



CSEE's Five-Stage Consultation Process

CSEE's consultation work is based on the needs and goals of the system with which we are working: K-12 schools, after-school centers, districts, State Departments of education and foreign educational ministries.

Rather than having one curriculum or approach, our work is organized around two core ideas and a consultation process. There are many ways that schools can integrate social, emotional and ethical teaching and learning into existing school life. However, there are two goals that shape our work with schools:

- Promoting social emotional competencies; and,
- Creating safe, caring, participatory and responsive schools, homes and communities.

CSEE's consultation work typically includes one or more of the following five-step process:

1. Raising awareness about social emotional education:

Some schools are just beginning to learn about developments in risk prevention, health promotion, character education, social emotional learning, service learning and/or effective citizenry. CSEE provides a range of awareness training workshops that include overviews about theory, practice and evidenced based-SEE programs.

2. Collaborating to assess current school climate:

Typically, the first step in CSEE's consultation process is to understand the schools goals and to determine -- informally or formally -- "what is working" and "what is not working so well now". CSEE's work is organized -- in part -- around a comprehensive survey instrument (The Comprehensive School Climate Inventory (CSCI): Creating a climate for learning) that evaluates (1) how students, educators and parents experience school as being safe (socially and emotionally as well as physically) and (2) to what extent effective social, emotional and academic teaching and learning are occurring.

3. Planning and developing short and long term goals:

Based on findings from formal or informal evaluation, action planning varies. Some schools may want to focus on improving school culture. Plans may initially deal with the following areas:

- The bully-victim-bystander cycle;
- School-parent-community relations;
- Integrating existing risk prevention, health promotion, effective citizenry and character or social emotional educational efforts;
- School safety planning;
- The mental health needs of students.

Other schools may want to focus on the promotion of social-emotional competencies. This may initially involve a focus on adult SEE: encouraging parents and/or teachers to be social emotional learners themselves. Some schools may want assistance in choosing evidence-based curricula or exploring the ways that teachers can promote children's social emotional competencies.

4. Launching pilot projects and assessment/learning:

CSEE believes that it is typically useful to initiate new efforts on a small scale. There are many "entry points" or places where school may initially focus. Our short and long-term goal is always to support the development of (a) assessment procedures that support effective teaching and learning; and, (b) social, emotional, ethical and academic leadership at four overlapping levels: classroom leadership (the teacher), school leadership (administrators and/or a leadership team), district leadership (the superintendent and district staff) and parent leadership.

5. Long-term implementation and assessment:

Multi-year projects usually grow out of pilot projects. Research in social emotional and character education indicates that substantive change requires the school or district to be committed to this work for three to five years.