The State of Social and Emotional Learning:
What Do We Know? Where Do We Go From Here?

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OVERVIEW

01 What is Social and Emotional Learning (SEL)?
02 Why Now?
03 Advances in the Field of SEL
04 Advances in the Science of SEL
05 Next Steps
06 Moderated Discussion
What is Social and Emotional Learning?
The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to:

- Develop healthy identities
- Manage emotions
- Achieve personal and collective goals
- Feel and show empathy and compassion for others
- Establish and maintain supportive relationships
- Make responsible and caring decisions.

www.CASEL.org
02
Why Now?
The well-being of our children and educators is in crisis

- **44%**
  - Of high school students reported feeling sad or hopeless in the past year (CDC, 2022)

- **71%**
  - Of parents said the pandemic had taken a toll on their child’s mental health (National survey by Lurie Children’s Hospital, 2020)

- **52%**
  - Of K-12 teachers report significant burnout – the highest among all professions (Gallup Poll, 2022)

- **40%**
  - Of K-12 teachers reported that they were now more likely to leave the profession than before the pandemic (Gadermann et al., 2021)
20 Years of Data
EDi WAVE 8
BC SUMMARY
Early Development Instrument (EDI)
Wave 8 Data Collection:

Year 1: February 2020, prior to WHO declaration, pre-pandemic
Year 2: February 2021, mid-pandemic
Year 3: February 2022, mid-pandemic

Wave 8 participation rate = 88%
BC Overall Vulnerability, Over Time, Wave 2 – Wave 8

Long-term Trend: Meaningful Increase
Short-term Trend: Stable
Emotional Maturity & Social Competence Scales, Vulnerability Trends, Wave 2 – Wave 8
Increased odds of mental health conditions by age 14

Different patterns of progression for early internalizing & externalizing behaviours

Vulnerabilities in social and emotional functioning in kindergarten

The Middle-Year’s Development Instrument (MDI)
Self-Report Survey for Children in 4th to 8th grade

Strengths-based and linked to health, well-being, success, and social and emotional development both inside and outside of school (e.g., PYD; Lerner et al., 2005; Scales et al. 2015).
MDI Dimensions

Measures areas of development strongly linked to well-being, health and academic achievement.
The Well-Being Index

Low Well-Being
Children who score in the Low range on at least 1 measure of Well-being

Medium to High Well-Being
Children who score in the High range on < 4 measures of well-being, and Low in 0 areas

High Well-Being (Thriving)
Children score in the high range on 4+ measures of well-being

Optimism
Self-Esteem
Happiness
Absence of Sadness
General Health
Changes in Well-being 2019-2022

% Thriving

Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

2019 2020 2021 2022
Changes in Well-being – Grade 7

- General Health
- Happiness
- Absence of Sadness
- Optimism
- Self-Esteem

% High

- 2019
- 2020
- 2021
- 2022
KEY MESSAGES

● If we care about the well-being of our students, we must work together to support their social and emotional well-being.

● SEL is a key ingredient in addressing the top concerns for schools right now - mental wellness and academic recovery.

● Social and emotional learning has never been more important, and our students’ well-being and futures rest on what we do in this moment.

Dr. Aaliyah A. Samuel, President and CEO of the Collaborative for Academic, Social, and Emotional Learning (CASEL)
03
Advances in the Field of SEL
SYSTEMIC SOCIAL AND EMOTIONAL LEARNING

“Systemic SEL is an approach to create equitable learning conditions that actively involve all Pre-K to Grade 12 students in learning and practicing social, emotional, and academic competencies (Mahoney et al., 2020)
SYSTEMIC
SEL: Three Essential Ingredients
Systemic Social-Emotional Learning

**District/Jurisdiction**
Administrators and School Leaders Support SEL at all levels of the system.

**Community**
Authentic family partnerships, and aligned community partnerships.

**Student**
Youth voice and engagement - students are provided with opportunities to participate in decisions.

**Classroom**
Evidence-based SEL programs are implemented, SEL is integrated into academics.

**Building**
A focus on promoting adult SEL, positive relationships, and a caring and supportive context.
It's not one more thing on the plate, it IS the plate.
TRANSFORMATIVE SOCIAL AND EMOTIONAL LEARNING: A Lever for Equity

