

# Exploring the Roles of Belonging and Social Emotional Learning in Creating Inclusive Learning Environments for Students With Disabilities

Social Emotional Learning Professional Learning Network

- **Add your local education agency to your name.**
- **Share in the chat** an animal or emoji that represents how you are feeling today!



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## **Vision**

*All students prepared for post-secondary pathways, careers, and civic engagement.*

## **Mission**

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

## **Values**

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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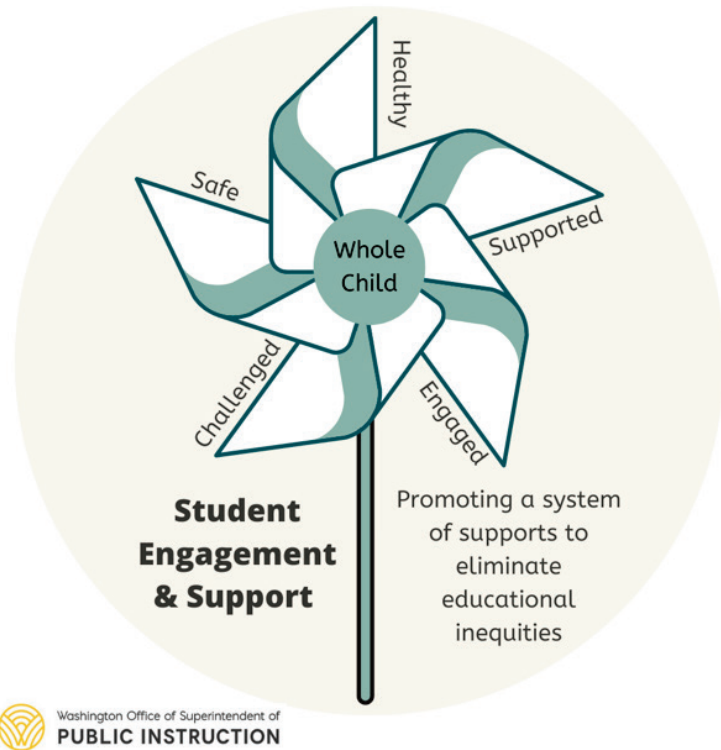
# ***Tribal Land Acknowledgment***

I would like to take a moment to honor the Native Peoples and the land we inhabit. I am grateful to live and work on the traditional lands of the Sahewamish and Squaxin Tribes, the native people of South Puget Sound.

The Squaxin Island Tribe was created by combining seven bands of indigenous peoples. Those seven bands were originally placed on reservations in 1854 called Squaxin Island near Thurston and Mason Counties. I honor their descendants, who continue as the caretakers of these lands.



# Partners and Facilitators



## **Tammy Bolen**

Social Emotional Learning Program Supervisor

## **Debra Parker**

Social Emotional Learning Project Supervisor

## **Kylie Massey**

Elementary School Counseling Program Supervisor

## **Cassie Martin**

Executive Director of Special Education

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Technical Assistance Consultant

## **Megan Gildin**

Technical Assistance Consultant

## **Sara Wolforth**

Principal Researcher

# SEL Professional Learning Network



Learn about new research, resources, and strategies.



Develop and refine SEL implementation plans.



Engage with content experts and peers to work through implementation challenges.



Access individualized supports, including coaching.



# Technology Reminders



- Stay on mute when not speaking.
- Use the raise-hand feature and chat box.
- Stay on or off camera as is comfortable.

# Community Agreements

- Listen actively.
- Speak from your own experience (I versus they).
- Use W.A.I.T. (Why am/aren't I talking?).
- Stay curious.
- Stories stay; lessons leave.

***Share in the chat or come off mute:*** Are there any additional community agreements to add to help you feel safe and supported?



# Objectives

- **Identify** the importance of creating inclusive learning environments for students with disabilities.
- **Explore** the 10 dimensions of belonging and how building social emotional competencies and embedding SEL practices can support each dimension.
- **Brainstorm** strategies for creating inclusive learning environments using the 10 dimensions of belonging and SEL.
- **Connect** with other local education agency (LEA) teams to identify ways to strengthen dimensions of belonging for students with disabilities.
- **Create** an action plan, identifying next steps for strengthening an identified dimension of belonging.

# Agenda

- 1 Introduction
- 2 Creating inclusive learning environments for students with disabilities
- 3 Peer exchange to explore dimensions of belonging and address challenges
- 4 Action planning
- 5 Next steps and close

# Warm Welcome



<https://www.youtube.com/watch?v=p4LDwafrQDc&t=5s>

**Share in the chat:**

How do you define *belonging*?

# Office of Superintendent of Public Instruction's (OSPI's) Inclusionary Practices Project



"Inclusion is realized when all students, regardless of their designation to receive special education services, are provided with targeted services, supports, and accommodations; allowing them to learn in the general education classroom, interact with peers, and engage the core curriculum."

Inclusionary Practices Professional Development Project | (OSPI, n.d.-a)



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# OSPI's Inclusionary Practices Project

- Address school climate and culture of a school to build a space of ***belonging*** (OSPI, 2021).
- Create collaborative structures where ***belonging*** and ***learning*** are viewed as ***companion*** priorities rather than competing (OSPI, n.d.-b).



