Agenda

• Welcome & Opening Remarks
• Keynote Speakers
• Coffee Break
• Expert Panel: Learning from Implementation and Research
• Working Group 1 & Plenary Sharing
• Lunch
• Expert Panel: Measurement and M&E of SEL Interventions
• Working Group 2 & Plenary Sharing
• Synthesis & Closing
• Reception
SOCIAL-EMOTIONAL LEARNING
Establishing the Policy Case

June 1, 2018
Opening Remarks:
Ana Flórez, Director Global Education at FHI 360

Nina Papadopoulos, Team Lead Education in Crisis and Conflict USAID E3

Julie Cram, Senior Coordinator of United States International Basic Education Assistance

SOCIAL-EMOTIONAL LEARNING
Establishing the Policy Case
Keynote Speaker:
Stephanie Jones, HGSE / EASEL Lab

SOCIAL-EMOTIONAL LEARNING
Establishing the Policy Case
The Science and Practice of Social and Emotional Learning
(What is it, and why are we here today?)

Social-Emotional Learning Roundtable
June 1, 2018

Stephanie M. Jones
Harvard University
In the next 25 minutes...

What is it?
1. The Skills
2. The Science
3. The Practice

Why are we all here today?
Insights to guide decision-making...

- Alignment and Precision
- Integration
- Adults and Settings
What is it?

THE SKILLS
The Psychological Approach to Educating Kids

Increased focus on kids' psychological health may seem like the education world's flavor of the day, but it's achieving results.

VICTORIA CLAYTON | MAR 30, 2017 | EDUCATION
Specifically...

Skills/Competencies

- **Cognitive**
  - E.g., managing & shifting attention, controlling impulses, planning & goal setting, critical thinking.

- **Emotion**
  - E.g., emotion knowledge and expression, emotion & behavioral regulation, empathy
  - E.g., understanding social cues, social perspective taking, prosocial behavior, conflict resolution, social problem solving

- **Social**
Cognitive
Emotion
Social
Beliefs/Knowledge of Self & Identity
Character/Values
Personality

Skills/Competencies
Belief Ecology (attitudes, habits of mind)

- E.g., self-efficacy, growth mindset, agency, self-esteem, self-knowledge, purpose
- E.g., ethical, performance, intellectual, and civic values
- E.g., optimism, gratitude, openness, enthusiasm/zest
They are developmental – they emerge and change over time.

**EMERGE FIRST and GROW SIGNIFICANTLY** – provide foundation for cognitive, emotion and social skills and behavior; continue to grow throughout childhood and adolescence.

1. **Cognitive Domain**
   - Cognitive Flexibility
   - Response Inhibition
   - Attention Control
   - Working Memory

2. **Emotion Domain**
   - Emotion & Behavior Management
   - Emotion Knowledge & Expression

3. **Social Domain**
   - Pro-social & Cooperation
   - Conflict Resolution
   - Basic Social Engagement
   - Understanding Social Cues
   - Empathy & Perspective-Taking
   - Planning, Organizing, Setting Goals

**EMERGE NEXT** – these skills build upon earlier skills as children get better at using them in new ways; increasingly used to support academic and social goals.

**BECOME MORE SOPHISTICATED**

Jones & Bailey, 2012
What is it?

THE SCIENCE
What’s the evidence?

Tell us about critical life outcomes.

1. Long-term correlational studies
The Payoff of People Skills

In childhood...

- Academic Skills
- “Non-Academic” Skills
  - IQ, Grades
  - Standardized Tests
  - “People Skills”
  - Social Competence
  - Self-Control

20-30 years later...

- Labor Market Success
- Higher Education
- Physical Health
- Low Substance Use
- Personal Finances
- Low Criminal Offending

(David Deming, NBER, 2015)
What’s the evidence?

1. Long-term correlational studies
2. Large multi-program studies & trials of specific interventions in preschool, school, and afterschool contexts
Two Decades of RCTs: Child Outcomes

- In general, they work when implemented well

ES=\sim .55
Two Decades of RCTs: **Classrooms**

- Effects are consistent and tend to be larger (.5-.6)
- Everyone is using the same tool... **CLASS**

SOURCE: Raver, Jones, Li-Grining, Metzger, Champion, & Sardin (2008), *Early Childhood Research Quarterly.*

NOTES: Significance levels are indicated as * p < 0.10; ** p < 0.05; *** p < 0.01.
What’s the evidence?

