

Teaching and Developing Social and Emotional Skills with Technology

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Version from, Thursday 3rd July, 2014, 19:54

Abstract

Supporting social interactions is a long term focus for HCI and CSCW. However, understanding how social and emotional skills are learned, and how this process can be supported by technology, is an important but underresearched area so far. This paper reviews the approaches to social and emotions skills learning (SEL) outside of HCI, where a large number of evidence-based programs is widely deployed. However, very little technology gets used in these programs, despite its potential to enhance and complement the existing approaches. The primary aim of this paper is to provide a foundation and set an agenda for future research on the design of technology that would support, and help teach, social and emotional skills. To this end, we review the literature on social and emotional learning courses with specific focus on the long history and experience around SEL in education. We identify similarities among the curricula used there, and the shared challenges to successful learning that might be addressed by technology. We then link these to HCI research and the potential for both fields to be mutually enriched.

Our key argument is that much existing HCI work could be used in support of social and emotional skills learning (SEL) in education—and possibly other domains—but that the topic has been under-researched so far within HCI. We argue how such technology could fundamentally extend and enhance the possibilities available to social skills learning, such as supporting the embedding of skills in class into everyday situations, promoting reflection, and providing additional environments for practice. We also outline the novel opportunities, challenges and well-motivated practical problems that focus on supporting SEL would bring for HCI research.

1. INTRODUCTION

Social and emotional skills refer to a variety of skills that are crucial for our everyday life and healthy development [Weare and Nind 2011; Adi et al. 2007a; Damon and Eisenberg 2006], encompassing a broad range of interpersonal skills, as well as emotion skills such as self-control or mindfulness. However, understanding how such social and emotional skills are learned, and how this learning process can be supported by technology, is yet an emerging area of research within HCI.

Such growing interest is manifested by the recent work around social skills learning in autism [Kientz et al. 2013], computerised Cognitive Behavioural Therapy [Coyle et al. 2007], as well as a number of individual systems aiming to affect particular social behaviour such as discussion dominance or rapport [Balaam et al. 2011; Kim et al. 2008]. However, the early stages of work in this area also point to two important limitations: First, most of the research so far is limited in scope, with focus on specific disadvantaged populations, especially the support for people with autism. This leaves aside other settings where social and emotional skills learning is crucial. Second, the existing work has provided limited evidence to show the effects of training on real-world situations so far (cf. [Kientz et al. 2013, p. 108-109] for a summary of autism related research), with projects often focusing on exploratory pilot deployments and preliminary evaluation only.

In contrast, an increasing number of interventions and courses are developed outside of HCI to specifically support social and emotional skill learning (SEL) in everyday settings, and for a wide range of users across diverse domains such as school education, clinical settings, or leadership [Greenberg 2010; Stepien and Baernstein 2006; Barth and Lannen 2011; Carey et al. 2011; Bono et al. 2009]. Particularly SEL in school education draws on 20+ years' history of teaching social and emotional skills through carefully designed, evidence-based programs that support a wide range social and emotional skills needed for adult life. Moreover, the wide scale deployments of these programs build on established methodologies to evaluate the effect of such curricula on learners' behaviour, showing that such skills are teachable and that interventions can lead to measurable improvements [Durlak et al. 2011; Weare and Nind 2011]. However, very little if any technology gets used in the current curricula.

This review outlines the unique opportunity for cooperation and mutual enrichment of SEL and HCI research, drawing on the overlap of complementary interests and knowledge around social and emotional learning. On one hand, we argue how the knowledge base and existing curricula structure could guide and support HCI research looking to support social and emotional learning in school education, or other settings. As one example, SEL in education is likely to prove as a good test-bed for cutting edge HCI systems. SEL courses offer a wide range of well defined skills to be learned as well as various levels of scaffolding that HCI designers can draw on to develop, deploy, and evaluate novel technology. On the other hand, the review of SEL curricula highlights a number of challenges faced SEL practitioners—such as the lack of support for students' learning outside of SEL training classes and in everyday situations—that could be addressed by technology. In fact, we argue that although much of existing HCI work was not, so far, connected to social skills training, it is actually highly relevant and could be beneficial for augmenting existing SEL curricula. Moreover, these SEL challenges raise new opportunities for HCI research to explore if and how we can design technologies to support social and emotional learning more generally. Overall, this paper aims to contribute towards defining a systematic programme of research for HCI in support of social and emotional learning through technology.

The remainder of this paper is divided into eight sections. We first focus on SEL in schools as the exemplary domain (Section 2), given its longest history of both academic research and practical applications, encompasses the widest range of life skills. The following three sections link the SEL literature in education to particular examples of, and opportunities for, HCI research. We first identify the key challenges across the existing social and emotional skill curricula from an HCI perspective and point to initial HCI work suggesting how these could be addressed by technology (Section 3). We continue by outlining how such focus on SEL would raise interesting research opportunities for HCI (Section 4) and suggest the next steps HCI community could make to engage with supporting SEL learning (Section 5). The next to last section steps away from SEL in education to outline other domains where learning of social and emotional skills is crucial (workplace, medical, psychotherapeutic, and everyday life settings). We provide a brief overview of SEL methods and topics within each to inspire and guide future work (Section 6), before the last section summarises and concludes the paper (Section 7).

2. LIFE SKILLS COURSES' CONTENTS WITHIN EDUCATION

This and the next section outline the contents of existing social and emotional skills courses and curricula in domains outside of HCI. We analyse (i) what are the core skills that get taught; (ii) how existing curricula approach this; and (iii) what challenges they face. The goal here is to build an overview of what gets taught and how across the curricula, and then use this structure to outline the potential for HCI research. We first outline the reasons why we chose SEL for schools as an exemplary domain

(section 2.1), and describe the literature review methodology (section 2.2). We then present the *methods* used in teaching of social skills in education (section 2.3) as well as the key *topics* that get taught (section 2.4), including specific examples from various curricula.

2.1. SEL in schools as an exemplary domain

Social and emotional learning in education is a particularly interesting domain for several reasons, all suggesting that the field can be considered relatively mature, with a number of well-researched and evidence-based approaches.

First, skills taught in school-based curricula are those that have been identified by psychologists and educators as crucial not only to development in childhood and teenage years, but more importantly as key skills for adult life [Greenberg 2010]. They also focus on a large span of ages, from kindergarten to high-school education. As such, it to some extent encompasses the core set of skills needed in other life skills domains that tend to emphasise particular subsets of social skills, and consider many others to have already been developed during childhood and thus available.

Second, SEL has more than 20 years' history of peer-reviewed programs, which have already been deployed to hundreds of thousands of pupils. For example, Durlak et al. [2011] reviews 213 programs intervention studies encompassing more than 270000 students of all ages, with the interventions conducted over several years. Some studies have their effects tracked for even longer periods of time, as is the case for Muenig et al. [2009] who recently presented a 37-year follow-up study on the results of a randomized controlled trial conducted in 1962. Moreover, federal programs support further uptake of such curricula in the US.

Third, recent academic reviews analyse the evidence-base for the effectiveness of SEL programs and find measurable and significant positive effects of SEL in randomised trials, e.g., [Durlak et al. 2011; Greenberg 2010; Weare and Nind 2011]. In particular, the social and emotional skills curricula lead to improvements in the academic performance and the skills actually taught (e.g., Durlak et al. [2011] report average of 11% improvement in achievement tests, 25% in social and emotional skills in the 207 SEL interventions reviewed), as well as positive impacts on many other aspects of behaviour such as mental health [Adi et al. 2007a], violence prevention [Mytton et al. 2006; Adi et al. 2007b], conflict resolution [Garrard and Lipsey 2007], and bullying [Vreeman and Carroll 2007]. For more detail see e.g., Weare and Nind [2011] who provide a meta-review of 52 reviews in this domain, concluding that the interventions "had wide-ranging beneficial effects on individual children and young people, on classrooms, families and communities and on an array of mental health, social, emotional and educational outcomes".

2.2. Literature review methodology

A large number of systematic reviews of SEL literature already exist, mainly with the focus on meta-analyses of measurable effects and long-term impacts of the curricula (e.g., [Durlak et al. 2011; Weare and Nind 2011; Adi et al. 2007a; Greenberg 2010; Elbertson et al. 2009; Payton et al. 2008]). We build on these and approach the topic with a complementary HCI perspective in mind, aiming to draw out processes, methods and topics commonly used within curricula, and identify the challenges the SEL curricula currently face.

As such, we analysed the contents of selected curricula, in addition to following references cited by the academic reviews above. This analysis was done by first creating summaries of individual curricula, collating these in mindmaps to draw out related topics, methods and approaches, and finally iteratively identifying the common aspects across curricula and domains. Given the large number of available curricula for

the educational domain, we based our review on a set of curricula selected by 'Collaboratory for Academic, Social and Emotional Learning' (CASEL)¹, which is a non-profit organisation supporting research and application of social and emotional learning in education, co-founded by the leading figures in the academic field.

In particular, we drew on curricula identified in two CASEL 'guides': CASEL [2003] guide reviews 80 SEL programs selected by a rigorous procedure, highlighting 22 of these as particularly well-designed. Each of the 80 programs is described, rated on 15 aspects and linked to academic literature evaluating its effects. The newer version of the guide, CASEL [2013], focusses primarily on preschool and elementary school programs, recommending 23 programs. We first systematically analysed the descriptions of all programs in both guides, and continued with more detailed examination of the programs highlighted in either version of the guide (i.e., 34 programs altogether²), as well as the academic literature available for each of these programs as referenced in the guides, as long as it was accessible through the libraries of three major universities (yielding 66 academic articles altogether). We also included any course materials and descriptions of the programs that were available on the internet. Finally, we included a number of books on creating SEL curricula in the context of education [Bar-On et al. 2007; Elias 1997; Pasi 2001; Zins et al. 2004; Patrikakou et al. 2005].

