Social, Emotional, and Academic Learning: What the Research Says

Roger P. Weissberg
University of Illinois at Chicago
Collaborative for Academic, Social, and Emotional Learning
www.casel.org

Presented at the Third Conference on Social-Emotional Learning in Vocational Education Training (SELVET)
Presentation Overview

• Greetings to new friends from Germany, Hungary, Malta, Netherlands, & United Kingdom
• What is social and emotional learning (SEL)?
• SEL: Where and for whom?
• What does the research say about SEL?
• Strategies to scale up SEL
How can schools, families, and communities partner to promote positive outcomes in children and youth?
Actionable, Research-based Family, School, and Community Approaches

1. Support and strengthen family functioning
2. Sustained relationships with caring adults
3. Provide high-quality education
4. Connect students and their schools
5. Make communities safe and supportive for children
6. High quality out-of-school-time programs
7. Provide children and youth with opportunities to build social and emotional competence
Essential Questions
Each Community Must Answer

What do we want our children to be, to know, and to be able to do when they graduate?

How can the entire community be organized to ensure that all students reach the stated goals?
Social and Emotional Skills and Attitudes: *Prevalence for 6th to 12th graders*

How people you know well would rate you on:

- Thinking through the results of your choices, planning ahead 29%
- Caring about others’ feelings, feeling sad when a friend is unhappy, being good at making and keeping friends 45%
- Respecting the values/beliefs of people of different races/cultures 43%
- My school provides a caring, encouraging environment 29%
Gallup Survey Linking Education to Success in the Workplace

- **96 percent of the college provosts** Gallup surveyed believed their schools were successfully preparing young people for the workplace.

- When you ask **recent college grads** in the work force whether they felt prepared, only **14 percent say yes**.

- When you ask **business leaders** whether they’re getting enough college grads with the skills they need, only **11 percent strongly agree**.
Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL was founded in 1994 to make SEL an essential part of every child’s education.

- Advance the science of SEL
- Expand effective SEL practice
- Improve federal and state policies

CASEL serves as strategist, collaborator, convener, and supporter for the SEL community

www.casel.org
1997: CASEL Defines the Field of SEL
Relationships are the foundation for learning.
Emotions affect how and what we learn.
Social and emotional skills can be taught.
Social and emotional skills are required by employers.
What is Social and Emotional Learning (SEL)?

SEL involves processes through which **children and adults** develop **fundamental emotional and social competencies** to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
What isSEL? (cont’d.)

SEL takes place within the context of safe, participatory school, family, and community environments that support children’s development and provide opportunities and recognition for successfully applying these competencies.
A Simplified Framework for Enhancing Student Success in School and Life

Teach & Model Specific SE Skills + Improve Climate & Learning Environment = Positive Results for Children
SEL is a Process of Acquiring and Applying the Knowledge, Skills, and Attitudes Related to Five Core Competencies

- Recognize one’s emotions, values, strengths, and limitations
- Manage emotions and behaviors to achieve one’s goals
- Make ethical, constructive choices about personal and social behavior
- Form positive relationships, work in teams, deal effectively with conflict
- Show understanding and empathy for others
- Responsible decision making
- Self-management
- Social awareness
- Relationship skills

SEL is a Process of Acquiring and Applying the Knowledge, Skills, and Attitudes Related to Five Core Competencies.
A Caring, Connected, Responsible, Contributing Problem Solver

- **STOP**, CALM DOWN, & **THINK** before you act
- Say the PROBLEM and how you FEEL
- Set a POSITIVE GOAL
- **THINK** of lots of SOLUTIONS
- **THINK** ahead to the CONSEQUENCES
- **GO** ahead and TRY the BEST PLAN
21st Century Skills Framework

Life & Career Skills
- Initiative and Self-Direction
- Flexibility & Adaptability
- Social & Cross Cultural Skills
- Leadership & Responsibility
- Productivity and Responsibility

Learning & Innovation Skills
- Creativity & Innovation
- Communication & Collaboration
- Critical Thinking & Problem Solving
A Foundation for Success in the Workplace: *The Skills All Employees Need, No Matter Where They Work*

