SEL Research:

The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. By: Durlak, Weissberg, Dymnicki, Taylor, Schellinger (2011)

1. Meta-analysis: 213 school-based, universal (interventions for the entire student body) SEL programs
   1. 270,034 K through high school students
2. Outcome:
   1. Compared to controls, SEL participants significantly improved:
      1. Social and emotional skills, attitudes, behavior, and academic performance
      2. (11-percentile-point gain in achievement).
3. Question:
   1. “Thus, we investigated whether SEL programs can be incorporate into routine educational practice; that is, can they be successfully delivered by existing school staff during the regular school day?” –p. 4
4. Outcomes:
   1. Social and emotional skills
   2. Attitudes towards self and others
   3. Positive social behavior
   4. Conduct problems
   5. Emotional distress
   6. Academic performance
5. Independent Variable: Intervention Formats
   1. Class by teacher
      1. Most common (53%)
      2. Classroom-based interventions administered by regular classroom teacher
      3. \*effective in all 6 outcomes
   2. Class by non-school personnel
      1. Non-school personnel, such as researcher or consultant, administered intervention
      2. \*effective in three (improved SEL skills, prosocial attitudes, and reduced conduct problems)
   3. Multi-component programs
      1. Typically, two-components: classroom interventions with a parent component and/or school-wide initiative.
      2. i.e. homework assignment or school-wide organizational change
6. Results
   1. Grand study-level mean for all 213 interventions was 0.3 which was statistically significant from zero. – p. 9
   2. Significant difference in outcomes when comparing programs that had implementation problems vs. those that did not.
      1. 🡪 state standards could help reduce implementation problems, thus increase positive otucomes of SEL.
7. “Through systematic instruction, SEL skills may be taught, modeled, practiced, and applied to diverse situations so that students use them as part of their daily repertoire of behaviors.” P. 3

The WHY:

1. “A key challenge for 21st-century schools involves serv-ing culturally diverse students with varied abilities and motivations for learning (Learning First Alliance, 2001). Unfortunately, many students lack social-emotional com-petencies and become less connected to school as they progress from elementary to middle to high school, and this lack of connection negatively affects their academic performance, behavior, and health (Blum & Libbey, 2004). In a national sample of 148,189 sixth to twelfth graders, only 29% to 45% of surveyed students reported that they had social competencies such as empathy, decision mak-ing, and conflict resolution skills; and only 29% indicated that their school provided a caring, encouraging environ-ment (Benson, 2006). By high school as many as 40% to 60% of students become chronically disengaged from school (Klem & Connell, 2004). Furthermore, approxi-mately 30% of high school students engage in multiple high-risk behaviors (e.g., substance use, sex, violence, de-pression, attempted suicide) that interfere with school performance and jeopardize their potential for life suc-cess (Dryfoos, 1997; Eaton et al., 2008).” – Durlak et. Al.

Look up: SEL standards for Illinois, New York, and Singapore

Illinois State Board of Education:

Incorporated SEL skill

The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students

* Payton, Weissberg, Dym

**Aligning Preschool through High School Social and Emotional Learning Standards: A Critical and Doable Next Step (2013) – Zinsser, Weissber, and Dusenbury**

“Indeed, although 49 states currently have free-standing standards for social and emotional development at the preschool level, only a handful of states currently have free-standing SEL standards at the K-12 level, and only three of these have free-standing SEL standards that are aligned across the whole education spectrum, preschool through high school.” P. 3

Illinois

* First state to adopt SEL policies
* Free-standing K-12 SEL standards
  + Fully aligned
  + Used CASEL framework

<http://www.isbe.net/ils/social_emotional/standards.htm>

Goal 1- Develop self-awareness and self-management skills to achieve school and life success

Goal 2- Use social-awareness and interpersonal skills to establish and maintain positive relationships

Goal 3- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Dusenbury et al.

SEL learning standards should: