

Exciting Advances in Social and Emotional Learning

Roger P. Weissberg
UIC/CASEL

**Illinois Social and
Emotional Learning
Standards: Celebrating
Success and Moving
Forward**

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Collaborative for Academic, Social, and Emotional Learning

A Vision for Schoolwide SEL

Educators, students, families, and community members work together to support the healthy development of all students.

All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers.

Students are contributing in positive ways to their school and community.



Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL was founded in 1994 as a national collaborative to make social and emotional learning (SEL) an essential part of every child's education by:

- Advancing the science of SEL
- Expanding effective SEL practice
- Improving federal and state policies

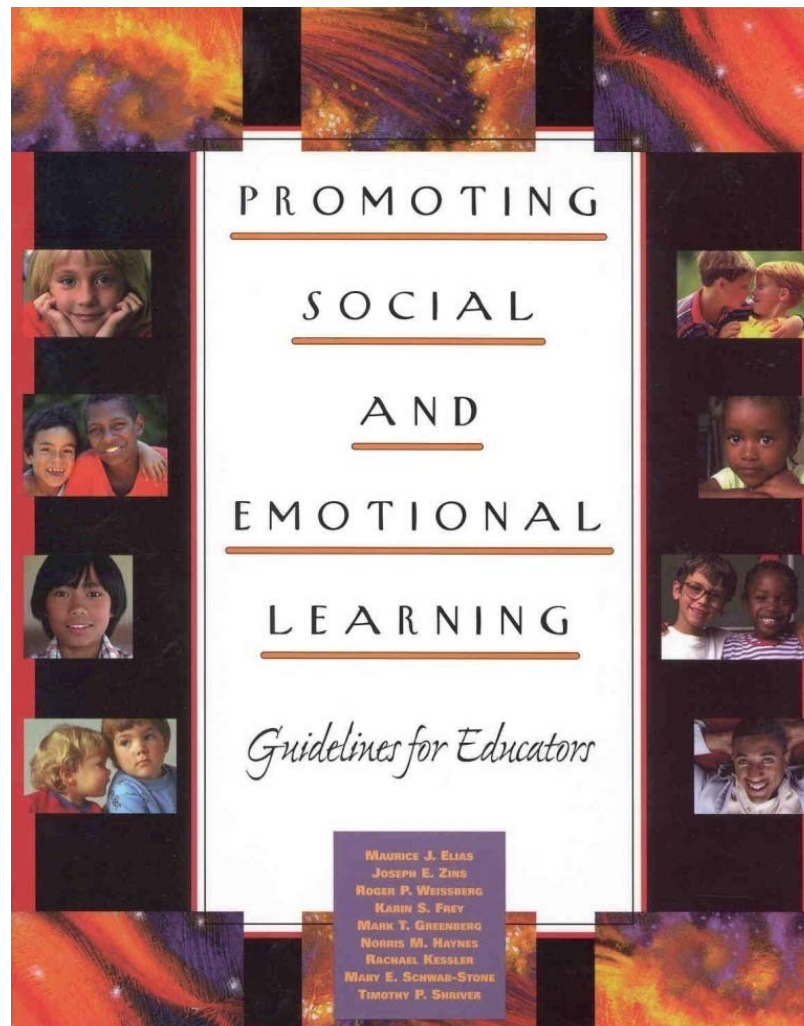
CASEL serves as strategist, collaborator, convener, and supporter for the SEL community

- www.casel.org



CASEL Defines the Field of SEL

(Elias et al., 1997, ASCD)



What's Needed

How do we move from here...

