

Social-Emotional Learning & Positive Pandemic Outcomes

Everyone Reading

March 14, 2023

CUNY Graduate Center

New York, NY

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Overview of Today's Presentation

Review of some of the Winston Innovation Lab's research efforts

1. A longitudinal study about the impact of social and emotional learning (SEL) on academic achievement during the pandemic.
2. A longitudinal study following Winston's graduates to find predictors of student success.
3. A research-to-practice discussion about how Winston Preparatory School uses the best practices learned from these two studies into the classroom.



Let's tell the story of the COVID-19 pandemic...as it relates to education...

How did the pandemic affect teachers?

Rapidly changing instruction - overnight

Lack of connection with your students

Learning technology (Google Meet)

Working at home (with pleasant distractions)



Let's tell the story of the COVID-19 pandemic...as it relates to education...

How did the pandemic affect your students?

Social skill regression

Addiction to social media increasing

Lack of nutrition - not getting the meals they needed

Increased mental health issues

Difficulty accessing wifi

Underreporting abuse and neglect

Missed instruction

Lack of foundational skills



What the Research Says...

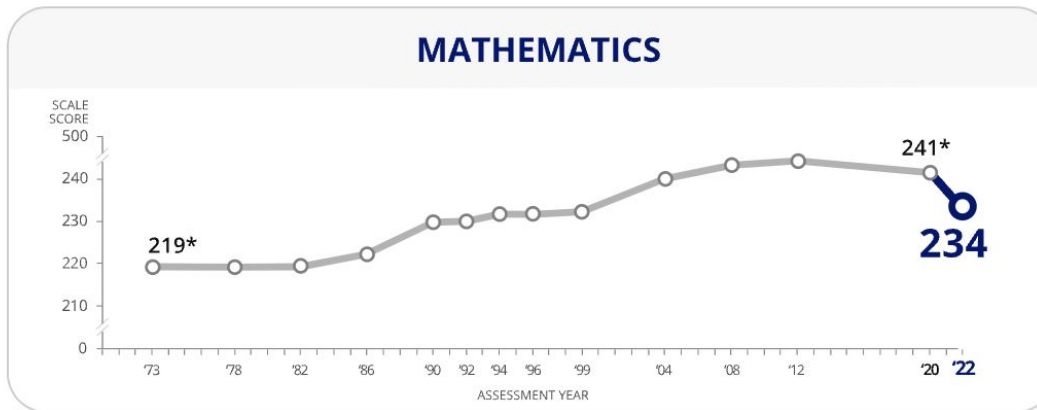
Pandemic's Effect on General Student Population: Academic Performance



Score change between
2020 and 2022



Largest score drop
in reading
since 1990



Score change between
2020 and 2022



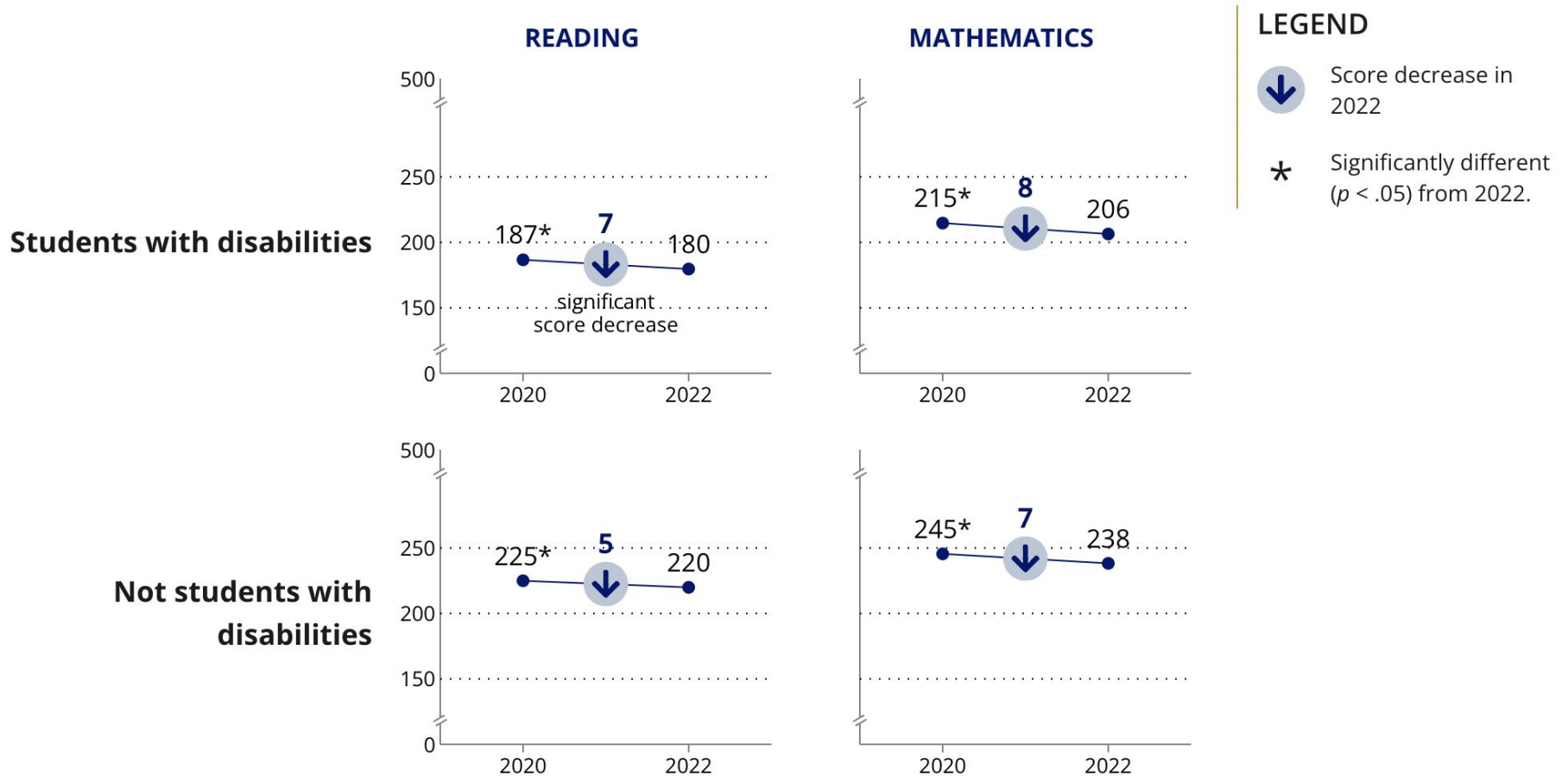
First ever
score drop in
mathematics

* Significantly different ($p < .05$) from 2022.



What the Research Says...

Pandemic's Effect on Students with Learning Disabilities



What the Research Says...

