

The Science and Practice of Social-Emotional Learning in Schools

Lead the Way to Literacy Series

August 21, 2019

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Harvard University



In the next 30ish minutes...

1. The Science

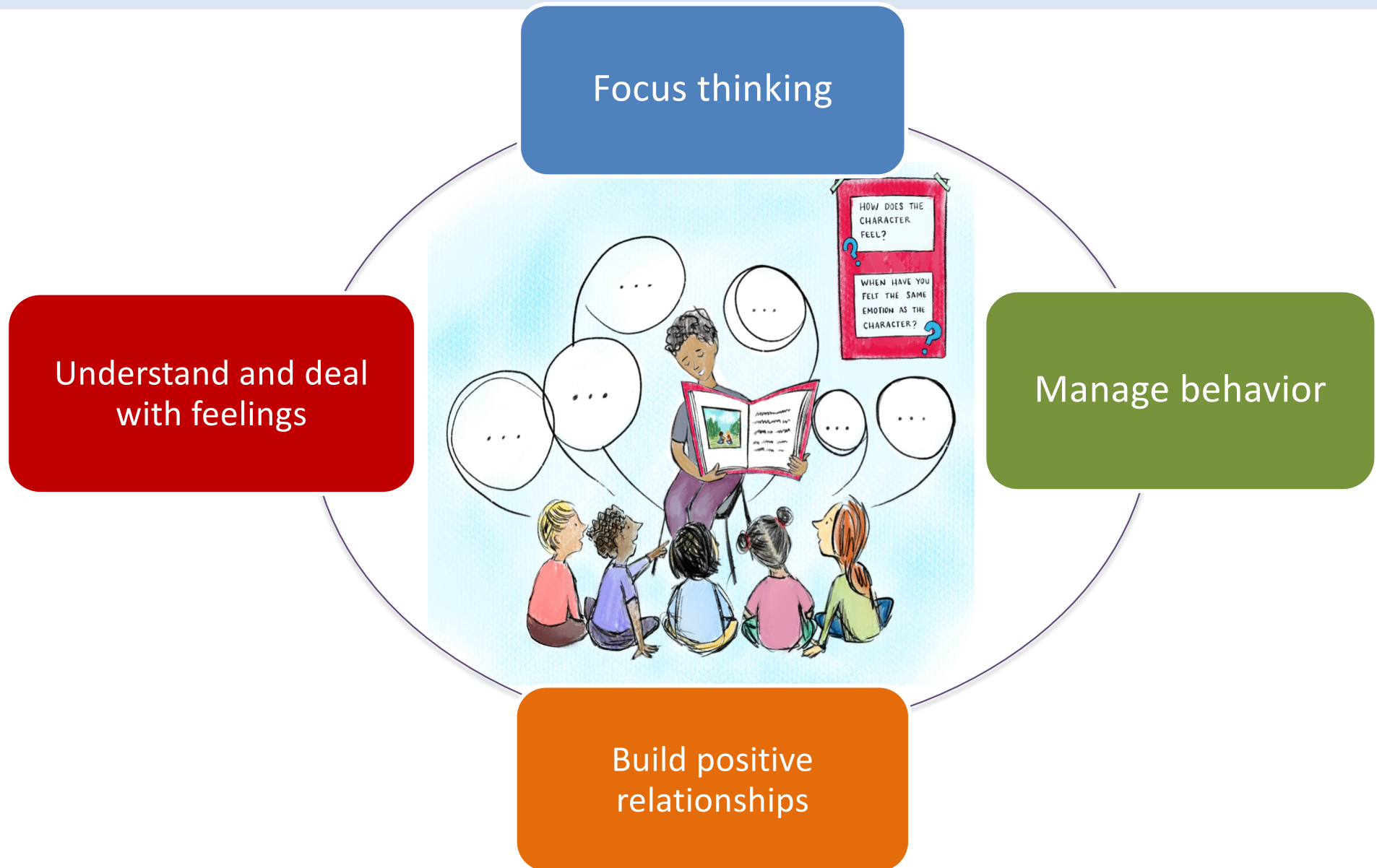
2. The Practice

- Innovations → SEL Kernels

3. Frontiers

THE SCIENCE

Social and emotional learning is...



As schools adopt social-emotional programs, a new guide offers help

The Washington Post

Answer Sheet

Why it's (long past) time for social and emotional learning

Social Learning
Page: 12
It's Time for
Janine Francolini | Posted 08.26.17

What if the Secret
By PAUL TOUGH | SEPT. 14, 2011



Home / The Every Student Succeeds Act (ESSA)

CBCnews

Home World Canada
World Photo Galleries



APR 18 2017
Encouraging Social and Emotional Learning In the Context of New Accountability
Authors Hanna Mohlisch, Channa Cook-Harvey, Linda Darling-Hammond

7 traits kids need to succeed

Character traits include grit, self-control and social intelligence

By Janet Thomson and Manmeet Ahluwalia | CBC News Posted: Nov 23, 2012 5:13 AM ET | Last Updated: Nov 23, 2012 5:13 AM ET

The Psychological Approach

Increased focus on kids' psychology is the education world's flavor of the day, but...

VICTORIA CLAYTON | MAR 30, 2017 | EDUCATION

Teaching Kids 'Grit' is All the Rage. Here's What's Wrong With It.
The problem with KIPP's character-education model

The Economist
School reform

Stay focused
New research
Jan 19th 2013

Social-Emotional Collaborate to Craft Standards, Policies
By Evie Blad on August 1, 2016 7:44 AM | 8 Comments

