

SOCIAL AND EMOTIONAL LEARNING: STRENGTHENING STUDENTS' AND EDUCATORS' RESILIENCE AND WELL-BEING



OVERVIEW

The time is now to focus on our students' and educators' mental health and well-being. This Brief provides the latest research and calls out examples of practice and policy in the field of Social and Emotional Learning (SEL), an approach to education that promotes skills that increase resilience, well-being, and academic success. Recommendations are provided to support educators, school and district leaders, school staff, and policy makers in efforts to embed SEL into school learning environments and communities.

WHAT'S IN THIS BRIEF

	PAGE
❖ What is Social and Emotional Learning?	2
❖ Indigenous Perspectives on Educating the Whole Child	3
❖ The Current State of Our Students & Teachers	4
❖ What Does the Research Say? Three Things to Know about SEL	6
❖ Systemic SEL	7
❖ Supporting Effective and Sustainable SEL Initiatives	11
❖ SEL in Policy, Research, and Practice - A Case Study of British Columbia	13
❖ Annotated Resource List	16
❖ References	18

Authors

Molly S. Lawlor, PhD
Rebecca N. Baelen, PhD
Kimberly A. Schonert-Reichl,
PhD

Citation

Lawlor, M. S., Baelen, R. N., & Schonert-Reichl, K. A. (2023). Social and emotional learning: Strengthening students' and educators' resilience and well-being, *University of British Columbia, Vancouver*.

What is Social and Emotional Learning (SEL)?

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.



The CASEL Framework

One of the most widely used SEL frameworks comes from the Collaborative for Academic, Social and Emotional Learning (CASEL). Five core SEL competencies are supported within a systems framework with concentric circles, which delineate the contexts wherein SEL can occur (i.e., classrooms, schools, families and caregivers, and communities). The centre of the framework highlights the five core interrelated competencies that support individuals’ success across multiple domains of life including academic, social, and career.

THE CASEL FIVE

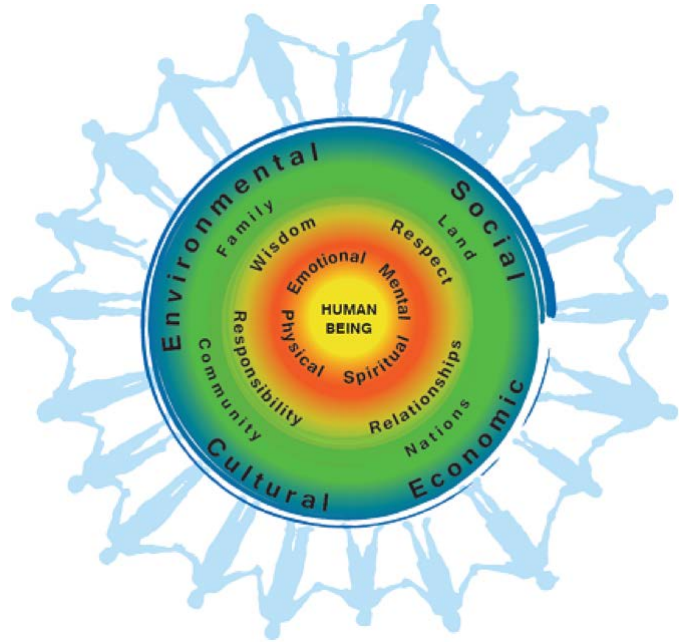
Here are the five competencies. To find out more please visit [The CASEL Framework](#).

<p>Self-awareness</p>	<p>To be able to: understand one’s own emotions, thoughts, and values and how they influence behaviour across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose.</p>
<p>Self-management</p>	<p>To be able to: manage one’s emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.</p>
<p>Social Awareness</p>	<p>To be able to: understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behaviour in different settings, and recognize family, school, and community resources and supports.</p>
<p>Relationship Skills</p>	<p>To be able to: establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.</p>
<p>Responsible Decision-making</p>	<p>To be able to: make caring and constructive choices about personal behaviour and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.</p>

Indigenous Perspectives on Educating the Whole Child

FIRST NATIONS PERSPECTIVE ON HEALTH AND WELLNESS.

Although SEL is a relatively new term, teaching social and emotional skills is not a new idea. Indeed, the education of the whole child has been observed in cultures around the world for generations. As one example, the First Nations perspective of health and wellness (First Nations Health Authority, 2012), has outlined a vision for holistic wellness, which emphasizes a balance of emotional, mental, spiritual and physical aspects of a person, in the context of values, context, and overarching determinants of health.



THE FIRST PEOPLES PRINCIPLES OF LEARNING.

Guided by First Nations perspectives and values delineated in the visual depiction for health and wellness, The First Peoples Principles of Learning, is an approach to education that emphasizes fostering the inner qualities of the child, as well as their relationships to their community and the land. In practice, these principles are a focus of the [British Columbia redesigned K - 12 curriculum](#) (2016).

To learn more visit [The First Nations Perspective of Health and Wellness](#) and the [First Peoples Principles of Learning](#).

The Principles include:

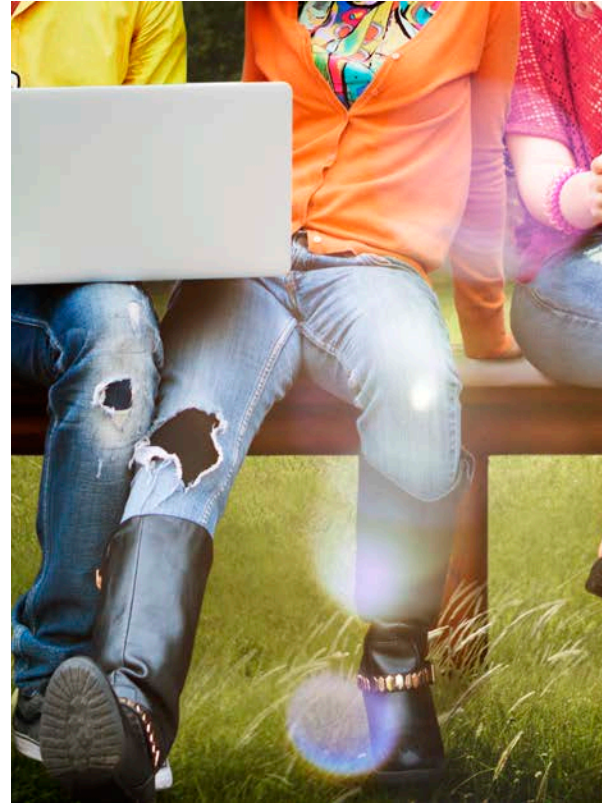
- ❖ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- ❖ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- ❖ Learning involves 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.

