Why SEL by the Statistics

Activity 1 TASK Card

Preparation:

1. Print copies of quotes
2. Cut out each statistic
3. Put each cut-out statistic in an envelope. i.e., Al College Readiness statistics go in one envelope. \*Do not put the name of the theme in the envelope

Process:

Have the group count off by 6

* Ask all the #1s to gather and give them an envelope #1
* Ask all the # 2s to gather and give them an envelope #2
* Ask all the # 3s to gather and give them an envelope #3
* Ask all the # 4s to gather and give them an envelope #4
* Ask all the # 5s to gather and give them an envelope #5
* Ask all the # 6s to gather and give them an envelope #6

Ask each member of each group to read their statistic to the group

After each group member has read their statistic, ask the group to develop a summary that encomasses the meaning behind each statistic they read.

Share the summaries with the larger group starting with group 1

\*Option you can either share summaries or share summaries and review the corresponding PowerPoint Slide

See below for materials

Theme: College Readiness

Envelope 1

Research on college dropouts reviewed by Rutgers Professor Maurice Elias finds that students’ failure to graduate is “less the result of intellectual shortcomings and more due to deficiencies in the social-emotional and character competencies necessary for dealing productively with the challenging life situations of college.”

Maurice J. Elias, “Social-Emotional Skills Can Boost Common Core Implementation,” *Kappan* 96, no. 3 (November 2014), [http://www.kappancommoncore.org/social-emotionalskills-can-boost-common-core-implementation/.https://assets.aspeninstitute.org/content/uploads/2017/05/ThisTimeWithFeeling.pdf](http://www.kappancommoncore.org/social-emotionalskills-can-boost-common-core-implementation/.https%3A//assets.aspeninstitute.org/content/uploads/2017/05/ThisTimeWithFeeling.pdf)

According to a 2013 survey commissioned by the Collaborative for Academic, Social, and Emotional Learning (CASEL), 87 percent of teachers believe a larger focus on SED would improve workforce readiness, and 78 percent believe it would improve college preparation.

John Bridgeland, Mary Bruce, and Arya Hariharan, *The Missing Piece: A National Teacher Survey on How Social andEmotional Learning Can Empower Children and Transform Schools,* Civic Enterprises with Peter D. Hart Research Associates, 2013, https://www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf.

https://assets.aspeninstitute.org/content/uploads/2017/05/ThisTimeWithFeeling.pdf

A core aspect of this competency is emotion regulation, which involves learning to manage feeling overwhelmed and to adopt strategies that help reestablish a state of balance after feeling overwhelmed (Gullone, Hughes King, & Tonge, 2010). This aspect is particularly important as students experience more challenging coursework in high school and college settings and have to handle emotions such as test anxiety (Bradley et al., 2010). Students who can cope with stress have been found to transition to college more successfully and perform better academically (DeBerard, Spielmans, & Julka, 2004).

<https://ccrscenter.org/sites/default/files/Improving%20College%20and%20Career%20Readiness%20by%20Incorporating%20Social%20and%20Emotional%20Learning_0.pdf> Improving College and Career Readiness by Incorporating Social and Emotional Learning American Institutes for Research

Another core aspect of this competency is the ability to identify situations in which social support can serve as a resource for managing problems. For example, parental and peer support during the transition to college is important in lowering anxiety levels and helping students to meet the academic demands of college classes.

Dennis, Phinney, & Chuateco, 2005 Improving College and Career Readiness by Incorporating Social and Emotional Learning American Institutes for Research

These skills enable students to work well in groups and relate to others from different cultures and backgrounds. For example, students’ worries about how to interact with others from diverse backgrounds and with faculty members may interfere with students’ sense of belonging in college and impede the adjustment process during the first year of college (Hurtado et al., 2007). In addition, as first-year college students enter a new social environment, relationship skills help them to build new social networks. Connecting students to a network of supportive peers can reduce feelings of loneliness, increase feelings of social support, and increase college retention (Mattanah et al., 2010).

 Improving College and Career Readiness by Incorporating Social and Emotional Learning American Institutes for Research

Theme: Career Readiness

Envelope 2

According to a 2013 survey of 704 employers conducted by *The Chronicle of Higher Education* and American Public Media’s *Marketplace*, half of those surveyed said they had trouble finding recent graduates to fill vacancies in their companies; even though applicants had the technical prowess, they lacked the communication, adaptability, decision-making, and problem-solving skills needed to do the job.

Fischer, K. (2013, March 4). The employment mismatch. Chronicle of Higher Education. Retrieved from http://www.chronicle.com

A *Forbes* report on “the 10 skills employers most want in 2015 graduates”15 ranked these four skills at the top: (1) the ability to work in a team, (2) the ability to solve problems, (3) the ability to make decisions, and (4) the ability to communicate verbally with people inside and outside an organization.

http://www.casel.org/wp-content/uploads/2016/09/Sept.-14-2016-Congressional-Briefing-on-SEL-and-Employability-Skills.pdf

A recent report12 from the Association for Career and Technical Education (ACTE), National Association of State Directors of Career Technical Education (CTE) Consortium, and the Partnership for 21st Century Skills (P21) found this:

• Employers want workers with skills in “the 4 Cs”: critical thinking, creative and innovative problem solving, communication, and collaboration.

