

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

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Collaborative for Academic, Social, and Emotional Learning

www.casel.org

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Vocational Education Training (SELVET)

Department of Psychology

UIC UNIVERSITY OF ILLINOIS
AT CHICAGO

**Social and Emotional Learning
Research Group**



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

Professional Focus—Since 1976

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.

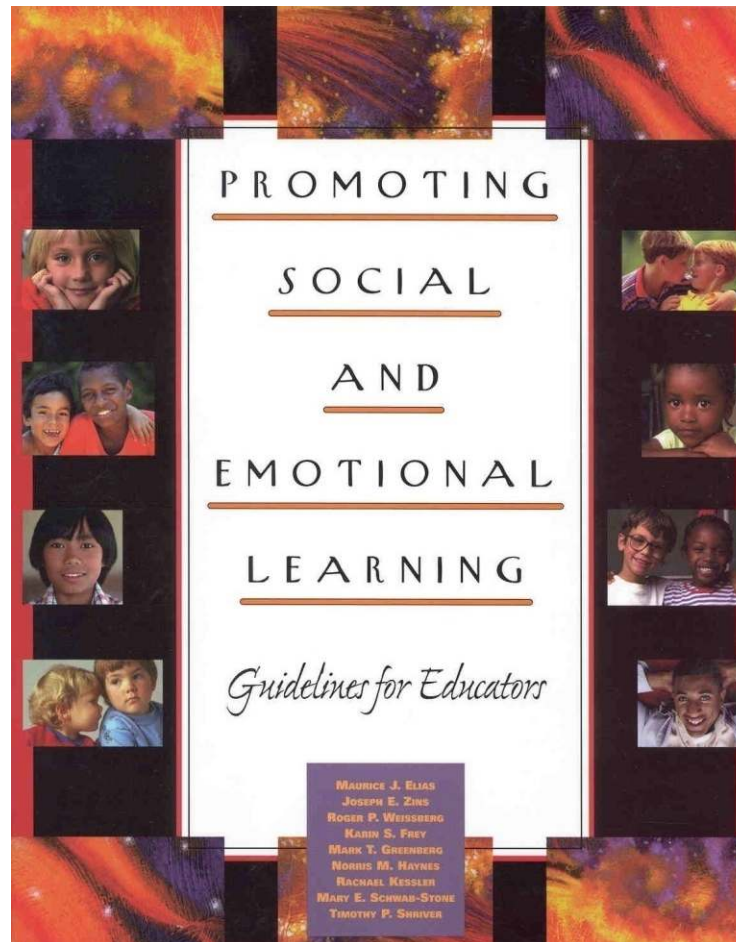
- Advance the science of SEL
- Expand effective SEL practice
- Improve federal and state policies

