



American Educational Research  
Association's

## Social & Emotional Learning SIG 170

Spring 2019: Vol. 12 No. 1

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## Social & Emotional Learning SIG Officers 2018 - 2019

**Tia Barnes**  
Chair



Welcome to the Spring 2019 issue of *Advances in Social Emotional Learning Research*. This year has been an exciting year for the SEL-SIG Executive Committee as we brainstormed opportunities for community building within our SIG.

On behalf of the Executive Committee, we are pleased to share valuable information about the upcoming conference in Toronto, Canada throughout this issue. This year's conference theme is "Leveraging Education Research in a "Post-Truth" Era: Multimodal Narratives to Democratize Evidence".

For those who will be attending the AERA conference, please note that there are numerous SEL SIG sessions to look forward to. We will also be conducting our Business Meeting on Saturday, April 6<sup>th</sup> from 6:35-8:35 PM. Everyone is invited to attend this meeting. Please feel free to invite others who have an interest in SEL research. There will be plenty of opportunities for networking and light refreshments will be served after the meeting. We look forward to seeing you there!

I would like to thank the Executive Committee members for their work in keeping our SIG functioning smoothly. Also, a special thank you to our newsletter committee members, Kristen O'Brien, Kristen Seward, Michelle Cumming, Christina Cipriano, Stephanie Buono, Corrina Brathwaite, and Tugce Aldemir for their work

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on this issue and on our social media presence. Finally, a big thank you to all of our SIG members for your work in advancing the field of social emotional learning. We look forward to greeting you all at the conference!

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**Lorea Martinez**  
Program Chair



We look forward to seeing you at our SEL SIG sessions and Business Meeting! This year, our SEL SIG program offers presentations for a wide range of interests from teachers' well-being and students with special needs, to cultural diversity and equity. Plan your travel time to benefit from the full array of scheduled activities!

The majority of sessions are held in the Metro Toronto Convention Center. Our SEL SIG Program starts on Friday, April 5<sup>th</sup> at 12:00pm with the first symposium and ends on Tuesday April 9<sup>th</sup> with our last roundtable. In case you still need to book accommodation - hurry, space is filling fast! Link to registration through the AERA website for hotels that are affiliated with the conference and are a short distance from our sessions.

*2019 SEL SIG program.* As a preview, sessions this year will address critical aspects of SEL implementation and learning outcomes. Presentations will examine SEL interventions, exploring a diversity of perspectives, and provide a range of practices and tools, that you may find helpful for your setting or study. Symposia and roundtables have been organized to ensure attendees can ask questions and engage

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with the presenters. If you are a new member, we would like to offer a special welcome to you. Please join us on Saturday, April 6<sup>th</sup> at 6:35 for the SEL SIG Business Meeting. It is a great opportunity to meet fellow SEL SIG members and make new connections for future research and practice collaborations. We are proud of our diverse and accomplished membership and invite you to get to know them and help them to get to know you as well. Be sure to bring extra business cards!

*Social connections.* If you are interested in organizing opportunities for social connections, you can use our Facebook group called AERA Social and Emotional Learning Special Interest Group to share ideas and plans. Bring others and help our members get to know what is going on in other SIGs and divisions as well.

*Request for submissions.* After the conference, you will see a request for submissions for next year's AERA conference. Please consider submitting your own proposal or reach out to others so you might submit a joint proposal. This process begins in July.

*Opportunities to volunteer.* Please consider opportunities to volunteer as a student or professional reviewer of papers and sessions by logging in to the AERA website. We need your expertise to review submissions and have an influence over the quality of proposals that are accepted. We rely on our members to share their knowledge and support others as they apply for AERA 2020. Being a reviewer is one way to do this. Joining the SEL SIG Executive Team is another way to do this. There are many roles in the team and you might consider getting involved with one that interests you. Our team welcomes new members and we hope you will reach out to us. SIG SEL membership is the only requirement. Moreover, positions generally begin with a first year to learn the ropes before taking on more responsibility. Any of the current executive team members are happy to talk to you about these positions and ways to get involved.

We look forward to seeing many of you in Toronto in April. Welcome, everyone!

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**Shannon Wanless  
Communications Officer**



We are excited to see many of you at the AERA Conference and at the SEL SIG sessions and business meeting! Please come up to any of your SIG officers and colleagues and introduce yourself. As Communications Officer, my hope is that we use this opportunity to get to know each other better while we are in the same city. Make the most of this trip and reach out to others, introduce yourself, and learn as much as possible about each other's research and potential collaborations. These relationships are the joy of conference season! And they are what strengthens the research and practice we offer to the field.

I will get us started by introducing myself. I am the Director of a university-community engagement center called the Office of Child Development, at the University of Pittsburgh. We focus on connecting research and practice to help young children and their important adults thrive. I am also a social-emotional researcher, interested in supporting the social-emotional competence of adults, and of school systems. Cross-cultural and race-related aspects of social-emotional learning are an important area for me, as they can add richness to our interactions and have major social justice and equity implications.

Before and after the conference, you can stay connected with our SEL SIG online via our Facebook page. In the Facebook search bar, type: AERA Social Emotional Learning Special Interest Group. You can post information about your research and practice, share new ideas, and reach out to others through that page. We look forward to seeing you soon!

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**John-Tyler Binfet**  
**Membership Chair**



AERA is a rich opportunity to connect with other researchers, educators, and practitioners who share a passion about social and emotional learning. We'll do our part to help you connect with other attendees at our SEL SIG Meeting on Saturday (details below), but we encourage you to engage or activate your own strong SEL skills as you attend sessions – introduce yourself to those around you, build community, and be sure to introduce yourself to the SEL SIG Board Members if you're at all curious about becoming involved in, and helping shape the direction of, your SIG!

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**Danielle Hatchimonji**  
**Student Representative**



I hope to meet many of you at the AERA conference in Toronto this year at the SEL SIG sessions, at the SEL SIG Business Meeting, and at the Graduate Student Happy Hour before the SEL SIG Business Meeting! (Stay tuned for details!). I have been a Clinical Psychology PhD student at Rutgers University in New Jersey, where I have served as the Associate Lab Director of the Social-Emotional and Character Development (SECD) Lab for three years. I am currently in my last year of the program, completing my Clinical Psychology Internship at Nemours Children's Hospital in Wilmington, DE. Next year I will be a postdoctoral research fellow at Nemours where I will be researching the promotion of social-emotional development in the context of pediatric primary care. I look forward to connecting with others who might be interested in linking across multiple systems to promote social-emotional development. See you in Toronto!

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**Newsletter Committee**

**Editors:** Michelle Cumming, Kristen O'Brien, & Kristen Seward

**Curating and Recruiting:** Stephanie Buono & Christina Cipriano

**Social Media Group:** Tugce Aldemir, Corinna Brathwaite, & Shannon Wanless

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## Welcome!

Welcome to the Spring issue of our SEL SIG newsletter! In the newsletter, you will find not only high-quality submissions related to innovative SEL approaches, but also important information about the AERA 2019 Annual Meeting taking place in Toronto, Canada. In the first section, you will find submissions highlighting important topics ranging from universal to targeted approaches to improving SEL with a variety of age groups. In the next section, you will find additional information about the AERA 2019 Annual Meeting, such as important information about meeting times and events, as well as a brief overview and more detailed descriptions of SEL SIG sessions. Practical information related to joining the SEL SIG and our Facebook group are presented in the last section. Enjoy the SEL SIG newsletter!

## Innovative SEL Approaches

### Implementing Universal School-Based SEL Programming



**Stephanie Buono,**  
PhD student at the  
University of Toronto,  
Ontario Institute for Studies  
in Education

Cultivating social and emotional competencies requires that the instruction and modeling of core SEL competencies is embedded within an ecological context, such as the classroom, school, family, and community environments in which children learn and develop (Oberle, Domitrovich, Meyers, & Weissberg, 2016). SEL can be directly taught through evidence-based interventions, through modeling and embodiment of the skills in adults, or infused into the regular classroom curriculum through contextualized material that incorporates narratives and attention to social-demographic cues (Oberle et al., 2016).

The five SEL core competencies and proposed short and long-term outcomes are presented in Figure 1 (From Oberle et al., 2016). Additionally, CASEL has proposed a set of guidelines and activities for school personnel, to promote high-quality SEL programming. The first requirement is that a shared vision for SEL is established among all stakeholders. Second, the needs of the school and available resources are assessed. Third, ongoing and embedded professional learning is provided by the school. Fourth, evidence-based SEL programming is adopted and implemented by the school. Fifth, SEL is integrated into everyday practice at the school, and finally, cycles of inquiry are conducted to ensure that the program is being effectively implemented and the desired outcomes are being achieved (Meyers et al., 2015).

The effectiveness of school-based SEL intervention relies significantly on the quality of implementation (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). It is recommended that SEL programs follow the SAFE implementation criteria:

1. *Sequenced*: Does the program use a connected and coordinated set of activities to achieve their objectives relative to skill development?
  1. *Active*: Does the program use active forms of learning to help youth learn new skills?
  2. *Focused*: Does the program have at least one component devoted to developing personal or social skills?
  3. *Explicit*: Does the program target specific SEL skills rather than targeting skills or positive development in general terms?

A proposed strategy to improve social and emotional competence in schools begins with the need for additional research on the specific components of SEL interventions that contribute to improved social-emotional improvements and peer relationships. While many randomized controlled trials (RCTs) and meta analyses can be found on the effectiveness of SEL programs, factor and component analyses are needed to evaluate specific construct loadings of program content onto outcome measures (Domitrovich, Durlak, Staley, & Weissberg, 2017). Additionally, interventions should combine skills instruction with strategies to improve the

school climate, as perceptions of school climate evolve from daily social interactions and have a sustained impact on peer relationships and developmental outcomes (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013).

When scaling up to the school-level, high-quality implementation is required to ensure that benefits are maximized and results from empirical literature can be replicated. Schools must commit necessary resources in time and money to increase the likelihood of effective

implementation that will enhance the probability of a program's success (Domitrovich et al., 2017). As a best practice, schools should secure professional development services from experts and program developers. These services involve preprogram training and ongoing consultation or coaching. Additionally, formative evaluations that monitor the fidelity of program implementation should be utilized to ensure that the program is being scaled in intended form and duration, and meaningful interpretations of outcome data can be produced.

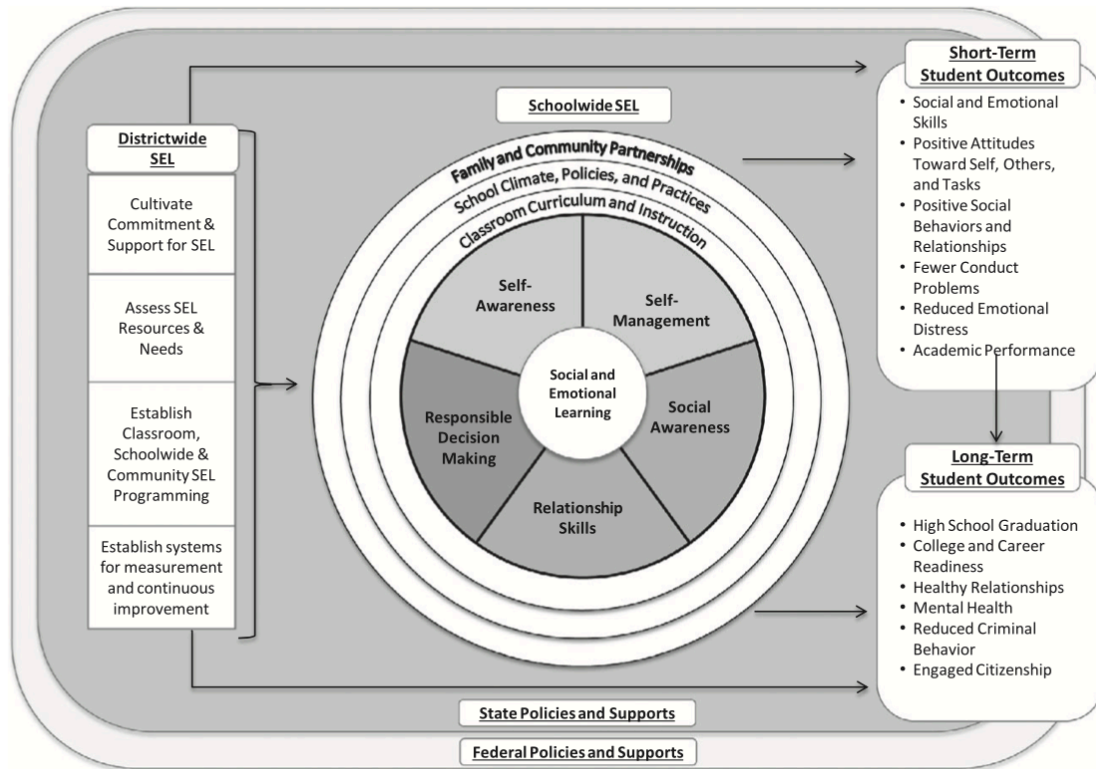


Figure 1. *SEL core competencies* (CASEL, in Oberle et al., 2016)

This article was written as part of a larger report on universal school-based SEL programming and implementation for School Mental Health ASSIST, an Ontario Ministry of Education supported initiative. Additional distributions are not permitted beyond the spring 2019 SEL SIG newsletter.

(<https://www.oise.utoronto.ca/ewoodrufflab/>)

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## Flexible Approaches for Boosting SEL/EQ in All Secondary School Students



**Maurice J. Elias, Ph.D.**  
Rutgers Social-Emotional  
and Character, Development  
Lab ( [www.secdlab.org](http://www.secdlab.org)).

Now more than ever, our young people need a clear moral compass and the skills to enact their positive aspirations. The skills framework being used in more schools than any other is social-emotional learning (SEL). As of this writing, over 20 states have created some form of SEL standards through CASEL's Collaborating States Initiative (Dusenbury & Weissberg, 2018). This reflects growing empirical work showing the range of benefits that result from systematic efforts to promote students SEL skills, benefits that include both behavior and academic gains (Osher et al., 2017).

### What Are the Essential Skills of SEL/Emotional Intelligence?

When you see a newborn, you know that his or her first smile—usually at a parent—is a major milestone. That smile cements a bond between parent and child, and serves as an early example of the importance of relationship skills in all areas of life. Nearly everything we do throughout our lives depends on our emotional intelligence, from maintaining healthy relationships to achieving our

goals. The components that make up this essential human competency can be broken down into three main skill areas (Durlak et al., 2011).

1. Self-awareness and self-management:
  - assess and know one's own emotions, values, and capabilities (both strengths and weaknesses)
  - cope with emotions and maintain self-control
  - persevere to achieve a goal
2. Social awareness and relationship skills:
  - understand others and empathize with an awareness of individual and group similarities and differences
  - communicate effectively, both perceiving others' messages and expressing oneself
  - work cooperatively with others
3. Responsible decision-making and problem solving:
  - establish positive goals
  - implement effective behaviors to achieve those goals
  - resolve interpersonal conflicts constructively

### How SEL Instruction Supports Sustained Behavior Management

SEL skill building is an important aspect of classroom management, as well as Tier 2 intervention. The ability to manage emotions, get along with others, and problem-solve effectively, are all essential elements of positive mental health and well-being. Students with strengths in emotional intelligence are associated with lower likelihoods of being disruptive, struggling with self-regulation, or getting into trouble. SEL instruction also provides support for students who have already presented with behavior challenges. A child cannot be punished into compliance. Harnessing students' motivation to behave appropriately is necessary.

