

Study Session - Social Emotional
Learning
Monday, March 1, 2021 12:00 PM

Virtual

Agenda

1. Social-Emotional Learning Curriculum
 - 1.(a) Pre-Learning Session Work
 - 1.(b) Learning Session Materials
 - 1.(c) Post-Learning Session

Resilience Toolkit

Here are some ideas to help stay calm:

Take a Weather Report

Call upon Your Courage

Find a Helper (person or object)

Remember your Helper Words (Positive Self Talk)

Focus on What You Can Control

Take Calming Breaths

Practice Gratitude

How
are
you
feeling
right
now?



Remember, everybody has feelings. Try these tools to see which ones work best for you.



We can do hard things!

Resilience Toolkit

Take a **Weather Report**

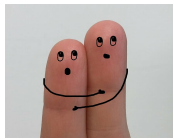
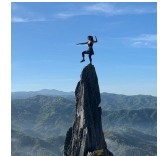
How are you feeling?



Notice and name your feelings. Remind yourself that our emotions are always changing, so if you have an uncomfortable feeling, you can feel safe knowing it will change just like the weather changes.

Call upon Your **Courage**

We all have courage--sometimes when we are scared, we have to call upon our courage to remind us that we can do hard things.



Find a **Helper** (person or object)

Helpers can be objects, animals, or things in nature. Know who your person or comfort item is so that you can reach out for help when you are having a tough time.

Remember your **Helper Words** (Positive Self Talk)



Say to yourself your words or phrases that give you the courage and positive encouragement to get through something challenging.



Focus on What **You Can Control**

We can feel more and more uncomfortable when we allow ourselves to worry about all of the thoughts that come to our minds. Focusing only on the things *you can control* can help you to feel less overwhelmed and more calm.

Take **Calming Breaths**

Use the power of belly breathing to calm your body and mind.



Practice **Gratitude**

Thinking of something you are grateful for can make you feel better when you have emotions like sadness, boredom, frustration.



Noticing Your Emotions Activity

SEL Learning Session for PPS Board of Directors

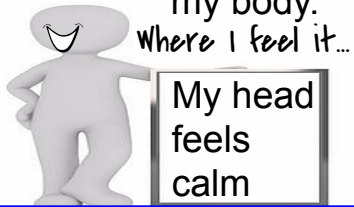




Step 1

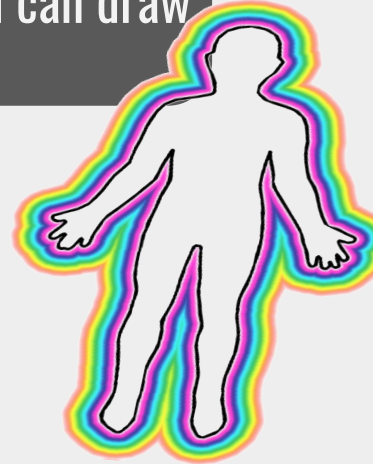
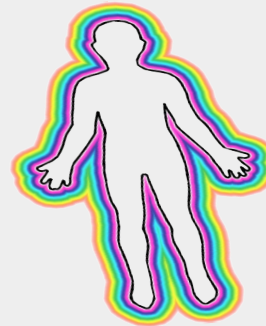
1. Find the slide with your name in the notes.
2. Add pictures or words that describe how your body reacts when you are feeling the corresponding emoji.
3. Please find an example on the next slide.





Many times we can feel our emotions in our body. Maybe our hands sweat or our heart beats faster. Think about a time when you felt a strong emotion that matches the emojis. How did your body react to the feelings?

Check out some examples and then add your own to the first page. You can draw pictures, write or both!





Step 2

1. Use the same slide from step 1 with your name in the notes.
2. Add pictures or words that identify what tool you might use when feeling each of the emotions. Remember, choose a tool that helps you get back to calm.
3. Please find an example on the next slide.





Think of a tool that you could use for each of these emotions. Our goal is to use tools that help us get back to calm--the green emoji. Maybe something from the Resilience Toolkit might work! Check out the examples and then add your own to the first page.



What I can do...
Ask for help
from an adult



What I can do...
Take 3 square
breaths.



What I can do...
Do 15
jumping jacks



What I can do...
Keep doing
what I'm
doing!



What I can do...
Call a friend



Our bodies give us hints about how we are feeling.

When we listen to those hints we can choose tools that help us feel calm.

What I can do...

What I can do...

What I can do...

What I can do...

What I can do...



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Transformative Social Emotional Learning (SEL) in PPS

A learning session for the PPS Board of Directors

Brenda Martinek, Chief of Office of Student Supports

Chandra Cooper, Senior Director Multi-Tiered Systems of Support

Jill Bryant, Assistant Director SEL

Adrienne Briones, SEL Teacher on Special Assignment

Liz Tracy, SEL Teacher on Special Assignment



Warm Welcome

1. Watch the short video together.
2. When prompted, share in the chat one 1-2 words that come to mind when thinking about SEL in PPS.



Learning Goals

- Explore the ways in which SEL is already embedded in PPS Theory of Action and Vision.
- High level overview of PPS's SEL implementation plan.
- Become familiar with CASEL's 3 Signature Practices as an approach to advance SEL.
- Experience an SEL Lesson in PPS





A partnership that will help us actualize the Graduate Portrait!



TM

The Collaborative for Academic, Social, and Emotional Learning ([CASEL](#)) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL).



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students





Transformative SEL



SEL advances educational equity and excellence through

- authentic school-family-community partnerships
- trusting and collaborative relationships
- rigorous and meaningful curriculum & instruction,
- ongoing evaluation

SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



Rooted in Identity, Agency & Belonging





PPS District Wide Transformative SEL

Our Theory of Action

IF...
We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

...THEN
We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students, realize the vision of the Graduate Portrait.

8

Preparing Our Students to Lead Change and Improve the World.

Graduate Portrait

System Shift E: A Culture of Physical and Emotional Safety



Educator Essentials

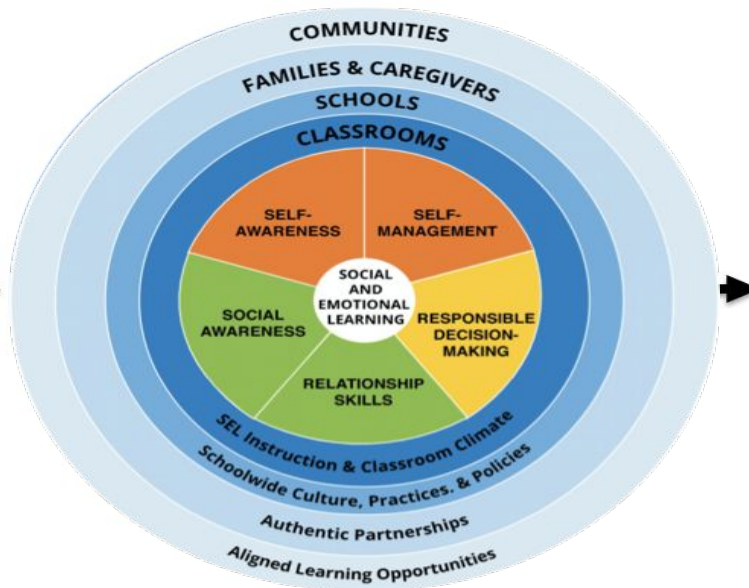


Framework for Systemic School and District SEL

How?

District and School Theories of Action
Build Foundational Support and Plan
Strengthen adult SEL competencies and capacity
Promote SEL for Students
Practice Continuous Improvement

What and where?



Why?

Student Outcomes	
Short-Term	<ul style="list-style-type: none"> Improved attitudes about self, others, and tasks Perceived classroom and school climate
	<ul style="list-style-type: none"> Positive Social Behaviors and Relationships Academic Success Fewer Conduct Problems Less Emotional Distress Less Drug Use
Intermediate	
Long-Term	<ul style="list-style-type: none"> High School Graduation College/Career Readiness Safe Sexual Behaviors Healthy Relationships Mental Health Reduced Criminal Behavior Engaged Citizenship

[Download presentation on SEL supporting research](#)



3 Signature Practices

1. Warm Welcome
2. Engaging Strategies
3. Optimistic Closure



Create
Equitable
Experiences

Promote
Community &
Engagement

Create a
Climate &
Culture of
Inclusion &
Belonging

Acknowledge
and Elevate
Identity

3 Signature Practices “intentionally and explicitly help build a habit of practices through which [we all] can enhance our SEL skills. This is one way to help people understand and practice the goals of an overall systemic SEL implementation plan.”

~ [CASEL](#)



Engaging Strategies

Individual and collective strategies to anchor thinking and learning throughout the experience.

~CASEL

Resilience - We can do hard things!

**Lesson 7, Portland Public Schools
6th - 8th grade**

Experiencing the 3 Signature Practices in a PPS SEL Lesson



SERENE	FULFILLED	CALM	BALANCED
EASYGOING	CHILL	THOUGHTFUL	CONTENT
SATISFIED	GRATEFUL	TRANQUIL	RELAXED
COMFY	COMPLACENT	PEACEFUL	MELLOW

M
O
O
D

LIVELY	UPBEAT	EXCITED	ECSTATIC
ENTHUSIASTIC	ENERGISED	INSPIRED	HYPER
MOTIVATED	SURPRISED	FOCUSED	PLEASANT
JOYFUL	BLISSFUL	HOPEFUL	HAPPY

M **O** **O** **D** **M** **E** **T** **E** **R**

SAD	LONELY	TIRED	BORED
GLUM	DRAINED	APATHETIC	DOWN
PESSIMISTIC	CONCERNED	EXHAUSTED	MISERABLE
DISCOURAGED	DRAINED	SPENT	ALIENATED

E
T
E
R

TENSE	NERVOUS	RESTLESS	TROUBLED
PEEVED	WORRIED	FRIGHTENED	UNEASY
FRUSTRATED	STRESSED	IRRITATED	PANICKED
STUNNED	ANNOYED	ANGRY	FURIOUS

Why do we lose
CONTROL
of our
emotions?

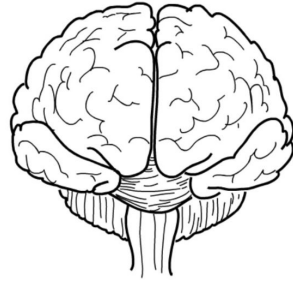




Let's Read a Story!
¡Vamos a leer una historia!



Author / la Autora: Ashley Spires



**We ALL flip our lids
sometimes.**

**How does your body react
when you have a flipped
lid?**





Identifying our emotions is one of the strategies in our Toolkit that can help us with flipping our lids.

We can do hard things!
Resilience Toolkit

Take a **Weather Report** How are you feeling?

Notice and name your feelings. Remind yourself that our emotions are always changing, so if you have an uncomfortable feeling, you can feel safe knowing it will change just like the weather changes.

Call upon Your Courage

We all have courage—sometimes when we are scared, we have to call upon our courage to remind us that we can do hard things.

Find a Helper (person or object)

Helpers can be objects, animals, or things in nature. Know who your person or comfort item is so that you can reach out for help when you are having a tough time.

Remember your Helper Words (Positive Self Talk)

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Focus on What You Can Control

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Take Calming Breaths

Use the power of belly breathing to calm your body and mind.

Practice Gratitude

Thinking of something you are grateful for can make you feel better when you have emotions like sadness, boredom, frustration.



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What I can do...

What I can do...

What I can do...

What I can do...

What I can do...



**SHOUT
OUTS!**

**Thank you for
being here today**

Shout Outs!





At-Home Strategies and Connections

Visit At-Home Strategies Website


Noticing My Emotions Tool


What is the Tool for Noticing My Emotions?
The Noticing My Emotions tool is for students and their grown-ups to:
- Identify how they look and/or feel when experiencing different emotions
- Have both students and their grown-ups identify self-regulation "resiliency" tools to use to help students return to calm.


How to use the tool for Noticing My Emotions?
- Help your student complete the student worksheet.
- Discuss with your student how they look/feel when experiencing different emotions.
- Have your student draw or write how they look/feel on the left hand side.
- Discuss which **tools** your student can use to help bring them back to calm.
- Have your student draw or write the tool they can use on the right hand side of the worksheet.
- Complete the caregiver worksheet with information on recognizing your student's emotions and identifying the tools you can use to help your student stay out of the red zone.

Quick tips for using the Tool for Noticing My Emotions
- There are 2 versions of this tool (drawing feelings vs. writing about feelings) - find the one that works best for your student.

Remember!
Having a range of emotions is normal and okay. It can be hard for students to navigate big feelings (like anger, frustration or sadness). This tool can help your student feel more prepared and empowered to handle big feelings by knowing that they have the tools to help them return to calm. One of the best tools a student can have for managing big feelings is a relationship with a supportive caregiver. You can use the caregiver worksheet to help you find the right tools to support your student and continue to build an even stronger connection together.

 Click here for more information on using the Noticing My Emotions Tool at Home.

 Click here to explore more tips and ideas on Noticing My Emotions.



Emotion Labeling: Tool for Noticing My Emotions

Portland Public Schools
Multi-Tiered Systems of Support
in collaboration with the Social Emotional Learning Team
Fall 2020



~Available in multiple languages.



Lesson Recap

- Lesson 7 in a unit on Resilience created by PPS.
- This is an example of a specific SEL lesson, but the beauty of the work is SEL is really part of everything we teach and enhances the quality and experience within all of the domains of education.
- 3 Signature Practices is a framework for integrating SEL into all grades and subjects





Optimistic Closure

Taking time to wrap up highlights understanding, provides a sense of accomplishment and supports forward thinking.

What is one way the SEL is connected to your work as a member of the School Board?





Thank you!

Please take a moment to share about your experience with this learning session on this [Feedback Form](#).



Here are some more resources and further study opportunities:

- [Five Year Plan & Feedback Form](#)
- [Adult Three Signature Practices](#)
- [Resilience Unit](#)
- [Nation of Hope Report](#)
- [Equity & Social and Emotional Learning](#)
- [The Impact of Enhancing Students' Social and Emotional Learning](#)
- Foundational Training - Next Steps for Board Participation?



END



Warm Welcome Examples

Grounding Moment

5	Name five things you notice (see, hear, smell, taste, feel).	
4	Take four slow, deep breaths.	
3	List three things you are grateful for.	
2	List two things you are looking forward to.	
1	Say one positive self-talk statement.	

Portland Public Schools

How are you feeling?



Shout Outs

A chance to interact with each other and celebrate positivity.

“Shout Out” a positive comment to one or more peers.

You may choose to start with... “Something that is fun/kind/helpful/appreciated about STUDENT X is...”

Optimistic Closure

Taking time to wrap up may highlight understanding, provide a sense of accomplishment and support forward thinking.

- One-Minute Accolade
- Something I learned today...
- I am curious about...
- I am looking forward to tomorrow because...
- Something I'll do as a result of this meeting is...
- Something I still question...
- Something that still concerns me...



Warm Welcome

Directions:
Pick 1-2 words
that describe
how you are
currently feeling.

The Mood Meter

Enraged	Panicked	Stressed	Jittery	Shocked	Surprised	Upbeat	Festive	Exhilarated	Ecstatic
Livid	Furious	Frustrated	Tense	Stunned	Hyper	Cheerful	Motivated	Inspired	Elated
Fuming	Frightened	Angry	Nervous	Restless	Energized	Lively	Excited	Optimistic	Enthusiastic
Anxious	Apprehensive	Worried	Irritated	Annoyed	Pleased	Focused	Happy	Proud	Thrilled
Repulsed	Troubled	Concerned	Uneasy	Peeved	Pleasant	Joyful	Hopeful	Playful	Blissful
Disgusted	Glum	Disappointed	Down	Apathetic	At Ease	Easygoing	Content	Loving	Fulfilled
Pessimistic	Morose	Discouraged	Sad	Bored	Calm	Secure	Satisfied	Grateful	Touched
Alienated	Miserable	Lonely	Disheartened	Tired	Relaxed	Chill	Restful	Blessed	Balanced
Despondent	Depressed	Sullen	Exhausted	Fatigued	Mellow	Thoughtful	Peaceful	Comfortable	Carefree
Despairing	Hopeless	Desolate	Spent	Drained	Sleepy	Complacent	Tranquil	Cozy	Serene

← LOW PLEASANTNESS →

← HIGH PLEASANTNESS →





Transformational Change

“If we aspire to create sustained, transformational change. . . we must coach our client (educators) on their behaviors. . .as well as their thoughts and beliefs, and also around their way of being (emotions, identify and will).” Elena Aguilar

- What are your beliefs about social emotional learning?

