



Promoting Mental Health and Well-Being Through Social and Emotional Learning (SEL)

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Disclosure

Dr. Greenberg is an author on the PATHS Curriculum and has a royalty agreement with Channing-Bete, Inc.. This has been reviewed and managed by Penn State's Individual Conflict of Interest Committee.

Pair Share: Let's Start with the End in Mind

What knowledge, skills, and attitudes do we want students to possess by the time they graduate from high school in order to thrive in the 21st century?



3

Issues in Creating a Caring School

- ❖ Both Children and Adults need **Emotion Regulation skills**
- ❖ Teachers and Adults need to create **Healthy Norms and a Safe Environment**
- ❖ Schools need to adopt practices that **create shared communities of caring**
- ❖ This can include **high quality SEL skills as well as practices such as service learning**
- ❖ This requires **Principal and Admin. Leadership**



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

CASEL was founded in 1994 to make SEL an essential part of every child's education.

- Advance the science of SEL
- Expand effective SEL practice
- Improve federal and state policies

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

www.casel.org



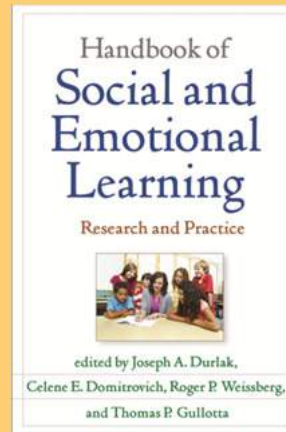
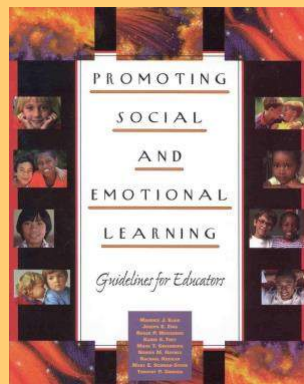
A Poll !



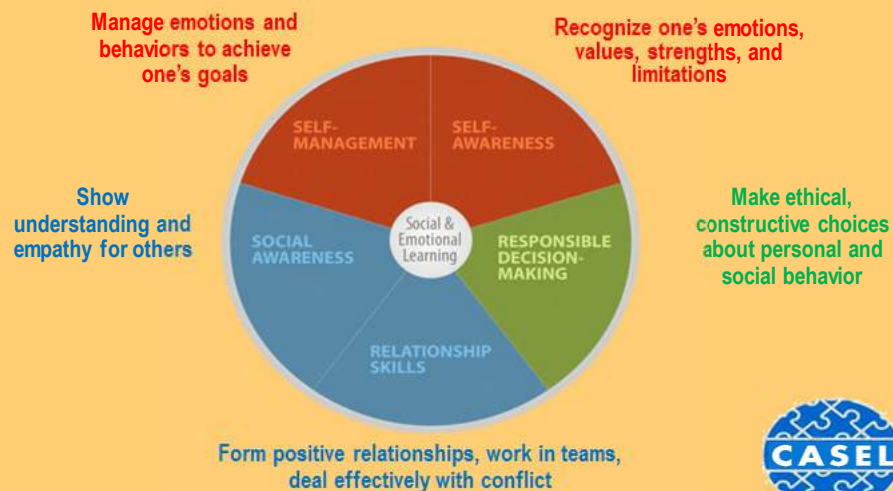
1. Are people with better social and emotional skills more likely to succeed in school and life?
2. Can social and emotional skills be taught?
3. Will children be better prepared for college, careers and life if we teach social, emotional, and academic skills?