- Personal Skills
- People Skills
- Applied Knowledge
- Workplace Skills
Levels of Schoolwide SEL

- SEL Curriculum & Instruction
- Social and Emotional Learning (SEL)
  - Self-management
  - Self-awareness
  - Relationship skills
  - Responsible decision-making

- Schoolwide practices & policies
  - Family & community partnerships
Review of 75 School-based Universal SEB Programs (Diekstra, 2008; Sklad et al., 2012)

**Improvements:**
- Social and Emotional Skills
- Positive Self-Image
- Prosocial Behavior
- Academic Achievement

**Reductions:**
- Antisocial Behavior
- Mental Disorders
- Substance Abuse
Longitudinal Findings from the Seattle Social Development Project at Age 21

- More high school graduates
- More attending college
- More employed
- Better emotional and mental health
- Fewer with a criminal record
- Less drug selling

Cost-benefit: $2.11/student for $1 invested

—Hawkins et al. (2008)
Are SEL programs conducted by existing school staff effective?

<table>
<thead>
<tr>
<th></th>
<th>Teacher</th>
<th>Researcher</th>
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</thead>
<tbody>
<tr>
<td>Social-emotional skill</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Attitudes</td>
<td>✔️</td>
<td>☐</td>
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<td>Positive social behavior</td>
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<td>Conduct problems</td>
<td>✔️</td>
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<td>Emotional distress</td>
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<td>Academic performance</td>
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</table>

—Durlak et al. (2011)
Does the quality of implementation affect student outcomes?

<table>
<thead>
<tr>
<th>Social-emotional skills</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Attitudes</td>
<td>Yes</td>
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<td>Academic performance</td>
<td>Yes</td>
<td>No</td>
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—Durlak et al. (2011)
Effects of SEL Participation on Teachers

- % 6th-grade teachers reporting improvement:
  - Problem-solving: 96
  - Comm. w/ students: 100
  - Dealing w/ stress: 88

- % 9th-grade teachers reporting improvement:
  - Problem-solving: 96
  - Comm. w/ students: 79
  - Dealing w/ stress: 83
Teachers Believe SEL Benefits Students in School, Work, and Life (Bridgeland et al., 2013)

• Preparing students for the workforce: 87%
• Students becoming good citizens as adults: 87%
• Students ability to move successfully through school and stay on track to graduate: 80%
• Preparing students to get to and through college: 78%
Principals’ Responses

- The training I received from CASEL has taught me to recognize the relationship between my feelings and my job performance as a school leader.

- I am definitely more in touch with my values as an educator as a result of working with SEL at my school. I realize that it is not just about academics; rather we are responsible for nurturing the entire child and SEL assists us in doing that.
SAFE Programs are Effective

**Sequential:** Sequenced activities to teach skills

**Active:** Active learning to practice skills

**Focused:** Focused time on skill development

**Explicit:** Explicit targeting of specific skills
## Student Outcomes: SAFE and OTHER Programs

<table>
<thead>
<tr>
<th>SAFE programs</th>
<th>Other programs</th>
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<tbody>
<tr>
<td><strong>Feelings and attitudes</strong></td>
<td></td>
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<tr>
<td>– Child self-perceptions</td>
<td>✔️</td>
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<td>– School bonding</td>
<td>✔️</td>
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<tr>
<td><strong>Behavioral adjustment</strong></td>
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<tr>
<td>– Positive social behaviors</td>
<td>✔️</td>
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<td>– Problem behaviors</td>
<td>✔️</td>
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<tr>
<td>– Reduced drug use</td>
<td>✔️</td>
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<tr>
<td><strong>School performance</strong></td>
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<tr>
<td>– Attendance</td>
<td>✔️</td>
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<tr>
<td>– School grades</td>
<td>✔️</td>
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<tr>
<td>– Achievement test scores</td>
<td>✔️</td>
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Implications for Practice & Policy

SEL works

- *Multiple positive outcomes including academic achievement*
- *Across grade levels and contexts*

SEL is doable

- *Good results from programs run by existing school staff*

SEL needs support

- *Implementation matters*
- *Supported by federal and state policies, leadership, and professional development*
CASEL-NoVo National Initiative for Social and Emotional Learning
CASEL Guides for Evidence-based SEL Programs

CASEL SELEckt Programs

• Well-designed:
  • Explicit skills training
  • Instruction
  • Curriculum integration
  • Climate-Culture

• Well-evaluated: Positive student outcomes

• Professional development to support implementation
**Program Ratings**

Programs with * in **bold** are CASEL SELECT programs.