The Current State of Our Students & Teachers

Over the past decades, we have witnessed a rising mental health crisis amongst youth across North America, which is characterized by declining levels of well-being that have worsened in light of the Covid-19 Pandemic (Gadernann et al., 2022; Jones et al., 2022; Luthar et al., 2021).

Recent data suggest the well-being of both students and teachers is in crisis as we emerge from the pandemic. For instance, during and reflecting back on the pandemic:

- ❖ Nearly 1 in 5 Canadian adolescents aged 15 to 17 reported that their mental health was "fair" or "poor" (Canadian Health Survey of Canadian Youth, 2020).
- ❖ 24.8% of surveyed Canadian parents said the pandemic had taken a toll on their child's mental health (Gadernann, et al., 2021a).
- ❖ In a 2021 survey, school staff in British Columbia reported significantly higher anxiety symptoms than the general population and reported higher levels of psychological distress and poorer mental health compared to pre-pandemic measures (Hutchison et al., 2022).
- ❖ 40% of K-12 teachers in British Columbia reported that they were more likely to leave the profession than before the pandemic (Gadernann et al., 2021b)



Social isolation and lack of connection seem to have fueled the rise in mental health issues for students and teachers during the pandemic.

- ❖ The impact of school closures, cancellations of most extracurricular activities, prolonged physical isolation from peers, teachers, extended family, and community networks - all contributed to a rise in mental health problems in youth (Meherali et al., 2021).
- ❖ A Canadian study found that the stress children and adolescents experienced related to social isolation during the pandemic was associated with greater declines in mental health (e.g., depression, anxiety) and that these rates of deterioration were higher for those who had a pre-existing diagnosis (Tombeau-Cost, 2021).
- ❖ In a survey of teachers in British Columbia, the majority reported fewer opportunities to form and maintain emotional connections with students and almost all teachers reported fewer opportunities to connect with colleagues (Gadernann et al., 2021b).

The Time for SEL is NOW

Given the mounting evidence that the mental well-being of our students and teachers are declining, with challenges from the COVID-19 Pandemic associated with further child vulnerability, the **time is now** to take a science-backed approach to support our students and teachers. For over 30 years, evidence has accumulated in support of SEL as an approach to education that promotes skills that increase resilience, well-being, and academic success.

The Covid-19 Pandemic highlights the importance of and need for social connection and supportive relationships across contexts.

- ❖ Spending more time with family and focusing on schoolwork was associated with fewer mental health problems for children and adolescents during the pandemic (Ellis et al., 2020).
- ❖ The more supported teachers in British Columbia felt, the lower the likelihood that they reported an intention to leave the profession (Gadernann et al., 2021b).

Snapshot: Students' Well-being in British Columbia

The Human Early Learning Partnership (HELP) at the University of British Columbia has been collecting data on the well-being of children and adolescents for 20 years. Both the [Early Development Instrument \(EDI\)](#) and [The Middle Years Development Instrument \(MDI\)](#), used across Canada, provide data and shed light on how children and adolescents are doing in regards to overall health, social and emotional competence, and vulnerability.

Recent data collections took place over three school years, 2019-2022, which represent pre and post pandemic assessments.

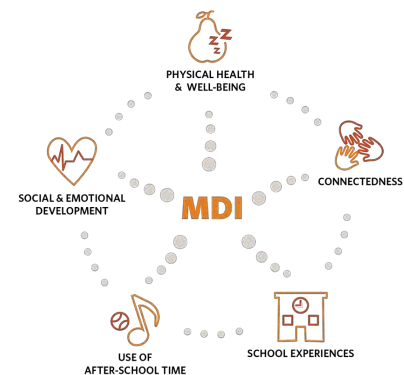
EDI 2022 KEY FINDINGS:

- ❖ 1 in 3 children are vulnerable* in British Columbia.
- ❖ The Emotional Maturity and Social Competence scales had the highest vulnerability rates of all five scales. This finding is of concern given that children who have vulnerabilities in social and emotional functioning are more likely to have mental health issues by their early teen years (Thomson et al., 2019).

MDI 2022 KEY FINDINGS:

- ❖ From 2019 - 2022 declines in students' overall well-being were indicated by a downward trajectory from year to year in the percentage of students who were thriving.
- ❖ Specifically looking at Grade 7 students, there was an observed decline from 2019 - 2022 on every dimension of the well-being index - optimism, self-esteem, happiness, absence of sadness, general health.

*Children are considered vulnerable on the EDI if, without additional support and care, they are more likely to experience future challenges in their school years and beyond.



What Does the Research Say? Three Things to Know about SEL

1. SOCIAL AND EMOTIONAL SKILLS ARE PREDICTIVE OF FUTURE SUCCESS:

- ❖ Social and emotional skills are predictive of higher academic achievement (Oberle et al., 2014).
- ❖ Childhood social and emotional skills predict important adult outcomes including educational attainment, stable employment, and lower criminality (Jones et al., 2015).

2. SOCIAL AND EMOTIONAL SKILLS ARE MALLEABLE:

- ❖ Research in the area of developmental cognitive neuroscience has illuminated that we can develop social and emotional skills across the lifespan (Diamond, 2012).
- ❖ Sensitive periods in brain development in childhood and adolescence are an opportune time for social and emotional learning (Immordino-Yang et al., 2019).
- ❖ Results from a landmark meta-analysis examining 213 studies involving more than 270,000 students indicated that students who participated in high quality SEL programming, compared to those who did not, showed the following benefits:
 - i. Improvements in attitudes about themselves, others, and school
 - ii. Improvements in classroom behaviour
 - iii. Increased ability to manage stress and depression
 - iv. Increased academic performance by 11 percentile points

3. SOCIAL AND EMOTIONAL LEARNING IS STICKY:

- ❖ A comparison of four meta-analyses examining the effects of universal school-based SEL programs indicated benefits for students on a range of behavioural, attitudinal, emotional, and academic outcomes and that these outcomes persisted through several follow up periods (Mahoney et al., 2018).
- ❖ An investigation of the long-term effects of multi-year SEL programming revealed that along with higher educational and economical achievement, those who received SEL intervention were significantly less likely to have mental health disorders (e.g. anxiety and depression) 12 and 15 years following the SEL intervention (Hawkins et al., 2008).
- ❖ Results from a recent review examining the long-term effectiveness of SEL interventions revealed a positive correlation between social and emotional skills assessed following an intervention and higher levels of well-being up to 18 years later (Taylor, et., al 2017).