1. Long-term correlational studies
2. Large multi-program studies & trials of specific interventions in preschool, school, afterschool contexts
3. Meta-analyses; cost-benefit analyses

What do the interventions typically look like?

- Complex, multi-component, curricular = hard to do as intended

Tell us about critical life outcomes.

Tell us about social-emotional (.57), behavioral (.22), academic outcomes (.27); variation by groups; classroom and school-level.

Broad expectations and return on investment.
Summary

• Across studies, findings can appear mixed:
  – Lumping:
    • Large, multi-program studies with general measurement battery = **Null effects**
    • Meta-analyses (Durlak et al., Sklad et al.) = **Great! But where do we focus?**
  – Splitting:
    • Individual program evaluation with “close” measurement = **Great! More precise, but the measures are different across studies and findings are hard to track (i.e., inconsistent)**
• Implementation varies; Components/mechanisms haven’t been tested
What is it?

THE PRACTICE
What’s Effective?

Two coordinated strategies:

1. Instruction in social and emotional skills (modeled, taught, practiced, discussed → students have sense of engagement, agency).

2. Establishing safe, caring learning environments with effective classroom management.

Current practice is organized around PROGRAMS.

Frontier of practice is STRATEGIES (Kernels), especially when making connections across settings/contexts.
Some notes on domestic SEL-relevant policy...

1. Opportunities via ESSA
2. National SEL TA Center contract via DOE
3. Aspen Institute National SEAD Commission
4. State and local efforts
   - State standards (CSI)
   - District-wide improvement plans via SEL (CDI)
   - District-based measurement/assessment (CORE)
   - City-based initiatives (Boston, Tacoma, Austin...)
   - Miscellaneous
Why are we all here today?

INSIGHTS TO GUIDE DECISION-MAKING
What we do...

For educators & practitioners:
Does the strategy or program target the skill you want to impact?
Are you employing data to make decisions?

What we expect to change...

For researchers & program evaluators:
Are you using the right assessment to measure the skills built by a particular program?
Are you communicating findings in a manner that is precise and aligned, and translational and connected to other efforts?

What we know...

For funders & policy-makers:
• What does evidence say is most critical for improving children’s outcomes?
• What does IT look like across different contexts and age-bands?
• How can you tell if your systems and FRAMEWORKS are aligned (early childhood, K-12, OST)?
• How can you tell whether your programs/efforts/investees/initiatives are building the same or different skills (since many use different terms)?

Impact
Integration

• Getting inside the box:
  – Moving from brands to strategies is a vehicle for integration within, and scaling across, settings.

• Focus on structures *and* linked processes
  – Structures are tangible (curricula, training, assessments) and not sufficient.
  – Processes are intangible (relationships, norms, perceptions, practice, quality of implementation) and necessary.
Adults & Settings

• It’s not simply about children & youth.
  – **Adults** are the linchpin.
  – **Settings** hold the conditions that enable, foster, or impede, effective practice.

• Key Questions...
  – Who are the relevant actors and what role do they play in the setting?
  – What skills, competencies, attitudes, habits, knowledge and supports do they need?
  – What are micro-contexts and micro-climates in learning settings that influence experience and need to be addressed?
Thank you!
(jonesst@gse.harvard.edu)
Lots of Frameworks

employability skills
prosocial education
non-cognitive skills
emotional intelligence
21st century skills
deeper learning
positive psychology
character education
culturally responsive education
college, career, and community ready
grit
growth mindsets
how learning happens
social, emotional, and academic development
Science of learning and development
student-centered learning
life skills training
school-based prevention
social and emotional learning
health promotion
civic and service learning

THE ASPEN INSTITUTE
NATIONAL COMMISSION ON SOCIAL, EMOTIONAL, & ACADEMIC DEVELOPMENT
A student’s ability to focus, manage emotions, and stay engaged, plays a large role in his or her ability to perceive, process, and ultimately learn. Students who can work collaboratively and communicate effectively are better able to harness their academic knowledge to perform in school now and in the workplace later. At the same time, these competencies help young people build the strong relationships that are such a big part of leading a fulfilling life.
1. Common denominators/Essential active ingredients
2. Simple, not simplistic (doable, nimble/flexible, adaptable)
3. Have 3 universals, embedded in local context:
   • information (build knowledge) +
   • practice (try, fail, reflect, try again) +
   • relationships/transfer (talk, thinking about thinking, thinking about behavior, thinking about place)
4. Our theory → we might see bigger uptake, scalability, and sustainability and ultimately better outcomes for children
Current International Guidance & Policy Recommendations:
Dean Brooks, Director - INEE

SOCIAL-EMOTIONAL LEARNING
Establishing the Policy Case
“An open, global network working together to ensure all persons access their right to a relevant, safe and quality education.”
Who are we?

