The Science and Practice of Social and Emotional Learning in Preschools and Schools

Stephanie M. Jones
Ready At Five Symposium
May 17, 2018
I. Why social and emotional learning?
II. What are the skills?
III. What do we know about them?
IV. What works to promote them?
V. Frontiers in practice
   I. Getting Inside Programs
   II. Connecting Across Settings
Why social and emotional learning?
Children’s Well-Being & Behavior

– One in Five
– 17%-30%
– A #1 Challenge, but no training/support

Responses in Practice

– **Reactive**: Zero-Tolerance, No Excuses, No Nonsense, Hands-Off (little evidence)
– **Preventive/Promotive**: Social-Emotional Learning (growing evidence)
A Developmental Phenomenon

• Social and emotional skills are universal and developmental.
  – They are essential to the tasks facing children in preschool and school settings.

• Effective instruction reaches its limits when children face substantial social and emotional problems.
  – Addressing SEL can boost academic skills.
  – Programs that intentionally target both are likely to maximize positive outcomes.

• Children facing stress and adversity struggle in particular.
What are the skills?
Dec. 2013

As schools adopt social-emotional programs, a new guide offers help

The Psychological Approach to Educating Kids
Increased focus on kids’ psychological health may seem like the education world’s flavor of the day, but it’s achieving results.

VICTORIA CLAYTON | MAR 30, 2017 | EDUCATION

Why it’s (long past) time for social emotional learning

Stay focused

Social-Emotional Learning

What if the Secret

Janine Francolini | Policy

It's Time for

Collaborate to Craft Standards, Policies

Encouraging Social and Emotional Learning In the Context of New Accountability

7 traits kids need to succeed

Character traits include grit, self-control and social intelligence

By Janet Thomson and Manmeet Ahluwalia, CBC News

Can Emotional Intelligence Be
In general...

A student’s ability to focus, manage emotions, and stay engaged, plays a large role in his or her ability to perceive, process, and ultimately learn. Students who can work collaboratively and communicate effectively are better able to harness their academic knowledge to perform in school now and in the workplace later. At the same time, these competencies help young people build the strong relationships that are such a big part of leading a fulfilling life.
Cognitive

- E.g., managing & shifting attention, controlling impulses, planning & goal setting, critical thinking.

Emotion

- E.g., emotion knowledge and expression, emotion & behavioral regulation, empathy

Social

- E.g., understanding social cues, social perspective taking, prosocial behavior, conflict resolution, social problem solving

Specifically...
Cognitive

Emotion

Social

Beliefs/Knowledge of Self & Identity

Character/Values

Personality

Skills/Competencies

Belief Ecology (attitudes, habits of mind)

E.g., self-efficacy, growth mindset, agency, self-esteem, self-knowledge, purpose

E.g., ethical, performance, intellectual, and civic values

E.g., optimism, gratitude, openness, enthusiasm/zest
What do we know about them?
What do we know about them?

They are intertwined.

Domains of human development—social, emotional, cognitive, academic—are connected in the brain and in behavior.

All are central to learning.
Intertwined...

Social and Interpersonal

Emotional

Personality

Cognitive

Beliefs

Values
They are malleable...

Skills and competencies emerge, grow, and change over time from infancy and throughout childhood and adolescence.
They are developmental – they emerge and change over time.

**EMERGE FIRST and GROW SIGNIFICANTLY** – provide foundation for cognitive, emotion and social skills and behavior; continue to grow throughout childhood and adolescence.

- Cognitive Flexibility
- Response Inhibition
- Attention Control
- Working Memory

- Emotion & Behavior Management
- Emotion Knowledge & Expression
- Basic Social Engagement

- Planning, Organizing, Setting Goals
- Empathy & Perspective-Taking
- Understanding Social Cues

**EMERGE NEXT** – these skills build upon earlier skills as children get better at using them in new ways; increasingly used to support academic and social goals.