- Fragmented efforts
- Piecemeal implementation
- No common language



Credit: CASEL



SEL as a Coordinating Framework

...to a better place for kids

- Built on student strengths
- Academic *and* life success
- Coordinated efforts
- Systemic integration



Credit: CASEL

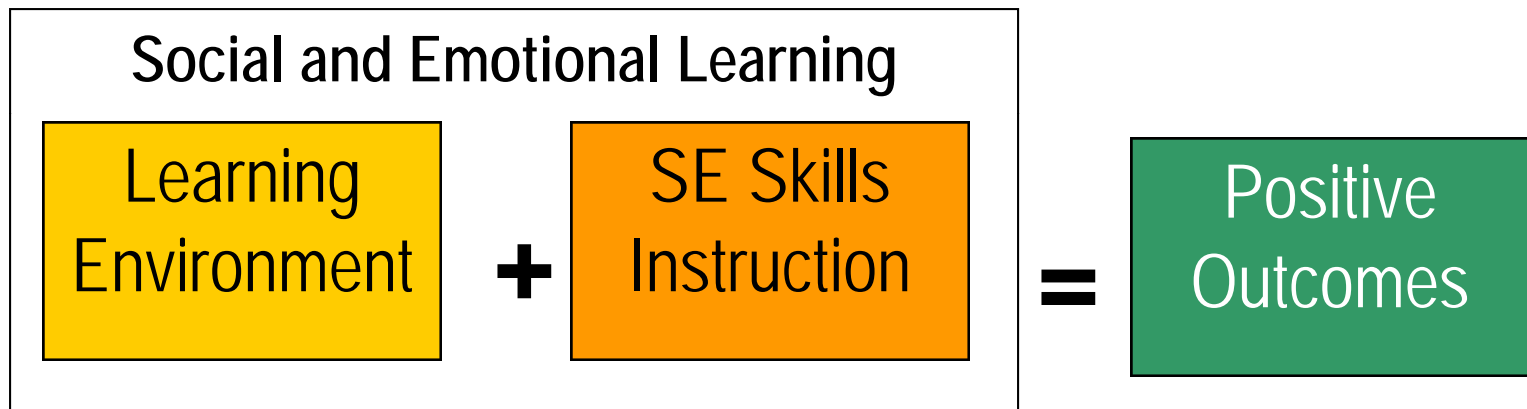


Three IL Social & Emotional Learning Goals

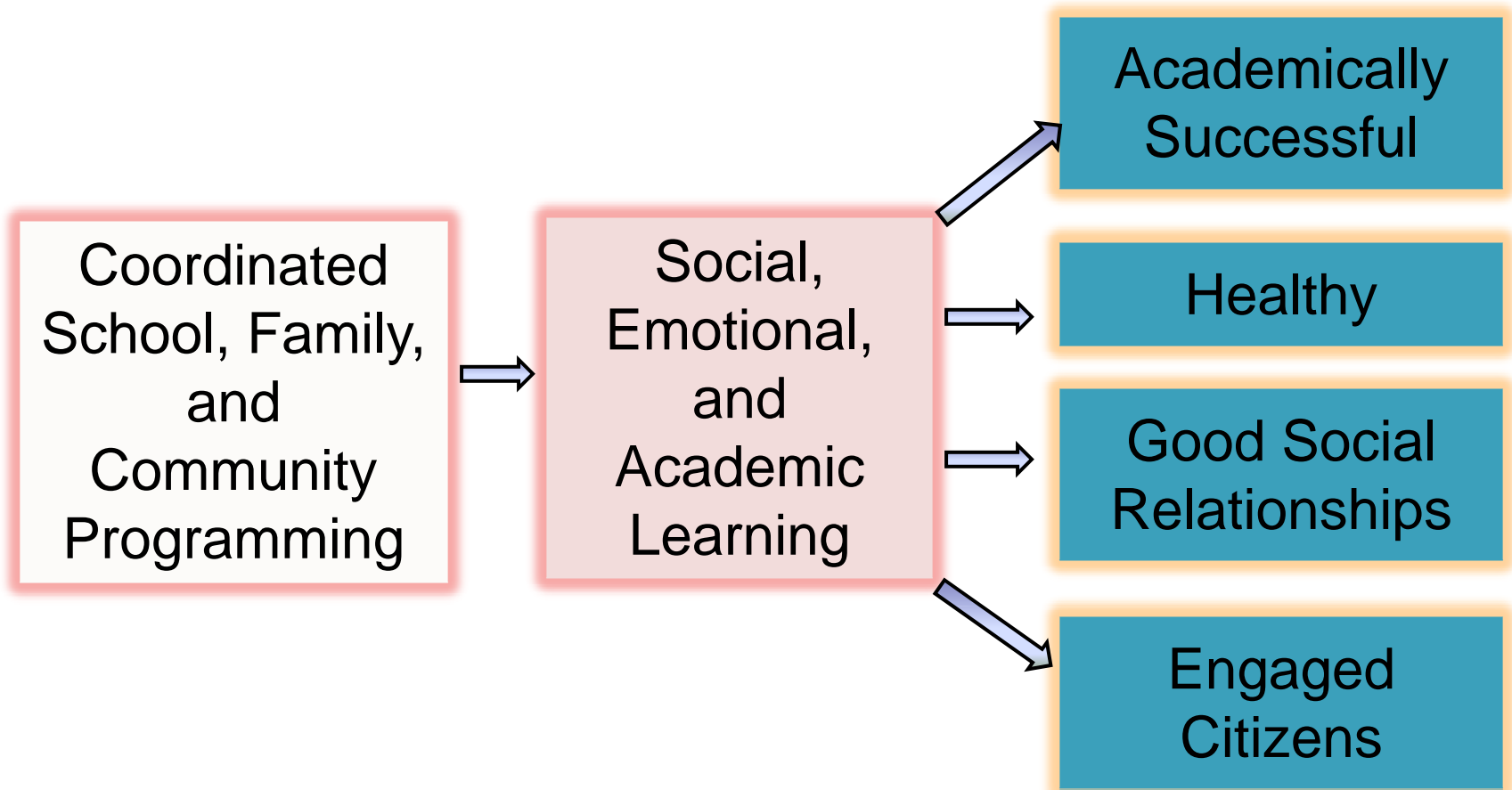
Self	Other	Decision-making
<p>SEL Goal 31</p> <p>Develop self-awareness and self-management skills to achieve school and life success.</p>	<p>SEL Goal 32</p> <p>Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	<p>SEL Goal 33</p> <p>Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>



