



# Evidence-Based Approaches to Social-Emotional Learning: Creating Caring and Healthy Schools

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# Good Evening!



# Disclosure

Dr. Greenberg receives royalties from  
PATHS Program Holding Company from  
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# What I Will Discuss

- Current Status of SEL Research & Practice
- The Crises of Teaching and What We Can Learn from Teachers and Administrators
- The Pathway toward Creating Caring, Compassionate Schools



# Disrupted Learning



Conditions in Our Schools and  
Recommended Solutions

*Oregon Education Association*

# SEL is...

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.

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

**CASEL's goal is to make social and emotional learning (SEL) an essential part of every child's education by:**

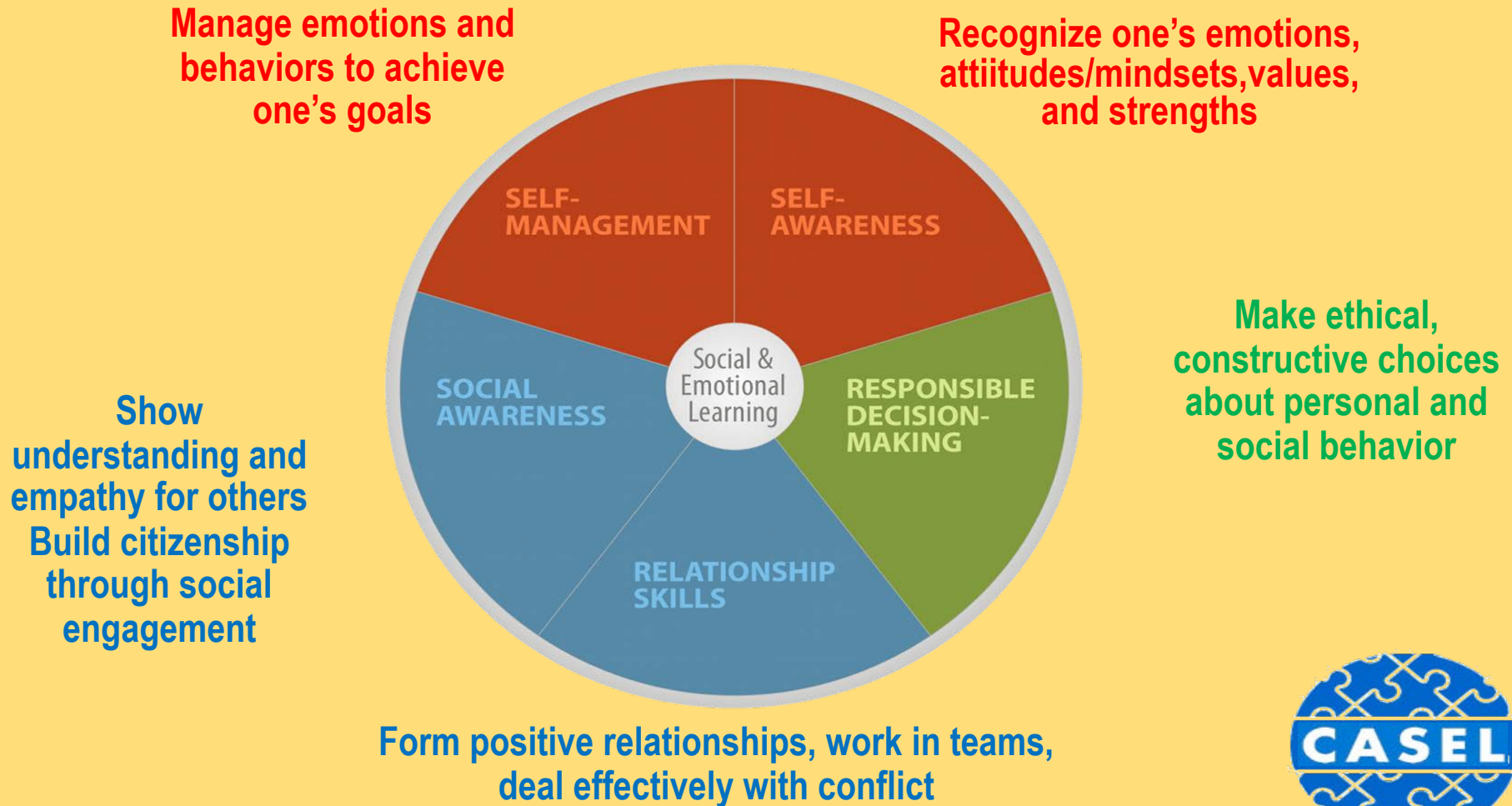
- **Advancing the science of SEL**
- **Expanding effective SEL practice**
- **Improving state and federal policies**



**[www.casel.org](http://www.casel.org)**



# SEL: Knowledge, Skills, Attitudes and Behavior





# A POLL WITH TWO QUESTIONS



# First Question

Has SEL been convincingly shown to improve children's social, emotional and academic competence?



# SEL Improves Behavior and Learning

2011 Meta-Analysis of 213 studies over 270,000 students in K-12 revealed:

## Science Links SEL to Student Gains:



- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

## And Reduced Risks for Failure:



- Conduct problems
- Emotional distress

Source: Durlak, Weissberg, et al.. (2011) The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*: 82 (1), 405-432.



# The Economic Value of SEL

**\$1 Invested = \$11 Return**

*Source: Belfield, Levin et al., 2015 (p. 5)*



## Second Question

Is SEL basically a program used by teachers in a classroom?

