Promoting Social, Emotional, and Academic Learning to Educate Safe, Healthy, Successful Students

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Social and Emotional Learning Research Group

UIC UNIVERSITY OF ILLINOIS AT CHICAGO

CASEL

Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL was founded in 1994 as a national collaborative to make social and emotional learning (SEL) an essential part of every child's education by:

- Advancing the science of SEL
- Expanding effective SEL practice
- Improving federal and state policies

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

- www.casel.org

Reflection Question

If you could pick one quality or skill that all young people would possess by the time they graduate from high school, what would it be?

Turn to a neighbor and explain.

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?

A Vision for Schoolwide SEL

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

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

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

Risky Youth Behaviors and Attitudes: *Prevalence for High School Students*

Issues:

- Physical fight 1 or more times (12 months): 31%
- Carried a weapon (30 days): 17%
- Bullied at school (past 6 months): 28%
- 5 or more drinks in a couple of hours (30 days): 24%
- Seriously considered attempting suicide: 14%
- Sexual intercourse with > 3 people: 14%
- Chronically disengaged from school: 40-60%

Social and Emotional Skills and Attitudes: *Prevalence for 6th to 12th graders*

Assets:

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%

What's Needed

How do we move from here...

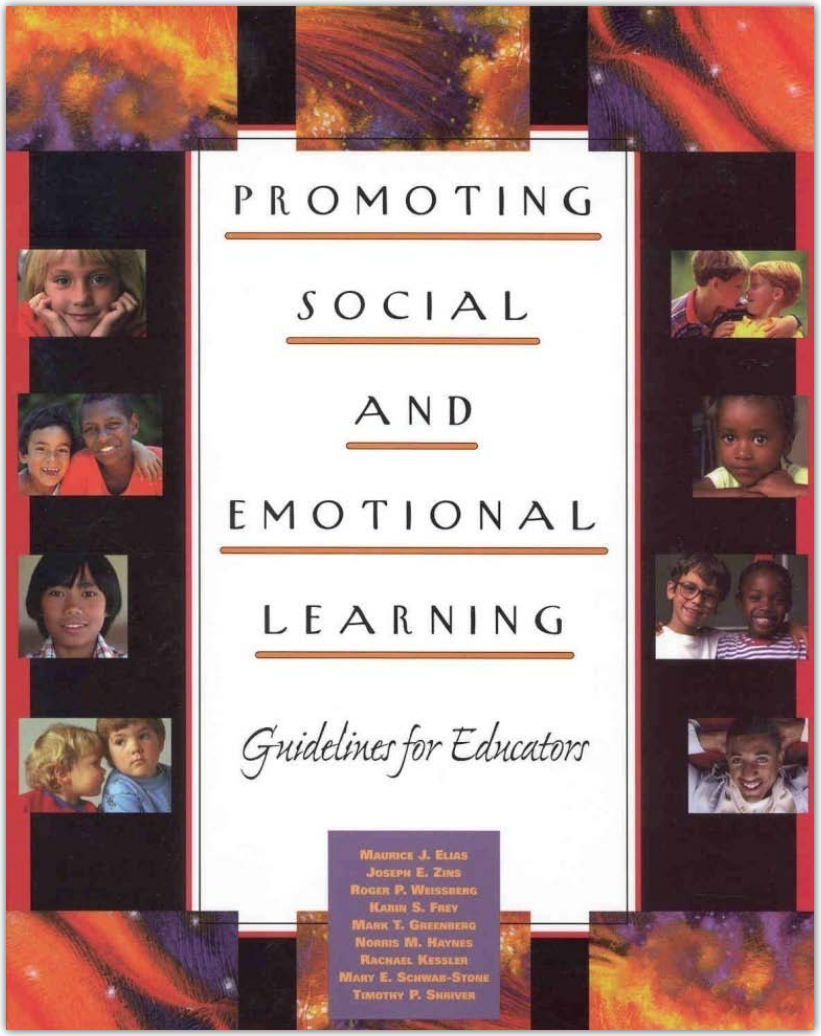
- Fragmented efforts
- Piecemeal implementation
- No common language