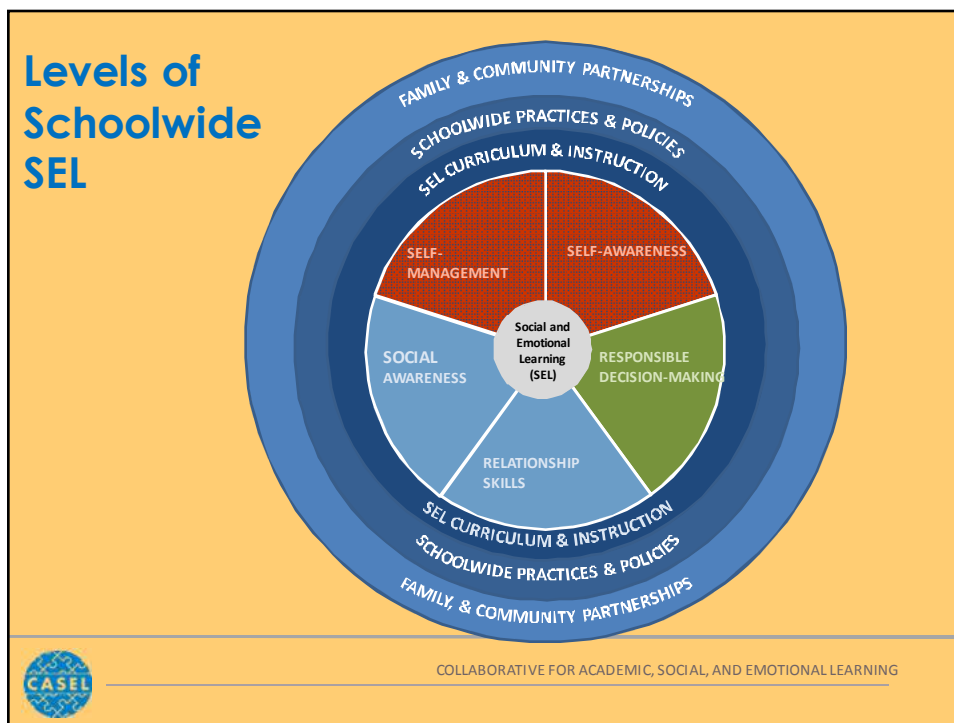
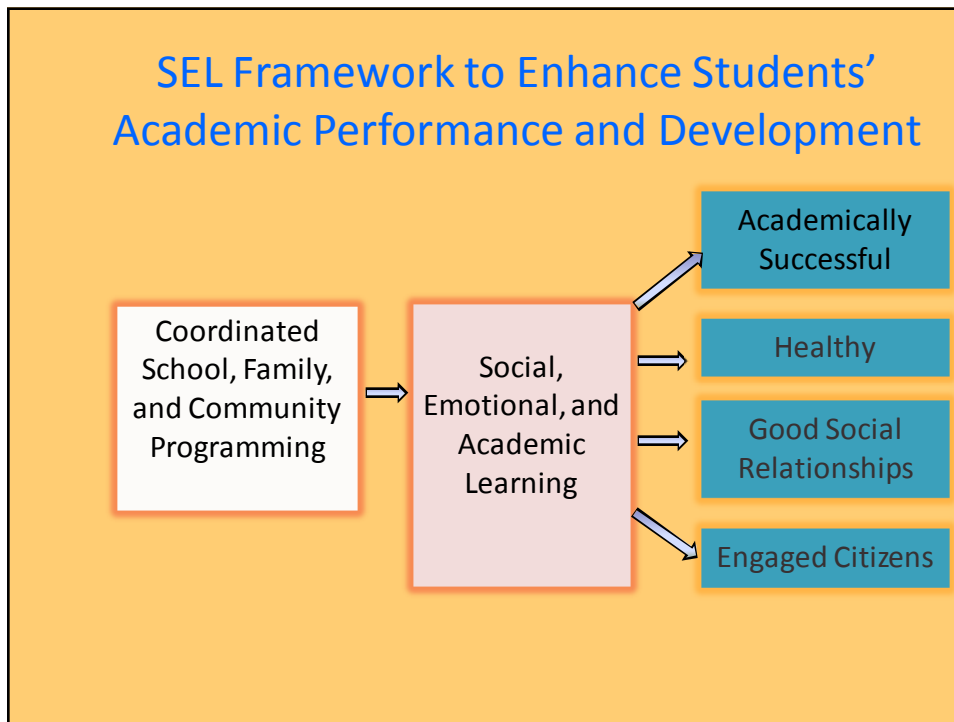
Then, how can we ensure that educators, human service providers, and families teach social and emotional skills effectively?

1997: CASEL Defines the Field of SEL
2015: Current and Future Perspectives on
Social and Emotional Learning



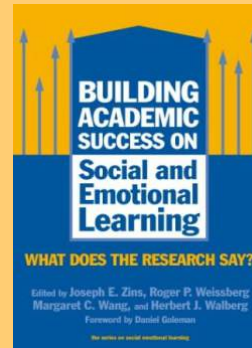
SEL is the process of acquiring and applying the
Knowledge, Skills, and Attitudes across five core
competency clusters





SEL Improves Academic Outcomes

- **Attitudes**
 - Motivation, commitment
- **Behaviors**
 - Participation, study habits
- **Performance**
 - Grades, subject mastery



Source: Zins, Weissberg, Wang, & Walberg (2004). *Building Academic Success on Social and Emotional Learning (SEL): What Does the Research Say?*

Why is SEL Important?

