

What is Social and Emotional Learning and does it work?

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 KNOWLEDGE NETWORK
for STUDENT WELL-BEING

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ÉQUIPE D'APPUI POUR LA SANTÉ
MENTALE DANS LES ÉCOLES

Our outline for today

- What is social and emotional learning?
- What are the “core elements” of social and emotional learning?
- What is the evidence that social and emotional learning is effective?
- How is SMH ASSIST building capacity in educators through “everyday mental health” practices?
- Questions and discussion

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Everything I need to know I learned in Kindergarten



These are the things I learned in kindergarten

1. Share everything.
2. Play fair.
3. Don't hit people.
4. Put things back where you found them.
5. CLEAN UP YOUR OWN MESS.
6. Don't take things that aren't yours.
7. Say you're SORRY when you HURT somebody.
8. Wash your hands before you eat.
9. Flush.



10. Warm cookies and cold milk are good for you.
11. Live a balanced life - learn some and drink some and draw some and paint some and sing and dance and play and work everyday some.
12. Take a nap every afternoon.
13. When you go out into the world, watch out for traffic, hold hands, and stick together.
14. Be aware of wonder. Remember the little seed in the Styrofoam cup: The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.
15. Goldfish and hamster and white mice and even the little seed in the Styrofoam cup - they all die. So do we.
16. And then remember the Dick-and-Jane books and the first word you learned - the biggest word of all - LOOK."



Social and emotional learning

- Collaborative for Academic, Social, and Emotional Learning (CASEL)
 - "the practice of promoting integrated academic, social, and emotional learning for all children in preschool through high school".
- Self-Awareness
- Self-Management
- Responsible Decision Making
- Relationship Skills
- Social Awareness



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Self-awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

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Self-management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

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Responsible decision-making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork



Reviews and rankings of SEL Programs

Program Name	Grade Range Covered	Grades Evaluated	Approaches to Promote SEL				Number of SEL Lessons	Settings			
			Teaching Practices	In Academic Curriculum	Organizational	Free Standing SEL Lessons		Classroom	School	Family	Community
EL Education	6th - 12th	6th - 8th		Language Arts			N/A				
Facing History and Ourselves	6th - 12th	7th - 10th		Social Studies			N/A				
Lions Quest, Skills for Adolescence	6th - 8th	6th, 7th					108				
Responding In Peaceful and Positive Ways	6th - 8th	6th, 7th					48				
Second Step, Student Success Through Prevention for Middle School	6th - 8th	6th					40				
Student Success Skills	6th - 12th	7th, 9th, 10th					8				
Wyman's Teen Outreach Program (TOP)	7th - 12th	7th, 9th - 12th					120				

What's the Evidence that SEL is effective?

- Systematic reviews bring together multiple randomized control trials.
- This strengthens the overall evidence by ensuring that a single study with unique results is not over-valued.



What's the Evidence that SEL is effective?

The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Intervention (2011)

Joseph A. Durlak; Roger P. Weissberg;
Allison B. Dymnicki; Rebecca D. Taylor;
Kriston B. Schellinger

Child Development, 82(1), 405-432.
doi:10.1111/j.1467-8624.2010.01564.x



What's the Evidence that SEL is effective?

- A recent meta-analysis of 213 school-based, universal social and emotional learning programs involving more than 270,000 students concludes that students who participated in the programs showed **significantly improved social and emotional skills, attitudes, behaviour**, and improvement in **academic performance** that reflected an **11 percentile-point gain in achievement**.
- Programs that were delivered by school personnel produced significantly positive outcomes in all six areas, while programs delivered by a mix of staff produced significant improvements in four outcomes. Programs delivered by outside personnel only produced significant improvement in three outcomes.

What are the key factors in delivering SEL?

- Programs that used step-by-step training, active forms of learning, were focused on social emotional learning, and taught explicit skills (the SAFE design) produced positive outcomes in all six areas, while programs that did not appear to use these methods only produced significant improvements in three areas.
- Studies that reported they had difficulties in implementation of the program only produced significant improvements in two areas, while programs that did not report difficulties in implementation reported significant improvement in all six outcomes measured.

