

Promoting Students' Academic, Social, and Emotional Development



Roger Weissberg, President
Mary Utne O'Brien, Executive Director
Kay Ragozzino, Web Master
CASEL and University of Illinois at Chicago

Ed Dunkelblau, Director
Institute for Emotionally Intelligent Learning

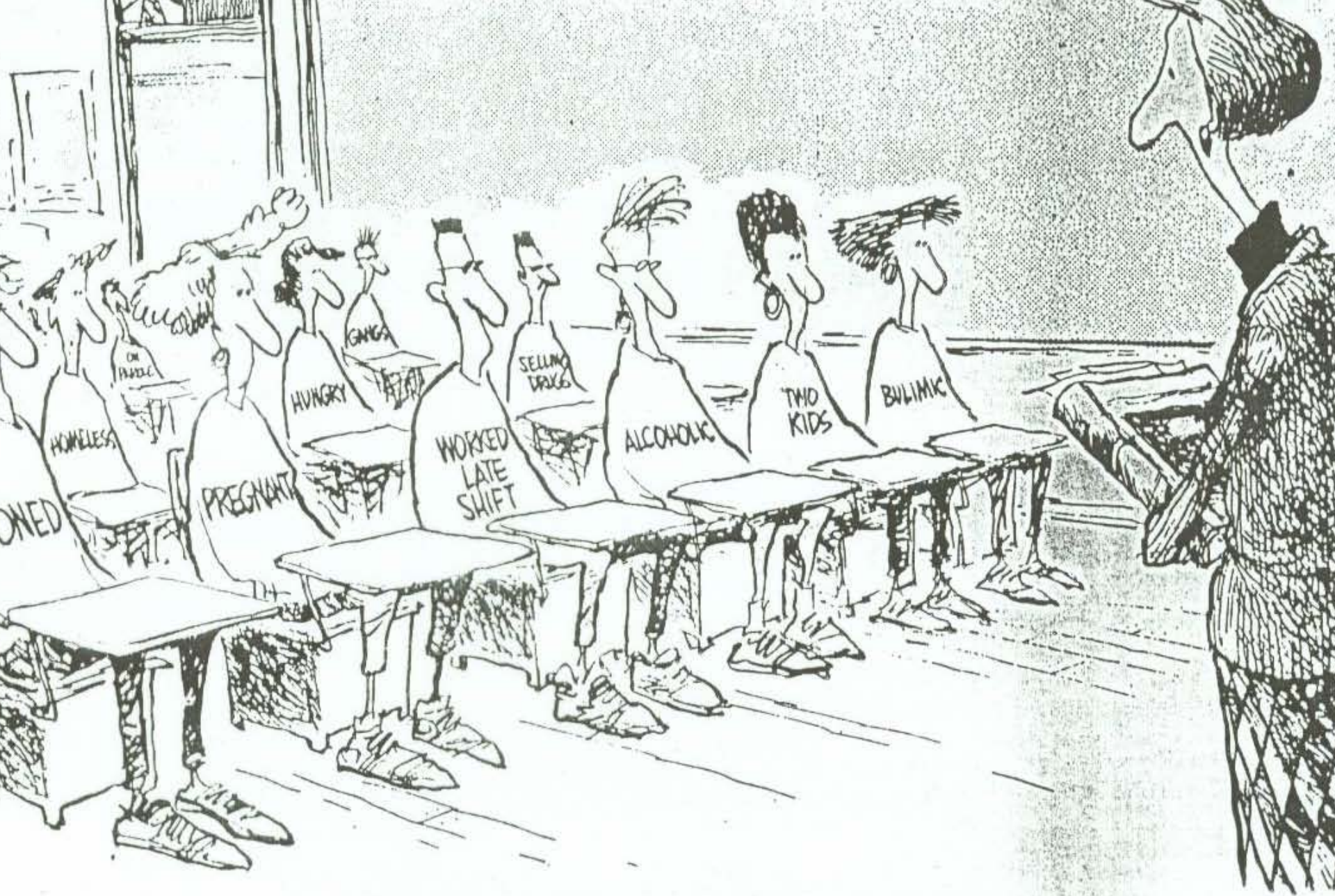
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CASEL's Vision

Imagine a world where families, schools, and communities **work together** to support the **healthy development** of all children.

All children will become engaged life-long learners who are **self-aware, caring** and **connected** to others, and **responsible decision-makers**.

