

Social-Emotional Learning: Avenues for Research



LIA SANDILOS
LEHIGH COLLEGE OF EDUCATION
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Welcome & Introductions

-NAME

-PROGRAM OF STUDY

-RESEARCH OR PRACTICE INTEREST(S) RELATED TO SEL

Brief Introduction



Agenda



Provide some background on social-emotional learning for students



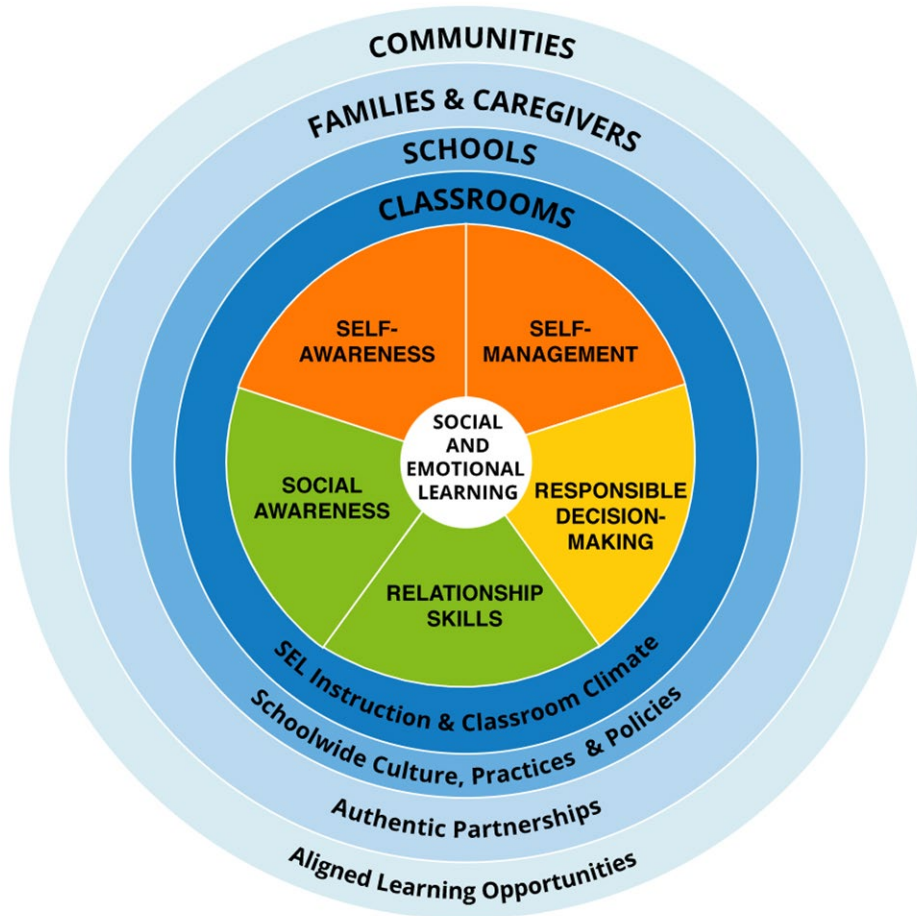
Discuss adult (teacher) social-emotional well-being



Review some of my research on teacher-student relationships & SEL programming



Opportunity for questions and discussion



CASEL Framework: Intro Video

(Some) SEL needs in early childhood

- ▶ Preschool (Bierman & Motamedi, 2015)
 - ▶ Reliant on external sources/adults for emotion regulation
 - ▶ Key experiences – positive classroom management, learning through play, emphasis on teacher-student relationship
 - ▶ Some salient skills - basic friendship and play skills, basic emotional understanding and social problem solving, practice with self-control