SEL improves student outcomes

Percentile point improvements:

- Skills –23
- Attitudes about self, others, and school – 9
- Prosocial behavior – 9
- Standardized achievement test scores (math and reading) –11

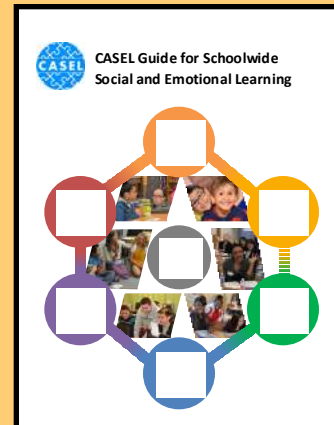
Percentile point reductions:

- Problem behaviors – 9
- Emotional distress – 10

Source: Durlak, J.A., Weissberg, R.P., Taylor, R.D., & Dymnicki, A.B. (submitted for publication). *The effects of school-based social and emotional learning: A meta-analytic review.*

Systemic Schoolwide SEL

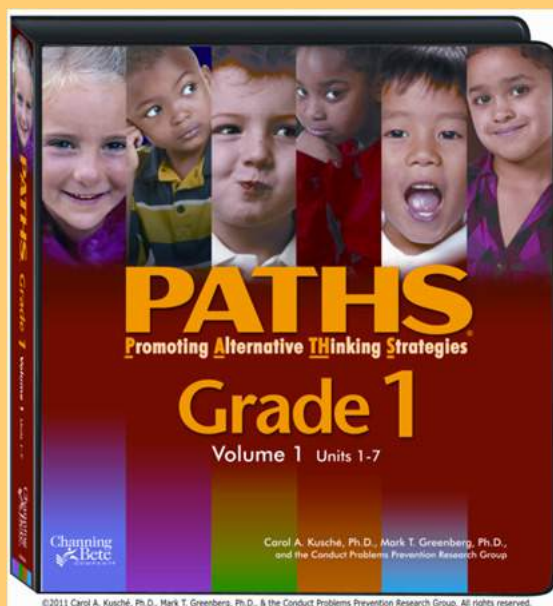
- Establish a shared vision
- Assess resources and
→ needs
- Embed professional learning
- Implement evidence-based programs and practices
- Integrate schoolwide and beyond
- Use data for continuous improvement



The Economic Value of SEL

- “The aggregate result also shows considerable benefits relative to costs, with an **average benefit-cost ratio of about 11 to 1** among the six interventions. This means that, on average, for every dollar invested equally across the six SEL interventions, there is a return of eleven dollars, a substantial economic return.”

(Belfield et al., 2015, p. 5)



What is The PATHS Curriculum?

- School-based model of Social and Emotional Learning
- First Version Developed in 1981
- Taught by the teacher on a regular basis
- Versions developed for both preschool and elementary school-aged classrooms
- Used in over 3000 schools throughout the world

The Importance of Independent Replication of Evidence-Based Programs

Before Programs Are Widely Used to Improve the Public Health it is
Crucial that They are Independently Replicated

PATHS is the most tested school-based program in the world:

- 13 randomized trials with reported data (7 are Independent Trials)
- Over 10 other studies
- Performed in the US, Canada, UK, The Netherlands, German, Switzerland, Turkey, Croatia, Pakistan and Hong Kong
- Independent Studies underway in Sweden, Slovenia, Italy, and the US.
- To make effective conclusions about PATHS Effects it is necessary to have follow-up and not only post-test data.

The PATHS® Curriculum

**“Living” The Golden Rule
“Treat Others the Way you Want to Be
Treated”**

- Awareness of emotions states in oneself and others
- Putting feelings into words
- The ability to calm oneself down when feeling highly emotionally aroused
- Planning ahead and considering the effects of your behavior on others
- **Developing greater empathy/compassion for others**



Essential Components for PATHS

- Skill Building for Both Students and Teachers
- Generalization: Create opportunities to use these skills throughout the day
- Provide sufficient Technical Support to teachers
- Integrate into other Academic Subjects
- Involve Parents

What is Necessary for Quality Implementation?

- ✓ Initial Training – 2 day workshop
- ✓ PATHS Coach (PC) regularly visits each class
- ✓ PC meets with teachers individually or in groups
- ✓ PC receives ongoing technical assistance from PATHS Trainer
- ✓ Teachers use PATHS 2-3X/week for 20-30 minutes

The Importance of Generalization

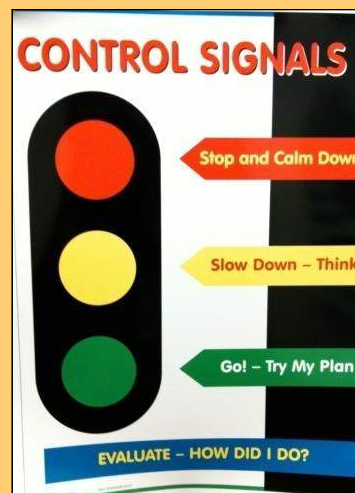
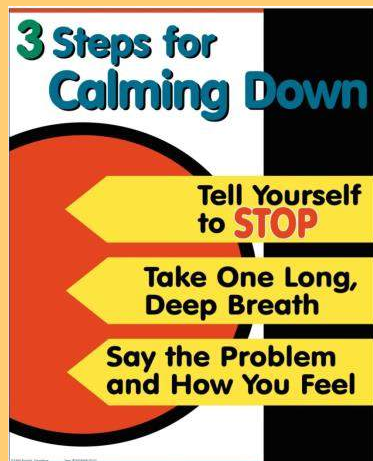
- It is critical to ensure that children generalize (i.e., apply the new skills in other situations) the use of PATHS skills to the remainder of the school day and to other contexts.
- Teacher's frequent modeling of the skills is critical for generalization
- Generalization activities and strategies are used throughout each school day and materials are included for use with parents.
- Importance of building leadership (the role of Principal is Essential!)