[SEL Beliefs Handout](#)





Activity: SEL & the Graduate Portrait

Directions:

- Click on the Jamboard link below.
- Find the slide with your name on it.
- The boxes on the left correspond with the Graduate Portrait elements
- The sticky notes at the bottom are statements that correspond with each concept of CASEL's SEL definition.
- Move the sticky note or notes into Graduate Portrait element box that you believe corresponds with the SEL concept.

[Link to Jamboard](#)



CASEL Updated SEL Definition

Social and emotional learning (SEL) is an integral part of education and human development. 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 and achieve personal **and collective** goals, feel and show empathy for others, establish and maintain **supportive** relationships, and make responsible **and caring** decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



PPS Racial Equity and Social Justice Lens

Updated October 2019

Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is the support of racial equity and social justice. Dedicated policy, people, and practice are necessary to create a culturally responsive organization that ensures the success of students who can navigate and compete in a culturally complex society and global economy.

We must ensure that all students are guaranteed a comprehensive, rigorous, equitable, and inclusive education. Universal access to quality education not only benefits students from all backgrounds, but strengthens our communities and promotes societal prosperity. It is through racial equity and social justice that PPS will become a premiere school district and contribute to Portland becoming a place of economic, social, and cultural vitality.

In 2011, PPS adopted...



Our Theory of Action

IF...

We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student

...THEN

We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students, realize the vision of the Graduate Portrait.



Preparing Our Students to Lead Change and Improve the World.

Transformative SEL




A process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of racial inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being.

Identity, belonging, and agency are embedded or situated.



Three Signature Practices for Adults

A Tool for Fostering Supportive Environments and Promoting Social Emotional Learning

<p>WARM WELCOME <i>Activities for Inclusion</i> Time: 1-10 Minutes</p> 	<p><i>The Warm Welcome creates a space for everyone to show up authentically, be heard, and learn from each other while building connections with one another.</i></p> <p>Community Building Strategies</p> <ul style="list-style-type: none">● Grounding Activities<ul style="list-style-type: none">○ <u>Breathing Ball</u>○ <u>Grounding Moment Exercise</u>● Two Truths and a Lie<ul style="list-style-type: none">○ Each participant gives three statements about themselves to the group○ Two statements are facts and one is false○ Other team members must guess the lie <p>Individual Check-In Strategies</p> <ul style="list-style-type: none">● <u>Mood Meter/Feelings Check-In</u>: Pick 1-2 words that describe how you are feeling today.● <u>Rose & Thorn</u>: Share 'rose' (positive in their lives) and 'thorn' (something hard or challenging)● <u>Sharing News</u>: Begin with a sentence starter ("A success I recently had..., One think that's new about..., One community agreement I will hold today is...") <p><i>To be successful, a Warm Welcome must be carefully chosen, connected to the work or the day, engagingly facilitated, optional for participants and thoughtfully debriefed.</i></p>
<p>ENGAGING ACTIVITY <i>Sense-Making & Brain Breaks</i> Time: 1-15 Minutes</p> 	<p><i>The Engaging Activity provides the opportunity for adults to collaborate and learn with and from one another in order to help retain information.</i></p> <p>Strategies</p> <ul style="list-style-type: none">● Breakout Groups● Think, Talk, Share and Listen (FlipGrid & Polls may be helpful in the virtual setting)● Group Collaboration (Padlet & Jamboard may be helpful in the virtual setting)● Utilize the RESJ Lens: Considers issues of bias, privilege, equity, stereotype threat and opportunity gaps.● Brain Break: Stand and stretch; refresh and reset the brain.
<p>OPTIMISTIC CLOSURE <i>Reflections & Looking Forward</i> Time: 3-5 Minutes</p> 	<p><i>An optimistic closure is not necessarily a "cheery ending," but rather intentionally highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward thinking.</i></p> <p>Strategies</p> <ul style="list-style-type: none">● Questions for Gratitude<ul style="list-style-type: none">○ What's a compliment or appreciation you have for someone in the group?○ What's something you're thankful for from our time together?● Questions for Reflection<ul style="list-style-type: none">○ What is one word that connects to our learning today?○ What was something you enjoyed about today?○ What is your next step based on our time together today?○ What is one word that captures how you are feeling right now? <p><i>In the virtual setting, consider using the chat box or polls. Encourage participants to read other responses or a facilitator can read some out loud.</i></p>

Equity & Social and Emotional Learning: A Cultural Analysis

Purpose

Social and emotional learning (SEL) has the potential to help mitigate the interrelated legacies of racial and class oppression in the U.S. and globally. Currently, that potential is under-realized. In this brief, we outline how CASEL's core SEL competencies reflect issues of equity, highlight programs and practices that support the development of these competencies to promote educational equity, and offer some implications for the growing demand for SEL assessments.

This brief is part of our initial efforts to analyze, revise, and supplement what is known about SEL to foster the development of citizens who contribute to an increasingly interconnected, diverse global community. SEL refers to a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions.

Mounting evidence of the positive impacts of SEL programs has prompted practitioners, researchers, and policymakers to advocate for the adoption of such programs¹. However, questions have been raised about whether guiding frameworks, prominent programs, and associated assessments adequately reflect, cultivate, and leverage cultural assets and promote the well-being of youth of color and those from under-resourced backgrounds².

Educational equity means that “every student has access to the resources and educational rigor they need at the right moment in their education regardless

¹ Jones, S.M. & Kahn, J. (2017). *The Evidence Base for How We Learn Supporting Students' Social, Emotional, and Academic Development*. National Commission on Social, Emotional, and Academic Development. Washington, DC: The Aspen Institute

² Castro-Olivo, S. M. (2014). Promoting social-emotional learning in adolescent Latino ELLs: A study of the culturally adapted Strong Teens Program. *School Psychology Quarterly*, 29(4): 567-577; AspenInstitute Education & Society (2018). *Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action*. Washington, DC

AUTHOR

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University of Illinois
at Chicago

of race, gender, ethnicity, language, disability, family background, or family income.” Striving for educational equity challenges us to examine biases and interrupt inequitable practices so we can create inclusive, multicultural school environments that cultivate the interests and talents of children, youth, and adults from diverse backgrounds³.

Addressing the social, emotional, and academic needs of youth from these historically marginalized groups is a pressing matter. According to current projections, the U.S. will be a “minority-majority” nation in less than three decades⁴. An increasing number of school-aged children and youth reside in poor or low-income families and communities. Racial/ethnic and class inequalities in education, health, and wealth compromise the life chances of these youth, which ultimately undermines the vitality of their communities and threatens the nation’s security and productivity. As such, we ask:

How can SEL be leveraged to help youth from historically marginalized race/ethnic and socioeconomic groups to realize their fullest potential as contributing members of an increasingly complex and diverse global community?

Below, we examine the cultural and historical context for understanding the relationship between SEL and equity, and then explore prospects for equity elaborations to the CASEL five core competencies. Next, we point to programs and practices that can help cultivate these competencies and the importance of adult professional development in making these efforts maximally effective for diverse children and youth. We conclude with some implications for SEL assessment.

We recognize that the circumstances surrounding marginalization, exploitation, and oppression are varied and complex. In this brief, we focus primarily on issues of educational equity and SEL with regard to race/ethnicity and socioeconomic status as a first step toward addressing this complexity.

How Did We Get Here? Situating Equity and SEL in a Cultural and Historical Context

Racial/ethnic and class issues continue to vex American society. Cultural analysis suggests that issues of racism derive largely from an over-emphasis on the accumulation of wealth within American culture⁵. Historically, this cultural value prompted some to exploit others for personal advancement. White elites promulgated racialized and cultural stereotypes to recruit poor and working Whites into a hierarchical economic system that exploited them, but also empowered them to oppress and further exploit people of color. Meanwhile, these stereotypes inculcated within people of color a sense of dehumanization and willingness to accept marginalized status⁶.

Many current economic, health, and educational inequities can be understood as remnants and vari-

³ Aspen Education & Society Program and the Council of Chief State School Officers. 2017. *Leading for Equity: Opportunities for State Education Chiefs*. Washington, D.C.; National Equity Project. (n.d.). <http://nationalequityproject.org/>

⁴ U.S. Census Bureau (2014). Washington DC.

⁵ Watson, D. C. (2016). Dominance and prestige in materialism. *North American Journal of Psychology*, 18(2): 359-376.

⁶ Allen, T.W. (2012). *Invention of the White race* (2nd edition): New York: Verso.

ants of this foundational set of political, social, and psychological arrangements. Therefore, it is critical to consider issues of equity and SEL against the backdrop of these historical and contemporary racial/ethnic and socioeconomic tensions and possibilities.

Equity and SEL: Toward Transformative Social and Emotional Learning

Promoting the optimal development of all students, especially preK-12 students who have historically been under-served, can be a contentious, complex, and long-term undertaking. But it is one that benefits all. Given the prominence of the CASEL framework and its attention to citizenship as a long-term developmental imperative, there is heuristic and practical value in viewing children and youth as the next generation of informed, engaged, and justice-oriented citizens.

Consistent with the pursuit of educational equity, we recently offered the concept of *transformative SEL* to reflect our interest in making explicit issues such as power, privilege, prejudice, discrimination, social justice, empowerment, and self-determination in the field of SEL⁷. Transformative SEL connotes

TRANSFORMATIVE SEL CONNOTES A PROCESS WHEREBY STUDENTS AND TEACHERS BUILD STRONG, RESPECTFUL RELATIONSHIPS FOUNDED ON AN APPRECIATION OF SIMILARITIES AND DIFFERENCES, LEARN TO CRITICALLY EXAMINE ROOT CAUSES OF INEQUITY, AND DEVELOP COLLABORATIVE SOLUTIONS TO COMMUNITY AND SOCIETAL PROBLEMS.

a process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences, learn to critically examine root causes of inequity, and develop collaborative solutions to community and societal problems.

The CASEL 5 competencies through an equity lens



Figure 1

The CASEL 5 SEL competencies (figure 1) of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making represent large categories for organizing a range of intra- and interpersonal knowledge, skills, and abilities⁸. We view these competencies as interrelated, synergistic, and integral to the growth and development of justice-oriented, global citizens. Below, we consider each competency through an equity lens—what we refer to as “equity elaborations.”

SELF-AWARENESS. Self-awareness encompasses individual psychological characteristics such as labeling one’s feelings, relating feelings and thoughts to behavior, accurate self-assessment of strengths and challenges, self-efficacy, and optimism.

⁷ Jagers, R.J. (2016). Framing social and emotional learning among African-American youth: Toward an integrity-based approach. *Human Development*, 59, 1-3.

⁸ Weissberg, R. P., Durlak, J.A., Domitrovich, C.E. & Gullotta, T.P. (2015). Social and emotional learning: Past, present and future. In J.A. Durlak, C.E. Domitrovich, R.P. Weissberg and T.P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 3-19). New York, NY: Guilford Press.

Potential concerns. Dominant U.S. cultural norms promote materialism or acquisitive individualism, an orientation associated with health problems and unethical behavior⁹. These norms are even more problematic when wealth and Whiteness are conflated and uncritically accepted as indicators of success. This fosters a sense of White racial entitlement and dominance, as well as negative biases and stereotypes about people of color and those from low-income backgrounds.

Potential opportunities. Self-awareness is foundational for equity. The sense of self for all young people includes, for example, cultural values and orientations and collective identities (e.g., ethnic-racial group, socioeconomic status, and gender).

Other cultural orientations or values provide an alternative sense of self/other and are an important asset to some ethnic and racial groups, including Latino, Asian American, and African American youth¹⁰. For example, a communal orientation toward one's family, ethnic/racial group, or community reduces psychological distress and risky behaviors and promotes a range of positive socioemotional outcomes, including school engagement and prosocial helping behaviors^{11,12}.

An expression of communalism that specifically refers to ethnic or racial group membership is termed ethnic-racial identity (ERI)¹³. Components of ERI relevant to self-awareness include beliefs about the importance of ethnicity or race to the sense of self (centrality) and the degree to which that group membership is seen as positive and affirming. ERI can have implications for beliefs about personal and collective efficacy and agency. It develops through a process that includes youth inquiry into the meaning of their group membership (exploration) and developing a sense

⁹ Piff, P.K., Stancato, D.M., Côté, S., Mendoza-Denton, R., & Keltner, D. (2012). Higher social class predicts increased unethical behavior. *Proceedings of the National Academy of Sciences* 109(11), 4086-4091

¹⁰ Knight, G. P., Carlo, G., Mahrer, N. E., & Davis, A. N. (2016). The socialization of culturally related values and prosocial tendencies among Mexican-American adolescents. *Child Development*, 87(6), 1758-1771; see Stein, G. L., Cupito, A., Mendez, J., Prandoni, J., Huq, N., & Westerberg, D. (2014). Familism through a developmental lens, *Journal of Latina/o Psychology*, 2(4), 224-250. doi:10.1037/lat0000025., for a review; Kiang, L., Andrews, K., Stein, G. L., Supple, A. J., & Gonzalez, L. M. (2013). Socioeconomic stress and academic adjustment among Asian American adolescents: The protective role of family obligation. *Journal of Youth and Adolescence*, 42, 837-847. doi:10.1007/s10964-013-9916-6; Shen, Y. S., Kim, S. Y., & Wang, Y. J. (2016). Intergenerational transmission of educational attitudes in Chinese American families: Interplay of socioeconomic status and acculturation. *Child Development*, 87(5), 1601-1616. doi: 10.1111/cdev.12545; Neblett, E., & Carter, S. (2012). The protective role of racial identity and Africentric worldview in the association between racial discrimination and blood pressure. *Psychosomatic Medicine*, 74(5), 509-516. doi:10.1097/psy.0b013e3182583a50

¹¹ Kiang et al., 2013; Lieber, E., Nihira, K., & Mink, I. (2004). Filial piety, modernization, and the challenges of raising children for Chinese immigrants: Quantitative and qualitative evidence. *Ethos*, 32(3), 324-347. doi:10.1525/eth.2004.32.3.324; Neblett & Carter, 2012; Stein et al., 2014

¹² Knight et al., 2016; McHale, S. M., Updegraff, K. A., Kim, J. Y., & Cansler, E. (2009). Cultural orientations, daily activities, and adjustment in Mexican American youth. *Journal of Youth and Adolescence*, 38(5), 627-641. doi:10.1007/s10964-008-9321-8; Rivas-Drake, D., & Marchand, A. (2016). Academic socialization among Latino families: Exploring the compensatory role of cultural processes. *Research in Human Development*, 13(3). <https://doi.org/10.1080/15427609.2016.1194708>; Schwartz, S. J., Unger, J. B., Baezconde-Garbanati, L., Zamboanga, B. L., Córdova, D., Lorenzo-Blanco, E. I., & Villamar, J. A. (2015). Testing the parent-adolescent acculturation discrepancy hypothesis: A five-wave longitudinal study. *Journal of Research on Adolescence*, 26(3), 567-586. doi: 10.1111/jora.12214; Stein et al., 2014; Telzer, E. H., Yuen, C., Gonzales, N., & Fuligni, A. J. (2016). Filling gaps in the acculturation gap-distress model: Heritage cultural maintenance and adjustment in Mexican-American families. *Journal of Youth and Adolescence*, 1-14. doi:10.1007/s10964-015-0408-8

¹³ Sellers, R. M., Smith, M. A., Shelton, J. N., Rowley, S. A. J., & Chavous, T. M. (1998). Multidimensional Model of Racial Identity: A reconceptualization of African American racial identity. *Personality and Social Psychology Review*, 2(1), 18-39.

of clarity about its role in their lives (resolution)¹⁴. A healthy sense of ERI is important for psychological, academic, and social well-being¹⁵.

