

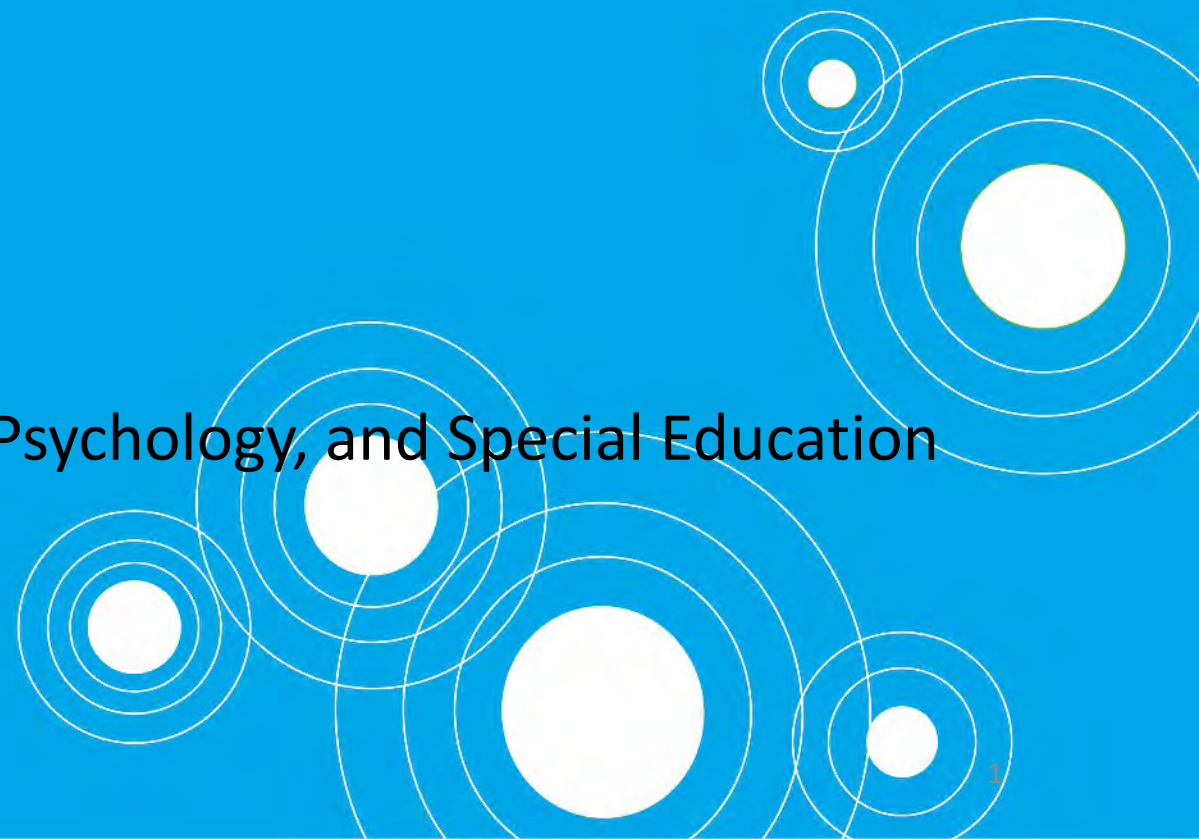
SUPSI

Kimberly A. Schonert-Reichl

Professor

University of British Columbia (CA)

Department of Educational and Counselling Psychology, and Special Education



Promoting the Well-being of Children Through Social and Emotional Learning: Recent Research and Implications for Education

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University of British Columbia

2nd International Conference on Well-being

in Educational Systems

Locarno, Switzerland

November 12-14, 2019

 @kimschon



HUMAN
EARLY LEARNING
PARTNERSHIP





OVERVIEW

1. Background on well-being, and a story.
2. Why now? The well-being of children.
3. What now? Defining social and emotional learning (SEL).
4. SEL: Some top recent scientific findings.
5. Practical strategies for promoting children's well-being and SEL.



Well-being is a keyword in the World Health Organization (WHO) definition of health: “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”



Ben-Arieh and Frones (2007) have offered the following definition, which is indicators-based:

“Child well-being encompasses quality of life in a broad sense. It refers to a child’s economic conditions, peer relations, political rights, and opportunities for development.”

**“Educating the mind without educating
the heart is no education at all.”**

– Aristotle





Roots of Empathy

Racines de l'empathie

Lesson Themes




- Meeting the Baby
- Crying
- Caring and Planning for the Baby
- Emotions
- Sleep
- Safety
- Communication
- Who am I?
- Goodbye and Good Wishes

Fostering a *prosocial value orientation* thru engaging children collectively in activities that benefit others (e.g., Staub, 1988, 2003, 2005).



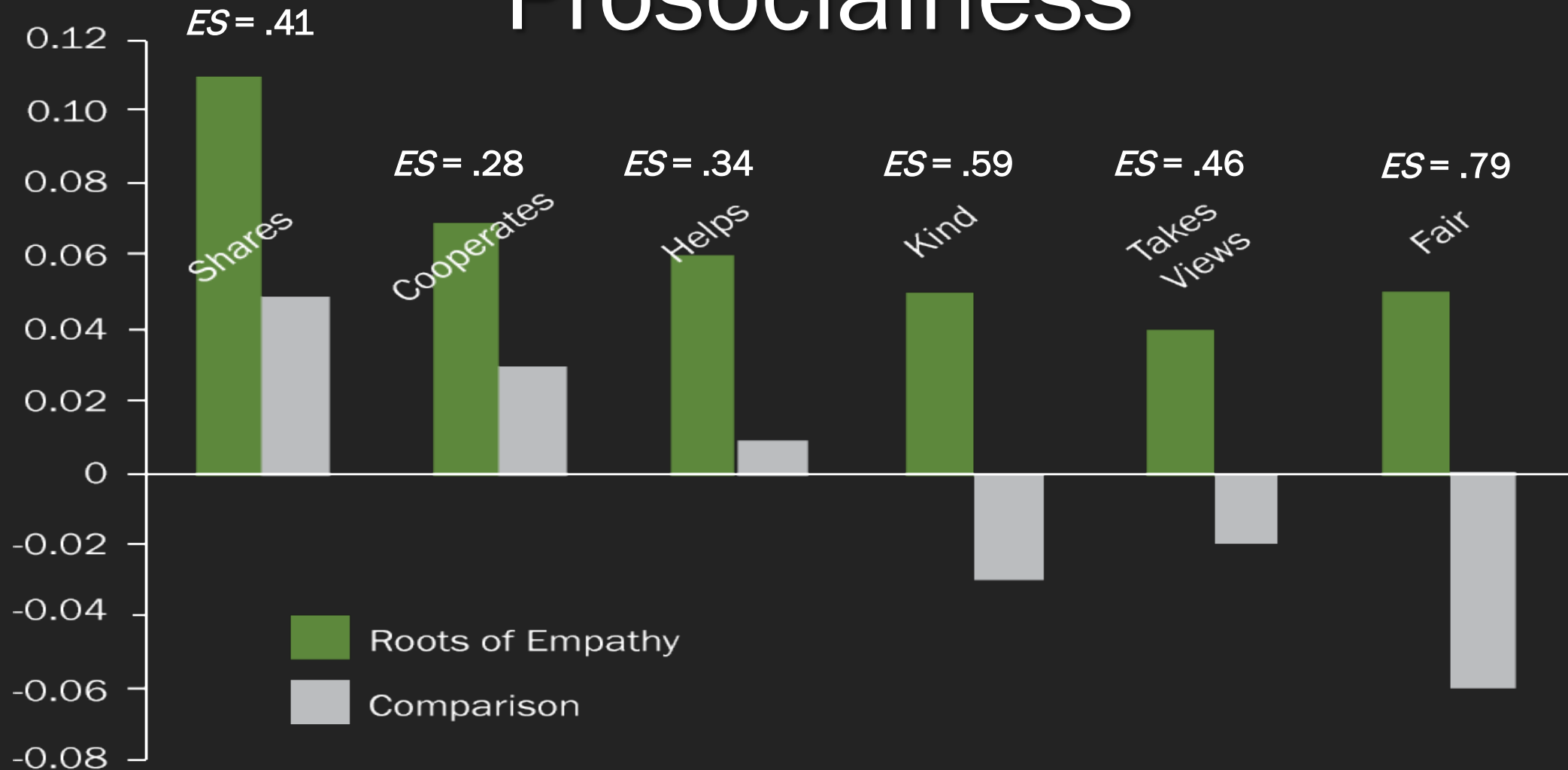
A close-up, side-profile shot of a person wearing a dark grey baby carrier. A baby is nestled inside, wrapped in a bright pink, fuzzy snuggly. The carrier has a red waistband with a dark square pattern. A small, dark square patch with a white star-like logo is visible on the carrier's fabric. The person is wearing a green and white plaid shirt under a dark jacket. The background is a blurred outdoor scene with a wooden fence in the foreground, a body of water, and bare trees in the distance under a pale sky.

A Baby and a Snugglie...

A young child with dark skin and curly hair is standing in a grassy yard. The child is wearing a white sleeveless top and patterned shorts, and is looking down at their hands. In the background, there are lush green trees and some laundry hanging on a line. A semi-transparent dark banner is overlaid on the image, containing white text.

What does the research
say about the effectiveness
of the Roots of Empathy?

Changes in Peer Assessments of Prosocialness




Key Messages

- Find something that you like about every child.
- Lead with compassion.

“Recognize that if educators are to effectively relate to students, they must be empathic, always attempting to perceive the world through the eyes of the student.”





**“Every child requires someone in
his or her life who is absolutely
crazy about them.”**

- Urie Bronfenbrenner



WHY NOW?

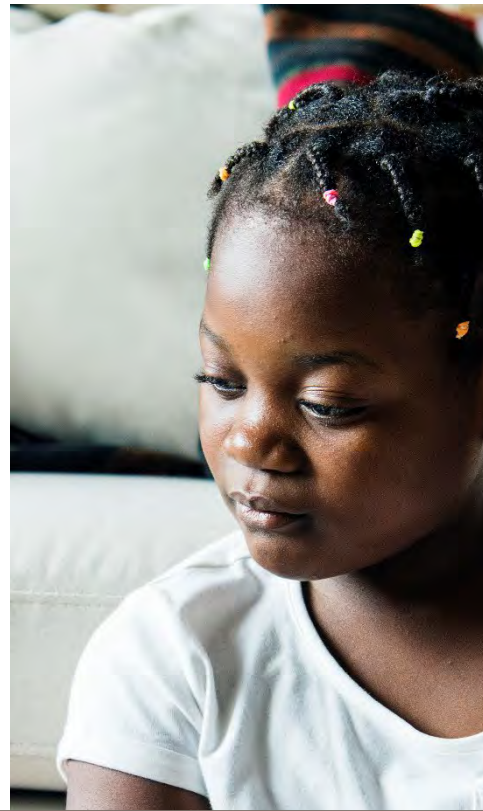
Changes and Challenges: Risk Factors



BULLYING



SLEEP



**DECREASED
EMPATHY**



**MENTAL
ILLNESS**

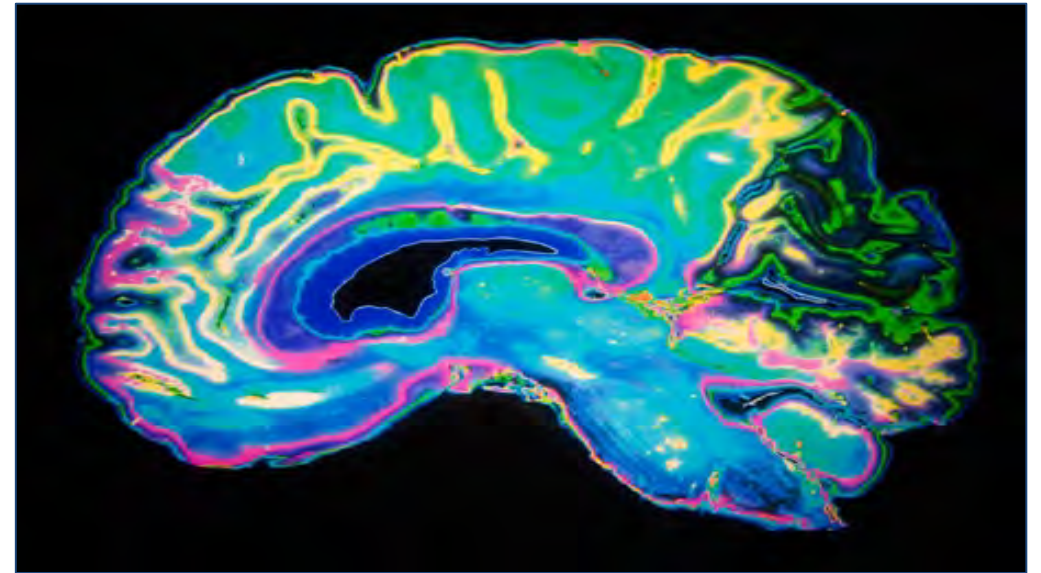


**TOXIC
STRESS**

Toxic Stress and Learning

- Chronic stress may impair the development of self-regulation
- Over time may cause learning and behavior problems
- Especially for children at-risk
- Adult support may be protective


(Blair & Raver, 2012)



A close-up photograph of a man with a beard and a young girl with blonde hair, both looking at each other in profile. The man is on the left, and the girl is on the right. The background is blurred, showing what appears to be a playground or outdoor setting.