All children achieve to their **fullest potential** participating constructively in a democratic society.



GOOD MORNING, TEACHER.

Our Reality: Conditions of Childhood

Many factors make it difficult for young people to get guidance and support needed to lead healthy lives

- Less contact between young people and responsible adults
- Increasing impact of health-damaging media and internet

Students experience rising rates of problems. In 2003:

- 29% report feeling so sad or hopeless every day for two weeks or more that they stopped doing usual activities
- 17% made a plan to commit suicide (last 12 months)
- 28% had 5+ alcoholic drinks in a row (last 30 days)
- Increasing rates of school drop-out—over 50% for many groups

Our Reality: Lack of Skills and Supports

Many young people lack the developmental assets needed to ward off problem behavior and flourish in school and out

- 29% see themselves as thinking through the results of their choices, planning ahead--71% *do not*
- 35% see themselves as respecting the values and beliefs of people of different races and cultures--65% *do not*
- 24% report feeling that their teachers really care about them--76% *do not*

Our Reality: No Child Left Behind

- Demands high academic performance and accountability
- Requires support for low-performing students
- Creates huge challenges and pressures on schools for quick solutions

The Reality: Needs of the Workplace

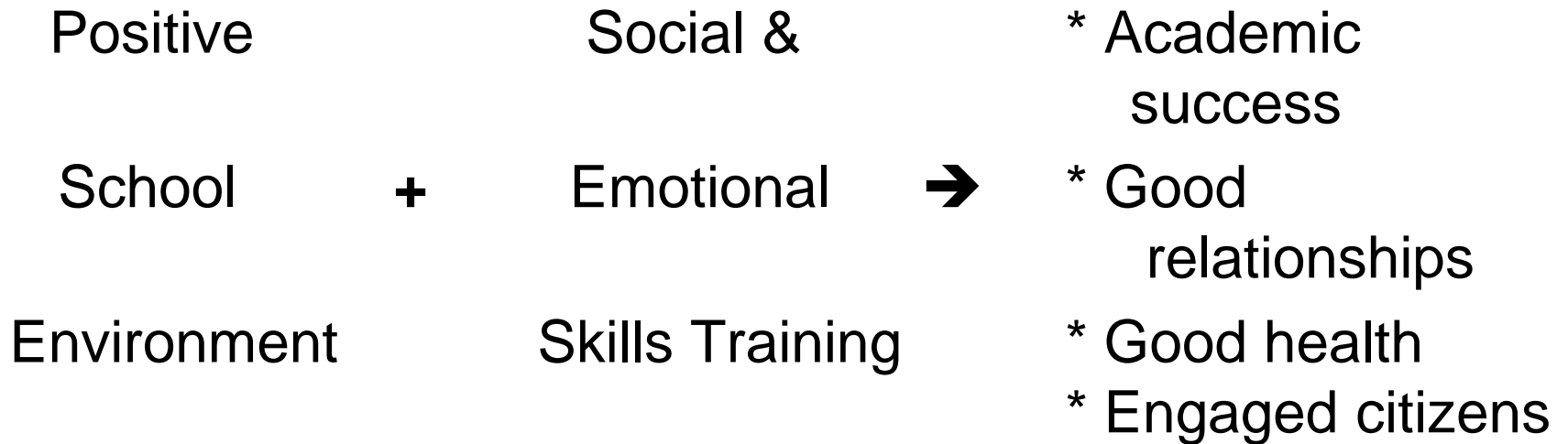
U.S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS) Report: *What Work Requires of Schools*

- Identifies skills needed for 21st century workforce
- Of 16 skills, 8 are social and emotional, including:
 - *Basic and Thinking Skills* of Listening, Decision making, Problem solving
 - *Personal Qualities* of Responsibility, Self-esteem, sociability, self-management, and integrity/honesty

What do we need? SEL

A process through which children and adults develop fundamental emotional and social skills to handle themselves and their relationships effectively and ethically: **Social and Emotional Learning (SEL)**

