Integrating social, emotional, and behavioral skills with learning frameworks

Two cross-sectional studies in high schools

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Who is a successful student?

From a personality perspective, we would say a student who has high openness and conscientiousness[1,2].

From a skill perspective

Social, emotional, and behavioral skills represent the abilities to establish and maintain social relationships, regulate emotions, and effectively manage behaviors toward goals and learning and mainly fall into five areas[3]:

- **Self-management skills**
- **Social engagement skills**
- **Cooperation skills**
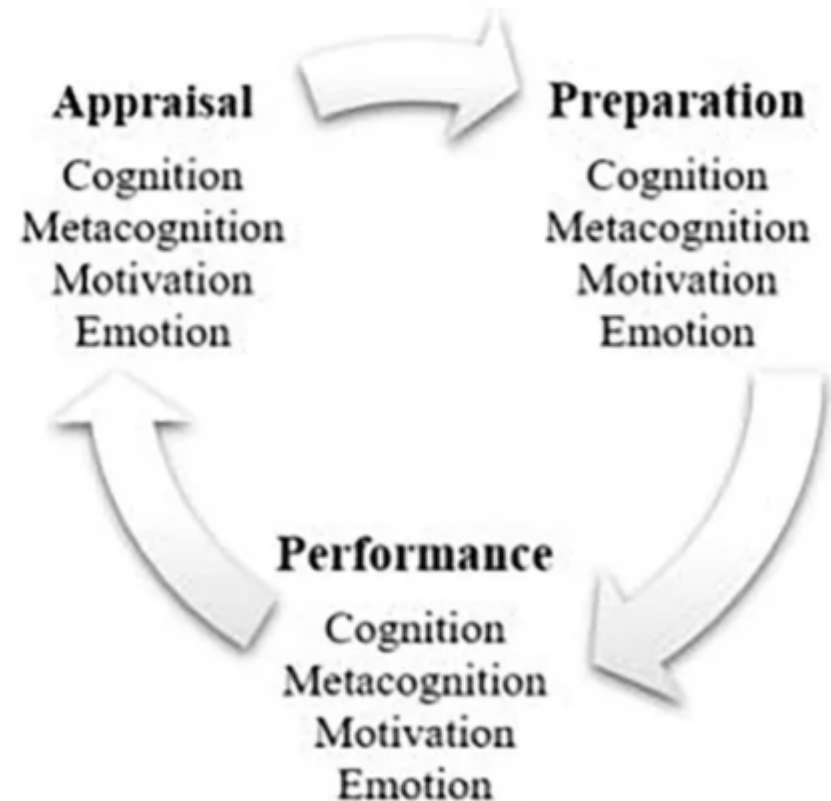- **Innovation skills**
- **Emotional resilience skills**
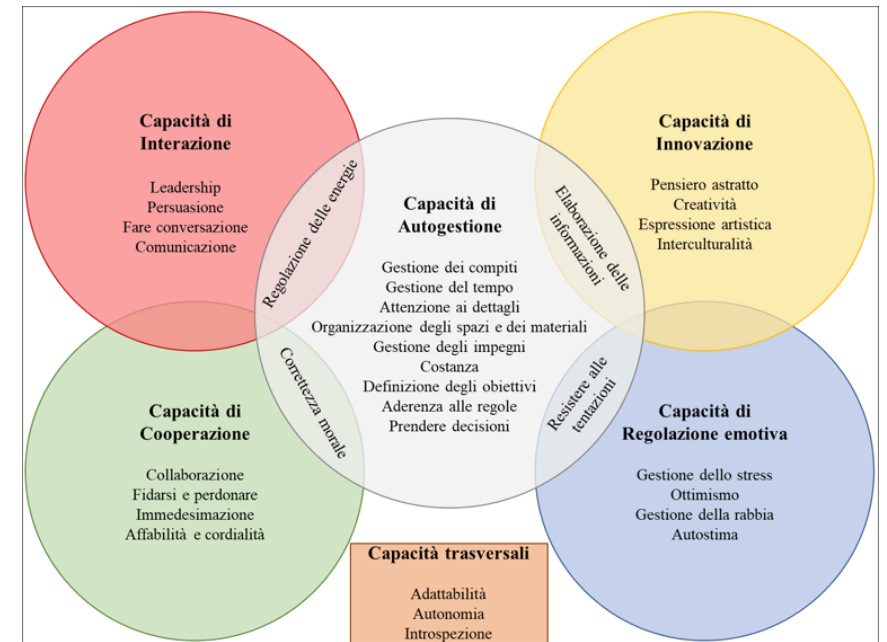
These are linked to students' academic achievement, school engagement, social relationships, and well-being[4–6].