Transformative SEL

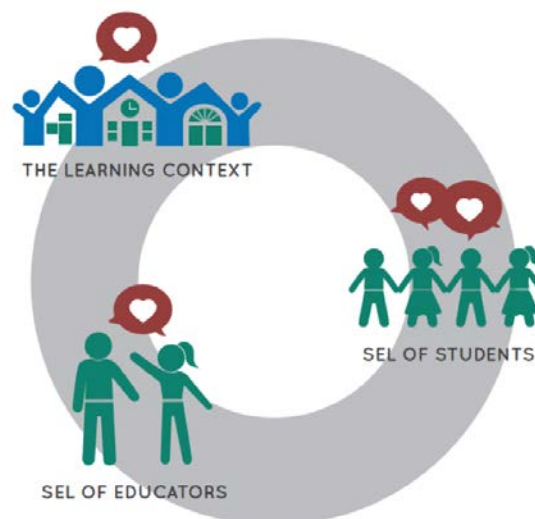
A recent advance in the field is Transformative SEL which emphasizes educational equity and excellence in order to support those students who may be facing educational, social, and economic inequities (Jagers et al., 2019). CASEL describes transformative SEL “as a form of SEL implementation where young people and adults build strong, respectful, and lasting relationships to engage in co-learning. It facilitates critical examination of individual and contextual factors that contribute to inequities and collaborative solutions that lead to personal, community, and societal well-being.” With transformative SEL, students and adults develop social and emotional skills that help them to engage in and build a caring and just community.

To learn more visit [Transformative SEL](#) on the CASEL website.

Systemic SEL

Growing evidence suggests that to amplify the benefits of SEL and ensure sustainability of efforts, a systemic approach is needed. Specifically, SEL needs to be promoted at every level of the school system, including school leadership, classroom teachers, families and community partners (Mahoney, et al., 2021). Systemic SEL invites all members of the school community to engage in the creation of equitable learning environments that support the development of SEL and academic skills for all students.

The approach requires coordinated efforts across research, practice, and policy to “enhance personal and professional capacities of adults to: implement and continuously improve evidence-based programs and practices (EBPs); create an inclusive culture that fosters caring relationships and youth voice, agency, and character; and support coordinated school-family-community partnerships to enhance student development.” (Mahoney et al., 2021, p. 1129). Schonert-Reichl (2017; 2023) describes three key components of effective systemic SEL implementation 1) SEL of students, 2) SEL of adults, and 3) Supportive learning contexts. The following section provides research and offers approaches to practice for each of these three components.



1. THE LEARNING CONTEXT

The Learning Context provides the foundation upon which SEL can be built. Building positive relationships amongst teachers, students, and peers is at the heart of a caring learning environment.

Classroom Context:

Relationships matter! Research has revealed that SEL programs and strategies will be most effective if conducted in classroom contexts in which children “feel safe, secure, connected, and cared for,” as these are the types of contexts that nurture social-emotional competencies (SECs) and academic growth (Schonert-Reichl, 2023, p. 99). Classrooms with warm teacher-child relationships help to facilitate deep learning among students (Longobardi et al., 2016; Roorda et al., 2011), and when children feel comfortable with their teachers and peers, they are more willing to grapple with challenging material and persist at difficult learning tasks—foundational aspects for cultivating student SECs. Conversely, if classroom contexts are stressful and not characterized by care and support, student learning and mental health are thwarted, sending students on a potentially downward trajectory (Domitrovich et al., 2017; Sauve & Schonert-Reichl, 2019).



School-wide context:

School-wide support for SEL and a supportive school culture for SEL have been shown to facilitate greater teacher well-being, job satisfaction, and self-efficacy (Brackett et al., 2012; Collie et al., 2012). A well-integrated school culture of SEL bolsters teacher commitment (Collie et al., 2011), both to the teaching profession and to the schools in which teachers work. Additionally, factors like a school’s readiness for change, commitment to and support of the school leadership for SEL, the school culture and climate, all can influence implementation of SEL programs and strategies, as well as the outcomes they generate (Durlak, 2016). Furthermore, a commitment to SEL professional development from all stakeholders in the school is necessary for program success (Brackett et al., 2009; Devaney et al., 2006).

2. SEL OF STUDENTS

SEL is more than just a program. Promoting student SEL involves a multi-faceted approach that includes, explicit and evidence-based SEL instruction, the infusion of SEL into academic subjects, and the creation of opportunities for student voice and agency (Schonert-Reichl, 2023).

SEL programs are important means for developing skills. High quality programs offer evidence-based sequenced skill building as outlined by CASEL and Durlak et al. (2011).

- ❖ **Sequenced:** program involves a connected and coordinated set of activities to teach the skills; modules and lessons build upon one another
- ❖ **Active:** program allows for active forms of learning to help students master new skills
- ❖ **Focused:** emphasis on development of personal and social skills
- ❖ **Explicit:** program explicitly targets specific social and emotional skills



SEL should involve systematic and intentional integration. SEL can and likely should be infused into the school curriculum and woven into daily routines and rhythms.

- ❖ Teachers can integrate SEL approaches into the curriculum. For instance, they could have students engage in a perspective-taking exercise with various characters in a novel to promote social awareness skills.
- ❖ SEL practices are also important - these are the instructional strategies and practices that promote SEL skills. These strategies and practices can be woven into daily classroom/school routines and rhythms. A good example is the SEL Kernels approach developed by Harvard University's Ecological Approaches to Social Emotional Learning (EASEL) Laboratory. Kernels are commonly used research-based activities or strategies drawn from leading SEL programs that foster social and emotional skills and competencies.

Integrating SEL beyond a program should be an ongoing and repetitive process.

- ❖ Effective SEL integration provides repeated opportunities to practice new skills and behaviours both within the structure of programs and with real-life situations or opportunities throughout the school day (Durlak et al., 2011; Weare & Nind, 2011).
- ❖ Efforts are also amplified when continued over several years with each year of content building upon the year prior (Kim et al., 2021; Guyn Cooper Research Associates, 2013).

