Social and Emotional Learning in Schools

Kimberly A. Schonert-Reichl
Shelley Hymel

TEO Orientation, August 26,
“Educating the mind without educating the heart is no education at all.”

- Aristotle
Why Now?
Changes and Challenges:
Societal Risks

POVERTY
STRESS
DECREASED EMPATHY
BULLYING
MENTAL ILLNESS
What Now?
ILL-being to WELL-being
Promoting Resiliency
Social & Emotional Learning: A Growing Movement
Collaborative for Academic, Social, and Emotional Learning

www.casel.org
Social & Emotional Learning Core Competencies

SELF-MANAGEMENT
Managing emotions and behaviors to achieve one's goals

SELF-AWARENESS
Recognizing one's emotions and values as well as one's strengths and limitations

SOCIAL AWARENESS
Showing understanding and empathy for others

RESPONSIBLE DECISION-MAKING
Making ethical, constructive choices about personal and social behavior

RELATIONSHIP SKILLS
Forming positive relationships, working in teams, dealing effectively with conflict
From Fragmentation to Coherence

Getting from here... To here
The Science Behind SEL: Findings from Recent Research
Social and Emotional Skills are Malleable
Does SEL programming positively affect students?
Meta-analysis of 213 studies
270,034 students K-12

Student Gains
Social & Emotional Skills
Improved attitude
11% gain on achievement tests

Reduced Risks for Failure
Conduct problems
Aggressive behaviour
Emotional distress

Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011)
SEL effects are lasting....
Long term benefits of SEL programs

At age 24 and 27, 15 years after participating in a good SEL program, young people showed:

• Higher educational attainment
• More employment and better jobs
• Better emotional and mental health
• More community involvement
• Less criminal behavior

Hawkins et al., 2009
It’s Good to be Good
SEL & Neuroscience
“Childhood self-control predicts health, wealth & public safety”

Moffitt et al., 2011
Evidence-Based SEL Programs:

1. Create Learning Environments
   - Safe
   - Caring
   - Well-Managed
   - Participatory

2. Provide Social and Emotional Competency Instruction
   - Self-awareness
   - Social awareness
   - Self-management
   - Relationship skills
   - Responsible decision making

Greater Attachment to School

Less Risky Behavior and More Assets and Positive Development

Better Academic Performance and Success in School and Life
Fostering SEL in Schools: “Many Paths to the Top of the Mountain”

- Cooperative Learning
- Discipline Strategies
- Emotional Literacy
- Moral Education/Social Reasoning Discussions
- Social problem solving training
- Conflict resolution programs
- Anti-Bullying initiatives
- Promoting positive relationships
  - Student-student relationships
  - Teacher-student relationships
SEL is not just for kids...
The Prosocial Classroom:

A Model of Teacher Social and Emotional Competence and Classroom and Child Outcomes

- Teachers’ Social & Emotional Skills & Well Being
- Healthy Teacher/Student Relationships
- Effective classroom management skills
- Effective SEL implementation
- Healthy Classroom Climate
- Student Social, emotional & academic outcomes

School/Community Context Factors

Jennings & Greenberg, 2009
The Burnout Cascade

- Emotional Exhaustion
- De-personalization
- Lack of Accomplishment

50% leave within first 5 years of teaching (NEA, 2006)
• Of the 50% of teachers who leave the field permanently, almost 35% report the reason is related to problems with student discipline (Ingersoll & Smith, 2003).
Problems with student discipline, classroom management, and student mental health emerge at the beginning of teachers’ careers,

and first-year teachers feel unprepared to manage their classroom effectively and are unable to recognize common mental health challenges (i.e., anxiety) (Koller & Bertel, 2006; Siebert, 2005).
FEELING STRESSED?

Enroll in a free Stress Management and Relaxation Techniques Course designed especially for teachers!!

Learn new techniques to better understand and manage your stress and emotions.

Enroll in the SMART-in-Education Program that, for a limited time, is being offered FREE of charge for all VSB elementary and secondary school teachers as part of a research study! (Value of the course is $400).

Research on the program is being conducted by Dr. Kimberly Schonert-Reichl (UBC) and Dr. Robert Reiser (Portland State University) and is supported by a UBC-VSB collaboration. As a research participant, you will have the opportunity to earn $375 as well.

To learn more and/or register by phone, please call Eva Oberle at 604-221-1722.

RENEWAL
Stress Management and Relaxation Techniques in Education

The SMART-in-EDUCATION™ program, an eight-week teacher renewal program, is designed specifically for educators (Grades 4-11) to:

- Understand the cycle of stress
- Learn how to respond rather than react to stressful situations
- Reclaim wholeness and happiness
- Rethink your purpose to teach
- Improve your mental and physical health

The SMART-in-EDUCATION™ program involves experiential practices in emotional awareness, meditation, movement exercises, discussions and at-home exercises that focus on:

- Concentration, Attention and Mindfulness:
  - Develop inward-outward attention and mindfulness of body and feelings
  - Practice movement exercises to enhance relaxation and awareness
  - Learn at-home meditation exercises with guided CD's

- Awareness and Understanding of Emotions:
  - Recognize the unique characteristics of specific emotions
  - Apply mindfulness training to enhancing interactions with students/pairs and others
  - Develop awareness and understanding of your emotions and those of others
  - Cultivate self-acceptance and acceptance of others

- Forgiveness Training:
  - Learn what forgiveness is and what it is not
  - Learn how to release grudges for your own health and well-being

- Increased Capacity in Compassion and Empathy:
  - Develop compassion and kindness toward oneself and others
  - Cultivate kindness, compassion, empathy and acquaintanceship

By the conclusion of the SMART-in-EDUCATION™ program, you will have assembled a “SMART-Tool Box” of research-based components to:

- Effect positive changes in the classroom
- Develop greater awareness of emotions in self and others
- Share techniques for developing emotional balance
- Create more effective strategies for relating to difficult situations
- Cultivate emotional responses that can be beneficial to self and others
- Improve health and well-being

Seminar Fee:
Complementary for participants in the research project being conducted by the University of British Columbia, Vancouver BC and Portland State University, Portland, OR. The value of the program is $385.00.
The 4 Essential Ingredients for SEL

1. Create a positive classroom and school climate.

2. Explicitly teach SEL skills and competencies and incorporate/infuse SEL into everyday instruction.

3. Develop family/school partnerships.

4. Pay attention to promoting the social and emotional well-being of teachers.
Learn More about SEL

Tues. Sept 9, 9:15 – 11:00am
Thurs. Sept 11, 9:15 – 11:00am
(both in Scarfe 100)
SEL Websites

- Collaborative for Academic and Social and Emotional Learning (CASEL)  [www.casel.org](http://www.casel.org)
- Edutopia - What works in public education, George Lucas Foundation  [www.edutopia.org](http://www.edutopia.org)
- Find Youth Info - Resources and effective programs to help youth-serving organizations and community partnerships  [www.findyouthinfo.gov](http://www.findyouthinfo.gov)
- Centre for Social and Emotional Education  [www.csee.net](http://www.csee.net)
- Developmental Studies Center (Caring School Communities Project)  [www.devstu.org](http://www.devstu.org)
- Teach Safe Schools  [www.teachsafeschools.org](http://www.teachsafeschools.org)
- Educators for Social Responsibility (ESR)  [www.esrnational.org/home.htm](http://www.esrnational.org/home.htm)
- Promoting Relationships and Eliminating Violence Network (PREVNet)  [www.prevnet.ca](http://www.prevnet.ca)
- Education.com - Online Magazine for parents and teachers –see special issue on bullying  [www.education.com](http://www.education.com)