SEL as a Coordinating Framework

...to a better place for kids

- Built on student strengths
- Academic *and* life success
- Coordinated efforts
- Systemic integration

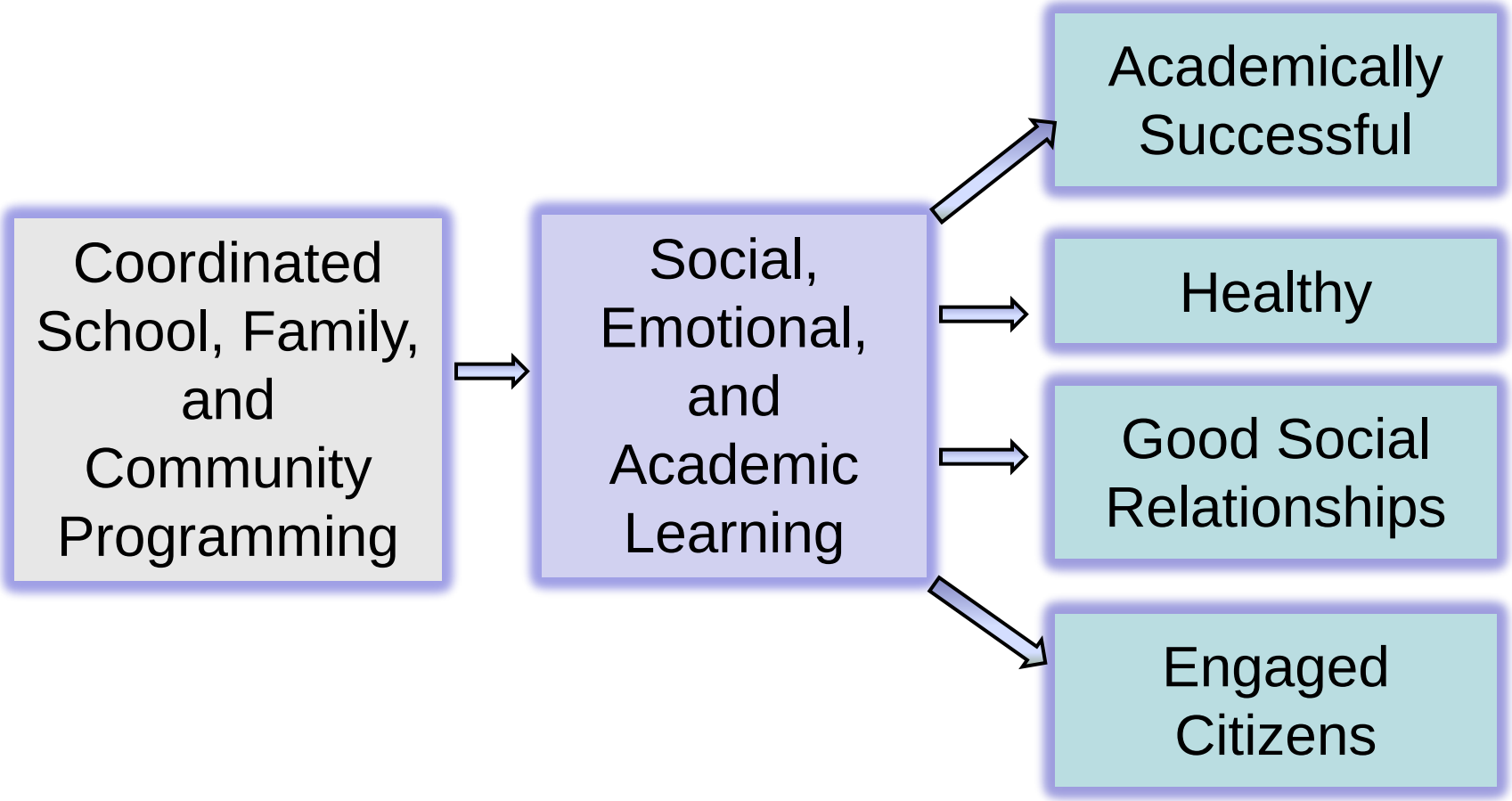
1997: CASEL Defines the Field of SEL



