

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

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of Education and Childcare**

OVERVIEW

01

**What is Social
and Emotional
Learning (SEL)?**

02

Why Now?

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**Advances in the
Field of SEL**

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**Advances in the
Science of SEL**

05

Next Steps

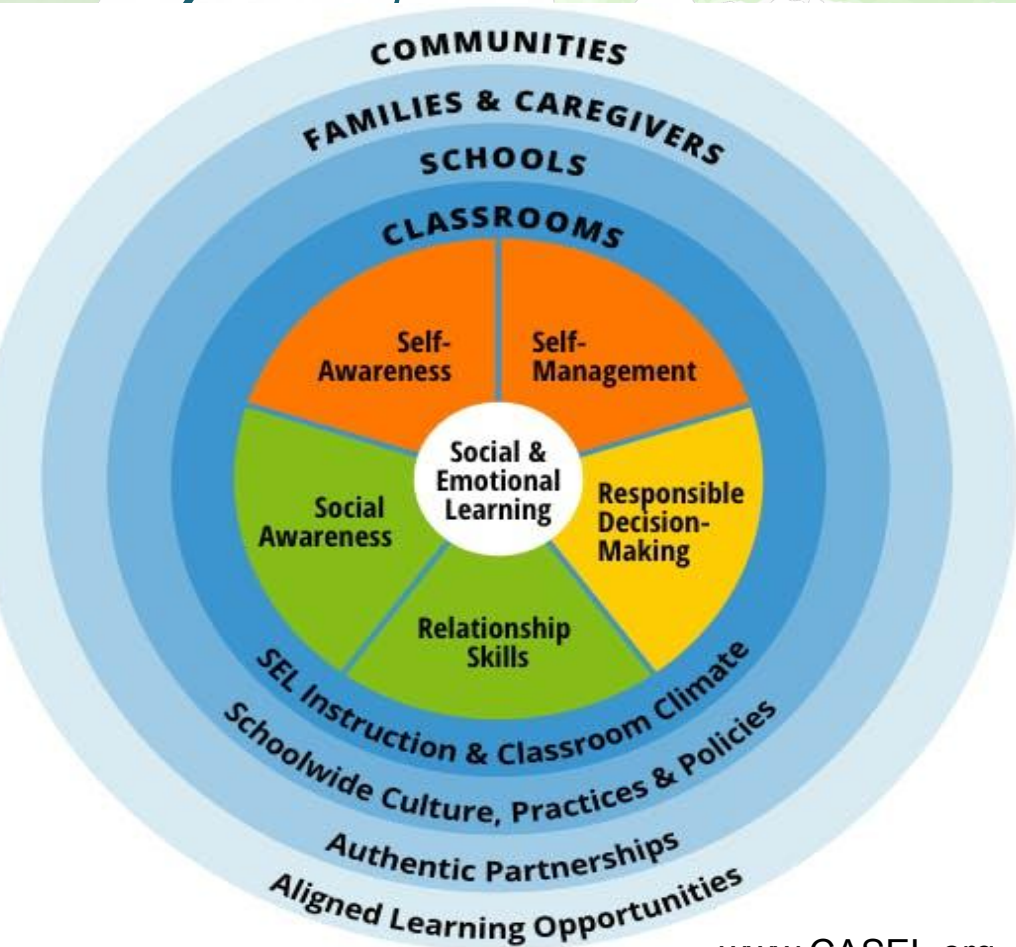
06

**Moderated
Discussion**



01

**What is Social and
Emotional
Learning?**



SEL is . . .

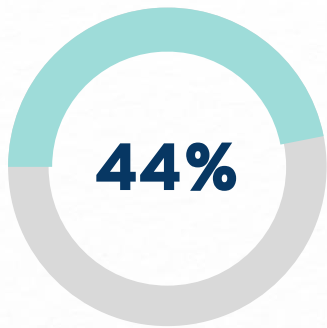
- The process through which **all** young people and adults acquire and apply the knowledge, skills, and attitudes to:
 - Develop healthy identities
 - Manage emotions
 - Achieve personal and collective goals
 - Feel and show empathy and compassion for others
 - Establish and maintain supportive relationships
 - Make responsible and caring decisions.

02

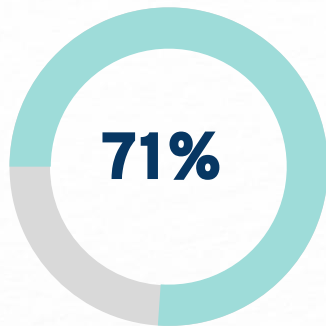
Why Now?



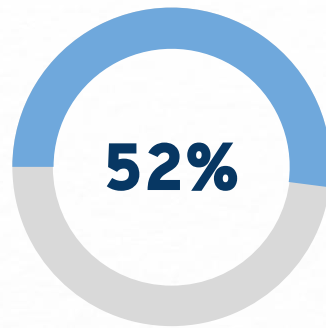
The well-being of our children and educators is in crisis



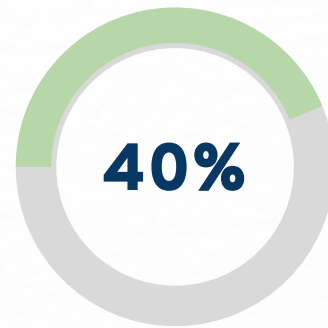
Of high school students reported feeling sad or hopeless in the past year (CDC, 2022)



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



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



Of K-12 teachers reported that they were now more likely to leave the profession than before the pandemic (Gadermann et al., 2021)

A stylized map of British Columbia, Canada, with green landmasses and blue water bodies. The map is centered on the province, with some decorative elements like blue dots and a hand-drawn line on the left side.

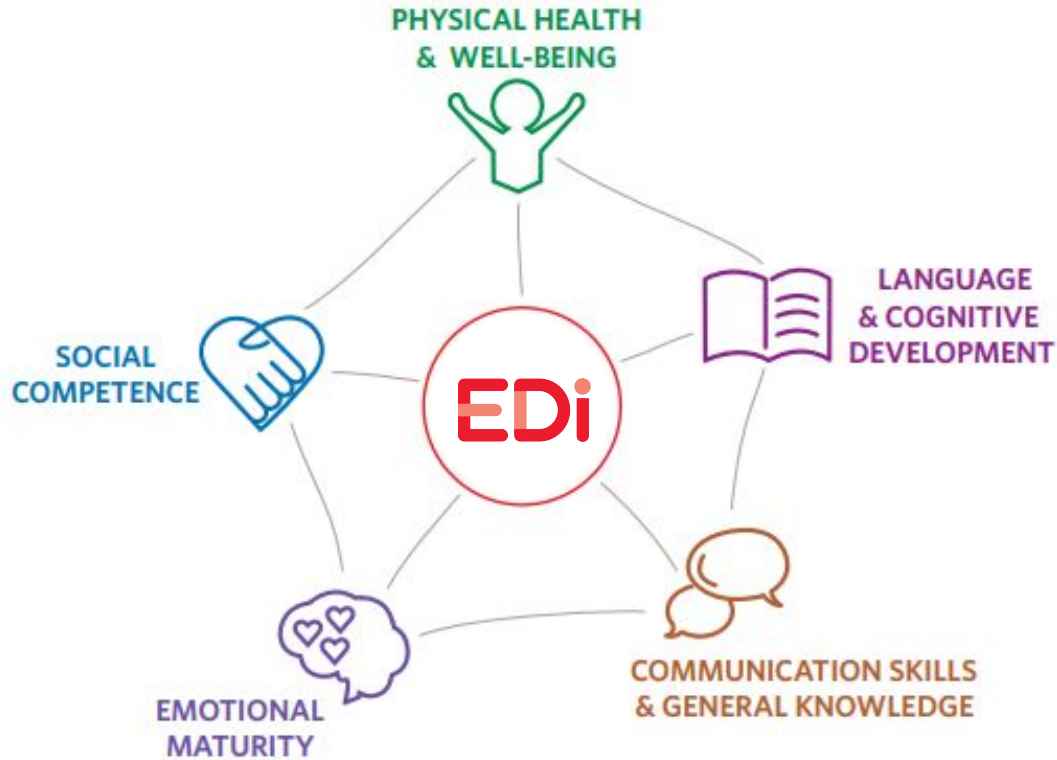
Children's Well-being in British Columbia