Framework for Student Success



Positive School Environment

Safe, supportive learning community

Challenging and engaging curriculum

Respectful relationships

Opportunities for participation, collaboration, service

Involvement of families and surrounding community

SEL Skills Training: Key Ingredients

Basic SEL skills

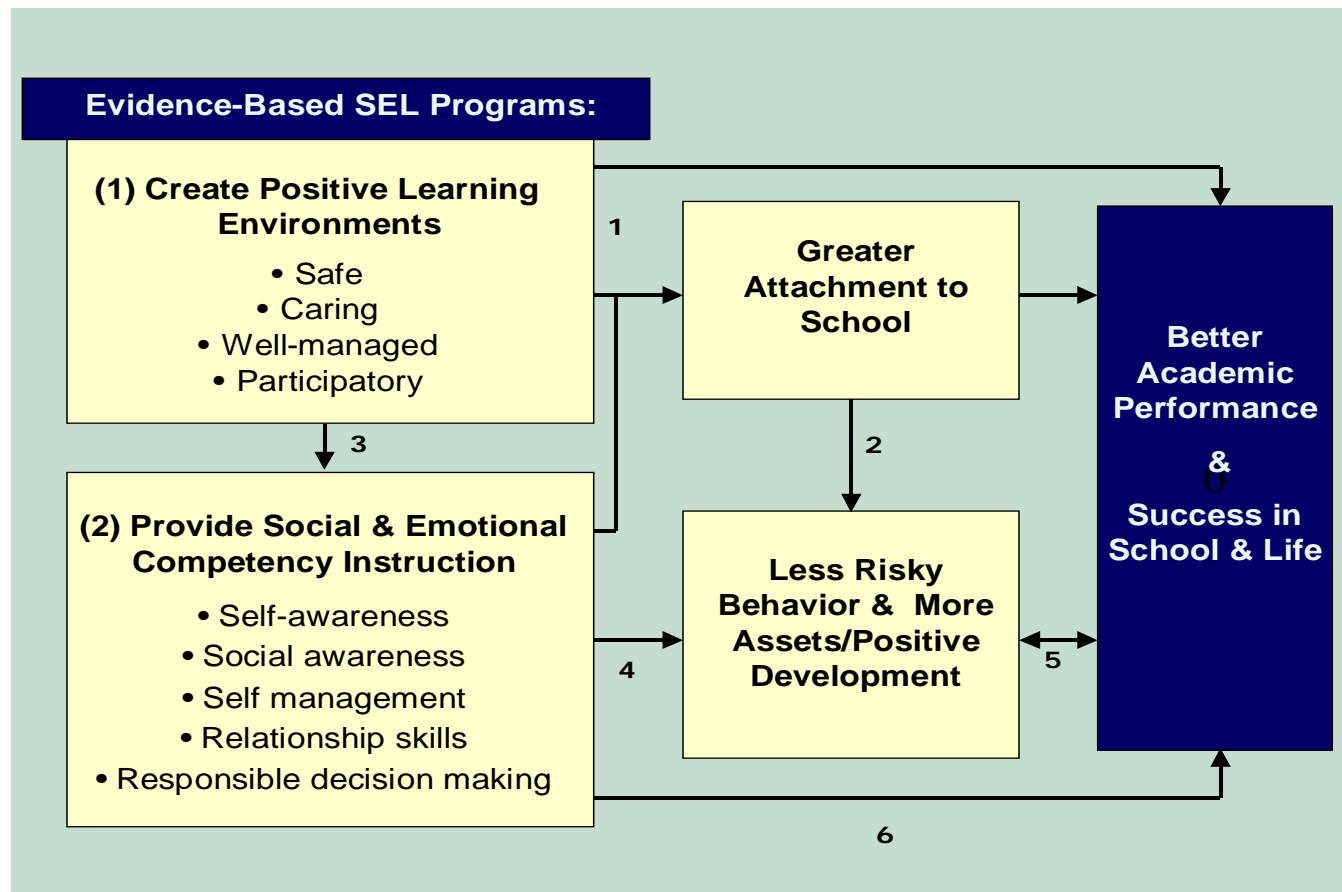
- *Self-awareness*: Recognizing one's emotions and values as well as one's strengths and limitations
- *Social awareness*: Showing understanding and empathy for others
- *Self-management*: Managing emotions and behaviors to achieve one's goals
- *Relationship skills*: Forming positive relationships, working in teams, dealing effectively with conflict
- *Responsible decision making*: Making ethical, constructive choices about personal and social behavior.

Why Social and Emotional Learning (SEL)?

- Emotions affect how and what we learn
- Relationships and environments of high trust provide foundation for learning
- Relevant skills can be taught
- Positive effects on academic performance
- Benefits to physical health
- Demanded by employers
- Essential for lifelong success
- Risk of maladjustment, failed relationships, unhappiness reduced
- A coordinating framework to overcome fragmentation

How Exactly Does SEL Work
to Improve Academic and
Other Life Outcomes?