A Simplified Framework for Enhancing Student Success in School and Life

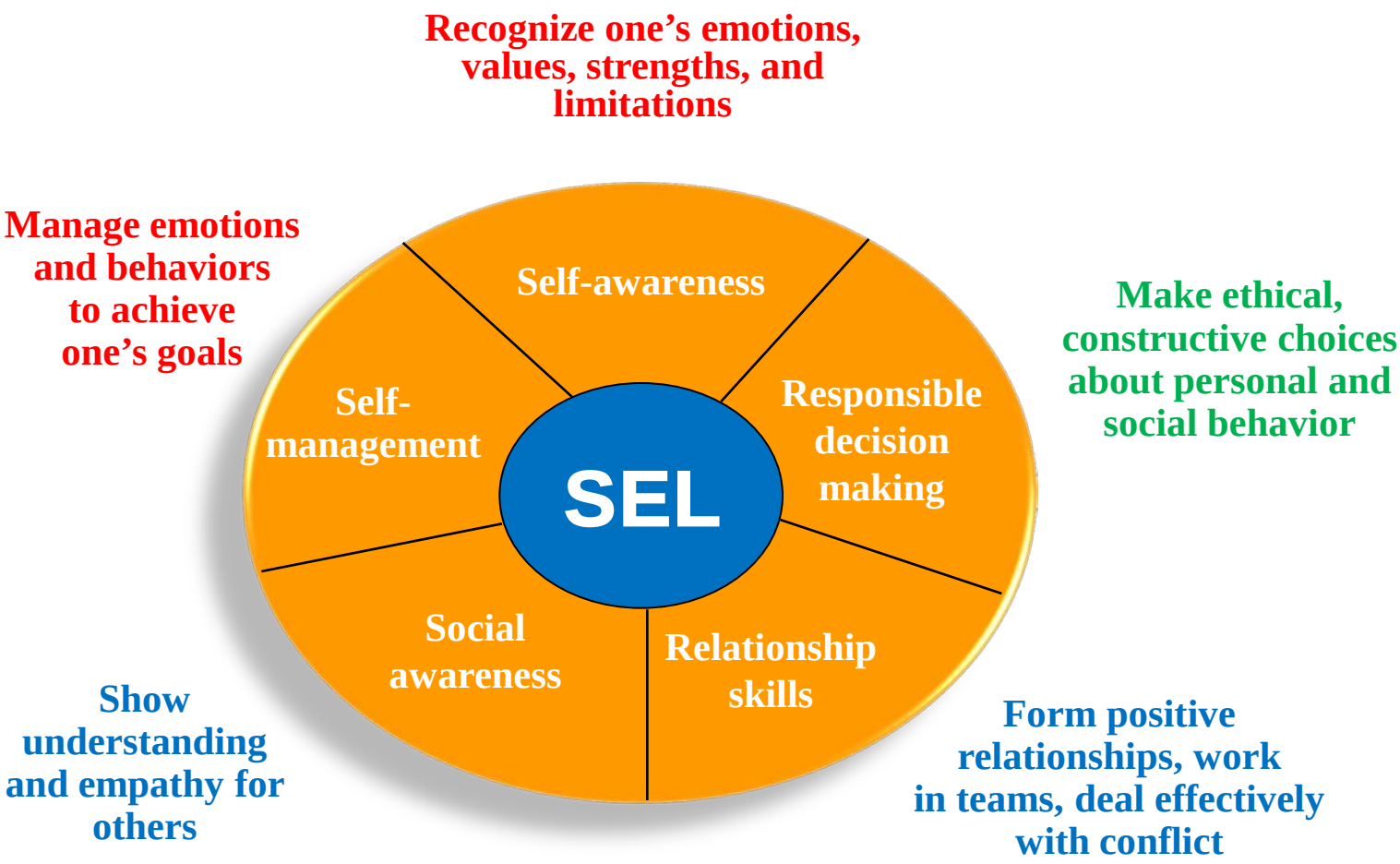
Source: *SEL and Academics: Research Brief*, Collaborative for Academic, Social and Emotional Learning, 2007.

