

SOCIAL SUCCESS IN SCHOOLS

Research & References



At Social Success in Schools, our mission is to provide inspiring and informative professional development training resources that are rooted in research and evidence-based practices. We've streamlined these best practices into one space with the goal of providing schools a user-friendly roadmap to reaffirm, reassess, and reinvent the ways in which they put SEL into action in their classrooms.



Social Success in Schools®
REAFFIRM. REASSESS. REINVENT.

SEL AWARENESS INTO ACTION

Module 1: Foundations

LESSON 1: WELCOME & HOUSEKEEPING

- Collaborative for Academic, Social, and Emotional Learning (CASEL). (2019). Strengthening adult SEL. *SEL Trends, Volume 7*. Retrieved from <https://casel.org/wp-content/uploads/2019/11/SEL-Trends-7-11182019.pdf>
- Jennings, P. A., & Frank, J. L. (2015). Inservice preparation for educators. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.). *Handbook of social and emotional learning: Research and practice* (pp. 422-437). New York, NY: The Guilford Press.
- Schonert-Reichl, K. A., Kitil, M. J., & Hanson-Peterson, J. (2017). To reach the students, teach the teachers: A national scan of teacher preparation and social and emotional learning. *Vancouver, B.C.: University of British Columbia*. Retrieved from <http://www.casel.org/wp-content/uploads/2017/02/SEL-TEd-Full-Report-for-CASEL-2017-02-14-R1.pdf>
- Weiner, R. & Pimentel, S. (April 2017). Practice what you teach: Connecting curriculum and professional learning in schools. *The Aspen Institute*. Retrieved from https://assets.aspeninstitute.org/content/uploads/2017/04/Practice-What-You-Teach.pdf?_ga=2.151253881.1139561889.1581792788-1220520504.1581792788

LESSON 2: COURSE CONTENT OVERVIEW

- Center on Great Teachers and Leaders at American Institutes for Research. (2014, February). *Self-Assessing social emotional instruction and competencies: A tool for teachers*. Retrieved from <https://gtlcenter.org/products-resources/self-assessing-social-and-emotional-instruction-and-competencies-tool-teachers>
- Cole, S. F., Eisner, A., Gregory, M., & Ristuccia, J. (2013). Creating and advocating for trauma-sensitive schools. *Massachusetts Advocates for Children*. Retrieved from <https://www.traumasensitiveschools.com>
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (2019). *Guide to school-wide SEL; build awareness, commitment, and ownership focus area 1A rubric*. Retrieved from <https://schoolguide.casel.org/uploads/sites/2/2019/06/Blank-Rubric-Template-4.pdf>
- Copeland, William. E., et. al. (2007). Traumatic events and post-traumatic stress in childhood. *PubMed. Archives of General Psychiatry*. 64 (5): p. 577-84. DOI: 10.1001/archpsych.64.5.577. Retrieved from https://www.researchgate.net/publication/6345030_Traumatic_Events_and_Posttraumatic_Stress_in_Childhood

Dusenbury, L., Calin, S., Domitrovich, C., & Weissberg, R. P. (2015). *What does evidence-based instruction in social and emotional learning actually look like in practice? A brief on findings from CASEL's program reviews*. Chicago, IL: CASEL. Retrieved from <http://www.casel.org/wp-content/uploads/2016/08/PDF-25-CASEL-Brief-What-Does-SEL-Look-Like-in-Practice-11-1-15.pdf>

Falnnery, Mary Ellen, (2016, May 17). How trauma is changing children's brains. *NEA Today*. Retrieved from <https://neatoday.org/2016/05/17/trauma-and-children/>

Statman-Weil, Katie. (May 2015). Creating trauma sensitive classrooms. *Young Children*, Vol. 70, No. 2. Retrieved from <https://www.naeyc.org/resources/pubs/yc/may2015/trauma-sensitive-classrooms>

The Aspen Institutes (2019). Integrating social, emotional, and academic development: An action guide for school leadership teams. *Washington, DC: Author*. Retrieved from https://assets.aspeninstitute.org/content/uploads/2019/03/UPDATED-FINAL-Aspen_Integrating-Report_4_Single.pdf

LESSON 3: SEL BASICS & BENEFITS

Aber, L. Et al. (2015). Opportunity, responsibility, and security a consensus plan for reducing poverty and restoring the American dream. *American Enterprise Institute for Public Policy Research and the Brookings Institution*. Retrieved from <https://www.brookings.edu/wp-content/uploads/2016/07/Full-Report.pdf>

Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. *Center for Benefit-Cost Studies in Education Teachers College, Columbia University*. Retrieved from <http://blogs.edweek.org/edweek/rulesforengagement/SEL-Revised.pdf>

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). What is SEL? Retrieved from <https://casel.org/what-is-sel/>

Cunningham, W., & Villaseñor, P. (2016). Employer voices, employer demands, and implications for public skills development policy connecting the labor and education sectors. *World Bank Group; Development Economics Vice Presidency Operations and Strategy Team*. Retrieved from <https://www.cfchildren.org/wp-content/uploads/what-is-sel/docs/world-bank-group.pdf>

DePaoli, J.L., Atwell, M.N., & Bridgeland, J. (2017). Ready to lead. A national principal survey on how social and emotional learning can prepare children and transform schools a report for CASEL. *Civic Enterprises with Hart Research Associates*. Retrieved from http://www.casel.org/wp-content/uploads/2017/11/ReadyToLead_ES_FINAL.pdf

Durlak, J.A., Dymnicki, A.B., Taylor, R.D. Weissberg, R.P., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432. Retrieved from <https://casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf>

Hart, P. D., Bridgeland, J., Bruce, M., & Hariharan, A. (2016). The missing piece. A national teacher survey on how social and emotional learning can empower children and transform schools. *Civic Enterprises*. Retrieved from <http://www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf>

Jones, D. E., Greenberg, M., & Crowley, M. (November 2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health* 105, no. 11, pp. 2283-2290. Retrieved from <https://doi.org/10.2105/AJPH.2015.302630>

Kautz, T., Heckman, J. J., Diris, R., Weel, B., & Borghans, L. (December 2014, Revised April 2015). Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success. *National Bureau of Economic Research*. Retrieved from <https://www.nber.org/papers/w20749.pdf>

McGraw-Hill Education with Morning Consult. (2018). *Social and emotional learning report*. Retrieved from <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/corporate/promotions/2018-social-emotional-learning-survey.pdf>

Sklad, M., Diekstra, R., De Ritter, M., Ben, J., & Gravesteyn, C. (2012). Effectiveness of school-based universal social, emotional, and behavioral programs. Do they enhance students' development in the area of skill, behavior, and adjustment? *Psychology and Schools*, 49, 892- 909.

