

The Science and Practice of Social-Emotional Learning

What do we know and what can we do?

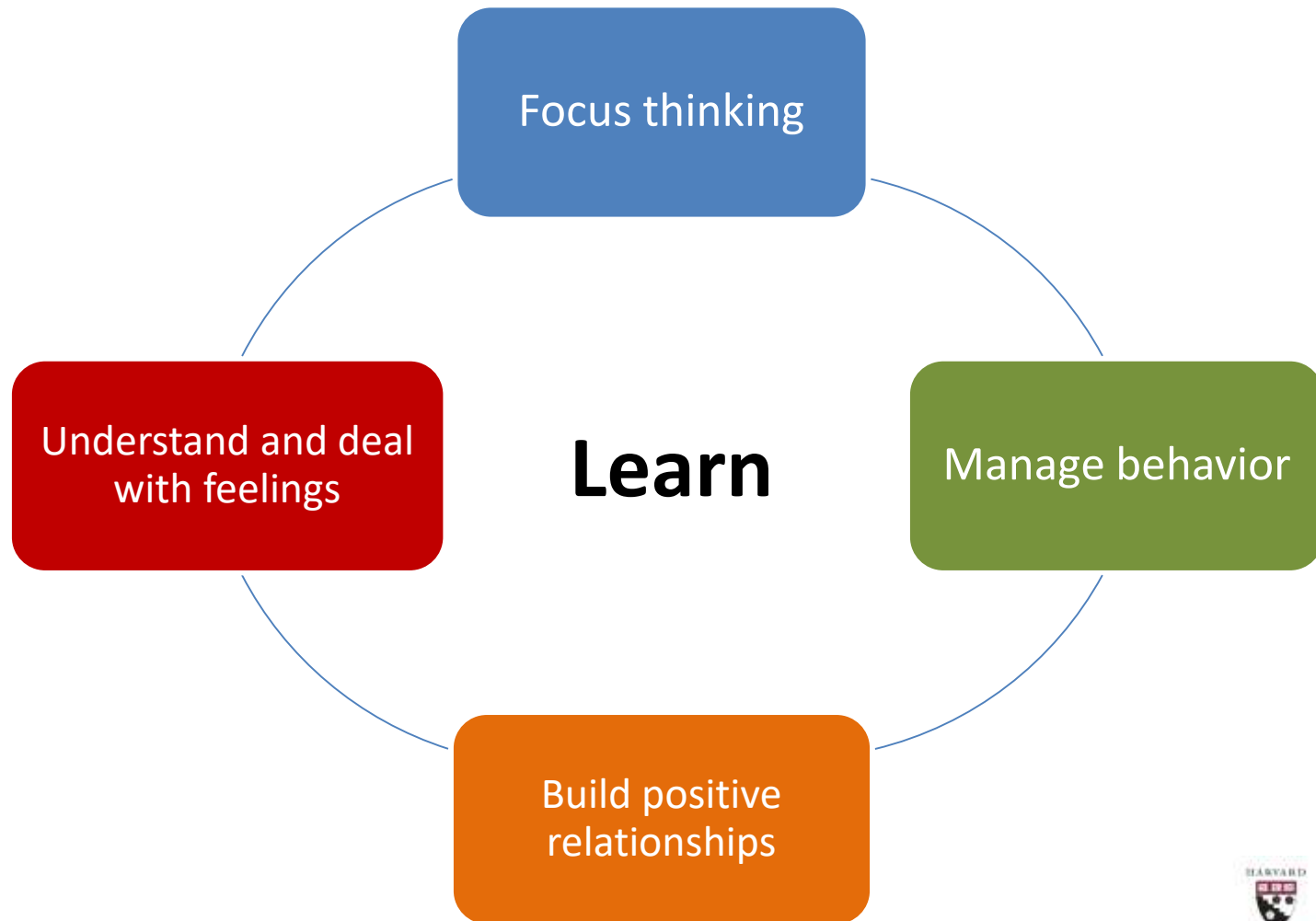


Stephanie M. Jones

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April 12, 2019

What is Social-Emotional Learning (SEL)?