2.3. Methods for teaching SEL in education – experiential learning

Curricula share the understanding of social and emotional skills as highly complex abilities, based on subconscious processing [Ambady 2010; Lieberman 2000]. As such, social and emotional skills are based on *procedural* rather than declarative knowledge [Kruglanski and Higgins 2007, p.288]. Moreover, the key ability of most social and emotional skills is to be able to react appropriately even within 'hot' moments, i.e., situations when the learner is overwhelmed with emotions, the importance of the situation, or just has a very short time to react (e.g., heated conflict). During such moments, the ability of conscious, analytical thought is often diminished [Wyman et al. 2010; LeDoux 1998], again emphasising the need for learning skills that operate on a procedural basis.

Curricula thus use predominantly active instructional techniques drawing on skill-based and experiential approaches. They employ a wide range of methods such as modeling, role-play, performance feedback, dialoguing, positive reinforcement, vignettes, play and games; but also approaches such as portfolios, expressive arts, exhibitions, or group projects – see also Fig 1 for an extended list. Through these methods, curricula aim to include extensive examples and opportunities for personal experience and practice, combined with extensive feedback and opportunities for reflection on behaviour and progress. When teaching a complex interpersonal skill such as conflict resolution, curricula break the skill down into smaller molecular sub-skills and focus first on simple model situations. These can be explored by role play (e.g., specific situations such as a simple disagreement with a peer), slowly building up to more complex, but scaffolded situations, and eventually to encouraging learners to apply the skills out of the classroom. Repeated practice and extensive feedback from the trainer and peers are critical components in every step of the process.

Curricula are clear that the methods used must be developmentally appropriate for the age of the children, and the skills learned. For example, incorporation of fantasy play or puppets as role models and curricula protagonists has been very successful for younger children (e.g., kindergarten to K-3), who can relate to them easily [Webster-

¹<http://casel.org/>

²Eleven programs selected in CASEL 2013 guide were already selected in the 2003 edition, leaving twelve newly described ones, leading to 34 programs altogether (22+12).

What instructional methods are used? (circle)

audiotapes	outside activities	workbooks
brainstorming	posters	worksheets
community service	rehearsal and practice	other:
cooperative learning	role play	_____
direct instruction	scripts	_____
guest speakers	simulations	_____
modeling	videotapes	_____

Fig. 1: Instructional methods used in SEL courses (modified from [Elias 1997, p.109])

Stratton and Reid 2004]. In contrast, group discussions, journal writing or workshop activities are more commonly used with older children and teenagers [DeJong 1994]. However, specific key methods such as role-playing, modeling, positive reinforcement, or direct and indirect instruction are used throughout in various guises.

The core of most curricula is a set of SEL focussed, structured classroom lessons [Jones and Bouffard 2012]. However, once a skill is mastered within the lessons, the key emphasis is then on its *transfer* out of the classroom into everyday contexts to promote maintenance and generalisation [Elias 1997; Bar-On et al. 2007; Pasi 2001]. Curricula highlight the need to support opportunities for the learners to practice their new skills in real life situations outside of the classroom, but have limited strategies to do so (cf. Section 3.1). Commonly used methods are for example activities to increase awareness and remind learners about their skills on the school grounds (e.g., posters around the school), and attempts to enlist the help of their social networks outside of the learning environment such as their parents and other school personnel (e.g., through organising workshops, or sending letters to parents with suggestions how they can reinforce the learning at home). Providing students with activities and exercises to attend to at home or other locations is also common.

2.3.1. Common theoretical models. There is no theoretical model that would be universally agreed upon by the existing SEL curricula to ground the learning process [Payton and Wardlaw 2000]. Instead, curricula build on several complementary theories that each have robust evidence of positive effects³. Some of the most prevalent theoretical approaches are: (i) systems theory, which views SEL learning as embedded in broader community and aims to systematically create a comprehensive climate for teaching SEL in the class but also school and local communities more broadly; (ii) psychoanalytic theory that work with how conscious as well as unconscious (unrecognised) emotions shape how we act or learn, and who we are; and (iii) cognitive behavioural theory as base for primary prevention and the core skill based techniques such as modeling or role-play [Bar-On et al. 2007, p.65]).

However, there is a considerable overlap among these models in the competencies to be learned (as described in the next section), and a shared set of guidelines on what makes curricula effective. In particular, curricula should take a wide scope both in terms of methods and skills learned, build on a clear theoretical framework, use a comprehensive approach that integrates affective, cognitive and behavioural dimensions, and promote generalisation of skills [Elias 1997, p.119]. Additionally, the literature highlights that piecemeal programming efforts, such as one-off workshops, are much less likely to be effective [Zins et al. 2004, p.13].

³This is similar to psychotherapy domain, where a number of schools co-exist in parallel, each building on different theoretical groundings.

SEL Competency	SEL Skills Related to Each Competency
Self-awareness	<ul style="list-style-type: none"> Label and recognize own and others' emotions. Identify what triggers own emotions. Analyze emotions and how they affect others. Accurately recognize own strengths and limitations. Identify own needs and values. Possess self-efficacy and self-esteem.
Self-management	<ul style="list-style-type: none"> Set plans and work toward goals. Overcome obstacles and create strategies for more long-term goals. Monitor progress toward personal and academic short- and long-term goals. Regulate emotions such as impulses, aggression, and self-destructive behavior. Manage personal and interpersonal stress. Attention control (maintain optimal work performance). Use feedback constructively. Exhibit positive motivation, hope, and optimism. Seek help when needed. Display grit, determination, or perseverance. Advocate for oneself.
Social awareness	<ul style="list-style-type: none"> Identify social cues (verbal, physical) to determine how others feel. Predict others' feelings and reactions. Evaluate others' emotional reactions. Respect others (e.g., listen carefully and accurately). Understand other points of view and perspectives. Appreciate diversity (recognize individual and group similarities and differences). Identify and use resources of family, school, and community.
Relationship management	<ul style="list-style-type: none"> Demonstrate capacity to make friends. Exhibit cooperative learning and working toward group goals. Evaluate own skills to communicate with others. Manage and express emotions in relationships, respecting diverse viewpoints. Communicate effectively. Cultivate relationships with those who can be resources when help is needed. Provide help to those who need it. Demonstrate leadership skills when necessary, being assertive and persuasive. Prevent interpersonal conflict, but manage and resolve it when does occur. Resist inappropriate social pressures.
Responsible decision making	<ul style="list-style-type: none"> Identify decisions one makes at school. Discuss strategies used to resist peer pressure. Reflect on how current choices affect one's future. Identify problems when making decisions, and generate alternatives. Implement problem-solving skills when making decisions, when appropriate. Become self-reflective and self-evaluative. Make decisions based on moral, personal, and ethical standards. Make responsible decisions that affect the individual, school, and community. Negotiate fairly.

Fig. 2: Exemplary list of skills relevant to individual competencies (from <http://www.gtlcenter.org/sel-school>)

2.4. Goals of SEL learning

A set of five core competencies is widely accepted within the educational community [Zins and Elias 2007; Durlak et al. 2011; CASEL 2003; 2013] as a good description of the general goals shared by most of the existing curricula, despite the range of underlying theories. We quote these competencies and their brief descriptions as per Durlak et al. [2011]:

- **Self awareness:** The ability to accurately recognize ones emotions and thoughts and their influence on behavior. This includes accurately assessing ones strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate ones emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

However, these core competencies comprise complex, interrelated abilities and it is not possible to teach any of the competencies directly – see Figure 2 for examples of skills related to individual competencies. Instead, each curricula helps learners move

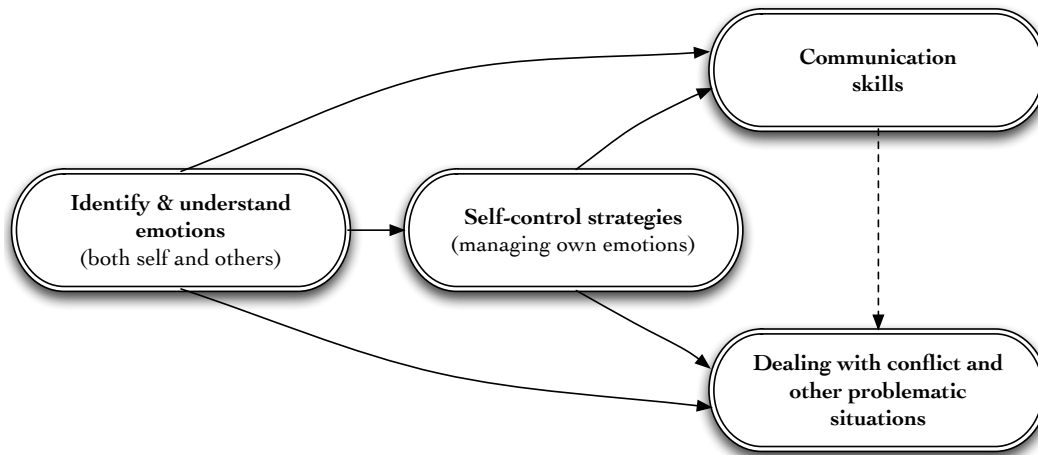


Fig. 3: Summary of the identified key topics in SEL in education and their dependencies.

towards these by progressively learning smaller sets of 'molecular' skills, which eventually build up to the competencies.

2.5. How are the competencies taught

To exemplify how the skills comprising the competencies are taught, and in which order, we draw out a four sets of such molecular skill that consistently appear in most of the curricula, and across all age ranges.

- (1) identifying and understanding emotions (own and of others);
- (2) managing own emotions;
- (3) developing communication and relationship skills;
- (4) dealing with conflicts and problematic situations.

Each topic thus subsumes a number of simple situations or skills (e.g., being able to identify when becoming angry) and ways to train these (e.g., training learners to notice physical changes in their bodies). Moreover, these topics build on each other in a sequential manner: The ability to identify and understand emotions is a key prerequisite for managing own emotions (without knowing one's own emotions, one cannot control them), which is in turn needed for keeping relationships (appreciating the perspective of another, not jumping to conclusions) etc. As such, they are taught in the order as shown at Figure 3.