STRESS CONTAGION

Oberle E., & Schonert-Reichl, K. A. (2016). Stress contagion in the classroom? The link between classroom teachers' burnout and morning cortisol in elementary school students. *Social Science & Medicine*, 159, 30-37.

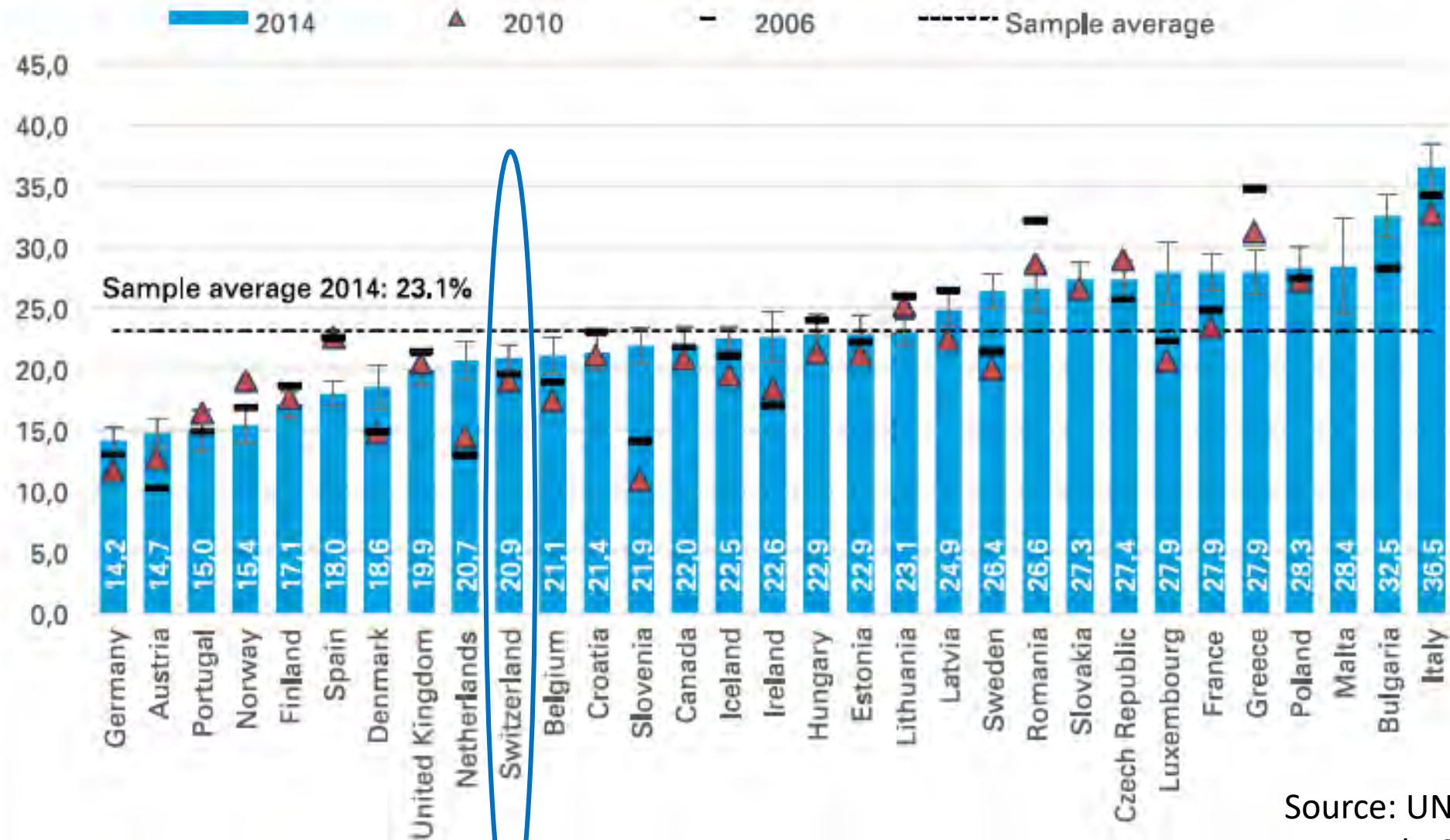


For the indicator “good health and wellbeing” of children, Switzerland ranks in the top third; **12th out of 41** high income countries. Most concerning, however, is that in **Responsible Consumption and Production**, Switzerland ranks as low as 31.

UNICEF Innocenti Report Card 14 (2017)

Children and the Sustainable Development Goals in Rich Countries

Figure 1. Share of adolescents reporting two or more psychological symptoms (feeling low, feeling irritable, nervous, having sleeping difficulties) more than once a week.



Source: UNICEF Office of Research, 2017

Note: Estimates for Belgium and the United Kingdom are based on population weights for regional samples (excluding the Brussels region for Belgium and Northern Ireland in the case of the United Kingdom). The country average is unweighted. Source: HBSC Study 2013/2014, 2009/2010, 2005/2006.

95% confidence intervals are represented by error bars.

HUMAN EARLY LEARNING PARTNERSHIP (HELP)

An Interdisciplinary
Research Institute at the
University of British
Columbia

HELP's Vision:

All children thriving in healthy societies

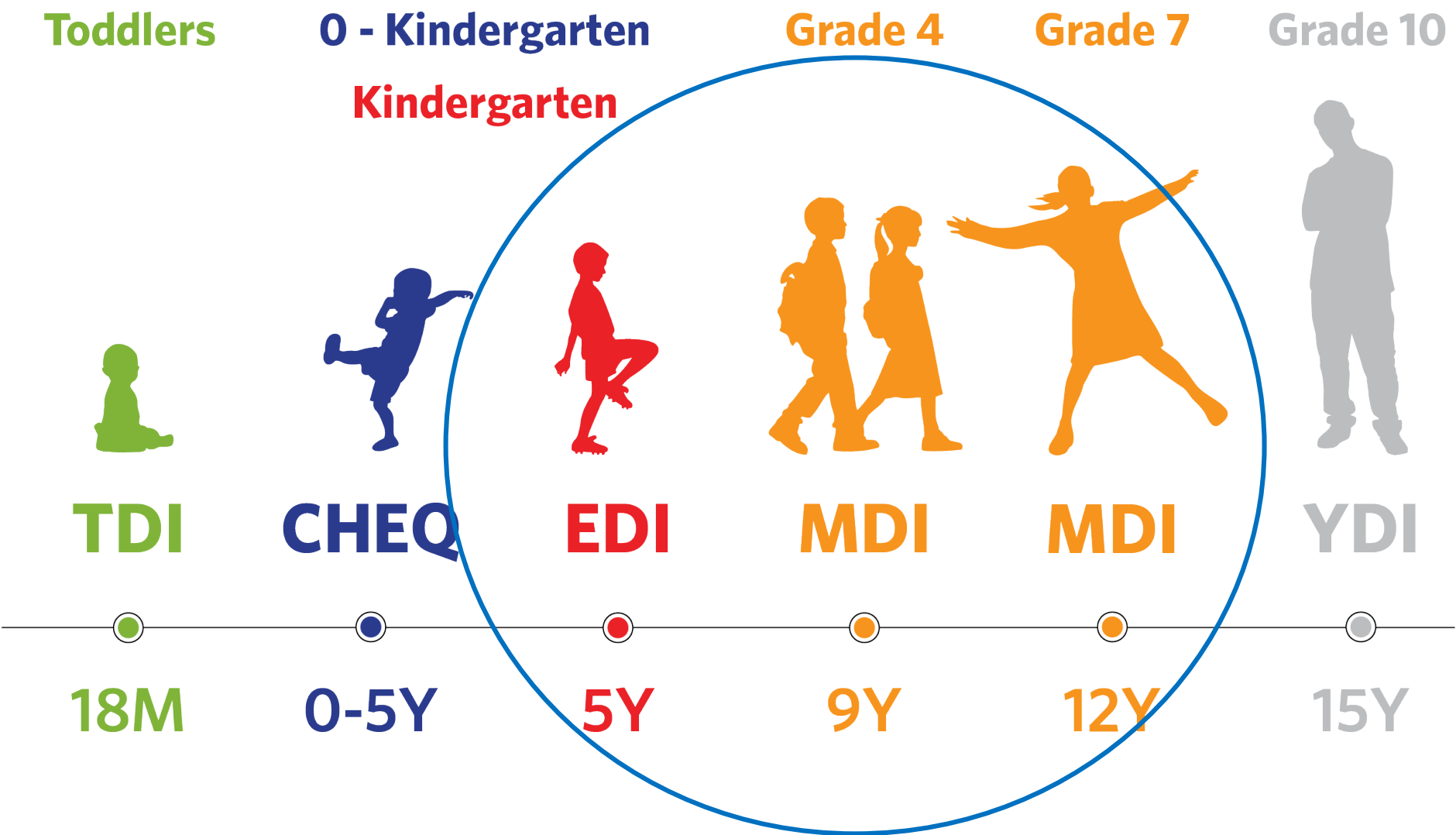
HUMAN
EARLY LEARNING
PARTNERSHIP



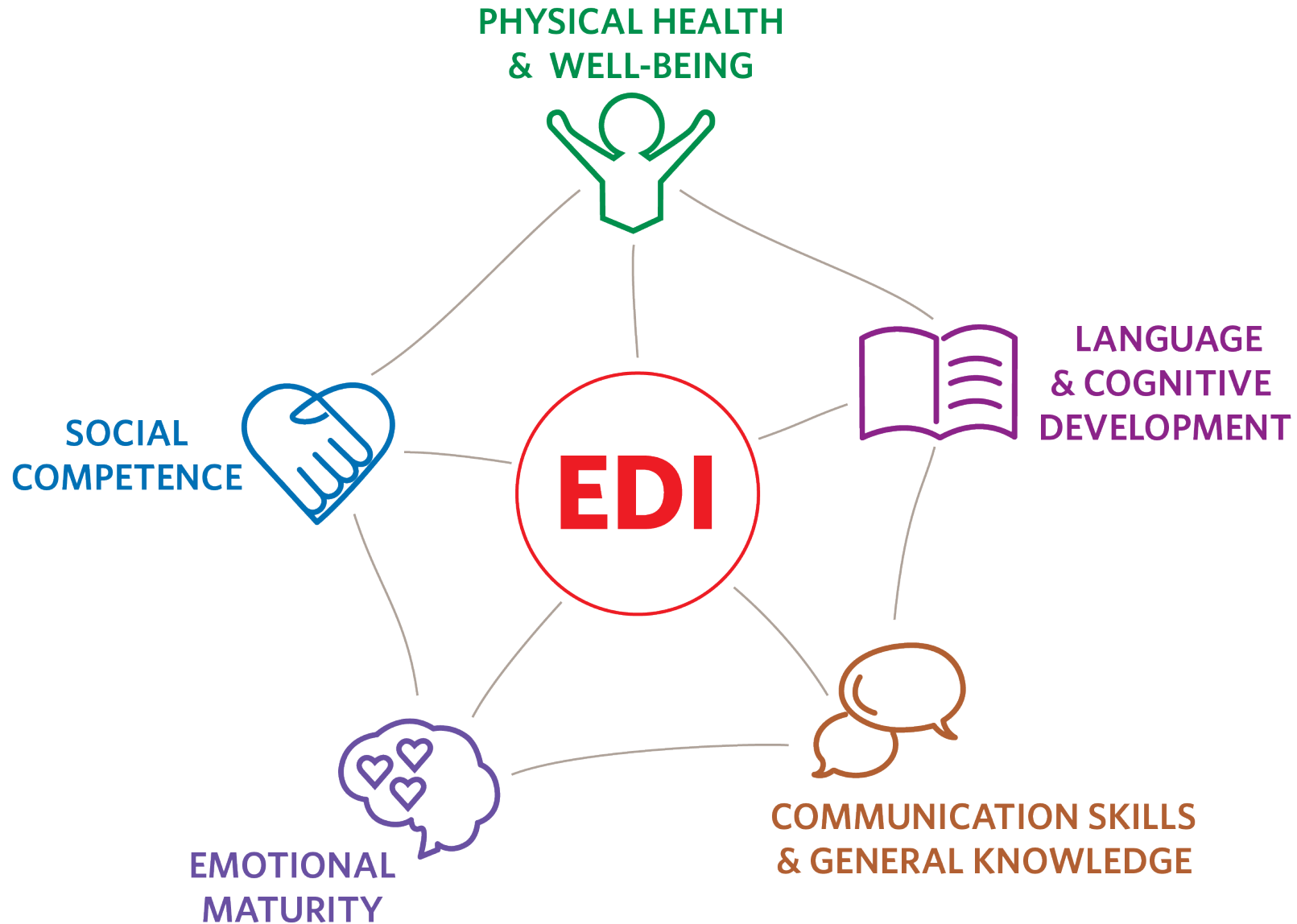
The social and emotional health and well-being of children in British Columbia, Canada