SEL Conceptual Framework for Academic, Social, and Emotional Competence

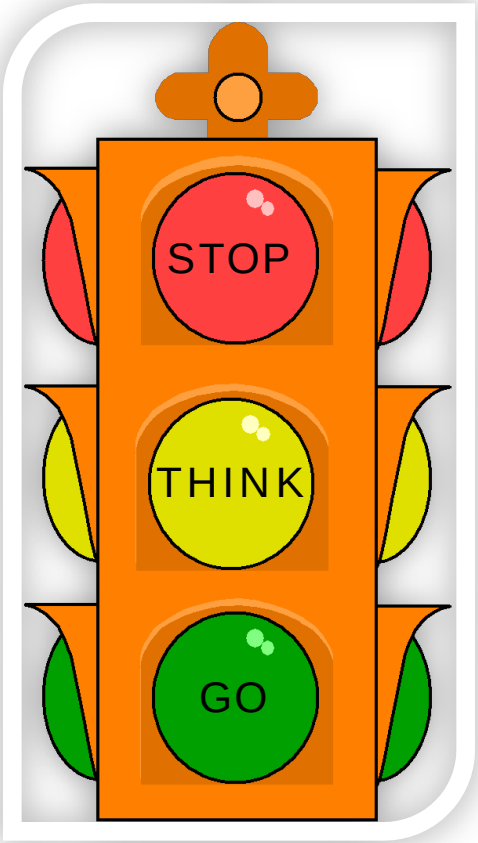


What is Social and Emotional Learning?

SEL is a process of acquiring knowledge and skills 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**