SELF-MANAGEMENT. Self-management includes regulating one's emotions, stress management, self-control, self-motivation, and setting and achieving goals.

Potential concerns. Schools, like most other U.S. social institutions, tend to prioritize prevailing middle-class, American culture. Student success requires acculturation, or at least a familiarity with American core cultural meanings, norms, and practices. For low-income youth and immigrant youth, this can induce acculturative stress, which occurs when youth encounter a cultural mismatch between the expectations and norms of their host (e.g., U.S.) and their home (heritage). Such stress has been associated with a number of mental health problems and maladaptive behaviors among diverse U.S. and immigrant-origin youth¹⁶.

Discrimination experiences are related but distinct from acculturative stress. Discrimination refers to the perception of unfair treatment or the subordination of an identifiable social group¹⁷. Racial/ethnic discrimination has a number of interpersonal and institutional manifestations and is a common experience for people of color¹⁸. Experiencing discrimination is associated with a host

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- ¹⁴ Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross, W. E., Rivas-Drake, D., Schwartz, S. J., & Seaton, E. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child Development*, 85(1). doi: 10.1111/cdev.12196; Rivas-Drake, D., Seaton, E. K., Markstrom, C., Quintana, S., Syed, M., Lee, R. M., & Yip, T. (2014). Ethnic and racial identity in adolescence: Implications for psychosocial, academic, and health outcomes. *Child Development*, 85(1), 40-57. doi: 10.1111/cdev.12200; French, S. E., Seidman, E., Allen, L., & Aber, J. L. (2000). Racial/ethnic identity, congruence with the social context, and the transition to high school. *Journal of Adolescent Research*, 15(5), 587-602. doi: 10.1177/0743558400155004; French, S. E., Seidman, E., Allen, L., & Aber, J. L. (2006). The development of ethnic identity during adolescence. *Developmental Psychology*, 42(1), 1-10; Rivas-Drake, D. & Witherspoon, D. (2013). Racial identity from adolescence to young adulthood: Does prior neighborhood experience matter? *Child Development*, 84(6), 1918-1932.
- ¹⁵ Miller-Cotto, D., & Byrnes, J. P. (2016). Ethnic/racial identity and academic achievement: A meta-analytic review. *Developmental Review*, 41, 51-70; Rivas-Drake, Seaton, et al., 2014; Rivas-Drake, D., Syed, M., Umaña-Taylor, A., Markstrom, C., French, S., Schwartz, S. J., & Lee, R. (2014). Feeling good, happy, and proud: A meta-analysis of positive ethnic-racial affect and adjustment. *Child Development*, 85(1), 77-102. doi: 10.1111/cdev.12175; Smith, T. B., & Silva, L. (2011). Ethnic identity and personal well-being of people of color: A meta-analysis. *Journal of Counseling Psychology*, 58(1), 42-60. doi:10.1037/a0021528
- ¹⁶ Gil, A., Vega, W., & Dimas, J. (1994). Acculturative stress and personal adjustment among Hispanic adolescent boys. *Journal of Community Psychology*, 22(1), 43-54.; Gil, A., Wagner, E., & Vega, W. (2000). Acculturation, familism, and alcohol use among Latino adolescent males: Longitudinal relations. *Journal of Community Psychology*, 28(4), 443-458.; Romero, A. J., & Roberts, R. E. (2003). Stress within a bicultural context for adolescents of Mexican descent. *Cultural Diversity and Ethnic Minority Psychology*, 9, 171-184. <http://dx.doi.org/10.1037/1099-9809.9.2.171>; Sirin, S., Ryce, P., Gupta, T., & Rogers-Sirin, L. (2013). The role of acculturative stress on mental health symptoms for immigrant adolescents: A longitudinal investigation. *Developmental Psychology*, 49(4), 736-748.; Rodriguez, N., Flores, T., Flores, R. T., Myers, H. F., & Vriesema, C. C. (2015). Validation of the Multidimensional Acculturative Stress Inventory on adolescents of Mexican origin. *Psychological Assessment*, 27(4), 1438-1451.; Hurwich-Reiss, E., & Gudiño, Omar G. (2016). Acculturation stress and conduct problems among Latino adolescents: The impact of family factors. *Journal of Latina/o Psychology*, 4(4), 218-231.
- ¹⁷ Neblett et al., 2012; Umaña-Taylor, A. J. (2016). A post-racial society in which ethnic-racial discrimination still exists and has significant consequences for youths' adjustment. *Current Directions in Psychological Science*, 25(2), 111-118.
- ¹⁸ Fisher, C. B., Wallace, S. A., & Fenton, R. E. (2000). Discrimination distress during adolescence. *Journal of Youth and Adolescence*, 29, 679-695; Rosenbloom, S. R., & Way, N. (2004). Experiences of discrimination among African American, Asian American, and Latino adolescents in an urban high school. *Youth & Society*, 35(4), 420-451; Sellers, R. M., Copeland-Linder, N., Martin, P. P., & Lewis, R. L. (2006). Racial identity matters: The relationship between racial discrimination and psychological functioning in African American adolescents. *Journal of Research on Adolescence*, 16(2), 187-216; Wong, C., Eccles, J., & Sameroff, A. (2003). The influence of ethnic discrimination and ethnic identification on African American adolescents' school and socioemotional adjustment. *Journal of Personality*, 71(6), 1197-1232.

of negative socioemotional health outcomes¹⁹. Importantly, reactionary and self-defeating responses to cultural and racialized stress and micro-aggressions often result in punishment of students of color²⁰.

Potential opportunities. The current U.S. educational context requires youth of color and other marginalized groups to cope with acculturative stress and ethnic/racial and class-based discrimination. The cultural and ERI aspects of self-awareness discussed above could provide more adaptive coping strategies by enabling youth to see acculturative pressures and discrimination as reflections of societal ills rather than as personal affronts. Instead of becoming emotion-focused and disengaged, students could become more focused on identifying situational or societal challenges and pursuing individual and collective solutions²¹.

SOCIAL AWARENESS. Social awareness connotes perspective-taking; empathy; respecting diversity; understanding social and ethical norms of behavior; and recognizing family, school, and community supports.

Potential concerns. Students from diverse racial/ethnic and socioeconomic backgrounds are often placed at risk by the dominant culture of schools. This can lead to stress, alienation, and disengagement, which undermine school success²². Additionally, U.S. and global diversity is growing, leading to greater interaction among people from various racial/ethnic and socioeconomic backgrounds. There tends to be an emphasis on differences rather than commonalities, which limits the possibilities for devising mutually satisfactory and constructive social arrangements.

Potential opportunities. A critical social awareness would help young people recognize and distinguish among the potentially competing cultural and race-related messages and expectations. Students would benefit from noticing the importance placed on various types of diversity—both for members of their group and for other distinct groups—in specific classroom, school, and community settings. This includes discerning issues of race and class in each context and the cultural demands and affordances of these settings²³.

¹⁹ Fuller-Rowell, T. E., Cogburn, C. D., Brodish, A. B., Peck, S. C., Malanchuk, O., & Eccles, J. S. (2012). Racial discrimination and substance use: Longitudinal associations and identity moderators. *Journal of Behavioral Medicine*, 35, 581–590. doi:10.1007/s10865-011-9388-7; Greene, M., Way, N., & Pahl, K. (2006). Trajectories of perceived adult and peer discrimination among Black, Latino, and Asian American adolescents: Patterns and psychological correlates. *Developmental Psychology*, 42(2), 218–238. doi:10.1037/0012-1649.42.2.218; Gibbons, F. X., Hsiu-Chen, Y., Gerrard, M., Cleveland, M. J., Cutrona, C., Simons, R. L., & Brody, G. H. (2007). Early experience with racial discrimination and conduct disorder as predictors of subsequent drug use: A critical period hypothesis. *Drug and Alcohol Dependence*, 88S, S27–S37; Niwa, E. Y., Way, N., & Hughes, D. L. (2014). Trajectories of ethnic-racial discrimination among ethnically diverse early adolescents: Associations with psychological and social adjustment. *Child Development*, 85(6), 2339–2354; Rivas-Drake, D., Hughes, D., & Way, N. (2008). A closer look at peer discrimination, ethnic identity, and psychological well-being among urban Chinese American sixth graders. *Journal of Youth and Adolescence*, 37(1), 12–21; Sellers et al., 2006; Simons, R. L., Simons, L. G., Stewart, E. A., Chen, Y., & Brody, G. (2003). Incidents of discrimination and risk for delinquency: A longitudinal test of strain theory with an African American sample. *Justice Quarterly*, 20, 501–528; Wong et al., 2003.

²⁰ Solorzano, D. G., & Bernal, D. D. (2001). Examining transformational resistance through a critical race and Latcrit theory framework: Chicana and Chicano students in an urban context. *Urban Education*, 36. DOI: 10.1177/0042085901363002; Gregory, A., & Fergus, E. (2017). Social and emotional learning and equity in school discipline. *The Future of Children*, 27(1): 117–136.

²¹ Neblett et al., 2012; Berkel, C., Knight, G., Zeiders, K. H., Tein, J., Roosa, M. W., Gonzales, N. A., & Saenz, D. (2010). Discrimination and adjustment for Mexican American adolescents: A prospective examination of the benefits of culturally related values. *Journal of Research on Adolescence*, 20(4), 893–915.

²² Allen, A., Scott, L.A., & Lewis, C.W. (2013). Racial microaggressions and African American and Hispanic students in urban schools: A call for culturally affirming education. *Interdisciplinary Journal of Teaching and Learning*, 3(2), 117–129; Yeager, D.S., Purdie-Vaughns, V., Hooper, S.Y., & Cohen, G.L. (2017). Loss of institutional trust among racial and ethnic minority adolescents: A consequence of procedural injustice and a cause of life-span outcomes. *Child Development*, 88 (2), 658–676.

²³ Brannon, T. N., Markus, H. R., & Taylor, V. J. (2015). “Two souls, two thoughts,” two self-schemas: Double consciousness can have positive academic consequences for African Americans. *Journal of Personality and Social Psychology*, 108(4): 586–609.

Further, students would be able to gauge whether and in what ways they are involved in power relationships and dynamics that disadvantage others. This recognition would enable them to envision ways to co-create a safe and constructive learning environment.

RELATIONSHIP SKILLS. Relationship skills connote building relationships with diverse individuals and groups, communicating clearly, working cooperatively, resolving conflicts, and seeking help.

Potential concerns. Issues surrounding relationship skills can result from mismatches in self-awareness, self-management, and social awareness. Because of differences in the understanding of norms, social roles (e.g., age, gender), and related rules about emotional displays, students and adults can misinterpret each other's attempts to cooperate, share, and engage in collaborative problem-solving. This can cause student-student and student-teacher disagreements to escalate into entrenched conflicts and lead to an overemphasis on compliance rather than growth and fairness as guiding principles in resolving conflicts²⁴.

Potential opportunities. Cultural competence and cultural fluency represent important equity-focused competencies. Through cultural competence skills, adults can develop a historically grounded, strengths-focused facility with the relational skills that are valued in the students' culture of origin. Adults can also cultivate cultural fluency, which refers to the capacity to effectively learn about and negotiate cultural differences (e.g., "code-switching"). The development of such fluency requires a sense of cultural humility, in which one recognizes the limitations of one's own culture and sees diversity as a potential asset²⁵.

RESPONSIBLE DECISION-MAKING. Responsible decision-making refers to considering the well-being of self and others; recognizing one's responsibility to behave ethically; basing decisions on safety, social, and ethical considerations; evaluating realistic consequences of various actions; and making constructive, safe choices for self, relationships, and school.

Potential concerns. Racial/ethnic and class inequities are often justified by blaming them either on the person or the group, rather than attending to systemic or structural explanations for differential treatment and outcomes. This can result in interpersonal decisions that reflect and are reflected in institutional (school) policies and practices that reproduce and/or exacerbate existing educational and economic inequities²⁶.

Potential opportunities. Fostering equity through SEL suggests decision-making that positions students and adults to engage in initiatives and to co-create structures and processes that are inclusive, equitable, and mutually supportive. As examples, students should be invited to build community in classroom, school, and neighborhood settings. Nurturing students' understand-

²⁴ Gregory & Fergus, 2017

²⁵ Danso, R. (2016). Cultural competence and cultural humility: A critical reflection on key cultural diversity concepts. *Journal of Social Work*. DOI: 10.1177/1468017316654341

²⁶ Danso, 2016

ing of systemic or structural explanations for differential treatment and outcomes, together with relationship skills, can be done in settings that are group-specific or those that include members of multiple ethnic/racial and socioeconomic groups.

CONCLUSIONS. We recommend that communal values and a positive ethnic-racial identity be included as key components of self-awareness, particularly for marginalized youth whose culture and ethnic/racial group membership has been disparaged historically or is currently diminished within mainstream cultural institutions, such as schools. Supporting the development of these assets should buffer children and youth from the negative impacts of internalized, interpersonal, and institutional oppression and provide pathways for constructive, collective responses.

Further, all youth should be cognizant of the cultural features and power dynamics of interactions and contexts that include peers and adults from diverse ethnic/racial and economic backgrounds. This would allow them to appropriately deploy interpersonal skills and abilities to advance collective well-being. Based on these recommendations, Table 1 outlines proposed revisions to recent definitions of CASEL core competencies.

CASEL 5 Competencies	Equity Elaborations
Self-awareness	Involves understanding one’s emotions, personal identity, goals, and values. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one’s personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.
Self-management	Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals.
Social-awareness	Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources and supports.
Relationship skills	Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.
Responsible decision-making	Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration.

Revisions to Weissberg et al. (2015)

Promising Approaches, Programs, and Practices Advancing Equity-Elaborated SEL

Schools have been the focus of most SEL efforts, and the CASEL 5 competencies are at the center of a model for schoolwide SEL implementation. However, prominent and popular SEL programs often focus on student skill development and don't explicitly address the cultural assets mentioned above²⁷.

Below, we describe some school-based programs and practices that might foster transformative, equity-elaborated SEL competencies. Schools are cultural institutions and advance (consciously or unconsciously) dominant racialized cultural norms, values, and practices. Efforts like transformative SEL that seek more equitable educational experiences for students must offer viable alternative strategies to this tendency. Accordingly, this section concludes with a discussion of how equity-elaborated teacher social and emotional competencies relate to effective implementation and desired outcomes of the identified programs and practices.

There is a range of cultural infusion strategies²⁸. Of these, *sociocultural, evidential, and constituent-involving* strategies are the most germane to equity-elaborated SEL. The first of these, *sociocultural* strategies, integrate the target group's cultural norms, values, and behaviors into program content and activities, and thereby represent our interest in advancing communal values and relations.

The other two, *evidential* and *constituent-involving* strategies, are more consistent with issues of racial/ethnic and class identity²⁹. *Evidential* strategies include providing some form of data demonstrating that a given problem affects members of the target group. *Constituent-involving* strategies are perhaps the most impactful and sustainable, as they seek to engage members of the target group in the development, delivery, and evaluation of the program or intervention.

Below we offer a variety of approaches and practices—cultural integration, community-building, promotion of identity, equity integration and participatory methods—that have the potential to address some of these considerations.