- Pro-social & Cooperation
- Conflict Resolution

Jones & Bailey, 2012
Naming Your Own Emotions

Communicating Your Emotions to Others

Self-Regulating “Big Emotions”

Persevering Through Challenging Cognitive Tasks

Working on Teams to Solve Complex Problems

Social Domain

Cognitive Domain

Emotion Domain

Emotion Domain

Emotion Domain

Emotion Domain
What do we know about them?

They are closely linked to context and experience.

Skills and competencies develop in a complex system of contexts, interactions, and relationships and are particularly vulnerable to stress and adversity.
What works to promote them?
What’s the evidence?

1. Long-term correlational studies

Tell us about critical life outcomes.
The Payoff of People Skills

In a mechanized world, wages and employment are growing fastest in jobs where social skills and teamwork are primary.

(David Deming, NBER, 2015)

In childhood...

- Academic Skills
- “Non-Academic” Skills

20-30 years later...

- Labor Market Success
- Higher Education
- Physical Health
- Low Substance Use
- Personal Finances
- Low Criminal Offending

IQ, Grades
Standardized Tests

“People Skills”
Social Competence
Self-Control
What’s the evidence?

1. Long-term correlational studies
2. Large multi-program studies & trials of interventions in preschool, school and afterschool contexts

Tell us about critical life outcomes.

Tell us about behavioral, physiological, academic outcomes; variation by groups; classroom and school-level.
Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011)

Meta-analysis: Core Questions and Answers
1. Does school-based SEL programming positively affect students? – YES
2. Are SEL programs conducted by existing school staff effective? – YES
3. Does the quality of implementation affect student outcomes? – YES

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Percentile Imp &amp; (ES)</th>
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<tbody>
<tr>
<td>Social-emotional skills</td>
<td>22 (.57)</td>
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<tr>
<td>Attitudes</td>
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<td>Positive social behavior</td>
<td>9 (.24)</td>
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<tr>
<td>Conduct problems</td>
<td>9 (.22)</td>
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<tr>
<td>Emotional distress</td>
<td>10 (.24)</td>
</tr>
<tr>
<td>Academic performance</td>
<td>11 (.27)</td>
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</table>
What’s the evidence?

1. Long-term correlational studies
2. Large multi-program studies & trials of interventions in preschool, school and afterschool contexts
3. A broad array of disciplines are contributing
4. Both quantitative and qualitative forms, from families, children and youth, schools and districts, communities
5. Meta-analyses; cost-benefit analyses

Tell us about critical life outcomes.

Tell us about behavioral, physiological, academic outcomes; variation by groups; classroom and school-level.

Economists are getting involved…

Challenges faced in the field, perspectives of those who are the target of interventions.

Broad expectations and return on investment.
PAUSE...

• What did I take away from this overview that I didn’t know before?
• What skills are we currently addressing in our work?
• What are our priority areas?
Two coordinated strategies:

1. Instruction in social and emotional skills in developmentally, contextually, and culturally appropriate ways (CASEL = SAFE). modeled, taught, practiced, discussed

2. Establishing safe, caring learning environments with effective classroom management and teaching practices (means supporting adults too).

A context that fosters the skills is one that is experienced as safe and supportive
What does that mean?

**Exposure (Modeling)**
- Adults and peers who model the language and behaviors, across environments

**Explicit Instruction (Teaching)**
- Children’s books & literature
- Lessons, Skill-based activities

**Opportunities to practice (Practice & Discuss)**
- Routines and games
- Prepared role-play; paired learning
- Real-world experiences as they arise – key context for learning and applying skills

Think Aloud

I feel __________ because ________

I can see it is hard to be quiet during church. When I need to sit still for a long time, I sing a favorite song silently in my head, or I doodle on a piece of paper.
A Framework for Planning

1. Building High-Quality Relationships:
   - Establishing high-quality relationships with students is a key feature of classrooms that promote social-emotional and self-regulation skills.
   - High quality relationships are characterized by interactions that are:
     - Warm and emotionally supportive (talk about feelings, don’t punish children for having them);
     - Involve positive feedback and encouragement (give praise for hard work and positive behavior – affirm all students*);
     - Predictable and consistent (expectations are clear, daily schedule/routines are familiar and comforting);
     - Ultimately about getting to know your students... (safe place to try something new and make mistakes).

