benefit all students by providing them opportunities to develop social and emotional skills, not all programs are successful in producing positive outcomes (Diekstra, 2008). Researchers posit that this may be due to problems with implementation, such as when staff do not conduct certain aspects of the program or when something altered the intended implementation of the program (Durlak et al., 2011). This also may be due to the nature in which these programs are designed and implemented, which has been characterized as "shallow" and "decontextualized" (Hoffman, 2009, p. 539). Due to these criticisms, a different, more integrated and comprehensive approach to social and emotional learning has been conceptualized (Weissberg et al., 2015). Conceptually, a comprehensive approach to social and emotional learning includes explicit instruction in social and emotional learning and continuous modeling and reinforcement of the social and emotional learning skills that are taught. In addition to instructional strategies, a comprehensive approach to social and emotional learning includes environmental strategies to support social and emotional learning (Weissberg et al.). Such strategies include those to establish a safe and supportive classroom and school climate and those to establish and maintain positive relationships (Oberle, Domitrovich, Meyers, & Weissberg, 2016). Furthermore, a comprehensive approach includes opportunities for effective and meaningful professional development in social and emotional learning for in-service and pre-service teachers. Social and emotional learning also is integrated into family and

community partnerships (e.g., opportunities to apply social and emotional skills in after-school and community programs) (Oberle et al., 2016).

Strategies for comprehensive, integrated social and emotional learning

Utilizing a qualitative case study approach, the current study examined how one elementary school implemented a more comprehensive approach to social and emotional learning. The findings from this study indicated that a positive school culture and climate was fostered by highlighting social and emotional learning in the expectations and norms that were put forth and developing positive relationships between teachers and students, between teachers and parents, and among students. Fostering a positive school culture and climate is an important strategy to support students' social, emotional, and cognitive development and well-being. The positive relationships that are fostered and the sense of belonging that is created promotes students' motivation to learn and positive interact with others as well as enhances their academic engagement and achievement (Comer, 2005; Danielson, Wiium, Wilhelmsen, & Wold; 2010; Hamedani et al., 2015; Yang, Bear, May, 2018). In addition to fostering a positive school culture and climate, administrators, teachers, and staff engaged the parent community with regard to social and emotional learning. At informal meetings (i.e., parent coffee hours) and scheduled events for parents (e.g., math night), these individuals communicated information to the parent community about the social and emotional learning programs and practices in place at Vernon; and, in collaboration, teachers, staff, and parents brainstormed ways to expand and strengthen the work related to social and emotional learning. These strategies allowed for parents to reinforce the social and emotional learning that was happening at school, and it allowed for parents to contribute information to the school community that strengthened the practices at school. Furthermore, the administrators, teachers, and staff focused on explicitly teaching social and

emotional learning in the classroom setting and integrating social and emotional learning into curricular design and instructional practices. These strategies are important as explicit instruction has been shown to enhance students' social and emotional skills, increase prosocial behaviors, and lessen problem behaviors, as noted above (Diekstra, 2008; Durlak et al., 2011; Payton, 2008; Sklad et al., 2012). Furthermore, when social and emotional learning is integrated into daily routines, core academic instruction, and instructional practices, students have more opportunities for learning and they have opportunities to learn within realistic situations in the context of caring relationships.

Building on the conclusions from two key initiatives (CASEL, 2017; Hamedani et al., 2015), the findings from this study provide some insight and direction for individuals interested in expanding their social and emotional learning practices within the elementary school setting. Table 14 provides some examples of these strategies.

Table 14
At-A-Glance: Examples of Comprehensive Social and Emotional Learning Strategies

Social and Emotional Learning Strategies
Foster a positive school climate by integrating social and emotional learning into the school's mission, expectations, and norms; and by developing positive relationships.
Collaborate with the parent community to expand and strengthen social and emotional learning; Provide information to parents related to the social and emotional learning programs and practices in place; Gather information from the parent community to strengthen social and emotional learning, including language and strategies used at home.
Dedicate time in the daily schedule for explicit social and emotional learning instruction.
Integrate social and emotional leaning instruction into core academic instruction, including English Language Arts (ELA), history, and current events.