We describe each topic in more detail in a respective subsection below, illustrating the descriptions with examples of specific activities from selected curricula. Our goal is twofold: to provide an initial 'feel' for how such skills are taught in this domain; and to set up explicit examples that can be used in later sections to tie some of the existing HCI research to the approaches presented here. Figure 4 then maps how the four topics contribute to the core competencies.

2.5.1. Identifying and understanding emotions. The ability to identify and understand own and others' emotions is a prerequisite of most other social and emotional skills. A key goal is developing the emotional awareness of learners, which is the ability to differen-

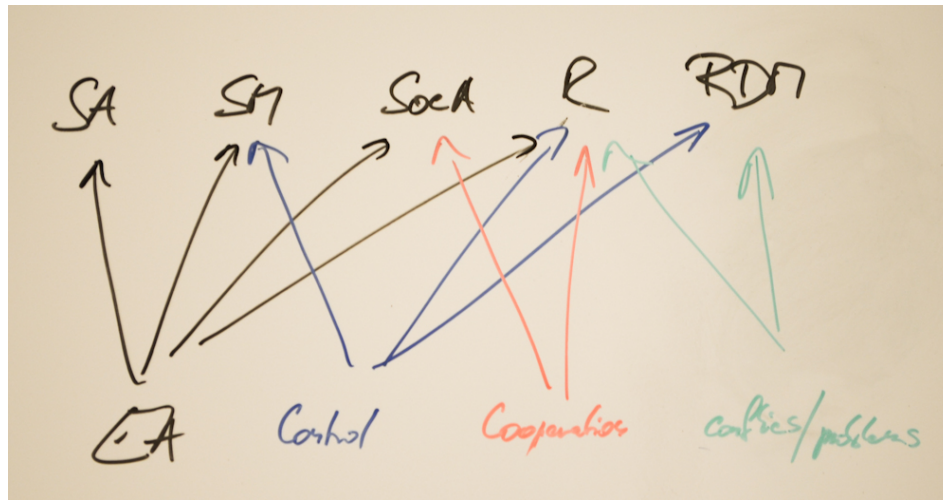


Fig. 4: Mapping of topics to core competencies

tiate, name and notice subtle changes of emotions. Curricula⁴ aim to train a practice of internal reflection, leading to continuous exploration of how we and others feel. Emphasis is also placed on making the distinction between acknowledging a feeling, and acting upon that feeling/urge.

In particular, some of the curricula build on language usage, and especially on how use of language affects our thinking processes. Various exercises focus on developing the ability to identify emotions in both oneself and others, helping learners to become more reflexive and self-aware. As an example, the PATHS curriculum includes physical “Feeling Faces” cards, which the child learners use to signal their current emotional state throughout the day [Kam et al. 2004; Domitrovich et al. 2007]. Similarly, RULER curriculum uses popular stories to exemplify particular emotions, or draw out distinctions among subtle variants of a specific one [Reyes et al. 2012]. Another approach aims to support self-reflection by exploring and understanding how our bodies are affected by experiencing particular emotions. For example, children are helped to recognize their own feelings by checking their bodies and faces for ‘tight’ or relaxed muscles, frowns, smiles, and sensations in other parts of their bodies such as butterflies in their stomachs. Matching the facial expressions and body postures shown on cue cards helps the children to recognize the cues from their own bodies and associate a word with these feelings [Webster-Stratton and Reid 2004]. Emotions of others are explored through the ways in which they affect the tone of voice, body language etc. This is often incorporated as a game, e.g., developing the ‘detective skills’ to find out how others feel. Repeated use of similar activities aims to help learners think more often about how they, and others, might feel in various situations.

⁴Curricula including content on identifying and understanding emotions are: Caring School Community, I can problem solve, Life Skills Training, PATHS, Peace Works, Quest (Violence Prevention Series), Open Circle, RIPP, Responsive Classroom, Second Step, SOAR, Social Decision Making and Problem Solving Program, 4Rs, Competent Kids, The Incredible Years Series, Michigan Model for Health, MindUP, RULER, Social decision making, Steps to respect, Too Good For Violence. **21 in total**

2.5.2. Self-control strategies. Self control and management of own emotions is a key aspect present in many curricula⁵ and the techniques used to developed self control build on emotional awareness.

Various strategies and exercises aim to help participants to relax and/or calm down once a strong feeling is recognised. These are often based on various physiological exercises such as muscle stretching and deep breathing techniques. Other strategies draw on verbal labelling, building on psychology and neuroscience findings showing that the act of consciously labelling an emotion by name (rather than “just” being aware of it) facilitates higher cognitive control over the emotional state [Greenberg 2006; Reyes et al. 2012]. Exercises training explicit acknowledgement of emotions, as well as thinking about what could be their cause, are often used. Specific strategies for anger management are particularly common, often combining both verbal labelling and physical relaxation exercises. An example is the “Turtle technique” [Robin et al. 1976], which is still used in a number of curricula (e.g., PATHS). In this technique, children are taught to “withdraw into their shell” (by pulling their arms and legs close their body and closing their eyes) at specified occasions such as when they feel increasingly angry. This is followed by a relaxation phase, where specific muscle groups are tensed and released. Once this technique is mastered, children discuss and appropriate alternative strategies of dealing with stressful situations, now that they are able to consciously reflect and react to them.

2.5.3. Communication skills. Another set of activities focuses on building good communication skills and supporting positive interactions with others⁶. The skills taught here aim at supporting respectful empathic communication and thus implicitly facilitating friendship relationships, and an ability to collaborate and avoid conflicts that could otherwise occur through misunderstanding.

The emphasis is on teaching active listening, which is then used to facilitate teaching empathy. Other teaching strategies also focus on training of specific communication skills (e.g., giving and accepting compliments). Exercises can include games to: induce collaborative activities; practise active listening, e.g., through listening to someone telling a story and then trying to rephrase it with as many details as possible; and disagree respectfully. These can include ways to subtly reframe a message into a form which is not threatening, such as in Aber et al. [1998] where students are taught to acknowledge the potential mismatch between their and the other’s perception of the situation (e.g., preferably saying “It seems to me you are not listening now.”, rather than “Why aren’t you listening to me!”).

2.5.4. Dealing with conflicts and problematic situations. Problem solving strategies and conflict management are the final topics of most curricula⁷. Violence prevention is com-

⁵Life Skills Training, Lion’s Quest, PATHS, Peace Works, Productive Conflict Resolution Program, Quest (Violence Prevention Series), Open Circle, RCCP, RIPP, Responsive Classroom, Second Step, SOAR, Social Decision Making and Problem Solving Program, Teenage Health teaching Modules, 4Rs, Al’s Pals, Competent Kids, The Incredible Years Series, MindUP, Positive Action, RULER, Steps to respect, Too Good For Violence. **24 in total**

⁶While implicit in many others, this aspect is explicitly highlighted within the following curricula: Michigan Model for Comprehensive School Health Education, Peace Works, Open Circle, RCCP, Responsive Classroom, Second Step, SOAR, Tribes, Al’s Pals, The Incredible Years Series, MindUP, Positive Action, Steps to respect curricula. **13 in total**.

⁷Michigan Model for Comprehensive School health Education, PATHS, Peace Works, Productive Conflict Resolution Program, Quest (Violence Prevention Series), Open Circle, RCCP, RIPP, Responsive Classroom, Second Step, SOAR, Social Decision Making and Problem Solving Program, Tribes, 4Rs, Al’s Pals, I Can Problem Solve, Competent Kids, The Incredible Years Series, Positive Action, Social decision making, Steps to respect, Too Good For Violence. **22 in total**

monly an important additional goal, as many of these curricula are designed for schools and neighbourhoods with a high prevalence of aggression and weapon use.

Students are often taught a particular structure of reacting to a problematic situation or a conflict. A key approach is to help students process the situation on a cognitive level, despite the fact that conflicts tend to ignite strong emotions. For example, the PATHS curriculum includes a “semaphore”, where the sequence of red-yellow-green indicates a “stop-think-proceed” process [Kam et al. 2004; Domitrovich et al. 2007]. Such structured sequences always include and emphasise a goal setting and evaluation phase. Moreover, curricula aim to teach children and teenagers to recognise which conflicts might have arisen from misunderstanding, with perspective taking exercises forming the core approach. An example are workshops focusing on win-win negotiation (e.g., in RCCP) and providing suggested sequences for steps to take during disagreements (e.g., in Incredible Years).

2.5.5. Differences across grades. Curricula exercises are designed for specific grades, keeping in mind the developmental changes in abilities of the learners. For example, curricula for K1 students can aim to help the learners label and identify basic emotional such as fear or happiness, K4 students might focus on more complex emotions such as jealousy or embarrassment, and high-school students would be taught to draw on their more nuanced self-awareness to motivate goal-setting and critically assess their behaviour. Curricula also particularly highlight the increasing integration of cognitive, emotional and behavioural aspects that can be expected of students as they age. See, e.g., Elias [1997, p.133-138] for more detailed information on the progression and detailed changes in skills foci.

3. SEL NEEDS AND OPPORTUNITIES FOR TECHNOLOGY SUPPORT

Despite the curricula effects on promoting learning of social and emotional skills to some extent (cf. Section 2.1), the review of SEL literature also highlights areas where novel approaches are needed. In the rest of this section, we outline three such exemplary areas and point to existing HCI work that suggests how incorporating digital technology may help address crucial needs in, as well as open new opportunities for, SEL in education.

3.1. Embedding of learnt skills into other settings

We start with what the SEL literature highlights as one of the key issues with existing SEL curricula – i.e., the lack of support for transfer and ‘embedding’ of the skills students learn in SEL classes into their other real-world interactions, be that still within school (other classes, playground) or everyday behaviour within family and peer groups. While such transfer of learned skills is the ultimate goal of all curricula [\[\[ref,ref,ref\]\]](#), the current approaches are limited in scope and effectiveness. This leaves teachers (and curricula designers) struggling to directly influence embedding of skills outside of the SEL learning sessions. For example, Jones and Bouffard [2012] summarise the situation as follows:

“Perhaps most important, and often overlooked, is the fact that SEL programs are rarely integrated into classrooms and schools in ways that are meaningful, sustained, and embedded in the day-to-day interactions of students, educators, and school staff [...] Most SEL programs focus solely or primarily on what goes on in the classroom, but SEL skills are also needed on playgrounds, in lunchrooms, in hallways and bathrooms – in short, everywhere. These non-classroom contexts provide vital opportunities for students to practice their SEL skills.”