This leads to another key element we have found to be essential in interventions and that also is gaining

growing empirical support: helping students set a moral compass directed toward positive purpose. Work with students in urban disadvantaged middle schools over the past 8 years has found that students lacking a clear sense of positive purpose were unlikely to sustain behavior gains even when provided with skill-building opportunities (Hatchimonji et al., 2017).

### **Social-Emotional and Character Interventions to Build Students' Emotional Intelligence: Tailoring to Context**

The context for SEL interventions in middle and high school is often one of time constraint. Particularly for those working at Tier 2, adequate time for comprehensive skill building generally is lacking. This leads to attempt to get too much done too quickly, thereby sending students “back to class” without sufficient depth of learning to make generalization likely (Elias & Tobias, 2018). The effect of this is to cast a shadow on SEL interventions and those who implement them.

Those interested in developing interventions for SEL and character would do well to start by working to establish students' sense of positive purpose, and prosocial goals. Then, skill building is presented in a frame that will lead to attainment of the students' purposes. However, an additional frame relates to a careful assessment of what can be feasibly accomplished within the time one has available. There is a developmental sequence of skill-building that should be used as a guide to focusing interventions feasibly and effectively. Roughly speaking, the developmental sequence is:

- *Self-Awareness and Self-Management*, with purpose being included as part of self-awareness and being one's best self, followed by emotional competencies and self-control;
- *Social Awareness and Relationship Skills*, including knowing one's trigger situations, empathy, and communication skills, and

- *Responsible Decision Making and Problem Solving*, which also includes anticipating and overcoming obstacles.

Finally, techniques for ensuring generalization beyond the intervention setting must be carried out. It is unwise and unrealistic to expect students- even high school students- to take what is learned in their sessions and spontaneously apply it throughout the rest of their time in school, let alone out of school. Some of the ways to foster generalization include creating and sharing throughlines with other school staff, developing a system of prompts and cues for skill building, and providing opportunity for reflection and testimonials around effective- and ineffective- use of the skills (Durlak et al., 2015).

More information on all of these approaches can be found at [www.secdlab.org](http://www.secdlab.org), [www.CASEL.org](http://www.CASEL.org), and at the Resource Center of SELinSchools.org.

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# Facilitating teachers' reflections on their affect 18 months after the February 2011 Christchurch Earthquake



Veronica O'Toole

This article presents a subset of findings from a larger mixed methods CEISMIC<sup>1</sup> funded study of twenty teachers' earthquake experiences and post-earthquake adjustment eighteen months after a fatal earthquake struck Christchurch New Zealand, in the middle of a school day (Geonet Science, 2011; O'Toole & Friesen, 2016). This earthquake was a significant national and personal disaster with teachers' emotional self-management as first responders being crucial to the students' immediate safety (O'Toole & Friesen, 2016). At the beginning of their semi-structured interviews conducted eighteen months later, the teachers shared their earthquake stories (O'Toole & Friesen, 2016). They recalled the moment it struck in vivid detail, describing their experiences in terms of what they saw (destruction), heard (sonic boom, screaming children) and felt (fright and fear) as though they were back in that moment similar to flashbulb memory (Brown & Kulik, 1977). Their memories of the early aftermath were similarly vivid (Rubin & Kozin, 1984). This article focuses on how the mood meter (Brackett & Kremenitzer, 2011) was then used (with permission) to further explore the teachers' perceived affect to enlighten their lived experiences.

## Mood Meter

The mood meter (Figure 1) is a self-report tool in the form of a four-quadrant grid to measure core affect (Kuppens et al., 2007). Drawing on the circumplex model of affect (e.g., Posner, Russell & Peterson, 2005), the mood meter invites participants to self-assess their physiological state along two dimensions of valence (pleasantness) and arousal (energy). The mood meter was presented and explained, and the teachers were invited to consider how they were feeling.

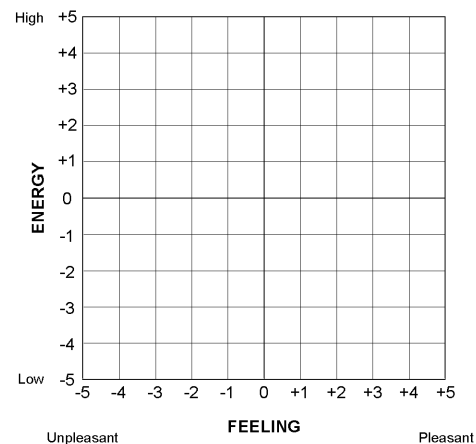


Figure 1. The mood meter used by teachers to record how they were feeling<sup>2</sup>

The teachers (T) were guided in this process by starting with the present moment. For example, the interviewer (I) picked up on an earlier point:

I: You've mentioned the word energy, how is your energy level just right this minute?

T: Probably a 3.

I: Now is there a pleasantness or an unpleasantness associated with that?

T: Neither.

I: Neither, so you'd be about neutral?

T: Yeah, yeah.

I: Ok. And what would you label that...if you had to find a word to say what the feeling is, what would be the word for you that would describe the state you're in?

T: Very neutralish sort of, yeah.

<sup>1</sup> Canterbury Earthquake Digital Archive:  
<http://www.ceismic.org.nz>

I: Neutralish?

T: Yeah.

I: Anything else that goes with that?

T: No, it reminds me that actually ... one of the things I've really noticed is that I don't have...like I'm normally the sort of person that bounces out of bed and I haven't. I don't bounce out of bed any more (cited in O'Toole, 2018).

Another teacher rated her energy as +2 and continued:

T: I'll go pleasant, yeah. I'm probably about hereish (pointing to +2).

I: Ok. So, in that spot and in that state, how would you name that?

T: Um, tired but ok. That's not very eloquent, is it?

I: Doesn't matter. The thing is there's no right or wrong with this.

Having understood the mood meter process for the present moment, all 20 teachers plotted their perceived affect for three different contexts: 1) as recalled during the early aftermath; 2) at the time of the interview, and 3) as their perceived tendency during current teaching. *Early aftermath* denotes the time frame extending beyond their first earthquake response, including their return to work and a further school-day earthquake on 13<sup>th</sup> June, 2011.

Recalling the early aftermath, sixteen teachers plotted their affect as recalled 18 months later as being mainly unpleasant (Table 1). In contrast, in the present moment, the most commonly reported affect was an almost mirror image positive report.

**Table 1. Frequencies of coordinates selected in mood meter quadrants on three occasions**

<b>Mood meter quadrant <sup>a</sup></b>	<b>Early Aftermath N=20</b>	<b>18 months later present moment N=20</b>	<b>18 months later teaching N=20</b>
Positive pleasant Positive energy	3	17	18
Neutral Pleasant	0	1	0
Neutral Energy	0	0	1
Positive pleasant Negative energy	1	0	0
Unpleasant Negative energy	11	1	1
Unpleasant Positive energy	5	1	0

<sup>a</sup> Sequentially clockwise from the top right quadrant.

<sup>2</sup> Copyright 2011[Table] by Marc Brackett and Janet Pickard Kemnitzer. Reprinted with permission.

Positive affect as recalled during the early aftermath resulted from feeling helpful. The teacher in the positive pleasant yet negative energy quadrant, remembered feeling, “fearful [but] you’ve got coping mechanisms, strategies”. Unpleasant affect reflected teachers’ recalled early intense fear and school impacts, loss of home and city amenities, tiredness, and ambivalence about returning to work within three weeks, consistent with international post-disaster teacher findings (Devaney, Carr & Allen, 2009; Long & Wong, 2012). Some teachers in this quadrant recalled their adrenaline response lasting well beyond their first responder actions (+5, -5). Others recalled their grief over loss, frustration with the practical problems relating to school damage, site-sharing with other schools, loss of resources, and anxiety: “I think we were nervous, thinking *what if there’s more*”. One teacher explained, “It’s a maintenance kind of thing, beyond survival”, having to be “constantly” prepared with earthquake contingencies. Another teacher recalled that “it was more unpleasant than pleasant and coming out of it took a long time. Everyone was tired for a long time and with the after-shocks through the nights, I wasn’t sleeping well at all so then, that doesn’t help”.

In contrast, 18 months later, the majority of the teachers were feeling more positive at the time of their interview. In response to the question as to where they would plot their affect during their current teaching (Table 1), 18/20 teachers, rated their core affect as pleasant and positive, with perhaps less than optimal energy, such as: “tired”, “flatter”, “mediocre” or “lost my mojo”, consistent with international findings on post-disaster teacher impacts (Qi & Wu, 2014). Descriptions such as “normalizing” and “presenting a teaching persona” indicated a process of acting as expected, rather than as a natural experience, indicating an emotional labour approach (Hochschild, 1983; Grandey, 2015). Descriptions of their classroom energy and positive affect automatically elicited their emotion regulation strategies (cf. Sutton, 2004) that “put” them into this state, such as having fun

with the children and positive self-talk, practicing tai chi (O’Toole, 2017). Only one teacher rated her teaching affect as almost extremely negative at -4, -4, and was taking a teaching break at that time.

In summary, the mood meter process facilitated a useful segue into further interview exploration of their experiences, to more fully inform their quantitative data including their burnout (O’Toole & Friesen, 2016). Acknowledged limitations include the small sample size and the validity and reliability of self-report methodology. The teachers’ recollections eighteen months later may not be accurate reflections of their peritraumatic experiences (Kannis-Dymand et al., 2015), and their affect at that time may have been influenced by factors that cannot be recalled (Oatley & Duncan, 1992). However, affect and emotions as self-reports are “subjective phenomena and have an objective existence” (p. 282), and their use can be defended when seeking personal perspectives (Csikszentmihalyi & Larson, 1992). Self-reports may be susceptible to social desirability bias (Parayitam & Dooley, 2007), including biased towards the response of the listener (Pasupathi, 2003). However, Freitag Grimm and Schmidt (2011) found no significant differences in survivors’ use of affect-related vocabulary from 306 days up to eight years after a disaster, even demonstrating more insight latterly. Although retrospective appraisals may be “post hoc reinterpretations” (Bennett, Lowe & Honey, 2003, p. 519), in the absence of contextual contradictions, they can be useful. These and other limitations may be countered by the richness of the qualitative data possible, and the similarity of the findings to previous Christchurch earthquake research on peritraumatic cognitions (Kannis-Dymand et al., 2015), and teachers’ burnout (Kuntz, Näswall & Brockett, 2013).

A full paper is in preparation as is a conference presentation for the SEL SIG at AERA 2019.

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## Inspiring a Generation of Hummingbirds for our Future



**Lize Rech and Susan Stillman**  
Six Seconds Emotional Intelligence Network

*As a wildfire consumed the forest where the hummingbird lived, all the animals stood watching*

*the fire, overwhelmed and doing nothing. The hummingbird decided to do something about the fire. It flew to the nearest stream and got some water in its beak to drop on the fire. It did this again and again. The animals mocked the hummingbird for its efforts saying it would make no difference. The hummingbird took no notice telling them, “I am doing the best I can!”*

The hummingbird story was a favorite of Dr. Wangari Maathai, the founder of the Green Belt Movement and the first environmentalist to win a Nobel Peace Prize and honors her legacy. An activist, Dr. Maathai became internationally recognized for her work fighting for democracy, human rights, and environmental conservation.

Wanjira Maathai, daughter of Wangari Maathai and Chairwoman of the Wangari Maathai Foundation (WMF), is working to create a generation of ethical and courageous leaders. She emphasizes, “Underneath it all, when you cut through all the confusion, it is . . . social emotional skills – or a lack thereof – that are responsible for the biggest and most important challenges of our time.”

In partnership with Six Seconds, a global not-for-profit emotional intelligence organization, WMF recently launched the Hummingbird Leadership Project – a personal leadership and character-building program for preteens and teens designed to inspire a new generation of principled citizens and activists in Kenya. They asked: *What are the measurable emotional skills young Kenyans will need to protect the future?*

The WMF defined 8 key values, including Courage, Integrity, and Responsible Stewardship that they felt were crucial to instill in the next generation of leaders. They wrote these into a values-based curriculum that will be implemented in Life Skills and Social Studies lessons aligned with the Kenyan National Curriculum.

Six Seconds was brought on board to measure the school climate using their Educational Vital Signs assessment, enabling the board and principals to decide on interventions for the teachers and support for the Hummingbird Leadership Program Curriculum.

Six Seconds facilitators met with the principals of the 4 schools to measure and debrief their EQ competencies and presented a workshop on the Six Seconds EQ-in-Action Model, comprising insight, connection and purpose. They also introduced them to the 8 core values of the WMF Hummingbird Leadership Program and helped them explore the connection between values, social emotional learning, and the steps needed to put these values into action in their classrooms.

To democratize the data further, faculty and administrators will receive ongoing support from the Wangari Maathai Foundation, Six Seconds, and Premier Training Services in order to continue their SEL journey. Feedback from the stakeholders so far has been tremendous. They found the data shared in the Educational Vital Signs invaluable to plan future interventions. The teachers and principals felt re-energized and supported by the planned coaching and workshops at the various schools. We look forward to measuring the success of the WMF Hummingbird Leadership Program again in November 2019.

## Welcome to the Social and Emotional Learning SIG at AERA 2019



We're pleased to invite everyone to join us in attending SEL SIG events at the AERA Annual Meeting in Toronto, Canada, Friday, April 5 – Tuesday, April 9. This year's theme is *Leveraging Education Research in a "Post-Truth" Era: Multimodal Narratives to Democratize Evidence*, and we look forward to meeting and hearing from over 14,000 attendees from around the globe!

The SEL SIG conference program offers a selection of symposia and roundtable presentations for a range of SEL interests, most of which will be held in the Metro Toronto Convention Centre. Topics range across developmental stages, interventions,

measurement, and more! Plan your travel time to benefit from the full array of scheduled activities. See the full schedule for SEL SIG sessions later in this newsletter!

If you are interested in organizing opportunities for social connections, you can use our Facebook group called AERA Social Emotional Learning Special Interest Group to share ideas and plans.

**Registration** will be located at the Metro Toronto Convention Centre - Hall A (on the on the 300 Level). On-site registration hours are:

- Thursday, April 4, 3:00 pm–7:00 pm
- Friday, April 5 – Monday, April 8, 7:30 am–6:00 pm
- Tuesday, April 9, 7:30 am–11:00 am

The **Exhibit Hall** will also be located at the Metro Toronto Convention Centre – Exhibit Hall B (on the 300 level), and the hours are:

- Saturday, April 6, 10:00 am–7:00 pm
- Sunday, April 7, 9:00 am–6:00 pm
- Monday, April 8, 9:00 am–4:00 pm

**Annual Meeting sessions** will be held at the Metro Toronto Convention Centre, Fairmont Royal York, InterContinental Toronto Centre, Sheraton Centre Toronto, and the Westin Harbour Castle. More information can be found here:

<http://www.aera19.net/>

After the conference, you will see a **request for submissions** for next year's AERA conference. Please consider submitting a proposal! The more submissions the SEL SIG receives, the more presentation slots we are allocated. This is an excellent opportunity for students to get involved in the SIG and share their work with like-minded scholars. Be on the lookout for the call for proposals sometime in May or June.

The 2020 conference will be held in San Francisco, CA from Friday, April 17 – Tuesday, April 21. Thank you for supporting the Social and Emotional Learning SIG.

## Social and Emotional Learning SIG Business Meeting

Saturday, April 6, 6:35 to 8:35pm

## Metro Toronto Convention Centre, 700 Level, Room 717A

This meeting is open to all conference attendees – including graduate students. A reception is planned. This is a perfect opportunity to catch up with old colleagues and meet new ones. You never know what new connections and collaborations you might form. The business meeting is open to everyone, so spread the word!

### Business Meeting Agenda

1. Welcome
  - \* Overview
  - \* Introduction of current Executive Committee
2. Executive Officer Status Reports
  - \* Program Chair
  - \* Membership Chair
  - \* Secretary/Treasurer Chair
  - \* Communications Chair
3. Invitation to Graduate Students
4. Awards and Recognition
  - \* Graduate Student Award
5. SEL Panel
6. Discussion
7. Closing and reception

## SEL SIG Graduate Student Happy Hour

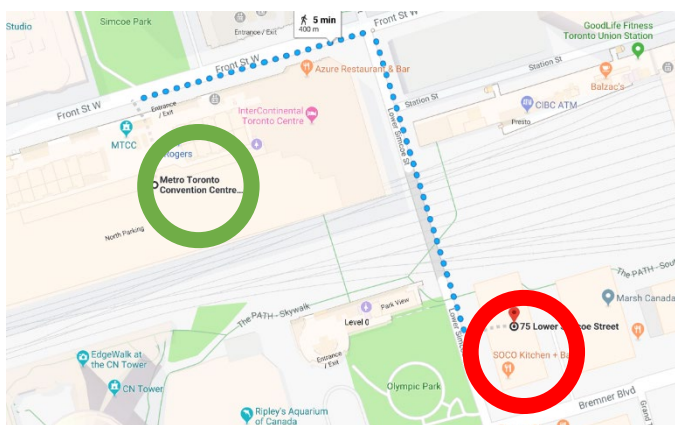
**Saturday, April 6, 4:30 to 6:15 pm**

**SOCO Kitchen and Bar**

<http://www.socokitchenandbar.ca/>

75 Lower Simcoe Street

Phone: 416-637-5465



Please join us for the SEL SIG Graduate Student Happy Hour! It is held before the SEL SIG Business

Meeting, and is a chance for graduate students and early career professionals to mix and mingle with researchers and practitioners in the SEL field.

## Winner of the Graduate Student Award for Excellence in SEL Research



**Nancy Duchesneau, Michigan State  
University**

### Cultural Diversity in SEL

**Abstract:** As social emotional learning (SEL) becomes more prominent in education policy, educators and policymakers must ask how to ensure efforts to improve student SEL are equitable for all. Although there has been research that connects SEL to positive outcomes in such areas as academics and careers, very little of this research has been done through an equity lens. This paper addresses this gap by investigating cultural differences in the conceptualization of SEL skills common in the literature. Using qualitative data from a larger study that involves work with a community organization, this study examines how students from various cultural backgrounds value SEL skills included in their school districts' accountability system.

Tuesday, April 9, 10:25 – 11:55am, Metro Toronto Convention Centre, 800 Level, Hall F, as part of the roundtable session titled *Students' Voice and Cultural and Racial Diversity in SEL*.

# **AERA 2019 Annual Meeting Social and Emotional Learning SIG Sessions: Overview**

(Please see the AERA online program for up-to-date information)

## **Current International Practices and Challenges on Socioemotional Learning**

**Friday, April 5, 12:00 to 2:00pm**

Metro Toronto Convention Centre, 200 Level, Room 206C

Session Type: Symposium

Chairs: *Cristina Anguiano-Carrasco*, ACT, Inc.; *Margarita Olivera Aguilar*, Educational Testing Service

Discussant: *Kate Walton*, ACT, Inc.

Papers:

**The NAFTA Countries Perspectives on Social and Emotional Learning in Tertiary Education**  
*Catherine M. Millett*, ETS

**Identifying, Measuring and Developing Key Social and Emotional Skills in Schools in Latin America**

*Elena Arias Ortiz*

**A Latent Profile Analysis to Report Student' Socio-emotional Skills to Higher Education Institutions in Mexico**

*Ingrid García*, Ceneval

**Relevance of Socio-emotional Skills in the Chilean Educational System**

*Pedro Felipe Moreno Gomez*

**Effects of SEL Interventions, School Violence, and School Changes on SEL Competencies**

**Friday, April 5, 2:25 to 3:55pm**

Metro Toronto Convention Centre, 800 Level, Hall F

Session Type: Roundtable Session

Chair: *Shannon Beth Wanless*, University of Pittsburgh

Papers:

**Non-Promotional School Changes and Social and Emotional Learning: An Exploratory Study of Development in an Urban School District**

*Jonathan Schweig*, The RAND Corporation

**Outcome Measurement of School-based SEL Interventions: Current Trends and Future Directions**

*Sarah Kathleen Ura*, Texas A&M

University; *sara Castro-Olivo*, Texas A&M

University; *Ana C. d'Abreu*, Texas A&M University

- College Station

**The Effect of School Violence Prevention Programs on SEL Competencies in South Korea: A Meta-Analysis**

*Saeyan Yun*, Ewha Womans University; *Tae*

*Seob Shin*, Ewha Womans University

**Leveraging Social and Emotional Learning for Student Success: From Assessment to Program Implementation**

**Saturday, April 6, 8:00 to 9:30am**

Metro Toronto Convention Centre, 200 Level, Room 205A

Session Type: Symposium

Chair: *Jeremy Burrus*, ACT, Inc.

Discussant: *Roisin P. Corcoran*, University of Nottingham

Papers:

**What are Social and Emotional Skills and Why are They Important? An Overview**

*Jeremy Burrus*, ACT, Inc.

**Development and Validation of the ACT Tessera Social and Emotional Learning Assessment System**

*Kate Walton*, ACT, Inc.

**Using ACT Tessera Data for Program Planning and Student Success**

*Jonathan Martin*, ACT, Inc.

**Development and Validation of the Character Skills Snapshot**



*Meghan Wilson Brenneman*, Enrollment Management Association; *Kevin Petway*, Enrollment Management Association

**Using the Character Skills Snapshot for Program Planning and Student Success**  
*Nandita Bajaj*, University of Toronto Schools

**Exploring the Perspectives of Parents, Teachers, and Schools Implementing SEL**

**Sunday, April 7, 8:00 to 9:30am**  
Metro Toronto Convention Centre, 800 Level, Hall F  
Session Type: Roundtable Session

Chair: *Dorothy E. Hines*, University of Kansas

Papers:  
**Factors Affecting Teachers' implementation of Social-Emotional Learning Curriculum in Malawi: A Two-Stage Structural Regression Approach**  
*Jeongmin Lee*, Florida State University

**The Multiple Dimensions of Parental Involvement in China and its Links to Children's Social Emotional Development**  
*Yuan Du*, Beijing Academy of Educational Sciences; *Mao Yaqing*, Beijing Normal University

**Understanding Implementation of a Social-Emotional Learning Program in One District Through Diffusion of Innovation Model**  
*Elaine Lin Wang*, RAND Corporation; *Ivy Todd*, RAND Corporation; *Jennifer P Cerully*, RAND Corporation

**Teachers' Well-Being and Social-Emotional Competencies**

**Sunday, April 7, 9:55 to 11:25am**  
Metro Toronto Convention Centre, 800 Level, Hall G  
Session Type: Roundtable Session

Chair: *Lorea Martinez*, Lorea Martinez, SEL Consulting

Papers:

**Sharing Understandings of Wellbeing: An Exploratory Study in Irish Schools Incorporating the Voices of Teachers**  
*Margaret M Nohilly*, Mary Immaculate College; *Fionnuala Tynan*, Mary Immaculate College

**Longitudinal Tracking of Preservice Teachers' Emotion-Regulation Ability**  
*Roisin P. Corcoran*, University of Nottingham; *Joanne O'Flaherty*, University of Limerick

**Development of a Social Emotional Learning Teacher Self-Efficacy Scale for Preservice Teachers**  
*Alexander Gist*, The University of British Columbia; *Shelley C. Hymel*, The University of British Columbia; *Eva Oberle*, The University of British Columbia

**SEL Measurement and Continuous Improvement: Lessons From the CORE Districts**

**Sunday, April 7, 11:50am to 1:20pm**  
Metro Toronto Convention Centre, 200 Level, Room 206C  
Session Type: Symposium

Chair: *Heather J. Hough*, Stanford University

Discussant: *Clark McKown*, Rush NeuroBehavioral Center

Papers:  
**Measuring Stability in School Effects on Social-Emotional Learning: Evidence from Three Years of SEL Data**

*Hans Fricke*, Stanford University; *Susanna Loeb*, Brown University; *Robert H. Meyer*, Education Analytics; *Andrew B Rice*, Education Analytics Inc.; *Michael Christian*, Education Analytics; *Libby Pier*, Education Analytics; *Heather J. Hough*, Stanford University

**Can We Measure High-Quality SEL Instruction? Exploring Teacher Effects on Students' Social-Emotional Learning**

*Robert H. Meyer*, Education Analytics; *Libby Pier*, Education Analytics; *Jordan Mader*, Education Analytics; *Andrew B Rice*, Education Analytics Inc.

**Setting Targets for School Improvement on SEL and other Non-Academic Indicators**

*Rachel Sue White*, Old Dominion University; *Morgan S. Polikoff*, University of Southern California; *Shira Korn*, University of Southern California

**Growth Mindset versus Not a Fixed Mindset: Comparing Positively and Negatively Worded Survey Items**

*Caroline Wang*; *Libby Pier*, Education Analytics; *Robert H. Meyer*, Education Analytics; *Daniel M. Bolt*, University of Wisconsin - Madison

**Interdisciplinary Reconnection Through Mixed-Method Bodies of Evidence: Adult Social-Emotional Learning**

**Sunday, April 7, 3:40 to 5:10pm**  
Metro Toronto Convention Centre, 700 Level, Room 709  
Session Type: Symposium

Chair: *Carina Fiedeldey-Van Dijk*, ePsy Consultancy

Discussant: *Jeremy Jay Taylor*, Collaborative for Academic, Social, and Emotional Learning

Papers:

**Participatory Adult SEL Curriculum Development for Organizational Leaders and Staff Working with Youth**

*Ciara Johnson*, Anchorage Youth Development Coalition

**Adding Value to Inquiry: Applying Conventional and Progressive Methods and Advance Knowledge of Social-Emotional Learning**

*Carina Fiedeldey-Van Dijk*, ePsy Consultancy

**Second-Order Change: Supporting Staff Social-Emotional Learning for Anchorage Youth Program Quality**

*Ann McKay Bryson*, SEL Rising

**Students With Special Needs: SEL Interventions and Research**

**Monday, April 8, 12:20 to 1:50pm**  
Metro Toronto Convention Centre, 800 Level, Hall F  
Session Type: Roundtable Session

Chair: *John-Tyler Binfet*, The University of British Columbia

Papers:

**Students with Disabilities in Studies of Social and Emotional Learning (SEL) Interventions: A Systematic Review**

*Samantha G Daley*, University of Rochester; *Michael McCarthy*, University of Rochester; *Marianne Lane*, University of Rochester

**Efficacy of a K-1 Social-Emotional Learning Intervention for Students At-Risk for EBD: Exploring Moderation Effects**

*Ann P. Daunic*, University of Florida; *Megan Worth*, University of Florida; *Daniel V Poling*, University of Florida; *Nancy Corbett*, University of Florida; *Stephen W. Smith*, University of Florida; *Emily Crews*, University of Florida

**School-Based Social-Emotional Learning Interventions for Students with Emotional and Behavioral Disorders: A Systematic Literature Review**

*Megan Worth*, University of Florida; *Daniel V Poling*, University of Florida

**Social Emotional Learning and Academic Adjustment From Early Years to Emerging Adulthood**

**Monday, April 8, 2:15 to 3:45pm**  
Metro Toronto Convention Centre, 200 Level, Room 201D  
Session Type: Symposium

Chair: *Kathleen Hughes*, University of Calgary

Papers:

**Tales Toolkit: Evaluation of a novel resource for socio-emotional learning and literacy in early years**

*Alice Jones*, University of London -  
Goldsmiths; *Kate Shelley*

**The Development of Prosocial Behavior, School Bonding, and Academic Motivation in the Early School Years**

*Linlin Zhang; Tina Malti*

**Theory of Mind, Empathy, and School Engagement in Emerging Adolescents**

*Sandra L. Bosacki*, Brock University; *Flavia Pissoto-Moreira; Valentina Sitnik*, Brock University; *Katherine Andrews; Victoria Talwar*, McGill University

**Social Emotional Learning as a predictor of Student Engagement in University Students**

*Kathleen Hughes*, University of Calgary

**Effects of Teacher-Student Relationships and Teachers' Emotional, Cultural, and Mindful Competence on Students and Learning Outcomes**

**Monday, April 8, 4:10 to 5:40pm**

Metro Toronto Convention Centre, 800 Level, Hall F

Session Type: Roundtable Session

Chair: *Danielle Hatchimonji*, Rutgers University - New Brunswick/Piscataway

Papers:

**Linking Student Survey Results with Learning Outcomes: Teacher-Student Relationships and Student End-of-Grade Achievement**

*Haigen Huang*, Wake County Public Schools

**Perceptions of Mindful Teachers and Longitudinal Change in High School Students' Mindfulness and Self-Compassion**

*Blake Colaianne*, Pennsylvania State University; *Brian Galla*, University of Pittsburgh; *Robert William Roeser*, Penn State University

**Relationship between teachers' emotional and cultural competence, self-efficacy in social-emotional learning beliefs, and outcome expectancies**

*Tia Navelene Barnes*, University of Delaware; *Kathleen Ann McCallops*, University of Delaware; *Emily Soriano*, University of Delaware

**Students' Voice and Cultural and Racial Diversity in SEL**

**Tuesday, April 9, 10:25 to 11:55am**

Metro Toronto Convention Centre, 800 Level, Hall F

Session Type: Roundtable Session

Chair: *Tia Navelene Barnes*, University of Delaware

Papers:

**Student Empowered Social Emotional Learning: From Theory to Practice**

*Lyn Mikel Brown*, Colby College; *Mark B. Tappan*, Colby College; *Catharine Biddle*, University of Maine

**"You Learn How to Experience Yourself": A Photo-Cued Investigation of Student Empowerment in Study Abroad**

*Kayla Johnson*, Pennsylvania State University

**Cultural Diversity in Social Emotional Learning**

*Nancy Duchesneau*, Michigan State University

**Variation in Exposure to Racial/Ethnic Diversity And Child Development in Early Elementary School Classrooms**

*Christina Rucinski*, Fordham University; *Joshua L. Brown*, Fordham University

# **Social and Emotional Learning SIG Sessions: Full Details**

## **Current International Practices and Challenges on Socioemotional Learning**

**Friday, April 5, 12:00 to 2:00pm**

Metro Toronto Convention Centre, 200 Level,  
Room 206C

Session Type: Symposium

Chairs: *Cristina Anguiano-Carrasco*, ACT, Inc.;  
*Margarita Olivera Aguilar*, Educational Testing  
Service

Discussant: *Kate Walton*, ACT, Inc.