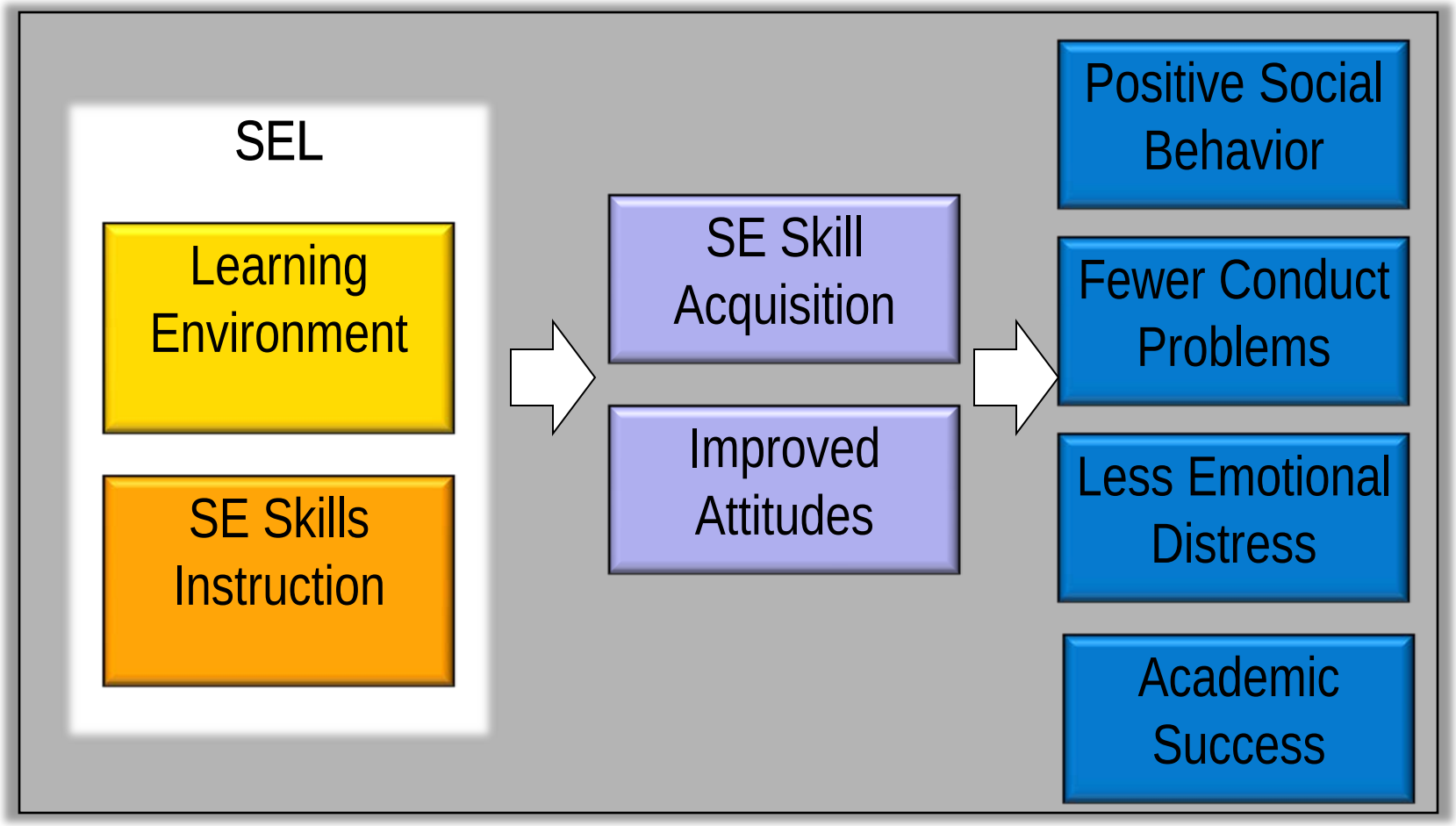
Learning Environment

- Safe & well-managed
- Respectful & supportive
- High expectations & challenging
- Participatory & leadership
- Behavioral standards & prosocial norms

Meta-analysis: SEL Promotes Success in School

Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011)

Coordinated School, Family, and Community Programming



Meta-analysis: Core Questions and Answers

1. Does school-based SEL programming positively affect students? – *YES*
2. Do the impacts on student functioning endure over time? – *SOMEWHAT*
3. Are SEL programs conducted by existing school staff effective? – *YES*
4. Do training practices and the quality of implementation affect student outcomes? - *YES*

The Benefits of SEL

Research Links SEL to Higher Student Success

- 23 percentile point increase in SE skills
- 9 point gain in attitudes about self/others/school
- 9 point gain in pro-social behavior
- 11 point gain on standardized achievement tests

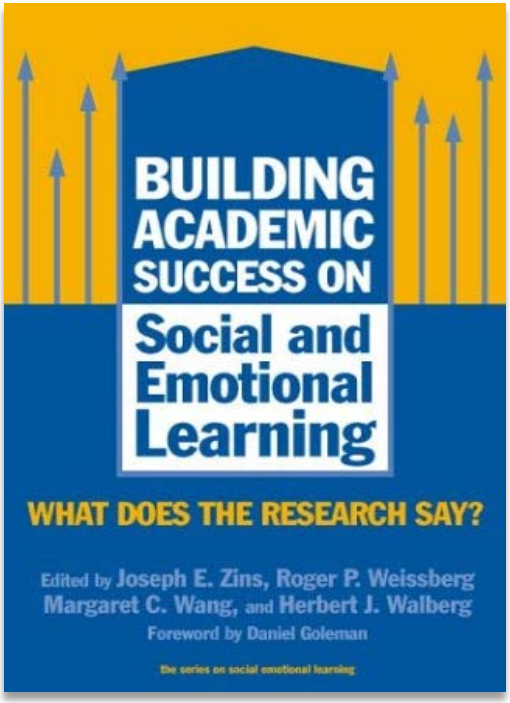
And Reduced Risks for Failure

- Problem behaviors down 9 points
- Emotional distress down 10 points

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (in press). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.

