



USBE Prevention Webinar: Cognitive, Social and Emotional Competence

2024 - 2025 USBE Prevention Webinar Series
March 19, 2025



Welcome

Please introduce yourself in the chat by sharing:

1. Your name
2. School/District
3. Role
4. Would you rather... live in the Arctic or in the Sahara Desert?



Agenda

- Overview of the protective factor: cognitive, social and emotional competence
 - Michelle Knight, USBE Threat & Crisis Response Support Specialist
 - Clarissa Stebbing, USBE Prevention Specialist
- Promoting social connections and cognitive, social and emotional competence in Jordan School District
 - Dr. McKinley Withers, Program Administrator
- Q & A



Learning Intentions

- Understand how the protective factor *cognitive, social and emotional competence* benefits students.
- Identify ways that *cognitive, social and emotional competence* can be promoted within a school setting.



Defining Cognitive, Social and Emotional Competence within the Protective Factor Framework

- **Cognitive competence** includes skills such as reading, writing, problem-solving, logical thinking, reasoning, future orientation, planning, and working memory.
- **Social and emotional competence** involves regulating emotions and behaviors, empathy, positive relationships, effective communication, self-awareness, self-esteem, personal agency, coping with difficult situations, and understanding emotions in oneself and others.



Benefits of Promoting Cognitive, Social and Emotional Competence at School

- Cognitive and social-emotional competencies are crucial for student success.
- Students with these skills perform better academically and have fewer behavior challenges.
- These competencies also prepare students for success in adulthood.



Schoolwide Implementation

- **Emphasize Importance:** Highlight the need to address both cognitive and social-emotional competence in students.
- **Implement Programs:** Ensure Utah's prevention requirements like the [Positive Behaviors Plan](#), [Suicide Prevention Program](#) and [Botvin LifeSkills Training](#) are in place.
- **Consistent Responses:** Demonstrate warm and consistent responses to students.
- **Fair Discipline:** Maintain consistent and fair disciplinary actions, consider Restorative Practices Fair Process.



Additional Schoolwide Implementation Strategies

- **Data Examination:** Examine data from the latest School Climate Survey to understand perceptions around rule application and discipline fairness.
- **Professional Learning:** Provide opportunities for staff to learn how to help students develop these competencies.
- **Staff Development:** Offer opportunities for staff to enhance their own cognitive and social-emotional competence.

What does your school/district do to foster cognitive, social and emotional competence at school?



Considerations for Implementing Cognitive, Social and Emotional Competence Schoolwide

- What additional supports do school personnel need to be able to incorporate social-emotional learning opportunities into the school day?
- What changes, if any, need to be made to ensure that discipline and limit-setting are consistent for all students?



Classroom Implementation

- Incorporate one or more elements of [Utah's PCBL Framework](#) into the classroom.
- Model social and emotional skills and incorporate opportunities for students to learn and practice skills throughout the school day.
- Implement an evidence-based program or curriculum that has been shown to increase students' social-emotional skills.



Classroom Implementation Continued

- Promote skills and habits that students can incorporate to prevent stress such as a gratitude journal, physical activity, or mindfulness routine.
- Demonstrate healthy coping strategies for self-regulation when students are experiencing stress or difficult emotions.

What other suggestions do you have for fostering cognitive, social and emotional competence in the classroom?



Considerations for Implementing Cognitive, Social and Emotional Competence in the Classroom

- Which students might need additional support in developing cognitive skills? How can I support them?
- Which students might need additional support in developing social and emotional skills? How can I support them?



Home Connections

- Share with parents the skills their student is learning and invite them to provide opportunities for their student to practice the skills at home.
- Encourage parents to help their student express their educational needs and wants, including when and how to ask for additional support.
- Encourage parents to support their student in identifying their student's strengths and opportunities for self-improvement related to their learning goals.



Dr. McKinley Withers

Promoting Cognitive, Social and Emotional Competence



Questions?



Resources to Learn More

- [Helping Students Develop Executive Function Skills | Edutopia](#)
- [Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-based Practices for Educators](#)
- [USBE Social Emotional Learning](#)
- [Restorative Practices - Fair Process](#)



Professional Learning Opportunities

2025 USBE Prevention Workshop

April 2025
9:00 a.m. - 3:00 p.m.

[MIDAS Course 64851
Registration Link](#)



USBE Prevention Team

prevention@schools.utah.gov

Prevention Team Contacts