A Simplified SEL Framework for Enhancing Student Success in School and Life



SEL Conceptual Framework for Academic, Social, and Emotional Competence



Meta-analysis: Core Questions & Answers

1. Does school-based SEL programming positively affect students? – *YES*
2. Are SEL programs conducted by existing school staff effective? – *YES*
3. Do training practices and the quality of implementation affect student outcomes? - *YES*



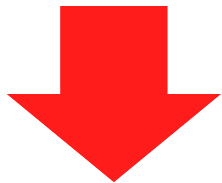
The Benefits of SEL

Research Links SEL to Higher Student Success



- 23 percentile point increase in SE skills
- 9 point gain in attitudes about self/others/school
- 9 point gain in pro-social behavior
- 11 point gain on standardized achievement tests

And Reduced Risks for Failure



- Problem behaviors down 9 points
- Emotional distress down 10 points

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (in press). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.



Longitudinal Findings from the Seattle Social Development Project at Age 21 (Hawkins et al.)

- More high school graduates
- More attending college
- More employed
- Better emotional and mental health
- Fewer with a criminal record
- Less drug selling
- Less co-morbid diagnosis of substance abuse and mental disorder

Cost-benefit: \$3.14/student for \$1.00 invested



How Do We Develop Students' Social and Emotional Skills?

- Sequenced, Active, Focused, Explicit (SAFE) programming
- Adults and students model SEL skills and discuss relevant situations (teachable moments)
- Developmentally/culturally competent instruction and community-building activities
- Students have opportunities to contribute to their class, school, and community



Implications for Practice & Policy

SEL works

- *Multiple positive outcomes including academic achievement*
- *Across grade levels and contexts*

SEL is doable

- *Good results from programs run by existing school staff*

SEL needs support

- *Implementation matters*
- *Supported by federal and state policies, leadership, and professional development*

