

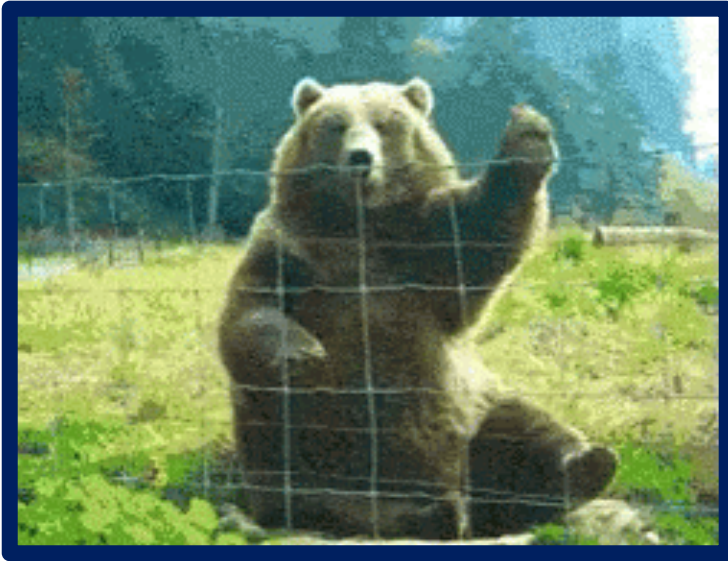


Research Roundup

What's new in social emotional learning?

December, 2018

Hello!



Research Roundup goals:

- Share recent and interesting research
- Put research in context

landmark.edu/research-training/blog

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Agenda

1. Evidence of effectiveness
2. Decline in social emotional competence in adolescence
3. Applying CASEL model to adolescents
4. Needs profiles
5. Program features
6. Take-aways



For more.....



- Access more detailed resources
- Ask a question
- Join a conversation

[facebook.com/groups/LCIRTLearning](https://www.facebook.com/groups/LCIRTLearning)



Language

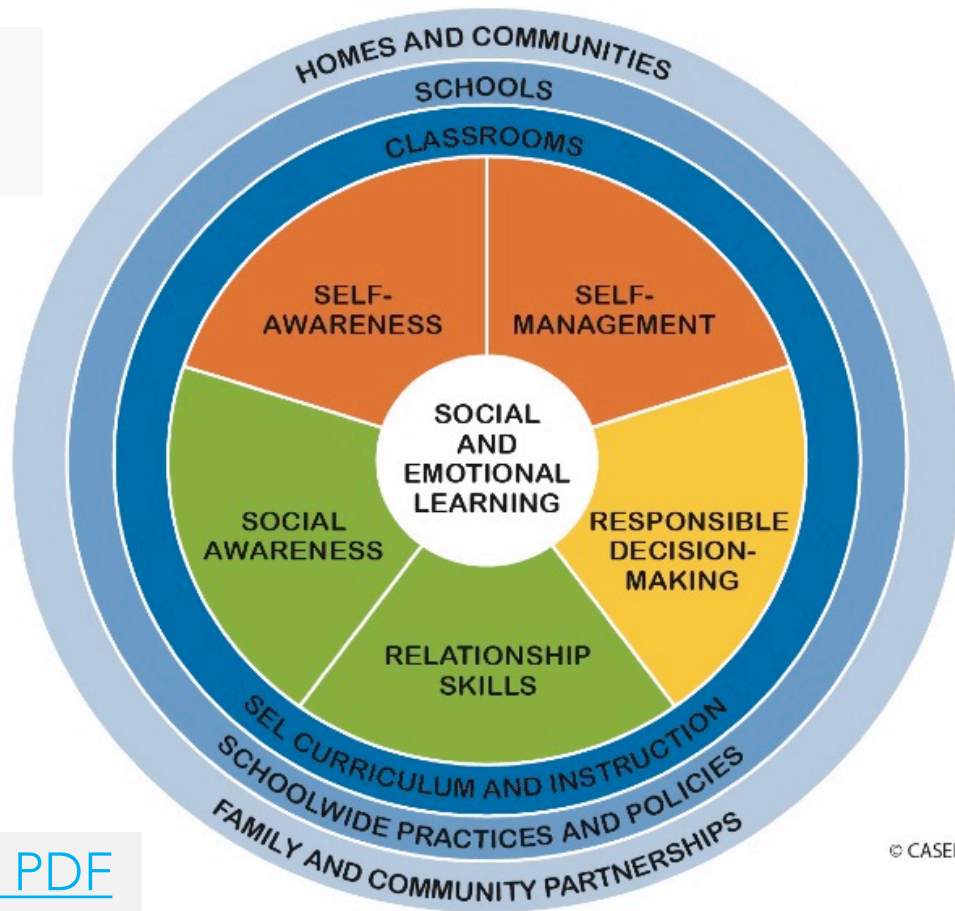
| Term | Acronym |
|--|---------|
| Collaborative for Academic, Social, and Emotional Learning | CASEL |
| Social Emotional Learning | SEL |
| Social Emotional Competence | SEC |



