



SOCIAL-EMOTIONAL LEARNING

Establishing the Policy Case

June 1, 2018

Agenda

- Welcome & Opening Remarks
- Keynote Speakers
- *Coffee Break*
- Expert Panel: Learning from Implementation and Research
- Working Group 1 & Plenary Sharing
- *Lunch*
- Expert Panel: Measurement and M&E of SEL Interventions
- Working Group 2 & Plenary Sharing
- Synthesis & Closing
- *Reception*



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June 1, 2018

Opening Remarks:

Ana Flórez, Director Global Education at FHI
360

Nina Papadopoulos, Team Lead Education in
Crisis and Conflict USAID E3

Julie Cram, Senior Coordinator of United States
International Basic Education Assistance



SOCIAL-EMOTIONAL LEARNING
Establishing the Policy Case

Keynote Speaker:

Stephanie Jones, HGSE / EASEL Lab



SOCIAL-EMOTIONAL LEARNING

Establishing the Policy Case

The Science and Practice of Social and Emotional Learning

(What is it, and why are we here today?)

Social-Emotional Learning Roundtable

June 1, 2018

Stephanie M. Jones

Harvard University



In the next 25 minutes...

What is it?

1. The Skills
2. The Science
3. The Practice

Why are we all here today?

Insights to guide decision-making...

- Alignment and Precision
- Integration
- Adults and Settings

What is it?

THE SKILLS

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

The Washington Post

Answer Sheet

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

Social Emotional Learning

Page: 12

It's Time for

Janine Francolini |

What if the Secret

LEARNING POLICY INSTITUTE

Stay focused

Social-Emotional Collaborate to Craft Standards, Policies

CBCnews

Home World Ca

World Photo Galleries



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 Posted: Nov 23, 2012 5:13 AM ET | Last Update

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

The Economist

School reform

World politics

Magazine

REGION BUSINESS TECHNOLOGY SCIENCE HEALTH SPORTS OPINI

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THE EDUCATION ISSUE

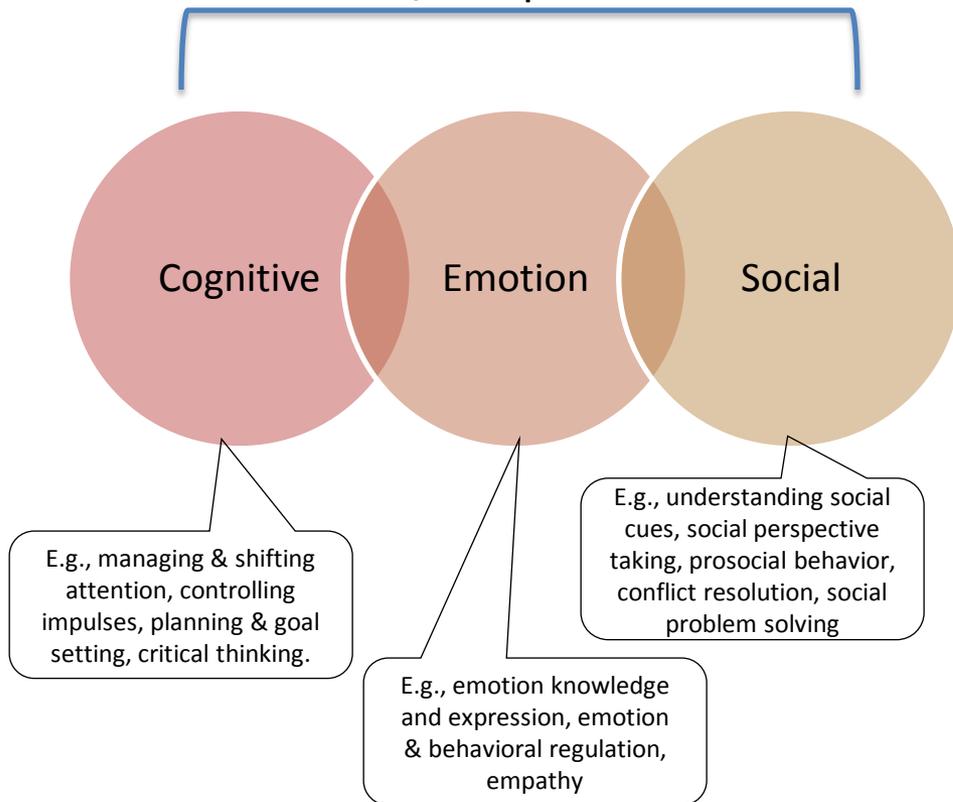


This Is What Anger Looks Like
By JENNIFER KAHN
Emotional intelligence taught?