Session Abstract: The symposium aims to offer perspectives of different countries on SEL current practices, measurement and intervention, and the challenges faced by practitioners. The symposium includes a wide look at the subject from early years to tertiary education and will include 1) The NAFTA Countries Perspectives on Social and Emotional Learning in Tertiary Education, 2) Identifying, Measuring and Developing Key Social and Emotional Skills in Schools in Latin America, 3) A Latent Profile Analysis to Report Student's Socio-emotional Skills to Higher Education Institutions in Mexico, and 4) Relevance of Socio-emotional Skills in the Chilean Educational System. The discussant, will offer her perspective on the studies presented and finally, the audience will be invited to participate with questions and comments.

### **The NAFTA Countries Perspectives on Social and Emotional Learning in Tertiary Education**

*Catherine M. Millett*, ETS

Abstract: There is growing recognition that being college-ready requires more than just academic preparation. Social and emotional skills (SES) are increasingly viewed as essential for success in school and beyond (Denham & Brown, 2010; Heckman & Kautz, 2013), and in some cases are seen as equally or even more important than academic skills (Gutman & Schoon, 2013). Also known as “noncognitive skills,” “21st century skills,” and “soft skills” (Duckworth & Yeager,

2015), SES such as persistence, motivation, engagement, time management, and collaboration are seen as vital for success in colleges and in 21st century workplaces (Shechtman, DeBarger, Dornsife, Rosier, & Yarnall, 2013).

Researchers and scholars in the United States, Canada and Mexico are advancing SEL research and practices in pre-K to 12 and post-secondary education and assessment practices. This paper examines how advancements in SEL research and assessment can be leveraged toward contributing to expanding opportunity, expanding knowledge of student needs for support, and improving student outcomes. I will share conclusions from a June 2018 seminar where colleagues from Mexico, Canada and the United States considered the following topics: (a) What are the key student SEL experiences that could be observed as students make their way to college, through college and beyond college; (b) How should SEL be packaged and promoted to colleges and universities for use in admissions, for persistence through college and beyond; (c) How do faculty, administrators and staff incorporate and make use of SEL in their efforts to increase student progress into college, through college and beyond; (d) What are the current SEL metrics to employ as students make their way to, through and beyond college; (e) What are the SEL measurement issues that need to be considered; and (f) Can technology help students to acquire - and maintain – the SEL skills they need.

Denham, S. A., & Brown, C. (2010). “Plays nice with others”: Social-emotional learning and academic success. *Early Education and Development*, 21(5), 652-680.

Duckworth, A. L., & Yeager, D. S. (2015).

Measurement matters: Assessing personal qualities other than cognitive ability for educational purposes. *Educational Researcher*, 44(4), 237-251.

Gutman, L. M., & Schoon, I. (2013). The impact of non-cognitive skills on outcomes for young people. Retrieved from

[https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Non-cognitive\\_skills\\_literature\\_review\\_1.pdf](https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Non-cognitive_skills_literature_review_1.pdf)

Heckman, J. J., & Kautz, T. (2013). Fostering and measuring skills: Interventions that improve character and cognition. Retrieved from <https://www.econstor.eu/bitstream/10419/90084/1/dp7750.pdf>

Shechtman, N., DeBarger, A. H., Dornsife, C., Rosier, S., & Yarnall, L. (2013). Promoting grit, tenacity, and perseverance: Critical factors for success in the 21st century. Washington, DC: US Department of Education, Department of Educational Technology, 1-107.

## **Identifying, Measuring and Developing Key Social and Emotional Skills in Schools in Latin America**

*Elena Arias Ortiz*

Abstract: It is now widely accepted that possessing a range of cognitive and technical skills is important for individuals to maximize their chances of success in many aspects of life. In recent years, a growing body of research highlights the effect that socio-emotional skills have on a variety of outcomes, from wages and academic performance to health. Social and emotional skills (SES) are basic human capabilities that allow individuals to: i) be aware of, control and accept their emotions; ii) interact and communicate effectively with others; iii) set their own goals and engage in the necessary tasks to achieve them. This framework, established by the Salzburg Global Seminar, is consistent with many other frameworks that characterize social and emotional skills like Big Five personality traits. For instance, the framework by the Collaborative for Academic, Social and Emotional Learning (CASEL) includes self-management (managing emotions), relationship skills and social awareness (working with others), responsible decision-making and self-awareness (achieving goals) as core components.

The question is: can programs within the education system effectively develop social and emotional skills (SES)? If yes, what types of programs could work for Latin America and what are the challenges countries face in terms of measurement and teacher capacity? This presentation begins by describing the context of Latin America and the Caribbean (LAC) where youth faces enormous challenges in terms of high dropout, learning and unemployment, emphasizing the importance of developing SES in from the school system. Then, the presentation reviews the progress made in the region in introducing these skills in the education system through a survey in 8 LAC countries about how national curriculums introduce the development of

these skills, how they measure them and how they build capacity in teachers to allow them to develop these skills in students. Finally, the presentation provides an overview of the evidence available about the effectiveness of programs that develop SES at secondary school and the key features of successful programs both outside and in the region that could help improve existing programs in the region.

## **A Latent Profile Analysis to Report Student' Socio-emotional Skills to Higher Education Institutions in Mexico**

*Ingrid García, Ceneval*

Abstract: One important aspect of the evaluation of SEL in higher education is the dissemination of the results in such a way that the information is easy to interpret by the general public and that it is useful for practitioners in decision-making. To face this communication challenge, we conducted a latent profile analysis (Vermunt & Magidson, 2012) on 651,515 college applicants to identify the underlying groups defined by their socio-emotional skills, such as academic engagement (Furrer, C., Skinner, E., & Pitzer, J., 2014), academic perseverance (Duckworth, A., Peterson, C., Matthews, M., & Kelly, D., 2007), metacognition (Coutinho, S., 2007), internal locus of control (Coleman, M., & DeLeire, T., 2003), and cultural and economic capital (Caro, D. H., Sandoval-Hernández, A., & Lüdtke, O., 2014). We examined the relationship between the identified profiles and academic performance measured by a college entrance exam that includes four areas: analytical thinking, mathematical thinking, language structure and reading comprehension.

We found six latent profiles that were shown to be differentially associated with academic performance; two subgroups showed high academic performance, two subgroups had intermediate academic performance and two had low performance. In each of these pairs, we found that one subgroup had high SEL scores while the other subgroup showed low SEL scores; i.e. we identified subgroups with similar level of academic performance but with different performance on the SEL scales. Additionally, we found that academic performance was related to cultural and economic capital as expected; the higher the cultural and

economic capital scores the higher the academic performance (Caro, D. H., Sandoval-Hernández, A., & Lüdtke, O., 2014).

This study proposes the use of profiles of students to communicate the information about social-emotional skills and their relationship with academic performance in a way that is clear and easy to interpret. We will discuss the implications of the results in the Mexican context that is characterized by large social disparities in which fairness issues revolve about comparisons between students of very different socioeconomic status.

Coutinho, S. A. (2007). The relationship between goals, metacognition, and academic success. *Educate*, 7(1), 39-47

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## **Relevance of Socio-emotional Skills in the Chilean Educational System**

*Pedro Felipe Moreno Gomez*

Abstract: The relevance that social-emotional skills have acquired in different contexts necessarily implies that there is a positive look of these aspects. In other words, the socio-emotional, is understood as a structural ability of human beings, a feature that, if properly worked, implies, in the long term, personal "success" in different spheres of life. In

that sense, the measurement and work focused on non-academic aspects is relatively new in the Chilean educational system.

The notion that it is relevant to evaluate aspects that go beyond academic knowledge is supported by the importance they have on people's lives, and the appropriate development of society and democracy. Bassi et al. (2012), explain that the development of these skills has proven to be crucial for an optimal insertion in the labor market, since in addition to the academic skills that the school must provide, employers are looking for a series of related social-emotional skills in young people, which contribute to a successful labor insertion.

In this sense, given that the educational establishments are a space for transmitting values, and where skills are trained and promoted to develop citizenship, coexistence and democratic participation (MINEDUC, 2004), from 2014 non-academic skills were included in the Chilean school system, through the Indicators of Personal and Social Development (IDPS in Spanish). The Chilean Ministry of Education states that these indicators are tasked with the assessment of learning outcomes related to the personal and social sphere, including these "non-cognitive" abilities. In that sense, the indicators have the following role in the evaluation of the quality of education:

- Provide educational establishments with relevant information on the personal and social environment of their students.
- They are considered in a Performance Category, which allows identifying those establishments that require support and must be visited by the Agency to receive improvement guidelines.
- Contribute to the design and evaluation of public policies and thus provide relevant information at the national level for educational research.

The law defines eight indicators, four obtained from administrative sources and four measured by self-reported questionnaires. The four indicators measured by students, teachers, and parents questionnaires, and officially reported since 2014, are academic self-esteem and school motivation, school climate, participation and citizenship education and healthy lifestyle

During the presentation I'll detail the nationwide

implementation of the IDPS, as well as of the main results of a study conducted on a sample of 7th grade students, who were answered a socio-emotional skills questionnaire constructed from the theoretical framework of the Big Five.

The results obtained by the questionnaire were correlated with the Personal and Social Development Indicators scores of the same students, through a multilevel analysis, in order to explore the relationships between socio-emotional skills and the Chilean national indicators.

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### **Effects of SEL Interventions, School Violence, and School Changes on SEL Competencies**

**Friday, April 5, 2:25 to 3:55pm**

Metro Toronto Convention Centre, 800 Level, Hall F

Session Type: Roundtable Session

Chair: *Shannon Beth Wanless*, University of Pittsburgh

### **Non-Promotional School Changes and Social and Emotional Learning: An Exploratory Study of Development in an Urban School District**

*Jonathan Schweig*, The RAND Corporation

Abstract: Supportive school-based relationships positively influence social and emotional learning (SEL). Because they disrupt these relationships, non-promotional school changes could be associated with differences in SEL development. There is little research, however, on how non-promotional school changes may impact SEL development, and the existing research tends to treat mobility as a static student trait, and does not explore the impact of the school change itself. Using data from one urban district, this study addresses a gap in our understanding of how school changes may impact SEL development, and

explores how development is associated with non-promotional school change. Results suggest that school movement initially impacts SEL and perceptions of school climate, but these impacts tend to diminish over time.

### **Outcome Measurement of School-based SEL Interventions: Current Trends and Future Directions**

*Sarah Kathleen Ura*, Texas A&M University; *sara Castro-Olivo*, Texas A&M University; *Ana C. d'Abreu*, Texas A&M University - College Station

Abstract: School-based social-emotional learning (SEL) interventions have been found to promote positive short- and long-term outcomes for children and adolescents; however, limitations on how outcomes are measured have been noted. To better understand the current trends of SEL measurement and intervention, the authors reviewed 111 studies previously identified as validated SEL interventions. Authors evaluated the prominence of SEL skills in outcome evaluation and the match between measures used and targeted outcomes. Findings suggest that most SEL interventions, while teaching SEL skills in practice, do not directly measure change in those skills as a result of intervention, and instead measure SEL more broadly. Implications of indirect outcome assessment and the future direction of assessing SEL intervention outcomes are discussed.

### **The Effect of School Violence Prevention Programs on SEL Competencies in South Korea: A Meta-Analysis**

*Saeyan Yun*, Ewha Womans University; *Tae Seob Shin*, Ewha Womans University

Abstract: This meta-analysis study examined the effects of school violence prevention programs on students' social and emotional learning (SEL) competencies in South Korea. A total of 52 primary studies with 170 effect sizes were analyzed. Results showed that school violence prevention programs in Korea had a medium size effect on promoting students' SEL (ES = 0.586). Results of moderator analyses showed that self-awareness and self-management that are intrapersonal competencies had larger effects than interpersonal competencies

that include social awareness and relationship skills. In addition, programs targeting high school students, selective prevention programs, and group intervention programs had larger effects than other types of school violence prevention programs. Lastly, on the follow-up effects analysis, the 'pre-after post' had the largest effect size.

## **Leveraging Social and Emotional Learning for Student Success: From Assessment to Program Implementation**

**Saturday, April 6, 8:00 to 9:30am**

Metro Toronto Convention Centre, 200 Level, Room 205A

Session Type: Symposium

Chair: *Jeremy Burrus*, ACT, Inc.

Discussant: *Roisin P. Corcoran*, University of Nottingham

Session Abstract: There is now near unanimous agreement in both the research and practitioner communities that social and emotional skills are important for academic and workplace success, and that teaching these skills should be a priority. Questions remain, however, regarding exactly how this should be done. Specifically, there is much confusion surrounding how these skills should be measured and how the data gleaned from assessments of social and emotional skills should be used in schools. The presentations in this session will tackle these issues head-on by describing the development of two social and emotional learning assessments currently used in school settings. Furthermore, two presenters will discuss how data from these assessments are being used to improve outcomes for schools and students.

### **What are Social and Emotional Skills and Why are They Important? An Overview**

*Jeremy Burrus*, ACT, Inc.

Abstract: This paper will provide an overview of the current state of the field of Social and Emotional Learning (SEL). Three broad topic areas will be discussed that answer three questions: 1) Frameworks for organizing social and emotional

skills (What are they?), 2) Research supporting the importance of social and emotional skills (Are they Important?) and, 3) Evidence surrounding the malleability of these skills and whether they should be assessed and taught in schools (Can and should they be taught?).

What are they? SEL frameworks

It is important to lead with this topic because it helps to answer the question, "What is SEL?", and creates a mapping of social and emotional skills for the audience. It is important to note that currently the map of social and emotional skills is confusing, sometimes presenting several roads that appear to lead to the same destination, and at other times presenting one road that appears to lead to several destinations. There are several extant SEL frameworks that will be considered. However, the skills included in these frameworks are often not clearly defined, and, as a consequence, the amount of overlap between these frameworks is difficult to determine. These issues will be summarized and a model to solve these interpretive issues will be proposed.

Are social and emotional skills important?

Second, research on the importance of social and emotional skills will be discussed. There is now a strong body of evidence supporting the importance of social and emotional skills for success in school, work, and life. In school, meta-analyses have shown these skill to be predictive of grades at all levels of schooling and retention in higher education. At work, meta-analyses have shown that these skills are predictive of job performance and job satisfaction. Finally, in life meta-analyses have shown these skills to be related to happiness, and health and longevity.

Can and should social and emotional skills be taught?

Finally, evidence surrounding the malleability of these skills and whether they can and should be taught will be discussed. Although the SEL community has encountered skepticism that these skill can be taught, there is accumulating evidence from several sources that they indeed can be. For example, meta-analysis and other large scale studies have demonstrated that social and emotional skills evolve naturally over time. If these skills evolve naturally over time, this opens the door for intentional change. Recently, other meta-analyses have shown that these skills can be improved a variety of ways, including through in-school



programming and through clinical interventions. As such, we conclude that social and emotional skills can be taught. Additionally, research in economics has shown that SEL programming has benefits for society. Finally, changes in the world of work emphasize the need for new entrants into the workforce to have strong social and emotional skills. The logical conclusion is that not only can social and emotional skills be taught, they SHOULD be taught in schools.