3. SEL OF ADULTS

Successful SEL implementation requires adults who have strong social and emotional competencies (SECs) that enable them to model SEL skills, form positive teacher-student relationships, and respond to students with empathy and caring. Indeed, “teachers are the engine that drives SEL programs and practices in schools and classrooms” (Schonert-Reichl, 2017, p. 138).

Teacher SECs and well-being, as well as their beliefs and orientation toward SEL matter:

- ❖ **Teachers’ SECs:** Teacher SECs influence the learning context and the extent to which SEL is infused into classrooms and schools (Jones et al., 2013; Schonert-Reichl, 2023). When teachers embody the SECs they are seeking to support in their students, students recognize this and likely benefit (Colaianne et al., 2020; Jennings et al., 2017).
- ❖ **Teachers’ well-being:** Teacher stress and burnout thwart the development of positive teacher-student relationships, effective classroom management, and student well-being (Jennings & Greenberg, 2009; Oberle & Schonert-Reichl, 2016; Roeser et al., 2013; Schonert-Reichl, 2017). Additionally, teachers who report greater well-being also report greater use of social-emotional learning practices (Hamilton & Doss, 2021).
- ❖ **Teachers’ beliefs and orientations toward SEL:** Teachers’ motivation, self-efficacy, and commitment to an SEL program matter for effective implementation and, subsequently, student outcomes (Durlak, 2016). In a study of teachers’ implementation of the RULER program, teachers who were more comfortable with SEL reported greater program buy-in, greater confidence for teaching the program, more enjoyment of the program, and greater perceptions of the program’s effectiveness than teachers who were less comfortable with SEL (Brackett et al., 2012).

A Focus on SEL in Teacher Preparation

Efforts are underway to cultivate early career teachers’ well-being and strong social and emotional competencies (SECs)—capacities and assets necessary for supporting students’ SECs and well-being:

- ❖ Hymel et al., (2018) conducted a scan of teacher education programs in B.C., to discern the extent to which programs shared content and processes designed to support the development of the five competencies delineated by CASEL. The scan revealed that most teacher education programs in B.C. did include an explicit focus on SEL.
- ❖ For instance, five programs outlined specific goals or learning objectives focused on the promotion of social-emotional competencies in students and teachers.
- ❖ All nine programs reviewed included some type of course or courses that offered information and strategies intended to promote SEL in teachers and/or students.
- ❖ Each teacher education program sought to incorporate the focus on teacher and student SEL in a different way.

Supporting Effective and Sustainable SEL Initiatives

Several factors can contribute to the success and sustainability of SEL initiatives which include: 1) Leadership and teachers' training, buy-in, and modelling, 2) Community partnerships, and 3) Student voice.

School leadership, along with effective teacher training, buy-in, and modelling matter for long-term success and sustainability.

- ❖ Effective leadership and effective teacher training are important for sustaining a school's commitment to and motivation for an SEL program or initiative over time (Elias, 2010).
- ❖ Leaders' SECs and well-being promote effective leadership, relationship building, effective family and community partnerships, and successful SEL implementation (Greenberg et al., 2019).
- ❖ A few teachers serving as positive role models for others may play an influential role in the success of SEL integration and its longevity, in that these teachers can inspire others and help to embed SEL into the fabric of the school (e.g., daily routines and practices).
- ❖ Buy-in from teachers and school staff helps with SEL implementation and integration (Durlak, 2016). To foster buy-in, teachers and school staff should be aware of and understand the aims of the SEL initiatives. They should feel empowered and able to voice concerns and/or provide feedback and insights on SEL initiatives.

Involve key stakeholders and build strategic partnerships.

- ❖ SEL must not be relegated solely to schools. Parents, caregivers and community partners play a significant role in teaching social emotional competencies. Real change related to SEL implementation and sustainability comes through continued dialogue and partnerships with relevant stakeholders (e.g., teachers, leaders, policymakers, parents, community members).
- ❖ [SEL:BC](#) is a great example of a collaborative network and strategic partnership between school leaders, directors of community organizations, and university researchers that has worked for more than a decade to support the development of SEL in schools in British Columbia through advocacy work, raising awareness about SEL, as well as leadership and capacity building efforts across British Columbia.
- ❖ SEL efforts are strengthened through the continued conduct of research to assess the effectiveness of various SEL initiatives—research that is more impactful when guided by partnerships with local schools and educators and when focused on examining the extent to which initiatives lead to equitable outcomes and the degree to which initiatives are inclusive in nature.



Student Voice

- ❖ Schools and their partners can collect information from students about their engagement, motivation, and experience with SEL initiatives. Gathering data on student experiences and promoting student voice can elucidate what works for whom and under which conditions.
- ❖ Collecting data on students' experiences can serve as a helpful starting point to adapt resources to better meet their contextual and developmental needs, as well as foster greater student buy-in and promote engagement.

Please refer to the Resource Section to find a variety of information to support systemic SEL.

The Importance of Taking a Trauma-informed Approach to SEL

The impacts of trauma in relation to students' SECs. It is well understood that children's exposure to trauma has multiple impacts on their social, emotional, and academic development (Perfect et al., 2016). Specifically, exposure to trauma can negatively affect social emotional skills including children's ability to: pay attention, self-regulate, be self-aware and have social awareness of others, form healthy relationships, and make decisions (Osher et al., 2021).

Integrating SEL with a trauma-informed approach can offer a comprehensive pathway to promote students' social and emotional well-being and resiliency. Integrating SEL with a trauma-informed approach is synergistic in that both can work to offer students safe, caring, environments that mitigate the impacts of trauma. In their recent [issue brief](#) on the topic, Osher and colleagues (2021) describe Trauma Sensitive Classrooms (TSS) as a "schoolwide strategy for addressing trauma in which all aspects of the education environment (e.g., teacher preparation, family engagement, procedures and policies) are grounded in an understanding of trauma and its effects and are designed to promote resilience for all" (p. 4). The authors further articulate how TSS can be integrated with SEL as a means to support student well-being and success by way of six strategies: 1) develop a shared understanding and integrated vision, 2) build readiness, 3) shift mindsets, 4) initiate joint implementation, 5) start with adult SEL and well-being, and 6) foster robust equity.