Similarly, Bar-On et al. [2007, p.70-71] highlights how:

“Many SEL efforts fail because long-term, coordinated plans and school-home partnerships are not developed. [...] [T]he efforts of school-based practice falter because educators are not committed to being ongoing, vital SEL role models. SEL involves not just the students in schools but also the adults in their lives: teachers, parents and the wider community. If these adults lack social and emotional competency, children will quickly notice the discrepancy between behaviors that the adults advocate for children and the actions that the adults take themselves.”

We argue that digital technology could support these efforts in at least two ways: first, by extending the learning support and scaffolding for learners beyond the SEL lessons, e.g., utilising mobile and sensor based technology; and second through facilitating a wider community of support for learning of social skills, including the involvement of parents, teachers, and peers. We outline each in more detail below.

3.1.1. Supporting the learners – Transitioning the skills out of classroom.

When SEL skills are to be transferred beyond the SEL classroom lessons, the learners can no longer take the advantage of the direct scaffolding normally provided by the teacher and the lesson structure. This brings several difficulties for the learners to reinforce and apply their skills outside of direct SEL training. We particularly highlight the difficulties with identifying moments when the newly learnt social and emotional skills could be applicable, the lack of scaffolding and support to do so, and need for ‘space’ to reflect and learn from the experience afterwards.

Identification of teachable moments. When interacting during breaks, other classes, or outside of school completely, the learners encounter many occasions that are relevant to their SEL skills learning. However, the learners may not recognise such opportunities and instead revert to previous, negative behaviours (e.g., an angry outburst rather than a self-controlled reaction), especially if emotions are strong and no external guidance is available [Elias 1997, p. 56]. In such situations, it is thus not only difficult for the learner to apply the skills they have learned, but even to perceive these as such ‘teachable moments’. This is one of the key differences to the SEL class setting, where it is the role of the teacher to facilitate and point out situations in which students could use their (new) SEL skills, and reinforcing them if they do. Curricula designers therefore suggest that all school personnel should “*play an important role in actively encouraging and reinforcing the use of skills and attitudes they see displayed*” (e.g., [Elias 1997, p. 56]). This however requires the (possibly untrained) teachers to constantly strengthen and actively encourage use of SEL skills in addition to all their other duties; with little opportunities for supporting the learners when the teaching staff is not around (and thus also making the students fully dependable on external guidance).

This points to the benefits of (and the need for) technology that could support the learners themselves in noticing and reacting to the relevant situations. For example, learning of self-control is one of the key aspects of SEL, and relies strongly on identifying problematic situation to calm down before it is ‘too late’ and emotions are already running high. One opportunity for technology involvement in this setting can draw on the maturing HCI research on in-the-wild stress detection drawing on physiological data or speech prosody, e.g., [Hernandez et al. 2011; Poh et al. 2010; Pina et al. 2014; Zeng et al. 2009; Ertin et al. 2011]. We envision that such data could be used to support the learners in becoming aware of their heightened arousal (e.g., through a private tactile reminder such as FitBit wrist vibration), which can serve as a cue to start the self-calming/self-control mechanisms taught in class. Earlier research in

HCI suggests that providing such on-going subtle cues for facilitating awareness or triggers that remind users to attend to intended activities can be useful to help users modify their existing behaviours [Consolvo et al. 2009; Obermair et al. 2008]. An example of initial work in this direction is Pina et al. [2014], who designed a system for parents of ADHD children, delivering in-the-moment cues and strategies to manage stress during everyday activities.

Scaffolding and structure to support training of skills. Learning of skills is scaffolded in many ways within SEL training sessions: (i) the scaffolding inherent in the activity itself, such as a prepared scenario for a role play that highlights a particular aspect to focus on; (ii) the teachers' presence and input into the activity, such as prompts guiding the development of the role-play, and feedback to students on their behaviour; and (iii) also the fact that this is a SEL training session, which brings a particular set of foci for the students including the explicit attention paid to SEL skills development. However, much of this scaffolding disappears outside of the SEL learning, even if the situation is still within a class setting (e.g., during a lesson in a different subject).

This points to the opportunities for technology to provide just-in-time prompts, reminders or structuring, e.g., through mobile devices, to support the scaffolding of activities and help focus learners attention on SEL skills in play. An example of such direct scaffolding methods useful out of SEL classes are the problem solving strategies such as the 'stop-think-proceed' semaphore in PATHS or a sequence of steps to resolve disagreements in RCCP, where each person is invited to share their perspective on the situation in turn. Within HCI, several projects have explored technology support for similar structuring as part of autism therapies. For example, MOSOCO project [Escobedo et al. 2012; Tentori and Hayes 2010] exemplifies how mobile phones can help children on the autistic spectrum structure, but also their neuro-typical peers, to structure and practise their social skills outside of lessons, and how the system can help elicit feedback from their peers. Similarly HygieneHelper [Hayes and Hosaflook 2013] and SocialMirror [Hong et al. 2012] help scaffold everyday activities for people with autism. While the social aspects supported in these systems are relatively basic when compared to the full range of skills taught as part of SEL, it opens questions whether similar approaches might be possible for more complex behaviours. An initial work has for example explored the use of similar technology to deliver personalised strategies for stress coping in everyday life for general population [Paredes et al. 2014]; and Mamykina et al. [2008] designed MAHI, a mobile-based scaffolding system for newly diagnosed diabetes patients that extends the in-class lessons by facilitating participants' ability to track, reflect on and analyse their everyday experiences with diabetes, leading to improved feeling of control over the disease.

Another example for possible scaffolding through technology is the crucial importance that the initial phases in all curricula place on the ability to be aware, acknowledge and importantly also label own emotional experience over time. We saw curricula using methods such as FaceCards while in class (PATHS); or even structuring the whole curriculum around this skill (RULER). The power of mobile technology to prompt and collect such emotional reflection on-the-go presents opportunities to further extend such emotional awareness into other settings; and a number of projects have been already explored related techniques in various contexts in existing HCI work. In one such example, Matthews and Doherty [2011] developed an ubiquitous application to support emotional awareness training for psychotherapy clients, using mobile phones to elicit and support reflection on current emotional state regularly over the course of the day. As part of another initial work, Munson et al. [2010] integrated the Three Good Things, a well-known positive psychology intervention, into a social networking site meshing it with users' daily habits around these sites, and thus fa-

ilitating social and emotional awareness through technology. Although these projects did not specifically focus on the specifics of the emotional training in SEL (e.g., distinguishing between a particular set of emotions depending on age, or exploring the set of activities that led to that particular state), the design mechanisms behind these applications could likely be transferable to the SEL settings.

Support opportunities to stop-and-learn from experience. Post-hoc reflection on own behaviour is a crucial part of the experiential learning, helping learners make sense of their experiences [Moon 1999; Cohen 2001]. As such, SEL class-based activities include explicit time to reflect on own experiences, e.g., in the form of a debriefing or discussion after a role play. However, such post-hoc reflection might be difficult for situations outside the SEL training scenarios, where the teachable moment is intertwined with other continuing activities that may prevent reflection right away (e.g., resolving a conflict around what game to play during recess, which once finished, leads into the game right away). Students may end up not reflecting at all, or, if they do, find it difficult to recall the situation and own reactions well (e.g., [Pasi 2001, p. 55]).

While only limited work exists in HCI around supporting such processes for social and emotional learning specifically, work around supporting reminiscence and reflection in other areas suggests ways in which technology could support learners in collecting traces of aspects of their experiences to ground later reflection. In one such example, Fleck and Fitzpatrick [2009] explored the use of SenseCam to support reflection of budding teachers around their teaching style and abilities. The authors report how the resulting images, automatically captured during the lesson, grounded the reflection process by supporting teachers to return to their experiences, and promoted a rich understanding of own and others activities. Similarly, Marcu et al. [2012] provided similar wearable cameras to children with autism, promoting sharing of experiences around the resulting images and their social engagement with their parents and therapists. Moreover, HCI exploration of systems aimed to trigger reflection on emotional aspects of everyday life might also suggest new approaches to support SEL relevant learning. For example, AffectiveDiary combined biometric data, movement and mobile phone use to present the users with intriguing ambiguous visualisations, facilitating sense making and reflection on their everyday activities [Stahl et al. 2008]. Other work looked at using collected data to promote reflection around stress [Sanchez et al. 2010] or work activities (e.g., [McDuff et al. 2012]). SEL sessions in current curricula already include discussions around SEL-related issues that students experienced in the meantime⁸ and such collected data could be incorporated to ground the discussion and learning.

As another example of supporting SEL from recorded data, extensive literature around the Video Interaction Guidance (VIG) framework (see e.g., [Kennedy et al. 2011] for a summary) provides evidence of how guided reflection of micro-moments, selected from video clips of everyday activities, can promote social skills learning. While primarily developed to support parents of children with behavioural issues, it has been since applied to promote learning of varied groups such as teachers, psychologists, or counsellors; and might be a valuable addition to existing curricula. Alternatively, novel systems could draw on the VIG framework to support the learners themselves in capturing such micro-moments for their later reflection and analysis.