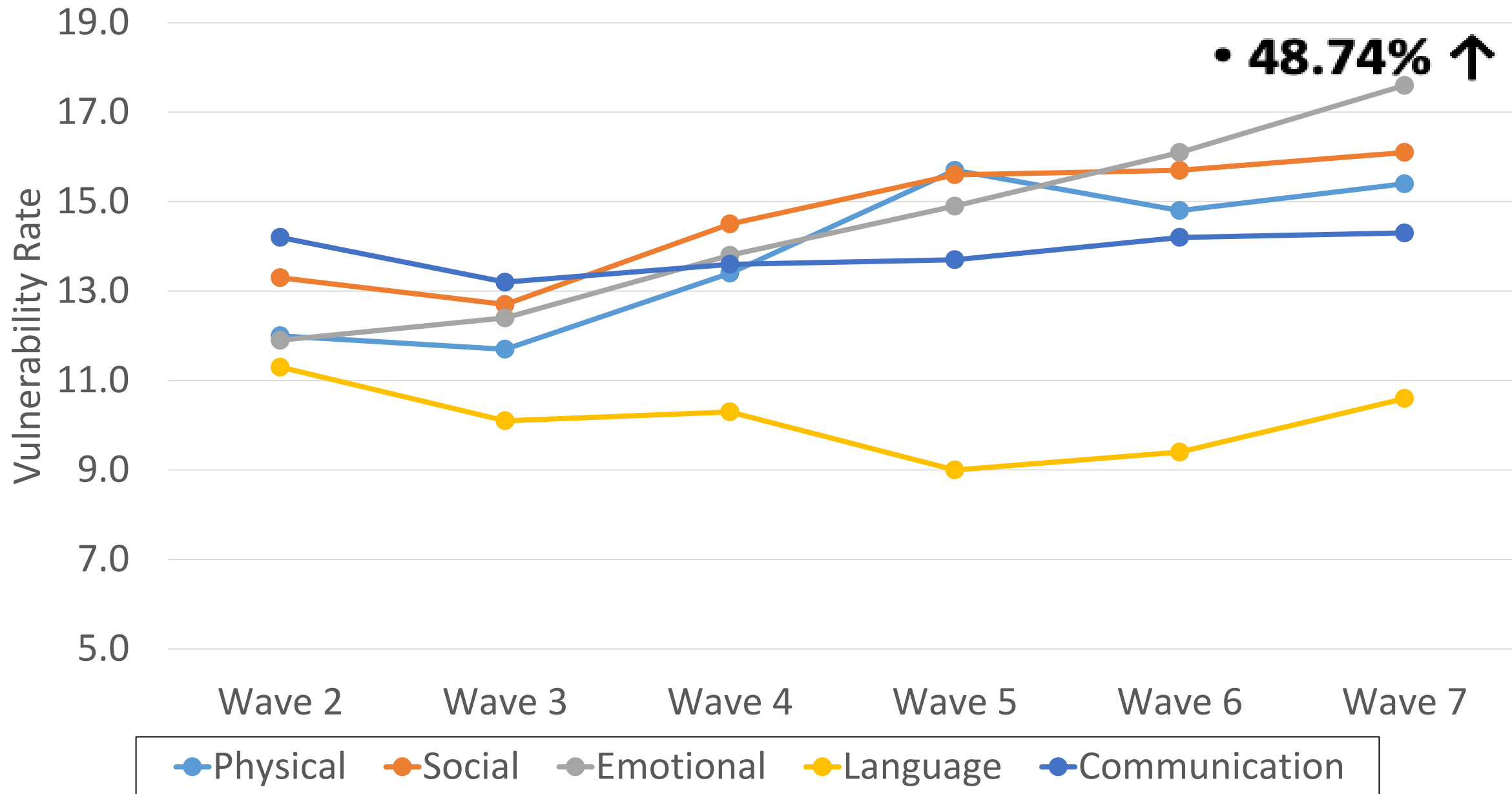
HELP's CHILD MONITORING SYSTEM



The Early Development Instrument



Provincial Vulnerability Rate, All Scales, by Wave

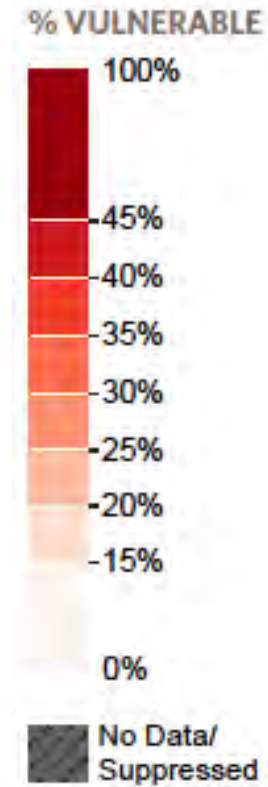


Children vulnerable to more

Note: the darker the shade of the district, the higher the vulnerability rate.

45%
40%
35%
30%
25%
20%
15%
0%

No Data/
Suppressed





MDI

The Middle-Year's Development Instrument (MDI)

Schonert-Reichl, K. A., Guhn, M., Gadermann, A. M., Hymel, S., Sweiss, L., & Hertzman, C. (2012). Development and validation of the Middle Years Development Instrument: Assessing children's well-being and assets across multiple contexts. *Social Indicators Research*, 114, 345-369.

A photograph of a classroom setting. In the foreground, a young boy with dark hair is looking intently at a tablet computer. He is wearing a dark blue t-shirt. In the background, other children are visible, also working on tablets. The room has large windows on the left, letting in natural light, and modern interior lighting. The overall atmosphere is focused and educational.

Self-Report Survey for Children in Grades 4 & 7

Strengths-based assessment of children's health, well-being, success, and social and emotional development both inside and outside of school.

UPHOLDING THE RIGHTS OF THE CHILD



Article 12:

Children have a right to give their opinion and be listened to by the adults around them

Multiple Contexts:

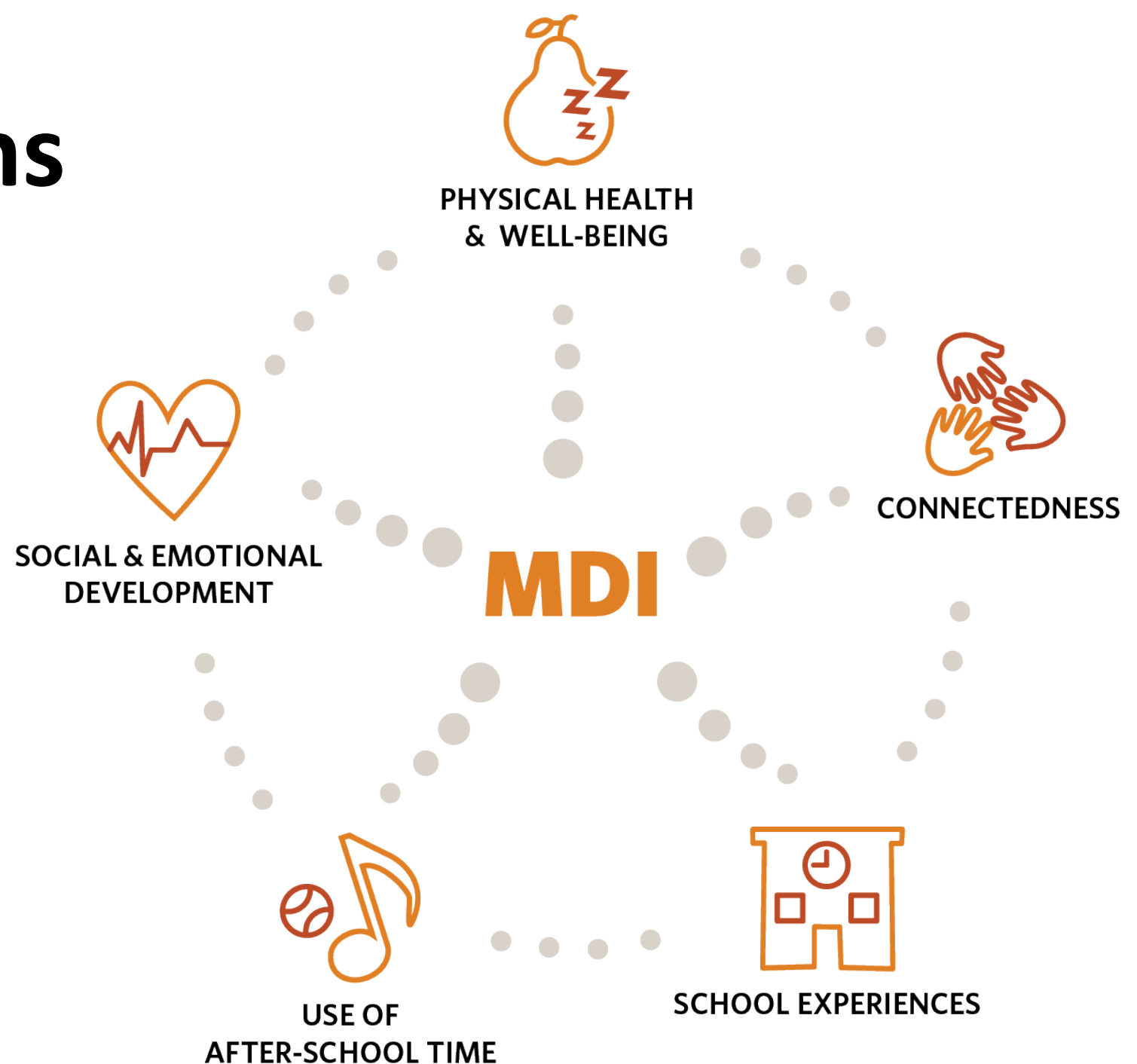
- School
- Family
- Neighbourhood
- After-School Time