As schools adopt social and emotional learning programs, a new guide offers help

The Washington Post

Answer Sheet

Why it's (long past) time for social and emotional learning

Social and Emotional Learning
Page: 12
It's Time for a Revolution!
Janine Francolini | Posted 08.26.13

CBCnews

Home World Canada
World Photo Galleries

7 traits kids need to succeed

Character traits include grit, self-control and social intelligence

By Janet Thomson and Manmeet Ahluwalia, CBC News Posted: Nov 23, 2012 5:13 AM ET | Last Updated

The Benefits of Character Education

What I learned from teaching at a "character" school

January 1, 2011

For educators learning, national

The Psychological Approach to Raising Kids

Increased focus on kids' psychology in the education world's flavor of the day, but...

VICTORIA CLAYTON | MAR 30, 2017 | EDUCATION

Teaching Kids 'Grit' is All the Rage. Here's What's Wrong With It.

The problem with KIPP's character-education model

The Economist
School reform
Stay focused
New research
Jan 19th 2013

Social-Emotional Learning

Collaborate to Craft Standards, Policies



Encouraging Social and Emotional Learning In the Context of New Accountability

Source: Science Magazine, Licensed under Creative Commons Attribution

THE EDUCATION ISSUE

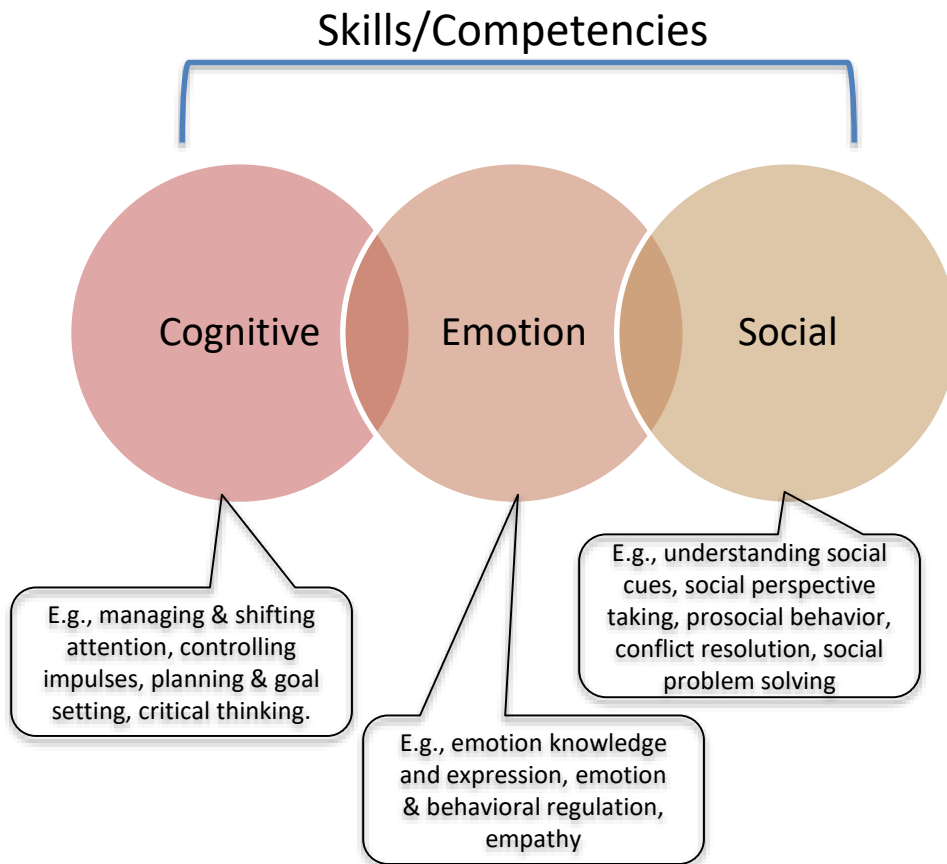


This Is What Anger Looks Like

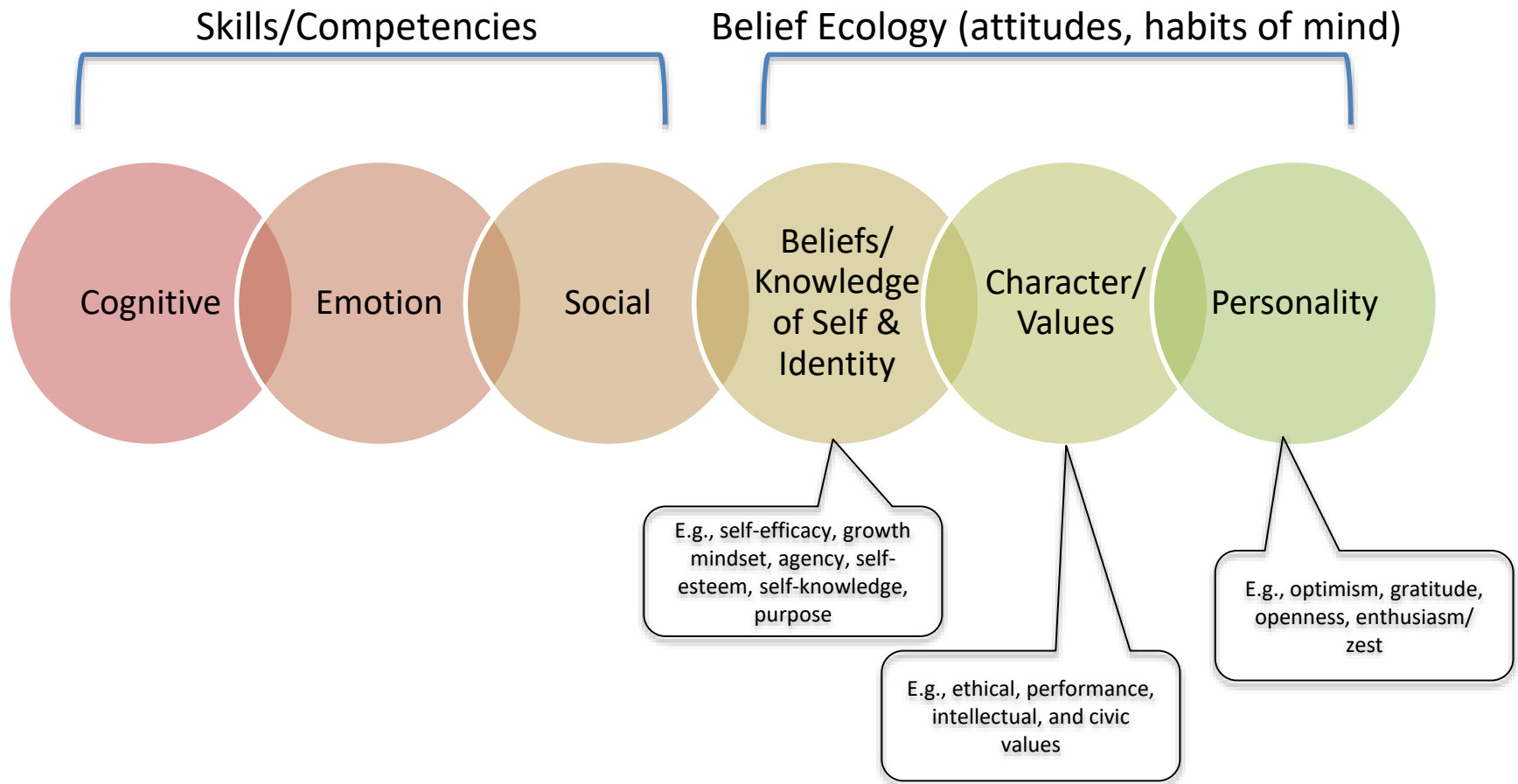
By JENNIFER KAHN
Emotional intelligence taught?

Can Emotional Intelligence Be

What are the skills and competencies?



