

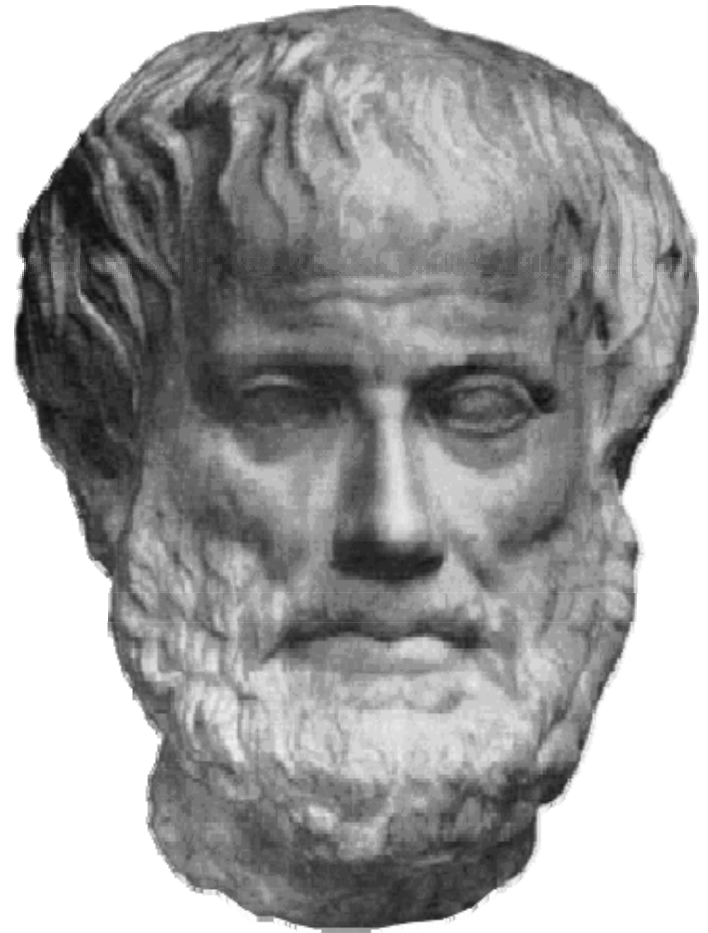
Social Emotional Education

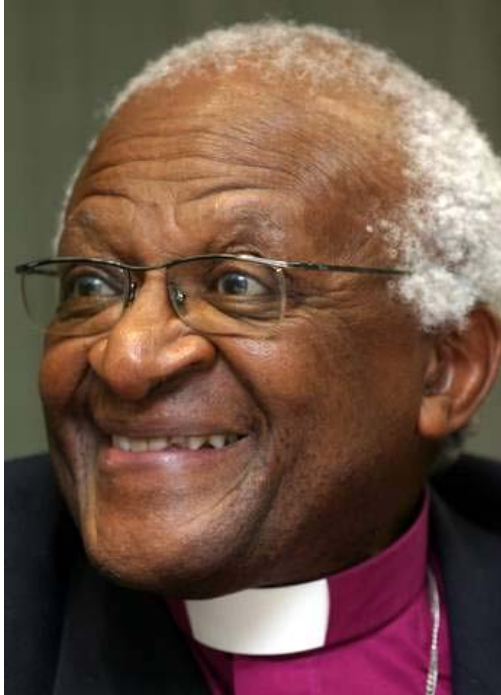
Relationships:

The Fourth R of Schooling

Dr. Shelley Hymel

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





Educating the mind without the heart has produced brilliant scientists who use their intelligence for evil.

Kasserian ingera?

.....and how are the children?



How are our children?

- 1 in 5 youth display mental health problems that warrant social services
- 11.4% of Canadian youth drop out early
- 7% of BC students in gr. 7-12 report having attempted suicide at least in the past 12 months. About 10% of girls and 17% of boys have considered it.

- 8 – 10% of students report they are bullied and harassed by peers on a daily/weekly basis
- Disliked and socially rejected children are at greater risk for later mental health problems, criminality and dropping out
- 6 – 12% of students report that they do not feel safe at school

Canada in International Comparisons

Six dimensions of well being in 21 First World Nations:

- Education
- Relationships with family and peers
- Behaviors and risks
- Child Poverty
- Health and safety
- What young people say

Canada is:

- #2 in Education
- #12 in Child Well Being
- #17 in Risks and Behaviors
- #18 in Relationships with Family and Peers

Three Big Questions about SEL:

1. What is Social Emotional Learning?
2. Why is it important?
3. How can we nurture it?

What is it?

- The process thorough which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships and avoid negative behaviors.

Zins, Bloodworth and Waberg (2004)

CASEL: Collaborative for Academic, Social and Emotional Learning

Five core competencies”

- **Self-awareness**—accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence
- **Self-management**—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately
- **Social awareness**—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources
- **Relationship skills**—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed
- **Responsible decision-making**—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community

No Emotion Left Behind...