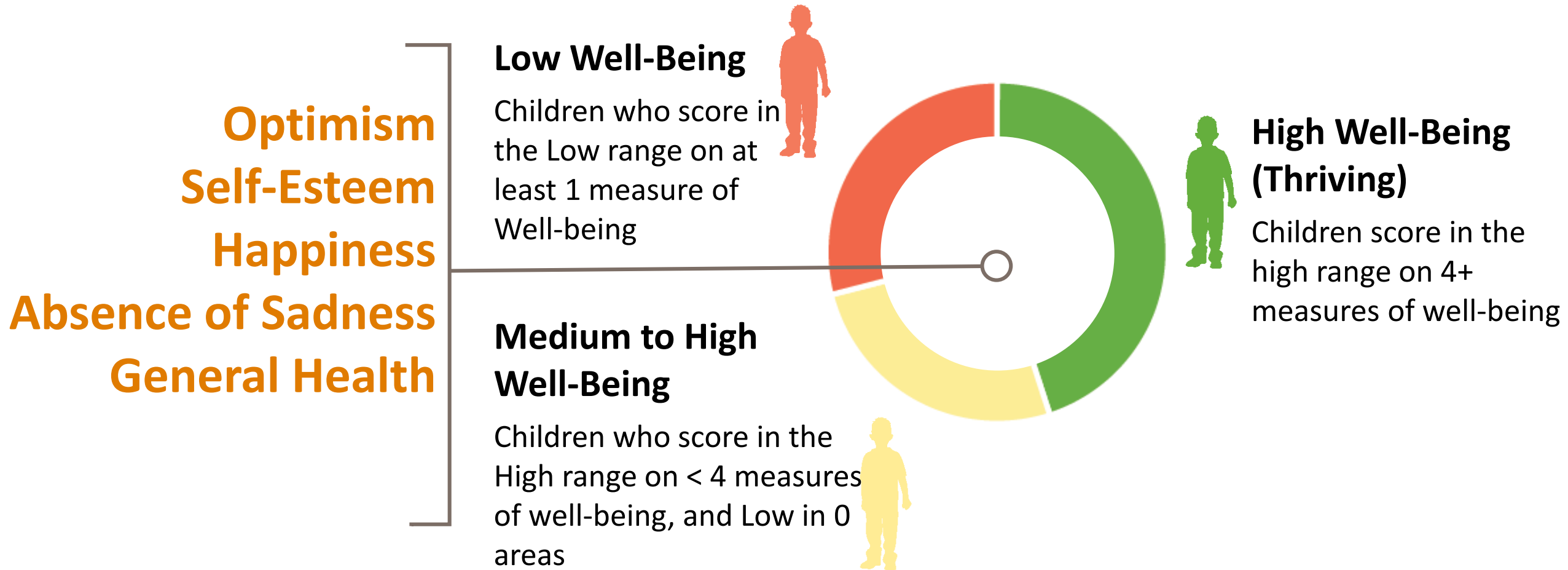
MDI

MDI Dimensions

Measures areas of development strongly linked to well-being, health and academic achievement



The Well-Being Index



The Assets Index



ADULT RELATIONSHIPS

Adults at School
Adults in the Neighbourhood
Adults at Home



PEER RELATIONSHIPS

Peer Belonging
Friendship Intimacy



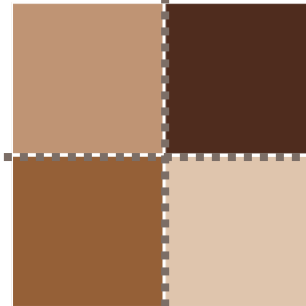
NUTRITION AND SLEEP

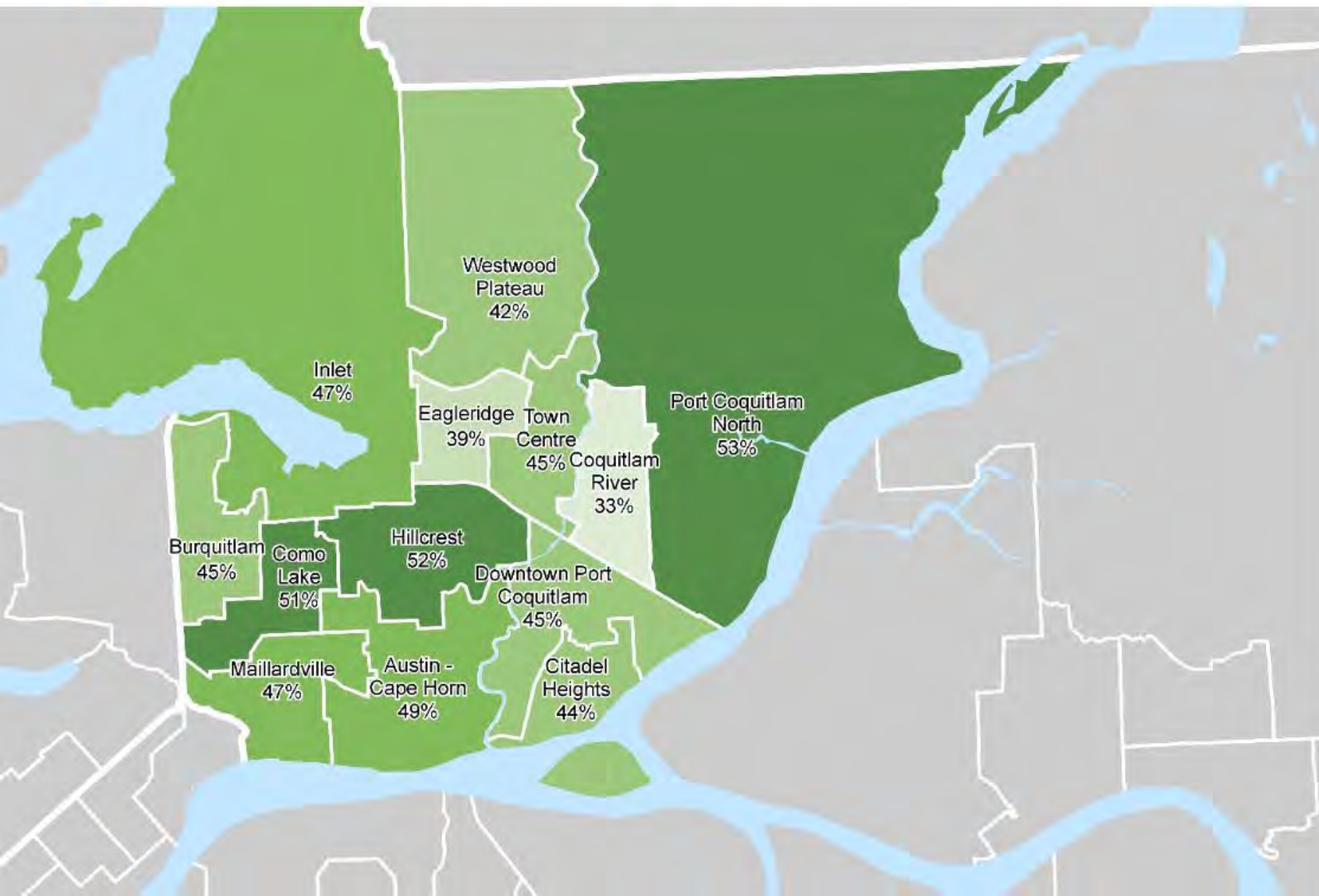
Eating Breakfast
Meals with Adults at Home
Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Organized Activities

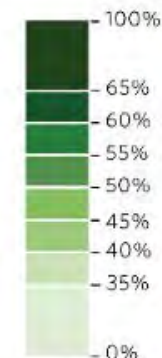




WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who report positive responses on at least 4 of the 5 measures are considered to be "thriving."

Percentage of Children Thriving



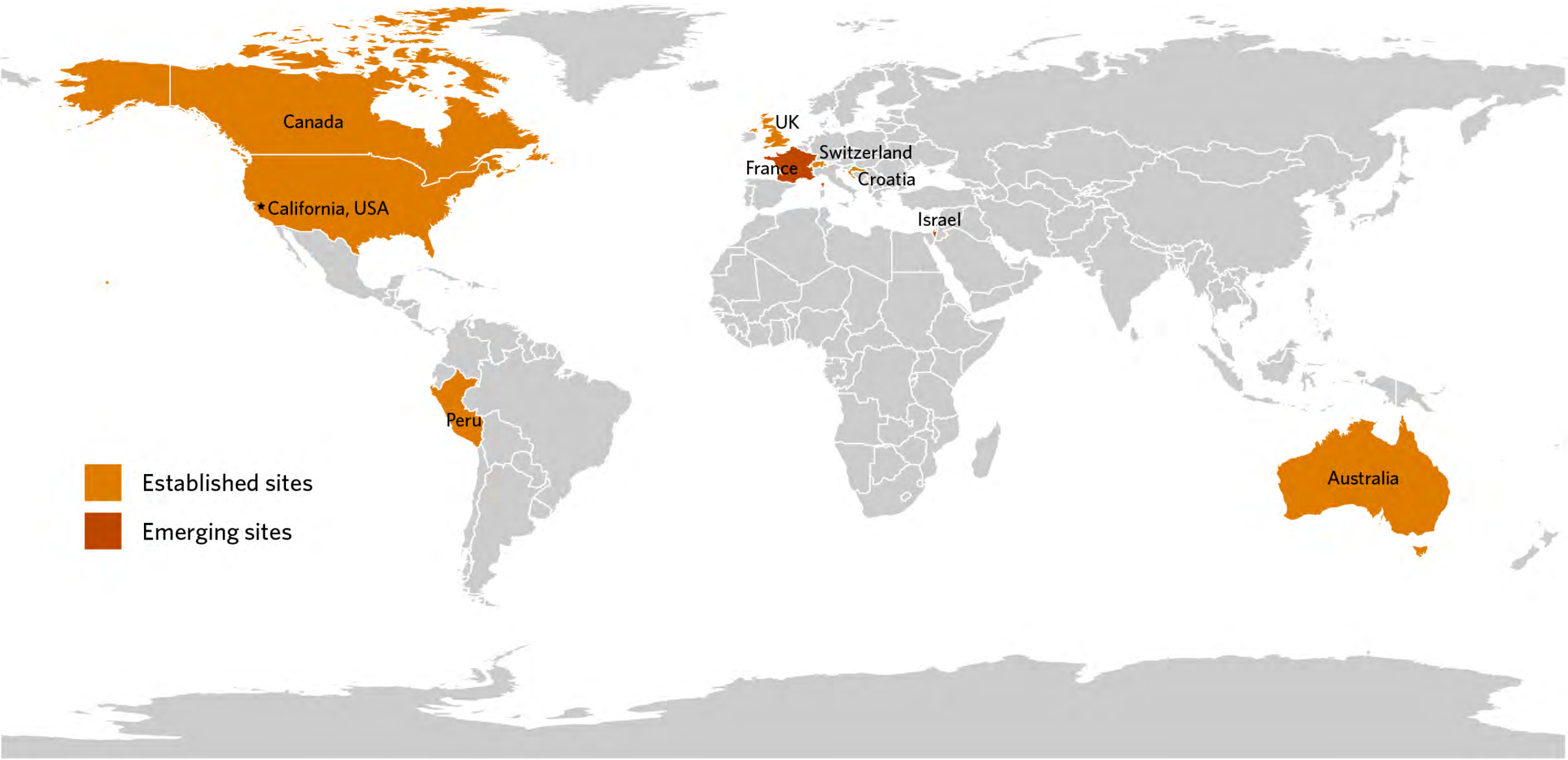
SD 43
46%

All Participating
Districts
43%

Data Suppressed
(<35 students)

Note: Data are mapped using home postal codes, not by where children attend school.

MDI International Sites



Monitoring Preadolescents' Well-being: Italian Validation of the Middle Years Development Instrument

Luciana Castelli¹  • Jenny Marcionetti¹ •
Alberto Crescentini¹ • Luca Sciaroni¹

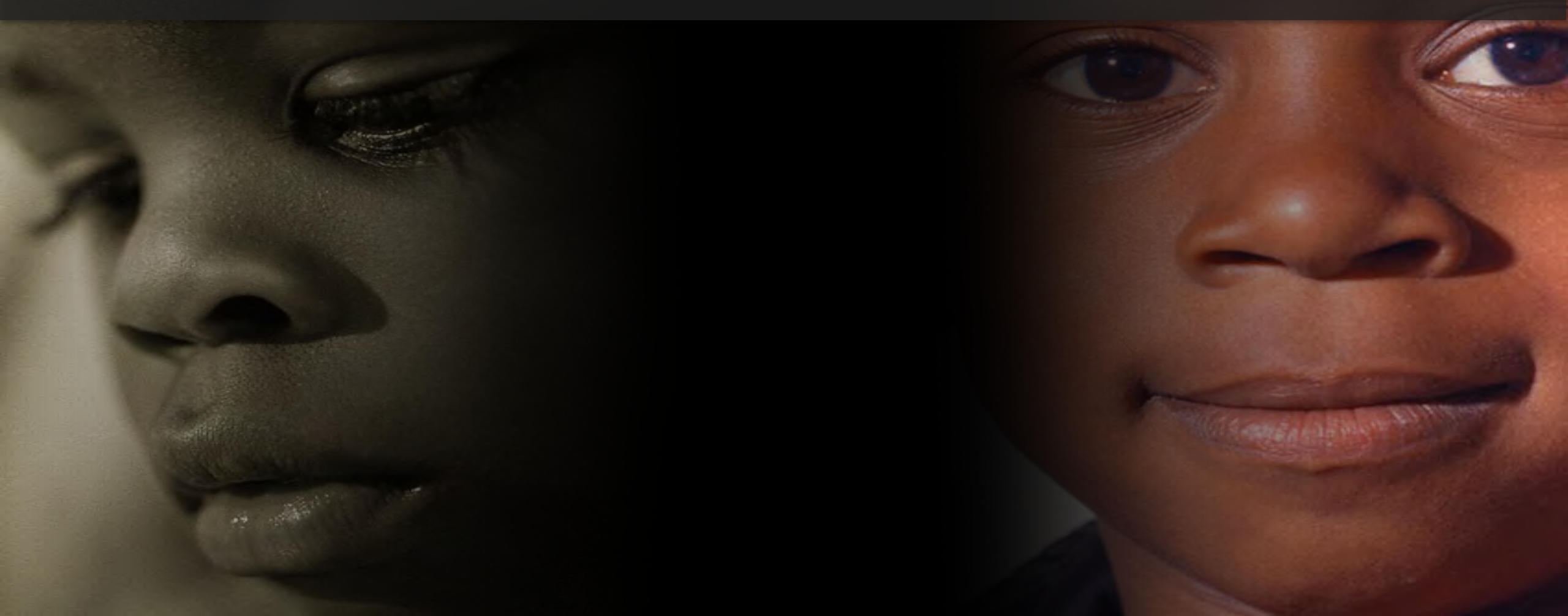
Accepted: 13 February 2017 / Published online: 22 February 2017
© Springer Science+Business Media Dordrecht 2017

