

Fostering student wellbeing

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and Dr Tanya Vaughan
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**EVIDENCE
FOR LEARNING**

Welcome

Have your questions ready for our panel of experts:



**Dr Tanya Vaughan,
Evidence for
Learning**



**Dr Pauline Ho,
Evidence for
Learning**



**Dr Katherine
Dix, ACER**



**Michael Rosenbrock
Wodonga Senior
Secondary College**

Acknowledgement of Country

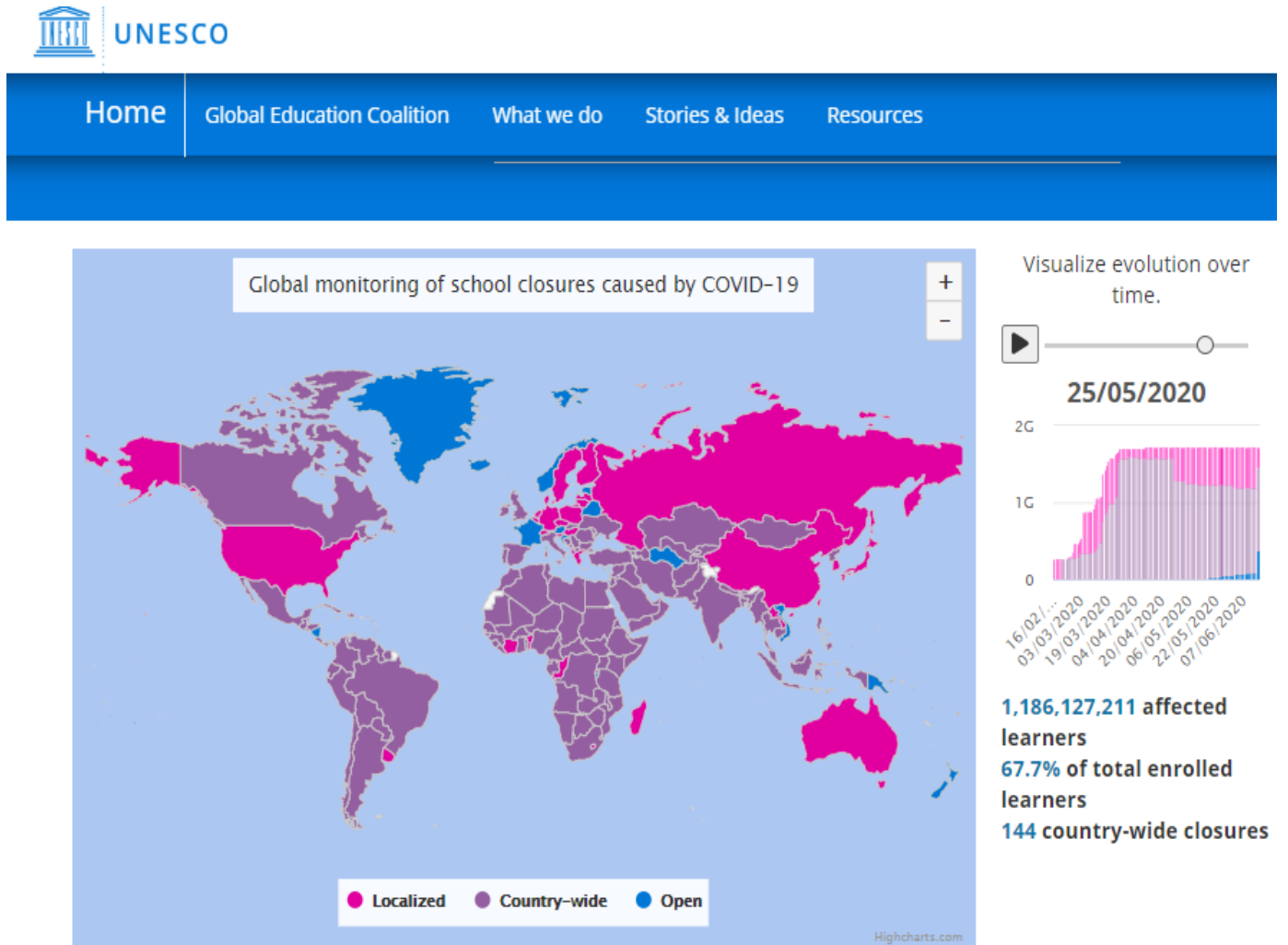
We would like to acknowledge the traditional custodians of the land on which we meet, and pay our respects to elders past, present and emerging.



COVID-19 context

- 1,091,439, 976 affected learners worldwide
- 123 country-wide school closures
- 62.3% of total enrolled learners