3.1.2. Social support – community building.

Literature around SEL curricula highlights the importance of supportive atmosphere

⁸For example, the teachers following the PATHS curricula keep a “Problem box” on their table. During the day, students experiencing problems can write them down and place the note into the box. The resulting issues are used once or twice a week to seed problem-solving meetings [Kam et al. 2004].

in the school but also at home, which is crucial to successful learning [Bar-On et al. 2007; Patrikakou et al. 2005; Pasi 2001]. Support from the parents as well as learners' peers is thus needed, but difficult to promote in the existing curricula. Although only limited work in HCI addresses supporting such links between school and home so far, we argue below that the extensive knowledge HCI has gained in other settings around promoting the development of support networks [Skeels et al. 2010; Massimi 2013; Barak et al. 2008] or local communities [Ganglbauer et al. 2014; Lewis and Lewis 2012; López and Butler 2013; Massung et al. 2013], makes it plausible HCI will be able to contribute here as well.

Peer support. Interaction with, and perceived support from, peers are crucial for school-age learners, especially when they are in their teenage years. Systems utilising learners' broader social network could help motivate and engage participants to keep up with the SEL goals. While existing HCI research has looked at leveraging such social influence in other contexts, such as sustainability [Gustafsson et al. 2009; Thieme et al. 2012] or physical activity [Lin et al. 2006; Gasser et al. 2006], similar approaches might be successful also in the contexts of SEL learning. Social support can be facilitated also peers outside of the immediate social network, as is the case with on-line social networks and support groups. These have been extensively studied and used [Barak et al. 2008; Newman et al. 2011], especially in the context of patients with life-altering diseases such as cancer [Skeels et al. 2010], or those undergoing other stressful periods in life (e.g., smoking cessation [Ploderer et al. 2013]). Such work points to the potential of online support groups to provide emotional and information support. However, social support groups have been so far mainly used for distress situations, where users come to discuss their issues and receive information or experiences from others. As similar sharing of experiences and support is understood as an important background for learning by the SEL curricula, it is possible that a similar methods of promoting social support and encouragement are also viable for (parts of) social and emotional skills learning.

Parental involvement. Parental involvement constitutes a major aspect, and many curricula organise specific workshops and training activities for the parents. However, as these take place at a specific time/location, requiring specific travel, scheduling and other overheads for the parents, it is often difficult for parents to get involved for a variety of reasons, such as time limitations [Bender et al. 2011], or the lack of perceived value [Lewin and Luckin 2010].

Designing systems to allow parents to engage and support the SEL learning of their children, e.g., through games or other scaffolded interactions, are thus likely to be beneficial. Although the work on such parental support around social and emotional learning is limited in HCI so far, one example of similar support for traditional academic subjects such as maths comes from Luckin [2008], who developed the Homework system that serves as a link between the school lessons, teachers and parents, facilitating the involvement of the parents in home learning activities of their children. Future work looking at facilitating parents' involvement with SEL might also draw on existing research around supporting shared play activities, e.g., [Raffle et al. 2010]. In the scope of autism related systems, Hong et al. [2012] presents another such example, exploring how a social network can support a person with autism in drawing on advice, help and interactions with an extended network of close others, rather than relying on a single primary care-giver and/or the trainer; and Kientz et al. [2009] deployed a system to support tracking infants' social behaviour, supporting early detection of possibly autism related disorders. Such systems exemplify how digital technology might be designed to promote sharing of the expert role of the SEL teacher with parents or the extended family.

3.2. Promoting reflective skills

The ability to reflect on own and others' emotions, thoughts and behaviour is the foundation for experiential learning [Moon 1999], and as such underplays all skills taught in SEL [Cohen 2001; 2006; Pasi 2001; Zins et al. 2004; Bar-On et al. 2007; CASEL 2013]. Moreover becoming reflective is a skill that is widely generalisable across settings and situations; and is one of the protective factors against later maladjustments [Zins et al. 2004]. Such reflective abilities, for example, play a key role in identifying and understanding emotion, with curricula utilising various tools and exercises to support the learners in doing so (e.g., the Feeling Faces cards, verbal labelling). Similarly, being reflective is the crucial precondition for self-control (e.g., becoming aware one is getting angry), or relationship skills such as perspective taking.

While existing SEL learning processes are successful to the extent that students develop their reflective abilities to some, prior work on supporting reflection in HCI suggests that digital technology has the potential to markedly extend and augment such training – for example by providing the learners with novel cues around, and feedback on, their behaviour that can promote, elicit, and scaffold reflection (e.g., [Fleck and Fitzpatrick 2010; Stahl et al. 2008; Thieme et al. 2011; Isaacs et al. 2013]). In what follows, we outline three topics where initial HCI work looked at issues directly relevant for SEL learning—emotional awareness, mindfulness and calming technology, and communication skills—exemplifying the possible connections.

Emotional awareness. Developing emotional awareness is the foundation of all SEL curricula, with specific focus on helping students identify and label the emotions they are experiencing. A number of HCI research projects demonstrated how digital technology can open novel pathways for people to explore and deepen their understanding of own emotional experience. As one option, researchers have argued for the value of presenting ambiguous cues can nudge people to engage, interpret, and reflect on their experiences (e.g., [Boehner et al. 2005; Gaver et al. 2003]). For example, AffectiveDiary [Stahl et al. 2008; Sengers et al. 2007; Höök et al. 2008], inspired users' reflection by presenting cues based on combination of sensor data; and other projects use movement to explore emotional experiences [Mentis et al. 2014]. Alternatively, systems could also draw on sensor data to track and visualise users' emotional changes over time (as inferred from the sensor data), possibly helping the users draw out patterns that they may not notice otherwise. One example of such initial work is AffectAura [McDuff et al. 2012], tracking multiple devices to offer users information on their emotional state as an aid to support post-hoc recall. As a more detailed example, highlighting the possible combination of technology and existing SEL practices, Subtle Stone [Balaam et al. 2010] presents students with options to indicate their current emotion through an ambient, ambiguous visualisation. The approach closely resembles the Feeling Faces used in the PATHS curriculum and elsewhere in providing students with tangible objects to scaffold emotion identification. However, the use of technology provides additional benefits, such as real-time streaming (and aggregation) of emotions selected by each student to the teachers' desk; as well as the opportunity for the students to convey their emotions to teachers privately (e.g., by keeping SubtleStone, in the box, out-of-sight of their peers). Moreover, SubtleStone could likely support more than “just” a moment-to-moment reflection tool, e.g., by enhancing the Feeling Faces interaction with tracking of changes over time, and thus supporting students on post-hoc reflection on their emotional states over longer periods.

Mindfulness and calming technology. Increasing number of curricula incorporate mindfulness techniques, as well as other approaches to support students in greater awareness of their body. These include calming and relaxation exercises (such as those

related to the Turtle technique), but also aspects such as 'checking for tense muscles' as part of raising emotional awareness (e.g., SecondStep [Webster-Stratton and Reid 2004]). Initial work in HCI has drawn on the opportunities of technology to highlight bodily changes, supporting self-awareness in-the-moment. For example, Moraveji et al. [2011] supports greater awareness of one's own breathing and helping the user to maintain a calm and relaxed state. Similarly, Sonic Cradle maps respiration to changes in sound to encourage the participants to reach a state resembling mindfulness, and guiding them through the process; and Thieme et al. [2013] reports on a design exploration of technology to support mindfulness for individuals with severe mental health issues. Each of these examples points to ways in which technology can help guide and motivate users to pay close attention to the present moment and become aware of their bodily changes. The external support and scaffolding such technologies could bring to SEL curricula is likely to benefit particularly those learners, who would otherwise encounter greatest difficulties in reaching such levels of attention and self-awareness.

Communication skills. Many curricula teach particular communication skills and interaction strategies, drawing on exercises to support attentive listening, perspective taking and collaboration. Prior work in HCI suggests ways in which technology might again provide novel cues available for students' reflection on such activities. In particular, a number of papers show how relevant aspects of interaction might be tracked in real-time, and how providing feedback on these can positively affect an interaction. For example, DiMicco et al. [2007] and Kim et al. [2008] explore how increased awareness of speaking behaviour within interaction (e.g., through a visualisation) can affect and shape group dynamics. There are also indications that even subtler elements of interpersonal interaction may be addressed. For example, Balaam et al. [2011] shows how feedback based on non-verbal behaviour can affect and increase feelings of rapport. Although Balaam et al. [2011] used Wizard of Oz techniques to select the indicators, there are already several systems that aim to automate similar tracking [Sun et al. 2011; Hagad and Legaspi 2011]. Similarly, Daily [2010] uses physiological data to provide a posteriori feedback on group discussion in classes, suggesting that such feedback can deepen reflection of the shared experience and empathy. Jointly, these projects highlight the opportunities to track and provide relevant aspects of social interaction to learners as cues to trigger further reflection and learning around communication skills.

3.3. Mixed spaces for practice

As [Elias 1997, p. 55] notes, although repeated rehearsal provides benefits to any learning, *"there is one main difference between SEL and many academic subjects. While SEL entails the learning of many new skills, it may also require the unlearning of habitual patterns of thought and behavior. For instance, students rarely come to class having repeatedly practiced an incorrect version of the multiplication table, but they may have become well schooled in not waiting their turn or not listening carefully to others."* Providing extensive opportunities for practice using many different instructional modalities (cf. Figure 1 on p. 5) and as many contexts as possible [?; ?] is thus fundamental for SEL curricula. Drawing on earlier HCI research around games, augmented reality and VR, we provide several examples of how technology could bring novel opportunities to enhance and improve the training. In particular, we point to the opportunities of technology systems to create 'mixed spaces' for practice — environments that combine the safety and scaffolding inherent in existing class-based activities (e.g., a role-play scaffolded by the teacher), but with larger autonomy for the learners, and allowing students to practise social and emotional skills in a wide range of novel model situations. We outline below several SEL topics where initial work in HCI exists.