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

www.casel.org

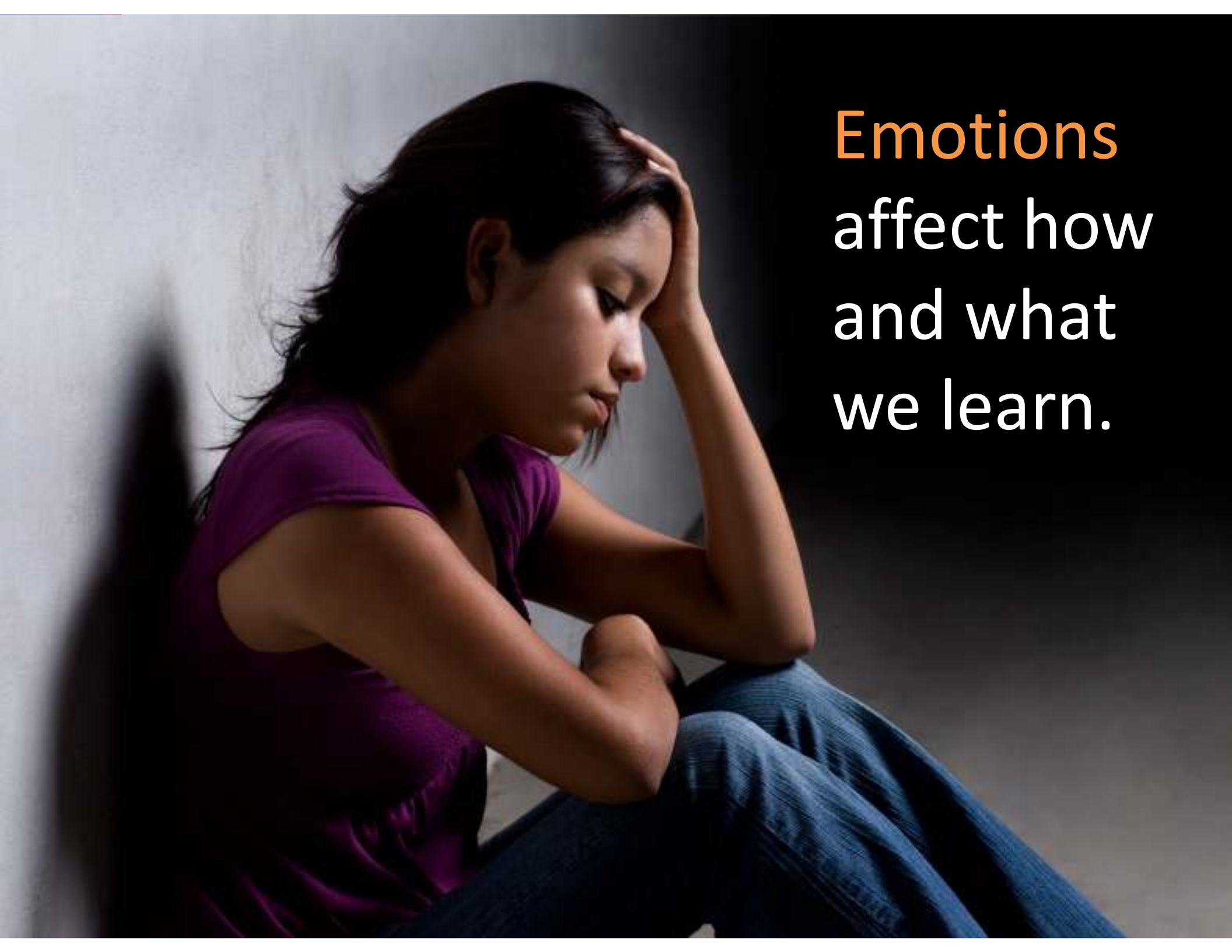


1997: CASEL Defines the Field of SEL



Relationships
are the
foundation for
learning



A woman with dark hair, wearing a purple t-shirt and blue jeans, is sitting on the floor against a light-colored wall. She is looking down with a sad or distressed expression, and her right hand is resting on her forehead. The lighting is dramatic, with strong shadows.

Emotions
affect how
and what
we learn.



Social and emotional skills
can be taught.



Social and emotional skills are
required by employers

Professionalism

Teamwork and
Collaboration

Communication

Social responsibility

Problem-solving

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.

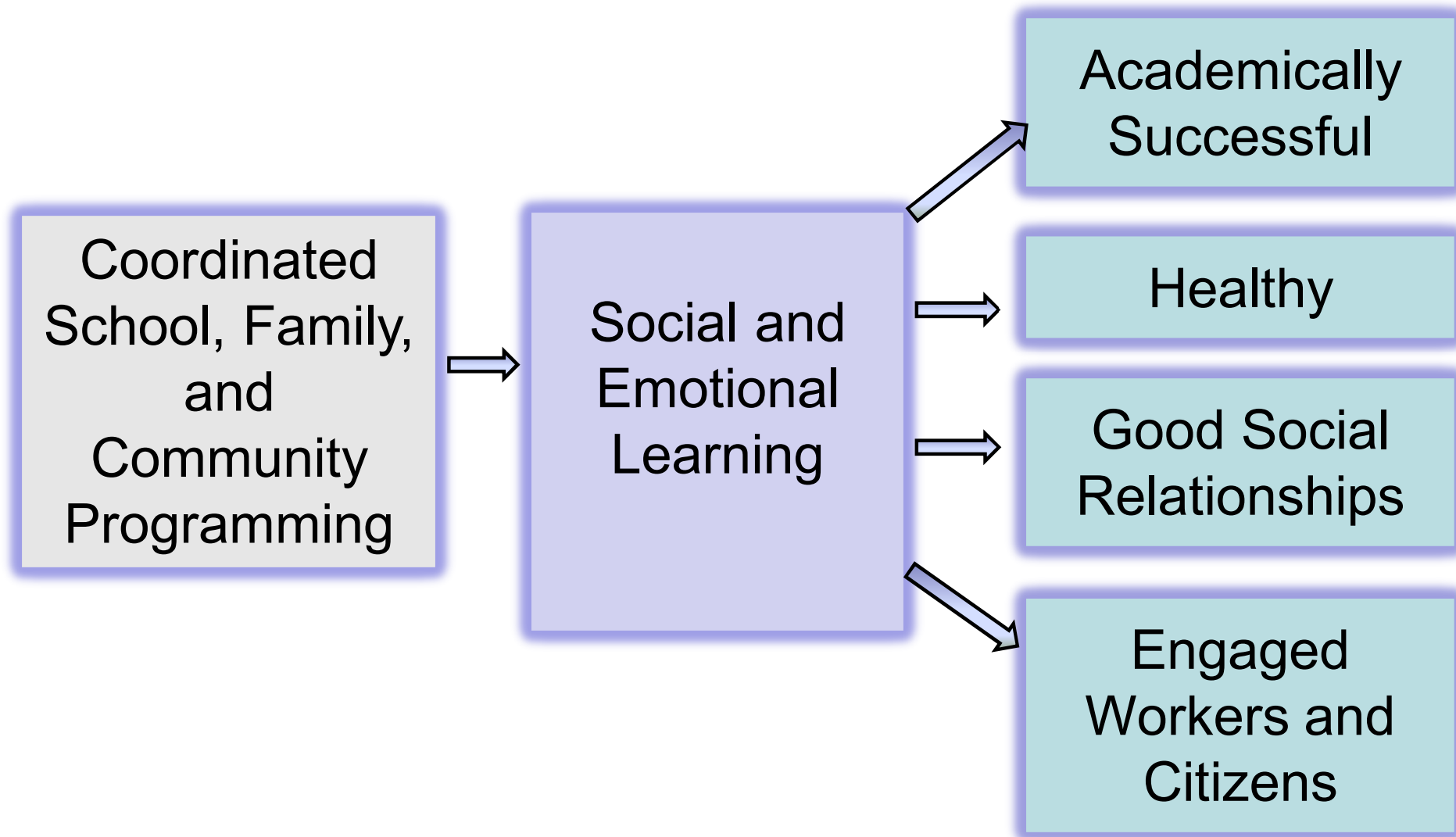
What is SEL? (cont'd.)

