Social Emotional Learning as the New Frontier: Frameworks, Measurement, and Interventions

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CRESST CON ‘18

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Social Emotional Learning as the New Frontier: Frameworks, Measurement, and Interventions

- Katie Buckley from Transforming Ed
- Sandra Graham from UCLA GSE&IS
- Jessica Berlinski from Ripple Effects
Setting the stage

- Last year, $640 million dollars were spent on products falling under the category of Social Emotional Learning. **Title II funding** under ESSA provides funds to support SEL development.

- U.S. K-12 public schools devoted a total of approximately $21–47 billion per year to SEL in terms of: (1) expenditure on SEL-related products and programs and (2) teacher time focused on SEL (report by **Transforming Education, 2017**).
• Several states (Kansas and Illinois) have developed standards for Social Emotional Learning

• Several school districts in California have gotten an ESSA waiver to administer yearly surveys of students’ SEL and perceptions of the school’s culture and climate
Outline of talk

- Definitions of SEL
- Measurement of SEL
- Environmental influences of SEL
Definitions of SEL
Definitions of SEL
Definitions of SEL

- Economics
- Clinical Psychology
- Educational Psychology
- School Psychology
Definitions of SEL

- Economics
- Clinical Psychology
- Practitioners & Teachers
- Educational Psychology
- School Psychology
Definitions of SEL

- Cunha & Heckman (2007) use the term “non cognitive” skills
  - Perseverance
  - Motivation
  - Self-esteem
  - Self-control
Definitions of SEL

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Definitions of SEL

• CASEL’s definition

“The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2005).
Definitions of SEL-CASEL
# Developmental approaches to SEL - Illinois State Standards

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1A</td>
<td>Identify and manage one’s emotions and behavior</td>
</tr>
<tr>
<td>1B</td>
<td>Recognize personal qualities and external supports</td>
</tr>
<tr>
<td>1C</td>
<td>Demonstrate skills related to achieving personal and academic goals</td>
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<tr>
<td>2A</td>
<td>Recognize the feelings and perspectives of others</td>
</tr>
<tr>
<td>2B</td>
<td>Recognize individual and group similarities and differences</td>
</tr>
<tr>
<td>2C</td>
<td>Use communication and social skills to interact effectively with others</td>
</tr>
<tr>
<td>2D</td>
<td>Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways</td>
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<tr>
<td>3A</td>
<td>Consider ethical, safety, and societal factors in making decisions</td>
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<tr>
<td>3B</td>
<td>Apply decision-making skills to deal responsibly with daily academic and social situations</td>
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## Developmental approaches to SEL

<table>
<thead>
<tr>
<th>Stage A</th>
<th>Stage B</th>
<th>Stage C</th>
<th>Stage D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify emotions expressed in “feeling faces” or photographs</td>
<td>Describe how various situations make you feel</td>
<td>Identify a range of emotions you have experienced</td>
<td>List positive strategies for handling conflict</td>
</tr>
<tr>
<td>Name the emotions felt by characters in stories</td>
<td>Describe your physical responses to strong emotions</td>
<td>Describe situations that trigger various emotions</td>
<td>Explain why characters in stories feel as they did</td>
</tr>
<tr>
<td>Describe a time you felt the same way a story character felt</td>
<td>Recognize that feelings change throughout the day</td>
<td>Recognize mood changes and factors that contribute to them</td>
<td>Distinguish among emotions you might feel in various situations</td>
</tr>
</tbody>
</table>
CORE-PACE

Social-Emotional Learning

Growth mindset
Self-management
Self-efficacy
Social awareness
University of Chicago Consortium on Chicago School Research
University of Chicago Consortium on Chicago School Research

Over 136 frameworks to describe SEL
Categorization of constructs

- Feelings about the self
- Feelings about relationship to others (teachers, peers)
- Self-regulatory processes
Categorization of constructs

- Feelings about the self
- Feelings about relationship to others (teachers, peers)
- Self-regulatory processes

Social awareness
Perspective-taking
Relationship skills
Categorization of constructs

- Feelings about the self
- Feelings about relationship to others (teachers, peers)
- Self-regulatory processes

Self-regulated learning
Regulation of emotion
Behavior and emotion management
Categorization of constructs

• Feelings about the self
• Feelings about relationship to others (teachers, peers)
• Self-regulatory processes

Many ways of categorizing SEL constructs
What falls into SEL and what doesn’t?

- Help seeking?
  - Self-management
  - Responsible decision making
  - Relationship skills

- Self-regulated learning?
  - Ability to plan, monitor, and regulate behavior towards a specified goal
  - Management of control and effort towards that goal

- Self-regulation of motivation?
What falls into SEL and what doesn’t?

- Help seeking?
  - Self-management
  - Responsible decision making
  - Relationship skills
- Self-regulated learning?
  - Ability to plan, monitor, and regulate behavior towards a specified goal
  - Management of control and effort towards that goal
- Self-regulation of motivation?
- Everything but the kitchen sink?
Measurement of SEL

- Direct assessments of SEL
  - CORE-PACE surveys of 3rd through 12th grade students
- SEL rating systems given to teachers
  - Social Emotional Learning Screening Assessment
- Performance task
  - Web-based assessment of children’s Social Emotional Learning Comprehension
Measurement of SEL

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- Game-based measures?
Measurement of SEL

- Direct assessments of SEL
  - tricky
Construct: Growth mindset

Newly-developed for this study, relied on a picture prompt:

1. Could you figure out how to build this Castle if you tried really hard?

2. If you got stuck building this castle, How hard would you keep trying?

3. Do you think you would get better at building the castle if you practiced?
Method: Measures

Children indicated their level of agreement by pointing to one of three increasingly larger circles, corresponding to less or more agreement.
## Results - Response Categories

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<thead>
<tr>
<th></th>
<th>% a little</th>
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</thead>
<tbody>
<tr>
<td>% a little</td>
<td>37%</td>
<td>27%</td>
<td>22%</td>
</tr>
<tr>
<td>% some</td>
<td>11%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>% a lot</td>
<td>52%</td>
<td>61%</td>
<td>66%</td>
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Measurement of SEL
Measurement of SEL

- Self-perceptions
- Gender differences in the experience of these constructs
Environmental influences of SEL
What is the role of schools and classrooms in supporting SEL?
What is the role of schools and classrooms in supporting SEL?

- How do we think about learning environments as fostering SEL?
- Does each of these environments foster particular SEL skills?
  - Feelings of belonging
- Looking at how environments influence SEL as an outcome
Results: RI-CLPM (within-person change)

NO PATHS SHALL CROSS
Questions

• What is the best way to think and describe these constructs?
• What and how do we measure?
  • What and how do we measure in schools and what do we make policy decisions around?
• How do we think about the influence of schools and classrooms on these constructs?
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LEARNING TOGETHER
BUILDING PARTNERSHIPS TO ACCELERATE EXCELLENCE AND EQUITY