Findings from the EDI and MDI

20 Years of Data
EDi WAVE 8
BC SUMMARY

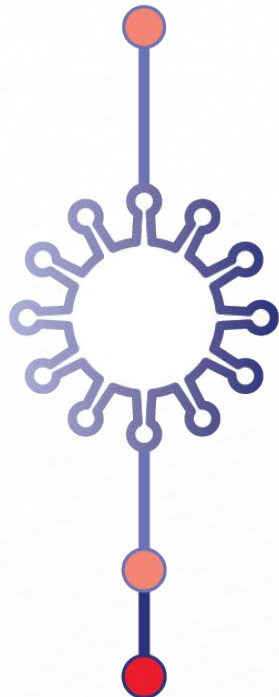


Early Development Instrument (EDI)





Wave 8: Data Collection & Participation



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%



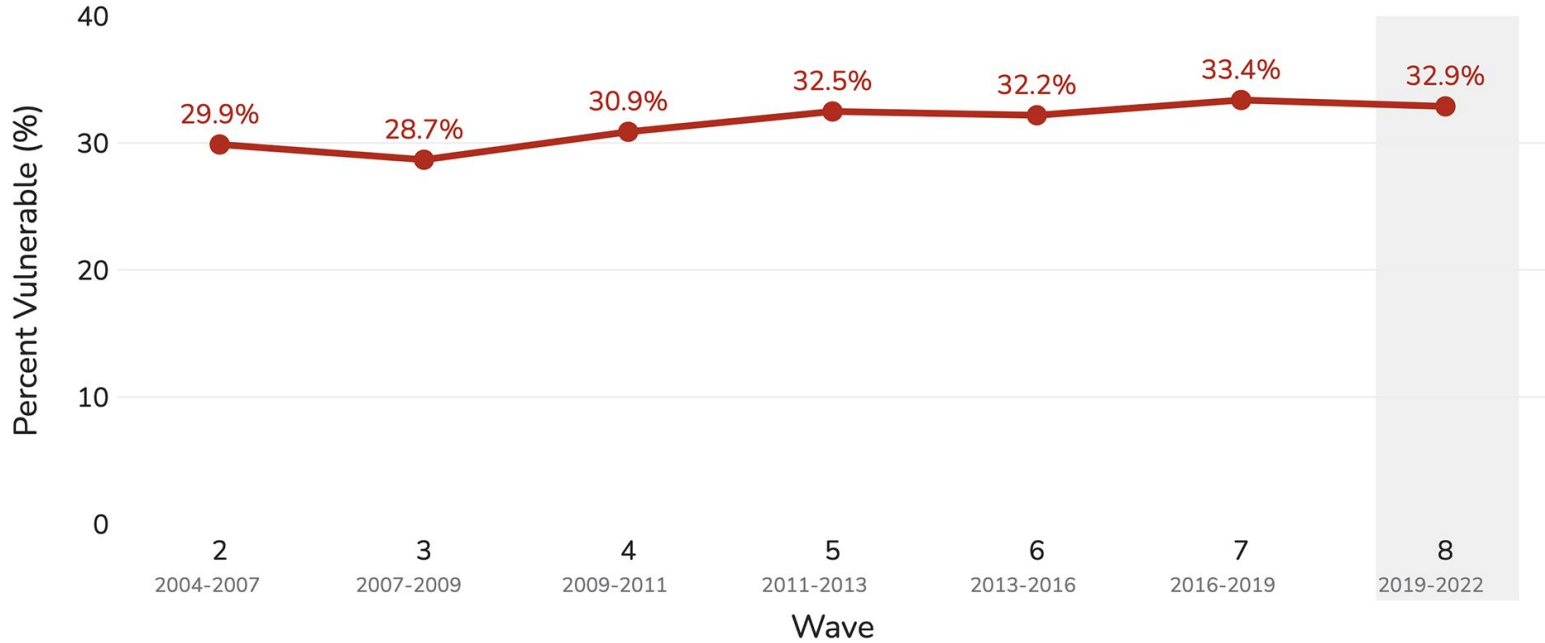
EDI Overall Vulnerability in BC

The logo for EDi, featuring the letters 'E', 'D', and 'i' in a bold, red, sans-serif font. The 'i' has a small red dot above it. The logo is positioned in the bottom right corner of the image.

EDi

BC Overall Vulnerability, Over Time, Wave 2 – Wave 8

1 IN 3
CHILDREN
VULNERABLE
IN BC



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Long-term Trend:
Meaningful
Increase



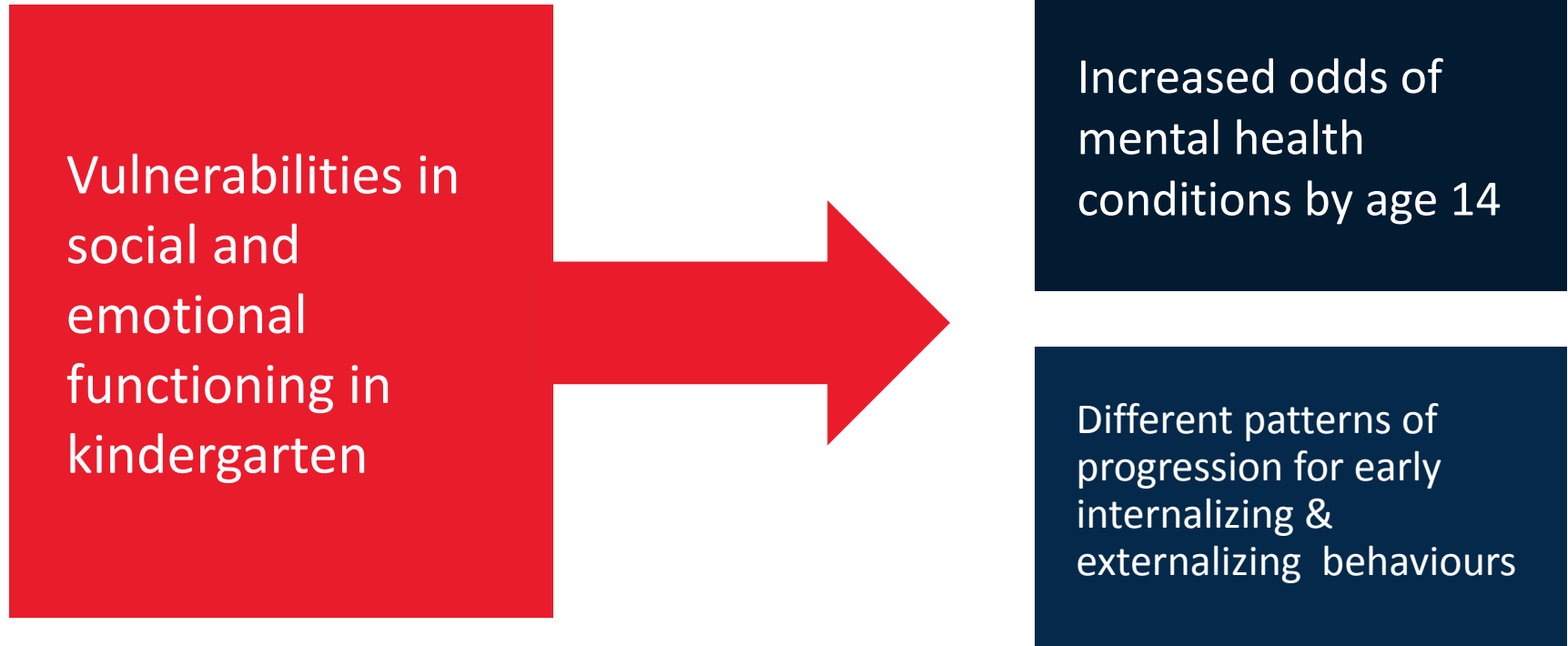
Short-term
Trend: Stable



Emotional Maturity & Social Competence Scales, Vulnerability Trends, Wave 2 – Wave 8