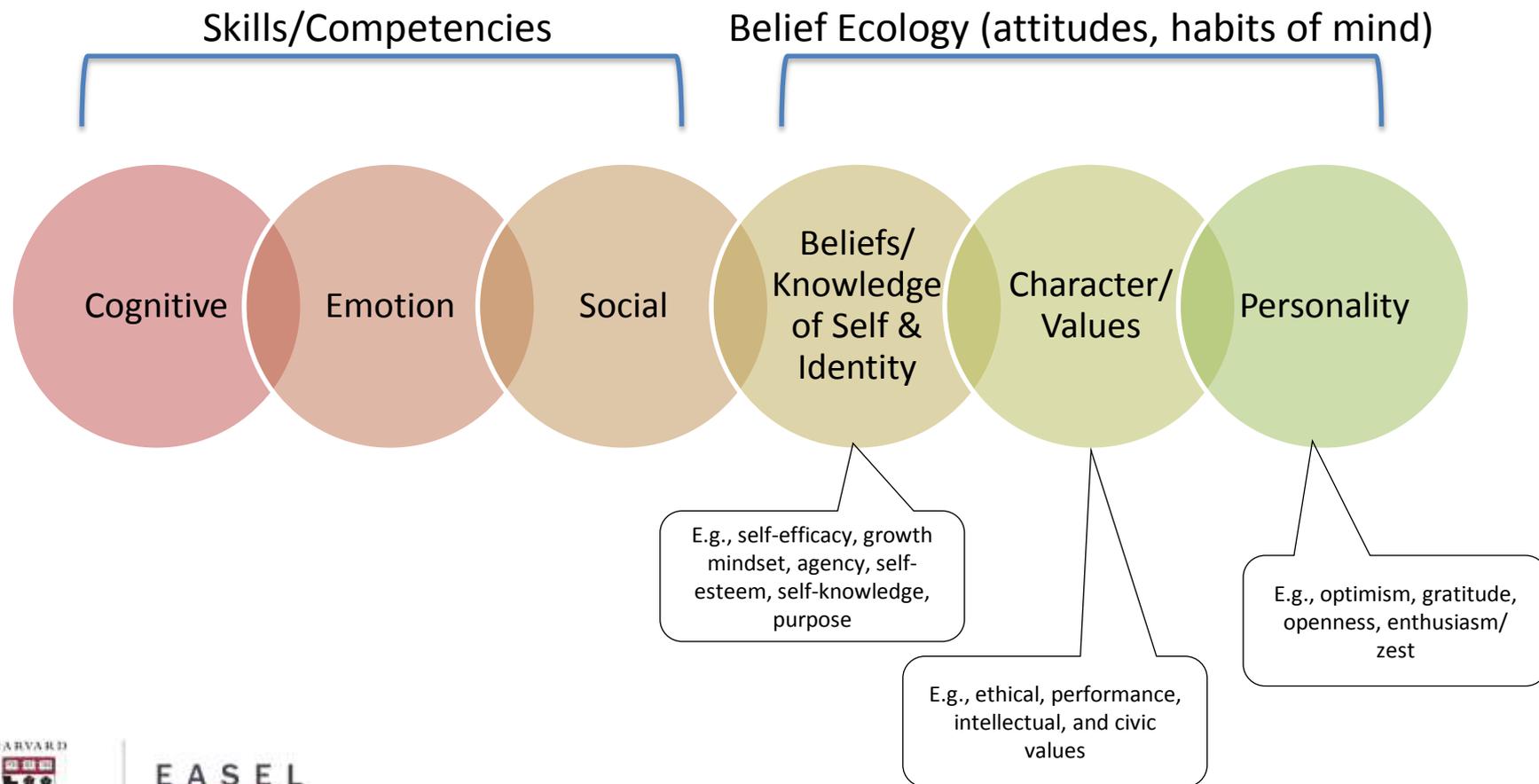
Can Emotional Intelligence Be

Specifically...