CASEL Competencies

[More resources
available at
CASEL.org](#)

[Source: CASEL competencies PDF](#)



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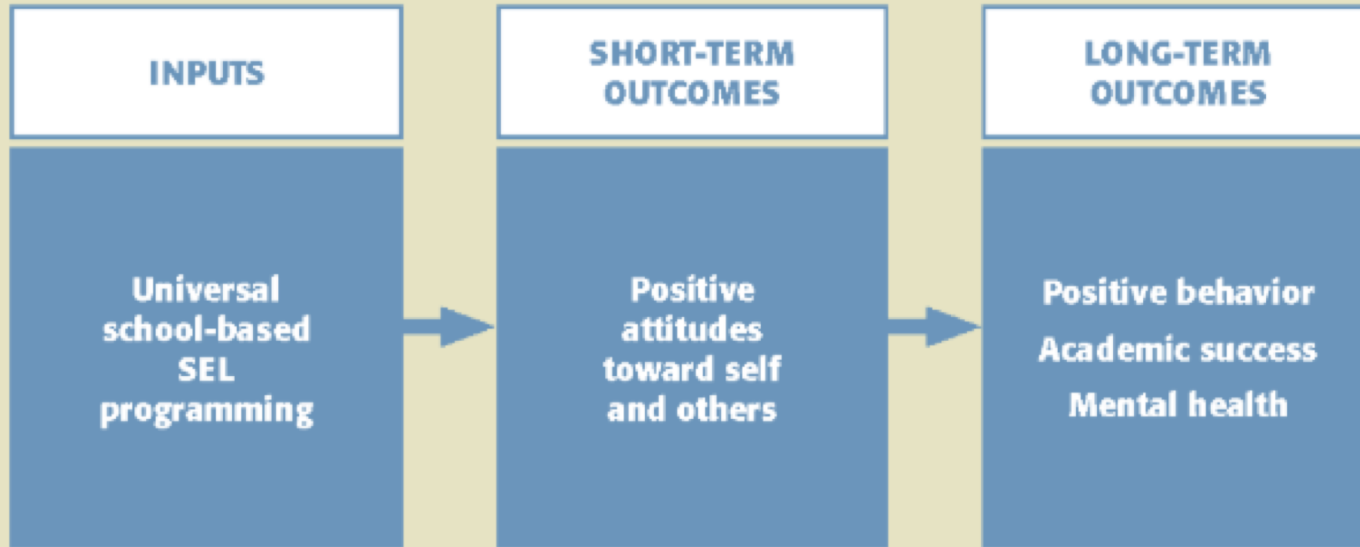


If a child can do
advanced math,
speak 3 languages,
or receive top grades,
but can't manage
their emotions,
practice conflict resolution,
or handle stress,
none of that other stuff
is really going to matter.



1. Evidence of effectiveness

FIGURE 1.
Social and emotional learning outcomes as a long-term process



2. SEC in adolescence

Study of 400,000 students in California

Significant declines from grade 4 to grade 12 in:

- Self-efficacy
- Self-management
- Social awareness



[Source: Policy Analysis for California Education Report](#)



3. Applying CASEL model

- Five competencies of CASEL model can be measured in adolescents through self-report
- The items that measure the five competencies predict:
 - Risky Behaviors
 - Depressive Symptoms
 - Delinquency
 - Grades
 - School Engagement



[Source: Ross and Tolan \(2018\)](#)



4. Needs Profiles

- Direct relationship between:
 - self-reports on SEC
 - academic and behavioral problems
- Students who least valued SEC had lowest scores and most school problems
- So schools need:
 - Universal programs
 - Multi-tiered supports



Source: [Tan et al \(2018\)](#)



5. Program Features

In successful schools, students:

- Are taught and practice social skills
- Participate in setting and monitoring norms/values
- Are given choice and agency across contexts

STRONG association between:

- ***explicit teaching*** of SE competencies and
- ***positive feelings about school***



Sources:

- [Cervone and Cushman \(2014\)](#)
- [Bear et al \(2017\)](#)



Take-aways

- Universal SEL programs are effective
- Attention to SEL can not end in elementary school
- Self-report measures provide us valuable information
- Differentiation is key
- Strong evidence that what teachers do in classrooms improves SEC



Questions? Comments?

Blog:

landmark.edu/research-training/blog

Public page:

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Group:

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Winter Institute

- Several exciting opportunities for learning more about SEL and much much more
- Register as a group of 3 or more and **save \$100 per person**

Feb 8 -10 -- San Francisco



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Thank you!



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