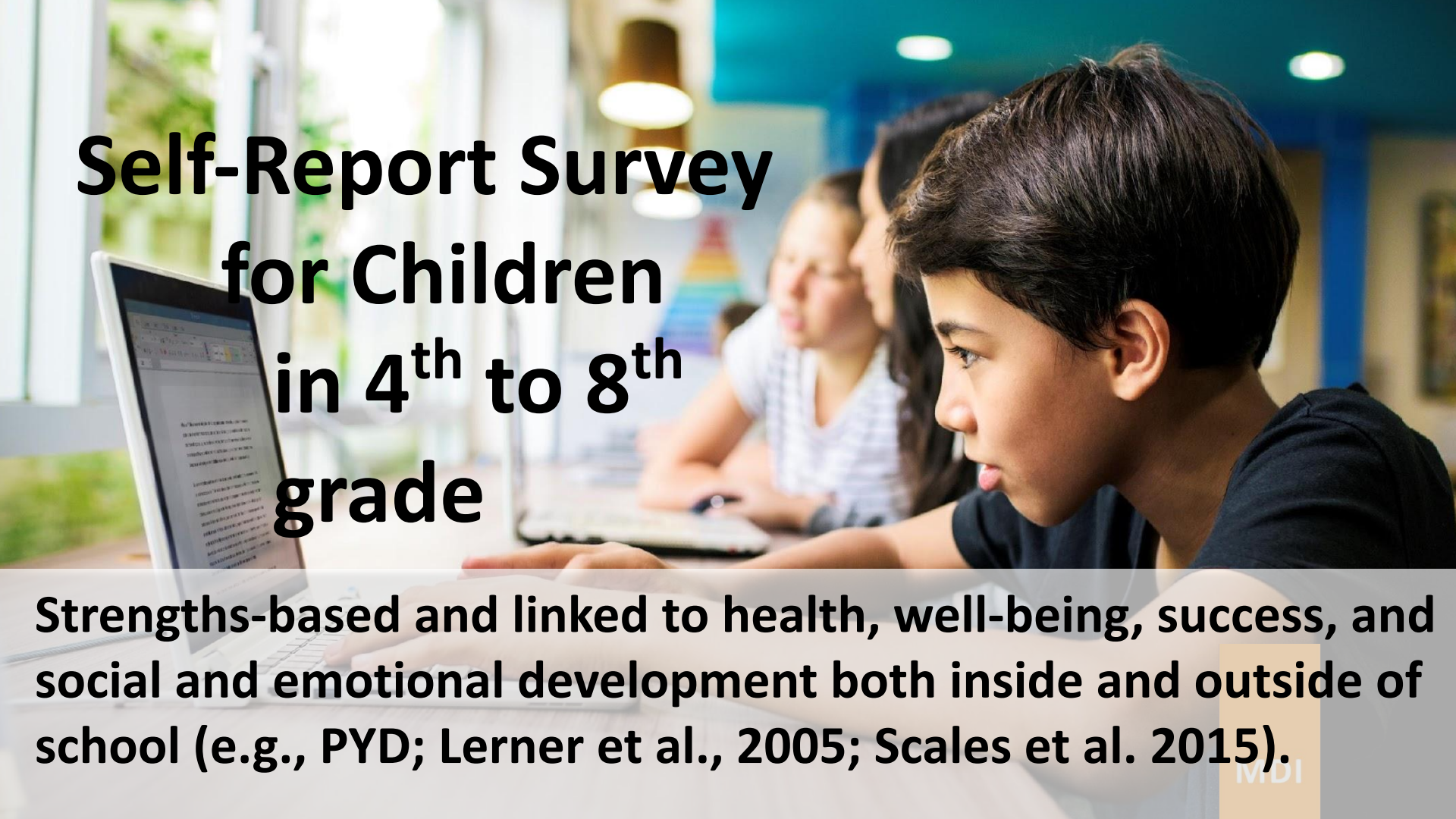
Childhood Social-Emotional Functioning Association with Mental Health Conditions



A photograph of three young girls sitting on the floor, smiling and eating popcorn. The girl in the foreground is wearing a pink polka-dot shirt. The girl in the middle is wearing a blue and red patterned shirt. The girl on the left is wearing a blue tank top. There is a bowl of popcorn in the foreground. The background is a white wall with a shelf of toys.

MDI

The Middle-Year's Development Instrument (MDI)

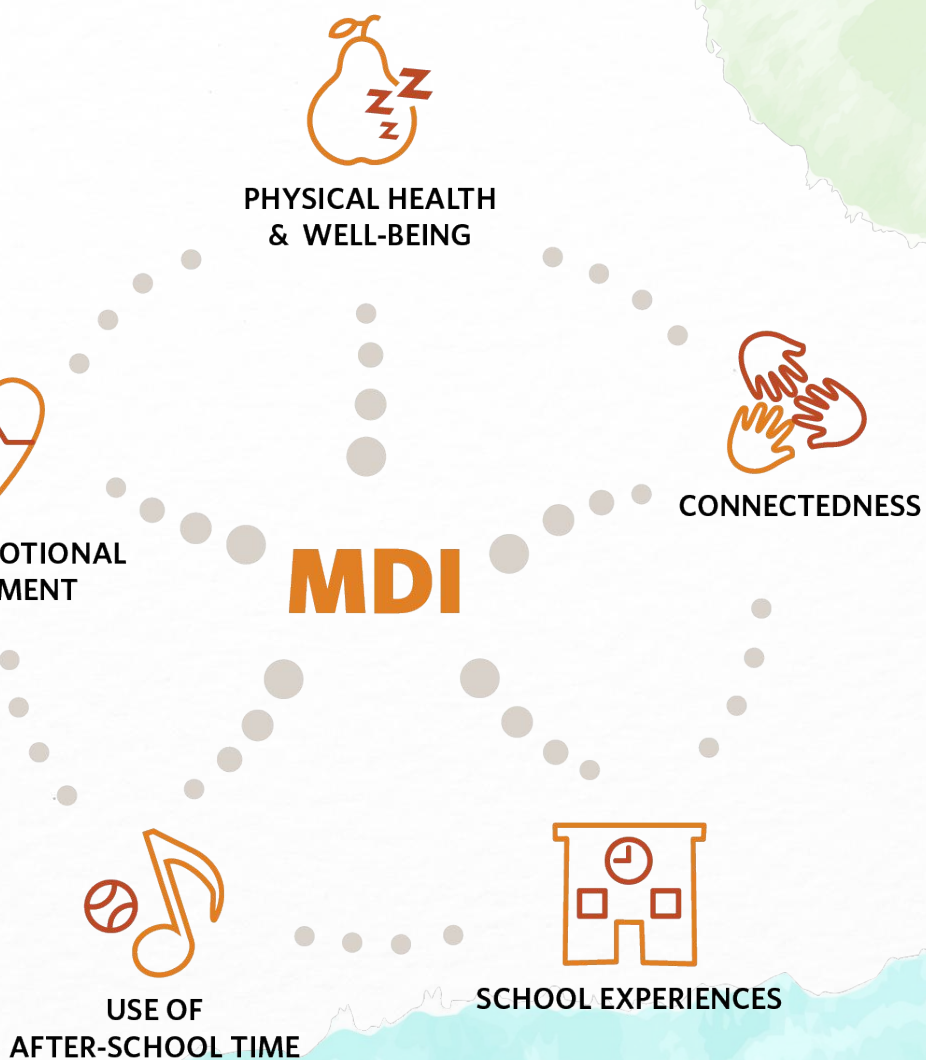
A photograph of a classroom where several children are sitting at desks, focused on their laptops. The foreground shows a young boy with dark hair looking intently at his screen. Behind him, other students are visible, also working on their computers. The room has large windows on the left and a blue wall with a lamp in the background.