Factors influencing implementation of social and emotional learning

The current study also indicated that many factors influenced the implementation of social and emotional learning, factors that served as barriers (hindered implementation) and facilitators (supported implementation).

The findings from this study indicated several factors that served as barriers to implementation, including the number of initiatives and programs in place simultaneously, the high rate of turnover in staff, poor communication, and insufficient support from leadership. Findings also showcased some factors that supported the implementation of SEL, including the prioritization of staffing to support the social and emotional well-being of students, as well as teachers' positive attitudes and beliefs toward SEL and students' social and emotional well-being and success. Table 15 provides an overview of these factors and the implications for school personnel.

Table 15
At-A-Glance: Examples of Factors that Influence Social and Emotional Learning and Implications

	Factor	Implication
Barriers to Implementation	Number of Programs	At the school level, take a systematic approach to implementing initiatives and programs: • Choose the most important programs and supports for students and families • Coordinate these efforts using committees and work groups • Collect data on the implementation process and target outcomes • Make decisions to continue, modify, or discontinue programs based on data
	Turnover	Each year, articulate the mission, vision, values, and goals of the school (differentiate this information, if necessary). Provide differentiated professional development related to SEL, and support staff who are not familiar with SEL or need more help.
	Communication	Establish systems (e.g., “listening sessions”) to gain information from staff regarding initiatives, programs, and systems, and try to incorporate feedback if there are concerns or hesitations.

Facilitators to Implementation	Family Engagement	Share information related to SEL with families during informal meetings and formal events. Gain information from families regarding their perspectives related to SEL and their social and emotional learning strategies.
	Systems to Support SEL	When possible, hire staffing positions that can support the social and emotional learning and development of students (e.g., school psychologist, school counselor, behavior interventionist).
Barriers and Facilitators to Implementation	Leadership	Dedicate time in the daily schedule for explicit SEL instruction. Provide clear expectations to staff, set up systems to hold staff accountable, and offer incentives to teachers and staff who meet expectations and actively participate in integral programs, including social and emotional learning programs and practices. Provide physical and emotional support to teachers in their classrooms (e.g., model, co-teach, provide support and feedback). Plan consistent and differentiated professional development to new and returning staff.
	Teacher Characteristics	Capitalize on teachers' and staffs' positive attributes (e.g., motivation) and beliefs toward social and emotional learning by asking these individuals to be leaders and influencers in the school environment. Assess and address teachers' and staff members' beliefs about social and emotional learning, in general, and determine their attitudes and beliefs toward specific programs or innovations to support social and emotional learning.

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Appendix A: Interview Protocols

Semi-Structured Interview Protocol (Teacher)

Topic: Supports within a Full-Service Community School (FSCS) Model, Urban Elementary School

Informant: Elementary School Teacher

1. **For the recording, could you state your name, the grade level you teach, how long you have been teaching, and how long you have worked at Roxhill?**
2. **Take a couple of minutes to describe how you came to work at Roxhill and describe your role at the school for someone who may not be familiar with your work.** [Listen For: The factors that influenced your decision to work at Roxhill.] Probe: Were there particular factors that influenced your decision to work at Roxhill?
3. **How would you describe "success" for your students?** Probe: Do you consider social and emotional success? Do you consider academic achievement? Further Probe: Do you see as these being related?
4. **Take a few minutes to name and describe the things that you see at Roxhill that contribute to students' success at Roxhill?** [Listen For: After School Programs, Community-Based Partnerships, Family-School Collaboration, PBIS, RULER, Home Visits] Probe: I see that you didn't mention [this support]. If at all, how does this activity or support contribute to your students' success?
5. **You mentioned that [this support] is important for some of the students. How do you know when [this support] is helpful or contributing to students' success?** Probe: What is the evidence that [this support] is contributing to your students' success?
6. **If it was up to you, is there any other evidence that you would collect to show that [this support] is demonstrating an impact for your students?**
7. **What are the things at Roxhill that either facilitate or inhibit these supports from helping students at Roxhill?** Probes: Tell me about how these students obtain these supports. Are there any barriers to getting these supports in place? Who are the people supporting students inside and/or outside of the classroom? You mentioned _____. Do you think this support is a good fit for (all of your students/the students who receive this support)?
8. **Are there activities or supports - or other things - that you wish were in place that aren't in place?**
9. **What kinds of structures and processes are in place to support students in your classroom that may be unique to your classroom? Of the things you mentioned, what are the most important to you as a teacher?**
10. **Tell me about a time when the school has facilitated family-school relationships?** Probe: How was it communicated to staff that [this activity] was important? Was this encouraged for staff to participate in?