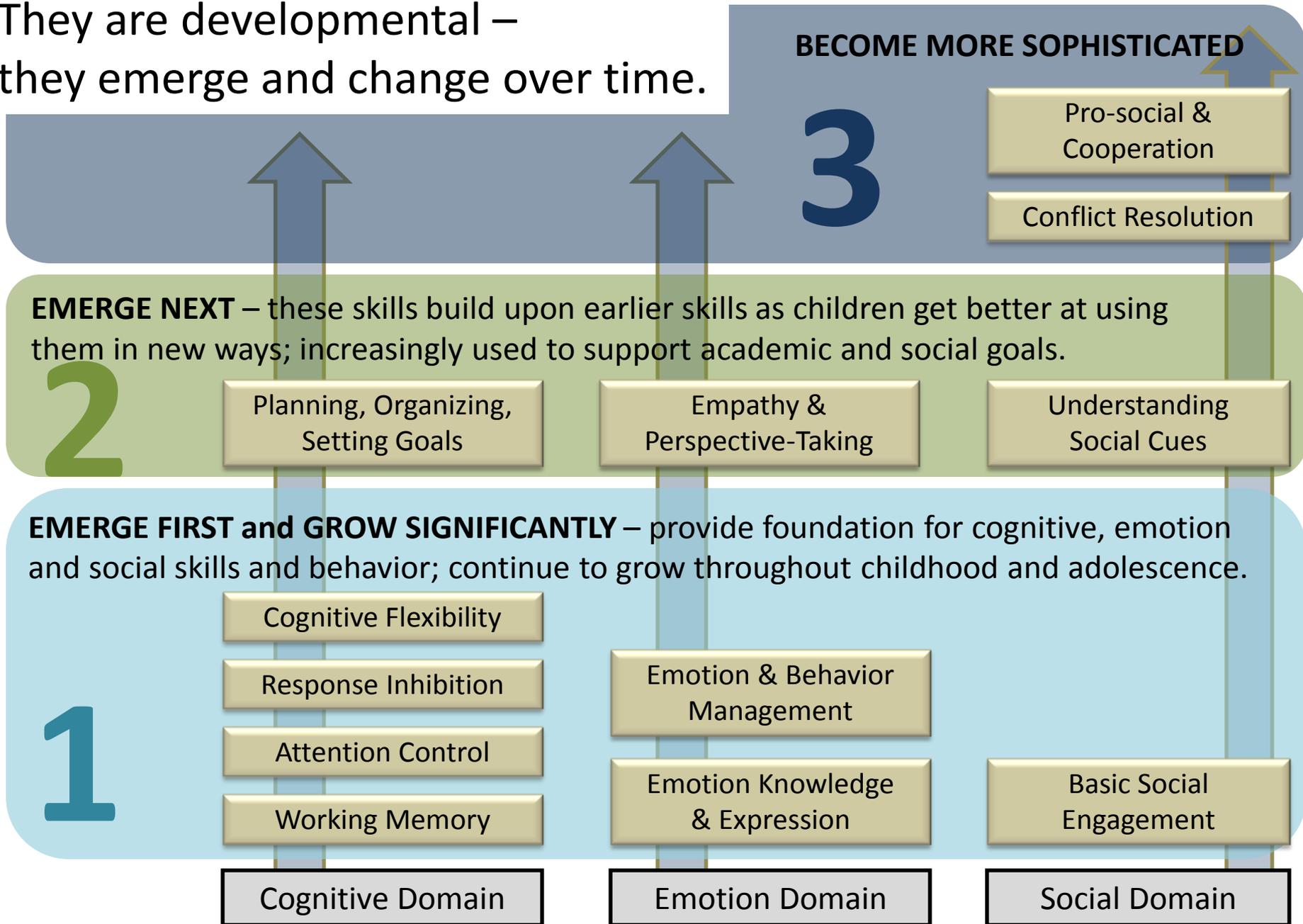
Skills/Competencies



and...



They are developmental – they emerge and change over time.



What is it?

THE SCIENCE

What's the evidence

Tell us about critical
life outcomes.