Cultural Integration

The approach of cultural integration involves culturally responsive teaching and culturally relevant pedagogy. These two practices reflect *sociocultural* and *constituent-involving* strategies, and include the following features: connecting student's cultural assets and references to academic concepts and skills, employing curricula that encourages student reflection on their own lives and society, supporting student cultural competence by facilitating learning about their own and other cultures, and

²⁷ Jagers, 2016; Simmons, D. (2017). Is social-emotional learning really going to work for students of color? Education Week. Retrieved from <https://www.edweek.org/tm/articles/2017/06/07/we-need-to-redefine-social-emotional-learning-for.html>

²⁸ Kreuter, M.W., Lukwago, S.N., Bucholtz, D.C., Clark, E.M. & Sanders-Thompson, V. (2003). Achieving cultural appropriateness in health promotion programs: Targeted and tailored approaches. *Health Education and Behavior*, 30, 133-14

²⁹ Jagers, R.J., Mustafaa, F. & Noel, B. (2017). Cultural integrity and African American empowerment. In M.A. Bond, C. B. Keys & I. Serrano-García (Eds.), *Handbook of Community Psychology*. Washington, DC: *American Psychological Association*.

pursuing social justice through critiques of discourses of power. Literature in the field provides findings about how educators can employ culturally relevant education across academic content areas³⁰.

Recent program reviews indicate the following:

1. There is a range of cultural infusion strategies used alone or in combination in programs,
2. Programs are conducted in various settings (family, school, and/or community), and
3. The rigor of evaluation designs varies substantially

However, several reviewed programs infuse sociocultural values in their theoretical orientation, program content, and program delivery. Further, a number of programs that include a school component or are school-based have been found to have positive effects on health and academic outcomes for Black and Latino youth³¹.

Community-building

While the preponderance of evidence-based SEL programs focuses on student skill development, a few programs foreground classroom community-building. Such approaches reflect a sociocultural strategy since they leverage a communal orientation and advance constructive interdependence.

Component practices of these approaches include: morning meetings/advisory; individual and classroom goal setting and social contracts; modeling and practicing of classroom routines; empowering teacher language; planning and reflection on student products; collaborative problem-solving among students; and balanced discipline strategies that highlight student self-control³².

Classroom communities promote school and civic engagement and improved academic outcomes³³. Cooperative learning approaches utilize similar pedagogic practices. A large body of research shows that the positive effects on academic outcomes, psychological adjustment, and interpersonal relationships can be produced across diverse students in different settings³⁴.

However, although these programs and practices can create more inclusive classroom and school settings, it is necessary to explicitly consider issues of race/ethnicity and class to advance an equity-focused SEL agenda.

³⁰ Arsonson, B. & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, 86(1): 163-206.

³¹ Jagers et al. 2017; Loyd, A. B., & Williams, B. V. (2016). The potential for youth programs to promote African American youth's development of ethnic and racial identity. *Child Development Perspectives*, 11(1):29-38; Marsiglia, F.F. & Booth, J.M. (2015). Cultural adaptation of interventions in real practice settings. *Research on Social Work Practice*, 25(4) 423-432

³² Kwame-Ross, et al., 2011; Rimm-Kaufman, S. E., Larsen, R. A., Curby, T. W., Baroody, A. E., Merritt, E., Abry, T., Wanless, S. (2014). Efficacy of the Responsive Classroom approach: Results from a three-year, longitudinal randomized control trial. *American Educational Research Journal*. doi:10.3102/0002831214523821; Schaps et al., 1996

³³ Rimm-Kaufman et al., 2014; Jagers et al., 2017

³⁴ Johnson, D. W., & Johnson, R. (2016). Cooperative learning and teaching citizenship in democracies. *International Journal of Educational Research*, 76: 162-177.

Promoting Ethnic-Racial Identity Development

A recent review found nine programs that employ evidential and constituent-involving program materials and interpersonal interactions aimed at improving the ethnic/racial identity of Black adolescents. Six of these nine programs report positive effects on ERI³⁵.

A separate review identified five school-based programs that include ethnic/racial identity in their theoretical orientation, program activities, and/or evaluation. These programs vary with regard to methodological approach (e.g., qualitative, quantitative) and rigor (e.g., sample size, use of randomization), yet several report positive program effects, including increased ERI among Black youth.

Our scan revealed fewer applied studies on the promotion of ERI among Latino youth, in particular. However, a recent efficacy trial found that a classroom-based intervention promoted identity exploration for both youth of color and their White classmates³⁶. Additionally, there is growing evidence that brief interventions into stereotype threats can have positive academic and social impacts for various marginalized groups³⁷.

Integrating Equity Content into Subject Area



Facing History and Ourselves (FHAO) is an example of a program designed to integrate issues of race/ethnicity into regular social studies and language arts instruction. It employs evidentiary strategy, leveraging historical examples of conflict, injustice, and discrimination to teach tolerance, social skills, and civic responsibility. The program targets teaching practices and classroom climate.

There is some evidence that Facing History improves students' psychosocial competence and reduces racist attitudes and fighting among White youth and improves teacher sense of efficacy with use of democratic (i.e., inclusive) teaching practices³⁸.

In addition to adopting programs like FHAO, schools can surface issues of equity in their regular core academic coursework. The specific emphases they choose can determine the nature of students' understandings of racial and socioeconomic injustices.

³⁵ Loyd & Williams, 2016; Metzger, I., Cooper, S. M., Zarrett, N., & Flory, K. (2013). Culturally sensitive risk behavior prevention programs for African American adolescents: A systematic analysis. *Clinical Child Family Psychology Review*, 16: 187-212.

³⁶ Umaña-Taylor, A. J., Douglass, S., Updegraff, K. A., & Marsiglia, F. F. (2017). A small-scale randomized efficacy trial of the Identity Project: Promoting adolescents' ethnic-racial identity exploration and resolution. *Child Development*. DOI: 10.1111/cdev.12755; Dee, T., & Penner, E. (2016). The causal effects of cultural relevance: Evidence from an ethnic studies curriculum (CEPA Working Paper No.16-01). Retrieved from Stanford Center for Education Policy Analysis: <http://cepa.stanford.edu/wp16-01>

³⁷ Steele, C. M. (2011). Whistling Vivaldi: And other clues to how stereotypes affect us (issues of our time). W.W. Norton & Company; Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331 (6023): 1447-1451.

³⁸ Barr, D. J., Boulay, B., Selman, R. L., McCormick, R., Lowenstein, E., Gamse, B., Fine, M., & Leonard, M. B. (2015). A randomized controlled trial of professional development for interdisciplinary civic education: Impacts on humanities teachers and their students. *Teachers College Record*, 117: 1-52.

For example, research suggests that collaborative inquiry-based learning encourages greater growth in high school students' racial consciousness than does traditional "no-nonsense" schooling. However, the focus on closing the achievement gap in no-nonsense schools promoted greater growth in students' critical awareness of social class inequities. It is noteworthy that coursework aimed at encouraging upper-income White adolescents to take social responsibility for addressing social inequities was found not to be effective³⁹.

Project-based, Experiential, and Participatory Learning

Project-based⁴⁰ and experiential learning opportunities, such as service learning, can increase social and civic skills across diverse groups of students⁴¹.

Additionally, there has been considerable attention to positive impacts of youth participatory action research (YPAR) on social, emotional, and academic outcomes for children and youth. YPAR is a youth-led approach that support young people in using scientific research methods to design and evaluate their efforts to address local issues that affect them and their communities. Among diverse children and youth, YPAR has a positive influence on school-based academic pursuits and outcomes, as well as active school and community engagement for social change⁴².

TRANSFORMATIVE SEL REQUIRES EXPLICIT CRITICAL EXAMINATION OF THE ROOT CAUSES OF RACIAL AND ECONOMIC INEQUITIES TO FOSTER THE DESIRED CRITICAL SELF-AWARENESS AND SOCIAL AWARENESS IN YOUNG PEOPLE.

CONCLUSIONS. The literature points to a number of approaches, programs, and practices that are consistent with transformative SEL as they help advance aspects of equity-elaborated social and emotional competencies for children and youth. Community-building approaches appear within the SEL literature currently. Such programs foster constructive communal relations and thereby encourage participatory democracy in the classroom.

³⁹ Mistry, R. S., Brown, C. S., Chow, K. A., & Collins, G. S. (2011). Increasing the complexity of young adolescents' beliefs about poverty and inequality: Results of an 8th grade social studies curriculum intervention. *Journal of Youth and Adolescence*, 41: 704-716; Seider, S., Graves, D., El-Amin, A., Soutter, M., Tamerat, J., Jennett, P., Clark, S., Malhotra, S., & Johannsen, J. (2017). Developing sociopolitical consciousness of race and social class inequality in adolescents attending progressive and no excuses urban secondary schools. *Applied Developmental Science*. DOI: 10.1080/10888691.2016.1254557; SSeider, S. (2008). Resisting obligation: How privileged adolescents conceive of their responsibilities to others. *Journal of Research in Character Education*, 6(1): 3-19.

⁴⁰ Condliffe, B., Quint, J., Visher, M. G., Bangser, M. R., Drohojowska, S., Saco, L., & Nelson, E. (2017). Project-based learning: A literature review (Working Paper). MDRC.

⁴¹ Chung, S., & McBride. (2015). Social and emotional learning in middle school curricula: A service learning model based on positive youth development. *Children and Youth Services Review*, 53: 192-200.

⁴² Ozer, E. J. (2016). Youth-led participatory action research: Developmental and equity perspectives. In S. S. Horn, M. D. Ruck, & L. S. Liben, (Eds.), *Equity and Justice in Developmental Sciences: Theoretical and Methodological Issues* (189-207). NY, New York: Oxford University Press; Kornbluh, M., Ozer, E. J., Allen, C. D., & Kirshner, B. (2015). Youth participatory action research as an approach to sociopolitical development and the new academic standards: Considerations for educators. *Urban Review*. DOI 10.1007/s11256-015-0337-6; Ozer, E. J., & Douglas, L. (2015). Assessing the key processes of youth-led participatory research: Psychometric analysis and application of an observational rating scale. *Youth and Society*, 47(1): 29-50.

However, transformative SEL also requires explicit critical examination of the root causes of racial and economic inequities to foster the desired critical self-awareness and social awareness in young people. Brief interventions can ameliorate the dampening effects of stereotypes on youth outcomes. Programs that focus on identity development and/or systematic efforts to integrate issues of race, class, and culture into the academic content can have greater utility to the degree that they advance a notion of citizenship that is global and justice-oriented.

Project-based and participatory approaches may have the greatest purchase, as they provide a context for youth to synthesize critical academic, social, and emotional competencies in addressing issues they deem relevant in the broader national and international contexts.

The Importance of Adult SEL

We would be remiss if we did not mention the pivotal role of adult social and emotional competencies in advancing transformative SEL. Recent work has demonstrated that some mindfulness interventions have yielded positive results for teachers and their students⁴³. However, research also suggests that teachers often have less productive relationships with lower-income students and students of color than with their White students from better resourced backgrounds⁴⁴.

This may be due in part to the cultural and class assumptions and preferences that most teachers have, regardless of their own racial/ethnic background⁴⁵. As such, teacher cultural awareness and sensibilities warrant systematic attention. Further, teacher racial identity is a relevant but under-examined consideration for equity and SEL. Such awareness would aid teachers in avoiding the fallacies of color-blindness, power-blindness, and humanist-caring, which obscure the sociopolitical realities of youth of color and low-resourced students⁴⁶.

We assume that these competencies would better position teachers to be more equitable and facilitative of empowering students from diverse backgrounds. Pre- and in-service training that best support such insights by teachers tend to encourage concrete activities that reflect authentic, asset-focused interest in the lived experiences of students (e.g., home visits, service learning)⁴⁷.

⁴³ Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., ... 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>

⁴⁴ Allen et al., 2013; Yaeger et al., 2017

⁴⁵ Hurley, E.A., Boykin, A.W., & Allen, B.A. (2005). Communal versus individual learning of math-estimation: African American children and cultures learning contexts. *Journal of Psychology*, 139(6), 513-527.

⁴⁶ Castagno, A.E. (2013). Multicultural education and the protection of Whiteness. *American Journal of Education*, 120, 101-128; Jupp, J. C., Berry, T. R., & Lensmire, T. J. (2016). Second-wave white teacher identity studies: A review of white teacher identity literatures from 2004 through 2014. *Review of Educational Research*, 86(4): 1151-1191.

⁴⁷ Brannon, T. N., & Walton, G. M. (2013). Enacting cultural interests: How intergroup contact reduces prejudice by sparking interest in an out-group's culture. *Psychological Science*, 24(10): 1947-1957; Rubin, B. C., El-Haj, T. R. A., Graham, E., & Clay, K. (2016). Confronting the urban civic opportunity gap: Integrating youth participatory action research into teacher education. *Journal of Teacher Education*, 67(5): 424-436.

Implications for SEL Assessment

The introduction of equity-elaborated competencies and promotion of transformative SEL have implications for SEL assessment work. Asserting the cultural integrity of people of color and those from low-income backgrounds raises the specter of measurement bias and equivalence. Bias can occur at the level of the construct, method, and/or item. Equivalence can be gauged in terms of structure, measurement, and scale⁴⁸. These issues are given serious consideration in international and cross-cultural research. Such attention is warranted when SEL assessments are employed with distinct domestic and immigrant groups.

The issues raised here also argue for basic and applied research to include additional indices that capture these cultural assets. While a number of valid and reliable assessments of, for example, cultural orientations, ERI, and related coping strategies can be found⁴⁹, they have not been included systematically in SEL studies as outcomes or intervening variables (moderators or mediators).

Like other SEL competencies, the various equity elaborations have developmental courses that need to be examined via systematic research⁵⁰. We have a limited understanding of how the equity-elaborated social-emotional competencies might be related to one another among various segments (e.g., grade, race/ethnicity, SES, urban, rural) of the student population. Given the emphasis on communalism, constructive interdependence, and intergroup contact, our assessments need to attend to the composition and dynamics of peer networks and their role in relationship and community-building efforts⁵¹.

We also see collaborative problem-solving as an essential interpersonal-level skill set to cultivate and assess⁵². This would better position the field to test fundamental assumptions regarding equity-elaborated SEL theory, research, and practice.

Adult social and emotional competencies should garner significant attention in assessment efforts. For example, there is a growing recognition that teacher social-emotional competence is pivotal to the growth and development of students. However, there are relatively few teacher SEC assessments. Given that most teachers are middle-class White women and students are increasingly diverse, it is critical that adult assessment include indicators of race and class identity, attitudes, and beliefs. Such measures might be useful in helping us understand recent research pointing to, for example, the

⁴⁸ van de Vijver, F., & Tanzer, N. K. (2004). Bias and equivalence in cross-cultural assessment: An overview. *Revue europeenne de psychologie appliquee*, 54: 119-135.

⁴⁹ Davidov et al., 2010; Rivas-Drake et al., 2014

⁵⁰ Jones & Kahn, 2017

⁵¹ Rivas-Drake, D., Schaefer, D., Saleem, M., Medina, M., & Jagers, R. (in press). Adolescent intergroup contact attitudes across peer networks in school: Selection, influence, and implications for cross-group friendships. *Child Development*.

⁵² OECD (2015). Skills for social progress: The power of social and emotional skills, OECD Skills Studies, OECD Publishing. <http://dx.doi.org/10.1787/9789264226159-en>

dramatic benefits of same-race teachers for Black boys, and the socioeconomic and race/ethnic biases evident in teacher ratings of student effort⁵³.

Also, such measures would be important to teacher professional development, as well as to examinations of implementation and outcomes of efforts aimed at community-building and/or explicit instruction around issues of race and class with diverse groups of children and youth.