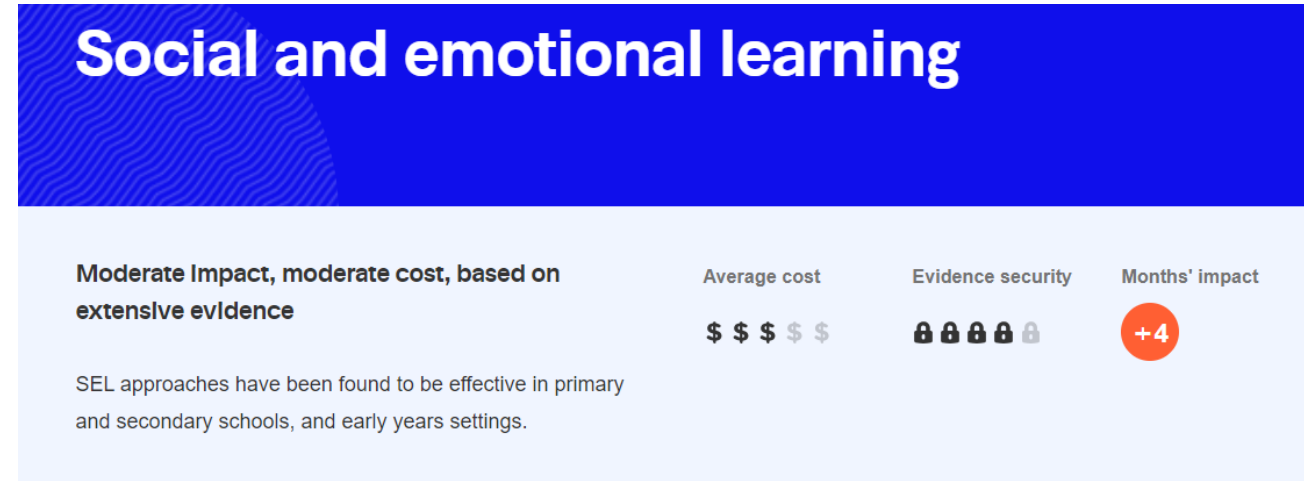
As we enter the recovery and rebuilding phase back to schools, what can we do to ensure a safe and positive environment for our students?



<https://en.unesco.org/covid19/educationresponse>

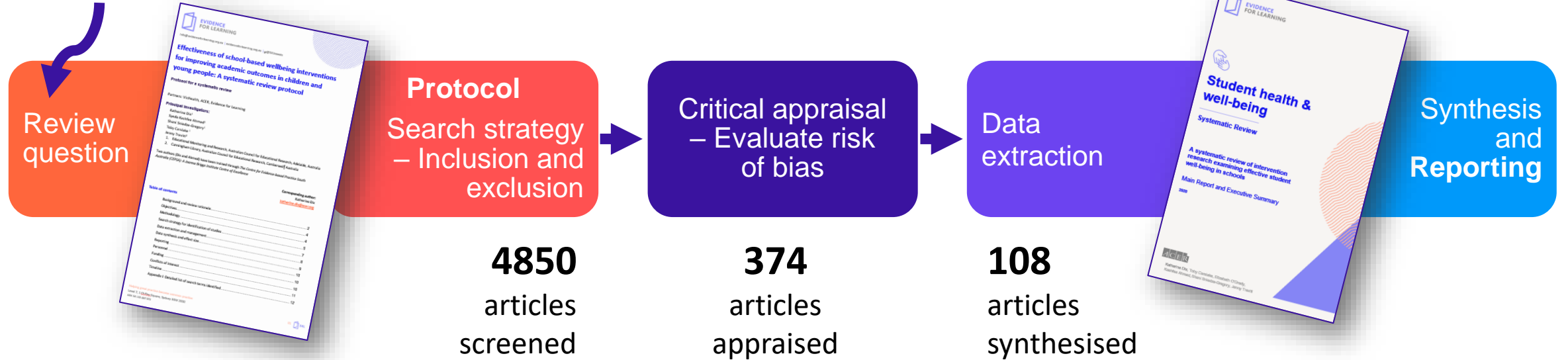
What to expect

- Effective evidence-informed approaches in SEL.
- SEL approaches specific for peers, teachers, family or community working with students.
- An overview and general understanding of three categories of SEL interventions.
- Answering your questions.



Systematic review of wellbeing interventions

How effective are school-based wellbeing interventions for improving the academic and non-academic outcomes of children and young people in mainstream schools?



Increasing healthy eating



Increasing active living



Improving mental wellbeing



Reducing harmful tobacco, alcohol and drug use

VicHealth's strategic imperatives for health and wellbeing promotion

General questions about Social and Emotional Learning

I want to learn more about SEL.

How can fostering student well being be achieved?

How can we foster students' wellbeing?

Fostering students wellbeing.

How does SEL boost students' learning skills?

As a casual relief teacher, how do I apply this to an environment where I don't have existing relationships with students?

Whole school implementation of SEL

Best practice resources for whole school implementation of SEL.

Where is the best place to start if there is no S.A.F.E. SEL Curriculum in place as yet?
(certain year levels etc...)



Social and emotional learning

Moderate Impact, moderate cost, based on extensive evidence

SEL approaches have been found to be effective in primary and secondary schools, and early years settings.

Average cost

\$ \$ \$ \$ \$

Evidence security



Months' impact

+4

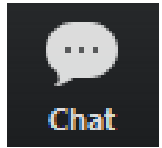
4.4

Maintain student safety

Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

Social and emotional learning

How would you define social and emotional learning?