Taylor, R.D., Oberle, E. Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156-1171. <https://doi.org/10.1111/cdev.12864>

The Aspen Institutes (2019). Integrating social, emotional, and academic development: An action guide for school leadership teams. *Washington, DC: Author*. Retrieved from https://assets.aspeninstitute.org/content/uploads/2019/03/UPDATED-FINAL-Aspen_Integrating-Report_4_Single.pdf

The Economist. (2016). *Emotion and cognition in the age of AI. A well-being agenda for 21st century skills*. Retrieved from https://edudownloads.azureedge.net/msdownloads/emotion_and_cognition_ai.pdf

LESSON 4: DATA & ASSESSMENT

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). Measuring SEL: Using data to inspire practice: The assessment guide. *Chicago, IL: Author*. Retrieved from <https://measuringcel.casel.org/access-assessment-guide/>

Denham, S. A. (2015). Assessment of social-emotional learning in educational contexts. In J. Durlak, C. E. Domitrovich, R. P. Weissberg, and T. P. Gullotta (Eds.), *Handbook of social and emotional learning* (pp. 285-300). New York, NY: Guilford Press.

Marzano, R. J. (2015) Using formative assessment with SEL skills. In J. Durlak, C. E. Domitrovich, R. P. Weissberg, and T. P. Gullotta (Eds.), *Handbook of social and emotional learning* (pp. 336-347). New York, NY: Guilford Press.

McKown, C., Allen, A. M., Russo-Ponsaran, N. M., Johnson, J. K. (2013). Direct assessment of children's social-emotional comprehension. *Journal of Psychological Assessment*, 25, 1154-1166. doi:10.1037/a0033435

Panorama Education: <https://www.panoramaed.com>

Raikes Foundation. (2011). *Social-emotional learning assessment measures for middle school youth*. Retrieved from <https://www.search-institute.org/sites/default/files/a/DAP-Raikes-Foundation-Review.pdf>

Redding, S., & Walberg, H. J. (2015) Indicators of effective SEL practice. In J. Durlak, C. E. Domitrovich, R. P. Weissberg, and T. P. Gullotta (Eds.), *Handbook of social and emotional learning* (pp. 377-392). New York, NY: Guilford Press.

The Devereux Students Strengths Assessment (DESSA): <https://apertureed.com/dessa-overview/>

LESSON 5: LEADERS WHO LEAD IN SEL

Allensworth, E. & Hart, H. (2018). How do principals influence student achievement? *UChicago Consortium on School Research*. Retrieved from <https://consortium.uchicago.edu/publications/how-do-principals-influence-student-achievement>

Collaborative for Academic, Social, and Emotional Learning. *District SEL planning and implementation rubric*. Retrieved from <https://casel.org/wp-content/uploads/2016/09/Theory-of-Action-CDI-District-Rubric.pdf>

Elias, M. J., and Berkowitz, M. W. (2016). Schools of social-emotional competence and character: Actions for school leaders, teachers, and school support professionals. *Naples, FL: National Professional Resources*. Retrieved from <https://www.nprinc.com/new-products/new-release-schools-of-social-emotional-competence-and-character/>

Elias, M. J., O'Brien, M. U., & Weissberg, R. P. (2006). Transformative leadership for social and emotional learning. *Principal Leadership*, 7, 10-13.

Hesselbein, F., & Shrader, A. (Eds.). (2008). *Leader to leader 2: Enduring insights on leadership from the Leader to Leader Institute's award winning journal*. San Francisco, CA: Jossey-Bass.

Northouse, P. (2016). *Leadership: theory and practice (7th ed.)* Thousand Oaks, CA: Sage.

Patti, J., Senge, P., Madrazo, C., & Stern, R. S. (2015). Developing socially, emotionally, and cognitively competent school leaders and learning communities. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 438-552). New York, NY: The Guilford Press.

The Aspen Institutes (2019). Integrating social, emotional, and academic development: An action guide for school leadership teams. *Washington, DC: Author*. Retrieved from https://assets.aspeninstitute.org/content/uploads/2019/03/UPDATED-FINAL-Aspen_Integrating-Report_4_Single.pdf

Module 2: Cultivating a Positive School Culture and Climate

LESSON 2: SCHOOL CULTURE & CLIMATE ASSESSMENT

American Institutes for Research (2019). Safe supportive learning: Engagement, safety, environment. *Washington, DC: National Center on Safe Supportive Learning Environments*. Retrieved from <https://safesupportivelearning.ed.gov/>

ASCD (2019). School culture and climate. *Alexandria, VA: Author*. Retrieved from <http://www.ascd.org/research-a-topic/school-culture-and-climate-resources.aspx>

Berg, J., Osher, D., Moroney, D., & Yoder, N. (2017). The intersection of school climate and social and emotional development. *Washington, DC: American Institutes for Research*. Retrieved from <https://www.air.org/sites/default/files/downloads/report/Intersection-School-Climate-and-Social-and-Emotional-Development-February-2017.pdf>

Osher, D. & Berg, J. (2018). School climate and social and emotional learning; the integration of two approaches. *The Pennsylvania State University*. Retrieved from <https://www.air.org/sites/default/files/downloads/report/School-Climate-and-Social-and-Emotional-Learning-Integrative-Approach-January-2018.pdf>

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357–385. Retrieved from <https://journals.sagepub.com/doi/abs/10.3102/0034654313483907>

The Aspen Institutes (2019). Integrating social, emotional, and academic development: An action guide for school leadership teams. *Washington, DC: Author*. Retrieved from https://assets.aspeninstitute.org/content/uploads/2019/03/UPDATED-FINAL-Aspen_Integrating-Report_4_Single.pdf

U.S. Department of Education (2019). School climate and discipline. *Washington, DC: Author*. Retrieved from <https://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

LESSON 3: RAISING STAFF & STUDENT VOICE

Center for Restorative Process. Restorative circles lesson plan 1: introduction to circles. Retrieved from <http://www.centerforrestorativeprocess.com/lesson-1.html>

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2017). Empowering Youth Voice, *SEL Trends*, Volume 2. Retrieved from <https://casel.org/wp-content/uploads/2018/07/SEL-Trends-Youth-Voice.pdf>

Fletcher, Adam, F. C. (2015). Why Student Voice? A Research Summary. *Sound Out*. Retrieved from <https://soundout.org/why-student-voice-a-research-summary/>

Quaglia Institute for School Voice and Aspirations. (2016.) School voice report 2016.
Retrieved from http://quagliainstitute.org/dmsView/School_Voice_Report_2016

LESSON 4: SHARED VISION STATEMENT

Gabriel, J. G. (2009). How to help your school thrive without breaking the bank. Chapter 2. Developing a vision and a mission. ASCD. Retrieved from <http://www.ascd.org/publications/books/107042/chapters/developing-a-vision-and-a-mission.aspx>

Slate, J. et. al. (2008). School mission statements and school performance: a mixed research investigation. *New Horizon. Volume 56, Number 2*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ832903.pdf>

The Open University; Tess-India. *Perspective on leadership: building a shared vision for your school*. Retrieved from https://www.open.edu/openlearncreate/pluginfile.php/135939/mod_resource/content/4/SL11_AIE_Final.pdf

LESSON 5: BUILDING RELATIONSHIPS

Hattie, J. (2009). Visible learning, A synthesis of over 800 meta-analysis relating to achievement. *London: Routledge*.