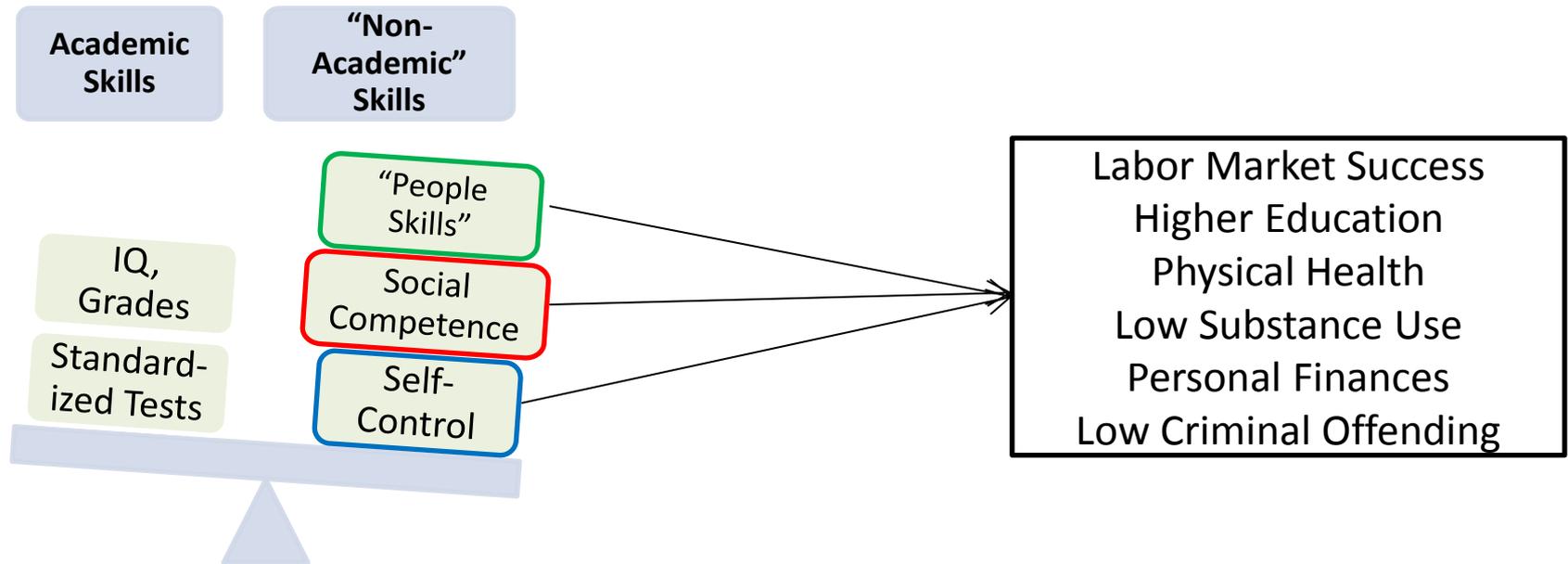
1. Long-term correlational studies

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...

20-30 years later...



What's the evidence

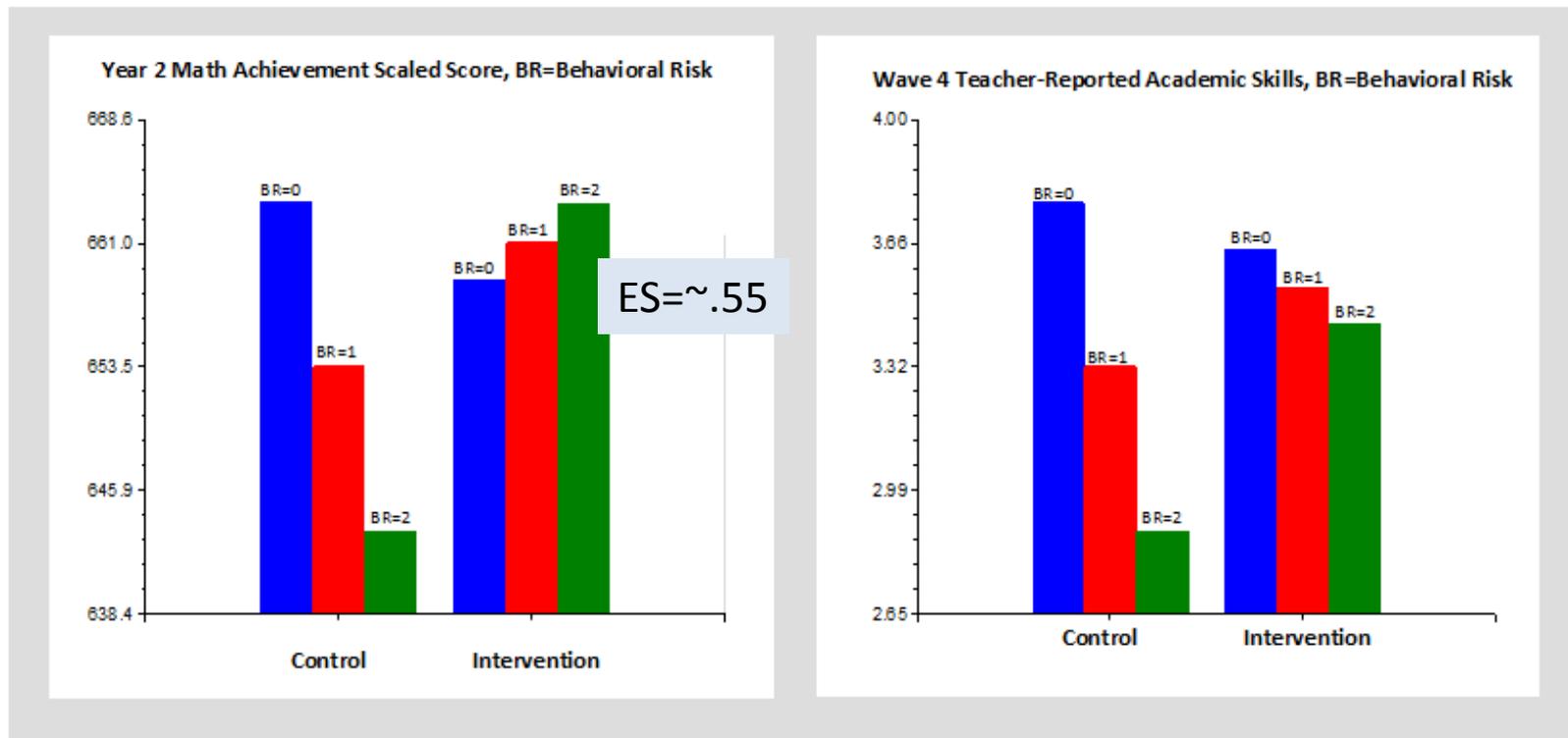
Tell us about critical life outcomes.