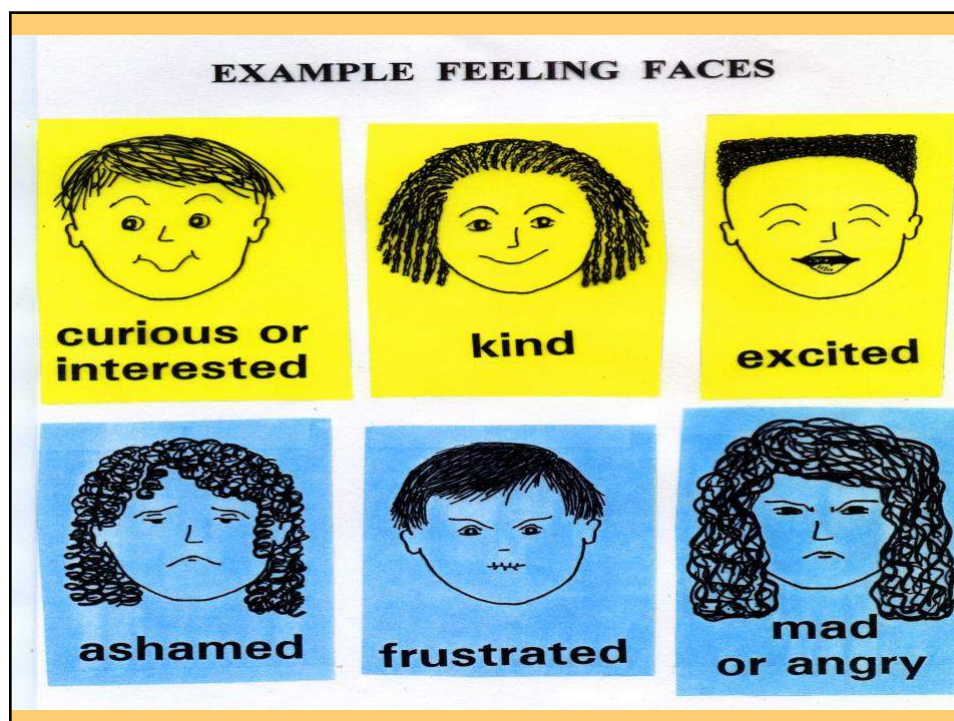
Learning to Calm Down

The Turtle Story and the 3 Steps for Calming Down



Learning Self Control





Study Designs

- There have been 11 randomized clinical trials with preschool and elementary school-aged children
- Some are quite large (over 6000 children) and others are small (100 children)
- Populations include:
 - Typically Developing Children
 - Children with Learning and Behavioral Disorders
 - Children who are Deaf/Hard of Hearing
 - Both Urban and Rural Populations – Multiple Ethnicities
- Conducted in the US, Canada, UK, Turkey, Croatia, The Netherlands, Germany

Research Question #1

Can we promote greater social-emotional competence? **Yes**

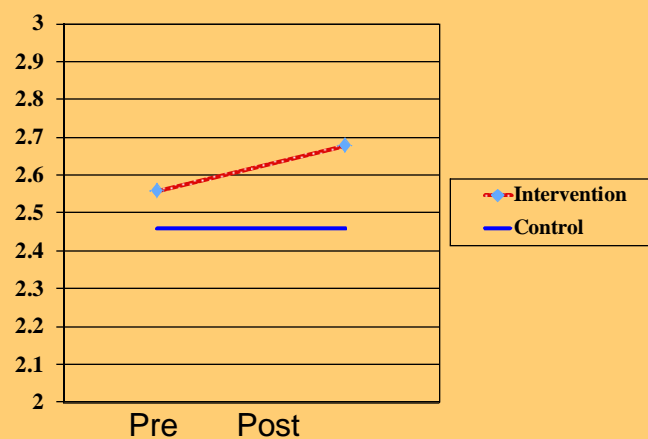
Grades 2-3

1. Improvements in teacher ratings of frustration tolerance
2. PATHS Classrooms show improvements in peer rated prosociality