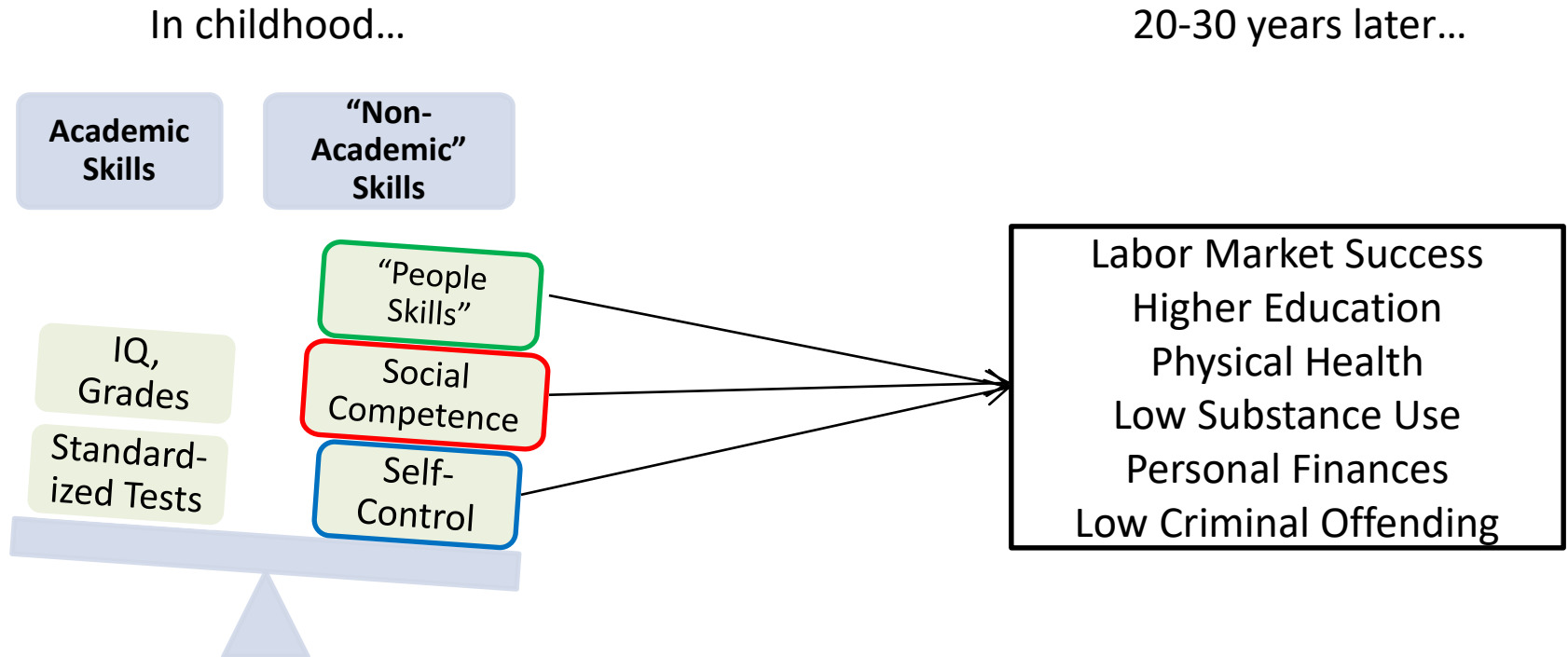
And...



What do we know

Tell us about critical life outcomes.

1. Long-term correlational studies



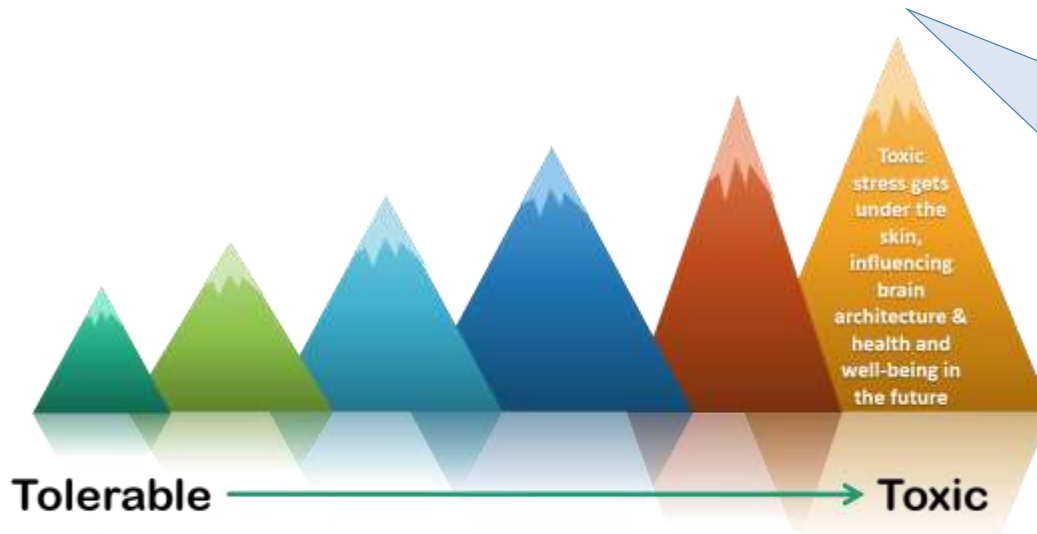
What do we know?