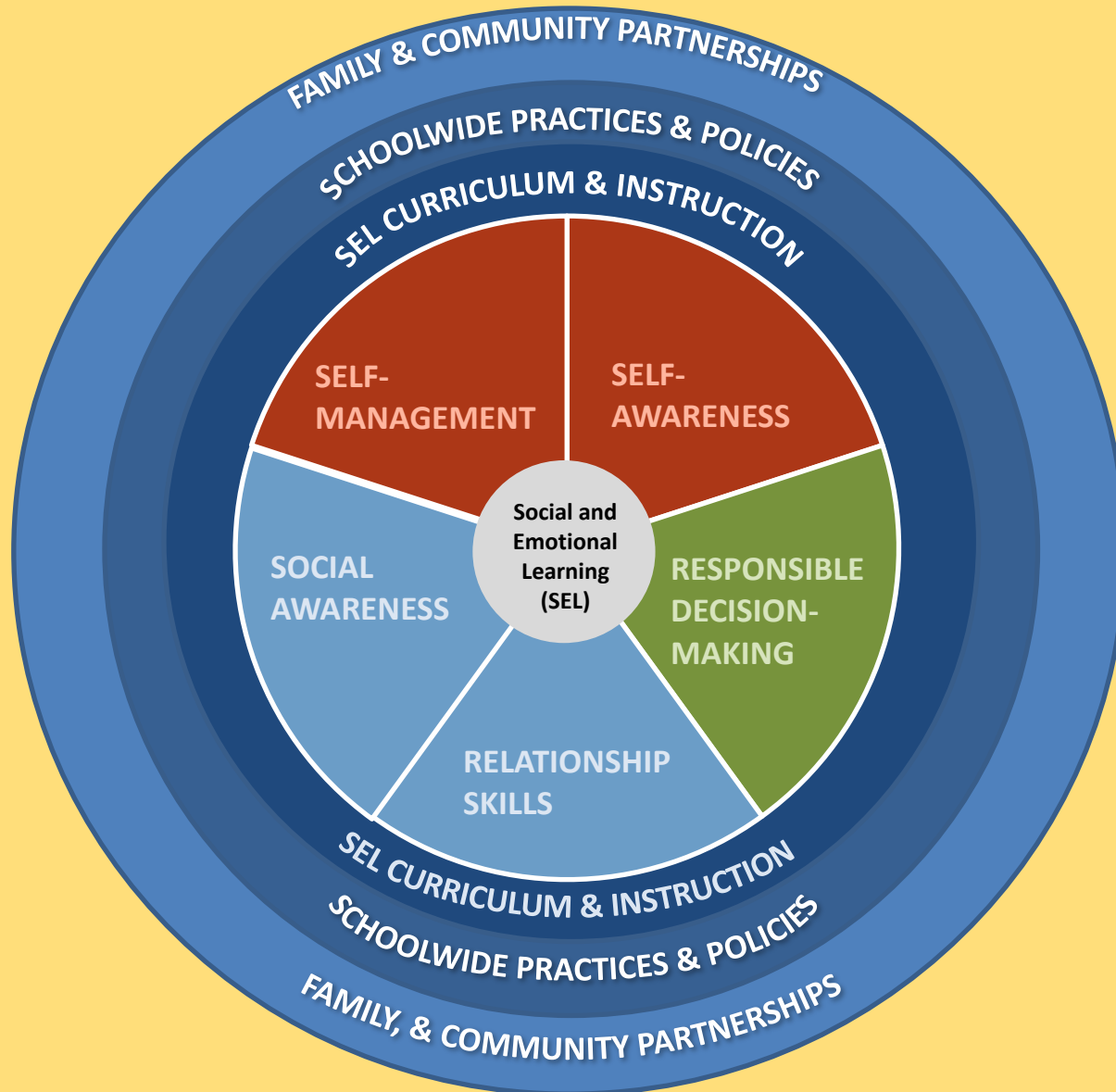


# No!

Programs are a critical component,  
but systems change at the levels of classrooms  
or schools has many more processes,  
components, and actions.