## **Development and Validation of the ACT Tessera Social and Emotional Learning Assessment System**

*Kate Walton, ACT, Inc.*

Abstract: ACT Tessera is a social and emotional learning assessment system designed to assess and intervene upon the social and emotional skills of middle and high school students. There are middle school and high school forms of the assessment which are designed to measure five important skills: grit, cooperation, resilience, curiosity, and leadership. The assessment uses the Big Five personality taxonomy as its organizing framework, with Big Five factors aligning to Tessera factors accordingly: conscientiousness (grit), agreeableness (cooperation), emotional stability (resilience), openness to experience (curiosity), and extraversion (leadership). Furthermore, each of the five skills is measured with three methods: self-report Likert-type items, situational judgment tests, and forced choice. After completion of the assessment, educators and students receive reports on students' results, complete with feedback on improving student skills. Skill-building lessons and activities are delivered via a tool provided to each participating school called the Tessera Teacher Playbook.

This paper discusses the development of the ACT Tessera assessment and the Tessera Teacher Playbook, and the validation of assessment. First, the use of the Big Five personality framework as the assessment framework will be discussed. There were many considerations for choice of assessment framework, including the framework's ability to be used as an interpretive guide for the myriad social and emotional skills, research evidence supporting the framework's structure being a comprehensive representation of people's skills, predictive validity evidence, and cross-cultural generalizability. An

evaluation of each of these factors lead us to select the Big Five as our assessment framework.

Next, two studies are described, one for each Tessera form (middle and high school). The middle school study was conducted with 2,852 students from 14 schools across the United States, and the high school study was conducted with 2,142 students from 11 schools. The purpose of each study was to evaluate the reliability and validity of each form. Results revealed that the middle school scales had acceptable internal consistency (Likert:  $\alpha = .67 - .75$ ; SJT:  $\alpha = .68 - .84$ ), as did the high school scales (Likert:  $\alpha = .72 - .78$ ; SJT:  $\alpha = .63 - .86$ ). Test information functions for the forced choice scales demonstrated high reliability around the moderate levels of the latent traits. Confirmatory factor analyses demonstrated good fit for the Likert and forced choice items, but moderate to poor fit for the situational judgment test items for both assessments. Furthermore, the assessments demonstrated evidence for validity. For instance, the middle school assessment correlated with GPA ( $r = .20-.46$ ), as did the high school assessment ( $r = .19-.41$ ). Each measurement method provided incremental validity in the prediction of grades.

This paper will conclude with a discussion of the development of the Tessera Teacher Playbook. Additionally, the development of new versions of Tessera will be discussed. These include an elementary version (3rd through 5th grade), a college version, and a workforce version. After each is complete we will have SEL assessments that measure populations ranging from third grade students all the way through adults in the middle of their careers.

## **Using ACT Tessera Data for Program Planning and Student Success**

*Jonathan Martin, ACT, Inc.*

Abstract: Ensuring we can Social and Emotional skills with validity and reliability is a far more worthwhile endeavor if we can simultaneously ensure that educators can use the resulting data in valuable ways. This paper will take the position that just as academic ("cognitive") achievement and growth data valuably informs and improves the work of educators, so too can social and emotional ("noncognitive") achievement and growth data. In

this discussion, pioneering work with the use of such data by the California CORE districts, and by other districts in Washington state, Nevada, and Massachusetts will be reviewed. It will also consider how new US federal educational policy, (the Every Student Succeeds Act), elevates the importance of using these kinds of social and emotional learning data.

The paper will then look more closely at how schools are using ACT Tessa specific data, both aggregated data for planning and evaluation purposes, and also individualized data for working with individual students. Case studies of such uses will be presented. Consideration will be given to the challenges and limitations of the use of these data, and the important questions about this usage needing further study and research.

### **Development and Validation of the Character Skills Snapshot**

*Meghan Wilson Brenneman*, Enrollment Management Association; *Kevin Petway*, Enrollment Management Association

**Abstract:** The Character Skills Snapshot is an assessment of social and emotional learning (SEL) developed by the Enrollment Management Association (EMA) and Educational Testing Service (ETS) that measures seven skills: intellectual engagement, teamwork, initiative, resilience, open-mindedness, self-control, and social awareness. The Snapshot was designed for the independent school community as an evaluation of an applicant's character during the admissions process. Independent schools, as part of their history, have emphasized the importance of character as part of their founding principles. Schools include character in their missions, in their buildings and in their curriculum. Most independent schools, as part of their admissions processes, evaluate student character in some way (e.g., interviews, personal statements and letters of recommendation) yet these approaches are resource consuming, subjective, threatened by evaluator bias and difficult to administer equally across schools. The Snapshot represents the first standardized approach to measuring character that maintains consistency from student to student, reducing the impact of interviewer bias or school differences.

The 2017-2018 school year represented the Snapshot's first year of operational use with over 16,000 unique test takers and over 500 schools agreeing to accept Snapshot scores from their students. While preliminary analysis has revealed a lot of descriptive data about the sample, there are a number of unknowns that cannot be examined until we have collected performance data from the first year of applicants.

An operational data validity study for the Character Skills Snapshot is currently underway. Data will be collected in two waves. First, and already collected, is a sample of 4,000 students who took the Snapshot and submitted their application through a standardized online system. With this data the relationship between Snapshot results and many external criteria (grades, class rank, standardized test scores, extracurricular activities, teacher ratings of character, etc) can be investigated. Second, we will ask schools to complete data templates for their matriculated students in order to understand the relationship of Snapshot skills and academic performance one year later.

This paper will first provide a brief summary of Snapshot's development process, including an overview of construct selection, item development, and construct validation. Following, it will highlight some of the larger practical and methodological challenges that were faced prior to Snapshot's formal transition into operational launch. It will then provide an overview of findings from the preliminary validity study from a data set of 681 students who participated in the large-scale field trial of the Snapshot. Finally, it will touch upon the current validity study and highlight some early findings from this data.

### **Using the Character Skills Snapshot for Program Planning and Student Success**

*Nandita Bajaj*, University of Toronto Schools

**Abstract:** Character development is at the core of many independent schools and often serves as a differentiating factor for families when choosing a school for their children. In fact, in a recent survey of over 2,700 families, 92% stated that developing their child's moral character was an extremely important factor when deciding on a private school (EMA, Ride to Independent School, 2017). For families considering private school, the admission

process has not changed in over 50 years. Every school has local variations on what they include in the application packet but generally what is required is some combination of grades, test scores, recommendations, extracurricular activities, an interview, a writing sample, financial aid information and a personal statement. Although not formally assessed, admission teams would extract information about an applicant's character when reviewing the applicants file. Last year, as an addition to our process, our school decided to accept Character Skill Snapshot results from our applicants. As a school very interested in character development, we have spent the last 4 years collaborating with 40 other independent schools to guide the development of a standardized character assessment. The 2017-18 admission cycle was the first time the Snapshot was available for schools to use.

This paper will detail our decision logic to introduce a new requirement into our admission process. It will highlight the difficult conversations held between various stakeholders in the school community. The paper will focus on how the admission team decided to use the Snapshot in the process and how the information provided helped our team know the applicant better. The paper will highlight challenges when introducing a new tool into a high-stakes process. The paper will conclude with some considerations for next steps.

### **Exploring the Perspectives of Parents, Teachers, and Schools Implementing SEL**

**Sunday, April 7, 8:00 to 9:30am**

Metro Toronto Convention Centre, 800 Level, Hall F

Session Type: Roundtable Session

Chair: *Dorothy E. Hines*, University of Kansas

### **Factors Affecting Teachers' implementation of Social-Emotional Learning Curriculum in Malawi: A Two-Stage Structural Regression Approach**

*Jeongmin Lee*, Florida State University

Abstract: Social and emotional learning (SEL) enhances children's school achievement. Successful implementation of SEL relies on teacher practices. This study examined the effects of teachers' pedagogical (a) comfort, (b) commitment and access to (c) institutional support on the implementation of a national primary SEL curriculum in Malawi. Data were collected from 432 teachers from 34 primary schools selected randomly in Zomba, a rural district of Malawi; they were analyzed through structural equation modeling. Results showed pedagogical comfort and institutional support positively influenced teachers' integration of SEL into curricular activities and other school routines such as one-on-one counselling. Deviating from evidence in the US, teacher commitment showed statistically non-significant effects. I will discuss the research and policy implications of these findings.

### **The Multiple Dimensions of Parental Involvement in China and its Links to Children's Social Emotional Development**

*Yuan Du*, Beijing Academy of Educational Sciences; *Mao Yaqing*, Beijing Normal University

Abstract: Parental involvement in children's education is a critical factor associated with children's social emotional development. It is vital to ascertain the extent to which aspects of parental involvement can promote children's social emotional development and which expressions can help the most. Using a large low-income sample from China (N=2,515), this study examined the effects of parental involvement overall and specific categories of involvement on children's social emotional development. Results indicate a significant relationship between parental involvement and overall social emotional development. The study also examined the mediation role of parent-child relationship between parental involvement and social emotional development. The significance of these results in promoting children's social emotional development in Chinese families are discussed.

### **Understanding Implementation of a Social-Emotional Learning Program in One District Through Diffusion of Innovation Model**

*Elaine Lin Wang*, RAND Corporation; *Ivy Todd*, RAND Corporation; *Jennifer P Cerully*, RAND Corporation

Abstract: This qualitative study applies an elaborated version of the diffusion of innovation model (Greenhalgh et al., 2004) to understand the adoption and implementation of a SEL program in one urban district based on deep examination of six schools over two years. From interviews focus groups, and observations, we identified facilitators and barriers corresponding to the four main determinants of diffusion: characteristics of the innovation itself, aspects of the individual adopter, channels of communication, and features of the organizational system. Preliminary results suggest that the program was perceived as easy to implement, but the messaging about what implementation involved may have been problematic, resulting in superficial adoption. System student-conduct policies may need to be re-examined to support program principles.

### **Teachers' Well-Being and Social-Emotional Competencies**

**Sunday, April 7, 9:55 to 11:25am**

Metro Toronto Convention Centre, 800 Level, Hall G

Session Type: Roundtable Session

Chair: *Lorea Martinez*, Lorea Martinez, SEL Consulting

### **Sharing Understandings of Wellbeing: An Exploratory Study in Irish Schools Incorporating the Voices of Teachers**

*Margaret M Nohilly*, Mary Immaculate College; *Fionnuala Tynan*, Mary Immaculate College

Abstract: There is an increasing interest in the notion of wellbeing, politically, societally and educationally, evident in national and international literature. Wellbeing remains an enigmatic, multi-faceted concept that sometime eludes definition. Particularly in the field of education, wellbeing has received much attention. This paper provides an overview of a study undertaken with primary school

teachers in Ireland. The challenge in promoting wellbeing are outlined. Findings are considered in light of educational policy developments in wellbeing over the last decade in Ireland. The findings highlight that wellbeing is open to many interpretations and embedding a culture of wellbeing in the education environment can often seem a rather abstract concept, however the importance of creating a space for wellbeing in education is promoted.

### **Longitudinal Tracking of Preservice Teachers' Emotion-Regulation Ability**

*Roisin P. Corcoran*, University of Nottingham; *Joanne O'Flaherty*, University of Limerick

Abstract: Few teacher education programs explicitly focus on social and emotional learning (SEL) despite the fact that many states have adopted SEL standards and schools are implementing SEL programs. Further, there is a dearth of information about in what way these processes develop during teacher preparation. This three-year longitudinal study examined pre-service teachers' trajectories of emotion-regulation ability (ERA) during teacher preparation. Findings suggested that pre-service teachers' mean ERA scores were statistically significantly lower than the average scores for the population across all three time points. Results also showed that ERA growth significantly decreased over time. Implications for teacher preparation are discussed.

### **Development of a Social Emotional Learning Teacher Self-Efficacy Scale for Preservice Teachers**

*Alexander Gist*, The University of British Columbia; *Shelley C. Hymel*, The University of British Columbia; *Eva Oberle*, The University of British Columbia

Abstract: The importance of Social Emotional Learning (SEL) for success in school and the workplace is widely recognized. Yet, though teachers are expected to lead SEL programs and promote it in the classroom, little attention is given to SEL in teacher training and there is little research investigating SEL in teacher education. This study aimed to create a measure for preservice teachers

that assesses perceived teacher efficacy for promoting SEL. A 29-item scale was developed based on a sample of 144 Canadian preservice teachers. Seven subscales were identified from a factor analysis with Cronbach's  $\alpha$  ranging from .72 to .87. The resulting scale provides a tool that researchers can use to understand the SEL self-efficacy beliefs of future teachers.

## **SEL Measurement and Continuous Improvement: Lessons From the CORE Districts**

**Sunday, April 7, 11:50am to 1:20pm**  
Metro Toronto Convention Centre, 200 Level,  
Room 206C  
Session Type: Symposium

Chair: *Heather J. Hough*, Stanford University

Discussant: *Clark McKown*, Rush NeuroBehavioral Center

Session Abstract: In this symposium, we bring together a diverse set of papers from researchers across institutions and specializations to better understand how surveys of social-emotional learning (SEL) and school culture/climate (CC) can be used to drive educational improvement. Using data from nearly 500,000 students from the CORE districts in California, the researchers in this symposium: 1) assess the stability of school-level SEL growth estimates across multiple years; 2) explore whether we can attribute student growth in SEL to individual teachers; 3) examine how differential target setting for non-academic indicators in school quality systems affects school performance on those indicators; and 4) share findings from a large-scale pilot study on how to best elicit growth mindset with student self-reports.

### **Measuring Stability in School Effects on Social-Emotional Learning: Evidence from Three Years of SEL Data**

*Hans Fricke*, Stanford University; *Susanna Loeb*, Brown University; *Robert H. Meyer*, Education Analytics; *Andrew B Rice*, Education Analytics Inc.; *Michael Christian*, Education Analytics; *Libby Pier*, Education

*Analytics; Heather J. Hough*, Stanford University

Abstract: Do schools influence students' SEL development? If so, can we measure this influence in a reliable way? A critical step towards answering these questions is examining whether schools have a stable effect on students' SEL over time. This paper investigates the stability of school effects on students' self-reported SEL in three waves of the first large-scale panel survey of students' SEL. Understanding the stability of estimates of school effects will provide fundamental insights into whether and how SEL measures might be used to assess school quality.

The study builds on previous work (Authors, date) using two waves of data that found substantive differences across schools in SEL growth, of magnitudes similar to those for academic achievement, suggesting that schools might contribute to students' SEL. However, additional work is needed to warrant interpreting these differences as causal effects of schools on students' social-emotional learning. This study takes a further step in this direction by investigating the stability of the estimated school effects over multiple years in order to help assess whether the estimated impact of schools are reliable. We will further estimate school effects for different subgroups of students, such as girls compared to boys, socioeconomically disadvantaged students compared to their more advantaged counterparts, and students of different racial and ethnic backgrounds; this paper will then assess stability of these subgroup estimates over time. Under the assumption that the factors that determine a school's capacity to shape social-emotional skills are changing only slowly, stability of school effects across years would provide further evidence that schools contribute to students' social-emotional development. If, however, school effects vary substantially across years, then external factors or measurement error are more likely to explain the school effects. Although stability is not a sufficient criterion to interpret school effects as causal, it would provide necessary evidence that schools can measurably contribute to students' SEL development.

