

# The Future of Children

PRINCETON-BROOKINGS



## Social and Emotional Learning

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# Introducing the Issue

- I. What we planned to do and what we did
  
- II. Some highlights/general points from the issue
  - What is it
  - What works
  - What's next



# But before we begin, thank you to...

- I. The Wallace Foundation
- II. The Future of Children and Brookings Institution
- III. Authors, co-authors, discussants, reviewers, research assistants...



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

# The Washington Post

Answer Sheet

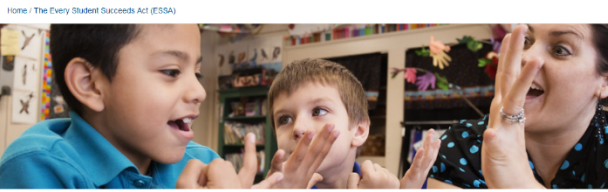
## Why it's (long past) time for social and emotional learning

### Social and Emotional Learning

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It's Time for a Revolution!

By Janine Francolini | Posted 08.26.13



Encouraging Social and Emotional Learning In the Context of New Accountability

Authors: Hanna McIntock, Charma Cook-Harvey, Linda Darling-Hammond

## 7 traits kids need to succeed

Character traits include grit, self-control and social intelligence

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

# The Psychological Approach to Educating Kids

Increased focus on kids' psychological health may seem like the education world's flavor of the day, but it's achieving results.

VICTORIA CLAYTON | MAR 30, 2017 | EDUCATION

### Stay focused on social and emotional learning, national educators say

### School reform: Stay focused on social and emotional learning, national educators say

### Social-Emotional Learning: States Collaborate to Craft Standards, Policies



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

Can Emotional Intelligence Be ...

# What we planned to do

A volume designed for a broad audience that provides:

- I. Clear view of definition and operationalization, and positions SEL in a broader landscape;
- II. Concrete and distilled summary of evidence from interventions in early education, elementary, middle/high school, and OST; and
- III. Connections between research and practice in SEL and key policy areas in education.



# What we did

1. Greenberg et al. locate SEL in the broader landscape of public health and education;
2. McClelland, Jones, Yeager, Hurd (and co-authors) summarize evidence from interventions across developmental periods and settings;
3. Gregory, Schonert-Reichl, and McKown (and co-authors) link SEL to key policy areas including school discipline; teacher preparation and support; and standards, assessment and accountability.



# Some highlights: What is it?

“...different disciplines have produced a great many frameworks and organizational systems that describe and define social and emotional skills. ... Frameworks also vary in the type of construct they aim to describe— from skills, behaviors, and attitudes to traits, strengths, and abilities...” (Jones & Doolittle).



# What is it? In general...

Social and emotional learning, or SEL, refers to the thinking skills, behavioral skills, and regulatory skills needed to interact effectively with others, and to make, form, and deepen relationships (McKown, 2017).



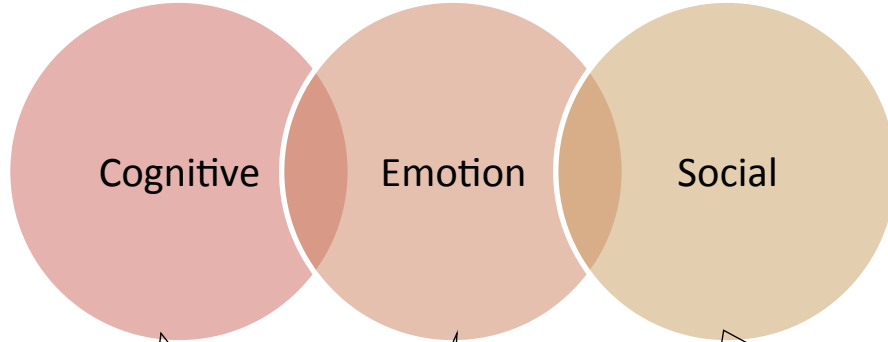
When SEAD goes well, children develop the skills to: 1) manage and take care of themselves; 2) get along and work well within their learning community; and 3) engage in academic learning.





# What is it? Specifically...

Skills/Competencies



Cognitive

Emotion

Social

E.g., managing & shifting attention, controlling impulses, planning & goal setting, critical thinking.