# THE CASEL Model: Schoolwide SEL

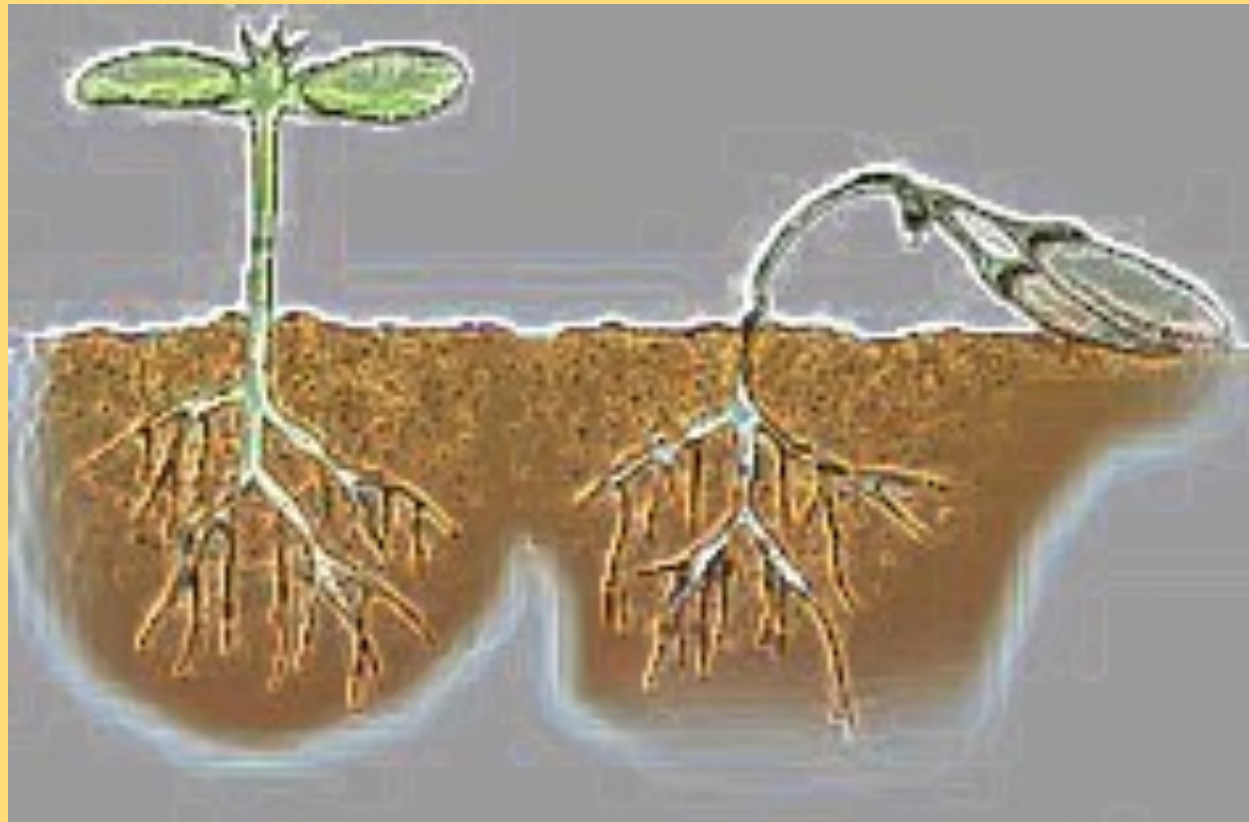


# Issues in Creating a Caring School

- ❖ Both Children and Adults need **Emotion Regulation** skills
- ❖ Schools need to adopt practices that **create shared communities of caring, healthy norms and a safe environment**
- ❖ This can include **high quality SEL skills, mindfulness skills (for youth), expressing caring and gratitude, service learning, etc.**
- ❖ This requires **Principal Leadership** at the building level
- ❖ This requires **Systems Planning at the Board Level**



# Understanding the Right Conditions for SEL To Thrive in Schools





“In theory there is no difference  
between theory and practice; in  
practice, there is.”

*Yogi Berra*

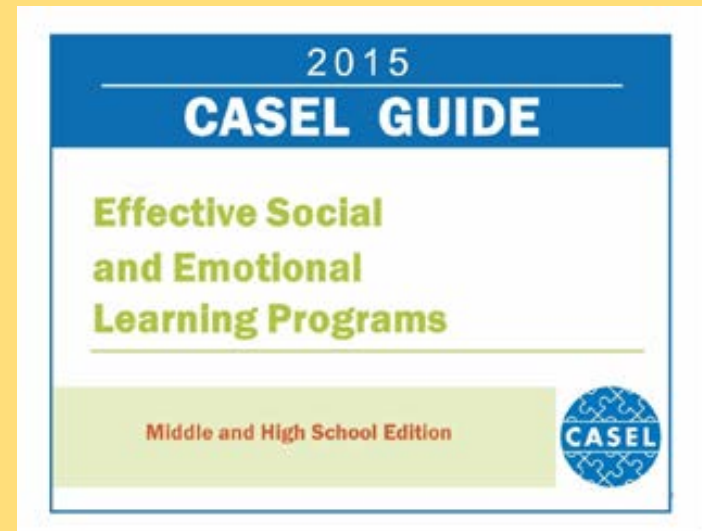
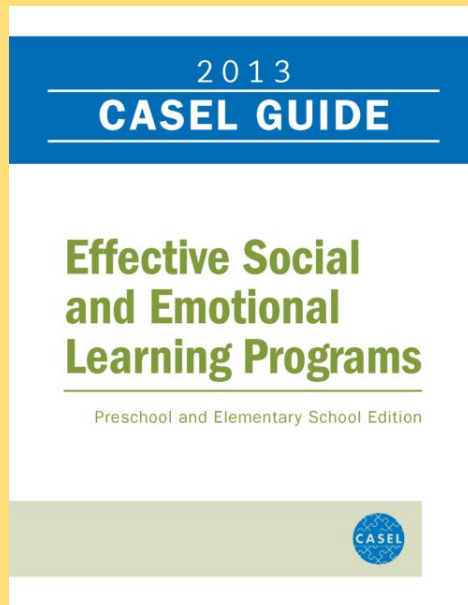