From an educational perspective

Learning is a complex activity and **educational literature is maybe even more complex and vast.** From this perspective, students need:

- **Cognitive abilities**
- **Motivation**
- **Beliefs**
- **Study strategies**
- **Emotions**
- **Engagement**

Appraisal
Cognition
Metacognition
Motivation
Emotion

Preparation
Cognition
Metacognition
Motivation
Emotion

Performance
Cognition
Metacognition
Motivation
Emotion

Merging the different perspectives

The two fields, however, remain largely separated and rarely integrated, but few proposals have been advanced:

- The Integrative Development-in-Sociocultural-Context Model[7]

- The integrated self-regulated learning model[8]

- Social-emotional Competence School Model[9]

- Social-Emotional Flourishing Framework Collie[10]

The studies

Main questions

- Do SEB skills correlate with academic (and non-academic) outcomes in high school students, including SRL factors?

    - Study 1: emotional, motivational, and strategic factors

    - Study 2: school engagement

- Do SEB skills predict academic (and non-academic) outcomes beyond SRL factors?

- What are the main mechanisms linking SEB, SRL, and achievement?

Participants & materials

STUDY 1 Participants

- 5075 students (18.23 yo [sd = .0.95])

Materials

- SEB skills: BESSI-45[11]
- SRL factors:[12]
  - SRL strategies
  - Academic self-efficacy
  - Learning goals
  - Growth mindset
  - Achievement emotions
- Life satisfaction scale[13]
- Peer acceptance[14]
- Academic achievement: average grades

## STUDY 2 Participants

- 1642 students (15.5 yo [sd = 1.47])

Materials

- SEB skills: BESSI-45[11]
- School engagement[15]
- School satisfaction[16]
- Life satisfaction scale[13]
- Burnout[17]
- Fluid intelligence[18]
- Academic achievement: average grades