Preschool

1. Improvements in teacher ratings of SEC
2. Improvements in parent ratings of SEC

Preschool PATHS Curriculum Effects on Social-Emotional Competence (Parent)



Scale: Head Start Social Competence

Research Question #2

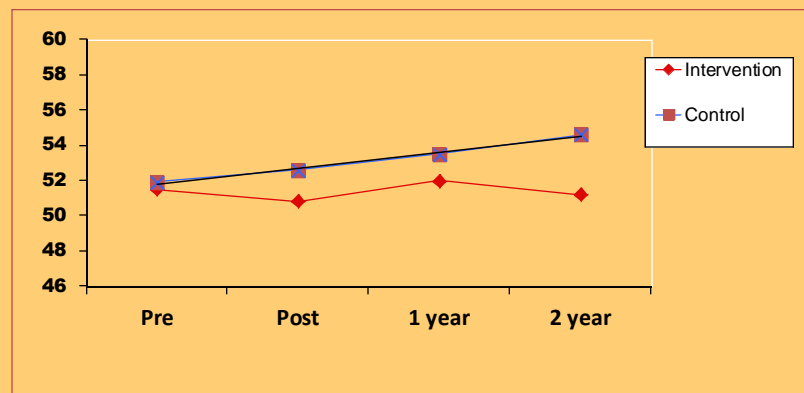
Can we reduce problem behaviors? **Yes**

Grades 2-5

1. Improvements in teacher ratings of externalizing and internalizing problems
2. PATHS Classrooms show improvements in peer rated aggression and hyperactive-disruptive behavior
3. Children report lower rates of depressive symptoms

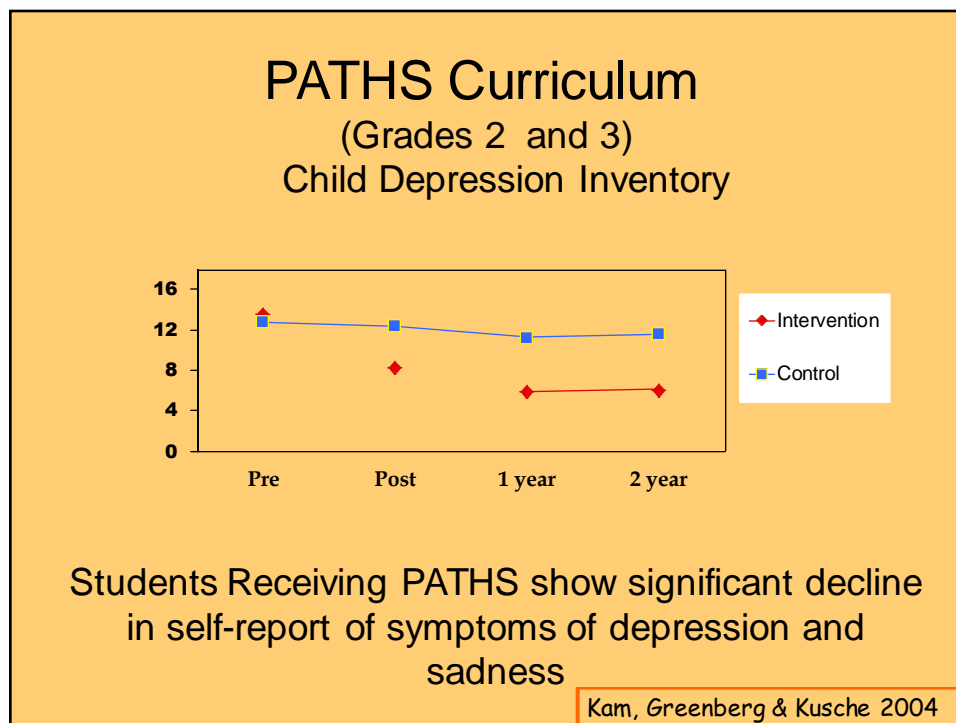
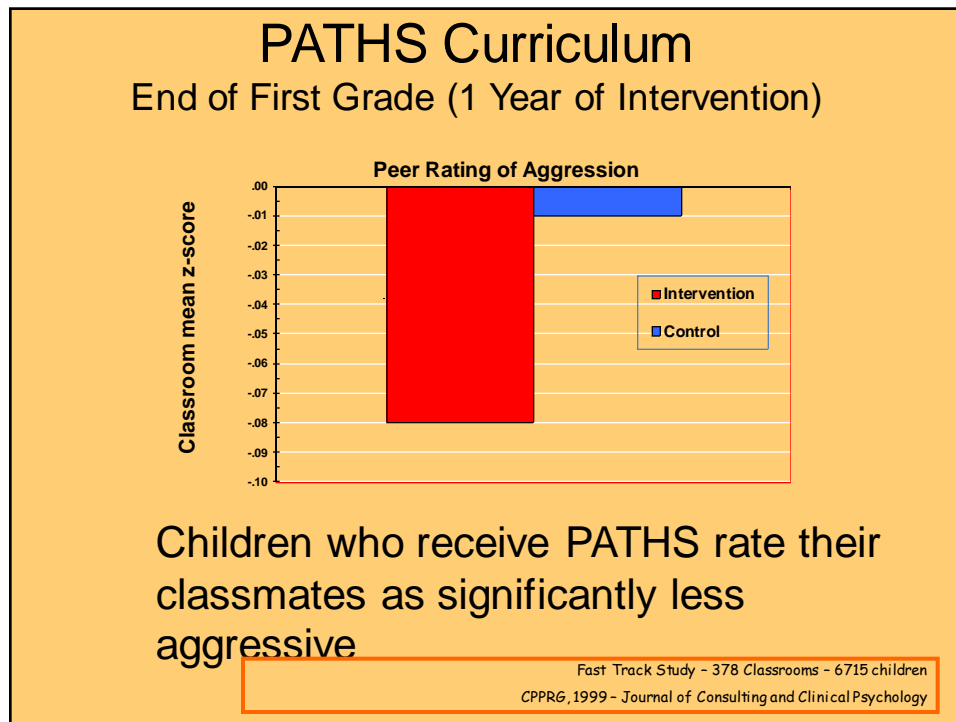
PATHS Curriculum