A focus on adult SEL is critical to creating trauma-sensitive classrooms. A Trauma-informed approach requires teachers to have strong SECs that enable them to provide students with caring environments where students feel safe, to model skills necessary to build resilience, and to support students in forming healthy relationships (Jennings, 2019). Teachers who have higher levels of SECs are better at recognizing emotions in others and regulating their own emotions. This is especially important when teachers are responding to children who have experienced trauma. Having an awareness of the impacts of trauma helps teachers see student behaviour as a consequence of trauma, rather than misbehaviour that may appear defiant or oppositional (B.C. Ministry of Children and Family Development, 2017). Approaching SEL with an awareness of the impacts of trauma can help teachers to respond with greater compassion and understanding for the students they teach.

SEL: A Growing Movement

SEL is growing around the world with examples of SEL programming found on every continent (with the exception of Antarctica), and several countries prioritizing SEL in educational policy. In Canada, British Columbia has long been a beacon for SEL with efforts to bring together research, policy, and practice. The following outlines B.C. as an example of how SEL has become part of education policy and practice.

SEL is Growing Around the World



SEL Policy, Research, & Practice: A Case Study of British Columbia

Four key pieces of policy helped to embed SEL in education in the province: 1) B.C. Social Responsibility Performance Standards, 2) The Early Learning Framework, 3) B.C. redesigned Curriculum, and 4) the Mental Health in Schools Strategy. Taken together, these efforts have helped to support the conditions required for sustainable SEL implementation across learning contexts in the province.

B.C. SOCIAL RESPONSIBILITY PERFORMANCE STANDARDS

Efforts to situate SEL within education policy gained momentum with the release of the B.C. Social Responsibility Performance Standards in 2001. The standards included four categories: 1) Contributing to the classroom and school community, 2) Solving problems in peaceful ways, 3) Valuing diversity and defending human rights, and, 4) Exercising democratic rights and responsibility. These standards were presented as voluntary assessments that quickly gained popularity with district leaders for use in annual strategic planning. To learn more, visit [B.C. Social Responsibility Standards](#).

THE EARLY LEARNING FRAMEWORK

The Early Learning Framework (2019) was designed for those working in early years settings to address mental health promotion via SEL. The framework takes a strengths-based approach with a focus on children's potential. The framework was developed by way of a collaborative process that included the voices of early childhood educators, primary teachers, academics, Indigenous organizations, Elders, government, and other professionals. The framework includes a focus on reconciliation, inclusion, and connects to the B.C. Curriculum and core competencies (B.C. Ministry of Education, 2019). To learn more visit [The Early Learning Framework](#).

THE B.C. REVISED CURRICULUM

In the Fall of 2015, the Ministry of Education and Child Care began a three-year transition to a new, redesigned curriculum, created to meet the needs of 21st century learners. To foster deeper and more transferable learning, the new curriculum features a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. There are [three cross-curricular Core Competencies](#): 1) Thinking, 2) Communication, and 3) Personal and Social. The interrelated core competencies align with social and emotional skills and serve to embed SEL within the curriculum. To learn more visit the [B.C. Curriculum](#).



B.C.'S CORE COMPETENCIES AND THE CASEL 5

All three of the B.C. [Core Competencies](#) support the development of SECs and allow for the opportunity to embed SEL and a focus on mental well-being across the curriculum for all students from K-12. The Core Competencies infuse the skills identified in the CASEL 5. As an example, an illustration of the connections between the CASEL 5 SEL competencies and the Personal and Social Core competency (sub-competences) is offered on the right



MENTAL HEALTH IN SCHOOLS STRATEGY (MHIS)

The [Mental Health in Schools Strategy](#) put forward a vision for systemic approach to “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” (MHIS, 2020, p. 4). The strategy focused on three elements 1) Compassionate Systems Leadership, 2) Capacity Building, and 3) Mental Health in the Classroom:

1. COMPASSIONATE SYSTEMS LEADERSHIP

In order to best support students’ social and emotional well-being and resiliency, adults must have the tools to support their own well-being. [Compassionate Systems Leadership](#) is an approach designed to inspire transformation and instructional best practices that lead to student success by strengthening adults’ capacities for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Capacity Building Areas of Focus

- ❖ **SOCIAL EMOTIONAL LEARNING** is a set of specific skills that help individuals set goals, manage behaviour, build relationships, and process and remember information.
- ❖ **MENTAL HEALTH LITERACY** is the knowledge and understanding of how to develop and maintain mental well-being; identify risk factors and signs of mental health challenges; access help when needed; and reduce stigma around the topic of mental health.
- ❖ **TRAUMA-INFORMED PRACTICE** promotes inclusive and compassionate learning environments; understanding coping strategies; supporting independence; and addressing students’ need to minimize additional stress or trauma.

2. CAPACITY BUILDING

Along with highlighting the need for cross-governmental and community resources to support the varied mental health needs of students, MHIS emphasizes primary prevention efforts as a means to support all students across grades across three areas of focus: 1) Social and Emotional Learning, 2) Mental Health Literacy, and 3) Trauma-informed practice.

3. MENTAL HEALTH IN THE CLASSROOM

The MHIS identified three key areas to embed mental health promotion in the classroom:

- ❖ **The Core Competencies:** The three competencies, Communication, Thinking, and Personal and Social, provide the opportunity to embed mental health promotion throughout the K-12 curriculum.
- ❖ **Indigenous Knowledge and Perspectives:** “The redesigned K-12 curriculum embeds Indigenous knowledge and worldviews in every area of learning for all students. This includes incorporating the First Peoples Principles of Learning into the classroom environments where all learners feel represented, as well as culturally and emotionally safe” (p. 10).
- ❖ **Physical Health and Education (PHE):** The PHE curriculum focuses on well-being and the connections amongst physical, intellectual, mental and social health.