Responses where screened for careless responding using multiple detection methods.
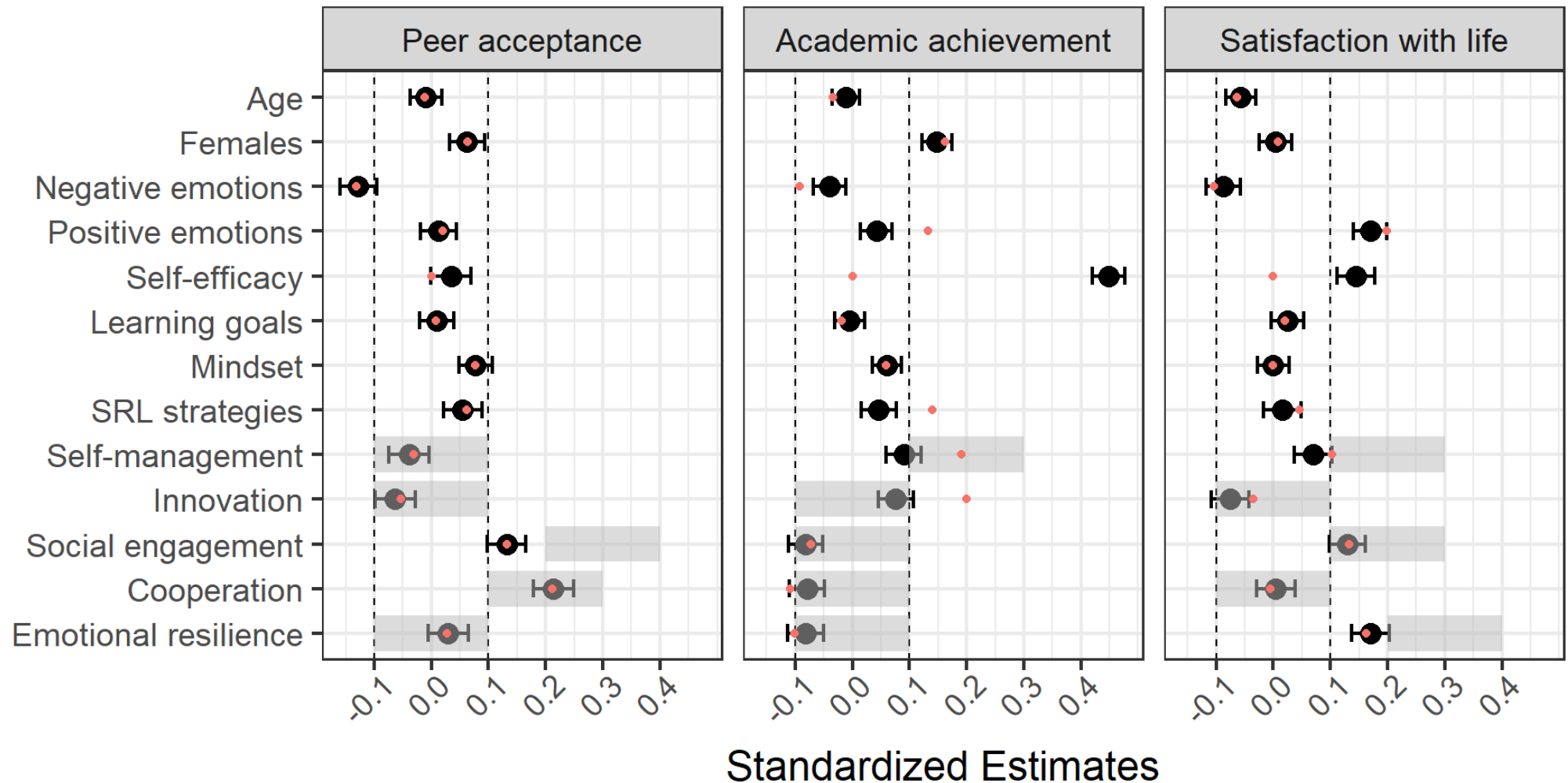
Study 1