1 Year of Intervention
Teacher TRF Externalizing Behavior



Students Receiving PATHS in Grade 2 and 3 show less increase in ext problems 2 years post-intervention

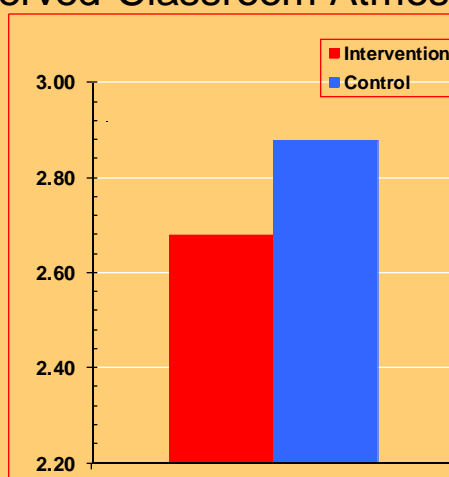
Riggs, Greenberg, Kusche & Pentz, 2006



Research Question #3

Can use of an SEL Program improve
Classroom Climate? **Yes**

End of First Grade (1 Year of Intervention) Observed Classroom Atmosphere



Fast Track Study – 378 Classrooms – 6715 children
CPPRG, 1999 – Journal of Consulting and Clinical Psychology



