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.
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.

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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.
“…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).
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
- E.g., managing & shifting attention, controlling impulses, planning & goal setting, critical thinking.

Emotion
- 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

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

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What is it? Specifically...

Skills/Competencies

- Cognitive
- Emotion
- Social

Belief Ecology (attitudes, habits of mind)

- Beliefs/Knowledge of Self & Identity
- Character/Values
- Personality

- E.g., self-efficacy, growth mindset, agency, self-esteem, self-knowledge, purpose
- E.g., ethical, performance, intellectual and civic values
- E.g., optimism, gratitude, openness, enthusiasm/zest
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