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

Tell us about social-emotional (.57), behavioral (.22), academic outcomes (.27); variation by groups; classroom and school-level.

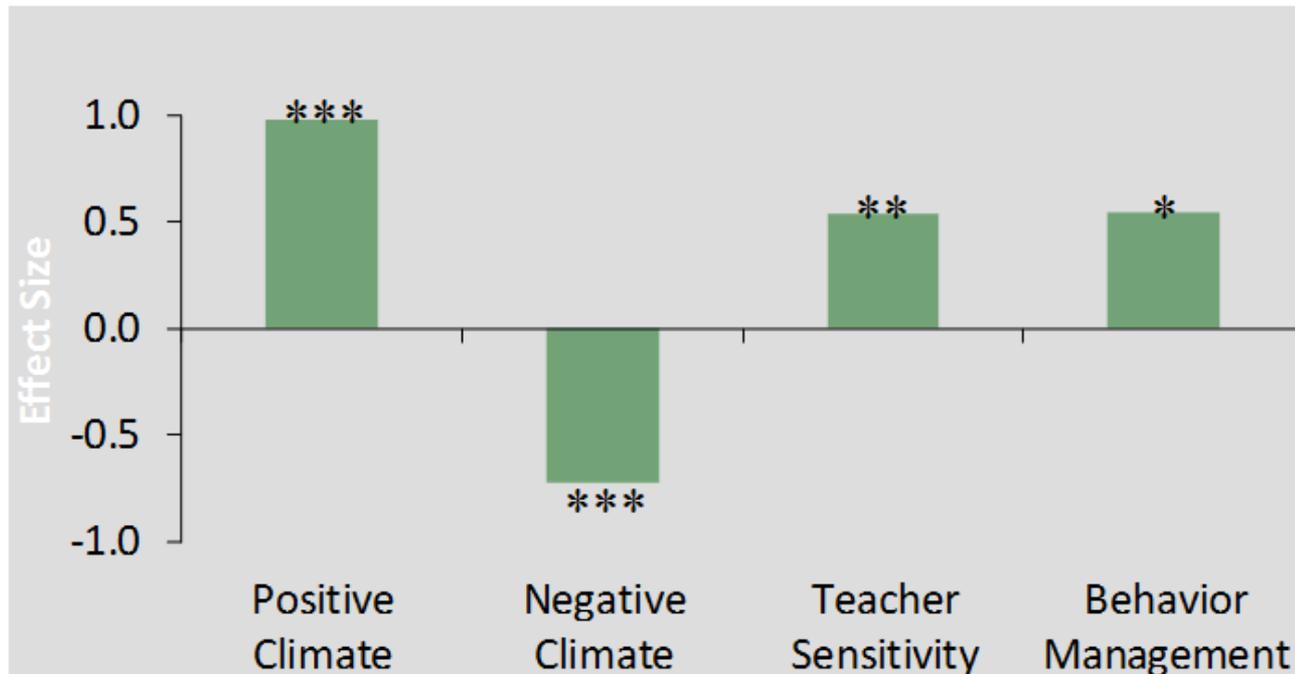
Two Decades of RCTs: **Child Outcomes**

- In general, they work when implemented well



Two Decades of RCTs: **Classrooms**

- Effects are consistent and tend to be larger (.5-.6)
- Everyone is using the same tool...**CLASS**



Similar for:
4Rs, RULER,
FOL, SECURE,
MTP...
there are more

SOURCE: Raver, Jones, Li-Grining, Metzger, Champion, & Sardin (2008), *Early Childhood Research Quarterly*.