Miller, R., Latham, B., & Cahill, B. (2017). *Humanizing the education machine*. Hoboken, NJ: John Wiley & Sons, Inc.

Olson, Kirke (2014). *The invisible classroom: relationships, neuroscience & mindfulness in school*. W. W. Norton & Company. Kindle Edition.

Pianta, R.C. (1999). Enhancing relationships between children and teachers. *American Psychological Association*, Washington, DC.

Pianta, R.C. (2001). STRS: Student-teacher relationship scale: Professional manual. *Psychological Assessment Resources*.

Pianta et al. (2005). Features of pre-kindergarten programs, classrooms, and teachers: Do they predict observed classroom quality and child–teacher interactions? *Applied Developmental Science*, 9 (3), pp. 144-159.

Poulou, M. S. (2017). Students' emotional and behavioral difficulties: the role of teachers' social and emotional learning and teacher-student relationships. *International Journal of Emotional Education Special Issue, Volume 9, Number 2*, 72-89. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1162078.pdf>

Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*, 104(3), 700- 712.

Shinn, M., & Yoshikawa, H. (2008). Toward positive youth development: Transforming schools and community programs. *Oxford University Press*, New York, NY, pp. 21-40.

Souers, K., & Hall, P. (2016). *Fostering resilient learners*. ASCD.

LESSON 6: STUDENT ENGAGEMENT

Jenkins, L. (2019). *How to create a perfect school: maintain students' motivation and love of learning from kindergarten through 12th grade*. Scottsdale AZ: LtoJ Press.

Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The skillful teacher: building your teaching skills 6th edition*. Acton, MA: Research for Better Teaching, Inc.

Saphier, J., Haley-Speca, M. A., & Gower, R. (2017). *The skillful teacher: building your teaching skills 7th edition*. Acton, MA: Research for Better Teaching, Inc.

Supporting Social, Emotional, and Academic Development: Research Implications for Educators. (2018). *UChicago Consortium for School Research*. Retrieved from <https://consortium.uchicago.edu/sites/default/files/2019-01/Supporting%20Social%20Emotional-Oct2018-Consortium.pdf>

LESSON 7: KINDNESS ROCKS

Layous K, Nelson SK, Oberle E, Schonert-Reichl KA, Lyubomirsky S. (2012). Kindness counts: Prompting prosocial behavior in preadolescents boosts peer acceptance and well-being. <https://doi.org/10.1371/journal.pone.0051380>

<https://www.thekindnessrocksproject.com/>

LESSON 8: 3B's OF RESPECT

Audley-Piotrowski, S. (2008). Respect in the classroom: A developmental approach. *Academic Exchange Quarterly*.

Cohen, J., Cardillo, R., & Pickeral, T. (2011). Creating a climate of respect. *Educational Leadership-Promoting Respectful Schools*. Volume 69, Number 1. Retrieved from <http://www.ascd.org/publications/educational-leadership/sept11/vol69/num01/Creating-a-Climate-of-Respect.aspx>

LESSON 9: ADULT SELF-CARE

Greenberg, M. T., Brown J. L. & Abenavoli, R.M. (2016). Teacher stress and health effects on teachers, students, and schools. *Edna Bennett Pierce Prevention Research Center: Pennsylvania State University*. Re-trieved from <https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>

Jennings, P.A., Greenberg, M.T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research* 79, 491–525. Retrieved from <https://journals.sagepub.com/doi/10.3102/0034654308325693>

Module 3: Positive Behavioral Interventions and Supports

LESSON 1: INTRODUCTION

Barrett, N. & Harris, D. (2018). The effects of a positive behavior interventions and supports (PBIS) data platform on student academic and disciplinary outcomes. *Tulane University EducationResearchAlliance*. Retrieved from <https://educationresearchalliancencola.org/files/publications/Barrett-Harris-Technical-Report-Final.pdf>

Eskelsen García, L. (2014). Positive behavioral interventions and supports: A multi-tiered framework that works for every student. *National Education Association*. Retrieved by https://www.nea.org/assets/docs/PB41A-Positive_Behavioral_Interventions-Final.pdf

Horner, R., Sugai, G., & Lewis, T. (2015). Is school-wide positive behavior support an evidence-based practice? Retrieved from https://assets-global.website-files.com/5d3725188825e071f1670246/5d79730226acc65b8ce8a9a6_2014%2007-07%20evidence%20base%20for%20swpbs.pdf

Madigan, K. Cross, R. W. , Smolkowski, K., & Strycker, L. A. (2016) Association between school-wide positive behavioral interventions and supports and academic achievement: a 9-year evaluation. *Educational Research and Evaluation*, 22:7-8, 402-421,. DOI: [10.1080/13803611.2016.1256783](https://doi.org/10.1080/13803611.2016.1256783)

Solomon, B. G., Klein, S. A., Hintze, J. M., Cressey, J. M., & Peller, S. L. (2012). A meta-analysis of school-wide positive behavior support: An exploratory study using single-case synthesis. *Psychology in the Schools*, 49(2). Retrieved from <https://doi.org/10.1002/pits.20625>

LESSON 2: PART 1: STUDENT-CENTERED DISCIPLINE—ACCOUNTABILITY

American Institutes for Research (2017). *Center on great teachers and learners: Social and emotional learning in the daily life of classrooms*. Retrieved from <http://www.gtlcenter.org/technical-assistance/professional-learning-modules/social-and-emotional-learning-daily-life-classrooms>

Schott Foundation for Public Education (2019). *Restorative practices: A guide for educators*. Quincy, MA: Author. Retrieved from <http://schottfoundation.org/restorative-practices>

LESSON 3: PART 2: STUDENT-CENTERED DISCIPLINE—TEACHABLE MOMENTS

Friedlaender, D., Burns, D., Lewis-Charp, H., Cook-Harvey, C. M., Zheng, X., & Darling-Hammond, L. (2014). Student-centered schools: Closing the opportunity gap. *Stanford, CA: Stanford Center for Opportunity Policy in Education*. Retrieved from <https://edpolicy.stanford.edu/sites/default/files/scope-pub-student-centered-cross-case.pdf>

Greene, Ross. (2008). *Lost at school: why our kids with behavioral challenges are falling through the cracks and how we can help them, revised updated version*. New York, NY. Scribner.