Skills for Social and Academic Success



Research links SEL to student success

- 23% gain in social-emotional skills
- 9% gain in attitudes about self/others/school
- **11% gain on academic performance via standardized tests (math and reading)**



And reduced risks for failure

- 9% difference in problem behaviors
- 10% difference in emotional distress

Winston's SEL Skills: Qualities of a Sustainable and Independent Learner (QSIL)

SELS	Definitions
Resilience	The student is able to recover from or adjust easily to misfortune or change by becoming strong and healthy in response to such experience.
Social Responsibility	The student is a consistently effective and helpful member of the community.
Self-Advocacy	The student consistently represents himself/herself by appropriately asking for assistance inside and outside of the classroom.
Self-Regulation	The student is able to remain goal directed across time, even in the face of difficult situations, and emotions such as boredom, annoyance, or frustration.
Self-Reflection	The student has a conscious knowledge of his/her own character, strengths, weaknesses, feelings, motives, and desires, and is thoughtful about how these influence his/her actions and responses.
Social and Communication Skills	The student consistently both responds and adapts to diverse situations, and understands how to communicate his/her needs and ideas to others without external structures of support.
Problem Solving	The student is an adaptive, creative and effective problem solver.
Management and Organization	The student is able to prioritize, organize, and complete tasks effectively and efficiently.

Study Site: Winston Preparatory School



Winston Preparatory School *Making a Bigger Difference*



- Nationwide, seven-campus school serving SwLD
 - Evidence-based model for nurturing the holistic development of students with specific learning disabilities (e.g., dyslexia, dyscalculia) and related disorders (e.g., ADHD).
- Nearly 600 students ages 9-21 attend Winston
 - Intense skill remediation
 - Building students' SEL skills (i.e., resilience, self-advocacy, social skills, self-regulation, self-reflection, social responsibility, problem solving, and management/organization)
 - The Qualities of a Sustainable and Independent Learner (QSIL)



Our Research Study

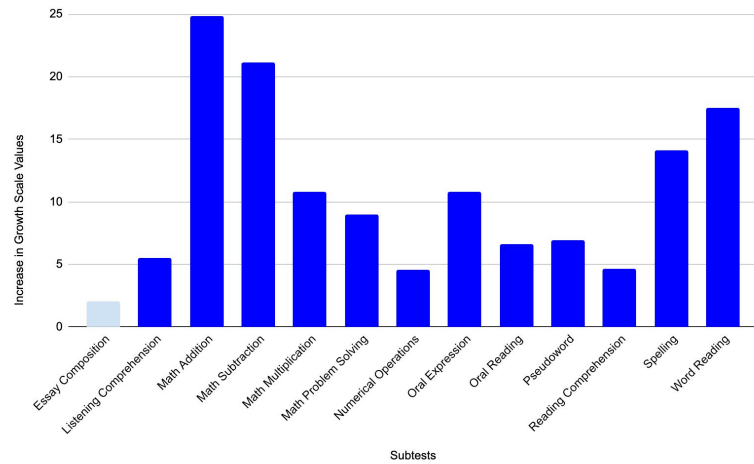
- How did Winston students perform academically during the pandemic?
- Did SELS help Winston students with academic performance during the pandemic? If so, which ones?



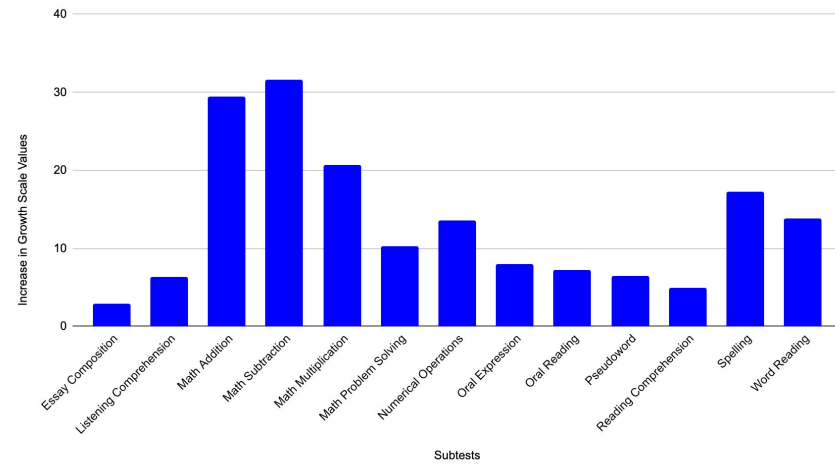
Results

Pre-Pandemic:

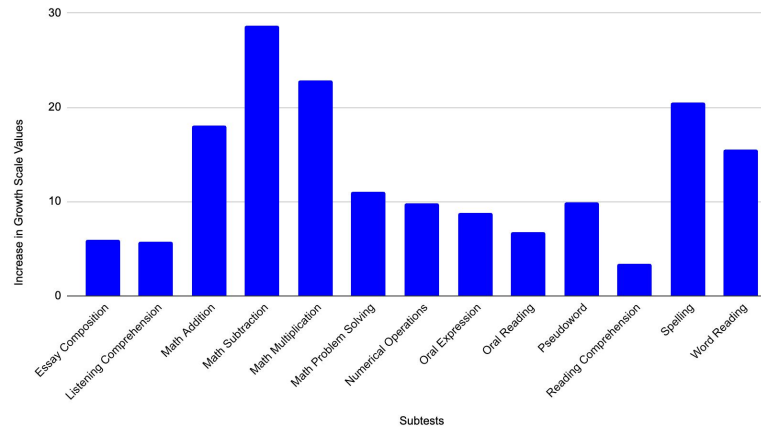
WIAT-III Increases from 2016 to 2017



WIAT-III Increases from 2017 to 2018



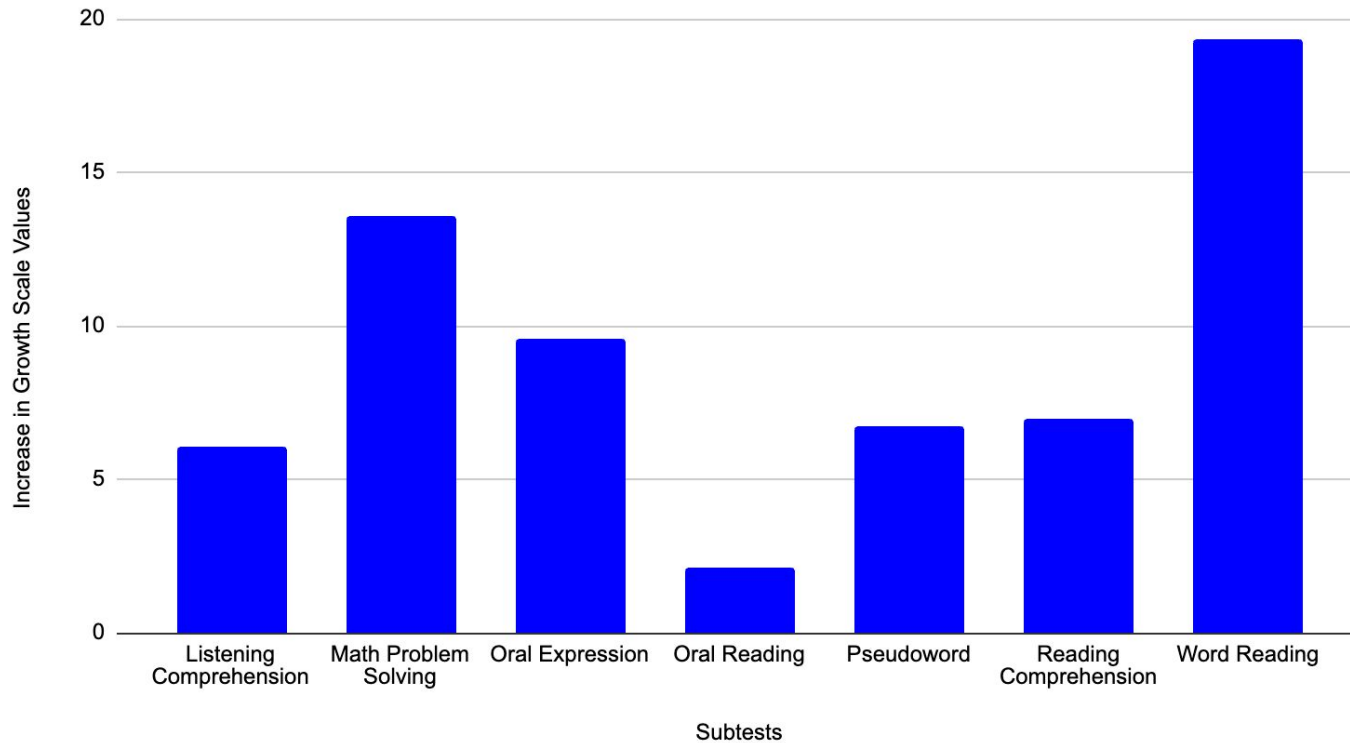
WIAT-III Increases from 2018 to 2019



Results

Hypothesis 1: Academic achievement will improve year-to-year.

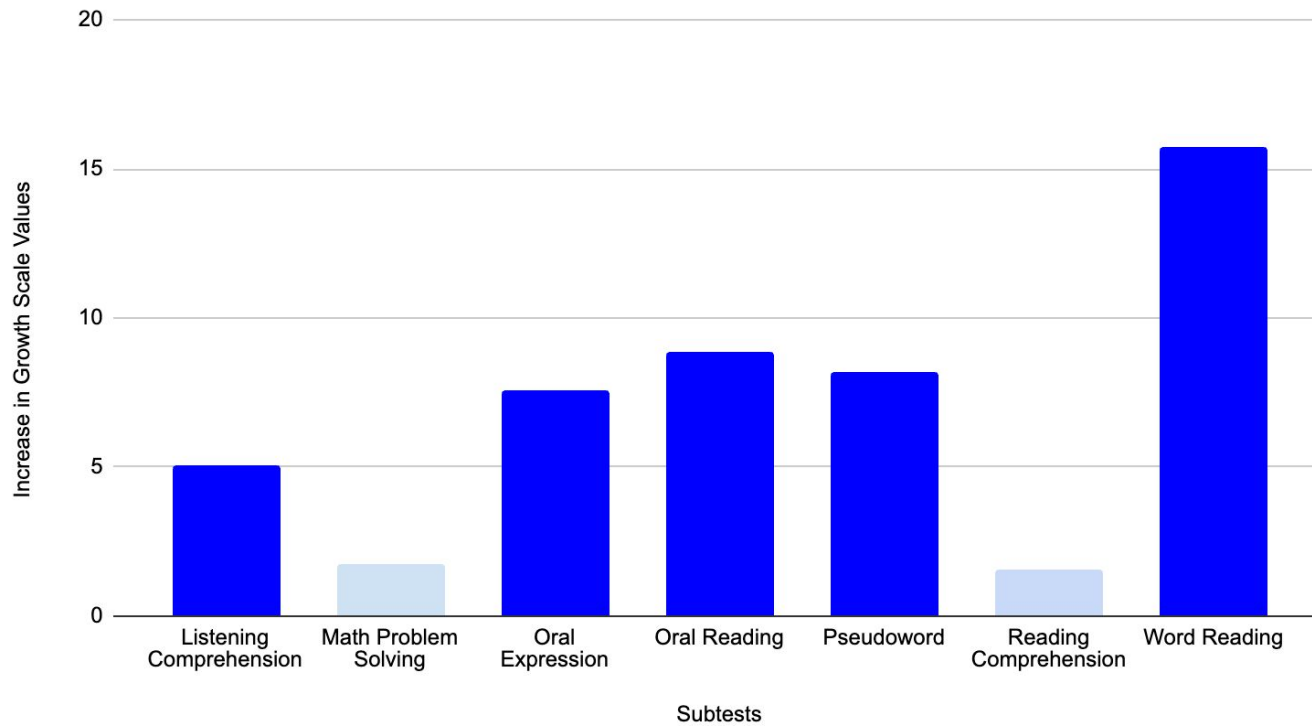
WIAT-III Increases from 2019 to 2020



Results

Hypothesis 1: Academic achievement will improve year-to-year.

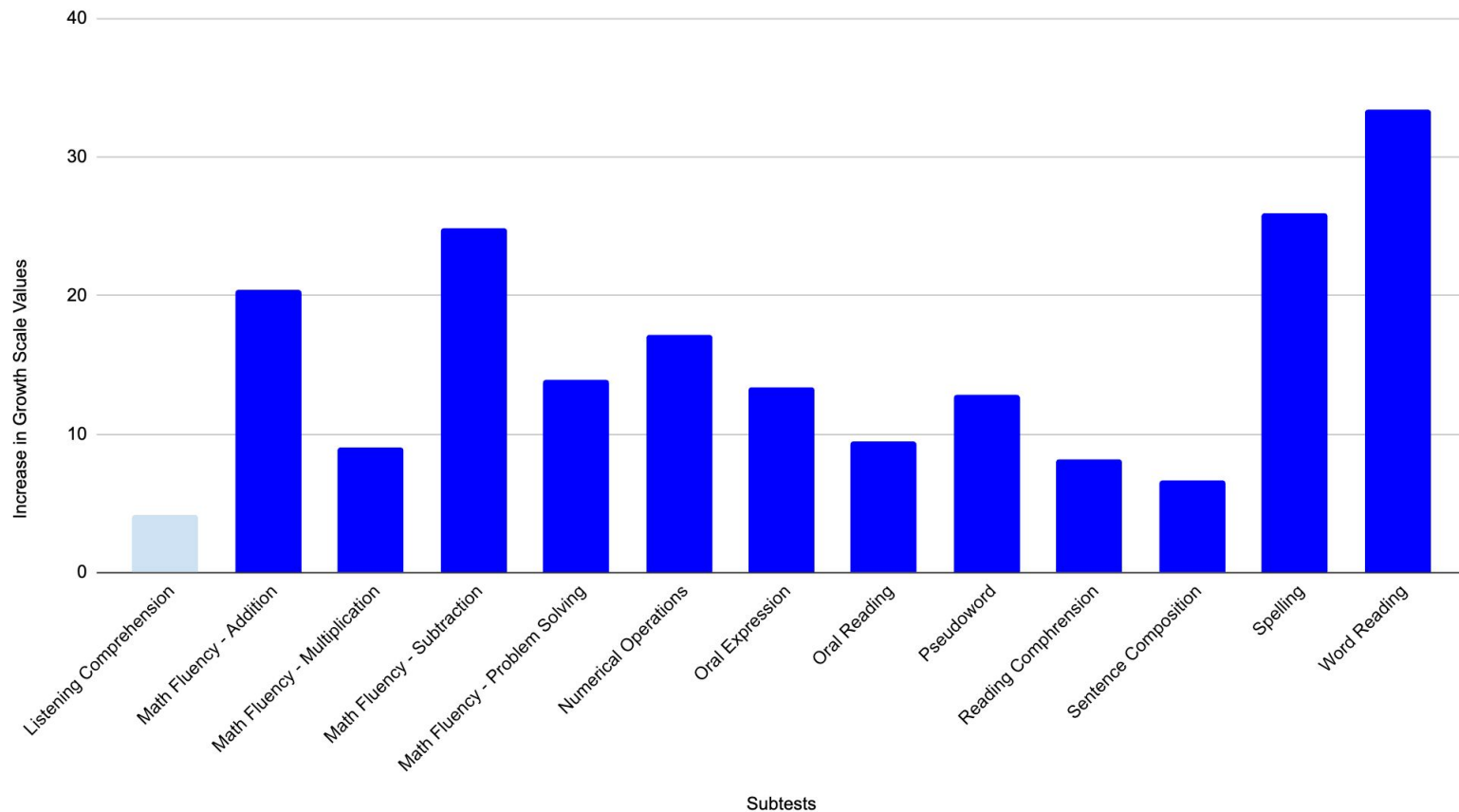
WIAT-III Increases from 2020 to 2021







Results

Hypothesis 1: Academic achievement will improve year-to-year.