Self-Report Survey for Children in 4th to 8th grade

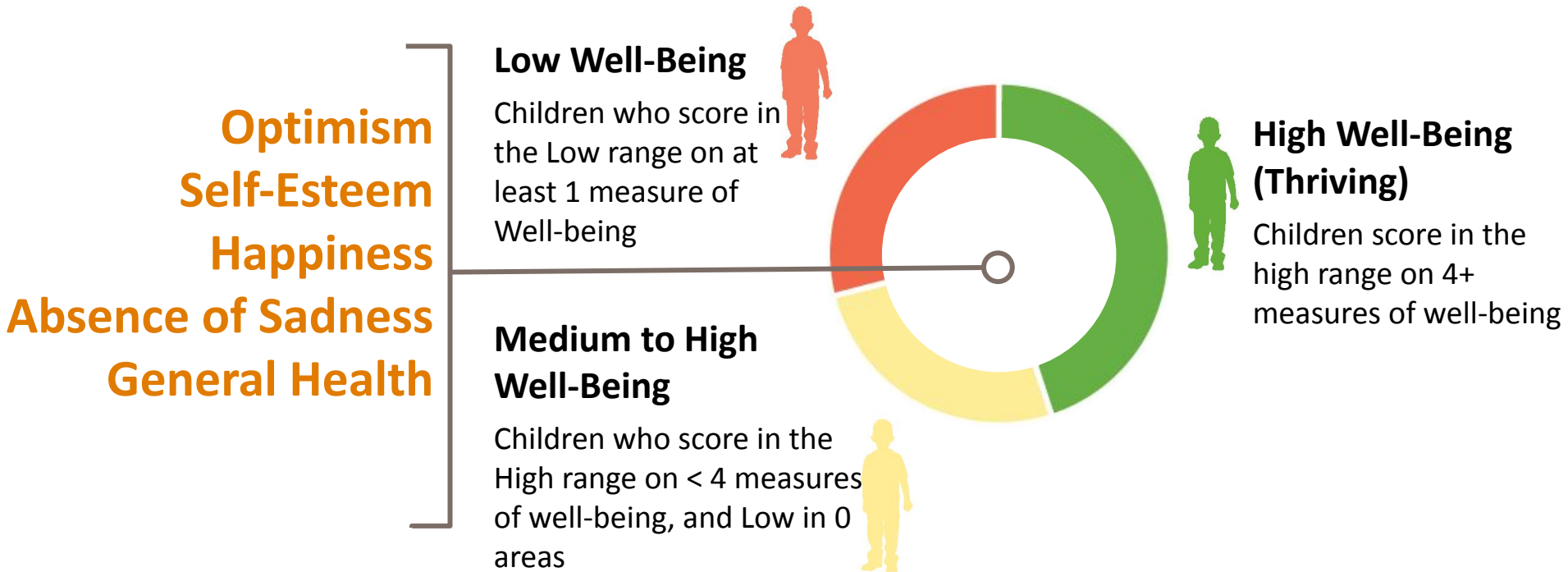
Strengths-based and linked to health, well-being, success, and social and emotional development both inside and outside of school (e.g., PYD; Lerner et al., 2005; Scales et al. 2015).

MDI Dimensions

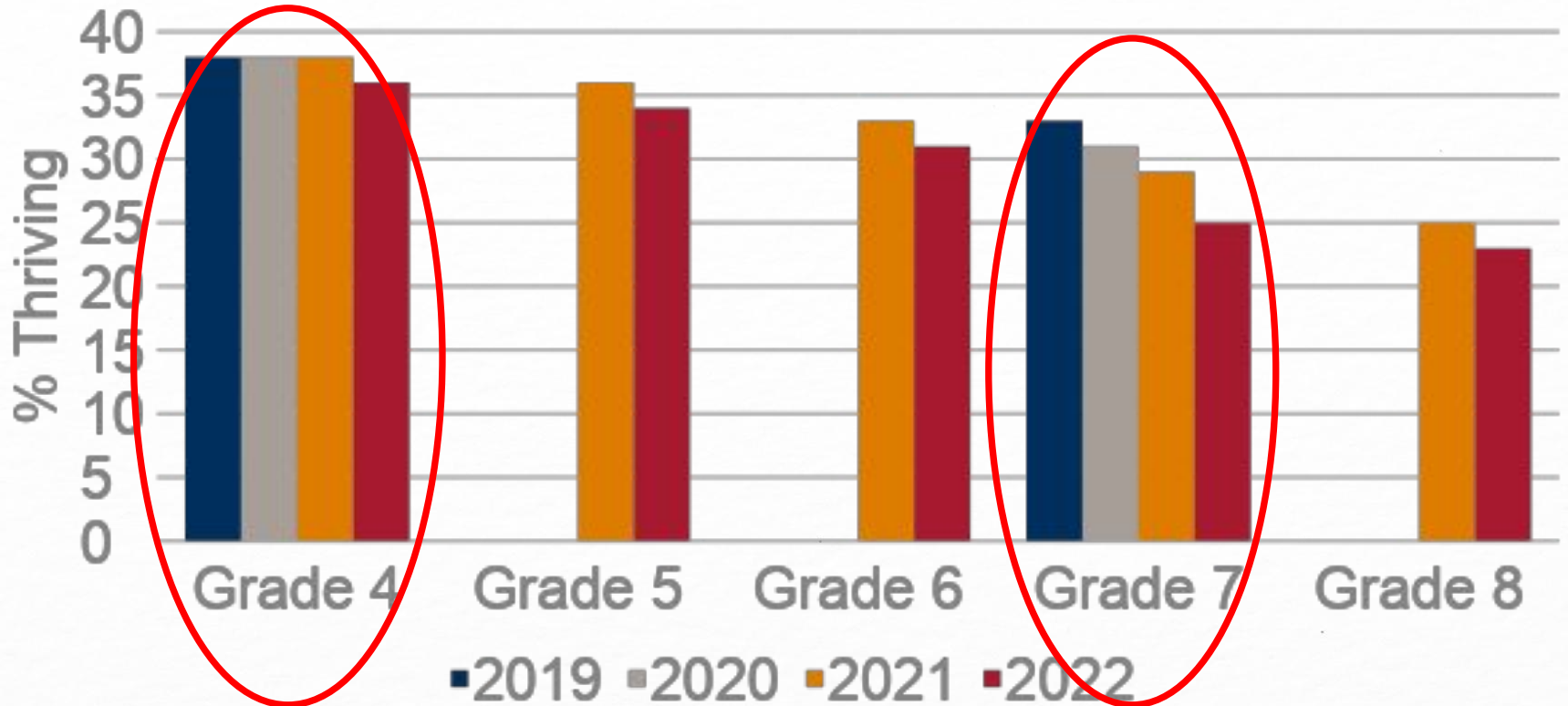
Measures areas of development strongly linked to well-being, health and academic achievement