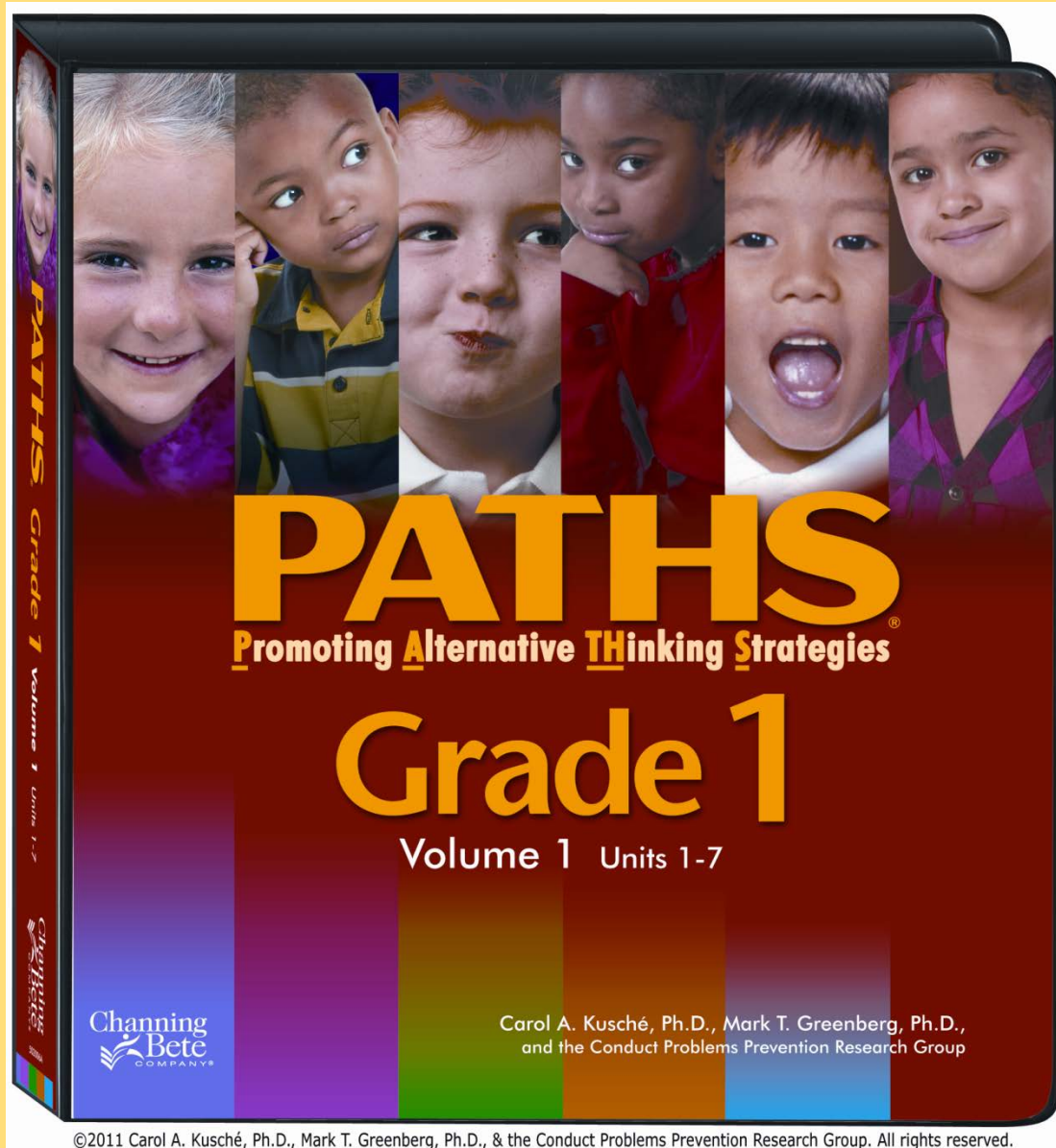
# | SEL in the Classroom: The Three-legged Stool



# Guidance for Selecting Evidence-Based Programs

- Well-designed
- Strong Outcomes
- Implementation supports





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# 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

# Learning to Calm Down

The Turtle Story and the 3 Steps for Calming Down





# Learning Self Control

**3 Steps for Calming Down**

**Tell Yourself to STOP**

**Take One Long, Deep Breath**

**Say the Problem and How You Feel**

**PATHS**

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**CONTROL SIGNALS**

**STOP**

Take one long, deep breath.  
Say the problem and how you feel.

**MAKE A PLAN**

Think—what could I do?  
Think—would it work?

**GO**

Try your best idea.  
How did it work?

**PATHS**

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## EXAMPLE FEELING FACES



**curious or  
interested**



**kind**



**excited**



**ashamed**



**frustrated**



**mad  
or angry**



# PROBLEM SOLVING



Stop and Calm Down.

Identify the Problem.

Identify the Feelings.



Decide on a Goal.

Think of Lots of Solutions.

Think about the Consequences.

Choose the Best Solution.

Make a Good Plan.



Try My Plan.

Evaluate – How Did I Do?

If You Need To, Try Again.

# Research Findings: The PATHS<sup>®</sup> Curriculum

## Increases in Resilience:

Increased attention/engagement in the classroom  
Improved peer relations

## Improvements in Cognitive Abilities:

Executive Functions (inhibitory control/working memory)  
Ability to plan ahead to solve complex tasks

## Reducing Maladaptive Outcomes:

Lower rates of aggression, hyperactivity, inattention  
Fewer internalizing symptoms (sadness, anxiety)

- **Cost Savings:**

For every dollar invested, **\$20.80** estimated savings

# Lessons Learned From Research and Practice

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- Across many evidence-based programs, fidelity matters
- The best outcomes are associated with high fidelity practitioners
- High fidelity results from careful attention to implementation of evidence-based programs, practices, and policies