• However, according to Manpower, a worldwide staffing agency, 31 percent of employers globally find it difficult to find qualified workers because of “a talent mismatch between workers’ qualifications and the specific skill sets and combinations of skills employers want”

<http://www.casel.org/wp-content/uploads/2016/09/Sept.-14-2016-Congressional-Briefing-on-SEL-and-Employability-Skills.pdf>

Nationally representative surveys in the United States show that over half of manufacturers13 and business CEOs14 have serious problems finding workers with the skills they need for workplace success. According to them, the number one skills deficiency is problem solving.

http://www.casel.org/wp-content/uploads/2016/09/Sept.-14-2016-Congressional-Briefing-on-SEL-and-Employability-Skills.pdf

Of the 16 skills identified in a World Economic Forum report as important for the 21st century—including foundational literacies, competency in approaching challenges, and character qualities—12 are social and emotional skills.

<http://www.casel.org/wp-content/uploads/2016/09/Sept.-14-2016-Congressional-Briefing-on-SEL-and-Employability-Skills.pdf>

Theme: Risky Behavior

Envelope 3

The study (A 2015 national [study](http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2015.302630) published in the *American Journal of Public Health* ) concluded that early prosocial skills decreased the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.

A longitudinal study following more than 1,000 children found that early self- control predicted a range of long-term outcomes, including better physical health and personal finances, and lower substance dependence and criminal activity.

Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Durlak,Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Farringtonet al., 2012; Sklad, Diekstra, Ritter, Ben, & Gravesteijn, 2012; Weissberg, Durlak, Domitrovich, & Gullotta, 2015; Blair & Razza, 2007; Bull, Espy, & Wiebe, 2008; Espy et al., 2004; Howse, Lange, Farran, & Boyles, 2003; McClelland et al., 2007; Ponitz et al., 2008; Jones et al., 2017b

The implementation of social emotional competencies has also shown fewer negative behavioral problems in children and youth (i.e. aggression, bullying, disruptive classroom behavior, delinquent behaviors, and ill-discipline) and less emotional pain (i.e. depression, anxiety, social withdrawal, and stress).

<https://everypiecematters.com/jget/volume01-issue01/social-emotional-learning-and-at-risk-children-and-youth.html>

Study findings suggest that SEI may provide a protective buffer against sexual risk behaviors. Building adolescent girls’ social and emotional skills may be an effective strategy for reducing their risk for early pregnancy and sexually transmitted infections.

Relationships Between Social-Emotional Intelligence and Sexual Risk Behaviors in Adolescent Girls [Elizabeth Lando-King School of Nursing, University of Minnesota](https://www.tandfonline.com/author/Lando-King%2C%2BElizabeth), [Annie-Laurie McRee Division of Health Behavior and Health Promotion, College of Public Health, The Ohio State University](https://www.tandfonline.com/author/McRee%2C%2BAnnie-Laurie), [Amy L. Gower Division of General Pediatrics and Adolescent Health, Department of Pediatrics, University of Minnesota](https://www.tandfonline.com/author/Gower%2C%2BAmy%2BL), [Rebecca J. Shlafer Division of General Pediatrics and Adolescent Health, Department of Pediatrics, University of Minnesota](https://www.tandfonline.com/author/Shlafer%2C%2BRebecca%2BJ), [Barbara J. McMorris School of Nursing, University of Minnesota; Division of General Pediatrics and Adolescent Health, Department of Pediatrics, University of Minnesota](https://www.tandfonline.com/author/McMorris%2C%2BBarbara%2BJ), [Sandra Pettingell School of Nursing, University of Minnesota](https://www.tandfonline.com/author/Pettingell%2C%2BSandra) & [Renee E. Sieving](https://www.tandfonline.com/author/Sieving%2C%2BRenee%2BE) 26 Jan 2015

# This study examined relationships between social-emotional skills and involvement in bullying and violence among young adolescents from ethnically diverse, economically disadvantaged urban neighborhoods. Data were from 171 sixth- and seventh-grade students involved in a larger intervention study. Analyses examined relationships between social-emotional skills measures (intrapersonal skills, stress management skills, interpersonal skills) and involvement in violence, physical bullying, and relational aggression. Of social-emotional skills indicators, interpersonal skills and stress management skills demonstrated significant bivariate relationships with each of the bullying and violence outcomes. In multivariate models, greater interpersonal skills and greater stress management skills were significantly associated with lower odds of violence involvement. Greater stress management skills were also significantly associated with lower levels of physical bullying and relational aggression. Findings suggest that efforts to foster development of young adolescents' social-emotional skills may, in turn, reduce their risk for involvement in bullying and violence.