Gregory, A., & Fergus, E. (2017). Social and emotional learning and equity in school discipline. *The Future of Children*, 27(1), 117–136. <https://eric.ed.gov/?id=EJ1144814>

Simmons, D. N., Brackett, M. A., & Adler, N. (2018). Applying an equity lens to social, emotional, and academic development (Issue Brief). *University Park, PA: Edna Bennett Pierce Prevention Research Center, Pennsylvania State University*. https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2018/rwjf4446338

LESSON 4: SCHOOL-WIDE EXPECTED BEHAVIOR MATRIX

Positive Behavioral Interventions & Supports (PBIS). (2020). *What is tier 1 support?* Retrieved from <https://www.pbis.org/pbis/tier-1>

LESSON 5: CLASSROOM CREED AND EXPECTED BEHAVIORS

Evertson, C., Poole, I., & the IRIS Center. (2003). Establishing classroom norms and expectations. Retrieved from http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_norms.pdf

LESSON 6: TEACHER LANGUAGE & FEEDBACK

Center on Great Teachers & Leaders at American Institutes for Research. (2014). *Teaching the Whole Child Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks*. Retrieved from <https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>

Denton, P. (2013). *Power of our words; Teacher language that helps children learn*. Turners Falls, MA. Center for Responsive Schools, Inc.

Kowalski, Timothy. *Are You in The Zone?* Orlando, FL: Professional Communication Services, Inc. Retrieved from www.socialpragmatics.com

Module 4: SEL in Action

LESSON 1: INTRODUCTION

Collaborative for Academic, Social and Emotional Learning (2013). The 2013 CASEL Guide: Effective social and emotional learning programs-preschool and elementary school edition. *Chicago, IL: Author.*

Collaborative for Academic, Social and Emotional Learning (2015). The 2015 CASEL Guide: Effective social and emotional learning programs-middle and high school edition. *Chicago, IL: Author.*

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2017). Key insights from the collaborating districts initiative. *Chicago: Author.* Retrieved from <http://www.casel.org/wp-content/uploads/2017/06/CDI-Insights-Report-May.pdf>

Immordino-Yang, Mary, et. al. (2018). The Brain Basis for Integrated Social, Emotional, and Academic Development: How Emotions and Social Relationships Drive Learning. *Aspen Institute, National Commission on Social, Emotional, and Academic Development.* Retrieved from https://assets.aspeninstitute.org/content/uploads/2018/09/Aspen_research_FINAL_web.pdf?_ga=2.180983527.1139561889.1581792788-1220520504.1581792788

Schonert-Reichl, K. A., Kitil, M. J., & Hanson-Peterson, J. (2017). To reach the students, teach the teachers: A national scan of teacher preparation and social and emotional learning. *Vancouver, B.C.: University of British Columbia.* Retrieved from <http://www.casel.org/wp-content/uploads/2017/02/SEL-TEd-Full-Report-for-CASEL-2017-02-14-R1.pdf>

Shafer, Leah. (2017, June 20). Selecting the Right SEL Program. *Harvard Graduate Schools of Education.* Retrieved from <https://www.gse.harvard.edu/news/uk/17/06/selecting-right-sel-program>

Simmons, Dena. (2019). Why We Can't Afford Whitewashed Social-Emotional Learning. *ASCD Education Update. Volume 61, Number 4.*

The Aspen Institutes (2019). Integrating social, emotional, and academic development: An action guide for school leadership teams. *Washington, DC: Author.* Retrieved from https://assets.aspeninstitute.org/content/uploads/2019/03/UPDATED-FINAL-Aspen_Integrating-Report_4_Single.pdf

LESSON 2: ADULT SEL STRENGTHS & LIMITATIONS

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2017). Key insights from the collaborating districts initiative. *Chicago: Author.* Retrieved from <http://www.casel.org/wp-content/uploads/2017/06/CDI-Insights-Report-May.pdf>

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2019). Strengthening Adult SEL. *SEL Trends, Volume 7.* Retrieved from <https://casel.org/wp-content/uploads/2019/11/SEL-Trends-7-11182019.pdf>

- Jennings, P.A., Greenberg, M.T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research* 79, 491–525. Retrieved from <https://journals.sagepub.com/doi/10.3102/0034654308325693>
- Jones, S. M., Bouffard, S. M., & Weissboard, R. (2013). Educators' social and emotional skills vital to learning. *Phi Delta Kappan*, 94, 62-65. Retrieved from <https://doi.org/10.1177/003172171309400815>
- Poulou, M. S. (2017). Students' emotional and behavioral difficulties: the role of teachers' social and emotional learning and teacher-student relationships. *International Journal of Emotional Education Special Issue, Volume 9, Number 2*, 72-89. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1162078.pdf>

LESSON 3: TEACH, MODEL, PRACTICE, PROMPT

Academy of Social Emotional Learning in Schools. Certification in Instruction in Social-Emotional Learning and Character Development. *Teach, Model, Prompt, Practice Model*. Retrieved from <https://psych.rutgers.edu/sel/sel-certificate>

Wilson, W. (2012). *Interactive modeling; a powerful tool for teaching children*. Turners Falls, MA. Center for Responsive Schools, Inc.

LESSON 4: SEL IN THE ACADEMICS

American Institutes for Research (2017). Center on great teachers and learners: Social and emotional learning in the daily life of classrooms. Retrieved from <http://www.gtlcenter.org/technical-assistance/professional-learning-modules/social-and-emotional-learning-daily-life-classrooms>

Beechum, W. N., & Farrington, C. (2018). Integrating social, emotional, and academic development (SEAD); An action guide for school leadership teams. *UChicago Consortium on School Research*. Retrieved from <https://consortium.uchicago.edu/publications/integrating-social-emotional-and-academic-development>

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2018). Integrating with academics. *SEL Trends, Volume 2*. Retrieved from <https://casel.org/wp-content/uploads/2018/10/SEL-Trends-3-10232018.pdf>

Dusenbury, L., Calin, S., Domitrovich, C., & Weissberg, R. P. (2015). What does evidence-based instruction in social and emotional learning actually look like in practice? A brief on findings from CASEL's program reviews. *Chicago, IL: CASEL*. Retrieved from <http://www.casel.org/wp-content/uploads/2016/08/PDF-25-CASEL-Brief-What-Does-SEL-Look-Like-in-Practice-11-1-15.pdf>

Elias, M. J. (2004). Strategies to infuse social and emotional learning into academics. In J. E. Zins, R. W. Weissberg, M. C. Wang, & H. J. Walberg (Eds.). *Building academic success on social and emotional learning: What does the research say?* (pp. 113–134). New York: Teachers College Press.