Magazine

/ REGION BUSINESS TECHNOLOGY SCIENCE HEALTH SPORTS OPINI

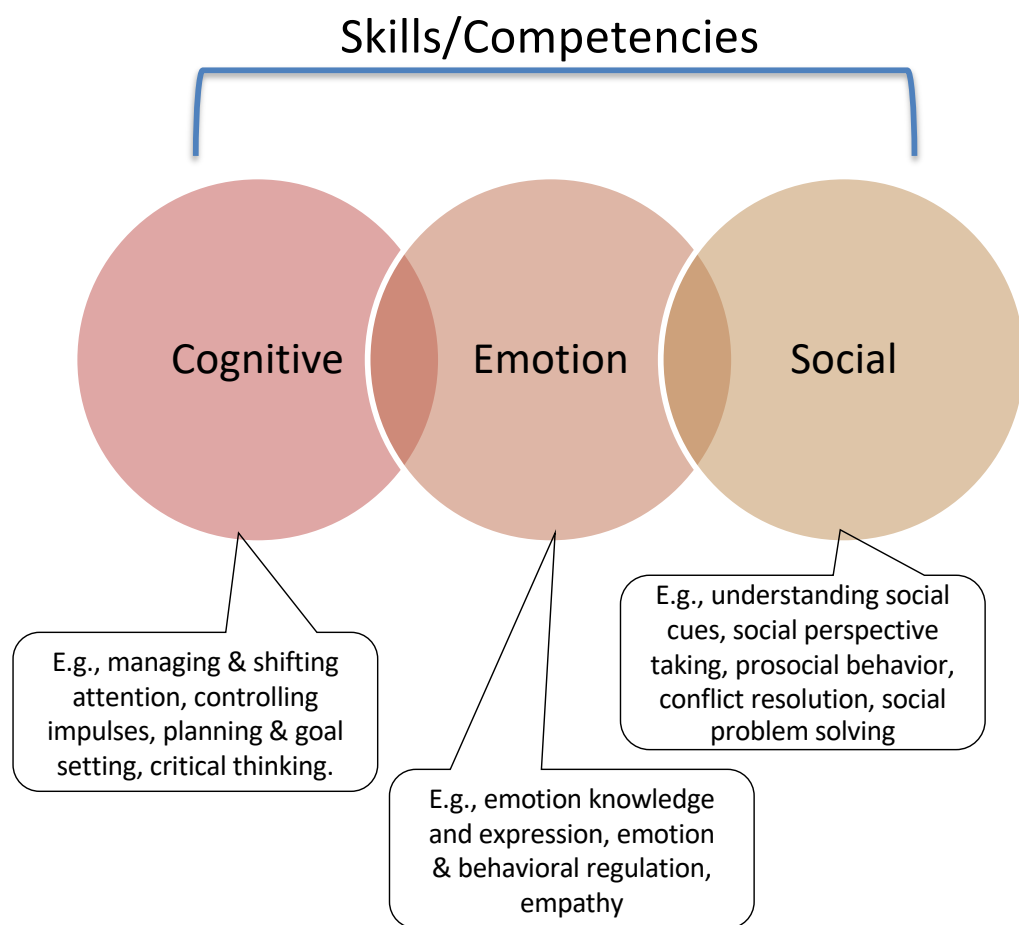
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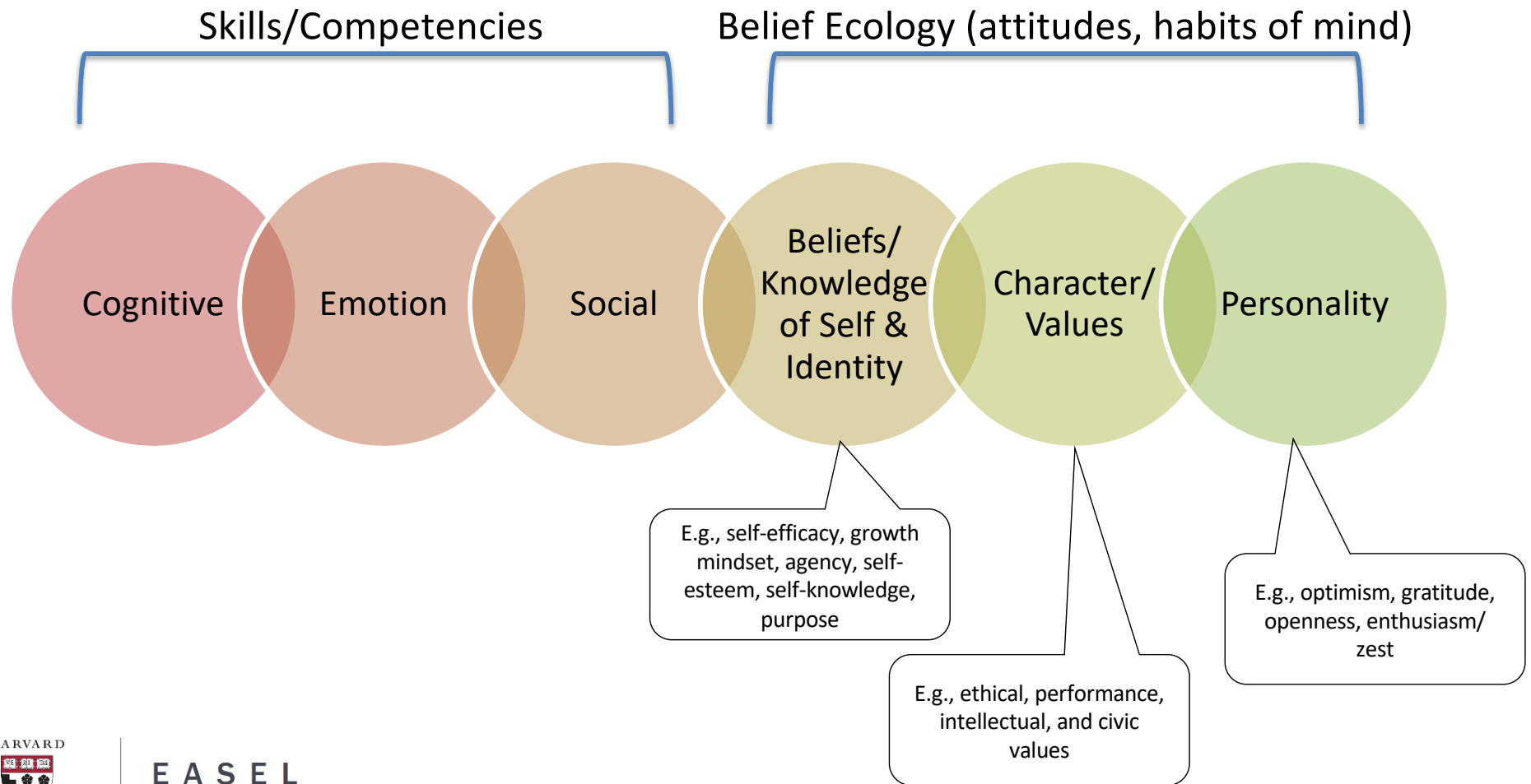
This Is What Anger Looks Like
By JENNIFER KAHN
Emotional intelligence is taught?