2. Daily Routines and Structures:
   - Routines and structures are critical because they ensure that SEL occurs across the school, throughout the day, in predictable ways.
   - What are Routines?
     - Recurring, predictable, expected events or times of day (greeting/arrival, Morning Meeting, transition to recess/math, lining up to wash hands, walking in hallways, end of day/departure);
     - Typically occur during unstructured time and serve as key opportunities for independent, un-mediated interactions with peers.
   - What are Structures?
     - Anything in the room that supports you and scholars;
     - Reminders, tools, and specific techniques:
       - Visual mediators, pictures, posters
       - Physical manipulatives;
       - A place in the room (Thinking Spot or Cool-Down Corner)
   - Structures are part of the day and part of the room.

3. Activities and Lessons:
   - Teaching specific strategies through discrete activities and lessons is another key feature of classrooms that promote social-emotional and self-regulation skills.
   - Activities and lessons go beyond having a strategy or poster on the wall:
     - Ideally, they follow a scope and sequence for the year;
     - They involve intentional instruction in social-emotional and self-regulation skills and situations (REACH; Pump Up Plans);
     - They actively teach using small group modeling, role play, children’s literature, puppet dialogues, time for exploring scholars’ questions via real inquiry and dialogue;
     - They return to these ideas many times. (It takes a long time to master these skills! And new situations require re-learning...)

4. Targeted Scaffolding:
   - Targeted scaffolding moves you from a universal approach (strategies, routines, etc.) to something more specific in order to meet individual scholars’ needs.
   - Targeted scaffolding:
     - Draws upon high-quality relationships (need to know the scholar, what s/he can do, what s/he is struggling with, and why);
     - Draws upon a deep understanding and knowledge of the skills, what they look like and how they progress (getting specific about what aspect of self-regulation is causing the problem...what does a learning progression look like, identify discrete and incremental steps);
     - Asks us to provide students with gradually more challenging demands, while slowly decreasing reliance on external supports
     - This is where the strategy meets the kid!
High-quality literacy (etc.) and social-emotional instruction are achieved through a common set of core principles and strategies.
## Integrated Instruction

### Literacy Instruction
- ...in meaning-based and code-based skills
- ... for discussing academic concepts and questions
- ...of words and how they work
- ...to build language and reading skills
- ...to support instructional cohesion across classrooms and grades

### PRINCIPLES
- Provide direct instruction...
- Use rich texts as a platform...
- Cultivate Consciousness...
- Increase classroom talk...
- Use consistent routines and language...

### Social-Emotional Instruction
- ...in emotion management, social skills, and attention
- ... for promoting emotional language development, self reflection, and empathy
- ...of our own feelings and the feelings of others
- ...to build cooperation and conflict resolution skills
- ...to reduce chaos and minimize anxiety, create common social norms
PAUSE...

• What strategies, approaches are already in place – at what levels?
• What are existing barriers to successful implementation/practice?
Frontiers in Practice

1. Getting Inside Programs
2. Connecting Across Settings
Getting Inside Programs: Overview

- Practical resource for schools, out-of-school time (OST) providers, and other SEL stakeholders
- In-depth guide to 25 leading SEL programs designed to help you select programs and strategies that best meet your SEL needs and goals
- Also includes best practices for SEL & tools for leading SEL planning conversations and using the report to make informed decisions
- Focus on Elementary School (K-5)
Background

- Research shows that high-quality, evidence-based SEL programs produce positive outcomes for students (Durlak et al., 2011)
  - Improved behavior and attitudes about school
  - Improved mental health
  - Higher academic achievement

- However, we don’t know much about what is inside these programs that may drive these positive outcomes

- Large number of SEL programs that vary widely in focus and approach – schools and OST organizations need information to make informed choices

