Social-Emotional Learning: Avenues for Research

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Welcome & Introductions

- NAME
- PROGRAM OF STUDY
- RESEARCH OR PRACTICE INTEREST(S) RELATED TO SEL
Brief Introduction
Agenda

- Provide some background on social-emotional learning for students
- Discuss adult (teacher) social-emotional well-being
- Review some of my research on teacher-student relationships & SEL programming
- Opportunity for questions and discussion
CASEL Framework: Intro Video
(Some) SEL needs in early childhood

- Preschool (Bierman & Motamedi, 2015)
  - Reliant on external sources/adults for emotion regulation
  - Key experiences – positive classroom management, learning through play, emphasis on teacher-student relationship
  - Some salient skills - basic friendship and play skills, basic emotional understanding and social problem solving, practice with self-control
(Some) SEL needs in elementary school

- **Elementary** (Rimm-Kaufman & Hulleman, 2015)
  - Increase students’ connection to school through relationships & positive classroom environment
  - Opportunities for both learning & practice with SEL skills
  - Some salient skills: emotion literacy & regulation, general social/relationship skills, healthy decision making, & mindset
(Some) SEL needs at the secondary level

- Middle & High School (Jagers et al., 2015; Williamson et al., 2015)
  - Teenagers show a marked increase in social awareness and perspective taking as well as a shift towards reward seeking with self-regulation skills lagging
    - Identity development/self-concept
    - Increased risk for problem behaviors (e.g., violence, substance use)
  - Some salient SEL skills – navigating conflict, responsible decision making, empathy, social awareness and respect for difference, mindset
SEL Interventions

- PreK
- Elementary*
- Middle
- High School

Legend:
- Work
- Promise
Examples of Evidence-based SEL programs identified by CASEL

- Second Step – SESelect (elementary & middle); Promising (pre-k)
- Merrell’s Strong Kids – Promising
- Leader in Me – SESelect
- Incredible Years – SESelect
- Promoting Alternative Thinking Strategies (PATHS) – SESelect
- Responsive Classroom – SESelect
- RULER – SESelect
How can we measure social-emotional skills?

- Surveys/Rating Scales
- Observations
- Interviews
Does SEL Work?

FINDINGS FROM CIPRIANO ET AL., 2023
META ANALYSIS
Cipriano et al. (2023) = 424 studies published between 2008 and 2020 that involved 575,381 students in 35 countries (update to Durlak et al., 2011)

- Generally small to moderate effects across outcomes

### Key Findings – Skills, Attitudes & Behaviors

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<thead>
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<th>Significant Improvement/Moderate</th>
<th>Significant Improvement/Small</th>
<th>No Significant Improvements</th>
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<td>Civic Attitudes &amp; Behaviors</td>
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Additional Findings: Implementation

- Classroom teachers and school staff more effective than outside personnel
- SEL programs were effective at all educational levels
- SEL programs were marginally more effective if developed in the country in which it was being delivered
- Interventions lasting up to 16 weeks had better outcomes than those lasting longer
Limitations to Current Research Base for Students

1. Need to examine the rigor/psychometrics of outcome measures used (few studies report detailed reliability and validity).

2. Need to examine the influence of SEL on subgroups of students (race/ethnicity, linguistic, gender, and neurodiversity).

3. Need for increased attention to influence of multiple program components and their unique impact on outcomes.
What about adult social-emotional functioning?
Important to Consider Teacher Social-Emotional Wellness

(Schonert Reichl, 2017)

- Modeling social-emotional skills for students
- Managing the many demands of the job
- Implementing SEL interventions
- Cultivating positive relationships with students
The Prosocial Classroom Model

Limitation to the Current Research Base for Teachers

1. Need to examine context; over emphasis on characteristics and behaviors of the individual

2. Need to examine the influence of SEL on subgroups of teachers (race/ethnicity, gender)

3. Need for increased attention to influence of multiple program components and their impact on outcomes

4. Limited research examining adult and student SEL interventions simultaneously
Relationships, Teacher Well-Being, & SEL Programming
Why are teacher-student relationships important?

- Warm & Supportive Climate
- Classroom Management & Organization
- Instructional Support & Expectations
Why are teacher-student relationships important?

Warm & Supportive Climate
Why are teacher-student relationships important?

Classroom Management & Organization
Why are teacher-student relationships important?

Instructional Support & Expectations
SEL Intervention as a Moderator

Teacher-Student Relationships

Teacher Social-Emotional Well-Being

SEL Interventions

Whether or not they are systematically implementing an SEL program in their classrooms

Surveys of teachers' general mental health and feelings about work

Teacher-Student Relationships

Observations of teachers' interactions with students

LEARN
Well-Being & Relationships: The Burnout Cascade

- Increased Conflict
- Stress
- Increased Behavioral Issues
- Reduced Emotional Resources
- Lower Quality Interactions
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SEL Programs
Influence of SEL Supports

- Student-focused SEL supports buffer against the negative influence that adverse/low teacher well-being has on teacher-student relationships.
Currently supporting a PA district with their SEL data
- Assisting with analysis of survey data
- Conducting teacher interviews

Potentially supporting an IU in gathering teacher well-being data from special educators
- Providing the Measures of Stressor, Supports, and Satisfaction for Teachers (MOST) survey