Research on Social Emotional and Academic Development: Present and Future

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What I Will Discuss

• What is SEAD?
• Why is SEAD needed?
• How Effective is SEAD?
• Is SEAD Cost-Effective?
• Translational Research – Nurturing This Work in U.S. Classrooms, Schools, & Districts
SEAD: Knowledge, Skills, Attitudes and Behavior

- Manage emotions and behaviors to achieve one’s goals
- Recognize one’s emotions, attitudes/mindsets, values, and strengths
- Show understanding and empathy for others
- Build citizenship through social engagement
- Form positive relationships, work in teams, deal effectively with conflict
- Make ethical, constructive choices about personal and social behavior
Developmental Framework for Young Adult Success
Contexts and Experiences

SEL CURRICULUM & INSTRUCTION

- Self-management
- Self-awareness
- Social awareness
- Relationship skills
- Responsible decision-making

Social and Emotional Learning (SEL)
Logic Model: **How** Does SEAD Enhance Academic Performance and Development?

**SEAD Approaches:**
- Explicit SEL Skills Instruction
- Integration with Academic Curriculum Areas
- Quality Teacher Instructional Practices
- Organizational, Culture, and Climate Strategies

**SEL Skill Acquisition:**
- Five Competence Areas

**Improved Attitudes:**
- Self, Others, Learning, and Schools

**Enhanced Learning Environment:**
- Supportive, Engaging, and Participatory

**Positive Social Relationships**
- Fewer Conduct Problems
- Less Emotional Distress
- Improved Academic Performance
- Positive Health-Related Behaviors
A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools

May 2013
SEL: The Missing Piece

- 95% of teachers believe that social and emotional skills are teachable to all children
- Teachers believe a larger focus on SEL will have major positive effect on:
  - school attendance and graduation (80%),
  - life success (87 percent)
  - college preparation (78%)
  - academic success (75%)

SEL Improves Behavior and Learning

2011 Meta-Analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

Science Links SEL to Student Gains:

• Social-emotional skills
• Improved attitudes about self, others, and school
• Positive classroom behavior
• 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure:

• Conduct problems
• Emotional distress

Equity and Reducing Inequality

The Brookings/AEI Bipartisan Consensus Statement

“OPPORTUNITY, RESPONSIBILITY, AND SECURITY: A CONSENSUS PLAN FOR REDUCING POVERTY AND RESTORING THE AMERICAN DREAM”

“Ways to support poor children to improve self advancement:
1. Increase public investment in preschool and postsecondary ed.
2. Educate the whole child to promote social-emotional and character development as well as academic skills.
3. Modernize the organization and accountability of education.
4. Close resource gaps to reduce education gaps.”
21st Century and Workforce Skills

On the SCANS Report, half of the 16 skills are social and emotional in nature and are considered essential to life success.

Skill categories include:
- Self-esteem
- Integrity
- Self-management
- Sociability
- Responsibility
- Listening
- Decision-making
- Problem solving

SEC Predicts Future Labor Market Outcomes

20 year study of children in 4 US locations. An 8-item teacher rating of social competence in Kindergarten uniquely predicted key young adult outcomes across multiple domains:

Kindergartners with higher SEL competence were more likely to:

- graduate from high school
- complete a college degree
- obtain stable employment in young adulthood

And less likely to be

- living in public housing
- receiving public assistance
- involved with police
- in a detention facility

“This research (20 year longitudinal study of the relationship between SEL competence and adult outcomes) tells us that helping young children develop social and emotional skills is one of the most important things we can do as a society to prepare children for a healthy future.”

The Robert Wood Johnson Foundation, 2015
SEL and Employability

“The Labor market increasingly rewards social skills. Since 1980, jobs with high social skills requirements have experienced greater relative growth throughout the wage distribution...The reason is that skill in human interaction is largely based on tacit knowledge and...a capacity that psychologists call “theory of mind.”