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.

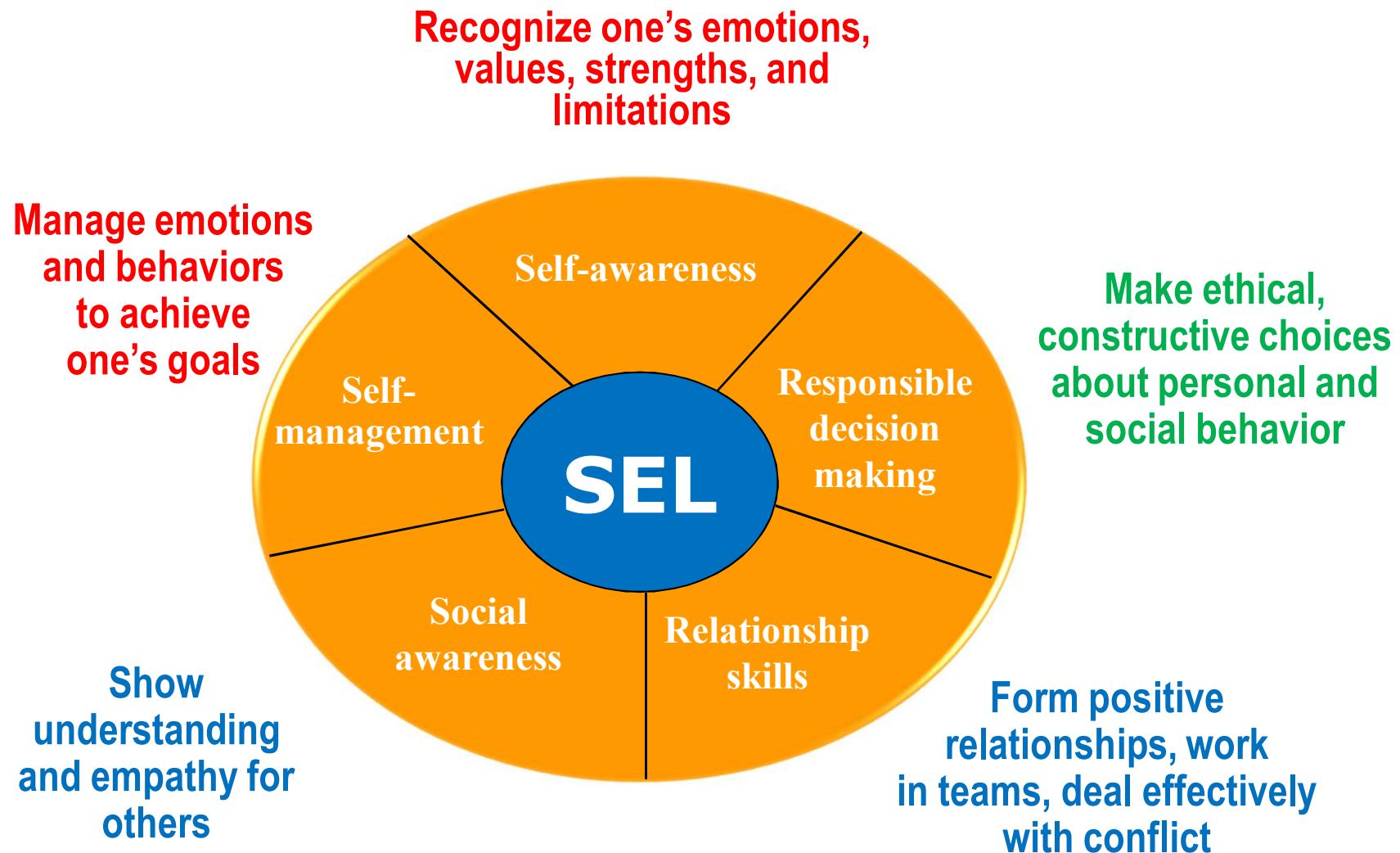
A Simplified Framework for Enhancing Student Success in School and Life