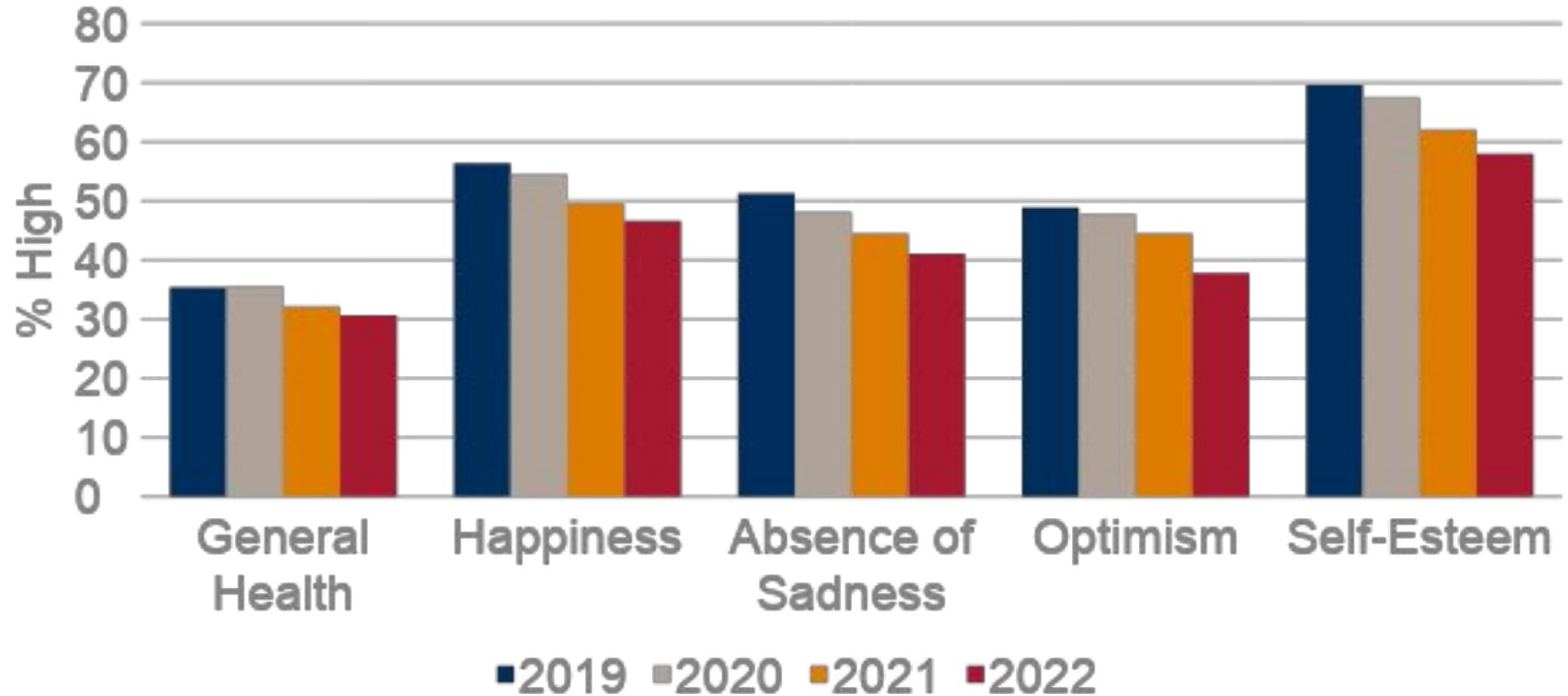
The Well-Being Index



Changes in Well-being 2019-2022



Changes in Well-being – Grade 7



A close-up, profile view of a man with a beard and a young girl with blonde hair, both looking towards each other. The background is a blurred outdoor setting with a wooden structure.

STRESS CONTAGION

Oberle E., & Schonert-Reichl, K. A. (2016). Stress contagion in the classroom? The link between classroom teachers' burnout and morning cortisol in elementary school students. *Social Science & Medicine*.

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)