“The aggregate result also shows considerable benefits relative to costs, with an average benefit-cost ratio of about 11 to 1 among the six interventions. This means that, on average, for every dollar invested equally across the six SEL interventions, there is a return of eleven dollars, a substantial economic return.”

$1 \text{ Invested} = $11 \text{ Return}

Source: Belfield, evin et al., 2015 (p. 5)
A Poll!

1. Are people with better social and emotional skills more likely to succeed in school and life?

2. Can social and emotional skills be taught?

3. Will children be better prepared for college, careers and life if we teach social, emotional, and academic skills?

Thus, focusing on building the social and emotional competence of our children is our greatest hope for improving education and successful lives in America.
“In theory there is no difference between theory and practice; in practice, there is.”  

*Yogi Berra*
Guidance for Selecting Evidence-Based Programs and Practices
Lessons Learned From Research and Practice

- Across many evidence-based programs, fidelity matters
- The best outcomes are associated with high fidelity practitioners
- High fidelity results from careful attention to implementation of evidence-based programs, practices, and policies
Understand the Right Conditions for SEAD To Thrive in U.S. Schools
SEL CURRICULUM & INSTRUCTION

SELF-MANAGEMENT
SELF-AWARENESS
SOCIAL AWARENESS
RELATIONSHIP SKILLS
RESPONSIBLE DECISION-MAKING

Social and Emotional Learning (SEL)

Contexts and Experiences

FAMILY & COMMUNITY PARTNERSHIPS
SCHOOLWIDE PRACTICES & POLICIES
SCHOOLWIDE CULTURE AND CLIMATE
PARENTING AND OUT-OF-SCHOOL TIME
EXPLICIT INSTRUCTION & CLASS CLIMATE/RELATIONS
School Design, Culture, Climate and Learning Factors

• SEL programs and practices will not grow and germinate in the wrong situation
• Need to Understand Keys to System/Organizational Change
• Principal Leadership Training is a Key Factor
• Need to Understand Key Issue is Relationships and Administrators “Walking the Talk”
A Holistic Picture: Supporting Effective Social and Academic Development and Well Being

Teacher Well-Being and Awareness

Effective Conditions for Learning/Norms of Caring

Social and Emotional Skill Development
The Stress and Well-Being of Teachers

• There is a serious crisis of teacher retention
• Teaching is now rated as a highly stressful profession - 46% report excessive daily stress (Gallup)
• Teacher satisfaction dropped 23 percentage points between 2008 and 2012- to lowest level in 25 years
• We need to support Teacher’s Own SEAD and professional growth
• 6 Randomized Trials show that we can increase teacher’s well-being and enjoyment of teaching
• Policy/Research Day on This Topic- Dec 9th here in DC
Stages of Implementation

Implementation occurs in stages:

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Sustainability

3 – 6 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
Summary and Future Research
Summary: What We Know & Next Steps

• SEL Research Has Advanced Dramatically in the Past Two Decades
• High Quality Evidence-Based Programs Exist
• Translational Research is Necessary to Bring SEAD Programs & Policies to Wide-Scale Implementation with Fidelity and Sustainability
• This Requires Both Policy Change and Infrastructural Development
• Infrastructural Development is Necessary For Both Practice/Translational Research and Implementation in Our Nations Schools and Communities
Future Research Issues

• Innovations in Programs, Practices, and Policies at the Middle and High School Levels
• Integrating SEL Programs and Practices for Adults with Programs and Practices for Children/Youth
• Creating Community-Level Change by linking SEL Concepts with Community Services
• New and Improved Assessment of SEL competencies (Practical, Usable, Predictive)
Social and Emotional Skills are linked to academic achievement, productivity and collegiality at work, positive health indicators, and civic participation, and are nurtured through life and school........

Developing these skills should thus be an explicit goal of public education.

This can be achieved through research and policy initiatives involving better defining and measuring these skills; designing broader curricula to promote these skills; ensuring that teachers’ preparation and professional support are geared toward developing these skills in their students.....

Economic Policy Institute, 2016
Garcia & Weiss, Making Whole-Child Education the Norm.