Jackson, C. K. (2018). What do test scores miss? The importance of teacher effects on non-test score outcomes. *Journal of Political Economy*, 126(5), 2072–2107. <https://doi.org/10.1086/699018>

The Aspen Institutes (2019). Integrating social, emotional, and academic development: An action guide for school leadership teams. Washington, DC: Author. Retrieved from https://assets.aspeninstitute.org/content/uploads/2019/03/UPDATED-FINAL-Aspen_Integrating-Report_4_Single.pdf

LESSON 5: CHARACTER TRAITS

Billig, S. (2002). Support for K-12 Service-Learning Practice: A Brief Review of Research (PDF). *Educational Horizons* 80(4), 184-189.

Bustamante, R. M., Nelson, J. A., & Onwuegbuzie, A. J. (2009). Assessing school-wide cultural competence: Implications for school leadership preparation. *Educational Administration Quarterly*, 45(5), 793-827. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/0013161x09347277>

Celio, C. I., Durlak, J., & Dymnicki, A. (2011). A meta-analysis of the impact of service-learning on students. *Journal of Experiential Education*, 34(2), 164-181. Retrieved from https://static1.squarespace.com/static/5ac64927ec4eb777b6e55402/t/5add206388251bb54e38f69b/1524441187887/Celio_Durlak_Dymnicki_2011_Serv_learn.pdf

Diller, J.V. & Moule, J. (2005). *Cultural competence: A primer for educators*. Belmont, CA: Thomas Wadsworth. Retrieved from https://www.academia.edu/16837482/Equity_Literacy_for_All

Gorski, P. & Swalwell, K. (2015). Equity literacy for all. *Educational Leadership*, 72(6), 34-40. 68

Scales, P. C., Blyth, D. A., Berkas, T. H., & Kielsmeier, J. C. (2000). The affects of service-learning on middle school students' social responsibility and academic success. *The Journal of Early Adolescence*, 20 (3), 332-358. <https://doi.org/10.1177/0272431600020003004>

Stukas, A. A., Clary, E.G., & Snyder, M. (1999). Service learning: Who benefits and why. *Social Policy Report, Society for Research in Child Development*, XIII (4), 1-22. Retrieved from https://www.academia.edu/876508/Service_learning_Who_benefits_and_why

The Character Education Partnership. (2018-2020). The 11 principles of effective character. *Character.org*. Retrieved from <https://mailchi.mp/character.org/11principlesebook>

U.S. Department of Education. (2020). *Character education—our shared responsibility*. Retrieved from <https://www2.ed.gov/admins/lead/character/brochure.html>

LESSON 6: GROWTH MINDSET

Busch, B. (2018). Research every teacher should know: growth mindset. *The Guardian*. Retrieved from <https://www.theguardian.com/teacher-network/2018/jan/04/research-every-teacher-should-know-growth-mindset>

Dweck, C. S. (2007). *Mindset: the new psychology of success*. New York, NY: Ballantine Books.

Romero, C. (2015). What we know about growth mindset from scientific research. *The Center for Advanced Study in the Behavioral Sciences at Stanford University, The Mindset Scholars Network*. Retrieved from <http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Growth-Mindset.pdf>

Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The skillful teacher: building your teaching skills 6th edition*. Acton, MA: Research for Better Teaching, Inc.

Saphier, J., Haley-Speca, M. A., & Gower, R. (2017). *The skillful teacher: building your teaching skills 7th edition*. Acton, MA: Research for Better Teaching, Inc.

Yeager, D., et. al. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature Resource Journal*. Retrieved from <https://www.nature.com/articles/s41586-019-1466-y>

LESSON 7: ENLISTING THE SCHOOL COMMUNITY

Albright, M. I., Weissberg, R. P., & Dusenbury, L. A. (2011). School-family partnership strategies to enhance children's social, emotional, and academic growth. *Newton, MA: National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center, Inc.* Retrieved from <https://www.casel.org/wp-content/uploads/2016/08/PDF-9-school-family-partnership-strategies-to-enhance-childrens-social-emotional-and-academic-growth.pdf>

Bierman, K.L., Morris, P.A., Abenavoli, R.M. (2017). Parent engagement practices improve outcomes for preschool children. *Edna Bennett Pierce Prevention Research Center, Pennsylvania State University*. Retrieved from https://www.peopleservingpeople.org/wp-content/uploads/2017/02/Parent_Engagement_Preschool_Outcomes.pdf

Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta. (2015). *Handbook of social and emotional learning* (pp. 244-259). New York, NY: Guilford.

Fredericks, L., Weissberg, R.P., Resnik, H., Patrikakou, E., & O'Brien, M.U. (2005). Schools, families, and social and emotional learning: Ideas and tools for working with parents and families. *Chicago and Philadelphia: CASEL and Mid-Atlantic Regional Educational Laboratory for Student Success*. Retrieved from <http://www.casel.org/wp-content/uploads/2016/06/schools-families-and-social-and-emotional-learning.pdf>

Garbacz, S. A., Swanger-Gagné, M. S., & Sheridan, S. M. (2015). The role of school-family partnership programs for promoting student SEL. *In J. A.* Retrieved from <https://psycnet.apa.org/record/2015-24776-016>

LESSON 8: MINDFUL MOMENTS

Black, D.S., Milam, J., and Sussman, S. (2009). Sitting-meditation interventions among youth: A review of treatment efficacy. *Pediatrics*. 124(3), e532-e541. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3195513/>

Napoli, M., Krech, P.R. & Holley, L.C. (2005). Mindfulness training for elementary school students: *The Attention Academy (Abstract)*. *Journal of Applied School Psychology* 21(1), 99-125. https://doi.org/10.1300/J370v21n01_05

Roeser, R.W., Skinner, E., Beers, J., Jennings, P.A. (2012). Mindfulness training and teachers' professional development: An emerging area of research and practice. *Child Development Perspectives*, 6, 167–173. <https://doi.org/10.1111/j.1750-8606.2012.00238>

IMPLEMENTING TRANSFORMATIVE SEL

Module: Mindful Moments

Abenavoli, R.M., Jennings, P.A., Greenberg, M.T., Harris, A.R., & Katz, D.A. (2013). The protective effects of mindfulness against burnout among educators. *Psychology of Education Review*, 37(2), 57-69.

Braun, S. S., Schonert-Reichl, K. A., & Roeser, R. W. (2020). Effects of teachers' emotion regulation, burnout, and life satisfaction on student well-being. *Journal of Applied Developmental Psychology*, 69, [101151]. <https://doi.org/10.1016/j.appdev.2020.101151>

Cheang, R., Gillions, A. & Sparkes. (2019). Do mindfulness-based interventions increase empathy and compassion in children and adolescents: A systematic review. *Journal of Child and Family Studies*, 28(7), 1765–1779.