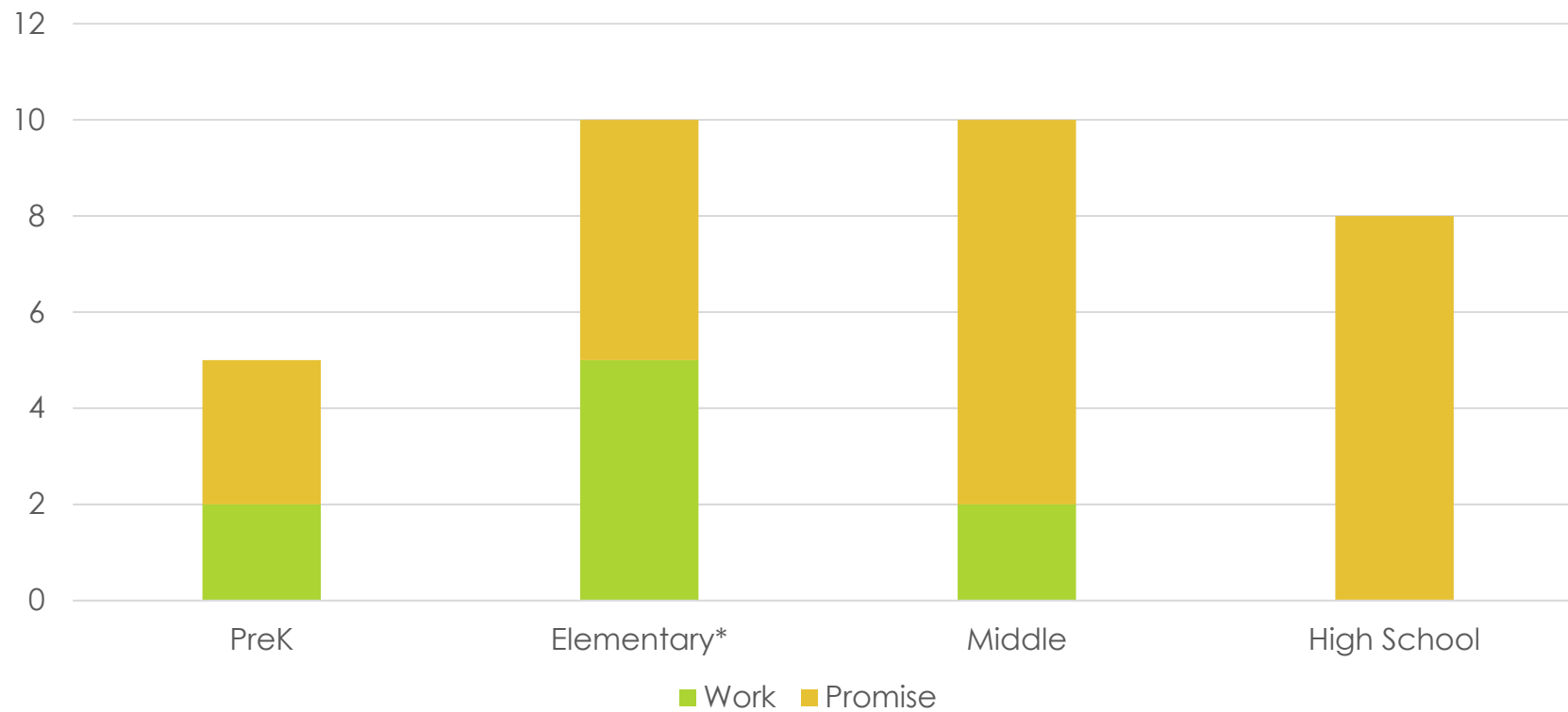
(Some) SEL needs in elementary school

- ▶ Elementary (Rimm-Kaufman & Hulleman, 2015)
 - ▶ Increase students' connection to school through relationships & positive classroom environment
 - ▶ Opportunities for both learning & practice with SEL skills
 - ▶ Some salient skills: emotion literacy & regulation, general social/relationship skills, healthy decision making, & mindset