Navigating SEL Report
Resource for “looking inside” 25 SEL programs in order to select those that best meet needs of school or program site
Purpose

Schools, OST providers, and others can use this report to:

1. **Select specific programs or strategies** that best align with their specific needs, goals, and resources:
   - Meet specific SEL goals or needs (address specific behaviors or skill areas)
   - Align with specific outcomes, funding, or guidelines
   - Align with, or complement, other school-wide and OST initiatives

2. **Guide planning and goal-setting conversations** with school and district leaders, OST partners, and other stakeholders

3. **Re-evaluate the fit and effectiveness of SEL programs** and structures already in use
Process

**ANALYSIS OF:**

- **SEL Skills**
  - Cognitive, Social, Emotional, Character, Mindset

- **Instructional Methods**
  - Strategies and activities used to teach skills

- **Program Components**
  - Key program features, such as training, support, and specific topic focus

**TOOLS FOR INFORMED DECISION-MAKING:**

- **Program Snapshots**
  - Brief individual program overviews providing key program information and details

- **In-Depth Program Profiles**
  - A comprehensive look at each program’s evidence base, skill focus, instructional methods, and additional features

- **Tools for Looking Across Programs**
  - Tables, graphs, and analyses to explore relative skill focus, instructional methods, and additional features across programs

- **Planning Tools**
  - Worksheets to support a data-driven decision-making and program selection, including a guide for OST settings

25 Leading SEL Programs for Elementary Schoolers

School-Based and Out-of-School Time Settings
The report was designed to look inside 25 widely-used SEL programs and highlight the following:

- What skills are explicitly targeted?
- What instructional methods (i.e., teaching and learning strategies) are used?
- What additional program components are offered or required (e.g., family engagement)?
- Where and how are programs similar or different?
25 Leading SEL Programs

In this report, SEL programs are defined as those that include:

- specific instruction in SEL skills
- opportunities for adults to model SEL skills
- opportunities for students to practice SEL skills in diverse settings

<table>
<thead>
<tr>
<th>In-School, Lesson-Based</th>
<th>In-School, Noncurricular</th>
<th>Out-of-School Time</th>
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</thead>
<tbody>
<tr>
<td>4Rs</td>
<td>Open Circle</td>
<td>Conscious Discipline</td>
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<tr>
<td>Caring School Community</td>
<td>PATHS</td>
<td>Good Behavior Game</td>
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<tr>
<td>Character First</td>
<td>Positive Action</td>
<td>Playworks</td>
</tr>
<tr>
<td>Competent Kids, Caring Communities</td>
<td>RULER</td>
<td>Responsive Classroom</td>
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<tr>
<td>I Can Problem Solve</td>
<td>Second Step</td>
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<tr>
<td>Lions Quest</td>
<td>SECURE</td>
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<tr>
<td>MindUp</td>
<td>Social Decision Making/Problem Solving</td>
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<tr>
<td>Mutt-i-grees</td>
<td>Too Good for Violence</td>
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<tr>
<td>We Have Skills</td>
<td>Wise Skills</td>
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</tbody>
</table>
Report describes the extent to which each program focuses on **12 common skills** across **5 SEL domains**:

<table>
<thead>
<tr>
<th>Cognitive Regulation</th>
<th>Emotional Processes</th>
<th>Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attention Control</td>
<td>• Emotion knowledge/expression</td>
<td>• Understanding Social Cues</td>
</tr>
<tr>
<td>• Working Memory &amp; Planning</td>
<td>• Emotion/behavior regulation</td>
<td>• Conflict Resolution</td>
</tr>
<tr>
<td>• Inhibitory Control</td>
<td>• Empathy/perspective-taking</td>
<td>• Pro-social Behavior</td>
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<tr>
<td>• Cognitive Flexibility</td>
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</table>

<table>
<thead>
<tr>
<th>Character</th>
<th>Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ethical values like respect, justice, citizenship, and responsibility to self/others</td>
<td>• Attitudes and beliefs about oneself, others, situations, and circumstances</td>
</tr>
<tr>
<td>• Performance values like perseverance, diligence, and self-control</td>
<td>• Positivity, optimism, gratitude, and growth mindset</td>
</tr>
</tbody>
</table>
Instructional Methods