<table>
<thead>
<tr>
<th></th>
<th>Grades</th>
<th>Behavioral Content</th>
<th>Social Awareness</th>
<th>Self-Management</th>
<th>Relationship-Skills</th>
<th>Decision Making</th>
<th>Professional Development</th>
<th>Evidence of Effectiveness</th>
<th>Student Assessment Measures</th>
<th>Classroom Implementation Tools</th>
<th>Schoolwide Coordination</th>
<th>Family Partnerships</th>
<th>Community Partnerships</th>
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<tr>
<td>Aban Aya Youth Project:</td>
<td>5-8</td>
<td>VP CITIZ HSD</td>
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<td>Al's Pals: Kids Making Healthy Choices:</td>
<td>preK-3</td>
<td>VP SAP</td>
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<td>Americans All:</td>
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<td>CITIZ $275</td>
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<td>BrainWise™:</td>
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<td>HSD $225</td>
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<td>★ Caring School Community (Child Development Project):</td>
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<td>★ Community of Caring (Growing Up Caring):</td>
<td>K-12</td>
<td>SAP HSD GHP CITIZ</td>
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<td>Comprehensive Health for the Middle Grades:</td>
<td>6-8</td>
<td>SAP VP HSD GHP CITIZ</td>
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**Notes**

1. Content:
   - SAP = Substance Abuse Prevention
   - VP = Violence Prevention
   - HSD = Healthy Sexual Development
   - GHP = General Health Promotion
   - CITIZ = Promotion of Citizenship

2. Academic Achievement Strategies:
   - S = promotes study skills
   - I = promotes integration with academics
   - T = promotes change in teaching practices

3.  ○ = no evaluation met CASEL design criteria

**Key**

All indicators except Professional Development were rated on a four-point scale, in which * was the highest score and ○ was the lowest. Professional development was rated on a three-point scale:

- ★ = strength
- ● = promising
- ○ = marginal
- □ = weakness

Detailed descriptions of every program in the table are on the Safe and Sound CD-ROM.
Strategies for District-wide SEL

- Cultivate commitment and organizational support for SEL
- Assess SEL resources and needs
- Support classroom, schoolwide, and community SEL programming
- Establish systems for continuous improvement
Illinois Preschool to High School
Social and Emotional Learning Goals

<table>
<thead>
<tr>
<th>Self</th>
<th>Other</th>
<th>Decision-making</th>
</tr>
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<tbody>
<tr>
<td>Develop <strong>self-awareness</strong> and <strong>self-management</strong> skills to achieve school and life success.</td>
<td>Use <strong>social-awareness</strong> and <strong>interpersonal skills</strong> to establish and maintain positive relationships.</td>
<td>Demonstrate <strong>decision-making</strong> skills and <strong>responsible behaviors</strong> in personal, school, and community contexts.</td>
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Federal Policy

- HR 1875 - Academic, Social, and Emotional Learning Act
- Reauthorize ESEA (No Child Left Behind) to incorporate SEL as part of teacher and administrator education
- Work with federal agencies (e.g., the US Department of Education) on ways to incorporate evidence-based SEL in their initiatives
Future Priorities to Improve the SEL of Millions of School Children

- Pre-K to 12 SEL student learning standards
- Aligned national and local support for SEL
- School-wide SEL programming and practices
- Evidence-based SEL programs
- SEL assessments
Take Home Messages on September 11, 2014

We can not always build the future for our youth, but we can build the youth for our future.

—Franklin D. Roosevelt

Education is the most powerful weapon you can use to change the world.

—Nelson Mandela
CASEL’s Vision for Education

Educators, students, families, community members, and researchers work together to support the healthy development of all students.

All students are engaged learners who are self-aware, self-disciplined, caring, respectful, connected to others, responsible decision makers, and academic achievers.

Students are contributing in positive ways to their school, family, and community.