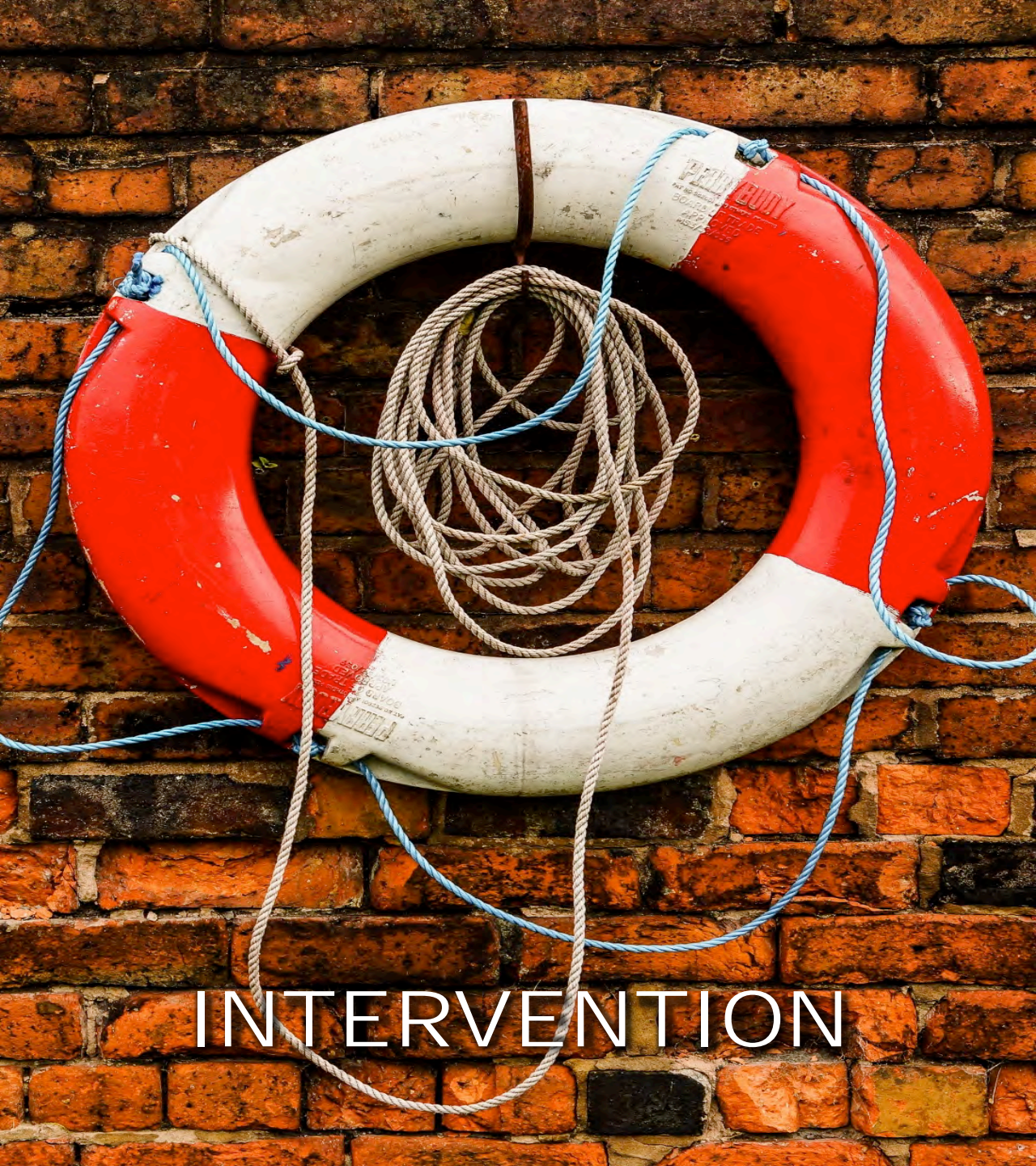
Abstract The aim of this study was to translate into Italian and validate the Middle Years Development Instrument (MDI). This population-level measure was developed and validated in English by Schonert-Reichl and colleagues *Social Indicators Research*, 114, 345–369, (2013) to measure well-being in preadolescents who were aged between six and twelve years. Our purpose was to test the MDI in the Swiss State of Canton Ticino, in which Italian is the official language. A total of 1942 6th and 7th grade preadolescents completed the questionnaire (50% girls). To assess the factor structure of the scales, exploratory factor analysis (EFA) and confirmatory factor analyses (CFA) were performed, which identified Social and emotional development, Connectedness and School experiences dimensions of the MDI Italian version. Analyses



**WHAT
NOW?**

Paradigm Shift: ILL-being to WELL-being





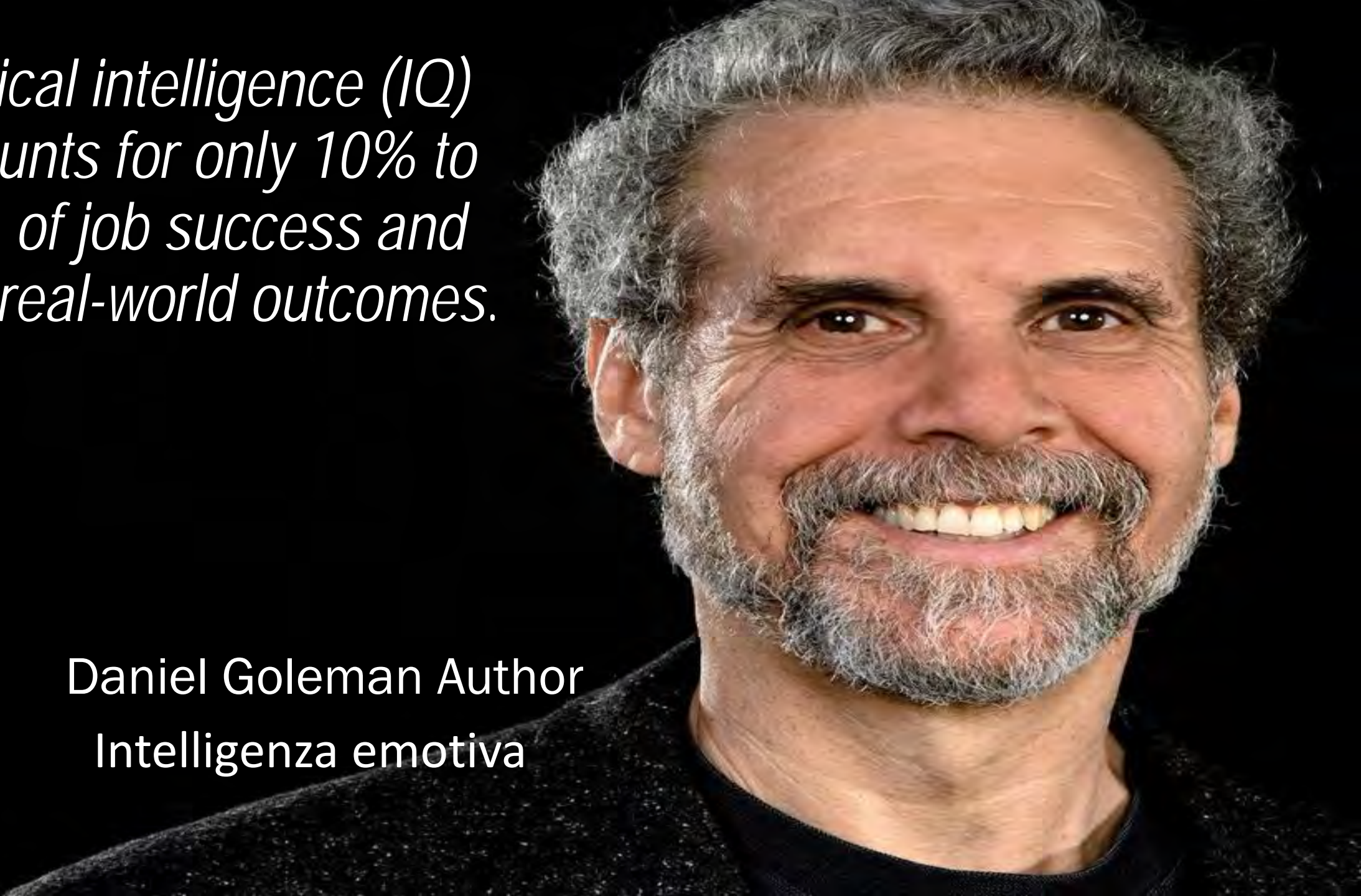
INTERVENTION



PREVENTION

*Analytical intelligence (IQ)
accounts for only 10% to
15% of job success and
other real-world outcomes.*

Daniel Goleman Author
Intelligenza emotiva



Collaborative for

Academic,

Social, and

Emotional

Learning

www.casel.org



SOCIAL & EMOTIONAL LEARNING (SEL): A Growing Movement



Defining Social and Emotional Learning (SEL)

- Social and emotional learning, or SEL, involves the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to
 - understand and manage their emotions,
 - feel and show empathy for others,
 - establish and achieve positive goals,
 - develop and maintain positive relationships, and
 - make responsible decisions



A young girl with blonde hair is captured mid-jump, her body angled towards the left. She is wearing a red tank top under a black long-sleeved shirt and blue jeans. Her right leg is bent and tucked towards her chest, while her left leg is extended downwards. Her arms are outstretched, with her right arm bent and her left arm extended forward. The background is a clear, bright blue sky with a strong sun flare on the right side, creating a warm, golden light. The overall mood is energetic and joyful.

Social & Emotional Fitness

THREE ESSENTIAL INGREDIENTS OF SYSTEM-WIDE SEL





BETTER POLICIES FOR BETTER LIVES

OECD

EDUCATION 2030



Compassion
Empathy
Conflict Resolution
Gratitude
Justice
Integrity
Motivation
Mindfulness
Self-awareness
Self-regulation
...

30 Countries

A world map with 34 countries highlighted in green. These countries include: Canada, the United States, Mexico, Iceland, the United Kingdom, Ireland, France, Germany, Poland, Czech Republic, Slovakia, Austria, Hungary, Switzerland, Italy, Spain, Portugal, Greece, Turkey, India, China, Japan, South Korea, Taiwan, Hong Kong, Macao, Singapore, Malaysia, Indonesia, Philippines, Australia, New Zealand, South Africa, Egypt, Sudan, Ethiopia, Kenya, Tanzania, Uganda, Rwanda, Burundi, DRC, Congo, Angola, Namibia, Botswana, Zimbabwe, Mozambique, Swaziland, Lesotho, and Madagascar. All other countries are shown in light gray. The text '34 Countries' is written in black on the left side of the map.