SEL Improves Academic Outcomes

- Attitudes
  - Motivation, commitment
- Behaviors
  - Participation, study habits
- Performance
  - Grades, subject mastery



Source: Zins, Weissberg, Wang, & Walberg (2004). *Building Academic Success on Social and Emotional Learning (SEL): What Does the Research Say?*

Longitudinal Findings from the Seattle Social Development Project at Age 21 (Hawkins et al.)

- More high school graduates
- More attending college
- More employed
- Better emotional and mental health
- Fewer with a criminal record
- Less drug selling
- Less co-morbid diagnosis of substance abuse and mental disorder

Cost-benefit: $3.14/student for $1.00 invested

How Do We Develop Students' Social and Emotional Skills?

- **Sequenced, Active, Focused, Explicit (SAFE) programming**
- **Adults and students model SEL skills and discuss relevant situations (teachable moments)**
- **Developmentally/culturally competent instruction and community-building activities**
- **Students have opportunities to contribute to their class, school, and community**

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***

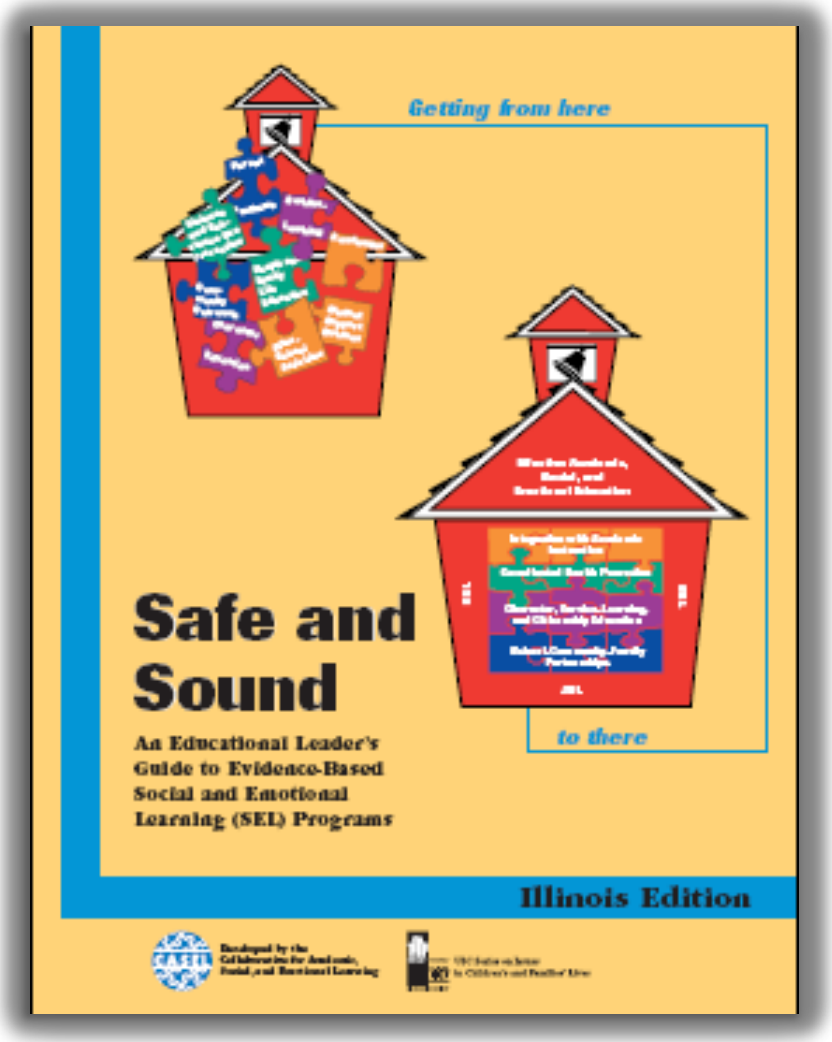
SEL needs support

- ***Implementation matters***
- ***Supported by federal and state policies, leadership, and professional development***