Can Emotional Intelligence Be

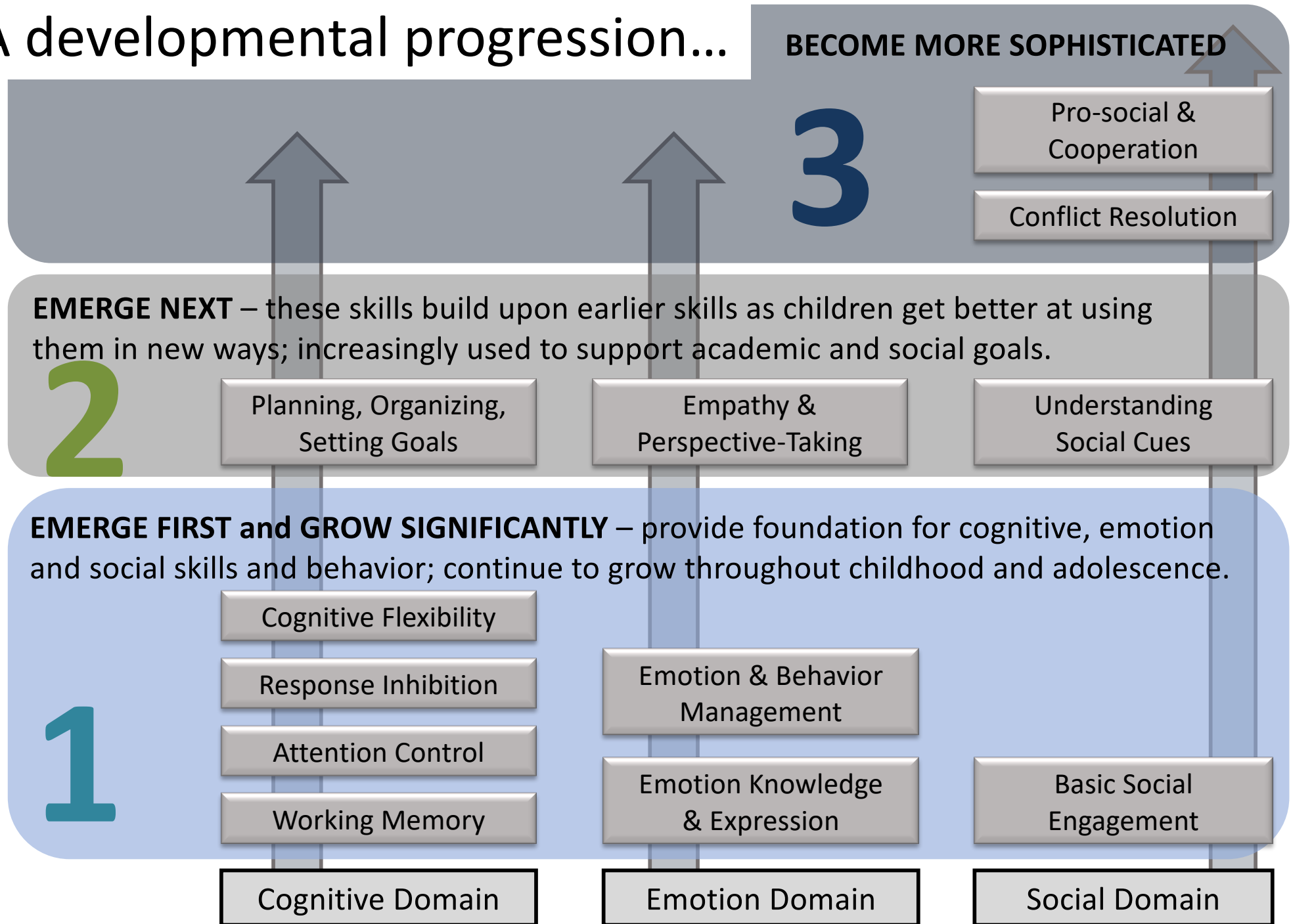
Specifically...



and...



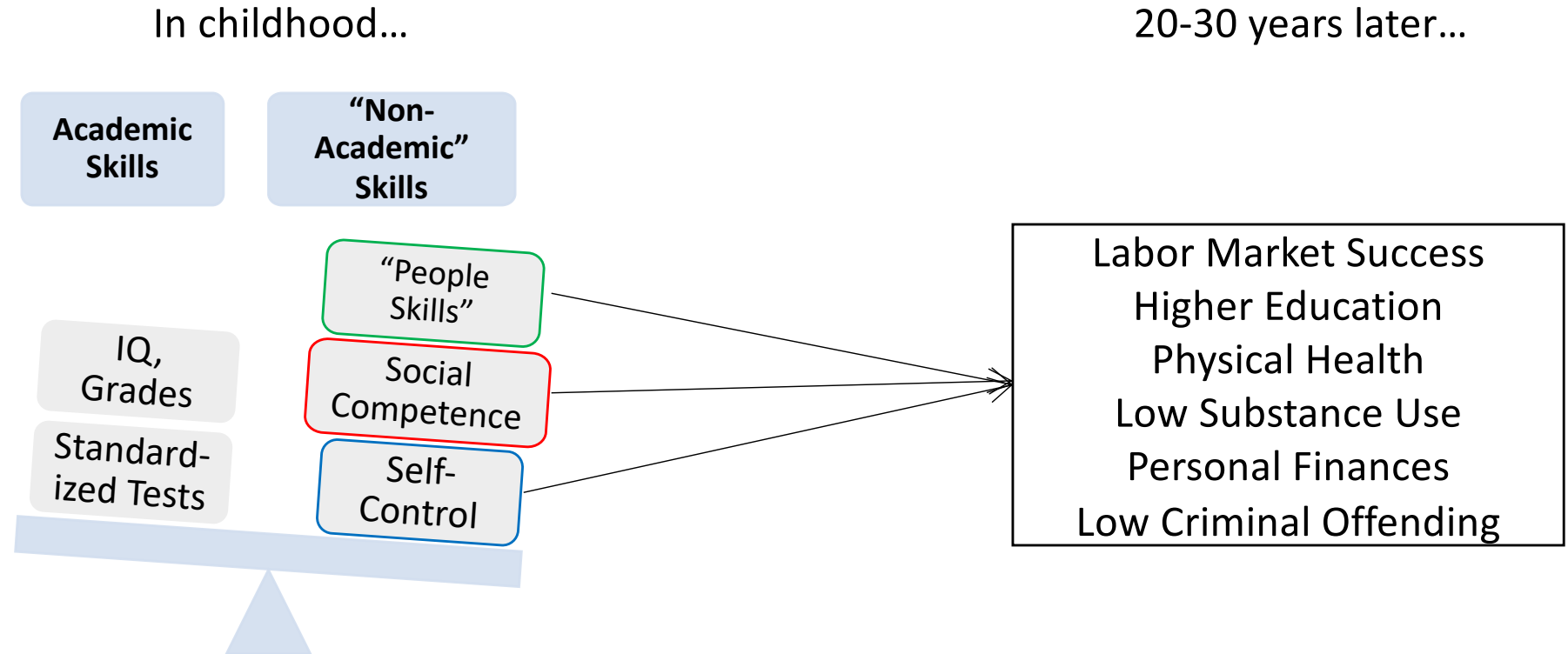
A developmental progression...



What's the evidence

Tell us about critical life outcomes.

1. Long-term correlational studies



What's the evidence

Tell us about critical life outcomes.

1. Long-term correlational studies
2. Large multi-program studies & trials
interventions in preschool, school
afterschool contexts

Tell us about social-emotional (.57), behavioral (.22), academic outcomes (.27); variation by groups; classroom and school-level.