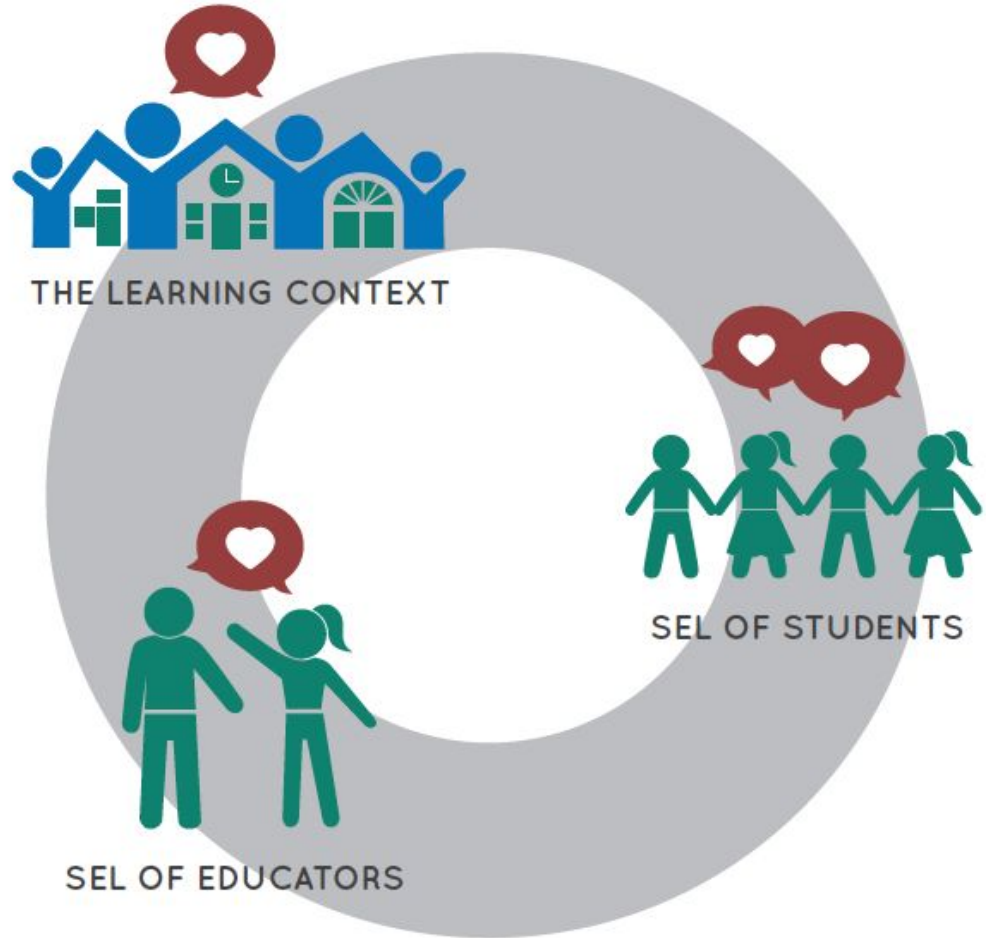
03

Advances in the Field of SEL

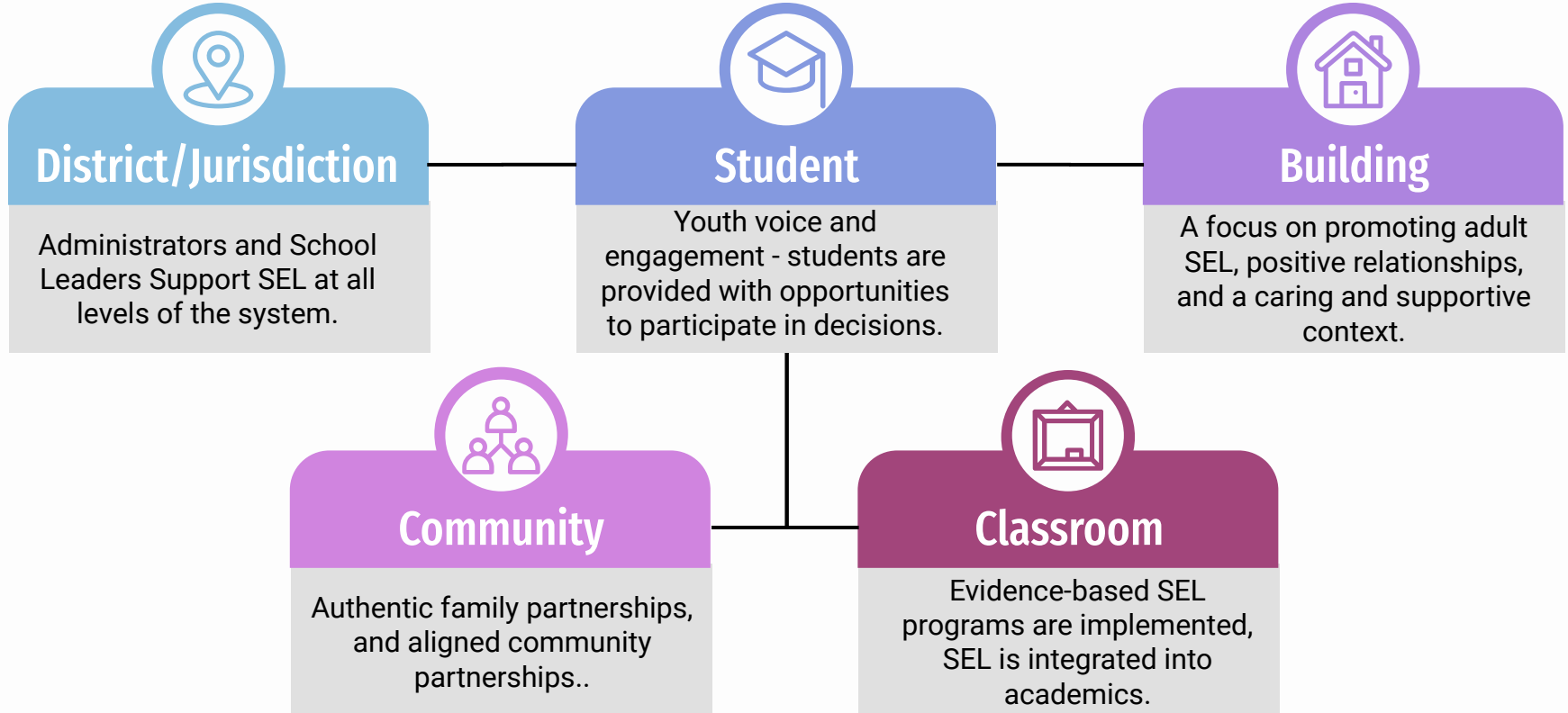
SYSTEMIC SOCIAL AND EMOTIONAL LEARNING

“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



Social and Emotional Learning

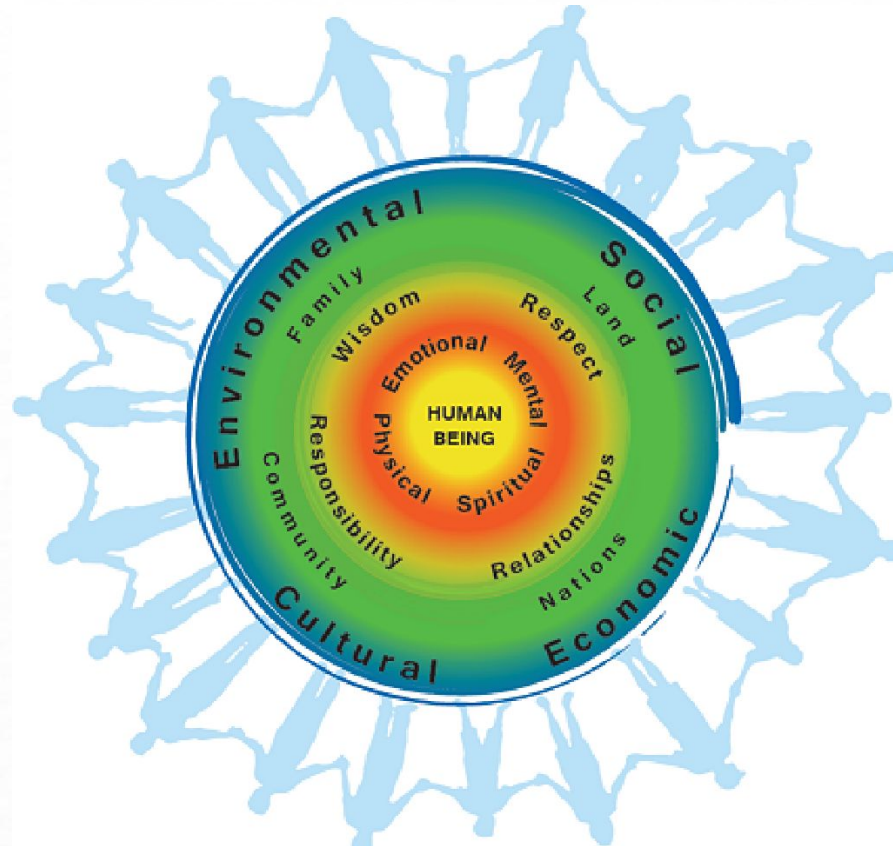
It's not one
more thing on
the plate, it IS
the plate



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*

FIRST
PEOPLES

PRINCIPLES OF LEARNING

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.



For First Peoples
classroom resources
visit: www.fnesc.ca



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.

SEL is Growing Around the World



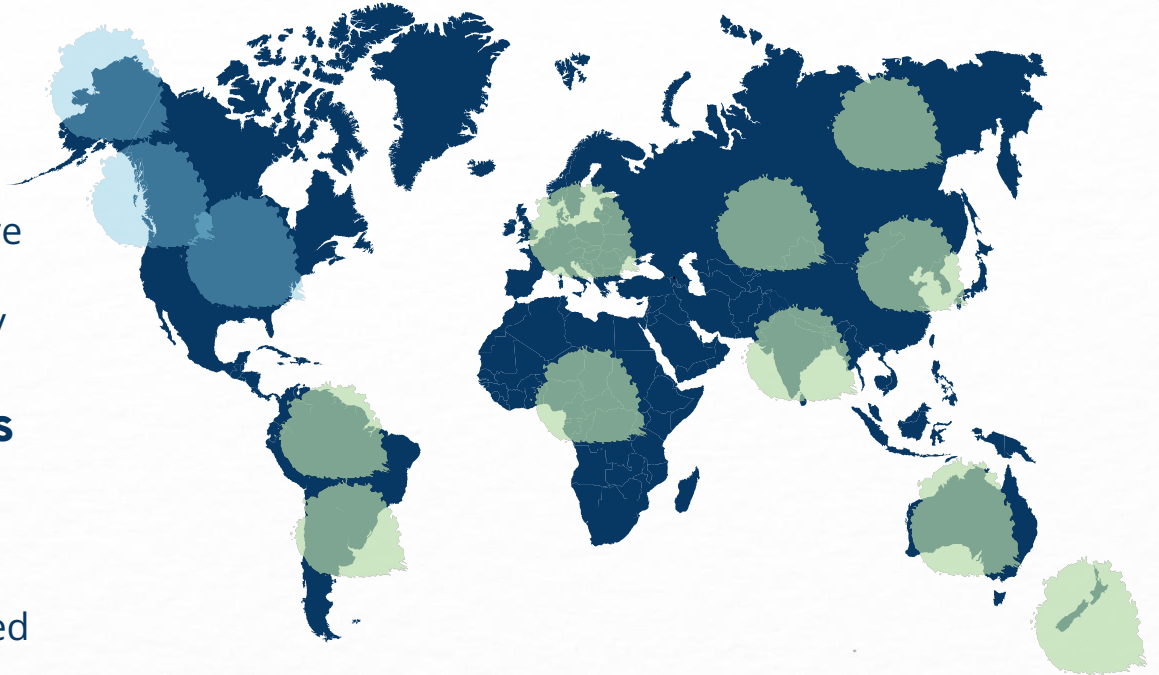
SEL in Policy

Examples of Jurisdictions where SEL is in educational policy



SEL Programs

Examples of Countries where SEL Programs are being implemented



A stylized map of British Columbia, Canada, rendered in various shades of teal and light blue. The map is centered on the province, with darker teal areas representing the interior and lighter shades representing the coastal regions. Numerous dark teal dots of varying sizes are scattered across the map, particularly in the coastal and southern areas. The text "SEL in British Columbia" is prominently displayed in the center of the map in a bold, dark blue font. The overall aesthetic is clean and modern, with a focus on the geographical outline and internal shading of the province.

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.



Mental Health in Schools Strategy

A Pathway
to Hope

erase
Strategy

MENTAL HEALTH IN SCHOOLS STRATEGY

Compassionate
Systems
Leadership

Capacity
Building

Mental Health
in the
Classroom

Social Responsibility Performance Standards

BC Performance Standards

Social Responsibility

GRADES 4 TO 5

◆ Social Responsibility in Grades 4 to 5 ... 59

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Elaborated Scale

Section 1: Contributing to the Classroom and School Community ... 62

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Samples

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5: Welcoming a New Student ... 90

6: Listening to a Story ... 92

7: Choosing Teams ... 94

Quick Scale: Grades 4 to 5 Social Responsibility

This Quick Scale presents summary statements from the four categories in a one-page format for ease of use.

In most cases, these scales can be used to evaluate student development anytime during the year.