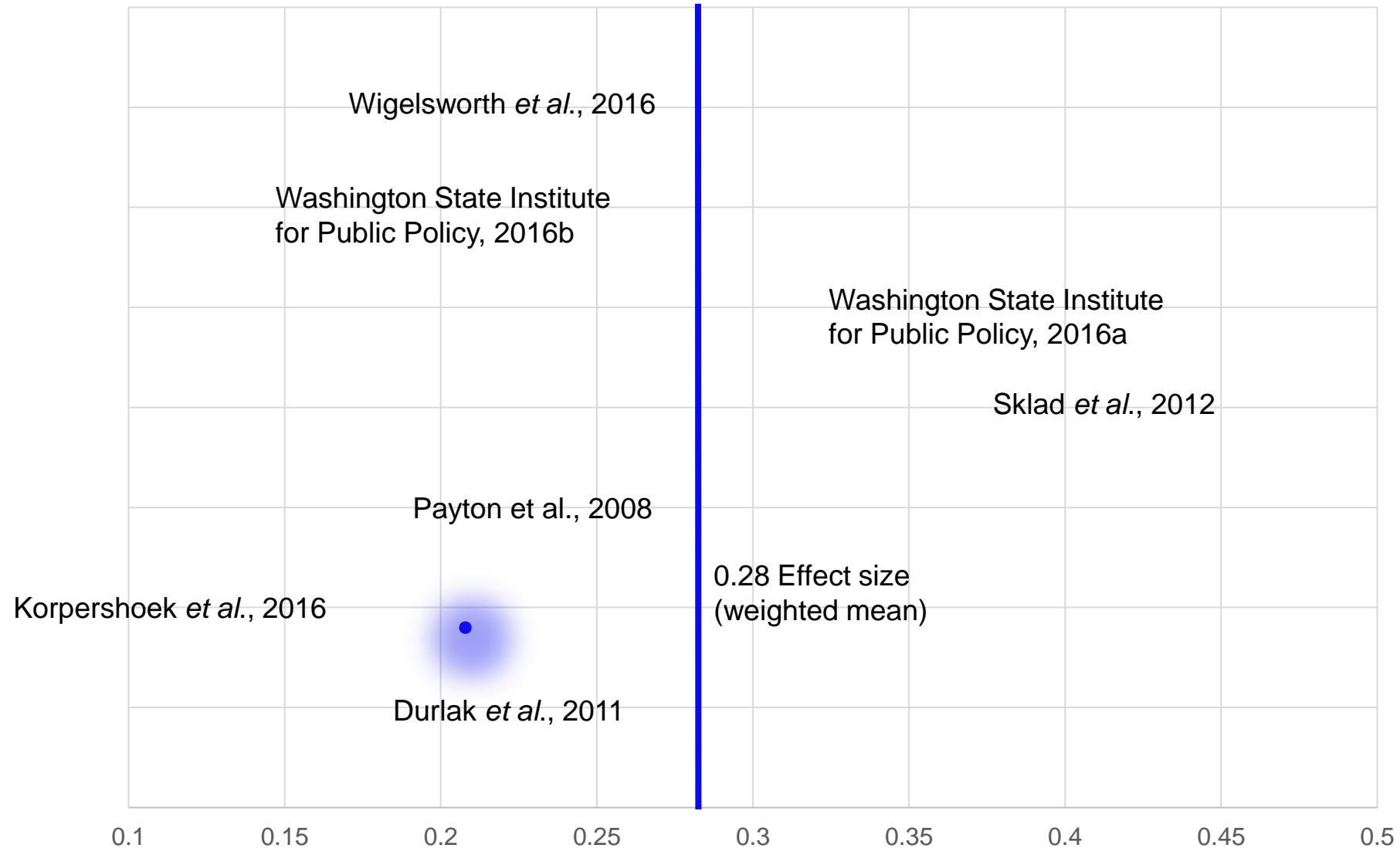
Enter your answer into the chat box.



A definition for social and emotional learning

- Approaches which target social and emotional learning (SEL) seek to improve achievement by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.
- SEL approaches might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified:
 1. Universal programs which generally take place in the classroom;
 2. More specialised programs which are targeted at students with particular social or emotional problems;
 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.

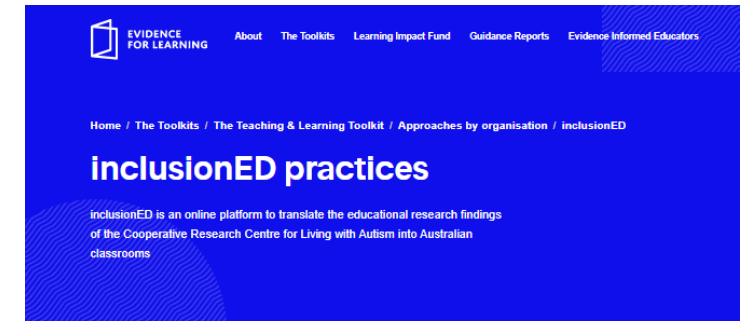
Meta-analysis of SEL



School connectedness: Acceptance, respect, and support

Positive school connectedness is fostered by teachers who:

- are perceived by students as supportive and caring
- promote mutual respect
- expect students to do their best
- scaffold learning with proactive classroom management, interactive teaching, and cooperative learning.



Evidence for Learning works with organisations to map the Toolkit to their school improvement frameworks.

inclusionED is an online platform to translate the educational research findings of the Cooperative Research Centre for Living with Autism into Australian classrooms. Co-designed and extensively tested with Australian teachers, inclusionED supports teachers to implement and adopt practices within a community of practice. Importantly, inclusionED commits to providing teachers with information on the evidence underpinning the practices in an accessible and transparent manner.

Use the links below to access Toolkit approaches mapped to each practice or specific approach.