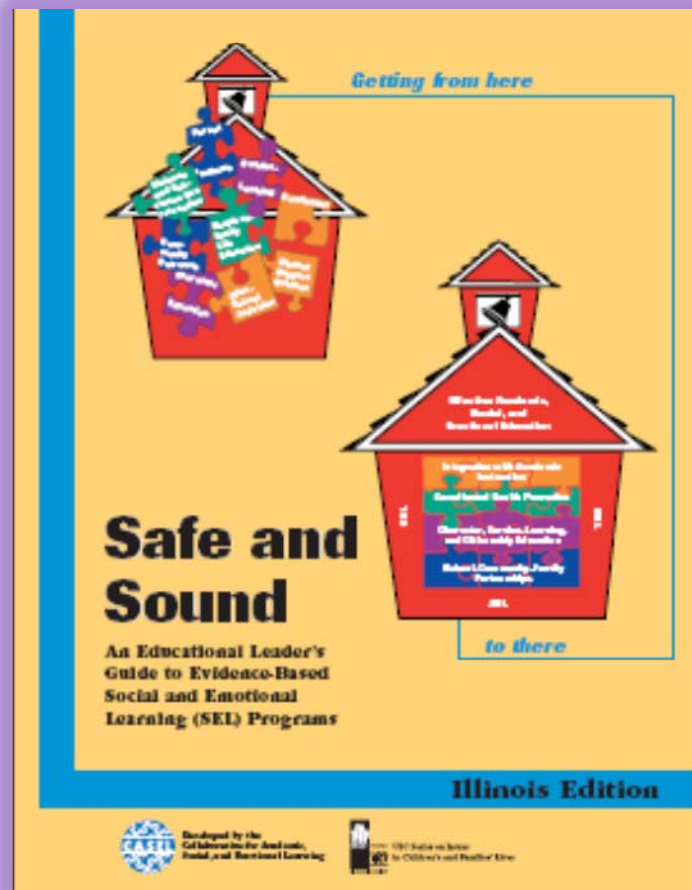


A State Framework for Coordinated Evidence-based SEL Practice (Illinois)

1. State SEL standards and district policies
2. Raise educator and public awareness about SEL standards
3. Training and TA system for professional development for Illinois educators
4. Promote high-quality district/school implementation with ongoing evaluation for continuous improvement



Safe and Sound: An Educator's Guide to Evidence-based SEL Programs



PROGRAM RATINGS

Programs with ★ in bold are CASEL SELECT programs.

Aban Aya Youth Project:
1996-97

All's Pals: Kids Making
Healthy Choices:
1998, 1999

Americans All:
1992

BrainWise™:
2002

★ **Caring School
Community (Child
Development Project):
1994-99**

★ **Community of Caring
(Growing Up Caring):
1990**

Comprehensive Health
for the Middle Grades:
1996

Grades	Behavioral Content Areas Covered ¹	Materials Cost per 25 Students	Academic Achievement Strategies ²	PROGRAM DESIGN					SOUND SEL INSTRUCTIONAL PRACTICE					PROGRAM EFFECTIVENESS & IMPLEMENTATION SUPPORTS					SAFE & SOUND LEARNING ENVIRONMENTS
				Self-Awareness	Social Awareness	Self-Management	Relationship Skills	Responsible Decision Making	Professional Development	Evidence of Effectiveness ³	Given Designation in Other National Programs	Student Assessment Measures	Classroom Implementation	Schoolwide Tools	Family Coordination	Community Partnerships			
5-8	VP CITIZ HSD	\$500		●	●	●	●	●	●	●	○	○	○	○	○	○	○	○	
preK-3	VP SAP	\$595		●	●	●	●	●	●	●	✓	●	●	●	●	●	○	○	
K-12	CITIZ	\$275	S, I	●	●	○	●	●	●	○	○	○	○	○	○	○	○	○	
K-12	HSD	\$225		●	●	●	●	●	●	○	○	○	○	○	○	○	○	○	
K-6	CITIZ	\$60	I, T	●	●	●	●	●	●	●	✓	●	●	●	●	●	●	●	
K-12	SAP HSD GHP CITIZ	contact publisher		●	●	●	●	●	●	○	✓	●	○	●	●	●	●	●	
6-8	SAP VP HSD GHP CITIZ	\$455		●	○	●	●	●	●	○	○	○	○	○	○	○	○	○	