Supporting School Communities in Response to the COVID-19 Pandemic

In recognition of the challenges facing school communities due to the COVID-19 pandemic, the Ministry of Education, in partnership with the BC Centre for Disease Control (BCCDC), created a working Group consisting of members from education, mental and public health, and government partners. The working group examined the mental health impacts of the pandemic, and identified strategies, actions, and resources to support school start-up in 2021-2022. This work resulted in the [Key Principles and Strategies for K-12 Mental Health Promotion in Schools](#) document that offers a curated selection of resources that are beneficial for mental health promotion as

Resource List: Going Deeper

SYSTEMIC SEL

- ❖ **CASEL School Guide:** CASEL has developed a set of guidelines, as well as school and school district resources for implementing SEL at the system level. For example, CASEL offers “10 Indicators of Schoolwide SEL.” The Guide includes full descriptions of these indicators, a complimentary rubric for assessing them, and many other resources to support SEL schoolwide integration.
- ❖ **School Mental Health Ontario:** Research-based information and resources for educators, students, and families.
- ❖ **Well-being BC:** Resources for schools that focus on SEL, Trauma-informed practice, and Mental Health Literacy. Resources include expert videos, video viewing guides, and an assessment tool kit.
- ❖ **SEL-BC:** SEL BC (Social Emotional Learning British Columbia) is a network of educators, researchers, and community organizations committed to the promotion of social-emotional learning, social responsibility, and collaborative learning within school and community settings. SEL-BC shares [examples of systemic SEL approaches](#) in school districts.
- ❖ **Trauma-informed practice: Compassionate Learning Communities Framework:** This resource includes four workshop packages, designed to support schools and districts to incorporate trauma-informed practice and compassionate learning communities.

PROGRAMS AND PRACTICES

- ❖ **CASEL Program Guide:** The Guide summarizes key information about SEL programs and is designed with researchers, practitioners and policymakers in mind.
- ❖ **SEL KERNELS:** Developed by Harvard University’s Ecological Approaches to Social Emotional Learning (EASEL) Laboratory, Kernels are commonly used research-based activities or strategies drawn from leading SEL programs that foster social and emotional skills and competencies.
- ❖ **ERASE:** Expect respect & a safe education is a resource from the B.C. Ministry of Education and Childcare that provides information and resources focused on building safe and caring school communities.

- ❖ [UBC SEL Resource Finder](#): Provides a variety of resources to help you learn about SEL, apply teaching methods and assess efforts.
- ❖ [Kelty Mental Health Resource Finder](#): Resources for teaching and learning about mental health and well-being in school communities. Resources include lesson plans, information on teaching students about mental health literacy, and resources to foster teacher and staff well-being.
- ❖ [Heart-Mind Online for Educators](#): Developed by the [Dalai Lama Center for Peace and Education](#), Heart-Mind Online offers a curated library of research-based practices designed to support social and emotional development.
- ❖ [EASE](#): Developed by the B.C. Ministry of Children and Family Development in collaboration with educators and experts, EASE is an online course for educators and a collection of evidence-informed, curriculum-aligned classroom resources for teaching K-12 students effective anxiety management skills.
- ❖ [Mental Health Literacy](#): Provides many free resources including mental health literacy information, research, and education resources in a variety of mediums that include videos, animations, brochures, e-books, face-to-face training programs, and online training programs.

RESOURCES FOR TEACHERS' WELL-BEING

- ❖ [Well at Work](#) developed by the EdCan Network, Well at Work provides resources that support education leaders to develop and implement system-wide strategies to improve K-12 workplace well-being.
- ❖ [K-12 Staff Wellbeing BC Network](#) provides a place to share information and work on staff well-being in BC schools & districts.
- ❖ [BC Children's Health Promotion Team and Kelty Mental Health Resource Centre](#) Provides information and resources about mental health in the school community.
- ❖ [Create for Education](#): Creating Resilience for Educators, Administrators and Teachers (CREATE) focuses on providing resources that nurture healthy, caring school communities that support social and emotional learning and teacher and principal wellness.

RESOURCES FOR PARENTS, CAREGIVERS, AND COMMUNITY MEMBERS

- ❖ [Edutopia - A Parents Guide to SEL](#): A curated list of resources for families all about SEL.
- ❖ [MindUP for Families](#): MindUP is an evidence-based SEL program that provides many free resources for families to help promote well-being at home.
- ❖ [Heart-Mind Online for Families](#): Developed by the [Dalai Lama Center for Peace and Education](#), Heart-Mind Online offers a curated library of research-based practices designed to support SEL.
- ❖ [Parenting Minutes](#): Short videos focused on early childhood learning and raising children.
- ❖ [The Time is Now for SEL](#): A Guest Column: The Time is Now – A Focus on Social and Emotional Learning for the Human Early Learning Partnership at UBC by Dr. Denise Buote.

References

- Berkel, C., Mauricio, A. M., Schoenfelder, E., & Sandler, I. N. (2011). Putting the pieces together: An integrated model of program implementation. *Prevention Science*, 12(1), 23-33. <https://doi.org/10.1007/s11121-010-0186-1>
- Brackett, M. A., Patti, J., Stern, R., Rivers, S. E., Elbertson, N. A., Chisholm, C., & Salovey, P. (2009). A sustainable, skill-based approach to building emotionally literate schools. In M. Hughes, H. L. Thompson, & J. B. Terrell (Eds.), *Handbook for developing emotional and social intelligence: Best practices, case studies, and strategies* (pp. 329-358). Pfeiffer/John Wiley.
- Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2012). Assessing teachers' beliefs about social and emotional learning. *Journal of Psychoeducational Assessment*, 30(3), 219-236.
- British Columbia Ministry of Children and Family Development (2017). *Healing Families, Helping Systems: A Trauma-Informed Practice Guide for Working with Children, Youth and Families*. https://www2.gov.bc.ca/assets/gov/health/child-teen-mental-health/trauma-informed_practice_guide.pdf
- British Columbia Ministry of Education and Child Care. (2020). *Mental Health in Schools Strategy (MHIS)*. <https://www2.gov.bc.ca/assets/gov/erase/documents/mental-health-wellness/mhis-strategy.pdf>
- British Columbia Ministry of Education and Child Care. (2018). *B.C.'s new curriculum: Core competencies*. <https://curriculum.gov.bc.ca/competencies>
- British Columbia Ministry of Education and Child Care. (2019). *Early Learning Framework*. https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/early_learning_framework.pdf
- British Columbia Ministry of Education and Child Care. (2001) *Social responsibility: A framework*. <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/performance-standards/social-responsibility/sintro.pdf>
- Castro, F. G., & Yasui, M. (2017). Advances in EBI development for diverse populations: Towards a science of intervention adaptation. *Prevention Science*, 18(6), 623-629.
- Colaianne, B. A., Galla, B. M., & Roeser, R. W. (2020). Perceptions of mindful teaching are associated with longitudinal change in adolescents' mindfulness and compassion. *International Journal of Behavioral Development*, 44(1), 41-50. <https://doi.org/10.1177/0165025419870864>
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2011). Predicting teacher commitment: The impact of school climate and social-emotional learning. *Psychology in the Schools*, 48(10), 1034-1048.
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and efficacy. *Journal of Educational Psychology*, 104, 1189-1204. <https://doi.org/10.1037/a0029356>
- Devaney, E., O'Brien, M. U., Resnik, H., Keister, S., & Weissberg, R. P. (2006). *Sustainable schoolwide social and emotional learning: Implementation guide and toolkit*. Collaborative for Academic, Social, and Emotional Learning.
- Diamond, A. (2012). Activities and programs that improve children's executive functions. *Current Directions in Psychological Science*, 21(5), 335-341.