Core research project	Practice	Toolkit Approach
Social Robotics	Working collaboratively: Robotics social clubs	Collaborative learning
	Make decisions: Robotics social clubs	Collaborative learning
	Negotiate, resolve conflicts: Robotics social clubs	Collaborative learning
	Improve teamwork skills: Robotics social clubs	Collaborative learning
	Communicate effectively: Robotics social clubs	Collaborative learning
Overcome written difficulties	Implement self-regulated strategy development	Metacognition and self-regulation

Source: www.evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/approaches-by-organisation/inclusioned/inclusioned-practices/

Building resilience through effective SEL

Type of approach	Description	Impact
SEL (Durlak et al., 2011)	Use sequenced step by step training approach, active forms of learning, focus sufficient time on skill development, and have explicit learning goals.	3 months' impact on academic outcomes (0.27 ES) and 7 months' impact on SEL skills (0.57 ES)
MindUp SEL Maloney (2015)	Students do mindfulness practices everyday for 3 minutes three times a day, focusing on breathing and attentive listening. Teachers integrate self-regulation, SEL and positive mood throughout the day to support a positive classroom.	4 months' impact on learning (0.30 ES).
Resourceful Adolescent Program (RAP-A)	Australian evidence-based intervention that promote resilience and positive mental health in adolescents run with groups of adolescents varying in size from 8 to 16 students, usually as an integral part of the school curriculum (from grades 7 to 10).	Means increase show effect for depressive symptoms and coping skills
SEL (Sklad et al., 2012)	Increase in social skills and decrease in antisocial behaviour.	6 months impact on academic (0.46 ES)

Why does teaching SEL increase students learning outcomes?

Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges.

Students who set high academic goals, have self-discipline, motivate themselves, manage their stress, and organise their approach to work to learn more and get better grades.

SEL approaches may affect central executive cognitive functions, such as inhibitory control and planning that are the result of building greater cognitive affect regulation in prefrontal areas of the cortex.

SAFE principles

SAFE

Sequenced – step by step training approach

Active – use active forms of learning

Focused – focus sufficient time on skill development

Explicit – have explicit learning goals

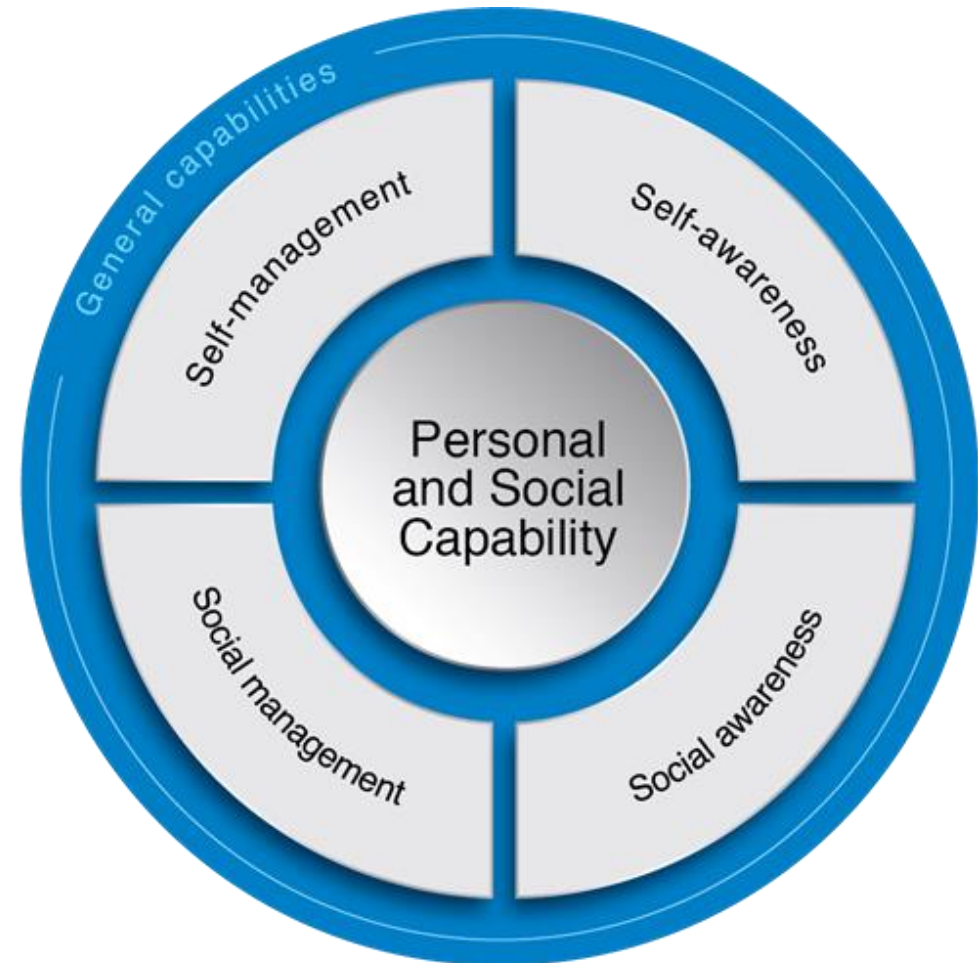
Answering your questions from the panel.....



Hours allocated to SEL

How much time should be allocated to SEL with a reference curriculum expectations.

How many hours per week should be allocated to explicitly teaching SEL in years 7/8 & 9/10?



Students with additional needs

My interest is in students with developmental disability. Do you have any specific projects in relation to this cohort?