# ***Educators and Social and Emotional Learning***





# A Poll !

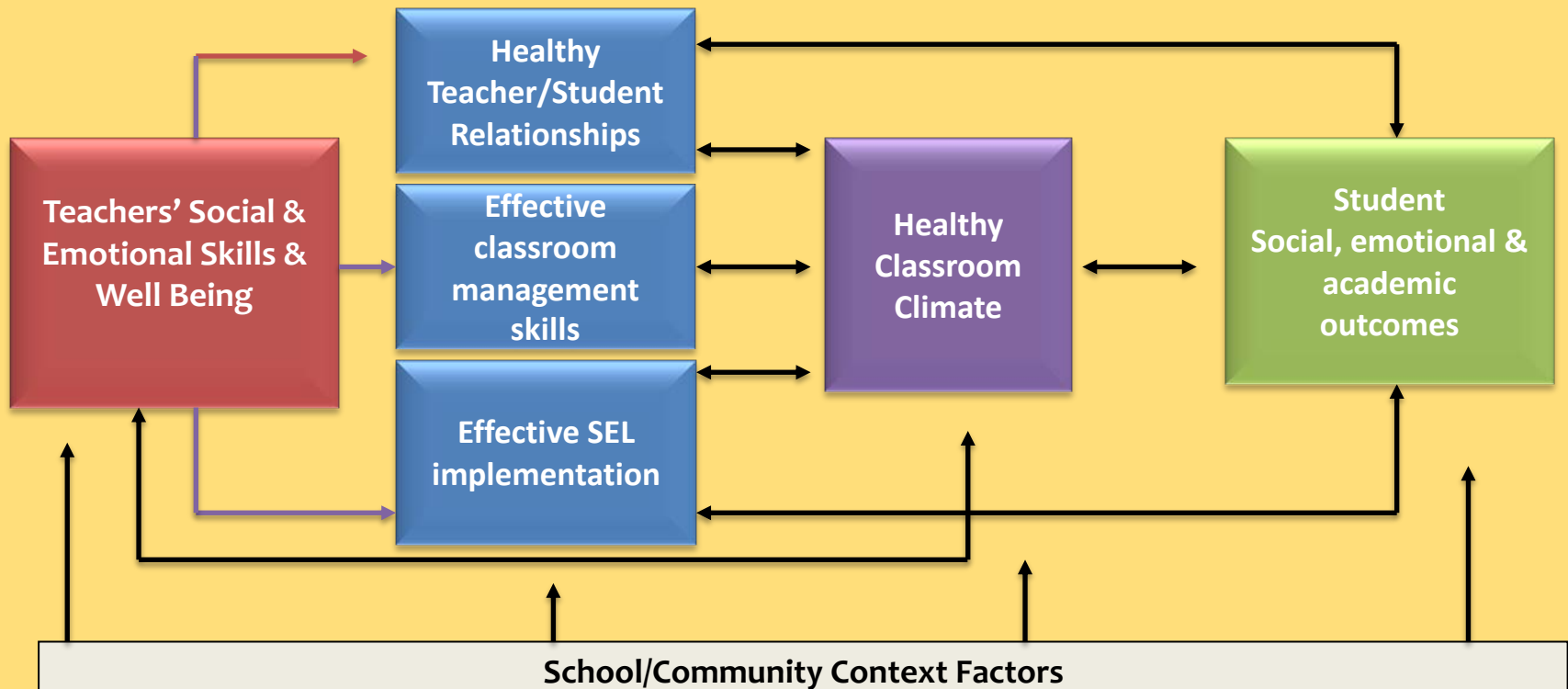


1. Are educators with better social and emotional skills more likely to succeed in their profession and life?
2. Is it important for educators to take time to take care of themselves to nurture their well-being?
3. Will educators be better prepared for their career and life if their social, emotional skills are nurtured throughout their careers starting in preservice?

Then, how can we ensure that educators social and emotional skills are nurtured in preservice and by their districts?

# The Prosocial Classroom:

# A Model of Teacher Social and Emotional Competence and Classroom and Child Outcomes



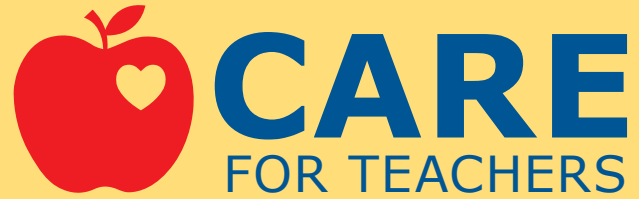
Jennings & Greenberg, 2009



GARRISON INSTITUTE

# Cultivating Awareness & Resilience in Education

- **Developers**
- Patricia (Tish) Jennings
- Christa Turksma
- Richard C. Brown



# CARE Aims

- Improve Teachers' Well-being
  - Increase
    - Mindfulness
    - Positive affect
    - Efficacy
  - Decrease
    - Burnout
    - Negative affect



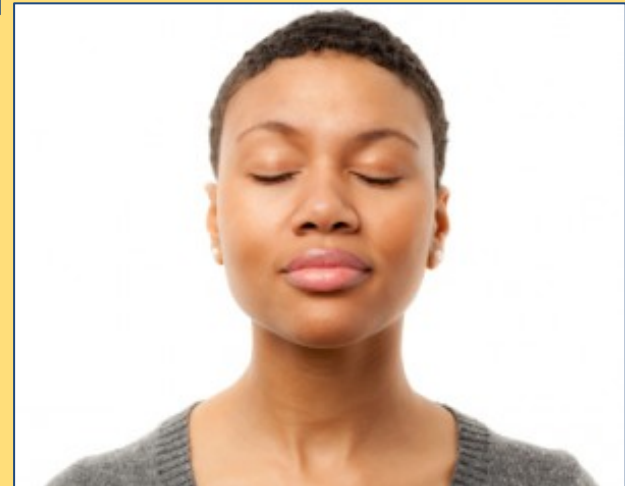
# Program Model Example

- 4 Sessions
  - 2 days
  - 1 day (2-3 weeks later)
  - 1 day booster
- Phone/email coaching



# Program Elements

- Emotion awareness
- Mindfulness Practice
- Empathy & Compassion for Self and Other
- Applications of these to teaching through discussion and role plays







# Findings from CARE (Multiple Studies)

## Positive Effects

- Lower stress
- Higher efficacy in teacher
- Less sense of time urgency
- Lower rates of depression and anxiety
- Greater compassion for self and others
- Lower rate of physical symptoms of stress
- Improved Quality of Teaching (observed)

# Principals Value SEL

Social and emotional skills are teachable in a school setting.