# Creating Inclusive Learning Environments Through Belonging



Note. From *Ten Ways Schools Can Foster Belonging Among Students With and Without Disabilities* | (Progress Center, 2022).

# Washington's K–12 SEL Standards and Benchmarks



## Social

- Social Awareness
- Social Management
- Social Engagement

## Self

- Self-Awareness
- Self-Management
- Self-Efficacy

*Social Emotional Learning (SEL)* | (OSPI, n.d.-c)

# As We Define the 10 Dimensions . . .

Reflect and ask yourself the following questions:

- What are we doing well right now?
- What could we be doing better or differently?
- What adult and student social emotional skills relate to this dimension?
- What practices and policies can be put in place to support the development of those social emotional skills and belonging dimension?
- What should we be doing next to spur change?



*Note. From Ten Ways Schools Can Foster Belonging Among Students With and Without Disabilities | (Progress Center, 2022).*



# Defining the Dimensions

## Dimension 1: **Present**

*"To be involved . . . every day in the same places as everyone else in your school"*

## Dimension 2: **Invited**

*"To have your presence or participation sought out by another person"*

# Defining the Dimensions

## Dimension 3: **Welcomed**

*"To be received by others with warmth, friendliness, and an authentic delight"*

## Dimension 4: **Known**

*"To be seen as a unique individual and appreciated for all of who you are"*

# Application of the Dimensions



- Share in the chat or unmute:
  - What dimensions are present in the photo?
  - What SEL practices are present or support the dimensions?
  
- Welcomed
- Invited
- Present
- Known



# Defining the Dimensions

## Dimension 5: **Accepted**

*"To be embraced gladly without condition and viewed as an equal"*

## Dimension 6: **Involved**

*"To be actively engaged with and alongside peers in shared learning and common goals."*

# Defining the Dimensions

## Dimension 7: **Supported**

*"Having the individualized resources needed to reach . . . [your] full potential and thrive in everyday life"*

## Dimension 8: **Heard**

*"Your perspective is sought, listened to, and respected"*

# Defining the Dimensions

## Dimension 9: **Befriended**

*"Having peer relationships marked by mutual affection and reciprocity"*

## Dimension 10: **Needed**

*"Being valued by others and considered an indispensable member of the community"*

# Application of the Dimensions



- Share in the chat or unmute:
  - What dimensions are present in the photo?
  - What SEL practices are present or support the dimensions?
- Involved
- Befriended
- Heard
- Supported

# As You Can See . . .

- The dimensions are distinct but not separate from each other. ***Together***, they create a culture of belonging.
- By promoting the Washington SEL Standards in our schools, we will foster an atmosphere of ***belonging*** where ***inclusive learning*** environments exist.



# Peer Exchange



LEA teams will be assigned a breakout room.



LEA teams will have two or three dimensions of belonging they will explore.



LEA teams will follow an action planning tool to explore the dimensions.



LEA teams will be prepared to discuss activity upon returning to the large group.

# Peer Exchange



## **Share:**

- Key takeaways
- Wonderings
- Questions for the group

# Action Planning



- What **strategies will you implement** to build or improve on the dimension(s) of belonging you explored?
- What are your **next steps**?
- Who can hold you **accountable**?

# Action Planning



## **Share:**

- Your next step
- Your accountability partner



# Next Steps

- Complete the feedback survey (QR code).
- Complete the follow-up questions in the planning tool for the following:
  - Continued collaboration with other LEAs
  - One-on-one coaching
- Register for Clock Hours.



# Upcoming Professional Learning Network Events

Date	Event
May 2, 2023 4:00–5:00 p.m.	Practical Strategies for Implementing SEL Standards, Benchmarks, and Indicators—Elementary
May 4, 2023 4:30–5:30 p.m.	Practical Strategies for Implementing SEL Standards, Benchmarks, and Indicators—Secondary
June 2023	SEL and Equitable, Trauma-Informed, Culturally Sustaining Practices

# Optimistic Closure

“For every student who remains educationally segregated there are other students with similar attributes, abilities, and needs who are successfully included. This simple fact suggests that whether a student with a disability is meaningfully included may have less to do with his or her characteristics and more to do with the attitudes, skills, structure, and practices of the adults responsible for providing education.”

**MICHAEL GIANGRECO,**  
**UNIVERSITY OF VERMONT**

## **Share in the chat:**

One word that describes how you are feeling regarding this quote about belonging and SEL for students with disabilities.



Thank you!



# References

- Progress Center. (2022). *Ten ways schools can foster belonging among students with and without disabilities*. <https://promotingprogress.org/resources/ten-ways-schools-can-foster-belonging>
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- Washington Office of Superintendent of Public Instruction. (2021, October 21). *Building an inclusive Washington* [Video]. YouTube. [https://www.youtube.com/watch?v=nVRPOzIR\\_NQ](https://www.youtube.com/watch?v=nVRPOzIR_NQ)