2. Large multi-program studies & trials in school, school district, and community contexts

Broad expectations and return on investment.

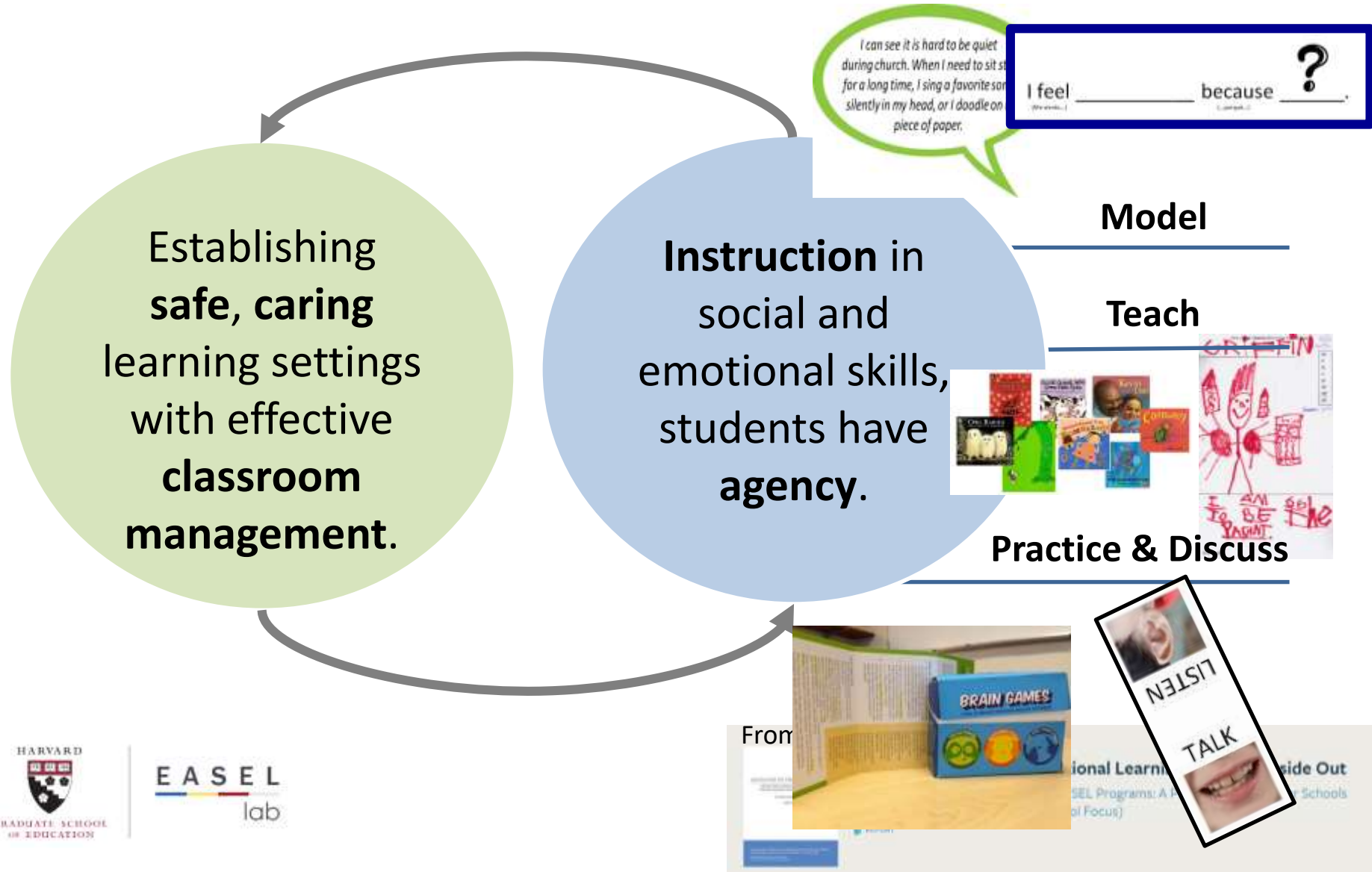
Tell us about social-emotional (.57), behavioral (.22), academic outcomes (.27); variation by groups; classroom and school-level.