Report describes the extent to which each program uses 17 instructional practices for developing SEL skills:

- Didactic Instruction
- Book
- Vocab
- SEL Tools
- Other
- Drawing
- Art
- Visual Display
- Video
- Teacher Choice
- Skill Practice
- Role-play
- Game
- Kinesthetic
- Discussion
- Writing
- Song

Examples: in pairs, groups, or as a class
### Program Components

Describes the extent to which each program offers **10 common program components**:

<table>
<thead>
<tr>
<th>Classroom Activities Beyond Core Lessons</th>
<th>Professional Development &amp; Training</th>
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</thead>
<tbody>
<tr>
<td>Climate and Culture Supports</td>
<td>Family Engagement</td>
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<td>Applications to OST</td>
<td>Community Engagement</td>
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<tr>
<td>Tools to Assess Implementation</td>
<td>Adaptability to Local Context</td>
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<tr>
<td>Support for Implementation</td>
<td>Tools to Assess Program Outcomes</td>
</tr>
</tbody>
</table>

- **Adaptability to Local Context**: e.g., activities, events, suggestions for incorporating families in students’ social-emotional development, e.g., resources for adapting or tailoring program to specific populations (ELL, special/exceptional education, etc.)
What Is Included?

Section 1:
Overview of SEL and effective SEL programming.
- 12 social-emotional skills
- 17 common instructional practices
- 6 key features of effective SEL programs
- 7 common implementation challenges

Section 2:
Opportunities for alignment between SEL and OST programming.
- 4 common principles underlying SEL and OST programming
- 5 considerations for adapting SEL programs to OST settings

Section 3:
Tools for comparing skills, instructional methods, and program features across programs.
- Table comparing skill focus
- Table comparing instructional methods
- Table comparing program components

Section 4:
Snapshots and detailed information for 25 leading SEL programs, including:
- Evidence of effectiveness
- Curricular content (skill focus and instructional methods)
- Additional program components
- Unique features relative to other programs
### Sections 3 & 4: Practical Products

**Section 3: Summary Tables for Looking Across Programs**

Overview of the specific skills, instructional methods, and components offered by each program.

<table>
<thead>
<tr>
<th>Table 1: Skills Targeted By Each Program</th>
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</thead>
<tbody>
<tr>
<td>Table 2: Instructional Methods Used By Each Program</td>
</tr>
<tr>
<td>Table 3: Components Of Each Program</td>
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</tbody>
</table>

**Section 4: Program Profiles**

A comprehensive look at each program’s evidence base, skill focus, instructional methods, and additional features.

<table>
<thead>
<tr>
<th>Program Snapshots</th>
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<tbody>
<tr>
<td>In-Depth Program Profiles</td>
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<tr>
<td>Program</td>
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<td>---------------------------------</td>
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<tr>
<td>4Rs</td>
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<tr>
<td>Before the Bullying</td>
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<tr>
<td>Caring School Community</td>
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<td>Conscious Discipline</td>
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<td>Character First</td>
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<tr>
<td>Competent Kids, Caring Communities</td>
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<tr>
<td>Good Behavior Game</td>
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<td>Girls on the Run</td>
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<td>I Can Problem Solve</td>
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<td>PATHS</td>
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<td>Playworks</td>
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</tbody>
</table>

**Key:**
- ▲ = High relative focus
- ▼ = Low relative focus
## Instructional Methods Used by Each Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Art/Creative Project</th>
<th>Book/Story</th>
<th>Didactic Instruction</th>
<th>Discussion</th>
<th>Drawing</th>
<th>Game</th>
<th>Kinesthetic</th>
<th>Other</th>
<th>Role-Play</th>
<th>SEL Tool/Handout</th>
<th>Skill Practice</th>
<th>Song/Chant</th>
<th>Teacher Choice</th>
<th>Video</th>
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**KEY**