We welcome the increased attention in the SEL and school improvement literatures to factors such as classroom and school climate. These represent important correlates and outcomes of SEL programming. We suggest that these indices incorporate perceptions of racial, class, and gender equity as well. Additionally, more needs to be known about social and emotional learning in family and community settings, especially as socializing agents within these settings may offer messages regarding racial/ethnic relations and civic life. This is particularly important in contexts where potential status incongruences might exist.

Brief survey measures are of course important for SEL efforts to be done at scale (e.g., district and state); however, interviews and observations may be warranted to augment and improve surveys. The use of these mixed methods, design research, and youth participatory action approaches could provide important insights, especially among teachers and students already engaged in equity-focused SEL programs and practices. The lessons learned could be made flexible and portable for deployment in other school settings.

⁵³ Gershenson, S., Hart, C.M.D., Lindsay, C.A., Papageorge, N.W. (2017). The Long-Run Impacts of Same-Race Teachers. IZA Institute of Labor Economics. Retrieved from <http://ftp.iza.org/dp10630.pdf>; Kozlowski, K. P. (2015). Culture or teacher bias? Racial and ethnic variation in student--teacher effort assessment match/mismatch. *Race and Social Problems*, 7(1), 43-59. <http://dx.doi.org/10.1007/s12552-014-9138-x>

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The Measuring SEL Series of Frameworks Briefs

The *Establishing Practical Social-Emotional Competence Assessments of Preschool to High School Students* project as guided by the Assessment Work Group (AWG) is dedicated to helping advance the effective use of data to inspire practice in SEL. In deciding how the AWG could best contribute to advancing the field and complement rather than compete with other efforts underway to address the challenges of multiple frameworks and inconsistent use of language, the AWG Frameworks Subgroup, led by Stephanie Jones and Roger Weissberg, developed four series of briefs designed for practitioners. Each series and each brief in the series is designed to help advance how people think about the issues and make reasonable choices that work best for them and their context. We hope they provide a set of “building blocks” that systems and practitioners can use to advance and improve their SEL efforts. Learn more at <https://measuringssel.casel.org>

Introductory Series

These briefs are about what frameworks are, how they are useful, the challenges and opportunities they present in practice, and defining criteria that are helpful when considering what frameworks to use.

Comparative Series

These briefs explore efforts underway to categorize and align ways of thinking about comparing unique frameworks. The briefs also describe tools available to aid systems and practitioners in their selection and use of a framework.

Special Issues Series

These briefs identify critical issues that frameworks must address or that influence how they are used that are important to consider when selecting and using frameworks, such as equity and SEL, and developmental considerations.

Descriptive Series

These briefs each describe an individual framework currently in use. They are intended to illustrate how frameworks can be analyzed and help practitioners learn to evaluate frameworks on the types of criteria that matter most in their settings. *(The briefs are not an endorsement of these frameworks.)*

The Assessment Work Group is committed to advancing dialogue on key issues in the field and stating a perspective when appropriate. The views and opinions expressed in these briefs reflect the general position of the Assessment Work Group. They do not necessarily reflect the official policy or position of CASEL or any of the individual organizations involved with the work group.



COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING

**The impact of enhancing students' social and emotional learning:
A meta-analysis of school-based universal interventions**

Joseph Durlak, Roger P. Weissberg, Allison Dymnicki,
Rebecca Taylor, & Kriston Schellinger

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405-432.

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The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions

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This article presents findings from a meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement. School teaching staff successfully conducted SEL programs. The use of 4 recommended practices for developing skills and the presence of implementation problems moderated program outcomes. The findings add to the growing empirical evidence regarding the positive impact of SEL programs. Policy makers, educators, and the public can contribute to healthy development of children by supporting the incorporation of evidence-based SEL programming into standard educational practice.

Teaching and learning in schools have strong social, emotional, and academic components (Zins, Weissberg, Wang, & Walberg, 2004). Students typically do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the encouragement of their families. Emotions can facilitate or impede children's academic engagement, work ethic, commitment, and ultimate school success. Because relationships and emotional processes affect how and what we learn, schools and families must effectively address these aspects of the educational process for the benefit of all students (Elias et al., 1997).

A key challenge for 21st-century schools involves serving culturally diverse students with varied abilities and motivations for learning (Learning First Alliance, 2001). Unfortunately, many students lack social-emotional competencies and become less connected to school as they progress from elementary to middle to high school, and this lack of connection negatively affects their academic performance, behavior, and health (Blum & Libbey, 2004). In a national sample of 148,189 sixth to twelfth graders, only 29%–45% of surveyed students reported that they had social competencies such as empathy, decision making, and conflict resolution skills, and only 29% indicated that their school provided a caring, encouraging environment (Benson, 2006). By high school as many as 40%–60% of students become chronically disengaged from school (Klem & Connell, 2004). Furthermore, approximately 30% of high school students engage in multiple high-risk behaviors (e.g., substance use, sex, violence, depression, attempted suicide) that interfere with school performance and jeopardize their potential for life success (Dryfoos, 1997; Eaton et al., 2008).

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There is broad agreement among educators, policy makers, and the public that educational systems should graduate students who are proficient in core academic subjects, able to work well with others from diverse backgrounds in socially and emotionally skilled ways, practice healthy behaviors, and behave responsibly and respectfully (Association for Supervision and Curriculum Development, 2007; Greenberg et al., 2003). In other words, schools have an important role to play in raising healthy children by fostering not only their cognitive development but also their social and emotional development. Yet schools have limited resources to address all of these areas and are experiencing intense pressures to enhance academic performance. Given time constraints and competing demands, educators must prioritize and effectively implement evidence-based approaches that produce multiple benefits.

It has been posited that universal school-based efforts to promote students' social and emotional learning (SEL) represent a promising approach to enhance children's success in school and life (Elias et al., 1997; Zins & Elias, 2006). Extensive developmental research indicates that effective mastery of social-emotional competencies is associated with greater well-being and better school performance whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties (Eisenberg, 2006; Guerra & Bradshaw, 2008; Masten & Coatsworth, 1998; Weissberg & Greenberg, 1998). The findings from various clinical, prevention, and youth development studies have stimulated the creation of many school-based interventions specifically designed to promote young people's SEL (Greenberg et al., 2003). On the other hand, several researchers have questioned the extent to which promoting children's social and emotional skills will actually improve their behavioral and academic outcomes (Duncan et al., 2007; Zeidner, Roberts, & Matthews, 2002). This meta-analysis examines the effects of school-based SEL programming on children's behaviors and academic performance, and discusses the implications of these findings for educational policies and practice.

What Is Social and Emotional Learning?

The SEL approach integrates competence promotion and youth development frameworks for reducing risk factors and fostering protective mechanisms for positive adjustment (Benson, 2006; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002; Guerra

& Bradshaw, 2008; Weissberg, Kumpfer, & Seligman, 2003). SEL researchers and program designers build from Waters and Sroufe's (1983) description of competent people as those who have the abilities "to generate and coordinate flexible, adaptive responses to demands and to generate and capitalize on opportunities in the environment" (p. 80). Elias et al. (1997) defined SEL as the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively. The proximal goals of SEL programs are to foster the development of five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, 2005). These competencies, in turn, should provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades (Greenberg et al., 2003). Over time, mastering SEL competencies results in a developmental progression that leads to a shift from being predominantly controlled by external factors to acting increasingly in accord with internalized beliefs and values, caring and concern for others, making good decisions, and taking responsibility for one's choices and behaviors (Bear & Watkins, 2006).

Within school contexts, SEL programming incorporates two coordinated sets of educational strategies to enhance school performance and youth development (Collaborative for Academic, Social, and Emotional Learning, 2005). The first involves instruction in processing, integrating, and selectively applying social and emotional skills in developmentally, contextually, and culturally appropriate ways (Crick & Dodge, 1994; Izard, 2002; Lemerise & Arsenio, 2000). Through systematic instruction, SEL skills may be taught, modeled, practiced, and applied to diverse situations so that students use them as part of their daily repertoire of behaviors (Ladd & Mize, 1983; Weissberg, Caplan, & Sivo, 1989). In addition, many programs help students apply SEL skills in preventing specific problem behaviors such as substance use, interpersonal violence, bullying, and school failure (Zins & Elias, 2006). Quality SEL instruction also provides students with opportunities to contribute to their class, school, and community and experience the satisfaction, sense of belonging, and enhanced motivation

that comes from such involvement (Hawkins, Smith, & Catalano, 2004). Second, SEL programming fosters students' social-emotional development through establishing safe, caring learning environments involving peer and family initiatives, improved classroom management and teaching practices, and whole-school community-building activities (Cook et al., 1999; Hawkins et al., 2004; Schaps, Battistich, & Solomon, 2004). Together these components promote personal and environmental resources so that students feel valued, experience greater intrinsic motivation to achieve, and develop a broadly applicable set of social-emotional competencies that mediate better academic performance, health-promoting behavior, and citizenship (Greenberg et al., 2003).

Recent Relevant Research Reviews

During the past dozen years there have been many informative research syntheses of school-based prevention and promotion programming. These reviews typically include some school-based, universal SEL program evaluations along with an array of other interventions that target the following outcomes: academic performance (Wang, Haertel, & Walberg, 1997; Zins et al., 2004), antisocial and aggressive behavior (Lösel & Beelman, 2003; Wilson & Lipsey, 2007), depressive symptoms (Horowitz & Garber, 2006), drug use (Tobler et al., 2000), mental health (Durlak & Wells, 1997; Greenberg, Domitrovich, & Bumbarger, 2001), problem behaviors (Wilson, Gottfredson, & Najaka, 2001), or positive youth development (Catalano et al., 2002). Although these reports differ substantially in terms of which intervention strategies, student populations, and behavioral outcomes are examined, they have reached a similar conclusion that universal school-based interventions are generally effective. However, no review to date has focused exclusively on SEL programs to examine their impact across diverse student outcomes.

The Current Meta-Analysis: Research Questions and Hypotheses

This paper reports on the first large-scale meta-analysis of school-based programs to promote students' social and emotional development. In contrast to most previous reviews that focus on one major outcome (e.g., substance abuse, aggression, academic performance), we explored the effects of SEL programming across multiple outcomes: social and emotional skills, attitudes toward self

and others, positive social behavior, conduct problems, emotional distress, and academic performance. Moreover, we were interested in interventions for the entire student body (universal interventions) and thus did not examine programs for indicated populations, that is, for students already demonstrating adjustment problems. These latter programs have been evaluated in a separate report (Payton et al., 2008).

The proliferation of new competence-promotion approaches led to several important research questions about school-based interventions to foster students' social and emotional development. For example, what outcomes are achieved by interventions that attempt to enhance children's emotional and social skills? Can SEL interventions promote positive outcomes and prevent future problems? Can programs be successfully conducted in the school setting by existing school personnel? What variables moderate the impact of school-based SEL programs? Next, we address these questions and offer hypotheses about expected findings.

The findings from several individual studies and narrative reviews indicate that SEL programs are associated with positive results such as improved attitudes about the self and others, increased prosocial behavior, lower levels of problem behaviors and emotional distress, and improved academic performance (Catalano et al., 2002; Greenberg et al., 2003; Zins et al., 2004). Thus, our first hypothesis was that our meta-analysis of school-based SEL programs would yield significant positive mean effects across a variety of skill, attitudinal, behavioral, and academic outcomes (Hypothesis 1).

Ultimately, interventions are unlikely to have much practical utility or gain widespread acceptance unless they are effective under real-world conditions. Thus, we investigated whether SEL programs can be incorporated into routine educational practice; that is, can they be successfully delivered by existing school staff during the regular school day? In our analyses, we separated interventions conducted by regular school staff and those administered by nonschool personnel (e.g., university researchers, outside consultants). We predicted that programs conducted by classroom teachers and other school staff would produce significant outcomes (Hypothesis 2).

Many school-based SEL programs involve the delivery of classroom curricula designed to promote social-emotional competencies in developmentally and culturally appropriate ways (Collaborative for Academic, Social, and Emotional Learning, 2005). There are also multicomponent programs that

supplement classroom programming with school-wide components (Greenberg et al., 2003). We expected that interventions that combined components within and outside of the daily classroom routine would yield stronger effects than those that were only classroom based (Hypothesis 3). This expectation is grounded in the premise that the broader ecological focus of multicomponent programs that extend beyond the classroom should better support and sustain new skill development (Tolan, Guerra, & Kendall, 1995).

We also predicted that two key variables would moderate student outcomes: the use of recommended practices for developing skills and adequate program implementation. Extensive research in school, community, and clinical settings has led several authors to offer recommendations on what procedures should be followed for effective skill training. For example, there is broad agreement that programs are likely to be effective if they use a sequenced step-by-step training approach, use active forms of learning, focus sufficient time on skill development, and have explicit learning goals (Bond & Hauf, 2004; Durlak, 1997; Dusenbury & Falco, 1995; Gresham, 1995). These four recommended practices form the acronym SAFE (for sequenced, active, focused, and explicit; see the Method section). A meta-analysis of after-school programs that sought to develop personal and social skills found that program staff who followed these four recommended practices were more effective than those who did not follow these procedures (Durlak, Weissberg, & Pachan, 2010). Moreover, the literature suggests that these recommended practices are important in combination with one another rather than as independent factors. In other words, sequenced training will not be as effective unless active forms of learning are used and sufficient time is focused on reaching explicit learning goals. Therefore, we coded how many of the four practices were used in SEL interventions and expected to replicate the previous finding that staff using all four practices would be more successful than those who did not (Hypothesis 4).

For example, new behaviors and more complicated skills usually need to be broken down into smaller steps and sequentially mastered, suggesting the benefit of a coordinated sequence of activities that links the learning steps and provides youth with opportunities to connect these steps (Sequenced). Gresham (1995) has noted that it is "important to help children learn how to combine, chain and sequence behaviors that make up various social skills" (p. 1023). Lesson plans

and program manuals are often used for this purpose.

An effective teaching strategy for many youth emphasizes the importance of active forms of learning that require youth to act on the material (Active). "It is well documented that practice is a necessary condition for skill acquisition" (Salas & Cannon-Bowers, 2001, p. 480). Sufficient time and attention must also be devoted to any task for learning to occur (Focus). Therefore, some time should be set aside primarily for skill development. Finally, clear and specific learning objectives over general ones are preferred because it is important that youth know what they are expected to learn (Explicit).

Finally, there is increasing recognition that effective implementation influences program outcomes (Durlak & Dupre, 2008) and that problems encountered during program implementation can limit the benefits that participants might derive from intervention. Therefore, we hypothesized that SEL programs that encountered problems during program implementation would be less successful than those that did not report such problems (Hypothesis 5).

In sum, this article describes the results of a meta-analysis of school-based universal SEL programs for school children. We hypothesized that (a) SEL programs would yield significant mean effects across skill, attitudinal, behavioral, and academic domains; (b) teachers would be effective in administering these programs; and (c) multicomponent programs would be more effective than single-component programs. We also expected that program outcomes would be moderated by (d) the use of recommended training practices (SAFE practices) and (e) reported implementation problems.

Method

Literature Search

Four search strategies were used in an attempt to secure a systematic, nonbiased, representative sample of published and unpublished studies. First, relevant studies were identified through computer searches of *PsycInfo*, *Medline*, and *Dissertation Abstracts* using the following search terms and their variants: *social and emotional learning, competence, assets, health promotion, prevention, positive youth development, social skills, self-esteem, empathy, emotional intelligence, problem solving, conflict resolution, coping, stress reduction, children, adolescents, intervention, students, and schools*. Second, the reference lists of each identified study and of reviews of psychosocial interventions for youth were examined.