3. Meta-analyses; cost-benefit analyses
4. A new science of stress → the brain → behavior



Children and adults who face **toxic** levels of **stress** are at higher risk for neurocognitive and behavioral difficulties with executive function and self-regulation = poor SEL.

What works in schools?



What's needed?

1. Consistent, connected t

→ Taxonomy Project:

see <http://exploresel.gse.harvard.edu/>



2. Integrated practice

→ SEL Kernels:

see <https://hechingerreport.org/a-cheaper-quicker-approach-to-social-emotional-learning/>



3. Focus on adults and settings

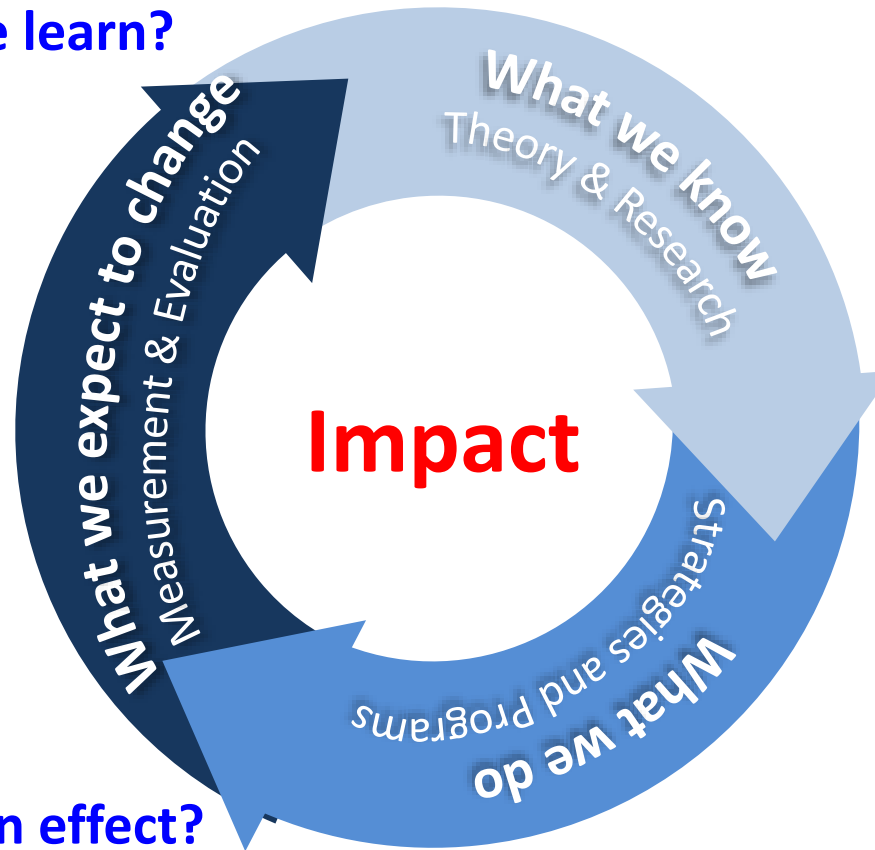
→ SECURe Families & Teachers:

see Aspen Journal of Ideas: Sept/Oct 2016



Cycles of Impact

What did we learn?



What should we focus on, and how?

Did it have an effect?

Thank you!

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