Greenberg, M. T., Brown J. L. & Abenavoli, R.M. (2016). Teacher stress and health effects on teachers, students, and schools. *Edna Bennett Pierce Prevention Research Center: Pennsylvania State University*. Retrieved from <https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>

Hoglund WL, Klinge KE, Hosan NE. (2015). Classroom risks and resources: Teacher burnout, classroom quality and children's adjustment in high needs elementary schools. *J Sch Psychol*, 53(5), 337-357. doi: 10.1016/j.jsp.2015.06.002. Epub 2015 Aug 6. PMID: 26407833.

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*, 114, 1–39.

Kramer, G. (2007). *Insight dialogue: The interpersonal path to freedom*. Shambhala Publications.

Lee, J.C.-K., Zhang, Z. and Yin, H. (2011). A multilevel analysis of the impact of a professional learning community, faculty trust in colleagues and collective efficacy on teacher commitment to students, *Teaching and Teacher Education*, 27, 820-830.

Lever, N., Mathis, E., & Mayworm, A. (2017). School mental health is not just for students: Why teacher and school staff wellness matters. Report on emotional & behavioral disorders in youth, 17(1), 6–12.

Lueke, A., and Gibson, B. (2015). Mindfulness meditation reduces implicit age and race bias: The role of reduced automaticity of responding. *Social Psychology and Personality Science*, 6(3), pp. 284-291.

McLean, L., & Connor, C. M. (2015). Depressive symptoms in third-grade teachers: Relations to classroom quality and student achievement. *Child Development*, 86, 945-954.

Raes, F., Griffith, J. W., Van der Gucht, K., & Williams, J. M. G. (2014). School-based prevention and reduction of depression in adolescents: A cluster-randomized controlled trial of a mindfulness group program. *Mindfulness*, 5(5), 477–486.

Roeser, R.W., Skinner, E., Beers, J., & Jennings, P.A. (2012). Mindfulness training and teachers' professional development: An emerging area of research and practice. *Child Development Perspectives*, 6, 167-173.

Roeser, R., Schonert-Reichl, K. A., Jha, A., Cullen, M., Wallace, L., Wilensky, R., Harrison, J. (2013). Mindfulness training and reductions in teacher stress and burnout: Results from two randomized, waitlist-control field trials. *Journal of Educational Psychology*, 105(3), 787–804.

Schonert-Reichl, K. A., Oberle, E., Lawlor, M. S., Abbott, D., Thomson, K., Oberlander, T. F., & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental Psychology*, 51(1), 52-66.

Semple, R. J., Lee, J., Rosa, D., & Miller, L. F. (2010). A randomized trial of mindfulness-based cognitive therapy for children: promoting mindful attention to enhance social-emotional resiliency in children. *Journal of Child and Family Studies*, 19(2), 218–229.

Sherrell, C., & Simmer-Brown, J. (2017). Spiritual bypassing in the contemporary mindfulness movement. *Social Justice, Inner Work & Contemplative Practice*, 75.

Simmons, Dena. (2019). Why we can't afford whitewashed social-emotional learning. *ASCD Education Update*. Volume 61, Number 4.

Staats, C. Understanding implicit bias: What educators should know. *American Educator*, 2015, 39(4), pp. 29-33.

Zenner, C., Herrnleben-Kurz, S., & Walach, H. (2014). Mindfulness-based interventions in schools—a systematic review and meta-analysis. *Frontiers in Psychology*.

Module: Trauma-Informed SEL

Bethell, CD, Davis, MB, Gombojav, N, Stumbo, S, Powers, K. (October 2017). Issue Brief: A national and across state profile on adverse childhood experiences among children and possibilities to heal and thrive. *Johns Hopkins Bloomberg School of Public Health*. <http://www.cahmi.org/projects/adverse-childhood-experiences-aces/>

Boen, C. E., Kozlowski, K., & Tyson, K. D. (2020). "Toxic" schools? How school exposures during adolescence influence trajectories of health through young adulthood. *SSM - population health*, 11, 100623. <https://doi.org/10.1016/j.ssmph.2020.100623>

Centers for Disease Control and Prevention. (2019). Preventing adverse childhood experiences: leveraging the best available evidence. Atlanta, GA: *National Center for Injury Prevention and Control, Centers for Disease Control and Prevention*. Retrieved from <https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf>

Center for Disease Control and Prevention. (2019). About adverse childhood experiences. Retrieved from <https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/aboutace.html>

Center for Disease Control and Prevention. (2018). 6 guiding principles to a trauma-informed approach. Retrieved from https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm

Centers for Disease Control and Prevention & Kaiser Permanente. (2016). The ACE study survey data [Unpublished Data] Atlanta, Georgia: *U.S. Department of Health and Human Services, Centers for Disease Control and Prevention*.

Center on the Developing Child at Harvard University. (2019). ACEs and toxic stress: Frequently asked questions. Retrieved from <https://developingchild.harvard.edu/resources/aces-and-toxic-stress-frequently-asked-questions/>

Center on the Developing Child at Harvard University. (2019). Neglect. Retrieved from <https://developingchild.harvard.edu/science/deep-dives/neglect/>

Copeland, W. E., Keeler, G., Angold, A., & Costello, E. J. (2007). Traumatic events and posttraumatic stress in childhood. *Archives of General Psychiatry*, 64(5), 577-584.

Dym, Bartlett, & Steber, K. (2019). How to implement trauma-informed care to build resilience to childhood trauma. *Child Trends*. Retrieved from <https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma>

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. *American Journal of Preventive Medicine*, 14(4), 14.

Finkelhor D., Hamby S.L., Ormrod, R.K., Turner, H.A. (2005). The juvenile victimization questionnaire: reliability, validity, and national norms. *Child Abuse & Neglect*, 29 (4):383-412.

Gulbrandson, K. (2018, July 31). Don't miss these connections between SEL and trauma-informed practices. Retrieved from <https://www.cfchildren.org/blog/2018/06/sel-and-trauma-informed-practice/>

Jennings, P.A. (2018). *The trauma-sensitive classroom: Building resilience with compassionate teaching*. New York, United States: WW Norton & Co.

Lander, J. (2018). Helping teachers manage the weight of trauma. Retrieved from <https://www.gse.harvard.edu/news/uk/18/09/helping-teachers-manage-weight-trauma>.

Minero, Emelina. (2018). With student trauma, it's OK to set boundaries. Retrieved from <https://www.edutopia.org/article/student-trauma-its-ok-set-boundaries?>

National Child Traumatic Stress Network (NCTSN; 2008). Child trauma toolkit for educators. Retrieved from <https://www.nctsn.org/resources/child-trauma-toolkit-educators>

National Child Traumatic Stress Network (NCTSN; 2008b). Self-care. Retrieved from http://tsaforschools.org/_static/tsa/uploads/files//self-carenctsn.pdf

Oehlberg, B. (2008). Why schools need to be trauma informed. *Trauma and Loss: Research and Interventions*, 8(2), 12–16.

