

- *Assertiveness*: stating your concerns and feelings without anger or passivity
- *Group dynamics*: cooperation; knowing when and how to lead, when to follow
- *Conflict resolution*: how to fight fair with other kids, with parents, with teachers; the win/win model for negotiating compromise

SOURCE: Karen F. Stone and Harold Q. Dillehunt, *Self Science: The Subject Is Me* (Santa Monica: Goodyear Publishing Co., 1978).

## **APPENDIX F**

### **Social and Emotional Learning: Results**

#### **Child Development Project**

Eric Schaps, Development Studies Center, Oakland, California.

Evaluation in schools in Northern California, grades K-6; rating by independent observers, comparing with control schools.

#### **RESULTS:**

- more responsible
- more assertive
- more popular and outgoing
- more pro-social and helpful
- better understanding of others
- more considerate, concerned
- more pro-social strategies for interpersonal problem-solving
- more harmonious
- more “democratic”
- better conflict-resolution skills

SOURCES: E. Schaps and V. Battistich, “Promoting Health Development Through School-Based Prevention: New Approaches,” *OSAP Prevention Monograph, no. 8: Preventing Adolescent Drug Use: From Theory to Practice*. Eric Gopelrud (ed.), Rockville, MD: Office of Substance Abuse Prevention, U.S. Dept. of Health and Human Services, 1991.

D. Solomon, M. Watson, V. Battistich, E. Schaps, and K. Delucchi, “Creating a Caring Community: Educational Practices That Promote Children’s Prosocial Development,” in F. K. Oser, A. Dick, and J.-L. Patry, eds., *Effective and Responsible Teaching: The New Synthesis* (San Francisco: Jossey-Bass, 1992).

## **Paths**

Mark Greenberg, Fast Track Project, University of Washington.

Evaluated in schools in Seattle, grades 1–5; ratings by teachers, comparing matched control students among 1) regular students, 2) deaf students, 3) special-education students.

### **RESULTS:**

- Improvement in social cognitive skills
- Improvement in emotion, recognition, and understanding
- Better self-control
- Better planning for solving cognitive tasks
- More thinking before acting
- More effective conflict resolution
- More positive classroom atmosphere

### **SPECIAL-NEEDS STUDENTS:**

Improved classroom behavior on:

- Frustration tolerance
- Assertive social skills
- Task orientation
- Peer skills
- Sharing
- Sociability
- Self-control

### **IMPROVED EMOTIONAL UNDERSTANDING:**

- Recognition
- Labeling
- Decreases in self-reports of sadness and depression
- Decrease in anxiety and withdrawal

**SOURCES:** Conduct Problems Research Group, “A Developmental and Clinical Model for the Prevention of Conduct Disorder: The Fast Track

Program,” *Development and Psychopathology* 4 (1992).

M. T. Greenberg and C. A. Kusche, *Promoting Social and Emotional Development in Deaf Children: The PATHS Project* (Seattle: University of Washington Press, 1993).

M. T. Greenberg, C. A. Kusche, E. T. Cook, and J. P. Quamma, “Promoting Emotional Competence in School-Aged Children: The Effects of the PATHS Curriculum,” *Development and Psychopathology* 7 (1995).

### **Seattle Social Development Project**

J. David Hawkins, Social Development Research Group, University of Washington

Evaluated in Seattle elementary and middle schools by independent testing and objective standards, in comparison to nonprogram schools.

#### **RESULTS:**

- More positive attachment to family and school
- Boys less aggressive, girls less self-destructive
- Fewer suspensions and expulsions among low-achieving students
- Less drug-use initiation
- Less delinquency
- Better scores on standardized achievement tests

SOURCES: E. Schaps and V. Battistich, “Promoting Health Development Through School-Based Prevention: New Approaches,” *OSAP Prevention Monograph, no. 8: Preventing Adolescent Drug Use: From Theory to Practice*. Eric Gopelrud (ed.), Rockville, MD: Office of Substance Abuse Prevention, U.S. Dept. of Health and Human Services, 1991.

J. D. Hawkins et al., “The Seattle Social Development Project,” in J. McCord and R. Tremblay, eds., *The Prevention of Antisocial Behavior in Children* (New York: Guilford, 1992).