• More than 14,000 of us work and study and teach and respond to the education needs of millions of people facing crisis situations;
• An average of 3 new members every day;
• We are teachers and students and NGO workers and UN staff and donors and ministry officials and consultants, and more;
• We work in offices, refugee camps, universities, and under big mango trees;
• We speak more than 80 listed languages and dialects;
• We live in more than 170 countries.
FUNCTIONS OF THE NETWORK

- Community Building
- Providing
- Convening
- Facilitating and Learning
- Knowledge Management
- Amplifying and Advocating

Providing for Knowledge Management and Advocating

Community Building

Facilitating and Learning

Convening

Amplifying and Advocating
Providing Tools & Resources
INEE Background Note on PSS-SEL

- December 2016
- Purpose: clarify relevant terminologies and approaches relating to psychosocial support (PSS) and social and emotional learning (SEL) in education in crisis affected contexts, and to explore how the two concepts relate to one another.
INEE Roundtable: PSS-SEL

18 October 2017

- 100 education and practitioners and researchers working in the field of EiE
- Shared recent research and tools
- Discussed innovative approaches, articulated knowledge gaps and developed policy recommendations
Policy Recommendations:

1. Ensure there are referral mechanisms to quality clinical professionals
2. Ensure a common & accurate understanding of trauma
3. Integrate PSS/SEL into systems and into curricula, and should measure student wellbeing and social and emotional skills in assessments/exams
4. Incorporate child/adolescent development and PSS into teacher pre-service and in-service training
5. Take a holistic, intersectoral approach to PSS
6. Ensure programs are evidence-based and gender-responsive
7. Ensure stronger focus on teacher well-being and professional development
8. Incorporate SEL into teacher education
9. Ensure that donors prioritize and integrate these approaches into the curriculum
10. Link donor strategies and streamline funding
Policy Recommendations:

11. Provide multi-year funding for education programing and research
12. Make open-source resources available
13. Ensure cross-sector linkages with child protection and education
14. Create accountability mechanisms for communities to identify needs/wants from design to implementation
15. Invest in complementary non-formal alternatives to education with PSS focus
16. Harmonize existing resources
17. Standardize measurement tools
18. Ensure contextualization of global guidance
19. Breach the non-formal/formal education nexus
20. Ensure more inclusion and less segregation - PSS activities could be a first step
GUIDANCE NOTE

PSYCHOSOCIAL SUPPORT

facilitating psychosocial wellbeing and social and emotional learning
Why the INEE Guidance Note?

• To clarify the role of the EiE sector in supporting the psychosocial wellbeing of children and youth
• To provide educators with practical tips and advice about how to integrate PSS and SEL into formal and non-formal education efforts
• To highlight linkages with other sectors.
Definitions

**Psychosocial:** a holistic umbrella that comprises psychological and social aspects of a child's development. These include an individual’s thoughts, emotions, behaviors, memories, perceptions, and understanding but also their interactions and relationships with other people (family, peers, and community). These processes and relationships can be interrupted or undermined in situations of adversity (such as conflict and disaster).

**Social and emotional learning:** “the process of acquiring core competencies to recognize and manage emotions, set and achieve goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively” (Elias, Zins, Weissberg et al., 1997).

**Resilience:** Resilience is the process by which an individual uses their skills, attitudes, behaviors, and relationships to manage and overcome adversity. Resilience can be considered at different levels of an education system and in relation to different education outcomes (Diaz-Varela, Kelcey, Reyes, et al., 2013).
Please visit ineesite.org

INEE is open to all interested individuals and organizations who implement, support, advocate and study education in emergencies.
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SOCIAL-EMOTIONAL LEARNING
Establishing the Policy Case
BREAK

SOCIAL-EMOTIONAL LEARNING
Establishing the Policy Case