SAMHSA (2015). Recognizing and treating child traumatic stress. Retrieved from <https://www.samhsa.gov/child-trauma/recognizing-and-treating-child-traumatic-stress#types>.

Trauma and Learning Policy Initiative (TLPI, n.d.). Traumatic experiences can impact learning, behavior, and relationships at school. Retrieved from <https://traumasensitiveschools.org/trauma-and-learning/the-problem-impact/>

University of Minnesota Extension (2015). What is historical trauma? Retrieved from https://youtu.be/AWmK314NVrs?list=PLyfdph9z-mJxSOI_qbBhe_LurrCQ6VQvQ

Module: Equity Through SEL

Berlinski, J. (2018). Integrating SEL, equity, and trauma work for multiplied success. Retrieved from <https://www.edsurge.com/news/2018-07-02-integrating-sel-equity-and-trauma-work-for-multiplied-success>

Collaborative for Academic, Social, and Emotional Learning. (2020). Reunite, renew and thrive: SEL roadmap for reopening school. CASEL's District Resource Center. Retrieved at <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>

Collaborative for Academic, Social, and Emotional Learning. (2020). SEL as a lever for equity. CASEL's District Resource Center. <https://drc.casel.org/sel-as-a-lever-for-equity/>

Devine, P.G., Forscher, P.S., Austin, A.J., Cox, W.T.L. Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, November 2012, 48(6), pp. 1267-1278.[2]

DiAngelo, R. (2018). *White fragility*. Beacon Press; Reprint Edition.

Gilliam, Walter, S., Maupin, Angela, N., Reyes, Chin, R., Accavitti, Maria Shic, Frederick. (September 2016). Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions? *Yale University Child Study Center*. Retrieved from https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379_v1.pdf

Jagers, Robert, Rivas-Drake, Deborah, and Borowski, Teresa. (November 2018). Toward transformative social and emotional learning: using an equity lens. *Measuring SEL: Using Data to Inspire Practice*. Retrieved from <https://measuringsel.casel.org/wp-content/uploads/2018/11/Framework-EquitySummary-.pdf>

Jagers, R. R., Rivas-Drake, D. & Williams, B. (2019). Transformative social and emotional learning (SEL): Toward SEL in service of educational equity and excellence, *Educational Psychologist*, 54:3, 162-184, DOI: 10.1080/00461520.2019.1623032

Jagers, R., Rivas-Drake, D., & Borowski, T. (2018). Equity & social and emotional learning: A cultural analysis. Retrieved from CASEL website: <https://measuringsel.casel.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf>

Jain, S., Cohen, A.K., Huang, K., Hanson, T.L. and Austin, G. (2015), Inequalities in school climate in California. *Journal of Educational Administration*, Vol. 53 No. 2, pp. 237-261. <https://doi.org/10.1108/JEA-07-2013-0075>

Kennedy, K. (2019). Centering equity and caring in leadership for social-emotional learning: Toward a conceptual framework for diverse learners. *Journal of School Leadership*, Vol. 26(6), 473-492. Retrieved from DOI: 10.1177/1052684619867469journals.sagepub.com/home/jsl

Kramer, G. (2007). *Insight dialogue: The interpersonal path to freedom*. Shambhala Publications.

Kuo, Yi-Lung, Casillas, A., Walton, K.E., Way, J. D., & Moore, J. L. (2020). The intersectionality of race/ethnicity and socioeconomic status on social and emotional skills. *Journal of Research in Personality*, 84, 103905. <https://doi.org/10.1016/j.jrp.2019.103905>

McCallops, K., Barnes, T. N., Berte, I., Fenniman, J., Jones, I., Navon, R., & Nelson, M. (2019). Culturally responsive pedagogy within social emotional learning interventions in urban schools: An international review. *International Journal of Educational Research*, 94, 11-28. doi: 10.1016/j.ijer.2019.02.007. Article available at <https://doi.org/10.1108/JME-07-2017-0044>

Moore, A. L. & Deshaies, M. (2012). Ten tips for facilitating classroom discussions on sensitive topics. *Twin Cities Public Television, Inc.* Retrieved from https://bento.cdn.pbs.org/hostedbento-prod/filer_public/SBAN/Images/Classrooms/Ten%20Tips%20for%20Facilitating%20Classroom%20Discussions%20on%20Sensitive%20Topics_Final.pdf

Okonofua, J. A., & Eberhardt, J. L. (2015). Two strikes: Race and the disciplining of young students. *Psychological Science*, 26(5), 617–624. <https://doi.org/10.1177/0956797615570365>

Osta, Kathleen, et. al. Implicit bias and structural inequity. National Equity Project.

Poulou, M. S. (2017). Students' emotional and behavioral difficulties: the role of teachers' social and emotional learning and teacher-student relationships. *International Journal of Emotional Education Special Issue, Volume 9, Number 2*, 72-89. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1162078.pdf>

Ranzijn, R., & McConnochie, K. (2013). No place for whites? Psychology students' reactions to article on healing members of the stolen generations in Australia. *Australian Psychologist*, 48, 445-451.

Schlund, J., Jagers, R. J. & Schlinger, M. (2020). Advancing social and emotional learning (SEL) as a lever for equity and excellence. CASEL's *District Resource Center*. Retrieved at <https://drc.casel.org/sel-as-a-lever-for-equity/>

Simmons, D. (April 2019). Why we can't afford whitewashed social-emotional learning. *ASCD Education Update*. Volume: 61, Number 4. Retrieved from http://www.ascd.org/publications/newsletters/education_update/apr19/vol61/num04/Why_We_Can't_Afford_Whitewashed_Social-Emotional_Learning.aspx

Simmons, D. (2019). How to be an antiracist educator. Retrieved from <http://www.ascd.org/publications/newsletters/education-update/oct19/vol61/num10/How-to-Be-an-Antiracist-Educator.aspx>

Simmons-Duffing, S. (2019). Positive childhood experiences may buffer against health effects of adverse ones. Retrieved from <https://www.npr.org/sections/health-shots/2019/09/09/759031061/positive-childhood-experiences-may-buffer-against-health-effects-of-adverse-ones>.

Slaten, C. D., Irby, D. J., Tate, K., & Rivera, R. (2015). Towards a critically conscious approach to social and emotional learning in urban alternative education: School staff members' perspectives. *Journal for Social Action in Counseling Psychology*, 7(1), 41-62. <https://doi.org/10.33043/JSACP.7.1.41-62>

Solorzano, D, Ceja, M, & Yosso, T (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *The Journal of Negro Education*, 69, pp 60-73.