Third, manual searches were conducted in 11 journals producing relevant studies from January 1, 1970 through December 31, 2007. These were the *American Educational Research Journal*, *American Journal of Community Psychology*, *Child Development*, *Journal of Research in Adolescence*, *Journal of Consulting and Clinical Psychology*, *Journal of Primary Prevention*, *Journal of School Psychology*, *Journal of Youth and Adolescence*, *Prevention Science*, *Psychology in the Schools*, and *School Psychology Review*. Fourth, searches were made of organization Web sites promoting youth development and social-emotional learning, and researchers who presented relevant work at national prevention and community conferences were contacted for complete reports. The final study sample has little overlap with previous meta-analyses of school-based preventive interventions. No more than 12% of the studies in any of the previous reviews (Durlak & Wells, 1997; Horowitz & Garber, 2007; Lösel & Beelman, 2003; Tobler et al., 2000; Wilson et al., 2001; Wilson & Lipsey, 2007) were part of our study sample, and 63% of the studies we reviewed were not included in any of these previous reviews. This is due to a number of reasons including (a) 36% of studies in the current review were published in the past decade, (b) previous reviews have focused primarily on negative outcomes and not on positive social-emotional skills and attitudes, and (c) other studies have not included such a broad range of age groups (i.e., kindergarten through high school students).

Inclusion Criteria

Studies eligible for review were (a) written in English; (b) appeared in published or unpublished form by December 31, 2007; (c) emphasized the development of one or more SEL skills; (d) targeted students between the ages of 5 and 18 without any identified adjustment or learning problems; (e) included a control group; and (f) reported sufficient information so that effect sizes (ESs) could be calculated at post and, if follow-up data were collected, at least 6 months following the end of intervention.

Exclusion Criteria

We excluded studies targeting students who had preexisting behavioral, emotional, or academic problems. Additionally, we excluded programs whose primary purpose was to promote achievement through various types of educational curricula, instructional strategies, or other forms of academic assistance, as well as interventions that

focused solely on outcomes related to students' physical health and development (e.g., programs to prevent AIDS, pregnancy, or drug use, or those seeking to develop healthy nutrition and exercise patterns). Finally, we excluded small-group out-of-class programs that were offered during study hall, gym class, or in school after the school day ended. Although some of these programs technically qualify as universal interventions, they differed in several respects from the other reviewed interventions. For example, they did not involve entire classes but were limited to those students who volunteered (thus introducing the possibility of self-selection bias) and they usually had much smaller sample sizes and were briefer in duration.

Dealing With Multiple Cohorts or Multiple Publications on the Same Cohort

Multiple interventions from the same report were coded and analyzed separately if the data related to distinct intervention formats (e.g., classroom versus multicomponent) and contained separate cohorts, or if a single report reported the results for an original cohort and a replication sample. Multiple papers evaluating the same intervention but containing different outcome data at post or follow-up for the same cohort were combined into a single study.

Independent Variable: Intervention Formats

The major independent variables were intervention format, the use of four recommended practices related to skill development (SAFE practices), and reported implementation problems. The intervention format used to promote students' social and emotional development was categorized in the following three mutually exclusive ways based on the primary change agent and whether multi-component strategies were used to influence students.

Class by teacher. The most common strategy (53% of interventions) involved classroom-based interventions administered by regular classroom teachers (Class by Teacher). These usually took the form of a specific curriculum and set of instructional strategies (e.g., behavior rehearsal, cooperative learning) that sought to develop specific social and emotional skills.

Class by nonschool personnel. These interventions were similar to Class by Teacher approaches with the major difference being that nonschool personnel, such as university researchers or outside consultants, administered the intervention.

Multicomponent programs. These approaches typically had two components and often supplemented teacher-administered classroom interventions with a parent component or schoolwide initiatives. In some projects, parents worked with their child to complete skill-related homework assignments or attended parent discussion and training groups (e.g., Kumpfer, Alvarado, Tait, & Turner, 2002). Others involved schoolwide organizational changes. For example, these efforts might begin with the formation of a planning team that develops new policies and procedures to reorganize school structures and then institutes practices to encourage and support students' social and emotional development (e.g., Cook, Murphy, & Hunt, 2000; Flay, Allred, & Ordway, 2001; Hawkins et al., 2004).

Potential Moderators of Outcome: SAFE and Implementation

SAFE. Interventions were coded dichotomously (yes or no) according to whether or not each of four recommended practices identified by the acronym SAFE was used to develop students' skills: (a) Does the program use a connected and coordinated set of activities to achieve their objectives relative to skill development? (Sequenced); (b) Does the program use active forms of learning to help youth learn new skills? (Active); (c) Does the program have at least one component devoted to developing personal or social skills? (Focused); and (d) Does the program target specific SEL skills rather than targeting skills or positive development in general terms? (Explicit). Reports rarely contained data on the extent to which each of the above four practices were used (e.g., how often or to what degree active forms of learning were used) and, therefore, dichotomous coding was necessary. For example, any time spent on active learning (e.g., role playing or behavioral rehearsal) was credited as long as it afforded students the opportunity to practice or rehearse SEL skills. Further details on these practices are available in the coding manual and in Durlak et al. (2010). Programs that followed or failed to follow all four practices were called SAFE and Other program, respectively.

Program implementation. First, we noted whether authors monitored the process of implementation in any way. If the answer was affirmative, we then coded reports (yes or no) for instances of implementation problems (e.g., when staff failed to conduct certain parts of the intervention or unexpected developments altered the execution of the program).

Thus, a program was only coded as having no implementation problems if implementation was monitored and authors reported no problems or that the program was delivered as intended.

Methodological Variables

To assess how methodological features might influence outcomes, three variables were coded dichotomously (randomization to conditions, use of a reliable outcome measure, and use of a valid outcome measure; each as yes or no). An outcome measure's reliability was considered acceptable if kappa or alpha statistics were $\geq .60$, reliability calculated by product moment correlations was $\geq .70$, and level of percentage agreement by raters was $\geq .80$. A measure was considered valid if the authors cited data confirming the measure's construct, concurrent, or predictive validity. Reliability and validity were coded dichotomously because exact psychometric data were not always available. Additionally, we coded attrition as a continuous variable in two ways: (a) as total attrition from the combined intervention and control group sample from pre to post and (b) as differential attrition, assessed as the percentage of attrition from the control group subtracted from the attrition percentage of the intervention group.

Dependent Variables: Student Outcomes

The dependent variables used in this meta-analysis were six different student outcomes: (a) social and emotional skills, (b) attitudes toward self and others, (c) positive social behaviors, (d) conduct problems, (e) emotional distress, and (f) academic performance.

Social and emotional skills. This category includes evaluations of different types of cognitive, affective, and social skills related to such areas as identifying emotions from social cues, goal setting, perspective taking, interpersonal problem solving, conflict resolution, and decision making. Skill assessments could be based on the reports from the student, a teacher, a parent, or an independent rater. However, all the outcomes in this category reflected skill acquisition or performance assessed in test situations or structured tasks (e.g., interviews, role plays, or questionnaires). In contrast, teacher ratings of students' behaviors manifested in daily situations (e.g., a student's ability to control anger or work well with others) were placed in the positive social behavior category below.

Attitudes toward self and others. This category combines positive attitudes about the self, school, and social topics. It included self-perceptions (e.g., self-esteem, self-concept, and self-efficacy), school bonding (e.g., attitudes toward school and teachers), and conventional (i.e., prosocial) beliefs about violence, helping others, social justice, and drug use. All the outcomes in this category were based on student self-reports. We combined these three outcomes to avoid extremely small cell sizes for subsequent analyses.

Positive social behavior. This category included outcomes such as getting along with others derived from the student, teacher, parent, or an independent observer. These outcomes reflect *daily behavior* rather than performance in hypothetical situations, which was treated as a social and emotional skill outcome. For example, teacher ratings of social skills drawn from Elliott and Gresham's Social Skills Rating Scale (Elliott, Gresham, Freeman, & McCloskey, 1988) were put into the positive social behavior outcome category.

Conduct problems. This category included measures of different types of behavior problems, such as disruptive class behavior, noncompliance, aggression, bullying, school suspensions, and delinquent acts. These measures, such as the Child Behavior Checklist (Achenbach, 1991), could also come from student self-reports, teacher or parent ratings, or independent observers, or, in the case of school suspensions, *only* from school records.

Emotional distress. This category consisted of measures of internalized mental health issues. These included reports of depression, anxiety, stress, or social withdrawal, which could be provided by students, teachers, or parents on measures such as the Children's Manifest Anxiety Scale (Kitano, 1960).

Academic performance. Academic performance included standardized reading or math achievement test scores from such measures as the Stanford Achievement Test or the Iowa Test of Basic Skills, and school grades in the form of students' overall GPA or their grades in specific subjects (usually reading or math). Only data drawn from school records were included. Teacher-developed tests, teacher ratings of academic competence, and IQ measures such as the Stanford Binet were not included.

Coding Reliability

A coding system available from the first author was developed to record information about each

report such as its date of appearance and source, characteristics of the participants, methodological features, program procedures, and measured outcomes. Trained research assistants working in pairs but at different time periods and on different aspects of the total coding system completed the coding. Reliability of coding was estimated by having pairs of students independently code a randomly selected 25% sample of the studies. Kappa coefficients corrected for chance agreement were acceptable across all codes reported in this review (mean kappa was 0.69). Raters' agreements on continuous variables were all above 0.90. Any disagreements in coding were eventually resolved through discussion.

Calculation of Effects and General Analytic Strategies

Hedge's g (Hedges & Olkin, 1985) was the index of effect adjusted whenever possible for any preintervention differences between intervention and control groups (e.g., Wilson & Lipsey, 2007; Wilson et al., 2001). All ESs were calculated such that positive values indicated a favorable result for program students over controls. When means and standard deviations were not available, we used estimation procedures recommended by Lipsey and Wilson (2001). If the only information in the report was that the results were nonsignificant and attempts to contact authors did not elicit further information, the ES was conservatively set at zero. There were 45 imputed zeros among the outcomes, and subsequent analyses indicated these zeros were not more likely to be associated with any coded variables.

One ES per study was calculated for each outcome category. In addition, we corrected each ES for small sample bias, weighted ESs by the inverse of their variance prior to any analysis, and calculated 95% confidence intervals around each mean. When testing our hypotheses, a .05 probability level was used to determine statistical significance. A mean ES is significantly different from zero when its 95% confidence intervals do not include zero. The method of examining overlapping confidence intervals (Cumming & Finch, 2005) was used to determine if the mean ESs from different groups of studies differed significantly. Finally, the method used for all analyses was based on a random effects model using maximum likelihood estimation procedure (Lipsey & Wilson, 2001).

The significance of the heterogeneity of a group of ESs was examined through the Q statistic.

A significant Q value suggests studies are not drawn from a common population whereas a nonsignificant value indicates the opposite. In addition, we used the I^2 statistic (Higgins, Thompson, Deeks, & Altman, 2003), which reflects the degree (as opposed to the statistical significance) of heterogeneity among a set of studies along a 0%–100% scale.

Results

Descriptive Characteristics of Reviewed Studies

The sample consisted of 213 studies that involved 270,034 students. Table 1 summarizes some of the features of these investigations. Most papers (75%) were published during the last two decades. Almost half (47%) of the studies employed randomized designs. More than half the programs (56%) were delivered to elementary school students, just under a third (31%) involved middle school students, and the remainder included high school students. Although nearly one third of the reports contained no information on student ethnicity (31%) or socioeconomic status (32%), several interventions occurred in schools serving a mixed student body in terms of ethnicity (35%) or socioeconomic status (25%). Just under half of the studies were conducted in urban schools (47%). The majority of SEL programs were classroom based, either delivered by teachers (53%) or nonschool personnel (21%), and 26% were multicomponent programs. About 77% of the programs lasted for less than a year, 11% lasted 1–2 years, and 12% lasted more than 2 years.

SEL Programs Significantly Improve Students' Skills, Attitudes, and Behaviors

The grand study-level mean for all 213 interventions was 0.30 (CI = 0.26–0.33), which was statistically significant from zero. The Q value of 2,453 was significant ($p \leq .001$) and the I^2 was high (91%), indicating substantial heterogeneity among studies and suggesting the existence of one or more variables that might moderate outcomes.

Table 2 presents the mean effects and their 95% confidence intervals obtained at post across all reviewed programs in each outcome category. All six means (range = 0.22 to 0.57) are significantly greater than zero and confirm our first hypothesis. Results (based on 35–112 interventions depending on the outcome category) indicated that, compared to controls, students demonstrated enhanced SEL

Table 1
Descriptive Characteristics of 213 School-Based Universal Interventions With Outcomes at Post

General publication features	<i>N</i>	%
Date of report		
1955–1979	18	9
1980–1989	35	16
1990–1999	83	39
2000–2007	77	36
Source of report		
Published article/books	172	81
Unpublished reports	41	19
Methodological features		
Randomization		
Yes	99	47
No	114	53
Mean percent of attrition		11
Implementation		
Not reported on	91	43
No significant problems reported	74	35
Significant problems reported	48	22
Use of reliable outcome measures		
Yes	550	76
No	176	24
Use of valid outcome measures		
Yes	369	51
No	357	49
Source of outcome data		
Child	382	53
Other (parent, teacher, observer, school records)	422	47
Participant features		
Educational level of participants		
Elementary school (Grades K–5)	120	56
Middle school (Grades 6–8)	66	31
High school (Grades 9–12)	27	13
Intervention features		
Intervention format		
Class by Teacher	114	53
Class by Nonschool Personnel	44	21
Multicomponent	55	26
Use of recommended training procedures		
Intervention rated as SAFE	176	83
Intervention not rated as SAFE	37	17
Number of sessions		
Mean number of sessions	40.8	
Median number of sessions	24	
Locale of intervention		
United States	186	87
Outside the United States	27	13
General area of school		
Urban	99	47
Suburban	35	16
Rural	31	15
Combination of areas	30	14
Did not report	18	8

Table 2
Mean Effects and .05 Confidence Intervals at Post for Total Sample and Each Intervention Format

Group		Outcomes					
		SEL skills	Attitudes	Positive social behavior	Conduct problems	Emotional distress	Academic performance
Total sample	ES	0.57*	0.23*	0.24*	0.22*	0.24*	0.27*
	CI	0.48 to 0.67	0.16 to 0.30	0.16 to 0.32	0.16 to 0.29	0.14 to 0.35	0.15 to 0.39
	N	68	106	86	112	49	35
Class by Teacher	ES	0.62*	0.23*	0.26*	0.20*	0.25*	0.34*
	CI	0.41 to 0.82	0.17 to 0.29	0.15 to 0.38	0.12 to 0.29	0.08 to 0.43	0.16 to 0.52
	N	40	59	59	53	20	10
Class by Nonschool Personnel	ES	0.87*	0.14*	0.23	0.17*	0.21	0.12
	CI	0.58 to 1.16	0.02 to 0.25	-0.04 to 0.50	0.02 to 0.33	-0.01 to 0.43	-0.19 to 0.43
	N	21	18	11	16	14	3
Multicomponent	ES	0.12	0.23*	0.19	0.26*	0.27*	0.26*
	CI	-0.35 to 0.60	0.15 to 0.31	-0.02 to 0.39	0.17 to 0.34	0.07 to 0.47	0.16 to 0.36
	N	7	26	16	43	15	22

* $p \leq .05$.

skills, attitudes, and positive social behaviors following intervention, and also demonstrated fewer conduct problems and had lower levels of emotional distress. Especially noteworthy from an educational policy perspective, academic performance was significantly improved. The overall mean effect did not differ significantly for test scores and grades (mean ESs = 0.27 and 0.33, respectively). Although only a subset of studies collected information on academic performance, these investigations contained large sample sizes and involved a total of 135,396 students.