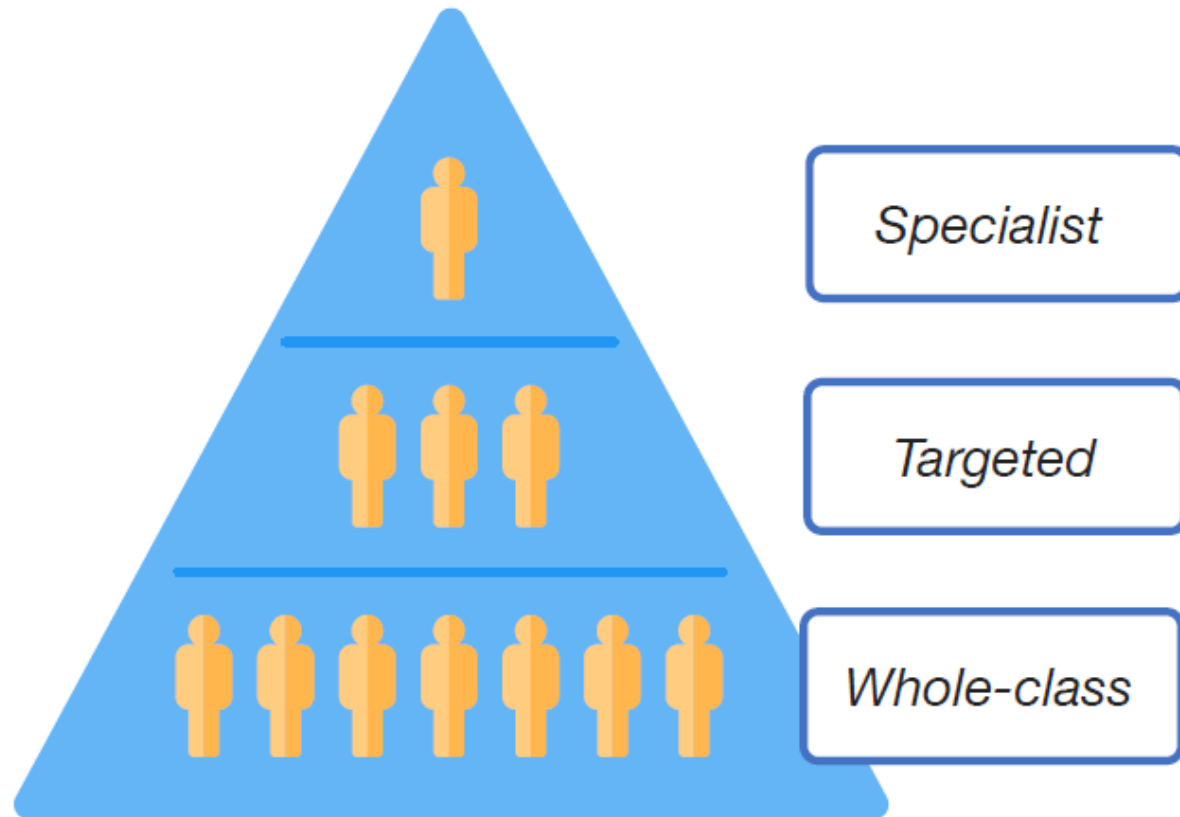
I'm in a wellbeing team. I believe in the wellbeing of people. I feel that special students require early intervention.

Is it possible for all learners?

How do we make high quality adjustments when working with students with social and emotional learning challenges?

Everyone, Everyday. Creating i... Everyone Everyday is a universal, social and emotional learning program designed for classroom use by teachers of childr...	I like, like you and I like, I... I like, like you is an early intervention relationship program that promotes the connection between healthy intimate rel...	SibWorkS SibworkS is a support program designed specifically for siblings of children with special needs aged 8 to 12 years.
Signposts for Building Better ... A targeted preventative program for parents and carers of children with developmental delay or disability aged 3 to 18 y...	Teaching It Like It Is - Prima... SHINE SA provides a range of services to support schools to implement a comprehensive, whole school approach to relation...	Triple P - Positive Parenting ... The Triple P - Positive Parenting Program (Triple P) is a positive parenting system. Its range of programs gives parents...

Complement high quality teaching with carefully selected small-group and one to one interventions



Specialist support. Some students will need a specialist intervention delivered by a trained professional.

Targeted interventions. If students require additional support beyond what can be offered by whole class teaching, a targeted or one to one intervention could provide the intensive focus required for the student to make progress.

Whole-class teaching. If you have evidence that a student requires further support, the starting point needs to be consideration of the classroom teaching that they receive. Have you maximised their opportunity to access the best possible teaching you can offer.