▲ = High relative focus  ▼ = Low relative focus
## Components of Each Program

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<th>Climate &amp; Culture Supports</th>
<th>Applications to OIT</th>
<th>Tools to Assess Program Outcomes</th>
<th>Professional Development &amp; Training</th>
<th>Support for Implementation</th>
<th>Tools to Assess Implementation</th>
<th>Adaptability to Local Context</th>
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**KEY**
- Ø No components provided.
- • Comprehensive components provided.
- ★ Moderate components provided.
- ★ Extensive components provided.
- ✓ Component includes additional resources to support this area
Program Profiles

For Each Program

• Program Snapshot
• Evidence of Effectiveness
• Domain Focus
• Skill Focus
• Heat Map
• Instructional Methods
• Program Components
• How It Compares
• Purchasing Information

Examples

VI. PURCHASING AND CONTACT INFORMATION

Purchasing Information

Morningside Center for Teaching Social Responsibility works flexibly to meet the needs of schools. For more information about bringing the 4Rs Program to your school, please contact Director of Administration Lillian Castro using the contact information provided below.

Contact Information

| Website: | http://www.morningsidecenter.org/node/36/ |
| Contact: | Lillian Castro, Director of Administration |
| Phone: | 212-870-3318, ext. 33 |
| Email: | lcastro@morningsidecenter.org |

Skill Focus

<table>
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<tr>
<th>Cognitive Regulation</th>
<th>Emotional Processes</th>
<th>Interpersonal Skills</th>
<th>Character</th>
<th>Mindset</th>
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Instructional Methods

Most frequently uses discussion

Unique Features Relative to Other Programs

- Typical focus on all domains
- Typical use of all instructional methods
- Support for building adult social-emotional competence
- Extensive resources for family engagement, including parent workshops
Identifying Kernels

Kernels = the *how* of SEL

essential

“*active ingredients*”

that drive change
Why Kernels?

Traditional approaches to SEL face barriers in practice (i.e., those that are comprehensive, scripted lessons, scope & sequence, etc.):

1. Implementation (stick to the program? What’s flexible and what isn’t?)
2. Replication (what’s necessary?)
3. Sustainability (what’s is its role in the organization?)
4. Integration (how to weave into the structures and practices of school and schooling and across the settings of schools?)
1. What are the **common denominators** (**KERNELS**) of practice in these programs?

2. Do they **work** when tested on their own?

3. Would they provide additional **options** (or a **starting point**) for those who won’t/can’t adopt programs?

4. Are they a **mechanism** for integration and for **translating** the core ideas of SEL?
E.g., Routines to support physiological/behavioral regulation....
Characteristics of Kernels

1. **Simple**, not simplistic.
2. Maximize **flexibility and feasibility**
   - easy to use
   - easy to adapt
   - easy to integrate into daily routines or activities
3. **Core elements** that don’t change, wrapped in local context:
   - **information** (build knowledge) +
   - **practice** (try, fail, reflect, try again) +
   - **transfer** (thinking about thinking, thinking about behavior, thinking about place)

Our theory → we might see **bigger uptake, scalability, and sustainability** and ultimately better outcomes for children
What have we learned?

✓ structured classroom activities beyond the core lessons
✓ culture and climate supports (either
   suggested/structured schoolwide activities or behavior management strategies)
✓ professional development (either self-facilitated or developer-led)
✓ some degree of implementation support
✓ materials to actively engage family members in skill-building (i.e. more than just informational handouts: take-home activities, family events, workshops, etc.)
✓ skills are Modeled, Taught, Practiced, Discussed

What’s distinct about interventions with pos. RCTs?
1. Adult skill building
2. Use of books/stories
Using the Report to Connect School and OST

• Schools and OST organizations can use information in report to **select programs or adopt/adapt strategies** that best suit their SEL goals, needs, and resources.