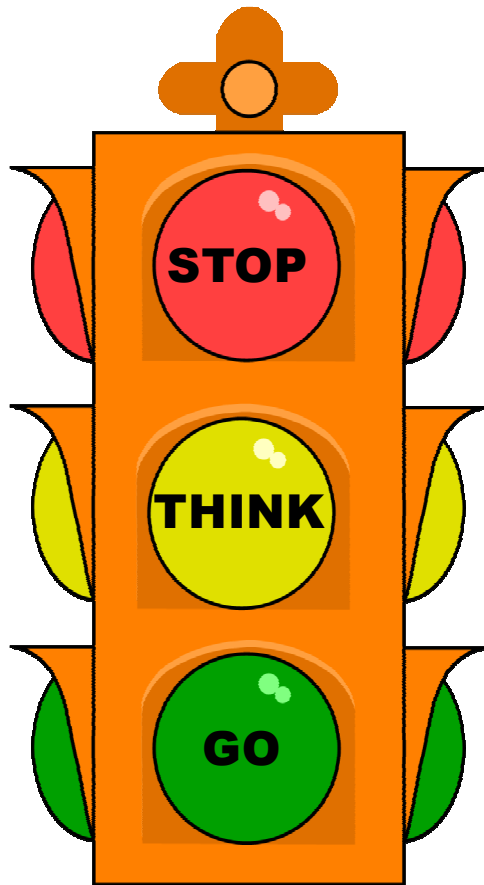
SEL Conceptual Framework



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

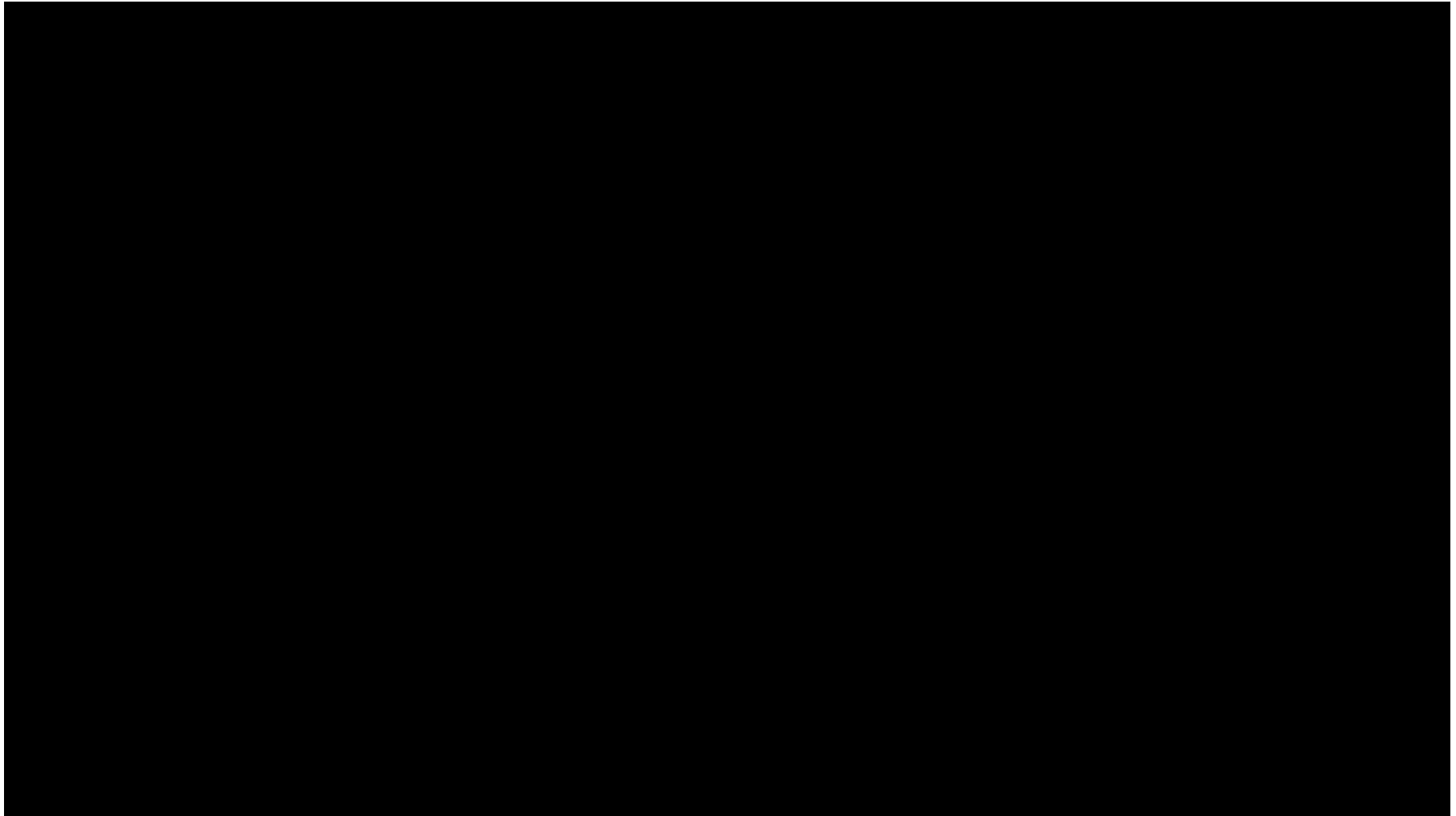
- Creativity & Innovation
- Communication & Collaboration
- Critical Thinking & Problem Solving