In the Elaborated Scale, each of the four categories is printed on a separate page.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY	<ul style="list-style-type: none"> often unfriendly, ignoring the feelings and needs of others shows little commitment to the group or class and has difficulty following basic rules for working together 	<ul style="list-style-type: none"> usually friendly; if asked, will help or include others generally willing and cooperative in classroom and group activities; may need some support 	<ul style="list-style-type: none"> friendly, considerate, and helpful contributes and shows commitment to classroom and group activities 	<ul style="list-style-type: none"> friendly and kind, and often seeks opportunities to help or include others voluntarily takes responsibility in classroom and group activities (effective)
SOLVING PROBLEMS IN PEACEFUL WAYS	<ul style="list-style-type: none"> does not take responsibility or listen to another's views in a conflict situation; tends to blame and put down others has difficulty stating problems or issues and may be unable to suggest or choose appropriate strategies 	<ul style="list-style-type: none"> tries to state feelings and manage anger; often needs support to resolve conflicts, frequently overestimating the need for adult help can identify simple problems or issues and generate some strategies; tends to rely on the same strategies for all problems 	<ul style="list-style-type: none"> tries to manage anger, listen to others, and apply logical reasons to resolve conflicts; usually knows when to get adult help can explain simple problems or issues and generate and select simple, logical strategies 	<ul style="list-style-type: none"> considers others' views and uses some effective strategies for resolving minor conflicts; takes responsibility and shows good judgment about when to get adult help can explain an increasing variety of problems or issues and generate and evaluate strategies
VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS	<ul style="list-style-type: none"> sometimes disrespectful; appears unaware of others' rights 	<ul style="list-style-type: none"> usually respectful to others, but may need prompting to see how fairness applies to some situations 	<ul style="list-style-type: none"> treats others fairly and respectfully; often shows interest in correcting injustice 	<ul style="list-style-type: none"> fair and respectful; shows growing commitment to fair and just treatment for everyone
EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES	<ul style="list-style-type: none"> tends to be apathetic and may feel powerless to affect classroom, school, community, or world 	<ul style="list-style-type: none"> willing to participate in actions that others initiate to improve the classroom, school, community, or world, but may be unclear on the purpose or impact of these actions 	<ul style="list-style-type: none"> shows a growing sense of responsibility toward the classroom, school, community, and world; wants to make a difference, but needs help identifying opportunities for action 	<ul style="list-style-type: none"> shows a strong sense of responsibility in the classroom and an emerging sense of idealism—wants to make the world a better place; beginning to notice opportunities for action

B.C. Core Competencies and the CASEL SEL Framework

Core Competencies



Communication



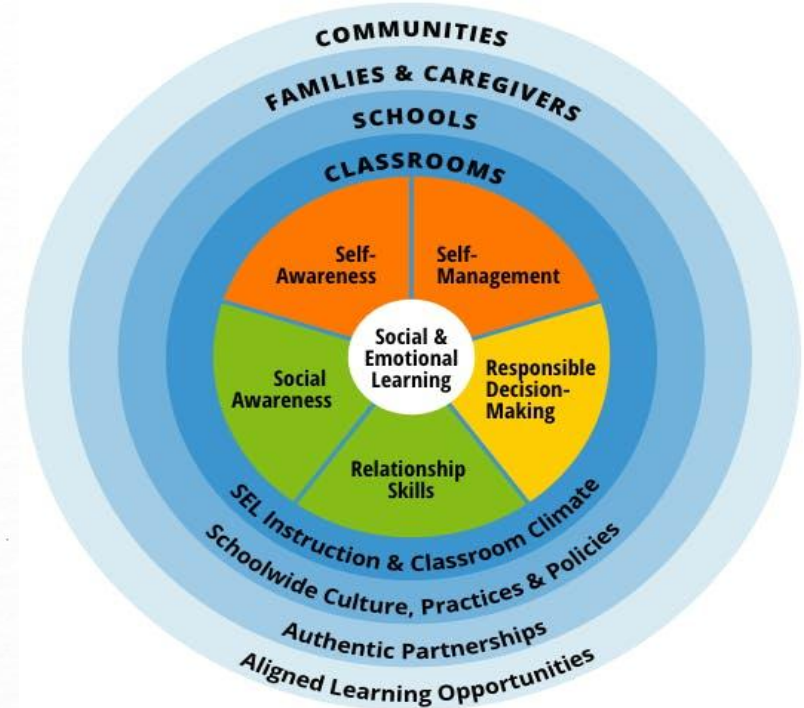
Thinking

- Creative Thinking
- Critical Thinking



Personal and Social

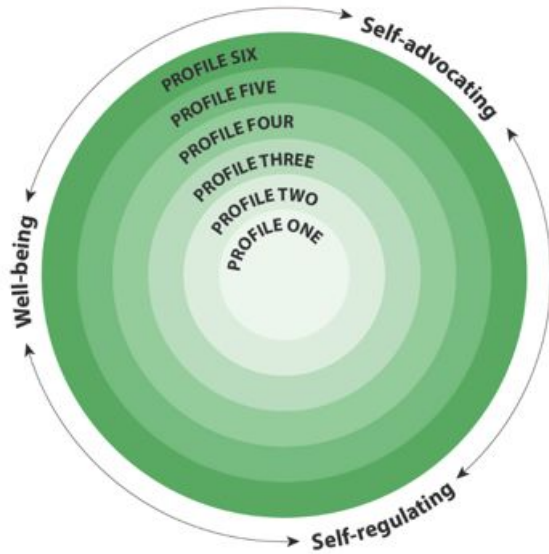
- Personal Awareness & Responsibility
- Positive Personal & Cultural Identity
- Social Awareness & Responsibility



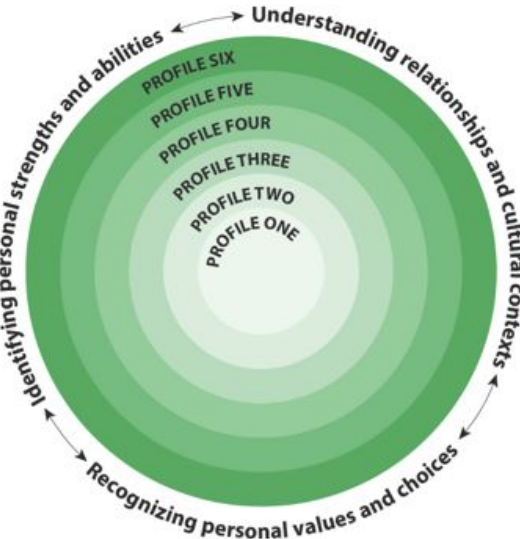
Connecting BC's Core Competencies to SEL Competencies



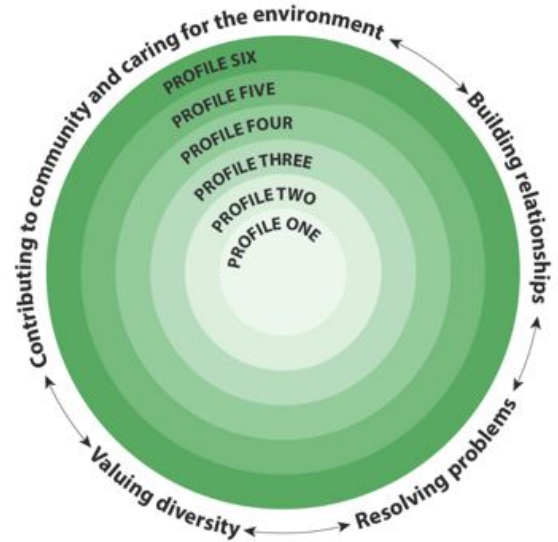
Personal and Social Competency



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).