“...in order for SEL to adequately serve those from underserved communities—and promote the optimal developmental outcomes for all children, youth, and adults—it must cultivate in them the knowledge, attitudes, and skills required for critical examination and collaborative action to address root causes of inequities” (Jagers, Rivas-Drake, & Williams, 2019).
The First Nations Perspective on Health and Wellness

First Nations Health Authority (2012). *The First Nations Perspective on Health and Wellness*
Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
First Peoples Principles of Learning: A Closer Look

1. Learning ultimately **supports the well-being** of the self, the family, the community, the land, the spirits, and the ancestors.

2. Learning is **holistic, reflexive, reflective, experiential, and relational** (focused on connectedness, on reciprocal relationships, and a sense of place).

3. Learning involves **recognizing the consequences** of one’s actions.

The First Nations Education Steering Committee (FNESC, 2008). *First Peoples Principles of Learning (FPPL)*
SEL is Growing Around the World

**SEL in Policy**
Examples of Jurisdictions where SEL is in educational policy

**SEL Programs**
Examples of Countries where SEL Programs are being implemented
SEL in British Columbia
SEL embedded into Policy and Curriculum

VISION

A whole-school system that promotes positive mental health, where mental health promotion is embedded in all aspects of the education system including culture, leadership, curriculum and learning environments.
Social Responsibility Performance Standards

Quick Scale: Grades 4 to 5 Social Responsibility

This Quick Scale presents items associated with the core competencies in the Social Responsibility performance standards. The scale allows for teachers and students to reflect on their performance in this area. Each item is accompanied by a description of social responsibility performance levels from 0 to 3.

### Social Responsibility in Grades 4 to 5

**Quick Scale:**

- **0:** Not at all
- **1:** Fairly Least
- **2:** Fairly Often
- **3:** Almost Always

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributing to the Classroom and School Community</td>
<td>Always makes helpful contributions to the classroom and school community. schematic of collaborative efforts and need for help.</td>
</tr>
<tr>
<td>SOLVING PROBLEMS IN EFFECTIVE WAYS</td>
<td>Always takes on roles and responsibilities that contribute to the resolution of problems.</td>
</tr>
<tr>
<td>VOLUNTEER DYPSOPIA AND DEFENDING HUMAN RIGHTS</td>
<td>Always recognizes and acts on opportunities to defend human rights.</td>
</tr>
<tr>
<td>EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES</td>
<td>Always demonstrates an understanding of democratic rights and responsibilities.</td>
</tr>
</tbody>
</table>

**Sample Items:**

1. **Making Choices:**
   - Least
   - Fairly Least
   - Often
   - Almost Always
2. **Solving Problems:**
   - Least
   - Fairly Least
   - Often
   - Almost Always
3. **Voting:**
   - Least
   - Fairly Least
   - Often
   - Almost Always
4. **Advocacy:**
   - Least
   - Fairly Least
   - Often
   - Almost Always
5. **Public Speaking:**
   - Least
   - Fairly Least
   - Often
   - Almost Always
6. **Writing:**
   - Least
   - Fairly Least
   - Often
   - Almost Always
7. **Art:**
   - Least
   - Fairly Least
   - Often
   - Almost Always

**Scoring Guide:**

- **0:** Not at all
- **1:** Fairly Least
- **2:** Fairly Often
- **3:** Almost Always

**Scoring:**

- **0:** Not at all
- **1:** Fairly Least
- **2:** Fairly Often
- **3:** Almost Always

**Sample Responses:**

- **0:** Not at all
- **1:** Fairly Least
- **2:** Fairly Often
- **3:** Almost Always

**Interpretation:**

- **0:** Not at all
- **1:** Fairly Least
- **2:** Fairly Often
- **3:** Almost Always

**Further Resources:**

- **0:** Not at all
- **1:** Fairly Least
- **2:** Fairly Often
- **3:** Almost Always

**Related Resources:**

- **0:** Not at all
- **1:** Fairly Least
- **2:** Fairly Often
- **3:** Almost Always