J. D. Hawkins, E. Von Cleve, and R. F. Catalano, “Reducing Early Childhood Aggression: Results of a Primary Prevention Program,” *Journal of the American Academy of Child and Adolescent Psychiatry* 30, 2 (1991), pp. 208–17.

J. A. O'Donnell, J. D. Hawkins, R. F. Catalano, R. D. Abbott, and L.

E. Day, "Preventing School Failure, Drug Use, and Delinquency Among Low-Income Children: Effects of a Long-Term Prevention Project in Elementary Schools," *American Journal of Orthopsychiatry* 65 (1994).

### **Yale-New Haven Social Competence Promotion Program**

Roger Weissberg, University of Illinois at Chicago

Evaluated in New Haven Public Schools, grades 5–8, by independent observations and student and teacher reports, compared with control group.

#### **RESULTS:**

- Improved problem-solving skills
- More involvement with peers
- Better impulse control
- Improved behavior
- Improved interpersonal effectiveness and popularity
- Enhanced coping skills
- More skill in handling interpersonal problems
- Better coping with anxiety
- Less delinquent behaviors
- Better conflict-resolution skills

SOURCES: M. J. Elias and R. P. Weissberg, "School-Based Social Competence Promotion as a Primary Prevention Strategy: A Tale of Two Projects," *Prevention in Human Services* 7, 1 (1990), pp. 177–200.

M. Caplan, R. P. Weissberg, J. S. Grober, P. J. Sivo, K. Grady, and C. Jacoby, "Social Competence Promotion with Inner-City and Suburban Young Adolescents: Effects of Social Adjustment and Alcohol Use," *Journal of Consulting and Clinical Psychology* 60, 1 (1992), pp. 56–63.

### **Resolving Conflict Creatively Program**

Linda Lantieri, National Center for Resolving Conflict Creatively Program (an initiative of Educators for Social Responsibility), New York City

Evaluated in New York City schools, grades K-12, by teachers' ratings, pre- and post-program.

**RESULTS:**

- Less violence in class
- Fewer verbal put-downs in class
- More-caring atmosphere
- More willingness to cooperate
- More empathy
- Improved communication skills

SOURCE: Metis Associates, Inc., *The Resolving Conflict Creatively Program: 1988–1989. Summary of Significant Findings of RCCP New York Site* (New York: Metis Associates, May 1990).

**The Improving Social Awareness-Social Problem Solving Project**

Maurice Elias, Rutgers University

Evaluated in New Jersey schools, grades K-6, by teacher ratings, peer assessments, and school records, compared to nonparticipants.

**RESULTS:**

- More sensitive to others' feelings
- Better understanding of the consequences of their behavior
- Increased ability to “size up” interpersonal situations and plan appropriate actions
- Higher self-esteem
- More prosocial behavior
- Sought out by peers for help
- Better handled the transition to middle school
- Less antisocial, self-destructive, and socially disordered behavior, even when followed up into high school
- Improved learning-to-learn skills
- Better self-control, social awareness, and social decision-making in and out of the classroom

SOURCES: M. J. Elias, M. A. Gara, T. F. Schuyler, L. R. Branden-Muller, and M. A. Sayette, "The Promotion of Social Competence: Longitudinal Study of a Preventive School-Based Program," *American Journal of Orthopsychiatry* 61 (1991), pp. 409–17.

M. J. Elias and J. Clabby, *Building Social Problem Solving Skills: Guidelines From a School-Based Program* (San Francisco: Jossey-Bass, 1992).

# Resources

The first edition of this book could not have had a page like this directing readers who want more information to the best resources—in 1995 there were virtually no resources anywhere on emotional intelligence, while today they seem to be proliferating wildly. The mere existence of this page in itself signifies how much this field has advanced. For more in-depth access to tools and research findings, practical resources, and key people in this field, I recommend the following organizations, websites, and books. (I've tried to include only books I'm familiar with that are based on sound research, but my failure to include a book does not mean it cannot be helpful or may not be sound.)

## EDUCATION

The Collaborative for Academic, Social, and Emotional Learning (CASEL), based at the University of Illinois at Chicago, seeks to enhance children's success in school and life by promoting evidence-based social, emotional, and academic learning as an essential part of education from preschool through high school. Website: [www.casel.org](http://www.casel.org).