Semi-Structured Interview Protocol (Administrator)

Topic: Supports within a Full-Service Community School (FSCS) Model, Urban Elementary School

Informant: Administrator

1. **For the recording, could you state your name, your title, and how long you have worked at Roxhill?**
2. **Take a couple of minutes to describe how you came to work at Roxhill and describe your role at the school for someone who may not be familiar with your work.**
3. **How would you describe "success" for the students at Roxhill?** [Listen For: Social, Emotional, and Academic Success] Probe: Do you consider social and emotional success? Do you consider academic achievement? Further Probe: Do you see social, emotional, and academic success as being related?
4. **Take a few minutes to name and describe the things that you see at Roxhill that contribute to students' success at Roxhill?** [Listen For: After School Programs, Community-Based Partnerships, Family-School Collaboration, PBIS, RULER, Home Visits] Probe: I see that you didn't mention [this support]. If at all, how does this activity or support contribute to students' success?
5. **Are there any activities or supports that you wish were in place that are not in place?**
6. **You mentioned that [this support] is important for some of the students. How do you know when [this support] is helpful or contributing to students' success?**
7. **If it was up to you, is there any other evidence that you would collect to show that [this support] is demonstrating an impact for the students at Roxhill?**
8. **What are the things at Roxhill that either facilitate or inhibit these supports from helping students at Roxhill? Probes: Tell me about how these students obtain these supports. Are there any barriers to getting these supports in place? Who are the people supporting students inside and/or outside of the classroom? You mentioned [this support], do you think this support is a good fit for (all of your students/the students who receive this support)?**
9. **Tell me about a time when the school has facilitated family-school relationships? How about a time when community organizations or family members facilitated family-school relationships?** Probe: How was it communicated to staff that [this activity] was important? Was this encouraged for staff to participate in?
10. **If you had any advice for administrators working within a full-service community school model, what would it be?**

Semi-Structured Interview Protocol (Family Member)

Topic: Supports within a Full-Service Community School (FSCS) Model,
Urban Elementary School

Informant: Family Member of Student

1. **For the recording, could you state your name, please?**
2. **What grade is your child or children in at Roxhill?** Probes: How long have your children attended Roxhill? Have your children attended any other schools in the Seattle School District? How is Roxhill different than any other schools your child/children has/have attended?
3. **Do you have a specific role at Roxhill?** [Listen For: PTSA, Parent Volunteer, Mentor]
4. **In the hallway by the office, I noticed there was a mural of the hopes and dreams that family members have for their child/children. What are the hopes and dreams that you have for your child?** [Listen For: Time at Roxhill, Future.] Probe: What about while they are here at Roxhill? What about in the future, after they are here at Roxhill?
5. **How would you describe "success" for your child/children?**
6. **Take a few minutes to name and describe the things that you see at Roxhill that contribute to students' success at Roxhill**? [Listen For: After School Programs, Community-Based Partnerships, Family-School Collaboration, PBIS, RULER, Home Visits] Probe: I see that you didn't mention [this support]. If at all, how does this activity or support contribute to students' success?
7. **You mentioned that [this support] is important for some of the students. How do you know when [this support] is helpful or contributing to students' success?**
8. **What are some of the things that get in the way of these things helping your child/children or your family?**
9. **If any, what kinds of things does the school do to encourage positive relationships between the school and families?**

Semi-Structured Interview Protocol (District Administrator)

Topic: Supports within a Full-Service Community School (FSCS) Model,
Urban Elementary School