How Evidence-Based SEL Programs Work to Produce Greater Student Success in School and Life



Application: Levels of Intervention

Targets

- All Students at All Grade Levels
- Students at Risk
- Students Currently Experiencing Significant Problems
- Significant Adults (e.g., teachers, parents)
- School Climate and Organization
- Community

Application: Approaches to Providing SEL Instruction

- Specific SEL Curricula
- Infused into Regular Academic Curriculum
- Develop Supportive Learning Environment
- Alter Instructional Process

Applications: Instructional Approaches (cont.)

- Informal Curriculum
- Parent-Teacher Partnerships
- Engaging Students Actively and Experientially in Learning Process
- Extracurricular Activities

But Does It Work?

Examples of Research Support for Effective SEL Instructional Practices

- School Preventive Intervention Studies
- Mental Health and Positive Youth Development Studies
- Substance Abuse Prevention Studies
- Academic Performance and Learning Studies

SEL Impacts: Attitudes

- Improved ethical attitudes and values
- Higher sense of self-efficacy
- Better sense of community (bonding) and view of school as caring
- Stronger commitment to democratic values
- More positive attitudes toward school and learning

SEL Impacts: Attitudes (cont.)

- Higher academic motivation and educational aspirations
- Greater trust and respect for teachers
- Improved coping with school stressors
- Increased understanding of consequences of behavior

SEL Impacts: Behaviors

- More prosocial behavior
- Fewer absences and suspensions; maintained or improved attendance
- More likely to work out own way of learning
- Reductions in aggression, disruptions, and violence
- Fewer hostile negotiations; lower rate of conduct problems; better conflict resolution skills

SEL Impacts: Behaviors (cont.)

- More classroom participation and higher engagement
- Greater effort to achieve; more reading outside school
- Better transitions
- Less drug, tobacco, & alcohol use & delinquent behavior
- Decreases in STDs, HIV/AIDS, suicide
- More involvement in positive activities (e.g., sports)

SEL Impacts: School Performance

- Improved math, language arts, and social studies skills
- Increases in achievement over time (elementary to middle school)
- Higher achievement test scores and no decreases in scores
- More progress in phonological awareness
- Improved learning-to-learn skill
- Better problem solving and planning
- Improved non-verbal reasoning

Social and Emotional Learning: A Coordinating Framework



Getting from here...



... to there

States Are Coming on Board

Illinois has instituted Social and Emotional Learning Standards around 3 goals:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