**Definitely teachable 74%**

**Probably teachable 25%**

**99%**

I am very/fairly committed to developing students' social and emotional skills in my school.

**Very committed 69%**

**Fairly committed 26%**

**95%**

But only 33% of principals say they are implementing SEL school-wide

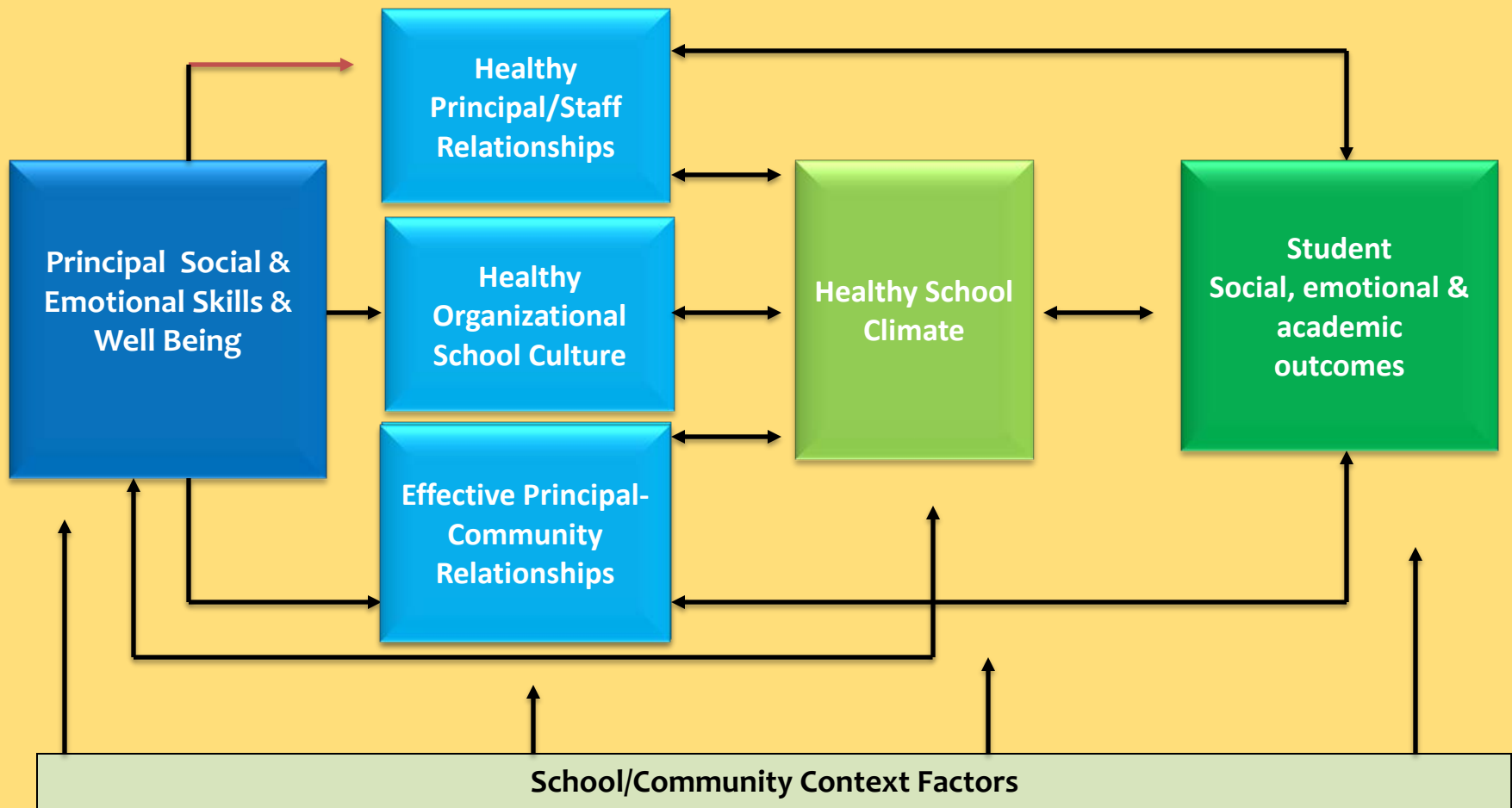
Only 25% of principals meet benchmarks for high quality implementation