**Additional Resources:**

- **0:** Not at all
- **1:** Fairly Least
- **2:** Fairly Often
- **3:** Almost Always

**Conclusion:**

- **0:** Not at all
- **1:** Fairly Least
- **2:** Fairly Often
- **3:** Almost Always

**Final Reflection:**

- **0:** Not at all
- **1:** Fairly Least
- **2:** Fairly Often
- **3:** Almost Always

**Further Actions:**

- **0:** Not at all
- **1:** Fairly Least
- **2:** Fairly Often
- **3:** Almost Always

B.C. Core Competencies and the CASEL SEL Framework

**Core Competencies**

- Communication
- Thinking
  - Creative Thinking
  - Critical Thinking
- Personal and Social
  - Personal Awareness & Responsibility
  - Positive Personal & Cultural Identity
  - Social Awareness & Responsibility
Connecting BC’s Core Competencies to SEL Competencies
Personal and Social Competency

Personal Awareness & Responsibility

Positive Personal & Cultural Identity

Social Awareness and Responsibility
Making Connections: Personal & Social Competency Facets and SEL

Personal Awareness & Responsibility
- Self-awareness
- Self-management
- Responsible decision-making

Positive Personal & Cultural Identity
- Self-awareness
- Social Awareness
- Responsible decision-making

Social Awareness & Responsibility
- Social Awareness
- Relationship Skills
- Responsible decision-making
SEL FAQs
Question 1:
Is SEL the same as Mental Health?
Mental Health Defined

“Positive mental health is more than the absence of mental illness.”
~ Public Health Agency of Canada, 2015, p. 115).

- The Public Health Agency of Canada (PHAC):
  - “Mental health is the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity.”

- World Health Organization (WHO):
  - “…a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community" (World Health Organization [WHO], 2014).
SEL and Mental Health

- SEL and Mental Health are **not the same**, however, **SEL is an important contributor to mental health**.

- **SEL helps to cultivate important “protective factors”** to buffer against risks to mental health by promoting:
  - responsive relationships
  - emotionally safe environments
  - skills development

Learn more at: https://casel.org/fundamentals-of-sel/how-does-sel-support-your-priorities/sel-and-mental-health/
Multi Tiered Systems of Support (MTSS)

- Tier 1 Universal
- Tier 2 Focused
- Tier 3 Intensive

SEL
SEL for Well-being

What does this look like in practice?

- Position evidence-based SEL programming and practices as a universal, strengths-based support (Tier 1) to promote healthy development and well-being for all students.

Tier 2 and Tier 3 supports should:

1. **Align** with overall SEL goals
2. **Integrate** SEL practices (e.g. relationship-building)
3. **Reinforce** core social and emotional competencies (e.g. self-management).

Resource: CASEL School Guide Casel.org
Question 2: Is SEL Trauma-informed?
Yes! SEL is trauma-informed

Systemic SEL supports trauma-informed practices across three areas:

1. Context
2. Adults
3. Students
Trauma-informed practices are grounded in providing students with safe environments.

Central to SEL is the importance of fostering inclusive, safe, and caring learning environments.

Students who feel they belong at school have increased:

- Engagement
- Academic outcomes
- Well-being

Battistich et al., 1997; Osterman, 2000; Van Ryzin, Gravely, & Roseth 2009
Adults: SEL Skills

- Trauma-informed practices requires an adult to have the SEL skills necessary to:
  - **Create a safe** and inclusive learning environment
  - **Recognize emotions** in others
  - **Regulate** personal emotions in order to **respond with empathy and compassion**
  - **Model skills necessary** to cope with trauma and build resilience

B.C. Ministry of Children and Family Development (2016); Substance Abuse and Mental Health Services Administration (SAMHSA, 2014)
Students: SEL Skills

- Trauma negatively impacts students’ SEL competence.

- SEL skills can help students make connections amongst thoughts, feelings, and actions:
  - Recognizing sensations in the body and the connection to feelings
  - Naming feelings and expressing them safely.

