

The Positive Impact of SEL Strategies on Youth Development of Adolescents

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Introduction

- Hi, my name is Dr. Kip Thompson!
- Kahoot

Hello.

THE CHANGING WORLD OF THE ADOLESCENT

- Physical (e.g. puberty, voice inflections)
- Family (e.g. increased responsibilities)
- Social (e.g. peer group choices)
- Educational (e.g. complex structures, new teachers)

WHY SOCIAL-EMOTIONAL LEARNING (SEL)?

- NCLB created a climate of heightened pressure within school settings
- Zero Tolerance Policies are not effective at managing rule infractions
- Across both developing and developed countries, one in 4-5 adolescents will experience psychopathology w/i one year (Patel et al, 2007)
- Treating psychopathology is expensive
- Stigma against mental health persists

PRESENTATION GOALS



To deliver a working definition of Social-Emotional Learning (SEL)



To share frameworks for SEL, Self-Determination Theory, and Positive Youth Development (PYD)



To provide diverse examples of SEL practiced within settings serving adolescents



To generate suggestions for how educators can use SEL to serve youth...and themselves

SEL DEFINITION (ZINS ET AL., 2007)

- “...the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all students.”



PATHWAYS TO WELLNESS

Forming
healthy early
attachments

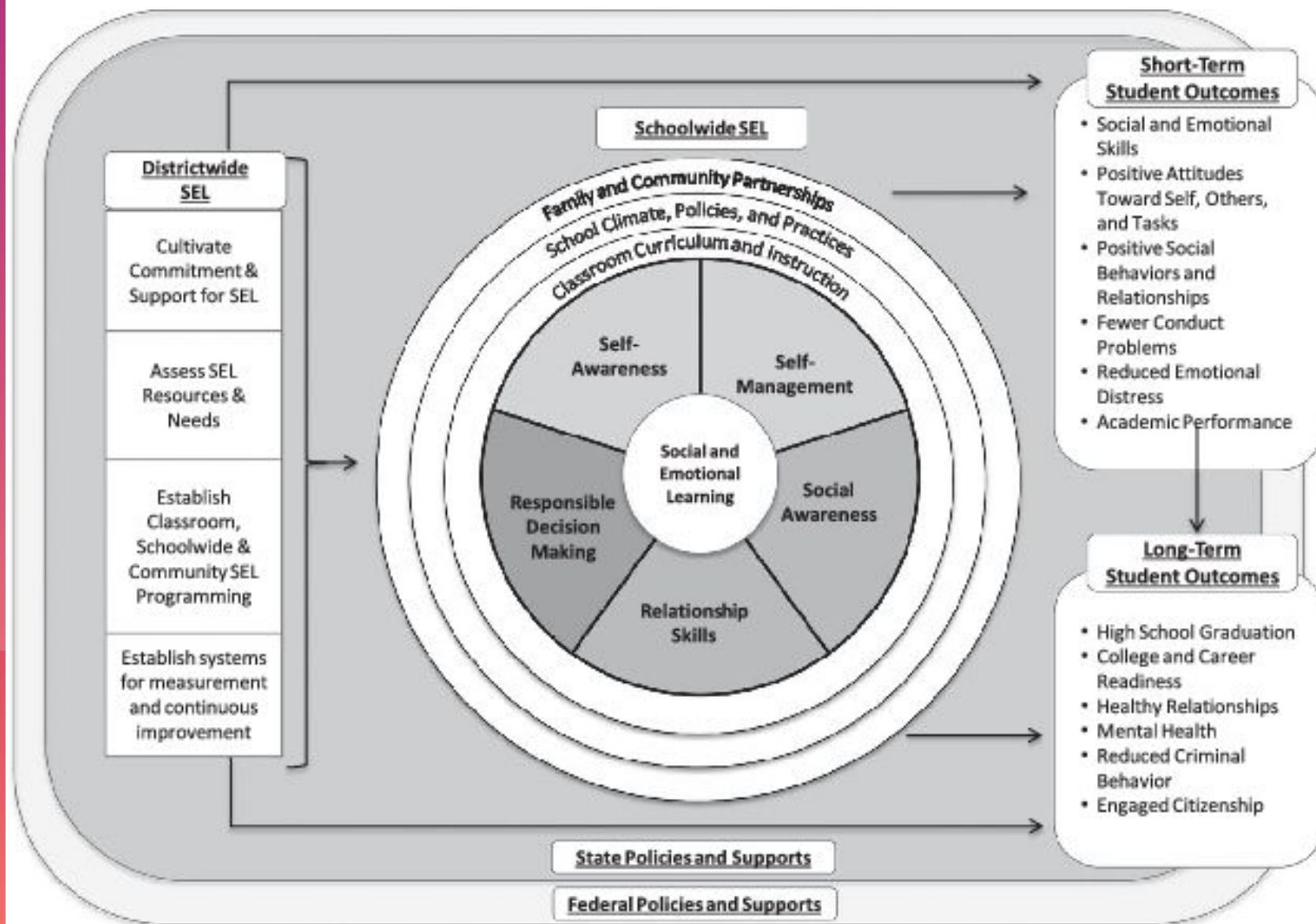
Age-appropri
ate
competencies

Settings that
favor
wellness

Feeling in
control of
one's fate

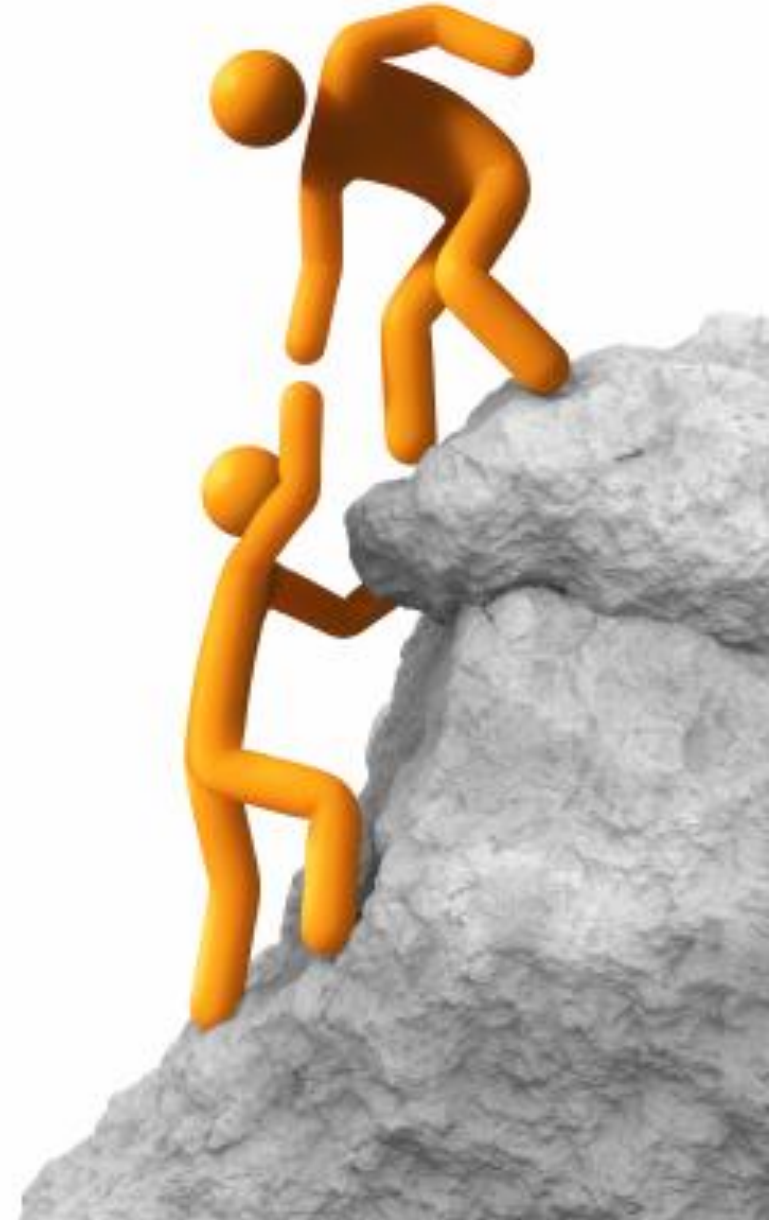
Coping
effectively
with stress

CASEL FRAMEWORK FOR SEL



POSITIVE YOUTH DEVELOPMENT (LERNER, 2002)

- Human development is influenced by external influences (plasticity)
- Mutually influential relationships between individual and context
- Youth are not liabilities, but rather assets to be developed



SELF-DETERMINATION THEORY (RYAN & DECI, 2000)

Autonomy

Relatedness

Competence



SEL & ETHNIC/RACIAL IDENTITY (RIVAS-DRAKE ET AL., 2020)

- Ethnic/racial identity
- Exploration
- Resolution



SEL & ETHNIC/RACIAL IDENTITY (RIVAS-DRAKE ET AL., 2020)

- Researchers implemented *Developmental Designs*, a school-based SEL intervention designed to help MS students cultivate developmental assets
- Study aimed to explore relationship b/w Black & Brown middle school students' perceptions of classroom SEL practices w/ changes in their ethnic/racial identity across three waves
- Results indicated higher exploration & resolution at each wave was related to greater exposure to classroom & homeroom advisory SEL practices



SEL & ADULT MENTAL HEALTH SERVICE USAGE (RIGGS ET AL., 2009)