Informant: District Administrator

1. **For the recording, could you state your name, your title, and how long you have worked at SPS?**
2. **For someone that may not be familiar with your position, could you explain your role in the district?**
3. **How did you choose to come work at SPS? What factors influenced your decision to work here?**
4. **How did RULER come to be implemented in SPS?** [Listen For: Social-Emotional Learning, SEL Programs, Behavior]
5. **Can you speak to specific things that have facilitated the implementation of RULER in SPS?** [Listen For: District Support, Data Collection] Probes: Are there specific things that administrators or teachers are doing in the schools to support the implementation of RULER? [Listen For: Names, Schools, Actions] You mentioned [this facilitator], how you know that [this facilitator] is increasing the implementation of RULER?
6. **Can you speak to specific things that have been barriers to the implementation of RULER?** [Listen For: Professional Development, Participation, Turnover, Competing Initiatives, Support)
7. **How is the district examining and evaluating the implementation of RULER?** Probe: In an ideal world, what is the evidence that you would collect to evaluate the implementation of RULER and the effectiveness of RULER?
8. **You and the founder of RULER have been discussing the implementation of RULER in SPS and the ways to enhance implementation. Can you tell me more about this?**
9. **Lastly, are there are documents that would help me better understand the roll out and implementation of RULER in SPS? Are there specific people that you would recommend talking to about their successes in implementing RULER (e.g., teachers, administrators)?**

Focus Group Interview Protocol (Students)

Topic: Social and Emotional Learning Supports, Urban Elementary School
Informants: First, Third, and Fifth Grade Students at Vernon Elementary School

1. **How would you describe Roxhill to one of your friends who doesn't go to school here?** Prompt: Do you think there is something different or special about Roxhill?
2. **What do you like about your teacher? Is there anything that you don't like?**
3. **What does your teacher do that helps you here at school?**
4. **You all have been learning about RULER this year, right?** Prompt: Have you heard of the Charter, Mood Meter, Meta-Moment, and Blueprint?
5. **What do you know about RULER?**
6. **How do *you* use the Class Charter? Mood Meter? Meta-Moment?**
7. **What about the Blueprint, have you heard of that?**
8. **Can you tell me about a time when you used the Mood Meter? Meta-Moment? Blueprint?** Prompt: Did it help you? How did it help you? Has it ever helped any of your friends or classmates?
9. **Are there other things that [your teacher or another adult at Roxhill] has taught you that help you when [you are having a problem, you can't concentrate, something happened and your feelings are too big?** [Listen For: Second Step Skills, Emotion Regulation Strategies] Prompt: Tell me more about that.
10. **Have you ever used the [Mood Meter, Meta-Moment, Blueprint] at recess? What about at home, have you ever used the [Mood Meter, Meta-Moment, Blueprint] at home?**
11. **When you're here at school, what's important for you to do well or to be successful at?** [Listen For: Math, Reading, Writing, Learning, Being a Good Friend, Solving Problems]
12. **What are the things at school that help you be successful or "Your Best Self"?** [Listen For: My Teacher, Other Adults at School, Friends, Morning Meetings, Mood Meter, Meta-Moment]

Appendix B: Coding Manuals

Coding Manual for An Integrated, Comprehensive Model of Social and Emotional Learning