The Center for Social and Emotional Education (CSEE), at Teachers College, Columbia University, is an educational and professional development organization dedicated to supporting effective social emotional learning, teaching, and leadership in schools. Website: [www.CSEE.net](http://www.CSEE.net).

## Some Model SEL Programs

Responsive Classroom: <http://responsiveclassroom.org/>

Developmental Studies Center: <http://www.devstu.org/>

Educators for Social Responsibility:

<http://www.esrnational.org/home.htm>

Search Institute: <http://www.search-institute.org/>

Social Development Research Group:

<http://depts.washington.edu/sdrg/index.html>



*Learning Standards*. For a model statewide policy setting detailed educational standards in social and emotional learning, see the work of the Illinois State Board of Education. This state-of-the-art, developmentally appropriate formulation could be adopted by any educational system seeking to offer SEL to its children. Website: [www.isbe.net/ils/social\\_emotional/standards.htm](http://www.isbe.net/ils/social_emotional/standards.htm).

### **Recommended Books**

Bar-On, Reuven, J. G. Maree, and M. J. Elias, eds. *Educating People to Be Emotionally Intelligent*. Portsmouth, NH: Heinemann Educational Publishers, 2005.

Cohen, Jonathan, ed. *Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence*. New York: Teachers College Press, 1999.

Collaborative for Academic, Social, and Emotional Learning. *Safe and Sound: An Educational Leader's Guide to Evidence-based Social and Emotional Learning Programs*. Chicago: Collaborative for Academic, Social, and Emotional Learning, 2003.

Elias, Maurice J., A. Arnold, and C. S. Hussey, eds. *EQ + IQ = Best Leadership Practices for Caring and Successful Schools*. Thousand Oaks, CA: Corwin Press, 2003.

Elias, Maurice, et al. *Promoting Social and Emotional Learning: Guidelines for Educators*. Alexandria, VA: Association for Supervision and Curriculum Development, 1997.

Haynes, Norris, Michael Ben-Avie, and Jacque Ensign. *How Social and Emotional Development Add Up: Getting Results in Math and Science Education*. New York: Teachers College Press, 2003.

Lantieri, Linda, and Janet Patti. *Waging Peace in Our Schools*. Boston: Beacon Press, 1996.

Novick, B., J. S. Kress, and Maurice Elias. *Building Learning Communities with Character: How to Integrate Academic, Social, and Emotional Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 2002.

Patti, Janet, and J. Tobin. *Smart School Leaders: Leading with Emotional Intelligence*. Dubuque, IA: Kendall Hunt, 2003.

Salovey, Peter, and David Sluyter, eds. *Emotional Development and Emotional Intelligence: Educational Implications*. New York: Basic Books, 1997.

Zins, Joseph, Roger Weissberg, Margaret Wang, and Herbert Walberg. *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* New York: Teachers College Press, 2004.

## **ORGANIZATIONAL LIFE**

The Consortium for Research on Emotional Intelligence in Organizations is based in the Graduate School of Applied and Professional Psychology, Rutgers University. Director: Cary Cherniss. Website: [www.eiconsortium.org](http://www.eiconsortium.org).

## **Recommended Books**

Ashkanasy, Neal, Wilfred Zerbe, and Charmine Hartel. *Managing Emotions in the Workplace*. Armonk, NY: M. E. Sharpe, 2002.

Boyatzis, Richard, and Annie McKee. *Resonant Leadership: Inspiring Yourself and Others Through Mindfulness, Hope, and Compassion*. Boston: Harvard Business School Press, 2005.

Caruso, David R., and Peter Salovey. *The Emotionally Intelligent Manager: How to Develop the Four Key Skills of Leadership*. San Francisco: Jossey-Bass, 2004.

Cherniss, Cary, and Daniel Goleman, eds. *The Emotionally Intelligent Workplace: How to Select For, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. San Francisco: Jossey-Bass, 2001.

Druskat, Vanessa, Fabio Sala, and Gerald Mount, eds. *linking Emotional Intelligence and Performance at Work: Current Research Evidence*. Mahwah, NJ: Lawrence Erlbaum, 2005.

Fineman, Stephen, ed. *Emotion in Organizations*, 2nd ed. London: Sage