Follow-Up Effects

Thirty-three of the studies (15%) met the criteria of collecting follow-up data at least 6 months after the intervention ended. The average follow-up period across all outcomes for these 33 studies was 92 weeks (median = 52 weeks; means range from 66 weeks for SEL skills to 150 weeks for academic performance). The mean follow-up ESs remained significant for all outcomes in spite of reduced numbers of studies assessing each outcome: SEL skills (ES = 0.26; $k = 8$), attitudes (ES = 0.11; $k = 16$), positive social behavior (ES = 0.17; $k = 12$), conduct problems (ES = 0.14; $k = 21$), emotional distress (ES = 0.15; $k = 11$), and academic performance (ES = 0.32; $k = 8$). Given the limited number of follow-up studies, all subsequent analyses were conducted at post only.

School Staff Can Conduct Successful SEL Programs

Table 2 presents the mean effects obtained for the three major formats and supports the second hypothesis that school staff can conduct successful SEL programs. Classroom by Teacher programs were effective in all six outcome categories, and Multicomponent programs (also conducted by school staff) were effective in four outcome categories. In contrast, classroom programs delivered by nonschool personnel produced only three significant outcomes (i.e., improved SEL skills and prosocial attitudes, and reduced conduct problems). Student academic performance significantly improved only when school personnel conducted the intervention.

The prediction that multicomponent programs would be more effective than single-component programs was not supported (see Table 2). Multicomponent program effects were comparable to but not significantly higher than those obtained in Classroom by Teacher programs in four outcome areas (i.e., attitudes, conduct problems, emotional distress, and academic performance). They did not yield significant effects for SEL skills or positive social behavior, whereas Class by Teacher programs did.

What Moderates Program Outcomes?

We predicted that the use of the four SAFE practices to develop student skills and reported

implementation problems would moderate program outcomes, and in separate analyses we divided the total group of studies according to these variables. Both hypotheses regarding program moderators received support, and the resulting mean ESs are presented in Table 3. Programs following all four recommended training procedures (i.e., coded as SAFE) produced significant effects for all six outcomes, whereas programs not coded as SAFE achieved significant effects in only three areas (i.e., attitudes, conduct problems, and academic performance). Reported implementation problems also moderated outcomes. Whereas programs that encountered implementation problems achieved significant effects in only two outcome categories (i.e., attitudes and conduct problems), interventions without any apparent implementation problems yielded significant mean effects in all six categories.

Q statistics and I^2 values related to moderation. Table 4 contains the values for Q and I^2 when studies were divided to test the influence of our hypothesized moderators. We used I^2 to complement the Q statistic because the latter has low power when the number of studies is small and conversely may yield statistically significant findings when there are a large number of studies even

though the amount of heterogeneity might be low (Higgins et al., 2003). To support moderation, I^2 values should reflect low *within-group* but high *between-group* heterogeneity. This would suggest that the chosen variable creates subgroups of studies each drawn from a common population, and that there are important differences in ESs between groups beyond what would be expected based on sampling error. I^2 values range from 0% to 100%, and based on the results of many meta-analyses, values around 15% reflect a mild degree of heterogeneity, between 25% and 50% a moderate degree, and values $\geq 75\%$ a high degree of heterogeneity (Higgins et al., 2003).

The data in Table 4 support the notion that both SAFE and implementation problems moderate SEL outcomes. For example, based on I^2 values, initially dividing ESs according to the six outcomes does produce the preferred low overall degree of within-group heterogeneity (15%) and high between-group heterogeneity (88%); for two specific outcomes, however, there is a mild (positive social behaviors, 32%) to moderately high (skills, 65%) degree of within-group heterogeneity. When the studies are further divided by SAFE practices or by implementation problems, the overall within-group variability remains low (12% and 13%, respectively), the

Table 3
Findings for Moderator Analyses at Post by Outcome Category for Total Sample

		Outcomes					
		Skills	Attitudes	Social behavior	Conduct problems	Emotional distress	Academic performance
Moderators							
Recommended training practices (SAFE)							
Met SAFE criteria	ES	0.69*	0.24*	0.28*	0.24*	0.28*	0.28*
	CI	0.52 to 0.86	0.18 to 0.29	0.18 to 0.38	0.18 to 0.31	0.14 to 0.42	0.17 to 0.38
	N	63	80	73	88	33	24
Did not meet SAFE criteria	ES	0.01	0.16*	0.02	0.16*	0.18	0.26*
	CI	-0.57 to 0.60	0.07 to 0.25	-0.21 to 0.26	0.04 to 0.28	-0.02 to 0.37	0.11 to 0.40
	N	5	26	13	24	16	11
Implementation							
Not mentioned	ES	0.58*	0.17*	0.32*	0.24*	0.21*	0.31*
	CI	0.33 to 0.83	0.09 to 0.24	0.17 to 0.47	0.13 to 0.34	0.04 to 0.38	0.18 to 0.45
	N	29	46	33	35	22	13
No problems	ES	0.86*	0.29 _a *	0.31*	0.27*	0.35*	0.33*
	CI	0.59 to 1.12	0.21 to 0.37	0.17 to 0.45	0.18 to 0.36	0.16 to 0.54	0.20 to 0.46
	N	26	36	34	45	16	13
Implementation problems	ES	0.35	0.19 _a *	0.01	0.15*	0.15	0.14
	CI	-0.01 to 0.71	0.10 to 0.28	-0.18 to 0.19	0.05 to 0.25	-0.08 to 0.38	-0.01 to 0.28
	N	13	24	19	32	11	9

Note. Means with subscript a differ significantly from each other at the .05 level.
* $p \leq .05$.

Table 4
Q Statistics and I² Values (in Percent) for Study Groupings for Moderator Analyses

Grouping variable	Values across all outcomes				Values within each outcome					
	<i>Q</i>		<i>I²</i>		Skills	Attitudes	Positive social behavior	Conduct problems	Emotional distress	Academic performance
	Between	Within	Within	Between						
All six outcomes	41.6*	530.2*	15	88						
For each outcome										
<i>Q</i> within					193.9*	56.7*	125.3*	83.2	50.9	20.1
<i>I²</i> within					65	0	32	0	6	0
SAFE practices	4.8*	74.8	12	79						
For each outcome										
<i>Q</i> within					74.8	121.3	97.0	116.0	47.2	38.1
<i>I²</i> within					12	14	13	5	0	13
Implementation	5.3*	75.0	13	63						
For each outcome										
<i>Q</i> within					75.0	121.4	96.2	115.2	46.8	38.6
<i>I²</i> within					13	15	14	5	0	17

* $p \leq .05$.

within-group heterogeneity for both skills and social behaviors is no longer significant according to *Q* statistics, *I²* values drop to low levels ($\leq 15\%$) and remain low for the other outcomes as well, and heterogeneity levels attributed to differences between groups are high or moderate (*I²* values of 79% and 63% for SAFE and implementation, respectively). In other words, the use of all four SAFE practices and reported implementation problems to subdivide groups provided a good fit for the obtained data.

These latter findings are consistent with the mean differences between groups on many outcomes for the SAFE and implementation data presented in Table 3. SAFE and implementation problems were not significantly correlated ($r = -.07$). However, it was not possible to explore their potential interactions as moderators because only 57% of the studies monitored implementation and subdividing the studies created extremely small cell sizes that would not support reliable results.

Inspection of the distribution of the moderator variables in the different cells in Table 3 indicated that SAFE practices and implementation problems were more common for some intervention formats. Compared to teacher-led programs, multicomponent programs were less likely to meet SAFE criteria (65% vs. 90%) and were more likely to have implementation problems (31% vs. 22%, respectively). This creates a confound, in that multicom-

ponent programs were less likely to contain features that were significantly associated with better results for most outcomes, and may explain why the hypothesized superiority of multicomponent programs was not confirmed.

Ruling Out Rival Hypotheses

After our primary analyses were conducted (see Table 2), we examined other possible explanations for these results. Additional analyses were conducted by collapsing across the three intervention formats and analyzing effects for the six outcome categories at post. First, we separately analyzed the impact of six methodological features (i.e., use of randomized designs, total and differential attrition, use of a reliable or valid outcome measure, and source of data: students vs. all others). We also analyzed outcomes as a function of students' mean age, the duration of intervention (in both weeks and number of sessions), and the school's geographical location (i.e., urban, suburban, or rural). We compared ESs for the three largest cells containing ethnicity data (Caucasian, $k = 48$; African American, $k = 19$; and Mixed, $k = 75$). We also examined whether published reports yielded higher ESs than unpublished reports. Finally, we assessed if the three major intervention formats differed on any of the above variables (in addition to SAFE criteria and implementation problems) that might

suggest the need for additional data analysis, but this latter procedure did not reveal any major differences across formats.

Findings. Among the 72 additional analyses we conducted (12 variables crossed with six outcomes) there were only four significant results, a number expected based on chance. Among the methodological variables the only significant finding was that for positive social behavior: Outcome data from other sources yielded significantly *higher* effects than those from student self-reports. The other three significant findings were all related to the skill outcome category. Students' mean age and program duration were significantly and negatively related to skill outcomes ($r_s = -.27$ and $-.25$), and published studies yielded significantly higher mean ESs for skills than unpublished reports. We also looked for potential differences within each of our outcome categories for ESs that were and were not adjusted for preintervention differences. The patterns of our major findings were similar (i.e., on such variables as teacher-effectiveness, use of SAFE practices, and implementation).

Effect of nested designs. In addition, all of the reviewed studies employed nested group designs in that the interventions occurred in classrooms or throughout the school. In such cases, individual student data are not independent. Although nested designs do not affect the magnitude of ESs, the possibility of Type I error is increased. Because few authors employed proper statistical procedures to account for this nesting or clustering of data, we reanalyzed the outcome data in Table 2 for all statistically significant findings following recommendations of the Institute of Education Sciences (2008a). These reanalyses changed only 1 of the 24 findings in Table 2. The mean effect for Class by Nonschool Personnel (0.17) was no longer statistically significant for conduct problems.

Possible publication bias. Finally, we used the trim and fill method (Duval & Tweedie, 2000) to check for the possibility of publication bias. Because the existence of heterogeneity can lead the trim and fill method to underestimate the true population effect (Peters, Sutton, Jones, Abrams, & Rushton, 2007), we focused our analyses on the homogeneous cells contained in Table 3 (e.g., the 112, 49, and 35 interventions with outcome data on conduct problems, emotional distress, and academic performance, respectively, and so on). The trim and fill analyses resulted in only slight reductions in the estimated mean effects with only one exception (skill outcomes for SAFE programs: original mean = 0.69; trim and fill estimate = 0.45). However, all the

estimated means from the trim and fill analysis remained significantly different from zero. In sum, the results of additional analyses did not identify other variables that might serve as an alternative explanation for the current results.

Interpreting Obtained ESs in Context

Aside from SEL skills (mean ES = 0.57), the other mean ESs in Table 2 might seem "small." However, methodologists now stress that instead of reflexively applying Cohen's (1988) conventions concerning the magnitude of obtained effects, findings should be interpreted in the context of prior research and in terms of their practical value (Durlak, 2009; Hill, Bloom, Black, & Lipsey, 2007). Table 5 presents the overall mean ESs obtained in the current review along with those obtained on similar outcomes from other meta-analyses of psychosocial or educational interventions for school-age youth, including several school-based prevention meta-analyses. Inspection of Table 5 indicates that SEL programs yield results that are similar to or, in some cases, higher than those achieved by other types of universal interventions in each outcome category. In particular, the post-mean ES for academic achievement tests (0.27) is comparable to the results of 76 meta-analyses of strictly educational interventions (Hill et al., 2007).

It is also possible to use Cohen's U_3 index to translate the mean ES on measures of academic

Table 5
Comparing Current Effect Sizes to Previous Meta-Analytic Findings for School-Age Populations

Outcomes	Mean posteffects	
	Current review	Other reviews
Skills	0.57	0.40 ^a
Attitudes	0.23	0.09 ^b
Positive social behaviors	0.24	0.39 ^a , 0.37 ^c , 0.15 ^d
Conduct problems	0.22	0.26 ^a , 0.28 ^c , 0.21 ^d , 0.17 ^e , 0.30 ^f
Emotional distress	0.24	0.21 ^b , 0.24 ^c , 0.17 ^g
Academic performance	0.27	0.29 ^b , 0.11 ^d , 0.30 ^f , 0.24 ^h

Note. Results from other meta-analyses are from outcome categories most comparable to those in the current review, and values are drawn from weighted random effects analyses whenever possible.

^aLösel and Beelman (2003). ^bHaney and Durlak (1998). ^cWilson and Lipsey (2007). ^dDuBois et al. (2002). ^eWilson et al. (2001). ^fDurlak and Wells (1997). ^gHorowitz and Garber (2007). ^hHill et al. (2007).

performance into a percentile rank for the average student in the intervention group compared to the average control student who, by definition, ranks at the 50th percentile (Institute of Education Sciences, 2008b). A mean ES of 0.27 translates into a percentile difference of 11%. In other words, the average member of the control group would demonstrate an 11-percentile gain in achievement if they had participated in an SEL program. While higher ESs in each outcome area would be even more desirable, in comparison to the results of previous research, current findings suggest that SEL programs are associated with gains across several important attitudinal, behavioral, and academic domains that are comparable to those of other interventions for youth.

Discussion

Current findings document that SEL programs yielded significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school. They also enhanced students' behavioral adjustment in the form of increased prosocial behaviors and reduced conduct and internalizing problems, and improved academic performance on achievement tests and grades. While gains in these areas were reduced in magnitude during follow-up assessments and only a small percentage of studies collected follow-up information, effects nevertheless remained statistically significant for a minimum of 6 months after the intervention. Collectively, these results build on positive results reported by other research teams that have conducted related reviews examining the promotion of youth development or the prevention of negative behaviors (Catalano et al., 2002; Greenberg et al., 2001; Hahn et al., 2007; Wilson & Lipsey, 2007; Wilson et al., 2001).

The current meta-analysis differs in emphasis from previous research syntheses by focusing exclusively on universal school-based social-emotional development programs and evaluating their impact on positive social behavior, problem behaviors, and academic performance. Not surprisingly, the largest ES occurred for social-emotional skill performance (mean ES = 0.69). This category included assessments of social-cognitive and affective competencies that SEL programs targeted such as emotions recognition, stress-management, empathy, problem-solving, or decision-making skills. While it would be theoretically interesting to examine the impact of teaching various social versus emotional skills,

SEL program designers typically combine rather than separate the teaching of these skills because they are interested in promoting the integration of emotion, cognition, communication, and behavior (Crick & Dodge, 1994; Lemerise & Arsenio, 2000). Thus, attempts to foster discrete emotions skills without also teaching social-interaction skills could be shortsighted from an intervention standpoint. However, for research and theoretical purposes, research designs that examine the relative contribution of different intervention components can help to determine which specific skills or combinations of skills lead to different outcomes at different developmental periods (Collins, Murphy, Nair, & Strecher, 2005).

Another important finding of the current meta-analysis is that classroom teachers and other school staff effectively conducted SEL programs. This result suggests that these interventions can be incorporated into routine educational practices and do not require outside personnel for their effective delivery. It also appears that SEL programs are successful at all educational levels (elementary, middle, and high school) and in urban, suburban, and rural schools, although they have been studied least often in high schools and in rural areas.

Although based on a small subset of all reviewed studies, the 11-percentile gain in academic performance achieved in these programs is noteworthy, especially for educational policy and practice. Results from this review add to a growing body of research indicating that SEL programming enhances students' connection to school, classroom behavior, and academic achievement (Zins et al., 2004). Educators who are pressured by the No Child Left Behind legislation to improve the academic performance of their students might welcome programs that could boost achievement by 11 percentile points.

There are a variety of reasons that SEL programming might enhance students' academic performance. Many correlational and longitudinal studies have documented connections between social-emotional variables and academic performance (e.g., Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000; Wang et al., 1997). Compelling conceptual rationales based on empirical findings have also been offered to link SEL competencies to improved school attitudes and performance (Zins et al., 2004). For example, students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002). Students who set high academic goals, have self-discipline, motivate

themselves, manage their stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005). Also, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006). Further, new research suggests that SEL programs may affect central executive cognitive functions, such as inhibitory control, planning, and set shifting that are the result of building greater cognitive-affect regulation in prefrontal areas of the cortex (Greenberg, 2006).