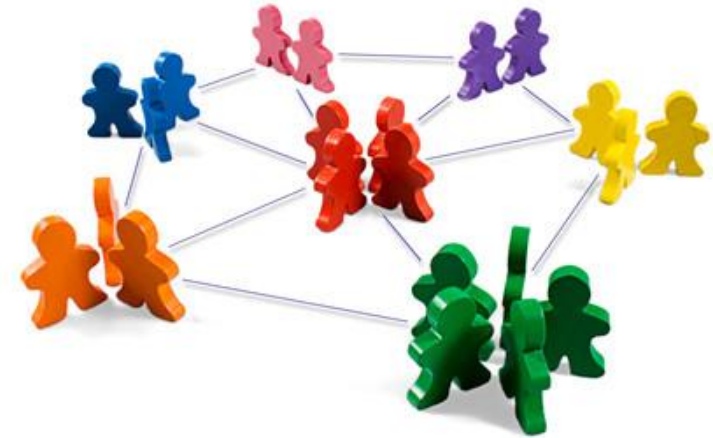
- Researchers implemented the *Midwestern Prevention Project*, a multifaceted intervention for adolescent substance use prevention
 - 1st year: 6th & 7th students become peer leaders, train staff on drug use...
 - 2nd year: parents trained to support their kids' drug-free behaviors...
 - 3rd year: community organizing components (prevention activities)...
 - 1-5th years: media component: TV, radio, and other media to promote program efforts

SEL & ADULT MENTAL HEALTH SERVICE USAGE (RIGGS ET AL., 2009)

- Study aimed to disrupt adult mental health problems by disrupting adolescent marijuana usage among predominantly White sample
- Longitudinal analyses focused on marijuana use during high school and MH services at 27-30
- Results indicated that those in the MPP group began high school using less marijuana per week.
- Results indicated higher levels of marijuana use upon entry to high school were related to increased use of MH services

SEL & EDUCATIONAL OUTCOMES (BRADSHAW ET AL., 2009)

- Researchers blended classroom-centered (CC) intervention with Good Behavior Game (GBG) to reduce early risk behaviors of poor achievement and aggressive behaviors
 - CC featured curricular enhancements, behavior management techniques, and contingency strategies for students who don't respond to the intervention
 - GBG includes assigning students to teams and only those teams that do not exceed a specified criterion of precisely defined off-task, disruptive, and aggressive behaviors are allowed to “win”.



SEL & EDUCATIONAL OUTCOMES (BRADSHAW ET AL., 2009)

- RCT included CC/GBG, a family-based intervention, & a comparison group
- Sample included 678 children: 53% male, 86.8% Black from Baltimore schools
- Participants were followed from 1st grade through 19yo
- Results indicated CC/GBG participation predicted high KTEA reading & math scores for the overall sample
- Results indicated teachers rated CC/GBG participants' academic performance higher than comparison youth
- Results indicated CC/GBG participation significantly increased HS graduation

SEL & TECHNOLOGY (PUSKAR ET AL., 2018)

- Military youth face myriad emotional challenges due to frequent relocations and parental deployment
- Study aimed to understand these challenges and develop a mobile app to help build resilience
- Adolescents (12-18yo) living in CA or PA participated in focus groups, and those themes helped develop MilTeenChat™





SHOW OF HANDS

SEL FOR TEACHERS (CIPRIANO ET AL., 2020)

- Top 5 most mentioned feelings among teachers at the end of March 2020...
- Top 5 most mentioned feelings among teachers in 2017...
- Most teachers do not receive much SEL training to support theirs and their students' emotional needs
- Mixed messages: being told to “take care of yourself” while also dealing with never-ending demands for online instruction, special education, timelines...



**FIVE REASONS
EDUCATORS'
EMOTIONS MATTER**

**•For
attention,
memory
and
learning**



**FIVE REASONS
EDUCATORS'
EMOTIONS MATTER**

- **For decision making**

FIVE REASONS EDUCATORS' EMOTIONS MATTER

- **For relationships**



FIVE REASONS EDUCATORS' EMOTIONS MATTER

- **For health and well-being**





FIVE REASONS EDUCATORS' EMOTIONS MATTER

- **For
performanc
e**



SO HOW DO WE GET THOSE NEEDS MET?

BUILD A CHARTER

Steps to take

- Meet as a faculty/staff to generate list of agreed-upon feelings and behaviors
- Put your emotional needs in writing
- Generate 2-3 observable behaviors that are realistic for each feeling
- Distribute to each member of the faculty/staff

Questions to ask yourselves

1. “How do we want to feel as a faculty/staff?”
2. “What do we need to do for everyone to feel this way?”



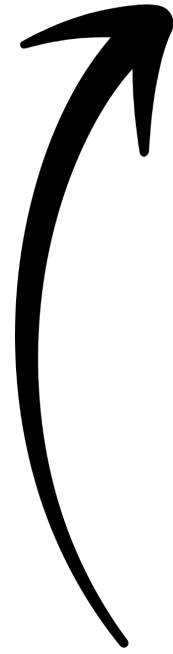
CLOSING THOUGHTS

- Multiple means of establishing and thinking about SEL
- SEL is just as much for teachers as it is for students
- Consult with administration at your school to establish SEL interventions at your school
- Take this one day at a time!!!

ONLINE SEL RESOURCES

- [CASEL resources for COVID-19 times](#)
- [EverFi: free digital SEL lessons](#)
- [Social-Emotional Learning Activities for Online Teaching](#)
- [Culturally conscious SEL](#)
- [How to Make SEL culturally competent](#)

THANK YOU FOR ATTENDING,
PLEASE SCAN THE QR CODE TO
GO DIRECTLY TO A SHORT
SESSION EVALUATION.



Scan me

YOUR THOUGHTS???