Social Emotional Learning and Implications for Children with SED

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Learning Objectives

• Learn how social emotional learning works.

• Learn how social emotional learning is connected to preventing onset of serious emotional problems and mental illnesses in later life.

• Identify best practices for implementing social emotional learning programs from preschool through high school.

• Learn how to engage parents and school staff including school administrators, teachers, and support staff to implement SEL in schools.
What is Social and Emotional Learning (SEL)

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.
SEL and Mental Health

• SEL is the term often used in school settings but may be less familiar to mental health providers.
• The focus on SEL has grown in education.
• SEL in a Multi Tiered School System of Support, especially for youth with Serious Emotional Disturbance
• Role of school counselors and mental health counselors for SEL in schools.
• SEL impacts school climate and school safety.
SCHOOL: A ROLLER COASTER OF EMOTIONS
Emotions Matter
THE LANGUAGE OF EMOTION

Emotion

Mood

Feeling

Dispositional or Trait Affect
An emotion is an immediate response to something that:

- Happens in the environment, or
- Is evoked in the mind and that causes shifts in:
  - Thinking (like, dislike)
  - Physiology (breathing, heart rate, hormones)
  - Expression (face, body, vocal tones)
  - Behavior (fight/flight/freeze, approach/avoid)
WHY EMOTIONS MATTER

Attention, Memory, and Learning

Decision Making

Relationship Quality

Physical & Mental Health
BUILDING EMOTIONAL INTELLIGENCE

R
Recognizing emotion
U
Understanding emotion
L
Labeling emotion
E
Expressing emotion
R
Regulating emotion
HOW ARE YOU FEELING?
RECOGNIZING EMOTION

Identifying emotion by interpreting:
• our own
  o thoughts
  o physiology
• others’
  o facial expressions
  o vocal tones
  o body language
  o behavior
Why do understanding and labeling emotions matter?

- Help us to articulate our own and others’ needs
- Build self-awareness, including greater emotional granularity
- Improve communication (written/spoken)
- You’ve got to name it to tame it: Enhance our ability to regulate our own and others’ emotions
EXPRESSING AND REGULATING EMOTION

Managing our own and others’ emotions with *thoughts* and *actions* to:

- **prevent or reduce** unwanted emotions
- **initiate, maintain, or enhance** desired emotions
HELPFUL VS. UNHELPFUL STRATEGIES

Unhelpful Strategies

• Require little to no effort
• Lead to disengagement
• Decrease wellbeing
• Do not resolve the problem
• Can be harmful to self
• Negatively impact relationships
• Provide immediate relief but derail us from achieving goals

Helpful Strategies

• Require effort/practice
• Involve engagement
• Require planning
• Often times involve people
• Promote better health and wellbeing
• Help to build and maintain relationships
• Solution focused
HELPFUL EMOTION REGULATION STRATEGIES

Thought Strategies
• Positive self-talk
• Positive reappraisal
• Acceptance
• Visualization
• Humor
• Distraction (short-term)

Action Strategies
• Good health habits:
  • Food, sleep, exercise
• Social support
• Constructive activity
• Avoiding/modifying situation
• Problem solving
• Seeking professional help
SKILLS DEVELOPMENT AMONG YOUTH

Less Skilled

- Conduct problems
- Aggressive behavior
- Hyperactivity/attention problems
- Risky sexual behavior
- Substance abuse
- Social deviance
- Anxiety/depression

More Skilled:

- Empathy
- Well-being
- Quality relationships
- Prosocial behavior
- Satisfaction with school
- Leadership skills
- Academic achievement
POOR HEALTH OUTCOMES

More
- Unpleasant Emotions
- Emotional Disregulation

More
- Sleep Troubles
- Alcohol and Tobacco Use
- Mental Health Problems
- Higher Body Mass Index (BMI)
Overall Outcomes from SEL Skills

Enhanced Emotional Climate

SEL Skill Development

22%ile Social and Emotional Skills

9%ile Positive attitudes

9%ile Prosocial Behavior

11%ile Academic Achievement

9%ile Conduct Problems

10%ile Emotional Distress
SEL and Mental Illness

• Anxiety disorders are the most common mental illness in the U.S., affecting 18% of the population (25% of children between 13 and 18)
  ▪ Depression is the leading cause of disability worldwide
  ▪ Suicide rate in the U.S. increased 28 percent from 1999 to 2016

SEL helps build insight and awareness, and develop coping skills to reduce symptoms of mental illness.