Common Employability Skills - National Network of Business and Industry Associations

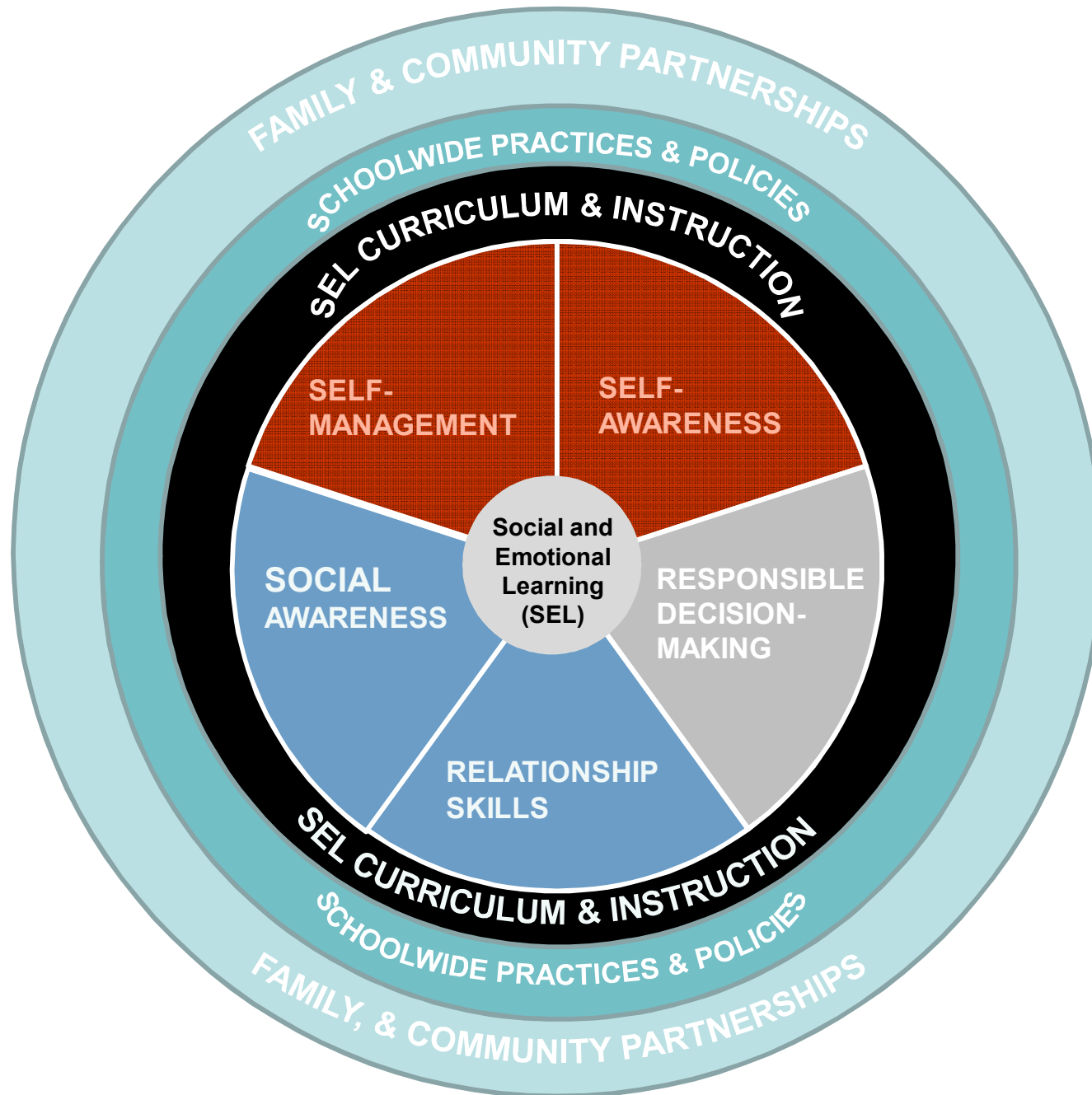
A Foundation for Success in the Workplace:
*The Skills All Employees Need, No Matter
Where They Work*