Construct	Description	Examples
Explicit Instruction in Social and Emotional Learning (EI)	Teachers and staff, including the school counselor and behavior intervention specialist, teach students specific social and emotional skills. They primarily use an evidence-based, universal social and emotional learning program, RULER, and provide supplemental instruction using another evidence-based, universal social and emotional learning program. *This construct is important because it was brought up by all of the classroom teachers as well as the behavior intervention specialist, the administrator, and the site coordinator for CIS (all staff).*	They've created time for RULER. They've been clear that [it's] time for teachers to spend on it, and…if it's…not happening, they're willing to have conversations with teachers to say, 'No, this needs to be RULER time. (Interview, David) I'm proud of my lessons on how to be assertive as part of RULER because I really want kids to be able to stand up for themselves…to be able to recognize what [they're] about and what [they] believe and be able to take a firm stand on that. But, also…they're beginning to be more social and hopefully learn[ing] how to not center themselves in every interaction…so, developing greater empathy… (Interview, Marguerite).
Instructional Practices (IP)	In addition to explicit instruction in social and emotional learning, teachers use strategies or practices that support students' social and emotional learning and development throughout the day and throughout their teaching. These are practices that encourage students to use the skills they have been taught and practices that model social and emotional learning (e.g., teachers modeling their own process of developing agency or solving problems). *This construct is important because it was reported by participants across roles (classroom teachers, support staff, administrator), and it was incredibly emphasized by Marguerite, a first-year teacher.*	"It's a lot of social-emotional stuff, like how do I react to things, how do I apologize, how do I make a friend…" (Interview, Marissa). We have a [social and emotional learning] curriculum, so I do a lot of explicit social-emotional teaching, but I think teaching has always had social-emotional work embedded into the act of working with kids as they learn to be humans and interact with other humans." (Interview, Marguerite).

Integration of Social and Emotional Learning with Core Academic Instruction (In)	To enhance students' social and emotional learning, teachers integrated the instruction of social and emotional skills and academic skills, particularly in English Language Arts (ELA). *Although this was mentioned less by participants, this construct was incredibly evident during document analysis. It appeared to stem from the participants perception of student success.*	There's definitely things I want them to know, to know how to do, to be able to critically think about, but, I also think success is [students] growing into themselves...to be able to stand up for themselves, to be able to recognize what [they're] about and what [they] believe [in]…[to] learn how to not center themselves in every interaction, [to develop] greater empathy" (Interview, Marguerite). Marcus echoed this sentiment by articulating that success for his students was building the "skills to advocate for themselves" (Interview, Marcus).
Parent Involvement (PI)	Social and emotional learning programs and practices are communicated to parents and families. Additionally, these programs and practices are integrated into existing family events (e.g., Coffee Hour, Workshop Events). *This construct is important because it was mentioned by all participants but one.*	Having the SEL Parent Coffee Hours, talking about [SEL] with parents and break[ing] down, 'here's what we're doing at school,' and break[ing] down, 'here's what you can do at home to support that,' And, parents have asked a lot of great questions about how to do that, and it's starting to create [a] culture [and] provide some consistency (Interview, David).
Positive School Culture and Climate (SC)	A positive school climate is safe, welcoming, predicable, and stable for students and families. It also fostered a sense of belonging. Adults model social and emotional competencies; Adults model and scaffold students' social and emotional learning (provide structure in the environment for students to be successful) *This construct is important because it was equally mentioned by the classroom teachers.*	In regard to what contribute to student's success, "The atmosphere…All the staff in this school is very much focused on [being here] because they love young people and they're really passionate about making a difference for them. (Interview, David). I like to think the mix of kids at Vernon helps foster this sense of 'we're different, but we're all here and we all belong.' (Interview, Colin). The adults who are at Vernon, for the most part, really want to be here and love working here and love being with kids, and I think that comes through and I think the kids know it…The adults, for the most part, I think they help to make the kids feel successful and feel safe. (Interview, Colin)

Norms (No)	Norms are guidelines for students, to guide them as they interact with other students and with teachers. These include "discussion norms" and other classroom norms put forth by the teachers.	A third grade student said that they don't practice this, they just do it…they talk and respect their classmates by hearing what they have to say…"waiting their turn and not interrupting" (Focus Group Interview, Third Grade Student).
Expectations (Ex)	This includes the expectations put forth by staff for exhibiting particular social and emotional competencies (e.g., self-regulation, making responsible decisions) and behavioral expectations, including the CARES Rules (e.g., act with compassion). It also includes the expectations that students put forth as a community in their classrooms. It also includes high expectations for students, shared sentiment by classroom teachers and the administrator.	[We] have a Meta-Moment couch. The couch is where you can go if you're really upset and you need to take a five or 10-minute time out. [We] don't call it a time out. We call it a Meta-Moment, [where you] reflect and calm down because…you're not the only person in the class. You might need to go do what you need to do, but you don't disrupt everyone else's learning time, too. That's part of…not centering yourself in every situation…take some deep breaths, reflect, use positive self-talk. When you're ready to talk about what's wrong or what's upsetting you, we can talk…but you still have to practice self-awareness and self-control (Interview, Marguerite).