Self-control. As one option, existing work suggests how combination of physiological sensors and a computer game could support practice and learning of self-control and calming down skills. For example, Bouchard et al. [2012] explored a combination of a first-person shooter game and short bio-feedback training that limited field of view in the game based on changes in arousal as measured by skin conductance. They provide evidence how such bio-feedback loop together with calming exercises helped soldiers not only better manage their stress during the game, but also how these coping skills then transferred into realistic real-world training situation – soldiers who have undergone such biofeedback training were significantly better than those trained by traditional techniques. Similarly, Mandryk et al. [2013] used an analogous biofeedback driven graphical overlay on existing games to support learning of children with a Fetal Alcohol Spectrum Disorder. While the system has not been fully evaluated yet, the team reported a sustained engagement from the learners over a course of 12 week deployment. More generally, work including such game-based self-control training into SEL curricula can take advantage of the strong engagement and controlled stressors that computer games can offer, while allowing learners to explore their reactions in a safe space, allowing the learners to fail without serious consequences.

Promoting perspective taking. Initial work on 'serious' games suggests that these could help develop perspective taking and other relationship skills, and do so in an engaging way. For example, Hailpern et al. [2011] designed a game that helps relatives and friends of patients with aphasia to increase awareness and understanding of the aphasia disorder, and how it must feel for the patients themselves; and Rusch [2012] aimed to facilitate a similar understanding of depression. In another example, Rubin-Vaughan et al. [2011] developed and deployed an online interaction consisting of a series of games that help children practise their social skills, including perspective taking or making friends, with a specific focus on bullying prevention exercises. Similar approaches could be used to promote understanding of racial or cultural differences, or as means of using perspective taking to resolve conflicts.

Communication skills and collaboration. Existing research also points to several areas in which computer mediated experiences could support communication and collaboration skills. For example, initial work suggests utilising the recent advances of embodied, interactive agents to support practicing of particular skills, such as negotiation across cultures in [Core et al. 2006], or preparing for a job interview [Hoque et al. 2013]. In both of these, the learner interacts with an agent in a pre-prepared scenario, and is given feedback on their behaviour (e.g., non-verbal behaviour such as smiles or speech prosodics) to support further reflection and learning. Ulgado et al. [2013] presents a similar system aimed at supporting practice of learners on the Autism Spectrum. Each of these provides novel support for practice on specific skills that SEL curricula teach, benefiting the students in offering additional external feedback and support, that can be accessed without the need for direct involvement of teachers, parents or peers. Prior research has also looked at the possibilities of novel interfaces such as multi-touch tabletops to scaffold cooperation and communication behaviours through placing constraints on available activities (e.g., [Yuill and Rogers 2012]). While most of the work looking at supporting the learning of such skills look at augmenting the therapeutic approaches with autistic children (e.g., [Piper et al. 2006], or [Zarin and Fallman 2011]), initial work suggests that similar approaches might translate also to interactions of neuro-typical children (e.g., [Hinske et al. 2009; Antle et al. 2013; Cao et al. 2010; Kharrufa et al. 2010]) and the more complex cooperative behaviours that the SEL curricula aim for there.

4. OPPORTUNITIES FOR HCI

Previous section highlighted areas where digital technology could be particularly helpful in supporting social and emotional learning in education. We also provided examples of initial HCI work that suggesting that successful support of SEL could be possible. We now move on to outline some of the opportunities and challenges the context of social and emotional learning opens for HCI research.

4.1. SEL training as a test bed for systems looking at social and emotional interaction

We start by suggesting that the SEL in education could presents a unique test-bed and guidance for HCI research around technologies to support social and emotional skills learning more generally. SEL curricula include a continuum of activities with various levels of scaffolding: starting from tightly scaffolded interactions in class with the teacher present, to completely unstructured, in-the-wild settings at the playground or out of school. Moreover, curricula also bring a wide range of well-defined skills to be learned and supported (e.g., from identifying basic emotions to complex leadership skills), as well as evaluation methods for judging skills progression.

We argue that that this curricular structure can guide and enhance HCI research looking at aspects of social and emotional interaction. As one example, we outline how designing to support SEL in education could motivate and advance the development and testing of real-world systems based on Affective Computing (AC) and Social Signals Processing (SSP) research. AC and SSP systems are still mostly developed and tested in the laboratory settings [Vinciarelli and Pantic 2012]. Moreover, there is an increasing critique from both outside and within the AC and SSP fields that calls for the need of defining plausible real-world applications [Pantic et al. 2011; Vinciarelli et al. 2009], the corresponding broadening of emotional and social states to focus on [Calvo and D’Mello 2010; Vinciarelli and Pantic 2012], and also a clearer empirical support for how these can be deployed as part of actual and deployed systems [Boehner et al. 2005].

We argue that SEL in education provides not only a wide range of real-world problems where successful AC/SSP applications would be beneficial, but also offers a unique context for development and testing of initial prototypes. For example, in-class settings marry the benefit of direct application into real-world scenarios, with the possibility to do so in a constrained and manageable environment, and with a facilitator who can be an expert in both the content taught as well as the (technology) tools they use. Moreover, curricula are well structured, with carefully designed exercises and progression of skills development, which can provide grounding for the design work and ease initial development of technology. In particular, this leads to a quite controllable setting for technology deployment, e.g., a specific location in the classroom which is used for role-play exercises, or as part of a specific practice such as a digital game (cf. Section 3.3). It also points to particular user roles that can be designed for, such as supporting the trainer’s expert role (augmenting and enhancing rather than replacing their skills), facilitating peer feedback or group reflection on examples, and directly supporting the individual learners. Such ‘controlled’ training spaces also bring the potential for collection of data corpora needed AC and SSP approaches need for training of algorithms, based on of real-world learning processes, as opposed to the current practice of instrumentally designed laboratory tasks or interactions in between actors.

However, the emphasis curricula place on embedding of skills out of classroom learning is likely to motivate further development of the technology to be, eventually, phased out into less controlled settings. These might be systems supporting SEL skills in several contexts. First, in-class learning in other academic subjects, i.e., still a fixed, controlled space to deploy the technology in and a teacher leading the scaffolding to some

extent, but already supporting behaviour not tied to specific exercises. Seconds, supporting students' interactions during breaks and other times when they are still on school property but not in any specific lesson. In this setting, one can utilise that all interactions take place on the school grounds, allowing additional technology to be deployed at strategic points (such as a main hall, playground etc.). Moreover, as all users are students, these can be invited to use a specific technology as part of their learning process (such as providing each student with a Sociometer-like badge [Kim et al. 2008]), allowing the technology to draw on additional information and control over what is shared and how. Finally, supporting in students' interactions outside of school where little assumptions about the other interactants or locations can be expected.

More generally, it is likely that focus on SEL skills support will inspire and guide AC/SSP community in which aspects of social and emotional interaction should be prioritised. SEL can also raise many well-motivated research questions around if and how such aspects can be sensed and interpreted at all. This highlights also a question of the level of interpretation the AC/SSP systems can reasonably provide for which social aspects. One way of viewing this is the continuum from leaving the sense-making activity entirely to the user and/or the facilitator, possibly cued with non-processed sensor data (e.g., as per SenseCam systems [Fleck and Fitzpatrick 2009]), to providing full interpretation by the system (e.g., as in arousal detection for people with autism [Picard 2009]). Even if particular concepts cannot be reliably and fully interpreted by technology, it might still be possible, and in many cases actually preferable—as argued, e.g., by [Boehner et al. 2005; Mentis et al. 2014]—to support the users by providing a 'reasonably' pre-processed data they can view, interpret and explore on.

Finally, employing a particular technology as part of a *learning process* is likely to bring a different approaches users might take regarding the use and exploration of the interaction with the system. For example, one would expect students consciously learning their interpersonal skills to attend differently to a system providing them with additional cues (e.g., more likely to reflect on experience afterwards) than if the same system aimed to support a real interpersonal processes at a work-place, where . Similarly, users might be more inclined to buy-into using a partially intrusive technology (e.g., in terms of privacy or wearable sensors) that however bring tangible benefits as part of training, than they would if it were designed to support them as part of everyday interactions, where the key focus is no longer self-development and learning.

4.2. Supporting (social) reflection

Reflection plays a key role in learning all social and emotional skills – and the ability to be reflective is an important social and emotional skill by itself [Cohen 2001; Pasi 2001]. While reflection is often understood as pertaining to individuals' behaviour, an important part of learning social and emotional skills is the ability to explore and reflect on the thoughts and feelings of others. In particular, students need to learn to understand how their own actions might have affected the partners thoughts and feelings, despite the fact that these might not be directly observable and may need to be collaboratively established. Reflection in this case becomes a collaborative, social endeavour, in which learners jointly co-construct the interpretation of the situation. This is exemplified by the weight curricula assign to training attentive listening, being sensitive to others emotions and thoughts, or approaches to prevent misunderstandings.

While HCI has already focussed on promoting individual reflection (cf. Section 3.2), mainly aiming to cue or facilitate reflection on individuals' behaviour and mental states (e.g., [Sas and Dix 2011; Stahl et al. 2008; Thieme et al. 2011; Isaacs et al. 2013]), the understanding of reflective processes as a collaborative social activity is relatively rare in HCI or CSCW research [Fleck 2012; Prilla and Knipfer 2012], and is an area ripe for a more detailed study [Baumer et al. 2014; Mentis et al. 2014].

As Baumer et al. [2014] notes, situations of social reflection require explicating of the individuals' reflection work of individuals, as it needs to be communicated to others. This opens novel questions for design—such as how do we support the activity of joint reflection and sense-making around particular interaction—but also makes the users' reflection process itself available for analysis. Moreover, initial research suggests that social reflection is not relevant only for SEL, but also for other aspects, such as coordination work in hospitals [Prilla and Knipfer 2012], decision making [Marcu et al. 2014] or development of budding teachers [Fleck and Fitzpatrick 2009]. Further exploration of the social reflection processes crucial for students' social and emotional learning can thus contribute to exploring opportunities for technology support for social reflection in other social situations, as a relevant part of learning and sense-making. Finally, existing work around reflection in HCI focuses on supporting reflection on specific aspects of life such as work stress or life patterns, but rarely design to help the users develop their reflective abilities more generally. As SEL approaches reflection as such a learnable skill, and have strategies to support development of it in learners, cooperating with SEL curricula would open opportunities and inspiration to design for learning of reflection as a skill also in other areas of HCI.