- Personal Skills
- People Skills
- Applied Knowledge
- Workplace Skills

Social and Emotional Core Competencies




Levels of Schoolwide SEL



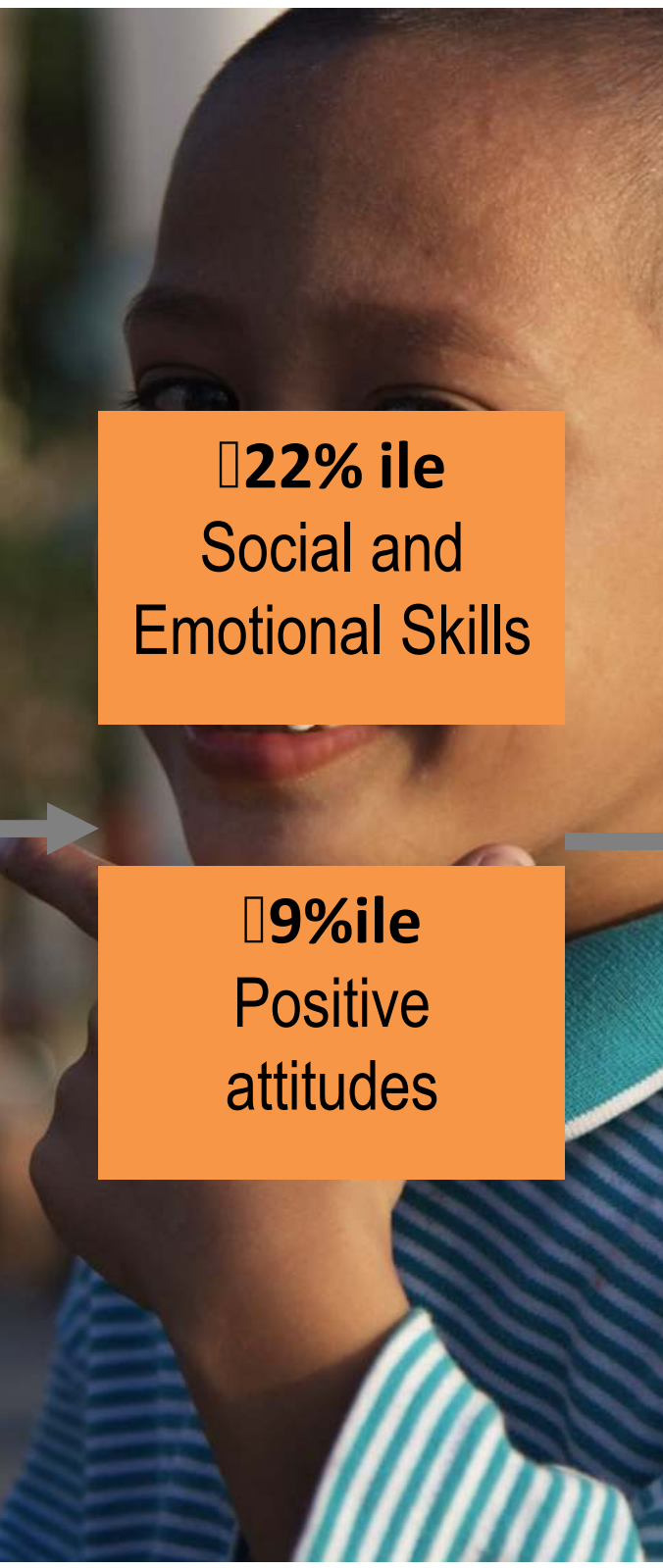
Review of K to 12 School-based SEL Programming

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.



Learning
Environment

SE Skills
Development



▮ **22% ile**
Social and
Emotional Skills

▮ **9%ile**
Positive
attitudes



▮ **9%ile**
Prosocial Behavior

▮ **11%ile**
Academic
Achievement

9%ile
Conduct Problems

10%ile
Emotional Distress

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?

	Teacher	Researcher
Social-emotional skill	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attitudes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Positive social behavior	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conduct problems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emotional distress	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>

—Durlak et al. (2011)