(Payton et al., 2000; Farrell & Barrett, 2007. See notes for full citation)
• Between 21% and 73% of middle and high school students reported being bullied during the previous school year.
• Physical appearance is the #1 reason.
• 59% of black male students and 42% of Hispanic male students have been suspended or expelled in the past year compared to 26% of white male students.
• The number of hate crime incidents reported to the ADL doubled each year between 2015 to 2017. [https://www.adl.org/adl-hate-crime-map](https://www.adl.org/adl-hate-crime-map)

SEL helps develop skills to increase prosocial behaviors and behavioral regulation.

(Flook et al., 2015; Bierman et al., 2010; Liew, 2012. See notes for full citation)
SEL, ACES, and Trauma

- 45% of children in the U.S. have experienced at least 1 Adverse Childhood Experience (ACE)
  - 1 in 10 children nationally has experienced 3 or more ACEs, placing them in a category of especially high risk.
- Rates are significantly higher in high poverty regions and among minorities

SEL helps build insight into impact of trauma, and skills to cope with unwanted emotions. (Durlak et al, 2011; Plumb, Bush, & Kersevich, 2016. See notes for full citation)
SEL and Preparing People for Employment

• The Class of 2030 and Life Ready Learning conducted a study in collaboration with Microsoft and McKinsey & Company’s Education Practice

• 30-40% of jobs require SEL skills

• Only 42% of employers believe new graduates are adequately prepared for the workforce because they lack SEL skills.

SEL THEORY OF CHANGE

Training for leaders, educators, & staff
PreK-12 classroom instruction
Integration into schoolwide practices & policies
Family education

Improved leader & teacher effectiveness & retention
Increased engagement, academic performance, attendance & graduation rates
Better-quality relationships, reduced bullying
Enhanced decision making; reduced drug & alcohol problems & discipline referrals
Less stress & anxiety, greater health & wellbeing

Enhanced mindsets about emotions
Deepened social & emotional skills
Healthier emotional climates

R U L E R
(Skills | Tools | Pedagogy)

SAMHSA
(Substance Abuse and Mental Health Services Administration)
SEL PLANNING & IMPLEMENTATION

Readiness/Planning
Staff Personal and Professional Learning
School Leaders | Educators | Non-Teaching Staff

Student Implementation and Family Engagement
Early Childhood | Lower Elementary | Upper Elementary | Middle School | High School

Sustainability and Innovation
How do you want to feel in our classroom?

Amazing, awake, appreciated, positive energy, like I’m being respectful & it goes both ways. Like we accomplish something, teamwork, curiosity.

What can we do to have those feelings each day in school?

- Say “everything is going to be ok.”
- Say you’re sorry if you need to.
- Put differences aside.
- Keep calm & relaxed. SAY YES!!! Treat each other equally.
- Really listen to others. You’re THE BEST! YESSSSS.
We, The Students of The Class of 2017, in order to form a more perfect Union, you have created the Junior Student Charter.

We desire to make this year connected to all others we would like to treat one another like.

In order to do this, we must join together and be part of the same community. We are to feel respected and comfortable in all we do.

1. To help make everyone feel respected we will:
   - Honor our voices in all opinions and treat everyone as equals.
2. To help make everyone feel positive we will:
   - Be optimistic and enthusiastic about class and school events and willing to participate to help promote both class and school spirit.
3. To make sure everyone feels like family we will:
   - Be a friend to all, making sure everyone feels connected and accepted.
4. To make sure everyone feels comfortable we will:
   - First time and help others to relax, making sure we are working to
     
     
     
     Full of energy and enthusiasm for Brewer, its community and its positive well being.
     
     Connected through common goals to create a fantastic high school.
     
     Have a great regard for the feelings, wishes, or rights of our peers.
     
     Resolve to reach our highest potential as leaders within the Brewer community.
     
     It is with our utmost promise to endeavor to be successful in living by the rules dictated by our
Who am I?
Where do I want to go?
What do I need to get there?

SEL SKILLS
• Mindset (Fixed/Growth)
• Visioning/Goal setting
• Motivation
• Personality
• Critical thinking
• Stress management
• Health habits (sleep, nutrition, physical activity)

• Career Readiness
• Friendships and intimacy
• Values
• Advocacy
• Leadership
• Decision making
• Creativity
• Community engagement
WORKING WITH FAMILIES
SAMHSA’s mission is to reduce the impact of substance abuse and mental illness on America’s communities.

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