Overall, designing to support SEL in education will likely present HCI researchers with an interesting reflection case that is complementary to existing reflection research in CSCW and HCI; and one that is possibly transferable to other contexts.

5. NEXT STEPS – HOW CAN WE DESIGN FOR EXPERIENTIAL LEARNING IN SEL?

This section identifies several significant aspects that designing technologies for SEL will likely encounter. These provide pointers to possible next steps that the HCI community can take to start engaging with support for SEL learning.

What challenges do learners face?

Whereas a large body of literature in HCI examined the needs of learners and their teachers in classical academic subjects (e.g., maths, sciences, language learning), the prevalent issues students, teachers and parents face as part of taking part in SEL curricula are not clear from the existing literature. In fact, although such knowledge must exist within the SEL practitioners community—e.g., majority of SEL curricula provide training workshops as part of the curricula deployment in new schools, and have trained thousands of teachers—none of the academic papers, online resources, or books we have reviewed addressed this issue deeply enough to allow us to identify specific guidelines for technology design. [\[\[Geraldine – is this similar to what was with the medical community before HCI/CSCW got involved?\]\]](#)

So although the SEL literature can suggest broader areas where technology could address existing challenges that curricula designers struggle with—such as the embedding of skills and developing reflective abilities outlined here—there is a clear need for user-centered and participatory studies to unpack the specific issues students, teachers and parents face during the learning process. For example, collaboration with schools that are just about to deploy a new SEL curricula, as well as the training departments of established curricula⁹ is likely to be an excellent first step. Use of technology (or culture) probes could be particularly useful to help explore the possible benefits of technology in this context, helping to better ground and articulate the opportunities of technology when communicating with students, teachers, parents, and curricula designers (e.g., [Kjeldskov et al. 2007; Hutchinson et al. 2003; Vetere et al. 2005; Lewin and Luckin 2010; Balaam et al. 2010; Marcu et al. 2012]).

⁹For example, CASEL website or guides [CASEL 2003; 2013] can provide contact details to highly rated curricula.

Tentative design factors

That said, we now offer our expectation of some of the factors that might prove particularly important for designing technologies to support SEL learning, to help guide initial probes and studies. We build on our understanding of the SEL literature, and the experiential learning literature more broadly [Moon 1999; Kolb et al. 2001; Griffith and Frieden 2000; Fleck and Fitzpatrick 2010].

Design to empower self-driven learning. Finding ways of empowering learners to explore various facets of their behaviour is likely to be a crucial design consideration for many systems. This can, for example, include promoting the feeling of safety to be self-critical and positively learn from own mistakes, while encouraging self-esteem and confidence in own development. As highlighted by 'social reflection' section, such exploration will likely also involve supporting learners to collaboratively discuss and co-create interpretations of the social interaction, with specific focus on sharing their perceptions of the others' behaviour. In addition, other aspects of SEL (such as skills around self-control) point to the importance of personal devices that balance providing cues for the learner without openly giving away information about their emotional state. Wearable devices that offer opportunities of private feedback (e.g., the subtle vibration of FitBit wrist bands) could be a possible way to do so. Designers will also need to consider age constraints and the related differences in learning goals (cf. Section 2.5.5), particularly the extent to which learners can be fully independent in their exploration or if stronger scaffolding will be needed.

Design to 'teach and disappear'. Although SEL curricula may span longer time periods, the aim is to facilitate development of new skills that persist even after the course is finished. In supporting these, the aim of technology will be likely to scaffold and help learn skills that will stay available even *after* the technology is taken away. This provides interesting and novel challenges to design, such as designing for technology that gradually recede into the background as the learner becomes more capable herself. Whereas some of the existing systems in HCI do seem to promote transferable skills through short-term intervention after which the support is taken away—e.g., MACH [Hoque et al. 2013] improving learners' skills for a job interview, or bio-feedback in a game improving self-control for soldiers [Bouchard et al. 2012]—to best of our knowledge there is limited work on unpacking our understanding of what can we do to promote, and design for, such 'teach and disappear' technologies around social and emotional skills, or also other skills, more generally.

Design to support engagement. Finally, facilitating engagement and supporting motivation of the learners is important across all learning, whether in SEL or other topics. A large body of literature in HCI shows the potential of technology and design to enhance users' engagement with a wide range of aspects, including education for children (e.g., [Connolly et al. 2012; Bers 2010] or many papers from the Interaction Design and Children conference). However, there is less literature on promoting the parents' engagement with their child's learning (see e.g., [Lewin and Luckin 2010] for an exception, or [Raffle et al. 2010] for work on shared play). Given the importance SEL curricula place on such support from parents, and especially as the parents might need to develop and improve selected social and emotional skills themselves, strategies to make the system engaging to parents and children alike will likely pose a challenges to designers.

Roles for HCI

We expect that a close cooperation between HCI researchers and curricula designers, teachers and learners will be crucial for successful design and development of support-

ive technologies in the domain of SEL; at least in the early stages when key challenges are set and goals defined. This is similar to the research around autism therapy support [Kientz et al. 2013] or online Cognitive Behavioural Therapies [Lederman et al. 2014; Porayska-Pomsta et al. 2011], exemplifying a fruitful collaboration between the respective domain and HCI experts. As an example of such possible mode of collaboration, Coyle et al. [2007] suggests a two stage process in the area of talk-based therapies, where the first exploratory part is led by HCI with cooperation from experts from the other domain, aiming to iteratively develop and run initial evaluations of promising systems to the point “where they are shown to be usable by the target end users, are agreed to have clinical validity and are predicted to have therapeutic benefits.” Stage two then focuses on larger scale evaluations and the roles exchange: the lead is assumed by the curricula experts with HCI researchers in a collaborating role, and receiving feedback on the systems use in real-world practice. This brings a continuum of research approaches, starting with non-robust research prototypes deployed for exploration of feasibility and preliminary efficacy with small participant numbers, and eventually leading to real-world deployment – cf., [Kientz et al. 2013, p.105-1-06] for an analogous discussion of technology for autism support.

In terms of HCI engagement with SEL, we suggest a combination of the Coyle et al. [2007] model of multi-stage cooperation with curricula designers, complemented with another stream of more independent, smaller, exploratory studies that try to push the boundaries of what might be possible to do with technology in the first place. In other words, we can see benefit in parallel research on two areas: (i) aiming for large scale, real-world impact with technologies/ideas that are already matured in HCI, in close cooperation with curricula designers and large interdisciplinary projects; and (ii) more exploratory HCI process, that draws on existing curricula and the challenges, bringing novel, untested technology, and exploring a broad range of viable approaches that eventually feed into the first stream.

6. BROADER IMPLICATIONS – SEL IN OTHER DOMAINS

This review focusses primarily on SEL in education. However, social and emotional skills are also key in a number of other domains such as talk-based therapies, medical personnel, business, and everyday settings. As the core underlying social and emotional skills needed in these domains seem similar to those we identified for SEL in education—and the existing courses again use little to none technology to support the training—it is plausible that technologies could support some of the key challenges here as well.

To inspire and seed future work that would explore these possibilities in more detail, we introduce each such domain briefly below, outlining the broad impacts achieved through SEL training, commonly used methods, and the key topic areas. While it is beyond the scope of this paper to go into more detail, we provide pointers to selected reviews where such detail can be found.

6.1. Therapeutic settings

A crucial part of talk-based psychotherapy aims to support the development of social and life skills, often for clients disadvantaged by cognitive or emotional deficits or going through difficult life situations at the time. The literature in this domain focuses on two main aspects. First is the psychotherapy itself, i.e., strategies to support learning and improvement on the part of the clients. The second aspect concerns the training and development of skills needed by the therapists/counsellors themselves, with the emphasis on supporting the learning process for the trainees leading to sophisticated combinations of class based learning and practice with real clients (under supervision of an experienced therapist).

Methods. The methods used to work with clients during the therapeutic process differ depending on the psychotherapy approach chosen by the therapist. These can range from very specific training situations and exercises such as exposure therapy in Cognitive Behavioural Therapies (CBT) or social skills training for people with autism, to unstructured exploration of personal experience in humanistic approaches. See, e.g., Coyle et al. [2007] for a succinct review of the most common psychotherapy schools and links to further resources; and [Kientz et al. 2013] for an in-depth review of technologies developed to support autism therapy. Skills development for students and novice therapists builds on a mix of lectures on the theoretical background and how to put these into practice. This is done initially with peer students who role-play clients or share and discuss their (real) problems; later in the learning process this also involves real-clients, where the students lead the psychotherapy under close supervision of an experienced therapist. The emphasis on supervision is high, with the majority of schools/colleges requiring student therapists to enroll into a psychotherapy themselves while studying.

Topics. In terms of supporting the client directly in the psychotherapy process, the topics again differ substantially depending on the clients' issues or disorder, and personalisation is crucial. As such therapies can, for example, aim to help clients to achieve better self-awareness, to develop better self-control, decision making processes, and interpersonal skills, and to help change deeply set negative thinking patterns. Therapist training is most concerned with very detailed self-awareness on the part of the therapist, and mastering the techniques and approaches of the studied psychotherapy approach. The ability to empathise and fully listen to the clients is particularly emphasised as a key therapeutic skill. The aim of all these skills is to help develop a good working relationship with clients, which is seen as one of the main aspects of successful psychotherapy [Asay and Lambert 1999].

Reviews. Therapeutic settings have already generated considerable research within HCI, looking at using technology to extend and improve the psychotherapy process. The work so far focused mostly on autism related systems (e.g., [Escobedo et al. 2012; Picard 2009; Hayes 2011; Porayska-Pomsta et al. 2011; Hong et al. 2012] and many others), and cognitive-behavioural therapies (e.g., [Coyle et al. 2011; Matthews and Doherty 2011]). Coyle et al. [2007] in particular gives an overview of the use of technology in psychotherapy, the potential for HCI involvement, and a solid introduction to most common psychotherapy styles. In addition, Hill and Lent [2006] review existing literature on teaching counselling and psychotherapy students, showing significant positive effects of particular training methods. The book edited by Duncan et al. [2010] provides a detailed review of the factors common across various therapeutic approaches, including the large positive effect sizes of most therapies, and the key role of the therapeutic relationship.