E.g., emotion knowledge and expression, emotion & behavioral regulation, empathy

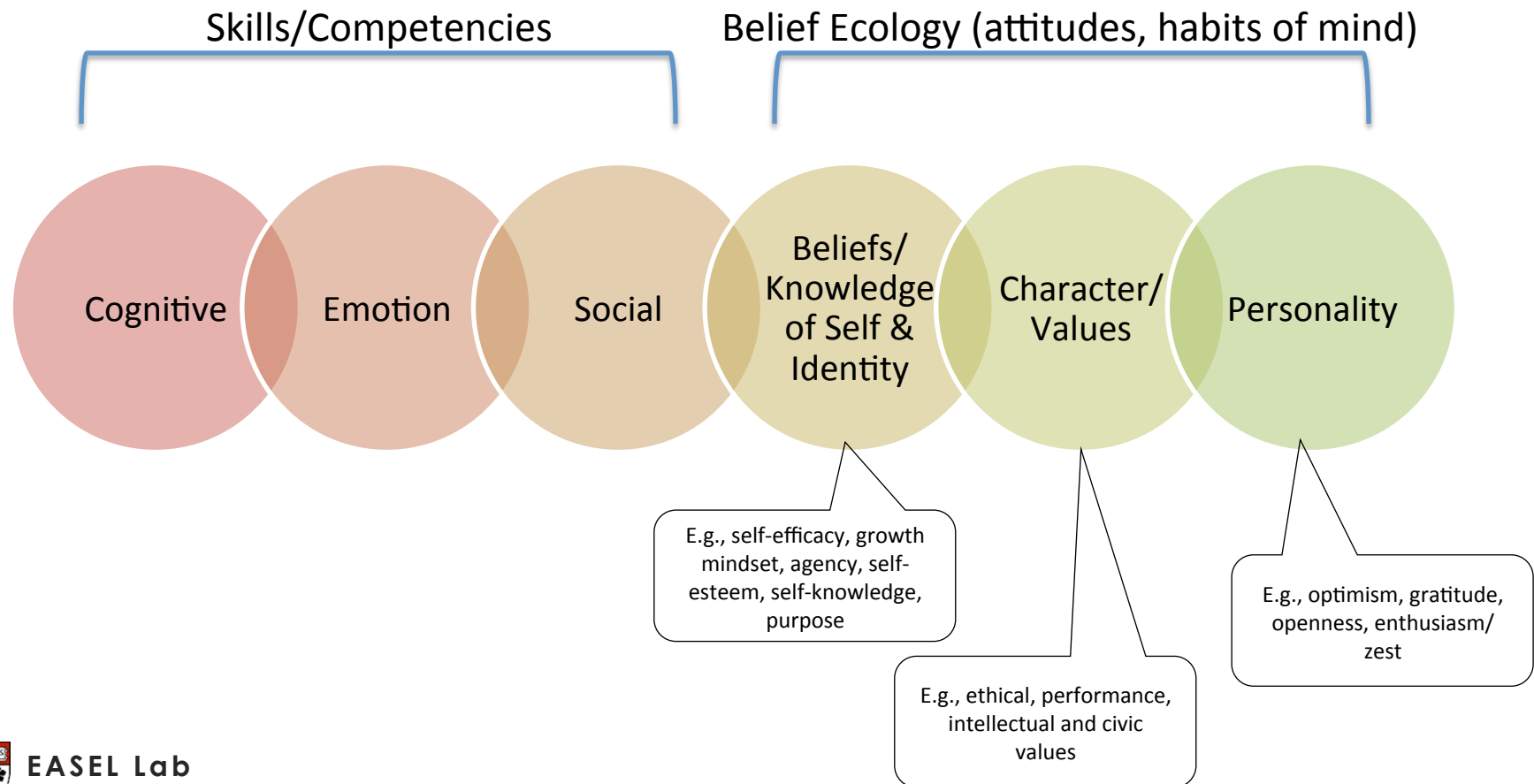
E.g., understanding social cues, social perspective taking, prosocial behavior, conflict resolution, social problem solving



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# What is it? Specifically...



# Some highlights: What works?

## Types of Evidence:

1. Long-term correlational studies
2. Large multi-program studies & trials of specific interventions in preschool, school and afterschool contexts
3. Meta-analyses; cost-benefit analyses

## Bottom Line:

- Solid and accumulating evidence (practices & settings)
- Strongest evidence for individual interventions (**intervention target** aligned with **practice** aligned with **measurement**; meta-analytic studies confirm)
- Important developmental & implementation considerations



# Some highlights: What's next?

1. Integration into the structures and practices of schools and schooling (e.g., discipline practices).
2. Focus on teachers (e.g., teacher training, wellness/competencies, supports)...actually all school adults.
3. Addressing standards and assessment.



**END, thank you**



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