To answer these questions, we examine a unique panel dataset of nearly 500,000 student responses each year across three years within six large districts in California on a set of self-reported

survey questions related to four social-emotional constructs: growth mindset, self-efficacy, self-management, and social awareness. We use methodology similar to that of conventional value-added models on standardized assessments to assess variation across schools for each construct. We do this separately for two years (2016-17 and 2017-18), always controlling for one year of prior SEL responses (i.e., 2015-16 and 2016-17, respectively) in order to examine students' growth on a given SEL construct. We then compare the results of these two models across years. We compare the outcomes of this analysis to growth results on standardized assessments in math and English language arts for the same students, to provide a sense of the relative magnitude of schools' effects on students' SEL. Overall, this paper aims to build upon a growing body of evidence that schools can influence students' social and emotional development and will provide critical evidence as to whether this influence is a true and stable effect over time.

### **Can We Measure High-Quality SEL Instruction? Exploring Teacher Effects on Students' Social-Emotional Learning**

*Robert H. Meyer*, Education Analytics; *Libby Pier*, Education Analytics; *Jordan Mader*, Education Analytics; *Andrew B Rice*, Education Analytics Inc.

**Abstract:** Teachers play a critical role in helping establish classroom and school environments that contribute to students' social and emotional development (Blazar & Kraft, 2017; Kraft, 2017; Jackson, 2014). In order to explore whether this role can be measured for the purposes of assessing school quality, it is necessary to examine whether we can reliably estimate teacher effects on students' SEL. This paper aims to evaluate whether we can develop a teacher-level measure of student growth in SEL by applying statistical methods (i.e., value-added models) often used to assess teacher impacts in math and English language arts to students' self-reported surveys of SEL. In doing so, this paper starts to explore possible uses of students' self-reported SEL within schools, districts, and states. By assessing whether we can develop a sound approach for measuring teachers' impacts on students' SEL, we aim to contribute to the growing body of knowledge about appropriate and innovative uses of data on students' non-cognitive and social-emotional learning (CASEL, 2017).

In this paper, we analyze data from the 2016-17 and 2017-18 administrations of student self-report surveys within six California school districts, which include responses from nearly 500,000 students each year. We focus on students in Grades 4 and 5, since these are typically self-contained classrooms with one teacher of record for a group of students. By first establishing whether we can estimate teacher-level effects of students' SEL for self-contained classrooms, we can build a statistical foundation for estimating such effects before exploring possible generalizations and applications to more complex teacher-student links (e.g., in middle and high school, in co-teaching environments, or for special education teachers pushing into general education classrooms). We estimate separate value-added models for each of the four SEL constructs assessed—growth mindset, self-efficacy, self-management, and social awareness. Finally, we compare the results of these models to value-added models for math and English language arts, in order to assess the relative strength and robustness of the SEL value-added models.

As conversations around using students' SEL in possible school accountability systems continue—particularly in response to the passage of the Every Student Succeeds Act (ESSA) in 2015—this paper aims to provide some preliminary evidence as to whether we can measure teachers' impact on students' SEL. In addition, these results begin to shed light on whether embedding SEL into teachers' existing pedagogical practices might produce measurable impacts on students' SEL, which further informs how schools and districts think about programs, policies, and initiatives to intervene on students' SEL.

### **Setting Targets for School Improvement on SEL and other Non-Academic Indicators**

*Rachel Sue White*, Old Dominion University; *Morgan S. Polikoff*, University of Southern California; *Shira Korn*, University of Southern California

**Abstract:** Examining the statistical properties of measures of students' SEL is a foundational step towards designing robust systems for assessing school quality that incorporate a range of measures. Another central question is how those measures are

used in school quality systems—in particular, how setting targets around the included measures affects how schools perform on those measures. Although there is a robust body of literature studying targets for academic indicators within school quality systems (Ladd & Walsh, 2003; Richards & Sheu, 1992), few studies explore target setting for non-academic indicators. Focusing on schools within the CORE districts, we investigate how moving performance targets for non-academic indicators affects school quality ratings. We ask: (1) How does school performance on CORE’s School Quality Improvement measures vary across schools and over time?; and (2) How does the setting of targets on CORE’s non-academic indicators at various levels impact the number and types of schools that make progress toward or reach the target?

Using data from more than 800 elementary schools within the eight CORE districts, we focus on the index levels and California Accountability Dashboard Level (CADL) categories for 14 measures within the two domains of the CORE School Quality Improvement Index (SQII): four academic domain measures (i.e., academic achievement and growth in math and ELA); and 10 social-emotional learning (SEL) and school culture-climate (CC) domain measures, including suspension/expulsion rate, chronic absenteeism, English learner redesignation rate, four student SEL measures, and three school CC measures. To explore our first research question, we present descriptive statistics, correlation analyses, and transition tables. For example, we find that, as compared to the achievement measures, there is substantial year-to-year variation and more even distribution among the non-academic SQII measures.

To examine our second research question, we shift the thresholds for the CADL categories one index level unit to the left (i.e., narrowing the lowest-performing category (red)) and one index level unit to the right (i.e., widening the lowest-performing category; note that due to the negative skew in the suspension rate measure, we impose a 0.25 index level unit shift in lieu of a 1 index level unit shift.) Using these data, alongside school-level student demographic data, we examine how a one-unit shift impacts the number and types of schools that improve or worsen their CADL category. Preliminary results reveal that all measures are

sensitive to even these small shifts in thresholds. Analyses of the student demographics in the schools that are most sensitive to these relatively minute changes are underway, but the preliminary results indicate that small schools are especially vulnerable.

Given evidence on the importance of non-academic outcomes and changes to education policy under the Every Student Succeeds Act, states have begun to include non-academic measures in their school accountability systems. Little is known, however, about how these indicators vary between schools and over time, or about what calculation models to use and where to set targets. Because these indicators are used to determine school status, setting purposeful and evidence-based policy is critical. The proposed study will provide initial evidence to this effect.

### **Growth Mindset versus Not a Fixed Mindset: Comparing Positively and Negatively Worded Survey Items**

*Caroline Wang; Libby Pier, Education Analytics; Robert H. Meyer, Education Analytics; Daniel M. Bolt, University of Wisconsin - Madison*

Abstract: Adopting a continuous improvement approach to metric development enables researchers and practitioners to partner in ways that facilitate the development of reliable and valid measures to assess students’ SEL (Davidson et al., 2018). Continuous improvement helps address one of the key challenges facing educators, researchers, and policy makers as they grapple with how to assess social-emotional skills and competencies: deciding the most appropriate scale or instrument to use. Because many of the scales developed by education researchers often rely on relatively small samples (e.g., Blackwell et al., 2007; Duckworth, Tsukayama, & May, 2010), there is often not a strong evidence base supporting the use of certain instruments in the field at scale. In the CORE Districts, district staff and leaders selected four social-emotional competencies to assess: growth mindset, self-efficacy, self-management, and social awareness. As described in Authors (Date), the CORE Districts drew from existing measures that met a series of criteria, including that they were evidence-based, free to administer, practical,

parsimonious, and strengths-based.

Subsequent analyses of the first two years of data from the CORE surveys revealed that, compared to the other scales, the growth mindset construct had lower internal consistency as measured by Cronbach's alpha and higher variance in student responses (Authors, date). Particularly, students in younger grades and students who were not native English speakers were likely confused by the items in the growth mindset scale, potentially because of the negative wording of the items (Authors, date). As a result of these findings, the CORE Districts piloted 10 new growth mindset items in the 2017-18 school year as part of their Innovation Zone initiative. (See [http://coredistricts.org/wp-content/uploads/2017/07/CORE.Districts.Innovation.Zone\\_.QAv2\\_.pdf](http://coredistricts.org/wp-content/uploads/2017/07/CORE.Districts.Innovation.Zone_.QAv2_.pdf) for more detail on the Innovation Zone.)

In this paper, we analyze the performance of four of these new items, which are positively worded versions of the original, negatively-worded growth mindset items administered in the CORE Districts from 2015-2017. We repeat prior analyses of the CORE SEL survey measures (Authors, date) to evaluate whether positively worded items have superior psychometric properties compared to the original items. Specifically, we use classical item analysis (including measuring item difficulty, item discrimination, and percent of responses missing), exploratory and confirmatory factor analysis, differential item functioning (DIF) analysis, and item response theory modeling (including estimating nominal response models [NRM; Bock, 1972], partial credit models [PCM; Masters, 1982], and generalized partial credit models [GPCM; Muraki, 1992]).

By comparing the results of this suite of analyses for the original growth mindset items and the revised growth mindset items, we provide empirical evidence that informs the CORE Districts' decision-making approach for continuously improving their SEL survey measures. In addition, this paper will discuss for the first time results from the innovative approach the CORE Districts are taking to pilot new SEL survey items at a massive scale and review the outcome of this first pilot initiative. Given that the CORE District items are open source and free to administer, this paper stands to make a critical contribution to the field's growing understanding of

appropriate, valid, reliable, and cost-effective approaches for measuring students' non-cognitive and social-emotional abilities at scale.

## **Interdisciplinary Reconnection Through Mixed-Method Bodies of Evidence: Adult Social-Emotional Learning**

**Sunday, April 7, 3:40 to 5:10pm**

Metro Toronto Convention Centre, 700 Level, Room 709

Session Type: Symposium

Chair: *Carina Fiedeldey-Van Dijk*, ePsy Consultancy

Discussant: *Thomas Akiva*, University of Pittsburgh

Session Abstract: The Anchorage Youth Development Coalition (AYDC) groups 60+ youth-serving organizations, supporting them to mobilize interdisciplinary, mixed-method strategies and focus on empirically-driven, multimodal strengths. AYDC's Second Order Change initiative encourages transformation in youth development priorities in areas of health, civic engagement, and economic self-sufficiency. It develops leaders and staff to achieve positive youth outcomes. In this session, presenters share successes and lessons learned in reconnecting interdisciplinary participants through adult SEL development by: 1) describing program elements of peer learning and personal reflection through critical-topic exploration based on CASEL's competency framework; 2) focusing on the utilization of two complementary methods for evaluating program success; and 3) offering consultative reflection on comprehensive relational support in adult SEL, to enable program/practice applications elsewhere.

### **Participatory Adult SEL Curriculum Development for Organizational Leaders and Staff Working with Youth**

*Ciara Johnson*, Anchorage Youth Development Coalition

Abstract: 1. Recent SEL SIG presentations at AERA meetings aptly demonstrated that social and emotional learning (SEL) skills are critical for



educational and developmental effectiveness in working with youth. Leaders and staff increasingly find that supporting SEL skill development is a core part of their job responsibilities. Their capacity to model and incorporate SEL skills in organization-wide practices is enhanced through adult SEL professional learning. This paper's objective is to present key findings from a participatory process to develop a relevant adult SEL professional learning (PL) series curriculum for youth-development leaders and staff in interdisciplinary and multi-cultural fashion, particularly those operating in out-of-school-time (OST) settings.

2. A Second-Order Change curriculum design was led and informed by the people it is intended to serve, using participatory community development practices. The resulting PL curriculum is founded on promising SEL practices specifically geared for OST settings across the U.S. (Smith et al., 2016). This paper will highlight a defining OST SEL curriculum feature, termed parallel project content and SEL content sequence in combination with principles of adult learning, as it forms the basis of this curriculum.

3. Effectiveness of the PL series curriculum was measured through participant responses via monthly rapid-cycle surveys (RCS), pre- and post-SEL skills (self-assessments of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), and open-ended surveys. Curriculum design process elements were explored through interviews with key stakeholders, and observations and reflection notes by PL series facilitators and the project leader. The curriculum is entering its third year of participation.

4. Monthly rapid-cycle surveys (RCS) response means were calculated for multi-item domains. Self-assessed pre- and post-SEL skills were retrospectively analyzed to identify significant differences, grouping all participants together per year, and by grouping participants by job-description types. Following a mixed-method approach, participant responses to open-ended survey questions provided examples of impact associated with PL series participation. Interviews of key stakeholders along with facilitator and project leader observations provided qualitative data on the curriculum development process.

5. RCS findings and self-assessed SEL skills together demonstrated positive SEL growth and balance, discussed further by the subsequent papers in this session. In this paper, anecdotal testimony of change in staff SEL skills will be shared as it applies to their youth development work. Multi-modal perspectives on the benefits and challenges encountered in the development process as revealed during interviews of key stakeholders and field testing will be highlighted, emphasizing the value of the curriculum development's comprehensive, inclusive approach.

6. There is an increasing demand for supporting adults with SEL applications in youth development settings. The findings coalesce to illuminate an interdisciplinary community-based approach to addressing this need. This paper serves to highlight how the curriculum accommodates processes that leverage community strengths to create a shared PL support for staff in diverse roles and program settings. Results of the design process and the curriculum itself provide an engaging way forward in providing effective SEL and other PL supports for youth development organizations.

### **Adding Value to Inquiry: Applying Conventional and Progressive Methods and Advance Knowledge of Social-Emotional Learning**

*Carina Fiedeldey-Van Dijk, ePsy Consultancy*

Abstract: 1. Positive youth development via AYDC's Second-Order Change program series is inclusive, collaborative, and data-driven – informed by measurable results and grounded in scientific methodology. Building on Paper 1, we share key learnings specifically derived from program methodology, which was designed around two different, complementary scientific approaches. We will highlight the necessity of both methods for SEL development, which may guide application opportunities in other programs also.

2. Two complementary approaches were followed to create a framework for empirical analyzing SEL data. In the conventional method, experimental program cohort increases in pre-post scores (beyond those found in a control group) were taken as indicative of improvement in abilities/skills, and perhaps of program success. This method included

averaging and comparing of monthly formative evaluations. From this perspective, EQ-improvement and program-success measures are linearly one-directional (upwards). In the progressive method, pre-post assessments and monthly evaluations are considered relative to a benchmark/context. With this method, EQ balance/versatility is acknowledged as desired development outcomes also, recognizing individual response-style differences. This futuristic approach accommodates EQ scores and evaluations to develop upwards/downwards; desired SEL development can be bi-directional as needed.

3. The pre-post EQ-i 2.0 assessment provided 16 EQ attribute metrics for guided debriefing, coaching, and SEL development facilitation. Standardized scores (mean=100, SD=15) provided a solid comparison baseline. We conducted formative evaluation in 10 iterations with the custom-developed RCS. The RCS comprises 25 Likert-scaled items, culminating in seven distinct aspect scores reflecting program content and process. Both EQ-i and RCS data were verified for validity using built-in response partiality and inconsistency.