Feraco, Bonelli, Da Re, & Meneghetti (in press) Social Psychology of Education

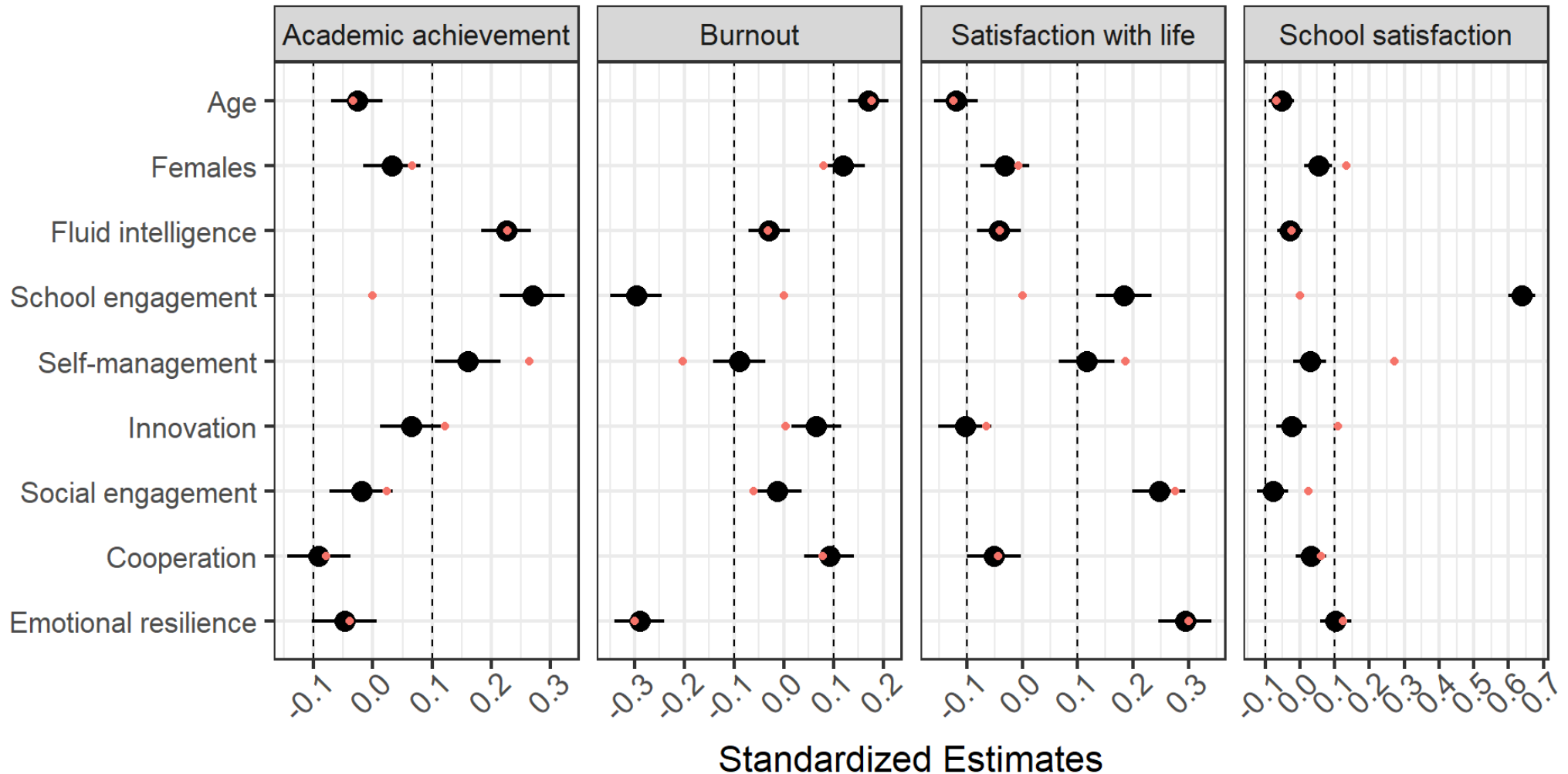# Results – Do SEB skills correlate with outcomes?
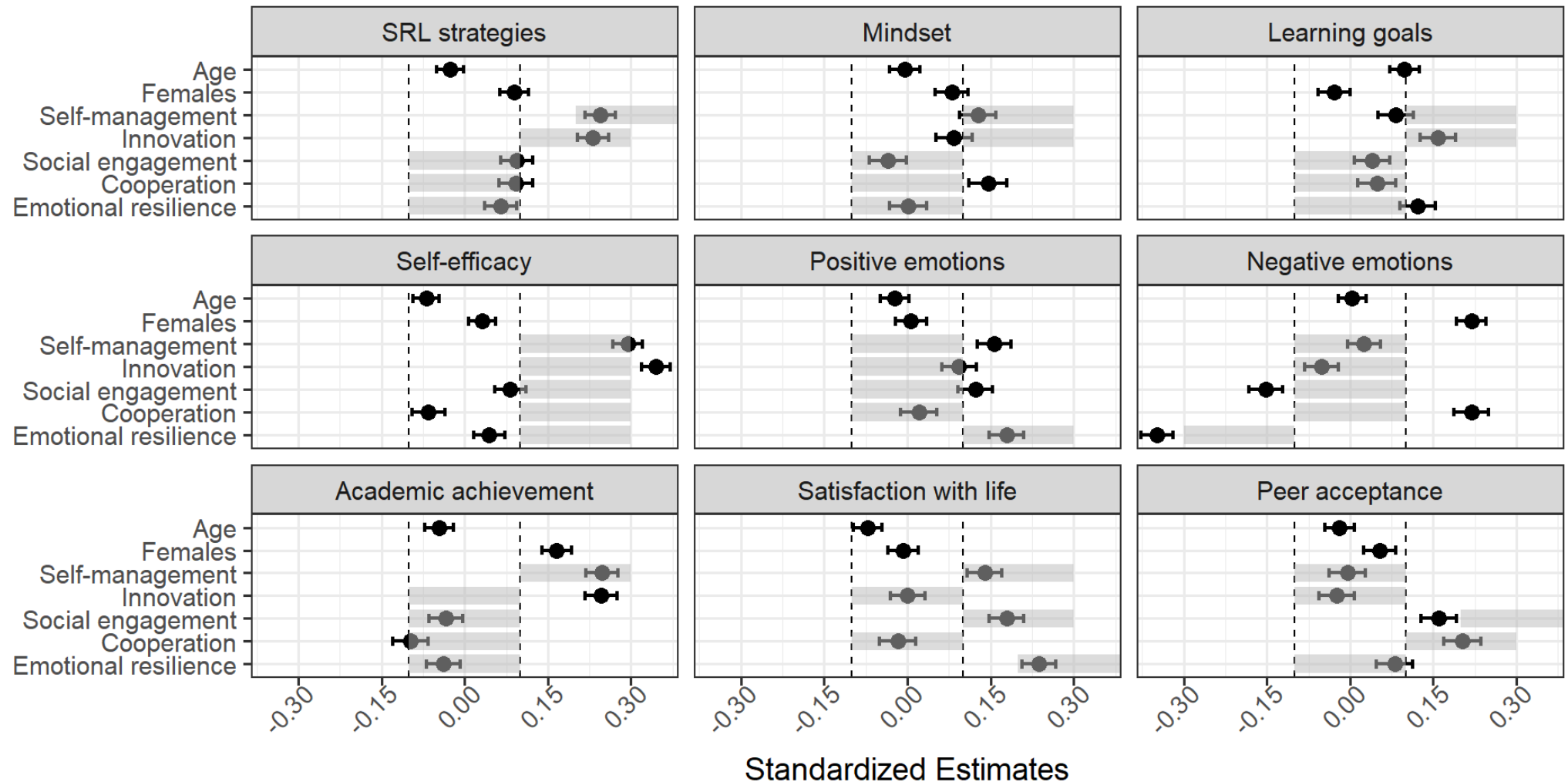
Results - Do SEB skills predict outcomes beyond SRL?

Study 2

Pellegrino, Meneghetti, Carretti & Feraco (under review)

Results - Do SEB skills predict outcomes beyond engagement?

Conclusions and Discussion

SEB at school

- Social, emotional, and behavioral skills resulted important for

    - SRL factors (self-management + innovation + emotional resilience)

    - Academic achievement (self-management + innovation)

    - Non academic outcomes (cooperation + social engagement + emotional resilience)

BUT

- When considering SRL factors:

    - Associations with academic achievement almost disappear

    - They keep their role for non-academic outcomes

Integrating SEB and SRL frameworks

- Our results (may) support the multiple frameworks proposed:

  - SEB skills as broader capabilities that may lead to the adoption of positive SRL behaviors and beliefs [*students who perceive themselves as having strong SEB skills are more likely to engage in behaviors that support both academic success and social-emotional development*[10]]

  - SEB may lead to higher achievement through mediated processes

This perfectly aligns with SEB definition of functional capacities that people use when they want or need to do so[3]: students will gain from these skills if they want to use them for studying.

Thank you all

Free slides here!

Data, code, and materials needed to reproduce these slides are available at:
https://github.com/feracotommaso/Slides/

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