WIAT-III Increases from 2019 to 2021



Results

2021 SEL Skills:	Math Problem Solving	Math Multiplication	Word Reading
Resilience			
Self-Advocacy			
Self-Reflection			
Self-Regulation			
Management/ Organization			
Problem Solving			

Discussion

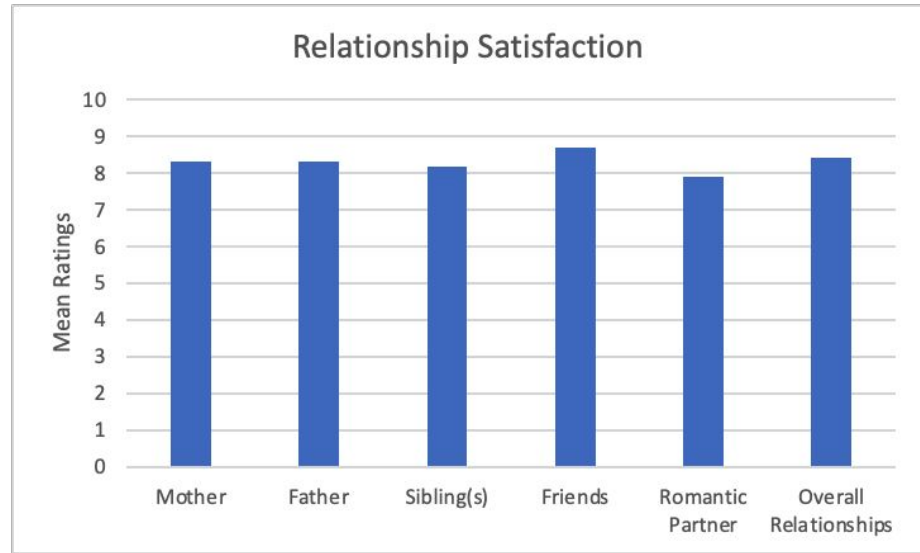
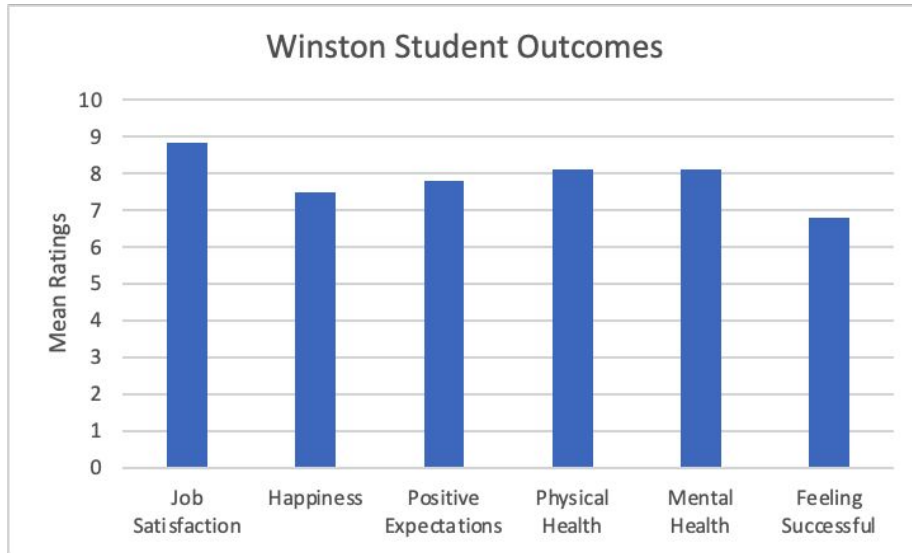
- What does this mean for SwLD?
 - Learning loss during a pandemic is not an inevitability for them
 - Social and emotional learning skills are one explanation for why academic achievement improved during the pandemic
 - There are likely many reasons why academic achievement improved every year, including during the pandemic
 - Customized programming
 - 1:1 Remedial Focus Time
 - School Climate
 - Pre-shutdown training for students and teachers
 - We need to improve public and private schools' preparedness for disaster-level situations (e.g., pandemics, hurricanes) that can be detrimental to student learning, particularly for SwLD
 - Emphasis on what we did wrong
 - Consideration for what we did right



Lives Over Time:
An Ongoing Research Effort



Lives Over Time: 2014



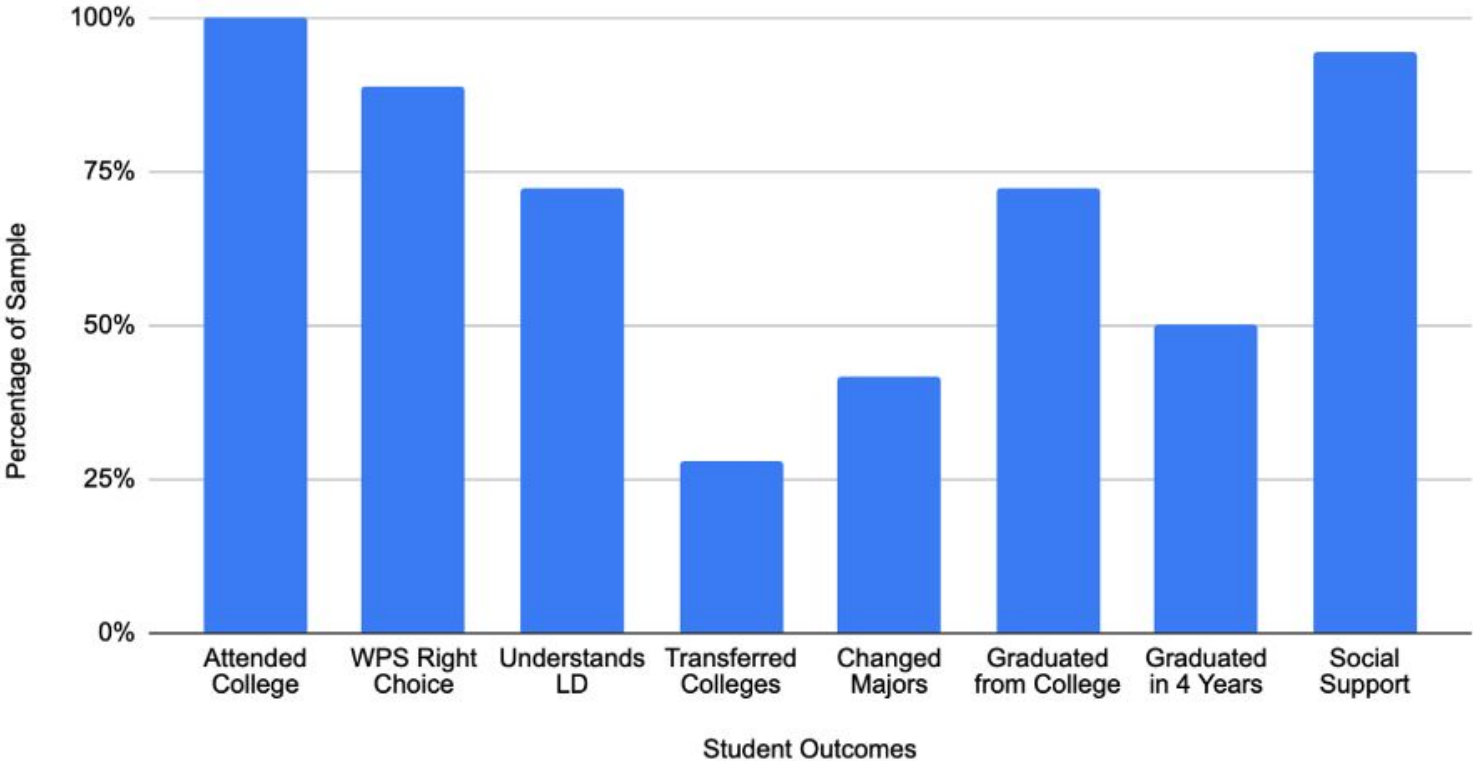
*Rated on a 0 - 10 scale, where high numbers indicate high levels of job satisfaction, etc.