NOTES: Significance levels are indicated as * $p < 0.10$; ** $p < 0.05$; *** $p < 0.01$.

What's the evidence

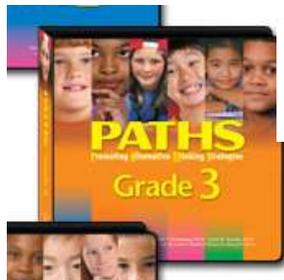
1. Long-term correlational studies
2. Large multi-program studies & trials of interventions in preschool, school, and afterschool contexts
3. Meta-analyses; cost-benefit analyses

Tell us about critical life outcomes.

Tell us about social-emotional (.57), behavioral (.22), academic outcomes (.27); variation by groups; classroom and school-level.

Broad expectations and return on investment.

What do the interventions typically look like?



 RULER

secondSTEP
Early Learning Through Grade 8



 Responsive Curriculum

Complex, multi-component, curricular = hard to do as intended

Summary

- Across studies, findings can appear mixed:
 - Lumping:
 - Large, multi-program studies with general measurement battery = **Null effects**
 - Meta-analyses (Durlak et al., Sklad et al.) = **Great! But where do we focus?**
 - Splitting:
 - Individual program evaluation with “close” measurement = **Great! More precise, but the measures are different across studies and findings are hard to track (i.e., inconsistent)**
- Implementation varies; Components/mechanisms haven't been tested

What is it?

THE PRACTICE

What's Effective?

Two coordinated strategies:

1. Instruction in social and emotional skills (**modeled, taught, practiced, discussed** → students have sense of engagement, agency).
2. Establishing safe, caring learning environments with effective classroom management.

Current practice is organized around PROGRAMS.

Frontier of practice is STRATEGIES (**Kernels**), especially when making connections across settings/contexts.

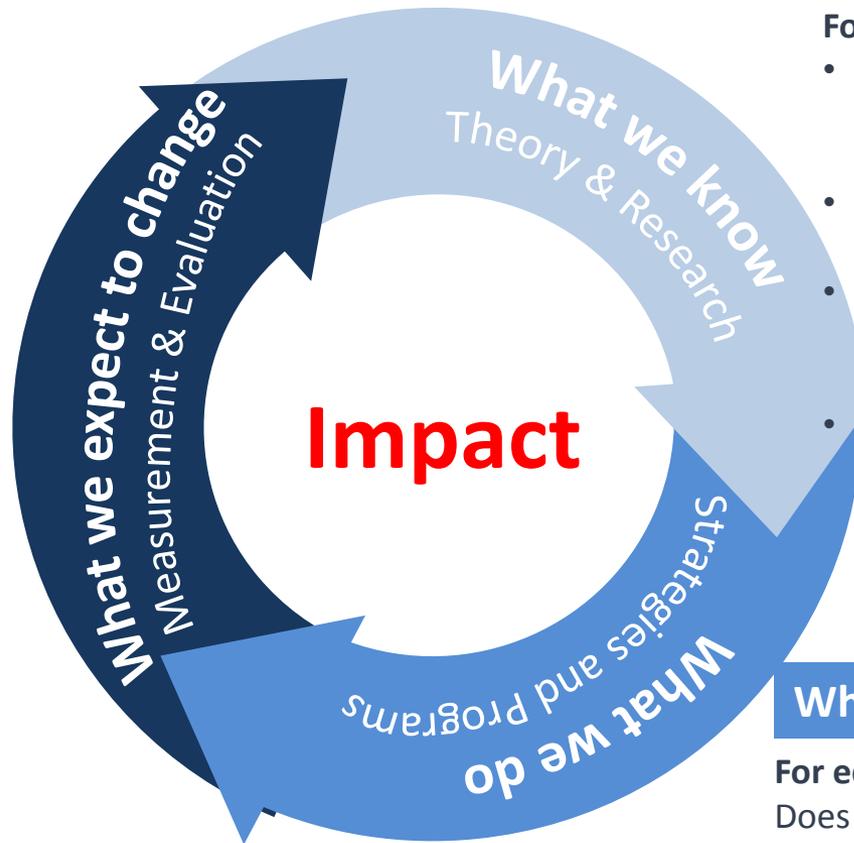
Some notes on domestic SEL-relevant policy...