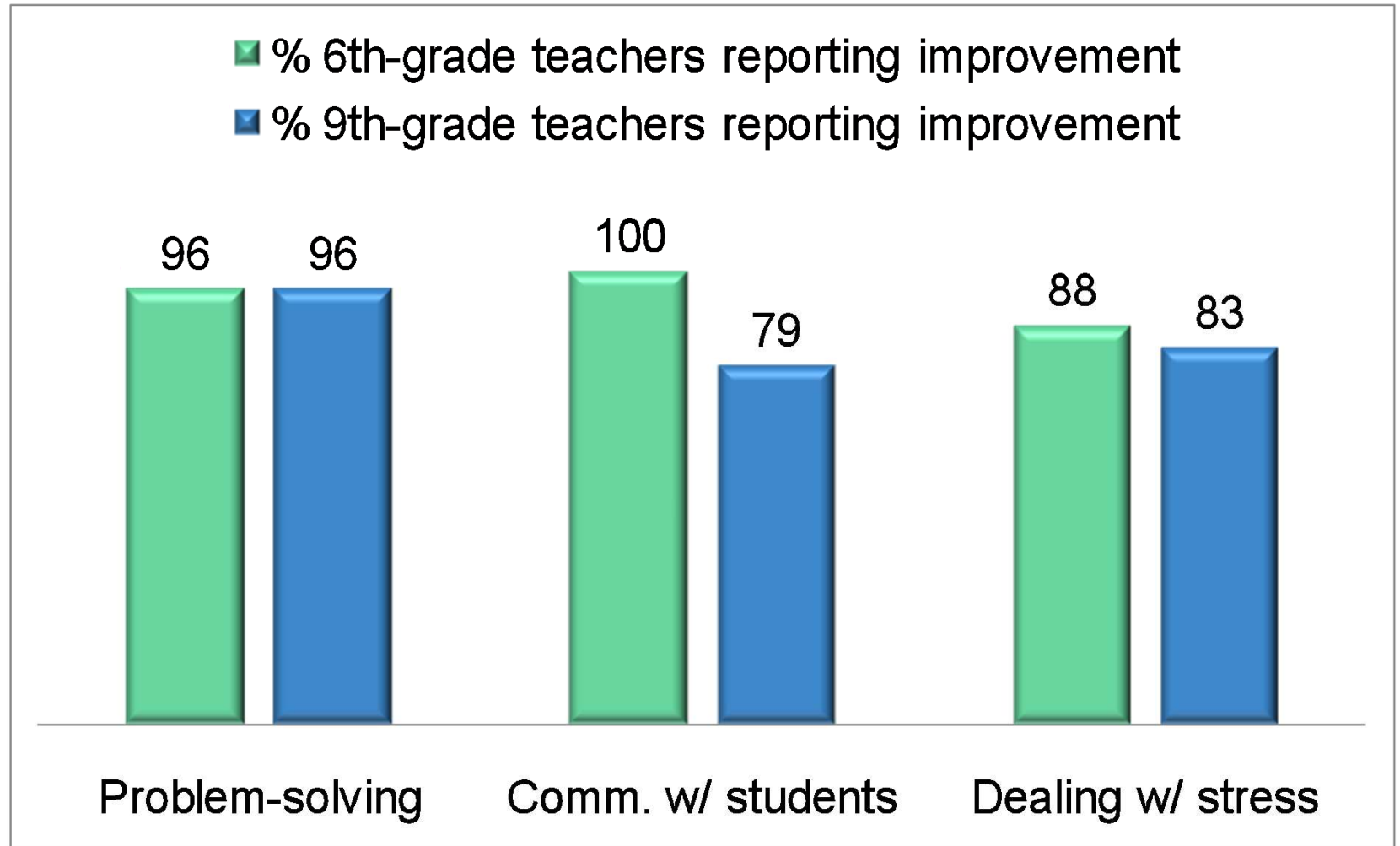
Does the quality of implementation affect student outcomes?

Implementation Problems?

	No	Yes
Social-emotional skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attitudes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Positive social behavior	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conduct problems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emotional distress	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>

—Durlak et al. (2011)

Effects of SEL Participation on Teachers



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.

Review of K to 12 Afterschool Programming

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45, 294-309.

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

	SAFE programs:	Other programs:
• Feelings and attitudes	<input checked="" type="checkbox"/>	
– Child self-perceptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
– School bonding		<input type="checkbox"/>
• Behavioral adjustment	<input checked="" type="checkbox"/>	
– Positive social behaviors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
– Problem behaviors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
– Reduced drug use		<input type="checkbox"/>
• School performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>
– Attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>
– School grades	<input checked="" type="checkbox"/>	<input type="checkbox"/>
– Achievement test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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 SElect 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.

Aban Aya Youth Project:
1996-97

Al's Pals: Kids Making
Healthy Choices:
1998, 1999

Americans All:
1992

BrainWise™:
2002

★ **Caring School
Community (Child
Development Project):
1994-99**

★ **Community of Caring
(Growing Up Caring):
1990**

Comprehensive Health
for the Middle Grades:
1996

Grades	Behavioral Content Areas Covered ¹	Materials Cost per 25 Students	Academic Achievement Strategies ²	PROGRAM DESIGN			SOUND SEL INSTRUCTIONAL PRACTICE					PROGRAM EFFECTIVENESS & IMPLEMENTATION SUPPORTS					SAFE & SOUND LEARNING ENVIRONMENTS	
				Self-Awareness	Social Awareness	Self-Management	Relationship Skills	Responsible Decision Making	Professional Development	Evidence of Effectiveness ³	Given Designation in Other National Programs	Student Assessment Measures	Classroom Implementation Tools	Schoolwide Coordination	Family Partnerships	Community Partnerships		
5-8	VP CITIZ HSD	\$500																
preK-3	VP SAP	\$595									✓							
K-12	CITIZ	\$275	S, I															
K-12	HSD	\$225																
K-6	CITIZ	\$60	I, T								✓							
K-12	SAP HSD GHP CITIZ	contact publisher									✓							
6-8	SAP VP HSD GHP CITIZ	\$455																

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 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.