4. First, the progressive method entailed relative scoring to achieve a realistic measure of balance/versatility: Total EQ was subtracted from participant EQ attribute scores, while RCS score shifts were calculated between sequential sessions. Thereafter, calculation principles applied similarly to both methods: deltas reflected changes in pre-post EQ scores and RCS scores were averaged across sessions for the overall group and three cohorts. These steps quantified the theoretical framework and program success. Descriptive, inferential and multivariate statistical techniques were computed. Despite a small sample (n=37), cohorts demonstrated demographic diversity with overall comparable results, with plans for gathering more data in subsequent years.

5. Both conventional and progressive methods framed facilitation guidance, participant development, and detailed analysis. Experimental-group findings were statistically significant ( $p < 0.05/0.01$ ). The two methods yielded distinct results: Pre-post and formative evaluation changes were more pronounced in one of the methods that will be revealed in this presentation, and focused on different EQ attributes and aspects in signaling

program success. Found distinctions depending on job description provided additional insights for future programs.

6. Statistical causality between EQ attribute changes and formative evaluation of program success appeared plausible via predictive modeling, regardless of method employed, meriting both for SEL development. This research demonstrates how to include both increase and balance/versatility as objectives to sustain SEL longer-term. The approach stretches conventional thinking and adds value to scientific inquiry: Strength-based initiatives should empower educators and youth to effectively develop towards equilibrium (personal harmony), and for improved adaptability and resourcefulness (resilience) in challenging times.

### **Second-Order Change: Supporting Staff Social-Emotional Learning for Anchorage Youth Program Quality**

*Ann McKay Bryson, SEL Rising*

Abstract: 1. The experience of a youth participating in out-of-school-time (OST) programs rests largely in relationships: of that young person to the adults around them, of their experience of the relationship between the adults in the OST program, and in the resulting quality of the youth to other young people being served by the program. This paper's objective is to explore the design of effective and engaging SEL skill building for adults through a second-order change project, with the explicit purpose of enhancing their leadership skills and increasing the degree to which they model and promote SEL skills in their workplace.

2. This project has been underway for 1.5 years, including a development period during which an array of PD resources from across the nation were explored, leading to a year-long PD experience of monthly meetings for three layers of OST leaders: executive directors, managers and direct-service workers. Five CASEL SEL competencies provided the foundation for the entire experience, supplemented by individual self-study through the EQ-i 2.0 and related coaching.

3. Formative assessments included the RCS completed monthly by session participants in all three cohorts, and used by the facilitation and

planning team for development and revision. Anonymous aggregate results from the EQ-i data were examined at the end of the Year-1 cycle. The project manager and SEL PL Consultant participated in an on-going cycle of inquiry, examining both content and process impact on facilitator and participant experiences.

4. Data collection spanned seven RCS aspects as described more fully in the afore-going papers. Facilitator reflections were qualitatively captured in interviews each month. Participants also completed the EQ-i 2.0 self-assessment as part of the series; pre-post data were analyzed for evidence of SEL development.

5. Along with the formal formative and summative findings presented in the first two papers, substantial practice outcomes resulted from this engagement. A combination of thoughtful design and facilitator self-study went into the initiative as foundations for success, along with the relational cornerstones of intentionally building collaboration within the team, a willingness to examine participant feedback as learners, and having an openness to change responsively. These efforts created the conditions for trust, sharing, exploration of challenges and, most importantly, personal self-awareness and goal setting related to explicit SEL skill building. Relational support as applied to the content design and the intentional process development and refinement were key learnings, transferrable to other adult learning and leading situations.

6. The importance of how adults treat one another and the youth in their care cannot be underestimated. In this 'post-truth' era, building trusting communities within which one can be open while exploring experiences and strategies for leading and serving is critical. The ability to initiate and sustain positive, effective relationships affect the degree to which youth succeed in learning and life. Adult SEL skill development is an emerging field; it is imperative that the related PD has measures that inform actual impact, rather than relying only on the perceptions of the facilitators/designers.

## **Students With Special Needs: SEL Interventions and Research**

**Monday, April 8, 12:20 to 1:50pm**

Metro Toronto Convention Centre, 800 Level, Hall F

Session Type: Roundtable Session

Chair: *John-Tyler Binfet*, The University of British Columbia

### **Students with Disabilities in Studies of Social and Emotional Learning (SEL) Interventions: A Systematic Review**

*Samantha G Daley*, University of Rochester; *Michael McCarthy*, University of Rochester; *Marianne Lane*, University of Rochester

Abstract: Universal social and emotional learning (SEL) interventions are intended to be used school- or classroom-wide. This systematic review examines whether and how students with disabilities, a population increasingly included in these general education classes, is being considered in the many studies of SEL interventions. Drawing on two landmark SEL compendia and a systematic search of the literature, results demonstrate that students with disabilities are rarely mentioned in SEL intervention studies and that few programs describe efforts to make their programs inclusive for students with disabilities. Implications for the design and study of SEL interventions are discussed.

### **Efficacy of a K-1 Social-Emotional Learning Intervention for Students At-Risk for EBD: Exploring Moderation Effects**

*Ann P. Daunic*, University of Florida; *Megan Worth*, University of Florida; *Daniel V Poling*, University of Florida; *Nancy Corbett*, University of Florida; *Stephen W. Smith*, University of Florida; *Emily Crews*, University of Florida

Abstract: Social-Emotional Learning Foundations (SELF) is a K-1 curriculum merging social-emotional learning and literacy instruction to promote social-behavioral and academic self-regulation for students at risk for emotional or

behavioral disorders (EBD). We provide findings from a three-year pretest-posttest cluster randomized efficacy trial to determine the effects of SEL versus business as usual. The sample included 359 children identified as at risk for internalizing (e.g., anxiety or depression) or externalizing (e.g., aggression or disruption) behavioral problems. Using a three-level model, we found significant positive effects related to social-emotional learning and general behavioral functioning, and significant moderation and direct effects of the internalizing versus externalizing dimension. We examine potential implications for future research to better serve students at risk, particularly for internalizing problems.

### **School-Based Social-Emotional Learning Interventions for Students with Emotional and Behavioral Disorders: A Systematic Literature Review**

*Megan Worth*, University of Florida; *Daniel V Poling*, University of Florida

Abstract: Students with emotional and behavioral disorders (EBD) are considered to have particularly significant support needs. Problem behaviors for students with EBD tend to continue despite intervention, remaining stable over time. Social-emotional learning (SEL) interventions represent a potential avenue for meaningful student gains. While existing reviews have examined the effects of SEL interventions across diverse student population, none have examined studies of SEL interventions targeting students with EBD. This systematic review searched electronic databases through November 2017, locating seven controlled trials evaluating SEL interventions for students with EBD. Although not consistently significant, positive results were found across all outcomes. Findings highlight the potential of SEL interventions for students with EBD and the need for additional efficacy research.

### **Social Emotional Learning and Academic Adjustment From Early Years to Emerging Adulthood**

**Monday, April 8, 2:15 to 3:45pm**

Metro Toronto Convention Centre, 200 Level, Room 201D

Session Type: Symposium

Chair: *Kathleen Hughes*, University of Calgary

Session Abstract: Recently there has been increasing attention on the social (peer relationships, prosocial skills, cooperation), and emotional (empathy, impulse regulation, optimism) competencies that contribute to school success. Each paper presented in this symposium examines diverse facets of social emotional learning and academic adjustment at varying developmental and educational stages. Overall, the findings from these papers suggest that social emotional learning, as assessed by perspective taking and problem solving in young childhood, prosocial behavior in middle childhood, self-control and empathy in adolescence, and humility and optimism young adulthood plays a significant role on academic learning, motivation, and engagement. This symposium will include discussion of possible avenues for intervention and support of social emotional learning in various levels of education.

### **Tales Toolkit: Evaluation of a novel resource for socio-emotional learning and literacy in early years**

*Alice Jones*, University of London - Goldsmiths; *Kate Shelley*

Abstract: Early socio-emotional skills have been associated with higher academic performance through enhancement of self-awareness, motivation, and coping (Zins, Bloodworth, Weissberg, & Walberg, 2004). One early socio-emotional training program is Tales Toolkit. The aim of this study was to evaluate the effects of training in and using Tales Toolkit in Early Years settings on the Early Years Framework Stage (EYFS) achievement levels.

Tales Toolkit encourages children to identify story elements such as Character, Setting, Problem, and Solution, to match each element to a symbol, and to create narratives that includes a 'problem' and a solution. Teachers in Early Years Settings were trained to use Tales Toolkit via online training sessions and used it weekly with their children in group sessions, as well as embedding the symbols more widely across their learning spaces.

Quantitative teacher-ratings of child achievement was provided at baseline and the end of the academic year for the seven areas of learning and development, including communication and language, personal, social and emotional development (PSED) and literacy. Ratings are provided against age-based expectations. EYFS data is available for over 500 children aged between two and five years of age from across the UK.

A mixed-methods study examining both effects of participating in the programme on Early Years Framework Stages (EYFS) achievement levels, and the views of participating early years providers was conducted. Quantitative analyses are based on a 2 (intervention/control) x 2 (Baseline/end of academic year) mixed design.

Results from a between-groups ANOVA controlling for performance at baseline suggests that children in the tales toolkit group make greater gains on several EYFS levels than comparison children whose schools had not yet had Tales Toolkit training: Literacy ( $F(1,617)=45.57, p<.001, \eta^2=.07$ ); Communication and language ( $F(1,618)=45.02, p<.001, \eta^2=.07$ ), and PSED ( $F(1,618)=61.48, p<.001, \eta^2=.10$ ); Understanding the World ( $F(1,572)=73.40, p<.001, \eta^2=.11$ ); and Overall phase of development ( $F(1,732)=143.43, p<.001, \eta^2=.16$ ).

We are also able to focus on children who are eligible for extra 'Pupil Premium' funding for their school (those with very low household income or are in care) and those who have English as an Additional Language. No differences in outcome were found for those students with English as an Additional Language, or those who were eligible for Pupil Premium Funding.

In addition to the quantitative approach, a thematic analysis of interview data based on eight interviews with early years practitioners was conducted. Thematic analysis of qualitative data suggests practitioners value the flexibility and inclusiveness of the resources. Practitioners discussed the effect on children in terms of engagement with literacy, including writing. The ability to train all members of staff using the online system was also reported to be helpful for schools managing limited budgets. Case studies of language and literacy development

in children where specific difficulties had previously been indicated were also related.

This evaluation supports the use of Tales Toolkit as a useful strategy for developing personal, social, language and literacy skills during the early years period.

### **The Development of Prosocial Behavior, School Bonding, and Academic Motivation in the Early School Years**

*Linlin Zhang; Tina Malti*

Abstract: Social-emotional development plays a key role in children's academic functioning from early on (e.g., Denham & Brown, 2010; Durlak et al., 2011; Malti & Noam, 2016). One dimension of social-emotional development is prosocial behavior, defined as behaviors that benefit others such as helping, sharing, and comforting (Eisenberg et al., 2015). Prosocial behavior has been linked to social and academic adjustment in the school context (e.g., Bierman et al., 2009; Collie et al., 2018). While much is known about how prosocial behavior contributes to academic outcomes, less work has explored how prosocial behavior is associated with bonding and motivational dimensions of academic functioning. In addition, relatively little is known how these dimensions may in turn, affect prosocial development. The present study investigated the reciprocal relations between prosocial behavior and social and academic domains of academic functioning using a longitudinal design. To explore potential developmental differences in these relations, we used data from two cohorts of 4- and 8-year-old children (preschool and early elementary school).

Data were collected from 300 ethnically diverse children (150 4-year-olds and 150 8-year-olds; 50% girls) from a metropolitan city in Canada in two waves (one year apart). Caregivers reported children's prosocial behavior using the subscale of the Strengths and Difficulties Questionnaire (Goodman, 1997; 5 items;  $\alpha = .82/.81$ ). Caregivers also reported children's school bonding (5 items;  $\alpha = .80/.71$ ) and academic motivation (3 items;  $\alpha = .82/.82$ ) using the Holistic Student Assessment (Malti, Zuffiano, & Noam, 2017).

Descriptive statistics and correlations were

presented in Table 1. Prosocial behavior, school bonding, and academic motivation were moderately-to-highly stable across time. Within time, prosocial behavior was positively associated with school bonding and academic motivation. Across time, prosocial behavior at Time 1 was positively related to school bonding and academic motivation at Time 2 for 4-year-olds only; school bonding and academic motivation at Time 1 was positively correlated with prosocial behavior at Time 2 for 4- and 8-year-olds.

Longitudinal relations between prosocial behavior, school bonding, and academic motivation were examined in path models while controlling for the stability of the variables (Figure 1). In both 4- and 8-year-olds, prosocial behavior at Time 1 did not predict school bonding or academic motivation at Time 2 over and above other Time 1 predictors. In contrast, academic motivation, but not school bonding, at Time 1, positively predicted prosocial behavior at Time 2 over and above other Time 1 predictors in both groups.

The results show consistent concurrent associations of prosocial behavior with school bonding and academic motivation in the early years. Interestingly, early academic motivation predicted increased prosocial behavior, suggesting that children who are motivated to do well in school may learn to engage in more prosocial behaviors. Taken together, these findings provided new insights into the reciprocal relations between social-emotional competence and academic functioning in the early years.

## **Theory of Mind, Empathy, and School Engagement in Emerging Adolescents**

*Sandra L. Bosacki*, Brock University; *Flavia Pissoto-Moreira*; *Valentina Sitnik*, Brock University; *Katherine Andrews*; *Victoria Talwar*, McGill University

**Abstract:** Theory of Mind (ToM), or ability to attribute mental states to oneself and others is an important social-emotional skill to learn during the transition to secondary school (Hughes, 2011), especially for the development of school engagement and prosocial relations (Ross & Tolan, 2017; Zorza et al., 2018). Although past studies

have found positive associations among younger children's ToM, school success, and social relations (Fink et al., 2015; 2018), few studies explore relations among ToM, empathy, self-perceptions, and engagement in emerging adolescents. That is, to date, researchers have yet to explore the connections between ToM and school success in young adolescents, particularly how ToM and related social-emotional skills such as empathy, self-conscious emotional understanding, self-control and self-worth play a role in adolescents' engagement (psychological and cognitive). To address this gap in the literature, we investigated the links between young adolescents ToM and empathy, self-perceptions, and engagement.

### **Method**

As part of a larger 5-year longitudinal study, this study describes the analyses of our Year 3 (2017-8) data obtained from Grade 10 students from 8 schools within Ontario, Canada (N = 33; 24 females; Mage = 15.1 years, SD = 0.25). ToM measures included The Reading the Mind in the Eyes Test (RMET), (M = 22.78, SD = 5.40), Strange Stories (M = 5.89, SD = 2.28), and ToM 2nd order stories (M = 3.47, SD = .67). Social-emotional skills assessed included emotional understanding (IRI) (M = 3.35, SD = .45); empathy (TOSC) (M = 3.30, SD = .45); self-perceptions (PSCS) (M = 2.81, SD = .61); self-compassion (M = 2.75, SD = .74, and self-control (M = 3.14, SD = .63). Finally, School Engagement Inventory measured psychological (M = 3.10, SD = .49), and cognitive engagement (M = 3.39, SD = .34).