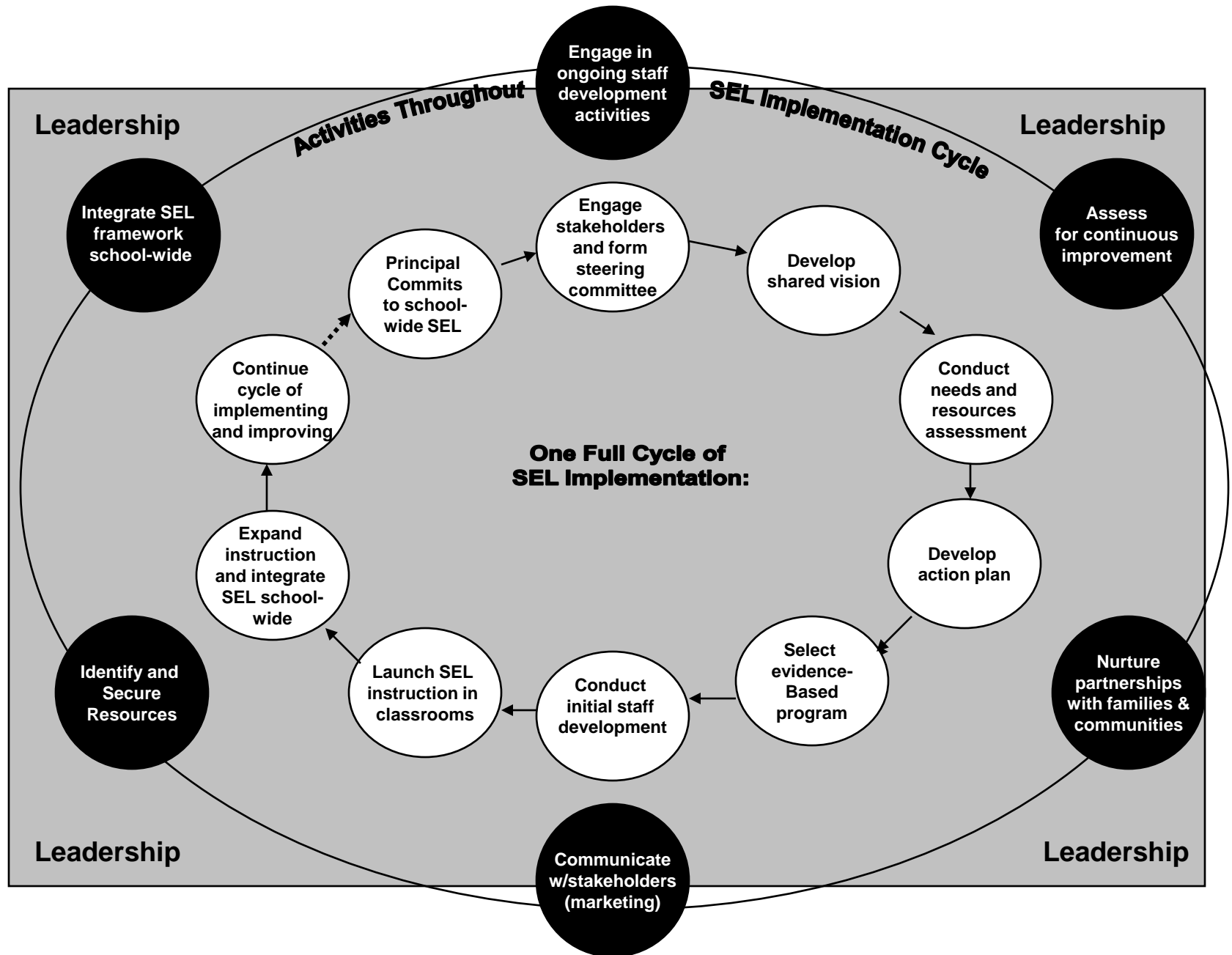
Here's Where Things Get Tricky....

Implementation and sustainability are the new issues: How do you take this approach from the lab and make it work in the real world of schools?

The Next CASEL Product

***“The SEL Implementation Action
Guide for Educational Leaders”***

SEL Implementation and Sustainability Process



Implementation and Sustainability: How Important is the Role of the Leader?

- **It's the single biggest factor in predicting whether school reform takes hold and yields benefits to students**
 - Mark Berends, Susan J. Bodilly, Sheila Nataraj Kirby (2002)

Kam, Greenberg and Walls (2003)

- Found that *above and beyond* high-quality program implementation, *active, engaged, principal support* for the work of the teachers was essential to stronger impacts on children.

Sustainability Factors

What do we know about the factors that leaders need to address to assure that programs operate with high quality and are sustained?

7 Critical Factors for Sustainability

(Elias, M. & Kamarinos Galiotis, P., 2004)

- **Maurice Elias and Patricia Kamarinos Galiotis studied 15 schools that had SEL programming in 1996 (and were featured in Elias et al., 1997). They went back to them in 2003 to see how the programs had fared.**

7 Critical Factors for Sustainability

(Elias, M. & Kamarinos Galiotis, P., 2004)

How many programs were still in operation?

- 6 were thriving and deeply integrated into the schools' functioning
- 2 were no longer functioning at all
- 7 were at some point in between—3 of them “detaching”—4 others “reintegrating”—working to become stronger and a more essential part of the school

What distinguished those that thrived?

7 Critical Factors for Sustainability

(Elias, M. & Kamarinos Galiotis, P., 2004)

1. **Leadership** – Key school administrators clearly support and are committed to the program
2. **Shared Leadership** - A core group (in addition to administrator) supports the program and is actively involved in planning and implementation

7 Critical Factors for Sustainability (Cont.)

3. **Integration** – The program is integrated into the whole school scope and sequence
4. **Staff Development** – A plan exists and is followed for developing and maintaining necessary skills
5. **Reflection** – There are systematic opportunities for staff reflection on progress