Two Decades of RCTs: **Child Outcomes**

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

Meta-analysis: Core Questions

1. Does school-based SEL work?
2. Are SEL programs cost-effective?
3. Does the quality of implementation matter?

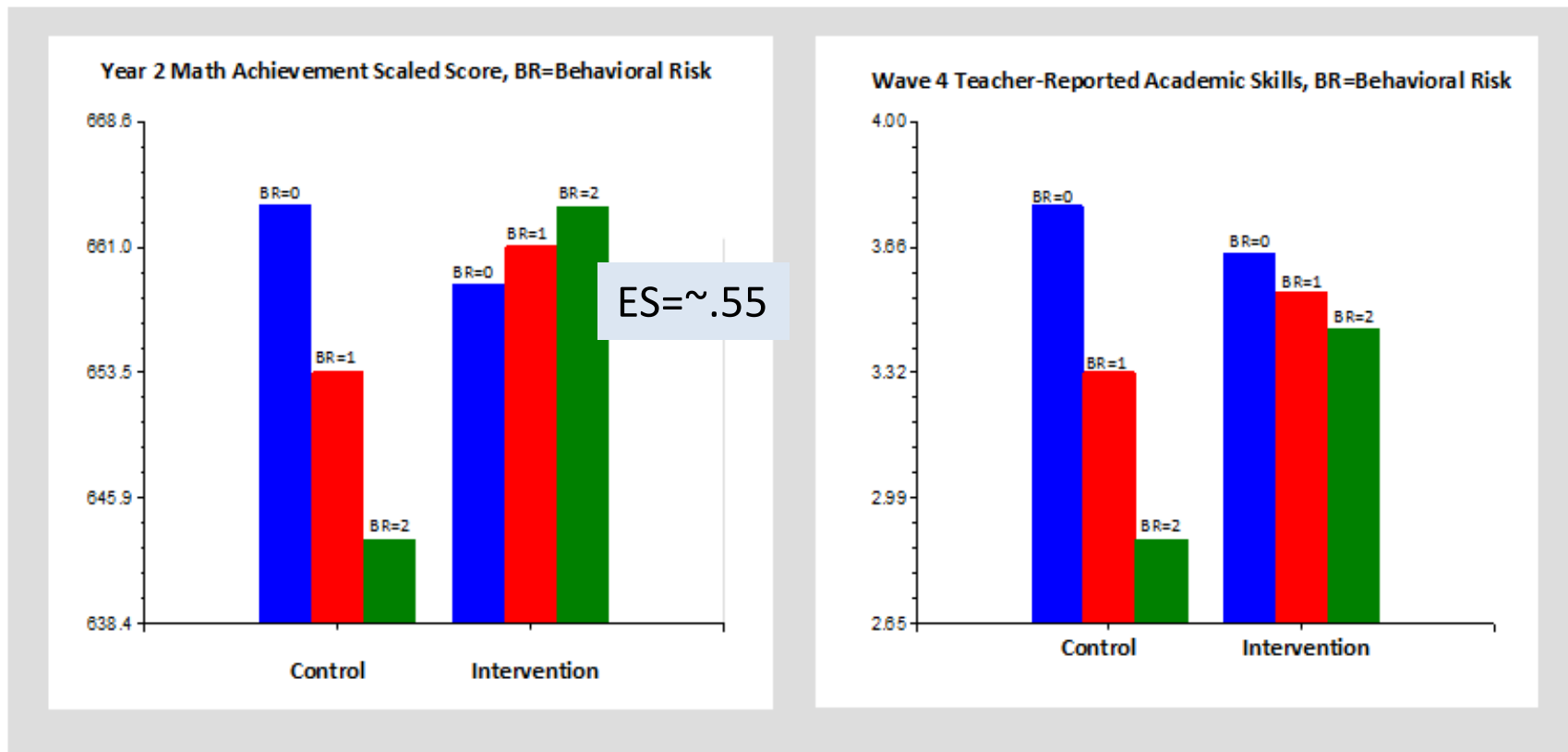
1. Wigelsworth et al., 2016 confirms post findings.
2. Sklad et al., 2012 & Taylor et al., 2017 document follow-up outcomes.

Outcomes

■ Social-emotional skills	22	(.57)
■ Attitudes	9	(.23)
■ Positive social behavior	9	(.24)
■ Conduct problems	9	(.22)
■ Emotional distress	10	(.24)
■ Academic performance	11	(.27)

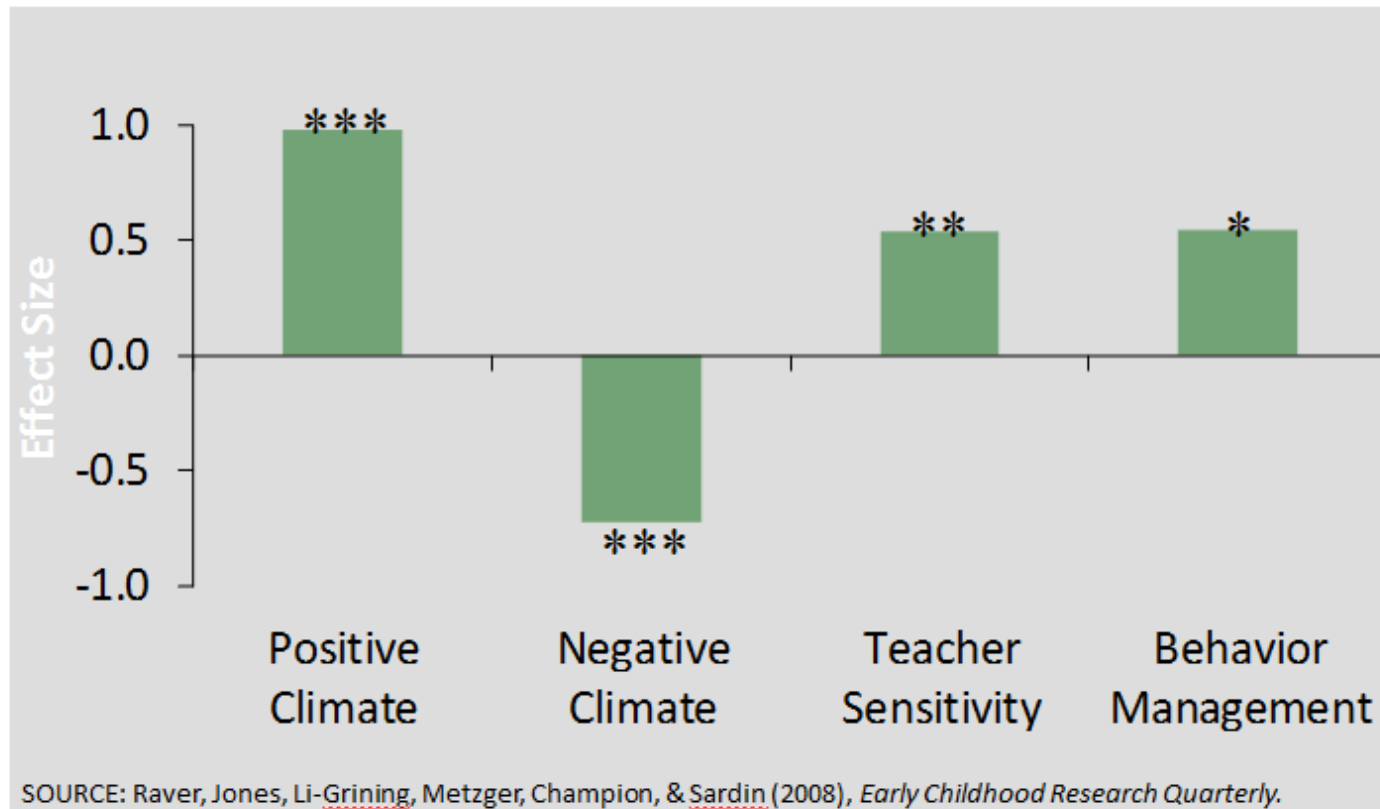
Two Decades of RCTs: **Child Outcomes**

(variation by baseline characteristics, 4Rs)