1. Opportunities via ESSA
2. National SEL TA Center contract via DOE
3. Aspen Institute National SEAD Commission
4. State and local efforts
 - State standards (CSI)
 - District-wide improvement plans via SEL (CDI)
 - District-based measurement/assessment (CORE)
 - City-based initiatives (Boston, Tacoma, Austin...)
 - Miscellaneous

Why are we all here today?

INSIGHTS TO GUIDE DECISION- MAKING

Precision & Alignment



What we expect to change...

For researchers & program evaluators:

Are you using the right assessment to measure the skills built by a particular program?

Are you communicating findings in a manner that is precise and aligned, and translational and connected to other efforts?

What we know...

For funders & policy-makers:

- What does evidence say is most critical for improving children's outcomes?
- What does **IT** look like across different contexts and age-bands?
- How can you tell if your systems and FRAMEWORKS are aligned (early childhood, K-12, OST)?
- How can you tell whether your programs/efforts/investees/initiatives are building the same or different skills (since many use different terms)?

What we do...

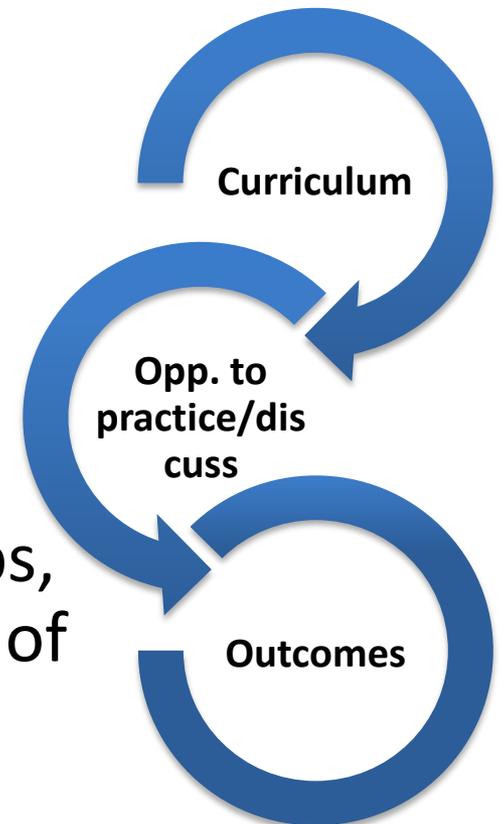
For educators & practitioners:

Does the strategy or program target the skill you want to impact?

Are you employing data to make decisions?

Integration

- Getting inside the box:
 - Moving from brands to strategies is a vehicle for integration within, and scaling across, settings.
- Focus on structures *and* linked processes
 - Structures are tangible (curricula, training, assessments) and **not sufficient**.
 - Processes are intangible (relationships, norms, perceptions, practice, quality of implementation) and **necessary**.



Adults & Settings

- It's not simply about children & youth.
 - **Adults** are the linchpin.
 - **Settings** hold the conditions that enable, foster, or impede, effective practice.
- Key Questions...
 - Who are the relevant actors and what role do they play in the setting?
 - What skills, competencies, attitudes, habits, knowledge and supports do they need?
 - What are micro-contexts and micro-climates in learning settings that influence experience and need to be addressed?

Thank you!
(jonesst@gse.harvard.edu)

FCIM



The Children's Aid Society



Eunice Kennedy Shriver National Institute
of Child Health and Human Development



ASCEND

THE ASPEN INSTITUTE



CHAN
ZUCKERBERG
INITIATIVE

Einhorn Family
Charitable Trust



The Wallace Foundation®

APPENDIX

Lots of Frameworks

employability skills
prosocial education
non-cognitive skills

21st century skills

deeper learning
positive psychology

emotional intelligence

whole child

character education

culturally responsive education

college, career, and community ready

resilience

growth mindsets

how learning happens

social and emotional learning

grit

social, emotional, and academic development

school based prevention

Science of learning and development

life skills training

health promotion

student-centered learning

civic and service learning

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.