Demotivated students

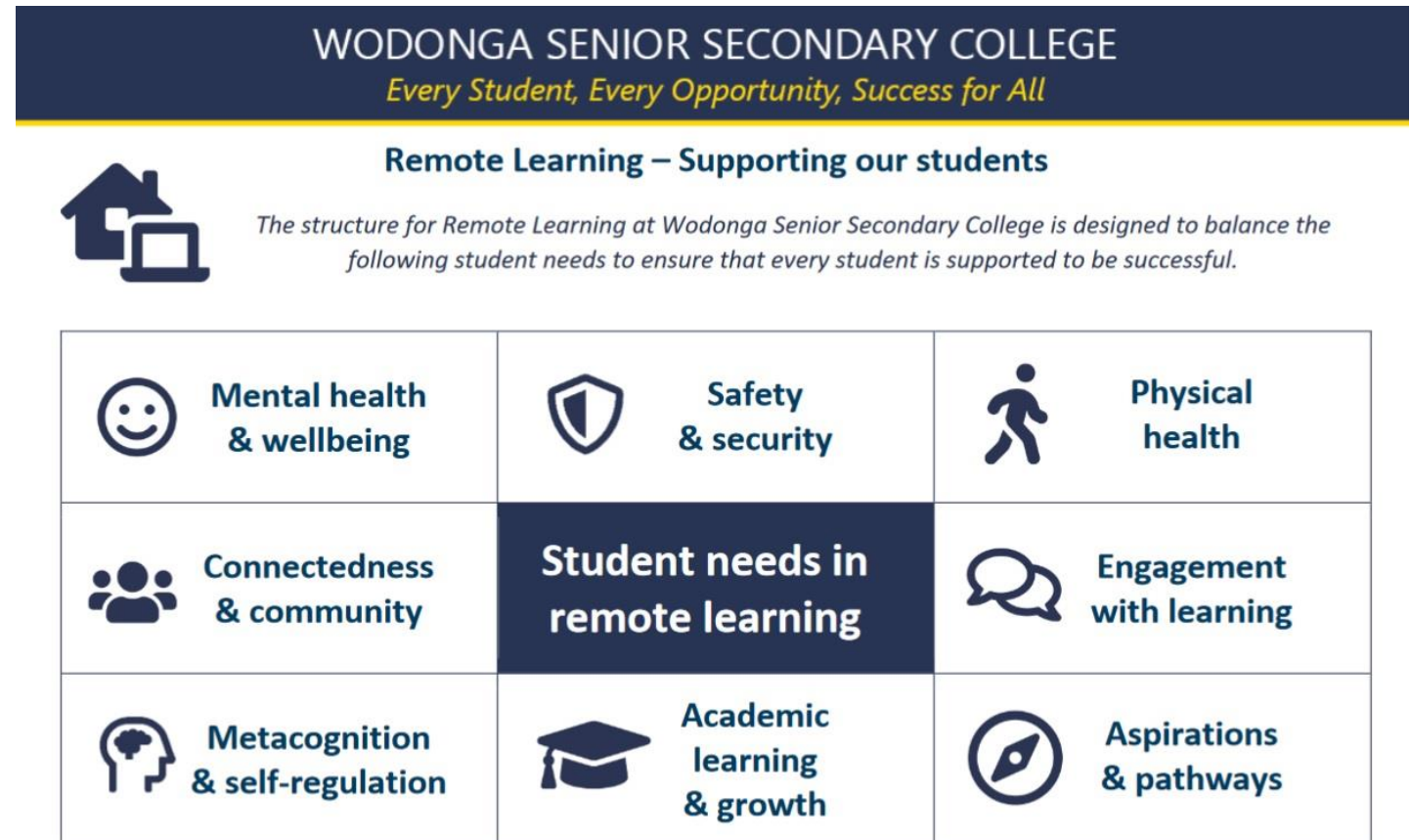
How work to build SEL in students with a negative mindset?

How to approach building SEL in demotivated students?



SEL in a secondary school environment

How can a teacher foster emotional well being with senior students?



Source: www.wssc.vic.edu.au/

Evidence of effective practice in SEL

Type of approach	Description	Impact
SEL (Washington State Institute for Public Policy, 2016a)	<p>Positive Action is one example of a school-wide positive behaviour program, aimed at improving social and emotional learning and school climate.</p> <p>Positive Action consists of a detailed curriculum of approximately 140 short lessons throughout the school year in K-6th grades and 82 lessons in 7th-8th grades.</p> <p>School climate components of the program reinforce the classroom curriculum and include training and professional development for teachers, resource coordination, and incentives for positive behaviour.</p>	4 months' impact on academic outcomes (0.31 ES)

SEL in a primary school environment

Is there a specific evidence informed SEL program for Primary Schools that you would advocate?

How to build a strong character in young learners?



Australian SEL Programs Directory

beyou.edu.au/resources/tools-and-guides/about-programs-directory

Search

bounce

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Select setting(s)

☐ Early Learning

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☐ Secondary School

Select topic(s)

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A-Z

4 results

Bounce Back!

Bounce Back! has been developed to support schools and teachers in their efforts to promote positive mental health and ...

Learn more

YEAR 3 - 6

Connect 3 Program for Children

The Connect 3 program covers:
Week 1 - the concept of resilience (how to bounce back when things aren't going well) and ...

Learn more

Lifetime of Wellbeing Program

The aim of the Love Me Love You programs is to help develop a strong understanding of what can positively and negatively...

Learn more

Assessing students' mental health

What could be some ways to check our students' mental health?

What assessment methods are recommended for SEL?

ACER

Assessment

Q Australia

Social-Emotional Wellbeing (SEW) Survey

Home » Assessment » Social-Emotional Wellbeing (SEW) Survey » Overview



BETLS observation tool

BETLS is an acronym for behaviour, emotions, thoughts, learning and social relationships.

This tool is a template for gathering and documenting information and observations about a child or young person, and your particular concerns.

Observations should:

- focus only on what you actually see and hear, rather than what you think about a child or young person's behaviours, emotions and thoughts
- take note of when, where and how often a child or young person is showing a particular behaviour or emotion
- notice what makes the child or young person's experience worse and what makes it better
- record how long the behaviour or emotion occurs (for example, if you're concerned about a child or young person's outbursts, take note of how long they last)
- notice what happens before and after the behaviour that is a concern
- be recorded by different people and in different situations during the day.

This template also provides a space to reflect on a child or young person's experiences.

It allows you to note their thoughts about a situation, and any other additional information that could be playing a role in their behaviour or mood.

Details

Child or young person's name

Child or young person's age

Date of observations

Child or young person's strengths

Concerns

Behaviours	Emotions	Thoughts	Learning	Social relationships
What is the child or young person doing?	What is/might the child or young person be feeling?	What is/might the child or young person be thinking?	What learning areas are being affected?	What social areas are being affected?
(for example, unsettled at sleep time, not following instructions or getting into conflict with others)	(for example, sad)	(for example, I'm missing my family, or nobody understands me)	(for example, difficulty concentrating)	(for example, avoids group situations)

SEL in COVID-19 pandemic environment

How does SEL help in the environment of the COVID-19 pandemic?