Two Decades of RCTs: **Classrooms**

- Effects are consistent and tend to be larger (.5-.6)
- Everyone is using the same tool...**CLASS**



Similar for:
4Rs, RULER,
FOL, SECURe,
MTP...
there are more

SOURCE: Raver, Jones, Li-Grining, Metzger, Champion, & Sardin (2008), *Early Childhood Research Quarterly*.

NOTES: Significance levels are indicated as * $p < 0.10$; ** $p < 0.05$; *** $p < 0.01$.

What's the evidence

1. Long-term correlational studies
2. Large multi-program studies & trials
interventions in preschool, school
contexts
3. A new science of stress → the brain → behavior

Tell us about critical
life outcomes.

Tell us about social-
emotional (.57),
behavioral (.22),
academic outcomes (.27);
variation by groups;
classroom and school-level.

Skills and competencies are particularly vulnerable to stress and adversity.
Stress and exposure to trauma influence EF/SR, cascading into behavior.
SEL interventions are a key response.

Looking closely at stress...

Children and adults who face **toxic** levels of **stress** are at higher risk for neurocognitive and behavioral difficulties with executive function and self-regulation → poor SEB outcomes.

Toxic stress gets under the skin, influencing brain architecture & health and well-being in the future

Tolerable

Toxic

Everyday, situation specific & with support

Persistent, chronic exposure to exclusion, derision, negativity

Accumulation of distressing experiences over time

Traumatic experiences



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KNOWLEDGE CENTER

Navigating Social and Emotional Learning from the Inside Out

Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary School Focus)

REPORT

[DOWNLOAD REPORT](#)



Published
May 2, 2017 349 pages

Author(s)
Stephanie Jones, Katharine Brush, Rebecca Bailey, Gretchen Brion-Meisels, Joseph McIntyre, Jennifer Kahn, Bryan Nelson, and Laura Stickle

Publishing Organization
Harvard Graduate School of Education

See: Navigating SEL From the Inside Out

THE PRACTICE

HARVARD

GRADUATE SCHOOL
OF EDUCATION

EASEL
lab

What's effective?

I feel _____ because _____.
(Me siento...) (...porque...)

Model

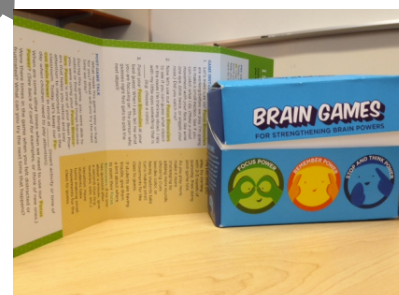
Teach



Practice & Discuss

Establishing
safe, caring
learning settings
with effective
classroom
management.

Instruction in
social and
emotional skills,
students have
agency.



INNOVATIONS → SEL KERNELS

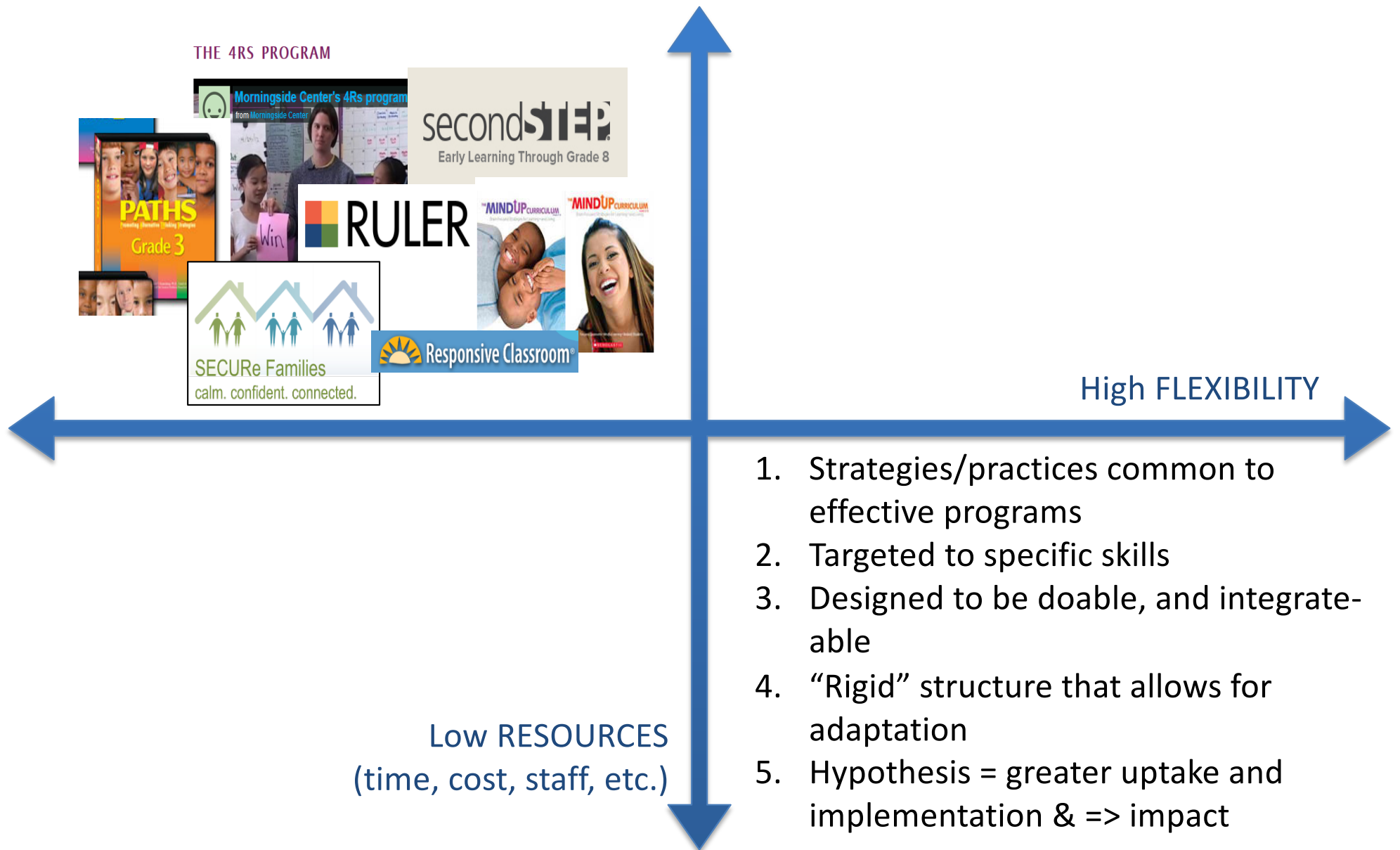
What does SEL work typically look like?