Frontier of Practice: SEL Kernels

1. Common denominators/Essential active ingredients
2. Simple, not simplistic (doable, nimble/flexible, adaptable)
3. Have 3 universals, embedded in local context:
 - **information** (build knowledge) +
 - **practice** (try, fail, reflect, try again) +
 - **relationships/transfer** (talk, thinking about thinking, thinking about behavior, thinking about place)
4. Our theory → we might see **bigger uptake, scalability, and sustainability** and ultimately better outcomes for children

Current International Guidance & Policy

Recommendations:

Dean Brooks, Director - INEE



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INTER-AGENCY NETWORK FOR EDUCATION IN EMERGENCIES (INEE)

“An open, global network working together to ensure all persons access their right to a relevant, safe and quality education.”

Who are we?

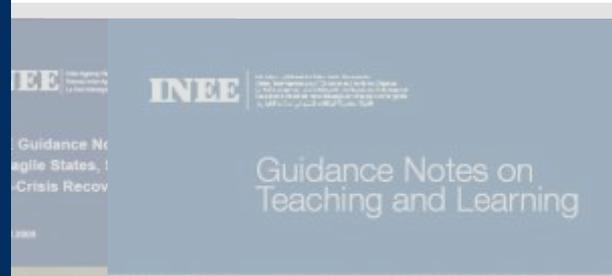
- More than 14,000 of us work and study and teach and respond to the education needs of millions of people facing crisis situations;
- An average of 3 new members every day;
- We are teachers and students and NGO workers and UN staff and donors and ministry officials and consultants, and more;
- We work in offices, refugee camps, universities, and under big mango trees;
- We speak more than 80 listed languages and dialects;
- We live in more than 170 countries.

FUNCTIONS OF THE NETWORK



Providing Tools & Resources

INEE



INEE Background Note on PSS-SEL

- December 2016
- Purpose: clarify relevant terminologies and approaches relating to psychosocial support (PSS) and social and emotional learning (SEL) in education in crisis affected contexts, and to explore how the two concepts relate to one another.

INEE Background Paper on **Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings**



INEE Roundtable: PSS-SEL

18 October 2017

- 100 education and practitioners and researchers working in the field of EiE
- Shared recent research and tools
- Discussed innovative approaches, articulated knowledge gaps and developed policy recommendations

Policy Recommendations:

1. Ensure there are referral mechanisms to quality clinical professionals
2. Ensure a common & accurate understanding of trauma
3. Integrate PSS/SEL into systems and into curricula, and should measure student wellbeing and social and emotional skills in assessments/exams
4. Incorporate child/adolescent development and PSS into teacher pre-service and in-service training
5. Take a holistic, intersectoral approach to PSS
6. Ensure programs are evidence-based and gender-responsive
7. Ensure stronger focus on teacher well-being and professional development
8. Incorporate SEL into teacher education
9. Ensure that donors prioritize and integrate these approaches into the curriculum
10. Link donor strategies and streamline funding

Policy Recommendations:

11. Provide multi-year funding for education programming and research
12. Make open-source resources available
13. Ensure cross-sector linkages with child protection and education
14. Create accountability mechanisms for communities to identify needs/wants from design to implementation
15. Invest in complementary non-formal alternatives to education with PSS focus
16. Harmonize existing resources
17. Standardize measurement tools
18. Ensure contextualization of global guidance
19. Breach the non-formal/formal education nexus
20. Ensure more inclusion and less segregation - PSS activities could be a first step

**PSYCHOSOCIAL
SUPPORT**

facilitating psychosocial wellbeing
and social and emotional learning



Preview

Why the INEE Guidance Note?

- To clarify the role of the EiE sector in supporting the psychosocial wellbeing of children and youth
- To provide educators with practical tips and advice about how to integrate PSS and SEL into formal and non-formal education efforts
- To highlight linkages with other sectors.

Definitions

Psychosocial: a holistic umbrella that comprises psychological and social aspects of a child's development. These include an individual's thoughts, emotions, behaviors, memories, perceptions, and understanding but also their interactions and relationships with other people (family, peers, and community). These processes and relationships can be interrupted or undermined in situations of adversity (such as conflict and disaster).

Social and emotional learning: “the process of acquiring core competencies to recognize and manage emotions, set and achieve goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively” (Elias, Zins, Weissberg et al., 1997).

Resilience: Resilience is the process by which a individual uses their skills, attitudes, behaviors, and relationships to manage and overcome adversity. Resilience can be considered at different levels of an education system and in relation to different education outcomes (Diaz-Varela, Kelcey, Reyes, et al., 2013).

Please visit
ineesite.org

INEE is open to all interested individuals and organizations who implement, support, advocate and study education in emergencies.

Current International Guidance & Policy

Recommendations:

Dean Brooks, Director - INEE



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BREAK



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