Staats, C. *Understanding Implicit Bias: What Educators Should Know*. American Educator, 2015, 39(4), pp. 29-33.

Starck, J. G., Riddle, T., Sinclair, S., & Warikoo, N. (2020). Teachers are people too: Examining the racial bias of teachers compared to other American adults. *Educational Researcher*, 49(4), 273–284. <https://doi.org/10.3102/0013189X20912758>

Sue, DW; Bucceri, J; Lin, AI; Nadal, KL, & Torino, GC (2007). Racial microaggressions and the Asian. American Experience. *Cultural Diversity and Ethnic Minority Psychology* (13)1. pp. 72-81

Trauma and Learning Policy Initiative (TLPI, n.d.). Traumatic experiences can impact learning, behavior, and relationships at school. Retrieved from <https://traumasensitiveschools.org/trauma-and-learning/the-problem-impact/>

University of Minnesota Extension (2015). What is historical trauma? Retrieved from https://youtu.be/AWmK314NVrs?list=PLyfdph9z-mJxSOI_qbBhe_LurrCQ6VQvQ

U.S. Department of Education Office for Civil Rights (March 2014), Data snapshot: *School Discipline*. Issue Brief No. 1. Retrieved from <https://ocrdata.ed.gov/downloads/crdc-school-discipline-snapshot.pdf>

Wilson, J. P., Hugenberg, K., & Rule, N. O. (2017). Racial bias in judgments of physical size and formidability: From size to threat. *Journal of Personality and Social Psychology*, 113(1), 59–80. <https://doi.org/10.1037/pspi0000092>

Zacarian, D., Alvarez-Ortiz, L., Haynes, J, (2017). Using a strengths-based approach with ELs: Supporting students living with trauma, violence and chronic stress. Retrieved from <https://www.colorincolorado.org/article/using-strengths-based-approach-els-supporting-students-living-trauma-violence-and-chronic>

Module: Restorative Practices

Alameda County Health Care Services Agency, Restorative Justice: A working guide for our schools. (2011). Retrieved from <http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf>

Advancement Project. (2010). Test, punish, and push out: How zero tolerance and high stakes testing funnel youth into the school to prison pipeline. Washington, D.C.: Author.

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: The New Press

Center for Disease Control and Prevention. (2014). The adverse childhood experiences (ACE) study. Retrieved from <http://www.cdc.gov/violenceprevention/acestudy/index.html>

Evans, K. & Vaandering, D. (2016). *The little book of restorative justice in education: Fostering responsibility, healing, and hope in schools*. Good Books.

Fabelo, T., Thompson, M. D., Plotkin, M., Carmichael, D., Marchbanks, M. P., III, & Booth, E. A. (2011). Breaking schools' rules: A statewide study of how school discipline relates to students' success and juvenile justice involvement. New York, NY: *The Council of State Governments Justice Center*.

Florida Blueprint Commission for Juvenile Justice Reform. (2008). Getting smart about juvenile justice in Florida. Tallahassee, FL: *Florida Department of Juvenile Justice*.

Gilliam, Walter, S., Maupin, Angela, N., Reyes, Chin, R., Accavitti, Maria Shic, Frederick. (September 2016). Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions? *Yale University Child Study Center*. Retrieved from https://medicine.yale.edu/childstudy/zigler/publications/Preschool%20Implicit%20Bias%20Policy%20Brief_final_9_26_276766_5379_v1.pdf

González, Thalia (2012). Keeping kids in schools: Restorative justice, punitive discipline, and the school to prison pipeline. *The Journal of Law and Education*, 41(2), 281–335.

Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation*, 26(4), 325–353.

Jansen, G., & Matla, R. (2011). *Restorative practices in action*. In V. Margrain and A. Macfarlane (Eds.), *Responsive pedagogy: Engaging restoratively with challenging behaviour* (pp. 85–109). Wellington: NZCER Press.

Losen, D. J., & Martinez, T. E. (2013). Out of school and off track: The overuse of suspensions in American middle and high schools. K-12 Racial Disparities in School Discipline. *UCLA: The Civil Rights Project / Proyecto Derechos Civiles*. Retrieved from <http://escholarship.org/uc/item/8pd0s08z>

Losen, D. J. (Ed.). (2014). *Closing the school discipline gap: Equitable remedies for excessive exclusion*. New York, NY: Teachers College Press.

Ministry of Education (2014). Restorative practice kete book one-four. *Positive Behaviour for Learning*. Retrieved from <https://pb4l.tki.org.nz/PB4L-Restorative-Practice/Support-material2>

Oakland Unified School District. Restorative justice implementation guide: *A whole school approach*. Retrieved from <https://www.ousd.org/Page/1054>

Oehlberg, B. (2008). Why schools need to be trauma informed. *Trauma and Loss: Research and Interventions*, 8(2), 12–16.

Okonofua, J. A., & Eberhardt, J. L. (2015). Two strikes: Race and the disciplining of young students. *Psychological Science*, 26(5), 617–624. <https://doi.org/10.1177/0956797615570365>

Pranis, K. (2015). *The little book of circle processes: A new/old approach to peacemaking*. Good Books; Original ed. Edition.

Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools A Guide for Educators (March 2014). Retrieved from <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

Schiff, M. (2013, January). Dignity, disparity & desistance: Effective restorative justice strategies to plug the school-to-prison pipeline. *Center for Civil Rights Remedies National Conference. Closing the School to Research Gap: Research to Remedies Conference*. Washington, DC.

Schiff, Mara. (2018). Can restorative justice disrupt the ‘school-to-prison pipeline?’ *Contemporary Justice Review*. 21. 1-19. 10.1080/10282580.2018.1455509.

Skiba, R. (2001). When is disproportionality discrimination? The overrepresentation of Black students in school suspension. In W. Ayers, B. Dohrn, & R. Ayers (Eds.), *Zero tolerance: Resisting the drive for punishment in our schools* (pp. 176–187). New York, NY: The New Press.

Skiba, R. J., Horner, R. H., Chung, C. G., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review*, 40(1), 85–107.

Skiba, R., & Rausch, M. K. (2006). *Zero tolerance, suspension, and expulsion: Questions of equity and effectiveness*. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 1063–1089). Mahwah, NJ: Lawrence Erlbaum Associates.

Smith, D., Fisher, D., & Frey, N. (2015). Better than carrots or sticks: *Restorative practices for positive classroom management*. ASCD.

Thorsborne, M. and Blood, P. (2013). *Implementing restorative practice in schools: A practical guide to transforming school communities*. London: Kingsley.

Zehr, H. (2015). *The little book of restorative justice: Revised and updated* (justice and peacebuilding). Good Books; 2nd Edition.