34 Countries

BRITISH COLUMBIA, CANADA

Redesigned K-12 Education Curriculum



Core Competencies

Thinking Competency

Critical thinking

Creative thinking

Communication Competency

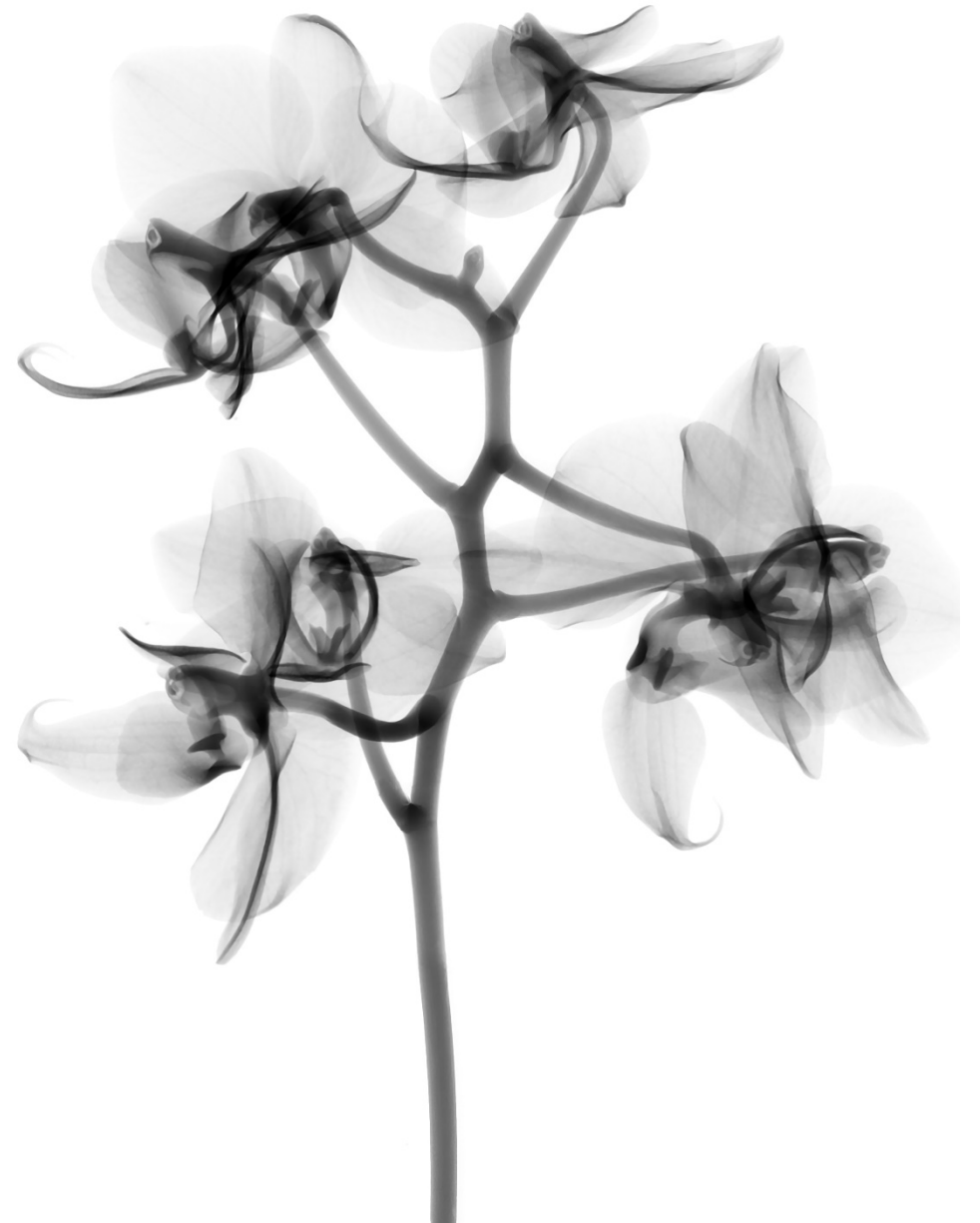
Personal and Social Competency

Positive personal and cultural identity

Personal awareness and responsibility

Social responsibility

The Science Behind SEL: Top Findings from Recent Research



Finding #1: Social and emotional competencies in **childhood** predict positive outcomes in adulthood.



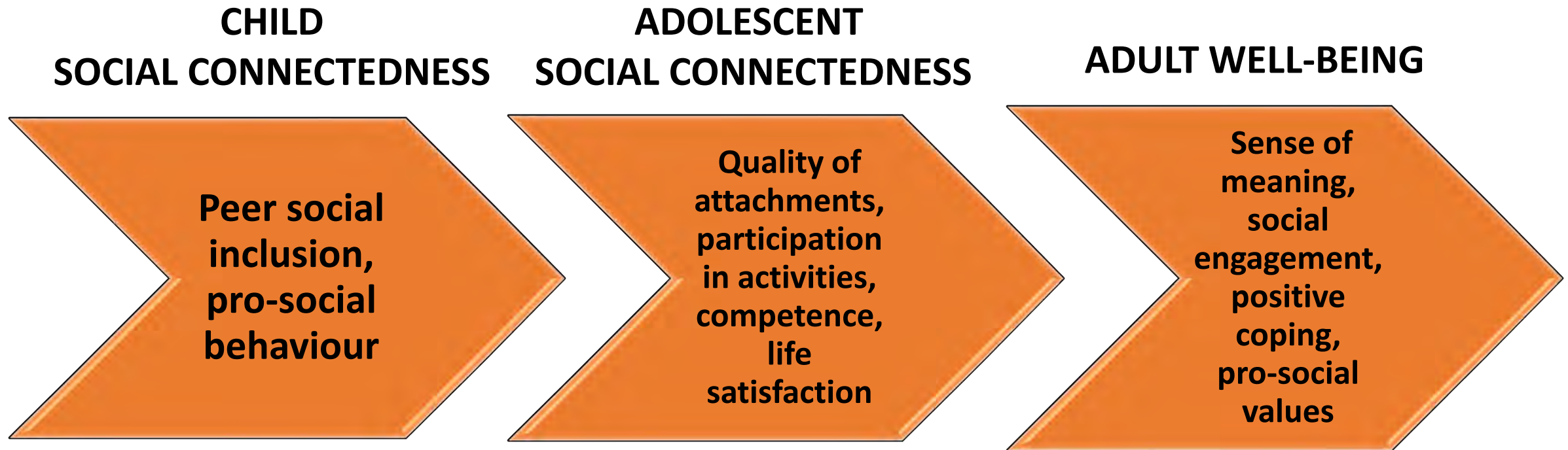


“Children with strong social skills in kindergarten more likely to thrive as adults”

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105, 2283-2290.

- Key Research Findings:
- Children with high prosocial skills in kindergarten were more likely to:
 - Graduate from high school
 - Complete a college degree
 - Obtain a full time job
- Children with low prosocial skills in kindergarten were more likely to:
 - Have spent time in juvenile detention
 - Been arrested by early adulthood
 - Have a higher rate of recent binge drinking and 82% higher rate of recent marijuana usage; and
 - Higher chance of being in or on a waiting list for public housing.

Child and Adolescent Pathways to Well-Being in Adulthood: A 32-Year Longitudinal Study



Olsson, C. A., McGee, R., Nada-Raja, S., & Williams, S. M. (2013). A 32-year longitudinal study of child and adolescent pathways to well-being in adulthood. *Journal of Happiness Studies*, 14, 1069-1083.

A high-angle photograph of a person crouching on a sandy beach, drawing a large heart shape in the sand with their fingers. The person's legs and hands are visible, and their shadow is cast onto the sand. The background is a warm, golden-brown sand. A semi-transparent white banner is overlaid across the middle of the image, containing the text.

Finding #2: Social & Emotional Skills are malleable

NEUROPLASTICITY

A stylized illustration of a neural network. The background is a deep blue. Numerous neurons are depicted, each with a central cell body (soma) and several long, thin, branching processes (dendrites and axons). The neurons are rendered in a glowing blue color. At various points where the processes of different neurons intersect, there are small, bright orange-yellow dots, representing synaptic connections. The overall effect is a complex, interconnected web of light.

(Goldsmith, Pollak, & Davidson, 2008; Kandel et al., 2000)



Finding #3: SEL programming promotes prosociality, well-being, and school success

CASEL Meta-analysis: 213 studies, 270,034 students



**Learning
Environment**

**Social Emotional
Skills Instruction**

(Durlak et al., 2011)

**↑22%
Social and
Emotional
Competence**

**↑9%
Positive attitudes**

**↑9%
Kind Behaviors**

**↑11%
Academic Achievement**

**↓9%
Aggressive Behaviors**

**↓10%
Emotional Distress**



Finding #4: SEL Skills are “Sticky” –
long lasting

Longitudinal Findings from the Seattle Social Development Project at Age 21 (Hawkins et al., 2008)

- **More high school graduates**
- **More attending college**
- **More employed**
- **Better emotional and mental health**
- **Fewer with a criminal record**
- **Less drug selling**
- **Less co-morbid diagnosis of substance abuse and mental disorder**

Finding #5: We have underestimated children's capacities for being good





A photograph of two children walking away from the camera on a paved path. The child on the left is a boy with short dark hair, wearing a light green t-shirt and light-colored pants, carrying a black backpack and a brown paper bag. The child on the right is a girl with curly brown hair, wearing a pink shirt and a dark skirt, carrying a grey backpack and a brown paper bag. They are holding hands. The background shows a grassy area and a road.

“It’s not survival of the *fittest*; it’s survival of the *.”*

Dacher Keltner, Author
“Born to Be Good”

Altruistic Helping in Human Infants and Young Chimpanzees

Felix Warneken, *et al.**Science* **311**, 1301 (2006);

DOI: 10.1126/science.1121448

REPORTS

Altruistic Helping in Human Infants and Young Chimpanzees

Felix Warneken* and Michael Tomasello

Human beings routinely help others to achieve their goals, even when the helper receives no immediate benefit and the person helped is a stranger. Such altruistic behaviors (toward non-kin) are extremely rare evolutionarily, with some theorists even proposing that they are uniquely human. Here we show that human children as young as 18 months of age (prelinguistic or just-linguistic) quite readily help others to achieve their goals in a variety of different situations. This requires both an understanding of others' goals and an altruistic motivation to help. In addition, we demonstrate similar though less robust skills and motivations in three young chimpanzees.

Helping is an extremely interesting phenomenon both cognitively and motivationally. Cognitively, to help someone solve a problem, one must know something about the goal the other is attempting to achieve as well as the current obstacles to that goal. Motivationally, exerting effort to help another person—with no immediate benefit to oneself—is costly, and such altruism (toward non-kin) is extremely rare evolutionarily. Indeed, some researchers have claimed that

uations fell into four categories: out-of-reach objects, access thwarted by a physical obstacle, achieving a wrong (correctable) result, and using a wrong (correctable) means (Table 1) (movies S1 to S4). For each task, there was a corresponding control task in which the same basic situation was present but with no indication that this was a problem for the adult (14). This ensured that the infant's motivation was not just to reinstate the original situation or to have the adult repeat the action, but

each category (Fig. 1). They handed him several out-of-reach objects (but not if he had discarded them deliberately); they completed his stacking of books after his failed attempt (but not if his placement of the books appeared to meet his goal); they opened the door of a cabinet for him when his hands were full (but not if he struggled toward the top of the cabinet); and they retrieved an inaccessible object for him by opening a box using a means he was unaware of (but not if he had thrown the object inside the box on purpose). Analyzed by individual, 22 of the 24 infants helped in at least one of the tasks. It is noteworthy that they did so in almost all cases immediately (average latency = 5.2 s), before the adult either looked to them or verbalized his problem (84% of helping acts within the initial 10-s phase). Thus, the experimenter never verbally asked for help, and for the vast majority of helping acts, eye contact (as a subtle means of soliciting help) was also unnecessary.