Strategies for Coordinated Schoolwide SEL Promotion

- Select an evidence-based SEL curriculum
- Teach, model, and reinforce skills throughout the day
- Create opportunities to practice SE skills in a variety of settings/situations
- Infuse SEL concepts and skill-building into core academics
- Coordinate with student support services, extracurricular activities, out-of-school programs
- Involve families and the community
- Ongoing evaluation and improvement

Safe and Sound: An Educator's Guide to Evidence-based SEL Programs



Program Ratings

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

	Program Design				Sound SEL Instructional Practice						Program Effectiveness & Implementation Supports					Safe & Sound Learning Environments			
	Grades	Behavioral Content Areas Covered[1]	Materials Cost per 25 Students	Academic Achievement Strategies[2]	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
Aban Aya Youth Project: 1996-97	5-8	VP CITIZ HSD	$500		◑	◑	●	◑	◑	●	◔		◑	○	◑	◑	○
Al's Pals: Kids Making Healthy Choices: 1998, 1999	preK-3	VP SAP	$595		●	◑	●	◑	◑	●	◑	✔	●	●	◑	●	○
Americans All: 1992	K-12	CITIZ	$275	S, I	◑	●	◔	◑	◑	◑	○		◔	◔	○	◑	●
BrainWise™: 2002	K-12	HSD	$225		◑	◑	◑	◑	●	●	○		◔	◔	○	●	○
★ Caring School Community (Child Development Project): 1994-99	K-6	CITIZ	$60	I, T	●	●	●	●	●	●	◑	✔	◑	◑	◑	●	●
★ Community of Caring (Growing Up Caring): 1990	K-12	SAP HSD GHP CITIZ	contact publisher		●	◑	◑	●	●	●	◔	✔	●	◔	●	◑	●
Comprehensive Health for the Middle Grades: 1996	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

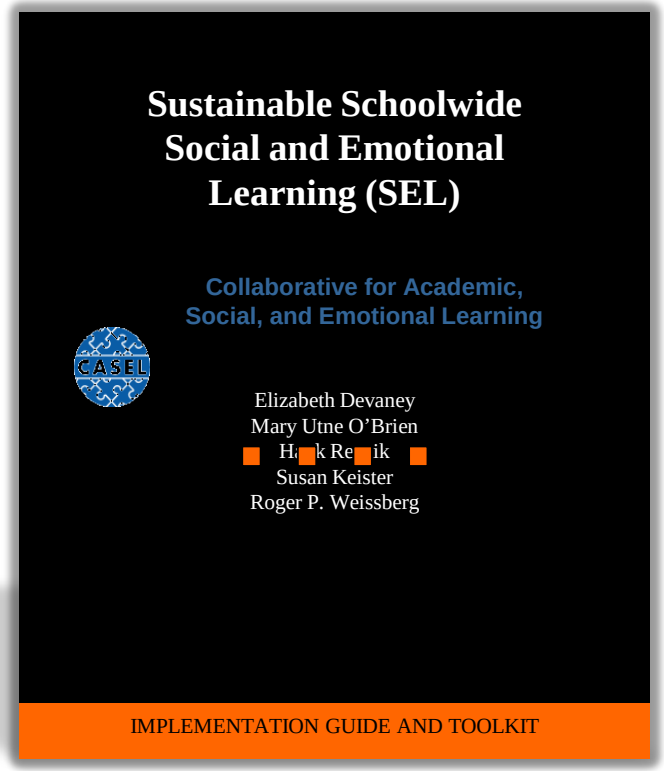
All indicators except Professional Development were rated on a four-point scale, in which ● was the highest score and ○ the lowest. Professional development was rated on a three-point scale.