(Some) SEL needs at the secondary level

- ▶ Middle & High School (Jagers et al., 2015; Williamson et al., 2015)
 - ▶ Teenagers show a marked increase in social awareness and perspective taking as well as a shift towards reward seeking with self-regulation skills lagging
 - ▶ Identity development/self-concept
 - ▶ Increased risk for problem behaviors (e.g., violence, substance use)
 - ▶ Some salient SEL skills – navigating conflict, responsible decision making, empathy, social awareness and respect for difference, mindset

SEL Interventions



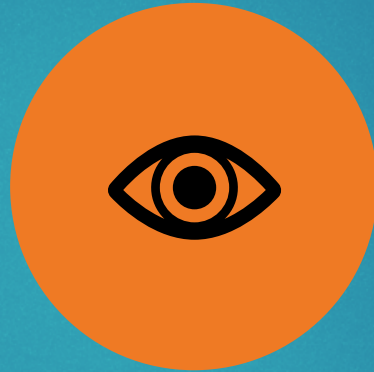
Examples of Evidence- based SEL programs identified by CASEL

- ▶ Second Step – SElect (elementary & middle); Promising (pre-k)
- ▶ Merrell's Strong Kids – Promising
- ▶ Leader in Me – SElect
- ▶ Incredible Years – SElect
- ▶ Promoting Alternative Thinking Strategies (PATHS) – SElect
- ▶ Responsive Classroom – SElect
- ▶ RULER – SElect

How can we measure social-emotional skills?



SURVEYS/RATING
SCALES



OBSERVATIONS



INTERVIEWS



Does SEL Work?

**FINDINGS FROM CIPRIANO ET AL., 2023
META ANALYSIS**

Key Findings – Skills, Attitudes & Behaviors

- ▶ Cipriano et al. (2023) = 424 studies published between 2008 and 2020 that involved 575,381 students in 35 countries (update to Durlak et al., 2011)
- ▶ Generally small to moderate effects across outcomes

Significant Improvement/Moderate	Significant Improvement/Small	No Significant Improvements
School Climate/Safety	Prosocial Behaviors	School Discipline
Civic Attitudes & Behaviors	Externalizing behaviors	Physical Health
SEL Skills	Emotional Distress	Family Relationships
Peer Relationships	Academic Achievement	

Additional Findings: Implementation



Classroom teachers and school staff more effective than outside personnel



SEL programs were effective at all educational levels



SEL programs were marginally more effective if developed in the country in which it was being delivered



Interventions lasting up to 16 weeks had better outcomes than those lasting longer

Limitations to Current Research Base for Students

1

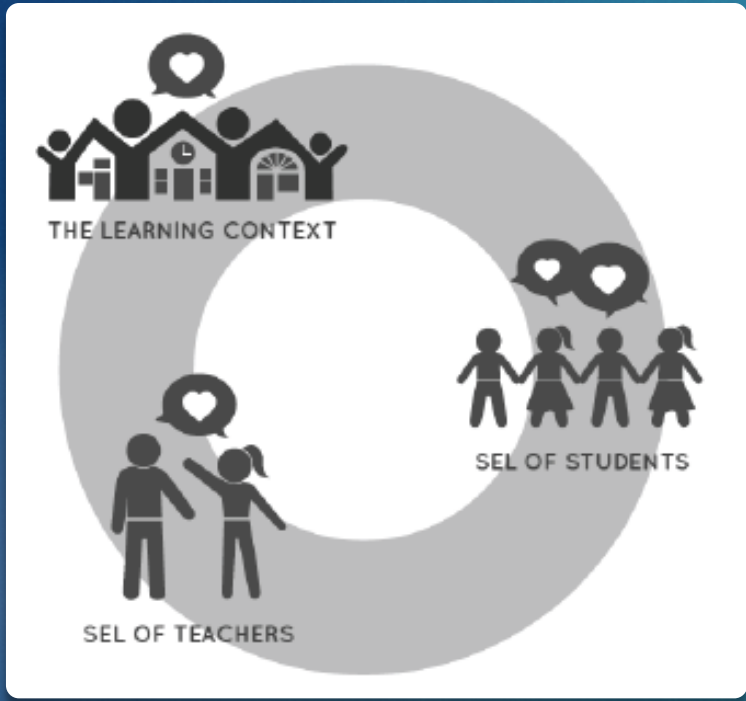
Need to examine the rigor/psychometrics of outcome measures used (few studies report detailed reliability and validity)