### **Results**

Significant relations were found between ToM and engagement. RMET was positively correlated with cognitive engagement, and SS scores were positively correlated with cognitive and psychological engagement,  $r = .379$ ,  $p < .05$  and  $r = .452$ ,  $p < .01$ , respectively. Engagement was also positively associated with self-control, global self-worth, and total self-perceptions. Interestingly, adolescents' perceptions of their academic competence were not found to be related to any dimension of engagement. Results from T-tests showed that compared to boys, girls scored higher on empathy ( $t(28) = 2.72$ ,  $p < .05$ ) and self-conscious emotional understanding ( $t(29) = 3.02$ ,  $p < .05$ ). In contrast, boys scored higher than girls on self-control ( $t(29) = -1.74$ ,  $p < .05$ ).

## Implications

Our findings suggest that ToM, self-control, and perceived self-worth are related to engagement. In addition, gender may influence the relations among emerging adolescents' ToM, perceptions of self-control, and engagement. We found that girls scored higher than boys on empathy and emotional understanding but did not differ in terms of ToM or engagement. Theoretically, this study highlights the complex connections between adolescents' ToM, empathy, and engagement. Practically, it provides empirical groundwork for educational programs aimed to foster social cognitive and emotional skills, self-knowledge, and school engagement.

## Social Emotional Learning as a predictor of Student Engagement in University Students

*Kathleen Hughes*, University of Calgary

Abstract: Social Emotional Learning (SEL) refers to competencies such as self-regulation, cooperation, and empathy in young children and adolescents. SEL has been linked with academic outcomes. For instance, relationship skills and responsible decision making are linked with academic readiness and classroom adjustment in preschool children (Denham et al., 2014), and mindfulness is linked with school retention and health-focused habits in adolescence (Lawlor, 2014). However, research on SEL in emerging adulthood is sparse, in part due to a lack of psychometrically sound measures of SEL in adulthood. The current study aimed to construct and validate a measure of SEL in young adulthood and to examine the links between SEL and student engagement in university.

A sample of  $N = 435$  university students (80% women, 62% Caucasian, 84% heterosexual) from Western Canada were invited to participate in an anonymous online survey. Measures included self-reports of teacher quality (Law, 2011); sense of belonging (CUSC, 2015); anxiety (Mills et al., 2014); grit (Duckworth et al., 2012); behavioural, emotional, and cognitive engagement (Lam et al., 2014); and a newly created measure of SEL containing 35 items rated on a 7-point Likert scale. Exploratory factor analysis with varimax rotation indicated a 6-factor solution that accounted for 52% of the variance with all factor loadings over 0.38. Factors included Compassion (10-items,  $\alpha = 0.86$ );

Optimism (5-items,  $\alpha = 0.78$ ); Awareness (5-items,  $\alpha = 0.74$ ); Calmness (5-items,  $\alpha = 0.74$ ); Humility (5-items,  $\alpha = 0.72$ ); and Responsibility (5-items,  $\alpha = 0.63$ ).

Results indicated that higher SEL competencies were linked with lower anxiety and higher self-reports of engagement and grit. To determine if SEL was a unique predictor of engagement, a series of hierarchical regressions were conducted controlling for teacher quality, sense of belonging, anxiety and grit. For Behavioural Engagement (Adjusted  $R^2 = 0.45$ ), main effects of Humility ( $\beta = 0.26$ ,  $p < .001$ ), Awareness ( $\beta = -0.13$ ,  $p < .01$ ), Compassion ( $\beta = 0.13$ ,  $p < .05$ ), Optimism ( $\beta = 0.12$ ,  $p < .05$ ), and Responsibility ( $\beta = 0.10$ ,  $p < .05$ ) were found. For cognitive engagement (Adjusted  $R^2 = 0.45$ ), main effects of Optimism ( $\beta = 0.25$ ,  $p < .001$ ), Compassion ( $\beta = 0.23$ ,  $p < .001$ ), and Humility ( $\beta = 0.20$ ,  $p < .001$ ) were found. For emotional engagement (Adjusted  $R^2 = 0.51$ ), a main effect of Compassion ( $\beta = 0.20$ ,  $p < .001$ ) was found.

Overall, this study found that SEL competencies predicted student outcomes even after other contextual and individual factors were taken into account such as grit and anxiety. Low grit and high anxiety have been linked with university dropout (Saunders-Scott, 2017). Therefore, SEL may serve as a protective factor in helping university students to remain engaged in their studies. SEL may also be trainable and malleable overtime and may serve as a mechanism for intervention. Higher reports of SEL was also linked with a more positive evaluation of teacher quality and sense of belonging. To investigate the casual direction of these inter-associations, future work will require a longitudinal approach.

## Effects of Teacher-Student Relationships and Teachers' Emotional, Cultural, and Mindful Competence on Students and Learning Outcomes

**Monday, April 8, 4:10 to 5:40pm**

Metro Toronto Convention Centre, 800 Level, Hall F

Session Type: Roundtable Session

Chair: *Danielle Hatchimonji*, Rutgers University - New Brunswick/Piscataway

### **Linking Student Survey Results with Learning Outcomes: Teacher-Student Relationships and Student End-of-Grade Achievement**

*Haigen Huang*, Wake County Public Schools

Abstract: The purpose of this study is to test the association between teacher-student relationships and student achievement with data from a large school district. In alliance with previous studies that indicated the critical importance of teacher-student relationships, this present study hypothesizes: (1) teacher-student relationships bear a statistically significant association with student EOG achievement; and (2) the effect size of teacher-student relationships is small.

Our findings bear two noteworthy merits. First, our findings will offer district administrators and teachers insights into potential influence teacher-student relationships have on student learning. Second, our analytical model retests the effect of teacher-student relationship by controlling students' previous achievement and school fixed effects which are critical confounding factors that most previous studies did not include.

### **Perceptions of Mindful Teachers and Longitudinal Change in High School Students' Mindfulness and Self-Compassion**

*Blake Colaianne*, Pennsylvania State University; *Brian Galla*, University of Pittsburgh; *Robert William Roeser*, Penn State University

Abstract: In this study, we explore the hypothesis that teachers who show greater mindfulness in the classroom will model qualities like mindfulness and self-compassion that students will be more likely to emulate (e.g., Rickert, Skinner & Roeser, 2018). To assess this hypothesis, we conducted a survey at three time points during the school year with students in grades 9-12. Results indicated that students who perceived their teachers as more mindful at the beginning of the year showed positive change in their self-reported mindfulness and self-compassion over the school year. In addition, as hypothesized, we found that such relations were mediated through students'

perceptions that their teachers addressed their developmental needs. Implications for education and adolescent development will be discussed.

### **Relationship between teachers' emotional and cultural competence, self-efficacy in social-emotional learning beliefs, and outcome expectancies**

*Tia Navelene Barnes*, University of Delaware; *Kathleen Ann McCallops*, University of Delaware; *Emily Soriano*, University of Delaware

Abstract: This study examined the relationship between preschool to 12th grade teachers' (a) emotional and cultural competence, (b) self-efficacy in implementing SEL instruction, and (c) expectancies about classroom and student outcomes due to engagement in culturally responsive teaching (CRT) practices. Findings from a sample of 110 teachers in a mid-Atlantic state suggest that teachers with greater cultural and emotional competence were more likely to expect more positive outcomes from CRT practices and those with greater cultural competence were more likely to report greater self-efficacy in implementing SEL instruction. This research suggests the need for professional development focus on improving teacher emotional and cultural competencies to better support SEL instruction.

### **Students' Voice and Cultural and Racial Diversity in SEL**

**Tuesday, April 9, 10:25 to 11:55am**

Metro Toronto Convention Centre, 800 Level, Hall F

Session Type: Roundtable Session

Chair: *Tia Navelene Barnes*, University of Delaware

### **Student Empowered Social Emotional Learning: From Theory to Practice**

*Lyn Mikel Brown*, Colby College; *Mark B. Tappan*, Colby College; *Catharine Biddle*, University of Maine

Abstract: This paper reports initial work by a



research-practice partnership to conceptualize, cultivate, and assess what we call “student empowered social emotional learning” (SESEL). SESEL extends recent work on social emotional learning to include opportunities for student voice and agency, to work closely with both peers and adults, and to participate in school climate and reform efforts. We report on initial results of our efforts in small Pre-K to 6th grade school in a diverse, rural, high poverty community, and we consider the implications of our work for current theory and practice. In doing so, we explore the generative relationship between student voice and SEL, two largely distinct fields of study.

### **"You Learn How to Experience Yourself": A Photo-Cued Investigation of Student Empowerment in Study Abroad**

*Kayla Johnson*, Pennsylvania State University

Abstract: This paper uses photo-based research techniques and grounded theory approaches to understand student empowerment as a social-emotional learning outcome of study abroad program participation. Highlighting photos and stories from 62 secondary and postsecondary students who participated in various kinds of study abroad programs, this study concludes that study abroad programming can contribute to student empowerment by encouraging and enabling students to find their strength and take greater control of their lives. This research has scholarly and practical applications for social-emotional learning, emancipatory education, outcomes assessment research, and curriculum/program design.

### **Cultural Diversity in Social Emotional Learning**

*Nancy Duchesneau*, Michigan State University

Abstract: As social emotional learning (SEL) becomes more prominent in education policy, educators and policymakers must ask how to ensure efforts to improve student SEL are equitable for all. Although there has been research that connects SEL to positive outcomes in such areas as academics and careers, very little of this research has been done through an equity lens. This paper addresses this gap by investigating cultural differences in the conceptualization of SEL skills common in the

literature. Using qualitative data from a larger study that involves work with a community organization, this study examines how students from various cultural backgrounds value SEL skills included in their school districts' accountability system.

### **Variation in Exposure to Racial/Ethnic Diversity And Child Development in Early Elementary School Classrooms**

*Christina Rucinski*, Fordham University; *Joshua L. Brown*, Fordham University

Abstract: This study examines whether variation in children's exposure to racial/ethnic diversity in kindergarten, first, and second grade classrooms is associated with their social-emotional competencies, executive function, and academic skills. The sample included 6740 children from the ECLS-K:2011 dataset. Children exposed to consistently low diversity showed significantly lower academic skills and lower cognitive flexibility compared to children with more moderate diversity exposure. Classroom diversity appeared to be related to social-emotional outcomes (in addition to academic skills) for children of color, including teacher-reported externalizing and self-reported rejection and social competence. Overall, results indicate that classrooms need not achieve high heterogeneity to benefit students, but it is more important that children do not experience extremely segregated, homogenous classrooms throughout the early elementary years.

# JOIN THE

# AERA SOCIAL & EMOTIONAL LEARNING SIG (SIG #170)



## WHAT IS SOCIAL + EMOTIONAL LEARNING?

"Implementing practices and policies that help children and adults acquire and apply the knowledge, skills, and attitudes that can enhance personal development, establish satisfying relationships, and lead to effective and ethical work and productivity."

(Weissberg, Durlak, Domitrovich, & Gulotta, 2015, p. 6)

## WHAT WE'RE ALL ABOUT

The aims of the **SEL Special Interest Group (SIG)** are to examine:

- 1) relationships among social-emotional competencies and academic, health, and citizenship outcomes; and
- 2) the impact of **social and emotional learning (SEL)** interventions on the adjustment, behavior, and academic performance of children and adolescents and the professional effectiveness of educators.

The SEL SIG is a forum for researchers, practitioners, and educators interested in learning about advances in social and emotional development and learning.

Follow us on Facebook at:

**"AERA Social Emotional Learning Special Interest Group"**

## THE BENEFITS OF JOINING THE SEL SIG

- You'll receive our "*ADVANCES IN SEL RESEARCH*" newsletters that keep you up-to-date on new research findings and events related to SEL
- You'll be welcomed into a community of scholars and practitioners committed to advancing the field of SEL
- The SEL SIG provides networking opportunities as leading SEL researchers and practitioners are members!

## HOW TO JOIN

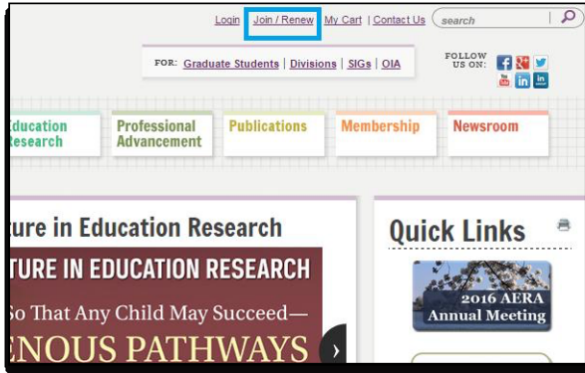
See Guide on the other side of this sheet

# How to become an AERA SEL SIG Member

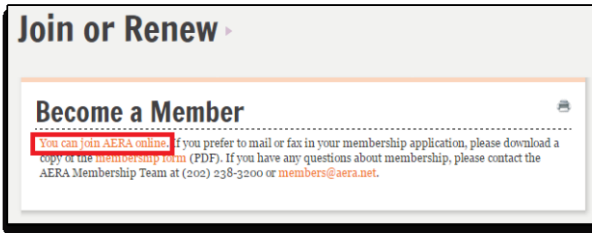
## A Step-by-Step Guide

### How to become an AERA member

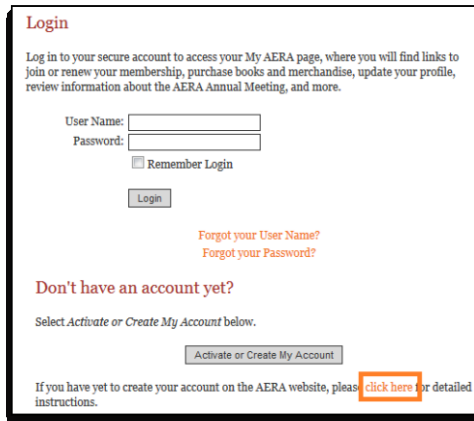
1. Go to [AERA.net](http://AERA.net)
2. Click **“Join/Renew”** in the upper right corner



3. Click **“You can join AERA online”**



4. Click **“click here”** for a detailed guide on how to set up an AERA account



### How to become an SEL SIG member

1. Login to your [AERA.net](http://AERA.net) account
2. Scroll down past the **“Membership”** heading and click **“Purchase Additional SIG Memberships”**

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3. Scroll down to **“Social and Emotional Learning” (SIG 170)** and click the check box on the right



4. Go back to the top of the page and click the **“Finish”** button and follow the instructions to Check-out

## Join the AERA SEL SIG Facebook Group



The SEL SIG has a Facebook Group! Join this vibrant community by clicking [here](#). This is a place for SEL SIG members and others interested in SEL to participate in an open dialogue. We will be posting news and events relevant to the SEL community and welcome your contributions. Share ideas and comments and engage in dynamic discussions about the exciting SEL work that is taking place around the globe. Join us by clicking [here!](#)

1. **Join.** If you haven't accepted the invitation to be part of the SEL SIG Facebook group, please do it!
2. **Invite others.** Please invite colleagues who are interested in the SEL field. You can do this via email (right hand side of the Facebook page, you can do several emails at once) or by sending them a link to the [SEL SIG FB group](#). The more the merrier!
3. **Engage in the conversation.** SEL SIG Officers have been sharing articles of interest on the FB group, but this is a place for all of us to share articles, current research projects, maybe ask questions to the group, etc. You can also engage by commenting on posts or liking them.