- ● *= strength*
- ◑ *= promising*
- ◔ *= marginal*
- ○ *= weakness*

Detailed descriptions of every program in the table are on the *Safe and Sound* CD-ROM.

Sustainable Schoolwide SEL: Implementation Guide and Toolkit

- Readiness phase
- Planning phase
- Implementation phase
- Sustainability factors



The CASEL Rubric: Implementation Steps

Readiness Stage

- Principal is committed to implementing SEL in the school.
- Principal engages key stakeholders and creates SEL steering committee.

Planning Stage

- Develop a shared vision of SEL.
- Conduct a schoolwide needs and resource assessment.
- Develop an action plan.
- Select an evidence-based program.

Implementation Stage

- Conduct initial professional development activities.
- Launch SEL instruction in classrooms.
- Expand classroom-based SEL programming and integrate SEL schoolwide.
- Revisit implementation activities and adjust for continuous improvement.

A Coordinated Schoolwide Model for Academic, Social, and Emotional Learning

Planned, systematic classroom-based SEL instruction and a supportive school climate	Coordinated mental health and health services that reinforce SEL instruction
School-Family-Community partnerships to enhance social, emotional, and academic competence	After-school and community activities that are coordinated with SEL efforts

Three Illinois SEL Student Learning Goals

Self	Other	Decision-making
SEL Goal 31 Develop **self-awareness** and **self-management** skills to achieve school and life success.	**SEL Goal 32** Use **social-awareness** and **interpersonal skills** to establish and maintain positive relationships.	**SEL Goal 33** Demonstrate **decision-making** skills and **responsible behaviors** in personal, school, and community contexts.

Assessment: Educator's Toolkit

- Teacher ratings of student SEL competencies
- Classroom and school climate
- SEL formative assessment and standards-aligned report cards
- Implementation rubric
- Computerized assessment systems

Policy Developments

Policy Landscape Is Ripe

- State standards and policies
  - Illinois, New York, Michigan
- HR 4223—Academic, Social, and Emotional Learning Act
- ESEA Reauthorization in 2010

Photo Credit: CASEL

Summary

- SEL is the process whereby children and adults develop essential social and emotional competencies.
- SEL improves school-related attitudes, behaviors, and academics and provides the foundation for life success.
- Well-designed, well-implemented SEL programming produces the best outcomes.
- Sustainable, effective schoolwide SEL requires 6 Ps: Policy, Principals, Planning, Professional development, Program evaluation, and Partnerships.

Why Implement SEL in Schools?

- Relationships provide a foundation for learning
- Emotions affect how and what we learn
- Relevant skills can be taught
- Positive effects on academic performance, health, relationships, and citizenship
- Demanded by employers
- Essential for lifelong success
- A coordinating framework to overcome fragmentation of prevention and youth-development programs

What Can You Do?

- **Examine SEL in your own school and district.**
  - What is in place?
  - Who is supportive?
  - What needs to happen?
- **Educate your parents, school community, and local leaders about SEL and its benefits.**
- **Connect to the big picture.**
  - Informed/active in policy (HR 4223, ESEA, state efforts)
  - Tune into latest research
  - Commit to best practice

Take-Home Message & Question

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

- Franklin D. Roosevelt

What can we do next to improve the lives of millions of school children?

- Roger P. Weissberg

CASEL Resources

www.CASEL.org

- Website sections on SEL and academics, FAQs, programs and contact info,sample downloadable ppts., and much more
- *Sustainable Schoolwide Social and Emotional Learning (SEL): Implementation Guide and Toolkit*
- *Safe and Sound*
- *Social and Emotional Learning and Academic Success: What Does the Research Say?*