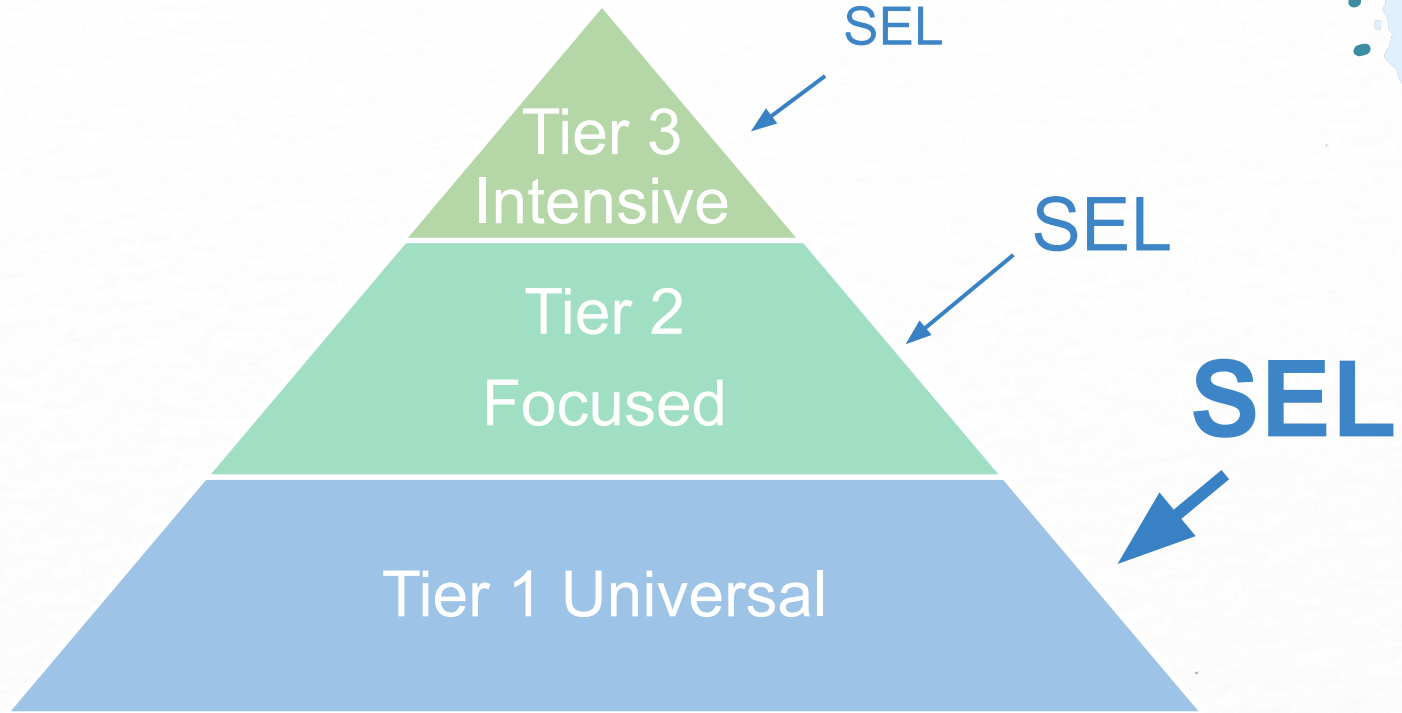
SEL and Mental Health

- 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)



SEL for Well-being

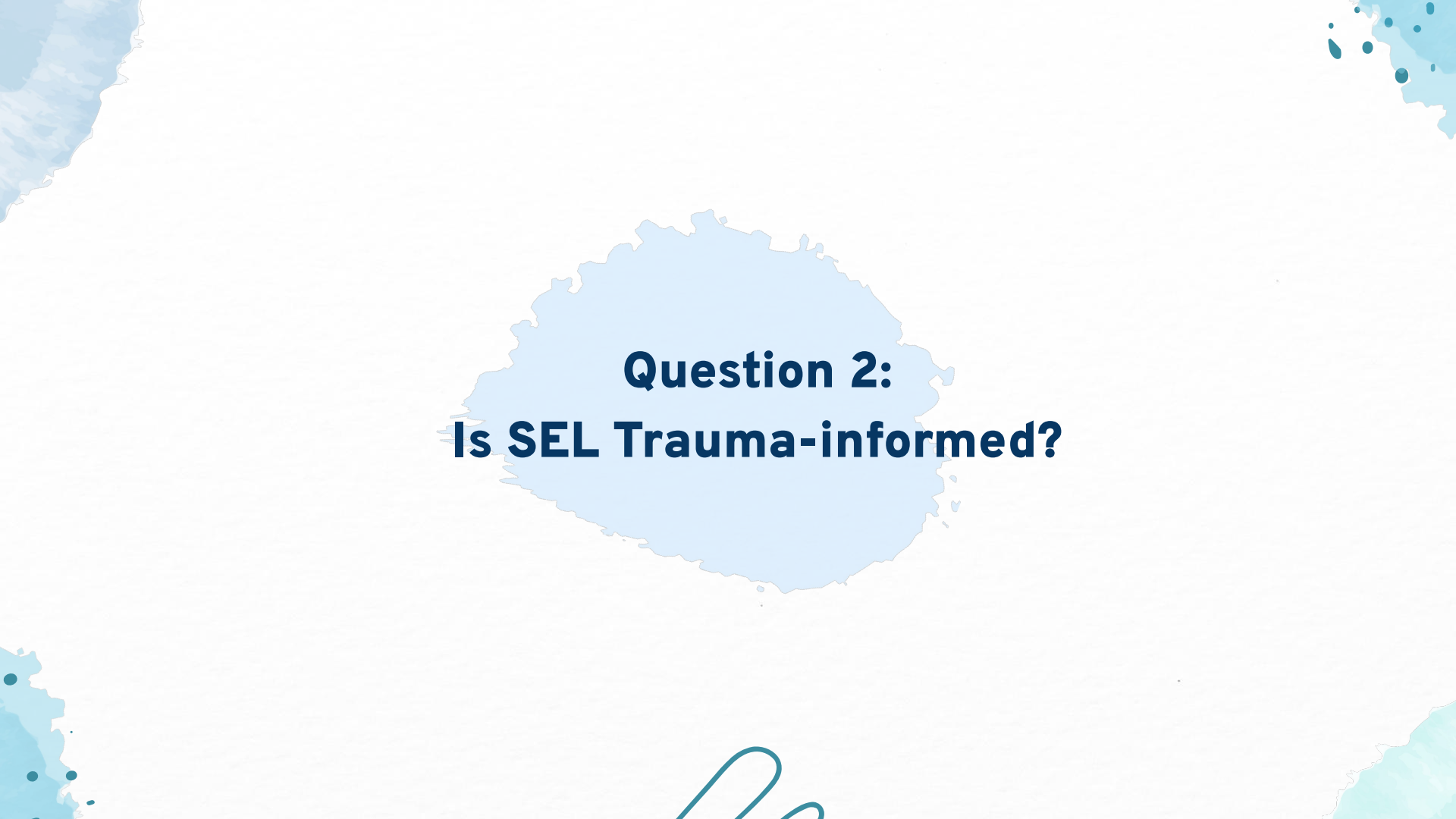
What does this look like in practice?

- 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**

Context:

Safe and Caring Learning Environments

- **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, Gravelly, & 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)

Resource: <https://www.cfchildren.org/blog/2018/06/sel-and-trauma-informed-practice/>

**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





The Science of SEL: Key Research Findings

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.



05

Next Steps

GROWING

Educating the Heart



SEL

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



Research-Practice Partnerships



Compassion-Based SEL Educational Approaches



Integration of Contemplative Approaches (mindfulness) into SEL Programs



Evaluations of SEL Programs at a System-level (whole school/jurisdiction)



Focus on Implementation and Adaptability of SEL programs across different contexts



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?



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>



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**SOCIAL AND
EMOTIONAL
LEARNING:**
RESEARCH, PRACTICE,
AND POLICY

An independent Journal sponsored
by the Collaborative for Academic,
Social, and Emotional Learning





“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

Kimberly A. Schonert-Reichl, Ph.D.
NoVo Foundation Endowed Chair in Social and Emotional Learning
University of Illinois at Chicago

Jenna Whitehead, Ph.D.
Research Associate, Human Early Learning Partnership
University of British Columbia

Rebecca Baelen, Ph.D.
Postdoctoral Research Associate
University of Illinois at Chicago

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

PS	Profile	SEL Connection
1.	I can be aware of others and my surroundings.	<ul style="list-style-type: none">• Social Awareness
2.	In familiar settings, I can interact with others and my surroundings respectfully.	<ul style="list-style-type: none">• Social Awareness• Relationship skills
3.	I can interact with others and the environment respectfully and thoughtfully.	<ul style="list-style-type: none">• Relationship skills• Responsible decision-making
4.	I can take purposeful action to support others and the environment.	<ul style="list-style-type: none">• Relationship skills• Responsible decision-making
5.	I can advocate and take action for my communities and the natural world. I expect to make a difference.	<ul style="list-style-type: none">• Self-management• Social Awareness• Responsible decision-making
6.	I can initiate positive, sustainable change for others and the environment.	<ul style="list-style-type: none">• Self-management• Social Awareness• Responsible decision-making

Please Join Us

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

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