6.2. Medical settings

Social skills, such as communication skills and empathy, are increasingly recognised as core clinical skills in the medical community [Rider and Keefer 2006; Barth and Lannen 2011; Makoul and Curry 2007; Kalet et al. 2004]. Improvements in such skills have been shown to enhance patient satisfaction, increase adherence to psychotherapy, and promote patient willingness to divulge sensitive information that may assist diagnosis as well as reduce the risk of subsequent litigations [Stewart 1995; Brown 2008]. Most curricula focus on one of three areas: (i) university courses for medical students; (ii) general courses and support for practising medical personnel; and (iii) specialised courses for specific groups of medical personnel, such as in cancer care or end-of-life care, where specific skills related to empathy and communication are even

more important (e.g., when giving bad news to patient). Most of the courses are available for doctors, followed closely by courses for nurses and other health professionals. Peer-reviewed evidence exists for the effectiveness of many of the interventions in this domain for improving the targeted skills (see reviews below).

Methods. A popular method in medical settings is the use of role play both with peers and using trained actors [Stepien and Baernstein 2006; Stiefel et al. 2010; Kalet et al. 2004; Barth and Lannen 2011], as well as facilitator or peer based feedback [Rao et al. 2007]. Courses also include workshops, lectures, and discussions of case studies. Many courses that aim at general communication skills include role plays with scripted exchanges or examples to practise on.

Topics. Curricula focus both on self-oriented emotional skills for medical personnel as well as a wide range of interpersonal interaction skills. Courses on self-oriented emotional skills include aspects such as personal reflection, self-awareness mindfulness, and stress management training [Shapiro et al. 2000; Epstein 1999; Satterfield and Hughes 2007]. This also incorporates the growing emphasis on the importance of teaching medical students and healthcare practitioners to manage their own well being, for example through teaching mindfulness techniques and lifestyle management [Hassed et al. 2009]. Courses on interpersonal skills aim to support generic patient-clinician interaction. The emphasis is on the ability to inquire for diagnosis related information and to clearly communicate test results and offer treatment suggestions (e.g., see [Kalet et al. 2004; Barth and Lannen 2011] for examples and review); related techniques, such as motivational interviewing [Hettema et al. 2005], focus on skilful framing of questions with the aim of empowering clients to take responsibility for their own behaviours and decisions.

Empathy is understood as another crucial component of successful and caring interactions between the patient and doctors, nurses and other health professionals. Empathy is particularly important in interactions communicating deeply emotional and life-changing information, e.g., in oncology, and to a lesser extent also in other general practice [Barth and Lannen 2011]. For example, doctors often tend to ignore patients' emotions during difficult moments (e.g., having to communicate a critical diagnosis) and concentrate on the pragmatics, leading to negative consequences for treatment adherence and psychological functioning of patients. The training involves aspects such as sensitive responding to emotions from patients and improved understanding of the patients' psychosocial issues, concerns and needs as well as methods to do so while protecting the emotional well-being of the clinician or nurse.

Reviews. Rao et al. [2007] present a systematic review of interventions designed to enhance communication behaviours between patients and doctors, and Barth and Lannen [2011] systematically review communication courses specialised for oncology personnel (e.g., doctors, nurses, social workers). Both found statistically significant positive effects of skills training, such as improvements in patient-centered communication skills as well as higher ratings from the patients. Emotional skills training for medical students is reviewed by [Satterfield and Hughes 2007] and shows positive effects of the interventions. Pedersen [2009] and Stepien and Baernstein [2006] review training courses that specifically aim to increase empathetic skills of students or practitioners. There have also been some successful initial studies on including technology into the teaching process, e.g., Tulskey et al. [2011] shows the benefits of combining lectures with tailored video-recording of the doctors' own interactions for later reflection.

6.3. Workplace and business related setting

A focus on emotional and social skills teaching has a long history in the workplace, e.g., [Bailey and Butcher 1983b; 1983a], appearing under a wide range of labels such as interpersonal skills, soft-skills or, more recently, emotional intelligence and developmental workplace coaching. Social and emotional skills training is included as part of professional educational programmes such as for MBA and undergraduate business students; it is also offered as part of ongoing professional development in the workplace, e.g., many companies offer soft-skills courses or coaching to their executives and increasingly also to other staff. Academic literature shows positive effects of such training (such as improved leadership, team-building or self-management skills), but the existing evidence is not as strong as for SEL in education. Some of the reasons are that training programs have often been developed on a purely commercial basis and outside of the academic community and detailed information about the content of the programs is often not available for intellectual property and/or competitive advantage reasons [Walter et al. 2011; Clarke 2006; Riggio et al. 2003].

Methods. The majority of courses follows similar strategies: role-play as a key approach to teaching the skills, together with discussion of fictional and real life cases, demonstrations and modeling. Emphasis is again placed on procedural learning and the opportunity to practise and embed skills so that they become automated. Time-frames differ from a few hours to multi-day courses, and to longer-term learning relationships (e.g., as in coaching).

Topics. A key focus is on developing aspects of emotional intelligence (EI), which can be defined as “the ability to carry out accurate reasoning focused on emotions and the ability to use emotions and emotional knowledge to enhance thought” [Mayer et al. 2008]. Such training might, for example, develop communication and cooperation skills, as well as increase self-awareness of the employees. Specific leadership programs focussing on SEL skills in the workplace designed for executives are often aimed at relationship skills (such as conflict management and interviewing) and self-management (e.g., dealing with stress or time-planning and goal setting). Executives are often expected not only to learn these skills themselves, but also to be able to teach them to others later on. Coaching is often used as a way to help executives (and increasingly other employees) develop EI skills [Bono et al. 2009]. It is inherently client-focussed, with the goals agreed depending on the situation, and emphasises accountability to the coaching relationship, honest feedback, supported reflection and accepting responsibility for own decisions.

Reviews. Arthur et al. [2003] provides a general overview of the effectiveness of training within organisations, including training of interpersonal skills, and discusses the effects of various training designs. Their meta analysis reveals medium to large positive effect sizes (d around 0.60) for organisational training courses. Mayer et al. [2008] gives a thorough review of the ‘emotional intelligence’ concept, including connections between emotional intelligence and better real-world performance. Feldman and Lankau [2005] and Bono et al. [2009] summarise the practices and processes used in executive coaching by practitioners, and Carey et al. [2011] provides a rigorous review of academic literature on work-place based coaching for leadership.

6.4. Everyday life skills

Everyday life skills courses comprise a wide range of fragmented topics and methods. As such, we only briefly point to several illustrative examples where social and emotional intelligence skills are taught in, and for, everyday life settings. These are often framed as various life skills courses for the general population such as interventions

supporting interpersonal skills (e.g., improving empathy for couples [Long et al. 1999; Angera and Long 2006]) or interventions based on meditation, yoga, and more recently Mindfulness Based Stress Reduction [Kabat-Zinn 2003], all aiming to support and improve personal well-being (e.g., [Grossman et al. 2004; Marchand 2012]). Moreover, the growth of life coaching (e.g., [Green et al. 2006]) and consultation services, most commercially based, as well as the wide usage of self-help books, point to the increased recognition by people of the value of positive self-driven change and interpersonal and emotional regulation skills. Altogether, these examples draw out the large scope of everyday life skills learning, and the value people place on them.

7. CONCLUSIONS

[[Still to be updated]] This paper points to the potential synergy between HCI and social and emotional skills learning, benefiting both disciplines. We outline the key challenges for current SEL approaches, show how these could be supported by technology, and highlight the new challenges and opportunities this would pose to HCI. In doing so we have presented a set of structured concepts and characterisations of SEL to help frame an agenda for further research. We provide a summary of the topics, methods, and learning principles, and their associated challenges in SEL across the domains (Table ??); we review HCI research relevant to the respective challenges (Table ??) and outline the design space and opportunities for HCI (Table ??).

In particular, the curricula across all domains struggle with providing *timely feedback* (currently post-hoc, coming from trainer/peers); creating opportunities for *real-world practice* (currently limited mostly to in-session training); *embedding learnt skills into everyday life* (very little is possible for curricula designers at the moment); and *facilitating engagement and motivation*. The overarching challenge across these issues is the need to extend support for out-of-session learning, which is fundamental for social and emotional skills but hard to facilitate for the current curricula. The review of existing HCI research shows there are strong indications that technology can help address many of these challenges; particularly as many HCI approaches that were not connected to social and emotional learning so far could directly contribute here.

HCI involvement in this space has the potential for strong, real-world impacts. Social and emotional skills learning is crucial for diverse domains and ages, such as education (from kindergarten to high-school), business, medical, therapeutic and everyday settings. Good SEL programmes are therefore relevant for an increasingly wide range of potential learners, and not limited to special-needs groups such as autism or psychotherapy patients. Moreover, engaging with these contexts is likely to bring well-motivated problems to tackle for many developing technologies (e.g., 'in the wild' social skills processing), raising novel challenges for future HCI research.

We end by highlighting three selected aspects of SEL we personally find particularly interesting for immediate future work within HCI. These are (i) addressing the support for social and emotional learning in education of neuro-typical children (a domain with a long history, many curricula that are widely applied, but so far under-researched in HCI); (ii) the implications of supporting facilitated learning in SEL (and the differences in design settings it brings); and (iii) finding ways to mesh HCI research and technology support well with the curricula design (building on the long history of research there).

Overall, this paper suggests that social and emotional learning points to a complex, intriguing research space, which has a high potential to enrich HCI research and practice. It is our hope that while the characterisations and distinctions suggested in this paper could be useful for immediate future work into this space, further research will elaborate on, clarify and extend, rather than reify, these.

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Authors' statement

This work is not, and has not been, submitted for a review in any other venue. No part of this work was previously published or has any direct relationship to our existing/submitted papers.