2

Need to examine the influence of SEL on subgroups of students (race/ethnicity, linguistic, gender, and neurodiversity)

3

Need for increased attention to influence of multiple program components and their unique impact on outcomes



What about adult social-emotional functioning?

Important to Consider Teacher Social-Emotional Wellness

(Schonert Reichi, 2017)

- Modeling social-emotional skills for students
- Managing the many demands of the job
- Implementing SEL interventions
- Cultivating positive relationships with students

The Prosocial Classroom Model

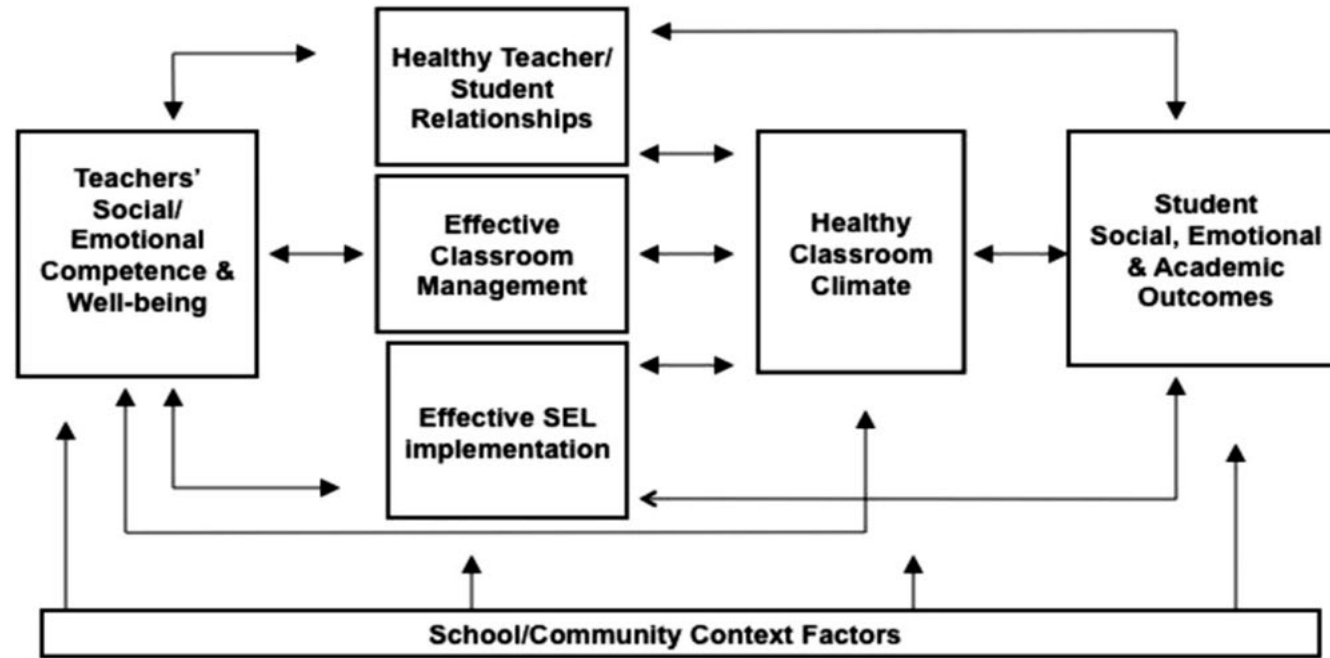


Figure 1. A Model of Teacher Well-Being and Social and Emotional Competence, Support, and Classroom and Student Outcomes. From Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79, 491–525. Reprinted with permission from SAGE Publications, Inc.