THE 4RS PROGRAM



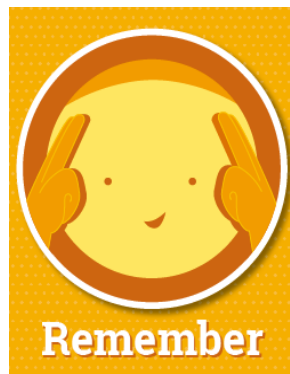
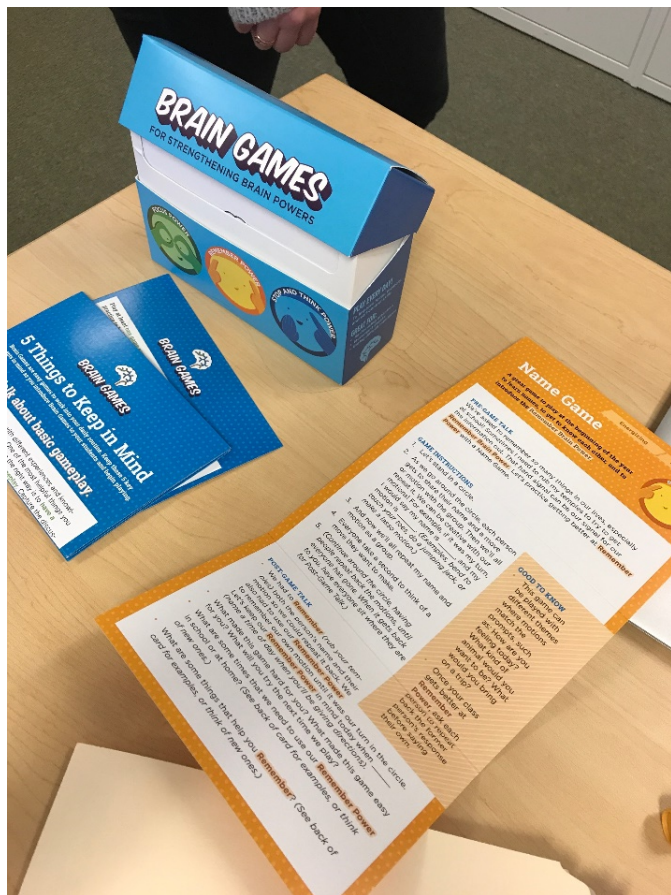
1. Programs: multi-component, complex, largely inflexible
2. They are “effective” (ES=.2-.3; .5 for high risk children/youth)
 - multi-program studies, trials of individual programs, meta-analyses
3. Buy-in is limited, resources are constrained → implementation varies

Alternatives?



Example and Prototype

~31 quick games designed to build core EFs (working memory, attention control, inhibition)

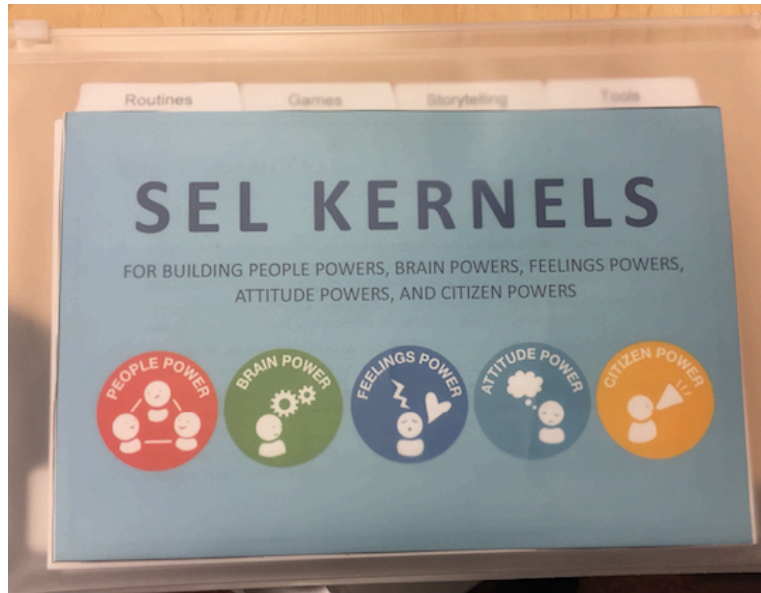



1. Pilots & Trial in the US
 - Impacts on EF, SR based on teacher & observer report, direct assessment
2. Pilots/Trial in EiE (e.g., Lebanon, Niger, Sierra Leone), developing countries (e.g., Brazil)

How?

- Code programs; identify common elements/strategies
- Make decisions about what gets designed
- Design with rigid/adaptable structure
- Pilot, redesign
- Study...

Example SEL Kernels





PEACE POWERS

Practice solving conflicts between friends

Toy Talking stick

Warm up talk: Conflicts come up sometimes when friends play together. We can use our Peace Powers to help everyone feel happy and solve the conflict.


Set up activity:
Choose one Peace Power to explain and demonstrate.

Children practice:

- Practice the Peace Power with a partner.
- Get help** when you don't know something
- Share** classroom items
- Take turns** during play time
- Apologize** when you are sorry


Talk about what you did:

- How did it feel to get help, share, take turns, or apologize?
- When would be a good time to use this Peace Power?




Get Help Power!

Get Help Power




Share Power!

Share Power



Take Turns Power!

Take Turns Power



Apologize Power!

Apologize Power

BNCC Field of Experience: **Myself, the Other, Ourselves** | BNCC Learning Right: **Get Along**

Illustration - front

FEELINGS CIRCLE

WHAT IS IT? A group meeting to share feelings.

WHAT IS IT ABOUT? Building feelings vocabulary and emotion knowledge.



KINDERGARTEN

PEOPLE

BRAIN

CITIZEN

ATTITUDE

WHY DO THIS?



MATERIALS

✂ Feelings Face Cards

THE BIG IDEA

Coming together to talk about our feelings helps us to learn about emotions and build our feelings vocabulary. Talking about feelings helps us to better understand ourselves and build stronger relationships.

INSTRUCTIONS

1. Choose a time to do this 15 minute routine (suggested: morning, pre-academics, after recess).
2. Gather students to sit or stand in a circle and greet them as they join. You might begin the circle with a song the class likes to sing together.
3. Start by saying **THE BIG IDEA** and then take a few minutes to discuss the following: "What are feelings? How do you know how you're feeling? What does it feel like in your body?"
4. After some discussion, ask, "How are you feeling today?" Ask some volunteers to share why.

» **MUST DO:** Go around the circle and give everyone the opportunity to share.