Relationships (Re)	Relationships between teachers and students (also, teachers having relationships with students who are not in their class), teachers and parents, staff and parents; Staff help support positive relationships among students (build community).	It was all about making sure that these kids who year after year were not passing the [state test], making sure that they were not getting the message that, 'you're dumb,' 'you're a failure,' 'you can't do it,' 'you'll never catch up.' That's what is going to kill any sort of momentum or any desire to want to get smarter or keep plugging away so you can make it. So, it's finding that balance of making school...fun...a place where [they] want to come to. And that goes to relationships, and having relationships with kids and making them feel valued and having fun with them and laughing with them, and, at the same time, having to cover all of these things and kind of push them. (Interview, Colin) The kids know that I have a relationship with all of their parents…That really helps me, but it also motivates them toward being successful at school, too. (Interview, Marissa)
Services to Support Physical, Social, Emotional, Mental Health (Se)	Services include indirect services (e.g., referrals to counseling from CIS), direct services (e.g., case management, mentorship), support at the individual level and all-school level (e.g., attendance campaigns). *This construct is important because it was brought up by all participants. Everyone brought up the services that were in place to support students and their positive development and success.*	It's just really cool that parents don't have to worry about taking a sick day or going to work late…to get their kids to the doctor for these things that we can just so easily do here. I think that takes the load off the families, but it doesn't stop [the students] from getting the care that they need. (Interview, Marissa)
Shared Leadership Structures (SLS)	Educators (teachers, staff members) participate in a leadership role. Administrators, teachers, parents, and other members of the community participate with each other and collaborate as learners, leaders, and influencers. It also includes shared visioning and shared decision-making.	"He gets paid an additional stipend to support teachers in the building. We had him push into two different classrooms, provide support [in which] the first he was teaching, the second day [he and the teacher] were team teaching, and the third day the teacher taught and he provided feedback. It's this cycle of modeling great teaching to support teachers" (Interview, Sasha)

Coding Manual for Implementing Social and Emotional Learning in a Community School: A Qualitative Case Study

Construct	**Description**	**Examples**
Communication (C)	Communication included general communication in the school, such as how problems or discord was discussed. It also included how aspects of the community school model were communicated to staff and to the community. It also included what kinds of messages were sent to staff, both directly and indirectly. It also included how teachers communicated with others about their students. *This construct is important because it was brought up by nearly everybody who worked in the school and across roles. It was also emphasized by one certificated teacher and the site coordinator for Communities in Schools.*	Communication as Facilitator: “When the school restructured the process for supporting students with high social, emotional, and behavioral needs, the “clear communication” and “clear structure” was so important” (Interview, Marguerite). Communication as Barrier: “There comes a time as you're implementing [when] you have to do those listening sessions. They only work if it's actually a listening session and not just taking…feedback in a symbolic way and standing up and making an explanatory speech to everybody...I think we struggle with that...I think about the midyear collections that we do from staff. A lot of times it feels like those ideas and adjustments aren't really made. The status quo is just explained through a presentation.” (Interview, Chelsea)
Family Engagement (FE)	Participants identified that the practice of working with family members supported students’ social and emotional development and success in the classroom and at school. They identified specific efforts in place to increase family engagement to support students’ social and emotional well-being. *This construct is important because it was brought up by nearly every participant (not by one), and it came up often in two interviews with individuals in very different positions.*	“I think the Family Engagement Action Team, like involving families, is really important because some of that success is in the student connecting that school doesn’t exist in a bubble, and that you bring those things that make you successful in one environment to…other environments” (Interview, David). “I know all the background knowledge that I would need to know…and that [comes] from the family visits…So quickly I was able to have the student’s number or know what might set them off, [know] what I can do to calm them down.” (Interview, Marissa)