Limitation to the Current Research Base for Teachers

1

Need to examine context; over emphasis on characteristics and behaviors of the individual

2

Need to examine the influence of SEL on subgroups of teachers (race/ethnicity, gender)

3

Need for increased attention to influence of multiple program components and their impact on outcomes

4

Limited research examining adult and student SEL interventions simultaneously



Relationships, Teacher Well- Being, & SEL Programming

Why are teacher-student relationships important?



Warm & Supportive
Climate



Classroom Management
& Organization



Instructional Support &
Expectations

Why are teacher-student relationships important?



Warm & Supportive Climate

Why are teacher-student relationships important?



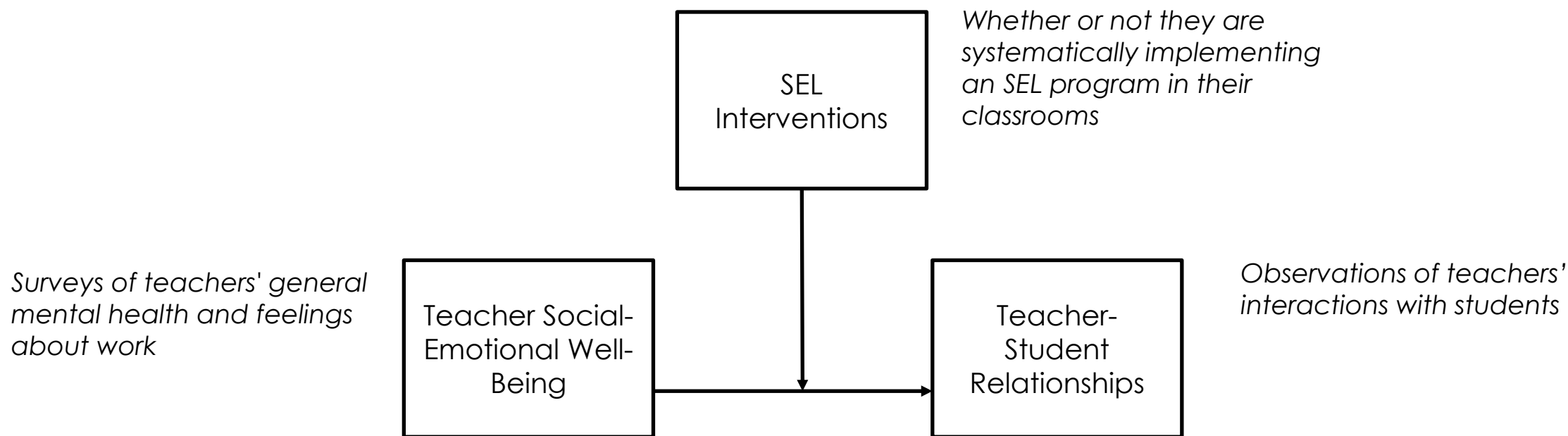
Classroom Management &
Organization

Why are teacher-student relationships important?