***Ready to Lead***, Civic Enterprises, 2018  
882 PreK-Grade 12 Principals

# The Prosocial School:

## A Model of Principal Social and Emotional Competence and School, Classroom, and Child Outcomes





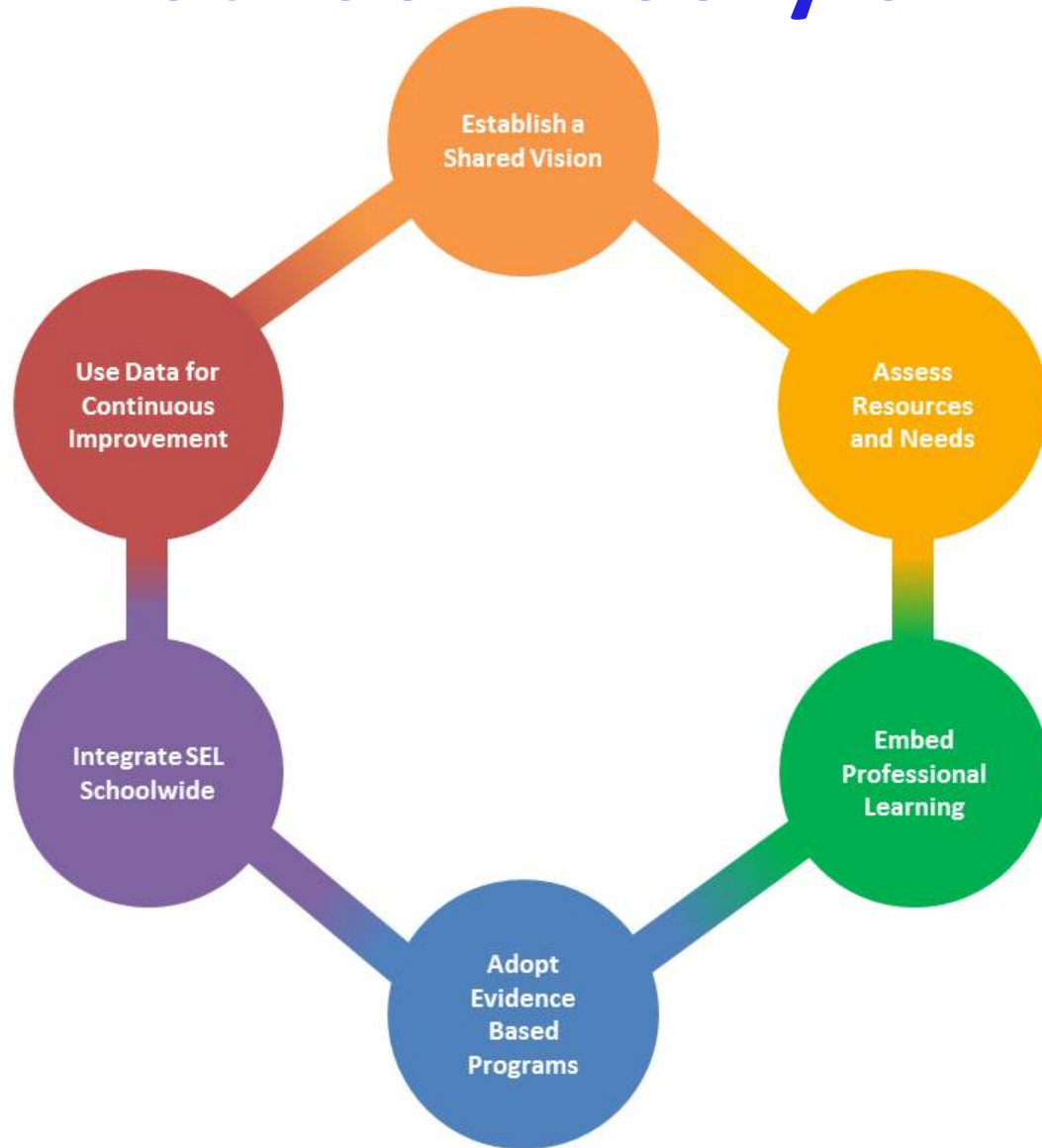
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"That's my survival kit. It has a meditation tape, aspirin, and rose-colored glasses."

How Do We Become More Systemic in  
Our Thinking?

# CASEL School Theory of Action





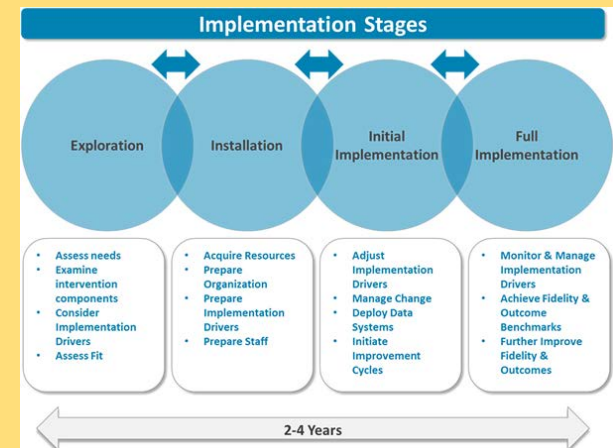
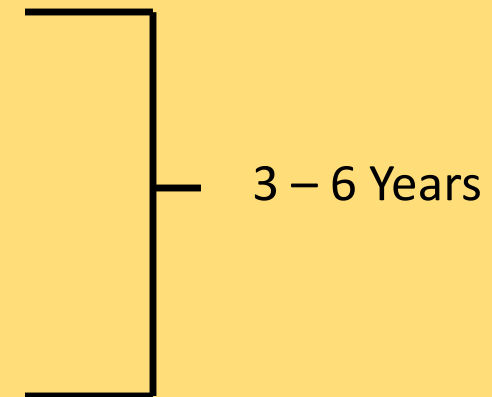
# TEN INDICATORS OF SCHOOLWIDE SEL

