

**Endorsement for Social, Emotional, and Behavioral Wellness of Students PreK-12
School of Education**

2025-2026

Student's Name _____

Student's ID Number _____

Entrance Date _____

Endorsement Course Requirements

12 credits

___	SPED	535	Positive Behavioral Interventions and Supports	(3)
___	EDUC	577	Trauma Informed Practices	(3)
___	EDUC	578	Social, Emotional Learning and Collaborative School Based Relationships	(3)
___	EDUC	589	Student Practicum Experience in Social Emotional Learning	(3)

Candidates for the Social, Emotional, and Behavioral Wellness Endorsement of Students PK-12 must have earned a Level I or Level II instructional, supervisory, educational specialist, or an administrative certificate.

Students can apply for the PDE Endorsement after completing the course work. Application is submitted in the Teacher Information Management System (TIMS) that can be found on the PDE website like other certificate application.

Program Objectives

Upon successful completion of this program, a student will be able to:

1. Describe and define what social emotional learning is and how it relates to resiliency, including the research linking SEL to positive and negative developmental outcomes.
2. Discuss how a multi-tiered system/Positive Behavior Intervention and Supports (PBIS) approach is used to guide the selection and implementation of evidence based SEL programs and practices.
3. Demonstrate an understanding of typical child, adolescent, and young adult development and the most common types of mental illness that PK-12 students may experience and the impact of ACEs and trauma.
4. Identify and describe the roles of other relevant child-serving systems within communities that can be supportive to addressing matters associated with social, emotional, and behavioral wellness of PK-12 students.
5. Plan and implement (when necessary) approaches to de-escalate non-crisis and crisis situations in the instance when the safety of students or others may be in jeopardy that reflect trauma-informed principles.
6. Demonstrate an understanding of how to use academic and behavioral progress monitoring data (e.g., individual, classroom, school-wide) to support educational practice.
7. Demonstrate authentic collaboration and culturally responsive approaches when communicating with family, school, and community partners regarding student social, emotional, or behavioral needs in simulated or actual contexts.