Instructional Support &
Expectations

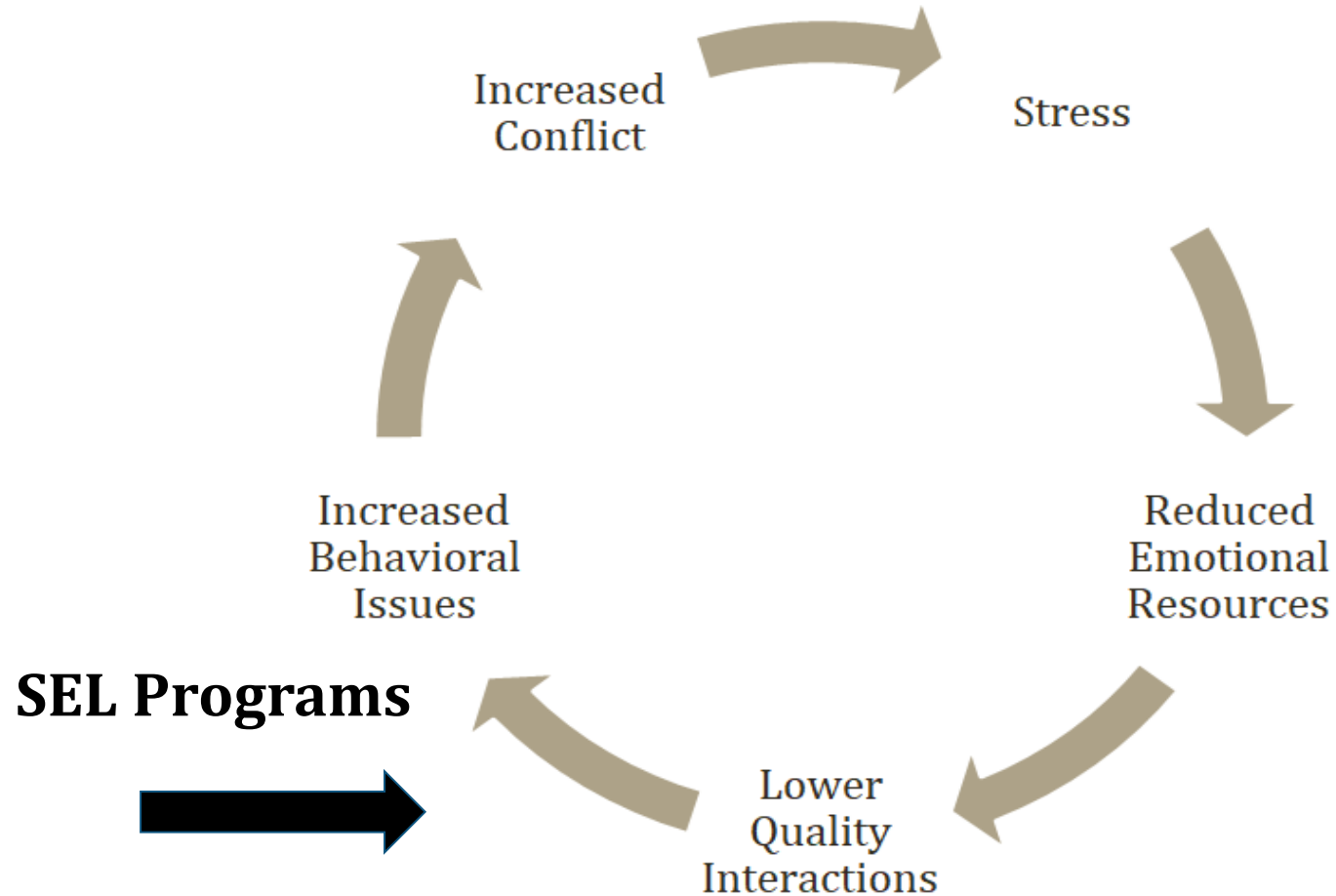
SEL Intervention as a Moderator



Well-Being & Relationships: The Burnout Cascade

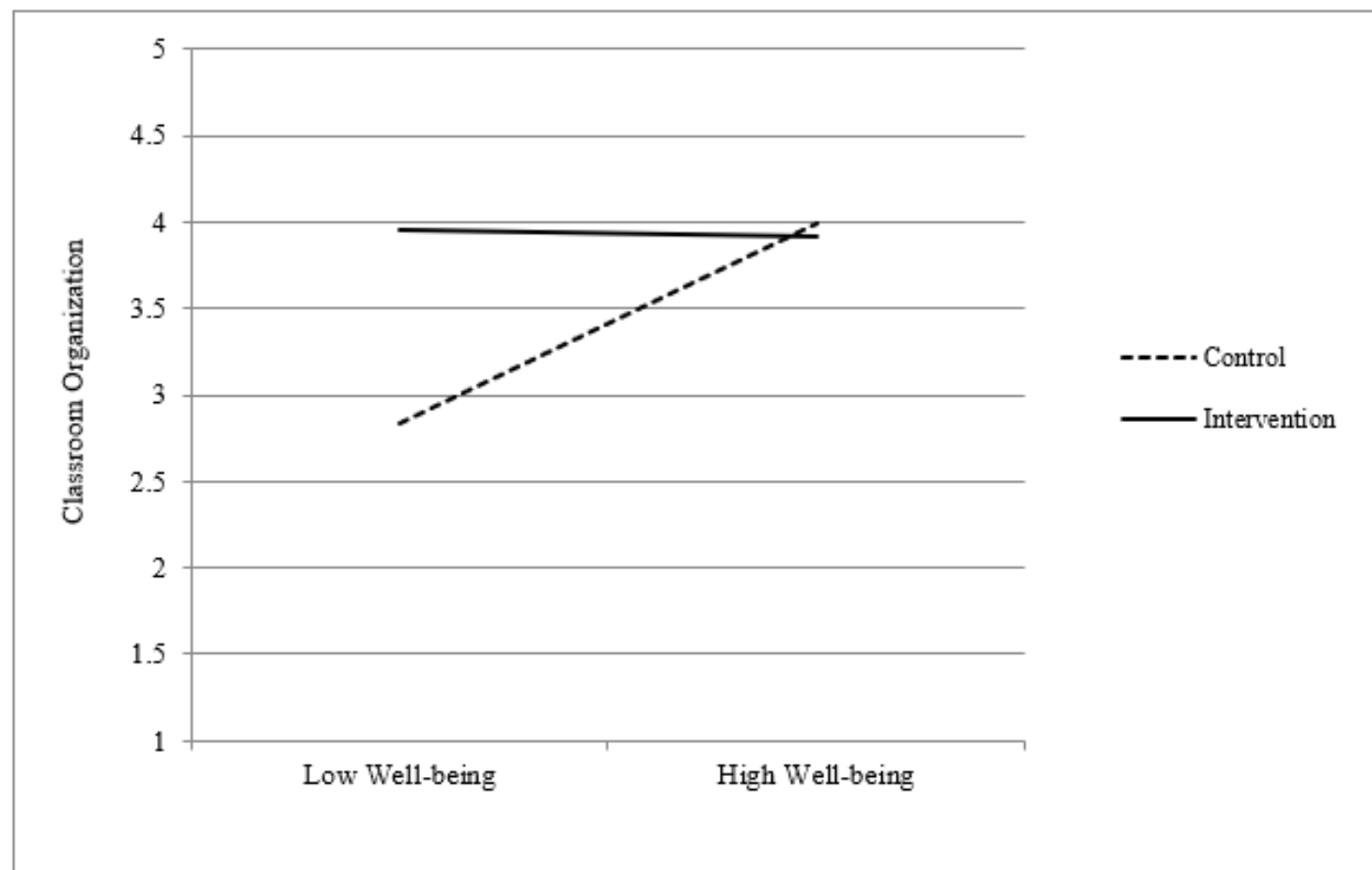


Well-Being & Relationships: The Burnout Cascade



Influence of SEL Supports

- ▶ Student-focused SEL supports buffer against the negative influence that adverse/low teacher well-being has on teacher-student relationships.



Research Supporting Schools

- ▶ Currently supporting a PA district with their SEL data
 - ▶ Assisting with analysis of survey data
 - ▶ Conducting teacher interviews
- ▶ Potentially supporting an IU in gathering teacher well-being data from special educators
 - ▶ Providing the Measures of Stressor, Supports, and Satisfaction for Teachers (MOST) survey



Thank you!

**CONTACT INFO:
LES522@LEHIGH.EDU**