• Report gives unique attention to **OST settings**:
  - Includes program profiles for three SEL programs designed for OST settings.
  - Rates school-based programs on their adaptability to OST settings.
  - Provides a set of guiding principles and considerations designed to assist OST programs in selecting or adapting SEL programs that best meet their needs.
Adapting SEL Programs to OST Settings

- Once a program has considered its mission, pedagogical approach, partner organizations, and student needs, this report can be used to search for appropriate SEL building blocks.

- Careful discussion of these considerations will help guide OST organizations in adopting/adapting programs elements that best meet their needs.

- Many of the skills targeted in out-of-school-time programs are also central goals of social and emotional learning programs.

Building Blocks
Structures, strategies, routines, and activities

Five Key Considerations
(1) Expansion without standardization
(2) Consistency without being redundant
(3) Alignment with mission
(4) Alignment with pedagogy
(5) Consideration of student needs

Four Underlying Principles
(1) Safe and positive environment
(2) High-quality relationships with adults
(3) Developmentally appropriate, relevant, engaging
(4) Opportunities for direct skill-building
Accompanying Tools

• Includes set of worksheets designed to help stakeholders:
  - Identify specific SEL priorities/goals
  - Consider opportunities/constraints within their setting
  - Use the information in Sections 3 and 4 of the report to identify programs or approaches to SEL that align with the above

• Two separate worksheets for school and OST settings:

  School Settings
  • Needs & Goals
  • Time & Structure
  • Leadership & Training
  • Guide for identifying programs that meet those needs
  • Expert tips throughout

  OST Settings
  • Same as to the left, plus:
  • Alignment and Adaptation
  • Three OST-specific examples
  • OST-specific tips
How might I use this information to make decisions about programs, strategies, or practices in my setting?
Frontiers in Practice

1. Getting Inside Programs
2. Connecting Across Settings
Frontier #2: Connecting to Families

Science of SEL; Stress & the Brain

Align Home and School: Better for Kids

Adult Skill-Building & Social Support
A Connected Approach

Teachers and parents report the same challenges:

– Transitions
– Managing Behavior
– Managing Adult Stress

Effective strategies and practices from school can work at home.
SECURe Families: A 2Gen Approach

- Extending the evidence-based, child-focused program for Prek-5 (SECURe) to home
- Assumption is that social-emotional skills (and foundational regulatory) are key to both children and adults and are central to *interactions*
- Focuses on parenting as a common experience and motivating context for building adult skills that could transfer to other contexts
What? STRESS MANAGEMENT
- Interrupting cycles of stress ←→ problem behavior
- Provide direct support for adults

When? SALIENT DEVELOPMENTAL MOMENTS

Where?
HOME & PARENTING
- Common challenges of parenting
- 2Gen approach aligned with school
Workshop Cycle

At next workshop, start by looking over Family Planner and reflecting on the effectiveness of strategy; share with other family members.

Notice and document how often you use strategy; make notes in Family Planner.

Make a plan or set a goal for using the strategy each day of the next month; write in Family Planner at the end of Workshop.

Try out the SECURE strategy or activity each day at home!

E.g., learn brain basics: EF development, stress response system; learn and practice a new SECURE Strategy.

Learn

Plan

Try

Notice

Reflect

Family Workshops
Cycles of Skill Building and Content

The *structure* and cycle of the monthly workshops builds:

- Planning
- Goal-Setting
- Reflection

→ Key EF skills for adults

The *content* of workshop materials and SECURe strategies emphasize:

- Self-Control
- Stress Management & Emotion Skills
- Positive Communication

→ Key self-reg skills for adult & child
SECURE Families activities are an opportunity to build core EF skills that can then be transferred to other contexts.
• What settings (in school; between school and OST; between school and family) are you aligning?
1. Be clear about what we mean, what we are targeting, why it is developmentally & contextually relevant: **Build Transparency** (terms and programs)

2. Take on integration: **Identify Kernels and Test Them**

3. Use strategies and common challenges to build connections across settings (Teachers and Parents Together)
Thank you!
(jonesst@gse.harvard.edu)