Lives Over Time: 2014

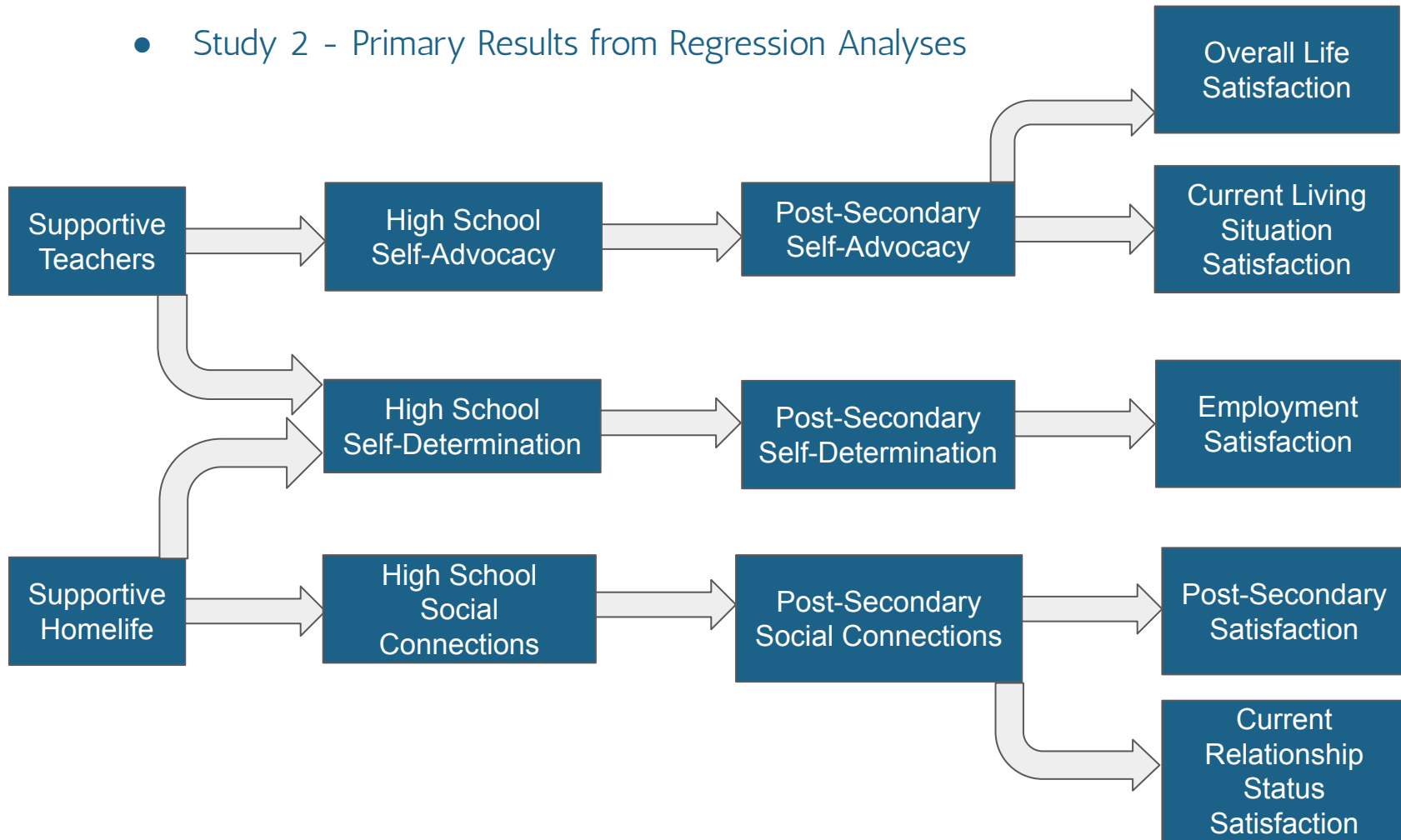
Figure 1

Student Outcomes for Winston Preparatory School Alumni



Lives Over Time: 2016

- Study 2 - Primary Results from Regression Analyses



Lives Over Time: 2021

What are some ways your Winston teachers made you feel supported?

44%	Helping Students (without doing what students should be doing on own)	<i>"...helped me learn how to solve problems myself" "teachers...were very willing to help me...not just by giving us the answers, but by supporting our methods of research"</i>
29%	Personal conversations with teachers	<i>"Mr. X from the science department would allow me to come to him to talk all the time if I needed to. He would keep what we talked about private and he wouldn't judge me for the things I would tell him. He was a very strong confidant in eyes and I greatly appreciated his caring personality."</i>
21%	Being available/Giving of time	<i>"Always had an open door policy and were always willing to stay late."</i>
15%	Investing in whole student/Interested in student beyond school	<i>Ms. X would be there for me in my roughest moments, when stuff was getting really hard at home she would always be waiting to hear what I had to tell her."</i>
10%	Encouraging/Pushing students to succeed	<i>"They pushed me to do well in my studies instead of letting me do substandard work" "They understood if you didn't get something done, but they encouraged you to do better with building you up."</i>



Lives Over Time: 2021

What are some ways your families (or other people living in your home) have made you feel supported?