Notes

- Content:**
SAP = Substance Abuse Prevention;
VP = Violence Prevention;
HSD = Healthy Sexual Development;
GHP = General Health Promotion;
CITIZ = Promotion of Citizenship.
- Academic Achievement Strategies:**
S = promotes study skills;
I = promotes integration with academics;
T = promotes change in teaching practices.
- = no evaluation met CASEL design criteria.

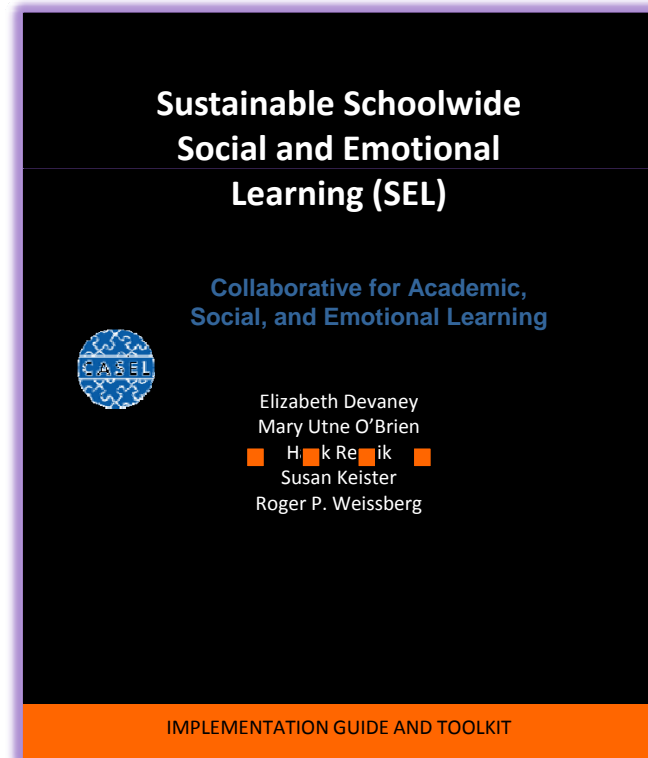
Key
All indicators except Professional Development were rated on a four-point scale, in which ● was the highest score and ○ the lowest. Professional development was rated on a three-point scale.

- = strength
- (half) = promising
- (half) = marginal
- = weakness

Detailed descriptions of every program in the table are on the Safe and Sound CD-ROM.

Sustainable Schoolwide SEL: Implementation Guide and Toolkit

- Readiness phase
- Planning phase
- Implementation phase
- Sustainability factors



Assessment: Educator's Toolkit

- Teacher ratings of student SEL competencies
- Classroom and school climate
- Marzano collaboration for SEL formative assessment and standards-aligned report cards
- Implementation rubric
- Computerized assessment systems



Policy Developments

Policy Landscape Is Ripe

- State standards and policies
 - Illinois, New York, Michigan
- HR 4223—Academic, Social, and Emotional Learning Act
- ESEA Reauthorization in 2010



Photo Credit: CASEL



We Need to Continue the Movement

Illinois SEL expansion will take hard work:

- Increase awareness and support base
- Strengthen state and federal policies
- Highlight district-wide SEL successes
- Create a support system for *all* districts
- Support/engage teachers and principals
- Build alliances and partnerships



What Can You Do?

- **Examine SEL in your own school and district.**
 - What is in place?
 - Who is supportive?
 - What needs to happen?
- **Educate your parents, school community, and local leaders about SEL and its benefits.**
- **Connect to the big picture.**
 - Informed/active in policy (HR 4223, ESEA, state efforts)
 - Tune into latest research
 - Commit to best practice



Celebrating Success and Moving Forward

- Coming together is a beginning.
- Keeping together is progress.
- Working together is success.

- Henry Ford