- SEL helps students build protective factors to manage adversity:
  - Building healthy support networks (relationship building)

Question 3: Is SEL just a program?
SEL is More than a Program

- **SEL Programs**: Provide evidence-based sequenced skill building
  - Sequenced
  - Active
  - Focused
  - Explicit

- **SEL Practices**: Instructional strategies that **promote SEL skills** and provide **opportunities for practice** (e.g. SEL Kernels approach)
  - SEL instructional strategies help to embed SEL across the curriculum.
04 Advances in the Science of SEL
Social and Emotional Skills Predict Important Adult Outcomes (Jones et al., 2015)

Social and Emotional Skills are Malleable – they can be taught (Immordino-Yang et al., 2019)

Social and emotional skills rival IQ in predicting educational attainment and life success (Heckman & Kautz, 2014)

SEL programs lead to better health outcomes and longevity (Schreier et al., 2013)
SEL programs promote prosociality (e.g., kindness), well-being, and improved academic achievement.
CASEL Meta-analysis: 213 studies, 270,034 students

- Positive social behaviors
- Fewer conduct problems
- Less emotional distress
- Improved grades and test scores

Students who get SEL programming showed 11% gain on academic achievement.
84% Of teachers said integrating social and emotional learning into the core curriculum has become even more important since the start of the pandemic.

88% Of parents said they want their children to learn social and emotional skills like respect, cooperation, perseverance, and empathy.
GROWING

Educating the Heart

SEL
Advancing the Science of SEL: We need research that includes:

- Research-Practice Partnerships
- Evaluations of SEL Programs at a System-level (whole school/jurisdiction)
- Compassion-Based SEL Educational Approaches
- Focus on Implementation and Adaptability of SEL programs across different contexts
- Integration of Contemplative Approaches (mindfulness) into SEL Programs
- Mixed-Methods - both quantitative and qualitative approaches
A Focus on Teachers’ SEL

1. How does teachers’ social and emotional competence and well-being influence implementation of SEL programs and practices?
2. Are there any collateral benefits for teachers from implementing SEL programs and practices in their classrooms?
3. What are teachers’ experiences with SEL implementation?
We need research studies that include the voices of children.
ANNOUNCING!

Social and Emotional Learning: Research, Practice and Policy – is a **new authoritative quarterly online publication** for the field of Social and Emotional Learning (SEL).

https://www.journals.elsevier.com/social-and-emotional-learning-research-practice-and-policy
“It is vital that when educating our children's brains that we do not neglect to educate their hearts, a key element of which has to be the nurturing of our compassionate nature.”

• His Holiness the Dalai Lama
THANK YOU!

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Implementing a Mindfulness-Based SEL program with early adolescents: Lessons from the Field

January 26th, 2023 from 1 pm to 2:30 pm

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Moderator: Danielle Carter-Sullivan, Executive Director
B.C. Ministry of Education and Child Care
Social Media Posts

If you would like to have social media posts (Twitter, Facebook, and Instagram) of highlights from this session, please email:

dbuote@arboreducational.com
EXTRA slides
## A Deeper Look: Social awareness & Responsibility Facet and SEL

<table>
<thead>
<tr>
<th>Profile</th>
<th>SEL Connection</th>
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<tbody>
<tr>
<td>1. I can be aware of others and my surroundings.</td>
<td>• Social Awareness</td>
</tr>
<tr>
<td>2. In familiar settings, I can interact with others and my surroundings</td>
<td>• Social Awareness</td>
</tr>
<tr>
<td>3. I can interact with others and the environment respectfully and</td>
<td>• Social Awareness • Relationship skills</td>
</tr>
<tr>
<td>thoughtfully.</td>
<td></td>
</tr>
<tr>
<td>4. I can take purposeful action to support others and the environment.</td>
<td>• Relationship skills • Responsible decision-making</td>
</tr>
<tr>
<td>5. I can advocate and take action for my communities and the natural</td>
<td>• Self-management • Social Awareness •</td>
</tr>
<tr>
<td>world. I expect to make a difference.</td>
<td>Responsible decision-making</td>
</tr>
<tr>
<td>6. I can initiate positive, sustainable change for others and the</td>
<td>• Self-management • Social Awareness •</td>
</tr>
<tr>
<td>environment.</td>
<td>Responsible decision-making</td>
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Please Join Us

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