Experimental studies on altruistic behaviors in nonhuman primates are scarce. There are anecdotal reports of possible instances of helping (15–17) and some experiments demonstrating empathic intervention by various









WHAT NOT TO DO: Rewards for kind behaviour

Extrinsic Rewards and Altruism

Developmental Psychology
2008, Vol. 44, No. 6, 1785–1788

Copyright 2008 by the American Psychological Association
0012-1649/08/\$12.00 DOI: 10.1037/a0013860

Extrinsic Rewards Undermine Altruistic Tendencies in 20-Month-Olds

Felix Warneken and Michael Tomasello
Max Planck Institute for Evolutionary Anthropology

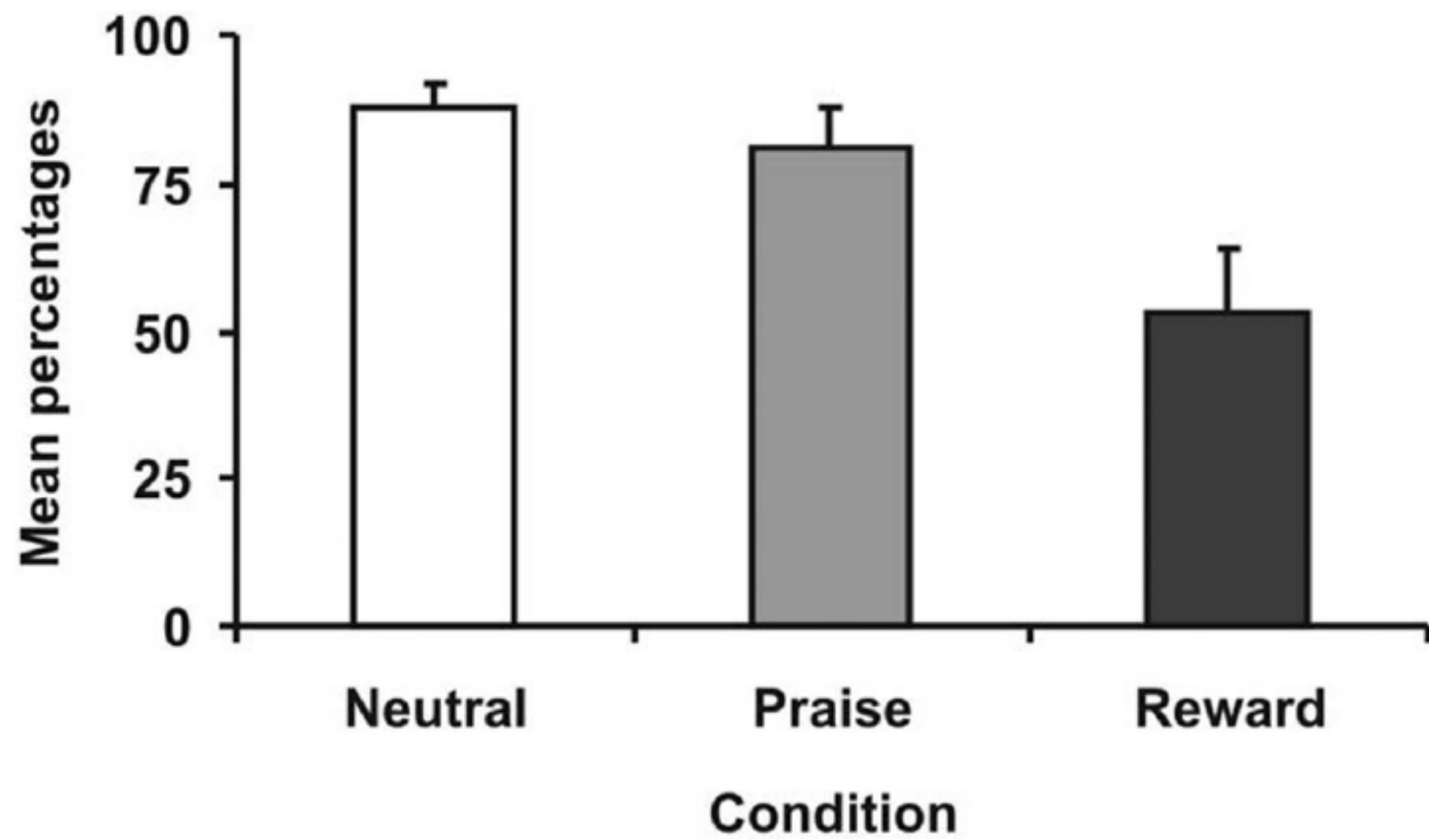
The current study investigated the influence of rewards on very young children's helping behavior. After 20-month-old infants received a material reward during a treatment phase, they subsequently were less likely to engage in further helping during a test phase as compared with infants who had previously received social praise or no reward at all. This so-called *overjustification effect* suggests that even the earliest helping behaviors of young children are intrinsically motivated and that socialization practices involving extrinsic rewards can undermine this tendency.

Keywords: altruism, helping, intrinsic motivation, socialization, overjustification effect

Supplemental materials: <http://dx.doi.org/10.1037/a0013860.supp>

Since at least the time of Rousseau and Locke, there has been debate about the nature of human altruism. Do people go out of their way to help others because they are inherently altruistic or because they are shaped by their social environments to be that

behaviors only because they are externally rewarded for doing so (Bar-Tal, 1982; Cialdini, Baumann, & Kenrick, 1981; Dovidio, Piliavin, Schroeder, & Penner, 2006). Rather, these findings suggest that very early in development humans might have an intrinsic



A man with short dark hair and glasses, wearing a white hoodie, is standing on a green grassy field and talking to a group of children. The children are wearing black and white soccer uniforms. The man is gesturing with his hands as he speaks. The background is a bright, sunny day on a grassy field.

Finding #6: SEL promotes happiness, group cohesion, reduces aggression, and promotes health

Happiness!



PROMOTING HAPPINESS


EXAMPLES:

Writing letters of gratitude

Practicing mindfulness

Performing acts of kindness





**Can random assignment to volunteering reduce
cardiovascular risk in teens?**

ONLINE FIRST

Effect of Volunteering on Risk Factors for Cardiovascular Disease in Adolescents

A Randomized Controlled Trial

Hannah M. C. Schreier, PhD; Kimberly A. Schonert-Reichl, PhD; Edith Chen, PhD

Importance: The idea that individuals who help others incur health benefits themselves suggests a novel approach to improving health while simultaneously promoting greater civic orientation in our society. The present study is the first experimental trial, to our knowledge, of whether regular volunteering can reduce cardiovascular risk factors in adolescents.

Objective: To test a novel intervention that assigned adolescents to volunteer with elementary school-aged children as a means of improving adolescents' cardiovascular risk profiles.

Design: Randomized controlled trial, with measurements taken at baseline and 4 months later (postintervention).

Results: No statistically significant group differences were found at baseline. Postintervention, adolescents in the intervention group showed significantly lower interleukin 6 levels (\log_{10} mean difference, 0.13; 95% CI, 0.004 to 0.251), cholesterol levels (\log_{10} mean difference, 0.03; 95% CI, 0.003 to 0.059), and body mass index (mean difference, 0.39; 95% CI, 0.07 to 0.71) compared with adolescents in the control group. Effects for C-reactive protein level were marginal (\log_{10} mean difference, 0.13; 95% CI, -0.011 to 0.275). Preliminary analyses within the intervention group suggest that those who increased the most in empathy and altruistic behaviors, and who decreased the most in negative mood, also showed the greatest decreases in cardiovascular risk over time.



**Finding #7: To reach the
students, CARE FOR
Educators**

Teaching is one of the most stressful of all professions!

46% of teachers report high daily stress during the school year.* That's tied with nurses for the highest rate among all occupational groups.



*Gallup. (2014). *State of America's Schools: A Path to Winning Again in Education*. (Washington, DC: Gallup).

First...



Then...

A photograph of a classroom. A male teacher in a red and blue plaid shirt stands at the front, facing a class of diverse students. The students are seated at wooden desks, looking towards the teacher. The classroom has green walls, a whiteboard, and various educational posters. A semi-transparent grey box with text is overlaid on the bottom half of the image.

What do you know about the degree to which teacher candidates learn about social and emotional learning in their teacher education programs?

VERY LITTLE!!

What Enhances the SEL and Well-being of Children and Youth?

Evidence-Based Practical Strategies



#1. SEL 2.0: Implementing SEL System-Wide





A Systemic Approach to SEL

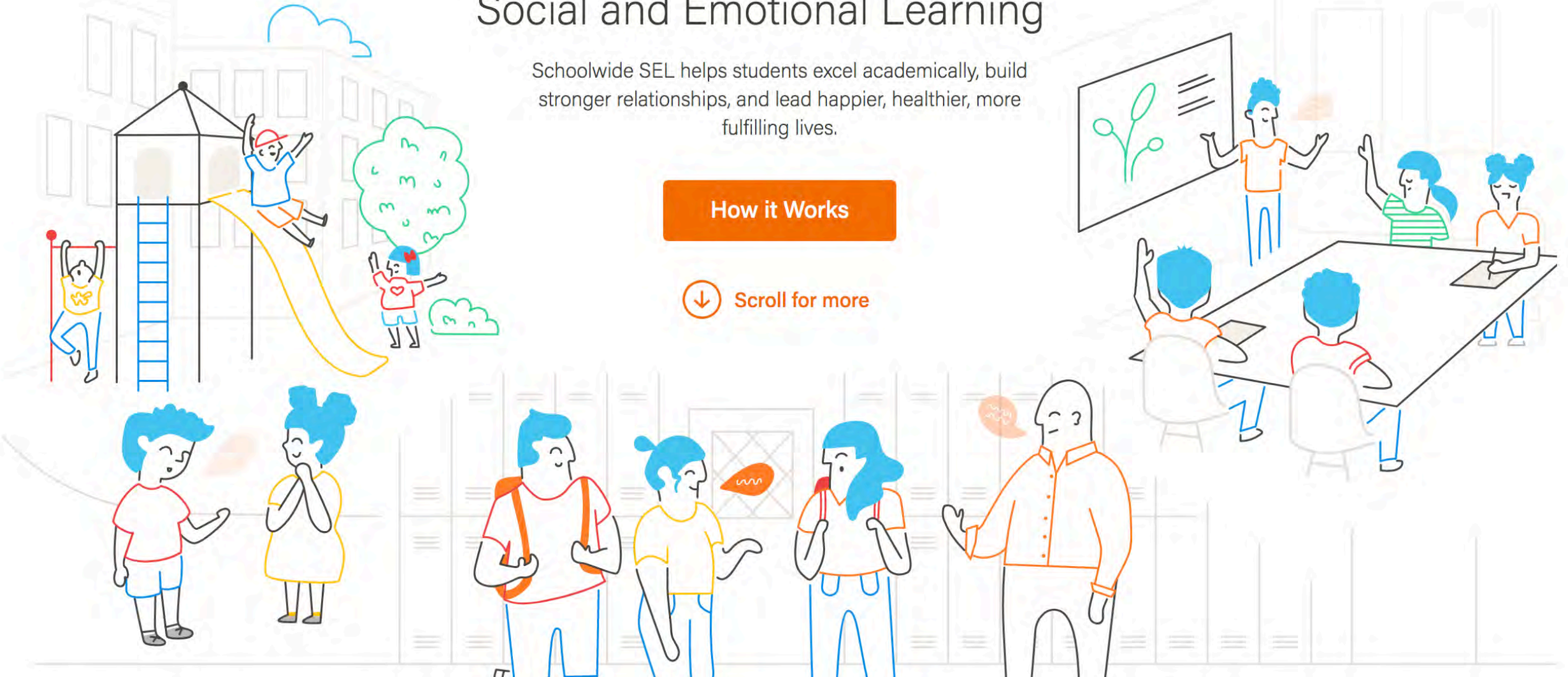
1. Create caring and supportive school environments and positive relationships with students so that they feel cared for, supported, and nurtured.
2. Provide students with opportunities and specific skills that will foster their social and emotional competence, happiness, and well-being.
3. Promote the social and emotional competence and well-being of the adults.