In addition to person-centered explanations of behavior change, researchers have highlighted how interpersonal, instructional, and environmental supports produce better school performance through the following means: (a) peer and adult norms that convey high expectations and support for academic success, (b) caring teacher–student relationships that foster commitment and bonding to school, (c) engaging teaching approaches such as proactive classroom management and cooperative learning, and (d) safe and orderly environments that encourage and reinforce positive classroom behavior (e.g., Blum & Libbey, 2004; Hamre & Pianta, 2006; Hawkins et al., 2004; Jennings & Greenberg, 2009). It is likely that some combination of improvements in student social-emotional competence, the school environment, teacher practices and expectations, and student–teacher relationships contribute to students’ immediate and long-term behavior change (Catalano et al., 2002; Schaps et al., 2004).

As predicted, two variables moderated positive student outcomes: SAFE practices and implementation problems, suggesting that beneficial programs must be both well designed and well conducted. In the former case, current data replicate similar findings regarding the value of SAFE practices in after-school programs. In that review, programs that followed the same SAFE procedures were effective in multiple outcome areas, whereas those that failed to do so were not successful in any area (Durlak et al., 2010). Moreover, these findings are consistent with several other reviews that conclude that more successful youth programs are interactive in nature, use coaching and role playing, and employ a set of structured activities to guide youth toward achievement of specific goals (DuBois, Holloway, Valentine, & Cooper, 2002; Tobler et al., 2000).

Developing an evidence-based intervention is an essential but insufficient condition for success; the

program must also be well executed. Although many studies did not provide details on the different types of implementation problems that occurred or what conditions were in place to ensure better implementation, our findings confirm the negative influence of implementation problems on program outcomes that has been reported in meta-analyses of other youth programs (DuBois et al., 2002; Smith, Schneider, Smith, & Ananiadou, 2004; Tobler et al., 2000; Wilson, Lipsey, & Derzon, 2003).

Contrary to our hypothesis, we did not find the expected additional benefit of multicomponent programs over single-component (i.e., classroom-only) programs, a finding that has been reported in other reviews of prevention and youth development interventions (Catalano et al., 2002; Greenberg et al., 2001; Tobler et al., 2000). In the current meta-analysis, this may be due to the fact that compared to classroom-only programs, multicomponent programs were *less* likely to follow SAFE procedures when promoting student skills and were *more* likely to encounter implementation problems. It is probable that the presence of one or both of these variables reduced program impact for many multicomponent interventions. For example, many multicomponent programs involved either or both a parent and schoolwide component, and these additional elements require careful planning and integration. Others have found that more complicated and extensive programs are likely to encounter problems in implementation (Durlak & Dupre, 2008; Wilson & Lipsey, 2007; Wilson et al., 2003). It is also important to point out that few studies compared directly the effects of classroom-based programming with classroom programming plus coordinated schoolwide and parent components (e.g., Flay, Graulich, Segawa, Burns, & Holliday, 2004). An important priority for future research is to determine through randomized trials the extent to which additional components add value to classroom training.

How much confidence can be placed in the current findings? Our general approach and analytic strategy had several strengths: the careful search for relevant published and unpublished studies, testing of a priori hypotheses, and subsequent analyses ruling out plausible alternative explanations for the findings. We also reanalyzed our initial findings to account for nested designs that could inflate Type I error rates. Furthermore, we used only school records of grades and standardized achievement test scores as measures of academic performance, not students’ self-reports, and when examining follow-up results, we required data

collection to be at least 6 months postintervention. Overall, findings from the current meta-analysis point to the benefits of SEL programming. Nevertheless, current findings are not definitive. The longitudinal research of Duncan et al. (2007) presented an alternative perspective in pointing out that attention skills, but not social skills, predict achievement outcomes. They noted, however, that social-emotional competencies may predict other mediators of school success such as self-concept, school adjustment, school engagement, motivation for learning, and relationships with peers and teachers. Future research on SEL programming can be improved in several ways to shed light on if and how newly developed SEL skills in school children relate to their subsequent adjustment and academic performance.

Limitations and Future Research Directions

More data across multiple outcome areas are needed. Only 16% of the studies collected information on academic achievement at post, and more follow-up investigations are needed to confirm the durability of program impact. Although all reviewed studies targeted the development of social and emotional skills in one way or another, only 32% assessed skills as an outcome. This is essential to confirm that the program was successful at achieving one of its core proximal objectives. Because there is no standardized approach in measuring social and emotional skills, there is a need for theory-driven research that not only aids in the accurate assessment of various skills but also identifies how different skills are related (Dirks, Treat, & Weersing, 2007). More rigorous research on the presumed mediational role of SEL skill development is also warranted. Only a few studies tested and found a temporal relation between skill enhancement and other positive outcomes (e.g., Ngwe, Liu, Flay, Segawa, & Aban-aya Co-Investigators, 2004). In addition, conducting subgroup analyses can determine if certain participant characteristics are related to differential program benefits. For example, factors such as ethnicity, developmental level, socioeconomic status, or gender may each influence who receives more or less benefit from an intervention (Reid, Eddy, Fetrow, & Stoolmiller, 1999; Taylor, Liang, Tracy, Williams, & Seigle, 2002; Wilson & Lipsey, 2007).

In addition to person-centered explanations for why SEL programming promotes positive outcomes, our findings indicate that it is important to attend to systemic and environmental factors

(Greenberg et al., 2003). Programs that occur in classrooms or throughout the school are likely to be impacted by the organizational and ecological features of these environments. A few prevention and promotion studies have begun to explore the importance of classroom, school, and neighborhood context on program outcomes to illustrate how a broader ecological perspective can enhance our understanding of program effects (Aber, Jones, Brown, Chaudry, & Samples, 1998; Boxer, Guerra, Huesmann, & Morales, 2005; Metropolitan Area Child Study Research Group, 2002; Tolan et al., 1995). As a final example, analyses of the effects of the Child Development Project have indicated that improvements in the psychosocial environment of the school that were obtained during intervention mediated almost all of the positive student outcomes (Solomon, Battistich, Watson, Schaps, & Lewis, 2000).

More attention should focus on other potential moderators of program outcomes. We evaluated the composite effects of following four recommended practices (Sequential, Active, Focused, and Explicit) relating to effective skill training because previous authors have emphasized that these factors act in combination to produce better results. However, it is possible that some practices may be more important than others depending on the nature and number of targeted skills and the developmental abilities of students. For example, younger students may need more time to acquire more complex skills. Moreover, the four practices we evaluated do not capture every aspect of effective skill development such as procedures to encourage generalization of newly learned skills and training that is developmentally and culturally appropriate (Dusenbury & Falco, 1995; Gresham, 1995). We could not examine these other features due to lack of information in study reports, but their impact on skill development merits future attention. Furthermore, it would be preferable to evaluate SAFE practices as continuous rather than dichotomous variables. That is, program staff can be compared in terms of how much they focus on skill development and the extent of their use of active learning techniques instead of viewing these practices as all-or-none phenomena. An observational system has been developed to assess the use of SAFE practices as continuous variables in youth settings (Pechman, Russell, & Birmingham, 2008).

Although current results support the impact of implementation on outcomes, 43% of the studies did not monitor implementation in any way and thus were excluded from that analysis. Assessing

implementation should be seen as a fundamental and necessary aspect of any future program evaluations and efforts should be undertaken to evaluate the multiple ecological factors that can hinder or promote effective delivery of new programs (Durlak & Dupre, 2008; Greenhalgh et al., 2005).

Raising Healthy Children: Implications for Policy and Practice

Overall, research on school-based mental health and competence promotion has advanced greatly during the past 15 years. The Institute of Medicine's (1994) first report on prevention concluded there was not enough evidence to consider mental health promotion as a preventive intervention. However, the new Institute of Medicine (2009) report on prevention represents a major shift in thinking about promotion efforts. Based on its examination of recent outcome studies, the new Institute of Medicine report indicated that the promotion of competence, self-esteem, mastery, and social inclusion can serve as a foundation for both prevention and treatment of mental, emotional, and behavioral disorders. The Report of the Surgeon General's Conference on Children's Mental Health expressed similar sentiments about the importance of mental health promotion and SEL for optimal child development and school performance by proclaiming: "Mental health is a critical component of children's learning and general health. Fostering social and emotional health in children as a part of healthy child development must therefore be a national priority" (U.S. Public Health Service, 2000, p. 3).

Although more research is needed to advance our understanding of the impacts of SEL programming, it is also important to consider next steps for policy and practice at the federal, state, and local levels. At the federal level, there is bipartisan sponsorship of HR 4223: The Academic, Social, and Emotional Learning Act. This bill authorizes the Secretary of Education to award a 5-year grant to establish a National Technical Assistance and Training Center for Social and Emotional Learning that provides technical assistance and training to states, local educational agencies, and community-based organizations to identify, promote, and support evidence-based SEL standards and programming in elementary and secondary schools. A recent review of U.S. school practices found that 59% of schools already have in place programming to address the development and support of children's social and emotional competencies (Foster

et al., 2005). It is critical to ensure that these efforts are informed by theory and research about best SEL practice. Incorporating provisions of HR 4223 into the reauthorization of the Elementary and Secondary Education Act will help to achieve that objective.

Furthermore, there are active efforts in some states (e.g., Illinois, New York) and internationally (e.g., Singapore) to establish and implement SEL standards for what students should know and be able to do. For example, as the result of recent legislative action, Illinois became the first state to require every school district to develop a plan for the implementation of SEL programming in their schools. In addition, the Illinois State Board of Education recently incorporated SEL skills as part of their student learning standards, identifying three broad learning goals: (a) develop self-awareness and self-management skills to achieve school and life success, (b) use social awareness and interpersonal skills to establish and maintain positive relationships, and (c) demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts (see http://isbe.net/ils/social_emotional/standards.htm). Increasingly, policymakers at the federal, state, and local level are embracing a vision of schooling in which SEL competencies are important.

Unfortunately, surveys indicate that many schools do not use evidence-based prevention programs or use them with poor fidelity (Gottfredson & Gottfredson, 2002; Ringwalt et al., 2009). This may occur for a variety of reasons: Schools may not be aware of effective programs, fail to choose them from among alternatives, do not implement the interventions correctly, or do not continue programs even if they are successful during a pilot or demonstration period. In other words, there is a wide gap between research and practice in school-based prevention and promotion just as there is with many clinical interventions for children and adolescents (Weisz, Sandler, Durlak, & Anton, 2005).

If effective programs are to be used more widely, then concerted efforts are needed to help schools through the multiple steps of the diffusion process. These steps include the dissemination of information about available programs, adoption of programs that fit best with local settings, proper implementation of newly adopted programs, effective program evaluation to assess progress toward desired goals, and methods to sustain beneficial interventions over the long term (Wandersman & Florin, 2003). A variety of efforts are needed

to develop state and local capacity to encourage widespread evidence-based programming (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). It is especially important to document the costs and benefits of prevention programming. Recent analyses suggest that some SEL programs (e.g., Hawkins et al., 2004) are a good financial investment; however, future studies must include more cost analyses in their evaluation designs (Aos, Lieb, Mayfield, Miller, & Pennucci, 2004). With adequate funding, capacity can be built through providing policy supports, professional development, and technical assistance to promote educator knowledge and motivation for the best ways to identify, select, plan, implement, evaluate, and sustain effective SEL interventions (Devaney, O'Brien, Resnik, Keister, & Weissberg, 2006; Osher, Dwyer, & Jackson, 2004). Effective leadership and planning also promote quality program implementation through ensuring adequate financial, personnel, and administrative support as well as providing professional development and technical assistance (Devaney et al., 2006; Kam, Greenberg, & Walls, 2003). Along with this effective planning and programming, there is a need to establish assessment and accountability systems for SEL programs in relation to student outcomes (Greenberg et al., 2003; Marzano, 2006). Addressing these issues will increase the likelihood that more evidence-based programs will be effectively implemented and sustained in more schools, which, in turn, will support the healthy academic, social, and emotional development of more children.

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District-Wide Social Emotional Learning: Five Year Plan

	20-21	21-22	22-23	23-24	24-25
Foundational Structures and Communication	District Level - Establish district SEL steering committee - Develop & implement communication plan - Establish evaluation plan - Develop & communicate campus rollout plan	District Level - Monthly steering committee meetings - Ongoing implementation of communication plan - Ongoing Evaluation plan	District Level - Monthly steering committee meetings - Review and revise communication plan - Continue Evaluation plan - Review original goals and vision	District Level - Monthly steering committee meetings - Ongoing implementation of communication plan -Continue Evaluation plan - Revise goals and visions	District Level - Monthly steering committee meetings - Review and revise communication plan - Continue Evaluation plan - Action plan and new goals for next 5 years
	School Level - ID school SEL teams for 21-22 pilot schools (May) - (Jan) Reestablish school-based SEL team meetings for pilot schools	School Level - Onboarding New schools--begin CASEL School Guide & Implementation plan - Onboarding & Continuing Pilot schools-- Functioning school-based SEL teams	School Level - CASEL School Guide & Implementation plan - Onboarding & Continuing schools-- Functioning school-based SEL teams	School Level - CASEL School Guide & Implementation plan - Onboarding & Continuing schools-- Functioning school-based SEL teams	School Level - CASEL School Guide & Implementation plan - Onboarding & Continuing schools-- Functioning school-based SEL teams
	20-21	21-22	22-23	23-24	24-25
Professional Learning (PL) - Foundational SEL PD for Adults	District Level (winter or spring 21): - District Steering Com. - Departments: MTSS, SS&H, HR, Family/Community Engagement - All central office admin - School Board	District Level - TOSAs & Central Office Non-Admin (Classified & Non-Rep) - New central office employees	District Level - All new employees - All PL around Educator Essentials integrates SEL	District Level - All new employees - All PL around Educator Essentials integrates SEL	District Level - All new employees - All PL around Educator Essentials integrates SEL

	School Level (Pilot Schools) - Foundational SEL - 3 Signature Practices	School Level - All administrators & counselors Continuing Schools - Ongoing school-based professional learning plan** Onboarding Schools: - Foundational SEL - Signature Practices	School Level Continuing Schools: - Ongoing school-based professional learning plan** Onboarding Schools: - Foundational SEL - Signature Practices	School Level Continuing Schools: - Ongoing school-based professional learning plan** Onboarding Schools: - Foundational SEL - Signature Practices	School Level Continuing Schools: - Ongoing school-based professional learning plan**
	20-21	21-22	22-23	23-24	24-25
Student Facing SEL	School Implementation - Develop school roll out plan for new schools - 17 pilots K-8 & New middle school - Identify 21/22 pilot schools	School Implementation - 30 Total K-8 (13 new schools) - New MS - 3 Total HS - Identify 22/23 pilot schools	School Implementation - 40 Total K-8 - All Middle Schools - 5 Total HS - Identify 23/24 pilot schools	School Implementation - All K-8 - Middle Schools - All Comp HS	School Implementation - All K-8 - Middle Schools - All HS
	EBL - Community Meetings - 3 Signature Practices - Evaluate pilot program - Needs Ax of EBP - Research SEL Standards	EBL - Central Selection Process of EBP	EBL - Roll out EBP for	EBL	EBL

** School Level Professional Learning plan will be aligned with the year the school starts the SEL pilot work and be completed in the following order using the CASEL School Guide: Year 1: Climate & Culture, Year 2: Focus on EBP, Year 3: Focus on Academic Integration, Year 4: School directed based on need
Year 1 of School Implementation - SEL leadership team, Signature practices, professional learning, school implementation rubric
Year 2 of School Implementation - EBP Roll Out

Glossary

EBL=Evidence Based Learning
EBP--Evidence Based Program