#  Are Young Adolescents' Social and Emotional Skills Protective Against Involvement in Violence and Bullying Behaviors? Julie C. Polan, [Renee E. Sieving](https://experts.umn.edu/en/persons/renee-e-sieving), [Barbara J. McMorris](https://experts.umn.edu/en/persons/barbara-j-mcmorris) July 2013

# Theme: Financial

Envelope 4

According to a 2015 [report](http://www.brookings.edu/~/media/research/files/reports/2015/12/aei-brookings-poverty-report/full-report.pdf) by the American Enterprise Institute and the Brookings Institution, SEL competencies are critically important for the long-term success of all students in today’s economy. This report was developed by a group of bipartisan experts who agreed to set aside their differences and create a detailed plan for reducing poverty and increasing economic mobility.

Capella, Blair, & Aber, 2016; Jones & Bouffard, 2012; Nagaoka, Farrington, Ehrlich & Heath, 2015

A 2015 [study](http://blogs.edweek.org/edweek/rulesforengagement/SEL-Revised.pdf) by researchers at Columbia University found that the measurable benefits of SEL exceed the costs, often by considerable amounts. The aggregate result of the analysis showed an average benefit-cost ratio of about 11 to 1 among the six evidence-based SEL interventions studied. This means that, on average, for every $1 invested in SEL programming, there is a return of $11.

Capella, Blair, & Aber, 2016; Jones & Bouffard, 2012; Nagaoka, Farrington, Ehrlich & Heath, 2015

Evidence from national and international settings indicates that individuals with

higher social and emotional competencies tend to have higher labor market earnings.

Research and theory also suggest that these skills are likely to lead to gains in labor productivity, which include increased long-term employment and taxable earnings.

Jones, Greenberg, Crowley, 2015

Similarly, reductions in violence, drug use, delinquent behavior, and mental health problems—as a result of stronger social and emotional skills and competencies—are likely to lead to decreased need for government services, and ultimately, less expenditure of public money.

 Jones, Greenberg, Crowley, 2015

Theme: Academic Outcomes

Envelope 5

According to a 2011 [meta-analysis](https://casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf) of 213 studies involving more than 270,000 students, those who participated in evidence-based SEL programs showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs.

To date we’ve learned that, in addition to broad improvements in social, behavioral, and mental health outcomes, programming in social and emotional learning across the school years drives increases in executive functioning, self-efficacy, persistence, prosocial behavior, grades, and scores on standardized tests.

 Jones et al., 2011; Heckman & Kautz, 2013

In their seminal review of more than 200 school-based, universal social and emotional learning programs spanning grades K-12, Durlak and colleagues (2011) demonstrated that students who participated in evidence-based social and emotional learning (SEL) programs showed significant improvements in social and emotional learning skills, behavior, attitudes, and academic performance, as well as reduced emotional distress and conduct problems.

Durlak et al., 2011

Curriculum and instructional practices that deliberately integrate or interweave academic content with social and emotional themes and/or skills are likely to be the most sustainable and effective. There are a growing number of examples of such practices in the field.

Jones & Bouffard, 2012; The Aspen Institute Commission on Social, Emotional, and Academic Development, 2017

The results from this review (meta-analytic review included 317 studies involving 324,303 school children age 5-13 years) indicate that in addition to improving students’ social and emotional skills, these SEL programs also significantly improved children’s academic performance. Notably, SEL programming yielded an average gain on achievement test scores of 11 to 17 percentile points. These results suggest that SEL programs have the potential to elevate a child performing at the 50th percentile in terms of their school achievement (i.e. doing better academically than 49 percent of their peers) to the 61st percentile (i.e. doing better academically than 60 percent of their peers) – an 11 percentile rise.

Payton, 2008

Theme: Personal Wellness and Happiness

Envelope 6

Up to 18 years later, students exposed to SEL in school continue to do better than their peers on a number of indicators: positive social behaviors and attitudes, skills such as empathy and teamwork, and academics. And they have fewer conduct problems, less emotional distress, and lower drug use, among many other benefits. The analysis looked at 82 research studies involving about 100,000 students here and abroad.

A 2015 national [study](http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2015.302630) published in the *American Journal of Public Health* found statistically significant associations between SEL skills in kindergarten and key outcomes for young adults years later in education, employment, criminal activity, substance use, and mental health.

SEL can increase the capacity of all students to become “knowledgeable, responsible, caring, productive, nonviolent and contributing members of society”

(Zins et al., 2001).

SEL competencies can help students become better communicators, cooperative members of a team, effective leaders and self-advocators, resilient individuals, and caring, concerned members of their communities.

Johnson, Johnson, & Stanne, 200; Schaps, Battistich, & Solomon, 2004

Within the home setting, acquiring social emotional competencies equip children and youth with qualities such as kindness, peacefulness, respect, and openness.

 CASEL, 2015a; Fredericks, Weissberg, Resnik, Patrikakou, O’Brien, 2014

Other studies linking evidence of children’s social skills to their mental health as adults have been noted from Australia and Denmark. In the Australian example, Katz et al (2011) found that children who were shy or withdrawn at age 5 were more likely to show ‘social impairment’ at age 15, which was in turn a predictor of depression at age 20. These subjects were members of the Mater-University of Queensland Study of Pregnancy, followed from before birth to age 20.

<http://www.eif.org.uk/wp-content/uploads/2015/03/EIF-Strand-1-Report-FINAL1.pdf>