The CASEL Guide to Schoolwide Social and Emotional Learning

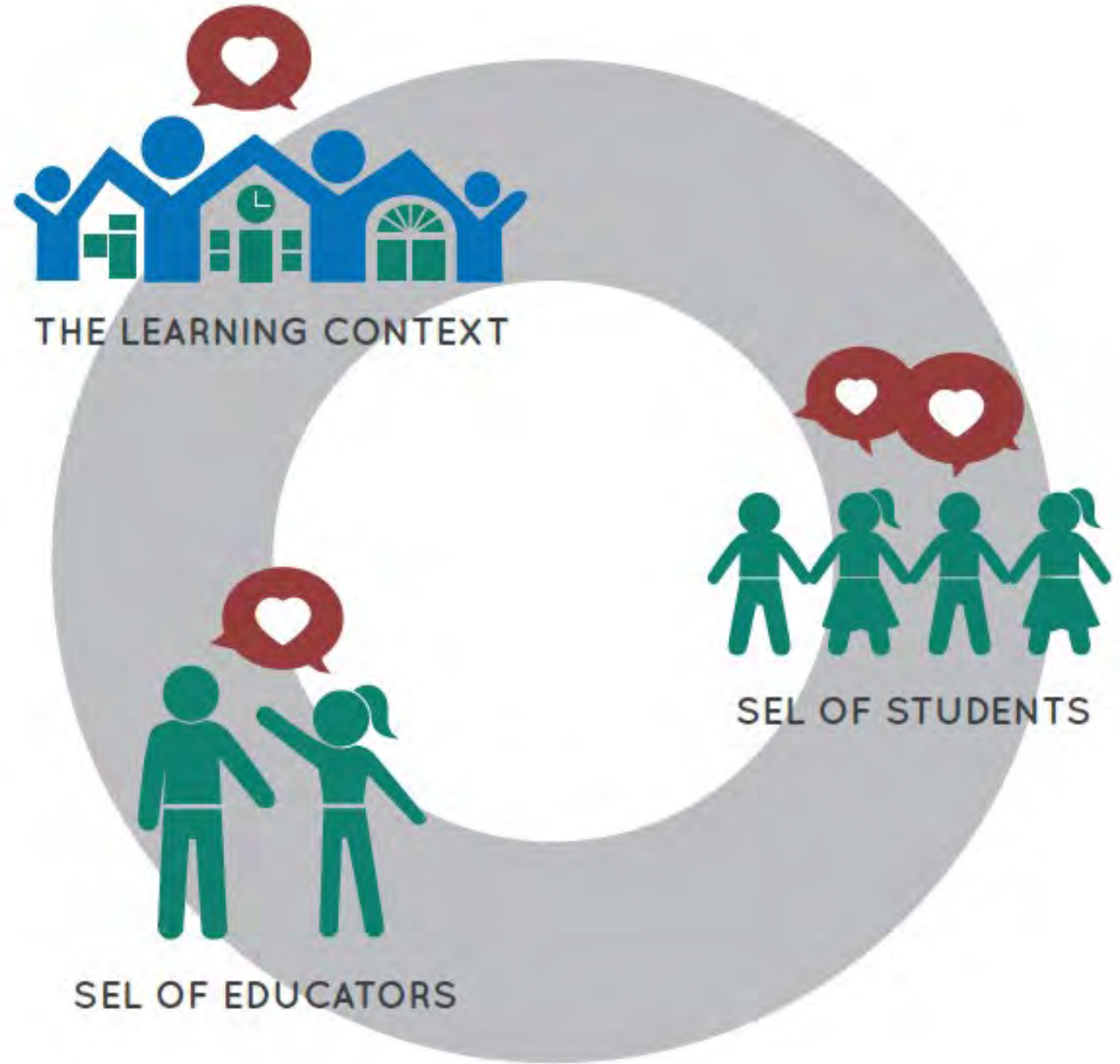
Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

How it Works

↓ Scroll for more



THREE ESSENTIAL INGREDIENTS OF Systemic SEL





SEL OF STUDENTS

#2: IMPLEMENT EVIDENCE-BASED SOCIAL & EMOTIONAL LEARNING (SEL) PROGRAMS





MINDUP * Kindergarten to 8th grade
(5 to 14 yrs)

The **MINDUP**[★] Program



How Our
Brains Work

Understanding
Mindfulness

Focused Attention

**Neuroscience
Foundations**

Mindful Listening

Mindful
Seeing

Mindful Smelling

Self Awareness

Mindful Tasting

Mindful Moving
(Pt 1)

Mindful Moving
(Pt 2)

Self Management

Perspective Taking

Choosing Optimism

Savoring Happy
Experiences

Social Awareness

Acting with Gratitude

Acts of Kindness

Mindful Action in Our
Community

Social Action

Practicing Mindful Attention Awareness “Brain Breaks”

PAUSE

LISTEN

BREATHE



Summary of Findings on MindUP

- ↑ Self-control
- ↑ Positive emotions
- ↑ Empathy and perspective-taking
- ↑ Social and emotional competence
- ↑ Stress regulation
- ↑ Kindness and caring for others
- ↑ Math grades
- ↓ Depressive symptoms

Schonert-Reichl, K. A., Oberle, E., Lawlor, M. S., Abbott, D., Thomson, K., Oberlander, T., & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A Randomized Controlled Trial. *Developmental Psychology*, 51, 52-66.



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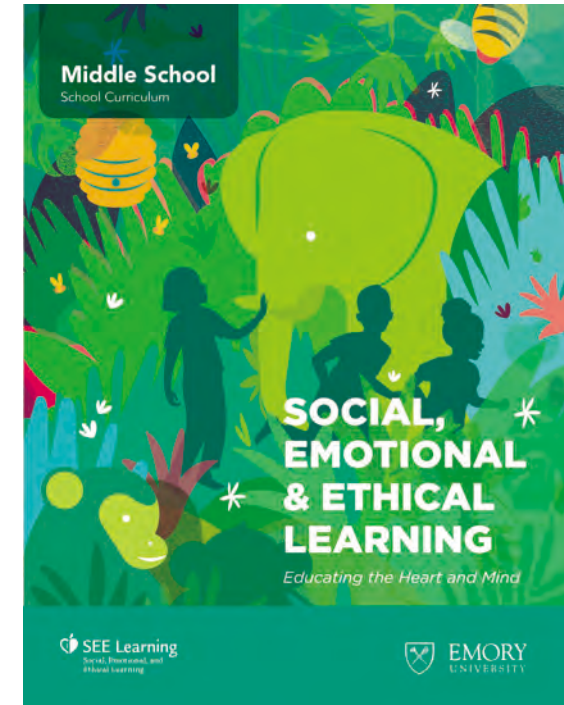
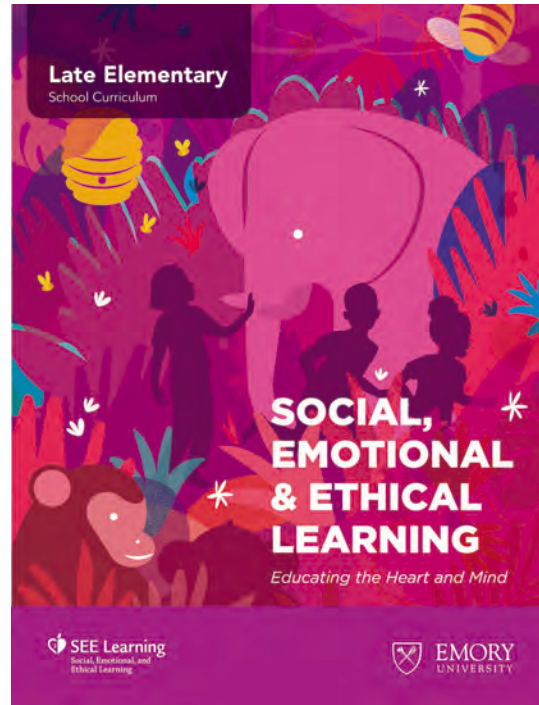
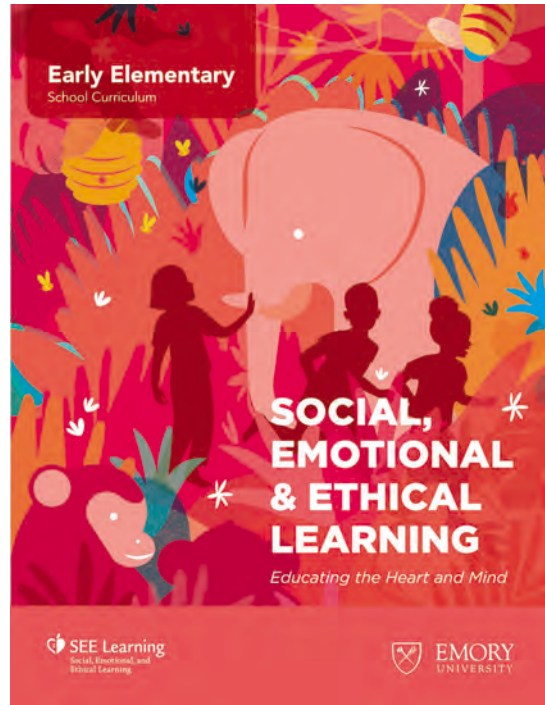
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THE LEARNING CONTEXT



#4: DEVELOP AN EMPATHIC MINDSET

Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents

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Edited by Susan T. Fiske, Princeton University, Princeton, NJ, and approved March 18, 2016 (received for review December 1, 2015)

Growing suspension rates predict major negative life outcomes, including adult incarceration and unemployment. Experiment 1 tested whether teachers ($n = 39$) could be encouraged to adopt an empathic rather than punitive mindset about discipline—to value students' perspectives and sustain positive relationships while encouraging better behavior. Experiment 2 tested whether an empathic response to misbehavior would sustain students' ($n = 302$) respect for teachers and motivation to behave well in class. These hypotheses were confirmed. Finally, a randomized field experiment tested a brief, online intervention to encourage teachers to adopt an empathic mindset about discipline. Evaluated at five middle schools in three districts ($N_{\text{teachers}} = 31$; $N_{\text{students}} = 1,682$), this intervention halved year-long student suspension rates from 9.6% to 4.8%. It also bolstered respect the most at-risk students, previously suspended students, perceived from teachers. Teachers' mindsets about discipline directly affect the quality of teacher-student relationships and student suspensions and, moreover, can be changed through scalable intervention.

may give rise to a self-perpetuating cycle of punishment and misbehavior (12).

Three experiments tested whether teachers can be encouraged to adopt an empathic mindset about discipline and examined its impact on students. This mindset prioritizes valuing and understanding students' experiences and negative feelings that give rise to misbehavior, sustaining positive relationships with misbehaving students, and working with students within trusting relationships to improve behavior (9). For example, perspective-taking, the cognitive component of empathy, may help teachers understand students' experiences and internal states (13) and thus respond more appropriately to misbehavior (e.g., with greater concern for the needs of the student) (12, 14). Notably, even as many teachers are exposed to a default punitive approach to discipline (5), teachers also have, as a central plank of their profession, the goal to build and sustain positive relationships with students, especially struggling students (15). The existence of this alternative mindset suggests that it may be possible through relatively modest means to encourage a different approach to student misbehavior. We

Connectedness to Adults

- **Connectedness to adults at school more strongly predicted well-being (optimism, happiness, self-concept) than connectedness to adults at home or in the neighborhood and community.**
- **Connectedness to adults was a stronger predictor of well-being than socio-economic status.**

(Oberle, Schonert-Reichl, Guhn, Zumbo, & Hertzman, 2014, *Canadian Journal of School Psychology*.)



#5: SPEND TIME OUTDOORS

A group of diverse young students, including boys and girls of various ethnicities, are sitting on the floor in a classroom. They are arranged in a loose circle, some looking towards the camera and others looking at each other. The background shows typical classroom furniture like desks and chairs. The text is overlaid on the image in a large, bold, black font.

“What is not assessed, is not addressed”

#6: Collect Data on Students’
SEL and Well-being

And, remember to
measure the light
and not just the
shadows






#7: Listening to Children's Voices

Many ways to teach SEL



The background image is very dark and blurry. It appears to be an indoor setting, possibly a room with a large window or glass door. There are some indistinct shapes that could be objects on a table or floor, but they are not clearly identifiable. The overall tone is dark and moody.

In the fall of 2006 a group of grade eight middle school students did something amazing

Moving Forward

A person wearing a teal dress and dark shoes is walking away from the camera on a paved path. The path is marked with a large, white, hand-painted arrow pointing towards the horizon. The ground is dark asphalt with some dry pine needles scattered around. The person's legs and feet are visible as they walk.

1. What are two actions that you are going to take to promote your own well-being?

2. What are two actions that you are going to take to promote your students' SEL?

A photograph of a sunset over the ocean. The sun is a bright yellow-orange disk on the horizon, partially obscured by a layer of clouds. Above this, more clouds are scattered across a deep purple and blue sky. The ocean in the foreground is dark and textured with small waves.

THANK YOU!

Practical resources for promoting social and emotional learning in students

Dalai Lama Center – “Heart-Mind online”

<http://www.heartmindonline.org/>

Collaborative for Academic, Social, and Emotional Learning

www.casel.org

Edutopia

<http://www.edutopia.org>

SEL School (Great Teachers and Leaders)

<http://www.gtlcenter.org/sel-school>

Social and Emotional Learning Resource Finder (UBC)

<http://www.selresources.com/sel-resources/>

Greater Good Science Center

<http://greatergood.berkeley.edu/>