Social and Emotional Learning: Current Research and Practical Strategies for System-Wide Implementation

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Making the case for social and emotional learning (SEL): Why Now? What Now?

SEL: Top 5 findings from recent research on SEL

SEL 2.0 - Implementing SEL System-Wide: Top Ten Indicators of Systemic SEL
“Educating the mind without educating the heart is no education at all.”

– Aristotle
Roots of Empathy teaches emotional literacy

“Try not to get mad at a baby because he might learn to be mean when he grows up.”

Observation of and labelling baby’s emotions

Reflecting and identifying own emotions

Understanding emotions of others (empathy)

Comfort in discussing emotions
A Baby and a Snugglie...
What does the research say about the effectiveness of the Roots of Empathy?
Changes in Peer Assessments of Pro-socialness (Schonert-Reichl, Smith, Zaidman-Zait, & Hertzman, 2012)

![Bar chart showing changes in peer assessments of pro-socialness. The chart compares 'Roots of Empathy' with 'Comparison.' The categories are 'Shares,' 'Cooperates,' 'Helps,' 'Kind,' 'Takes Views,' and 'Fair.']
“To create a nonviolent, caring world, to create goodness, it is essential to extend the boundaries of ‘us.’ Inclusive caring - the extension of caring to the ‘other,’ ideally to all human beings - develops through words and images that humanize all people . . .” (Staub, 2003)
System-wide SEL

1. Create caring environments with students that are participatory, caring, safe, supportive, and nurturing.

2. Provide students with opportunities to learn specific skills that will foster their social and emotional competence, happiness, and well-being.

3. Remember that educator’s social and emotional competence and well-being is central to improving SEL of students.
THREE ESSENTIAL INGREDIENTS OF SYSTEM-WIDE SEL
WHY NOW?
Changes and Challenges: Risk Factors

- Poverty
- Mental Illness
- Bullying
- Decreased Empathy
- Toxic Stress

BULLYING  POVERTY  DECREASED EMPATHY  MENTAL ILLNESS  TOXIC STRESS
WELL-BEING OF CHILDREN IN ISRAEL
Ages 10-12 Years

- Satisfaction with Life (SWL): 73%
- SWL Ranked 4th of 16 countries
- Frequency of happiness in the last 2 weeks: 66% (Arab children higher than Jewish children)
- Satisfaction with school and self lowest.
- 55.2% agreed that they liked going to school.
Figure 8: How often do you worry about how much money your family has?

- **Never**
  - Jewish: 53.5%
  - Arab: 48.2%

- **Sometimes**
  - Jewish: 26.8%
  - Arab: 23.7%

- **Often**
  - Jewish: 10.5%
  - Arab: 7.9%

- **Always**
  - Jewish: 9.2%
  - Arab: 20.1%
Toxic Stress and Learning

- Chronic stress may impair the development of self-regulation
- Over time may cause learning and behavior problems
- Especially for children at-risk
- Adult support may be protective

(Blair & Raver, 2012)
Decreases in empathy in 14,000 college students between 1979 and 2009, especially since 2000 (Konrath et al., 2011)
What knowledge, skills, and attitudes do we want students to possess when they graduate from high school to thrive in the 21st century?
Analytical intelligence (IQ) accounts for only 10% to 15% of job success and other real-world outcomes.

Daniel Goleman
SOCIAL & EMOTIONAL LEARNING (SEL): A Growing Movement
Defining Social and Emotional Learning (SEL)

- Social and emotional learning, or SEL, involves the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to
  - understand and manage their emotions,
  - feel and show empathy for others,
  - establish and achieve positive goals,
  - develop and maintain positive relationships, and
  - make responsible decisions
Social & Emotional Fitness
OECD EDUCATION 2030

Compassion
Empathy
Conflict Resolution
Gratitude
Justice
Integrity
Motivation
Mindfulness
Self-awareness
Self-regulation
Sense of Belonging

30 Countries
COUNTRIES AROUND THE WORLD WITH SEL PROGRAMS

34 Countries
BRITISH COLUMBIA, CANADA
Redesigned Education Curriculum

Core Competencies
Thinking Competency
  Critical thinking
  Creative thinking
Communication Competency
Personal and Social Competency
  Positive personal and cultural identity
  Personal awareness and responsibility
  Social responsibility
5 FORCES FOR CHANGE FOR SYSTEM-WIDE SEL IN BRITISH COLUMBIA, CANADA
The social and emotional well-being of children in British Columbia, Canada
The Early Development Instrument

- Physical health and well-being
- Social Competence
- Emotional Maturity
- Language and Cognitive Development
- Communication Skills
1 in 3 children are vulnerable on one or more scales
Language

Physical  Social  Emotional