46%	Encouragement / Not Giving Up on Them	<i>"My mother was a huge support and made sure I stayed in school. She supported me by helping me get into Winston and never gave up on me when everyone else did." "Not kicking me out"</i>
35%	Communication: Listening and Understanding	<i>"My parents have always been understanding, and whenever they didn't understand something they would try and figure it out themselves or ask me for assistance in understanding and creating a clearer line of communication."</i>
19%	Helping Behaviors	<i>"They helped me when I was struggling" "helped me with the college process"</i>
10%	Provide Resources	<i>"paid for my college, my parents found a one-on-one program for me that fits my learning style" "My mom has always funded and supported my musical dreams."</i>
8%	Loving / Caring for Them	<i>"They care about my health and the overall quality of my life."</i>



Lives Over Time:

- What do the results from the Lives Over Time Study tell us about how to best help our SwLD?
 - Supporting students (e.g., appropriate helping, encouraging, listening) and SELS (self-advocacy, self-determination, and social connections) seem to help students achieve post-secondary outcomes
 - Professional development focusing on how to best support students and to foster SELS is needed so that teachers can help their SwLD achieve success
- Next, we will learn how we take these research findings to practice - and you'll learn how you can too!



Applied to Practice



Example

Learning Profile: NVLD
(eval dx: ADHD, Aspergers)

**Transition Plan: traditional
4-year college**



Reflection

What ideas stand out? What am I curious about?

Have I worked to develop these skills in myself? What are my own SE strengths & weaknesses?

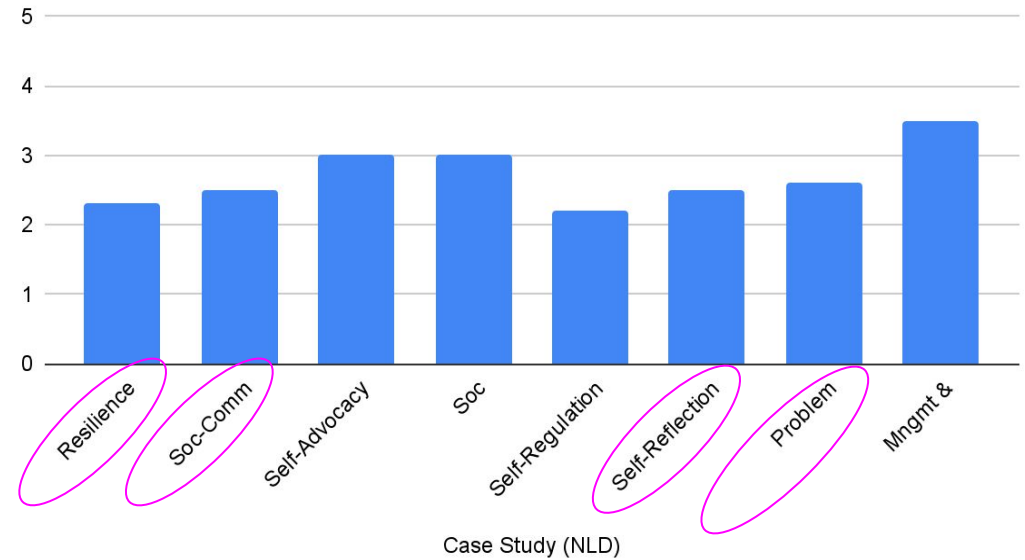
Is there a particular student or group of students who come to mind as I think about these skills?

How have I worked to target these skills in the past with students and/or myself?

Social Emotional challenges upon entrance:

- Frustration, anger
- Anxiety
- Difficulties with social relationships
- Extremely dependent on external monitoring / feedback / reassurance
- Problem solving due to conceptual weaknesses + *inflexibility*
- Weak awareness of learning profile

Initial WESS



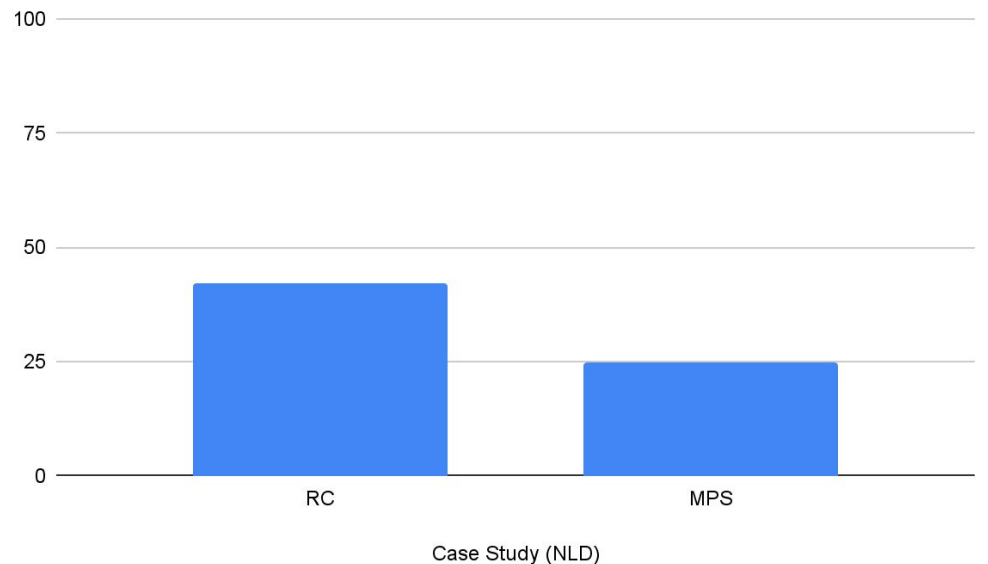
Academic weaknesses upon entrance:

- Higher Order Reading comprehension
- Mathematics applications
- Reasoning skills

Strengths upon entrance:

- Rote memory / fact recall
- Basic reading skills
- Oral expression
- Written expression

WIAT RC and MPS



Qualities of a Sustainable & Independent Learner

- Resilience
- Social Responsibility
- Self-Advocacy
- Self-Regulation
- Self-Reflection
- Social Communication
- Problem Solving
- Management & Organization

Resilience

- Recover
- Persevere
- Strengthen
- Learn





Developing Resilience


Self-
Understanding

A Skill to
Build

Comfortable
with the
Uncomfortable



Recognizing
Patterns



Emotional
Coping
Strategies



Explicit
Praise

Communication & Social Skills

*Developing and
sustaining healthy
relationships*



Developing Communication & Social Skills



You're doing it!