Leadership (L)	Leadership included specific attitudes and actions from the administrators that yielded support to the staff. In included the idea of autonomy and the idea of providing accountability. *This construct is important because it was brought up by nearly everyone who was interviewed (except one teacher). It was also emphasized a great deal by two certificated teachers and the site coordinator for CIS.*	Leadership as Facilitator: "In regard to specific things that are helpful in putting supports in place for students: "I think having our principal and administrative staff be very open, like leading the way, is very helpful." (Interview, Chelsea). Leadership as Barrier: "I can go weeks...months without anybody checking up on me or holding me accountable at all…There's no accountability at all." (Interview, Marissa)
Number of Initiatives and Programs (No)	The number of initiatives and programs in place to support students and families. This construct is extended to include the feeling of being overwhelmed by the number of initiatives and programs, particularly in relation to how to make sense of them altogether and how to find time to engage with all of them. *This construct was not specific to social and emotional learning, but it appeared to be all consuming. This construct is important because it was brought up by all of the teachers, the site coordinator for CIS, and the administrator. It was also emphasized a great deal by two of the veteran teachers. It was also discussed in connection with turnover, communication, and teachers' experience.*	"We're taking on too much…and I don't know that we're doing anything well…It's not because we're lazy, and it's not because we have poor intentions. We're doing so much…Am I allowed to say that working at a full-service community school?" (Interview, Colin) "This initiative has a lot of demands, and the hindrance between the two is…the philosophies. The two together just makes it all really hard…As a young principal, it's been very challenging to figure out how to coordinate and align everything so that it makes sense, and oftentimes I get overwhelmed, and I'm like, 'Okay, this is just too much.'" (Interview, Sasha)

Systems to Support Social and Emotional Learning (Sy)	Systems to support social and emotional learning included specific staffing dedicated to supporting students' social and emotional well-being and systems to support students' development and success, particularly their social and emotional learning and development. These systems also included committees and/or teams of individuals devoted to supporting students' social and emotional well-being. *This is an important construct because it was brought up by nearly every participant and across roles (i.e., teachers, site coordinator for CIS, staff member, school administrator).*	"Being able to have teacher-led staff meetings or break-out sessions to provide additional support for teachers with teaching RULER…my position is responsible for that…having individual conversations with teachers to see where they're at and where I'm able to support them…provide expectations for [them]…provide some accountability…" (Interview, David).
Teacher Characteristics (TC)	Teacher characteristics includes the teachers' characteristics and personal attributes, including beliefs, values, experience, motivation, social and emotional competencies (self-awareness, interpersonal skills including collaboration), instructional skills, participation, and expectations held for students. *This construct is important because it was brought up by everyone who was interviewed. It was also emphasized by four participants across roles.*	Teacher Characteristics as Facilitator: "We have teachers who really authentically share themselves with their students. [The fifth-grade teacher] is very willing to have a discussion with his students when he's dealing with a difficult situation…open up the conversation… offer suggestions to each other, problem solve…I think it stems from some of his personal experience, and I think it stems from his ability to use the RULER curriculum." (Interview, David) Teacher Characteristics as Barrier: "Something that we've taken on in the school is RULER implementation, and there are [classrooms] where it's happening less than in other classrooms, or in some classrooms it's happening and there's a disconnect between teaching it and the students really practicing it consistently." (Interview, David)

Turnover (Tu)	There's a high rate of turnover, or the rate at which staff (teachers and administrators in this case) leave the school, either to leave the profession or to move to a different school, district, or position. *This construct is important because it was brought up by five participants, and it appeared to be important because it was connected to other constructs, including the number of initiatives and programs in place. This was not specific to social and emotional learning, but it was reported to impact the implementation of the full-service community school model and specific curricula, including RULER.*	"With so many programs and not having the time to actually go in depth with them with the new staff…it's hard to develop a culture when there's that transition." (Interview, Marcus) "There's just a lot of turnover in teaching staff, [at] Vernon specifically…I think a challenge for the school in maintaining this community school idea is onboarding new folks and making them feel like that vision is theirs." (Interview, Chelsea)