Northern Ireland Study

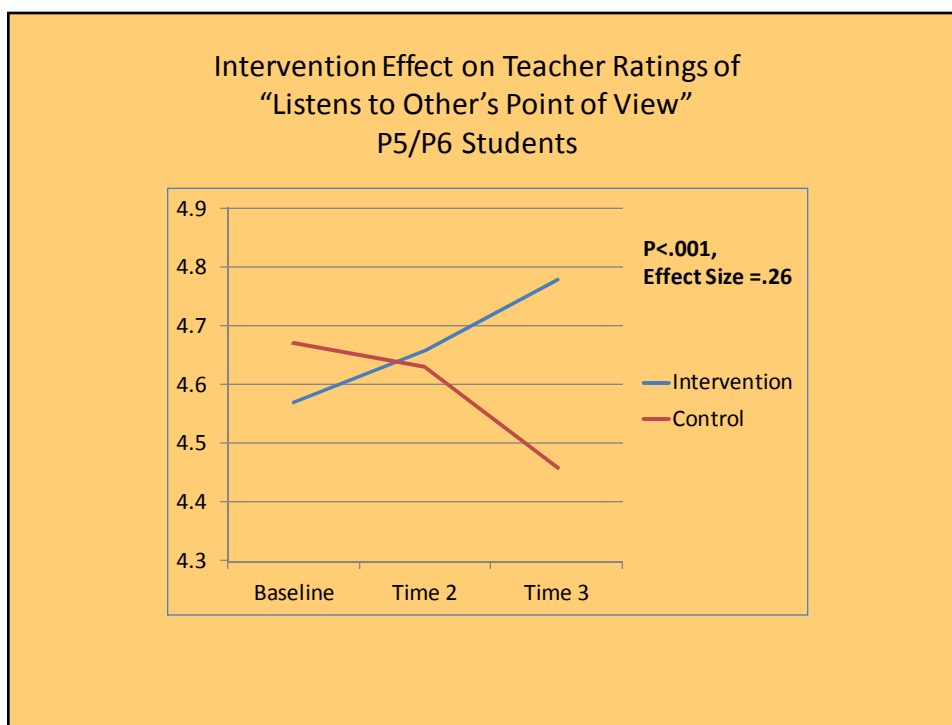
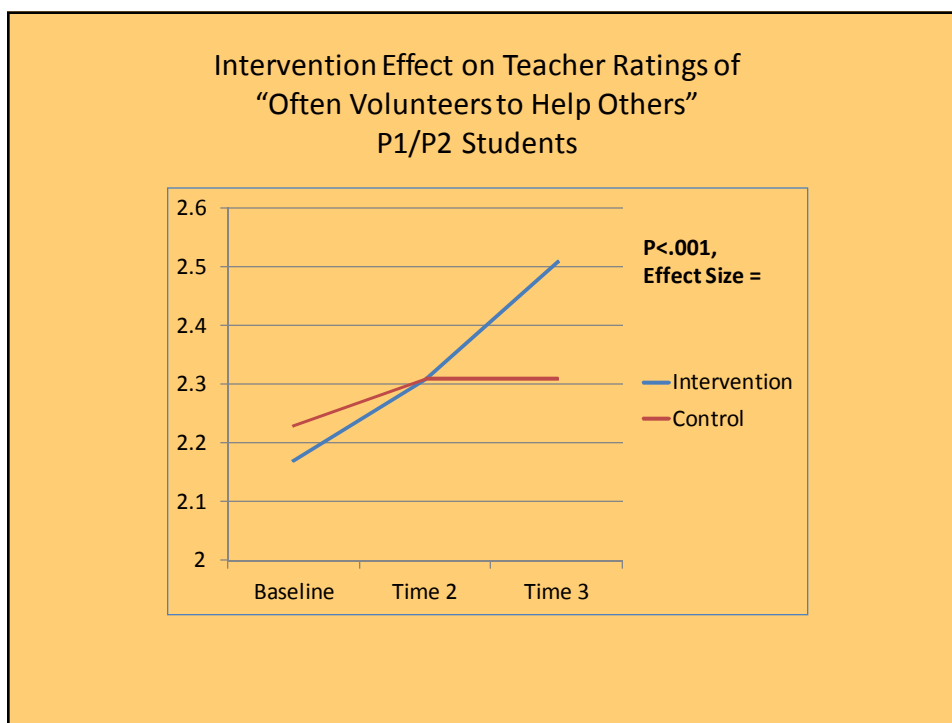
- Schools in Disadvantaged Neighborhoods (area of Craigavon and Lurgan)
- RCTs - 12 schools - ALL Grades (2008-2010)
- P1/P2 – 708 pupils
- P5/P6 – 913 pupils
- 3 Time Periods –
 - Baseline Fall, Spring, Spring Year 2
- Main Measures
 - Teacher Ratings – Strengths & Difficulties Quest (SDQ)
 - Student Testing – Emotion and Problem-Solving Tests
- Independent Evaluation by Queens & York University

Findings for P1/P2 at Time 3

- P1/P2 PATHS Students showed:
 1. Greater Empathy, Cooperation, Caring ($ES=.37$)
 2. Greater Active Helping of Others ($ES=.51$)
 3. Lower Negative Affect ($ES=.27$)
- Student Testing
 1. Greater Emotional Understanding($ES=.31$)
 2. Better Problem-solving Skills ($ES=.25$)
- No Effect on Teacher Rated Aggression
(but very low rates reported in both groups)

Findings for P5/P6 at Time 3

- P5/P6 PATHS Students showed:
 1. Greater Empathy & Cooperation ($ES=.25$)
 2. Greater Reflectivity and Perseverance ($ES=.17$)
 3. Lower Fighting and Aggression ($ES=.17$)
- Student Testing
 1. Greater Social Understanding($ES=.25$)
 2. Better Problem-solving Skills ($ES=.18$)



Qualitative Reports of Principals/Head Teachers

The majority of principals emphasized a decline in the frequency of disciplinary reports to senior managers in school regarding misbehaviours such as bullying, fighting or hitting others, or disrespect toward others over the period of PATHS implementation, compared with previous years.

PATHWAYS to Learning

- RCT – 4 Inner-city schools in Baltimore
 - (Grades K and 1)
- Results after Kindergarten
- Lead by Denni Fishbein (RTI)
- Significant Effects on
 - Aggression
 - Hyperactivity
 - Impulsivity (ratings and cognitive testing)
 - Peer Relations
 - Emotional Understanding
 - Teacher-Student Relationships

National Study of SEL –Head Start Cares

- Independent National Study of PATHS in 20 US Head Start
- **Significant Outcomes for Teachers**
 - Improved Instruction in the Areas of:
Emotion modeling, emotion regulation, social problem-solving, and provision of interpersonal support.
- **Significant Outcomes for Students**
 - Improved Social and Emotional Understanding
 - Improved Social Behavior
 - Improved Learning Behaviors (attention/ready to learn)
 - Lower Rates of Referral for Special Ed Programming