» **CAN ADAPT:** Use basic emotion words (e.g., happy, sad, scared, mad), or metaphoric expressions (e.g., weather metaphor: sunny, cloudy, partly cloudy, etc.), or rate your mood on your fingers (5 fingers = excellent mood; 1 finger = terrible mood).

Illustration - back



AFTER THE ACTIVITY, DEBRIEF...

- What was it like to share your feelings? Are there times you don't want to share your feelings?
- Can you tell how another person is feeling? How can you tell?
- Do animals have feelings? How can you tell?
- What times at school or home do you need to share how you're feeling?

TIPS FOR SUCCESS



Allow or encourage responses in home languages.



For those who might need extra time, share the prompt ahead of time so they can think about their answer.



Allow students to share or pass on their turn depending on their level of comfort.

OVER THE YEAR...

Kindergarten is a time to build awareness of basic emotions and the words we use to describe them. A basic idea for the kindergarten year is to begin to help kids think about what they feel and why they feel that way (i.e., what caused them to feel that way).

To start, focus on building familiarity with different feelings words. Use the Feelings Face Cards to support learning. Focus on the basic emotions: happy, sad, mad, scared. Show the cards and discuss how each emotion looks, sounds, and feels.

As students become familiar with feelings words, begin to encourage students to think about and describe why they feel the way they feel (i.e., what happened to make you feel that way?).

Lastly, begin to explore how we respond to feelings. Add into your circle a discussion about how we respond to others' emotions. Have the group brainstorm different ways to respond when others share their feelings (e.g., offer a hug, offer a listening ear, offer to play together, etc.).

Lexicon, Integration, Assessment/Evaluation

FRONTIERS

Frontier 1. The Lexicon

WHAT'S IN A NAME?

Researchers, policy makers, and practitioners have used many names to describe various parts of the non-cognitive domain. These are often rooted in different applications, but the underlying constructs are similar. A selection of relevant fields include:

- Social and Emotional Learning
- Non-Cognitive Skills
- 21st Century Skills
- Deeper Learning
- College and Career Readiness
- Soft Skills
- Academic Mindsets
- Character
- Student Agency
- Emotional Intelligence
- Nonacademic Skills
- Employability Skills

Furthermore, the non-cognitive constructs within each field are described using a wide range of terms, including:

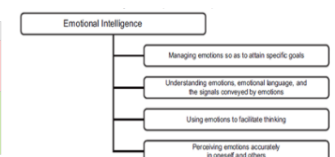
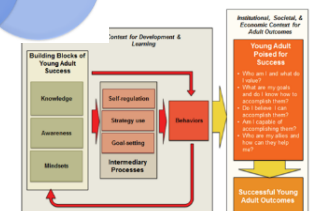
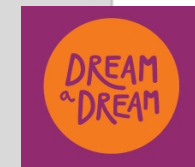
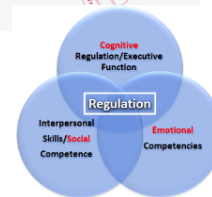
- Skills
- Mindsets
- Attributes
- Competencies
- Traits
- Strengths
- Behaviors
- Progressions
- Virtues
- Constructs
- Abilities
- Dimensions
- Feelings
- Attitudes
- Strategies
- Strands
- Habits

Each of these areas often work in their own silo, but there are fundamental similarities between social-emotional character, 21st century skills, and each of the rest. However, nothing exists to show how they are related to each other, just as importantly, where specifically they differ. The Taxonomy Project aims to make these connections clear for researchers, policy makers, and practitioners.

	SELF	SOCIAL
AWAWARENESS	I am... Knowledgeable SELF-CONFIDENCE	I care... Caring EMPATHY
MANAGEMENT	I can... Capable SELF-CONTROL AND SELF-MOTIVATION	I will... Responsible INFLUENCE



"21st century skills" grouped into three broad domains



Explore SEL Website & Tools

<http://exploresel.gse.harvard.edu.s3-website.us-east-2.amazonaws.com/>

Explore SEL

Visual Tools ▼

Frameworks

Thesaurus

About ▼



EASEL
lab

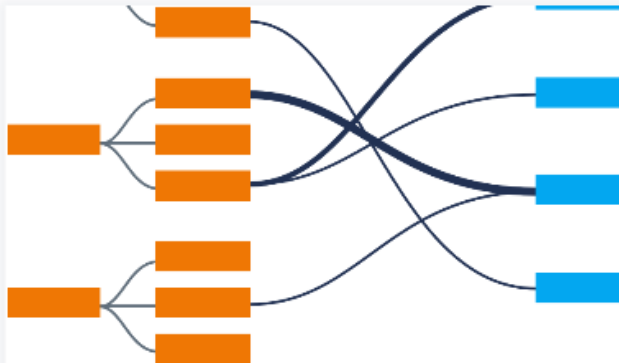
Navigate the complex field of social and emotional learning and related non-academic domains.



Compare Domains

See how much each framework focuses on six common areas of SEL.

Compare Domains



Compare Frameworks

See where skills in one framework are related to skills in another.

Compare Frameworks



Compare Terms

See where similar SEL skills appear across frameworks.

Compare Terms

Frontier 2. Integration

Literacy Instruction

...in meaning-based and code-based skills

... for discussing academic concepts and questions

...of words and how they work

...to build language and reading skills

...to support instructional cohesion across classrooms and grades

PRINCIPLES

Provide direct instruction...

Use rich texts as a platform...

Cultivate Consciousness...

Increase classroom talk...

Use consistent routines and language...