- Diliberti, M. K., Schwartz, H. L., & Grant, D. (April, 2021). *Stress topped the reasons why public school teachers quit, even before COVID-19* (No. RR-A1121-2). RAND Corporation. https://www.rand.org/pubs/research_reports/RRA1121-2.html
- Domitrovich, C. E., Durlak, J., Staley, K. C., Weissberg, R. P., (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk and school children. *Child Development*, 88(2), 408-416.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B., (2011). Enhancing students' social and emotional development promotes success in school: Results of a meta-analysis. *Child Development*. 82, 405-432.
- Durlak, J. A. (2016) Programme implementation in social and emotional learning: Basic issues and research findings. *Cambridge Journal of Education*, 46(3), 333-345. <https://doi.org/10.1080/0305764X.2016.1142504>
- Elias, M. (2010). Sustainability of social-emotional learning and related programs: Lessons from a field study. *International Journal of Emotional Education*, 2, 17-33.
- Ellis, W. E., Dumas, T. M., & Forbes, L. M. (2020). Physically isolated but socially connected: Psychological adjustment and stress among adolescents during the initial COVID-19 crisis. *Canadian Journal of Behavioural Science*, 52(3), 177-187. <http://dx.doi.org/10.1037/cbs0000215>
- First Nations Health Authority (2012). *The First Nations Perspective on Health and Wellness*
- Gadermann, A., Thomson, K., Gill, R., Schonert-Reichl, K.A., Gagne Petteni, M., Guhn, M., Warren, M., Oberle, E. (2022). Early adolescents' experiences during the COVID-19 Pandemic and changes in their well-being. *Frontiers in Public Health* 10, 823303. <https://doi.org/10.3389/fpubh.2022.823303>
- Gadermann, A.M, Thomson, K. C., Richardson, C. G., Gagné, M., McAuliffe, C., Hirani, S., & Jenkins, E. (2021a). Examining the impacts of the COVID-19 pandemic on family mental health in Canada: Findings from a national cross-sectional study. *BMJ open*, 11(1), e042871. <https://doi.org/10.1136/bmjopen-2020-042871>
- Gadermann, A.M., Warren, M.T., Gagné, M., Thomson, K.C., Schonert-Reichl, K.A., Guhn, M., Molyneux, T.M., & Oberle, E. (2021b). *The impact of the COVID-19 pandemic on teacher well-being in British Columbia*. Human Early Learning Partnership. <http://earlylearning.ubc.ca/>
- Greenberg, M.T., Mahfouz, J., Davis, M., & Turksma, C. (2019). Social emotional learning for principals: Strengthening leadership and wellbeing. *Education Canada*, 59(4), 18 - 21. https://www.edcan.ca/articles/sel-for-principals/?utm_source=hootsuite&utm_medium=&utm_term=&utm_content=&utm_campaign=
- Guyn Cooper Research Associates (August, 2013). *Issue brief: Social and emotional learning in Canada*. <http://www.carthyfoundation.org/Social%20and%20Emotional%20Learning%20Issue%20Brief.pdf>
- Hamilton, L. S., & Doss, C. J. (April, 2021). *Supports for social and emotional learning in American schools and classrooms: Findings from the American Teacher Panel* (No. RR-A397-1). RAND Corporation. https://www.rand.org/pubs/research_reports/RRA397-1.html

- Hawkins, J. D., Kosterman, R., Catalano, R. F., Hill, K. G., & Abbott, R. D. (2008). Effects of social development intervention in childhood 15 years later. *Archives of Pediatrics & Adolescent Medicine*, 162(12), 1133-1141. <https://doi.org/10.1001/archpedi.162.12.1133>
- Hutchison, S. M., Watts, A., Gadermann, A., Oberle, E., Oberlander, T. F., Lavoie, P. M., & Mâsse, L. C. (2022). School staff and teachers during the second year of COVID-19: Higher anxiety symptoms, higher psychological distress, and poorer mental health compared to the general population. *Journal of Affective Disorders Reports*, 8, 100335. <https://doi.org/10.1016/j.jadr.2022.100335>
- Hymel, S., Low, A., Starosta, L., Gill, R., & Schonert-Reichl, K. (2018). Promoting mental well-being through social-emotional learning in schools: Examples from British Columbia. *Canadian Journal of Community Mental Health*, 36(Special Issue), 97-107.
- Immordino-Yang, M. H., Darling-Hammond, L., & Krone, C. R. (2019). Nurturing nature: How brain development is inherently social and emotional, and what this means for education. *Educational Psychologist*, 54(3), 185-204. <https://doi.org/10.1080/00461520.2019.1633924>
- Jagers, R. J., Rivas-Drake, D., & Williams, B. (2019). Transformative social and emotional learning (SEL): Toward SEL in service of educational equity and excellence. *Educational Psychologist*, 54(3), 162-184. <https://doi.org/10.1080/00461520.2019.1623032>
- Jennings, P. A. (2019). Teaching in a trauma-sensitive classroom: What educators can do to support students. *American Educator*, 43(2) 12-17. <https://files.eric.ed.gov/fulltext/EJ1218755.pdf>
- Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., Rasheed, D., DeWeese, A., DeMauro, A. A., Cham, H., & Greenberg, M. T. (2017). Impacts of the CARE for Teachers Program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*, 109(7), 1010-1028. <https://doi.org/10.1037/edu0000187>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>
- Jones, S. M., Bouffard, S. M., Weissbourd, R. (2013). Educators' social and emotional skills vital to learning. *Phi Delta Kappan* 94(8), 62-65.
- Jones S. E., Ethier K. A., Hertz M., DeGue S., Le VD., Thornton J., Lim C., Dittus P. J., Geda S. (2022) Mental health, suicidality, and connectedness among high school students during the COVID-19 pandemic - Adolescent Behaviors and Experiences Survey, United States, January-June 2021. *MMWR Supplement*, 71(3), 16-21. <https://doi.org/10.15585/mmwr.su7103a3>
- Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105(11), 2283-2290. <https://doi.org/10.2105/AJPH.2015.302630>
- Kim, S., Crooks, C. V., Bax, K., & Shokoohi, M. (2021). Impact of trauma-informed training and mindfulness-based social-emotional learning program on teacher attitudes and burnout: A mixed-methods study. *School Mental Health*, 13(1), 55-68. <https://doi.org/10.1007/s12310-020-09406-6>