I want to know the "best" way of bringing out the "best" from my learners during this time of pandemic. Thank you.



Coronavirus: Adapting to changes

Educators play a significant role in supporting students' mental health and wellbeing in a changing learning environment.

It can be difficult to know what to prioritise when trying to adapt to multiple changes. Mental health underpins a learning community's ability to be resilient and continue to learn during change.

Educators play an important role in supporting students' social and emotional wellbeing and can encourage them to seek support from wellbeing professionals if needed.

This resource provides educators with practical guidance on how to:

- simplify things within your control
- focus on social and emotional learning
- try to be positive
- talk through challenges
- notice when a student is struggling
- follow-up with disengaged students
- acknowledge your boundaries.

It also provides schools with practical guidance on how to:

- make wellbeing services visible
- strengthen relationships with families
- prioritise mental health and wellbeing.

Educators

Simplify the things within your control

During a time when your learning community may need to adapt to significant change, think about the things you can control and try and simplify them.

Try not to put too much pressure on yourself, your students or others around you.

Break tasks down into manageable chunks and give as much notice as possible about transitions and changes to routines and environments.

Communicate regularly and openly with students about changes to reduce concern and uncertainty.

Focus on social and emotional learning

Work with leadership to make sure each student has an ongoing relationship with a teacher.

Invite students to reflect on what they're finding challenging and what they're enjoying about the changes.

Celebrate what's going well, share bewilderment and listen to students' feelings.

Be You has a range of online [fact sheets](#) and [Professional Learning](#) modules for educators to help them support the mental health and wellbeing of children and young people.



With delivery partners:



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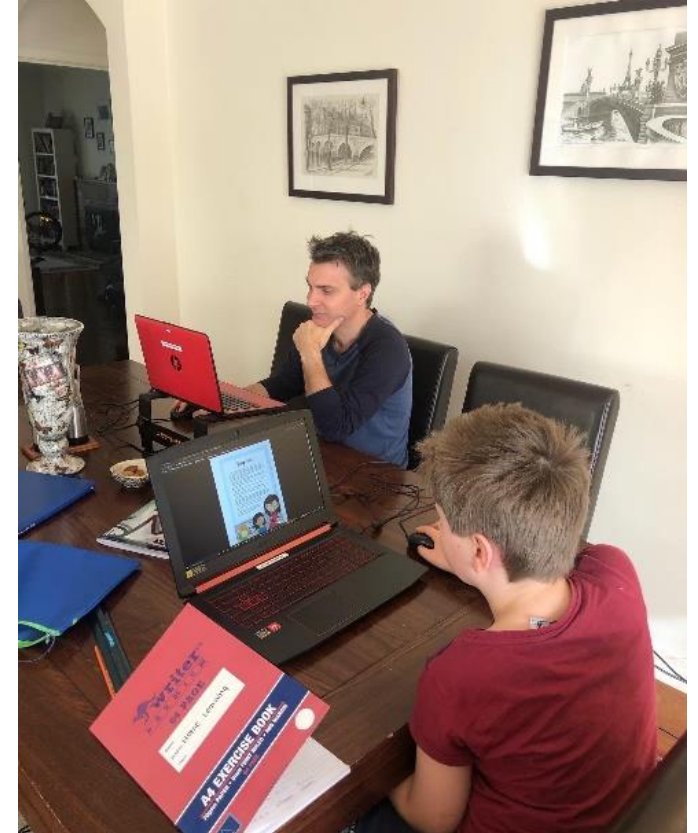


Digital age and SEL

As teachers, what can we do to motivate learners to study online considering the lack of resources that they are experiencing?

Now that children will be using more technology, how can we make sure that this won't affect their health?

Boys In education - building a strong culture of respect and positive behaviours in the digital age.



Questions that will be included in additional resources

- How to work with disruptive behaviour?
- Approaches for higher education level.
- Approaches specific to Early Childhood Education
- How should parents do motivate children to have 21st century-skills (4C's)?

Take home messages

- Skills should be taught purposefully and explicitly linked to direct learning.
- Teachers and other school staff can effectively support these approaches.
- How will you ensure that staff commit to supporting the program?
- Sensitive and targeted intervention may benefit at risk or more vulnerable students.
- The impact on achievement of social and emotional aspects of learning is not found consistently, so it is important to evaluate the impact of any initiative.

Where to now?



Get in touch

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Certificate of attendance request from

info@evidenceforlearning.org.au



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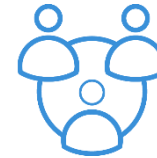
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Fostering student wellbeing – resources and additional questions



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Further resources and links

Evidence for Learning resources

Teaching & Learning Toolkit – [Social and emotional learning](#) and [Australasian Research Summaries](#)

Early Childhood Education Toolkit - [Social and emotional learning strategies](#) and [Australasian Research Summaries](#)

Guidance reports - <https://www.evidenceforlearning.org.au/guidance-reports/>

Implementation resources

Sharples, J., Albers, B., Fraser, S., Deeble, M., & Vaughan, T. (2019). *Putting Evidence to Work: A school's Guide to Implementation*. In. Retrieved from <https://evidenceforlearning.org.au/guidance-reports/putting-evidence-to-work-a-schools-guide-to-implementation/>