Reflection



Emotional
Vocabulary



Parents

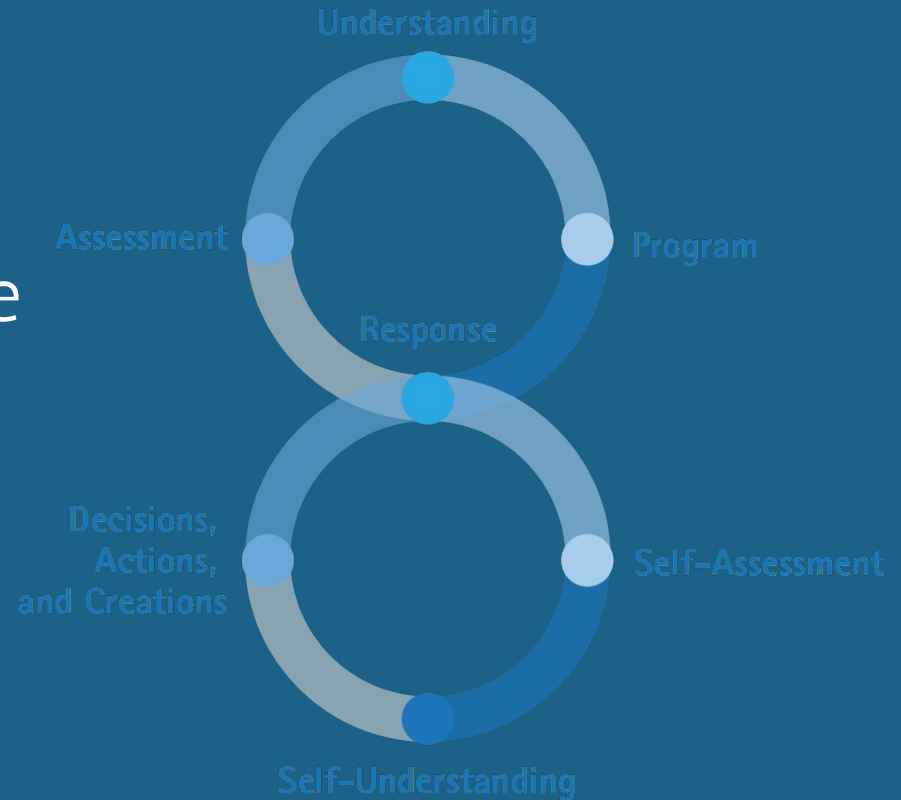
Self - Reflection

Awareness of your own strengths and weaknesses and a deep understanding of self is vital and intertwined with all of the qualities that lead to independence and success.



Developing Self-Reflection

Provide the space and time to be self-reflective & apply structure to make these moments productive.



Incorporating Self-Reflection in Class

Math Homework Reflection Questions

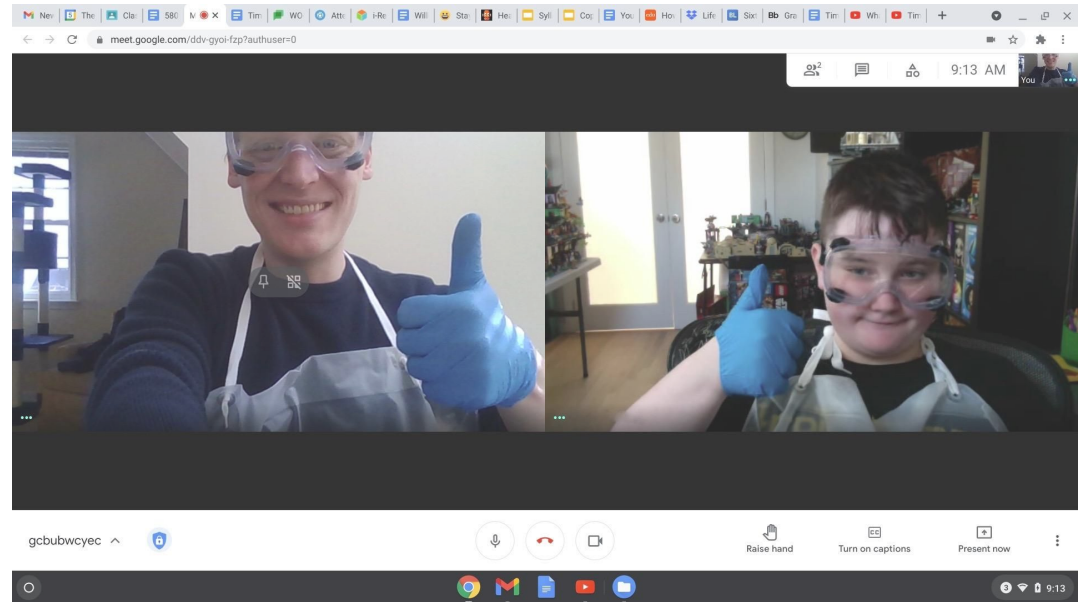
*Your responses to the question(s) chosen should be very detailed. Be ready to share your response in class the next day.

- | | |
|--|---|
| <ol style="list-style-type: none">1. What were the main mathematical concepts or ideas that you learned today or that we discussed in class today?2. What questions do you still have about _____? If you don't have a question, write a similar problem and solve it instead.3. Describe a mistake or misconception that you or a classmate had in class today. What did you learn from this mistake or misconception?4. How did you or your group approach today's problem or problem set? Was your approach successful? What did you learn from your approach?5. Describe in detail how someone else in class approached a problem. How is their approach similar or different to the way you approached the problem? | <ol style="list-style-type: none">1. What new vocabulary words or terms were introduced today? What do you believe each new word means? Give an example/picture of each word.2. What was the big mathematical debate about in class today? What did you learn from the debate?3. How is _____ similar or different to _____?4. What would happen if you changed _____?5. What were some of your strengths and weaknesses in this unit? What is your plan to improve your areas of weakness? |
|--|---|

Problem Solving

Creative problem solvers

- ... ask questions
- ... embrace failure as a way to learn
- ... explore new ideas
- ... are self-motivated
- ... are resourceful
- ... understand themselves
- ... understand how they are connected to the world & others.



Developing Problem Solving

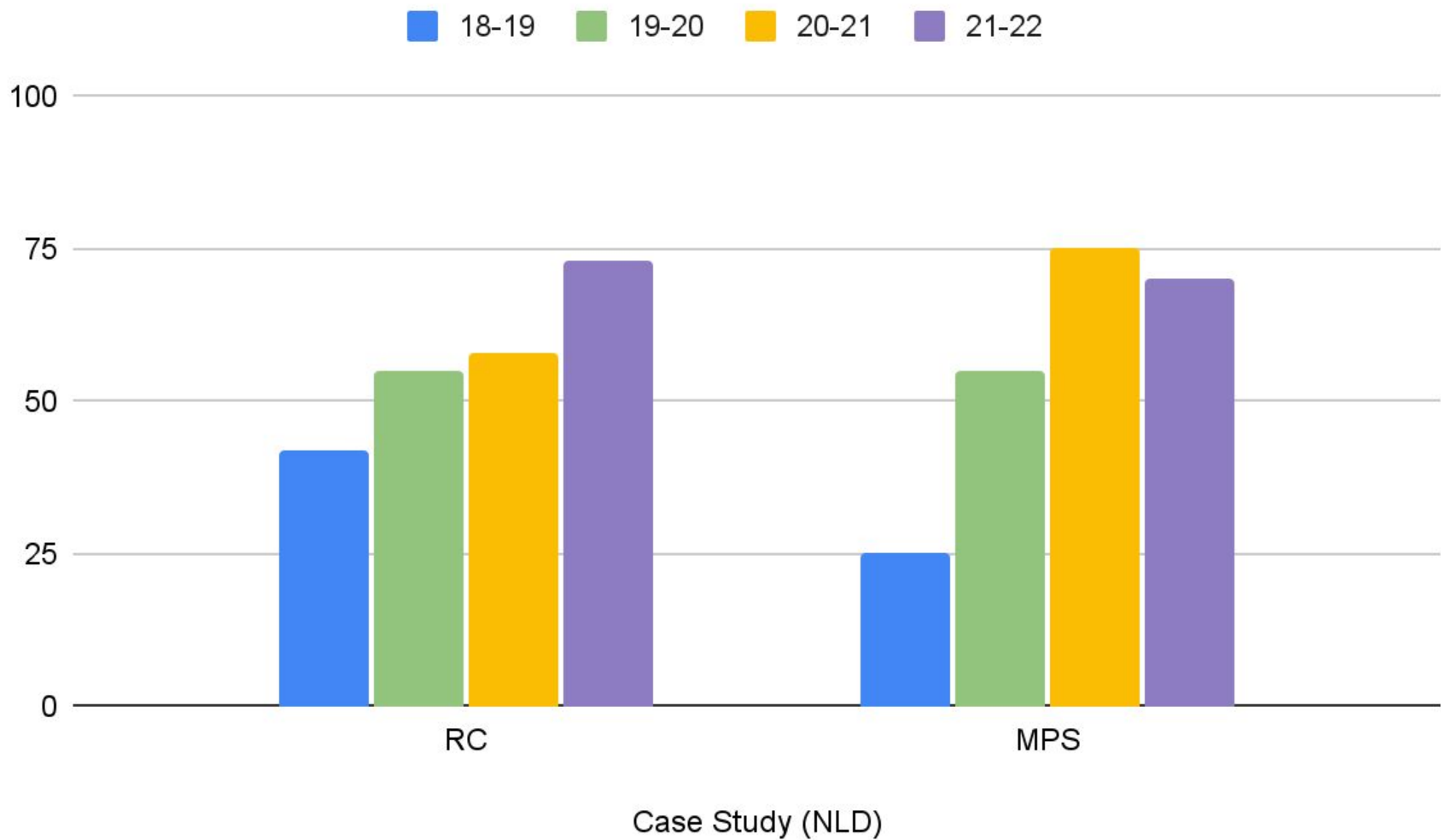
Steps	1	2	3
Recognize a problem	I asked for help after I realized there was a problem.	I noticed a problem as it was happening.	I predicted there would be a problem before it happened!
Identify the cause(s) of the problem.	I asked for help to figure out the cause of the problem.	I thought of 1 possible cause of the problem.	I thought of <i>more than</i> 1 possible cause of the problem.
Come up with a plan(s).	I asked for help to think of a plan.	I came up with 1 solution but it wasn't related to the cause of the problem.	I came up with more than 1 solution & chose the best one based on the cause of the problem.
Apply the plan.	I asked for help to follow through with a solution.	I followed through with my solution but needed a little help.	I followed through with my solution independently.
Evaluate the outcome.	I asked for help to think about the outcome.	I decided if my solution helped the problem or not with a little help.	I decided if my solution helped the problem & came up with another solution if my first plan didn't work.