7 Critical Factors for Sustainability (Cont.)

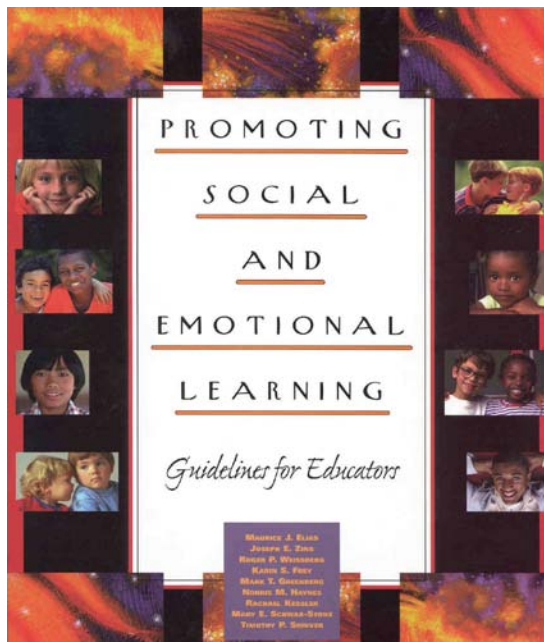
6. **Evaluation** – A plan exists for collecting and reflecting upon data about program effectiveness
7. **Funding** – The school or district ultimately develops the capacity to assume program costs

How Can Educators Get Started?

CASEL Supports

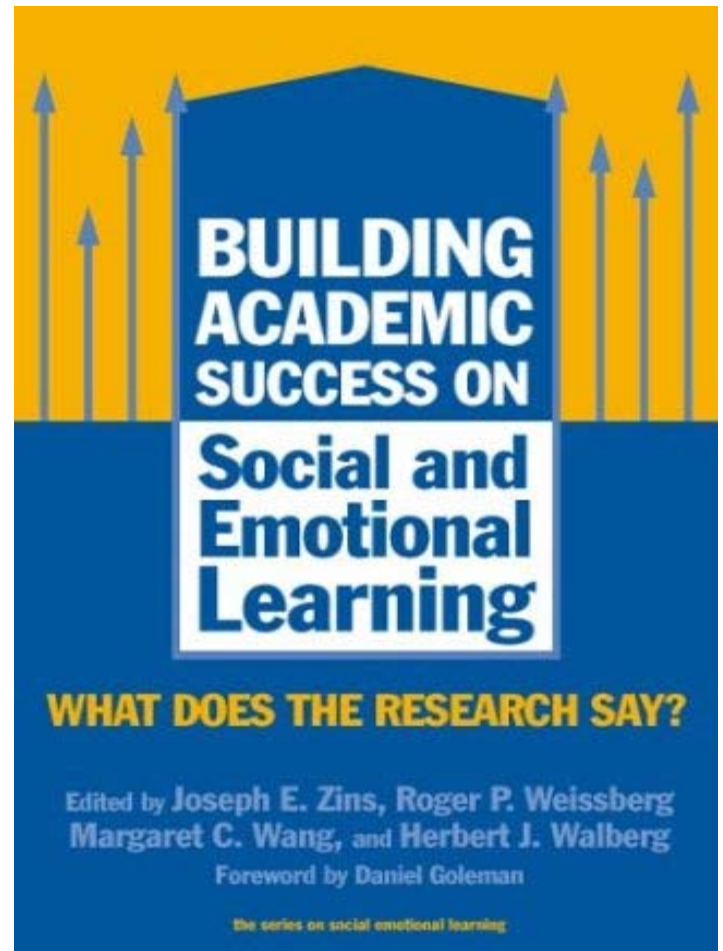
CASEL defined the field of SEL in a book distributed to over 100,000 educators

Over 180,000 copies of CASEL's Guide to SEL programs, *Safe and Sound* are in use



A Key Resource

**School leaders asked
for it, and CASEL
developed a text
summarizing the
research linking
SEL to gains in
school engagement
and academic
performance**



Summary: Essential Resources

- ***Every Child Learning: Safe and Supportive Schools***
Learning First Alliance, 2001
- ***Safe and Sound***
CASEL and LSS, 2003
- ***Safe, Supportive and Successful Schools, Step by Step***
AIR, 2003
- ***Building Academic Success on Social and Emotional Learning: What Does the Research Say?*** **Zins, Weissberg, Wang, & Walberg, 2004**
- ***SEL Implementation Action Guide***
CASEL and LSS, 2005



“Working to establish social and emotional learning as an essential part of education from preschool through high school”

**For updates on research and
practical advice for educational
leaders, teachers, parents, & others,
please visit our web sites**

www.CASEL.org