- Korzinski, D. (2020, May 11). Kids & COVID-19: Canadian children are done with school from home, fear falling behind, and miss their friends. AngusReid Institute. <http://angusreid.org/covid19-kids-opening-schools/>
- Longobardi, C., Prino, L. E., Marengo, D., & Settanni, M. (2016). Student-teacher relationships as a protective factor for school adjustment during the transition from middle to high school. *Frontiers in Psychology*, 7, 1988. <https://doi.org/10.3389/fpsyg.2016.01988>
- Luthar, S. S., Ebbert, A. M., & Kumar, N. L. (2021). Risk and resilience during COVID-19: A new study in the Zigler paradigm of developmental science. *Development and Psychopathology*, 33(2), 565-580. <https://doi.org/10.1017/S0954579420001388>
- Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., Schlinger, M., Schlund, J., Shriver, T. P., VanAusdal, K., & Yoder, N. (2021). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. *American Psychologist*, 76(7), 1128-1142. <https://doi.org/10.1037/amp0000701>
- Mahoney, J. L., Durlak, J. A., & Weissberg, R. P. (2018). An update on social and emotional learning outcome research. *Phi Delta Kappan*, 100(4), 18-23. <https://doi.org/10.1177/0031721718815668>
- Meherali, S., Punjani, N., Louie-Poon, S., Abdul Rahim, K., Das, J. K., Salam, R. A., & Lassi, Z. S. (2021). Mental health of children and adolescents amidst COVID-19 and past pandemics: A rapid systematic review. *International Journal of Environmental Research and Public Health*, 18(7), 3432. <https://doi.org/10.3390/ijerph18073432>
- 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*, 159, 30-37. <https://doi.org/10.1016/j.socscimed.2016.04.031>
- Oberle, E., Schonert-Reichl, K. A., Hertzman, C., & Zumbo, B. (2014). Social-emotional competencies make the grade: Predicting academic success in early adolescence. *Journal of Applied Developmental Psychology*, 35, 138-147.
- Osher, D., Guarino, K., Jones, W., & Schanfield, M. (2021). *Trauma sensitive schools and social and emotional learning: An integration*. University Park, PA: Edna Bennett Pierce Prevention Research Center, The Pennsylvania State University.
- Perfect, M. M., Turley, M. R., Carlson, J. S., Yohanna, J., & Saint Gilles, M. P. (2016). School-related outcomes of traumatic event exposure and traumatic stress symptoms in students: A systematic review of research from 1990 to 2015. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 8(1), 7-43. <https://doi.org/10.1007/s12310-016-9175-2>
- Roeser, R. W., Schonert-Reichl, K. A., Jha, A., Cullen, M., Wallace, L., Wilensky, R., Oberle, E., Thomson, K., Taylor, C., & Harrison, J. (2013). Mindfulness training and reductions in teacher stress and burnout: Results from two randomized, waitlist-control field trials. *Journal of Educational Psychology*, 105(3), 787-804. <https://doi.org/10.1037/a0032093>
- Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81, 493-529. <https://doi.org/10.3102/0034654311421793>
- Sauve, J. A., Schonert-Reichl, K. A., (2019). Creating caring classroom and school communities: lessons learned from social and emotional learning programs and practices. In: Fredricks, J., Reschly, A.L., Christenson, S.L. (Eds.), *The Handbook of Student Interventions: Working with Disengaged Youth*. Elsevier.

- Schonert-Reichl, K.A. (2023). Social and emotional learning. In: Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education*, Vol. 6. Elsevier. <https://dx.doi.org/10.1016/B978-0-12-818630-5.14010-2>.
- Schonert-Reichl, K.A., (2017). Social and emotional learning and teachers. *Future of Children*. 27, 137-155. <https://www.jstor.org/stable/44219025>
- Sklad, M., Diekstra, R., De Ritter, M., Ben, J., 2012. Effectiveness of school-based universal social, emotional, and behavioural programs: Do they enhance students' development in the area of skill, behaviour, and adjustment? *Psychology in the Schools*, (49), 892-909. <https://doi.org/10.1002/pits.21641>
- Steiner, E. D., & Woo, A. (2021) *Job-related stress threatens the teacher supply: Key findings from the 2021 State of the U.S. Teacher Survey*. RAND Corporation. https://www.rand.org/pubs/research_reports/RRA1108-1.html.
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156-1171. <https://doi.org/10.1111/cdev.12864>
- The First Nations Education Steering Committee (FNESC, 2008). *First Peoples Principles of Learning (FPPL)*
- Thomson, K. C., Richardson, C. G., Gadermann, A. M., Emerson, S. D., Shoveller, J., & Guhn, M. (2019). Association of childhood social-emotional functioning profiles at school entry with early-onset mental health conditions. *Journal of the American Medical Association Network Open*, 2(1), e186694-e186694. <https://doi.org/10.1001/jamanetworkopen.2018.6694>
- Tombeau Cost, K., Crosbie, J., Anagnostou, E., Birken, C. S., Charach, A., Monga, S., ... & Korczak, D. J. (2021). Mostly worse, occasionally better: impact of COVID-19 pandemic on the mental health of Canadian children and adolescents. *European Child & Adolescent Psychiatry*, 31, 671-684. <https://doi.org/10.1007/s00787-021-01744-3>
- Weare, K., Nind, M. (2011). Mental health promotion and problem prevention in schools: What does the evidence say? *Health Promotion International*, 26(suppl_1), i29-i69. <https://doi.org/10.1093/heapro/dar075>