Inclusion resources

inclusionED - www.autismcrc.com.au/inclusionED and [approaches-by-organisation/inclusioned/inclusioned-practices/](#)

Davies, K., & Henderson, P. (2020). Special Educational Needs in Mainstream Schools. Retrieved from https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf

SEL Resources

beyou.edu.au/fact-sheets

Fact Sheets are accessible through the following seven themes:

- [Wellbeing](#)
- [Development](#)
- [Social and emotional learning](#)
- [Relationships](#)
- [Mental health issues and conditions](#)
- [Mental health support](#)
- [Grief, trauma and critical incidents](#)



Resources to promote social-emotional learning and wellbeing

BETLS observation tool – for children at risk

<https://beyou.edu.au/resources/tools-and-guides>

COVID-19 – Schools: Adapting to changes

<https://beyou.edu.au/resources/news/coronavirus-schools-adapting-to-changes>

COVID-19 – Supporting schools

<https://beyou.edu.au/resources/news/covid-19-supporting-schools>

COVID-19 – Supporting early learning communities

<https://beyou.edu.au/resources/news/covid-19-supporting-early-learning-communities>

Monitoring whole-school wellbeing promotion

<https://www.acer.org/au/discover/article/a-new-tool-to-monitor-whole-school-mental-health-promotion>



Tools for young people to manage their mental health

beyou.edu.au/resources/tools-and-guides/wellbeing-tools-for-students

[Yarn Safe](#): Safe space for Aboriginal and Torres Strait Islander teens to talk about mental health and social and emotional wellbeing.

[BeyondNow](#): A safety plan app that can be accessed when experiencing suicidal thoughts or heading towards a suicidal crisis.

[Breakup ShakeUp](#): An app that provides ideas for fun, easy things to do to help young people cope after a breakup.

[Digital Dog](#): A suite of online mobile apps, websites and games to help lower depression, lower suicide risk, reduce stress and promote wellbeing.

[MoodGYM](#): An online program that helps young people learn about cognitive behaviour therapy skills for preventing and coping with depression.

[Smiling Mind](#): A modern meditation for young people. It's a unique web and app-based program, designed to help bring balance to young lives.

[The BRAVE program](#): Online program supporting young people who are experiencing anxiety, as well as their families.

[ReachOut](#): Practical support, tools and tips to help young people get through anything from everyday questions through to tough times.

[Bullying. No Way!](#): Tailored online information for students about bullying.

[Headspace](#): Tailored information for 12 to 25-year-olds relating to general mental health, physical health, work and study, and drugs and alcohol.

[Office of the eSafety Commissioner](#): A suit of classroom resources providing primary and secondary students with dedicated content to help empower them to safely explore the online world.

[The Check-in app](#): helps young people to take the fear out of having a conversation with a friend who might be struggling.

[Q Life](#): Australia's first nationally-oriented counselling and referral service for people who are lesbian, gay, bisexual, trans, and/or intersex (LGBTI) provides early intervention, peer-supported telephone and web-based services to people of all ages across the full breadth of people's bodies, genders, relationships, sexualities and lived experiences.

Additional questions....



Early Childhood

Approaches specific to Early Childhood Education

Home / The Toolkits / All Approaches - Full Toolkit

Social and emotional learning strategies

Moderate impact, moderate cost, based on very limited evidence

Not all interventions are equally effective at improving early learning outcomes.

Average cost	Evidence security	Months' impact
\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+3



Coronavirus (COVID-19): Supporting early learning communities

Educators looking after young children play an important role during the coronavirus outbreak.

Early learning services have some unique challenges as they deal with the coronavirus (COVID-19) outbreak.

To begin with, educators can't practise social distancing when working with young children. Young children may also seek out educators for additional comfort during this time. They may ask questions about the outbreak or want to share what they understand about the changes happening around them.

What affects young children is how the adults around them feel and respond. This resource provides information to help you look after children's, and your own, mental health during the outbreak.

Looking after yourself

During this time of change, it's important to look after yourself so you're in a better position to look after the children in your care.

Focus on your service's strengths

Be confident in knowing that early learning services already have strengths that will help you get through the outbreak. For example, strong health and safety policies, including hygiene practices.

Be kind

As your learning community works through the challenges, it's important to be kind, compassionate and patient with each other – skills that you already practise every day as educators.

Get your information from trusted sources

Think about where you get your information, as it can impact on your mental health.

Use trusted sources such as the Australian Government's [Coronavirus \(COVID-19\) health alert](#) and [Health Direct](#) websites, the [World Health Organization](#), and information from peak bodies such as [Early Childhood Australia](#).


Consider limiting your news and social media consumption if it's impacting on your mental health.

Manage your stress levels

To manage your stress levels, try to maintain your routines, know your limits, debrief with trusted colleagues, family or friends, and find ways to stay engaged and connected during the outbreak.

The Be You website provides information on [wellbeing tools](#) and how to practise [mindfulness](#), which can help with stress management.

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Pre-service educators in higher education and VET

beyou.edu.au/get-started/pre-service-educators

◀ [Get Started](#)

Pre-service educators

Everything you need to know about getting started with Be You if you're currently studying to become an educator



Disruptive behaviour

How to work with disruptive behaviour?

Behaviour interventions			
Moderate Impact, moderate cost, based on extensive evidence	Average cost	Evidence security	Months' impact
	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+3

Working with parents

How should parents motivate children to have 21st century-skills (4C's)?





Helping great practice become
common practice in education



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