“A growing body of literature suggests that a deliberate and comprehensive approach to teaching children social and emotional skills can raise their grades and test scores, bolster their enthusiasm for learning, reduce behavior problems, and enhance the brain’s cognitive functions.”

Education Week, New York Times

The Priority of Human Relationships

- Human beings are wired for relationships
- Belonging is a basic human need
- One adult can make a difference

The Importance of Peer Relationships

Self-Determination Theory:

Three basic needs for optimal learning:

Autonomy – voice and choice

Belonging

Competence

Peer relations have a measurable impact on school performance and can be a predictor of future success.

Why SEL?

1. Many students experience SE problems that interfere with their interpersonal relationships, school success, and their potential to become competent adults and productive citizens.

Mental Disorders in Children and Youth (Waddell and Shepherd 2002)

Estimated numbers of children in BC:

Age 4 – 17

Anxiety	6.4%	60, 900
Conduct Disorder	4.2%	30, 900
ADHD	4.8%	30, 900
Depression	3.5%	19, 700
Substance Abuse	0.8%	7, 500
PDD	0.3%	2, 800
OCD	0.2%	1, 900
Tourettes	0.1%	900
Eating Disorder	0.1%	900
Schizophrenia	0.1%	900
Bipolar	<0.1%	<900

- Only 25% are receiving mental health services
- 56% receive their primary care through the schools

“Schools are in the mental health business whether we like it or not.”

2. It makes economic sense.

Canada spends about 14.4 billion annually on the treatment of mental illness.

By 2020, the Canadian Psychiatric Association estimates that mental illness will be the leading healthcare cost in the country.

Each high-risk youth who becomes a criminal cost society \$ 1.3 – 1.5 billion (US) over a lifetime.

3. A focus on SE issues has become a practical concern for teachers as they struggle to address behavioral concerns that interfere with academic learning.

Co-morbidity: $\frac{1}{4}$ - $\frac{1}{3}$ of LD students also display behavioral disorders.

4. The ultimate goal of education is to create good citizens, not just good learners.

We want good citizens, not just smart ones.



5. It is mandated in the BC school system.

1989 – human and social development becomes one of the major goals of the BC curriculum.

2001 – BC MoE established social responsibility as one of four “foundational skills.”

6. We are already doing it implicitly ...

needs to be more explicit.

Ask: What do schools value – the trophy case and honour role, or the way people treat each other at school?

School Contributions to Pro-social Development (Staub, 1988)

- Democratic and autocratic modes of operation
- Guided pro-social activities that benefit others
- Valuing differences, emphasizing commonalities
- Cooperative rather than competitive learning
- Positive discipline practices: warmth, respect, inductive, other-centred, restitution, restorative justice

Academic Intelligence is not enough – IQ accounts for only 10 – 15 % of job success and other real world outcomes.

- Grade 3 social competence better predicts academic achievement (Capera et al) at gr. 8 than gr. 3 achievement.
- Pro-social behaviour is a better predictor of academic achievement than standardized test scores. (Wentzel)

SEL Improves Academic Outcomes:

- Stronger sense of community
- Better school attendance
- More able to deal with stress
- Reduced aggression
- Greater likelihood of determining their own learning

8. New neuroscience research shows that SEL is linked to brain functioning.

Emotional development preceded cognitive development.

SEL can change brain function and promote adaptive emotional and cognitive functioning.

Primary Approaches to Promoting SEL Competencies:

- School climate: safe, caring, highly engaging learning environments
- Direct training in SEL competencies
- Skill development – explicit skills instruction
- Infusion of SEL into curricular areas.

Bullying is a group phenomenon

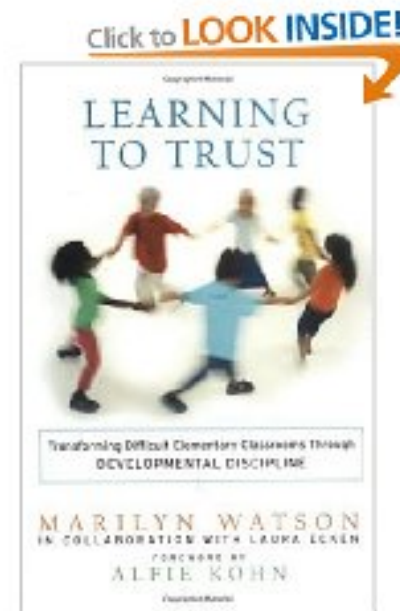
- Victim
- Defender
- Possible defender
- Disengaged onlookers
- Passive supporters
- Supporters
- Followers
- Bully (Olweus)

A Canadian study took 52 hrs. of video tape:

- 400 episodes of bullying
- Every 7 minutes on playground
- Every 15 – 20 min. in classrooms
- Episodes last on average 37 seconds, up to 37 minutes
- Teachers intervened 4% of the time.

Approaches to School Discipline:

- Attachment theory – read Learning to trust, by Marilyn Watson
- Positive discipline practices
- Restorative vs. Punitive Practices



Final thoughts:

- People support best that which they help to create.
- There is no one-size-fits-all program or approach.
- Schools need 3 – 5 years to develop the buy-in.