Leave space for struggle • Model using 'think alouds' • Self vs. Team approach

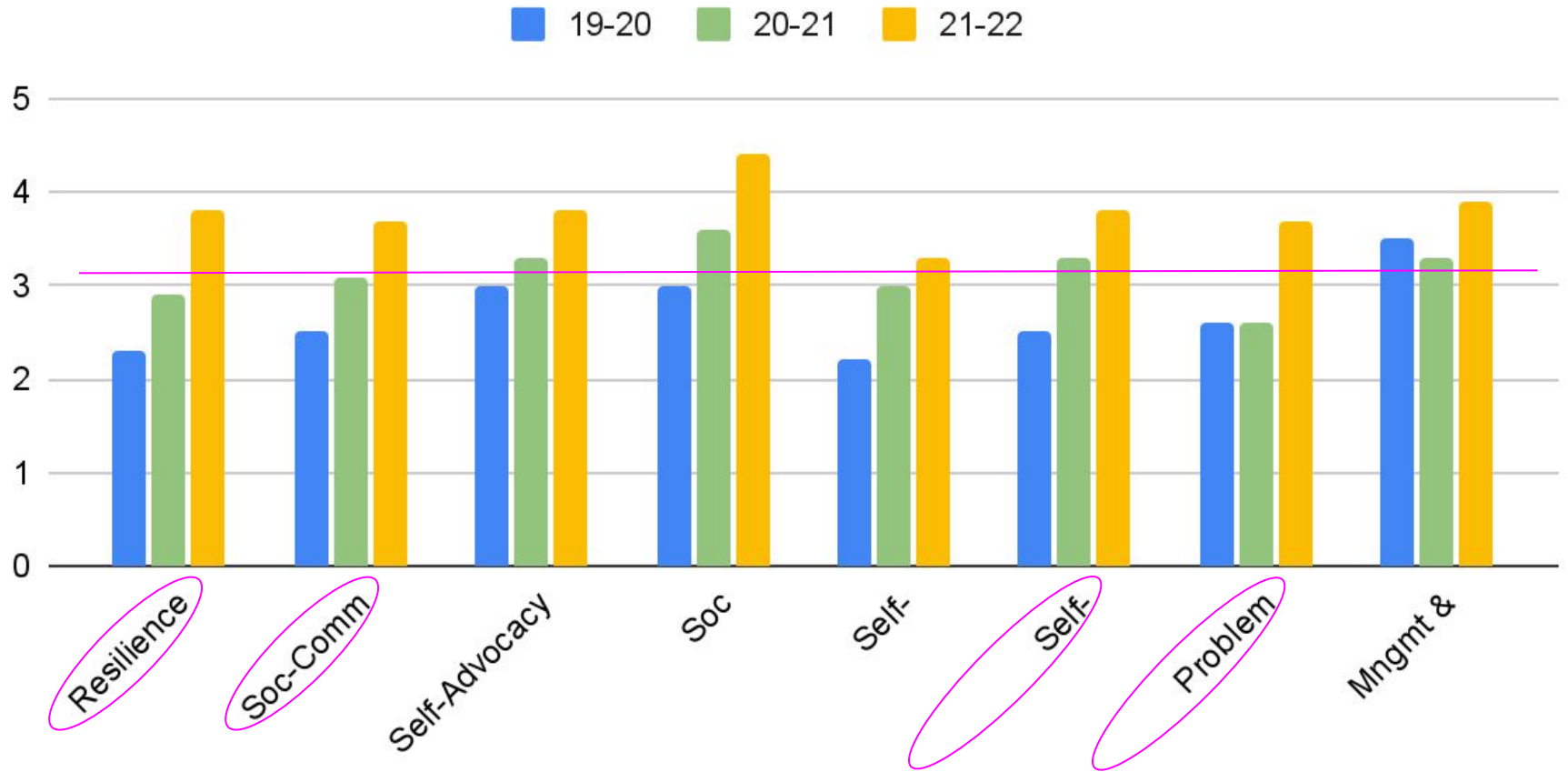
Stress level before problem was solved:				
1	2	3	4	5
Very low			Very high	

Stress level after problem was solved:				
1	2	3	4	5
Very low			Very high	

WIAT RC and MPS



WESS 19-20, 20-21 and 21-22



Case Study (NLD)

Reflection

What ideas stand out? What am I curious about?

Have I worked to develop these skills in myself? What are my own strengths & weaknesses?

Is there a particular student or class of students that come to mind as I think about these skills?

How have I worked to target these skills in the past with students and/or myself?



Qualities of a Sustainable and Independent Learner

- Continually assess the student's understanding of these social-emotional skills
- Help students make a personal connection to these skills--connecting to a specific event that's happened or will likely happen
- Think of these qualities as a *skill to employ* as you need it rather than simply a trait that you possess (or don't)



Help us
Measure
SEL!



WANT A \$45 AMAZON GIFT CARD?

Do You Work with Kids with
Learning Disabilities?

We Need You!

Scan the QR code to complete a
Social Emotional Questionnaire



and receive up to \$45
in Amazon Gift Cards.



Contact

Dr. Jonathan Cohen, Ph.D.
212.877.7328
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Duration

No longer than 45 minutes



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