Turkish Studies

- Conducted by Arda & Ocak (University of Ege in Izmir, Turkey)
- Study 1 – 95 children – Age 6
 - Improvements in:
 - Concentration and attention
 - Social-emotional competence
 - Aggression and disruptive behavior
 - Teachers emotional support for children
- Study 2 – Over 500 children – 4,5, and 6 year olds
 - Improvements in
 - Pro-social behaviors
 - Problem solving skills
 - Expression of feelings
 - More closeness and less conflict with teachers

Canadian SEAK Study

- Schools in Eastern Canada
- 206 kids in RCT Design
- Led by Jean Hughes (Dalhousie University)

Grade 1-3 – received 14 months of PATHS

Grade 4 – received 8 months of PATHS

Significant improvements in:

1. Math – (ES=.25)
2. Reading – (ES=.36)

The Issue of Bullying and Bullying Prevention Vs. Comprehensive SEL

What has Research on Bullying and Bullying Prevention Contributed?

- ❖ It has identified and brought to the public attention an important form of aggression'
- ❖ It has been a "lightning rod" for policy makers since it is a universal phenomenon and easy to support politically
- ❖ It has focused on important dynamics in peer relations
- ❖ It has focused on the need to improve school norms and school climate



Why is Bullying Prevention a Partial and Thus Inadequate Response to Improving Education?

- ❖ It focuses on the problem, rather than developmental skills all children should be taught
- ❖ It marginalizes SEL as something to be done when kids are mean, bad, cruel
- ❖ If we lower bullying rates, the "problem is solved"
- ❖ Bullying is only one form of aggression, need a bigger frame (Finkelhor)
- ❖ It focuses on contexts and to some extent relationships, but not on essential skills that are necessary and are teachable
- ❖ The results of bullying programs in most countries have been disappointing



Emotion Regulation is Gold

- ❖ SEL Skills are the Bedrock of Human Development
- ❖ Emotion Regulation is **the** Key Skill that creates Resilience
- ❖ We can improve Emotion Regulation skills!
- ❖ Emotion regulation skills are slowly gained across development through instruction and practice
- ❖ Emotion Regulation Skills Predict Adult Labor Market and Health Outcomes

Changing the Narrative

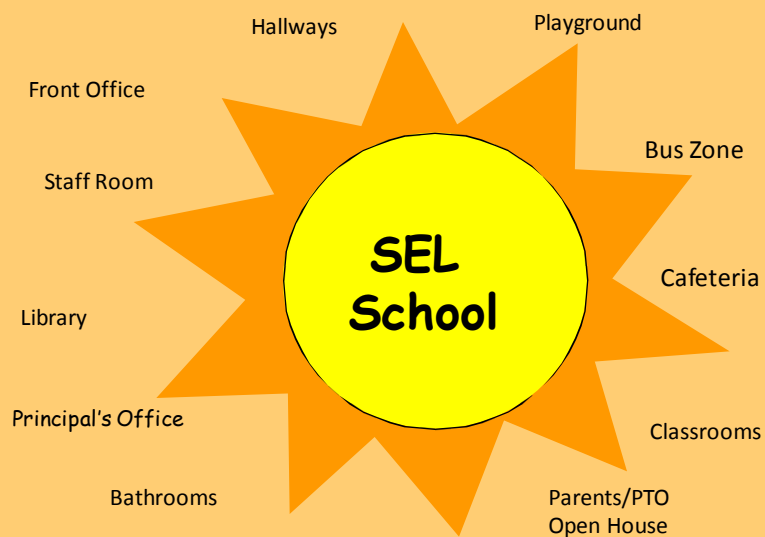
- ❖ From stopping/preventing bullying to building caring, healthy schools
- ❖ From convincing children that bullying is bad to teaching skills that provide rewarding, prosocial relationships
- ❖ Creating norms with teachers, students, and the community that are focused on kindness, altruism and caring.
- ❖ Lets Be: Proactive, Comprehensive & Developmental



What Makes A School Successful?

- School Wide Use
- Strong Leadership
- Consistency
- Flexibility
- Integration
 - With curriculum
 - With school culture
 - With community culture

What Does Schoolwide SEL Look Like?



READINESS AND THE ROLE OF THE SCHOOL LEADER

Leadership essentials for effectively implementing an SEL program?

- Principal evaluates her/his personal commitment to SEL
- Principal as “lead learner”
- Principal elicits others’ involvement and commitment

Lessons Learned from Practice over 30 years

- Implementation of an SEL program is difficult because it creates change.
- Building school and staff readiness through coaching is critical
- Greatest effects occur over time with school-wide use and strong leadership. Not just the classroom
- Consistency
- Flexibility and Integration