Notes

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CASEL SCHOOLKIT

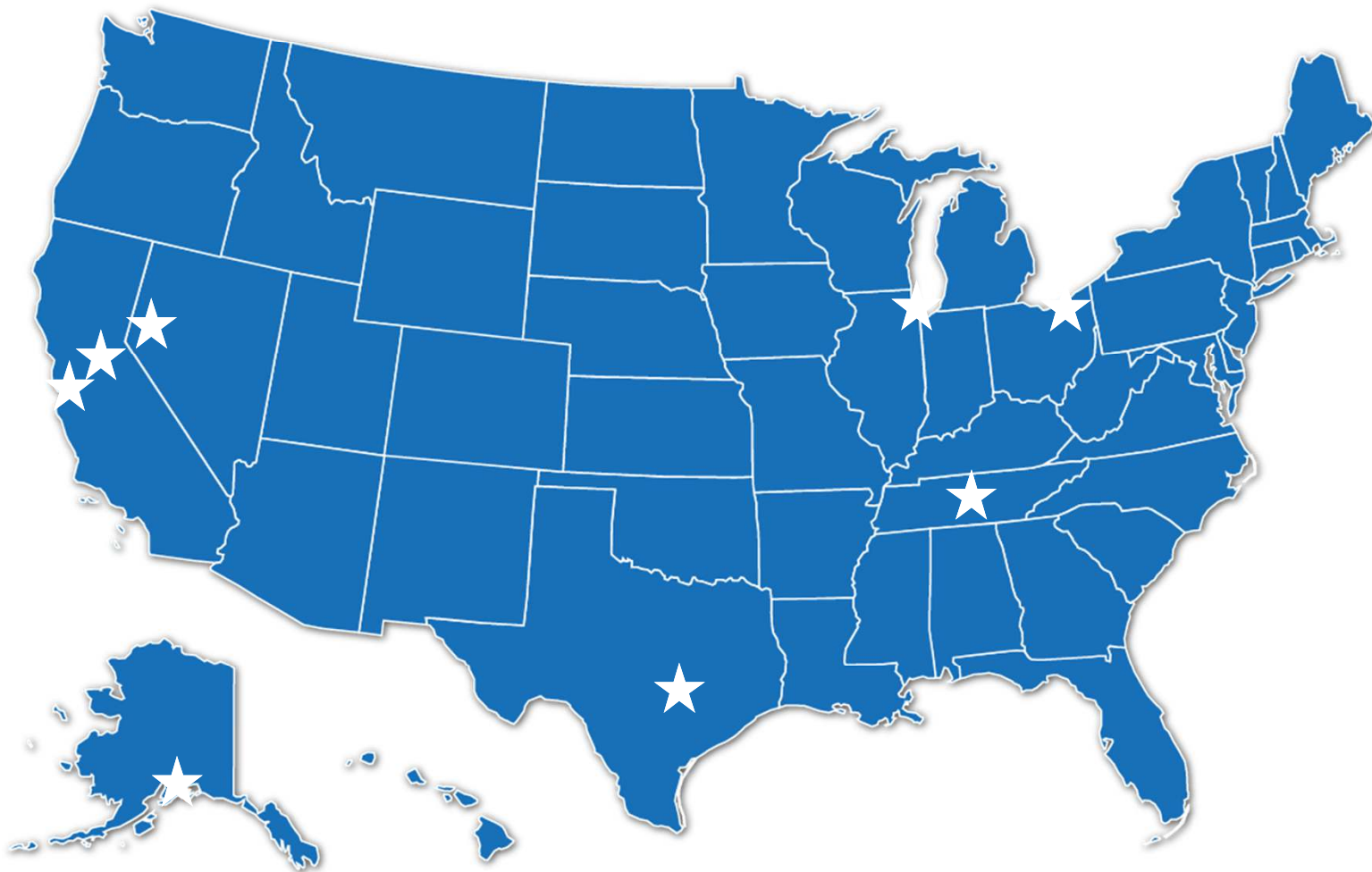
A GUIDE FOR IMPLEMENTING SCHOOLWIDE
ACADEMIC, SOCIAL AND EMOTIONAL LEARNING



TOOLS & RESOURCES

CASEL-NoVo National SEL Initiative

Collaborating Districts



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

Self	Other	Decision-making
Develop self-awareness and self-management skills to achieve school and life success.	Use social-awareness and interpersonal skills to establish and maintain positive relationships.	Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

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.