CLASSROOM	<b>Explicit SEL instruction</b>	All students receive <i>explicit</i> SEL instruction and opportunities to practice SEL that are developmentally appropriate and culturally responsive.
	<b>SEL integrated with instruction</b>	In addition, SEL content is <i>integrated</i> into instruction.
	<b>Supportive school and classroom climates</b>	Schoolwide and classroom learning environments are supportive, culturally responsive, developmentally appropriate, and focused on building community.
	<b>Youth voice and engagement</b>	Staff engage students in leadership roles as problem-solvers and decision-makers by offering them opportunities to inform instruction and strengthen school climate.
	<b>Focus on adult SEL and relationships</b>	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build relational trust, and maintain a strong community.
	<b>Supportive discipline</b>	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitable.
	<b>A continuum of integrated supports</b>	SEL is seamlessly integrated into a continuum of academic and behavioral supports.
	<b>Systems for continuous improvement</b>	School leadership team(s) intentionally plan for and communicate about SEL. School-level data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.
SCHOOL	<b>Authentic Family partnerships</b>	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
	<b>Aligned Community partnerships</b>	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school
COMMUNITY		

# Stages of Implementation

*Implementation occurs in stages:*

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Sustainability



# Implications for Practice and Policy

## ■ SEL WORKS

- Positive outcomes including academic achievement
- Outcomes across grades and contexts

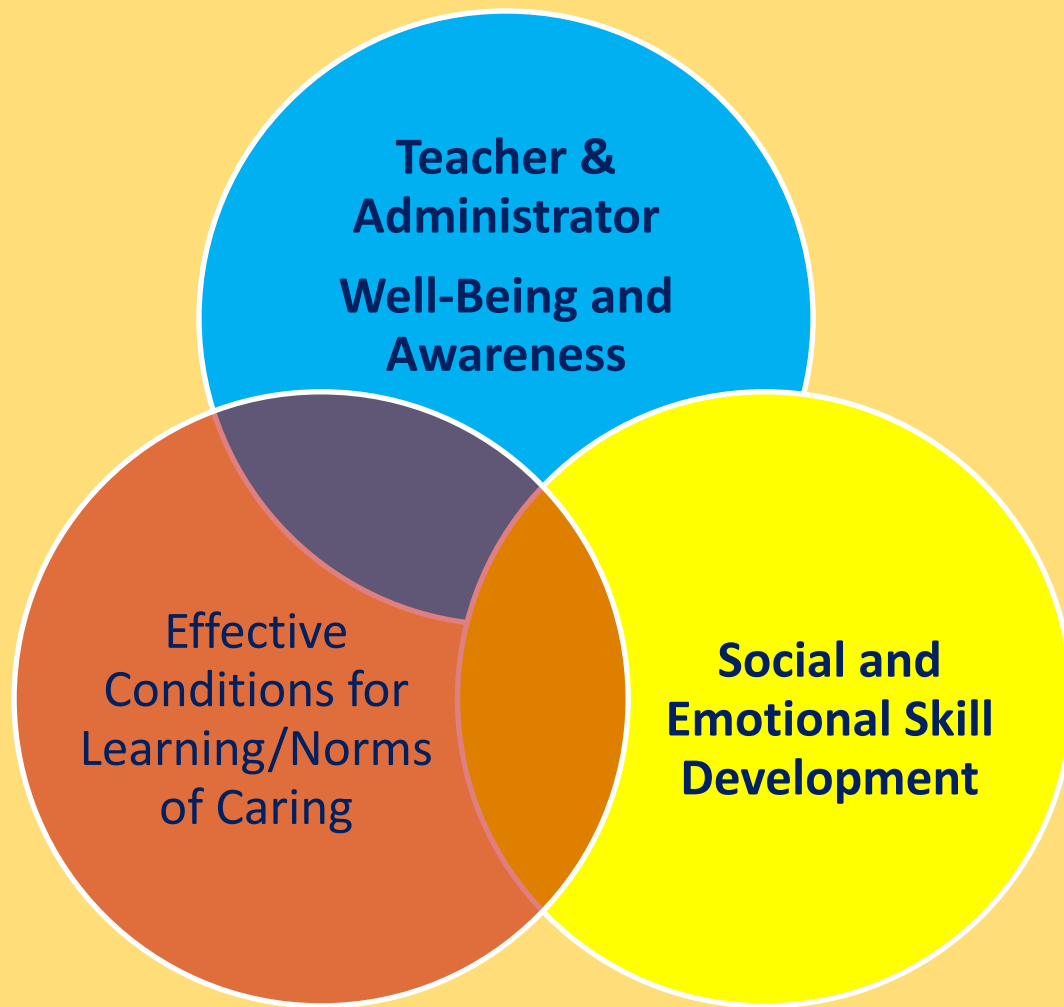
## ■ SEL IS DOABLE

- Well-trained teachers show strong outcomes
- Teachers want SEL (*Missing Piece*)
- SEL has a good economic return on investment

## ■ SEL NEEDS SUPPORT

- SEL requires strong leadership and quality prof. dev.
- Effective planning leads to effective implementation
- SEL requires greater support by federal and state policies

# **A Holistic Picture: Supporting Effective Social & Academic Development and Well Being**



# A Vision of Social and Emotional Learning: Classroom, School, Board, Province, Nation, World

Educators, students, families, and community members work together to support the healthy development of all students.

**All children and youth are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers.**

Students are contributing in positive ways to their school and community.







**KEEP  
CALM  
AND  
SHOW  
COMPASSION**