Social-Emotional Instruction

...in emotion management, social skills, and attention

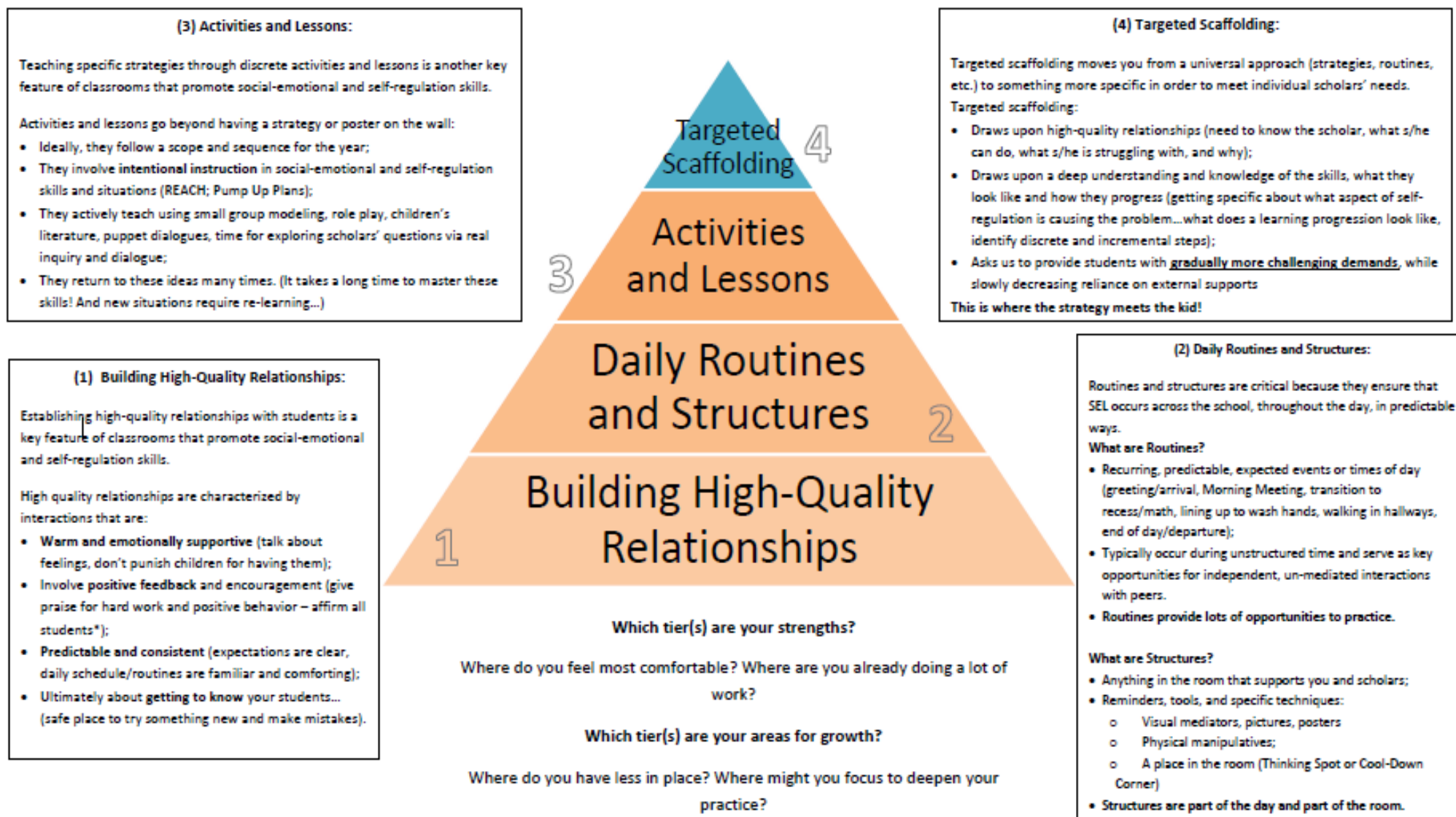
... for promoting emotional language development, self reflection, and empathy

...of our own feelings and the feelings of others

...to build cooperation and conflict resolution skills

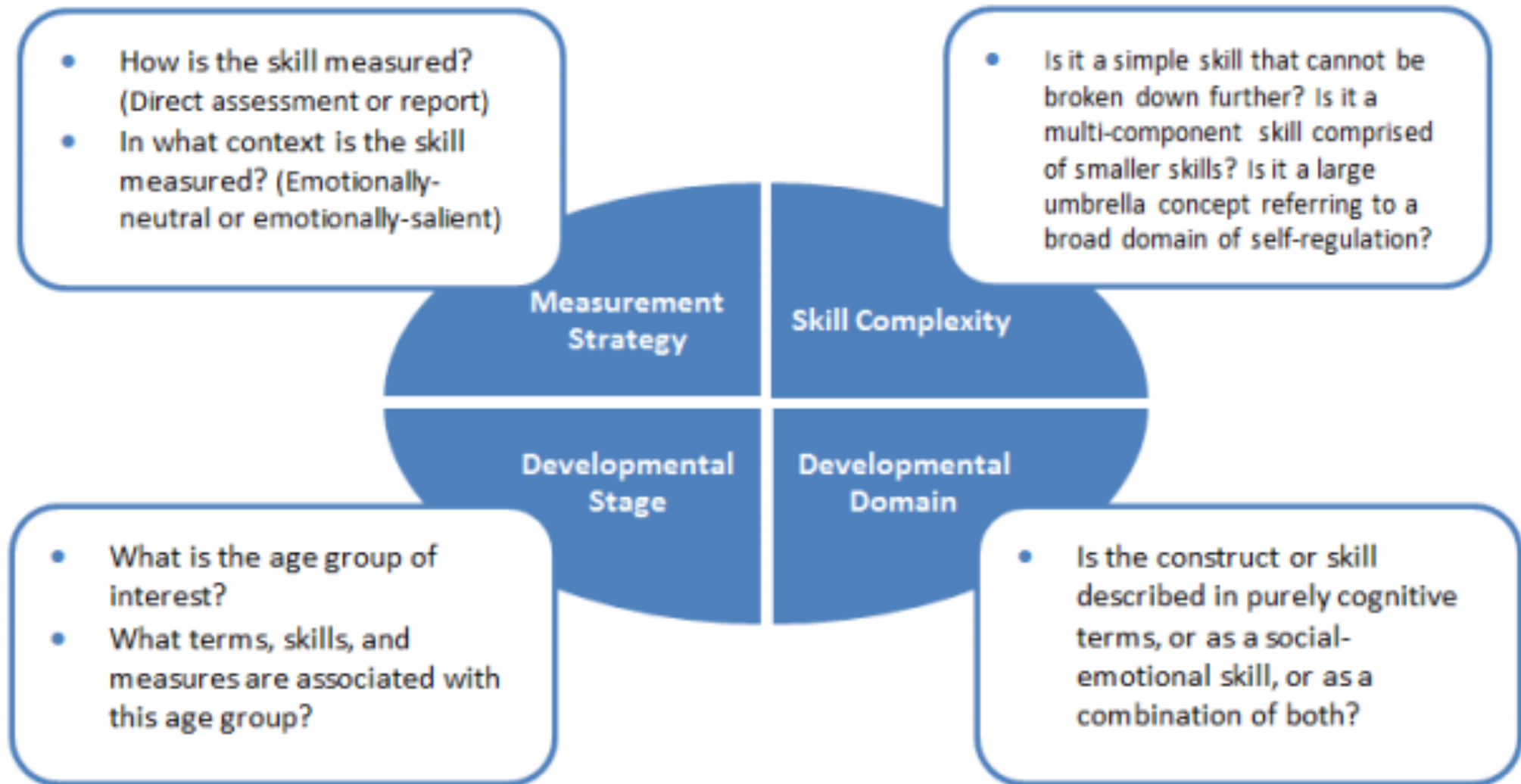
...to reduce chaos and minimize anxiety, create common social norms

An Organizing System for SEL Work



Frontier 3. Assessment & Evaluation

from EF Mapping Project: https://www.acf.hhs.gov/sites/default/files/opre/efmapping_report_101416_final_508.pdf





Thank you

(jonesst@gse.harvard.edu)



FCIM



The Children's Aid Society



Eunice Kennedy Shriver National Institute
of Child Health and Human Development



ASCEND
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